# ANNUAL REPORT 2021

School of Graduate Studies
UtahStateUniversity

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USU School of Graduate Studies Annual Report Academic Year (AY) 2020-2021.

Last updated: January 2022

# EXECUTIVE SUMMARY

The 2020-2021 academic year began in the throes of the COVID-19 pandemic. As a result, much of this report will capture the effects COVID-19 had on graduate education and the actions the School of Graduate Studies took to support students in their educational journey. Of special note—and also included in this report—is the extra care SGS took to support the overall well-being of graduate students as they navigated that challenging time. In particular, wellness surveys carried out by SGS suggested that many graduate students were struggling with mental health problems. As a result, the School of Graduate Studies sent numerous emails highlighting available mental health resources, conducted town hall meetings to give students the opportunity to ask questions of leadership and Counseling and Psychological Services (CAPS) professionals, and worked with the Provost, the Emma Eccles Jones College of Education and Human Services, and the Vice President for Student Services to add a counseling psychologist to CAPS.

Because of COVID-19, this academic report will look different than previous years. For example, graduate enrollment numbers were affected, almost all events were cancelled, new policies were created and old policies were modified to adjust to the newfound challenges, and new projects arose due to the circumstances of COVID-19 that are worth noting in this document.

However, despite the unexpected circumstances, the School of Graduate Studies still made significant progress on its goals for the 2020-2021 academic year:

1. Provide graduate students with ample access to mental health resources.
2. Secure new graduate student health insurance.
3. Improve communications.
4. Evaluate and streamline graduate student processes.
5. Improve graduate student recruitment.

In conclusion, this report will cover a variety of both familiar and new topics related to the graduate school. It will provide both a summary and exposition of the events, work, and progress the School of Graduate Studies made in the 2020-2021 academic year.

# ABOUT SGS

## Mission and Values

The School of Graduate Studies serves as the central administrative body that promotes, supports, and reviews graduate education at Utah State University to ensure consistency and excellence in all graduate degree programs. The School of Graduate Studies works closely and cooperatively with the central administration, the Graduate Council, the Graduate Student Council, and academic colleges and departments to provide the best possible intellectual and physical environment for graduate student education.

The School of Graduate Studies believes in and abides by six values that guide all administrative decisions:

### SERVICE

The School of Graduate Studies provides administrative, financial, and professional support for graduate programs and graduate students in all disciplines and on all USU campuses.

### INTEGRITY

Scholarship and training should be conducted with the highest ethical and regulatory standards. This is particularly important in graduate programs, as they prepare students to serve in professional and leadership roles.

### INDIVIDUAL CAPACITY DEVELOPMENT

Faculty, graduate students, and staff should continue to learn how best to conduct research and scholarly activities, to mentor others, and to support graduate education.

### STUDENT ENGAGEMENT

Students will have better educational experiences, leading to better outcomes, if they are fully engaged in their graduate programs, and in their professional, university, and civic communities.

### DIVERSITY, INCLUSION, & ACCESSIBILITY

A diversity of experiences and approaches can strengthen learning and problem solving. The diversity of our graduate students is enhanced by including, and ensuring accessibility to, students from a broad range of backgrounds, experiences, and approaches to problem solving.

### TRANSPARENCY

As a public institution, all USU stakeholders, including students, faculty, staff, and the public, should have access to a clear understanding of Graduate School functions and operations.

# Staff

As of December 2021, the School of Graduate Studies staff consisted of nine, benefit-eligible employees:

### Richard Cutler

Interim Vice Provost of Graduate Studies

### Erika Beckstrand

Thesis and Dissertation Reviewer
Thesis/dissertation review; graduate student travel; TA training

### Nick Berg

Assistant to the Interim Vice Provost
Office management; student connections; meeting minutes; main SGS email and phone; department and project collaboration

### Landon Corbridge

Business Manager
Budgeting; EPAF review; graduate tuition pool; tuition waivers

### Kristina Frazier

Coordinator of Programs
Front desk; student tracking; degree transfer forms

### Carly Hunter

Admissions Counselor
Admission and application processing

### Gary Lindeburg

Admissions Counselor
Admission and application processing

### Megan Murdock

Graduate Registrar
Graduate registrar; degree checks; programs of study; leaves of absence

### Elisa Walker

Marketer
Marketing and communications; strategy; recruitment; website maintenance

In addition to these full-time staff, the School of Graduate Studies employs several hourly workers to assist with transcript processing and marketing and communications.

# 2020-2021 TIMELINE

**July 2020**

Vice Provost Janis Boettinger served as acting Vice Provost of Graduate Studies.
Landon Corbridge joined the SGS team as a business manager.

**August 2020**

Richard Cutler assumed his role as Interim Vice Provost of Graduate Studies.
The first Graduate Program Coordinator (GPC) meeting was held.
Fall Semester 2020 began.
The School of Graduate Studies hosted the first Town Hall Q&A session through Zoom to answer graduate student questions regarding the upcoming semester.
An online orientation course was created and distributed to new students (see page 13).

**September 2020**

The SGS marketing and communications team created a new Instagram page for the school.

**October 2020**

The second Town Hall Q&A session was hosted to answer students' questions and concerns amid the pandemic regarding mental health.
The third Graduate Student Check-In Survey was distributed (see page 10).
RFP for graduate student health insurance was released.

**November/December 2020**

After Thanksgiving break, all classes were delivered remotely through the remainder of fall semester.
Carly Hunter joined the SGS team as an admissions officer.

**January 2021**

Spring Semester 2021 began.

**February/March 2021**

Evaluation of proposals for graduate student health insurance were completed.
USU solicited requests for federal Coronavirus Aid, Relief, and Economic Security (CARES) funding to support graduate students whose studies had been affected by COVID.

**April 2021**

The fourth round of the Graduate Student Check-In Survey was distributed.
SGS began distributing CARES funding to graduate students (see page 7).
Gary Lindeburg joined the SGS team as an admissions officer.

**May 2021**

Commencement for the 2020-2021 academic year was held.
Kristina Frazier joined the SGS team as a program assistant.

**June/July 2021**

SGS announced new graduate student health insurance, including a new option for vision and dental coverage.
By this date, approximately 137 students received CARES funds to support their research and studies affected by COVID.

**August 2021**

Elisa Walker joined the SGS team as a marketer.
Provost Galey and Vice Provost Cutler held the first Post-COVID Strategic Planning for Graduate Education Working Group meeting.
SGS staff created a training series Canvas course to support new and experienced GPCs in their roles.

**September 2021**

SGS held an ice cream social on the amphitheater lawn; the first in-person social since COVID-19.
Nick Berg joined the SGS team as the assistant to the interim vice provost.
Provost Galey and Vice Provost Cutler held the second Post-COVID Strategic Planning for Graduate Education Working Group meeting.

# COVID-19

When students returned to campus in fall 2020, many things looked and functioned differently at a university-wide level. Masks were required indoors, events were modified or cancelled, spaces were adjusted for social distancing, and students were asked to comply with all quarantine, testing, and vaccination policies.

Just like their undergraduate associates, graduate students had to be flexible and adaptable with different methods of course delivery. Although some face-to-face classes were offered with modifications, many classes were moved to online or hybrid formats. This also required many students with teaching assistantships to navigate the online teaching arena and adjust their instruction for remote access.

COVID-19 also affected many graduate students' travel, research, and funding plans. The School of Graduate Studies worked tirelessly to ensure that graduate students were accommodated, supported, and given exceptions to minimize the adverse impacts these changes could have on their graduate degrees. One of these efforts was the CARES program.

Funding from the federal Coronavirus Aid, Relief, and Economic Security (CARES) Act was used to help support graduate students whose research and academic progress had been impacted by the COVID pandemic. Between April and July 2021, over $1 million was awarded to graduate students through their departments. The money was used to cover assistantships, additional tuition incurred by the students who had their graduation delayed, and other research support such as the hiring of undergraduate researcher to help with data collection and laboratory work. The funding was available for the spring, summer, and fall semesters in the 2021 calendar year.

The School of Graduate Studies also worked to eliminate any barriers a prospective student would have when applying for graduate school during the pandemic. For example, students were temporarily allowed to submit unofficial transcripts for the application and consideration process, admission tests were waived or accommodated due to testing center closures, and students were given more flexibility in deferring their program start date.

In addition to the effects COVID-19 had on graduate students, SGS personnel were asked to work remotely the entire academic year to comply with USU's health and safety recommendations. Despite working off campus, and even with many SGS staff having never met in person due to recent turnover, the School of Graduate Studies saw significant achievement and progress. USU administration invited personnel back to campus on August 15, 2021, and the School of Graduate Studies staff has been working fully from the office ever since.

# GRAD STUDENT SUPPORT

## Travel Funding

Each year, the Graduate School budgets $50,000 to support students who travel to regional, national, and international conferences to give presentations. In the 2020-2021 academic year, SGS funded 34 travel awards for a total of $4,940. This was lower than previous years due to conference cancellations and travel restrictions as a result of the pandemic. When graduate student travel was cancelled due to COVID-19 and refunds were not given, SGS honored the original commitment to the traveling graduate student. By fall 2021, the School of Graduate Studies was funding virtual travel. This funding helped cover the cost of registration for virtual conferences. All travel awards still require a 1:1 department match.

## Graduate Student Health Insurance

Heath insurance is available to all graduate students at Utah State University. Students that are supported on a 0.5FTE assistantship (research or teaching) are eligible for an 80% subsidy of the health insurance premium.

A comprehensive bidding and review process took place throughout fall semester and early spring semester with a student representative involved at all steps. Five proposals were received and the proposal that was judged the best in terms of services offered to students was from the previous health insurance provider, FirstRisk Advisors. A dependent care option was kept with the same provider, and new, optional dental and vision coverage for individuals and families was made available through Anthem, a subsidiary of Blue Cross and Blue Shield.

## Diversity and Inclusion

One of SGS's guiding values is diversity, inclusion, and accessibility. SGS believes that individuals with different experiences, backgrounds, and approaches to problem solving enhance the educational arena. In addition, USU is a state-funded land grant university with the purpose of serving everyone in the community. As a result, SGS strives to make the graduate school more inclusive, supportive, and understanding in all its processes and decisions.

In 2021, the Graduate Student of Color Association (GSCA) was formed. This association supports the educational achievement and well-being of multiple marginalized and underrepresented (MMU) graduate students by enhancing campus life through political, social, academic, emotional, and cultural support. The School of Graduate Studies has supported this association through providing funding and promoting them through several channels to connect them to more graduate students.

For a breakdown of graduate student race/ethnicity at Utah State University, please see appendix D.

## Graduate Student Check-In Survey

In spring 2020, a Graduate Student Check-in Survey was sent to all graduate students to gather information on their status and wellness as the School of Graduate Studies navigated the beginnings of the COVID-19 pandemic. Follow-up surveys were sent in summer 2020, fall 2020, and spring 2021 to track changes over time.

The spring 2021 survey had a response rate of 39% (1188 responses) with college distribution and campus distribution nearly matching enrollment distribution. Key take aways from this last survey were that students were more concerned about mental health challenges, parent/family obligations, and meeting degree requirements, but less concerned about their safety while on campus and travel/research delays than they were in previous semesters.

In an echo of their concerns, students rated their mental health, ability to balance competing priorities, and adjustment to family obligations lowest. They did, however, rate their format of classes, quality of education, and USU's response to COVID-19 as the highest, with program's communication and program's response to COVID-19 following right behind. This suggests that students were pleased with how USU responded to COVID-19 despite the challenges they faced on an individual level.

The check-in survey allowed the School of Graduate Studies to gather information on which types of resources are useful to graduate students. This provided several insights. First, student responses revealed they are looking for professional development opportunities. In response, SGS has planned upcoming Graduate Training Series (GrTS) covering a range of topics that will be highly engaging to students. Second, students indicated that mental health resources are highly useful to them. In response, The School of Graduate Studies advocated to fund another counselor to Counseling and Psychological Services (CAPS) with funding from The College of Education and Human Services (CEHS, 50%), Student Services (25%), and the Provost's Office (25%) to help address more graduate students' mental health concerns. In addition, recent newsletters to graduate studies have focused on mental health including resources available at USU; maintaining mental health during winter; and ways to improve mental health during finals week. Finally, students indicated they would like more opportunities to build community with their fellow graduate students. In response, SGS held three student-focused events to facilitate community building between students and with student groups such as the Graduate Students of Color Association (GSCA).

## Ithaka Survey

Since the Graduate Student Check-In Survey, the School of Graduate Studies has continued to solicit feedback from graduate students about their well-being. In August 2021, the USU Libraries approached SGS about coordinating marketing efforts and sharing survey findings for the Ithaka S+R Graduate Student Survey.

The majority of the Ithaka survey sought graduate student perspective on a range of topics, including how they used, perceived, and envisioned the libraries' resources and spaces. However, a section of the survey also sought graduate student perspective on any housing or food insecurities they experienced while at USU. SGS hopes to use the findings to better inform decisions on how to best support graduate students.

Both the distribution and the evaluation of this survey take place outside the scope of this report (AY 2021-2022). However, it is important to note that the School of Graduate Studies continues to solicit feedback to determine best ways to provide support, assistance, and relief to graduate students.

# DEPARTMENT SUPPORT

Due to feedback the School of Graduate Studies received just before the start of the 2020-2021 academic year, SGS made the goal to improve communication with departments, solicit more input from departments when making decisions, and simplify unnecessary, complicated processes.

One of the ways SGS worked to achieve this goal was through the creation of a monthly GPC communications working group. Since its formation in July 2020, one GPC from each college has gathered with SGS to provide feedback and help improve the efficiency of processes and procedures. This monthly discussion allows each department to contribute to the SGS decision-making process and also allows SGS to propose and receive feedback on new ideas from graduate program coordinators. In all, these meetings have been well-received and have improved collaboration between the graduate school and academic departments.

SGS also created a Slack channel specifically for GPCs. On this channel, graduate program coordinators are encouraged to ask questions, answer their colleague's inquiries, and use it as a forum for ideas, suggestions, and other communication. This channel has been especially helpful for newer GPCs who are not as familiar with their responsibilities and can be mentored by the more experienced GPCs. Each member of the SGS staff is invited to this channel and can help answer questions as well.

Another way the School of Graduate Studies worked to provide support to GPCs was through the formation of a graduate program coordinator training course in Canvas. SGS found that many GPC positions had high turnover, and many individuals came into their roles with little to no department training. As a result, SGS created an extensive course with step-by-step processes to help new GPCs get started. This course was created and assembled at the end of the 2020-2021 academic year and debuted at the beginning of fall 2021.

Finally, the School of Graduate Studies used much of the 2020-2021 academic year to create more efficient processes for graduate program coordinators. SGS staff revisited and revised many academic forms to make them more intuitive, user-friendly, and clear. In addition, many forms were streamlined to ServiceNow—the workflow software USU utilizes across campus. This simplified many unnecessarily complicated processes and put steps in a centralized location. The School of Graduate Studies also cleaned and updated its Box files. This included reviewing the individuals who had access to each file and removing any individuals who do not have a business-related purpose to access FERPA-protected information. This project has continued into 2021-2022.

# STUDENT PROGRAMMING

## New Student Orientation

Every year, the School of Graduate Studies offers a new student orientation program for incoming graduate students. Due to ongoing concerns with COVID, the School of Graduate studies elected to host an online orientation program in 2020 and 2021. This online orientation program was found to be successful in two major ways: It allowed students to review materials at their own pace before the semester, and students could reference back to material during the semester and throughout their time at USU. Spring 2022 orientation will be in the same format. Looking forward, SGS hopes to alternate between the online orientation program for spring semesters and the in-person orientation program for fall semesters.

The online orientation was split into several modules that students viewed via canvas. All incoming students were automatically enrolled and also received an enrollment link via email.

| | |
|---|---|
| **Start** | Welcome to Utah State University |
| | Key Contacts |
| | Start Here |
| **Module 1: Living in Logan** | The Living in Logan Module |
| | Living in Cache Valley |
| | Sustainability at USU |
| | Local Faith Communities |
| **Module 2: Attending Logan Campus** | The Attending Logan Campus Module |
| | Parking and Transportation |
| | USU's Alcohol Policy |
| | Socials and Trainings |
| | Finding Community on Campus |
| | USU ID Card |
| | Housing |
| | Immunizations |
| | Resources for Families |
| | Other Helpful Resources |
| | Aggie Traditions |
| **Module 3: Digital Resources** | The Digital Resources Module |
| | Registration Basics |
| | Getting on the USU Wifi |

| | |
|---|---|
| | Setting Up a USU Emailw |
| | Microsoft Office 365 and Adobe Creative Cloud |
| | What Your Library Can Do for You |
| | Important University Sites |
| | Helpful Apps and Social Media Accounts |
| **Module 4: Degree Progress** | The Degree Progress Module |
| | Types of Degrees |
| | Grad School Forms Tutorial |
| | Your Graduate Program Coordinator |
| **Module 5: Safety and Well-Being** | The Safety and Well-Being Module |
| | Notice of Non-Discrimination |
| | Reporting Gender Discrimination or Sexual Misconduct |
| | Reporting Bias |
| | Additional Reporting |
| | Sexual Misconduct Prevention |
| | Mental Health and Wellness Resources |
| | Code Blue |
| | Aggies Think, Care, Act |
| **End** | Orientation: Completed |
| | Final Quiz |
| | Welcome to Utah State University |

## Graduate Training Series

The Graduate Training Series (GrTS) provides monthly opportunities for graduate students to augment their studies with professional development that will prepare them for the next steps in their career paths. The workshops cover a variety of topics from presentation and job-hunting tips to navigating a graduate degree in school and after graduation. Experts from across the university are invited to present at these workshops.

Due to COVID and personnel changes, the School of Graduate Studies did not host any GrTS workshops during the 2020-2021 academic year. However, SGS is expecting the Graduate Training Series to resume in spring 2022.

## Datapalooza

Datapalooza is an annual event hosted by the USU Libraries to teach graduate students, post docs, and faculty best practices when it comes to data management.

Despite the April 2021 event having to be held virtually due to COVID, there were 18 graduate students who participated.

## Graduate Student Socials

In a response to graduate students saying they wanted to form more of a sense of community among fellow graduate students, the School of Graduate Studies hosted three graduate student socials during fall 2021. In previous years these socials took place from 6 to 8 p.m., but this year SGS tested multiple times to see how it impacted attendance. SGS found that graduate student socials on campus during the afternoon were successful and attendance rates increased from approximately 200 individuals (2019-2020) to approximately 300 individuals. SGS also found that a variety of formats and on-campus locations were successful in facilitating connection between graduate students.

Students were very receptive to all of the student socials and communicated to SGS how appreciative they were to have a space to connect with other graduate students after feeling isolated due to COVID.

| Date | Event | Location |
|---|---|---|
| September 2021 | Ice Cream Social | USU Amphitheater |
| October 2021 | Potato Bar Social | TSC Ballroom |
| December 2021 | Finals Week Goodie Bags | Old Main |

# Marketing

After the separation of the School of Graduate Studies from the Office of Research, SGS did not have as much marketing and communications support that it had had in previous years. Despite best efforts from SGS staff to tend to the website as often as they were able, the website became slightly dated by the end of the 2020-2021 academic period.

During the summer of 2021, the School of Graduate Studies hired a new marketer for the school. At the writing of this report, the new marketer was working with the USU I.T. Web Team to revamp the website and transfer it from WordPress to OU Campus—the new standard website platform adopted by Utah State University. SGS is expecting the new website to act as a recruiting tool for prospective students, a helpful resource for current students, and a repository of information for all audiences. The graduate school also plans to improve the website's visual appeal, intuitiveness, and organization.

To better communicate with graduate students, regular emailing to the student body was established. These emails manifested both in updates and announcements as well as recurring email newsletters. During the timeframe of August 7, 2020 to May, 7 2021 a total of 41 emails were sent to the graduate student body. The average open rate for these emails was 47.8% and the average click rate (for emails that included links) was 3.6%. Topics of these emails included:

- Event reminders (for events such as Datapalooza, Fall Research Symposium, School of Graduate Studies Town Hall, etc.)
- Graduate student health insurance updates
- Student orientation dates and reminders
- Graduate Student Check-in Survey information and reminders

During the spring of 2020, a recurring email newsletter titled "CONNECTED" was started in response to the COVID-19 pandemic. The goal of the email newsletter series was to provide students with relevant and updated information as well as resources. The email series was continued through the 2020-2021 academic year, and content was adapted based on the Graduate Student Check-in Survey response data.

An emphasis was also placed on improving the School of Graduate Studies' social media presence as a means of expanding methods of communication with graduate students. This resulted in the creation of new accounts and growth across current ones.

A LinkedIn page was created for the School of Graduate Studies and an Instagram account was remade. Created fall 2020, the Instagram page gained 150 followers by the end of the spring 2021 semester. Over the course of the same time window, the current Twitter account experienced a follower growth rate of slightly over 5% and the Facebook page experienced both a follower and like growth rate of slightly over 3%.

To continue the improvement of the School of Graduate Studies' social media presence, the accounts will be audited regularly. The goals of these audits are to measure growth, access post performance and follower engagement, and brainstorm ways to connect with the student body better.

# RECRUITMENT

## Weekend Visit

The Weekend Visit event started in 2017 in response to a finding from the annual Utah State University New Student Survey that showed that 34% of candidate students who visited campus were more likely to enroll because of their visit. This was also later supported by the 2018 pre-event survey responses which indicated 22% of our candidate students felt they could not make an acceptance decision prior to visiting campus.

As a result, the School of Graduate Studies has been partnering with various departments each year to create both on and off campus programming during this event to encourage potential students to enroll in one of Utah State's many exceptional graduate programs.

Past results have shown that more than 50% of the applicants brought to campus have enrolled in a USU graduate program. This is a noteworthy outcome, given that departments generally bring in their strongest applicants for these visits.

Although COVID prevented the School of Graduate Studies from hosing a Weekend Visit in 2021, the School of Graduate Studies plans to continue this recruiting effort in the upcoming years.

## Recruitment Directories

In conjunction with the Weekend Visit, SGS utilizes additional tools to support departments in their recruitment efforts. Some of these tools include access to directories such as GradSchoolMatch, McNair Scholars, and GRE Search. Between these three services, GPCs and other department recruiters have access to thousands of students' names and contact information and are able to extensively search for potential candidates for their programs. SGS has accounts with each of these services and provides access, support, and training to graduate program coordinators.

## Recruiting subgroup of the Post COVID-19 Strategic Planning for Graduate Education Working Group

In spring 2021, COVID-19 vaccinations became available to any individual over the age of 16 in Utah. The availability of vaccinations sparked many conversations about how to return to pre-pandemic activities and move forward in a post-pandemic world. This eventually led to the creation of the Post COVID-19 Strategic Planning Working Group organized by USU President Noelle Cockett. Vice Provost Cutler was asked to lead a subgroup of these conversations on recruitment. Although this conversation was held outside the scope of this report, it is important to note that recruitment is not only a priority of SGS, but it is also a priority of administration.

# ENROLLMENT

A detailed report of fall degree-seeking graduate student enrollment is in appendix B. Data in this report are from the Office of Analysis, Assessment, and Accreditation's (AAA) day-15 reports. This differs slightly from previous years. In the past, Banner Warehouse data was used to account for changes to enrollment after day 15. Because AAA data determines funding, SGS felt it should be reflected in this report as well.

- The graduate school saw an increase in enrollment from 2016 to 2019. In fall 2020, enrollment for all degree-seeking students was 2,631; a 1.8% decrease from 2019. In fall 2021, however, enrollments increased by 6.4% (2,799). Preliminary data suggests that the number of applicants for fall 2022 will be even higher. As of January 2022, fall 2022 enrollments have already exceeded fall 2021.
- The number of doctoral students stayed about the same from 2019 (743) to 2020 (739).
- The number of master's students declined from 2019 (1,946) to 2020 (1,901).
- In fall 2020, the College of Education and Human Services continued to have the highest enrollment of degree-seeking graduate students (855), followed by the Huntsman School of Business (429), the College of Agriculture and Applied Sciences (366), and the College of Science (267).
- The number and percentage of international graduate students has declined in the past five years. International students comprised 6.5% of degree-seeking graduate students in 2020. This is a 1.4% decrease from 2019.
- Across all graduate degree programs, there were 1,212 (46%) male graduate students and 1,419 (54%) female graduate students in 2020. More information on gender by degree type and college can be found in appendix B.

Although outside the scope of this report, it is important to note that the number of enrollments for all degree-seeking students in fall 2021 increased by 6.6%. It may be worth considering whether COVID-19 affected the dip in fall 2020's enrollment numbers.

# GRADUATION

A total of 1,092 graduate degrees were awarded during the 2020-2021 academic year. This was a 16% increase from the 2019-2020 academic year. All degrees awarded increased from the previous year except for PHD which decreased slightly (96 in 2019 to 93 in 2020).

More details of graduate degrees awarded in 2020-2021 can be found in appendix C.

# WHAT'S NEXT

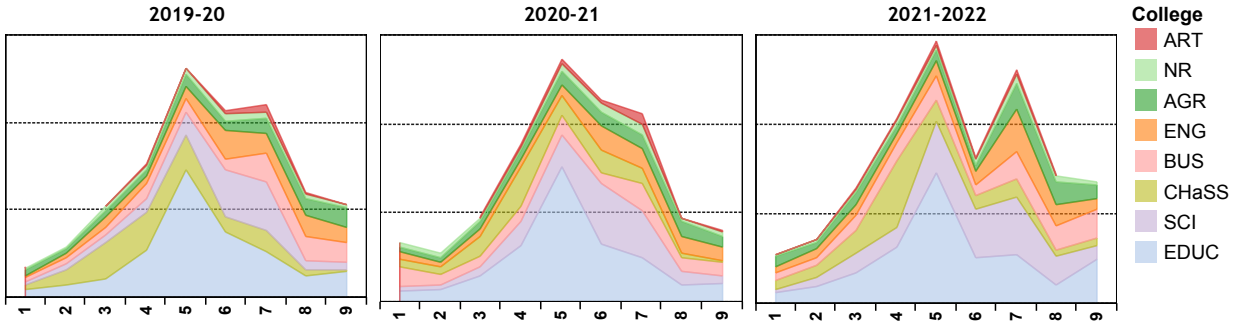
As we look forward to 2021-2022, the School of Graduate Studies hopes to achieve the following:

- Post-COVID Strategic Planning for Graduate Education Working Group will develop recommendations about the future of graduate education at Utah State University in a number of areas including:
  - Student well-being and support
  - Recruiting
  - Curriculum and mentoring
  - Professional development
- Resume GrTS.
- Increase social interactions and events for graduate students.
- Bring back the annual Recruitment Weekend Visit.
- Support graduate student requests for dedicated appeals/grievances processes and ombudsperson services.
- Continued support for diversity, equity, and inclusion in all aspects of graduate student life at Utah State University.
- School of Graduate studies processes and communications including the website.

# A

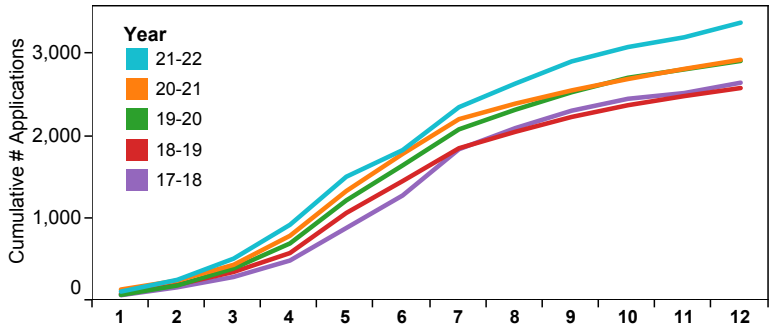
# APPENDIX

# Annual and Monthly Application Summary

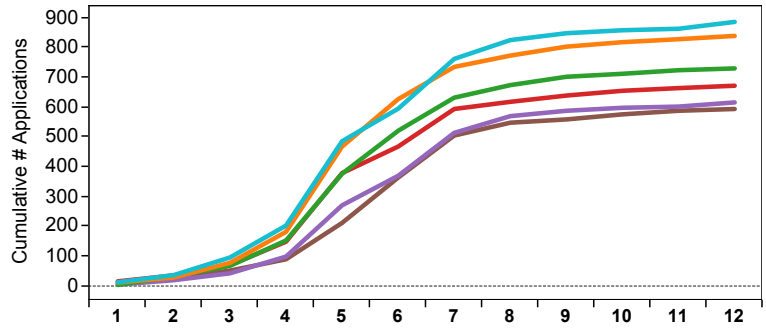



Monthly totals for graduate applications in three application years. Numbers do not include application to certificate programs (e.g., GIS); those are shown on the next page.

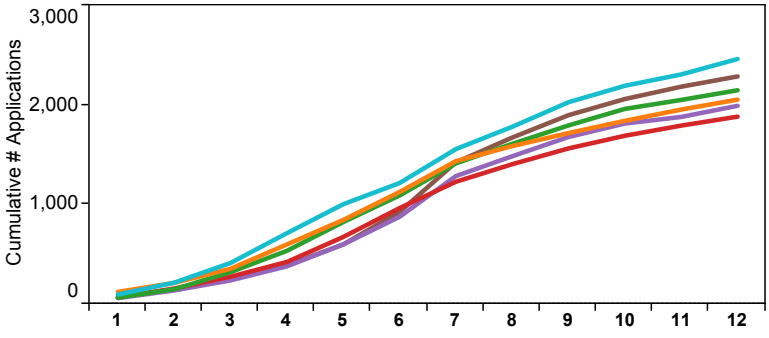
## All Graduate Applications




## PhD Applications




## Master's Degree Applications



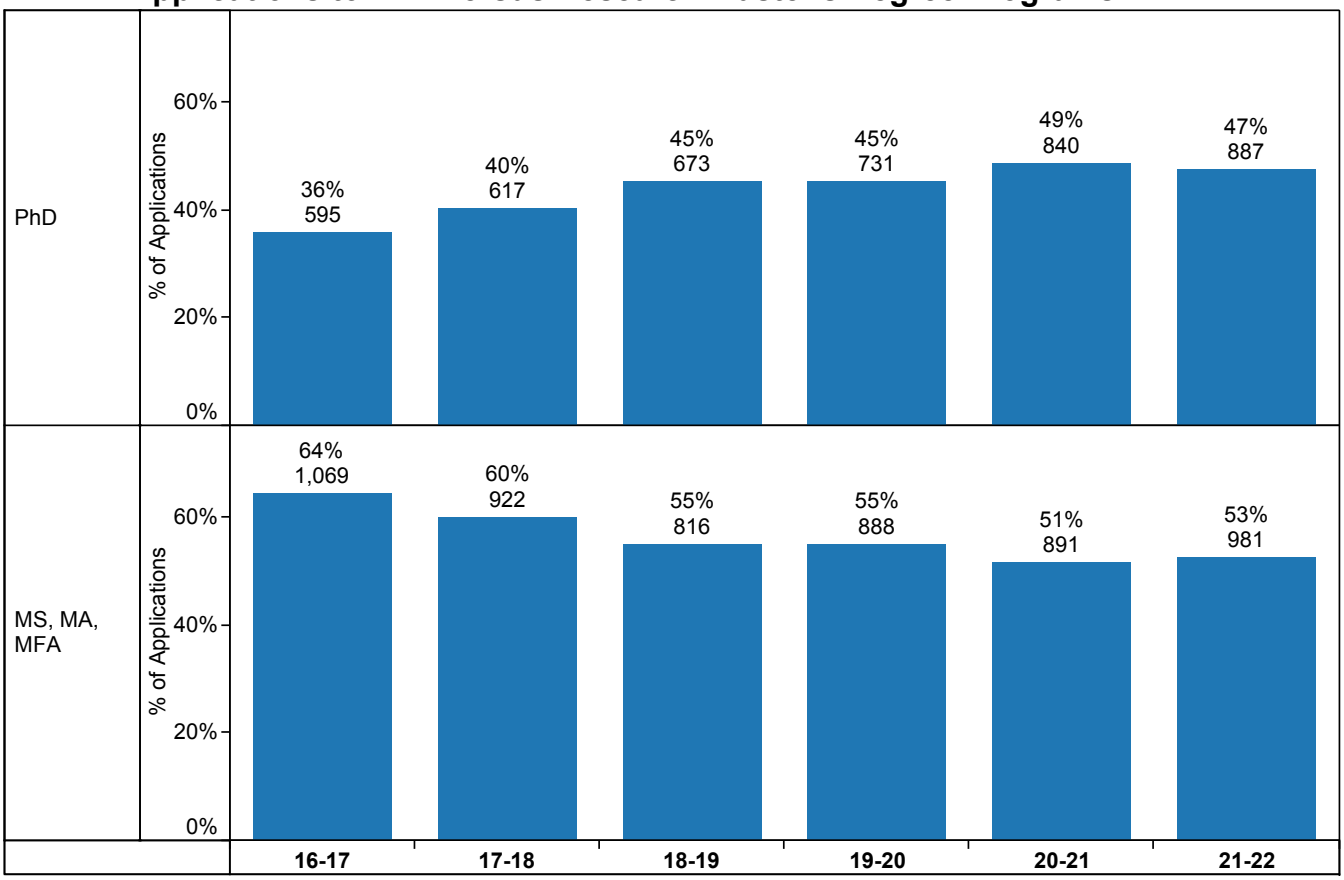

### Cumulative #

| | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
|---|---|---|---|---|---|---|
| 1 | 79 | 65 | 83 | 69 | 134 | 109 |
| 2 | 179 | 161 | 193 | 183 | 243 | 252 |
| 3 | 317 | 287 | 348 | 391 | 435 | 510 |
| 4 | 492 | 487 | 578 | 695 | 788 | 922 |
| 5 | 830 | 883 | 1,066 | 1,219 | 1,333 | 1,507 |
| 6 | 1,326 | 1,279 | 1,454 | 1,645 | 1,785 | 1,831 |
| 7 | 1,984 | 1,842 | 1,854 | 2,084 | 2,208 | 2,354 |
| 8 | 2,278 | 2,099 | 2,054 | 2,323 | 2,397 | 2,641 |
| 9 | 2,515 | 2,311 | 2,235 | 2,536 | 2,558 | 2,911 |
| 10 | 2,695 | 2,456 | 2,378 | 2,712 | 2,697 | 3,086 |
| 11 | 2,831 | 2,526 | 2,489 | 2,814 | 2,820 | 3,205 |
| 12 | 2,940 | 2,652 | 2,587 | 2,917 | 2,931 | 3,383 |

| | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
|---|---|---|---|---|---|---|
| 1 | 12 | 6 | 17 | 5 | 13 | 14 |
| 2 | 28 | 21 | 37 | 33 | 30 | 38 |
| 3 | 53 | 44 | 71 | 69 | 79 | 97 |
| 4 | 91 | 100 | 150 | 154 | 183 | 204 |
| 5 | 213 | 272 | 380 | 378 | 469 | 487 |
| 6 | 365 | 371 | 469 | 522 | 628 | 596 |
| 7 | 506 | 515 | 595 | 633 | 736 | 763 |
| 8 | 549 | 571 | 619 | 675 | 774 | 826 |
| 9 | 560 | 589 | 640 | 703 | 804 | 849 |
| 10 | 577 | 599 | 656 | 713 | 819 | 859 |
| 11 | 589 | 603 | 665 | 725 | 829 | 864 |
| 12 | 595 | 617 | 673 | 731 | 840 | 887 |

| | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
|---|---|---|---|---|---|---|
| 1 | 67 | 59 | 66 | 63 | 121 | 95 |
| 2 | 149 | 136 | 155 | 148 | 212 | 214 |
| 3 | 256 | 237 | 274 | 320 | 354 | 412 |
| 4 | 388 | 378 | 422 | 534 | 598 | 711 |
| 5 | 598 | 598 | 673 | 823 | 844 | 1,002 |
| 6 | 925 | 876 | 963 | 1,090 | 1,125 | 1,215 |
| 7 | 1,423 | 1,285 | 1,228 | 1,413 | 1,435 | 1,556 |
| 8 | 1,672 | 1,484 | 1,404 | 1,609 | 1,586 | 1,780 |
| 9 | 1,897 | 1,678 | 1,563 | 1,794 | 1,717 | 2,027 |
| 10 | 2,059 | 1,813 | 1,690 | 1,960 | 1,840 | 2,192 |
| 11 | 2,183 | 1,879 | 1,792 | 2,050 | 1,953 | 2,306 |
| 12 | 2,286 | 1,991 | 1,882 | 2,147 | 2,053 | 2,461 |

## Applications to PhD versus Research Master's Degree Programs




Percent of research degree (PhD, MS, MA, MFA) applications that were to PhD or Master's degree programs.

The first number above each bar indicates the number of applications received. The upper number indicates the percentage of applications of a given type received in that year.

Data for years prior to 2021-2022 are for the entire application year (July - June).
Data for 2021-2022 are incomplete due to this report being published before the end of the application year.

Applications to other degree programs (e.g., AUD, EdD, Professional Master's) are not included in this summary.

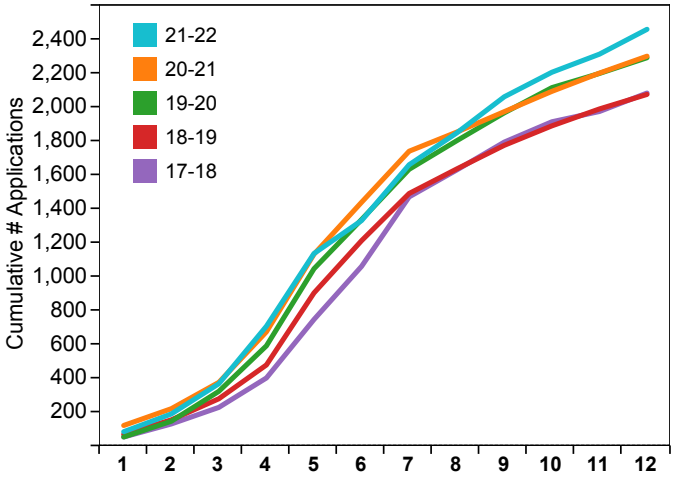
## Applications to Certificate Programs and Endorsements

| College | Dept | Academic Program | 20-21 | 21-22 |
|---|---|---|---|---|
| **AGR** | NDFS | Dietetic Internship Certificate | 60 | 45 |
| **CHaSS** | ANTI | Graduate Certificate in Anticipatory Intelligence | | 1 |
| **EDUC** | SPER | Certificate in Rehabilitation & Disability Studies | 15 | 17 |
| | TEAL | Education Endorsement - Administrative/Supervisor | 31 | 40 |
| | | Education Endorsement - Elementary Math | | 3 |
| | | Education Endorsement - English as a Second Language | 3 | 3 |
| | | Education Endorsement - Gifted and Talented | | 1 |
| | | Education Endorsement - Reading | 2 | 3 |
| | | Education Endorsement-Mathematics Level 2 | 58 | 45 |
| | | Education Endorsement/License - Early Childhood | 1 | |
| | | Elementary Mathematics Specialist Graduate Certificate | 5 | 2 |
| | | School Library Media Administration Endorsement | 3 | 6 |
| **NR** | GIS | GIS Certificate | 41 | 68 |
| | NR | NEPA (National Environmental Policy Act) Graduate Certificate | 29 | 27 |
| **Grand Total** | | | 248 | 261 |

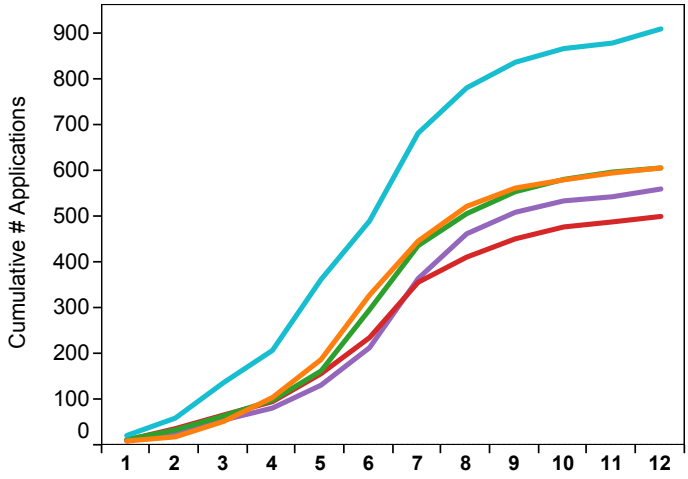
Certificates and endorsements were first added to Recruit in 2018, thus data for 2017-18 do not reflect all applications to these programs.

