



Division of Academic and Student Affairs

2019-2020 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 2019, the University enrolled 1,868 graduate scholars studying in 34 master's, 1 educational specialist, and 13 doctoral degree programs. Graduate education is fundamental to the mission of Jackson State University.

MAJOR GOALS

The Division of Graduate Studies and five (5) colleges 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

- As documented in *Diverse Issues in Higher Education*, 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/>).
- As documented in *Diverse Issues in Higher Education*, Jackson State University was selected for inclusion in the Top 100 Graduate and Professional Degree Producers (2018) of African Americans. The University ranked as follows:
 - 4th in awarding master's-level degrees in communicative disorders;
 - 4th in awarding doctoral degrees in psychology;
 - 8th in conferring doctoral degree in education;
 - 9th in conferring doctoral degrees in all disciplines combined; and
 - 13th in awarding master's-level degrees in engineering technologies and engineering-related fields.
- As documented in *Diverse Issues in Higher Education*, the University was selected for inclusion in the Top 100 Graduate and Professional Degree Producers (2018) of Minorities. The University ranked as follows:
 - 11th in conferring doctoral degrees in education; and
 - 12th in conferring doctoral degrees in public health.
- **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, a specialist and doctoral degrees.

- **Program reviews** are another hallmark used to determine program quality and sustainability. Program

reviews were led by the Office of Academic Affairs during the Spring 2020 semester, utilizing internal reviewers. Plans to conduct program reviews for the 2020-2021 academic year will involve internal evaluators from other departments, as well. 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 2019 Graduate Faculty Orientation and during the Fall 2019, Spring 2020, and Summer 2020 (electronic file) 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 (report to IHL required in December 2020) are as follows:

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

IV. NEW AND SPECIAL INITIATIVES

- Through the partnership between Graduate Studies and the Title III Office, funding assistance was received to assist ten (10) graduate students to present at professional conferences in their fields of study.

2020 Emerging Researchers National Conference, Washington, DC, February 2-9, 2020
One Environmental Science Doctoral Student, College of Science, Engineering and Technology

Transportation Research Board 99th Annual Meeting, Washington, DC, January 11-15, 2020
Two (2) Civil Engineering Doctoral Students, College of Science, Engineering and Technology

Conference on Computational Science and Computational Intelligence 2019, Las Vegas, NV, December 4-8, 2019
One Comp. & Data Enabled Doctoral Student, College of Science, Engineering and Technology

50th Annual Conference of Decision Science Institute, New Orleans, LA, November 23 -25, 2019

One Business Administration Doctoral Student, College of Business

American Public Health Association 2019, Philadelphia, PA, November 2-6, 2019

Four (4) Public Health Doctoral Students, College of Health Sciences

Black Doctoral Network, Newark, NJ, October 24-27, 2019

One Business Administration Doctoral Student, College of Business

- Through Title III funding, graduate programs were able to continue ordering printed recruitment materials.
- Graduate Studies held its first All-JSU Graduate Fair at the e-Center spring 2019. Plans were underway to make spring 2020 bigger and better; however, the fair did not take place due to the COVID-19 pandemic. Virtual alternatives have been used in the departments and the Graduate Division to recruit new students.
- Spring 2019, Graduate Studies held a Graduate Student Research Symposium at the e-Center. Students were excited to present their research, and there was a 1st-3rd place winners' luncheon. Plans are in place for a spring 2022 Graduate Student Research Symposium. However, the Graduate Student Association was able to sponsor a Fall 2019 Research Forum, with special presenter, Dr. Jeton McClinton, Associate Professor of Educational Leadership in the College of Education and Human Development. Dr. McClinton also served as presenter at the Spring 2019 Research Symposium Winners' Luncheon.
- Due to the COVID-19 pandemic, Graduate Studies utilized an electronic orientation information file in lieu of its face-to-face Summer New Graduate Student Orientation session.

