

Council of Graduate Schools
Completion and Attrition in AGEP and non-AGEP Institutions
Group Interview Questions for
GRADUATE DEAN'S OFFICE

Background

1. Let's begin with a little context. Briefly explain the general organizational structure and operations of the graduate school.
 - a. Staff, resources, jurisdiction
 - b. Relationship with institution- and/or college-level units/deans
 - c. Centralized/decentralized
 - d. Authority/power to get things done
2. Tell us about enrollment and graduation trends over the past five-or-so years among graduate students in general, and underrepresented minority doctoral STEM students in particular.
 - a. Differences by field, gender, age, etc.
3. Generally speaking, how well are graduate programs doing in terms of recruitment, retention, and success among underrepresented minority STEM doctoral students?

Factors Affecting Completion and Attrition

4. Our project is focused specifically on completion and attrition among underrepresented minority doctoral students enrolled in STEM fields. What factors do you think affect completion and attrition among this particular population?
 - a. Student (background, academic preparation, motivation, aspirations, etc.)
 - b. Program (environment, selection/admissions, advising, curricula, supports, funding, etc.)
 - c. Institution (vision, mission, culture, structure, etc.)

Programs, Policies, and Interventions

5. Describe the policies, practices, or interventions within the graduate school that are helping support completion among underrepresented minority STEM doctoral students?
6. What in particular makes these policies, programs, and interventions noteworthy?
 - a. Attributes (leadership, vision, information, resources, people, organization)
7. In what ways do these initiatives interface with other initiatives, either at the college-level or the institutional-level?

Institutional Support

8. What types and sources of support do you receive to help advance underrepresented minority graduate students in general, and STEM doctoral students in particular?
 - a. Types (funding, mandates, goals, facilities, etc.)
 - b. Sources (leaders, champions, external entities, etc.)

Final Thoughts

9. Is there anything else you would like to share about completion and attrition among underrepresented minority STEM doctoral students?

Thank you very much for your time today. We anticipate that the results of this study will be available in 2014. We would be glad to hear from you if you have additional thoughts or comments so please take one of the business cards.

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Group Interview Questions for
FACULTY AND GRADUATE PROGRAM DIRECTORS

Background

1. Let's begin with a little context. Can you briefly describe the size and scope of the program in which you teach, such as number of programs, number of students, and distribution of undergraduate and graduate students?
2. Tell us about enrollment and graduation trends over the past five-or-so years among graduate students in general, and underrepresented minority doctoral STEM students in particular.
 - a. Differences by field, gender, age, etc.

Programs, Policies, and Interventions

3. Describe the policies, practices, or interventions within your college or department that are helping support completion among underrepresented minority STEM doctoral students?
4. What in particular makes these policies, programs, and interventions noteworthy?
 - a. Attributes (leadership, vision, information, resources, people, organization)
5. In what ways do these initiatives interface with other initiatives, either at the college-level, institutional-level, or with the graduate school?

Factors Affecting Completion and Attrition

6. Our project is focused specifically on completion and attrition among underrepresented minority doctoral students enrolled in STEM fields. What factors do you think affect completion and attrition among this population of students?
7. Generally speaking, how successful has your college or department been at recruitment, retention, and success among underrepresented minority STEM doctoral students?
 - a. What seems to work well, and why?

Final Thoughts

8. Is there anything else you would like to share about completion and attrition among underrepresented minority STEM doctoral students?

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Council of Graduate Schools
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Group Interview Questions for
COLLEGE DEANS

Background

1. Let's begin with a little context. Can you briefly describe the size and scope of your college, in terms of number of programs, number of students, and distribution of undergraduate and graduate students?
2. Tell us about enrollment and graduation trends over the past five years or so among graduate students in general and underrepresented minority doctoral STEM students in particular.
 - a. Differences by field, gender, age

Programs, Policies, and Interventions

3. Describe the policies, practices, or interventions within your college that are helping support completion among underrepresented minority STEM doctoral students?
4. What in particular makes these policies, programs, and interventions noteworthy?
 - a. Attributes (leadership, vision, information, resources, people, organization)
5. In what ways do these initiatives interface with other initiatives, either at the college-level or the institutional-level?

Institutional Support

6. What types and sources of support do you receive to help advance underrepresented minority graduate students in general, and STEM doctoral students in particular?
 - a. Types (funding, mandates, goals, facilities, etc.)
 - b. Sources (leaders, champions, external entities, etc.)

Factors Affecting Completion and Attrition

7. Our project is focused specifically on completion and attrition among underrepresented minority doctoral students enrolled in STEM fields. What factors do you think affect completion and attrition among this population of students?
8. Generally speaking, how successful has your college been at recruitment, retention, and success among underrepresented minority STEM doctoral students?
 - a. What seems to work well, and why?

Final Thoughts

9. Is there anything else you would like to share about completion and attrition among underrepresented minority STEM doctoral students?

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Group Interview Questions for
INSTITUTION-LEVEL OFFICIALS, INCLUDING PROGRAM LEADERS

Background

1. I would like begin by asking each of you to briefly describe programs and interventions that are intended to support underrepresented minority students in general, and STEM graduate/doctoral students in particular. Can you provide an overview of the program goals and activities?
 - a. Program scope (breadth, mandates, connection to other parts of the institution)
 - b. Program capacity (origins/tradition, staff, funding, facilities)
 - c. Program organization (centralized, decentralized, lines of authority)
2. Describe the level of student participation in these programs.
3. Generally speaking, are these programs meeting their goals? How do you know?
4. What more could be done, or what is already in the planning stages?

Institutional Support

5. In what ways do your initiatives interface with other initiatives, either at the college-level, the institutional-level, or with the graduate school?
6. Aside from any support described just now, what other types and sources of support do you receive to help advance underrepresented minority graduate students in general, and STEM doctoral students in particular?
 - a. Types (funding, mandates, goals, facilities, etc.)
 - b. Sources (leaders, champions, external entities, etc.)

Programs, Policies, and Interventions

7. Are there any other policies, practices, or interventions at this institution that help support completion among underrepresented minority STEM doctoral students? Please explain.
8. What in particular makes these policies, programs, and interventions noteworthy?
 - a. Attributes (leadership, vision, information, resources, people, organization)

Factors Affecting Completion and Attrition

9. Our project is focused specifically on completion and attrition among underrepresented minority doctoral students enrolled in STEM fields. What factors do you think affect completion and attrition among this population of students?
10. Can anyone give an example of how a program, policy, or intervention supports completion among this population?

Final Thoughts

11. Is there anything else you would like to share about completion and attrition among underrepresented minority STEM doctoral students?

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