Committee on Graduate Studies
Report to the Faculty
March, 2004

Introduction

The structure of this Annual Report by the Committee on Graduate Studies (COGS) to the Faculty is as follows. After a brief introduction, there is discussion of some continuing themes and issues facing graduate programs in Arts and Sciences. Following this is a presentation of course changes that occurred over the past year, a list of highlights of issues discussed and resolved by COGS, and a report to COGS on the activities of the Graduate Center by the Director. A report to the Faculty by the Ombudsperson will follow. In the final section, Graduate program statistics are provided.

Continuing Themes and Issues

The past year has again been dominated by the extremely inadequate budget situation at the university. COGS annual reports over the past several years have reported on the stagnation and poor position of aid in Arts and Sciences graduate programs. There is a great need for growth in the level and number of stipends, and yet the graduate budget has remained stagnant in nominal terms and is falling in real terms. Futhermore, stipend offers are falling relative to our peers.

The issues that were emphasized in the past three COGS annual reports are still relevant today and are worth repeating. These continuing themes are as follows. The report of 2001 demonstrated that graduate stipends were low. The report of 2002 made a clear and coherent case for the critical role of graduate education in Arts and Sciences in supporting other key activities of the university including the generation of research funding, the operation of an excellent undergraduate program, and the promotion of public service and economic development. To these points we would add that the stagnating faculty salary picture at the university has lead to morale problems among faculty as well as a significant amount of faculty turnover. This includes faculty involved in graduate education in Arts and Sciences. Furthermore, with faculty turnover comes disruption of the continuity in graduate advising and it impedes graduate recruitment.

Graduate Stipends: It was noted in the May, 2001 Annual Report of COGS, [page 1] "… in *every* program the level of stipend support provided by the Dean's Office is below average, often significantly so." Since there has been no improvement in the situation, the following is still the case:

- stipends are low and not competitive with peers
- some programs are able to supplement stipend offers by dipping into scarce overhead monies or private monies
- some programs are offering fewer slots to raise the level of the offers made – thereby shrinking the size of programs and degree production. This has important implications for grants and future research and future generation of over overhead funds.

 Space and Administrative Support: Several departments/programs are suffering from other kinds of shortfalls in resources in the area of space and administrative support. With regard to space, this presents problems for graduate students as well as faculty – for example in biology, psychology, physics, and anthropology. Limits on space for graduate students to do their research is an issue that not only inhibits the work of current graduate students, it also has negative effects on recruitment of graduate students and our ability to support research grants involving both faculty and students.

Graduate Programs as a Source of Overhead Funds: It continues to be the case that graduate programs in Arts and Sciences are the source of most of the indirect costs generated by the University. Looking at Arts and Sciences departments and programs that are directly involved in graduate education, we find that such departments/programs produced over 64% of total research expenditures ($11,911,091) but over 81% ($1,807,606) in overhead funds in the entire university in FY 03. This shows a strong correlation between graduate education and research dollars generated.

The Importance of Arts and Sciences Graduate Programs to the University: As noted in the COGS Report to the Faculty, March 2002, [page 3]:

It is important to reiterate the themes presented in the past two COGS annual reports. As presented in last year's report:

Although graduate students in Arts & Sciences are only a fraction of the student body, the benefits they bring are substantial and are distributed throughout the University…:

- The graduate programs help determine our 'peer group', which in turn affects faculty salaries, library resources, etc.
- The graduate programs enhance the undergraduate program.
- The graduate programs allow us to bring in substantial external support. The overhead on these funds benefits the university as a whole.

- The graduate programs are the most effective means for the University to play a role in economic development. [see 2002 report for full discussion of these points]

Progress on the Evaluation and Training of International Students: COGS approved the Graduate Center's proposal to introduce the SPEAK Test as a routine part of evaluation of and assistance to international students. The SPEAK Test enables us to identify the needs of international students in the area of English speaking. It also provides us with information that is used to recommend courses that are offered through the Graduate Center to address student needs. This is discussed at greater length in the annual report of the Graduate Center on page 9 of this report.

Newly Forming Advisory Board: With the assistance of the Development Office, the Office of the Dean of Research and Graduate Studies is setting up an external advisory board for the graduate programs in Arts and Sciences. We expect that the board will help with private fundraising, offer advice, provide useful contacts for grants, jobs, and internships, help promote our graduate programs and raise the stature of graduate education in Arts and Sciences within the university and externally. This group will have its first meeting in the next few months.

