Division of Academic and Student Affairs

2018-2019 ANNUAL REPORT

NAME OF UNIT: Division of 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. For fall 2018, the University enrolled more than 1,900 graduate scholars studying in 35 master, 2 educational specialist, 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 one (1) school 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 as follows:

- 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, 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; and

- Monitoring and increasing degree completion rates.

NATIONAL PRESENCE AND SUSTAINABILITY

- Jackson State University was listed by the National Science Foundation as the third (3rd) largest producer of African American doctoral degree recipients (https://www.jbhe.com/2018/12/the-universities-awarding-the-most-doctoral-degrees-to-black-scholars-2/).

- Jackson State University was selected for inclusion in the Top 100 Graduate and Professional Degree Producers (2017) of African Americans. The University ranked as follows:

  o 8th in conferring doctoral degrees in all disciplines combined;

  o 8th in conferring doctoral degree in education;

  o 13th in awarding doctoral degrees in psychology;

  o 3rd in awarding master's-level degrees in Engineering Technologies and Engineering-Related Fields

  o 4th in awarding master's-level degrees in English Language/Literature

  o 7th in awarding master's-level degrees in history;

  o 8th in awarding master's-level degrees in communicative disorders;

  o 9th in awarding master's-level degrees in physical sciences;

  o 11th in awarding master's-level degrees in education.

- The University was selected for inclusion in the Top 100 Graduate and Professional Degree Producers (2017) of Minorities. The University ranked as follows:

  o 7th in awarding master's-level degrees in Engineering Technologies and Engineering-Related Fields;

  o 13th in conferring doctoral degrees in education.

- **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 Commission on Colleges (SACSCOC) to offer traditional and online degree programs for master's-level, specialists and doctoral degrees.

  During this academic year, the Council on Education for Public Health (CEPH) granted accreditation for the School of Public Health (now, the only accredited one in the state on Mississippi); the Commission on Accreditation (COA) for the Council on Social Work Education (CSWE) recently voted to reaffirm accreditation for JSU's bachelor's and master's degree programs for eight additional years, ending in February 2025; and the Public Policy and Administration programs remain NASPAA-accredited.

- **Program reviews** are another hallmark used to determine program quality and sustainability. Due to budgetary constraints, no program reviews were led by the Division of Graduate Studies during the 2018-2019 academic year, as external evaluators have conducted on-site reviews in the past. Plans to conduct program reviews for the 2019-2020 academic year will involve internal evaluators from other departments. The evaluators will meet with administrators, program faculty and students. The feedback and recommendations will be used to strengthen and improve the 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. Graduate Studies included this topic on the agenda during the Fall 2018 Graduate Faculty orientation and during the Fall 2018, Spring 2019, and Summer 2019 New Graduate Student orientations. 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. Academic Affairs and Graduate Studies remain available to assist programs in developing ideas to increase enrollment and move students to degree completion. Current programs identified as low-producing are as follows:

- MA, Political Science
- MSEd-Elementary Education
- MST-Science and Mathematics Teaching
- MSEd-Special Education
- MSEd-School Counseling
- MS-Educational Administration and Supervision.

IV. NEW AND SPECIAL INITIATIVES

- Through the new partnership between Graduate Studies and the Title III Office, funding assistance was received to assist six (6) graduate students to present at professional conferences in their fields of study. It is expected that this number will increase during the 2019-2020.

  65th Southeastern Psychological Association Conference
  (March 20-23, 2019) Jacksonville, FL
  One doctoral student in the Clinical Psychology program

  8th International Conference on Histories in Geotechnical
  (March 24-27, 2019) Philadelphia, PA
  Two doctoral students in the Computer Data-Enabled Science and Engineering program

  16th International Conference of Information Technology
  (April 1-3, 2019) Las Vegas, NV
  Two doctoral students in the Computer Data-Enabled Science and Engineering program

  Creative Arts Festival
  Jackson, MS (April 11 – 13, 2019)
  One online master's student in History

- Through Title III funding, graduate programs were able to order printed recruitment materials.

- Graduate Studies held its first All-JSU Graduate Fair at the e-Center this spring semester. Plans are already underway to make the next one bigger and better.

- Graduate Studies held at spring Graduate Student Research Symposium at the e-Center. Students were excited to present their research, and there was a 1st-3rd place winners' luncheon.

