

Graduate Enrollment and Degrees: 2003 to 2013



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Jeff Allum
September 2014

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

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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. An electronic version of this report is available on the CGS website at www.cgsnet.org. Also available to CGS members without charge is a companion report with data tables by fine field and demographic characteristics. For more information about the survey or the survey reports, please contact:

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Acknowledgments

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Executive Summary

The CGS/GRE Survey of Graduate Enrollment and Degrees is jointly sponsored by the Council of Graduate Schools (CGS) and the Graduate Record Examinations (GRE) Board. Conducted annually since 1986, the survey provides information about applications for admission to graduate school, first-time and total graduate student enrollment, and graduate degrees and certificates conferred. The 2013 survey was sent to 793 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 1.97 million applications for admission to graduate programs for studies beginning in fall 2013, of which about 798,000 (40.5%) were accepted. The overall application acceptance rate for master's and other graduate programs was higher than that for doctoral programs.

Applications for admission to U.S. graduate schools increased 1.0% between fall 2012 and fall 2013 at the institutions that responded to the CGS/GRE Survey of Graduate Enrollment and Degrees for both 2012 and 2013. During the five-year period between fall 2008 and fall 2013, graduate applications grew 6.1%; between fall 2003 and fall 2013, graduate applications grew at an average annual rate of 3.6%.

The overall application acceptance rate at public institutions was slightly higher than that at private, not-for-profit institutions. Research universities with very high research activity (RU/VH) and research universities with high research activity (RU/H) reported having lower acceptance rates than doctoral/research universities.

First-Time Graduate Enrollment

More than 459,000 students enrolled for the first time in graduate certificate, education specialist, master's, or doctoral programs for the fall term in 2013. About six out of ten first-time graduate students were enrolled at public institutions in fall 2013, and about one-third were at private, not-for-profit institutions.

First-time graduate enrollment increased 1.0% between fall 2012 and fall 2013 at the institutions that responded to the CGS/GRE Survey of Graduate Enrollment and Degrees for both 2012 and 2013. During the five-year period between fall 2008 and fall 2013, first-time graduate enrollment increased 1.4%. Between fall 2003 and fall 2013, first-time graduate enrollment increased 2.6%.

Roughly two out of every five first-time graduate students were enrolled at research universities with very high research activity. Slightly more than two-thirds (68.1%) of all first-time graduate students were enrolled full-time in fall 2013, and 31.9% were enrolled part-time.

The broad fields of business, education, and health sciences enrolled the largest numbers of first-time graduate students in fall 2013. Overall, 17.6% of all first-time enrollees were in business, 17.4% were in education, and 12.9% were in health sciences.

Overall, 42.9% of all first-time graduate students in fall 2013 were men and 57.1% were women. Eight of every ten (83.0%) of all first-time graduate students in fall 2013 were enrolled in programs leading to a master's degree or a graduate certificate, while 17% of all first-time graduate students were enrolled in doctoral programs.

Among first-time graduate enrollees in fall 2013 whose citizenship was known, 79.8% were U.S. citizens or permanent residents and 20.2% were temporary residents. Among U.S. citizens and permanent residents, at least 32.3% of all first-time enrollees were racial/ethnic minorities.

Total Graduate Enrollment

The institutions responding to the CGS/GRE Survey of Graduate Enrollment and Degrees enrolled a total of more than 1.7 million students in graduate certificate, education specialist, master's, or doctoral programs in fall 2013. Six out of ten graduate students were enrolled at public institutions in fall 2013, three out of ten (31.5%) were at private, not-for-profit institutions, and remaining students were enrolled at private, for-profit institutions.

Among institutions that responded to the 2012 and 2013 CGS/GRE Survey of Graduate Enrollment and Degrees, total graduate enrollment decreased 0.2% between fall 2012 and fall 2013. During the five-year period between fall 2008 and fall 2013, total graduate enrollment increased 0.7%, and between fall 2003 and fall 2013, first-time graduate enrollment increased 1.5%.

Nearly six out of ten graduate students were enrolled full-time in fall 2013, and roughly four out of every ten were enrolled part-time.

About four in every ten (42.1%) graduate students in fall 2013 were men and about six in ten (57.9%) were women. Women comprised a larger share of total enrollees at the master's degree and graduate certificate level (60.5%) than at the doctoral level (51.1%).

The broad fields of education, business, and health sciences enrolled the largest numbers of graduate students in fall 2013. About three-quarters (72.8%) of graduate students in fall 2013 were enrolled in programs leading to a master's degree or a graduate certificate, and approximately one-quarter (27.2%) were enrolled in doctoral programs.

Among graduate students in fall 2013 whose citizenship was known, 83.3% were U.S. citizens or permanent residents and 16.7% were temporary residents. Among U.S. citizens and permanent residents at least 29.7% of all enrollees were racial/ethnic minorities.

Graduate Certificates and Degrees

The institutions responding to the survey awarded a total of more than 627,000 graduate certificates and degrees in academic year 2012-13, including 70,920 doctoral degrees, 522,350 master's degrees, and 34,416 graduate certificates. Sixty percent of all doctoral degrees were awarded by research universities with very high research activity. Master's degrees were distributed more broadly across institutions by Carnegie classification.

The number of doctoral degrees awarded increased 5.0% between 2011-12 and 2012-13, according to institutions that responded to the 2012 and 2013 CGS/GRE Survey of Graduate Enrollment and Degrees. There was no change in master's degree production in the one-year period.

Natural sciences and engineering (biological and agricultural sciences, engineering, mathematics and computer sciences, and physical and earth sciences) accounted for 40.2% of all doctoral degrees awarded in 2012-13. At the master's degree level, business and education were the largest broad fields, accounting for 22.3% and 21.7%, respectively, of the master's degrees awarded.

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 793 colleges and universities,

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

and useable responses were received from 655 institutions, for an overall response rate of 83%. While the total number of responding institutions represents about one-third (32%) of the approximately 2,040 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 74% of the roughly 730,600 master's degrees and 93% of the approximately 72,600 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 at the same institution.

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

² Data on the number of degree-granting colleges and universities in the United States that offer programs at the graduate certificate level or above were derived from the 2012 Institutional Characteristics – Directory Information data files from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS).

³ Data on the number of graduate degrees conferred come from the 2011-12 Completions Data File from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). This was the most recent IPEDS dataset available at the time of publication.

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

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

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

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

The survey collects total data for each institution for the categories and variables listed above, as well as data for up to 51 individual fields of study. This printed report groups the data from the 51 fine fields of study into 11 broad fields. A special online report presents the fine field data for

first-time enrollment, total enrollment, and degrees awarded.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 other professional fields such as health sciences and business.

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

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

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

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

⁴ The report, *Graduate Enrollment and Degrees by Fine Field: 2003 to 2013*, is available online at www.cgsnet.org.

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

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

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

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

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

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

Citizenship Unknown—Includes individuals whose citizenship is not known.

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

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

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

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

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

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

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

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 2013 CGS/GRE Survey of Graduate Enrollment and Degrees. Data were not imputed for missing fields or for non-responding institutions.

A copy of the 2013 CGS/GRE Survey of Graduate Enrollment and Degrees survey instrument is provided in Appendix A.

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

Report Contents

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

Chapter 2 presents data and analysis on the numbers of applications for admission to U.S. graduate schools for fall 2013 and application acceptance rates by broad field and degree level. It also highlights first-time and total enrollment in fall 2013, 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 2012-13 academic year (July 1, 2012 through June 30, 2013). 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 2012 and 2013; the five-year trends compare data collected for 2008 and 2013; and the ten-year trends are based on data collected for 2003 and 2013. 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 621 colleges and universities that responded to the CGS/GRE Survey of Graduate Enrollment and Degrees in both 2012 and 2013, the five-year trends include data from 593 institutions that responded to the survey in both 2008 and 2013, and the ten-year trends include data from 506 institutions that responded in both 2003 and 2013. 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: 2003 to 2013, 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 2013, and Degrees Conferred, 2012-13

This chapter presents data and analysis on the numbers of applications for admission to U.S. graduate schools for fall 2013 and application acceptance rates by broad field and degree level. It also highlights first-time and total enrollment in fall 2013, 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 2012-13 academic year (July 1, 2012 through June 30, 2013) are presented by broad field, degree level, and gender. The chapter concludes with the data tables referenced in the text.

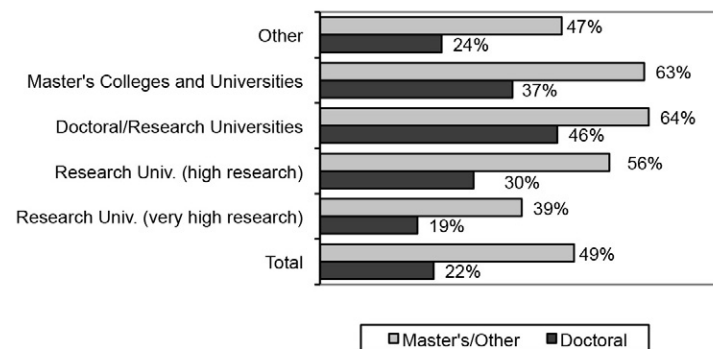
Graduate Applications

Institutions responding to the CGS/GRE Survey of Graduate Enrollment and Degrees received 1.97 million applications for admission to graduate programs for studies beginning in fall 2013 (Table 2.1). Of those applications, about 798,000 (40.5%) were accepted. The overall application acceptance rate for master's and other graduate programs was higher than that for doctoral programs (49.2% vs. 22.0%).

Among the survey respondents, public institutions received the majority (63.0%) of the graduate applications in fall 2013, with more than 1.2 million received. Private, not-for-profit institutions received nearly 725,000 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 2013 survey.

The overall application acceptance rate at public institutions (41.4%) was slightly higher than that at private, not-for-profit institutions (38.6%). Among survey respondents classified as research universities with very high research activity (RU/VH), the application acceptance rate was 30.6%, compared with 49.4% at research universities with high research activity (RU/H), 60.8% at master's colleges and universities, and 61.0% at doctoral/research universities (Table 2.1 and Figure 2.1).

Figure 2.1 Graduate Application Acceptance Rates by Carnegie Classification and Degree Level, Fall 2013



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

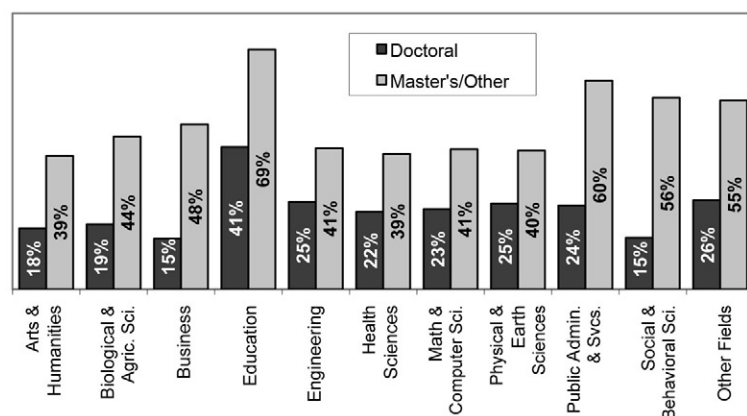
Engineering, business, health sciences, and social and behavioral sciences accounted for the largest numbers of graduate applications in fall 2013 (Table 2.2). Among applications for which broad fields were known, 53.5% of all graduate applications in fall 2013 were for programs in one of these four broad fields.

At the doctoral level, among applications for which broad fields were known, social and behavioral sciences, engineering, and biological and agricultural sciences were the three largest broad fields, together representing 48.6% of all doctoral applications. At the opposite end of the spectrum, public administration and services, 'other fields', and business received the smallest numbers of applications, and together accounted for just 7.4% of all doctoral applications.

At the master's degree, graduate certificate, and education specialist level, business, engineering, and health sciences were the three most popular broad fields, accounting for 47.5% of all master's/other applications in fall 2013. Physical and earth sciences, biological and agricultural sciences, and public administration and services received the smallest numbers of applications, together comprising 10.4% 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 (41.2%), 'other fields' (25.8%), and engineering (25.3%) and lowest in business (14.7%), social and behavioral sciences (15.0%) and arts and humanities (17.7%). At the master's/other level, acceptance rates were highest in education (69.5%), public administration and services (60.5%), and social and behavioral sciences (55.5%), and were lowest in arts and humanities (38.6%), and health sciences (39.2%).

Figure 2.2 Graduate Application Acceptance Rates by Broad Field and Degree Level, Fall 2013



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 459,000 students enrolled for the first time in graduate certificate, education specialist, master's, or doctoral programs for the fall term in 2013 at the institutions responding to the CGS/GRE Survey of Graduate Enrollment and Degrees (Table 2.3). First-time enrollees represented 27.0% of all graduate students in fall 2013.

About six out of ten (61.9%) first-time graduate students were enrolled at public institutions in fall 2013, and about one-third (34.3%) were at private, not-for-profit institutions. The number of students enrolled at private, for-profit institutions was suppressed due to the small number of these institutions responding to the survey.

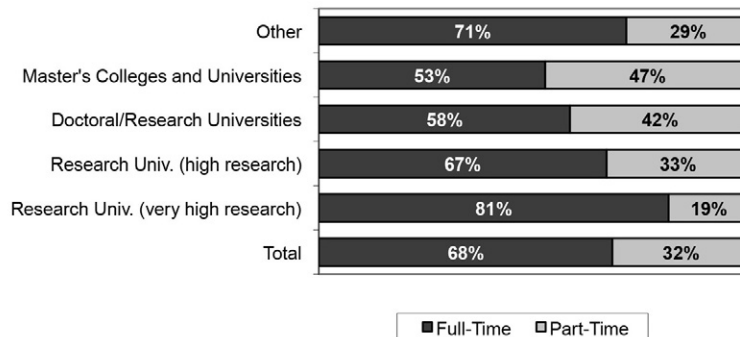
By Carnegie classification, 41.0% of all first-time graduate students were enrolled at research universities with very high research activity (RU/VH), 19.0% were at research universities with high research activity (RU/H), 12.5% were at doctoral/research universities, 24.6% were at master's colleges and universities, and 2.8% were at institutions with other basic Carnegie classifications.

Slightly more than two-thirds (68.1%) of all first-time graduate students were enrolled full-time in fall 2013, and 31.9% were enrolled part-time. Research universities with very high research activity had the highest percentage of full-time students (81.2%), and master's colleges and universities had the lowest percentage (52.5%) as shown in Figure 2.3.

Research universities with very high research activity also had the highest proportion of male first-time graduate students (49.7%), compared with 43.3% in research universities with high research activity, 35.7% in doctoral/research universities, 36.7% in institutions with other basic Carnegie classifications, and 34.9% in master's colleges and universities. Overall, 42.9% of all first-time graduate students in fall 2013 were men and 57.1% were women.

Among first-time enrollments for which gender was known, 36.8% of all female first-time graduate students attended research universities with very high research activity, compared with 48.5% of male first-time graduate students. Conversely, 28.6% of all female first-time graduate students attended master's colleges and universities, compared with 20.4% of male first-time enrollees.

Figure 2.3 First-Time Graduate Enrollment by Carnegie Classification and Attendance Status, Fall 2013



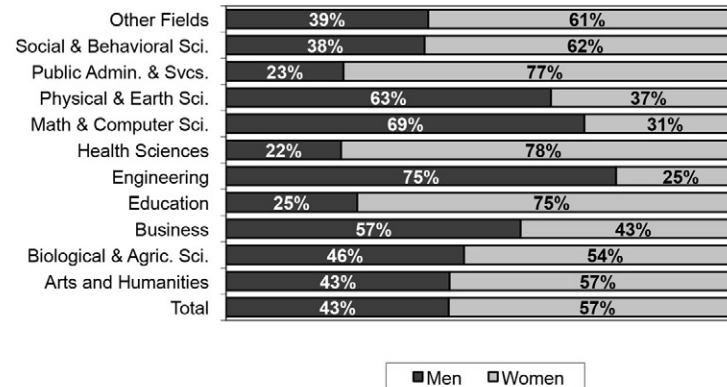
Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Among first-time enrollments for which broad fields were known, the broad fields of business, education, and health sciences enrolled the largest numbers of first-time graduate students in fall 2013 (Table 2.4). Overall, 17.6% of all first-time enrollees were in business, 17.4% were in education, and 12.9% were in health sciences. In contrast, 2.6% of all first-time graduate students were in physical and earth sciences, 4.8% were in biological and agricultural sciences, and 6.2% were in mathematics and computer sciences.

As shown in Figure 2.4, women comprised the largest shares of first-time enrollees in health sciences (77.9%), public administration and services (77.4%), and education (74.8%). Nearly one-half (48.8%) of female first-time enrollees in fall 2013 were enrolled for the first-time in one of these three broad fields. Women comprised the smallest shares of first-time enrollment in engineering (24.9%), mathematics and computer sciences (31.1%), and physical and earth sciences (37.5%), and just 9.7% of all female first-time enrollees were in one of these three broad fields.

Men comprised the majority of first-time students in four broad fields in fall 2013: engineering (75.1%), mathematics and computer sciences (68.9%), physical and earth sciences (62.5%), and business (56.7%). These four broad fields accounted for 54.3% of all male first-time enrollees.

Figure 2.4 First-Time Graduate Enrollment by Broad Field and Gender, Fall 2013

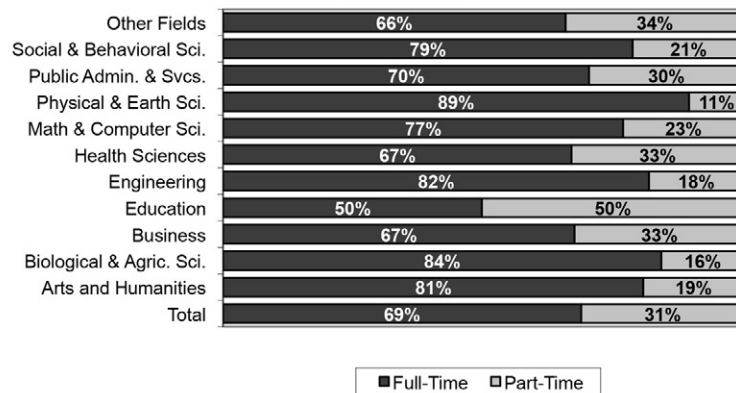


Source: CGS/GRE Survey of Graduate Enrollment and Degrees

While 68.1% of all first-time graduate students were enrolled full-time in fall 2013, 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 (89.5%), followed by biological and agricultural sciences (84.2%), engineering (81.8%), and arts & humanities (80.6%). In contrast, 49.3% 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 2013 (50.7% vs. 49.3%), although the difference was very small.

As shown in Table 2.5, among first-time enrollees in fall 2013, men were more likely to be enrolled full-time than women (72.7% and 65.8% respectively). Engineering, mathematics and computer sciences, and public administration and services were the only three broad fields in which women were more likely to be enrolled full-time than men. In engineering, 85.2% of female first-time enrollees were attending full-time, compared with 80.7% of male first-time enrollees. In mathematics and computer sciences 77.5% of female first-time enrollees were attending full-time, compared with 76.5% of male first-time enrollees. In public administration and services 71.0% of female first-time enrollees were attending full-time, compared with 67.7% of male first-time enrollees.

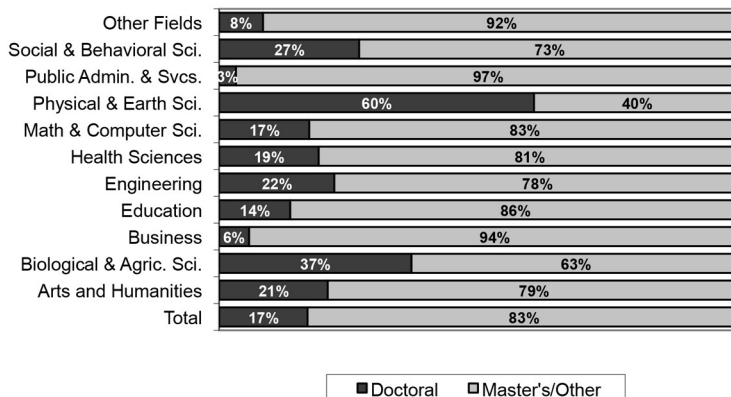
Figure 2.5 First-Time Graduate Enrollment by Broad Field and Attendance Status, Fall 2013



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

The majority of all first-time graduate students in fall 2013 (83.0%) were enrolled in programs leading to a master's degree or a graduate certificate (Table 2.6). Seventeen percent of all first-time graduate students were enrolled in doctoral programs.

Figure 2.6 First-Time Graduate Enrollment by Broad Field and Degree Level, Fall 2013



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

In public administration, nearly all first-time students were enrolled at the master's/other level (96.8%). As shown in Figure 2.6, high percentages of students were also enrolled at the master's/other level in business (94.2%), 'other fields' (91.6%), and education (86.4%). The broad fields with the lowest percentages of first-time students enrolled at the master's/other level were physical and earth sciences (39.6%), biological and agricultural sciences (63.1%), and social and behavioral sciences (73.1%).

Among first-time students in programs leading to a master's degree or a graduate certificate for which broad fields were known, students in the two largest broad fields (education and business) collectively accounted for 38.1% of all first-time master's degree or graduate certificate students. In contrast, first-time students in doctoral programs in education and business accounted for 19.9% of all doctoral students in fall 2013. At the doctoral level, the two largest fields were health sciences and education, and collectively students in these two broad fields accounted for 28.5% of all first-time doctoral students.

In fall 2013, women comprised a larger share of first-time enrollees at the master's degree and graduate certificate level (58.4%) than at the doctoral level (50.6%). Despite the variation in their representation by level, women still comprised the majority of first-time graduate students at both levels. Men comprised 41.6% of all master's/other first-time students in fall 2013 and 49.4% of all first-time doctoral enrollees (Table 2.7).

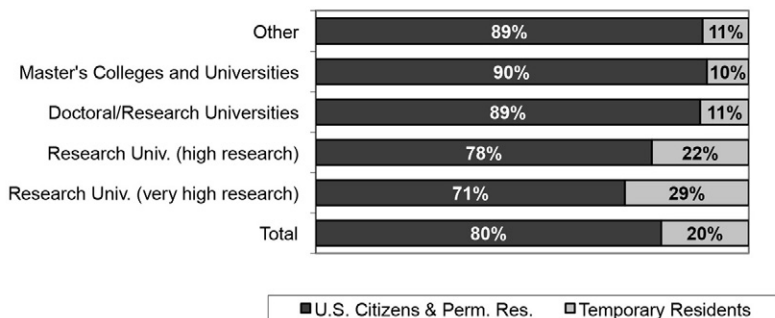
At the master's degree and graduate certificate level, women accounted for the largest share of first-time graduate students in health sciences (79.4%), followed by public administration and services (77.8%), and education (75.7%). Men comprised the largest share of students in engineering (75.2%), mathematics and computer sciences (67.8%), business (56.6%), and physical and earth sciences (56.5%). At the doctoral level, women were most highly represented in health sciences (71.3%), education (67.1%), and public administration and services (64.2%). Men were most highly represented in mathematics and computer sciences (74.8%), engineering (74.6%), and physical and earth sciences (66.4%).

Among first-time graduate enrollees in fall 2013 whose citizenship was known, 79.8% were U.S. citizens or permanent residents and 20.2% 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 19.4% of the first-time enrollees were temporary residents, and at private, not-for-profit institutions 23.1% were temporary residents.

The citizenship distribution of first-time enrollees varied considerably by Carnegie classification, with temporary residents more highly represented in research universities than at other types of institutions (Figure 2.7). At research universities with very high research activity (RU/VH) 28.6% of all first-time enrollees were temporary residents, and at research universities with high research activity (RU/H) 22.4% were temporary residents. In contrast, 11.2% of the first-time graduate students at doctoral/research universities and 9.7% of those at master's colleges and universities were temporary residents.

Figure 2.7 First-Time Graduate Enrollment by Carnegie Classification and Citizenship, Fall 2013



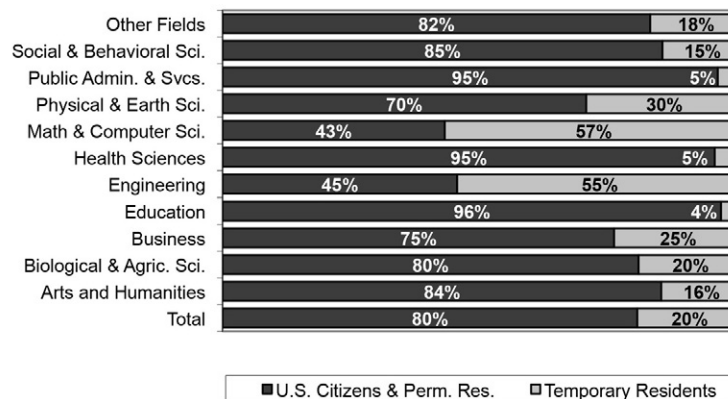
Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Overall, 58.9% of all temporary resident first-time graduate students were enrolled at research universities with very high research activity (RU/VH), while 37.3% of all U.S. citizen and permanent resident first-time enrollees were at these institutions. In contrast, 28.0% of all U.S. citizen and permanent resident first-time enrollees, and 11.9% 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 (57.3%) in fall 2013, followed by engineering (54.9%), and physical and earth sciences

(30.0%) (Table 2.9 and Figure 2.8). They accounted for the smallest shares of students in education (4.1%), public administration and services (4.7%), and health sciences (5.3%).

Figure 2.8 First-Time Graduate Enrollment by Broad Field and Citizenship, Fall 2013

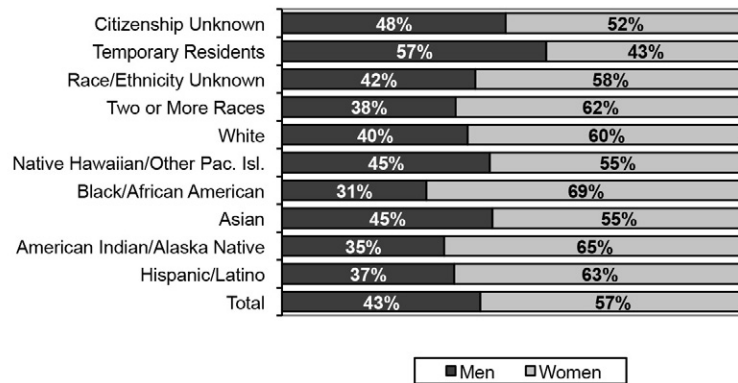


Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Among first-time enrollments for which citizenship was known, temporary residents were more highly represented in natural science and engineering fields than in other fields of study. In fall 2013, almost one-half (53.1%) 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, 20.6% of all U.S. citizen and permanent resident first-time graduate students were enrolled in education, the largest broad field, compared with just 3.4% of temporary residents.

As seen in Figure 2.9, women comprised a larger share of underrepresented minority populations (American Indian/Alaska Native, Black/African American, and Hispanic/Latina) than other citizenship and race/ethnicity categories. For example, 68.8% of Black/African American first-time enrollees were women, compared with just 42.9% of temporary residents.

Figure 2.9 First-Time Graduate Enrollment by Citizenship, Race/Ethnicity, and Gender, Fall 2013

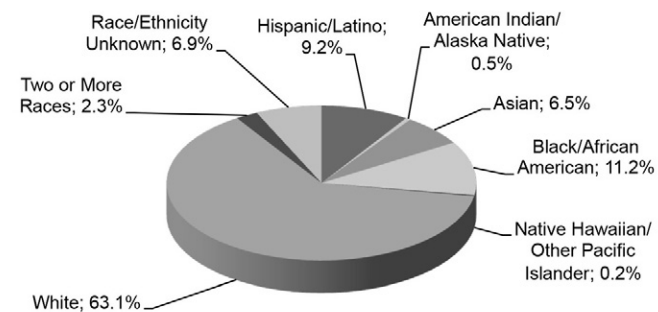


Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Among U.S. citizens and permanent residents (including those of two or more races and those whose race/ethnicity was not known), at least 32.3% of all first-time enrollees were racial/ethnic minorities (Table 2.10). As seen in Figure 2.10, 9.2% of U.S. citizen and permanent resident first-time enrollees were Hispanic/Latino, 0.5% were American Indian/Alaska Native, 6.5% were Asian, 11.2% were Black/African American, 0.2% were Native Hawaiian/Other Pacific Islander, and 2.3% were of Two or More Races. White students accounted for more than six out of ten (63.1%) U.S. citizen and permanent resident first-time enrollees in fall 2013, and the race/ethnicity was unknown for the remaining 6.9% of all U.S. citizen and permanent resident first-time graduate students.

Underrepresented minority first-time graduate students were less likely than non-minority graduate students to be enrolled in the natural sciences and engineering in fall 2013. Among Black/African American first-time enrollees, 9.4% were enrolled in biological and agricultural sciences, engineering, mathematics and computer sciences, or physical and earth sciences, along with 11.6% of Native Hawaiian/Other Pacific Islander, 11.5% of American Indian/Alaska Native, and 13.9% of Hispanic/Latino first-time graduate students. In comparison, 16.7% of Whites, 18.1% of individuals of Two or More Races, and 28.1% of Asians were enrolled in one of these four broad fields (Figure 2.11).

