



Graduate Enrollment and Degrees:

2005 to 2015

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Highlights

- **Applications and first-time enrollment in U.S. graduate programs continue to grow.** For only the second time since the survey was initiated in 1986, the number of applications for master's and research doctoral programs has surpassed two million. Institutions responding to the survey reported a total of 506,927 graduate students enrolling for the first time in Fall 2015, a record high. (See Table B.3)
- **Domestic first-time graduate enrollment is increasing.** The 3.8% increase in first-time graduate enrollment among U.S. citizens and permanent residents is sizable compared to the changes between Fall 2013 and Fall 2014 (1.3%). U.S. citizens and permanent residents also continue to constitute the majority of first-time graduate students enrolled in U.S. institutions (78.0% in Fall 2015). (See Table B.8)
- **Robust first-time graduate enrollment increases at public institutions.** First-time graduate enrollment at public institutions rose by 4.9%, compared to the 1.8% increase at private, not-for-profit institutions. (See Table C.4)
- **First-time international graduate enrollment growth slows down.** First-time graduate enrollment of international students rose by 5.7%, a rate considerably lower than in recent years. This change in growth also occurred within the broad fields of study, particularly in engineering and mathematics and computer sciences where growth slowed substantially. (See Table C.9)
- **Total graduate enrollment continues to be flat.** Despite increases in applications and first-time graduate enrollment, total enrollment remains relatively unchanged since its peak in 2013, a reflection of lower growth in first-time enrollment in previous years. (See Table C.14)
- **Strong growth in URM first-time graduate enrollment.** Between Fall 2014 and Fall 2015, increases in first-time graduate enrollment for all underrepresented minority (URM) groups were greater than for White, non-Hispanic counterparts. (See Table C.10)

Quick Takes

- **Women.** In Fall 2015, the majority of first-time graduate students both at the master's degree and certificate level (58.2%) and at the doctoral level (51.3%) were women. Women also earned the majority share of graduate certificates (66.4%), master's degrees (58.4%), and doctoral degrees (51.8%) awarded by U.S. institutions in 2014-15. However, men still held the majority shares of first-time graduate students in business, engineering, mathematics and computer sciences, and physical and earth sciences. Furthermore, while six out of ten (61.4%) first-time domestic graduate students were women, only four of ten (42.0%) first-time international graduate students were women. (Tables B.7, B.10, B.23, B.24, and B.25)
- **Underrepresented Minorities.** Despite strong increases in first-time enrollment, proportionally Black/African American, Hispanic/Latino, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students remain underrepresented. Among first-time U.S. citizens and permanent resident graduate students in Fall 2015, at least 22.5% were underrepresented minorities, including American Indian/Alaska Native (0.5%), Black/African American (11.7%), Native Hawaiian/Other Pacific Islander (0.2%), and Hispanic/Latino (10.0%). These groups were particularly underrepresented in biological and agricultural sciences, mathematics and computer sciences, physical and earth sciences, and engineering fields. (Tables B.10 and B.11)
- **International Students.** In Fall 2015, 22.0% of first-time graduate students were temporary residents. At research universities with very high research activity (RU/VH), three out of ten first-time enrollees (30.4%) were temporary residents. Shares of international students among first-time enrollees were particularly high for the fields of mathematics and computer sciences (63.2%) followed closely by engineering. (Tables B.8 and B.9)
- **Degree Objectives.** The large majority (83.6%) of all first-time graduate students in Fall 2015 were enrolled in programs leading to a master's degree or a graduate certificate. Furthermore, the vast majority (538,617 or 82.5%) of degrees awarded in 2014-15 were master's degrees, followed by doctoral degrees (76,240 or 11.7%), and graduate certificates (38,277 or 5.9%). (Tables B.6 and B.21)

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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 applications, enrollment, and degrees by broad 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 across all fields of master's and research doctorate programs in the United States. It is also the only source of data on graduate enrollment by degree level (master's versus research doctorate) and the only national survey that collects data on applications to graduate school by broad field of study.

The 2015 CGS/GRE Survey of Graduate Enrollment and Degrees was launched in November 2015 to the U.S.-based institutions that were 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). This year's survey was sent to a total of 776 colleges and universities, and useable responses were received from 617 institutions, for an overall response rate of 80%.

This report begins by highlighting the findings with respect to the numbers of applications received from prospective graduate students for Fall 2015, first-time and total enrollment for Fall 2015, and the number of master's and doctoral degrees and other post-baccalaureate certificates conferred during the 2014-15 academic year. Then, this report describes some of the one-year comparisons and five- and ten-year average annual changes along with some trend lines. Full data tables appear at the end of the report in Appendix B (Data Tables for Graduate Applications, First-Time Enrollment, and Total Enrollment, Fall 2015; and Degrees Conferred, 2014-15) and Appendix C (Data Tables for Trends in Graduate Applications, First-Time Enrollment, Total Enrollment, and Degrees Conferred, 2005-15). Other appendices include Appendix A (Definitions), Appendix D (Taxonomy of Fields of Study), and Appendix E (Survey Instrument).

Acknowledgments

This report would not have been possible without the valuable contributions of many organizations and individuals. We would like to express our appreciation to ETS and the GRE program for ensuring the quality of the survey and the continuity of data. We particularly want to thank David Payne for his unwavering support of this effort, Dawn Piacentino for her overall direction of the project at ETS, and Carol Hawkes and Judy Lauter for their coordination of the data collection effort.

Thank you to Dr. Suzanne Ortega for her insights and guidance. We also want to recognize Laura Muncy of LetterSpace Creative, LLC for designing the layout and managing the publication process. Thanks to Anita Thomas for her assistance in preparing the tables and figures in this report, and K. Stone for copyediting help. Finally, thanks to the members of the CGS Committee on Research and Information Services for their ongoing interest in, and support of, the survey.

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

Graduate Applications, Enrollment, and Degrees: Fall 2015

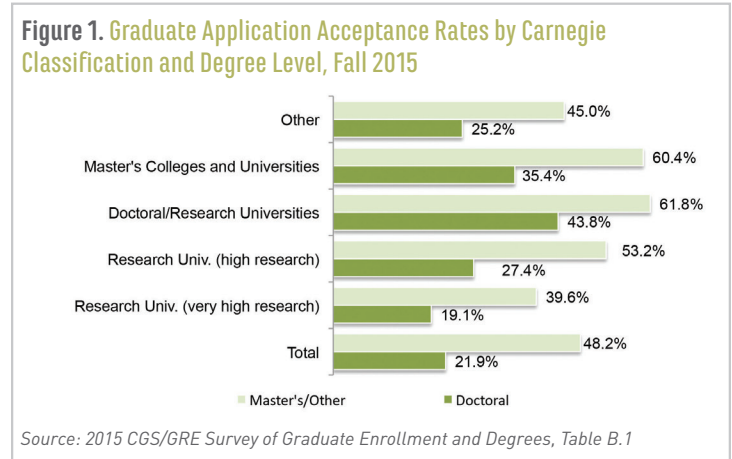
More than 1.78 million graduate students were enrolled in graduate certificate, education specialist, master's, or research doctoral programs at U.S. graduate schools in Fall 2015, according to institutions responding to the 2015 CGS/GRE Survey of Graduate Enrollment and Degrees. Although total graduate enrollment has only grown by 1.1% between Fall 2014 and Fall 2015, first-time graduate enrollment has increased by 3.9%. The number of applications received by responding institutions also rose by 1.2% between Fall 2014 and Fall 2015. Moreover, the 506,927 incoming graduate students for Fall 2015 set a new record for first-time enrollment. This section will highlight the state of graduate education with respect to applications for admission for Fall 2015, first-time and total enrollment in Fall 2015, and graduate degrees and certificates conferred in the 2014-15 academic year.

GRADUATE APPLICATIONS

Institutions responding to the 2015 CGS/GRE Survey of Graduate Enrollment and Degrees received a record 2.18 million applications for admission to graduate programs for study beginning in Fall 2015. Public institutions received more than 1.3 million applications for Fall 2015, while private, not-for-profit institutions received nearly 834,000 graduate applications for Fall 2015.

Acceptance rates for doctoral programs have traditionally been lower than acceptance rates for master's/other programs, and results from the 2015 survey were generally consistent with this trend in graduate education. Overall, 21.9% of doctoral applicants and 48.2% of master's/other applicants were accepted for admission. Private, not-for-profit institutions were generally more selective in terms of acceptance rates than public institutions. Doctoral programs at private, not-for-profit research universities with very high research activity (RU/VH) were most competitive with acceptance rates

of 14.0%. Master's/other programs at these universities were also the most selective for master's applicants with the acceptance rate of 38.8% (Table B.1 and Figure 1).



By broad field of study, the largest number of total applications for Fall 2015 were in engineering (321,521), business (267,433), and health sciences (266,228). Engineering, business, and health sciences accounted for 39.3% of all graduate applications for which the broad field of study was known. Among doctoral applicants only, social and behavioral sciences was the largest broad field, accounting for 122,702, or 18.7%, of all doctoral applications. The broad field of social and behavioral sciences (14.7%) was also the second most competitive field in terms of acceptance rates, trailing only business (13.4%). Business received the largest number of applications at the master's/other level (245,262), closely followed by engineering (222,886). In terms of master's acceptance rates, mathematics and computer sciences (37.3%) was most competitive, followed by arts and humanities (39.6%), health sciences (39.8%), engineering (40.0%), and physical and earth sciences (40.6%) (Table B.2).

FIRST-TIME GRADUATE ENROLLMENT

A total of 506,927 graduate students enrolled for the first time in graduate certificate, education specialist, master's, or research doctoral programs in Fall 2015 at the institutions responding to the CGS/GRE Survey of Graduate Enrollment and Degrees. About six out of ten (63.0%) first-time graduate students were enrolled at public institutions in Fall 2015, and about one-third (33.5%) were enrolled at private, not-for-profit institutions (Table B.3). The remaining graduate students were enrolled for the first-time at private, for-profit institutions.

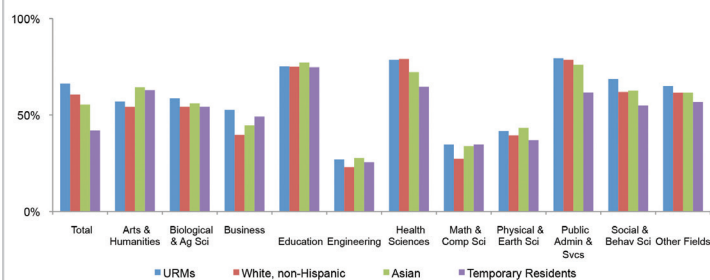
At the institutions responding to the survey, over one-half of first-time graduate students (57.2%) were women and over two-thirds (68.4%) of all first-time graduate students, both men and women,

were enrolled full-time in Fall 2015. First-time, full-time graduate enrollment was the highest at private, not-for-profit research universities with very high research activity (RU/VH) (84.1%). The first-time, part-time graduate enrollment was the highest at public master's focused universities (49.7%) (Table B.3).

Consistent with previous surveys, business (79,010), education (77,342), and health sciences (63,309) were the three largest broad fields of study in Fall 2015, in terms of first-time graduate enrollment. These three broad fields collectively represented 43.3% of first-time graduate enrollments. Institutions responding to the survey also reported that while women constitute roughly three-quarters of first-time graduate enrollment in the fields of public administration and services (77.8%), health sciences (77.4%), and education (75.0%) in Fall 2015, they comprised much smaller portions of first-time enrollment in the fields of engineering (25.1%), mathematics and computer sciences (32.9%), and physical and earth sciences (39.0%) (Table B.4 and Figure 3).

The broad fields of business, education, and health sciences were also more likely than other fields to enroll part-time students. One-half (53.8%) of first-time graduate students in education, 34.2% of first-time graduate students in business, and 31.6% of first-time graduate students in health sciences enrolled part time (Table B.4). Overall, among first-

Figure 2. First-Time Graduate Enrollment of Underrepresented Minority Women by Broad Field of Study, Fall 2015



Source: 2015 CGS/GRE Survey of Graduate Enrollment and Degrees, Tables B.9 and B.10

NOTABLE: URM Women Report Robust Presence in U.S. Graduate Education

Over one-half (57.2%) of all U.S. citizens and permanent residents enrolled for the first time as graduate students were women, and their presence was particularly robust among Black/African Americans (69.1%), American Indian/Alaska Native (63.6%), Hispanic/Latino (63.1%), and Native Hawaiian/Other Pacific Islanders (59.9%). The combined share of women among first-time underrepresented minority (URM) graduate students (66.2%) was greater than that among White, non-Hispanic (60.6%), Asian (55.5%), and international (42.0%) students. (Figure 2)

In some fields, URM women were particularly well represented compared to non-URM women. For example, in the field of business underrepresented minority women accounted for more than half (52.7%) of all first-time enrollees compared to 39.7% of White, non-Hispanics and 44.7% of Asian students. The same trend holds true for other broad fields of study including public and administrative services and social and behavioral sciences.

Shares of women enrolled for the first time in most science, engineering, technology, and mathematics (STEM) fields remain relatively low. However, URM women are better represented vis-à-vis their male peers in biological & agricultural sciences (58.7%), physical & earth sciences (41.7%), mathematics & computer sciences (34.6%), and engineering (27.0%) than they are among White, non-Hispanic students.

These results indicate encouraging trends for participation of URM women in STEM fields. However the overall representation of women and the continued overall underrepresentation of Black/African American, Hispanic/Latino, American Indian/Alaska Native students in STEM, especially URM males, is highly problematic.

time enrollees in Fall 2015, men were more likely to be enrolled full time than women (72.8% and 66.0% respectively). However, a higher percentage of women than men were enrolled full time in biological and agricultural sciences, engineering, mathematics and computer sciences, public administration and services, and social and behavioral sciences (Table B.5).

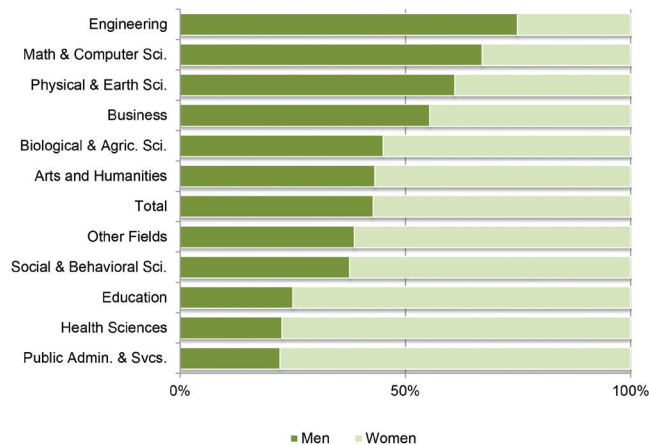
The large majority (83.6%) of all first-time graduate students in Fall 2015 were enrolled in programs leading to a master’s degree or a graduate certificate. First-time graduate certificate and master’s degree enrollment was particularly high in the broad fields of public administration and services (96.7%) and business (94.7%). In contrast, the majority (60.2%) of first-time graduate enrollment in physical and earth sciences was in doctoral programs (Table B.6).

Roughly one-third (33.4%) of all first-time students, for whom both field and level are known, were enrolled in master’s degree or graduate certificate programs in business (75,084) and education (66,817). At the doctoral level, the broad fields of health sciences (12,539), education (10,517), social and behavioral sciences (9,935), and engineering (9,474) were the largest, accounting for 51.1% of all first-time doctoral students (Table B.6).

In Fall 2015, women comprised a larger share of first-time enrollees at the master’s degree and graduate certificate level (58.2%) than at the doctoral level (51.3%); however, in business, engineering, mathematics and computer sciences, and physical and earth sciences, men comprised a larger share of first-time enrollees both at the master’s degree and graduate certificate level and doctoral level (Table B.7).

Consistent with past surveys, U.S. citizens and permanent residents constituted the majority of first-time graduate enrollments. Specifically among first-time graduate enrollees for whom citizenship was known, in Fall 2015, 78.0% were U.S. citizens and permanent residents and 22.0% were temporary residents. The share of temporary residents among first-time graduate students was higher at private, not-for-profit universities (24.5%) than at public universities (21.4%). The share of temporary residents among full-time graduate students was the highest at research universities with very high

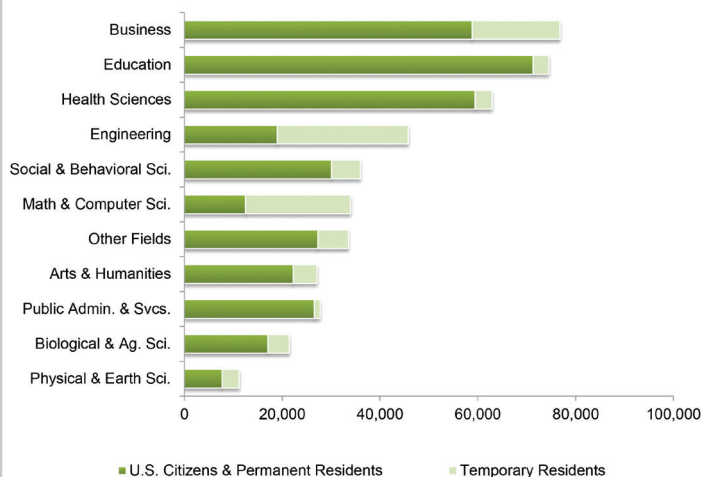
Figure 3. First-Time Graduate Enrollment by Broad Field and Gender, Fall 2015



Source: 2015 CGS/GRE Survey of Graduate Enrollment and Degrees, Table B.4

research activity (RU/VH) with 30.4% (Table B.8). Temporary residents comprised the largest share of first-time graduate students in mathematics and computer sciences (63.2%) followed closely by engineering (58.5%). The share of temporary residents was smallest in public administration and services (4.3%), education (4.3%), and health sciences (5.5%) (Table B.9 and Figure 4). While 61.4% of first-time graduate enrollees who were U.S. citizens and permanent residents were women, 42.0% of first-time graduate enrollees who were temporary residents were women (Table B.10).