# Domestic & International Applications

## Domestic Applications




## International Applications




## # of Graduate Applications

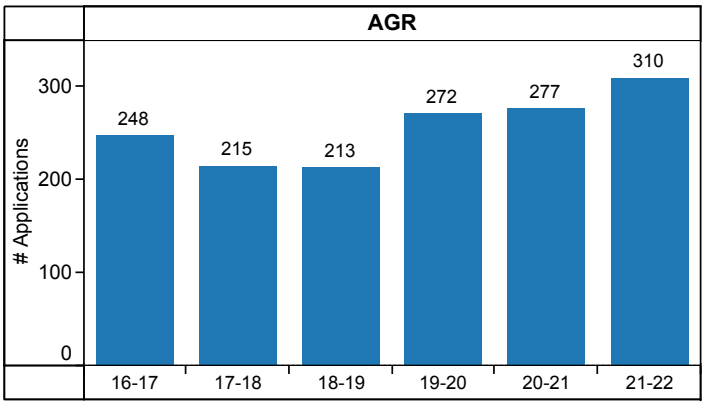
| Citizenship | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
|---|---|---|---|---|---|---|
| U.S. Citizen | 2,145 | 2,053 | 2,054 | 2,264 | 2,267 | 2,436 |
| Permanent Resident | 17 | 36 | 27 | 34 | 40 | 30 |
| International Student | 729 | 527 | 472 | 539 | 552 | 825 |
| Non U.S. Citizen Studying Outside the U.S. | 39 | 31 | 27 | 67 | 53 | 84 |
| Deferred Action for Childhood Arrival | 5 | | 3 | 5 | 8 | 2 |
| Refugee/Asylee | 1 | 3 | 2 | 1 | 2 | 2 |
| Undocumented | 3 | 2 | 2 | 2 | 6 | 3 |
| U.S. Non-Citizen National - American Samoa | | | | 1 | | 1 |

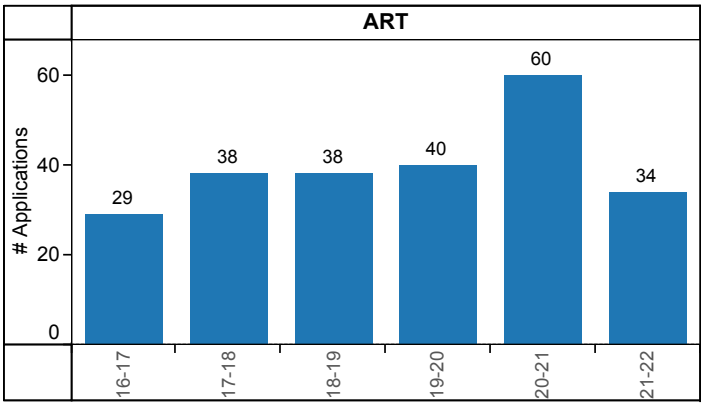
## % of Graduate Applications

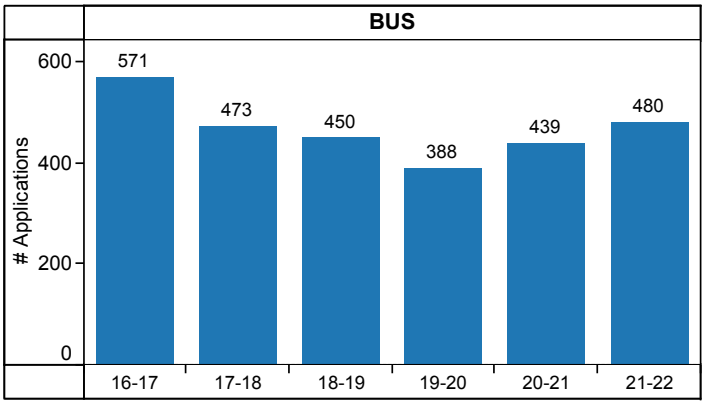
| Citizenship | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
|---|---|---|---|---|---|---|
| U.S. Citizen | 73% | 77% | 79% | 78% | 77% | 72% |
| Permanent Resident | 1% | 1% | 1% | 1% | 1% | 1% |
| International Student | 25% | 20% | 18% | 19% | 19% | 24% |
| Non U.S. Citizen Studying Outside the U.S. | 1% | 1% | 1% | 2% | 2% | 2% |
| Deferred Action for Childhood Arrival | 0% | | 0% | 0% | 0% | 0% |
| Refugee/Asylee | 0% | 0% | 0% | 0% | 0% | 0% |
| Undocumented | 0% | 0% | 0% | 0% | 0% | 0% |
| U.S. Non-Citizen National - American Samoa | | | | 0% | | 0% |

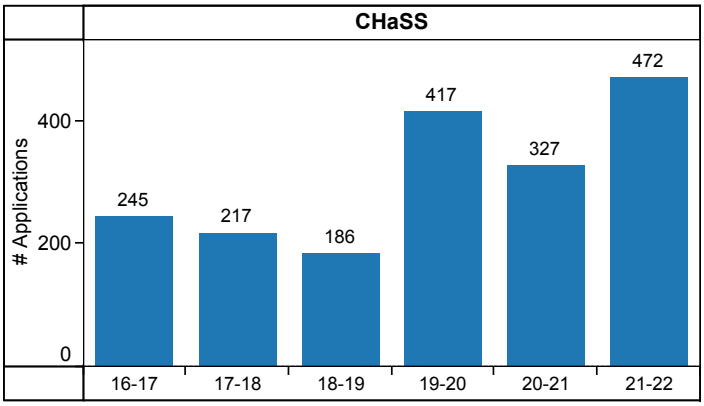
Application numbers for 2021-2022 are current through January 2022. Application numbers for prior years are for the entire application year (July - June).

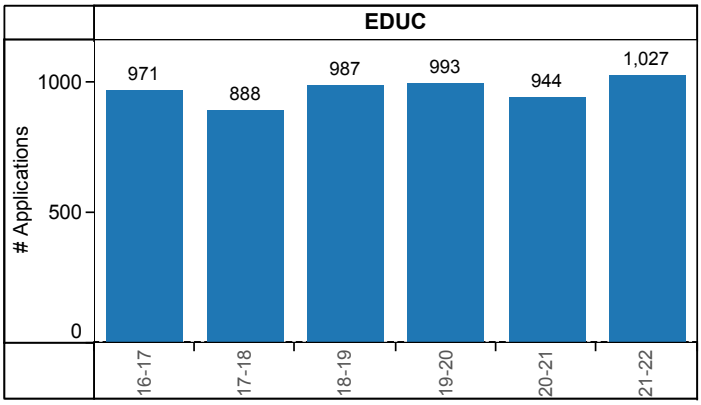
# Annual Applications, by College (all degrees, no certificates)

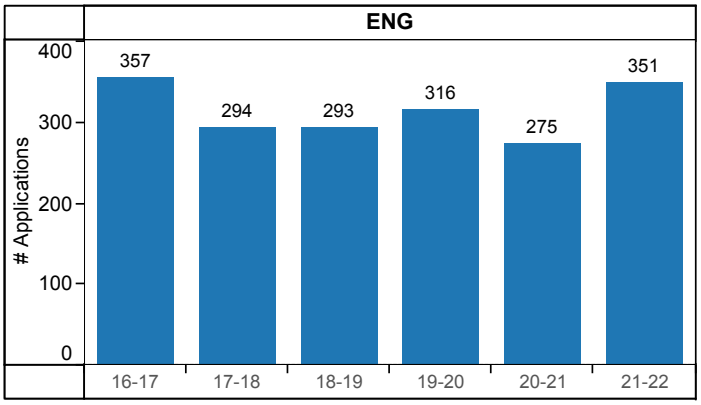


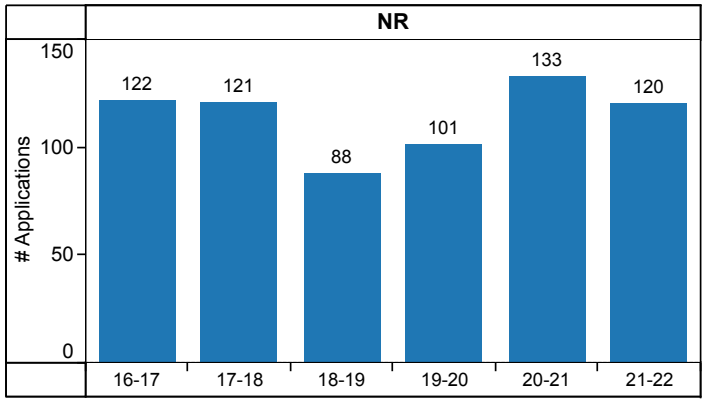



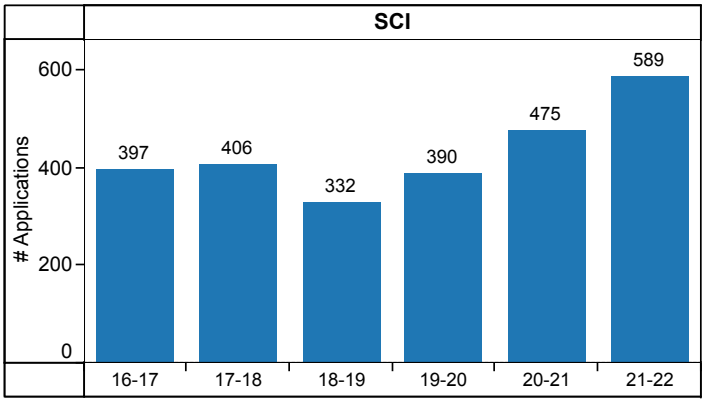



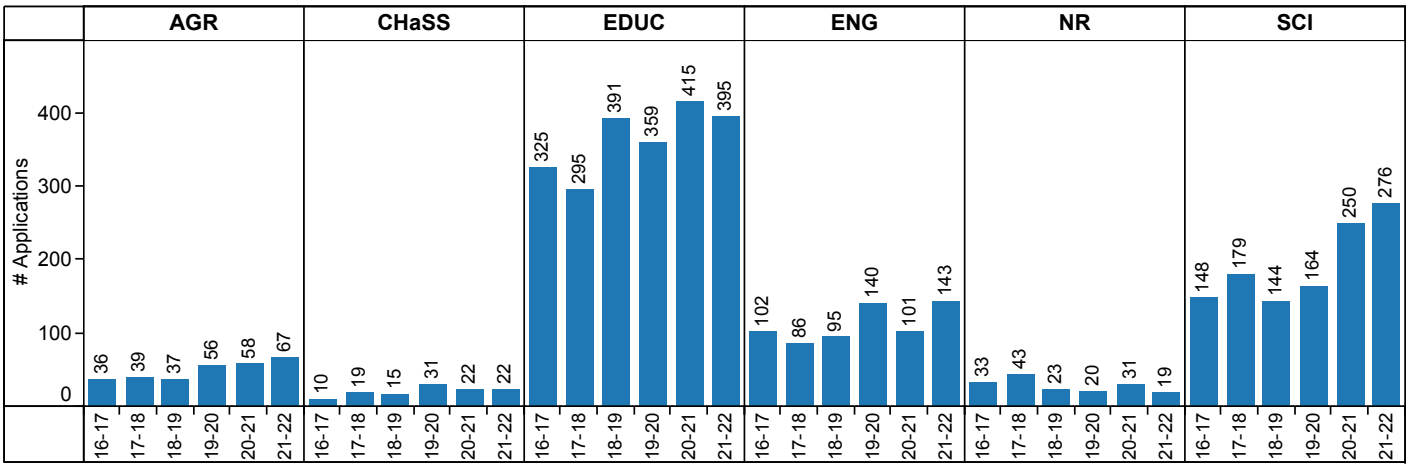



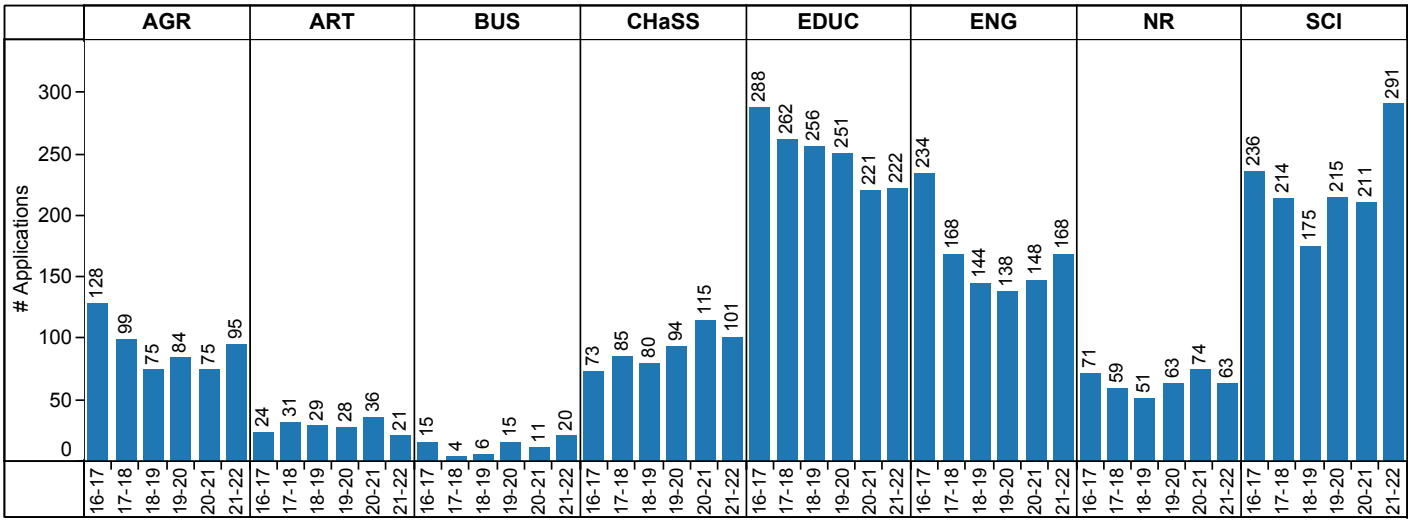



# Annual Applications, by Degree Type and College

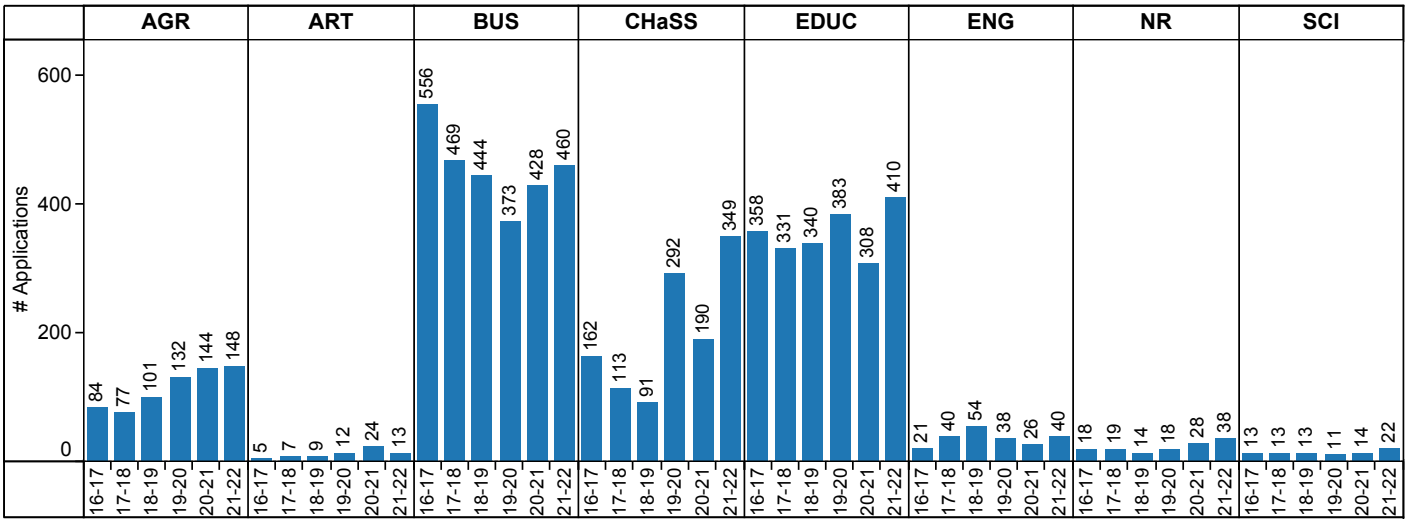
## Doctoral (AUD, EdD, PhD)



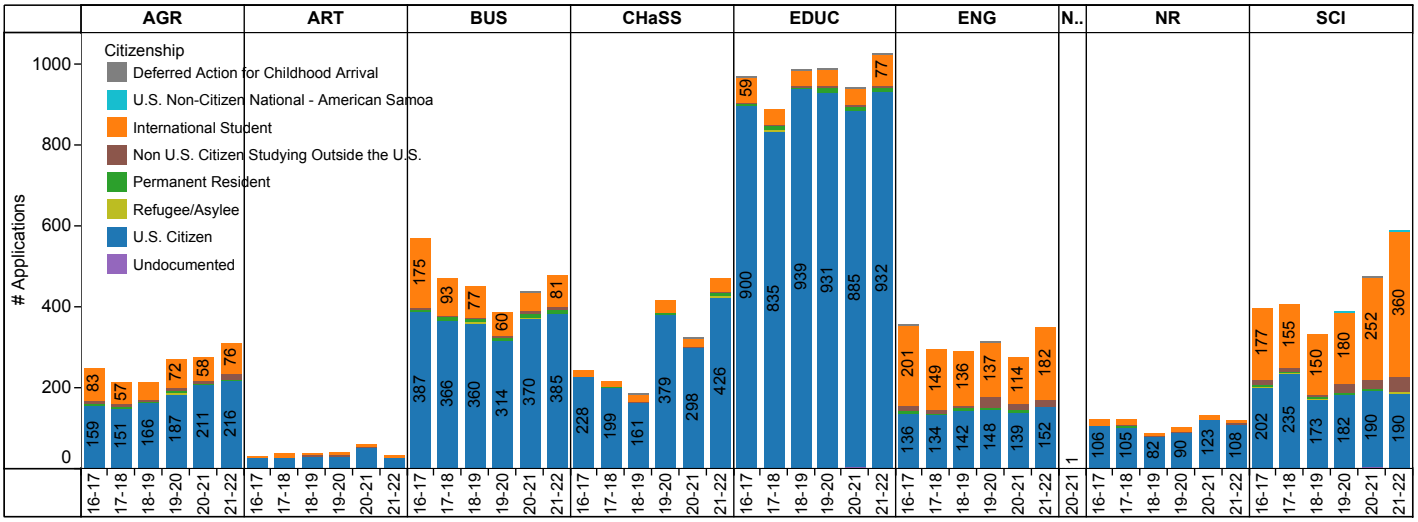

## MS, MA, MFA



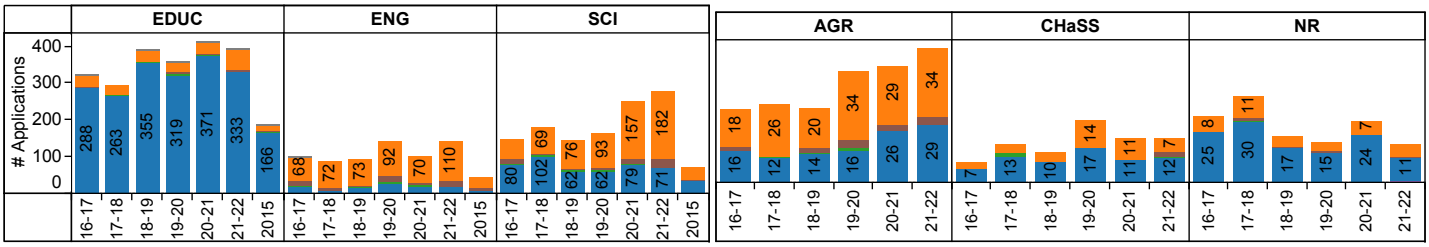

## Professional Master's



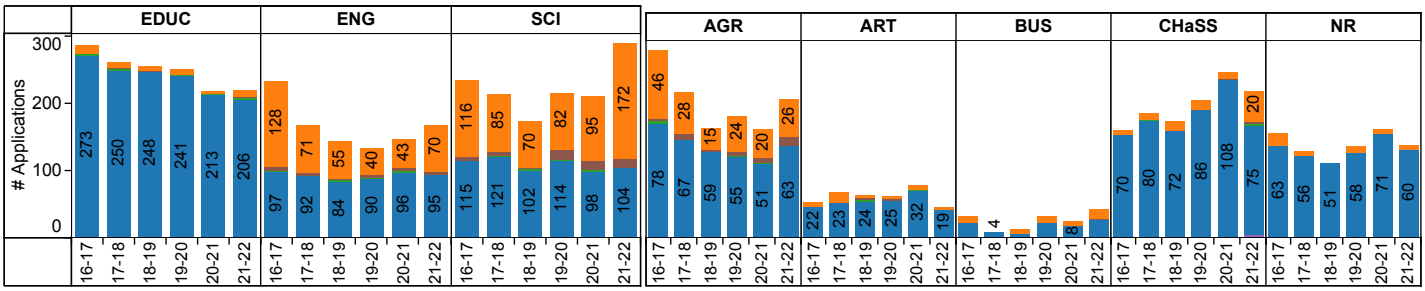
# Annual Applications, Citizenship, Degree Type, College



