

REPORT TO THE FACULTY SENATE  
THE SCHOOL OF GRADUATE STUDIES  
2001-2002

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 398 students to 406 students, a five-year high. The number of masters students increased from 1,812 students to 2,037 students, and our total graduate enrollment stood at a five-year high of 2,443. 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 2001-2002 and the initiatives that we will pursue during the 2002-2003 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 2001-2002 academic year and the initiatives that we will pursue during this academic year.

I. CHANGES, ACHIEVEMENTS, AND NEW INITIATIVES

During the 2001-2002 academic year, we instituted several major changes and improvements in the School of Graduate studies, and we have launched several new initiatives that constitute part of our compact plan.

## A. Changes and Achievements for 2001-2002

The priorities for the School of Graduate Studies during the previous academic year concerned primarily the development of a compact plan, the improvement of the Graduate School's service to faculty and students, and the development of funding sources for new graduate fellowships and scholarships. Guided by these priorities, we instituted the following ten major changes and improvements in the School of Graduate Studies:

- Completed our compact plan
- Redefined the duties of several Graduate School personnel
- Modified the approval process for dissertations and theses
- Funded new fellowships
- Initiated a development plan for the Graduate School
- Appointed a new Associate Dean
- Improved our recruitment efforts
- Helped to develop new university and intra-university graduate programs
- Improved our data collection and warehousing of data
- Reallocated budget resources

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

### 1. Completed our compact plan which included the following major initiatives:

#### Enhancing the university's national reputation for discovery, learning, and engagement.

##### **Initiative #1: Increasing Doctoral Student Enrollment**

The School of Graduate Studies will work to increase the number of doctoral students to 600 over the next five years. This increase will improve our ratio of doctoral students to FTE faculty from .52 to .80. USU's current ratio places us last among our peer institutions.

##### **Initiative #2: Doctoral Program Evaluation**

The School of Graduate Studies will develop a process to review and to evaluate each doctoral program at USU. No plan now exists for program review. A comprehensive process for doctoral program review and evaluation will enhance the university's national reputation for discovery and learning by assuring that our doctoral programs (1) meet national standards (including time-to-degree standards), (2) admit quality students, (3) produce cutting-edge research, (4) adequately support graduate assistants, and (5) possess the kind of intellectual environment conducive to graduate research and teaching.

Enhancing the recruitment, retention, graduation, and placement of students, both undergraduate and graduate.

**Initiative #3: Enhanced Recruitment Activities**

During the 2002-2003 academic year, the School of Graduate Studies will increase the number of our recruitment visits and the number of referrals that we make to departments. In addition, we will establish a database that we will employ to track the referrals that we make.

Building a diverse and inclusive campus community, fostering demographic and intellectual diversity.

**Initiative #4: Build a more inclusive graduate student enrollment** Programs such as the McNair Scholars program provide a tremendous opportunity to attract to USU some of the best students in the country, students that will improve the inclusiveness at USU. The School of Graduate Studies will increase its existing support package for these students from recognized national programs, such as the McNair program, and we will increase our recruitment efforts to make our campus more inclusive.

Infusing new energy into graduate education on campus, especially, but not exclusively at the doctoral level.

**Initiative #5: Expanded In-State Tuition Remission Program**

Currently, only doctoral students receive a remission for the in-state portion of their tuition. We will develop a plan to expand this program to cover all graduate assistants receiving stipends greater than \$8,000.

## 2. Redefined the duties of several Graduate School personnel

Last year, the School of Graduate Studies experienced a very large turnover in personnel as well as a high number of serious health problems among the staff. However, these unfortunate developments offered us the opportunity to change the position descriptions of several key personnel, and we believe that these changes will help us to respond more efficiently to the needs of students and faculty.

## 3. Modified the approval process for dissertations and theses

As part of the personnel changes mentioned in #2 above, we changed the position responsibilities of our Assistant Dean, who previously supervised the editing and approval process for dissertations and theses. Consequently, the School of Graduate Studies will not longer edit manuscripts, although we will still approve

the final versions of dissertations and theses. We believe that this change will decrease dramatically the time required for theses and dissertation approval.

#### **4. Funded new fellowships**

With funding provided from the university's central administration, we offered several new fellowships during the 2001-2002 academic year. We also received from the Inland Northwest Research Alliance (INRA) \$175,000 in new fellowships support. Although we have increased our fellowship funding, we nonetheless follow well behind our peer institutions in this kind of graduate student support.

#### **4. Initiated a development plan for the Graduate School**

Because of USU's need for additional graduate fellowship and scholarship support, we drafted a development plan or case statement, and we will seek approval for this statement from Vice President Talbot. We will also work with Vice President Talbot to develop a plan for the forthcoming comprehensive campaign.

#### **6. Appointed a new Associate Dean**

With help from the provost's office, we were able to appoint a much needed Associate Dean whose responsibilities will include primarily the supervision and coordination of graduate student recruitment, the development and supervision of a Preparing Future Faculty Program, and the coordination of mentoring activities within our different graduate programs.

#### **7. Improved our recruitment efforts**

During the previous academic year, we made over 150 referrals of potential graduate students to different departments and graduate programs. Almost all of these referrals graduated from nationally recognized undergraduate programs for underrepresented students. We also instituted a procedure to follow up on these referrals to insure that these potential students were contacted by the programs and departments to which they were referred.

#### **8. Helped to develop new university and intra-university graduate programs**

Working with the Graduate Council, we improved the efficiency of the program approval process, and the council approved several new graduate programs during the last academic year, programs that build our USU's faculty expertise and the needs of the state, region, and nation. In addition, we worked with

INRA to develop a new intra-university doctoral program in Subsurface Science. We also developed closer ties with state and private universities in order to discuss the possibilities for new interdisciplinary and collaborative graduate programs.

#### **9. Improved our data collection and warehousing of data**

One of the ongoing problems within the School of Graduate Studies concerns the collection and distribution of reliable data regarding graduate education at USU. During the last academic year, we made progress in establishing a template for the kinds of data that we need to collect on a regular basis. In addition, we made strides in collecting and updating this data. We will be sharing this information with departments and programs to allow departments and programs to measure their performance in a variety of areas (recruitment, retention, time to graduation, student support, and so forth) with the performance of other units on campus.

#### **10. Reallocated budget resources**

Because of the continuing state budget difficulties during the previous academic year, the School of Graduate Studies, along with every other USU administrative unit, needed to cut its budget, and we spent a great deal of time and effort discussing a strategy to absorb the cuts. Finally, we decided to protect at all costs students and the services we offer students. Consequently, we were required to reduce and, in some cases, to curtail activities that did not directly affect our currently enrolled students, activities dealing with recruitment, mentoring, new programs for student recognition, and support for the Graduate Student Senate. Most of the cuts, however, were absorbed in our operational costs. We will need to determine next year the affect of these budget cuts on our ability to help build quality graduate programs at USU.

#### **B. New Initiatives**

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

- Increasing doctoral enrollment
- Helping to develop performance objectives for each graduate program
- Instituting a process for doctoral program evaluation
- Coordinating campus recruitment activities
- Redesigning our funding support structure for teaching assistants
- Instituting a Preparing Future Faculty program

- Begin a focussed development effort
- Developing strategies to acknowledge graduate student achievement
- Creating standards for the mentoring of graduate students
- Collecting and distributing data regarding graduate education at USU

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

### **1. Increasing doctoral enrollment**

We hope to help programs increase their doctoral enrollments by working more closely with them and identifying the resources necessary to recruit more doctoral students. We hope to see an additional 30 doctoral students added each year to our university-wide enrollment.

