

# A Behind the Scenes Look at Graduate Enrollment & Degrees

*CGS Webinar, 20 October 2016*

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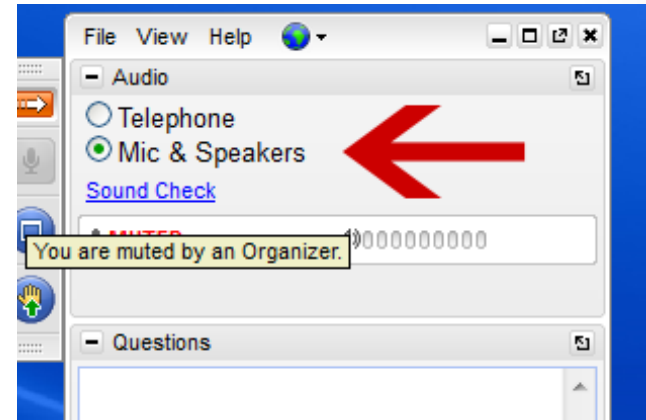
*Program Manager, Best Practices*

# Plan for today

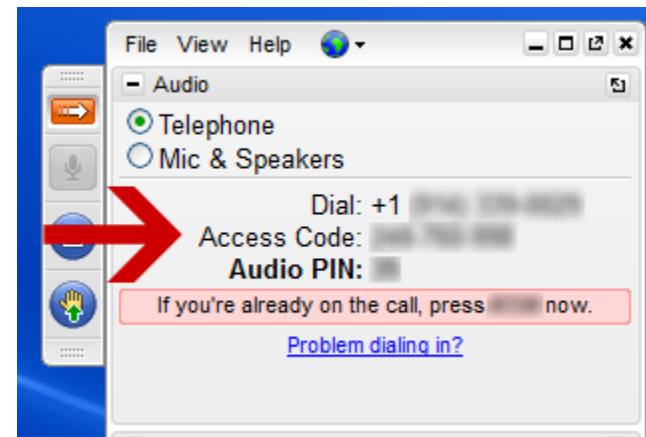
- Presentation of approximately 30 minutes, followed by a Question & Answer period.
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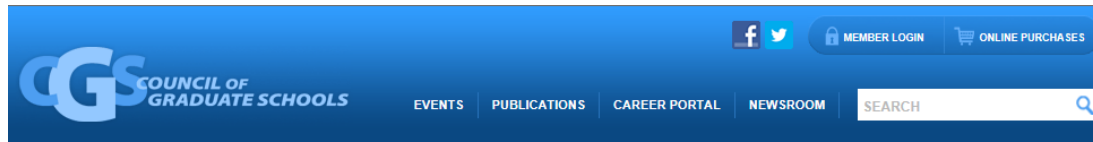
# Before We Begin ...

Special thank you to 617 CGS members and regional affiliates who participated in the Fall 2015 CGS/GRE Survey of Graduate Enrollment and Degrees.

The Fall 2016 survey cycle is beginning in November. Please look out for our mailings.

# Full Report

<http://cgsnet.org/graduate-schools-report-strong-growth-first-time-enrollment-underrepresented-minorities>



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## Graduate Schools Report Strong Growth in First-Time Enrollment of Underrepresented Minorities

SEPTEMBER 16, 2016

[E\\_and\\_D\\_2015\\_press\\_release\\_final.pdf](#)

Overall First-Time Graduate Enrollment Increases by 3.9%

Contact:

Julia Kent, CGS: (202) 461-3874 / [jkent@cgs.nche.edu](mailto:jkent@cgs.nche.edu)

Washington, DC — The Council of Graduate Schools (CGS) today reported modest growth in first-time enrollments for a number of key demographic groups enrolling in graduate school. Notably, all underrepresented minority (URM) groups monitored by the survey saw greater increases in first-time graduate enrollment than their White, non-Hispanic counterparts, although their overall representation in the graduate student body still remains relatively low. Among first-time U.S. citizens and permanent resident graduate students in Fall 2015, at least 22.5% were underrepresented minorities, including American Indian/Alaska Native (0.5%), Black/African American (11.8%), Native Hawaiian/Other Pacific Islander (0.2%), and Hispanic/Latino (10%).

CGS President Suzanne T. Ortega responded to the growth in URM graduate enrollment with cautious optimism. "The sizeable increase in overall first-time enrollments for underrepresented minorities, particularly seen among URM women, is great news, but the share of underrepresented minorities among U.S. citizens and permanent residents is similar to previous years. URMs remain proportionally underrepresented, and we must sustain this trend for several years to ensure a larger impact across graduate programs and a more diverse workforce."

Understanding PhD Career Pathways for Program Improvement

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Graduate Enrollment and Degrees

The CGS/GRE report is the only national survey that collects data on first-time and total graduate enrollment by field across all fields of graduate study

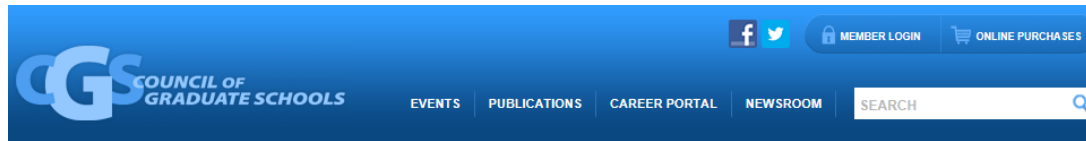
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# Fine Field Report (Members Only)

<http://cgsnet.org/graduate-enrollment-and-degrees-report-fine-field-2005-2015>



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## Graduate Enrollment and Degrees Report by Fine Field: 2005 to 2015

COUNCIL OF GRADUATE SCHOOLS  
FRIDAY, SEPTEMBER 30, 2016  
SOFTCOVER  
117 PAGES

This report, available only to CGS member institutions, includes data tables on Fall 2015 first-time and total graduate enrollment data by fine field of study (e.g., chemistry, history, philosophy, etc.), gender, citizenship, and race/ethnicity and graduate degrees awarded in Academic Year 2014-15 by fine field of study, degree level (master's vs. doctoral), and gender. The tables also include one-year percent changes, as well as five-year and ten-year average annual percent changes.

Understanding PhD Career Pathways for Program Improvement

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# Thank You...