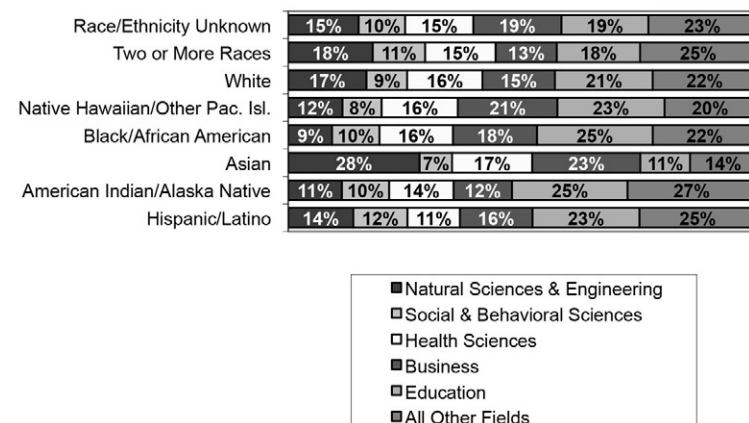
Figure 2.10 U.S. Citizen and Permanent Resident First-Time Graduate Enrollment by Race/Ethnicity, Fall 2013



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 10.6% of Asian first-time graduate students were enrolled in education, compared with 22.9% of Native Hawaiians/Other Pacific

Figure 2.11 U.S. Citizen and Permanent Resident First-Time Graduate Enrollment by Race/Ethnicity and Broad Field, Fall 2013



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Islanders, 24.7% of Blacks/African Americans, 22.9% of Hispanics/Latinos, 24.7% of American Indians/Alaska Natives, 20.9% of Whites, and 17.8% of individuals of Two or More Races. In contrast, Asian first-time graduate students were more likely to be enrolled in business than students from other U.S. citizen and permanent resident racial/ethnic groups.

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

Total Graduate Enrollment

The institutions responding to the CGS/GRE Survey of Graduate Enrollment and Degrees enrolled a total of more than 1.7 million students in graduate certificate, education specialist, master's, or doctoral programs in fall 2013 (Table 2.12).

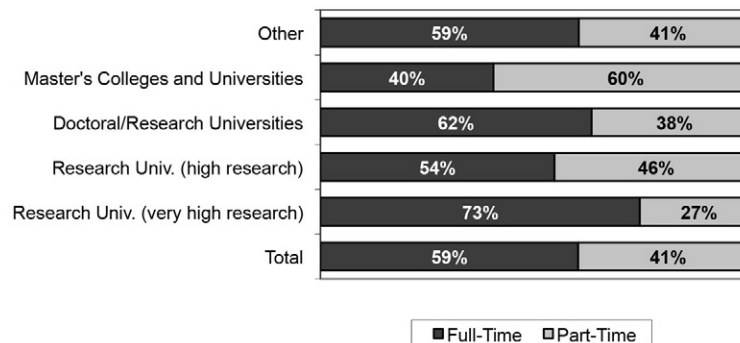
Six out of ten (60.8%) graduate students were enrolled at public institutions in fall 2013, and three out of ten (31.5%) were at private, not-for-profit institutions. The remaining 7.6% of students were enrolled at private, for-profit institutions.⁶

By Carnegie classification, 38.4% of all graduate students were enrolled at research universities with very high research activity (RU/VH), 18.9% were at research universities with high research activity (RU/H), 15.3% were at doctoral/research universities, 24.5% were at master's colleges and universities, and 2.9% were at institutions with other basic Carnegie classifications.

Among total enrollments for which enrollment status was known, nearly six out of ten (58.9%) graduate students were enrolled full-time in fall 2013, and 41.1% were enrolled part-time. Research universities with very high research activity had the highest percentage of full-time students (73.0%), and master's colleges and universities had the lowest percentage (39.6%), as shown in Figure 2.12.

⁶ 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 2013



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

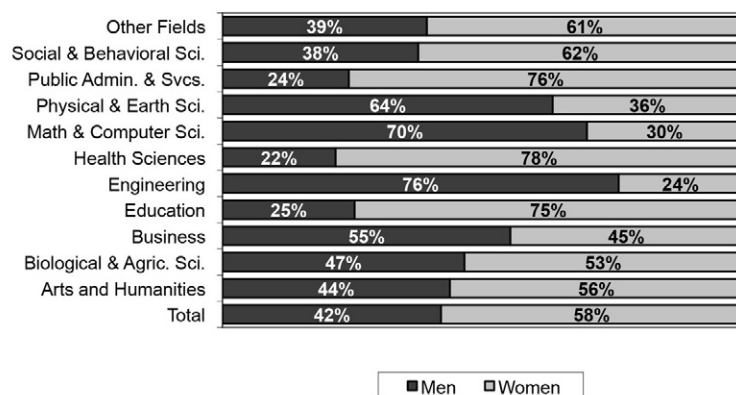
Research universities with very high research activity also had the highest proportion of male graduate students (50.4%), compared with 43.2% in research universities with high research activity, 34.6% in master's colleges and universities, 34.1% in institutions with other basic Carnegie classifications, and 32.6% in doctoral/research universities. Overall, 42.1% of all graduate students in fall 2013 were men and 57.9% were women.

Collectively, 33.1% of all female graduate students attended research universities with very high research activity, compared with 46.3% of male graduate students. Conversely, 27.8% of all female graduate students attended master's colleges and universities, compared with 20.3% of male enrollees.

The broad fields of education, business, and health sciences enrolled the largest numbers of graduate students in fall 2013 (Table 2.13). Among total enrollments for which broad fields were known, 18.8% of all graduate students were in education, 15.9% were in business, and 13.5% were in health sciences. At the opposite end of the spectrum, just 3.5% of all graduate students were in physical and earth sciences, 5.4% were in mathematics and computer sciences, and 4.9% were in public administration and services.

As shown in Figure 2.13, women comprised the largest shares of enrollees in health sciences (78.2%), public administration and services (75.7%), and education (74.6%). One-half (49.5%) of female enrollees in fall 2013 were in one of these three broad fields. Women comprised the smallest shares of total graduate enrollment in engineering (23.8%), mathematics and computer sciences (29.9%), and physical and earth sciences (36.5%). Less than one in ten (9.1%) of all female enrollees were in one of these three broad fields.

Figure 2.13 Total Graduate Enrollment by Broad Field and Gender, Fall 2013

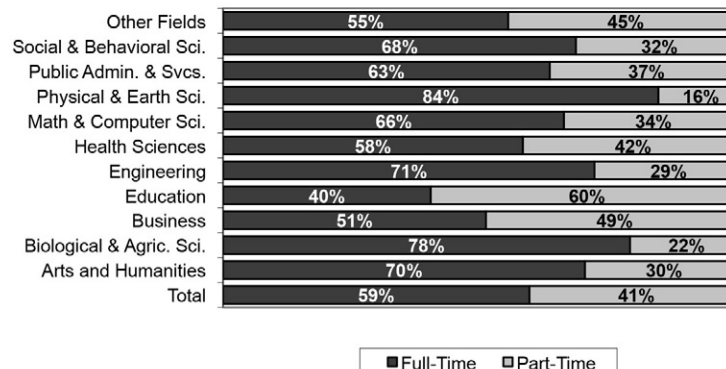


Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Men comprised the majority of graduate students in four broad fields in fall 2013: engineering (76.2%), mathematics and computer sciences (70.1%), physical and earth sciences (63.5%), and business (55.4%). These four broad fields accounted for over one-half (51.9%) of all male enrollees.

While 58.9% of all graduate students were enrolled full-time in fall 2013, 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 (83.8%), followed by biological and agricultural sciences (78.3%), engineering (71.5%), and arts and humanities (69.6%). In contrast, 40.0% of all graduate students in education were enrolled full-time. Education was the only broad field in fall 2013 in which the majority of all graduate students were enrolled part-time.

Figure 2.14 Total Graduate Enrollment by Broad Field and Attendance Status, Fall 2013



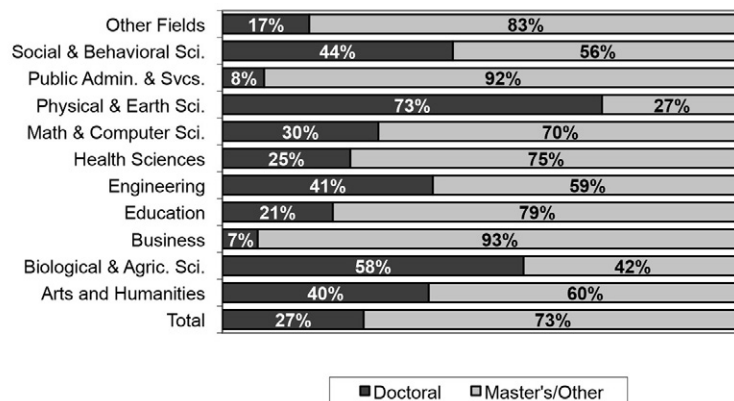
Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Among all graduate students in fall 2013, men were more likely to be enrolled full-time than women: 62.2% of men vs. 56.8% of women (Table 2.14). This was also the case in all but three broad fields. Only in public administration and services, engineering, and mathematics and computer sciences were women more likely to be enrolled full-time than men: 65.0% of women vs. 56.5% of men in public administration and services, 74.9% of women vs. 70.4% of men in engineering, and 65.9% of women vs. 65.6% of men in mathematics and computer sciences.

About three-quarters (72.8%) of graduate students in fall 2013 were enrolled in programs leading to a master's degree or a graduate certificate. Roughly one-quarter (27.2%) were enrolled in doctoral programs (Table 2.15).

In business, nearly all graduate students were enrolled at the master's/other level (93.2%). As shown in Figure 2.15, high percentages of students were also enrolled at the master's/other level in public administration and services (92.0%), 'other fields' (83.3%), education (78.7%), and health sciences (75.4%). The broad fields with the lowest percentages of students enrolled at the master's/other level were physical and earth sciences (26.9%) and biological and agricultural sciences (42.0%).

Figure 2.15 Total Graduate Enrollment by Broad Field and Degree Level, Fall 2013



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Among graduate students in programs leading to a master's degree or a graduate certificate for which broad fields were known, students in the three largest broad fields (education, business, and health sciences) collectively accounted for 55.5% of all master's degree or graduate certificate students. At the doctoral level, the three largest fields were social and behavioral sciences, engineering, and education, and collectively students in these three broad fields accounted for 42.9% of all doctoral students.

Women comprised a larger share of total enrollees at the master's degree and graduate certificate level (60.5%) than at the doctoral level (51.1%). Men comprised 39.5% of all master's/other students in fall 2013 and 48.9% of all doctoral enrollees (Table 2.16).

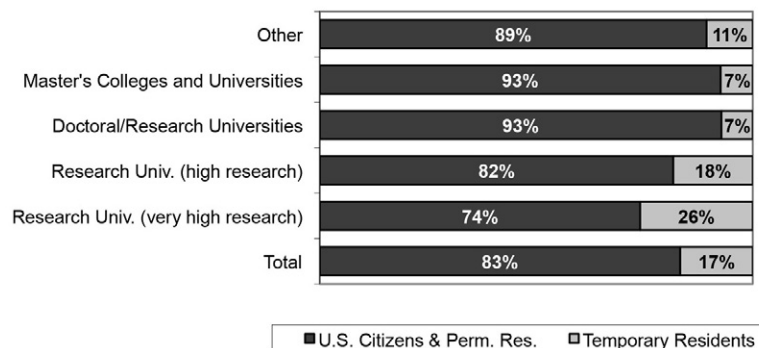
At the master's degree and graduate certificate level, women accounted for the largest share of graduate students in health sciences (80.6%), followed by public administration and services (76.8%) and education (76.2%). Men comprised the largest share of students in engineering (76.2%), followed by mathematics and computer sciences (68.3%), physical and earth sciences (56.2%), and business (55.4%). At the doctoral level, women were most highly represented in health sciences (70.9%), education (68.3%), and public administration and services (63.4%). Men were most highly represented in engineering (76.2%),

mathematics and computer sciences (74.4%), and physical and earth sciences (66.2%).

Among graduate students in fall 2013 whose citizenship was known, 83.3% were U.S. citizens or permanent residents and 16.7% were temporary residents (Table 2.17). The citizenship distributions at public institutions and private, not-for-profit institutions were similar to the overall distribution. At public institutions 17.5% of graduate students were temporary residents, and at private, not-for-profit institutions 18.5% of graduate students were temporary residents. Private, for-profit institutions had a smaller share of temporary resident graduate students (2.5%), but this figure is based on a small number of private, 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) 26.0% of all graduate students were temporary residents, and at research universities with high research activity (RU/H) 18.4% were temporary residents. In contrast, 7.2% of graduate students at doctoral/research universities and 7.4% of those at master's colleges and universities were temporary residents.

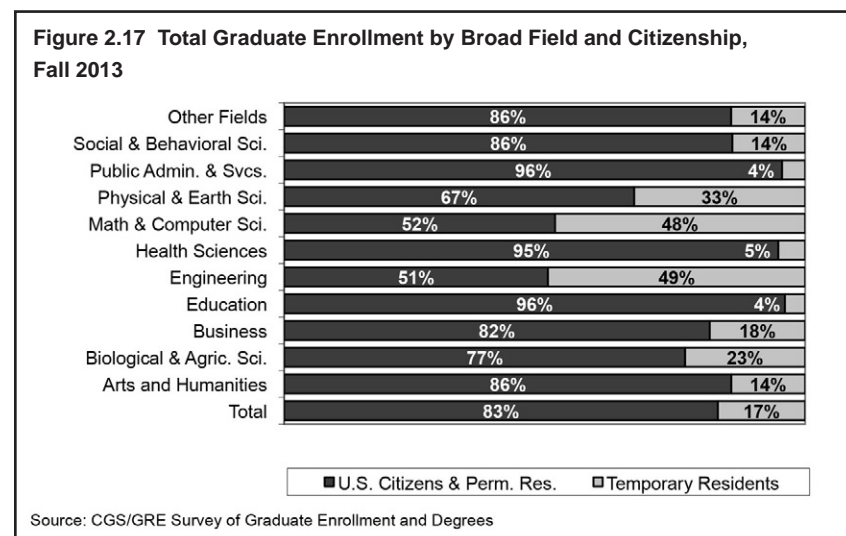
Figure 2.16 Total Graduate Enrollment by Carnegie Classification and Citizenship, Fall 2013



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Overall, more than one-half (60.0%) of all temporary resident graduate students were enrolled at research universities with very high research activity (RU/VH), while only 34.4% of all U.S. citizen and permanent resident graduate students were at these institutions. In contrast, 27.3% of all U.S. citizen and permanent resident graduate students, but only 10.9% of all temporary residents, were at master's colleges and universities.

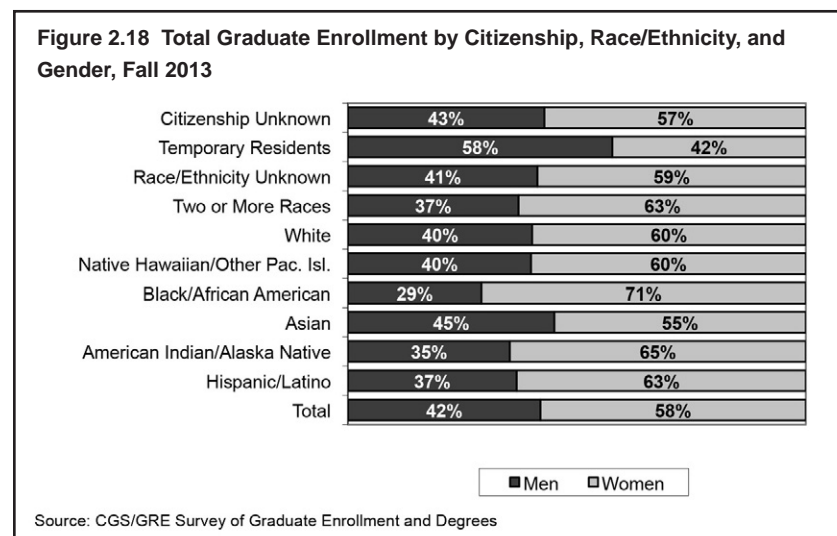
Among enrollments for which broad fields were known, temporary residents comprised the largest share of graduate students in engineering in fall 2013 (49.4%), followed by mathematics and computer sciences (48.0%), and physical and earth sciences (32.8%) (Table 2.18 and Figure 2.17). They accounted for the smallest shares of students in education (3.9%), public administration and services (4.4%), and health sciences (5.1%).



Overall, temporary residents were more highly represented in natural science and engineering fields than in other fields. In fall 2013, 56.2% of all temporary resident graduate students were in engineering, mathematics and computer sciences, physical and earth sciences, or biological and agricultural sciences, while 17.6% of U.S. citizen and permanent resident graduate students were in these fields. In contrast, 21.8% of all U.S. citizen and permanent resident graduate students

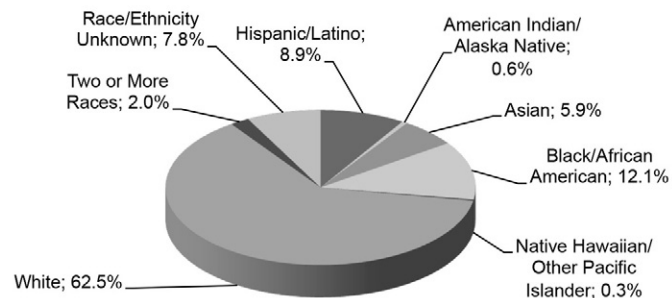
were enrolled in education, the largest broad field, compared with just 4.1% of temporary residents.

As seen in Table 2.19 and Figure 2.18, women comprised a larger share of underrepresented minority populations (American Indian/Alaska Native, Black/African American, and Hispanic/Latino) than other citizenship and race/ethnicity categories. For example, 70.8% of Black/African American graduate students were women, compared with just 42.3% of temporary residents.



Among U.S. citizens and permanent residents (including those of two or more races and those whose race/ethnicity was not known), at least 29.8% of all enrollees were racial/ethnic minorities (Table 2.20). As seen in Figure 2.19, 8.9% of U.S. citizen and permanent resident enrollees were Hispanic/Latino, 0.6% were American Indian/Alaska Native, 5.9% were Asian, 12.1% were Black/African American, 0.3% were Native Hawaiian/Other Pacific Islander, and 2.0% were of Two or More Races. White students accounted for more than six out of ten (62.5%) U.S. citizen and permanent resident enrollees in fall 2013, and the race/ethnicity was unknown for the remaining 7.8% of all U.S. citizen and permanent resident graduate students.

Figure 2.19 U.S. Citizen and Permanent Resident Total Graduate Enrollment by Race/Ethnicity, Fall 2013



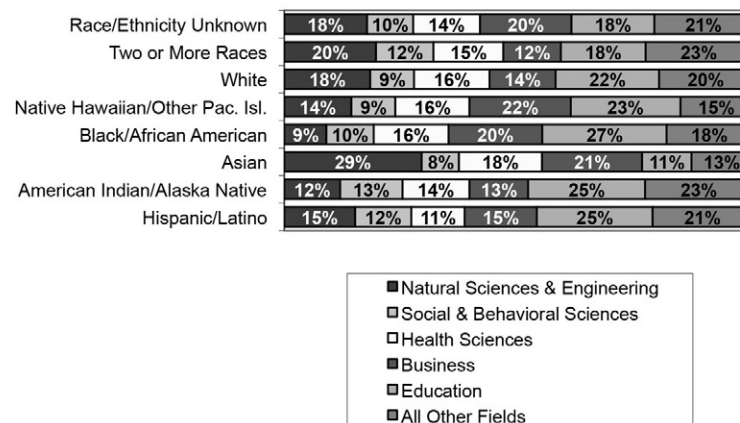
Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Underrepresented minority graduate students were less likely than their Asian and White peers to be enrolled in the natural sciences and engineering in fall 2013. Among Black/African American graduate students, 9.0% were enrolled in biological and agricultural sciences, engineering, mathematics and computer sciences, or physical and earth sciences, along with 12.0% of American Indian/Alaska Native, 15.2% of Hispanic/Latino, and 14.3% of Native Hawaiian/Other Pacific Islander graduate students. In comparison, 18.4% of Whites, 19.6% of individuals of Two or More Races, and 29.4% of Asians were enrolled in one of these four broad fields (Figure 2.20).

Asian graduate students were less likely to be in education fields than students from other U.S. citizen and permanent resident racial/ethnic groups; just 10.6% of Asian graduate students were enrolled in education, compared with 26.6% of Black/African American graduate students and 24.7% of Hispanic/Latino graduate students. Asian, Black/African American, and Native Hawaiian/Other Pacific Islander graduate students were more likely to be enrolled in business than students from other U.S. citizen and permanent resident racial/ethnic groups.

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

Figure 2.20 U.S. Citizen and Permanent Resident Total Graduate Enrollment by Race/Ethnicity and Broad Field, Fall 2013



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Graduate Certificates and Degrees

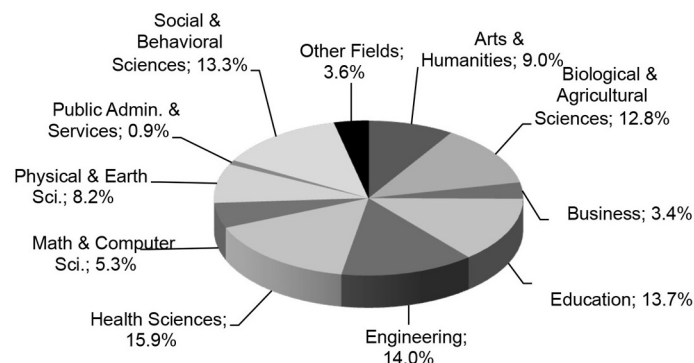
The institutions responding to the CGS/GRE Survey of Graduate Enrollment and Degrees awarded a total of more than 627,000 graduate certificates and degrees in academic year 2012-13 (July 1, 2012 through June 30, 2013), including 70,920 doctoral degrees, 522,350 master's degrees, and 34,416 graduate certificates (Table 2.21).

At the doctoral level, public institutions awarded nearly two-thirds (63.6%) of all degrees awarded in 2012-13 and private, not-for-profit institutions awarded nearly one-third (32.5%) of all degrees awarded in 2012-13. Private, for-profit institutions awarded 4.0% of all doctoral degrees in 2012-13.⁷ At the master's level, 59.8% of all degrees were awarded by public institutions, 33.3% by private, not-for-profit institutions, and 6.9% by private, for-profit institutions. At the graduate certificate

⁷ 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.

level, 49.8% were awarded by public institutions, 43.8% by private, not-for-profit institutions, and 6.4% by private, for-profit institutions.

Figure 2.21 Doctoral Degrees Awarded by Broad Field, 2012-13



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

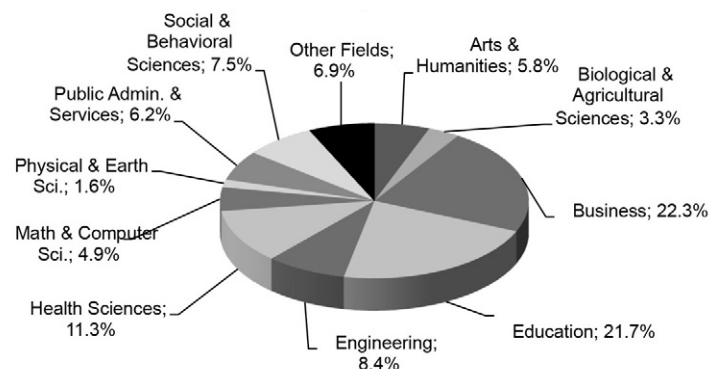
By Carnegie classification, 60.2% of all doctoral degrees were awarded by research universities with very high research activity (RU/VH), 17.8% by research universities with high research activity (RU/H), 10.4% by doctoral/research universities, 6.6% by master's colleges and universities, and 5.0% by 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 (35.4%), followed by master's colleges and universities (28.4%), research universities with high research activity (18.9%), doctoral/research universities (14.8%), and institutions with other basic Carnegie classifications (2.6%).

Master's colleges and universities awarded more graduate certificates than institutions with other Carnegie classifications, awarding 33.6% of all graduate certificates conferred in 2012-13. Research universities with high research activity (RU/H) awarded 27.2%, research universities with very high research activity (RU/VH) awarded 22.6% of all graduate certificates conferred, doctoral/research universities awarded 12.3%, and institutions with other basic Carnegie classifications awarded 4.4%.

At the doctoral level, health sciences accounted for the largest number of degrees in 2012-13, with 15.9% of the total, followed by engineering (14.0%), education (13.7%), and social and behavioral sciences (13.3%) (Table 2.22 and Figure 2.21). Less than one percent (0.9%) of the doctoral degrees awarded in 2012-13 were in public administration and services, and 3.4% were in business. Natural sciences and engineering (biological and agricultural sciences, engineering, mathematics and computer sciences, and physical and earth sciences) accounted for 40.2% of all doctoral degrees.

Figure 2.22 Master's Degrees Awarded by Broad Field, 2012-13

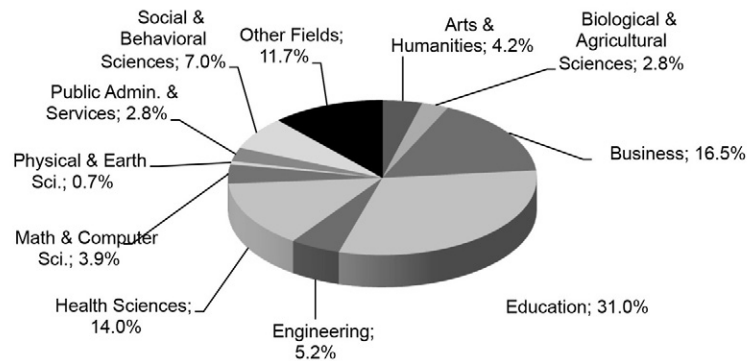


Source: CGS/GRE Survey of Graduate Enrollment and Degrees

At the master's degree level, business and education were the largest broad fields, accounting for 22.3% and 21.7%, 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 1.6% of all master's degrees awarded in 2012-13. Natural sciences and engineering (biological and agricultural sciences, engineering, mathematics and computer sciences, and physical and earth sciences) accounted for 18.3% 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 31.0% of the total, followed by business (16.5%), and health sciences (14.0%) (Table 2.22 and Figure 2.23).

Figure 2.23 Graduate Certificates Awarded by Broad Field, 2012-13



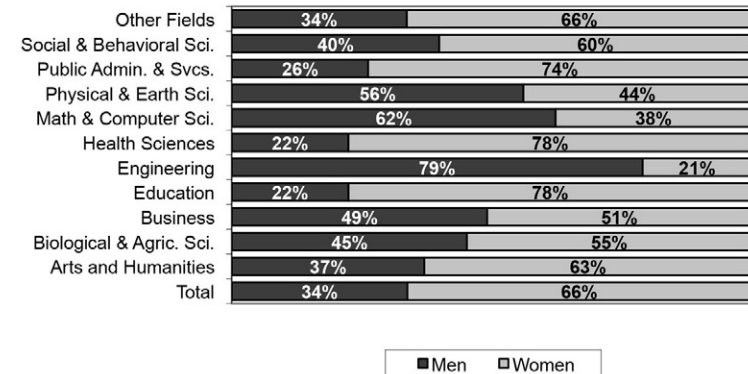
Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Women earned about two-thirds (66.2%) of the graduate certificates awarded in 2012-13, 59.2% of the master's degrees, and 52.2% of the doctorates (Tables 2.23, 2.24, and 2.25). Academic year 2012-13 marked the fifth 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 and Table 2.23). Women earned the highest percentages of the certificates awarded in education and health sciences (77.5% each), and public administration and services (73.8%).

At the master's level, women earned the highest percentages of the degrees awarded in health sciences (80.5%), public administration and services (77.5%), and education (76.6%) (Figure 2.25 and Table 2.24). Collectively, these three broad fields represented 52.3% of all master's degrees earned by women. Men earned the majority of the master's degrees in engineering (76.1%), mathematics and computer sciences (70.2%), physical and earth sciences (58.6%), and business (57.2%).

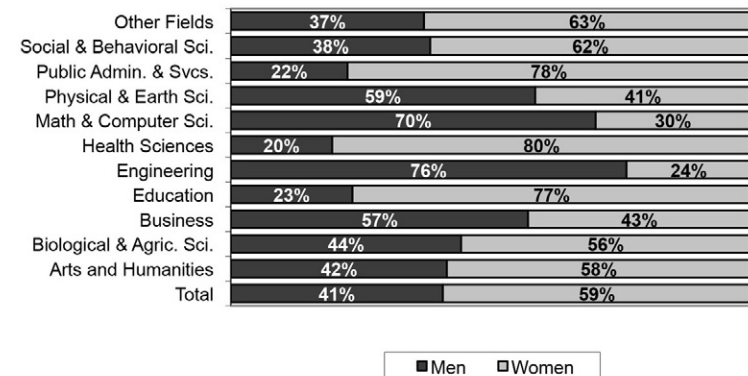
Figure 2.24 Graduate Certificates Awarded by Broad Field and Gender, 2012-13



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

These four broad fields accounted for 56.7% of all master's degrees earned by men. Men earned roughly two-thirds (67.0%) 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 2012-13.

