



Division of Academic and Student Affairs

2016-2017 ANNUAL REPORT

NAME OF UNIT: Graduate Studies

MISSION

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

VISION STATEMENT

The University will continue to 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

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

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, monitoring admission, retention and student academic success through the quality of incoming graduate students;
- Enhancing the quality of graduate programs through the accreditation and program review processes utilizing the 18 Key Elements, providing feedback from peer reviewers and monitoring outcomes from Action Plans;
- Seeking adequate resources for additional graduate student support including assistantships, fellowships, tuition-waivers and diversity scholarships for graduate students;
- Monitoring and increasing degree completion rates.

NATIONAL PRESENCE AND SUSTAINABILITY

- The National Research Council ranked the University among the Top 20 Institutions in the World conferring doctoral degrees to African American scholars.
- Jackson State University was selected as one of four HBCUs ranked as top research universities in a report published by the Center for Measuring University Performance. The Morehouse School of Medicine, Howard University and Florida A&M University were listed among the top 200 institutions in the Center's Top American Research Universities report. The Center for Measuring University Performance is a joint venture of Arizona State University and the University of Massachusetts at Amherst, and it tracks research productivity among American colleges and universities
- The University was selected for inclusion in the Top 100 Graduate and Professional Degree Producers (2016) of African Americans. The University ranked:
 - 7th in conferring doctoral degrees;
 - 7th in conferring doctoral degree in education;
 - 9th in conferring doctoral degrees in all disciplines combined;
 - 21st in awarding doctoral degrees in psychology;
 - 1st in awarding master's-level degrees in physical sciences;
 - 7th in awarding master's-level degrees in history;
 - 9th in awarding master's-level degrees in health, physical education and recreation;
 - 10th in awarding master's -level degrees in public health;
 - 11th in awarding master's-level degrees in communicative disorders;

- o 17th in awarding master's-level degrees in social work;
 - o 21st in awarding master's-level degrees in accounting, education and English;
 - o 23rd in awarding master's-level degrees in public policy and administration;
 - o 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.
 - o Forbes ranked the University 137th in the South, 188th among Public Colleges, 203th among Research Universities from a total of 548 Top Colleges
- **Enrollment Management.** There has been a tremendous increase in graduate enrollment. Fall 2016 graduate enrollment was 2,318 as compared to 2,138 in Fall 2012
 - **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 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.

Additionally, regional accreditation has been granted to the University by the Southern Association of Colleges and Schools (SACS) to offer traditional and online degree programs for master's-level, specialists and doctoral degrees.

During the last two academic years, **five graduate discipline-specific accrediting bodies** granted university compliance: 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,(AACSB) for graduate programs in business, and Council on Education for Public Health (CEPH) for initial accreditation for creating a School of Public Health and public health programs.

- **Program reviews** is another hallmark used to determine program quality and sustainability. During the last two years, program reviews were conducted for 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. Due to budgetary constraints, the computer science program review was rescheduled for Fall 2017.

- **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 thesis and dissertation students. The purpose is to ensure 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's level programs are low-producing in terms of student enrollment and degree production. Chairpersons and graduate faculty have been encouraged to actively participate in recruitment activities and develop enhanced student recruitment and degree completion strategies.

Departmental meetings have been held with low producing degree completion program directors and associate deans suggesting ways to increase enrollment.

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 in May 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's- level engineering student exchanges, joint classes and summer internships.

The Community of Scholars Professional Development Series added webinars for the last three years. 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

