

Highlights from the 2016 CGS/GRE Survey of Graduate Enrollment & Degrees

A presentation for the 2017.3Q CGS Research and Policy Forum

September 20, 2017

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About the CGS/GRE

Survey of Graduate Enrollment & Degrees

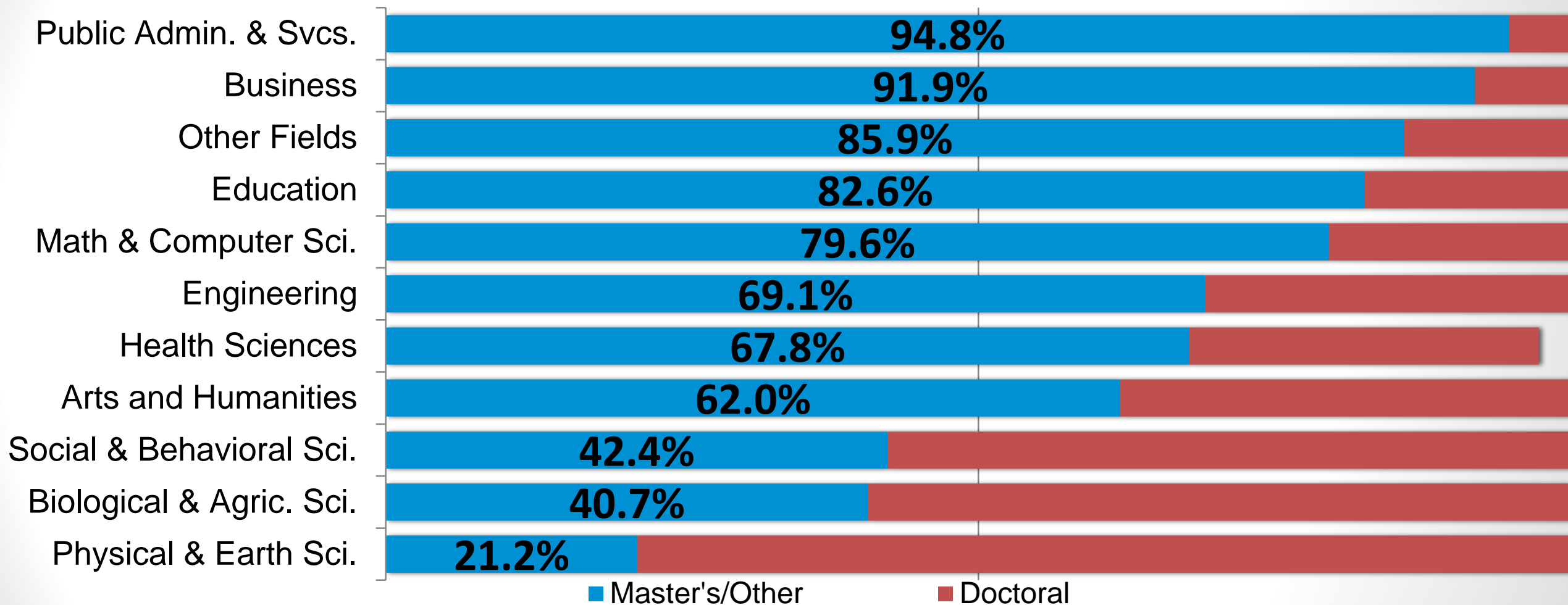
- Jointly sponsored by the Council of Graduate Schools (CGS) and Graduate Record Examinations (GRE) Board since 1986.
- The **only national survey** that collects data on first-time and total graduate enrollment across all fields of graduate study.
- The **only source** of data on graduate enrollment by degree level and on applications to graduate school by all broad field of study.
- The Fall 2016 survey was sent to 777 U.S. institutions of higher education, including CGS member institutions, and received a **80.4% response rate**.

Agenda for This Morning ...

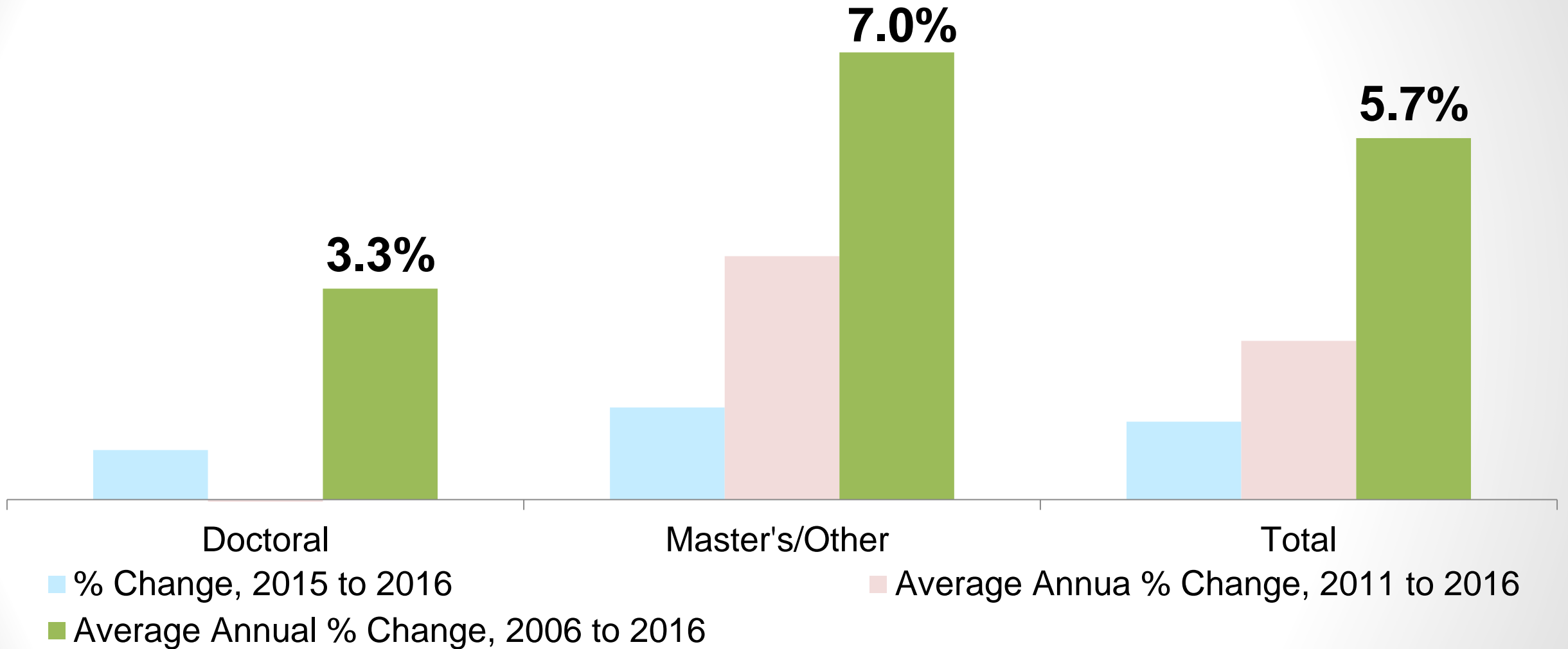
- Today's presentation will focus on three areas of highlights from the forthcoming report, *Graduate Enrollment and Degrees: 2006 to 2016*.
 - Degree objectives,
 - Broad fields of study, and
 - Student characteristics.
- Q&A and after the presentation.
- The report content and today's discussion are embargoed until at 12:01 AM on Thursday September 28, 2017.

Highlights by Degree Objectives

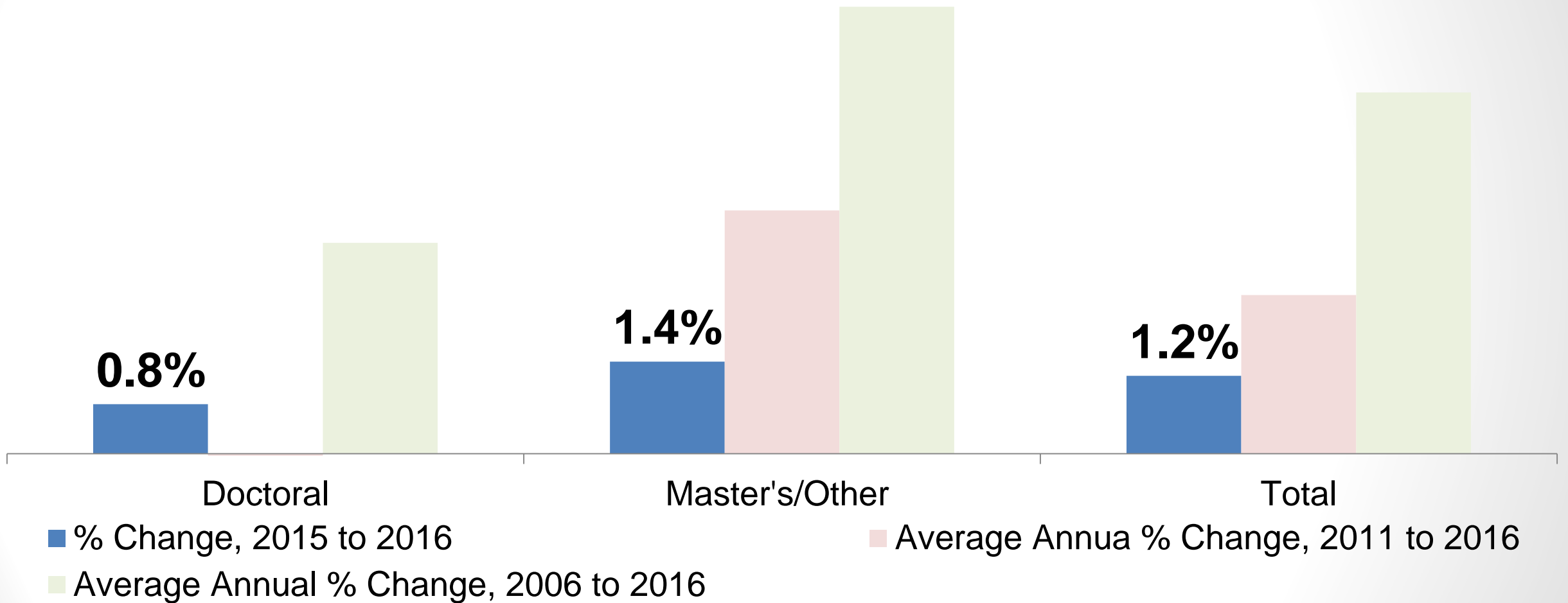
In most broad fields of study, large majorities of graduate applications were for master's/other programs.



