

# 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

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

Source: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study, 2007-08, 2011-12 and 2015-16.

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

	Undergraduate degree program		Graduate degree programs	
	Not a veteran	Veteran	Not a veteran	Veteran
2007-2008	97.0%	3.0%	96.8%	3.2%
2011-2012	96.5%	3.5%	96.7%	3.3%
2015-2016	95.8%	4.2%	94.3%	5.7%

Source: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study, 2007-08, 2011-12 and 2015-16.

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 59<sup>th</sup> Annual Meeting – Nashville, December 4-7, 2019

# Graduate Overview



**↑7%**  
Increase in graduate student enrollment since Fall 2017

**↑4.5%**  
Increase in graduate degrees awarded since 2017-18

**↑85%**  
growth in enrollment for students of color since 2013

**28%**  
of enrolled graduate population are students of color

## ASU's graduate students (2018-19)

### Overview

#### Graduate student enrollment in fall 2018



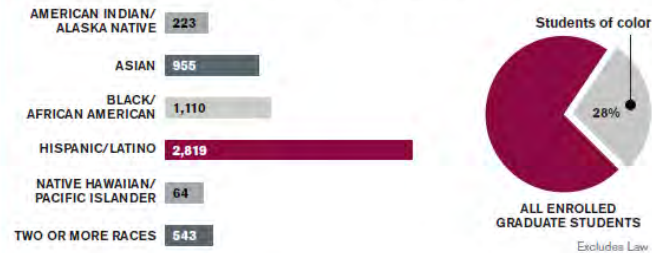
Excludes Law. Based on census enrollment data 21st day, all sessions.

#### Graduate degrees awarded in 2018-19



### Inclusion

#### Enrollment of graduate students of color in fall 2018



Excludes Law

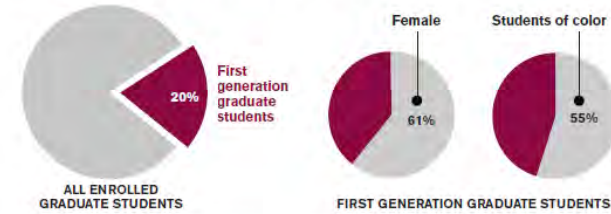
[graduate.asu.edu](http://graduate.asu.edu)

1120 South Cady Mall, INTDS-B, Tempe, AZ 85287-1003

## ASU's graduate students (2018-19)

### Inclusion

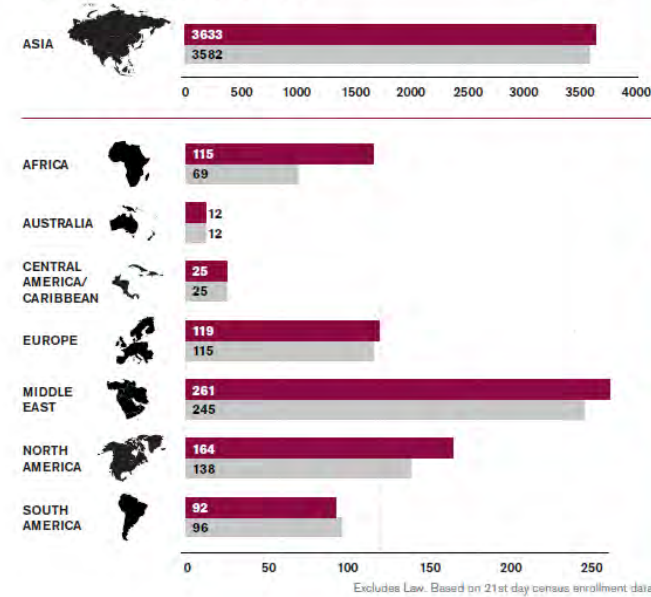
#### First generation graduate student enrollment



Self-reported information from the graduate admissions application, using census enrollment for Fall 2018, Spring 2019.

### International

#### International student enrollment



**4,088**  
first generation graduate students

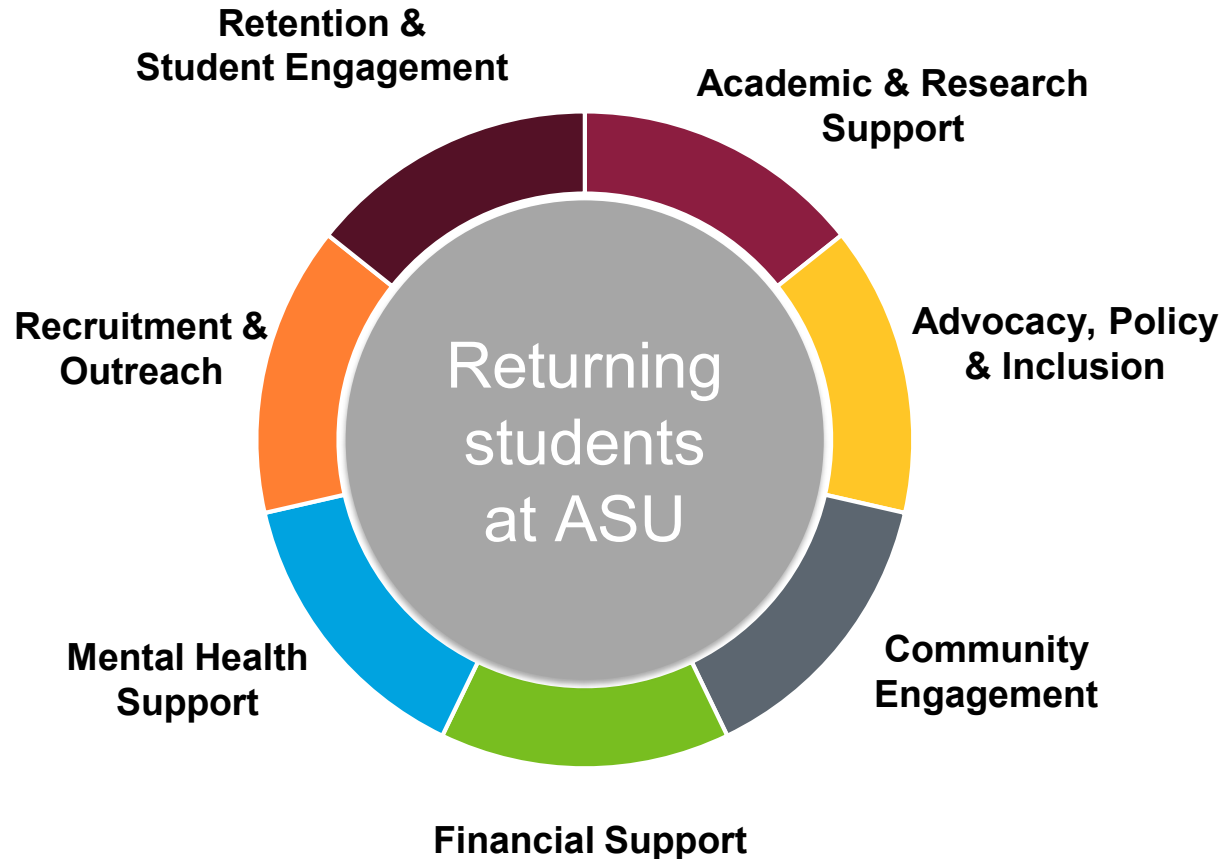
**↑3.2%**  
Increase in international enrollment as compared to 2017-18