Figure 4. First-Time Graduate Enrollment by Broad Field and Citizenship, Fall 2015



Source: 2015 CGS/GRE Survey of Graduate Enrollment and Degrees, Table B.9

Despite strong increases in first-time graduate enrollment, the share of underrepresented minorities (URM) among U.S. citizens and permanent residents was similar to previous years. In Fall 2015, at least 22.5% of all first-time U.S. citizens and permanent resident enrollees were URM students, including American Indian/Alaska Native (0.5%), Black/African American (11.8%), Native Hawaiian/Other Pacific Islander (0.2%), and Hispanic/Latino (10.0%) (Table B.10 and Figure 5).

VH). Six out of ten (61.9%) graduate students were enrolled at public institutions in Fall 2015. Three out of ten (32.0%) were enrolled at private, not-for-profit institutions in Fall 2015, and 6.1% were enrolled at private, for-profit institutions (Table B.12).

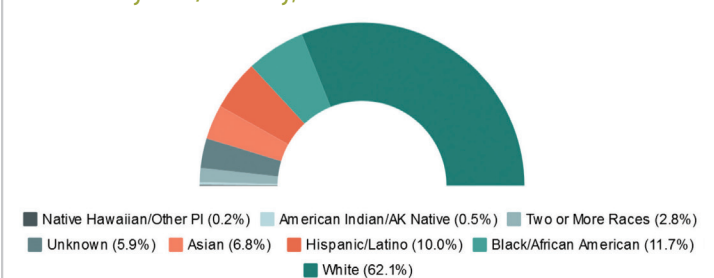
More than one-half (57.4%) of total graduate enrollment in Fall 2015 were women (Table B.12). Nearly three-quarters (73.5%) of total graduate enrollment was in master's programs, while 26.5% was in doctoral programs (Table B.15). Business, education, and health sciences constitute 42.4% of total enrollment in Fall 2015. Temporary residents constitute 18.9% of total enrollment, compared with U.S. citizens and permanent residents, who constitute 81.1% (Table B.18). Complete details of total enrollment findings by institution type, gender, attendance status, broad field, degree level, citizenship, and race/ethnicity appear in Tables B.12 to B.20.

GRADUATE CERTIFICATES AND DEGREES CONFERRED

Institutions responding to the CGS/GRE Survey of Graduate Enrollment and Degrees awarded a total of 653,134 graduate certificates and degrees in the academic year 2014-15 (July 1, 2014 through June 30, 2015). The largest component of the graduate education enterprise was master's education. The vast majority (538,617 or 82.5%) of degrees awarded in 2014-15 were master's degrees, followed by doctoral degrees (76,240 or 11.7%), and graduate certificates (38,277 or 5.9%) (Table B.21).

At the doctoral level, public institutions awarded nearly two-thirds (65.1%) of all degrees awarded in 2014-15; private, not-for-profit institutions awarded 31.3% of all degrees; and private, for-profit institutions awarded 3.5% of all doctoral degrees. At the master's level, 60.1% of all degrees were awarded by public institutions; 34.5% by private, not-for-profit institutions; and 5.4% by private, for-profit institutions. At the graduate certificate level, 57.0% were awarded by public institutions; 37.8% by private, not-for-profit institutions; and 5.2% by private, for-profit institutions. Also, approximately four out of ten graduate certificates (41.8%) were awarded by either master's colleges and universities or other universities (Table B.21).

Figure 5. U.S. Citizen and Permanent Resident First-Time Graduate Enrollment by Race/Ethnicity, Fall 2015



Source: 2015 CGS/GRE Survey of Graduate Enrollment and Degrees, Table B.11

American Indian/Alaska Native, Black/African American, and Hispanic/Latino first-time graduate students were particularly underrepresented in biological and agricultural sciences, mathematics and computer sciences, physical and earth sciences, and engineering fields while being overrepresented in public administration and services. For example, 3.2% of those enrolled for the first time in physical and earth sciences were Black/African American students, compared to 17.9% of those enrolled in public administration and services. While Asian first-time enrollees were underrepresented in education fields, they were well represented in mathematics and computer sciences (Table B.11). Tables B.3 to B.11 provide additional details regarding first-time graduate enrollment for Fall 2015.

TOTAL GRADUATE ENROLLMENT

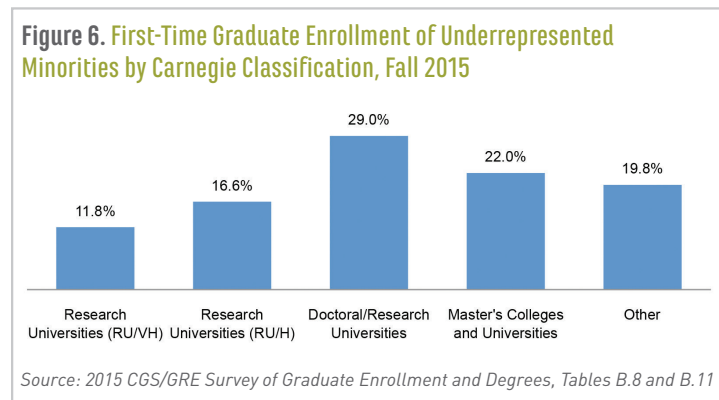
Institutions responding to the CGS/GRE survey enrolled a total of more than 1.78 million students in graduate certificate, education specialist, master's, or doctoral programs in Fall 2015. About one-quarter (27.8%) of these were enrolled at public universities with very high research activity (RU/

By field of study, health sciences accounted for the largest number of doctoral degrees awarded in 2014-15, with 18.4% of the total, followed by engineering (14.0%), education (13.1%), social and behavioral sciences (12.9%), and biological and agricultural sciences (12.2%). At the master's degree level, business and education were the largest broad fields of degrees awarded, accounting for 21.3% and 20.1% respectively. While over one-third of degree recipients in biological and agricultural sciences (33.2%) and physical and earth sciences (41.6%) were awarded doctoral degrees, more than nine out of ten degree recipients in business (94.5%) and public administration and services (95.8%) were awarded master's degrees. Of the broad fields in this report, 'other' fields (9.6%) and education fields (8.9%) had the highest ratios of certificates awarded among all degrees conferred in 2014-15 (Table B.22).

The academic year 2014-15 marked the seventh consecutive year in which women earned the majority of the degrees awarded at the doctoral level. Women earned 66.4% of the graduate certificates awarded in 2014-15, 58.4% of the master's degrees, and 51.8% of the doctorates. The majority of graduate degrees and certificates awarded to women were in arts and humanities, biological and agricultural sciences, education, health sciences, public administration and services, social and behavioral sciences, and 'other' fields, as

well as certificates in business (Tables B.23, B.24, and B.25).

Particularly notable at the doctoral level was the underrepresentation of women in science and engineering fields. Of those students who earned doctoral degrees in 2014-15, women only accounted for 23.8% in engineering, 29.4% in mathematics and computer sciences, and 35.2% in physical and earth sciences.



NOTABLE: URM Graduate Students still Underrepresented at Research Universities with Very High Research Activity

In the 2015 CGS/GRE Survey of Graduate Enrollment and Degrees, the plurality of all first-time graduate students (40.3%) was enrolled at Research Universities with Very High Research Activities (RU/VH). While a large share of Asian (51.9%) and international students (57.0%) enrolled for the first time at these institutions, only 28.4% of underrepresented minority (URM) first-time graduate students, including American Indian/Alaska Native, Black/African American, and Hispanic/Latino students did so. Racial/ethnic underrepresentation of graduate students at RU/VH institutions was particularly pronounced for Black/African American graduate students. Only one in four (24.4%) Black/African American students were enrolled for the first-time at RU/VH institutions compared with 38.6% of American Indian/Alaska Native, 33.4% of Native Hawaiian/Other Pacific Islander, and 32.3% of Hispanic/Latino students. This difference is significant because RU/VH institutions have the largest research infrastructure and often the greatest level of graduate student support.

In contrast, the largest proportion of URM first-time graduate students (29.0%) was enrolled at Doctoral/Research Universities. An additional 22% of URM first-time graduate students were enrolled at Master's Colleges and Universities. (See Figure 6) Relatively higher representation of URM students in these two types of institutions may be because URM students are more likely to enroll in master's programs and in fields that do not depend as heavily on extramural research funding.

Clearly fields such as education, public administration, nursing, and social work are important in the workforce and the nation. However, the underrepresentation of URM students at RU/VH universities still poses a concern for the graduate education community. First, these universities do not fully reap the educational benefits of a diverse student body and it suggests increasing URM STEM participation remains a significant challenge.

Trends in Graduate Applications, Enrollment, and Degrees: 2005 to 2015

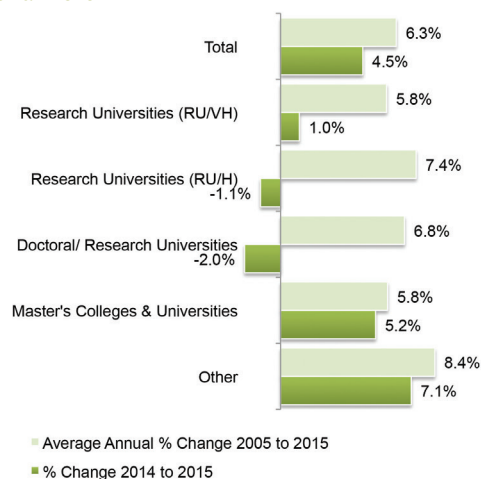
For the fourth consecutive year, institutions responding to the CGS/GRE Survey of Graduate Enrollment and Degrees reported an increase in first-time enrollment. At 3.9%, the one-year increase in first-time graduate enrollment between Fall 2014 and Fall 2015 is the second largest since 2009. First-time enrollment is particularly robust among U.S. citizens and permanent residents. This section presents one-year comparisons; five- and ten-year average annual changes; and selected trends in graduate applications, first-time and total enrollment, and degrees conferred from universities that reported every time period to control for year-to-year changes in participation. The findings are presented by broad field, degree level, institution type, 2010 Carnegie classification, attendance status, gender, race/ethnicity, and citizenship status.

TRENDS IN GRADUATE APPLICATIONS

Between Fall 2014 and Fall 2015, applications for admission to U.S. graduate schools increased 1.2% at the institutions that responded to the CGS/GRE Survey of Graduate Enrollment and Degrees for both 2014 and 2015. Private, not-for-profit institutions continue to grow their application counts faster than their public counterparts. However Fall 2015 application totals for public institutions still surpass their private, not-for-profit counterparts by nearly half a million. Although a record number of applications were received, the one-year increase in graduate applications for Fall 2015 was smaller than the average annual growth seen over the past decade. Between Fall 2005 and Fall 2015, graduate applications grew at an average annual rate of 6.2%. The number of applications for admission to graduate schools also increased across research universities (RU/VH) (1.0%) and master's colleges and universities (5.2%) between Fall 2014 and Fall 2015. However, Doctoral/research universities and research universities (RU/H) reported a decrease in

applications between Fall 2014 and Fall 2015 (2.0% and 1.1%, respectively) during the same time period (Table C.1 and Figure 7).

Figure 7. Trends in Graduate Applications by Carnegie Classification, Fall 2005 to Fall 2015



Source: 2015 CGS/GRE Survey of Graduate Enrollment and Degrees, Table C.1

By broad field of study, the largest one-year change in graduate applications occurred in mathematics and computer sciences (9.4%) and other fields (2.1%). There were no changes in graduate applications within business (0.0%). Graduate applications decreased over the one-year period in most broad fields, including physical and earth sciences (-3.1%), arts and humanities (-2.8%), health sciences (-1.9%), social and behavioral sciences (-1.3%), public administration and services (-0.9%), and education (-0.9%) (Table C.2). While the decline of graduate applications in arts and humanities appears to follow the trend over the last five years, the declines in physical and earth sciences and health sciences appear to be a deviation from recent trends. Similarly, one-year rates of change in application counts shifted drastically between Fall 2013/14 and Fall 2014/15 for mathematics and computer sciences (22.0% and 9.4%), engineering (10.5% and -0.7%), and health sciences (9.2% and -1.9%).

Applications for admission decreased for doctoral programs (-4.3%) and increased for master's/other programs (3.8%) between Fall 2014 and Fall 2015. The decline in doctoral applications appears to be sizeable; however, the five-year average annual rate of change in doctoral applications between Fall 2010 and Fall 2015 remained 0.2%. Thus, whether this year's drop in doctoral applications will become a trend or not remains to be seen. At the doctoral level, education (4.0%) had the largest one-year increase of all broad fields of study. This was a considerable improvement compared to its five-year average annual rate of change (1.6%). At the master's/other level, mathematics and computer sciences (11.2%) reported the highest one-year percentage. For more detailed information about trends in graduate applications, see Tables C.1 to C.3.

TRENDS IN FIRST-TIME GRADUATE ENROLLMENT

First-time graduate enrollment increased 3.9% between Fall 2014 and Fall 2015 at the institutions that responded to both the 2014 and 2015 CGS/GRE Surveys of Graduate Enrollment and Degrees. This marks the fourth consecutive year of increases in first-time graduate enrollment after declines in 2010 and 2011 and the highest rate of increase since 2009. The increase in first-time enrollment between Fall 2014 and Fall 2015 was greater at public institutions (4.9%) than it was for private, not-for-profit institutions (1.8%). By basic Carnegie classification, first-time graduate enrollment rose 4.4% at research universities with very high research activity (RU/VH), 5.8% at research universities with high research activity (RU/H), and 4.6% at doctoral/research universities. Master's colleges and universities also increased their first-time graduate enrollment by 1.9% (Table C.4).

First-time graduate enrollment of temporary residents increased 5.7% between Fall 2014 and Fall 2015, a significantly slower rate of growth compared to the previous year, though five-year average annual increase (10.7%) and ten-year average annual increase (9.4%) rates remain high. By contrast, first-time graduate enrollment reported a 3.8% increase among U.S. citizens and permanent residents between Fall 2014 and Fall 2015, significantly higher than the prior year increase. This shift in the first-time enrollment of

domestic students is promising even as the five-year average (0.5%) and ten-year average (2.1%) annual increase rates remain low.

While the overall growth has been slower for temporary residents compared to the prior year, all underrepresented minority groups experienced larger increases in first-time graduate enrollment than the prior year. Between Fall 2014 and Fall 2015, first-time enrollment increased 7.6% among Hispanics/Latinos, 6.6% among Black/African Americans, 4.6% among Asians/Pacific Islanders, and 3.4% among American Indian/Alaska Natives. Most notably, the annual growth rates of first-time graduate enrollment between Fall 2014 and Fall 2015 improved sizably for American Indian/Alaska Native students and Black/African American students when compared against the data from the prior year. One-year rate of change in first-time graduate enrollment for each URM group was greater than their respective five-year and ten-year average percentage changes (Table C.5).

The increase in first-time graduate enrollment was greater for women (4.5%) than for men (3.1%) between Fall 2014 and Fall 2015. Among U.S. citizens and permanent residents, there was a 2.7% increase in first-time enrollment among men between Fall 2014 and Fall 2015, compared with a 4.5% increase among women. In contrast, among temporary residents, first-time graduate enrollment increased 5.2% for men and 6.4% for women between Fall 2014 and Fall 2015. For both men and women, one-year percent changes in first-time graduate enrollment exceeded their respective five-year average percentage changes. The only exception was for temporary residents. They reported one-year percent changes in first-time graduate enrollment, which are much lower than the five-year and ten-year average percentage changes (Table C.6).

Of the broad fields of study, 'other' fields (8.2%), which includes programs such as religion and theology and communications and journalism, reported the largest one-year gain in first-time graduate enrollment between Fall 2014 and Fall 2015. Compared to the one-year change between Fall 2013 and Fall 2014, this was a sizeable gain in the growth rate. Mathematics and computer sciences fields (7.3%) reported the second largest

gain in first-time graduate enrollment between Fall 2014 and Fall 2015; however, the rate of growth was substantially lower than what was reported in the prior year. Similarly, engineering fields reported slower growth in first-time graduate enrollment than the prior year. The one-year change in first-time graduate enrollment in engineering was 0.1%, compared to 10.7% between Fall 2013 and Fall 2014 (Table C.7). In the decade spanning 2005 to 2015, increases in first-time enrollments have been particularly strong in the fields of mathematics and computer sciences, health sciences, and engineering (Figure 8).