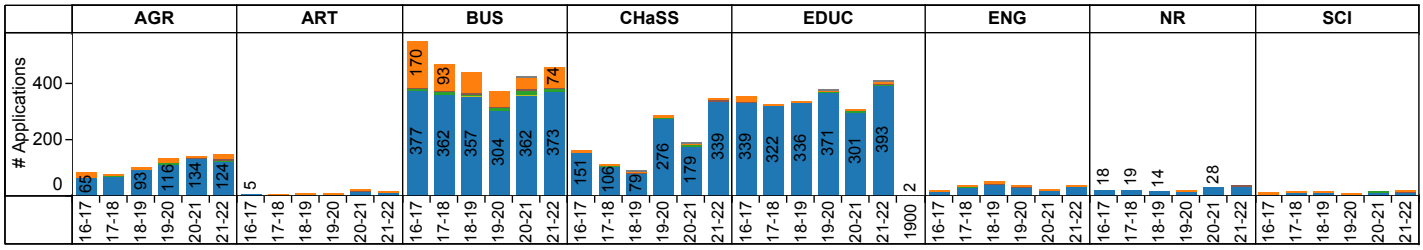

## Doctoral Degrees (AUD, EdD, PhD)




## MS, MA, MFA

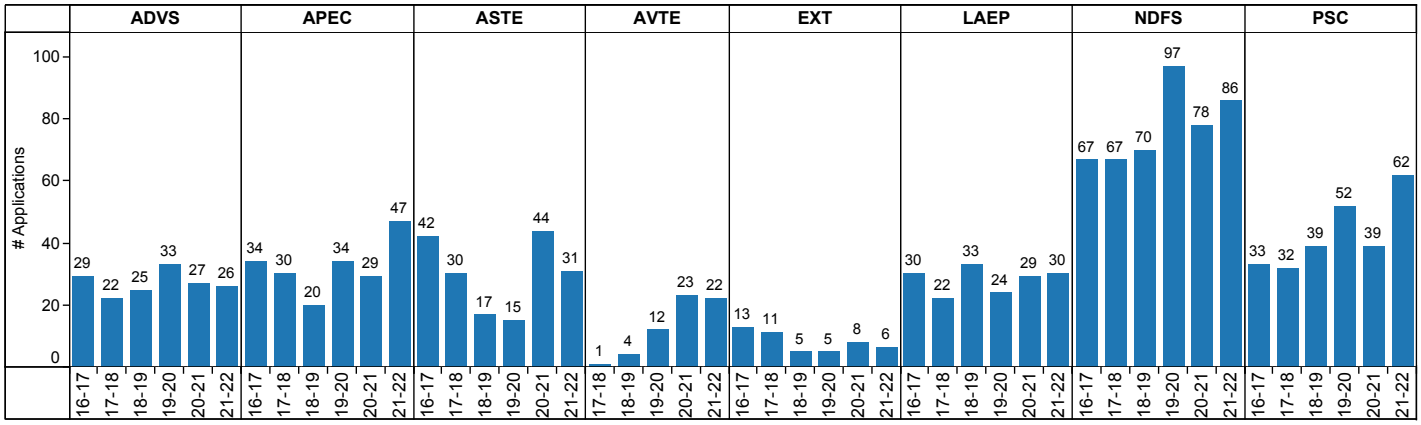



## Professional Master's

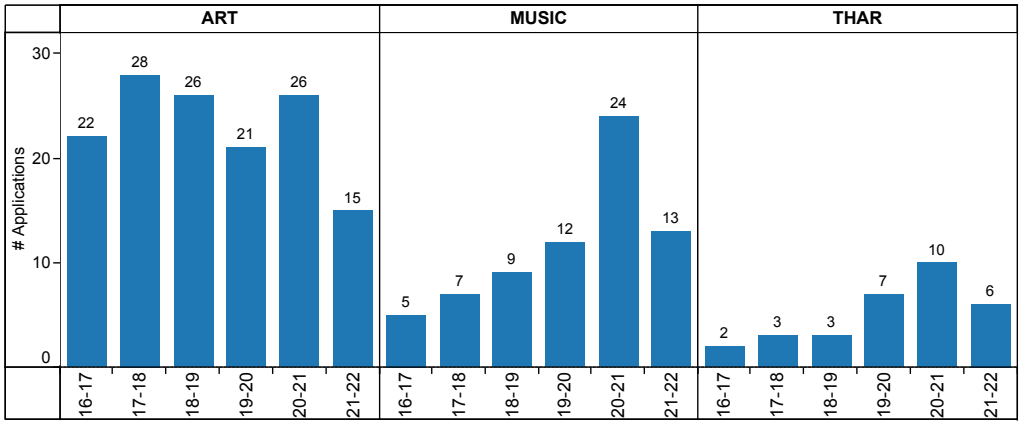


# Annual Applications: College & Department, All Degrees

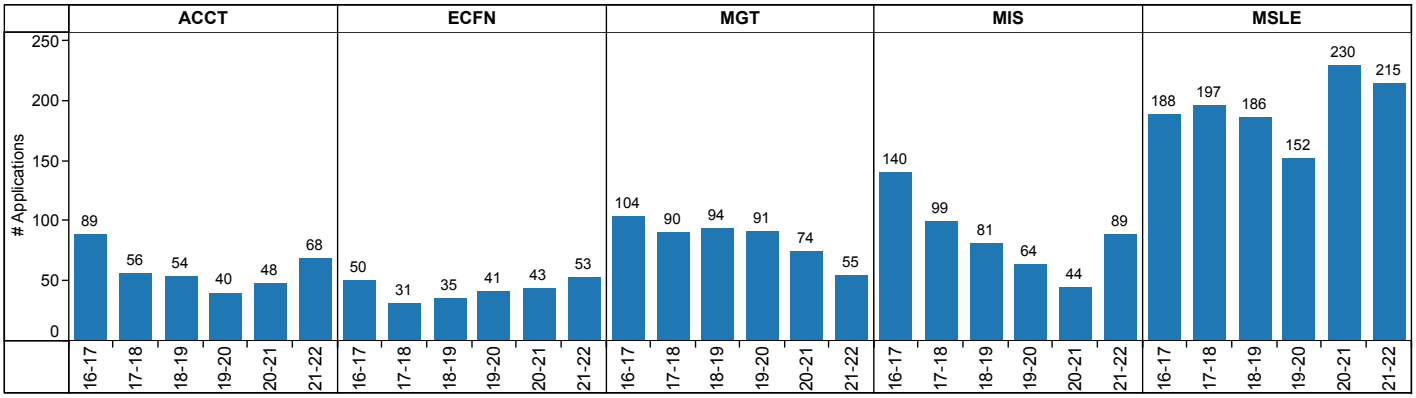
## Agriculture




## Art

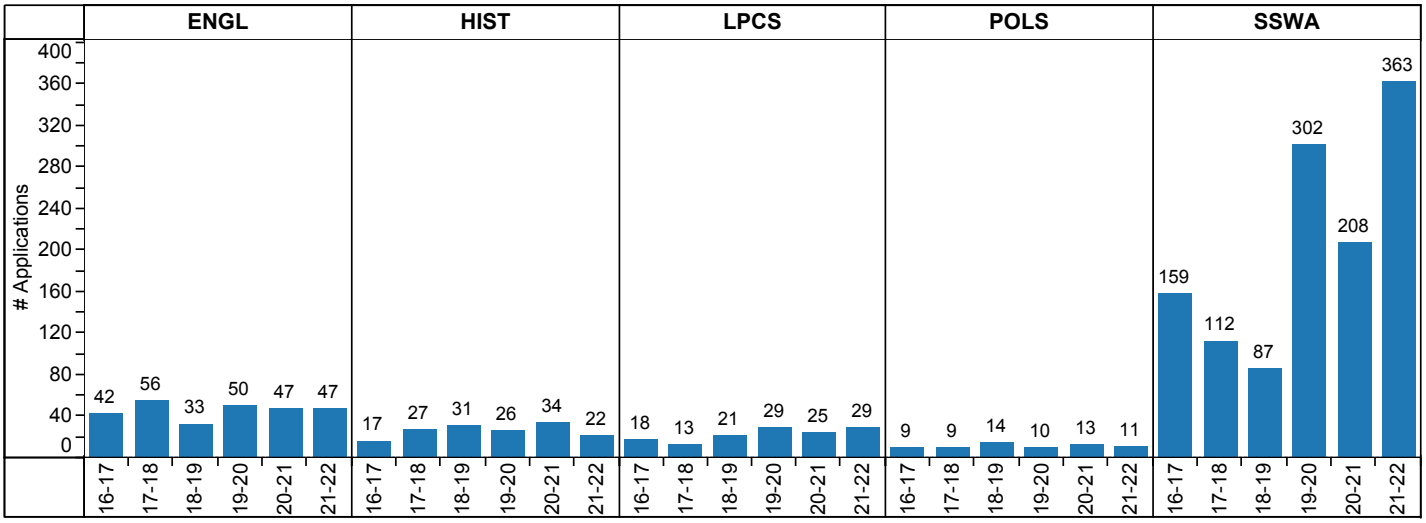



## Business

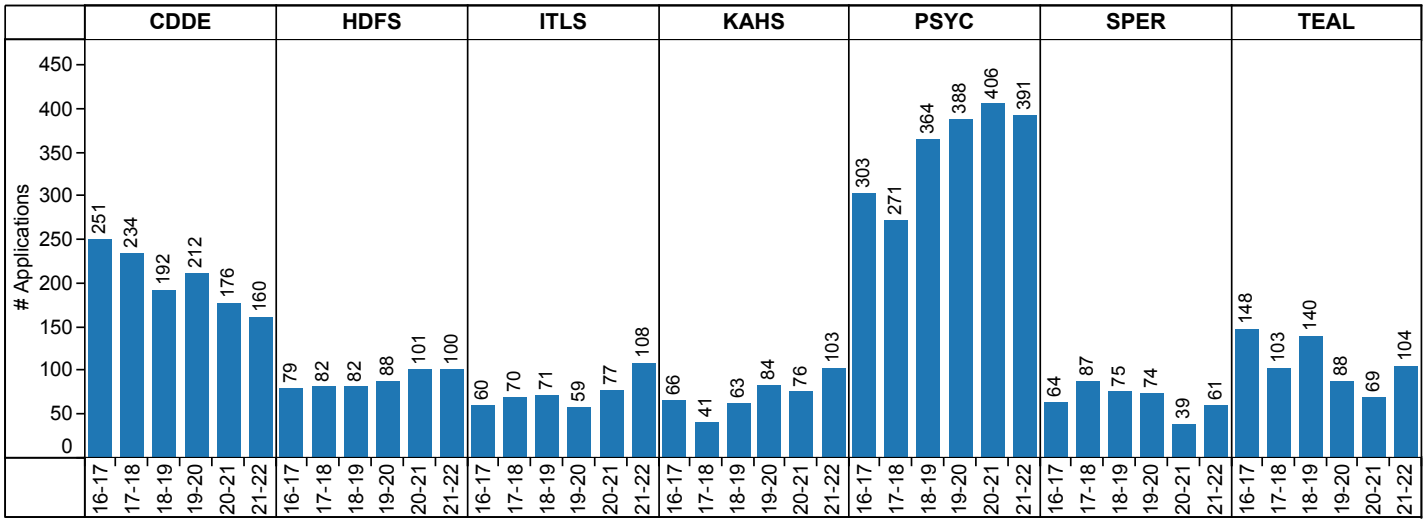


# Annual Applications: College & Department, All Degrees

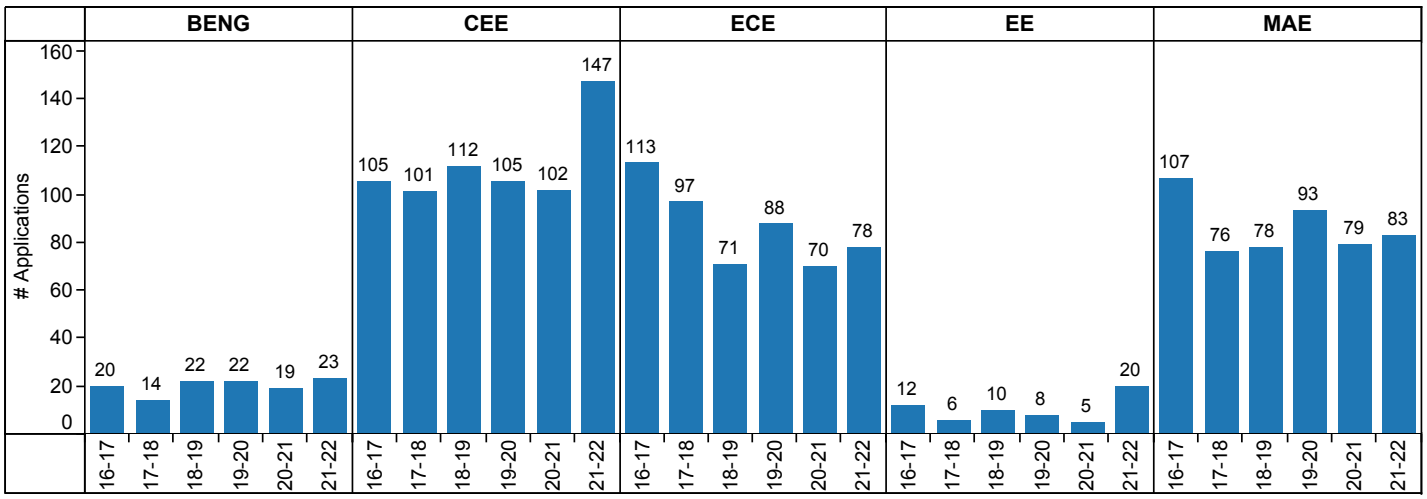
## CHaSS




## Education

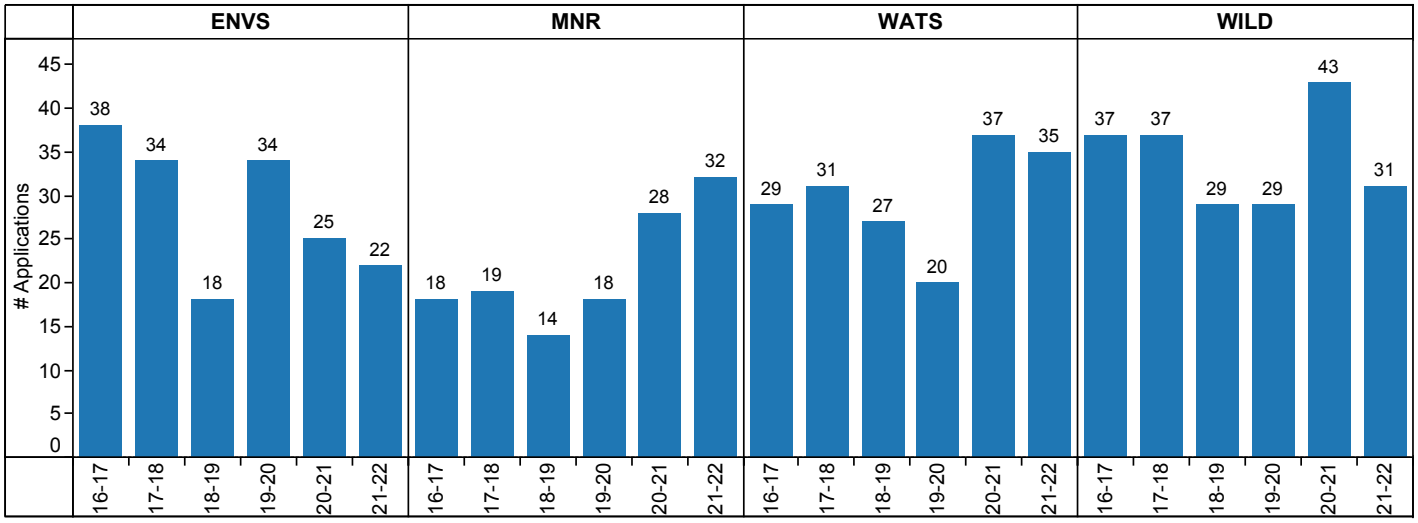



## Engineering

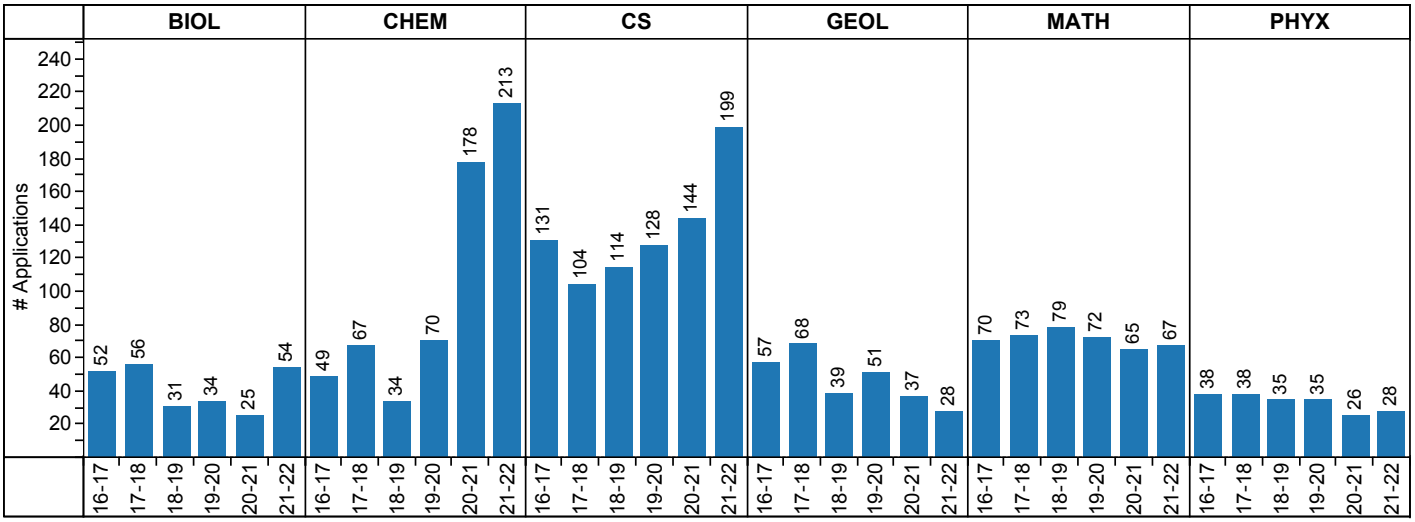


# Annual Applications: College & Department, All Degrees

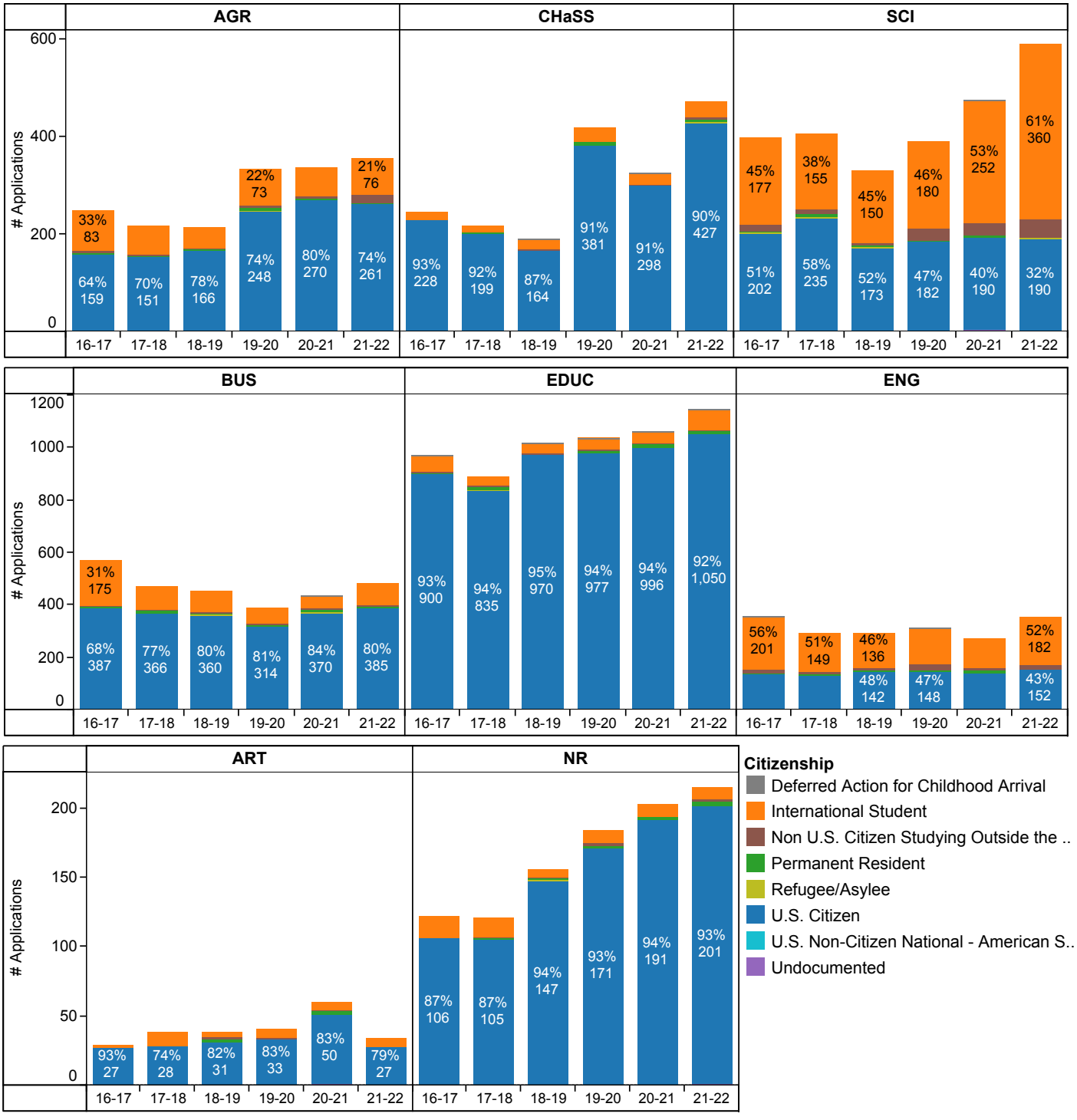
## Natural Resources



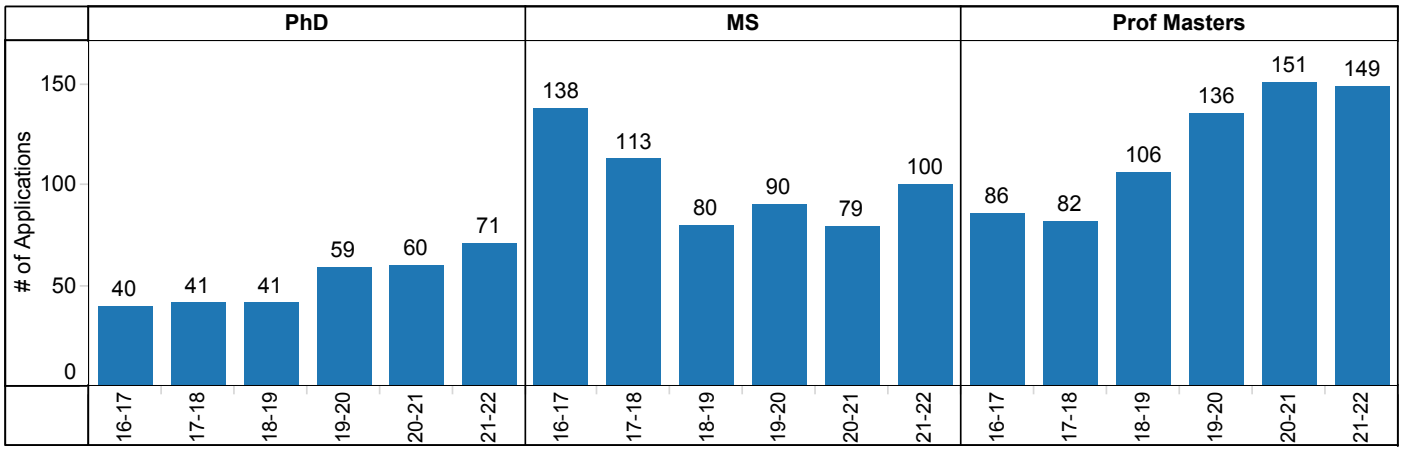

## Science

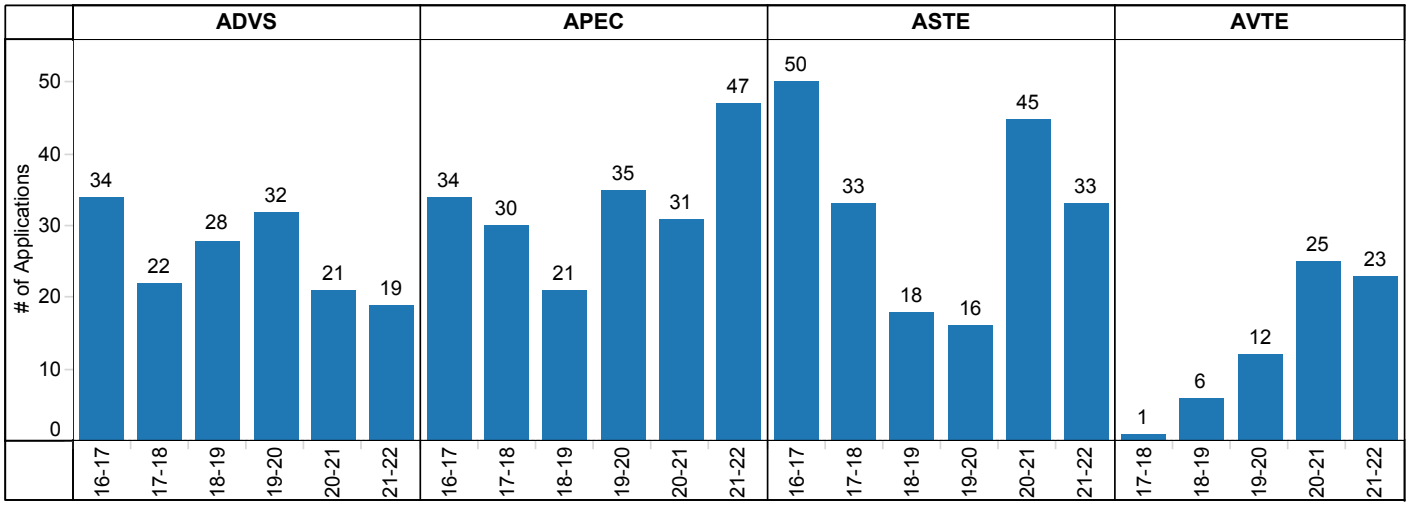


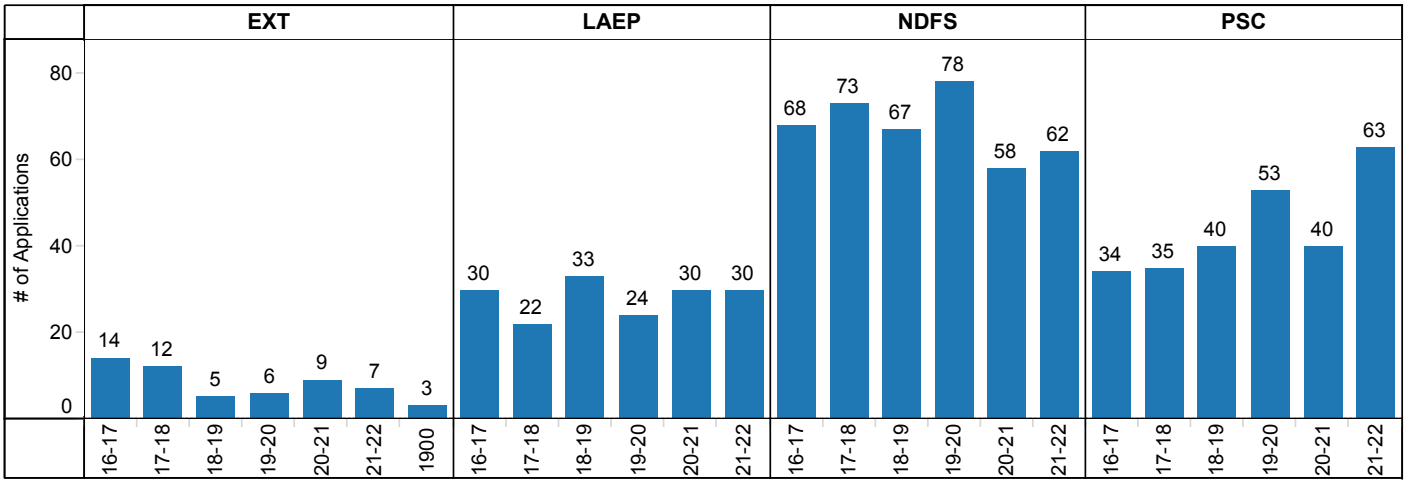
# Citizenship of Applicants



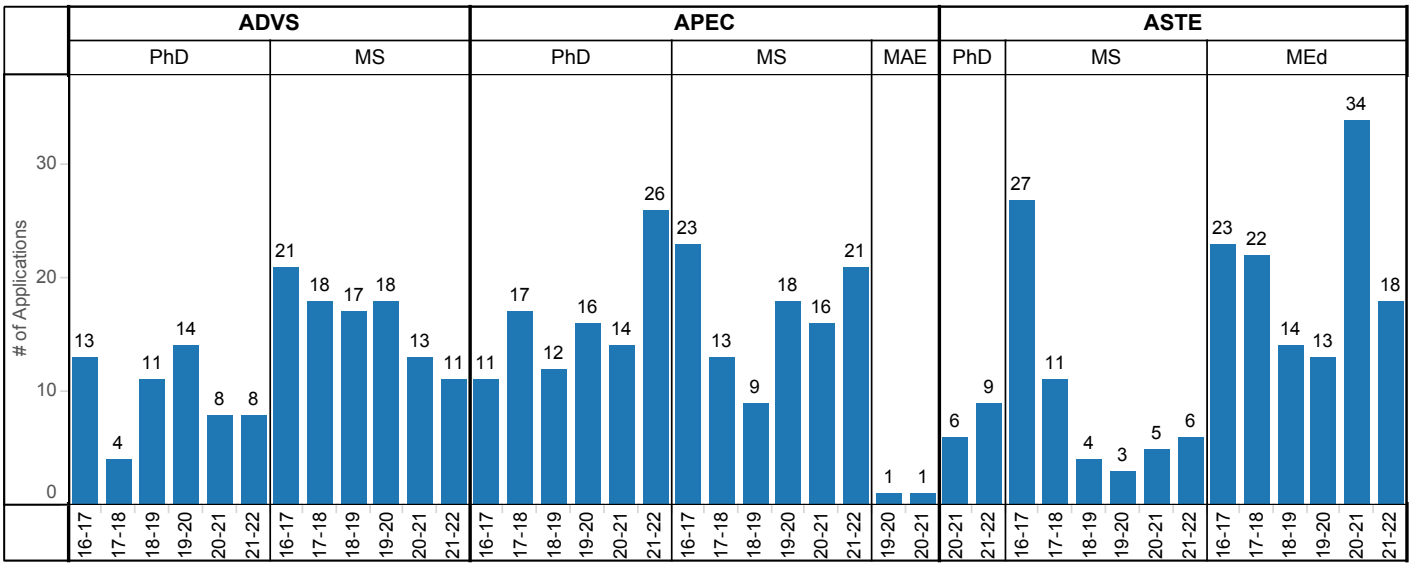
# Annual Applications: College of Agriculture

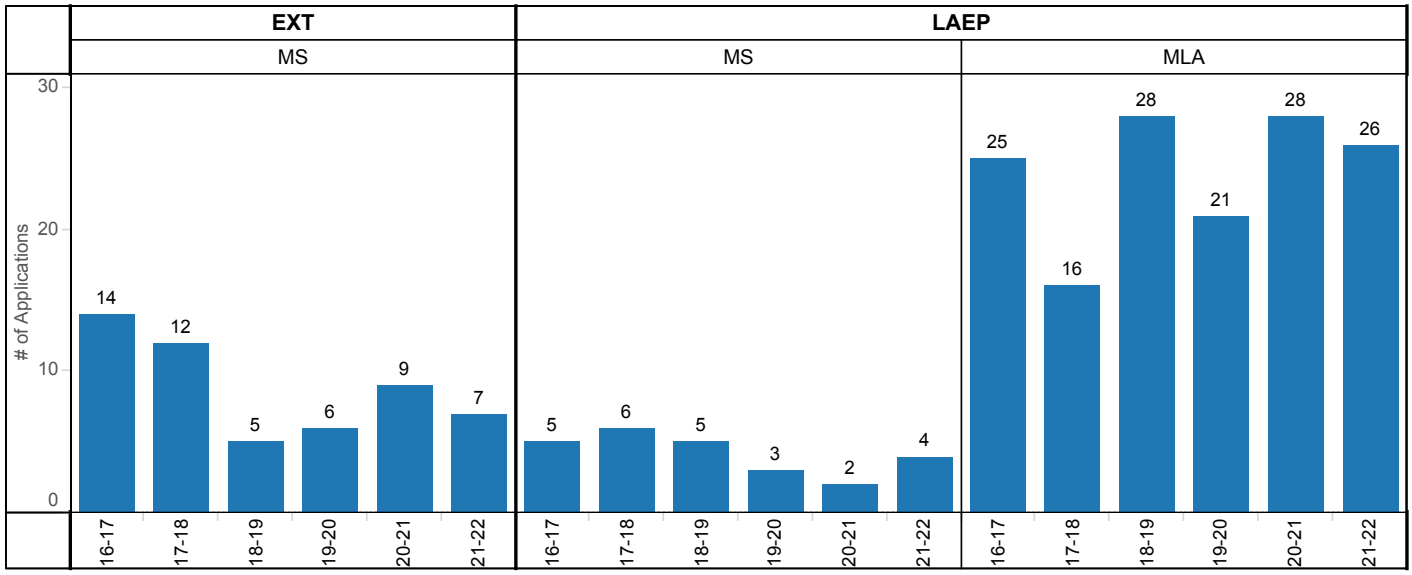


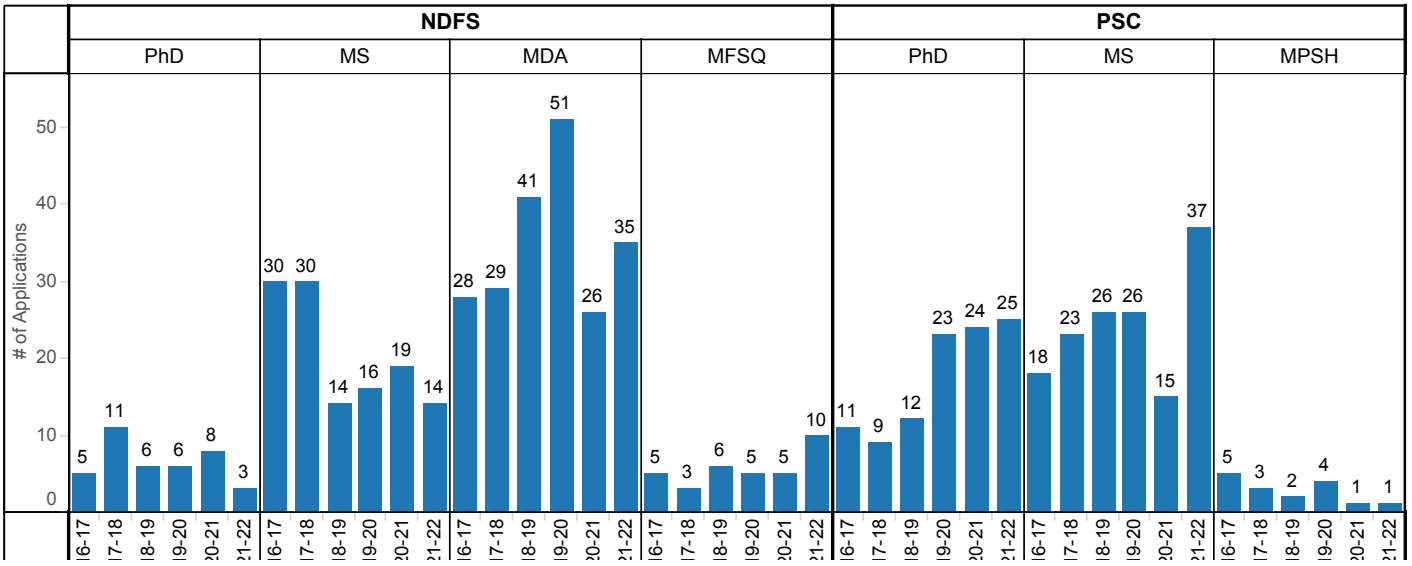



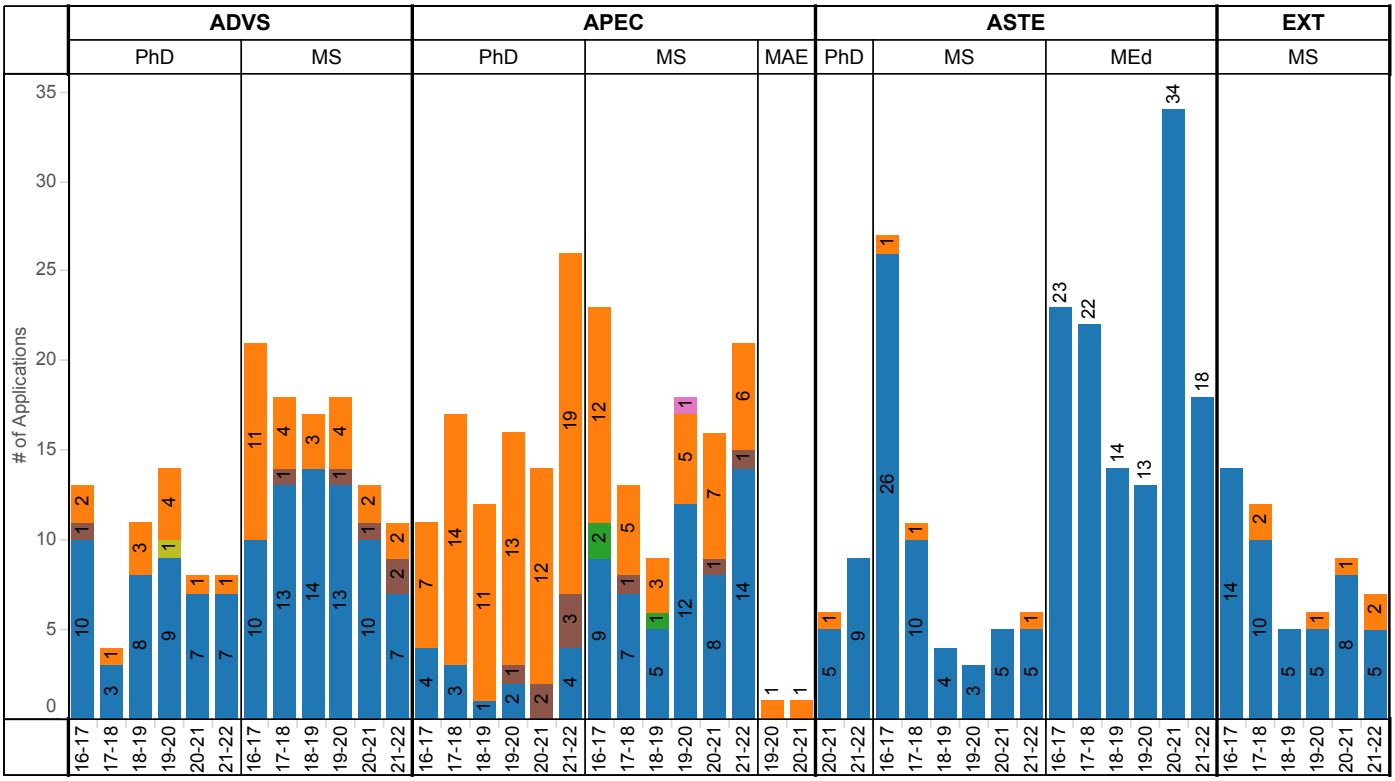
# Annual Applications: College of Agriculture - Dept & Degree

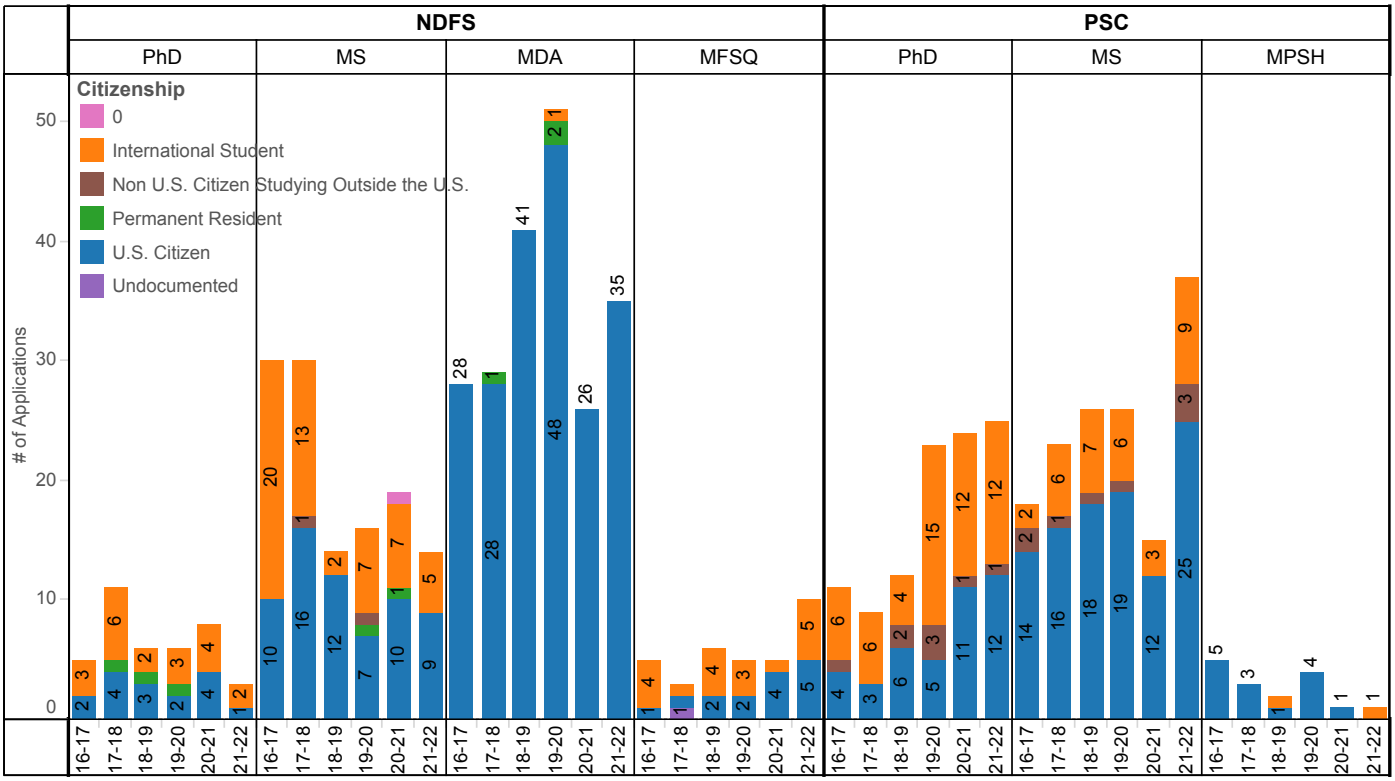


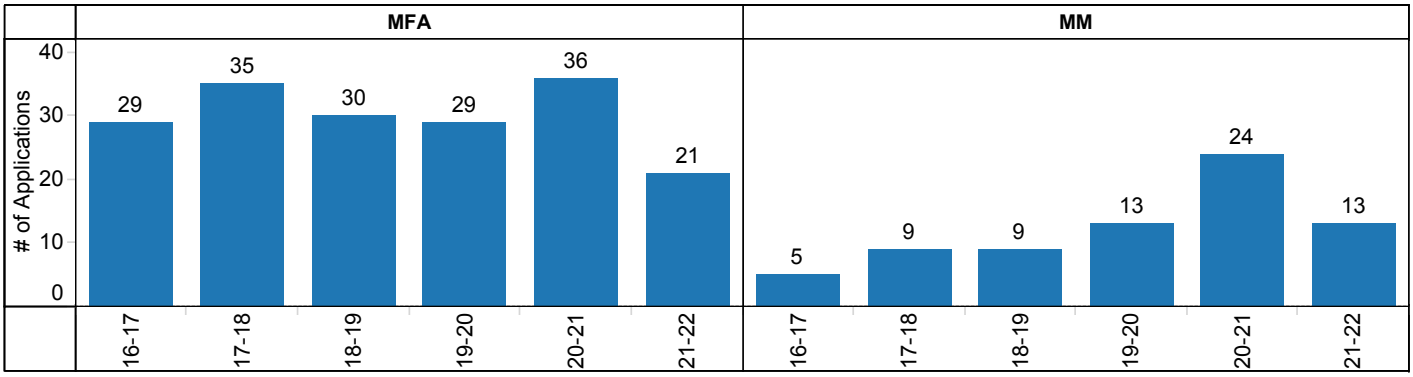



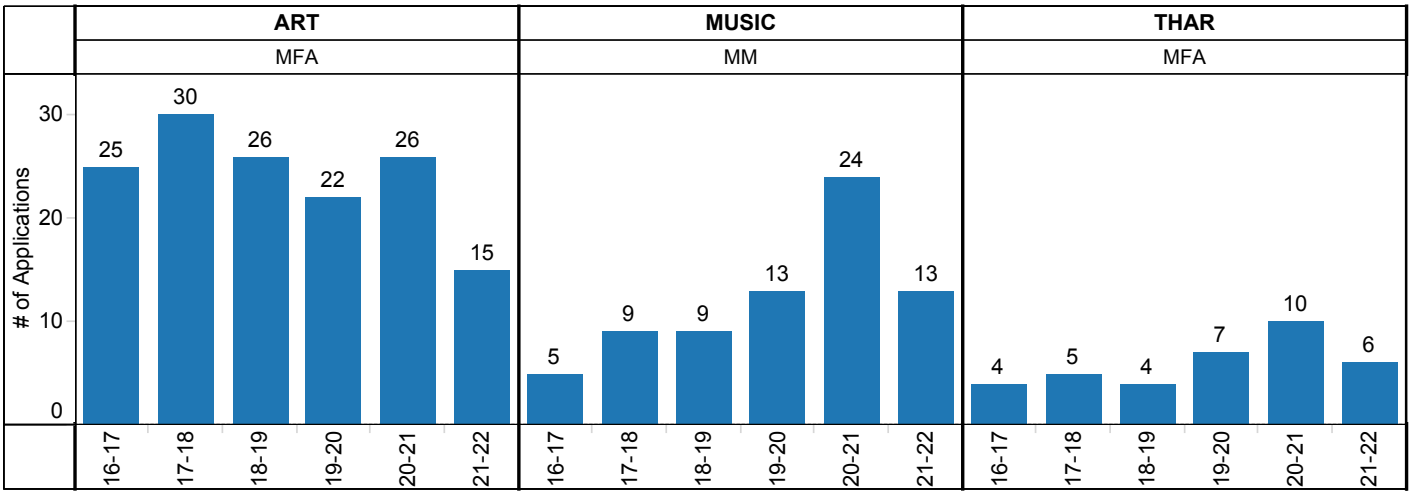
# College of Agriculture: Domestic & International Applications



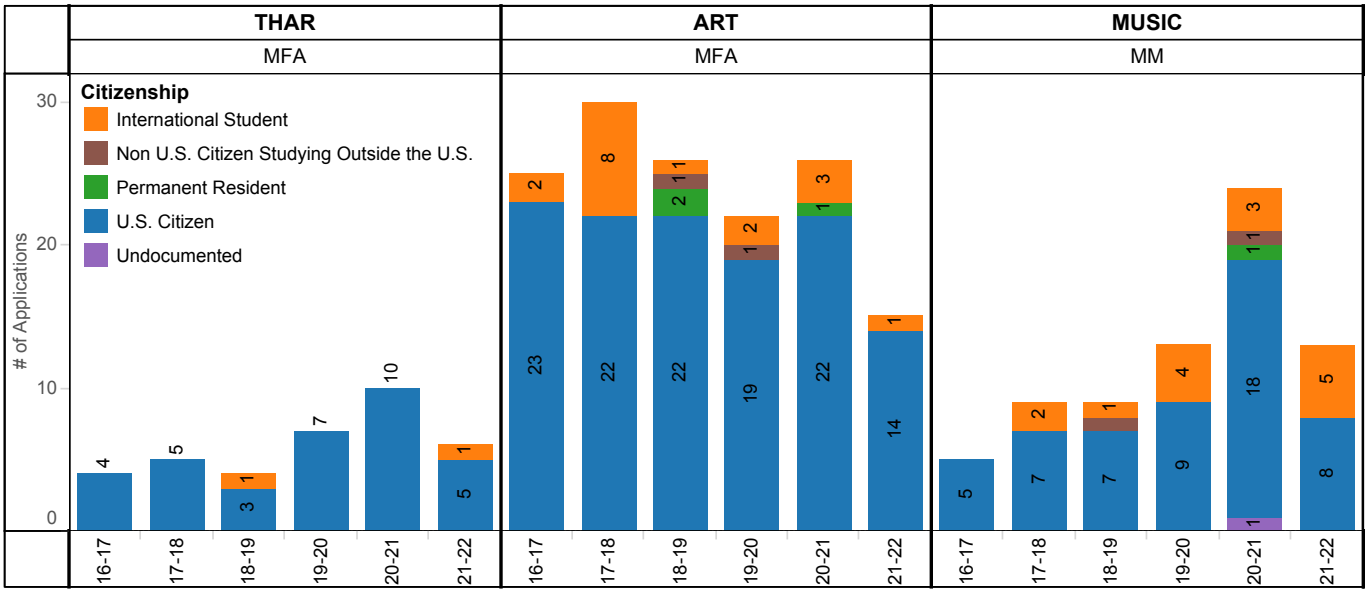



# Annual Applications: College of Arts

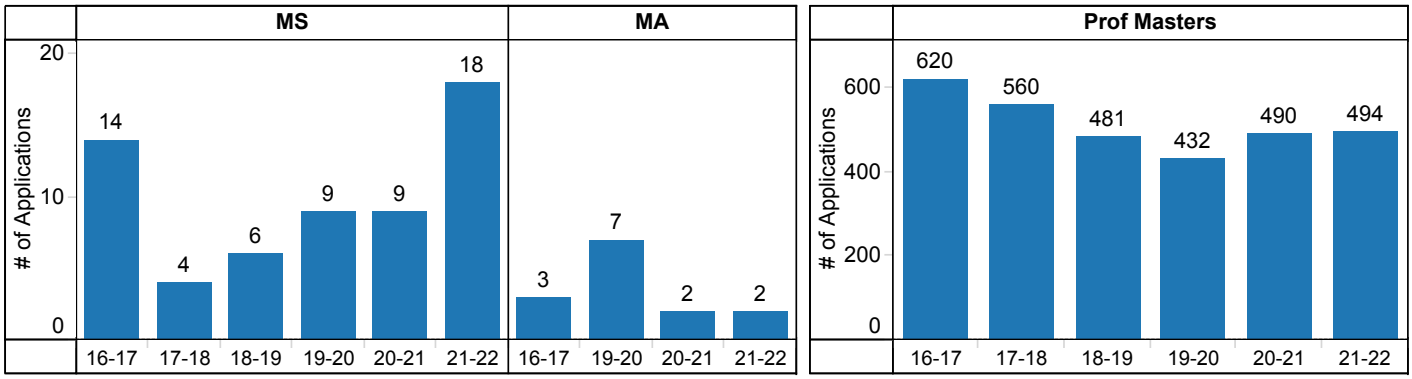


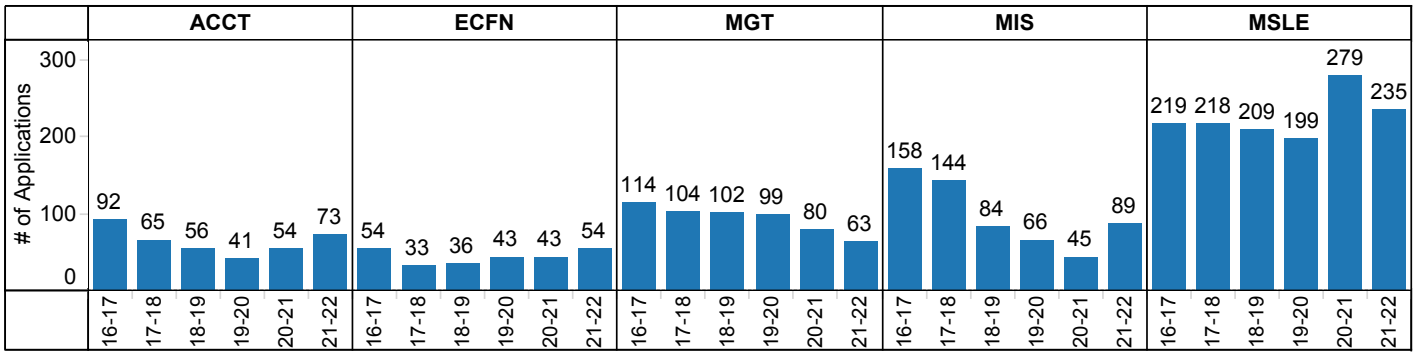

# Domestic & International Applications



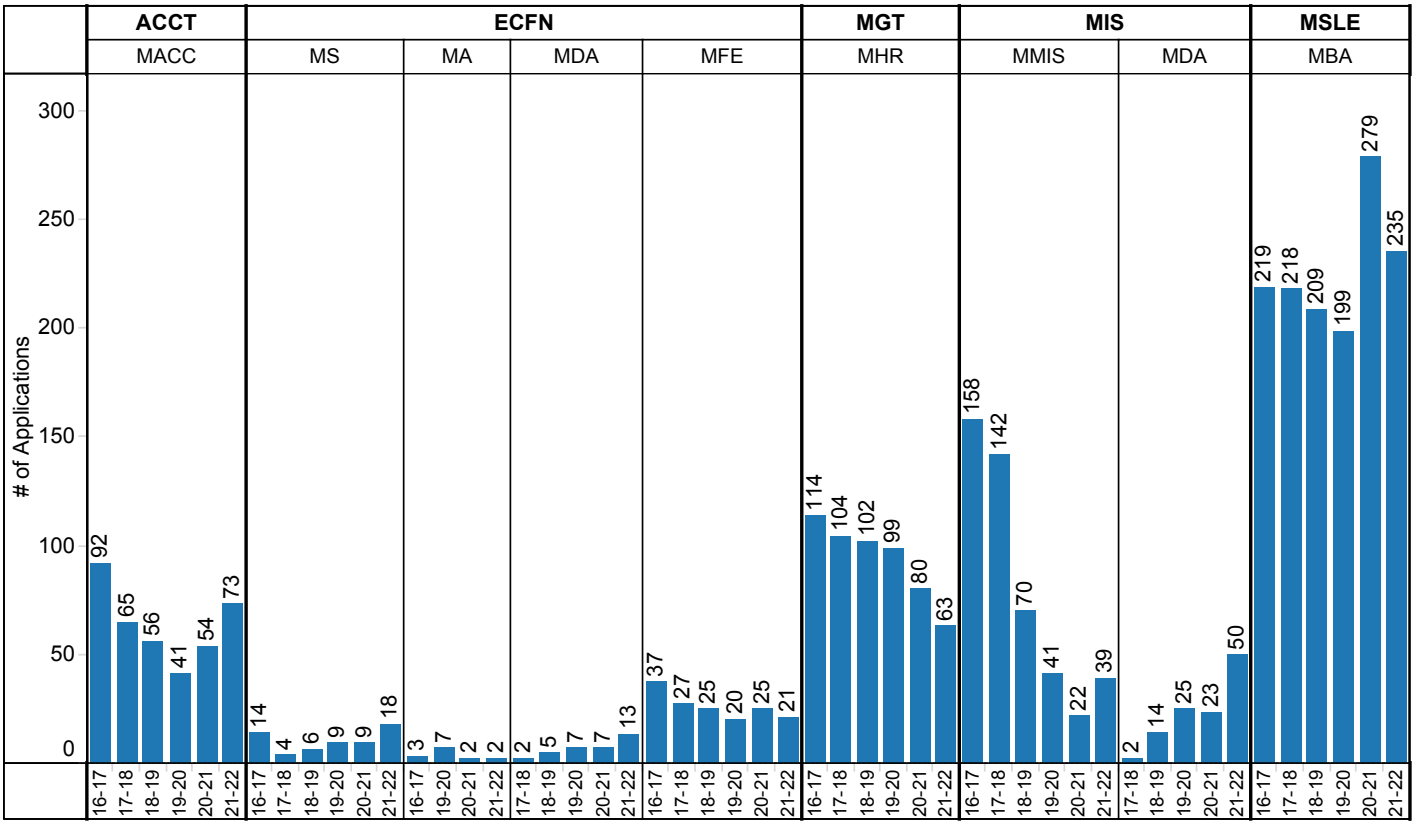
# Applications: College of Business




## Department Totals




## Department & Degree

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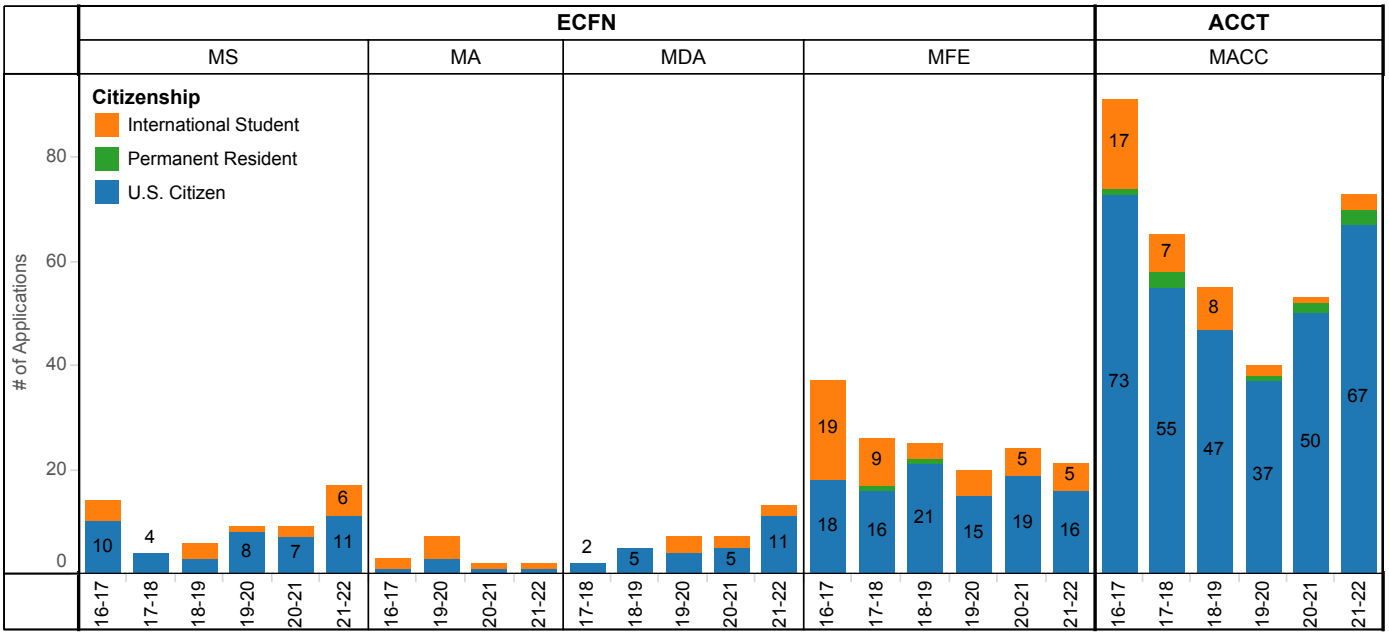
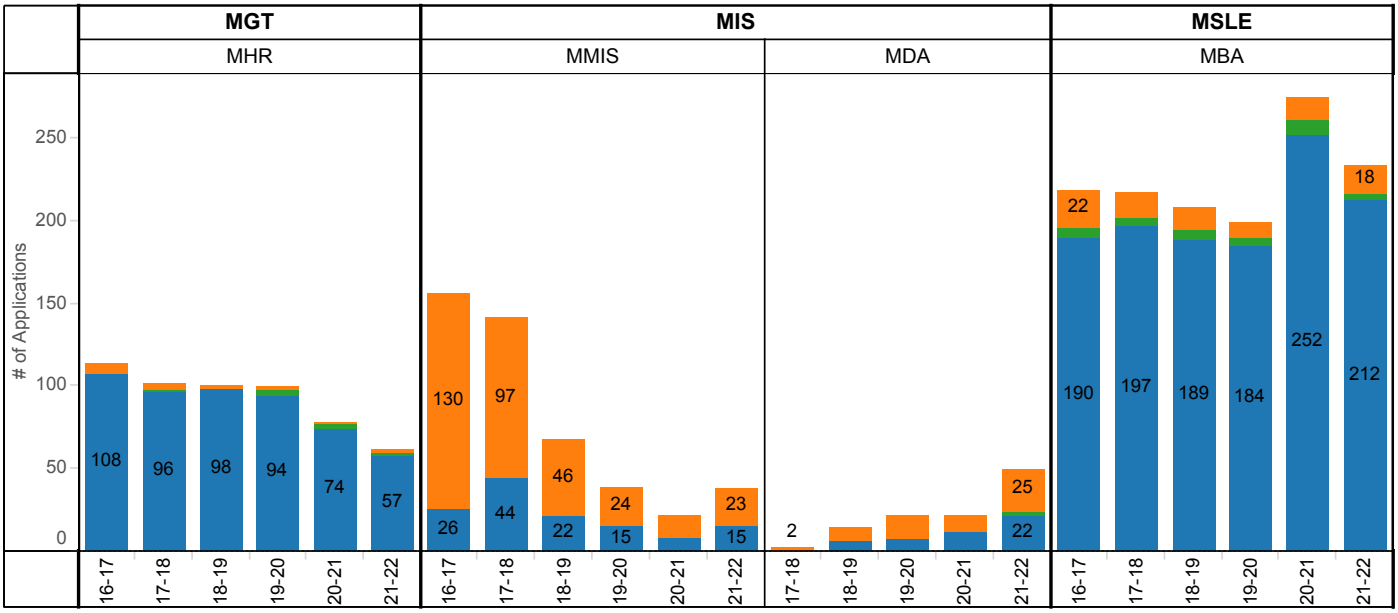
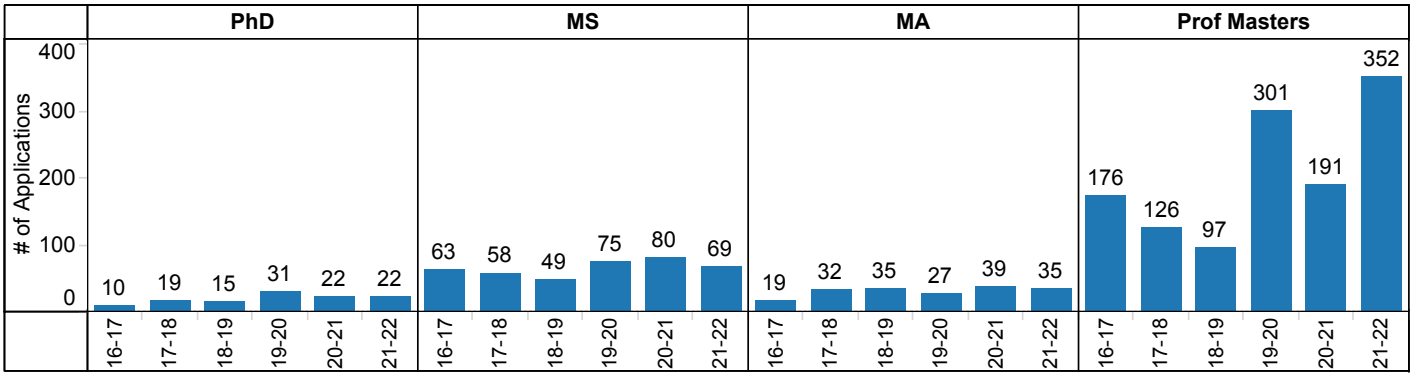
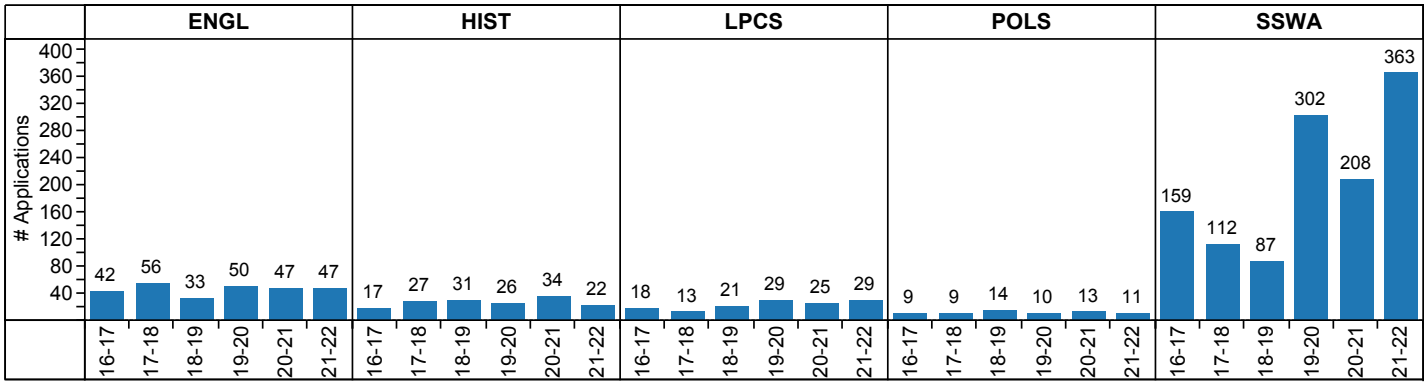
# School of Business: Domestic & International Applications

