
Office of Research
and
Policy Analysis

# Graduate Enrollment and Degrees: 1996 to 2006

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# *Introduction*

Every year since 1986, the Graduate Record Examinations Board (GRE) and the Council of Graduate Schools (CGS) have jointly sponsored the Survey of Graduate Enrollment and Degrees. The resulting annual Enrollment and Degrees survey report is designed to provide important information on graduate student enrollment, applications, and degrees conferred. Both organizations believe that graduate education is a vital part of U.S. higher education, and that providing an annual examination of differences in enrollment and degrees awarded by gender, race/ethnicity, and other factors is essential for understanding the graduate education enterprise.

Survey Methodology

The CGS/GRE Enrollment and Degrees Survey is e-mailed each year to the U.S.-based institutions that as of November of each year are members of the Council of Graduate Schools or one of the four regional graduate school associations—the Conference of Southern Graduate Schools (CSGS), the Midwestern Association of Graduate Schools (MAGS), the Northeastern Association of Graduate Schools (NAGS), and the Western Association of Graduate Schools (WAGS)[1].

This year's survey was sent to 764 colleges and universities. Usable responses were received from 680 (89%) of the survey population. While these responding institutions represent only 38% of the approximately 1,700 institutions in the U.S. that offer graduate programs, they enroll 74% of the national total of 2.1 million graduate students, and confer 75% of the 602,000 master's degrees and 89% of the 57,000 doctorates awarded by U.S. colleges and universities[2]. Because the respondents represent such a large percentage of the total U.S. graduate enrollment and degrees conferred, it is likely that the trends reported here are representative of overall national figures.

Report Contents

The tables and analyses that follow are divided into two chapters. Chapter 1 highlights the results of the fall 2006 survey, including a profile of graduate enrollment by institutional type, gender, field of study, citizenship status, and race/ethnicity (for U.S. citizens). Chapter 1 also looks at the number of applications received for admission to graduate school and the application acceptance rates by field. The number of applications and application acceptance rates are not available by any demographic characteristics. Chapter 2 presents trends in graduate enrollment and degrees awarded over the past one, five, and ten years. The tables and figures in Chapter 2 describing trends in enrollment and degrees include data from the subset of 492 colleges and universities that have consistently responded to the survey over the past decade.

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1 The survey population of the CGS/GRE Survey is limited to graduate institutions in the United States. Data on graduate enrollment and degrees in Canadian institutions are published by the Canadian Association for Graduate Studies at http://www.cags.ca/Default.aspx?tabid=1774.

2 Data on the total number of graduate institutions in the U.S., number of graduate students, and number of degrees conferred come from the U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) datasets, available at http://nces.ed.gov/ipeds.

New for 2006

*1) Use of the Updated Carnegie Classification Categories:* Several tables in this report divide the responding institutions into three categories based on the 2000 Carnegie Classification system: **Doctoral/Research Extensive**—universities that award 50 or more doctoral degrees per year across at least 15 disciplines; **Doctoral/Research Intensive**—universities that award at least ten doctoral degrees per year across three or more disciplines, or at least 20 doctoral degrees per year overall; **Master's & Specialized**—colleges and universities that are committed to graduate education through the master's degree. While most Master's & Specialized institutions do not award doctoral degrees, some programs at these institutions (such as medical schools) may award a limited number of doctorates. The 2000 Carnegie Classification categories replace the 1994 groupings that were included in prior Enrollment and Degrees survey reports.

*2) Certificates:* For the first time, this year's survey report includes the number of post-baccalaureate and post-master's certificates awarded by the responding institutions. These data are presented in Chapter 1. As this is the first time the report looks at certificate awards, complete trend data are not yet available.

*3) Long-Term Trends:* In prior years, the trend data presented in Chapter 2 reported on changes over two time-spans: a one-year period, and the time between 1986 and the year of the most recent survey (e.g., last year's report included changes over the past 20 survey years, from 1986 to 2005). This year, the data describe trends in enrollment, applications, and master's and doctoral degrees over three time-spans: one year, five years, and ten years. These trend data are designed to provide a more detailed picture of the direction of recent trends in graduate enrollment, applications, and degrees.

This annual report is part of CGS's continuing effort to provide information that is useful to graduate school deans, other campus administrators, policy makers, and the media. Comments or suggestions for improving this report—or for additional types of publications based on these data—are welcome.

# *Acknowledgements*

The 2006 Survey of Graduate Enrollment and Degrees is conducted as a joint project between the Council of Graduate Schools (CGS) and the Graduate Record Examinations Board (GRE). The GRE is overseen by staff of the Educational Testing Service (ETS). Completion of this final report on the CGS/GRE Enrollment and Degrees Survey would not have been possible without the valuable contributions from many individuals. In particular, we would like to express our appreciation for the efforts of the ETS staff, especially David Payne for his unwavering support and Dawn Piacentino for her overall direction of the project at ETS. We also want to recognize the efforts of other ETS and CGS staff: Cindy Evans of ETS, for designing the Web-based survey questionnaires, responding to questions and requests from institutional respondents, processing responses, and developing the survey response database; Janice Goggins of CGS for management of the layout and publication of the final report; and Joshua Mahler and Emily Neubig of CGS for assisting in the data collection and analysis of the report.

Finally and most importantly, very special thanks go to the graduate deans, institutional researchers, and other staff at 680 graduate schools, who took the time to complete the very complex Survey of Graduate Enrollment and Degrees. We are extremely grateful for the time and efforts these and other persons gave to the survey project and report, but recognize that any errors found here are the sole responsibility of the author.

# Chapter 1

## *Fall 2006 Graduate Enrollment, Applications, and Degrees Awarded*

**Table 1.1**

# Profile of Fall 2006 Graduate Enrollment

| Institution Type | Total[1] | Men | | Women | | Full-Time | | Part-Time | |
|---|---|---|---|---|---|---|---|---|---|
| **Total** | **1,589,562** | **652,939** | **41%** | **928,469** | **59%** | **850,054** | **54%** | **734,299** | **46%** |
| *Public* | 989,784 | 411,883 | 42% | 577,901 | 58% | 513,146 | 52% | 472,320 | 48% |
| *Private** | 599,778 | 241,056 | 41% | 350,568 | 59% | 336,908 | 56% | 261,979 | 44% |
| **Doctoral/Research Extensive**** | **713,233** | **342,525** | **48%** | **370,708** | **52%** | **474,572** | **67%** | **236,343** | **33%** |
| *Public* | 524,809 | 247,156 | 47% | 277,653 | 53% | 337,580 | 65% | 184,911 | 35% |
| *Private** | 188,424 | 95,369 | 51% | 93,055 | 49% | 136,992 | 73% | 51,432 | 27% |
| **Doctoral/Research Intensive**** | **249,861** | **95,117** | **39%** | **151,768** | **61%** | **107,284** | **43%** | **142,577** | **57%** |
| *Public* | 162,498 | 61,978 | 38% | 100,520 | 62% | 69,838 | 43% | 92,660 | 57% |
| *Private** | 87,363 | 33,139 | 39% | 51,248 | 61% | 37,446 | 43% | 49,917 | 57% |
| **Master's & Specialized**** | **626,468** | **215,297** | **35%** | **405,993** | **65%** | **268,198** | **43%** | **355,379** | **57%** |
| *Public* | 302,477 | 102,749 | 34% | 199,728 | 66% | 105,728 | 35% | 194,749 | 65% |
| *Private** | 323,991 | 112,548 | 35% | 206,265 | 65% | 162,470 | 50% | 160,630 | 50% |

[1]NOTE: Because not all institutions responded to all items, detail variables may not sum to total. Percentages are based on total of known gender or enrollment status.

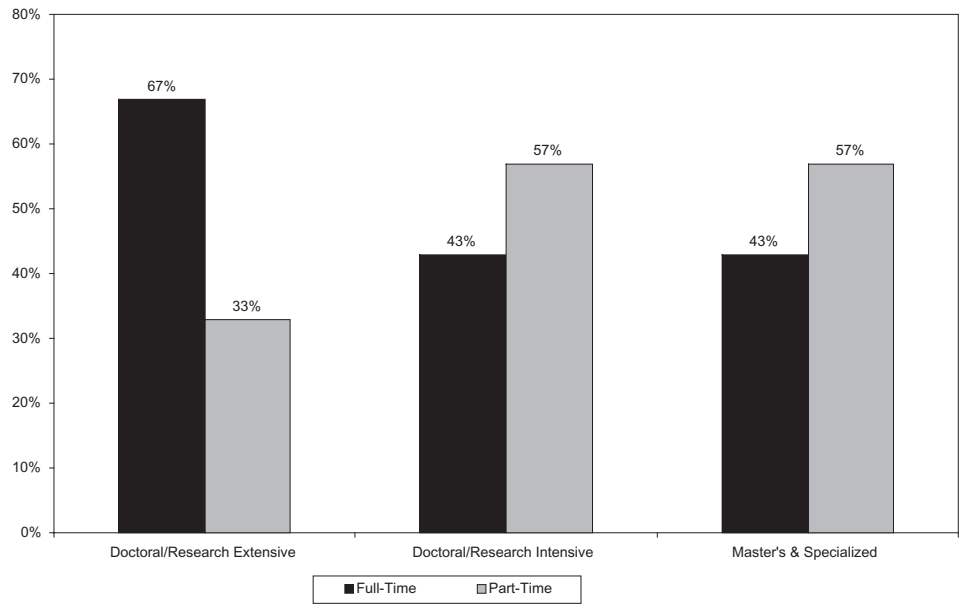
*Private includes for-profit (proprietary) and non-profit institutions.

**Institutions are divided into these categories based on the 2000 Carnegie Classification of Institutions of Higher Education.

*Doctoral/Research Extensive:* These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the doctorate. They award 50 or more doctoral degrees per year across at least 15 disciplines. *Doctoral/Research Intensive:* These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the doctorate. They award at least 10 doctoral degrees per year across three or more disciplines, or at least 20 doctoral degrees per year overall. *Masters & Specialized:* These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the master's degree.

*Source: CGS/GRE Survey of Graduate Enrollment.*

**Figure 1.1--Graduate Enrollment by Institution Type, Fall 2006**




- CGS member and affiliated graduate institutions enrolled nearly 1.6 million graduate students in the fall of 2006. About 59% of these students were women, and 54% of all students were enrolled full-time.

- Doctoral/Research Extensive institutions accounted for 44% of total graduate enrollment, followed by Master's & Specialized institutions (39%) and Doctoral/Research Intensive universities (16%).

- There were wide differences in the enrollment of students by gender and institutional type. About 43% of all women were enrolled at Master's & Specialized institutions, compared with only 33% of men. Conversely, 52% of all male graduate students were attending Doctoral/Research Extensive universities, versus 40% of females.

- Enrollment by attendance status (full-time versus part-time) also varied substantially by institutional type. At Master's & Specialized institutions, 57% of the graduate students attended on a part-time basis (see Figure 1.1). In contrast, at Doctoral/Research Extensive institutions, 67% were enrolled full-time.

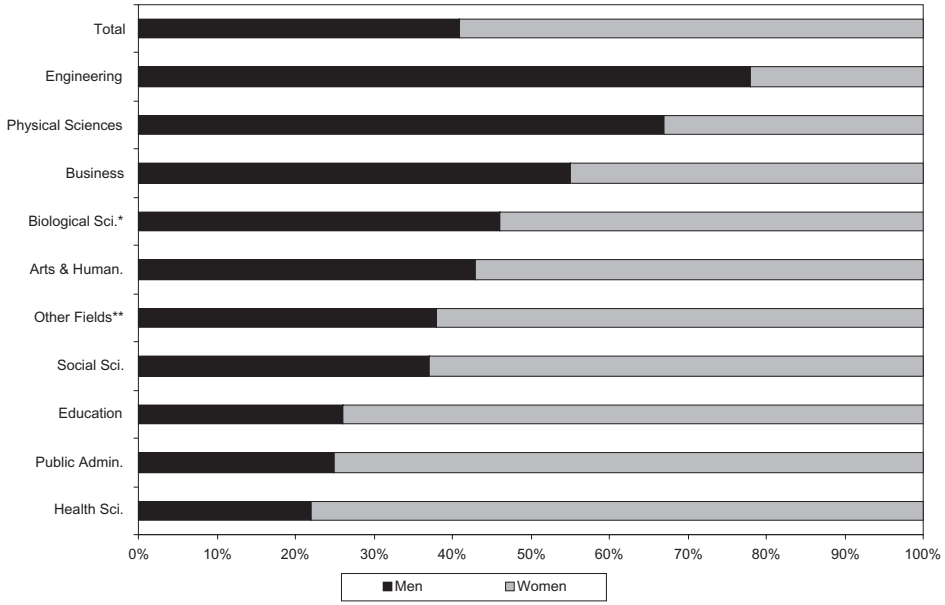
**Table 1.2**

# Graduate Enrollment by Field, Fall 2006

| Major Field | Total | Men | | Women | | Full-Time | | Part-Time | |
|---|---|---|---|---|---|---|---|---|---|
| **Total** | **1,589,562** | **652,939** | **41%** | **928,469** | **59%** | **850,054** | **54%** | **734,299** | **46%** |
| Biological Sciences* | 68,846 | 31,989 | 46% | 36,855 | 54% | 53,935 | 78% | 14,808 | 22% |
| Business | 220,682 | 121,919 | 55% | 98,136 | 45% | 121,015 | 55% | 99,071 | 45% |
| Education | 311,517 | 80,134 | 26% | 231,205 | 74% | 115,495 | 37% | 195,844 | 63% |
| Engineering | 104,495 | 81,077 | 78% | 23,257 | 22% | 72,731 | 70% | 31,751 | 30% |
| Health Sciences | 119,999 | 26,510 | 22% | 93,489 | 78% | 75,294 | 63% | 44,705 | 37% |
| Humanities & Arts | 101,379 | 43,285 | 43% | 58,052 | 57% | 68,333 | 67% | 33,004 | 33% |
| Physical Sciences | 101,586 | 68,384 | 67% | 33,066 | 33% | 71,479 | 70% | 30,009 | 30% |
| Public Administration and Services | 55,015 | 13,843 | 25% | 41,172 | 75% | 31,238 | 57% | 23,777 | 43% |
| Social Sciences | 117,129 | 43,786 | 37% | 73,339 | 63% | 76,584 | 65% | 40,541 | 35% |
| Other Fields** | 96,400 | 36,760 | 38% | 59,631 | 62% | 46,164 | 48% | 50,168 | 52% |

NOTE: Because not all institutions responded to all items, detail variables may not sum to total. Percentages by field are based on total of known gender or enrollment status.
*"Biological Sciences" includes agriculture.
**The category "Other Fields" includes architecture, communications, home economics, library science, and religion.
*Source: CGS/GRE Survey of Graduate Enrollment.*

**Figure 1.2--Graduate Enrollment by Gender and Field of Study, Fall 2006**




- The fields of education and business enrolled the largest shares of graduate students, accounting for 24% and 17%, respectively, of total fall 2006 graduate enrollment. These two fields, and public administration and services, also had the highest proportions of part-time students, as Table 1.2 shows.

- Graduate enrollment differed markedly by gender within the fields. In business, for example, 55% of the students were male, while 74% of those studying education were female.

- The traditionally male-dominated fields of engineering, physical sciences, and business collectively enrolled 50% of men, while the fields that traditionally enroll the highest shares of women (health sciences, public administration & services, and education) accounted for 49% of total female graduate enrollment.

- There were some minor differences in enrollment status by field of study. The biological and physical sciences and engineering fields had the highest shares of students enrolled full-time (each at 70% or higher), while the majority of students majoring in education were enrolled part-time.

