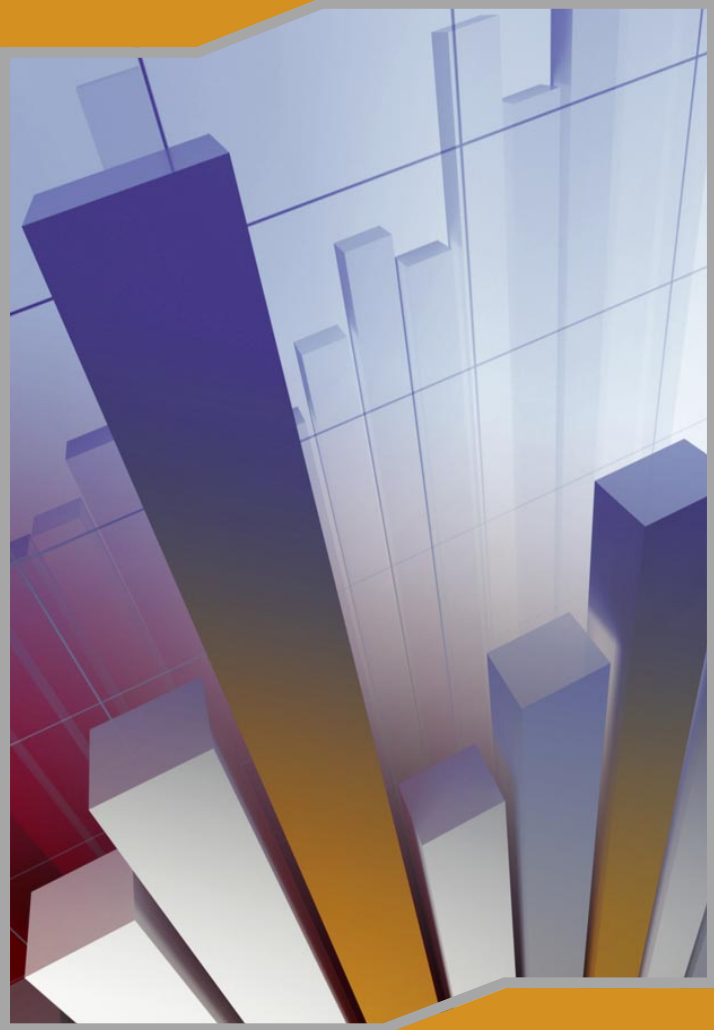
Graduate Enrollment and Degrees: 2000 to 2010



COUNCIL OF GRADUATE SCHOOLS

Graduate Enrollment and Degrees: 2000 to 2010

Nathan E. Bell
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The CGS/GRE Survey of Graduate Enrollment and Degrees is jointly sponsored by:

Council of Graduate Schools **Graduate Record Examinations Board**

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

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Acknowledgments

The CGS/GRE Survey of Graduate Enrollment and Degrees is conducted jointly by the Council of Graduate Schools (CGS) and the Graduate Record Examinations (GRE) Board. The GRE is overseen by staff of the Educational Testing Service (ETS).

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The CGS/GRE Survey of Graduate Enrollment and Degrees is jointly sponsored by the Council of Graduate Schools (CGS) and the Graduate Record Examinations Board (GRE). Conducted annually since 1986, the survey provides information about applications for admission to graduate school, first-time and total graduate student enrollment, and graduate degrees and certificates conferred. The 2010 survey was sent to 787 colleges and universities, and useable responses were received from 655 institutions, for an 83% response rate.

Graduate Applications

Institutions responding to the CGS/GRE Survey of Graduate Enrollment and Degrees received nearly 1.77 million applications for admission to graduate programs for studies beginning in fall 2010. About 42% of all graduate applications were accepted for admission, with a higher acceptance rate for applications to master's degree and graduate certificate programs than doctoral programs. Business, engineering, and social and behavioral sciences accounted for the largest numbers of graduate applications in fall 2010.

Applications for admission to U.S. graduate schools increased 8.4% between fall 2009 and fall 2010. Between fall 2000 and fall 2010, graduate applications grew at an average annual rate of 5.7%. Over the past decade, increases occurred in graduate applications in all broad fields. The average annual increases were greatest in health sciences, arts and humanities, and public administration and services.

First-Time Graduate Enrollment

More than 445,000 students enrolled for the first time in graduate certificate, education specialist, master's, or doctoral programs for the fall term in 2010 at the institutions responding to the survey. More than six out of ten first-time graduate students were enrolled at public institutions, about one-third were at private, not-for-profit institutions, and the remainder were at private, for-profit institutions.

The broad fields of education, business, and health sciences enrolled the largest numbers of first-time graduate students, with about half of all first-time students enrolled in one of these three broad fields. The majority of all first-time graduate students in fall 2010 (84%) were enrolled in programs leading to a master's degree or a graduate certificate.

Two-thirds of all first-time graduate students were enrolled full-time in fall 2010. About 58% of all first-time graduate students in fall 2010 were women. Among first-time graduate students whose citizenship was known, 84% were U.S. citizens and permanent residents and 16% were temporary residents. One-quarter of all first-time graduate students were members of U.S. citizen and permanent resident racial/ethnic minority groups.

First-time graduate enrollment fell 1.1% between fall 2009 and fall 2010. This marks the first decrease in first-time graduate enrollment since fall 2003. This year's decline was greater at public institutions than at private, not-for-profit institutions. First-time graduate enrollment has increased 3.8% annually on average since fall 2000.

After declining last year for the first time since fall 2004, first-time graduate enrollment of temporary residents increased 4.7% between fall 2009 and fall 2010. In contrast, first-time graduate enrollment fell 1.2% for U.S. citizens and permanent residents over the same time period. Between fall 2000 and fall 2010, however, the average annual rate of increase for U.S. citizens and permanent residents outpaced that of temporary residents (4.4% vs. 2.3%).

Racial/ethnic minorities have driven much of the growth in first-time graduate enrollment among U.S. citizens and permanent residents over the past decade, with year-to-year gains for minorities generally outpacing those of

white students. In fall 2010, however, Hispanics/Latinos were the only U.S. citizen and permanent resident racial/ethnic group to experience an increase in first-time graduate enrollment. The 4.9% gain for Hispanics/Latinos between fall 2009 and fall 2010 was countered with declines for American Indians/Alaskan Natives (-20.6%), Blacks/African Americans (-8.4%), Whites (-0.6%), and Asians/Pacific Islanders (-0.1%).

Between fall 2009 and fall 2010, the decline in first-time graduate enrollment was greater for women than for men (-1.4% vs. -0.6%). In contrast, women have contributed to a larger share of the growth in first-time graduate enrollment over the past decade, with a 4.1% average annual increase since 2000, compared with a 3.5% average annual increase for men.

First-time graduate enrollment decreased in five broad fields between fall 2009 and fall 2010: education, 'other' fields, public administration and services, business, and social and behavioral sciences. Over the past decade, however, first-time graduate enrollment increased in all broad fields, with average annual gains ranging from a high of 7.5% in health sciences to a low of 1.0% in 'other' fields.

Between fall 2009 and fall 2010, first-time graduate enrollment increased 1.5% at the doctoral level, but fell 1.6% at the master's degree and graduate certificate level.

Total Graduate Enrollment

The institutions responding to the survey enrolled a total of nearly 1.75 million students in graduate programs in fall 2010. Six out of ten graduate students were enrolled at public institutions, three out of ten were at private, not-for-profit institutions, and the remainder were at private, for-profit institutions.

More than half of all graduate students in fall 2010 were enrolled in programs in education, business, or health sciences. About three-quarters of all graduate students were enrolled in programs leading to a master's degree or a graduate certificate.

Fifty-seven percent of all graduate students were enrolled full-time in fall 2010. About 59% of all graduate students in fall 2010 were women. Among graduate students whose citizenship was known, 86% were U.S. citizens and permanent residents and 14% were temporary residents. One-quarter of all graduate students were members of U.S. citizen and permanent resident racial/ethnic minority groups.

Total graduate enrollment increased 1.1% between fall 2009 and fall 2010. The one-year increase was slightly higher at private, not-for-profit institutions than at public institutions. Graduate enrollment has increased 3.3% annually on average since fall 2000.

Between fall 2009 and fall 2010, total graduate enrollment increased faster for temporary residents (2.8%) than for U.S. citizens and permanent residents (0.9%). Similarly, between fall 2000 and fall 2010, total graduate enrollment increased 3.4% annually on average for temporary residents, compared with 3.2% for U.S. citizens and permanent residents.

Total graduate enrollment grew faster for men (1.6%) than for women (0.9%) between 2009 and 2010. Over the past decade, however, average annual gains for women were greater than those for men (3.8% vs. 2.8%).

Among U.S. citizens and permanent residents, total graduate enrollment fell 10.3% for American Indians/Alaskan Natives and 0.6% for Asians/Pacific Islander between fall 2009 and fall 2010. This contrasts with gains of 4.5% for Hispanics/Latinos, 1.6% for Blacks/African Americans, and 0.6% for Whites over the same time period. Over the past decade, however, total graduate enrollment increased at a faster rate for all U.S. racial/ethnic minority groups than for Whites.

Total graduate enrollment decreased in four broad fields between fall 2009 and fall 2010: education, 'other' fields, business, and public administration and services. Between 2000 and 2010, growth occurred in all broad fields, with the largest average annual increases in health sciences, engineering, and social and behavioral sciences.

Between fall 2009 and fall 2010, total enrollment increased faster at the doctoral level than at the master's degree and graduate certificate level—3.3% vs. 0.5%.

Graduate Certificates and Degrees

The institutions responding to the survey awarded approximately 59,500 doctoral degrees, 496,000 master's degrees, and 30,700 graduate certificates in 2009-10. Public institutions awarded the majority of the degrees awarded at both the doctoral and master's levels, as well as the majority of the graduate certificates.

At the doctoral level, about 42% of all degrees awarded were in health sciences, biological and agricultural sciences, and social and behavioral sciences. At the master's degree level, education and business were the two largest broad fields, accounting for 51% of all master's degrees awarded in 2009-10.

Women earned about two-thirds of the graduate certificates awarded in 2009-10, 60% of the master's degrees, and 52% of the doctorates. Academic year 2009-10 marked the second consecutive year in which women earned the majority of the degrees awarded at the doctoral level.

Doctoral degree production increased 5.4% between 2008-09 and 2009-10, with much stronger growth among women than men over the one-year period (8.8% vs. 1.9%). Over the past decade, the average annual rate of increase for women also surpassed that of men—6.4% vs. 2.4%. Between 1999-00 and 2009-10, doctoral degree production increased in all broad fields. The average annual increases were greatest in health sciences and public administration and services.

Master's degree production increased 2.9% between 2008-09 and 2009-10, with a larger increase for men (3.5%) than for women (2.5%) over the one-year period. Over the past ten years, however, the average annual rate of increase was greater for women (5.1%) than for men (4.0%). Between 1999-00 and 2009-10, master's degree production increased in all broad fields, with the strongest growth in 'other' fields, business, and health sciences.

Chapter 1
Introduction, Data, and Methods

Introduction

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

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

Survey Universe and Response Rate

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

This year's survey was sent to a total of 787 colleges and universities, and useable responses were received from 655 institutions, for an overall response rate of 83%. The response rate among CGS members was even higher, at 88%. While the total number of responding institutions represents about one-third (34%) of the approximately 1,950 degree-granting colleges and universities in the United States that offer programs at the graduate certificate level or above,[2] the responding institutions confer about 75% of the 662,000 master's degrees and 88% of the 68,000 doctorates awarded each year by U.S. colleges and universities.[3] Because the respondents represent such a large percentage of the degrees awarded at the graduate level in the United States, it is likely that the trends reported here are representative of overall national figures.

Data and Methods

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

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

[1] While CGS also has member institutions in Canada and international affiliate members, the survey population for the CGS/GRE Survey of Graduate Enrollment and Degrees is limited to graduate institutions in the United States. Data on graduate enrollment and degrees in Canadian institutions are published by the Canadian Association for Graduate Studies and are available online at www.cags.ca.

[2] Knapp, L.G., Kelly-Reid, J.E., and Ginder, S.A. (2010). *Postsecondary Institutions and Price of Attendance in the United States: Fall 2009, Degrees and Other Awards Conferred: 2008-09, and 12-Month Enrollment: 2008-09*. Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.

[3] Data on the number of graduate degrees conferred are for 2008-09 and come from the National Science Foundation's WebCASPAR Database (http://webcaspar.nsf.gov), using data from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). Final data from IPEDS for 2009-10 were not available at the time of this publication.

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 United States in a given academic year (July 1 through June 30). Degree data are collected by fine field, degree level (graduate certificate, master's/other, and doctoral), and gender. The survey does not collect degree data by race/ethnicity or citizenship.

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

Full-time enrollment includes students enrolled for credit in graduate degree programs who are engaged full time in training activities in their field; these activities may embrace any appropriate combination of study, teaching, and research, depending on the responding institution's own policy. Part-time enrollment includes students enrolled in graduate degree programs who are not pursuing graduate work full time as defined above.

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

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

The racial/ethnic data included in this report are collected from institutional records that are based on graduate students' self-reports. Accordingly, the number of students in any given racial/ethnic category is subject to individual interpretation on the part of students as they complete registration forms. The citizenship and race/ethnicity categories are defined as follows:

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

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

American Indian/Alaskan Native—A U.S. citizen or permanent resident having origins in any of the original peoples of North and South America

[4] The report, *First-Time and Total Graduate Enrollment by Fine Field: 2000 to 2010*, is available online at www.cgsnet.org.

(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 or permanent resident having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific islands.

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

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

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

Citizenship Unknown—Includes individuals whose citizenship is not known.

Two significant changes to the race/ethnicity categories occurred starting with the 2010 data collection cycle. The first change divided the previous Asian/Pacific Islander category into two separate categories: Asian and Native Hawaiian/Other Pacific Islander. The second change split the previous Other/Unknown category into three separate categories: Two or More Races, Race/Ethnicity Unknown, and Citizenship Unknown. The data presented in Chapter 2 of this report are based on the new race/ethnicity categories, therefore readers of this report should not directly compare these figures to those that appeared in earlier editions of this report. For the trend data reported in Chapter 3 of this report, the data for 2010 are aggregated to correspond with the earlier definitions of Asian/Pacific Islander and Other/Unknown, to permit the examination of one-, five-, and ten-year trends.

In some sections of this report, data are presented by Carnegie classification based on the 2010 Carnegie Classification of Institutions of Higher Education, using the "basic" classification.[5] The 33 "basic" classification categories are aggregated to five categories in this report as follows:

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

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

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

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

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

In some cases, survey respondents were unable to provide data for one or more categories or variables. Thus, not all tables and figures in this report include data from all 655 institutions that responded to the 2010 CGS/GRE Survey of Graduate Enrollment and Degrees. Data were not imputed for missing fields or for non-responding institutions.

[5] For more information on the 2010 Carnegie Classification of Institutions of Higher Education, see www.carnegiefoundation.org/classifications/index.asp.

A copy of the 2010 CGS/GRE Survey of Graduate Enrollment and Degrees survey instrument is provided in Appendix A.

Report Contents

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

Chapter 2 presents data and analysis on the numbers of applications for admission to U.S. graduate schools for fall 2010 and application acceptance rates by broad field and degree level. It also highlights first-time and total enrollment in fall 2010, with data presented by broad field, degree level, institution type, Carnegie classification, attendance status, gender, race/ethnicity, and citizenship. The last portion of Chapter 2 examines the numbers of graduate degrees and certificates conferred in the 2009-10 academic year (July 1, 2009 through June 30, 2010). Degree data are presented by broad field, degree level, and gender.

Chapter 3 presents data and analysis on trends in graduate applications, first-time enrollment, total enrollment, and degrees conferred over the past one, five, and ten years. For this report, the one-year trends are based on data collected for 2009 and 2010; the five-year trends compare data collected for 2005 and 2010; and the ten-year trends are based on data collected for 2000 and 2010. The trend data from these three time periods are designed to provide a more detailed comparison of the recent and longer-term trends in graduate education. Since the institutions responding to the survey differ slightly from year to year, the trend data are limited to institutions that responded to the CGS/GRE Survey of Graduate Enrollment and Degrees in both of the years being compared. The one-year trends include data from 627 colleges and universities that responded to the CGS/GRE Survey of Graduate Enrollment and Degrees in both 2009 and 2010, the five-year trends include data from 550 institutions that responded to the survey in both 2005 and 2010, and the ten-year trends include data from 507 institutions that responded in both 2000 and 2010. Restricting the analyses to the same institutions in both years being examined ensures that the trends that are presented are accurate and not a reflection of differing survey respondents.

In addition to the information included in this publication, a companion data report is available to CGS member institutions in PDF format on the CGS website, www.cgsnet.org. This report, *Graduate Enrollment and Degrees by Fine Field: 2000 to 2010*, includes data tables on first-time and total enrollment by fine field, gender, citizenship, and race/ethnicity and graduate degrees awarded by degree level, fine field, and gender.

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

Chapter 2

Graduate Applications, First-Time Enrollment, and Total Enrollment, Fall 2010, and Degrees Conferred, 2009-10

This chapter presents data and analysis on the numbers of applications for admission to U.S. graduate schools for fall 2010 and application acceptance rates by broad field and degree level. It also highlights first-time and total enrollment in fall 2010, with data presented by broad field, degree level, institution type, Carnegie classification, attendance status, gender, race/ethnicity, and citizenship. Additionally, the numbers of graduate degrees and certificates conferred in the 2009-10 academic year (July 1, 2009 through June 30, 2010) are presented by broad field, degree level, and gender. The chapter concludes with the data tables referenced in the text.

Graduate Applications

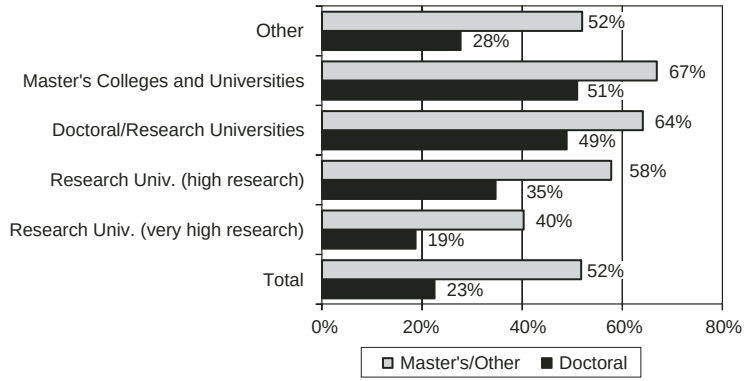
Institutions responding to the CGS/GRE Survey of Graduate Enrollment and Degrees received nearly 1.77 million applications for admission to graduate programs for studies beginning in fall 2010 (Table 2.1). Of those applications, about 741,000 (41.9%) were accepted. The overall application acceptance rate for master's and other graduate programs was higher than that for doctoral programs (51.8% vs. 22.5%).

Among the survey respondents, public institutions received the majority (64.3%) of the graduate applications in fall 2010, with more than 1.1 million received. Private, not-for-profit institutions received more than 627,000 graduate applications. The data for private, for-profit institutions were suppressed due to the small numbers of these institutions providing data on graduate applications for the 2010 survey.

The overall application acceptance rate at public institutions (42.1%) was slightly higher than that at private, not-for-profit institutions (41.1%). Application acceptance rates typically correlate with an institution's Carnegie classification, with doctoral research institutions having lower acceptance rates than master's-focused institutions.[6] Among survey respondents classified as research universities with very high research activity (RU/VH), the application acceptance rate was 30.4%, compared with 52.5% at research universities with high research activity (RU/H), 61.7% at doctoral/research universities, and 66.0% at master's colleges and universities. This correlation is seen at both the doctoral and master's/graduate certificate levels with lower acceptance rates at doctoral institutions than at master's-focused institutions (Figure 2.1).

Business, engineering, and social and behavioral sciences accounted for the largest numbers of graduate applications in fall 2010 (Table 2.2). Forty-one percent of all graduate applications in fall 2010 were for programs in one of these three broad fields.[7]

Figure 2.1 Graduate Application Acceptance Rates by Carnegie Classification and Degree Level, Fall 2010



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

At the doctoral level, social and behavioral sciences, engineering, and biological and agricultural sciences were the three largest broad fields, together representing 50.4% of all doctoral applications. At the opposite end of the spectrum, public administration and services, 'other' fields, and education

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

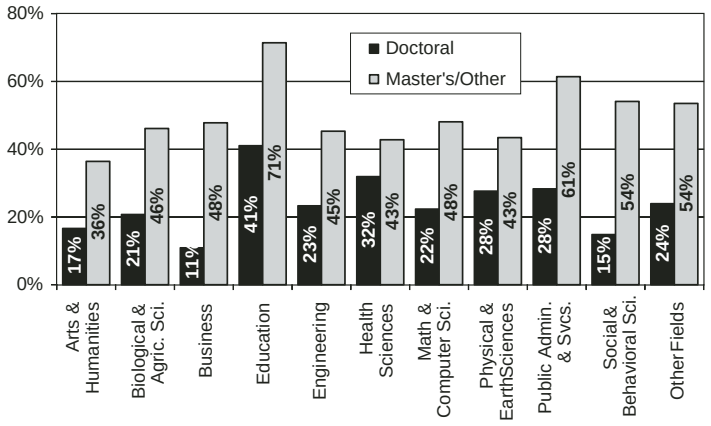
[7] For more information on the fine fields included in each broad field, see the CGS/GRE Survey of Graduate Enrollment and Degrees Taxonomy of Fields of Study in Appendix B.

received the smallest numbers of applications, and together accounted for just 7.8% of all doctoral applications.

At the master's degree, graduate certificate, and education specialist level, business, education, and engineering were the three most popular broad fields, accounting for 44.6% of all master's/other applications in fall 2010. Physical and earth sciences, biological and agricultural sciences, and public administration and services received the smallest numbers of applications, together comprising 11.1% of all master's/other applications.

Application acceptance rates varied considerably by degree level and broad field of study (Figure 2.2). At the doctoral level, acceptance rates were highest in education (41.0%), health sciences (31.9%), and public administration and services (28.3%) and lowest in business (10.9%), social and behavioral sciences (14.8%), and arts and humanities (16.6%). At the master's/other level, acceptance rates were highest in education (71.4%), public administration and services (61.4%), and social and behavioral sciences (54.1%), and were lowest in arts and humanities (36.4%), health sciences (42.8%) and physical and earth sciences (43.4%).

Figure 2.2 Graduate Application Acceptance Rates by Broad Field and Degree Level, Fall 2010



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

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

First-Time Graduate Enrollment

More than 445,000 students enrolled for the first time in graduate certificate, education specialist, master's, or doctoral programs for the fall term in 2010 at the institutions responding to the CGS/GRE Survey of Graduate Enrollment and Degrees (Table 2.3). First-time enrollees represented 25.5% of all graduate students in fall 2010.

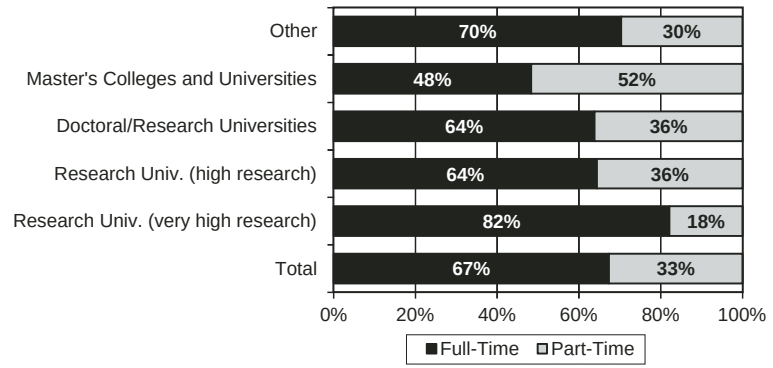
About six out of ten (62.5%) first-time graduate students were enrolled at public institutions in fall 2010, and more than one-third (35.5%) were at private, not-for-profit institutions. Only 2.1% of first-time graduate students were at private, for-profit institutions, but this figure is based on a small number of for-profit institutions that responded to the survey and should therefore be interpreted cautiously.

By Carnegie classification, 39.8% of all first-time graduate students were enrolled at research universities with very high research activity (RU/VH), 19.1% were at research universities with high research activity (RU/H), 11.6% were at doctoral/research universities, 26.7% were at master's colleges and universities, and 2.8% were at institutions with other basic Carnegie classifications.

Two-thirds (67.3%) of all first-time graduate students were enrolled full-time in fall 2010, and 32.7% were enrolled part-time. Research universities with very high research activity had the highest percentage of full-time students (82.1%), and master's colleges and universities had the lowest percentage (48.3%) as shown in Figure 2.3.

Research universities with very high research activity also had the highest proportion of male first-time graduate students (49.4%), compared with 42.9% in research universities with high research activity, 33.9% in doctoral/research universities, 34.8% in master's colleges and universities, and 40.4% in institutions with other basic Carnegie classifications. Overall, 42.2% of all first-time graduate students in fall 2010 were men and 57.8% were women.

Figure 2.3 First-Time Graduate Enrollment by Carnegie Classification and Attendance Status, Fall 2010



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Collectively, 34.9% of all female first-time graduate students attended research universities with very high research activity, compared with 46.6% of male first-time graduate students. Conversely, 30.0% of all female first-time graduate students attended master's colleges and universities, compared with 21.9% of male first-time enrollees.

The broad fields of education, business, and health sciences enrolled the largest numbers of first-time graduate students in fall 2010 (Table 2.4). Overall, 19.8% of all first-time enrollees were in education, 17.0% were in business, and 11.1% were in health sciences. At the opposite end of the spectrum, just 2.9% of all first-time graduate students were in physical and earth sciences, 5.0% were in biological and agricultural sciences, and 5.0% were in mathematics and computer sciences.

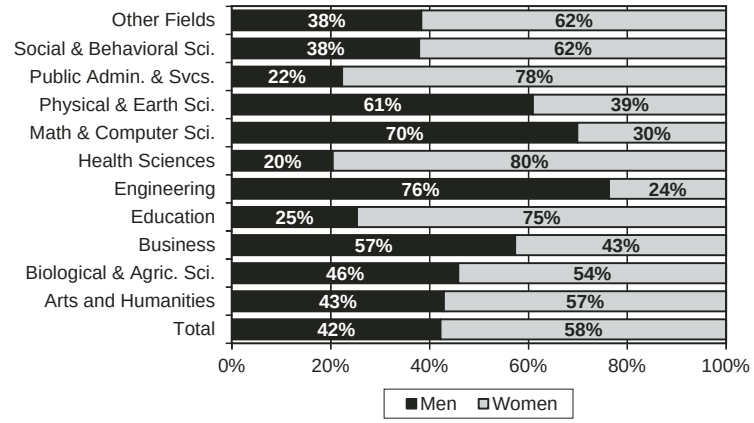
As shown in Figure 2.4, women comprised the largest shares of first-time enrollees in health sciences (79.6%), public administration and services (77.7%), and education (74.7%). Nearly half (48.8%) of all female first-time enrollees in fall 2010 were in one of these three broad fields. Women comprised the smallest shares of first-time enrollment in engineering (23.7%), mathematics and computer sciences (30.1%), and physical and earth sciences (39.1%), and just 8.2% of all female first-time enrollees were in one of these three broad fields.

Men comprised the majority of first-time students in four broad fields in fall 2010—engineering (76.3%), mathematics and computer sciences (69.9%), physical and earth sciences (60.9%), and business (57.3%). These four broad fields accounted for 51.4% of all male first-time enrollees.

While 67.3% of all first-time graduate students were enrolled full-time in fall 2010, there was considerable variation by broad field (Table 2.4 and Figure 2.5). Physical and earth sciences had the highest share of full-time enrollees (88.1%), followed by biological and agricultural sciences (85.3%), and engineering (80.6%). In contrast, just 49.8% of all first-time graduate students in education were enrolled full-time. The field of education was the only broad field in which more first-time graduate students were enrolled part-time than full-time in fall 2010.

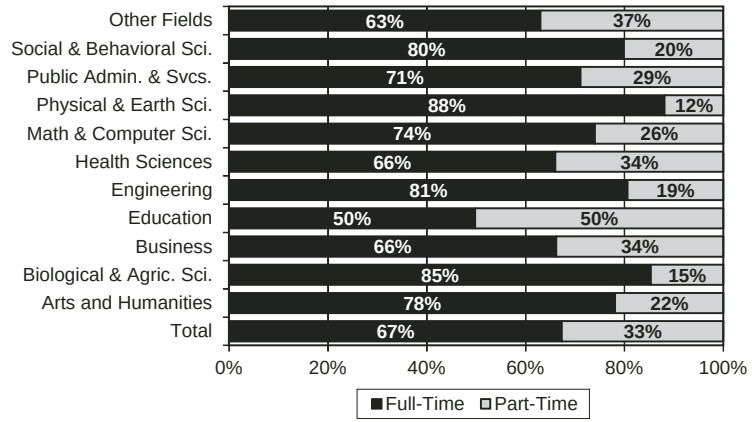
Among first-time enrollees in fall 2010, men were more likely to be enrolled full-time than women—71.3% of men vs. 64.4% of women (Table 2.5). Engineering and public administration and services were the only two broad fields in which women were more likely to be enrolled full-time than men. In engineering, 82.7% of female first-time enrollees were attending full-time, compared with 79.9% of male first-time enrollees, and in public administra-

Figure 2.4 First-Time Graduate Enrollment by Broad Field and Gender, Fall 2010



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Figure 2.5 First-Time Graduate Enrollment by Broad Field and Attendance Status, Fall 2010



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

tion and services 71.9% of female first-time enrollees were attending full-time, compared with 68.5% of male first-time enrollees. In two broad fields (health sciences and 'other' fields) men were considerably more likely than their female counterparts to be attending full-time. In health sciences, 73.7% of male first-time enrollees versus 64.6% of female first-time enrollees were attending full-time, and in 'other' fields, 66.7% of male first-time enrollees versus 60.6% of female first-time enrollees were attending full-time.

The majority of all first-time graduate students in fall 2010 (84.5%) were enrolled in programs leading to a master's degree or a graduate certificate (Table 2.6). Just 15.5% of all first-time graduate students were enrolled in doctoral programs.

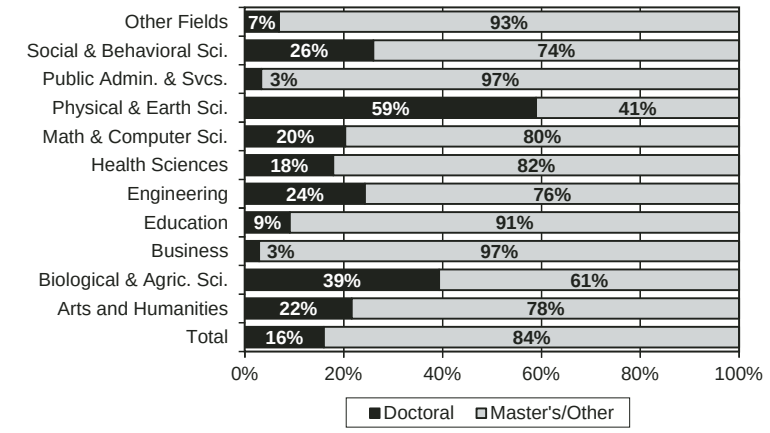
In business, nearly all first-time students were enrolled at the master's/other level (97.1%). As shown in Figure 2.6, high percentages of students were also enrolled at the master's/other level in public administration and services (96.7%), 'other' fields (93.1%), and education (90.9%). The broad fields with the lowest percentages of first-time students enrolled at the master's/other level were physical and earth sciences (41.1%), biological and agricultural sciences (60.7%), and social and behavioral sciences (74.0%).

