ANNUAL REPORT TO THE FACULTY SENATE

FROM

THE SCHOOL OF GRADUATE STUDIES

2000-2001

SEPTEMBER 17, 2001

Annual Report to the Faculty Senate

Executive Summary

    As Dean of the School of Graduate Studies, I am delighted to report that our doctoral enrollment for the 2000-2001 academic year increased from 368 students to 398 students, a four-year high. The number of masters students decreased from 1914 to 1812, but on the whole, our total graduate enrollment remains stable. I am also happy to report that during the previous academic year we have instituted several important changes that will improve the Graduate School's service both to Utah State's graduate students and to our faculty. In addition, we have also improved our ability to support graduate fellowships as well as our university-wide recruitment and retention needs. During the upcoming academic year, we intend to continue our efforts to generate additional support for graduate education, and we will strive to make the Graduate School more responsive to the needs of USU's students and faculty.

    Since my arrival as dean in January 2001, we have instituted several major changes and improvements in the School of Graduate studies, and we have launched several new initiatives.

A. Changes and Achievements for 2000-2001

    During the Spring 2001 semester, we established priorities for the School of Graduate Studies designed to improve the efficiency of the Graduate School and to provide as much support as possible for graduate education, given of course our limited

resources. Guided by these priorities, we instituted the following major changes and improvements in the School of Graduate Studies:

¥ Reviewed and, where necessary, redefined the duties of Graduate School personnel in order to respond more efficiently and effectively to the needs of our graduate students and faculty

¥ Initiated a development plan

¥ Instituted funding support to help departmental recruitment

¥ Funded new fellowships for underrepresented students

¥ Funded new dissertation fellowships

¥ Funded new tuition-waiver scholarships

¥ Funded new merit fellowships

¥ Developed a recruitment strategy and priorities for the School of Graduate Studies

¥ Began a new assessment survey of graduates

¥ Reallocated funding to support new initiatives

¥ Revised our web site

B. New Initiatives

In addition to the changes outlined above, we are working currently on the following initiatives that we believe will further improve the quality of graduate education at USU:

¥ Developing a funding strategy to employ more effectively the resources that we have available to us

¥ Establishing a data warehouse

¥ Developing a preliminary enrollment-management plan

¥   Reallocating our resources for recruitment and retention, especially to improve

diversity.

¥   Beginning surveys of graduate programs to determine needs

¥   Redesigning our support structure for teaching assistants

¥   Developing a comprehensive campus-wide recruitment plan

¥   Instituting a Preparing Future Faculty program

¥   Working with departments to improve graduate assistant stipends

¥   Developing strategies to acknowledge graduate student achievement

In the report that follows, you will find a discussion of the changes and new initiatives outlined above along with general information about the mission of the Graduate School and information concerning last year's actions by the Graduate Council, including funding for graduate students. You will also find information regarding the number of applications received by the Graduate School, the enrollment figures for last year, the number of degrees awarded during the previous academic year, the percentages of underrepresented students in our graduate programs, and finally information about the Graduate Mentor Award. In the appendix to this report, you will find a variety of tables that provide in greater detail data that are summarized in the body of the report.

Report to the Faculty Senate

from

The School of Graduate Studies

2000-2001

As Dean of the School of Graduate Studies, I am delighted to report that our doctoral enrollment for the 2000-2001 academic year increased from 368 students to 398 students, a four-year high. The number of masters students decreased from 1,914 to 1,812, but on the whole, our total graduate enrollment remains stable. I am also happy to report that during the previous academic year we have instituted several important changes that will improve the Graduate School's service both to Utah State's graduate students and to our faculty. In addition, we have also improved our ability to support graduate fellowships as well as our university-wide recruitment and retention needs. During the upcoming academic year, we intend to continue our efforts to generate additional support for graduate education, and we will strive to make the Graduate School more responsive to the needs of USU's students and faculty.

In order to describe these changes and improvements and in order to provide you with information regarding the status of our graduate programs, we organized this report in three major segments. Segment one outlines our achievements for 2000-2001 and the initiatives that we will pursue during the 2001-2002 academic year. Segment two provides general information about the mission of the Graduate School and information concerning last year's actions by the Graduate Council, including funding for graduate students. Segment three includes information regarding the number of applications received by

the Graduate School, the enrollment figures for last year, the number of degrees awarded during the previous academic year, the percentages of underrepresented students in our graduate programs, and finally information about the Graduate Mentor Award.

In the appendix to this report, you will also find a variety of tables that provide in greater detail data that are summarized in the body of the report. I will begin by providing you with a summary of the changes that we instituted during the 2000-2001 academic year and the initiatives that we will pursue during this academic year.

I. CHANGES, ACHIEVEMENTS, AND NEW INITIATIVES

Since my arrival as dean in January 2001, we have instituted several major changes and improvements in the School of Graduate studies, and we have launched several new initiatives.

A. **Changes and Achievements for 2000-2001**

During the Spring 2001 semester, we established priorities for the School of Graduate Studies designed to improve the efficiency of the Graduate School and to provide as much support as possible for graduate education, given of course our limited resources. Guided by these priorities, we instituted the following major changes and improvements in the School of Graduate Studies:

* Reviewed and, where necessary, redefined the duties of Graduate School personnel in order to respond more efficiently and effectively to the needs of our graduate students and faculty

* Initiated a development plan

* Instituted funding support to help departmental recruitment

2

* Funded new fellowships for underrepresented students

* Funded new dissertation fellowships

* Funded new tuition-waiver scholarships

* Funded new merit fellowships

* Developed a recruitment strategy and priorities for the School of Graduate Studies

* Began a new assessment survey of graduates

* Reallocated funding to support new initiatives

* Revised our web site

Below, you will find a brief discussion regarding each of the changes and improvements that are outlined above.

1. Reviewed and, where necessary, redefined the duties of Graduate School personnel in order to respond more efficiently and effectively to the needs of our graduate students and faculty.

When I began my new position at USU, one of my primary objectives was to enhance the service that the Graduate School provides to students and faculty. Consequently, we began to reorganize the Graduate School last semester in order to make the school more efficient and to improve our ability to respond to student and faculty needs. As part of this reorganization, we reviewed in a series of staff meetings each position within the school, and we isolated those areas of responsibility where we required more help. We then reassigned responsibilities, changed the nature of several positions, and combined two other positions. As part of this reorganization, I met with every staff member to discuss their areas of responsibility and to review with them their performance expectations. In these individual meetings, I stressed the importance of working

3

cooperatively and collaboratively with students and faculty, and I believe that these discussions along with our efforts to reorganize the school have made us more efficient while improving the quality of our work.

