WSU Graduate School
Annual Report 2020-21

WASHINGTON STATE UNIVERSITY
Graduate School

WSU **GRADUATE SCHOOL**

VISION

Washington State University is a public research university committed to its land-grand heritage and tradition of service to society. To that end, the vision of WSU and the Graduate School includes being recognized as one of the nation's leading land-grant universities. To achieve this goal, graduate education must reach the highest levels of excellence in doctoral, master's, and certificate programs.

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WASHINGTON STATE UNIVERSITY
Graduate School

MISSION

The mission of the **WSU Graduate School** is to advance graduate education and enrich the experiences of our graduate students. We work to achieve this through service, oversight, and advocacy regarding all aspects of the WSU graduate enterprise. To advance the WSU Graduate School mission, we are committed to the following:

We embrace the opportunity to collaborate with colleges, degree-granting programs, faculty, students, prospective students, alumni, and associated administrative and representative units.

We 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 all graduate education.

We advocate for graduate education, including the professional development and financial support of graduate students, WSU research, and diversity and integrity on all campuses across the state, nation, and world.

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Cover photo: Raymond Herrerra, associate dean, and director of the McNair Scholars Program, congratulates a delighted doctoral graduate. WSU Photo Services.

MESSAGE FROM THE DEAN

Dear Colleagues:

The Graduate School at Washington State University embraces a student-centered approach to graduate training, research, and faculty mentorship. WSU leadership, and faculty and staff across the WSU system work hard to advance graduate education and provide the support our graduate students need to succeed in all aspects of graduate education. In addition to classroom instruction, our graduate training includes the Professional Development Initiative (PDI) program, which is highly regarded by our students and provides access to academic and personal resources, networking, and peer support.

The positive results of our student-centered approach are readily apparent, and I am consistently impressed by the talent, skills, and accomplishments of our graduate students and alumni. Our goal is to help transform today's graduate scholars into tomorrow's civic-minded leaders, change-agents, and ground-breaking researchers.

As dean of the Graduate School, I want to express my gratitude to the university and Graduate School staff, who demonstrated amazing resilience and willingness to adapt to many unpredictable complications and hardships brought on by the on-going COVID-19 pandemic, and made adjustments to processes and procedures in the best interests of our graduate students, faculty and staff. As we continue to navigate the personal and professional impacts of the pandemic, please know that we are all here to support you.

It is my hope that through the stories and statistics included in this annual report you will see how promoting graduate education makes a positive impact on the local and global community. The graduate enterprise connects higher education to the discoveries that will provide solutions to the critical issues that society faces every day. In addition, we will work to increase master's and doctoral student enrollment and degrees conferred, foster all types of diversity, promote integrative learning, and support a pipeline for success for our graduate students.

If you have any questions or comments, please reach out to me at lmgloss@wsu.edu or 509-335-6424.

Thank you,
Lisa M. Gloss

Dean, Graduate School

RESPONSIBILITIES

The WSU Graduate School's general areas of responsibility are based on best practices as defined by the Council of Graduate Schools, which includes creating "initiatives that address common challenges in graduate education by supporting institutional innovations and sharing effective practices with the graduate community." The WSU Graduate School works to

- Advocate for graduate students, address issues, and support communities critical to the success of graduate programs.
- Articulate a vision of excellence for WSU's graduate education enterprise.
- Oversee and manage quality control of graduate education.
- Define and maintain equitable standards across all academic disciplines.
- Provide an institution-wide perspective for all postbaccalaureate endeavors.
- Provide an interdisciplinary perspective and emphasize its importance.
- Foster the intellectual community between faculty and graduate students.
- Emphasize the importance of adequately training the future professoriate.
- Develop ways for graduate education to contribute to and enhance undergraduate education.
- Support the provision of graduate student services.

STUDENTS, FACULTY, AND ADMINISTRATION

The WSU Graduate School's most visible activities are the processes involved in applications, admission, and students' program progression. Examples include:

- Processing graduate applications and providing central oversight of admission decisions.
- Participating in the financial support of graduate students, from assistantship and tuition waiver processing to providing merit-based scholarships that recognize student achievement and excellence.
- Monitoring and recording students' academic progress and guiding students through the completion of degree requirements, submission of dissertations and theses, and graduation.
- Surveying the national landscape of graduate education and establishing best practices at WSU for enrollment, degree progression, student retention, and professional development.
- Serving as advocates for the fair and responsible treatment of graduate students.

The dean of the Graduate School partners with the university to promote hiring highly qualified faculty, and exceptions to policies that enable new faculty to bring their current graduate students with them. The WSU Graduate School contributes to new faculty orientation so that new hires gain an understanding of the practices and policies of graduate education and resources available to support the mentoring and training of graduate students.