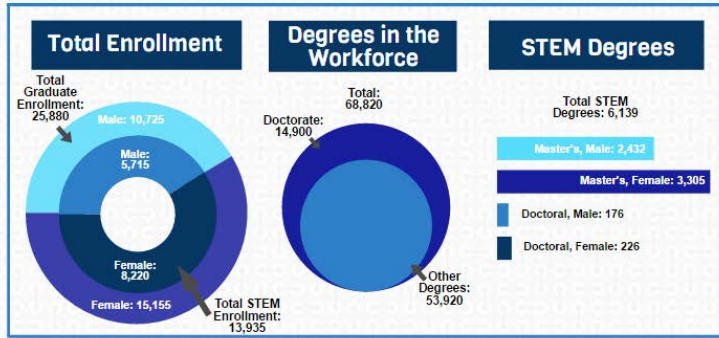
We would like to express our appreciation to ETS and the GRE program for ensuring the quality of the survey and the continuity of data. We particularly want to thank David Payne for his unwavering support of this effort, Dawn Piacentino for her overall direction of the project at ETS, and Carol Hawkes and Judy Lauter for their coordination of the data collection effort.



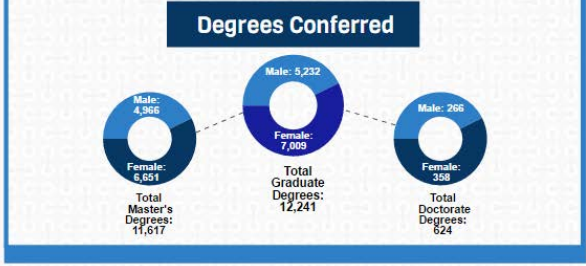
# Why GE&D Data Is Important ...

The **only national survey** that collects data on applications, offers of admission, first-time and total enrollment across all fields of master's and research doctoral programs—and disaggregate the data by degree level.





# Graduate Education District of Columbia: A Snapshot



Sources: The Council of Graduate Schools (CGS) annually collects data from graduate schools through the CGS/GRE Survey of Graduate Students and Degrees. The responding institutions included CGS members and non-members in the state, and the information displayed was compiled from these institutions' survey responses.

Sources: The workforce data come from the National Science Foundation's (NSF) 2016 Science and Engineering Indicators Data Table 706 and the 2016 Science and Engineering Skills Index. The data reflect total individuals in science and engineering occupations with doctoral or master's and undergraduate degrees. "Other Degrees" combines master's and undergraduate degrees as NSF only disaggregates doctoral degrees.

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<http://cgsnet.org/>  
Updated 2016

## Graduate Applications, Enrollments, and Degrees:

### Comparison of Pac-12 and Selected NCAA Division I-A Football Conferences

#### A Summary of GE&D Results by Selected NCAA Division I-A Football Conferences

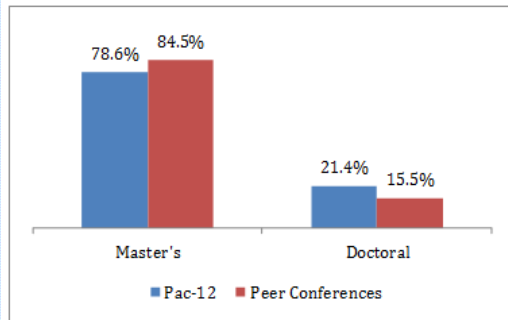
The recently released *Graduate Enrollment and Degrees: 2005 to 2015* (Okahana, Feaster, & Altum, 2016) report provides a comprehensive look at master's and research doctoral enrollment in the United States. The results from the survey are portrayed in the report in a variety of ways, including breakdowns by student and institutional characteristics. The report does not – and has not – portrayed results according to institutional type beyond Carnegie classification. Since the college football season has recently started, this report compares applications, offers of admission, and first-time graduate enrollment at Pac-12 with other NCAA Division I-A football conferences. The acceptance rate was higher for doctoral than master's applicants within the Pac-12 conference compared to others. More international students were enrolled for the first time at an institution within the Pac-12 conference. Overall, there were more underrepresented minority students within the Pac-12 conference, with the exception of Black/African American students.

#### Comparison Groups:

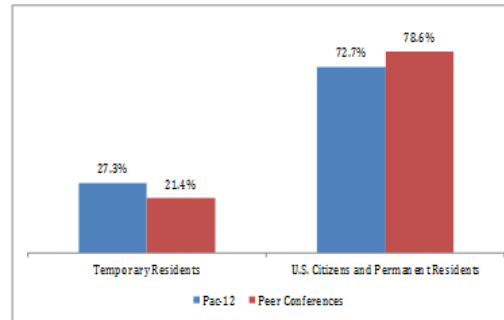
The comparison groups featured in this report are the:

*ACC, American Athletic, Big 12, Big Ten, FBS Independents, Ivy, Ivy Plus (Ivy Plus Consortium), Mid-American, Mountain West, SEC, and Sun Belt Conferences*

#### Acceptance rates by Degree level



#### Citizenship



**-4.3%**

doctoral  
programs

Change in

**Applications  
for Admission  
between  
2014 & 2015**

**+3.8%**

master's/  
other programs

Did your institution see a significant growth or decline of graduate applications between Fall 2014 and Fall 2015?

If, so, in which area(s)? (e.g., master's or research doctorates, international or domestic, particular fields, etc.)

What factor(s) do you attribute these changes to? (e.g., new programs, program elimination, changes in licensure requirements, etc. )



	Master's/Other	Doctoral
Arts and Humanities	-2.9%	-2.7%
Biological and Agricultural Sciences	0.7%	-1.1%
Business	0.6%	-6.1%
Education	-2.0%	4.0%
Engineering	-0.3%	-1.6%
<b>Health Sciences</b>	<b>2.9%</b>	<b>-12.3%</b>
<b>Mathematics and Computer Sciences</b>	<b>11.2%</b>	<b>3.8%</b>
Physical and Earth Sciences	-8.0%	-1.7%
Public Administration and Services	-0.6%	-7.0%
Social and Behavioral Sciences	-0.3%	-2.0%
Other Fields	2.6%	-0.2%

# Domestic first-time enrollment is picking up

**3.8%**

Fall 2014 -  
2015

**1.3%**

Fall 2013 -  
2014



Did your institution see a significant growth or decline of **domestic** first-time graduate enrollment between Fall 2014 and Fall 2015?