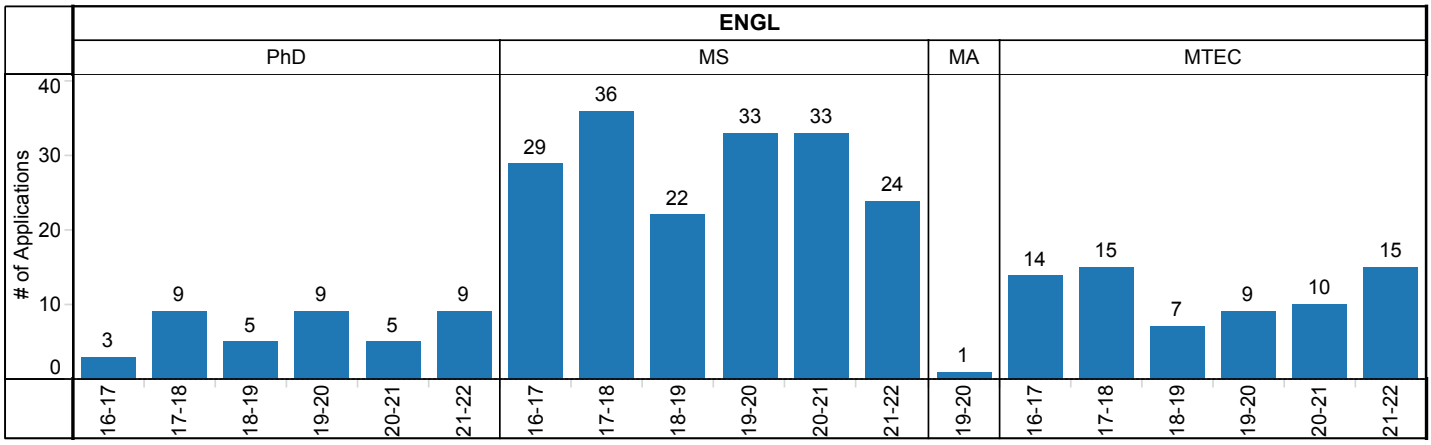


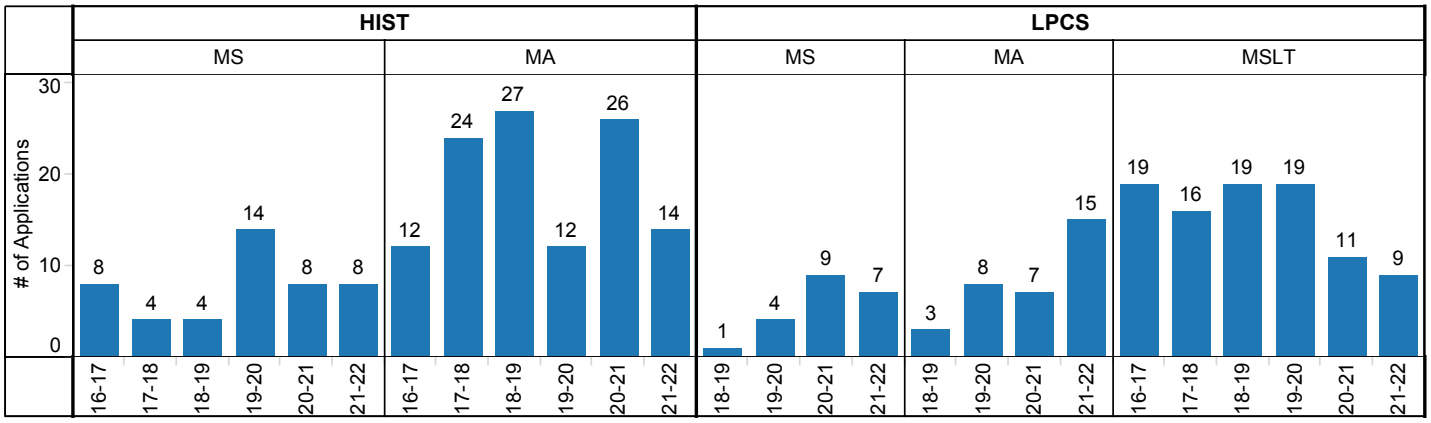



# Annual Applications: College of Humanities & Social Sciences

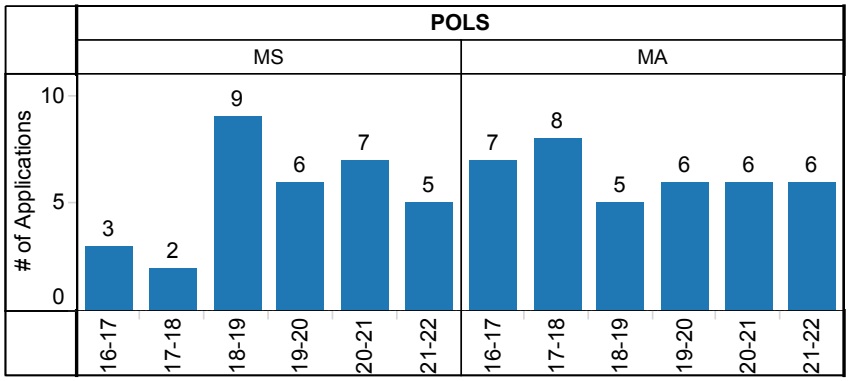


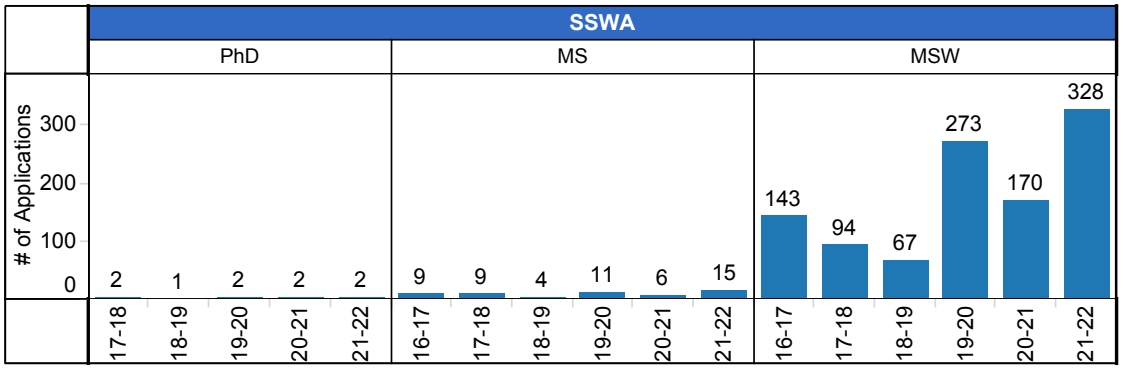



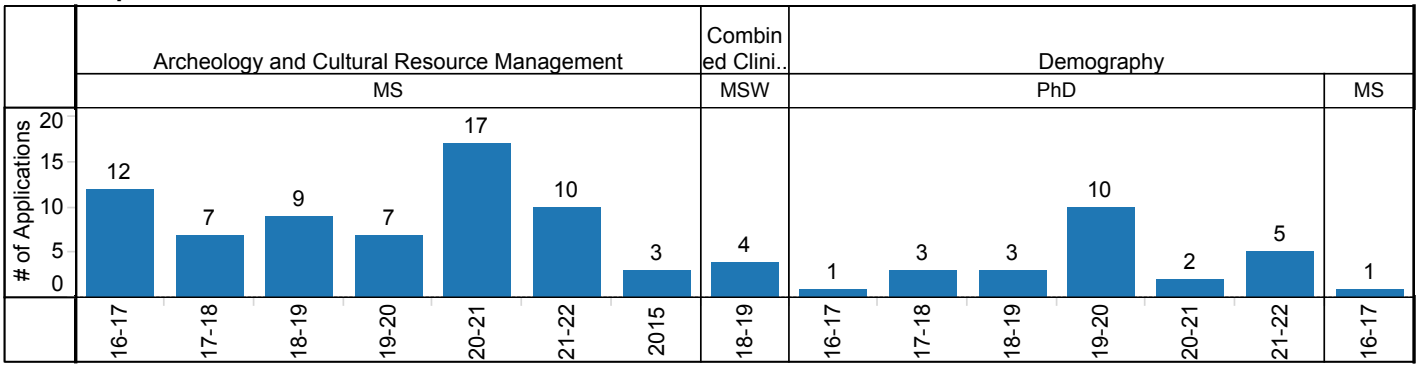
# Annual Applications: College of Humanities & Social Sciences

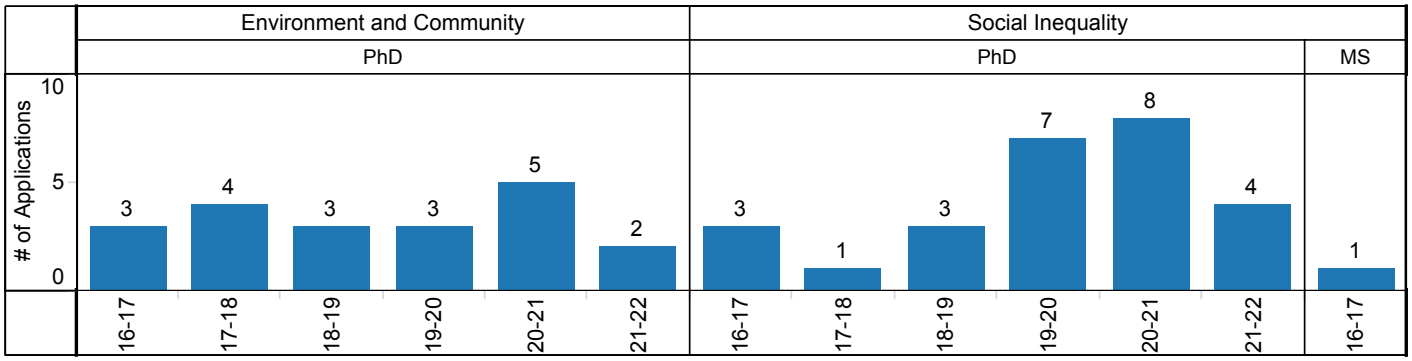



## SSWA: No Specialization




## SSWA: Specializations



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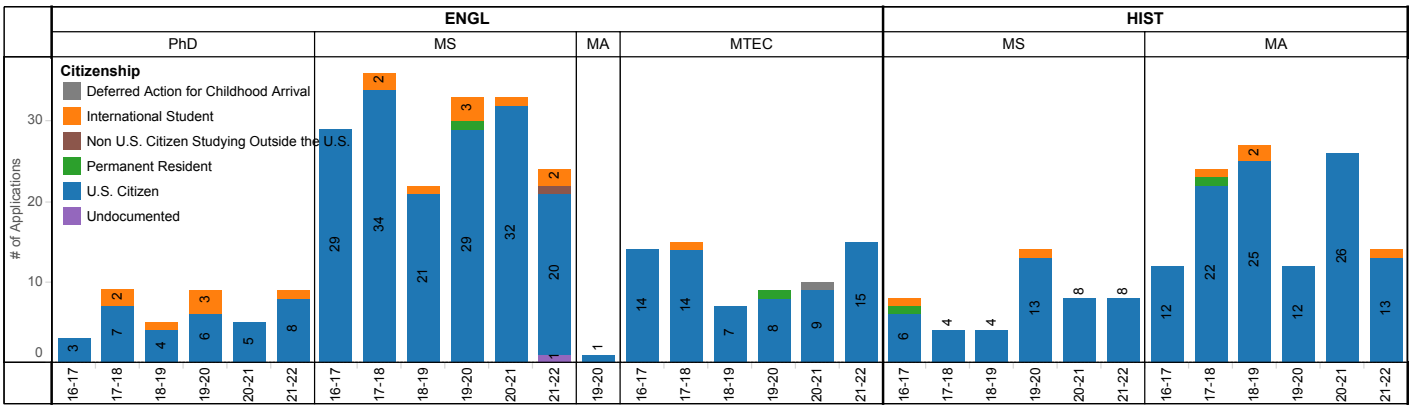
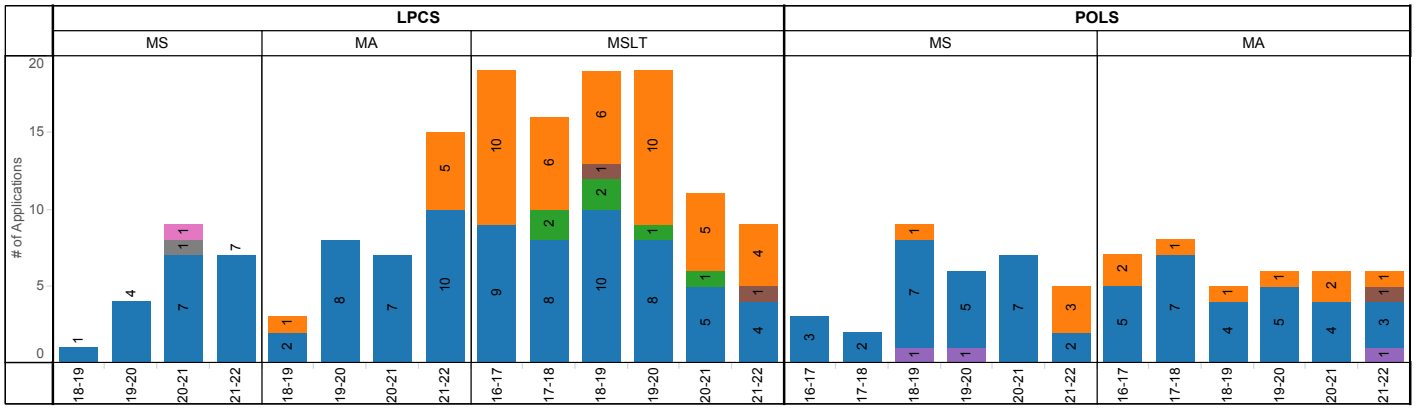
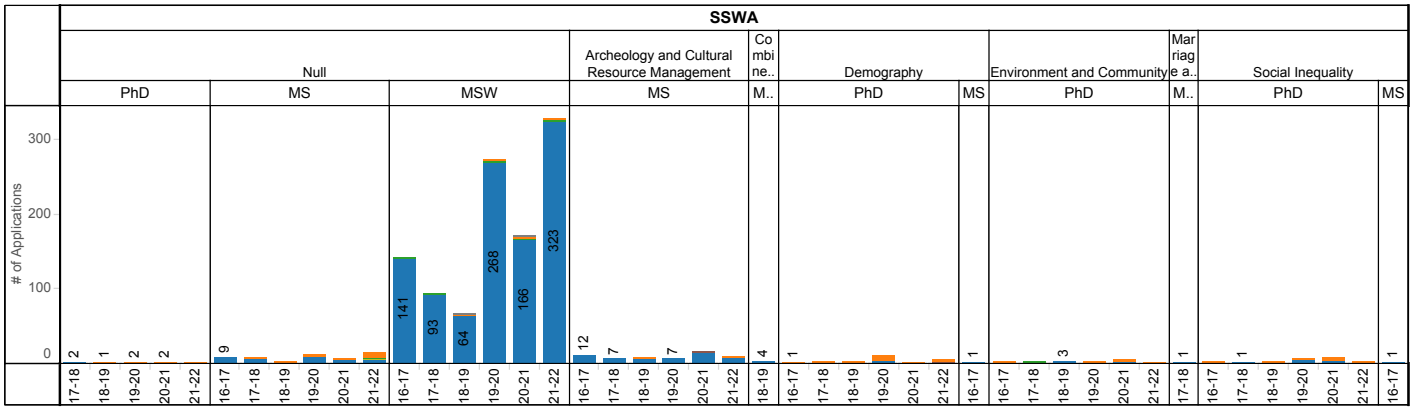
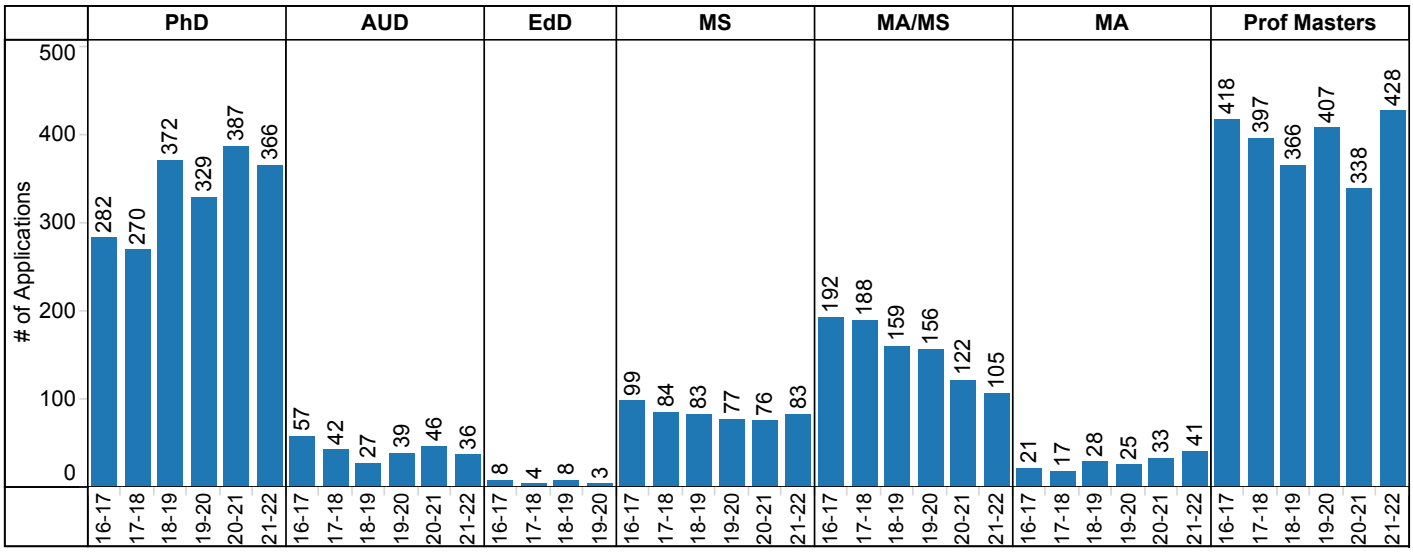
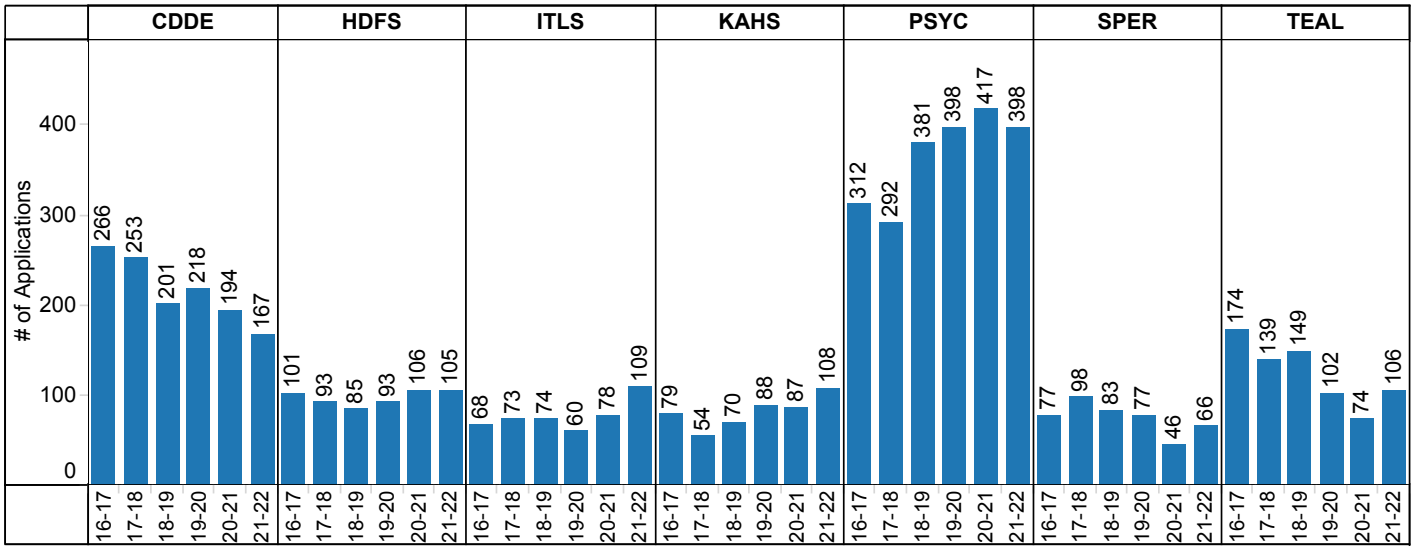


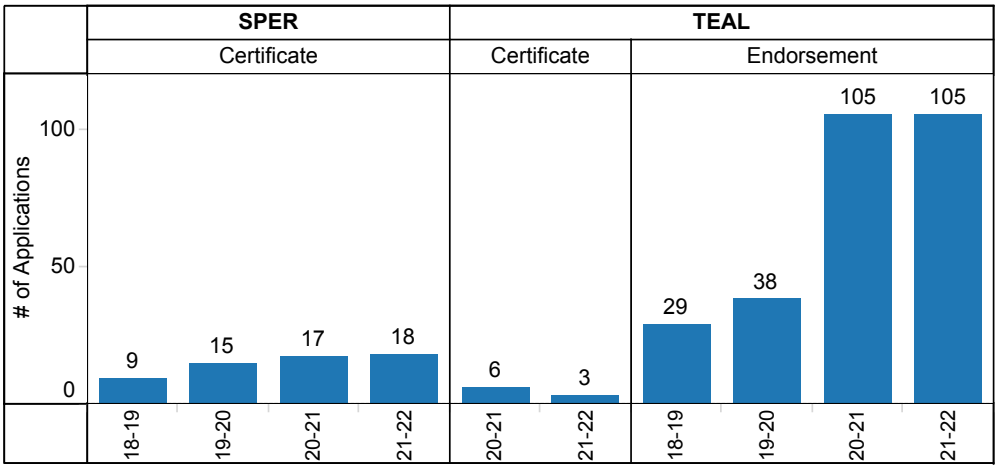



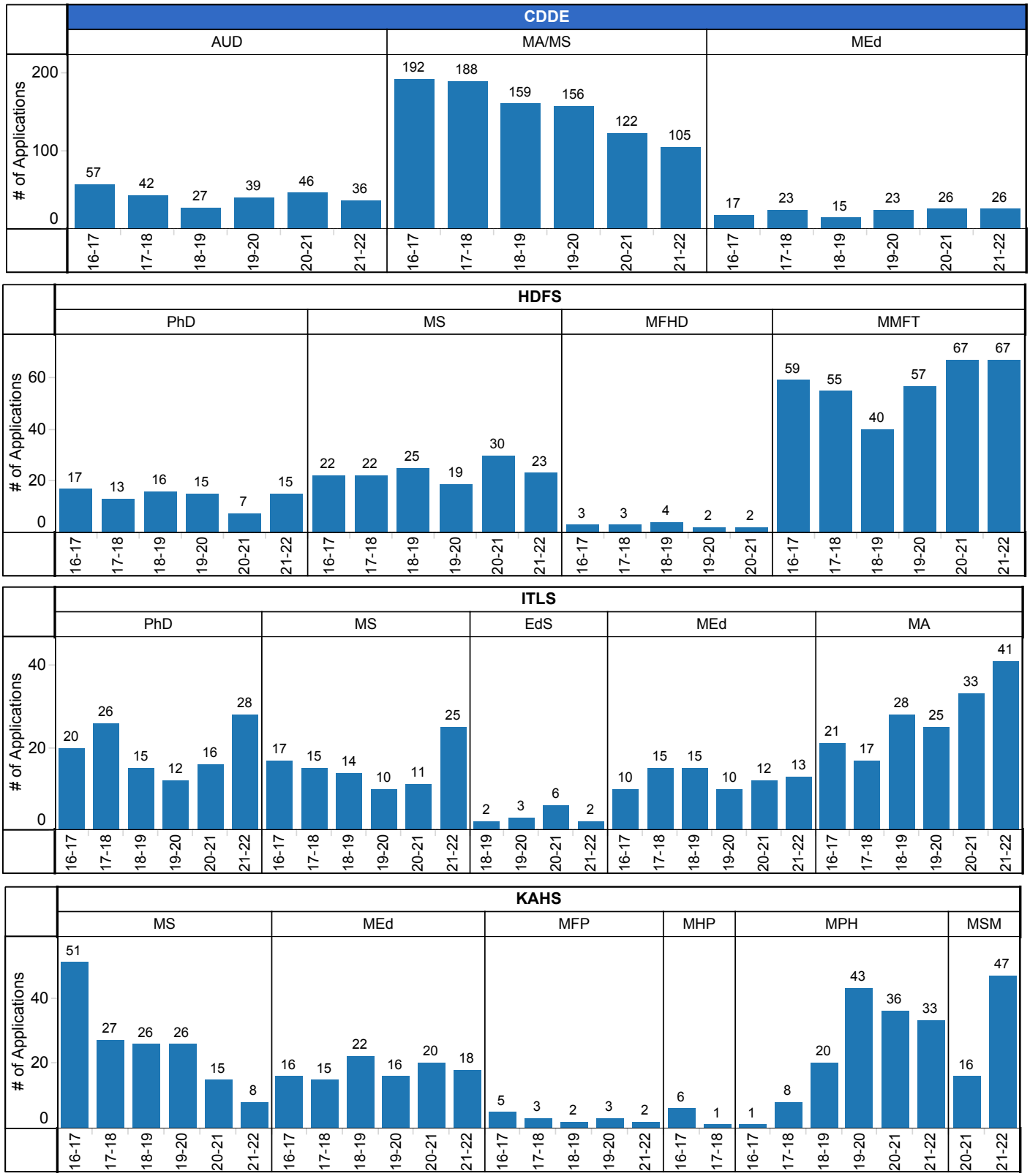
# Annual Applications: College of Education



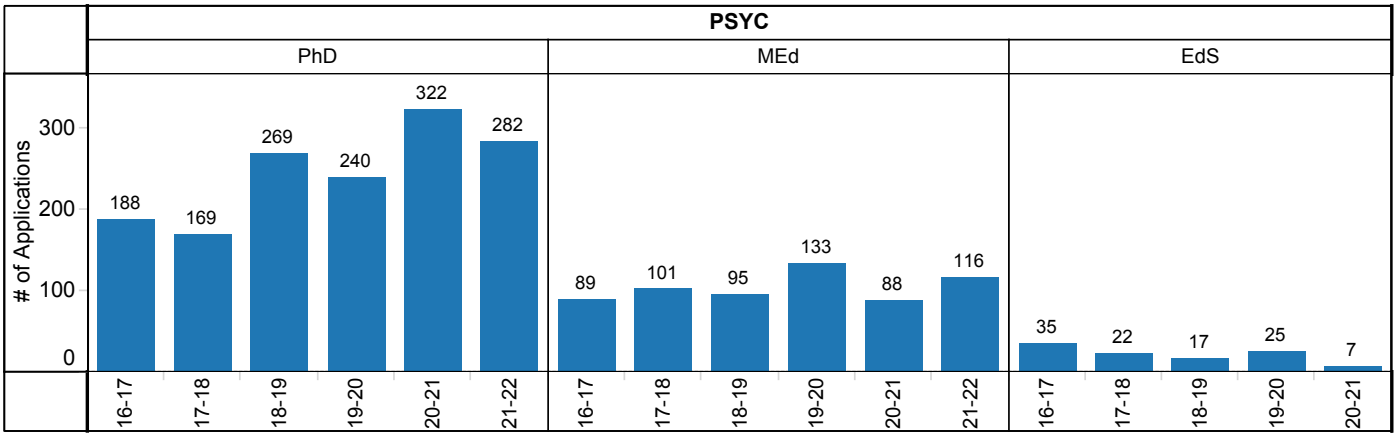



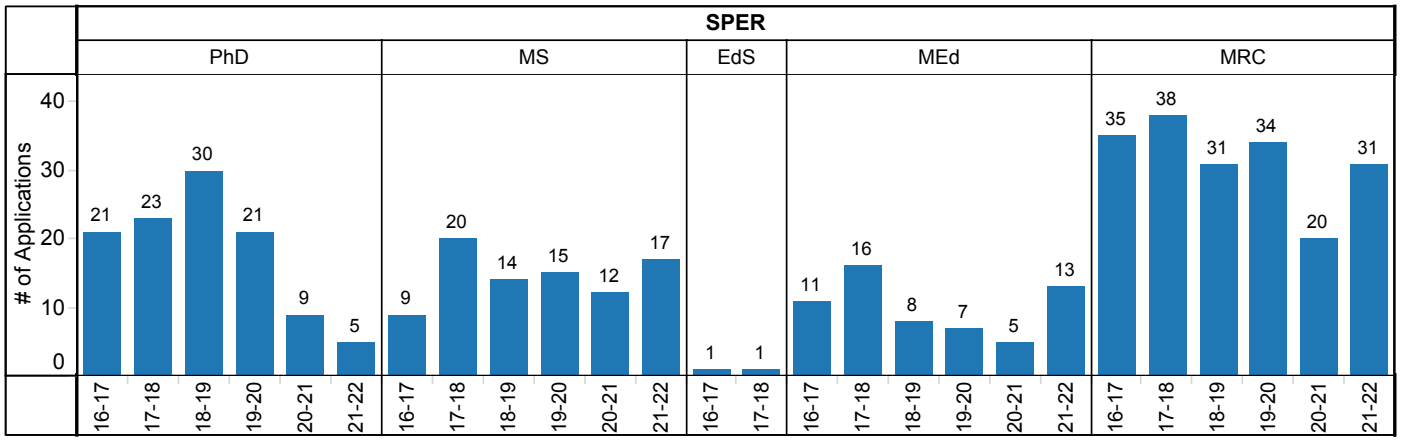



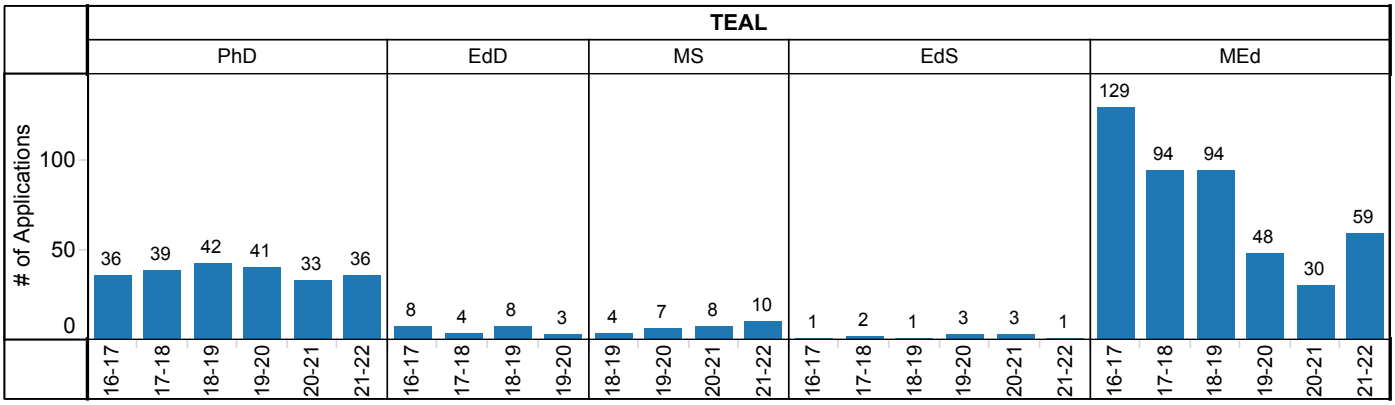
# Annual Applications: College of Education - Dept & Degree



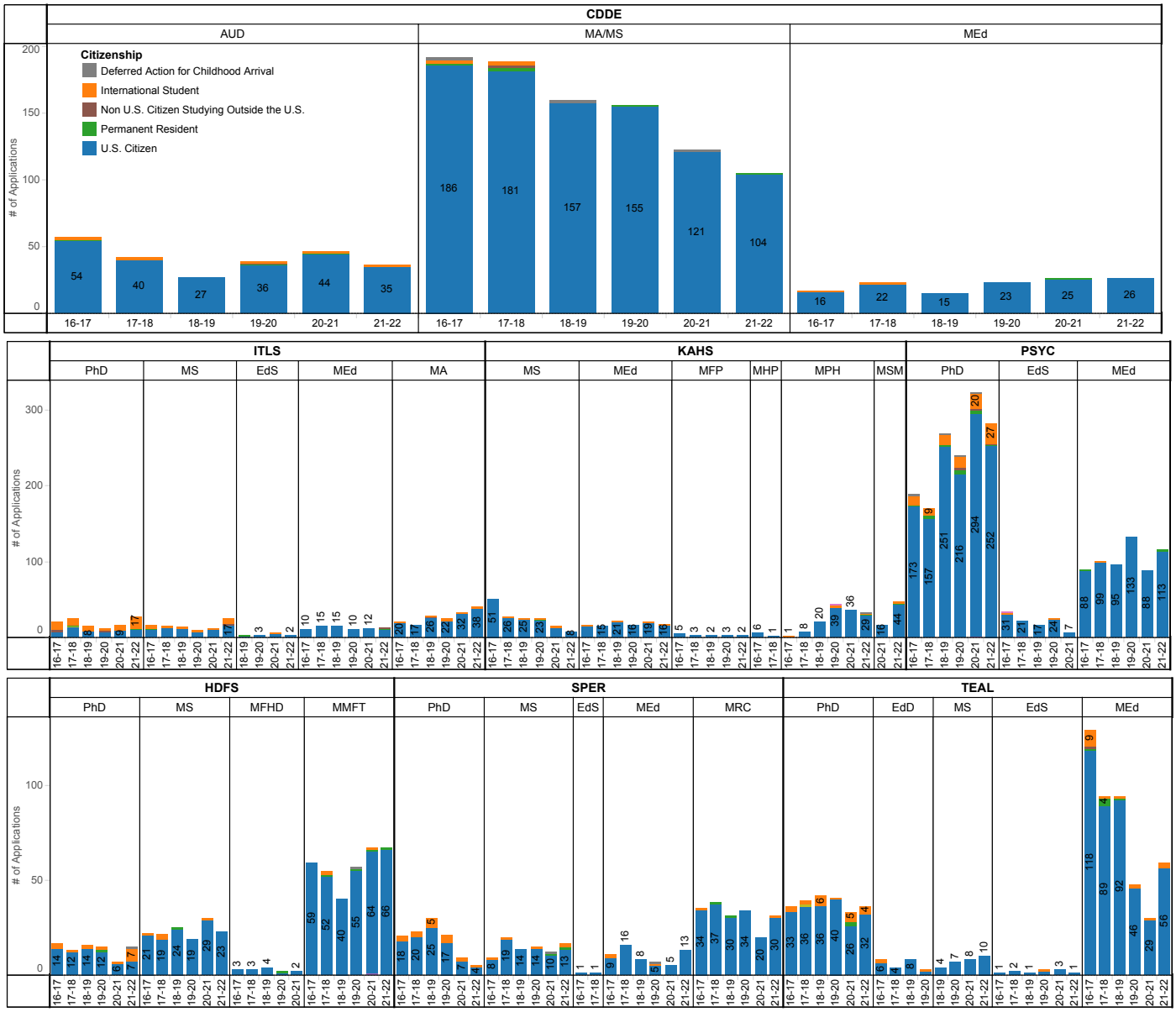
# Annual Applications: College of Education - Dept & Degree