We have worked hard to change our image from a unit that sometimes impedes the graduation of students to a unit that helps students to graduate. I believe that our efforts already are bearing fruit. The evidence for this claim is anecdotal but nonetheless encouraging. For example, I have received many complimentary e-mails and phone calls from faculty and students regarding the helpful advice and service that our staff provided them, and, more important, I have received many very positive comments about the friendliness and positive attitude of our staff. In addition, we also instituted last semester regular meetings with the departmental directors of graduate study to discuss on-going problems and concerns. I have also visited about a dozen departments to meet with faculty at department staff meetings, and I try to attend different events where graduate students are presenting papers or panels of one kind or another. I have worked actively with the Graduate Student Senate to formulate an agenda that both the Senate and the School of Graduate Studies can mutually pursue, and I have given presentations at several graduate student forums and conferences. So, we are working hard to make the School more efficient and to enhance our ability to respond to student and faculty needs.

2. Initiated a development plan

We have been working with the university development office to formulate a development plan that may help us generate additional resources for student support. With help from the development office, we have already identified several possible funding

opportunities-primarily grant opportunities-and we will continue to work with the development office to identify and to pursue possible funding sources.

3. Instituted funding support to help departmental recruitment

With funding provided from the university's central administration, we are now able to help departments with their recruitment efforts. The School of Graduate Studies will be able to provide up to $1,000, in some cases, to support departmental recruitment plans. A call for proposals went out in August 2001, and the response to the call has been excellent.

4. Funded new fellowships for underrepresented students

With funding provided from the university's central administration, we are now able to offer five new fellowships for underrepresented students in our different graduate programs. These fellowships are designed to help departments meet national needs for faculty and graduate students in disciplinary areas where specific groups of students are underrepresented.

5. Funded new dissertation fellowships

With funding provided from the university's central administration, we are now able to offer three $5,000 dissertation fellowships. These fellowships are designed to provide doctoral students with time to write and to edit their dissertations.

6. Funded new in-state tuition-waiver scholarships

Through reallocation of current funding and through help from the central administration, we are now able to award, primarily for recruitment and retention purposes, ten in-state tuition-waiver scholarships for especially deserving students.

7. Funded new merit scholarships

We will support six new merit scholarships (up to $1,000 each for one year) to help departments supplement their stipend offers.

8. Developed a recruitment strategy and priorities for the School of Graduate Studies

During the previous semester, we developed a recruitment strategy to help us better employ the limited recruitment resources that we have available to us. This strategy will help us track and follow up on the referrals that we make to individual departments, and, as well, it will help us support those departments that face especially tough competition for excellent graduate students.

9. Began a new assessment survey of graduates

With the help of Grayson Osborne, we developed during the Spring 2001 semester--for the first time, I believe--a School of Graduate Studies Student Survey to gather data from graduates regarding their satisfaction with our programs. The data that we collect from this survey instrument will help individual departments as well as the Graduate School to identify problems and improve programs.

10. Reallocated funding to support new initiatives

During the Spring 2001 term, we reallocated a part of our limited resources to support new initiatives, especially recruitment and retention initiatives. For instance, we have provided small amounts of funding to support recruitment advertising, tuition waivers, and general student support.

11. Revised our web site

We revised out web site to make it more user friendly and to help students, faculty, and staff access information more efficiently and effectively.

B. New Initiatives

In addition to the changes outlined above, we are working currently on the following initiatives that we believe will further improve the quality of graduate education at USU:

* Developing a funding strategy to employ more effectively the resources that we have available to us

* Establishing a data warehouse

* Developing a preliminary enrollment-management plan

* Reallocating our resources for recruitment and retention, especially to improve diversity.

* Beginning surveys of graduate programs to determine needs

* Redesigning our support structure for teaching assistants

* Developing a comprehensive campus-wide recruitment plan

* Instituting a Preparing Future Faculty program

* Working with departments to improve graduate assistant stipends

* Developing strategies to acknowledge graduate student achievement

Below, you will find a discussion of each of these initiatives:

1. Developing a funding strategy to employ more effectively the resources that we have available to us

We are looking at all aspects of our funding allocations to determine if we might allocate more prudently resources in order to meet the universities and the Graduate School's goals and objective for enrollment management, recruitment, and retention.

2. Establishing a data warehouse

By the conclusion of the 2002 Spring semester, we hope to have in place or nearly in place a badly needed "data warehouse" that will enable us to access crucial information about our graduate programs.

3. Developing a preliminary enrollment-management plan

We are working with the Provost's Office to develop an enrollment-management plan that will better help us determine a strategy for the allocation of the resources that we have available to us. This plan will also include target graduate enrollment figures for the university and perhaps for individual programs.

4. Reallocating our resources for recruitment and retention, especially to improve diversity

As I indicated in #1 above, we are now developing a plan that will allow us to reallocate some of our resources specifically for recruitment and retention purposes and to improve student diversity on campus. We have announced during this semester (Fall 2001) several new fellowships and new initiatives to help departments with their recruitment and retention efforts.

5. Beginning surveys of graduate programs to determine needs

During the Spring 2002 semester, we will begin to work directly with individual graduate programs to survey the program's needs and to determine a strategy to help the program improve where necessary its goals and objectives for graduate education. These surveys will begin with five or six departments until every department is surveyed and then will continue on an annual rotating basis.

6. Redesigning our support structure for teaching assistants

Over the 2001-2001 academic year, we will be reviewing carefully the advising and mentoring programs that are in place across the university. In addition, we will review the ATA and ITA workshops. We hope to combine the workshops with an advising and mentoring program that would help all of our graduate students become better prepared for both their academic and their professional responsibilities.

7. Developing a comprehensive campus-wide recruitment plan

We are working currently with different units around campus in an effort to move toward a coordinated recruitment program that would combine our efforts to attract international students, the best domestic students, and underrepresented students.

8. Instituting a Preparing Future Faculty program

Associated with #6 above, we are working toward the implementation of a Preparing Future Faculty Program similar to the many PFF programs now in existence around the country. These programs help prepare graduate students, primarily doctoral students, for academic careers.

9. Working with departments to improve graduate assistant stipends

We are beginning to collect data regarding the support we offer graduate students, including stipend support and different kinds of fellowship and tuition waiver support. We will employ this information in order to work with individual departments in an attempt to improve the support packages we offer graduate students.

10. Developing strategies to acknowledge graduate student achievement

By the conclusion of the 2001-2002 academic year, we hope to have in place several honors and awards for graduate students that will recognize their academic, teaching, and research achievements.

Of course, we realize that these new initiatives only begin to address the many needs of graduate education here at USU. However, we are hopeful that these changes

will provide a solid base on which to increase our enrollments, our program quality, and, most important, our support to our students. In the following segments, we will report more specifically on our activities for the 2000-2001 academic year, beginning with some background information about the mission of the School of Graduate Studies.