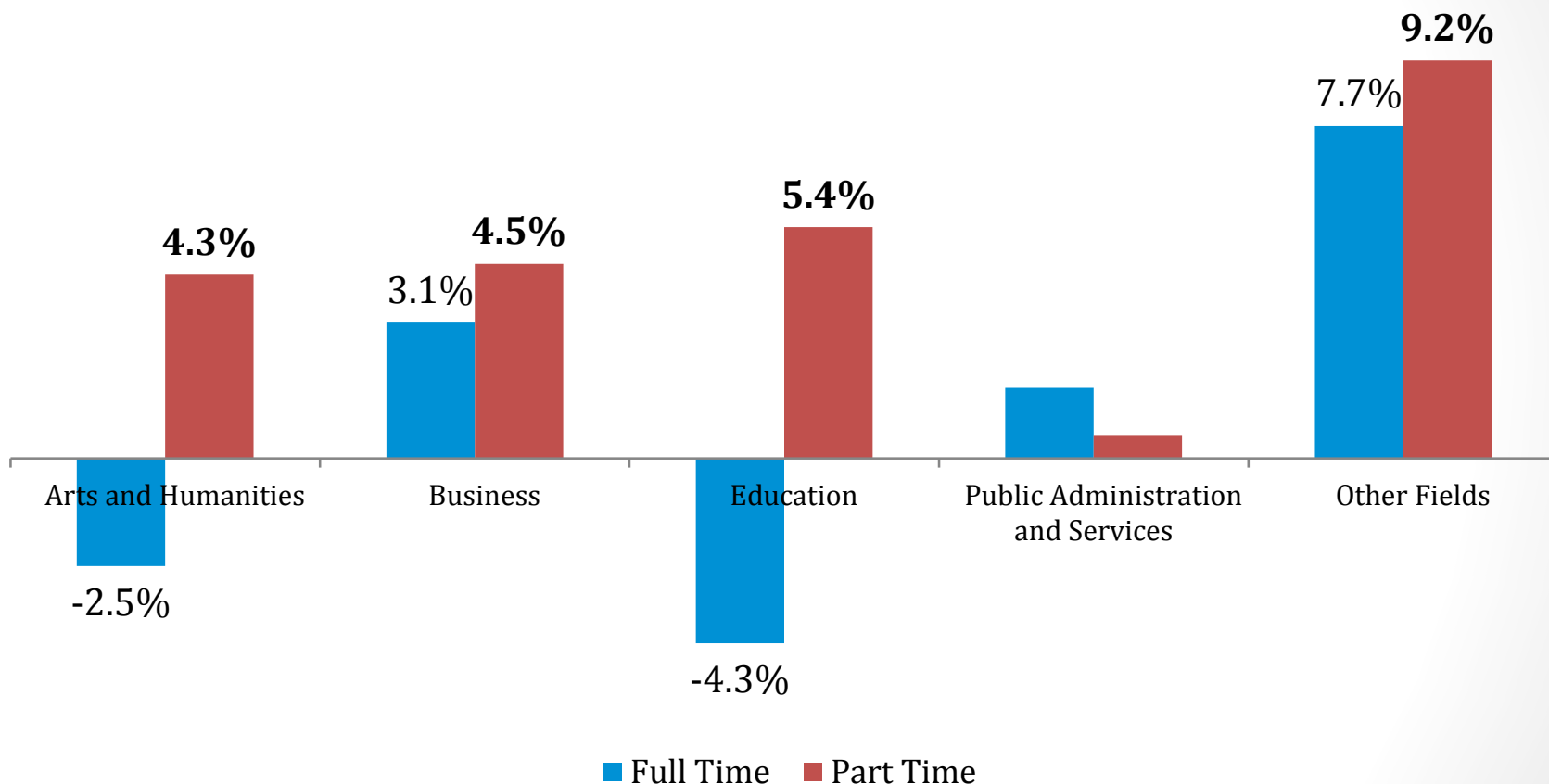
If, so, in which area(s)? (e.g., master's or research doctorates, particular fields, etc.)

What factor(s) do you attribute these changes to? (e.g., new programs, program elimination, changes in licensure requirements, local/regional economy, etc. )