**4,421**  
total international enrollment in 2018-19

**113**  
countries are represented among graduate international students

# Student Support Ecologies

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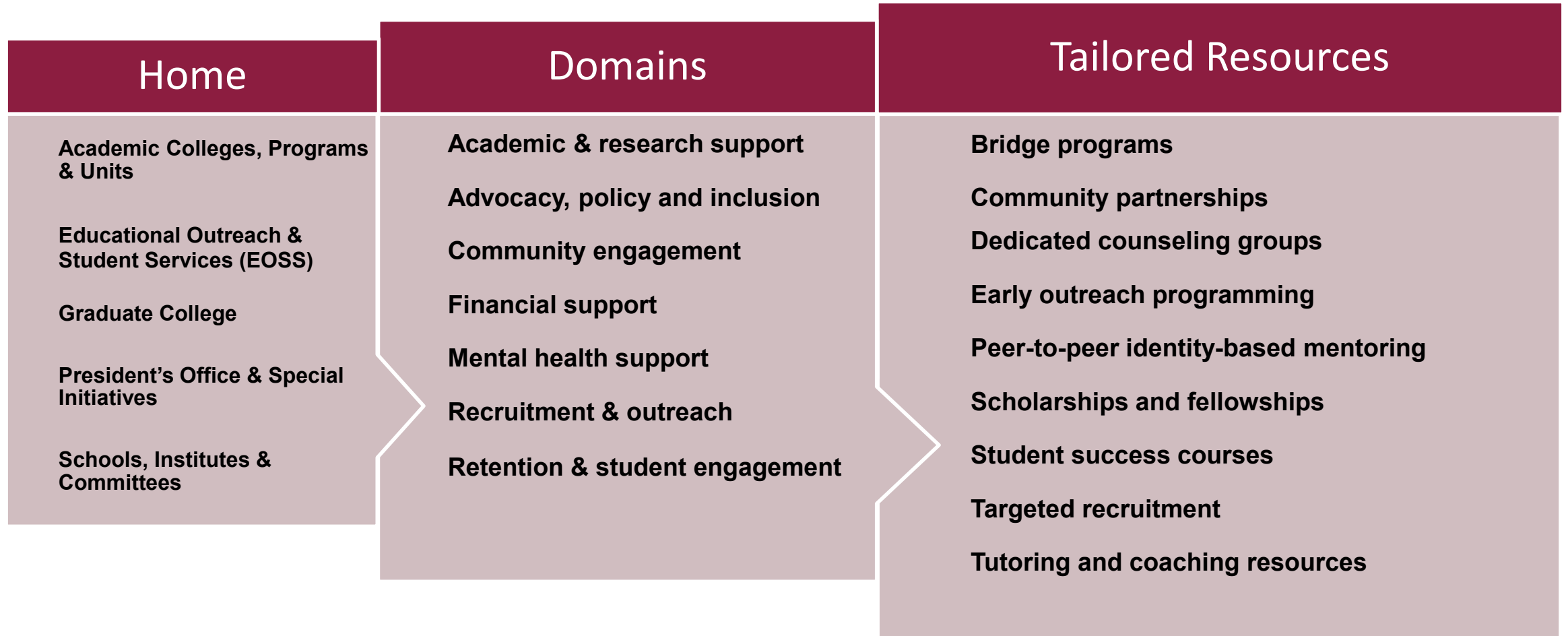
## ASU supports a diverse student population:

- 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



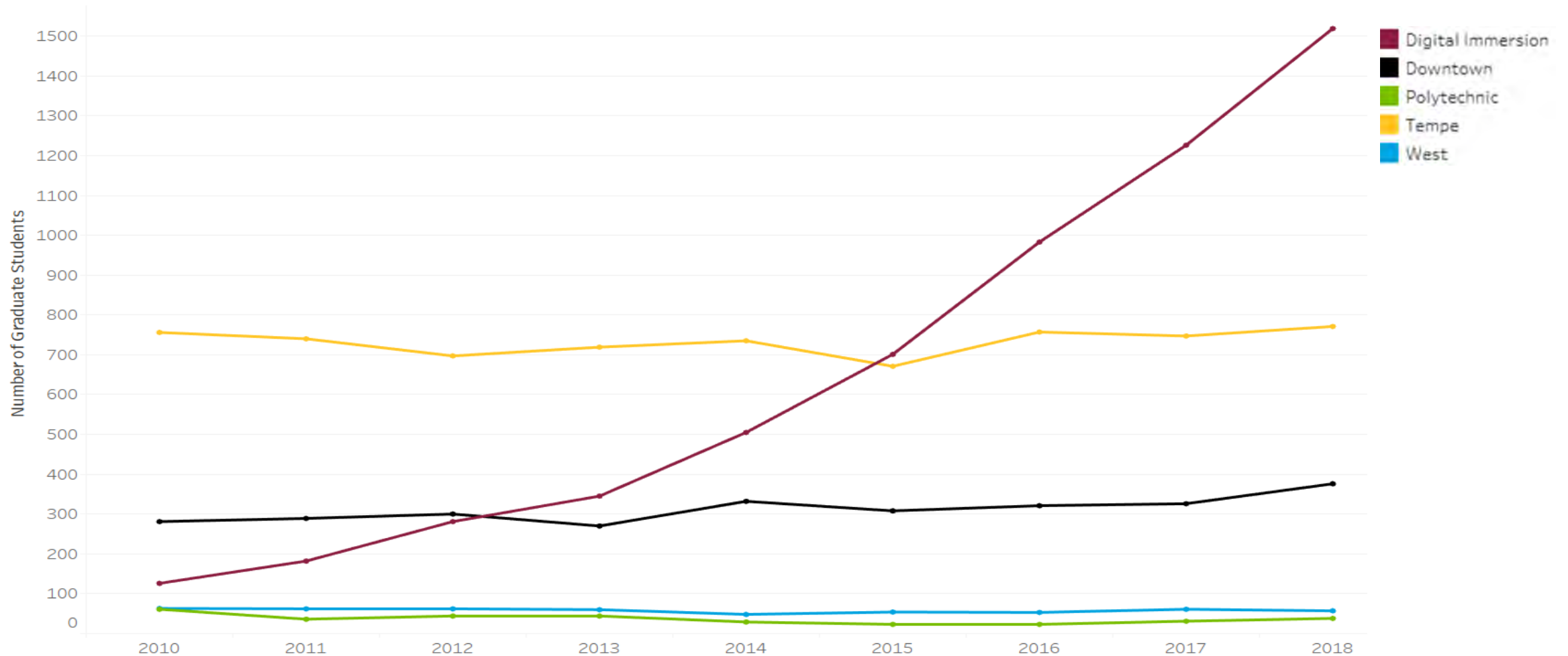
# Student Support Ecologies

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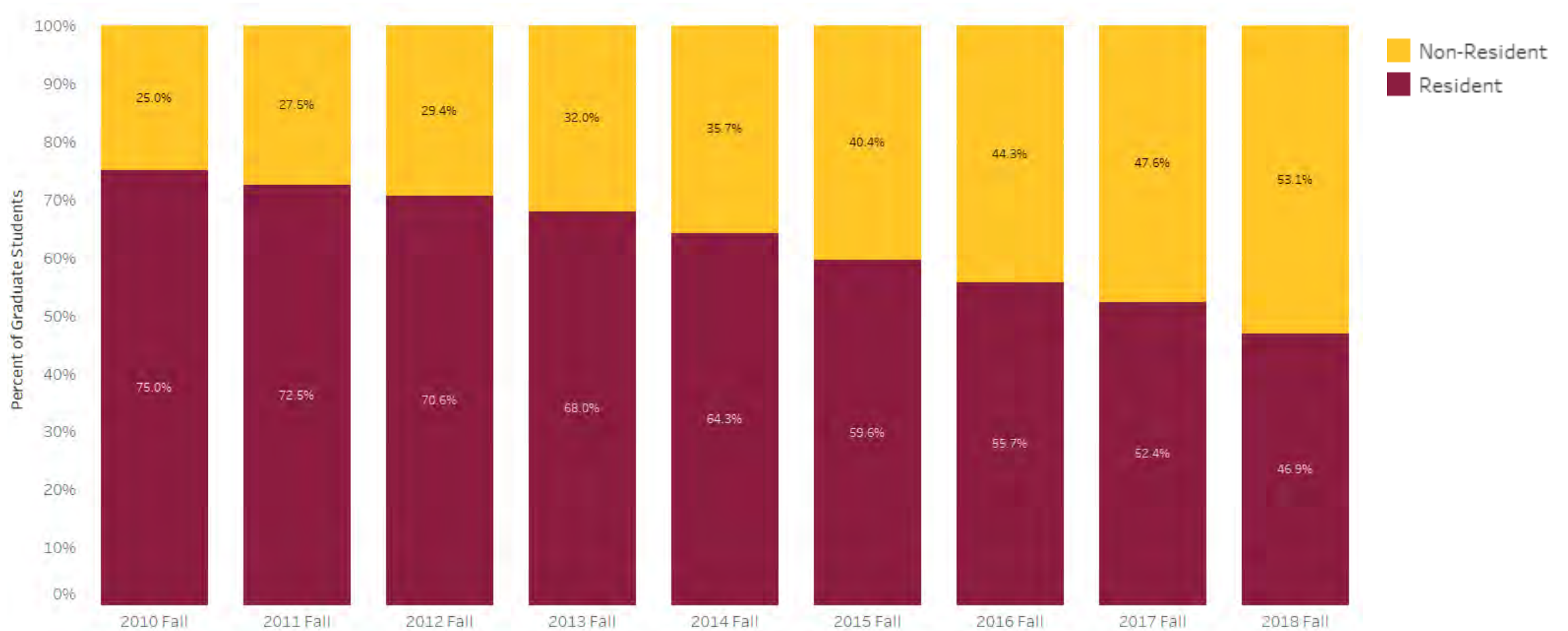