### **2. Developing performance objectives for each graduate program**

We will work with each graduate program to develop a "dashboard" of performance objectives to help each program monitor its progress in crucial performance areas.

### **3. Instituting a process for doctoral program evaluation**

Responding to the last Northwest Accreditation Report, we will develop a process for a more thorough review and evaluation of our doctoral programs. We hope to complete a proposal for this process by the conclusion of the 2002 academic year.

### **4. Coordinating campus recruitment activities**

We will work with graduate programs and with other campus units to coordinate campus recruitment activities in order to conserve resources and to avoid duplication of effort.

### **5. Redesigning our funding support structure for teaching assistants**

We will collect data during the 2002-2003 academic year regarding the funding support that each program provides for graduate assistants. With this data, we will begin to reallocate our resources in an effort to support those programs that can best employ that support.

## **6. 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.

## **7. Begin a focussed development effort**

By the conclusion of the 2002-2003 academic year, we will draft a development plan for funding additional fellowships and scholarships that may be employed to support graduate education across the university.

## **8. Developing strategies to acknowledge graduate student achievement**

We will continue our efforts to develop different kinds of honors and awards for graduate students that will recognize their academic, teaching, and research achievements.

## **9. Creating standards for the mentoring of graduate students**

Over the 2002-2003 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.

## **10. Collecting and distributing data regarding graduate education at USU**

We will continue our efforts to collect data regarding graduate education at USU that will be useful both to the School of Graduate Studies and to individual programs. We will also develop a strategy to disseminate this data to individual graduate programs.

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 2001-2002 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 2001-2002 academic year and provide information about the mission of the school.

### A. Graduate Council

The Graduate Council reviews and approves the 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 2001-2002.

<u>Representative</u>	<u>Representing</u>	<u>Term Expires</u>
Thomas D. Bunch	Agriculture	2003
Kenneth R. Bartkus	Business	2005
Tim Slocum	Education	2003
Chuck Swenson	Engineering	2005
Randall M. Jones	Family Life	2004
Gary Kiger	HASS	2003
Todd Crowl	Natural Resources	2006
John M. Stark	Science	2004
Pam Dupin Bryant	Faculty Senate	2003
John Elsweiler	Library	Ex Off
Thomas Kent	School of Graduate Studies	Ex Off
Erica Thomas	Graduate Student Senate	2002
	President	
Dan McCay	Graduate Student Senate Vice President	2002

### B. Major Graduate Council Actions: 2001-2002

A proposal from the Department of Communicative Disorders and Deaf Education for a Doctor of Audiology (AuD) degree was approved (10/16/01).

A proposal from the Department of Environment and Society for a Master of Science in Bioregional Planning was approved (1/18/02).

A proposal from the College of Business for a Doctor of Philosophy in Business was approved (4/26/02).



### C. Funding for Graduate Students

The following funds were made available for student support through the Graduate Dean's office in 2001-2002:

\$180,000	Presidential Fellowships
132,000	Research V.P. Fellowships
96,000	University Fellowships
4,300	Seely-Hinckley Scholarships
3,000	Martin Luther King Fellowships
2,132,294	Out-of-State Tuition Waivers and Doctoral In-state Tuition Remission
\$2,547,594	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

The Graduate Student Senate (GSS) administers funds from the School of Graduate Studies and from the Vice President for Research for travel cost 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 125 graduate students who applied for travel funds in 2001-2002, 124 were approved and traveled, with a total expenditure of \$38,606. There were 8 more awards than in 2000-2001.

## III. ENROLLMENT INFORMATION

In this segment we will provide information about graduate student enrollments during the 2001-2002 academic year.

### A. Applications

Applications for graduate study at USU during 2001-2002 totaled 3,183 (Table 2; Table 3 contains quarter/semester information by college), an increase of 4.5% from the 3,039 graduate applications in 2000-2001. As of August 13, 2002, 2,904 applications had been received for 2002-2003, 8.1% more than the 2,686 applications that had been received by July 27, 2001 for 2001-2002.

The total number of graduate students accepted by departments for 2001-2002 was 1,754, 55% of the applicants. The percentage of acceptances was up from 57.1% for 2000-2001.

### **B. Enrollments**

The total matriculated graduate student enrollment for Fall 2001 was 2,443, 10.6% of all USU students and a 10.5% increase from Fall 2000 (Table 4). The total of matriculated graduate students plus postbaccalaureate, nonmatriculated students was 3,706, 16.1% of the USU student body.

From Fall 2000 to Fall 2001, there was an 11% increase in master's students, from 1,812 in 2000 to 2,037 in 2001 (Table 5). There was an increase of 8 doctoral students in Fall 2001, a 2% increase from Fall 2000.

### **C. Degrees Awarded**

In 2001-2002, 875 graduate degrees—806 master's degrees, and 69 doctorates—were awarded (Table 6). The total number of graduate degrees was 4.75% higher than the 835 awarded in 2000-2001 and 9.15% higher than the 801 awarded in 1999-2000. The number of master's degrees in 2000-2001 was 5.08% more than the 767 awarded in 2000-2001, and 11.8% more than the 721 awarded in 1999-2000. The number of doctoral degrees was up 4.5% from the 66 awarded in 2000-2001 and 2.9% less than the 71 doctorates awarded in 1999-2000. 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 1998-1999 through 2001-2002. In Fall 2001, 20.1% of matriculated graduate students were from other countries—17.6% at the master's level and 35.5% at the doctoral level (Table 10). Enrollment of international master's and doctoral students has increased since 1998 (Table 10). International students received 16% of the master's degrees (Table 11) and 29% of the doctoral degrees (Table 12) awarded in 2000-2001. Table 13 shows international 2000-2001 graduated-degree recipients by country of origin.

American ethnic minority students continue to be a relatively small percentage of USU's matriculated graduate students (3.6%,  $N=89$ ) in Fall 2001 (Table 14) and graduate degree recipients (3.0%,  $N=23$  of master's degrees and 6.0%,  $N=4$  of doctoral degrees) in 2000-2001 (see Tables 11 and 12).

Tables 11 and 12 show that more women received graduate degrees in 2000-2001. The number of women receiving master's degrees increased from 318 (44.0% of master's degrees in 1999-2000) to 358 (46.0% of master's degrees in 2000-2001). For doctoral degrees, the increase was from 25 (35.0% of doctorates awarded in 1999-2000) to 26 (39.0% of doctorates awarded in 2000-2001). The number of total graduate degrees awarded to women increased from 343 (42.8% to 384 (45.9%), a 10.68% increase.

### **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. Jon Takemoto, Professor of Biology was the 2002 recipient of this award.

