

# Graduate Enrollment and Degrees: 2002 to 2012



# Graduate Enrollment and Degrees: 2002 to 2012

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The CGS/GRE Survey of Graduate Enrollment and Degrees is jointly sponsored by:

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The CGS/GRE Survey of Graduate Enrollment and Degrees is jointly sponsored by the Council of Graduate Schools (CGS) and the Graduate Record Examinations (GRE) Board. Conducted annually since 1986, the survey is designed to provide information about applications to graduate school, graduate student enrollment, and graduate degrees and certificates conferred. A PDF version of this survey report is available on the CGS website at [www.cgsnet.org](http://www.cgsnet.org). Also available on the CGS website is a companion report with data tables on first-time and total enrollment by fine field, gender, citizenship, and race/ethnicity and graduate degrees awarded by degree level, fine field, and gender. For more information about the survey or the survey reports, please contact:

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Finally, and most importantly, a very special thank you goes to the graduate deans, institutional researchers, and other staff at the 675 colleges and universities who completed the very complex CGS/GRE Survey of Graduate Enrollment and Degrees this year. We are extremely grateful for the time and efforts these and other persons gave to the survey project and report.

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## ***Executive Summary***

The CGS/GRE Survey of Graduate Enrollment and Degrees is jointly sponsored by the Council of Graduate Schools (CGS) and the Graduate Record Examinations (GRE) Board. Conducted annually since 1986, the survey provides information about applications for admission to graduate school, first-time and total graduate student enrollment, and graduate degrees and certificates conferred. The 2012 survey was sent to 787 colleges and universities, and useable responses were received from 675 institutions, for an 86% response rate.

### **Graduate Applications**

Institutions responding to the CGS/GRE Survey of Graduate Enrollment and Degrees received nearly 1.98 million applications for admission to graduate programs for studies beginning in fall 2012. About 783,000 (39.6%) of all graduate applications were accepted for admission, with a higher acceptance rate for applications to master's degree and graduate certificate programs than doctoral programs. Engineering, business, and social and behavioral sciences accounted for the largest numbers of graduate applications in fall 2012.

Applications for admission to U.S. graduate schools increased 3.9% between fall 2011 and fall 2012. Between fall 2002 and fall 2012, graduate applications grew at an average annual rate of 4.5%. Over the past decade, increases occurred in graduate applications in all broad fields. The average annual increases were greatest in health sciences, and smallest in 'other fields'.

The overall acceptance rate at public institutions (40.0%) was slightly higher than that at private, not-for-profit institutions (38.8%). Doctoral research institutions reported lower acceptance rates than master's-focused institutions.

### **First-Time Graduate Enrollment**

More than 461,000 students enrolled for the first time in graduate certificate, education specialist, master's, or doctoral programs for the fall term in 2012 at the institutions responding to the survey. More than six out of ten first-time graduate students were enrolled at public institutions, about one-third were enrolled at private, not-for-profit institutions, and the remainder were enrolled at private, for-profit institutions.

The broad fields of education, business, and health sciences enrolled the largest numbers of first-time graduate students, constituting just under one-half of all first-time students enrolled in fall 2012.

Two-thirds of all first-time graduate students were enrolled full-time in fall 2012. About 58% of all first-time graduate students in fall 2012 were women. Among first-time graduate students whose citizenship was known, 82% were U.S. citizens and permanent residents and 18% were temporary residents. One-quarter of all first-time graduate students were members of U.S. citizen and permanent resident racial/ethnic minority groups.

First-time graduate enrollment grew 1.8% between fall 2011 and fall 2012. This marks the first increase in first-time graduate enrollment since fall 2009. This year's increase was greater at public institutions than at private, not-for-profit institutions. First-time graduate enrollment has increased 2.4% annually on average since fall 2002.

First-time graduate enrollment of temporary residents increased 8.0% between fall 2011 and fall 2012. In contrast, first-time graduate enrollment increased by only 0.6% for U.S. citizens and permanent residents over the same time period. Between fall 2002 and fall 2012, the average annual rate of increase for temporary residents outpaced that of U.S. citizens and permanent residents (3.6% vs. 2.4%).

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Racial/ethnic minorities have driven much of the growth in first-time graduate enrollment among U.S. citizens and permanent residents over the past decade, with year-to-year gains for minorities generally outpacing those of White students. In fall 2012, American Indians/Alaska Natives, Asians/Pacific Islanders, Blacks/African Americans, and Hispanics/Latinos all experienced increases in first-time graduate enrollment, while Whites experienced a decrease in first-time graduate enrollment.

Between fall 2011 and fall 2012, the increase in first-time graduate enrollment was greater for women than for men (2.0% vs. 1.4%). Women have contributed to a larger share of the growth in first-time graduate enrollment over the past decade, with a 2.6% average annual increase since 2002, compared with a 2.3% average annual increase for men.

First-time graduate enrollment increased in seven broad fields and decreased in four broad fields between fall 2011 and fall 2012. Gains were largest in mathematics and computer sciences, health sciences, public administration and services, and engineering. The largest declines were in education, 'other fields', and social and behavioral sciences. Over the past decade, however, first-time graduate enrollment increased in all broad fields except 'other fields', with average annual gains ranging from a high of 8.0% in health sciences to a low of 0.7% in arts and humanities. First-time graduate enrollment declined 0.9% in 'other fields' over the past decade.

Between fall 2011 and fall 2012, first-time graduate enrollment increased 5.0% at the doctoral level and 1.2% at the master's degree and graduate certificate level.

## **Total Graduate Enrollment**

The institutions responding to the survey enrolled a total of nearly 1.74 million students in graduate programs in fall 2012. Six out of ten graduate students were enrolled at public institutions, three out of ten were at private, not-for-profit institutions, and the remainder were at private, for-profit institutions.

The broad fields of education, business, and health sciences enrolled the largest numbers of all graduate students, constituting nearly one-half of all students enrolled in fall 2012.

Fifty-eight percent of all graduate students were enrolled full-time in fall 2012. About 55% of all graduate students enrolled full-time in fall 2012 were women. Among graduate students whose citizenship was known, more than eight in ten were U.S. citizens and permanent residents. One-quarter of all graduate students were members of U.S. citizen and permanent resident racial/ethnic minority groups.

Total graduate enrollment fell 2.3% between fall 2011 and fall 2012. During the same time period, total graduate enrollment fell 1.9% at public institutions, fell 1.2% at private, not-for-profit institutions, and fell 9.8% at private, for-profit institutions. Graduate enrollment has increased 1.1% annually on average since fall 2007.

Between fall 2011 and fall 2012, total graduate enrollment increased 2.8% among temporary residents, but fell 3.2% among U.S. citizens and permanent residents. In contrast, between fall 2002 and fall 2012, total graduate enrollment increased 1.8% annually on average for temporary residents, compared with 2.2% for U.S. citizens and permanent residents.

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Among U.S. citizens and permanent residents, total graduate enrollment fell 3.7% for men, and fell 3.4% for women between 2011 and 2012. Over the past decade, however, average annual gains for women were greater than those for men (2.4% vs. 1.9%).

Among U.S. citizens and permanent residents, between 2011 and 2012, total graduate enrollment fell 5.4% for American Indians/Alaska Natives, fell 0.7% for Asians/Pacific Islanders, fell 2.8% for Blacks/African Americans, and fell 4.0% for Whites. Total graduate enrollment increased 0.3% for Hispanics/Latinos over the same time period. Over the past decade, Blacks/African Americans led in total enrollment gains, with an average annual increase of 6.6%.

Total graduate enrollment decreased in six broad fields between fall 2011 and fall 2012: 'other fields', education, social and behavioral sciences, arts and humanities, business, and biological and agricultural sciences. Between 2002 and 2012, total graduate enrollment increased in all broad fields except education and 'other fields', with average annual gains ranging from a high of 8.2% in health sciences to a low of 0.6% in arts and humanities. Total graduate enrollment fell 0.5% in education, and fell 0.8% in 'other fields' over the past decade.

Between fall 2011 and fall 2012, total enrollment increased by 0.5% at the doctoral level, but decreased by 3.3% at the master's degree and graduate certificate level.

## **Graduate Certificates and Degrees**

The institutions responding to the survey awarded approximately 67,200 doctoral degrees, 540,200 master's degrees, and 31,900 graduate certificates in 2011-12. Public institutions awarded the majority of the degrees awarded at both the doctoral and master's levels, as well as the majority of the graduate certificates.

About four in ten doctoral degrees awarded in 2011-12 were in health sciences, engineering, and social and behavioral sciences. At the master's degree level, education and business were the two largest broad fields, accounting for over 40% of all master's degrees awarded in 2011-12.

Women earned about two-thirds of the graduate certificates, 60% of the master's degrees, and 52% of the doctorates awarded in 2011-12. Academic year 2011-12 marked the fourth consecutive year in which women earned the majority of the degrees awarded at the doctoral level.

Doctoral degree production increased 5.7% between 2010-11 and 2011-12, with stronger growth among men than women over the one-year period (6.4% vs. 4.5%). Over the past decade, the average annual rate of increase for women surpassed that of men (7.1% vs. 4.4%).

Between 2001-02 and 2011-12, doctoral degree production increased in all broad fields. The average annual increases were greatest in the field of health sciences (16.7%).

Master's degree production increased 2.4% between 2010-11 and 2011-12, with a larger increase for men (2.9%) than for women (2.0%) over the one-year period. Over the past ten years, however, the average annual rate of increase was greater for women (5.2%) than for men (4.5%). Between 2001-02 and 2011-12, master's degree production increased in all broad fields, with the strongest growth in health sciences, biological and agricultural sciences, and engineering.

# Chapter 1

## Introduction, Data, and Methods

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### Introduction

The CGS/GRE Survey of Graduate Enrollment and Degrees is jointly sponsored by the Council of Graduate Schools (CGS) and the Graduate Record Examinations (GRE) Board. Conducted annually since 1986, the survey is designed to provide information about applications for admission to graduate school, graduate student enrollment, and graduate degrees and certificates conferred. Both CGS and GRE believe that graduate education is a vital part of U.S. higher education and that providing an annual examination of trends in graduate enrollment and degrees, by field of study, degree level, and demographics, is essential for understanding the graduate education enterprise.

The CGS/GRE Survey of Graduate Enrollment and Degrees is the only national survey that collects data on first-time and total graduate enrollment by field across all fields of graduate study. It is also the only source of data on graduate enrollment by degree level (master's versus doctoral) and the only national survey that collects data on applications to graduate school by field of study.

### Survey Universe and Response Rate

The CGS/GRE Survey of Graduate Enrollment and Degrees is sent electronically each fall to the U.S.-based institutions that as of November 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).<sup>1</sup>

<sup>1</sup> While CGS also has member institutions in Canada and international members, the survey population for the CGS/GRE Survey of Graduate Enrollment and Degrees 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 and are available online at [www.cags.ca](http://www.cags.ca).

This year's survey was sent to a total of 787 colleges and universities, and useable responses were received from 675 institutions, for an overall response rate of 86%. While the total number of responding institutions represents about one-third (33%) of the approximately 2,000 degree-granting colleges and universities in the United States that offer programs at the graduate certificate level or above,<sup>2</sup> the responding institutions confer about 73% of the 735,000 master's degrees and 91% of the 73,000 doctorates awarded each year by U.S. colleges and universities.<sup>3</sup> Because the respondents represent such a large percentage of the degrees awarded at the graduate level in the United States, it is likely that the trends reported here are representative of overall national figures.

### Data and Methods

The CGS/GRE Survey of Graduate Enrollment and Degrees collects data on four aspects of graduate education:

**Applications:** Includes the number of completed applications for admission to U.S. graduate schools for the fall term, the number of those applications accepted for admission, and the number of applications not accepted. Data are collected by fine field and degree level (master's and 'other' vs. doctoral). The applications data exclude individuals who applied as transfers or for readmission at the same institution.

**First-Time Enrollment:** Includes the number of students enrolled for the first time in graduate certificate, education specialist, master's, or doctoral

<sup>2</sup> Data on the number of degree-granting colleges and universities in the United States that offer programs at the graduate certificate level or above were derived from the 2011 Institutional Characteristics – Directory Information data files from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS).

<sup>3</sup> Data on the number of graduate degrees conferred come from the 2010-11 Completions Data File from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). This was the most recent IPEDS dataset available at the time of publication.

programs for the fall term. Data are collected by fine field, degree level (master's and 'other' vs. doctoral), gender, race/ethnicity, citizenship, and enrollment status (full-time/part-time).

**Total Enrollment:** Includes the total number of students enrolled (first-time and continuing students) in graduate certificate, education specialist, master's, or doctoral programs for the fall term. Data are collected by fine field, degree level (master's and 'other' vs. doctoral), gender, race/ethnicity, citizenship, and enrollment status (full-time/part-time).

**Degrees:** Includes the number of master's and doctoral degrees and post-baccalaureate and post-master's certificates awarded in the United States in a given academic year (July 1 through June 30). Degree data are collected by fine field, degree level (graduate certificate, master's, and doctoral), and gender. The survey does not collect degree data by race/ethnicity or citizenship.

For both first-time and total enrollment, master's and 'other' enrollment is defined as the number of students enrolled in programs specifically leading to the master's degree and other non-doctoral programs, such as graduate certificate programs and education specialist programs. Graduate certificates are awards that require the completion of an organized program of study generally equivalent to 15 to 18 credit hours beyond the bachelor's degree. Education specialist programs are generally equivalent to 30 to 45 credit hours beyond the master's degree. Doctoral enrollment is defined as the number of students enrolled in programs leading directly to the doctoral degree as well as the total number of students enrolled in doctoral programs where a master's degree is earned en route to the doctoral degree.

Full-time enrollment includes 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 the responding institution's own policy. Part-time enrollment includes students enrolled in graduate degree programs who are not pursuing graduate work full time as defined above.

The survey collects total data for each institution for the categories and variables listed above, as well as data for up to 51 individual fields of study. This printed report groups the data from the 51 fine fields of study into 11 broad fields. A special online report presents the fine field data for first-time enrollment, total enrollment, and degrees awarded.<sup>4</sup> For more information on the fine fields included in each broad field, see the CGS/GRE Survey of Graduate Enrollment and Degrees Taxonomy of Fields of Study in Appendix B.

The survey excludes students applying to, enrolled in, or graduating from the following comprehensive list of first-professional programs: Chiropractic (D.C. or D.C.M.), Dentistry (D.D.S. or D.M.D.), Law (L.L.B., J.D.), Medicine (M.D.), Optometry (O.D.), Osteopathic Medicine (D.O.), Pharmacy (Pharm.D.), Podiatry (D.P.M., D.P., or Pod.D.), Theology (M.Div., M.H.L., B.D., or Ordination), and Veterinary Medicine (D.V.M.). Data for all other graduate-level programs are collected, including programs in other professional fields such as health sciences and business.

The racial/ethnic data included in this report 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. The citizenship and race/ethnicity categories are defined as follows:

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

**Hispanic/Latino**—A U.S. citizen or permanent resident of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

**American Indian/Alaska Native**—A U.S. citizen or permanent resident having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community recognition.

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<sup>4</sup> The report, *Graduate Enrollment and Degrees by Fine Field: 2002 to 2012*, is available online at [www.cgsnet.org](http://www.cgsnet.org).



**Asian**—A U.S. citizen or permanent resident having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Malaysia, Pakistan, the Philippines, South Korea, Thailand, and Vietnam.

**Black/African American**—A U.S. citizen or permanent resident having origins in any of the black racial groups of Africa (except those of Hispanic origin).

**Native Hawaiian/Other Pacific Islander**—A U.S. citizen or permanent resident having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific islands.

**White**—A U.S. citizen or permanent resident having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

**Two or More Races**—A U.S. citizen or permanent resident having origins in any two or more of the following race categories: American Indian/Alaska Native, Asian, Black/African American, Native Hawaiian/Other Pacific Islander, or White.

**Race/Ethnicity Unknown**—Includes U.S. citizens and permanent residents whose race/ethnicity is not known.

**Citizenship Unknown**—Includes individuals whose citizenship is not known.

Two significant changes to the race/ethnicity categories occurred starting with the 2010 data collection cycle. The first change divided the previous Asian/Pacific Islander category into two separate categories: Asian and Native Hawaiian/Other Pacific Islander. The second change split the previous Other/Unknown category into three separate categories: Two or More Races, Race/Ethnicity Unknown, and Citizenship Unknown. The data presented in Chapter 2 of this report are based on the new race/ethnicity categories. Readers of this report should not directly compare the figures in Chapter 2 to those that appeared in editions of this report issued prior to 2010. For the trend data reported in Chapter 3 of this report, the data are

aggregated to correspond with the earlier definitions of Asian/Pacific Islander and Other/Unknown, to permit the examination of one-, five-, and ten-year trends.

In some sections of this report, data are presented by Carnegie classification based on the 2010 Carnegie Classification of Institutions of Higher Education, using the “basic” classification.<sup>5</sup> The 33 “basic” classification categories are aggregated to five categories in this report as follows:

**Research Universities (very high research activity)**—Universities with very high research activity that award at least 20 doctorates per year.

**Research Universities (high research activity)**—Universities with high research activity that award at least 20 doctorates per year.

**Doctoral/Research Universities**—Other universities that award at least 20 doctorates per year.

**Master’s Colleges and Universities**—Institutions that award at least 50 master’s degrees and fewer than 20 doctorates per year.

**Other**—Includes baccalaureate institutions awarding fewer than 50 master’s degrees or 20 doctorates per year, as well as institutions awarding graduate degrees where a high concentration of degrees is in a single field or set of related fields (e.g., theological seminaries, medical schools, health profession schools, schools of engineering, etc.).

In some cases, survey respondents were unable to provide data for one or more categories or variables. Thus, not all tables and figures in this report include data from all 675 institutions that responded to the 2012 CGS/GRE Survey of Graduate Enrollment and Degrees. Data were not imputed for missing fields or for non-responding institutions.

A copy of the 2012 CGS/GRE Survey of Graduate Enrollment and Degrees survey instrument is provided in Appendix A.

<sup>5</sup> For more information on the 2010 Carnegie Classification of Institutions of Higher Education, see [www.carnegiefoundation.org/classifications/index.asp](http://www.carnegiefoundation.org/classifications/index.asp).

## Report Contents

The tables and analysis that follow are divided into two chapters. Both Chapter 2 and Chapter 3 begin with interpretative text and figures and conclude with data tables providing more detail on the information included in each chapter.

Chapter 2 presents data and analysis on the numbers of applications for admission to U.S. graduate schools for fall 2012 and application acceptance rates by broad field and degree level. It also highlights first-time and total enrollment in fall 2012, with data presented by broad field, degree level, institution type, Carnegie classification, attendance status, gender, race/ethnicity, and citizenship. The last portion of Chapter 2 examines the numbers of graduate degrees and certificates conferred in the 2011-12 academic year (July 1, 2011 through June 30, 2012). Degree data are presented by broad field, degree level, and gender.

Chapter 3 presents data and analysis on trends in graduate applications, first-time enrollment, total enrollment, and degrees conferred over the past one, five, and ten years. For this report, the one-year trends are based on data collected for 2011 and 2012; the five-year trends compare data collected for 2007 and 2012; and the ten-year trends are based on data collected for 2002 and 2012. The trend data from these three time periods are designed to provide a more detailed comparison of the recent and longer-term trends in graduate education. Since the institutions responding to the survey differ slightly from year to year, the trend data are limited to institutions that responded to the CGS/GRE Survey of Graduate Enrollment and Degrees in both of the years being compared. The one-year trends include data from 623 colleges and universities that responded to the CGS/GRE Survey of Graduate Enrollment and Degrees in both 2011 and 2012, the five-year trends include data from 594 institutions that responded to the survey in both 2007 and 2012, and the ten-year trends include data from 527 institutions that responded in both 2002 and 2012. Restricting the analyses to the same institutions in both years being examined ensures that the trends that are presented are accurate and not a reflection of differing survey respondents.

In addition to the information included in this publication, a companion data report is available to CGS member institutions in PDF format on the CGS website, [www.cgsnet.org](http://www.cgsnet.org). This report, *Graduate Enrollment and Degrees by Fine Field: 2002 to 2012*, includes data tables on first-time and total enrollment by fine field, gender, citizenship, and race/ethnicity and graduate degrees awarded by degree level, fine field, and gender.

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

## Chapter 2

### *Graduate Applications, First-Time Enrollment, and Total Enrollment, Fall 2012, and Degrees Conferred, 2011-12*

This chapter presents data and analysis on the numbers of applications for admission to U.S. graduate schools for fall 2012 and application acceptance rates by broad field and degree level. It also highlights first-time and total enrollment in fall 2012, with data presented by broad field, degree level, institution type, Carnegie classification, attendance status, gender, race/ethnicity, and citizenship. Additionally, the numbers of graduate degrees and certificates conferred in the 2011-12 academic year (July 1, 2011 through June 30, 2012) are presented by broad field, degree level, and gender. The chapter concludes with the data tables referenced in the text.

### Graduate Applications

Institutions responding to the CGS/GRE Survey of Graduate Enrollment and Degrees received nearly 1.98 million applications for admission to graduate programs for studies beginning in fall 2012 (Table 2.1). Of those applications, about 783,000 (39.6%) were accepted. The overall application acceptance rate for master's and other graduate programs was higher than that for doctoral programs (49.0% vs. 20.8%).

Among the survey respondents, public institutions received the majority (63.1%) of the graduate applications in fall 2012, with more than 1.2 million received. Private, not-for-profit institutions received more than 731,000 graduate applications. The data for private, for-profit institutions were suppressed due to the small numbers of these institutions providing data on graduate applications for the 2012 survey.

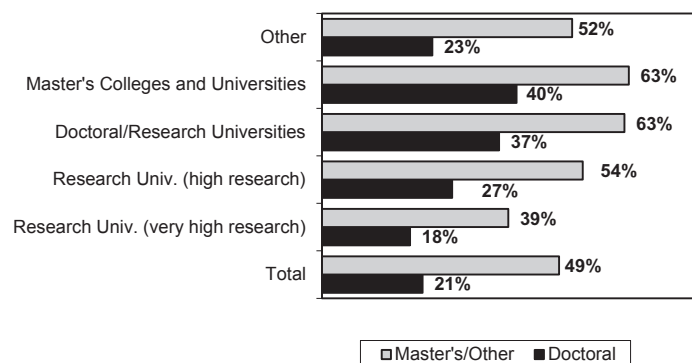
The overall application acceptance rate at public institutions (40.0%) was slightly higher than that at private, not-for-profit institutions (38.8%). Application acceptance rates typically correlate with an institution's Carnegie classification, with doctoral research institutions having lower acceptance rates than master's-focused institutions.<sup>6</sup> Among survey respondents classified as research universities with very high research activity (RU/VH), the

application acceptance rate was 29.5%, compared with 46.9% at research universities with high research activity (RU/H), 58.9% at doctoral/research universities, and 61.7% at master's colleges and universities. This correlation is seen at both the doctoral and master's/graduate certificate levels with lower acceptance rates at doctoral institutions than at master's-focused institutions (Table 2.1 and Figure 2.1).

Engineering, business, social and behavioral sciences, and health sciences accounted for the largest numbers of graduate applications in fall 2012 (Table 2.2). Among applications for which broad fields were known, 53% of all graduate applications in fall 2012 were for programs in one of these four broad fields.<sup>7</sup>

At the doctoral level, among applications for which broad fields were known, social and behavioral sciences, engineering, and biological and agricultural sciences were the three largest broad fields, together representing 50.0% of all doctoral applications. At the opposite end of the spectrum, public

**Figure 2.1 Graduate Application Acceptance Rates by Carnegie Classification and Degree Level, Fall 2012**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

<sup>6</sup> Carnegie classifications are based on the 2010 Carnegie Classification of Institutions of Higher Education, using the "basic" classification. See page 3 for more information.

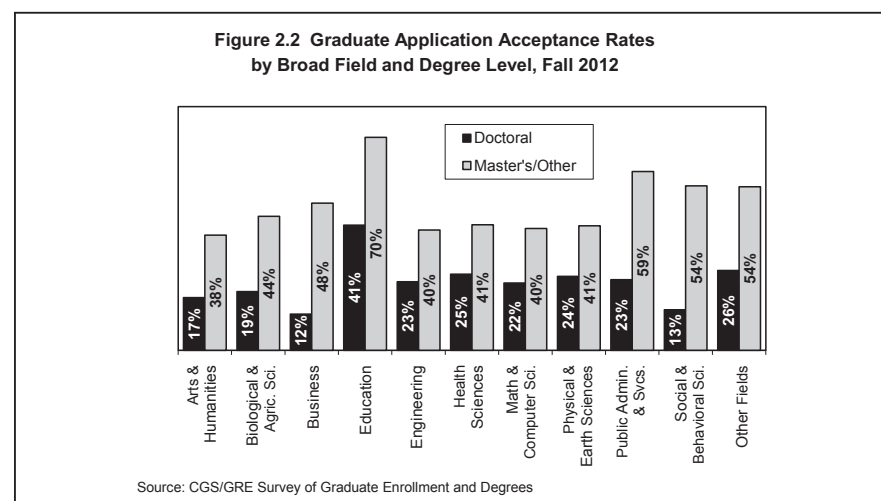
<sup>7</sup> For more information on the fine fields included in each broad field, see the CGS/GRE Survey of Graduate Enrollment and Degrees Taxonomy of Fields of Study in Appendix B.

administration and services, 'other fields', and business received the smallest numbers of applications, and together accounted for just 7.3% of all doctoral applications.

At the master's degree, graduate certificate, and education specialist level, business, engineering, and health sciences were the three most popular broad fields, accounting for 46.1% of all master's/other applications in fall 2012. Physical and earth sciences, biological and agricultural sciences, and public administration and services received the smallest numbers of applications, together comprising 10.9% of all master's/other applications.

Application acceptance rates varied considerably by degree level and broad field of study (Figure 2.2). At the doctoral level, acceptance rates were highest in education (41.1%), 'other fields' (26.2%), and health sciences (25.0%) and lowest in business (11.9%), social and behavioral sciences (13.3%), and arts and humanities (17.3%). At the master's/other level, acceptance rates were highest in education (69.9%), public administration and services (58.7%), and social and behavioral sciences (54.0%), and were lowest in arts and humanities (37.8%), engineering (39.5%) and mathematics and computer sciences (40.0%).

For more detailed information about graduate applications, see Tables 2.1 and 2.2.



## First-Time Graduate Enrollment

More than 461,000 students enrolled for the first time in graduate certificate, education specialist, master's, or doctoral programs for the fall term in 2012 at the institutions responding to the CGS/GRE Survey of Graduate Enrollment and Degrees (Table 2.3). First-time enrollees represented 26.6% of all graduate students in fall 2012.

About six out of ten (62.6%) first-time graduate students were enrolled at public institutions in fall 2012, and more than one-third (35.5%) were at private, not-for-profit institutions. The number of students enrolled at private, for-profit institutions was suppressed due to the small number of these institutions responding to the survey.

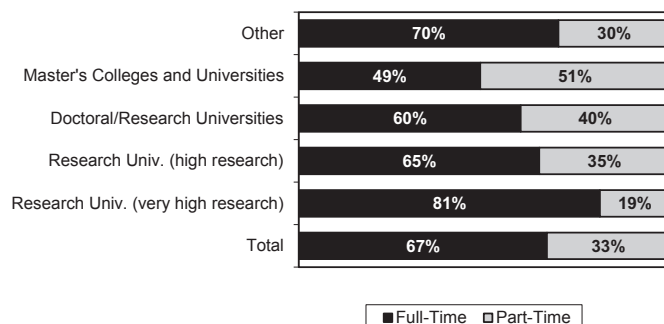
By Carnegie classification, 40.3% of all first-time graduate students were enrolled at research universities with very high research activity (RU/VH), 19.2% were at research universities with high research activity (RU/H), 11.1% were at doctoral/research universities, 26.3% were at master's colleges and universities, and 3.0% were at institutions with other basic Carnegie classifications.

Two-thirds (67.0%) of all first-time graduate students were enrolled full-time in fall 2012, and 33.0% were enrolled part-time. Research universities with very high research activity had the highest percentage of full-time students (81.3%), and master's colleges and universities had the lowest percentage (49.0%) as shown in Figure 2.3.

Research universities with very high research activity also had the highest proportion of male first-time graduate students (49.3%), compared with 42.4% in research universities with high research activity, 34.4% in doctoral/research universities, 34.4% in master's colleges and universities, and 39.2% in institutions with other basic Carnegie classifications. Overall, 42.1% of all first-time graduate students in fall 2012 were men and 57.9% were women.

Among first-time enrollments for which gender was known, 35.3% of all female first-time graduate students attended research universities with very high research activity, compared with 47.3% of male first-time graduate

**Figure 2.3 First-Time Graduate Enrollment by Carnegie Classification and Attendance Status, Fall 2012**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

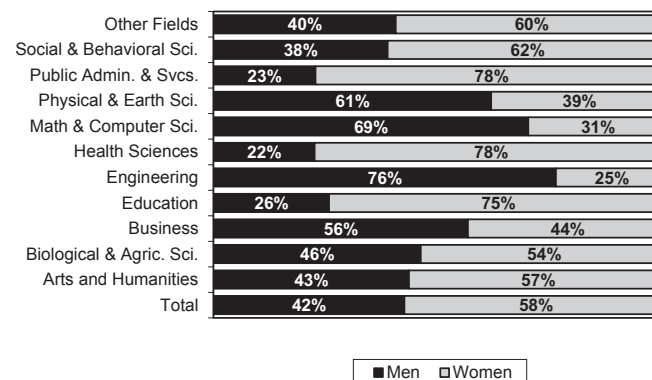
students. Conversely, 29.8% of all female first-time graduate students attended master's colleges and universities, compared with 21.5% of male first-time enrollees.

Among first-time enrollments for which broad fields were known, the broad fields of education, business, and health sciences enrolled the largest numbers of first-time graduate students in fall 2012 (Table 2.4). Overall, 17.9% of all first-time enrollees were in education, 17.8% were in business, and 13.1% were in health sciences. At the opposite end of the spectrum, just 2.8% of all first-time graduate students were in physical and earth sciences, 5.0% were in biological and agricultural sciences, and 5.2% were in mathematics and computer sciences.

As shown in Figure 2.4, women comprised the largest shares of first-time enrollees in health sciences (77.7%), public administration and services (77.5%), and education (74.5%). Four of ten (49.3%) female first-time enrollees in fall 2012 were in one of these three broad fields. Women comprised the smallest shares of first-time enrollment in engineering (24.5%), mathematics and computer sciences (30.6%), and physical and earth sciences (38.8%), and just 8.7% of all female first-time enrollees were in one of these three broad fields.

Men comprised the majority of first-time students in four broad fields in fall 2012: engineering (75.5%), mathematics and computer sciences (69.4%),

**Figure 2.4 First-Time Graduate Enrollment by Broad Field and Gender, Fall 2012**

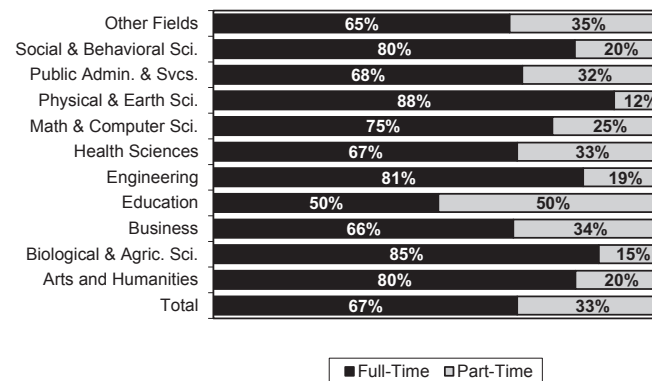


Source: CGS/GRE Survey of Graduate Enrollment and Degrees

physical and earth sciences (61.2%), and business (56.1%). These four broad fields accounted for 52.5% of all male first-time enrollees.

While 67.0% of all first-time graduate students were enrolled full-time in fall 2012, there was considerable variation by broad field (Table 2.4 and Figure 2.5). Physical and earth sciences had the highest share of full-time enrollees (88.3%), followed by biological and agricultural sciences (85.0%), and engineering (81.5%). In contrast, just 49.6% of all first-time graduate students in education were enrolled full-time. The field of education was the only

**Figure 2.5 First-Time Graduate Enrollment by Broad Field and Attendance Status, Fall 2012**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees



broad field in which more first-time graduate students were enrolled part-time than full-time in fall 2012 (50.4% vs. 49.6%), although the difference was very small.

Among first-time enrollees in fall 2012, men were more likely to be enrolled full-time than women: 70.7% of men vs. 64.2% of women (Table 2.5). Engineering and public administration and services were the only two broad fields in which women were more likely to be enrolled full-time than men. In engineering, 84.1% of female first-time enrollees were attending full-time, compared with 80.6% of male first-time enrollees, and in public administration and services 68.9% of female first-time enrollees were attending full-time, compared with 65.1% of male first-time enrollees.

The majority of all first-time graduate students in fall 2012 (83.6%) were enrolled in programs leading to a master's degree or a graduate certificate (Table 2.6). Just 16.4% of all first-time graduate students were enrolled in doctoral programs.

In business, nearly all first-time students were enrolled at the master's/other level (97.2%). As shown in Figure 2.6, high percentages of students were also enrolled at the master's/other level in public administration and services (96.7%), 'other fields' (91.8%), and education (89.8%). The broad fields with the lowest percentages of first-time students enrolled at the master's/other

level were physical and earth sciences (40.4%), biological and agricultural sciences (60.7%), and social and behavioral sciences (73.9%).

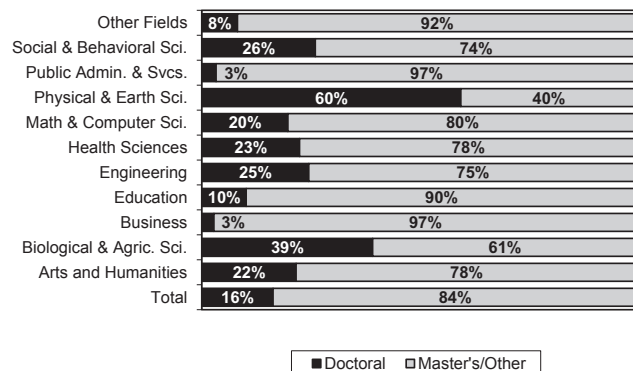
Among first-time students in programs leading to a master's degree or a graduate certificate for which broad fields were known, students in the two largest broad fields (education and business) collectively accounted for 40.1% of all first-time master's degree or graduate certificate students. In contrast, first-time students in doctoral programs in education and business accounted for just 13.9% of all doctoral students in fall 2012. At the doctoral level, the two largest fields were health sciences and engineering, and collectively students in these two broad fields accounted for 31.2% of all first-time doctoral students.