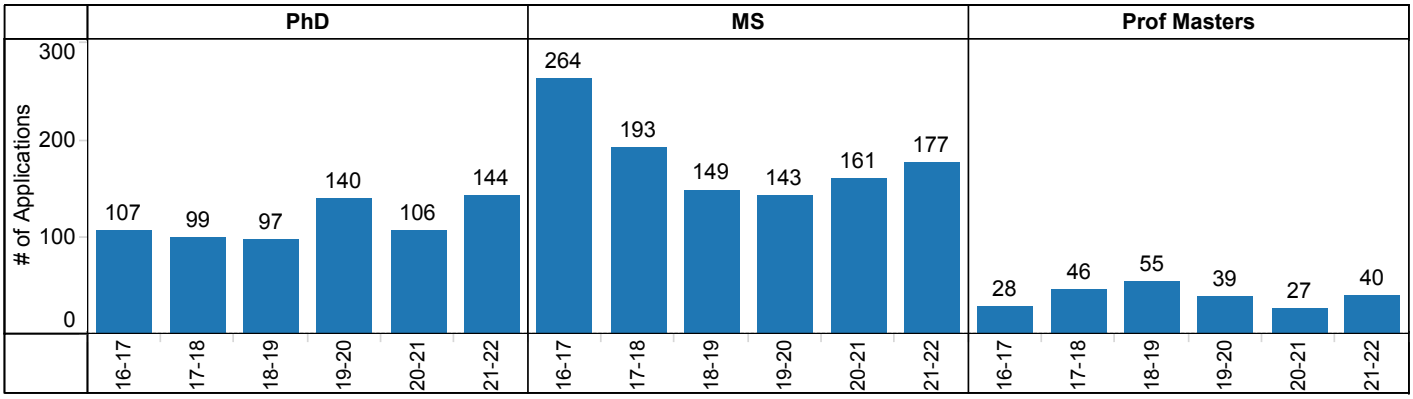



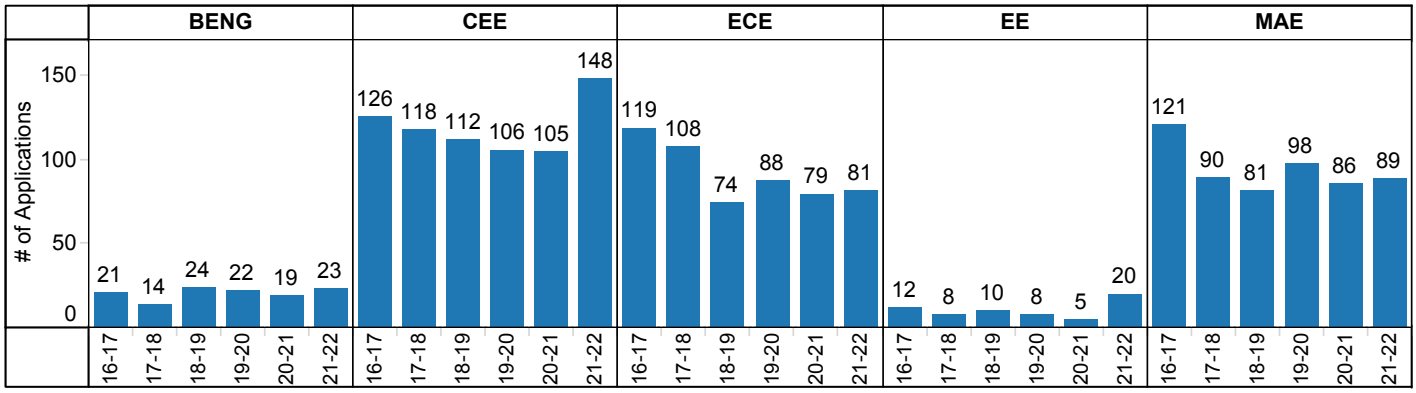



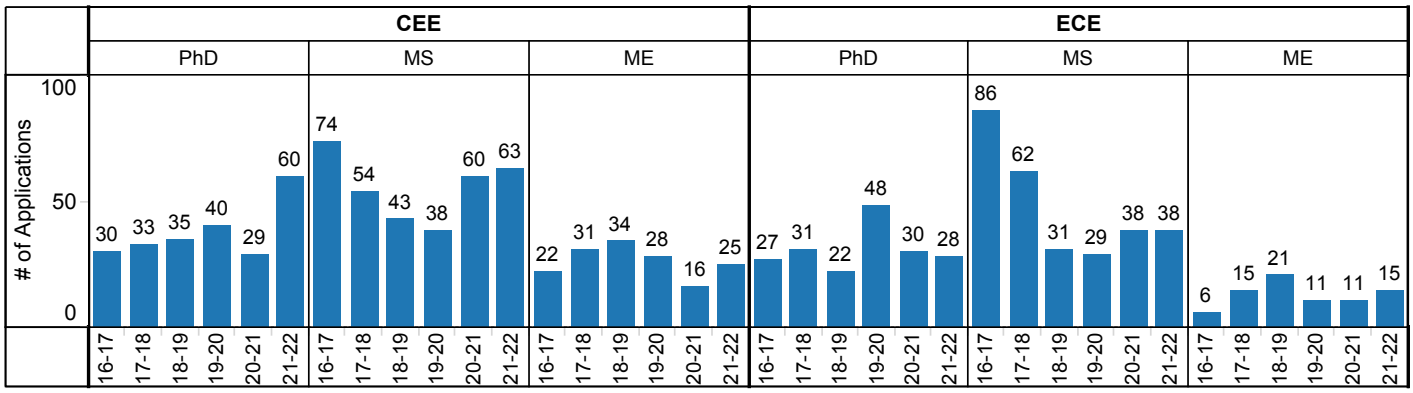
# Education: Domestic & International Applications

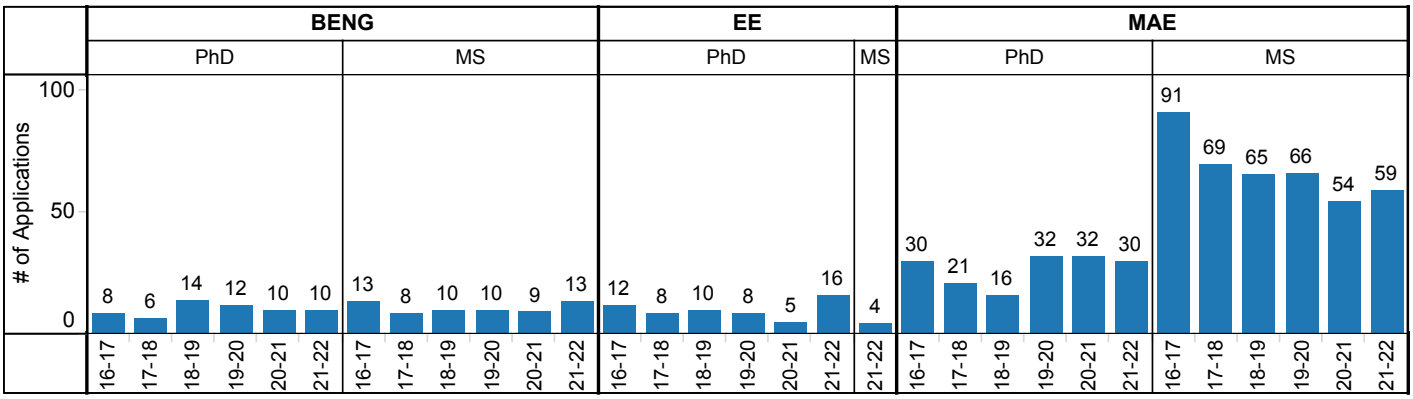


# Annual Applications: College of Engineering

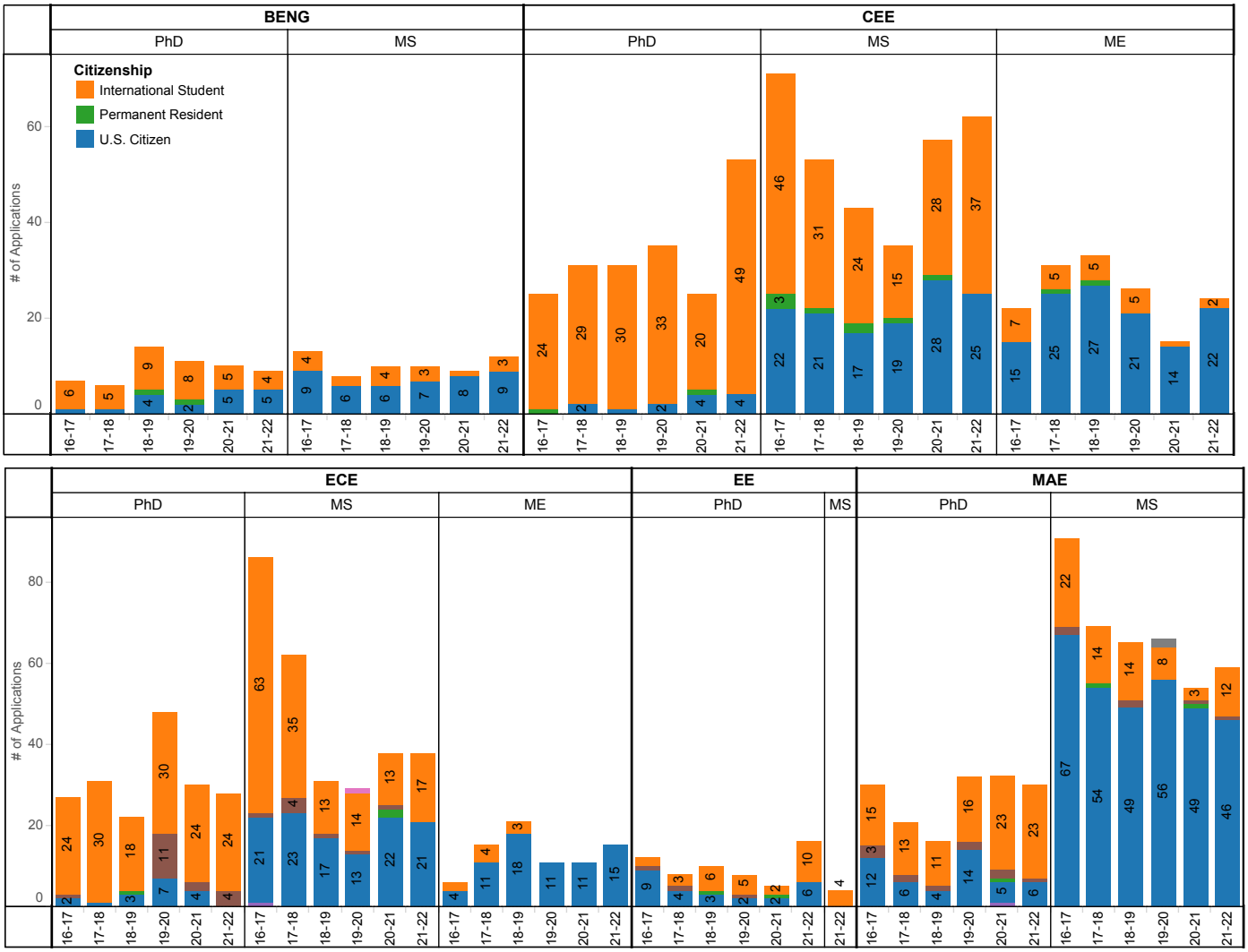


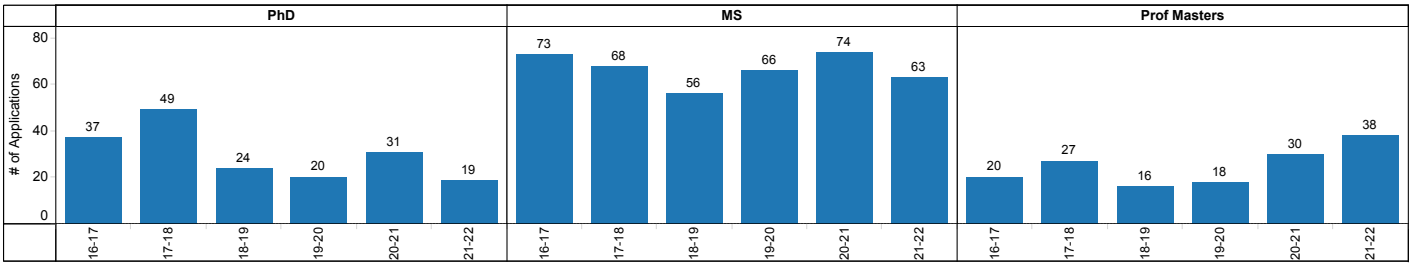



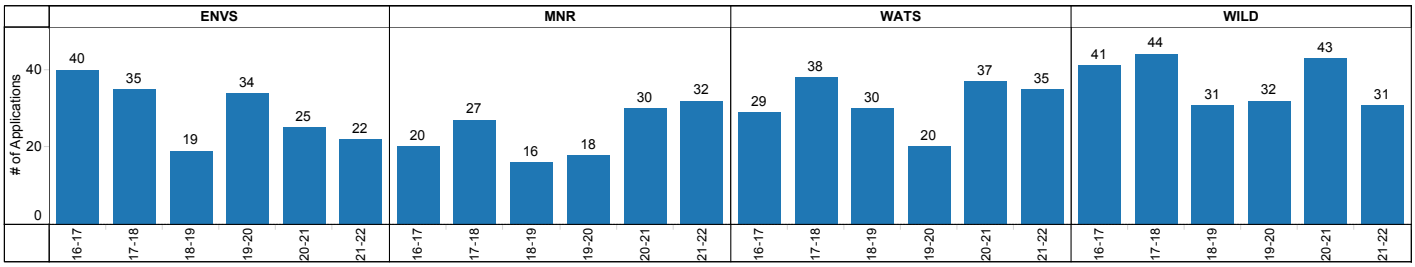



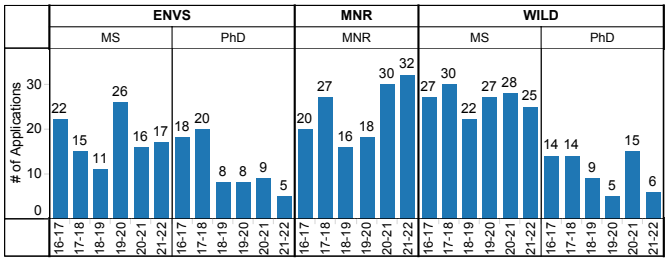
# Engineering: Domestic & International Applications

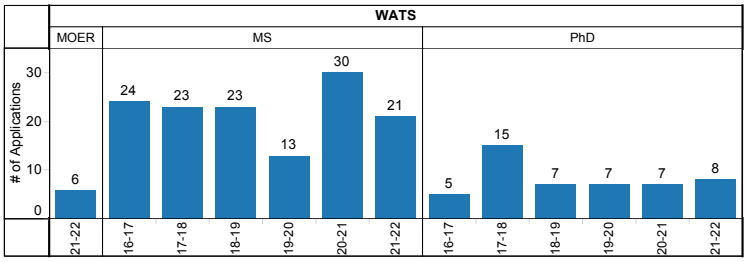


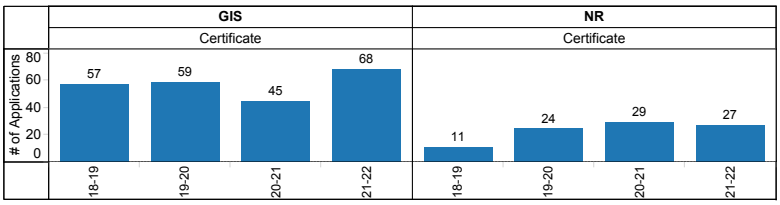
# Annual Applications: College of Natural Resources



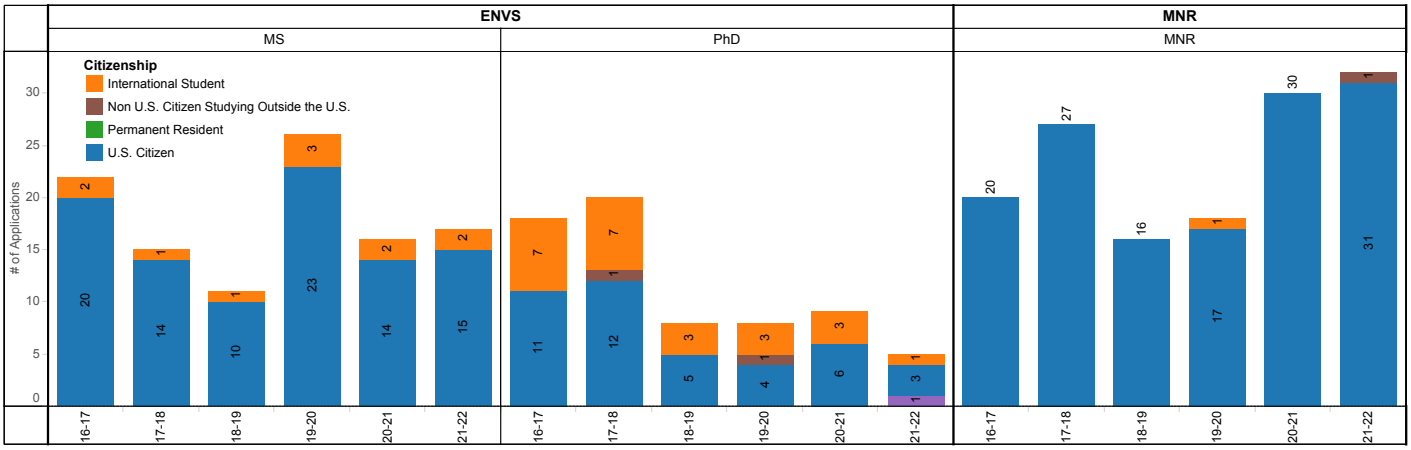



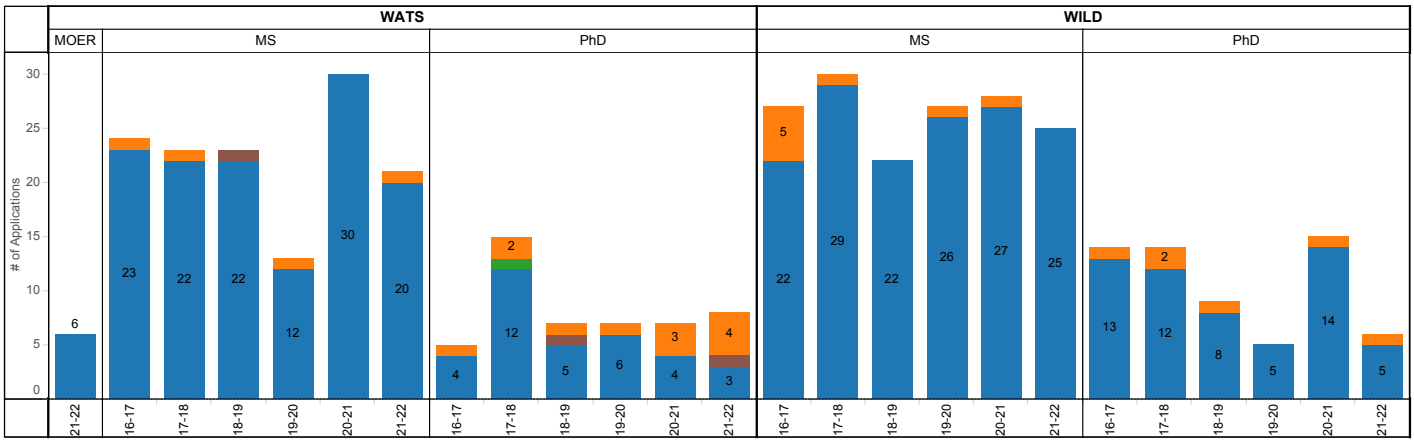



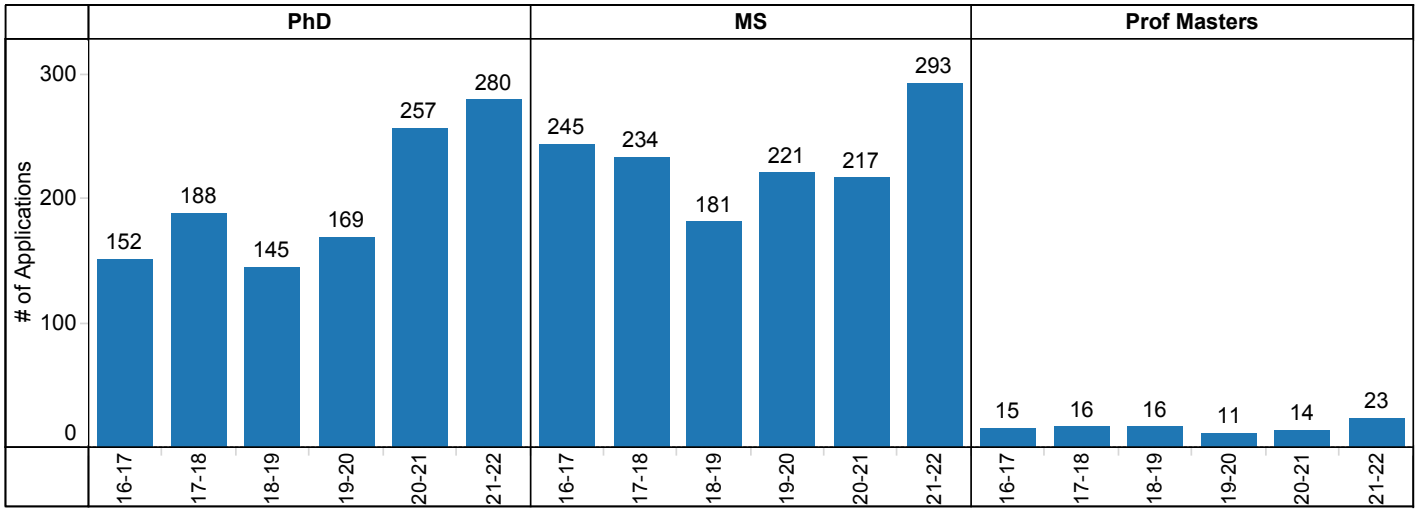



# Natural Resources: Domestic & International Applications

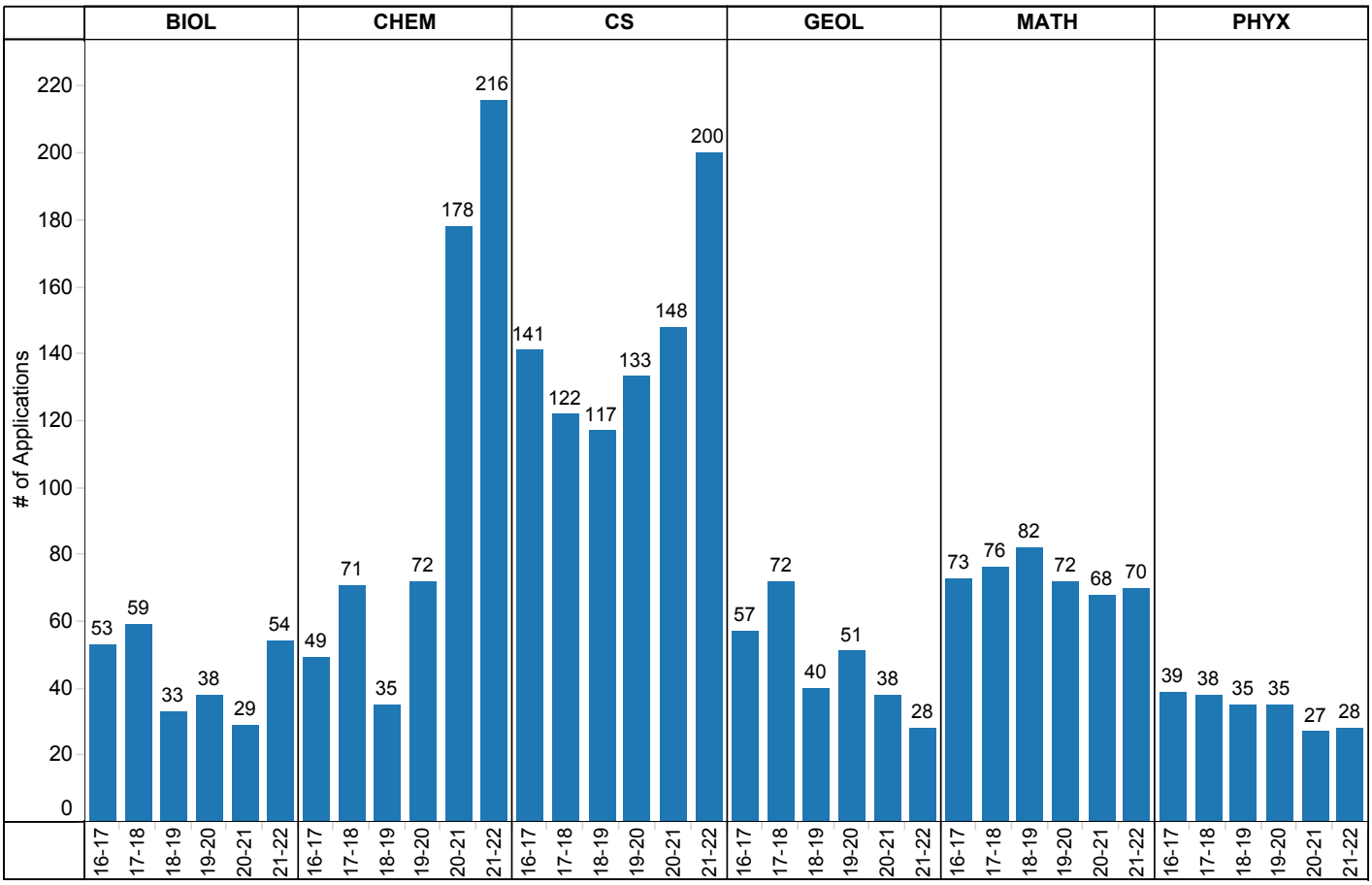


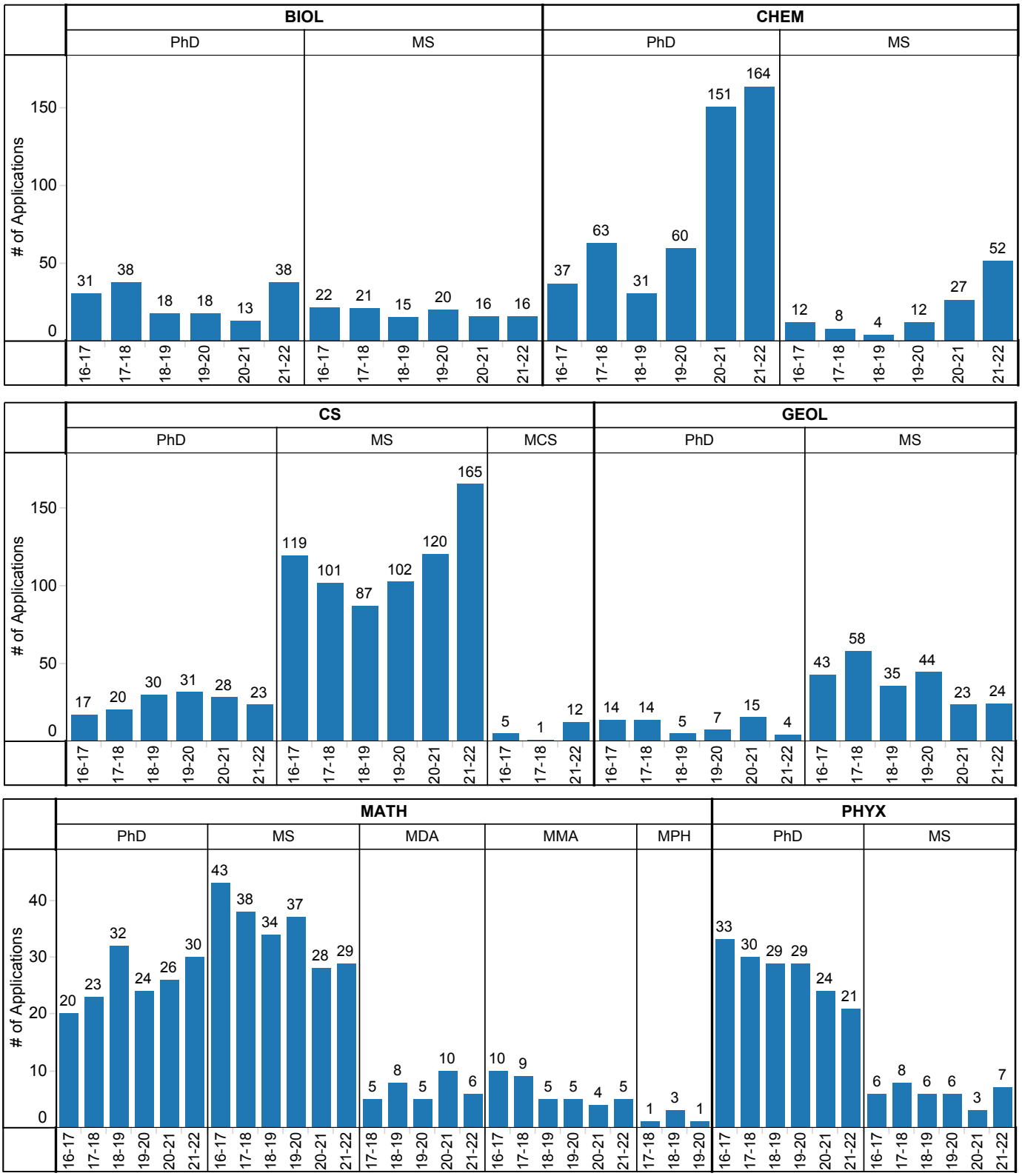
# Annual Applications: College of Science