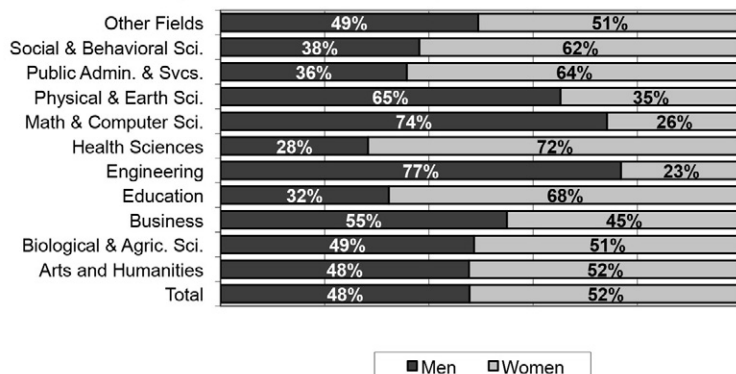
Figure 2.25 Master's Degrees Awarded by Broad Field and Gender, 2012-13



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

At the doctoral level, women earned the majority of the degrees awarded in seven of the eleven broad fields (Figure 2.26 and Table 2.25). Women earned the highest percentages of the degrees awarded in health sciences (71.7%), education (67.7%), and public administration and services (64.2%). Collectively, these three broad fields represented 41.2% of all doctoral degrees earned by women. Men earned the highest percentages of the doctoral degrees in engineering (76.9%), mathematics and computer sciences (74.2%), physical and earth sciences (65.3%), and business (55.0%). These four broad fields accounted for 45.2% of all doctoral degrees earned by men.

Figure 2.26 Doctoral Degrees Awarded by Broad Field and Gender, 2012-13



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

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

Table 2.1 Applications for Admission to Graduate School by Institution Type, Carnegie Classification, and Degree Level, Fall 2013

Carnegie Classification and Institution Type **	Doctoral			Master's/Other *			Total		
	Total	Accepted Applications		Total	Accepted Applications		Total	Accepted Applications	
Total	636,454	140,150	22.0%	1,331,087	655,354	49.2%	1,971,553	797,779	40.5%
<i>Public</i>	388,210	94,052	24.2%	850,667	418,005	49.1%	1,242,889	514,332	41.4%
<i>Private, not-for-profit</i>	246,754	44,803	18.2%	478,153	235,134	49.2%	724,907	279,937	38.6%
<i>Private, for-profit</i>	S	S		S	S		S	S	
Research Universities (RU/VH)	486,105	91,788	18.9%	669,244	261,685	39.1%	1,155,349	353,473	30.6%
<i>Public</i>	309,129	67,051	21.7%	452,259	179,732	39.7%	761,388	246,783	32.4%
<i>Private, not-for-profit</i>	176,976	24,737	14.0%	216,985	81,953	37.8%	393,961	106,690	27.1%
<i>Private, for-profit</i>	N/A	N/A		N/A	N/A		N/A	N/A	
Research Universities (RU/H)	91,846	27,346	29.8%	266,650	149,571	56.1%	361,759	178,624	49.4%
<i>Public</i>	55,460	18,999	34.3%	182,943	103,805	56.7%	241,666	124,511	51.5%
<i>Private, not-for-profit</i>	36,386	8,347	22.9%	83,707	45,766	54.7%	120,093	54,113	45.1%
<i>Private, for-profit</i>	N/A	N/A		N/A	N/A		N/A	N/A	

Continued on the following page.

See notes at end of table.

Table 2.1 (continued) Applications for Admission to Graduate School by Institution Type, Carnegie Classification, and Degree Level, Fall 2013

Carnegie Classification and Institution Type **	Doctoral			Master's/Other *			Total		
	Total	Accepted Applications		Total	Accepted Applications		Total	Accepted Applications	
Doctoral/Research Universities	18,105	8,326	46.0%	98,659	62,854	63.7%	116,764	71,180	61.0%
<i>Public</i>	5,283	2,342	44.3%	34,222	22,077	64.5%	39,505	24,419	61.8%
<i>Private, not-for-profit</i>	11,332	4,689	41.4%	62,170	38,562	62.0%	73,502	43,251	58.8%
<i>Private, for-profit</i>	S	S		S	S		S	S	
Master's Colleges and Universities	23,047	8,599	37.3%	264,628	166,297	62.8%	288,424	175,464	60.8%
<i>Public</i>	8,316	3,788	45.6%	168,962	106,899	63.3%	178,027	111,255	62.5%
<i>Private, not-for-profit</i>	14,731	4,811	32.7%	95,666	59,398	62.1%	110,397	64,209	58.2%
<i>Private, for-profit</i>	N/A	N/A		N/A	N/A		N/A	N/A	
Other	17,351	4,091	23.6%	31,906	14,947	46.8%	49,257	19,038	38.7%
<i>Public</i>	10,022	1,872	18.7%	12,281	5,492	44.7%	22,303	7,364	33.0%
<i>Private, not-for-profit</i>	7,329	2,219	30.3%	19,625	9,455	48.2%	26,954	11,674	43.3%
<i>Private, for-profit</i>	N/A	N/A		N/A	N/A		N/A	N/A	

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

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

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.2 Applications for Admission to Graduate School by Broad Field and Degree Level, Fall 2013

Broad Field	Doctoral			Master's/Other *			Total		
	Total	Accepted Applications		Total	Accepted Applications		Total	Accepted Applications	
Total	636,454	140,150	22.0%	1,331,087	655,354	49.2%	1,971,553	797,779	40.5%
Arts and Humanities	62,046	10,976	17.7%	96,442	37,259	38.6%	158,488	48,284	30.5%
Biological and Agricultural Sciences	73,886	13,926	18.8%	44,638	19,751	44.2%	118,524	33,710	28.4%
Business	21,902	3,213	14.7%	222,112	106,155	47.8%	244,016	109,498	44.9%
Education	24,710	10,181	41.2%	119,970	83,364	69.5%	144,685	94,087	65.0%
Engineering	94,198	23,843	25.3%	188,913	77,184	40.9%	283,217	101,097	35.7%
Health Sciences	66,592	14,933	22.4%	161,236	63,229	39.2%	227,828	78,339	34.4%
Mathematics and Computer Sciences	46,311	10,777	23.3%	115,644	46,950	40.6%	161,971	57,867	35.7%
Physical and Earth Sciences	59,377	14,762	24.9%	17,912	7,194	40.2%	77,365	22,029	28.5%
Public Administration and Services	3,487	847	24.3%	62,864	38,006	60.5%	66,351	38,853	58.6%
Social and Behavioral Sciences	118,543	17,731	15.0%	85,895	47,709	55.5%	204,438	65,530	32.1%
Other Fields	18,357	4,732	25.8%	88,808	48,558	54.7%	107,165	53,510	49.9%

* 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 2013

Carnegie Classification and Institution Type *	Total	Men		Women		Full-Time		Part-Time	
Total	459,620	193,182	42.9%	257,627	57.1%	309,764	68.1%	144,857	31.9%
<i>Public</i>	284,337	124,504	43.8%	159,833	56.2%	189,668	67.6%	90,917	32.4%
<i>Private, not-for-profit</i>	157,860	66,593	42.2%	91,267	57.8%	111,584	71.2%	45,029	28.8%
<i>Private, for-profit</i>	S	S		S		S		S	
Research Universities (RU/VH)	188,534	93,725	49.7%	94,809	50.3%	149,464	81.2%	34,625	18.8%
<i>Public</i>	128,127	63,128	49.3%	64,999	50.7%	99,818	79.9%	25,051	20.1%
<i>Private, not-for-profit</i>	60,407	30,597	50.7%	29,810	49.3%	49,646	83.8%	9,574	16.2%
<i>Private, for-profit</i>	N/A	N/A		N/A		N/A		N/A	
Research Universities (RU/H)	87,357	37,810	43.3%	49,547	56.7%	58,132	66.8%	28,886	33.2%
<i>Public</i>	64,574	28,373	43.9%	36,201	56.1%	42,270	65.8%	21,965	34.2%
<i>Private, not-for-profit</i>	22,783	9,437	41.4%	13,346	58.6%	15,862	69.6%	6,921	30.4%
<i>Private, for-profit</i>	N/A	N/A		N/A		N/A		N/A	

Continued on the following page.

See notes at end of table.

Table 2.3 (continued) First-Time Graduate Enrollment by Institution Type, Carnegie Classification, Gender, and Attendance Status, Fall 2013

Carnegie Classification and Institution Type *	Total	Men		Women		Full-Time		Part-Time	
Doctoral/Research Universities	57,605	17,411	35.7%	31,383	64.3%	33,583	58.3%	24,022	41.7%
<i>Public</i>	15,513	5,907	38.1%	9,606	61.9%	8,438	54.4%	7,075	45.6%
<i>Private, not-for-profit</i>	24,669	9,419	38.2%	15,250	61.8%	16,633	67.4%	8,036	32.6%
<i>Private, for-profit</i>	S	S		S		S		S	
Master's Colleges and Universities	113,205	39,494	34.9%	73,711	65.1%	59,406	52.5%	53,644	47.5%
<i>Public</i>	71,998	25,500	35.4%	46,498	64.6%	36,092	50.2%	35,751	49.8%
<i>Private, not-for-profit</i>	41,207	13,994	34.0%	27,213	66.0%	23,314	56.6%	17,893	43.4%
<i>Private, for-profit</i>	N/A	N/A		N/A		N/A		N/A	
Other	12,919	4,742	36.7%	8,177	63.3%	9,179	71.4%	3,680	28.6%
<i>Public</i>	4,125	1,596	38.7%	2,529	61.3%	3,050	73.9%	1,075	26.1%
<i>Private, not-for-profit</i>	8,794	3,146	35.8%	5,648	64.2%	6,129	70.2%	2,605	29.8%
<i>Private, for-profit</i>	N/A	N/A		N/A		N/A		N/A	

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

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.4 First-Time Graduate Enrollment by Broad Field, Gender, and Attendance Status, Fall 2013

Broad Field	Total	Men		Women		Full-Time		Part-Time	
Total	459,620	193,182	42.9%	257,627	57.1%	309,764	68.1%	144,857	31.9%
Arts and Humanities	26,523	11,404	43.0%	15,108	57.0%	21,130	80.6%	5,070	19.4%
Biological and Agricultural Sciences	19,486	8,924	45.8%	10,562	54.2%	16,229	84.2%	3,055	15.8%
Business	71,914	39,206	56.7%	29,961	43.3%	47,066	66.2%	23,986	33.8%
Education	71,117	17,083	25.2%	50,596	74.8%	34,854	49.3%	35,787	50.7%
Engineering	40,586	30,462	75.1%	10,124	24.9%	32,566	81.8%	7,255	18.2%
Health Sciences	52,635	11,654	22.1%	40,981	77.9%	34,882	66.9%	17,258	33.1%
Mathematics and Computer Sciences	25,453	17,369	68.9%	7,823	31.1%	19,282	76.4%	5,957	23.6%
Physical and Earth Sciences	10,800	6,752	62.5%	4,048	37.5%	9,525	89.5%	1,120	10.5%
Public Administration and Services	24,952	5,606	22.6%	19,206	77.4%	17,401	70.1%	7,430	29.9%
Social and Behavioral Sciences	35,722	12,877	38.2%	20,829	61.8%	26,781	75.6%	8,622	24.4%
Other Fields	29,546	11,414	38.9%	17,922	61.1%	19,173	65.6%	10,066	34.4%

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.5 First-Time Graduate Enrollment by Gender, Attendance Status, and Broad Field, Fall 2013

Broad Field	Men				Women			
	Full-Time		Part-Time		Full-Time		Part-Time	
Total	138,661	72.7%	51,993	27.3%	167,930	65.8%	87,226	34.2%
Arts and Humanities	9,376	83.2%	1,899	16.8%	11,754	78.8%	3,160	21.2%
Biological and Agricultural Sciences	7,462	84.4%	1,378	15.6%	8,767	83.9%	1,677	16.1%
Business	26,408	68.4%	12,213	31.6%	19,689	66.3%	9,995	33.7%
Education	8,677	51.2%	8,273	48.8%	24,720	49.2%	25,533	50.8%
Engineering	24,105	80.7%	5,782	19.3%	8,461	85.2%	1,473	14.8%
Health Sciences	8,332	72.1%	3,226	27.9%	26,550	65.4%	14,032	34.6%
Mathematics and Computer Sciences	13,162	76.5%	4,042	23.5%	6,025	77.5%	1,749	22.5%
Physical and Earth Sciences	6,008	90.5%	630	9.5%	3,517	87.8%	490	12.2%
Public Administration and Services	3,779	67.7%	1,803	32.3%	13,572	71.0%	5,537	29.0%
Social and Behavioral Sciences	10,189	79.9%	2,560	20.1%	16,067	77.9%	4,571	22.1%
Other Fields	7,814	69.3%	3,457	30.7%	11,282	63.5%	6,477	36.5%

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 2013

Broad Field	Total	Doctoral		Master's/Other *	
Total	459,620	77,802	17.0%	380,582	83.0%
Arts and Humanities	26,523	5,531	20.9%	20,992	79.1%
Biological and Agricultural Sciences	19,486	7,195	36.9%	12,291	63.1%
Business	71,914	4,140	5.8%	67,771	94.2%
Education	71,117	9,703	13.6%	61,397	86.4%
Engineering	40,586	8,975	22.1%	31,612	77.9%
Health Sciences	52,635	10,059	19.1%	42,576	80.9%
Mathematics and Computer Sciences	25,453	4,405	17.3%	21,048	82.7%
Physical and Earth Sciences	10,800	6,528	60.4%	4,272	39.6%
Public Administration and Services	24,952	805	3.2%	24,147	96.8%
Social and Behavioral Sciences	35,722	9,601	26.9%	26,120	73.1%
Other Fields	29,546	2,491	8.4%	27,055	91.6%

* 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 2013

Broad Field	Doctoral				Master's/Other *			
	Men		Women		Men		Women	
Total	35,387	49.4%	36,226	50.6%	157,018	41.6%	220,041	58.4%
Arts and Humanities	2,672	48.3%	2,859	51.7%	8,722	41.6%	12,241	58.4%
Biological and Agricultural Sciences	3,423	47.8%	3,744	52.2%	5,479	44.7%	6,778	55.3%
Business	1,321	58.6%	934	41.4%	37,876	56.6%	29,014	43.4%
Education	2,347	32.9%	4,785	67.1%	14,695	24.3%	45,743	75.7%
Engineering	6,687	74.6%	2,280	25.4%	23,761	75.2%	7,839	24.8%
Health Sciences	2,883	28.7%	7,175	71.3%	8,766	20.6%	33,766	79.4%
Mathematics and Computer Sciences	3,151	74.8%	1,064	25.2%	14,204	67.8%	6,754	32.2%
Physical and Earth Sciences	4,330	66.4%	2,188	33.6%	2,411	56.5%	1,856	43.5%
Public Administration and Services	254	35.8%	456	64.2%	5,347	22.2%	18,728	77.8%
Social and Behavioral Sciences	3,548	40.9%	5,127	59.1%	9,324	37.3%	15,694	62.7%
Other Fields	1,134	48.7%	1,195	51.3%	10,275	38.1%	16,723	61.9%

* 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 2013

Institution Type and Carnegie Classification *	Total	U.S. Citizens and Permanent Residents		Temporary Residents	
Total	459,620	360,996	79.8%	91,460	20.2%
Institution Type					
<i>Public</i>	284,337	228,958	80.6%	55,219	19.4%
<i>Private, not-for-profit</i>	157,860	120,421	76.9%	36,124	23.1%
<i>Private, for-profit</i>	S	S		S	
Carnegie Classification *					
<i>Research Universities (RU/VH)</i>	188,534	134,500	71.4%	53,892	28.6%
<i>Research Universities (RU/H)</i>	87,357	67,773	77.6%	19,547	22.4%
<i>Doctoral/Research Universities</i>	57,605	46,058	88.8%	5,819	11.2%
<i>Master's Colleges and Universities</i>	113,205	101,244	90.3%	10,839	9.7%
<i>Other</i>	12,919	11,421	89.3%	1,363	10.7%

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

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.9 First-Time Graduate Enrollment by Broad Field and Citizenship, Fall 2013

Broad Field	Total	U.S. Citizens and Permanent Residents		Temporary Residents	
Total	459,620	360,996	79.8%	91,460	20.2%
Arts and Humanities	26,523	22,356	84.4%	4,132	15.6%
Biological and Agricultural Sciences	19,486	15,545	80.0%	3,878	20.0%
Business	71,914	52,532	75.3%	17,206	24.7%
Education	71,117	65,934	95.9%	2,822	4.1%
Engineering	40,586	18,258	45.1%	22,204	54.9%
Health Sciences	52,635	49,653	94.7%	2,784	5.3%
Mathematics and Computer Sciences	25,453	10,777	42.7%	14,433	57.3%
Physical and Earth Sciences	10,800	7,546	70.0%	3,239	30.0%
Public Administration and Services	24,952	23,578	95.3%	1,169	4.7%
Social and Behavioral Sciences	35,722	29,251	84.6%	5,316	15.4%
Other Fields	29,546	24,178	82.3%	5,210	17.7%

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 2013

Citizenship and Race/Ethnicity	Total	Men		Women	
Total	459,620	193,182	42.9%	257,627	57.1%
U.S. Citizens and Permanent Residents	360,996	139,562	39.3%	215,937	60.7%
Hispanic/Latino	33,198	12,267	37.2%	20,702	62.8%
<i>Non-Hispanic:</i>					
American Indian/Alaska Native	1,871	642	35.0%	1,190	65.0%
Asian	23,643	10,677	45.5%	12,810	54.5%
Black/African American	40,584	12,206	31.2%	26,921	68.8%
Native Hawaiian/Other Pacific Islander	825	361	44.9%	443	55.1%
White	227,706	90,290	40.1%	134,757	59.9%
Two or More Races	8,323	3,058	37.5%	5,093	62.5%
Race/Ethnicity Unknown	24,846	10,061	41.8%	14,021	58.2%
Temporary Residents	91,460	52,152	57.1%	39,204	42.9%
Citizenship Unknown	6,045	417	48.3%	446	51.7%

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.11 First-Time Graduate Enrollment by Broad Field and Race/Ethnicity, Fall 2013 (U.S. Citizens and Permanent Residents Only)

Broad Field	Hispanic/Latino		American Indian/ Alaska Native		Asian		Black/African American	
Total	33,198	9.2%	1,871	0.5%	23,643	6.5%	40,584	11.2%
Arts and Humanities	2,100	9.4%	116	0.5%	1,038	4.6%	1,163	5.2%
Biological and Agricultural Sciences	1,238	8.0%	73	0.5%	1,491	9.6%	964	6.2%
Business	4,591	8.7%	211	0.4%	4,904	9.3%	6,195	11.8%
Education	6,766	10.3%	418	0.6%	2,255	3.4%	8,530	12.9%
Engineering	1,550	8.5%	54	0.3%	2,560	14.0%	975	5.3%
Health Sciences	3,318	6.7%	233	0.5%	3,635	7.3%	5,418	10.9%
Mathematics and Computer Sciences	848	7.9%	29	0.3%	1,431	13.3%	1,040	9.7%
Physical and Earth Sciences	483	6.4%	38	0.5%	476	6.3%	253	3.4%
Public Administration and Services	3,079	13.1%	195	0.8%	822	3.5%	3,891	16.5%
Social and Behavioral Sciences	3,424	11.7%	171	0.6%	1,471	5.0%	3,493	11.9%
Other Fields	2,183	9.0%	153	0.6%	1,128	4.7%	2,544	10.5%

Continued on the following page.

See notes at end of table.

Table 2.11 (continued) First-Time Graduate Enrollment by Broad Field and Race/Ethnicity, Fall 2013 (U.S. Citizens and Permanent Residents Only)

Broad Field	Native Hawaiian/ Other Pacific Islander		White		Two or More Races		Race/Ethnicity Unknown	
Total	825	0.2%	227,706	63.1%	8,323	2.3%	24,846	6.9%
Arts and Humanities	30	0.1%	15,637	69.9%	667	3.0%	1,605	7.2%
Biological and Agricultural Sciences	17	0.1%	10,479	67.4%	399	2.6%	884	5.7%
Business	145	0.3%	31,427	59.8%	982	1.9%	4,077	7.8%
Education	156	0.2%	42,445	64.4%	1,340	2.0%	4,024	6.1%
Engineering	27	0.1%	11,472	62.8%	491	2.7%	1,129	6.2%
Health Sciences	111	0.2%	32,646	65.7%	1,135	2.3%	3,157	6.4%
Mathematics and Computer Sciences	28	0.3%	6,311	58.6%	270	2.5%	820	7.6%
Physical and Earth Sciences	7	0.1%	5,663	75.0%	199	2.6%	427	5.7%
Public Administration and Services	61	0.3%	13,421	56.9%	653	2.8%	1,456	6.2%
Social and Behavioral Sciences	57	0.2%	17,642	60.3%	842	2.9%	2,151	7.4%
Other Fields	42	0.2%	15,672	64.8%	542	2.2%	1,914	7.9%

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 2013

Carnegie Classification and Institution Type *	Total	Men		Women		Full-Time		Part-Time	
Total	1,701,027	710,450	42.1%	978,976	57.9%	993,726	58.9%	692,010	41.1%
<i>Public</i>	1,034,427	451,196	43.6%	583,231	56.4%	578,968	56.6%	443,943	43.4%
<i>Private, not-for-profit</i>	536,560	224,149	41.8%	311,522	58.2%	320,463	60.1%	212,322	39.9%
<i>Private, for-profit</i>	130,040	35,105	29.4%	84,223	70.6%	94,295	72.5%	35,745	27.5%
Research Universities (RU/VH)	653,061	329,197	50.4%	323,864	49.6%	466,843	73.0%	172,244	27.0%
<i>Public</i>	466,187	231,572	49.7%	234,615	50.3%	324,452	71.2%	131,536	28.8%
<i>Private, not-for-profit</i>	186,874	97,625	52.2%	89,249	47.8%	142,391	77.8%	40,708	22.2%
<i>Private, for-profit</i>	N/A	N/A		N/A		N/A		N/A	
Research Universities (RU/H)	321,498	139,021	43.2%	182,477	56.8%	171,388	53.5%	148,793	46.5%
<i>Public</i>	238,753	104,909	43.9%	133,844	56.1%	123,587	52.1%	113,849	47.9%
<i>Private, not-for-profit</i>	82,745	34,112	41.2%	48,633	58.8%	47,801	57.8%	34,944	42.2%
<i>Private, for-profit</i>	N/A	N/A		N/A		N/A		N/A	

Continued on the following page.

See notes at end of table.

Table 2.12 (continued) Total Graduate Enrollment by Institution Type, Carnegie Classification, Gender, and Attendance Status, Fall 2013

Carnegie Classification and Institution Type *	Total	Men		Women		Full-Time		Part-Time	
Doctoral/Research Universities	260,605	81,442	32.6%	168,451	67.4%	161,637	62.0%	98,968	38.0%
<i>Public</i>	58,998	20,820	35.3%	38,178	64.7%	23,961	40.6%	35,037	59.4%
<i>Private, not-for-profit</i>	87,418	32,660	37.4%	54,758	62.6%	46,706	53.4%	40,712	46.6%
<i>Private, for-profit</i>	114,189	27,962	27.0%	75,515	73.0%	90,970	79.7%	23,219	20.3%
Master's Colleges and Universities	417,353	144,247	34.6%	272,217	65.4%	165,189	39.6%	252,164	60.4%
<i>Public</i>	253,333	87,498	34.5%	165,835	65.5%	95,449	37.7%	157,884	62.3%
<i>Private, not-for-profit</i>	148,169	49,606	33.7%	97,674	66.3%	66,415	44.8%	81,754	55.2%
<i>Private, for-profit</i>	S	S		S		S		S	
Other	48,510	16,543	34.1%	31,967	65.9%	28,669	59.1%	19,841	40.9%
<i>Public</i>	17,156	6,397	37.3%	10,759	62.7%	11,519	67.1%	5,637	32.9%
<i>Private, not-for-profit</i>	31,354	10,146	32.4%	21,208	67.6%	17,150	54.7%	14,204	45.3%
<i>Private, for-profit</i>	N/A	N/A		N/A		N/A		N/A	

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

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.13 Total Graduate Enrollment by Broad Field, Gender, and Attendance Status, Fall 2013

Broad Field	Total	Men		Women		Full-Time		Part-Time	
Total	1,701,027	710,450	42.1%	978,976	57.9%	993,726	58.9%	692,010	41.1%
Arts and Humanities	101,221	43,931	43.8%	56,457	56.2%	68,954	69.6%	30,075	30.4%
Biological and Agricultural Sciences	82,797	38,544	46.6%	44,240	53.4%	63,955	78.3%	17,725	21.7%
Business	231,782	126,544	55.4%	101,878	44.6%	116,212	50.6%	113,514	49.4%
Education	273,831	68,548	25.4%	201,029	74.6%	108,879	40.0%	163,638	60.0%
Engineering	140,675	107,247	76.2%	33,428	23.8%	98,924	71.5%	39,518	28.5%
Health Sciences	196,512	42,770	21.8%	153,742	78.2%	112,574	57.7%	82,571	42.3%
Mathematics and Computer Sciences	79,255	55,369	70.1%	23,576	29.9%	51,501	65.6%	27,025	34.4%
Physical and Earth Sciences	50,371	32,004	63.5%	18,367	36.5%	41,597	83.8%	8,066	16.2%
Public Administration and Services	71,042	17,235	24.3%	53,640	75.7%	44,468	62.9%	26,276	37.1%
Social and Behavioral Sciences	135,856	50,287	37.7%	83,199	62.3%	91,368	67.9%	43,210	32.1%
Other Fields	91,817	36,010	39.3%	55,543	60.7%	49,947	54.9%	41,095	45.1%

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 2013

Broad Field	Men				Women			
	Full-Time		Part-Time		Full-Time		Part-Time	
Total	436,967	62.2%	265,602	37.8%	551,603	56.8%	419,963	43.2%
Arts and Humanities	30,938	71.3%	12,428	28.7%	38,016	68.3%	17,636	31.7%
Biological and Agricultural Sciences	29,898	78.6%	8,138	21.4%	34,057	78.1%	9,574	21.9%
Business	64,296	51.4%	60,819	48.6%	50,430	49.8%	50,821	50.2%
Education	27,190	39.9%	41,010	60.1%	79,550	39.8%	120,513	60.2%
Engineering	74,275	70.4%	31,278	29.6%	24,649	74.9%	8,240	25.1%
Health Sciences	27,286	64.2%	15,194	35.8%	85,288	55.9%	67,377	44.1%
Mathematics and Computer Sciences	35,928	65.6%	18,865	34.4%	15,433	65.9%	7,990	34.1%
Physical and Earth Sciences	26,739	84.8%	4,779	15.2%	14,858	81.9%	3,287	18.1%
Public Administration and Services	9,704	56.5%	7,478	43.5%	34,694	65.0%	18,701	35.0%
Social and Behavioral Sciences	34,771	69.9%	14,994	30.1%	55,839	67.7%	26,604	32.3%
Other Fields	20,766	58.2%	14,891	41.8%	29,053	52.7%	26,068	47.3%

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 2013

Broad Field	Total	Doctoral		Master's/Other *	
Total	1,701,027	461,733	27.2%	1,236,908	72.8%
Arts and Humanities	101,221	39,913	39.7%	60,598	60.3%
Biological and Agricultural Sciences	82,797	47,969	58.0%	34,793	42.0%
Business	231,782	15,769	6.8%	216,118	93.2%
Education	273,831	58,001	21.3%	214,904	78.7%
Engineering	140,675	56,967	40.5%	83,677	59.5%
Health Sciences	196,512	48,384	24.6%	148,098	75.4%
Mathematics and Computer Sciences	79,255	23,776	30.0%	55,432	70.0%
Physical and Earth Sciences	50,371	36,794	73.1%	13,570	26.9%
Public Administration and Services	71,042	5,703	8.0%	65,244	92.0%
Social and Behavioral Sciences	135,856	60,210	44.4%	75,535	55.6%
Other Fields	91,817	15,288	16.7%	76,181	83.3%

* 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 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 2013

Broad Field	Doctoral				Master's/Other *			
	Men		Women		Men		Women	
Total	221,147	48.9%	231,014	51.1%	486,968	39.5%	744,355	60.5%
Arts and Humanities	18,729	46.9%	21,184	53.1%	25,067	41.7%	35,089	58.3%
Biological and Agricultural Sciences	23,076	48.3%	24,681	51.7%	15,295	44.1%	19,372	55.9%
Business	7,348	55.2%	5,959	44.8%	119,176	55.4%	95,988	44.6%
Education	17,326	31.7%	37,318	68.3%	50,879	23.8%	162,827	76.2%
Engineering	43,388	76.2%	13,527	23.8%	63,753	76.2%	19,875	23.8%
Health Sciences	14,074	29.1%	34,213	70.9%	28,643	19.4%	119,322	80.6%
Mathematics and Computer Sciences	17,507	74.4%	6,014	25.6%	37,790	68.3%	17,522	31.7%
Physical and Earth Sciences	24,349	66.2%	12,408	33.8%	7,616	56.2%	5,936	43.8%
Public Administration and Services	2,043	36.6%	3,541	63.4%	15,132	23.2%	49,990	76.8%
Social and Behavioral Sciences	23,319	39.6%	35,624	60.4%	26,912	36.2%	47,463	63.8%
Other Fields	7,362	48.8%	7,711	51.2%	28,492	37.4%	47,624	62.6%

