



Division of Academic and Student Affairs

2015-2016 ANNUAL REPORT

NAME OF UNIT: School of Graduate Studies

MISSION:

The Division of Graduate Studies will provide leadership by developing policies and procedures for enhancing quality standards of excellence in graduate education for the recruitment, admission, retention, and graduation of students. The Graduate Council and Graduate School serve as primary advocates for university-wide graduate education.

VISION STATEMENT

The University will be nationally recognized for quality graduate education, leadership and academic services for graduate faculty, staff and students as articulated by the Council of Graduate Schools and recognized accrediting bodies.

INTRODUCTION

Graduate education is fundamental to the mission of Jackson State University. The Board of Trustees, Institutions of Higher Learning, authorized graduate education in 1953. Instruction was limited to educational administration and supervision for which initial Master of Science in Education degrees were awarded in 1957. Today, the University has more than 2300 graduate scholars studying in 37 masters, 2 educational specialists and 13 doctoral degree programs.

MAJOR GOALS

The Graduate School, five (5) colleges and two (2) schools are charged with carrying out the graduate mission. Through a collaborative effort, each ensures that quality graduate programs continue to be enhanced. To accomplish this goal, the Graduate School provides leadership with the comprehensive approach of monitoring program quality and student academic success. Five strategic goals are targeted to embrace our mission and support the overall goals of the university relating to graduate education. These strategic goals are:

- Maintaining the Carnegie designation, increasing national rankings of exemplary graduate education programs, student success and doctoral degree completion;

- Continuing to strengthen enrollment management through electronic processes, monitor admission, retention and student academic success through the quality of incoming graduate students;
- Enhancing the quality of graduate programs through the program review process utilizing the Council of Graduate Schools (CGS) 18 Key Elements, providing feedback from peer reviewers and monitoring outcomes from Action Plans;
- Seeking adequate resources through the budgeting process for additional graduate student support including assistantships, fellowships, tuition-waivers and diversity scholarships for graduate students;
- Monitoring and increasing degree completion;

I. MAJOR ACCOMPLISHMENTS

- **The National Research Council ranked the University among the Top 20 Institutions in the World conferring doctoral degrees to African American scholars.**
- The National Science Foundation's National Center for Science and Engineering Statistics (NCSES) ranked the University 187th out of the 402 institutions awarding doctoral degrees. The rating is based on number of earned doctorates, number of full-time graduate students, total federal obligation and total research and development expenditures.
- Forbes ranked the University 137th in the South, 188th among Public Colleges, 203th among Research Universities from a total of 548 Top Colleges.
- **The University was selected for the Top 100 Graduate and Professional Degree Producers.**
- **The University ranked 7th in conferring doctoral degrees in education, 9th in conferring doctoral degrees in "all disciplines combined" and 21st in awarding doctoral degrees in psychology, all to African American degree holders.**

II. SUSTAINABILITY

Classification by the Carnegie Foundation is one of the most prestigious recognitions for universities and a hall mark of sustainability. The university is classified as Doctoral Research, Higher Research Activity. There are 107 institutions classified as R2: Research Universities (higher research activity) by the Carnegie Classification of Institutions of Higher Education. Institutions were included in this category if they awarded at least 20 research/scholarship doctorates in 2013-14 and meet research expenditures and other index categories. The university is positioning itself to become a R1 University, whereby 100 doctoral degrees are awarded across disciplines. The university is currently awarding 80 doctoral degrees.

Programmatic accreditation by national accrediting bodies is one of the hallmarks used by graduate programs to establish quality and sustainability. Discipline-specific and regional accreditation assures and improves program

2015 – 2016 Annual Report

quality by utilizing a set of national standards developed by peers. Accreditation promotes accountability through ongoing external evaluations that there is university compliance with general expectations in higher education. The majority of our graduate programs are accredited by discipline-specific accreditation bodies and approval societies.

The **Southern Association of Colleges and Schools (SACS)** granted the reaffirmation of accreditation to the university. All standards relating to graduate education were met. Additionally, SACS granted the university the right to offer on-line degree programs for master-level, specialists and doctoral degrees.