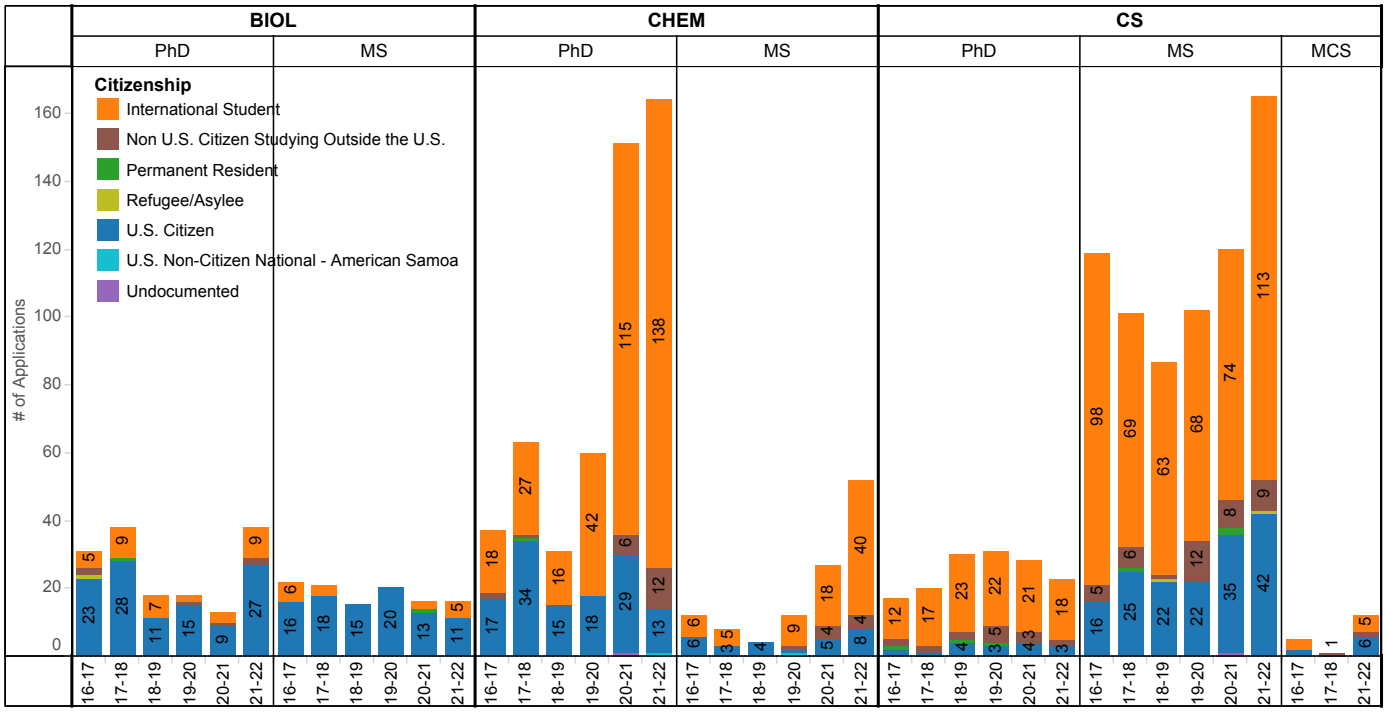

## Department Totals



# Annual Applications: College of Science - Dept & Degree

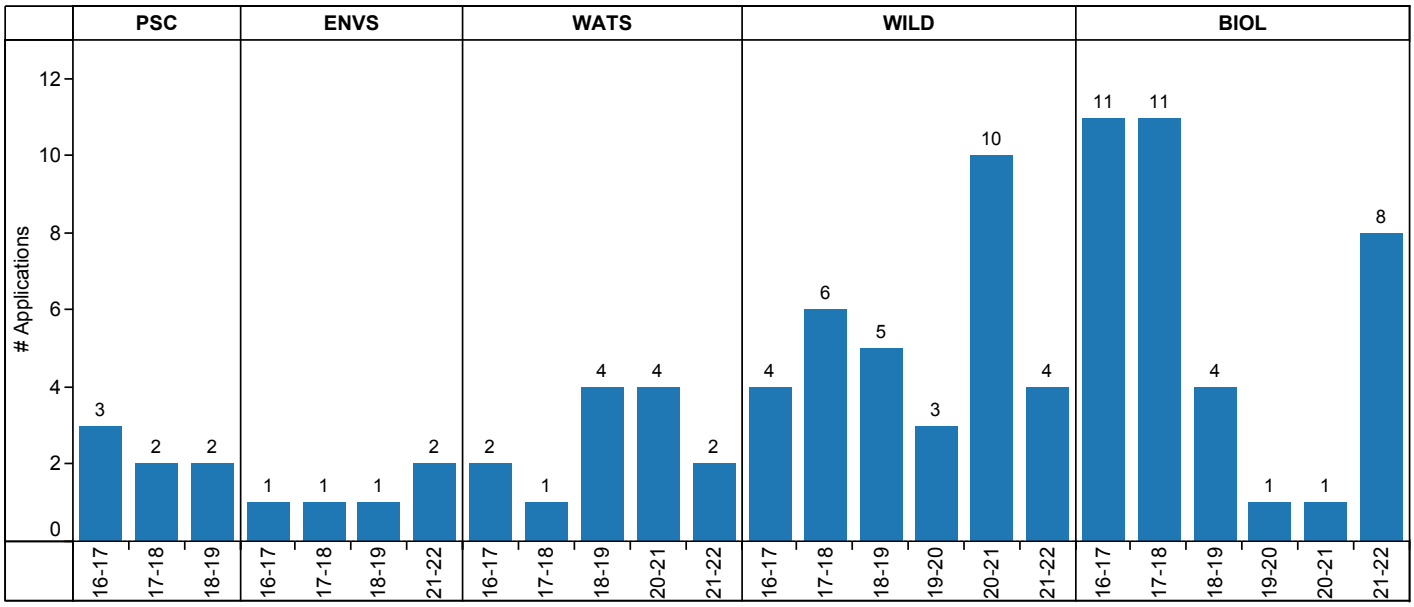


# Science: Domestic & International Applications

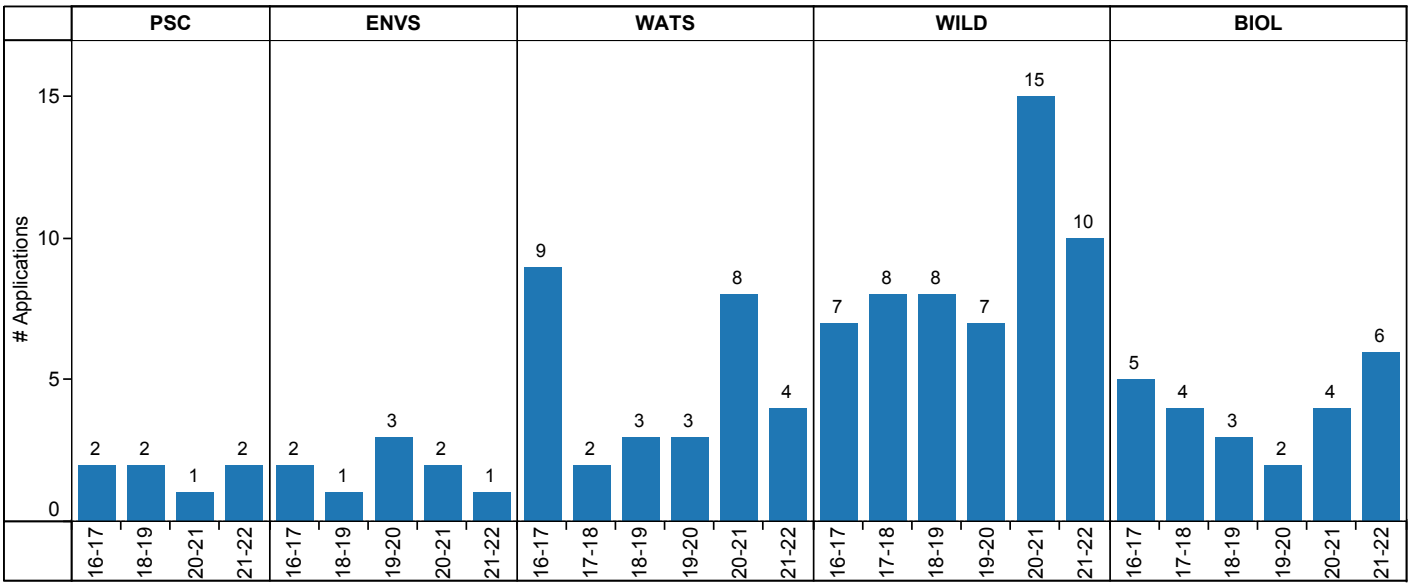


# Speciality - Ecology Applications

## PhD Applications



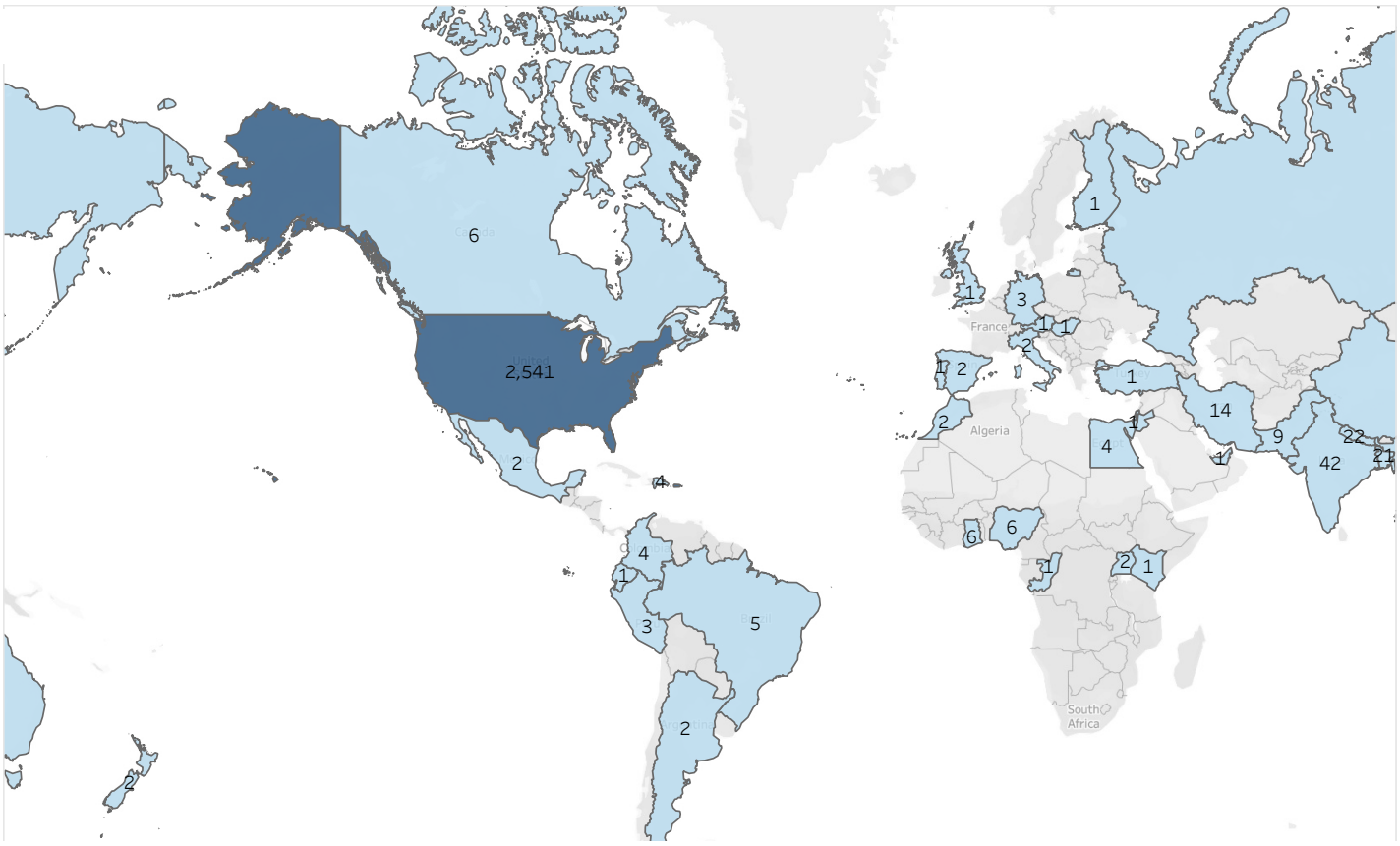

## MS Applications



# B

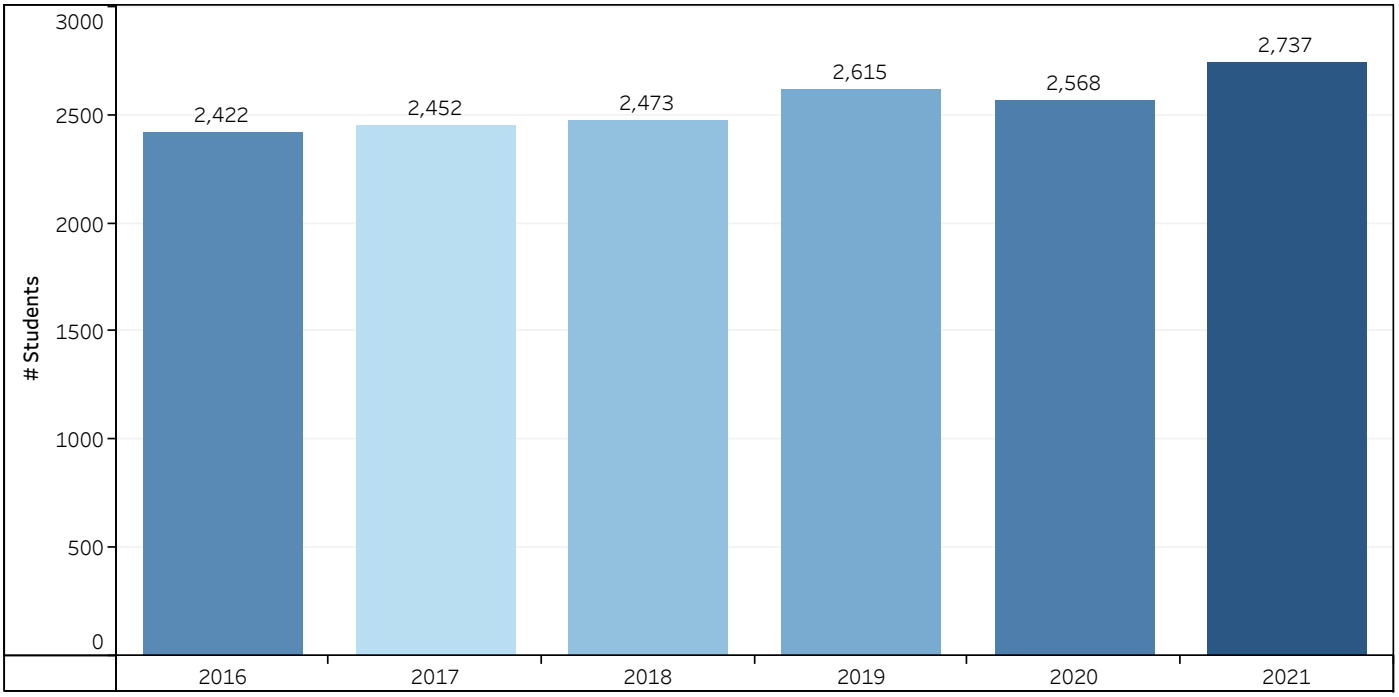
# APPENDIX

# Degree-Seeking Graduate Enrollment: Fall Semester



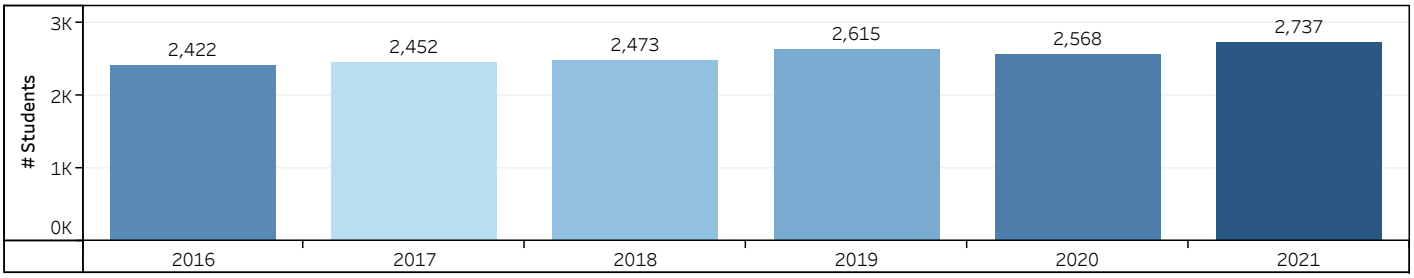

Country of origin, Fall 2021

## Total Enrollment of Degree-Seeking Graduate Students

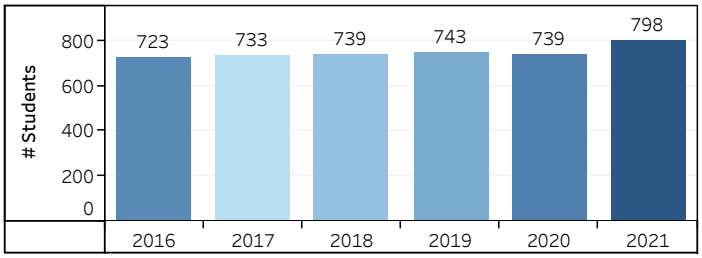


# Fall Enrollment: Degree-Seeking Graduate Students (AAA)

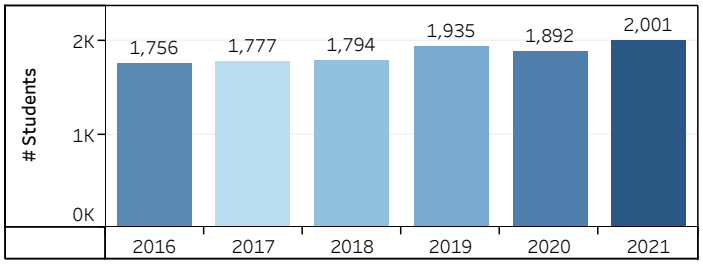
## Total Enrollment of Degree-Seeking Graduate Students



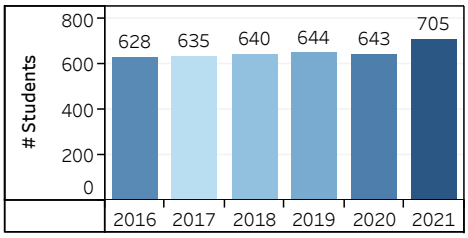

### All Doctoral (DVM,PhD,AUD,EdD)



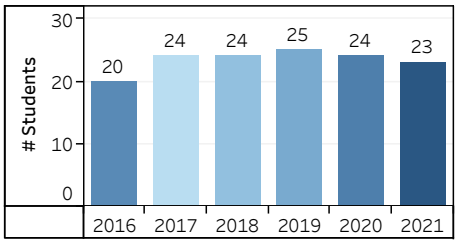

### All Master's



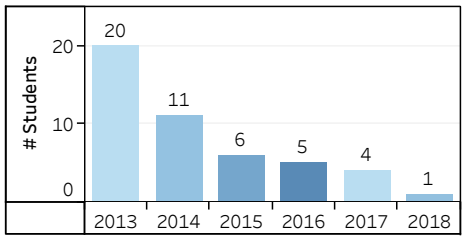

### PhD



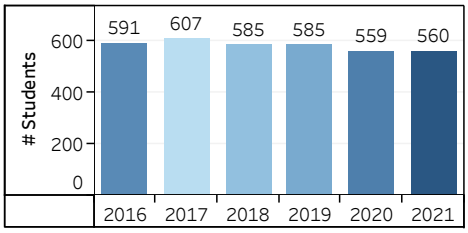

### AUD



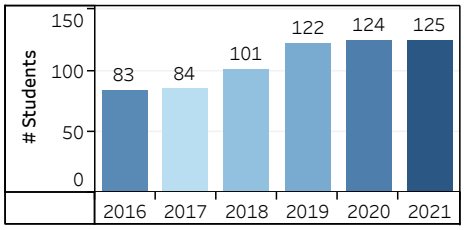

### EdD



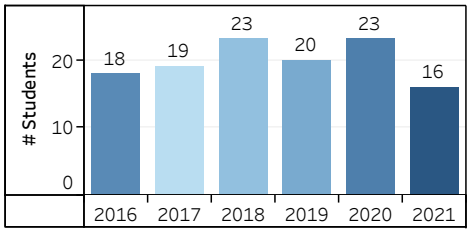

### MS



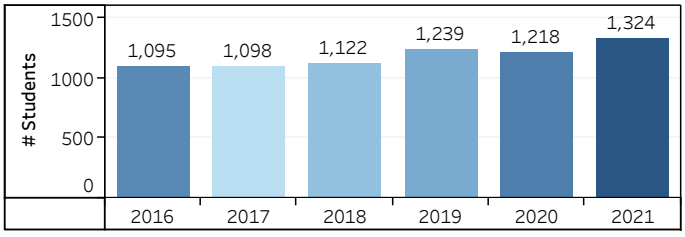

### MA




### MFA



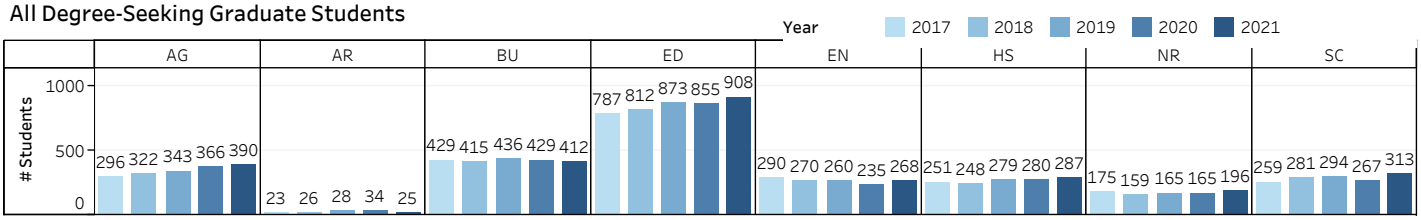

### Professional Master's



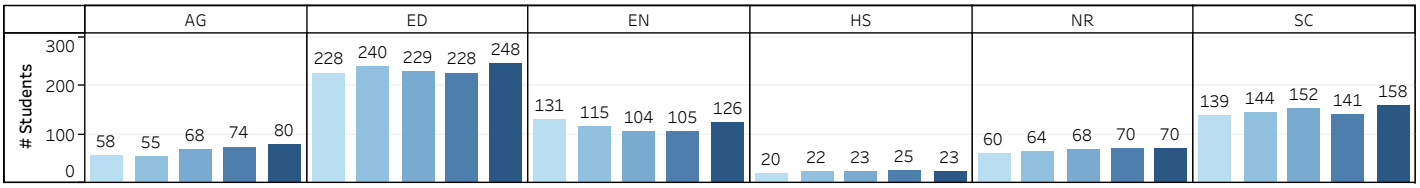

Note: Data pulled from Day 15 data reported by AAA. This differs from previous reports where Banner Warehouse data was used. SGS elected to switch to this new source since AAA's Day 15 data is used in determining SGS's funding each year.

# Fall Enrollment: Degree Type & College (AAA)

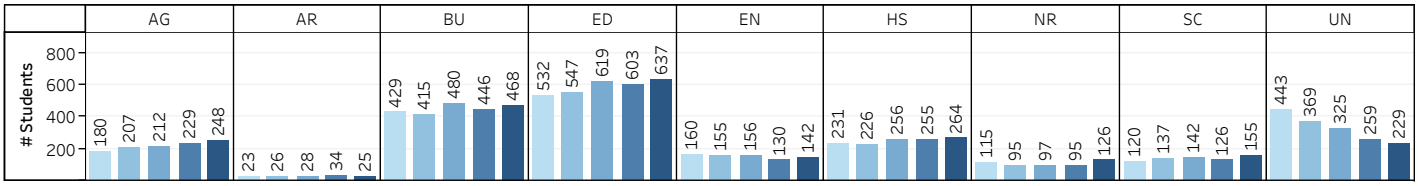
## All Degree-Seeking Graduate Students



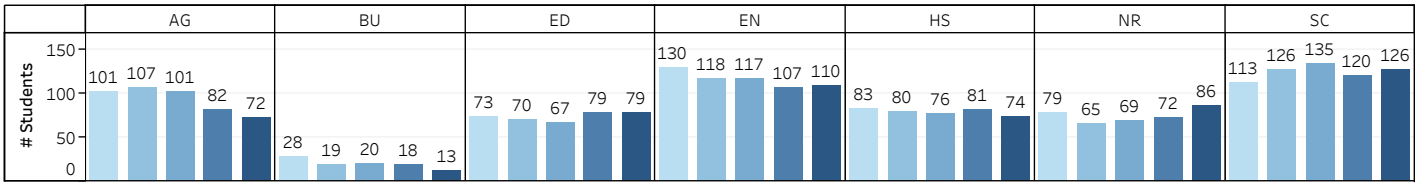

## PhD



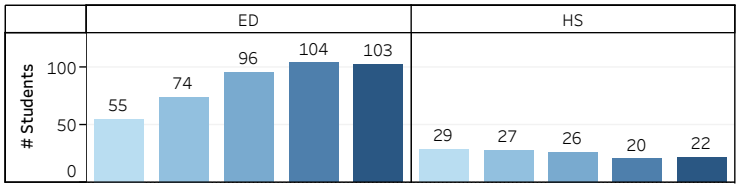

## All Master's




## MS




## MA

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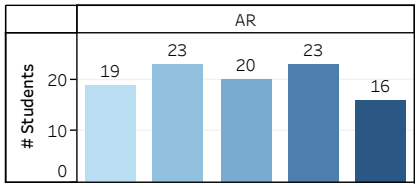
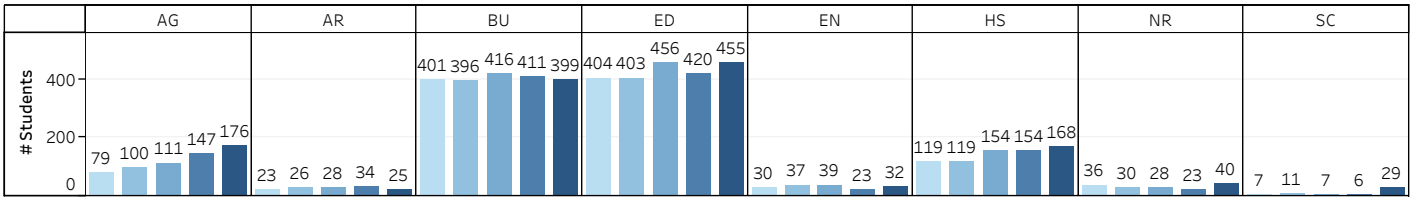
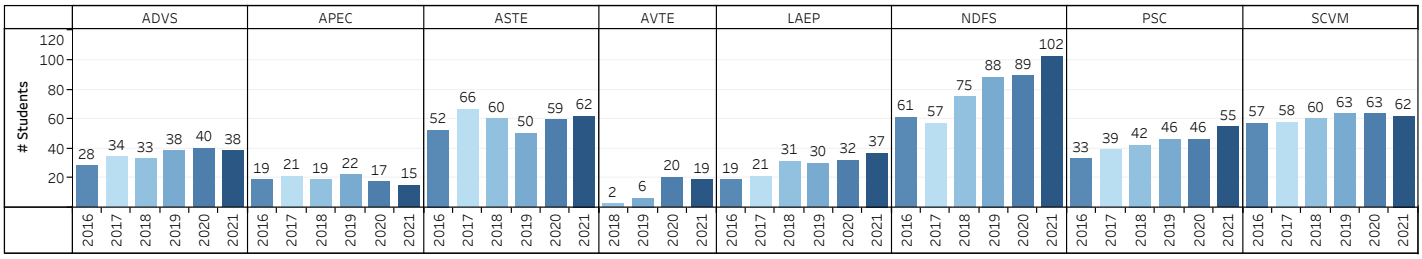



## Professional Master's

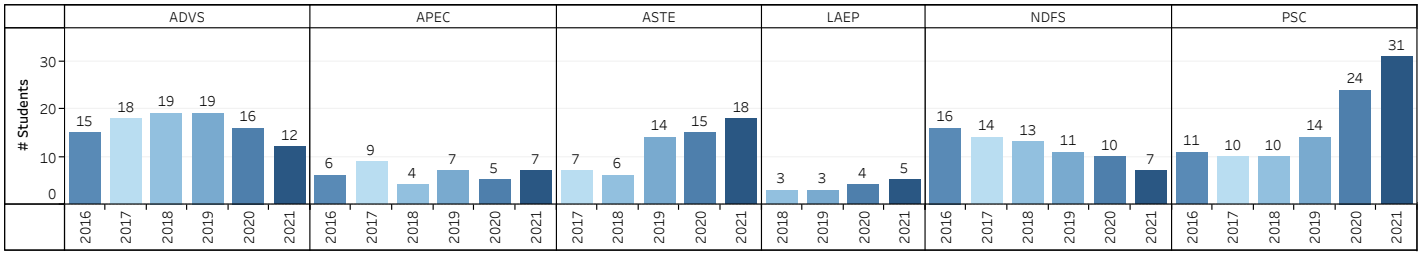


# College of Agriculture & Applied Science: Fall Enrollment (AAA)

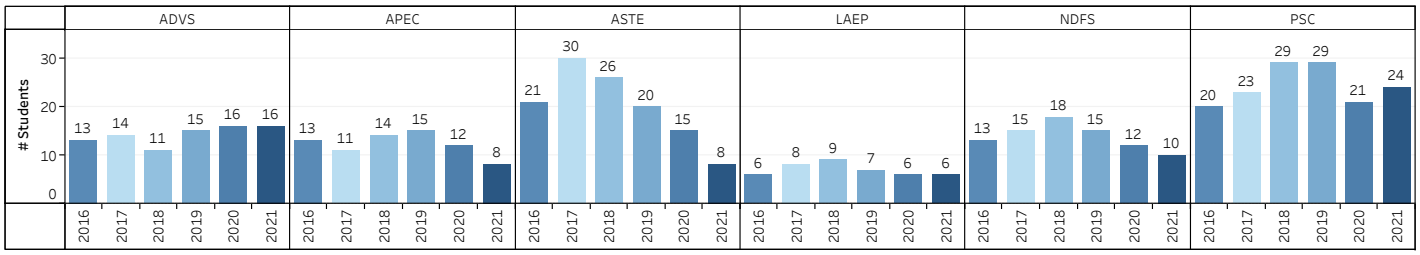
## All Degree-Seeking Graduate Students



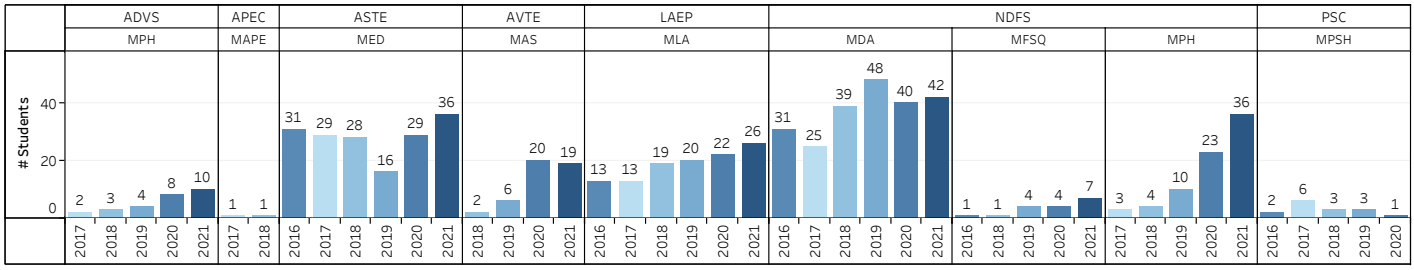

## PhD




## MS

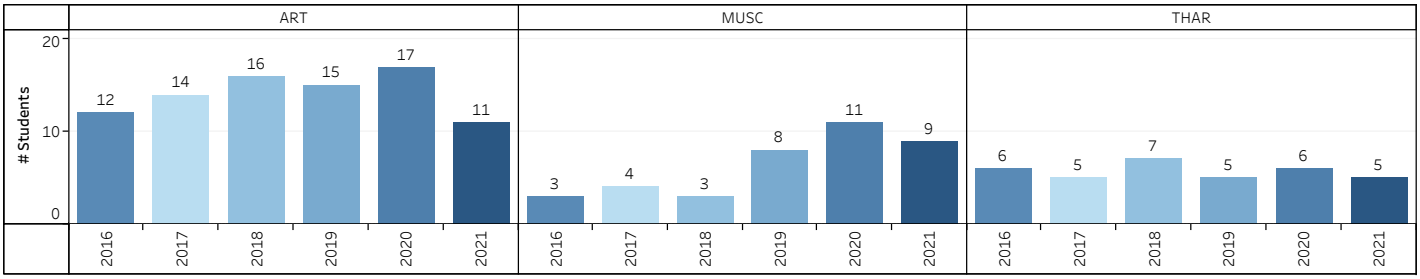



## Professional Master's



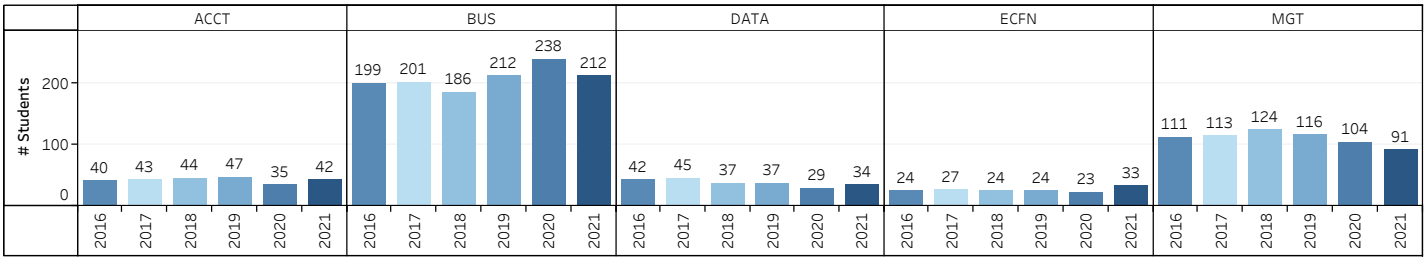
## Caine College of Arts: Fall Enrollment (AAA)

All Degree-Seeking Graduate Students




## Huntsman School of Business: Fall Enrollment (AAA)

All Degree-Seeking Graduate Students

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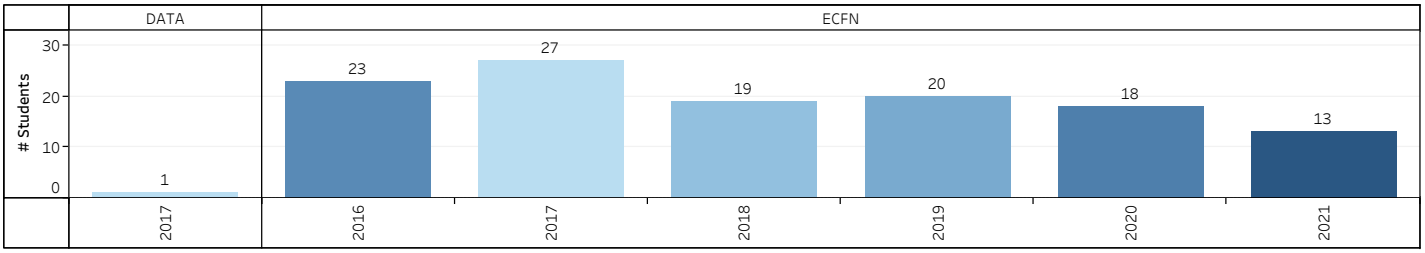
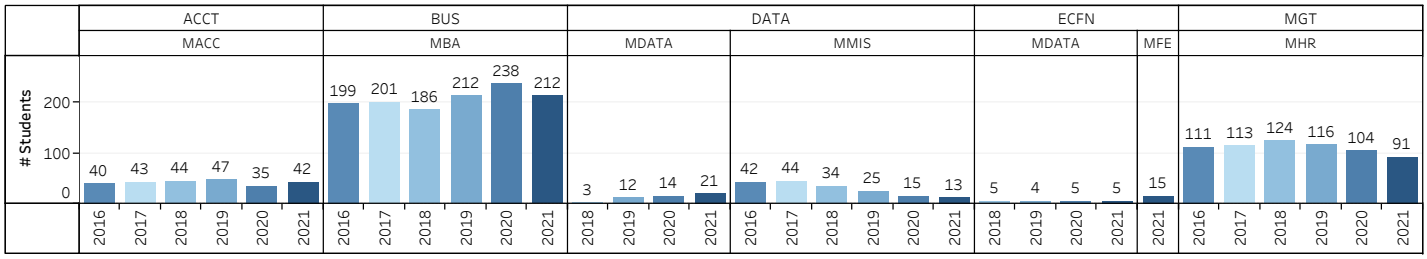
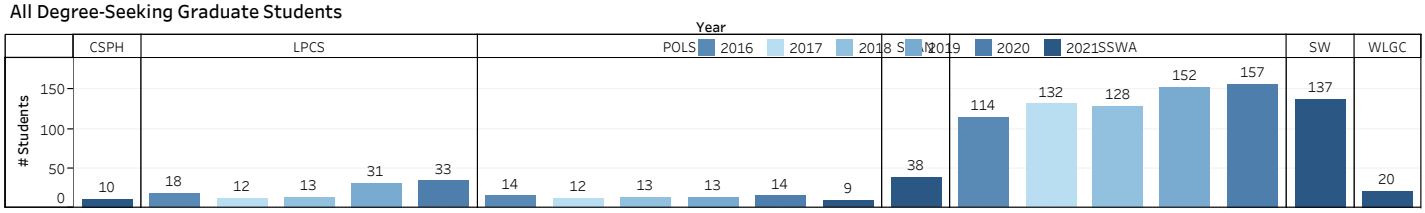


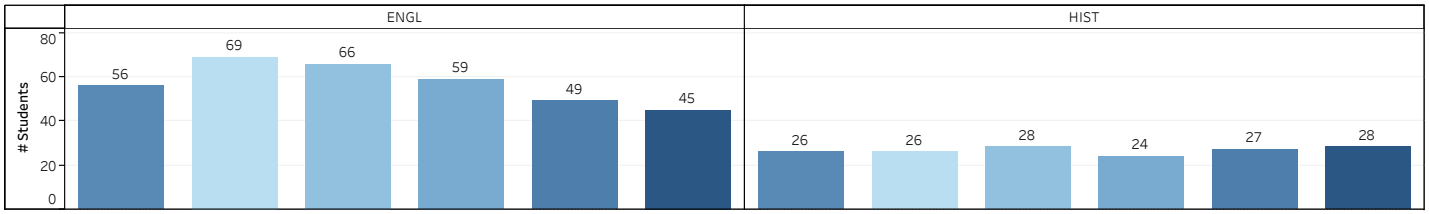

Professional Master's



# College of Humanities & Social Sciences: Fall Enrollment (AAA)

## All Degree-Seeking Graduate Students

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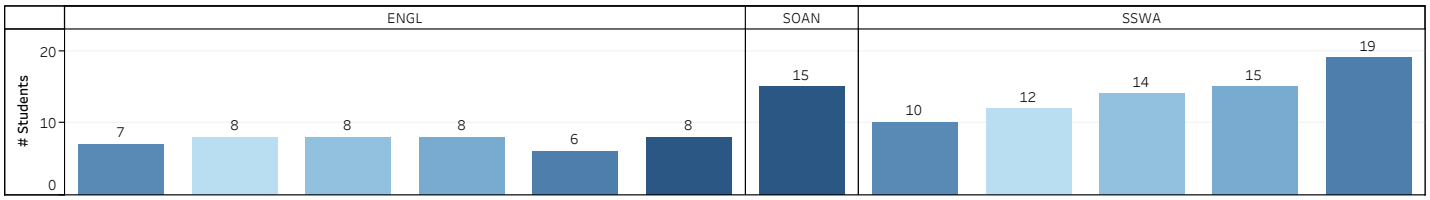
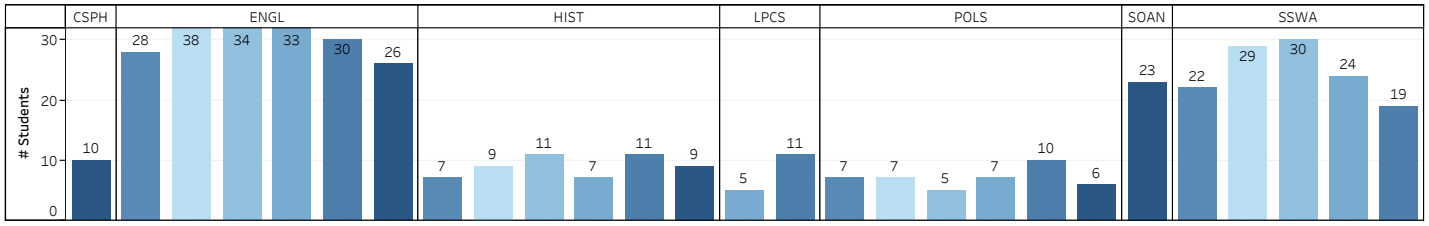
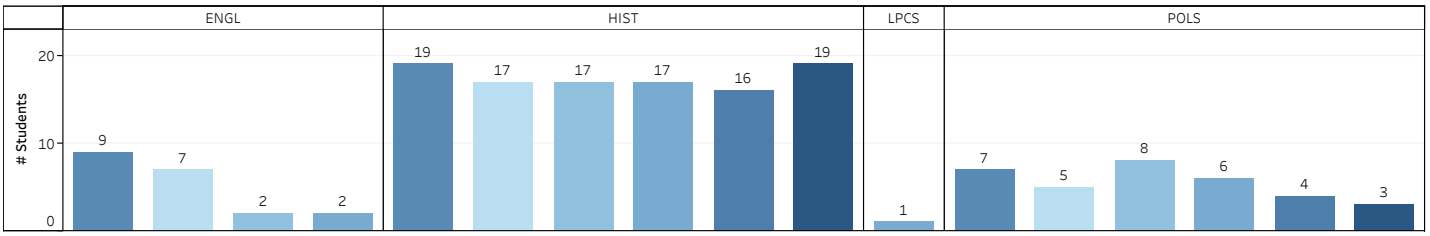


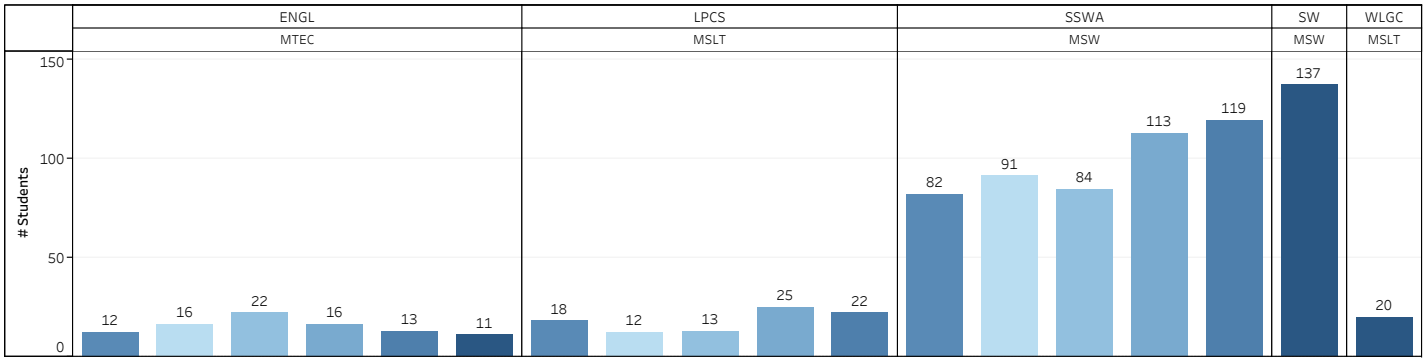

## MS




## MA

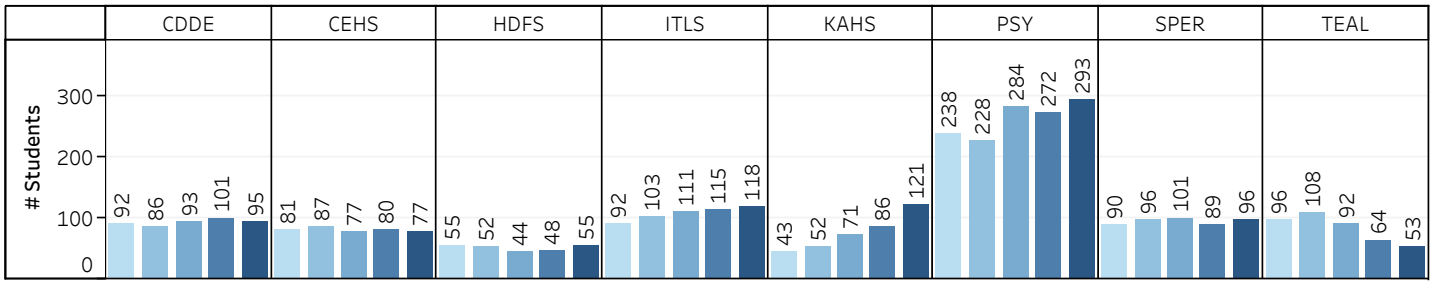



## Professional Master's

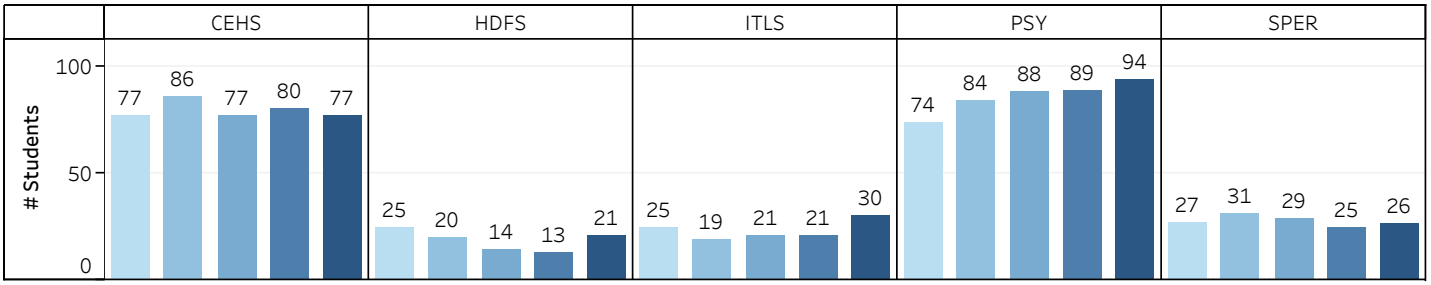


# College of Education & Human Services: Fall Enrollment (AAA)

## All Degree-Seeking Graduate Students




## PhD

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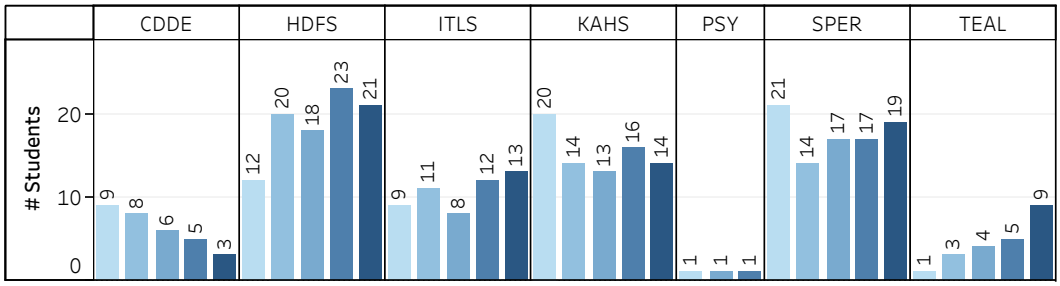
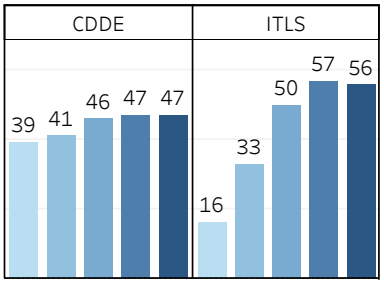
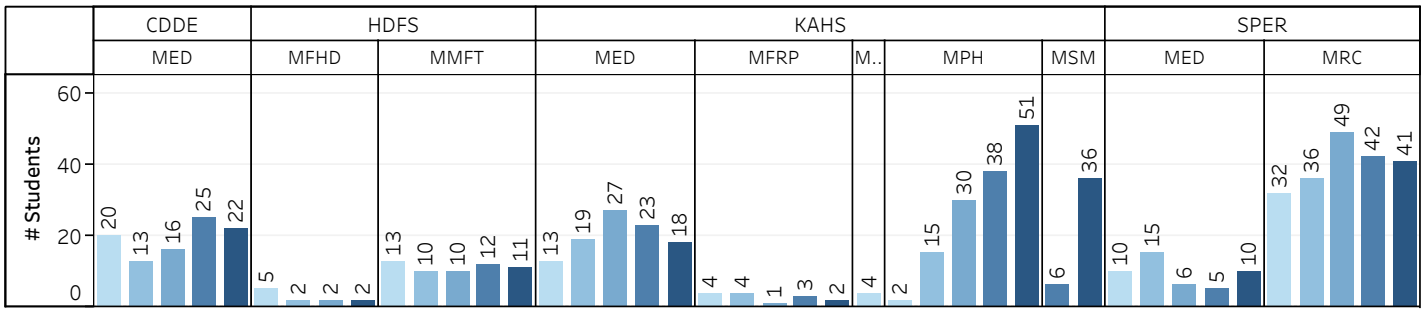
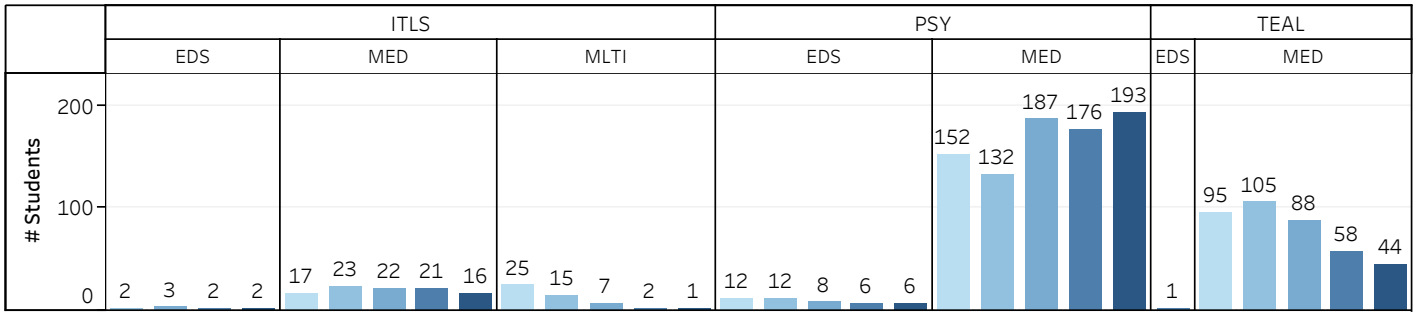