Among first-time students in programs leading to a master's degree or a graduate certificate, students in the two largest broad fields (education and business) collectively accounted for 41.0% of all first-time master's degree or graduate certificate students. In contrast, first-time students in doctoral programs in education and business accounted for just 14.5% of all doctoral students in fall 2010. At the doctoral level, the two largest fields were social and behavioral sciences and engineering, and collectively students in these two broad fields accounted for 28.7% of all first-time doctoral students.

As noted above, 57.8% of all first-time graduate students in fall 2010 were women, but women comprised a larger share of first-time enrollees at the master's degree and graduate certificate level (59.1%) than at the doctoral level (50.7%). Despite the variation in their representation by level, women still comprised the majority of first-time graduate students at both levels. Men comprised 40.9% of all master's/other first-time students in fall 2010 and 49.3% of all first-time doctoral enrollees (Table 2.7).

At the master's degree and graduate certificate level, women accounted for the largest share of first-time graduate students in health sciences (80.9%), followed by public administration and services (78.2%), and education (75.2%). Men comprised the largest share of students in engineering

Figure 2.6 First-Time Graduate Enrollment by Broad Field and Degree Level, Fall 2010



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

(76.9%), mathematics and computer sciences (68.5%), and business (57.3%). At the doctoral level, women were most highly represented in health sciences (73.6%), education (69.3%), and public administration and services (64.6%). Men were most highly represented in mathematics and computer sciences (75.5%), engineering (74.5%), and physical and earth sciences (65.1%).

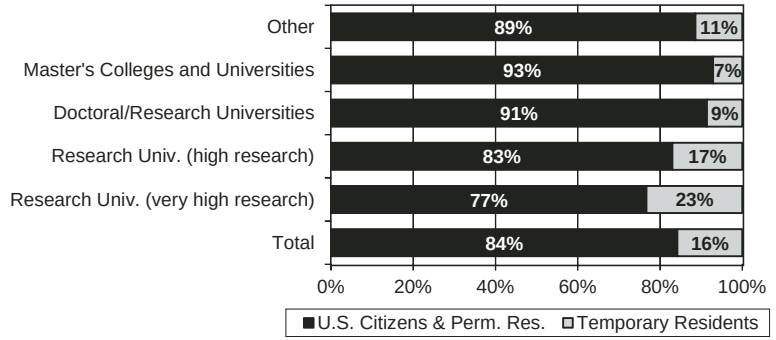
Among first-time graduate enrollees in fall 2010 whose citizenship was known, 84.2% were U.S. citizens or permanent residents and 15.8% were temporary residents (Table 2.8). The citizenship distributions at public institutions and private, not-for-profit institutions were relatively similar to the overall distribution. At public institutions 15.4% of the first-time enrollees were temporary residents, and at private, not-for-profit institutions 17.1% were temporary residents. Private, for-profit institutions had a smaller share of temporary resident first-time enrollees (4.5%), but as noted above, this figure is based on a small number of for-profit institutions that responded to the survey and should therefore be interpreted cautiously.

The citizenship distribution of first-time enrollees varied considerably by Carnegie classification, with temporary residents more highly represented in research universities than at other types of institutions (Figure 2.7). At research universities with very high research activity (RU/VH) 23.3% of all first-time enrollees were temporary residents, and at research universities with high research activity (RU/H) 17.0% were temporary residents. In contrast, just 8.6% of the first-time graduate students at doctoral/research universities and 7.1% of those at master's colleges and universities were temporary residents.

Overall, 59.0% of all temporary resident first-time graduate students were enrolled at research universities with very high research activity (RU/VH), while only 36.3% of all U.S. citizen and permanent resident first-time enrollees were at these institutions. In contrast, 29.3% of all U.S. citizen and permanent resident first-time enrollees, but only 12.0% of all temporary residents, were at master's colleges and universities.

Temporary residents comprised the largest share of first-time graduate students in mathematics and computer sciences in fall 2010 (44.8%), followed by engineering (44.7%), and physical and earth sciences (29.4%) (Table 2.9 and Figure 2.8). They accounted for the smallest shares of students in education (3.3%), public administration and services (4.1%), and health sciences (5.7%).

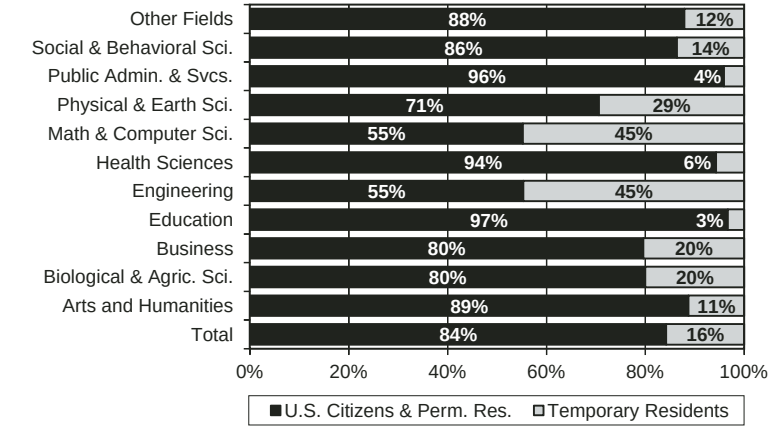
Figure 2.7 First-Time Graduate Enrollment by Carnegie Classification and Citizenship, Fall 2010



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Overall, temporary residents were more highly represented in natural science and engineering fields than in other fields of study. In fall 2010, half

Figure 2.8 First-Time Graduate Enrollment by Broad Field and Citizenship, Fall 2010



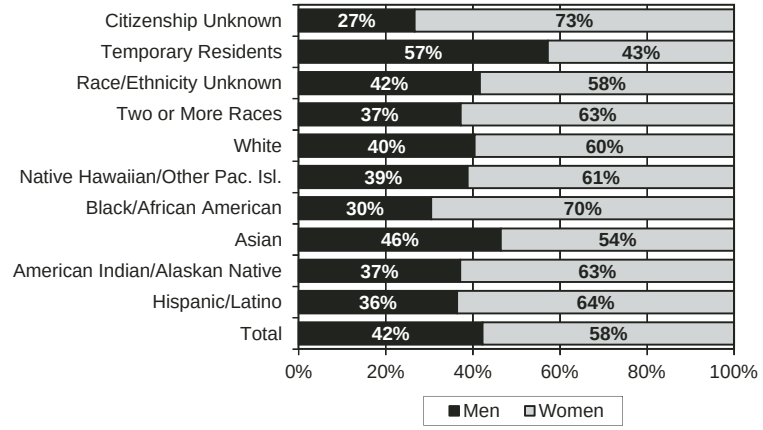
Source: CGS/GRE Survey of Graduate Enrollment and Degrees

(50.1%) of all temporary resident first-time graduate students were in engineering, mathematics and computer sciences, physical and earth sciences, or biological and agricultural sciences, while just 16.3% of U.S. citizen and permanent resident first-time enrollees were in these fields. In contrast, 22.9% of all U.S. citizen and permanent resident first-time graduate students were enrolled in education, the largest broad field, compared with just 4.1% of temporary residents.

Among first-time graduate students in fall 2010 whose citizenship and race/ethnicity was known, one-quarter (24.9%) were members of U.S. citizen and permanent resident racial/ethnic minority groups (Table 2.10). Hispanics/Latinos comprised 7.8% of all first-time enrollees, American Indians/Alaskan Natives 0.5%, Asians 5.7%, Blacks/African Americans 9.2%, Native Hawaiians/Other Pacific Islanders 0.2%, and individuals of Two or More Races 1.6%.

As seen in Figure 2.9, women comprised a larger share of underrepresented minority populations (American Indian/Alaskan Native, Black/African American, and Hispanic/Latino) than other citizenship and race/ethnicity categories. For example, 69.6% of Black/African American first-time enrollees were women, compared with just 42.8% of temporary residents.

Figure 2.9 First-Time Graduate Enrollment by Citizenship, Race/Ethnicity, and Gender, Fall 2010

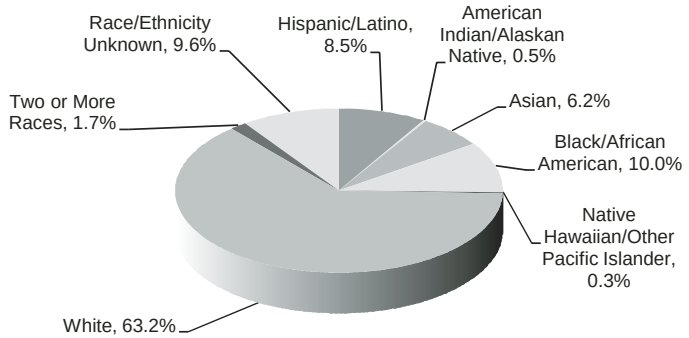


Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Among U.S. citizens and permanent residents (including those of two or more races and those whose race/ethnicity was not known), 27.2% of all first-time enrollees were racial/ethnic minorities (Table 2.11). As seen in Figure 2.10, 8.5% of U.S. citizen and permanent resident first-time enrollees were Hispanic/Latino, 0.5% were American Indian/Alaskan Native, 6.2% were Asian, 10.0% were Black/African American, 0.3% were Native Hawaiian/Other Pacific Islander, and 1.7% were of Two or More Races. White students accounted for more than six out of ten (63.2%) U.S. citizen and permanent resident first-time enrollees in fall 2010, and the race/ethnicity was unknown for the remaining 9.6% of all U.S. citizen and permanent resident first-time graduate students.

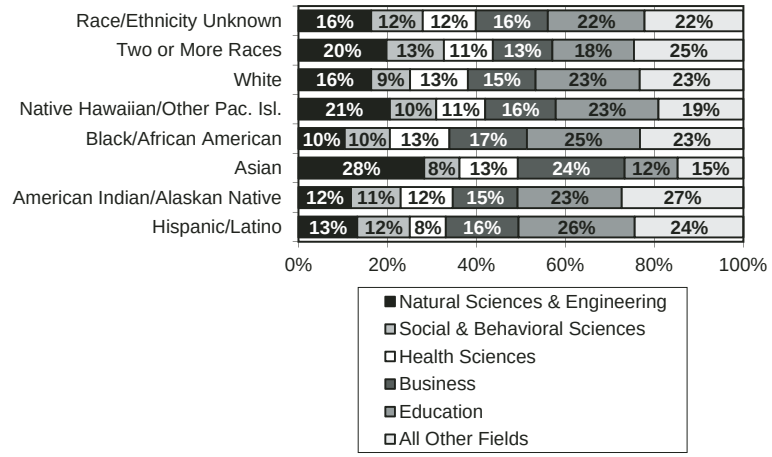
Underrepresented minority first-time graduate students were less likely than their peers to be enrolled in the natural sciences and engineering in fall 2010. Among Black/African American first-time enrollees, 10.4% were enrolled in biological and agricultural sciences, engineering, mathematics and computer sciences, or physical and earth sciences, along with 11.8% of American Indian/Alaskan Native and 13.2% of Hispanic/Latino first-time graduate students. In comparison, 16.4% of Whites, 19.8% of individuals of Two or More Races, 20.6% Native Hawaiian/Other Pacific Islanders, and 28.3% of Asians were enrolled in one of these four broad fields (Figure 2.11).

Figure 2.10 U.S. Citizen and Permanent Resident First-Time Graduate Enrollment by Race/Ethnicity, Fall 2010



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Figure 2.11 U.S. Citizen and Permanent Resident First-Time Graduate Enrollment by Race/Ethnicity and Broad Field, Fall 2010



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Asian first-time enrollees were less likely to be in education fields than students from other U.S. citizen and permanent resident racial/ethnic groups. Just 11.9% of Asian first-time graduate students were enrolled in education, compared with 18.4% of individuals of Two or More Races, 23.1% of Native Hawaiians/Other Pacific Islanders, 23.4% of American Indians/Alaskan Natives, 23.4% of Whites, 25.4% of Blacks/African Americans, and 26.1% of Hispanics/Latinos. In contrast, Asian first-time graduate students were more likely to be enrolled in business than students from other U.S. citizen and permanent resident racial/ethnic groups.

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

Total Graduate Enrollment

The institutions responding to the CGS/GRE Survey of Graduate Enrollment and Degrees enrolled a total of nearly 1.75 million students in graduate certificate, education specialist, master's, or doctoral programs in fall 2010 (Table 2.12). Among the 655 institutions responding to survey, the mean number of graduate students per institution in fall 2010 was 2,667 and the median number of graduate students was 1,465. Twenty-five percent of the respondents had fewer than 679 graduate students at their institution, and 25% had more than 3,404 graduate students.

Six out of ten (60.5%) graduate students were enrolled at public institutions in fall 2010, and three out of ten (30.9%) were at private, not-for-profit institutions. The remainder (8.6%) were at private, for-profit institutions.[8]

By Carnegie classification, 35.9% of all graduate students were enrolled at research universities with very high research activity (RU/VH), 18.7% were at research universities with high research activity (RU/H), 15.8% were at doctoral/research universities, 27.2% were at master's colleges and universities, and 2.4% were at institutions with other basic Carnegie classifications.

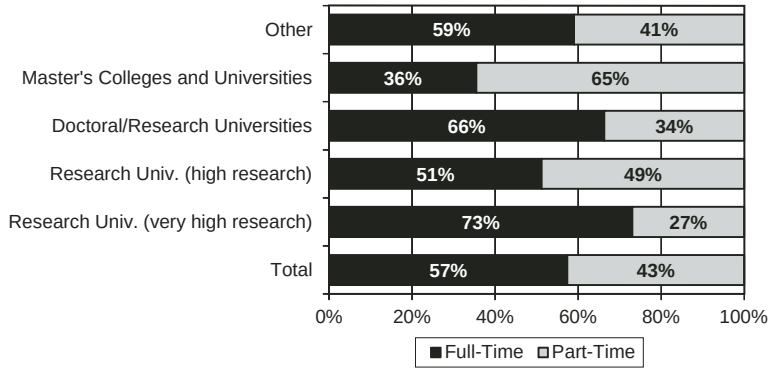
More than half (57.4%) of all graduate students were enrolled full-time in fall 2010, and 42.6% were enrolled part-time. Research universities with very high research activity had the highest percentage of full-time students (73.1%), and master's colleges and universities had the lowest percentage (35.5%), as shown in Figure 2.12.

Research universities with very high research activity also had the highest proportion of male graduate students (50.0%), compared with 42.3% in research universities with high research activity, 32.3% in doctoral/research universities, 34.7% in master's colleges and universities, and 38.6% in institutions with other basic Carnegie classifications. Overall, 41.3% of all graduate students in fall 2010 were men and 58.7% were women.

Collectively, 30.6% of all female graduate students attended research universities with very high research activity, compared with 43.4% of male graduate students. Conversely, 30.2% of all female graduate students attended master's colleges and universities, compared with 22.7% of male enrollees.

[8] As mentioned previously in this chapter, the response rate among for-profit institutions was not as high as among public institutions and private, not-for-profit institutions. While more for-profit institutions supplied data on total enrollment than on first-time enrollment and applications, the figures for for-profit institutions in this section may not be representative of the entire universe of for-profit institutions in the United States.

Figure 2.12 Total Graduate Enrollment by Carnegie Classification and Attendance Status, Fall 2010



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

The broad fields of education, business, and health sciences enrolled the largest numbers of graduate students in fall 2010 (Table 2.13). Overall, 22.6% of all graduate students were in education, 17.9% were in business, and 10.8% were in health sciences. At the opposite end of the spectrum, just 3.3% of all graduate students were in physical and earth sciences, 4.4% were in public administration and services, and 4.4% were in mathematics and computer sciences.

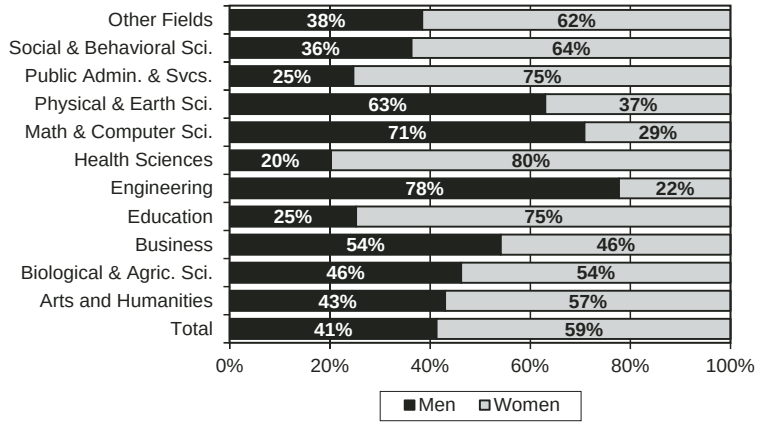
As shown in Figure 2.13, women comprised the largest shares of enrollees in health sciences (79.8%), public administration and services (75.3%), and education (74.8%). Half (49.4%) of all female enrollees in fall 2010 were in one of these three broad fields. Women comprised the smallest shares of total graduate enrollment in engineering (22.3%), mathematics and computer sciences (29.2%), and physical and earth sciences (37.5%), and just 7.5% of all female enrollees were in one of these three broad fields.

Men comprised the majority of graduate students in four broad fields in fall 2010—engineering (77.7%), mathematics and computer sciences (70.8%), physical and earth sciences (62.5%), and business (54.1%). These four broad fields accounted for more than half (51.1%) of all male enrollees.

While 57.4% of all graduate students were enrolled full-time in fall 2010, attendance status varied by broad field (Table 2.13 and Figure 2.14). Physical and earth sciences had the highest share of full-time enrollees (82.2%), followed by biological and agricultural sciences (78.5%), social and behavioral sciences (69.9%), and engineering (69.8%). In contrast, just 41.7% of all graduate students in education were enrolled full-time. Education was the only broad field in fall 2010 in which the majority of all graduate students were enrolled part-time.

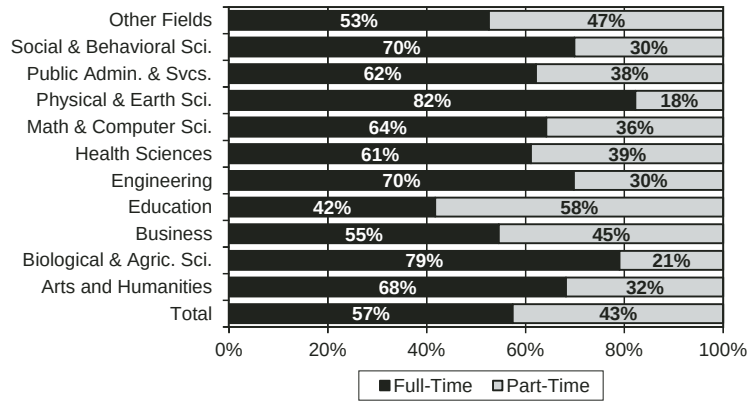
Among all graduate students in fall 2010, men were more likely to be enrolled full-time than women—60.9% of men vs. 55.0% of women (Table 2.14). This was also the case in four of the broad fields. In 'other' fields, health sciences, arts and humanities, and physical and earth sciences men were more likely to be enrolled full-time than women—57.2% of men vs. 49.9% of women in 'other' fields, 66.6% of men vs. 59.7% of women in health sciences, 70.7% of men vs. 66.4% of women in arts and humanities, and 83.4% of men vs. 80.1% of women in physical and earth sciences. In contrast, in public administration and services and engineering women were more likely to be enrolled full-time than men—63.9% of women vs. 56.8% of men in public administration and services and 72.7% of women vs. 69.0% of men in engi-

Figure 2.13 Total Graduate Enrollment by Broad Field and Gender, Fall 2010



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Figure 2.14 Total Graduate Enrollment by Broad Field and Attendance Status, Fall 2010



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

neering. In the remaining broad fields, the shares of men and women enrolled full-time varied by less than two percentage points.

About three-quarters (75.3%) of graduate students in fall 2010 were enrolled in programs leading to a master's degree or a graduate certificate. One-quarter (24.7%) were enrolled in doctoral programs (Table 2.15).

In business, nearly all graduate students were enrolled at the master's/other level (94.8%). As shown in Figure 2.15, high percentages of students were also enrolled at the master's/other level in public administration and services (92.5%), 'other' fields (85.7%), and education (83.0%). The broad fields with the lowest percentages of students enrolled at the master's/other level were physical and earth sciences (28.4%) and biological and agricultural sciences (41.6%).

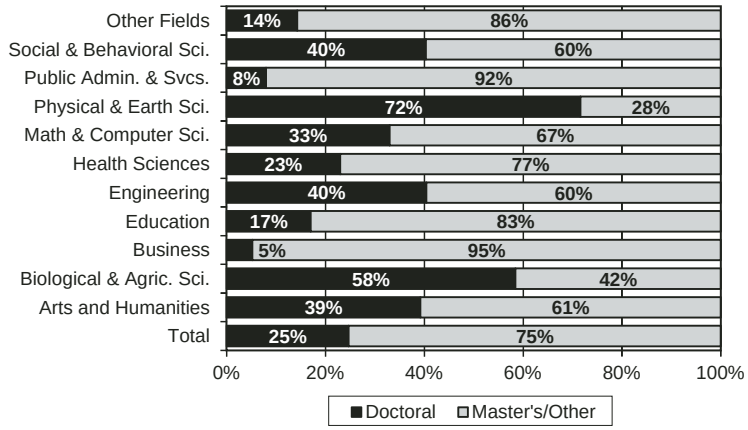
Among graduate students in programs leading to a master's degree or a graduate certificate, students in the two largest broad fields (education and business) collectively accounted for 47.8% of all master's degree or graduate certificate students. At the doctoral level, the two largest fields were education and social and behavioral sciences, and collectively students in these two broad fields accounted for 29.9% of all doctoral students.

As noted above, 58.7% of all graduate students in fall 2010 were women, but women comprised a larger share of total enrollees at the master's degree and graduate certificate level (61.1%) than at the doctoral level (51.2%). Despite the variation in their representation by level, women still comprised the majority of graduate students at both levels. Men comprised 38.9% of all master's/other students in fall 2010 and 48.8% of all doctoral enrollees (Table 2.16).

At the master's degree and graduate certificate level, women accounted for the largest share of graduate students in health sciences (82.0%), followed by public administration and services (76.1%) and education (76.0%). Men comprised the largest share of students in engineering (78.3%), followed by mathematics and computer sciences (68.6%) and physical and earth (54.8%). At the doctoral level, women were most highly represented in health sciences (72.1%), education (69.0%), and public administration and services (64.7%). Men were most highly represented in engineering (76.8%), mathematics and computer sciences (75.4%), and physical and earth sciences (65.6%).

Among graduate students in fall 2010 whose citizenship was known, 85.8% were U.S. citizens or permanent residents and 14.2% were temporary resi-

Figure 2.15 Total Graduate Enrollment by Broad Field and Degree Level, Fall 2010



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

dents (Table 2.17). The citizenship distributions at public institutions and private, not-for-profit institutions were similar to the overall distribution. At public institutions 15.5% of graduate students were temporary residents, and at private, not-for-profit institutions 14.9% of graduate students were temporary residents. Private, for-profit institutions had a smaller share of temporary resident graduate students (3.3%), but as previously noted this figure is based on a small number of for-profit institutions that responded to the survey, and should therefore be interpreted cautiously.

The citizenship distribution of graduate students varied considerably by Carnegie classification, with temporary residents more highly represented in research universities than at other types of institutions (Figure 2.16). At research universities with very high research activity (RU/VH) 23.3% of all graduate students were temporary residents, and at research universities with high research activity (RU/H) 15.6% were temporary residents. In contrast, just 6.3% of graduate students at doctoral/research universities and 6.1% of those at master's colleges and universities were temporary residents.

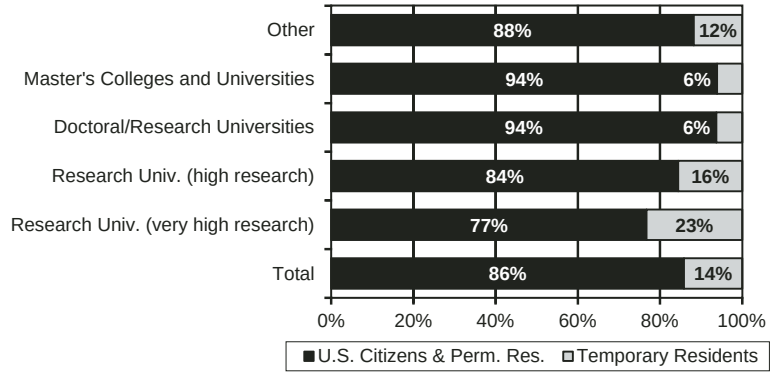
Overall, more than half (59.0%) of all temporary resident graduate students were enrolled at research universities with very high research activity (RU/VH), while only 32.2% of all U.S. citizen and permanent resident graduate students were at these institutions. In contrast, 29.5% of all U.S. citizen and permanent resident graduate students, but only 11.5% of all temporary residents, were at master's colleges and universities.

Temporary residents comprised the largest share of graduate students in engineering in fall 2010 (45.3%), followed by mathematics and computer sciences (42.9%), and physical and earth sciences (32.1%) (Table 2.18 and Figure 2.17). They accounted for the smallest shares in education (3.0%), public administration and services (4.0%), and health sciences (5.9%).

Overall, temporary residents were more highly represented in natural science and engineering fields than in other fields. In fall 2010, 54.6% of all temporary resident graduate students were in engineering, mathematics and computer sciences, physical and earth sciences, or biological and agricultural sciences, while just 15.7% of U.S. citizen and permanent resident graduate students were in these fields. In contrast, 25.6% of all U.S. citizen and permanent resident graduate students were enrolled in education, the largest broad field, compared with just 4.7% of temporary residents.

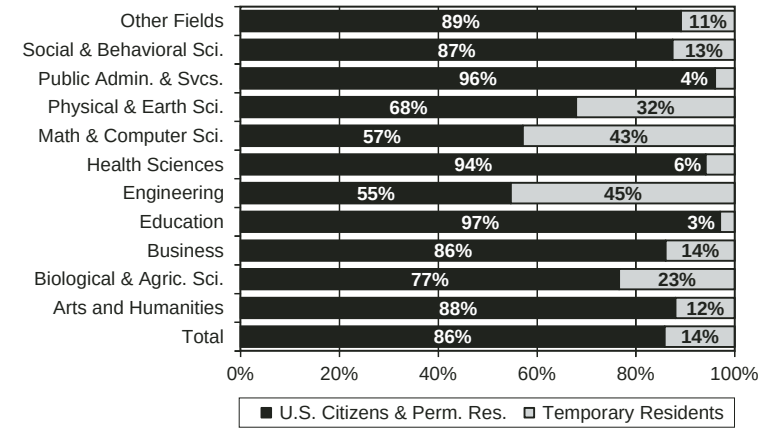
Among graduate students in fall 2010 whose citizenship and race/ethnicity was known, one-quarter (25.7%) were members of U.S. citizen and permanent resident racial/ethnic minority groups (Table 2.19). Hispanics/Latinos

Figure 2.16 Total Graduate Enrollment by Carnegie Classification and Citizenship, Fall 2010



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Figure 2.17 Total Graduate Enrollment by Broad Field and Citizenship, Fall 2010



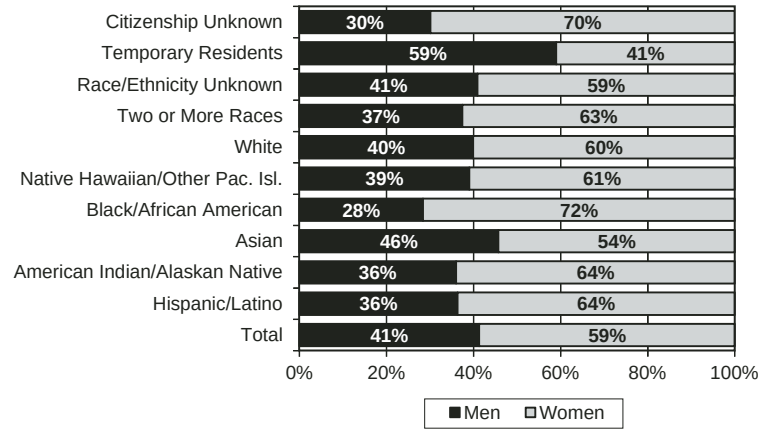
Source: CGS/GRE Survey of Graduate Enrollment and Degrees

comprised 7.4% of all enrollees, American Indians/Alaskan Natives 0.6%, Asians 5.2%, Blacks/African Americans 11.3%, Native Hawaiians/Other Pacific Islanders 0.2%, and individuals of Two or More Races 1.1%.

As seen in Figure 2.18, women comprised a larger share of underrepresented minority populations (American Indian/Alaskan Native, Black/African American, and Hispanic/Latino) than other citizenship and race/ethnicity categories. For example, 71.6% of Black/African American graduate students were women, compared with just 41.5% of temporary residents.

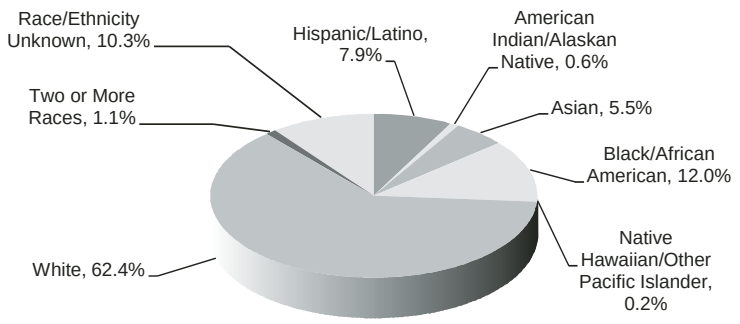
Among U.S. citizens and permanent residents (including those whose race/ethnicity was not known), 27.3% of all enrollees were racial/ethnic minorities (Table 2.20). As seen in Figure 2.19, 7.9% of U.S. citizen and permanent resident enrollees were Hispanic/Latino, 0.6% were American Indian/Alaskan Native, 5.5% were Asian, 12.0% were Black/African American, 0.2% were Native Hawaiian/Other Pacific Islander, and 1.1% were of Two or More Races. White students accounted for more than six out of ten (62.4%) U.S. citizen and permanent resident enrollees in fall 2010, and the race/ethnicity was unknown for the remaining 10.3% of all U.S. citizen and permanent resident graduate students.