TABLE 1

Scholarship In-State Tuition Waivers  
2001-02

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

TABLE 2

Graduate Applications for Admission  
to Graduate Study  
1989-90 to 2001-02

<u>Requested Year of Study</u>	<u>Number</u>
1989-90	(NA, computer failure)
1990-91	2469
1991-92	2667
1992-93	3162
1993-94	2933
1994-95	3203
1995-96	2997
1996-97	3085
1997-98	2586
1998-99	2360
1999-2000	2825
2000-01	3039
2001-02	3183

**TABLE 3**

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

College	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02
<b>Agriculture</b>						
Summer	1	5	4	1	2	6
Fall	58	44	55	42	55	45
Winter	8	13	*	*	*	*
Spring	4	7	14	8	9	7
<b>TOTAL</b>	<b>71</b>	<b>69</b>	<b>73</b>	<b>51</b>	<b>66</b>	<b>58</b>
<b>Business</b>						
Summer	47	54	39	70	70	85
Fall	455	413	325	398	456	396
Winter	69	59	*	*	*	*
Spring	37	43	50	110	106	92
<b>TOTAL</b>	<b>608</b>	<b>569</b>	<b>414</b>	<b>578</b>	<b>632</b>	<b>573</b>
<b>Education</b>						
Summer	72	59	51	49	71	55
Fall	666	428	417	539	429	532
Winter	44	36	*	*	*	*
Spring	27	39	53	67	77	57
<b>TOTAL</b>	<b>809</b>	<b>562</b>	<b>521</b>	<b>655</b>	<b>577</b>	<b>644</b>
<b>Engineering</b>						
Summer	25	40	24	22	39	24
Fall	505	411	446	523	567	659
Winter	43	47	*	*	*	*
Spring	16	29	45	83	108	143
<b>TOTAL</b>	<b>589</b>	<b>527</b>	<b>515</b>	<b>628</b>	<b>714</b>	<b>826</b>
<b>Family Life</b>						
Summer	10	6	4	6	10	5
Fall	120	102	126	114	113	118
Winter	9	4	*	*	*	*
Spring	4	6	15	23	18	13
<b>TOTAL</b>	<b>143</b>	<b>118</b>	<b>145</b>	<b>143</b>	<b>141</b>	<b>136</b>
<b>Humanities, Arts, and Social Sciences</b>						
Summer	6	13	7	18	11	13
Fall	193	185	167	179	165	187
Winter	14	5	*	*	*	*
Spring	5	15	31	17	39	28
<b>TOTAL</b>	<b>218</b>	<b>218</b>	<b>205</b>	<b>214</b>	<b>215</b>	<b>228</b>

**Table 3, Continued**

**Natural Resources**

Summer	8	11	4	11	15	5
Fall	210	171	137	129	131	98
Winter	12	11	*	*	*	*
Spring	6	15	21	15	24	19
<b>TOTAL</b>	<b>236</b>	<b>208</b>	<b>162</b>	<b>155</b>	<b>170</b>	<b>122</b>

**Science**

Summer	7	11	10	23	32	20
Fall	376	268	257	321	411	474
Winter	20	21 *	*	*	*	*
Spring	8	15	58	57	81	102
<b>TOTAL</b>	<b>411</b>	<b>315</b>	<b>325</b>	<b>401</b>	<b>524</b>	<b>596</b>

**Quarter/Semester Totals**

Summer	176	199	143	200	250	213
Fall	2583	2022	1930	2245	2327	2509
Winter	219	196	*	*	*	*
Spring	107	169	287	380	462	461

<b>GRAND TOTAL</b>	<b>3085</b>	<b>2586</b>	<b>2360</b>	<b>2825</b>	<b>3039</b>	<b>3183</b>
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\* No longer a Winter Quarter because quarter system changed to semesters.  
Source: School of Graduate Studies Records

TABLE 4  
 USU FALL QUARTER/SEMESTER ENROLLMENTS,<sup>a</sup> 1994-2001

Year	Total			Undergraduates			Graduate Students <sup>b</sup>			Matriculated Graduate Students		
	N	% Change		N	Total	Change	N	% Total	% Change	N	% Total	% 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	-8.4	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	3.9	3,587	16.7	-1.4	2,210	9.3	-3.2
2001	23,001	7.0		19,295	83.9	7.8	3,706	16.1	3.3	2,443	10.6	10.5
1994-2000	(1,119) <sup>c</sup>	5.5		(1,871) <sup>c</sup>	11.7		(752) <sup>c</sup>	17.3		(149) <sup>c</sup>	7.10%	

<sup>a</sup>Total students, budget-related and self-supported.

<sup>b</sup>Matriculated and postbaccalaureate, nonmatriculated students.

<sup>c</sup>Change, 1994-2001.

Source: Office of Planning and Analysis, *USU Fact Books*.



TABLE 5

USU FALL QUARTER/SEMESTER MATRICULATED  
GRADUATE STUDENT ENROLLMENT, BY LEVEL, 1994-2001

Year	Master's			Doctorate			Total	
	Change			Change			N	% Change
	N	N	%	N	N	%		
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
2001	2,037	225	11.0	406	8	2.0	3,706	9.5
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Change								
1994-2001		266	13.1		-84	-20.7	182	7.4

Source: Office of Planning and Analysis; USU Fact Books

TABLE 6

## GRADUATE DEGREES AWARDED, 1997-2002

Degree	1997- 1998	1998- 1999	1999- 2000	2000- 2001	2001- 2002
MAcc	45	14	35	34	30
MA	27	25	25	21	14
MBA	60	140	124	128	179
MCED	0	0	3	0	0
MDA					3
MEd	118	163	90	109	125
ME	10	7	17	8	17
MES	0	0	0	0	0
MFA	6	17	10	13	6
MF	0	0	0	0	0
MIE	0	0	0	0	0
MLA	4	9	9	5	10
MMath	1	1	2	1	0
MNR			2	0	2
MRC				21	32
MS	413	370	389	396	357
MSLT			2	7	6
MSS	23	35	18	24	25
<b>TOTALS</b>	<b>707</b>	<b>781</b>	<b>726</b>	<b>767</b>	<b>806</b>
CE	0	1	0	0	0
EE	0	0	0	0	0
EdS	0	0	4	2	0
<b>TOTALS</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>0</b>
EdD	1	2	0	0	0
PhD	89	76	71	66	69
<b>TOTALS</b>	<b>90</b>	<b>78</b>	<b>71</b>	<b>66</b>	<b>69</b>
<b>GRAND TOTALS</b>	<b>797</b>	<b>860</b>	<b>801</b>	<b>835</b>	<b>875</b>