- Graduate Studies added a summer New Graduate Student Orientation session.

V. AWARDS AND SPECIAL RECOGNITIONS/DISTINCTIONS

- Dr. Preselfannie W. McDaniels was named Interim Dean of Graduate Studies July 1, 2018, and after a national search, was named Dean of Graduate Studies April 1, 2019. McDaniels was named Co-Chair of the Educational Advisory Council for the JSU National Alumni Association. She serves on Advisory Boards for the Mississippi Humanities Council, Mississippi Book Festival, and the *Mississippi Encyclopedia* Online.

- Mrs. Fatoumatta Sisay was named Director of Graduate Admissions.

- Mrs. Courtney Brookins was named Senior Program Manager for Graduate Admissions.

- Ms. Anissa Hampton served as Treasurer of the JSU Staff Senate.

- Four (4) graduate students presented at the National Association of African American Studies Conference (Dallas, TX) this year. Ms. Carmella Lennon (Ph.D. in Business) won first place, a $500 cash prize, in the research competition. All of the graduate students represented Jackson State University well by presenting excellent scholarly research.

- Fifty-eight (58) graduate faculty members were awarded bound leather journals for exemplary service to doctoral students in preparation of dissertations during the Doctoral Scholars Recognition activities.

- One hundred and five (105) doctoral scholars were recognized during two Exemplary Doctoral Scholars Recognition activities.

- Alpha Epsilon Lambda inducted 296 students for outstanding academic achievement.

- Graduate Student Appreciation and Honors Week activities were held recognizing students from the five colleges and one school; 4.0 GPA Scholars were also recognized with certificates at this time.

- Graduate Assistants were honored for their services to academic departments.

- Three officers of the Graduate Student Association attended the 6th Annual Black Doctoral Network Conference (Charlotte, North Carolina, Oct. 2018).

Staff Highlights:

Dr. Preselfannie W. McDaniels, Dean
Publications:
Flippin, Wynn, M. & McDaniels, Preselfannie (accepted, March 2019). Exploring innuendos and symbols in selected
       songs by the artist formerly known as Prince. *Africology: The Journal of Pan African Studies*.
Chapman, R., Flippin Wynn, M, Orey, D, McDaniels, P. (Accepted April 2019). Accountability, Customization,
       Sustainability and Productivity: Reflection on Our Liberal Arts Faculty Writing Boot Camp." *Redefining*
       Liberal Arts Education. Ed. Robert Luckett, U Press of Mississippi.
Conference Presentations:
       33rd Annual Interdisciplinary Conference in the Humanities, Univ. of West Georgia
       College Language Association Conference, North Carolina Central University, Durham
Conference Attendance:
       SACSCOC Winter Meeting, New Orleans, LA
       Mississippi Philological Association Conference, MS Valley State University
       MS State McNair Scholars Conference, Delta State University (Recruiter)

Mrs. Fatoumatta Sisay, Director of Graduate Admissions
Conference Presentations:
    American Public Health Association (APHA) Conference
    National Association of African American Studies (NAAAS) Conference
Conference Attendance:
    Women in Higher Education Mississippi Network (WHEMN)
Professional Development:
    Council of Graduate Schools: Recruiting Graduate Students
    Council of Graduate Schools: Improving Quality of Enrollment for Graduate Students

Mrs. Deborah Washington, Coordinator of Graduate Student Support Services
Conference Attendance:
    National Association of African American Studies (NAAAS) Conference (with four graduate students)
Trainings:
    Managing Conflict Effectively – June 20, 2019
    Uncovering Implicit Bias – August 31, 2018
    Unlawful Harassment Prevention for Higher Education Staff
    Instructional Technology Training – August 15, 2018
    Team Building Workshop—June 2019

Mr. Byron Quick, Coordinator of Retention and Assessment
Recruitment Events:
    6th Annual Black Doctoral Network Conference (Charlotte, North Carolina, Oct. 2018)
    12th National Conference on Health Disparities (Oakland, CA, June 2019)
    Delta State University
    Mississippi Valley State University
Professional Development:
    Active Shooter Preparedness Training-January 2019
    Sexual Harassment Training online-Fall 2018

Mrs. Courtney W. Brookins, Senior Admissions Program Manager
Professional Development:
    Council of Graduate Schools: Recruiting Graduate Students
    Council of Graduate Schools: Improving Quality of Enrollment for Graduate Students

Ms. Anissa Hampton, Administrative Assistant
Conference Attendance:
    Mississippi Association of Staff Council Organizations (MASCO)
Professional Development:
    Active Shooter Preparedness Training-January 2019
    Sexual Harassment Training online-Fall 2018

VI.   ENROLLMENT DATA

Enrollment

The Graduate School has continued monitoring trends in applications to graduate programs. Considerable growth within the Community of Scholars population has occurred. Applications have been increasing steadily for both doctoral and master's-level programs. 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, 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 undergraduate and graduate scholars.