Figure 2.18 Total Graduate Enrollment by Citizenship, Race/Ethnicity, and Gender, Fall 2010



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Figure 2.19 U.S. Citizen and Permanent Resident Total Graduate Enrollment by Race/Ethnicity, Fall 2010

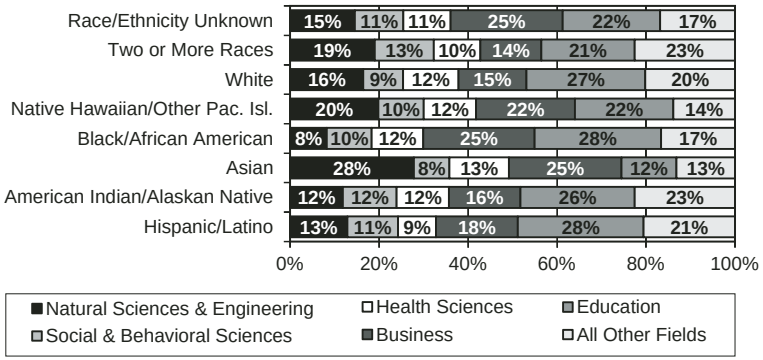


Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Underrepresented minority graduate students were less likely than their Asian/Pacific Islander and White peers to be enrolled in the natural sciences and engineering in fall 2010. Among Black/African American graduate students, 8.3% were enrolled in biological and agricultural sciences, engineering, mathematics and computer sciences, or physical and earth sciences, along with 11.9% of American Indian/Alaskan Native and 12.9% of Hispanic/Latino graduate students. In comparison, 16.5% of Whites, 19.0% of individuals of Two or More Races, 19.8% Native Hawaiian/Other Pacific Islanders, and 27.8% of Asians were enrolled in one of these four broad fields (Figure 2.20).

Asian graduate students were less likely to be in education fields than students from other U.S. citizens and permanent resident racial/ethnic groups. Just 12.4% of Asian graduate students were enrolled in education, compared with 21.0% of individuals of Two or More Races, 22.1% of Native Hawaiians/Other Pacific Islanders, 25.7% of American Indians/Alaskan Natives, 26.7% of Whites, 28.3% of Hispanics/Latinos, and 28.4% of Blacks/African Americans. Asian and Black/African American graduate students were more likely to be enrolled in business than students from other U.S. citizen and permanent resident racial/ethnic groups.

Figure 2.20 U.S. Citizen and Permanent Resident Total Graduate Enrollment by Race/Ethnicity and Broad Field, Fall 2010



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

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

Graduate Certificates and Degrees

The institutions responding to the CGS/GRE Survey of Graduate Enrollment and Degrees awarded a total of more than 586,000 graduate certificates and degrees in academic year 2009-10 (July 1, 2009 through June 30, 2010), including 59,472 doctoral degrees, 495,999 master's degrees, and 30,667 graduate certificates (Table 2.21).

At the doctoral level, public institutions awarded nearly two-thirds (65.8%) of all degrees awarded in 2009-10; private, not-for-profit institutions awarded three out of every ten (31.1%); and private, for-profit institutions awarded the remaining 3.1% of all doctoral degrees.[9] At the master's level, 57.8% of all degrees were awarded by public institutions, 33.5% by private, not-for-profit institutions, and 8.7% by private, for-profit institutions. At the graduate certificate level, 51.2% were awarded by public institutions, 43.5% by private, not-for-profit institutions, and 5.3% by private, for-profit institutions.

By Carnegie classification, 65.4% of all doctoral degrees were awarded by research universities with very high research activity (RU/VH), 17.3% by research universities with high research activity (RU/H), 9.2% by doctoral/research universities, 4.9% by master's colleges and universities, and 3.1% by institutions with other basic Carnegie classifications.

At the master's degree level, the largest percentage of degrees were awarded by research universities with very high research activity (32.9%), followed by master's colleges and universities (30.5%), research universities with high research activity (17.6%), doctoral/research universities (17.0%), and institutions with other basic Carnegie classifications (2.0%).

Master's colleges and universities awarded more graduate certificates than institutions with other Carnegie classifications, awarding 34.6% of all graduate certificates conferred in 2009-10. Research universities with high research activity (RU/H) awarded 23.6% of all graduate certificates conferred, doctoral/research universities awarded 19.9%, research universities with very high research activity (RU/H) awarded 17.8%, and institutions with other basic Carnegie classifications awarded 4.1%.

Among the institutions responding to the CGS/GRE Survey of Graduate Enrollment and Degrees that awarded one or more master's degrees in 2009-10, the mean number of master's degrees awarded was 765, and the median number of master's degrees awarded was 426. Twenty-five percent of the respondents awarded fewer than 199 master's degrees, and 25% awarded more than 946 master's degrees each. Among the respondents awarding one or more doctorates in 2009-10, the mean number of doctorates awarded was 139, and the median was 60. One-quarter of the respondents awarded fewer than 21 doctorates each, and 25% awarded more than 178 doctorates each. At the graduate certificate level, the mean number of certificates awarded was 94, and the median was 33. One-quarter of the respondents each awarded fewer than 10 certificates, and 25% awarded more than 75 certificates each.

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

At the doctoral level, health sciences accounted for the largest number of degrees in 2009-10, with 14.5% of the total, followed by biological and agricultural sciences (14.3%), and social and behavioral sciences (13.6%) (Table 2.22 and Figure 2.21). Only 1.0% of the doctoral degrees awarded in 2009-10 were in public administration and services, and only 2.8% were in business. Natural sciences and engineering (biological and agricultural sciences, engineering, mathematics and computer sciences, and physical and earth sciences) accounted for 41.8% of all doctoral degrees.

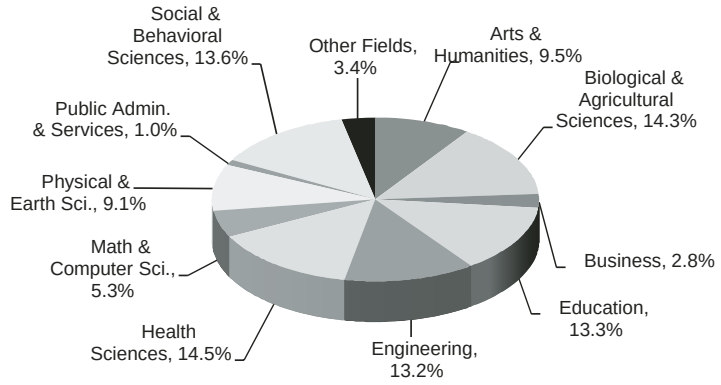
At the master's degree level, education and business were the largest broad fields, accounting for 26.5% and 24.4%, respectively, of the master's degrees awarded (Table 2.22 and Figure 2.22). The smallest broad field at the master's level was physical and earth sciences, accounting for just 1.4% of all master's degrees awarded in 2009-10. Natural sciences and engineering accounted for 15.4% of all master's degrees, less than one-half the size of the share of these broad fields at the doctoral level.

Education was the largest broad field for graduate certificates, with 41.9% of the total, followed by business (12.0%) (Table 2.22 and Figure 2.23).

Women earned about two-thirds (67.1%) of the graduate certificates awarded in 2009-10, 60.0% of the master's degrees, and 51.9% of the doctorates (Tables 2.23, 2.24, and 2.25). Academic year 2009-10 marked the second consecutive year in which women earned the majority of the degrees awarded at the doctoral level.

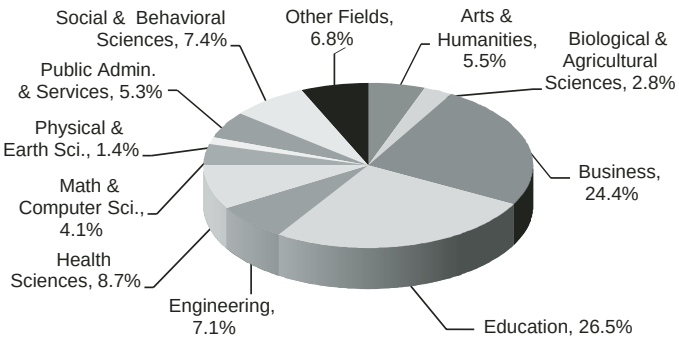
At the graduate certificate level, women earned the majority of the certificates awarded in all broad fields except engineering, mathematics and computer sciences, and physical and earth sciences (Figure 2.24). Women earned the

Figure 2.21 Doctoral Degrees Awarded by Broad Field, 2009-10



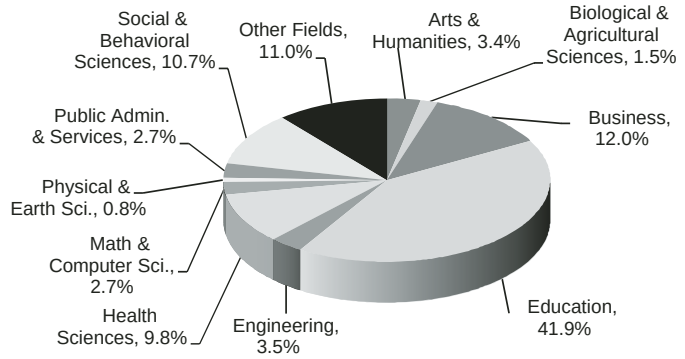
Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Figure 2.22 Master's Degrees Awarded by Broad Field, 2009-10



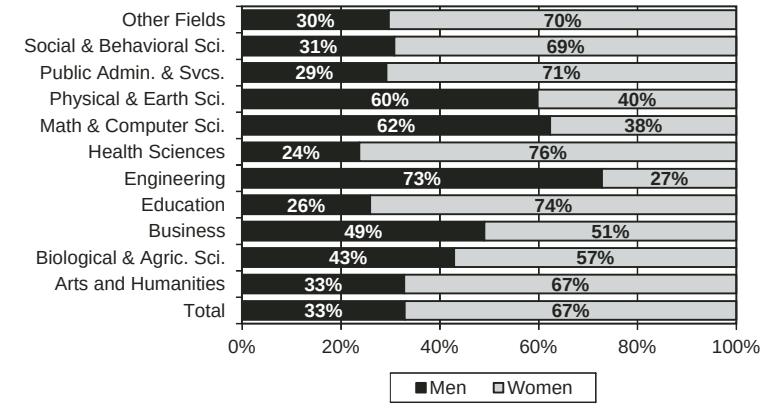
Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Figure 2.23 Graduate Certificates Awarded by Broad Field, 2009-10



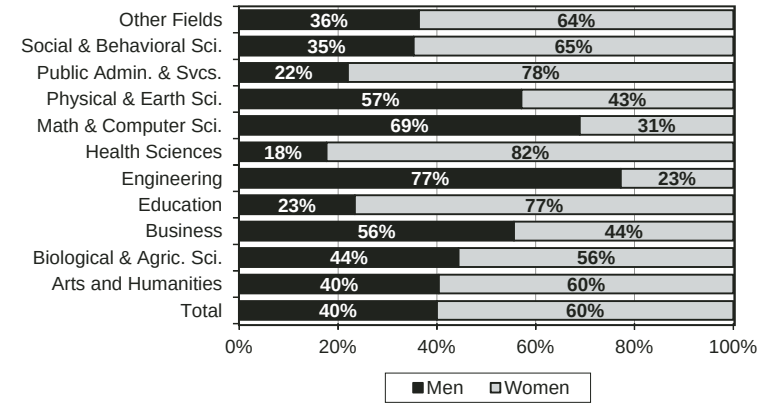
Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Figure 2.24 Graduate Certificates Awarded by Broad Field and Gender, 2009-10



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Figure 2.25 Master's Degrees Awarded by Broad Field and Gender, 2009-10



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

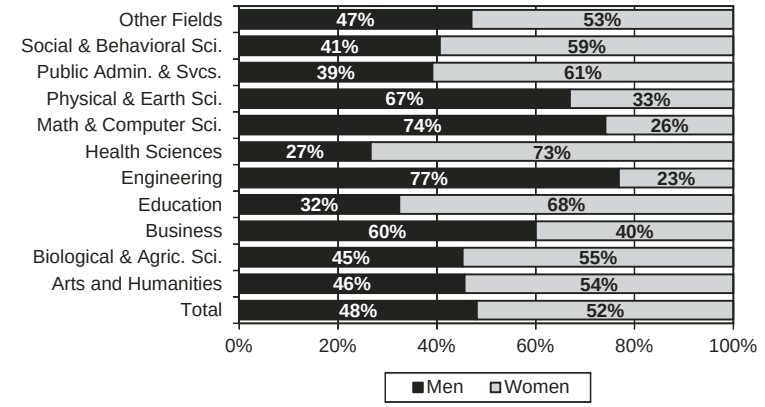
highest percentages of the certificates awarded in health sciences (76.3%), education (74.1%), and public administration and services (70.8%).

At the master's level, women earned the highest percentages of the degrees awarded in health sciences (82.3%), public administration and services (77.5%), and education (76.6%) (Figure 2.25). Collectively, these three broad fields represented 52.7% of all master's degrees earned by women. Men earned the majority of the master's degrees in engineering (77.2%), mathematics and computer sciences (68.9%), physical and earth sciences (57.1%), and business (55.6%). These four broad fields accounted for 56.5% of all master's degrees earned by men. Men earned two-thirds (67.3%) of all master's degrees awarded in the natural sciences and engineering (biological and agricultural sciences, engineering, mathematics and computer sciences, and physical and earth sciences) in 2009-10.

At the doctoral level, women earned the majority of the degrees awarded in seven of the eleven broad fields (Figure 2.26). Women earned the highest percentages of the degrees awarded in health sciences (73.4%), education (67.6%), and public administration and services (60.9%). Collectively, these three broad fields represented 39.2% of all doctoral degrees earned by women. Men earned the highest percentages of the doctoral degrees in engineering (76.8%), mathematics and computer sciences (74.1%), and physical and earth sciences (66.9%). These three broad fields accounted for 41.6% of all doctoral degrees earned by men. Men earned nearly two-thirds (63.5%) of all doctoral degrees awarded in natural sciences and engineering in 2009-10.

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

Figure 2.26 Doctoral Degrees Awarded by Broad Field and Gender, 2009-10



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.1 Applications for Admission to Graduate School by Institution Type, Carnegie Classification, and Degree Level, Fall 2010

Carnegie Classification and Institution Type **	Doctoral			Master's/Other *			Total		
	Total	Accepted Applications		Total	Accepted Applications		Total	Accepted Applications	
Total	**597,669**	**134,218**	**22.5%**	**1,160,537**	**601,008**	**51.8%**	**1,768,420**	**740,986**	**41.9%**
Public	378,984	94,513	24.9%	753,920	382,031	50.7%	1,136,701	478,906	42.1%
Private, not-for-profit	216,456	37,862	17.5%	404,135	216,688	53.6%	627,008	257,948	41.1%
Private, for-profit	S	S		S	S		S	S	
Research Universities (RU/VH)	479,511	89,430	18.7%	554,933	223,713	40.3%	1,039,974	315,788	30.4%
Public	310,288	68,409	22.0%	390,919	162,595	41.6%	701,207	231,004	32.9%
Private, not-for-profit	169,223	21,021	12.4%	164,014	61,118	37.3%	338,767	84,784	25.0%
Private, for-profit	N/A	N/A		N/A	N/A		N/A	N/A	
Research Universities (RU/H)	70,961	24,631	34.7%	228,728	132,232	57.8%	303,155	159,017	52.5%
Public	49,390	18,200	36.8%	167,716	96,900	57.8%	220,572	117,254	53.2%
Private, not-for-profit	21,571	6,431	29.8%	61,012	35,332	57.9%	82,583	41,763	50.6%
Private, for-profit	N/A	N/A		N/A	N/A		N/A	N/A	

Continued on the following page.

See notes at end of table.

Table 2.1 (continued) Applications for Admission to Graduate School by Institution Type, Carnegie Classification, and Degree Level, Fall 2010

Carnegie Classification and Institution Type **	Doctoral			Master's/Other *			Total		
	Total	Accepted Applications		Total	Accepted Applications		Total	Accepted Applications	
Doctoral/Research Universities	17,531	8,564	48.9%	93,135	59,730	64.1%	110,666	68,294	61.7%
Public	4,260	2,099	49.3%	26,104	17,950	68.8%	30,364	20,049	66.0%
Private, not-for-profit	11,042	4,622	41.9%	64,549	39,491	61.2%	75,591	44,113	58.4%
Private, for-profit	S	S		S	S		S	S	
Master's Colleges and Universities	14,510	7,396	51.0%	254,155	169,948	66.9%	268,996	177,552	66.0%
Public	6,942	3,926	56.6%	159,026	100,051	62.9%	166,299	104,185	62.6%
Private, not-for-profit	7,568	3,470	45.9%	95,129	69,897	73.5%	102,697	73,367	71.4%
Private, for-profit	N/A	N/A		N/A	N/A		N/A	N/A	
Other	15,156	4,197	27.7%	29,586	15,385	52.0%	45,629	20,335	44.6%
Public	8,104	1,879	23.2%	10,155	4,535	44.7%	18,259	6,414	35.1%
Private, not-for-profit	7,052	2,318	32.9%	19,431	10,850	55.8%	27,370	13,921	50.9%
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 acitivity. RU/H = high research activity.

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.2 Applications for Admission to Graduate School by Broad Field and Degree Level, Fall 2010

Broad Field	Doctoral			Master's/Other *			Total		
	Total	Accepted Applications		Total	Accepted Applications		Total	Accepted Applications	
Total	**597,669**	**134,218**	**22.5%**	**1,160,537**	**601,008**	**51.8%**	**1,768,420**	**740,986**	**41.9%**
Arts and Humanities	68,556	11,349	16.6%	98,674	35,875	36.4%	168,241	48,013	28.5%
Biological and Agricultural Sciences	69,162	14,285	20.7%	41,121	18,954	46.1%	110,518	33,366	30.2%
Business	24,218	2,648	10.9%	201,562	96,362	47.8%	226,152	99,275	43.9%
Education	22,663	9,302	41.0%	131,511	93,887	71.4%	154,799	103,600	66.9%
Engineering	89,794	20,944	23.3%	121,686	55,150	45.3%	212,053	76,404	36.0%
Health Sciences	37,922	12,103	31.9%	109,833	47,002	42.8%	148,212	59,360	40.1%
Mathematics and Computer Sciences	45,770	10,194	22.3%	67,546	32,513	48.1%	113,547	42,865	37.8%
Physical and Earth Sciences	54,451	15,028	27.6%	16,262	7,057	43.4%	70,954	22,217	31.3%
Public Administration and Services	3,568	1,010	28.3%	55,975	34,355	61.4%	59,742	35,523	59.5%
Social and Behavioral Sciences	119,030	17,587	14.8%	84,539	45,769	54.1%	203,824	63,444	31.1%
Other Fields	16,822	4,026	23.9%	92,021	49,202	53.5%	109,091	53,443	49.0%

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

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.3 First-Time Graduate Enrollment by Institution Type, Carnegie Classification, Gender, and Attendance Status, Fall 2010

Carnegie Classification and Institution Type *	Total	Men		Women		Full-Time		Part-Time	
Total	**445,655**	**187,867**	**42.2%**	**257,355**	**57.8%**	**297,902**	**67.3%**	**145,004**	**32.7%**
Public	278,335	120,185	43.2%	157,908	56.8%	185,689	67.1%	91,154	32.9%
Private, not-for-profit	158,062	65,743	41.6%	92,128	58.4%	105,006	67.0%	51,799	33.0%
Private, for-profit	9,258	1,939	20.9%	7,319	79.1%	7,207	77.8%	2,051	22.2%
Research Universities (RU/VH)	177,327	87,555	49.4%	89,772	50.6%	144,691	82.1%	31,459	17.9%
Public	126,566	61,264	48.4%	65,302	51.6%	102,198	80.7%	24,368	19.3%
Private, not-for-profit	50,761	26,291	51.8%	24,470	48.2%	42,493	85.7%	7,091	14.3%
Private, for-profit	N/A	N/A		N/A		N/A		N/A	
Research Universities (RU/H)	85,066	36,529	42.9%	48,537	57.1%	54,488	64.4%	30,153	35.6%
Public	65,390	28,346	43.3%	37,044	56.7%	41,052	63.1%	23,993	36.9%
Private, not-for-profit	19,676	8,183	41.6%	11,493	58.4%	13,436	68.6%	6,160	31.4%
Private, for-profit	N/A	N/A		N/A		N/A		N/A	

Continued on the following page.

See notes at end of table.

Table 2.3 (continued) First-Time Graduate Enrollment by Institution Type, Carnegie Classification, Gender, and Attendance Status, Fall 2010

Carnegie Classification and Institution Type *	Total	Men		Women		Full-Time		Part-Time	
Doctoral/Research Universities	51,905	17,575	33.9%	34,330	66.1%	33,102	63.8%	18,803	36.2%
Public	13,726	4,991	36.4%	8,735	63.6%	7,146	52.1%	6,580	47.9%
Private, not-for-profit	28,921	10,645	36.8%	18,276	63.2%	18,749	64.8%	10,172	35.2%
Private, for-profit	9,258	1,939	20.9%	7,319	79.1%	7,207	77.8%	2,051	22.2%
Master's Colleges and Universities	118,877	41,180	34.8%	77,285	65.2%	56,842	48.3%	60,888	51.7%
Public	68,686	24,175	35.3%	44,290	64.7%	32,300	47.8%	35,239	52.2%
Private, not-for-profit	50,191	17,005	34.0%	32,995	66.0%	24,542	48.9%	25,649	51.1%
Private, for-profit	N/A	N/A		N/A		N/A		N/A	
Other	12,480	5,028	40.4%	7,431	59.6%	8,779	70.3%	3,701	29.7%
Public	3,967	1,409	35.7%	2,537	64.3%	2,993	75.4%	974	24.6%
Private, not-for-profit	8,513	3,619	42.5%	4,894	57.5%	5,786	68.0%	2,727	32.0%
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 acitivity. RU/H = high research activity.
Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known gender or attendance status. N/A = Not applicable. S = Suppressed due to small number of institutional respondents in this category.
Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.4 First-Time Graduate Enrollment by Broad Field, Gender, and Attendance Status, Fall 2010

Broad Field	Total	Men		Women		Full-Time		Part-Time	
Total	**455,655**	**187,867**	**42.2%**	**257,355**	**57.8%**	**297,902**	**67.3%**	**145,004**	**32.7%**
Arts and Humanities	27,512	11,781	42.9%	15,711	57.1%	21,381	78.1%	5,985	21.9%
Biological and Agricultural Sciences	19,086	8,737	45.8%	10,349	54.2%	16,216	85.3%	2,794	14.7%
Business	64,858	37,145	57.3%	27,697	42.7%	42,950	66.2%	21,887	33.8%
Education	75,523	19,101	25.3%	56,381	74.7%	37,452	49.8%	37,808	50.2%
Engineering	33,737	25,746	76.3%	7,991	23.7%	27,022	80.6%	6,523	19.4%
Health Sciences	42,507	8,671	20.4%	33,800	79.6%	28,184	66.5%	14,204	33.5%
Mathematics and Computer Sciences	19,187	13,407	69.9%	5,767	30.1%	14,079	73.5%	5,066	26.5%
Physical and Earth Sciences	10,869	6,623	60.9%	4,246	39.1%	9,533	88.1%	1,291	11.9%
Public Administration and Services	22,310	4,974	22.3%	17,336	77.7%	15,844	71.1%	6,430	28.9%
Social and Behavioral Sciences	34,807	13,164	37.9%	21,608	62.1%	27,729	79.9%	6,983	20.1%
Other Fields	31,232	11,961	38.3%	19,246	61.7%	19,658	63.0%	11,564	37.0%

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.5 First-Time Graduate Enrollment by Gender, Attendance Status, and Broad Field, Fall 2010

Broad Field	Men				Women			
	Full-Time		Part-Time		Full-Time		Part-Time	
Total	**133,084**	**71.3%**	**53,567**	**28.7%**	**164,414**	**64.4%**	**91,075**	**35.6%**
Arts and Humanities	9,404	80.3%	2,310	19.7%	11,951	76.6%	3,657	23.4%
Biological and Agricultural Sciences	7,450	85.7%	1,243	14.3%	8,756	85.0%	1,549	15.0%
Business	25,182	67.8%	11,948	32.2%	17,756	64.2%	9,917	35.8%
Education	9,769	51.3%	9,275	48.7%	27,652	49.3%	28,455	50.7%
Engineering	20,464	79.9%	5,150	20.1%	6,558	82.7%	1,373	17.3%
Health Sciences	6,351	73.7%	2,269	26.3%	21,720	64.6%	11,884	35.4%
Mathematics and Computer Sciences	9,837	73.6%	3,533	26.4%	4,221	73.4%	1,530	26.6%
Physical and Earth Sciences	5,905	89.4%	698	10.6%	3,624	85.9%	593	14.1%
Public Administration and Services	3,398	68.5%	1,559	31.5%	12,434	71.9%	4,866	28.1%
Social and Behavioral Sciences	10,593	80.8%	2,524	19.2%	17,090	79.4%	4,442	20.6%
Other Fields	7,978	66.7%	3,980	33.3%	11,653	60.6%	7,570	39.4%

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.6 First-Time Graduate Enrollment by Broad Field and Degree Level, Fall 2010

Broad Field	Total	Doctoral		Master's/Other *	
Total	**445,655**	**68,881**	**15.5%**	**374,684**	**84.5%**
Arts and Humanities	27,512	5,941	21.6%	21,571	78.4%
Biological and Agricultural Sciences	19,086	7,492	39.3%	11,594	60.7%
Business	64,858	1,884	2.9%	62,974	97.1%
Education	75,523	6,851	9.1%	68,656	90.9%
Engineering	33,737	8,213	24.3%	25,524	75.7%
Health Sciences	42,507	7,611	17.9%	34,896	82.1%
Mathematics and Computer Sciences	19,187	3,891	20.3%	15,296	79.7%
Physical and Earth Sciences	10,869	6,401	58.9%	4,468	41.1%
Public Administration and Services	22,310	738	3.3%	21,572	96.7%
Social and Behavioral Sciences	34,807	9,066	26.0%	25,741	74.0%
Other Fields	31,232	2,144	6.9%	29,087	93.1%

* 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 2.7 First-Time Graduate Enrollment by Degree Level, Gender, and Broad Field, Fall 2010

Broad Field	Doctoral				Master's/Other *			
	Men		Women		Men		Women	
Total	**33,926**	**49.3%**	**34,849**	**50.7%**	**153,131**	**40.9%**	**221,102**	**59.1%**
Arts and Humanities	2,804	47.2%	3,137	52.8%	8,964	41.6%	12,566	58.4%
Biological and Agricultural Sciences	3,556	47.7%	3,895	52.3%	5,144	44.5%	6,423	55.5%
Business	1,073	57.0%	811	43.0%	36,065	57.3%	26,872	42.7%
Education	2,103	30.7%	4,737	69.3%	16,970	24.8%	51,567	75.2%
Engineering	6,111	74.5%	2,095	25.5%	19,621	76.9%	5,891	23.1%
Health Sciences	2,005	26.4%	5,587	73.6%	6,665	19.1%	28,193	80.9%
Mathematics and Computer Sciences	2,939	75.5%	952	24.5%	10,457	68.5%	4,809	31.5%
Physical and Earth Sciences	4,162	65.1%	2,231	34.9%	2,453	55.0%	2,008	45.0%
Public Administration and Services	261	35.4%	477	64.6%	4,705	21.8%	16,831	78.2%
Social and Behavioral Sciences	3,758	41.5%	5,292	58.5%	9,398	36.6%	16,308	63.4%
Other Fields	1,023	47.7%	1,121	52.3%	10,936	37.6%	18,116	62.4%

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

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

See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.8 First-Time Graduate Enrollment by Institution Type, Carnegie Classification, and Citizenship, Fall 2010

Institution Type and Carnegie Classification *	Total	U.S. Citizens and Permanent Residents		Temporary Residents	
Total	**445,655**	**370,280**	**84.2%**	**69,230**	**15.8%**
Institution Type					
Public	278,335	232,259	84.6%	42,146	15.4%
Private, not-for-profit	158,062	129,181	82.9%	26,666	17.1%
Private, for-profit	9,258	8,840	95.5%	418	4.5%
Carnegie Classification *					
Research Universities (RU/VH)	177,327	134,431	76.7%	40,872	23.3%
Research Universities (RU/H)	85,066	69,438	83.0%	14,209	17.0%
Doctoral/Research Universities	51,905	46,832	91.4%	4,426	8.6%
Master's Colleges and Universities	118,877	108,526	92.9%	8,300	7.1%
Other	12,480	11,053	88.6%	1,423	11.4%

* See page 3 for information about the Carnegie Classification system. RU/VH = very high research acitivity. RU/H = high research activity.
Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known citizenship.
Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.9 First-Time Graduate Enrollment by Broad Field and Citizenship, Fall 2010

Broad Field	Total	U.S. Citizens and Permanent Residents		Temporary Residents	
Total	**445,655**	**370,280**	**84.2%**	**69,230**	**15.8%**
Arts and Humanities	27,512	23,865	88.7%	3,044	11.3%
Biological and Agricultural Sciences	19,086	15,105	80.0%	3,769	20.0%
Business	64,858	51,053	79.6%	13,066	20.4%
Education	75,523	72,329	96.7%	2,470	3.3%
Engineering	33,737	18,542	55.3%	14,966	44.7%
Health Sciences	42,507	39,493	94.3%	2,401	5.7%
Mathematics and Computer Sciences	19,187	10,452	55.2%	8,490	44.8%
Physical and Earth Sciences	10,869	7,550	70.6%	3,143	29.4%
Public Administration and Services	22,310	21,159	95.9%	909	4.1%
Social and Behavioral Sciences	34,807	29,781	86.4%	4,700	13.6%
Other Fields	31,232	27,086	87.9%	3,720	12.1%

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.10 First-Time Graduate Enrollment by Citizenship, Race/Ethnicity, and Gender, Fall 2010

Citizenship and Race/Ethnicity	Total	Men		Women	
Total	**445,655**	**187,867**	**42.2%**	**257,355**	**57.8%**
U.S. Citizens and Permanent Residents	370,280	146,077	39.5%	223,806	60.5%
Hispanic/Latino	31,539	11,485	36.4%	20,034	63.6%
Non-Hispanic:					
American Indian/Alaskan Native	1,860	690	37.1%	1,168	62.9%
Asian	22,930	10,624	46.4%	12,277	53.6%
Black/African American	36,995	11,234	30.4%	25,753	69.6%
Native Hawaiian/Other Pacific Islander	930	361	38.8%	569	61.2%
White	234,046	94,507	40.4%	139,203	59.6%
Two or More Races	6,303	2,344	37.2%	3,958	62.8%
Race/Ethnicity Unknown	35,576	14,797	41.6%	20,778	58.4%
Temporary Residents	69,230	39,566	57.2%	29,617	42.8%
Citizenship Unknown	1,143	304	26.6%	837	73.4%

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.11 First-Time Graduate Enrollment by Broad Field and Race/Ethnicity, Fall 2010 (U.S. Citizens and Permanent Residents Only)

Broad Field	Hispanic/Latino		American Indian/ Alaskan Native		Asian		Black/African American	
Total	**31,539**	**8.5%**	**1,860**	**0.5%**	**22,930**	**6.2%**	**36,995**	**10.0%**
Arts and Humanities	2,156	9.0%	115	0.5%	889	3.7%	1,008	4.2%
Biological and Agricultural Sciences	961	6.4%	66	0.4%	1,417	9.4%	836	5.5%
Business	4,345	8.5%	228	0.4%	4,776	9.4%	5,182	10.2%
Education	6,965	9.6%	367	0.5%	2,376	3.3%	7,576	10.5%
Engineering	1,323	7.1%	43	0.2%	2,557	13.8%	979	5.3%
Health Sciences	2,158	5.5%	184	0.5%	2,612	6.6%	3,987	10.1%
Mathematics and Computer Sciences	800	7.7%	31	0.3%	1,193	11.4%	981	9.4%
Physical and Earth Sciences	439	5.8%	45	0.6%	458	6.1%	291	3.9%
Public Administration and Services	2,265	10.7%	151	0.7%	798	3.8%	3,339	15.8%
Social and Behavioral Sciences	3,143	10.6%	175	0.6%	1,574	5.3%	3,027	10.2%
Other Fields	2,090	7.7%	163	0.6%	1,253	4.6%	2,571	9.5%

Continued on the following page.

