2018-19

Graduate School Report

Graduate School
WASHINGTON STATE UNIVERSITY

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Vision

Washington State University will be recognized as one of the nation's leading land-grant universities. To achieve this vision, graduate education must reach the highest levels of excellence in doctoral, master's, and certificate programs.

Mission

The overall mission of the WSU Graduate School is to advance graduate education and enhance the experience of our graduate students. We work to achieve this mission through service, oversight, and advocacy regarding all aspects of the WSU graduate enterprise.

To advance the WSU Graduate School mission, we embrace the opportunity to collaborate with colleges, degree-granting programs, faculty, students, prospective students, alumni, and associated administrative and representative units.

Through service, we reach people and promote programs in support of the graduate enterprise and facilitate a training environment that enables our students to compete, and succeed, in their careers after graduating from WSU.

We provide oversight of policies, the standards for graduate education, and assessment of programs and the institution. Primarily, this aspect of the mission encompasses administrative support for graduate education.

We tirelessly advocate for graduate education, including the professional development and financial support of graduate students, WSU research, and diversity and integrity on all campuses statewide, nationwide, and across the globe.

On the cover: Graduate Amir Gilmore, 2019 commencement.

Message from the Dean

The Graduate School at Washington State University is a dynamic enterprise, and our staff and leadership work hard to promote graduate education and provide the support our students need to succeed. This report provides a snapshot of graduate education across the WSU system, from statistics to success stories and other accomplishments. We hope you find this information useful and inspirational. There is much to be proud of.

The WSU graduate enterprise links higher education to the innovative discoveries that will provide solutions to critical issues in the 21st century. Successful graduate training and faculty mentorship transform graduate students from learners to the scholars and researchers that will create new knowledge, novel ideas, enhanced understandings, and technical advances to improve the wellbeing of the citizens of Washington state, the nation and world.

The Graduate School mission includes providing service to, oversight of, and advocacy for graduate students and their training faculty. Faculty deliver the essential foundation for growth of the intellectual rigor and tireless productivity that sustains a thriving land-grant, research-intensive university. As Dean of the Graduate School, I am continuously impressed and inspired by the accomplishments and awards earned by our talented and skilled graduate students. These successes reflect the high quality of students recruited to WSU to conduct research, pursue scholarship, and receive support from WSU's faculty mentors.

Over the past year, the faces of the Graduate School leadership team have changed. In March 2019, Dr. Judith (Judi) McDonald joined the team as an associate dean; McDonald's responsibilities focus on general issues of policy and procedure, and she serves as the liaison to the Faculty Senate's Graduate Studies Committee and Provost Office regarding proposals for new and revised graduate programs. McDonald also contributed to the Research Assistantships for Diverse Scholars (RADS) and Campus Visit for Diverse Scholars program.

Associate Dean Dr. Lori Carris took on a second administrative role as interim chair of plant pathology. After six years of service to the Graduate School, Carris returned to the WSU faculty in June 2019 and retired in December. We wish her the best in her new adventures! Assistant Dean Jennifer LeBeau also moved from her position in the Graduate School in June 2019 to assume a position at the WSU Foundation. In August 2018, Adam Williams joined the Graduate School as Area Finance Officer and has brought several new ideas for improving efficiency, effectiveness, and accuracy in processing assistantships, tuition waivers, and tracking commitments to WSU faculty and programs.

In the 2018-2019 academic year, WSU awarded 312 doctoral degrees and 670 master's degrees. Please see more specific information inside this report. Our new graduates join the ranks of alumni in the professoriate and broaden the impressive array of alumni pursuing successful careers in the private and government sectors—from leadership positions in international corporations to small, medium, and large businesses, non-profit institutions, and research at national labs and state agencies.

Feel free to contact me if you have any questions or comments. We appreciate your feedback and look forward to hearing from you.