* 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 2013

Institution Type and Carnegie Classification *	Total	U.S. Citizens and Permanent Residents		Temporary Residents	
Total	1,701,027	1,404,866	83.3%	282,576	16.7%
Institution Type					
<i>Public</i>	1,034,427	851,376	82.5%	180,513	17.5%
<i>Private, not-for-profit</i>	536,560	435,241	81.5%	98,981	18.5%
<i>Private, for-profit</i>	130,040	118,249	97.5%	3,082	2.5%
Carnegie Classification *					
<i>Research Universities (RU/VH)</i>	653,061	482,790	74.0%	169,609	26.0%
<i>Research Universities (RU/H)</i>	321,498	262,344	81.6%	58,970	18.4%
<i>Doctoral/Research Universities</i>	260,605	233,272	92.8%	18,172	7.2%
<i>Master's Colleges and Universities</i>	417,353	383,402	92.6%	30,691	7.4%
<i>Other</i>	48,510	43,058	89.3%	5,134	10.7%

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

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.18 Total Graduate Enrollment by Broad Field and Citizenship, Fall 2013

Broad Field	Total	U.S. Citizens and Permanent Residents		Temporary Residents	
Total	1,701,027	1,404,866	83.3%	282,576	16.7%
Arts and Humanities	101,221	85,836	85.8%	14,166	14.2%
Biological and Agricultural Sciences	82,797	63,564	77.0%	19,023	23.0%
Business	231,782	186,131	81.7%	41,699	18.3%
Education	273,831	258,447	96.1%	10,410	3.9%
Engineering	140,675	70,875	50.6%	69,100	49.4%
Health Sciences	196,512	185,523	94.9%	10,058	5.1%
Mathematics and Computer Sciences	79,255	41,012	52.0%	37,845	48.0%
Physical and Earth Sciences	50,371	33,810	67.2%	16,509	32.8%
Public Administration and Services	71,042	67,310	95.6%	3,115	4.4%
Social and Behavioral Sciences	135,856	115,117	86.0%	18,682	14.0%
Other Fields	91,817	78,208	85.8%	12,935	14.2%

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 2013

Citizenship and Race/Ethnicity	Total	Men		Women	
Total	1,701,027	710,450	42.1%	978,976	57.9%
U.S. Citizens and Permanent Residents	1,404,866	543,542	38.9%	854,121	61.1%
Hispanic/Latino	124,380	45,756	36.9%	78,368	63.1%
<i>Non-Hispanic:</i>					
American Indian/Alaska Native	7,777	2,736	35.4%	5,000	64.6%
Asian	83,381	37,497	45.1%	45,674	54.9%
Black/African American	170,674	49,346	29.2%	119,859	70.8%
Native Hawaiian/Other Pacific Islander	3,616	1,436	40.0%	2,154	60.0%
White	877,997	351,673	40.2%	522,302	59.8%
Two or More Races	27,928	10,341	37.3%	17,406	62.7%
Race/Ethnicity Unknown	109,113	44,757	41.4%	63,358	58.6%
Temporary Residents	282,576	163,069	57.7%	119,316	42.3%
Citizenship Unknown	10,546	1,576	42.9%	2,096	57.1%

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 2013 (U.S. Citizens and Permanent Residents Only)

Broad Field	Hispanic/Latino		American Indian/ Alaska Native		Asian		Black/African American	
Total	124,380	8.9%	7,777	0.6%	83,381	5.9%	170,674	12.1%
Arts and Humanities	7,660	8.9%	468	0.5%	3,817	4.4%	4,054	4.7%
Biological and Agricultural Sciences	4,761	7.5%	305	0.5%	5,543	8.7%	3,415	5.4%
Business	16,113	8.7%	831	0.4%	15,742	8.5%	27,022	14.5%
Education	25,807	10.0%	1,656	0.6%	7,773	3.0%	35,884	13.9%
Engineering	5,818	8.2%	219	0.3%	9,026	12.7%	3,779	5.3%
Health Sciences	11,889	6.4%	948	0.5%	13,075	7.0%	21,595	11.6%
Mathematics and Computer Sciences	3,097	7.6%	120	0.3%	4,898	11.9%	3,872	9.4%
Physical and Earth Sciences	2,137	6.3%	148	0.4%	2,152	6.4%	1,081	3.2%
Public Administration and Services	7,885	11.7%	595	0.9%	2,242	3.3%	12,521	18.6%
Social and Behavioral Sciences	12,524	10.9%	884	0.8%	5,851	5.1%	13,672	11.9%
Other Fields	6,635	8.5%	453	0.6%	3,460	4.4%	8,075	10.3%

Continued on the following page.

See notes at end of table.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.20 (continued) Total Graduate Enrollment by Broad Field and Race/Ethnicity, Fall 2013 (U.S. Citizens and Permanent Residents Only)

Broad Field	Native Hawaiian/ Other Pacific Islander		White		Two or More Races		Race/Ethnicity Unknown	
Total	3,616	0.3%	877,997	62.5%	27,928	2.0%	109,113	7.8%
Arts and Humanities	118	0.1%	60,819	70.9%	2,186	2.5%	6,714	7.8%
Biological and Agricultural Sciences	112	0.2%	44,040	69.3%	1,484	2.3%	3,904	6.1%
Business	590	0.3%	107,045	57.5%	3,003	1.6%	15,785	8.5%
Education	639	0.2%	167,961	65.0%	4,418	1.7%	14,309	5.5%
Engineering	138	0.2%	45,428	64.1%	1,659	2.3%	4,808	6.8%
Health Sciences	432	0.2%	122,406	66.0%	3,643	2.0%	11,535	6.2%
Mathematics and Computer Sciences	98	0.2%	24,683	60.2%	897	2.2%	3,347	8.2%
Physical and Earth Sciences	43	0.1%	25,269	74.7%	743	2.2%	2,237	6.6%
Public Administration and Services	159	0.2%	38,022	56.5%	1,666	2.5%	4,220	6.3%
Social and Behavioral Sciences	256	0.2%	70,974	61.7%	2,995	2.6%	7,961	6.9%
Other Fields	140	0.2%	51,818	66.3%	1,696	2.2%	5,931	7.6%

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, 2012-13

Carnegie Classification and Institution Type *	Doctoral Degrees		Master's Degrees		Certificates	
Total	70,920	100.0%	522,350	100.0%	34,416	100.0%
<i>Public</i>	45,081	63.6%	312,380	59.8%	17,156	49.8%
<i>Private, not-for-profit</i>	23,021	32.5%	174,090	33.3%	15,058	43.8%
<i>Private, for-profit</i>	2,818	4.0%	35,880	6.9%	2,202	6.4%
Research Universities (RU/VH)	42,708	60.2%	184,771	35.4%	7,762	22.6%
<i>Public</i>	31,428	73.6%	127,829	69.2%	4,472	57.6%
<i>Private, not-for-profit</i>	11,280	26.4%	56,942	30.8%	3,290	42.4%
<i>Private, for-profit</i>	N/A		N/A		N/A	
Research Universities (RU/H)	12,617	17.8%	98,560	18.9%	9,371	27.2%
<i>Public</i>	8,882	70.4%	72,352	73.4%	5,325	56.8%
<i>Private, not-for-profit</i>	3,735	29.6%	26,208	26.6%	4,046	43.2%
<i>Private, for-profit</i>	N/A		N/A		N/A	

Continued on the following page.

See notes at end of table.

Table 2.21 (continued) Graduate Degrees and Certificates Awarded by Degree Level, Carnegie Classification, and Institution Type, 2012-13

Carnegie Classification and Institution Type *	Doctoral Degrees		Master's Degrees		Certificates	
Doctoral/Research Universities	7,391	10.4%	77,367	14.8%	4,220	12.3%
<i>Public</i>	1,383	18.7%	18,629	24.1%	1,234	29.2%
<i>Private, not-for-profit</i>	3,190	43.2%	29,999	38.8%	1,690	40.0%
<i>Private, for-profit</i>	2,818	38.1%	28,739	37.1%	1,296	30.7%
Master's Colleges and Universities	4,655	6.6%	148,131	28.4%	11,547	33.6%
<i>Public</i>	1,879	40.4%	89,488	60.4%	5,334	46.2%
<i>Private, not-for-profit</i>	2,776	59.6%	51,502	34.8%	5,307	46.0%
<i>Private, for-profit</i>	S		S		S	
Other	3,549	5.0%	13,521	2.6%	1,516	4.4%
<i>Public</i>	1,509	42.5%	4,082	30.2%	791	52.2%
<i>Private, not-for-profit</i>	2,040	57.5%	9,439	69.8%	725	47.8%
<i>Private, for-profit</i>	N/A		N/A		N/A	

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

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 2.22 Graduate Degrees and Certificates Awarded by Degree Level and Broad Field, 2012-13

Broad Field	Doctoral Degrees		Master's Degrees		Certificates	
Total	70,920	100.0%	522,350	100.0%	34,416	100.0%
Arts and Humanities	5,632	9.0%	25,476	5.8%	1,144	4.2%
Biological and Agricultural Sciences	8,005	12.8%	14,672	3.3%	780	2.8%
Business	2,141	3.4%	98,112	22.3%	4,541	16.5%
Education	8,585	13.7%	95,592	21.7%	8,536	31.0%
Engineering	8,793	14.0%	37,036	8.4%	1,443	5.2%
Health Sciences	9,988	15.9%	49,654	11.3%	3,848	14.0%
Mathematics and Computer Sciences	3,307	5.3%	21,612	4.9%	1,080	3.9%
Physical and Earth Sciences	5,144	8.2%	7,101	1.6%	196	0.7%
Public Administration and Services	569	0.9%	27,333	6.2%	781	2.8%
Social and Behavioral Sciences	8,353	13.3%	32,821	7.5%	1,918	7.0%
Other Fields	2,252	3.6%	30,316	6.9%	3,230	11.7%

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, 2012-13

Broad Field	Total	Men		Women	
Total	34,416	11,212	33.8%	21,960	66.2%
Arts and Humanities	1,144	424	37.1%	720	62.9%
Biological and Agricultural Sciences	780	353	45.3%	427	54.7%
Business	4,541	2,032	49.2%	2,102	50.8%
Education	8,536	1,914	22.5%	6,604	77.5%
Engineering	1,443	1,141	79.1%	302	20.9%
Health Sciences	3,848	864	22.5%	2,984	77.5%
Mathematics and Computer Sciences	1,080	673	62.3%	407	37.7%
Physical and Earth Sciences	196	110	56.1%	86	43.9%
Public Administration and Services	781	205	26.2%	576	73.8%
Social and Behavioral Sciences	1,918	763	39.9%	1,148	60.1%
Other Fields	3,230	1,088	33.7%	2,142	66.3%

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, 2012-13

Broad Field	Total	Men		Women	
Total	522,350	212,036	40.8%	307,597	59.2%
Arts and Humanities	25,476	10,581	41.6%	14,869	58.4%
Biological and Agricultural Sciences	14,672	6,478	44.3%	8,139	55.7%
Business	98,112	55,764	57.2%	41,736	42.8%
Education	95,592	22,276	23.4%	72,906	76.6%
Engineering	37,036	28,166	76.1%	8,829	23.9%
Health Sciences	49,654	9,665	19.5%	39,876	80.5%
Mathematics and Computer Sciences	21,612	15,113	70.2%	6,415	29.8%
Physical and Earth Sciences	7,101	4,155	58.6%	2,938	41.4%
Public Administration and Services	27,333	6,128	22.5%	21,155	77.5%
Social and Behavioral Sciences	32,821	12,550	38.4%	20,154	61.6%
Other Fields	30,316	11,261	37.2%	19,033	62.8%

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, 2012-13

Broad Field	Total	Men		Women	
Total	70,920	33,546	47.8%	36,640	52.2%
Arts and Humanities	5,632	2,686	47.7%	2,946	52.3%
Biological and Agricultural Sciences	8,005	3,876	48.7%	4,088	51.3%
Business	2,141	1,138	55.0%	932	45.0%
Education	8,585	2,737	32.3%	5,735	67.7%
Engineering	8,793	6,752	76.9%	2,031	23.1%
Health Sciences	9,988	2,817	28.3%	7,130	71.7%
Mathematics and Computer Sciences	3,307	2,446	74.2%	851	25.8%
Physical and Earth Sciences	5,144	3,355	65.3%	1,786	34.7%
Public Administration and Services	569	201	35.8%	361	64.2%
Social and Behavioral Sciences	8,353	3,170	38.2%	5,136	61.8%
Other Fields	2,252	1,109	49.5%	1,133	50.5%

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, 2003 to 2013

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 2012 and 2013; the five-year trends compare data collected for 2008 and 2013; and the ten-year trends are based on data collected for 2003 and 2013. 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 621 colleges and universities that responded to the CGS/GRE Survey of Graduate Enrollment and Degrees in both 2012 and 2013, the five-year trends include data from 593 institutions that responded to the survey in both 2008 and 2013, and the ten-year trends include data from 506 institutions that responded in both 2003 and 2013. Restricting the analyses to the same institutions in both years being examined ensures that the trends that are presented are accurate and not a reflection of differing survey respondents. For this reason, readers of this report should not compare the numbers in Chapter 2 of this report with numbers provided in previous reports to determine trends in graduate education.

Readers of this report should also be aware that the race/ethnicity data included in Chapter 3 of this report are presented in slightly different categories than in Chapter 2. As indicated earlier in this report, two significant changes to the race/ethnicity categories occurred starting with the 2010 data collection cycle. The first change divided the previous Asian/Pacific Islander category into two separate categories: Asian and Native Hawaiian/Other Pacific Islander. The second change split the previous Other/Unknown category into three separate categories: Two or More Races, Race/Ethnicity Unknown, and Citizenship Unknown. The data in Chapter 2 of this report are presented using the new race/ethnicity categories, but for the trend data reported in this chapter, the data for 2012 and 2013 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.

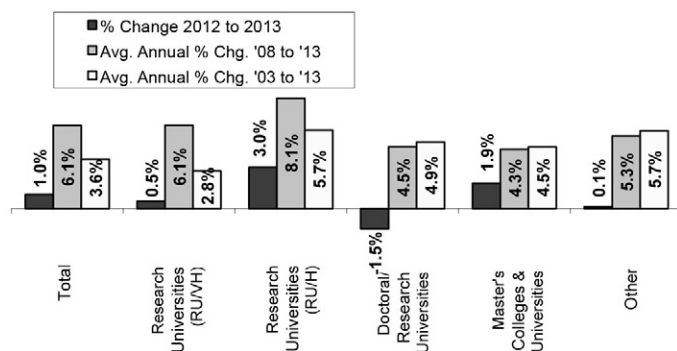
Trends in Graduate Applications

Applications for admission to U.S. graduate schools increased 1.0% between fall 2012 and fall 2013 at the institutions that responded to the CGS/GRE Survey of Graduate Enrollment and Degrees for both 2012 and 2013 (Table 3.1). The one-year increase in graduate applications was 2.0% at public institutions. Graduate applications decreased by 0.6% at private, not-for-profit institutions.

The one-year increase in graduate applications in fall 2013 was smaller than the average annual growth seen over the past decade. Between fall 2003 and fall 2013, graduate applications grew at an average annual rate of 3.6%. The average annual increase over the ten-year time period was 3.0% at public institutions and 4.8% at private, not-for-profit institutions.

By basic Carnegie classification, the one-year increases in graduate applications between 2012 and 2013 ranged from a 1.5% decrease at doctoral/research universities to a high of 3.0% at research universities with high research intensity, as shown in Figure 3.1. Over the five-year period between fall 2008 and fall 2013, the average annual increase was greatest at institutions with high research activity (RU/H) (8.1%), and institutions with very high research activity (RU/VH) (6.1%) compared to 'other' institutions (5.3%), doctoral/research universities (4.5%), and master's colleges and universities (4.3%). Between fall 2003 and fall 2013, graduate applications increased across all Carnegie classifications, with the largest average annual increase at institutions with high research intensity and 'other' institutions (5.7% each), and the smallest at research universities with very high research activity (2.8%).

Figure 3.1 Trends in Graduate Applications by Carnegie Classification, Fall 2002 to Fall 2013



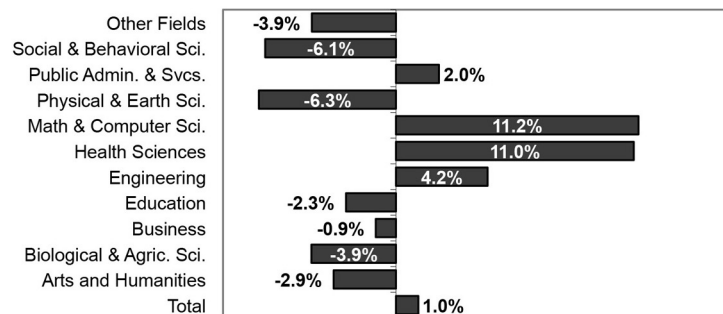
Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Between fall 2012 and fall 2013, graduate applications decreased 3.6% on average for programs at the doctoral level and increased 3.4% at the master's/graduate certificate level (Table 3.1). Over the last five-year period, the average annual increase in applications was greater at the master's level (6.9%) than at the doctoral level (4.8%). Ten-year trends are unavailable for applications by degree level.

By broad field, the largest one-year change in graduate applications occurred in mathematics and computer sciences, with a 11.2% increase between fall 2012 and fall 2013, followed by health sciences (11.0%) (Table 3.2 and Figure 3.2). Growth was also seen in engineering (4.2%) and public administration and services (2.0%). Graduate applications decreased over the one-year period in all other broad fields, including physical and earth sciences (-6.3%), social and behavioral sciences (-6.1%), and biological and agricultural sciences and 'other' fields (-3.9% each), to name a few.

Between fall 2008 and fall 2013, graduate applications increased in all broad fields, with the largest average annual increases in health sciences (18.9%) and mathematics and computer sciences (12.7%). Average annual growth was weakest over the five-year period in education (1.2%) and arts & humanities (1.7%).

Figure 3.2 Percent Change in Graduate Applications by Broad Field, Fall 2012 to Fall 2013



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Over the past decade, graduate applications also increased in all broad fields. The average annual increase was greatest in health sciences (15.2%) and smallest in education (0.4%) between fall 2003 and fall 2013.

Applications for doctoral programs decreased 3.6% overall between fall 2012 and fall 2013. The only broad field that experienced growth in doctoral applications from fall 2012 to fall 2013 was health sciences (9.8%) (Table 3.3). Doctoral applications decreased 8.0% in physical and earth sciences, 7.8% in engineering, and 7.2% in social and behavioral sciences.

At the master's level between fall 2012 and fall 2013, the largest increases in applications were in mathematics and computer sciences (18.1%), and engineering and health sciences (11.5% each). Applications in public administration and services also increased between 2012 and 2013 (2.4%). There were decreases in applications in all other broad fields at the master's level between fall 2012 and fall 2013, including social and behavioral sciences (-4.4%), 'other' fields (-4.2%), arts and humanities (-2.3%), and education (-1.8%), to name a few.

Between 2008 and 2013, applications increased at the both the doctoral and master's level for all broad fields. At the doctoral level, the largest average annual increase was in health sciences (29.2%), while at the

master's level the largest average annual increases were in mathematics and computer sciences (19.3%), health sciences (15.7%), and engineering (13.5%). The smallest average annual increase was in arts and humanities at the doctoral level (0.3%) and in education at the master's level (1.1%).

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

Trends in First-Time Graduate Enrollment

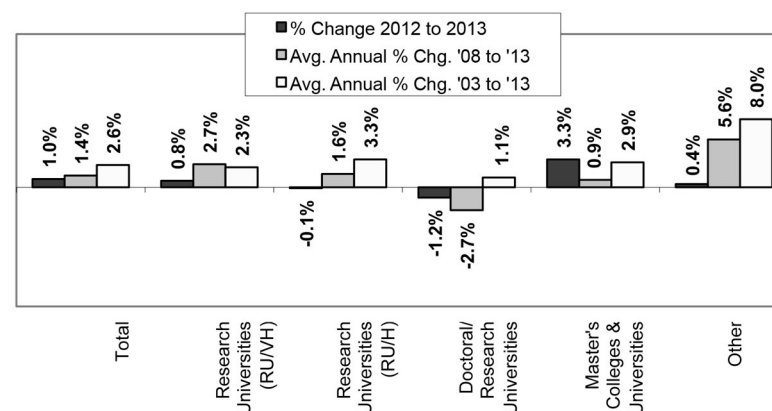
First-time graduate enrollment increased 1.0% between fall 2012 and fall 2013 at the institutions that responded to the CGS/GRE Survey of Graduate Enrollment and Degrees for both 2012 and 2013 (Table 3.4). This marks the second consecutive year of increases in first-time graduate enrollment after two years of declines in 2010 and 2011. The increase in first-time enrollment between 2012 and 2013 was greater at private, not-for-profit institutions (2.6%) than it was at public institutions (0.2%).

First-time graduate enrollment has grown over the last five- and ten-year periods. Between fall 2008 and fall 2013, first-time graduate enrollment increased 1.4% annually on average, and between fall 2003 and fall 2013, first-time graduate enrollment increased 2.6% annually on average. Both public institutions and private, not-for-profit institutions have experienced gains over the last five- and ten-year periods. Between fall 2008 and fall 2013, first-time graduate enrollment increased 1.2% annually on average at public institutions and 2.0% at private, not-for-profit institutions. Between fall 2003 and fall 2013, first-time graduate enrollment increased 2.3% annually on average at public institutions and 3.3% at private, not-for-profit institutions.

By basic Carnegie classification, first-time graduate enrollment rose 0.8% at research universities with very high research activity (RU/VH) and 3.3% at master's colleges and universities, but declined 1.2% at doctoral/research universities and declined 0.1% at research universities with high research activity (RU/H). Between fall 2012 and fall 2013 first-time graduate enrollment increased 0.4% at specialized and baccalaureate institutions, listed as 'other' in Table 3.4 and Figure 3.3.

Between fall 2008 and fall 2013, the average annual rates of change in first-time graduate enrollment ranged from a 2.7% average annual decrease at doctoral/research universities to a 5.6% 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 1.1% average annual increase at doctoral/research universities to a 8.0% average annual gain at 'other' institutions.

Figure 3.3 Trends in First-Time Graduate Enrollment by Carnegie Classification, Fall 2003 to Fall 2013



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

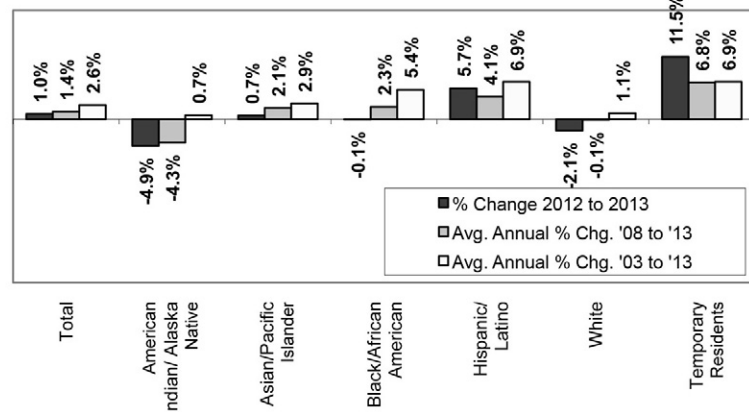
First-time graduate enrollment of temporary residents increased 11.5% between fall 2012 and fall 2013. In contrast, first-time graduate enrollment decreased 0.9% for U.S. citizens and permanent residents between 2012 and 2013, after a 0.6% increase the previous year. Temporary residents exhibited strong gains in first-time graduate enrollment over the past five years, with 6.8% average annual growth between fall 2008 and fall 2013, compared with 0.6% for U.S. citizens and permanent residents (Table 3.5). Between fall 2003 and fall 2013, the average annual rate of increase for temporary residents outpaced that of U.S. citizens and permanent residents (6.9% vs. 2.0%).

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 2013, however, some minority groups experienced increases in first-time graduate enrollment, while others experienced decreases. Two groups of minority students experienced increases in first-time enrollment between fall 2012 and fall 2013: Hispanics/Latinos (5.7%) and Asians/Pacific Islanders (0.7%). First-time enrollment decreased for American Indians/Alaska Natives (-4.9%) and Blacks/African Americans (-0.1%). White students experienced a 2.1% decline in first-time graduate enrollment between fall 2012 and fall 2013.

Between fall 2008 and fall 2013, Hispanics/Latinos posted the strongest gains among the U.S. citizen and permanent resident racial/ethnic groups, with an average annual increase of 4.1%. This compares with a 2.3% increase for Blacks/African Americans, a 2.1% gain for Asians/Pacific Islanders, a 0.1% decrease for Whites, and a 4.3% decrease for American Indians/Alaska Natives. Between 2003 and 2013, the average annual gains in first-time graduate enrollment for U.S. citizens and permanent residents ranged from a low of 0.7% for American Indian/Alaska Native students to a high of 6.9% for Hispanic/Latino students.

Figure 3.4 Trends in First-Time Graduate Enrollment by Citizenship and Race/Ethnicity, Fall 2003 to Fall 2013



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

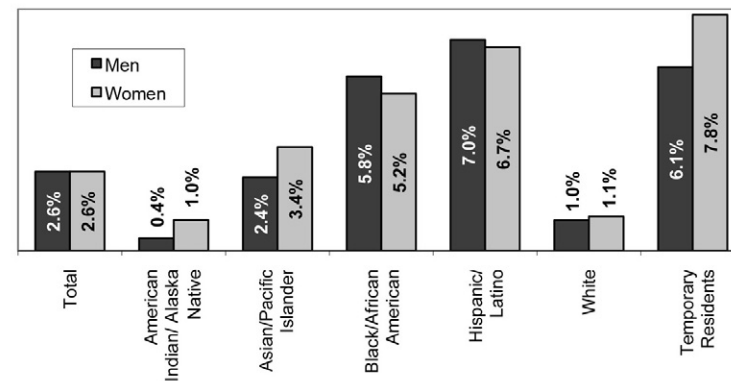
The increase in first-time graduate enrollment was greater for men (1.9%) than for women (0.3%) between fall 2012 and fall 2013 (Table 3.6).

Over the last five-year period, growth in first-time graduate enrollment was stronger for men than for women. Between fall 2008 and fall 2013, first-time graduate enrollment grew at an average annual rate of 2.2% for men versus 0.8% for women. Between fall 2003 and fall 2013, the average annual gains for women and men were equal (2.6% each).

Among U.S. citizens and permanent residents, men experienced a 1.2% decline in first-time graduate enrollment between fall 2012 and fall 2013, while women experienced a 0.6% decrease. Among temporary residents, first-time graduate enrollment increased 14.1% for men and 8.4% for women between fall 2012 and fall 2013.

Among U.S. citizens and permanent residents, first-time graduate enrollment among men (1.8%) was slightly smaller than that of women (2.1%) between fall 2003 and fall 2013. Among temporary residents, the average annual increase in first-time graduate enrollment for men (6.1%) over the same time period was lower than the average annual growth rate for women (7.8%).

Figure 3.5 Average Annual Percentage Change in First-Time Graduate Enrollment by Citizenship, Race/Ethnicity, and Gender, Fall 2003 to Fall 2013



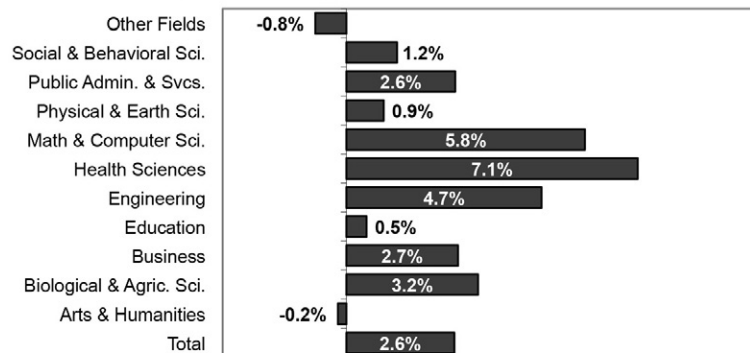
Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Growth patterns in first-time graduate enrollment between fall 2003 and fall 2013 was similar for men and women within all U.S. racial/ethnic groups (Figure 3.5). Among U.S. citizen and permanent resident women,

average annual growth was strongest between 2003 and 2013 for Hispanics/Latinas (6.7%) and weakest for American Indians/Alaska Natives (1.0%). Among U.S. citizen and permanent resident men, average annual increases in first-time graduate enrollment ranged from a high of 7.0% for Hispanics/Latinos to a low of 0.4% for American Indians/Alaska Natives.

First-time graduate enrollment increased in four broad fields and decreased in seven broad fields between fall 2012 and fall 2013 (Table 3.7). Increases were largest in mathematics and computer sciences (17.4%), and engineering (6.9%). There were also increases in first-time enrollment in the fields of health sciences (3.1%) and public administration and services (1.6%). Decreases occurred in the broad fields of physical and earth sciences (-5.9%), 'other fields' (-4.6%), arts and humanities (-2.5%), education (-2.2%), social and behavioral sciences (-2.1%), biological and agricultural sciences (-1.8%), and business (-1.1%).

