

GRADUATE STUDENT SUCCESS FACTORS:

A LONGITUDINAL STUDY

A Thesis

Presented to the Faculty

of Philadelphia University

in Partial Fulfillment of the Requirements for the Degree of

Master of Science in (name of program)

by

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## **ABSTRACT**

This research focuses on the factors associated successful graduate students. The study took place over a period of twenty years and includes students both from private and public intuitions, and from large and small college and universities. The study was confined to the United States given the differences among educational systems across the globe.

Nevertheless, the findings are consistent with those found by other researchers in Europe and in Asia.

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## CHAPTER ONE: INTRODUCTION

### History of American Graduate Education

Formal post-secondary higher education in the United States can be dated to the mid- to late-1600s with the establishment of Harvard, College of William and Mary, and Saint John's College. Earlman (1951) synthesized studies of success among students in post-secondary programs, but it was not until the late 1990s that researchers began studying success at the graduate level (e.g., Davis 1993; Marks 1997).

TABLE 1  
Master's Degrees Conferred, 1999-05

	<b>Men</b>	<b>Women</b>	<b>Total</b>
Business and Marketing	59,109	34,700	3,809
Computer & Information Science	7,627	2,699	10,326
Education	23,806	77,436	101,242
Engineering	23,935	4,618	28,553
Health Professions	6,754	24,489	31,243
Visual and Performing Arts	4,374	5,903	10,277

Source: U.S. Department of Education (as cited in Degrees Completion Rate, 2007).

## CHAPTER TWO: LITERATURE REVIEW

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**Table X**

## CHAPTER FIVE: CONCLUSIONS

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**Table X**

## REFERENCES

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## APPENDIX

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