

**Committee on Graduate Studies
Report to the Faculty
January-December 2005**

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Introduction

The structure of the Annual Report by the Committee on Graduate Studies (COGS) to the Faculty is as follows:

- brief introduction including a discussion of the importance of Arts and Sciences graduate programs to the university
- continuing and new themes and issues facing graduate programs in Arts and Sciences
- presentation of course changes that occurred over the past year
- a list of highlights of issues discussed and resolved by COGS
- a report by the Director of the Graduate Center to COGS on the activities of the Graduate Center
- Ombudsperson report to COGS
- appendices

The Importance of Arts and Sciences Graduate Programs to the University:

Graduate programs in Arts and Sciences are critical to the mission of the College of William and Mary. Our graduate programs enhance the undergraduate program by providing research and mentoring opportunities, and are vital in retaining approximately a third of the faculty members in Arts and Sciences. More than 90% of the indirect cost recovery funds in A&S are generated by departments/programs that have graduate programs. These funds are essential for maintaining the research activities of A&S faculty. The existence of graduate programs helps determine our “peer group.” This in turn positively affects faculty salaries, library resources, etc. In addition, graduate programs are an effective means for the university to play an important role in economic development.

Continuing and New Themes and Issues

Graduate Assistance Funding

Increasing graduate stipend funding to a competitive level continues to be the highest priority for all of the graduate programs in Arts and Sciences. To bring the 2005-06 graduate stipends up to the mean of the College's SCHEV peer group will require more than \$1.3 million in additional stipend funds. The Office of Graduate Studies and Research has been active in advocating increases in the form of State funds from the General Assembly, College of W&M funds, and private and corporate donor support.

Graduate Student Research and Travel Funds

A new competition for support of A&S graduate student research travel, conference travel, fieldwork, and minor research expenses was instituted by the Office of Graduate Studies and Research. The first awards will be made in spring 2006. The goals of this initiative were to (1) design an equitable method for distributing available funds in support of graduate student research, and (2) strengthen ongoing fundraising efforts by obtaining an approximation of the extent of current need for graduate research funding.

A&S Graduate Studies Advisory Board

In 2004, the graduate program in Arts and Sciences created a new external Advisory Board. Currently, the Board is a 20-member group of W&M alumni who have distinguished themselves as educational, corporate, or community leaders. Board members advise A&S on funding and professional development opportunities for graduate programs. Board officers were elected in the fall of 2005, and the Chairs and membership of the three committees (Development/Fundraising, Student Professional Development, and Nominations) have been established. The Board will meet on the W&M campus in April 2006.

In the spring of 2005, the Board instituted the A&S Distinguished Dissertation Award and the A&S Distinguished Masters Thesis Award to recognize exemplary achievement of dissertations or theses. Three awards (two dissertation, one thesis) were given to students in May 2005.

On-line Applications

We have seen a tremendous increase in the number of online applications since the inception of this option in spring of 2005. Nearly 75% of the total applications received thus far in the 2005-06 academic year have been submitted on-line. Numerous minor problems have been associated with refining the on-line application process. We have resolved many concerns that departments/programs were having with the on-line process. There are still small problems that will take another application cycle to resolve.

Graduate Health Insurance

Both faculty and graduate students consider funded health insurance to be a high priority. The Virginia Council of Graduate Schools (VCGS) has considered this statewide issue. It was deemed by this group to be too complex for them to address; each institution had very different options/costs determined by geographic location and demographic variables. VCGS did not feel they could coordinate a statewide policy that would benefit each institution. Both last year and this year, the W&M A&S Graduate Student Association (GSA) has made substantial progress looking into options for health insurance. Current GSA President, John Miller, working with the W&M Graduate Council, the W&M Student Health Center, and the Office of Graduate Studies and Research, is investigating health care plans available at other VA institutions and exploring other national/regional health insurance options. The long-term goal is to offer institutionally paid health benefits to graduate students.

Course Approvals and Revised Degree Requirements

American Studies

The following change was approved October 24, 2005.