Overview

Based on best practices in graduate education as defined by the Council of Graduate Schools, the WSU Graduate School's responsibilities include the following:

- Advocate for graduate students and issues and constituencies critical to the success of graduate programs.
- Articulate a vision of excellence for the University's graduate education enterprise.
- Provide oversight of quality control for graduate education.
- Define and maintain equitable standards across all academic disciplines.
- Provide an institution-wide, interdisciplinary perspective for all post-baccalaureate endeavors.
- Enhance the intellectual community among faculty and graduate students.
- Emphasize the importance of adequately training the future professoriate.
- Provide professional development opportunities to prepare graduates for a diverse array of careers beyond academia.
- Develop ways for graduate education to contribute to, and enhance, undergraduate education.
- Provide (or support the provision of) graduate student services.

Students, Faculty and Administration

The most visible activity in the Graduate School with regard to time and staffing is graduate admissions. This includes participating in the financial support of graduate students; monitoring and keeping records of students' academic progress; setting policies for minimum enrollment or registration requirements, minimum GPA, and leaves of absence; and serving as advocates for the fair and responsible treatment of students.

The Dean of the Graduate School partners with the University's leaders to hire highly qualified faculty, offer tuition waivers for spousal accommodations, and provide exceptions to policy to enable new faculty to bring their current students with them. The Graduate School plays a role in new faculty orientation, so new hires gain an understanding of the practices and policies of graduate education and available sources of assistance and support in mentoring graduate students.

The Graduate School's leadership role in the University includes participating in planning, budgeting, and assessment. Other duties are as follows:

- Help solve budgetary issues for graduate education with central administration and programs.
- Facilitate the growth of applicant and admission pools to include diverse and well-qualified individuals.
- Improve yields for inquiry, applications, and enrollments, particularly in strategic areas of excellence.
- Improve graduate student retention rates.
- Advocate for competitive stipends and programs to attract and retain the most qualified graduate students.
- Encourage and support departments and programs in their efforts to develop new funding sources for graduate students.
- Provide centralized IT tools and platforms to departments and programs to assist in the recruitment and admission process.
- Develop partnerships with academic units to promote the recruitment and retention plan.

Degree Programs Assessment

To help programs improve student learning outcomes and success, the Graduate School reviews all doctoral and master's degree programs. Graduate program review is an objective process that involves a review of data provided by each program and Institutional Research, and an evaluation of the program's policies and practices that support students.

The Graduate School coordinates the assessment of student learning in programs to identify areas for growth, and to gauge program effectiveness while encouraging programs to develop in areas that reflect WSU's strategic priorities. The processes of assessing and reviewing programs complement and inform each other to increase chances of success.

The Graduate School also provides administrative support for the Faculty Senate Graduate Studies Committee, which reviews graduate educational policies, programs, and procedures.

Recruitment Goals

The Graduate School's recruitment efforts coincide with WSU's Strategic Plan and Drive to 25 initiative. The Graduate School promotes education by implementing strategies that include email campaigns to prospects, assisting departments in developing individualized recruitment efforts, and representing WSU at research conferences, such as SACNAS, ABRAMS, and McNair.

The Graduate School's goals focus on increasing the diversity of our graduate student body as well as recruiting and retaining high-achieving students. These goals require that the Graduate School promotes new and existing graduate scholarships, assistantships, fellowships, and rewards, and that it celebrates student success while increasing overall financial support for graduate students.

Professional Development Initiative

One overarching strategy for increasing doctoral graduates while fulfilling the WSU Drive to 25 initiative includes improving and diversifying training opportunities for all graduate students. This prepares them for successful careers and enhances the effectiveness of a doctoral education, enabling the next generation to lead the world in innovative thinking. The Professional Development Initiative (PDI), organized by the Graduate School and Graduate and Professional Student Association (GPSA), provides workshops to help graduate students make the transition from university to a career while maintaining personal wellbeing. The PDI core competencies are the guiding force behind the workshop offerings throughout the academic year and include academic and career development, communication and collaboration, leadership and professionalism, and personal wellbeing.