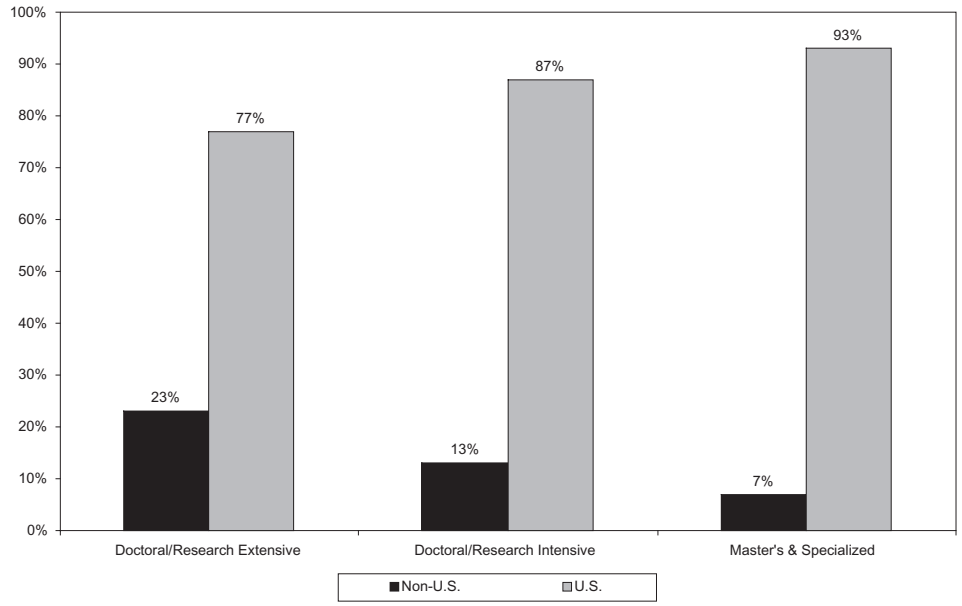
**Table 1.3**

# Fall 2006 Graduate Enrollment by Institution Type and Citizenship

| Institution Type | Total | U.S. Citizens and Permanent Residents | | Non-U.S. Citizen Temporary Residents | |
|---|---|---|---|---|---|
| **Total** | **1,589,562** | **1,216,211** | **84%** | **224,590** | **16%** |
| *Public* | 989,784 | 775,103 | 84% | 148,947 | 16% |
| *Private** | 599,778 | 441,108 | 85% | 75,643 | 15% |
| **Doctoral/Research Extensive**** | 713,233 | 510,549 | 77% | 155,568 | 23% |
| *Public* | 524,809 | 389,454 | 78% | 110,718 | 22% |
| *Private** | 188,424 | 121,095 | 73% | 44,850 | 27% |
| **Doctoral/Research Intensive**** | 249,861 | 203,282 | 87% | 29,632 | 13% |
| *Public* | 162,498 | 128,554 | 87% | 19,287 | 13% |
| *Private** | 87,363 | 74,728 | 88% | 10,345 | 12% |
| **Master's & Specialized**** | 626,468 | 502,380 | 93% | 39,390 | 7% |
| *Public* | 302,477 | 257,095 | 93% | 18,942 | 7% |
| *Private** | 323,991 | 245,285 | 92% | 20,448 | 8% |

NOTE: Because not all institutions responded to all items, detail variables may not sum to total. Percentages are based on total of known citizenship.
*Private includes for-profit (proprietary) and non-profit institutions.
**See Table 1.1 for definitions of institution type categories.
*Source: CGS/GRE Survey of Graduate Enrollment.*

**Figure 1.3--Graduate Enrollment by Institution Type and Citizenship, Fall 2006**




- In the fall of 2006, the 224,590 non-U.S. citizens enrolled in CGS member and affiliated institutions accounted for 16% of total graduate enrollment. Public and private institutions had nearly identical percentages of international students.

- More than two-thirds of all international graduate students were enrolled at Doctoral/Research Extensive institutions. International students accounted for 23% of total graduate enrollment on those campuses, versus 13% at Doctoral/Research Intensive universities and 7% at Master's & Specialized institutions.

- International students accounted for 27% of the total graduate enrollment at private Doctoral/Research Extensive universities. In contrast, just 8% of those who attended private Master's & Specialized institutions were non-U.S. citizens.

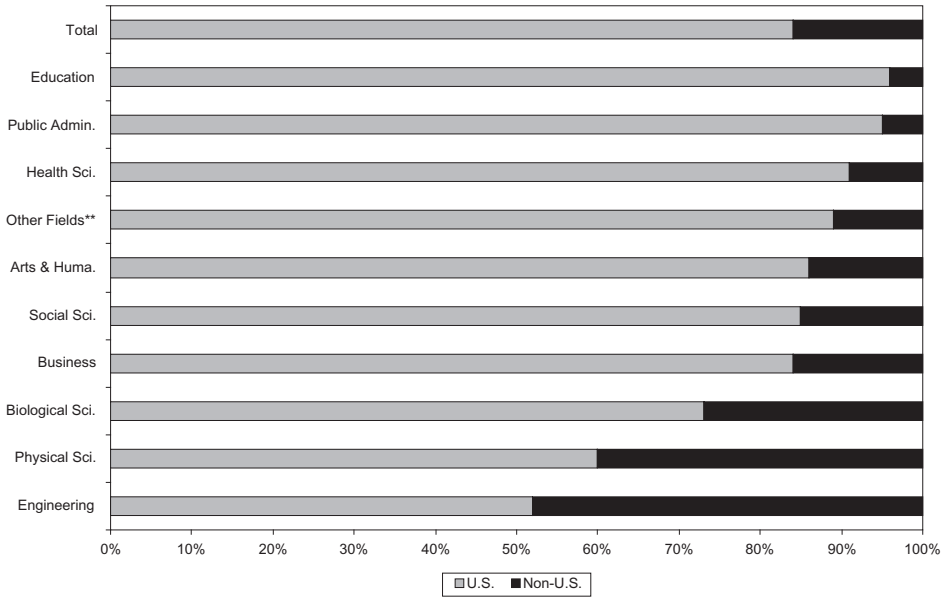
Table 1.4

# Fall 2006 Graduate Enrollment by Field and Citizenship

| Major Field | Total | U.S. Citizens and Permanent Residents | | Non-U.S. Citizen Temporary Residents | |
|---|---|---|---|---|---|
| **Total** | **1,584,622** | **1,216,211** | **84%** | **224,590** | **16%** |
| Biological Sciences* | 72,983 | 48,010 | 73% | 17,493 | 27% |
| Business | 237,230 | 161,833 | 84% | 29,834 | 16% |
| Education | 352,887 | 278,009 | 96% | 11,020 | 4% |
| Engineering | 104,495 | 50,948 | 52% | 47,700 | 48% |
| Health Sciences | 124,136 | 99,649 | 91% | 9,683 | 9% |
| Humanities & Arts | 130,338 | 78,892 | 86% | 13,034 | 14% |
| Physical Sciences | 126,408 | 57,138 | 60% | 38,351 | 40% |
| Public Administration and Services | 59,152 | 47,701 | 95% | 2,360 | 5% |
| Social Sciences | 141,951 | 91,040 | 85% | 16,420 | 15% |
| Other Fields** | 117,085 | 79,147 | 89% | 9,533 | 11% |

NOTE: Because not all institutions responded to all items, detail variables may not sum to total. Percentages by field are based on total of known citizenship.
*"Biological Sciences" includes agriculture.
**The category "Other Fields" includes architecture, communications, home economics, library science, and religion.
*Source: CGS/GRE Survey of Graduate Enrollment.*

**Figure 1.4--Fall 2006 Graduate Enrollment by Field and Citizenship**




- Enrollment rates of international and domestic graduate students varied greatly by field of study. For example, international students accounted for 48% of the total enrollment in engineering, compared with just 4% in education.

- Biological sciences, engineering, and physical sciences collectively represented 53% of total non-U.S. citizen graduate enrollment. Only 16% of U.S. citizens were enrolled in these disciplines.

- The largest fields for U.S. citizens—education, business, and health sciences— accounted for 54% of their total graduate enrollment. Just 26% of international students were enrolled in these subject areas.

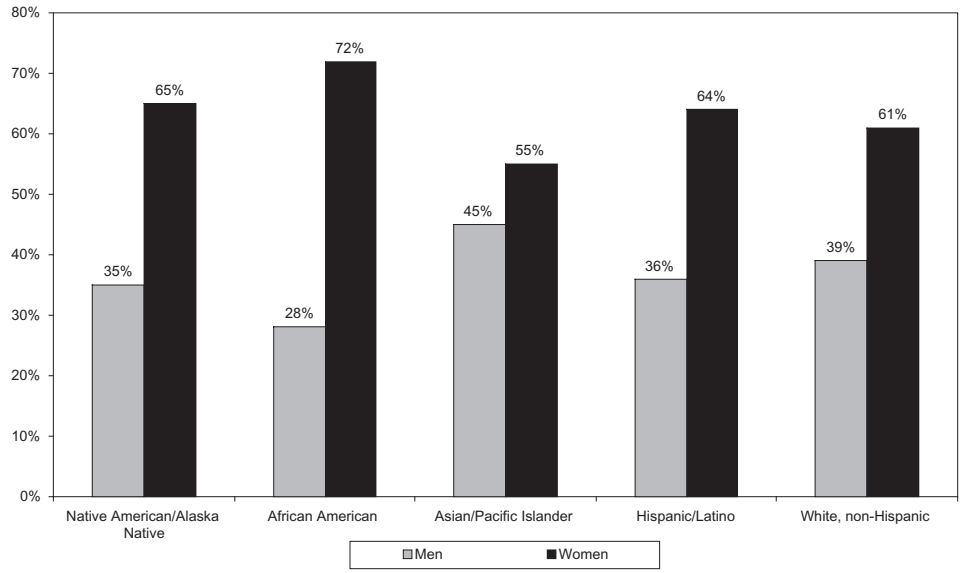
Table 1.5

# U.S. Graduate Enrollment by Racial/Ethnic Group, Fall 2006

| Ethnic Group | Total | | Men | | Women | |
|---|---|---|---|---|---|---|
| **Total U.S. Citizens and Permanent Residents** | **1,227,352** | **100%** | **460,495** | **100%** | **755,716** | **100%** |
| Native American/Alaska Native | 9,197 | 1% | 3,184 | 1% | 5,886 | 1% |
| African American | 155,230 | 13% | 42,931 | 13% | 111,829 | 15% |
| Asian/Pacific Islander | 75,820 | 6% | 34,397 | 6% | 41,011 | 5% |
| Hispanic/Latino | 96,570 | 8% | 34,827 | 8% | 61,127 | 8% |
| White, non-Hispanic | 890,535 | 72% | 345,156 | 73% | 535,863 | 71% |

NOTE: Because not all institutions responded to all items, detail variables may not sum to total.
Percentages by gender are based on total of U.S. citizens and permanent residents.
*Source: CGS/GRE Survey of Graduate Enrollment.*

**Figure 1.5--Graduate Enrollment by Gender and Race/Ethnicity (U.S. Citizens and Permanent Residents Only), Fall 2006**




- About 28% of all U.S. citizen and permanent resident graduate students were members of racial/ethnic minority groups. African Americans, the largest minority group, accounted for 13% of total enrollment, followed by Latinos (8%) and Asian/Pacific Islanders (6%).

- Women accounted for the majority of enrollees among all racial/ethnic groups, particularly minorities. Nearly three-quarters of all African American graduate students were women; women also represented 65% of Native American/Alaska Native and 64% of Latino enrollment.

- Collectively, women represented 65% of total racial/ethnic minority graduate students (compared with 61% of non-Hispanic Whites).

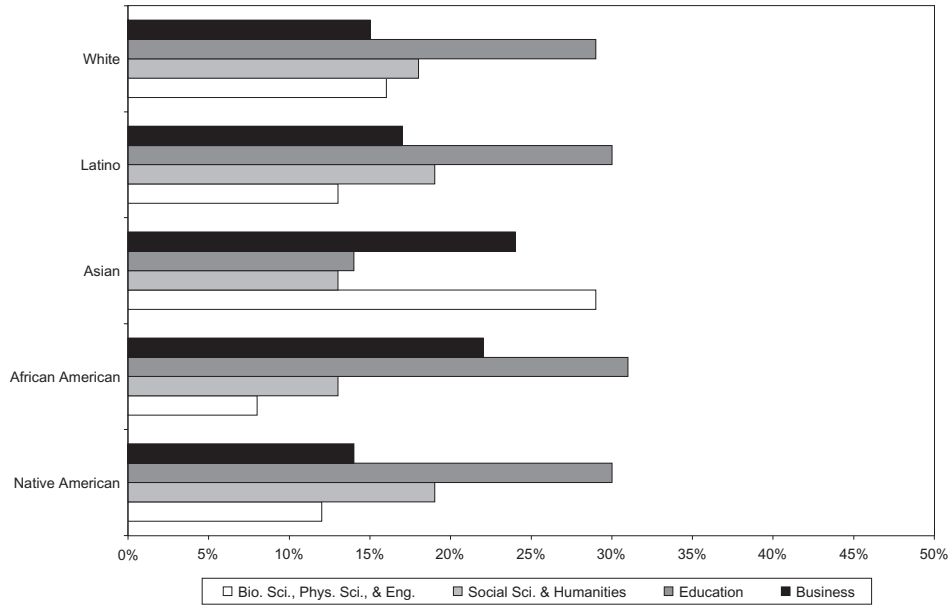
Table 1.6

# Graduate Enrollment by Racial/Ethnic Group and Field of Study, Fall 2006
## (U.S. Citizens and Permanent Residents Only)

| Major Field | Native American/ Alaska Native | | African American | | Asian/Pacific Islander | | Hispanic/ Latino | | White, Non-Hispanic | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Total** | **9,197** | **100%** | **155,230** | **100%** | **75,820** | **100%** | **96,570** | **100%** | **890,535** | **100%** |
| Biological Sciences* | 360 | 5% | 2,596 | 2% | 4,179 | 7% | 2,916 | 4% | 38,335 | 5% |
| Business | 1,037 | 14% | 25,003 | 22% | 15,153 | 24% | 12,891 | 17% | 108,068 | 15% |
| Education | 2,254 | 30% | 34,978 | 31% | 8,536 | 14% | 22,734 | 30% | 211,215 | 29% |
| Engineering | 245 | 3% | 3,072 | 3% | 7,786 | 12% | 3,382 | 4% | 36,575 | 5% |
| Health Sciences | 693 | 9% | 10,530 | 9% | 7,208 | 11% | 5,454 | 7% | 76,538 | 10% |
| Humanities and Arts | 560 | 7% | 4,209 | 4% | 3,379 | 5% | 6,379 | 8% | 64,829 | 9% |
| Physical Sciences | 324 | 4% | 3,336 | 3% | 6,198 | 10% | 3,471 | 5% | 44,071 | 6% |
| Public Administration and Services | 538 | 7% | 8,986 | 8% | 1,828 | 3% | 4,604 | 6% | 31,849 | 4% |
| Social Sciences | 893 | 12% | 10,381 | 9% | 5,034 | 8% | 8,536 | 11% | 66,501 | 9% |
| Other Fields** | 610 | 8% | 9,104 | 8% | 3,532 | 6% | 5,539 | 7% | 60,663 | 8% |

NOTE: Because not all institutions responded to all items, detail variables may not sum to total. Percentages by ethnicity are based on total of known field.
*"Biological Sciences" includes agriculture.
**The category "Other Fields" includes architecture, communications, home economics, library science, and religion.
*Source: CGS/GRE Survey of Graduate Enrollment.*

**Figure 1.6--Graduate Enrollment by Field of Study and Race/Ethnicity, Fall 2006**




- The two largest disciplines of study for minority students were education and business. About 53% of African American graduate students, 47% of Latinos, and 44% of Native Americans were enrolled in these two fields (44% of White students were enrolled in these fields as well). Education accounted for the largest share of the enrollment for all racial/ethnic groups except Asians.

