Findings from the 2012
CGS International Graduate Admissions Survey
Phase II: Final Applications and Initial Offers of Admission

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Overview

In 2004, the Council of Graduate Schools (CGS) began a multi-year empirical examination of international graduate application, admission, and enrollment trends in response to member institutions’ concerns about continuing changes in the enrollment of students from abroad seeking master’s and doctoral degrees from U.S. colleges and universities. The core of this examination is a three-phase survey of CGS member institutions. The CGS International Graduate Admissions Survey collects an initial snapshot of applications to U.S. graduate schools from prospective international students (Phase I, conducted in February each year), final applications and an initial picture of admissions offers to prospective international students (Phase II, June), and final offers of admission and first-time and total international graduate student enrollment (Phase III, October).¹

Data from this year’s Phase II survey reveal that applications from prospective international students to U.S. graduate schools increased 9% in 2012, marking the seventh consecutive year of growth (see Figure 1). Over the past seven years, the year-to-year growth in international applications has ranged from a high of 12% in 2006 to a low of 4% in 2009, but these seven years of growth follow a 28% decline in applications from prospective international graduate students in 2004, and a subsequent 5% decline in 2005. The Phase II survey also found that initial offers of admission to prospective international graduate students increased 9% in 2012, following a similar 9% gain in 2011 and a 3% increase in 2010. Since CGS began conducting this

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¹ See http://www.cgsnet.org/benchmarking/international-graduate-admissions-survey for reports from the CGS International Graduate Admissions Survey from 2007 to present.
survey in 2004, the year-to-year changes in international offers of admission have ranged from a low of an 18% decline in 2004 to a high of a 14% increase in 2006.

This report first describes the survey methodology used to collect and calculate changes in international applications and offers of admission from 2011 to 2012. The second section presents the current survey results on applications from prospective international students to U.S. graduate schools and compares the one-year changes to those in prior years. The third section presents the current survey results on offers of admission to prospective international students and compares the one-year changes to those in prior years. Section four presents data on international joint and dual degree programs. Section five provides a summary and conclusions.

I. Survey Methodology and Response Rate

The survey population for the 2012 CGS International Graduate Admissions Survey, Phase II: Final Applications and Initial Offers of Admission consisted of all 504 U.S. colleges and universities that were members of CGS as of June 2012. A link to the survey instrument was e-mailed to the graduate dean (or equivalent) at each member institution on June 7, 2012, and responses were collected electronically through July 27, 2012.

The survey asked institutions to report their final numbers of completed applications received from prospective international students for fall 2011 and fall 2012. In addition, institutions were asked to provide the number of offers of admission granted to prospective international students for fall 2011 and fall 2012, as of June 5th or the same date each year. See Appendix A for the survey questionnaire and taxonomy of fields of study. In the survey, an international student is defined as a person who is not a citizen, national, or permanent resident of the United States and is in this country on a student visa, or on a temporary basis, and does not have the legal right to remain indefinitely. Institutions were also asked to provide applications and admissions data for students who originate from ten key sending countries or regions and for eight broad fields of study. In addition, the survey included a series of questions about international joint and dual degree programs, exchanges (study abroad), and research collaborations.

A total of 221 institutions responded to the survey, for a response rate of 44%. The response rates among certain types of institutions were even higher: seven of the ten institutions that award the largest numbers of master’s and doctoral degrees to international students (70%), 20 of the 25 largest (80%), 42 of the 50 largest (84%), and 76 of the 100 largest (76%) responded to the survey. The high response rates from these institutions are important because collectively

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2 CGS also has member institutions in Canada and global affiliates. These institutions are not included in the survey population for the CGS International Graduate Admissions Survey.

3 These figures are based on graduate degrees awarded in academic year 2009-10. Data were derived from the National Science Foundation’s WebCASPAR database (http://webcaspar.nsf.gov) using data from the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS).
the 100 largest institutions confer about 61% of all graduate degrees awarded annually to international students in the United States. Overall, the 221 institutions responding to the Phase II survey conferred about 61% of the approximately 97,000 graduate degrees awarded to international students in the United States in 2009-10, suggesting that the survey results accurately depict recent trends in the participation of international students in U.S. graduate education.