The PDI delivered 37 workshops to 1,318 students during the 2018 academic year. Most workshops were offered in person and via live stream. PDI also provides ongoing support through professional memberships, such as the Versatile PhD and PitchAdvantage, and readily available website resources, including job search databases, additional leadership and professional training opportunities, and well-being resources.

One of the most popular workshops, presented by Cheeky Scientist Isaiah Hankel, focused on networking, building a LinkedIn presence, and how to tailor an industry resume. Hankel's company, the Cheeky Scientist Association, helps doctoral students understand their value, and gain confidence and success as industry professionals. The PDI has formed a partnership with Cheeky Scientist to provide STEM PhDs and postdocs access to an online training platform and several useful resources.

Another highly attended presentation was the Graduate Student Prestigious Fellowship Workshop, where students walked through the process of how to apply for the National Science Foundation Graduate Research Fellowship.

At the end of each workshop, the PDI team conducts a survey to gather input from attendees. Overall, the response rate was high, and the comments were overwhelmingly positive.

- Over 90% of respondents said the presentation met their expectations.
- Over 90% said the workshop was helpful.
- Over 90% said they would recommend the workshop to others.
- Nearly 100% said the PDI provides valuable resources.
- Nearly 100% said they would attend another PDI event.

Below are the most well attended events:

Hacking the Academic Job Market - This is a three-hour talk with Q&A, in which the lecturer, Dr. Karen Kelsky of "The Professor is In," walks students through the conditions of the American job market, the most common mistakes made by job seekers, and advice on interviews, records and applications.

Interviewing and Negotiating for Industry Careers - This workshop, presented by Dr. Isiah Henkel, The Cheeky Scientist, focuses on the strategy of interviewing, including the process of preparing to go beyond simply answering questions. Henkel details the preparation required for professionals to demonstrate their value to a company, including researching categories, and the best ways to respond.

Work and Wellness Discussion Series - This is hosted by the PDI in partnership with the Association for Faculty Women. It provides a means for students, faculty and staff to read for pleasure, instead of merely fulfilling class assignments. Some recent readings have included "Braving the Wilderness" by Brené Brown and "How We Work" by Leah Weiss. The series promotes a diverse and vibrant intellectual community on campus for individuals interested in world issues. In addition, it creates a space for women and men to gather and discuss important issues throughout literature.

Spring 2019 Evening of Excellence scholarship recipients and faculty. Photo by WSU Photo Services

The Graduate School Evening of Excellence publicly recognizes students, their faculty mentors, and the donors who contribute to graduate education in extraordinary ways. The financial support awarded to students increases opportunities and diversity in graduate education at WSU. It is also a key initiative of the WSU Drive to 25 initiative to increase funding in support of doctoral education.

In addition to 50 students being recognized for Graduate School scholarship awards in April 2019, the Graduate School also celebrated the Research Assistantship for Diverse Scholars (RADS), National Science Foundation Graduate Research Fellowship Program (NSF GRFP), GPSA Excellence Award, and Achievement Rewards for College Scientists (ARCS) recipients. While the Graduate School recognized over 130 students for their achievements, they also gave the 2018 Faculty Mentor Academy Award to Dr. Kwanhee Kim, School of Molecular Biosciences. Dr. Kim has served on the Mentor Academy since 2014 and provides student support during exams and defenses.

Total Scholarships & Fellowships

	Total Amount	# of Students
Ann Chittenden Holland Master's Thesis Award for Graduate Excellence	$2,000	2
Anne and Russ Fuller Fellowship	$32,000	8
Arnold and Julia Greenwell Memorial Scholarship	$3,000	3
Charles Allen Master's Thesis Award	$1,000	1
Clarence "Bud" Ryan Institute of Biological Chemistry Scholarship	$2,000	2
Frederickson Family Neuroscience Fellowship	$1,200	3
Graduate School Dissertation Year Fellowship	$42,000	2
Graduate School Scholarship	$14,400	6
Graduate School STEM Scholarship	$7,000	7
GPSA Excellence Award - Graduate Assistantship	$4,000	8
Karen P. DePauw Leadership Award	$2,000	2
Richard R. and Constance M. Albrecht Scholarship	$9,000	6
	$ 119,200	50
Externally Funded Competitive Scholarships & Fellowships		
Achievement Rewards for College Scientists (ARCS)	$217,500	37
NSF GRFP	$552,000	24

Interim Provost Bryan Slinker (left), ARCS donor Joanne Montgomery, and WSU student Kaitlin Witherell at the annual ARCS Luncheon in Seattle.