See notes at end of table.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.11 (continued) First-Time Graduate Enrollment by Broad Field and Race/Ethnicity, Fall 2010 (U.S. Citizens and Permanent Residents Only)

Broad Field	Native Hawaiian/ Other Pacific Islander		White		Two or More Races		Race/Ethnicity Unknown	
Total	**930**	**0.3%**	**234,046**	**63.2%**	**6,303**	**1.7%**	**35,576**	**9.6%**
Arts and Humanities	48	0.2%	16,745	70.2%	513	2.1%	2,390	10.0%
Biological and Agricultural Sciences	48	0.3%	10,154	67.2%	323	2.1%	1,300	8.6%
Business	131	0.3%	30,973	60.7%	755	1.5%	4,663	9.1%
Education	191	0.3%	47,573	65.8%	1,034	1.4%	6,247	8.6%
Engineering	80	0.4%	11,496	62.0%	391	2.1%	1,673	9.0%
Health Sciences	91	0.2%	26,415	66.9%	620	1.6%	3,426	8.7%
Mathematics and Computer Sciences	28	0.3%	6,075	58.1%	212	2.0%	1,131	10.8%
Physical and Earth Sciences	14	0.2%	5,522	73.1%	188	2.5%	593	7.9%
Public Administration and Services	63	0.3%	12,661	59.8%	435	2.1%	1,447	6.8%
Social and Behavioral Sciences	86	0.3%	17,713	59.5%	727	2.4%	3,336	11.2%
Other Fields	47	0.2%	17,975	66.4%	436	1.6%	2,551	9.4%

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.12 Total Graduate Enrollment by Institution Type, Carnegie Classification, Gender, and Attendance Status, Fall 2010

Carnegie Classification and Institution Type *	Total	Men		Women		Full-Time		Part-Time	
Total	**1,746,628**	**721,519**	**41.3%**	**1,023,991**	**58.7%**	**997,256**	**57.4%**	**740,849**	**42.6%**
Public	1,056,907	452,443	42.8%	603,976	57.2%	579,754	55.1%	473,225	44.9%
Private, not-for-profit	538,983	223,721	41.6%	314,632	58.4%	298,577	55.9%	235,811	44.1%
Private, for-profit	150,738	45,355	30.1%	105,383	69.9%	118,925	78.9%	31,813	21.1%
Research Universities (RU/VH)	626,583	313,401	50.0%	313,182	50.0%	455,161	73.1%	167,741	26.9%
Public	469,617	229,774	48.9%	239,843	51.1%	331,438	70.6%	138,179	29.4%
Private, not-for-profit	156,966	83,627	53.3%	73,339	46.7%	123,723	80.7%	29,562	19.3%
Private, for-profit	N/A	N/A		N/A		N/A		N/A	
Research Universities (RU/H)	327,408	138,608	42.3%	188,800	57.7%	167,009	51.2%	158,909	48.8%
Public	253,690	108,278	42.7%	145,412	57.3%	125,364	49.7%	126,836	50.3%
Private, not-for-profit	73,718	30,330	41.1%	43,388	58.9%	41,645	56.5%	32,073	43.5%
Private, for-profit	N/A	N/A		N/A		N/A		N/A	

Continued on the following page.

See notes at end of table.

Table 2.12 (continued) Total Graduate Enrollment by Institution Type, Carnegie Classification, Gender, and Attendance Status, Fall 2010

Carnegie Classification and Institution Type *	Total	Men		Women		Full-Time		Part-Time	
Doctoral/Research Universities	276,558	89,375	32.3%	187,183	67.7%	183,259	66.3%	93,299	33.7%
Public	54,430	18,687	34.3%	35,743	65.7%	21,126	38.8%	33,304	61.2%
Private, not-for-profit	94,808	35,777	37.7%	59,031	62.3%	47,465	50.1%	47,343	49.9%
Private, for-profit	127,320	34,911	27.4%	92,409	72.6%	114,668	90.1%	12,652	9.9%
Master's Colleges and Universities	474,201	163,982	34.7%	309,163	65.3%	167,463	35.5%	304,300	64.5%
Public	264,896	90,447	34.2%	174,023	65.8%	92,153	35.1%	170,305	64.9%
Private, not-for-profit	185,887	63,091	34.1%	122,166	65.9%	71,053	38.2%	114,834	61.8%
Private, for-profit	S	S		S		S		S	
Other	41,878	16,153	38.6%	25,663	61.4%	24,364	59.5%	16,600	40.5%
Public	14,274	5,257	37.0%	8,955	63.0%	9,673	67.8%	4,601	32.2%
Private, not-for-profit	27,604	10,896	39.5%	16,708	60.5%	14,691	55.0%	11,999	45.0%
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 acitivity. RU/H = high research activity.
Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known gender or attendance status. N/A = Not applicable. S = Suppressed due to small number of institutional respondents in this category.
Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.13 Total Graduate Enrollment by Broad Field, Gender, and Attendance Status, Fall 2010

Broad Field	Total	Men		Women		Full-Time		Part-Time	
Total	**1,746,628**	**721,519**	**41.3%**	**1,023,991**	**58.7%**	**997,256**	**57.4%**	**740,849**	**42.6%**
Arts and Humanities	105,503	45,319	43.0%	60,091	57.0%	71,384	68.2%	33,262	31.8%
Biological and Agricultural Sciences	78,771	36,430	46.2%	42,341	53.8%	61,567	78.5%	16,829	21.5%
Business	266,471	143,852	54.1%	122,278	45.9%	145,469	54.6%	120,715	45.4%
Education	335,867	84,558	25.2%	251,218	74.8%	139,637	41.7%	195,458	58.3%
Engineering	124,312	96,619	77.7%	27,693	22.3%	86,357	69.8%	37,348	30.2%
Health Sciences	160,338	32,423	20.2%	127,829	79.8%	97,730	61.1%	62,212	38.9%
Mathematics and Computer Sciences	65,871	46,639	70.8%	19,191	29.2%	42,177	64.2%	23,553	35.8%
Physical and Earth Sciences	48,579	30,380	62.5%	18,199	37.5%	39,754	82.2%	8,635	17.8%
Public Administration and Services	65,423	16,175	24.7%	49,248	75.3%	40,586	62.1%	24,740	37.9%
Social and Behavioral Sciences	137,344	49,865	36.3%	87,382	63.7%	95,771	69.9%	41,309	30.1%
Other Fields	99,169	38,016	38.4%	61,019	61.6%	52,199	52.6%	46,945	47.4%

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.14 Total Graduate Enrollment by Gender, Attendance Status, and Broad Field, Fall 2010

Broad Field	Men				Women			
	Full-Time		Part-Time		Full-Time		Part-Time	
Total	**436,063**	**60.9%**	**280,514**	**39.1%**	**559,227**	**55.0%**	**457,084**	**45.0%**
Arts and Humanities	31,799	70.7%	13,193	29.3%	39,526	66.4%	19,972	33.6%
Biological and Agricultural Sciences	28,563	78.9%	7,659	21.1%	32,983	78.3%	9,152	21.7%
Business	78,969	55.0%	64,703	45.0%	66,243	54.3%	55,854	45.7%
Education	35,407	42.0%	48,953	58.0%	104,141	41.6%	146,172	58.4%
Engineering	66,347	69.0%	29,840	31.0%	20,010	72.7%	7,508	27.3%
Health Sciences	21,527	66.6%	10,780	33.4%	75,982	59.7%	51,270	40.3%
Mathematics and Computer Sciences	30,066	64.6%	16,446	35.4%	12,063	63.0%	7,078	37.0%
Physical and Earth Sciences	25,248	83.4%	5,024	16.6%	14,496	80.1%	3,609	19.9%
Public Administration and Services	9,167	56.8%	6,959	43.2%	31,394	63.9%	17,757	36.1%
Social and Behavioral Sciences	35,223	70.8%	14,535	29.2%	60,437	69.3%	26,722	30.7%
Other Fields	21,741	57.2%	16,262	42.8%	30,388	49.9%	30,555	50.1%

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: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.15 Total Graduate Enrollment by Broad Field and Degree Level, Fall 2010

Broad Field	Total	Doctoral		Master's/Other *	
Total	**1,746,628**	**430,569**	**24.7%**	**1,310,063**	**75.3%**
Arts and Humanities	105,503	41,383	39.2%	64,120	60.8%
Biological and Agricultural Sciences	78,771	46,027	58.4%	32,744	41.6%
Business	266,471	13,805	5.2%	252,666	94.8%
Education	335,867	57,047	17.0%	278,687	83.0%
Engineering	124,312	50,250	40.4%	74,062	59.6%
Health Sciences	160,338	36,099	22.5%	124,239	77.5%
Mathematics and Computer Sciences	65,871	21,736	33.0%	44,135	67.0%
Physical and Earth Sciences	48,579	34,781	71.6%	13,798	28.4%
Public Administration and Services	65,423	4,913	7.5%	60,510	92.5%
Social and Behavioral Sciences	137,344	55,402	40.3%	81,942	59.7%
Other Fields	99,169	14,147	14.3%	84,626	85.7%

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

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.16 Total Graduate Enrollment by Degree Level, Gender, and Broad Field, Fall 2010

Broad Field	Doctoral				Master's/Other *			
	Men		Women		Men		Women	
Total	**209,608**	**48.8%**	**220,356**	**51.2%**	**508,630**	**38.9%**	**797,443**	**61.1%**
Arts and Humanities	19,193	46.4%	22,190	53.6%	26,093	40.8%	37,874	59.2%
Biological and Agricultural Sciences	21,779	47.5%	24,037	52.5%	14,482	44.4%	18,135	55.6%
Business	7,444	53.9%	6,361	46.1%	136,369	54.1%	115,886	45.9%
Education	17,652	31.0%	39,339	69.0%	66,783	24.0%	211,517	76.0%
Engineering	38,580	76.8%	11,622	23.2%	57,957	78.3%	16,042	21.7%
Health Sciences	10,060	27.9%	25,991	72.1%	22,351	18.0%	101,727	82.0%
Mathematics and Computer Sciences	16,377	75.4%	5,336	24.6%	30,222	68.6%	13,838	31.4%
Physical and Earth Sciences	22,796	65.6%	11,947	34.4%	7,553	54.8%	6,229	45.2%
Public Administration and Services	1,734	35.3%	3,179	64.7%	14,415	23.9%	45,998	76.1%
Social and Behavioral Sciences	22,152	40.0%	33,191	60.0%	27,696	33.8%	54,149	66.2%
Other Fields	6,878	48.6%	7,269	51.4%	30,994	36.7%	53,474	63.3%

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

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

See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.17 Total Graduate Enrollment by Institution Type, Carnegie Classification, and Citizenship, Fall 2010

Institution Type and Carnegie Classification *	Total	U.S. Citizens and Permanent Residents		Temporary Residents	
Total	**1,746,628**	**1,476,674**	**85.8%**	**244,858**	**14.2%**
Institution Type					
Public	1,056,907	878,758	84.5%	160,585	15.5%
Private, not-for-profit	538,983	452,205	85.1%	79,246	14.9%
Private, for-profit	150,738	145,711	96.7%	5,027	3.3%
Carnegie Classification *					
Research Universities (RU/VH)	626,583	475,179	76.7%	144,332	23.3%
Research Universities (RU/H)	327,408	271,092	84.4%	50,241	15.6%
Doctoral/Research Universities	276,558	258,352	93.7%	17,260	6.3%
Master's Colleges and Universities	474,201	435,913	93.9%	28,207	6.1%
Other	41,878	36,138	88.2%	4,818	11.8%

* See page 3 for information about the Carnegie Classification system. RU/VH = very high research acitivity. RU/H = high research activity.
Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known citizenship.
Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.18 Total Graduate Enrollment by Broad Field and Citizenship, Fall 2010

Broad Field	Total	U.S. Citizens and Permanent Residents		Temporary Residents	
Total	**1,746,628**	**1,476,674**	**85.8%**	**244,858**	**14.2%**
Arts and Humanities	105,503	90,484	88.0%	12,355	12.0%
Biological and Agricultural Sciences	78,771	59,651	76.6%	18,240	23.4%
Business	266,471	227,768	86.5%	35,677	13.5%
Education	335,867	320,831	97.0%	9,998	3.0%
Engineering	124,312	67,385	54.7%	55,848	45.3%
Health Sciences	160,338	148,766	94.1%	9,313	5.9%
Mathematics and Computer Sciences	65,871	37,183	57.1%	27,965	42.9%
Physical and Earth Sciences	48,579	32,511	67.9%	15,364	32.1%
Public Administration and Services	65,423	61,731	96.0%	2,545	4.0%
Social and Behavioral Sciences	137,344	118,367	87.4%	17,008	12.6%
Other Fields	99,169	86,523	89.1%	10,607	10.9%

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.19 Total Graduate Enrollment by Citizenship, Race/Ethnicity, and Gender, Fall 2010

Citizenship and Race/Ethnicity	Total	Men		Women	
Total	**1,746,628**	**721,519**	**41.3%**	**1,023,991**	**58.7%**
U.S. Citizens and Permanent Residents	1,476,674	568,760	38.6%	905,231	61.4%
Hispanic/Latino	115,969	42,007	36.3%	73,853	63.7%
Non-Hispanic:					
American Indian/Alaskan Native	8,902	3,201	36.0%	5,689	64.0%
Asian	80,887	36,892	45.7%	43,917	54.3%
Black/African American	176,836	50,254	28.4%	126,488	71.6%
Native Hawaiian/Other Pacific Islander	3,633	1,432	39.5%	2,197	60.5%
White	921,383	366,548	39.9%	552,641	60.1%
Two or More Races	16,439	6,145	37.4%	10,287	62.6%
Race/Ethnicity Unknown	152,266	62,144	40.9%	89,937	59.1%
Temporary Residents	244,858	143,124	58.5%	101,480	41.5%
Citizenship Unknown	5,924	1,783	30.1%	4,136	69.9%

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 2.20 Total Graduate Enrollment by Broad Field and Race/Ethnicity, Fall 2010 (U.S. Citizens and Permanent Residents Only)

Broad Field	Hispanic/Latino		American Indian/ Alaskan Native		Asian		Black/African American	
Total	**115,969**	**7.9%**	**8,902**	**0.6%**	**80,887**	**5.5%**	**176,836**	**12.0%**
Arts and Humanities	7,071	7.8%	600	0.7%	3,391	3.7%	4,134	4.6%
Biological and Agricultural Sciences	3,605	6.0%	338	0.6%	4,878	8.2%	3,437	5.8%
Business	17,015	7.5%	1,215	0.5%	17,590	7.7%	35,154	15.4%
Education	26,159	8.2%	1,942	0.6%	8,602	2.7%	39,901	12.4%
Engineering	4,303	6.4%	246	0.4%	8,366	12.4%	3,548	5.3%
Health Sciences	7,881	5.3%	887	0.6%	9,319	6.3%	16,249	10.9%
Mathematics and Computer Sciences	2,287	6.2%	141	0.4%	4,218	11.3%	3,355	9.0%
Physical and Earth Sciences	1,715	5.3%	172	0.5%	1,896	5.8%	1,262	3.9%
Public Administration and Services	5,985	9.7%	551	0.9%	2,133	3.5%	11,234	18.2%
Social and Behavioral Sciences	10,543	8.9%	913	0.8%	5,562	4.7%	14,175	12.0%
Other Fields	5,953	6.9%	554	0.6%	3,633	4.2%	7,987	9.2%

Continued on the following page.

See notes at end of table.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.20 (continued) Total Graduate Enrollment by Broad Field and Race/Ethnicity, Fall 2010 (U.S. Citizens and Permanent Residents Only)

Broad Field	Native Hawaiian/ Other Pacific Islander		White		Two or More Races		Race/Ethnicity Unknown	
Total	**3,633**	**0.2%**	**921,383**	**62.4%**	**16,439**	**1.1%**	**152,266**	**10.3%**
Arts and Humanities	144	0.2%	64,627	71.4%	1,399	1.5%	9,113	10.1%
Biological and Agricultural Sciences	161	0.3%	41,496	69.6%	840	1.4%	4,896	8.2%
Business	720	0.3%	121,175	53.2%	2,047	0.9%	32,852	14.4%
Education	715	0.2%	211,878	66.0%	3,134	1.0%	28,500	8.9%
Engineering	269	0.4%	42,697	63.4%	976	1.4%	6,980	10.4%
Health Sciences	381	0.3%	98,672	66.3%	1,557	1.0%	13,820	9.3%
Mathematics and Computer Sciences	136	0.4%	22,451	60.4%	508	1.4%	4,084	11.0%
Physical and Earth Sciences	76	0.2%	23,859	73.4%	511	1.6%	3,020	9.3%
Public Administration and Services	168	0.3%	36,034	58.4%	941	1.5%	4,685	7.6%
Social and Behavioral Sciences	329	0.3%	70,682	59.7%	1,984	1.7%	14,179	12.0%
Other Fields	137	0.2%	59,098	68.3%	1,022	1.2%	8,139	9.4%

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

Table 2.21 Graduate Degrees and Certificates Awarded by Degree Level, Carnegie Classification, and Institution Type, 2009-10

Carnegie Classification and Institution Type *	Doctoral Degrees		Master's Degrees		Certificates	
Total	**59,472**	**100.0%**	**495,999**	**100.0%**	**30,667**	**100.0%**
Public	39,157	65.8%	286,728	57.8%	15,699	51.2%
Private, not-for-profit	18,473	31.1%	166,294	33.5%	13,341	43.5%
Private, for-profit	1,842	3.1%	42,977	8.7%	1,627	5.3%
Research Universities (RU/VH)	38,904	65.4%	163,019	32.9%	5,466	17.8%
Public	28,355	72.9%	118,066	72.4%	3,812	69.7%
Private, not-for-profit	10,549	27.1%	44,953	27.6%	1,654	30.3%
Private, for-profit	N/A		N/A		N/A	
Research Universities (RU/H)	10,313	17.3%	87,224	17.6%	7,232	23.6%
Public	7,648	74.2%	66,362	76.1%	3,534	48.9%
Private, not-for-profit	2,665	25.8%	20,862	23.9%	3,698	51.1%
Private, for-profit	N/A		N/A		N/A	

Continued on the following page.

See notes at end of table.

Table 2.21 (continued) Graduate Degrees and Certificates Awarded by Degree Level, Carnegie Classification, and Institution Type, 2009-10

Carnegie Classification and Institution Type *	Doctoral Degrees		Master's Degrees		Certificates	
Doctoral/Research Universities	5,490	9.2%	84,337	17.0%	6,094	19.9%
Public	1,092	19.9%	16,546	19.6%	544	8.9%
Private, not-for-profit	2,556	46.6%	29,516	35.0%	3,923	64.4%
Private, for-profit	1,842	33.6%	38,275	45.4%	1,627	26.7%
Master's Colleges and Universities	2,922	4.9%	151,401	30.5%	10,604	34.6%
Public	1,083	37.1%	82,883	54.7%	7,394	69.7%
Private, not-for-profit	1,839	62.9%	63,816	42.2%	3,210	30.3%
Private, for-profit	S		S		S	
Other	1,843	3.1%	10,018	2.0%	1,271	4.1%
Public	979	53.1%	2,871	28.7%	415	32.7%
Private, not-for-profit	864	46.9%	7,147	71.3%	856	67.3%
Private, for-profit	N/A		N/A		N/A	

* See page 3 for information about the Carnegie Classification system. RU/VH = very high research acitivity. RU/H = high research activity.
Notes: N/A = Not applicable. Percentages for Carnegie classifications are the percent of all degrees awarded at that level by institutions with that Carnegie classification. Percentages for institution types are the percent of degrees awarded at that level by institutions with that Carnegie classification.
Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.22 Graduate Degrees and Certificates Awarded by Degree Level and Broad Field, 2009-10

Broad Field	Doctoral Degrees		Master's Degrees		Certificates	
Total	**59,472**	**100.0%**	**495,999**	**100.0%**	**30,667**	**100.0%**
Arts and Humanities	4,937	9.5%	23,212	5.5%	804	3.4%
Biological and Agricultural Sciences	7,441	14.3%	11,759	2.8%	354	1.5%
Business	1,461	2.8%	103,890	24.4%	2,796	12.0%
Education	6,912	13.3%	112,774	26.5%	9,787	41.9%
Engineering	6,840	13.2%	30,358	7.1%	815	3.5%
Health Sciences	7,540	14.5%	36,945	8.7%	2,300	9.8%
Mathematics and Computer Sciences	2,739	5.3%	17,270	4.1%	631	2.7%
Physical and Earth Sciences	4,716	9.1%	6,002	1.4%	194	0.8%
Public Administration and Services	532	1.0%	22,438	5.3%	630	2.7%
Social and Behavioral Sciences	7,047	13.6%	31,275	7.4%	2,505	10.7%
Other Fields	1,788	3.4%	29,072	6.8%	2,563	11.0%

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.23 Graduate Certificates Awarded by Broad Field and Gender, 2009-10

Broad Field	Total	Men		Women	
Total	**30,667**	**10,079**	**32.9%**	**20,592**	**67.1%**
Arts and Humanities	804	259	32.8%	530	67.2%
Biological and Agricultural Sciences	354	152	42.9%	202	57.1%
Business	2,796	1,370	49.0%	1,426	51.0%
Education	9,787	2,536	25.9%	7,251	74.1%
Engineering	815	593	72.8%	222	27.2%
Health Sciences	2,300	545	23.7%	1,755	76.3%
Mathematics and Computer Sciences	631	393	62.3%	238	37.7%
Physical and Earth Sciences	194	116	59.8%	78	40.2%
Public Administration and Services	630	184	29.2%	446	70.8%
Social and Behavioral Sciences	2,505	772	30.8%	1,733	69.2%
Other Fields	2,563	761	29.7%	1,802	70.3%

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.24 Master's Degrees Awarded by Broad Field and Gender, 2009-10

Broad Field	Total	Men		Women	
Total	**495,999**	**197,670**	**40.0%**	**296,696**	**60.0%**
Arts and Humanities	23,212	9,376	40.4%	13,811	59.6%
Biological and Agricultural Sciences	11,759	5,204	44.4%	6,525	55.6%
Business	103,890	57,623	55.6%	46,065	44.4%
Education	112,774	26,327	23.4%	86,309	76.6%
Engineering	30,358	23,435	77.2%	6,907	22.8%
Health Sciences	36,945	6,528	17.7%	30,385	82.3%
Mathematics and Computer Sciences	17,270	11,890	68.9%	5,356	31.1%
Physical and Earth Sciences	6,002	3,425	57.1%	2,570	42.9%
Public Administration and Services	22,438	5,032	22.5%	17,356	77.5%
Social and Behavioral Sciences	31,275	11,036	35.3%	20,237	64.7%
Other Fields	29,072	10,561	36.4%	18,490	63.6%

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.25 Doctoral Degrees Awarded by Broad Field and Gender, 2009-10

Broad Field	Total	Men		Women	
Total	**59,472**	**28,519**	**48.1%**	**30,800**	**51.9%**
Arts and Humanities	4,937	2,253	45.6%	2,684	54.4%
Biological and Agricultural Sciences	7,441	3,362	45.2%	4,068	54.8%
Business	1,461	870	59.5%	591	40.5%
Education	6,912	2,230	32.4%	4,663	67.6%
Engineering	6,840	5,246	76.8%	1,585	23.2%
Health Sciences	7,540	2,009	26.6%	5,531	73.4%
Mathematics and Computer Sciences	2,739	2,025	74.1%	709	25.9%
Physical and Earth Sciences	4,716	3,151	66.9%	1,562	33.1%
Public Administration and Services	532	208	39.1%	324	60.9%
Social and Behavioral Sciences	7,047	2,857	40.6%	4,172	59.4%
Other Fields	1,788	832	46.5%	956	53.5%

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Chapter 3

Trends in Graduate Applications, First-Time Enrollment, Total Enrollment, and Degrees Conferred, 2000 to 2010

This chapter presents data and analysis on trends in graduate applications, first-time enrollment, total enrollment, and degrees conferred over the past one, five, and ten years. The one-year trends are based on data collected for 2009 and 2010; the five-year trends compare data collected for 2005 and 2010; and the ten-year trends are based on data collected for 2000 and 2010. The trend data from these three time periods are designed to provide a more detailed comparison of the recent and longer-term trends in graduate education.

Since the institutions responding to the survey differ slightly from year to year, the trend data are limited to institutions that responded to the CGS/GRE Survey of Graduate Enrollment and Degrees in both of the years being compared. The one-year trends include data from 627 colleges and universities that responded to the CGS/GRE Survey of Graduate Enrollment and Degrees in both 2009 and 2010, the five-year trends include data from 550 institutions that responded to the survey in both 2005 and 2010, and the ten-year trends include data from 507 institutions that responded in both 2000 and 2010. Restricting the analyses to the same institutions in both years being examined ensures that the trends being presented are accurate and not a reflection of differing survey respondents. For this reason, readers of this report should not compare the numbers in Chapter 2 of this report with numbers provided in previous reports to determine trends in graduate education.

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

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

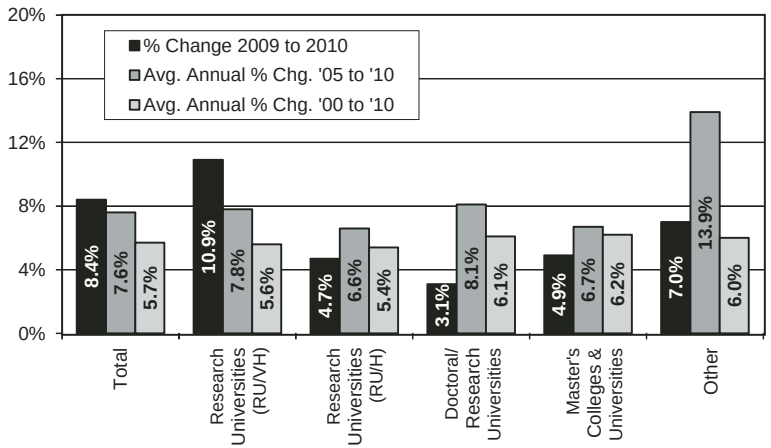
Trends in Graduate Applications

Applications for admission to U.S. graduate schools increased 8.4% between fall 2009 and fall 2010 at the institutions that responded to the CGS/GRE Survey of Graduate Enrollment and Degrees for both 2009 and 2010 (Table 3.1). The one-year increase in graduate applications was larger at public institutions (8.9%) than at private, not-for-profit institutions (7.6%).

The one-year increase in graduate applications in fall 2010 was larger than the average annual growth seen over the past decade. Between fall 2000 and fall 2010, graduate applications grew at an average annual rate of 5.7%. The average annual increase over the ten-year time period was 5.0% at public institutions and 7.4% at private, not-for-profit institutions.

By basic Carnegie classification, the one-year increases in graduate applications between 2009 and 2010 ranged from a low of 3.1% at doctoral/research universities to a high of 10.9% at research universities with very high research activity (RU/VH), as shown in Figure 3.1. Over the five-year period between fall 2005 and fall 2010, the average annual increase was greatest at “other” institutions (13.9%), compared with a low of 6.6% at research universities with high research activity (RU/H). Between fall 2000 and fall 2010, graduate applications increased across all Carnegie classifications, with the largest average annual increase at master’s colleges and universities (6.2%) and the smallest in research universities with high research activity (RU/H) (5.4%).

Figure 3.1 Trends in Graduate Applications by Carnegie Classification, Fall 2000 to Fall 2010



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Between fall 2009 and fall 2010, graduate applications increased 10.6% on average for programs at the doctoral level and 8.1% at the master's/graduate certificate level (Table 3.1). Five- and ten-year trends are unavailable for applications by degree level.

By broad field, the largest one-year change in graduate applications occurred in health sciences, with a 17.4% increase between fall 2009 and fall 2010 (Table 3.2 and Figure 3.2). Strong growth was also seen in mathematics and computer sciences (12.9%) and public administration and services (12.0%). The smallest increases in graduate applications over the one-year period were in education (2.9%) and business (4.0%).

Between fall 2005 and fall 2010, graduate applications increased in all broad fields, with the largest average annual increases in health sciences (17.7%), business (11.2%), and engineering (10.2%). Average annual growth was weakest over the five-year period in education (3.1%).

Over the past decade, graduate applications also increased in all broad fields. The average annual increases were greatest in health sciences (8.8%), arts and humanities (7.0%), and public administration and services (6.9%). Average annual increases were smallest in business (2.5%), 'other' fields (3.6%), and engineering (3.7%) between fall 2000 and fall 2010.

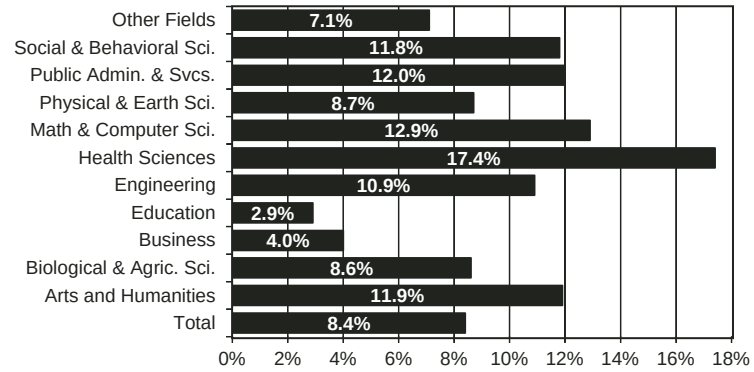
For more detailed information about trends in graduate applications, see Tables 3.1 and 3.2.

Trends in First-Time Graduate Enrollment

First-time graduate enrollment fell 1.1% between fall 2009 and fall 2010 at the institutions that responded to the CGS/GRE Survey of Graduate Enrollment and Degrees for both 2009 and 2010 (Table 3.3). This marks the first decrease in first-time graduate enrollment since fall 2003. The drop in first-time enrollment between 2009 and 2010 was greater at public institutions (-1.5%) than at private, not-for-profit institutions (-0.1%).