II.   MISSION OF THE SCHOOL OF GRADUATE STUDIES

In this segment, we will report on the activities of the Graduate School during the 2000-01 academic year and provide information about the mission of the School.

A. **Graduate Council**

The Graduate Council reviews and approves policies and regulations for graduate studies at USU and advises the dean on their application. Listed below are the Graduate Council members who served in 2000-2001.

Representative	Representing	Term Expires
Thomas D. Bunch	Agriculture	2002
Kenneth R. Bartkus	Business	2001
Tim Slocum	Education	2003
Jagath J. Kaluarachchi	Engineering	2001
Randall M. Jones	Family Life	2004
Gary H. Kiger	HASS	2003
Todd A. Crowl	Natural Resources	2002
John Stark	Science	2004
Richard S. Krannich	Faculty Senate	2001

John Elsweiler	Library	Ex Officio
Noelle E. Cockett*	Graduate School	Ex Officio
Eric Worthen	Graduate Student Senate President	2001
Jenna Andrews	Graduate Student Senate Vice-President	2001

*Until January 2001, when Dean Thomas Kent began his tenure as graduate dean.

B. **Major Graduate Council Actions: 2000-2001**

A proposal for a specialization in Industrial Physics in the MS in Physics was approved (9/22/00).

A proposal from the Department of Nutrition and Food Sciences to offer a Master of Dietetics Administration (MDA) was approved (10/20/00).

Revisions, effective Fall Semester 2001, were made to the *Graduate Student Tuition Waivers and Remission Policy* after it was discovered that the budget would be over by approximately $400,000. The revisions included:

   • a limit to the number of credits (rather than semesters) for which a student may receive a nonresident tuition waiver and doctoral in-state tuition remission;

   • students who are nonresidents of Utah (excluding international students) are eligible for the nonresident tuition waiver for only one year, after which time they must obtain Utah residency or pay out-of-state tuition (an exception to the policy for special situations is allowed). (3/19/01)

A proposal from the Department of Landscape Architecture and Environmental Planning for a Master of Science in Bioregional Planning was approved (2/27/01).

As part of the requirements of the Northwest Accreditation of Schools and Colleges an assessment of graduate education will be done via an assessment survey sent to students prior to degree completion by the School of Graduate Studies (3/19/01).

A proposal from the Department of Family and Human Development for a Master of Family and Human Development was approved (3/19/01).

A proposal from the College of Engineering to offer a five-year BS/MS/ME degree was discussed; however, no approval was necessary for the already existing master's degrees (4/16/01).

C. **Funding for Graduate Students**

The following funds were made available for student support through the Graduate Dean's office in 2000-2001:

$180,000	Presidential Fellowships
132,000	Research V. P. Fellowships
96,000	University Fellowships
8,000	Seely-Hinckley Scholarships
4,500	Martin Luther King Fellowships

1,569,400	Out-of-State Tuition Waivers and Doctoral In-state Tuition Remission
$1,989,900	Total

In addition, 60 semesters of in-state tuition waivers for resident students and 30 semesters for nonresidents were awarded (Table 1).

D. **Graduate Student Travel Funds**

The Graduate Student Senate (GSS) administers funds from the School of Graduate Studies and from the Vice President for Research for travel costs for graduate students who present papers at professional meetings. Master's students are eligible for one $300 award and doctoral students are eligible for two $300 awards during their degree programs. Students can receive funding for USU-generated papers presented up to three months after graduation, with appropriate recognition of USU on the paper.

Of the 116 graduate students who applied for travel funds in 2000-01, 103 were approved and traveled, with a total expenditure of $37,358. There were 24 fewer awards than in 2000-2001.

III. ENROLLMENT INFORMATION

In this segment we will provide information about graduate student enrollments during the 2000-01 academic year.

A. Applications

Applications for graduate study at USU during 2000-01 totaled 3,039 (Table 2; Table 3 contains quarter/semester information by college), an increase of 7% from the 2,825 graduate applications in 1990-2000. As of July 27, 2001, 2,686 applications had been received for 2001-02, 3% more than the 2,607 applications that had been received by August 11, 2000 for 2000-01.

The total number of graduate students accepted by departments for 2000-01 was 1,734, 57.1% of the applicants. The percentage of acceptances was up from 55.4% for 1999-2000.

B. Enrollments

The total matriculated graduate-student enrollment for Fall 2000 was 2,112, 10% of all USU students and a 7.0% decrease from Fall 1999 (Table 4). The total of matriculated graduate students plus postbaccalaureate, nonmatriculated students was 3,587, 16.7% of the USU student body.

From Fall 1999 to Fall 2000, there was a 5.6% decrease in master's students, from 1,914 in 1999 to 1,812 in 2000 (Table 5). There was an increase of 30 doctoral students in Fall 2000, an 8% increase from Fall 1999.

C. Degrees Awarded

In 2000-2001, 835 graduate degrees—767 master's degrees, 2 Educational Specialist degrees, and 66 doctorates—were awarded (Table 6). The total number of graduate degrees was 4.37% higher than the 801 awarded in 1999-2000 and 2.79%

graduate degrees was 4.37% higher than the 801 awarded in 1999-2000 and 2.79% lower than the 860 awarded in 1998-99. The number of master's degrees in 2000-01 was 5.65% more than the 726 awarded in 1999-2000, and 1.79% less than the 781 awarded in 1998-99. The number of doctoral degrees was down 7.04% from the 71 awarded in 1999-2000 and 15.4% less than the 78 doctorates awarded in 1998-99. Tables 7 and 8 list the master's and doctoral degrees awarded by department or interdepartmental program for the last 10 years.

D. **Student Diversity**

International students continue to contribute to the cultural diversity at USU. Table 9 shows the countries from which international applications were received for 1997-98 through 2000-01. In Fall 2000, 21.3% of matriculated graduate students were from other countries—18.6% at the master's level and 33.2% at the doctoral level (Table 10). Enrollment of international master's and doctoral students has increased since 1998 (Table 10). International students received 14% of the master's degrees (Table 11) and 30% of the doctoral degrees (Table 12) awarded in 1999-2000. Table 13 shows international 1999-2000 graduate-degree recipients by country of origin.

American ethnic-minority students continue to be a relatively small percentage of USU's matriculated graduate students (3.1%, $\underline{N}$ = 69) in Fall 2000 (Table 14) and graduate degree recipients (2.0%, $\underline{N}$ = 16 of master's degrees and 6.0%, $\underline{N}$ = 4 of doctoral degrees) in 1999-2000 (see Tables 11 and 12).

