

# USC Graduate School Blueprint for Excellence - 2009

## 1. Vision, Mission, and Goals

### A. Executive Summary

A university's reputation as a major research institution depends in large part on its graduate program offerings. An effective graduate school plays an essential role in providing the university with a solid research foundation, which, along with the teaching and service provided by graduate faculty and graduate students, assures a place among prestigious research institutions in the country.

#### *Vision of the Graduate School*

That the Graduate School is recognized as a responsible and effective steward providing quality service and leadership to all stakeholders in graduate education.

Our assessment is that in the past year the Graduate School has made progress in achieving its vision but that sustained effort, additional resources, and innovation are needed for continued improvement.

#### *Mission of the Graduate School*

The mission of The Graduate School of the University of South Carolina is to set high academic standards, promote best practices, provide administrative support for graduate programs throughout the University, embrace new and emerging technologies, and assess effectiveness to ensure excellence in graduate education for students and faculty.

The Graduate School is committed to honoring the diversity of communities at the University of South Carolina, to fostering best practices for graduate education for faculty and students based on complimentary ethical responsibilities and behavior, and to setting clear expectations for academic and professional excellence.

The Graduate School's blueprint shows how we support the University's intention to achieve a prominent place among major research universities while we continue to look for new ways to bring the benefits of graduate student research, teaching, and service to South Carolina, the nation, and the global community.

Goal #1      To assume a proactive role in enhancing the reputation of USC as a top ranked research institution with high standards.

Goal #2      To enhance graduate student experiences through meaningful professional development.

- Goal #3 To increase public and university awareness of graduate student education and the impact of graduate student research.
- Goal #4 To improve the quality of service provided by the Graduate School to earn the respect and cooperation of applicants, students, faculty, programs, and other components of the university family.

## B. Goals, Initiatives, and Action Plans

- Goal #1 To assume a proactive role in enhancing the reputation of USC as a top ranked research institution with high standards. This is a continuing goal for the Graduate School.

Initiative 1.1 Assist graduate programs in accessing and interpreting data to identify their strengths and weaknesses, and in formulating goals to improve quality.

### *Action Plan*

- Review advance notice NRC range of rankings for programs. Use NRC databases and software to choose comparison programs and weights of significance to calculate ratings under various assumptions.
- *Indicator* – Programs use data to establish academic and enrollment management goals and targets.
  - **Progress** - The Graduate School coordinated initial data submission and follow-ups for the National Research Council Assessment of Research Doctoral Programs. The resulting report, originally due in spring 2008 and now projected for spring 2009, will benchmark programs to help universities improve the quality of their programs. Whereas NRC acknowledges that the overall quality of doctoral programs is multi-dimensional, this report will provide highly regarded ratings and national rankings of research doctorate programs from 226 institutions and over 5000 programs.
  - **Progress** - The Graduate School has posted on its [website](#) a tutorial on understanding the NRC report, and has held a meeting of the Graduate Council's Program Review Committee to prepare for interpretation of the report and communication to the university community and media.
- Conduct workshops for doctoral program graduate directors to interpret the NRC report and develop strategies for improvement.
- Conduct workshops and provide data resources for masters and other graduate programs not assessed by NRC. These data resources would include information on applicant pool, admission selectivity, enrollment trends, and degree award productivity. This information would provide demographic characteristics such as gender, race/ethnicity, and

international status, as well as indices of applicant pool and enrolled student quality such as average standardized tests scores (GRE, GMAT).

- **Progress** – The Graduate School now provides data resources on its website, such as [demographic information](#) on applications, enrollment, and degrees awarded. In coordination with Institutional Assessment and Compliance, enrollment and degrees awarded reports now include data on test scores (GRE, GMAT, MAT, and TOEFL) and first time PhD enrollment. Our new Enrollment Management Application System (EMAS) makes available with a relational database demographics on applicants previously only obtainable through complicated mainframe programming.
- ✓ *Result* - In the past year, these reports have been used by The Graduate School, colleges, and programs to provide data for surveys, grant applications, accreditation reports, and college Blueprints.

Initiative 1.2 The Graduate School will expand its recruiting activities.

Attracting and recruiting highly qualified students improves our research capability and recognition. With the exception of high profile international fairs, the graduate school is reducing its emphasis on recruiting fairs and also on publications for mailing in favor of more productive web resources. To be effective, graduate school recruiting efforts must be coordinated with graduate programs and their enrollment management targets and resources.