As noted above, 57.9% of all first-time graduate students in fall 2012 were women, but women comprised a larger share of first-time enrollees at the master's degree and graduate certificate level (59.4%) than at the doctoral level (50.3%). Despite the variation in their representation by level, women still comprised the majority of first-time graduate students at both levels. Men comprised 40.6% of all master's/other first-time students in fall 2012 and 49.7% of all first-time doctoral enrollees (Table 2.7).

At the master's degree and graduate certificate level, women accounted for the largest share of first-time graduate students in health sciences (80.0%), followed by public administration and services (78.0%), and education (75.4%). Men comprised the largest share of students in engineering (75.8%), mathematics and computer sciences (68.2%), and business (56.2%). At the doctoral level, women were most highly represented in health sciences (69.5%), education (66.7%), and public administration and services (64.7%). Men were most highly represented in engineering (74.6%), mathematics and computer sciences (74.2%), and physical and earth sciences (65.4%).

Among first-time graduate enrollees in fall 2012 whose citizenship was known, 82.2% were U.S. citizens or permanent residents and 17.8% were temporary residents (Table 2.8). The citizenship distributions at public institutions and private, not-for-profit institutions were relatively similar to the overall distribution. At public institutions 17.4% of the first-time enrollees

**Figure 2.6 First-Time Graduate Enrollment by Broad Field and Degree Level, Fall 2012**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees



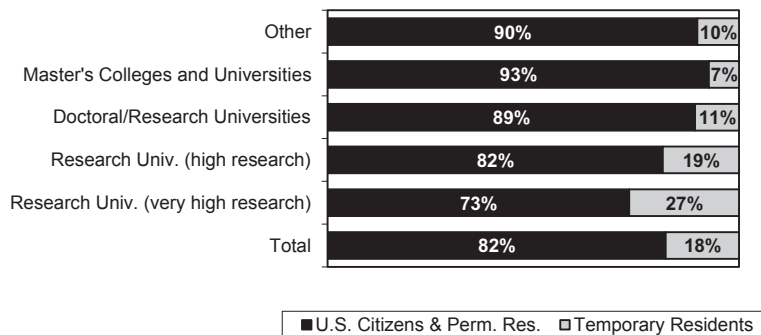
were temporary residents, and at private, not-for-profit institutions 19.3% were temporary residents.

The citizenship distribution of first-time enrollees varied considerably by Carnegie classification, with temporary residents more highly represented in research universities than at other types of institutions (Figure 2.7). At research universities with very high research activity (RU/VH) 26.7% of all first-time enrollees were temporary residents, and at research universities with high research activity (RU/H) 18.5% were temporary residents. In contrast, just 10.7% of the first-time graduate students at doctoral/research universities and 7.3% of those at master's colleges and universities were temporary residents.

Overall, 61.0% of all temporary resident first-time graduate students were enrolled at research universities with very high research activity (RU/VH), while only 36.1% of all U.S. citizen and permanent resident first-time enrollees were at these institutions. In contrast, 29.8% of all U.S. citizen and permanent resident first-time enrollees, but only 10.8% of all temporary residents, were at master's colleges and universities.

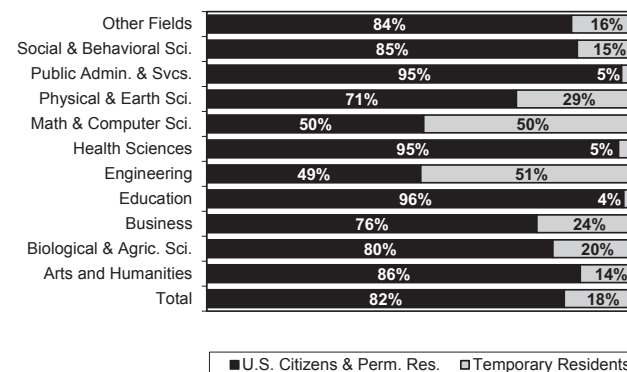
Temporary residents comprised the largest share of first-time graduate students in engineering in fall 2012 (50.8%), followed by mathematics and computer sciences (50.1%), and physical and earth sciences (28.8%) (Table 2.9 and Figure 2.8). They accounted for the smallest shares of students in

**Figure 2.7 First-Time Graduate Enrollment by Carnegie Classification and Citizenship, Fall 2012**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Figure 2.8 First-Time Graduate Enrollment by Broad Field and Citizenship, Fall 2012**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

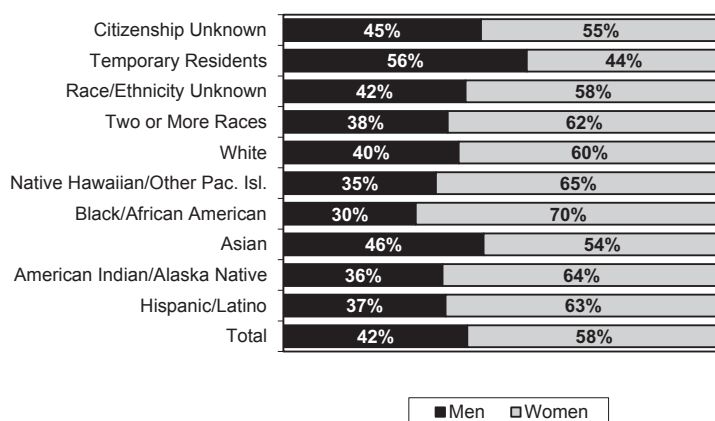
education (4.1%), public administration and services (4.6%), and health sciences (5.3%).

Among first-time enrollments for which citizenship was known, temporary residents were more highly represented in natural science and engineering fields than in other fields of study. In fall 2012, almost half (49.6%) of all temporary resident first-time graduate students were in engineering, mathematics and computer sciences, physical and earth sciences, or biological and agricultural sciences, while just 16.2% of U.S. citizen and permanent resident first-time enrollees were in these fields. In contrast, 21.2% of all U.S. citizen and permanent resident first-time graduate students were enrolled in education, the largest broad field, compared with just 4.0% of temporary residents.

As seen in Figure 2.9, women comprised a larger share of underrepresented minority populations (American Indian/Alaska Native, Black/African American, and Hispanic/Latino) than other citizenship and race/ethnicity categories, with the exception of Native Hawaiian/Other Pacific Islander. For example, 69.7% of Black/African American first-time enrollees were women, compared with just 44.3% of temporary residents.

Among U.S. citizens and permanent residents (including those of two or more races and those whose race/ethnicity was not known), at least 29.3% of all first-time enrollees were racial/ethnic minorities (Table 2.11). As seen in

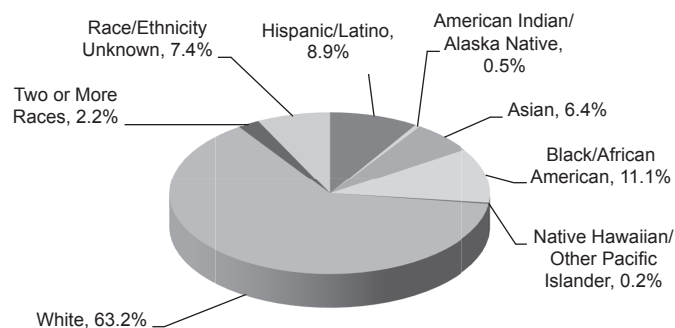
**Figure 2.9 First-Time Graduate Enrollment by Citizenship, Race/Ethnicity, and Gender, Fall 2012**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Figure 2.10, 8.9% of U.S. citizen and permanent resident first-time enrollees were Hispanic/Latino, 0.5% were American Indian/Alaska Native, 6.4% were Asian, 11.1% were Black/African American, 0.2% were Native Hawaiian/Other Pacific Islander, and 2.2% were of Two or More Races. White students accounted for more than six out of ten (63.2%) U.S. citizen and permanent resident first-time enrollees in fall 2012, and the race/ethnicity was unknown for the remaining 7.4% of all U.S. citizen and permanent resident first-time graduate students.

**Figure 2.10 U.S. Citizen and Permanent Resident First-Time Graduate Enrollment by Race/Ethnicity, Fall 2012**



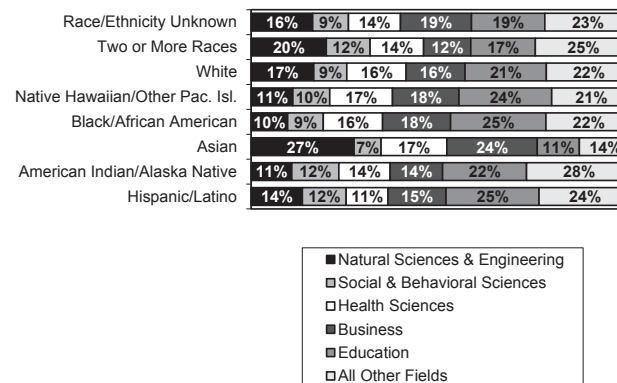
Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Underrepresented minority first-time graduate students were less likely than their peers to be enrolled in the natural sciences and engineering in fall 2012. Among Black/African American first-time enrollees, 9.6% were enrolled in biological and agricultural sciences, engineering, mathematics and computer sciences, or physical and earth sciences, along with 11.0% of Native Hawaiian/Other Pacific Islanders, 10.7% of American Indian/Alaska Native and 13.5% of Hispanic/Latino first-time graduate students. In comparison, 16.5% of Whites, 19.8% of individuals of Two or More Races, and 27.1% of Asians were enrolled in one of these four broad fields (Figure 2.11).

Asian first-time enrollees were less likely to be in education fields than students from other U.S. citizen and permanent resident racial/ethnic groups. Just 11.1% of Asian first-time graduate students were enrolled in education, compared with 24.4% of Native Hawaiians/Other Pacific Islanders, 25.1% of Blacks/African Americans, 24.5% of Hispanics/Latinos, 22.1% of American Indians/Alaska Natives, 21.4% of Whites, and 17.0% of individuals of Two or More Races. In contrast, Asian first-time graduate students were more likely to be enrolled in business than students from other U.S. citizen and permanent resident racial/ethnic groups.

For more detailed information about first-time graduate enrollment, see Tables 2.3 through 2.11.

**Figure 2.11 U.S. Citizen and Permanent Resident First-Time Graduate Enrollment by Race/Ethnicity and Broad Field, Fall 2012**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

## Total Graduate Enrollment

The institutions responding to the CGS/GRE Survey of Graduate Enrollment and Degrees enrolled a total of nearly 1.74 million students in graduate certificate, education specialist, master's, or doctoral programs in fall 2012 (Table 2.12). Among the 675 institutions responding to the survey in 2012, the mean number of graduate students per institution in fall 2012 was 2,575 and the median number of graduate students was 1,439. Twenty-five percent of the respondents had fewer than 648 graduate students at their institution, and 25% had more than 3,260 graduate students.

Six out of ten (60.1%) graduate students were enrolled at public institutions in fall 2012, and three out of ten (32.5%) were at private, not-for-profit institutions. The remainder (7.4%) were at private, for-profit institutions.<sup>8</sup>

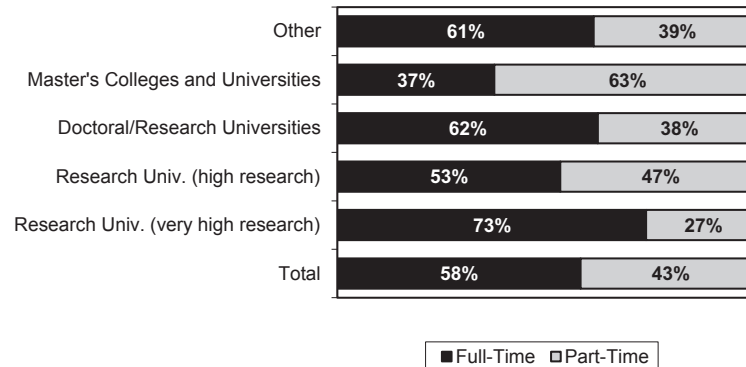
By Carnegie classification, 36.7% of all graduate students were enrolled at research universities with very high research activity (RU/VH), 18.5% were at research universities with high research activity (RU/H), 15.1% were at doctoral/research universities, 26.9% were at master's colleges and universities, and 2.8% were at institutions with other basic Carnegie classifications.

Among total enrollments for which enrollment status was known, nearly six out of ten (57.5%) graduate students were enrolled full-time in fall 2012, and 42.5% were enrolled part-time. Research universities with very high research activity had the highest percentage of full-time students (73.0%), and master's colleges and universities had the lowest percentage (37.1%), as shown in Figure 2.12.

Research universities with very high research activity also had the highest proportion of male graduate students (50.1%), compared with 42.4% in research universities with high research activity, 32.7% in doctoral/research universities, 34.6% in master's colleges and universities, and 37.8% in

<sup>8</sup> The response rate among for-profit institutions was not as high as among public institutions and private, not-for-profit institutions. While more for-profit institutions supplied data on total enrollment than on first-time enrollment and applications, the figures for for-profit institutions in this section may not be representative of the entire universe of for-profit institutions in the United States.

**Figure 2.12 Total Graduate Enrollment by Carnegie Classification and Attendance Status, Fall 2012**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

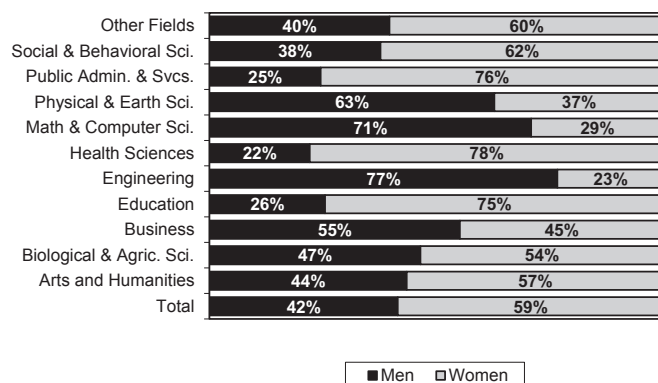
institutions with other basic Carnegie classifications. Overall, 41.5% of all graduate students in fall 2012 were men and 58.5% were women.

Collectively, 31.3% of all female graduate students attended research universities with very high research activity, compared with 44.3% of male graduate students. Conversely, 30.1% of all female graduate students attended master's colleges and universities, compared with 22.4% of male enrollees.

The broad fields of education, business, and health sciences enrolled the largest numbers of graduate students in fall 2012 (Table 2.13). Among total enrollments for which broad fields were known, 20.0% of all graduate students were in education, 16.2% were in business, and 13.0% were in health sciences. At the opposite end of the spectrum, just 3.5% of all graduate students were in physical and earth sciences, 4.9% were in mathematics and computer sciences, and 4.9% were in public administration and services.

As shown in Figure 2.13, women comprised the largest shares of enrollees in health sciences (77.9%), public administration and services (75.5%), and education (74.5%). One-half (50.0%) of female enrollees in fall 2012 were in one of these three broad fields. Women comprised the smallest shares of

**Figure 2.13 Total Graduate Enrollment  
by Broad Field and Gender, Fall 2012**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

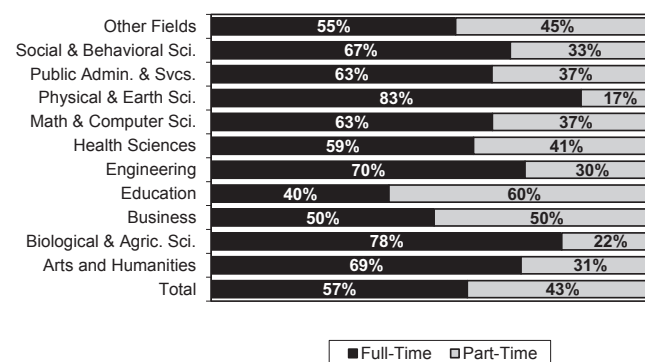
total graduate enrollment in engineering (23.3%), mathematics and computer sciences (29.1%), and physical and earth sciences (37.2%), and just 8.5% of all female enrollees were in one of these three broad fields.

Men comprised the majority of graduate students in four broad fields in fall 2011: engineering (76.7%), mathematics and computer sciences (70.9%), physical and earth sciences (62.8%), and business (55.2%). These four broad fields accounted for over one-half (50.9%) of all male enrollees.

While 57.5% of all graduate students were enrolled full-time in fall 2012, attendance status varied by broad field (Table 2.13 and Figure 2.14). Physical and earth sciences had the highest share of full-time enrollees (82.6%), followed by biological and agricultural sciences (78.3%), engineering (70.1%), and arts and humanities (69.2%). In contrast, just 39.7% of all graduate students in education were enrolled full-time. Education was the only broad field in fall 2012 in which the majority of all graduate students were enrolled part-time.

Among all graduate students in fall 2012, men were more likely to be enrolled full-time than women: 60.7% of men vs. 55.3% of women (Table 2.14). This was also the case in all but three broad fields. Only in public administration and services, education, and engineering women were more likely to be enrolled full-time than men: 64.6% of women vs. 56.9% of men in public

**Figure 2.14 Total Graduate Enrollment by Broad Field  
and Attendance Status, Fall 2012**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

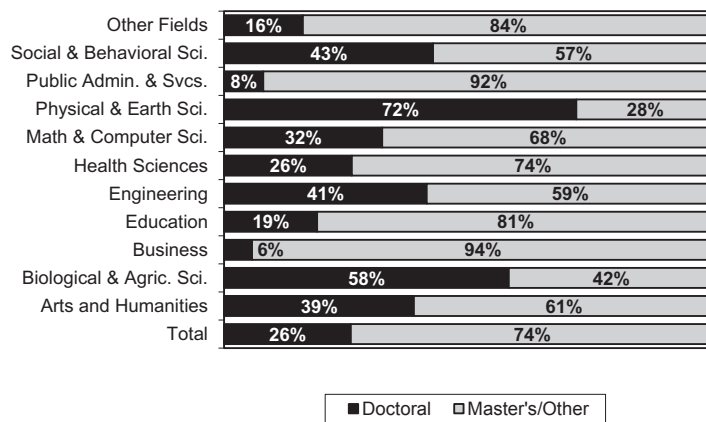
administration and services, 39.7% of women vs. 39.5% of men in education, and 73.1% of women vs. 69.3% of men in engineering.

About three-quarters (74.1%) of graduate students in fall 2012 were enrolled in programs leading to a master's degree or a graduate certificate. One-quarter (25.9%) were enrolled in doctoral programs (Table 2.15).

In business, nearly all graduate students were enrolled at the master's/other level (94.3%). As shown in Figure 2.15, high percentages of students were also enrolled at the master's/other level in public administration and services (92.0%), 'other fields' (83.9%), and education (81.0%). The broad fields with the lowest percentages of students enrolled at the master's/other level were physical and earth sciences (28.0%) and biological and agricultural sciences (41.8%).

Among graduate students in programs leading to a master's degree or a graduate certificate for which broad fields were known, students in the three largest broad fields (education, business, and health sciences) collectively accounted for 56.6% of all master's degree or graduate certificate students. At the doctoral level, the three largest fields were social and behavioral sciences, engineering, and education, and collectively students in these three broad fields accounted for 42.0% of all doctoral students.

**Figure 2.15 Total Graduate Enrollment by Broad Field and Degree Level, Fall 2012**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

As noted above, 58.5% of all graduate students in fall 2012 were women, but women comprised a larger share of total enrollees at the master's degree and graduate certificate level (61.0%) than at the doctoral level (51.2%). Despite the variation in their representation by level, women still comprised the majority of graduate students at both levels. Men comprised 39.0% of all master's/other students in fall 2012 and 48.8% of all doctoral enrollees (Table 2.16).

At the master's degree and graduate certificate level, women accounted for the largest share of graduate students in health sciences (80.8%), followed by public administration and services (76.5%) and education (76.0%). Men comprised the largest share of students in engineering (76.9%), followed by mathematics and computer sciences (69.2%) and business (55.2%). At the doctoral level, women were most highly represented in health sciences (69.8%), education (68.2%), and public administration and services (64.2%). Men were most highly represented in engineering (76.5%), mathematics and computer sciences (74.5%), and physical and earth sciences (65.8%).

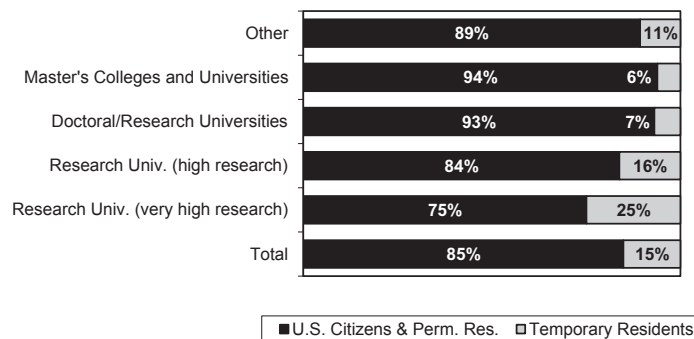
Among graduate students in fall 2012 whose citizenship was known, 84.9% were U.S. citizens or permanent residents and 15.1% were temporary residents (Table 2.17). The citizenship distributions at public institutions and

private, not-for-profit institutions were similar to the overall distribution. At public institutions 16.2% of graduate students were temporary residents, and at private, not-for-profit institutions 15.8% of graduate students were temporary residents. Private, for-profit institutions had a smaller share of temporary resident graduate students (2.7%), but this figure is based on a small number of for-profit institutions that responded to the survey and should therefore be interpreted cautiously.

The citizenship distribution of graduate students varied considerably by Carnegie classification, with temporary residents more highly represented in research universities than at other types of institutions (Figure 2.16). At research universities with very high research activity (RU/VH) 24.9% of all graduate students were temporary residents, and at research universities with high research activity (RU/H) 16.2% were temporary residents. In contrast, just 6.9% of graduate students at doctoral/research universities and 6.1% of those at master's colleges and universities were temporary residents.

Overall, more than half (60.3%) of all temporary resident graduate students were enrolled at research universities with very high research activity (RU/VH), while only 32.4% of all U.S. citizen and permanent resident graduate students were at these institutions. In contrast, 29.7% of all U.S. citizen and permanent resident graduate students, but only 10.9% of all temporary residents, were at master's colleges and universities.

**Figure 2.16 Total Graduate Enrollment by Carnegie Classification and Citizenship, Fall 2012**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

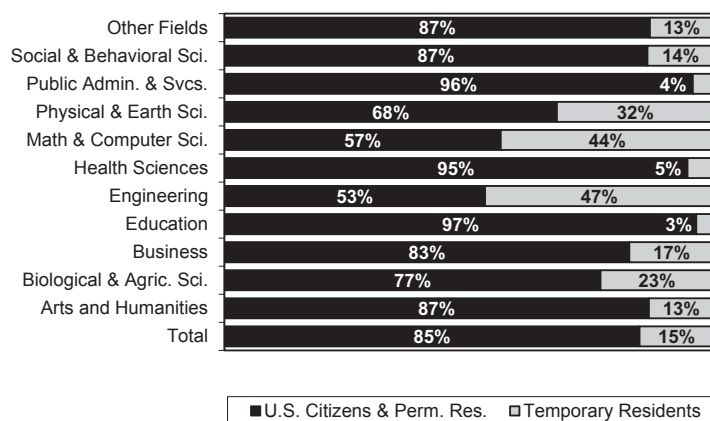


Among enrollments for which broad fields were known, temporary residents comprised the largest share of graduate students in engineering in fall 2012 (46.7%), followed by mathematics and computer sciences (43.5%), and physical and earth sciences (32.0%) (Table 2.18 and Figure 2.17). They accounted for the smallest shares of students in education (3.5%), public administration and services (4.2%), and health sciences (5.3%).

Overall, temporary residents were more highly represented in natural science and engineering fields than in other fields. In fall 2012, 54.7% of all temporary resident graduate students were in engineering, mathematics and computer sciences, physical and earth sciences, or biological and agricultural sciences, while just 17.3% of U.S. citizen and permanent resident graduate students were in these fields. In contrast, 23.0% of all U.S. citizen and permanent resident graduate students were enrolled in education, the largest broad field, compared with just 4.3% of temporary residents.

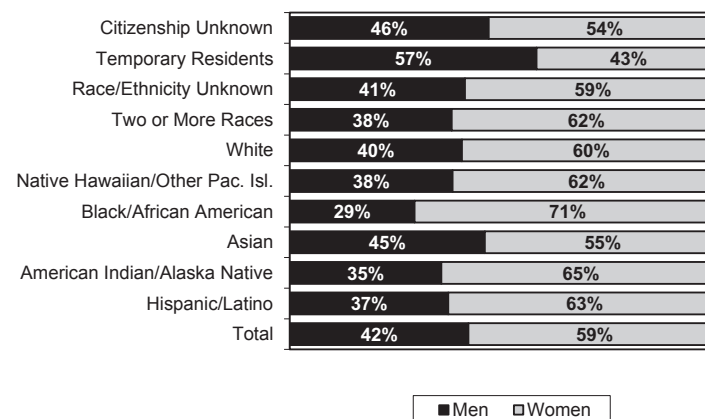
As seen in Figure 2.18, women comprised a larger share of underrepresented minority populations (American Indian/Alaska Native, Black/African American, and Hispanic/Latino) than other citizenship and race/ethnicity categories. For example, 71.0% of Black/African American graduate students were women, compared with just 42.7% of temporary residents.

**Figure 2.17 Total Graduate Enrollment by Broad Field and Citizenship, Fall 2012**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

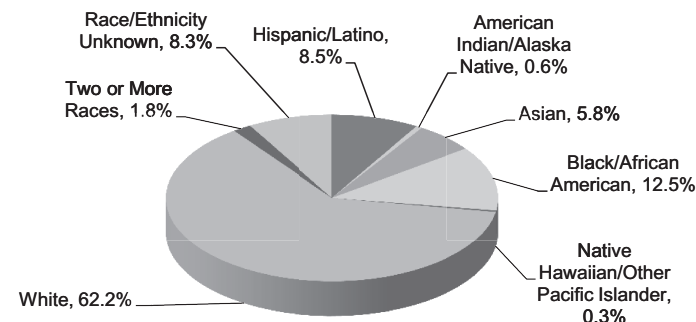
**Figure 2.18 Total Graduate Enrollment by Citizenship, Race/Ethnicity, and Gender, Fall 2012**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Among U.S. citizens and permanent residents (including those of two or more races and those whose race/ethnicity was not known), at least 29.5% of all enrollees were racial/ethnic minorities (Table 2.20). As seen in Figure 2.19, 8.5% of U.S. citizen and permanent resident enrollees were Hispanic/Latino, 0.6% were American Indian/Alaska Native, 5.8% were Asian, 12.5% were Black/African American, 0.3% were Native Hawaiian/Other Pacific Islander, and 1.8% were of Two or More Races. White students accounted for more than six out of ten (62.2%) U.S. citizen

**Figure 2.19 U.S. Citizen and Permanent Resident Total Graduate Enrollment by Race/Ethnicity, Fall 2012**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees



and permanent resident enrollees in fall 2012, and the race/ethnicity was unknown for the remaining 8.3% of all U.S. citizen and permanent resident graduate students.

Underrepresented minority graduate students were less likely than their Asian and White peers to be enrolled in the natural sciences and engineering in fall 2012. Among Black/African American graduate students, 9.2% were enrolled in biological and agricultural sciences, engineering, mathematics and computer sciences, or physical and earth sciences, along with 12.3% of American Indian/Alaska Native, 14.1% of Hispanic/Latino graduate students, and 12.7% of Native Hawaiian/Other Pacific Islander graduate students. In comparison, 18.0% of Whites, 19.8% of individuals of Two or More Races, and 29.4% of Asians were enrolled in one of these four broad fields (Figure 2.20).

Asian graduate students were less likely to be in education fields than students from other U.S. citizens and permanent resident racial/ethnic groups; just 11.2% of Asian graduate students were enrolled in education, compared with 27.7% of Black/African American graduate students and 26.6% of Hispanic/Latino graduate students. Asian and Native

Hawaiian/Other Pacific Islander graduate students were more likely to be enrolled in business than students from other U.S. citizen and permanent resident racial/ethnic groups.

For more detailed information about total graduate enrollment, see Tables 2.12 through 2.20.

## Graduate Certificates and Degrees

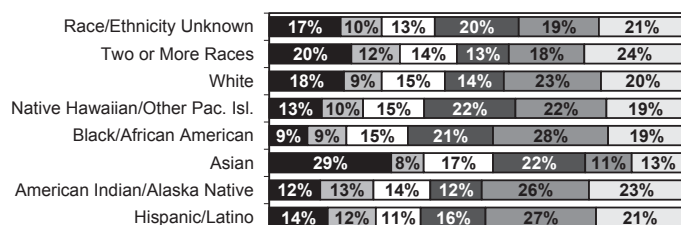
The institutions responding to the CGS/GRE Survey of Graduate Enrollment and Degrees awarded a total of more than 639,000 graduate certificates and degrees in academic year 2011-12 (July 1, 2011 through June 30, 2012), including 67,220 doctoral degrees, 540,157 master's degrees, and 31,917 graduate certificates (Table 2.21).

At the doctoral level, public institutions awarded nearly two-thirds (64.4%) of all degrees awarded in 2011-12; private, not-for-profit institutions awarded three out of every ten (32.0%); and private, for-profit institutions awarded the remaining 3.6% of all doctoral degrees.<sup>9</sup> At the master's level, 57.9% of all degrees were awarded by public institutions, 34.6% by private, not-for-profit institutions, and 7.5% by private, for-profit institutions. At the graduate certificate level, 53.4% were awarded by public institutions, 40.3% by private, not-for-profit institutions, and 6.3% by private, for-profit institutions.

By Carnegie classification, 62.0% of all doctoral degrees were awarded by research universities with very high research activity (RU/VH), 17.7% by research universities with high research activity (RU/H), 9.3% by doctoral/research universities, 6.5% by master's colleges and universities, and 4.5% by institutions with other basic Carnegie classifications.

At the master's degree level, the largest percentage of degrees were awarded by research universities with very high research activity (33.4%), followed by master's colleges and universities (30.6%), research universities with high research activity (18.3%), doctoral/research universities (15.4%), and institutions with other basic Carnegie classifications (2.2%).

**Figure 2.20 U.S. Citizen and Permanent Resident  
Total Graduate Enrollment by Race/Ethnicity  
and Broad Field, Fall 2012**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

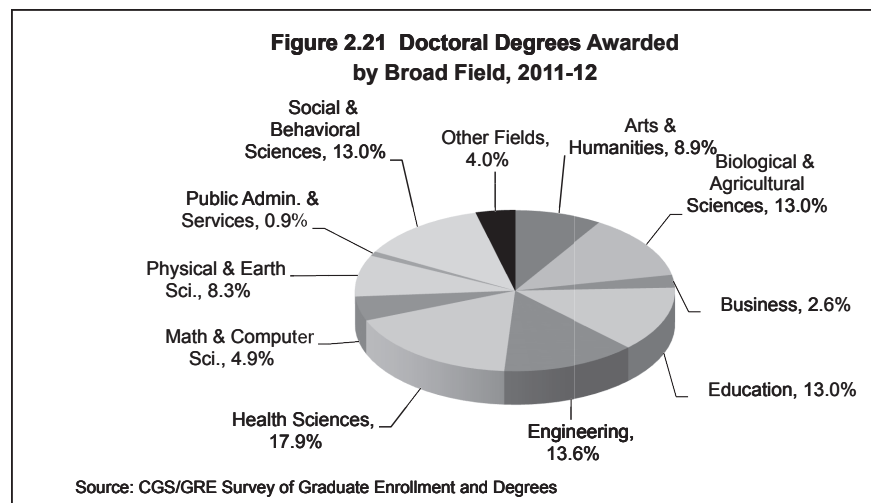
Master's colleges and universities awarded more graduate certificates than institutions with other Carnegie classifications, awarding 40.0% of all graduate certificates conferred in 2011-12. Research universities with very high research activity (RU/VH) awarded 20.7% of all graduate certificates conferred, research universities with high research activity (RU/H) awarded 19.4%, doctoral/research universities awarded 17.2%, and institutions with other basic Carnegie classifications awarded 2.7%.

Among the institutions responding to the CGS/GRE Survey of Graduate Enrollment and Degrees that awarded one or more master's degrees in 2011-12, the mean number of master's degrees awarded was 807, and the median number of master's degrees awarded was 467. Twenty-five percent of the respondents awarded fewer than 200 master's degrees, and 25% awarded more than 994 master's degrees each. Among the respondents awarding one or more doctorates in 2011-12, the mean number of doctorates awarded was 143, and the median was 58. One-quarter of the respondents awarded fewer than 19 doctorates each, and 25% awarded more than 183 doctorates each. At the graduate certificate level, the mean number of certificates awarded was 90, and the median was 34. One-quarter of the respondents each awarded fewer than 10 certificates, and 25% awarded more than 89 certificates each.

At the doctoral level, health sciences accounted for the largest number of degrees in 2011-12, with 17.9% of the total, followed by engineering (13.6%), and education and biological & agricultural sciences (both 13.0%) (Table 2.22 and Figure 2.21). Only 0.9% of the doctoral degrees awarded in 2011-12 were in public administration and services, and only 2.6% were in business. Natural sciences and engineering (biological and agricultural sciences, engineering, mathematics and computer sciences, and physical and earth sciences) accounted for 39.8% of all doctoral degrees.

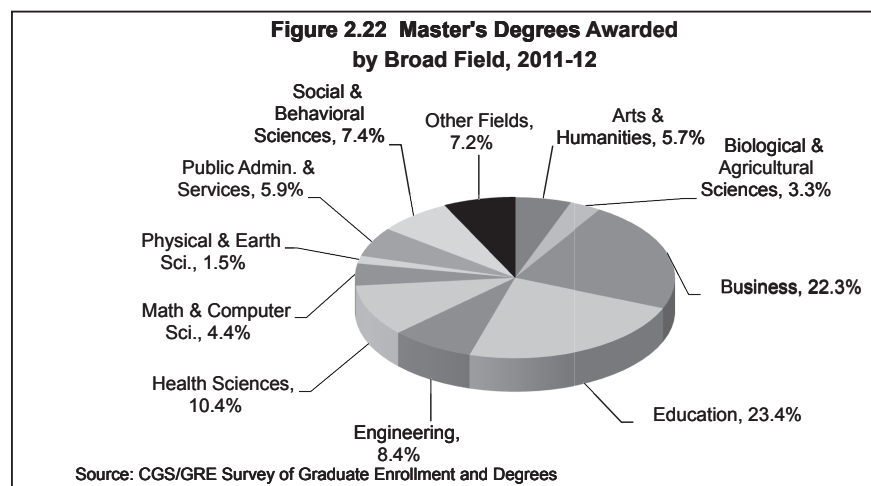
At the master's degree level, education and business were the largest broad fields, accounting for 23.4% and 22.3%, respectively, of the master's

<sup>9</sup> The response rate among for-profit institutions was not as high as among public institutions and private, not-for-profit institutions. While more for-profit institutions supplied data on graduate certificates and degrees and total enrollment than on first-time enrollment and applications, the degree data for for-profit institutions in this section may not be representative of the entire universe of for-profit institutions in the United States.