- Business was among the most popular fields for members of all U.S. ethnic groups. Roughly 24% of Asian Americans, 22% of African Americans, 17% of Hispanics/Latinos, and 15% of non-Hispanic Whites were seeking degrees in business-related programs.

- Engineering, physical sciences, and biological sciences accounted for very low shares of under-represented minorities. Only 8% of African Americans, 12% of Native Americans, and 13% of Latinos were enrolled in these fields (compared with 16% of non-Hispanic Whites). Conversely, 29% of Asian Americans were enrolled in these three disciplines.

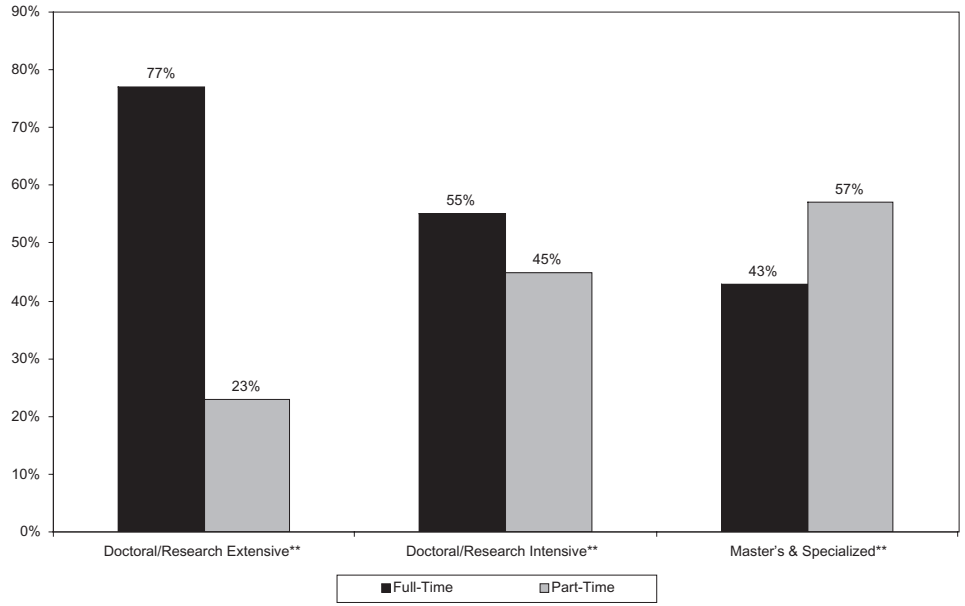
**Table 1.7**

# Profile of Fall 2006 First-Time Graduate Enrollment

| Institution Type | Total | Men | | Women | | Full-Time | | Part-Time | |
|---|---|---|---|---|---|---|---|---|---|
| **Total** | **366,227** | **152,089** | **42%** | **212,703** | **58%** | **225,806** | **62%** | **138,585** | **38%** |
| *Public* | 235,494 | 98,749 | 42% | 135,492 | 58% | 150,119 | 64% | 83,612 | 36% |
| *Private** | 130,733 | 53,340 | 41% | 77,211 | 59% | 75,687 | 58% | 54,973 | 42% |
| **Doctoral/Research Extensive**** | **180,286** | **85,349** | **47%** | **94,937** | **53%** | **139,036** | **77%** | **40,785** | **23%** |
| *Public* | 131,120 | 61,411 | 47% | 69,709 | 53% | 100,034 | 77% | 30,621 | 23% |
| *Private** | 49,166 | 23,938 | 49% | 25,228 | 51% | 39,002 | 79% | 10,164 | 21% |
| **Doctoral/Research Intensive**** | **58,741** | **22,977** | **40%** | **34,597** | **60%** | **31,898** | **55%** | **25,676** | **45%** |
| *Public* | 40,527 | 15,356 | 39% | 24,004 | 61% | 21,481 | 55% | 17,879 | 45% |
| *Private** | 18,214 | 7,621 | 42% | 10,593 | 58% | 10,417 | 57% | 7,797 | 43% |
| **Master's & Specialized**** | **127,200** | **43,763** | **34%** | **83,169** | **66%** | **63,716** | **50%** | **63,280** | **50%** |
| *Public* | 63,847 | 21,982 | 34% | 41,779 | 66% | 28,604 | 52% | 26,268 | 48% |
| *Private** | 63,353 | 21,781 | 34% | 41,390 | 66% | 35,112 | 49% | 37,012 | 51% |

NOTE: Because not all institutions responded to all items, detail variables may not sum to total. Percentages are based on total of known gender or enrollment status.
*Private includes for-profit (proprietary) and non-profit institutions.
**See Table 1.1 for definitions of institution type categories.
*Source: CGS/GRE Survey of Graduate Enrollment.*

**Figure 1.7--First-Time Graduate Enrollment, by Institution Type and Attendance Status, Fall 2006**




- In the fall of 2006, first-time attendees represented 23% of total graduate enrollment. Public colleges and universities enrolled 64% of the first-time attendees, slightly higher than the 62% of total enrollment.

- Doctoral/Research Extensive universities enrolled the highest percentage of first-time students (49%), followed by Master's & Specialized institutions (35%) and Doctoral/Research Intensive universities (16%).

- There were major differences between first-time men and women in terms of the types of institutions they attended. Roughly 66% of the first-time students enrolled at Master's & Specialized institutions were women, while 47% of the first-time enrollees at Research/Doctoral Extensive universities were men.

- Collectively, almost 40% of the first-time female graduate students attended Master's & Specialized institutions, compared with 29% of males. On the other hand, 56% of the first-time male students were attending Doctoral/Research Extensive universities.

- Roughly 77% of first-time students at Doctoral/Research Extensive universities were enrolled full-time, compared with 55% at Doctoral/Research Intensive institutions and 50% at Master's & Specialized schools.

**Table 1.8**

# Profile of Fall 2006 First-Time Graduate Enrollment by Major Field of Study, Gender, and Attendance Status

| Major Field | Total | Men | | Women | | Full-Time | | Part-Time | |
|---|---|---|---|---|---|---|---|---|---|
| **Total** | **366,227** | **152,089** | **42%** | **212,703** | **58%** | **225,806** | **62%** | **138,585** | **38%** |
| Biological Sciences* | 15,223 | 6,764 | 44% | 8,452 | 56% | 12,891 | 85% | 2,305 | 15% |
| Business | 52,069 | 30,348 | 58% | 21,563 | 42% | 30,384 | 59% | 21,527 | 41% |
| Education | 68,084 | 17,603 | 26% | 49,998 | 74% | 29,446 | 44% | 38,174 | 56% |
| Engineering | 27,969 | 21,480 | 77% | 6,435 | 23% | 22,478 | 81% | 5,437 | 19% |
| Health Sciences | 32,005 | 7,110 | 22% | 24,755 | 78% | 20,921 | 66% | 10,944 | 34% |
| Humanities & Arts | 26,608 | 11,165 | 42% | 15,115 | 58% | 20,602 | 78% | 5,912 | 22% |
| Physical Sciences | 24,599 | 16,199 | 66% | 8,331 | 34% | 19,156 | 78% | 5,374 | 22% |
| Public Administration and Services | 18,299 | 4,346 | 24% | 13,868 | 76% | 12,053 | 66% | 6,161 | 34% |
| Social Sciences | 30,195 | 11,347 | 38% | 18,787 | 62% | 23,016 | 76% | 7,118 | 24% |
| Other Fields** | 29,955 | 11,600 | 28% | 29,955 | 72% | 17,387 | 58% | 12,519 | 42% |

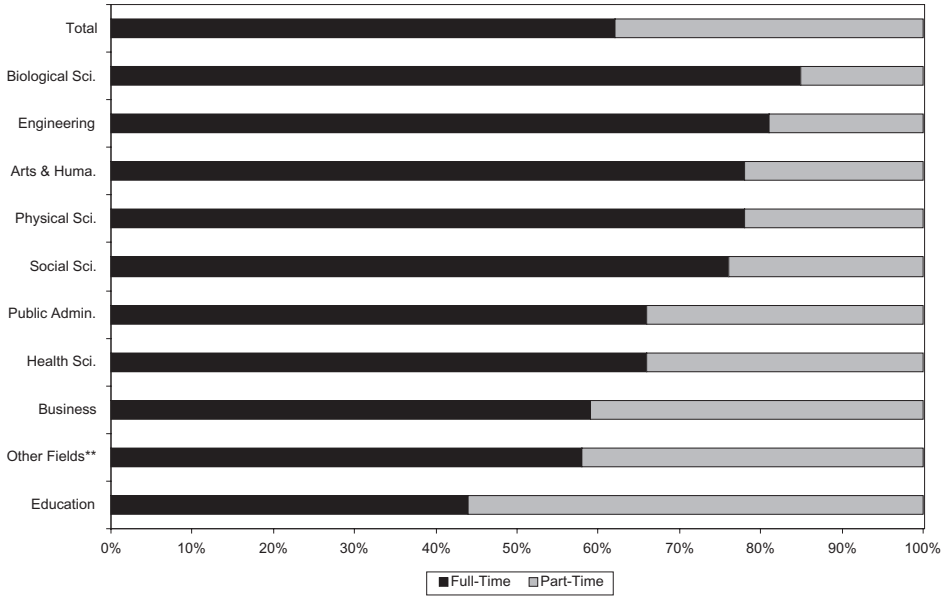
NOTE: Because not all institutions responded to all items, detail variables may not sum to total. Percentages by field are based on total of known gender or enrollment status.

*"Biological Sciences" includes agriculture.

**The category "Other Fields" includes architecture, communications, home economics, library science, and religion.

*Source: CGS/GRE Survey of Graduate Enrollment.*

**Figure 1.8--First-Time Graduate Enrollment by Field of Study and Attendance Status, Fall 2006**




- Enrollment rates by field of study for first-time students were similar to those for all students (see Table 1.2). Education (21%), business (16%), and health sciences (10%) were the fields with the largest shares of first-time student enrollment. Biological sciences, engineering, and physical sciences collectively accounted for less than 21% of total first-time enrollment.

- Women constituted the overwhelming majority (70% or more) of the enrollment in education, health sciences, public administration & services, education, and "other fields." These disciplines represented 60% of the total first-time female graduate enrollment.

- Men were the majority of first-time students in engineering, business, and physical sciences. These fields accounted for 49% of total male first-time enrollees.

- The biological sciences had the highest share of first-time students who were enrolled full-time (85%), followed by engineering (81%), physical sciences (78%), and humanities & arts (78%). In contrast, just 44% of the first-time students in education were enrolled full-time.

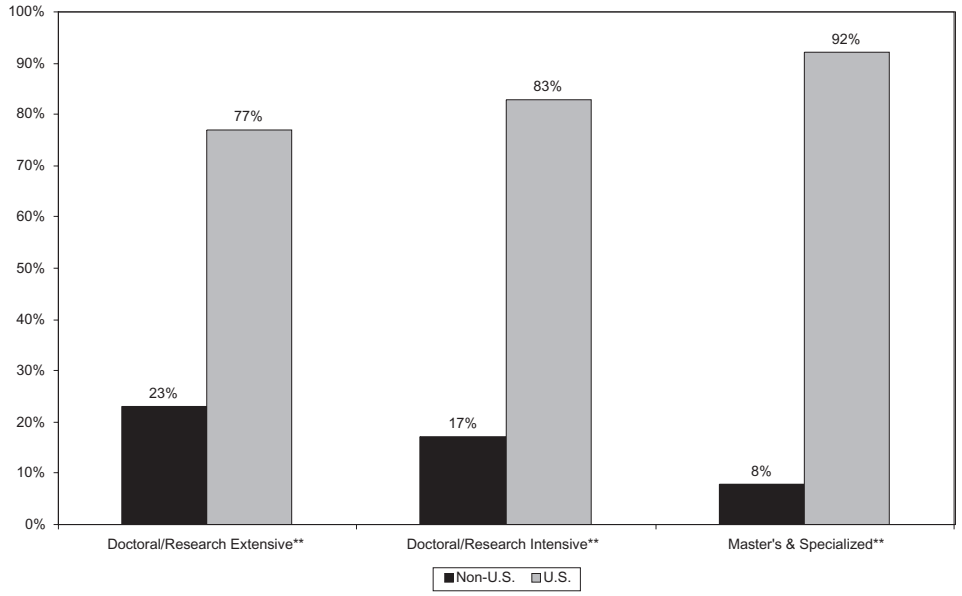
**Table 1.9**

# Fall 2006 First-Time Graduate Enrollment by Institution Type and Citizenship

| Institution Type | Total | U.S. Citizens and Permanent Residents | | Non-U.S. Citizen Temporary Residents | |
|---|---|---|---|---|---|
| **Total** | **366,227** | **276,740** | **83%** | **57,101** | **17%** |
| *Public* | 235,494 | 182,733 | 83% | 38,304 | 17% |
| *Private** | 130,733 | 94,007 | 83% | 18,797 | 17% |
| **Doctoral/Research Extensive*** | 180,286 | 127,121 | 77% | 38,976 | 23% |
| *Public* | 131,120 | 96,555 | 78% | 27,173 | 22% |
| *Private** | 49,166 | 30,566 | 72% | 11,803 | 28% |
| **Doctoral/Research Intensive*** | 58,741 | 44,459 | 83% | 8,992 | 17% |
| *Public* | 40,527 | 31,137 | 84% | 5,943 | 16% |
| *Private** | 18,214 | 13,322 | 81% | 3,049 | 19% |
| **Master's & Specialized**** | 127,200 | 105,160 | 92% | 9,133 | 8% |
| *Public* | 63,847 | 55,041 | 91% | 5,188 | 9% |
| *Private** | 63,353 | 50,119 | 93% | 3,945 | 7% |

NOTE: Because not all institutions responded to all items, detail variables may not sum to total. Percentages are based on total of known citizenship.
*Private includes for-profit (proprietary) and non-profit institutions.
**See Table 1.1 for definitions of institution type categories.
*Source: CGS/GRE Survey of Graduate Enrollment.*

**Figure 1.9--Full-Time Graduate Enrollment by Institution Type and Citizenship, Fall 2006**




- Roughly 17% of the first-time attendees at the responding institutions were international students, approximately equal to the share of all graduate students who were non-U.S. citizens (see Table 1.3).

- There were substantial differences in the types of institutions attended by domestic and international first-time graduate students. While about two-thirds of first-time non-citizens were enrolled at Doctoral/Research Extensive institutions, just 46% of first-time U.S. citizens attended these universities. About 23% of all first-time graduate students at these universities were non-citizens.

- Roughly 38% of first-time U.S. citizen students attended Master's & Specialized colleges and universities. In contrast, just 16% of international students attended these institutions. More than 90% of the first-time students at Master's & Specialized graduate schools were U.S. citizens.