#### *Action Plan*

- Establish an automatic electronic follow-up to potential students when they make inquiries on our website. Establish an automated stream of communications to applicants to track the progress of applications and to establish rapport to improve the selection of USC by highly qualified applicants.
- *Indicator* – Successful implementation of EMAS enrollment management and customer relationship management (CRM) software for automated tracking and communication with inquiries and applicants. General communication on application status will originate in the Graduate School. In addition, each program will have its own access to EMAS for generation of program specific communication to enhance recruiting and selection.
  - **Progress** – The Graduate School has implemented an [online inquiry submission form](#) with automated email acknowledgement of prospect inquiries. The Director of Admissions follows with a personalized response and a referral to the graduate program of interest.
- ✓ *Result* – EMAS software is now installed and populated with prospect and application data that is refreshed every week with updated IMS data. Workshops have been conducted for program faculty and staff in the

features and functions of EMAS designed to improve contact and recruiting of prospective students.

- Encourage and promote interdisciplinary graduate programs to attract highly qualified applicants, promote interdisciplinary research, and create a critical mass for successful training grants.
- *Indicator* – Admission of qualified students to the Integrated Biomedical Sciences Graduate Program and successful cooperation of the departments in their education.
  - **Progress** - The Integrated Biomedical Sciences Graduate Program encompasses multiple colleges and departments of the University. The Research Office and Graduate School supported participating departments to enroll students for Fall 2008.
- ✓ *Result* - The number of newly enrolled students in the Integrated Biomedical Sciences Graduate Program and their academic qualifications (average GRE scores) have increased.
- *Recalibration* - Financial support of this program for several years for start-up expenses was pledged by Graduate School. However, this support has been discontinued due to budget cuts.
- *Indicator* – Success in the Integrated Biomedical Sciences Graduate Program encourages other combined interdisciplinary programs in fields of USC research emphasis, such as Nanotech, Environmental, Future Fuels, Arts and Humanities, Social Sciences and Business.
- Improve Graduate School webpages for prospective students and applicants to provide more useful information. Redesign prospective student and applicant webpages to better promote USC, Columbia, and the Midlands as a desirable place to live and learn.
- *Indicator* – Prospects and applicants increase visits to the webpages for information.
  - **Progress** - Development of an attractive [future students web](#) presence for The Graduate School that incorporates the best features of web design contains information needed by prospective students, and which links them with resources about the University, individual programs, South Carolina, and Columbia. Developed page to link students with [graduate program websites, names and email addresses](#) of the faculty contact person, the graduate director, and program and Graduate School administrative staff. Added a graphic promoting a different [featured graduate program](#) each time the website is opened.
- ✓ *Result* – Increased number of hits to the redesigned webpages.
- Increase stipends, tuition supplements, insurance benefits, and other benefits (e.g. subsidized housing and child care).
- *Indicator* – Promoted University awareness of the significance of competitive benefits to attracting highly qualified graduate students.
  - **Progress** - Under the current budget model, the Graduate School does not have designated resources for these expenditures. However, the Graduate School has engaged the Council of

Academic Deans, the Research Office, the Graduate Student Association, and Graduate Council with a report emphasizing the importance of these factors for successful recruitment of high caliber students.

- **Progress** – The Provost appointed a special study group on graduate student life and The Graduate School participated and gathered data for the study group. This report chaired by Engineering Dean Amiridis recommended increasing the GA health insurance subsidy to the regional average, and determined that GA stipends varied by discipline, but for the most part were competitive with peer aspirants.
- ✓ *Result* - A plan was devised to fund and modestly increase graduate assistant health insurance subsidies for the next several years.

**Goal #2** To enhance graduate student experiences through meaningful professional development. This is a continuing, though recalibrated, goal for the Graduate School.

Initiative 2.1 Provide effective programs for professional development of graduate students.

#### *Action Plan*

- Improve previous efforts for professional development and reformulate existing programs for greater effectiveness.
- *Indicator* – Professional development efforts revised and student and program feedback indicate greater satisfaction and efficiency in delivery.
  - **Progress** – Assessment of offerings over the past few years found some previous efforts (e.g. Friday Forums and GRAD 800/801) to be ineffective and have been discontinued. The Graduate School has reassessed and refined its professional development and training activities for Graduate Students.
  - **Progress** - The Graduate School's mandated training and assessment activities, the TA/IA Training Workshops and the International TA/IA Language Assessment, were reorganized and a [new webpage](#) was developed to explain the training and assessment requirements, a public record made available of who has been trained, and some of the training offered through streaming video.
- ✓ *Result* – The Graduate School has increased its collaboration with the Center for Teaching Excellence to develop and improve the instructional modules and quality of presentations by faculty and staff at the TA/IA training.
  - **Progress** – The announcement of Fellowships and Awards is more prominent and comprehensive on the Graduate School website. The process of application and award selection has been updated and award winners are recognized on the webpage to provide greater awareness throughout the university.