First-time Entering Graduate Scholars enrollment continues to increase. During Fall 2018, 726 new graduate students entered graduate programs.

Returning Graduate Scholars enrollment stood at 1,193.

Total Graduate Enrollment equals nineteen hundred and nineteen graduate scholars (1,919) enrolled for Fall 2018. Fall 2018 graduate enrollment reflects a 6% decrease (139 students) from the two thousand and fifty-eight graduate scholars (2,058) enrolled Fall 2017. The university-wide decrease in enrollment was 10%. However, enrolled graduate students represented **26.47%** of the university's total Fall 2018 enrollment, up from 24% in Fall 2017 and 24% in Fall 2016 (when there was record graduate enrollment).

Enrollment by Gender

Females continue to dominate headcount enrollment in graduate school. Fourteen hundred and forty-six (1,446) females were enrolled during Fall 2018 representing more than 75% of the total graduate population. Four hundred and seventy-three (473) males were enrolled.

Student Enrollment in the Top Five Master's-Level Programs

Currently, eleven hundred and seventy-one (1,171) master-level students are enrolled in thirty-five (35) programs. Fall 2018 enrollment of master-level students in the top five programs stood at 537. The College of Education and Human Development's Early Childhood Education, K-3 Program enrolled the largest number of master-level (166) students during Fall 2018.

Top Five Master's-Level Programs Based on Enrollment (Fall 2018)

Early Childhood Education, K-3	166
Social Work	160
Public Health	79
Clinical Mental Health	68
MAT Teaching	64
Total	**537**

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 seventy-five (175) specialist-in-education students are enrolled.

Student Enrollment by Doctoral Degree Programs

The College of Education and Human Development (CEHD) enrolled the largest number of doctoral students. The Department of Educational Leadership enrolled one hundred and eleven (111) students in two concentrations: educational administration and higher education administration. The executive doctoral program in urban higher education enrolled seventy (70) students. The Department of Early Childhood Education enrolled twenty-seven (27) students. Thus, the CEHD enrolled a total of 208 doctoral students.

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

Doctoral Degree Programs Based on Enrollment and Comparing Fall 2017 and Fall 2018

	Fall 2017	Fall 2018
Educational Administration	128	111
Public Administration	87	85
Public Health	81	70
Urban Higher Education	77	70
Urban and Regional Planning	53	46
Clinical Psychology	32	34
Computational Data Enabled Sciences and Engineering	45	32
Early Childhood Education	28	27
Environmental Science	31	24
Social Work	26	21
Business Administration	15	19
Chemistry	16	19
Engineering	17	15
TOTAL	636	573

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 new electronic admission system, Admission Pros, is used to process all graduate programs applications. Administrators and applicants are able to track progression of applications including receipt of incoming transcripts, recommendations, and payment of the admission fee in Admission

Pros. Review and approval/denial or applications move through faculty, chair, dean, and graduate studies.

- Email notification of admission decision is provided to the applicant via Admission Pros. Admitted students' records are pushed into Banner.

- Rolling admissions is provided for all master-level degree programs and all online graduate programs.

- Degree Works was implemented for all graduate degree programs. Chairpersons/college representatives are currently providing updated curricular information for academic degree programs.

- The 2019-2021 Graduate Catalog will being updated by academic departments. New policy decisions are posted in the online catalog.

- Departmental Orientations were offered by academic units for new and continuing students. The new Director of Admissions, Mrs. Fatoumatta Sisay, received several invitations to attend and present.

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 undergraduate and 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 via an 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 three (3) times last year, including an alternate testing date for students who were absent and/or those with religious preferences. The College Tests for English Placement: Reading Comprehension, Sentence Structure and Grammar and Sentence and Syntax Skills produced by Pacific College Testing is used to assess English proficiency. 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.

