

2019-20 **WSU Graduate School**  
Annual Report

I  **BUGS**



Graduate School



# WSU GRADUATE SCHOOL

## 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 level of excellence in doctoral, master's, and certificate programs.

## CONTACT US

Washington State University Graduate School  
French Administration 324  
PO Box 641030  
Pullman, WA 99164-1030  
509-335-6424  
Email: [gradschool@wsu.edu](mailto:gradschool@wsu.edu)  
Web: [gradschool.wsu.edu](http://gradschool.wsu.edu)

Cover photo, ARCS Scholar **Megan Asche**, PhD Candidate in entomology, conducts research thanks in part to the James and Marilyn Oliver Hyde estate gift of \$1.4 million to support students in WSU's Department of Entomology. Read more: <https://news.wsu.edu/2018/05/18/1-4m-hyde-gift-to-wsu-entomology/>



## Graduate School

WASHINGTON STATE UNIVERSITY

## MISSION

The 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 all facets of 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.

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# MESSAGE FROM THE DEAN



The Graduate School leadership and staff work hard to promote graduate education and provide the support our students need to succeed at Washington State University. This year, to solve the many challenges associated with COVID-19, the staff have demonstrated their flexibility and willingness to adapt to support the graduate education enterprise. This report provides a snapshot of graduate education across the WSU system. We hope you find this information useful and inspirational.

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 well-being of the citizens of Washington state, the nation, and the world.

As dean of the Graduate School, I am consistently impressed and inspired by the accomplishments of our talented and skilled graduate students, and the awards that they earn. These successes reflect the high quality of students recruited to WSU who conduct research, pursue scholarship, and work collaboratively with WSU faculty mentors. Through the stories and statistics included in this annual report, we hope to demonstrate how the WSU Graduate School makes a positive impact on the local and global community.

If you have any questions or comments, feel free to reach out to me at [lmgloss@wsu.edu](mailto:lmgloss@wsu.edu).

Thank you,  
Lisa M. Gloss

A handwritten signature in blue ink, reading "L. 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. We work to accomplish the following:

- Advocate for graduate students, address issues, and advance constituencies 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 post-baccalaureate 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.
- Provide and 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 the intake of 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 to 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 academic programs across the University to promote hiring highly qualified faculty and to offer tuition waivers for spousal accommodations and exceptions to policy that enable new faculty to bring their current graduate students with them.

The Graduate School participates in new faculty orientation so that new hires gain an understanding of the practices and

policies of graduate education and available resources to support the mentoring and training of WSU graduate students.

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

- Solve budgetary issues in graduate education along with central administration and individual 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 that will help in recruitment and admissions processes.
- Develop partnerships with academic units to promote recruitment and retention. ■



# 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 identify areas of growth and gauge the program's effectiveness while encouraging them to further develop 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 reviews graduate educational policies, programs, and procedures. ■

## RECRUITMENT GOALS AND SUPPORT

The WSU Graduate School's recruiting efforts are directly in-line with WSU's strategic plan. By implementing strategies—email campaigns to prospective students, assistance to departments in developing individualized recruiting efforts, and representing WSU at research conferences like the Society for Chicanos/Hispanics and Native Americans in Science (SACNAS) and National McNair Scholars—the Graduate School promotes graduate education by recruiting high-achieving graduate students to WSU.

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. ■

## CUSTOMER RELATIONS MANAGEMENT (CRM) FOR RECRUITMENT EFFORTS

Since 2018, the Graduate School has helped programs in recruitment efforts via Slate, WSU's customer relations management (CRM) platform. Our communications team uses Slate to create prospective student HTML email campaigns that provide information and reports to prospective and current students, and other audiences.

Programs, including criminal justice and criminology, history, prevention science, sociology, and educational psychology, work with the WSU Graduate School to create the email campaigns. Most departments also use the National Name Exchange (NNE) and National McNair Scholars name lists provided by the Graduate School to contact potential applicants. Visit the **Recruitment Toolbox** website [gradschool.wsu.edu/recruitment-toolbox](https://gradschool.wsu.edu/recruitment-toolbox) for more information.

Our ability to help departments communicate to prospective students has improved greatly since we implemented Slate

system-wide. Slate's reporting tools enable our users to maintain records for each contact—from application and admission to graduation. ■





# PROFESSIONAL DEVELOPMENT INITIATIVE (PDI)

One overarching strategy of the WSU Graduate School includes increasing the number of doctoral graduates, a metric of the WSU Drive to 25 initiative, as well as improving and diversifying training opportunities for graduate students. The Professional Development Initiative (PDI) enhances the effectiveness of a doctoral education and prepares students for a broad range of successful careers while empowering the next generation to lead the world in innovative thinking.