Institutions responding to the Phase II survey provided data on a total of 598,935 applications to U.S. graduate schools by prospective international students for fall 2012 and on a total of 138,339 offers of admission to international students for fall 2012. In a few cases, institutions were unable to provide data for both 2011 and 2012 for either the totals or one of the subcategories. In those instances, these respondents were excluded from the appropriate analyses. Data were not imputed for non-responding institutions.

For some colleges and universities, the Phase II survey was administered before final offers of admission numbers were known, and these institutions provided preliminary figures as of the same date each year. For that reason, the survey results on offers of admission (described in section three of this report) should be considered preliminary, subject to revision in the 2012 Phase III survey when final offers of admission numbers are reported. Nonetheless, past Phase II surveys have shown that because of the high response rates among the institutions awarding large numbers of graduate degrees to international students, and the large numbers of applications and offers of admission represented in the Phase II survey data, the overall results should accurately illustrate the current trends in international graduate student applications and offers of admission in the United States.

II. Survey Results

Total Number of Applications

This year, applications to U.S. graduate schools from prospective international students increased for the seventh year in a row. Between 2011 and 2012, international graduate applications increased 9%, following an 11% gain in 2011 and a 9% increase in 2010 (see Figure 2 on the following page). The final 9% increase in applications from prospective international graduate students for fall 2012 matches the 9% increase in initial international applications reported by CGS in April in the Phase I survey results.

The majority of this year’s Phase II survey respondents reported an increase in applications from prospective international students in 2012. Of the 214 institutions that provided total applications data for both 2011 and 2012 in this year’s Phase II survey, 141 (66%) reported an increase in international applications for fall 2012, with an average increase of 12% at these institutions. At the 72 institutions (34%) reporting a decrease, the average decline in

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4 See footnote 3.
5 See footnote 3.
international applications was 8%. One institution reported no change in international applications between 2011 and 2012.

**Applications by Field of Study**

Overall, international students comprise about 14% of all students at U.S. graduate schools, but three-quarters (76%) of all international students at U.S. graduate schools are enrolled in natural sciences, engineering, and business fields, and just one-quarter (24%) are in social sciences, arts & humanities, education, and other fields. More than one-quarter (26%) of all international graduate students at U.S. institutions are enrolled in engineering, 20% are in physical & earth sciences (which includes mathematics and computer science), 17% are in business, and 13% are in life sciences. Just 8% of all international graduate students at U.S. institutions are enrolled in social sciences & psychology, 6% are in arts & humanities, 5% are in education, and 6% are in ‘other’ fields.

The *Phase II* survey results reveal that international applications increased in all broad fields of study in 2012, with the exception of life sciences, in which applications fell 1% between 2011 and 2012. The largest increase in international applications in 2012 occurred in education (18%), but as noted above, few international students are enrolled in this field. As shown in Table 1 on the following page, strong growth in applications also occurred in engineering (14%), social sciences & psychology (11%), ‘other’ fields (9%), and physical & earth sciences (8%). The strong growth in applications in engineering and physical & earth sciences is particularly

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7 See Appendix A for the survey taxonomy.
Table 1. Change in International Graduate Applications by Field of Study, 2008 to 2009 through 2011 to 2012

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Final Number of Applications, 2008 to 2009</th>
<th>Final Number of Applications, 2009 to 2010</th>
<th>Final Number of Applications, 2010 to 2011</th>
<th>Final Number of Applications, 2011 to 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Total</td>
<td>4%</td>
<td>9%</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>5%</td>
<td>9%</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>Business</td>
<td>7%</td>
<td>11%</td>
<td>11%</td>
<td>7%</td>
</tr>
<tr>
<td>Education</td>
<td>8%</td>
<td>8%</td>
<td>13%</td>
<td>18%</td>
</tr>
<tr>
<td>Engineering</td>
<td>3%</td>
<td>8%</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>Life Sciences</td>
<td>0%</td>
<td>2%</td>
<td>8%</td>
<td>-1%</td>
</tr>
<tr>
<td>Physical &amp; Earth Sciences</td>
<td>2%</td>
<td>10%</td>
<td>15%</td>
<td>8%</td>
</tr>
<tr>
<td>Social Sciences &amp; Psychology</td>
<td>6%</td>
<td>11%</td>
<td>5%</td>
<td>11%</td>
</tr>
<tr>
<td>Other Fields</td>
<td>11%</td>
<td>13%</td>
<td>10%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Notes: Not all responding institutions provided data by field of study. See Appendix A for the survey taxonomy.
Sources: CGS International Graduate Admissions Survey, Phase II, 2009 to 2012

noteworthy since these are the two largest broad fields for international students in U.S. graduate programs.