Despite the decrease in fall 2010, first-time graduate enrollment has grown over the last five- and ten-year periods. Between fall 2005 and fall 2010, first-time graduate enrollment increased 2.7% annually on average, and between fall 2000 and fall 2010, first-time graduate enrollment increased 3.8% annually on average. Similarly, both public institutions and private, not-for-profit

Figure 3.2 Percent Change in Graduate Applications by Broad Field, Fall 2009 to Fall 2010

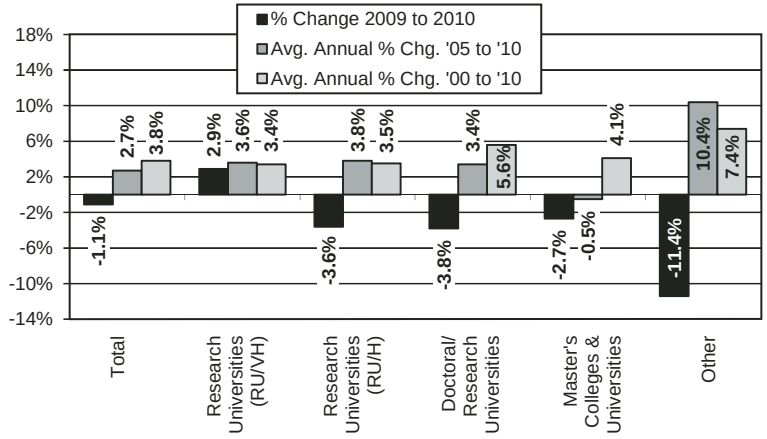


Source: CGS/GRE Survey of Graduate Enrollment and Degrees

institutions have experienced gains over the last five- and ten-year periods. Between fall 2005 and fall 2010, first-time graduate enrollment increased 3.5% annually on average at public institutions and 1.1% at private, not-for-profit institutions. Between fall 2000 and fall 2010, first-time graduate enrollment increased 3.6% annually on average at public institutions and 4.4% at private, not-for-profit institutions.

By basic Carnegie classification, first-time graduate enrollment increased 2.9% between fall 2009 and fall 2010 at research universities with very high research activity (RU/VH), but fell at institutions with other Carnegie classifications. Those declines ranged from -2.7% at master's colleges and universities to -11.4% at specialized and baccalaureate institutions. (These institutions are listed as "other" in Table 3.3 and Figure 3.3). Between fall 2005 and fall 2010, the average annual rates of change in first-time graduate enrollment ranged from a 0.5% average annual decline at master's colleges and universities to a 10.4% average annual increase at "other" institutions. Over the ten-year period, first time graduate enrollment increased on average for institutions of all Carnegie classifications, ranging from a 3.4% average annual gain at research universities with very high research activity (RU/VH) to a 7.4% average annual gain at "other" institutions.

Figure 3.3 Trends in First-Time Graduate Enrollment by Carnegie Classification, Fall 2000 to Fall 2010



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

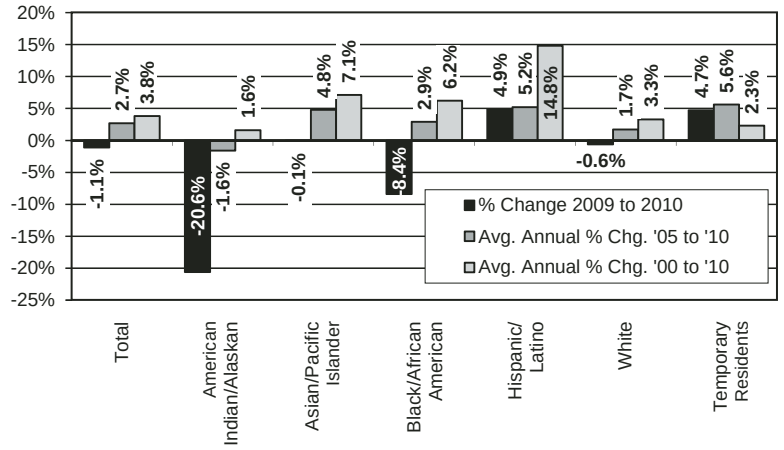
After declining last year for the first time since fall 2004, first-time graduate enrollment of temporary residents increased 4.7% between fall 2009 and fall 2010. In contrast, first-time graduate enrollment fell 1.2% for U.S. citizens and permanent residents between 2009 and 2010. Much of the growth in first-time graduate enrollment over the past five years has been the result of an increase in temporary residents, with 5.6% average annual growth between fall 2005 and fall 2010, compared with 2.3% for U.S. citizens and permanent residents (Table 3.4). Between fall 2000 and fall 2010, however, the average annual rate of increase for U.S. citizens and permanent residents outpaced that of temporary residents (4.4% vs. 2.3%).

Racial/ethnic minorities have driven much of the growth in first-time graduate enrollment among U.S. citizens and permanent residents over the past decade, with year-to-year gains for minorities generally outpacing those of white students. In fall 2010, however, American Indians/Alaskan Natives, Blacks/African Americans, Asians/Pacific Islanders, and Whites all experienced declines in first-time graduate enrollment. The declines for American Indians/Alaskan Natives (-20.6%) and Blacks/African Americans (-8.4%) were larger than those for Whites (-0.6%) and Asians/Pacific Islanders (-0.1%). Hispanics/Latinos were the only U.S. citizen and permanent resident racial/ethnic group to experience an increase in first-time graduate enrollment between fall 2009 and fall 2010, with a 4.9% gain (Figure 3.4).

Hispanics/Latinos also posted the strongest gains in first-time graduate enrollment over the latest five- and ten-year periods. Among the U.S. citizen and permanent resident racial/ethnic groups, Hispanic/Latino first-time graduate enrollment increased fastest between fall 2005 and fall 2010, with a 5.2% average annual gain, compared with 4.8% for Asians/Pacific Islanders, 2.9% for Blacks/African Americans, and 1.7% Whites. First-time graduate enrollment fell 1.6% annually on average for American Indians/Alaskan Natives between fall 2005 and fall 2010. Between 2000 and 2010, the average annual gains in first-time graduate enrollment for U.S. citizens and permanent residents ranged from a low of 1.6% for American Indians/Alaskan Natives to 14.8% for Hispanics/Latinos.

The decline in first-time graduate enrollment was greater for women (-1.4%) than for men (-0.6%) between fall 2009 and fall 2010 (Table 3.5). Over the last five-year period, growth in first-time graduate enrollment was slightly

Figure 3.4 Trends in First-Time Graduate Enrollment by Citizenship and Race/Ethnicity, Fall 2000 to Fall 2010



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

stronger for men than for women. Between fall 2005 and fall 2010, first-time graduate enrollment grew at an average annual rate of 2.9% for men versus 2.5% for women. Between fall 2000 and fall 2010, however, the average annual gains for women (4.1%) outpaced those of men (3.5%).

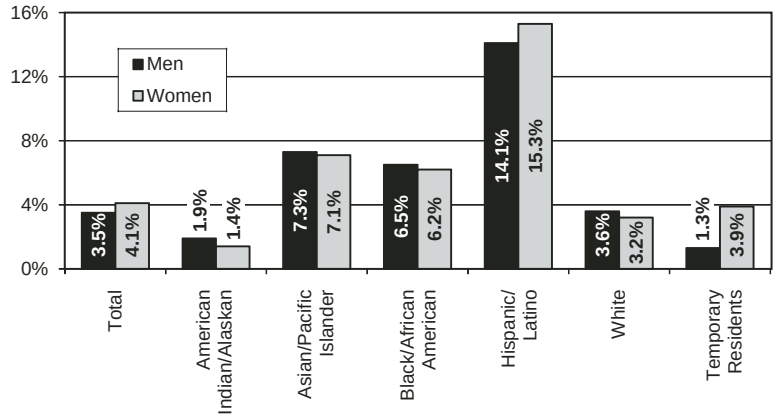
Among U.S. citizens and permanent residents, men experienced a slight uptick in first-time graduate enrollment between fall 2009 and fall 2010, with a 0.1% gain, while women experienced a 1.9% decline. Among temporary residents, first-time graduate enrollment increased 3.7% for men and 6.2% for women between fall 2009 and fall 2010.

The growth in first-time graduate enrollment between fall 2000 and fall 2010 among U.S. citizens and permanent residents was relatively even for men and women, with a 4.6% average annual increase for men and a 4.4% average annual increase for women. Among temporary residents, the average annual increase in first-time graduate enrollment for men (1.3%) over the same time period was one-third the average annual growth rate for women (3.9%).

The growth in first-time graduate enrollment between fall 2000 and fall 2010 was similar for men and women within all U.S. racial/ethnic groups, with the exception of Hispanics/Latinos, where the rate of increase was larger for women than for men (Figure 3.5). Among U.S. citizen and permanent resident women, average annual growth was strongest between 2000 and 2010 for Hispanics/Latinas (15.3%) and weakest for American Indians/Alaskan Natives (1.4%). Among U.S. citizen and permanent resident men, average annual increases in first-time graduate enrollment ranged from a high of 14.1% for Hispanics/Latinos to a low of 1.9% for American Indians/Alaskan Natives.

First-time graduate enrollment increased in six broad fields and decreased in five broad fields between fall 2009 and fall 2010 (Table 3.6). Gains were largest in mathematics and computer sciences (12.9%), health sciences (6.4%), and biological and agricultural sciences (5.9%). Decreases were largest between 2009 and 2010 in education (-8.3%) and 'other' fields (-5.7%). Between fall 2005 and fall 2010, the average annual growth in first-time graduate enrollment was 2.7%. The strongest average annual gains over this time period occurred in health sciences (9.6%), engineering (7.4%), and mathematics and computer sciences (6.1%), compared with average annual decreases of 2.4% in 'other' fields and 1.5% in education. Over the

Figure 3.5 Average Annual Percentage Change in First-Time Graduate Enrollment by Citizenship, Race/Ethnicity, and Gender, Fall 2000 to Fall 2010



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

past decade, first-time graduate enrollment increased in all broad fields, with average annual gains ranging from a high of 7.5% in health sciences to a low of 1.0% in 'other' fields (Figure 3.6).

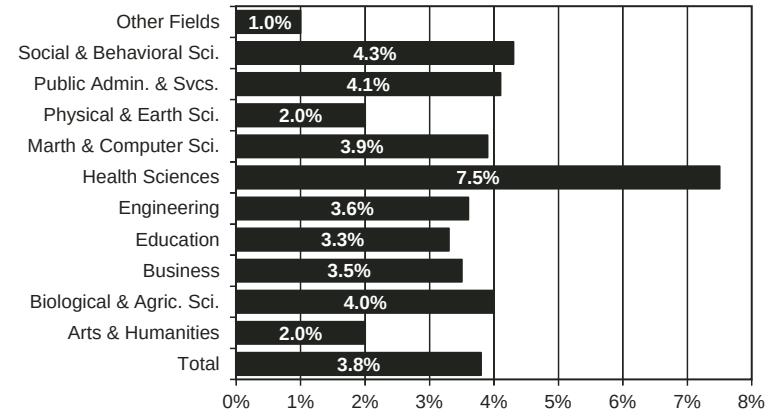
The 1.1% overall decline in first-time graduate enrollment between fall 2009 and fall 2010 was driven entirely by a drop in part-time graduate enrollment. Among first-time enrollees, full-time graduate enrollment experienced a 3.4% increase between 2009 and 2010, but this gain was offset by an 8.5% decline in part-time graduate enrollment (Table 3.7).

First-time, full-time graduate enrollment increased fastest in mathematics and computer sciences in fall 2010, with an 11.6% one-year increase, followed by health sciences (9.1%), and biological and agricultural sciences (6.4%). In contrast, full-time graduate enrollment among first-time enrollees decreased between 2009 and 2010 in education (-2.8%), 'other' fields (-1.6%), and business (-0.4%).

First-time, part-time graduate enrollment experienced the strongest gains between fall 2009 and fall 2010 in mathematics and computer sciences (16.8%), biological and agricultural sciences (3.6%), and physical and earth sciences (2.4%). The largest declines in first-time, part-time graduate enrollment occurred in public administration and services (-15.5%), education (-13.1%), and 'other' fields (-11.9%).

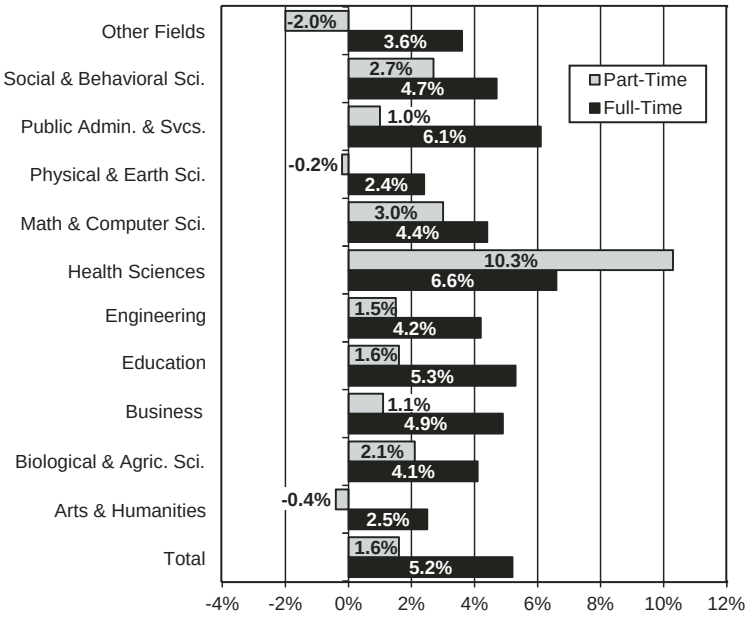
Over the past decade, first-time graduate enrollment increased in all broad fields for full-time enrollees and increased in all broad fields except arts and humanities, physical and earth sciences, and 'other' fields for part-time enrollees. The growth in first-time, full-time graduate enrollment outpaced the growth in first-time, part-time enrollment in all broad fields except health sciences (Figure 3.7). Between fall 2000 and fall 2010, average annual growth in first-time, full-time graduate enrollment ranged from a high of 6.6% in health sciences to a low of 2.4% in physical and earth sciences. For first-time, part-time enrollees, average annual changes ranged from an increase of 10.3% in health sciences to a decrease of 2.0% in 'other' fields.

Figure 3.6 Average Annual Percentage Change in First-Time Graduate Enrollment by Broad Field, Fall 2000 to Fall 2010



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Figure 3.7 Average Annual Percentage Change in First-Time Graduate Enrollment by Broad Field and Attendance Status, Fall 2000 to Fall 2010



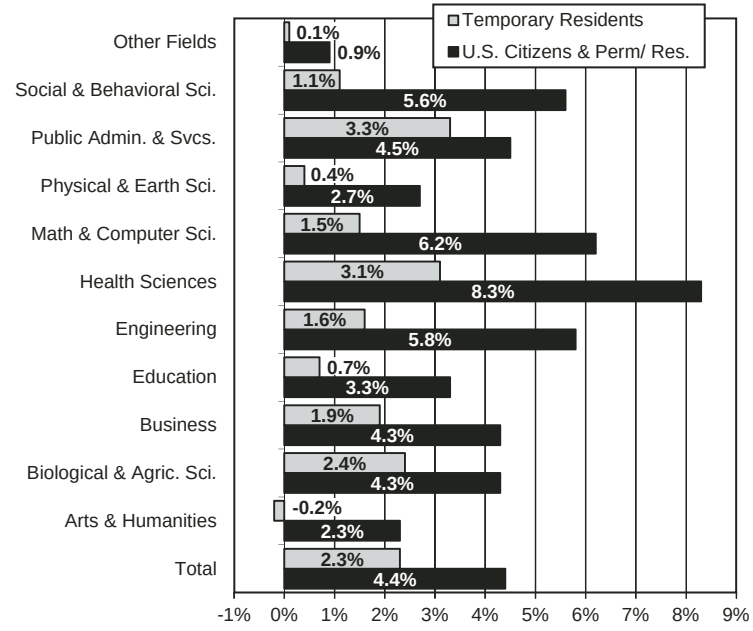
Source: CGS/GRE Survey of Graduate Enrollment and Degrees

As noted above, first-time graduate enrollment increased 4.7% for temporary residents but fell 1.2% for U.S. citizens and permanent residents between fall 2009 and fall 2010, but changes in first-time graduate enrollment by citizenship over this one-year period varied considerably by broad field (Table 3.8). For temporary residents, first-time graduate enrollment fell in four broad fields in 2010, despite the overall gain: public administration and services (-8.6%), education (-6.0%), 'other fields (-3.0%), and health sciences (-0.8%). Despite an overall decline of 1.2% for U.S. citizens and permanent residents, they experienced gains in most broad fields, with the largest in mathematics and computer sciences (15.5%) and health sciences (7.4%). In contrast, first-time graduate enrollment declined for U.S. citizens and permanent residents in four broad fields: education (-6.8%), 'other' fields (-4.7%), business (-3.6%), and social and behavioral sciences (-1.4%).

Between fall 2005 and fall 2010, first-time graduate enrollment increased for U.S. citizens and permanent residents in all broad fields except 'other fields' (with a 2.7% average annual decline) and education (with a 1.9% average annual decline). Average annual increases over the five-year period were largest for U.S. citizens and permanent residents in health sciences (11.2%), engineering (7.0%), and biological and agricultural sciences (5.1%). For temporary residents, first-time graduate enrollment increased between 2005 and 2010 in all broad fields except education (-1.6%). Average annual increases were largest for temporary residents in health sciences (8.9%), engineering (8.2%), and business (8.1%).

Over the past decade, first-time graduate enrollment increased for U.S. citizens and permanent residents in all broad fields and for temporary residents in all broad fields except arts and humanities (Figure 3.8). For U.S. citizens and permanent residents, average annual increases in first-time enrollment ranged from a high of 8.3% in health sciences to a low of 0.9% in 'other' fields. For temporary residents, first-time graduate enrollment increased fastest in public administration and services, with a 3.3% average annual gain, but fell 0.2% annually on average in arts and humanities. Average annual growth in first-time enrollment among U.S. citizens and permanent residents outpaced that of temporary residents in all broad fields over the ten-year period.

Figure 3.8 Average Annual Percentage Change in First-Time Graduate Enrollment by Broad Field and Citizenship, Fall 2000 to Fall 2010



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

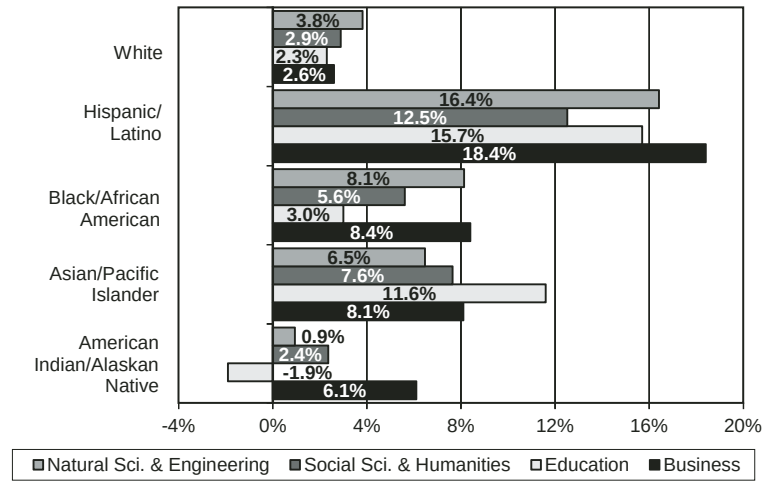
Among U.S. citizens and permanent residents, the average annual increase in first-time graduate enrollment was greater over the past decade for Hispanics/Latinos (14.8%) than for Asians/Pacific Islanders (7.1%), Blacks/African Americans (6.2%), Whites (3.3%), and American Indians/Alaskan Natives (1.6%). This was also the case by broad field, with the exception of health sciences (Table 3.9). In this broad field, average annual growth for Blacks/African Americans between fall 2000 and fall 2010 (18.5%) outpaced the average annual growth for Hispanics/Latinos (16.6%) over the same time period. But in all other broad fields, average annual growth was largest for Hispanics/Latinos.

For American Indians/Alaskan Natives, average annual growth in first-time graduate enrollment between fall 2000 and fall 2010 ranged from a 6.5% increase in health sciences to a 2.1% decline in public administration and

services. For Asians/Pacific Islanders, average annual growth was greatest in education and social and behavioral sciences (both 11.6%), compared with a low of 2.4% in mathematics and computer sciences. Health sciences (18.5%) led in terms of average annual growth for Blacks/African Americans, compared with a 0.1% decline in 'other' fields. For Hispanics/Latinos, average annual increases ranged from a high of 30.9% in mathematics and computer sciences to a low of 8.3% in arts and humanities. For Whites, growth was greatest in health sciences (7.2%) and lowest in 'other' fields (0.4%).

Figure 3.9 shows changes in first-time graduate enrollment between fall 2000 and fall 2010 by racial/ethnic group for four aggregated broad fields: business, education, social and behavioral sciences and arts and humanities, and natural sciences and engineering (biological and agricultural sciences, engineering, mathematics and computer sciences, and physical and earth sciences). The broad fields of health sciences, public administration and services, and 'other' fields are not included in the figure.

Figure 3.9 Average Annual Percentage Change in First-Time Graduate Enrollment by Broad Field and Race/Ethnicity, Fall 2000 to Fall 2010



Note: Includes U.S. citizens and permanent residents only.
Source: CGS/GRE Survey of Graduate Enrollment and Degrees

The declines between fall 2009 and fall 2010 in overall first-time graduate enrollment noted above for American Indians/Alaskan Natives, Blacks/African Americans, Asians/Pacific Islanders, and Whites were also evident by broad field (Table 3.9). American Indians/Alaskan Natives, who experienced an overall 20.6% decline in first-time graduate enrollment between fall 2009 and fall 2010, saw declines in every broad field except physical and earth sciences. The largest declines occurred in engineering (-37.7%), arts and humanities (-35.0%), and public administration and services (-27.8%). These changes should be interpreted cautiously, however, given the small number of American Indian/Alaskan Native first-time enrollees.

The overall 8.4% decline in first-time graduate enrollment for Blacks/African Americans between fall 2009 and fall 2010, was the result of declines in six broad fields. The largest decreases were in education (-17.7%), 'other' fields (-9.5%), and business (-8.2%). Increases in the four remaining broad fields ranged from a 1.2% gain in physical and earth sciences to a 33.6% increase in mathematics and computer sciences.

Asian/Pacific Islanders, who experienced an overall 0.1% decline in first-time graduate enrollment between fall 2009 and fall 2010, saw declines five broad fields: physical and earth sciences (-6.2%), public administration and services (-5.7%), 'other' fields (-3.9%), business (-2.7%), and social and behavioral sciences (-0.5%). In contrast, first-time graduate enrollment increased in the remaining broad fields, with the largest gains in mathematics and computer sciences (4.0%) and education (3.8%). For Whites, changes in first-time graduate enrollment between fall 2009 and fall 2010 ranged from a 7.0% decline in education to a 16.0% increase in mathematics and computer sciences. Overall, first-time graduate enrollment fell 0.6% for Whites.

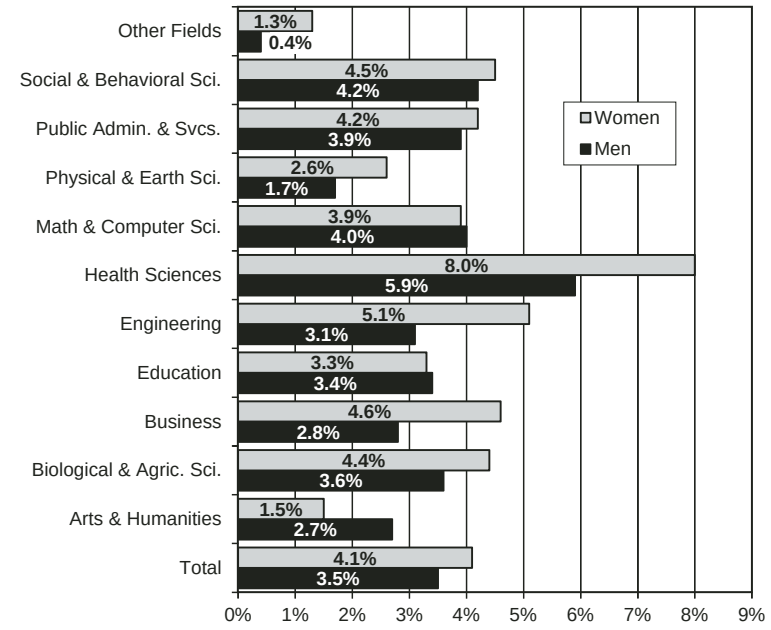
Hispanics/Latinos, the only U.S. citizen and permanent resident racial/ethnic group to experience a gain in first-time graduate enrollment between fall 2009 and 2010 (up 4.9%), saw gains in all broad fields of study except physical and earth sciences (-0.9%). Gains ranged from 1.2% in other fields to 14.7% in mathematics and computer sciences.

As described earlier, first-time graduate enrollment growth was stronger for women than for men over the last ten-year period. This pattern held true for

most broad fields between fall 2000 and fall 2010, with the average annual increases for women outpacing those for men in all but three broad fields over the ten-year period: arts and humanities, education, and mathematics and computer sciences (Table 3.10 and Figure 3.10). For women, the average annual rates of increase were greatest in health sciences (8.0%), engineering (5.1%), and business (4.6%). Average annual growth was smallest in 'other fields (1.3%), arts and humanities (1.5%), and physical and earth sciences (2.6%) over the decade. For men, the largest average annual gains were in health sciences (5.9%), social and behavioral sciences (4.2%), and mathematics and computer sciences (4.0%), and the smallest were in 'other' fields (0.4%), physical and earth sciences (1.7%), and arts and humanities (2.7%).

Between fall 2005 and fall 2010, both men and women experienced average annual increases in first-time graduate enrollment in all broad fields except education and 'other' fields. First-time enrollment decreased by 2.8% annually on average for men and 1.1% annually on average for women in education, and in 'other fields' fell 1.4% for men and 2.7% for women each year on average.

Figure 3.10 Average Annual Percentage Change in First-Time Graduate Enrollment by Broad Field and Gender, Fall 2000 to Fall 2010



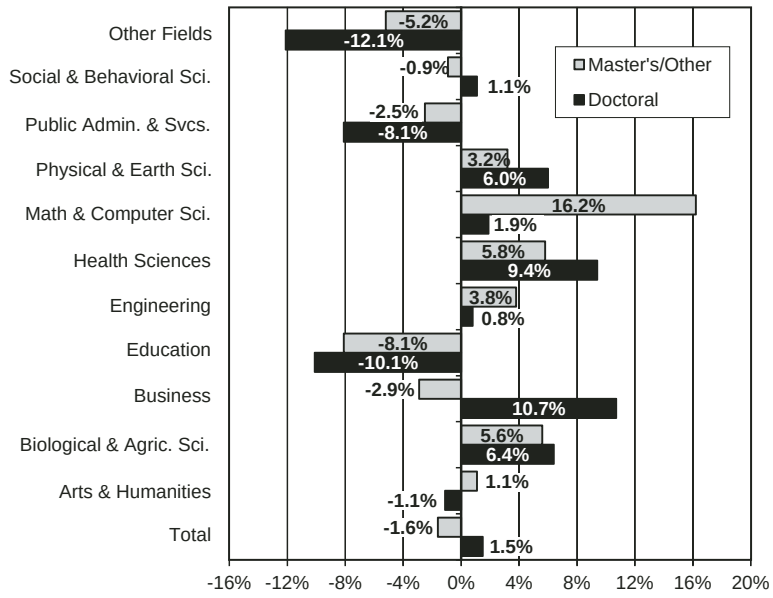
Source: CGS/GRE Survey of Graduate Enrollment and Degrees

First-time graduate enrollment decreased between fall 2009 and fall 2010 in four broad fields for men (business, education, public administration and services, and 'other' fields) and five broad fields for women (business, education, public administration and services, social and behavioral sciences, and 'other' fields). For men, changes in first-time graduate enrollment ranged from a 12.5% increase in mathematics and computer sciences to a 9.5% decrease in public administration and services. For women, first-time enrollment increased 14.0% in mathematics and computer sciences, the largest gain, compared with an 8.6% decline in education.

First-time enrollment increased 1.5% at the doctoral level between fall 2009 and fall 2010, but fell 1.6% at the master's degree and graduate certificate level over the same time period (Table 3.11). As shown in Figure 3.11, first-time enrollment increased most at the doctoral level between 2009 and 2010 in business (10.7%), health sciences (9.4%), and biological and agricultural sciences (6.4%). First-time enrollment at the doctoral level fell 12.1% in 'other' fields, 10.1% in education, 8.1% in public administration and services, and 1.1% in arts and humanities. At the master's degree and graduate certificate level, the largest gains were in mathematics and computer sciences (16.2%), health sciences (5.8%), and biological and agricultural sciences (5.6%), compared with declines of 8.1% in education, 5.2% in 'other' fields, 2.9% in business, and 2.5% in public administration and services. Five- and ten-year trends are unavailable for first-time graduate enrollment by degree level.

At the master's degree and graduate certificate level, first-time enrollment fell for both men and women in fall 2010, but the decline was slightly greater for women (-1.7%) than for men (-1.4%). For men, first-time enrollment at the master's degree and graduate certificate level declined most in public administration and services (-9.7%), in contrast to the strongest gain in mathematics and computer sciences (15.4%). For women, changes in first-time enrollment at the master's degree and graduate certificate level ranged from an 8.6% decline in education to an 18.0% increase in mathematics and computer sciences.

Figure 3.11 Percentage Change in First-Time Graduate Enrollment by Broad Field and Degree Level, Fall 2009 to Fall 2010



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

At the doctoral level, first-time enrollment increased for both men and women, but with a much larger increase for men (2.8%) than for women (0.3%). By broad field at the doctoral level, first-time enrollment increased most for men in business (14.1%) and most for women in health sciences (10.6%). Decreases were largest for both men and women in 'other' fields (-12.1% and -11.9%, respectively).

For more detailed information about trends in first-time graduate enrollment, see Tables 3.3 through 3.11.

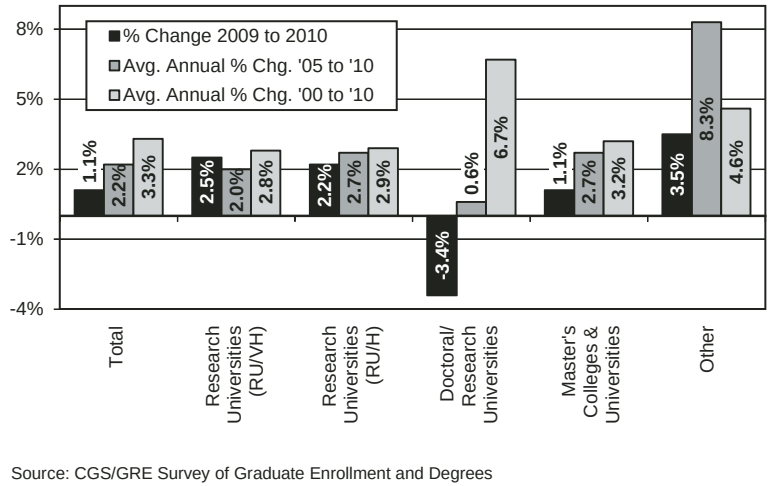
Trends in Total Graduate Enrollment

Total graduate enrollment increased 1.1% between fall 2009 and fall 2010 at the institutions that responded to the CGS/GRE Survey of Graduate Enrollment and Degrees for both 2009 and 2010 (Table 3.12). Over the one-year period, the increase in total enrollment was slightly higher at private, not-for-profit institutions (1.7%) than at public institutions (1.5%). Total graduate enrollment fell 2.9% at private, for-profit institutions between 2009 and 2010, but this change should be interpreted cautiously given the small numbers of for-profit institutions responding to the survey.