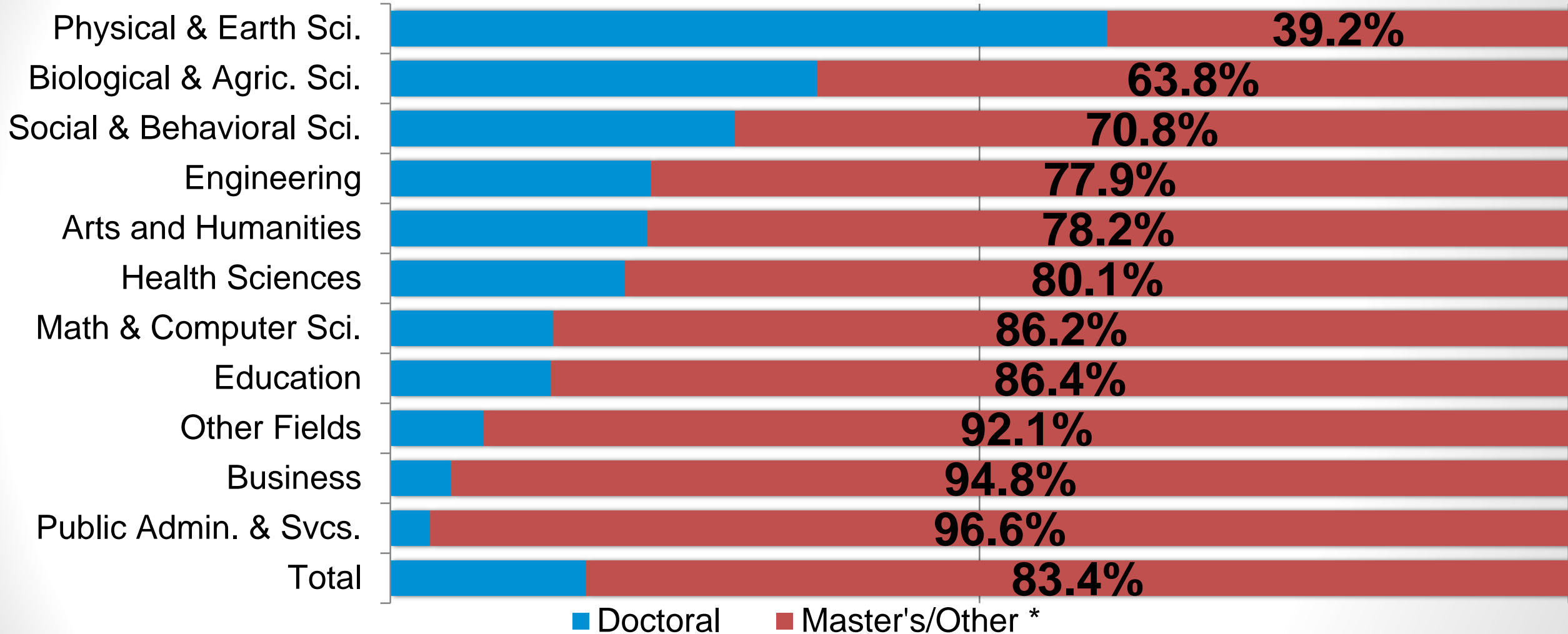
Graduate application counts are growing, but at much slower rates of change between Fall 2015 and Fall 2016.



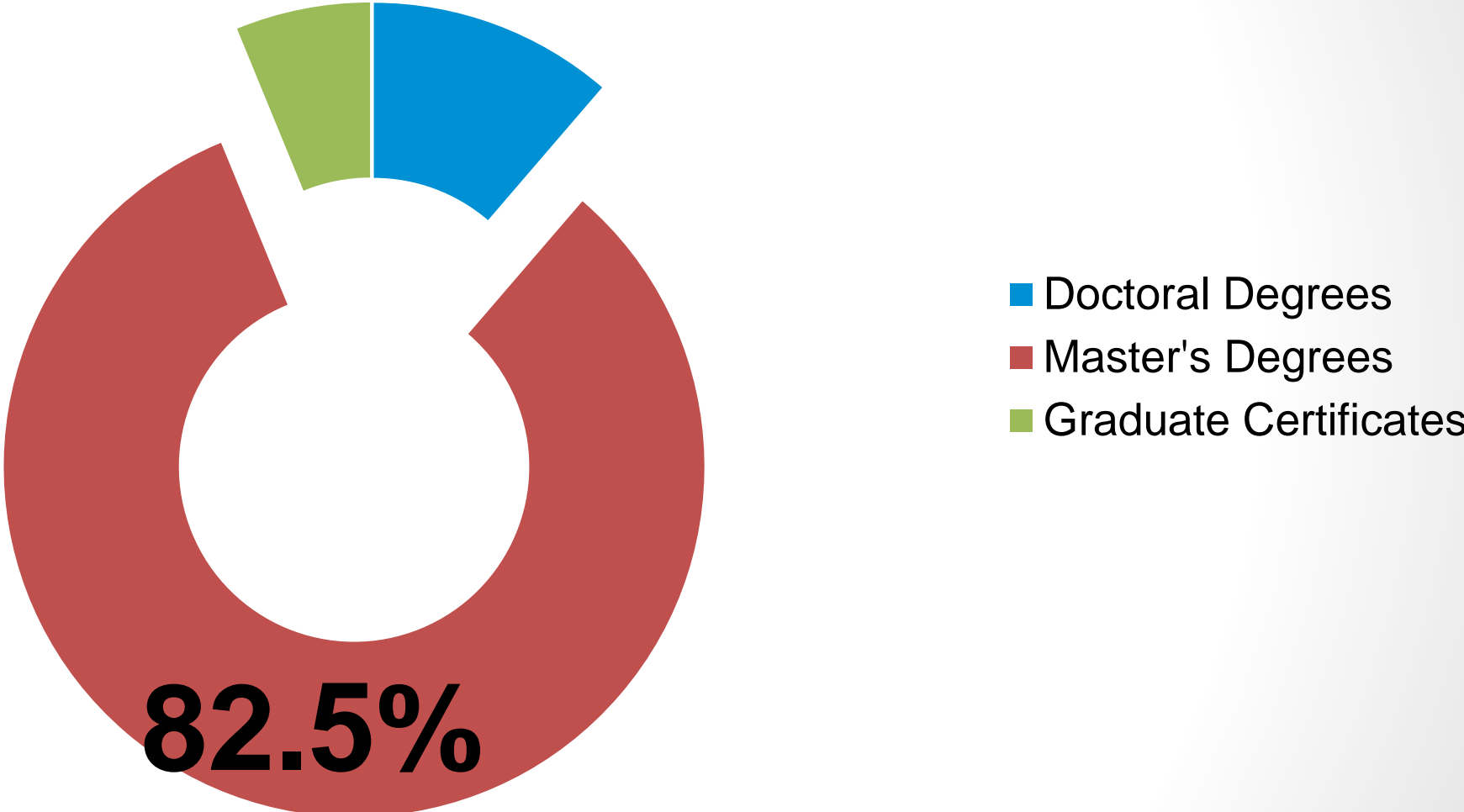
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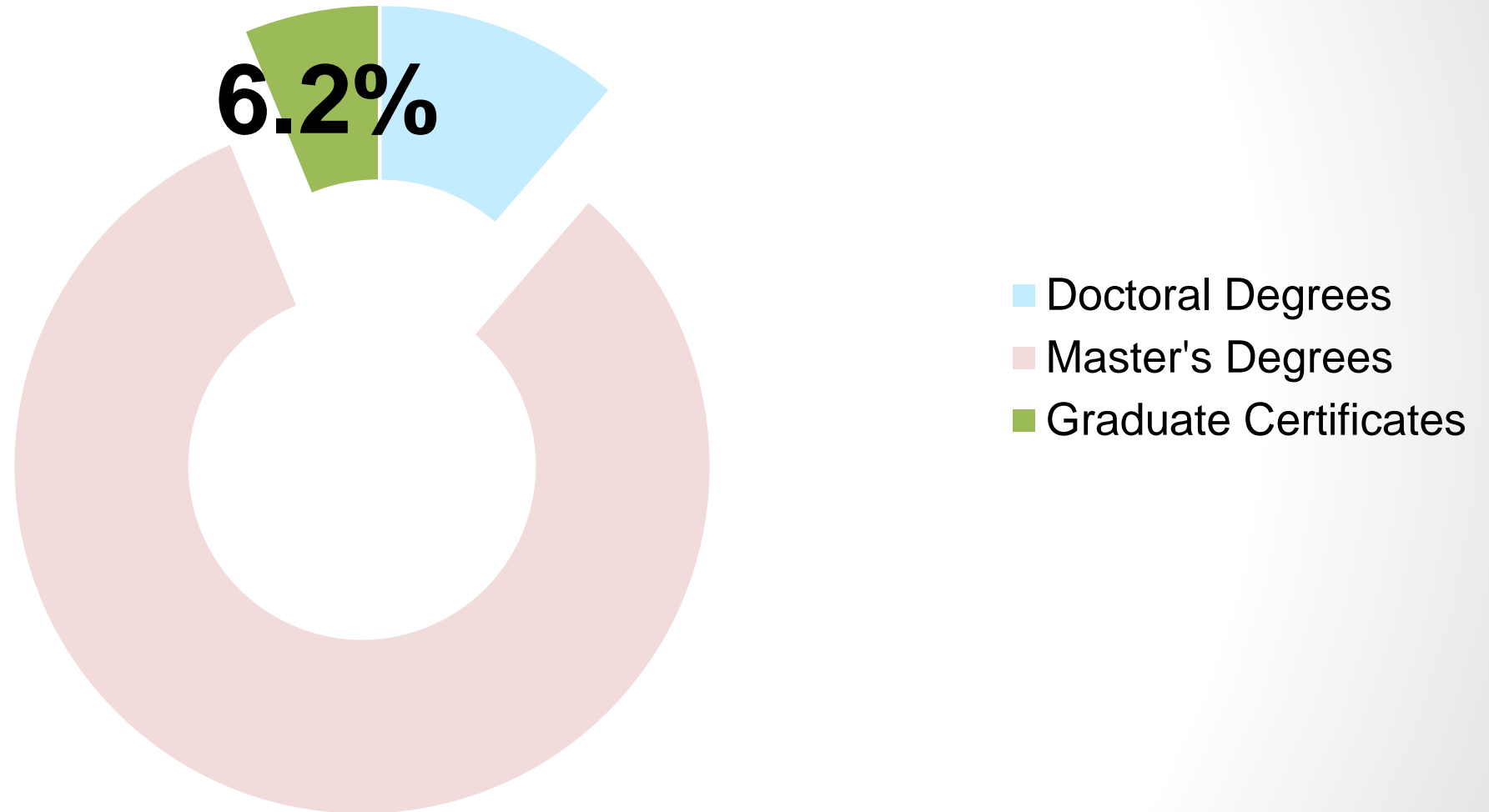
Over four out of five first-time graduate enrollments in Fall 2016 were in master's/other programs.