The Graduate School collaborates with university leadership in strategic planning and assessment to fulfill the following responsibilities:

- Solve financial issues in graduate education alongside central administration and graduate programs.
- Facilitate growth in applicant and admission pools that include diverse and highly qualified individuals.
- Improve yields of inquiry, applications, and enrollments, particularly in strategic areas of excellence.
- Increase 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 to develop new funding sources for graduate students.
- Provide centralized IT tools and platforms to departments and programs to support recruitment, admissions, communication, and student services. ▮

ASSESSMENT OF GRADUATE PROGRAMS

To help improve graduate student learning outcomes and success, the Graduate School monitors the assessment plans for doctoral and master's degree programs. This process contributes to the probability of a program's success as well as continued growth and improvement.

Evaluating graduate programs is an objective process that involves a review of the data provided by each program and Institutional Research (IR), 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 gauge their effectiveness, identify areas of growth, and encourage them to develop more fully in areas that reflect WSU's strategic priorities. In addition, the Graduate School provides administrative support for the Faculty Senate Graduate Studies Committee (GSC), which makes recommendations to the Faculty Senate and Graduate School on graduate educational policies, programs, bylaws, and procedures, and the establishment, continuation, modification, and termination of graduate courses and degree programs. ▮

RECRUITMENT GOALS AND SUPPORT

The Graduate School's recruiting efforts follow WSU's Strategic Plan and promotes graduate education by recruiting high-achieving graduate students to WSU. We deliver email campaigns to prospective students, assist departments in developing individualized recruitment efforts, and represent WSU at research conferences, such as the Society for Advancing Chicanos/Hispanics and Native Americans in Science (SACNAS), ABRAMS, and McNair.

The Graduate School's recruitment goals also focus on increasing the diversity of our graduate student body and recruiting and retaining high-achieving students. Additionally, these goals require promoting new and existing graduate scholarships, assistantships, and fellowships that reward and celebrate graduate student success and increase overall financial support. The WSU Graduate School also promotes Research Assistantships for Diverse Scholars (RADS), a program that intends to increase access and opportunities to graduate education for U.S. students from underrepresented and underserved communities, and to increase graduate student diversity at WSU and in our degree programs. High priority is given to students who have participated in the Ronald E. McNair Post-Baccalaureate Achievement Program, Institute for the Recruitment of Teachers, or similar graduate education preparation programs. ▮

STUDENT AND PROGRAMS SUPPORT

The WSU Graduate School supports programs in their recruitment and communications effort by using Slate, our customer relations management (CRM) platform. The Graduate School's communications team uses Slate to create email campaigns for prospective students and current students. Every Friday, current graduate students receive Friday Focus, an e-newsletter that includes relevant graduate student information, job openings, funding opportunities, and most recently, important COVID updates. Numerous departments and academic programs work with the Graduate School to build email campaigns, which include using the National Name Exchange (NNE) and McNair Scholars name lists we provide. For more information, visit the recruitment toolbox and/or the funding opportunities web pages. ▮

PROFESSIONAL DEVELOPMENT INITIATIVE (PDI)

One important goal of the WSU Graduate School includes increasing the number of doctoral graduates and diversifying training opportunities for graduate students. The Professional Development Initiative (PDI) increases the effectiveness of a doctoral education and prepares graduate students for a range of careers while empowering them to become the next generation of leaders in innovative thinking.

The WSU Graduate School and Graduate and Professional Student Association (GPSA) collaborated to create the PDI, which provides workshops to help graduate students make the transition from university to a successful career while maintaining their personal well-being.

PDI core competencies include academic development, career development, professional skill development, and personal growth. These are the guiding forces for the selection of workshop offerings throughout the academic year. In addition, students have access to institutional memberships, such as the Cheeky Scientist, Versatile Ph.D., and Grammarly.

The responses from graduate students who have attended PDI events have been overwhelmingly positive.

According to aggregated data collected from the fall 2020 and spring 2021 semesters, and concerning all workshops, the PDI program* received the following feedback:

- ~60% of students have participated in multiple PDI events.
- 93% of attendees feel that the presentations meet their expectations.
- >90% feel that the workshops are helpful to extremely helpful.
- 94% of attendees would recommend a given presentation to other students.
- 98% of attendees feel that the PDI presentations offer valuable resources to graduate and professional students.
- 97% indicate they would attend another PDI event.

In the Fall 2020 and Spring 2021 semesters, over 2400 registrants (not unique individuals) attended one or more of the 28 workshop presentations.