○ **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 served as a Diversity Fellow with the New Leadership Institute, University of Michigan (UM). The 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 served as President of the Mississippi Association of Educational Office Professionals (MAEOP). MAEOP, established in 1940, is a statewide 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, past President, was honored by the Council of Historically Black Colleges and Universities for exemplary leadership in doctoral education.
- Jackson State University was listed by the National Research Council (NRC) as the fourth largest producer of African American doctoral degree recipients.
- Forty-five (45) 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 eighty doctoral scholars were recognized during two Exemplary Doctoral Scholars Recognition activities.
- Alpha Epsilon Lambda inducted forty-two students for outstanding academic achievement.
- Twenty-four (24) graduate scholars earning a 4.0 cgpa were honored with certificates.
- Graduate Student Appreciation and Honors Week activities were held recognizing students from the five colleges and two schools.
- Graduate Assistants were honored for their services to academic departments.
- Three Jackson State University students provided leadership for the National Black Graduate Students Association (NBGSA). Desiree Conton, a master's student in biology served as national parliamentarian; Verjaun Gordon, a doctoral candidate in educational leadership and Willis Lyons, a master's student in environmental health, both served 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's-level programs with the largest increases in the College of Public Service Social Work at the master's-level and the College of Education and Human Development Educational Administration at the doctoral level. These increases have occurred from both domestic and international applicants.

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 2016, 660 students entered graduate programs. Fall 2012 enrollment of first-time entering graduate students was 568. Two (2) new doctoral programs in engineering and computational data enabled sciences are attracting new students.

Returning Graduate Scholars enrollment increased to 1685 students as compared to 1570 from Fall 2012. Returning graduate enrollment has increased constantly during the last five years.

Total Graduate Enrollment has increased during the last five years. A record number of graduate scholars (2,319) were enrolled for Fall 2016. The enrollment represented 24% of the total university enrollment for Fall 2016, thus, exceeding the Fall 2012 enrollment of 2,144.

Enrollment by Gender

Females continue to dominate headcount enrollment in graduate school. Seventeen hundred and twelve (1712) females were enrolled during Fall 2016 representing more than 60% of the total graduate population. Six hundred and seven (607) males were enrolled..

Student Enrollment in the Top Five Master's-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 thirty seven (37) programs. Fall 2016 enrollment of master-level students in the top five programs stood at 727 students compared to Fall 2012 enrollment with five hundred and ninety-three (593) students. The College of Public Service Social Work Program enrolled the largest number of master-level, (223) students during Fall 2016.

Top Five Master's-Level Programs Based on Enrollment

Social Work	223
Early Childhood Education, k-3	171
Education	126
MAT Teaching	104
Public Health	<u>103</u>
Total	727

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. Currently, one hundred and twenty-six (126) specialist-in-education students are enrolled.

Student Enrollment by Doctoral Degree Programs

Doctoral enrollment has grown tremendously during the last five years. Fall 2012 enrollment was 483 students compared to 709 during Fall 2016. Several doctoral programs capped enrollment focusing on degree completion for existing students.

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 two (152) students in two concentrations: educational administration and higher education administration. The executive doctoral program in urban higher education enrolled eighty-four (84) students. The School of Instructional Leadership, Department of Early Childhood Education enrolled twenty-nine (29) students. Thus, the CEHD enrolled a total of 265 doctoral students.

The College of Science, Engineering and Technology enrolled its second doctoral cohort for two new doctoral programs in engineering and computational data enabled sciences. Thirty-five (35) doctoral students enrolled in these new doctoral programs.

Below is a listing of doctoral degree programs based on student enrollment and compared to previous enrollment.

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

	Fall 2014	Fall 2015	Fall 2016
Educational Administration	127	150	152
Public Health	113	111	94
Public Administration	79	91	91
Higher Education	82	81	84
Urban and Regional Planning	53	53	51
Social Work	40	37	36
Environmental Science	31	29	36
Computational Data Enabled Sciences	--	9	35
Clinical Psychology	42	38	34
Early Childhood Education	41	34	29
Business Administration	29	25	28
Chemistry	47	39	28
Engineering	--	11	11
Total Doctoral Student Enrollment	674	708	709