During the last two academic years, **five graduate discipline-specific accrediting bodies** were granted university compliance: **Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, Council for Accreditation of Counseling and Related Programs (CACREP) for clinical and mental health programs and school counseling; National Accreditation for Teacher Education Programs (NCATE) for teacher education programs; American Psychological Association (APA) for clinical psychology.** The report from AACSB for graduate programs in business is pending. Graduate programs were found to be in compliance with programmatic accreditation standards and reaffirmation was extended. **A common thread throughout each evaluation was the critical need for more full-time faculty in all academic disciplines as cited by all accrediting bodies.**

Program reviews is another hallmark used to determine program quality and sustainability. Two program reviews were conducted: the College of Liberal Arts Department of Political Science and the College of Education and Human Development Department of Sport Science. External evaluators conducted on-site reviews. The evaluators met with administrators, program faculty and students. Through the process of internal and external reviews, programs received feedback on their performance on 18 key elements related to graduate education. The feedback and recommendations are used to strengthen and improve quality of graduate programs, thus sustainability.

Responsible Conduct of Research (RCR) Training. The RCR training for graduate faculty and student researchers is another hallmark of sustainability. All graduate faculty and students are required to seek Institutional Review Board (IRB) training and approval prior to conducting research with human subjects and Institutional Animal Care and Use Committee (IACUC) approval for working with animals. The Graduate School and Division of Research and Federal Relations sponsored several workshops for individual Colleges and Schools. Other workshops were held specifically for master-level theses and dissertation students. The purpose is to make sure that the university remains in compliance with the Responsible Conduct of Research. The Research Compliance Unit helps the graduate community of scholars comply with all applicable federal, state, and institutional requirements and policies.

III. LOW PRODUCING UNITS

Several master-level programs are low-producing in terms of student enrollment and degree production. Single digit enrollment programs include: Special education (6) political science (5) and mathematics and science program for public school teachers (4). Chairpersons and graduate faculty have been encouraged to participate in our recruitment activities and develop enhanced student recruitment strategies.

Departmental meetings have been held with low producing degree completion program directors and associate deans. Departmental plans indicate goals of increasing student enrollment in low producing programs.

IV. NEW AND SPECIAL INITIATIVES

Jackson State University/University of Michigan (UM) Enhanced Partnership

Jackson State University and the University of Michigan at Ann Arbor are seeking an enhanced partnership in the area of higher education. Dr. Betty Overton-Adkins, Clinical Professor of Higher Education with the UM Center for the Study of Higher and Postsecondary Education, visited JSU on May 16, 2016 with nine (9) higher education doctoral students and one (1) staff member. Discussions were held with eleven (11) JSU faculty, administrators and higher education students regarding faculty exchanges, student exchanges, internships, joint classes and research opportunities.

Jackson State University/University of Arkansas, Fayetteville Collaboration

Jackson State University and the University of Arkansas, Fayetteville are seeking a collaboration in the area of engineering. Discussions were held regarding master-level engineering student exchanges, joint classes and summer internships.

The Community of Scholars Professional Development Series added webinars for the academic year. These following webinars were presented for faculty, student support service administrators and higher education students.

- Community of Scholars Webinars were presented on:
 - **Student-Centered Advising and Support**
Presenter: Professor Bruce M. Shore, McGill University
Montreal, Quebec, Canada
 - **Graduate Students: How to Engage, Support & Mentor for Their Success**
Presenter: Dr. Katie Boone
Special Assistant to Vice President of Student Affairs
Frostburg State University
Presenter: Dr. Denise Davidson, Assistant Professor
Bloomsburg University
 - **Offering Credit for Prior Learning Assessment**
Information provided by panelist:
Tracey P. Robinson: Director of Online Education
University of Memphis
Dr. Richard L. Irwin: Interim Vice-Provost of Academic Innovation and Support Services
 - **Entitlement on Campus:
Managing Student Wants vs. Student Rights**
Information provided by panelist:
Dr. Joanne Goldwater
Associate Dean of Students/Director of Residence Life
St. Mary's College of Maryland
Dr. Beth Moriarty
Director of Residence Life & Housing
Bridgewater State University

2015 – 2016 Annual Report

- **Bullying in Academia:
Prevention and Response**
Presenter: Stephen J. Hirschfield
Hirschfield Kramer LLP

- **FERPA and Email: How to Effectively Communicate with
Students and Avoid Liability**
Presenter: Innovative Educators

V. AWARDS AND SPECIAL RECOGNITIONS/DISTINCTIONS

- Dr. Darcie Bishop was selected as a Diversity Fellow with the New Leadership Institute, University of Michigan (UM). The week-long Diversity Summit is a partnership with the UM, the National Center for Institutional Diversity (NCID) and the National Forum on Higher Education for the Public Good. The purpose of the collaboration is supporting efforts to assure current and future opportunities for Minority Serving Institutions (MSI) and Historically Black Colleges and Universities (HBCUs) for more balanced partnerships.