Course Approvals and Revised Degree Requirements

Graduate Center

> **New Course** – Approved April 11, 2003 - COL 513 – English Conversation & Pronunciation for International Graduate Students

Computer Science

> **New Course** – Approved April 25, 2003 - CSci 597 – Problems in Computer Science (one credit, pass/fail)

Applied Science

> April 25, 2003 – The following change was approved.
>
> The principle change from previous Graduate Catalog is the elimination of materials science courses (621 & 622) from the "core sequence":
>
> APSC 603 (2) Introduction to Scientific Research I
> APSC 604 (2) Introduction to Scientific Research II
> APSC 607 (3) Mathematical and Computational Methods I
> APSC 608 (3) Mathematical and Computational Methods II
> APSC 621 (3) Principles of Materials Science

APSC 622 (3) Quantitative Materials Characterization

which will now include only APSC 603, 604, 607, and 608.

Public Policy

April 25, 2003 – Public Policy requests to remove PUPB 605: Survey Methodology from the set of required courses for the MPP. The change was approved by COGS. The courses approved were PUBP 615 Cross Section Econometrics and PUBP 616 Time Series Econometrics.

History

Cross Listed Courses in History Approved – American Studies AMST 470/570 – History/Film; Anthropology ANTH 426/526 – Foodways and the Archaeological Record

Computer Science/COR

The Computer Science/COR proposal which was approved on Nov 6, 2003 consists of the following 5 areas:

(1) Replace the catalog description of

Degree requirements for the M.S. with a specialization in computational operations research

with the following:

** Students must complete 32 graduate credits, including one of either CSci 698 Simulation and Modeling Project in Computational Operations Research, or CSci 708 Research Project in Computational Operations Research, or CSci 710 Research Project. There is no thesis option for this specialization. In addition, students must satisfactorily complete at least seven courses from the computational operations research area: CSci 608, 618, 628, 638, 648, 658, 668, 678, 688, 698, and 708.

(2) Replace the catalog description of

Admission requirements for the M.S. with a specialization in computational operations research

with the following:

** Students seeking the M.S. degree with a specialization in computational operations research are expected to have a background in mathematics, science or

engineering and the ability to program in a high-level language. Students with an insufficient background in computer science may be required to enroll in CSci 241 and CSci 303.

(3) Drop CSci 539 and CSci 529.

(4) Renumber, rename and revise the pre-requisites/co-requisites for the following courses.

608. Decision Theory.
618. Models and Applications in Operations Research.
628. Linear Programming.
638. Nonlinear Programming.
648. Network Optimization.
658. Discrete Optimization.
668. Reliability.
678. Statistical Analysis of Simulation Models.
688. Topics in Computational Operations Research.
698. Simulation and Modeling Project in Computational Operations Research.
708. Research Project in Computational Operations Research.

(5) Crosslist Math 401, Math 424 and Math 452 as Math 501, Math 524 and Math 552.

Math 401. Probability. Fall and Spring (3,3)
Prerequisites: Math 211, 212 and 214 or consent of the instructor.

Math 424. Operations Research II--Stochastic Models.
Spring (3). Prerequisite: Math 401.

Math 452. Mathematical Statistics. Spring(3)
Prerequisite: Math 401 or consent of instructor.

Psychology

November 6, 2003 – COGS approved variable credit for course PSY 695 – Independent Research.

COGS Highlights

May 9, 2003

- Approved the creation of an MS in Biology
- Approved changing the MS requirements to a thesis degree and MA requirements to a non-thesis track. The MS-PhD in Applied Science will remain the same

- The following transcript messages on the new Banner system were agreed upon with the Registrar. They are:
  1. Admitted to program
  2. Passed comprehensive exam
  3. Withdrew from program

September 11, 2003

- It was announced that Professor Philip Daileader (History) will succeed Professor Scott Nelson (History) as the Graduate Arts & Sciences Ombudsperson
- COGS approved the linkage with the US Particle Accelerator School (held 1/19/04 to 1/30/04 in Williamsburg). Appropriate credit will be given for coursework.

October 9, 2003

- The problem of listing graduate courses for undergraduate credit – COGS found that the new form created by the Office of the Dean of Research and Graduate Studies takes care of these issues.