# Graduate Latinx

# Latinx Enrollment by Campus

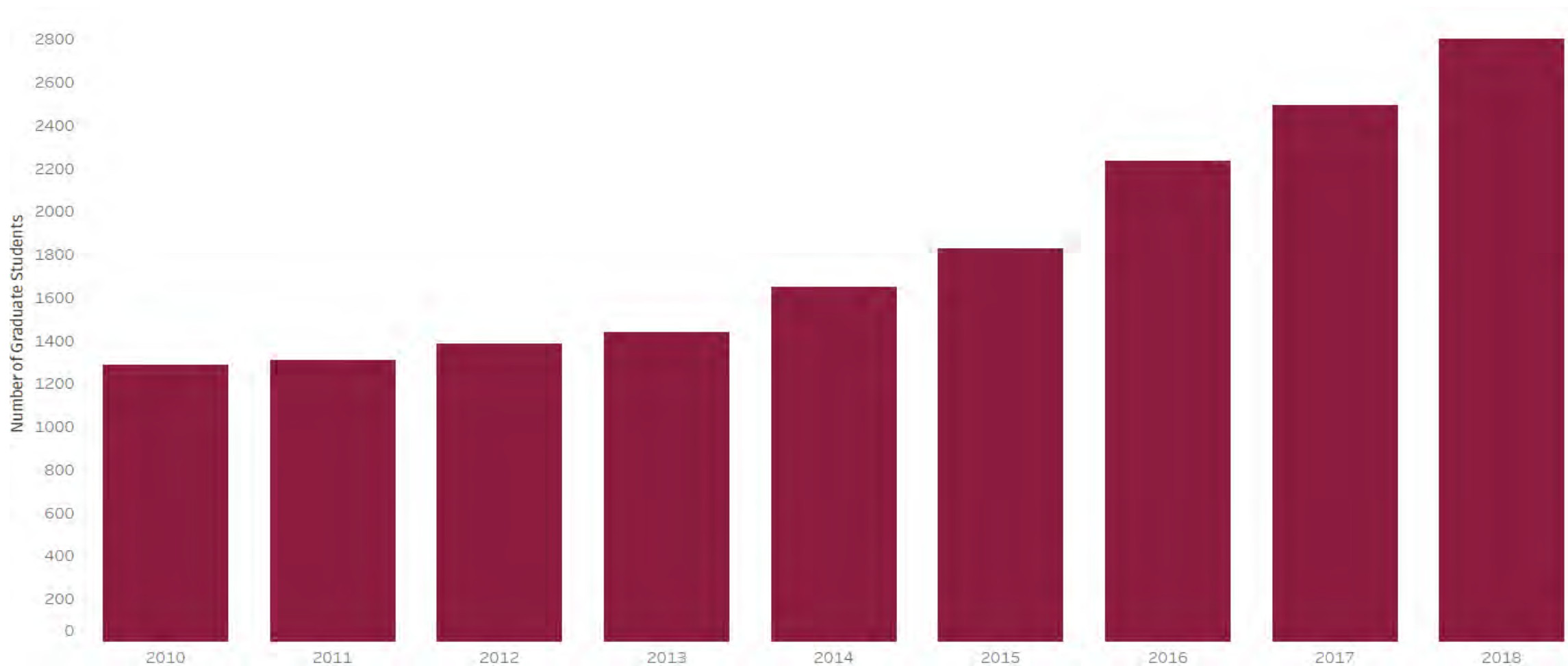


# Latinx Enrollment by Residency



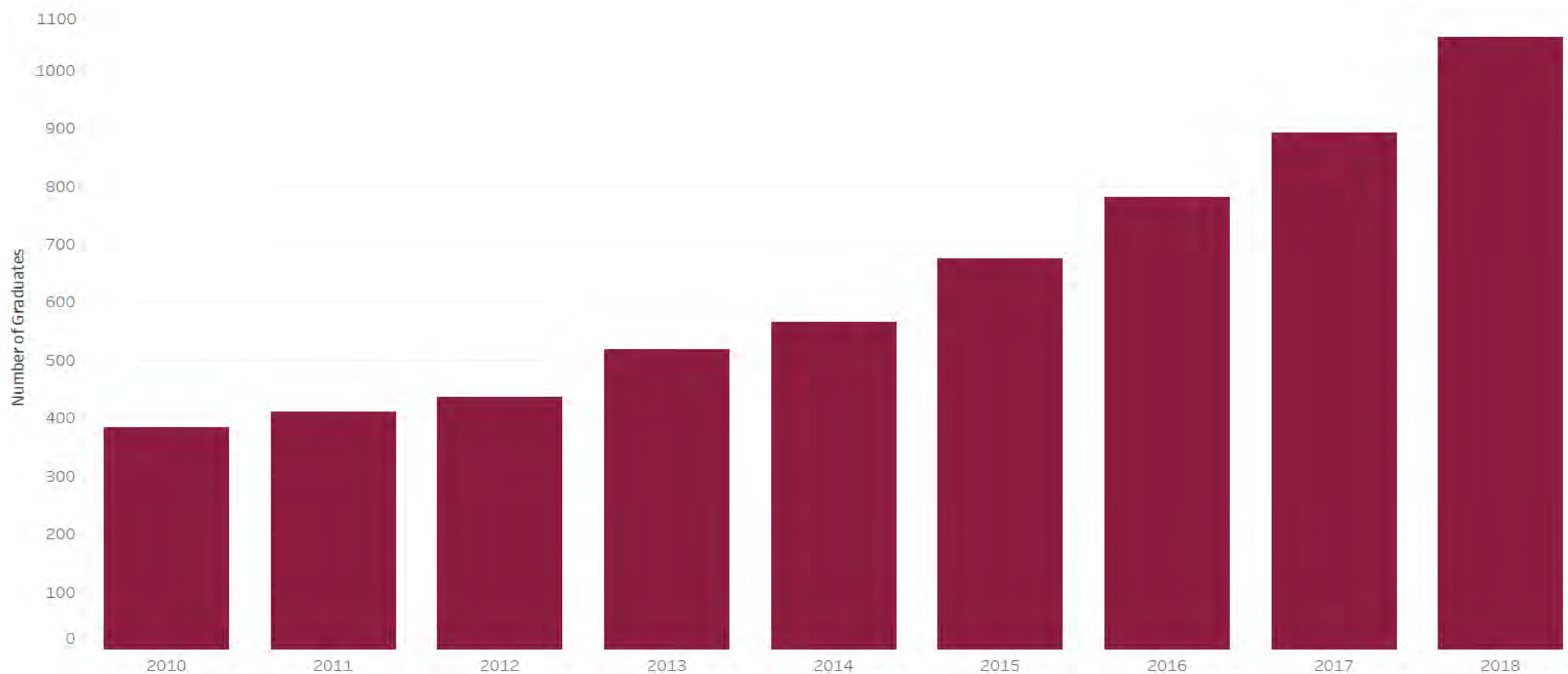
# Latinx Enrollment by Year

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# Latinx Degrees Earned by Year