- Mrs. Sarah Foote was elected President of the Mississippi Association of Educational Office Professionals (MAEOP). MAEOP, established in 1940, is a state-wide organization of education office professionals from public, private, two-year and four-year colleges and universities. The purpose of the organization is to provide professional growth opportunities, leadership and services for education office professionals.

- Dr. Dorris R. Robinson-Gardner, former President, was honored by the Council of Historically Black Colleges and Universities for exemplary leadership in doctoral education. Dr. Gardner was awarded the Presidential Medal from the President of Louisiana Tech University for assisting them with diversity issues.

- Jackson State University was listed by the National Research Council (NRC) as the fourth largest producer of African American doctoral degree recipients.

- Twenty-one graduate faculty members were awarded portfolios and certificates for exemplary service to doctoral students in preparation of dissertations during the Doctoral Scholars Recognition activities.

- More than seventy doctoral scholars were recognized during two Exemplary Doctoral Scholars Recognition activities.

- Alpha Epsilon Lambda inducted 67 students for outstanding academic achievement.

- Twenty-four (24) graduate scholars earning a 4.0 cgpa were honored with certificates.

- Graduate Student Appreciation and Honor Week activities were held honoring students from the five colleges and schools.

- Graduate Assistants were honored for their services to academic departments.
- Three Jackson State University students will provide leadership for the National Black Graduate Students Association (NBGSA) in the upcoming year. Desiree Conton, a master's student in biology will serve as national parliamentarian; Verjuan Gordon, a doctoral candidate in educational leadership and Willis Lyons, a master's student in environmental health, will both serve as South Central regional representatives for the states of Mississippi, Louisiana, Texas, Arkansas and Oklahoma.

VI. ENROLLMENT DATA

Enrollment

The Graduate School has continued monitoring trends in applications to graduate programs for the past five years. Considerable growth within the Community of Scholars population has occurred. Applications have been increasing steadily for both doctoral and master-level programs with the largest increases in the College of Public Service Social Work at the master-level and the College of Education and Human Development Education Administration at the doctoral level. These increases have occurred from both domestic and international applicants. There has been an increase in the applicant pool with the growth in enrollment showing more modest growth, indicating that our graduate programs should be increasing their selectivity. Fall 2015 graduate enrollment was 2327 as compared to 2,059 in Fall 2011. Total graduate enrollment targets were exceeded for each of the Fall semesters.

All colleges and schools are required to recruit students for their graduate programs. The approach to graduate student recruitment varies significantly across graduate programs. There is an outreach effort to recruit students systematically: recruitment fair participation; mailed publications; invitations for selected universities to bring potential students to visit the campus; regional and national discipline-specific conference recruitment efforts; pipeline development programs with state and regional colleges and universities; and faculty research efforts engaging graduate scholars.

First-time Entering Graduate Scholars enrollment continues to increase. **During Fall 2015, 641 students entered graduate programs.** Fall 2011 enrollment of first-time entering graduate students was 483. **Two (2) new doctoral programs in engineering and computational data enabled sciences attracted twenty students.**

Returning Graduate Scholars enrollment increased to 1685 students as compared to 1569 from Fall 2011. Returning graduate enrollment increased constantly for the last five years.

Total Graduate Enrollment has increased during the last five years. **A record number of graduate scholars (2,327) were enrolled for Fall 2015. The enrollment represented 23.74% of the total university enrollment for Fall 2015,** thus, exceeding the Fall 2011 enrollment of 2,059. Seventy four (74) non-degree students were enrolled.

Enrollment by Gender

Females continue to dominate headcount enrollment in graduate school. Sixteen hundred and sixty (1660) females were enrolled during Fall 2015 representing 60% of the total graduate population. Six hundred and sixty seven (667) males were enrolled compared to 583 from Fall 2011.