November 6, 2003

- COGS approved the Office of the Dean of Research and Graduate Studies to investigate the options for and feasibility of on-line applications and the issue of raising application fees in part to pay for the on-line option.

November 20, 2003

- COGS approved restructuring proposal in Biology that is listed below.

Background

- External review of the biology department indicated a need to refresh the biology Masters program
- Biology faculty formed a committee to investigate possible changes to the Masters program (surveyed faculty, students, peer institutions)
- Committee identified need to reduce course load for thesis program and better equip students to be more involved in independent study
  - Reshaped course requirements (reduced taught course load for thesis students; increased credit for research)
  - Created required core course that covers basic research and study skills and assists students in getting involved with the independent study earlier than the current program structure – BIOL580 Introduction to Graduate Studies (syllabus attached)

- These changes were discussed and voted for by the faculty of the biology department
- New core course is being offered this year and is proving very successful (e.g. students are ahead in their research compared with previous years, faculty have reported noticeable improvements in student research performance, feedback from students in unanimously enthusiastic, core course has helped develop a strong graduate student community)
- New biology graduate program is designed to fill a niche as a research Masters program that allows for intensive, personalized training and support from faculty (and other students) in a liberal arts atmosphere

Thesis Program

Current program	*Proposal*
Students complete 24 semester hours	Students complete 24 semester hours. Finish 23 by the end of third semester.
No required core courses	Required to take BIOL580 Introduction to Graduate Studies (3 credits) in first Fall semester (see attached syllabus and course description)
12 hours at 600 level or above	9 credit hours at 600 level or above
Can take BIOL682 Graduate Colloquium (1 credit) for up to 4 credits	Can take BIOL682 Graduate Colloquium (1 credit) for up to 3 credits
At least 1 credit of BIOL700 (research credit)	At least 8 credits of BIOL701, BIOL702, BIOL703 (research credit is successive semesters) in first three semesters. Must take 1 credit of research BIOL704 in fourth semester.
Can take up to 10 taught course credits outside of biology department	Can take up to 6 taught course credits outside of biology department
Students on probation can come off probation if they attain 3.0 GPA or higher in their first semester on probation	Students can come off probation if they (a) attain 3.0 GPA or higher from their first semester on probation; **and** (b) gain approval from their committee to move off provisional status

Proposed MINIMUM sequence for thesis students:

	1st year		2nd year	
	Fall	Spring	Fall	Spring
Core course	3 (BIOL580)			
Colloquium	1 (@682)	1 (@682)	1 (@682)	
Taught courses	3 (@500/600)	3 (@600)	3 (@600)	
Research	1-8 (BIOL701)	3-11 (BIOL702)	4-11 (BIOL703)	1 (BIOL704)*
TOTAL	8-15*	8-15*	8-15*	1

Research courses. Progression from one stage of research to another is important to build in to the structure of the program, formally allowing committees to advance students through stages of their research. Registered research is pass/fail and grades of G will be given and will remain on the transcript until the final copy of the thesis is submitted and approved.

- Graduate research in first semester (BIOL 701, 1-8 credit hours, Staff)
- Graduate research in second semester (BIOL 702, 3-11 credit hours, Staff)
- Graduate research in third semester (BIOL 703, 4-11 credit hours, Staff)
- Graduate research in fourth semester (BIOL 704, 1-15 credit hours, Staff)

Non-Thesis Program

Current offering	*Proposal*
Students complete 32 semester hours	No change
	Required to take BIOL580 Introduction to Graduate Studies (3 credits) (see attached syllabus and course description)
16 hours at 600 level or above	No change
Can take up to 10 credits outside of biology department	Can take up to 12 credits outside of biology department. Non thesis students cannot take 700 courses for credit
Can take up to 3 credits for research as BIOL690 or BIOL680 (Advanced Topics)	No change
Students on probation can come off probation if they attain 3.0 GPA or higher in their first semester on probation	Students can come off probation if they (a) attain 3.0 GPA or higher from their first semester on probation; **and** (b) gain approval from their committee to move off provisional status

December 11, 2003

- COGS approved the PsyD Policies and Procedures Manual. The report is available for review by contacting Neill Watson in the Psychology Department.