*All PDI events are live-streamed to all campus locations and REC centers. ▮
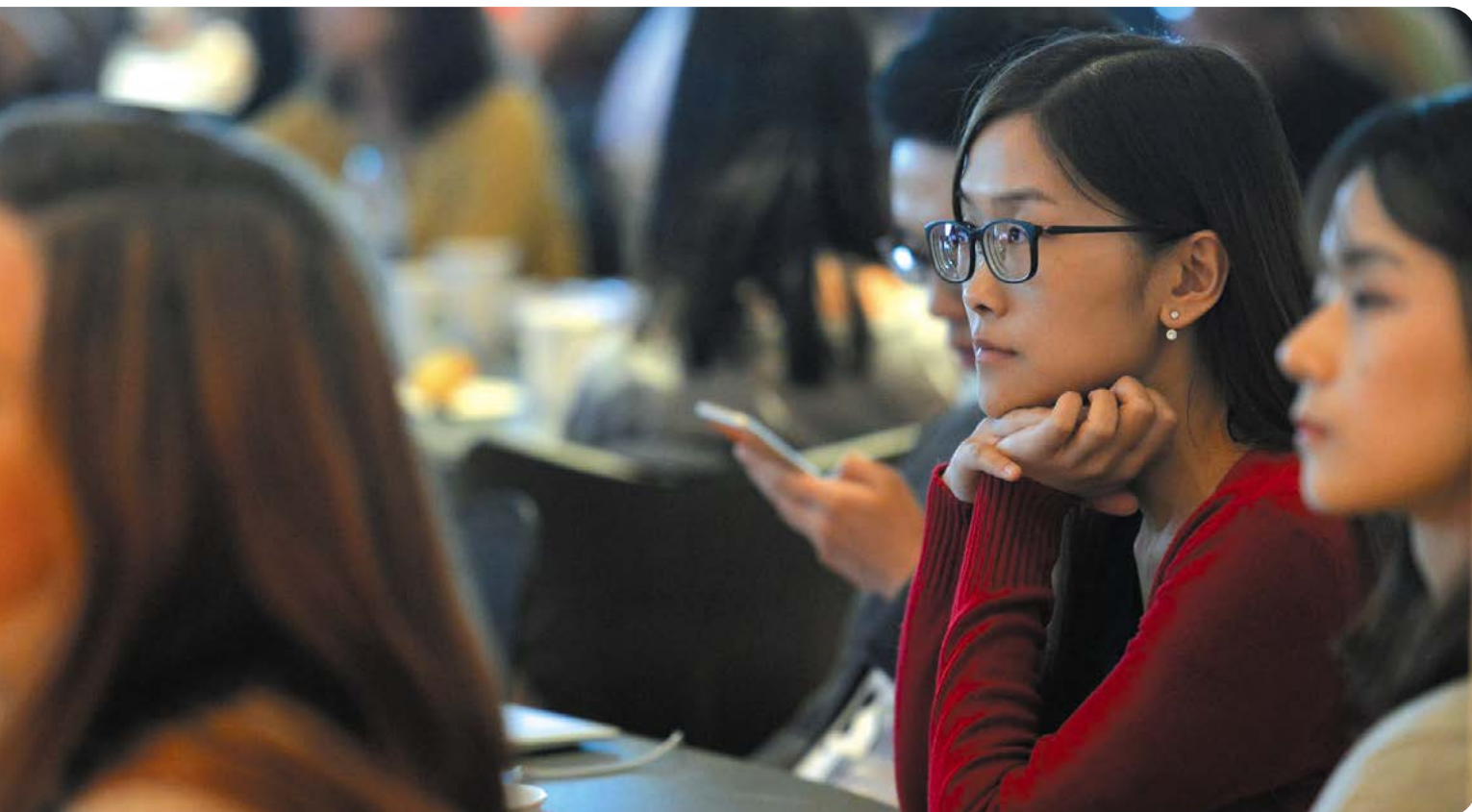
SMALL CHANGES MITIGATE THE IMPACT OF CLIMATE CHANGE ON AT-RISK SPECIES

Worldwide, flowering dates are changing because of the impacts of climate change, and they are also shifting insect-emergence dates. These phenomena, called phenological shifts, can lead to "a mismatch" between an organism and the availability of its resources. For example, some butterflies may emerge before their favorite flower has even started blooming. Pollinators in general, bees, wasps, moths, butterflies, flies, and beetles, are threatened by the numerous impacts of climate change. Simultaneously, resource mismatches are a burgeoning and important area of research.