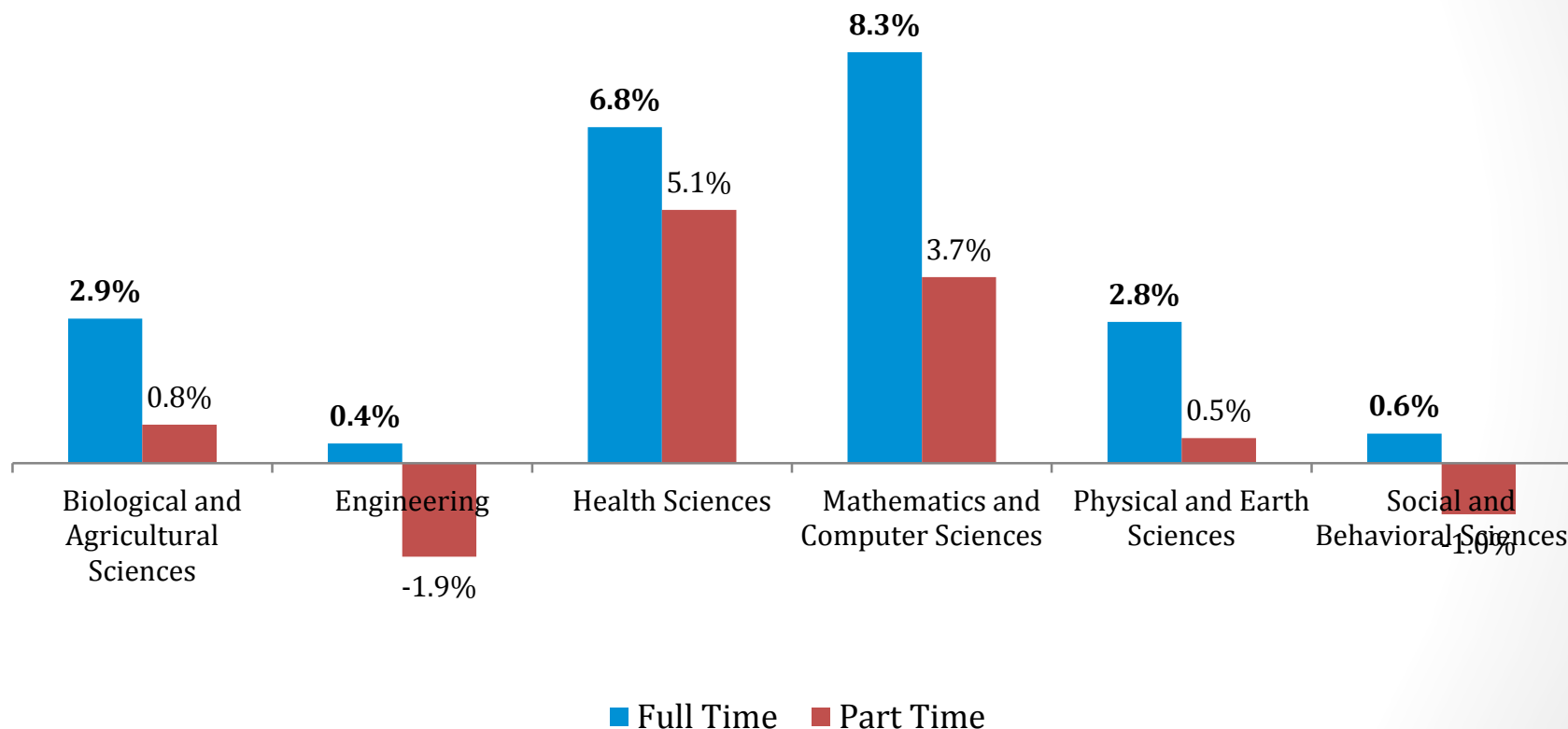


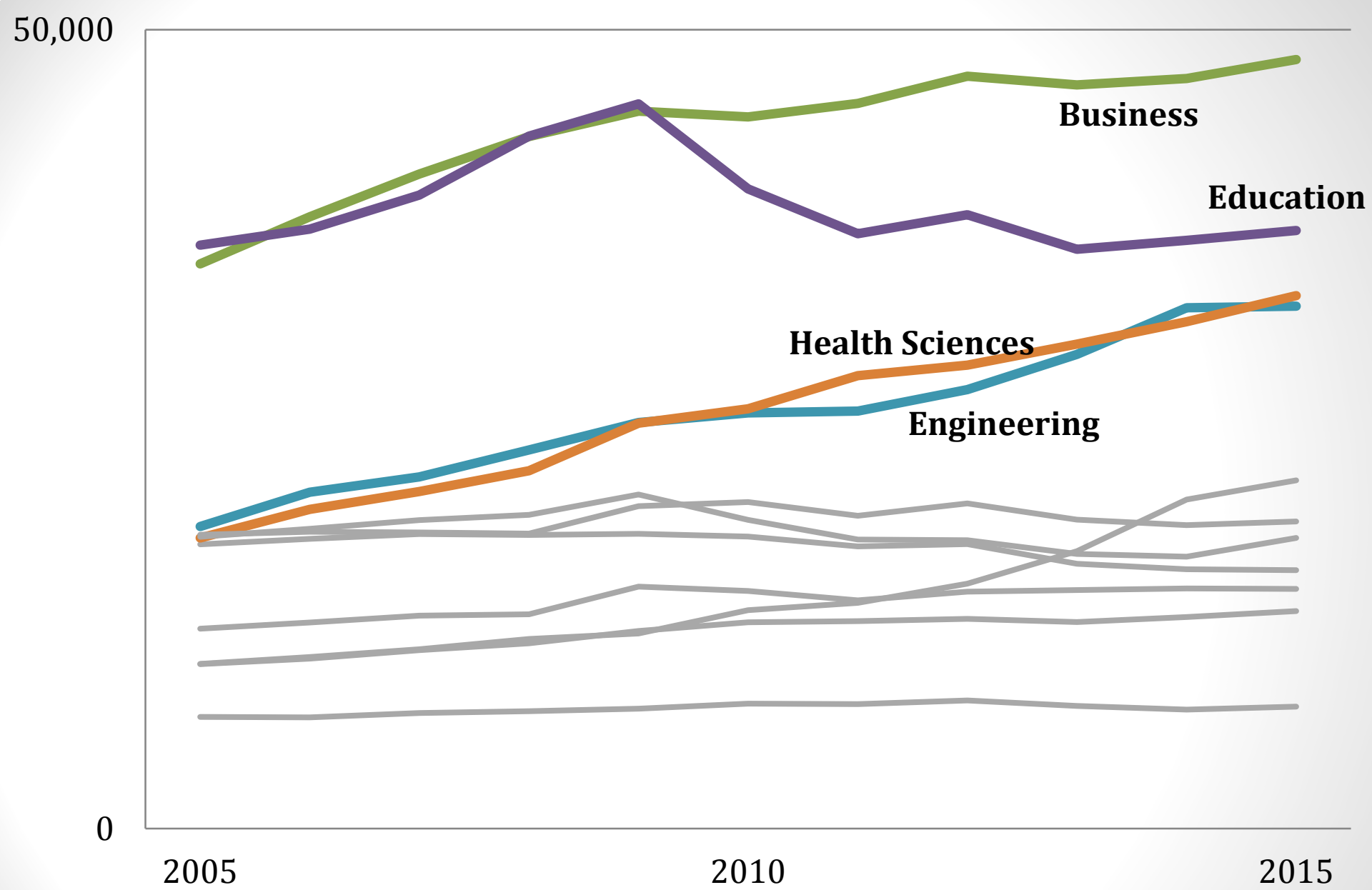
# First-Time Graduate Enrollment by Non-STEM Broad Field and Attendance Status, 2005 to 2015