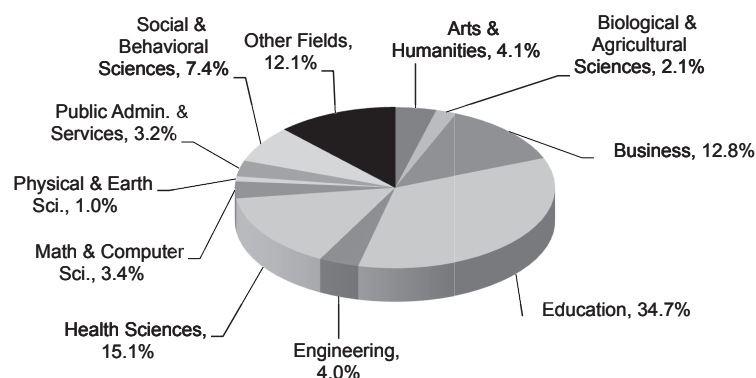


degrees awarded (Table 2.22 and Figure 2.22). The smallest broad field at the master's level was physical and earth sciences, accounting for just 1.5% of all master's degrees awarded in 2011-12. Natural sciences and engineering (biological and agricultural sciences, engineering, mathematics and computer sciences, and physical and earth sciences) accounted for 17.7% of all master's degrees, less than one-half the size of the share of these broad fields at the doctoral level.

Education was the largest broad field for graduate certificates, with 34.7% of the total, followed by health sciences (15.1%) (Table 2.22 and Figure 2.23).



**Figure 2.23 Graduate Certificates Awarded  
by Broad Field, 2011-12**



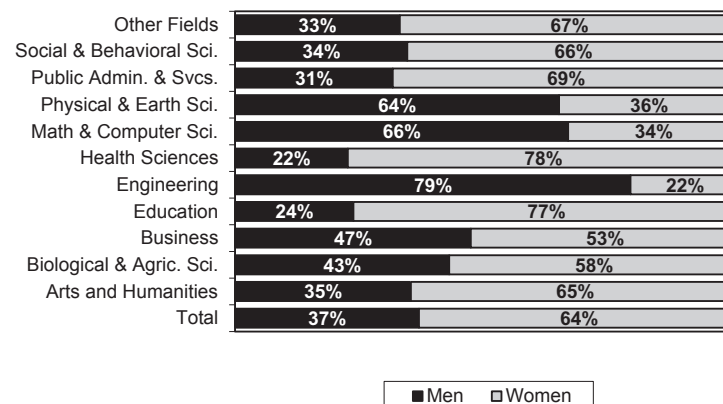
Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Women earned about two-thirds (63.5%) of the graduate certificates awarded in 2011-12, 59.5% of the master's degrees, and 52.2% of the doctorates (Tables 2.23, 2.24, and 2.25). Academic year 2011-12 marked the fourth consecutive year in which women earned the majority of the degrees awarded at the doctoral level.

At the graduate certificate level, women earned the majority of the certificates awarded in all broad fields except engineering, physical and earth sciences, and mathematics and computer sciences (Figure 2.24 and Table 2.23). Women earned the highest percentages of the certificates awarded in health sciences (77.6%), education (76.5%), and public administration and services (68.7%).

At the master's level, women earned the highest percentages of the degrees awarded in health sciences (80.7%), public administration and services (76.7%), and education (76.2%) (Figure 2.25 and Table 2.24). Collectively, these three broad fields represented 52.6% of all master's degrees earned by women. Men earned the majority of the master's degrees in engineering (76.9%), mathematics and computer sciences (69.1%), physical and earth sciences (58.5%), and business (57.3%). These four broad fields accounted for 55.9% of all master's degrees earned by men. Men earned two-thirds (67.3%) of all master's degrees awarded in the natural sciences and

**Figure 2.24 Graduate Certificates Awarded  
by Broad Field and Gender, 2011-12**

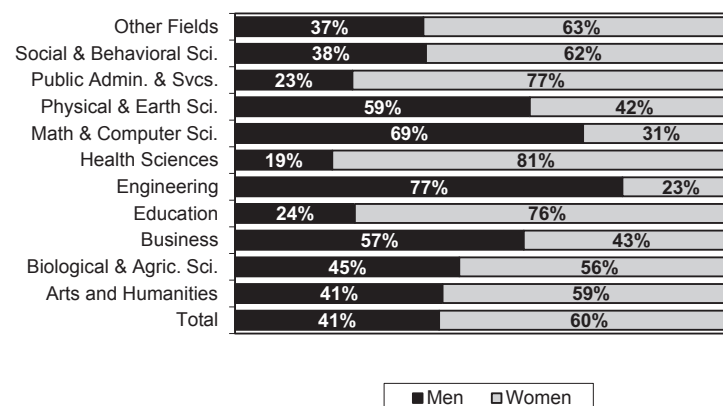


Source: CGS/GRE Survey of Graduate Enrollment and Degrees

engineering (biological and agricultural sciences, engineering, mathematics and computer sciences, and physical and earth sciences) in 2011-12.

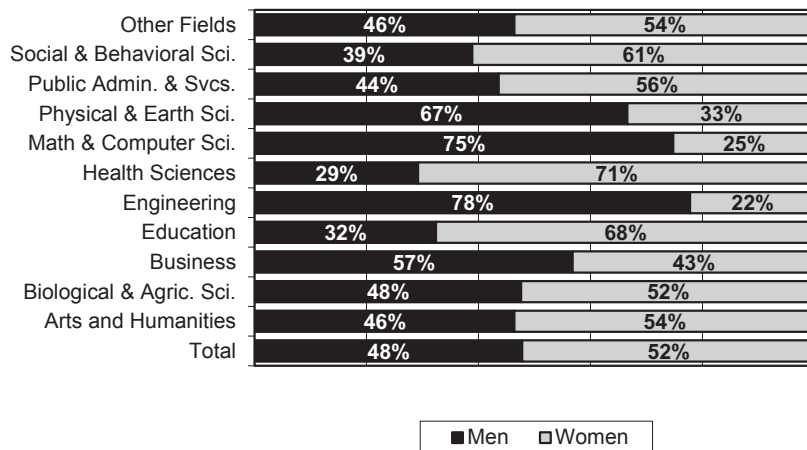
At the doctoral level, women earned the majority of the degrees awarded in seven of the eleven broad fields (Figure 2.26 and Table 2.25). Women

**Figure 2.25 Master's Degrees Awarded  
by Broad Field and Gender, 2011-12**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Figure 2.26 Doctoral Degrees Awarded  
by Broad Field and Gender, 2011-12**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

earned the highest percentages of the degrees awarded in health sciences (70.8%), education (67.6%), and social and behavioral sciences (61.1%). Collectively, these three broad fields represented 56.9% of all doctoral degrees earned by women. Men earned the highest percentages of the doctoral degrees in engineering (77.8%), mathematics and computer sciences (74.8%), and physical and earth sciences (66.6%). These three broad fields accounted for 41.1% of all doctoral degrees earned by men. Men earned nearly two-thirds (65.3%) of all doctoral degrees awarded in natural sciences and engineering in 2011-12.

For more detailed information about graduate degrees and certificates, see Tables 2.21 through 2.25.

**Table 2.1 Applications for Admission to Graduate School by Institution Type, Carnegie Classification, and Degree Level, Fall 2012**

Carnegie Classification and Institution Type **	Doctoral			Master's/Other *			Total		
	Total	Accepted Applications		Total	Accepted Applications		Total	Accepted Applications	
<b>Total</b>	<b>658,573</b>	<b>136,951</b>	<b>20.8%</b>	<b>1,312,470</b>	<b>642,871</b>	<b>49.0%</b>	<b>1,979,284</b>	<b>782,882</b>	<b>39.6%</b>
<i>Public</i>	406,600	95,250	23.4%	835,033	401,624	48.1%	1,248,164	499,147	40.0%
<i>Private, not-for-profit</i>	251,973	41,701	16.5%	477,437	241,247	50.5%	731,120	283,735	38.8%
<i>Private, for-profit</i>	S	S		S	S		S	S	
Research Universities (RU/VH)	507,361	92,342	18.2%	643,667	247,724	38.5%	1,151,028	340,066	29.5%
<i>Public</i>	324,742	68,765	21.2%	440,834	173,442	39.3%	765,576	242,207	31.6%
<i>Private, not-for-profit</i>	182,619	23,577	12.9%	202,833	74,282	36.6%	385,452	97,859	25.4%
<i>Private, for-profit</i>	N/A	N/A		N/A	N/A		N/A	N/A	
Research Universities (RU/H)	91,023	24,525	26.9%	256,671	138,457	53.9%	347,694	162,982	46.9%
<i>Public</i>	57,431	18,621	32.4%	185,082	100,374	54.2%	242,513	118,995	49.1%
<i>Private, not-for-profit</i>	33,592	5,904	17.6%	71,589	38,083	53.2%	105,181	43,987	41.8%
<i>Private, for-profit</i>	N/A	N/A		N/A	N/A		N/A	N/A	

**Continued on the following page.**

See notes at end of table.

**Table 2.1 (continued) Applications for Admission to Graduate School by Institution Type, Carnegie Classification, and Degree Level, Fall 2012**

Carnegie Classification and Institution Type **	Doctoral			Master's/Other *			Total		
	Total	Accepted Applications		Total	Accepted Applications		Total	Accepted Applications	
Doctoral/Research Universities	20,199	7,384	36.6%	106,191	66,400	62.5%	125,266	73,784	58.9%
<i>Public</i>	6,653	2,485	37.4%	34,946	22,715	65.0%	40,475	25,200	62.3%
<i>Private, not-for-profit</i>	13,546	4,899	36.2%	71,245	43,685	61.3%	84,791	48,584	57.3%
<i>Private, for-profit</i>	S	S		S	S		S	S	
Master's Colleges and Universities	20,691	8,308	40.2%	273,943	173,737	63.4%	297,465	183,615	61.7%
<i>Public</i>	7,614	3,533	46.4%	165,070	100,504	60.9%	173,805	104,820	60.3%
<i>Private, not-for-profit</i>	13,077	4,775	36.5%	108,873	73,233	67.3%	123,660	78,795	63.7%
<i>Private, for-profit</i>	N/A	N/A		N/A	N/A		N/A	N/A	
Other	19,299	4,392	22.8%	31,998	16,553	51.7%	57,831	22,435	38.8%
<i>Public</i>	10,160	1,846	18.2%	9,101	4,589	50.4%	25,795	7,925	30.7%
<i>Private, not-for-profit</i>	9,139	2,546	27.9%	22,897	11,964	52.3%	32,036	14,510	45.3%
<i>Private, for-profit</i>	N/A	N/A		N/A	N/A		N/A	N/A	

\* Includes applications to graduate-level certificate and education specialist programs.

\*\* See page 3 for information about the Carnegie Classification system. RU/VH = very high research activity. RU/H = high research activity.

Notes: Because not all institutions responded to all items, details may not sum to totals. N/A = Not applicable. S = Suppressed due to small number of institutional respondents in this category.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees



**Table 2.2 Applications for Admission to Graduate School by Broad Field and Degree Level, Fall 2012**

Broad Field	Doctoral			Master's/Other *			Total		
	Total	Accepted Applications		Total	Accepted Applications		Total	Accepted Applications	
<b>Total</b>	<b>658,573</b>	<b>136,951</b>	<b>20.8%</b>	<b>1,312,470</b>	<b>642,871</b>	<b>49.0%</b>	<b>1,980,349</b>	<b>782,882</b>	<b>39.5%</b>
Arts and Humanities	63,203	10,917	17.3%	101,668	38,402	37.8%	164,871	49,319	29.9%
Biological and Agricultural Sciences	79,510	15,312	19.3%	47,136	20,758	44.0%	127,146	36,395	28.6%
Business	22,716	2,714	11.9%	230,895	111,421	48.3%	253,611	114,135	45.0%
Education	26,477	10,883	41.1%	128,716	89,945	69.9%	155,193	100,828	65.0%
Engineering	103,946	23,380	22.5%	173,025	68,315	39.5%	277,070	91,735	33.1%
Health Sciences	62,489	15,618	25.0%	143,103	58,973	41.2%	211,626	75,756	35.8%
Mathematics and Computer Sciences	48,005	10,627	22.1%	98,407	39,319	40.0%	146,435	49,966	34.1%
Physical and Earth Sciences	64,546	15,702	24.3%	18,472	7,549	40.9%	83,112	23,293	28.0%
Public Administration and Services	3,734	866	23.2%	63,216	37,078	58.7%	66,950	37,944	56.7%
Social and Behavioral Sciences	126,111	16,733	13.3%	89,491	48,282	54.0%	215,602	65,015	30.2%
Other Fields	19,061	4,996	26.2%	92,489	49,664	53.7%	111,550	54,660	49.0%

\* Includes applications to graduate-level certificate and education specialist programs.

Notes: Because not all institutions responded to all items, details may not sum to totals. See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 2.3 First-Time Graduate Enrollment by Institution Type, Carnegie Classification, Gender, and Attendance Status, Fall 2012**

Carnegie Classification and Institution Type *	Total	Men		Women		Full-Time		Part-Time	
<b>Total</b>	<b>461,704</b>	<b>194,436</b>	<b>42.1%</b>	<b>267,268</b>	<b>57.9%</b>	<b>306,398</b>	<b>67.0%</b>	<b>151,215</b>	<b>33.0%</b>
<i>Public</i>	288,965	124,732	43.2%	164,233	56.8%	193,105	67.2%	94,276	32.8%
<i>Private, not-for-profit</i>	164,040	67,688	41.3%	96,352	58.7%	107,717	66.7%	53,816	33.3%
<i>Private, for-profit</i>	S	S		S		S		S	
Research Universities (RU/VH)	186,224	91,877	49.3%	94,347	50.7%	150,378	81.3%	34,660	18.7%
<i>Public</i>	130,248	63,334	48.6%	66,914	51.4%	104,591	80.3%	25,657	19.7%
<i>Private, not-for-profit</i>	55,976	28,543	51.0%	27,433	49.0%	45,787	83.6%	9,003	16.4%
<i>Private, for-profit</i>	N/A	N/A		N/A		N/A		N/A	
Research Universities (RU/H)	88,835	37,635	42.4%	51,200	57.6%	57,425	64.9%	31,036	35.1%
<i>Public</i>	67,699	29,089	43.0%	38,610	57.0%	43,367	64.4%	23,958	35.6%
<i>Private, not-for-profit</i>	21,136	8,546	40.4%	12,590	59.6%	14,058	66.5%	7,078	33.5%
<i>Private, for-profit</i>	N/A	N/A		N/A		N/A		N/A	

**Continued on the following page.**

See notes at end of table.

**Table 2.3 (continued) First-Time Graduate Enrollment by Institution Type, Carnegie Classification, Gender, and Attendance Status, Fall 2012**

Carnegie Classification and Institution Type *	Total	Men		Women		Full-Time		Part-Time	
Doctoral/Research Universities	51,229	17,624	34.4%	33,605	65.6%	29,780	59.9%	19,938	40.1%
<i>Public</i>	16,933	6,220	36.7%	10,713	63.3%	8,350	50.8%	8,076	49.2%
<i>Private, not-for-profit</i>	25,597	9,388	36.7%	16,209	63.3%	15,854	64.5%	8,739	35.5%
<i>Private, for-profit</i>	S	S		S		S		S	
Master's Colleges and Universities	121,548	41,863	34.4%	79,685	65.6%	59,088	49.0%	61,440	51.0%
<i>Public</i>	69,774	24,400	35.0%	45,374	65.0%	33,663	48.7%	35,408	51.3%
<i>Private, not-for-profit</i>	51,774	17,463	33.7%	34,311	66.3%	25,425	49.4%	26,032	50.6%
<i>Private, for-profit</i>	N/A	N/A		N/A		N/A		N/A	
Other	13,868	5,437	39.2%	8,431	60.8%	9,727	70.1%	4,141	29.9%
<i>Public</i>	4,311	1,689	39.2%	2,622	60.8%	3,134	72.7%	1,177	27.3%
<i>Private, not-for-profit</i>	9,557	3,748	39.2%	5,809	60.8%	6,593	69.0%	2,964	31.0%
<i>Private, for-profit</i>	N/A	N/A		N/A		N/A		N/A	

\* See page 3 for information about the Carnegie Classification system. RU/VH = very high research activity. RU/H = high research activity.

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known gender or attendance status. N/A = Not applicable. S = Suppressed due to small number of institutional respondents in this category.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 2.4 First-Time Graduate Enrollment by Broad Field, Gender, and Attendance Status, Fall 2012**

Broad Field	Total	Men	Women	Full-Time	Part-Time
<b>Total</b>	<b>461,704</b>	<b>194,436 42.1%</b>	<b>267,268 57.9%</b>	<b>306,398 67.0%</b>	<b>151,215 33.0%</b>
Arts and Humanities	27,341	11,784 43.1%	15,557 56.9%	21,658 79.8%	5,485 20.2%
Biological and Agricultural Sciences	20,412	9,333 45.7%	11,079 54.3%	17,233 85.0%	3,052 15.0%
Business	72,727	40,829 56.1%	31,898 43.9%	47,981 66.1%	24,608 33.9%
Education	73,260	18,665 25.5%	54,595 74.5%	36,161 49.6%	36,783 50.4%
Engineering	38,038	28,710 75.5%	9,328 24.5%	30,818 81.5%	6,998 18.5%
Health Sciences	53,390	11,925 22.3%	41,465 77.7%	35,612 66.9%	17,598 33.1%
Mathematics and Computer Sciences	21,240	14,738 69.4%	6,502 30.6%	15,805 74.7%	5,351 25.3%
Physical and Earth Sciences	11,575	7,081 61.2%	4,494 38.8%	10,174 88.3%	1,346 11.7%
Public Administration and Services	25,088	5,640 22.5%	19,448 77.5%	17,048 68.1%	8,000 31.9%
Social and Behavioral Sciences	35,319	13,561 38.4%	21,758 61.6%	28,039 79.7%	7,155 20.3%
Other Fields	30,485	12,242 40.2%	18,243 59.8%	19,872 65.3%	10,571 34.7%

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known gender or attendance status. See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 2.5 First-Time Graduate Enrollment by Gender, Attendance Status, and Broad Field, Fall 2012**

Broad Field	Men				Women			
	Full-Time		Part-Time		Full-Time		Part-Time	
<b>Total</b>	<b>136,277</b>	<b>70.7%</b>	<b>56,493</b>	<b>29.3%</b>	<b>170,121</b>	<b>64.2%</b>	<b>94,722</b>	<b>35.8%</b>
Arts and Humanities	9,558	81.7%	2,137	18.3%	12,100	78.3%	3,348	21.7%
Biological and Agricultural Sciences	7,914	85.4%	1,356	14.6%	9,319	84.6%	1,696	15.4%
Business	27,333	67.1%	13,407	32.9%	20,648	64.8%	11,201	35.2%
Education	9,372	50.4%	9,214	49.6%	26,789	49.3%	27,569	50.7%
Engineering	23,027	80.6%	5,530	19.4%	7,791	84.1%	1,468	15.9%
Health Sciences	8,522	71.6%	3,376	28.4%	27,090	65.6%	14,222	34.4%
Mathematics and Computer Sciences	10,982	74.8%	3,694	25.2%	4,823	74.4%	1,657	25.6%
Physical and Earth Sciences	6,290	89.3%	755	10.7%	3,884	86.8%	591	13.2%
Public Administration and Services	3,660	65.1%	1,966	34.9%	13,388	68.9%	6,034	31.1%
Social and Behavioral Sciences	10,864	80.5%	2,631	19.5%	17,175	79.2%	4,524	20.8%
Other Fields	8,292	67.8%	3,934	32.2%	11,580	63.6%	6,637	36.4%

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known attendance status. See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 2.6 First-Time Graduate Enrollment by Broad Field and Degree Level, Fall 2012**

Broad Field	Total	Doctoral		Master's/Other *	
<b>Total</b>	<b>461,704</b>	<b>75,690</b>	<b>16.4%</b>	<b>385,400</b>	<b>83.6%</b>
Arts and Humanities	27,341	5,933	21.7%	21,408	78.3%
Biological and Agricultural Sciences	20,412	8,028	39.3%	12,384	60.7%
Business	72,727	2,050	2.8%	70,674	97.2%
Education	73,260	7,464	10.2%	65,782	89.8%
Engineering	38,038	9,357	24.6%	28,681	75.4%
Health Sciences	53,390	12,005	22.5%	41,385	77.5%
Mathematics and Computer Sciences	21,240	4,196	19.8%	17,044	80.2%
Physical and Earth Sciences	11,575	6,895	59.6%	4,680	40.4%
Public Administration and Services	25,088	836	3.3%	24,252	96.7%
Social and Behavioral Sciences	35,319	9,235	26.1%	26,084	73.9%
Other Fields	30,485	2,491	8.2%	27,993	91.8%

\* Includes first-time enrollment in graduate-level certificate and education specialist programs.

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known degree levels. See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees



**Table 2.7 First-Time Graduate Enrollment by Degree Level, Gender, and Broad Field, Fall 2012**

Broad Field	Doctoral				Master's/Other *			
	Men		Women		Men		Women	
<b>Total</b>	<b>37,557</b>	<b>49.7%</b>	<b>38,046</b>	<b>50.3%</b>	<b>156,484</b>	<b>40.6%</b>	<b>228,629</b>	<b>59.4%</b>
Arts and Humanities	2,776	46.8%	3,157	53.2%	9,002	42.1%	12,389	57.9%
Biological and Agricultural Sciences	3,871	48.5%	4,114	51.5%	5,423	43.9%	6,925	56.1%
Business	1,143	55.8%	907	44.2%	39,673	56.2%	30,977	43.8%
Education	2,481	33.3%	4,972	66.7%	16,148	24.6%	49,544	75.4%
Engineering	6,971	74.6%	2,371	25.4%	21,716	75.8%	6,950	24.2%
Health Sciences	3,667	30.5%	8,338	69.5%	8,251	20.0%	33,089	80.0%
Mathematics and Computer Sciences	3,112	74.2%	1,081	25.8%	11,611	68.2%	5,415	31.8%
Physical and Earth Sciences	4,504	65.4%	2,383	34.6%	2,567	55.0%	2,104	45.0%
Public Administration and Services	295	35.3%	541	64.7%	5,341	22.0%	18,884	78.0%
Social and Behavioral Sciences	3,858	41.8%	5,370	58.2%	9,700	37.2%	16,384	62.8%
Other Fields	1,238	49.7%	1,253	50.3%	11,002	39.3%	16,985	60.7%

\* Includes first-time enrollment in graduate-level certificate and education specialist programs.

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known gender.

See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 2.8 First-Time Graduate Enrollment by Institution Type, Carnegie Classification, and Citizenship, Fall 2012**

Institution Type and Carnegie Classification *	Total	U.S. Citizens and Permanent Residents		Temporary Residents	
<b>Total</b>	<b>461,704</b>	<b>375,942</b>	<b>82.2%</b>	<b>81,257</b>	<b>17.8%</b>
Institution Type					
<i>Public</i>	288,965	236,341	82.6%	49,720	17.4%
<i>Private, not-for-profit</i>	164,040	131,374	80.7%	31,458	19.3%
<i>Private, for-profit</i>	S	S		S	
Carnegie Classification *					
<i>Research Universities (RU/VH)</i>	186,224	135,855	73.3%	49,571	26.7%
<i>Research Universities (RU/H)</i>	88,835	71,354	81.5%	16,169	18.5%
<i>Doctoral/Research Universities</i>	51,229	45,359	89.3%	5,426	10.7%
<i>Master's Colleges and Universities</i>	121,548	111,875	92.7%	8,804	7.3%
<i>Other</i>	13,868	11,499	89.9%	1,287	10.1%

\* See page 3 for information about the Carnegie Classification system. RU/VH = very high research activity. RU/H = high research activity.

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known citizenship. S = Suppressed due to a small number of institutional respondents in this category.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 2.9 First-Time Graduate Enrollment by Broad Field and Citizenship, Fall 2012**

Broad Field	Total	U.S. Citizens and Permanent Residents		Temporary Residents	
<b>Total</b>	<b>461,704</b>	<b>375,942</b>	<b>82.2%</b>	<b>81,257</b>	<b>17.8%</b>
Arts and Humanities	27,341	23,472	85.9%	3,843	14.1%
Biological and Agricultural Sciences	20,412	16,180	79.6%	4,145	20.4%
Business	72,727	54,451	75.9%	17,273	24.1%
Education	73,260	70,021	95.9%	2,989	4.1%
Engineering	38,038	18,711	49.2%	19,293	50.8%
Health Sciences	53,390	49,926	94.7%	2,779	5.3%
Mathematics and Computer Sciences	21,240	10,586	49.9%	10,632	50.1%
Physical and Earth Sciences	11,575	8,239	71.2%	3,327	28.8%
Public Administration and Services	25,088	23,843	95.4%	1,144	4.6%
Social and Behavioral Sciences	35,319	29,901	85.2%	5,181	14.8%
Other Fields	30,485	25,433	83.9%	4,865	16.1%

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known citizenship. See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 2.10 First-Time Graduate Enrollment by Citizenship, Race/Ethnicity, and Gender, Fall 2012**

Citizenship and Race/Ethnicity	Total	Men		Women	
<b>Total</b>	<b>461,704</b>	<b>194,436</b>	<b>42.1%</b>	<b>267,268</b>	<b>57.9%</b>
U.S. Citizens and Permanent Residents	375,942	147,046	39.1%	228,565	60.9%
Hispanic/Latino	33,620	12,468	37.1%	21,145	62.9%
<i>Non-Hispanic:</i>					
American Indian/Alaska Native	2,005	729	36.4%	1,276	63.6%
Asian	23,972	10,972	45.8%	12,992	54.2%
Black/African American	41,568	12,593	30.3%	28,967	69.7%
Native Hawaiian/Other Pacific Islander	932	325	34.9%	607	65.1%
White	237,695	95,225	40.1%	142,167	59.9%
Two or More Races	8,300	3,116	37.6%	5,179	62.4%
Race/Ethnicity Unknown	27,850	11,618	41.7%	16,232	58.3%
Temporary Residents	81,257	45,226	55.7%	35,988	44.3%
Citizenship Unknown	883	399	45.2%	484	54.8%

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known gender within each citizenship and race/ethnicity category. See page 2 for a description of each citizenship and race/ethnicity category.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 2.11 First-Time Graduate Enrollment by Broad Field and Race/Ethnicity, Fall 2012 (U.S. Citizens and Permanent Residents Only)**

Broad Field	Hispanic/Latino		American Indian/ Alaska Native		Asian		Black/African American	
<b>Total</b>	<b>33,620</b>	<b>8.9%</b>	<b>2,005</b>	<b>0.5%</b>	<b>23,972</b>	<b>6.4%</b>	<b>41,568</b>	<b>11.1%</b>
Arts and Humanities	2,092	8.9%	125	0.5%	897	3.8%	1,149	4.9%
Biological and Agricultural Sciences	1,144	7.1%	67	0.4%	1,631	10.1%	981	6.1%
Business	4,494	8.3%	249	0.5%	5,141	9.4%	6,135	11.3%
Education	7,193	10.3%	400	0.6%	2,410	3.4%	8,599	12.3%
Engineering	1,550	8.3%	62	0.3%	2,496	13.3%	1,011	5.4%
Health Sciences	3,228	6.5%	243	0.5%	3,744	7.5%	5,340	10.7%
Mathematics and Computer Sciences	719	6.8%	26	0.2%	1,236	11.7%	1,020	9.6%
Physical and Earth Sciences	542	6.6%	39	0.5%	505	6.1%	293	3.6%
Public Administration and Services	2,777	11.6%	207	0.9%	874	3.7%	3,857	16.2%
Social and Behavioral Sciences	3,364	11.3%	224	0.7%	1,534	5.1%	3,234	10.8%
Other Fields	2,200	8.7%	164	0.6%	1,172	4.6%	2,665	10.5%

**Continued on the following page.**

See notes at end of table.

**Table 2.11 (continued) First-Time Graduate Enrollment by Broad Field and Race/Ethnicity, Fall 2012 (U.S. Citizens and Permanent Residents Only)**

Broad Field	Native Hawaiian/ Other Pacific Islander		White		Two or More Races		Race/Ethnicity Unknown	
<b>Total</b>	<b>932</b>	<b>0.2%</b>	<b>237,695</b>	<b>63.2%</b>	<b>8,300</b>	<b>2.2%</b>	<b>27,850</b>	<b>7.4%</b>
Arts and Humanities	71	0.3%	16,685	71.1%	656	2.8%	1,797	7.7%
Biological and Agricultural Sciences	22	0.1%	10,811	66.8%	462	2.9%	1,062	6.6%
Business	166	0.3%	32,890	60.4%	914	1.7%	4,462	8.2%
Education	231	0.3%	45,340	64.8%	1,253	1.8%	4,595	6.6%
Engineering	43	0.2%	11,726	62.7%	512	2.7%	1,311	7.0%
Health Sciences	156	0.3%	32,920	65.9%	1,035	2.1%	3,260	6.5%
Mathematics and Computer Sciences	24	0.2%	6,391	60.4%	278	2.6%	892	8.4%
Physical and Earth Sciences	15	0.2%	6,048	73.4%	208	2.5%	589	7.1%
Public Administration and Services	76	0.3%	13,915	58.4%	611	2.6%	1,526	6.4%
Social and Behavioral Sciences	92	0.3%	18,369	61.4%	846	2.8%	2,238	7.5%
Other Fields	50	0.2%	16,528	65.0%	587	2.3%	2,067	8.1%

Notes: This table only includes U.S. citizens and permanent residents. See Table 2.9 for first-time enrollment by broad field for temporary residents. Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known race/ethnicity. See page 2 for a description of each race/ethnicity category. See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees



**Table 2.12 Total Graduate Enrollment by Institution Type, Carnegie Classification, Gender, and Attendance Status, Fall 2012**

Carnegie Classification and Institution Type *	Total	Men		Women		Full-Time		Part-Time	
<b>Total</b>	<b>1,738,245</b>	<b>722,130</b>	<b>41.5%</b>	<b>1,016,115</b>	<b>58.5%</b>	<b>993,938</b>	<b>57.5%</b>	<b>734,420</b>	<b>42.5%</b>
<i>Public</i>	1,044,656	451,260	43.2%	593,396	56.8%	587,067	56.4%	454,314	43.6%
<i>Private, not-for-profit</i>	564,279	231,750	41.1%	332,529	58.9%	313,582	56.2%	244,085	43.8%
<i>Private, for-profit</i>	129,310	39,120	30.3%	90,190	69.7%	93,289	72.1%	36,021	27.9%
Research Universities (RU/VH)	637,460	319,669	50.1%	317,791	49.9%	462,673	73.0%	171,035	27.0%
<i>Public</i>	461,958	227,883	49.3%	234,075	50.7%	329,041	71.2%	132,917	28.8%
<i>Private, not-for-profit</i>	175,502	91,786	52.3%	83,716	47.7%	133,632	77.8%	38,118	22.2%
<i>Private, for-profit</i>	N/A	N/A		N/A		N/A		N/A	
Research Universities (RU/H)	322,169	136,456	42.4%	185,713	57.6%	169,115	52.7%	151,627	47.3%
<i>Public</i>	245,532	106,053	43.2%	139,479	56.8%	126,814	52.0%	117,291	48.0%
<i>Private, not-for-profit</i>	76,637	30,403	39.7%	46,234	60.3%	42,301	55.2%	34,336	44.8%
<i>Private, for-profit</i>	N/A	N/A		N/A		N/A		N/A	

**Continued on the following page.**

See notes at end of table.

**Table 2.12 (continued) Total Graduate Enrollment by Institution Type, Carnegie Classification, Gender, and Attendance Status, Fall 2012**

Carnegie Classification and Institution Type *	Total	Men		Women		Full-Time		Part-Time	
Doctoral/Research Universities	262,960	86,105	32.7%	176,855	67.3%	159,196	61.6%	99,056	38.4%
<i>Public</i>	61,853	21,498	34.8%	40,355	65.2%	25,047	41.7%	34,958	58.3%
<i>Private, not-for-profit</i>	91,623	34,418	37.6%	57,205	62.4%	44,787	50.5%	43,976	49.5%
<i>Private, for-profit</i>	109,484	30,189	27.6%	79,295	72.4%	89,362	81.6%	20,122	18.4%
Master's Colleges and Universities	466,830	161,438	34.6%	305,392	65.4%	173,351	37.1%	293,479	62.9%
<i>Public</i>	257,671	89,031	34.6%	168,640	65.4%	94,189	36.6%	163,482	63.4%
<i>Private, not-for-profit</i>	189,333	63,476	33.5%	125,857	66.5%	75,235	39.7%	114,098	60.3%
<i>Private, for-profit</i>	S	S		S		S		S	
Other	48,826	18,462	37.8%	30,364	62.2%	29,603	60.6%	19,223	39.4%
<i>Public</i>	17,642	6,795	38.5%	10,847	61.5%	11,976	67.9%	5,666	32.1%
<i>Private, not-for-profit</i>	31,184	11,667	37.4%	19,517	62.6%	17,627	56.5%	13,557	43.5%
<i>Private, for-profit</i>	N/A	N/A		N/A		N/A		N/A	

\* See page 3 for information about the Carnegie Classification system. RU/VH = very high research activity. RU/H = high research activity.