Kelsey King, Northwest Climate Adaptation Science Center (NW CASC) Fellow at WSU Vancouver, investigates whether the phenological shifts that occur in butterfly and nectar communities will lead to an increase or decrease in resources for the Fender's blue butterfly. And, the likelihood of mismatches might be especially high for short-lived pollinators, such as the Fender's blue. Based on the estimated timing changes of the butterflies, and nectar plants, King evaluates nectar resources for the near future.

Supporting at-risk species with climate resilient floral communities is a project that focuses on the Fender's blue, *Icaricia icarioides fenderi*, a species protected under the Endangered Species Act that is endemic to the Willamette Valley in western Oregon. Fender's blue has been well-monitored since the 1990s, thanks in part to the work of King's advisor, Professor Cheryl Schultz and the WSU Vancouver Conservation Biology lab. Fender's blue populations are recovering in response to conservation actions; however, they may still be susceptible to resource mismatches given their short life span and sedentary tendencies.

To assess whether the Fender's blue will have high-quality nectar habitat amid climate change, the NW CASC project included partnerships with US Fish and Wildlife, the Institute of Applied Ecology, the Nature Conservancy, US Army Corps of Engineers, US Bureau of Land Management, Benton County Natural Areas and Parks, Yamhill County Soil and Water Conservation District, and Heritage Seeds.

Along with land managers, King developed updates to a "nectar calculator" to incorporate climate-based shifts in nectar phenology. The nectar calculator is designed to evaluate individual patches of Fender's blue habitat to ensure the butterfly has access to sufficient resources. The updated nectar calculator enables land managers to proactively manage nectar resources by seeding plants to provide nectar for the next 30 years, instead of seeding plants that may not match phenology of the Fender's blue.

In addition, King conducts site evaluations of closely related blues (other subspecies in the same species but just as complex as Fender's blue) and their nectar resources in western Washington and Oregon, to assess the potential impact of climate change.

Kelsey King, NW CASC Fellow, WSU Vancouver

"We investigated whether climate change-induced phenological shifts, or changes in the timing of life history events (e.g., flowering time or butterfly emergence), would lead to changes in nectar habitat quality," King said. "Specifically, we assessed whether current abundances of nectar species would meet the high-quality habitat guidelines from Fender's blue recovery criteria with phenological shifts projected to 2035. We found that four of the five sites classified as 'high' nectar across Fender's blue flight in 2021 will have at least one period of flight with 'low' nectar resources in 2035."

Next, land managers and researchers will collaborate to make plans that incorporate these findings to maintain nectar habitat quality before the quality declines. This project represents the first-time climate change planning will be incorporated into Fender's blue management, which will lead to investing management resources more efficiently to benefit Fender's blue for the future.

"Our results," King said, "may be expanded to consider how we can minimize the impact of climate change, especially for related butterflies and local pollinators. Finally, this research shows that through small changes in management actions, we can mitigate the impacts of climate change on at-risk species." ❚

A BEAR IN YOUR SIGHT IS WORTH TWO IN THE BUSH

If you've ever hiked in the wilderness and seen a large object nearby, you may have asked yourself, "Was that a bear? Or a bush?" To **Cullen Anderson**, graduate student in natural resource sciences at WSU, the question is an important component of his research. Anderson studies how black bear sightings reported by visitors in North Cascades National Park in Washington state might provide important information for park management decision-making.

For example, although the park's lower elevation areas are currently forested and moist, climate change is causing these areas to become hotter and drier. Affected wildlife, such as black bears, need to adjust for this by moving to higher elevations in the surrounding mountains to find resources and evade the increasingly hot temperatures. This movement, however, poses potential issues in wildlife conservation efforts, i.e., the reintroduction of brown bears whose high elevation habitats may become increasingly occupied by black bears. Because longer summers provide a longer period for hikers in the high country, there are greater chances for hiker–black bear encounters, and this alone can present complications for recreation management.

WSU Pullman graduate student in natural resource sciences, Cullen Anderson, holds a bear decoy at North Cascades National Park.

Anderson's graduate advisor, Jeff Manning, assistant professor in WSU's School of the Environment, initiated this research with Jason Ransom of North Cascades National Park when they identified the topic as a research priority for bear conservation as well as the park. Manning's interest in this topic led to his funding the first year of this research through his WSU Quantitative Wildlife Ecology and Conservation (QWEC) Lab; he also later received competitive grants from USDA McIntire-Stennis and the Seattle City Light programs. Anderson joined this study after showing interest in forming his master's thesis around climate change and how it could affect park management. The School of the Environment provided teaching assistantships for Anderson, and the agency provided logistical support, advice, and resources, which included decades of bear-sighting data.

Cullen's fascination with wildlife conservation began when he was a child. "I wanted to be a biologist," he said. "When I was 5, I met Jeff Corwin, host of the Jeff Corwin Experience on Animal Planet. He was my hero. My mother was a journalist writing a story about him. She knew she couldn't go without bringing me."