The PDI was organized by the WSU Graduate School and Graduate and Professional Student Association (GPSA). The PDI provides workshops to help graduate students make the transition from the University to a successful career while maintaining personal well-being.

PDI core competencies include academic and career development, communication and collaboration, leadership and professionalism, and personal well-being, and are the guiding forces for the selection of workshop offerings throughout the academic year. ■





# EVENING OF EXCELLENCE

For the 2019/2020 academic year, the Graduate School provided the following scholarships:

- 47 students received \$54,650 in scholarships.
- 39 ARCS Fellows received \$232,500 in fellowships.
- 13 graduate students are supported by the prestigious Graduate Research Fellows Program from the NSF.

The Graduate School's Evening of Excellence publicly recognizes students, their faculty mentors, and the generous donors who contribute to graduate education in extraordinary ways.

Although COVID-19 kept us from holding the Evening of Excellence in person in the spring of 2020, there was no shortage of graduate students submitting highly competitive applications for the eight scholarships offered. **In the end, we awarded scholarships to the following students.** ■

Courtney Benjamin	Karl Krotke-Crandall
Qusay Bkour	Rebecca Lindsey
Maryam Davaritouchae	Ernesto Martinez
Gihan Edirisinghe	Rasool Mohebifard
Laura Ellyson	Amy Nusbaum
Bethany Fennell	Katie Reilly
Andrew Gillreath-Brown	Catherine Samida
Steven Hobaica	Tabitha Velasco
Davi Kallman	Shi (Steve) Xu
Gregory Keiser	

**Dr. Michael Neff**, professor in the Department of Crop and Soil Sciences and director of the molecular plant sciences graduate program, has served on the Mentor Academy since 2013 and provides student support during exams and defenses.

I am very honored to have received the 2020



Faculty Mentor Award! It was a

complete surprise...Of all the jobs of service I do for WSU, being a member of the Faculty Mentor Academy is by far the one I enjoy most.

Not only do I get to help a student and committee work through a challenging process, I learn about many aspects of research at WSU, from virology to Shakespeare...I enjoy seeing

students succeed during an important part of their professional development: communicating research to other scholars in their field. Also, it's always a great honor to witness a graduate student passing their defense after months of hard work." ■



Dr. Michael Neff





# FUNDING

## ACHIEVEMENT REWARDS FOR COLLEGE SCIENTISTS (ARCS)

In 2000, 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 began, 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 and 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 to attend conferences and focus on research. Learn more about ARCS at [gradschool.wsu.edu/achievement-rewards-for-college-scientists-arcs](https://gradschool.wsu.edu/achievement-rewards-for-college-scientists-arcs). ■

## ARCS STUDENT CONDUCTS RESEARCH ON TICK-BORNE DISEASES



After earning her bachelor's degree in microbiology from King Abdulaziz University, **Hanan Baggar** earned a Professional Accreditation Certificate in Medical Laboratory in Saudi Arabia. She then worked for two years in medical labs.

Following that work, Hanan came to WSU's College of Veterinary Medicine, where she researched *Babesia bovis*, a single-celled parasite found in cattle. Consequently, she developed a passion for vector-borne diseases.

Now, Hanan works on human and zoonotic diseases. Her master's research focuses on how pathogens enter tick cells to identify their molecular pathway. Her desired result is to gain a more robust understanding of tick-borne diseases to improve tick control methods.

Hanan's ARCS scholarship eased her transition into her doctoral program and helped provide a stable educational environment for her son. She works in Roberta O'Connor's lab, focusing on a compound discovered in the gills of wood-eating clams. The compound is *tartrolon E*, a byproduct of bacteria that helps shipworms digest the wood. This will help fight apicomplexans, parasites that readily develop drug resistance. *Cryptosporidium*, a waterborne zoonotic parasite, causes diarrhea in children, immunocompromised patients, and newborn animals.

After earning her doctorate, Hanan wants to research infectious diseases so she can increase her opportunities to develop and implement infectious disease control. Ultimately, she would like to work at a research institute where she can make a positive and lasting impact on public health. ■



# LEADERS

## RADS SPOTLIGHT



Tabitha Espina

On a trip to the Yakima Valley Museum, Guam native and WSU graduate **Tabitha Espina** ('20 PhD) perused the history exhibits and wondered, "Where are all the Filipinos?" While earning her doctoral degree at WSU Pullman, she read about the experiences of Yakima's Filipino Americans in Carlos Bulosan's classic 1943 memoir *America is in the Heart*.