Between fall 2005 and fall 2010, total graduate enrollment increased 2.2% annually on average. Average annual growth was 2.3% at both public institutions and private, not-for-profit institutions. Between fall 2000 and fall 2010, total graduate enrollment increased 3.3% annually on average, with slightly stronger growth at private, not-for-profit institutions than at public institutions—2.9% vs. 2.8%.

By basic Carnegie classification, total graduate enrollment increased most between fall 2009 and fall 2010 at specialized and baccalaureate institutions (3.5%). (These institutions are listed as 'other' in Table 3.12 and Figure 3.12). In contrast, total graduate enrollment fell 3.4% at doctoral/research universities. Increases in total graduate enrollment ranged from 1.1% to 2.5% over the one-year period for all other Carnegie classifications. Between fall 2005 and fall 2010, the average annual rates of increase in total enrollment ranged

Figure 3.12 Trends in Total Graduate Enrollment by Carnegie Classification, Fall 2000 to Fall 2010



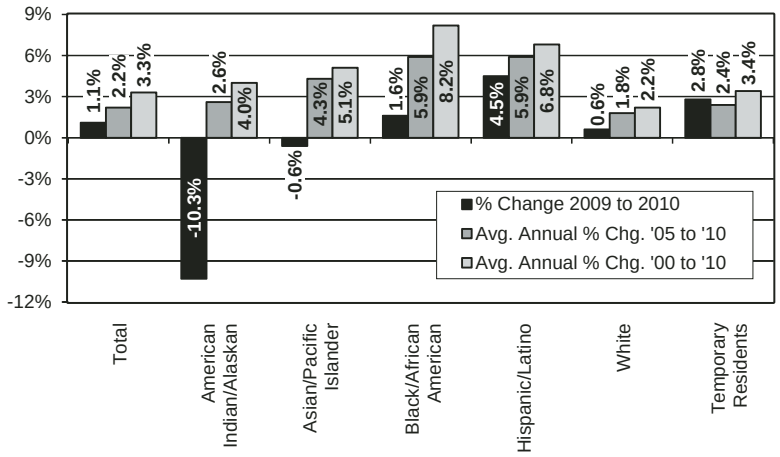
Source: CGS/GRE Survey of Graduate Enrollment and Degrees

from 0.6% at doctoral/research universities to 8.3% at 'other' institutions, and over the ten-year period ranged from 2.8% at research universities with very high research activity (RU/VH) to 6.7% at doctoral/research universities.

Over the past one- and ten-year periods, growth in total graduate enrollment was greater for temporary residents than for U.S. citizens and permanent residents (Table 3.13). Between fall 2009 and fall 2010, total graduate enrollment increased 2.8% for temporary residents, compared with 0.9% for U.S. citizens and permanent residents. Similarly, between fall 2000 and fall 2010, total graduate enrollment increased 3.4% annually on average for temporary residents, compared with 3.2% for U.S. citizens and permanent residents. In contrast, total graduate enrollment increased 2.7% annually on average between 2005 and 2010 for U.S. citizens and permanent residents, a larger gain than the 2.4% average annual growth for temporary residents.

Total graduate enrollment fell for American Indians/Alaskan Natives (-10.3%) and Asians/Pacific Islanders (-0.6%) between fall 2009 and fall 2010 (Figure 3.13). This contrasts with gains of 4.5% for Hispanics/Latinos and 2.8% for temporary residents over the same time period. Between 2005 and 2010, Blacks/African Americans and Hispanics/Latinos had the greatest average annual growth (5.9% each) and Whites the least (1.8%). Blacks/African Americans led in total enrollment gains between 2000 and 2010, with an average annual increase of 8.2%, compared with a 2.2% average annual gain for Whites over the same time period.

Figure 3.13 Trends in Total Graduate Enrollment by Citizenship and Race/Ethnicity, Fall 2000 to Fall 2010



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

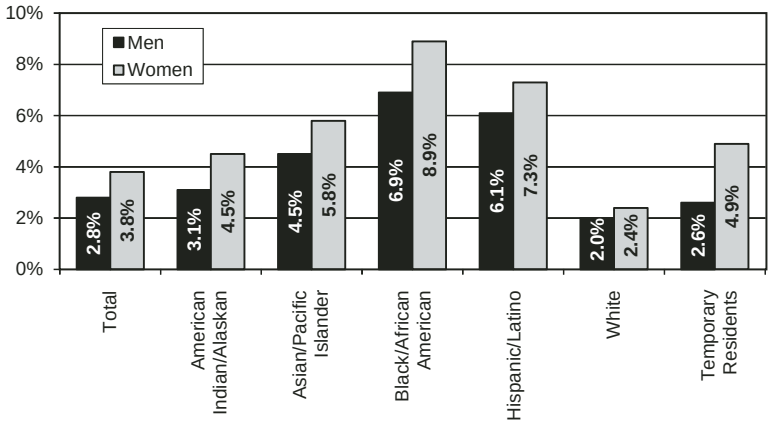
Total graduate enrollment grew faster for men (1.6%) than for women (0.9%) between 2009 and 2010 (Table 3.14), but over the last five- and ten-year periods, total graduate enrollment increased faster for women than for men. Between fall 2005 and fall 2010, total graduate enrollment grew at an average annual rate of 2.2% for women versus 2.1% for men and between fall 2000 and fall 2010 by 3.8% for women versus 2.8% for men.

Among U.S. citizens and permanent residents, total graduate enrollment also increased faster for men than for women between 2009 and 2010, with a 1.5% increase for men compared with a 0.5% gain for women. In contrast, among temporary residents, the increase for women (3.8%) outpaced the increase for men (2.1%). Between fall 2000 and fall 2010, average annual growth was greater for women than for men for both U.S. citizens and permanent residents and temporary residents. Among U.S. citizens and permanent residents, total graduate enrollment increased 3.7% annually on average for women and 2.8% for men over the ten-year period, while for temporary residents total graduate enrollment increased 4.9% annually on average for women and 2.6% for men over the same time period.

The trend of stronger growth for women than for men over the 2000 to 2010 time period held true for all U.S. racial/ethnic groups (Figure 3.14). Among U.S. citizen and permanent resident women, average annual growth was strongest for Blacks/African Americans (8.9%) and least for Whites (2.4%). Among U.S. citizen and permanent resident men, average annual increases in total graduate enrollment ranged from a high of 6.9% for Blacks/African Americans to a low of 2.0% for Whites.

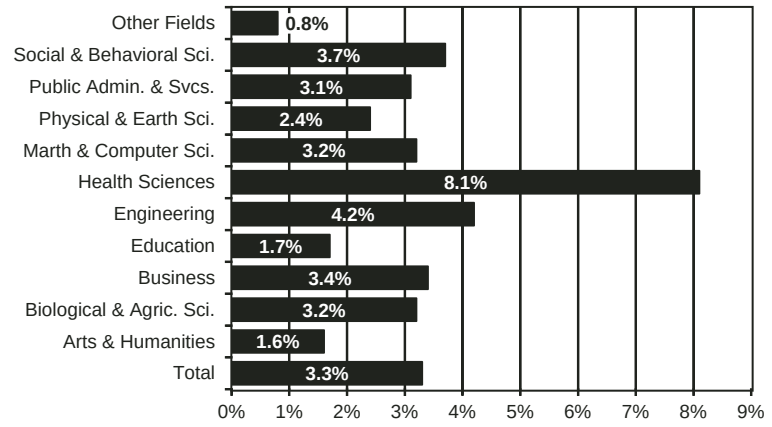
As shown in Table 3.15, total graduate enrollment fell between fall 2009 and fall 2010 in four broad fields: education (-3.8%), 'other' fields (-3.2%), business (-0.9%), and public administration and services (-0.2%). Over the same time period, growth was fastest in health sciences (8.6%), mathematics and computer sciences (5.3%), and engineering (4.3%).

Figure 3.14 Average Annual Percentage Change in Total Graduate Enrollment by Citizenship, Race/Ethnicity, and Gender, Fall 2000 to Fall 2010



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Figure 3.15 Average Annual Percentage Change in Total Graduate Enrollment by Broad Field, Fall 2000 to Fall 2010



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

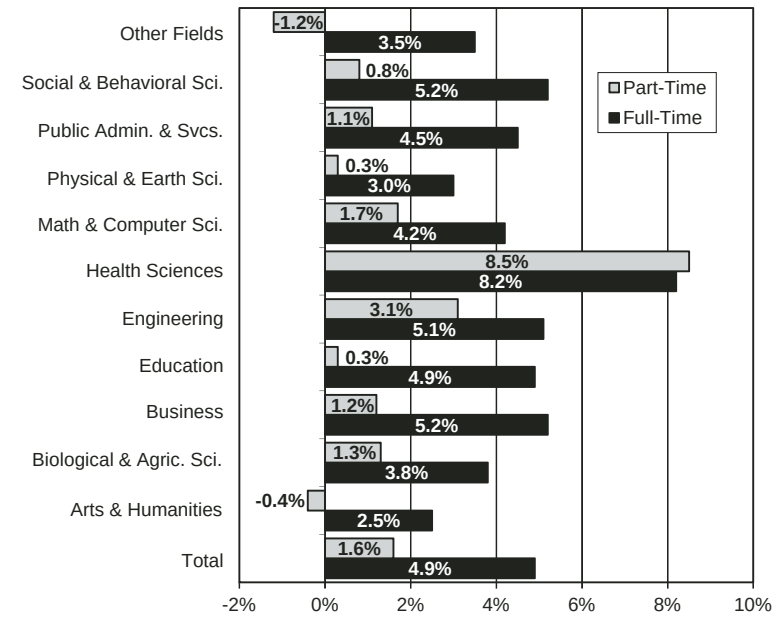
Between fall 2005 and fall 2010, average annual growth in total enrollment was greatest in health sciences (8.8%), engineering (4.3%), and business (3.5%). In contrast, total graduate enrollment fell 0.9% annually on average in 'other' fields and 0.3% annually on average in education over the same time period. Between 2000 and 2010, total graduate enrollment increased in all broad fields, with average annual gains ranging from a high of 8.1% in health sciences to a low of 0.8% in 'other' fields (Figure 3.15).

Between fall 2009 and fall 2010 among total enrollees, full-time graduate enrollment increased 1.8%, compared with a 0.2% increase in part-time graduate enrollment (Table 3.16). Full-time graduate enrollment increased fastest in health sciences in fall 2010, with a 6.8% one-year increase, followed by public administration and services (6.4%) and engineering (5.6%). In contrast, full-time enrollment fell 3.9% in business and 2.6% in education, the two largest broad fields at the graduate level. Part-time graduate enrollment experienced the strongest gains in fall 2010 in health sciences (11.7%), mathematics and computer sciences (5.2%), and business (3.3%), but these gains were countered with decreases in part-time enrollment in public administration and services (-9.3%), 'other' fields (-7.3%), education (-4.4%), and physical and earth sciences (-2.9%).

Over the past decade, full-time graduate enrollment increased in all broad fields, but part-time graduate enrollment fell in 'other' fields and biological and agricultural sciences over the same time period (Figure 3.16). Average annual growth in full-time graduate enrollment over the past decade ranged from a high of 8.2% in health sciences to a low of 2.5% in arts and humanities. For part-time enrollees, average annual changes ranged from a high of an 8.5% increase in health sciences to a 1.2% decline in 'other' fields. In all broad fields except health sciences, the growth in full-time graduate enrollment exceeded the growth in part-time graduate enrollment.

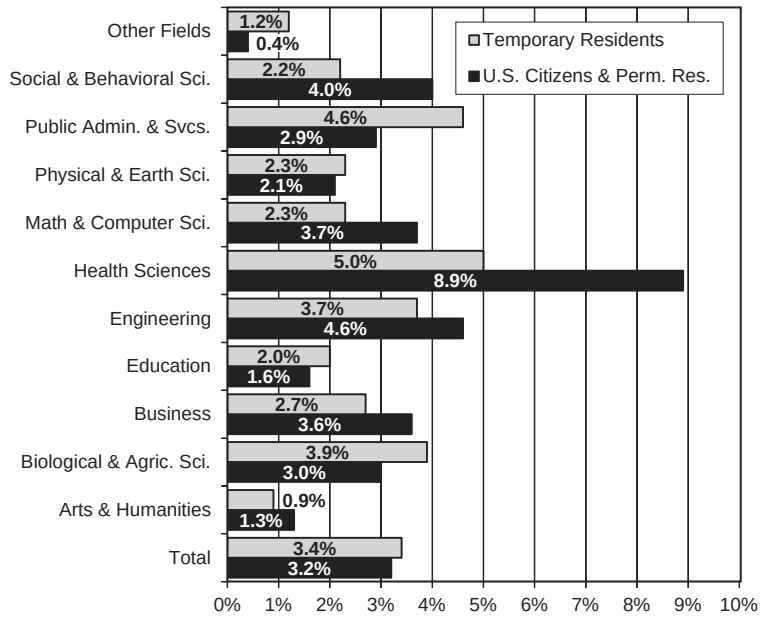
As noted above, the increase in total graduate enrollment was greater among temporary residents than U.S. citizens and permanent residents between fall 2009 and fall 2010 (2.8% vs. 0.9%), but changes in total graduate enrollment over this one-year period varied considerably by citizenship and broad field (Table 3.17). Both temporary residents and U.S. citizens and permanent residents experienced decreases in education between 2009 and 2010, with declines of 2.6% and 3.1%, respectively. Temporary residents also experienced declines in public administration and services (-9.4%) and health sciences (-0.8%), and U.S. citizens and permanent residents experienced declines in 'other' fields (-4.2%) and business (-1.8%). The largest

Figure 3.16 Average Annual Percentage Change in Total Graduate Enrollment by Broad Field and Attendance Status, Fall 2000 to Fall 2010



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Figure 3.17 Average Annual Percentage Change in Total Graduate Enrollment by Broad Field and Citizenship, Fall 2000 to Fall 2010



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

gain in total graduate enrollment for temporary residents occurred in mathematics and computer sciences (5.7%), while the largest gain for U.S. citizens and permanent residents was in health sciences (10.2%).

Between fall 2005 and fall 2010, total graduate enrollment increased annually on average for U.S. citizens and permanent residents in all broad fields except 'other' fields (-2.0%) and for temporary residents in all broad fields except education (-4.0%). U.S. citizens and permanent residents experienced the greatest growth between fall 2005 and fall 2010 in health sciences, with a 12.2% average annual gain in total graduate enrollment. For temporary residents, average annual growth was greatest in mathematics and computer sciences (5.0%) over the same time period.

Over the past decade, total graduate enrollment increased for both U.S. citizens and permanent residents and temporary residents in all broad fields (Figure 3.17). For U.S. citizens and permanent residents, average annual increases in total enrollment ranged from a high of 8.9% in health sciences to a low of 0.4% in 'other' fields. For temporary residents, average annual gains in total graduate enrollment ranged from a high of 5.0% in health sciences to a low of 0.9% in arts and humanities.

The declines between fall 2009 and fall 2010 in total graduate enrollment noted above for American Indians/Alaskan Natives and Asians/Pacific Islanders were also evident in many broad fields (Table 3.18). For American Indians/Alaskan Natives, total graduate enrollment fell in all broad fields except health sciences, which experienced an 8.7% gain. The largest decreases in total graduate enrollment for American Indians/Alaskan Natives were in 'other' fields (-21.3%), biological and agricultural sciences (-17.5%), and education (-16.2%). For Asians/Pacific Islanders, declines in total graduate enrollment occurred between 2009 and 2010 in all broad fields except

health sciences (7.6%) and social and behavioral sciences (1.2%). The largest decreases in total graduate enrollment for Asians/Pacific Islanders were in physical and earth sciences (-9.9%),'other' fields (-6.2%), and public administration and services (-5.8%).

Blacks/African Americans fared somewhat better, with declines in just four broad fields between 2009 and 2010: 'other' fields (-7.0%), education (-2.1%), social and behavioral sciences (-1.9%), and business (-0.2%). In contrast, Blacks/African Americans experienced the largest gains in mathematics and computer sciences (17.5%), health sciences (15.0%), and biological and agricultural sciences (5.8%).

Hispanics/Latinos, who experienced the largest increase in total graduate enrollment among the U.S. citizen and permanent resident racial/ethnic groups between 2009 and 2010, also experienced strong growth in many broad fields, led by gains of 13.1% in health sciences, 9.6% in mathematics and computer sciences, and 6.0% in social and behavioral sciences. Only one decrease occurred for Hispanics/Latinos between 2009 and 2010—a 2.1% decline in physical and earth sciences.

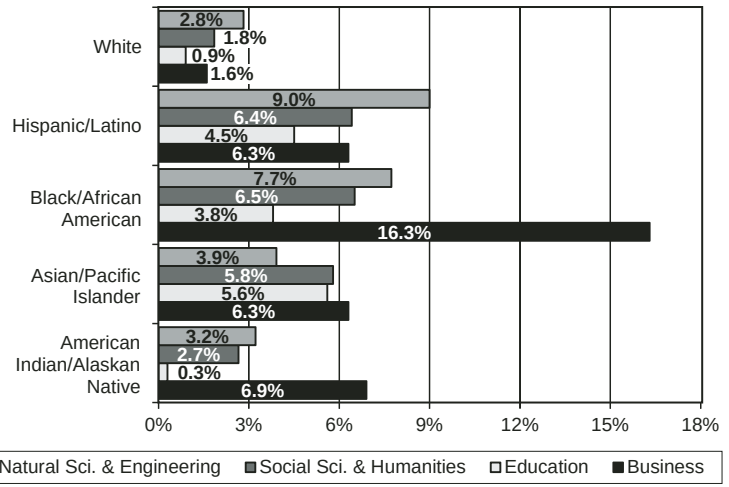
Despite a 0.6% overall increase in total graduate enrollment between 2009 and 2010, White graduate students experienced declines in three broad fields: 'other' fields (-4.1%), education (-4.0%), and business (-2.5%). In contrast total graduate enrollment rose for White students by 9.4% in health sciences, 7.3% in engineering, and 5.4% in mathematics and computer sciences.

Minorities fared better over the past decade, with average annual increases generally outpacing those of White graduate students between 2000 and 2010 (Table 3.18). For American Indians/Alaskan Natives, average annual growth in graduate enrollment between fall 2000 and fall 2010 ranged from a high of 11.2% in health sciences to a low of 0.3% in education. For Asians/Pacific Islanders, average annual growth was greatest in social and behavioral sciences at 8.3% and was lowest in mathematics and computer sciences (0.7%). Health sciences (23.6%) led in terms of average annual growth for Blacks/African Americans, in contrast to a 0.3% average annual decline for Blacks/African Americans in 'other' fields. For Hispanics/Latinos, average annual increases ranged from a high of 15.4% in health sciences to a low of 3.4% in 'other' fields. For Whites, growth was also greatest in health sciences (7.6%), compared with a 0.2% increase in 'other' fields.

Figure 3.18 shows the changes in total graduate enrollment between 2000 and 2010 by racial/ethnic group for four aggregated broad fields: business, education, social and behavioral sciences and arts and humanities, and natural sciences and engineering (biological and agricultural sciences, engineering, mathematics and computer sciences, and physical and earth sciences). The broad fields of health sciences, public administration and services, and 'other' fields are not included in the figure.

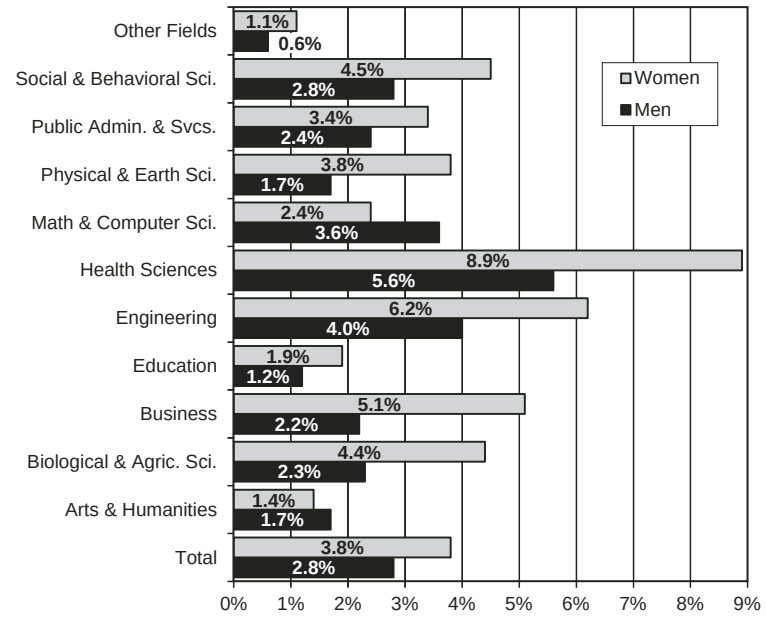
As described earlier, total enrollment growth has been stronger for women than for men over the last ten-year period. This pattern held true for most broad fields between fall 2000 and fall 2010, with the average annual increases for women outpacing those for men in all broad fields except arts and humanities and mathematics and computer sciences over the ten-year period (Table 3.19 and Figure 3.19). For women, the average annual rates of increase were greatest in health sciences (8.9%), engineering (6.2%), and

Figure 3.18 Average Annual Percentage Change in Total Graduate Enrollment by Broad Field and Race/Ethnicity, Fall 2000 to Fall 2010



Note: Includes U.S. citizens and permanent residents only.
Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Figure 3.19 Average Annual Percentage Change in Total Graduate Enrollment by Broad Field and Gender, Fall 2000 to Fall 2010



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

business (5.1%). Average annual growth was smallest for women in 'other' fields (1.1%), arts and humanities (1.4%), and education (1.9%) over the decade. For men, the average annual rates of increase were greatest in health sciences (5.6%), engineering (4.0%), and mathematics and computer sciences (3.6%). Average annual growth was smallest for men in 'other' fields (0.6%), education (1.2%), and arts and humanities and physical and earth sciences (both 1.7%) over the decade. Both men and women experienced gains in all broad fields between 2000 and 2010.

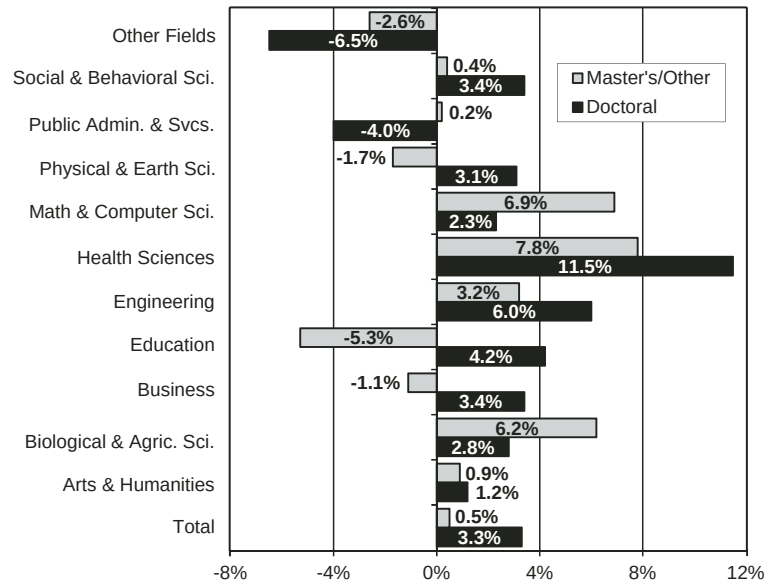
Between fall 2005 and fall 2010, a decline occurred in one broad field for men (education, with a 0.7% average annual decrease), and total enrollment remained flat in 'other' fields. For women, declines occurred in two broad fields: 'other' fields (a 0.9% average annual decline) and education (a 0.2% average annual decline). For men, average annual increases over the five-year period ranged from a high of 7.2% in health sciences to low of 0.8% in arts and humanities, and for women, the largest average annual increase was in health sciences (9.1%), and the smallest was in arts and humanities (0.3%).

Over the latest one-year period, total graduate enrollment fell for men in four broad fields: public administration and services (-4.0%), 'other' fields (-3.6%), education (-3.4%), and business (-1.0%). Increases for men were largest in health sciences (7.8%), mathematics and computer sciences (5.3%), and biological and agricultural sciences (4.5%). For women, total graduate enrollment fell between fall 2009 and fall 2010 in education (-3.9%), 'other' fields (-2.9%), and business (-0.6%), while increases for women were highest in health sciences (8.9%), mathematics and computer sciences (5.3%), and engineering (4.9%).

Total enrollment increased faster at the doctoral level between fall 2009 and fall 2010 than at the master's degree and graduate certificate level—3.3% vs. 0.5% (Table 3.20). As shown in Figure 3.20, total enrollment increased most at the master's/other level over the one-year period in health sciences (7.8%), mathematics and computer sciences (6.9%), and biological and agricultural sciences (6.2%). In contrast, total enrollment at the master's/other level fell 5.3% in education, 2.6% in 'other' fields, 1.7% in physical and earth sciences, and 1.1% in business. At the doctoral level, health sciences (11.5%), engineering (6.0%), and education (4.2%) experienced the largest increases in total enrollment between 2009 and 2010, compared with declines in 'other' fields (-6.5%) and public administration and services (-4.0%). Five- and ten-year trends are unavailable for total graduate enrollment by degree level.

At the master's degree and graduate certificate level, total enrollment increased slightly faster for men than for women between fall 2009 and fall 2010 (0.8% vs. 0.3%). Despite the overall gain for men, they experienced declines in five broad fields at the master's/other level: education (-4.7%), public administration and services (-3.2%), 'other' fields (-2.6%), physical and earth sciences (-2.4%), and business (-1.2%). Women also experienced declines in five broad fields: education (-5.5%), 'other' fields (-2.6%), business (-0.9%), and physical and earth sciences and social and behavioral sciences (both 0.7%). Growth was greatest in health sciences, with gains of 7.8% in this broad field for both men and women.

Figure 3.20 Percentage Change in Total Graduate Enrollment by Broad Field and Degree Level, Fall 2009 to Fall 2010



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

At the doctoral level, total enrollment also increased faster for men than for women between fall 2009 and fall 2010 (3.7% vs. 2.9%). Men and women experienced declines in just two broad fields at the doctoral level: public administration and services, with a 10.1% drop for men and a 0.4% decline for women, and 'other fields, with drops of 7.8% and 5.2% for men and women, respectively. For both men and women the largest increases at the doctoral level occurred in health sciences, with an 8.0% increase for men and a 12.9% gain for women.

For more detailed information about trends in total graduate enrollment, see Tables 3.12 through 3.20.

Trends in Graduate Certificates and Degrees

The number of doctoral degrees awarded increased 5.4% between 2008-09 and 2009-10 at the institutions that responded to the CGS/GRE Survey of Graduate Enrollment and Degrees for both 2009 and 2010 (Table 3.21). Over the one-year period, the increase in doctoral degree production was greater at private, not-for-profit institutions (5.5%) and private, for-profit institutions (15.8%) than at public institutions (4.9%).[10]

Master's degree production increased 2.9% in the one-year period, with the largest increase at private, for-profit institutions (3.6%) and the smallest at private, not-for-profit institutions (1.5%). Master's degree production increased 3.5% at public institutions.

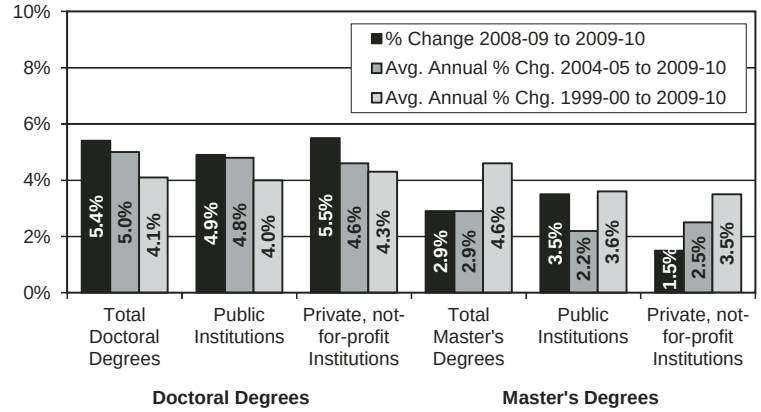
At the graduate certificate level, the number of certificates awarded in 2009-10 was 0.4% lower than the number awarded in 2008-09. The number of certificates awarded increased 25.3% at public institutions and 69.7% at private, for-profit institutions, but fell 29.0% at private, not-for-profit institutions. The figure for for-profit institutions should be interpreted cautiously given the small number of for-profit institutions responding to the survey and the small number of certificates awarded by for-profit institutions.

Both master's and doctoral degree production have remained strong over the last five years, with a 5.0% average annual increase in degree production at the doctoral level between 2004-05 and 2009-10, and a 2.9% average annual increase at the master's level. Over the last decade, the number of master's degrees awarded increased at a faster rate than the number of doctorates. Master's degree production increased at an average annual rate of 4.6% between 1999-00 and 2009-10 and doctoral degree production at 4.1% (Figure 3.21). Five- and ten-year trend data are not available for graduate-level certificates.

By Carnegie classification, doctoral degree production increased fastest at doctoral/research universities (17.6%) and master's colleges and universities

[10] Data on private, for-profit institutions are based on a small number of responding institutions and should therefore be interpreted cautiously. The data on degrees awarded by private, for-profit institutions may not be representative of the entire universe of for-profit institutions in the United States.

Figure 3.21 Trends in Graduate Degrees Awarded by Institution Type, 1999-00 to 2009-10



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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

(17.0%) between 2008-09 and 2009-10 (Table 3.22). Doctoral degree production also increased 3.8% at research universities with very high research activity (RU/VH), 3.7% at research universities with high research activity (RU/H), and 1.8% at specialized and baccalaureate institutions (listed as "other" in Table 3.22).