As Anderson came of age, his interest in wildlife flourished. "When I started touring colleges back in high school," he said, "I realized my wildlife and conservation interests were constant. I haven't looked back since!"

Anderson applied to the WSU graduate school after discovering Manning's advertisement for a master of science position in large mammal research in the QWEC Lab. In addition to the financial support from his advisor, Anderson received funding from WSU's Natural Resource Conservation Endowment Fund and the Francis Rush Bradley Excellence Fund. Perhaps, the internship that his advisor arranged for him at the Kenai National Wildlife Refuge in Soldotna, Alaska, where Anderson learned about black bears, brown bears, and climate change conditions in the north, helped develop his insights into his current research.

His method of analyzing and correcting the data includes setting up black bear-like decoys. Visitors are unaware the decoys have been placed ahead of time. After the hike, the researchers ask the visitors if they had seen the black bear decoy.

During his first field collection effort, Anderson learned that many visitors had walked right past the decoys in plain sight. These preliminary observations aligned with the expectation that reports of wildlife sightings understate the true number of sightings. Anderson said that he would have been surprised if a large majority of people spotted the decoys, especially the ones placed about 100 feet off-trail. "People who missed the decoys were usually surprised," he said. "They'd walk back down the trail to see if they could spot them." Anderson also said that he'd not anticipated the sense of satisfaction families expressed from these learning opportunities.

And although Anderson's not sure yet what to focus on for his doctoral degree, he's interested in continental scale conservation that accounts for shifting climate envelopes, i.e., climate conditions that are suitable for different species.

Career-wise, Anderson wants to secure a position in research or management at a nonprofit organization or government agency. He wants to be involved in the decision-making processes, which will create a lasting impact on the protection of species affected by climate change. "Conservation only happens through policy making," he said. "I'm interested in understanding the process of policy making, so I can conduct life-changing research and support meaningful science." ▌

ACADEMIC EXCELLENCE

SCHOLARSHIPS AND FUNDING

For the 2020–21 academic years, we provided the following:

- 30 students received $50,000 in scholarships.

- 47 ARCS Fellows received $237,500 in scholarships.

- 9 graduate students (at right) are supported by the prestigious Graduate Research Fellows Program (GRFP) from the National Science Foundation.

The Graduate Research Fellows Program recognizes and supports outstanding graduate students pursuing research-based master's and doctoral degrees at accredited U.S. institutions. The five-year fellowship includes three years of financial support including an annual stipend and a cost-of-education allowance. The GRFP is the oldest graduate fellowship of its kind and has a long history of selecting recipients who achieve high levels of success in their academic and professional careers. ▊

FELLOW NAME	FIELD OF STUDY
Jordan Barr	Engineering—Civil Engineering
Marcus Beer	Life Sciences—Evolutionary Biology
Kara Lee Brown	Psychology—Social/Affective Neuroscience
Julianna Brutman	Life Sciences—Neurosciences
Evan Verry Craine	Life Sciences—Physiology
Rebeka Gaxiola	Life Sciences—Ecology
Kimberlee Hughes	Engineering—Civil Engineering
Alex Robert Thompson	Life Sciences—Ecology
Jacob Woodbury	STEM Education and Learning Research Science Education

2021 FACULTY MENTOR ACADEMY AWARD

The Graduate Mentor Academy is a group of faculty who have volunteered to assist students during the most challenging aspects of their program, including preliminary examinations and defenses. The Graduate School established the Graduate Mentor Academy to provide students an unbiased and supportive presence during exams and defenses—someone to ensure that university policies and procedures are followed and correct protocol is observed. For example, Mentor Academy faculty will collect ballots, make sure that no committee member leaves during a defense, and assist in creating a comfortable test environment for the student.

Kris Johnson, Professor and Scientist in WSU's Department of Animal Sciences

❝ It is an incredible honor to have been chosen for the 2021 Faculty Mentor Academy Award. Imagine winning an award for the honor of meeting and working with some of the best faculty and student researchers across campus! The opportunity to make a graduate exam a bit less stressful for the student and their committee, hopefully, brings out the best in everyone involved in the process. I cannot count the number of times the student surpasses the expectations of the faculty during a second exam. A collateral benefit for me is the opportunity to learn about all of the incredible research conducted across this campus. Many times, I go back to my office with a new idea or new way of looking at a research problem I am trying to solve."
—Kris Johnson, Faculty Mentor Academy Award recipient

Johnson also served as the interim chair of the Department of Animal Sciences (2015-20), and earned the Purina Animal Nutrition Award for Teaching (2016) from the American Society of Animal Science. ▊

ACHIEVEMENT REWARDS FOR COLLEGE SCIENTISTS (ARCS)

ARCS® Foundation is a nationally recognized nonprofit 501(c)(3) organization started and run entirely by women who boost American leadership and aid advancement in science and technology. To address the country's need for new scientists and engineers, they provide unrestricted funding to help the country's brightest graduate and undergraduate students create new knowledge and innovative technologies.