Applications by Country/Region of Origin

Since 2004, the CGS International Graduate Admissions Survey has collected data on four key sending countries or regions: China, India, South Korea, and the Middle East & Turkey. China, India, and South Korea were included in the survey since they are the top three countries of origin for international graduate students in the United States, and countries in the Middle East & Turkey were included because of the geopolitical importance of this region.

In 2012, the list of countries and regions included in the survey was expanded. In addition to collecting aggregate data on the total number of applications to U.S. graduate schools from prospective international students, the survey now collects data on seven specific sending countries (China, India, South Korea, Taiwan, Canada, Mexico, and Brazil) and three regions (Africa, Europe, and the Middle East).8 China, India, South Korea, Taiwan, and Canada are the

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8 Africa includes Algeria, Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Côte d’Ivoire (Ivory Coast), Democratic Republic of the Congo (formerly Zaire), Djibouti, Egypt, Eritrea, Equatorial Guinea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Libya, Madagascar, Malawi, Mali, Mauritania, Mauritius, Morocco, Mozambique, Namibia, Niger, Nigeria, Republic of the Congo, Réunion, Rwanda, Sahrawi Arab Democratic Republic, Saint Helena, São Tomé and Príncipe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, South Sudan, Sudan, Swaziland, Tanzania, Togo, Tunisia, Uganda, Zambia, and
top five countries of origin for international graduate students in the United States. Collectively, students from these five countries account for about 63% of all non-U.S. citizens on temporary visas attending U.S. graduate schools, according to research from both CGS and the Institute of International Education. Mexico and Brazil are included in the survey since they are the largest sending countries from Central America and South America, respectively. Altogether, the ten countries and regions included in the CGS International Graduate Admissions Survey account for the home countries of about 85% of all international graduate students in the United States. Thus, examining student flows from these countries and regions provides a good indicator of international application trends.

The numbers of applications from China continued to increase dramatically in 2012 (see Table 2 on the following page). Graduate applications from prospective students from China increased 19% in 2012 following a 21% increase in 2011 and a 20% gain in 2010; this is the seventh consecutive year of double-digit growth for China. The growth in applications from China in 2012 also outpaced that of all other countries and regions included in the survey. Applications from prospective students from China account for a large percentage of all applications to U.S. graduate schools by prospective international students. In 2012, 45% of all international applications to U.S. graduate programs came from students from China.

Graduate applications from prospective students from India increased 3% in 2012 after increasing 8% last year. Over the past several years, applications from India have fluctuated considerably, with year-to-year changes ranging from a 28% decline in 2004 to a 26% increase in 2006.

Applications from South Korea fell 1% in 2012 following a 2% gain last year. Among the other countries and regions included in the survey, growth was strongest between 2011 and 2012 in applications from the Middle East (11%), Mexico (10%), and Brazil (9%). Canada (7%) and Europe (also 7%) experienced gains, but slight declines occurred in applications from prospective graduate students from Africa (-3%) and Taiwan (-2%).

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Zimbabwe. Europe includes: Albania, Andorra, Armenia, Austria, Azerbaijan, Belarus, Belgium, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Gibraltar, Greece, Hungary, Iceland, Ireland, Italy, Kosovo, Latvia, Liechtenstein, Lithuania, Luxembourg, Macedonia, Malta, Moldova, Monaco, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Russia, San Marino, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Turkey, Ukraine, United Kingdom, and Vatican City. The Middle East includes: Bahrain, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Palestinian Authority, Qatar, Saudi Arabia, Syria, United Arab Emirates, and Yemen.