NIH and ARCS Funding Enables Graduate Student Success

NIH Protein Biotechnology Training Program

The National Institute of General Medical Sciences at NIH awarded the WSU NIH Protein Biotechnology Training Program $2.3 million over the next five years to support training of Ph.D. students. Dr. Michael Kahn from the Institute of Biological Chemistry is the current Director and PI of the training grant. Since the program began in 1989, NIH has awarded WSU over $10.4 million in student support. The WSU award is the longest-running biotech training grant funded by NIH and provides essential support for interdisciplinary research and graduate education at WSU. In line with WSU's land-grant mission, the training program produces versatile, adaptable scientists and engineers poised for productive careers developing biotechnological solutions to complex problems.

Kaitlin Witherell, doctoral student in the Paul G. Allen School for Global Animal Health, works as a trainee in the NIH Protein Biotechnology Training Program at WSU. In Dr. Douglas Call's laboratory, Kaitlin researches antimicrobial peptides in a collaborative program with the Fred Hutchinson Cancer Research Center. In addition to the NIH Protein Biotechnology Training Program grant, Kaitlin receives funding from the Achievement Rewards for College Scientists (ARCS) program. After graduation, she wants to run a microbiology laboratory in industry studying infectious disease.

"WSU's unique biotech training program, with its interdisciplinary course work, professional development opportunities and internships, has produced many Ph.D.s who are leaders and innovators in academic, industrial, and government sectors. This includes organizations, such as Fred Hutch, Robert Wood Johnson Medical School, Entera Health, and a spectrum of pharmaceutical and agricultural companies," said Lisa M. Gloss, dean of the Graduate School.

The NIH grant provides highly competitive stipends, tuition, and other types of support for 10 students per year during their first two years of graduate study. After the second year, students make the transition to funding tied to their research and remain part of the program. Over 150 trainees have participated in the program, and 45 are working toward their Ph.D. degrees.

Achievement Rewards for College Scientists (ARCS)

In 2000, WSU partnered with the Seattle Chapter ARCS Foundation, empowering scientific and technological innovation developed by the brightest scholars in STEM fields at WSU. Since the partnership began, ARCS has supported over 200 WSU doctoral students, and currently funds 37 students from the College of Agriculture, Human & Natural Resource Sciences, Arts & Sciences, Voiland College of Engineering and Architecture, and the College of Veterinary Medicine. ARCS provides generous funding to students for three years of their doctoral studies, enabling them to have the time and financial support needed to attend conferences and focus on research. To learn more about ARCS, visit, graduate.ucsf.edu/arcs-scholarship.

Amir Gilmore with his mother at his dissertation defense.

Doctoral Graduate Shares Inspirational Story

Amir Gilmore grew into an effective leader during his graduate student tenure at WSU. A spring 2019 doctoral graduate in Cultural Studies and Social Thought in Education, he immersed himself in GPSA and committee leadership opportunities, gaining the integrity and confidence to inspire, advocate, and serve as a voice for graduate students. As commencement speaker (cover photo), Amir shared his inspirational graduate student journey at WSU.

Amir's four years as a doctoral student "were a real cooker," he said. However, the intensity of the work—research and professional development—built his success. The Graduate School Professional Development Initiative (PDI) supports students who want to grow as leaders in their future careers. Amir took advantage of those opportunities.

His theoretical research began with the question, "What makes black children joyful?" which explores school curriculum and black oppression through the lenses of poetry and music. By studying the contemporary *Black Boy Joy* movement, Amir hoped to heighten the awareness of joy and hope through listening.