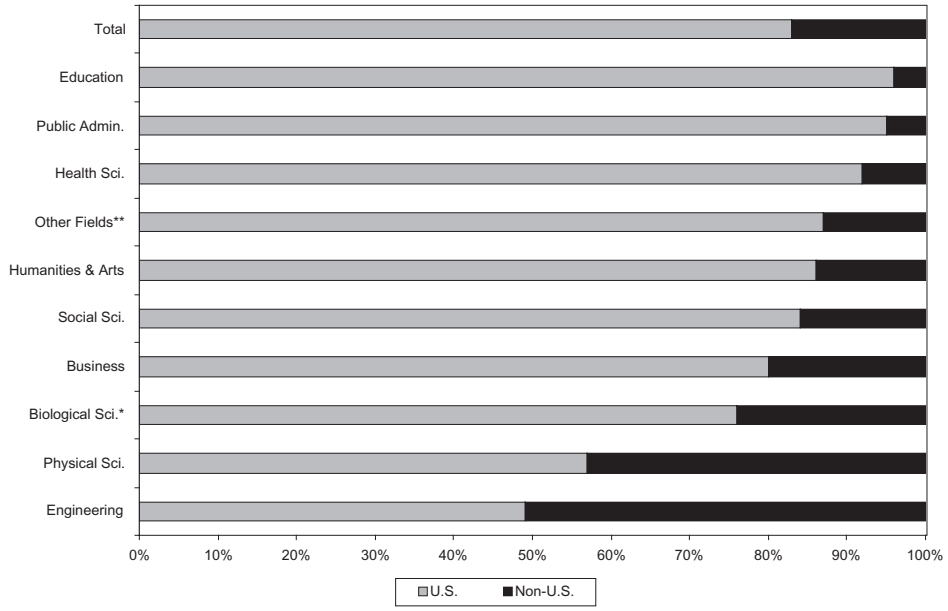
Table 1.10

# Fall 2006 First-Time Graduate Enrollment by Field and Citizenship

| Major Field | Total | U.S. Citizens and Permanent Residents | | Non-U.S. Citizen Temporary Residents | |
|---|---|---|---|---|---|
| **Total** | **366,227** | **276,740** | **83%** | **57,101** | **17%** |
| Biological Sciences* | 14,345 | 10,893 | 76% | 3,452 | 24% |
| Business | 46,796 | 37,204 | 80% | 9,592 | 20% |
| Education | 62,794 | 60,229 | 96% | 2,565 | 4% |
| Engineering | 26,306 | 12,871 | 49% | 13,435 | 51% |
| Health Sciences | 29,503 | 27,214 | 92% | 2,289 | 8% |
| Humanities & Arts | 23,661 | 20,371 | 86% | 3,290 | 14% |
| Physical Sciences | 23,020 | 13,204 | 57% | 9,816 | 43% |
| Public Administration and Services | 16,579 | 15,674 | 95% | 905 | 5% |
| Social Sciences | 27,300 | 23,032 | 84% | 4,268 | 16% |
| Other Fields** | 27,259 | 23,748 | 87% | 3,511 | 13% |

NOTE: Because not all institutions responded to all items, detail variables may not sum to total. Percentages by field are based on total of known citizenship.
*"Biological Sciences" includes agriculture.
**The category "Other Fields" includes architecture, communications, home economics, library science, and religion.
*Source: CGS/GRE Survey of Graduate Enrollment.*

**Figure 1.10--First-Time Graduate Enrollment by Field and Citizenship, Fall 2006**




- Similar to total enrollment, the most popular fields of study for international first-time graduate students were biological sciences, engineering, and physical sciences. These fields accounted for about one-half of the total first-time non-U.S. citizen enrollment in fall 2006, compared with just 15% of first-time U.S. citizens.

- More than half the total first-time enrollment in engineering, and 43% in physical sciences, were international students. On the other hand, non-U.S. citizens accounted for fewer than 10% of the enrollment in education, health sciences, and public administration & services.

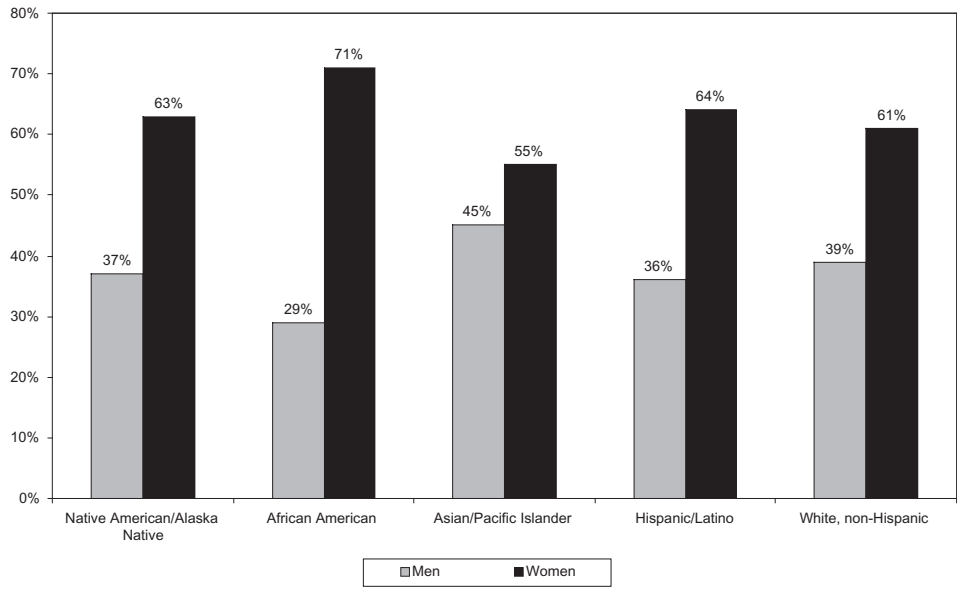
Table 1.11

# U.S. First-Time Graduate Enrollment by Racial/Ethnic Group, Fall 2006

| Ethnic Group | Total | Men | | Women | |
|---|---|---|---|---|---|
| **Total U.S. Citizens and Permanent Residents** | **276,740** | **105,157** | **100%** | **171,583** | **100%** |
| Native American/Alaska Native | 1,987 | 742 | 1% | 1,245 | 1% |
| African American | 29,598 | 8,600 | 11% | 20,998 | 12% |
| Asian/Pacific Islander | 18,591 | 8,446 | 7% | 10,145 | 6% |
| Hispanic/Latino | 23,507 | 8,372 | 8% | 15,135 | 9% |
| White, non-Hispanic | 203,057 | 78,997 | 73% | 124,060 | 72% |

NOTE: Because not all institutions responded to all items, detail variables may not sum to total. Percentages by gender are based on total of U.S. citizens and permanent residents.
*Source: CGS/GRE Survey of Graduate Enrollment.*

**Figure 1.11--First-Time Graduate Enrollment by Race/Ethnicity and Gender, Fall 2006 (U.S. Citizens and Permanent Residents Only)**




- First-time enrollment of racial/ethnic minorities follows similar patterns as those seen for total enrollment (see Table 1.5). About 27% of the first-time graduate students were members of racial/ethnic minority groups.

- Women accounted for 62% of total first-time attendance. Among racial/ethnic minority groups, women represented 64% of first-time enrollment, compared with 61% of non-Hispanic Whites.

- About 71% of African American first-time students were women, compared with 64% of Latinos and 55% of Asian/Pacific Islanders.

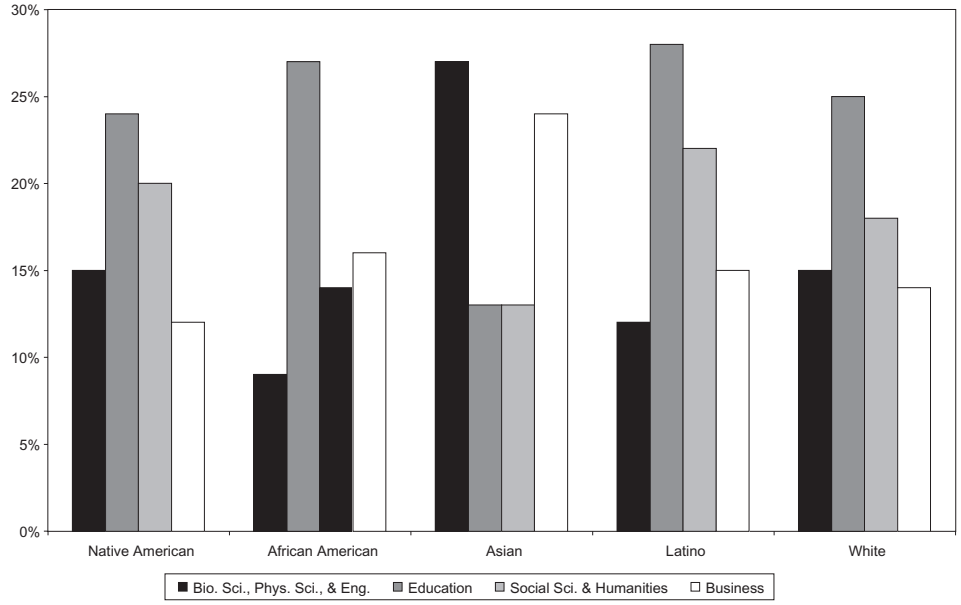
Table 1.12

# Fall 2006 First-Time Graduate Enrollment by Field and Race/Ethnicity (U.S. Citizens and Permanent Residents Only)

| Major Field | Native American/ Alaska Native | | African American | | Asian/Pacific Islander | | Hispanic/ Latino | | White, Non-Hispanic | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Total** | **1,993** | **100%** | **29,763** | **100%** | **18,730** | **100%** | **23,607** | **100%** | **205,179** | **100%** |
| Biological Sciences* | 94 | 6% | 630 | 3% | 1,061 | 6% | 650 | 3% | 8,542 | 5% |
| Business | 198 | 12% | 3,810 | 16% | 3,973 | 24% | 3,179 | 15% | 26,064 | 14% |
| Education | 411 | 24% | 6,419 | 27% | 2,179 | 13% | 5,775 | 28% | 45,588 | 25% |
| Engineering | 74 | 4% | 807 | 3% | 2,095 | 12% | 855 | 4% | 9,053 | 5% |
| Health Sciences | 161 | 9% | 2,503 | 10% | 2,092 | 12% | 1,376 | 7% | 21,116 | 12% |
| Humanities and Arts | 154 | 9% | 1,064 | 4% | 884 | 5% | 1,853 | 9% | 16,443 | 9% |
| Physical Sciences | 92 | 5% | 766 | 3% | 1,453 | 9% | 1,040 | 5% | 9,875 | 5% |
| Public Administration and Services | 171 | 10% | 2,723 | 11% | 664 | 4% | 1,448 | 7% | 10,704 | 6% |
| Social Sciences | 187 | 11% | 2,341 | 10% | 1,342 | 8% | 2,668 | 13% | 16,503 | 9% |
| Other Fields** | 164 | 10% | 2,810 | 12% | 1,154 | 7% | 1,764 | 9% | 17,867 | 10% |

NOTE: Because not all institutions responded to all items, detail variables may not sum to total. Percentages by ethnicity are based on total of known field.
*"Biological Sciences" includes agriculture.
**The category "Other Fields" includes architecture, communications, home economics, library science, and religion.
*Source: CGS/GRE Survey of Graduate Enrollment.*

**Figure 1.12--First-Time Graduate Enrollment, by Field and Race/Ethnicity, Fall 2006 (U.S. Citizens and Permanent Residents Only)**




- Enrollment by field patterns for the first-time racial/ethnic minority graduate students mirror those shown for total enrollment (see Table 1.6). About 9% of African American, 12% of Latino, and 15% of Native American first-time students were enrolled in biological sciences, engineering, and physical sciences. In contrast, 27% of Asian/Pacific Islander Americans were majoring in these fields.

- Education was the largest field of study for all U.S. racial/ethnic first-time attendees except Asian/Pacific Islanders. Only 13% of Asian/Pacific Islanders were majoring in education-related programs, compared with about one quarter of Native Americans, African Americans, non-Hispanic Whites, and Hispanics/Latinos.

- The largest field of study for Asian Americans was business (24%). In contrast, just 16% of African Americans, 14% of Whites, and 15% of Latinos were in this field.

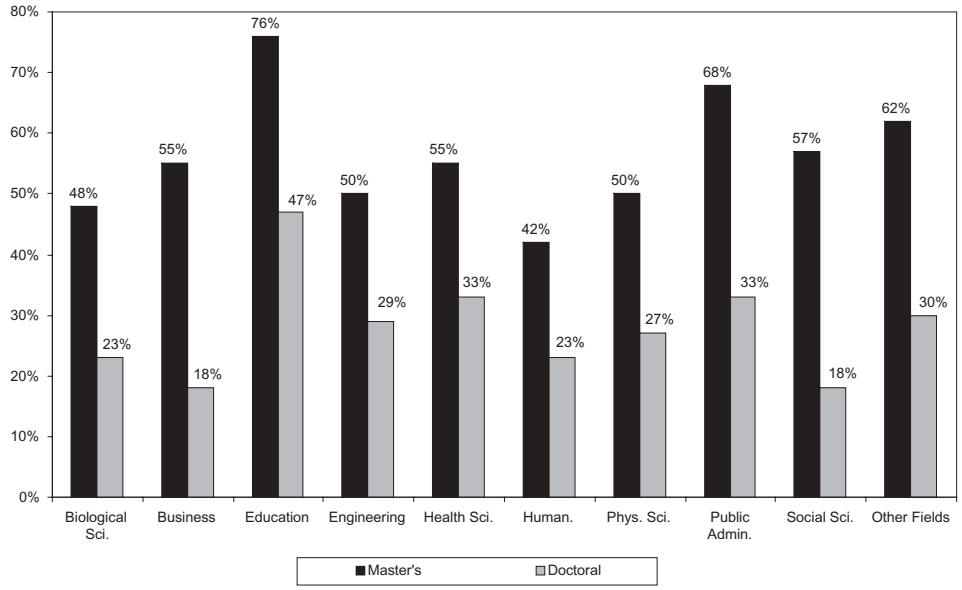
Table 1.13

# Graduate Applications by Field, Fall 2006

| Major Field | Total Master's Applications | Accepted Applications | | Total Doctoral Applications | Accepted Applications | | Total Applications | Accepted Applications | |
|---|---|---|---|---|---|---|---|---|---|
| **Total** | **830,282** | **479,540** | **58%** | **438,690** | **110,660** | **25%** | **1,268,972** | **590,200** | **46%** |
| Biological Sciences* | 27,647 | 13,303 | 48% | 55,224 | 12,625 | 23% | 82,871 | 25,928 | 31% |
| Business | 140,874 | 77,152 | 55% | 15,705 | 2,849 | 18% | 156,579 | 80,001 | 51% |
| Education | 116,481 | 88,504 | 76% | 20,395 | 9,632 | 47% | 136,876 | 98,136 | 72% |
| Engineering | 94,969 | 47,155 | 50% | 67,312 | 19,753 | 29% | 162,281 | 66,908 | 41% |
| Health Sciences | 67,843 | 37,169 | 55% | 25,168 | 8,212 | 33% | 93,011 | 45,381 | 49% |
| Humanities & Arts | 78,377 | 32,879 | 42% | 54,194 | 12,476 | 23% | 132,571 | 45,355 | 34% |
| Physical Sciences | 58,605 | 29,682 | 51% | 81,523 | 22,077 | 27% | 140,128 | 51,759 | 37% |
| Public Administration and Services | 38,515 | 26,448 | 69% | 3,051 | 1,007 | 33% | 41,566 | 27,455 | 66% |
| Social Sciences | 68,558 | 39,064 | 57% | 93,867 | 16,868 | 18% | 162,425 | 55,932 | 34% |
| Other Fields** | 70,183 | 43,442 | 62% | 14,106 | 4,167 | 29% | 84,289 | 47,609 | 56% |

NOTE: Because not all institutions responded to all items, detail variables may not sum to total. Percentages are based on total of known acceptance status.
*"Biological Sciences" includes agriculture.
**The category "Other Fields" includes architecture, communications, home economics, library sciences, and religion.
*Source: CGS/GRE Survey of Graduate Enrollment.*

**Figure 1.13--Percentage of Master's and Doctoral Applications Accepted for Admission, by Major Field of Study, Fall 2006**




- Of the 1.26 million applications for admission to graduate study received by responding institutions in fall 2006, roughly 830,000 (65%) were for admission to master's degree programs. Business, education, and engineering were the most popular fields among master's programs—collectively, these three programs accounted for 46% of the total master's program applications.

- The three largest fields of study for applications to doctoral programs were social sciences (22%), physical sciences (19%), and engineering (16%).