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known gender or attendance status. N/A = Not applicable. S = Suppressed due to small number of institutional respondents in this category.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 2.13 Total Graduate Enrollment by Broad Field, Gender, and Attendance Status, Fall 2012**

Broad Field	Total	Men		Women		Full-Time		Part-Time	
<b>Total</b>	<b>1,738,245</b>	<b>722,130</b>	<b>41.5%</b>	<b>1,016,115</b>	<b>58.5%</b>	<b>993,938</b>	<b>57.5%</b>	<b>734,420</b>	<b>42.5%</b>
Arts and Humanities	104,057	45,268	43.5%	58,789	56.5%	71,574	69.2%	31,893	30.8%
Biological and Agricultural Sciences	84,381	39,273	46.5%	45,108	53.5%	65,676	78.3%	18,232	21.7%
Business	238,941	131,888	55.2%	107,053	44.8%	118,739	49.8%	119,839	50.2%
Education	294,958	75,075	25.5%	219,883	74.5%	116,608	39.7%	177,370	60.3%
Engineering	136,213	104,498	76.7%	31,715	23.3%	95,012	70.1%	40,454	29.9%
Health Sciences	192,643	42,508	22.1%	150,135	77.9%	112,341	58.6%	79,503	41.4%
Mathematics and Computer Sciences	72,395	51,317	70.9%	21,078	29.1%	45,327	62.8%	26,810	37.2%
Physical and Earth Sciences	51,007	32,014	62.8%	18,993	37.2%	41,961	82.6%	8,833	17.4%
Public Administration and Services	72,480	17,772	24.5%	54,708	75.5%	45,366	62.7%	26,990	37.3%
Social and Behavioral Sciences	133,831	50,409	37.7%	83,422	62.3%	89,157	66.8%	44,233	33.2%
Other Fields	96,014	38,152	39.7%	57,862	60.3%	52,320	54.6%	43,575	45.4%

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known gender or attendance status. See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 2.14 Total Graduate Enrollment by Gender, Attendance Status, and Broad Field, Fall 2012**

Broad Field	Men				Women			
	Full-Time		Part-Time		Full-Time		Part-Time	
<b>Total</b>	<b>435,488</b>	<b>60.7%</b>	<b>282,409</b>	<b>39.3%</b>	<b>558,437</b>	<b>55.3%</b>	<b>451,853</b>	<b>44.7%</b>
Arts and Humanities	31,968	71.0%	13,038	29.0%	39,606	67.7%	18,855	32.3%
Biological and Agricultural Sciences	30,681	78.6%	8,362	21.4%	34,995	78.0%	9,870	22.0%
Business	67,170	51.0%	64,503	49.0%	51,569	48.2%	55,336	51.8%
Education	29,528	39.5%	45,307	60.5%	87,080	39.7%	132,063	60.3%
Engineering	72,006	69.3%	31,969	30.7%	23,006	73.1%	8,485	26.9%
Health Sciences	27,402	64.7%	14,927	35.3%	84,939	56.8%	64,576	43.2%
Mathematics and Computer Sciences	32,168	62.9%	18,967	37.1%	13,159	62.7%	7,843	37.3%
Physical and Earth Sciences	26,720	83.8%	5,159	16.2%	15,241	80.6%	3,674	19.4%
Public Administration and Services	10,094	56.9%	7,634	43.1%	35,272	64.6%	19,356	35.4%
Social and Behavioral Sciences	34,429	68.6%	15,781	31.4%	54,728	65.8%	28,452	34.2%
Other Fields	22,052	57.9%	16,062	42.1%	30,268	52.4%	27,513	47.6%

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known attendance status. See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 2.15 Total Graduate Enrollment by Broad Field and Degree Level, Fall 2012**

Broad Field	Total	Doctoral		Master's/Other *	
<b>Total</b>	<b>1,738,245</b>	<b>449,328</b>	<b>25.9%</b>	<b>1,287,257</b>	<b>74.1%</b>
Arts and Humanities	104,057	40,225	38.8%	63,562	61.2%
Biological and Agricultural Sciences	84,381	49,085	58.2%	35,254	41.8%
Business	238,941	13,531	5.7%	225,339	94.3%
Education	294,958	56,025	19.0%	238,131	81.0%
Engineering	136,213	56,346	41.4%	79,819	58.6%
Health Sciences	192,643	50,357	26.1%	142,250	73.9%
Mathematics and Computer Sciences	72,395	23,345	32.3%	48,978	67.7%
Physical and Earth Sciences	51,007	36,743	72.0%	14,257	28.0%
Public Administration and Services	72,480	5,791	8.0%	66,579	92.0%
Social and Behavioral Sciences	133,831	57,151	42.7%	76,570	57.3%
Other Fields	96,014	15,421	16.1%	80,257	83.9%

\* Includes total enrollment in graduate-level certificate and education specialist programs.

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known degree levels. See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 2.16 Total Graduate Enrollment by Degree Level, Gender, and Broad Field, Fall 2012**

Broad Field	Doctoral				Master's/Other *			
	Men		Women		Men		Women	
<b>Total</b>	<b>218,969</b>	<b>48.8%</b>	<b>229,718</b>	<b>51.2%</b>	<b>501,668</b>	<b>39.0%</b>	<b>783,931</b>	<b>61.0%</b>
Arts and Humanities	18,849	46.9%	21,376	53.1%	26,288	41.4%	37,221	58.6%
Biological and Agricultural Sciences	23,566	48.2%	25,302	51.8%	15,517	44.2%	19,620	55.8%
Business	7,420	54.8%	6,111	45.2%	124,384	55.2%	100,883	44.8%
Education	17,792	31.8%	38,177	68.2%	56,961	24.0%	180,866	76.0%
Engineering	43,051	76.5%	13,239	23.5%	61,317	76.9%	18,451	23.1%
Health Sciences	15,173	30.2%	35,087	69.8%	27,284	19.2%	114,838	80.8%
Mathematics and Computer Sciences	17,374	74.5%	5,944	25.5%	33,850	69.2%	15,090	30.8%
Physical and Earth Sciences	24,166	65.8%	12,560	34.2%	7,808	54.9%	6,410	45.1%
Public Administration and Services	2,075	35.8%	3,716	64.2%	15,627	23.5%	50,865	76.5%
Social and Behavioral Sciences	22,682	39.7%	34,418	60.3%	27,678	36.1%	48,891	63.9%
Other Fields	7,632	49.5%	7,789	50.5%	30,379	37.9%	49,862	62.1%

\* Includes total enrollment in graduate-level certificate and education specialist programs.

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known gender.

See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees



**Table 2.17 Total Graduate Enrollment by Institution Type, Carnegie Classification, and Citizenship, Fall 2012**

Institution Type and Carnegie Classification *	Total	U.S. Citizens and Permanent Residents		Temporary Residents	
<b>Total</b>	<b>1,738,245</b>	<b>1,461,314</b>	<b>84.9%</b>	<b>259,959</b>	<b>15.1%</b>
Institution Type					
Public	1,044,656	864,340	83.8%	167,501	16.2%
Private, not-for-profit	564,279	472,614	84.2%	88,994	15.8%
Private, for-profit	129,310	124,360	97.3%	3,464	2.7%
Carnegie Classification *					
Research Universities (RU/VH)	637,460	473,168	75.1%	156,703	24.9%
Research Universities (RU/H)	322,169	269,720	83.8%	52,012	16.2%
Doctoral/Research Universities	262,960	243,247	93.1%	18,073	6.9%
Master's Colleges and Universities	466,830	434,422	93.9%	28,269	6.1%
Other	48,826	40,757	89.3%	4,902	10.7%

\* See page 3 for information about the Carnegie Classification system. RU/VH = very high research activity. RU/H = high research activity.

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known citizenship.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 2.18 Total Graduate Enrollment by Broad Field and Citizenship, Fall 2012**

Broad Field	Total	U.S. Citizens and Permanent Residents		Temporary Residents	
<b>Total</b>	<b>1,738,245</b>	<b>1,461,314</b>	<b>84.9%</b>	<b>259,959</b>	<b>15.1%</b>
Arts and Humanities	104,057	89,910	86.8%	13,699	13.2%
Biological and Agricultural Sciences	84,381	64,421	76.9%	19,361	23.1%
Business	238,941	195,224	82.8%	40,583	17.2%
Education	294,958	282,642	96.5%	10,355	3.5%
Engineering	136,213	72,475	53.3%	63,517	46.7%
Health Sciences	192,643	180,128	94.7%	10,147	5.3%
Mathematics and Computer Sciences	72,395	40,842	56.5%	31,392	43.5%
Physical and Earth Sciences	51,007	34,661	68.0%	16,274	32.0%
Public Administration and Services	72,480	68,996	95.8%	3,014	4.2%
Social and Behavioral Sciences	133,831	115,260	86.5%	17,996	13.5%
Other Fields	96,014	82,657	87.0%	12,375	13.0%

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known citizenship. See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 2.19 Total Graduate Enrollment by Citizenship, Race/Ethnicity, and Gender, Fall 2012**

Citizenship and Race/Ethnicity	Total	Men		Women	
<b>Total</b>	<b>1,738,245</b>	<b>722,130</b>	<b>41.5%</b>	<b>1,016,115</b>	<b>58.5%</b>
U.S. Citizens and Permanent Residents	1,461,314	563,823	38.6%	895,523	61.4%
Hispanic/Latino	124,098	45,618	36.8%	78,431	63.2%
<i>Non-Hispanic:</i>					
American Indian/Alaska Native	8,318	2,919	35.2%	5,385	64.8%
Asian	84,835	38,390	45.3%	46,399	54.7%
Black/African American	182,499	52,949	29.0%	129,683	71.0%
Native Hawaiian/Other Pacific Islander	3,759	1,419	37.8%	2,337	62.2%
White	909,597	363,068	40.0%	544,594	60.0%
Two or More Races	26,504	9,949	37.6%	16,537	62.4%
Race/Ethnicity Unknown	121,704	49,511	40.7%	72,157	59.3%
Temporary Residents	259,959	148,926	57.3%	110,889	42.7%
Citizenship Unknown	3,542	1,638	46.2%	1,904	53.8%

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known gender within each citizenship and race/ethnicity category. See page 2 for a description of each citizenship and race/ethnicity category. See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 2.20 Total Graduate Enrollment by Broad Field and Race/Ethnicity,  
Fall 2012 (U.S. Citizens and Permanent Residents Only)**

Broad Field	Hispanic/Latino		American Indian/ Alaska Native		Asian		Black/African American	
<b>Total</b>	<b>124,098</b>	<b>8.5%</b>	<b>8,318</b>	<b>0.6%</b>	<b>84,835</b>	<b>5.8%</b>	<b>182,499</b>	<b>12.5%</b>
Arts and Humanities	7,693	8.6%	538	0.6%	3,451	3.8%	4,095	4.6%
Biological and Agricultural Sciences	4,266	6.6%	316	0.5%	5,953	9.2%	3,505	5.4%
Business	16,096	8.2%	878	0.4%	16,644	8.5%	28,339	14.5%
Education	27,456	9.7%	1,822	0.6%	8,354	3.0%	38,266	13.5%
Engineering	5,492	7.6%	265	0.4%	9,193	12.7%	3,944	5.4%
Health Sciences	11,183	6.2%	970	0.5%	12,468	6.9%	20,484	11.4%
Mathematics and Computer Sciences	2,778	6.8%	121	0.3%	4,657	11.4%	4,017	9.8%
Physical and Earth Sciences	2,043	5.9%	170	0.5%	2,195	6.3%	1,185	3.4%
Public Administration and Services	7,567	11.0%	579	0.8%	2,413	3.5%	12,934	18.7%
Social and Behavioral Sciences	11,974	10.4%	908	0.8%	5,863	5.1%	12,944	11.2%
Other Fields	6,537	7.9%	500	0.6%	3,648	4.4%	8,519	10.3%

**Continued on the following page.**

See notes at end of table.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 2.20 (continued) Total Graduate Enrollment by Broad Field and Race/Ethnicity, Fall 2012 (U.S. Citizens and Permanent Residents Only)**

Broad Field	Native Hawaiian/ Other Pacific Islander		White		Two or More Races		Race/Ethnicity Unknown	
<b>Total</b>	<b>3,759</b>	<b>0.3%</b>	<b>909,597</b>	<b>62.2%</b>	<b>26,504</b>	<b>1.8%</b>	<b>121,704</b>	<b>8.3%</b>
Arts and Humanities	256	0.3%	64,248	71.5%	2,188	2.4%	7,441	8.3%
Biological and Agricultural Sciences	120	0.2%	44,694	69.4%	1,351	2.1%	4,216	6.5%
Business	742	0.4%	111,524	57.1%	2,897	1.5%	18,104	9.3%
Education	740	0.3%	184,518	65.3%	4,194	1.5%	17,292	6.1%
Engineering	166	0.2%	46,660	64.4%	1,618	2.2%	5,137	7.1%
Health Sciences	497	0.3%	119,878	66.6%	3,162	1.8%	11,486	6.4%
Mathematics and Computer Sciences	94	0.2%	24,810	60.7%	839	2.1%	3,526	8.6%
Physical and Earth Sciences	48	0.1%	25,690	74.1%	758	2.2%	2,572	7.4%
Public Administration and Services	215	0.3%	39,084	56.6%	1,608	2.3%	4,596	6.7%
Social and Behavioral Sciences	334	0.3%	71,675	62.2%	2,707	2.3%	8,855	7.7%
Other Fields	164	0.2%	55,000	66.5%	1,778	2.2%	6,511	7.9%

Notes: This table only includes U.S. citizens and permanent residents. See Table 2.18 for total enrollment by broad field for temporary residents. Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known race/ethnicity. See page 2 for a description of each race/ethnicity category. See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 2.21 Graduate Degrees and Certificates Awarded by Degree Level, Carnegie Classification, and Institution Type, 2011-12**

Carnegie Classification and Institution Type *	Doctoral Degrees		Master's Degrees		Certificates	
<b>Total</b>	<b>67,220</b>	<b>100.0%</b>	<b>540,157</b>	<b>100.0%</b>	<b>31,917</b>	<b>100.0%</b>
<i>Public</i>	43,257	64.4%	312,581	57.9%	17,030	53.4%
<i>Private, not-for-profit</i>	21,517	32.0%	186,900	34.6%	12,877	40.3%
<i>Private, for-profit</i>	2,446	3.6%	40,676	7.5%	2,010	6.3%
Research Universities (RU/VH)	41,707	62.0%	180,312	33.4%	6,610	20.7%
<i>Public</i>	30,559	73.3%	126,421	70.1%	3,969	60.0%
<i>Private, not-for-profit</i>	11,148	26.7%	53,891	29.9%	2,641	40.0%
<i>Private, for-profit</i>	N/A		N/A		N/A	
Research Universities (RU/H)	11,875	17.7%	98,999	18.3%	6,181	19.4%
<i>Public</i>	8,379	70.6%	74,639	75.4%	3,983	64.4%
<i>Private, not-for-profit</i>	3,496	29.4%	24,360	24.6%	2,198	35.6%
<i>Private, for-profit</i>	N/A		N/A		N/A	

**Continued on the following page.**

See notes at end of table.



**Table 2.21 (continued) Graduate Degrees and Certificates Awarded by Degree Level, Carnegie Classification, and Institution Type, 2011-12**

Carnegie Classification and Institution Type *	Doctoral Degrees		Master's Degrees		Certificates	
Doctoral/Research Universities	6,258	9.3%	83,449	15.4%	5,501	17.2%
<i>Public</i>	1,397	22.3%	18,835	22.6%	2,868	52.1%
<i>Private, not-for-profit</i>	2,415	38.6%	30,508	36.6%	1,485	27.0%
<i>Private, for-profit</i>	2,446	39.1%	34,106	40.9%	1,148	20.9%
Master's Colleges and Universities	4,360	6.5%	165,307	30.6%	12,767	40.0%
<i>Public</i>	1,539	35.3%	88,692	53.7%	5,656	44.3%
<i>Private, not-for-profit</i>	2,821	64.7%	70,045	42.4%	6,249	48.9%
<i>Private, for-profit</i>	S		S		S	
Other	3,020	4.5%	12,090	2.2%	858	2.7%
<i>Public</i>	1,383	45.8%	3,994	33.0%	554	64.6%
<i>Private, not-for-profit</i>	1,637	54.2%	8,096	67.0%	304	35.4%
<i>Private, for-profit</i>	N/A		N/A		N/A	

\* See page 3 for information about the Carnegie Classification system. RU/VH = very high research activity. RU/H = high research activity.

Notes: N/A = Not applicable. Percentages for Carnegie classifications are the percent of all degrees awarded at that level by institutions with that Carnegie classification. Percentages for institution types are the percent of degrees awarded at that level by institutions with that Carnegie classification.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 2.22 Graduate Degrees and Certificates Awarded by Degree Level and Broad Field, 2011-12**

Broad Field	Doctoral Degrees		Master's Degrees		Certificates	
<b>Total</b>	<b>67,220</b>	<b>100.0%</b>	<b>540,157</b>	<b>100.0%</b>	<b>31,917</b>	<b>100.0%</b>
Arts and Humanities	5,339	8.9%	25,440	5.7%	969	4.1%
Biological and Agricultural Sciences	7,792	13.0%	14,738	3.3%	489	2.1%
Business	1,539	2.6%	100,109	22.3%	2,979	12.8%
Education	7,844	13.0%	105,105	23.4%	8,108	34.7%
Engineering	8,197	13.6%	37,854	8.4%	943	4.0%
Health Sciences	10,735	17.9%	46,746	10.4%	3,534	15.1%
Mathematics and Computer Sciences	2,941	4.9%	19,938	4.4%	791	3.4%
Physical and Earth Sciences	5,008	8.3%	6,950	1.5%	238	1.0%
Public Administration and Services	543	0.9%	26,699	5.9%	746	3.2%
Social and Behavioral Sciences	7,800	13.0%	33,455	7.4%	1,729	7.4%
Other Fields	2,377	4.0%	32,518	7.2%	2,835	12.1%

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known broad fields. See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 2.23 Graduate Certificates Awarded by Broad Field and Gender, 2011-12**

Broad Field	Total	Men		Women	
<b>Total</b>	<b>31,917</b>	<b>11,458</b>	<b>36.5%</b>	<b>19,959</b>	<b>63.5%</b>
Arts and Humanities	969	313	34.9%	583	65.1%
Biological and Agricultural Sciences	489	208	42.5%	281	57.5%
Business	2,979	1,395	46.8%	1,584	53.2%
Education	8,108	1,906	23.5%	6,202	76.5%
Engineering	943	740	78.5%	203	21.5%
Health Sciences	3,534	789	22.4%	2,737	77.6%
Mathematics and Computer Sciences	791	523	66.1%	268	33.9%
Physical and Earth Sciences	238	153	64.3%	85	35.7%
Public Administration and Services	746	233	31.3%	512	68.7%
Social and Behavioral Sciences	1,729	625	34.2%	1,201	65.8%
Other Fields	2,835	928	32.7%	1,907	67.3%

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known gender. See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 2.24 Master's Degrees Awarded by Broad Field and Gender, 2011-12**

Broad Field	Total	Men		Women	
<b>Total</b>	<b>540,157</b>	<b>217,211</b>	<b>40.5%</b>	<b>319,648</b>	<b>59.5%</b>
Arts and Humanities	25,440	10,433	41.2%	14,911	58.8%
Biological and Agricultural Sciences	14,738	6,526	44.5%	8,141	55.5%
Business	100,109	57,087	57.3%	42,504	42.7%
Education	105,105	24,963	23.8%	79,968	76.2%
Engineering	37,854	29,078	76.9%	8,749	23.1%
Health Sciences	46,746	9,017	19.3%	37,618	80.7%
Mathematics and Computer Sciences	19,938	13,713	69.1%	6,145	30.9%
Physical and Earth Sciences	6,950	4,058	58.5%	2,876	41.5%
Public Administration and Services	26,699	6,196	23.3%	20,405	76.7%
Social and Behavioral Sciences	33,455	12,672	37.9%	20,764	62.1%
Other Fields	32,518	12,123	37.4%	20,294	62.6%

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known gender. See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 2.25 Doctoral Degrees Awarded by Broad Field and Gender, 2011-12**

Broad Field	Total	Men		Women	
<b>Total</b>	<b>67,220</b>	<b>31,830</b>	<b>47.8%</b>	<b>34,761</b>	<b>52.2%</b>
Arts and Humanities	5,339	2,472	46.4%	2,860	53.6%
Biological and Agricultural Sciences	7,792	3,694	47.6%	4,066	52.4%
Business	1,539	874	56.8%	665	43.2%
Education	7,844	2,540	32.4%	5,298	67.6%
Engineering	8,197	6,372	77.8%	1,818	22.2%
Health Sciences	10,735	3,115	29.2%	7,553	70.8%
Mathematics and Computer Sciences	2,941	2,195	74.8%	741	25.2%
Physical and Earth Sciences	5,008	3,333	66.6%	1,670	33.4%
Public Administration and Services	543	237	43.6%	306	56.4%
Social and Behavioral Sciences	7,800	3,030	38.9%	4,764	61.1%
Other Fields	2,377	1,071	46.4%	1,236	53.6%

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known gender. See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

## Chapter 3

### *Trends in Graduate Applications, First-Time Enrollment, Total Enrollment, and Degrees Conferred, 2002 to 2012*

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This chapter presents data and analysis on trends in graduate applications, first-time enrollment, total enrollment, and degrees conferred over the past one, five, and ten years. The one-year trends are based on data collected for 2011 and 2012; the five-year trends compare data collected for 2007 and 2012; and the ten-year trends are based on data collected for 2002 and 2012. The trend data from these three time periods are designed to provide a more detailed comparison of the recent and longer-term trends in graduate education.

Since the institutions responding to the survey differ slightly from year to year, the trend data are limited to institutions that responded to the CGS/GRE Survey of Graduate Enrollment and Degrees in both of the years being compared. The one-year trends include data from 623 colleges and universities that responded to the CGS/GRE Survey of Graduate Enrollment and Degrees in both 2011 and 2012, the five-year trends include data from 594 institutions that responded to the survey in both 2007 and 2012, and the ten-year trends include data from 527 institutions that responded in both 2002 and 2012. Restricting the analyses to the same institutions in both years being examined ensures that the trends that are presented are accurate and not a reflection of differing survey respondents. For this reason, readers of this report should not compare the numbers in Chapter 2 of this report with numbers provided in previous reports to determine trends in graduate education.

Readers of this report should also be aware that the race/ethnicity data included in Chapter 3 of this report are presented in slightly different categories than in Chapter 2. As indicated earlier in this report, two significant changes to the race/ethnicity categories occurred starting with the 2010 data collection cycle. The first change divided the previous Asian/Pacific Islander category into two separate categories: Asian and Native Hawaiian/Other Pacific Islander. The second change split the previous Other/Unknown category into three separate categories: Two or More Races, Race/Ethnicity Unknown, and Citizenship Unknown. The data in Chapter 2 of this report are presented using the new race/ethnicity categories, but for the trend data reported in this chapter, the data for 2011 and 2012 are aggregated to correspond with the earlier definitions of

Asian/Pacific Islander and Other/Unknown, to permit the examination of one-, five-, and ten-year trends.

This chapter begins with an examination of trends in graduate applications, followed by trends in first-time graduate enrollment, total graduate enrollment, and graduate certificates and degrees conferred. The chapter concludes with the data tables referenced in the text.

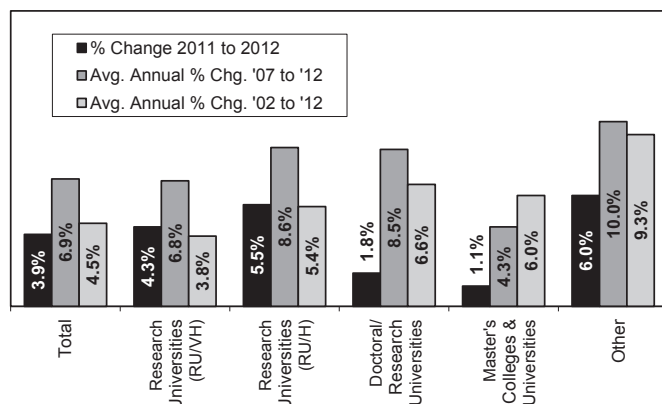
### **Trends in Graduate Applications**

Applications for admission to U.S. graduate schools increased 3.9% between fall 2011 and fall 2012 at the institutions that responded to the CGS/GRE Survey of Graduate Enrollment and Degrees for both 2011 and 2012 (Table 3.1). The one-year increase in graduate applications was larger at private, not-for-profit institutions (5.3%) than at public institutions (3.1%).

The one-year increase in graduate applications in fall 2012 was slightly smaller than the average annual growth seen over the past decade. Between fall 2002 and fall 2012, graduate applications grew at an average annual rate of 4.5%. The average annual increase over the ten-year time period was 3.8% at public institutions and 6.1% at private, not-for-profit institutions.

By basic Carnegie classification, the one-year increases in graduate applications between 2011 and 2012 ranged from a low of 1.1% at master's colleges and universities to a high of 6.0% at 'other' institutions, as shown in Figure 3.1. Over the five-year period between fall 2007 and fall 2012, the average annual increase was also greatest at 'other' institutions (10.0%), compared with a low of 4.3% at master's colleges and universities. Between fall 2002 and fall 2012, graduate applications increased across all Carnegie classifications, with the largest average annual increase again at 'other' institutions (9.3%), and the smallest at research universities with very high research activity (3.8%).

**Figure 3.1 Trends in Graduate Applications by Carnegie Classification, Fall 2002 to Fall 2012**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

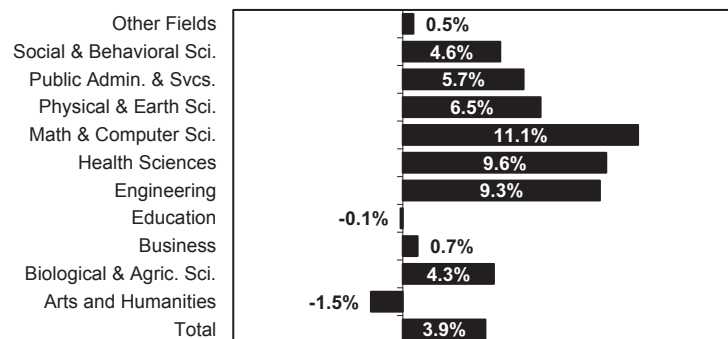
Between fall 2011 and fall 2012, graduate applications increased 5.4% on average for programs at the doctoral level and 3.3% at the master's/graduate certificate level (Table 3.1). Over the last five-year period, the average annual increase in applications was greater at the master's level (7.3%) than at the doctoral level (6.2%). Ten-year trends are unavailable for applications by degree level.

By broad field, the largest one-year change in graduate applications occurred in mathematics and computer sciences, with a 11.1% increase between fall 2011 and fall 2012 (Table 3.2 and Figure 3.2). Strong growth was also seen in health sciences (9.6%) and engineering (9.3%). Graduate applications decreased over the one-year period in two broad fields: arts and humanities (-1.5%) and education (-0.1%).

Between fall 2007 and fall 2012, graduate applications increased in all broad fields, with the largest average annual increases in health sciences (18.5%) and mathematics and computer sciences (11.7%). Average annual growth was weakest over the five-year period in education (1.0%).

Over the past decade, graduate applications also increased in all broad fields. The average annual increase was greatest in health sciences (12.8%) and smallest in 'other fields' (1.6%) between fall 2002 and fall 2012.

**Figure 3.2 Percent Change in Graduate Applications by Broad Field, Fall 2011 to Fall 2012**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

While applications for doctoral programs increased 5.4% overall between fall 2011 and fall 2012, there was considerable variation by broad field (Table 3.3). Growth was strongest for doctoral applications in health sciences (12.6%) and social and behavioral sciences (7.7%). In contrast, doctoral applications dropped 8.4% in 'other fields' between fall 2011 and fall 2012, 4.2% in business, 1.7% in arts and humanities, and 2.2% in mathematics and computer sciences.

At the master's level between fall 2011 and fall 2012, the largest increases in applications were in mathematics and computer sciences (19.2%), engineering (13.7%), and health sciences (8.3%). However, despite increases across most broad fields between fall 2011 and fall 2012, there were decrease in arts and humanities (-1.5%) and education (-1.1%).

Between 2007 and 2012, applications increased at the both the doctoral and master's level for all broad fields. At the doctoral level, the largest average annual increase was in health sciences, while at the master's level the largest average annual increase was in mathematics and computer sciences. The smallest average annual increase was in education at the master's level and in arts and humanities at the doctoral level.

For more detailed information about trends in graduate applications, see Tables 3.1 to 3.3.



## Trends in First-Time Graduate Enrollment

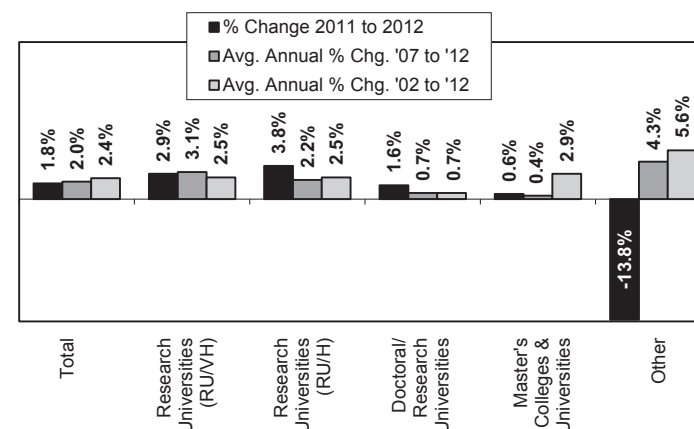
First-time graduate enrollment increased 1.8% between fall 2011 and fall 2012 at the institutions that responded to the CGS/GRE Survey of Graduate Enrollment and Degrees for both 2011 and 2012 (Table 3.4). This marks the first increase in three years in first-time graduate enrollment following a 1.7% decline in fall 2011. The increase in first-time enrollment between 2011 and 2012 was greater at public institutions (2.1%) than at private, not-for-profit institutions (0.9%).

First-time graduate enrollment has grown over the last five- and ten-year periods. Between fall 2007 and fall 2012, first-time graduate enrollment increased 2.0% annually on average, and between fall 2002 and fall 2012, first-time graduate enrollment increased 2.4% annually on average. Similarly, both public institutions and private, not-for-profit institutions have experienced gains over the last five- and ten-year periods. Between fall 2007 and fall 2012, first-time graduate enrollment increased 1.8% annually on average at public institutions and 2.1% at private, not-for-profit institutions. Between fall 2002 and fall 2012, first-time graduate enrollment increased 2.4% annually on average at public institutions and 2.6% at private, not-for-profit institutions.

By basic Carnegie classification, first-time graduate enrollment rose 3.8% at research universities with high research activity (RU/H) and 2.9% at research universities with very high research activity (RU/VH). First-time graduate enrollment rose 1.6% at doctoral/research universities and 0.6% at master's colleges and universities. Between fall 2011 and fall 2012 first-time graduate enrollment fell 13.8% at specialized and baccalaureate institutions. These institutions are listed as 'other' in Table 3.4 and Figure 3.3.

Between fall 2007 and fall 2012, the average annual rates of change in first-time graduate enrollment ranged from a 0.4% average annual increase at master's colleges and universities to a 4.3% average annual increase at 'other' institutions. Over the ten-year period, first time graduate enrollment increased on average for institutions of all Carnegie classifications, ranging from a 0.7% average annual gain at doctoral/research universities to a 5.6% average annual gain at 'other' institutions.

**Figure 3.3 Trends in First-Time Graduate Enrollment by Carnegie Classification, Fall 2002 to Fall 2012**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

First-time graduate enrollment of temporary residents increased 8.0% between fall 2011 and fall 2012, following a 7.8% increase in fall 2011. In contrast, first-time graduate enrollment increased 0.6% for U.S. citizens and permanent residents between 2011 and 2012, after a 2.3% decline the previous year. Temporary residents exhibited strong gains in first-time graduate enrollment over the past five years, with 4.7% average annual growth between fall 2007 and fall 2012, compared with 1.9% for U.S. citizens and permanent residents (Table 3.5). Between fall 2002 and fall 2012, the average annual rate of increase for temporary residents outpaced that of U.S. citizens and permanent residents (3.6% vs. 2.4%).

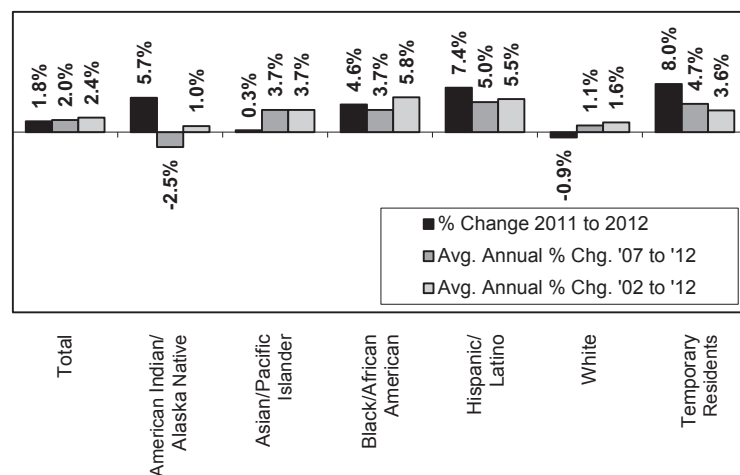
Racial/ethnic minorities have driven much of the growth in first-time graduate enrollment among U.S. citizens and permanent residents over the past decade, with year-to-year gains for minorities generally outpacing those of White students. In fall 2012, all minority groups experienced increases in first-time graduate enrollment, while Whites experienced declines. The increases for Hispanics/Latinos (7.4%), American Indians/Alaska Natives (5.7%), and Blacks/African Americans (4.6%) were larger than those for Asians/Pacific Islanders (0.3%). Whites were the only U.S. citizen and permanent resident racial/ethnic group to experience a decline in first-time graduate enrollment

between fall 2011 and fall 2012, with a 0.9% decline (Figure 3.4). This decline follows an 2.9% decline in fall 2011.

Between fall 2007 and fall 2012, Hispanics/Latinos posted the strongest gains among the U.S. citizen and permanent resident racial/ethnic groups, with an average annual increase of 5.0%. This compares with a 3.7% increase for Blacks/African Americans, a 3.7% gain for Asians/Pacific Islanders, a 1.1% increase for Whites, and a 2.5% decline for American Indians/Alaska Natives. Between 2002 and 2012, the average annual gains in first-time graduate enrollment for U.S. citizens and permanent residents ranged from a low of 1.0% for American Indians/Alaska Natives to a high of 5.8% for Blacks/African Americans.