Table 2. Change in International Graduate Applications by Country/Region of Origin, 2008 to 2009 through 2011 to 2012

<table>
<thead>
<tr>
<th></th>
<th>Final Number of Applications, 2008 to 2009</th>
<th>Final Number of Applications, 2009 to 2010</th>
<th>Final Number of Applications, 2010 to 2011</th>
<th>Final Number of Applications, 2011 to 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Total</td>
<td>4%</td>
<td>9%</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td>Country of Origin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>China</td>
<td>14%</td>
<td>20%</td>
<td>21%</td>
<td>19%</td>
</tr>
<tr>
<td>India</td>
<td>-12%</td>
<td>1%</td>
<td>8%</td>
<td>3%</td>
</tr>
<tr>
<td>South Korea</td>
<td>-9%</td>
<td>0%</td>
<td>2%</td>
<td>-1%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>-2%</td>
</tr>
<tr>
<td>Canada</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>7%</td>
</tr>
<tr>
<td>Mexico</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>10%</td>
</tr>
<tr>
<td>Brazil</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>9%</td>
</tr>
<tr>
<td>Region of Origin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Africa</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>-3%</td>
</tr>
<tr>
<td>Europe</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>7%</td>
</tr>
<tr>
<td>Middle East *</td>
<td>22%</td>
<td>20%</td>
<td>16%</td>
<td>11%</td>
</tr>
</tbody>
</table>

Note: Not all responding institutions provided data by country/region of origin.
* Prior to 2012, data for Cyprus and Turkey were included with the Middle East, but are now included with Europe.
Sources: CGS International Graduate Admissions Survey, Phase II, 2009 to 2012

Applications by Institutional Control and Carnegie Classification

International applications increased in both public institutions and private, not-for-profit institutions in 2012. Among the survey respondents, international applications increased 8% on average in public institutions and 12% on average in private, not-for-profit institutions in 2012 (see Table 3 on the following page). For the last three years, the gains at private, not-for-profit institutions have outpaced those at public institutions.

By Carnegie classification, applications from prospective international graduate students increased 10% on average at doctoral institutions in 2012, slightly less than the 11% increase that occurred in 2011. International applications decreased 5% at master’s-focused institutions.

10 Of the 214 institutions that provided total applications data for both 2011 and 2012 in this year’s Phase II survey, 164 were public institutions, 49 were private, not-for-profit institutions, and one was a private, for-profit institution.
11 Institutions were coded according to their 2010 Carnegie basic classification. In the analysis, the responding institutions classified as RU/VH: Research Universities (very high research activity), RU/H: Research Universities (high research activity), or DRU: Doctoral/Research Universities were grouped as doctoral institutions. The responding institutions classified as Master’s/L: Master’s Colleges and Universities (larger programs), Master’s/M: Master’s Colleges and Universities (medium programs), or Master’s/S: Master’s Colleges and Universities (smaller programs) were grouped
Table 3. Change in International Graduate Applications by Institutional Control and Carnegie Classification, 2009 to 2010 through 2011 to 2012

<table>
<thead>
<tr>
<th></th>
<th>Final % Change in Applications 2009 to 2010</th>
<th>Final % Change in Applications 2010 to 2011</th>
<th>Final % Change in Applications 2011 to 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total (All Institutions)</td>
<td>9%</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td>Public</td>
<td>7%</td>
<td>10%</td>
<td>8%</td>
</tr>
<tr>
<td>Private, not-for-profit</td>
<td>12%</td>
<td>16%</td>
<td>12%</td>
</tr>
<tr>
<td>Doctoral Institutions</td>
<td>9%</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td>Public</td>
<td>7%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Private, not-for-profit</td>
<td>13%</td>
<td>16%</td>
<td>13%</td>
</tr>
<tr>
<td>Master's-Focused Institutions</td>
<td>3%</td>
<td>15%</td>
<td>-5%</td>
</tr>
<tr>
<td>Public</td>
<td>3%</td>
<td>16%</td>
<td>-5%</td>
</tr>
<tr>
<td>Private, not-for-profit</td>
<td>3%</td>
<td>12%</td>
<td>-5%</td>
</tr>
</tbody>
</table>

Notes: Carnegie classifications are based on the 2010 Carnegie Classification of Institutions of Higher Education. Private, for-profit institutions and institutions classified as specialized or baccalaureate institutions are included in the totals but are not broken out separately.
Sources: CGS International Graduate Admissions Survey, Phase II, 2010 to 2012

institutions in 2012, but this decrease is based on a relatively small number of international applications. In the 2012 Phase II survey, just 3% of all applications from prospective international students were for admission to master’s-focused institutions.