The Graduate School established GECE eligibility for five hundred and thirty (530) master-level scholars, down by 74 students during last year. Graduate Faculty members in English assess every GECE applicant required to submit essays.

Graduate Retention Based on Academic Success through the GECE

Five hundred and thirty (530) master-level students were declared eligible to sit for the GECE.   Some 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. Two hundred and six (206) students were absent. Therefore, Three hundred and twenty-four (324) graduate scholars were scheduled to sit for four administrations of the examination. Two hundred seventy-five (275) graduate scholars were successful on the GECE standardized and essay portions of the test representing an eighty-five percent (85%) pass rate.

Two hundred and six (206) graduate scholars did not show for the GECE as compared to one hundred and twenty-two (122) students last year and sixty (60) students from the previous year. Academic holds were placed on two hundred and six (206) student accounts pending a make-up GECE examination.

Forty-nine (49) 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 2019 summer sessions and Fall 2019 semester.

Satisfactory Academic Progress Monitoring

Academic Enhancement Plans (AEP) 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 1,919 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 forward 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 may be dismissed from the program.

Academic Enhancement Plans were reviewed for a significant number of students during the academic year. A total of one hundred and sixty-seven (167) students were placed on AEP, representing a decrease of one hundred and fifty (150) students from the previous year.

Degree Candidacy (DC) Status was assessed for 599 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 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, and (4) forming supervisory committees.

Graduate Area Comprehensive Examination (GACE) results were assessed for four hundred and eighty-four (484) scholars, down from four hundred and ninety (490) students, last year and down from three hundred and eighty-three (383), the previous year. One hundred and one (101) students were absent. Therefore, three hundred and eighty-nine (389) students sat for the GACE. Three hundred and forty-four (344) students demonstrated proficiency generating an aggregate pass rate of ninety (90) percent, up by 5% 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 2019. 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. The Retention Coordinator requested, from Banner/PAWS, a list of all doctoral students with 12+ dissertation hours for all 13 doctoral programs at the University. All Department Chairs for these programs have submitted a status report for each of these students listed. Status reports were submitted the last week of June. Dissertation advisors for students not making satisfactory progress will be asked to submit a plan for degree completion.

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 five hundred and ninety-nine (599) graduate students.

Graduate Degree Production

The College of Education and Human Development is the largest producer of doctoral graduates. Diverse Issues in Higher Education in 2017 ranked the College of Education as eighth (8th) in the nation in awarding doctoral degrees to African Americans. The University, as a whole, was ranked eighth (8th) in awarding doctoral degrees in the "all disciplines combined category."

Below is a three-year comparison of graduate degree production, for the Division of Graduate Studies.

	2016-2017	**2017-2018**	**2018-2019**
Master-level	391	374	Pending
Specialist	27	31	Pending
Doctoral	91	75	Pending
Total	**508**	**480**	**Pending**

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 Fall Faculty and Staff Seminar. 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; this committee is currently working with the H.T. Sampson Library staff of moving towards the consistent use of electronic theses and dissertations. 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.

● Due to Enrollment Management's decision to move the Graduate Admissions Application processing to Ellucian CRM Recruit, the Graduate Council should monitor each step of the this process as there are anticipated growing pains with such a switch in systems.

Graduate Curriculum Committee Recommendations (GCC)

Department of Chemistry, Physics, & Atmospheric Sciences
Approved one new elective course:
CHEM 788-Medicinal Chemistry

Department of History and Philosophy
Approved one new elective course:
HIST 520-History of Black Women III

Department of Educational, Multicultural & Exceptional Studies
Approved for the removal of Thesis/Project requirement from Specialist Degree in Special Education

Department of Music
Approved to update Uniform Department Academic Advising Records (UDARR) to accurately reflect course offerings and academic plan for student in the program

Department of Computer Science
Approved to a change in credit hours required to take the Graduate Area Comprehensive Exam (GACE) from 24 to 18 hours including completion of four core courses

Department of Chemistry, Physics, and Atmospheric Sciences
Approved for an additional new courses in the Radiochemistry program:
CHEM 746-Radiaton Detection and Measurement
CHEM 748-Actinide Chemistry

Department of Mathematics and Statistical Sciences
Approved for a new concentration course:
CDSE 899-Dissertation Research