- Only 46% of the total applications were offered admission. However, acceptance rates varied by degree program and field of study. Approximately 58% of master's applications were accepted, compared with only 25% of those for doctoral study. Within the fields of study, there was a wide range of acceptance rates. Rates of acceptance ranged from a low of 18% for doctoral programs in business and social sciences to a high of 76% for master's programs in education.

- Collectively, biological sciences, physical sciences, and engineering master's programs had a 50% acceptance rate, while doctoral programs reported a 27% rate of acceptance.

- Several factors may influence the differences in acceptance rates by program. Education and public administration & service, for example, are often seen as part of the service mission of universities and therefore tend to have higher acceptance rates.

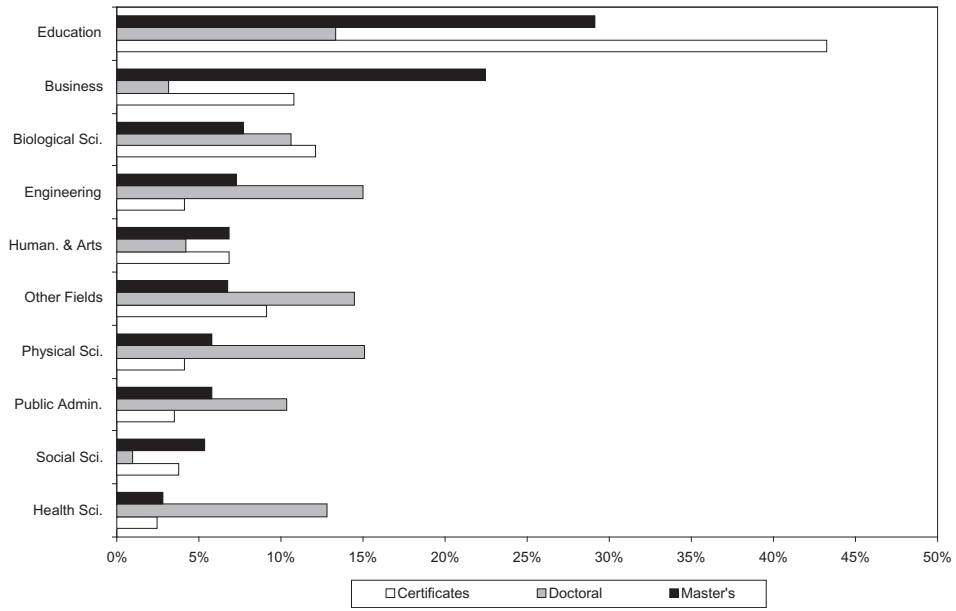
Table 1.14

# Graduate Degrees Awarded by Field, 2005-2006

| Major Field | Master's | | Doctoral | | Certificate | |
|---|---|---|---|---|---|---|
| **Total** | **451,375** | **100%** | **50,669** | **100%** | **15,199** | **100%** |
| Biological Sciences* | 10,485 | 3% | 5,833 | 13% | 273 | 2% |
| Business | 83,941 | 22% | 1,429 | 3% | 1,205 | 11% |
| Education | 110,141 | 29% | 6,063 | 13% | 4,906 | 44% |
| Engineering | 27,270 | 7% | 6,803 | 15% | 455 | 4% |
| Health Sciences | 29,113 | 8% | 4,914 | 11% | 1,350 | 12% |
| Humanities & Arts | 22,006 | 6% | 4,713 | 10% | 427 | 4% |
| Physical Sciences | 21,865 | 6% | 6,852 | 15% | 471 | 4% |
| Public Administration and Services | 20,037 | 5% | 433 | 1% | 419 | 4% |
| Social Sciences | 25,441 | 7% | 6,594 | 14% | 1,011 | 9% |
| Other Fields** | 25,653 | 7% | 1,930 | 4% | 757 | 7% |

NOTE: Because not all institutions responded to all items, detail variables may not sum to total.
*"Biological Sciences" includes agriculture.
**The category "Other Fields" includes architecture, communications, home economics, library science, and religion.
*Source: CGS/GRE Survey of Graduate Enrollment.*

**Figure 1.14--Graduate Degrees Awarded by Field, 2005-2006**




- In 2005-2006, responding institutions conferred almost 520,000 degrees and certificates. More than 87% of these awards were master's, 10% were doctorates, and 3% were post-baccalaureate and post-master's certificates.

- The two largest fields of enrollment—education and business—also represented the largest fields in terms of numbers of master's degrees. They represented 29% and 22% of the total awards granted, respectively. Science and engineering programs accounted for 16% of master's awards.

- However, business and education represented just 3% and 13% of total doctorates. Science and engineering programs accounted for 43% of doctoral awards.

- There were vast differences in the proportion of master's and doctoral awards granted by field. In education, for instance, roughly 91% of the total awards granted were master's degrees, and only 5% were doctorates. In engineering, on the other hand, master's accounted for 78% of total awards and doctorates represented 20%.

- About 44% of certificates were awarded in education-related disciplines. Health sciences (12%) and business (11%) also accounted for large shares of certificate awards. Science and engineering fields collectively represented just 10% of certificates.

Table 1.15

# Graduate Degrees Awarded by Field and Gender, 2005-2006

| | Master's | | | | | Doctoral | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Major Field | *Total* | *Men* | | *Women* | | *Total* | *Men* | | *Women* | |
| **Total** | **451,375** | **161,663** | **42%** | **226,950** | **58%** | **50,669** | **22,642** | **52%** | **20,563** | **48%** |
| Biological Sciences* | 10,402 | 4,590 | 44% | 5,812 | 56% | 5,806 | 3,029 | 52% | 2,777 | 48% |
| Business | 83,656 | 48,781 | 58% | 34,875 | 42% | 1,429 | 872 | 61% | 557 | 39% |
| Education | 108,814 | 26,480 | 24% | 82,334 | 76% | 6,050 | 2,070 | 34% | 3,980 | 66% |
| Engineering | 27,211 | 20,924 | 77% | 6,287 | 23% | 6,798 | 5,432 | 80% | 1,366 | 20% |
| Health Sciences | 28,891 | 5,721 | 20% | 23,170 | 80% | 4,816 | 1,622 | 34% | 3,194 | 66% |
| Humanities & Arts | 21,675 | 8,712 | 40% | 12,963 | 60% | 4,713 | 2,262 | 48% | 2,451 | 52% |
| Physical Sciences | 21,746 | 14,299 | 66% | 7,447 | 34% | 6,843 | 4,819 | 70% | 2,024 | 30% |
| Public Administration and Services | 19,982 | 4,680 | 23% | 15,302 | 77% | 433 | 183 | 42% | 250 | 58% |
| Social Sciences | 25,286 | 9,222 | 36% | 16,064 | 64% | 6,582 | 2,727 | 41% | 3,855 | 59% |
| Other Fields** | 25,464 | 9,545 | 37% | 15,919 | 63% | 1,930 | 974 | 50% | 956 | 50% |

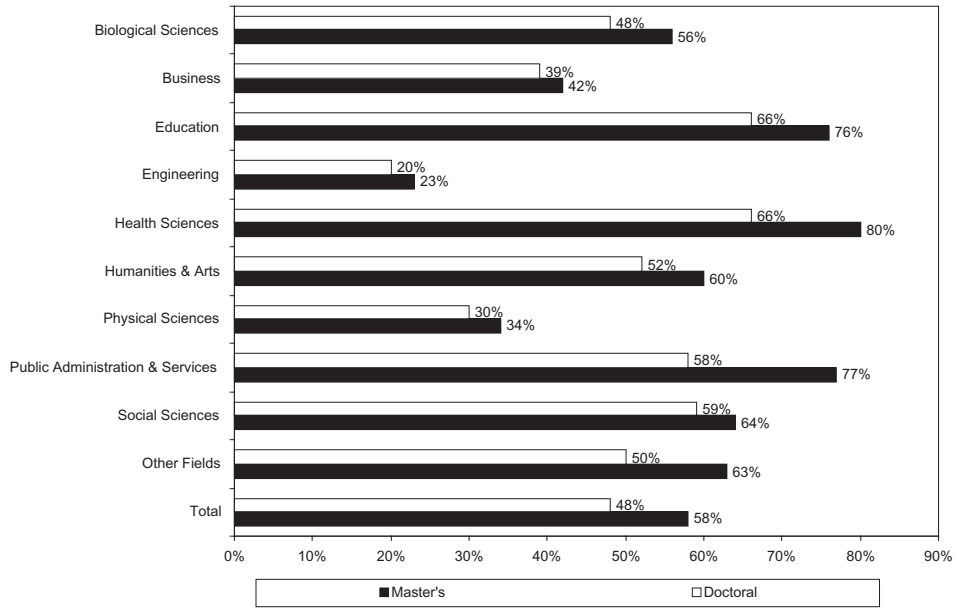
NOTE: Because not all institutions responded to all items, detail variables may not sum to total. Percentages by field are based on total of known gender.

*"Biological Sciences" includes agriculture.

**The category "Other Fields" includes architecture, communications, home economics, library science, and religion.

*Source: CGS/GRE Survey of Graduate Enrollment.*

**Figure 1.15--Percentage of Graduate Degrees Awarded to Women, 2005-2006**




- In 2005-2006, women accounted for 58% of all master's degrees granted by responding institutions. Women's share of master's degrees was particularly pronounced in the fields of health sciences (80%), public administration & services (77%), and education (76%). Collectively, these fields represented 55% of all master's degrees received by women. Men earned the majority of master's degrees in business, engineering, and physical sciences. These three disciplines accounted for 55% of the degrees earned by men.

- Men earned 52% of the total doctorates conferred in 2005-2006. There were very large shares of degrees awarded to men in engineering (80%), physical sciences (70%), and business (61%). These fields represented 46% of the total awards conferred to men.

- The differences in master's and doctoral degrees awarded to men and women mirror the gender differences in total enrollment (see Table 1.2).

# Chapter 2

## *Trends in Graduate Enrollment, Applications, and Degrees 1996-2006*

This chapter presents information on percentage changes in one-, five-, and ten-year periods for graduate enrollment, applications for admission, and master's and doctoral degrees conferred from 1996 to 2006. The one-year period includes changes in enrollment, applications, and degrees from 2005 to 2006. The five-year period includes average annual percentage changes in these categories from 2001 to 2006, and the ten-year period includes average annual percentage changes from 1996 to 2006. Data for all three time periods were calculated based on information from institutions that responded to the Enrollment and Degrees Survey in each of the three time periods under examination. The average annual percentage change statistics provide a useful summary measure of change over time and, like a moving average, are not influenced by unusual single-year fluctuations in the data.

**Table 2.1**

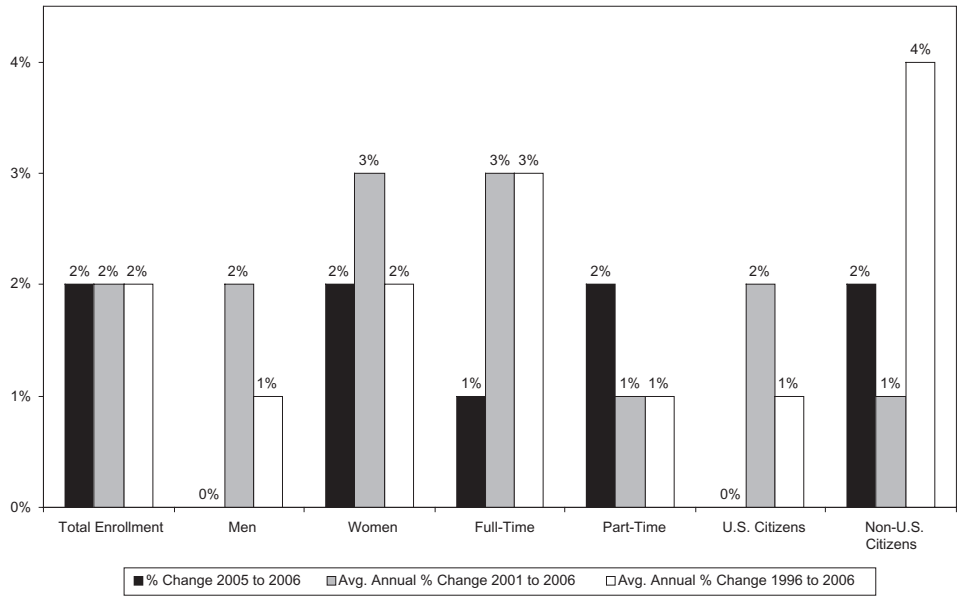
# Trends in Graduate Enrollment, 1996 to 2006

| | % Change 2005-2006 | Average Annual % Change 2001-2006 | Average Annual % Change 1996-2006 |
|---|---|---|---|
| **Total Enrollment** | **2%** | **2%** | **2%** |
| **Enrollment by Gender** | | | |
| *Men* | 0% | 2% | 1% |
| *Women* | 2% | 3% | 2% |
| **Enrollment by Attendance Status** | | | |
| *Full-time* | 1% | 3% | 3% |
| *Part-time* | 2% | 1% | 1% |
| **Enrollment by Citizenship Status** | | | |
| *U.S. Citizens and Permanent Residents* | 0% | 2% | 1% |
| *Non-U.S. Citizen Temporary Residents* | 2% | 1% | 4% |

NOTE: Because not all institutions responded to all items, detail variables may not sum to total.

*Source: CGS/GRE Survey of Graduate Enrollment.*

**Figure 2.1--Trends in Graduate Enrollment, 1996 to 2006**




- Graduate enrollment has grown at a consistent 2% average annual rate over the one-, 5-, and 10-year periods.
- One of the chief reasons for the overall increase in graduate enrollment has been the sustained growth in the number of women. During the 1996-to-2006 period, total enrollment of women rose by 2% annually, while the enrollment of men grew just 1% annually.
- Enrollment of international students has also gained substantially. In the 1996-to-2006 period, international enrollment rose by an average yearly rate of 4%, versus just a 1% gain in U.S. citizens.
- During the ten-year period, enrollment of full-time students also grew faster than part-time. However, from 2005 to 2006, the number of part-time students increased at a higher rate.

Table 2.2

# Trends in Graduate Enrollment by Institution Type, 1996 to 2006

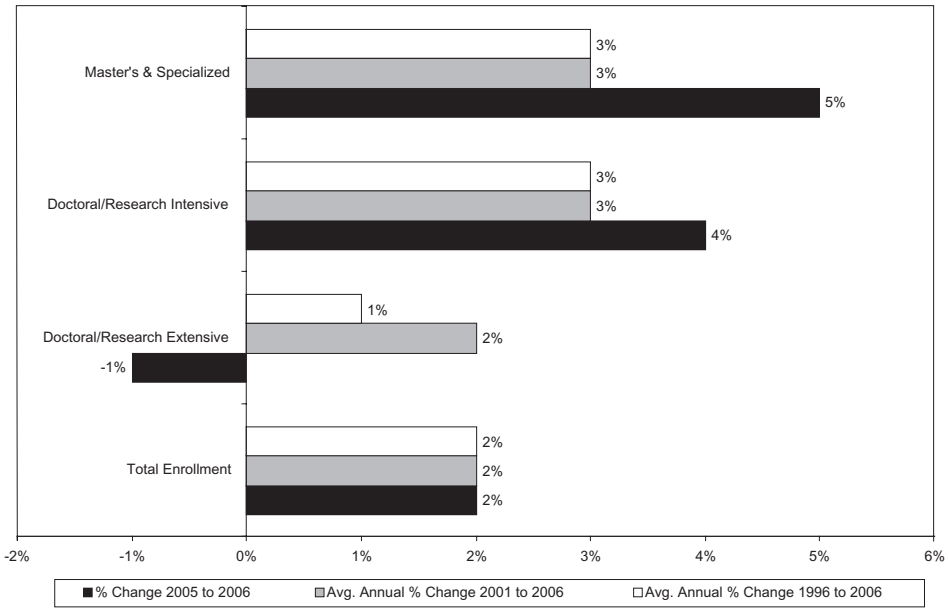
| Institution Type | % Change 2005-2006 | Average Annual % Change 2001-2006 | Average Annual % Change 1996-2006 |
|---|---|---|---|
| **Total Enrollment** | **2%** | **2%** | **2%** |
| *Public* | 2% | 2% | 2% |
| *Private** | 0% | 3% | 2% |
| **Doctoral/Research Extensive**** | **-1%** | **2%** | **1%** |
| *Public* | 1% | 2% | 1% |
| *Private** | -4% | 2% | 1% |
| **Doctoral/Research Intensive**** | **4%** | **3%** | **3%** |
| *Public* | 5% | 2% | 3% |
| *Private** | 3% | 4% | 3% |
| **Master's & Specialized**** | **5%** | **3%** | **3%** |
| *Public* | 4% | 2% | 3% |
| *Private** | 6% | 4% | 3% |

*Private includes for-profit (proprietary) and non-profit institutions.