V. AWARDS AND SPECIAL RECOGNITIONS/DISTINCTIONS

- Dr. Preselfannie W. McDaniels was named to the advisory committee for the Council of Graduate Schools who recently announced grant funding from The Andrew W. Mellon Foundation for The Humanities Coalition and was also named the new Vice Chair of the Mississippi Humanities Council Board. She serves on Advisory Boards for the Mississippi Book Festival and the *Mississippi Encyclopedia* Online.
- Dr. Fatoumatta Sisay, Director of Graduate Admissions, completed all requirements for the degree, Doctor of Public Health (May 2020) at Jackson State University.
- Ms. Anissa Hampton, Administrative Assistant, served as Treasurer of the JSU Staff Senate.
- One (1) graduate student presented at the National Association of African American Studies Conference (Dallas, TX) this year. Ms. Carmella Lennon (Program: Ph.D. in Business) won second place, a \$250 cash prize, in the research competition (February 19-22, 2020).
- Fifty-four (54) doctoral scholars were recognized during the Fall 2019 Exemplary Doctoral Scholars Recognition activities. The Spring 2020 recognition event was postponed due to the COVID-19 pandemic; thirty-six (36) doctoral scholars will be recognized for that semester.

- Alpha Epsilon Lambda Honor Society inducted 75 students for outstanding academic achievement.

Staff Highlights

Dr. Preselfannie W. McDaniels, Dean

Publication(s):

Flippin, Wynn, M. & McDaniels, Preselfannie (March 2020). Exploring innuendos and symbols in selected songs by the artist formerly known as Prince. *Black Magnolias: A Literary Journal*.

Conference Presentation(s):

- National Association of African American Studies Conference, Dallas, TX

Conference Attendance:

- SACSCOC Winter Meeting, Houston, TX
- Council of Historically Black Graduate Schools Conference, Birmingham, AL
- Council of Southern Graduate Schools Conference, Birmingham, AL

Dr. Fatoumatta Sisay, Director of Graduate Admissions

Participation in trainings, webinars, forums, etc. (in-person and virtual):

- Covid-19 and F1 student Impact (virtual)
- Coronavirus Campus Crisis by Gardner Institute (virtual, June 10)
- Moving to a virtual space: How to create virtual student orientations by Gardner Institute (virtual, June 19)
- Becoming a Graduate Career Development Professional by Council of Graduate Schools (virtual, March 25)
- Trends in Graduate Education by Council of Graduate Schools (virtual, February 26)
- International Graduate Admissions by Council of Graduate Schools (virtual, February 20)
- The Benefits of a Community Approach to Graduate Admissions (virtual, October 31)
- Overview of the IELTS test (virtual, June 02)
- A look inside the TOEFL (virtual, January 08)

Conferences attendance:

- Mississippi Public Health annual conference (October 18, 2019)
- Women in Higher Education Mississippi Network conference (January 2020)

Recruitment sessions:

- Tougaloo College recruitment fair
- Urban and Regional Planning recruitment fair

Presentations:

- JSU School of Public Health New Student orientation (January 2020)
- JSU School of Public Health New Student orientation (August 2019)
- JSU Social Work New Student Orientation (August 2019)
- JSU Department of Counseling New Student Orientation (January 2020)
- JSU Urban Higher Education New Student Orientation (August 2019)

Mrs. Deborah Washington, Coordinator of Graduate Student Support

Sponsor, Graduate Student Association

Professional Development and Webinars:

- Degree Works: Functional Training, June 1-5, 2020
- Coronavirus Campus Crisis: A Virtual Forum Series, June 3, 10, 17, 2020; May 12, 27 2020
- Smarter Proctoring Training, June 10, 2020
- Managing Bias, February 10, 2020
- Harassment and Discrimination Prevention, February 3, 2020

Mr. Byron Quick, Coordinator of Retention and Assessment
Co-Sponsor, Graduate Student Association

Conference Attendance:

- Graduate Enrollment Management Workshop (Baltimore, Maryland) Conference, Jan. 15, 2020

Recruitment Events:

- Birmingham Grad Fair, Sept. 06, 2019
- Southern Heritage Classic Grad Fair, Sept. 13, 2019
- Tuskegee Grad Fair, Oct. 16, 2019
- Black Doctoral Network (Newark, New Jersey) Recruitment/Conference, Oct. 23, 2019
- Honda Battle of the Bands (Atlanta, Georgia) Recruitment, Jan. 24, 2020

Mrs. Courtney W. Brookins, Senior Program Manager-Admissions

Recruitment Events:

- Delta State University Professional Schools/Career Fair, Cleveland, MS, October 2, 2019
- Eaton Education Fair, Jackson, MS, October 7, 2019
A career fair where many of our employees are looking into degrees that are business (i.e. SCM, Sales, HR, MGMT, FI) or engineer related. All we would need from you guys is to set up a table with some handouts, giveaways and pamphlets about your different 4-year and Master's degrees that could be applicable at our site! We have had a handful who have gotten their degrees at Jackson State and our company offers education assistance.
- Alabama State University Internship/Career Fair, Montgomery, AL, October 16, 2019
- Southern University Career Expo, Baton Rouge, LA, October 31, 2019
- Delta State University Spring Career Fair, Cleveland, MS, March 4, 2020

Ms. Anissa Hampton, Administrative Assistant

Treasurer, JSU Staff Senate

Administrative Assistant, Graduate Council

Professional Development:

- Levering Zoom Tools for Collaboration
- Managing Bias, February 10, 2020
- Harassment and Discrimination Prevention, February 3, 2020

VI. ENROLLMENT DATA

Enrollment

The Graduate School has continued monitoring trends in applications to graduate 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, faculty research efforts engaging undergraduate and graduate scholars, and virtual recruitment effort via a social media presence and electronic recruitment events.

First-time Entering Graduate Scholars enrollment decreased from the previous year. During Fall 2019, 506 new graduate students entered graduate programs, in comparison to 726 in Fall 2018.

Returning Graduate Scholars enrollment stood at 1,362, an increase from 1,193 in Fall 2018.

Total Graduate Enrollment equals eighteen hundred and sixty-eight graduate scholars (1,868) enrolled for Fall 2019. Fall 2019 graduate enrollment reflects a 3% decrease (51 students) from the nineteen hundred and nineteen graduate scholars (1,919) enrolled Fall 2018. The university-wide decrease in enrollment was 10%. However, enrolled graduate students represented **26.6%** of the university's total Fall 2019 enrollment, up from 26.47% in Fall 2018 and 24% in Fall 2017.

Enrollment by Gender

Females continue to dominate headcount enrollment in graduate school. Fourteen hundred and seven (1,407) females were enrolled during Fall 2019, representing more than 75% of the total graduate population. Four hundred and sixty-one (461) males were enrolled.

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

Currently, eleven hundred and sixty-two (1,162) master-level students are enrolled in thirty-four (34) programs. Fall 2019 enrollment of master-level students in the top five programs stood at 571, an increase from 537 last fall. The College of Education and Human Development's Early Childhood Education, K-3 Program enrolled the largest number of master-level (184) students during Fall 2019.

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

Early Childhood Education, K-3	184
Social Work	165
Public Health	80
MAT Teaching	72
Clinical Mental Health	70
Total	571

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 sixty-six (166) 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 ninety-five (95) 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-nine (29) students. Thus, the CEHD enrolled a total of 194 doctoral students, slightly down from 208 in Fall 2018.