"Black Boy Joy refuses to passively wait for a future that envisions Black humanity," he said, "and instead creates spaces of affirmation where black males are felt, heard, seen, and matter."

Amir's unconventional dissertation defense included a full-length play about his future self. One act explored black mothers and sons, including a real conversation between him and his mother that took place years ago. Amir's mother (above, right) attended his defense and acted in the play with him.

Dr. Amir Gilmore has been hired as a visiting clinical assistant professor at WSU for the 2019-20 academic year. In the fall, he will continue at WSU as a tenure-track assistant professor for the Cultural Studies and Social Thought in Education Program.

Ryan Booth traveled to India in August 2019 on a Fulbright Scholarship.

Research Assistant Earns Fulbright Award

Ryan Booth, Ph.D. candidate from the WSU Department of History and member of the Upper Skagit Indian Tribe, came to WSU through the Research Assistantship for Diverse Scholars (RADS) program, which intends to increase access and opportunities to graduate education for U.S. students from underrepresented and underserved communities.

RADS awards are funded through a partnership between the Graduate School and the prospective student's department. Students are nominated by their departments and invited to campus to meet with faculty, staff, and graduate students. (The Graduate School covers travel costs.)

Students receive first-year funding for doctoral studies through a research assistantship from the Graduate School with subsequent years funded by the student's department. In 2018-19, 18 new students joined RADS, and the program has helped increase graduate student diversity at WSU.

Ryan, a 2016-17 RADS scholar, earned a Fulbright Award to conduct research in India (August 2019). As a Native American, he's had a long-time interest in American Native history, especially the indigenous U.S. frontier scouts. His awareness of similarities between indigenous histories in the Indian Northeast and American West led him to research the reasons why indigenous peoples were treated similarly in distant areas.

"I recognize that governments treated indigenous people in some similar ways: with military force, missionaries, and educational systems, such as boarding schools," Ryan said. "I think this is no coincidence. There has to have been some communication."

Ryan's research focuses on "the big picture" of historic events worldwide and provides a better understanding of world history to benefit the indigenous people of India.

Left to right: Ali Hajbabaie, assistant professor of Civil and Environmental Engineering, Rasool Mohebifard, Ph.D. candidate in Civil and Environmental Engineering, and Mehrzad Mehrabipour, Ph.D. candidate in Civil and Environmental Engineering at the 2019 Evening of Excellence celebration.

LinkedIn Placement Data Project

Since 2012, the Graduate School has collected more than 12,300 placement records, including first and current employment post-graduation, for 2,564 doctoral students and 3,192 master's students between 1993 and 2018. Most placement data (67%) comes from LinkedIn, followed by university, corporate, and personal websites, online journals and research databases, social media sites, news articles, and online records.

The success for tracking alumni is generally over 90% for doctoral programs and over 60% for master's programs. The placement data are coded using taxonomies from the National Science Foundation, U.S. Bureau of Labor Statistics, and North American Industrial Classification System. Results show:

- Where doctoral and master's students are first employed after they graduate from WSU.

- Where doctoral students work after they complete postdoctoral research fellowships.

- Occupations of our graduates, employers, industries, how many work in Washington state, the US, and across the globe.

- Percentage of graduates working in academia, private industry, and government, the number employed at 4-year vs. 2-year institutions, and data trends over time.

In addition, the Graduate School is developing a series of business intelligence dashboards and web applications so graduate programs can easily and effectively access their placement data for planning, student advising, and administration. The Graduate School also collaborated with the WSU Foundation to incorporate placement data from *Live Alumni,* a platform that delivers alumni employment data to educational institutions.

Customer Relations Management (CRM) for Recruitment Efforts

In 2018, the Graduate School reached out to departments to help recruit new students using its Customer Relations Management (CRM) platform. The CRM sends communications to large audiences via html emails and can create reports on prospect engagement.