Graduate Center Annual Report 2003-2004

Staff. The Center is directed by Hans C. von Baeyer, Chancellor Professor of Physics, with the assistance of Carlane J. Pittman, Assistant Director of Graduate Studies, who also reports to the Dean of Research and Graduate Studies of the Faculty of Arts and Sciences. In April 2003 Barbara Monteith, Adjunct Lecturer, was appointed SPEAK Test Coordinator. Her position is funded by the Graduate Center budget. There is an acute need for secretarial support for both the Graduate Dean's office and the Graduate Center.

Major Events. The Graduate Center sponsors one major event each semester. Early in the fall it is the **Raft Debate** which is very well received by the university community, and elicits lots of favorable publicity both beforehand and afterward. The Graduate Center is committed to continuing this revived tradition. The spring semester brings the **Graduate Research Symposium**. The second in this series took place on the Friday, February 13, 2004, and was fairly well attended. The staff of the Graduate Center believes that this event will reach its full potential when it is recognized as a valuable teaching tool by the faculty involved in graduate education. Currently, interest in the Symposium varies widely by department.

Newsletter. In August 2004 the Graduate Center started a brief electronic newsletter entitled **Did You Know That?** which is sent to graduate students and the relevant administrators every Monday morning. By March 2004 there have been 24 consecutive issues. News items cover a range of issues of an academic, administrative, cultural and social nature of interest to graduate students. Informal feedback concerning this effort at interdisciplinary communication has been overwhelmingly positive.

Courses and Workshops. Courses and workshops on a variety of topics of interest to graduate students in all departments form the bread and butter of the Graduate Center. The most popular workshop (aside from one on Alternative Careers in Publishing which was open to undergraduates) was on Grant Proposal Writing. It is scheduled again in Spring 2004. Courses in ESL, which represent the bulk of the current curriculum, will be re-organized after the introduction of the SPEAK Test, which is discussed separately below. The selection of workshop offerings has benefited from the advice of a Student Advisory Council which met in April 2003, and is planning to meet again in 2004.

The SPEAK Test. In April 2003 COGS asked the Graduate Center to conduct a pilot project on the SPEAK Test. Under the able leadership of Barbara Monteith, 44 graduate students whose first language is not English were tested in summer and early fall using this instrument, which was purchased from ETS in Princeton, from whom it is now independent. The tests were evaluated and the results analyzed. The pilot project demonstrated that the SPEAK test furnishes a meaningful evaluation of the general ability to speak and understand English, and that W&M is capable of administering it. In November 2003 the Director of the Graduate Center appointed a SPEAK Test committee, consisting of three administrators, three faculty members, and two international graduate students, to evaluate the pilot project, and to make recommendations for future action.

On 9 February 2004 COGS unanimously voted to accept the recommendations of the SPEAK Test committee. The principal motion read as follows: *Graduate students in Arts and Sciences who are required to take the TOEFL Test will take the SPEAK Test upon arrival at William and Mary. Individual exceptions to this requirement may be recommended by the departmental Directors of Graduate Studies to the SPEAK Test Coordinator. For each student, the SPEAK Test Coordinator will make recommendations to the Graduate Director regarding appropriate ESL courses offered by the Graduate Center. (Departments may then require or recommend these courses.)* This **new regulation** will go into effect in Fall 2004. In Spring 2004 the Graduate Center will plan the ESL program needed in response to this new initiative.

Graduate Center Participation

Program	Fall '02	Spring '03	Summer'03	Fall '03	Spring '04
COL 501	7			10	
COL 502		7			7
COL 503		8	10	6	
COL 504	10				7
COL 511	4				4
COL 513				7	12
COL 521					7
Raft Debate	275			325	
Graduate Symposium		100			110
Presenting Yourself	9	8		5	
Spanish Translation I	3				
Spanish Translation II		1			
Proposal Writing	32				
Resume Writing	7				
PowerPoint		13			
Alternative Careers		40			
Public School Outreach to		17			
Getting your Dream Job				10	
Stress Management				8	
Finding the Right Job				6	
Stop Talking to Yourself				5	

COL 501/502: English for international students
COL 503: Academic writing for international science students
COL 504: Scientific writing
COL 511: Oral presentation skills
COL 513: English conversation and pronunciation for international graduate students

Ombuds Presentation to Committee on Graduate Studies

December 2003

Scott Nelson, Ombudsperson, Graduate Arts and Sciences (srnels@wm.edu)