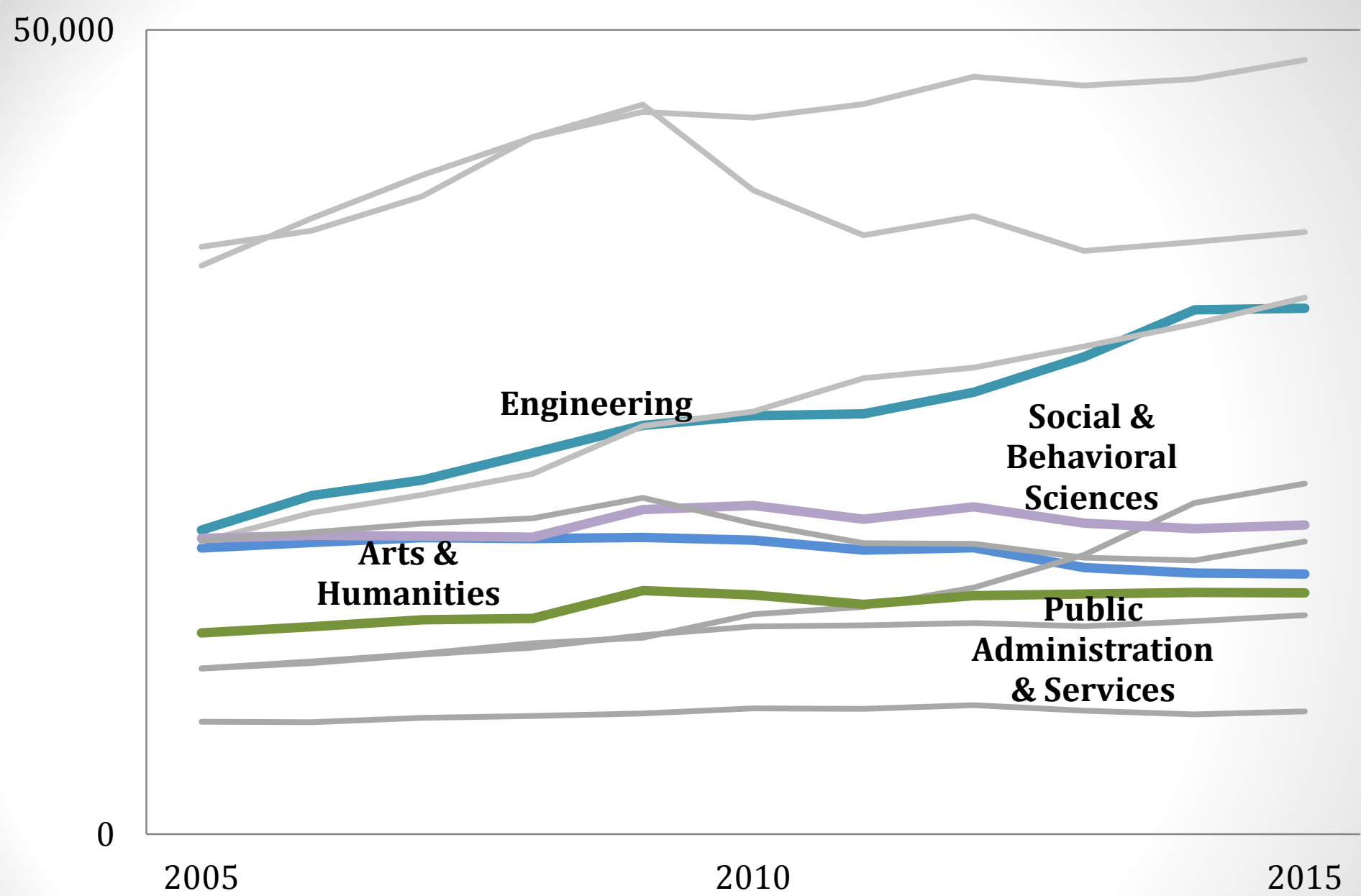


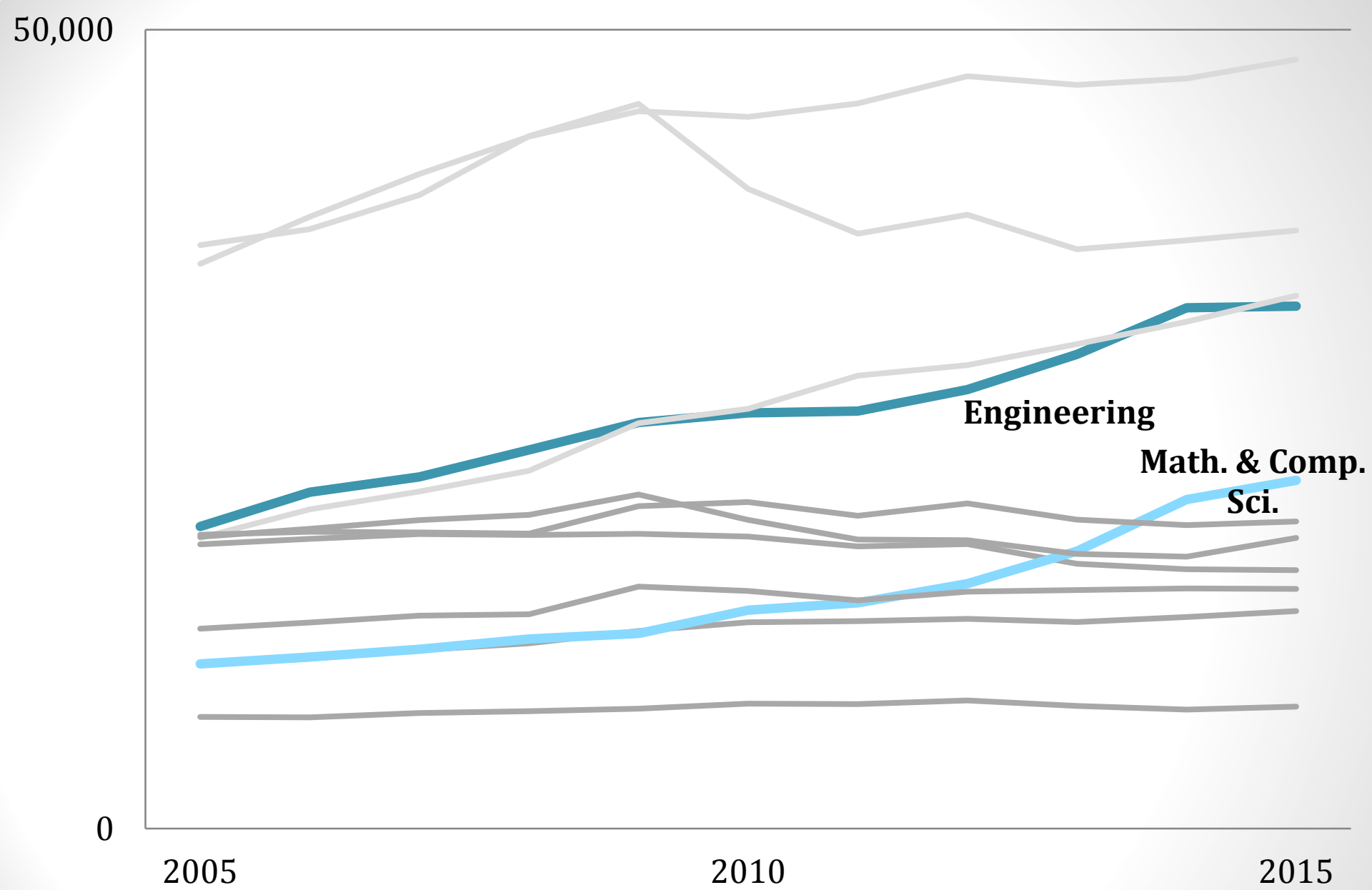


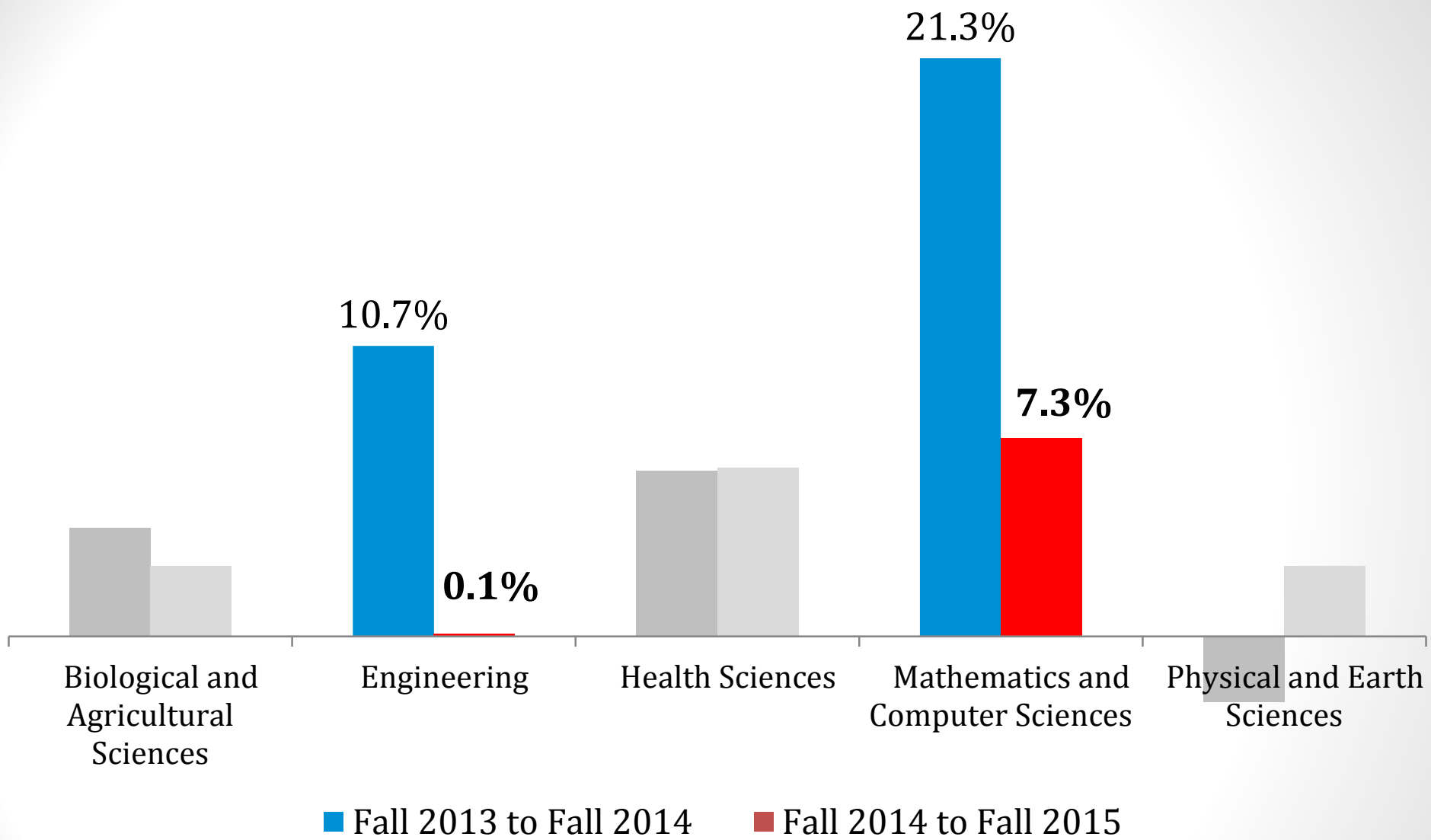
# First-Time Graduate Enrollment by STEM Broad Field and Attendance Status, 2005 to 2015











# First-time enrollment of Underrepresented Minorities is growing (2014-2015)

Hispanics/Latinos