Figure 3.6 Average Annual Percentage Change in First-Time Graduate Enrollment by Broad Field, Fall 2003 to Fall 2013



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Between fall 2008 and fall 2013, the average annual growth in first-time graduate enrollment was 1.4%. The strongest average annual gains over this time period occurred in mathematics and computer sciences (9.2%) and health sciences (7.3%). There were average annual decreases of 3.1% in education, 2.5% in 'other fields', and 1.1% in arts

and humanities. Over the past decade, first-time graduate enrollment increased in all broad fields, except arts and humanities, which decreased 0.2%. Average annual gains between fall 2003 and fall 2013 ranged from a high of 7.1% in health sciences to a low of 0.5% in education (Figure 3.6).

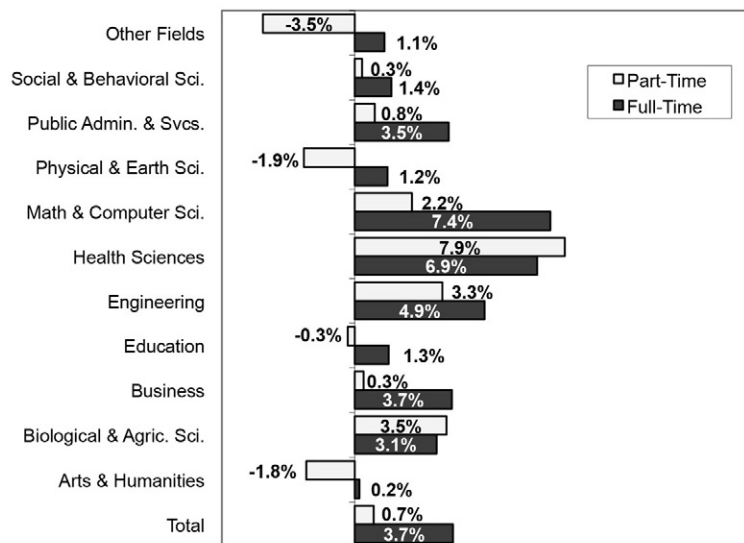
The 1.0% overall increase in first-time graduate enrollment between fall 2012 and fall 2013 resulted from increases in full-time and decreases in part-time graduate enrollment. Among first-time enrollees, full-time graduate enrollment experienced a 2.4% increase between 2012 and 2013, while part-time graduate enrollment decreased by 1.8% (Table 3.8).

First-time, full-time graduate enrollment increased fastest in mathematics and computer sciences in fall 2013, with a 20.9% one-year increase, followed by engineering (7.0%). In contrast, full-time graduate enrollment among first-time enrollees decreased in seven broad fields between 2012 and 2013, including physical and earth sciences (-5.1%), 'other fields' (-3.8%), and social and behavioral sciences (-2.9%)

First-time, part-time graduate enrollment experienced the strongest gains between fall 2012 and fall 2013 in mathematics and computer sciences (7.6%) and engineering (6.4%). The broad fields in which there were declines in first-time, part-time graduate enrollment were physical and earth sciences (-14.4%), 'other fields' (-7.0%), arts & humanities (-4.0%), business (-2.6%), public administration and services (-2.4%), and education (-2.2%).

Over the past decade, first-time graduate enrollment increased in all broad fields for full-time enrollees but fell in four broad fields for part-time enrollees. The growth in first-time, full-time graduate enrollment outpaced the growth in first-time, part-time enrollment in all broad fields except biological and agricultural sciences and health sciences (Figure 3.7). Between fall 2003 and fall 2013, average annual growth in first-time, full-time graduate enrollment ranged from a high of 7.4% in health sciences to a low of 0.2% in arts and humanities. For first-time, part-time enrollees, average annual changes ranged from an increase of 7.9% in health sciences to a decrease of 3.5% in 'other fields'.

Figure 3.7 Average Annual Percentage Change in First-Time Graduate Enrollment by Broad Field and Attendance Status, Fall 2003 to Fall 2013



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

As noted above, first-time graduate enrollment increased 11.5% for temporary residents and declined 0.9% for U.S. citizens and permanent residents between fall 2012 and fall 2013, but changes in first-time graduate enrollment by citizenship over this one-year period varied considerably by broad field (Table 3.9). For temporary residents, first-time graduate enrollment increased in all broad fields in 2013 except education (-5.5%), biological and agricultural sciences (-5.4%), and physical and earth sciences (-2.8%). The largest gains between fall 2012 and fall 2013 were in mathematics and computer sciences (33.3%) and engineering (15.0%). For U.S. citizens and permanent residents, first-time graduate enrollment increased in four broad fields in 2013, with the increases ranging from 0.2% in biological and agricultural sciences to 3.3% in health sciences. Decreases in first-time graduate enrollment ranged from engineering (-0.1%) to 'other fields' (-5.7%) between fall 2012 and fall 2013.

Between fall 2008 and fall 2013, first-time graduate enrollment increased for U.S. citizens and permanent residents in all broad fields except 'other fields' (a 3.6% average annual decline), education (a 3.2% average annual decline), arts & humanities (a 1.2% average annual decline), and social and behavioral sciences (a 0.2% average annual decline). Average annual increases over the five-year period were largest for U.S. citizens and permanent residents in health sciences (7.7%), mathematics and computer sciences (5.2%), and public administration and services (4.6%). For temporary residents, first-time graduate enrollment increased between 2008 and 2013 in all broad fields except for biological and agricultural sciences, which experienced a 0.1% average annual decline. Average annual increases were largest for temporary residents in mathematics and computer sciences (13.8%), 'other fields' (7.3%), and engineering (7.2%).

Over the past decade, first-time graduate enrollment increased for U.S. citizens and permanent residents in all broad fields except 'other fields' (with a 1.5% average annual decline) and arts and humanities, which experienced no change. First-time graduate enrollment increased across all broad fields for temporary residents over the past decade (Figure 3.8). For U.S. citizens and permanent residents, average annual increases in first-time enrollment ranged from a high of 8.9% in health sciences to a low of 0.2% in education. For temporary residents, first-time graduate enrollment increased fastest in mathematics and computer sciences (a 14.0% average annual gain), and increased the slowest in physical and earth sciences (a 0.8% average annual gain).

Among U.S. citizens and permanent residents, the average annual increase in first-time graduate enrollment was greater over the past decade for Hispanics/Latinos (6.9%), than Blacks/African Americans (5.4%), Asians/Pacific Islanders (2.9%), Whites (1.1%), and American Indians/Alaska Natives (0.7%) (Table 3.10). By broad field, growth was generally stronger for Asians/Pacific Islanders, Blacks/African Americans, and Hispanics/Latinos than for Whites.

For American Indians/Alaska Natives, average annual changes in first-time graduate enrollment between fall 2003 and fall 2013 ranged from a 6.4% increase in health sciences to a 2.2% decline in engineering. For Asians/Pacific Islanders, average annual changes were greatest in health sciences (9.5%), compared with a decline of 0.8% in mathematics and computer sciences. Health sciences (15.0%) led in terms of average annual growth for Blacks/African Americans, compared with a 0.6%

decline in physical and earth sciences. For Hispanics/Latinos, average annual changes ranged from a high of 16.8% in health sciences to a 0.3% decrease in 'other fields'. For Whites, growth was greatest in health sciences (7.6%) and lowest in 'other fields' (-1.9%).

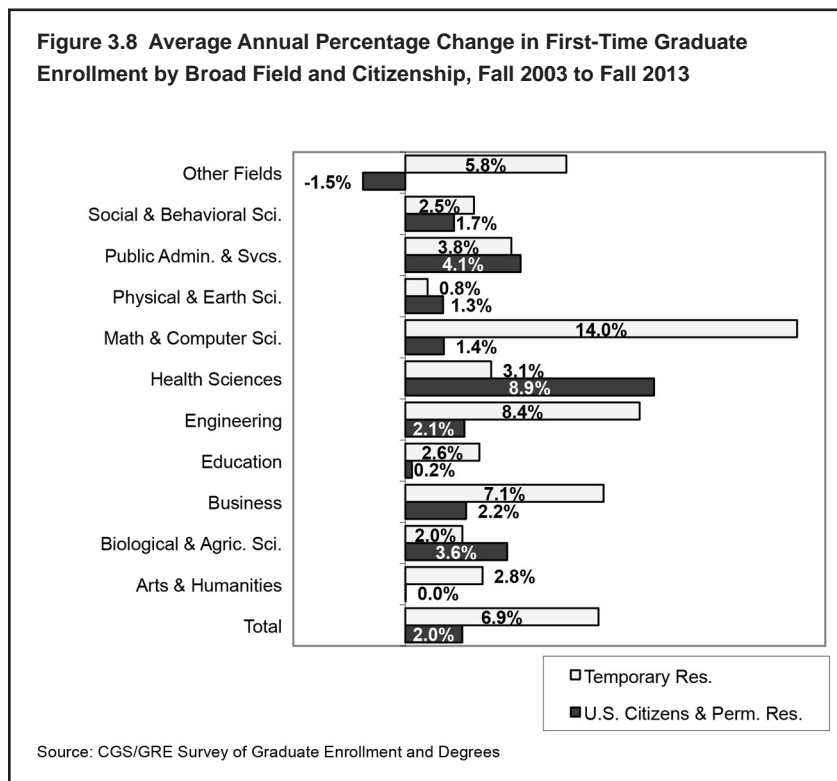
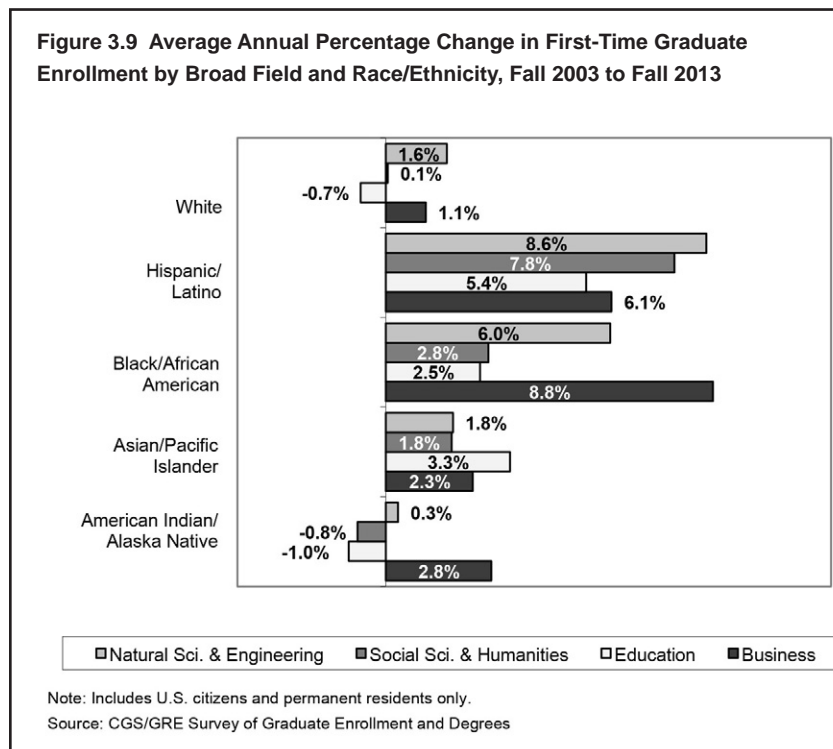


Figure 3.9 shows changes in first-time graduate enrollment between fall 2003 and fall 2013 by racial/ethnic group for four aggregated broad fields: business, education, social and behavioral sciences and arts and humanities, and natural sciences and engineering (biological and agricultural sciences, 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.



Although overall first-time graduate enrollment increased between fall 2012 and fall 2013 for Asians/Pacific Islanders and Hispanics/Latinos, and declined for American Indians/Alaska Natives, Whites, and Blacks/African Americans, there were variations by field (Table 3.10). American Indians/Alaska Natives, who experienced an overall 4.9% decrease in first-time graduate enrollment between fall 2012 and fall 2013, saw increases in three broad fields, including mathematics and computer sciences (11.5%), education (12.1%), and biological and agricultural sciences (7.6%). In contrast, first-time graduate enrollment for American Indians/Alaska Natives decreased 25.8% in social and behavioral sciences and decreased 16.2% in business. These changes should be interpreted cautiously, however, given the small number of American Indian/Alaska Native first-time enrollees.

Asians/Pacific Islanders, who experienced an overall 0.7% increase in first-time graduate enrollment between fall 2012 and fall 2013, saw declines six broad fields, ranging from a decline of 8.4% in 'other fields'

to a decline of 1.4% in public and administrative services. In contrast, increases in first-time graduate enrollment among Asians/Pacific Islanders ranged from 1.7% in health sciences to 16.6% in mathematics and computer sciences between fall 2012 and fall 2013. There was no change in first-time graduate enrollment among Asians/Pacific Islanders in education during this time period.

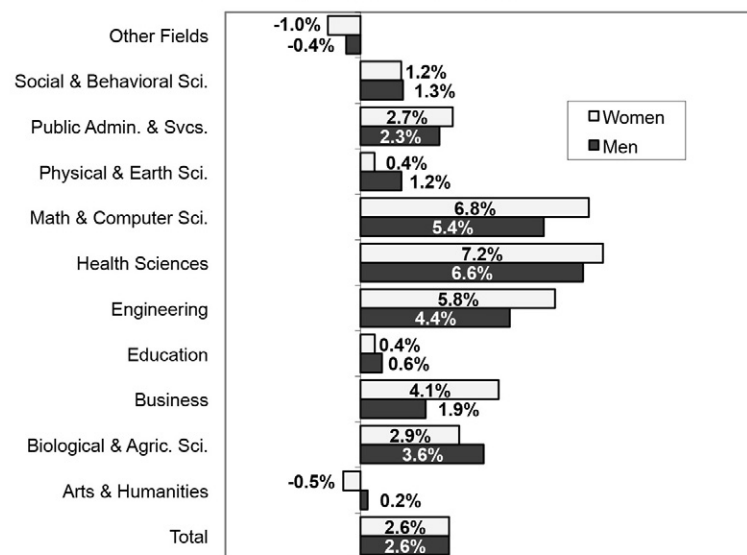
The overall 0.1% decrease in first-time graduate enrollment for Blacks/African Americans between fall 2012 and fall 2013 was the result of gains in six broad fields, ranging from 0.7% in public administration and services to 3.9% in arts and humanities. Decreases in first-time graduate enrollment between fall 2012 and fall 2013 among Blacks/African Americans ranged from -1.1% in business to -9.9% in physical and earth sciences.

Hispanics/Latinos saw increases in first-time graduate enrollment in all but two fields of study between fall 2012 and fall 2013, including 'other fields' (-3.3%) and physical and earth sciences (-6.0%). Increases in first-time graduate enrollment among Hispanics/Latinos ranged from 0.3% in arts and humanities to 17.0% public administration and services.

Overall, first-time graduate enrollment fell 2.1% for Whites between fall 2012 and fall 2013, driven by declines in all but one broad field of study: health sciences (3.6%). Declines in first-time graduate enrollment between fall 2012 and fall 2013 ranged from a 6.4% decline in 'other fields' to a 0.6% decline in public administration and services.

Growth in first-time graduate enrollment was equal among men and women over the last ten-year period (2.6% each), but growth for men outpaced that of women in five broad fields between fall 2003 and fall 2013 (Table 3.11 and Figure 3.10). For women, the average annual rates of increase were greatest in health sciences (7.2%), mathematics and computer sciences (6.8%), and engineering (5.8%). First-time enrollment among women declined at an average annual rate of 1.0% in 'other fields' and declined by 0.5% in arts and humanities over the decade. For men, the largest average annual gains were in health sciences (6.6%), mathematics and computer sciences (5.4%), and engineering (4.4%), and smallest in arts and humanities (0.2%).

Figure 3.10 Average Annual Percentage Change in First-Time Graduate Enrollment by Broad Field and Gender, Fall 2003 to Fall 2013



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Between fall 2008 and fall 2013, both men and women experienced overall average annual increases in first-time graduate enrollment (2.2% and 0.8%, respectively) and there were differences by field of study. Five-year average annual increases in first-time graduate enrollment among men ranged from 0.7% in social and behavioral sciences to 9.0% in mathematics and computer sciences between fall 2008 and fall 2013. Among women, five-year average annual increases in first-time graduate enrollment ranged from 2.1% in business to 9.7% in mathematics and computer sciences.

At the doctoral level, first-time enrollment decreased for both men and women between fall 2012 and fall 2013, but with a larger decrease for men (5.0%) than for women (3.0%) (Table 3.12). First-time graduate enrollment among men increased between fall 2012 and fall 2013 in two broad fields of study: business (8.8%) and mathematics and computer sciences (1.1%). For men, declines in first-time graduate enrollment

ranged from a 2.3% decrease in education to a 10.9% decrease in biological and agricultural sciences. First-time graduate enrollment among women at the doctoral level increased in business (1.8%) and declined in all other broad fields of study. For women, decreases in first-time enrollment at the doctoral level ranged from 0.3% in education to 10.7% in arts and humanities.

Between 2008 and 2013, first-time graduate enrollment increased at the doctoral level in all broad fields except education (with an average annual decline of 3.9%), arts and humanities (with an average annual decline of 2.0%), and public administration and services and social and behavioral sciences (with an average annual decline of 0.1% each).

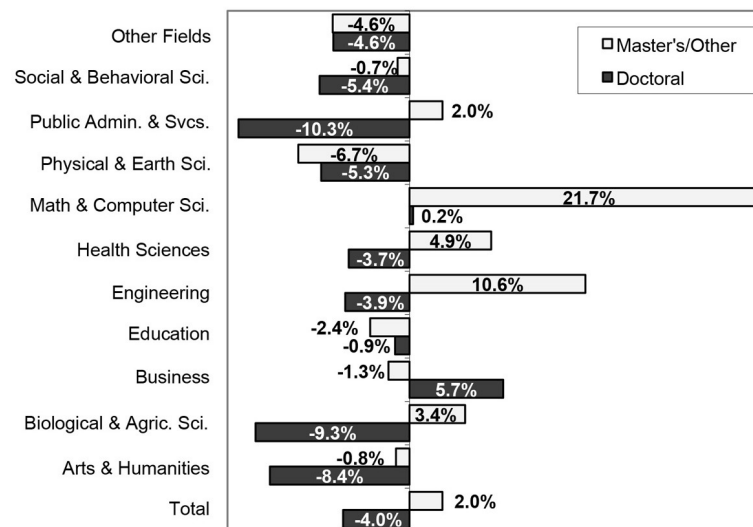
At the master's degree and graduate certificate level, first-time graduate enrollment increased 2.0% between fall 2012 and fall 2013 (Table 3.13). At the master's degree and graduate certificate level, the largest gains were in mathematics and computer sciences (21.7%) and engineering (10.6%), compared with declines of 6.7% in physical sciences and 4.6% in 'other fields' between fall 2012 and fall 2013.

First-time graduate enrollment increased at the master's and certificate level in all broad fields between fall 2008 and fall 2013 except arts and humanities (with a 0.8% average annual decline), physical and earth sciences (with a 1.0% average annual decline), 'other fields' (with a 2.6% average annual decline), and education (with a 3.0% average annual decline). 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 increased for both men and women from fall 2012 to fall 2013, but the increase was greater for men (3.7%) than for women (0.8%) (Table 3.13). For men, first-time enrollment at the master's degree and graduate certificate level decreased most in 'other fields' (-6.9%), in contrast to the strongest gain in mathematics and computer sciences (20.7%). For women, changes in first-time enrollment at the master's degree and graduate certificate level ranged from a 9.6% decline in physical and earth sciences to a 23.9% increase in mathematics and computer sciences.

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

Figure 3.11 Percentage Change in First-Time Graduate Enrollment by Broad Field and Degree Level, Fall 2012 to Fall 2013



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

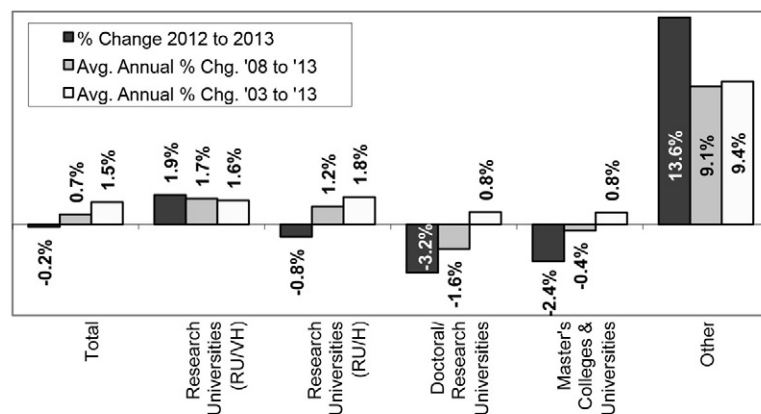
Trends in Total Graduate Enrollment

Total graduate enrollment fell 0.2% between fall 2012 and fall 2013 at the institutions that responded to the CGS/GRE Survey of Graduate Enrollment and Degrees for both 2012 and 2013 (Table 3.14). Over the one-year period, total graduate enrollment fell 0.1% at public institutions, increased 1.6% at private, not-for-profit institutions, and declined 7.7% at private, for-profit institutions.

Between fall 2008 and fall 2013, total graduate enrollment increased 0.7% annually on average. Average annual growth was 0.6% at public institutions and 1.7% at private, not-for-profit institutions. Between fall 2003 and fall 2013, total graduate enrollment increased 1.5% annually on average, with stronger growth at private, not-for-profit institutions than at public institutions (2.2% and 1.2%, respectively).

By basic Carnegie classification, total graduate enrollment decreased across most classification categories between fall 2012 and fall 2013 (Figure 3.12). Declines in total graduate enrollment were greatest at doctoral/research universities (-3.2%) and smallest at research universities with high research activity (RU/H) (-0.8%). Between fall 2008 and fall 2013, the average annual rates of change in total enrollment ranged from -1.6% at doctoral/research universities to 9.1% at 'other' institutions. Over the ten-year period average annual rates of increase ranged from 0.8% at master's colleges and universities and doctoral/research universities to 9.4% at 'other' institutions.

Figure 3.12 Trends in Total Graduate Enrollment by Carnegie Classification, Fall 2003 to Fall 2013

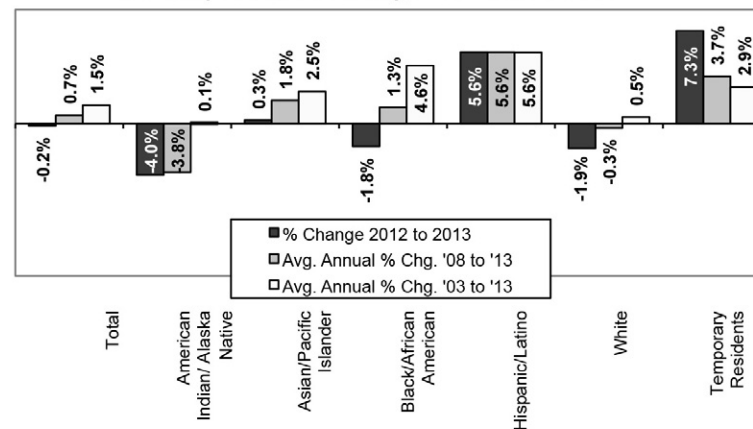


Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Over the past one-, five-, and ten-year periods, growth in total graduate enrollment was greater for temporary residents than for U.S. citizens and permanent residents (Table 3.15). Between fall 2012 and fall 2013, total graduate enrollment increased 7.3% for temporary residents, but fell 1.1% for U.S. citizens and permanent residents. Between fall 2008 and fall 2013, total graduate enrollment increased 3.7% annually on average for temporary residents, compared with 0.5% for U.S. citizens and permanent residents. Total graduate enrollment increased 2.9% annually on average between 2003 and 2013 for temporary residents and increased 1.4% for U.S. citizens and permanent residents.

Total graduate enrollment fell for all racial and ethnic groups except Hispanics/Latinos and Asians/Pacific Islanders between fall 2012 and fall 2013 (Figure 3.13). Declines in total graduate enrollment ranged from -4.0% for American Indians/Alaska Natives to -1.8% for Blacks/African Americans. This contrasts with an increase of 5.6% for Hispanics/Latinos over the same time period. Between 2008 and 2013, Hispanics/Latinos and Asians/Pacific Islanders had the greatest average annual growth (at 5.6% and 1.8% respectively), while American Indians/Alaska Natives experienced an average annual decline of 3.8%. Hispanic/Latinos led in total enrollment gains between 2003 and 2013, with an average annual increase of 5.6%.

Figure 3.13 Trends in Total Graduate Enrollment Citizenship and Race/Ethnicity, Fall 2003 to Fall 2013



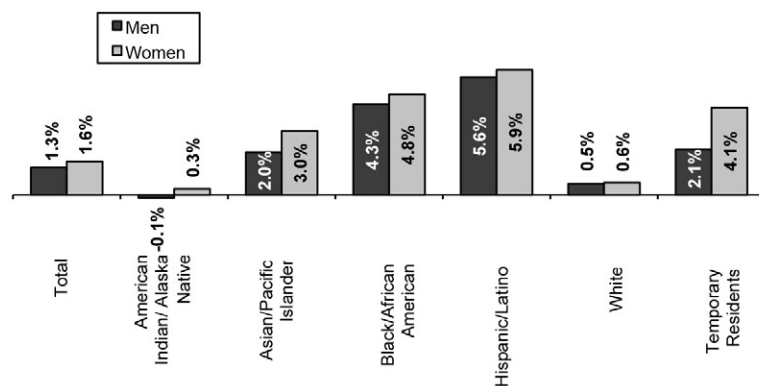
Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Total graduate enrollment increased 0.4% for men and decreased 0.6% for women between 2012 and 2013 (Table 3.16). Over the last five-year period, total graduate enrollment increased faster for men than for women. Between fall 2008 and fall 2013, total graduate enrollment grew at an average annual rate of 1.3% for men versus 0.4% for women. In contrast, between fall 2003 and fall 2013 total graduate enrollment grew faster for women (with a 1.6% average annual increase) than for men (with a 1.3% average annual increase).

Among U.S. citizens and permanent residents, total graduate enrollment fell 0.5% for men and fell 1.1% for women between 2012 and 2013. Among temporary residents, the increase for men (7.7%) outpaced the increase for women (6.9%). Between fall 2003 and fall 2013, 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 1.6% annually on average for women and 1.2% for men over the ten-year period, while for temporary residents total graduate enrollment increased 4.1% annually on average for women and 2.1% for men over the same time period.

The trend of stronger growth for women than for men over the 2003 to 2013 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 Hispanics/Latinas (5.9%) and Blacks/African Americans (4.8%) and least for American Indians/Alaska Natives (0.3%). Among U.S. citizen and permanent resident men, average annual changes in total graduate enrollment ranged from an increase of 5.6% for Hispanics/Latinos to a decrease of 0.1% for American Indians/Alaska Natives.

Figure 3.14 Average Annual Percentage Change in Total Graduate Enrollment by Citizenship, Race/Ethnicity, and Gender, Fall 2003 to Fall 2013

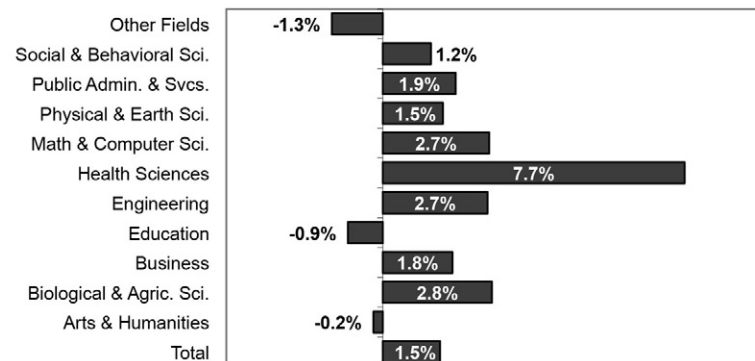


Source: CGS/GRE Survey of Graduate Enrollment and Degrees

As shown in Table 3.17, total graduate enrollment fell between fall 2012 and fall 2013 in six broad fields: education (-4.5%), 'other fields' (-4.3%), arts and humanities (-2.6%), business and physical and earth sciences (-0.6% each), and social and behavioral sciences (-0.3%). Over the same time period, growth was fastest in mathematics and computer sciences (8.5%) and health sciences (4.5%).

Between fall 2008 and fall 2013, average annual growth in total enrollment was greatest in health sciences (10.3%), mathematics and computer sciences (5.4%), and engineering (3.8%). In contrast, total graduate enrollment fell annually on average in three fields over the same time period: education (-3.4%), 'other fields' (-2.6%), and arts and humanities (-1.1%). Between 2003 and 2013, total graduate enrollment increased in all broad fields, except 'other fields' (-1.3%) education (-0.9%), and arts and humanities (-0.2%). Average annual gains ranged from a high of 7.7% in health sciences to a low of 1.2% in social and behavioral sciences during this time period (Figure 3.15).