ARCS sponsors talented, motivated American students at top US research universities, including Washington State University.

Nine out of 10 ARCS Scholars after they graduate work in their sponsored fields - creating knowledge, developing technologies, launching start-up companies, inspiring youth.

The ARCS 15 chapters build industry partnerships to support research important to their own communities.

In 1999, WSU partnered with the Seattle Chapter ARCS Foundation to provide highly competitive scholarships to recruit the brightest scholars in STEM fields to WSU and empower these scholars to pursue excellence in scientific and technological innovation. Since the partnership, ARCS has supported over 200 WSU doctoral students, and currently funds 37 students from the College of Agriculture, Human, and Natural Resource Sciences; College of 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 the time and financial support needed to attend conferences and focus on research. ▮

RESEARCH ASSISTANTSHIP OF DIVERSE SCHOLARS (RADS) SPOTLIGHT

Angelo Brown PhD, 2021

Angelo Brown ('21) credits the positive experience he had in graduate school at Washington State University, where he gained plenty of relevant teaching, research, and service experience, with the smooth transition he made to assistant professor of criminology at Arkansas State University.

During his time as a teaching assistant at WSU, Brown taught Comparative Criminal Justice Systems, Crime Control Policies, and Realizing Justice in a Multicultural Society, to name a few. He speaks very highly of the WSU Research Assistantship of Diverse Scholars (RADS) program, of which he was a member. "RADS was an important part of my PhD student life," Brown said. "Raymond Herrera was always very supportive and helped motivate and encourage us to believe in ourselves." Dr. Raymond Herrera is associate dean of the

Graduate School and principal investigator/director of the McNair Scholars Program.

Attending college and graduate school was not necessarily what Brown had expected out of life. "I had never really imagined earning a PhD as a first-generation college student," he said. "I'd never known anyone who went down that career path. I often felt I could not relate to other students in my cohort, other than the one other RADS student I knew. RADS gave me the opportunity to meet other students outside my department who also came from disadvantaged backgrounds, which can be rare in PhD programs.

"The WSU faculty treated me like I belonged there," Brown added. "They supported me and were helpful when I reached out. They included me in research opportunities and conferences, and I even had a place to go for Thanksgiving, the home of David Makin, WSU associate professor of criminal justice and criminology."

In addition to the RADS program, Brown came into his own regarding his mission in life. "Finishing my classes, and focusing on my research and dissertation were great experiences," he said, "especially because I was able to hone in on United Nations policing, a subject I always wanted to learn more about. Research and teaching are my passion. And I want to help improve policies, practices, and the knowledge of the criminal justice system, especially policing."

(RADS) SPOTLIGHT CONTINUED

Today, Brown teaches Police and Society, Social Justice, and Introduction to Criminal Justice at Arkansas State and is prepping for his first graduate-level class. "I truly have great colleagues here," he said, "including three other criminologists in the department who have accepted me with open arms."

Brown also started a research project with assistance from local sheriffs and has made great connections with students, especially African American students who make up the second-largest ethnic group. "I have really enjoyed the new culture and different, but very

respectful, discussions here," he said. "I can already tell one month in, the students are developing their critical skills, questioning some of their prior beliefs."

In addition to serving as chair on a thesis committee for "Incarcerated Youth with Mental Health Disorders," Brown has also been involved in the curriculum committee, safety committee, and recruitment committee, and is the department's library liaison. He said, "All of these have helped me learn new skills and gain experience. ▍