**7.6%**

Black/  
African Americans

**6.6%**

Asians/  
Pacific Islanders

**4.6%**

American Indian/  
Alaska Natives

**3.4%**

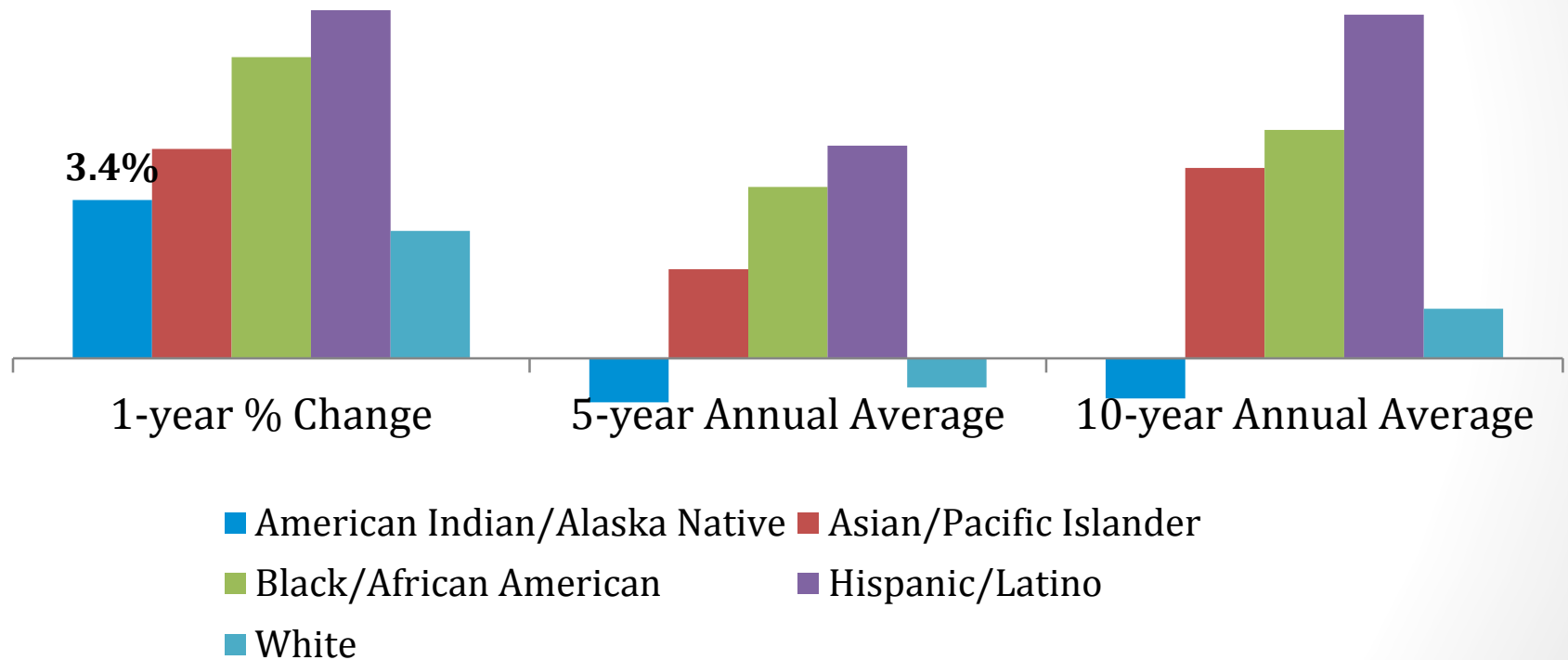
Did your institution see a significant growth or decline of first-time **URM** graduate enrollment between Fall 2014 and Fall 2015?