Figure 3.15 Average Annual Percentage Change in Total Graduate Enrollment by Broad Field, Fall 2003 to Fall 2013



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Between fall 2012 and fall 2013 among total enrollees, full-time graduate enrollment increased 1.4%, compared with a 2.4% decrease in part-time graduate enrollment (Table 3.18). Full-time graduate enrollment increased fastest in mathematics and computer sciences in fall 2013,

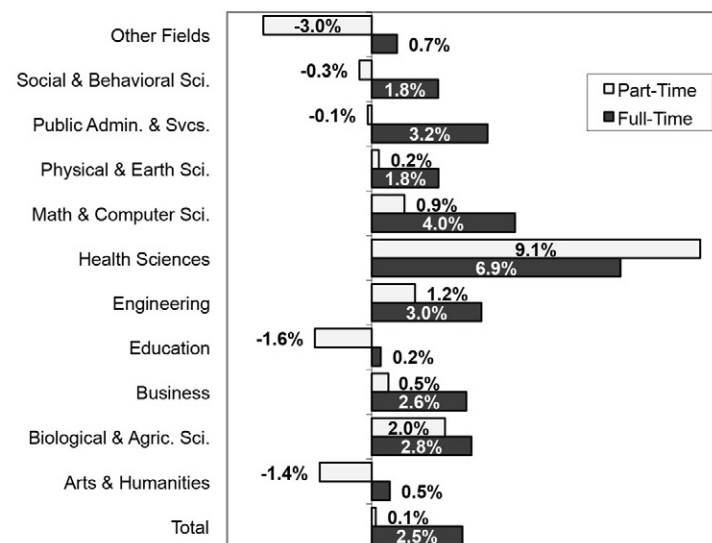
with a 13.5% one-year increase, followed by engineering (5.5%). In contrast, full-time enrollment fell 4.1% in education, 3.8% in 'other fields', 2.0% in arts and humanities, and 0.8% in business. Part-time graduate enrollment experienced the strongest gains in fall 2013 in health sciences (5.0%), but these gains were offset by decreases in social and behavioral sciences (-7.0%), physical and earth sciences (-6.0%), 'other fields' (-5.2%), and education (-4.8%), among others.

Over the past decade, full-time graduate enrollment increased in all broad fields, but part-time graduate enrollment increased in only six broad fields over the same time period: physical and earth sciences (0.2%), business (0.5%), mathematics and computer sciences (0.9%), engineering (1.2%), biological and agricultural sciences (2.0%), and health sciences (9.1%) (Figure 3.16). Average annual growth in full-time graduate enrollment over the past decade ranged from a high of 6.9% in health sciences to a low of 0.2% in education.

As noted above, total graduate enrollment increased 7.3% for temporary residents, but fell 1.1% for U.S. citizens and permanent residents between fall 2012 and fall 2013. Changes in total graduate enrollment over this one-year period varied considerably by citizenship and broad field (Table 3.19). While temporary residents experienced increases in all but one broad field between 2012 and 2013, U.S. citizens experiences decreases in seven fields during this time period. Between 2012 and 2013, U.S. citizens and permanent residents experienced a decline of 0.3% in engineering, while temporary residents experienced an increase of 8.9%. U.S. citizens and permanent residents also experienced declines in 'other fields' (-5.3%), arts and humanities (-3.0%), and business (-1.3%), to name a few. Temporary residents experienced declines only in biological and agricultural sciences (-0.6%). The largest gain in total graduate enrollment for temporary residents occurred in mathematics and computer sciences (18.9%), while the largest gain for U.S. citizens and permanent residents was in health sciences (4.7%).

Between fall 2008 and fall 2013, total graduate enrollment increased annually on average for U.S. citizens and permanent residents in all broad fields except education and 'other fields' (-3.4% each), as well as arts and humanities (-1.1%). U.S. citizens and permanent residents

Figure 3.16 Average Annual Percentage Change in Total Graduate Enrollment by Broad Field and Attendance Status, Fall 2003 to Fall 2013



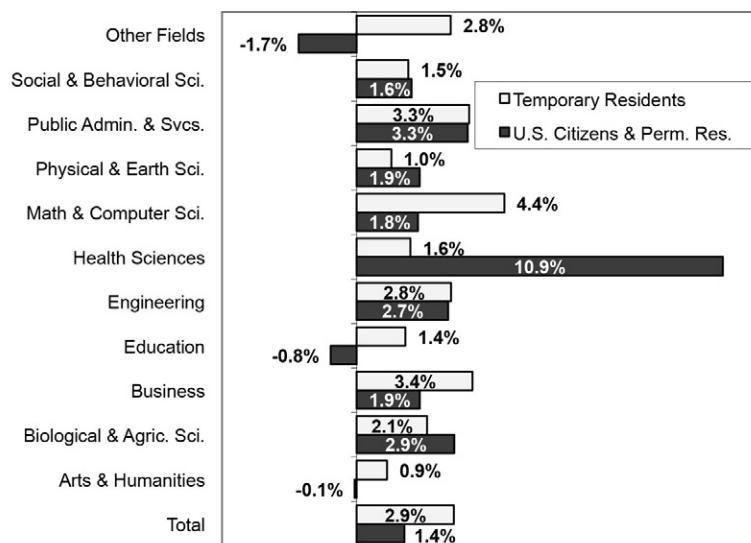
Source: CGS/GRE Survey of Graduate Enrollment and Degrees

experienced the greatest growth between fall 2008 and fall 2013 in health sciences, with an 11.0% average annual gain in total graduate enrollment. For temporary residents, average annual growth was greatest in mathematics and computer sciences (8.0%) over the same time period.

Over the past decade, total graduate enrollment increased for temporary residents in all broad fields, and for U.S. citizens and permanent residents, enrollment increased in all broad fields except 'other fields' (-1.7%) and education (-0.8%), arts and humanities (-0.1%) (Figure 3.17). For U.S. citizens and permanent residents, average annual increases in total enrollment ranged from a high of 10.9% in health sciences to a decline of 1.6% in social and behavioral sciences. For temporary residents, average annual gains in total graduate enrollment

ranged from a high of 4.4% in mathematics and computer sciences to a low of 0.9% in arts and humanities.

Figure 3.17 Average Annual Percentage Change in Total Graduate Enrollment by Broad Field and Citizenship, Fall 2003 to Fall 2013



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Between fall 2012 and fall 2013 total graduate enrollment declined for American Indians/Alaska Natives (-4.0%), Whites (-1.9%), and Blacks/African Americans (-1.8%) (Table 3.20). For American Indians/Alaska Natives, total graduate enrollment fell in all broad fields except public administration and services (5.4%) and mathematics and computer sciences (2.6%). The largest decreases in total graduate enrollment for American Indians/Alaska Natives were in physical and earth sciences (-14.8%), engineering (-11.2%), and 'other fields' (-9.9%). Among Whites, the largest declines in total graduate enrollment between 2012

and 2013 occurred in 'other fields' (-6.3%), education (-5.6%), and arts and humanities (-4.4%). The largest gains in total graduate enrollment for Whites were in health sciences (4.0%).

Blacks/African Americans experienced increases in five broad fields between 2012 and 2013. Gains were largest in health sciences (5.6%) biological and agricultural sciences (2.9%), and arts and humanities (2.1%). Blacks/African Americans experienced declines in six broad fields, including physical and earth sciences (-5.0%), education (-4.6%), and business (-2.8%), among others.

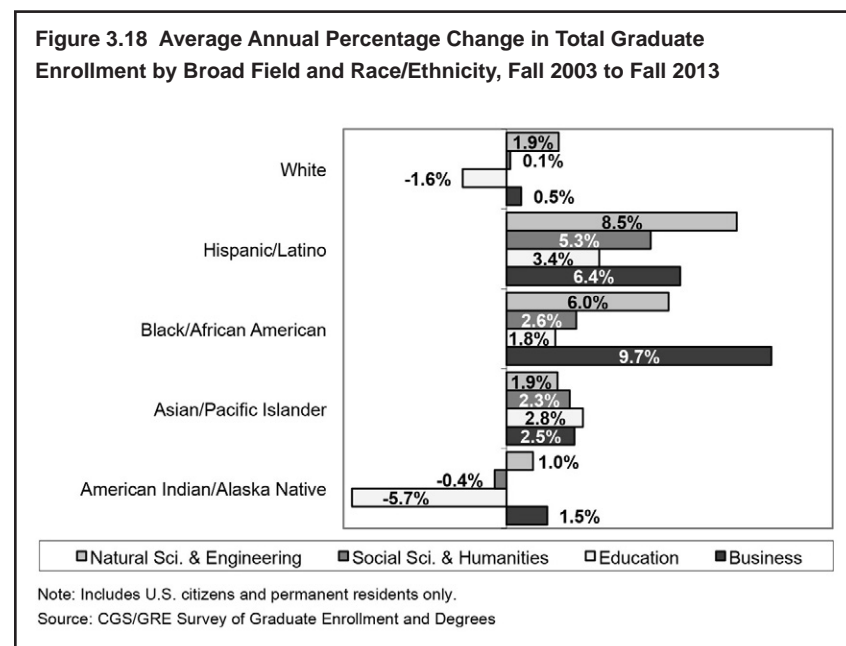
Hispanics/Latinos, which experienced a 5.6% increase in total graduate enrollment among the U.S. citizen and permanent resident racial/ethnic groups between 2012 and 2013, experienced particularly strong growth in physical and earth sciences (11.5%), and mathematics and computer sciences (10.4%).

Asian/Pacific Islander graduate students experienced a slight increase (0.3%) in total graduate enrollment between 2012 and 2013, including increases in five broad fields: health sciences (7.3%), mathematics and computer sciences (7.0%), arts and humanities (6.9%), education (0.2%), and engineering (0.1%). In contrast total graduate enrollment declined for Asian/Pacific Islander students 7.0% in 'other fields,' 5.0% in public administration and services, and 3.7% in business, among others.

With only one exception, minorities fared better over the past decade in terms of total enrollment, with average annual increases generally outpacing those of White graduate students between 2003 and 2013 (Table 3.20). For American Indians/Alaska Natives, average annual changes in graduate enrollment between fall 2003 and fall 2013 ranged from a 9.3% increase in health sciences to a 1.8% decline in education. For Asians/Pacific Islanders, average annual growth was greatest in health sciences at 12.1%, compared with a 1.0% decline in mathematics and computer sciences. Health sciences (19.8%) led in terms of average annual growth for Blacks/African Americans, in contrast to a 0.4% average annual decline for Blacks/African Americans in 'other fields'. For Hispanics/Latinos, average annual increases ranged from a high of 17.2% in health sciences to a low of 1.2% in 'other fields'. For Whites,

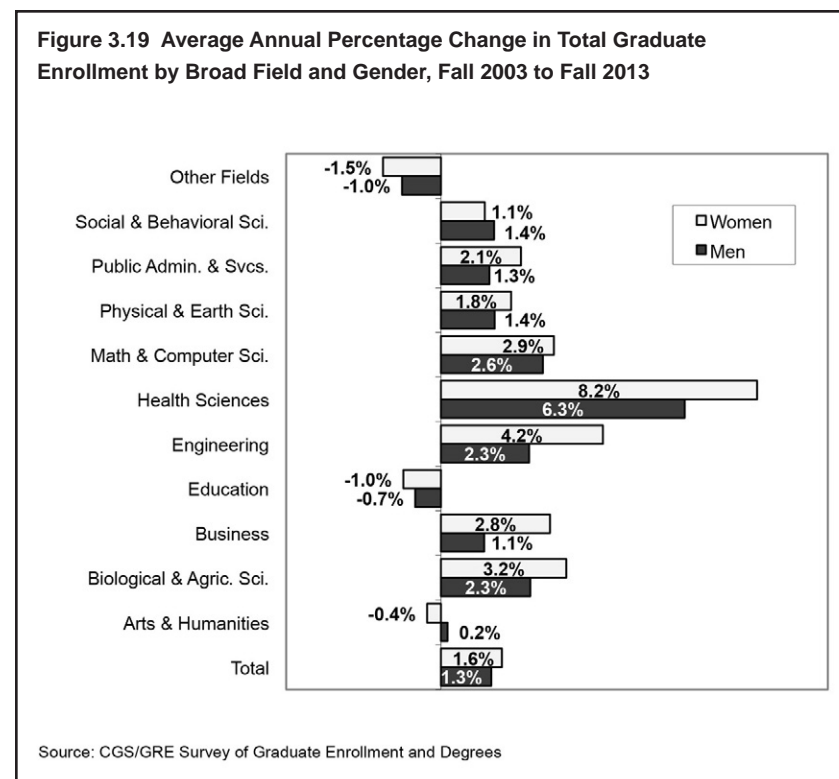
growth was also greatest in health sciences (9.4%), compared with a 2.2% decline in 'other fields'.

Figure 3.18 shows the changes in total graduate enrollment between 2003 and 2013 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 seven broad fields between fall 2003 and fall 2013 (Table 3.21 and Figure 3.19). For women, the average annual rates of increase were greatest in health sciences (8.2%), engineering (4.2%), and biological and agricultural sciences (3.2%). Average annual declines over the decade for women were in 'other fields' (-1.5%), education (-1.0%), and

arts and humanities (-0.4%). For men, the average annual rates of increase were greatest in health sciences (6.3%), mathematics and computer sciences (2.6%), and engineering and biological and agricultural sciences (2.3% each). Average annual declines over the decade for men occurred in education (-0.7%) and 'other fields' (-1.0%).



Between fall 2008 and fall 2013, average annual declines occurred for men in education (-3.0%), 'other fields' (-2.1%), and arts and humanities (-0.6%). For women, average annual declines occurred in education (-3.5%), 'other fields' (-3.0%), and arts and humanities (-1.4%). For men, average annual increases over the five-year period ranged from a high of 11.4% in health sciences to low of 0.7% in business, and for women, the largest average annual increase was also in health sciences (9.9%), and the smallest was in in social and behavioral sciences (0.6%).

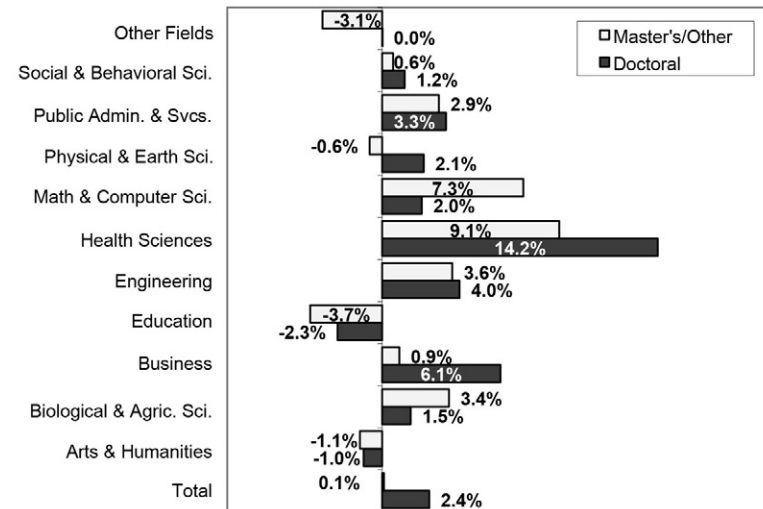
Over the latest one-year period, total graduate enrollment fell for men in five broad fields: 'other fields' (-4.7%), education (-3.2%), arts and humanities (-2.0%), social and behavioral sciences (-0.8%), and business (-0.7%). Increases for men were largest in mathematics and computer sciences (7.3%) and health sciences (4.8%). For women, total graduate enrollment fell between fall 2012 and fall 2013 in education (-5.0%), 'other fields' (-4.0%), arts and humanities (-3.1%), physical and earth sciences (-2.2%), and business (-0.5%). Increases for women were highest in mathematics and computer sciences (11.7%) and engineering (6.1%) and engineering (6.1%).

Total enrollment increased 1.2% at the doctoral level between fall 2012 and fall 2013, but fell 0.7% at the master's degree and graduate certificate level (Tables 3.22 and 3.23). Total enrollment increased at the master's/other level over the one-year period in five broad fields: mathematics and computer sciences (12.3%), engineering (5.5%), health sciences (5.2%), biological and agricultural sciences (3.3%), and public administration and services (1.3%). In contrast, total enrollment at the master's/other level experienced decreases in education and 'other fields' (-5.2% each), physical and earth sciences (-3.7%), social and behavioral sciences (-0.3%), and arts and humanities (-2.6%).

At the doctoral level, health sciences (2.5%) and engineering (1.3%) experienced the largest increases in total enrollment between 2012 and 2013, compared with declines in business (-2.9%), arts and humanities (-2.6%), and education (-2.4%), among others.

Between 2008 and 2013, total graduate enrollment increased in most broad fields (Figure 3.20). Decreases at the doctoral and master's level occurred in education (-2.3% and -3.7%, respectively) and arts and humanities (-1.0% and -1.1%, respectively). In addition, declines at the master's level also occurred in 'other fields' (-3.1%) and physical and earth sciences (-0.6%). At the doctoral level, the largest increase was in health sciences (14.2%) and the smallest was in social and behavioral sciences (1.2%). At the master's level, total graduate enrollment increased the most in health sciences (9.1%) and the smallest increase was in social and behavioral sciences (0.6%). Ten year trends are unavailable for total graduate enrollment by degree level.

Figure 3.20 Percentage Change in Total Graduate Enrollment by Broad Field and Degree Level, Fall 2008 to Fall 2013



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

At the doctoral level, there was no difference between men and women in terms of the increase in total enrollment between fall 2012 and fall 2013 (1.2% each) (Table 3.22). Men and women experienced declines at the doctoral level in arts and humanities, with a 2.6% decline for men and a 2.7% decline for women, and in education (-2.4% each), among others.

At the master's degree and graduate certificate level, total enrollment decreased 1.1% for women between fall 2012 and fall 2013, and increased by 0.1% among men. The largest declines for men were in 'other fields' (-5.6%), education (-3.6%), physical and earth sciences (-1.7%), and arts and humanities and social and behavioral sciences (-1.5% each). The largest declines for women were in physical and earth sciences (-5.9%), education (-5.6%), and 'other fields' (-5.0%). Growth was greatest for men and women in mathematics and computer sciences (10.8% and 15.8%, respectively).

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

Trends in Graduate Certificates and Degrees

The number of doctoral degrees awarded increased 5.0% between 2011-12 and 2012-13 at the institutions that responded to the CGS/GRE Survey of Graduate Enrollment and Degrees for both 2012 and 2013 (Table 3.24). Over the one-year period, the increase in doctoral degree production was greater at public institutions (5.2%) than at private, not-for-profit institutions (4.6%).

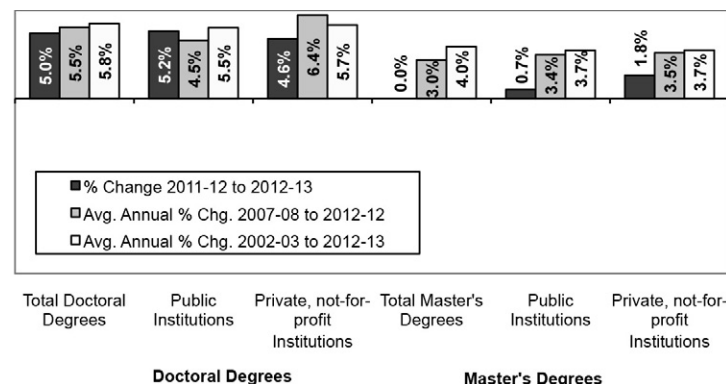
There was no change in master's degree production in the one-year period. The 1.8% increase at private, not-for-profit institutions and the 0.7% at public institutions were offset by the 13.1% decrease at private, for-profit institutions.

At the graduate certificate level, the number of certificates awarded in 2012-13 was 1.3% higher than the number awarded in 2011-12. The number of certificates awarded decreased 0.5% at public institutions, and increased 3.0% at private, not-for-profit institutions.

Master's and doctoral degree production have remained strong over the last five years, with a 5.5% average annual increase in degree production at the doctoral level between 2007-08 and 2012-13, and a 3.0% average annual increase at the master's level. Over the last decade, the number of doctoral degrees awarded increased at a faster rate than the number of master's. Doctoral degree production increased at an average annual rate of 5.8% between 2002-03 and 2012-13 and master's degree production at 4.0% (Figure 3.21).

By Carnegie classification, doctoral degree production increased fastest at specialized and baccalaureate institutions (listed as 'other' in Table 3.25) by 31.1% between 2011-12 and 2012-13. Doctoral degree production also increased 15.1% at doctoral/research universities, 4.4% at research universities with high research activity (RU/H), and 2.2% at research universities with very high research activity (RU/VH).

Figure 3.21 Trends in Graduate Degrees Awarded by Institution Type, 2002-03 to 2012-13



Note: Degrees awarded by private, for-profit institutions are included in the totals but are not shown separately.
Source: CGS/GRE Survey of Graduate Enrollment and Degrees

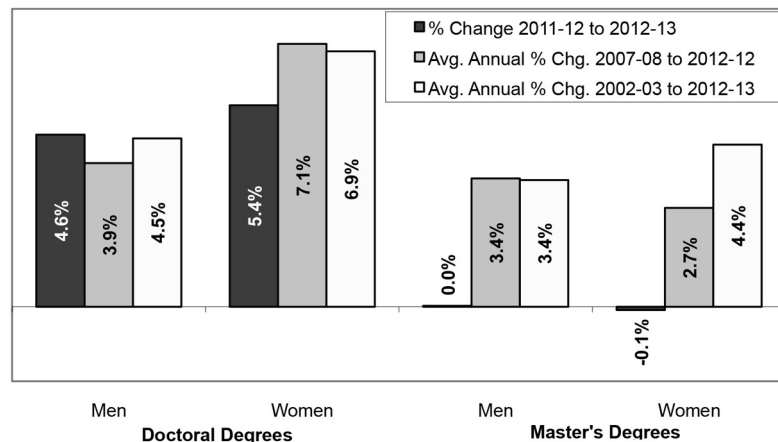
Over the past five- and ten-year periods, average annual doctoral degree production increased across all Carnegie classifications. Between 2007-08 and 2012-13, average annual growth was strongest at other institutions (20.2%) and master's colleges and universities (29.6%), but these institutions award only a small percentage of all doctorates awarded in the United States. Between 2002-03 and 2012-13, average annual growth was also strongest at other institutions (21.4%). Doctoral degree production at research universities with very high research activity (RU/VH), which generally produce the largest number of doctoral degrees, increased 2.7% annually on average between 2007-08 and 2012-13 and 4.4% annually on average between 2002-03 and 2012-13.

At the master's level between 2011-12 and 2012-13, degree production increased fastest at specialized and baccalaureate institutions with a 29.2% increase. Master's degree production also increased 1.9% at research universities with very high research activity (RU/VH), but declined in every other category.

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 2007-08 and 2012-13, average annual growth was strongest at specialized and baccalaureate institutions (15.5%). Between 2002-03 and 2012-13, average annual growth was also strong at specialized and baccalaureate institutions (16.6%).

Much of the recent growth in doctoral degree production has been the result of an increase in the number of women earning degrees (Table 3.26). Between 2011-12 and 2012-13, the rate of increase in doctoral degree production for women outpaced men (5.4% vs. 4.6%). Between 2007-08 and 2012-13, the average annual rate of increase for women outpaced that for men (7.1% vs. 3.9%), and the same also occurred between 2002-03 and 2012-13 (6.9% and 4.5%). At the master's level, there was no change in degree production among men, and a 0.1% decrease among women between 2011-12 and 2012-13, but over the ten-year period, the average annual rate of increase was greater for women (4.4%) than for men (3.4%).

Figure 3.22 Trends in Graduate Degrees Awarded by Gender and Degree Level, 2002-03 to 2012-13



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

At the doctoral level, the rate of increase in degree production for women surpassed that for men in both public institutions and private, not-for-profit institutions over each of the latest one-, five-, and ten-year time periods. Between 2011-12 and 2012-13 at public institutions, the rate of increase for women exceeded that for men by a very small margin (5.0% vs 4.9%). At private, not-for-profit institutions, the rate of increase for women (5.9%) exceeded that for men (4.2%) by a larger margin during the same one-year time period.

Master's degree production increased 0.7% for women at public institutions between 2011-12 and 2012-13, compared with 0.6% for men, a very small difference. In contrast, at private, not-for-profit institutions, women earned 2.7% more master's degrees in 2012-13 than in 2011-12, while the increase for men was 0.9% during the same time period. Between 2007-08 and 2012-13, the rates of increase for men exceeded those for women at public institutions and private, not-for-profit institutions. For example, between 2002-03 and 2012-13, the rates of increase were the same for both women and men (3.6% each) in public institutions, but the rate of increase among women (4.5%) exceeded the rate of increase among men (3.0%) at private, not-for-profit institutions.

The growth in doctoral degree production for women exceeded the growth for men in every single Carnegie classification over the five- and ten-year periods (Table 3.27). Between 2007-08 and 2012-13, doctoral degree production for women exceeded the growth for men at master's colleges and universities (29.5% vs. 26.2%). Doctoral degree production for women increased 3.6% annually on average at research universities with very high research activity (RU/VH) between 2007-08 and 2012-13, compared with a 2.0% average annual increase for men. Between 2011-12 and 2012-13, the rate of increase in doctoral degree production was greater for men (3.5%) than for women (0.8%) at research universities with very high research activity (RU/VH).

At the master's degree level, there were variations in the annual rate of increase in degree production for women and men at various Carnegie classifications. Master's degree production for men at research universities with very high research activity (RU/VH) increased 2.2% between 2011-12 and 2012-13 compared to 1.6% increase among women. Master's degree production for woman at research universities with high research activity (RU/H) decreased 0.3% between 2011-12 and 2012-13. Similarly, master's degree production for men decreased during the same time period (-1.2%).

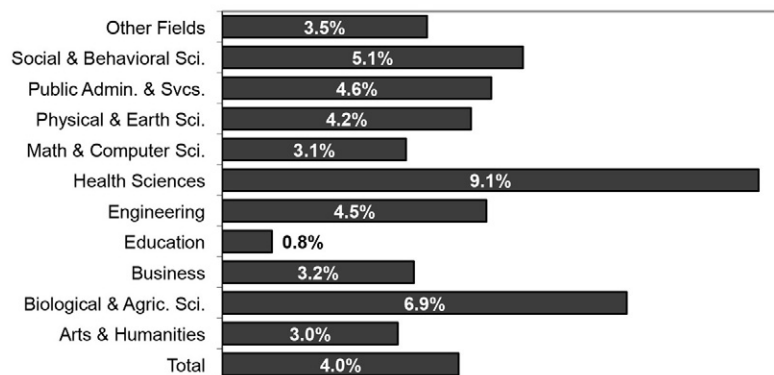
The number of graduate certificates awarded increased 4.5% among women but declined by 3.9% among men between 2011-12 and 2012-13, but there was wide variation by broad field (Table 3.28). The one-year changes ranged from an increase of 57.4% in biological and agricultural sciences to a 0.6% decline in education, the broad field in which the most graduate certificates are awarded each year. These figures, however, should be interpreted cautiously given the small

numbers of certificates awarded in most broad fields. The 2.2% decrease for men in this broad field was greater than the 0.2% decrease for women.

At the master's level, there was no change in degree production between 2011-12 and 2012-13, with year-to-year changes by broad field ranging from a 7.5% increase in mathematics and computer sciences to a 6.1% decrease in education (Table 3.29). Growth was strong over the one-year period in health sciences (7.3%), public administration and services (4.9%), biological and agricultural sciences (4.3%), and physical and earth sciences (3.6%).

Between 2007-08 and 2012-13, the average annual changes in master's degree production were greatest in health sciences (11.3%), biological and agricultural sciences (6.8%), mathematics and computer sciences (5.4%), and engineering (5.2%). Master's degree production decreased 1.8% annually on average in education between 2007-08 and 2012-13. Average annual rates of increase were lowest in arts and humanities (1.9%) over the same five-year time period.

Figure 3.23 Average Annual Percentage Change in Master's Degrees Awarded by Broad Field, 2002-03 to 2012-13

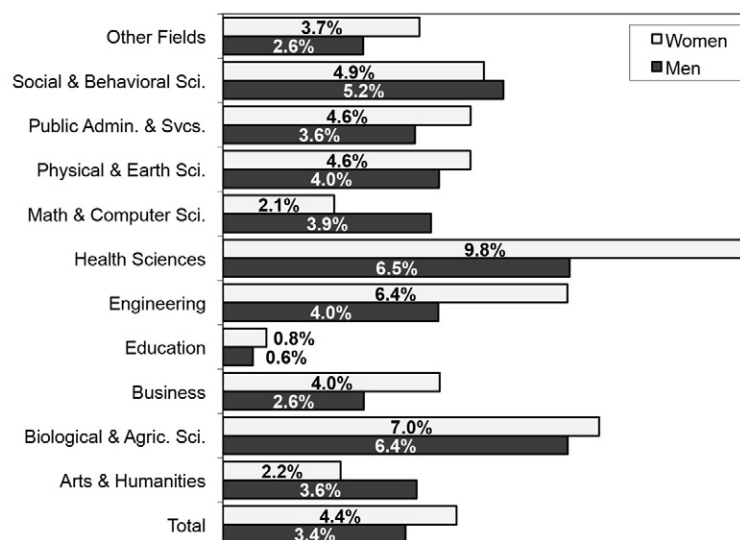


Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Over the last decade, master's degree production increased in all broad fields (Figure 3.23). Average annual increases were greatest in health sciences (9.1%) and smallest in education (0.8%).