Tables 11 and 12 show that fewer women received graduate degrees in 1999-2000. The number of women receiving master's degrees decreased from 343 (43.9%

of master's degrees in 1998-99) to 318 (44.0% of master's degrees in 1999-2000).

For doctoral degrees, the decrease was from 26 (33.3% of doctorates awarded in

1998-99) to 25 (35.0% of doctorates awarded in 1999-2000). The number of total

graduate degrees awarded to women decreased from 369 (42.9%) to 343 (43.4%), a

7.58% decrease.

Graduate Mentor Award

The University Outstanding Graduate Mentor Award, established in 1996, is

given to a faculty member who exemplifies excellence in the mentoring of graduate

students. Dr. Bruce Bugbee, Professor of Plants, Soils, and Biometeorology was the

2001 recipient of this award.

TABLE 1

Scholarship In-State Tuition Waivers
2000-01

College	Resident Semesters	Nonresident Semesters
Agriculture	6	1
Business	8	1
Education	10	4
Engineering	6	4
Family Life	6	2
HASS	10	4
Natural Resources	4	4
Science	10	10
	60	30

TABLE 2

Graduate Applications for Admission
to Graduate Study
1989-90 to 2000-01

Requested Year of Study	Number
1989-90	(NA, computer failure)
1990-91	2,469
1991-92	2,667
1992-93	3,162
1993-94	2,933
1994-95	3,203
1995-96	2,997
1996-97	3,085
1997-98	2,586
1998-99	2,360
1999-2000	2,825
2000-01	3,039

TABLE 3

APPLICATIONS BY COLLEGE BY QUARTER/SEMESTER, 1996-97 through 2000-01

College	1996-97	1997-98	1998-99	1999-2000	2000-01
Agriculture					
Summer	1	5	4	1	2
Fall	58	44	55	42	55
Winter	8	13	*	*	*
Spring	4	7	14	8	9
TOTAL	71	69	73	51	66
Business					
Summer	47	54	39	70	70
Fall	455	413	325	398	456
Winter	69	59	*	*	*
Spring	37	43	50	110	106
TOTAL	608	569	414	578	632
Education					
Summer	72	59	51	49	71
Fall	666	428	417	539	429
Winter	44	36	*	*	*
Spring	27	39	53	67	77
TOTAL	809	562	521	655	577
Engineering					
Summer	25	40	24	22	39
Fall	505	411	446	523	567
Winter	43	47	*	*	*
Spring	16	29	45	83	108
TOTAL	589	527	515	628	714
Family Life					
Summer	10	6	4	6	10
Fall	120	102	126	114	113

Winter	9	4	*	*	*
Spring	4	6	15	23	18
TOTAL	143	118	145	143	141

Humanities, Arts, and Social Sciences

Summer	6	13	7	18	11
Fall	193	185	167	179	165
Winter	14	5	*	*	*
Spring	5	15	31	17	39
TOTAL	218	218	205	214	215

Natural Resources

Summer	8	11	4	11	15
Fall	210	171	137	129	131
Winter	12	11	*	*	*
Spring	6	15	21	15	24
TOTAL	236	208	162	155	170

Science

Summer	7	11	10	23	32
Fall	376	268	257	321	411
Winter	20	21	*	*	*
Spring	8	15	58	57	81
TOTAL	411	315	325	401	524

Quarter/Semester Totals

Summer	176	199	143	200	250
Fall	2583	2022	1930	2245	2327
Winter	219	196	*	*	*
Spring	107	169	287	380	462
GRAND TOTAL	3085	2586	2360	2825	3039

*No longer a Winter Quarter because quarter system changed to semesters.

Source: School of Graduate Studies records

21

TABLE 4

USU FALL QUARTER/SEMESTER ENROLLMENTS,[a] 1994-2000

Year	Total N	Total % Change	Undergraduates N	Undergraduates % Total	Undergraduates % Change	Graduate Students[b] N	Graduate Students[b] % Total	Graduate Students[b] % Change	Matriculated Graduate Students N	Matriculated Graduate Students % Total	Matriculated Graduate Students % Change
1994	20,371	10.7	16,032	78.7	7.5	4,339	21.3	24.5	2,261	11.1	3.1
1995	19,861	-2.5	16,197	81.6	1.0	3,664	18.4	-15.6	2,289	11.5	1.2
1996	20,808	4.8	16,703	80.3	3.1	4,105	19.7	12.0	2,321	11.2	1.4
1997	21,234	2.0	17,472	82.3	4.6	3,762	17.7	-8.5	2,517	11.9	8.4
1998	19,322	-9.0	16,507	85.4	-5.5	2,815	14.6	-25.2	2,085	10.8	-17.2
1999	20,865	8.0	17,228	82.6	4.4	3,637	17.4	29.2	2,282	10.9	9.4
2000	21,490	3.0	17,903	83.3	3.8	3,587	16.7	-1.4	2,112	9.3	-4.6
1994-2000	(1,119)[c]	5.5	(1,871)[c]		11.7	(752)[c]		17.3	(149)[c]		7.1%

[a]Total students, budget-related and self-supported.
[b]Matriculated and postbaccalaureate, nonmatriculated students.
[c]Change, 1994-2000.
Source: Office of Planning and Analysis, *USU Fact Books*.

TABLE 5

USU FALL QUARTER/SEMESTER MATRICULATED
GRADUATE STUDENT ENROLLMENT, BY LEVEL, 1994-2000

Year	Master's			Doctorate			Total	
		Change			Change			%
	N	N	%	N	N	%	N	Change
1994	1,771	54	3.1	490	13	2.7	2,261	3.1
1995	1,791	20	1.1	498	8	1.6	2,289	1.2
1996	1,862	71	4.0	459	-39	-7.8	2,321	1.4
1997	2,120	258	13.9	397	-62	-13.5	2,517	8.4
1998	1,716	-404	-19.1	369	-28	-7.1	2,085	-17.2
1999	1,914	198	11.5	368	-1	-0.3	2,282	9.4
2000	1,812	-102	-5.6	398	30	8.0	2,210	-3.3
Change 1994- 2000		41	2.3		-92	23.1	51	2.3

Source: Office of Planning and Analysis; USU Fact Books

TABLE 6

GRADUATE DEGREES AWARDED, 1996-97 to 2000-01

Degree	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001
MAcc	52	45	14	35	34
MA	22	27	25	25	21
MAI*			1		
MBA	81	60	140	124	128
MCED	0	0	0	3	0
MEd	98	118	163	90	109
ME	17	10	7	17	8
MES*	0	0	0		
MFA	10	6	17	10	13
MF*	0	0	0		
MLA	8	4	9	9	5
MMath	0	1	1	2	1
MNR				2	0
MRC					21
MS	415	411	371	389	396
MSLT				2	7
MSS	29	22	35	18	24
TOTALS	732	705	781	726	767
CE	0	0	1	0	0
EE	0	0	0	0	0
EdS	5	0	0	4	2
TOTALS	5	0	1	4	2
EdD	1	1	2	0	0
PhD	73	89	76	71	66
TOTALS	74	90	78	71	66
GRAND TOTALS	812	797	858	801	835