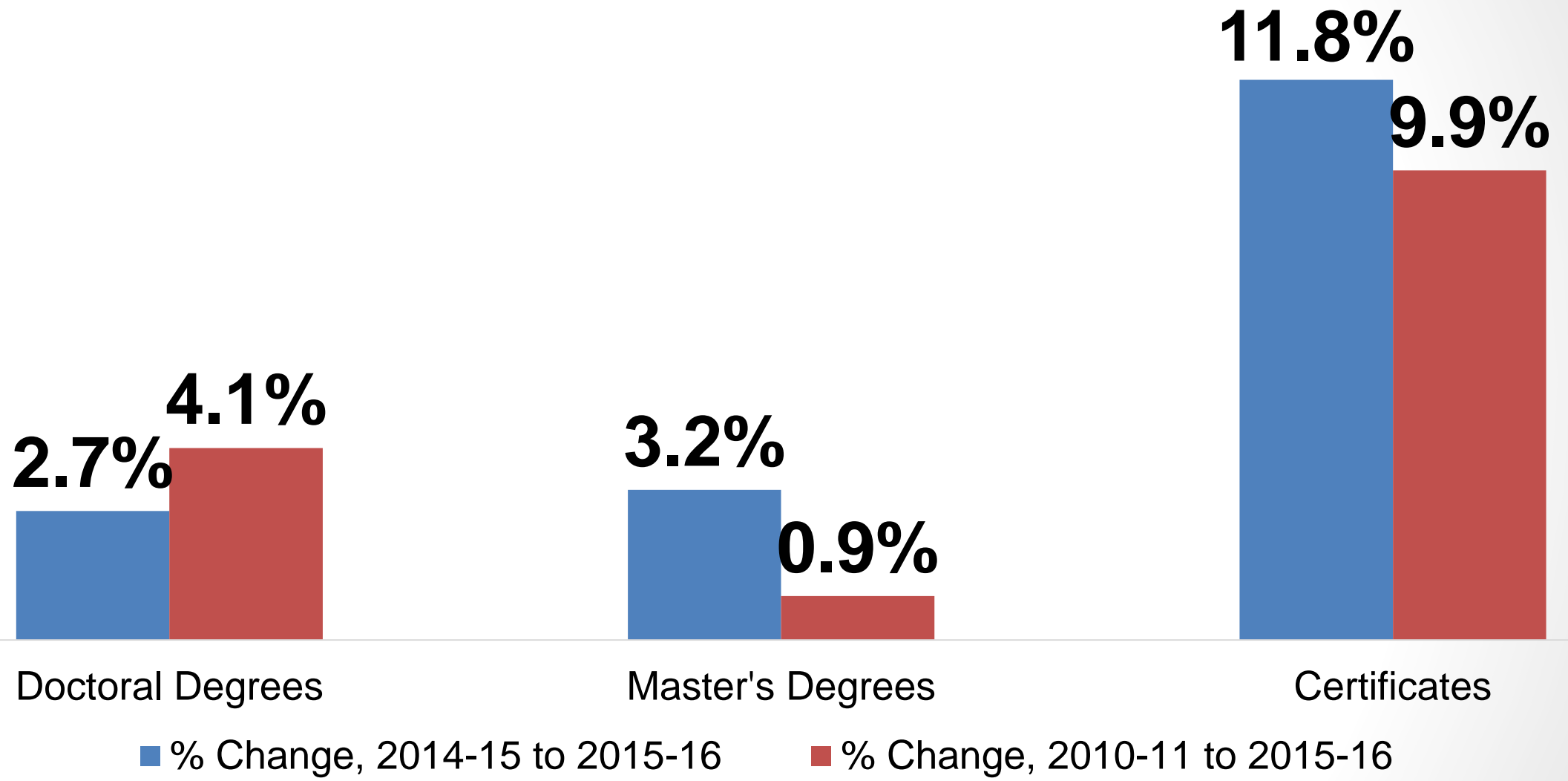
More than eight out of ten graduate degrees/certificates awarded in 2015-2016 were master's degrees.



Graduate certificates accounted for 6.2% of graduate degrees/certificates awarded in 2015-2016.



The number of graduate certificates awarded by the GE&D participating institutions grew rapidly over the last five years.



Particularly, one-year growth was robust in engineering, public administration & services, and business.

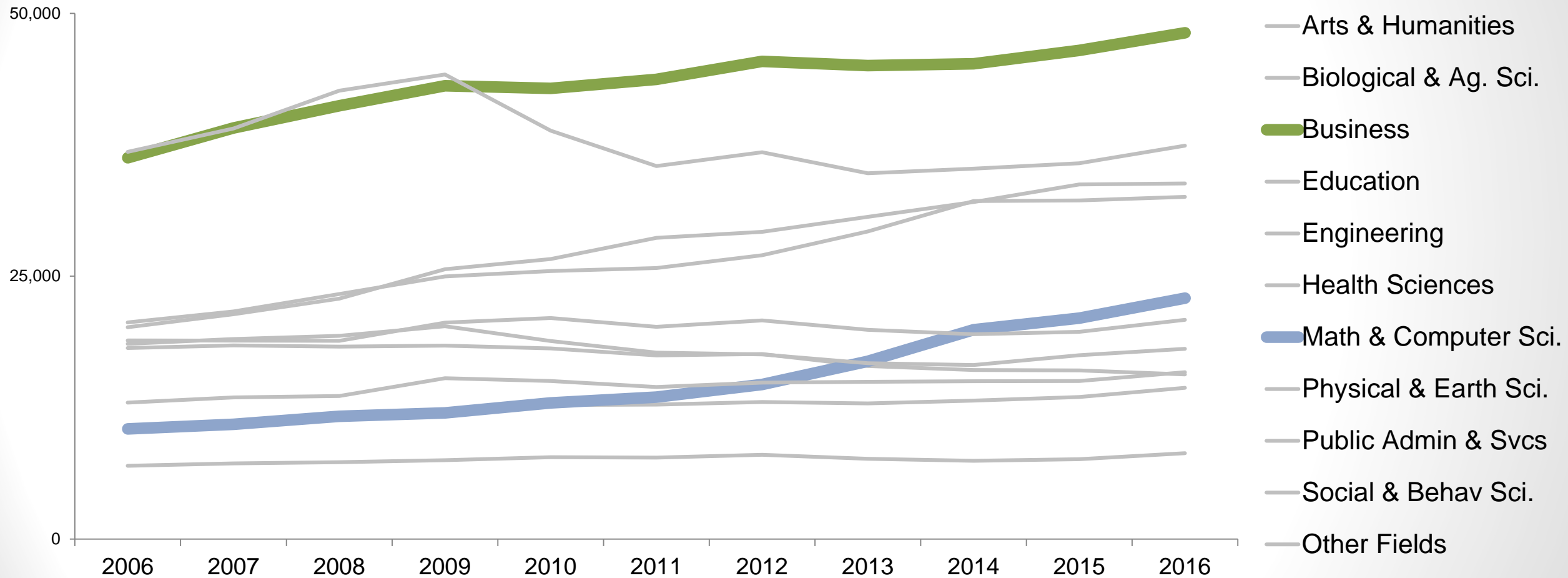
	% Change, 2014-15 to 2015-16	% Change, 2010-11 to 2015-16
Total	11.8%	9.9%
Arts and Humanities	13.7%	5.1%
Biological and Agricultural Sciences	26.1%	18.0%
Business	35.2%	10.2%
Education	4.6%	1.9%
Engineering	38.6%	22.5%
Health Sciences	8.9%	11.7%
Mathematics and Computer Sciences	13.3%	21.4%
Physical and Earth Sciences	2.4%	22.6%
Public Administration and Services	38.0%	9.7%
Social and Behavioral Sciences	3.2%	1.4%
Other Fields	19.0%	8.8%

Also, over the last five years, the number of STEM graduate certificates awarded appear to have grown.

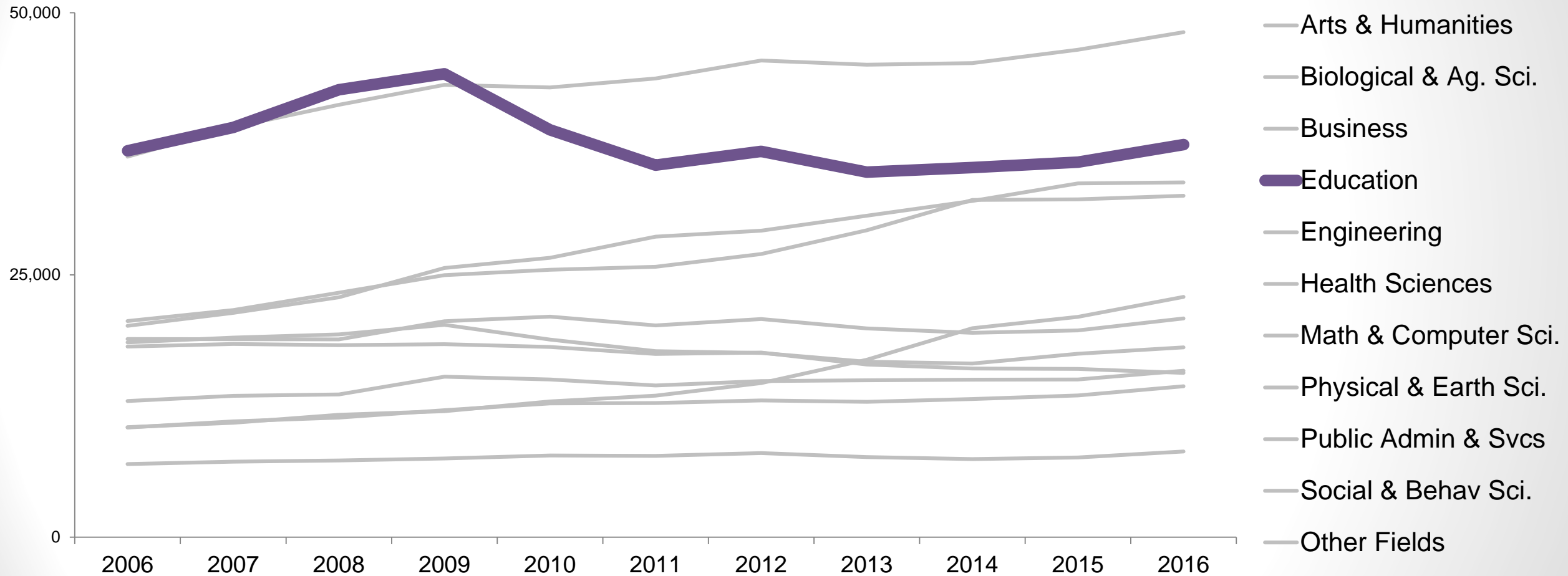
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Highlights by Broad Fields of Study