- **Progress** - Graduate Student Day provides an opportunity for graduate students to showcase research and creative activity and to practice professional presentations.
- ✓ *Result* – The number of Graduate Student Day presentations increased nearly 50% and a new category, Creative Performances and Displays, was added to provide graduate students an opportunity to showcase the products of their creative endeavors with the university and larger community. Entries in this category included art installations, musical performance, dance or theatre performance, readings of creative writing, etc.
  - **Progress** – The Graduate School developed a “Getting Started at USC” webpage with significant information for new graduate students. In conjunction with the Graduate Student Association, an orientation and services fair program was presented prior to the fall semester. Streaming video of several of the orientation presentations is available on the web page.
  - **Progress** – The Graduate School added to its webpage sections with links to academic, personal, and professional networking resources. These links include USC Research Services and tutorials; personal finance, health, conflict, and time management; and GradShare, a social network for graduate students at universities throughout the country.

Initiative 2.2 Promote mentoring in graduate education and shared expectations for an optimal learning environment.

#### *Action Plan*

- Establish ‘*Best Practices in Graduate Education*’. These best practices should address the mutual and reciprocal responsibilities and expectations of graduate students, major professors / advisors, graduate directors, program faculty, and the Graduate School. These ‘*Best Practices*’ should define for the University of South Carolina a shared consensus of quality mentoring and effective professional development to ensure that our graduate students have the best preparation to succeed after they earn their degree.
- *Indicator*- Development of a process to establish and maintain best practices in graduate education that includes the participation of graduate students, graduate directors, and graduate faculty representative of disciplines and diverse communities within the University, The Graduate School, and the Graduate Council.
  - **Progress** – The Graduate School has prepared a webpage of [mentoring and professional development resources](#) from other universities and professional organizations that may contribute to our process. An initial meeting of the associate deans of colleges was held to establish procedures for this initiative.
- *Recalibration* – Progress has stalled on the establishment of Best Practices because oversight of this initiative was the responsibility of the Associate

Dean for Faculty and Student Professional Development. The position was vacated and has not been filled due to the current fiscal crisis.

Goal #3 To increase awareness of graduate student education and the impact of graduate student research. This is a continuing goal for the Graduate School.

Initiative 3.1 To increase awareness of prospective students, enrolled students, university faculty, and administrators.

#### *Action Plan*

- Development of an electronic thesis and dissertation process that provides increased access to graduate student research.
- *Indicator* - USC theses and dissertations are available from the ProQuest national database.
  - **Progress** – ETD publication process developed.
- ✓ *Result* – Faster access after submission, wider internet access to theses as well as dissertations (previously theses were only available from USC library as bound volumes), and improved quality of access to include color and multimedia.
- Redesign the Graduate Bulletin to improve its utility.
- *Indicator* – Production of a bulletin in web-based format with better information presentation including photos, hyperlinks, and efficient search capability.
  - **Progress** – To redesign USC Bulletins, the Dean of the Graduate School and the Dean for Undergraduate Studies co-chaired a committee which included representation from USC Publications, Institutional Assessment and Compliance, and Registrar.
- ✓ *Result* – An RFP process resulted in selection of a vendor to produce electronic undergraduate and graduate bulletins was completed.
- Increase publicity to better promote graduate research at USC.
- *Indicator* – Increased awareness of graduate student research.
  - **Progress** - The Graduate School developed a web submittable form to obtain information about upcoming dissertation defenses.
- ✓ *Result* - Announcement of the date and location of [doctoral defenses](#) with a link to the dissertation abstract and name of major professor is now located prominently on the front page of The Graduate School website.
  - **Progress** – Publicity for Graduate Student Day, a showcase for graduate student research and creative activity, substantially increased through press releases, notification through direct email to graduate students and to Graduate Directors for distribution, and additional web presence.
- ✓ *Result* – A press release has been sent to University publications. Direct email sent to graduate students and Graduate Directors. The [Graduate Student Day website](#) has been enhanced to include presentation abstracts, current and previous winners, and photos and videos of the event.