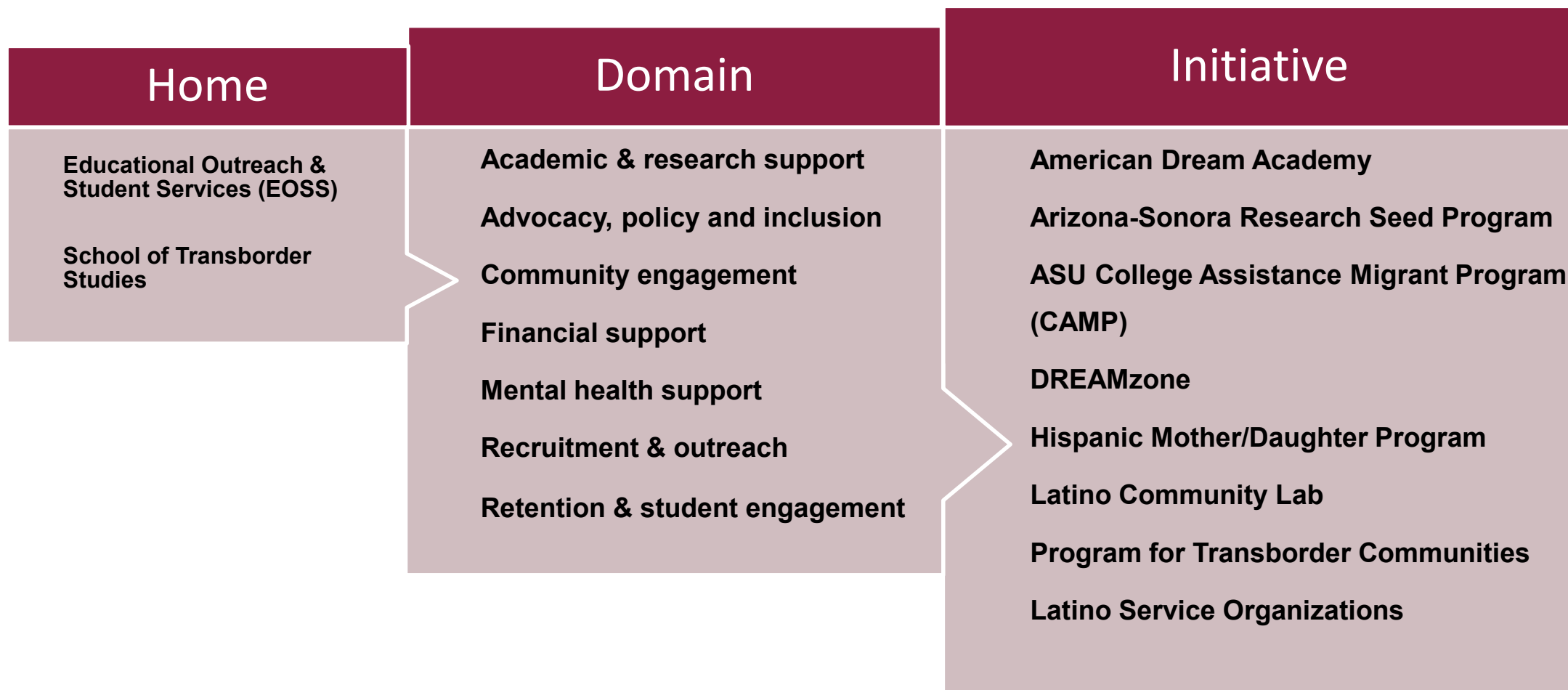
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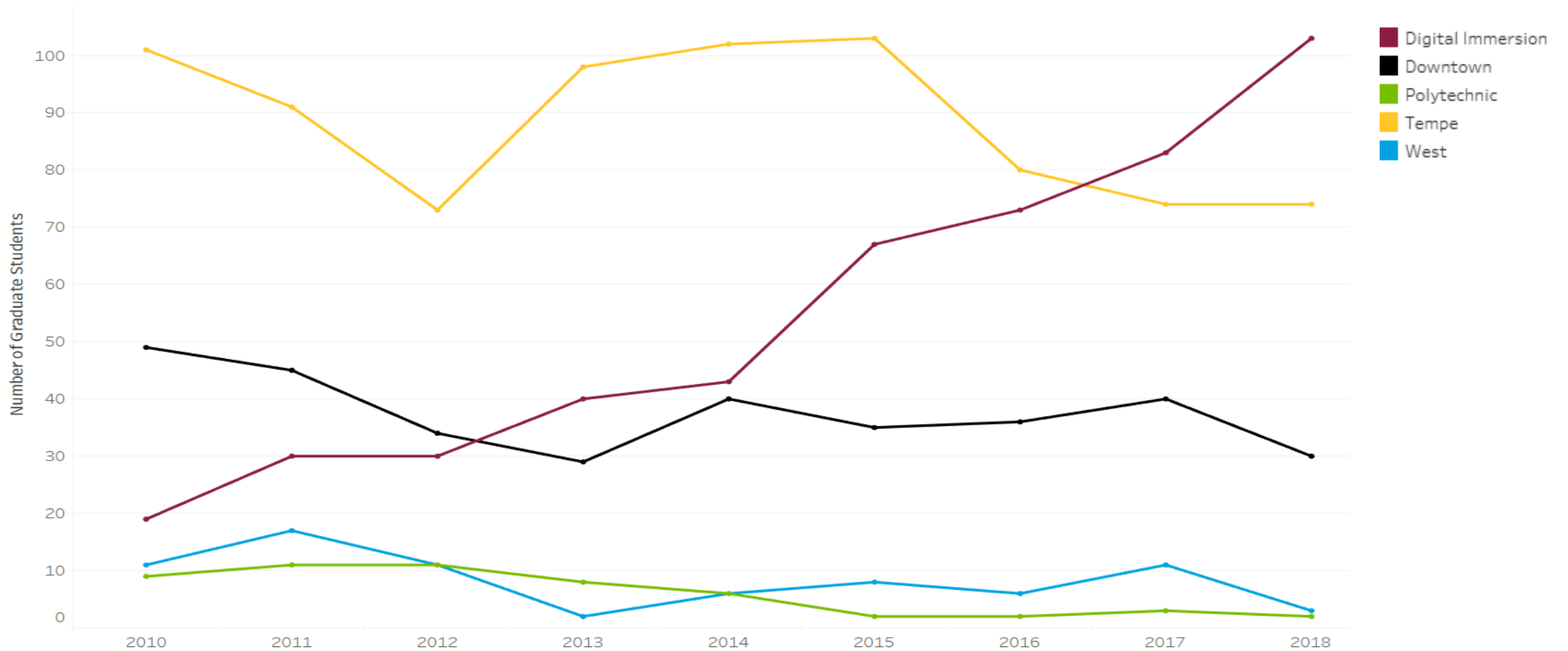
# Closer Look: Latinx Student Support