Student Enrollment in the Top Five Master-Level Programs

Master-level program enrollment has constantly increased during the last five years. Currently, one thousand five hundred and twenty four (1524) master-level students are enrolled in our thirty seven (37) programs. Fall 2015 enrollment of master-level students in the top five programs stood at 670 students compared to Fall 2011 enrollment with 553 students. The College of Public Service Social Work Program, enrolled the largest number of master-level (219) students during Fall 2015.

Top Five Master-Level Programs Based on Enrollment

Social Work	219
Early Childhood Education	165
Public Health	105
Technology Education	100
Sports Science	81
Total	670

Specialist-in-Education Concentrations Based on Enrollment

The College of Education and Human Development offers specialist-in-education programs. Six concentrations are offered: educational administration; higher education administration, school counseling, psychometry, special education and secondary education. The psychometry concentration enrolls the largest number of graduate scholars. Currently, ninety-five (95) specialist-in-education students are enrolled in the six concentrations.

Education Administration	8
Higher Education and Administration	6
School Counseling/	
Psychometry	77
Special Education/Elementary Ed	2
Secondary Education	2
Specialist-in-Education Enrollment	95

Student Enrollment by Doctoral Degree Programs

Doctoral enrollment has grown tremendously during the last five years. Fall 2011 enrollment was 483 students compared to **708 during Fall 2015.** Fall 2014 enrollment of doctoral students was 674.

The College of Education and Human Development (CEHD) enrolled the largest number of doctoral students. The School of Administrative Leadership, Department of Educational Leadership enrolled one hundred and fifty (150) students in two concentrations: education administration and higher education administration. The doctoral program in urban higher education enrolled eighty-one (81) students. The School of Instructional Leadership, Department of Early Childhood Education enrolled thirty-four (34) students. Thus, the CEHD enrolled a total of 265 doctoral students.

2015 – 2016 Annual Report

The College of Science, Engineering and Technology enrolled its first doctoral cohort for two new doctoral programs in engineering and computational data enabled sciences. Twenty (20) doctoral students enrolled in these new doctoral programs. Below is a listing of doctoral enrollment, by program.

Doctoral Degree Programs Based on Student Enrollment and Compared to Previous Enrollment

	Fall 2014	Fall 2015
Educational Administration	127	150
Public Health	113	111
Public Administration	79	91
Higher Education	82	81
Urban and Regional Planning	53	53
Chemistry	47	39
Clinical Psychology	42	38
Social Work	40	37
Early Childhood Education	41	34
Environmental Science	31	29
Business Administration	29	25
Engineering	--	11
Computational Data Enabled Sciences	--	9
Total Doctoral Student Enrollment	674	708

Graduate Enrollment Management Operational Monitoring and Improvements

Business processes were enhanced encouraging prospective students to expedite their responsibilities in the admissions process, including: complying with requests for receipt of information in a timely manner and responding to preferred deadlines for graduate support services.

- The Electronic Transmittal Process is being implemented by Ellucian. The process is currently in the final stages. One phase of this process includes instant notification of admission applicants to advisors and chairs. Currently, graduate advisors and chairpersons access JSU student transcripts for immediate review of applicants. Many departments followed admission applicant progress through the new electronic admission tracking system for Fall 2016 applicants. Administrators and applicants were able to track progression of applications including receipt of incoming transcripts and payment of admission fees through electronic sources.
- The Banner Document Manager (BDM) training is in the beta stage of production with use for the electronic transmittal process as described above. This process allows all required admissions documents to be scanned by program managers and administrators and placed on a platform for viewing. Follow-up emails are sent to students requesting additional information not received in a five day period. Graduate faculty members from the College of Business are mastering BDM.
- Rolling admissions is provided for all master-level degree programs.
- Degree Works was beta-tested for all graduate degree programs. Chairpersons/college representatives are currently providing curricular information for academic degree programs.

Division of Academic and Student Affairs

2015 – 2016 Annual Report

- GECE applications no longer require review by advisors. GECE holds are placed on student records to prevent further registrations for those who do not comply within the 12 hour limit.
- The 2015-2017 Graduate Catalog (hard copy and on-line) was published with updates from all academic departments. New policy decisions are posted on the on-line catalog.
- Cyber Orientation and Cyber Advising web services were enhanced.
- Admission Publications were updated and placed on the website.
- Departmental Orientations were offered by academic units for new and continuing students.