TABLE 7										
MASTER'S DEGREES AWARDED AT UTAH STATE UNIVERSITY										
COLLEGE/Department	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
<b>INTERDEPARTMENTAL DEGREES</b>										
Master of Business Administration	66	53	65	71	81	60	140	124	128	179
Master of Natural Resources						0	0	2	0	2
Master of Social Sciences	33	25	19	38	29	22	35	18	24	25
Ecology*									13	5
Toxicology (MS)	0	2	3	3	1	0	0	0	1	0
Watershed Science (MS)	2	1	2	2	3	5	6	3	1	2
<b>SCHOOL OF ACCOUNTANCY</b>										
Accounting (MAcc)	18	35	33	33	52	45	14	35	34	30
<b>AG SYSTEMS TECHNOLOGY &amp; EDUC.</b>										
Ag. Systems Tech. (MS)	11	5	3	4	1	4	5	4	6	5
<b>ANIMAL, DAIRY &amp; VET. SCIENCES</b>										
Animal Science (MA) *program has been deleted	0	0	0	0	0	1	0	0	0	0
Animal Science (MS)	2	1	1	6	2	0	1	2	9	5
Biovet. Science (MS)	2	3	0	2	0	0	0	0	1	3
Dairy Science (MS)	2	0	0	1	0	1	0	1	1	2
<b>ART</b>										
Art (MA)	1	0	0	1	0	0	0	0	0	0
Art (MFA)	5	7	5	8	6	5	14	8	9	5
<b>BIOLOGICAL &amp; IRRIGATION ENG.</b>										
Biol. & Ag. Eng. (MS)	8	6	4	2	5	1	3	2	3	3
Irrigation Eng. (MS)			0	0	0	6	2	4	7	2
Irrigation Sci. (MS)	0	3	0	0	0	0	0	0	0	0
<b>BIOLOGY</b>										
Biology (MS)	5	6	7	9	6	9	8	6	6	4
Biology Ecology (MS)	1	1	1	0	4	0	1	2	NA*	NA*
<b>BUSINESS INFORMATION SYSTEMS &amp; EDUC.</b>										
BISE (MS)	24	28	29	23	28	47	39	25	39	50
<b>CHEMISTRY &amp; BIOCHEMISTRY</b>										
Chemistry (MS)	3	3	0	2	3	4	2	3	3	2
Biochemistry (MS)	2	2	2	3	3	3	1	2	4	0
<b>CIVIL &amp; ENVIRONMENTAL ENG.</b>										
CEE (MS)	24	42	38	30	30	23	36	24	22	16
CEE (ME)	0	2	0	2	1	0	0	6	3	7
<b>COMMUNICATION</b>										
Communication (MA)	1	2	0	0	1	0	1	1	0	0
Communication (MS)	1	0	2	0	3	3	0	2	1	3
<b>COMMUNICATIVE DISORDERS</b>										
Communicative Disorders (MA)	1	1	1	0	0	1	0	0	0	0
Communicative Disorders (MED)	14	7	20	4	24	22	7	29	5	25
Communicative Disorders (MS)	20	23	11	23	21	22	17	23	29	23
<b>COMPUTER SCIENCE</b>										
Computer Science (MS)	23	24	25	24	25	25	12	24	26	23

MASTER'S DEGREES AWARDED AT UTAH STATE UNIVERSITY										
COLLEGE/Department	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
<b>ECONOMICS</b>										
Ag. Economics (MS)	2	1	4	0	0	0	1	0	0	0
Ag. Industries (MAI)	1	0	0	0	0	1	0	0	0	0
Applied Economics (MS)										3
Comm. Econ. Dev. (MCED)					0	0	0	3	0	0
Economics (MA)	1	2	2	1	0	1	0	0	0	0
Economics (MS)	8	9	0	4	4	6	3	4	6	4
<b>ELECTICAL &amp; COMPUTER ENG</b>										
Electrical Eng. (ME)	16	17	17	23	16	10	6	8	3	6
Electrical Eng. (MES)	0	0	0	0	0	0	0	0	0	0
Electrical Eng. (MS)	14	8	15	7	10	20	12	14	22	14
<b>ELEMENTARY EDUCATION</b>										
Elementary Education(MA)	0	0	1	0	0	0	0	0	0	0
Elementary Education (MED)	30	41	43	32	47	41	44	30	53	31
Elementary Education (MS)	23	21	22	21	2	0	0	0	1	0
<b>ENGLISH</b>										
American Studies (MA)	6	6	7	8	4	6	3	3	4	3
American Studies (MS)	8	3	0	7	5	4	6	9	3	1
English (MA)	9	7	15	6	9	9	11	8	1	1
English (MS)	13	10	12	6	10	8	13	12	16	13
<b>FAMILY &amp; HUMAN DEVELOPMENT</b>										
FHD (MS)	8	6	7	11	7	13	13	16	9	7
<b>FISHERIES &amp; WILDLIFE</b>										
Aquatic Ecology (MS) *grandfathered	2	0	1	4	3	1	1	0	NA*	1*
Fisheries Biology									2	1
Fisheries & Wildlife (MS) *grandfathered	3	3	7	8	3	13	7	5	1	7*
Fisheries & Wildlife Ecology (MS)	4	1	6	4	1	4	3	2	NA*	NA*
Wildlife Biology									4	4
<b>FOREST RESOURCES</b>										
Forest Ecology (MS)	0	0	0	1	1	1	2	1	NA*	*NA
Forest Management (MF)	0	0	0	0	0	0	0	0	0	0
Forestry (MS)	0	5	3	6	3	5	4	6	3	2
Forestry (MF)	0	0	0	0	0	0	0	0	0	0
Rec Resource Mgt. (MS)	0	2	0	4	1	1	1	3	2	2
<b>GEOGRAPHY</b>										
Geography (MA)			0	0	0	0	0	0	0	0
Geography (MS)			1	1	1	5	3	1	5	5
<b>GEOLOGY</b>										
Geology (MS)	6	3	3	3	7	3	6	4	4	3
<b>HPER</b>										
HPER (MED)	50	11	5	18	1	20	12	2	16	5
HPER (MS)	12	8	16	14	11	21	10	15	6	2
<b>HISTORY</b>										
History (MA)	3	11	8	11	5	4	4	10	11	6
History (MS)	1	2	2	4	2	1	2	3	4	1
<b>HUMAN ENVIRONMENTS</b>										
Human Environments (MS)	0	6	5	8	11	10	10	13	16	6
<b>INDUSTRIAL TECHNOLOGY &amp; EDUCATION</b>										
ITE (MS)	6	3	2	10	2	5	5	6	6	2

MASTER'S DEGREES AWARDED AT UTAH STATE UNIVERSITY										
COLLEGE/Department	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
MIE	0	0	0	0	0	0	0	0	0	0
<b>INSTRUCTIONAL TECHNOLOGY</b>										
Instructional Tech. (MED)	2	3	1	1	0	2	54	7	20	33
Instructional Tech. (MS)	30	23	33	37	41	39	53	34	37	29
<b>LANDSCAPE ARCH &amp; ENVIORN PLAN</b>										
Landscape Archietecture (MLA)	3	6	6	5	8	4	9	9	3	10
Town & Reg Plan (MS)	2	0	0	1	1	0	0	0	1	0
<b>LANGUAGES &amp; PHILOSOPHY</b>										
Second Language Teaching								2	7	6
<b>MANAGEMENT AND HUMAN RESOURCES</b>										
Human Resources										2
<b>MATHEMATICS &amp; STATISTICS</b>										
Industrial Mathematics (MS)									1	1
Mathematics (Mmath)	1	0	0	0	0	1	1	2	1	0
Mathematics (MS)	4	3	5	4	2	2	2	5	2	4
Statistics (MS)	5	5	5	3	6	5	5	1	8	4
<b>MECHANICAL &amp; AEROSPACE ENG</b>										
Mechanical Eng. (ME)	0	0	0	0	0	0	1	3	2	4
Mechanical Eng. (MS)	7	12	10	9	7	13	7	16	9	14
<b>NUTRITION &amp; FOOD SCIENCES</b>										
NFS (MA)	0	0	0	0	0	0	0	0	0	0
NFS (MS)	9	6	10	4	6	5	10	8	4	1
MDA										3
<b>PHYSICS</b>										
Physics (MS)	4	9	4	8	7	1	3	3	1	4
<b>PLANTS, SOILS, &amp; BIOMETEOROLOGY</b>										
Biometeorology (MA)	0	0	0	0	0	0	0	0	0	0
Biometeorology (MS)	1	1	0	0	0	0	1	0	0	1
Physical Ecology (MS)	0	0	0	0	0	0	0	0	NA*	NA*
Plant Ecology (MS)	0	0	0	0	0	0	0	0	NA*	NA*
Plant Science (MA)	0	0	0	0	0	0	0	0	0	0
Plant Science (MS)	4	5	6	4	3	2	2	3	4	4
Soil Science (MA)		0	0	0	0	0	0	0	0	0
Soil Science (MS)	0	0	3	2	3	1	1	3	1	1
<b>POLITICAL SCIENCE</b>										
Political Science (MA)	5	2	2	1	1	4	3	2	5	4
Political Science (MS)	2	2	2	3	2	1	1	2	5	4
<b>PSYCHOLOGY</b>										
Psychology (MA) *program deleted	0	0	0	0	0	1	0	0	0	0
Psychology (MS)	13	50	62	24	91	33	18	38	31	48
<b>RANGELAND RESOURCES</b>										
Range Ecology (MS)	0	2	1	0	0	1	1	0	NA*	NA*
Range Science (MS)	4	4	1	2	7	4	1	1	1	3
<b>SECONDARY EDUCATION</b>										
Secondary Education (MA)	0	1	0	0	0	0	0	0	0	0
Secondary Education (MED)	19	16	40	29	13	24	18	20	10	24
Secondary Education (MS)	0	1	0	0	0	2	1	0	0	2