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 was implemented by Ellucian. 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 2017 applicants. Administrators and applicants are 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 was provided for the Graduate Community of Scholars. 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.
- Transmittal Workflow Process is fully operational. As applications are completed in Banner (SAAADMS) the Electronic Transmittal Workflow is triggered. Review stages include: GS Program Manager, GS Director of Admissions, Department Chair (or designee), College Dean (or designee), and GS Associate Dean. Program managers verify that required documents are uploaded to Banner Document Management (BDM) in order that advisors/chairs/deans can view transcripts at the same time they view the electronic transmittal. Notification is provided to both applicant and administrator at each stage of the process. As the electronic transmittal is sent via workflow, email notification is provided to the receiver. The applicant is currently notified when their application is received into Banner (or pushed to Banner), when it becomes complete and then when it is sent to the department for review. Applicants are also notified via email of the admission decision. Denial of admission is sent via hard copy letter.
- Rolling admissions is provided for all master-level degree programs.
- Degree Works was implemented for all graduate degree programs. Chairpersons/college representatives are currently providing final curricular information for academic degree programs.
- 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 2017-2019 Graduate Catalog (hard copy and online) is being updated by academic departments. New policy decisions are posted in the online 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 requirement. Therefore, during the first semester of enrollment, 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 selected as the replacement GECE test. The first administration of the new test occurred in Spring 2016. Student Academic Success is defined as scoring 80% or above on the test.

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.

The Graduate School established GECE eligibility for six hundred and four (604) master-level scholars, up from 470 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.

Graduate Retention Based on Academic Success Through the GECE

Six hundred and four (604) master-level students were declared eligible to sit for the GECE. One hundred (105) of those graduate scholars established exemption eligibility based on standardized test results or from successful undergraduate English proficiency test results as compared to (100) from the previous year. Standardized test results were from GRE, GMAT and PRAXIS. One hundred and twenty two (122) students were absent. Therefore, Three hundred and seventy (377) graduate scholars were scheduled to sit for four administrations of the examination. Two hundred and eighty (280) graduate scholars were successful on the GECE standardized and essay portions of the test representing a seventy four percent (74%) pass rate. The new test continues to be normed.

One hundred and twenty two (122) graduate scholars did not show for the GECE as compared to sixty (60) students last year and seventy five (75) students from the previous year. The largest number of students not showing for examination may have been due to rescheduling of the GECE because of the water problem in the Jackson Metropolitan area. Academic holds were placed on one hundred and twenty two (122) student accounts pending a make-up GECE examination.

One hundred and five (105) 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 2017 summer sessions and Fall 2017 semester.

Satisfactory Academic Progress Monitoring

The Graduate Advising, Assessment and Retention Committee (GAAR) was established in 2005 to develop comprehensive advising 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 programs.

Student 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 2,319 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 a decrease of ten (10) students from the previous year. Three years ago, 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 Council of Deans.

Degree Candidacy (DC) Status was assessed for 540 graduate scholars, down by 100 or more students from the previous year. 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 degree students are advanced to degree candidacy after achieving (1) regular admission status, (2) successful completion of all course requirements, (3) satisfactory academic progress including the Graduate Area Comprehensive examination, (4) forming supervisory committees and (5) successful research defenses.

Graduate Area Comprehensive Examination (GACE) results were assessed for four hundred and ninety (490) scholars, down from five hundred and twelve (512) students, last year and up from three hundred and seventy nine (379), the previous year. Sixty students were absent. Therefore, four hundred and thirty students sat for the GACE. Three hundred and sixty seven (367) students demonstrated proficiency generating an aggregate pass rate of eighty five (85) percent, up by 10% from the previous year.

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 2017. 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. Data will be provided upon submission by departments.

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.

VII. STUDENT SUCCESS WITH DEGREE COMPLETION

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

Graduate Degree Production

The College of Education and Human Development is the largest producer of doctoral graduates. Diverse Issues in Higher Education in 2016 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, per Graduate School.

	2015-2016	2015-2016	2016-2017
Master-level	424	434	423
Specialist	19	15	27
Doctoral	80	86	88
Total	523	533	538

VIII. PROGRAM QUALITY ENHANCEMENTS AND COMMITTEE RECOMMENDATIONS

Graduate Faculty Orientation

Graduate Faculty Orientation is conducted at the beginning of each Fall semester on the Monday following Faculty and Staff Orientation. The goal of the meeting is to provide new and returning faculty with information about the multiple resources that are available on campus to support their teaching, service and research. Academic Policies and Procedures are emphasized for new faculty members.

Graduate Council

Graduate Council (GC) meetings are held throughout the year for graduate faculty members. Four 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

- Continue clarity to the 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.
- Continue 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.