## MA



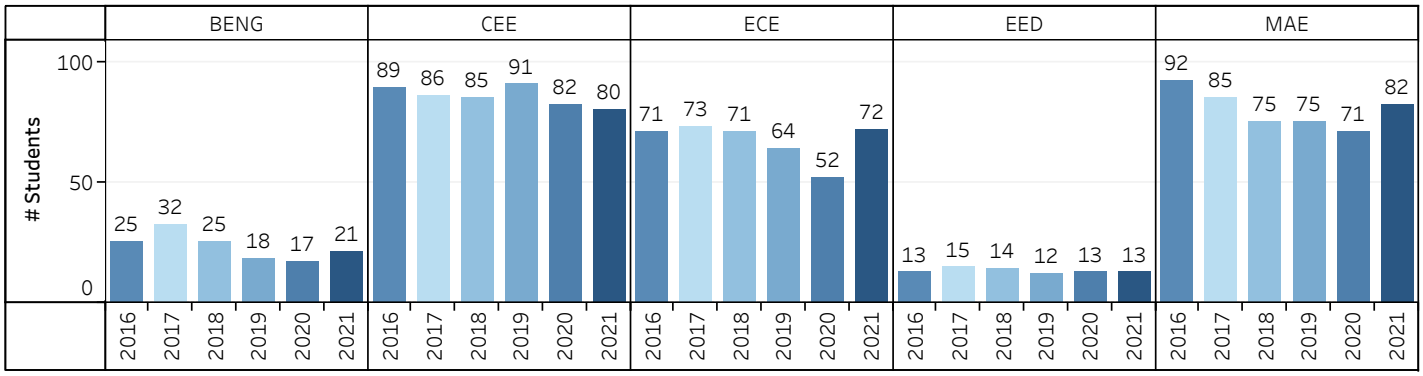

## Professional Master's



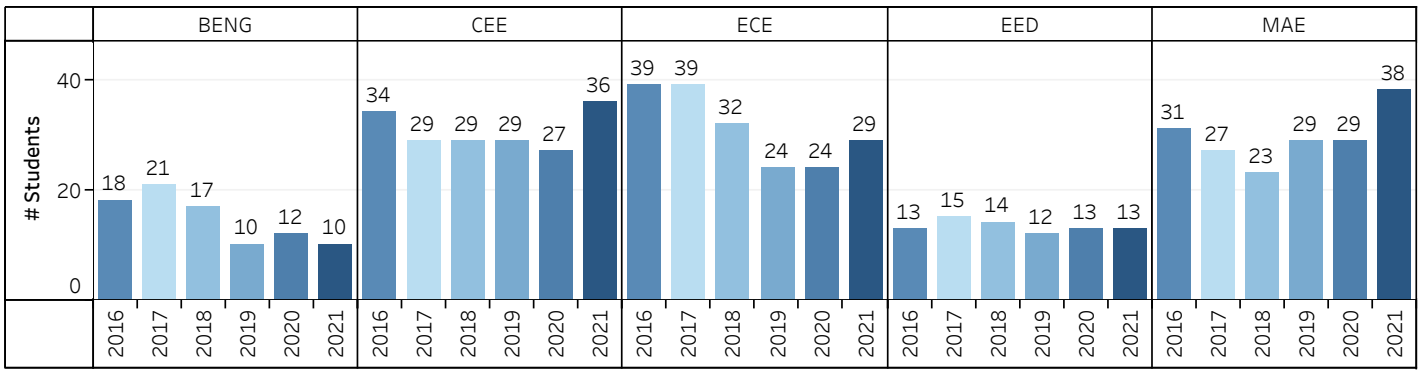



# College of Engineering: Fall Enrollment (AAA)

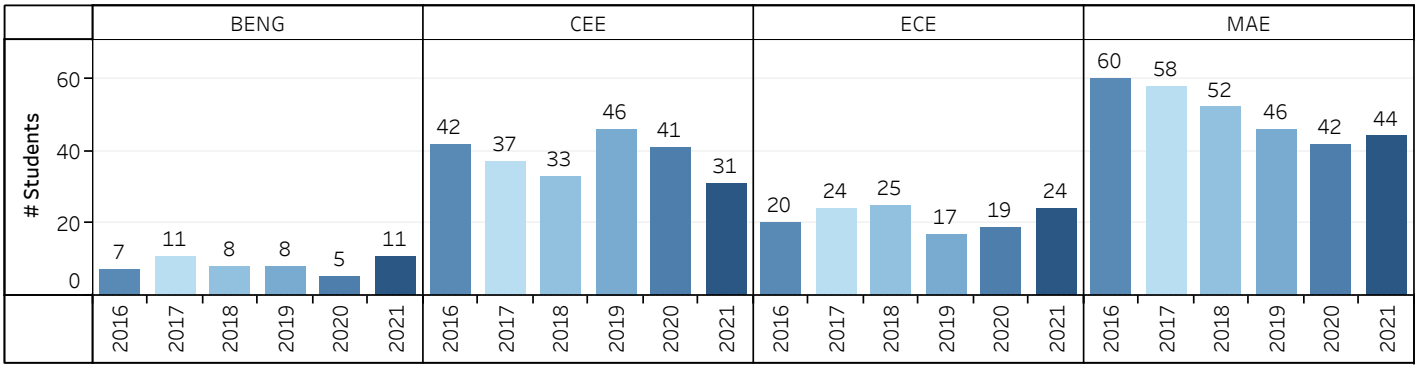
## All Degree-Seeking Graduate Students



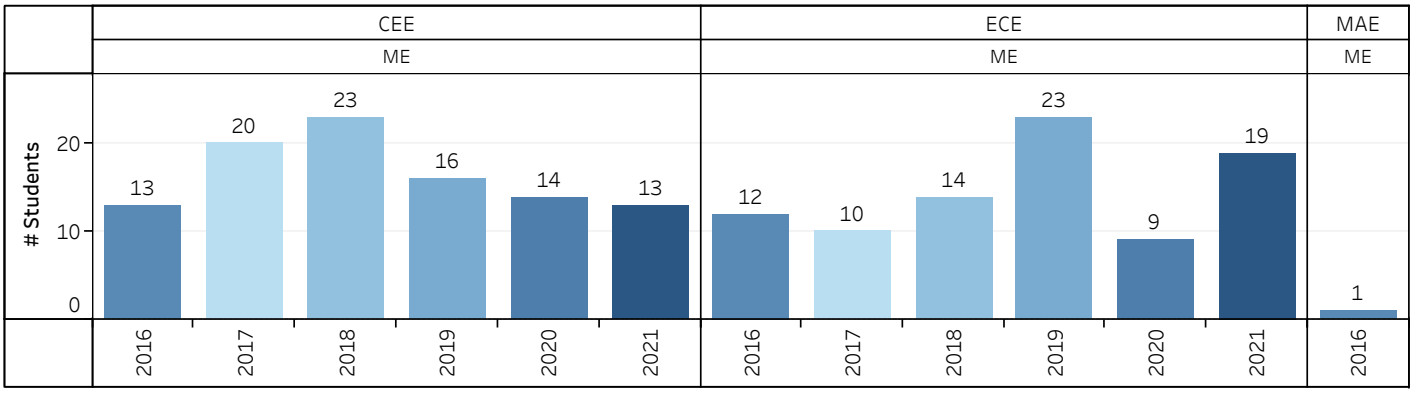

## PhD




## MS

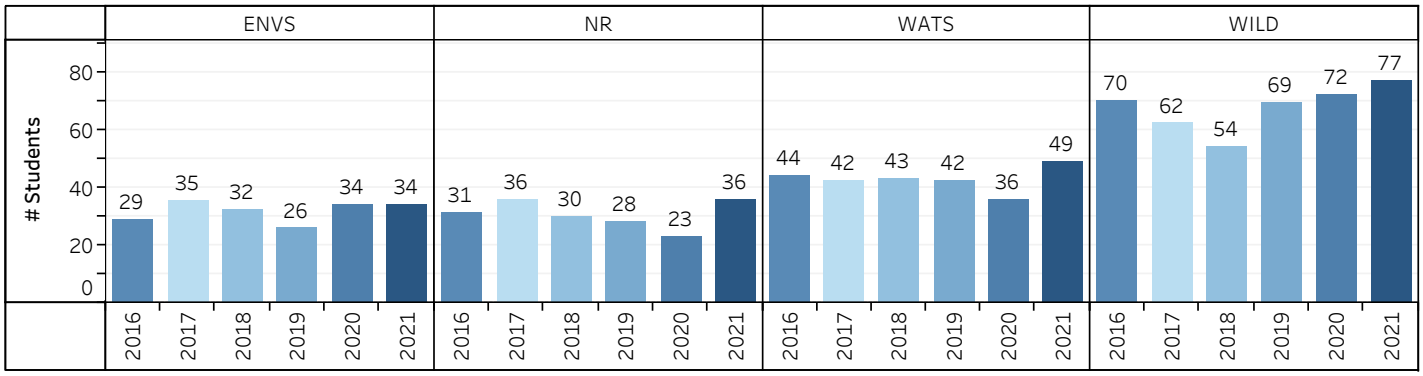



## Professional Master's

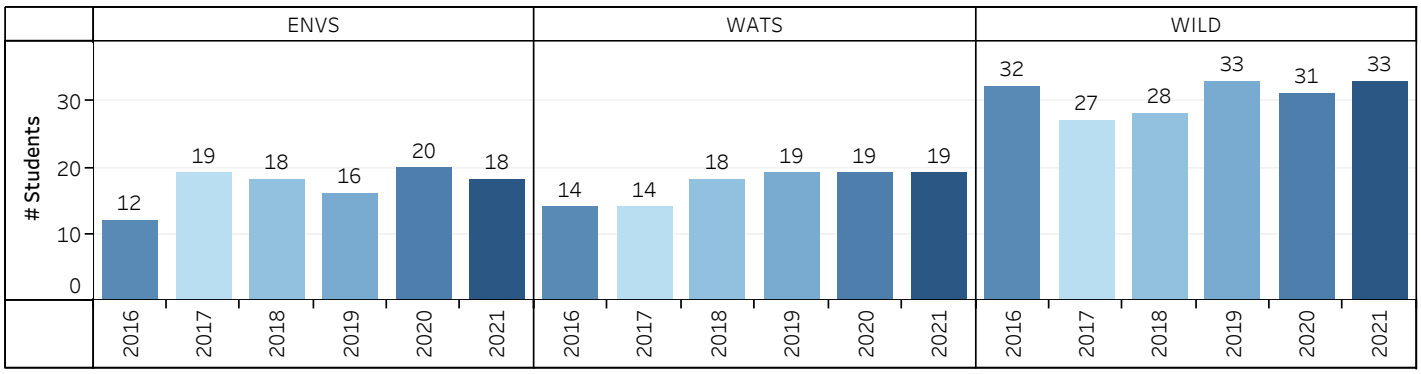


# College of Natural Resources: Fall Enrollment (AAA)

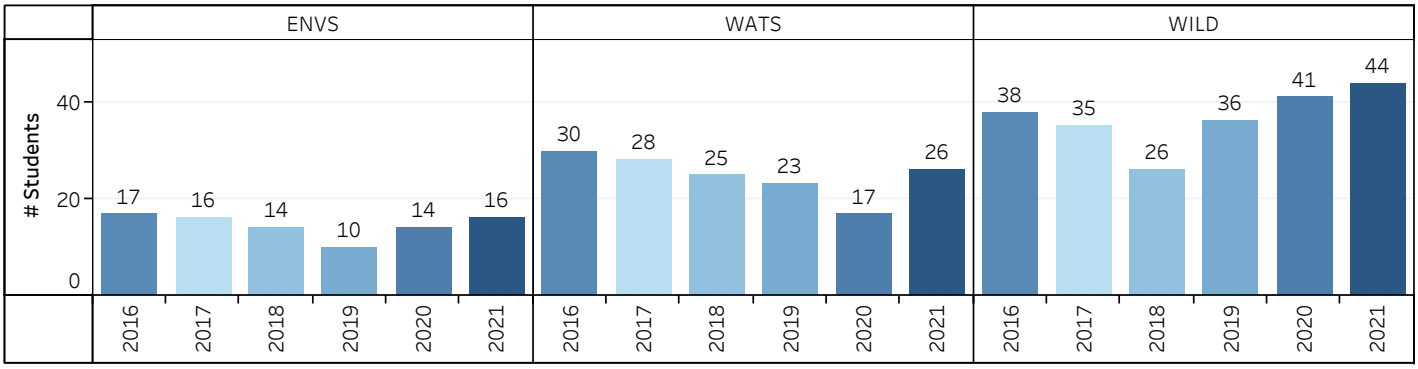
## All Degree-Seeking Graduate Students



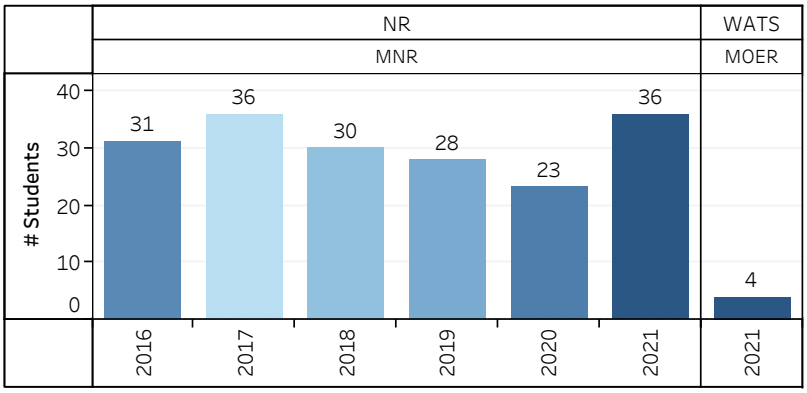

## PhD




## MS

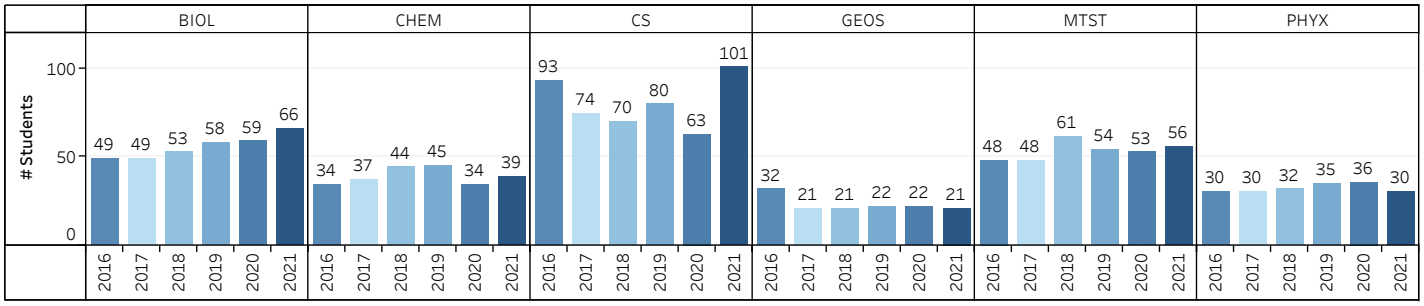



## Professional Master's

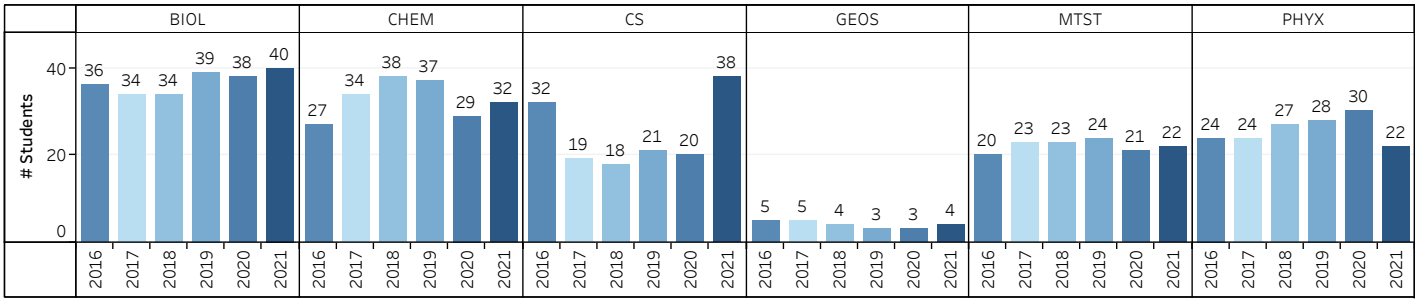


# College of Science: Fall Enrollment (AAA)

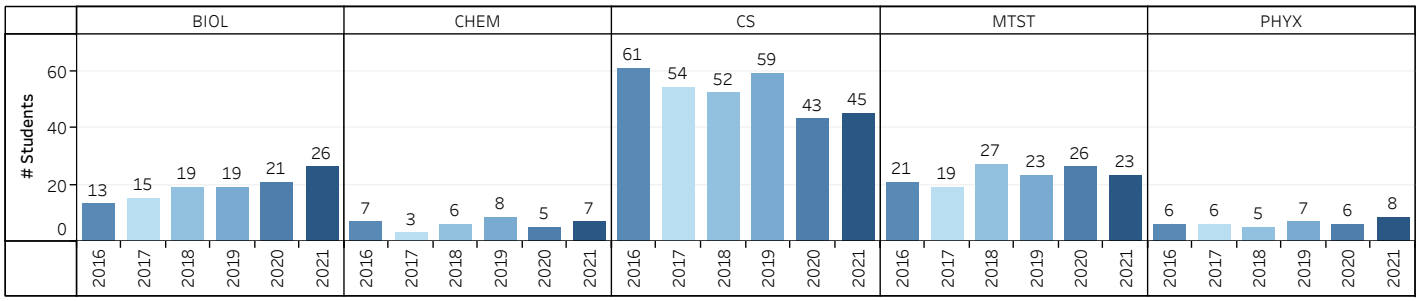
## All Degree-Seeking Graduate Students



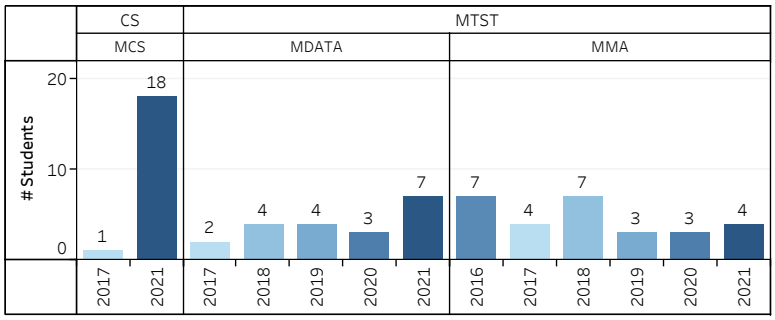

## PhD




## MS




## Professional Master's



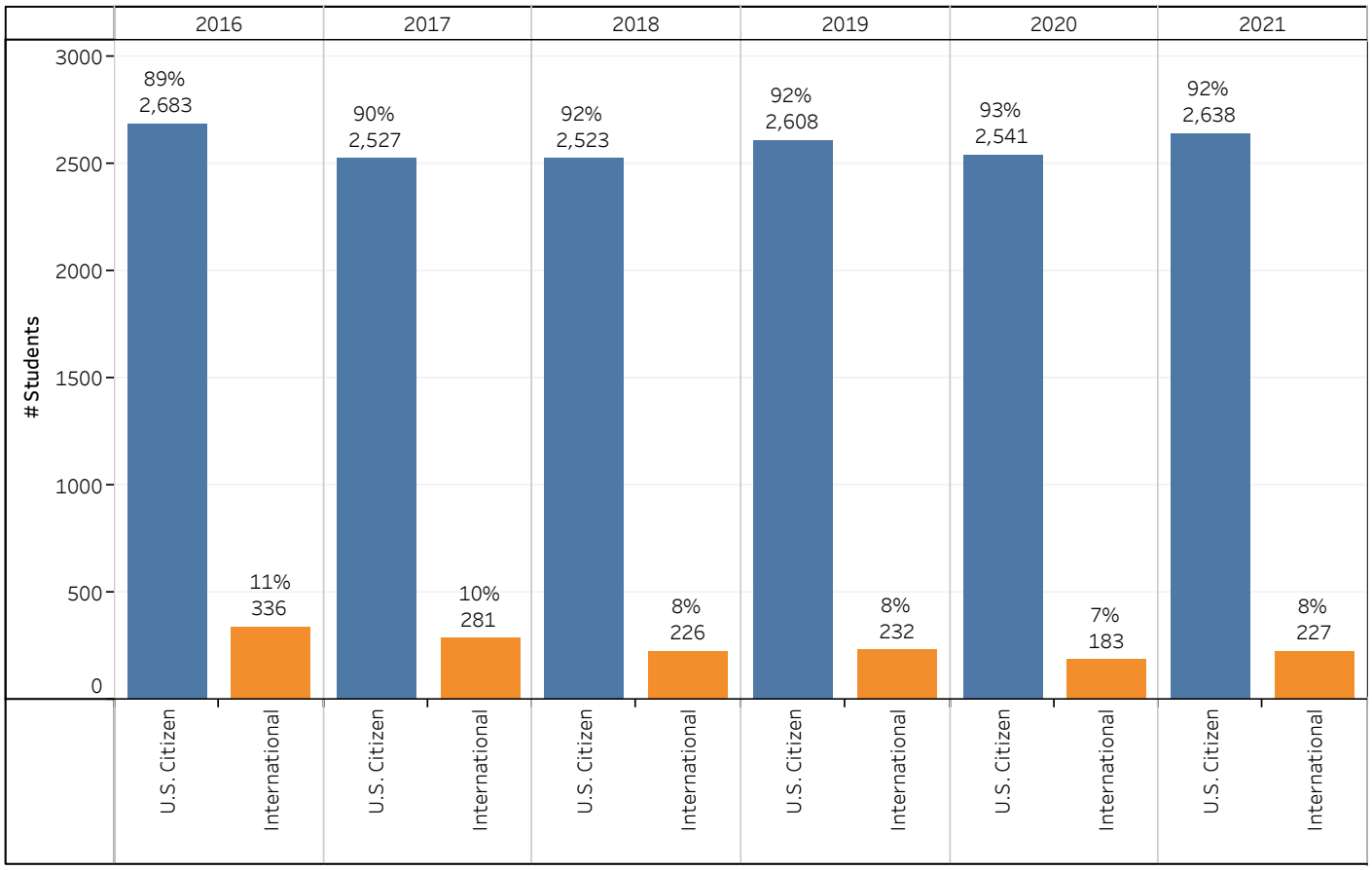
Graduate Enrollment: Domestic vs International (AAA)

## Citizenship: #'s

| Year | International | Permanent Resident | Res Alien/Other Non-Citizen | U.S. Citizen | Undocumented |
|---|---|---|---|---|---|
| 2016 | 336 | 32 | 35 | 2,683 | 1 |
| 2017 | 281 | 25 | 55 | 2,527 | 4 |
| 2018 | 226 | 40 | 50 | 2,523 | 1 |
| 2019 | 232 | 43 | 53 | 2,608 | 1 |
| 2020 | 183 | 46 | 55 | 2,541 | 1 |
| 2021 | 227 | 55 | 44 | 2,638 | 2 |

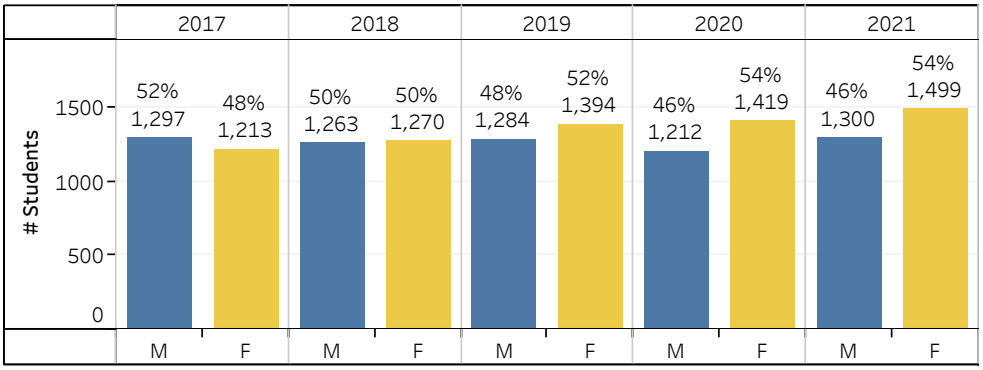
## Citizenship: %'s

| Year | International | Permanent Resident | Res Alien/Other Non-Cit.. | U.S. Citizen | Undocumented |
|---|---|---|---|---|---|
| 2016 | 10.9% | 1.0% | 1.1% | 86.9% | 0.0% |
| 2017 | 9.7% | 0.9% | 1.9% | 87.4% | 0.1% |
| 2018 | 8.0% | 1.4% | 1.8% | 88.8% | 0.0% |
| 2019 | 7.9% | 1.5% | 1.8% | 88.8% | 0.0% |
| 2020 | 6.5% | 1.6% | 1.9% | 89.9% | 0.0% |
| 2021 | 7.7% | 1.9% | 1.5% | 88.9% | 0.1% |

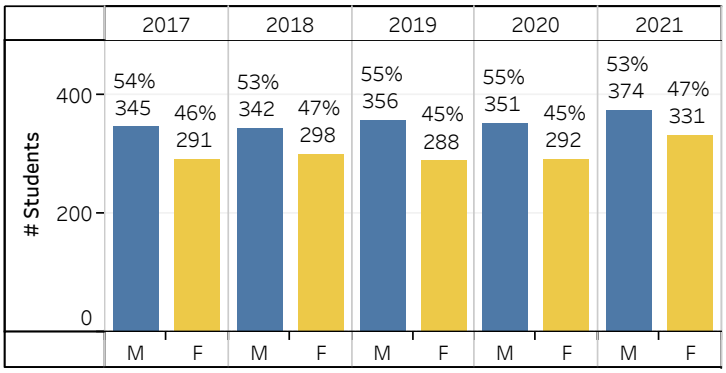


# Gender: Fall Enrollment (AAA)

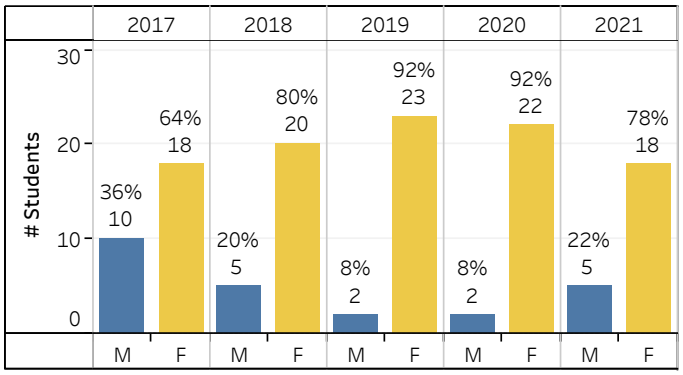
## All Degree-Seeking Graduates



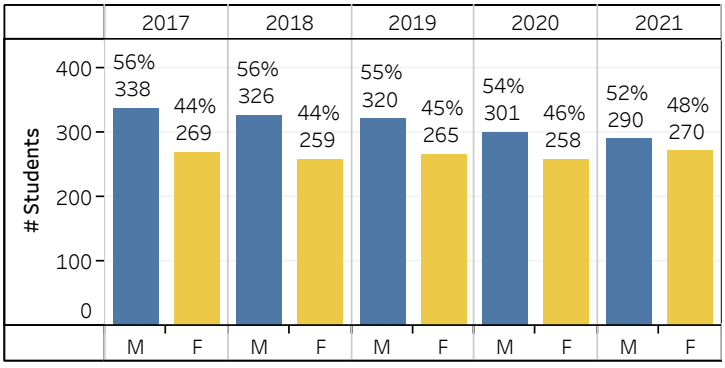

## PhD



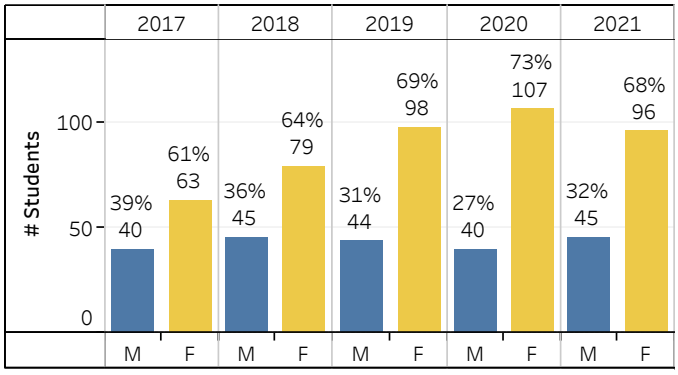

## AUD, EdD



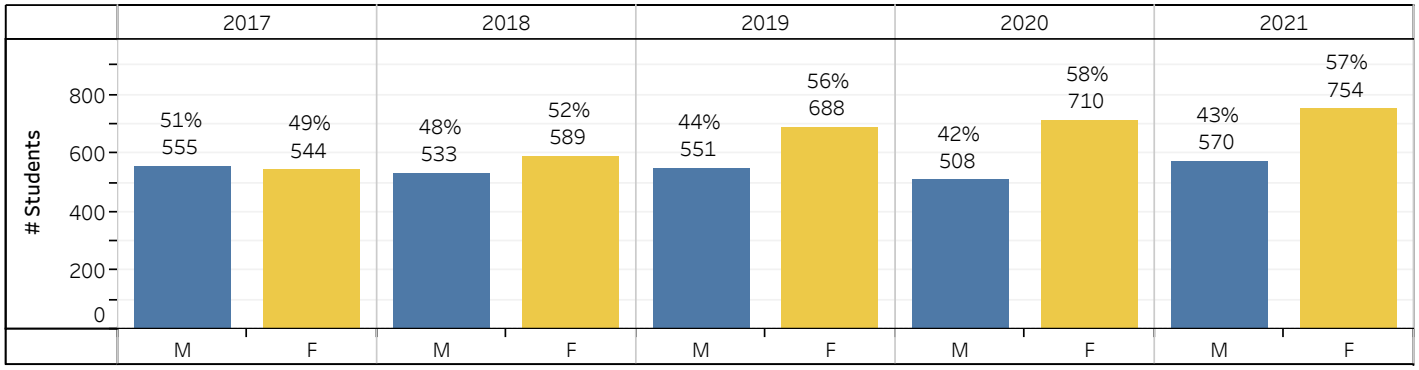

## MS




## MA, MFA

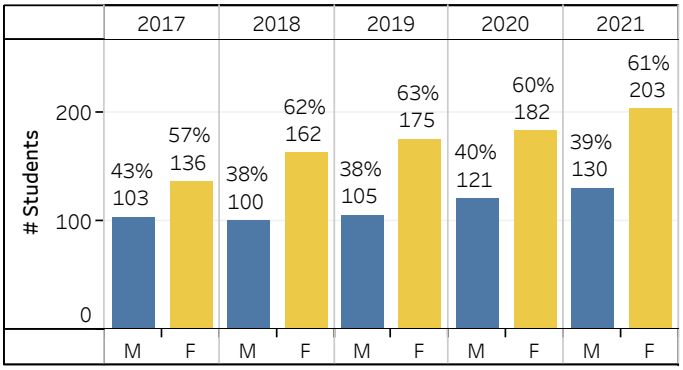



## Professional Master's

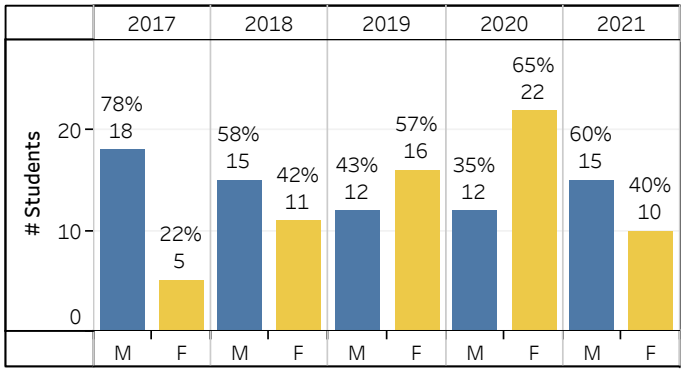


# Gender: Fall Enrollment (AAA)

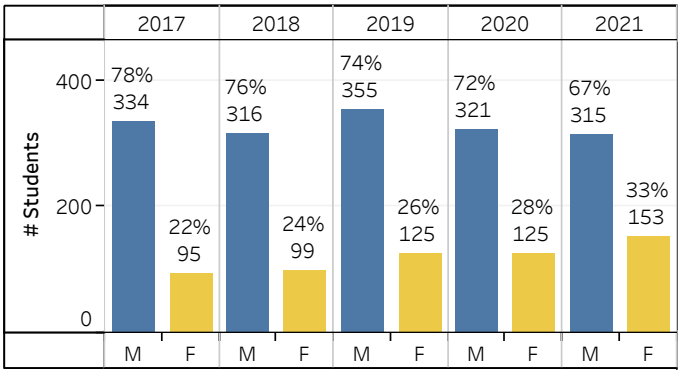
## College of Agriculture & Applied Science



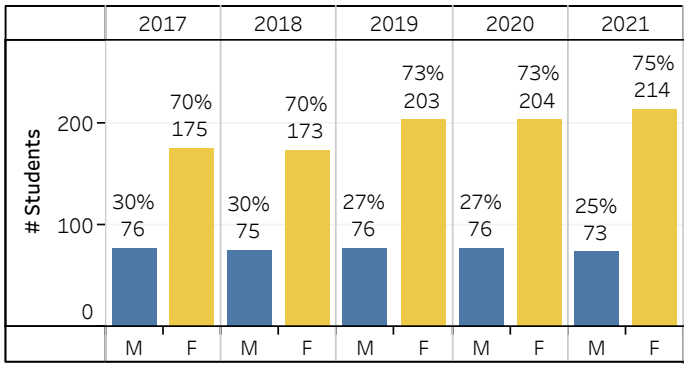

## Caine College of Arts



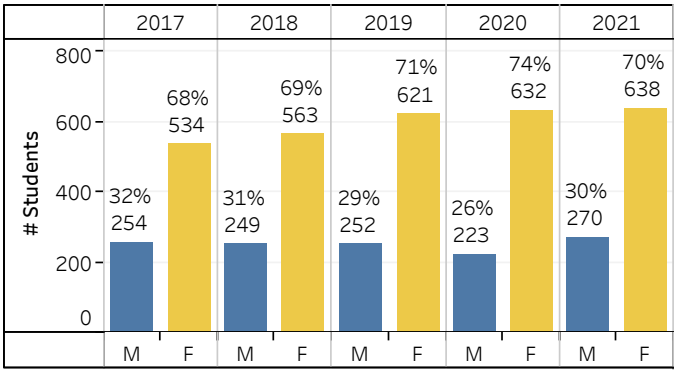

## Huntsman School of Business



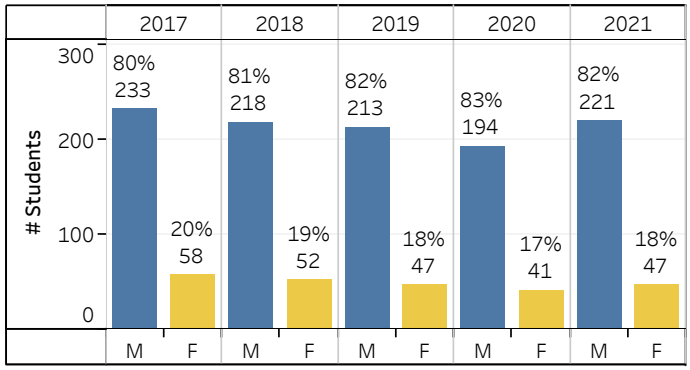

## College of Humanities & Social Sciences



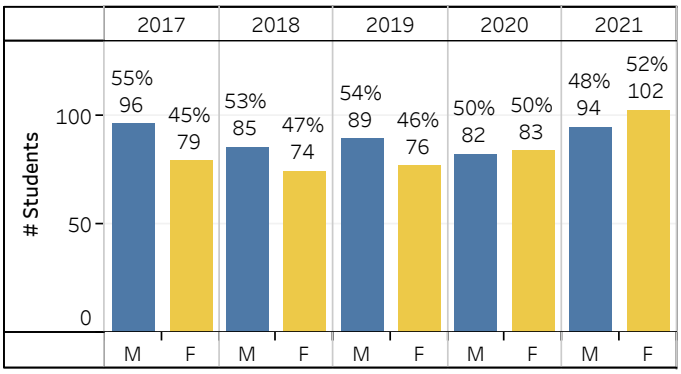

## College of Education & Human Services



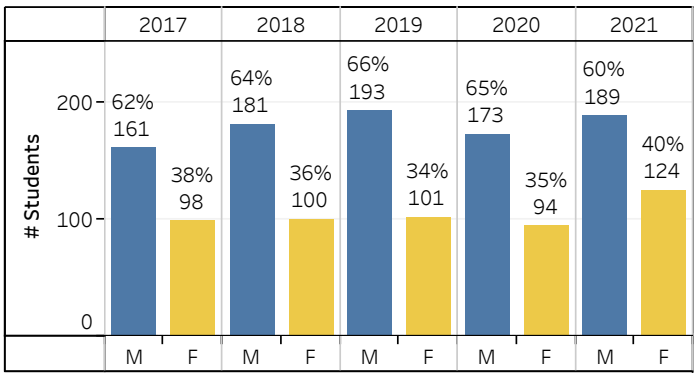

## College of Engineering




## College of Natural Resources



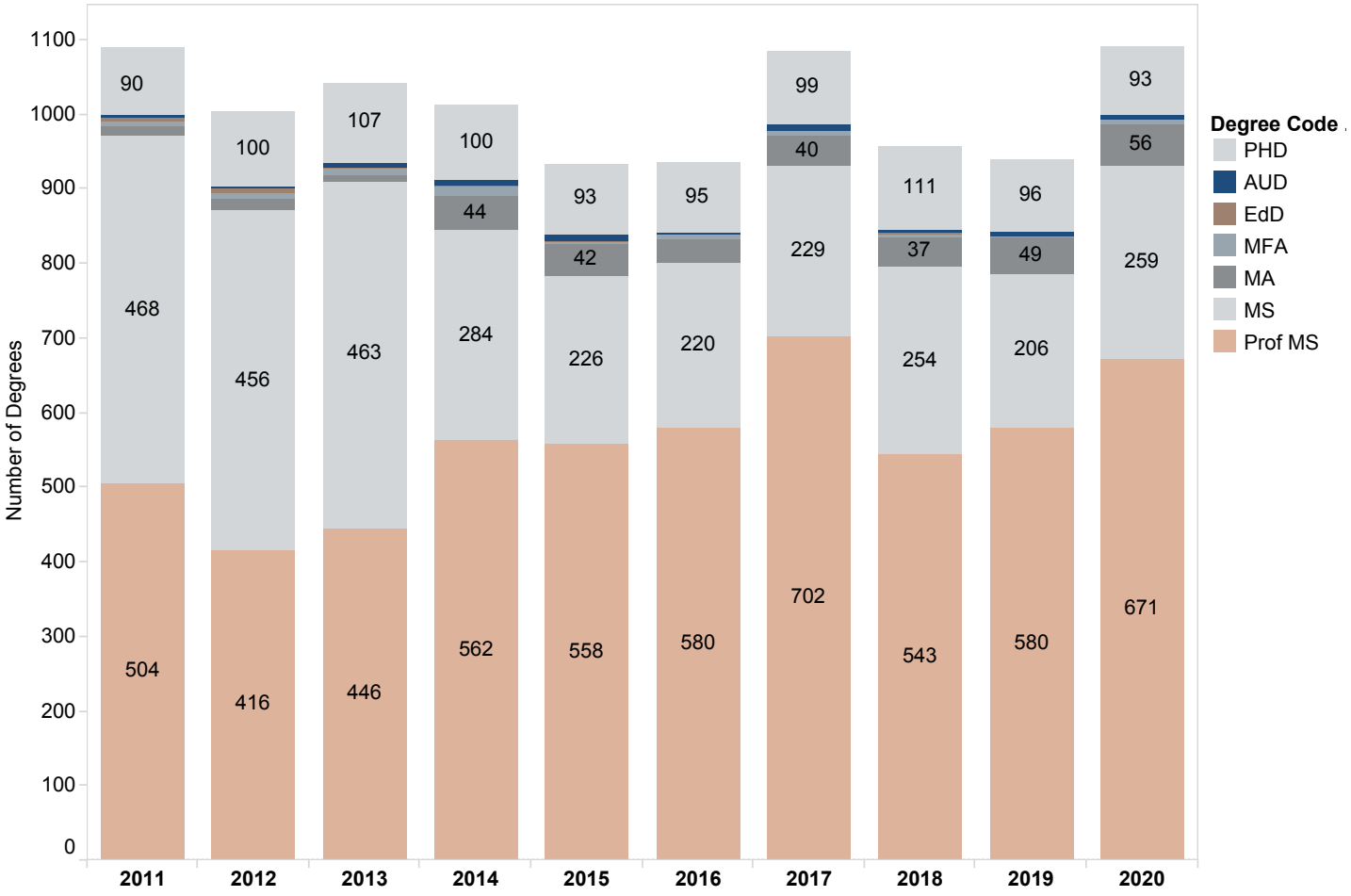

## College of Science



# C

# APPENDIX

## Graduate Degrees Awarded From 2011-12 through 2020-21

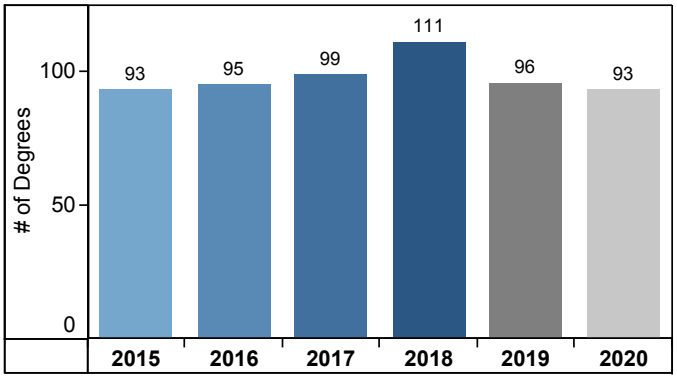



Graduate degrees awarded each year over the past 10 years. The drop in the number of MS degrees awarded in 2014-15 was largely the result of the conversion of most MS/C degree programs to Professional Master's programs.