Tabitha's question led her to a roundtable discussion

with the Yakima Valley Museum, Arts Washington, and Humanities Washington, where she served as a graduate fellow and explored ways to amplify Filipino-American narratives in the Pacific Northwest. Part of their solution included creating takeout, including adobo, rice noodles, and lumpia, from the Filipino-American Community Center in Wapato. They also invited a Filipina children's author to share her books with museum visitors.

Tabitha is fascinated with language and the power of words as well as their ability to shape identity and create a sense of belonging.

For her doctoral degree, Tabitha investigated identity politics among Filipinos, a subject that's academic and personal. "When I was seven, I came out with an album called *Island Girl*," she says. "But I'm Filipino, so throughout my life people have always wondered, 'How can you claim to be an island girl when you are not Chamorro, one of Guam's Indigenous people?'"

"At the time, I wasn't having very critical ideas about positionality or intersectionality. I just thought, well, 'Where do I belong?'" As she learned about the struggles of Chamorro people, Tabitha wanted to help. She is a founding member of Filipinos for Guahan—a group dedicated to decolonization and justice for Guam's Indigenous people.

Now, she's an assistant professor of rhetoric and composition at Eastern Oregon University.

In addition to teaching and research, Tabitha has a heart for service. "I just want to continue to serve," Tabitha says. "Serve the communities wherever I am and the community I call home in the Pacific."

"A Heart for Service"—parts of this article, written by Rachel Webber, were published in *Washington State Magazine*, Winter 2020. ■





# SERVICE TO PROGRAMS

## GRADUATE SCHOOL PLACEMENT DATA PROJECT

The Graduate School has collected more than 12,500 placement data records that document the employment opportunities, employers, industries, and career pathways of graduate students who have earned a WSU doctoral or master's degree since 1993.

The placement data are coded using geographic information and taxonomies from the U.S. Bureau of Labor Statistics, U.S. Census Bureau, and National Science Foundation. **Below are key findings from the placement data project:**

- WSU doctoral graduates (>95%) appear on sites such as LinkedIn and internet searches. WSU master's graduates appear less (~70%).
- Nearly 70% of WSU graduate students have a LinkedIn page that includes relevant information about their work experience, education, volunteer experience, skills and endorsements, and location.
- The top five current occupations for WSU doctoral graduates are biological science teachers (postsecondary), business teachers (postsecondary), soil and plant scientists, education administrators (elementary and secondary education), and engineering teachers (postsecondary).
- Approximately 41% of WSU doctoral graduates are employed in colleges, universities, and professional schools, followed by 14% in research and development in the physical, engineering, and life sciences (except biotechnology); 6% in the administration of education programs; 5% in research and development in biotechnology; and 4% in junior colleges.
- Approximately 87% of WSU doctoral graduates are employed in the United States, followed by 2% in Canada, and ~1% each in China, South Korea, and Jordan (plus smaller percentages in other countries). ■





# STUDENT SPOTLIGHT: PHD CANDIDATE RESEARCHES LANGUAGE AND TECHNOLOGY TO HELP OTHERS

**José Riera**, PhD candidate in WSU's College of Education, develops computer applications to help foreign language learners, immigrants, and individuals with communicative disabilities to improve pronunciation skills. According to José, there are 1 billion foreign language learners, 275 million immigrants, and 550 million individuals with communicative disabilities worldwide. José hopes this research will make a notable impact on the language-learning world.

One of the main challenges for second language learners is understanding and articulating unfamiliar new sounds in their target language. José believes by providing learners with significant auditory and visual cues, we can help support and enhance their pronunciation.

José chose WSU because the College of Education enabled him to integrate his interest in technology and languages in teaching, and because by attending WSU, he could be closer to his daughters, Natalia and Marilyn. He's building a Cougar legacy; his daughter Natalia is a junior in the WSU Edward R. Murrow College of Communication. Go Cougs!

In José's first semester at WSU, he presented his research proposal, which focused on using facial recognition technology to teach phonetics. This research was developed in collaboration with Howard Davis, Mark Vandam, Don McMahon, and Professor Takeshi Saitoh of the Kyushu Institute of Technology. José's proposal was selected as the overall winner of the WSU's Research Week Travel Grant Competition.