- Continue to review changes requested to admissions policies for the 2017-2019 Graduate Catalog. The Graduate Council was advised during their April 2017 meeting that all recommended changes to program admissions policies, such as the GRE requirement and/or GPA requirements, must be presented to the GS Admissions Committee who, in turn, will make appropriate recommendations to the Graduate Council. There were no new recommendations sent forward to the GS Admissions Committee during the 2016-2017 academic year.

Graduate Academic Assessment and Retention Committee (GAAR) Recommendations

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 2016, three hundred and seventeen (317) students, were flagged for not demonstrating satisfactory academic performance in graduate programs, both traditional and online.
- There is a growing number of students not reporting for the GECE examination. One hundred and twenty two (122) students did not report for the Spring 2017 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. These students will be strongly encouraged to take the GECE on the alternate date prior to Fall 2017 enrollment.
- 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. All recommendations were approved for implementation based on availability of human resources.

Graduate Curriculum Committee Recommendations (GCC)

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

Department of Civil & Environmental Engineering

Approved four new elective courses:

- CIV 681 Excavation Support Systems and Retaining Structures
- CIV 682 Computational Geotechnics
- CIV 683 Soil Structure Interactions
- CIV 684 Advanced Site Characterization and Instrumentation

Department of Counseling, Rehabilitation and Psychometric Services

New Course – COUN 530, Foundations of Test Development

Department of History

- Approved change in credit hours for HIST 551 Special Topics in World History from variable credit (1 to 6) to 3 hours.
- Revision of History 533 (Advanced Historical Research, a research intensive course devoted to the study of special topics.

Department of Music

Approved new course and course number, MUS 520 Introduction to Music Technology (3 hours).

School of Public Health

The Council on Education in Public Health (CEPH) recommended that the School of Public Health Initiative reinstate PHS 507 as a required capstone course for students seeking a master's-level degree in Public Health.

Department of Special Education

- Approved new concentration in Masters of Science in Special Education for Visual Impairments.
- Approved new course, SPED 522 Assistive Technology for Individuals with Visual Impairments (3 hours).
- Approved new course, SPED 545 Advanced Brail (3 hours).
- Approved title change from SPED 543 Introduction to Braille and Other Technology to Introduction to Braille.

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.

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 site visit. Computer Science and Urban and Regional Planning are completing departmental self-studies for their 2017 program reviews.

Graduate Faculty Status (GFS) Committee Recommendations

The GFS Committee recommended approval of forty-seven (47) faculty members for various levels of graduate faculty status (See Appendix A):

College of Business	0
College of Education and Human Development	10
College of Liberal Arts	11
College of Science Engineering and Technology	8
College of Public Service	10
School of Journalism and Media Services	0
School of Public Health	<u>8</u>
	47

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

Electronic Dissertations and Theses Subcommittee Recommendations

The committee recommended a process for implementation of electronic dissertations and theses during Fall 2017. 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 2016-17 ANNUAL REPORT

The university continues to demonstrate sustainability as a doctoral degree-granting institution of higher education. The National Research Council (NRC) continues to rank the university in the Top 20 for conferring doctoral degrees to African American scholars. Additionally, the university ranks in the Top 10 in awarding master-level degrees in five different disciplines: physical sciences; history; health, physical education and recreation and sports management; and public health.

The university has the fourth largest enrollment in graduate education in the state of Mississippi with 2,319 scholars for more than 52 graduate programs. The College of Education and Human Development enrolled the largest number (265) of doctoral students. The College of Public Service Social Work Program enrolled the largest number of master-level students (223) during Fall 2016. The geographical enrollment is drawn from 27 states and 41 countries. More than sixty (60) percent of the student population is female.