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 2018 and Fall 2019

	Fall 2018	Fall 2019
Educational Administration	111	95
Public Administration	85	81
Public Health	70	71
Urban Higher Education	70	70
Urban and Regional Planning	46	36
Clinical Psychology	34	33
Computational Data Enabled Sciences and Engineering	32	34
Early Childhood Education	27	29
Environmental Science	24	16
Social Work	21	17
Business Administration	19	19
Chemistry	19	23
Engineering	15	16
TOTAL	573	540

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. Application processing is the starting point for all the applications in Admission Pros. As applications are created, and progress through the various application stages from in progress to submitted to complete to decisioned. Administrators and applicants are able to track the progression of the application at each application stage. Communications are generated automatically via Admission Pro to the applicants and administrators. Administrators and applicants are able to track progression of applications including receipt of incoming transcripts, recommendations, test scores 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 application status and reminders are sent to the applicants during each application stage and after receiving new supporting documents for the application. The applicants receive an email notifications after creating an account, when the application is submitted, when the application is incomplete, email checklist with list of supporting documents required to complete the application based on the program, email when the application becomes complete and forwarded to the department for review and another email when the decision is made on the application. We also send them regular reminders during each application stage. Email notification of admission decision is provided to the applicant via Admission Pros and a PDF letter is attached to the application. Admitted students’ records are

pushed into Banner.

- Communication plans include emails, PDF letters, and scheduled events (e.g., Orientation RSVP).
- It also has a report tool that allows us to run our weekly, monthly and yearly reports.
- Rolling admissions is provided for all master-level degree programs and all online graduate programs. Due to the spring COVID-19 pandemic, the GRE and GMAT were waived and application deadlines were extended for summer and fall 2020 admissions.
- Degree Works entries exist for all graduate degree programs. Department Chairs and Graduate Program Coordinators/Directors will provide updated curricular information for academic degree programs, with the guidance of Mrs. Deborah Washington, Coordinator of Graduate Student Support in the Division of Graduate Studies. Mrs. Washington completed Degree Works training June 2020.
- The 2019-2021 Graduate Catalog was updated by academic departments. New policy decisions are posted in the online catalog. An updated university mission state was added as an addendum June 18, 2020.
- Departmental Orientations were offered by academic units for new and continuing students. The Director of Admissions, Dr. Fatoumatta Sisay, and the Graduate Dean received several invitations to attend and present, in the College of Education and Human Development and the College of Health Sciences.
- The Graduate Dean also received invitations to attend and present at college meetings in Liberal Arts and the College of Education and Human Development to discuss admissions, enrollment, defense proceedings, graduation clearance issues, etc.

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, emailed 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, community events, workplace events, graduate and professional fairs, academic conferences, and private and public school teachers through district activities. As a result of the COVID-19 pandemic, virtual/electronic recruitment sessions (via Zoom, Google Meeting Hangouts, and Facebook Live) were utilized. In order to increase visibility virtually and on social media, the Graduate Division hosted professional development sessions on planning and implementing effective virtual recruitment and marketing techniques with communications expert, Dr. Monica G. Flippin Wynn.

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-RWC) 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.

An extension of these efforts was created and piloted by the RWC via an 8-week Writing in Graduate School certificate course, which was quite successful even though it was interrupted by the COVID-19 pandemic and had to be completed online. Course Description: "This course, designed as an 8-week writing workshop, is recommended to students in the first semester of graduate school. Students will use the writing assigned in their courses to engage in conversation about writing in their discipline and critically examine academic communicative practices. The course would provide space for students (a) to practice reading and writing in ways that are valued in academia, (b) to develop rhetorical awareness (e.g., understanding of purpose, genre, audience, context), and (c) to begin to develop their credibility and academic voice. The course will lay the foundation for strong theses and dissertations" (RWC Spring 2020: Writing in Graduate School, Syllabus).

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. 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 six hundred and twenty-six (626) master-level scholars, up by 96 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

Six hundred and twenty-six (626) 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 thirty-two (232) students were absent. Therefore, three hundred and eighty-one (381) graduate scholars were

scheduled to sit for four administrations of the examination. Three hundred and eighteen (318) graduate scholars were successful on the GECE standardized and essay portions of the test representing an eighty-five percent (83.5%) pass rate.

Two hundred and thirty-two (232) graduate scholars did not show for the GECE as compared to two hundred and six (206) students last year and one hundred and twenty-two (122) students from the previous year. Academic holds were placed on two hundred and thirty-two (232) student accounts pending a make-up GECE examination.