*Discontinued

Source: School of Graduate Studies records

24

TABLE 7										
MASTER'S DEGREES AWARDED AT UTAH STATE UNIVERSITY										
Department	**1991**	**1992**	**1993**	**1994**	**1995**	**1996**	**1997**	**1998**	**1999**	**2000**	**2001**
INTERDEPARTMENTAL DEGREES											
Master of Business Administration	81	62	66	53	65	71	81	60	140	124	128
Master of Natural Resources								0	0	2	0
Master of Social Sciences	23	45	33	25	19	38	29	22	35	18	24
Ecology*											13
Toxicology (MS)	1	2	0	2	3	3	1	0	0	0	1
Watershed Sci. (MS)	1	1	2	1	2	2	3	5	6	3	1
SCHOOL OF ACCOUNTANCY											
Accounting (MAcc)	17	22	18	35	33	33	52	45	14	35	34
AG SYSTEMS TECHNOLOGY & ED											
Ag. Systems Tech (MA)	0	0	0	0	0	0	0	0	0	0	0
Ag. Systems Tech (MS)	6	5	11	5	3	4	1	4	5	4	6
ANIMAL, DAIRY & VET. SCIENCES											
Animal Science (MA)	0	0	0	0	0	0	0	1	0	0	0
Animal Science (MS)	3	5	2	1	1	6	2	0	1	2	9
Biovet. Science (MA)	0	0	0	0	0	0	0	0	0	0	0
Biovet. Science (MS)	0	3	2	3	0	2	0	0	0	0	1
Dairy Science (MA)	0	0	0	0	0	0	0	0	0	0	1
Dairy Science (MS)	1	1	2	0	0	1	0	1	0	1	1
ART											
Art (MA)	1	1	1	0	0	1	0	0	0	0	0
Art (MFA)	4	5	5	7	5	8	6	5	14	8	9
BIOLOGICAL & IRRIGATION ENG											
Biol. & Ag. Eng (MS)	18	13	8	6	4	2	5	1	3	2	3
Irrigation Eng. (MS)					0	0	0	6	2	4	7
Irrigation Sci. (MS)	2	6	0	3	0	0	0	0	0	0	0
BIOLOGY											
Biology (MS)	3	3	5	6	7	9	6	9	8	6	6
Biology Ecology (MS)	1	0	1	1	1	0	4	0	1	2	NA*
BUSINESS INFORMATION SYSTEMS											
BISE (MS)	25	33	24	28	29	23	28	47	39	25	39
CHEMISTRY & BIOCHEMISTRY											
Chemistry (MS)	1	2	3	3	0	2	3	4	2	3	3
Biochemistry (MS)	1	2	2	2	2	3	3	3	1	2	4
CIVIL & ENVIRONMENTAL ENG											
CEE (MS)	19	33	24	42	38	30	30	23	36	24	22
CEE (ME)	0	0	0	2	0	2	1	0	0	6	3
COMMUNICATION											
Communication (MA)	3	0	1	2	0	0	1	0	1	1	0
Communication (MS)	3	3	1	0	2	0	3	3	0	2	1
COMMUNICATIVE DISORDERS											
Comm Disorders (MA)	0	1	1	1	1	0	0	1	0	0	0
Comm Disorders (MED)	8	4	14	7	20	4	24	22	7	29	5
Comm Disorders (MS)	14	14	20	23	11	23	21	22	17	23	29
COMPUTER SCIENCE											

MASTER'S DEGREES AWARDED AT UTAH STATE UNIVERSITY											
Department	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
Computer Science (MS)	19	18	23	24	25	24	25	25	12	24	26
ECONOMICS											
Ag. Economics (MA)			0	0	0	0	0	0	0	0	0
Ag. Economics (MS)	1	1	2	1	4	0	0	0	1	0	0
Ag. Industries (MAI)	0	0	1	0	0	0	0	1	0	0	0
Comm Econ. Dev. (MCED)							0	0	0	3	0
Economics (MA)	0	0	1	2	2	1	0	1	0	0	0
Economics (MS)	4	4	8	9	0	4	4	6	3	4	6
ELECTICAL & COMPUTER ENG											
Electrical Eng. (ME)	15	13	16	17	17	23	16	10	6	8	3
Electrical Eng. (MES)	0	0	0	0	0	0	0	0	0	0	0
Electrical Eng. (MS)	6	18	14	8	15	7	10	20	12	14	22
ELEMENTARY EDUCATION											
Elementary Ed (MA)	0	1	0	0	1	0	0	0	0	0	0
Elementary Ed (MED)	37	43	30	41	43	32	47	41	44	30	53
Elementary Ed (MS)	0	6	23	21	22	21	2	0	0	0	1
ENGLISH											
American Studies (MA)	1	5	6	6	7	8	4	6	3	3	4
American Studies (MS)	5	5	8	3	0	7	5	4	6	9	3
English (MA	9	7	9	7	15	6	9	9	11	8	1
English (MS)	4	8	13	10	12	6	10	8	13	12	16
FAMILY & HUMAN DEVELOPMENT											
FHD (MS)	7	12	8	6	7	11	7	13	13	16	9
FISHERIES & WILDLIFE											
Aquatic Ecology (MS)	0	1	2	0	1	4	3	1	1	0	NA*
Fisheries Biology											2
Fisheries & Wildlife (MS)	5	8	3	3	7	8	3	13	7	5	1
Fisheries & Wildlfe Ecology (MS)	2	3	4	1	6	4	1	4	3	2	NA*
Wildlife Biology											4
FOREST RESOURCES											
Forest Ecology (MS)	1	2	0	0	0	1	1	1	2	1	NA*
Forest Management (MF)	0	0	0	0	0	0	0	0	0	0	0
Forestry (MS)	4	0	0	5	3	6	3	5	4	6	3
Forestry (MF)	0	1	0	0	0	0	0	0	0	0	0
Rec Resource Mgt. (MS)	3	0	0	2	0	4	1	1	1	3	2
GEOGRAPHY											
Geography (MA)					0	0	0	0	0	0	0
Geography (MS)					1	1	1	5	3	1	5
GEOLOGY											
Geology (MS)	1	0	6	3	3	3	7	3	6	4	4
Geology Ecology (MS)	0	0	0	0	0	0	0	0	0	0	NA*
HPER											
HPER (MED)	6	6	50	11	5	18	1	20	12	2	16
HPER (MS)	7	8	12	8	16	14	11	21	10	15	6
HISTORY											
History (MA)	3	7	3	11	8	11	5	4	4	10	11
History (MS)	2	7	1	2	2	4	2	1	2	3	4