Among U.S. citizens and permanent residents, increases between Fall 2014 and Fall 2015 in first-time graduate enrollment were greater for Hispanics/Latinos (7.6%) than all other groups including Blacks/African Americans (6.6%), Asian/Pacific Islanders (4.6%), American Indian/Alaska Natives (3.4%), and Whites (2.8%) (Table C.10). In spite of strong one-year gains (3.4%), American Indian/Alaska Natives was the only race/ethnic population that experienced decreases in first-time enrollment over both a five-year (-1.0%) and a ten-year (-0.9%) time period. For more detailed information about changes and trends in first-time graduate enrollment, see Tables C.4 through C.13.

Figure 8. Trends in First-Time Graduate Enrollment by Broad Field of Study, Fall 2005 to Fall 2015

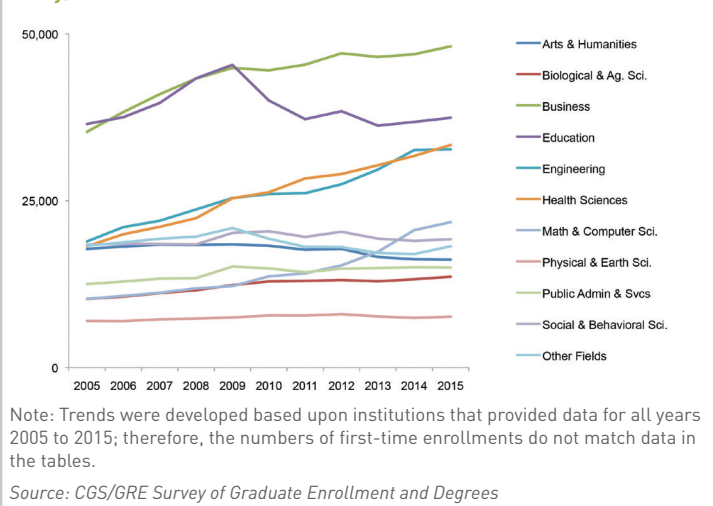
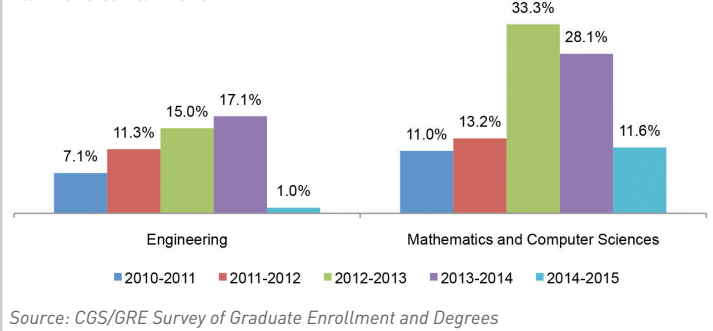


Figure 9. Trends in First-Time Graduate Enrollment for Temporary Residents in Engineering and Mathematics and Computer Sciences, Fall 2010 to Fall 2015



NOTABLE: First-time International Graduate Enrollment Growth Slows Down.

The 5.7% increase in first-time international graduate enrollment between Fall 2014 and Fall 2015 was considerably lower than recent years. For example, first-time international graduate student enrollment increased 11.2% between Fall 2013 and Fall 2014 (Allum & Okahana, 2015) and 11.5% between Fall 2012 and Fall 2013 (Allum, 2014). This slower rate of growth mirrors findings from the *CGS 2015 International Graduate Admissions Survey: Preliminary Applications*, which recorded a 5% increase in first-time international graduate student enrollment between Fall 2014 and Fall 2015 (Okahana & Allum, 2015). Though the rate of growth has slowed, more than one out of five first-time graduate students (22%) are international students. However, declines in the enrollment growth rates of international graduate students in engineering and mathematics & computer sciences were particularly notable. As shown in Figure 9, the one-year change in first-time graduate enrollment among international graduate students in these two fields dropped substantially after robust growth was reported over the last five years. It remains to be seen if this is an anomaly or the beginning of a new normal in the first-time graduate enrollment of international students. Thus, these two fields will be closely monitored in future surveys.

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TRENDS IN TOTAL GRADUATE ENROLLMENT

Total graduate enrollment increased 1.1% between Fall 2014 and Fall 2015 at the institutions responding to the CGS/GRE Survey of Graduate Enrollment and Degrees for both 2014 and 2015 (Table C.14), the second increase in total enrollment since 2010. Over the one-year period, total graduate enrollment increased 2.4% at public institutions; 0.9% at private, not-for-profit institutions; and declined 10.9% at private, for-profit institutions. Between Fall 2010 and Fall 2015, total graduate enrollment decreased 0.4% annually on average. During the ten-year period between Fall 2005 and Fall 2015, total enrollment increased 1.1%. As depicted in Figure 10, total enrollment has steadily grown since 2011.

period, total enrollment declined 2.5% for American Indian/Alaskan Natives (Table C.20).

The largest one-year change in total graduate enrollment by broad field of study between Fall 2014 and Fall 2015 was mathematics and computer sciences (9.0%). There was also strong growth in 'other' fields (4.0%), health sciences (3.4%), and engineering (2.2%). While health sciences (7.7%), mathematics and computer sciences (6.7%), and engineering (4.4%) reported the largest ten-year average annual changes in total enrollment between Fall 2005 and Fall 2015, 'other' fields (-1.3%) reported declines in the total enrollment. More detailed information about changes and trends in total graduate enrollment can be found in Tables C.14 through C.23.

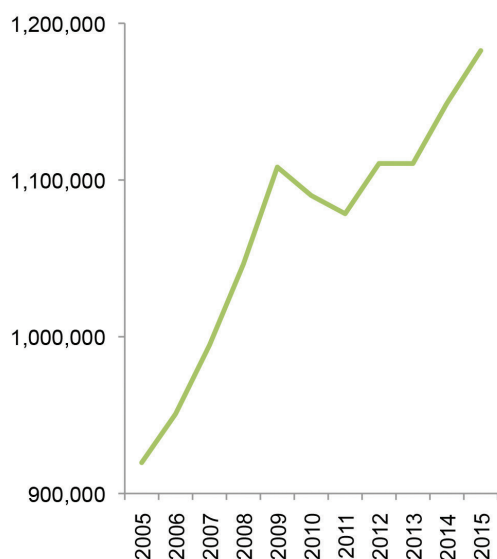
TRENDS IN GRADUATE CERTIFICATES AND DEGREES CONFERRED

The number of doctoral degrees awarded increased 3.5% between 2013-14 and 2014-15 at institutions responding to the 2015 CGS/GRE Survey of Graduate Enrollment and Degrees. There was also a 0.5% increase in the number of master's degrees awarded and a 3.5% increase in the number of graduate certificates awarded. In the decade spanning 2005 to 2015, the average annual change in doctoral degree production (5.3%) was higher than that of master's degree production (2.4%) (Table C.24). Due to the fact that more master's degrees are awarded than doctoral degrees, the production of master's degrees continues to outpace the production of doctoral degrees (Figure 11).

Doctoral degree production was the strongest between Fall 2010 and Fall 2015 and over the ten-year period between Fall 2005 and Fall 2015 compared to master's degree and graduate certificates. Over the one-year period between 2013-14 and 2014-15, doctoral degree production increased 4.6% at public institutions and by 2.5% at private, not-for-profit institutions. In the decade spanning 2004-05 to 2014-15, doctoral degree production increased 5.3% at public institutions and 4.7% at private, not-for-profit institutions (Table C.24).

At the doctoral level, degree production increased in ten of 11 broad fields of study between 2013-14

Figure 10. Trends in Total Graduate Enrollment, Fall 2005 to Fall 2015



Note: Trends were developed based upon institutions that provided data for all years 2005 to 2015; therefore, the numbers of total enrollments do not match the data in the tables.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

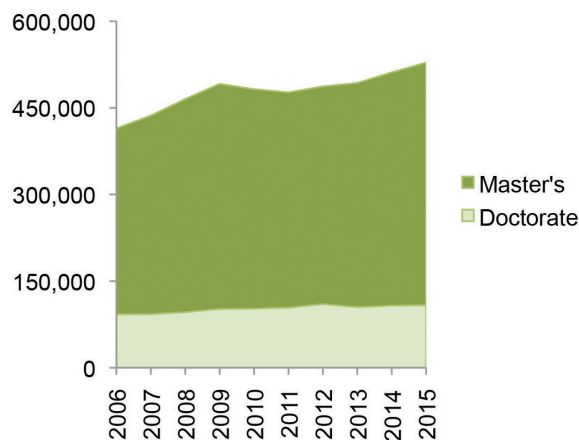
Between Fall 2014 and Fall 2015, the total graduate enrollment increased by 1.4% for U.S. citizens and permanent residents and by 6.1% for temporary residents (Table C.15). Total enrollment increased by 1.6% among men and 0.7% among women between Fall 2014 and Fall 2015 (Table C.16). Between Fall 2014 and Fall 2015, total enrollment increased 4.7% among Hispanic/Latinos, 3.0% among Asian/Pacific Islanders, and 7.2% among Black/African Americans. During the same time

and 2014-15, with one-year changes ranging from a high of 13.7% (other fields) to a low of 0.1% (education). In the field of public administration and services, there was no change between 2014 and 2015. There was a decrease in doctoral production in mathematics and computer sciences (-3.5%). Growth in doctoral degree production was modest in business (6.2%), health sciences (5.6%), and engineering (3.3%) (Table C.30).

There was a 0.5% increase in master’s degree production between 2013-14 and 2014-15, a 1.1% average annual increase between 2009-10 and 2014-15, and a 2.4% average annual increase between 2004-05 and 2014-15. The average annual percent change for master’s degree production at public and private, not-for-profit institutions increased between the five- and ten-year intervals (Table C.24). There was more master’s degree production at private, not-for-profit institutions than at public institutions; the reverse was true for doctoral degree production.

The 0.5% increase in degree production at the master’s level between 2013-14 and 2014-15 was composed of increases in five broad fields of study and decreases in six others. The largest one-year increases in master’s degree production were in mathematics and computer sciences (40.5%), engineering (8.4%), and health sciences (3.7%), while education reported the largest decline in master’s degree production (-6.2%) (Table C.29). Additional information regarding changes and trends in graduate certificates and degrees awarded can be found in Tables C.24 through C.30.

Figure 11. Trends in Graduate Degrees Awarded by Level



Note: Trends were developed based upon institutions that provided data for all years 2005 to 2015; therefore, the numbers of total degrees awarded do not match data in the tables.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

APPENDIX A

Definitions

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 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 U.S. 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 report groups the data from the 51 fine fields of study into 11 broad fields. A special online report, Graduate Enrollment and Degrees by Fine Field, presents the fine field data for first-time enrollment, total enrollment, and degrees awarded and is available exclusively to CGS member institutions at www.cgsnet.org.

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 (LL.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 U.S. 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.

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, permanent resident, or national 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 findings regarding the current academic year are based on the new race/ethnicity categories. Readers of this report should not directly compare the figures in this report to those that appeared in editions of this report issued prior to 2010. Findings regarding changes and trends are aggregated to correspond with the earlier definitions of Asian/Pacific Islander and Other/Unknown to permit a comparable examination.

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. The 33 "basic" classification categories are aggregated to five categories in this report as follows:

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

Research Universities (high research activity) (RU/H)—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.).

Since the institutions responding to the survey differ slightly from year to year, the trend data are limited to only those institutions that responded to the CGS/GRE Survey of Graduate Enrollment and Degrees in those years being compared.

One-year Comparisons—One-year comparisons, which are reported as percentages, are based on data collected from only those institutions that responded to both the 2014 and 2015 surveys.

Five-year Average Annual Changes—Five-year average annual changes, which are reported as percentages, are based on data collected from only those institutions that responded to both the 2010 and 2015 surveys.

Ten-year Average Annual Changes—Ten-year average annual changes, which are reported as percentages, are based on data collected from only those institutions that responded to both the 2005 and 2015 surveys.

Trend Lines—Trend lines were constructed using data collected from only those institutions that responded to all surveys 2005 through 2015.

OTHER NOTES

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 617 institutions that responded to the 2015 CGS/GRE Survey of Graduate Enrollment and Degrees. Data were not imputed for missing fields or for non-responding institutions.

Due to the small numbers of for-profit institutions providing data on graduate applications and first-time graduate enrollment, their data are suppressed from this report. The total graduate enrollment and graduate certificates and degrees awarded for for-profit institutions are reported in this report; however, given the small number of institutions participating in this survey, the data may not be representative of the entire universe of for-profit institutions in the U.S.

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APPENDIX B

Data Tables for Graduate Applications, First-Time Enrollment, Total Enrollment, Fall 2015; and Degrees Conferred, 2014-15

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Table B.1: Applications for Admission to Graduate School by Institution Type, Carnegie Classification, and Degree Level, Fall 2015

Carnegie Classification and Institution Type **	Total	Doctoral		Master's/Other *			Total	Total	
		Accepted Applications		Total	Accepted Applications			Accepted Applications	
Total	656,928	143,898	21.9%	1,518,973	731,589	48.2%	2,178,505	877,003	40.3%
Public	398,692	96,369	24.2%	943,389	455,209	48.3%	1,342,435	551,803	41.1%
Private, not-for-profit	257,033	46,501	18.1%	574,256	275,120	47.9%	833,539	322,912	38.7%
Private, for-profit	S	S		S	S		S	S	
Research Universities (RU/VH)	494,435	94,484	19.1%	768,998	304,325	39.6%	1,263,433	398,809	31.6%
Public	315,619	69,518	22.0%	504,235	201,679	40.0%	819,854	271,197	33.1%
Private, not-for-profit	178,816	24,966	14.0%	264,763	102,646	38.8%	443,579	127,612	28.8%
Private, for-profit	N/A	N/A		N/A	N/A		N/A	N/A	
Research Universities (RU/H)	92,770	25,393	27.4%	302,262	160,746	53.2%	395,032	186,139	47.1%
Public	53,885	17,104	31.7%	198,893	107,950	54.3%	252,778	125,054	49.5%
Private, not-for-profit	38,885	8,289	21.3%	103,369	52,796	51.1%	142,254	61,085	42.9%
Private, for-profit	N/A	N/A		N/A	N/A		N/A	N/A	
Doctoral/Research Universities	19,402	8,503	43.8%	104,312	64,457	61.8%	123,714	72,960	59.0%
Public	6,039	2,779	46.0%	40,739	25,545	62.7%	46,778	28,324	60.5%
Private, not-for-profit	12,160	4,696	38.6%	62,245	37,652	60.5%	74,405	42,348	56.9%
Private, for-profit	S	S		S	S		S	S	
Master's Colleges and Universities	27,930	9,884	35.4%	308,044	186,143	60.4%	337,812	196,867	58.3%
Public	10,875	4,466	41.1%	187,640	114,722	61.1%	198,869	119,413	60.0%
Private, not-for-profit	17,055	5,418	31.8%	120,404	71,421	59.3%	138,943	77,454	55.7%
Private, for-profit	N/A	N/A		N/A	N/A		N/A	N/A	
Other	22,391	5,634	25.2%	35,357	15,918	45.0%	58,514	22,228	38.0%
Public	12,274	2,502	20.4%	11,882	5,313	44.7%	24,156	7,815	32.4%
Private, not-for-profit	10,117	3,132	31.0%	23,475	10,605	45.2%	34,358	14,413	41.9%
Private, for-profit	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 B.2: Applications for Admission to Graduate School by Broad Field and Degree Level, Fall 2015

Broad Field	Doctoral			Master's/Other *			Total		
	Total	Accepted Applications		Total	Accepted Applications		Total	Accepted Applications	
Total	656,928	143,898	21.9%	1,518,973	731,589	48.2%	2,178,505	877,003	40.3%
Arts and Humanities	61,093	11,581	19.0%	96,698	38,312	39.6%	158,435	50,460	31.8%
Biological and Agricultural Sciences	74,506	14,681	19.7%	50,205	23,341	46.5%	124,824	38,078	30.5%
Business	22,171	2,975	13.4%	245,262	118,776	48.4%	267,433	121,751	45.5%
Education	28,110	11,630	41.4%	127,524	91,053	71.4%	155,634	102,683	66.0%
Engineering	98,635	23,470	23.8%	222,886	89,076	40.0%	321,521	112,546	35.0%
Health Sciences	73,063	17,015	23.3%	186,462	74,237	39.8%	266,228	92,477	34.7%
Mathematics and Computer Sciences	51,215	13,033	25.4%	177,321	66,053	37.3%	228,536	79,086	34.6%
Physical and Earth Sciences	62,839	16,002	25.5%	17,517	7,113	40.6%	80,356	23,115	28.8%
Public Administration and Services	3,432	929	27.1%	67,487	42,662	63.2%	70,919	43,591	61.5%
Social and Behavioral Sciences	122,702	18,088	14.7%	89,800	51,860	57.8%	212,502	69,948	32.9%
Other Fields	18,201	4,717	25.9%	93,911	54,240	57.8%	112,112	58,957	52.6%