GRADE CHANGE:

The American Studies Program has a two-part introductory sequence, AMST 661 (fall) and 662 (spring), and wanted to offer 662 for P/F credit only. AMST 662 focuses on introducing interdisciplinary research methods. The projects the student do for the class are all of their own design and are intended to help build the foundations for the MA thesis proposal and PhD dissertation proposal.

Anthropology

The following change was approved December 5, 2005.

NEW COURSE:

Anthropology 545 Issues in Anthropology, fall & spring (1-3), enrollment 10, no prereq.

The addition of this course will help add to the relatively few cultural anthropology courses available to students at the MA level. The goal of the course is to expose students to important theoretical perspectives, qualitative field method skills and analytical insights while they work with a cultural anthropologist to construct research design and conduct research on a specific issue.

Biology

The following changes were approved March 29, 2005.

CHANGE IN CREDITS FROM 3 TO VARIABLE (1-4):

- 504 Topics in Biology
- 680 Advanced Topics in Biology

NEW COURSE NUMBER:

Graduate seminar course entitled Sexual Selection (taught by Swaddle). This course was already in the graduate catalog as BIOL649 (crosslisted with BIOL 449) but, due to a paperwork error, was not formally presented to COGS a couple of years ago when it was approved by the biology department curriculum committee. This course was taught three times under BIOL680. Approved for permanent number of BIOL649.

The following change was approved October 17, 2005.

NEW COURSE:

Biology 695. During 2003, the Biology department made several curricular changes to their graduate program to make it more research oriented. One of the changes involved using BIOL701-704 thesis credit towards the degree. However, it was later learned that the college has a rule that thesis credits do not count toward the credit number for graduation. Therefore, Biology was attempting to graduate students with too few credits overall. To rectify this situation, it was proposed that a new course be created, BIOL695 that replaces the previously proposed BIOL701-704 sequence. Additionally, Biology suggests that students register for BIOL700 in their fourth semester and the course be assigned variable credit.

Computer Science

The following changes were approved May 10, 2005.

DELETED COURSES:

- 531 AI
- 621 Advanced DB
- 721 AI II
- 727 Digital Image Processing
- 731 Expert Systems
- 736 Discrete Linear Systems
- 741 Data Mining

664 is being offered every fall semester from now on.

Physics

The following change was approved December 5, 2005.

CATALOG CHANGE FOR REQUIREMENTS FOR M.S. DEGREE:

Current wording in catalog (Degree Requirements for Master of Science)

The candidate must complete a program of courses required by the Department. This program depends on the candidate's preparation and special interests, but will include Physics 601, 603, 610, 621, 622 and 630. The candidate must pass a qualifying examination at the M.S. level. The exam deals with the undergraduate material, the content of the first-year graduate courses, and information obtained from seminars, colloquia and journals. The candidate is required to register for Colloquium (Physics 650) for a minimum of two semesters of residence. In addition, the candidate must accumulate 32 credit hours, including registering for Physics 651 or 652 to obtain a minimum of two semesters teaching experience.

New wording

The candidate must complete a program of courses required by the Department. This program depends on the candidate's preparation and special interests, but will include Physics 601, 603, 610, 621, 622 and 630. The candidate must take the Ph.D. qualifying exam. This exam deals with the undergraduate material, the content of the first-year graduate courses and colloquia. There are two possible outcomes of the qualifying exam: pass or not pass at the Ph.D. level. Passing at the Ph.D. level satisfies the exam requirement for an M.S. degree. Otherwise, the Physics faculty will consider the qualifying exam score, along with academic performance in course work and research performance (if any), in order to determine whether the standards for a Master of Science degree are met. The candidate is required to register for Colloquium (Physics 650) for a minimum of two semesters of residence. In addition, the candidate must accumulate 32 credit hours, including registering for Physics 651 or 652 to obtain a minimum of two semesters teaching experience.

The new language provides more logical wording relating to the qualifying exam, a more accurate description of the Physics Department's actual procedure, and consistency with Physics peer institutions.