Sixty-three (63) 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 2020 summer session and Fall 2020 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 167 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 AEPs and forward them to the Graduate School for final approval. The AEPs 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. Thirteen (13) students for Summer 2019, eighty-three (83) students for Fall 2019, and **Pending** students for Spring 2020 were placed on AEP, compared to one hundred and sixty-seven (167) total 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 specialist 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) for doctoral students, forming supervisory committees.

Graduate Area Comprehensive Examination (GACE) eligibility was assessed for five hundred and sixty-seven (567) scholars, up from four hundred and eighty-four (484) students, last year, and four hundred and ninety (490), the previous year. One hundred and seventy (170) students were absent. Therefore, three hundred and ninety-three (393) students sat for the GACE. Three hundred and sixty-six (366) students demonstrated proficiency, generating an aggregate pass rate of ninety-three (93) percent, up by 3% 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 Summer 2020 or Fall 2020. 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 are required to submit a status report for each of these students listed. Status reports were requested the last week of June 2020. Dissertation advisors for students not making satisfactory progress will be asked to submit a plan for degree completion to their Department Chairs.

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 (489) 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 2018 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 (9th) in awarding doctoral degrees in the “all disciplines combined category.”

Below is a multi-year comparison of graduate degree production, for the Division of Graduate Studies. The University produced a record number of graduates for academic year 2018-2019.

	2017-2018	2018-2019	2019-2020
Master-level	374	427	Pending
Specialist	31	48	Pending
Doctoral	75	98	Pending
Total	480	573	Pending

Graduate Financial Support (by Division of Graduate Studies Budget)

In order to assist students in degree completion, the Coordinator of Student Support Services works directly with programs in order to offer student funding opportunities:

Tuition Waiver- \$400, 000	Assistantship - \$67,500	Diversity - \$229, 720
89 students funded	13 students funded	58 students funded

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 scheduled for the months of October, November, February, and April. The February meeting was cancelled due to a conflict with the campus-wide Black History Program, and the April meeting was held virtually due to the COVID-19 pandemic. The GC has three active standing committees: Graduate Admissions; 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 exploring funding sources for moving towards the consistent use of electronic theses and dissertations. Summaries and recommendations from each committee are below:

Graduate Admissions Committee (GAC) Recommendation(s)

- Due to Enrollment Management's decision not to move the Graduate Admissions Application processing to Ellucian CRM Recruit, the Graduate Council should monitor the continued processes of Admission Pros as there are anticipated upgrades that should improve the system.
- Other suggestions for Admission Pros procedures included the following: (1) email alerts when Ready for Review applications are in the approver's queue, (2) removal of old and incomplete applications from the system after a certain time period, and (3) elimination of the Academic Dean's approval level.

Graduate Curriculum Committee Recommendations (GCC)

Department of Educational Administration, Foundations, and Research

Substantial curriculum changes/updates to three programs in Educational Leadership

- Specialist Degree Program
- Master's Degree Program
- Ph.D. Degree Program

Department of Electrical and Computer Engineering and Computer Science (MS Computer Science Program)

- Remove the MAJOR COURSE category. Students are still required to complete 9 hours but will have the flexibility in course selections and areas of focus. All courses listed under this category should now be listed as electives.
- Reduce the program credit hours from 36 to 33 credits.

Department of Counseling, Rehabilitation and Psychometric Services

- COUN 525: Special Topics in Integrated Behavioral Health Care (New Course)

Department of History

- HIST 593 - Independent Study (New Elective Course)

Department of Music

- MUS 510 – Music Praxis II Review (New Elective Course)

Department of English, Foreign Languages, and Speech Communication

- ENG 625 – The Novel and Black America (New Elective Course)
- ENG 575 – The Short Story (New Elective Course)

Graduate Faculty Status (GFS) Committee Recommendations (2019-2020)

The GFS Committee recommended approval of twenty-four (24) faculty members for various levels of graduate faculty status (See Appendix A):