* 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 B.3: First-Time Graduate Enrollment by Institution Type, Carnegie Classification, Gender, and Attendance Status, Fall 2015

Carnegie Classification and Institution Type *	Total	Men	Women	Full-Time	Part-Time				
Total	506,927	212,996	42.8%	284,286	57.2%	346,474	68.4%	160,331	31.6%
Public	319,230	139,923	43.8%	179,307	56.2%	216,123	67.7%	103,107	32.3%
Private, not-for-profit	169,906	70,666	41.8%	98,406	58.2%	121,668	71.7%	48,116	28.3%
Private, for-profit	S	S		S		S		S	
Research Universities (RU/VH)	204,490	100,027	48.9%	104,463	51.1%	165,878	81.1%	38,612	18.9%
Public	142,000	69,400	48.9%	72,600	51.1%	113,305	79.8%	28,695	20.2%
Private, not-for-profit	62,490	30,627	49.0%	31,863	51.0%	52,573	84.1%	9,917	15.9%
Private, for-profit	N/A	N/A		N/A		N/A		N/A	
Research Universities (RU/H)	97,671	43,147	44.2%	54,524	55.8%	65,517	67.1%	32,154	32.9%
Public	74,713	32,620	43.7%	42,093	56.3%	48,763	65.3%	25,950	34.7%
Private, not-for-profit	22,958	10,527	45.9%	12,431	54.1%	16,754	73.0%	6,204	27.0%
Private, for-profit	N/A	N/A		N/A		N/A		N/A	
Doctoral/Research Universities	61,466	19,052	36.2%	33,603	63.8%	35,987	58.5%	25,479	41.5%
Public	17,608	6,866	39.0%	10,742	61.0%	9,784	55.6%	7,824	44.4%
Private, not-for-profit	26,067	9,779	37.5%	16,288	62.5%	17,520	67.2%	8,547	32.8%
Private, for-profit	S	S		S		S		S	
Master's Colleges and Universities	127,252	44,960	35.6%	81,458	64.4%	67,249	52.9%	59,881	47.1%
Public	78,790	28,666	36.4%	50,124	63.6%	39,636	50.3%	39,154	49.7%
Private, not-for-profit	48,462	16,294	34.2%	31,334	65.8%	27,613	57.1%	20,727	42.9%
Private, for-profit	N/A	N/A		N/A		N/A		N/A	
Other	16,048	5,810	36.2%	10,238	63.8%	11,843	73.8%	4,205	26.2%
Public	6,119	2,371	38.7%	3,748	61.3%	4,635	75.7%	1,484	24.3%
Private, not-for-profit	9,929	3,439	34.6%	6,490	65.4%	7,208	72.6%	2,721	27.4%
Private, for-profit	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 B.4: First-Time Graduate Enrollment by Broad Field, Gender, and Attendance Status, Fall 2015

Broad Field	Total	Men		Women		Full-Time		Part-Time	
Total	506,927	212,996	42.8%	284,286	57.2%	346,474	68.4%	160,331	31.6%
Arts and Humanities	26,997	11,673	43.3%	15,313	56.7%	21,817	80.8%	5,180	19.2%
Biological and Agricultural Sciences	21,528	9,699	45.1%	11,829	54.9%	18,433	85.6%	3,095	14.4%
Business	79,010	42,237	55.4%	34,026	44.6%	52,004	65.8%	26,974	34.2%
Education	77,342	18,452	25.0%	55,436	75.0%	35,677	46.2%	41,517	53.8%
Engineering	45,910	34,378	74.9%	11,532	25.1%	38,306	83.4%	7,604	16.6%
Health Sciences	63,309	14,312	22.6%	48,997	77.4%	43,308	68.4%	19,964	31.6%
Mathematics and Computer Sciences	34,348	22,856	67.1%	11,231	32.9%	26,701	77.7%	7,647	22.3%
Physical and Earth Sciences	11,231	6,851	61.0%	4,380	39.0%	10,093	89.9%	1,138	10.1%
Public Administration and Services	27,993	6,178	22.2%	21,675	77.8%	19,595	70.0%	8,398	30.0%
Social and Behavioral Sciences	37,209	13,233	37.6%	21,960	62.4%	28,609	76.9%	8,600	23.1%
Other Fields	33,727	12,962	38.7%	20,556	61.3%	22,124	65.6%	11,603	34.4%

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: CBS/GRE Survey of Graduate Enrollment and Degrees

Table B.5: First-Time Graduate Enrollment by Gender, Attendance Status, and Broad Field, Fall 2015

Broad Field	Men				Women			
	Full-Time		Part-Time		Full-Time		Part-Time	
Total	155,111	72.8%	57,815	27.2%	187,491	66.0%	96,720	34.0%
Arts and Humanities	9,626	82.5%	2,047	17.5%	12,191	79.6%	3,122	20.4%
Biological and Agricultural Sciences	8,284	85.4%	1,415	14.6%	10,149	85.8%	1,680	14.2%
Business	28,675	67.9%	13,550	32.1%	22,360	65.8%	11,646	34.2%
Education	8,864	48.1%	9,559	51.9%	25,356	45.8%	29,977	54.2%
Engineering	28,459	82.8%	5,919	17.2%	9,847	85.4%	1,685	14.6%
Health Sciences	10,672	74.6%	3,632	25.4%	32,636	66.6%	16,332	33.4%
Mathematics and Computer Sciences	17,653	77.2%	5,203	22.8%	8,953	79.7%	2,278	20.3%
Physical and Earth Sciences	6,211	90.7%	640	9.3%	3,882	88.6%	498	11.4%
Public Administration and Services	4,083	66.1%	2,095	33.9%	15,462	71.3%	6,213	28.7%
Social and Behavioral Sciences	10,463	79.1%	2,770	20.9%	17,621	80.2%	4,339	19.8%
Other Fields	8,903	68.7%	4,059	31.3%	13,144	63.9%	7,412	36.1%

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: CBS/GRE Survey of Graduate Enrollment and Degrees

Table B.6: First-Time Graduate Enrollment by Broad Field and Degree Level, Fall 2015

Broad Field	Total	Doctoral		Master's/Other *	
Total	506,927	83,099	16.4%	424,811	83.6%
Arts and Humanities	26,997	5,732	21.1%	21,402	78.9%
Biological and Agricultural Sciences	21,528	7,839	36.4%	13,689	63.6%
Business	79,010	4,187	5.3%	75,084	94.7%
Education	77,342	10,517	13.6%	66,817	86.4%
Engineering	45,910	9,474	20.6%	36,436	79.4%
Health Sciences	63,309	12,539	19.8%	50,770	80.2%
Mathematics and Computer Sciences	34,348	4,555	13.3%	29,793	86.7%
Physical and Earth Sciences	11,231	6,763	60.2%	4,474	39.8%
Public Administration and Services	27,993	912	3.3%	27,081	96.7%
Social and Behavioral Sciences	37,209	9,935	26.7%	27,258	73.3%
Other Fields	33,727	2,651	7.9%	31,081	92.1%

* 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 B.7: First-Time Graduate Enrollment by Degree Level, Gender, and Broad Field, Fall 2015

Broad Field	Doctoral				Master's/Other *			
	Men		Women		Men		Women	
Total	37,488	48.7%	39,460	51.3%	176,091	41.8%	245,226	58.2%
Arts and Humanities	2,850	49.7%	2,882	50.3%	8,860	41.4%	12,524	58.6%
Biological and Agricultural Sciences	3,673	46.9%	4,166	53.1%	6,026	44.0%	7,663	56.0%
Business	1,277	55.5%	1,025	44.5%	41,098	55.4%	33,124	44.6%
Education	2,651	33.3%	5,311	66.7%	15,789	24.0%	50,117	76.0%
Engineering	7,013	74.0%	2,461	26.0%	27,365	75.1%	9,071	24.9%
Health Sciences	3,743	29.9%	8,796	70.1%	10,569	20.8%	40,201	79.2%
Mathematics and Computer Sciences	3,206	73.4%	1,161	26.6%	19,650	66.1%	10,070	33.9%
Physical and Earth Sciences	4,329	64.0%	2,434	36.0%	2,524	56.4%	1,950	43.6%
Public Administration and Services	290	35.5%	527	64.5%	5,888	21.8%	21,148	78.2%
Social and Behavioral Sciences	3,670	40.7%	5,351	59.3%	9,552	36.5%	16,604	63.5%
Other Fields	1,197	48.1%	1,292	51.9%	11,768	37.9%	19,266	62.1%

* 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 B.8: First-Time Graduate Enrollment by Institution Type, Carnegie Classification, and Citizenship, Fall 2015

Institution Type and Carnegie Classification *	Total	U.S. Citizens and Permanent Residents		Temporary Residents	
Total	506,927	389,844	78.0%	109,832	22.0%
Institution Type					
Public	319,230	250,044	78.6%	68,174	21.4%
Private, not-for-profit	169,906	128,244	75.5%	41,518	24.5%
Private, for-profit	S	S		S	
Carnegie Classification *					
Research Universities (RU/VH)	204,490	142,865	69.6%	62,270	30.4%
Research Universities (RU/H)	97,671	74,512	75.6%	24,029	24.4%
Doctoral/Research Universities	61,466	48,291	87.2%	7,061	12.8%
Master's Colleges and Universities	127,252	109,843	88.1%	14,860	11.9%
Other	16,048	14,333	89.9%	1,612	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 B.9: First-Time Graduate Enrollment by Broad Field and Citizenship, Fall 2015

Broad Field	Total	U.S. Citizens and Permanent Residents		Temporary Residents	
Total	506,927	389,844	78.0%	109,832	22.0%
Arts and Humanities	26,997	22,282	82.2%	4,822	17.8%
Biological and Agricultural Sciences	21,528	17,110	79.8%	4,332	20.2%
Business	79,010	58,834	76.6%	17,942	23.4%
Education	77,342	71,316	95.7%	3,199	4.3%
Engineering	45,910	18,986	41.5%	26,814	58.5%
Health Sciences	63,309	59,446	94.5%	3,455	5.5%
Mathematics and Computer Sciences	34,348	12,499	36.8%	21,454	63.2%
Physical and Earth Sciences	11,231	7,710	68.7%	3,518	31.3%
Public Administration and Services	27,993	26,572	95.7%	1,201	4.3%
Social and Behavioral Sciences	37,209	30,097	83.6%	5,896	16.4%
Other Fields	33,727	27,319	81.4%	6,240	18.6%

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 B.10: First-Time Graduate Enrollment by Citizenship, Race/Ethnicity, and Gender, Fall 2015

Citizenship and Race/Ethnicity	Total	Men		Women	
Total	506,927	212,996	42.8%	284,286	57.2%
U.S. Citizens and Permanent Residents	389,844	148,911	38.6%	237,337	61.4%
Hispanic/Latino	39,152	14,383	36.9%	24,596	63.1%
<i>Non-Hispanic:</i>					
American Indian/Alaska Native	1,937	694	36.4%	1,211	63.6%
Asian	26,612	11,816	44.5%	14,737	55.5%
Black/African American	45,818	13,749	30.9%	30,799	69.1%
Native Hawaiian/Other Pacific Islander	826	324	40.1%	483	59.9%
White	243,011	95,312	39.4%	146,437	60.6%
Two or More Races	10,937	4,043	37.5%	6,743	62.5%
Race/Ethnicity Unknown	22,966	8,972	40.2%	13,364	59.8%
Temporary Residents	109,832	63,689	58.0%	46,110	42.0%
Citizenship Unknown	6,532	801	59.3%	549	40.7%

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 B.11: First-Time Graduate Enrollment by Broad Field and Race/Ethnicity, Fall 2015
(U.S. Citizens and Permanent Residents Only)**

Broad Field	Hispanic/Latino		American Indian/ Alaska Native		Asian		Black/ African American	
Total	39,152	10.0%	1,937	0.5%	26,612	6.8%	45,818	11.7%
Arts and Humanities	2,228	10.0%	113	0.5%	948	4.3%	1,317	5.9%
Biological and Agricultural Sciences	1,601	9.4%	81	0.5%	1,739	10.2%	1,090	6.4%
Business	5,347	9.1%	249	0.4%	5,236	8.9%	7,362	12.5%
Education	8,001	11.1%	350	0.5%	2,448	3.4%	8,951	12.4%
Engineering	1,784	9.4%	67	0.4%	2,649	14.0%	1,089	5.7%
Health Sciences	4,497	7.6%	272	0.5%	4,656	7.8%	6,484	10.9%
Mathematics and Computer Sciences	1,055	8.4%	41	0.3%	1,884	15.1%	1,384	11.1%
Physical and Earth Sciences	666	8.6%	27	0.4%	506	6.6%	243	3.2%
Public Administration and Services	3,895	14.6%	216	0.8%	991	3.7%	4,761	17.9%
Social and Behavioral Sciences	3,673	12.2%	215	0.7%	1,537	5.1%	3,891	12.9%
Other Fields	2,936	10.7%	179	0.7%	1,400	5.1%	3,062	11.2%

Broad Field	Native Hawaiian/ Other Pacific Islander		White		Two or More Races		Race/ Ethnicity Unknown	
Total	826	0.2%	243,011	62.1%	10,937	2.8%	22,966	5.9%
Arts and Humanities	44	0.2%	15,527	69.7%	774	3.5%	1,331	6.0%
Biological and Agricultural Sciences	19	0.1%	11,215	65.5%	570	3.3%	798	4.7%
Business	128	0.2%	35,352	60.0%	1,342	2.3%	3,943	6.7%
Education	179	0.2%	45,822	63.7%	1,693	2.4%	4,495	6.2%
Engineering	31	0.2%	11,763	62.0%	603	3.2%	1,000	5.3%
Health Sciences	130	0.2%	38,361	64.4%	1,579	2.7%	3,554	6.0%
Mathematics and Computer Sciences	35	0.3%	6,871	55.0%	400	3.2%	829	6.6%
Physical and Earth Sciences	12	0.2%	5,608	72.7%	259	3.4%	389	5.0%
Public Administration and Services	75	0.3%	14,820	55.7%	768	2.9%	1,091	4.1%
Social and Behavioral Sciences	59	0.2%	17,843	59.1%	1,090	3.6%	1,858	6.2%
Other Fields	80	0.3%	17,023	62.3%	867	3.2%	1,772	6.5%

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 B.12: Total Graduate Enrollment by Institution Type, Carnegie Classification, Gender, and Attendance Status, Fall 2015

Carnegie Classification and Institution Type *	Total	Men		Women		Full-Time		Part-Time	
Total	1,782,364	751,960	42.6%	1,014,987	57.4%	1,055,838	59.3%	725,123	40.7%
<i>Public</i>	1,103,416	486,453	44.1%	616,479	55.9%	637,003	57.8%	465,929	42.2%
<i>Private, not-for-profit</i>	570,021	236,857	41.9%	328,943	58.1%	345,850	60.8%	223,252	39.2%
<i>Private, for-profit</i>	108,927	28,650	29.2%	69,565	70.8%	72,985	67.0%	35,942	33.0%
Research Universities (RU/VH)	684,386	343,197	50.1%	341,189	49.9%	502,307	73.4%	182,079	26.6%
<i>Public</i>	495,997	246,615	49.7%	249,382	50.3%	355,876	71.7%	140,121	28.3%
<i>Private, not-for-profit</i>	188,389	96,582	51.3%	91,807	48.7%	146,431	77.7%	41,958	22.3%
<i>Private, for-profit</i>	N/A	N/A		N/A		N/A		N/A	
Research Universities (RU/H)	334,491	146,162	43.7%	188,329	56.3%	185,217	55.4%	149,274	44.6%
<i>Public</i>	248,750	109,148	43.9%	139,602	56.1%	133,946	53.8%	114,804	46.2%
<i>Private, not-for-profit</i>	85,741	37,014	43.2%	48,727	56.8%	51,271	59.8%	34,470	40.2%
<i>Private, for-profit</i>	N/A	N/A		N/A		N/A		N/A	
Doctoral/Research Universities	254,224	82,327	33.8%	161,185	66.2%	149,721	58.9%	104,503	41.1%
<i>Public</i>	66,235	24,960	37.7%	41,275	62.3%	28,848	43.6%	37,387	56.4%
<i>Private, not-for-profit</i>	90,844	34,039	37.5%	56,805	62.5%	50,165	55.2%	40,679	44.8%
<i>Private, for-profit</i>	97,145	23,328	27.0%	63,105	73.0%	70,708	72.8%	26,437	27.2%
Master's Colleges and Universities	460,747	162,618	35.7%	293,424	64.3%	185,813	40.5%	273,531	59.5%
<i>Public</i>	272,224	97,707	36.0%	174,033	64.0%	103,448	38.1%	168,292	61.9%
<i>Private, not-for-profit</i>	176,741	59,589	34.5%	112,931	65.5%	80,088	45.6%	95,734	54.4%
<i>Private, for-profit</i>	S	S		S		S		S	
Other	48,516	17,656	36.4%	30,860	63.6%	32,780	67.6%	15,736	32.4%
<i>Public</i>	20,210	8,023	39.7%	12,187	60.3%	14,885	73.7%	5,325	26.3%
<i>Private, not-for-profit</i>	28,306	9,633	34.0%	18,673	66.0%	17,895	63.2%	10,411	36.8%
<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 B.13: Total Graduate Enrollment by Broad Field, Gender, and Attendance Status, Fall 2015