Public Policy

The following change was approved by email vote on December 12, 2005.

COURSE DESCRIPTION CHANGE:

Current

600 Topics in Public Policy

Fall and Spring (Variable credit, 1-3) Staff.

Course content varies: special topics courses; independent supervised research; experimentation with new seminars. Short course (1-2 credits) will count as graduate credit, but will not count toward the 49 credits for the M.P.P. degree.

New

600 Topics in Public Policy

Fall and Spring (Variable credit, 1-3) Staff.

Course content varies: special topics courses; independent supervised research; experimentation with new seminars. Short course (1-2 credits) will not count without approval toward the 49 credits for the M.P.P. degree. Approval of the Public Policy curriculum committee required for degree credit of short courses.

The changes emphasize that approval is needed for the course to count toward the 49 credits for the M.P.P. degree.

COGS Highlights

January 25, 2005

Notebook Initiative and Graduate Studies

Gene Roche, Director of Academic Information Services at IT, presented the notebook initiative. He and his staff have been working on this initiative for nine months. The notebook initiative was designed for undergraduates only and it will take five years to have a system that is fully functioning. COGS members were concerned that the exclusion of graduate students in this initiative was unfair given the small and limited amount of graduate stipend. The suggestion was made that graduate students could use computer labs designed specifically for their heavier computing needs.

February 22, 2005

The Charter Initiative

Provost Feiss explained that the Charter Initiative would involve the development of a six-year financial plan that would be useful in predicting the graduate aid budget. There is also language in the Charter Initiative that gives the Board of Visitors the ability to define who should be professional and administrative faculty. This will allow for better hiring of more technically qualified people. For this agreement to be approved the institution must: meet enrollment projections, be financially affordable, demonstrate timely graduation rates, offer a wide variety of programs, establish articulation agreements with the community colleges, and work cooperatively with K-12. William and Mary might have to accept 250 new students – half would be new graduate and professional students and half would be qualified undergraduate transfer students. The State would have to provide sufficient funding to increase the number of students.

March 29, 2005

Stipend Gap Study

Dean Finifter presented the completed COGS Study of Graduate Aid Gaps in Arts and Sciences at the College of William and Mary. The study is based on a survey of W&M A&S graduate programs and graduate programs at our peer institutions. To bring the 2005-06 graduate stipends up to the mean of the College's SCHEV peer group will require more than \$1.3 million in additional stipend funds.

April 26, 2005

Work Requirements for Graduate Student Stipend

The Office of Graduate Studies and Research requires that each student be engaged in work when supported on graduate aid assistantship stipends. Programs have some latitude in defining what constitutes student work effort. For some programs, that may mean that students' work efforts are directed toward the conduct of their thesis/dissertation research, for others it may require data collection in a faculty research lab. COGS decided that departments/programs are accountable for the students' time and their work effort and are responsible for establishing and monitoring student work goals. Graduate Assistants should not have to be paid on an hourly basis and will not be required to submit time sheets.

May 10, 2005

Career Path Committee

Hans von Baeyer submitted a preliminary report of the ad hoc committee on tracking graduate program alumni (Arthur Knight, Elaine McBeth, John Swaddle, and Hans von Baeyer, Chair). Hans von Baeyer stated that the overarching question that the committee wanted to answer was "Why would departments/programs want to track graduate students?" The following responses were gathered from departments/programs: recruiting students, fundraising, determining program outcomes for grant applications, professional networking, internal assessment, and inviting alumni to special events. The PsyD program tracking is required for accreditation.