College of Business	0
College of Education and Human Development	2
College of Liberal Arts	11
College of Science Engineering and Technology	5
College of Health Sciences	6

Graduate Faculty Status (GFS) Committee

The GFS Committee recommended approval of twenty-four (24) faculty members for various levels of graduate faculty status (2019-2020):

NAME	College/School	Department	Status	Date
Makeba T. Green	Health Sciences	Social Work	Adjunct	4/23/2020
Jennifer E. Wiles	Health Sciences	Communicative Disorders	Adjunct	4/23/2020
Paul Burns	Health Sciences	Public Health	Adjunct-External	12/20/2019
Sandra Melvin	Health Sciences	Public Health	Adjunct-External	12/20/2019
Tonitrice Wicks	Health Sciences	Public Health	Adjunct-External	12/20/2019
Michelle Williams	Health Sciences	Public Health	Adjunct-External	12/20/2019
Mohammad Khan	CSET	Civil Engineering	Associate	4/23/2020
Kejun Wen	CSET	Civil Engineering	Assistant	4/23/2020
Shan Yang	CSET	Chemistry	Assistant	3/21/2020
LaShunda Hodges	CSET	Biology	Adjunct-External	12/20/2019
Prasanta Das	CSET	Chemistry	Adjunct-External	12/20/2019
Richisa Hamilton	Liberal Arts	Psychology	Adjunct	4/23/2020
Alexis Davis	Liberal Arts	Psychology	Adjunct	4/23/2020
Xiaoli Su	Liberal Arts	Criminal Justice	Assistant	3/31/2020
Kristen Alston	Liberal Arts	Psychology	Adjunct-External	12/20/2019
Siddig Fageir	Liberal Arts	Criminal Justice	Graduate	12/20/2019
Katherine Shear	Liberal Arts	Psychology	Adjunct-External	12/20/2019
Darryl Harris	Liberal Arts	Music	Adjunct-Teaching	12/20/2019
Phyllis Lewis-Hale	Liberal Arts	Music	Assistant	12/20/2019
Wayne Rose	Liberal Arts	History	Adjunct-Teaching	12/20/2019
Elaina Jackson	Liberal Arts	Journalism	Adjunct-Teaching	12/20/2019
Debra Monroe-Lax	Liberal Arts	PPAD	Adjunct-External	12/20/2019
Michael Anderson	Education	HPER	Adjunct-Teaching	12/20/2019
Chaiqua Harris	Education	Counseling	Associate	12/20/2019

Electronic Dissertations and Theses Subcommittee Recommendations

When funding is secured, the Executive Ph. D. program has volunteered to be the first program to require electronic dissertations. Further discussions with the Office of Academic Affairs will be scheduled.

IX. SUMMARY OF 2018-19 ANNUAL REPORT

In spite of the COVID-19 pandemic that altered the spring 2020 semester's academic instruction, conference travel, and spring student recognition events, 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 1,868 scholars in 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 (194) of doctoral students and the College houses the Master's program with the largest number of enrolled students (184) for the Fall 2019 semester, as well.

Graduate program curricula is scheduled for updates in Degree Works; Degree Works training was just completed. Graduate Studies and the Graduate Council will continue to monitor the process updates of Admission Pros carefully, and both entities anticipate the summer 2020 Admission Pros training for all Admissions personnel.

The 2019-2021 Graduate Catalog is online for faculty and student use. Electronic CyberOrientation, CyberAdvising, Admission, Retention and Degree Completion Publications are being updated and will be soon be 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. Dissertation quality and proceedings are being monitored to assure that sustainability is continuous.

X. MAJOR GOALS FOR ACADEMIC YEAR 2020-2021

- | | |
|---------|--|
| 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 project, thesis, dissertation, and degree completion rates;
- Goal #8 Identify funding sources and submit proposals to enhance graduate student support.

