Supporting Returning Students

JoAnn Canales, Senior Dean-in-Residence, Council of Graduate Schools
Alfredo Artiles, Dean, Graduate College, Arizona State University
Kellie Cude, Dean, Graduate School, Texas A&M University-Central Texas
Latha Ramakrishnan, Interim Associate Provost, Research and Dean, Graduate Education, St. Cloud University
AGENDA

9:00 Welcome and Introductions
9:15 Remarks - JoAnn
9:30 Panelists
10:30 Q&A/BioBreak
10:45 Group discussion with panelists
11:15 Whole group sharing (key points/highlights from group)
11:30 Session ends
## Percent share of years between BA and graduate school

<table>
<thead>
<tr>
<th>Years between BA and graduate school</th>
<th>0 to 1 year</th>
<th>2 to 3 years</th>
<th>4 to 5 years</th>
<th>6 to 7 years</th>
<th>8 to 9 years</th>
<th>10 and more years</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>30.6%</td>
<td>19.6%</td>
<td>12.0%</td>
<td>8.7%</td>
<td>5.9%</td>
<td>23.2%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>31.7%</td>
<td>20.2%</td>
<td>13.4%</td>
<td>9.3%</td>
<td>5.6%</td>
<td>19.8%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>32.9%</td>
<td>19.0%</td>
<td>12.9%</td>
<td>8.4%</td>
<td>6.0%</td>
<td>20.8%</td>
</tr>
</tbody>
</table>


Note: Graduate degree programs include master's degree, post-BA or post-master's certificate, and doctoral degree-research.
Percent share of veteran status in undergraduate and graduate degree programs

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate degree program</th>
<th>Graduate degree programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not a veteran</td>
<td>Veteran</td>
</tr>
<tr>
<td>2007-2008</td>
<td>97.0%</td>
<td>3.0%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>96.5%</td>
<td>3.5%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>95.8%</td>
<td>4.2%</td>
</tr>
</tbody>
</table>


Note: Graduate degree programs include master’s degree, post-BA or post-master’s certificate, and doctoral degree-research.
Arizona State University Graduate Students

Alfredo J. Artiles
Dean & Ryan C. Harris Professor

CGS 59th Annual Meeting – Nashville, December 4-7, 2019
Graduate Overview
Student Support Ecologies

ASU supports a diverse student population:

- differently-abled students
- first-generation college-going students
- foster youth
- international students
- k-12 students
- non-traditional age students/adult learners
- online students
- racial, ethnic and cultural minority students
- sexual and gender minority students
- students from all economic strata
- students from all 50 states
- veteran students and military families
## Student Support Ecologies

<table>
<thead>
<tr>
<th>Home</th>
<th>Domains</th>
<th>Tailored Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Colleges, Programs &amp; Units</td>
<td>Academic &amp; research support</td>
<td>Bridge programs</td>
</tr>
<tr>
<td>Educational Outreach &amp; Student Services (EOSS)</td>
<td>Advocacy, policy and inclusion</td>
<td>Community partnerships</td>
</tr>
<tr>
<td>Graduate College</td>
<td>Community engagement</td>
<td>Dedicated counseling groups</td>
</tr>
<tr>
<td>President’s Office &amp; Special Initiatives</td>
<td>Financial support</td>
<td>Early outreach programming</td>
</tr>
<tr>
<td>Schools, Institutes &amp; Committees</td>
<td>Mental health support</td>
<td>Peer-to-peer identity-based mentoring</td>
</tr>
<tr>
<td></td>
<td>Recruitment &amp; outreach</td>
<td>Scholarships and fellowships</td>
</tr>
<tr>
<td></td>
<td>Retention &amp; student engagement</td>
<td>Student success courses</td>
</tr>
</tbody>
</table>

- Tutoring and coaching resources
- Targeted recruitment
- Student success courses
Graduate Latinx
Latinx Enrollment by Residency

Arizona State University | Graduate College
Latinx Enrollment by Year

Arizona State University | Graduate College
Latinx Degrees Earned by Year

Arizona State University | Graduate College
Closer Look: Latinx Student Support

Home

Educational Outreach & Student Services (EOSS)
School of Transborder Studies

Domain

Academic & research support
Advocacy, policy and inclusion
Community engagement
Financial support
Mental health support
Recruitment & outreach
Retention & student engagement

Initiative

American Dream Academy
Arizona-Sonora Research Seed Program
ASU College Assistance Migrant Program (CAMP)
DREAMzone
Hispanic Mother/Daughter Program
Latino Community Lab
Program for Transborder Communities
Latino Service Organizations
Graduate Native American
Native American Enrollment by Campus

Arizona State University | Graduate College
Native American Enrollment by Residency

Arizona State University | Graduate College
Native American Enrollment by Year
Native American Degrees Earned by Year
Closer Look: Native American Student Support