Goal #4 To improve the quality of service provided by the Graduate School to earn the respect and cooperation of applicants, students, faculty, programs, and other components of the university family. This is a continuing goal of The Graduate School.

(To emphasize a more positive construction, this continuing goal of the Graduate School is rephrased from the previous year's phrasing: *To dispel the perception of The Graduate School as simply a regulatory body while continuing as the steward of graduate student records and quality assurance.*)

Initiative 4.1 Provide leadership and training in the use of relevant information technologies for graduate education.

#### *Action Plan*

- Improve the quality of the thesis and dissertation submission process for students at the culmination of their graduate program.
- *Indicator* – Increased satisfaction of graduate students with thesis and dissertation submission experience.
  - **Progress** - The Graduate School developed a paperless Electronic Thesis and Dissertation (ETD) submission process. Guidelines and templates are provided on the [ETD website](#). Communication between students and graduate school program coordinators on formatting procedures is improved and submission of revisions has been simplified. Informational workshops for students on the ETD process have been offered. An exit survey for graduate students to assess satisfaction is in development.
- ✓ *Result* – Over 100 theses and dissertations have been successfully submitted using the ETD process.
- Participate in the OneCarolina enterprise resource project to modernize information processing to ensure that needs of the Graduate School and the academic units it supports are met in design and implementation. Provide training to Graduate School staff and graduate program administrative staff in the efficient use of this new system.
- *Recalibration* – Graduate School senior staff invested significant time in the fitgap process during 2008. Due to budget constraints, implementation of the OneCarolina enterprise resource project is deferred.

Initiative 4.2 Improve the functional capability of the Graduate School to provide necessary services.

*Action Plan*

- Acquire, train, and maintain productive staff.
- *Indicator* – Positions are filled with qualified personnel, and staff are trained and productive.
  - **Progress** – In 2008, six of eighteen permanent positions in the Graduate School have been filled with new staff that required training. New staff have been trained. An assistant dean and an associate dean position remain unfilled.
- *Recalibration* – Budget constraints have led to two unfilled senior staff positions.
- Implement improved routing and tracking of forms, and more timely and comprehensive processing.
- *Indicator* – Increased satisfaction from graduate program faculty and staff and current and prospective graduate students.
  - **Progress** – Graduate School staff have been trained on mail and message handling to improve efficiency. A database has been implemented to log form arrival, routing, and processing so that all staff can access the log and respond to inquiries on the status of a form. Forms have been revised with better instruction of what information is needed. Many forms can be submitted electronically. An electronic submission, committee review, tracking, and reporting system has been set up to handle Graduate Council actions. The staff of the Graduate School developed a plan for customer service which includes service goals and an implementation plan.
- ✓ *Result* – Form tracking and customer service plan have been implemented. Processing is more efficient. Goal assessment is ongoing.

Initiative 4.3 Enhance communication with graduate students and graduate programs' administrative personnel.

*Action Plan*

- Develop effective communication processes.
- *Indicator* – Communication methods are used effectively.
  - **Progress** – A listserv for enrolled graduate students has been developed so that messages can be efficiently delivered to students. A database directory of deans, chairs, graduate directors, and administrative staff has been developed so that messages can be sent to appropriate groups. A database directory of Graduate programs complete with program information, faculty contact, administrative staff, and Graduate School program coordinator links has been posted to The Graduate School webpage. Directories are updated on a regular basis. The [Graduate School Current Students](#)

[webpage](#) has been reconfigured for ease of use and enhanced with additional sections and resource links.

- *Recalibration* – Conversion to a different email system has required significant effort to maintain and update accurate contact information.
- ✓ *Result* – Regular and special communications are more easily sent to deans, graduate directors and administrative staff, and graduate students.

Initiative 4.4 Improve the application and admission process.