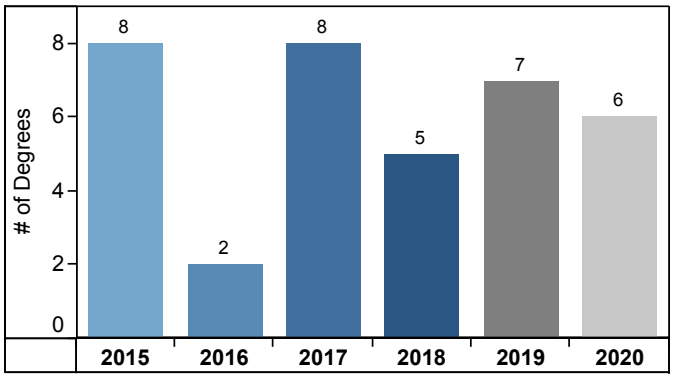
Yrr
Multiple values

# Graduate Degrees Awarded
# 2015/16-2020/21

## PhD




## AUD

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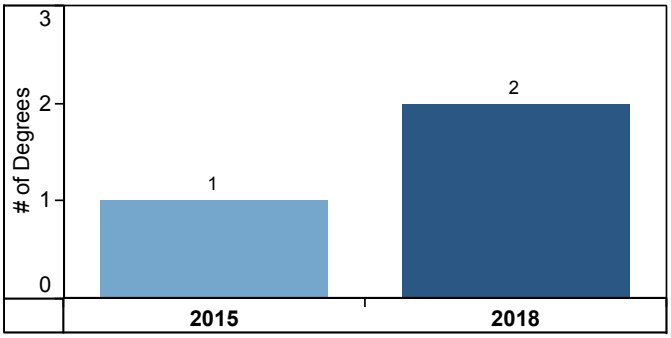


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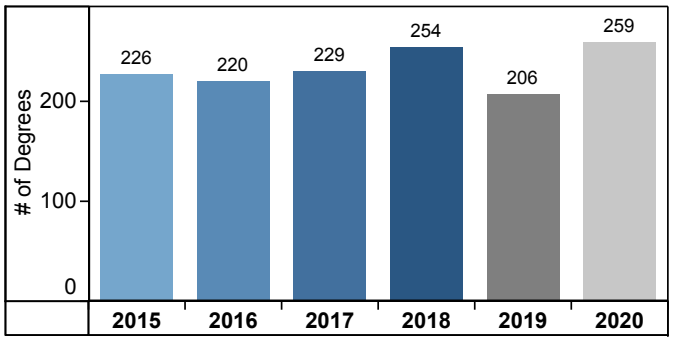


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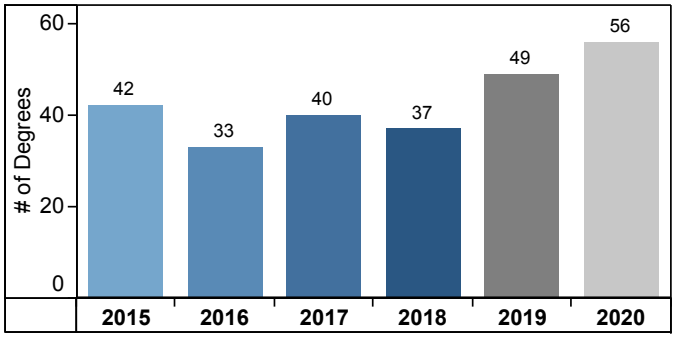


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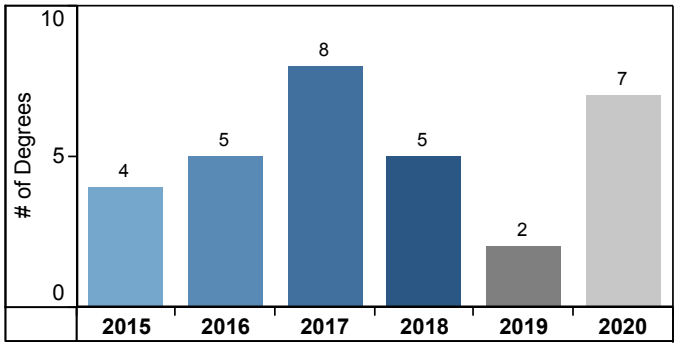
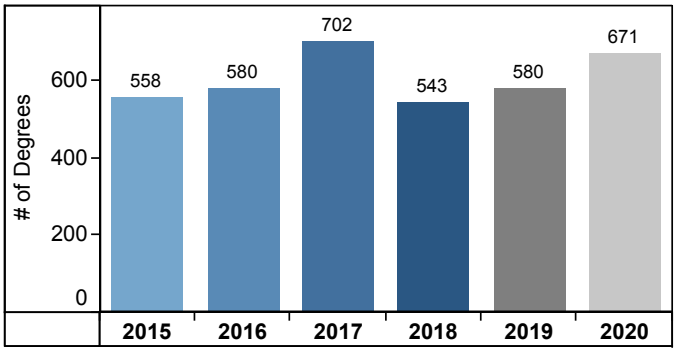
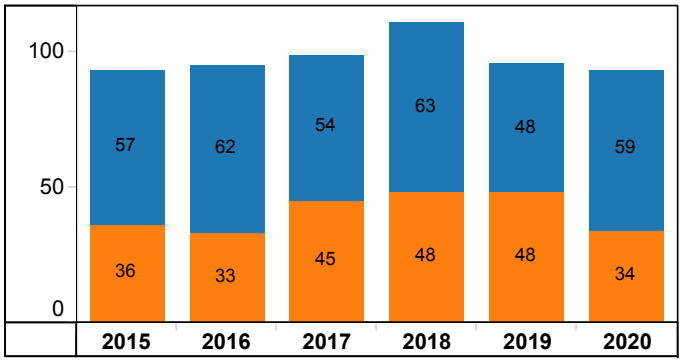



## Professional Master's



# Graduate Degrees Awarded
# 2015/16-2020/21

## PhD

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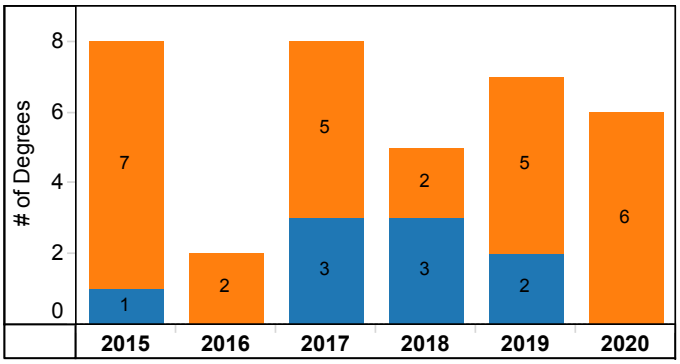


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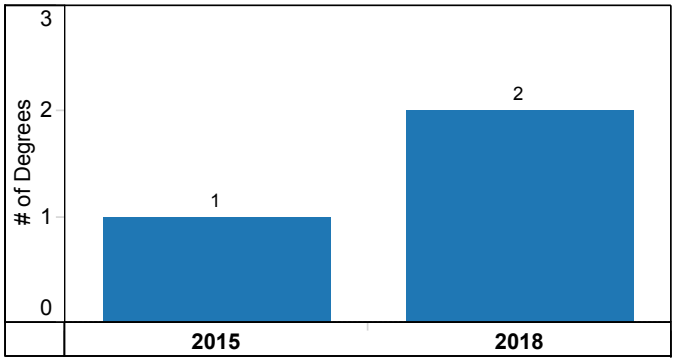


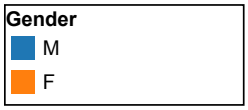


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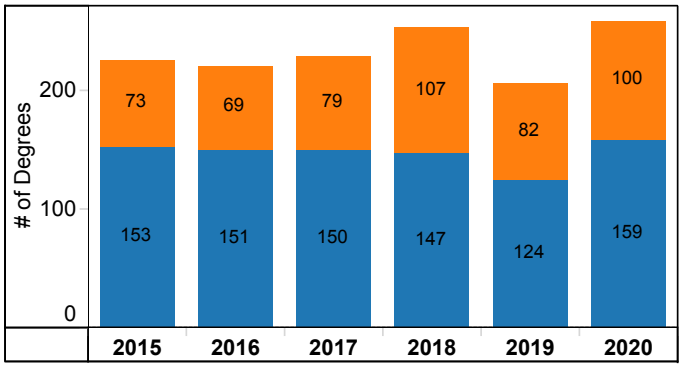
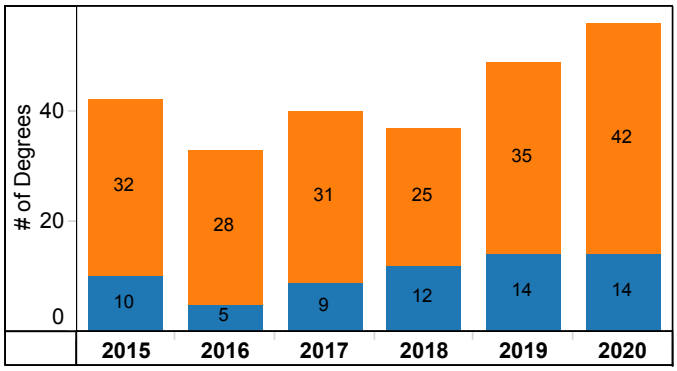



## MA

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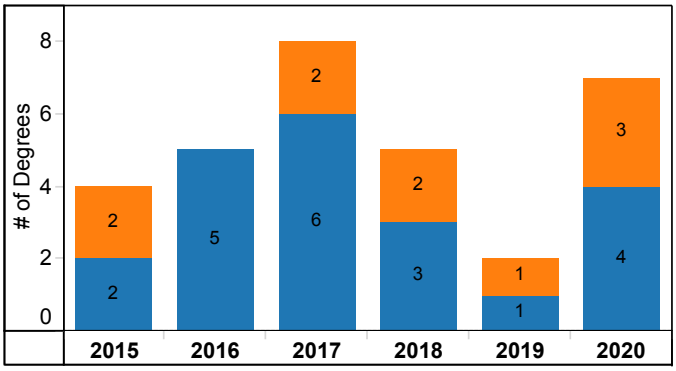
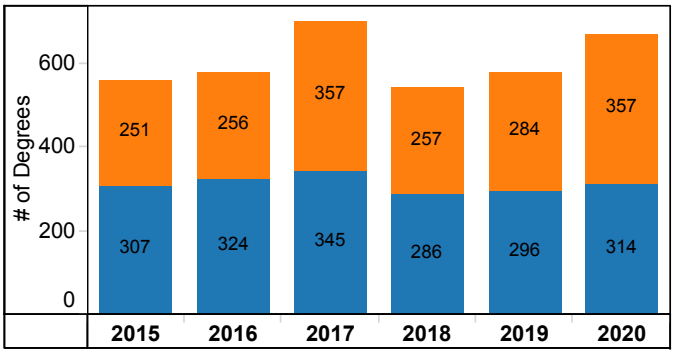


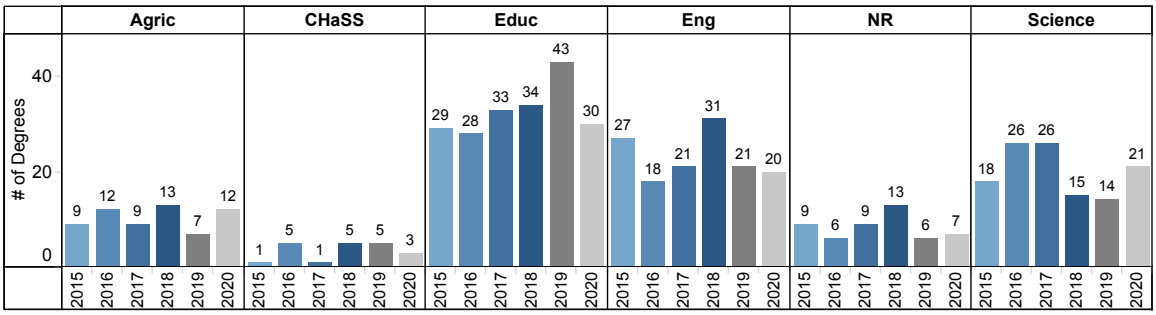

## Professional Master's



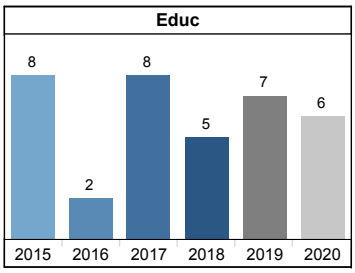
# Graduate Degrees Awarded: Degree Type & College

## 2015/16-2020/21

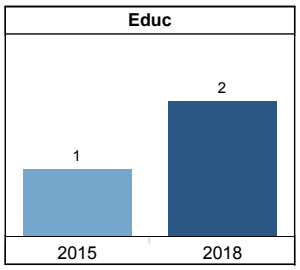
PhD



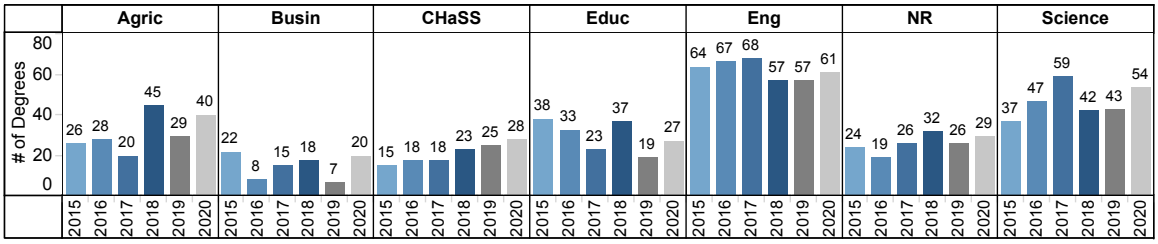

AUD




EdD




MS

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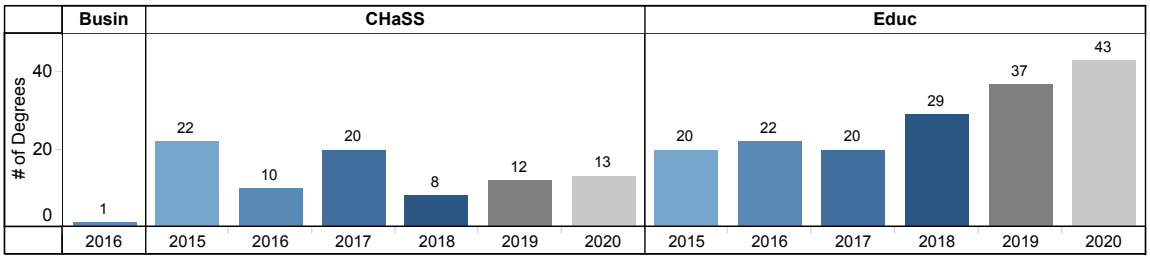


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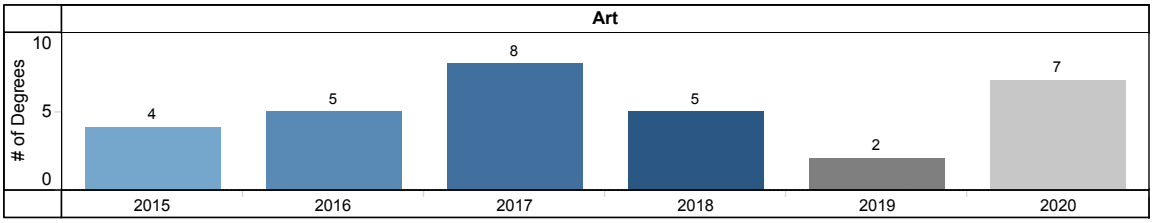
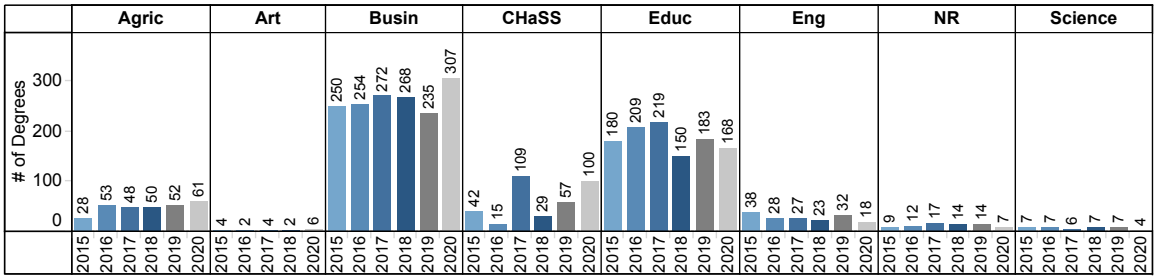
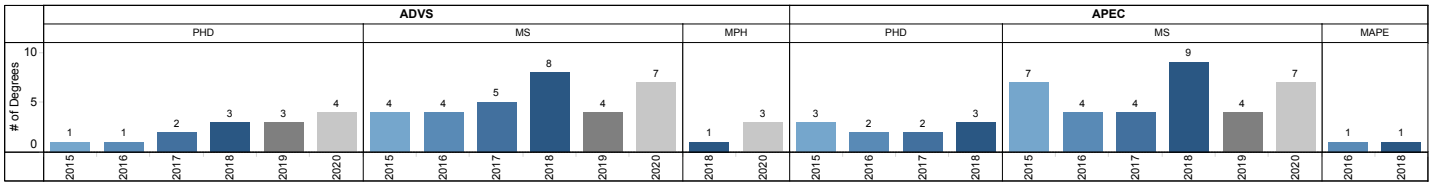


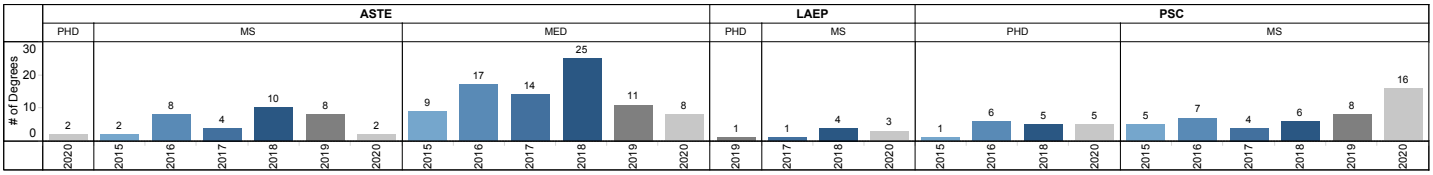

Professional Master's

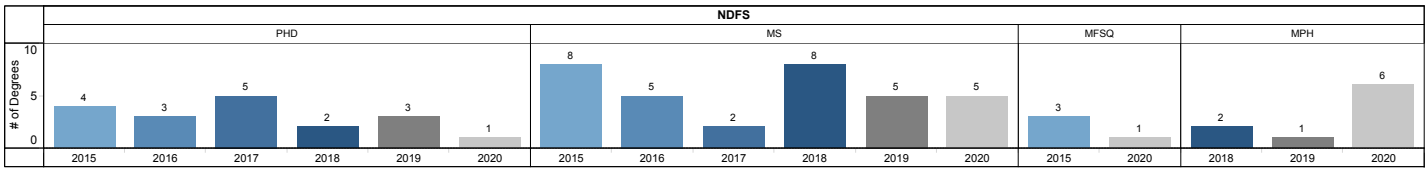


# Graduate Degrees Awarded: AY 2015/16-2020/21

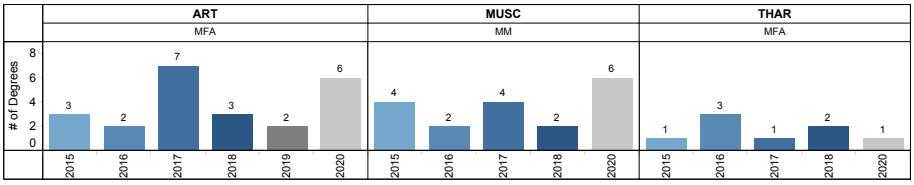
## College of Agriculture



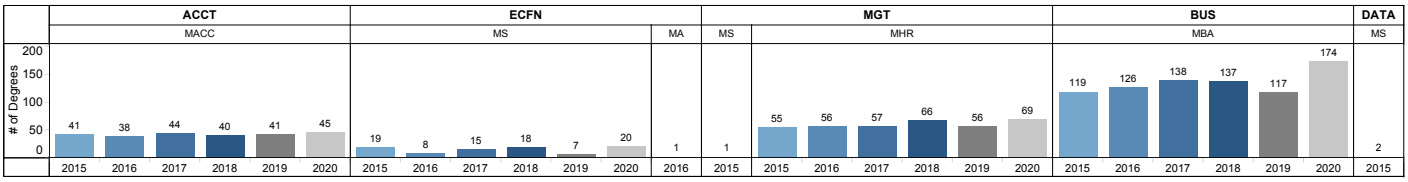




## College of Arts

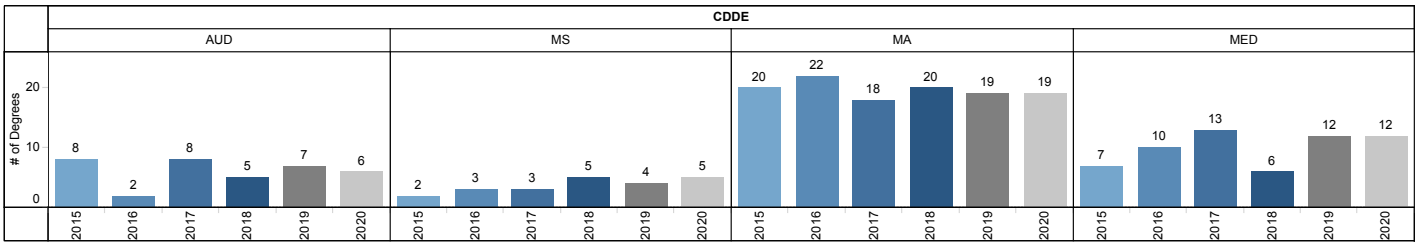


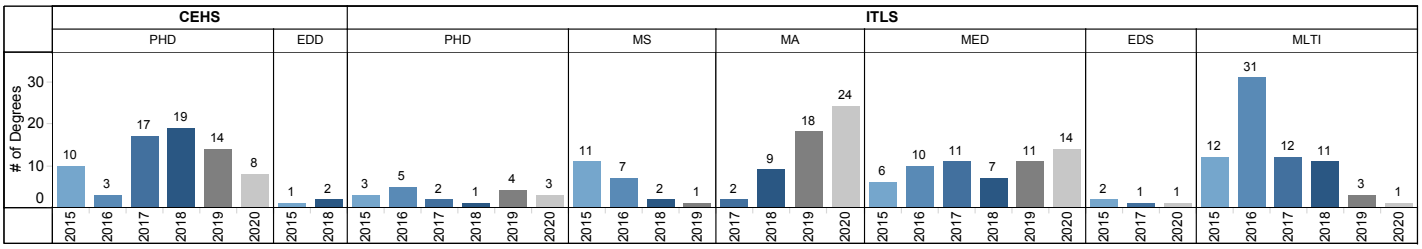

## College of Business

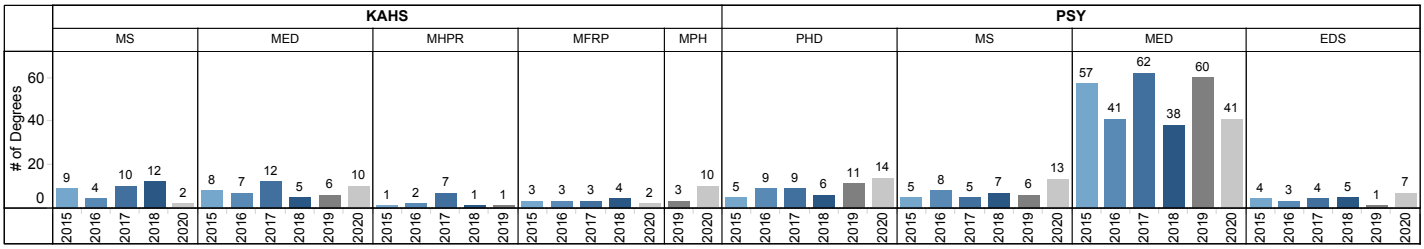


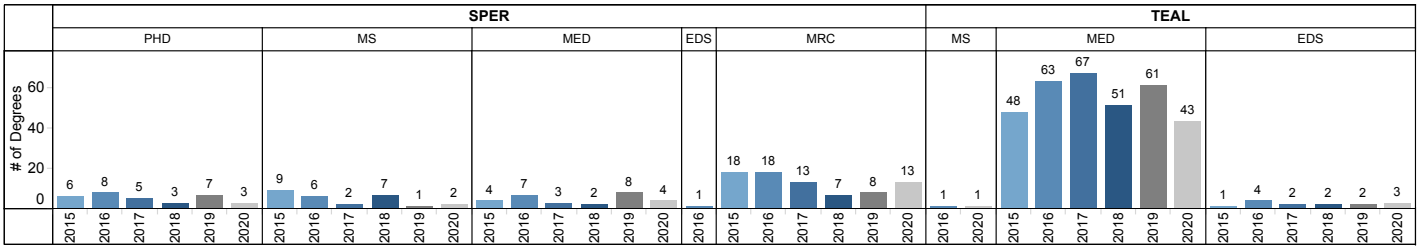
# Graduate Degrees Awarded: AY 2015/16-2020/21

## College of Education



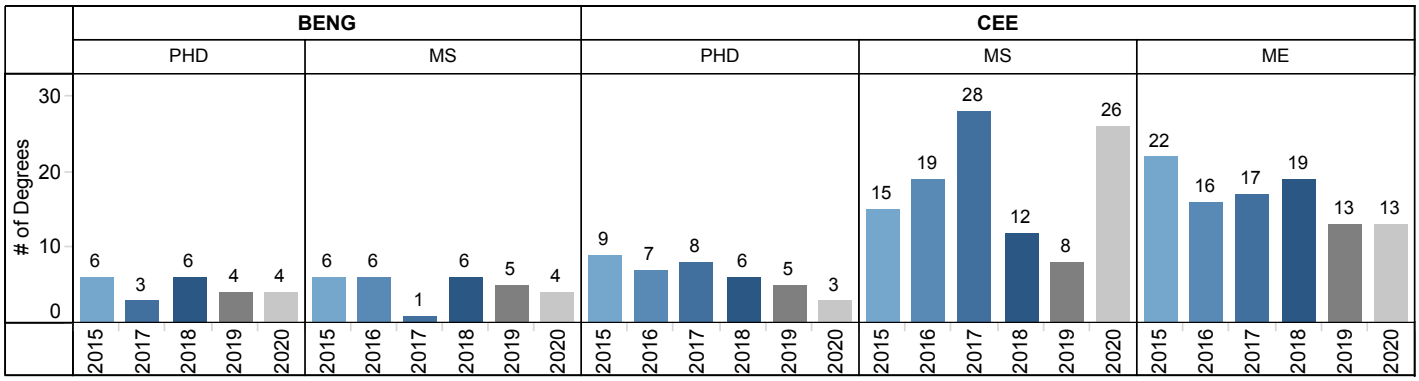



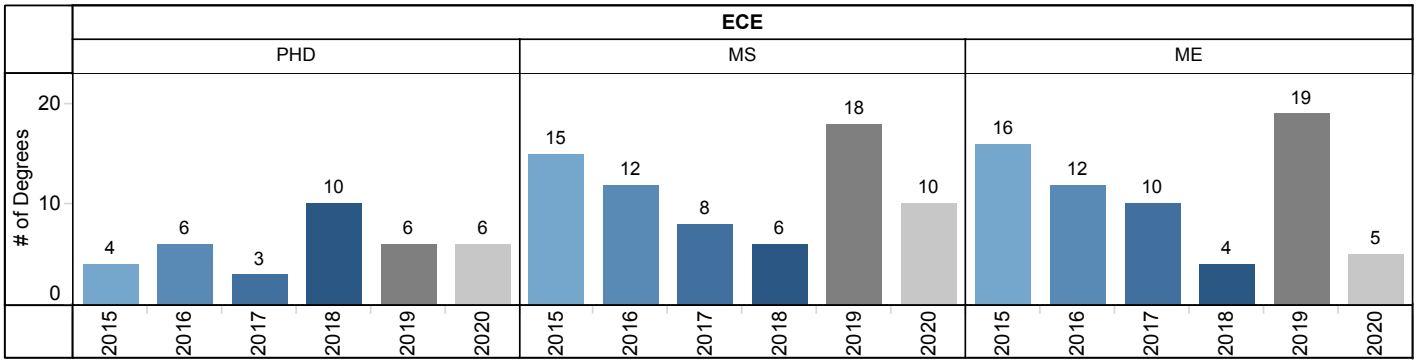



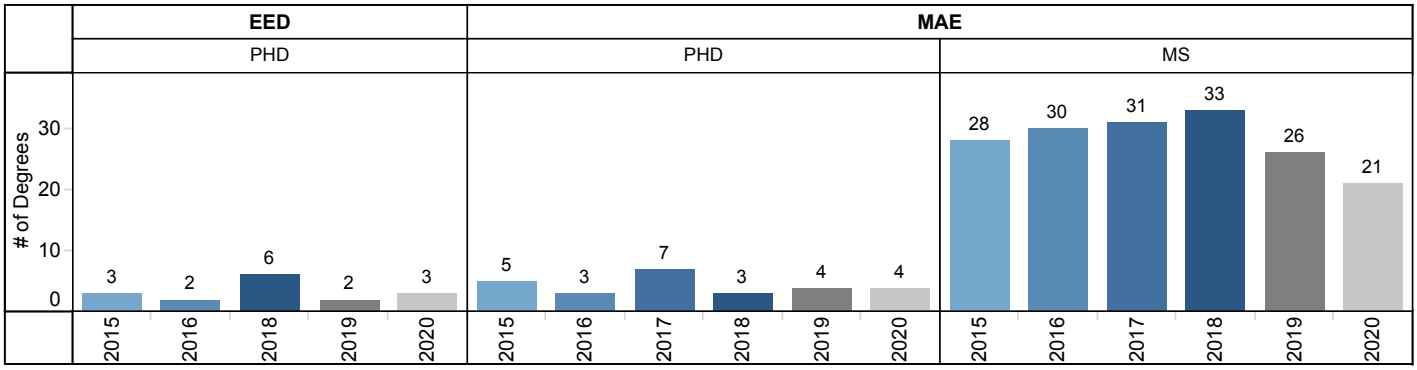



## Graduate Degrees Awarded: AY 2015/16-2020/21

### College of Engineering

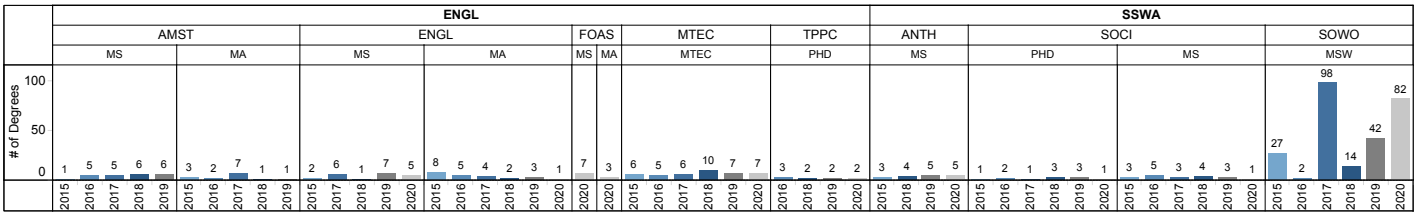


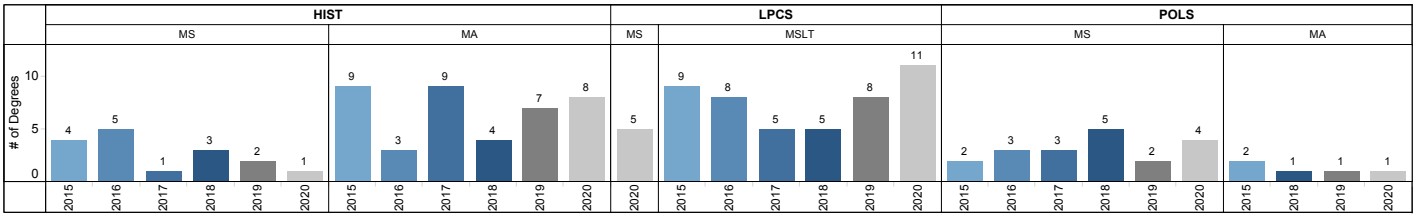



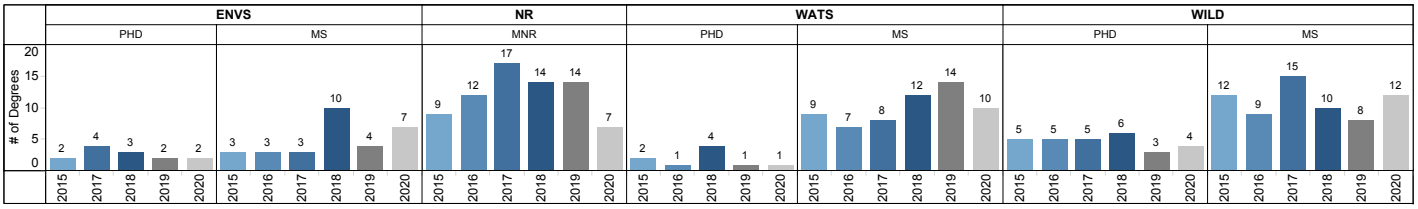
# Graduate Degrees Awarded: AY 2014/15 - 2018/19

## College of Humanities & Social Sciences

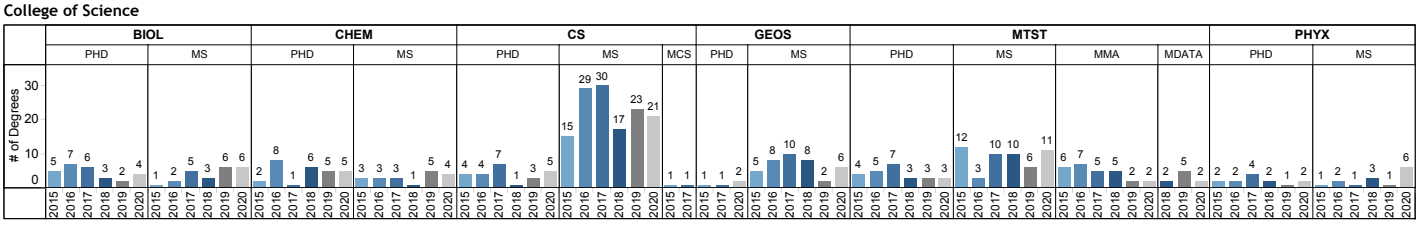



## College of Natural Resources



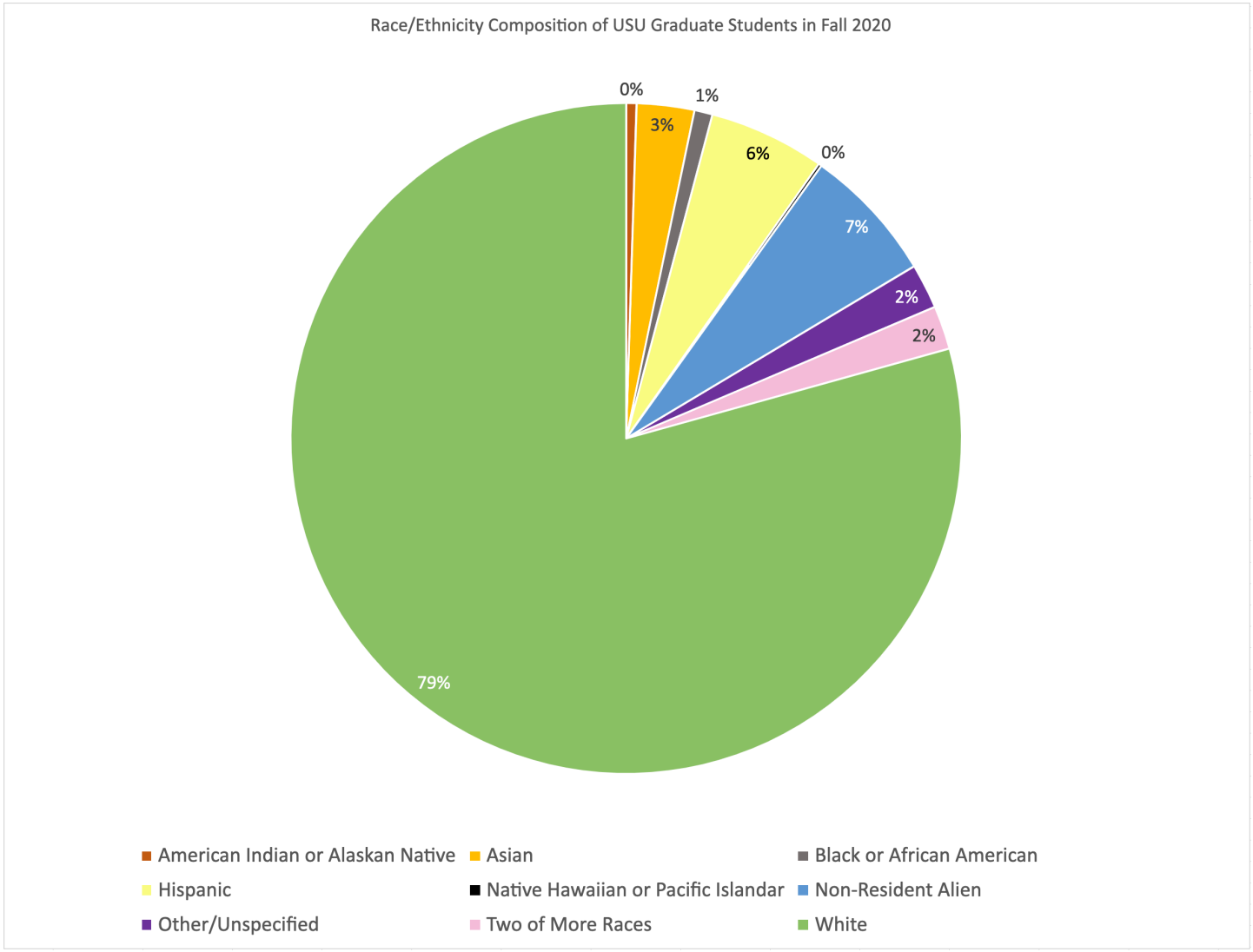

## College of Science



# D

# APPENDIX

# Race & Ethnicity

| Number of Fall USU Graduate Student Enrollments by Race/Ethnicity | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | American Indian or Alaskan Native | Asian | Black or African American | Hispanic | Native Hawaiian or Pacific Islandar | Non-Resident Alien | Other/Unspecified | Two of More Races | White |
| 2016-2017 | 10 | 51 | 21 | 75 | 13 | 311 | 115 | 29 | 1854 |
| 2017-2018 | 16 | 68 | 22 | 85 | 4 | 252 | 67 | 44 | 1952 |
| 2018-2019 | 18 | 67 | 18 | 95 | 5 | 205 | 59 | 43 | 2023 |
| 2019-2020 | 22 | 71 | 23 | 133 | 7 | 219 | 49 | 56 | 2098 |
| 2020-2021 | 13 | 73 | 23 | 147 | 4 | 172 | 57 | 55 | 2087 |

| Percent Increase or Decrease Each Fall Semester of USU Graduate Student Enrollments by Race/Ethnicity | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | American Indian or Alaskan Native | Asian | Black or African American | Hispanic | Native Hawaiian or Pacific Islandar | Non-Resident Alien | Other/Unspecified | Two of More Races | White |
| 2016-2017 | | | | | | | | | |
| 2017-2018 | 60% | 33% | 5% | 13% | -69% | -19% | -42% | 52% | 5% |
| 2018-2019 | 13% | -1% | -18% | 12% | 25% | -19% | -12% | -2% | 4% |
| 2019-2020 | 22% | 6% | 28% | 40% | 40% | 7% | -17% | 30% | 4% |
| 2020-2021 | -41% | 3% | 0% | 11% | -43% | -21% | 16% | -2% | -1% |