<table>
<thead>
<tr>
<th>Home</th>
<th>Domain</th>
<th>Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian Student Support Services</td>
<td>Academic &amp; research support</td>
<td>American Indian Studies</td>
</tr>
<tr>
<td>Educational Outreach &amp; Student Services (EOSS)</td>
<td>Advocacy, policy and inclusion</td>
<td>Center for Indian Education</td>
</tr>
<tr>
<td>Academic Colleges</td>
<td>Community engagement</td>
<td>Graduate Pathways Conference</td>
</tr>
<tr>
<td></td>
<td>Financial support</td>
<td>Indian Legal Program</td>
</tr>
<tr>
<td></td>
<td>Mental health support</td>
<td>Journal of American Indian Education</td>
</tr>
<tr>
<td></td>
<td>Recruitment &amp; outreach</td>
<td>Labriola National American Indian Data Center</td>
</tr>
<tr>
<td></td>
<td>Retention &amp; student engagement</td>
<td>Mentor U@ASU</td>
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<tr>
<td></td>
<td></td>
<td>Native American Achievement Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Office of American Indian Initiatives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Preparedness Initiative: Readiness Inspired by Tradition (SPIRIT)</td>
</tr>
</tbody>
</table>
Students at the Center: Supporting Returning Students

CGS 59th Annual Meeting

Latha Ramakrishnan, Ph.D.
Interim Associate Provost for Research & Dean of School of Graduate Studies
- 37 State Colleges and Universities
- **Third-largest** higher education system in the US
- 53 campuses in 46 communities
- 7 Universities
- 357 Master’s and Doctoral Programs - Delivered online and on-campus
Started in the year **1869** as the Third State Normal School - Celebrating **150 years**!

St. Cloud State University is the second-largest in the Minnesota State system serving **18,000+** students each year.

Offers **260** academic programs, including **60** at the Master’s and Doctoral level.

Student demographic includes **60% Full-time & 40% Part-time**.

Non-traditional students (Ages 25+) made up **22.1%** of total enrollment in Fall 2019.
• In the year **1921** became St. Cloud State Teachers College; Teacher education is still very much a focus area for this regional comprehensive university

• Offers exclusively graduate (Master’s and Doctoral) programs in in-demand areas – Business, Med Tech, Education, Engineering Management – in its Twin Cities location to support career advancement of working professionals

• Partners with Cetys University in Mexico to offer remote delivery of Med Tech Quality courses to returning graduate students from local Med tech industries to Cetys University’s Masters of Engineering and Innovation

• Has on-campus Veteran’s Resource Center
# Concurrent Enrollment Teacher Credential

## Historical Teacher Credential Landscape in Minnesota

<table>
<thead>
<tr>
<th>Systems of Postsecondary Institutions in Minnesota</th>
<th>Minnesota State Colleges and Universities (Minnesota State)</th>
<th>University of Minnesota</th>
<th>Private and Independent Colleges and Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 Two-Year Colleges</td>
<td>Liberal arts and sciences: Required minimum of Master’s degree in field or Master’s degree in any field with 16 graduate credits in field</td>
<td>Liberal arts and sciences: Institutional and department-level; generally required terminal degree in field</td>
<td>No information at this time</td>
</tr>
<tr>
<td>7 Four-Year Universities</td>
<td>Liberal arts and sciences: Institutional and department-level; generally required terminal degree in field</td>
<td>Liberal arts and sciences: Institutional and department-level; generally required terminal degree in field</td>
<td>17 private colleges and number of for-profit institutions</td>
</tr>
</tbody>
</table>

* Minnesota State System Procedure 3.5.1 allowed for concurrent enrollment instructors who did not meet minimum to be approved to teach concurrent enrollment courses contingent upon: additional graduate coursework; field experiences; or approved structured independent study appropriate to discipline field.
HLC and Faculty Qualifications

• Higher Learning Commission (HLC) accredits degree-granting post-secondary educational institutions in the North Central region in 19 states including Minnesota

• In 2015, HLC approved clarifications to its Assumed practices designed to ensure academic quality….” the faculty members teaching dual credit courses must have a master’s degree or higher in the discipline in which he or she is teaching; or master’s degree or higher in a discipline with minimum of 18 graduate credit hours in the discipline.”


MINNESOTA STATE RESPONSE TO HLC RE-CLARIFICATION OF FACULTY QUALIFICATIONS

Minnesota State Action Steps:

- Conducted an analysis of all concurrent enrollment instructor qualifications (i.e., reviewed transcripts) to identify data.
- Submitted systemwide application for HLC Extension for all 33 concurrent enrollment programs; Extension approved to 2022.
- Developed Comprehensive Plan for Faculty Credentialing and Program Sustainability in partnership with statewide faculty collective bargaining associations from K-12 and higher education.
- Created website that provides information on graduate course offerings available across Minnesota State universities.