Department of Mathematics and Statistical Sciences
Approved for three (3) new elective courses:
CDSE 700-Seminar in CDS&E
CDSE 701-Internships in CDS&E
CDSE 702-Current Trends in CDS&E

Graduate Faculty Status (GFS) Committee Recommendations (2018)

The GFS Committee recommended approval of forty-seven (17) faculty members for various levels of graduate faculty status (See Appendix A):

College of Business	0
College of Education and Human Development	5
College of Liberal Arts	1
College of Science Engineering and Technology	5
College of Public Service	1
School of Public Health	5

Graduate Faculty Status (GFS) Committee Recommendations (2019)

The GFS Committee recommended approval of forty-seven (34) faculty members for various levels of graduate faculty status (See Appendix A):

College of Business	0
College of Education and Human Development	7
College of Liberal Arts	3
College of Science Engineering and Technology	10
College of Public Service	9
School of Public Health	5

Electronic Dissertations and Theses Subcommittee Recommendations

The committee recommended a process for implementation of electronic dissertations and theses during Fall 2019. The university will now work with the Library Staff in implementing a plan. The Executive Ph. D. program will be the first program to require electronic dissertations.

IX. SUMMARY OF 2018-19 ANNUAL REPORT

The University continues to demonstrate sustainability as a doctoral degree-granting institution of higher education, holding steadfast to rankings which have garnered JSU a national presence over the years. Our graduate students continue to take advantage of funding and conference presentation opportunities which greatly improve their professional and discipline knowledge and continue to reflect well on graduate education at JSU.

The University's graduate enrollment remains steady with 1,919 scholars over 50 graduate programs, despite the drop in enrollment experienced during the 2018-2019 academic year. The College of Education and Human Development enrolled the largest number (208) of doctoral students and the College houses the Master's program with the largest number of enrolled students (166) for the Fall 2018 semester, as well.

Graduate program curricula is continuously being updated in Degree Works; instructions will be sent this summer for specific updates needed. As Graduate Admissions moves from Admission Pros to Ellucian CRM Recruit, Graduate Studies will monitor the process carefully and acquire proper training for all Admissions Stakeholders.

The 2017-2019 Graduate Catalog is online for faculty and student use. Requests will be made for updates to the 2019-2021 Graduate Catalog. Electronic CyberOrientation, CyberAdvising, Admission, Retention and Degree Completion Publications are scheduled for updates and will be soon made available again on the Graduate Studies webpage.

Graduate education at Jackson State University continues to demonstrate sustainability in national presence, national rankings, quality programs, quality faculty, enrollment management with significant diversification, retention of academic scholars, scholarly research, and sound degree completion rates.

X. MAJOR GOALS FOR ACADEMIC YEAR 2019-2020

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 a systematic program review process.

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;

Goal #8   Identify funding sources and submit proposals to enhance graduate student support.

APPENDIX A

Graduate Faculty Status (GFS) Committee

The GFS Committee recommended approval of thirty-four (34) faculty members for various levels of graduate faculty status (2019):