The increase in first-time graduate enrollment was greater for women (2.0%) than for men (1.4%) between fall 2011 and fall 2012 (Table 3.6). Over the last five-year period, growth in first-time graduate enrollment was stronger for men than for women. Between fall 2007 and fall 2012, first-time graduate enrollment grew at an average annual rate of 2.5% for men versus 1.6% for women. Between fall 2002 and fall 2012, however, the average annual gains for women (2.6%) outpaced those of men (2.3%).

**Figure 3.4 Trends in First-Time Graduate Enrollment by Citizenship and Race/Ethnicity, Fall 2002 to Fall 2012**



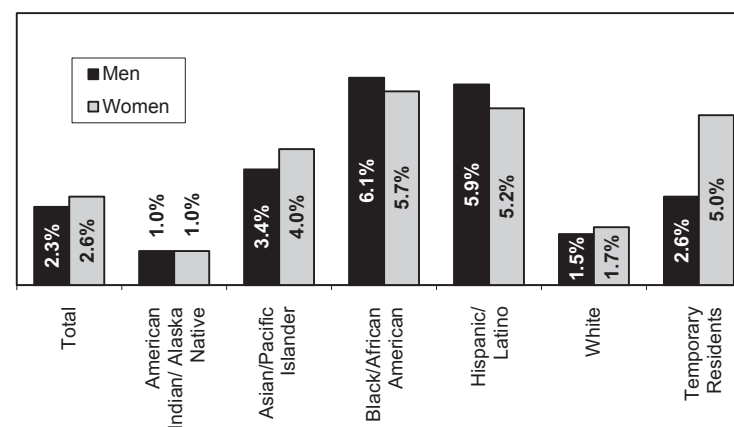
Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Among U.S. citizens and permanent residents, men experienced a 0.5% decline in first-time graduate enrollment between fall 2011 and fall 2012, while women experienced a 1.2% increase. Among temporary residents, first-time graduate enrollment increased 6.9% for men and 9.5% for women between fall 2011 and fall 2012.

The growth in first-time graduate enrollment between fall 2002 and fall 2012 among U.S. citizens and permanent residents was relatively even for men and women, with a 2.3% average annual increase for men and a 2.5% average annual increase for women. Among temporary residents, the average annual increase in first-time graduate enrollment for men (2.6%) over the same time period was considerably lower than the average annual growth rate for women (5.0%).

The growth in first-time graduate enrollment between fall 2002 and fall 2012 was similar for men and women within all U.S. racial/ethnic groups (Figure 3.5). Among U.S. citizen and permanent resident women, average annual growth was strongest between 2002 and 2012 for Blacks/African Americans (5.7%) and weakest for American Indians/Alaska Natives (1.0%). Among U.S. citizen and permanent resident men, average annual increases in first-time graduate

**Figure 3.5 Average Annual Percentage Change in First-Time Graduate Enrollment by Citizenship, Race/Ethnicity, and Gender, Fall 2002 to Fall 2012**

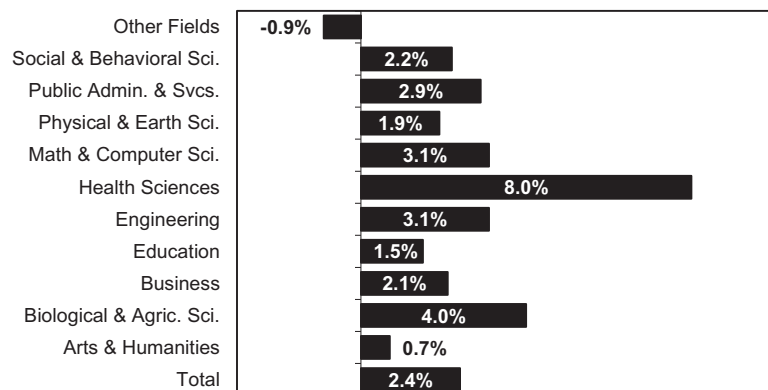


Source: CGS/GRE Survey of Graduate Enrollment and Degrees

enrollment ranged from a high of 6.1% for Blacks/African Americans to a low of 1.0% for American Indians/Alaska Natives.

First-time graduate enrollment increased in seven broad fields and decreased in four broad fields between fall 2011 and fall 2012 (Table 3.7). Gains were largest in mathematics and computer sciences (8.0%), health sciences (5.0%), public administration and services (5.0%), and engineering (4.9%). Decreases occurred in four broad fields, with the largest declines between 2011 and 2012 in 'other fields' (-3.7%), and social and behavioral sciences (-2.1%). Between fall 2007 and fall 2012, the average annual growth in first-time graduate enrollment was 2.0%. The strongest average annual gains over this time period occurred in health sciences (8.3%), mathematics and computer sciences (6.7%), and engineering (5.1%). There were average annual decreases of 2.3% in education, 1.2% in 'other fields', and 0.7% in arts and humanities. Over the past decade, first-time graduate enrollment increased in all broad fields, except 'other fields' where it fell 0.9%. Average annual gains between fall 2002 and fall 2012 ranged from a high of 8.0% in health sciences to a low of 0.7% in arts and humanities (Figure 3.6).

**Figure 3.6 Average Annual Percentage Change  
in First-Time Graduate Enrollment  
by Broad Field, Fall 2002 to Fall 2012**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

The 1.8% overall increase in first-time graduate enrollment between fall 2011 and fall 2012 resulted from increases in both full-time and part-time graduate enrollment. Among first-time enrollees, full-time graduate enrollment experienced a 1.4% increase between 2011 and 2012, while part-time graduate enrollment increased by 2.6% (Table 3.8).

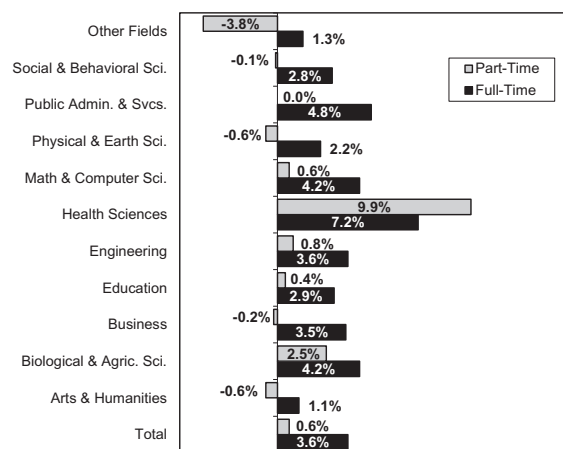
First-time, full-time graduate enrollment increased fastest in mathematics and computer sciences in fall 2012, with an 9.1% one-year increase, followed by health sciences (7.3%), and engineering (5.1%). In contrast, full-time graduate enrollment among first-time enrollees decreased between 2011 and 2012 in 'other fields' (-5.3%), social and behavioral sciences (-2.7%), arts and humanities (-0.9%), and biological and agricultural sciences (-0.4%)

First-time, part-time graduate enrollment experienced the strongest gains between fall 2011 and fall 2012 in public administration and services (11.8%), physical and earth sciences (6.5%), and mathematics and computer sciences (4.8%). The two broad fields with declines in first-time, part-time graduate enrollment were biological and agricultural sciences (-0.9%), and 'other fields' (-0.4%).

Over the past decade, first-time graduate enrollment increased in all broad fields for full-time enrollees but fell in five broad fields for part-time enrollees. The growth in first-time, full-time graduate enrollment outpaced the growth in first-time, part-time enrollment in all broad fields except health sciences (Figure 3.7). Between fall 2002 and fall 2012, average annual growth in first-time, full-time graduate enrollment ranged from a high of 7.2% in health sciences to a low of 1.1% in arts and humanities. For first-time, part-time enrollees, average annual changes ranged from an increase of 9.9% in health sciences to a decrease of 3.8% in 'other fields'.

As noted above, first-time graduate enrollment increased 8.0% for temporary residents and 0.6% for U.S. citizens and permanent residents between fall 2011 and fall 2012, but changes in first-time graduate enrollment by citizenship over this one-year period varied considerably by broad field (Table 3.9). For temporary residents, first-time graduate enrollment increased in all broad fields in 2012 except biological and agricultural sciences (-2.7%) and physical and earth sciences (-1.0%). The largest gains between fall 2011 and fall 2012 were

**Figure 3.7 Average Annual Percentage Change in First-Time Graduate Enrollment by Broad Field and Attendance Status, Fall 2002 to Fall 2012**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

in 'other fields' (13.9%), mathematics and computer sciences (13.2%), business (11.5%), and engineering (11.3%). For U.S. citizens and permanent residents, first-time graduate enrollment fell in four broad fields in 2012, with the decreases ranging from -7.0% in 'other fields' to -0.9% in arts and humanities. Increases in first-time graduate enrollment for U.S. citizens and permanent residents ranged from 5.7% in physical and earth sciences to 0.6% in biological and agricultural sciences.

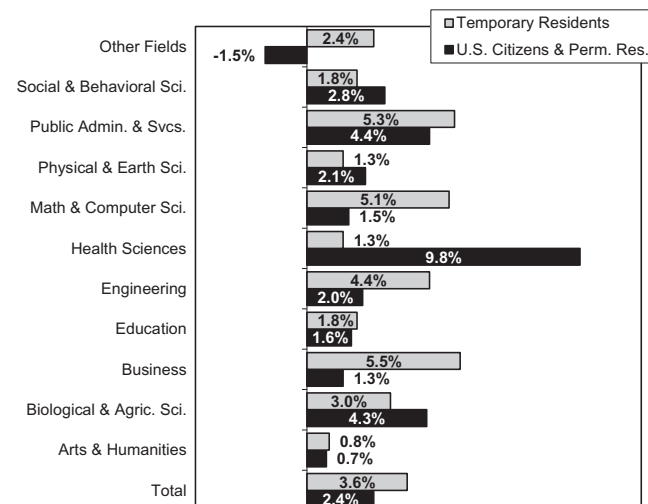
Between fall 2007 and fall 2012, first-time graduate enrollment increased for U.S. citizens and permanent residents in all broad fields except education (with a 2.0% average annual decline), 'other fields' (with a 1.7% average annual decline), and arts and humanities (with a 0.6% average annual decline). Average annual increases over the five-year period were largest for U.S. citizens and permanent residents in health sciences (9.0%), mathematics and computer sciences (6.0%), and engineering (5.0%). For temporary residents, first-time graduate enrollment increased between 2007 and 2012 in all broad fields. Average annual increases were largest for temporary residents in mathematics and computer sciences (8.3%), business (7.0%), 'other fields' (6.2%), and engineering (5.6%).

Over the past decade, first-time graduate enrollment increased for U.S. citizens and permanent residents in all broad fields except 'other fields' (with a 1.5% average annual decline), and increased across all broad fields for temporary residents (Figure 3.8). For U.S. citizens and permanent residents, average annual increases in first-time enrollment ranged from a high of 9.8% in health sciences to a low of 0.7% in arts and humanities. For temporary residents, first-time graduate enrollment increased fastest in business, with a 5.5% average annual gain, and increased the slowest in arts and humanities with a 0.8% average annual gain.

Among U.S. citizens and permanent residents, the average annual increase in first-time graduate enrollment was greater over the past decade for Blacks/African Americans (5.8%) than for Hispanics/Latinos (5.5%), Asians/Pacific Islanders (3.7%), Whites (1.6%), and American Indians/Alaska Natives (1.0%) (Table 3.10). By broad field, growth was generally stronger for U.S. racial/ethnic minority groups than for Whites.

For American Indians/Alaska Natives, average annual growth in first-time graduate enrollment between fall 2002 and fall 2012 ranged from a 8.1%

**Figure 3.8 Average Annual Percentage Change in First-Time Graduate Enrollment by Broad Field and Citizenship, Fall 2002 to Fall 2012**

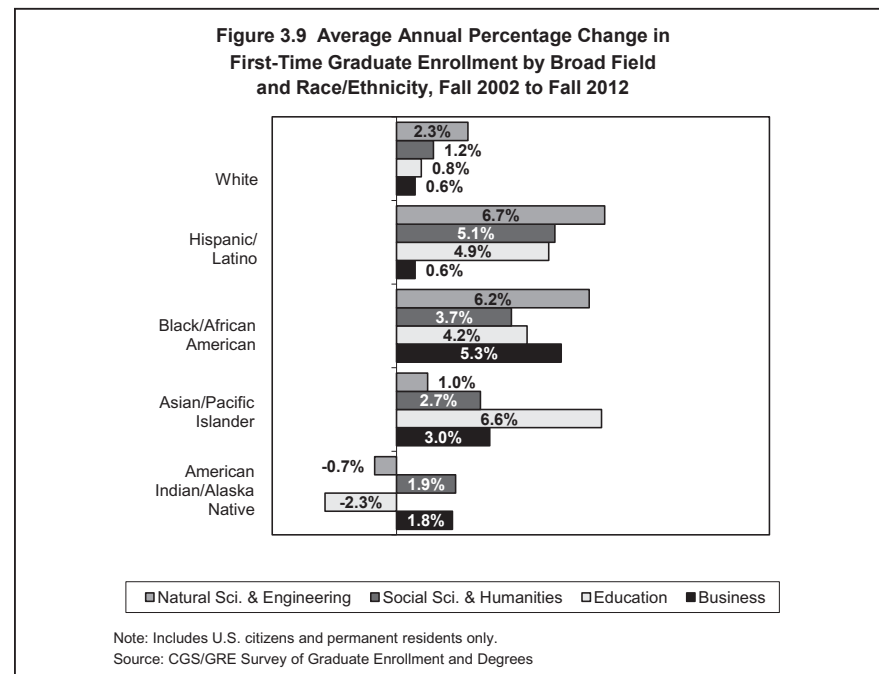


Source: CGS/GRE Survey of Graduate Enrollment and Degrees

increase in health sciences to a 2.6% decline in engineering. For Asians/Pacific Islanders, average annual growth was greatest in health sciences (10.3%), compared with a decline of 2.0% in mathematics and computer sciences. Health sciences (17.3%) led in terms of average annual growth for Blacks/African Americans, compared with a 1.2% decline in 'other fields'. For Hispanics/Latinos, average annual changes ranged from a high of 17.8% in health sciences to a 0.3% increase in 'other fields'. For Whites, growth was greatest in health sciences (8.4%) and lowest in 'other fields' (-1.9%).

Figure 3.9 shows changes in first-time graduate enrollment between fall 2002 and fall 2012 by racial/ethnic group for four aggregated broad fields: business, education, social and behavioral sciences and arts and humanities, and natural sciences and engineering (biological and agricultural sciences, engineering, mathematics and computer sciences, and physical and earth sciences). The broad fields of health sciences, public administration and services, and 'other fields' are not included in the figure.

While overall first-time graduate enrollment increased between fall 2011 and fall 2012 for American Indians/Alaska Natives, Asians/Pacific Islanders,



Hispanics/Latinos, and Blacks/African Americans, and declined for Whites, there was considerable variation by broad field (Table 3.10). American Indians/Alaska Natives, who experienced an overall 5.7% increase in first-time graduate enrollment between fall 2011 and fall 2012, saw declines in five broad fields. The largest declines occurred in mathematics and computer sciences (-14.3%) and biological and agricultural sciences (-13.7%). In contrast, first-time graduate enrollment for American Indians/Alaska Natives increased 18.6% in 'other fields' and 17.1% in public administration and services. These changes should be interpreted cautiously, however, given the small number of American Indian/Alaska Native first-time enrollees.

Asian/Pacific Islanders, who experienced an overall 0.3% increase in first-time graduate enrollment between fall 2011 and fall 2012, saw declines four broad fields, 'other fields' (-14.0%), biological and agricultural sciences (-10.3%), engineering (-7.9%), and social and behavioral sciences (-2.4%). In contrast, first-time graduate enrollment increased 10.3% in education, 6.3% in arts and humanities, and 5.7% in health sciences.

The overall 4.6% increase in first-time graduate enrollment for Blacks/African Americans between fall 2011 and fall 2012, was the result of strong gains in three broad fields: physical and earth sciences (21.7%), health sciences (20.1%), and arts and humanities (9.4%). The largest decreases were in social and behavioral sciences (-5.8%), and engineering (-5.3%).

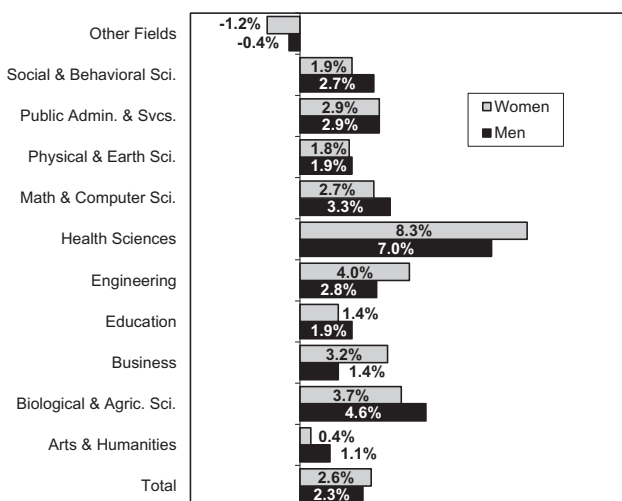
Hispanics/Latinos saw increases in all fields of study except mathematics and computer science (-2.4%), with particularly steep increases in physical and earth sciences (14.0%), education (11.0%), and health sciences (10.7%).

For Whites, changes in first-time graduate enrollment between fall 2011 and fall 2012 ranged from a 9.3% decline in 'other fields' to a 4.8% increase in physical and earth sciences. Overall, first-time graduate enrollment fell 0.9% for Whites.

As described earlier, growth in first-time graduate enrollment was slightly stronger for women than for men over the last ten-year period, but growth for men outpaced that of women in six broad fields between fall 2002 and fall 2012 (Table 3.11 and Figure 3.10). For women, the average annual rates of increase were greatest in health sciences (8.3%), engineering (4.0%), and biological and agricultural sciences (3.7%). Average annual growth was smallest in arts and



**Figure 3.10 Average Annual Percentage Change in First-Time Graduate Enrollment by Broad Field and Gender, Fall 2002 to Fall 2012**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

humanities (0.4%), and education (1.4%). First-time enrollment among women declined at an average annual rate of 1.2% in 'other fields' over the decade. For men, the largest average annual gains were in health sciences (7.0%), and biological and agricultural sciences (4.6%), and the smallest were in arts and humanities (1.1%), with declines in 'other fields' (-0.4%).

Between fall 2007 and fall 2012, both men and women experienced average annual decreases in first-time graduate enrollment in arts and humanities and education. In addition, women experienced an average annual decline in 'other fields'.

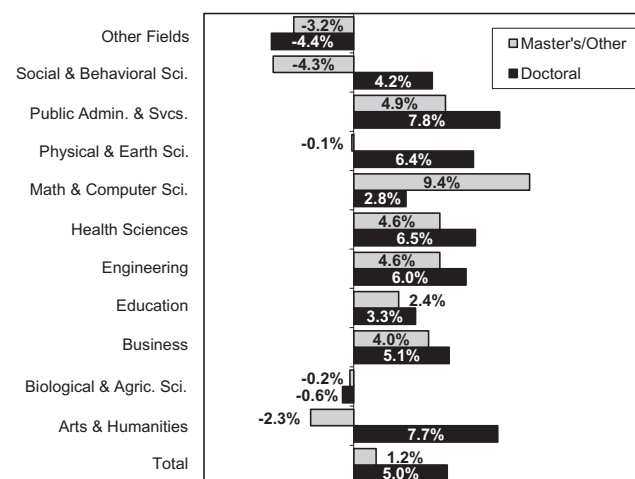
First-time graduate enrollment decreased between fall 2011 and fall 2012 in social and behavioral sciences and 'other fields' for men and in four broad fields for women (arts and humanities, biological and agricultural sciences, social and behavioral sciences, and 'other fields'). For men, changes in first-time graduate enrollment ranged from a 7.9% increase in mathematics and computer sciences to a 1.0% decrease in 'other fields'. For women, first-time enrollment

increased 8.1% in mathematics and computer sciences, the largest gain, compared with a 5.4% decline in 'other fields'.

First-time enrollment increased 5.0% at the doctoral level between fall 2011 and fall 2012, and increased 1.2% at the master's degree and graduate certificate level over the same time period (Tables 3.12 and 3.13). As shown in Figure 3.11, first-time enrollment increased most at the doctoral level between 2011 and 2012 in public administration and services (7.8%), arts and humanities (7.7%), and health sciences (6.5%). First-time enrollment at the doctoral level fell 4.4% in 'other fields', and 0.6% in biological and agricultural sciences. At the master's degree and graduate certificate level, the largest gains were in mathematics and computer sciences (9.4%) and public administration and services (4.9%), compared with declines of 4.3% in social and behavioral sciences, 3.2% in 'other fields', and 2.3% in arts and humanities.

Between 2007 and 2012, first-time graduate enrollment increased at the doctoral level in all broad fields except education (with an average annual decline of 1.0%), arts and humanities (with an average annual decline of 0.9%), and 'other fields' (with an average annual decline of 0.3%). At the master's level,

**Figure 3.11 Percentage Change in First-Time Graduate Enrollment by Broad Field and Degree Level, Fall 2011 to Fall 2012**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

first-time graduate enrollment rose in all broad fields except education (-2.5%), 'other fields' (-1.2%), and arts and humanities (-0.6%). Ten-year trends are unavailable for first-time graduate enrollment by degree level.

At the doctoral level, first-time enrollment increased for both men and women between fall 2011 and fall 2012, but with a larger increase for men (5.9%) than for women (3.8%) (Table 3.12). By broad field at the doctoral level, first-time enrollment increased most for men in public administration and services (7.3%) and most for women in arts and humanities (11.6%). Decreases occurred for men in 'other fields' (-4.9%) and for women in 'other fields' (-4.0%) and in biological and agricultural sciences (-3.7%).

At the master's degree and graduate certificate level, first-time enrollment increased for both men and women in fall 2012, but the increase was greater for women (1.7%) than for men (0.4%) (Table 3.13). For men, first-time enrollment at the master's degree and graduate certificate level decreased most in social and behavioral sciences (-2.8%), in contrast to the strongest gain in mathematics and computer sciences (9.1%). For women, changes in first-time enrollment at the master's degree and graduate certificate level ranged from an 5.2% decline in 'other fields' to a 9.9% increase in mathematics and computer sciences.

For more detailed information about trends in first-time graduate enrollment, see Tables 3.4 through 3.13.

## Trends in Total Graduate Enrollment

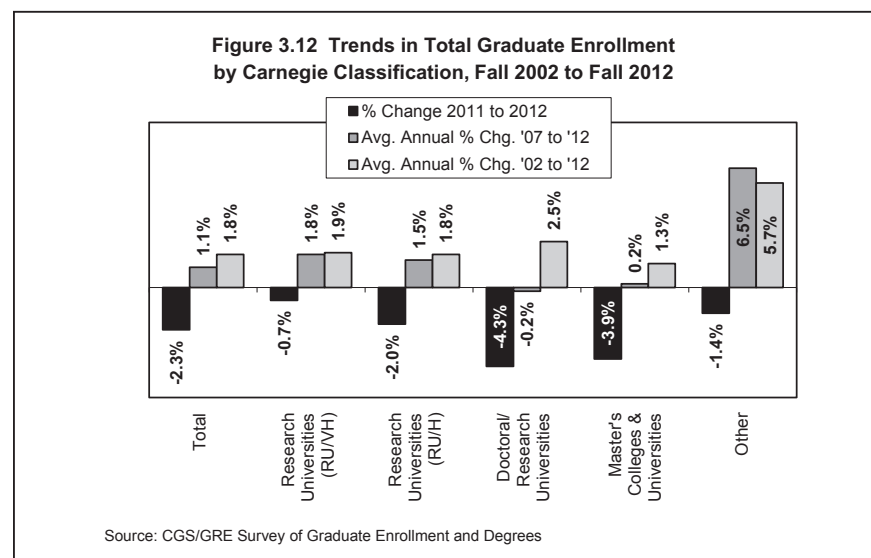
Total graduate enrollment fell 2.3% between fall 2011 and fall 2012 at the institutions that responded to the CGS/GRE Survey of Graduate Enrollment and Degrees for both 2011 and 2012 (Table 3.14). Over the one-year period, total graduate enrollment fell 1.9% at public institutions, 1.2% at private, not-for-profit institutions, and 9.8% at private, for-profit institutions.

Between fall 2007 and fall 2012, total graduate enrollment increased 1.1% annually on average. Average annual growth was 1.2% at public institutions and 1.7% at private, not-for-profit institutions. Between fall 2002 and fall 2012, total

graduate enrollment increased 1.8% annually on average, with stronger growth at private, not-for-profit institutions than at public institutions: 2.2% vs. 1.5%.

By basic Carnegie classification, total graduate enrollment decreased across all classification categories between fall 2011 and fall 2012 (Figure 3.12). Declines in total graduate enrollment were greatest at doctoral/research universities (-4.3%) and smallest at research universities with very high research activity (RU/VH) (-0.7%). Between fall 2007 and fall 2012, the average annual rates of change in total enrollment ranged from -0.2% at doctoral/research universities to 6.5% at 'other' institutions. Over the ten-year period average annual rates of increase ranged from 1.3% at master's colleges and universities to 5.7% at 'other' institutions.

Over the past one- and five-year periods, growth in total graduate enrollment was greater for temporary residents than for U.S. citizens and permanent residents (Table 3.15). Between fall 2011 and fall 2012, total graduate enrollment increased 2.8% for temporary residents, but fell 3.2% for U.S. citizens and permanent residents. Between fall 2007 and fall 2012, total graduate enrollment increased 2.2% annually on average for temporary residents, compared with 1.3% for U.S. citizens and permanent residents. In contrast, total graduate enrollment increased 2.2% annually on average between 2002 and 2012 for U.S. citizens and permanent residents and 1.8% for temporary residents.





Total graduate enrollment fell for all racial and ethnic groups except Hispanics/Latinos between fall 2011 and fall 2012 (Figure 3.13). Declines in total graduate enrollment ranged from -5.4% for American Indians/Alaska Natives to -0.7% for Asians/Pacific Islanders. This contrasts with gains of 0.3% for Hispanics/Latinos over the same time period. Between 2007 and 2012, Hispanics/Latinos and Blacks/African Americans had the greatest average annual growth (at 4.8% and 3.2% respectively), while American Indians/Alaska Natives experienced an average annual decline of 3.0%. Blacks/African Americans led in total enrollment gains between 2002 and 2012, with an average annual increase of 6.6%.

Total graduate enrollment decreased 2.1% for men and 2.5% for women between 2011 and 2012 (Table 3.16). Over the last five-year period, total graduate enrollment increased faster for men than for women. Between fall 2007 and fall 2012, total graduate enrollment grew at an average annual rate of 1.4% for men versus 0.9% for women. In contrast, between fall 2002 and fall 2012 total graduate enrollment grew faster for women (with a 2.1% average annual increase) than for men (with a 1.5% average annual increase).

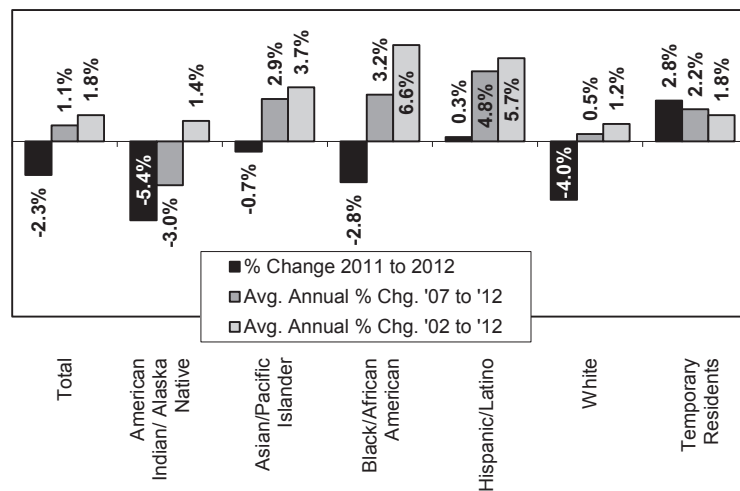
Among U.S. citizens and permanent residents, total graduate enrollment fell 3.7% for men, and fell 3.4% for women between 2011 and 2012. Among temporary

residents, the increase for women (4.0%) outpaced the increase for men (2.0%). Between fall 2002 and fall 2012, average annual growth was greater for women than for men for both U.S. citizens and permanent residents and temporary residents. Among U.S. citizens and permanent residents, total graduate enrollment increased 2.4% annually on average for women and 1.9% for men over the ten-year period, while for temporary residents total graduate enrollment increased 3.3% annually on average for women and 0.9% for men over the same time period.

The trend of stronger growth for women than for men over the 2002 to 2012 time period held true for all U.S. racial/ethnic groups, except Hispanics/Latinos (Figure 3.14). Among U.S. citizen and permanent resident women, average annual growth was strongest for Blacks/African Americans (6.8%) and least for Whites (1.3%). Among U.S. citizen and permanent resident men, average annual increases in total graduate enrollment ranged from a high of 6.1% for Blacks/African Americans to a low of 1.0% for American Indians/Alaska Natives.

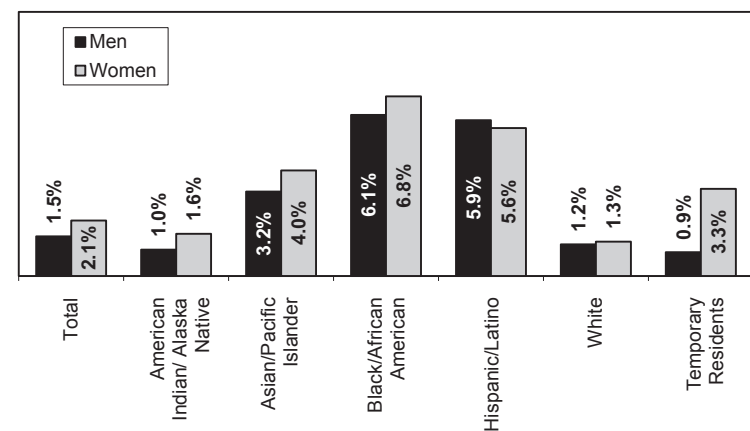
As shown in Table 3.17, total graduate enrollment fell between fall 2011 and fall 2012 in six broad fields: 'other fields' (-6.0%), education (-5.4%), social and behavioral sciences (-3.6%), arts and humanities

**Figure 3.13 Trends in Total Graduate Enrollment by Citizenship and Race/Ethnicity, Fall 2002 to Fall 2012**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Figure 3.14 Average Annual Percentage Change in Total Graduate Enrollment by Citizenship, Race/Ethnicity, and Gender, Fall 2002 to Fall 2012**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

(-3.5%), business (-2.2%), and biological and agricultural sciences (-0.1%). Over the same time period, growth was fastest in health sciences (5.8%) and mathematics and computer sciences (4.5%).

Between fall 2007 and fall 2012, average annual growth in total enrollment was greatest in health sciences (10.5%), mathematics and computer sciences (4.7%), and engineering (3.9%). In contrast, total graduate enrollment fell annually on average in three fields over the same time period: education (-2.5%), 'other fields' (-1.5%), and arts and humanities (-0.5%). Between 2002 and 2012, total graduate enrollment increased in all broad fields, except 'other fields' (-0.8%) and education (-0.5%). Average annual gains ranged from a high of 8.2% in health sciences to a low of 0.6% in arts and humanities (Figure 3.15).

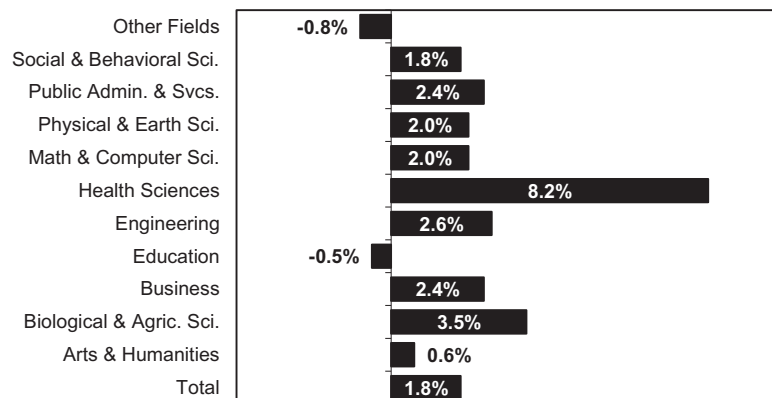
Between fall 2011 and fall 2012 among total enrollees, full-time graduate enrollment decreased 2.6%, compared with a 2.1% decrease in part-time graduate enrollment (Table 3.18). Full-time graduate enrollment increased fastest in health sciences in fall 2012, with a 4.5% one-year increase, followed by mathematics and computer sciences (4.4%). In contrast, full-time enrollment fell 6.3% in social and behavioral sciences, 5.3% in 'other fields', 5.1% in education, and 2.8% in arts and humanities. Part-time graduate enrollment experienced the strongest gains in fall 2012 in health sciences (7.7%),

mathematics and computer sciences (4.6%), and physical and earth sciences (3.8%), but these gains were countered with decreases in 'other fields' (-6.9%), education (-5.5%), business (-5.5%), and arts and humanities (-5.2%).

Over the past decade, full-time graduate enrollment increased in all broad fields, but part-time graduate enrollment fell in four broad fields over the same time period: 'other fields' (-2.9%), education (-1.2%), arts and humanities (-0.4%), public administration and services (-0.1%) (Figure 3.16). Average annual growth in full-time graduate enrollment over the past decade ranged from a high of 7.4% in health sciences to a low of 0.7% in education. For part-time enrollees, average annual changes ranged from a high of a 9.8% increase in health sciences to a 2.9% decline in 'other fields'. In all broad fields except health sciences, the growth in full-time graduate enrollment exceeded the growth in part-time graduate enrollment.