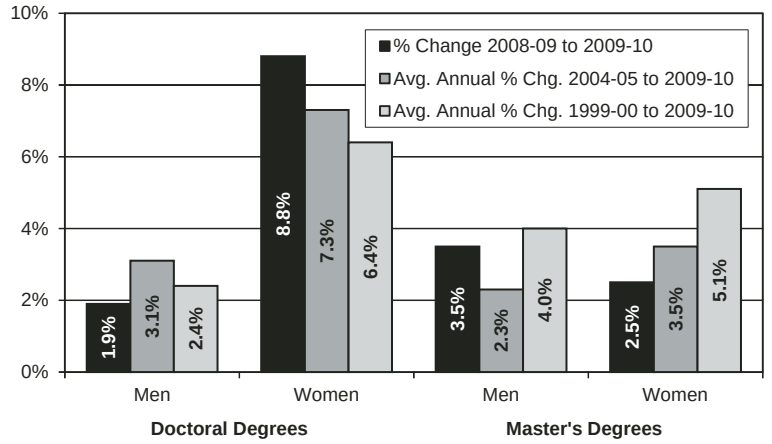
Over the past five- and ten-year periods, doctoral degree production increased across all Carnegie classifications. Between 2004-05 and 2009-10, average annual growth was strongest at master's colleges and universities (12.7%), but these institutions award only a small percentage of all doctorates awarded in the United States. Between 1999-00 and 2009-10, average annual growth was also strongest at master's colleges and universities (24.3%). Research universities with very high research activity (RU/VH) award nearly two-thirds of the doctorates granted each year, and degree production at these institutions increased by 4.2% annually on average between 2004-05 and 2009-10 and 3.5% annually on average between 1999-00 and 2009-10.

At the master's level between 2008-09 and 2009-10, degree production increased fastest at specialized and baccalaureate institutions with a 7.8% increase. Master's degree production also increased 4.9% at research universities with very high research activity (RU/VH), 3.8% at research universities with high research activity (RU/H), and 2.9% at doctoral/research universities, but fell 0.2% at master's colleges and universities.

As was the case at the doctoral level, master's degree production increased across all Carnegie classifications over the past five- and ten-year periods. Between 2004-05 and 2009-10, average annual growth was strongest at specialized and baccalaureate institutions (7.0%) and doctoral/research universities (6.3%). Between 1999-00 and 2009-10, average annual growth was strongest at doctoral/research universities (11.8%) and master's colleges and universities (4.1%). The ten-year growth for master's colleges and universities is of particular importance since institutions with this Carnegie classification award nearly one-third of all master's degrees granted each year.

Much of the recent growth in doctoral degree production has been the result of an increase in the number of women earning degrees (Table 3.23). Doctoral degree production increased 8.8% for women between 2008-09 and 2009-10, compared with 1.9% for men (Figure 3.22). Between 1999-00 and 2009-10, the average annual rate of increase for women also outpaced

Figure 3.22 Trends in Graduate Degrees Awarded by Gender and Degree Level, 1999-00 to 2009-10



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

that for men—6.4% vs. 2.4%. At the master's level, however, degree production increased 3.5% for men, compared with 2.5% for women between 2008-09 and 2009-10, but over the ten-year period, the average annual rate of increase was greater for women (5.1%) than for men (4.0%).

At the doctoral level, the rate of increase in degree production for women surpassed that for men in both public institutions and private, not-for-profit institutions over each of the latest one-, five- and ten-year time periods. For example, at private, not-for-profit institutions, the average annual rate of increase for women between 2004-05 and 2009-10 was 6.4%, compared with 2.4% for men.

At the master's degree level, the rate of increase in degree production for women also exceeded that for men in both public institutions and private, not-for-profit institutions, but only over the latest five- and ten-year periods. In contrast to the longer term trends, master's degree production increased 3.8% for men at public institutions between 2008-09 and 2009-10, compared with 3.3% for women. At private, not-for-profit institutions, men earned 3.3% more master's degrees in 2009-10 than in 2008-09, while the increase for women was 0.4%.

The growth in master's and doctoral degree production for women exceeded the growth for men in every single Carnegie classification over the five- and ten-year periods (Table 3.24). Most notably, doctoral degree production for women increased 5.3% annually on average at research universities with very high research activity (RU/VH) between 1999-00 and 2009-10, compared with a 2.1% average annual increase for men. As noted above, institutions with this Carnegie classification award the majority of all doctoral degrees. Between 2008-09 and 2009-10, the increase in doctoral degree production was greater for women than for men in all Carnegie classifications, while at the master's level, growth in degree production was greater for men than for women in all Carnegie classifications except specialized and baccalaureate institutions.

The number of graduate certificates awarded decreased 0.4% overall in 2009-10, but there was wide variation by broad field (Table 3.25). The one-year changes ranged from an increase of 50.4% in 'other' fields to a 15.6% decline in engineering. These figures, however, should be interpreted cautiously given the small numbers of certificates awarded in most broad fields. In education, the broad field in which the most graduate certificates are awarded each year, the number of certificates granted increased 9.4% in 2009-10. The increase for women in this broad field (11.6%) was greater than the increase for men (8.8%).

At the master's level, degree production increased 2.9% overall between 2008-09 and 2009-10, with year-to-year changes by broad field ranging from a 10.1% increase in health sciences to a 2.2% decline in education (Table 3.26). Growth was also strong over the one-year period in 'other' fields (8.9%), social and behavioral sciences (7.3%), and biological and agricultural sciences (6.8%).

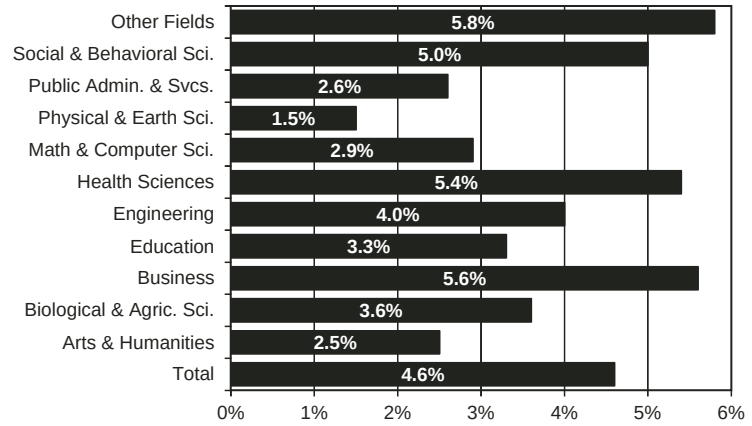
Between 2004-05 and 2009-10, the average annual changes in master's degree production were greatest in health sciences (10.5%) and business and social and behavioral sciences (both 4.8%). Master's degree production fell 0.2% annually on average in education between 2004-05 and 2009-10, and average annual rates of increase were lowest in mathematics and computer sciences and physical and earth sciences (both 0.5%) over the same time period.

Over the last decade, master's degree production increased in all broad fields (Figure 3.23). Average annual increases were greatest in 'other' fields (5.8%) and smallest in physical and earth sciences (1.5%).

Between 2008-09 and 2009-10, master's degree production increased by the largest percentages for men in biological and agricultural sciences (8.5%), 'other' fields (7.5%), and health sciences (5.6%). In contrast, the number of master's degrees earned by men fell in four broad fields—public administration and services (-7.5%), education (-2.7%), business (-1.5%), and arts and humanities (-0.8%). For women, health sciences (11.1%), 'other' fields (10.1%), and social and behavioral sciences (8.6%) had the largest increases, while master's degree production increased just 0.5% for women in arts and humanities and fell 2.1% in education between 2008-09 and 2009-10.

Between 1999-00 and 2009-10, both men and women experienced increases in the number of master's degrees awarded in all broad fields, and growth

Figure 3.23 Average Annual Percentage Change in Master's Degrees Awarded by Broad Field, 1999-00 to 2009-10



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

for women exceeded that for men in all broad fields except mathematics and computer sciences (Figure 3.24). The average annual increases for women ranged from a high of 7.7% in business to a low of 1.9% in mathematics and computer sciences, and the average annual increases for men ranged from a high of 4.7% in business to a low of 0.6% in physical and earth sciences.

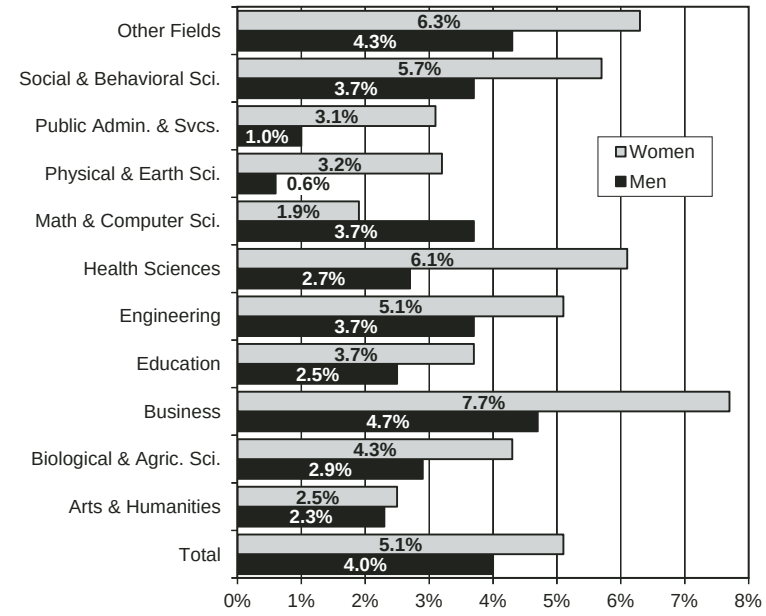
At the doctoral level, degree production increased 5.4% overall between 2008-09 and 2009-10, with year-to-year changes by broad field ranging from a high of a 23.2% increase in health sciences to a 2.4% decline in engineering (Table 3.27). In addition to the decline in engineering, doctoral degree production also fell in education (-2.1%), business (-0.5%), and 'other' fields (-0.1%). In addition to health sciences, growth in doctoral degree production was also strong over the one-year period in biological and agricultural sciences (8.9%), social and behavioral sciences (7.2%), and public administration and services (4.2%).

Between 2004-05 and 2009-10, the average annual increases in doctoral degree production were greatest in health sciences (18.0%), biological and agricultural sciences (7.1%), and business (6.3%) and lowest in social and behavioral sciences (1.5%), education (2.2%), and arts and humanities (2.9%). Doctoral degree production fell 1.5% annually on average in 'other' fields between 2004-05 and 2009-10.

Over the last decade, doctoral degree production increased in all broad fields (Figure 3.25). The average annual increases were greatest in health sciences (15.1%) and smallest in arts and humanities (1.0%).

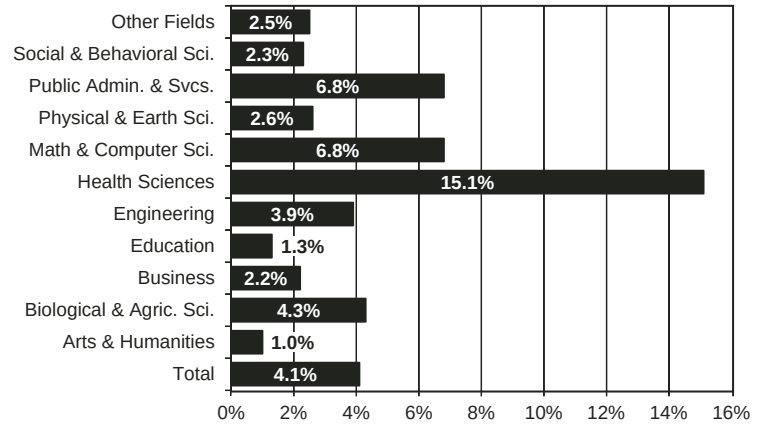
As mentioned above, doctoral degree production has increased in large part due to a rise in the number of women earning degrees. Between 2008-09 and 2009-10, doctoral degree production increased most for women in health sciences (29.0%), biological and agricultural sciences (17.8%), and social and behavioral sciences (8.2%), but decreased in two broad fields—education (-1.8%) and mathematics and computer sciences (-0.3%). Doctoral degree production for men increased most in health sciences (9.7%), social and behavioral sciences (6.0%), and public administration and

Figure 3.24 Average Annual Percentage Change in Master's Degrees Awarded by Broad Field and Gender, 1999-00 to 2009-10



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Figure 3.25 Average Annual Percentage Change in Doctoral Degrees Awarded by Broad Field, 1999-00 to 2009-10

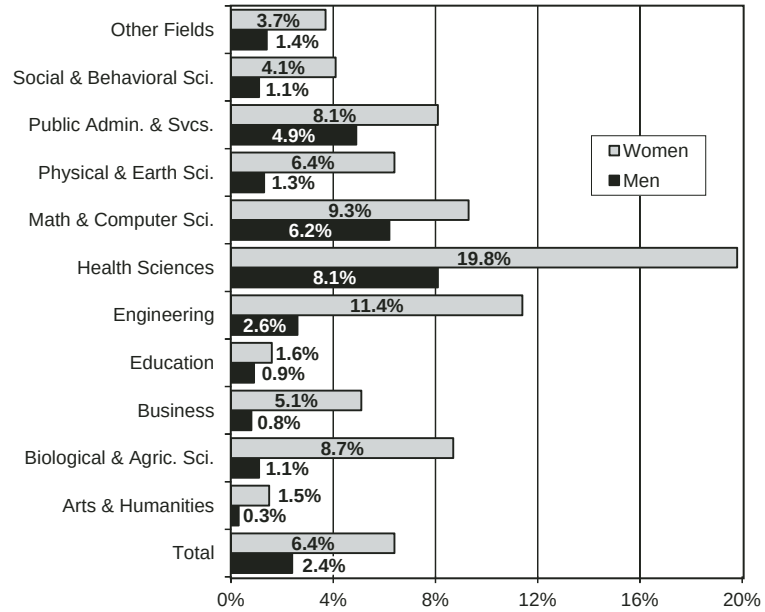


Source: CGS/GRE Survey of Graduate Enrollment and Degrees

services (5.7%), but men earned fewer doctorates in 2009-10 than in 2008-09 in five broad fields—'other' fields (-6.9%), engineering (-4.2%), education (-2.8%), business (-2.8%), and biological and agricultural sciences (-0.3%).

Between 1999-00 and 2009-10, both men and women experienced increases in the number of doctorates awarded in all broad fields, and growth for women exceeded that for men in every single broad field (Figure 3.26). The average annual increases for women ranged from a high of 19.8% in health sciences to a low of 1.5% in arts and humanities. For men, average annual increases were largest in health sciences (8.1%), mathematics and computer sciences (6.2%), and public administration and services (4.9%). These

Figure 3.26 Average Annual Percentage Change in Doctoral Degrees Awarded by Broad Field and Gender, 1999-00 to 2009-10



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

were also the only three fields for men in which average annual growth exceeded three percent.

For more detailed information about trends in graduate degrees and certificates, see Tables 3.21 through 3.27.

Table 3.1 Applications for Admission to Graduate School by Institution Type, Carnegie Classification, and Degree Level, 2000 to 2010

Institution Type, Carnegie Classification, and Degree Level	% Change, 2009 to 2010	Average Annual % Change, 2005 to 2010	Average Annual % Change, 2000 to 2010
Total	**8.4%**	**7.6%**	**5.7%**
Institution Type			
Public	8.9%	7.5%	5.0%
Private, not-for-profit	7.6%	7.7%	7.4%
Private, for-profit	S	N/A	N/A
Carnegie Classification *			
Research Universities (RU/VH)	10.9%	7.8%	5.6%
Research Universities (RU/H)	4.7%	6.6%	5.4%
Doctoral/Research Universities	3.1%	8.1%	6.1%
Master's Colleges and Universities	4.9%	6.7%	6.2%
Other	7.0%	13.9%	6.0%
Degree Level			
Doctoral	10.6%	N/A	N/A
*Master's/Other **	8.1%	N/A	N/A

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

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

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.2 Applications for Admission to Graduate School by Broad Field, 2000 to 2010

Broad Field	% Change, 2009 to 2010	Average Annual % Change, 2005 to 2010	Average Annual % Change, 2000 to 2010
Total	**8.4%**	**7.6%**	**5.7%**
Arts and Humanities	11.9%	6.0%	7.0%
Biological and Agricultural Sciences	8.6%	7.7%	5.5%
Business	4.0%	11.2%	2.5%
Education	2.9%	3.1%	4.0%
Engineering	10.9%	10.2%	3.7%
Health Sciences	17.4%	17.7%	8.8%
Mathematics and Computer Sciences	12.9%	8.7%	4.7%
Physical and Earth Sciences	8.7%	5.7%	4.4%
Public Administration and Services	12.0%	6.6%	6.9%
Social and Behavioral Sciences	11.8%	5.4%	6.6%
Other Fields	7.1%	5.1%	3.6%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.3 First-Time Graduate Enrollment by Institution Type and Carnegie Classification, 2000 to 2010

Carnegie Classification and Institution Type *	% Change, 2009 to 2010	Average Annual % Change, 2005 to 2010	Average Annual % Change, 2000 to 2010
Total	**-1.1%**	**2.7%**	**3.8%**
Public	-1.5%	3.5%	3.6%
Private, not-for-profit	-0.1%	1.1%	4.4%
Private, for-profit	S	N/A	N/A
Research Universities (RU/VH)	2.9%	3.6%	3.4%
Public	1.7%	3.3%	3.0%
Private, not-for-profit	5.8%	4.4%	4.9%
Private, for-profit	N/A	N/A	N/A
Research Universities (RU/H)	-3.6%	3.8%	3.5%
Public	-3.7%	4.1%	3.5%
Private, not-for-profit	-3.2%	3.2%	3.5%
Private, for-profit	N/A	N/A	N/A

Continued on the following page.

See notes at end of table.

Table 3.3 (continued) First-Time Graduate Enrollment by Institution Type and Carnegie Classification, 2000 to 2010

Carnegie Classification and Institution Type *	% Change, 2009 to 2010	Average Annual % Change, 2005 to 2010	Average Annual % Change, 2000 to 2010
Doctoral/Research Universities	-3.8%	3.4%	5.6%
Public	-11.1%	2.5%	3.8%
Private, not-for-profit	0.3%	3.9%	6.7%
Private, for-profit	S	N/A	N/A
Master's Colleges and Universities	-2.7%	-0.5%	4.1%
Public	-3.1%	3.5%	5.1%
Private, not-for-profit	-2.0%	-4.9%	2.1%
Private, for-profit	N/A	N/A	N/A
Other	-11.4%	10.4%	7.4%
Public	-3.2%	6.6%	6.2%
Private, not-for-profit	-15.0%	13.5%	8.1%
Private, for-profit	N/A	N/A	N/A

* See page 3 for information about the Carnegie Classification system. RU/VH = very high research acitivity. RU/H = high research activity.
Notes: N/A = Not available. S = Suppressed due to small number of institutional respondents in this category.
Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.4 First-Time Graduate Enrollment by Citizenship and Race/Ethnicity, 2000 to 2010

Citizenship and Race/Ethnicity	% Change, 2009 to 2010	Average Annual % Change, 2005 to 2010	Average Annual % Change, 2000 to 2010
Total	**-1.1%**	**2.7%**	**3.8%**
U.S. Citizens and Permanent Residents	-1.2%	2.3%	4.4%
American Indian/Alaskan Native	-20.6%	-1.6%	1.6%
*Asian/Pacific Islander **	-0.1%	4.8%	7.1%
Black/African American	-8.4%	2.9%	6.2%
Hispanic/Latino	4.9%	5.2%	14.8%
White	-0.6%	1.7%	3.3%
Temporary Residents	4.7%	5.6%	2.3%
Other/Unknown **	-4.6%	2.5%	N/A

* 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.

Notes: See page 2 for a description of each citizenship and race/ethnicity category. Ten-year trend data are not available for 'Other/Unknown.'

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.5 First-Time Graduate Enrollment by Citizenship, Race/Ethnicity, and Gender, 2000 to 2010

Citizenship and Race/Ethnicity	Men			Women		
	% Change, 2009 to 2010	Average Annual % Change, 2005 to 2010	Average Annual % Change, 2000 to 2010	% Change, 2009 to 2010	Average Annual % Change, 2005 to 2010	Average Annual % Change, 2000 to 2010
Total	**-0.6%**	**2.9%**	**3.5%**	**-1.4%**	**2.5%**	**4.1%**
U.S. Citizens and Permanent Residents	0.1%	2.7%	4.6%	-1.9%	2.2%	4.4%
American Indian/Alaskan Native	-18.9%	-3.0%	1.9%	-21.6%	-1.5%	1.4%
*Asian/Pacific Islander **	0.1%	4.6%	7.3%	-0.2%	4.8%	7.1%
Black/African American	-5.7%	3.1%	6.5%	-9.5%	2.8%	6.2%
Hispanic/Latino	6.1%	5.4%	14.1%	4.2%	5.1%	15.3%
White	0.3%	2.2%	3.6%	-1.2%	1.5%	3.2%
Temporary Residents	3.7%	5.0%	1.3%	6.2%	6.8%	3.9%
Other/Unknown **	-4.7%	1.3%	N/A	-4.5%	3.3%	N/A

* 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.

Notes: See page 2 for a description of each citizenship and race/ethnicity category. Ten-year trend data are not available for 'Other/Unknown.'

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.6 First-Time Graduate Enrollment by Broad Field, 2000 to 2010

Broad Field	% Change, 2009 to 2010	Average Annual % Change, 2005 to 2010	Average Annual % Change, 2000 to 2010
Total	**-1.1%**	**2.7%**	**3.8%**
Arts and Humanities	0.6%	0.5%	2.0%
Biological and Agricultural Sciences	5.9%	5.0%	4.0%
Business	-2.5%	4.8%	3.5%
Education	-8.3%	-1.5%	3.3%
Engineering	3.1%	7.4%	3.6%
Health Sciences	6.4%	9.6%	7.5%
Mathematics and Computer Sciences	12.9%	6.1%	3.9%
Physical and Earth Sciences	4.8%	2.2%	2.0%
Public Administration and Services	-2.7%	3.3%	4.1%
Social and Behavioral Sciences	-0.4%	1.5%	4.3%
Other Fields	-5.7%	-2.4%	1.0%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.7 First-Time Graduate Enrollment by Broad Field and Attendance Status, 2000 to 2010

Broad Field	Full-Time			Part-Time		
	% Change, 2009 to 2010	Average Annual % Change, 2005 to 2010	Average Annual % Change, 2000 to 2010	% Change, 2009 to 2010	Average Annual % Change, 2005 to 2010	Average Annual % Change, 2000 to 2010
Total	**3.4%**	**4.7%**	**5.2%**	**-8.5%**	**-0.6%**	**1.6%**
Arts and Humanities	0.3%	0.7%	2.5%	2.0%	-1.4%	-0.4%
Biological and Agricultural Sciences	6.4%	4.9%	4.1%	3.6%	4.9%	2.1%
Business	-0.4%	6.6%	4.9%	-5.9%	1.4%	1.1%
Education	-2.8%	0.1%	5.3%	-13.1%	-2.9%	1.6%
Engineering	4.4%	7.8%	4.2%	-2.6%	6.0%	1.5%
Health Sciences	9.1%	8.7%	6.6%	1.3%	11.6%	10.3%
Mathematics and Computer Sciences	11.6%	7.0%	4.4%	16.8%	4.9%	3.0%
Physical and Earth Sciences	5.0%	2.6%	2.4%	2.4%	-1.5%	-0.2%
Public Administration and Services	3.4%	5.0%	6.1%	-15.5%	0.2%	1.0%
Social and Behavioral Sciences	0.5%	2.6%	4.7%	-3.6%	-2.3%	2.7%
Other Fields	-1.6%	1.1%	3.6%	-11.9%	-5.8%	-2.0%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.8 First-Time Graduate Enrollment by Broad Field and Citizenship, 2000 to 2010

Broad Field	U.S. Citizens and Permanent Residents			Temporary Residents		
	% Change, 2009 to 2010	Average Annual % Change, 2005 to 2010	Average Annual % Change, 2000 to 2010	% Change, 2009 to 2010	Average Annual % Change, 2005 to 2010	Average Annual % Change, 2000 to 2010
Total	**-1.2%**	**2.3%**	**4.4%**	**4.7%**	**5.6%**	**2.3%**
Arts and Humanities	1.2%	0.9%	2.3%	3.0%	0.3%	-0.2%
Biological and Agricultural Sciences	5.0%	5.1%	4.3%	1.1%	3.2%	2.4%
Business	-3.6%	4.6%	4.3%	8.3%	8.1%	1.9%
Education	-6.8%	-1.9%	3.3%	-6.0%	-1.6%	0.7%
Engineering	4.5%	7.0%	5.8%	3.8%	8.2%	1.6%
Health Sciences	7.4%	11.2%	8.3%	-0.8%	6.5%	3.1%
Mathematics and Computer Sciences	15.5%	4.0%	6.2%	10.0%	8.9%	1.5%
Physical and Earth Sciences	5.9%	2.3%	2.7%	6.4%	2.1%	0.4%
Public Administration and Services	0.7%	4.4%	4.5%	-8.6%	2.9%	3.3%
Social and Behavioral Sciences	-1.4%	1.5%	5.6%	5.5%	3.8%	1.1%
Other Fields	-4.7%	-2.7%	0.9%	-3.0%	2.3%	0.1%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.9 First-Time Graduate Enrollment by Broad Field and Race/Ethnicity, 2000 to 2010 (U.S. Citizens and Permanent Residents Only)

Broad Field	% Change, '09 - '10	Avg. Annual % Change, '05 - '10	Avg. Annual % Change, '00 - '10	% Change, '09 - '10	Avg. Annual % Change, '05 - '10	Avg. Annual % Change, '00 - '10	% Change, '09 - '10	Avg. Annual % Change, '05 - '10	Avg. Annual % Change, '00 - '10
	American Indian/Alaskan Native			**Asian/Pacific Islander ***			**Black/African American**		
Total	**-20.6%**	**-1.6%**	**1.6%**	**-0.1%**	**4.8%**	**7.1%**	**-8.4%**	**2.9%**	**6.2%**
Arts & Humanities	-35.0%	-5.2%	1.0%	1.6%	1.9%	3.3%	-4.9%	-1.7%	1.2%
Bio. & Agric. Sci.	-16.0%	1.9%	2.3%	1.4%	10.7%	9.6%	-4.4%	5.3%	9.9%
Business	-17.9%	3.7%	6.1%	-2.7%	3.6%	8.1%	-8.2%	10.7%	8.4%
Education	-16.8%	-6.2%	-1.9%	3.8%	-0.6%	11.6%	-17.7%	-2.0%	3.0%
Engineering	-37.7%	-0.5%	-1.7%	2.1%	6.4%	7.9%	-2.2%	5.8%	4.4%
Health Sciences	-1.1%	5.3%	6.5%	2.3%	11.0%	6.4%	9.1%	19.4%	18.5%
Math & Comp. Sci.	-22.5%	-3.4%	2.9%	4.0%	1.6%	2.4%	33.6%	16.3%	15.4%
Physical & Earth Sci.	5.1%	2.4%	1.7%	-6.2%	3.7%	4.0%	1.2%	2.0%	2.0%
Public Admin. & Svcs.	-27.8%	-2.6%	-2.1%	-5.7%	4.5%	6.9%	-4.2%	5.5%	6.1%
Social & Behav. Sci.	-22.3%	-1.9%	3.5%	-0.5%	3.3%	11.6%	-6.0%	2.3%	8.1%
Other Fields	-10.7%	-2.3%	-0.2%	-3.9%	1.6%	4.7%	-9.5%	-3.2%	-0.1%
	Hispanic/Latino			**White**					
Total	**4.9%**	**5.2%**	**14.8%**	**-0.6%**	**1.7%**	**3.3%**			
Arts & Humanities	11.5%	6.2%	8.3%	0.7%	0.7%	2.0%			
Bio. & Agric. Sci.	13.6%	10.2%	14.0%	5.8%	4.1%	3.0%			
Business	4.8%	9.0%	18.4%	-4.0%	3.6%	2.6%			
Education	5.9%	-0.2%	15.7%	-7.0%	-2.1%	2.3%			
Engineering	11.6%	14.6%	13.3%	5.2%	6.7%	5.0%			
Health Sciences	8.9%	18.6%	16.6%	7.6%	9.9%	7.2%			
Math & Comp. Sci.	14.7%	6.2%	30.9%	16.0%	3.2%	5.1%			
Physical & Earth Sci.	-0.9%	5.3%	14.5%	8.0%	1.9%	2.2%			
Public Admin. & Svcs.	4.5%	10.0%	16.3%	2.3%	3.4%	3.1%			
Social & Behav. Sci.	5.7%	6.7%	15.8%	-1.7%	0.6%	4.0%			
Other Fields	1.2%	-5.7%	8.8%	-4.6%	-2.5%	0.4%			

* 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: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.10 First-Time Graduate Enrollment by Broad Field and Gender, 2000 to 2010

Broad Field	Men			Women		
	% Change, 2009 to 2010	Average Annual % Change, 2005 to 2010	Average Annual % Change, 2000 to 2010	% Change, 2009 to 2010	Average Annual % Change, 2005 to 2010	Average Annual % Change, 2000 to 2010
Total	**-0.6%**	**2.9%**	**3.5%**	**-1.4%**	**2.5%**	**4.1%**
Arts and Humanities	0.8%	0.8%	2.7%	0.6%	0.2%	1.5%
Biological and Agricultural Sciences	7.4%	5.5%	3.6%	4.8%	4.6%	4.4%
Business	-3.5%	4.1%	2.8%	-0.8%	5.9%	4.6%
Education	-6.9%	-2.8%	3.4%	-8.6%	-1.1%	3.3%
Engineering	1.4%	7.3%	3.1%	8.7%	8.3%	5.1%
Health Sciences	4.8%	8.2%	5.9%	6.8%	9.9%	8.0%
Mathematics and Computer Sciences	12.5%	5.7%	4.0%	14.0%	6.9%	3.9%
Physical and Earth Sciences	5.8%	2.4%	1.7%	3.2%	1.6%	2.6%
Public Administration and Services	-9.5%	2.0%	3.9%	-0.6%	3.6%	4.2%
Social and Behavioral Sciences	0.5%	2.0%	4.2%	-0.8%	1.1%	4.5%
Other Fields	-6.8%	-1.4%	0.4%	-5.0%	-2.7%	1.3%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.11 First-Time Graduate Enrollment by Broad Field, Degree Level, and Gender, 2009 to 2010

	Doctoral			Master's/Other *		
	% Change, 2009 to 2010			% Change, 2009 to 2010		
Broad Field	Total	Men	Women	Total	Men	Women
Total	**1.5%**	**2.8%**	**0.3%**	**-1.6%**	**-1.4%**	**-1.7%**
Arts and Humanities	-1.1%	-1.6%	-0.7%	1.1%	1.6%	0.9%
Biological and Agricultural Sciences	6.4%	10.4%	3.0%	5.6%	5.3%	6.0%
Business	10.7%	14.1%	6.5%	-2.9%	-3.9%	-1.0%
Education	-10.1%	-12.0%	-9.0%	-8.1%	-6.3%	-8.6%
Engineering	0.8%	-0.6%	5.3%	3.8%	2.0%	10.0%
Health Sciences	9.4%	5.9%	10.6%	5.8%	4.4%	6.1%
Mathematics and Computer Sciences	1.9%	3.4%	-2.3%	16.2%	15.4%	18.0%
Physical and Earth Sciences	6.0%	6.6%	4.6%	3.2%	4.3%	1.6%
Public Administration and Services	-8.1%	-6.2%	-9.2%	-2.5%	-9.7%	-0.3%
Social and Behavioral Sciences	1.1%	1.6%	0.7%	-0.9%	0.1%	-1.3%
Other Fields	-12.1%	-12.1%	-11.9%	-5.2%	-6.3%	-4.5%

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

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.12 Total Graduate Enrollment by Institution Type and Carnegie Classification, 2000 to 2010

Carnegie Classification and Institution Type *	% Change, 2009 to 2010	Average Annual % Change, 2005 to 2010	Average Annual % Change, 2000 to 2010
Total	**1.1%**	**2.2%**	**3.3%**
Public	1.5%	2.3%	2.8%
Private, not-for-profit	1.7%	2.3%	2.9%
Private, for-profit	-2.9%	S	S
Research Universities (RU/VH)	2.5%	2.0%	2.8%
Public	2.0%	2.2%	2.6%
Private, not-for-profit	4.1%	1.7%	3.5%
Private, for-profit	N/A	N/A	N/A
Research Universities (RU/H)	2.2%	2.7%	2.9%
Public	2.5%	2.9%	2.9%
Private, not-for-profit	1.4%	2.4%	2.8%
Private, for-profit	N/A	N/A	N/A

Continued on the following page.