NAME	College/School	Department	Status	Date
Paul Archibald	Public Service	Social Work	Associate	5/20/2019
Tanya Buckley	Public Service	Social Work	Adjunct	5/20/2019
Otis L. Owens	Public Service	Social Work	Adjunct	5/20/2019
Roland Ward	Public Service	Social Work	Adjunct	5/20/2019
Shengzhen Zhang	Education	Elem. & Early Childhood Edu.	Adjunct	5/20/2019
Davil Louis Olson	Sci. Engin. & Tech	Computer Science	Adjunct	5/20/2019
Md Mhahabubur Rhaman	Sci. Engin. & Tech	Chemistry	Adjunct	5/20/2019
Timothy Kroecker	Liberal Arts	Psychology	Adjunct	5/20/2019
Dana Leighton	Liberal Arts	Psychology	Adjunct	5/20/2019
Mohammad Ullah	Public Health	Public Health	Adjunct	5/20/2019
Shakevia Johnson	**Public Health**	**Public Health**	**Adjunct**	**2/12/2019**
Hongbao Deng	Education	Elem. & Early Childhood Edu.	Adjunct	**2/12/2019**
Jinhong Ding	Education	Elem. & Early Childhood Edu.	Adjunct	**2/12/2019**
Zuxiang Li	Education	Elem. & Early Childhood Edu.	Adjunct	**2/12/2019**
Ying Long	Education	Elem. & Early Childhood Edu.	Adjunct	**2/12/2019**
Jinling Tao	Education	Elem. & Early Childhood Edu.	Adjunct	**2/12/2019**
Qilin Dai	Sci. Engin. & Tech	Civil Engineering	Adjunct	**2/12/2019**
Enrique Jackson	Sci. Engin. & Tech	Civil Engineering	Adjunct	**2/12/2019**
Lester Smith	Sci. Engin. & Tech	Biology	Adjunct	**2/12/2019**
Li Zhang	Sci. Engin. & Tech	Civil Engineering	Adjunct	**2/12/2019**
Jason Mathena	Liberal Arts	Music	Adjunct	**2/12/2019**
Ervin Fox	Public Health	Public Health	Adjunct	**12/10/2018**
Shelia MCKinney	Public Health	Public Health	Assistant	**12/10/2018**
Alan Patrick Branson	Public Service	Public Policy & Admin,	Adjunct	**12/10/2018**
Brian Pugh	Public Service	Public Policy & Admin.	Adjunct	**12/10/2018**
Mohammed Hadi	Sci. Engin. & Tech	Civil Engineering.	Adjunct	**10/29/2018**
Joan Baily-Wilso	Sci. Engin. & Tech	Civil Engineering.	Adjunct	**10/29/2018**
Carlos Gonzalez	Sci. Engin. & Tech	Civil Engineering.	Adjunct	**10/29/2018**
M. Ashraf Khan	Sci. Engin. & Tech	Electrical Engineering.	Assistant	**10/29/2018**
Deborah Ehrenthal	Public Health	Public Health	Adjunct	**10/29/2018**
Daphine G. Foster	Public Service	Public Policy & Admin.	Adjunct	**10/29/2018**
P. Edward French	Public Service	Public Policy & Admin.	Adjunct	**10/29/2018**
Jasmine N. Williams-Washington	Public Service	Public Policy & Admin.	Adjunct	**10/29/2018**

Graduate Faculty Status (GFS) Committee

The GFS Committee recommended approval of thirty-four (17) faculty members for various levels of graduate faculty status (2018):

NAME	College/School	Department	Status	Date
Barbara Howard	Education	Educational Leadership	Assistant	5/3/2018
Jie Ke	Education	Lifelong Learning	Assistant	5/3/2018
Venkata Kiran Melepu	Sci. Engin. & Tech	Computer Science	Assistant	5/3/2018
Muhammad Islam	Sci. Engin. & Tech	Chemistry	Assistant	5/3/2018
Aurelian Bidulesuc	Public Health	Public Health	Adjunct	5/3/2018
Nykiconia Preacely	Public Health	Healthcare Administration	Adjunct	5/3/2018
Charles Menifield	Public Service	Public Policy and Admin.	Adjunct	5/3/2018
Adell Brown, Jr.	Education	Urban Higher Education	Adjunct	2/15/2018
John Kuykendall	Education	Urban Higher Education	Adjunct	2/15/2018
Antwon Woods	Education	Urban Higher Education	Adjunct	2/15/2018
Teresa Demeritte	Sci. Engin. & Tech	Chemistry	Adjunct	2/15/2018
Yonghua Yan	Sci. Engin. & Tech	Mathematic	Assistant	2/15/2018
Timothy Ward	Sci. Engin. & Tech	Chemistry	Adjunct	2/15/2018
Luma Akil	Public Health	Public Health	Assistant	2/15/2018
Mary Shaw	Public Health	Public Health	Graduate	2/15/2018
Nelson Atehortua De la Pena	Public Health	Public Health	Assistant	2/15/2018
Matthew Tull	Liberal Arts	Psychology	Adjunct	2/15/2018

APPENDIX B

2018 ALPHA EPSILON LAMBDA INDUCTEES (188)

COLLEGE OF BUSINESS

Katina Evans
Schenika Harrison
MaQueba L. Massey
Vershun L. McClain
Joshua A. Nyantakyi
Stephen Uwaezuoke