Recruitment/Program Marketing Strategies:

All colleges and schools are strongly encouraged to recruit students for their graduate programs. The approach to graduate student recruitment varies significantly across graduate programs. There is an outreach effort to recruit students systematically: recruitment fair participation; mailed publications; invitations for selected universities to bring potential students to visit the campus; regional and national discipline-specific conference recruitment efforts; pipeline development programs with state and regional colleges and universities; and faculty research efforts engaging graduate scholars. Additionally, some graduate support personnel recruit students at major classic games, churches, fraternities, sororities, and private and public school teachers through district activities.

Retention:

The university is committed to student success in both the written and spoken word. Students must demonstrate success in English proficiency. Therefore, all master-level students are required to demonstrate student success on the Graduate English Competency Examination (GECE).

A university-wide collaborative approach is used to stimulate student success. The Graduate School, College of Liberal Arts (Department of English and Richard Wright Writing Center) and Office of Testing and Assessment collaborate on assisting graduate scholars with preparation for success on the GECE.

These efforts are designed to ensure that students perform well on the examination and throughout their master-level matriculation.

Graduate English Competency Examination (GECE)

The Graduate English Competency Examination (GECE), an entry assessment tool, is required for all master-level students. It is designed to show the strengths and challenges of each student in the areas of grammar and usage, logic, organization and content. The test is taken prior to enrollment or during the first term of graduate enrollment. The Office of Testing and Assessment administered the GECE four times last year, including an alternate testing date for students who were absent and/or those with religious preferences. The Descriptive Tests of Language Skills in Conventions of Written English: Assessing Basic Academic Competencies Identified in Academic Preparation for College as produced by Educational Testing Services (ETS) was phased out December 31, 2015 as the test instrument used to assess English proficiency.

The College Tests for English Placement: Reading Comprehension, Sentence Structure and Grammar and Sentence and Syntax Skills produced by Pacific College Testing was recommended by a university-wide committee and

2015 – 2016 Annual Report

selected as the replacement GECE test. The first administration of the new test occurred Spring 2016. Student Academic Success is defined as scoring 80% or above on the test.

The Graduate School established GECE eligibility for four hundred and seventy (470) master-level scholars, up from 430 students during last year.

Graduate Faculty members in English assessed every GECE applicant required to submit essays. Three faculty members read and scored each essay as pass or fail. Passing the essay portion was determined by students scoring a pass result from two out of three faculty members.

The Richard Wright Center (RWC) for Writing, Rhetoric and Research

The Graduate School partnered with The RWC to provide an environment for GECE test preparation and intellectual engagement. At any stage of the creative writing and research processes, students have the opportunity to prepare and interact with trained tutors using technology as they develop written, oral and visual presentations. Workshops, Roundtables and Collaboration Stations were offered for GECE Preparation; Research and Presentation Challenges; Organizational Strategies; Utilizing SPSS Software and Statistical Analyses; Revising and Editing Strategies; How to Use Documentation Style Manuals Preparing Successful Theses and Dissertations and Publishing a Book with Reputable Publishing Companies.

Graduate Retention Operational Monitoring and Improvements

GECE Testing Results:

Four hundred and seventy (470) master-level students were declared eligible to sit for the GECE. One hundred (100) of those graduate scholars established exemption eligibility based on standardized test results or from successful undergraduate English proficiency test results. Standardized test results were from GRE, GMAT and PRAXIS. Three hundred and seventy (370) graduate scholars were scheduled to sit for four administrations of the examination. Two hundred and thirty nine (239) graduate scholars were successful on the GECE standardized and essay portions of the test representing a seventy seven percent (77%) pass rate. The new test is being normed.

Sixty (60) graduate scholars did not show for the GECE as compared to seventy five (75) students from the previous year. Academic holds were placed on student accounts pending a make-up GECE examination. The seventy one (71) students who were not successful on the GECE were required to enroll in ENG 500, an intervention course for demonstrating student success. Academic progress for those students will be reviewed after completion of ENG 500 during the summer sessions and Fall semester.

Satisfactory Academic Progress Monitoring

The Graduate Advising, Assessment and Retention Committee (GAAR) was established in 2005 to develop strategies for assisting students with maintaining academic success. Academic Colleges and Schools appoint departmental advisors and student support personnel to assist with this effort. The Graduate School and GAAR Committee members examined reasons for non-academic success, implemented changes in response to findings and monitored the impact of those changes. The GAAR Committee recommended the formation of Academic Enhancement Plans (AEP) to assist with ensuring academic success in response to those findings. The AEP is used to facilitate monitoring of student achievement. AEP's are developed and monitored by departmental advisors and students for a second-chance with academic success. Successful AEP students are allowed to continue in graduate programs. Those who are not successful are dismissed from the program.