**See Table 1.1 for definitions of institution type categories.

*Source: CGS/GRE Survey of Graduate Enrollment.*

**Figure 2.2--Trends in Graduate Enrollment by Institution Type, 1996 to 2006**




- There were considerable differences in the changes in graduate enrollments by institutional type. Master's & Specialized institutions saw their enrollment climb 5% from 2005 to 2006, and over the past decade their enrollment rose by an average of 3% annually. In contrast, Doctoral/Research Extensive universities saw their total enrollment fall by 1% from 2005 to 2006, and their number of graduate students increased only 1% annually between 1996 and 2006.

- Over all three time periods, there were higher enrollment growth rates at Master's & Specialized institutions and Doctoral/Research Intensive universities than at Doctoral/Research Extensive schools.

- Private Master's & Specialized institutions led the recent growth in enrollment, as the number of students at these schools grew 6% in the one-year period and averaged an annual gain of 4% during the 2001-to-2006 time span.

- In contrast, the number of students attending private Doctoral/Research Extensive universities declined by 4% from 2005 to 2006.

- Doctoral/Research Intensive universities saw their total enrollment increase by 4% over the 2005-to-2006 period, with public universities experiencing a 5% gain. During the ten-year period, both public and private Doctoral/Research Intensive institutions had average annual gains of 3%.

**Table 2.3**

# Trends in Graduate Enrollment by Major Field of Study, 1996-2006

| Major Field | % Change 2005-2006 | Avg. Annual % Change 2001-2006 | Avg. Annual % Change 1996-2006 |
|---|---|---|---|
| Biological Sciences* | 2% | 3% | 1% |
| Business | 3% | 1% | 1% |
| Education | 1% | 2% | 1% |
| Engineering | 0% | 2% | 1% |
| Health Sciences | 7% | 5% | 3% |
| Humanities & Arts | 2% | 2% | 0% |
| Physical Sciences | 0% | 1% | 2% |
| Public Administration and Services | 1% | 2% | 1% |
| Social Sciences | 1% | 2% | 1% |
| Other Fields** | 1% | 1% | 2% |

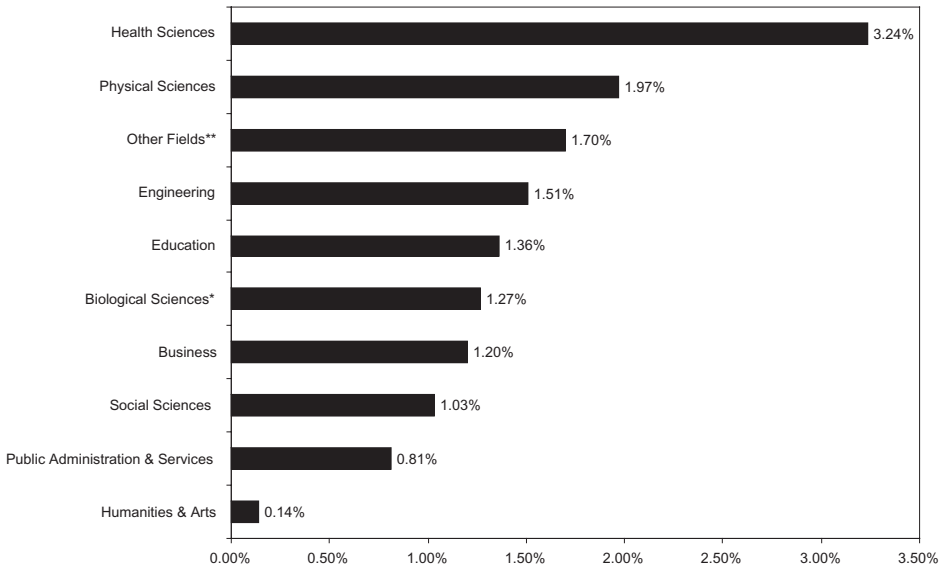
NOTE: Because not all institutions responded to all items, detail variables may not sum to total.

*"Biological Sciences" includes agriculture.

**The category "Other Fields" includes architecture, communications, home economics, library science, and religion.

*Source: CGS/GRE Survey of Graduate Enrollment.*

**Figure 2.3--Average Annual Percentage Change in Graduate Enrollment by Major Field of Study, 1996 to 2006**




- From 2005 to 2006, enrollment in health sciences grew 7%, the fastest growth rate of any field of study. During the ten-year period, enrollment in health sciences grew at an average annual rate of more than 3%. Additionally, enrollment in health sciences appears to be accelerating, as the rates of growth in this field are higher in more recent time spans.

- Enrollment in science and engineering generally appears to have slowed during recent years. In engineering, for instance, total enrollment grew by an average rate of 2% from 2001 to 2006, but from 2005 to 2006, there was virtually no increase in engineering students. The same general pattern occurred in physical sciences.

- Education, public administration & services, and social sciences also experienced relatively slower growth in the one-year period when compared to the five-year time frame.

Table 2.4

# Trends in Graduate Enrollment by Citizenship Status and Major Field of Study, 1996-2006

| | U.S. Citizens and Permanent Residents | | | Non-U.S. Citizens | | |
|---|---|---|---|---|---|---|
| Major Field | % Change 2005-2006 | Avg. Annual % Change 2001-2006 | Avg. Annual % Change 1996-2006 | % Change 2005-2006 | Avg. Annual % Change 2001-2006 | Avg. Annual % Change 1996-2006 |
| Biological Sciences* | 1% | 2% | 1% | 4% | 4% | 3% |
| Business | 2% | 1% | 1% | 4% | -1% | 4% |
| Education | -2% | 3% | 2% | 2% | 2% | 5% |
| Engineering | -1% | 3% | 0% | 2% | 0% | 5% |
| Health Sciences | 8% | 5% | 3% | 1% | 0% | 5% |
| Humanities & Arts | 1% | 2% | 0% | 0% | 0% | 2% |
| Physical Sciences | 0% | 2% | 1% | 1% | 0% | 4% |
| Public Administration and Services | 0% | 2% | 0% | -1% | 3% | 6% |
| Social Sciences | 1% | 2% | 1% | 1% | 1% | 2% |
| Other Fields** | 1% | 1% | 2% | 1% | -2% | 1% |

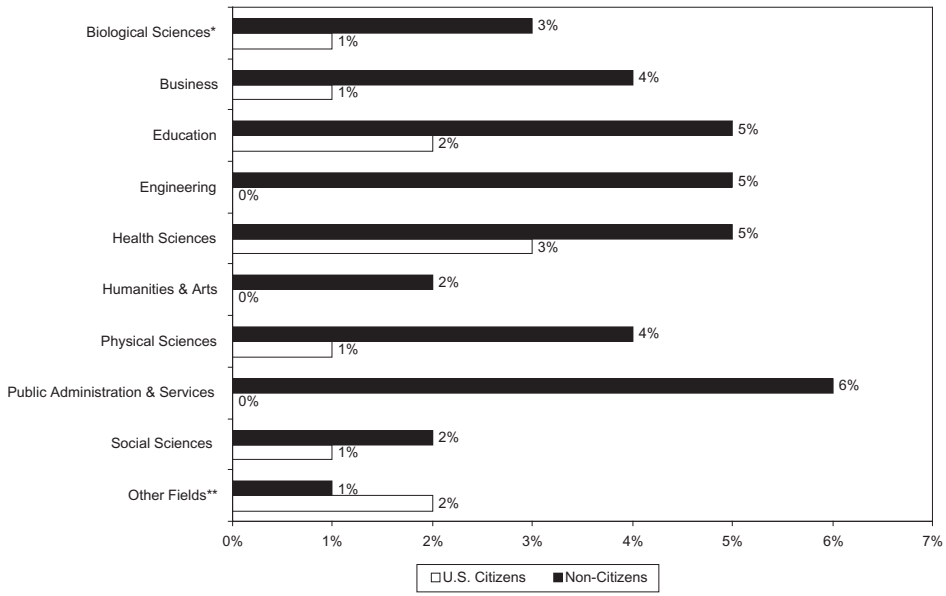
NOTE: Because not all institutions responded to all items, detail variables may not sum to total. Percentages by field are based on total of known citizenship.

*"Biological Sciences" includes agriculture.

**The category "Other Fields" includes architecture, communications, home economics, library science, and religion.

*Source: CGS/GRE Survey of Graduate Enrollment.*

**Figure 2.4--Average Annual Percentage Change in Graduate Enrollment, by Citizenship and Field of Study, 1996 to 2006**




- Between 1996 and 2006, there was little to no growth in the enrollment of U.S. citizens in science and engineering fields, but substantial growth among non-citizens. In engineering, for example, U.S. citizen enrollment was flat while the number of international students jumped an average of 5% annually.

- Enrollment gains among U.S. citizens over the ten-year period were concentrated in health sciences (3% average annual increase) and education (2%). In all other fields, enrollment among U.S. citizens grew at 1% or less during the ten-year time span.

- However, even in health sciences and education, enrollment increased at higher rates among non-citizens. From 1996 to 2006, the number of international graduate students in health sciences and education increased by an average rate of 5% annually.

- During the one-year period, international enrollment grew at higher rates than U.S. enrollment in all fields except health sciences, humanities & arts, and public administration & services.

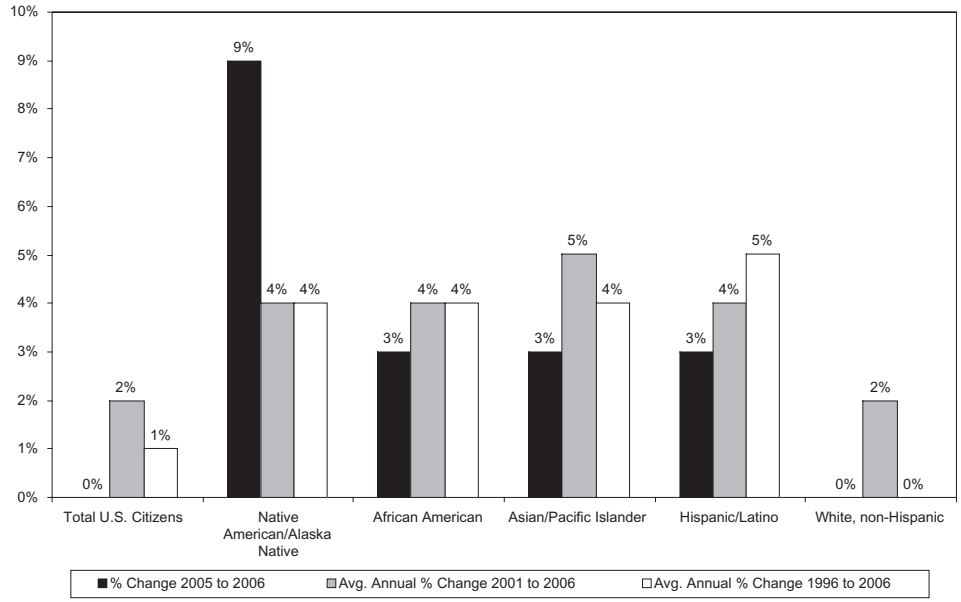
Table 2.5

# Trends in Graduate Enrollment by Racial/Ethnic Group and Gender, 1996 to 2006

| Race/Ethnicity & Gender | % Change 2005-2006 | Average Annual % Change 2001-2006 | Average Annual % Change 1996-2006 |
|---|---|---|---|
| **Total U.S. Citizens** | **0%** | **2%** | **1%** |
| Men | -1% | 2% | 0% |
| Women | 0% | 3% | 2% |
| **Native American/Alaska Native** | **9%** | **4%** | **4%** |
| Men | 10% | 3% | 2% |
| Women | 8% | 5% | 6% |
| **African American** | **3%** | **4%** | **4%** |
| Men | 2% | 3% | 3% |
| Women | 3% | 4% | 5% |
| **Asian/Pacific Islander** | **3%** | **5%** | **4%** |
| Men | 3% | 4% | 3% |
| Women | 4% | 5% | 5% |
| **Hispanic/Latino** | **3%** | **4%** | **5%** |
| Men | 4% | 4% | 3% |
| Women | 3% | 5% | 6% |
| **White, non-Hispanic** | **0%** | **2%** | **0%** |
| Men | 0% | 1% | 0% |
| Women | 0% | 2% | 1% |

NOTE: Because not all institutions responded to all items, detail variables may not sum to total. Percentages by field are based on total of known citizenship.
*"Biological Sciences" includes agriculture.
**The category "Other Fields" includes architecture, communications, home economics, library science, and religion.
*Source: CGS/GRE Survey of Graduate Enrollment.*

**Figure 2.5--Trends in Graduate Enrollment by Race/Ethnicity, 1996 to 2006 (U.S. Citizens and Permanent Residents Only)**




- Among U.S. citizens, increases in graduate enrollment during the past ten years have been driven by steady growth in the number of women. From 1996 to 2006, the number of American female graduate students grew by an average of 2% annually, while the enrollment of males was virtually flat.

- Total enrollment of American male students actually declined by 1% between 2005 and 2006.

- Significant growth in enrollment also occurred among racial/ethnic minority groups. Enrollment of Native Americans, Latinos, African Americans, and Asian/Pacific Islanders grew by an average of 4% or more annually from 1996 to 2006; in the same period, enrollment of non-Hispanic Whites was essentially unchanged.

- In the one-year period, White non-Hispanic enrollment was flat while enrollment of all other groups increased by 3% or more. The number of Native American graduate students jumped 9% (see Figure 2.5).

- Growth in enrollment for all minority groups was driven by the increasing number of women. There was a 5% average annual growth rate for African American women from 1996 to 2006, while the number of African American males grew only 3%; Latino female enrollment grew at twice the annual rate of males. White, non-Hispanic female enrollment grew 1% while the number of males was flat.