APPLICATIONS, ADMISSIONS, AND ENROLLMENT

Academic Year[1]	CAMPUS	APPLICATIONS	ADMISSIONS	NEW ENROLLMENT	TOTAL ENROLLMENT	PERCENT MINORITIES[2]
Fall 2020 and Spring 2021	Pullman	3636	1004	522	2034	21%
	Spokane	373	173	125	283	12%
	Tri-Cities	122	71	56	167	36%
	Vancouver	348	194	137	302	20%
	Global Campus	390	273	193	361	30%
	Total	**4869**	**1715**	**1033**	**3147**	
Fall 2019 and Spring 2020	Pullman	3607	973	569	2160	17%
	Spokane	458	179	137	292	18%
	Tri-Cities	117	73	61	198	33%
	Vancouver	307	161	123	375	20%
	Global Campus	391	292	200	341	28%
	Total	**4880**	**1678**	**1090**	**3366**	
Fall 2018 and Spring 2019	Pullman	4002	1077	595	2180	15%
	Spokane	523	207	148	289	23%
	Tri-Cities	153	79	69	195	33%
	Vancouver	367	192	145	347	16%
	Global Campus	328	257	190	361	25%
	Total	**5373**	**1812**	**1147**	**3372**	
Fall 2017 and Spring 2018	Pullman	3963	1080	641	2178	16%
	Spokane	555	217	154	298	16%
	Tri-Cities	161	89	66	191	16%
	Vancouver	357	221	161	344	22%
	Global Campus	387	299	221	371	23%
	Total	**5423**	**1812**	**1243**	**3382**	

Sources:
MyWSU and Institutional Research Quick Facts

[1] Data reflect totals over academic year and summer semester. A small number of students may apply, receive admission offers, and enroll in more than one program. Global campus data do not reflect MBA students.

[2] Minorities include American Indian or Alaska Native, Asian, Black or African American, Hispanic of any race, Native Hawaiian or Pacific, and two or more races. These percentages do include MBA students.

| Fiscal Year	DEGREE	2017-2018	2018-2019	2019-2020	2020-2021
Degrees Conferred	Doctoral	336	312	356	316
	Master's	610	670	685	625
	Certificate	87	123	95	121
Source: MyWSU	**Total***	**1047**	**1081**	**1167**	**1062**

*some totals include minors

ENROLLMENT AND DEGREES CONFERRED

DOCTORAL PROGRAMS 2020

	NEW ENROLLMENT FALL 2020	TOTAL ENROLLMENT FALL 2020	DEGREES CONFERRED FY 2020
Agricultural Economics, PhD	3	8	0
American Studies, PhD	5	12	1
Animal Sciences, PhD	3	8	1
Anthropology, PhD	2	40	6
Biological and Ag Engineering, PhD	1	56	23
Biology, PhD (formerly Zoology)	4	37	2
Botany, PhD (now Plant Biology)	0	5	0
Business Administration, PhD	8	55	16
Chemical Engineering, PhD	5	41	12
Chemistry, PhD	7	65	10
Civil Engineering, PhD	6	41	9
Clinical and Translational Sciences, PhD	0	2	1
Communication, PhD	1	18	3
Computer Science, PhD	7	47	12
Counseling Psych, PhD (inactive)	0	5	4
Criminal Justice & Criminology, PhD	2	20	6
Crop Science, PhD	2	26	2
Cultural Studies and Social Thought in Education, PhD (formerly T&L)	7	20	7
Economics, PhD	11	72	11
Educational Leadership, Ed.D., PhD	15	62	6
Educational Psychology, PhD	2	16	1
Electrical and Computer Engineering, PhD (formerly Electrical Engineering)	4	56	20
Engineering Science, PhD	2	16	5
English, PhD	2	22	4
Entomology, PhD	4	13	3
Environ. & Natural Res Sci, PhD	6	33	7
Food Science, PhD	1	22	2
Geology, PhD	2	13	3
History, PhD	1	15	5
Horticulture, PhD	2	22	5
Individual Interdisciplinary, PhD	0	9	0
Language, Literacy, and Technology, PhD (formerly T&L)	3	31	6
Materials Sci and Engineering, PhD	8	53	9

	NEW ENROLLMENT FALL 2020	TOTAL ENROLLMENT FALL 2020	DEGREES CONFERRED FY 2020
Mathematics, PhD	6	56	10
Mathematics and Science Education, PhD (formerly T&L)	8	27	2
Mechanical Engineering, PhD	9	53	15
Molecular Biosciences, PhD	10	38	3
Molecular Plant Sciences, PhD	7	47	7
Neuroscience, PhD	5	28	5
Nursing, PhD	3	15	2
Nursing Practice, DNP	55	188	38
Nutrition and Exercise Physiology, PhD	0	5	0
Pharmaceutical Sciences, PhD	5	32	6
Physics, PhD	8	49	12
Plant Biology, PhD (formerly Botany)	0	8	0
Plant Pathology, PhD	0	13	2
Political Science, PhD	1	22	1
Prevention Science, PhD	10	31	5
Psychology, PhD	6	50	16
Sociology, PhD	6	39	6
Soil Science, PhD	2	9	2
Special Education, PhD (formerly T&L)	2	22	3
Statistical Science, PhD	4	11	0
Veterinary Science, PhD	11	45	4
Zoology, PhD (now Biology)	0	2	2
Grand Total	**284**	**1749**	**343**
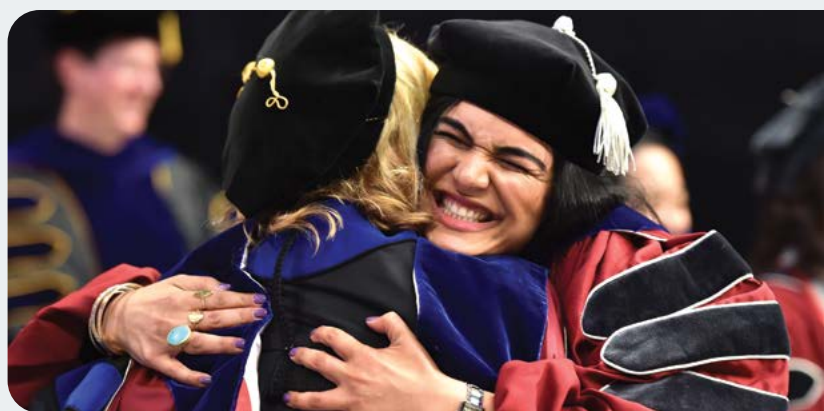
MASTER'S PROGRAMS 2020