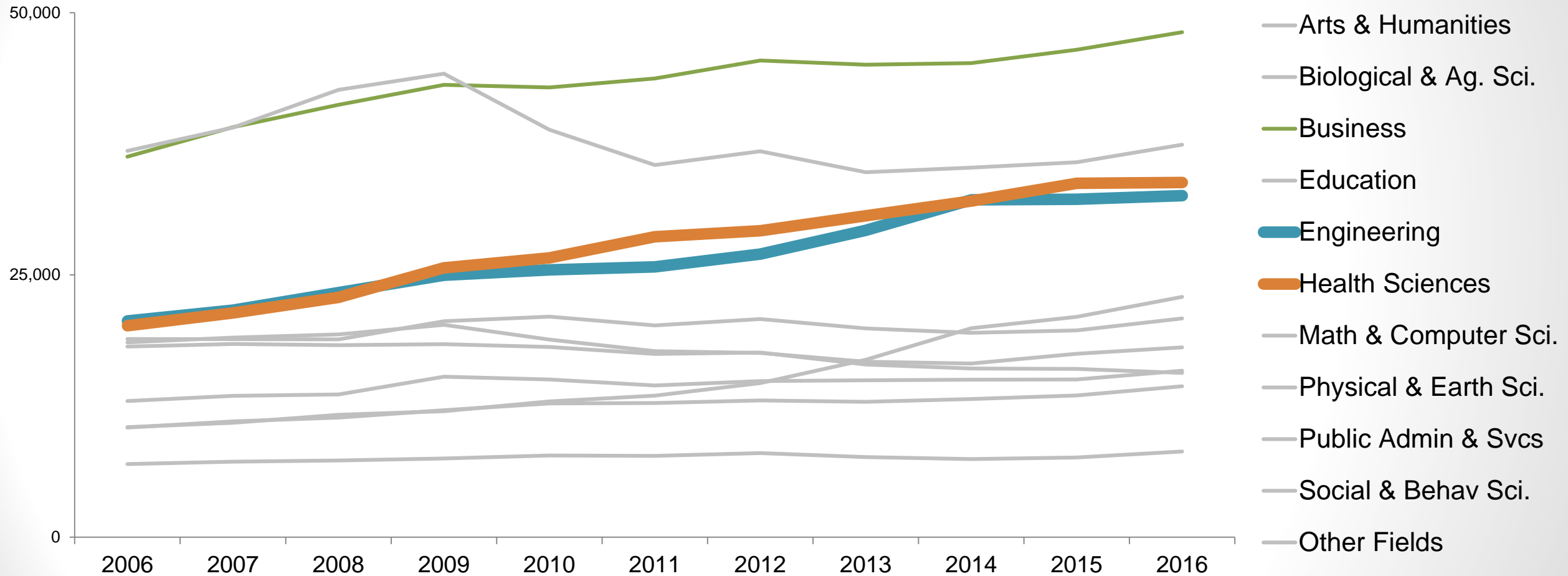
Business and Math & Computer Sciences continue to grow in first-time enrollment.



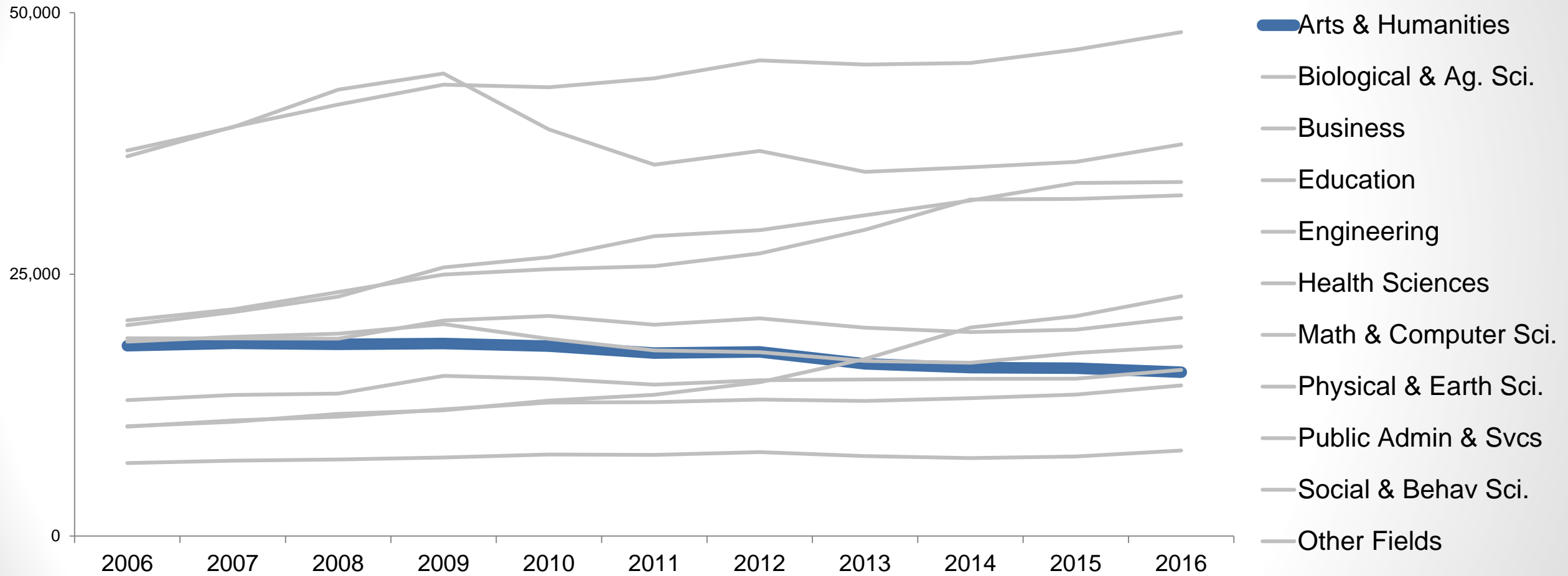
First-time enrollment in education appears to be rebounding (... slowly).



The rates of growth for health sciences and engineering may be flattening.



First-time enrollment in arts & humanities continue to decline.



Graduate applications in arts and humanities, education, and health sciences

	Master's/Other		Doctoral	
	% Change, 2015 to 2016	Average Annual % Change, 2011 to 2016	% Change, 2015 to 2016	Average Annual % Change, 2011 to 2016
Total	0.8%	0.0%	1.4%	3.8%
Education	-6.1%	0.4%	-1.9%	-1.2%
Health Sciences	12.1%	4.7%	-0.5%	5.1%
Arts and Humanities	-7.1%	-3.5%	-4.9%	-3.5%

First-time graduate enrollment in arts and humanities, education, and health sciences

	Master's/Other		Doctoral	
	% Change, 2015 to 2016	Average Annual % Change, 2011 to 2016	% Change, 2015 to 2016	Average Annual % Change, 2011 to 2016
Total	2.3%	3.0%	3.2%	2.3%
Education	2.3%	0.9%	3.0%	1.8%
Health Sciences	1.1%	4.9%	1.6%	4.5%
Arts and Humanities	-6.3%	-2.7%	-1.1%	-0.2%

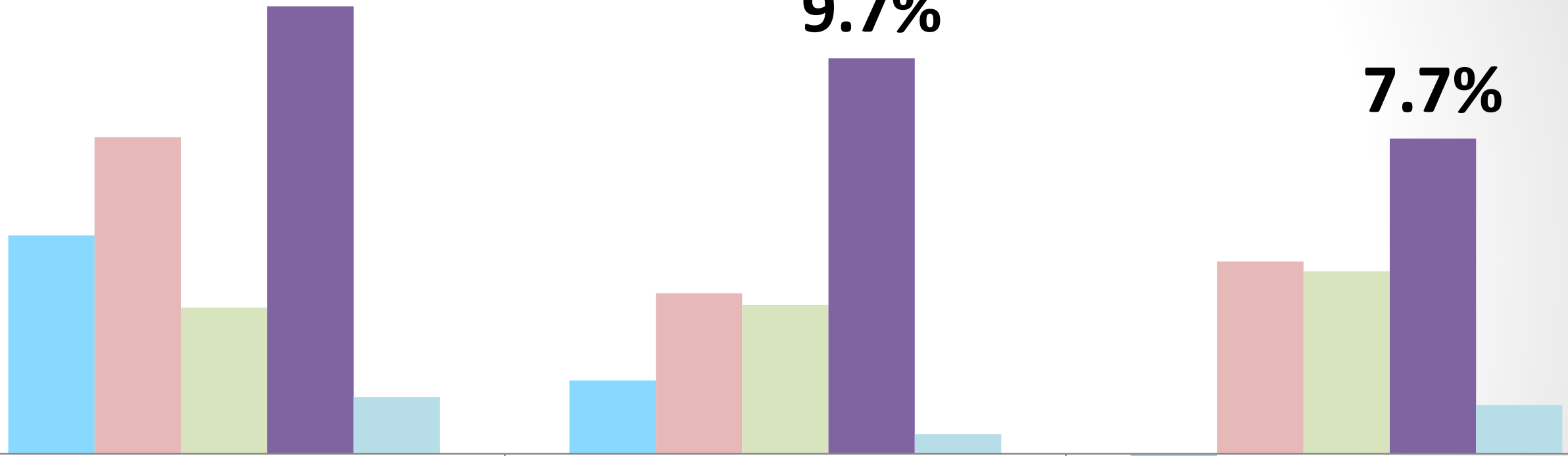
Highlights by Student Characteristics

First-time graduate enrollment of Hispanic/Latino students continues to grow.