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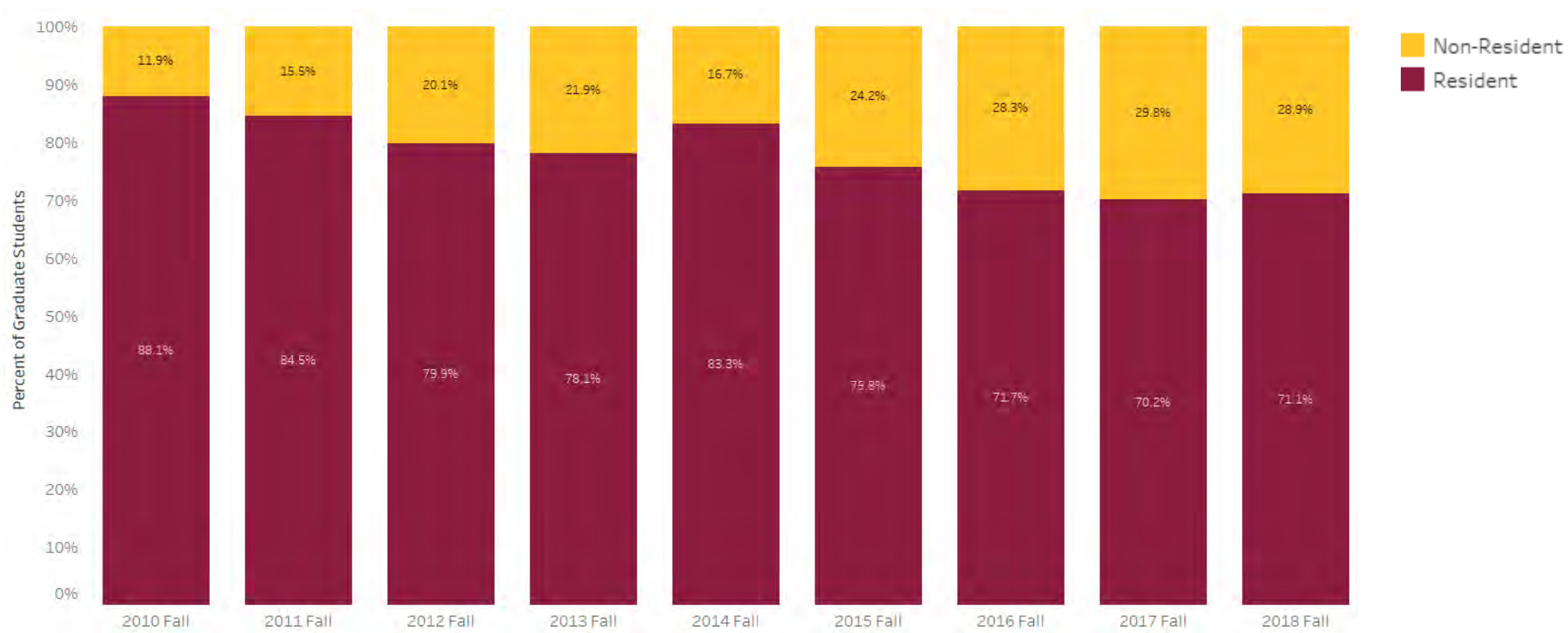