Five programs, including criminal justice and criminology, history, prevention science, sociology, and educational psychology, have worked with the Graduate School to create email campaigns for prospective students. Most departments use the National Name Exchange and McNair Scholars name lists provided by the Graduate School on its Recruitment Toolbox website: gradschool.wsu.edu/recruitment-toolbox

The ability of the Graduate School to assist departments in communicating to prospective students will further increase through the implementation of the system-wide CRM, *Slate*. In addition to texting capabilities, Slate's reporting tools enable users to maintain records for each contact—from first communication to application, admission, enrollment, and graduation.

Applications—Academic Year

Campus	2016-17	2017-18	2018-19
Pullman	4331	3963	4002
Spokane	549	555	523
Tri-Cities	150	161	153
Vancouver	341	357	367
Global	400	387	328
Total	**5771**	**5423**	**5373**

Admissions—Academic Year

Campus	2016-17	2017-18	2018-19
Pullman	1113	1080	1077
Spokane	198	217	207
Tri-Cities	96	89	79
Vancouver	229	221	192
Global	322	299	257
Total	**1958**	**1906**	**1812**

Enrollment—Academic Year

Campus	2016-17	2017-18	2018-19
Pullman	654	641	595
Spokane	143	154	148
Tri-Cities	76	66	69
Vancouver	172	161	145
Global	236	221	190
Total	**1281**	**1243**	**1147**

Note: Students may apply to and be enrolled in more than one program.

Degrees Conferred—Academic Year

	2016-17	2017-18	2018-19
Doctoral	315	336	312
Master's	672	608	670
Total	**987**	**944**	**982**

National Enrollment Trends for Graduate Education

Data from the Fall 2018 survey of graduate enrollment and degrees by the Council of Graduate Schools show there was a slight decrease (-0.7%) in graduate school applications to public institutions between fall 2017 and fall 2018. Applications to the WSU Graduate School are reflective of these national trends.

Nationally, the number of doctoral degrees awarded decreased by -0.6% from Fall 2017 to Fall 2018. In contrast, the doctoral degrees awarded from WSU increased by 1% during this time period.

cgsnet.org/ckfinder/userfiles/files/CGS_GED18_Report PDF

Percent of New Students Who Self-Identify as Minority*

Campus	Fall 2016	Fall 2017	Fall 2018
Pullman	16%	16%	15%
Spokane	23%	16%	23%
Tri-Cities	25%	16%	3%
Vancouver	25%	22%	16%
Global	22%	23%	25%

*Minority includes American Indian or Alaska Native, Asian, Black or African American, Hispanic of any race, Native Hawaiian or Pacific, and two or more races.

Assistantships Awarded

WSU is committed to recognizing the contribution of doctoral students to the undergraduate population by increasing funds for teaching assistantships.

Nearly 50% of graduate students receive an assistantship, and 50% of those awards are teaching assistantships, and 43.5% are research assistantships.

Number of assistantships awarded:

Teaching:	897
Research:	763
Staff:	48

Doctoral Programs

	New Enrollments		Total Enrollment		Degrees Conferred	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Agricultural Economics, Ph.D.	1	1	8	5	0	1
American Studies, Ph.D.	0	0	10	7	5	2
Animal Sciences, Ph.D.	2	1	6	5	4	2
Anthropology, Ph.D.	4	5	45	47	3	7
Biological and Ag Engineering, Ph.D.	9	7	70	69	15	14
Biology, Ph.D. (formerly Zoology)	6	12	25	33	4	2
Botany, Ph.D. (now Plant Biology)	0	0	7		2	
Business Administration, Ph.D.	11	18	70	73	9	12
Chemical Engineering, Ph.D.	14	10	54	52	10	5
Chemistry, Ph.D.	26	23	85	85	19	12
Civil Engineering, Ph.D.	9	6	42	45	10	2
Communication, Ph.D.	4	3	28	26	3	7
Computer Science, Ph.D.	15	3	71	58	7	5
Counseling Psych, Ph.D.(inactive)	0	0	21	12	5	7
Criminal Justice & Criminology, Ph.D.	4	0	34	30	3	6
Crop Science, Ph.D.	2	2	25	23	11	6
Cultural Studies & Soc. Tht in Ed, Ph.D. (form.T&L)		6		21		7
Economics, Ph.D.	10	18	76	73	4	23
Educational Leadership, Ed.D., Ph.D.	11	20	54	66	10	3
Educational Psychology, Ph.D.	3	1	16	15	2	3
Elect. & Comp Eng, Ph.D. (formerly Elect Eng)	15	11	88	82	11	9
Engineering Science, Ph.D.	2	1	23	23	8	2
English, Ph.D.	7	4	23	21	4	5
Entomology, Ph.D.	1	1	15	14	1	2
Environ. & Natural Res Sci, Ph.D.	3	4	34	37	7	10
Food Science, Ph.D.	7	3	18	17	4	7
Geology, Ph.D.	1	2	13	15	1	2
History, Ph.D.	3	3	19	18	2	4
Horticulture, Ph.D.	2	1	22	20	2	6
Individual Interdisciplinary, Ph.D.	3	1	13	12	3	0
Language, Lit, &Tech, Ph.D. (formerly T&L)		7		28		6
Materials Sci and Engineering, Ph.D.	7	8	58	50	9	16
Mathematics, Ph.D.	25	14	73	66	5	5
Math and Science Ed, Ph.D. (formerly T&L)		4		21		0
Mechanical Engineering, Ph.D.	8	3	73	61	7	12
Molecular Biosciences, Ph.D.	6	5	35	34	8	11
Molecular Plant Sciences, Ph.D.	6	10	50	50	8	9
Neuroscience, Ph.D.	3	5	22	27	6	4
Nursing, Ph.D.	4	6	24	22	6	6
Nursing Practice, D.N.P.	64	55	172	181	27	31
Nutrition & Exercise Physiology, Ph.D.		0		0		1
Pharmaceutical Sciences, Ph.D.					4	1
Physics, Ph.D.					9	7
Plant Biology, Ph.D. (formerly Botany)					0	2
Plant Pathology, Ph.D.					7	7
Political Science, Ph.D.					2	5

Doctoral Programs

Doctoral Programs	New Enrollments 2017-18	New Enrollments 2018-19	Total Enrollment 2017-18	Total Enrollment 2018-19	Degrees Conferred 2017-18	Degrees Conferred 2018-19
Prevention Science, Ph.D.	7	1	35	28	1	3
Psychology, Ph.D. (clinical/experimental)	15	9	60	57	11	12
Sociology, Ph.D.	10	6	41	38	4	4
Soil Science, Ph.D.	2	1	16	11	4	5
Special Education, Ph.D. (formerly T&L)		8		20		1
Statistical Science, Ph.D.		2		8		0
Veterinary Science, Ph.D.	10	11	49	49	12	9
Zoology, Ph.D. (now Biology)	0	0	15	8	3	4
Grand Total for Doctoral	**383**	**341**	**1957**	**1901**	**315**	**336**