Five graduate discipline-specific accrediting bodies granted university compliance with accreditation standards and accreditation from Council for the 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, (AACSB) for graduate programs in business, and Council on Education for Public Health (CEPH) for initial accreditation for creating a School of Public Health and public health programs. Social Work programs will be reviewed by the Council on Social Work Education (CSWE) in Fall 2018. Other graduate programs are accredited or approved by American Chemical Society (ACS) for chemistry; Association Board for Engineering and Technology (ABET) for engineering and technology; Council on Accreditation in Audiology and Language Speech

Pathology for communicative disorders; National Association of Schools of Music (NASM) for music; National Association of Schools of Public Affairs and Administration for public policy and public policy and administration; and Planning Accreditation Board for urban and regional planning.

Electronic Admission Processes have been updated to improve efficiency. The Electronic Transmittal Process, Banner Document Manager, Degree Works and AdmissionsPro have been implemented and are operational. Graduate program directors, advisors, faculty and support staff have been afforded the opportunity for adequate training. Administrators and applicant are able to track progression of admissions information submitted for entering graduate programs.

The 2015-2017 Graduate Catalogue is online for faculty and student use. Request has been made for updates to the 2017-2019 Graduate Catalogue. Electronic CyberOrientation, CyberAdvising, Admission, Retention and Degree Completion Publications are current and available for use by the Graduate Community of Scholars. Electronic GECE processes are operational and in the beta stages. Electronic Dissertations and Theses Processes with ProQuest are in the first-year of operations, with the executive doctoral program as the prototype.

For the past twenty years, graduate education has demonstrated sustainability in national presence, national rankings, quality programs, quality faculty, enrollment management with significant diversification, retention of academic scholars, scholarly research, and great degree completion rates.

X. MAJOR GOALS FOR ACADEMIC YEAR 2017-2018

- 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.

- Goal #3 Maintain the Carnegie designation, increasing national rankings of exemplary graduate education programs student success and doctoral degree completion;

- Goal #4 Continue to strengthen enrollment management through electronic processes, monitor admission, retention and student academic success through the quality of incoming graduate students;

- Goal #5 Enhance the quality of graduate programs through the review process utilizing the 18 Key Elements, providing feedback from peer reviewers and monitoring outcomes from Action Plans;

- Goal #6 Seek adequate resources through the budgeting process for additional graduate student support including assistantships, fellowships, tuition-waivers and diversity scholarships for graduate students;

- Goal #7 Monitor and increase degree completion rates.

APPENDIX A

Graduate Faculty Status (GFS) Committee

The GFS Committee recommended approval of forty-seven (47) faculty members for various levels of graduate faculty status:

2016-2017 GRADUATE COUNCIL APPROVED GRADUATE FACULTY (*Administratively*)

NAME FIRST	LAST NAME	COLLEGE	DEPARTMENT	GFS	DATE
NingNing	Wang	CSET	Mathematics	Graduate	6/28/2016
Jessie J.	Walker	CSET	Computer Science	Graduate	7/26/2016
Pat	Green	Education	Counseling	Assistant	6/28/2016
Olayinka	Oredein	Education	Counseling	Adjunct	6/28/2016
Daniel	Wentland	Education	Educational Leadership	Graduate	6/28/2016
Pedro	Hernandez	Public Service	Social Work	Assistant	6/28/2016
Theresa	Johnson-Ratliff	Public Service	Social Work	Assistant	6/28/2016
Isiah	Marshall, Jr.	Public Service	Social Work	Associate	6/28/2016
Chuck	Patrick	CSET	Industrial Technology	Adjunct	12/8/2016
Ifedayo V.	Ogungbe	CSET	Chemistry	Associate	12/16/2016
Jennifer	Butcher	Education	Educational Leadership	Adjunct	11/22/2016
Tawanza C.	Domino	Education	Early Childhood Ed.	Adjunct	12/16/2016
Crystal Stack	Lim	Liberal Arts	Psychology	Adjunct	8/5/2016
Cynthia	Karlson	Liberal Arts	Psychology	Adjunct	11/22/2016
Monica	Sutton	Liberal Arts	Psychology	Adjunct	11/22/2016
Felica	Cosey	Liberal Arts	English	Assistant	12/6/2016
Shanna Louise	Smith	Liberal Arts	English	Adjunct	12/6/2016
Belinda Davis	Smith	Public Service	Social Work	Associate	8/1/2016
Mildred L.	Delozie	Public Service	Social Work	Adjunct	8/5/2016
Cynitha P.	Honore-Collins	Public Service	Social Work	Adjunct	8/5/2016
Kristin V.	Richards	Public Service	Social Work	Adjunct	8/5/2016
Mary	Sims-Johnson	Public Service	Social Work	Adjunct	8/5/2016
Dennis	Apeti	CSET	Biology	Adjunct	2/9/2017
Yongfeng	Zhao	CSET	Chemistry	Assistant	2/9/2017
Cary	Butler	CSET	Computer Science	Adjunct	3/14/2017
Gaurav	Savant	CSET	Civil Engineering	Adjunct	3/14/2017
Melissa M.	Ausbrooks	Education	Special Education	Graduate	1/30/2017
Cedric	Cooks	Education	Counseling	Adjunct	3/14/2017
Cenovia	Burnes	Education	Counseling	Adjunct	4/25/2017
Patrick	Oigbokie	Education	Counseling	Adjunct	4/25/2017
Gwendolyn	Williams	Education	Special Education	Graduate	4/25/2017