# Graduate Native American

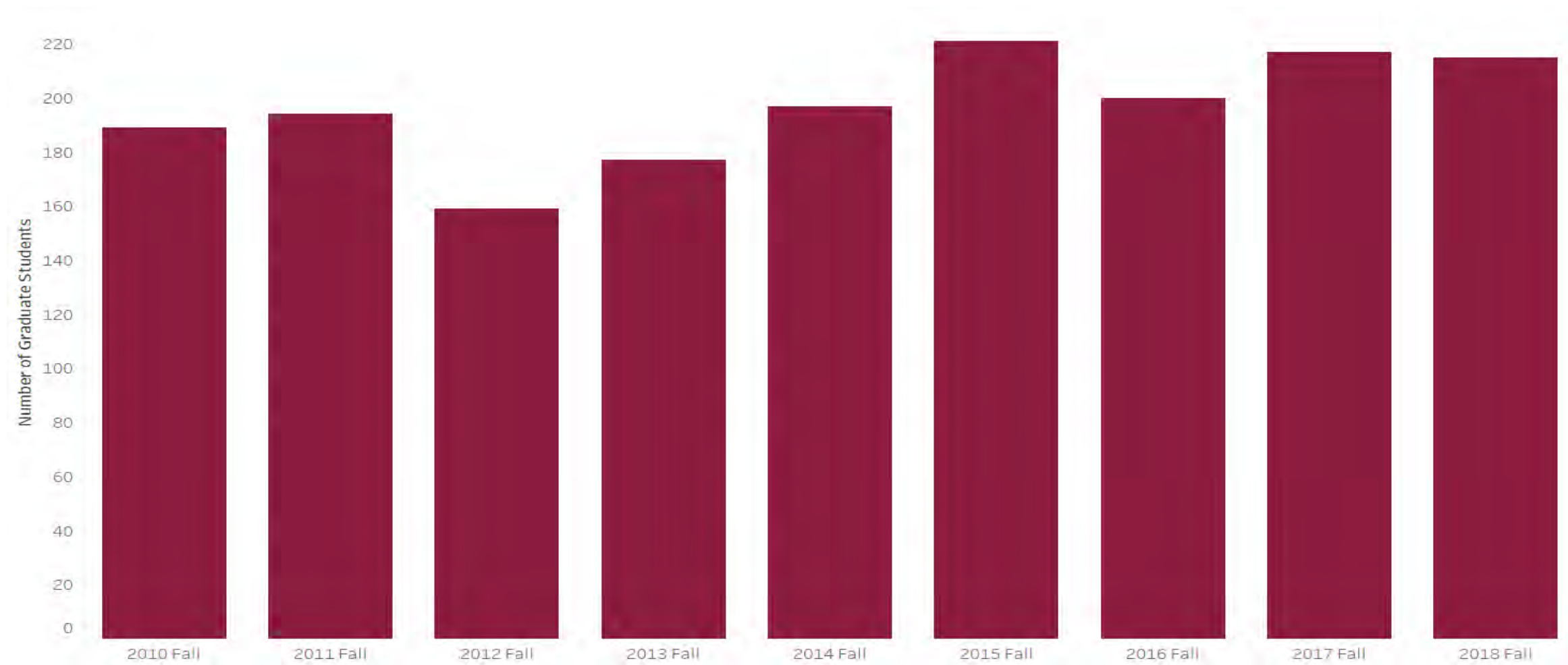
# Native American Enrollment by Campus



# Native American Enrollment by Residency

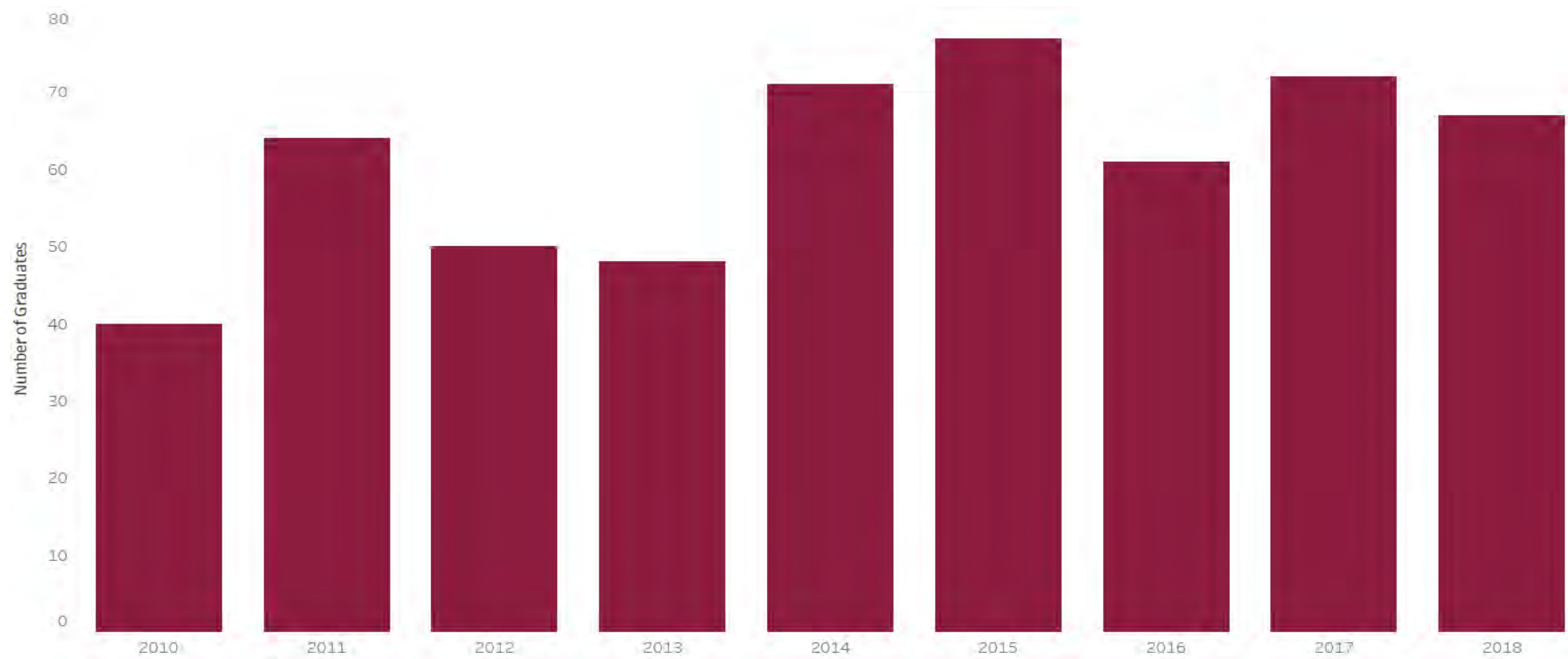


# Native American Enrollment by Year



# Native American Degrees Earned by Year

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# Closer Look: Native American Student Support

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

# 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



ST. CLOUD STATE  
UNIVERSITY

EDUCATION FOR LIFE.