Master's Programs

Master's Programs	New Enrollments 2017-18	New Enrollments 2018-19	Total Enrollment 2017-18	Total Enrollment 2018-19	Degrees Conferred 2017-18	Degrees Conferred 2018-19
Accounting, M.Acc.	8	9	17	13	11	14
Agriculture, M.S.	28	21	90	91	12	21
American Studies, M.A.	0	0	1	0	1	1
Animal Sciences, M.S.	5	1	12	9	6	5
Anthropology, M.A.	6	5	17	17	9	6
Apparel, Merchandising, &Textiles, M.S.	5	3	12	16	6	2
Applied Economics, M.S.	6	11	15	24	8	7
Architecture, M.Arch.	18	21	25	43	33	13
Biological & Ag Engineering, M.S.	2	3	10	8	6	5
Biology, M.S. (formerly zoology)	8	14	14	22	2	6
Botany, M.S. (now plant biology)	0	0	10	0	1	2
Chemical Engineering, M.S.	1	2	4	4	6	1
Chemistry, M.S.	0	0	4	4	9	9
Civil Engineering, M.S.	15	16	35	41	12	15
Communication, M.A.	1	5	3	8	5	1
Computer Engineering, M.S.	1	0	3	2	1	0
Computer Science, M.S.	18	26	46	80	19	13
CPDNEP, M.S.	19	20	36	29	32	22
Counseling, M.A.	0	0	1	0	10	1
Criminal Justice & Criminology, M.A.	7	5	15	13	3	6
Crop Science, M.S.	7	4	15	19	4	6
Curriculum & Instr., Ed.M., M.A. (formerly T&L)		12		22		8
Educational Leadership, Ed.M., M.A.	12	11	46	41	32	12
Educational Psychology, M.A.	2	0	3	10	2	2
Electrical Engineering, M.S.	19	12	31	40	10	16
Electrical Power Engineering, P.S.M.	6	5	24	26	1	3
Eng. & Tech Management, M.E.T.M.	15	12	84	67	26	33
Engineering, M.S.	1	0	2	2	0	0
English, M.A.	7	8	14	16	8	8
Entomology, M.S.	3	1	7	7	2	2

Master's Programs

Master's Programs	New Enrollments		Total Enrollment		Degrees Conferred	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Environmental Engineering, M.S.	8	6	16	20	8	4
Environmental Science, M.S.	8	8	37	28	12	7
Fine Arts, M.F.A.	7	9	7	16	7	7
Food Science, M.S.	10	9	18	22	7	12
Foreign Langs. & Cultures, M.A.	5	0	14	6	2	6
Geology, M.S.	0	4	7	9	6	5
Health Policy & Admin, M.H.P.A.	9	0	33	15	20	18
Hispanic Studies, M.A.		5		5		0
History, M.A.	7	4	17	13	4	7
Horticulture, M.S.	12	4	19	17	1	9
Interior Design, M.A.	2	1	6	6	9	2
Landscape Architecture, M.S.	0	0	0	0	2	0
Language, Literacy, & Tech, Ed.M., M.A.		1		4		10
Materials Science & Eng, M.S.	0	2	6	5	9	11
Mathematics, M.S.	8	0	23	20	6	7
Mechanical Engineering, M.S.	17	19	58	50	19	35
Molecular Biosciences, M.S., P.S.M	3	7	14	16	6	5
Music, M.A.	7	9	17	17	6	5
Natural Resource Sciences, M.S.	0	5	8	12	6	3
Neuroscience, M.S.	0	1	0	1	1	1
Nursing, M.N.	4	9	29	32	19	16
Nutrition & Exercise Phys, M.S.	0	0	0	0	0	1
Physics, M.S.	1	0	9	6	4	5
Plant Biology, M.S. (formerly Botany)	0	0	3	1	0	2
Plant Pathology, M.S.	3	2	6	9	3	2
Political Science, M.A.	1	4	13	12	4	5
Prevention Science, M.S.	0	0	12	13	5	3
Psychology, M.S.		0		17		6
Public Affairs, M.P.A.	1	3	14	12	5	4
Sociology, M.A.	0	0	7	12	3	1
Software Engineering, M.S.	2	4	2	5	0	0
Soil Science, M.S.	1	1	16	5	3	2
Special Education, Ed.M., M.A.		5		10		11
Speech & Hearing Sciences, M.S.	25	25	52	50	24	27
Sport Management, M.A., Ed.M.	14	13	32	28	16	18
Statistics, M.S.	1	1	10	11	12	6
Strategic Communication, M.A.	37	41	107	122	42	45
Teaching, M.I.T.	49	55	88	96	48	50
Teaching & Learning, Ed.M., M.A. (now split)	15	0	54	0	52	0
Veterinary Science, M.S.	13	12	33	31	16	9
Zoology, M.S. (now Biology)	0	0	0	0	0	1
Grand Total for Master's	**488**	**496**	**1381**	**1429**	**672**	**610**

Graduate School