September 12, 2005**Graduate Research Symposium**

The Graduate Student Association (GSA) suggested a number of creative ideas for improving the Symposium. There has been a steady decline in the attendance, as well as a decline in the number and quality of presenters and posters at the symposium. In response, the GSA began to consider ways to improve the research symposium for 2006, making it more worthwhile for participants and attendees. Working with the American Studies Graduate Student Organization, the GSA came up with several ideas including:

- Make it easier for students to attend by pushing the date of the symposium back until March.
- Excite the student base by greater student/organization involvement.
- Add additional elements to the symposium such as a keynote speaker from outside the College, prize money, panel of faculty referees to judge the presentations and posters, and invitations for Honors Undergraduates to participate—bridging the gap between the graduate and undergraduate programs.
- Expand the scope of the symposium to regional, providing increased participation, highlighting W&M, and providing a networking opportunity for W&M students.

The Graduate Research Symposium is a good “stepping stone” or trial venue for students who will participate in professional meetings. To help re-energize the event, The Office of Graduate Studies and Research committed funds to award the best quality presentation or poster in the humanities and in the sciences. The 2006 Graduate Research Symposium date is March 24-25.

September 26, 2005**Research Graduate Status**

Defining and identifying Research Graduate students has been problematic at times. The advantages and disadvantages of Research Graduate status were summarized. COGS discussed the difficulty of tracking graduate students who have completed their coursework and are working on their thesis/dissertation but do not register for one or more semesters. This discussion resulted in the proposed continuous enrollment policy (see highlight for November 21, 2005 meeting).

October 17, 2005**Graduate Student Research and Travel Funds**

A new competition for support of A&S graduate student research travel, conference travel, fieldwork, and minor research expenses was instituted by the Office of Graduate Studies and Research. The first awards will be made in spring 2006. The OGSR provided guidelines and a proposal template. The proposal format required that students describe the proposed use of funds, provide a budget, and secure their advisor’s approval for the request. Students were encouraged to seek out and combine funding from multiple sources.

October 24, 2005**Discussion with Carl Strikwerda, Dean of the Faculty of Arts and Sciences**

Dean Strikwerda spoke with the committee about the needs and challenges facing A&S graduate programs at W&M, including obtaining adequate stipend and tuition support, emphasizing to internal and external audiences the critical role of A&S graduate programs in the College’s mission, enhancing development/fundraising activities for the graduate programs, and developing the synergy between programs to increase our ability to attract and retain faculty.

November 21, 2005**Continuous Enrollment Policy**

COGS discussed the need for a continuous enrollment policy containing the following elements:

To remain in good academic standing, all graduate degree-seeking students must either: be registered for courses, or for one or more thesis/dissertation credits, have continuous enrollment status, or be on a leave of absence approved by the Office of Graduate Studies and Research.

Such a continuous enrollment policy is needed to provide accurate accounting of number of current students, to track student progress, and to provide a truer representation of faculty effort and facility usage by students while in their thesis/dissertator phase. The current structure makes it appear that faculty are serving far fewer students than we actually have. The lack of a continuous enrollment policy has caused students in some departments/programs to simply drop off enrollment records once they have completed coursework. The College does not hear from some of these students for long periods (semesters/years). Until such students register in a future semester or simply fail to graduate within the specified time period, the College does not have any accounting of their status. In the spring of 2006, COGS will continue to develop and approve a continuous enrollment policy.

December 5, 2005**Leave of Absence Policy**

COGS approved new language for the Graduate A&S Program Catalog on the Leave of Absence policy and a new Leave of Absence form that are meant to clarify the current practices.

The Dean of Graduate Studies and Research may grant leaves of absence, upon the recommendation of the student's advisor and Director of Graduate Studies. Students must consult their department/program policy to determine whether leave can be granted for extenuating circumstances such as personal situations that temporarily interfere with the student's ability to continue, pregnancy, or extensive employment. Medical withdrawals [due to physical or psychiatric conditions] should be requested through the Dean of Students office (see Medical Withdrawals below).

Leaves of absence shall be granted for a specific period of time, e.g. one semester, one year, etc. A student who requests an extension of a current leave of absence shall have the request considered as a new request. Students approved for a leave of absence will have their time limit for degree completion requirement stopped for the duration of the approved leave period. Upon return from approved leave, the student's time limit to degree completion count will resume.