Broad Field	Total	Men		Women		Full-Time		Part-Time	
Total	1,782,364	751,960	42.6%	1,014,987	57.4%	1,055,838	59.3%	725,123	40.7%
Arts and Humanities	100,816	43,681	43.3%	57,124	56.7%	71,545	71.0%	29,271	29.0%
Biological and Agricultural Sciences	87,426	40,505	46.3%	46,908	53.7%	69,154	79.1%	18,272	20.9%
Business	241,537	129,581	55.0%	105,866	45.0%	122,778	51.4%	116,010	48.6%
Education	289,184	72,158	25.4%	211,986	74.6%	109,767	38.1%	178,183	61.9%
Engineering	157,457	119,431	75.8%	38,026	24.2%	114,708	72.9%	42,749	27.1%
Health Sciences	224,118	50,708	22.6%	173,410	77.4%	132,951	59.4%	91,043	40.6%
Mathematics and Computer Sciences	105,033	71,875	69.1%	32,169	30.9%	69,286	66.4%	35,068	33.6%
Physical and Earth Sciences	51,732	32,761	63.3%	18,971	36.7%	43,878	84.8%	7,854	15.2%
Public Administration and Services	79,786	18,763	23.6%	60,856	76.4%	50,505	63.3%	29,281	36.7%
Social and Behavioral Sciences	137,871	50,513	37.5%	84,309	62.5%	93,791	68.4%	43,401	31.6%
Other Fields	100,205	39,432	39.5%	60,509	60.5%	55,219	55.1%	44,986	44.9%

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 B.14: Total Graduate Enrollment by Gender, Attendance Status, and Broad Field, Fall 2015

Broad Field	Men				Women			
	Full-Time		Part-Time		Full-Time		Part-Time	
Total	472,867	62.9%	279,093	37.1%	575,992	56.7%	438,995	43.3%
Arts and Humanities	31,780	72.8%	11,901	27.2%	39,765	69.6%	17,359	30.4%
Biological and Agricultural Sciences	32,324	79.8%	8,181	20.2%	36,830	78.5%	10,078	21.5%
Business	67,820	52.3%	61,752	47.7%	53,472	50.5%	52,384	49.5%
Education	27,480	38.1%	44,586	61.9%	80,148	37.9%	131,482	62.1%
Engineering	85,956	72.0%	33,475	28.0%	28,752	75.6%	9,274	24.4%
Health Sciences	33,968	67.0%	16,721	33.0%	98,983	57.1%	74,322	42.9%
Mathematics and Computer Sciences	47,245	65.7%	24,630	34.3%	21,901	68.1%	10,268	31.9%
Physical and Earth Sciences	28,121	85.8%	4,640	14.2%	15,757	83.1%	3,214	16.9%
Public Administration and Services	10,600	56.5%	8,163	43.5%	39,835	65.5%	21,021	34.5%
Social and Behavioral Sciences	35,179	69.6%	15,334	30.4%	57,854	68.6%	26,455	31.4%
Other Fields	22,985	58.3%	16,447	41.7%	32,106	53.1%	28,403	46.9%

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 B.15: Total Graduate Enrollment by Broad Field and Degree Level, Fall 2015

Broad Field	Total	Doctoral		Master's/Other *	
Total	1,782,364	473,487	26.5%	1,312,096	73.5%
Arts and Humanities	100,816	39,775	39.4%	61,248	60.6%
Biological and Agricultural Sciences	87,426	49,869	57.0%	37,546	43.0%
Business	241,537	16,629	6.9%	225,545	93.1%
Education	289,184	60,305	20.9%	227,698	79.1%
Engineering	157,457	59,872	38.0%	97,508	62.0%
Health Sciences	224,118	57,701	25.7%	166,496	74.3%
Mathematics and Computer Sciences	105,033	25,073	23.9%	79,880	76.1%
Physical and Earth Sciences	51,732	38,267	74.0%	13,470	26.0%
Public Administration and Services	79,786	6,126	7.7%	73,577	92.3%
Social and Behavioral Sciences	137,871	60,393	43.9%	77,296	56.1%
Other Fields	100,205	15,896	15.9%	84,110	84.1%

* 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 degree levels. See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table B.16: Total Graduate Enrollment by Degree Level, Gender, and Broad Field, Fall 2015

Broad Field	Doctoral				Master's/Other *			
	Men		Women		Men		Women	
Total	227,958	49.0%	236,809	51.0%	526,395	40.3%	780,510	59.7%
Arts and Humanities	18,743	47.1%	21,032	52.9%	24,975	40.8%	36,245	59.2%
Biological and Agricultural Sciences	24,105	48.3%	25,764	51.7%	16,389	43.7%	21,144	56.3%
Business	7,593	54.7%	6,294	45.3%	122,268	55.0%	99,929	45.0%
Education	18,300	32.1%	38,631	67.9%	53,552	23.7%	172,508	76.3%
Engineering	45,384	75.8%	14,488	24.2%	73,979	75.9%	23,529	24.1%
Health Sciences	17,463	30.3%	40,238	69.7%	33,252	20.0%	133,244	80.0%
Mathematics and Computer Sciences	18,382	74.2%	6,385	25.8%	53,442	67.5%	25,755	32.5%
Physical and Earth Sciences	25,190	65.8%	13,077	34.2%	7,573	56.2%	5,897	43.8%
Public Administration and Services	2,115	35.2%	3,892	64.8%	16,620	22.6%	56,909	77.4%
Social and Behavioral Sciences	23,417	39.6%	35,695	60.4%	27,029	35.8%	48,499	64.2%
Other Fields	7,605	48.5%	8,076	51.5%	31,741	37.8%	52,320	62.2%

* 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 B.17: Total Graduate Enrollment by Institution Type, Carnegie Classification, and Citizenship, Fall 2015

Institution Type and Carnegie Classification *	Total	U.S. Citizens and Permanent Residents		Temporary Residents	
Total	1,782,364	1,437,108	81.1%	335,840	18.9%
Institution Type					
Public	1,103,416	880,774	80.2%	217,301	19.8%
Private, not-for-profit	570,021	459,313	79.8%	116,212	20.2%
Private, for-profit	108,927	97,021	97.7%	2,327	2.3%
Carnegie Classification *					
Research Universities (RU/VH)	684,386	497,320	72.3%	190,319	27.7%
Research Universities (RU/H)	334,491	265,244	78.7%	71,599	21.3%
Doctoral/Research Universities	254,224	221,218	90.6%	23,024	9.4%
Master's Colleges and Universities	460,747	410,289	90.1%	45,093	9.9%
Other	48,516	43,037	88.1%	5,805	11.9%

* 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 B.18: Total Graduate Enrollment by Broad Field and Citizenship, Fall 2015

Broad Field	Total	U.S. Citizens and Permanent Residents		Temporary Residents	
Total	1,782,364	1,437,108	81.1%	335,840	18.9%
Arts and Humanities	100,816	83,515	84.1%	15,840	15.9%
Biological and Agricultural Sciences	87,426	67,014	76.9%	20,164	23.1%
Business	241,537	191,612	81.6%	43,160	18.4%
Education	289,184	271,180	96.1%	11,055	3.9%
Engineering	157,457	71,404	45.5%	85,653	54.5%
Health Sciences	224,118	211,068	94.6%	11,971	5.4%
Mathematics and Computer Sciences	105,033	45,971	44.5%	57,368	55.5%
Physical and Earth Sciences	51,732	34,511	66.8%	17,169	33.2%
Public Administration and Services	79,786	75,690	95.9%	3,202	4.1%
Social and Behavioral Sciences	137,871	114,947	85.2%	19,954	14.8%
Other Fields	100,205	83,741	84.0%	15,948	16.0%

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 B.19: Total Graduate Enrollment by Citizenship, Race/Ethnicity, and Gender, Fall 2015

Citizenship and Race/Ethnicity	Total	Men	Men	Women	Women
Total	1,782,364	751,960	42.6%	1,014,987	57.4%
U.S. Citizens and Permanent Residents	1,437,108	553,949	38.7%	877,325	61.3%
Hispanic/Latino	137,887	51,201	37.2%	86,492	62.8%
<i>Non-Hispanic:</i>					
American Indian/Alaska Native	7,492	2,615	35.1%	4,836	64.9%
Asian	90,874	40,496	44.7%	50,156	55.3%
Black/African American	179,900	53,134	29.8%	125,345	70.2%
Native Hawaiian/Other Pacific Islander	3,151	1,251	40.0%	1,879	60.0%
White	888,391	353,817	40.0%	531,782	60.0%
Two or More Races	36,054	13,463	37.5%	22,396	62.5%
Race/Ethnicity Unknown	97,423	39,148	40.6%	57,327	59.4%
Temporary Residents	335,840	198,639	59.2%	137,161	40.8%
Citizenship Unknown	11,227	2,181	50.1%	2,172	49.9%

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 B.20: Total Graduate Enrollment by Broad Field and Race/Ethnicity, Fall 2015
(U.S. Citizens and Permanent Residents Only)**

Broad Field	Hispanic/Latino		American Indian/ Alaska Native		Asian		Black/ African American	
Total	137,887	9.6%	7,492	0.5%	90,874	6.3%	179,900	12.5%
Arts and Humanities	8,172	9.8%	462	0.6%	3,521	4.2%	4,273	5.1%
Biological and Agricultural Sciences	5,567	8.3%	309	0.5%	6,098	9.1%	3,712	5.5%
Business	17,692	9.2%	851	0.4%	16,059	8.4%	27,861	14.5%
Education	29,255	10.7%	1,609	0.6%	8,622	3.2%	36,496	13.4%
Engineering	6,336	8.9%	232	0.3%	9,067	12.7%	4,113	5.8%
Health Sciences	15,073	7.1%	1,006	0.5%	15,948	7.5%	24,644	11.7%
Mathematics and Computer Sciences	3,612	7.9%	123	0.3%	6,251	13.6%	4,731	10.3%
Physical and Earth Sciences	2,534	7.3%	155	0.4%	2,321	6.7%	1,050	3.0%
Public Administration and Services	10,119	13.3%	624	0.8%	2,605	3.4%	15,120	19.9%
Social and Behavioral Sciences	13,291	11.5%	796	0.7%	6,139	5.3%	14,094	12.2%
Other Fields	8,011	9.6%	494	0.6%	3,925	4.7%	9,172	11.0%

Broad Field	Native Hawaiian/ Other Pacific Islander		White		Two or More Races		Race/ Ethnicity Unknown	
Total	3,151	0.2%	888,391	61.6%	36,054	2.5%	97,423	6.8%
Arts and Humanities	150	0.2%	58,742	70.3%	2,632	3.2%	5,563	6.7%
Biological and Agricultural Sciences	99	0.1%	45,719	68.2%	2,050	3.1%	3,463	5.2%
Business	587	0.3%	110,982	57.8%	3,864	2.0%	14,013	7.3%
Education	624	0.2%	176,277	64.6%	5,686	2.1%	14,320	5.2%
Engineering	148	0.2%	45,425	63.6%	2,050	2.9%	4,033	5.6%
Health Sciences	470	0.2%	136,909	64.8%	4,925	2.3%	12,293	5.8%
Mathematics and Computer Sciences	100	0.2%	26,612	57.9%	1,286	2.8%	3,256	7.1%
Physical and Earth Sciences	47	0.1%	25,505	73.9%	971	2.8%	1,928	5.6%
Public Administration and Services	202	0.3%	41,403	54.6%	2,105	2.8%	3,625	4.8%
Social and Behavioral Sciences	242	0.2%	69,673	60.5%	3,622	3.1%	7,255	6.3%
Other Fields	186	0.2%	54,144	64.7%	2,209	2.6%	5,600	6.7%

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 B.21: Graduate Degrees and Certificates Awarded by Degree Level, Carnegie Classification, and Institution Type, 2014-15

Carnegie Classification and Institution Type *	Doctoral Degrees		Master's Degrees		Certificates	
Total	76,240	100.0%	538,617	100.0%	38,277	100.0%
<i>Public</i>	49,660	65.1%	323,597	60.1%	21,807	57.0%
<i>Private, not-for-profit</i>	23,875	31.3%	185,699	34.5%	14,479	37.8%
<i>Private, for-profit</i>	2,705	3.5%	29,321	5.4%	1,991	5.2%
Research Universities (RU/VH)	44,230	58.0%	193,729	36.0%	8,517	22.3%
<i>Public</i>	32,877	74.3%	132,471	68.4%	5,505	64.6%
<i>Private, not-for-profit</i>	11,353	25.7%	61,258	31.6%	3,012	35.4%
<i>Private, for-profit</i>	N/A		N/A		N/A	
Research Universities (RU/H)	14,447	18.9%	103,975	19.3%	8,728	22.8%
<i>Public</i>	10,350	71.6%	75,126	72.3%	6,474	74.2%
<i>Private, not-for-profit</i>	4,097	28.4%	28,849	27.7%	2,254	25.8%
<i>Private, for-profit</i>	N/A		N/A		N/A	
Doctoral/Research Universities	7,649	10.0%	71,222	13.2%	5,034	13.2%
<i>Public</i>	1,801	23.5%	19,600	27.5%	1,988	39.5%
<i>Private, not-for-profit</i>	3,143	41.1%	27,361	38.4%	1,616	32.1%
<i>Private, for-profit</i>	2,705	35.4%	24,261	34.1%	1,430	28.4%
Master's Colleges and Universities	6,195	8.1%	157,491	29.2%	15,049	39.3%
<i>Public</i>	2,649	42.8%	91,613	58.2%	7,315	48.6%
<i>Private, not-for-profit</i>	3,546	57.2%	60,818	38.6%	7,173	47.7%
<i>Private, for-profit</i>	S		S		S	
Other	3,719	4.9%	12,200	2.3%	949	2.5%
<i>Public</i>	1,983	53.3%	4,787	39.2%	525	55.3%
<i>Private, not-for-profit</i>	1,736	46.7%	7,413	60.8%	424	44.7%
<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 B.22: Graduate Degrees and Certificates Awarded by Degree Level and Broad Field, 2014-15

Broad Field	Doctoral Degrees		Master's Degrees		Certificates	
Total	76,240	100.0%	538,617	100.0%	38,277	100.0%
Arts and Humanities	5,792	8.4%	25,526	5.4%	1,036	3.5%
Biological and Agricultural Sciences	8,393	12.2%	16,022	3.4%	875	2.9%
Business	2,003	2.9%	99,934	21.3%	3,776	12.6%
Education	9,000	13.1%	94,268	20.1%	10,092	33.6%
Engineering	9,628	14.0%	42,834	9.1%	1,405	4.7%
Health Sciences	12,658	18.4%	53,821	11.5%	4,537	15.1%
Mathematics and Computer Sciences	3,636	5.3%	33,114	7.1%	1,333	4.4%
Physical and Earth Sciences	5,548	8.0%	7,435	1.6%	360	1.2%
Public Administration and Services	610	0.9%	30,346	6.5%	715	2.4%
Social and Behavioral Sciences	8,892	12.9%	34,559	7.4%	2,309	7.7%
Other Fields	2,776	4.0%	30,907	6.6%	3,570	11.9%

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 B.23: Graduate Certificates Awarded by Broad Field and Gender, 2014-15

Broad Field	Total	Men		Women	
Total	38,277	12,297	33.6%	24,355	66.4%
Arts and Humanities	1,036	404	39.0%	631	61.0%
Biological and Agricultural Sciences	875	367	42.3%	501	57.7%
Business	3,776	1,728	46.2%	2,015	53.8%
Education	10,092	2,370	23.6%	7,691	76.4%
Engineering	1,405	1,079	76.8%	326	23.2%
Health Sciences	4,537	1,071	23.7%	3,454	76.3%
Mathematics and Computer Sciences	1,333	826	62.0%	507	38.0%
Physical and Earth Sciences	360	224	62.2%	136	37.8%
Public Administration and Services	715	198	28.3%	501	71.7%
Social and Behavioral Sciences	2,309	836	36.6%	1,450	63.4%
Other Fields	3,570	1,338	37.8%	2,204	62.2%

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 B.24: Master's Degrees Awarded by Broad Field and Gender, 2014-15

Broad Field	Total	Men	Men %	Women	Women %
Total	538,617	222,704	41.6%	312,328	58.4%
Arts and Humanities	25,526	10,453	41.1%	14,951	58.9%
Biological and Agricultural Sciences	16,022	6,940	43.7%	8,924	56.3%
Business	99,934	55,822	56.1%	43,601	43.9%
Education	94,268	22,250	23.8%	71,410	76.2%
Engineering	42,834	31,893	74.5%	10,929	25.5%
Health Sciences	53,821	10,666	19.9%	42,972	80.1%
Mathematics and Computer Sciences	28,981	19,526	67.6%	9,341	32.4%
Physical and Earth Sciences	7,435	4,335	58.4%	3,083	41.6%
Public Administration and Services	30,346	6,720	22.3%	23,406	77.7%
Social and Behavioral Sciences	34,559	12,913	37.6%	21,468	62.4%
Other Fields	30,907	11,813	38.4%	18,944	61.6%