TABLE 8

## DOCTORAL DEGREES AWARDED AT UTAH STATE UNIVERSITY

COLLEGE/Department	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
<b>INTERDEPARTMENTAL</b>										
Ecology*									4	5
Education-PhD	9	6	4	6	11	5	7	3	9	4
Education-EdD	3	0	0	0	1	1	2	0	0	0
Family Life	2	4	2	6	3	1	5	7	3	6
Toxicology	0	3	1	1	3	2	2	2	0	1
Watershed Science	0	1	0	1	1	0	1	0	0	0
<b>ANIMAL, DAIRY &amp; VET. SCIENCES</b>										
Animal Science	3	0	3	2	2	0	1	3	1	0
<b>BIOLOGICAL &amp; IRRIGATION ENG.</b>										
Biological & Agricultural Engineering	6	4	6	7	4	2	1	0	0	1
Irrigation Engineering	0	0	0	0	0	6	1	2	3	0
<b>BIOLOGY</b>										
Biology	7	5	0	2	5	5	3	6	5	2
Biology Ecology	0	1	1	0	0	0	0	0	NA*	*NA
<b>CHEMISTRY &amp; BIOCHEMISTRY</b>										
Chemistry	3	2	5	2	4	2	3	3	4	1
Biochemistry	2	1	1	3	2	3	6	5	2	5
<b>CIVIL &amp; ENVIRONMENTAL ENG.</b>										
CEE	11	8	7	6	9	5	4	4	2	4
<b>ECONOMICS</b>										
Economics	1	3	1	1	5	6	3	0	4	2
<b>ELECTRICAL &amp; COMPUTER ENG.</b>										
Electrical Engineering	1	0	6	3	0	3	2	2	2	0
<b>FISHERIES &amp; WILDLIFE</b>										
Acquatic Ecology*	0	0	0	0	2	1	1	1	1	*NA
Fisheries & Wildlife *grandfathered	1	0	1	0	1	0	3	1	0	1
Fisheries & Wildlife Ecology	0	1	1	1	0	2	0	4	NA*	*NA
Wildlife Biology										1
<b>FOREST RESOURCES</b>										
Forest Ecology	0	0	0	0	0	0	0	1	NA*	*NA
Forestry	1	1	0	0	0	1	0	1	1	1
Recreation Resource Management	0	1	0	0	0	0	0	0	1	0
<b>INSTRUCTIONAL TECHNOLOGY</b>										
Instructional Technology							2	5	4	6

09/18/2002

DOCTORAL DEGREES AWARDED AT UTAH STATE UNIVERSITY										
COLLEGE/Department	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
<b>MATHEMATICS &amp; STATISTICS</b>										
Mathematical Sciences	2	1	1	4	1	2	0	1	5	2
<b>MECHANICAL &amp; AEROSPACE ENG.</b>										
Mechanical Engineering	2	0	1	0	0	0	0	0	0	2
<b>NUTRITION &amp; FOOD SCIENCES</b>										
Nutrition & Food Sciences	4	3	3	2	1	5	3	3	1	1
<b>PHYSICS</b>										
Physics	2	2	4	1	1	4	3	2	3	4
<b>PLANTS, SOILS, &amp; BIOMETEOROLOGY</b>										
Biometeorology	1	0	1	0	0	0	0	0	0	1
Physical Ecology	0	0	0	0	0	0	0	0	NA*	NA*
Plant Ecology	0	0	0	0	0	0	0	0	NA*	NA*
Plant Science	0	0	2	1	1	1	4	0	0	1
Soil Science	1	0	1	1	0	1	1	0	0	2
<b>PSYCHOLOGY</b>										
Psychology	16	8	7	8	11	10	8	6	7	8
<b>RANGELAND RESOURCES</b>										
Range Ecology	2	0	1	3	0	0	0	2	NA*	NA*
Range Science	3	4	3	5	4	2	7	2	0	2
<b>SOCIOLOGY</b>										
Sociology	0	1	0	3	1	5	1	3	2	4
<b>SPECIAL EDUCATION</b>										
Special Education	2	1	3	4	1	2	4	2	2	2
<b>TOTALS</b>	<b>91</b>	<b>61</b>	<b>64</b>	<b>77</b>	<b>74</b>	<b>90</b>	<b>78</b>	<b>71</b>	<b>66</b>	<b>69</b>
*All ecology degrees were officially changed to just Ecology on 5/21/99. Some students who began under the former degree listing will be allowed to complete their degree under the previous degree listing.										



TABLE 9

## INTERNATIONAL APPLICATIONS TO GRADUATE SCHOOL

<u>Country</u>	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>
Afghanistan	1	1	0	0	0
Albania	0	0	1	0	0
Angola	0	0	1	1	0
Argentina	2	4	1	4	0
Armenia	0	2	0	0	0
Austria	0	0	1	4	0
Australia	0	0	1	1	0
Bahamas	0	0	0	0	1
Bangladesh	3	6	8	11	5
Belgium	2	0	1	2	0
Belarus	0	0	0	1	0
Belize	0	1	0	1	0
Bermuda	0	0	0	0	2
Benin	0	1	0	1	0
Bolivia	0	0	3	0	0
Botswana	0	0	1	3	2
Brazil	3	2	2	5	1
Bulgaria	0	0	1	0	0
Cameroon	0	1	0	0	1
Canada	13	7	13	7	7
Chad	0	1	1	0	0
Chile	1	2	0	0	0
China (People's Republic)	274	402	399	406	459
Colombia	2	3	5	3	1
Cook Islands	0	0	0	1	0
Costa Rica	0	0	0	0	2
Croatia	0	1	1	0	0
Cyprus	1	0	0	0	0
Czech Republic	0	0	1	1	0
Denmark	0	1	0	0	0
Dominican Republic	0	1	0	19	13
Ecuador	0	2	1	2	1
Egypt	7	4	3	3	3
El Salvador	0	0	0	0	1
Eritria	0	0	0	0	2
Ethiopia	3	2	2	1	1
Finland	0	0	1	0	0
France	1	2	3	2	0