If, so, in which area(s)? (e.g., master's or research doctorates, particular fields, etc.)

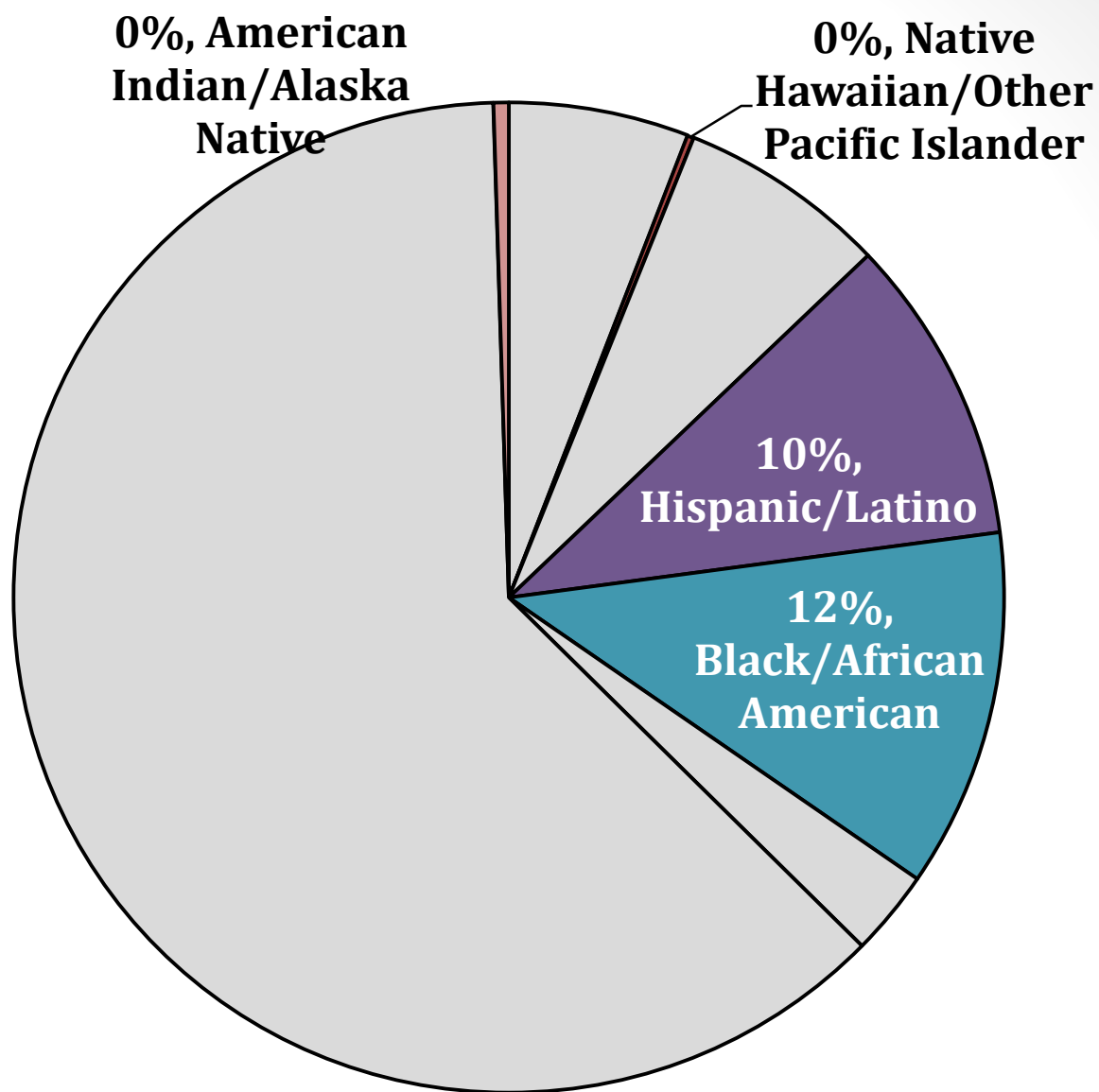
What factor(s) do you attribute these changes to? (e.g., new partnerships, changes in recruitment & admission practices , etc. )