2015 – 2016 Annual Report

Satisfactory Academic Progress (SAP) must be demonstrated by all graduate students. A 3.0 cumulative grade point average defines academic success at the end of each academic year. Academic records were monitored for 2,327 graduate students.

Graduate Scholars not demonstrating satisfactory academic progress were required to establish Academic Enhancement Plans (AEP) with their academic advisors for continuation with registration for the next semester.

Chairpersons recommend acceptance of the AEP's and forwards them to the Graduate School for final approval. The AEP's are aggressively monitored by the advisor and chairperson. Students demonstrating satisfactory academic progress may continue if they achieve satisfactory academic progress as required including a cumulative

grade point average of 3.0 and above the following semester. If they do not, they are usually dismissed from the program.

Academic Enhancement Plans were reviewed for a significant number of students during the academic year. A total of three hundred and seventeen (317) students were placed on AEP, representing the largest number of graduate students placed on academic probation. The previous year ninety three (93) students, representing slightly more than four (4) percent of the total graduate population were on AEP's, up by one percent from the year before. A task force has been named to look into trend lines of why so many graduate students are on probation. Results from the task force will be reported to the Dean's Council.

Degree Candidacy (DC) Status was assessed for 640 graduate scholars. Master-level students are advanced to degree candidacy status after all admission requirements have been met, all incomplete ("I") grades have been removed, successful GECE results and satisfactory academic progress has been established. Educational specialists and doctoral degrees are advanced to degree candidacy after achieving regular admission status, successful satisfactory academic progress including Graduate Area Comprehensive Examinations, and supervisory committees formed and successful defenses.

Graduate Area Comprehensive Examination (GACE) results were assessed for five hundred and twelve (512) students, up from three hundred and seventy nine (379) last year. Three hundred and eighty five (385) students demonstrated proficiency in an aggregate pass rate of seventy five (75) percent.

A student may be permitted to take the Comprehensive Examination twice. Students who were not successful will have another opportunity to demonstrate student success during Fall 2016. Administrative holds have been placed on student records for those who did not sit for the examination, pending an advisement session with their advisor.

Excessive Dissertation Hours were monitored for graduate scholars in several programs offering doctoral degrees. Excessive enrollment in dissertation hours are defined as completing thirteen (13) hours of dissertation classes and no documented success with the following: dissertation committee formation, dissertation proposals, IRB Approval or successful proposal defense. Meetings were held with graduate program directors (gpds) from clinical psychology, public health, public policy, social work and urban and regional planning. The gpds were requested to review student transcripts, produce requested summary data and individual Dissertation Readiness Plans for student success. Others meetings are scheduled with business administration, chemistry and environmental science graduate program directors.

The Dissertation Completion Project will be reactivated to provide assistance to dissertation students experiencing problems in completing dissertations. Dissertation students will be surveyed to determine concerns and issues with completing their research. Funding sources are being sought for the project.

STUDENT SUCCESS

Graduate Degree Completion is one of the quality indicators for graduate education. Assessments toward degree completion were conducted for **six hundred and forty (640) students**: 103 for Summer 2015 conferral, 205 for Winter graduation 2015 and 332 for Spring graduation 2016.

Graduate Degree Production

The College of Education and Human Development is the largest producer of doctoral graduates. *Diverse Issues in Higher Education* in 2015 ranked the College of Education as seventh (7) in the nation in awarding doctoral degrees to African Americans. The College of Liberal Arts was ranked twenty first (21st) in awarding doctoral psychology degrees to African Americans. The university, as a whole, was ranked ninth (9th) in awarding doctoral degrees in the “all discipline combined category”.

Below is a three year comparison of graduate degree production.