**Table 9, Continued**

Germany	3	1	5	4	2
Georgia	0	1	0	0	1
Ghana	2	1	2	2	2
Greece	1	1	1	2	0
Guatemala	1	0	0	1	0
Guinea	0	0	0	0	1
Guyana	0	1	0	0	0
Haiti	0	0	0	0	0
Honduras	0	1	0	1	1
Hong Kong	0	2	1	1	0
Hungary	0	0	1	0	0
Iceland	0	1	0	0	0
India	227	313	540	731	907
Indonesia	9	4	8	6	2
Iran	0	2	2	5	3
Iraq	0	1	0	0	1
Ireland	1	0	0	0	0
Israel	0	1	3	1	2
Italy	1	0	2	0	1
Ivory Coast	0	0	0	0	0
Jamaica	1	0	0	0	0
Japan	8	11	19	9	8
Jordan	2	6	15	15	4
Kazakhstan	0	1	1	0	0
Kenya	5	2	2	0	1
Kampuchea	0	1	0	0	0
Korea (Republic)	53	47	68	55	62
Kuwait	4	2	5	1	1
Latvia	0	0	0	1	2
Lebanon	1	0	7	2	0
Lesotho	0	1	0	0	0
Libya	0	0	0	2	0
Lithuania	1	1	1	1	1
Macau	0	0	1	0	0
Madagascar	1	0	0	0	0
Malawi	0	0	1	0	2
Malaysia	8	7	11	7	4
Mauritius	0	1	0	0	0
Mali	0	1	0	0	0
Mexico	5	3	3	0	2
Mongolia	1	0	1	1	0
Morocco	1	0	1	0	1