Report for May 1, 2003-Dec, 11, 2003 (7 ½ months)

Sources of Contact with Graduate Students

Introduction for new graduate students
Introduction for TAs and teachers – dealing with problem students, learning climate
Website (http://www.wm.edu/~srnels/ombuds/)

Overview of Activities for May – December 2003

18 informal discussions, resulting in no appointment

9 students with one or more formal appointments

27 total discussions with students (last year 37)

Suggestions for the next ombudsperson:
      Stronger outreach in CS & Physics
      Meeting students at more informal gatherings

Issues Raised (in decreasing frequency)

      1. problems with teaching or research assignments.
            Receiving assignments late (late in summer for fall assignments)
            Negative reviews from off-campus assignments
            Difficulties with off-campus assignments
      2. appropriateness of graduate study to student careers
      3. relationships with advisor
            delays requiring extensions of thesis deadlines
            advisors' refusal to read chapters or drafts
            advisors' delay in reading, over two months
      4. intellectual property issues
            responsibilities and rights with multiple-author articles
            student 'poaching' of other students' syllabi
      5. verbal abuse by advisor (public humiliation, private humiliation)

Number one is more pronounced in places when graduate students are not on faculty grants, but on assignments that take them off campus. Informal discussion with advisors or with graduate directors has fixed these problems in some cases.

Recommendations

Students should be informed of fall assignments early in the summer.

Repeating last year's recommendation: Adding a clause to regulations either at the graduate level or by department that establishes a turnaround time for thesis or dissertation work. My suggestion: five weeks with the expectation that faculty will not be expected to constantly revise student work.

Some programs are already evaluating off-campus assignments. I would recommend a regular retrospective review system (perhaps every four years) of graduate assignments to determine if they are

-useful for graduate training
-challenging
-allowing students to create a measurable product
-safe

Graduate Program Statistics

The Graduate Program Statistics are presented in a format to separate the Masters and Doctoral programs in most cases. In tables 2 and 3, the statistics for the M.A./Ph.D. programs in American Studies, Anthropology and History have been calculated with the M.A. only group.

Some general summary findings are as follows. Graduate applications totaled 1007, up from 908 in the 2002-03 academic year. This past year 290 were accepted (down slightly from 300 in the previous year) and the number matriculated was 138, the same as the previous year. There were a total of 434 students registered (regular and provisional) in Arts and Sciences graduate programs and 414 in Spring 2004. These are approximately the same as the previous year. There were 100 master's degrees and 30 doctoral degrees conferred in 2002-03 academic year. More detail is included in the tables that follow.

The statistics are attached is an Excel file with 6 tables contained on worksheets. They are:

Table 1 – Admissions – Fall 2003 and Spring 2004

Table 2 – Average Undergraduate Grade Point Average of Entering Students (4.0 scale)

Table 3 – Average Graduate Record Examination Scores of Entering Students

Table 4 – Registered Regular and Provisional Graduate Students – Fall 01 – Spring 04

Table 5 – Graduate Degrees Conferred 2002-03

Table 5a – Graduate Degrees Conferred 2002-03

Table 6 – Graduate Degrees Awarded During the Last 10 Years (August – May)

Statistical Summary

1. ADMISSIONS - Fall 2003 and Spring 2004

Department	Number Applicants	Number Accepted	Number Matriculated
PhD			
American Studies	21	6	4
Anthropology	17	3	3
Applied Science	31	8	9
Computer Science	68	41	9
History	46	6	6
Physics	70	10	10
PsyD			
Clinical Psychology	181	12	10
MA/MS/MPP			
American Studies	65	24	11
Anthropology	57	18	4
Applied Science	41	12	0
Biology	29	18	9
Chemistry	19	6	4
Computer Science	77	28	12
Computer Science (COR)	13	9	6
History	100	24	12
Psychology	81	12	8
Public Policy	91	53	24
Totals	1007	290	141