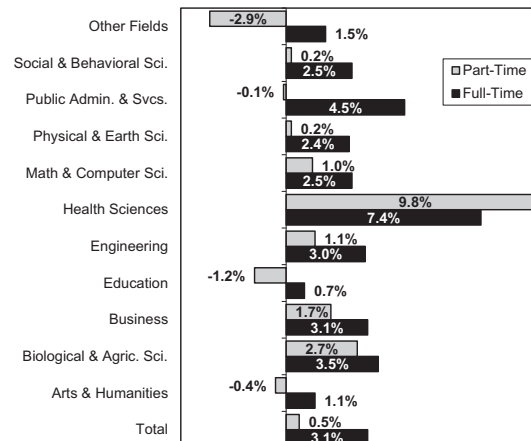
As noted above, total graduate enrollment increased 2.8% for temporary residents, but fell 3.2% for U.S. citizens and permanent residents between fall 2011 and fall 2012. Changes in total graduate enrollment over this one-year period varied considerably by citizenship and broad field (Table 3.19). While temporary residents experienced an increase of 5.0% in total graduate

**Figure 3.15 Average Annual Percentage Change in Total Graduate Enrollment by Broad Field, Fall 2002 to Fall 2012**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Figure 3.16 Average Annual Percentage Change in Total Graduate Enrollment by Broad Field and Attendance Status, Fall 2002 to Fall 2012**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

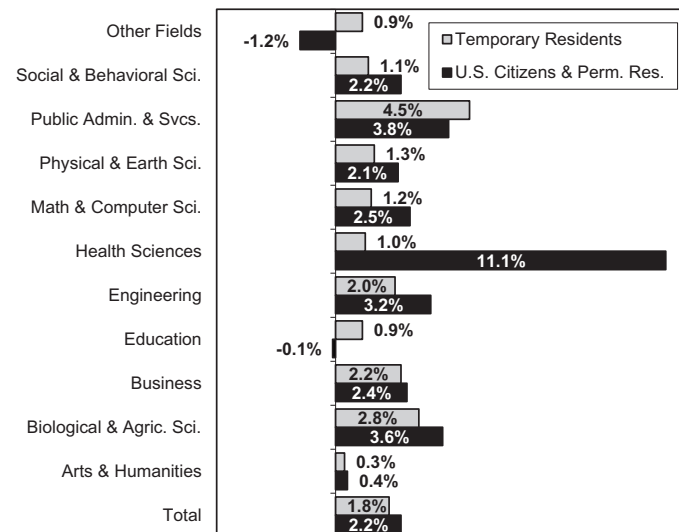
enrollment in education between 2011 and 2012, U.S. citizens and permanent residents experienced a decline of 5.5%. U.S. citizens and permanent residents also experienced declines in 'other fields' (-8.0%), social and behavioral sciences (-4.2%), arts and humanities (-4.1%), business (-4.0%), and engineering (-1.9%). Temporary residents experienced declines only in biological and agricultural sciences (-0.2%). The largest gain in total graduate enrollment for temporary residents occurred in public administration and services (10.2%), while the largest gain for U.S. citizens and permanent residents was in health sciences (6.1%).

Between fall 2007 and fall 2012, total graduate enrollment increased annually on average for U.S. citizens and permanent residents in all broad fields except education (-2.2%), 'other fields' (-2.0%), and arts and humanities (-0.4%). U.S. citizens and permanent residents experienced the greatest growth between fall 2007 and fall 2012 in health sciences, with a 11.6% average annual gain in total graduate enrollment. For temporary residents, average annual growth was greatest in mathematics and computer sciences (5.4%) over the same time period.

Over the past decade, total graduate enrollment increased for temporary residents in all broad fields, and for U.S. citizens and permanent residents, enrollment increased in all broad fields except 'other fields' (-1.2%) and education (-0.1%) (Figure 3.17). For U.S. citizens and permanent residents, average annual increases in total enrollment ranged from a high of 11.1% in health sciences to a decline of 1.2% in 'other fields'. For temporary residents, average annual gains in total graduate enrollment ranged from a high of 4.5% in public administration and services to a low of 0.3% in arts and humanities.

The declines between fall 2011 and fall 2012 in total graduate enrollment noted above for American Indians/Alaska Natives, Blacks/African Americans, and Whites were also evident in many broad fields (Table 3.20). For American Indians/Alaska Natives, total graduate enrollment fell in all broad fields except public administration and services (9.6%) and health sciences (3.7%). The largest decreases in total graduate enrollment for American Indians/Alaska Natives were in arts and humanities (-13.2%), engineering (-11.9%), and mathematics and computer sciences (-7.3%). Among Whites, the largest declines in total graduate enrollment between 2011 and 2012 occurred in the

**Figure 3.17 Average Annual Percentage Change in Total Graduate Enrollment by Broad Field and Citizenship, Fall 2002 to Fall 2012**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

fields of 'other fields' (-9.3%), education (-6.8%), arts and humanities (-4.9%), and social and behavioral sciences (-4.3%). The largest gains in total graduate enrollment for Whites were in health sciences (4.4%).

Blacks/African Americans experienced increases in five broad fields between 2011 and 2012. Gains were largest in health sciences (14.3%) and mathematics and computer sciences (8.6%). Blacks/African Americans experienced the smallest gains in biological and agricultural sciences (0.7%) and public administration and services (1.5%). Declines were greatest in social and behavioral sciences (-9.0%), business (-7.3%), and engineering (-5.8%).

Hispanics/Latinos, the only racial/ethnic group to experience an increase in total graduate enrollment among the U.S. citizen and permanent resident racial/ethnic groups between 2011 and 2012, experienced growth in eight broad fields. Gains were greatest in health sciences (10.7%), public administration and services (6.2%), and physical and earth sciences (4.7%). Decreases occurred for

Hispanics/Latinos between 2011 and 2012 in 'other fields' (-1.5%), business (-0.7%), and education (-0.5%).

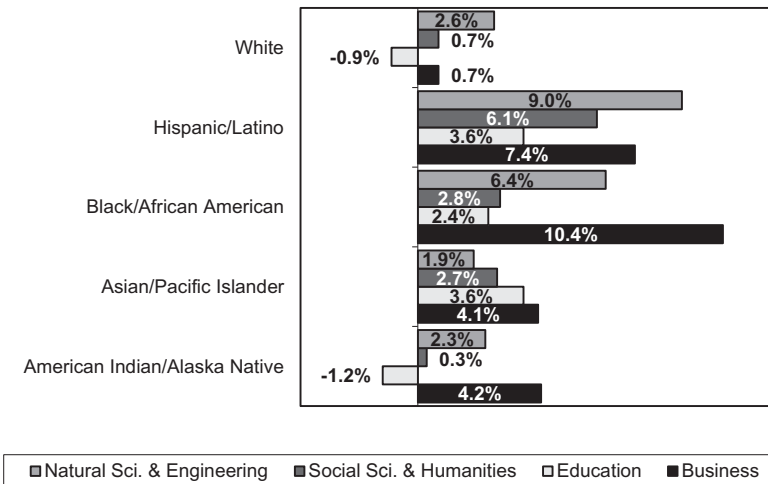
Asian/Pacific Islander graduate students experienced declines in total graduate enrollment between 2011 and 2012 in four broad fields: 'other fields' (-7.6%), engineering (-3.6%), business (-2.0%), and social and behavioral sciences (-0.5%). In contrast total graduate enrollment rose for Asian/Pacific Islander students by 6.7% in health sciences, 4.5% in physical and earth sciences, and 4.0% in public administration and services.

Minorities fared better over the past decade, with average annual increases generally outpacing those of White graduate students between 2002 and 2012 (Table 3.20). For American Indians/Alaska Natives, average annual changes in graduate enrollment between fall 2002 and fall 2012 ranged from a high of a 7.9% increase in health sciences to a low of a 1.2% decline in education. For Asians/Pacific Islanders, average annual growth was greatest in health sciences at 11.7%, compared with a 1.7% decline in mathematics and computer sciences. Health sciences (21.9%) led in terms of average annual growth for Blacks/African Americans, in contrast to a 0.3% average annual decline for Blacks/African Americans in 'other fields'. For Hispanics/Latinos, average annual increases ranged from a high of 19.4% in health sciences to a low of 1.8% in 'other fields'. For Whites, growth was also greatest in health sciences (9.4%), compared with a 1.6% decline in 'other fields'.

Figure 3.18 shows the changes in total graduate enrollment between 2002 and 2012 by racial/ethnic group for four aggregated broad fields: business, education, social and behavioral sciences and arts and humanities, and natural sciences and engineering (biological and agricultural sciences, engineering, mathematics and computer sciences, and physical and earth sciences). The broad fields of health sciences, public administration and services, and 'other fields' are not included in the figure.

As described earlier, total enrollment growth has been stronger for women than for men over the last ten-year period. This pattern held true for most broad fields between fall 2002 and fall 2012, with the average annual increases for women outpacing those for men in all broad fields except arts and humanities, mathematics and computer sciences, social and behavioral sciences, and

**Figure 3.18 Average Annual Percentage Change in Total Graduate Enrollment by Broad Field and Race/Ethnicity, Fall 2002 to Fall 2012**



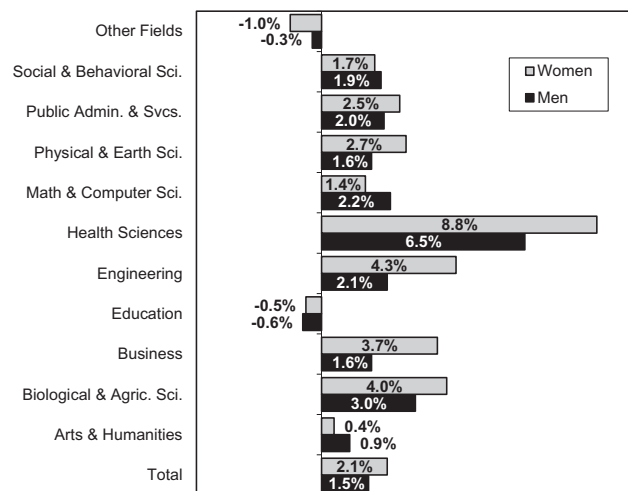
Note: Includes U.S. citizens and permanent residents only.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

'other fields' over the ten-year period (Table 3.21 and Figure 3.19). For women, the average annual rates of increase were greatest in health sciences (8.8%), engineering (4.3%), and biological and agricultural sciences (4.0%). Average annual declines over the decade for women were in 'other fields' (-1.0%) and education (-0.5%). For men, the average annual rates of increase were greatest in health sciences (6.5%), biological and agricultural sciences (3.0%), and mathematics and computer sciences (2.2%). Average annual declines over the decade for men occurred in education (-0.6%) and 'other fields' (-0.3%).

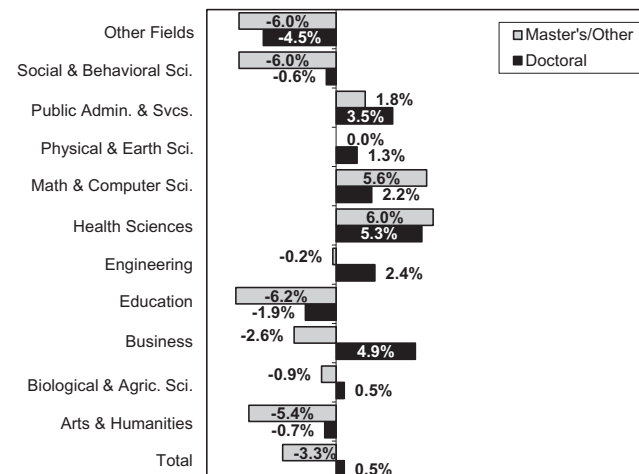
Between fall 2007 and fall 2012, average annual declines occurred for men in education (-2.2%), 'other fields' (-0.7%), and arts and humanities (-0.1%). For women, average annual declines occurred in education (-2.6%), 'other fields' (-2.1%), and arts and humanities (-0.8%). For men, average annual increases over the five-year period ranged from a high of 11.4% in health sciences to low of 1.4% in social and behavioral sciences, and for women, the largest average annual increase was also in health sciences (10.4%), and the smallest was in social and behavioral sciences (0.5%).

**Figure 3.19 Average Annual Percentage Change in Total Graduate Enrollment by Broad Field and Gender, Fall 2002 to Fall 2012**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Figure 3.20 Percentage Change in Total Graduate Enrollment by Broad Field and Degree Level, Fall 2011 to Fall 2012**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Over the latest one-year period, total graduate enrollment fell for men in six broad fields: education (-4.7%), 'other fields' (-4.5%), and arts and humanities (-3.1%), business (-2.9%), social and behavioral sciences (-1.6%), and public administration and services (-0.1%). Increases for men were largest in health sciences (5.3%) and mathematics and computer sciences (3.9%). For women, total graduate enrollment also fell between fall 2011 and fall 2012 in 'other fields' (-7.0%), education (-5.6%), social and behavioral sciences (-4.8%), arts and humanities (-3.9%), business (-1.2%), and biological and agricultural sciences (-0.1%). Increases for women were highest in health sciences (6.0%) and mathematics and computer sciences (5.9%).

Total enrollment increased 0.5% at the doctoral level between fall 2011 and fall 2012, but fell 3.3% at the master's degree and graduate certificate level (Tables 3.22 and 3.23). As shown in Figure 3.20, total enrollment increased most at the master's/other level over the one-year period in health sciences (6.0%) and mathematics and computer sciences (5.6%). In contrast, total enrollment at the master's/other level experienced the largest decreases in education (-6.2%),

social and behavioral sciences (-6.0%), 'other fields' (-6.0%), and arts and humanities (-5.4%). At the doctoral level, health sciences (5.3%) and business (4.9%) experienced the largest increases in total enrollment between 2011 and 2012, compared with declines in 'other fields' (-4.5%), education (-1.9%), arts and humanities (-0.7%) and social and behavioral sciences (-0.6%).

Between 2007 and 2012, total graduate enrollment increased in most broad fields. Decreases at the doctoral and master's level occurred in education (-0.6% and -2.9%, respectively) and arts and humanities (-0.4% and -0.6%, respectively). In addition, declines at the master's level also occurred in 'other fields' (-1.9%). At the doctoral level, the largest increase was in health sciences (15.4%) and the smallest was in social and behavioral sciences and 'other fields' (both 0.7%). At the master's level, total graduate enrollment increased the most in health sciences (9.0%) and the smallest increase was in physical and earth sciences and social and behavioral sciences (both 1.0%). Ten year trends are unavailable for total graduate enrollment by degree level.



At the doctoral level, total enrollment increased faster for men than for women between fall 2011 and fall 2012 (0.6% vs. 0.3%) (Table 3.22). Men and women experienced declines at the doctoral level in 'other fields', with a 4.1% drop for men and a 5.0% decline for women; arts and humanities with a 1.1% drop for men and a 0.4% decline for women; education, with drops of 0.9% and 2.4% for men and women, respectively; and social and behavioral sciences, with a 0.2% drop for men and a 0.9% decline for women. In addition, women also experienced a decline in biological and agricultural sciences (-0.3%). For men the largest increases at the doctoral level occurred in business (4.9%), and for women the largest increase occurred in health sciences (5.8%).

At the master's degree and graduate certificate level, total enrollment decreased more for women than for men between fall 2011 and fall 2012 (-3.4% vs. -3.2%). The largest declines for men were in education (-5.9%), arts and humanities (-4.5%), and 'other fields' (-4.3%). The largest declines for women were in social and behavioral sciences (-7.6%), 'other fields' (-7.0%), and education (-6.3%). Growth was greatest for men in health sciences (5.8%) and for women in mathematics and computer sciences (6.9%).

For more detailed information about trends in total graduate enrollment, see Tables 3.14 through 3.23.

## Trends in Graduate Certificates and Degrees

The number of doctoral degrees awarded increased 5.7% between 2010-11 and 2011-12 at the institutions that responded to the CGS/GRE Survey of Graduate Enrollment and Degrees for both 2011 and 2012 (Table 3.24). Over the one-year period, the increase in doctoral degree production was greater at private, not-for-profit institutions (8.0%) than at public institutions (4.8%).

Master's degree production increased 2.4% in the one-year period, with a 3.2% increase at public institutions, a 2.9% gain at private, not-for-profit institutions, and a 5.0% decline at private, for-profit institutions.

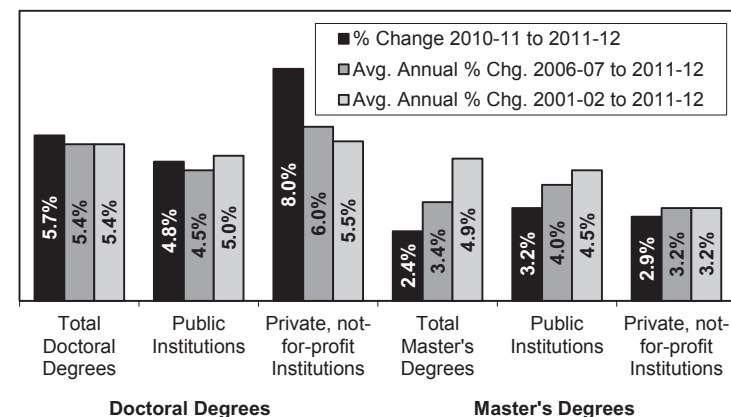
At the graduate certificate level, the number of certificates awarded in 2011-12 was 18.9% higher than the number awarded in 2010-11. The number of

certificates awarded increased 14.6% at public institutions, and increased 31.6% at private, not-for-profit institutions.

Both master's and doctoral degree production have remained strong over the last five years, with a 5.4% average annual increase in degree production at the doctoral level between 2006-07 and 2011-12, and a 3.4% average annual increase at the master's level. Over the last decade, the number of doctoral degrees awarded increased at a faster rate than the number of master's. Doctoral degree production increased at an average annual rate of 5.4% between 2001-02 and 2011-12 and master's degree production at 4.9% (Figure 3.21).

By Carnegie classification, doctoral degree production increased fastest at specialized and baccalaureate institutions (listed as 'other' in Table 3.25) by 13.1% between 2010-11 and 2011-12. Doctoral degree production also increased 9.2% at master's colleges and universities, 6.1% at doctoral/research universities, 5.1% at research universities with very high research activity (RU/VH), and 4.9% at research universities with high research activity (RU/H).

**Figure 3.21 Trends in Graduate Degrees Awarded by Institution Type, 2001-02 to 2011-12**



Note: Degrees awarded by private, for-profit institutions are included in the totals but are not shown separately.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

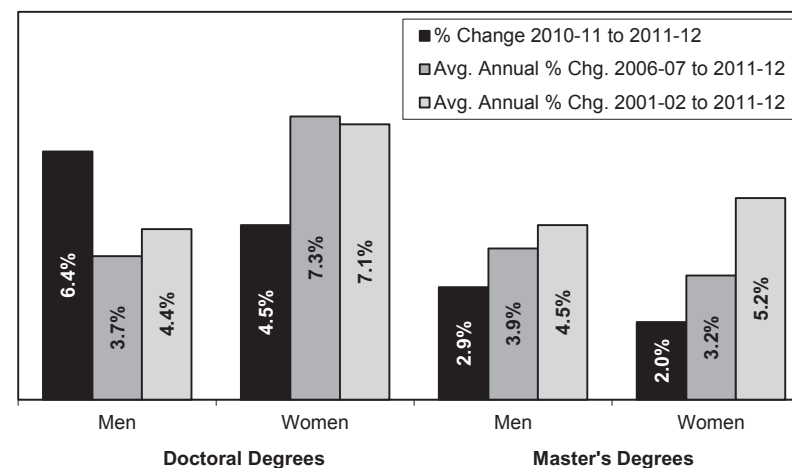
Over the past five- and ten-year periods, average annual doctoral degree production increased across all Carnegie classifications. Between 2006-07 and 2011-12, average annual growth was strongest at master's colleges and universities (34.3%), but these institutions award only a small percentage of all doctorates awarded in the United States. Between 2001-02 and 2011-12, average annual growth was also strongest at master's colleges and universities (18.9%). Research universities with very high research activity (RU/VH) award nearly two-thirds of the doctorates granted each year, and degree production at these institutions increased by 3.4% annually on average between 2006-07 and 2011-12 and 4.1% annually on average between 2001-02 and 2011-12.

At the master's level between 2010-11 and 2011-12, degree production increased fastest at specialized and baccalaureate institutions with a 5.9% increase. Master's degree production also increased 4.3% at research universities with high research activity (RU/H), 4.1% at research universities with very high research activity (RU/VH), and 0.9% at master's colleges and universities, but fell 0.7% at doctoral/research universities.

As was the case at the doctoral level, master's degree production increased across all Carnegie classifications over the past five- and ten-year periods. Between 2006-07 and 2011-12, average annual growth was strongest at specialized and baccalaureate institutions (8.0%) and research universities with very high research activity (RU/VH) (4.8%). Between 2001-02 and 2011-12, average annual growth was strongest at doctoral/research universities (9.8%) and specialized and baccalaureate institutions (9.0%).

Much of the recent growth in doctoral degree production has been the result of an increase in the number of women earning degrees (Table 3.26). However between 2010-11 and 2011-12, the rate of increase in doctoral degree production for men outpaced women (6.4% vs. 4.5%) (Figure 3.22). Between 2006-07 and 2011-12, the average annual rate of increase for women outpaced that for men: 7.3% vs. 3.7%, and the same also occurred between 2001-02 and 2011-12, with 7.1% and 4.4% increases, respectively. At the master's level, the rate of increase in degree production increased 2.9% for men, compared with 2.0% for women between 2010-11 and 2011-12, but over the ten-year period, the average annual rate of increase was greater for women (5.2%) than for men (4.5%).

**Figure 3.22 Trends in Graduate Degrees Awarded by Gender and Degree Level, 2001-02 to 2011-12**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

At the doctoral level, the rate of increase in degree production for women surpassed that for men in both public institutions and private, not-for-profit institutions over each of the latest five- and ten-year time periods, and at the one-year time period for private, for profit institutions. Between 2010-11 and 2011-12 at public institutions, the rate of increase for men (6.0%) exceeded that for women (3.1%).

Master's degree production increased 4.1% for men at public institutions between 2010-11 and 2011-12, compared with 2.5% for women. In contrast, at private, not-for-profit institutions, men earned 2.3% more master's degrees in 2011-12 than in 2010-11, while the increase for women was 3.4%. Between 2006-07 and 2011-12, the rates of increase for men exceeded those for women at public institutions and private, not-for-profit institutions. Between 2001-02 and 2011-12, the rates of increase for men exceeded those for women at public institutions (4.7% vs. 4.5%), but the reverse was true at private, not-for-profit institutions (2.9% vs. 3.2%).

The growth in doctoral degree production for women exceeded the growth for men in every single Carnegie classification over the five- and ten-year periods, with one exception (Table 3.27). Between 2006-07 and 2011-12, doctoral



degree production for men exceeded the growth for women at master's colleges and universities (36.6% vs. 29.0%). Most notably, doctoral degree production for women increased 5.5% annually on average at research universities with very high research activity (RU/VH) between 2001-02 and 2011-12, compared with a 3.6% average annual increase for men. As noted above, institutions with this Carnegie classification award the majority of all doctoral degrees. Between 2010-11 and 2011-12, the rate of increase in doctoral degree production was greater for men than for women in all Carnegie classifications except specialized and baccalaureate institutions (15.8% for women and 9.7% for men) and at research universities with very high research activity (RU/VH) where the increase was equal for men and women (both 5.0%).

At the master's degree level, the annual rate of increase in degree production for women matched or exceeded that for men at all Carnegie classifications except master's colleges and universities between 2001-02 and 2011-12, while over the five-year period, average annual growth was greater for men than for women in all Carnegie classifications except for doctoral/research universities and specialized and baccalaureate institutions. Over the one-year period, the growth for women exceeded that for men at research universities with very high research activity (RU/VH) and at specialized and baccalaureate institutions (listed as 'other' in Table 3.27), but the reverse was true at research universities with high research activity (RU/H), doctoral/research universities, and at master's colleges and universities.

The number of graduate certificates awarded increased 18.9% overall in 2011-12, but there was wide variation by broad field (Table 3.28). The one-year changes ranged from an increase of 29.6% in health sciences to an 14.7% decline in engineering. These figures, however, should be interpreted cautiously given the small numbers of certificates awarded in most broad fields. In education, the broad field in which the most graduate certificates are awarded each year, the number of certificates granted declined 4.7% in 2011-12. The decrease for men in this broad field (5.4%) was greater than the decrease for women (4.5%).

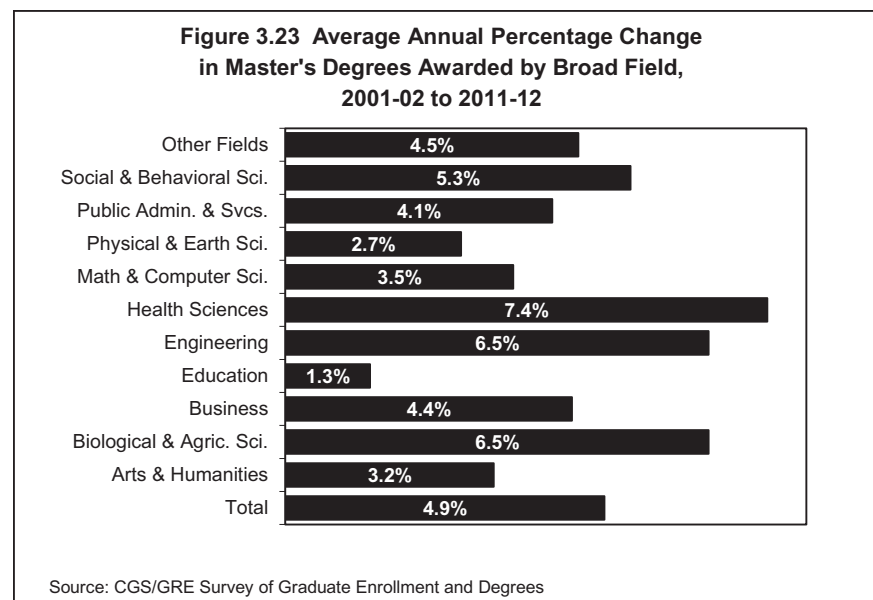
At the master's level, degree production increased 2.4% overall between 2010-11 and 2011-12, with year-to-year changes by broad field ranging from an 12.3% increase in health sciences to a 1.8% decrease in education

(Table 3.29). Growth was strong over the one-year period in biological and agricultural sciences (9.9%), engineering (7.2%), physical and earth sciences (6.9%), and mathematics and computer sciences (6.1%).

Between 2006-07 and 2011-12, the average annual changes in master's degree production were greatest in health sciences (11.5%), engineering (8.1%), and biological and agricultural sciences (7.4%). Master's degree production fell 1.2% annually on average in education between 2006-07 and 2011-12, and average annual rates of increase were lowest in physical and earth sciences (1.4%) and arts and humanities (1.8%) over the same time period.

Over the last decade, master's degree production increased in all broad fields (Figure 3.23). Average annual increases were greatest in health sciences (7.4%) and smallest in education (1.3%).

Between 2010-11 and 2011-12, master's degree production increased by the largest percentages for men in health sciences (14.1%), biological and agricultural sciences (9.3%), and physical and earth sciences (8.8%). In contrast, the number of master's degrees earned by men increased 1.7% in education over the one-year period. For women, health sciences (11.9%), biological and agricultural sciences (10.3%), and engineering (10.2%) had the largest increases,

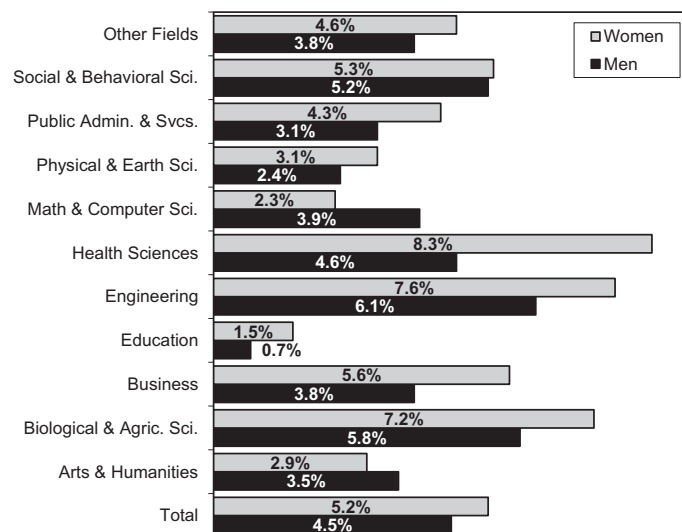


while master's degree production fell 2.8% for women in education between 2010-11 and 2011-12.

Between 2001-02 and 2011-12, both men and women experienced increases in the number of master's degrees awarded in all broad fields, and growth for women exceeded that for men in all broad fields except arts and humanities, and mathematics and computer sciences (Figure 3.24). The average annual increases for women ranged from a high of 8.3% in health sciences to a low of 1.5% in education, and the average annual increases for men ranged from a high of 6.1% in engineering to a low of 0.7% in education.

At the doctoral level, degree production increased 5.7% overall between 2010-11 and 2011-12, with year-to-year changes by broad field ranging from a high of a 10.1% increase in 'other fields' to a 0.6% decline in public administration and services (Table 3.30). In addition to 'other fields', growth in doctoral degree production was also strong over the one-year period in health sciences (6.4%) and arts and humanities (5.2%).

**Figure 3.24 Average Annual Percentage Change  
in Master's Degrees Awarded by Broad Field  
and Gender, 2001-02 to 2011-12**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

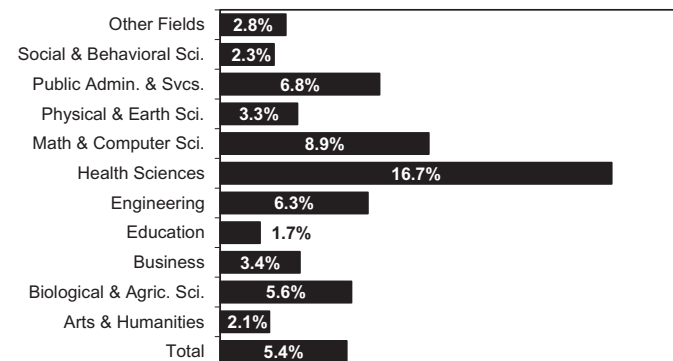
Between 2006-07 and 2011-12, the average annual increases in doctoral degree production were greatest in health sciences (22.6%) and 'other fields' (7.3%), and lowest in physical and earth sciences (1.7%), business (1.8%), and engineering (1.9%).

Over the last decade, doctoral degree production increased in all broad fields (Figure 3.25). The average annual increases were greatest in health sciences (16.7%) and smallest in education (1.7%).

As mentioned above, doctoral degree production has increased in large part due to a rise in the number of women earning degrees over the past decade. Between 2010-11 and 2011-12, doctoral degree production increased most for women in business (13.3%), 'other fields' (9.3%), and health sciences (6.2%). Doctoral degree production for men increased most in 'other fields' (10.9%), education (9.6%), and health sciences (7.5%), but men earned fewer doctorates in 2011-10 than in 2011-12 in two broad fields: business (-6.9%) and public administration and services (-3.6%).

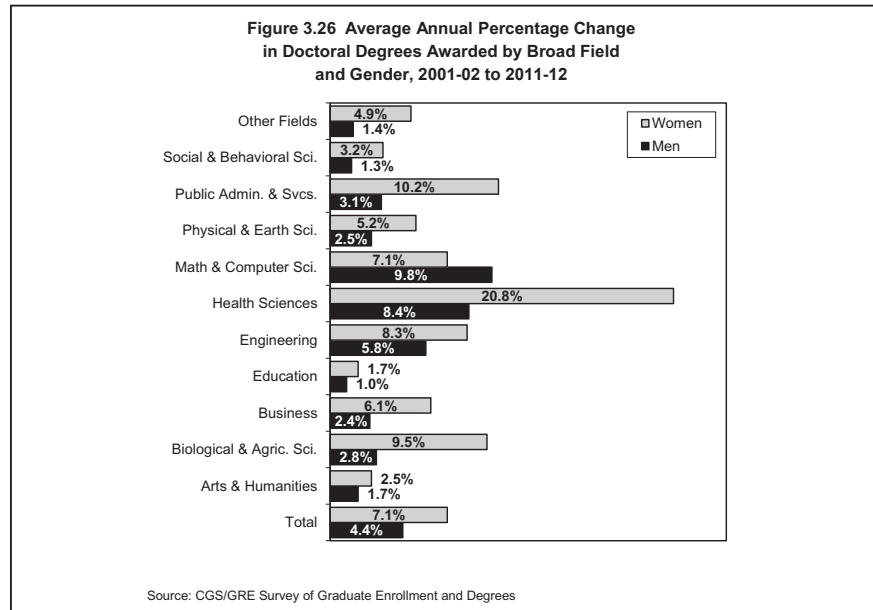
Between 2001-02 and 2011-12, both men and women experienced increases in the number of doctorates awarded in all broad fields, and average annual growth for women exceeded that for men in every broad field except mathematics and computer sciences (Figure 3.26). The average annual

**Figure 3.25 Average Annual Percentage Change  
in Doctoral Degrees Awarded by Broad Field,  
2001-02 to 2011-12**



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

increases for women ranged from a high of 20.8% in health sciences to a low of 1.7% in education. For men, average annual increases were largest in mathematics and computer sciences (9.8%) and smallest in education (1.0%).



For more detailed information about trends in graduate degrees and certificates, see Tables 3.24 through 3.30.

**Table 3.1 Applications for Admission to Graduate School by Institution Type, Carnegie Classification, and Degree Level, 2002 to 2012**

Institution Type, Carnegie Classification, and Degree Level	% Change, 2011 to 2012	Average Annual % Change, 2007 to 2012	Average Annual % Change, 2002 to 2012
<b>Total</b>	<b>3.9%</b>	<b>6.9%</b>	<b>4.5%</b>
Institution Type			
<i>Public</i>	3.1%	6.1%	3.8%
<i>Private, not-for-profit</i>	5.3%	8.5%	6.1%
<i>Private, for-profit</i>	S	N/A	N/A
Carnegie Classification *			
<i>Research Universities (RU/VH)</i>	4.3%	6.8%	3.8%
<i>Research Universities (RU/H)</i>	5.5%	8.6%	5.4%
<i>Doctoral/Research Universities</i>	1.8%	8.5%	6.6%
<i>Master's Colleges and Universities</i>	1.1%	4.3%	6.0%
<i>Other</i>	6.0%	10.0%	9.3%
Degree Level			
<i>Doctoral</i>	5.4%	6.2%	N/A
<i>Master's/Other **</i>	3.3%	7.3%	N/A

\* See page 3 for information about the Carnegie Classification system. RU/VH = very high research activity. RU/H = high research activity.

\*\* Includes applications to graduate-level certificate and education specialist programs.