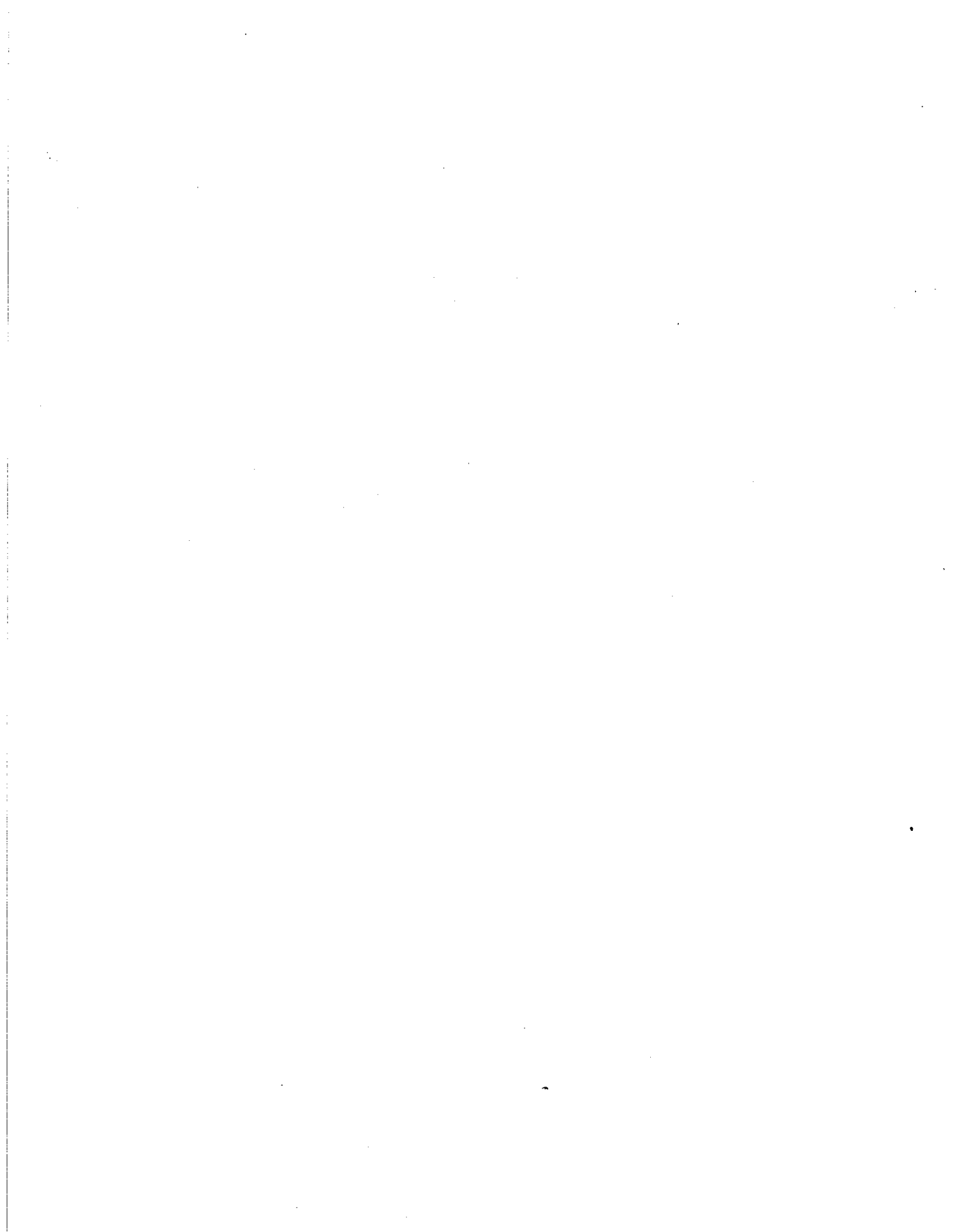
**Table 9, Continued**

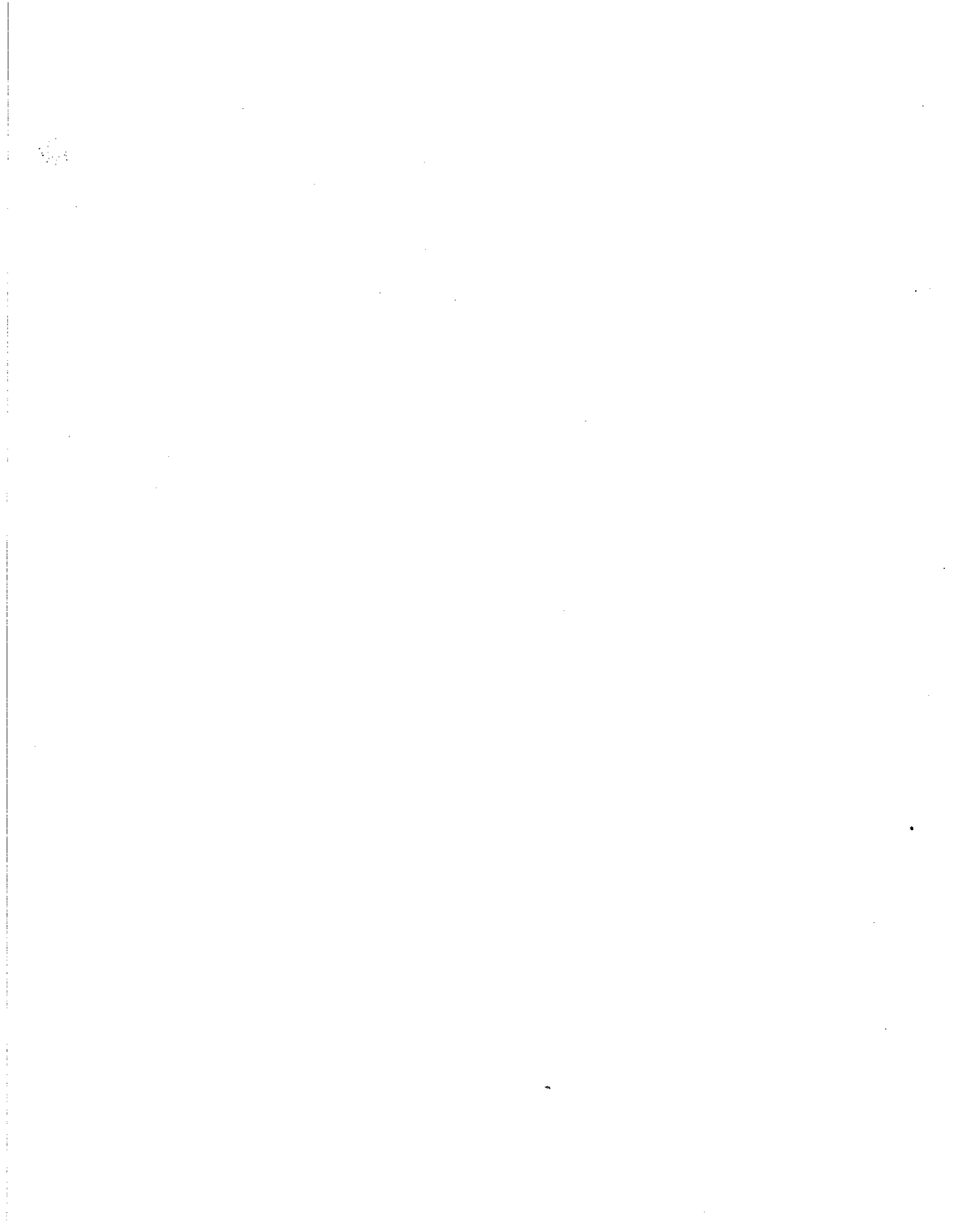
Myanmar	0	0	0	1	1
Nepal	1	4	11	10	6
Netherlands	0	1	0	0	0
New Zealand	1	0	0	0	2
Nigeria	3	2	3	1	1
Northern Mariana	0	1	0	0	0
Norway	1	0	1	2	0
Oman	0	4	4	0	1
Pakistan	3	6	7	4	12
Palestine	0	0	3	2	1
Peru	1	0	1	1	0
Philippines	1	1	1	0	0
Poland	3	4	4	2	5
Portugal	0	1	0	0	1
Qetar	0	0	0	0	1
Romania	3	2	1	6	1
Russia	2	1	3	4	6
Rwanda	0	0	1	0	0
Saudi Arabia	12	5	4	4	2
Senegal	0	1	0	0	0
Singapore	0	1	6	1	5
Somalia	0	0	2	0	0
South Africa	1	1	0	2	0
Spain	0	1	0	0	1
Sri Lanka	0	2	2	3	5
St. Christopher & Nevis	0	0	0	1	0
St. Vincent & the Grenadines	0	1	0	0	0
Sudan	1	0	0	2	2
Swaziland	0	0	1	1	0
Sweden	2	0	0	1	0
Taiwan	71	52	76	75	68
Tanzania	1	0	1	2	1
Thailand	57	37	43	33	34
Togo	0	1	0	0	0
Trinidad	1	0	0	1	0
Tunisia	1	0	0	0	1
Turkey	6	5	9	19	6
Uganda	3	1	1	0	0
Ukraine	0	1	0	0	0
United Arab Emirates	0	1	2	0	3
United Kingdom	3	2	1	0	3
Uruguay	0	1	0	1	1

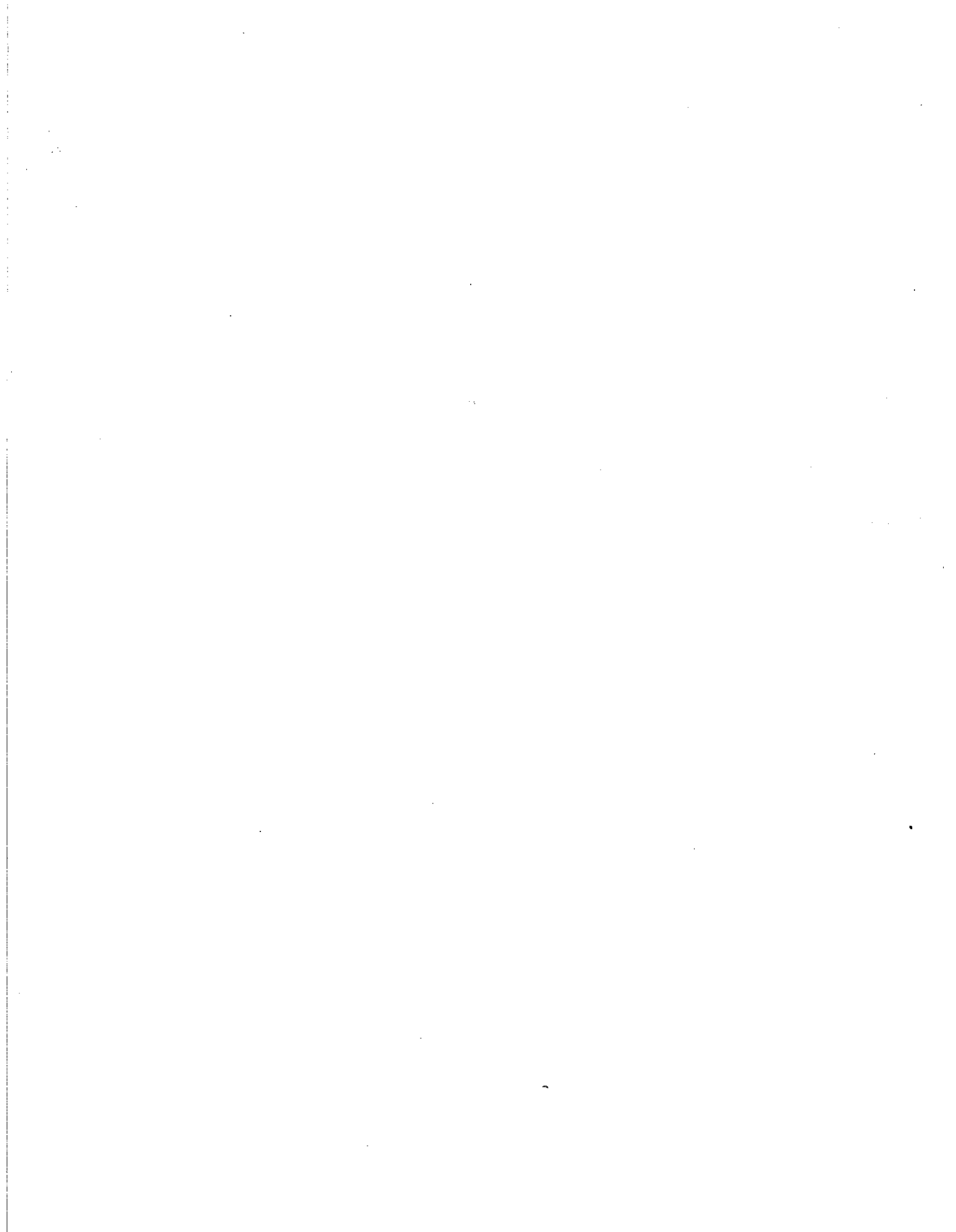
**Table 9, Continued**

Venezuela	0	2	2	3	0
Yemen Arab Republic	1	1	0	2	0
Yugoslavia	1	1	1	0	0
Zimbabwe	0	1	2	0	1
<b>TOTAL</b>	<b>829</b>	<b>1005</b>	<b>1345</b>	<b>1511</b>	<b>1684</b>

Source: School of Graduate Studies records.