2. AVERAGE UNDERGRADUATE GRADE POINT AVERAGE OF ENTERING STUDENTS (4.0 SCALE)

Department	Fall 2001/ Spring 2002	Fall 2002/ Spring 2003	Fall 2003/ Spring 2004
MA/MS/PhD			
American Studies	3.49	3.39 (19 of 20)	MA - 3.39 (11) PhD - 3.68 (4)
Anthropology	3.28 (6 of 8)	3.70 (6 of 8)	MA - 3.48 (4) PhD - 3.46 (3)
Applied Science	2.92	3.51	MS - 3.46 (4) PhD - 3.07 (5)
Computer Science [1]	3.40 (18 of 20)	3.36 (24 of 27)	MS - 3.49 (12) MS-COR - 3.63 (6) PhD - 3.41 (10)
History	3.70 (15 of 16)	3.57 (12 of 13)	MA - 3.65 (12) PhD - 3.67 (6)
Physics	3.34 (9 of 10)	3.62	PhD - 3.57 (8)
PsyD			
Clinical Psychology	3.45	3.36	3.49
MA/MS/MPP			
Biology	3.33	3.17	MA - 3.25 (7)
Chemistry	3.13	3.04	MS - 3.55 (4)
Psychology	3.41	3.39	MA - 3.65 (8)
Public Policy	3.34	3.37	MPP - 3.34 (21 of 24)

[1] Includes Computational Operations Research.

[2] Numbers in parentheses signify the # of students we used in this calculation. Some international students have GPAs that are calculated on a different scale and these are not included.

3. AVERAGE GRADUATE RECORD EXAMINATION SCORES OF ENTERING STUDENTS[1]

Department	Fall 2002/Spring 2003				Degrees	Fall 2003/Spring 2004			Analy Writ.[4]
	Verb	Quant	Analy	Adv		Verb	Quant	Analy	
PhD									
American Studies	591 (19 of 20)	531 (19 of 20)	605 (19 of 20)	*****	MA PhD	566 628	558 593	576 (5 of 11) 583	4.9 (9 of 11) 5 (2 of 4)
Anthropology	574	560	635	*****	MA PhD	615 503	570 567	680 503	5 (3 of 4) 6 (1of 3)
Applied Science	659 (8 of 9)	781 (8 of 9)	711 (8 of 9)	*****	MS PhD	528 560	720 698	520 (1 of 4) 720	5.8 (3 of 4)
Computer Science [3]	527	741	666 (26 of 27)	*****	MS MS-COR PhD	557 597 610	729 773 788	458 (3 of 12) 740 (4 of 6) 771 (7 of 8)	5.2 (8 of 12) 5 (2 of 6) 3.5 (1 of 8)
History	675	622	645	*****	MA PhD	650 698	645 603	728 (6 of 12) 650	5.6 (6 of 12)
Physics	558	739	685	*****	PhD	561	710	700 (5 of 8)	4.8 (3 of 8)
PsyD									
Clinical Psychology	507	604	630	580	PsyD	574 Advanced - 612	598	604 (6 of 10)	5.1 (4 of 10)
MA/MS/MPP									
Biology	561	636	655	*****	MA	563	670	770 (2 of 7)	5 (5 of 7)
Chemistry	498 (4 of 5)	625 (4 of 5)	610 (4 of 5)	*****	MS	628	793	758	
Psychology	573	679	720	*****	MA	579	685	708	5.5 (4 of 5)
Public Policy	528 (15 of 18)	675 (15 of 18)	673 (15 of 18)	*****	MPP	554 (21 of 24)	661 (21 of 24)	665 (8 of 24)	5 (13 of 24)

[1] Includes all regular & provisional students. Scores on the advanced portion are not reported unless at least 70% of the enrolling students took the test.

[2] Numbers in parentheses signify the # of students we used in this calculation.

[3] Includes Computational Operations Research.

[4] Beginning in the Fall 2002, the analytical section was replaced by the analytical writing section.

4. REGISTERED REGULAR & PROVISIONAL GRADUATE STUDENTS [1]
Fall 2001 to Spring 2004

Department	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004
MA/MS/PhD						
American Studies	49	49	57	51	60	57
Anthropology	22	22	27	23	23	21
Applied Science	37	37	32	36	37	36
Computer Science [2]	66	72	75	69	84	76
History	55	55	54	50	59	54
Physics	41	47	50	49	52	50
PsyD						
Clinical Psychology [3]	47	44	47	41	43	40
MA/MS/MPP						
Biology	24	26	29	30	22	23
Chemistry	8	9	9	10	5	5
Psychology	15	15	18	18	15	15
Public Policy	41	41	37	38	38	37
TOTALS	405	417	435	415	438	414

[1] Totals include both full-time and part-time registration.
[2] Includes Computational Operations Research.
[3] Total in Consortium.