To request a leave of absence, students will be required to complete and submit the Faculty of Arts and Sciences Application for Leave of Absence Form to the Dean of Graduate Studies and Research at least 30 days prior to the leave request date. Students should consult with their department/program for additional information on post-leave stipend eligibility.

Graduate Center Annual Report 2005-2006

Staff and Facilities

The Center is directed by Hans C. von Baeyer, Chancellor Professor of Physics, who will retire in May 2006. Carlane J. Pittman moved to the Business School in summer 2005, and was replaced by Manuela Berti-Kuffel, Assistant to the Dean of Graduate Studies and Research of the Faculty of Arts and Sciences, who assists in the management of the Center. Barbara Monteith is the ESL Program Manager, and an Adjunct Lecturer. The Center is housed in the Stetson House at 232 Jamestown Road.

Participation

The appended spreadsheet listing Graduate Center participation provides a summary of Center activities since Fall 2002 when the current Director took over. Highlights include:

Course enrollments for the calendar years were: 48 in 2003, 87 in 2004, 59 in 2005. The overall increase is attributable to the new ESL curriculum, with a mandatory SPEAK Test, which was approved by COGS in February 2004. The enrollment spike in 2004 included a reservoir of foreign graduate students who had not taken ESL courses, but are now in the pipeline.

The International Summer English Program, new in 2005, for law and business students, with 9 participants, demonstrated that a university-wide summer English and American Culture program for graduate students is feasible, desirable, and possibly profitable. Plans for ISEP 2006 are well underway.

Workshop participation is beginning to display certain trends. "Presenting Yourself With Confidence and Control," offered by Robin Cantor-Cooke, is a perennial favorite. "Grant proposal writing," presented separately for humanities and science students, enjoys a steady demand. "Preparation for foreign language exams," revived for French in the fall of '04, seems slow to take root.

Major Programs: The Raft Debate, after a decline in attendance, is stronger than ever and should continue to improve. The reputation of the Graduate Research Symposium is growing. For Spring 2006 the Graduate Student Association is playing a leading role in the planning, and the event promises to be very exciting. Innovations include prizes for talks and posters, a humorous invited speaker, and the inclusion of speakers from other universities.

Social Events in the fall of 2005 included a meet-and-greet for new international students and a lively Thanksgiving celebration for international graduate students in the Reves Center. An annual party honors the participants in the new voluntary and informal Conversation Partners Program, which matches ESL students with native speakers for weekly one-on-one conversations.

Newsletter

The Graduate Center's electronic newsletter *DID YOU KNOW THAT?* appears in email boxes every Monday morning. Each academic year there are approximately thirty issues. Under the editorship of Mani Berti-Kuffel, the newsletter has expanded its coverage and scope, especially in bringing funding sources to the attention of graduate students. Many administrators receive *DYKT?* and value its contribution to the university's graduate culture.

Cooperation with the professional schools

Graduate students in Business, Education, and Law are now invited to take the SPEAK Test and to enroll in Graduate Center courses. Unlike A&S and VIMS students they are required to pay a fee for the SPEAK Test, and tuition for one credit per course. The proceeds will go directly to the Graduate Center. It is hoped that these steps will eventually lead to a university-wide ESL program.

Plans for an English Language Institute (ELI) at William and Mary

The success of the Graduate Center in providing ESL courses for Arts and Sciences, as well as the initial summer program for law and business students, suggest that the plan for a university-wide ELI, first proposed by Gene Tracy in 2002, should be revived. Since that time, foreign graduate student enrollments throughout the nation have dropped precipitously, but are now climbing again. In this climate of competition, it may be wise to be proactive and optimistic, rather than reactive and overly cautious. The Graduate Center, together with the Reves Center, has discussed an ELI with the Provost and the President and is awaiting their response.