Appendix

2020 Alpha Epsilon Lambda Induction

FNAME	LNAME	College	Major
Courtney	Berry Cannon	Business	Business Administration
Tina	Carter-Sawyer	Business	Accounting
Tiffany	Hardge	Business	Business Administration
Carmella	Lennon	Business	Business Management
Terrence	Rash	Business	Business Administration
Terrance	Anderson	CSET	Urban & Regional Planning
Ranella	Anderson	CSET	Computational Data Enabled Science
William	Bradford	CSET	Mathematics
Shuh-Marraka	Chandler	CSET	Hazardous Materials MNGT
Otto	Ikome	CSET	Computational Data Enabled Science
Genice	Knight	CSET	Urban & Regional Planning
Tara	McKenzie	CSET	Technology Education
Demetria	White	CSET	Computational Data Enabled Science
Sherree	White	CSET	Technology Education
Kendra	Anderson	Education	Early Childhood Education
Kadajah	Babbitt	Education	Sports Science
Brandi	Browne	Education	Early Childhood Education
Tracey	Brown-Evans	Education	Psychometry
Serphine	Cannon	Education	Special Education
Lesia	Daniel-Hollingshead	Education	Early Childhood Education
Thomas	Graham	Education	Urban Higher Education
Danita	Guinn	Education	Early Childhood Education
Kisha	Guy	Education	Early Childhood Education
Kim	Hodges	Education	School Counseling
Keidra	Hooks	Education	Early Childhood Education
Terica	Jackson	Education	Early Childhood Education
April	Jackson	Education	Early Childhood Education
Margaret	James	Education	Early Childhood Education
Charla	Johnson	Education	Teaching
Etosha	Johnson	Education	Urban Higher Education
Andrea	Jones	Education	Early Childhood Education
Crystal	Jones-Hughes	Education	Teaching
Yolanda	Jones-McElroy	Education	Urban Higher Education
Shanea	Joseph	Education	Early Childhood Education
Sherette	Lee	Education	Early Childhood Education
Chervantis	Lee	Education	Early Childhood Education

Robyn	Mack	Education	Early Childhood Education
Amber	Moore-Young	Education	Clinical Mental Health Counseling
LaQuita	Morris	Education	Teaching
Vanessa	Nathaniel	Education	Early Childhood Education
Branndii	Peterson	Education	Urban Higher Education
Shanronda	Riley	Education	School Counseling
Tiffany	Robertson	Education	Early Childhood Education
Shaterraca	Slaughter	Education	Early Childhood Education
Andrea	Smith	Education	Early Childhood Education
Sholanda	Stewart	Education	Psychometry
Patricia	Stokes	Education	Early Childhood Education - Online
Alicia	Tinsley	Education	Early Childhood Education
Shatterria	Truman	Education	School Counseling
Lawanda	Trussell	Education	Early Childhood Education
Erica	Wilder	Education	Early Childhood Education
Doris	Williams	Education	Early Childhood Education
Marsha'	Williams	Education	Early Childhood Education
Cristal	Browders	Health Science	Social Work
Lavonne	Brown	Health Science	Public Health
Stephanie	Carr	Health Science	Public Health
Shirley	Courts	Health Science	Social Work
Latonya	Curley	Health Science	Public Health
Adrianna	Hooker	Health Science	Social Work
Keiondra	Johnson	Health Science	Public Policy & Administration
Ke'Era	Lane	Health Science	Social Work
Cynthia	Magee	Health Science	Social Work
Kawana	McGowan	Health Science	Social Work
Sheila	Moore	Health Science	Public Health
Keyatta	Moses	Health Science	Social Work
Brieanna	Pollock	Health Science	Social Work
Aretha	Smith White	Health Science	Social Work
Alexia	Steptoe	Health Science	Social Work
Markeisha	Stewart	Health Science	Social Work
Jaelrbreiret	Williams	Health Science	Public Health
Zari	Zanders	Health Science	Social Work
Tamara	Bailey	Liberal Arts	Public Policy & Administration
Jessica	Norwood	Liberal Arts	Public Policy & Administration