



*Assessment of Graduate Degree-Seeking
Student Enrollment: Quality
Performance Indicators*

2005-2009

The Division of Graduate Studies

Jackson State University

Introduction

Admission for enrollment in graduate education 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 a record of one thousand nine hundred and seventy-eight (1,978) students in Fall 2009. Record enrollments have been established since Fall 2004.

Recent recruitment initiatives have included three major components: (1) added innovative graduate programs to program inventory (urban higher education and public health) and awarding of doctoral degrees in social work (2001), business administration, clinical psychology and chemistry (2002) and urban and regional planning (2003), urban higher education (2006), and public health (2009); (2) targeted recruitment activities for low-producing programs; and (3) marketed science, technology, engineering, and mathematics (STEM) programs. The largest enrolled programs at the master-level are early childhood education (117), public health (101), guidance and counseling (75), social work (107) and master of arts in teaching (81). The largest enrolled doctoral programs are education administration (74), higher education (46), clinical psychology (40), public health (40), and early childhood (38).

Outcomes:

Fall 2009 culminated with a record enrollment of 1,978 students, an increase of 153 students over the previous year. The five year average is 1,833 students. Graduate enrollment represents 22.5% of the university's total enrollment. Table 1 documents the five-year average of degree-seeking students enrolled in graduate programs.

Table 1: Degree-Seeking Graduate Student Enrollment, 2005-2009

Academic Year	2005	2006	2007	2008	2009	Average
Enrollment	1756	1733	1875	1825	1978	1833

Source: Office of Institutional Research and Planning, Enrollment Profiles

Monitoring Enrollment of First-time Entering Graduate Students

Six hundred and two (602) first-time graduate students were enrolled during Fall 2009. The highest number of first-time entering graduate students occurred in Fall 2005. Six hundred and three (603) students were enrolled. The number of first-time entering graduate students appears to be climbing upward compared to the last three years as indicated in Table 2.

Outcomes

The five-year average enrollment of first-time entering students was five hundred and forty-one (541).

Table 2: First-time Entering Graduate Student Enrollment, 2005-2009

Academic Year	2005	2006	2007	2008	2009	Average
Enrollment	603	482	524	495	602	541

Source: Office of Institutional Research and Planning, Enrollment Profiles

Monitoring Enrollment of Returning Graduate Students

The retention of graduate students has significantly improved over a five-year period. Fall 2009 indicated a record of one thousand three hundred and sixty-nine (1,369) returning graduate students. The Fall 2005 enrollment increased to one thousand one hundred and forty-three (1,143) and enrollment increased in Fall 2006 to one thousand two hundred and forty six (1,246). Fall 2007 increased to one thousand three hundred and thirty (1,330), followed by Fall 2008 with one-thousand three hundred and sixteen students (1,316).

Outcomes:

Fall 2009 represented the largest number of returning graduate students, consisting of one thousand three hundred and sixty-nine students (1,369). The number of returning graduate students has increased significantly. However, Fall 2008 represented a decline of fourteen (14) students. The five-year average is one thousand two hundred and eighty (1,281) and is documented in Table 3.

Table 3: Returning Graduate Student Enrollment, 2005-2009

Academic Year	2005	2006	2007	2008	2009	Average
Enrollment	1143	1246	1330	1316	1369	1281

Source: Office of Institutional Research and Planning, Enrollment Profiles

Leading Enrollment Among Graduate Programs (2006-2009)

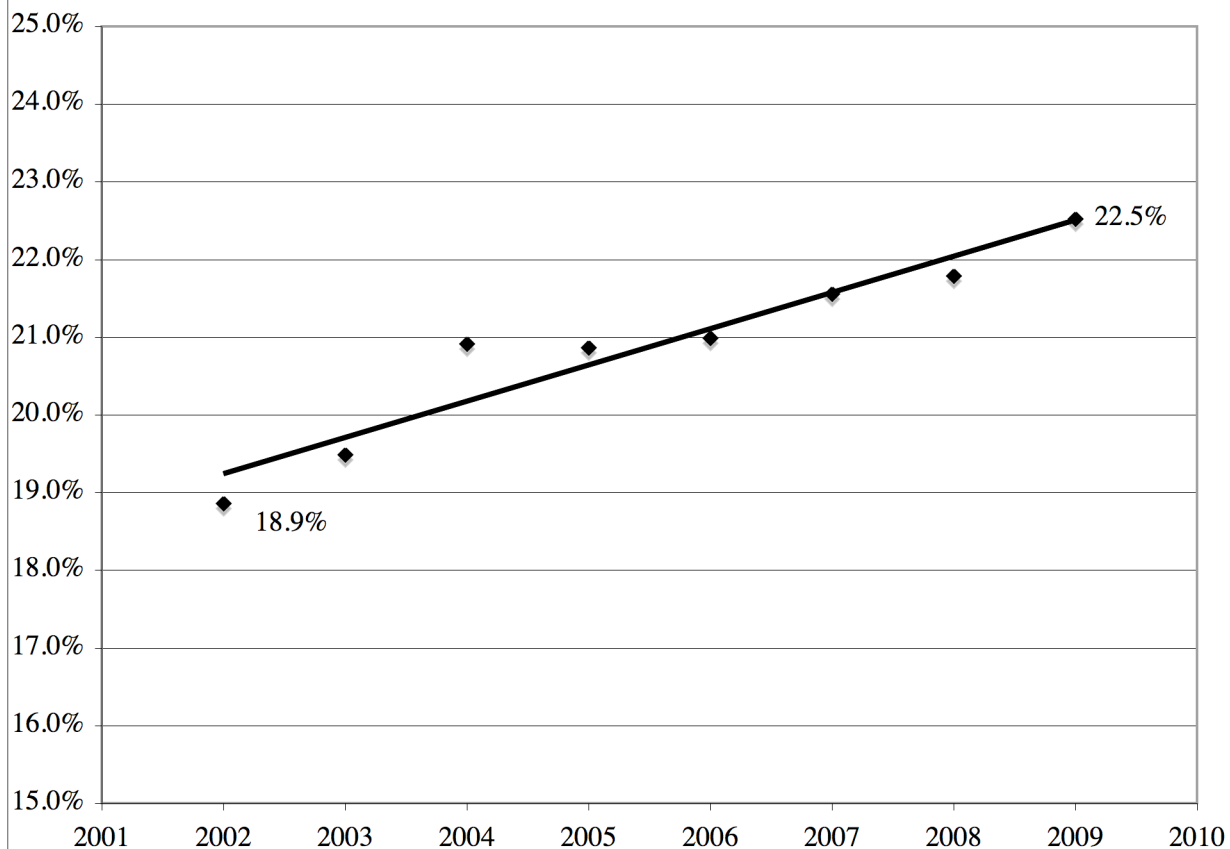
Doctoral Programs

- Clinical Psychology
- Early Childhood Education
- Educational Administration
- Environmental Science
- Urban Higher Education

Master Level

- Early Childhood Education
- Guidance
- Public Health
- Social Work
- Teaching (Alternate Route)

Figure. Percentage of Graduate Enrollment (2002-2009)



Division of Graduate Studies

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