	2013-2014	2014-2015	2015-2016
Master-level	424	424	Information is forthcoming from IR
Specialist	17	19	
Doctoral	71	80	
Total	512	523	

VIII. PROGRAM QUALITY ENHANCEMENTS

Graduate Council

Graduate Council (GC) meetings are held throughout the year for graduate faculty members. Five meetings were held during the months of October, November, February, and April. The GC has four standing committees: Graduate Admissions; Graduate Academic Assessment and Retention; Graduate Curriculum; and Graduate Faculty Status. A Sub Committee on Electronic Theses and Dissertation was established in 2013 to determine university readiness. Summaries and recommendations from each committee are below:

Graduate Admissions Committee (GAC) Recommendations

- The GAC recommended approval of new admission standards for the College of Business. The new admission requirements included waiving the GMAT for selected students.
- Clarity to the Graduate School Conditional Admission Policy. Students who are conditionally admitted must earn regular admission status in the first 12 hours of graduate level coursework by earning a minimum GPA of 3.0.
- Clarification of the Graduate Grading Policy. No more than 2 “C” grades are allowed. Grades of “D,” “F,” “W,” “I/P” and “I” do not count towards satisfactory academic progress; however, they are counted as attempted hours. Repeated courses are counted as attempted hours.
- Other recommendations included a continuing discussion of a university-wide policy cap policy of 10% for conditional admits and a \$50.00 application fee for all admission applicants. These two recommendations will be discussed again during the next academic school year.

Graduate Academic Assessment and Retention Committee (GAAR)

The GAAR Committee identified several concerns regarding academic performance of graduate students. The concerns are cited below:

- A significant number of students are not demonstrating satisfactory academic progress during the first twelve (12) hours of enrollment. During Fall 2015, one hundred and sixty seven (167) students, highest ever, were struggling in graduate programs, both traditional and on-line. During Spring 2016, one hundred forty two (142) students were struggling. A subcommittee has been appointed to assess the issue.
- There is a growing number of students not reporting for the GECE examination. Sixty (60) students did not report for the Spring 2016 administration of the GECE. One recommendation was to place a hold on student records. GECE holds were placed on student records preventing further registrations pending the GECE.
- Dissertation students in selected doctoral programs are continuing to enroll in excessive numbers of dissertation hours. One recommendation was to contact each graduate program director/chairperson/college and request an intensive advising session with students followed by one with dissertation chairpersons. The second recommendation was to place a hold on the student record pending an agreed upon Dissertation Readiness Plan. The final recommendation included reestablishing the Doctoral Completion Project.

Graduate Curriculum Committee (GCC)

The GCC recommended approval of curricular changes, alterations and modifications for a significant number of graduate programs. The recommendations included the following:

- All Colleges: Safe Assign software has been installed on all computer commons for faculty and students.
- College of Liberal Arts
 - Department of History. HIST 590 Thesis Writing. Changed to variable credits of one (1) to six (6) hours.
- College of Science, Engineering and Technology
 - Department of Civil and Environmental Engineering. New Track for master-level program in Computational and Data-Enabled Science & Engineering: Supply Chain Track
 - Department of Industrial Systems and Technology. Emergency Management concentration.

Graduate Program Reviews

The primary purpose of graduate program reviews is the improvement of graduate programs as measured by 18 Key Elements. The key elements include the quality of the faculty, the students, curriculum, facilities, and other educational resources.

2015 – 2016 Annual Report

Two graduate program reviews were conducted. Sports Science was the first followed by Political Science. Both reviews included participation from all faculty members. Both program administrators are developing Action Plans based on the on-campus cite visit. Computer Science and Urban and Regional Planning are completing departmental self-studies for their 2016 program reviews.

Graduate Faculty Status (GFS) Committee

The GFS Committee recommended approval of fifty-one (51) faculty members for various levels of graduate faculty status (See Appendix A):

- College of Business – 5
- College of Education and Human Development – 14
- College of Liberal Arts – 9
- College of Science Engineering and Technology – 10
- College of Public Service – 9
- School of Journalism and Media Services – 1
- School of Public Health - 3

Two new categories were added to meet qualification needs: Assistant Graduate Faculty and Practitioner. Several faculty applications were returned to departments for additional information.

Electronic Dissertations and Theses Subcommittee

The committee recommended a process for implementation of electronic dissertations and theses during Summer 2016. The university will continue to work with ProQuest in implementing the plan. The Executive Ph. D. program will be the first program to require electronic dissertations.

IX. SUMMARY of 2015-16 ANNUAL REPORT

Will send an addendum.

X. MAJOR GOALS FOR ACADEMIC YEAR 2016-2017

- Goal #1 Continue to improve the quality of graduate programs and promote existing high quality graduate programs.