#### *Action Plan*

- Conduct a review of the admission process and “the way we do business” to increase quality and efficiency.
- *Indicator* – The online application process is revised to better interface with EMAS enrollment management/CRM software. The letter of recommendation process is revised for online submission to achieve greater satisfaction of users.
  - **Progress** – A new online application system has been developed CollegeNet, a major national vendor for university application services. This provides a better applicant interface, automates fee processing and eliminates hand processing of application fees, improves letter of recommendation process including online submission, and provides to graduate programs a searchable interface enabling spreadsheet export.
- ✓ *Result* – The new application system has been functioning since October 2008.
  - **Progress** – Application information is now loaded into EMAS enrollment management/CRM software. CRM communication plans are being developed.
- ✓ *Result* – Applicant and admission reports have been generated for grant proposals, accrediting processes, surveys, and college Blueprint documents.
  - **Progress** - Information about resources for accessing applicant and enrolled student data (EMAS, CollegeNet, E-Apps, IMS, Content Manger, and VIP student tab) has been posted to the [Graduate School's Faculty and Staff webpages](#). The Graduate School has conducted training workshops for graduate directors and administrative staff in effective use of these resources.
- *Indicator* – Bulletin entries and program websites are updated.
  - **Progress** - the Graduate Council has been engaged to review admission standards and encourage programs to establish standards appropriate for success in their field. Programs will be asked to develop admission and outcome profiles and publicize these in the Bulletin and their program websites.
- Decrease the vulnerability of data security by eliminating individual departmental admissions processes. Those departments which have their own application procedures do not have the level of security that has been established for the Graduate School.

- *Indicator* - Quality of access to applications improves so that programs use the Graduate School application process.
  - **Progress** - A few graduate programs continue to use 'pre-application' screening processes rather than the official Graduate School application since they find it more serviceable, especially for international applicants who sometimes have difficulty with the expense of application fees. Improvements to the application process include improved search function, option for application fee waiver if program elects to pay the fee, and customized supplemental applications that enable programs to ask questions relevant to their specific needs.
- ✓ *Result* – More programs have adopted The Graduate School application process.
- *Recalibration* – Several public health programs use SOPHAS, an application system for schools of public health. The business school is planning to implement a separate application system; the business school has been advised that they will need to develop a process for uploading data into the University IMS system.

Initiative 4.5 Refocus the function of Graduate Council as a faculty governance body.

#### *Action Plan*

- Improve communication about Council activity.
- *Indicator* – improved access to information about Graduate Council activities.
  - **Progress** - The [Council website](#) now posts agendas in advance of meeting, and minutes are more detailed and posted to the website soon after the meeting.
  - **Progress** – A graduate student representative from the Graduate Student Association has been appointed as a voting member of Graduate Council and serves as a voting member of the Graduate Council Petitions and Appeals Committee.
- Reconstruct the Council agendas for more substantive policy and planning considerations to reduce meeting time spent on routine curricular review of courses and bulletin wording. More of this work should be entrusted to the curriculum subcommittees so that Council devotes the majority of its efforts to reviewing policies and procedures, systematic review of graduate programs, and developing best practices for graduate education.
- *Indicator* – Standing committees of Graduate Council, such as Policy and Practices, Fellowships Committee, and Academic Program Review Committee, become more active in executing charges from the Dean and reporting their work to Council for implementation.
  - **Progress** – All standing committees have been charged and scheduled to meet monthly or as needed. Several committees have been charged with special tasks. For example, the Academic Program

Review Committee is charged with interpretation and explanation of the NRC report and Policies and Practices is charged with response, at the invitation of President Pastides, to the Role of The Graduate School report. Curriculum committee recommendations are more efficiently presented and approved by Council.

- ✓ *Result* – Less time is spent at Council meetings re vetting curriculum decisions so that more Council attention can be focused on substantive policy issues.
- Create a template for tracking documents as they proceed through the Council review and approval process which can be used to facilitate communication between the Graduate School and the academic units.
  - **Progress** – The Graduate School webpage for Graduate Council has incorporated a [curriculum tracking chart](#) that provides PDF access to curriculum and bulletin change proposals and their status in curriculum committee and Graduate Council review.
- ✓ *Result* – The electronic submission and tracking of curricular items has been developed and implemented resulting in elimination of the routing of paper documents and increased efficiency. Time lag has decreased and communication has increased between the curriculum committees and academic programs.
- The Graduate School and Graduate Council works with the Provost's office and a group of key constituents on the Columbia campus to review and revise current policies and practices relating to academic program development.
- *Indicator* – Comprehensive information is developed regarding University, CHE, and SACS requirements for program proposal or modification.
  - **Progress** – The Graduate School participates in regular meetings of the Academic Program Development Policy Review Working Group which is nearing completion of its charge to clarify and record policy and procedures for academic programs.

### C. Summary of International Dimension

International students constitute 12% of total graduate enrollment but make up 28.5% of doctoral enrollment. The percentage of international students is particularly high in STEM disciplines but many schools have a significant interest in attracting international graduate students and forming partnerships with universities in other countries.