See notes at end of table.

Table 3.12 (continued) Total Graduate Enrollment by Institution Type and Carnegie Classification, 2000 to 2010

Carnegie Classification and Institution Type *	% Change, 2009 to 2010	Average Annual % Change, 2005 to 2010	Average Annual % Change, 2000 to 2010
Doctoral/Research Universities	-3.4%	0.6%	6.7%
Public	0.9%	2.3%	3.5%
Private, not-for-profit	1.5%	2.6%	2.7%
Private, for-profit	-8.1%	S	S
Master's Colleges and Universities	1.1%	2.7%	3.2%
Public	-0.3%	2.1%	2.8%
Private, not-for-profit	-0.6%	1.9%	2.1%
Private, for-profit	S	S	S
Other	3.5%	8.3%	4.6%
Public	0.1%	5.2%	3.9%
Private, not-for-profit	5.4%	11.0%	5.3%
Private, for-profit	N/A	N/A	N/A

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

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.13 Total Graduate Enrollment by Citizenship and Race/Ethnicity, 2000 to 2010

Citizenship and Race/Ethnicity	% Change, 2009 to 2010	Average Annual % Change, 2005 to 2010	Average Annual % Change, 2000 to 2010
Total	**1.1%**	**2.2%**	**3.3%**
U.S. Citizens and Permanent Residents	0.9%	2.7%	3.2%
American Indian/Alaskan Native	-10.3%	2.6%	4.0%
Asian/Pacific Islander *	-0.6%	4.3%	5.1%
Black/African American	1.6%	5.9%	8.2%
Hispanic/Latino	4.5%	5.9%	6.8%
White	0.6%	1.8%	2.2%
Temporary Residents	2.8%	2.4%	3.4%
Other/Unknown **	2.0%	0.3%	N/A

* 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.

Notes: See page 2 for a description of each citizenship and race/ethnicity category. Ten-year trend data are not available for 'Other/Unknown.'

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.14 Total Graduate Enrollment by Citizenship, Race/Ethnicity, and and Gender, 2000 to 2010

Citizenship and Race/Ethnicity	Men			Women		
	% Change, 2009 to 2010	Average Annual % Change, 2005 to 2010	Average Annual % Change, 2000 to 2010	% Change, 2009 to 2010	Average Annual % Change, 2005 to 2010	Average Annual % Change, 2000 to 2010
Total	**1.6%**	**2.1%**	**2.8%**	**0.9%**	**2.2%**	**3.8%**
U.S. Citizens and Permanent Residents	1.5%	2.6%	2.8%	0.5%	2.8%	3.7%
American Indian/Alaskan Native	-10.0%	2.7%	3.1%	-10.6%	2.5%	4.5%
Asian/Pacific Islander *	-0.3%	3.9%	4.5%	-0.9%	4.5%	5.8%
Black/African American	2.6%	5.7%	6.9%	1.3%	6.0%	8.9%
Hispanic/Latino	4.5%	5.8%	6.1%	4.3%	6.0%	7.3%
White	1.3%	1.8%	2.0%	0.1%	1.7%	2.4%
Temporary Residents	2.1%	2.2%	2.6%	3.8%	2.8%	4.9%
Other/Unknown **	2.6%	-0.3%	N/A	1.6%	0.1%	N/A

* 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.

Notes: See page 2 for a description of each citizenship and race/ethnicity category. Ten-year trend data are not available for 'Other/Unknown.'

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.15 Total Graduate Enrollment by Broad Field, 2000 to 2010

Broad Field	% Change, 2009 to 2010	Average Annual % Change, 2005 to 2010	Average Annual % Change, 2000 to 2010
Total	**1.1%**	**2.2%**	**3.3%**
Arts and Humanities	1.0%	0.5%	1.6%
Biological and Agricultural Sciences	4.2%	3.0%	3.2%
Business	-0.9%	3.5%	3.4%
Education	-3.8%	-0.3%	1.7%
Engineering	4.3%	4.3%	4.2%
Health Sciences	8.6%	8.8%	8.1%
Mathematics and Computer Sciences	5.3%	2.9%	3.2%
Physical and Earth Sciences	1.7%	1.3%	2.4%
Public Administration and Services	-0.2%	2.6%	3.1%
Social and Behavioral Sciences	1.6%	2.6%	3.7%
Other Fields	-3.2%	-0.9%	0.8%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.16 Total Graduate Enrollment by Broad Field and Attendance Status, 2000 to 2010

Broad Field	Full-Time			Part-Time		
	% Change, 2009 to 2010	Average Annual % Change, 2005 to 2010	Average Annual % Change, 2000 to 2010	% Change, 2009 to 2010	Average Annual % Change, 2005 to 2010	Average Annual % Change, 2000 to 2010
Total	**1.8%**	**3.0%**	**4.9%**	**0.2%**	**1.2%**	**1.6%**
Arts and Humanities	1.3%	1.4%	2.5%	0.8%	-1.6%	-0.4%
Biological and Agricultural Sciences	4.8%	3.2%	3.8%	2.0%	1.9%	1.3%
Business	-3.9%	1.7%	5.2%	3.3%	5.6%	1.2%
Education	-2.6%	0.3%	4.9%	-4.4%	-0.7%	0.3%
Engineering	5.6%	4.8%	5.1%	1.2%	3.1%	3.1%
Health Sciences	6.8%	7.8%	8.2%	11.7%	10.4%	8.5%
Mathematics and Computer Sciences	5.4%	4.0%	4.2%	5.2%	1.1%	1.7%
Physical and Earth Sciences	2.8%	1.9%	3.0%	-2.9%	-0.9%	0.3%
Public Administration and Services	6.4%	4.2%	4.5%	-9.3%	0.3%	1.1%
Social and Behavioral Sciences	1.6%	4.2%	5.2%	1.7%	-0.6%	0.8%
Other Fields	0.8%	1.8%	3.5%	-7.3%	-3.3%	-1.2%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.17 Total Graduate Enrollment by Broad Field and Citizenship, 2000 to 2010

Broad Field	U.S. Citizens and Permanent Residents			Temporary Residents		
	% Change, 2009 to 2010	Average Annual % Change, 2005 to 2010	Average Annual % Change, 2000 to 2010	% Change, 2009 to 2010	Average Annual % Change, 2005 to 2010	Average Annual % Change, 2000 to 2010
Total	**0.9%**	**2.7%**	**3.2%**	**2.8%**	**2.4%**	**3.4%**
Arts and Humanities	1.5%	0.6%	1.3%	1.5%	0.2%	0.9%
Biological and Agricultural Sciences	3.4%	3.3%	3.0%	3.5%	1.8%	3.9%
Business	-1.8%	6.0%	3.6%	0.2%	1.9%	2.7%
Education	-3.1%	0.1%	1.6%	-2.6%	-4.0%	2.0%
Engineering	5.3%	4.1%	4.6%	3.4%	4.3%	3.7%
Health Sciences	10.2%	12.2%	8.9%	-0.8%	1.6%	5.0%
Mathematics and Computer Sciences	5.7%	1.2%	3.7%	5.7%	5.0%	2.3%
Physical and Earth Sciences	2.1%	1.7%	2.1%	3.1%	0.0%	2.3%
Public Administration and Services	2.5%	3.7%	2.9%	-9.4%	2.4%	4.6%
Social and Behavioral Sciences	0.8%	3.0%	4.0%	3.7%	1.6%	2.2%
Other Fields	-4.2%	-2.0%	0.4%	3.5%	1.6%	1.2%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.18 Total Graduate Enrollment by Broad Field and Race/Ethnicity, 2000 to 2010 (U.S. Citizens and Permanent Residents Only)

Broad Field	% Change, '09 - '10	Avg. Annual % Change, '05 - '10	Avg. Annual % Change, '00 - '10	% Change, '09 - '10	Avg. Annual % Change, '05 - '10	Avg. Annual % Change, '00 - '10	% Change, '09 - '10	Avg. Annual % Change, '05 - '10	Avg. Annual % Change, '00 - '10
	American Indian/Alaskan Native			**Asian/Pacific Islander ***			**Black/African American**		
Total	**-10.3%**	**2.6%**	**4.0%**	**-0.6%**	**4.3%**	**5.1%**	**1.6%**	**5.9%**	**8.2%**
Arts & Humanities	-11.6%	1.1%	2.6%	-3.8%	1.1%	2.8%	0.9%	-0.4%	1.4%
Bio. & Agric. Sci.	-17.5%	1.7%	3.4%	-3.4%	6.3%	6.3%	5.8%	6.4%	7.6%
Business	-6.6%	6.1%	6.9%	-3.4%	4.5%	6.3%	-0.2%	16.5%	16.3%
Education	-16.2%	-2.0%	0.3%	-0.5%	2.9%	5.6%	-2.1%	2.3%	3.8%
Engineering	-8.8%	2.2%	3.7%	-1.1%	2.4%	5.0%	1.8%	4.2%	6.0%
Health Sciences	8.7%	11.7%	11.2%	7.6%	12.6%	6.2%	15.0%	22.9%	23.6%
Math & Comp. Sci.	-4.3%	0.7%	3.6%	-1.9%	-2.4%	0.7%	17.5%	8.9%	13.2%
Physical & Earth Sci.	-5.2%	4.0%	2.1%	-9.9%	3.7%	2.8%	3.7%	2.9%	3.1%
Public Admin. & Svcs.	-12.3%	0.8%	1.3%	-5.8%	5.4%	6.9%	3.3%	6.6%	4.5%
Social & Behav. Sci.	-9.6%	2.2%	2.7%	1.2%	3.7%	8.3%	-1.9%	7.2%	9.1%
Other Fields	-21.3%	-0.6%	1.9%	-6.2%	0.5%	2.8%	-7.0%	-1.8%	-0.3%
	Hispanic/Latino			**White**					
Total	**4.5%**	**5.9%**	**6.8%**	**0.6%**	**1.8%**	**2.2%**			
Arts & Humanities	5.6%	3.8%	4.2%	1.6%	0.3%	1.0%			
Bio. & Agric. Sci.	4.1%	7.2%	8.8%	4.3%	2.5%	2.2%			
Business	2.4%	11.2%	6.3%	-2.5%	3.6%	1.6%			
Education	3.3%	3.3%	4.5%	-4.0%	-0.6%	0.9%			
Engineering	3.4%	8.5%	11.2%	7.3%	4.1%	4.0%			
Health Sciences	13.1%	16.8%	15.4%	9.4%	10.6%	7.6%			
Math & Comp. Sci.	9.6%	5.0%	7.7%	5.4%	0.9%	3.3%			
Physical & Earth Sci.	-2.1%	3.1%	6.6%	3.6%	1.4%	1.8%			
Public Admin. & Svcs.	4.6%	5.4%	6.9%	2.7%	2.7%	2.0%			
Social & Behav. Sci.	6.0%	7.6%	8.1%	0.7%	1.9%	2.7%			
Other Fields	2.3%	-4.2%	3.4%	-4.1%	-1.9%	0.2%			

* Includes Asians and Native Hawaiians/ Other Pacific Islanders

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.19 Total Graduate Enrollment by Broad Field and Gender, 2000 to 2010

Broad Field	Men			Women		
	% Change, 2009 to 2010	Average Annual % Change, 2005 to 2010	Average Annual % Change, 2000 to 2010	% Change, 2009 to 2010	Average Annual % Change, 2005 to 2010	Average Annual % Change, 2000 to 2010
Total	**1.6%**	**2.1%**	**2.8%**	**0.9%**	**2.2%**	**3.8%**
Arts and Humanities	1.3%	0.8%	1.7%	0.8%	0.3%	1.4%
Biological and Agricultural Sciences	4.5%	2.8%	2.3%	3.9%	3.2%	4.4%
Business	-1.0%	2.6%	2.2%	-0.6%	4.7%	5.1%
Education	-3.4%	-0.7%	1.2%	-3.9%	-0.2%	1.9%
Engineering	4.1%	4.3%	4.0%	4.9%	4.4%	6.2%
Health Sciences	7.8%	7.2%	5.6%	8.9%	9.1%	8.9%
Mathematics and Computer Sciences	5.3%	2.8%	3.6%	5.3%	2.6%	2.4%
Physical and Earth Sciences	1.7%	0.9%	1.7%	1.8%	1.8%	3.8%
Public Administration and Services	-4.0%	1.7%	2.4%	1.2%	2.8%	3.4%
Social and Behavioral Sciences	2.7%	2.4%	2.8%	1.0%	2.6%	4.5%
Other Fields	-3.6%	0.0%	0.6%	-2.9%	-0.9%	1.1%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.20 Total Graduate Enrollment by Broad Field, Degree Level, and Gender, 2009 to 2010

	Doctoral			Master's/Other *		
	% Change, 2009 to 2010			% Change, 2009 to 2010		
Broad Field	Total	Men	Women	Total	Men	Women
Total	**3.3%**	**3.7%**	**2.9%**	**0.5%**	**0.8%**	**0.3%**
Arts and Humanities	1.2%	1.5%	1.0%	0.9%	1.1%	0.7%
Biological and Agricultural Sciences	2.8%	3.0%	2.7%	6.2%	7.0%	5.6%
Business	3.4%	1.9%	5.2%	-1.1%	-1.2%	-0.9%
Education	4.2%	1.6%	5.4%	-5.3%	-4.7%	-5.5%
Engineering	6.0%	6.1%	5.9%	3.2%	2.8%	4.4%
Health Sciences	11.5%	8.0%	12.9%	7.8%	7.8%	7.8%
Mathematics and Computer Sciences	2.3%	3.0%	0.6%	6.9%	6.6%	7.5%
Physical and Earth Sciences	3.1%	3.1%	3.0%	-1.7%	-2.4%	-0.7%
Public Administration and Services	-4.0%	-10.1%	-0.4%	0.2%	-3.2%	1.3%
Social and Behavioral Sciences	3.4%	3.0%	3.7%	0.4%	2.4%	-0.7%
Other Fields	-6.5%	-7.8%	-5.2%	-2.6%	-2.6%	-2.6%

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

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.21 Graduate Degrees and Certificates Awarded by Degree Level and Institution Type, 1999-00 to 2009-10

Degree Level and Institution Type	% Change, '08-09 to '09-10	Average Annual % Change, '04-05 to '09-10	Average Annual % Change, '99-00 to '09-10
Doctoral Degrees	**5.4%**	**5.0%**	**4.1%**
Public	4.9%	4.8%	4.0%
Private, not-for-profit	5.5%	4.6%	4.3%
Private, for-profit	15.8%	S	S
Master's Degrees	**2.9%**	**2.9%**	**4.6%**
Public	3.5%	2.2%	3.6%
Private, not-for-profit	1.5%	2.5%	3.5%
Private, for-profit	3.6%	11.6%	41.2%
Graduate-Level Certificates	**-0.4%**	**N/A**	**N/A**
Public	25.3%	N/A	N/A
Private, not-for-profit	-29.0%	N/A	N/A
Private, for-profit	69.7%	N/A	N/A

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.22 Graduate Degrees and Certificates Awarded by Degree Level and Carnegie Classification, 1999-00 to 2009-10

Degree Level and Carnegie Classification *	% Change, '08-09 to '09-10	Average Annual % Change, '04-05 to '09-10	Average Annual % Change, '99-00 to '09-10
Doctoral Degrees	**5.4%**	**5.0%**	**4.1%**
Research Universities (RU/VH)	3.8%	4.2%	3.5%
Research Universities (RU/H)	3.7%	4.9%	4.0%
Doctoral/Research Universities	17.6%	10.1%	8.1%
Master's Colleges and Universities	17.0%	12.7%	24.3%
Other	1.8%	8.1%	7.5%
Master's Degrees	**2.9%**	**2.9%**	**4.6%**
Research Universities (RU/VH)	4.9%	2.1%	3.8%
Research Universities (RU/H)	3.8%	2.3%	2.9%
Doctoral/Research Universities	2.9%	6.3%	11.8%
Master's Colleges and Universities	-0.2%	2.4%	4.1%
Other	7.8%	7.0%	3.9%
Graduate-Level Certificates	**-0.4%**	**N/A**	**N/A**
Research Universities (RU/VH)	-3.2%	N/A	N/A
Research Universities (RU/H)	-48.3%	N/A	N/A
Doctoral/Research Universities	84.3%	N/A	N/A
Master's Colleges and Universities	41.3%	N/A	N/A
Other	11.0%	N/A	N/A

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

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.23 Graduate Degrees and Certificates Awarded by Degree Level, Institution Type, and Gender, 1999-00 to 2009-10

Degree Level and Institution Type	Men			Women		
	% Change, '08-09 to '09-10	Average Annual % Change, '04-05 to '09-10	Average Annual % Change, '99-00 to '09-10	% Change, '08-09 to '09-10	Average Annual % Change, '04-05 to '09-10	Average Annual % Change, '99-00 to '09-10
Doctoral Degrees	**1.9%**	**3.1%**	**2.4%**	**8.8%**	**7.3%**	**6.4%**
Public	2.2%	3.1%	2.3%	7.6%	7.1%	6.1%
Private, not-for-profit	0.4%	2.4%	2.4%	10.1%	6.4%	6.7%
Private, for-profit	14.8%	S	S	16.2%	S	S
Master's Degrees	**3.5%**	**2.3%**	**4.0%**	**2.5%**	**3.5%**	**5.1%**
Public	3.8%	2.0%	3.3%	3.3%	2.3%	3.8%
Private, not-for-profit	3.3%	2.2%	3.3%	0.4%	3.1%	3.5%
Private, for-profit	1.3%	6.2%	23.4%	4.7%	14.9%	57.9%
Graduate-Level Certificates	**5.3%**	**N/A**	**N/A**	**-3.0%**	**N/A**	**N/A**
Public	39.4%	N/A	N/A	18.8%	N/A	N/A
Private, not-for-profit	-32.0%	N/A	N/A	-27.7%	N/A	N/A
Private, for-profit	71.2%	N/A	N/A	68.9%	N/A	N/A

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.24 Graduate Degrees and Certificates Awarded by Degree Level, Carnegie Classification, and Gender, 1999-00 to 2009-10

Degree Level and Carnegie Classification *	Men			Women		
	% Change, '08-09 to '09-10	Average Annual % Change, '04-05 to '09-10	Average Annual % Change, '99-00 to '09-10	% Change, '08-09 to '09-10	Average Annual % Change, '04-05 to '09-10	Average Annual % Change, '99-00 to '09-10
Doctoral Degrees	**1.9%**	**3.1%**	**2.4%**	**8.8%**	**7.3%**	**6.4%**
Research Universities (RU/VH)	0.7%	2.6%	2.1%	7.4%	6.0%	5.3%
Research Universities (RU/H)	2.8%	4.0%	2.4%	4.0%	5.9%	5.5%
Doctoral/Research Universities	14.9%	6.9%	4.0%	19.0%	16.7%	11.8%
Master's Colleges and Universities	9.2%	5.6%	13.0%	20.9%	13.4%	34.5%
Other	-5.4%	1.5%	2.3%	6.6%	14.5%	13.7%
Master's Degrees	**3.5%**	**2.3%**	**4.0%**	**2.5%**	**3.5%**	**5.1%**
Research Universities (RU/VH)	5.0%	1.9%	3.7%	4.8%	2.6%	3.8%
Research Universities (RU/H)	4.2%	2.0%	2.3%	3.4%	2.3%	3.0%
Doctoral/Research Universities	4.0%	3.8%	8.6%	2.3%	7.9%	15.1%
Master's Colleges and Universities	0.2%	2.5%	3.9%	-0.4%	2.6%	4.2%
Other	3.1%	5.2%	3.6%	12.2%	8.1%	4.4%
Graduate-Level Certificates	**5.3%**	**N/A**	**N/A**	**-3.0%**	**N/A**	**N/A**
Research Universities (RU/VH)	-11.0%	N/A	N/A	2.6%	N/A	N/A
Research Universities (RU/H)	-31.3%	N/A	N/A	-54.0%	N/A	N/A
Doctoral/Research Universities	71.0%	N/A	N/A	90.9%	N/A	N/A
Master's Colleges and Universities	38.6%	N/A	N/A	42.7%	N/A	N/A
Other	19.7%	N/A	N/A	3.1%	N/A	N/A

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

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.25 Graduate-Level Certificates Awarded by Broad Field and Gender, 2008-09 to 2009-10

Broad Field	Total % Change, 2008-09 to 2009-10	Men % Change, 2008-09 to 2009-10	Women % Change, 2008-09 to 2009-10
Total	**-0.4%**	**5.3%**	**-3.0%**
Arts and Humanities	2.6%	-0.5%	5.2%
Biological and Agricultural Sciences	5.1%	7.1%	3.1%
Business	11.9%	11.4%	11.9%
Education	9.4%	8.8%	11.6%
Engineering	-15.6%	-18.5%	10.8%
Health Sciences	28.2%	38.6%	25.2%
Mathematics and Computer Sciences	-10.0%	-2.7%	-23.1%
Physical and Earth Sciences	36.3%	37.8%	39.6%
Public Administration and Services	-6.2%	2.6%	-9.6%
Social and Behavioral Sciences	20.7%	17.1%	23.1%
Other Fields	50.4%	35.7%	59.8%

Notes: See Appendix B for the survey taxonomy. Five- and ten-year trend data are unavailable for graduate-level certificates.
Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.26 Master's Degrees Awarded by Broad Field and Gender, 1999-00 to 2009-10

Broad Field	Total			Men			Women		
	% Change, '08/09 - '09/10	Avg. Annual % Change, '04/05 - '09/10	Avg. Annual % Change, '99/00 - '09/10	% Change, '08/09 - '09/10	Avg. Annual % Change, '04/05 - '09/10	Avg. Annual % Change, '99/00 - '09/10	% Change, '08/09 - '09/10	Avg. Annual % Change, '04/05 - '09/10	Avg. Annual % Change, '99/00 - '09/10
Total	**2.9%**	**2.9%**	**4.6%**	**3.5%**	**2.3%**	**4.0%**	**2.5%**	**3.5%**	**5.1%**
Arts & Humanities	0.0%	1.8%	2.5%	-0.8%	2.4%	2.3%	0.5%	1.3%	2.5%
Bio. & Agric. Sci.	6.8%	4.0%	3.6%	8.5%	4.5%	2.9%	5.4%	3.6%	4.3%
Business	1.2%	4.8%	5.6%	-1.5%	3.4%	4.7%	4.9%	6.9%	7.7%
Education	-2.2%	-0.2%	3.3%	-2.7%	-0.9%	2.5%	-2.1%	-0.1%	3.7%
Engineering	3.0%	1.6%	4.0%	3.0%	1.1%	3.7%	3.4%	1.7%	5.1%
Health Sciences	10.1%	10.5%	5.4%	5.6%	7.1%	2.7%	11.1%	11.3%	6.1%
Math & Comp. Sci.	4.4%	0.5%	2.9%	5.5%	0.7%	3.7%	3.4%	-0.3%	1.9%
Physical & Earth Sci.	1.6%	0.5%	1.5%	0.1%	0.4%	0.6%	3.9%	0.9%	3.2%
Public Admin. & Svcs.	0.1%	2.7%	2.6%	-7.5%	1.1%	1.0%	2.5%	3.1%	3.1%
Social & Behav. Sci.	7.3%	4.8%	5.0%	5.2%	3.9%	3.7%	8.6%	5.1%	5.7%
Other Fields	8.9%	3.7%	5.8%	7.5%	3.4%	4.3%	10.1%	4.5%	6.3%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.27 Doctoral Degrees Awarded by Broad Field and Gender, 1999-00 to 2009-10

Broad Field	Total			Men			Women		
	% Change, '08/09 - '09/10	Avg. Annual % Change, '04/05 - '09/10	Avg. Annual % Change, '99/00 - '09/10	% Change, '08/09 - '09/10	Avg. Annual % Change, '04/05 - '09/10	Avg. Annual % Change, '99/00 - '09/10	% Change, '08/09 - '09/10	Avg. Annual % Change, '04/05 - '09/10	Avg. Annual % Change, '99/00 - '09/10
Total	**5.4%**	**5.0%**	**4.1%**	**1.9%**	**3.1%**	**2.4%**	**8.8%**	**7.3%**	**6.4%**
Arts & Humanities	3.0%	2.9%	1.0%	0.9%	1.9%	0.3%	4.8%	3.7%	1.5%
Bio. & Agric. Sci.	8.9%	7.1%	4.3%	-0.3%	2.8%	1.1%	17.8%	12.4%	8.7%
Business	-0.5%	6.3%	2.2%	-2.8%	6.3%	0.8%	3.0%	6.7%	5.1%
Education	-2.1%	2.2%	1.3%	-2.8%	1.5%	0.9%	-1.8%	2.6%	1.6%
Engineering	-2.4%	3.4%	3.9%	-4.2%	2.3%	2.6%	5.0%	8.4%	11.4%
Health Sciences	23.2%	18.0%	15.1%	9.7%	10.7%	8.1%	29.0%	21.8%	19.8%
Math & Comp. Sci.	2.7%	4.4%	6.8%	3.8%	5.7%	6.2%	-0.3%	1.3%	9.3%
Physical & Earth Sci.	1.4%	4.1%	2.6%	1.5%	2.5%	1.3%	1.1%	7.9%	6.4%
Public Admin. & Svcs.	4.2%	5.3%	6.8%	5.7%	8.9%	4.9%	3.3%	3.8%	8.1%
Social & Behav. Sci.	7.2%	1.5%	2.3%	6.0%	1.4%	1.1%	8.2%	1.4%	4.1%
Other Fields	-0.1%	-1.5%	2.5%	-6.9%	-2.6%	1.4%	6.7%	-0.2%	3.7%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

CGS/GRE® Survey of Graduate Enrollment and Degrees

2010 _____ Data Sheet

Institution: Educational Testing Service GRE Institution Code: 0000

Print

I. Graduate Enrollment for 2010 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, 2009 and June 30, 2010

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

III. Number of Completed Applications Submitted for 2010 Fall Term

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

IV. Graduate Enrollment by Race/Ethnicity for 2010 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.

Appendix B

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

ARTS AND HUMANITIES

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

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

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

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

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

Philosophy
Ethics
Logic
Philosophy
Philosophy, Other

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

BIOLOGICAL AND AGRICULTURAL SCIENCES

Agriculture, Natural Resources, and Conservation
Agricultural and Domestic Animal Services
Agricultural and Food Products Processing
Agricultural Business and Management
Agricultural Economics
Agricultural Mechanization
Agricultural Production
Agricultural Public Services
Agriculture, General
Agronomy
Animal Sciences
Applied Horticulture
Fishing and Fisheries Sciences and Management
Food Science and Technology
Forestry
Horticultural Business Services
International Agriculture
Natural Resources and Conservation
Natural Resources Management and Policy
Parks, Recreation, and Leisure Facilities Management
Parks, Recreation, and Leisure Studies
Plant Sciences
Soil Sciences
Wildlife and Wildlands Science and Management
Agriculture, Natural Resources, and Conservation, Other

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

BUSINESS

Accounting
Accounting
Auditing
Taxation

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

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

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

Business, Other *(continued)*
Marketing
Marketing Management
Merchandising
Real Estate
Sales
Business Fields, Other

EDUCATION

Education Administration
Educational Administration
Educational Leadership
Educational Supervision

Curriculum and Instruction
Curriculum and Instruction

Early Childhood Education
Early Childhood Education and Teaching
Kindergarten/Preschool Education and Teaching

Elementary Education
Elementary Education and Teaching
Elementary-Level Teaching Fields

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

Higher Education
Higher Education
Higher Education Administration

Secondary Education
Secondary Education and Teaching
Secondary-Level Teaching Fields

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

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

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

ENGINEERING

Chemical Engineering
Chemical and Biomolecular Engineering
Chemical Engineering

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

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

Industrial Engineering
Industrial Engineering
Manufacturiing Engineering
Operations Research

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

Mechanical Engineering
Engineering Mechanics
Mechanical Engineering

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

HEALTH AND MEDICAL SCIENCES

Allied Health
Alternative and Complementary Medicine
Audiology
Bioethics/Medical Ethics
Chiropractic (excluding D.C. and D.C.M.)
Clinical/Medical Laboratory Science/Research
Communication Disorders Sciences and Services
Dentistry and Oral Sciences (excluding D.D.S. and D.M.D.)
Dietetics and Clinical Nutrition Services
Environmental Health
Exercise Science
Health and Medical Administrative Services
Health Sciences
Health/Medical Preparatory Programs
Kinesiology
Medical Sciences (excluding M.D.)
Mental and Social Health Services
Nursing
Nutrition Sciences
Occupational Therapy
Optometry (excluding O.D.)
Osteopathic Medicine (excluding D.O.)
Pharmaceutical Sciences (excluding Pharm.D.)
Physical Therapy
Physician Assistant
Podiatry (excluding D.P.M., D.P. and Pod.D.)
Public Health
Rehabilitation and Therapy
Speech-Language Pathology
Veterinary Biomedical and Clinical Science
Veterinary Medicine (excluding D.V.M.)
Health and Medical Sciences, Other

MATHEMATICS AND COMPUTER SCIENCES

Mathematical Sciences
Actuarial Sciences
Applied Mathematics
Mathematics
Probability
Statistics
Mathematical Sciences, Other

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

PHYSICAL AND EARTH SCIENCES

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

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

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

Natural Sciences, Other
Natural Sciences, General
Physical Sciences, General
Science Technologies
Natural Sciences, Other

PUBLIC ADMINISTRATION AND SERVICES

Public Administration
Community Organization and Advocacy
Public Administration

Social Work
Social Work
Youth Services/Administration
Social Work, Other

SOCIAL AND BEHAVIORAL SCIENCES

Anthropology and Archaeology
Anthropology
Archaeology

Economics
Applied Economics
Econometrics
Economics
International Economics

Political Science
International Relations
Political Science and Government
Public Policy Analysis

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

Sociology
Demography
Rural Sociology
Sociology

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

OTHER FIELDS

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

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

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

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

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

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

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