**Table 2.6**

**Trends in Graduate Enrollment by Race/Ethnicity and Major Field of Study, 1996 to 2006**

**(U.S. Citizens and Permanent Residents Only)**

| | % Change 2005-2006 | Avg. Annual % Change 2001-2006 | Avg. Annual % Change 1996-2006 | % Change 2005-2006 | Avg. Annual % Change 2001-2006 | Avg. Annual % Change 1996-2006 | % Change 2005-2006 | Avg. Annual % Change 2001-2006 | Avg. Annual % Change 1996-2006 |
|---|---|---|---|---|---|---|---|---|---|
| | ***African American*** | | | ***Native American/Alaska Native*** | | | ***Asian/Pacific Islander*** | | |
| **Total** | **3%** | **4%** | **4%** | **9%** | **4%** | **4%** | **3%** | **5%** | **4%** |
| Biological Sciences* | 2% | 5% | 3% | 18% | 5% | 6% | 5% | 5% | 2% |
| Business | 12% | 5% | 6% | 1% | 8% | 3% | 2% | 7% | 8% |
| Education | -2% | 4% | 5% | 11% | 5% | 7% | 4% | 7% | 7% |
| Engineering | -3% | 4% | 1% | 12% | 5% | 2% | 0% | 4% | 1% |
| Health Sciences | 4% | 8% | 9% | 0% | 6% | 5% | 12% | 6% | 6% |
| Humanities & Arts | 2% | 3% | 1% | 9% | 2% | 2% | 2% | 2% | 1% |
| Physical Sciences | 1% | 5% | 4% | 17% | 4% | 2% | -2% | 0% | 1% |
| Public Admin.& Serv. | -5% | 2% | 2% | 2% | 0% | 4% | 8% | 9% | 5% |
| Social Sciences | 5% | 2% | 2% | 6% | 2% | 2% | 1% | 5% | 3% |
| Other Fields** | 11% | 0% | 5% | 19% | 6% | 7% | 7% | 3% | 2% |
| | ***Hispanic/Latino*** | | | ***White, non-Hispanic*** | | | | | |
| **Total** | **3%** | **4%** | **5%** | **0%** | **2%** | **0%** | | | |
| Biological Sciences* | 5% | 7% | 6% | 0% | 2% | 0% | | | |
| Business | 3% | 2% | 5% | 0% | 0% | 0% | | | |
| Education | -1% | 5% | 7% | -2% | 2% | 1% | | | |
| Engineering | 9% | 7% | 4% | -2% | 2% | -1% | | | |
| Health Sciences | 12% | 8% | 11% | 8% | 5% | 2% | | | |
| Humanities & Arts | 7% | 4% | 2% | 1% | 1% | -1% | | | |
| Physical Sciences | 3% | 5% | 5% | -1% | 2% | 0% | | | |
| Public Admin.& Serv. | 2% | 6% | 4% | 0% | 1% | 0% | | | |
| Social Sciences | 2% | 3% | 3% | 1% | 2% | 0% | | | |
| Other Fields** | 6% | 1% | 4% | -1% | 1% | 1% | | | |

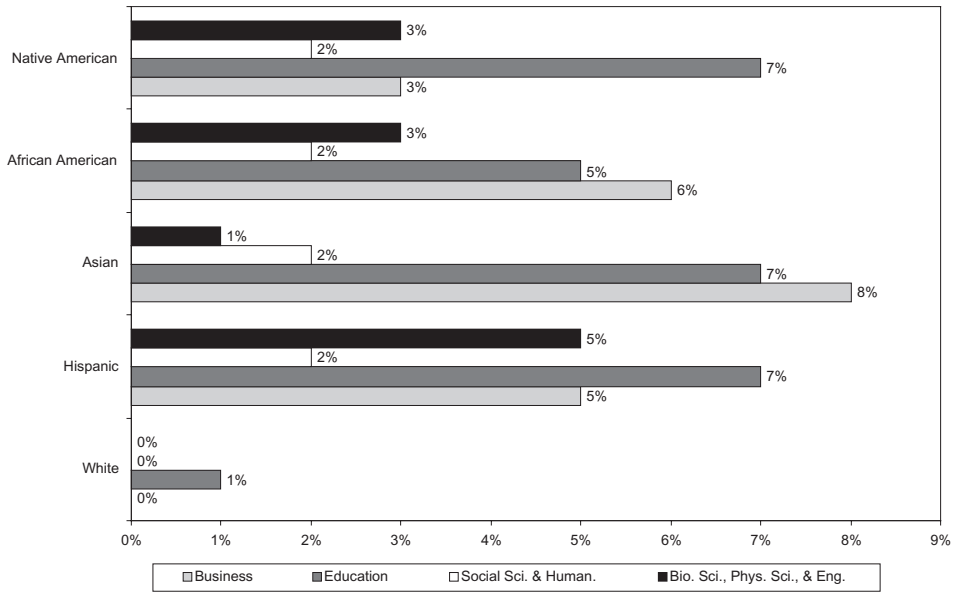
NOTE: Because not all institutions responded to all items, detail variables may not sum to total. Percentages are based on total of known field.

*"Biological Sciences" includes agriculture.

**The category "Other Fields" includes architecture, communications, home economics, library science, and religion.

*Source: CGS/GRE Survey of Graduate Enrollment.*

**Figure 2.6--Average Annual Percentage Change in Graduate Enrollment by Race/Ethnicity and Field, 1996 to 2006 (U.S. Citizens and Permanent Residents Only)**




- In science and engineering disciplines, enrollment of racial/ethnic minorities generally increased at higher rates than non-Hispanic Whites, but the rate of growth varied considerably by field and racial/ethnic group. Among Latinos, for example, enrollment in engineering jumped 9% from 2005 to 2006, and has averaged an annual increase of 4% from 1996 to 2006. In contrast, African American enrollment in engineering fell 3% in the one-year period, and increased just 1% on average from 1996 to 2006.

- There was double-digit growth in enrollment of Native Americans in five fields from 2005 to 2006, led by an 18% gain in biological sciences and a 17% increase in physical sciences.

- Despite their recent overall growth, Latinos, African Americans, and Native Americans still account for just a small share of total enrollment in science and engineering fields (see Table 1.6).

- During the ten-year period, health sciences had the highest average annual growth rate for Latinos (11%), African Americans (9%), and White non-Hispanics (2%). In business, Asian/Pacific Islander attendees increased at the fastest rate (8%).

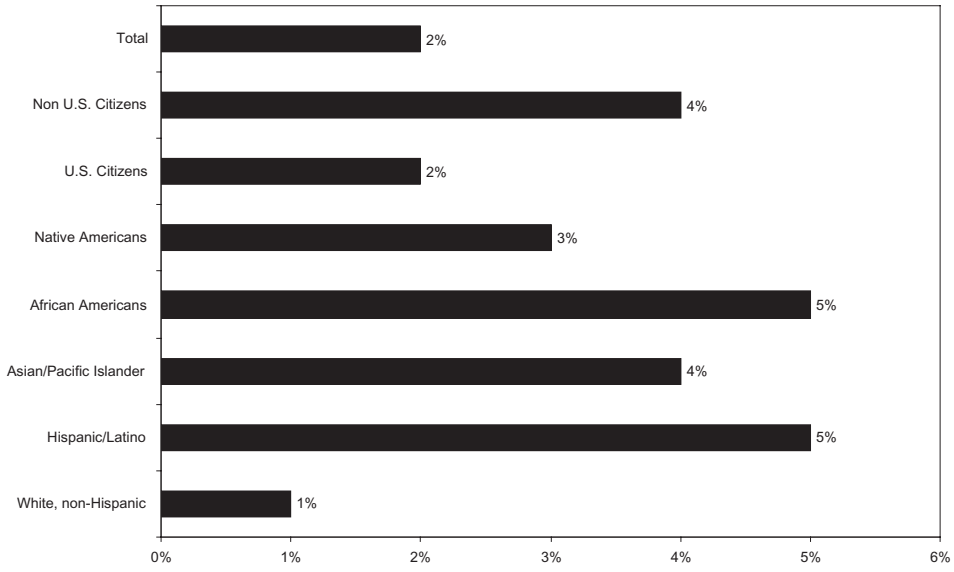
Table 2.7

# Trends in First-time Graduate Enrollment by Citizenship and Race/Ethnicity, 1996 to 2006

| | % Change 2005 to 2006 | Average Annual % Change 2001 to 2005 | Average Annual % Change 1996 to 2006 |
|---|---|---|---|
| **Total First-Time Enrollment** | **1%** | **2%** | **2%** |
| Non-U.S. Citizens | 10% | -1% | 4% |
| U.S. Citizens and Permanent Residents | -1% | 2% | 2% |
| Native American/Alaska Native | 0% | 2% | 3% |
| African American | -1% | 4% | 5% |
| Asian/Pacific Islander | 2% | 4% | 4% |
| Hispanic/Latino | -1% | 5% | 5% |
| White, non-Hispanic | -1% | 2% | 1% |

*Source: CGS/GRE Survey of Graduate Enrollment.*

**Figure 2.7--Average Annual Percentage Change in First-Time Graduate Enrollment, by Citizenship and Racial/Ethnic Group, 1996 to 2006**




- Much of the overall growth in first-time enrollment over the one-year and ten-year time spans occurred among international students. From 2005 to 2006, first-time enrollment of non-U.S. citizens gained 10%, the sharpest annual increase in at least four years. However, first-time enrollment among U.S. citizens fell 1% in the same time period. Over the ten-year span, first-time international enrollment increased by an average of 4% annually, compared with a 2% average yearly gain among U.S. citizens and permanent residents.

- In the ten-year period, White non-Hispanic first-time enrollment increased by an average of just 1% annually, while enrollment among racial/ethnic minority group members had average annual gains of 3% to 5%.

- From 2005 to 2006, however, the number of Latino and African American first-time graduate enrollees each declined by 1%. The number of Native Americans was unchanged and Asian/Pacific Islander enrollment rose 2%.

**Table 2.8**

# Trends in Graduate Applications by Field, 1996 to 2006

| Major Field | % Change 2005 to 2006 | Average Annual % Change 2001 to 2006 | Average Annual % Change 1996 to 2006 |
|---|---|---|---|
| **Total** | **4%** | **2%** | **2%** |
| Biological Sciences* | 2% | 2% | 1% |
| Business | 6% | 3% | 4% |
| Education | 0% | 2% | 2% |
| Engineering | 9% | -2% | 3% |
| Health Sciences | 6% | 5% | 4% |
| Humanities and Arts | 0% | 5% | 1% |
| Physical Sciences | 4% | 0% | 3% |
| Public Administration and Services | -2% | 2% | -1% |
| Social Sciences | 0% | 4% | 1% |
| Other Fields** | -3% | 0% | 0% |

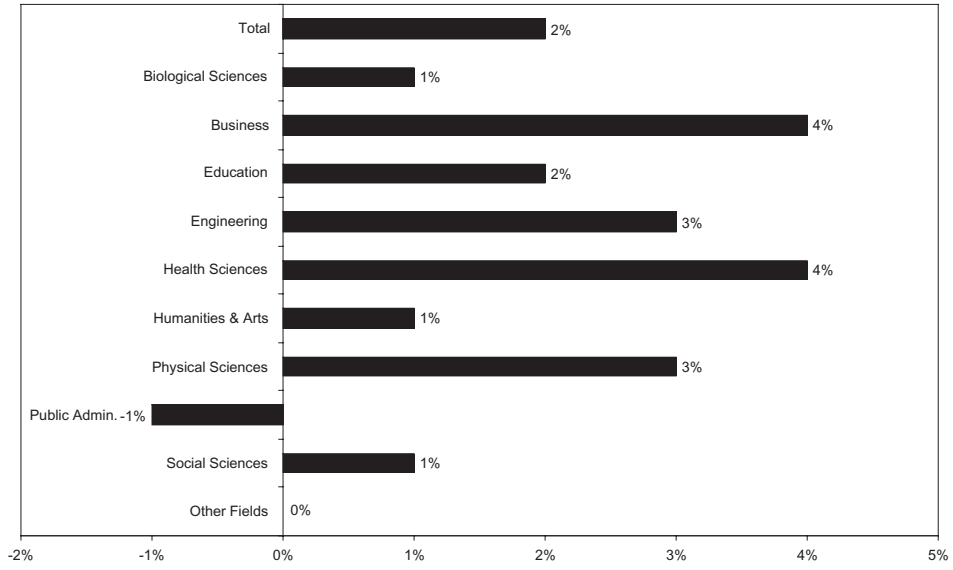
NOTE: Because not all institutions responded to all items, detail variables may not sum to total.

*"Biological Sciences" includes agriculture.

**The category "Other Fields" includes architecture, communications, home economics, library science, and religion.

*Source: CGS/GRE Survey of Graduate Enrollment.*

**Figure 2.8--Average Annual Percentage Change in Graduate Applications, by Field of Study, 1996 to 2006**




- In general, interest in graduate education, as measured by applications received from prospective students, rose at a steady pace over the 1996-to-2006 period. The total number of applications for admission to master's and doctoral programs jumped 4% from 2005 to 2006, and grew at an average annual rate of 2% over the five- and ten-year time spans.

- The largest one-year growth in applications occurred in engineering, which increased 9%. Business and health sciences saw 6% gains, and physical sciences grew 4%.

- On the other hand, applications for education and humanities & arts and social sciences were unchanged, while public administration & services program applications fell 2%.

- Over the ten-year period, applications to business and health science programs experienced the largest gains, followed by engineering and physical sciences. Public administration & services programs recorded the only decline in applications among the ten fields under study.

- Health sciences is the only field that experienced continually growing rates of change in applications. That is, the applications grew at accelerating rates in the ten-year, five-year, and one-year periods. The increases in health sciences applications mirror its recent growth in total enrollment (see Table 2.3).

Table 2.9

# Trends in Graduate Degrees Awarded, 1996 to 2006

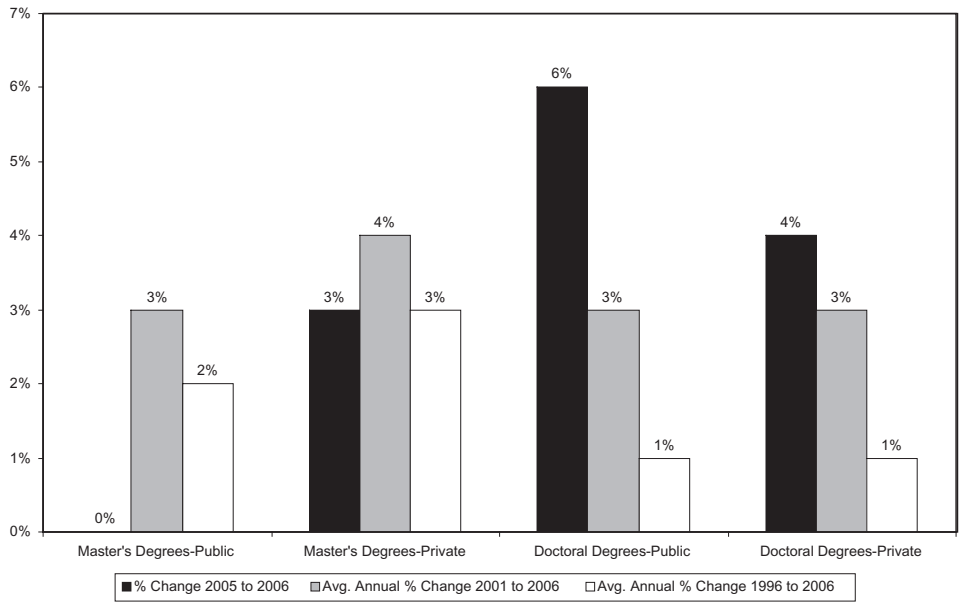
| | % Change 2005 to 2006 | Average Annual % Change 2001 to 2006 | Average Annual % Change 1996 to 2006 |
|---|---|---|---|
| **Master's Degrees** | **1%** | **3%** | **3%** |
| Public | 0% | 3% | 2% |
| Private* | 3% | 4% | 3% |
| Doctoral/Research Extensive** | -1% | 2% | 2% |
| Doctoral/Research Intensive** | 5% | 4% | 4% |
| Master's & Specialized** | 2% | 5% | 4% |
| **Doctoral Degrees** | **5%** | **3%** | **1%** |
| Public | 6% | 3% | 1% |
| Private* | 4% | 3% | 1% |
| Doctoral/Research Extensive** | 6% | 3% | 1% |
| Doctoral/Research Intensive** | 2% | 5% | 4% |

* Private includes for-profit (proprietary) and non-profit institutions.

**See Table 1.1 for definitions of institution type categories.

*Source: CGS/GRE Survey of Graduate Enrollment.*

**Figure 2.9--Trends in Graduate Degrees Awarded, 1996 to 2006**




- Over the 1996-to-2006 period, the number of master's degrees awarded increased by an average of 3% per year and the number of doctorates grew by an average of 1% annually. But the rate of growth in doctoral degrees has increased between the one-year and five-year periods and between the five- and ten-year time spans. The rate of growth in master's awards fell from an average of 3% from 2001 to 2005 to just 1% from 2005 to 2006.