- Goal #2 Increase growth in the graduate student population by expanding technology for university-wide recruitment, admission, assessment, advising, retention and support service activities focused on student success.

APPENDIX A

Graduate Faculty Status (GFS) Committee

The GFS Committee recommended approval of fifty one (51) faculty members for various levels of graduate faculty status:

College of Business (5)

Dr. Jay Barney	Management	Adjunct
Dr. Nicholas Hill	Economics	Full Graduate Faculty
Dr. Ramin Maysami	Economics	Full Graduate Faculty
Dr. Kenneth Russ	Management	Assistant Graduate Faculty
Dr. Young Sik Cho	Management	Assistant Graduate Faculty

College of Education and Human Development (14)

Dr. Jennifer Bailey	Elem & Early Childhood	Adjunct/External
Dr. Bobby Brown	Elem & Early Childhood	Adjunct/External
Dr. Jeanne W. DuBard	Elem & Early Childhood	Adjunct/External
Dr. Pat Green	Rehabilitation Counseling	Assistant Graduate Faculty
Dr. LaTasha Brown-Hadley	Elem & Early Childhood	Adjunct
Dr. Chaiqua A. Harris	Coun Rehab, & Psychometry	Assistant Graduate Faculty
Dr. Chrystal M Hodges	Elem & Early Childhood	Adjunct
Dr. Debra Mays-Jackson	Educational Leadership	Adjunct/External
Dr. Chandra Lewis	Educ Leadership	Assistant Graduate Faculty
Dr. Olayinka Oredein	Counseling	Adjunct/External
Dr. Isaac Robinson, III	Elem & Early Childhood	Adjunct/External
Dr. Dorothy Stokes	Educ Leadership	Assistant Graduate Faculty
Dr. Jennifer K. Young-Wallace	Educ Leadership	Assistant Graduate Faculty
Dr. Daniel Wentland	Educ Leadership	Full Graduate Faculty

College of Liberal Arts (9)

Dr. Kofi R. Barima	History	Assistant Graduate Faculty
Dr. Ceron L. Bryant	English	Assistant Graduate Faculty
Dr. Helen Crump	English	Assistant Graduate Faculty
Dr. Erin Dehon	Psychology	Adjunct/External
Dr. Shenell Evans	Psychology	Adjunct/External
Dr. Brenda Gill	Sociology	Adjunct/External
Dr. Joseph Griebler	Psychology	Adjunct//External
Dr. Susan Maneck	History	Full Graduate Faculty

Division of Academic and Student Affairs

2015 – 2016 Annual Report

Dr. Lisa M Beckley-Roberts

Music

Assistant Graduate Faculty

College of Science, Engineering and Technology (10)

Dr. Mohammad Khan	Computer Engineering	Assistant Graduate Faculty
Dr. Qian Dong	Civil Engineering	Adjunct
Dr. Lonnie Gonsalves	Biology	Adjunct
Dr. Felicite Noubissi	Biology	Adjunct/External
Dr. Lecia Robinson	Biology	Adjunct/External
Dr. Jennifer Sims	Biology	Adjunct/External
Dr. Tammi Taylor	Biology	Associate Graduate Faculty
Dr. Catherine Thomas	Biology	Adjunct/External
Dr. Timothy Turner	Biology	Full Graduate Faculty
Dr. NingNing Wang	Mathematics	Full Graduate Faculty

College of Public Service (9)

Dr. Freddie Avant	Social Work	Adjunct/External
Dr. Catherine R. Estis	Public Administration	Adjunct/External
Dr. Pedro Hernandez	Social Work	Assistant Graduate Faculty
Dr. Jaegoo Lee	Social Work	Assistant Graduate Faculty
Dr. Kristie J. Lipford	Social Work	Assistant Graduate Faculty
Dr. Isiah Marshall	Social Work	Associate Graduate Faculty
Dr. Theresia Johnson-Ratliff	Social Work	Assistant Graduate Faculty
Dr. James Slack	Public Policy	Full Graduate Faculty
Dr. Jackie Williams	Urban and Regional Planning	Adjunct/External

School of Journalism and Media Studies (1)

Dr. Luis Camillo Almeida	Mass Communications	Assistant Graduate Faculty
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School of Public Health (3)

Dr. Andre Hines	Public Health	Adjunct/Practitioner
Dr. Delicia D. McGee	Public Health	Adjunct/External
Dr. Mario Sims	Public Health	Adjunct/External