Therefore, USC must have an effective program to recruit qualified international students and facilitate international program development. Unlike last year when the Graduate School helped organize and sent staff to high visibility recruiting events in Thailand and Libya, budgetary constraints have prevented international activities this year. However, the Graduate School will again participate in less expensive visits to embassies and international funding agencies in Washington and New York. The Graduate School cooperates with the International Programs Office, Undergraduate Admissions, English Programs for Internationals, and interested schools and programs to coordinate international recruiting activities. It would improve USC's efforts in

international recruiting if this working group had a defined operating budget and designated charge.

The global economic downturn may negatively impact international enrollment in the next years. Compared to a similar time last year, graduate applications from international students for fall 2009 are down about 25%. The greatest declines in applications are from India, South Korea, and the Middle East.

## II. Planning and Funding Model

The Graduate School participated in the study group appointed by Provost Becker and chaired by Professor Chaden Djalali of Physics and Astronomy that in June 2008 produced the report [\*The Role of the Graduate School at USC\*](#). This report called for an expanded role of the graduate school in recruiting and closer coordination with the Research Office to improve graduate research and education. To effectively accomplish these goals, the report recommended that the graduate school have more personnel and budgetary resources. This recommendation was similar to that in the Yardley report - highly respected Graduate Schools at research institutions have approximately 20% - 35% more personnel than we have doing the work of the Graduate School.

The largest components of the Graduate School budget are allocated for personnel and improving information technology capability. Given budget constraints that have reduced Graduate School personnel, the emphasis has been on development of technological resources that improve efficiency. In the past year, the Graduate School has implemented Electronic Thesis and Dissertation process, a web-based network for graduate student community, a new online application system, and an Enrollment Management / CRM system. The expansion of recruiting efforts will necessitate continuing expenditures for annual licensing of CRM / enrollment management software; however the other technological developments are supported by user fees.

As a long-term goal, the Graduate School would like to encourage development campaigns seeking funds to create a graduate student center and to increase financial support of graduate students thereby making us more competitive when it comes to recruiting highly qualified graduate students.

A fundamental issue for the university is identifying resources to support graduate education, especially doctoral education that aligns with the aspirations of the university to be recognized nationally for its research productivity. In addition to attractive graduate programs with productive faculty mentors, recruiting highly qualified doctoral students requires competitive stipends, health insurance subsidy, and tuition subsidy. It is not necessary for the Graduate School to administer these funds, but it is important for the university as a whole to assess whether the proper weighting of resources and energies is available to sustain or expand graduate education at USC.

### III. Unit Statistical Profile

This section is provided to emphasize the number of transactions performed by the Graduate School for the application / admission process, tracking enrolled student progress, and confirming completion of requirements for degree. More comprehensive information is available at the [Graduate School Demographics webpage](#).

GRADUATE APPLICANTS	2007			2008		
	Accepted	Declined	Total	Accepted	Declined	Total
Doctoral	589	1429	<b>2018</b>	737	1319	<b>2056</b>
Master's*	1614	1981	<b>3595</b>	1528	1947	<b>3475</b>
<b>Total</b>	<b>2203</b>	<b>3410</b>	<b>5613</b>	<b>2265</b>	<b>3266</b>	<b>5531</b>

\* Master's degree applicant numbers also include Specialist and Certificate degree applicants.

GRADUATE ENROLLMENT**	2006	2007	2008
Doctoral	1698	1724	1801
Master's***	3899	3831	3863
Certificates	81	106	114
Non-Degree	1624	1335	482
<b>Total</b>	<b>7302</b>	<b>6996</b>	<b>6260</b>

\*\* Applicants and enrollment are given for the FALL term of each academic year in order to reflect the actual number of students enrolled at any given time.

\*\*\* Master's degree enrollment numbers includes Specialist enrollment.

It should be noted that graduate degree enrollment has remained fairly stable over the last few years. Notably, doctoral enrollment has increased 6% since 2006. On the other hand, non-degree enrollment has significantly declined, decreasing 340% since 2006.

GRADUATE DEGREES AWARDED	2005-06	2006-07	2007-08
Doctoral	245	247	241
Master's****	1616	1717	1623
Certificates	64	63	49
<b>Total</b>	<b>1925</b>	<b>2027</b>	<b>1913</b>

\*\*\*\* Master's degrees awarded include Specialist degrees awarded.