Elizabeth	Nosen	Liberal Arts	Psychology	Adjunct	2/9/2017
Owen Phillip	Rockwell	Liberal Arts	Music	Adjunct	4/25/2017
London	Branch	Liberal Arts	Music	Adjunct	4/26/2017
David	Mahloch	Liberal Arts	Music	Adjunct	4/27/2017
Loretta	Galbreath	Liberal Arts	Music	Assistant	4/28/2017
Leticia	Alonso	Liberal Arts	English	Assistant	4/29/2017
DeMarc	Hickson	Public Health	Public Health	Associate	2/9/2017
Amal	Mitra	Public Health	Public Health	Graduate	2/9/2017
Joni	Roberts	Public Health	Public Health	Associate	2/9/2017
Pamela	Mukaire	Public Health	Public Health	Associate	2/14/2017
Celeste	Parker	Public Health	Public Health	Graduate	2/14/2017
Betty	Sutton	Public Health	Communicative Order	Assistant	3/15/2017
M. LaQuisha	Burks	Public Health	Communicative Order	Assistant	3/16/2017
Vincent	Mendy	Public Health	Epidemiology	Adjunct	4/30/2017
Adriene	Dorsey-Kidd	Public Service	Social Work	Adjunct	1/30/2017
Joyce	Buckner-Brown	Public Service	Public Administration	Graduate	2/9/2017

SUMMER 2016

CSET	2
Education	3
Public Service	3
Total	8

FALL 2016

CSET	2
Education	2
Liberal Arts	5
Public Service	5
Total	14

SPRING 2017

CSET	4
Education	5
Liberal Arts	6
Public Health	8
Public Service	2
Total	25

2016-2017 TOTAL 47

APPENDIX B

2017 Alpha Epsilon Lambda Inductees

Rebekah O. Adewumi
Anjelica Lee Bilbro
Frederick M. Brown, II
Olivia Camille Burks
Kaitlyn Nicole Busby
Oriana Ross Cervantes
Corvell M. Coburn
Keshia Shanea Dykes
Dorothy M. Fluker
Eleashia Jackyee' Hodges
Charles R. Husband
Silva Denise Jackson
Shelly A. Jacobs
Trimella M. Jefferson
Raphael Lopez Johnson
Stacy J. Jones
Rena Resha Jones-Hilton
Christopher Ulysses Lane
Sean Lenard
Darlene B. Lindsey-Washington
Willis O'Neil Lyons
Ailah Y. Martin
Ariane T. Mbemi
Latarsha H. Michael
Dora A. Moreno
Anitha Myla
Samuel Sheldon Newman
Lekeyla M. Norris
Carmen C. N. Obeng
ElFreda T. Parker
Jocelyn Fields Ratliff
Amy Reeves
Dallin Oman Smith
Carrie Sweet
Phylicia G. Taylor
Emily Ann Warner
Rodney Dewayne Welch

Tenisha L. Wells
Adrienne A. Williams
Bianca Rosha Young
Demetria S. Young
Kandice Patrice Young