- 
- Minnesota State Colleges** (Blue Dot)
- Minnesota State Universities** (Yellow Diamond)
- Metro Area**
- See metro area map to the right
- Minnesota State College - Southeast Technical**
- Minnesota State College - Southeast Technical**

- 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



# Students at the Center: Teachers



## MINNESOTA STATE

### Concurrent Enrollment Teacher Credential

#### HISTORICAL TEACHER CREDENTIAL LANDSCAPE IN MINNSEOATA

Systems of Postsecondary Institutions in Minnesota			
Minnesota State Colleges and Universities (Minnesota State)		University of Minnesota	Private and Independent Colleges and Universities
30 Two-Year Colleges	7 Four-Year Universities	5 Campuses	17 private colleges and number of for-profit institutions
Liberal arts and sciences: * Required minimum of Mas- ter's degree in field or Mas- ter's degree in any field with 16 graduate credits in field	Liberal arts and sciences: Institutional and department- level; generally required termi- nal degree in field	Liberal arts and sciences: Institutional and department- level; generally required termi- nal degree in field	No information at this time
* Minnesota State System Procedure 3.5.1 allowed for concurrent enrollment instructors who did not meet minimum to be ap- proved 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



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- 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.*”

<https://www.insidehighered.com/news/2018/01/23/colleges-and-states-scramble-comply-instructor-credential-rules-dual-credit-courses>

<https://www.duluthnewstribune.com/news/4167503-teaching-requirements-threaten-college-schools-program>

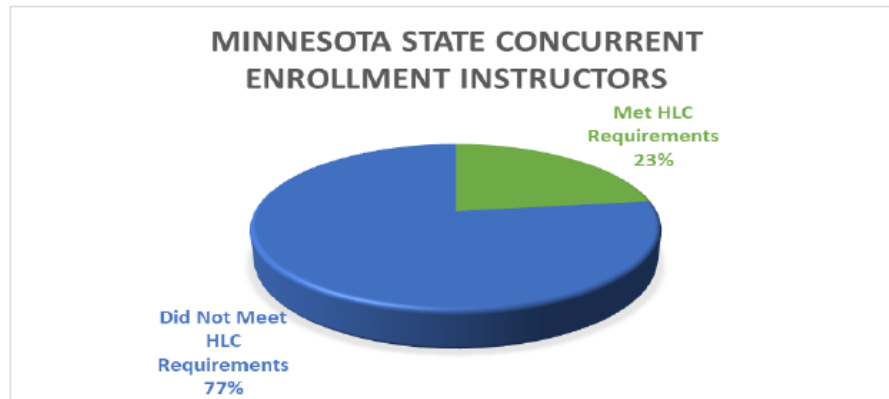
<https://www.twincities.com/2016/11/14/how-to-train-1000-dual-enrollment-teachers-minnesota-state-has-a-plan/>

## 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



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.

### 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

- 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.).

# Opportunities and Challenges



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EDUCATION FOR LIFE.

## Opportunities

**Returning student enrollment**

**Better teachers for college-level intro courses in High school (HS)**

**Affordable & Accessible College education for HS students**

**Stackable graduate credentials/pathways for teachers**

**Growing online market, blended ed**

**Technologies to drive scale**

## Challenges

Pressures on pricing

Lack of standards, market confusion

Enrollment crisis in intro courses at Post-secondary institutions

Lack of consistent Credit for Prior Learning standards

Online and blended ed not meeting student demand

Faculty Development to teach in online & Blended ed models



ST. CLOUD STATE  
U N I V E R S I T Y



“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

UNLEASH **AMAZING**





TEXAS A&M  
UNIVERSITY  
CENTRAL TEXAS™

# Supporting Military Students

3 December 2019

*for Your Next Chapter*

# Texas A&M University-Central Texas

## **History**

- ATU, UCT, TSU-Central Texas, A&M-Central Texas
- 10<sup>th</sup> 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

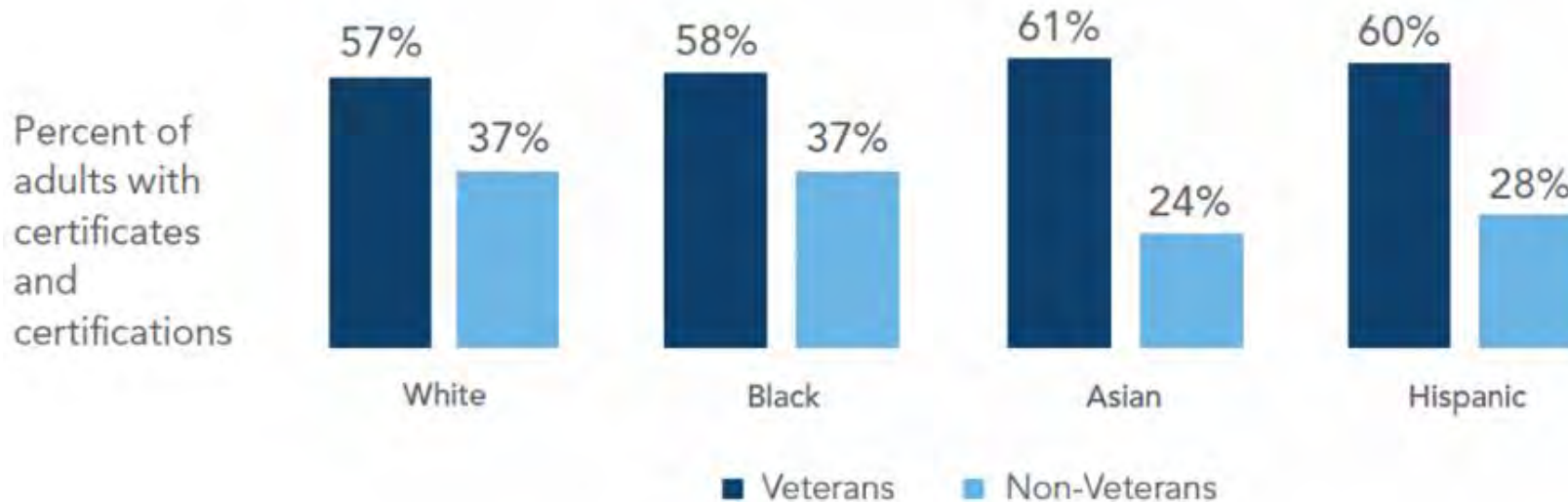




# Texas A&M University-Central Texas

FIGURE 5

AMONG NON-DEGREE VETERANS, LIKELIHOOD OF HAVING A CERTIFICATE OR CERTIFICATION IS HIGH FOR ALL RACES AND ETHNICITIES



Source: Strada-Gallup Education Consumer Survey. Base: U.S. adults without degrees, age 18–64, n=127,340

# 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