Ombudsperson Report for 2005

Philip Daileader, Associate Professor, Department of History, phdail@wm.edu

Activities for 2005:

- 1) Individual consultations with graduate students. During 2005, sixteen individual graduate students and former graduate students sought the advice and the assistance of the ombudsperson. (Three of these students had already met with the ombudsperson in 2004. They continued to meet with him in 2005 because of ongoing concerns.) Among the issues brought to the ombudsperson were:
 - Accusations of sexual harassment and/or physical assault by fellow graduate students
 - Accusations of unprofessional behavior by faculty: the public ridiculing of students, racial and ethnic bias, theft of graduate-student intellectual property by faculty, unfair grading practices, and so forth
 - Bureaucratic tangles as regards student access to the health center, the payroll department, and so forth
 - Inquiries concerning the college's policy with regard to consensual amorous relations between graduate students and undergraduates, as well as the college's policy on maternity leave for graduate students
 - Inquiries from graduate students about how to deal with a situation where the College's administration forbade them to have contact with a faculty member for an unknown duration

For good or for ill, as regards the nature of the matters brought to the ombudsperson's attention, there was very little change between 2004 and 2005. Likewise, the number of students who came to the ombudsperson for the first time in 2005 (thirteen) was almost identical to the number of students who came to the ombudsperson for the first time in 2004 (twelve).

In advising and assisting these graduate students, the ombudsperson consulted with faculty members, directors of graduate programs, directors of interdisciplinary programs, department chairs, the director of equal opportunity, the dean of graduate studies, and the provost, as needed.

- 2) The ombudsperson held "mass meetings" with the graduate students enrolled in two different programs. One meeting came at the request of that program's director of graduate studies, and the other request came from the students themselves.
- 3) The ombudsperson participated in the orientation program for new graduate students and in the training program for first-time teaching assistants
- 4) The ombudsperson attended meetings of the Committee on Graduate Studies and made recommendations to the Dean of Graduate Studies about how the office of ombudsperson might be made even more effective.
- 5) The ombudsperson held three office hours per week that were reserved for graduate students and the business of the ombudsperson's office

APPENDICES

APPENDIX I

**GRADUATE CENTER PARTICIPATION
Fall 2002 thru Fall 2005**

<u>Course</u>	F 2002	Sp 2003	Su 2003	F 2003	Sp 2004	Su 2004	F 2004	Sp 2005	Su 2005	F 2005
COLL 501 001				7	12	10	12	5		6
COLL 501 002							10	3		
COLL 502	7	7		10	7					
COLL 505	4				4		3			6
COLL 508								10		
COLL 520		8	10	6		8		6		5
COLL 521					7					
COLL 525	10				7		7			
COLL 530										
COLL 620									9	
ISEP									9	
Course Subtotals	21	15	10	23	37	18	32	24	18	17

<u>Workshop</u>	F 2002	Sp 2003	Su 2003	F 2003	Sp 2004	Su 2004	F 2004	Sp 2005	Su 2005	F 2005
Alternative Careers		40								
Beyond Google							7			
Dream Job				10						
Finding the Right Job				6						
French Refresher							7			
Graduate Student Survival 101								8		
Grant Proposal Writing	32				14					
Grant Proposals (Hum)							15			
Grant Proposals (Sci)								26		
International Dialogue							13	15		17
Optimizing Productivity								9		
Outreach to Public Schools		17								
PowerPoint		13								
Presenting Yourself	9	8		5	8		7			
Resume Writing	7									

APPENDIX I cont.

**GRADUATE CENTER PARTICIPATION
Fall 2002 thru Fall 2005**

	F 2002	Sp 2003	Su 2003	F 2003	Sp 2004	Su 2004	F 2004	Sp 2005	Su 2005	F 2005
Spanish Translation I	3									
Spanish Translation II		1								
Stop Talking to Yourself				5						
Stress Management				8						
Workshop Subtotals	51	79		34	22		49	58		17

<u>Program</u>	F 2002	Sp 2003	Su 2003	F 2003	Sp 2004	Su 2004	F 2004	Sp 2005	Su 2005	F 2005
Graduate Symposium		100			110			144		
Raft Debate	275			325			228			325
Program Subtotals	275	100		325	110		228	144		325