11.0%

9.7%

7.7%



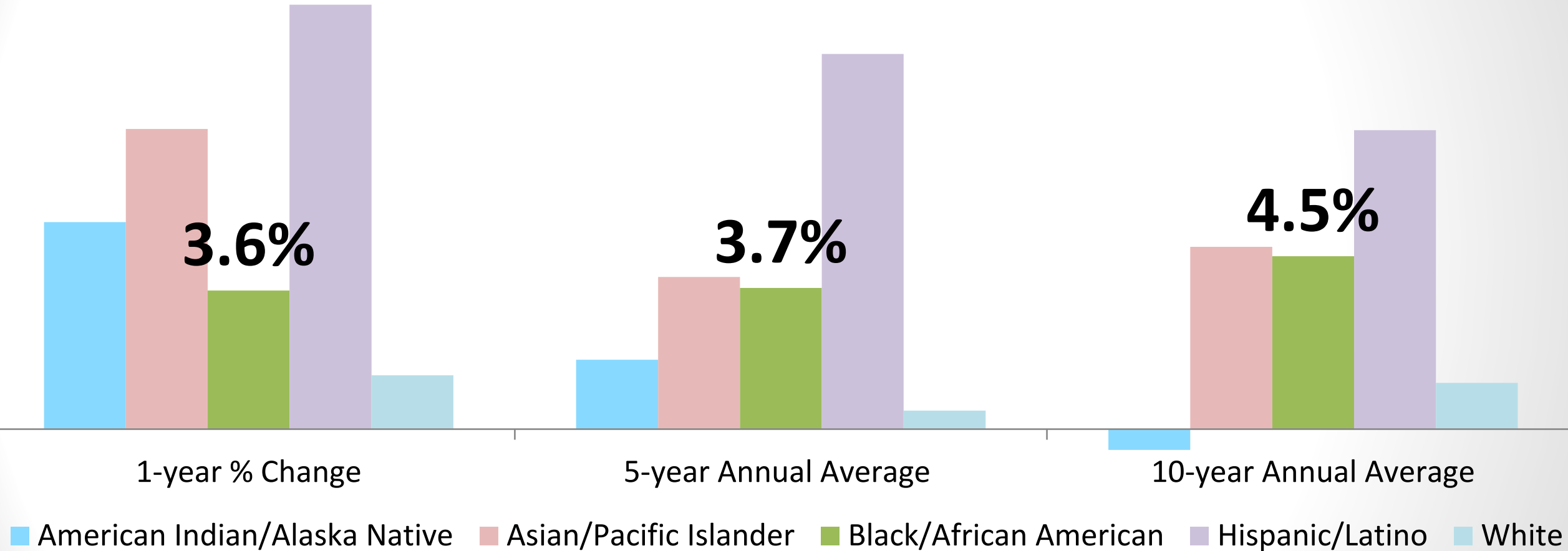
1-year % Change

5-year Annual Average

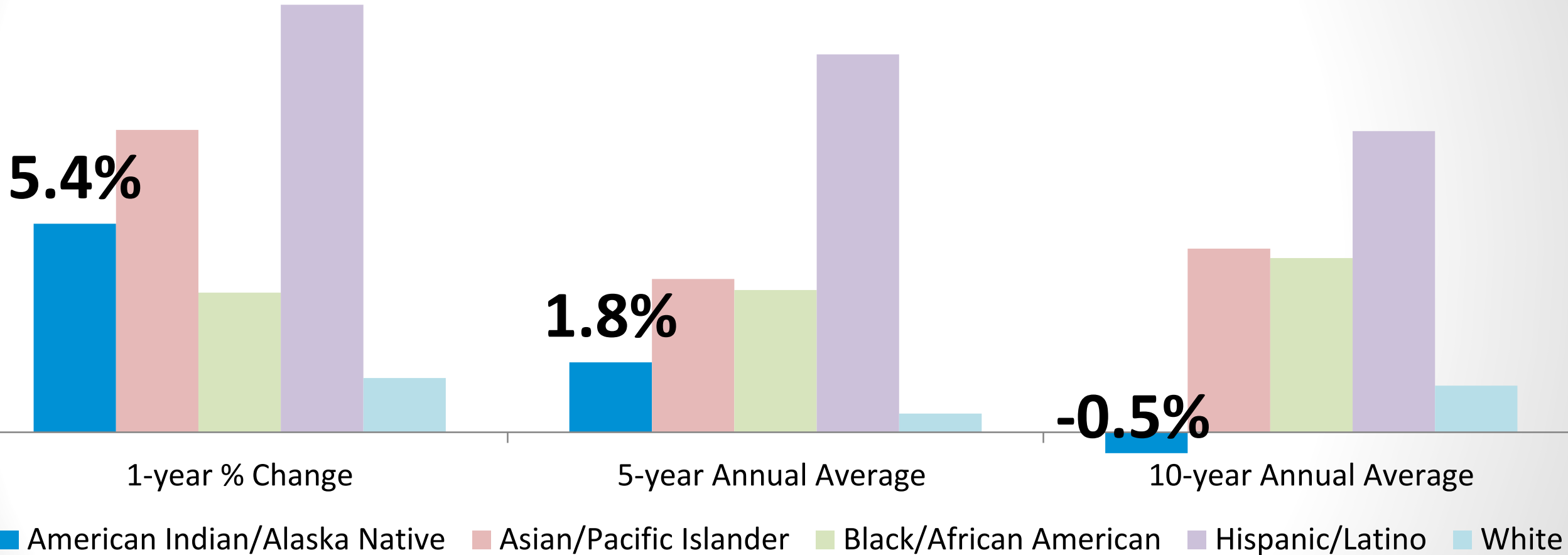
10-year Annual Average

■ American Indian/Alaska Native ■ Asian/Pacific Islander ■ Black/African American ■ Hispanic/Latino ■ White

Black/African American first-time graduate enrollment is growing, but at a much slower rate than their Hispanic/Latino counterparts.

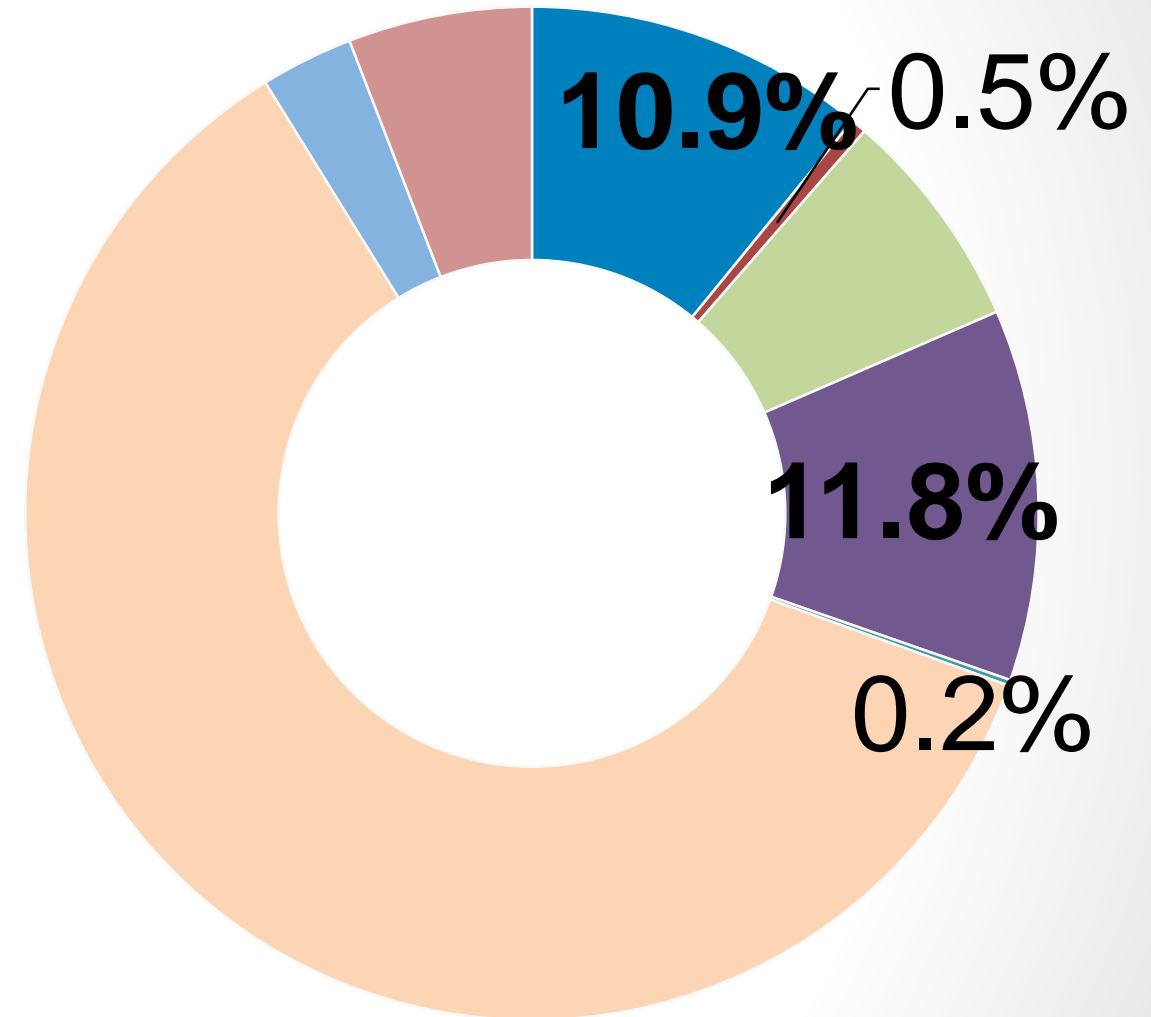


American Indian/Alaska Native first-time graduate enrollment reported a robust growth in last two years.