Between 2011-12 and 2012-13, master's degree production increased by the largest percentages for men in mathematics and computer sciences (8.7%) and health sciences (8.3%). In contrast, the number of master's degrees earned by men decreased 7.0% in education and decreased 2.7% in engineering over the one-year period. For women, health sciences (7.0%), public administration and services (5.9%), mathematics and computer sciences and physical and earth sciences (4.8% each) had the largest increases, while master's degree production fell 5.7% for women in education between 2011-12 and 2012-13.

Figure 3.24 Average Annual Percentage Change in Master's Degrees Awarded by Broad Field and Gender, 2002-03 to 2012-13



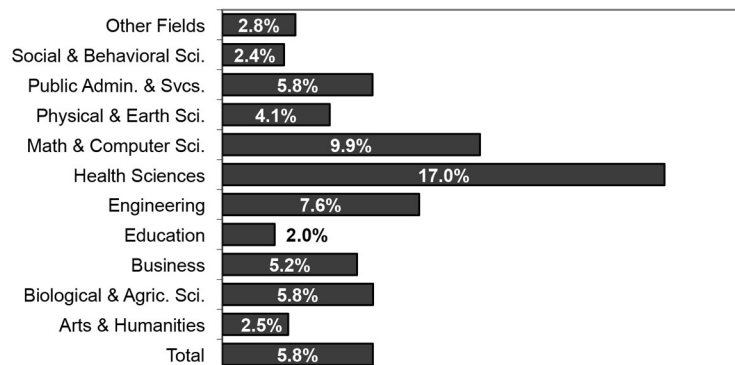
Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Between 2002-03 and 2012-13, both men and women experienced increases in the number of master's degrees awarded in all broad fields, and growth for women exceeded that for men in all broad fields except arts and humanities and mathematics and computer sciences (Figure 3.24). The average annual increases for women ranged from a high of 9.8% in health sciences to a low of 0.8% in education, and the average

annual increases for men ranged from a high of 6.5% in health sciences to a low of 0.6% in education.

At the doctoral level, degree production increased 5.0% overall between 2011-12 and 2012-13, with year-to-year changes by broad field ranging from a high of a 18.7% increase in business to a 4.6% decline in 'other fields' (Table 3.30). In addition to business, growth in doctoral degree production was also strong over the one-year period in mathematics and computer sciences (12.1%) and engineering (8.1%).

Figure 3.25 Average Annual Percentage Change in Doctoral Degrees Awarded by Broad Field, 2002-03 to 2012-13



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

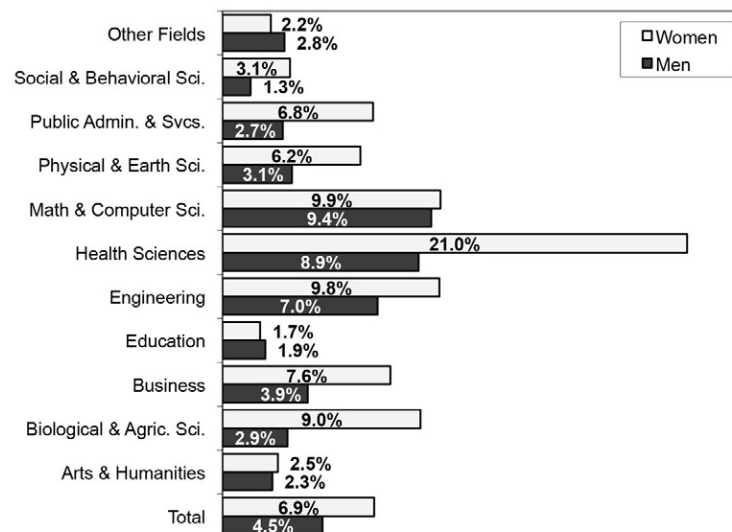
Between 2007-08 and 2012-13, the average annual increases in doctoral degree production were greatest in health sciences (20.1%) and business (11.3%), and lowest in physical and earth sciences (2.2%) and 'other' fields (also 2.2%).

Over the last decade, doctoral degree production increased in all broad fields (Figure 3.25). The average annual increases were greatest in health sciences (17.0%) and smallest in education (2.0%).

Between 2011-12 and 2012-13, doctoral degree production increased most for women in public administration and services (19.2%), business (18.2%), and mathematics and computer sciences (15.3%). Doctoral

degree production for men increased most in business (19.1%) and mathematics and computer sciences (11.1%). Men earned fewer doctorates in 2012-13 than in 2011-12 in public administration and services (-16.0%).

Figure 3.26 Average Annual Percentage Change in Doctoral Degrees Awarded by Broad Field and Gender, 2002-03 to 2012-13



Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Between 2002-03 and 2012-13, both men and women experienced increases in the number of doctorates awarded in all broad fields, and average annual growth for women exceeded that for men in every broad field except education and 'other fields' (Figure 3.26). Doctoral degree production was similar for men and women in arts and humanities (2.3% and 2.5% respectively). The average annual increases for women ranged from a high of 21.0% in health sciences to a low of 1.7% in education. For men, average annual increases were largest in mathematics and computer sciences (9.4%) and smallest in social and behavioral sciences (1.3%).

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

Table 3.1 Applications for Admission to Graduate School by Institution Type, Carnegie Classification, and Degree Level, 2003 to 2013

Institution Type, Carnegie Classification, and Degree Level	% Change, 2012 to 2013	Average Annual % Change, 2008 to 2013	Average Annual % Change, 2003 to 2013
Total	1.0%	6.1%	3.6%
Institution Type			
<i>Public</i>	2.0%	5.5%	3.0%
<i>Private, not-for-profit</i>	-0.6%	7.4%	4.8%
<i>Private, for-profit</i>	S	N/A	N/A
Carnegie Classification *			
<i>Research Universities (RU/VH)</i>	0.5%	6.1%	2.8%
<i>Research Universities (RU/H)</i>	3.0%	8.1%	5.7%
<i>Doctoral/Research Universities</i>	-1.5%	4.5%	4.9%
<i>Master's Colleges and Universities</i>	1.9%	4.3%	4.5%
<i>Other</i>	0.1%	5.3%	5.7%
Degree Level			
<i>Doctoral</i>	-3.6%	4.8%	N/A
<i>Master's/Other **</i>	3.4%	6.9%	N/A

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

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

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.2 Applications for Admission to Graduate School by Broad Field, 2003 to 2013

Broad Field	% Change, 2012 to 2013	Average Annual % Change, 2008 to 2013	Average Annual % Change, 2003 to 2013
Total	1.0%	6.1%	3.6%
Arts and Humanities	-2.9%	1.7%	2.1%
Biological and Agricultural Sciences	-3.9%	4.9%	3.2%
Business	-0.9%	3.3%	3.4%
Education	-2.3%	1.2%	0.4%
Engineering	4.2%	9.2%	2.4%
Health Sciences	11.0%	18.9%	15.2%
Mathematics and Computer Sciences	11.2%	12.7%	4.7%
Physical and Earth Sciences	-6.3%	4.3%	2.2%
Public Administration and Services	2.0%	8.0%	5.4%
Social and Behavioral Sciences	-6.1%	3.3%	2.5%
Other Fields	-3.9%	2.2%	2.3%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.3 Applications for Admission to Graduate School by Broad Field and Degree Level, 2008 to 2013

Broad Field	Doctoral		Master's/Other *	
	% Change, 2012 to 2013	Average Annual % Change, 2008 to 2013	% Change, 2012 to 2013	Average Annual % Change, 2008 to 2013
Total	-3.6%	4.8%	3.4%	6.9%
Arts and Humanities	-3.8%	0.3%	-2.3%	2.8%
Biological and Agricultural Sciences	-5.6%	4.4%	-0.9%	6.1%
Business	-2.9%	4.1%	-0.7%	3.2%
Education	-4.7%	1.7%	-1.8%	1.1%
Engineering	-7.8%	3.4%	11.5%	13.5%
Health Sciences	9.8%	29.2%	11.5%	15.7%
Mathematics and Computer Sciences	-2.7%	3.4%	18.1%	19.3%
Physical and Earth Sciences	-8.0%	4.0%	-0.1%	5.4%
Public Administration and Services	-4.2%	1.8%	2.4%	8.5%
Social and Behavioral Sciences	-7.2%	3.3%	-4.4%	3.5%
Other Fields	-2.5%	2.6%	-4.2%	2.4%

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

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.4 First-Time Graduate Enrollment by Institution Type and Carnegie Classification, 2003 to 2013

Carnegie Classification and Institution Type *	% Change, 2012 to 2013	Average Annual % Change, 2008 to 2013	Average Annual % Change, 2003 to 2013
Total	1.0%	1.4%	2.6%
<i>Public</i>	0.2%	1.2%	2.3%
<i>Private, not-for-profit</i>	2.6%	2.0%	3.3%
<i>Private, for-profit</i>	S	N/A	N/A
 Research Universities (RU/VH)	0.8%	2.7%	2.3%
<i>Public</i>	-1.3%	1.7%	1.7%
<i>Private, not-for-profit</i>	5.5%	5.4%	4.0%
<i>Private, for-profit</i>	N/A	N/A	N/A
 Research Universities (RU/H)	-0.1%	1.6%	3.3%
<i>Public</i>	0.6%	1.4%	2.9%
<i>Private, not-for-profit</i>	-2.3%	2.0%	4.4%
<i>Private, for-profit</i>	N/A	N/A	N/A

Continued on the following page.

See notes at end of table.

Table 3.4 (continued) First-Time Graduate Enrollment by Institution Type and Carnegie Classification, 2003 to 2013

Carnegie Classification and Institution Type *	% Change, 2012 to 2013	Average Annual % Change, 2008 to 2013	Average Annual % Change, 2003 to 2013
Doctoral/Research Universities	-1.2%	-2.7%	1.1%
<i>Public</i>	-6.4%	-4.9%	2.8%
<i>Private, not-for-profit</i>	2.3%	-1.1%	0.3%
<i>Private, for-profit</i>	S	N/A	N/A
Master's Colleges and Universities	3.3%	0.9%	2.9%
<i>Public</i>	4.2%	1.9%	2.9%
<i>Private, not-for-profit</i>	1.7%	-1.0%	3.0%
<i>Private, for-profit</i>	N/A	N/A	N/A
Other	0.4%	5.6%	8.0%
<i>Public</i>	0.7%	4.0%	5.4%
<i>Private, not-for-profit</i>	0.2%	7.1%	10.2%
<i>Private, for-profit</i>	N/A	N/A	N/A

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

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.5 First-Time Graduate Enrollment by Citizenship and Race/Ethnicity, 2003 to 2013

Citizenship and Race/Ethnicity	% Change, 2012 to 2013	Average Annual % Change, 2008 to 2013	Average Annual % Change, 2003 to 2013
Total	1.0%	1.4%	2.6%
U.S. Citizens and Permanent Residents	-0.9%	0.6%	2.0%
<i>American Indian/Alaska Native</i>	-4.9%	-4.3%	0.7%
<i>Asian/Pacific Islander *</i>	0.7%	2.1%	2.9%
<i>Black/African American</i>	-0.1%	2.3%	5.4%
<i>Hispanic/Latino</i>	5.7%	4.1%	6.9%
<i>White</i>	-2.1%	-0.1%	1.1%
Temporary Residents	11.5%	6.8%	6.9%
Other/Unknown **	-4.4%	-2.4%	1.1%

* Includes Asians and Native Hawaiians/Other Pacific Islanders

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

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.6 First-Time Graduate Enrollment by Citizenship, Race/Ethnicity, and Gender, 2003 to 2013

Citizenship and Race/Ethnicity	% Change, 2012 to 2013	Men		% Change, 2012 to 2013	Women	
		Average Annual % Change, 2008 to 2013	Average Annual % Change, 2003 to 2013		Average Annual % Change, 2008 to 2013	Average Annual % Change, 2003 to 2013
Total	1.9%	2.2%	2.6%	0.3%	0.8%	2.6%
U.S. Citizens and Permanent Residents	-1.2%	1.5%	1.8%	-0.6%	0.1%	2.1%
American Indian/Alaska Native	-8.3%	-4.7%	0.4%	-3.0%	-4.1%	1.0%
Asian/Pacific Islander *	0.0%	2.6%	2.4%	1.4%	1.6%	3.4%
Black/African American	2.5%	3.9%	5.8%	-1.0%	1.6%	5.2%
Hispanic/Latino	4.8%	6.0%	7.0%	6.3%	3.2%	6.7%
White	-2.6%	0.6%	1.0%	-1.6%	-0.6%	1.1%
Temporary Residents	14.1%	6.1%	6.1%	8.4%	7.8%	7.8%
Other/Unknown **	-5.5%	-2.9%	0.3%	-3.6%	-2.0%	1.6%

* Includes Asians and Native Hawaiians/Other Pacific Islanders

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

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.7 First-Time Graduate Enrollment by Broad Field, 2003 to 2013

Broad Field	% Change, 2012 to 2013	Average Annual % Change, 2008 to 2013	Average Annual % Change, 2003 to 2013
Total	1.0%	1.4%	2.6%
Arts and Humanities	-2.5%	-1.1%	-0.2%
Biological and Agricultural Sciences	-1.8%	2.5%	3.2%
Business	-1.1%	1.6%	2.7%
Education	-2.2%	-3.1%	0.5%
Engineering	6.9%	4.5%	4.7%
Health Sciences	3.1%	7.3%	7.1%
Mathematics and Computer Sciences	17.4%	9.2%	5.8%
Physical and Earth Sciences	-5.9%	0.9%	0.9%
Public Administration and Services	1.6%	3.7%	2.6%
Social and Behavioral Sciences	-2.1%	0.1%	1.2%
Other Fields	-4.6%	-2.5%	-0.8%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.8 First-Time Graduate Enrollment by Broad Field and Attendance Status, 2003 to 2013

Broad Field	% Change, 2012 to 2013	Full-time		% Change, 2012 to 2013	Part-time	
		Average Annual % Change, 2008 to 2013	Average Annual % Change, 2003 to 2013		Average Annual % Change, 2008 to 2013	Average Annual % Change, 2003 to 2013
Total	2.4%	3.5%	3.7%	-1.8%	-2.3%	0.7%
Arts and Humanities	-2.2%	-0.3%	0.2%	-4.0%	-3.8%	-1.8%
Biological and Agricultural Sciences	-2.4%	2.5%	3.1%	2.5%	3.4%	3.5%
Business	-2.1%	3.0%	3.7%	-2.6%	-1.6%	0.3%
Education	-2.1%	-0.4%	1.3%	-2.2%	-5.3%	-0.3%
Engineering	7.0%	5.6%	4.9%	6.4%	0.3%	3.3%
Health Sciences	3.5%	8.2%	6.9%	2.5%	5.8%	7.9%
Mathematics and Computer Sciences	20.9%	10.9%	7.4%	7.6%	4.6%	2.2%
Physical and Earth Sciences	-5.1%	1.5%	1.2%	-14.4%	-4.2%	-1.9%
Public Administration and Services	3.4%	5.7%	3.5%	-2.4%	0.0%	0.8%
Social and Behavioral Sciences	-2.9%	1.1%	1.4%	2.0%	-2.9%	0.3%
Other Fields	-3.8%	-0.1%	1.1%	-7.0%	-6.0%	-3.5%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.9 First-Time Graduate Enrollment by Broad Field and Citizenship, 2003 to 2013

Broad Field	U.S. Citizens and Permanent Residents			Temporary Residents		
	% Change, 2012 to 2013	Average Annual % Change, 2008 to 2013	Average Annual % Change, 2003 to 2013	% Change, 2012 to 2013	Average Annual % Change, 2008 to 2013	Average Annual % Change, 2003 to 2013
Total	-0.9%	0.6%	2.0%	11.5%	6.8%	6.9%
Arts and Humanities	-3.7%	-1.2%	0.0%	6.2%	4.9%	2.8%
Biological and Agricultural Sciences	0.2%	3.5%	3.6%	-5.4%	-0.1%	2.0%
Business	-1.7%	0.8%	2.2%	2.5%	6.6%	7.1%
Education	-1.8%	-3.2%	0.2%	-5.5%	1.0%	2.6%
Engineering	-0.1%	2.4%	2.1%	15.0%	7.2%	8.4%
Health Sciences	3.3%	7.7%	8.9%	1.9%	2.0%	3.1%
Mathematics and Computer Sciences	2.0%	5.2%	1.4%	33.3%	13.8%	14.0%
Physical and Earth Sciences	-5.5%	2.3%	1.3%	-2.8%	0.1%	0.8%
Public Administration and Services	1.7%	4.6%	4.1%	2.1%	4.5%	3.8%
Social and Behavioral Sciences	-2.4%	-0.2%	1.7%	1.8%	4.0%	2.5%
Other Fields	-5.7%	-3.6%	-1.5%	3.7%	7.3%	5.8%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.10 First-Time Graduate Enrollment by Broad Field and Race/Ethnicity, 2003 to 2013 (U.S. Citizens and Permanent Residents Only)

Broad Field	% Change, '12 - '13	Avg. Annual % Change, '08 - '13	Avg. Annual % Change, '03 - '13	% Change, '12 - '13	Avg. Annual % Change, '08 - '13	Avg. Annual % Change, '03 - '13	% Change, '12 - '13	Avg. Annual % Change, '08 - '13	Avg. Annual % Change, '03 - '13
	American Indian/Alaska Native			Asian/Pacific Islander *			Black/African American		
Total	-4.9%	-4.3%	0.7%	0.7%	2.1%	2.9%	-0.1%	2.3%	5.4%
Arts & Humanities	-2.6%	-8.2%	-1.7%	10.4%	0.3%	2.0%	3.9%	0.4%	1.5%
Bio. & Agric. Sci.	7.6%	-5.2%	3.8%	-1.7%	4.5%	6.9%	3.8%	5.6%	10.4%
Business	-16.2%	-4.1%	2.8%	-2.7%	0.7%	2.3%	-1.1%	2.4%	8.8%
Education	12.1%	-4.8%	-1.0%	0.0%	0.7%	3.3%	-1.9%	-1.9%	2.5%
Engineering	-3.7%	-4.1%	-2.2%	4.2%	1.6%	1.0%	2.6%	0.8%	3.5%
Health Sciences	-6.4%	1.0%	6.4%	1.7%	7.5%	9.5%	2.3%	13.5%	15.0%
Math & Comp. Sci.	11.5%	-4.0%	-1.2%	16.6%	6.7%	-0.8%	2.2%	8.5%	8.6%
Physical & Earth Sci.	-2.6%	-4.4%	1.1%	-5.6%	1.3%	5.1%	-9.9%	-1.0%	-0.6%
Public Admin. & Svcs.	-5.5%	-3.3%	-0.8%	-1.4%	1.6%	4.4%	0.7%	4.8%	5.8%
Social & Behav. Sci.	-25.8%	-6.0%	0.0%	-2.2%	0.3%	1.6%	-2.0%	-0.3%	3.4%
Other Fields	-7.2%	-7.8%	1.0%	-8.4%	-3.4%	-0.7%	-2.0%	-0.2%	0.5%
	Hispanic/Latino			White			<p>* Includes Asians and Native Hawaiians/Other Pacific Islanders</p> <p>Notes: See Appendix B for the survey taxonomy. See page 2 for a description of each race/ethnicity category.</p> <p>Source: CGS/GRE Survey of Graduate Enrollment and Degrees</p>		
Total	5.7%	4.1%	6.9%	-2.1%	-0.1%	1.1%			
Arts & Humanities	0.3%	3.3%	5.9%	-5.5%	-1.8%	-0.6%			
Bio. & Agric. Sci.	9.0%	13.5%	11.2%	-0.8%	2.6%	2.4%			
Business	5.9%	3.8%	6.1%	-2.5%	0.2%	1.1%			
Education	4.3%	-1.1%	5.4%	-2.9%	-3.8%	-0.7%			
Engineering	2.2%	8.8%	8.1%	-1.5%	2.1%	1.8%			
Health Sciences	5.6%	13.7%	16.8%	3.6%	6.5%	7.6%			
Math & Comp. Sci.	14.8%	7.9%	10.7%	-2.4%	4.2%	0.7%			
Physical & Earth Sci.	-6.0%	3.1%	3.4%	-5.2%	2.6%	1.1%			
Public Admin. & Svcs.	17.0%	13.5%	12.5%	-0.6%	3.5%	2.8%			
Social & Behav. Sci.	6.1%	3.0%	9.4%	-3.7%	-0.6%	0.8%			
Other Fields	-3.3%	3.8%	-0.3%	-6.4%	-4.6%	-1.9%			

Table 3.11 First-Time Graduate Enrollment by Broad Field and Gender, 2003 to 2013

Broad Field	% Change, 2012 to 2013	Men		% Change, 2012 to 2013	Women	
		Average Annual % Change, 2008 to 2013	Average Annual % Change, 2003 to 2013		Average Annual % Change, 2008 to 2013	Average Annual % Change, 2003 to 2013
Total	1.9%	2.2%	2.6%	0.3%	0.8%	2.6%
Arts and Humanities	-2.6%	-0.5%	0.2%	-2.4%	-1.5%	-0.5%
Biological and Agricultural Sciences	-1.7%	2.9%	3.6%	-1.8%	2.3%	2.9%
Business	-0.7%	1.2%	1.9%	-1.5%	2.1%	4.1%
Education	-1.9%	-2.7%	0.6%	-2.3%	-3.3%	0.4%
Engineering	6.3%	3.7%	4.4%	8.9%	7.3%	5.8%
Health Sciences	4.6%	8.9%	6.6%	2.6%	6.8%	7.2%
Mathematics and Computer Sciences	16.5%	9.0%	5.4%	19.4%	9.7%	6.8%
Physical and Earth Sciences	-4.2%	1.9%	1.2%	-8.7%	-0.6%	0.4%
Public Administration and Services	4.2%	3.0%	2.3%	0.8%	4.0%	2.7%
Social and Behavioral Sciences	-4.1%	0.7%	1.3%	-0.7%	-0.2%	1.2%
Other Fields	-6.9%	-2.3%	-0.4%	-3.1%	-2.6%	-1.0%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.12 Doctorate-Level First-Time Enrollment by Broad Field and Gender, 2008 to 2013

Broad Field	% Change, 2012 to 2013			Average Annual % Change, 2008 to 2013		
	Total	Men	Women	Total	Men	Women
Total	-4.0%	-5.0%	-3.0%	1.9%	2.2%	1.7%
Arts and Humanities	-8.4%	-5.9%	-10.7%	-2.0%	-1.8%	-2.2%
Biological and Agricultural Sciences	-9.3%	-10.9%	-7.5%	0.7%	0.8%	0.8%
Business	5.7%	8.8%	1.8%	4.5%	6.4%	2.3%
Education	-0.9%	-2.3%	-0.3%	-3.9%	-2.6%	-4.4%
Engineering	-3.9%	-4.0%	-3.3%	2.3%	2.0%	3.0%
Health Sciences	-3.7%	-4.2%	-3.5%	12.5%	12.8%	12.2%
Mathematics and Computer Sciences	0.2%	1.1%	-2.3%	1.6%	2.0%	0.7%
Physical and Earth Sciences	-5.3%	-4.2%	-7.7%	2.2%	3.4%	0.1%
Public Administration and Services	-10.3%	-10.4%	-10.3%	-0.1%	-1.1%	0.5%
Social and Behavioral Sciences	-5.4%	-8.9%	-3.0%	-0.1%	-0.5%	0.2%
Other Fields	-4.6%	-7.7%	-1.5%	0.2%	-0.3%	0.7%

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.13 Master's-Level First-Time Enrollment by Broad Field and Gender, 2008 to 2013 *

Broad Field	% Change, 2012 to 2013			Average Annual % Change, 2008 to 2013		
	Total	Men	Women	Total	Men	Women
Total	2.0%	3.7%	0.8%	1.3%	2.2%	0.7%
Arts and Humanities	-0.8%	-1.6%	-0.2%	-0.8%	0.0%	-1.3%
Biological and Agricultural Sciences	3.4%	5.6%	1.8%	3.8%	4.6%	3.4%
Business	-1.3%	-1.0%	-1.6%	1.5%	1.0%	2.0%
Education	-2.4%	-1.8%	-2.5%	-3.0%	-2.7%	-3.1%
Engineering	10.6%	9.8%	13.4%	5.1%	4.2%	8.9%
Health Sciences	4.9%	8.0%	4.2%	6.2%	7.7%	5.9%
Mathematics and Computer Sciences	21.7%	20.7%	23.9%	11.4%	11.2%	12.0%
Physical and Earth Sciences	-6.7%	-4.3%	-9.6%	-1.0%	-0.5%	-1.6%
Public Administration and Services	2.0%	5.0%	1.1%	3.9%	3.3%	4.1%
Social and Behavioral Sciences	-0.7%	-2.1%	0.2%	0.2%	1.2%	-0.3%
Other Fields	-4.6%	-6.9%	-3.2%	-2.6%	-2.5%	-2.7%

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

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.14 Total Graduate Enrollment by Institution Type and Carnegie Classification, 2003 to 2013

Carnegie Classification and Institution Type *	% Change, 2012 to 2013	Average Annual % Change, 2008 to 2013	Average Annual % Change, 2003 to 2013
Total	-0.2%	0.7%	1.5%
<i>Public</i>	-0.1%	0.6%	1.2%
<i>Private, not-for-profit</i>	1.6%	1.7%	2.2%
<i>Private, for-profit</i>	-7.7%	S	S
Research Universities (RU/VH)	1.9%	1.7%	1.6%
<i>Public</i>	1.2%	1.0%	1.0%
<i>Private, not-for-profit</i>	4.0%	3.7%	3.2%
<i>Private, for-profit</i>	N/A	N/A	N/A
Research Universities (RU/H)	-0.8%	1.2%	1.8%
<i>Public</i>	-0.5%	1.1%	1.5%
<i>Private, not-for-profit</i>	-1.7%	1.6%	2.8%
<i>Private, for-profit</i>	N/A	N/A	N/A

Continued on the following page.

See notes at end of table.