TEACHER CREDENTIALS IN MINNESOTA STATE

QUICK FACTS

- Concurrent enrollment has increased 111% in last decade (28,282 headcount in FY2017)
- 458 high schools offering concurrent enrollment
- 1,422 concurrent enrollment high school teachers
- 178,745 credits earned by concurrent enrollment students

Of the concurrent enrollment instructors who did not meet HLC qualifications: 74% had a Master’s in Education and 62% needed 18 graduate credits in field.
Minn State and Concurrent Enrollment

- Minn State’s 33 campuses enroll 90% of concurrent-enrollment and Postsecondary Enrollment Options (PSEO) students

- A 2015 Minn State system-wide review found over 1,400 concurrent enrollment instructors, with 74% needing anywhere from 1-18 graduate-level credits in their discipline (of teaching) to meet the HLC requirements

- A 2018 updated review found progress in terms of nearly 10% of those instructors meeting standards, amid a growing pool of 1,659. Yet 62% of the system’s 1,591 concurrent enrollment instructors do not meet the HLC’s faculty qualification standards
• In 2016, MN legislature appropriated $3 million to the northwest region to pilot teacher training program, coordinated through the Northwest and Lakes Country service cooperative.
• MSU Moorhead, one of the seven universities within Minn State, launched 18 Online initiative. Since the launch of this initiative over 2,000 teachers, mostly MN residents, have earned graduate credits in field.
• In 2017, the MN legislature appropriated additional $1.5 million for a statewide program, Statewide Partnership for Concurrent Enrollment, coordinated by the Metro Service Cooperative.
• In 2018, Minn State System office awarded $150,000 Multi-campus collaboration grant to a consortia of all seven universities. This funding led to mini-grants to faculty to convert existing courses to online delivery or to create new online courses in high-demand disciplines (Math, English, Biology, Physics, etc.).
<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returning student enrollment</td>
<td>Pressures on pricing</td>
</tr>
<tr>
<td>Better teachers for college-level intro courses in High school (HS)</td>
<td>Lack of standards, market confusion</td>
</tr>
<tr>
<td>Affordable &amp; Accessible College education for HS students</td>
<td>Enrollment crisis in intro courses at Post-secondary institutions</td>
</tr>
<tr>
<td>Stackable graduate credentials/pathways for teachers</td>
<td>Lack of consistent Credit for Prior Learning standards</td>
</tr>
<tr>
<td>Growing online market, blended ed</td>
<td>Online and blended ed not meeting student demand</td>
</tr>
<tr>
<td>Technologies to drive scale</td>
<td>Faculty Development to teach in online &amp; Blended ed models</td>
</tr>
</tbody>
</table>
“A new trend of learners looping in and out of higher education is emerging. Many are taking a “gap year” before they come to college. A significant number of our students are now entering with enough credits from a community college or concurrent enrollment in high school to be classified as juniors. A remarkable 70% of undergraduates are considered nontraditional, including those over age 25, veterans of military service and mid-life career changers.”

Robbyn Wacker
President
St. Cloud State University
November 25, 2019
Supporting Military Students
3 December 2019
Texas A&M University-Central Texas

History
- ATU, UCT, TSU-Central Texas, A&M-Central Texas
- 10\textsuperscript{th} Anniversary
- Upper-division, Master’s

Population
- <2500
- 47% military and military affiliated
- Demographics; Age, Ethnicities

Degree Programs
- 27 Undergraduate; 3 Colleges and Graduate School
- 20 Graduate; 7 CAS, 4 COBA, 9 COE including SSP
Certificates and Certifications

• 57% earning some form of a non-degree credential (compared to 35%)

• More likely to be working; an average bump of $10,000 in median income

• Hispanic and Asian veterans report a disproportionately high attainment rate of certificates or certifications
FIGURE 5
AMONG NON-DEGREE VETERANS, LIKELIHOOD OF HAVING A CERTIFICATE OR CERTIFICATION IS HIGH FOR ALL RACES AND ETHNICITIES

Percent of adults with certificates and certifications

- White: 57% Veterans, 37% Non-Veterans
- Black: 58% Veterans, 37% Non-Veterans
- Asian: 61% Veterans, 24% Non-Veterans
- Hispanic: 60% Veterans, 28% Non-Veterans

Texas A&M University-Central Texas

Academic Credit
• Multiple Transcripts
• Joint Service Transcript
• American Council on Education

Benefits
• Documentation-apply with VA
• Veterans Service Center
• Veteran Success liaison with VA
Additional Considerations

- Spouses and family members
- Extensions
- Transcripts
- TBI and other combat related injuries
- Service Animals
- Accommodations – Access and Inclusion
- Career Services