<u>Social Event</u>	F 2004	Sp 2005	Su 2005	F 2005
Meet and Greet	17			20
Int'l Thanksgiving	51			60
CPP Appreciation	15			
Social Event Subtotals	83			80

	F 2002	Sp 2003	Su 2003	F 2003	Sp 2004	Su 2004	F 2004	Sp 2005	Su 2005	F 2005
GRAND TOTAL	347	194	10	382	169	18	392	226	18	414

APPENDIX II**1. Faculty of Arts and Sciences****Applied, Accepted and Enrolled
Fall 2001 - Fall 2005***MA/MS/PHD-Social Sciences*

		Applied	Accepted		Enrolled		AVG UG GPA	Avg GRE Scores	
			Total	Rate	Total	Rate		Verbal	Math
Amer. Studies	2001	85	31	36%	12	39%	3.49	622	546
	2002	76	38	50%	20	53%	3.39	592	530
	2003	86	30	35%	15	50%	3.44	583	567
	2004	64	31	48%	9	29%	3.27	630	628
	2005	68	22	32%	9	41%	3.58	648	610
Anthropology	2001	55	17	31%	8	47%	3.33	550	552
	2002	65	23	35%	8	35%	3.69	574	560
	2003	74	21	28%	7	33%	3.47	567	569
	2004	66	18	27%	10	56%	3.50	590	592
	2005	70	20	29%	10	50%	3.54	615	577
History	2001	85	28	33%	16	57%	3.70	647	613
	2002	150	31	21%	13	42%	3.57	675	622
	2003	146	30	21%	18	60%	3.65	666	631
	2004	159	26	16%	13	50%	3.68	658	628
	2005	137	32	23%	14	44%	3.63	599	594
Psych. PHD (¹)	2001	128	20	16%	10	50%	3.45	491	532
	2002	125	20	16%	10	50%	3.36	507	604
	2003	181	12	7%	10	83%	3.49	574	598
	2004	168	17	10%	10	59%	3.50	512	642
	2005	172	19	11%	10	53%	3.45	614	637

(¹)The Psychology PHD program admits students through the VA Consortium Program in Clinical Psychology. Data is supplied by the Consortium.

APPENDIX II cont.**1. Faculty of Arts and Sciences****Applied, Accepted and Enrolled
Fall 2001 - Fall 2005***MA/MS/PHD-Sciences*

		Applied	Accepted		Enrolled		AVG UG GPA	Avg GRE Scores	
			Total	Rate	Total	Rate		Verbal	Math
Applied Science	2001	64	5	8%	4	80%	3.03	643	703
	2002	46	14	30%	7	50%	3.45	669	779
	2003	70	19	27%	9	47%	3.27	546	708
	2004	31	12	39%	8	67%	3.13	575	743
	2005	24	10	42%	5	50%	2.85	500	744
Computer Science	2001	203	42	21%	15	36%	3.44	549	744
	2002	146	65	45%	23	35%	3.40	540	749
	2003	146	72	49%	26	36%	3.53	581	757
	2004	106	63	59%	18	29%	3.33	557	734
	2005	66	38	58%	17	45%	3.46	509	721
Physics	2001	82	34	41%	11	32%	3.34	481	753
	2002	65	23	35%	8	35%	3.64	558	739
	2003	70	10	14%	8	80%	3.57	561	710
	2004	72	11	15%	10	91%	3.62	487	734
	2005	71	11	15%	10	91%	3.55	504	731

APPENDIX II cont.**1. Faculty of Arts and Sciences****Applied, Accepted and Enrolled****Fall 2001 - Fall 2005***Masters Programs*