José was inspired by his immigrant students when he was an ESL instructor at the Pleasanton Public Library, and from his colleagues with disabilities at the Center for Independent Living in Oakland, California. His research relies on the language-learning theoretical frameworks proposed by linguistic scholars, such as **Stephen Krashen**, **Tracy Derwing**, and **Olusola Adesope**. José's research has already earned him significant recognition, including nine research and academic awards from notable organizations, including Facebook, The Seattle Times, and the Brain Injury Association of Washington.

José is a cofounder of a virtual support group called e-Togetherness, created at the outset of COVID-19. The group's goal is to connect masters, doctorate, and professional students during these isolated times. José is also a member of WSU's Disabled



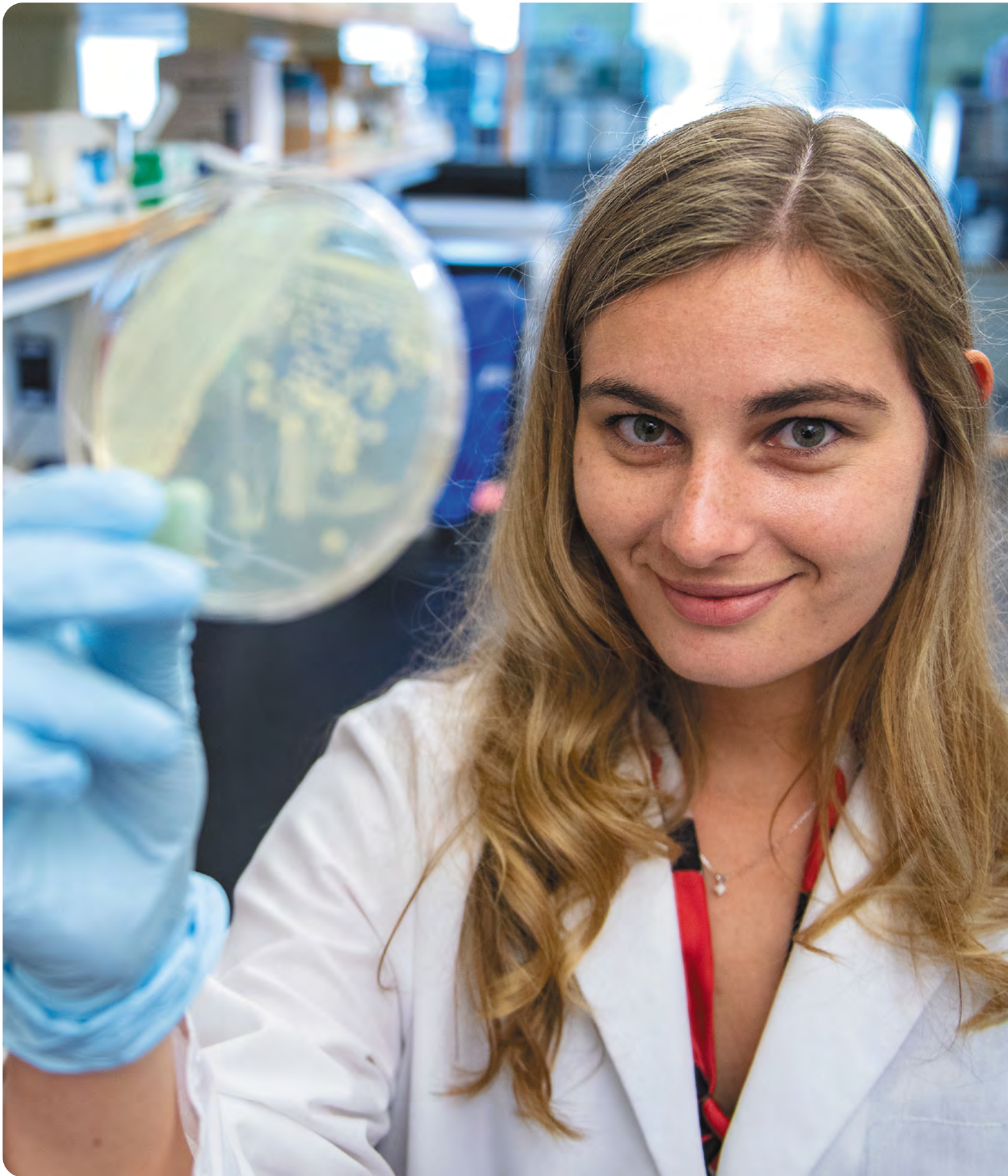
José Riera, PhD Candidate in the College of Education, WSU Pullman

Students and Allies Club. "I know firsthand," he said, "how motivated we are to belong in our society, and I saw how my research could facilitate that process."