	NEW ENROLLMENT FALL 2020	TOTAL ENROLLMENT FALL 2020	DEGREES CONFERRED FY 2020
Accounting, M.Acc.	0	0	2
Agriculture, MS	18	96	26
Animal Sciences, MS	4	8	3
Anthropology, MA	3	13	3
Apparel, Merchandising, and Textiles, MS (formerly MA program)	2	14	3
Applied Economics, MS (formerly MA program)	3	16	19
Architecture, M.Arch.	14	30	21
Biological and Ag Engineering, MS	0	6	2
Biology, MS (formerly zoology)	5	19	7
Chemical Engineering, MS	13	14	4
Chemistry, MS	1	1	10
Civil Engineering, MS	7	37	18
Clinical and Translational Sciences, MS	11	31	0
Communication, MA	4	7	4
Computer Engineering, MS	1	5	1
Computer Science, MS	10	77	48
Criminal Justice and Criminology, MA	6	9	5
Crop Science, MS	6	13	7
Curriculum and Instruction, EdM, MA (formerly T&L)	8	22	15
Diet, Nutr, and Exer Physiol, MS	16	38	15
Educational Leadership, EdM, MA	9	20	25
Educational Psychology, EdM, MA	12	20	14
Electrical Engineering, MS	5	39	23
Electrical Power Engineering, PSM	5	17	10
Eng. and Tech Management, METM	20	69	27
Engineering, MS	4	5	1
English, MA	4	12	8
Entomology, MS	5	14	4
Environmental Engineering, MS	2	9	11
Environmental Science, MS	5	18	12
Fine Arts, MFA	6	12	7
Food Science, MS	3	16	6
Geology, MS	3	9	0
Health Comm. and Promotion, MA	9	16	0

	NEW ENROLLMENT FALL 2020	TOTAL ENROLLMENT FALL 2020	DEGREES CONFERRED FY 2020
Hispanic Studies, MA (formerly Foreign Langs and Cultures)	0	0	2
History, MA	3	8	2
Horticulture, MS	5	15	9
Interior Design, MA	4	8	0
Language, Literacy, and Techn., EdM, MA	2	8	6
Literacy Education, EdM	0	0	1
Materials Science and Eng, MS	3	7	2
Mathematics, MS	1	17	15
Mechanical Engineering, MS	12	54	36
Molecular Biosciences, MS	2	7	0
Molecular Biosciences, PSM	7	19	5
Music, MA	9	16	9
Natural Resource Sciences, MS	3	11	3
Neuroscience, MS	0	1	0
Nursing, MN	9	30	12
Nutrition & Exercise Phys, MS	1	2	0
Pharmaceutical Sciences, MS	0	0	1
Physics, MS	1	10	0
Plant Biology, MS (formerly Botany)	2	10	2
Plant Pathology, MS	4	12	2
Political Science, MA	3	12	9
Prevention Science, MS	0	3	5
Psychology, MS	0	16	12
Public Affairs, MPA	1	4	4
Sociology, MA	0	10	3
Software Engineering, MS	4	5	1
Soil Science, MS	3	8	1
Special Education, EdM, MA	6	15	7
Speech and Hearing Sciences, MS	25	51	24
Sport Management, MA	5	20	13
Statistics, MS	1	15	12
Strategic Communication, MA	35	100	51
Teaching, MIT	57	87	106
Veterinary Science, MS	1	6	5
Grand Total	**433**	**1319**	**721**

WASHINGTON STATE UNIVERSITY
Graduate School