Department	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
MASTER'S DEGREES AWARDED AT UTAH STATE UNIVERSITY											
HUMAN ENVIRONMENTS											
Human Environ (MS)	0	2	0	6	5	8	11	10	10	13	16
INDUSTRIAL TECHNOLOGY & ED											
ITE (MS)	10	2	6	3	2	10	2	5	5	6	6
MIE	0	0	0	0	0	0	0	0	0	0	0
INSTRUCTIONAL TECHNOLOGY											
Instructional Tech. (MED)	14	9	2	3	1	1	0	2	54	7	20
Instructional Tech. (MS)	17	28	30	23	33	37	41	39	53	34	37
LANDSCAPE ARCH & ENV PLAN											
Landscape Archietecture (MLA)	2	3	3	6	6	5	8	4	9	9	3
Town & Reg Plan (MS)	1	0	2	0	0	1	1	0	0	0	1
LANGUAGES & PHILOSOPHY											
Second Language Teaching										2	7
MATHEMATICS & STATISTICS											
Industrial Mathematics											1
Mathematics (Mmath)	0	0	1	0	0	0	0	1	1	2	1
Mathematics (MS)	6	2	4	3	5	4	2	2	2	5	2
Statistics (MS)	6	5	5	5	5	3	6	5	5	1	8
MECHANICAL & AEROSPACE ENG											
Mechanical Eng. (ME)	0	0	0	0	0	0	0	0	1	3	2
Mechanical Eng. (MS)	3	10	7	12	10	9	7	13	7	16	9
NUTRITION & FOOD SCIENCES											
NFS (MA	0	0	0	0	0	0	0	0	0	0	0
NFS (MS)	1	5	9	6	10	4	6	5	10	8	4
PHYSICS											
Physics (MS)	8	7	4	9	4	8	7	1	3	3	1
PLANTS, SOILS, & BIOMETEOROLOGY											
Biometerology (MA)	0	0	0	0	0	0	0	0	0	0	0
Biometerology (MS)	0	0	1	1	0	0	0	0	1	0	0
Physical Ecology (MS)	0	0	0	0	0	0	0	0	0	0	NA*
Plant Ecology (MS)	0	0	0	0	0	0	0	0	0	0	NA*
Plant Science (MA)	0	0	0	0	0	0	0	0	0	0	0
Plant Science (MS)	9	3	4	5	6	4	3	2	2	3	4
Soil Science (MA)				0	0	0	0	0	0	0	0
Soil Science (MS)	1	4	0	0	3	2	3	1	1	3	1
POLITICAL SCIENCE											
Political Science (MA)	5	4	5	2	2	1	1	4	3	2	5
Political Science (MS)	3	0	2	2	2	3	2	1	1	2	5
PSYCHOLOGY											
Psychology (MA)	0	0	0	0	0	0	0	1	0	0	0
Psychology (MS)	11	9	13	50	62	24	91	33	18	38	31
RANGELAND RESOURCES											
Range Ecology (MS)	1	0	0	2	1	0	0	1	1	0	NA*
Range Science (MS)	4	1	4	4	1	2	7	4	1	1	1
SECONDARY EDUCATION											
Secondary Ed. (MA)	0	0	0	1	0	0	0	0	0	0	0
Secondary Ed. (MED)	26	37	19	16	40	29	13	24	18	20	10
Secondary Ed. (MS)	1	0	0	1	0	0	0	2	1	0	0

MASTER'S DEGREES AWARDED AT UTAH STATE UNIVERSITY											
Department	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
SOCIOLOGY											
Sociology (MA)	0	0	1	0	1	1	1	0	1	1	0
Sociology (MS)	1	2	1	6	5	0	4	1	2	8	4
SPECIAL EDUCATION & REHABILITATION											
Rehabilitation Counseling (MS)											21
Special Ed. (MED)	16	11	23	10	10	15	13	9	27	2	5
Special Ed. (MS)	5	15	17	15	16	18	16	27	27	27	6
THEATRE ARTS											
Theater Arts (MA)	1	1	0	1	0	0	1	0	2	0	0
Theater Arts (MFA)	0	0	0	2	2	0	4	1	3	2	4
TOTALS	530	610	652	653	700	684	732	705	780	727	767
INTERMEDIATE DEGREES											
Communicative Disorders (EdS)	1	1	3	0	2	1	2	0	0	0	0
Instructional Technology (EdS)	0	1	0	1	1	3	3	0	0	4	2
Special Education (EdS)	0	0	0	1	0	0	0	0	0	0	0
Electrical Engineer (EE)	0	1	0	0	1	0	0	0	0	0	0
Civil Engineer (CE)	1	0	2	0	0	0	0	0	1	0	0
TOTALS	**2**	**3**	**5**	**2**	**4**	**4**	**5**	**0**	**1**	**4**	**2**
*All ecology degrees were officially changed to just Ecology in May 1999. Some students who began under the											
former degree listing will be allowed to complete their degrees under the previous degree listing.											

09/12/2001

TABLE 8										
DOCTORAL DEGREES AWARDED AT UTAH STATE UNIVERSITY										
Department	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
INTERDEPARTMENTAL										
Ecology*										4
Education-PhD	4	9	6	4	6	11	5	7	3	9
Education-EdD	1	3	0	0	0	1	1	2	0	0
Family Life	1	2	4	2	6	3	1	5	7	3
Toxicology	1	0	3	1	1	3	2	2	2	0
Watershed Science	1	0	1	0	1	1	0	1	0	0
ANIMAL, DAIRY & VET SCIENCES										
Animal Science	1	3	0	3	2	2	0	1	3	1
BIOLOGICAL & IRRIGATION ENG										
Biological & Agricultural Eng	7	6	4	6	7	4	2	1	0	0
Irrigation Engineering	0	0	0	0	0	0	6	1	2	3
BIOLOGY										
Biology	3	7	5	0	2	5	5	3	6	5
Biology Ecology	2	0	1	1	0	0	0	0	0	NA*
CHEMISTRY & BIOCHEMISTRY										
Chemistry	2	3	2	5	2	4	2	3	3	4
Biochemistry	1	2	1	1	3	2	3	6	5	2
CIVIL & ENVIRONMENTAL ENG										
CEE	8	11	8	7	6	9	5	4	4	2
ECONOMICS										
Economics	3	1	3	1	1	5	6	3	0	4
ELECTRICAL & COMPUTER ENG										
Electrical Engineering	1	1	0	6	3	0	3	2	2	2
FISHERIES & WILDLIFE										
Acquatic Ecology*	0	0	0	0	0	2	1	1	1	1
Fisheries & Wildlife	0	1	0	1	0	1	0	3	1	0
Fisheries & Wildlife Ecology	1	0	1	1	1	0	2	0	4	NA*
FOREST RESOURCES										
Forest Ecology	0	0	0	0	0	0	0	0	1	NA*
Forestry	0	1	1	0	0	0	1	0	1	1
Recreation Resource Management	0	0	1	0	0	0	0	0	0	1
INSTRUCTIONAL TECHNOLOGY										
Instructional Technology									2	5	4