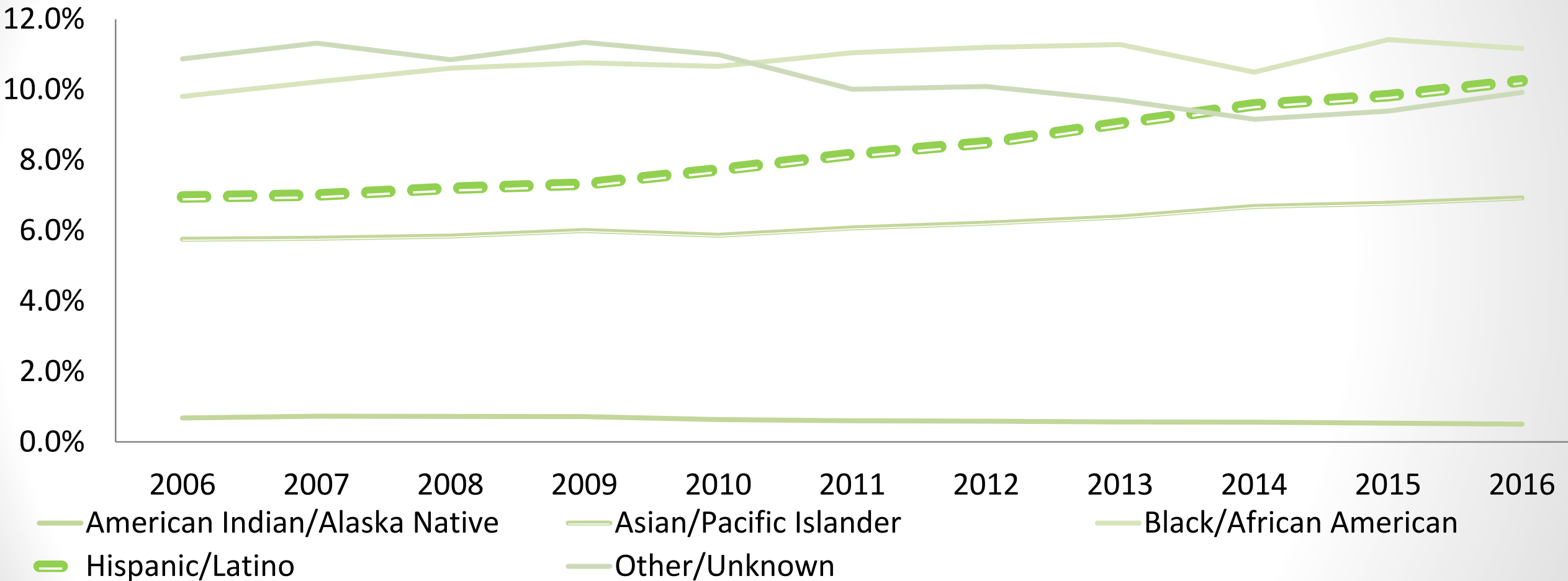


Among U.S. citizens and permanent residents, underrepresented minorities (URM) represent 23.4% of first-time graduate enrollment in Fall 2016.

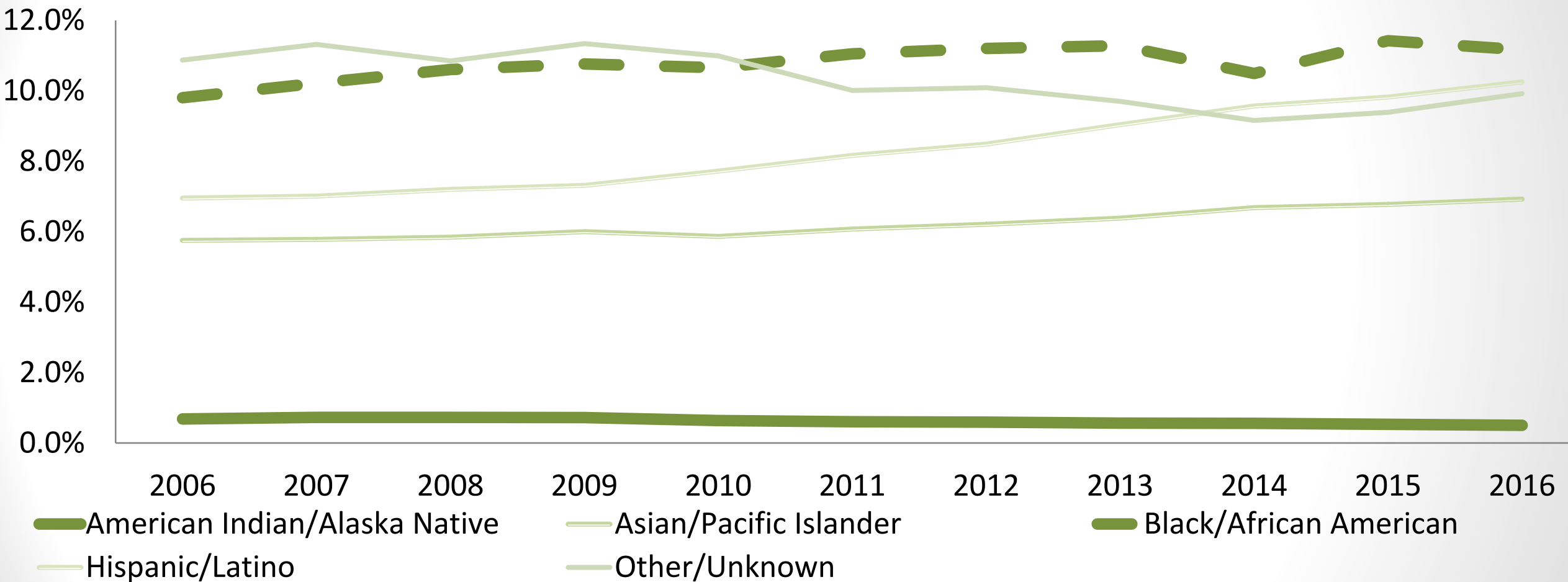
- Hispanic/Latino
- American Indian/Alaska Native
- Asian
- Black/African American
- Native Hawaiian/Other Pacific Islander
- White
- Two or More Races
- Race/Ethnicity Unknown



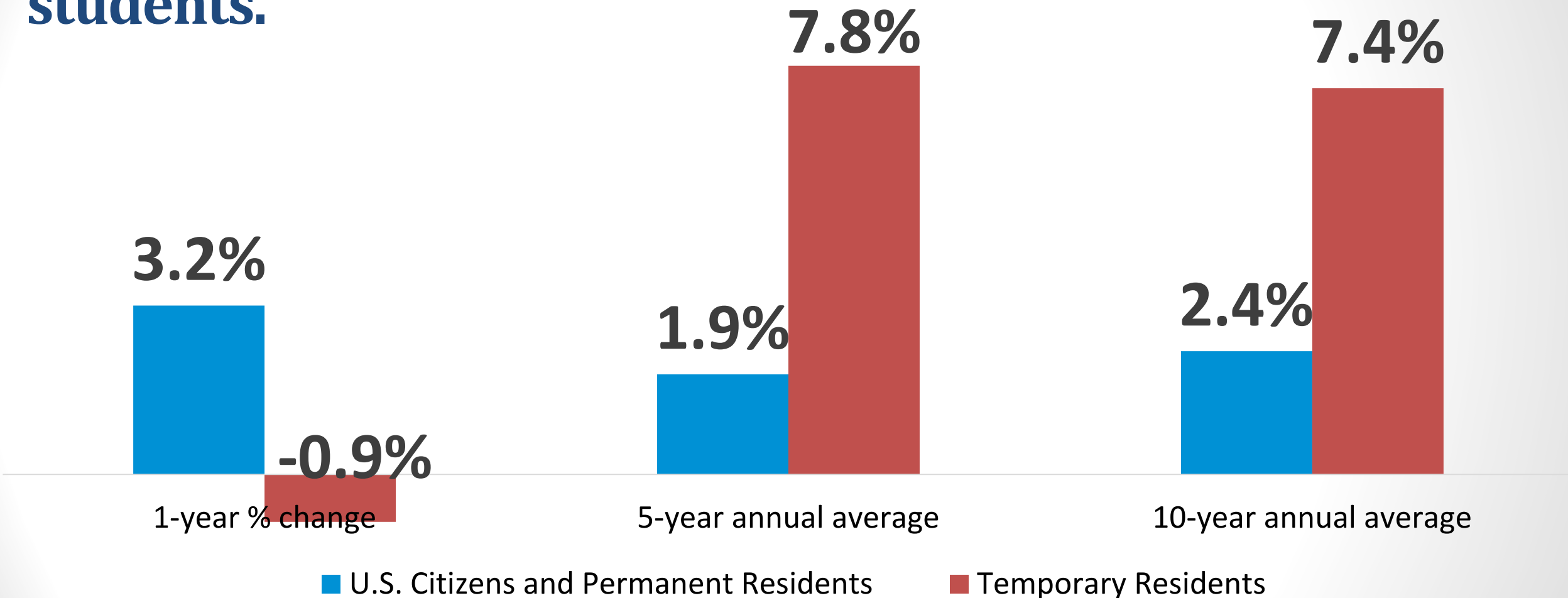
The share of Hispanic/Latino students among the total domestic graduate enrollment grew over the last decade.



But other URM groups did not gain their proportional shares among total domestic graduate enrollment as much.

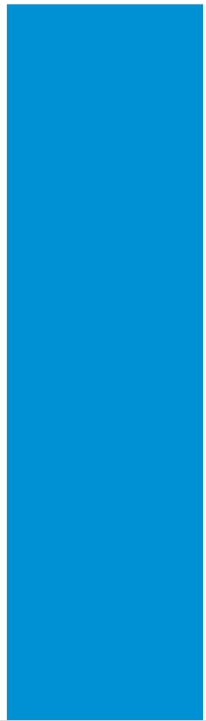


Between Fall 2015 and Fall 2016, domestic first-time graduate enrollment grew faster than international students.



Growth in first-time enrollment of international students flattened in Fall 2016.