# Growth in first-time enrollment of American Indian/Alaska Native students highest among all URM<sup>s</sup>







# Growth in International first-time enrollment is slowing down

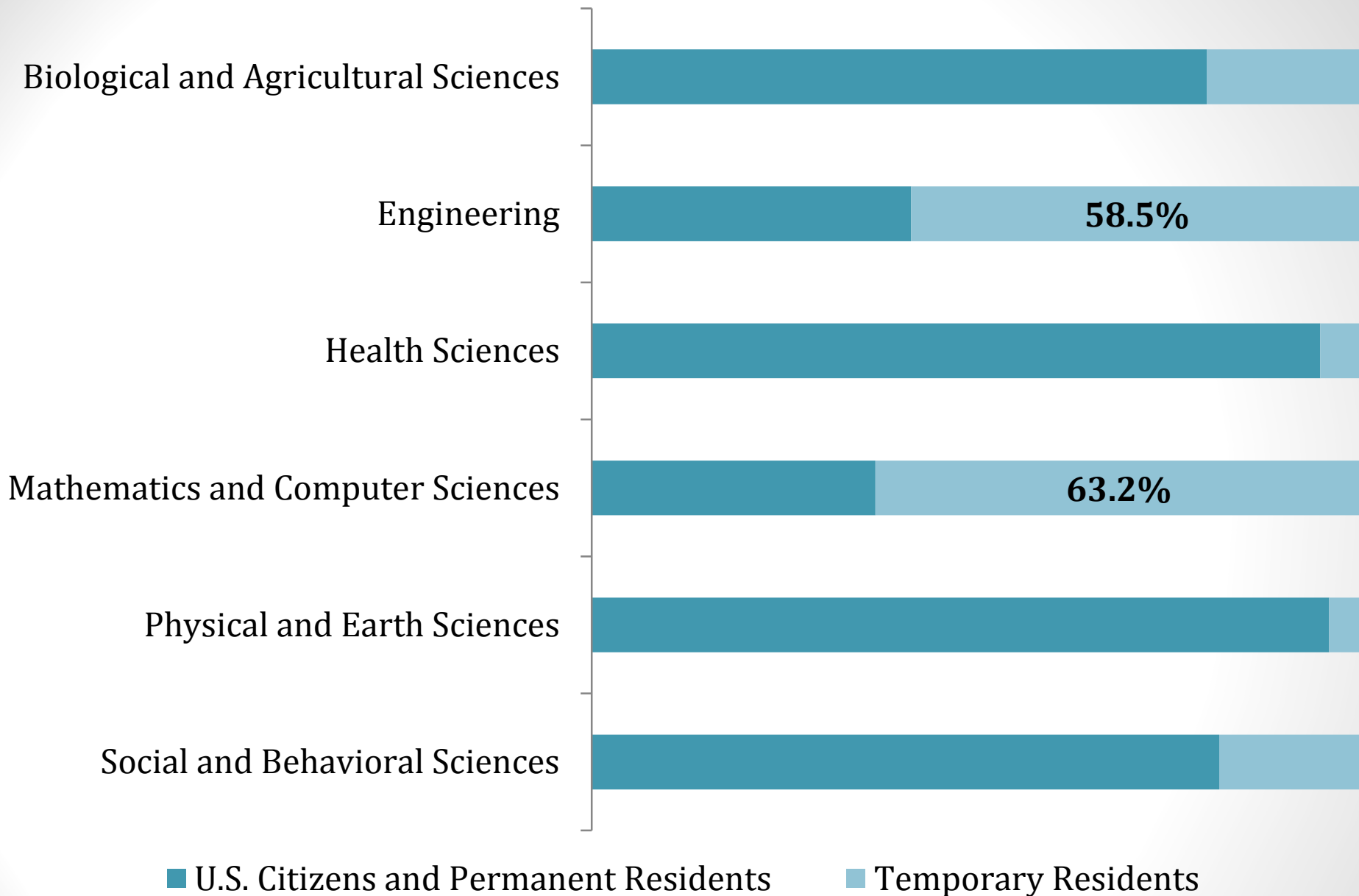


Did your institution see a significant growth or decline of first-time **international** graduate enrollment between Fall 2014 and Fall 2015?

If, so, in which area(s)? (e.g., master's or research doctorates, particular countries of origin and/or fields of study, etc.)

What factor(s) do you attribute these changes to? (e.g., new partnerships, changes in recruitment strategies, U.S. foreign policy, area/regional political/economic issues , etc. )





	<b>2013-2014</b>		<b>2014-2015</b>	
	<i>U.S. Citizens and Permanent Residents</i>	<i>Temporary Residents</i>	<i>U.S. Citizens and Permanent Residents</i>	<i>Temporary Residents</i>
1-year % change	1.3%	<b>11.2%</b>	3.8%	<b>5.7%</b>
5-year annual average	-0.4%	<b>10.1%</b>	0.5%	<b>10.7%</b>
10-year annual average	1.9%	<b>9.8%</b>	2.1%	<b>9.4%</b>

# Degrees Awarded by Broad Field, 2004-05 to 2014-15

	Master's <i>% Change, '13/14-'14/15</i>	Doctoral <i>% Change, '13/14-'14/15</i>
Arts & Humanities	-1.4%	<b>2.2%</b>
Bio. & Agric. Sci.	1.8%	<b>2.0%</b>
Business	-3.1%	<b>6.2%</b>
Education	-6.2%	<b>0.1%</b>
Engineering	<b>8.4%</b>	3.3%
Health Sciences	-2.3%	<b>5.6%</b>
Math & Comp. Sci.	<b>22.2%</b>	-3.5%
Physical & Earth Sci.	1.0%	<b>1.1%</b>
Public Admin. & Svcs.	<b>3.7%</b>	0.0%
Social & Behav. Sci.	-2.4%	<b>0.5%</b>
Other Fields	-0.4%	<b>13.7%</b>

Did your institution see a significant growth or decline of the number of graduate degrees/certificates awarded between Fall 2014 and Fall 2015?

If, so, in which area(s)? (e.g., master's or research doctorates, particular fields, etc.)

What factor(s) do you attribute these changes to? (e.g., increase in retention, shorten time-to-degree, new programs, etc. )



	Master's	Doctoral
Arts and Humanities	-1.4%	2.2%
Biological and Agricultural Sciences	1.8%	2.0%
Business	-3.1%	6.2%
Education	-6.2%	0.1%
<b>Engineering</b>	<b>8.4%</b>	<b>3.3%</b>
Health Sciences	-2.3%	5.6%
<b>Mathematics and Computer Sciences</b>	<b>22.2%</b>	<b>-3.5%</b>
Physical and Earth Sciences	1.0%	1.1%
Public Administration and Services	3.7%	0.0%
Social and Behavioral Sciences	-2.4%	0.5%
Other Fields	-0.4%	13.7%



# Looking ahead ...

The CGS 2016 International Graduate Admissions Survey is in field.

The Fall 2016 survey cycle for the CGS/GRE Survey of Graduate Enrollment & Degrees is about to begin.

Are you seeing any significant changes in graduate admissions and enrollment trends at your institution?

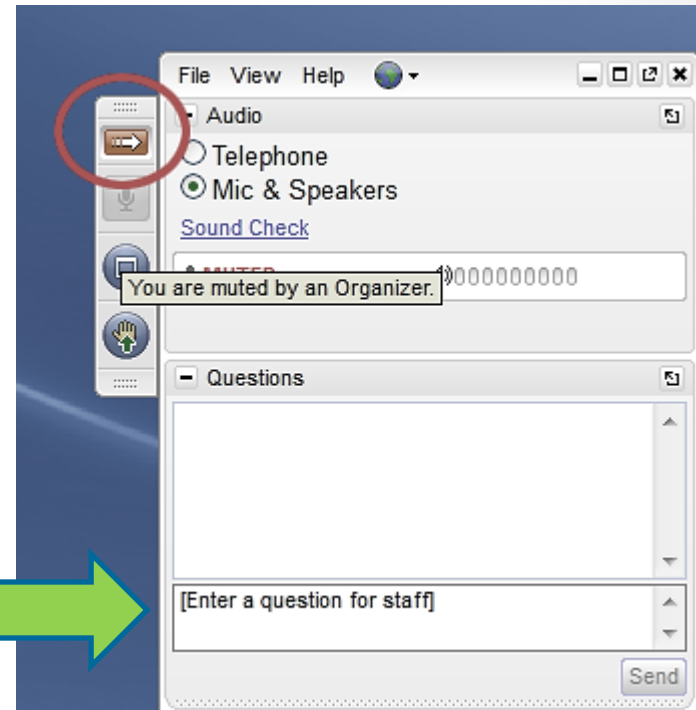
If, so, in which area(s)? (e.g., master's or research doctorates, particular fields, minority enrollment, international enrollment, etc.)

What factor(s) do you attribute these changes to? (e.g., new programs, changes in recruitment strategies, domestic & global economy, U.S. politics, etc. )



# Questions?

**Please submit your questions by typing them into the Questions box on the GoToWebinar control panel.**



**For Questions/More Information about CGS Research & Analytic Studies**

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