		Applied	Accepted		Enrolled		AVG UG GPA	Avg GRE Scores	
			Total	Rate	Total	Rate		Verbal	Math
Biology	2001	22	17	77%	12	71%	3.39	567	640
	2002	19	14	74%	10	71%	3.19	533	644
	2003	27	17	63%	8	47%	3.25	563	670
	2004	21	16	76%	8	50%	3.41	529	643
	2005	32	19	59%	9	47%	3.49	572	650
Chemistry	2001	60	4	7%	3	75%	3.64	547	787
	2002	31	4	13%	4	100%	3.05	485	670
	2003	18	6	33%	4	67%	3.55	628	793
	2004	9	4	44%	4	100%	3.11	557	734
	2005	4	4	100%	3	75%	3.14	463	640
Psychology	2001	61	25	41%	10	40%	3.44	568	619
	2002	59	10	17%	8	80%	3.39	573	679
	2003	81	12	15%	8	67%	3.65	579	685
	2004	84	16	19%	7	44%	3.47	590	653
	2005	70	20	29%	7	35%	3.67	597	674
Public Policy	2001	44	27	61%	15	56%	3.34	543	604
	2002	88	41	47%	18	44%	3.37	528	675
	2003	91	53	58%	24	45%	3.34	554	662
	2004	93	54	58%	25	46%	3.42	589	692
	2005	69	54	78%	19	35%	3.47	563	669

APPENDIX II cont.**2. REGISTERED REGULAR & PROVISIONAL GRADUATE STUDENTS ¹****Fall 2002 to Fall 2005**

Department	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005
<u>MA/MS/PhD</u>							
American Studies	57	51	60	57	55	48	49
Anthropology	27	23	23	21	30	32	26
Applied Science	32	36	37	36	36	35	35
Computer Science ²	75	69	84	76	76	75	78
History	54	50	59	54	52	51	54
Physics	50	49	52	50	57	50	55
<u>PsyD</u>							
Clinical Psychology ³	47	41	43	40	47	47	49
<u>MA/MS/MPP</u>							
Biology	29	30	22	23	24	20	18
Chemistry	9	10	5	5	7	8	10
Psychology	18	18	15	15	15	15	14
Public Policy	37	38	38	37	46	50	43
TOTALS	435	415	438	414	445	431	431

Notes:

¹ Totals include both full-time and part-time registration² Includes Computational Operations Research³ Total in Consortium

APPENDIX II cont.**3. GRADUATE DEGREES AWARDED DURING THE LAST 10 YEARS
(August - May)**

DEPARTMENT	PROGRAM INITIATED	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	SINCE AUG. 95
PhD												
American Studies	1982-MA	11	6	4	13	6	5	8	8	9	12	82
	1988-PhD	4	4	2	3	4	5	6	3	2	10	33
Anthropology	1979-MA	10	9	5	4	5	13	7	10	5	8	68
	2001-PhD	0	0	0	0	0	0	0	0	0	0	0
Applied Science	1970-MA/MS	9	9	11	11	4	4	5	6	6	8	65
	1990-PhD	5	6	6	6	6	4	3	4	5	6	45
Computer Science ¹	1984-MS	9	15	13	8	23	19	16	17	16	20	136
	1986-PhD	0	3	1	5	7	3	3	5	4	8	31
History	1955-MA	12	8	16	11	6	20	7	15	8	10	103
	1967-PhD	3	4	3	9	5	4	5	4	3	1	40
Physics	1959-MA/MS	7	11	12	6	7	12	4	11	9	9	79
	1964-PhD	5	10	8	9	7	7	3	4	7	5	60
PsyD												
Clinical Psychology	1978-PsyD	7	8	12	6	14	12	9	10	8	6	86
MA/MS/MPP												
Biology	1963-MA/MS	15	10	8	11	8	11	3	5	15	8	86
Chemistry	1964-MA/MS	8	7	9	4	6	5	1	2	4	3	46
Psychology	1953-MA	8	8	9	7	6	10	5	7	9	5	69
Public Policy	1991-MPP	13	21	23	14	15	13	19	17	19	24	154
A&S Totals	MA/MS/MPP	102	104	110	89	86	112	75	98	100	107	678
	PhD	17	27	20	32	29	23	20	20	21	30	168
	PsyD	7	8	12	6	14	12	9	10	8	6	68

¹ Includes Computational Operations Research.