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 B.25: Doctoral Degrees Awarded by Broad Field and Gender, 2014-15

Broad Field	Total	Men	Men %	Women	Women %
Total	76,240	36,296	48.2%	38,933	51.8%
Arts and Humanities	5,792	2,723	47.6%	3,000	52.4%
Biological and Agricultural Sciences	8,393	3,913	47.3%	4,363	52.7%
Business	2,003	1,053	54.8%	869	45.2%
Education	9,000	2,824	32.1%	5,967	67.9%
Engineering	9,628	7,330	76.2%	2,292	23.8%
Health Sciences	12,658	3,826	30.3%	8,790	69.7%
Mathematics and Computer Sciences	3,636	2,544	70.6%	1,061	29.4%
Physical and Earth Sciences	5,548	3,576	64.8%	1,943	35.2%
Public Administration and Services	610	206	34.5%	391	65.5%
Social and Behavioral Sciences	8,892	3,364	38.2%	5,451	61.8%
Other Fields	2,776	1,357	49.4%	1,388	50.6%

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

APPENDIX C

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Table C.1: Applications for Admission to Graduate School by Institution Type, Carnegie Classification, and Degree Level, 2005 to 2015

Institution Type, Carnegie Classification, and Degree Level	% Change, 2014 to 2015	Average Annual % Change, 2010 to 2015	Average Annual % Change, 2005 to 2015
Total	1.2%	3.2%	6.2%
Institution Type			
<i>Public</i>	1.0%	2.7%	5.6%
<i>Private, not-for-profit</i>	1.5%	4.3%	7.2%
<i>Private, for-profit</i>	S	N/A	N/A
Carnegie Classification *			
<i>Research Universities (RU/VH)</i>	1.0%	2.8%	5.8%
<i>Research Universities (RU/H)</i>	-1.1%	4.0%	7.4%
<i>Doctoral/Research Universities</i>	-2.0%	3.0%	6.8%
<i>Master's Colleges and Universities</i>	5.2%	3.9%	5.8%
<i>Other</i>	7.1%	3.1%	8.4%
Degree Level			
<i>Doctoral</i>	-4.3%	0.2%	N/A
<i>Master's/Other **</i>	3.8%	4.8%	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 C.2: Applications for Admission to Graduate School by Broad Field, 2005 to 2015

Broad Field	% Change, 2014 to 2015	Average Annual % Change, 2010 to 2015	Average Annual % Change, 2005 to 2015
Total	1.2%	3.2%	6.2%
Arts and Humanities	-2.8%	-2.8%	1.2%
Biological and Agricultural Sciences	-0.3%	1.5%	5.1%
Business	0.0%	1.6%	6.4%
Education	-0.9%	-1.3%	0.4%
Engineering	-0.7%	7.4%	10.3%
Health Sciences	-1.9%	8.4%	16.6%
Mathematics and Computer Sciences	9.4%	18.1%	17.0%
Physical and Earth Sciences	-3.1%	1.2%	3.6%
Public Administration and Services	-0.9%	1.7%	4.4%
Social and Behavioral Sciences	-1.3%	-0.8%	2.0%
Other Fields	2.1%	-1.9%	1.4%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table C.3: Applications for Admission to Graduate School by Broad Field and Degree Level, 2010 to 2015

Broad Field	Doctoral		Master's/Other*	
	% Change, 2014 to 2015	Average Annual % Change, 2010 to 2015	% Change, 2014 to 2015	Average Annual % Change, 2010 to 2015
Total	-4.3%	0.2%	3.8%	4.8%
Arts and Humanities	-2.7%	-3.0%	-2.9%	-2.7%
Biological and Agricultural Sciences	-1.1%	0.5%	0.7%	3.4%
Business	-6.1%	-3.4%	0.6%	2.2%
Education	4.0%	1.6%	-2.0%	-2.0%
Engineering	-1.6%	0.2%	-0.3%	12.8%
Health Sciences	-12.3%	7.5%	2.9%	8.8%
Mathematics and Computer Sciences	3.8%	2.0%	11.2%	29.4%
Physical and Earth Sciences	-1.7%	1.6%	-8.0%	-0.2%
Public Administration and Services	-7.0%	-2.0%	-0.6%	2.0%
Social and Behavioral Sciences	-2.0%	-0.7%	-0.3%	-1.1%
Other Fields	-0.2%	-1.0%	2.6%	-2.1%

* 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 C.4: First-Time Graduate Enrollment by Institution Type and Carnegie Classification, 2005 to 2015

Carnegie Classification and Institution Type *	% Change, 2014 to 2015	Average Annual % Change, 2010 to 2015	Average Annual % Change, 2005 to 2015
Total	3.9%	1.7%	2.9%
<i>Public</i>	4.9%	2.1%	3.1%
<i>Private, not-for-profit</i>	1.8%	0.9%	2.5%
<i>Private, for-profit</i>	S	N/A	N/A
Research Universities (RU/VH)	4.4%	2.4%	3.2%
<i>Public</i>	5.1%	2.0%	2.9%
<i>Private, not-for-profit</i>	2.8%	3.4%	4.0%
<i>Private, for-profit</i>	N/A	N/A	N/A
Research Universities (RU/H)	5.8%	2.3%	3.8%
<i>Public</i>	7.2%	2.6%	3.8%
<i>Private, not-for-profit</i>	1.1%	1.1%	3.8%
<i>Private, for-profit</i>	N/A	N/A	N/A
Doctoral/Research Universities	4.6%	-0.2%	2.0%
<i>Public</i>	5.0%	2.1%	3.7%
<i>Private, not-for-profit</i>	4.0%	-1.3%	0.9%
<i>Private, for-profit</i>	S	N/A	N/A
Master's Colleges and Universities	1.9%	1.0%	1.8%
<i>Public</i>	2.4%	1.7%	2.7%
<i>Private, not-for-profit</i>	0.9%	-0.1%	0.4%
<i>Private, for-profit</i>	N/A	N/A	N/A
Other	-1.7%	0.3%	5.8%
<i>Public</i>	4.7%	5.5%	5.6%
<i>Private, not-for-profit</i>	-6.1%	-2.4%	6.1%
<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 C.5: First-Time Graduate Enrollment by Citizenship and Race/Ethnicity, 2005 to 2015

Citizenship and Race/Ethnicity	% Change, 2014 to 2015	Average Annual % Change, 2010 to 2015	Average Annual % Change, 2005 to 2015
Total	3.9%	1.7%	2.9%
U.S. Citizens and Permanent Residents	3.8%	0.5%	2.1%
<i>American Indian/Alaska Native</i>	3.4%	-1.0%	-0.9%
<i>Asian/Pacific Islander *</i>	4.6%	1.9%	4.1%
<i>Black/African American</i>	6.6%	3.7%	5.0%
<i>Hispanic/Latino</i>	7.6%	4.6%	7.5%
<i>White</i>	2.8%	-0.6%	1.1%
Temporary Residents	5.7%	10.7%	9.4%
Other/Unknown **	-1.7%	-4.5%	-0.1%

* 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 C.6: First-Time Graduate Enrollment by Citizenship, Race/Ethnicity, and Gender, 2005 to 2015

Citizenship and Race/Ethnicity	% Change, 2014 to 2015	Men		Women		
		Average Annual % Change, 2010 to 2015	Average Annual % Change, 2005 to 2015	% Change, 2014 to 2015	Average Annual % Change, 2010 to 2015	Average Annual % Change, 2005 to 2015
Total	3.1%	2.0%	3.2%	4.5%	1.4%	2.9%
U.S. Citizens and Permanent Residents	2.7%	0.1%	2.1%	4.5%	0.7%	2.3%
<i>American Indian/Alaska Native</i>	0.0%	-1.0%	-1.7%	5.4%	-0.9%	-0.7%
<i>Asian/Pacific Islander *</i>	2.3%	1.1%	3.4%	6.5%	2.6%	4.7%
<i>Black/African American</i>	5.8%	4.0%	5.6%	6.8%	3.5%	4.7%
<i>Hispanic/Latino</i>	6.5%	4.7%	7.9%	8.2%	4.4%	7.2%
<i>White</i>	1.9%	-1.0%	1.1%	3.4%	-0.4%	1.2%
Temporary Residents	5.2%	11.1%	9.2%	6.4%	10.0%	9.9%
Other/Unknown **	-2.9%	-4.7%	-0.8%	-0.8%	-4.3%	0.4%

* 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 C.7: First-Time Graduate Enrollment by Broad Field, 2005 to 2015

Broad Field	% Change, 2014 to 2015	Average Annual % Change, 2010 to 2015	Average Annual % Change, 2005 to 2015
Total	3.9%	1.7%	2.9%
Arts and Humanities	-1.4%	-2.3%	-0.7%
Biological and Agricultural Sciences	2.6%	1.2%	3.4%
Business	3.6%	2.1%	2.9%
Education	0.6%	-2.0%	-0.2%
Engineering	0.1%	5.0%	7.1%
Health Sciences	6.2%	6.2%	8.1%
Mathematics and Computer Sciences	7.3%	12.9%	10.7%
Physical and Earth Sciences	2.6%	-0.5%	0.9%
Public Administration and Services	1.3%	2.5%	2.3%
Social and Behavioral Sciences	0.3%	-1.7%	0.4%
Other Fields	8.2%	-1.5%	-1.0%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table C.8: First-Time Graduate Enrollment by Broad Field and Attendance Status, 2005 to 2015

Broad Field	% Change, 2014 to 2015	Full-Time		Part-Time		
		Average Annual % Change, 2010 to 2015	Average Annual % Change, 2005 to 2015	% Change, 2014 to 2015	Average Annual % Change, 2010 to 2015	Average Annual % Change, 2005 to 2015
Total	3.5%	2.1%	4.0%	4.8%	0.7%	1.1%
Arts and Humanities	-2.5%	-1.8%	-0.4%	4.3%	-4.2%	-2.3%
Biological and Agricultural Sciences	2.9%	1.1%	3.3%	0.8%	0.2%	2.6%
Business	3.1%	1.9%	4.2%	4.5%	2.4%	0.4%
Education	-4.3%	-3.6%	-0.3%	5.4%	-0.3%	-0.2%
Engineering	0.4%	6.2%	7.8%	-1.9%	0.2%	3.9%
Health Sciences	6.8%	6.7%	8.0%	5.1%	4.8%	8.4%
Mathematics and Computer Sciences	8.3%	14.8%	12.1%	3.7%	7.5%	7.0%
Physical and Earth Sciences	2.8%	-0.1%	1.3%	0.5%	-3.8%	-2.5%
Public Administration and Services	1.6%	2.3%	3.2%	0.5%	3.2%	0.3%
Social and Behavioral Sciences	0.6%	-1.4%	0.9%	-1.0%	-2.9%	-1.4%
Other Fields	7.7%	-0.6%	0.8%	9.2%	-3.2%	-3.5%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table C.9: First-Time Graduate Enrollment by Broad Field and Citizenship, 2005 to 2015

Broad Field	U.S. Citizens and Permanent Residents			Temporary Residents		
	% Change, 2014 to 2015	Average Annual % Change, 2010 to 2015	Average Annual % Change, 2005 to 2015	% Change, 2014 to 2015	Average Annual % Change, 2010 to 2015	Average Annual % Change, 2005 to 2015
Total	3.8%	0.5%	2.1%	5.7%	10.7%	9.4%
Arts and Humanities	-2.2%	-2.8%	-0.9%	4.6%	5.7%	3.5%
Biological and Agricultural Sciences	3.4%	1.8%	3.8%	2.1%	1.0%	2.7%
Business	5.8%	1.7%	2.6%	0.2%	4.7%	7.1%
Education	0.8%	-1.9%	-0.4%	0.3%	3.7%	1.7%
Engineering	-1.0%	-1.0%	2.9%	1.0%	13.2%	12.4%
Health Sciences	5.9%	6.2%	9.6%	9.2%	5.2%	4.8%
Mathematics and Computer Sciences	1.2%	2.5%	3.6%	11.6%	26.4%	21.1%
Physical and Earth Sciences	3.3%	-0.4%	0.8%	1.7%	0.9%	1.7%
Public Administration and Services	1.8%	2.8%	3.8%	5.1%	3.6%	3.4%
Social and Behavioral Sciences	0.3%	-2.0%	0.4%	0.8%	3.4%	4.0%
Other Fields	6.9%	-2.9%	-1.7%	14.2%	10.5%	8.1%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table C.10: First-Time Graduate Enrollment by Broad Field and Race/Ethnicity, 2005 to 2015
(U.S. Citizens and Permanent Residents Only)**

Broad Field	% Change, '14 - '15	Avg. Annual % Change, '10 - '15	Avg. Annual % Change, '05 - '15	% Change, '14 - '15	Avg. Annual % Change, '10 - '15	Avg. Annual % Change, '05 - '15	% Change, '14 - '15	Avg. Annual % Change, '10 - '15	Avg. Annual % Change, '05 - '15
	American Indian/Alaska Native			Asian/Pacific Islander *			Black/African American		
Total	3.4%	-1.0%	-0.9%	4.6%	1.9%	4.1%	6.6%	3.7%	5.0%
Arts & Humanities	11.2%	-2.0%	-2.6%	-10.2%	-1.8%	0.5%	8.7%	2.3%	0.6%
Bio. & Agric. Sci.	25.0%	1.9%	3.3%	7.4%	2.6%	8.3%	5.4%	6.7%	7.4%
Business	8.5%	-2.2%	-0.3%	4.2%	0.3%	1.6%	9.0%	5.6%	7.3%
Education	-9.7%	-4.5%	-3.3%	0.5%	-1.3%	1.9%	1.1%	0.0%	1.2%
Engineering	6.7%	7.8%	2.6%	2.3%	-1.1%	2.2%	-0.1%	-0.1%	2.9%
Health Sciences	-10.8%	4.5%	4.3%	3.7%	9.8%	11.2%	8.2%	8.2%	16.7%
Math & Comp. Sci.	-22.4%	4.0%	-0.3%	7.3%	9.3%	5.4%	9.5%	6.1%	14.8%
Physical & Earth Sci.	-13.3%	-10.2%	-3.6%	7.0%	1.1%	2.8%	0.0%	-2.6%	-0.4%
Public Admin. & Svcs.	-5.7%	4.7%	0.6%	10.8%	2.5%	3.7%	2.4%	5.6%	5.7%
Social & Behav. Sci.	12.9%	0.1%	-1.3%	1.9%	-2.5%	1.0%	4.3%	0.5%	2.4%
Other Fields	16.8%	-3.7%	-1.5%	21.0%	-0.7%	2.1%	8.8%	1.0%	0.3%
	Hispanic/Latino			White					
Total	7.6%	4.6%	7.5%	2.8%	-0.6%	1.1%			
Arts & Humanities	1.7%	0.6%	4.0%	-3.1%	-3.5%	-1.5%			
Bio. & Agric. Sci.	14.3%	10.9%	13.3%	1.2%	0.4%	2.4%			
Business	6.9%	2.9%	6.2%	5.4%	1.1%	1.8%			
Education	6.0%	0.3%	3.1%	0.3%	-2.6%	-1.2%			
Engineering	-2.4%	4.4%	11.0%	-1.6%	-1.7%	2.3%			
Health Sciences	10.6%	13.3%	21.3%	5.5%	4.9%	7.9%			
Math & Comp. Sci.	5.9%	3.2%	6.1%	-2.3%	0.5%	1.9%			
Physical & Earth Sci.	16.5%	9.2%	9.4%	1.9%	-1.1%	0.2%			
Public Admin. & Svcs.	4.7%	11.2%	16.2%	0.4%	0.6%	1.9%			
Social & Behav. Sci.	2.8%	0.1%	4.1%	-1.2%	-2.7%	-0.4%			
Other Fields	11.8%	1.6%	0.3%	4.6%	-4.1%	-2.4%			

* 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: CBS/GRE Survey of Graduate Enrollment and Degrees

Table C.11: First-Time Graduate Enrollment by Broad Field and Gender, 2005 to 2015

Broad Field	Men			Women		
	% Change, 2014 to 2015	Average Annual % Change, 2010 to 2015	Average Annual % Change, 2005 to 2015	% Change, 2014 to 2015	Average Annual % Change, 2010 to 2015	Average Annual % Change, 2005 to 2015
Total	3.1%	2.0%	3.2%	4.5%	1.4%	2.9%
Arts and Humanities	-1.9%	-1.9%	-0.5%	-0.8%	-2.6%	-0.7%
Biological and Agricultural Sciences	2.5%	0.8%	3.4%	2.7%	1.5%	3.3%
Business	2.4%	1.5%	2.3%	5.1%	2.9%	3.7%
Education	-0.8%	-2.1%	-0.3%	1.1%	-2.0%	-0.2%
Engineering	-0.1%	4.6%	6.8%	0.3%	6.5%	8.7%
Health Sciences	4.4%	8.3%	8.0%	6.8%	5.6%	8.1%
Mathematics and Computer Sciences	6.6%	11.7%	9.6%	8.7%	15.6%	13.4%
Physical and Earth Sciences	1.9%	-0.4%	1.0%	3.8%	-0.7%	0.8%
Public Administration and Services	0.1%	2.4%	1.9%	1.7%	2.6%	2.4%
Social and Behavioral Sciences	-1.2%	-2.2%	0.2%	1.2%	-1.4%	0.5%
Other Fields	9.2%	-0.8%	-0.3%	7.5%	-1.9%	-1.2%

Note: See Appendix B for the survey taxonomy.