- All institutional categories experienced increases in master's and doctoral degree awards during the five- and ten-year time spans, but in the one-year period, the number of master's degrees conferred by Doctoral/Research Extensive universities fell by 1%, compared with a gain of 5% at Doctoral/Research Intensive institutions.

- The number of doctoral degrees grew 6% at public universities and 4% at private institutions from 2005 to 2006. Degrees conferred at Doctoral/Research Extensive institutions rose at a higher rate than Doctoral/Research Intensive schools.

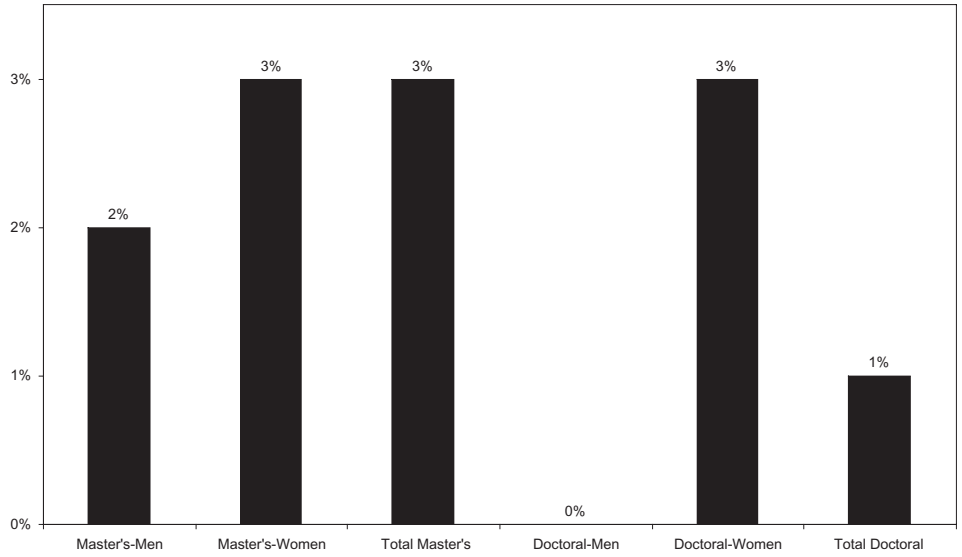
**Table 2.10**

## Trends in Graduate Degrees Awarded by Gender, 1996 to 2006

| | % Change 2005 to 2006 | Average Annual % Change 2001 to 2006 | Average Annual % Change 1996 to 2006 |
|---|---|---|---|
| **Master's Degrees** | **1%** | **3%** | **3%** |
| Men | -1% | 3% | 2% |
| Women | 2% | 4% | 3% |
| ***Public*** | **0%** | **3%** | **2%** |
| Men | -1% | 3% | 2% |
| Women | 1% | 3% | 3% |
| ***Private*** | **3%** | **4%** | **3%** |
| Men | -2% | 3% | 2% |
| Women | 5% | 4% | 4% |
| **Doctoral Degrees** | **5%** | **3%** | **1%** |
| Men | 6% | 2% | 0% |
| Women | 5% | 4% | 3% |
| ***Public*** | **6%** | **3%** | **1%** |
| Men | 6% | 3% | 0% |
| Women | 7% | 4% | 3% |
| ***Private*** | **4%** | **3%** | **1%** |
| Men | 5% | 2% | 0% |
| Women | -1% | 4% | 3% |

*Source: CGS/GRE Survey of Graduate Enrollment.*

**Figure 2.10-Average Annual Percentage Change in Graduate Degrees Awarded by Gender, 1996 to 2006**




- Degrees awarded to women accounted for much of the overall growth in total awards conferred during the 1996-to-2006 period. In all three time periods, the number of women who received master's degrees grew at higher rates than awards earned by men. And in the five- and ten-year time spans, the number of women who received doctorates grew at higher rates than awards to men.

- Changes in degrees by gender varied by type of institution and level of degree. From 2005 to 2006, the number of master's degrees conferred to men fell at both public and private institutions, while the number of degrees earned by women increased 1% and 5%, respectively. On the other hand, in the same period the number of doctorates earned by men at private universities grew 5% compared with a 1% decline in the number awarded to women.

- Over the ten-year time span, the number of master's degrees granted to women grew at higher rates than men at both public and private universities.

- Public universities did have a slightly faster one-year growth rate in the number of women who earned doctorates (7%, versus 6% for men). Over the ten-year time span, however, the rate of awards to women clearly outpaced that of men (3% versus 0%).

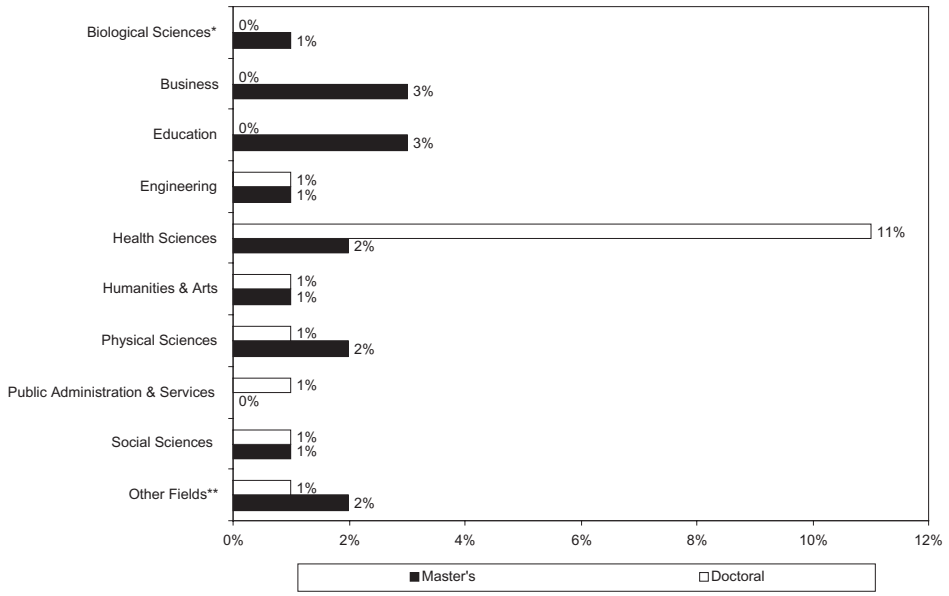
**Table 2.11**

# Trends in Graduate Degrees by Field of Study, 1996 to 2006

| Major Field | Master's % Change 2005-2006 | Master's Avg. Annual % Change 2001-2006 | Master's Avg. Annual % Change 1996-2006 | Doctoral % Change 2005-2006 | Doctoral Avg. Annual % Change 2001-2006 | Doctoral Avg. Annual % Change 1996-2006 |
|---|---|---|---|---|---|---|
| Biological Sciences* | 6% | 3% | 1% | 1% | 3% | 0% |
| Business | 0% | 1% | 3% | 16% | 4% | 0% |
| Education | 4% | 5% | 3% | -1% | 0% | 0% |
| Engineering | -8% | 3% | 1% | 11% | 5% | 1% |
| Health Sciences | 7% | 0% | 2% | 24% | 12% | 11% |
| Humanities & Arts | 2% | 3% | 1% | 5% | 0% | 1% |
| Physical Sciences | -2% | 2% | 2% | 6% | 4% | 1% |
| Public Administration and Services | 2% | 1% | 0% | -1% | 6% | 1% |
| Social Sciences | 3% | 3% | 1% | -7% | 1% | 1% |
| Other Fields** | 4% | 5% | 2% | 2% | 4% | 1% |

NOTE: Because not all institutions responded to all items, detail variables may not sum to total. Percentages by field are based on total of known citizenship.
*"Biological Sciences" includes agriculture.
**The category "Other Fields" includes architecture, communications, home economics, library science, and religion.
*Source: CGS/GRE Survey of Graduate Enrollment.*

**Figure 2.11--Average Annual Change in Graduate Degrees Awarded by Field of Study, 1996 to 2006**




- Business and education experienced the fastest average annual rates of growth in master's degrees during the 1996-to-2006 period (3% each), but in the most recent one-year time frame, the largest increases were in health sciences and biological sciences.

- Over the 1996-to-2006 period, the number of doctoral degrees in business and education was essentially unchanged, while the number in health sciences jumped by an average annual rate of 11%. All other fields were flat or increased by just 1%.

- Biological sciences was the only field to experience accelerating increases in growth in master's degrees over the ten-, five, and one-year periods (growth increased at higher rates in each period). Business was the only field to experience continually *declining* rates of growth.

- The number of master's degrees awarded in physical sciences and engineering declined from 2005 to 2006, but these two fields did see substantial one-year increases in the numbers who earned doctorates.

- Health sciences had the largest one-year increase in doctoral awards (24%), followed by business (16%). (Both of these fields still account for a relatively small share of total doctorates conferred—see Table 1.14). In contrast, the number of degrees conferred in education and public administration & services each fell by 1%, while the number in social sciences declined 7%.

# Appendices

*Appendix A*

# *2006 CGS/GRE Survey of Graduate Enrollment Questionnaire*

## CGS/GRE Survey of Graduate Enrollment

**2006 _____ Data Sheet**

**Institution:** **GRE Institution Code:**

Print

**I. Graduate Enrollment for 2006 Fall Term**

| | First Time | | | Total (Includes First Time) | | |
|---|---|---|---|---|---|---|
| | Men | Women | Total | Men | Women | Total |
| Master's and Other* | | | | | | |
| Doctorate | | | | | | |
| Total | | | | | | |
| | | | | | | |
| Full Time | | | | | | |
| Part Time | | | | | | |
| Total | | | | | | |

**II. Number of Degrees Conferred between July 1, 2006 and June 30, 2006**

| | Men | Women | Total |
|---|---|---|---|
| Master's and Other* | | | |
| Doctorate | | | |
| Graduate Certificate | | | |

**III. Number of Completed Applications Submitted for 2006 Fall Term**

| | Master's and Other* | Doctorate | Total |
|---|---|---|---|
| Accepted | | | |
| Not Accepted | | | |
| Total | | | |

**IV. Graduate Enrollment by Ethnicity for 2006 Fall Term**

| | | First Time | | | Total (Includes First Time) | | |
|---|---|---|---|---|---|---|---|
| | | Men | Women | Total | Men | Women | Total |
| Non-Resident Aliens | | | | | | | |
| U.S. Citizens and Resident Aliens | American Indian / Alaskan Native | | | | | | |
| | Asian / Pacific Islander | | | | | | |
| | Black, African American | | | | | | |
| | Hispanic, Latino | | | | | | |
| | White | | | | | | |
| Other or Unknown | | | | | | | |
| Total | | | | | | | |

GRE



*Other includes other non-doctoral programs (for example, graduate certificate programs and educational specialist programs), except in section II where graduate certificates are reported separately.

### Instructions for Completing Enrollment Survey Data Sheets

Data for graduate programs offered by all divisions, schools, colleges, or departments of your institution should be reported in this survey. Please note the following:

- Data should be reported for all matriculated students in graduate programs that lead to master's or higher degrees other than first professional degrees.
- Do not include the J.D., M. Div., D.D.S., M.D., D.V.M., and D.P.T.
- Master's programs in such areas as business (e.g. M.B.A.), fine arts (e.g. M.F.A.), health sciences (e.g., M.P.H.), public administration (e.g. M.P.A.), and social work (e.g. M.S.W.) are part of this data collection effort.

**Enrollment Status Definitions**

**First Time**.....Students admitted and enrolled for the first time in graduate degree programs at your institution for the fall term.

**Full Time** .....Students enrolled for credit in graduate degree programs who are engaged full time in training activities in their field; these activities may embrace any appropriate combination of study, teaching, and research, depending on your institution's own policy.

**Part Time** .....Students who are enrolled in graduate degree programs who are NOT pursuing graduate work full time as defined above.

**Ethnicity Definitions**

**Non-Resident Alien** .....A person who is not a citizen or a national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

**American Indian or Alaskan Native** .....A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

**Asian or Pacific Islander** .....A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

**Black, Non Hispanic**. . . A person having origins in any of the Black racial groups of Africa (except those of Hispanic origin).

**Hispanic - Total** .....A person having origins in any of the original peoples of Puerto Rico, Mexico, Cuba, Central American, South America, or other Spanish culture, regardless of race. On the data sheet this total is further broken down into three Hispanic subgroups-Puerto Rican, Mexican Americans, and Other Hispanic (Cuban, Central American, South American or other Spanish culture.)

**White, Non-Hispanic**.....A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

# CGS/GRE Survey of Graduate Enrollment and Degrees Taxonomy of Fields of Study

**Biological Sciences**
- Agriculture
- Biological Sciences

**Business**
- Accounting
- Banking and Finance
- Business Administration and Management
- Business, Other

**Education**
- Administration
- Curriculum and Instruction
- Elementary Education
- Evaluation and Research
- Higher Education
- Secondary Education
- Special Education
- Student Counseling and Personnel Services
- Education, Other

**Engineering**
- Chemical
- Civil
- Electrical and Electronics
- Industrial
- Materials
- Mechanicals
- Engineering, Other

**Health Sciences**
- Health and Medical Sciences

**Humanities and Arts**
- Arts–History, Theory, and Criticism
- Arts–Performance and Studio
- English Language and Literature
- Foreign Language and Literature
- History
- Philosophy
- Humanities and Arts, Other

**Physical Sciences**
- Chemistry
- Computer Sciences
- Earth, Atmospheric, and Marine Science
- Mathematical Sciences
- Physics and Astronomy
- Physical Sciences, Other

**Public Administration and Services**
- Public Administration
- Social Work

**Social Sciences**
- Anthropology
- Economics
- Political Science
- Psychology
- Sociology
- Social Sciences, Other

**Other Fields**
- Architecture and Environmental Design
- Communications
- Home Economics
- Library and Information Sciences
- Religion and Theology
- All Other Fields

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Educational Testing Service
Princeton, NJ 08541-6000
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***The CGS/GRE Survey of Graduate Enrollment***

Since 1986, the Council of Graduate Schools and the Graduate Record Examinations Board have conducted an annual survey of graduate enrollment and degrees at the approximately 740 institutions that are members of the Council or its regional affiliates. These institutions account for 74% of graduate students enrolled in the U.S. and 75% and 89%, respectively, of master's and doctoral degrees awarded by U.S. colleges and universities.

**Methodology**

The survey is conducted each fall. Institutions provide data on graduate enrollment and admissions applications for the fall term, and degrees and post-baccalaureate certificates conferred during the previous (12-month) school year. Total data, as well as data from up to 51 individual fields of study, are collected from each institution. Consistently, more than 80% of the institutions complete and return the survey.

**Data**

Enrollment: Includes enrollment by gender, race/ethnicity, citizenship, enrollment status (full-time and part-time), and first-time enrollment for the fall term. Racial/ethnic data reported in this study are collected from institutional records that are based on graduate students' self-reports. Accordingly, the number of students in any given racial/ethnic category is subject to individual interpretation on the part of students as they complete registration forms. Applications: Includes the number of complete applications for admissions submitted for the fall term, applications accepted, and applications not accepted. Degrees: Includes the number of master's and doctoral degrees and post-baccalaureate awarded by gender (degrees by race/ethnicity or citizenship are not collected).

**Reporting**

The data are reported by institutional control (public versus private) and institution type, based on the 2000 Carnegie Classification system. Fields of study are grouped into nine broad fields plus "other." Trends in graduate enrollment, applications, and degrees are reported for one, five, and ten-year periods, in addition to the current-year data.

**Data Availability**

Survey results are published in the annual *Enrollment and Degrees* reports, available from CGS**, www.cgsnet.org**. Early release data and special reports are also published in the Council's newsletter, the *Communicator*.

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