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

*Aleah Allen
Charna L. Bates
Trinity Brown
Allison L. Brown
Melody L. Brown
Japonica L. Brown
Frettina K. Brown
Kimwana R. Collins
Rebecca J. Corley
Markita S. Davis
Mitchell Dortch
Lanique Ervin
Paxton S. Green
Tiffany Green
*Surya C. Green
*Joi M. Harris
Latarius R. Hicks
Shatequa A. Hughes
*Takeia L. Jenkins
Kimberly L. Johnson
*Shaneka S. Jones
Tyesha L. Kidd
Atrice M. King
Kamaria M. Malone
Shaki S. McLaurin
Jacqueline R. Middleton
Matthew L. Milstead
Latasha N. Mitchell
Lakeisha S. Nicholson
Alondria A. Owens
Markeisha S. Robinson
Felicia A. Russell
Marye B. Smith
Jacqueline T. Spires
Fallon A. Sutton
Djenaba P. Swan
Asia K. Tingle

Kimberly K. Turner
Jennifer Y. Wallace
Shirley M. Williams
Sharon Williams
*Valerie L. Williams
Anthony C. Witherspoon
Michaela Yant

COLLEGE OF LIBERAL ARTS

Devonte J. Collins
Ronella D. Gollman
Sree Saroj Sainath Panchagnula
DaNiecia Mylan Washington

COLLEGE OF PUBLIC SERVICE

Ellen Adams
Halecia Archie
Melverta M. Bender
April M. Bennett
Jasmonique Boyd
Marietta Duncan
Shenika R. Fields
Markessa V. Hughes
Tamra D. Jerdine
Anna M. Johnson
Angela D. Johnson
Jefria Jones
Louis D. McGowan
Glory J. Moses
Shayron L. Nichols
Oni M. Omoregie
*Jonneka N. Pough
*Precious Rice
Denisha Smith-Quinn
Laquita Spann
Sheron D. Tate
Keilani R. Vanish
Monica P.Day

COLLEGE OF SCIENCE, ENGINEERING AND TECHNOLOGY

Keneshia L. Anderson
Salma Begum
Maxine Bennamon
Melissa Bennamon Hudson
Karen V. Dudley
Tanea A. Fisher
Patrick D. Grace
*Janne Hall
John N. Ivoke
*Masoud Nobahar
Oyeyemi E. Osho
Md Imran Sarker

SCHOOL OF PUBLIC HEALTH

Vicki, Adams
Nastocia Bafford
Byron K. Buck
Jarah Crowner
Alexis Hynes
Brianna B. Mcfield
Lynsey M. McQueen
Rita U. Momah
Charity B. Moody
Anwuli J. Nwosu
Raven N. Robert
Nekeisha R. Rogers
*Denise Yancey
Breanna Washington

4.0 SCHOLARS

19

2018 ALPHA EPSILON LAMBDA INDUCTEES (188)

COLLEGE OF BUSINESS

Jarvis F. Gaddis, Sr.
*Jessica Amanda Johnson
Donnas M. McGee
Anna M. Steele

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Gloria Hines Adams
LaShirley V. Anderson-Jackson
Kristen N. Battee-Lott
Galina Bennett
Holly Louise Blackwell
Lolita Deniese Blevins
Glenda B. Blount
Jacqueline E. Bolden
Dawn Elizabeth Brown
Mona Stamps Brown
Tarkesha Brendett Bullock
Ivy Joattie Burkhead
Tyesha Bynum
Dawn L. Camel
Carmen Yvette Carter
*Keyairra La"Chelle Chapman
Marquita S. Davis
Daniel Adrian Doss
Ferzandra L. Edwards
Cheryl Lynn Eiland
*Demetria Charmaine Funchess
Ja'el T. Gordon
Jerrica La'Shundria Greer
*LaShanda N. Griffin
Kimberly Yevette Griffin
Sharon D. Griffin
Donyea L. Hargrove
Demira Chermise Harper
*Erica L. Hendricks
Princess K. Hollins
Sonia N. Johnson
Eriaka Roschelle Jones
Genese Andrea' Lavalais
Shandolyn A. Lawson
Lyndria Sequita Lee
Lashon N. Lowe
Valerie D. Magee
Christopher Manogin
Marcia Jo Yancey McCalmon
Chiquita Shalonta Nadina McClendon
Bettina Jeanette McLin
Casie Me'Chel Mitchell
Traniqua LaTrice Murphy
Casie Me'Chel Mitchell
Shatiqua A. Mosby-Wilson
Traniqua LaTrice Murphy
Sharon F. Myers
Khaleah Mignonne Naylor
Kenneth Eugene Newsome, Jr.
Michael L. Olivier
Shirley Perkins
*Angela K. Pinkston
*Travis Lane Powe
Byron A. Quick
Calithia L. Rainey
Peaches Katrice Roberson
*Stephanie Jayne Robertson
Einna M. Robinson