5. GRADUATE DEGREES CONFERRED 2002-2003

DEPARTMENT	DEGREE	August 2002	December 2002	May 2003	TOTAL
PhD					
	M.A.	3	3	2	8
American Studies	Ph.D.	0	1	2	3
	M.A.	2	2	6	10
Anthropology[1]	Ph.D.	0	0	0	0
	M.A.	0	0	0	0
	M.S.	2	4	0	6
Applied Science	Ph.D.	1	0	3	4
	M.S.	4	7	6	17
Computer Science[2]	Ph.D.	3	2	0	5
	M.A.	8	3	4	15
History	Ph.D.	1	1	2	4
	M.A.	0	0	0	0
	M.S.	0	6	5	11
Physics	Ph.D.	0	2	2	4
PsyD					
Clinical Psychology	Psy.D.	4	6	0	10
MA/MS/MPP					
Biology	M.A.	0	1	4	5
	M.A.	1	0	0	1
Chemistry	M.S.	0	1	0	1
English	M.A.	1	1	0	2
Psychology	M.A.	5	0	2	7
Public Policy	M.P.P.	0	1	16	17
TOTALS	M.A.	20	10	18	48
	M.S.	6	18	11	35
	M.P.P.	0	1	16	17
	Ph.D.	5	6	9	20
	Psy.D.	4	6	0	10

[1] 2000-01 1st year of students entering Ph.D. program
[2] Includes Computational Operations Research.

5a. GRADUATE DEGREES CONFERRED 2002-03 (cont'd.)

<u>AUGUST 2002 THROUGH MAY 2003</u>

Arts and Sciences	*	20 Ph.D., 10 Psy.D.
Education	*	6 Ed.D., 19 Ph.D.
Marine Science	*	11 Ph.D.

<u>M.A. IN EDUCATION</u>[1]

Secondary School Teaching	*	12

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[1]Includes Museum Education

6. GRADUATE DEGREES AWARDED DURING THE LAST 10 YEARS [1] (August - May)

DEPARTMENT	PROGRAM INITIATED	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	Ttl Since Aug. 93
PhD												
American Studies	1982-MA	10	9	11	6	4	13	6	5	8	8	80
	1988-PhD	2	1	4	4	2	3	4	5	6	3	34
Anthropology	1979-MA	12	10	10	9	5	4	5	13	7	10	85
	2001-PhD	0	0	0	0	0	0	0	0	0	0	0
Applied Science	1970-MA/MS	2	6	9	9	11	11	4	4	5	6	67
	1990-PhD	1	4	5	6	6	6	6	4	3	4	45
Computer Science[2]	1984-MS	16	12	9	15	13	8	23	19	16	17	148
	1986-PhD	4	3	0	3	1	5	7	3	3	5	34
History	1955-MA	7	16	12	8	16	11	6	20	7	15	118
	1967-PhD	4	1	3	4	3	9	5	4	5	4	42
Physics	1959-MA/MS	11	9	7	11	12	6	7	12	4	11	90
	1964-PhD	7	6	5	10	8	9	7	7	3	4	66
PsyD												
Clinical Psychology	1978-PsyD	6	13	7	8	12	6	14	12	9	10	97
MA/MS/MPP												
Biology	1963-MA	8	13	15	10	8	11	8	11	3	5	92
Chemistry	1964-MA/MS	11	2	8	7	9	4	6	5	1	2	55
English	1970-MA [3]	17	15	11	19	9	5	3	6	0	2	87
Government	1966-MA	7	12	7	3	2	1	0	0	1	0	33
Mathematics	1961-MA/MS	9	9	7	6	0	0	0	1	0	0	32
Psychology	1953-MA	9	5	8	8	9	7	6	10	5	7	74
Public Policy	1991-MPP	17	14	13	21	23	14	15	13	19	17	166
Sociology	1967-MA	6	2	7	3	2	0	0	0	0	0	20
A&S Totals	MA-MS-MPP	142	134	134	135	123	95	89	119	76	100	1047
	PhD	18	15	17	27	20	32	29	23	20	20	201
	PsyD	6	13	7	8	12	6	14	12	9	10	87

[1] See Table 5 for M.A. in Education degrees.
[2] Includes Computational Operations Research.
[3] Earlier Program suspended in 1963.