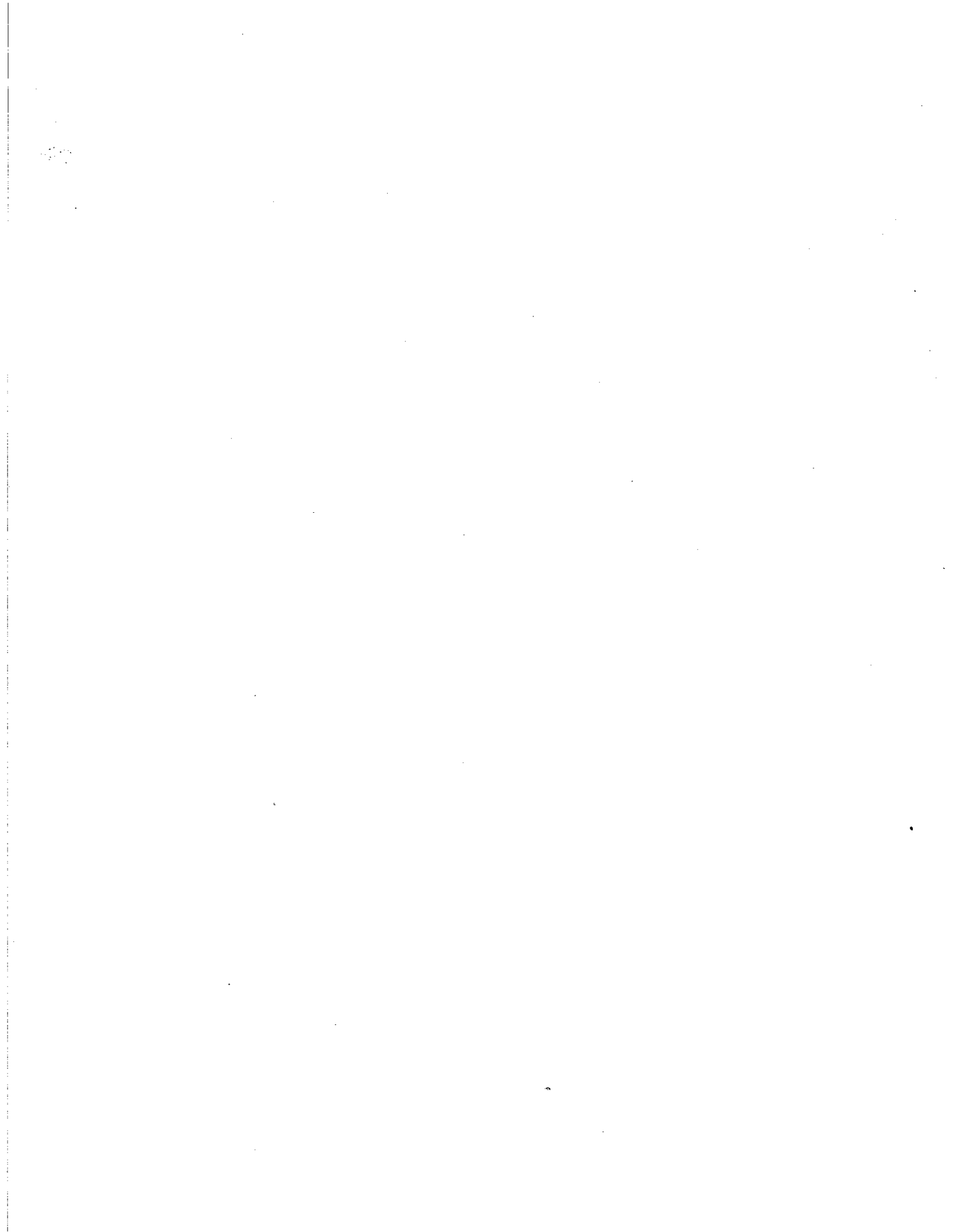




TABLE 10

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

Year	Master's									
	Total		International		Change		Nonresident*		Change-	
	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	338	18.6	31	10.1	462	25.5	21	4.8	
2001	2,037	359	17.6	21	6.2	411	20.2	-51	-11.0	
1994- 2001	266			36	10.0			-64	-15.6	

Year	Doctoral									
	Total		International		Change		Nonresident*		Change-	
	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	
2001	406	144	35.5	12	9.1	175	43.1	-6	-3.3	
1994- 2001	-84			-44	-30.6			-83	47.4	

TABLE 10, Continued

<u>Year</u>	<u>Total</u>		<u>Change</u>		<u>Nonresident*</u>		<u>Change-</u>		
	<u>N</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
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
2001	2,443	491	20.1	33	4.5	586	24.0	-57	-8.9
1994- 2001	182			-20	-4.1			-147	-25.1

\*Includes international students.

Source: Office of Planning and Analysis; USU Fact Books

TABLE 11

Master's Degrees,\* 1989-90 to 2000-2001, by  
Gender, Ethnicity, Residence

Year	Male		Female		Minority		Resident		Nonresident		International		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
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
2000-2001	413	54.0	358	46.0	23	3.0	544	71.0	227	29.0	120	16.0	771

\*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 2000-2001, by  
Gender, Ethnicity, Residence

Year	Male N %	Female N %	Minority N %	Resident N %	Nonresident N %	International N %	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
2000-2001	40 61.0	26 39	4 6.0	34 52.0	32 48.0	19 29.0	66

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

TABLE 13

**GRADUATE DEGREE RECIPIENTS BY COUNTRY – 2002**

Thailand	9
Ecuador	2
India	20
Canada	6
China	43
Sri Lanka	1
Brazil	2
Dominican Republic	3
Mexico	4
Korea	6
Lebanon	2
Eritrea	1
Russia	1
Argentina	1
Japan	1
Malawi	1
Bangladesh	1
Ethiopia	1
Germany	1
Malaysia	1
Nigeria	1
Jamaica	1
Taiwan	8
Bulgaria	1
Hong Kong	1
Romania	3
Australia	1
Iran	1
Egypt	2
Jordan	1
Morocco	1
South Africa	1
United States	747
TOTAL	875

Source: School of Graduate Studies records.

TABLE 14

Matriculated Ethnic Minority Graduate Student Enrollments  
by Degree Level, Fall Quarter 1993-2001<sup>a</sup>

Year	Master's				Doctorate				Total									
	Am Ind	Asian	Black	Hisp	Am Ind	Asian	Black	Hisp	Am Ind	Asian	Black	Hisp	Total	% <sup>a</sup>				
1993	3	30	4	18	55	3.2	5	13	2	11	31	6.5	8	43	6	29	86	3.9
1994	4	26	7	19	56	3.2	7	9	1	11	28	5.7	11	35	8	30	84	3.7
1995	7	25	5	13	50	2.8	5	12	3	8	28	5.6	12	37	8	21	78	3.4
1996	9	27	6	17	59	3.2	5	9	3	8	25	5.4	14	36	9	25	84	3.6
1997	14	24	7	28	73	3.4	7	7	3	8	25	6.3	21	31	10	36	98	3.9
1998	7	19	7	16	49	2.9	6	5	1	6	18	4.9	13	24	8	22	67	3.2
1999	5	21	6	13	45	2.3	7	3	4	9	23	6.2	12	24	10	22	68	3.0
2000	6	19	14	16	45	2.5	7	5	3	9	24	6.0	13	24	7	25	69	3.1
2001	11	26	6	24	67	3.3	6	6	2	8	22	5.4	17	32	8	46	89	3.6

<sup>a</sup>Percent of all master's, doctoral, matriculated graduate students.

Source: Office of Planning and Analysis, *USU Fact Books*.