Applications by Geographic Region

Applications to U.S. graduate schools from prospective international students increased in all four major regions of the United States in 2012. International applications increased most on average in the West (up 16%) and Northeast (9%) in 2012. Increases in international applications were slightly smaller on average at institutions located in the South (8%) and Midwest (6%), as shown in Figure 3 on the following page.\(^{12}\)

as master’s institutions. Responding institutions classified as specialized or baccalaureate institutions were excluded from this particular analysis. Of the 214 institutions that provided total applications data for both 2011 and 2012 in this year’s Phase II survey, 152 were doctoral institutions, 50 were master’s-focused institutions, and 12 were classified as specialized or baccalaureate institutions.

\(^{12}\) Of the 214 institutions that provided total applications data for both 2011 and 2012 in this year’s Phase II survey, 36 institutions are located in the West, 54 in the Midwest, 40 in the Northeast, and 84 in the South. States were divided into regions as follows: Midwest – Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin; Northeast – Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont; West – Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming; and South – Alabama, Arkansas, Delaware, District of

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The overall changes in the numbers of applications from prospective international students potentially mask substantial differences between institutions with small and large numbers of international students. To show the variation in trends, CGS reports changes in international applications by the number of graduate degrees awarded to international students. Table 4 on the following page displays the changes in international graduate applications from 2011 to 2012 for the responding colleges and universities that are among the 10, 25, 50, and 100 largest in terms of the numbers of graduate degrees awarded to international students. In addition, data are presented for all responding institutions outside the largest 100. The rankings are based on data collected by the U.S. Department of Education.13

Increases in international applications in 2012 were stronger on average at institutions awarding larger numbers of graduate degrees to international students than at institutions awarding smaller numbers of graduate degrees to international students. International graduate applications increased 10% on average at the responding institutions that are among the 100 largest compared with 6% on average at the institutions outside the largest 100 (see Table 4). This pattern of stronger increases at institutions awarding large numbers of graduate degrees to international students was true on average for applications from prospective students from China, India, Canada, Mexico, and Europe. In contrast, the increases in

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Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, Puerto Rico, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

13 See footnote 3 for more information.
Table 4. Change in International Graduate Applications by Country/Region of Origin and Number of Graduate Degrees Awarded to International Students, 2011 to 2012

<table>
<thead>
<tr>
<th>Country of Origin</th>
<th>All Institutions</th>
<th>10 Largest Institutions</th>
<th>25 Largest Institutions</th>
<th>50 Largest Institutions</th>
<th>100 Largest Institutions</th>
<th>All Other Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>19%</td>
<td>21%</td>
<td>19%</td>
<td>20%</td>
<td>20%</td>
<td>13%</td>
</tr>
<tr>
<td>India</td>
<td>3%</td>
<td>1%</td>
<td>2%</td>
<td>4%</td>
<td>4%</td>
<td>-5%</td>
</tr>
<tr>
<td>South Korea</td>
<td>-1%</td>
<td>-2%</td>
<td>0%</td>
<td>-2%</td>
<td>-1%</td>
<td>-1%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>-2%</td>
<td>2%</td>
<td>0%</td>
<td>-1%</td>
<td>-1%</td>
<td>-7%</td>
</tr>
<tr>
<td>Canada</td>
<td>7%</td>
<td>4%</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
<td>2%</td>
</tr>
<tr>
<td>Mexico</td>
<td>10%</td>
<td>22%</td>
<td>14%</td>
<td>11%</td>
<td>14%</td>
<td>-8%</td>
</tr>
<tr>
<td>Brazil</td>
<td>9%</td>
<td>0%</td>
<td>16%</td>
<td>12%</td>
<td>7%</td>
<td>23%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region of Origin</th>
<th>All Institutions</th>
<th>10 Largest Institutions</th>
<th>25 Largest Institutions</th>
<th>50 Largest Institutions</th>
<th>100 Largest Institutions</th>
<th>All Other Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>-3%</td>
<td>-11%</td>
<td>-5%</td>
<td>-7%</td>
<td>-5%</td>
<td>-1%</td>
</tr>
<tr>
<td>Europe</td>
<td>7%</td>
<td>4%</td>
<td>9%</td>
<td>8%</td>
<td>7%</td>
<td>3%</td>
</tr>
<tr>
<td>Middle East</td>
<td>11%</td>
<td>8%</td>
<td>2%</td>
<td>3%</td>
<td>7%</td>
<td>18%</td>
</tr>
</tbody>
</table>

Notes: The rankings are based on data collected by the U.S. Department of Education. See footnote 3 for more information. Not all responding institutions provided data by country of origin.