11.50%



2012-2013

11.20%



2013-2014

5.70%



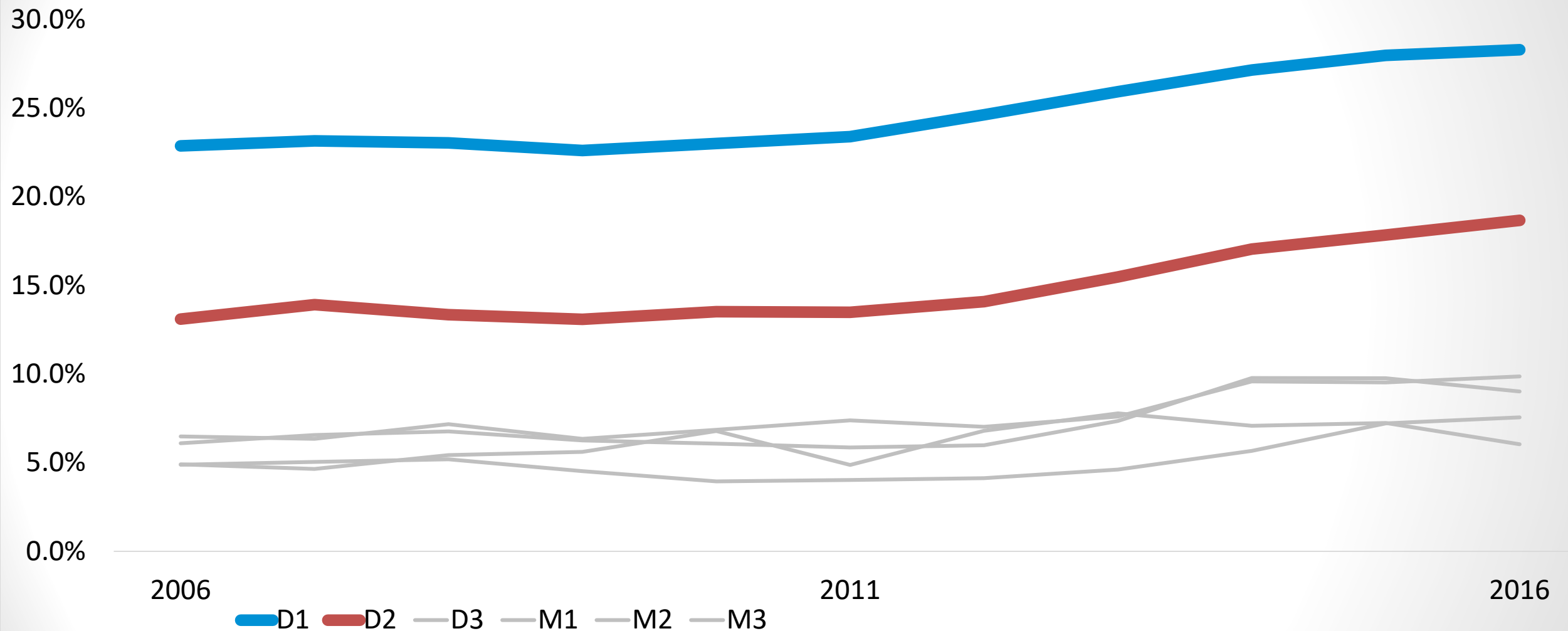
2014-2015

-0.90%

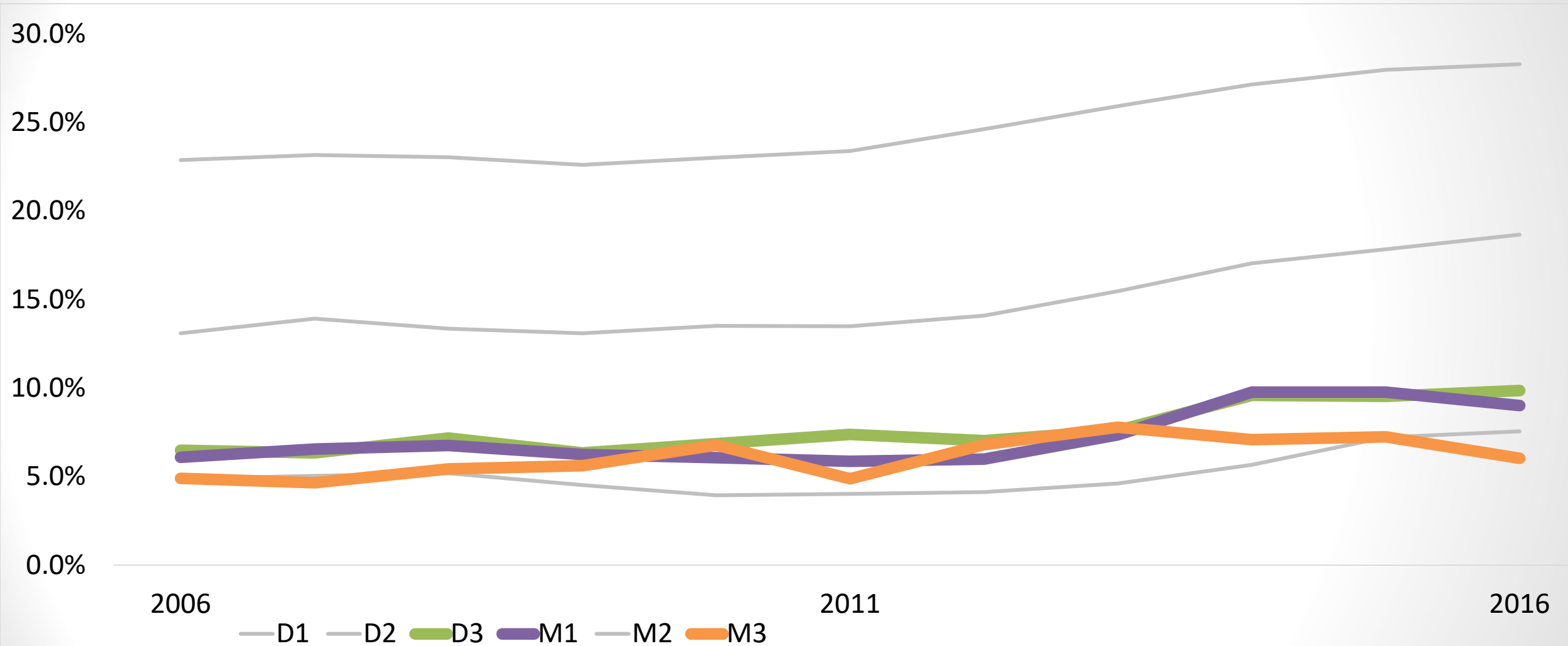


2015-2016

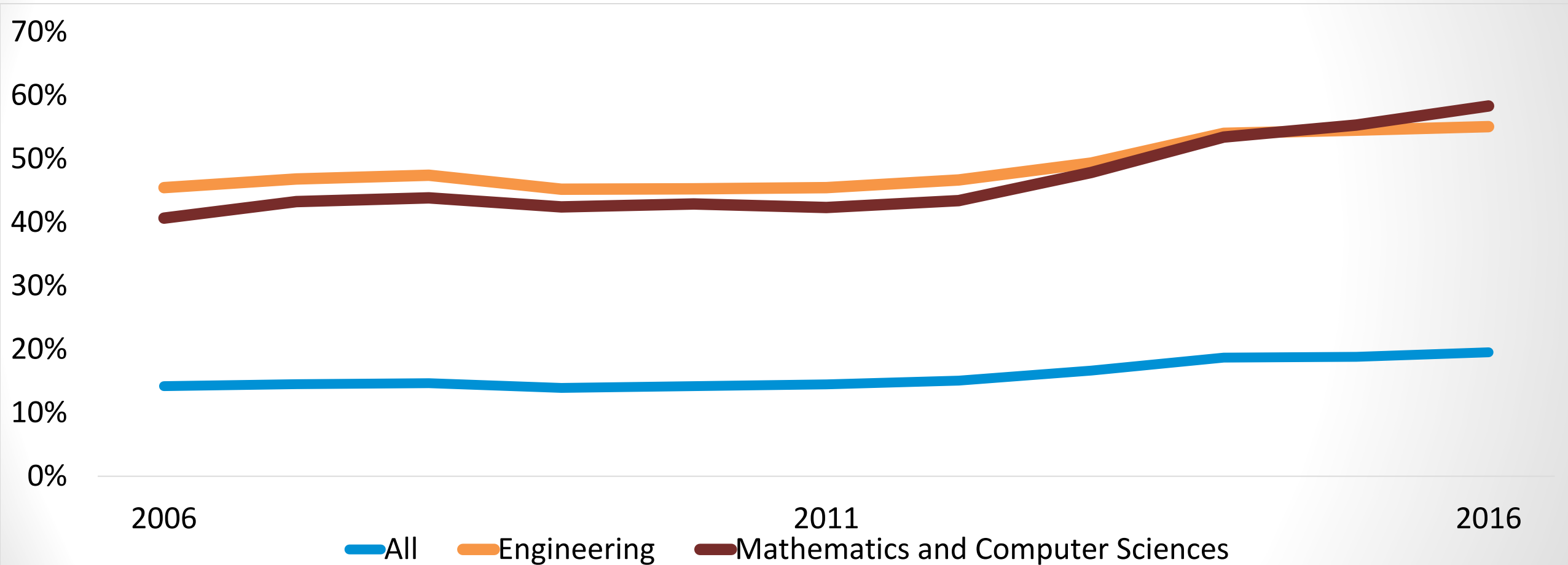
Shares of int'l students in total graduate enrollment continue to be robust at Doctoral Universities with Highest & Higher Research.



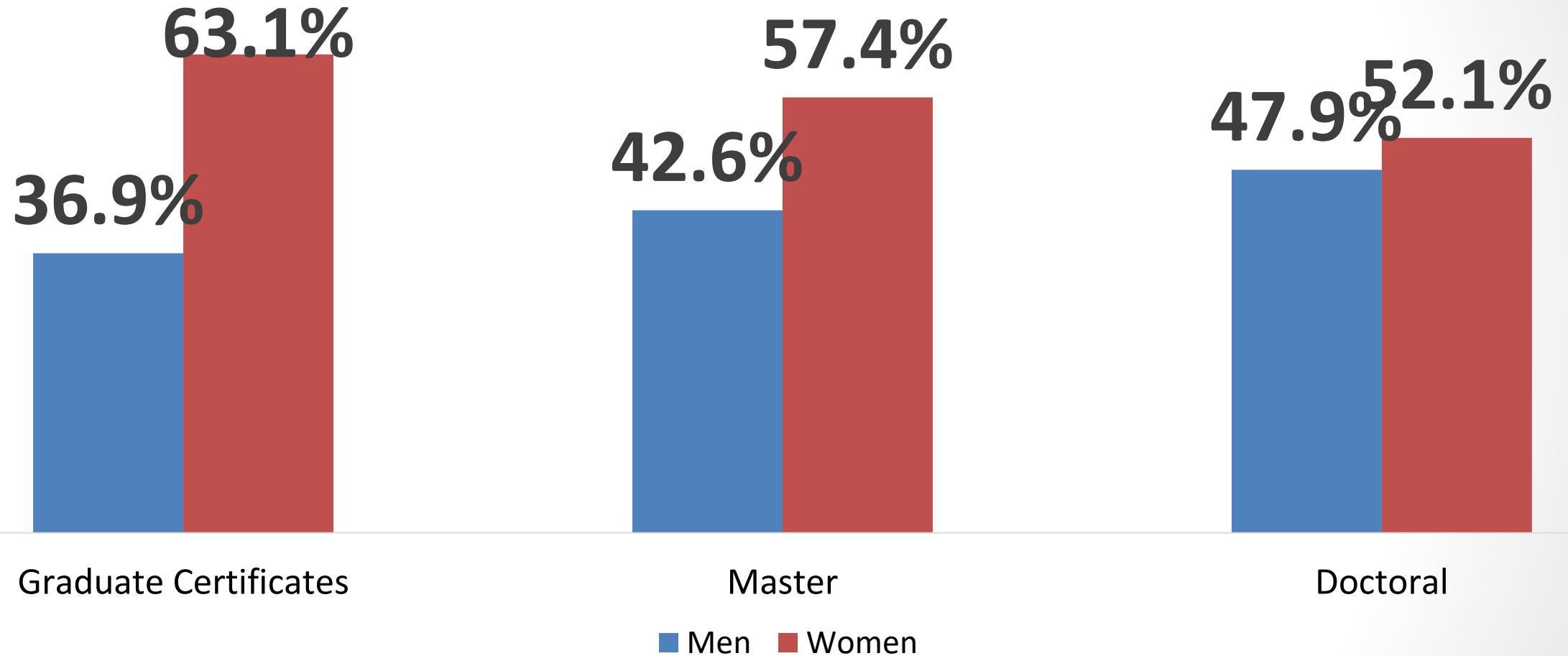
But the shares appear to flatten or decline at other types of institutions over last few years.