Source: CBS/GRE Survey of Graduate Enrollment and Degrees

Table C.12: Doctorate-Level First-Time Enrollment by Broad Field and Gender, 2010 to 2015

Broad Field	% Change, 2014 to 2015			Average Annual % Change, 2010 to 2015		
	Total	Men	Women	Total	Men	Women
Total	2.4%	1.9%	2.9%	1.4%	1.0%	1.7%
Arts and Humanities	0.1%	2.5%	-2.2%	-0.8%	0.0%	-1.6%
Biological and Agricultural Sciences	3.0%	-0.7%	6.6%	-0.4%	-0.8%	-0.1%
Business	-0.1%	0.7%	-1.0%	0.9%	0.9%	0.9%
Education	2.9%	6.3%	1.3%	0.5%	2.6%	-0.5%
Engineering	-2.3%	-3.1%	0.2%	1.7%	1.5%	2.3%
Health Sciences	2.8%	1.5%	3.4%	8.4%	10.3%	7.7%
Mathematics and Computer Sciences	-0.7%	0.4%	-3.5%	1.7%	1.1%	3.3%
Physical and Earth Sciences	2.9%	1.7%	5.0%	0.4%	0.0%	1.0%
Public Administration and Services	-2.7%	2.7%	-5.4%	1.4%	1.9%	1.2%
Social and Behavioral Sciences	-1.3%	-3.6%	0.5%	-1.2%	-1.6%	-0.8%
Other Fields	5.0%	3.9%	5.9%	1.8%	1.7%	1.8%

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

Source: CBS/GRE Survey of Graduate Enrollment and Degrees

Table C.13 Master's-Level First-Time Enrollment by Broad Field and Gender, 2010 to 2015 *

Broad Field	% Change, 2014 to 2015			Average Annual % Change, 2010 to 2015		
	Total	Men	Women	Total	Men	Women
Total	4.0%	3.2%	4.6%	1.8%	2.3%	1.4%
Arts and Humanities	-1.6%	-3.3%	-0.7%	-2.7%	-2.6%	-2.8%
Biological and Agricultural Sciences	2.2%	4.2%	0.6%	2.3%	2.0%	2.6%
Business	4.1%	2.8%	5.8%	2.2%	1.5%	3.0%
Education	0.1%	-2.1%	0.8%	-2.3%	-2.7%	-2.1%
Engineering	0.6%	0.7%	0.4%	6.1%	5.5%	8.0%
Health Sciences	7.0%	5.2%	7.5%	5.7%	7.6%	5.2%
Mathematics and Computer Sciences	8.6%	7.7%	10.5%	15.8%	14.7%	18.1%
Physical and Earth Sciences	2.0%	1.8%	2.7%	-1.7%	-1.1%	-2.5%
Public Administration and Services	1.4%	-0.1%	1.8%	2.6%	2.4%	2.6%
Social and Behavioral Sciences	0.9%	-0.1%	1.4%	-1.9%	-2.4%	-1.6%
Other Fields	8.3%	9.5%	7.6%	-1.7%	-1.0%	-2.1%

* 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 C.14 Total Graduate Enrollment by Institution Type and Carnegie Classification, 2005 to 2015

Carnegie Classification and Institution Type *	% Change, 2014 to 2015	Average Annual % Change, 2010 to 2015	Average Annual % Change, 2005 to 2015
Total	1.1%	-0.4%	1.1%
<i>Public</i>	2.4%	0.2%	1.4%
<i>Private, not-for-profit</i>	0.9%	0.3%	1.8%
<i>Private, for-profit</i>	-10.9%	S	S
Research Universities (RU/VH)	2.4%	1.2%	1.8%
<i>Public</i>	3.2%	0.7%	1.5%
<i>Private, not-for-profit</i>	0.2%	2.5%	2.6%
<i>Private, for-profit</i>	N/A	N/A	N/A
Research Universities (RU/H)	0.8%	-0.4%	1.6%
<i>Public</i>	1.0%	-0.2%	1.5%
<i>Private, not-for-profit</i>	0.3%	-0.8%	1.9%
<i>Private, for-profit</i>	N/A	N/A	N/A
Doctoral/Research Universities	-2.7%	-3.1%	-1.3%
Public	4.2%	0.5%	2.5%
Private, not-for-profit	1.4%	-0.7%	1.0%
Private, for-profit	-10.1%	S	S
Master's Colleges and Universities	1.1%	-1.1%	0.8%
Public	1.9%	-0.6%	0.7%
Private, not-for-profit	1.5%	-0.7%	0.9%
Private, for-profit	S	S	S
Other	1.8%	1.3%	5.7%
Public	0.4%	4.2%	4.6%
Private, not-for-profit	3.0%	-0.4%	6.9%
Private, for-profit	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 C.15: Total Graduate Enrollment by Citizenship and Race/Ethnicity, 2005 to 2015

Citizenship and Race/Ethnicity	% Change, 2014 to 2015	Average Annual % Change, 2010 to 2015	Average Annual % Change, 2005 to 2015
Total	1.1%	-0.4%	1.1%
U.S. Citizens and Permanent Residents	1.4%	-1.1%	1.0%
<i>American Indian/Alaska Native</i>	-2.5%	-4.0%	-0.9%
<i>Asian/Pacific Islander *</i>	3.0%	1.2%	3.0%
<i>Black/African American</i>	7.2%	-0.6%	3.2%
<i>Hispanic/Latino</i>	4.7%	3.8%	6.4%
<i>White</i>	-0.2%	-1.9%	0.1%
Temporary Residents	6.1%	6.2%	4.7%
Other/Unknown **	-5.4%	-4.9%	-1.9%

* 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 C.16: Total Graduate Enrollment by Citizenship, Race/Ethnicity, and Gender, 2005 to 2015

Citizenship and Race/Ethnicity	% Change, 2014 to 2015	Men		Women		
		Average Annual % Change, 2010 to 2015	Average Annual % Change, 2005 to 2015	% Change, 2014 to 2015	Average Annual % Change, 2010 to 2015	Average Annual % Change, 2005 to 2015
Total	1.6%	0.2%	1.4%	0.7%	-0.8%	0.9%
U.S. Citizens and Permanent Residents	0.5%	-0.9%	1.1%	2.0%	-1.2%	1.0%
<i>American Indian/Alaska Native</i>	-4.4%	-4.2%	-1.0%	-1.5%	-3.9%	-0.9%
<i>Asian/Pacific Islander *</i>	1.8%	0.8%	2.5%	3.9%	1.5%	3.3%
<i>Black/African American</i>	1.3%	0.4%	3.8%	9.9%	-1.1%	3.0%
<i>Hispanic/Latino</i>	5.2%	4.4%	6.5%	4.4%	3.4%	6.2%
<i>White</i>	-0.3%	-1.8%	0.2%	-0.2%	-2.0%	0.0%
Temporary Residents	6.8%	6.5%	4.7%	5.1%	5.7%	4.6%
Other/Unknown **	-5.8%	-5.1%	-2.2%	-5.2%	-4.9%	-1.9%

* 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 C.17: Total Graduate Enrollment by Broad Field, 2005 to 2015

Broad Field	% Change, 2014 to 2015	Average Annual % Change, 2010 to 2015	Average Annual % Change, 2005 to 2015
Total	1.1%	-0.4%	1.1%
Arts and Humanities	-3.1%	-2.4%	-0.9%
Biological and Agricultural Sciences	1.5%	0.8%	2.2%
Business	0.4%	-0.8%	2.1%
Education	-1.0%	-3.5%	-1.4%
Engineering	2.2%	3.3%	4.4%
Health Sciences	3.4%	6.1%	7.7%
Mathematics and Computer Sciences	9.0%	9.5%	6.7%
Physical and Earth Sciences	-0.5%	0.4%	0.9%
Public Administration and Services	1.5%	2.4%	1.9%
Social and Behavioral Sciences	-1.6%	-1.3%	0.3%
Other Fields	4.0%	-2.4%	-1.3%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table C.18: Total Graduate Enrollment by Broad Field and Attendance Status, 2005 to 2015

Broad Field	% Change, 2014 to 2015	Full-Time		% Change, 2014 to 2015	Part-Time	
		Average Annual % Change, 2010 to 2015	Average Annual % Change, 2005 to 2015		Average Annual % Change, 2010 to 2015	Average Annual % Change, 2005 to 2015
Total	0.7%	0.2%	2.0%	1.6%	-1.3%	0.0%
Arts and Humanities	-2.5%	-1.7%	-0.1%	-4.6%	-4.1%	-2.5%
Biological and Agricultural Sciences	1.7%	0.8%	2.4%	1.0%	0.1%	0.8%
Business	0.3%	0.4%	3.1%	0.5%	-2.0%	0.8%
Education	-3.8%	-4.1%	-0.8%	0.9%	-3.2%	-1.7%
Engineering	2.6%	4.6%	5.1%	0.9%	0.2%	2.1%
Health Sciences	4.5%	6.1%	7.4%	1.7%	5.9%	7.9%
Mathematics and Computer Sciences	8.0%	10.9%	7.9%	11.0%	7.2%	4.7%
Physical and Earth Sciences	0.2%	1.0%	1.5%	-4.3%	-2.8%	-1.9%
Public Administration and Services	0.7%	3.0%	3.4%	2.9%	1.5%	-0.2%
Social and Behavioral Sciences	-0.9%	-0.8%	0.9%	-3.1%	-2.3%	-1.1%
Other Fields	4.4%	-1.4%	0.4%	3.5%	-3.6%	-3.0%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table C.19: Total Graduate Enrollment by Broad Field and Citizenship, 2005 to 2015

Broad Field	U.S. Citizens and Permanent Residents			Temporary Residents		
	% Change, 2014 to 2015	Average Annual % Change, 2010 to 2015	Average Annual % Change, 2005 to 2015	% Change, 2014 to 2015	Average Annual % Change, 2010 to 2015	Average Annual % Change, 2005 to 2015
Total	1.4%	-1.1%	1.0%	6.1%	6.2%	4.7%
Arts and Humanities	-3.9%	-2.8%	-1.2%	3.5%	2.5%	1.6%
Biological and Agricultural Sciences	1.8%	1.3%	2.6%	1.8%	0.2%	1.4%
Business	1.4%	-0.8%	2.1%	-0.2%	3.0%	4.9%
Education	-0.6%	-3.5%	-1.4%	-1.5%	1.0%	0.6%
Engineering	-1.2%	-0.2%	2.1%	5.1%	8.3%	7.0%
Health Sciences	3.5%	6.2%	10.1%	5.6%	3.0%	3.0%
Mathematics and Computer Sciences	3.3%	3.7%	2.8%	14.2%	17.5%	12.3%
Physical and Earth Sciences	-0.4%	0.7%	1.3%	0.4%	1.1%	0.5%
Public Administration and Services	2.3%	2.7%	3.6%	3.5%	2.9%	2.6%
Social and Behavioral Sciences	-1.8%	-1.3%	0.5%	-0.1%	1.7%	1.8%
Other Fields	3.1%	-3.2%	-2.0%	10.8%	7.1%	5.2%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table C.20: Total Graduate Enrollment by Broad Field and Race/Ethnicity, 2005 to 2015
(U.S. Citizens and Permanent Residents Only)**

Broad Field	% Change, '14 - '15	Avg. Annual % Change, '10 - '15	Avg. Annual % Change, '05 - '15	% Change, '14 - '15	Avg. Annual % Change, '10 - '15	Avg. Annual % Change, '05 - '15	% Change, '14 - '15	Avg. Annual % Change, '10 - '15	Avg. Annual % Change, '05 - '15
	American Indian/Alaska Native			Asian/Pacific Islander *			Black/African American		
Total	-2.5%	-4.0%	-0.9%	3.0%	1.2%	3.0%	7.2%	-0.6%	3.2%
Arts & Humanities	-1.6%	-5.6%	-2.6%	-11.2%	-1.0%	0.1%	0.6%	-1.3%	-0.6%
Bio. & Agric. Sci.	-3.1%	-2.1%	0.1%	5.1%	2.6%	5.6%	1.0%	2.2%	5.5%
Business	3.4%	-4.2%	-0.2%	-0.5%	-1.8%	1.3%	0.1%	-1.0%	6.9%
Education	-8.5%	-4.3%	-2.9%	2.0%	-0.8%	1.5%	-1.0%	-2.1%	0.3%
Engineering	0.5%	-2.7%	-0.5%	-1.3%	-0.4%	1.0%	-0.7%	0.1%	2.1%
Health Sciences	0.7%	1.1%	5.0%	4.5%	9.3%	12.8%	5.6%	9.4%	18.6%
Math & Comp. Sci.	-40.4%	-3.1%	-0.8%	10.3%	7.3%	2.2%	9.6%	7.9%	11.0%
Physical & Earth Sci.	-0.0%	-3.8%	-0.4%	2.0%	2.7%	3.6%	-5.8%	-2.8%	-0.3%
Public Admin. & Svcs.	-1.2%	0.2%	0.2%	4.6%	2.2%	4.0%	4.9%	4.8%	6.8%
Social & Behav. Sci.	-1.2%	-3.4%	-1.6%	2.6%	-0.7%	1.5%	0.1%	-0.3%	1.5%
Other Fields	4.5%	-4.9%	-2.1%	6.7%	-1.6%	0.2%	6.3%	0.4%	-0.3%
	Hispanic/Latino			White					
Total	4.7%	3.8%	6.4%	-0.2%	-1.9%	0.1%			
Arts & Humanities	1.2%	2.2%	3.3%	-4.4%	-3.5%	-1.7%			
Bio. & Agric. Sci.	8.1%	8.9%	10.1%	0.8%	0.5%	1.6%			
Business	4.9%	3.5%	8.4%	1.5%	-1.2%	0.9%			
Education	4.0%	1.3%	3.0%	-1.2%	-4.4%	-2.2%			
Engineering	1.9%	6.6%	9.0%	-1.6%	-0.9%	1.7%			
Health Sciences	8.9%	13.1%	18.9%	2.5%	4.9%	8.3%			
Math & Comp. Sci.	6.2%	8.9%	9.4%	0.7%	1.9%	1.7%			
Physical & Earth Sci.	8.3%	9.1%	8.3%	-1.2%	0.1%	0.7%			
Public Admin. & Svcs.	5.3%	10.7%	12.4%	0.3%	0.8%	1.8%			
Social & Behav. Sci.	1.9%	3.2%	5.6%	-3.2%	-2.1%	-0.3%			
Other Fields	8.2%	1.6%	-0.2%	1.5%	-4.2%	-2.6%			

* 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: CBS/GRE Survey of Graduate Enrollment and Degrees

Table C.21: Total Graduate Enrollment by Broad Field and Gender, 2005 to 2015

Broad Field	Men			Women		
	% Change, 2014 to 2015	Average Annual % Change, 2010 to 2015	Average Annual % Change, 2005 to 2015	% Change, 2014 to 2015	Average Annual % Change, 2010 to 2015	Average Annual % Change, 2005 to 2015
Total	1.6%	0.2%	1.4%	0.7%	-0.8%	0.9%
Arts and Humanities	-3.7%	-2.2%	-0.7%	-2.6%	-2.6%	-1.0%
Biological and Agricultural Sciences	1.5%	0.7%	2.1%	1.6%	0.9%	2.3%
Business	0.5%	-1.0%	1.4%	0.3%	-0.6%	2.9%
Education	-1.2%	-3.4%	-1.3%	-0.8%	-3.6%	-1.5%
Engineering	2.3%	2.8%	4.1%	1.9%	5.0%	5.5%
Health Sciences	4.0%	7.7%	7.4%	3.2%	5.7%	7.8%
Mathematics and Computer Sciences	8.9%	8.7%	6.2%	9.4%	11.3%	7.8%
Physical and Earth Sciences	-0.8%	0.6%	0.8%	0.0%	-0.1%	1.0%
Public Administration and Services	-1.2%	1.3%	1.0%	2.4%	2.8%	2.2%
Social and Behavioral Sciences	-2.3%	-1.4%	0.5%	-1.2%	-1.3%	0.1%
Other Fields	5.2%	-1.6%	-0.6%	3.2%	-2.9%	-1.5%

Note: See Appendix B for the survey taxonomy.