Source: CGS International Graduate Admissions Survey, Phase II, 2012

applications from prospective graduate students from Brazil and the Middle East were larger on average at the institutions outside the largest 100. For South Korea, Taiwan, and Africa, decreases in international applications occurred at both the 100 largest institutions and the institutions outside the largest 100.

III. Offers of Admission to Prospective International Graduate Students

Total Number of Offers of Admission

For prospective international students, offers of admission to U.S. graduate programs increased 9% between 2011 and 2012. This year’s increase in initial offers of admission follows a similar 9% gain in 2011 and a 3% increase in 2010, and it marks the third consecutive year of gains in international offers of admission (see Figure 4 on the following page).

The majority of this year’s Phase II survey respondents reported an increase in offers of admission to prospective international students in 2012. Of the 214 institutions that provided total offers of admission data for both 2011 and 2012 in this year’s Phase II survey, 128 (60%) reported an increase in international offers of admission for fall 2012, with an average increase of 17% at these institutions. At the 82 institutions (38%) reporting a decrease, the average
decline in international offers of admission was 14%. Four institutions (2%) reported no change in international offers of admission between 2011 and 2012.

Offers of Admission by Field of Study

Increases occurred in international offers of admission in all broad fields of study in 2012, with the exception of life sciences, in which offers of admission remained flat between 2011 and 2012. The largest increases in international offers of admission in 2012 occurred in business and education, with 17% gains in both of these broad fields, as shown in Table 5 on the following page. This year’s initial 17% increase in business follows an 11% gain in 2011, while this year’s initial 17% increase in education follows a 7% gain last year.

Strong growth in international offers of admission also occurred in 2012 in social sciences & psychology (14%), ’other’ fields (9%), and engineering (7%), with slightly smaller increases in arts & humanities (6%), and physical & earth sciences (5%). This year’s lack of growth in international offers of admission in life sciences follows a 7% gain in 2011 and a 5% decline in 2010.

14 See Appendix A for the survey taxonomy.
Table 5. Change in International Offers of Admission by Field of Study, 2008 to 2009 through 2011 to 2012

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Final Number of Offers of Admission, 2008 to 2009</th>
<th>Final Number of Offers of Admission, 2009 to 2010</th>
<th>Final Number of Offers of Admission, 2010 to 2011</th>
<th>Initial Number of Offers of Admission, 2011 to 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Total</td>
<td>-1%</td>
<td>3%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>1%</td>
<td>2%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Business</td>
<td>4%</td>
<td>3%</td>
<td>11%</td>
<td>17%</td>
</tr>
<tr>
<td>Education</td>
<td>10%</td>
<td>-5%</td>
<td>7%</td>
<td>17%</td>
</tr>
<tr>
<td>Engineering</td>
<td>-3%</td>
<td>2%</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>Life Sciences</td>
<td>3%</td>
<td>-5%</td>
<td>7%</td>
<td>0%</td>
</tr>
<tr>
<td>Physical &amp; Earth Sciences</td>
<td>-5%</td>
<td>8%</td>
<td>11%</td>
<td>5%</td>
</tr>
<tr>
<td>Social Sciences &amp; Psychology</td>
<td>-1%</td>
<td>4%</td>
<td>2%</td>
<td>14%</td>
</tr>
<tr>
<td>Other Fields</td>
<td>11%</td>
<td>5%</td>
<td>13%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Notes: Not all responding institutions provided data by field of study. See Appendix A for the survey taxonomy.

Offers of Admission by Country/Region of Origin

Offers of admission to prospective graduate students from China continued to increase in 2012, with a 20% gain (see Table 6 on the following page). This year’s gain follows a 21% increase in 2011 and a 15% gain in 2010; this is the seventh consecutive year of double-digit growth for China. The growth in offers of admission to students from China in 2012 also outpaced that of all other countries and regions included in the survey.

Offers of admission to prospective students from India remained flat in 2012 after increasing 2% last year. Last year’s gain in offers of admission was the only increase to occur for students from India since 2007. Offers of admission to prospective students from South Korea also remained flat in 2012 following five consecutive years of declines.