In fall 2020, José coauthored a meta-analysis of computer-assisted pronunciation technology (CAPT) applications in second language instruction with **Dr. Olusola Adesope** and **Oluwafemi Johnson**. One of their key findings showed that CAPT was very effective when used to practice the pronunciation of targeted sounds in a second language that may not exist in the learner's native tongue. Their conclusions will help language teachers and software developers understand how to use CAPT applications more effectively.

After earning his doctoral degree, José will pursue faculty positions in higher education at universities that share his passion for promoting the social advancement of underserved diverse communities. ■







# APPLICATIONS, ADMISSIONS, AND ENROLLMENT

Academic Year	CAMPUS	APPLICATIONS	ADMISSIONS	NEW ENROLLMENT	TOTAL ENROLLMENT	% OF MINORITY STUDENTS
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	391	292	200	341	28%
	<b>Total</b>	<b>4880</b>	<b>1678</b>	<b>1090</b>	<b>3366</b>	
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	328	257	190	361	25%
	<b>Total</b>	<b>5373</b>	<b>1812</b>	<b>1147</b>	<b>3372</b>	
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	387	299	221	371	23%
	<b>Total</b>	<b>5423</b>	<b>1812</b>	<b>1243</b>	<b>3382</b>	

Source:  
MyWSU and  
Quick Facts

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

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.

Percents include MBA students.

Fiscal Year	DEGREE	2017-2018	2018-2019	2019-2020
Degrees Conferred	Doctoral	336	312	356
	Master's	610	670	685
	<b>Total</b>	<b>946</b>	<b>982</b>	<b>1041</b>

Source: MyWSU





# ENROLLMENT AND DEGREES CONFERRED

## DOCTORAL PROGRAMS 2019

	NEW ENROLLMENT FALL 2019	TOTAL ENROLLMENT FALL 2019	DEGREES CONFERRED FY 2019
Agricultural Economics, PhD	4	6	0
American Studies, PhD	7	10	4
Animal Sciences, PhD	2	7	1
Anthropology, PhD	4	47	4
Biological and Ag Engineering, PhD	8	75	3
Biology, PhD (formerly Zoology)	5	35	2
Botany, PhD (now Plant Biology)	0	5	0
Business Administration, PhD	8	64	10
Chemical Engineering, PhD	7	48	6
Chemistry, PhD	17	77	11
Civil Engineering, PhD	4	45	7
Communication, PhD	2	18	6
Computer Science, PhD	4	55	14
Counseling Psych, PhD (inactive)	0	9	6
Criminal Justice & Criminology, PhD	4	25	8
Crop Science, PhD	3	22	7
Cultural Studies and Social Thought in Education, PhD (formerly T&L)	2	22	3
Economics, PhD	8	71	15
Educational Leadership, Ed.D., PhD	13	58	9
Educational Psychology, PhD	1	14	2
Electrical and Computer Engineering, PhD (formerly Electrical Engineering)	7	73	12
Engineering Science, PhD	3	18	9
English, PhD	5	24	1
Entomology, PhD	2	11	5
Environ. & Natural Res Sci, PhD	4	38	5
Food Science, PhD	3	17	3
Geology, PhD	2	13	2
History, PhD	5	16	2
Horticulture, PhD	4	25	3
Individual Interdisciplinary, PhD	0	10	2
Language, Literacy, and Technology, PhD (formerly T&L)	11	34	8
Materials Sci and Engineering, PhD	8	55	9
Mathematics, PhD	11	64	9

	NEW ENROLLMENT FALL 2019	TOTAL ENROLLMENT FALL 2019	DEGREES CONFERRED FY 2019
Mathematics and Science Education, PhD (formerly T&L)	4	24	3
Mechanical Engineering, PhD	9	63	10
Molecular Biosciences, PhD	9	31	6
Molecular Plant Sciences, PhD	8	53	6
Neuroscience, PhD	8	29	1
Nursing, PhD	4	23	5
Nursing Practice, DNP	54	172	43
Nutrition and Exercise Physiology, PhD	6	6	0
Pharmaceutical Sciences, PhD	11	35	5
Physics, PhD	14	53	5
Plant Biology, PhD (formerly Botany)	0	7	0
Plant Pathology, PhD	0	15	7
Political Science, PhD	8	25	4
Prevention Science, PhD	7	27	3
Psychology, PhD	16	63	4
Sociology, PhD	9	36	6
Soil Science, PhD	0	9	2
Special Education, PhD (formerly T&L)	5	22	3
Statistical Science, PhD	3	12	1
Veterinary Science, PhD	7	47	8
Zoology, PhD (now Biology)	0	4	2
<b>Grand Total</b>	<b>350</b>	<b>1867</b>	<b>312</b>