DOCTORAL DEGREES AWARDED AT UTAH STATE UNIVERSITY										
Department	**1992**	**1993**	**1994**	**1995**	**1996**	**1997**	**1998**	**1999**	**2000**	**2001**
MATHEMATICS & STATISTICS										
Mathematical Sciences	2	2	1	1	4	1	2	0	1	5
MECHANICAL & AEROSPACE ENG										
Mechanical Engineering	0	2	0	1	0	0	0	0	0	0
NUTRITION & FOOD SCIENCES										
Nutrition & Food Sciences	5	4	3	3	2	1	5	3	3	1
PHYSICS										
Physics	6	2	2	4	1	1	4	3	2	3
PLANTS, SOILS, & BIOMETEOROLOGY										
Biometeorology	0	1	0	1	0	0	0	0	0	0
Physical Ecology	0	0	0	0	0	0	0	0	0	NA*
Plant Ecology	0	0	0	0	0	0	0	0	0	NA*
Plant Science	0	0	0	2	1	1	1	4	0	0
Soil Science	2	1	0	1	1	0	1	1	0	0
PSYCHOLOGY										
Psychology	7	16	8	7	8	11	10	8	6	7
RANGELAND RESOURCES										
Range Ecology	1	2	0	1	3	0	0	0	2	NA*
Range Science	4	3	4	3	5	4	2	7	2	0
SOCIOLOGY										
Sociology	1	0	1	0	3	1	5	1	3	2
SPECIAL EDUCATION										
Special Education	2	2	1	3	4	1	2	4	2	2
TOTALS	67	91	61	64	77	74	90	78	71	66

*All ecology degrees were officially changed to just Ecology in May 1999. Some students who began under the former degree listing will be allowed to complete their degrees under the previous degree listing.

TABLE 9

INTERNATIONAL APPLICATIONS TO GRADUATE SCHOOL

Country	1997-98	1998-99	1999-00	2000-01
Afghanistan	1	1	0	0
Albania	0	0	1	0
Angola	0	0	1	1
Argentina	2	4	1	4
Armenia	0	2	0	0
Austria	0	0	1	4
Australia	0	0	1	1
Bangladesh	3	6	8	11
Belgium	2	0	1	2
Belarus	0	0	0	1
Belize	0	1	0	1
Benin	0	1	0	1
Bolivia	0	0	3	0
Botswana	0	0	1	3
Brazil	3	2	2	5
Bulgaria	0	0	1	0
Cameroon	0	1	0	0
Canada	13	7	13	7
Chad	0	1	1	0
Chile	1	2	0	0
China (People's Republic)	274	402	399	406
Colombia	2	3	5	3
Cook Islands	0	0	0	1
Croatia	0	1	1	0
Cyprus	1	0	0	0
Czech Republic	0	0	1	1
Denmark	0	1	0	0
Dominican Republic	0	1	0	19
Ecuador	0	2	1	2
Egypt	7	4	3	3
Ethiopia	3	2	2	1
Finland	0	0	1	0
France	1	2	3	2
Germany	3	1	5	4
Georgia	0	1	0	0
Ghana	2	1	2	2
Greece	1	1	1	2
Guatemala	1	0	0	1
Guyana	0	1	0	0
Haiti	0	0	0	0
Honduras	0	1	0	1
Hong Kong	0	2	1	1
Hungary	0	0	1	0
Iceland	0	1	0	0

India	227	313	540	731
Indonesia	9	4	8	6
Iran	0	2	2	5
Iraq	0	1	0	0
Ireland	1	0	0	0
Israel	0	1	3	1
Italy	1	0	2	0
Ivory Coast	0	0	0	0
Jamaica	1	0	0	0
Japan	8	11	19	9
Jordan	2	6	15	15
Kazakhstan	0	1	1	0
Kenya	5	2	2	0
Kampuchea	0	1	0	0
Korea (Republic)	53	47	68	55
Kuwait	4	2	5	1
Latvia	0	0	0	1
Lebanon	1	0	7	2
Lesotho	0	1	0	0
Libya	0	0	0	2
Lithuania	1	1	1	1
Macau	0	0	1	0
Madagascar	1	0	0	0
Malawi	0	0	1	0
Malaysia	8	7	11	7
Mauritius	0	1	0	0
Mali	0	1	0	0
Mexico	5	3	3	0
Mongolia	1	0	1	1
Morocco	1	0	1	0
Myanmar	0	0	0	1
Nepal	1	4	11	10
Netherlands	0	1	0	0
New Zealand	1	0	0	0
Nigeria	3	2	3	1
Northern Mariana	0	1	0	0
Norway	1	0	1	2
Oman	0	4	4	0
Pakistan	3	6	7	4
Palestine	0	0	3	2
Peru	1	0	1	1
Philippines	1	1	1	0
Poland	3	4	4	2
Portugal	0	1	0	0
Romania	3	2	1	6
Russia	2	1	3	4
Rwanda	0	0	1	0

Saudi Arabia	12	5	4	4
Senegal	0	1	0	0
Singapore	0	1	6	1
Somalia	0	0	2	0
South Africa	1	1	0	2
Spain	0	1	0	0
Sri Lanka	0	2	2	3
St. Christopher & Nevis	0	0	0	1
St. Vincent & the Grenadines	0	1	0	0
Sudan	1	0	0	2
Swaziland	0	0	1	1
Sweden	2	0	0	1
Taiwan	71	52	76	75
Tanzania	1	0	1	2
Thailand	57	37	43	33
Togo	0	1	0	0
Trinidad	1	0	0	1
Tunisia	1	0	0	0
Turkey	6	5	9	19
Uganda	3	1	1	0
Ukraine	0	1	0	0
United Arab Emirates	0	1	2	0
United Kingdom	3	2	1	0
Uruguay	0	1	0	1
Venezuela	0	2	2	3
Yemen Arab Republic	1	1	0	2
Yugoslavia	1	1	1	0
Zimbabwe	0	1	2	0
TOTAL	829	1,005	1,345	1,511

Source: School of Graduate Studies records.

