



ASSESSMENT OF GRADUATE STUDENT ENROLLMENT  
A QUALITY PERFORMANCE INDICATOR

FALL 2012 – FALL 2016

GRADUATE STUDIES

## Introduction

Graduate admission policies are among key indicators that shape the quality and character of a university in areas such as recruitment, retention, academic quality and diversity. Selecting students for admission is a major undertaking by graduate faculty. Scholars accepted for admissions in graduate education are quality students as defined by best practices in graduate admissions. Scholars must continue those same quality standards throughout their matriculation including being highly motivated to learning advanced discipline-specific concepts, research techniques, and genuinely interested in developing as a professional in their program of choice.

Graduate program directors assess whether graduate scholars are properly motivated to continue to make a commitment to pursue graduate education after being admitted as a scholar. Graduate scholars may continue in graduate education as long as they can demonstrate that they are highly motivated, understand the rigor of graduate education, and recognize that they have a significant responsibility for determining the direction of their success. Graduate degrees are not obtained based on time and effort expended, but on achieving significant contributions as evaluated by graduate faculty. Assessment of these objectives occurs throughout the graduate education process, from entry to mid-level to exit.

## Monitoring Graduate Degree-Seeking Enrollment

Graduate degree-seeking enrollment has grown tremendously in the last five years, culminating with two thousand three hundred and nineteen (2,319) students in Fall 2016. Fall 2015 represented record enrollment of 2,327. Graduate enrollment represented approximately 23.67% of the total university enrollment.

Innovative recruitment initiatives have included seven major components: (1) restructuring the Graduate Enrollment Team (GEMT); (2) aggressively marketing innovative graduate programs; (3) targeted recruitment activities for low-producing programs; (4) Graduate Second Chance Program implementation; (5) Preparing for Admission to Graduate School; (6) granting out-of-state waivers for selected populations and (7) increasing degree offerings through JSU on-Line.

The five (5) largest enrolled programs at the master-level are social work (223), early childhood education (171), education (126), teaching (104), public health (103). The five largest enrolled doctoral programs were educational administration (152), public health (94), public administration (91), urban higher education (84), and urban and regional planning (51).

### ***Outcomes:***

Fall 2016 culminated with an enrollment of 2,319 students. The five-year average was 2,266 students. Table 1 documents the five-year average of degree-seeking students enrolled in graduate programs.

**Table 1: Degree-Seeking Graduate Student Enrollment, 2012-2016**

Academic Year	2012	2013	2014	2015	2016	Average
Enrollment	2144	2232	2309	2327	2319	2266

Source: Office of Institutional Research and Planning, Enrollment Profiles, 2016

## **Monitoring Enrollment of First-time Entering Graduate Students**

Six-hundred and sixty (660) first-time entering graduate students enrolled for Fall 2016. This enrollment represented a record increase in first-time graduate students.

### ***Outcomes:***

Enrollment of first-time entering graduate students increased four out of five years. Fall 2012 enrollment indicated 568 students as compared to 660 students for Fall 2016. The five-year average enrollment of first-time entering students was six hundred and twenty-eight (628).

**Table 2: First-time Entering Graduate Student Enrollment, 2012-2015**

Academic Year	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>Average</b>
Enrollment	568	628	645	641	660	628

Source: Office of Institutional Research and Planning, Enrollment Profiles, 2016

## **Monitoring Enrollment of Returning Graduate Students**

The retention of graduate students has significantly improved over a five-year period. Fall 2016 indicated one thousand six hundred and fifty eight (1,658) returning graduate students as compared to Fall 2012 with one thousand five hundred and seventy-six (1,576).

### ***Outcomes:***

Fall 2015 represented the largest number of returning graduate students, consisting of one thousand six hundred and eighty six students (1,686). Fall 2016 returning graduate students declined by 28. The five-year average is one thousand six hundred and thirty-six (1,636) and is documented in Table 3.

**Table 3: Returning Graduate Student Enrollment, 2012-2016**

Academic Year	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>Average</b>
Enrollment	1576	1602	1660	1686	1658	1636

Source: Office of Institutional Research and Planning, Enrollment Profiles, 2016

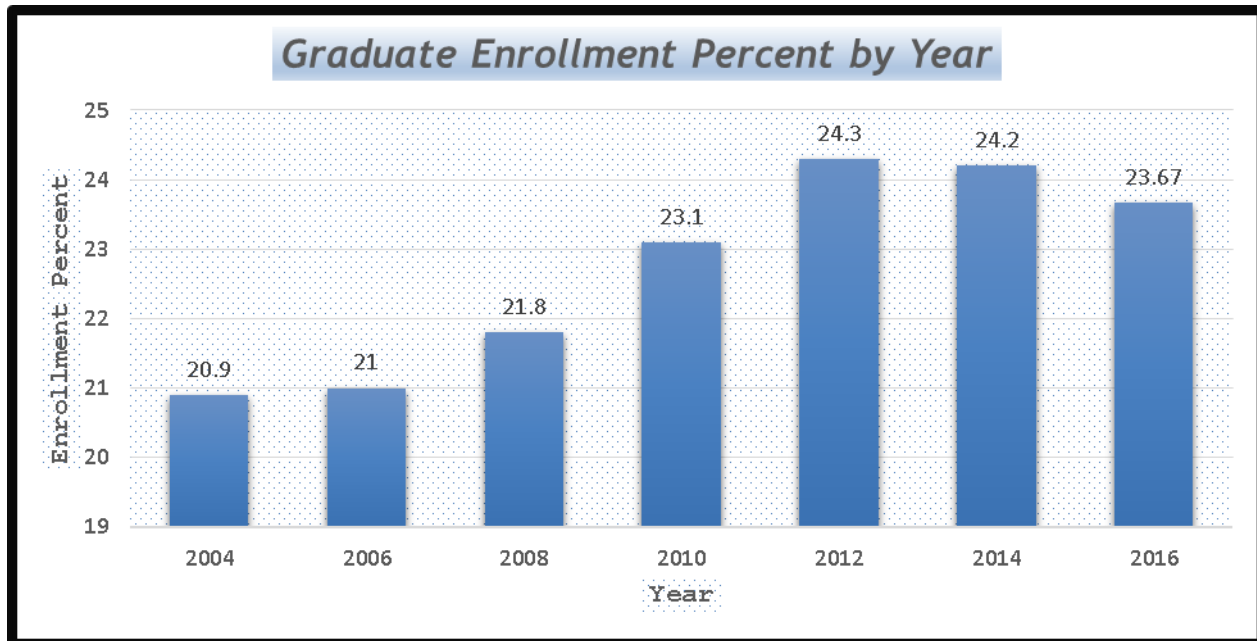
## Leading Enrollment Among Graduate Programs (Fall 2016)

### *Doctoral Programs*

- Educational Administration (152)
- Public Health (94)
- Public Administration (91)
- Urban Higher Education (84)
- Urban & Regional Planning (51)

### **Master Level Programs**

- Social Work (223)
- Early Childhood Education (171)
- Education (126)
- Teaching (104)
- Public Health (103)



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