# MASTER'S PROGRAMS 2019

	NEW ENROLLMENT FALL 2019	TOTAL ENROLLMENT FALL 2019	DEGREES CONFERRED FY 2019
Accounting, M.Acc.	0	1	13
Agriculture, MS	24	95	29
Animal Sciences, MS	4	6	6
Anthropology, MA	3	9	12
Apparel, Merchandising, and Textiles, MS (formerly MA program)	2	15	6
Applied Economics, MS (formerly MA program)	10	34	10
Architecture, M.Arch.	20	34	25
Biological and Ag Engineering, MS	4	7	6
Biology, MS (formerly zoology)	6	24	5
Chemical Engineering, MS	0	5	5
Chemistry, MS	0	4	11
Civil Engineering, MS	23	42	17
Communication, MA	3	7	3
Computer Engineering, MS	1	2	0
Computer Science, MS	12	101	26
Criminal Justice and Criminology, MA	3	10	9
Crop Science, MS	3	11	11
Curriculum and Instruction, EdM, MA (formerly T&L)	8	25	11
Diet, Nutr. and Exer Physiol, MS	21	37	18
Educational Leadership, EdM, MA	4	35	18
Educational Psychology, EdM, MA	2	17	4
Electrical Engineering, MS	17	49	21
Electrical Power Engineering, PSM	4	25	9
Eng. and Tech Management, METM	21	67	22
Engineering, MS	1	1	3
English, MA	9	16	6
Entomology, MS	7	13	2
Environmental Engineering, MS	7	19	3
Environmental Science, MS	6	23	17
Fine Arts, MFA	7	14	7
Food Science, MS	10	22	8
Foreign Langs. and Cultures, MA (now Hispanic Studies)	0	0	5
Geology, MS	1	7	3
Health Comm. and Promotion, MA	3	3	0

	NEW ENROLLMENT FALL 2019	TOTAL ENROLLMENT FALL 2019	DEGREES CONFERRED FY 2019
Health Policy and Admin, MHPA	0	0	15
Hispanic Studies, MA (formerly Foreign Langs and Cultures)	0	3	0
History, MA	5	9	7
Horticulture, MS	3	15	2
Human Development, MA	0	0	1
Interior Design, MA	1	3	5
Language, Literacy, and Techn., EdM, MA	2	9	6
Materials Science and Eng, MS	0	3	3
Mathematics, MS	3	22	9
Mechanical Engineering, MS	17	71	18
Molecular Biosciences, MS	4	7	1
Molecular Biosciences, PSM	7	16	7
Music, MA	6	15	7
Natural Resource Sciences, MS	4	10	6
Neuroscience, MS	1	1	0
Nursing, MN	6	27	13
Nutrition & Exercise Phys, MS	1	1	0
Pharmaceutical Sciences, MS	0	1	1
Physics, MS	3	8	3
Plant Biology, MS (formerly Botany)	2	8	2
Plant Pathology, MS	4	10	1
Political Science, MA	2	13	4
Prevention Science, MS	0	7	4
Psychology, MS	0	17	10
Public Affairs, MPA	0	8	6
Sociology, MA	0	7	6
Software Engineering, MS	0	2	0
Soil Science, MS	3	6	2
Special Education, EdM, MA	3	14	5
Speech and Hearing Sciences, MS	25	50	24
Sport Management, MA	14	32	10
Statistics, MS	1	18	11
Strategic Communication, MA	28	98	53
Teaching, MIT	77	140	68
Veterinary Science, MS	10	32	9
<b>Grand Total</b>	<b>478</b>	<b>1463</b>	<b>670</b>





**GRADUATE SCHOOL**

Washington State University

French Administration 324

PO Box 641030

Pullman, WA 99164-1030

509-335-6424

[gradschool@wsu.edu](mailto:gradschool@wsu.edu)

[gradschool.wsu.edu](http://gradschool.wsu.edu)



Graduate School

WASHINGTON STATE UNIVERSITY