TABLE 10

USU FALL QUARTER/SEMESTER INTERNATIONAL/NONRESIDENT*
MATRICULATED GRADUATE STUDENT ENROLLMENTS, BY LEVEL, 1994-2000

				Master's					
	Total	International		Change		Nonresident*		Change-	
Year	N	N	%	N	%	N	%	N	%
1994	1,771	323	18.2	-36	-10.0	475	26.8	-7	-1.5
1995	1,791	289	16.1	-34	-10.5	491	27.4	16	3.4
1996	1,862	261	14.0	-28	-9.7	428	23.0	-63	-12.8
1997	2,120	277	13.1	16	6.1	399	18.8	-29	-6.8
1998	1,716	249	14.5	-28	-10.1	377	22.0	-22	-5.5
1999	1,914	307	16.0	58	23.3	441	23.0	64	17.0
2000	1,812	330	18.6	31	10.1	462	25.5	21	4.8
1994-2000	41			-15	4.5			-13	-2.7

				Doctoral					
	Total	International		Change		Nonresident*		Change-	
Year	N	N	%	N	%	N	%	N	%
1994	490	188	38.4	15	8.7	258	52.7	7	2.8
1995	498	178	35.7	-10	-5.3	259	52.0	1	.4
1996	459	144	31.4	-34	-19.1	223	48.6	-36	-13.9
1997	397	120	30.2	-24	-16.7	193	48.6	-30	-13.5
1998	369	109	29.5	-11	-9.2	172	46.6	-21	-10.9
1999	368	116	31.5	7	6.4	178	48.4	6	3.5
2000	398	132	33.2	16	13.8	181	45.5	3	1.7
1994-2000	92			-56	42.4			-77	42.5

Year	Total N	International N	International %	Total Change N	Total Change %	Nonresident* N	Nonresident* %	Change N	Change %
1994	2,261	511	22.6	-21	-3.9	733	32.4	0	0
1995	2,289	467	20.4	-44	-8.6	750	32.8	17	2.3
1996	2,321	405	17.4	-62	-13.3	651	28.0	-99	-13.2
1997	2,517	397	15.8	-8	2.0	592	23.5	-59	-9.1
1998	2,085	358	17.2	-39	-7.3	549	26.3	-43	-7.3
1999	2,282	423	18.5	65	18.1	619	27.1	70	12.7
2000	2,210	470	21.3	47	11.1	643	29.0	24	3.9
1994-2000	51			-41	8.7			-90	14.0

*Includes international students.

Source: Office of Planning and Analysis; USU Fact Books

TABLE 11

Master's Degrees,* 1989-90 to 1999-2000, by
Gender, Ethnicity, Residence

Year	Male N	Male %	Female N	Female %	Minority N	Minority %	Resident N	Resident %	Nonresident N	Nonresident %	International N	International %	Total
1989-90	369	64.2	206	35.8	20	3.5	372	64.7	203	35.3	150	26.1	575
1990-91	338	63.7	193	36.3	20	3.8	364	68.5	167	31.5	124	23.4	531
1991-92	372	60.8	240	39.2	17	2.8	432	70.6	180	29.4	139	22.7	612
1992-93	392	59.9	262	40.0	16	2.4	483	73.9	171	26.1	124	19.0	654
1993-94	382	58.3	273	41.7	26	4.0	485	74.0	170	26.0	146	22.3	655
1994-95	396	56.3	308	43.7	32	4.5	569	80.8	135	19.2	100	14.2	704
1995-96	393	57.1	295	43.5	22	3.2	554	80.5	134	19.5	87	12.6	688
1996-97	415	56.2	323	43.8	18	2.4	577	78.2	161	21.8	98	13.3	738
1997-98	373	52.9	332	47.1	23	3.3	524	74.3	181	25.7	111	15.7	705
1998-99	438	56.1	343	43.9	20	2.6	657	84.1	124	15.9	104	13.3	781
1999-2000	412	56.0	318	44.0	16	2.0	568	78.0	162	22.0	102	14.0	730

*Educational Specialist (EdS), Civil Engineer (CE), and Electrical Engineer (EE) degrees are included with master's degrees.

Source: 1989-90 to 1992-93, Budget Office reports; 1993-94 and following, Office of Planning and Analysis, *USU Fact Books*.

TABLE 12

Doctoral Degrees, 1989-1990 to 1999-2000, by
Gender, Ethnicity, Residence

Year	Male N	Male %	Female N	Female %	Minority N	Minority %	Resident N	Resident %	Nonresident N	Nonresident %	International N	International %	Total
1989-90	53	73.6	19	26.4	4	5.6	31	43.1	41	56.9	24	33.3	72
1990-91	48	80.0	12	20.0	-	0.0	26	43.3	34	56.7	18	30.0	60
1991-92	55	82.1	12	17.9	3	4.5	30	44.8	37	55.2	24	35.8	67
1992-93	69	75.8	22	24.2	2	2.2	29	31.9	62	68.1	49	53.8	91
1993-94	45	73.8	16	26.2	2	3.3	30	49.2	31	50.8	26	42.6	61
1994-95	53	82.8	11	17.2	7	10.9	32	50.0	32	50.0	26	40.6	64
1995-96	52	67.5	25	32.5	4	5.2	40	51.9	37	48.1	31	40.3	77
1996-97	50	67.6	24	32.4	4	5.4	37	50.0	37	50.0	30	40.5	74
1997-98	63	70.0	27	30.0	5	5.6	46	51.1	44	48.9	32	35.6	90
1998-99	52	66.7	26	33.3	7	9.0	49	62.8	29	37.2	22	28.2	78
1999-2000	46	65.0	25	35.0	4	6.0	42	59.0	29	41.0	21	30.0	71

Source: 1989-90 to 1992-93, Budget Office reports; 1993-94 and following, Office of Planning and Analysis, *Fact Books*.

37

TABLE 13

GRADUATE DEGREE RECIPIENTS BY COUNTRY - 2001

Argentina	1
Australia	1
Botswana	1
Canada	6
China	41
Columbia	1
England	1
France	2
Guinea	1
Greece	1
Hong Kong	1
Iceland	1
India	27
Indonesia	2
Japan	3
Kazakhstan	1
Korea	4
Latvia	1
Lebanon	1
Malaysia	2
Mongolia	1
Mexico	2
Nepal	1
Nigeria	1
Pakistan	1
Puerto Rico	1
Romania	1
Russia	2
Singapore	2
Somalia	1
Spain	1
Swaziland	1
Taiwan	17
Thailand	9
United States of America	691
Uruguay	1
Vietnam	1
Yugoslavia	2
TOTAL	835

Source: School of Graduate Studies records