Source: CBS/GRE Survey of Graduate Enrollment and Degrees

Table C.22: Doctorate-Level Total Enrollment by Broad Field and Gender, 2010 to 2015

Broad Field	% Change, 2014 to 2015			Average Annual % Change, 2010 to 2015		
	Total	Men	Women	Total	Men	Women
Total	0.7%	0.7%	0.7%	0.8%	0.9%	0.6%
Arts and Humanities	-1.6%	-0.8%	-2.3%	-1.5%	-1.3%	-1.6%
Biological and Agricultural Sciences	0.8%	0.6%	1.1%	0.5%	0.7%	0.2%
Business	0.9%	0.3%	1.7%	2.7%	2.6%	2.8%
Education	-0.4%	-0.0%	-0.6%	-1.3%	-1.2%	-1.4%
Engineering	1.2%	0.8%	2.1%	2.4%	2.1%	3.4%
Health Sciences	2.9%	1.9%	3.3%	8.5%	9.0%	8.2%
Mathematics and Computer Sciences	-1.4%	-0.1%	-4.9%	1.9%	1.6%	2.7%
Physical and Earth Sciences	-0.1%	-0.4%	0.6%	1.2%	1.3%	1.0%
Public Administration and Services	-1.0%	-5.9%	1.8%	4.3%	4.5%	4.2%
Social and Behavioral Sciences	-1.6%	-2.0%	-1.3%	-0.6%	-0.5%	-0.7%
Other Fields	0.1%	-0.3%	0.5%	0.6%	0.4%	0.8%

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

Source: CBS/GRE Survey of Graduate Enrollment and Degrees

Table C.23: Master's-Level Total Enrollment by Broad Field and Gender, 2010 to 2015 *

Broad Field	% Change, 2014 to 2015			Average Annual % Change, 2010 to 2015		
	Total	Men	Women	Total	Men	Women
Total	1.2%	2.0%	0.7%	-0.8%	-0.1%	-1.2%
Arts and Humanities	-4.1%	-6.0%	-2.9%	-3.0%	-2.9%	-3.2%
Biological and Agricultural Sciences	2.5%	2.8%	2.3%	1.3%	0.8%	1.8%
Business	0.7%	0.8%	0.6%	-1.0%	-1.1%	-0.8%
Education	-1.1%	-1.6%	-0.9%	-4.1%	-4.1%	-4.1%
Engineering	2.9%	3.2%	1.7%	3.8%	3.2%	6.2%
Health Sciences	3.4%	5.1%	3.0%	5.4%	7.0%	5.0%
Mathematics and Computer Sciences	12.8%	12.4%	13.7%	13.5%	12.7%	14.8%
Physical and Earth Sciences	-1.9%	-2.6%	-1.1%	-1.9%	-1.5%	-2.5%
Public Administration and Services	1.7%	-0.6%	2.4%	2.3%	0.9%	2.7%
Social and Behavioral Sciences	-1.6%	-2.5%	-1.1%	-1.8%	-2.1%	-1.7%
Other Fields	4.8%	6.5%	3.7%	-2.9%	-2.0%	-3.4%

* 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 C.24: Graduate Degrees and Certificates Awarded by Degree Level and Institution Type, 2004-05 to 2014-15

Degree Level and Institution Type	% Change, '13-14 to '14-15	Average Annual % Change, '09-10 to '14-15	Average Annual % Change, '04-05 to '14-15
Doctoral Degrees	3.5%	4.4%	5.3%
<i>Public</i>	4.6%	4.8%	5.3%
<i>Private, not-for-profit</i>	2.5%	3.3%	4.7%
<i>Private, for-profit</i>	S	S	S
Master's Degrees	0.5%	1.1%	2.4%
<i>Public</i>	1.6%	1.8%	2.3%
<i>Private, not-for-profit</i>	0.5%	2.0%	2.9%
<i>Private, for-profit</i>	-10.5%	S	S
Graduate-Level Certificates	3.5%	4.4%	N/A
<i>Public</i>	0.3%	10.4%	N/A
<i>Private, not-for-profit</i>	10.5%	-1.4%	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 C.25: Graduate Degrees and Certificates Awarded by Degree Level and Carnegie Classification, 2004-05 to 2014-15

Degree Level and Carnegie Classification *	% Change, '13-14 to '14-15	Average Annual % Change, '09-10 to '14-15	Average Annual % Change, '04-05 to '14-15
Doctoral Degrees	3.5%	4.4%	5.3%
<i>Research Universities (RU/VH)</i>	1.4%	2.3%	3.5%
<i>Research Universities (RU/H)</i>	6.2%	6.1%	7.5%
<i>Doctoral/Research Universities</i>	3.9%	6.0%	9.7%
<i>Master's Colleges and Universities</i>	5.8%	18.4%	19.0%
<i>Other</i>	18.0%	13.4%	13.5%
Master's Degrees	0.5%	1.1%	2.4%
<i>Research Universities (RU/VH)</i>	2.2%	3.1%	2.9%
<i>Research Universities (RU/H)</i>	2.4%	2.4%	2.8%
<i>Doctoral/Research Universities</i>	-2.9%	-3.4%	1.3%
<i>Master's Colleges and Universities</i>	-1.7%	0.5%	1.6%
<i>Other</i>	2.8%	3.2%	7.4%
Graduate-Level Certificates	3.5%	4.4%	N/A
<i>Research Universities (RU/VH)</i>	-15.2%	8.3%	N/A
<i>Research Universities (RU/H)</i>	15.7%	1.4%	N/A
<i>Doctoral/Research Universities</i>	18.1%	-1.9%	N/A
<i>Master's Colleges and Universities</i>	9.8%	9.1%	N/A
<i>Other</i>	-27.9%	-3.6%	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 C.26: Graduate Degrees and Certificates Awarded by Degree Level, Institution Type, and Gender, 2004-05 to 2014-15

Degree Level and Institution Type	Men			Women		
	% Change, '13-14 to '14-15	Average Annual % Change, '09-10 to '14-15	Average Annual % Change, '04-05 to '14-15	% Change, '13-14 to '14-15	Average Annual % Change, '09-10 to '14-15	Average Annual % Change, '04-05 to '14-15
Doctoral Degrees	4.5%	4.7%	0.3%	1.3%	4.3%	6.4%
<i>Public</i>	5.9%	5.2%	0.3%	2.8%	4.7%	6.4%
<i>Private, not-for-profit</i>	2.5%	3.4%	0.3%	-2.0%	3.2%	5.3%
<i>Private, for-profit</i>	S	S	S	S	S	S
Master's Degrees	1.8%	1.9%	2.6%	-0.5%	0.5%	2.4%
<i>Public</i>	3.2%	3.0%	2.9%	0.4%	1.0%	2.0%
<i>Private, not-for-profit</i>	1.4%	1.9%	2.7%	-0.1%	2.1%	3.5%
<i>Private, for-profit</i>	-12.8%	-6.8%	S	-9.5%	-6.5%	S
Graduate-Level Certificates	5.3%	3.9%	N/A	11.3%	4.1%	N/A
<i>Public</i>	11.6%	9.8%	N/A	7.6%	9.7%	N/A
<i>Private, not-for-profit</i>	-5.6%	-1.8%	N/A	21.3%	-1.2%	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: CBS/GRE Survey of Graduate Enrollment and Degrees

Table C.27: Graduate Degrees and Certificates Awarded by Degree Level, Carnegie Classification, and Gender, 2004-05 to 2014-15

Degree Level and Carnegie Classification *	% Change, '13-14 to '14-15	Men		Women		
		Average Annual % Change, '09-10 to '14-15	Average Annual % Change, '04-05 to '14-15	% Change, '13-14 to '14-15	Average Annual % Change, '09-10 to '14-15	Average Annual % Change, '04-05 to '14-15
Doctoral Degrees	4.5%	4.7%	4.2%	2.6%	4.3%	6.4%
<i>Research Universities (RU/VH)</i>	1.7%	2.8%	2.9%	1.1%	1.9%	4.2%
<i>Research Universities (RU/H)</i>	10.1%	7.3%	7.6%	2.9%	5.2%	7.6%
<i>Doctoral/Research Universities</i>	2.8%	6.1%	6.8%	4.5%	6.0%	12.5%
<i>Master's Colleges and Universities</i>	9.2%	22.4%	14.7%	4.6%	17.1%	17.6%
<i>Other</i>	30.6%	14.2%	9.4%	10.7%	12.9%	17.2%
Master's Degrees	1.8%	1.9%	2.6%	-0.5%	0.5%	2.4%
<i>Research Universities (RU/VH)</i>	1.3%	3.3%	2.9%	3.0%	2.9%	3.0%
<i>Research Universities (RU/H)</i>	4.6%	3.5%	3.3%	0.9%	1.7%	2.4%
<i>Doctoral/Research Universities</i>	-1.9%	-3.2%	0.2%	-3.4%	-3.5%	2.0%
<i>Master's Colleges and Universities</i>	1.7%	1.5%	2.4%	-3.5%	-0.1%	1.6%
<i>Other</i>	7.1%	2.5%	7.0%	0.6%	3.6%	7.7%
Graduate-Level Certificates	5.3%	3.9%	N/A	11.3%	4.1%	N/A
<i>Research Universities (RU/VH)</i>	3.9%	7.5%	N/A	10.3%	8.0%	N/A
<i>Research Universities (RU/H)</i>	21.7%	5.4%	N/A	12.5%	-0.2%	N/A
<i>Doctoral/Research Universities</i>	19.9%	-6.9%	N/A	2.5%	-1.4%	N/A
<i>Master's Colleges and Universities</i>	2.6%	10.8%	N/A	14.9%	8.5%	N/A
<i>Other</i>	-55.7%	-8.8%	N/A	1.2%	1.2%	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 C.28: Graduate-Level Certificates Awarded by Broad Field and Gender, 2009-10 to 2014-15

Broad Field	Total		Men		Women	
	% Change, 2013-14 to 2014-15	% Change, 2009-10 to 2014-15	% Change, 2013-14 to 2014-15	% Change, 2009-10 to 2014-15	% Change, 2013-14 to 2014-15	% Change, 2009-10 to 2014-15
Total	3.5%	4.4%	5.3%	3.9%	11.3%	4.1%
Arts and Humanities	-22.1%	2.1%	-8.6%	8.1%	-10.8%	-0.8%
Biological and Agricultural Sciences	-18.2%	25.6%	-11.9%	22.2%	-12.5%	27.4%
Business	-4.8%	2.3%	16.3%	-0.4%	15.6%	5.1%
Education	1.0%	-1.7%	8.9%	-1.5%	5.7%	-1.8%
Engineering	5.3%	9.3%	26.5%	11.5%	10.9%	3.3%
Health Sciences	5.2%	13.8%	11.0%	12.5%	11.0%	14.1%
Mathematics and Computer Sciences	6.5%	17.1%	2.2%	16.8%	27.7%	17.6%
Physical and Earth Sciences	31.9%	19.4%	52.5%	20.2%	98.4%	18.3%
Public Administration and Services	-20.2%	4.4%	-9.6%	2.1%	-19.8%	4.6%
Social and Behavioral Sciences	-4.4%	-5.4%	-5.7%	-2.3%	2.9%	-6.8%
Other Fields	8.3%	5.9%	20.4%	13.2%	6.1%	2.4%

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

Source: CBS/GRE Survey of Graduate Enrollment and Degrees

Table C.29: Master's Degrees Awarded by Broad Field and Gender, 2004-05 to 2014-15

Broad Field	Total			Men			Women		
	% Change, '13/14 - '14/15	Avg. Annual % Change, '09/10 - '14/15	Avg. Annual % Change, '04/05 - '14/15	% Change, '13/14 - '14/15	Avg. Annual % Change, '09/10 - '14/15	Avg. Annual % Change, '04/05 - '14/15	% Change, '13/14 - '14/15	Avg. Annual % Change, '09/10 - '14/15	Avg. Annual % Change, '04/05 - '14/15
Total	0.5%	1.1%	2.4%	1.8%	1.9%	2.6%	-0.5%	0.5%	2.4%
Arts & Humanities	-1.4%	-0.5%	0.8%	-2.9%	0.1%	1.3%	-0.4%	-0.9%	0.6%
Bio. & Agric. Sci.	1.8%	5.5%	5.6%	1.2%	5.1%	5.5%	2.8%	6.0%	5.8%
Business	-3.1%	1.3%	2.7%	-3.3%	0.7%	2.0%	-3.3%	2.1%	3.9%
Education	-6.2%	-3.7%	-1.4%	-6.4%	-3.2%	-1.4%	-5.9%	-3.8%	-1.4%
Engineering	8.4%	5.8%	4.1%	7.5%	4.9%	3.6%	11.5%	8.8%	4.9%
Health Sciences	-2.3%	7.4%	9.4%	-1.8%	9.4%	7.5%	-2.4%	6.9%	9.9%
Math & Comp. Sci.	22.2%	11.2%	5.6%	21.8%	10.6%	5.4%	23.1%	13.1%	6.0%
Physical & Earth Sci.	1.0%	3.3%	2.1%	0.6%	4.0%	2.3%	1.0%	2.3%	1.9%
Public Adm. & Svcs.	3.7%	4.7%	3.9%	-3.6%	4.4%	3.1%	5.9%	4.9%	4.2%
Social & Behav. Sci.	-2.4%	1.5%	2.5%	-5.8%	2.0%	2.7%	-0.4%	1.1%	2.4%
Other Fields	-0.4%	0.7%	1.4%	1.7%	1.9%	1.8%	-1.7%	0.0%	1.3%

Note: See Appendix B for the survey taxonomy.

Source: CBS/GRE Survey of Graduate Enrollment and Degrees

Table C.30: Doctoral Degrees Awarded by Broad Field and Gender, 2004-05 to 2014-15

Broad Field	Total			Men			Women		
	% Change, '13/14 - '14/15	Avg. Annual % Change, '09/10 - '14/15	Avg. Annual % Change, '04/05 - '14/15	% Change, '13/14 - '14/15	Avg. Annual % Change, '09/10 - '14/15	Avg. Annual % Change, '04/05 - '14/15	% Change, '13/14 - '14/15	Avg. Annual % Change, '09/10 - '14/15	Avg. Annual % Change, '04/05 - '14/15
Total	3.5%	4.4%	5.3%	4.5%	4.7%	4.2%	2.6%	4.3%	6.4%
Arts & Humanities	2.2%	2.5%	2.7%	-0.2%	3.5%	2.7%	3.4%	1.7%	2.7%
Bio. & Agric. Sci.	2.0%	0.9%	4.6%	0.7%	2.2%	2.8%	3.1%	-0.2%	6.6%
Business	6.2%	6.4%	5.0%	1.6%	4.3%	4.7%	13.8%	9.1%	5.6%
Education	0.1%	3.2%	2.8%	3.9%	3.2%	1.9%	-1.8%	3.3%	3.4%
Engineering	3.3%	6.4%	5.2%	2.4%	6.2%	4.7%	7.1%	7.3%	7.4%
Health Sciences	5.6%	10.5%	16.0%	10.2%	12.8%	11.3%	3.7%	9.5%	18.7%
Math & Comp. Sci.	-3.5%	5.5%	5.7%	-2.3%	4.2%	5.6%	-7.5%	9.1%	5.4%
Physical & Earth Sci.	1.1%	2.8%	3.7%	0.4%	2.3%	2.5%	3.1%	4.2%	6.4%
Public Admin. & Svcs.	0.0%	2.4%	2.6%	-5.3%	0.4%	4.0%	4.1%	4.5%	2.4%
Social & Behav. Sci.	0.5%	1.6%	1.5%	2.8%	1.5%	1.3%	-0.7%	2.0%	1.7%
Other Fields	13.7%	8.1%	2.6%	15.3%	9.6%	2.6%	13.0%	7.0%	2.9%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

APPENDIX D

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
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/Plastics 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 Science
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

Communications 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

APPENDIX E

Survey Instrument

CGS/GRE[®] Survey of Graduate Enrollment and Degrees

2015 _____ Data Sheet

Institution:

GRE Institution Code:

[Print](#)

I. Graduate Enrollment for 2015 Fall Term						
	First Time			Total (Includes First Time)		
	Men	Women	Total	Men	Women	Total
Master's and Other *						
Doctorate						
Total						
Full Time						
Part Time						
Total						

II. Number of Degrees Conferred between July 1, 2014, and June 30, 2015			
	Men	Women	Total
Master's and Other *			
Doctorate			
Graduate Certificate			

III. Number of Completed Applications Submitted for 2015 Fall Term			
	Master's and Other*	Doctorate	Total
Accepted			
Not Accepted			
Total			

IV. Graduate Enrollment by Race/Ethnicity for 2015 Fall Term								
		First-Time			Total (Includes First Time)			
		Men	Women	Total	Men	Women	Total	
Non-Resident Aliens (Temporary Residents)								
U.S. Citizens and Permanent Residents	Hispanic/Latino (of any race)							
	Non-Hispanic	American Indian/Alaskan Native						
		Asian						
		Black/African American						
		Native Hawaiian/Other Pacific Islander						
		White						
		Two or More Races						
	Race/Ethnicity Unknown							
Citizenship Unknown								
Total								

* 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.

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