Notes: Five- and ten-year trend data are unavailable for applications by level. N/A = Not available. S = Suppressed due to small number of institutional respondents in this category. Not all respondents provided applications data by level.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 3.2 Applications for Admission to Graduate School by Broad Field, 2002 to 2012**

Broad Field	% Change, 2011 to 2012	Average Annual % Change, 2007 to 2012	Average Annual % Change, 2002 to 2012
<b>Total</b>	<b>3.9%</b>	<b>6.9%</b>	<b>4.5%</b>
Arts and Humanities	-1.5%	2.5%	4.1%
Biological and Agricultural Sciences	4.3%	5.8%	3.8%
Business	0.7%	6.8%	1.7%
Education	-0.1%	1.0%	1.9%
Engineering	9.3%	9.5%	2.4%
Health Sciences	9.6%	18.5%	12.8%
Mathematics and Computer Sciences	11.1%	11.7%	4.4%
Physical and Earth Sciences	6.5%	6.3%	5.0%
Public Administration and Services	5.7%	8.6%	5.7%
Social and Behavioral Sciences	4.6%	5.5%	4.6%
Other Fields	0.5%	3.9%	1.6%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 3.3 Applications for Admission to Graduate School by Broad Field and Degree Level, 2007 to 2012**

Broad Field	Doctoral		Master's/Other *	
	% Change, 2011 to 2012	Average Annual % Change, 2007 to 2012	% Change, 2011 to 2012	Average Annual % Change, 2007 to 2012
<b>Total</b>	<b>5.4%</b>	<b>6.2%</b>	<b>3.3%</b>	<b>7.3%</b>
Arts and Humanities	-1.7%	1.1%	-1.5%	3.7%
Biological and Agricultural Sciences	4.8%	4.2%	3.3%	8.5%
Business	-4.2%	5.8%	1.2%	6.5%
Education	4.5%	2.8%	-1.1%	0.7%
Engineering	2.7%	6.4%	13.7%	11.9%
Health Sciences	12.6%	28.9%	8.3%	15.2%
Mathematics and Computer Sciences	-2.2%	4.7%	19.2%	17.1%
Physical and Earth Sciences	7.6%	5.6%	3.2%	9.8%
Public Administration and Services	5.7%	2.9%	5.8%	9.1%
Social and Behavioral Sciences	7.7%	5.8%	0.1%	5.0%
Other Fields	-8.4%	3.7%	2.2%	4.2%

\* Includes applications to graduate-level certificate and education specialist programs.

Notes: See Appendix B for the survey taxonomy. Ten-year trend data are unavailable for applications by level.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 3.4 First-Time Graduate Enrollment by Institution Type and Carnegie Classification, 2002 to 2012**

Carnegie Classification and Institution Type *	% Change, 2011 to 2012	Average Annual % Change, 2007 to 2012	Average Annual % Change, 2002 to 2012
<b>Total</b>	<b>1.8%</b>	<b>2.0%</b>	<b>2.4%</b>
<i>Public</i>	2.1%	1.8%	2.4%
<i>Private, not-for-profit</i>	0.9%	2.1%	2.6%
<i>Private, for-profit</i>	S	N/A	N/A
<b>Research Universities (RU/VH)</b>	<b>2.9%</b>	<b>3.1%</b>	<b>2.5%</b>
<i>Public</i>	3.0%	2.4%	2.1%
<i>Private, not-for-profit</i>	2.7%	5.0%	3.7%
<i>Private, for-profit</i>	N/A	N/A	N/A
<b>Research Universities (RU/H)</b>	<b>3.8%</b>	<b>2.2%</b>	<b>2.5%</b>
<i>Public</i>	3.2%	1.7%	2.3%
<i>Private, not-for-profit</i>	5.4%	4.1%	3.5%
<i>Private, for-profit</i>	N/A	N/A	N/A

**Continued on the following page.**

See notes at end of table.

**Table 3.4 (continued) First-Time Graduate Enrollment by Institution Type and Carnegie Classification, 2002 to 2012**

Carnegie Classification and Institution Type *	% Change, 2011 to 2012	Average Annual % Change, 2007 to 2012	Average Annual % Change, 2002 to 2012
Doctoral/Research Universities	1.6%	0.7%	0.7%
<i>Public</i>	3.3%	-0.2%	3.4%
<i>Private, not-for-profit</i>	-1.0%	-0.3%	-0.6%
<i>Private, for-profit</i>	S	N/A	N/A
Master's Colleges and Universities	0.6%	0.4%	2.9%
<i>Public</i>	0.5%	1.2%	2.8%
<i>Private, not-for-profit</i>	0.7%	-0.7%	3.0%
<i>Private, for-profit</i>	N/A	N/A	N/A
Other	-13.8%	4.3%	5.6%
<i>Public</i>	-20.0%	1.1%	3.9%
<i>Private, not-for-profit</i>	-11.2%	7.6%	7.4%
<i>Private, for-profit</i>	N/A	N/A	N/A

\* See page 3 for information about the Carnegie Classification system. RU/VH = very high research activity. RU/H = high research activity.

Notes: N/A = Not available. S = Suppressed due to small number of institutional respondents in this category.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees



**Table 3.5 First-Time Graduate Enrollment by Citizenship and Race/Ethnicity, 2002 to 2012**

Citizenship and Race/Ethnicity	% Change, 2011 to 2012	Average Annual % Change, 2007 to 2012	Average Annual % Change, 2002 to 2012
<b>Total</b>	<b>1.8%</b>	<b>2.0%</b>	<b>2.4%</b>
U.S. Citizens and Permanent Residents	0.6%	1.9%	2.4%
<i>American Indian/Alaska Native</i>	5.7%	-2.5%	1.0%
<i>Asian/Pacific Islander *</i>	0.3%	3.7%	3.7%
<i>Black/African American</i>	4.6%	3.7%	5.8%
<i>Hispanic/Latino</i>	7.4%	5.0%	5.5%
<i>White</i>	-0.9%	1.1%	1.6%
Temporary Residents	8.0%	4.7%	3.6%
Other/Unknown **	-0.1%	-1.7%	2.6%

\* Includes Asians and Native Hawaiians/Other Pacific Islanders

\*\* Includes U.S. citizens and permanent residents of two or more races, U.S. citizens and permanent residents whose race/ethnicity is not known, and individuals whose citizenship is not known.

Note: See page 2 for a description of each citizenship and race/ethnicity category.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 3.6 First-Time Graduate Enrollment by Citizenship, Race/Ethnicity, and Gender, 2002 to 2012**

Citizenship and Race/Ethnicity	% Change, 2011 to 2012	Men		Women		
		Average Annual % Change, 2007 to 2012	Average Annual % Change, 2002 to 2012	% Change, 2011 to 2012	Average Annual % Change, 2007 to 2012	Average Annual % Change, 2002 to 2012
<b>Total</b>	<b>1.4%</b>	<b>2.5%</b>	<b>2.3%</b>	<b>2.0%</b>	<b>1.6%</b>	<b>2.6%</b>
U.S. Citizens and Permanent Residents	-0.5%	2.7%	2.3%	1.2%	1.4%	2.5%
<i>American Indian/Alaska Native</i>	5.5%	-2.1%	1.0%	6.0%	-2.8%	1.0%
<i>Asian/Pacific Islander *</i>	-1.3%	4.4%	3.4%	1.7%	3.2%	4.0%
<i>Black/African American</i>	4.3%	5.1%	6.1%	4.7%	3.2%	5.7%
<i>Hispanic/Latino</i>	8.4%	6.5%	5.9%	6.8%	4.2%	5.2%
<i>White</i>	-2.0%	1.9%	1.5%	-0.3%	0.7%	1.7%
Temporary Residents	6.9%	3.5%	2.6%	9.5%	6.6%	5.0%
Other/Unknown **	1.4%	-1.7%	2.4%	-1.3%	-1.8%	2.7%

\* Includes Asians and Native Hawaiians/Other Pacific Islanders

\*\* Includes U.S. citizens and permanent residents of two or more races, U.S. citizens and permanent residents whose race/ethnicity is not known, and individuals whose citizenship is not known.

Note: See page 2 for a description of each citizenship and race/ethnicity category.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 3.7 First-Time Graduate Enrollment by Broad Field, 2002 to 2012**

Broad Field	% Change, 2011 to 2012	Average Annual % Change, 2007 to 2012	Average Annual % Change, 2002 to 2012
<b>Total</b>	<b>1.8%</b>	<b>2.0%</b>	<b>2.4%</b>
Arts and Humanities	-0.1%	-0.7%	0.7%
Biological and Agricultural Sciences	-0.4%	4.2%	4.0%
Business	4.0%	2.8%	2.1%
Education	2.5%	-2.3%	1.5%
Engineering	4.9%	5.1%	3.1%
Health Sciences	5.0%	8.3%	8.0%
Mathematics and Computer Sciences	8.0%	6.7%	3.1%
Physical and Earth Sciences	3.7%	2.4%	1.9%
Public Administration and Services	5.0%	3.6%	2.9%
Social and Behavioral Sciences	-2.1%	0.7%	2.2%
Other Fields	-3.7%	-1.2%	-0.9%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 3.8 First-Time Graduate Enrollment by Broad Field and Attendance Status, 2002 to 2012**

Broad Field	Full-Time			Part-Time		
	% Change, 2011 to 2012	Average Annual % Change, 2007 to 2012	Average Annual % Change, 2002 to 2012	% Change, 2011 to 2012	Average Annual % Change, 2007 to 2012	Average Annual % Change, 2002 to 2012
<b>Total</b>	<b>1.4%</b>	<b>3.5%</b>	<b>3.6%</b>	<b>2.6%</b>	<b>-0.6%</b>	<b>0.6%</b>
Arts and Humanities	-0.9%	-0.3%	1.1%	2.9%	-2.3%	-0.6%
Biological and Agricultural Sciences	-0.4%	4.1%	4.2%	-0.9%	4.7%	2.5%
Business	4.6%	5.0%	3.5%	3.0%	-0.7%	-0.2%
Education	1.0%	-0.9%	2.9%	4.1%	-3.5%	0.4%
Engineering	5.1%	6.2%	3.6%	4.5%	1.0%	0.8%
Health Sciences	7.3%	8.7%	7.2%	0.7%	7.5%	9.9%
Mathematics and Computer Sciences	9.1%	7.6%	4.2%	4.8%	4.4%	0.6%
Physical and Earth Sciences	3.3%	2.9%	2.2%	6.5%	-1.4%	-0.6%
Public Administration and Services	2.3%	4.3%	4.8%	11.8%	2.1%	0.0%
Social and Behavioral Sciences	-2.7%	1.8%	2.8%	0.6%	-2.9%	-0.1%
Other Fields	-5.3%	1.2%	1.3%	-0.4%	-4.8%	-3.8%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 3.9 First-Time Graduate Enrollment by Broad Field and Citizenship, 2002 to 2012**

Broad Field	U.S. Citizens and Permanent Residents			Temporary Residents		
	% Change, 2011 to 2012	Average Annual % Change, 2007 to 2012	Average Annual % Change, 2002 to 2012	% Change, 2011 to 2012	Average Annual % Change, 2007 to 2012	Average Annual % Change, 2002 to 2012
<b>Total</b>	<b>0.6%</b>	<b>1.9%</b>	<b>2.4%</b>	<b>8.0%</b>	<b>4.7%</b>	<b>3.6%</b>
Arts and Humanities	-0.9%	-0.6%	0.7%	8.1%	1.8%	0.8%
Biological and Agricultural Sciences	0.6%	5.3%	4.3%	-2.7%	1.2%	3.0%
Business	1.6%	2.3%	1.3%	11.5%	7.0%	5.5%
Education	2.8%	-2.0%	1.6%	12.0%	1.9%	1.8%
Engineering	-2.0%	5.0%	2.0%	11.3%	5.6%	4.4%
Health Sciences	5.3%	9.0%	9.8%	4.7%	0.6%	1.3%
Mathematics and Computer Sciences	2.7%	6.0%	1.5%	13.2%	8.3%	5.1%
Physical and Earth Sciences	5.7%	3.1%	2.1%	-1.0%	1.6%	1.3%
Public Administration and Services	5.0%	4.5%	4.4%	6.7%	4.5%	5.3%
Social and Behavioral Sciences	-2.9%	0.7%	2.8%	5.9%	4.4%	1.8%
Other Fields	-7.0%	-1.7%	-1.5%	13.9%	6.2%	2.4%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 3.10 First-Time Graduate Enrollment by Broad Field and Race/Ethnicity, 2002 to 2012 (U.S. Citizens and Permanent Residents Only)**

Broad Field	% Change, '11 - '12	Avg. Annual % Change, '07 - '12	Avg. Annual % Change, '02 - '12	% Change, '11 - '12	Avg. Annual % Change, '07 - '12	Avg. Annual % Change, '02 - '12	% Change, '11 - '12	Avg. Annual % Change, '07 - '12	Avg. Annual % Change, '02 - '12
<hr/>									
	<b>American Indian/Alaska Native</b>			<b>Asian/Pacific Islander *</b>			<b>Black/African American</b>		
<b>Total</b>	<b>5.7%</b>	<b>-2.5%</b>	<b>1.0%</b>	<b>0.3%</b>	<b>3.7%</b>	<b>3.7%</b>	<b>4.6%</b>	<b>3.7%</b>	<b>5.8%</b>
Arts & Humanities	2.6%	-6.2%	-0.7%	6.3%	0.0%	0.7%	9.4%	0.5%	2.2%
Bio. & Agric. Sci.	-13.7%	-3.1%	0.4%	-10.3%	6.8%	8.9%	3.0%	4.6%	9.6%
Business	11.3%	0.8%	1.8%	5.3%	2.3%	3.0%	4.5%	4.6%	5.3%
Education	-1.8%	-5.0%	-2.3%	10.3%	1.6%	6.6%	3.6%	-0.2%	4.2%
Engineering	-4.8%	-5.7%	-2.6%	-7.9%	3.4%	-0.5%	-5.3%	2.8%	4.4%
Health Sciences	9.6%	0.5%	8.1%	5.7%	9.9%	10.3%	20.1%	15.7%	17.3%
Math & Comp. Sci.	-14.3%	-8.6%	0.6%	2.6%	6.0%	-2.0%	2.8%	10.7%	8.7%
Physical & Earth Sci.	-2.8%	-3.2%	0.9%	1.0%	6.0%	5.7%	21.7%	0.0%	-0.4%
Public Admin. & Svcs.	17.1%	0.9%	1.7%	3.6%	3.1%	7.6%	5.4%	4.8%	5.8%
Social & Behav. Sci.	5.6%	-2.1%	4.0%	-2.4%	2.1%	4.3%	-5.8%	-0.1%	4.5%
Other Fields	18.6%	-4.3%	1.2%	-14.0%	-1.5%	0.1%	1.7%	-1.2%	-1.2%
<hr/>									
	<b>Hispanic/Latino</b>			<b>White</b>					
<b>Total</b>	<b>7.4%</b>	<b>5.0%</b>	<b>5.5%</b>	<b>-0.9%</b>	<b>1.1%</b>	<b>1.6%</b>			
Arts & Humanities	4.5%	2.0%	5.2%	-2.5%	-0.9%	0.3%			
Bio. & Agric. Sci.	6.4%	11.6%	11.1%	1.8%	4.7%	3.0%			
Business	9.4%	4.2%	0.6%	-0.5%	1.8%	0.6%			
Education	11.0%	0.8%	4.9%	1.2%	-2.8%	0.8%			
Engineering	8.2%	17.3%	9.7%	-1.7%	4.6%	2.0%			
Health Sciences	10.7%	14.8%	17.8%	2.7%	7.7%	8.4%			
Math & Comp. Sci.	-2.4%	3.0%	0.8%	3.5%	5.9%	1.9%			
Physical & Earth Sci.	14.0%	11.4%	4.4%	4.8%	2.6%	1.8%			
Public Admin. & Svcs.	5.6%	11.8%	12.7%	4.7%	3.4%	2.9%			
Social & Behav. Sci.	2.6%	3.6%	5.1%	-3.4%	0.3%	2.2%			
Other Fields	6.6%	6.3%	0.3%	-9.3%	-2.5%	-1.9%			

\* Includes Asians and Native Hawaiians/  
Other Pacific Islanders

Notes: See Appendix B for the survey  
taxonomy. See page 2 for a  
description of each race/ethnicity  
category.

Source: CGS/GRE Survey of Graduate  
Enrollment and Degrees

**Table 3.11 First-Time Graduate Enrollment by Broad Field and Gender, 2002 to 2012**

Broad Field	% Change, 2011 to 2012	Men		% Change, 2011 to 2012	Women	
		Average Annual % Change, 2007 to 2012	Average Annual % Change, 2002 to 2012		Average Annual % Change, 2007 to 2012	Average Annual % Change, 2002 to 2012
<b>Total</b>	<b>1.4%</b>	<b>2.5%</b>	<b>2.3%</b>	<b>2.0%</b>	<b>1.6%</b>	<b>2.6%</b>
Arts and Humanities	0.2%	-0.5%	1.1%	-0.4%	-0.8%	0.4%
Biological and Agricultural Sciences	0.9%	4.9%	4.6%	-1.4%	3.6%	3.7%
Business	1.8%	2.2%	1.4%	7.1%	3.7%	3.2%
Education	4.2%	-2.0%	1.9%	1.9%	-2.4%	1.4%
Engineering	4.2%	4.5%	2.8%	7.2%	7.1%	4.0%
Health Sciences	5.3%	9.4%	7.0%	5.0%	8.0%	8.3%
Mathematics and Computer Sciences	7.9%	6.5%	3.3%	8.1%	7.1%	2.7%
Physical and Earth Sciences	3.5%	2.6%	1.9%	4.0%	2.3%	1.8%
Public Administration and Services	2.4%	2.9%	2.9%	5.8%	3.8%	2.9%
Social and Behavioral Sciences	-0.2%	1.5%	2.7%	-3.2%	0.2%	1.9%
Other Fields	-1.0%	0.1%	-0.4%	-5.4%	-2.0%	-1.2%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees



**Table 3.12 Doctorate-Level First-Time Enrollment by Broad Field and Gender, 2007 to 2012**

Broad Field	% Change, 2011 to 2012			Average Annual % Change, 2007 to 2012		
	Total	Men	Women	Total	Men	Women
<b>Total</b>	<b>5.0%</b>	<b>5.9%</b>	<b>3.8%</b>	<b>3.6%</b>	<b>3.8%</b>	<b>3.5%</b>
Arts and Humanities	7.7%	3.6%	11.6%	-0.9%	-1.2%	-0.7%
Biological and Agricultural Sciences	-0.6%	2.3%	-3.7%	3.0%	4.0%	2.1%
Business	5.1%	6.4%	3.6%	6.4%	5.3%	7.8%
Education	3.3%	6.7%	1.7%	-1.0%	-0.1%	-1.5%
Engineering	6.0%	4.8%	9.4%	4.8%	4.3%	6.1%
Health Sciences	6.5%	6.6%	6.4%	16.5%	16.7%	16.5%
Mathematics and Computer Sciences	2.8%	4.0%	-0.3%	3.0%	3.3%	2.3%
Physical and Earth Sciences	6.4%	6.8%	5.5%	3.0%	3.4%	2.5%
Public Administration and Services	7.8%	7.3%	8.1%	9.6%	8.7%	10.1%
Social and Behavioral Sciences	4.2%	6.5%	2.7%	0.5%	1.5%	-0.1%
Other Fields	-4.4%	-4.9%	-4.0%	-0.3%	0.5%	-0.7%

Notes: See Appendix B for the survey taxonomy. Ten-year trend data are unavailable for first-time graduate enrollment by level.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 3.13 Master's-Level First-Time Enrollment by Broad Field and Gender, 2007 to 2012 \***

Broad Field	% Change, 2011 to 2012			Average Annual % Change, 2007 to 2012		
	Total	Men	Women	Total	Men	Women
<b>Total</b>	<b>1.2%</b>	<b>0.4%</b>	<b>1.7%</b>	<b>1.7%</b>	<b>2.2%</b>	<b>1.4%</b>
Arts and Humanities	-2.3%	-0.8%	-3.2%	-0.6%	-0.2%	-0.8%
Biological and Agricultural Sciences	-0.2%	-0.3%	-0.1%	5.2%	6.0%	4.7%
Business	4.0%	1.7%	7.2%	2.9%	2.3%	3.6%
Education	2.4%	3.8%	1.9%	-2.5%	-2.3%	-2.4%
Engineering	4.6%	4.0%	6.4%	5.2%	4.6%	7.5%
Health Sciences	4.6%	4.6%	4.7%	6.6%	7.0%	6.6%
Mathematics and Computer Sciences	9.4%	9.1%	9.9%	8.0%	7.8%	8.5%
Physical and Earth Sciences	-0.1%	-2.0%	2.2%	1.4%	1.1%	1.6%
Public Administration and Services	4.9%	2.3%	5.7%	3.4%	2.7%	3.7%
Social and Behavioral Sciences	-4.3%	-2.8%	-5.1%	0.8%	1.5%	0.4%
Other Fields	-3.2%	-0.1%	-5.2%	-1.2%	0.1%	-2.0%

\* Includes first-time enrollment in graduate-level certificate and education specialist programs.

Notes: See Appendix B for the survey taxonomy. Ten-year trend data are unavailable for first-time graduate enrollment by level.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 3.14 Total Graduate Enrollment by Institution Type and Carnegie Classification, 2002 to 2012**

Carnegie Classification and Institution Type *	% Change, 2011 to 2012	Average Annual % Change, 2007 to 2012	Average Annual % Change, 2002 to 2012
<b>Total</b>	<b>-2.3%</b>	<b>1.1%</b>	<b>1.8%</b>
<i>Public</i>	-1.9%	1.2%	1.5%
<i>Private, not-for-profit</i>	-1.2%	1.7%	2.2%
<i>Private, for-profit</i>	-9.8%	S	S
Research Universities (RU/VH)	-0.7%	1.8%	1.9%
<i>Public</i>	-1.6%	1.4%	1.4%
<i>Private, not-for-profit</i>	2.1%	3.2%	3.4%
<i>Private, for-profit</i>	N/A	N/A	N/A
Research Universities (RU/H)	-2.0%	1.5%	1.8%
<i>Public</i>	-1.9%	1.4%	1.5%
<i>Private, not-for-profit</i>	-2.1%	2.0%	2.9%
<i>Private, for-profit</i>	N/A	N/A	N/A

**Continued on the following page.**

See notes at end of table.

**Table 3.14 (continued) Total Graduate Enrollment by Institution Type and Carnegie Classification, 2002 to 2012**

Carnegie Classification and Institution Type *	% Change, 2011 to 2012	Average Annual % Change, 2007 to 2012	Average Annual % Change, 2002 to 2012
Doctoral/Research Universities	-4.3%	-0.2%	2.5%
<i>Public</i>	2.9%	2.3%	3.4%
<i>Private, not-for-profit</i>	-3.1%	0.4%	0.9%
<i>Private, for-profit</i>	-8.5%	S	S
Master's Colleges and Universities	-3.9%	0.2%	1.3%
<i>Public</i>	-3.6%	0.1%	1.0%
<i>Private, not-for-profit</i>	-2.7%	0.3%	0.8%
<i>Private, for-profit</i>	S	S	S
Other	-1.4%	6.5%	5.7%
<i>Public</i>	0.3%	4.1%	6.2%
<i>Private, not-for-profit</i>	-2.3%	8.6%	5.4%
<i>Private, for-profit</i>	N/A	N/A	N/A

\* See page 3 for information about the Carnegie Classification system. RU/VH = very high research activity. RU/H = high research activity.

Notes: N/A = Not available. S = Suppressed due to small number of institutional respondents in this category.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 3.15 Total Graduate Enrollment by Citizenship and Race/Ethnicity, 2002 to 2012**

Citizenship and Race/Ethnicity	% Change, 2011 to 2012	Average Annual % Change, 2007 to 2012	Average Annual % Change, 2002 to 2012
<b>Total</b>	<b>-2.3%</b>	<b>1.1%</b>	<b>1.8%</b>
U.S. Citizens and Permanent Residents	-3.2%	1.3%	2.2%
<i>American Indian/Alaska Native</i>	-5.4%	-3.0%	1.4%
<i>Asian/Pacific Islander *</i>	-0.7%	2.9%	3.7%
<i>Black/African American</i>	-2.8%	3.2%	6.6%
<i>Hispanic/Latino</i>	0.3%	4.8%	5.7%
<i>White</i>	-4.0%	0.5%	1.2%
Temporary Residents	2.8%	2.2%	1.8%
Other/Unknown **	-3.3%	-1.3%	1.6%

\* Includes Asians and Native Hawaiians/Other Pacific Islanders

\*\* Includes U.S. citizens and permanent residents of two or more races, U.S. citizens and permanent residents whose race/ethnicity is not known, and individuals whose citizenship is not known.

Note: See page 2 for a description of each citizenship and race/ethnicity category.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 3.16 Total Graduate Enrollment by Citizenship, Race/Ethnicity, and Gender, 2002 to 2012**

Citizenship and Race/Ethnicity	% Change, 2011 to 2012	Men		% Change, 2011 to 2012	Women	
		Average Annual % Change, 2007 to 2012	Average Annual % Change, 2002 to 2012		Average Annual % Change, 2007 to 2012	Average Annual % Change, 2002 to 2012
<b>Total</b>	<b>-2.1%</b>	<b>1.4%</b>	<b>1.5%</b>	<b>-2.5%</b>	<b>0.9%</b>	<b>2.1%</b>
U.S. Citizens and Permanent Residents	-3.7%	1.6%	1.9%	-3.4%	1.1%	2.4%
<i>American Indian/Alaska Native</i>	-6.7%	-3.4%	1.0%	-4.4%	-2.9%	1.6%
<i>Asian/Pacific Islander *</i>	-1.7%	2.9%	3.2%	0.1%	2.8%	4.0%
<i>Black/African American</i>	-2.1%	4.3%	6.1%	-3.1%	2.8%	6.8%
<i>Hispanic/Latino</i>	0.8%	5.2%	5.9%	0.0%	4.5%	5.6%
<i>White</i>	-3.9%	0.9%	1.2%	-4.1%	0.3%	1.3%
Temporary Residents	2.0%	1.6%	0.9%	4.0%	3.1%	3.3%
<i>Other/Unknown **</i>	-3.2%	-1.6%	1.0%	-3.5%	-1.4%	2.0%

\* Includes Asians and Native Hawaiians/Other Pacific Islanders

\*\* Includes U.S. citizens and permanent residents of two or more races, U.S. citizens and permanent residents whose race/ethnicity is not known, and individuals whose citizenship is not known.

Note: See page 2 for a description of each citizenship and race/ethnicity category.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 3.17 Total Graduate Enrollment by Broad Field, 2002 to 2012**

Broad Field	% Change, 2011 to 2012	Average Annual % Change, 2007 to 2012	Average Annual % Change, 2002 to 2012
<b>Total</b>	<b>-2.3%</b>	<b>1.1%</b>	<b>1.8%</b>
Arts and Humanities	-3.5%	-0.5%	0.6%
Biological and Agricultural Sciences	-0.1%	3.2%	3.5%
Business	-2.2%	2.2%	2.4%
Education	-5.4%	-2.5%	-0.5%
Engineering	0.9%	3.9%	2.6%
Health Sciences	5.8%	10.5%	8.2%
Mathematics and Computer Sciences	4.5%	4.7%	2.0%
Physical and Earth Sciences	0.9%	1.6%	2.0%
Public Administration and Services	1.9%	3.2%	2.4%
Social and Behavioral Sciences	-3.6%	0.8%	1.8%
Other Fields	-6.0%	-1.5%	-0.8%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees



**Table 3.18 Total Graduate Enrollment by Broad Field and Attendance Status, 2002 to 2012**

Broad Field	Full-Time			Part-Time		
	% Change, 2011 to 2012	Average Annual % Change, 2007 to 2012	Average Annual % Change, 2002 to 2012	% Change, 2011 to 2012	Average Annual % Change, 2007 to 2012	Average Annual % Change, 2002 to 2012
<b>Total</b>	<b>-2.6%</b>	<b>2.8%</b>	<b>3.1%</b>	<b>-2.1%</b>	<b>-0.1%</b>	<b>0.5%</b>
Arts and Humanities	-2.8%	0.0%	1.1%	-5.2%	-1.7%	-0.4%
Biological and Agricultural Sciences	0.0%	2.9%	3.5%	-0.5%	4.2%	2.7%
Business	1.3%	4.7%	3.1%	-5.5%	-0.3%	1.7%
Education	-5.1%	-1.1%	0.7%	-5.5%	-3.4%	-1.2%
Engineering	1.4%	4.5%	3.0%	-0.3%	2.5%	1.1%
Health Sciences	4.5%	10.3%	7.4%	7.7%	11.1%	9.8%
Mathematics and Computer Sciences	4.4%	5.1%	2.5%	4.6%	4.0%	1.0%
Physical and Earth Sciences	0.4%	2.1%	2.4%	3.8%	-0.2%	0.2%
Public Administration and Services	2.0%	4.9%	4.5%	1.8%	0.6%	-0.1%
Social and Behavioral Sciences	-6.3%	1.4%	2.5%	2.3%	-0.1%	0.2%
Other Fields	-5.3%	1.0%	1.5%	-6.9%	-4.1%	-2.9%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 3.19 Total Graduate Enrollment by Broad Field and Citizenship, 2002 to 2012**

Broad Field	U.S. Citizens and Permanent Residents			Temporary Residents		
	% Change, 2011 to 2012	Average Annual % Change, 2007 to 2012	Average Annual % Change, 2002 to 2012	% Change, 2011 to 2012	Average Annual % Change, 2007 to 2012	Average Annual % Change, 2002 to 2012
<b>Total</b>	<b>-3.2%</b>	<b>1.3%</b>	<b>2.2%</b>	<b>2.8%</b>	<b>2.2%</b>	<b>1.8%</b>
Arts and Humanities	-4.1%	-0.4%	0.4%	2.0%	0.4%	0.3%
Biological and Agricultural Sciences	0.3%	3.8%	3.6%	-0.2%	1.3%	2.8%
Business	-4.0%	2.2%	2.4%	5.7%	4.3%	2.2%
Education	-5.5%	-2.2%	-0.1%	5.0%	-0.2%	0.9%
Engineering	-1.9%	4.4%	3.2%	4.8%	3.8%	2.0%
Health Sciences	6.1%	11.6%	11.1%	1.8%	1.1%	1.0%
Mathematics and Computer Sciences	2.6%	4.9%	2.5%	7.4%	5.4%	1.2%
Physical and Earth Sciences	1.4%	2.3%	2.1%	0.5%	0.7%	1.3%
Public Administration and Services	1.8%	3.9%	3.8%	10.2%	2.0%	4.5%
Social and Behavioral Sciences	-4.2%	0.9%	2.2%	2.3%	1.8%	1.1%
Other Fields	-8.0%	-2.0%	-1.2%	8.1%	3.8%	0.9%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 3.20 Total Graduate Enrollment by Broad Field and Race/Ethnicity, 2002 to 2012 (U.S. Citizens and Permanent Residents Only)**

Broad Field	% Change, '11 - '12	Avg. Annual % Change, '07 - '12	Avg. Annual % Change, '02 - '12	% Change, '11 - '12	Avg. Annual % Change, '07 - '12	Avg. Annual % Change, '02 - '12	% Change, '11 - '12	Avg. Annual % Change, '07 - '12	Avg. Annual % Change, '02 - '12
<b>Total</b>	<b>-5.4%</b>	<b>-3.0%</b>	<b>1.4%</b>	<b>-0.7%</b>	<b>2.9%</b>	<b>3.7%</b>	<b>-2.8%</b>	<b>3.2%</b>	<b>6.6%</b>
Arts & Humanities	-13.2%	-3.6%	-0.8%	1.1%	0.4%	1.0%	-2.9%	-0.9%	0.7%
Bio. & Agric. Sci.	-3.9%	-2.6%	2.2%	1.9%	6.9%	8.1%	0.7%	5.4%	8.4%
Business	-5.8%	-1.4%	4.2%	-2.0%	1.9%	4.1%	-7.3%	6.2%	10.4%
Education	-4.1%	-5.1%	-1.2%	1.6%	0.4%	3.6%	-3.6%	-0.1%	2.4%
Engineering	-11.9%	-2.2%	1.9%	-3.6%	2.7%	1.4%	-5.8%	3.8%	4.0%
Health Sciences	3.7%	6.4%	7.9%	6.7%	12.6%	11.7%	14.3%	20.8%	21.9%
Math & Comp. Sci.	-7.3%	-2.4%	3.6%	1.3%	2.6%	-1.7%	8.6%	14.7%	10.6%
Physical & Earth Sci.	-6.9%	-1.4%	2.2%	4.5%	4.7%	3.4%	4.6%	0.9%	1.0%
Public Admin. & Svcs.	9.6%	-1.7%	-0.6%	4.0%	4.4%	7.4%	1.5%	5.9%	6.6%
Social & Behav. Sci.	-5.4%	-1.5%	1.0%	-0.5%	2.5%	4.0%	-9.0%	-0.4%	3.8%
Other Fields	-5.6%	-7.6%	-0.4%	-7.6%	-1.4%	0.6%	-3.7%	-1.1%	-0.3%
<b>Total</b>	<b>0.3%</b>	<b>4.8%</b>	<b>5.7%</b>	<b>-4.0%</b>	<b>0.5%</b>	<b>1.2%</b>	<p>* Includes Asians and Native Hawaiians/ Other Pacific Islanders</p> <p>Notes: See Appendix B for the survey taxonomy. See page 2 for a description of each race/ethnicity category.</p> <p>Source: CGS/GRE Survey of Graduate Enrollment and Degrees</p>		
Arts & Humanities	1.3%	4.2%	4.6%	-4.9%	-0.9%	0.1%			
Bio. & Agric. Sci.	3.9%	9.3%	10.6%	-0.2%	3.0%	2.5%			
Business	-0.7%	8.0%	7.4%	-3.9%	1.0%	0.7%			
Education	-0.5%	2.3%	3.6%	-6.8%	-3.1%	-0.9%			
Engineering	4.0%	11.4%	9.6%	-1.9%	4.3%	3.1%			
Health Sciences	10.7%	18.4%	19.4%	4.4%	9.9%	9.4%			
Math & Comp. Sci.	3.9%	9.6%	7.3%	1.9%	3.9%	2.6%			
Physical & Earth Sci.	4.7%	8.4%	7.2%	0.9%	1.8%	1.8%			
Public Admin. & Svcs.	6.2%	10.6%	10.4%	0.8%	2.5%	2.3%			
Social & Behav. Sci.	0.7%	6.6%	7.3%	-4.3%	0.3%	1.4%			
Other Fields	-1.5%	4.1%	1.8%	-9.3%	-2.6%	-1.6%			

**Table 3.21 Total Graduate Enrollment by Broad Field and Gender, 2002 to 2012**

Broad Field	Men			Women		
	% Change, 2011 to 2012	Average Annual % Change, 2007 to 2012	Average Annual % Change, 2002 to 2012	% Change, 2011 to 2012	Average Annual % Change, 2007 to 2012	Average Annual % Change, 2002 to 2012
<b>Total</b>	<b>-2.1%</b>	<b>1.4%</b>	<b>1.5%</b>	<b>-2.5%</b>	<b>0.9%</b>	<b>2.1%</b>
Arts and Humanities	-3.1%	-0.1%	0.9%	-3.9%	-0.8%	0.4%
Biological and Agricultural Sciences	0.0%	3.3%	3.0%	-0.1%	3.1%	4.0%
Business	-2.9%	1.4%	1.6%	-1.2%	3.1%	3.7%
Education	-4.7%	-2.2%	-0.6%	-5.6%	-2.6%	-0.5%
Engineering	0.4%	3.6%	2.1%	2.6%	4.9%	4.3%
Health Sciences	5.3%	11.4%	6.5%	6.0%	10.4%	8.8%
Mathematics and Computer Sciences	3.9%	4.6%	2.2%	5.9%	4.9%	1.4%
Physical and Earth Sciences	1.0%	1.6%	1.6%	0.8%	1.8%	2.7%
Public Administration and Services	-0.1%	2.0%	2.0%	2.6%	3.6%	2.5%
Social and Behavioral Sciences	-1.6%	1.5%	1.9%	-4.8%	0.5%	1.7%
Other Fields	-4.5%	-0.7%	-0.3%	-7.0%	-2.1%	-1.0%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 3.22 Doctorate-Level Total Enrollment by Broad Field and Gender, 2007 to 2012**

Broad Field	% Change, 2011 to 2012			Average Annual % Change, 2007 to 2012		
	Total	Men	Women	Total	Men	Women
<b>Total</b>	<b>0.5%</b>	<b>0.6%</b>	<b>0.3%</b>	<b>2.6%</b>	<b>2.5%</b>	<b>2.8%</b>
Arts and Humanities	-0.7%	-1.1%	-0.4%	-0.4%	-0.2%	-0.7%
Biological and Agricultural Sciences	0.5%	1.4%	-0.3%	2.2%	2.5%	2.1%
Business	4.9%	4.9%	4.9%	8.1%	6.6%	10.2%
Education	-1.9%	-0.9%	-2.4%	-0.6%	-0.6%	-0.6%
Engineering	2.4%	2.2%	3.0%	4.0%	3.7%	4.9%
Health Sciences	5.3%	4.2%	5.8%	15.4%	14.2%	15.8%
Mathematics and Computer Sciences	2.2%	1.8%	3.4%	3.2%	3.4%	2.8%
Physical and Earth Sciences	1.3%	1.6%	0.9%	1.8%	1.8%	1.9%
Public Administration and Services	3.5%	3.9%	3.3%	6.2%	5.2%	6.7%
Social and Behavioral Sciences	-0.6%	-0.2%	-0.9%	0.7%	0.9%	0.6%
Other Fields	-4.5%	-4.1%	-5.0%	0.7%	0.6%	0.8%

Notes: See Appendix B for the survey taxonomy. Ten-year trend data are unavailable for total graduate enrollment by level.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 3.23 Master's-Level Total Enrollment by Broad Field and Gender, 2007 to 2012 \***

Broad Field	% Change, 2011 to 2012			Average Annual % Change, 2007 to 2012		
	Total	Men	Women	Total	Men	Women
<b>Total</b>	<b>-3.3%</b>	<b>-3.2%</b>	<b>-3.4%</b>	<b>1.1%</b>	<b>1.5%</b>	<b>0.8%</b>
Arts and Humanities	-5.4%	-4.5%	-5.9%	-0.6%	-0.2%	-0.9%
Biological and Agricultural Sciences	-0.9%	-2.0%	0.1%	4.8%	5.0%	4.9%
Business	-2.6%	-3.3%	-1.6%	1.8%	1.2%	2.6%
Education	-6.2%	-5.9%	-6.3%	-2.9%	-2.8%	-2.9%
Engineering	-0.2%	-0.9%	2.3%	3.9%	3.6%	5.0%
Health Sciences	6.0%	5.8%	6.1%	9.0%	9.2%	9.0%
Mathematics and Computer Sciences	5.6%	5.1%	6.9%	5.7%	5.6%	6.1%
Physical and Earth Sciences	0.0%	-0.9%	0.7%	1.0%	0.9%	1.1%
Public Administration and Services	1.8%	-0.5%	2.5%	2.9%	1.6%	3.3%
Social and Behavioral Sciences	-6.0%	-2.9%	-7.6%	1.0%	2.1%	0.3%
Other Fields	-6.0%	-4.3%	-7.0%	-1.9%	-1.1%	-2.4%

\* Includes first-time enrollment in graduate-level certificate and education specialist programs.