Table 3.14 (continued) Total Graduate Enrollment by Institution Type and Carnegie Classification, 2003 to 2013

Carnegie Classification and Institution Type *	% Change, 2012 to 2013	Average Annual % Change, 2008 to 2013	Average Annual % Change, 2003 to 2013
Doctoral/Research Universities	-3.2%	-1.6%	0.8%
<i>Public</i>	-0.9%	0.2%	3.0%
<i>Private, not-for-profit</i>	-1.8%	-0.6%	0.1%
<i>Private, for-profit</i>	-5.5%	S	S
Master's Colleges and Universities	-2.4%	-0.4%	0.8%
<i>Public</i>	-1.8%	-0.5%	0.5%
<i>Private, not-for-profit</i>	-1.1%	-0.5%	0.6%
<i>Private, for-profit</i>	S	S	S
Other	13.6%	9.1%	9.4%
<i>Public</i>	0.5%	4.1%	5.8%
<i>Private, not-for-profit</i>	21.2%	13.8%	12.6%
<i>Private, for-profit</i>	N/A	N/A	N/A

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

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.15 Total Graduate Enrollment by Citizenship and Race/Ethnicity, 2003 to 2013

Citizenship and Race/Ethnicity	% Change, 2012 to 2013	Average Annual % Change, 2008 to 2013	Average Annual % Change, 2003 to 2013
Total	-0.2%	0.7%	1.5%
U.S. Citizens and Permanent Residents	-1.1%	0.5%	1.4%
<i>American Indian/Alaska Native</i>	-4.0%	-3.8%	0.1%
<i>Asian/Pacific Islander *</i>	0.3%	1.8%	2.5%
<i>Black/African American</i>	-1.8%	1.3%	4.6%
<i>Hispanic/Latino</i>	5.6%	5.6%	5.6%
<i>White</i>	-1.9%	-0.3%	0.5%
Temporary Residents	7.3%	3.7%	2.9%
Other/Unknown **	-5.4%	-1.7%	1.6%

* Includes Asians and Native Hawaiians/Other Pacific Islanders

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

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.16 Total Graduate Enrollment by Citizenship, Race/Ethnicity, and Gender, 2003 to 2013

Citizenship and Race/Ethnicity	% Change, 2012 to 2013	Men		% Change, 2012 to 2013	Women	
		Average Annual % Change, 2008 to 2013	Average Annual % Change, 2003 to 2013		Average Annual % Change, 2008 to 2013	Average Annual % Change, 2003 to 2013
Total	0.4%	1.3%	1.3%	-0.6%	0.4%	1.6%
U.S. Citizens and Permanent Residents	-0.5%	1.1%	1.2%	-1.1%	0.0%	1.6%
<i>American Indian/Alaska Native</i>	-3.3%	-3.6%	-0.1%	-4.5%	-4.0%	0.3%
<i>Asian/Pacific Islander *</i>	-0.2%	2.0%	2.0%	0.7%	1.7%	3.0%
<i>Black/African American</i>	-1.3%	2.7%	4.3%	-2.0%	0.7%	4.8%
<i>Hispanic/Latino</i>	5.2%	6.5%	5.6%	5.9%	5.2%	5.9%
<i>White</i>	-1.8%	0.3%	0.5%	-2.0%	-0.8%	0.6%
Temporary Residents	7.7%	3.1%	2.1%	6.9%	4.6%	4.1%
Other/Unknown **	-5.4%	-2.0%	0.8%	-5.3%	-1.7%	2.2%

* Includes Asians and Native Hawaiians/Other Pacific Islanders

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

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.17 Total Graduate Enrollment by Broad Field, 2003 to 2013

Broad Field	% Change, 2012 to 2013	Average Annual % Change, 2008 to 2013	Average Annual % Change, 2003 to 2013
Total	-0.2%	0.7%	1.5%
Arts and Humanities	-2.6%	-1.1%	-0.2%
Biological and Agricultural Sciences	1.0%	2.2%	2.8%
Business	-0.6%	1.1%	1.8%
Education	-4.5%	-3.4%	-0.9%
Engineering	3.8%	3.8%	2.7%
Health Sciences	4.5%	10.3%	7.7%
Mathematics and Computer Sciences	8.5%	5.4%	2.7%
Physical and Earth Sciences	-0.6%	1.4%	1.5%
Public Administration and Services	1.0%	3.0%	1.9%
Social and Behavioral Sciences	-0.3%	0.8%	1.2%
Other Fields	-4.3%	-2.6%	-1.3%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.18 Total Graduate Enrollment by Broad Field and Attendance Status, 2003 to 2013

Broad Field	% Change, 2012 to 2013	Full-Time		% Change, 2012 to 2013	Part-Time	
		Average Annual % Change, 2008 to 2013	Average Annual % Change, 2003 to 2013		Average Annual % Change, 2008 to 2013	Average Annual % Change, 2003 to 2013
Total	1.4%	1.9%	2.5%	-2.4%	-1.0%	0.1%
Arts and Humanities	-2.0%	-0.3%	0.5%	-3.8%	-2.6%	-1.4%
Biological and Agricultural Sciences	1.0%	2.1%	2.8%	0.9%	2.9%	2.0%
Business	-0.8%	2.2%	2.6%	-2.2%	-0.3%	0.5%
Education	-4.1%	-1.8%	0.2%	-4.8%	-4.3%	-1.6%
Engineering	5.5%	4.9%	3.0%	-0.3%	1.4%	1.2%
Health Sciences	4.2%	10.0%	6.9%	5.0%	10.9%	9.1%
Mathematics and Computer Sciences	13.5%	6.7%	4.0%	0.3%	3.5%	0.9%
Physical and Earth Sciences	0.3%	2.0%	1.8%	-6.0%	-1.6%	0.2%
Public Administration and Services	1.3%	5.3%	3.2%	0.6%	-0.2%	-0.1%
Social and Behavioral Sciences	3.0%	1.5%	1.8%	-7.0%	-0.5%	-0.3%
Other Fields	-3.8%	-0.5%	0.7%	-5.2%	-4.8%	-3.0%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.19 Total Graduate Enrollment by Broad Field and Citizenship, 2003 to 2013

Broad Field	U.S. Citizens and Permanent Residents			Temporary Residents		
	% Change, 2012 to 2013	Average Annual % Change, 2008 to 2013	Average Annual % Change, 2003 to 2013	% Change, 2012 to 2013	Average Annual % Change, 2008 to 2013	Average Annual % Change, 2003 to 2013
Total	-1.1%	0.5%	1.4%	7.3%	3.7%	2.9%
Arts and Humanities	-3.0%	-1.1%	-0.1%	3.0%	1.7%	0.9%
Biological and Agricultural Sciences	1.6%	2.6%	2.9%	-0.6%	1.2%	2.1%
Business	-1.3%	0.8%	1.9%	5.7%	4.7%	3.4%
Education	-4.5%	-3.4%	-0.8%	0.8%	0.7%	1.4%
Engineering	-0.3%	3.3%	2.7%	8.9%	4.9%	2.8%
Health Sciences	4.7%	11.0%	10.9%	0.8%	2.7%	1.6%
Mathematics and Computer Sciences	1.1%	4.2%	1.8%	18.9%	8.0%	4.4%
Physical and Earth Sciences	-0.2%	2.2%	1.9%	0.6%	1.1%	1.0%
Public Administration and Services	1.4%	3.8%	3.3%	2.4%	2.1%	3.3%
Social and Behavioral Sciences	-0.3%	0.9%	1.6%	1.9%	2.3%	1.5%
Other Fields	-5.3%	-3.4%	-1.7%	2.9%	5.1%	2.8%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.20 Total Graduate Enrollment by Broad Field and Race/Ethnicity, 2003 to 2013 (U.S. Citizens and Permanent Residents Only)

Broad Field	% Change, '12 - '13	Avg. Annual % Change, '08 - '13	Avg. Annual % Change, '03 - '13	% Change, '12 - '13	Avg. Annual % Change, '08 - '13	Avg. Annual % Change, '03 - '13	% Change, '12 - '13	Avg. Annual % Change, '08 - '13	Avg. Annual % Change, '03 - '13
	American Indian/Alaska Native			Asian/Pacific Islander *			Black/African American		
Total	-4.0%	-3.8%	0.1%	0.3%	1.8%	2.5%	-1.8%	1.3%	4.6%
Arts & Humanities	-9.5%	-6.3%	-1.5%	6.9%	1.0%	2.1%	2.1%	-1.2%	0.5%
Bio. & Agric. Sci.	-1.6%	-3.7%	2.4%	0.0%	2.9%	5.9%	2.9%	2.9%	7.6%
Business	-0.7%	-2.9%	1.5%	-3.7%	-0.6%	2.5%	-2.8%	2.6%	9.7%
Education	-6.4%	-5.7%	-1.8%	0.2%	0.1%	2.8%	-4.6%	-2.6%	1.8%
Engineering	-11.2%	-5.1%	-0.2%	0.1%	1.7%	1.7%	-0.2%	1.9%	3.8%
Health Sciences	-2.4%	4.2%	9.3%	7.3%	12.8%	12.1%	5.6%	19.8%	19.8%
Math & Comp. Sci.	2.6%	-3.1%	-0.5%	7.0%	2.9%	-1.0%	-0.8%	8.8%	10.2%
Physical & Earth Sci.	-14.8%	-3.7%	1.6%	-0.6%	3.0%	3.3%	-5.0%	0.5%	0.4%
Public Admin. & Svcs.	5.4%	-1.1%	-0.9%	-5.0%	1.8%	4.5%	0.1%	5.1%	5.9%
Social & Behav. Sci.	-4.3%	-3.3%	0.3%	-2.4%	0.8%	2.5%	1.1%	1.5%	3.6%
Other Fields	-9.9%	-8.6%	-1.1%	-7.0%	-2.6%	-0.2%	-1.7%	-1.1%	-0.4%
	Hispanic/Latino			White			<p>* Includes Asians and Native Hawaiians/Other Pacific Islanders</p> <p>Notes: See Appendix B for the survey taxonomy. See page 2 for a description of each race/ethnicity category.</p> <p>Source: CGS/GRE Survey of Graduate Enrollment and Degrees</p>		
Total	5.6%	5.6%	5.6%	-1.9%	-0.3%	0.5%			
Arts & Humanities	1.3%	4.1%	4.1%	-4.4%	-1.7%	-0.5%			
Bio. & Agric. Sci.	13.9%	9.6%	10.2%	0.6%	2.1%	1.9%			
Business	6.0%	7.5%	6.4%	-1.5%	-0.1%	0.5%			
Education	2.5%	1.7%	3.4%	-5.6%	-4.2%	-1.6%			
Engineering	8.6%	10.7%	8.8%	-1.3%	3.2%	2.4%			
Health Sciences	7.6%	20.5%	17.2%	4.0%	9.1%	9.4%			
Math & Comp. Sci.	10.4%	12.0%	6.8%	-0.8%	3.2%	1.4%			
Physical & Earth Sci.	11.5%	7.5%	6.7%	-0.7%	1.9%	1.6%			
Public Admin. & Svcs.	8.4%	11.8%	10.7%	0.8%	2.5%	1.9%			
Social & Behav. Sci.	6.2%	7.1%	6.3%	-1.3%	0.1%	0.8%			
Other Fields	0.2%	3.9%	1.2%	-6.3%	-4.3%	-2.2%			

Table 3.21 Total Graduate Enrollment by Broad Field and Gender, 2003 to 2013

Broad Field	% Change, 2012 to 2013	Men		% Change, 2012 to 2013	Women	
		Average Annual % Change, 2008 to 2013	Average Annual % Change, 2003 to 2013		Average Annual % Change, 2008 to 2013	Average Annual % Change, 2003 to 2013
Total	0.4%	1.3%	1.3%	-0.6%	0.4%	1.6%
Arts and Humanities	-2.0%	-0.6%	0.2%	-3.1%	-1.4%	-0.4%
Biological and Agricultural Sciences	0.8%	2.4%	2.3%	1.1%	2.1%	3.2%
Business	-0.7%	0.7%	1.1%	-0.5%	1.8%	2.8%
Education	-3.2%	-3.0%	-0.7%	-5.0%	-3.5%	-1.0%
Engineering	3.1%	3.3%	2.3%	6.1%	5.5%	4.2%
Health Sciences	4.8%	11.4%	6.3%	4.5%	9.9%	8.2%
Mathematics and Computer Sciences	7.3%	5.6%	2.6%	11.7%	5.1%	2.9%
Physical and Earth Sciences	0.3%	1.8%	1.4%	-2.2%	0.9%	1.8%
Public Administration and Services	1.1%	1.6%	1.3%	1.0%	3.4%	2.1%
Social and Behavioral Sciences	-0.8%	1.3%	1.4%	0.0%	0.6%	1.1%
Other Fields	-4.7%	-2.1%	-1.0%	-4.0%	-3.0%	-1.5%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.22 Doctorate-Level Total Enrollment by Broad Field and Gender, 2008 to 2013

Broad Field	% Change, 2012 to 2013			Average Annual % Change, 2008 to 2013		
	Total	Men	Women	Total	Men	Women
Total	1.2%	1.2%	1.2%	2.4%	2.5%	2.3%
Arts and Humanities	-2.6%	-2.6%	-2.7%	-1.0%	-0.8%	-1.1%
Biological and Agricultural Sciences	-0.7%	-0.7%	-0.6%	1.5%	1.7%	1.3%
Business	-2.9%	-1.4%	-4.6%	6.1%	5.6%	6.8%
Education	-2.4%	-2.4%	-2.4%	-2.3%	-2.0%	-2.4%
Engineering	1.3%	0.9%	2.6%	4.0%	3.7%	5.0%
Health Sciences	2.5%	2.1%	2.7%	14.2%	13.9%	14.1%
Mathematics and Computer Sciences	0.7%	0.5%	1.5%	2.0%	2.3%	1.4%
Physical and Earth Sciences	0.5%	0.9%	-0.4%	2.1%	2.4%	1.7%
Public Administration and Services	-1.7%	0.6%	-3.0%	3.3%	3.2%	3.3%
Social and Behavioral Sciences	-0.2%	0.1%	-0.4%	1.2%	1.1%	1.2%
Other Fields	-0.4%	-2.2%	1.5%	0.0%	-0.1%	0.1%

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.23 Master's-Level Total Enrollment by Broad Field and Gender, 2008 to 2013 *

Broad Field	% Change, 2012 to 2013			Average Annual % Change, 2008 to 2013		
	Total	Men	Women	Total	Men	Women
Total	-0.7%	0.1%	-1.1%	0.1%	0.7%	-0.2%
Arts and Humanities	-2.6%	-1.5%	-3.3%	-1.1%	-0.5%	-1.6%
Biological and Agricultural Sciences	3.3%	3.2%	3.5%	3.4%	3.9%	3.3%
Business	-0.5%	-0.7%	-0.3%	0.9%	0.4%	1.5%
Education	-5.2%	-3.6%	-5.6%	-3.7%	-3.4%	-3.8%
Engineering	5.5%	4.6%	8.6%	3.6%	3.0%	6.0%
Health Sciences	5.2%	6.2%	5.0%	9.1%	10.3%	8.9%
Mathematics and Computer Sciences	12.3%	10.8%	15.8%	7.3%	7.6%	6.7%
Physical and Earth Sciences	-3.7%	-1.7%	-5.9%	-0.6%	-0.2%	-0.8%
Public Administration and Services	1.3%	1.2%	1.4%	2.9%	1.4%	3.5%
Social and Behavioral Sciences	-0.3%	-1.5%	0.3%	0.6%	1.5%	0.1%
Other Fields	-5.2%	-5.6%	-5.0%	-3.1%	-2.6%	-3.4%

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

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.24 Graduate Degrees and Certificates Awarded by Degree Level and Institution Type, 2002-03 to 2012-13

Degree Level and Institution Type	% Change, '11-12 to '12-13	Average Annual % Change, '07-08 to '12-13	Average Annual % Change, '02-03 to '12-13
Doctoral Degrees	5.0%	5.5%	5.8%
<i>Public</i>	5.2%	4.5%	5.5%
<i>Private, not-for-profit</i>	4.6%	6.4%	5.7%
<i>Private, for-profit</i>	S	S	S
Master's Degrees	0.0%	3.0%	4.0%
<i>Public</i>	0.7%	3.4%	3.7%
<i>Private, not-for-profit</i>	1.8%	3.5%	3.7%
<i>Private, for-profit</i>	-13.1%	S	S
Graduate-Level Certificates	1.3%	18.2%	N/A
<i>Public</i>	-0.5%	17.8%	N/A
<i>Private, not-for-profit</i>	3.0%	15.1%	N/A
<i>Private, for-profit</i>	S	S	N/A

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.25 Graduate Degrees and Certificates Awarded by Degree Level and Carnegie Classification, 2002-03 to 2012-13

Degree Level and Carnegie Classification *	% Change, '11-12 to '12-13	Average Annual % Change, '07-08 to '12-13	Average Annual % Change, '02-03 to '12-13
Doctoral Degrees	5.0%	5.5%	5.8%
<i>Research Universities (RU/VH)</i>	2.2%	2.7%	4.4%
<i>Research Universities (RU/H)</i>	4.4%	6.5%	7.9%
<i>Doctoral/Research Universities</i>	15.1%	14.7%	9.6%
<i>Master's Colleges and Universities</i>	4.0%	29.6%	10.3%
<i>Other</i>	31.1%	20.2%	21.4%
Master's Degrees	0.0%	3.0%	4.0%
<i>Research Universities (RU/VH)</i>	1.9%	3.9%	3.7%
<i>Research Universities (RU/H)</i>	-0.6%	4.1%	4.1%
<i>Doctoral/Research Universities</i>	-6.0%	0.0%	4.3%
<i>Master's Colleges and Universities</i>	-0.8%	2.2%	3.7%
<i>Other</i>	29.2%	15.5%	16.6%
Graduate-Level Certificates	1.3%	18.2%	N/A
<i>Research Universities (RU/VH)</i>	10.3%	6.9%	N/A
<i>Research Universities (RU/H)</i>	33.6%	46.3%	N/A
<i>Doctoral/Research Universities</i>	-25.1%	43.7%	N/A
<i>Master's Colleges and Universities</i>	-14.1%	10.5%	N/A
<i>Other</i>	98.9%	18.8%	N/A

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

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.26 Graduate Degrees and Certificates Awarded by Degree Level, Institution Type, and Gender, 2002-03 to 2012-13

Degree Level and Institution Type	% Change, '11-12 to '12-13	Men		% Change, '11-12 to '12-13	Women	
		Average Annual % Change, '07-08 to '12-13	Average Annual % Change, '02-03 to '12-13		Average Annual % Change, '07-08 to '12-13	Average Annual % Change, '02-03 to '12-13
Doctoral Degrees	4.6%	3.9%	4.5%	5.4%	7.1%	6.9%
<i>Public</i>	4.9%	3.3%	4.4%	5.0%	5.6%	6.0%
<i>Private, not-for-profit</i>	4.2%	4.4%	4.2%	5.9%	8.4%	7.4%
<i>Private, for-profit</i>	S	S	S	S	S	S
Master's Degrees	0.0%	3.4%	3.4%	-0.1%	2.7%	4.4%
<i>Public</i>	0.6%	4.0%	3.6%	0.7%	3.0%	3.6%
<i>Private, not-for-profit</i>	0.9%	3.6%	3.0%	2.7%	3.5%	4.5%
<i>Private, for-profit</i>	-10.6%	-1.6%	S	-14.3%	-1.7%	S
Graduate-Level Certificates	-3.9%	16.1%	N/A	4.5%	20.3%	N/A
<i>Public</i>	-3.3%	16.8%	N/A	0.7%	19.8%	N/A
<i>Private, not-for-profit</i>	-5.4%	12.5%	N/A	9.7%	16.7%	N/A
<i>Private, for-profit</i>	S	S	N/A	S	S	N/A

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.27 Graduate Degrees and Certificates Awarded by Degree Level, Carnegie Classification, and Gender, 2002-03 to 2012-13

Degree Level and Carnegie Classification *	% Change, '11-12 to '12-13	Men		% Change, '11-12 to '12-13	Women	
		Average Annual % Change, '07-08 to '12-13	Average Annual % Change, '02-03 to '12-13		Average Annual % Change, '07-08 to '12-13	Average Annual % Change, '02-03 to '12-13
Doctoral Degrees	4.6%	3.9%	4.5%	5.4%	7.1%	6.9%
<i>Research Universities (RU/VH)</i>	3.5%	2.0%	3.8%	0.8%	3.6%	4.9%
<i>Research Universities (RU/H)</i>	4.3%	5.8%	5.7%	2.5%	6.6%	9.5%
<i>Doctoral/Research Universities</i>	9.0%	11.3%	7.7%	18.3%	16.7%	10.9%
<i>Master's Colleges and Universities</i>	3.0%	26.2%	9.4%	6.7%	29.5%	10.8%
<i>Other</i>	22.0%	15.8%	13.5%	41.6%	23.2%	28.1%
Master's Degrees	0.0%	3.4%	3.4%	-0.1%	2.7%	4.4%
<i>Research Universities (RU/VH)</i>	2.2%	4.1%	3.3%	1.6%	3.8%	3.8%
<i>Research Universities (RU/H)</i>	-1.2%	4.6%	3.6%	-0.3%	3.7%	4.1%
<i>Doctoral/Research Universities</i>	-5.0%	0.4%	2.4%	-6.5%	-0.3%	5.7%
<i>Master's Colleges and Universities</i>	-1.0%	2.9%	3.7%	-0.5%	2.0%	3.6%
<i>Other</i>	15.0%	11.7%	10.1%	40.3%	17.6%	22.3%
Graduate-Level Certificates	-3.9%	16.1%	N/A	4.5%	20.3%	N/A
<i>Research Universities (RU/VH)</i>	14.2%	9.6%	N/A	7.8%	5.4%	N/A
<i>Research Universities (RU/H)</i>	44.2%	24.2%	N/A	28.7%	63.4%	N/A
<i>Doctoral/Research Universities</i>	-37.4%	38.1%	N/A	-19.1%	47.9%	N/A
<i>Master's Colleges and Universities</i>	-27.6%	14.2%	N/A	0.3%	10.6%	N/A
<i>Other</i>	124.2%	15.9%	N/A	5.5%	23.4%	N/A

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

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.28 Graduate-Level Certificates Awarded by Broad Field and Gender, 2007-08 to 2012-13

Broad Field	Total		Men		Women	
	% Change, 2011-12 to 2012-13	% Change, 2007-08 to 2012-13	% Change, 2011-12 to 2012-13	% Change, 2007-08 to 2012-13	% Change, 2011-12 to 2012-13	% Change, 2007-08 to 2012-13
Total	1.3%	18.2%	-3.9%	16.1%	4.5%	20.3%
Arts and Humanities	22.8%	8.7%	46.2%	10.9%	27.4%	7.5%
Biological and Agricultural Sciences	57.4%	22.2%	68.0%	20.8%	49.4%	21.9%
Business	46.3%	24.4%	39.6%	23.8%	27.8%	25.2%
Education	-0.6%	4.2%	-2.2%	1.9%	-0.2%	5.6%
Engineering	46.3%	17.1%	48.0%	20.7%	40.1%	6.3%
Health Sciences	6.8%	18.4%	3.1%	7.7%	7.5%	23.0%
Mathematics and Computer Sci.	35.9%	25.4%	30.4%	23.0%	46.4%	29.1%
Physical and Earth Sciences	20.5%	4.6%	3.1%	3.3%	51.9%	7.0%
Public Administration and Services	6.5%	8.7%	-8.5%	7.4%	13.3%	9.2%
Social and Behavioral Sciences	9.6%	-7.1%	18.1%	-3.1%	-5.6%	-8.9%
Other Fields	11.5%	13.4%	16.3%	11.4%	9.5%	14.7%

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

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.29 Master's Degrees Awarded by Broad Field and Gender, 2002-03 to 2012-13

Broad Field	Total			Men			Women		
	% Change, '11/12 - '12/13	Avg. Annual % Change, '07/08 - '12/13	Avg. Annual % Change, '02/03 - '12/13	% Change, '11/12 - '12/13	Avg. Annual % Change, '07/08 - '12/13	Avg. Annual % Change, '02/03 - '12/13	% Change, '11/12 - '12/13	Avg. Annual % Change, '07/08 - '12/13	Avg. Annual % Change, '02/03 - '12/13
Total	0.0%	3.0%	4.0%	0.0%	3.4%	3.4%	-0.1%	2.7%	4.4%
Arts & Humanities	1.1%	1.9%	3.0%	2.5%	2.6%	3.6%	0.2%	1.3%	2.2%
Biological and Agric. Sci.	4.3%	6.8%	6.9%	4.0%	7.7%	6.4%	4.6%	6.3%	7.0%
Business	1.9%	4.4%	3.2%	1.2%	3.9%	2.6%	2.9%	5.3%	4.0%
Education	-6.1%	-1.8%	0.8%	-7.0%	-1.9%	0.6%	-5.7%	-1.8%	0.8%
Engineering	-1.6%	5.2%	4.5%	-2.7%	5.0%	4.0%	1.8%	5.7%	6.4%
Health Sciences	7.3%	11.3%	9.1%	8.3%	10.1%	6.5%	7.0%	11.6%	9.8%
Math and Computer Sci.	7.5%	5.4%	3.1%	8.7%	6.0%	3.9%	4.8%	4.2%	2.1%
Physical and Earth Sciences	3.6%	2.6%	4.2%	2.9%	3.0%	4.0%	4.8%	2.0%	4.6%
Public Admin. and Services	4.9%	3.9%	4.6%	2.2%	2.6%	3.6%	5.9%	4.3%	4.6%
Social and Behavioral Sci.	0.0%	3.0%	5.1%	0.1%	4.2%	5.2%	-0.1%	2.2%	4.9%
Other Fields	-1.8%	2.6%	3.5%	-3.0%	2.3%	2.6%	-0.8%	2.7%	3.7%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table 3.30 Doctoral Degrees Awarded by Broad Field and Gender, 2002-03 to 2012-13

Broad Field	Total			Men			Women		
	% Change, '11/12 - '12/13	Avg. Annual % Change, '07/08 - '12/13	Avg. Annual % Change, '02/03 - '12/13	% Change, '11/12 - '12/13	Avg. Annual % Change, '07/08 - '12/13	Avg. Annual % Change, '02/03 - '12/13	% Change, '11/12 - '12/13	Avg. Annual % Change, '07/08 - '12/13	Avg. Annual % Change, '02/03 - '12/13
Total	5.0%	5.5%	5.8%	4.6%	3.9%	4.5%	5.4%	7.1%	6.9%
Arts & Humanities	3.7%	3.9%	2.5%	6.8%	4.6%	2.3%	1.2%	3.4%	2.5%
Biological and Agric. Sci.	3.9%	4.1%	5.8%	5.9%	3.0%	2.9%	1.9%	5.2%	9.0%
Business	18.7%	11.3%	5.2%	19.1%	8.0%	3.9%	18.2%	16.4%	7.6%
Education	6.6%	3.4%	2.0%	6.6%	3.2%	1.9%	6.5%	3.5%	1.7%
Engineering	8.1%	3.0%	7.6%	6.9%	2.8%	7.0%	12.1%	4.0%	9.8%
Health Sciences	0.2%	20.1%	17.0%	0.1%	18.1%	8.9%	0.1%	20.6%	21.0%
Math and Computer Sci.	12.1%	3.3%	9.9%	11.1%	3.7%	9.4%	15.3%	2.2%	9.9%
Physical and Earth Sciences	3.1%	2.2%	4.1%	0.9%	0.9%	3.1%	7.6%	4.8%	6.2%
Public Admin. and Services	3.8%	3.9%	5.8%	-16.0%	2.2%	2.7%	19.2%	4.9%	6.8%
Social and Behavioral Sci.	1.6%	3.7%	2.4%	0.4%	3.1%	1.3%	2.3%	4.1%	3.1%
Other Fields	-4.6%	2.2%	2.8%	1.2%	-0.2%	2.8%	-8.1%	5.0%	2.2%

Note: See Appendix B for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Appendix A

2013 CGS/GRE Survey of Graduate Enrollment and Degrees Survey Instrument

CGS/GRE® Survey of Graduate Enrollment and Degrees

2013 _____ Data Sheet

Institution: _____

GRE Institution Code: _____

[Print](#)

I. Graduate Enrollment for 2013 Fall Term				
	Men	First Time Women	Total	Total (Includes First Time)
Master's and Other *				Women Total
Doctorate				
Total				
Full Time				
Part Time				
Total				

II. Number of Degrees Conferred between July 1, 2012, and June 30, 2013		
	Men	Women
Master's and Other *		
Doctorate		
Graduate Certificate		
Total		

III. Number of Completed Applications Submitted for 2013 Fall Term		
	Master's and Other*	Doctorate
Accepted		
Not Accepted		
Total		

IV. Graduate Enrollment by Race/Ethnicity for 2013 Fall Term				
	First-Time			Total (Includes First Time)
	Men	Women	Total	Men Women Total
Non-Resident Aliens (Temporary 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			
U.S. Citizens and Permanent Residents				
Race/Ethnicity Unknown				
Citizenship Unknown				
Total				

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

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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
 Marketing
 Marketing Management
 Merchandising
 Real Estate
 Sales
 Business Fields, Other

EDUCATION

Education Administration

Educational Administration
 Educational Leadership
 Educational Supervision

Curriculum and Instruction

Curriculum and Instruction

Early Childhood Education

Early Childhood Education and
 Teaching
 Kindergarten/Preschool
 Education and Teaching

Elementary Education
 Elementary Education and
 Teaching
 Elementary-Level Teaching
 Fields

Educational Assessment,

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

Higher Education

Higher Education
 Higher Education Administration

Secondary Education

Secondary Education and
 Teaching
 Secondary-Level Teaching Fields

Special Education

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

Student Counseling and Personnel

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

Education, Other

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

ENGINEERING

Chemical Engineering

Chemical and Biomolecular
 Engineering
 Chemical Engineering

Civil Engineering

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

**Computer, Electrical, and
Electronics Engineering**

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

Industrial Engineering

Industrial Engineering
 Manufacturing Engineering
 Operations Research

Materials Engineering

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

Mechanical Engineering

Engineering Mechanics
 Mechanical Engineering

Engineering, Other

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

**HEALTH AND MEDICAL
SCIENCES**

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

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

**MATHEMATICS AND
COMPUTER SCIENCES
Mathematical Sciences**

Actuarial Science
 Applied Mathematics
 Mathematics
 Probability
 Statistics
 Mathematical Sciences, Other

**Computer and Information
Sciences**

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

**PHYSICAL AND EARTH
SCIENCES****Chemistry**

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

Earth, Atmospheric, and Marine Sciences

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

Physics and Astronomy

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

Natural Sciences, Other

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

PUBLIC ADMINISTRATION AND SERVICES

Public Administration

Community Organization and Advocacy
Public Administration

Social Work

Social Work
Youth Services/Administration
Social Work, Other

SOCIAL AND BEHAVIORAL SCIENCES

Anthropology and Archaeology

Anthropology
Archaeology

Economics

Applied Economics
Econometrics
Economics
International Economics

Political Science

International Relations
Political Science and Government
Public Policy Analysis

Psychology

Applied Psychology
Clinical Psychology
Cognitive Psychology
Community Psychology
Comparative Psychology
Counseling Psychology

Developmental and Child Psychology
Experimental Psychology
Forensic Psychology
Industrial and Organizational Psychology
Personality Psychology
Physiological Psychology
Psycholinguistics
Psychology, General
Psychometrics
Psychopharmacology
Quantitative Psychology
Research and Experimental Psychology
Social Psychology
Psychology, Other
Sociology
Demography
Rural Sociology
Sociology

Social Sciences, Other

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

OTHER FIELDS

Architecture and Environmental Design
Architectural History and Criticism
Architectural Sciences and Technology
Architecture

City/Urban, Community and Regional Planning
Environmental Design
Interior Architecture
Landscape Architecture
Real Estate Development
Architecture and Environmental Design, Other

Communications and Journalism

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

Family and Consumer Sciences

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

Library and Archival Sciences



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

Religion and Theology

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

Other Fields

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



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