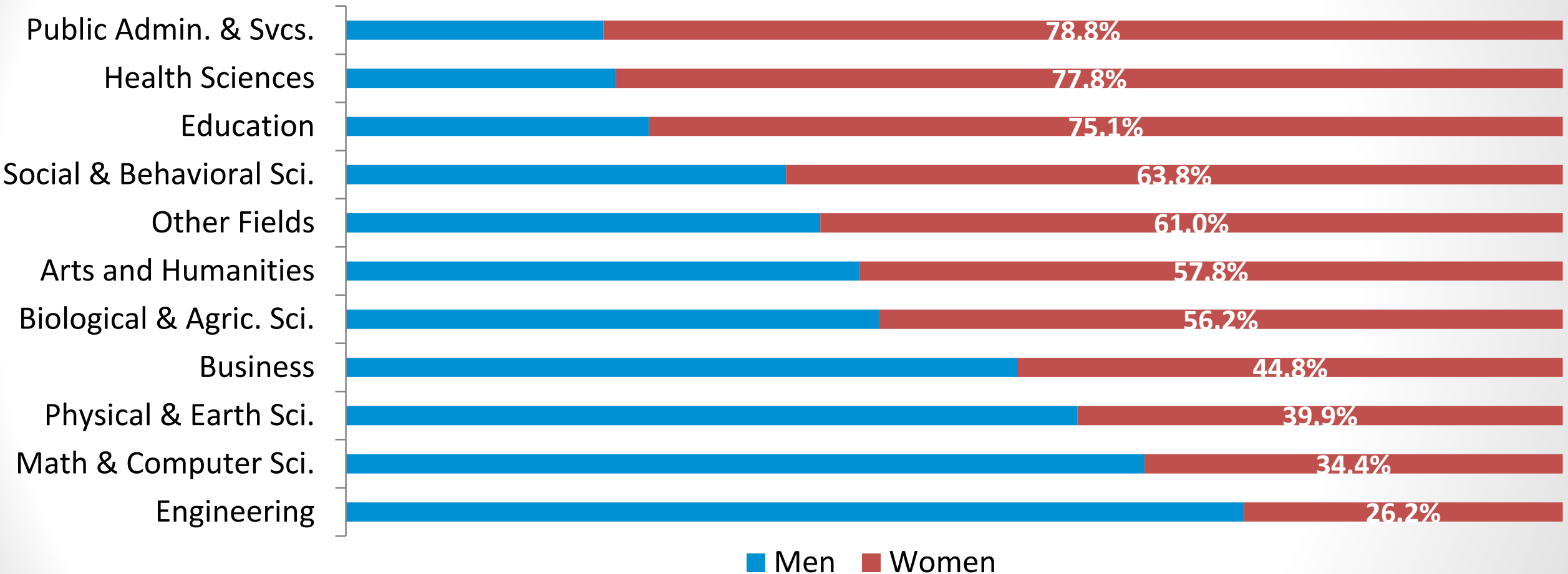
Shares of int'l students have been particularly high for engineering and mathematics and computer sciences.



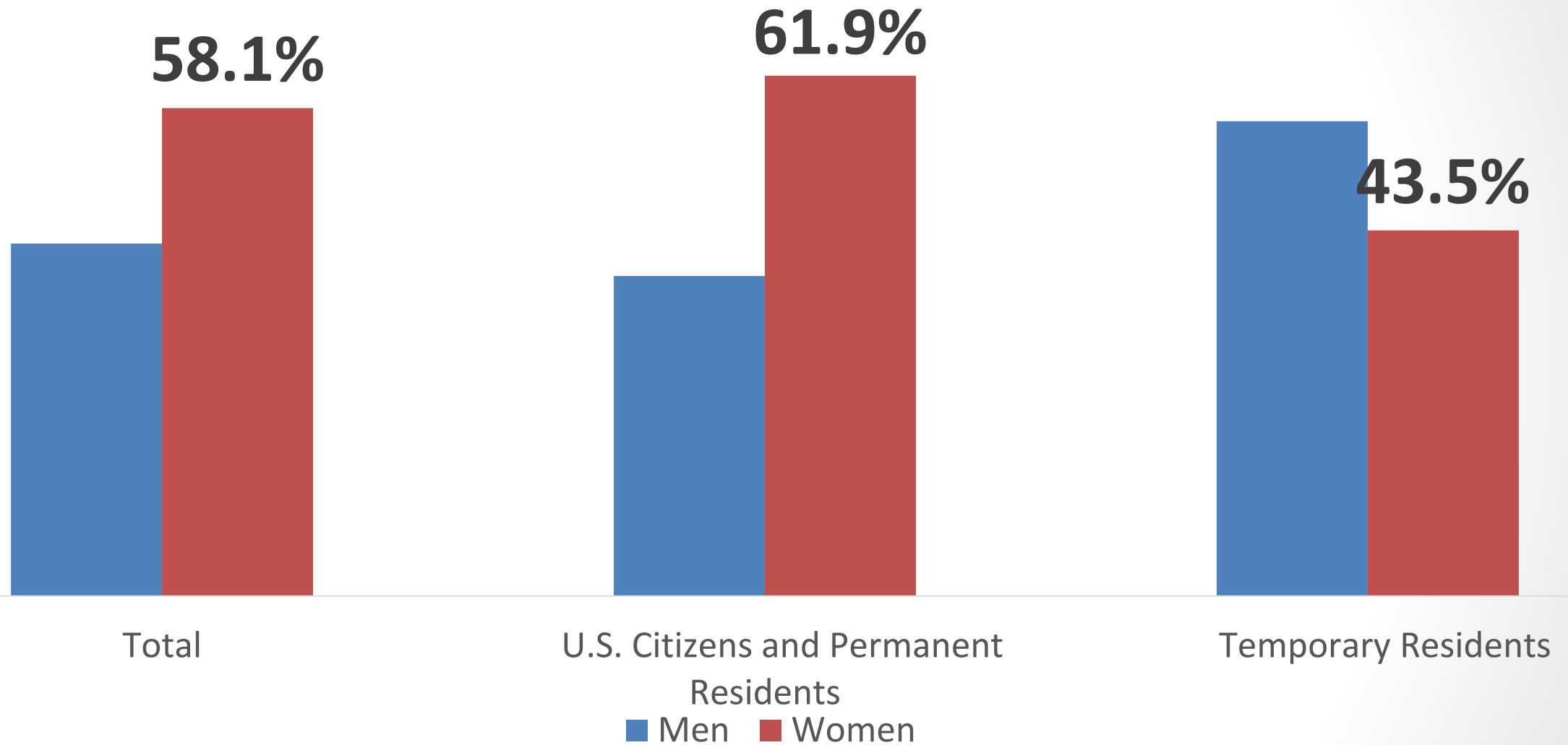
Women accounted for the majority of graduate degrees and certificates awarded in 2015-16.



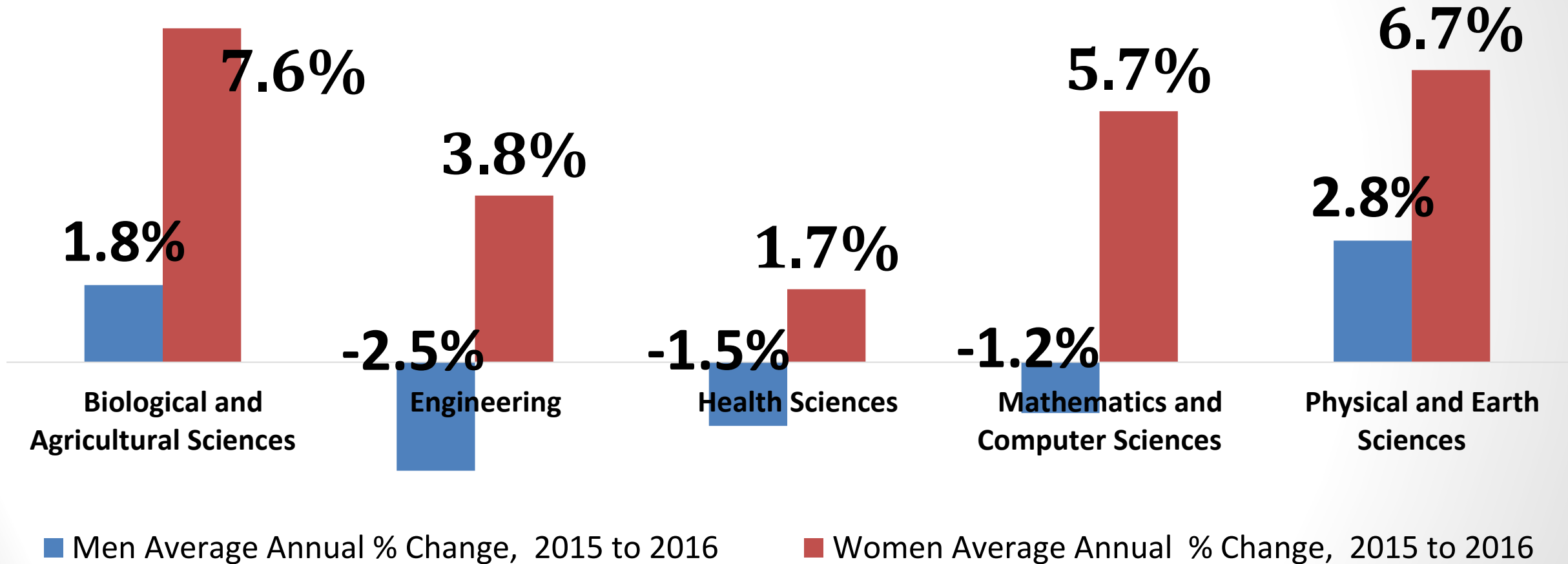
Women are the large majority in a number of broad fields of study, but ...



Among international graduate students, women were the minority of first-time graduate students.



Though, in some of these fields, first-time graduate enrollment of women grew faster than men between Fall 2015 and Fall 2016.



Do these findings resonate with what you know about trends in graduate enrollment?

What is driving these changes?

What are some implications for the future?

Any implications for policy?

Next Research & Policy Forum: December 2017