Roxana Rogers-Sullivan
*Xiaoli Sheng
Yu Shi
Tonja Patrice Smith
Kristina Stewart
*Felicia Yvonne Taylor
Jonas D. Tellis
Wanda Thompson-Harper
Khalilah Danielle Turner
*Crystal T. Tyson
Jennifer Young Wallace
Tracey Wells-Harmon
Shaketa Rena Whitehead
Timecah L. Wilder
*Sharon Patryce Williams
Lavell Devon Williams
*LaKwanta Monte' Wilson
Camilia R. Woods

COLLEGE OF LIBERAL ARTS

*Nyabang Buom
Patrice F. Clark
Justin Lamar Cunningham
Jewell J. Davis
*Chelsea Nicole Florence
*Tiffanie Christina Herron
Symone MeChell Lawson
*Bequita Pegram
Sandi Lewanika Pilson
Maryam S. Rashid
*Toni L. Robinson
Kierra Thomas

COLLEGE OF PUBLIC SERVICE

Sheryl L. Bacon
Carla N. Baskin
DeMetra Shaunta Bates
Amber Symone Bounds
Giahanna M. Bridges
Roslandsmour Brumfield
Tyrone J. Buckley
Alushus T. Cooper
Joy K. Dawson
Demetrice L. Dotson
LaPrince C. Evans
Justin Darnell Haralson
*Roy Chester Harness
Tewonie Aileen Harness
*KeAmber Timera Harris
Demetrius Mack Hayes, Sr.
Ashley Henderson
Jasmine L. Howard
Valarie Jackson
Lamar C. Johnson, Sr.
Nicole N. Jones
Takia Kirksey
Marian Sara Laken
*Kayla C. Langford
Jennifer Danielle Lee
Denae Lee
Gwendolyn Charlesa Lee
Lawren Marquette Long
*Jun L. Lyons
Amanda Charmaine Marshall
Yolanda N. McDuffey
Antionette L. Mckay
Sanetria B. Moore
Christy L. Morris
*Jade S. Oliver

Gabriel L. Parson
Arteasha Porter
Ke'Sia M. Readus
Lyser Nicole Selmon
Garyanna Simmons
Carmela F. Staten
Lakeshia L. Sutton
*Shavondra Washington
Linda McLemore Wheeler
Kafond Wilder
*Stephanie Eubanks Wright
Annesia Middleton Williams

COLLEGE OF SCIENCE, ENGINEERING AND TECHNOLOGY

Ebrahim Ahmed Ali Al-Areqi
Ivann M. Altman-Mccray
*Terri Lynn Bell
Alicia S. Blanton
Whitney Brakefield
Brenda Felicia Brocks
Sydney Gaelyn Brooks
Robbie Marchril Coleman
Evangeline M. Deer
Latasha Salter Franklin
Chirone Gamble, Jr.
Tanisha Renee Hinton
Shawn C. Hubbard, Jr.
Ja'Morris D. Jenkins
Patrina K. Jones
Jasmine Keys
*Anthony Long-Phi Lam
Brianna Simone Long
Kimberly J. Madison
Faith Candice Martin
Keenasha T. Minor
Amanda L. Pendleton
*David Rop
Jamon Rashard Rucker
Sanjay K. Tiwary
Jonathan W. Townes
Augustine Ukpebor
Julian Nayyer Bendell Venable
Denetia La'Cretia Wells
Lacey B. Wicks

SCHOOL OF PUBLIC HEALTH

Nodja Adams
*Chizoba Anyimukwu
Arianna R. Cargin
Avius S. Carroll
Ineshia S. Coleman
Juliet E. Enow
Sunchu Hema Latha
Veronica Hern'andez Morales
*Elizabeth Artia Khadijah Jones
Brandi Michelle Jones
Monique L. Lucious
Yazmine M. P. McNair
*Emeryle C. Milton
LaReisha Robinson
Madison Katherine Rosskopf
Joyce Denise Sartin
*Kira N. Seaton
DaChiron Maree Tresvant
Ariel Kiara Ware

4.0 SCHOLARS