Notes: See Appendix B for the survey taxonomy. Ten-year trend data are unavailable for total graduate enrollment by level.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 3.24 Graduate Degrees and Certificates Awarded by Degree Level and Institution Type, 2001-02 to 2011-12**

Degree Level and Institution Type	% Change, '10-11 to '11-12	Average Annual % Change, '06-07 to '11-12	Average Annual % Change, '01-02 to '11-12
<b>Doctoral Degrees</b>	<b>5.7%</b>	<b>5.4%</b>	<b>5.4%</b>
<i>Public</i>	4.8%	4.5%	5.0%
<i>Private, not-for-profit</i>	8.0%	6.0%	5.5%
<i>Private, for-profit</i>	S	S	S
<b>Master's Degrees</b>	<b>2.4%</b>	<b>3.4%</b>	<b>4.9%</b>
<i>Public</i>	3.2%	4.0%	4.5%
<i>Private, not-for-profit</i>	2.9%	3.2%	3.2%
<i>Private, for-profit</i>	-5.0%	S	S
<b>Graduate-Level Certificates</b>	<b>18.9%</b>	<b>14.2%</b>	<b>N/A</b>
<i>Public</i>	14.6%	7.9%	N/A
<i>Private, not-for-profit</i>	31.6%	20.1%	N/A
<i>Private, for-profit</i>	S	S	N/A

Notes: N/A = Not available. S = Suppressed due to small number of institutional respondents in this category. Ten-year trend data are unavailable for graduate-level certificates.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees



**Table 3.25 Graduate Degrees and Certificates Awarded by Degree Level and Carnegie Classification, 2001-02 to 2011-12**

Degree Level and Carnegie Classification *	% Change, '10-11 to '11-12	Average Annual % Change, '06-07 to '11-12	Average Annual % Change, '01-02 to '11-12
<b>Doctoral Degrees</b>	<b>5.7%</b>	<b>5.4%</b>	<b>5.4%</b>
<i>Research Universities (RU/VH)</i>	5.1%	3.4%	4.1%
<i>Research Universities (RU/H)</i>	4.9%	5.9%	7.2%
<i>Doctoral/Research Universities</i>	6.1%	10.3%	10.6%
<i>Master's Colleges and Universities</i>	9.2%	34.3%	18.9%
<i>Other</i>	13.1%	11.5%	12.3%
<b>Master's Degrees</b>	<b>2.4%</b>	<b>3.4%</b>	<b>4.9%</b>
<i>Research Universities (RU/VH)</i>	4.1%	4.8%	4.2%
<i>Research Universities (RU/H)</i>	4.3%	4.4%	4.2%
<i>Doctoral/Research Universities</i>	-0.7%	1.7%	9.8%
<i>Master's Colleges and Universities</i>	0.9%	1.9%	4.0%
<i>Other</i>	5.9%	8.0%	9.0%
<b>Graduate-Level Certificates</b>	<b>18.9%</b>	<b>14.2%</b>	<b>N/A</b>
<i>Research Universities (RU/VH)</i>	1.6%	4.1%	N/A
<i>Research Universities (RU/H)</i>	9.6%	30.4%	N/A
<i>Doctoral/Research Universities</i>	37.4%	46.0%	N/A
<i>Master's Colleges and Universities</i>	27.9%	11.1%	N/A
<i>Other</i>	-4.5%	19.9%	N/A

\* See page 3 for information about the Carnegie Classification system. RU/VH = very high research activity. RU/H = high research activity.

Notes: N/A = Not available. Ten-year trend data are unavailable for graduate-level certificates.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 3.26 Graduate Degrees and Certificates Awarded by Degree Level, Institution Type, and Gender, 2001-02 to 2011-12**

Degree Level and Institution Type	% Change, '10-11 to '11-12	Men		% Change, '10-11 to '11-12	Women	
		Average Annual % Change, '06-07 to '11-12	Average Annual % Change, '01-02 to '11-12		Average Annual % Change, '06-07 to '11-12	Average Annual % Change, '01-02 to '11-12
<b>Doctoral Degrees</b>	<b>6.4%</b>	<b>3.7%</b>	<b>4.4%</b>	<b>4.5%</b>	<b>7.3%</b>	<b>7.1%</b>
<i>Public</i>	6.0%	3.4%	4.3%	3.1%	6.0%	6.5%
<i>Private, not-for-profit</i>	7.6%	3.6%	4.0%	7.9%	8.2%	7.4%
<i>Private, for-profit</i>	S	S	S	S	S	S
<b>Master's Degrees</b>	<b>2.9%</b>	<b>3.9%</b>	<b>4.5%</b>	<b>2.0%</b>	<b>3.2%</b>	<b>5.2%</b>
<i>Public</i>	4.1%	4.8%	4.7%	2.5%	3.5%	4.5%
<i>Private, not-for-profit</i>	2.3%	3.4%	2.9%	3.4%	3.1%	3.2%
<i>Private, for-profit</i>	-4.2%	-2.4%	S	-5.4%	1.3%	S
<b>Graduate-Level Certificates</b>	<b>28.8%</b>	<b>17.1%</b>	<b>N/A</b>	<b>11.3%</b>	<b>11.7%</b>	<b>N/A</b>
<i>Public</i>	15.2%	5.5%	N/A	14.3%	9.0%	N/A
<i>Private, not-for-profit</i>	59.7%	34.6%	N/A	10.2%	11.6%	N/A
<i>Private, for-profit</i>	S	S	N/A	S	S	N/A

Notes: N/A = Not available. S = Suppressed due to small number of institutional respondents in this category. Ten-year trend data are unavailable for graduate-level certificates.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 3.27 Graduate Degrees and Certificates Awarded by Degree Level, Carnegie Classification, and Gender, 2001-02 to 2011-12**

Degree Level and Carnegie Classification *	% Change, '10-11 to '11-12	Men		% Change, '10-11 to '11-12	Women	
		Average Annual % Change, '06-07 to '11-12	Average Annual % Change, '01-02 to '11-12		Average Annual % Change, '06-07 to '11-12	Average Annual % Change, '01-02 to '11-12
<b>Doctoral Degrees</b>	<b>6.4%</b>	<b>3.7%</b>	<b>4.4%</b>	<b>4.5%</b>	<b>7.3%</b>	<b>7.1%</b>
<i>Research Universities (RU/VH)</i>	5.0%	2.1%	3.6%	5.0%	5.3%	5.5%
<i>Research Universities (RU/H)</i>	5.0%	5.5%	5.9%	3.7%	6.4%	8.3%
<i>Doctoral/Research Universities</i>	10.6%	7.8%	6.5%	3.9%	11.8%	14.5%
<i>Master's Colleges and Universities</i>	28.5%	36.6%	15.5%	-1.1%	29.0%	17.6%
<i>Other</i>	9.7%	7.7%	8.2%	15.8%	15.7%	18.6%
<b>Master's Degrees</b>	<b>2.9%</b>	<b>3.9%</b>	<b>4.5%</b>	<b>2.0%</b>	<b>3.2%</b>	<b>5.2%</b>
<i>Research Universities (RU/VH)</i>	3.6%	4.9%	4.1%	4.5%	4.8%	4.3%
<i>Research Universities (RU/H)</i>	4.4%	5.1%	4.2%	3.8%	4.0%	4.2%
<i>Doctoral/Research Universities</i>	0.5%	0.8%	7.5%	-1.3%	2.1%	11.5%
<i>Master's Colleges and Universities</i>	2.1%	2.8%	4.1%	0.4%	1.7%	3.9%
<i>Other</i>	3.0%	7.7%	7.3%	7.0%	8.0%	10.2%
<b>Graduate-Level Certificates</b>	<b>28.8%</b>	<b>17.1%</b>	<b>N/A</b>	<b>11.3%</b>	<b>11.7%</b>	<b>N/A</b>
<i>Research Universities (RU/VH)</i>	0.2%	3.5%	N/A	2.2%	4.3%	N/A
<i>Research Universities (RU/H)</i>	10.5%	30.5%	N/A	9.2%	29.7%	N/A
<i>Doctoral/Research Universities</i>	30.8%	51.4%	N/A	40.9%	44.6%	N/A
<i>Master's Colleges and Universities</i>	64.6%	21.8%	N/A	5.3%	4.2%	N/A
<i>Other</i>	-23.7%	13.9%	N/A	12.5%	25.6%	N/A

\* See page 3 for information about the Carnegie Classification system. RU/VH = very high research activity. RU/H = high research activity.

Notes: N/A = Not available. Ten-year trend data are unavailable for graduate-level certificates.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 3.28 Graduate-Level Certificates Awarded by Broad Field and Gender, 2006-07 to 2011-12**

Broad Field	Total		Men		Women	
	% Change, 2010-11 to 2011-12	% Change, 2006-07 to 2011-12	% Change, 2010-11 to 2011-12	% Change, 2006-07 to 2011-12	% Change, 2010-11 to 2011-12	% Change, 2006-07 to 2011-12
<b>Total</b>	<b>18.9%</b>	<b>14.2%</b>	<b>28.8%</b>	<b>17.1%</b>	<b>11.3%</b>	<b>11.7%</b>
Arts and Humanities	-5.4%	6.1%	-4.4%	4.1%	-6.0%	7.3%
Biological and Agricultural Sciences	-11.1%	2.9%	-11.5%	16.0%	-10.8%	10.9%
Business	-5.1%	5.4%	-10.1%	3.9%	-0.3%	6.7%
Education	-4.7%	4.6%	-5.4%	3.9%	-4.5%	4.6%
Engineering	-14.7%	20.6%	-10.1%	20.2%	-28.6%	17.4%
Health Sciences	29.6%	20.8%	43.1%	25.2%	26.2%	19.9%
Mathematics and Computer Sciences	2.2%	12.0%	10.4%	12.3%	-11.1%	11.0%
Physical and Earth Sciences	9.0%	14.1%	1.8%	18.3%	23.2%	8.9%
Public Administration and Services	3.8%	2.2%	13.8%	1.9%	-0.2%	2.3%
Social and Behavioral Sciences	-8.5%	13.5%	-12.2%	15.0%	3.3%	16.8%
Other Fields	3.1%	35.2%	18.7%	28.9%	-3.2%	39.1%

Notes: See Appendix B for the survey taxonomy. Ten-year trend data are unavailable for graduate-level certificates.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 3.29 Master's Degrees Awarded by Broad Field and Gender, 2001-02 to 2011-12**

Broad Field	Total			Men			Women		
	% Change, '10/11 - '11/12	Avg. Annual % Change, '06/07 - '11/12	Avg. Annual % Change, '01/02 - '11/12	% Change, '10/11 - '11/12	Avg. Annual % Change, '06/07 - '11/12	Avg. Annual % Change, '01/02 - '11/12	% Change, '10/11 - '11/12	Avg. Annual % Change, '06/07 - '11/12	Avg. Annual % Change, '01/02 - '11/12
<b>Total</b>	<b>2.4%</b>	<b>3.4%</b>	<b>4.9%</b>	<b>2.9%</b>	<b>3.9%</b>	<b>4.5%</b>	<b>2.0%</b>	<b>3.2%</b>	<b>5.2%</b>
Arts & Humanities	1.4%	1.8%	3.2%	2.6%	1.9%	3.5%	0.4%	1.7%	2.9%
Bio. & Agric. Sci.	9.9%	7.4%	6.5%	9.3%	8.7%	5.8%	10.3%	6.6%	7.2%
Business	2.1%	5.3%	4.4%	1.6%	4.7%	3.8%	2.6%	6.2%	5.6%
Education	-1.8%	-1.2%	1.3%	1.7%	-1.1%	0.7%	-2.8%	-1.2%	1.5%
Engineering	7.2%	8.1%	6.5%	6.3%	8.0%	6.1%	10.2%	8.3%	7.6%
Health Sciences	12.3%	11.5%	7.4%	14.1%	10.8%	4.6%	11.9%	11.6%	8.3%
Math & Comp. Sci.	6.1%	4.6%	3.5%	7.3%	4.4%	3.9%	3.4%	5.0%	2.3%
Physical & Earth Sci.	6.9%	1.4%	2.7%	8.8%	1.7%	2.4%	3.8%	0.8%	3.1%
Public Admin. & Svcs.	5.4%	3.8%	4.1%	3.7%	2.4%	3.1%	5.8%	4.3%	4.3%
Social & Behav. Sci.	4.8%	4.0%	5.3%	5.4%	5.3%	5.2%	4.4%	3.2%	5.3%
Other Fields	2.2%	4.1%	4.5%	3.5%	4.0%	3.8%	1.3%	4.2%	4.6%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table 3.30 Doctoral Degrees Awarded by Broad Field and Gender, 2001-02 to 2011-12**

Broad Field	Total			Men			Women		
	% Change, '10/11 - '11/12	Avg. Annual % Change, '06/07 - '11/12	Avg. Annual % Change, '01/02 - '11/12	% Change, '10/11 - '11/12	Avg. Annual % Change, '06/07 - '11/12	Avg. Annual % Change, '01/02 - '11/12	% Change, '10/11 - '11/12	Avg. Annual % Change, '06/07 - '11/12	Avg. Annual % Change, '01/02 - '11/12
<b>Total</b>	<b>5.7%</b>	<b>5.4%</b>	<b>5.4%</b>	<b>6.4%</b>	<b>3.7%</b>	<b>4.4%</b>	<b>4.5%</b>	<b>7.3%</b>	<b>7.1%</b>
Arts & Humanities	5.2%	3.5%	2.1%	3.5%	2.3%	1.7%	6.7%	4.5%	2.5%
Bio. & Agric. Sci.	4.4%	3.8%	5.6%	2.4%	1.3%	2.8%	6.0%	6.8%	9.5%
Business	0.7%	1.8%	3.4%	-6.9%	1.5%	2.4%	13.3%	2.1%	6.1%
Education	4.4%	2.6%	1.7%	9.6%	3.1%	1.0%	2.4%	2.6%	1.7%
Engineering	2.6%	1.9%	6.3%	2.4%	1.5%	5.8%	3.2%	3.2%	8.3%
Health Sciences	6.4%	22.6%	16.7%	7.5%	19.1%	8.4%	6.2%	23.6%	20.8%
Math & Comp. Sci.	4.2%	2.8%	8.9%	3.9%	2.7%	9.8%	4.9%	3.1%	7.1%
Physical & Earth Sci.	2.9%	1.7%	3.3%	2.1%	1.2%	2.5%	4.7%	2.8%	5.2%
Public Admin. & Svcs.	-0.6%	4.2%	6.8%	-3.6%	9.1%	3.1%	1.4%	1.8%	10.2%
Social & Behav. Sci.	4.1%	4.6%	2.3%	6.4%	3.7%	1.3%	2.5%	5.3%	3.2%
Other Fields	10.1%	7.3%	2.8%	10.9%	5.8%	1.4%	9.3%	9.2%	4.9%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

# Appendix A

## 2012 CGS/GRE Survey of Graduate Enrollment and Degrees Survey Instrument

### CGS/GRE® Survey of Graduate Enrollment and Degrees

2012 \_\_\_\_\_ Data Sheet

Print

GRE Institution Code:

Institution:

I. Graduate Enrollment for 2012 Fall Term				
	Men	First Time Women	Total	Total (Includes First Time)
Master's and Other *				
Doctorate				
<b>Total</b>				
Full Time				
Part Time				
<b>Total</b>				

II. Number of Degrees Conferred between July 1, 2011 and June 30, 2012		
	Men	Total
Master's and Other *		
Doctorate		
Graduate Certificate		

III. Number of Completed Applications Submitted for 2012 Fall Term		
	Master's and Other*	Doctorate
Accepted		
Not Accepted		
<b>Total</b>		

IV. Graduate Enrollment by Race/Ethnicity for 2012 Fall Term				
	Men	First Time Women	Total	Total (Includes First Time)
Non-Resident Aliens (Temporary Residents)				
Hispanic/Latino (of any race)				
American Indian/Alaskan Native				
Asian				
Black/African American				
Native Hawaiian/Other Pacific Islander				
White				
Two or More Races				
Race/Ethnicity Unknown				
Citizenship Unknown				
<b>Total</b>				



GRE.



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

# Appendix B

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

### ARTS AND HUMANITIES

#### **Arts—History, Theory, and Criticism**

Art History, Criticism, and Conservation  
Ethnomusicology  
Music History, Literature, and Theory  
Musicology  
Theatre Literature, History and Criticism  
Arts—History, Theory, and Criticism, Other

#### **Arts—Performance and Studio**

Arts, Entertainment, and Media  
Management  
Crafts/Craft Design  
Dance  
Design and Applied Arts  
Drama/Theatre Arts  
Film/Video and Photographic Arts  
Fine and Studio Arts  
Music  
Arts – Performance and Studio, Other

#### **English Language and Literature**

American Literature  
English Language and Literature  
English Literature  
Rhetoric and Composition/Writing  
Studies  
English Language and Literatures, Other

#### **Foreign Languages and Literatures**

African Languages and Literatures  
American Sign Language  
Asiatic Languages and Literatures  
Celtic Languages and Literatures  
Classics and Classical Languages  
and Literatures  
Germanic Languages and Literatures  
Iranian/Persian Languages and  
Literatures  
Modern Greek Language and  
Literature  
Romance Languages and Literatures  
Slavic, Baltic, and Albanian Languages  
and Literatures  
Foreign Languages and Literatures, Other

#### **History**

American History  
European History  
History and Philosophy of Science and  
Technology  
History, General  
History, Other

#### **Philosophy**

Ethics  
Logic  
Philosophy  
Philosophy, Other

#### **Arts and Humanities, Other**

Linguistic, Comparative, and Related  
Language Studies and Services  
Humanities/Humanistic Studies  
Liberal Arts and Sciences/Liberal Arts  
Arts and Humanities, Other

### BIOLOGICAL AND AGRICULTURAL SCIENCES

#### **Agriculture, Natural Resources, and Conservation**

Agricultural and Domestic Animal Services  
Agricultural and Food Products Processing  
Agricultural Business and Management  
Agricultural Economics  
Agricultural Mechanization  
Agricultural Production  
Agricultural Public Services  
Agriculture, General  
Agronomy  
Animal Sciences  
Applied Horticulture  
Fishing and Fisheries Sciences and  
Management  
Food Science and Technology  
Forestry  
Horticultural Business Services  
International Agriculture  
Natural Resources and Conservation  
Natural Resources Management and  
Policy

Parks, Recreation, and Leisure Facilities  
Management  
Parks, Recreation, and Leisure Studies  
Plant Sciences  
Soil Sciences  
Wildlife and Wildlands Science and  
Management  
Agriculture, Natural Resources, and  
Conservation, Other

#### **Biological and Biomedical Sciences**

Anatomical Sciences  
Animal Biology  
Bacteriology  
Biochemistry  
Bioinformatics  
Biology, General  
Biomathematics  
Biometry  
Biophysics  
Biotechnology  
Botany/Plant Biology  
Cell/Cellular Biology  
Computational Biology  
Developmental Biology  
Ecology  
Entomology  
Epidemiology  
Evolution  
Genetics  
Immunology  
Microbiological Sciences  
Molecular Biology  
Molecular Medicine  
Neurosciences  
Parasitology  
Pathology  
Pharmacology  
Physiology  
Population Biology  
Systematics  
Toxicology  
Zoology  
Biological and Biomedical Sciences, Other

### BUSINESS

#### **Accounting**

Accounting  
Auditing  
Taxation

#### **Banking and Finance**

Banking and Financial Support Services  
Credit Management  
Financial Planning and Services  
International Finance  
Investments and Securities  
Public Finance

#### **Business Administration and Management**

Business Administration and Management  
Business Operations  
Business/Commerce, General  
Construction Management  
E-Commerce  
Entrepreneurship  
Hospitality Administration/Management  
Human Resources Development  
Human Resources Management  
Labor and Industrial Relations  
Logistics and Supply Chain Management  
Operations Management  
Organizational Leadership  
Organizational Management  
Project Management  
Small Business Operations  
Sport and Fitness  
Administration/Management  
Telecommunications Management  
Business Administration and Management,  
Other

#### **Business, Other**

Business Statistics  
Business/Corporate Communications  
Business/Managerial Economics  
Insurance  
International Business  
Management Information Systems  
Management Science



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**Business, Other (continued)**

Marketing  
Marketing Management  
Merchandising  
Real Estate  
Sales  
Business Fields, Other

**EDUCATION****Education Administration**

Educational Administration  
Educational Leadership  
Educational Supervision

**Curriculum and Instruction**

Curriculum and Instruction

**Early Childhood Education**

Early Childhood Education and Teaching  
Kindergarten/Preschool Education and Teaching

**Elementary Education**

Elementary Education and Teaching  
Elementary-Level Teaching Fields

**Educational Assessment, Evaluation, and Research**

Educational Assessment, Testing, and Measurement  
Educational Evaluation and Research  
Educational Psychology  
Educational Statistics and Research Methods  
Learning Sciences  
School Psychology

**Higher Education**

Higher Education  
Higher Education Administration

**Secondary Education**

Secondary Education and Teaching  
Secondary-Level Teaching Fields

**Special Education**

Education/Teaching of Students w/ Specific Disabilities  
Education/Teaching of Students w/ Specific Learning Disabilities  
Education/Teaching of the Gifted and Talented  
Special Education and Teaching  
Other Special Education Fields

**Student Counseling and Personnel Services**

College Student Counseling and Personnel Services  
Counselor Education  
School Counseling and Guidance Services  
Student Counseling and Personnel Services, Other

**Education, Other**

Adult and Continuing Education  
Bilingual, Multilingual, and Multicultural Education  
Education, General  
Educational/Instructional Media Design  
Health and Physical Education  
International and Comparative Education  
Junior High/Middle School Education and Teaching  
Outdoor Education  
Social and Philosophical Foundations of Education  
Teaching English as a Second or Foreign Language  
Other Education Fields

**ENGINEERING****Chemical Engineering**

Chemical and Biomolecular Engineering  
Chemical Engineering

**Civil Engineering**

Architectural Engineering  
Civil Engineering  
Construction Engineering  
Environmental/Environmental Health Engineering  
Geotechnical and Geoenvironmental Engineering  
Structural Engineering  
Surveying Engineering  
Transportation and Highway Engineering  
Water Resources Engineering

**Computer, Electrical and Electronics Engineering**

Computer Engineering  
Computer Hardware Engineering  
Computer Software Engineering  
Electrical Engineering  
Electronics Engineering  
Laser and Optical Engineering  
Telecommunications Engineering

**Industrial Engineering**

Industrial Engineering  
Manufacturing Engineering  
Operations Research

**Materials Engineering**

Ceramic Sciences and Engineering  
Materials Engineering  
Materials Science  
Metallurgical Engineering  
Polymer/Plastic Engineering

**Mechanical Engineering**

Engineering Mechanics  
Mechanical Engineering

**Engineering, Other**

Aeronautical Engineering  
Aerospace Engineering  
Agricultural Engineering  
Biochemical Engineering  
Biomedical/Medical Engineering  
Electromechanical Engineering  
Engineering Chemistry  
Engineering Physics  
Engineering Science  
Forest Engineering  
Geological/Geophysical Engineering  
Mining and Mineral Engineering  
Naval Architecture and Marine Engineering  
Nuclear Engineering  
Ocean Engineering  
Paper Science and Engineering  
Petroleum Engineering  
Systems Engineering  
Textile Sciences and Engineering  
Engineering, Other

**HEALTH AND MEDICAL SCIENCES**

Allied Health  
Alternative and Complementary Medicine  
Audiology  
Bioethics/Medical Ethics  
Chiropractic (excluding D.C. and D.C.M.)  
Clinical/Medical Laboratory Science/Research  
Communication Disorders Sciences and Services  
Dentistry and Oral Sciences (excluding D.D.S. and D.M.D.)  
Dietetics and Clinical Nutrition Services  
Environmental Health

Exercise Science  
Health and Medical Administrative Services  
Health Sciences  
Health/Medical Preparatory Programs  
Kinesiology  
Medical Sciences (excluding M.D.)  
Mental and Social Health Services  
Nursing  
Nutrition Sciences  
Occupational Therapy  
Optometry (excluding O.D.)  
Osteopathic Medicine (excluding D.O.)  
Pharmaceutical Sciences (excluding Pharm.D.)  
Physical Therapy  
Physician Assistant  
Podiatry (excluding D.P.M., D.P. and Pod.D.)  
Public Health  
Rehabilitation and Therapy  
Speech-Language Pathology  
Veterinary Biomedical and Clinical Science  
Veterinary Medicine (excluding D.V.M.)  
Health and Medical Sciences, Other

**MATHEMATICS AND COMPUTER SCIENCES****Mathematical Sciences**

Actuarial Sciences  
Applied Mathematics  
Mathematics  
Probability  
Statistics  
Mathematical Sciences, Other

**Computer and Information Sciences**

Computer and Information Sciences, General  
Computer Programming  
Computer Science  
Computer Software and Media Applications  
Computer Systems Analysis  
Computer Systems Networking and Telecommunications  
Computer/Information Technology Administration and Management  
Data Processing  
Information Sciences/Studies  
Microcomputer Applications  
Computer and Information Sciences, Other

## **PHYSICAL AND EARTH SCIENCES**

### ***Chemistry***

Analytical Chemistry  
Chemical Plastics  
Chemistry, General  
Environmental Chemistry  
Forensic Chemistry  
Inorganic Chemistry  
Medicinal and Pharmaceutical Chemistry  
Organic Chemistry  
Physical Chemistry  
Polymer Chemistry  
Theoretical Chemistry  
Chemistry, Other

### ***Earth, Atmospheric, and Marine Sciences***

Aquatic Biology/Limnology  
Atmospheric Sciences  
Biological Oceanography  
Earth Sciences  
Geochemistry  
Geological Sciences  
Geophysics and Seismology  
Geosciences  
Hydrology  
Marine Biology  
Marine Sciences  
Meteorology  
Oceanography  
Paleontology  
Earth, Atmospheric, and Marine Sciences,  
Other

### ***Physics and Astronomy***

Acoustics  
Astronomy  
Astrophysics  
Atomic/Molecular Physics  
Condensed Matter and Materials Physics  
Elementary Particle Physics  
Nuclear Physics  
Optics/Optical Sciences  
Physics  
Planetary Astronomy and Science  
Plasma and High-Temperature Physics  
Solid State Physics  
Theoretical and Mathematical Physics  
Physics and Astronomy, Other

### ***Natural Sciences, Other***

Natural Sciences, General  
Physical Sciences, General

Science Technologies  
Natural Sciences, Other

## **PUBLIC ADMINISTRATION AND SERVICES**

### ***Public Administration***

Community Organization and Advocacy  
Public Administration

### ***Social Work***

Social Work  
Youth Services/Administration  
Social Work, Other

## **SOCIAL AND BEHAVIORAL SCIENCES**

### ***Anthropology and Archaeology***

Anthropology  
Archaeology

### ***Economics***

Applied Economics  
Econometrics  
Economics  
International Economics

### ***Political Science***

International Relations  
Political Science and Government  
Public Policy Analysis

### ***Psychology***

Applied Psychology  
Clinical Psychology  
Cognitive Psychology  
Community Psychology  
Comparative Psychology  
Counseling Psychology  
Developmental and Child Psychology  
Experimental Psychology  
Forensic Psychology  
Industrial and Organizational Psychology  
Personality Psychology  
Physiological Psychology  
Psycholinguistics  
Psychology, General  
Psychometrics  
Psychopharmacology  
Quantitative Psychology  
Research and Experimental Psychology  
Social Psychology  
Psychology, Other

### ***Sociology***

Demography  
Rural Sociology  
Sociology

### ***Social Sciences, Other***

Adult Development and Aging  
Area, Ethnic, Cultural, Gender, and Group  
Studies  
Criminal Justice/Criminology  
Geography and Cartography  
Gerontology  
Social Sciences, General  
Urban Studies/Affairs  
Social Sciences, Other

## **OTHER FIELDS**

### ***Architecture and Environmental Design***

Architectural History and Criticism  
Architectural Sciences and Technology  
Architecture  
City/Urban, Community and Regional  
Planning  
Environmental Design  
Interior Architecture  
Landscape Architecture  
Real Estate Development  
Architecture and Environmental  
Design, Other

### ***Communication and Journalism***

Advertising  
Communication and Media Studies  
Communications Technologies  
Journalism  
Mass Communication  
Public Relations  
Publishing  
Radio, Television, and Digital Communication  
Speech Communication  
Communications and Journalism, Other

### ***Family and Consumer Sciences***

Apparel and Textiles  
Family and Consumer Economics  
Family and Consumer Sciences  
Family Studies  
Foods, Nutrition, and Wellness  
Studies  
Housing and Human Environments  
Human Development

Human Sciences  
Work and Family Studies  
Family and Consumer Sciences, Other

### ***Library and Archival Sciences***


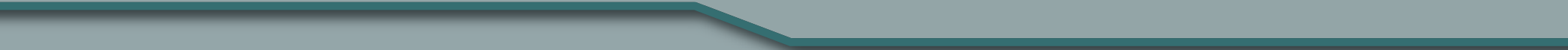
Archives/Archival Administration  
Library and Information Science  
Library and Archival Sciences, Other

### ***Religion and Theology***

Philosophy and Religious Studies, General  
Religion/Religious Studies  
Theology and Religious Vocations  
(excluding M.Div., M.H.L., B.D., and  
Ordination)  
Religion and Theology, Other

### ***Other Fields***

Fire Protection  
Homeland Security  
Interdisciplinary Studies  
Legal Research and Professional Studies  
(excluding L.L.B. and J.D.)  
Military Technologies  
Multidisciplinary Studies  
Other Fields Not Previously Classified



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