Among the other countries and regions included in the survey, growth was strongest between 2011 and 2012 in offers of admission to prospective graduate students from the Middle East (17%), Brazil (13%), and Canada (10%). Europe (3%) and Africa (1%) experienced gains, but declines occurred in offers of admission to prospective graduate students from Mexico (-6%) and Taiwan (-2%).

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15 See footnote 8 for a list of the countries included in each region.
Table 6. Change in International Offers of Admission by Country/Region of Origin, 2008 to 2009 through 2011 to 2012

<table>
<thead>
<tr>
<th></th>
<th>Final Number of Offers of Admission, 2008 to 2009</th>
<th>Final Number of Offers of Admission, 2009 to 2010</th>
<th>Final Number of Offers of Admission, 2010 to 2011</th>
<th>Initial Number of Offers of Admission, 2011 to 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>International Total</strong></td>
<td>-1%</td>
<td>3%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Country of Origin</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>China</td>
<td>17%</td>
<td>15%</td>
<td>21%</td>
<td>20%</td>
</tr>
<tr>
<td>India</td>
<td>-14%</td>
<td>-5%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>South Korea</td>
<td>-14%</td>
<td>-7%</td>
<td>-2%</td>
<td>0%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>-2%</td>
</tr>
<tr>
<td>Canada</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>10%</td>
</tr>
<tr>
<td>Mexico</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>-6%</td>
</tr>
<tr>
<td>Brazil</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Region of Origin</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Africa</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>1%</td>
</tr>
<tr>
<td>Europe</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>3%</td>
</tr>
<tr>
<td>Middle East *</td>
<td>14%</td>
<td>10%</td>
<td>16%</td>
<td>17%</td>
</tr>
</tbody>
</table>

Note: Not all responding institutions provided data by country/region of origin.

* Prior to 2012, data for Cyprus and Turkey were included with the Middle East, but are now included with Europe.


Offers of Admission by Institutional Control and Carnegie Classification

International offers of admission increased in both public institutions and private, not-for-profit institutions in 2012. Among the survey respondents, international offers of admission increased 8% on average in public institutions and 10% on average in private, not-for-profit institutions in 2012 (see Table 7 on the following page). This year’s gains follow nearly identical increases last year.

By Carnegie classification, offers of admission to prospective international graduate students increased 11% on average at doctoral institutions in 2012, a slightly larger gain than the 9% increase that occurred in 2011. International offers of admission decreased 19% at master’s-

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16 Of the 214 institutions that provided total offers of admission data for both 2011 and 2012 in this year’s Phase II survey, 164 were public institutions, 49 were private, not-for profit institutions, and one was a private, for-profit institution.

17 Of the 214 institutions that provided total offers of admission data for both 2011 and 2012 in this year’s Phase II survey, 152 were doctoral institutions, 50 were master’s-focused institutions, and 12 were classified as specialized or baccalaureate institutions.
Table 7. Change in International Offers of Admission by Institutional Control and Carnegie Classification, 2009 to 2010 through 2011 to 2012

<table>
<thead>
<tr>
<th></th>
<th>Final Change in Offers of Admission, 2009 to 2010</th>
<th>Final Change in Offers of Admission, 2010 to 2011</th>
<th>Initial Change in Offers of Admission, 2011 to 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total (All Institutions)</td>
<td>3%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Public</td>
<td>1%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Private, not-for-profit</td>
<td>8%</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td>Doctoral Institutions</td>
<td>4%</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>Public</td>
<td>2%</td>
<td>8%</td>
<td>10%</td>
</tr>
<tr>
<td>Private, not-for-profit</td>
<td>7%</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>Master's-Focused Institutions</td>
<td>1%</td>
<td>0%</td>
<td>-19%</td>
</tr>
<tr>
<td>Public</td>
<td>-3%</td>
<td>11%</td>
<td>-20%</td>
</tr>
<tr>
<td>Private, not-for-profit</td>
<td>7%</td>
<td>-15%</td>
<td>-17%</td>
</tr>
</tbody>
</table>

Notes: Carnegie classifications are based on the 2010 Carnegie Classification of Institutions of Higher Education. Private, for-profit institutions and institutions classified as specialized or baccalaureate institutions are included in the totals but are not broken out separately.


focused institutions in 2012, following no growth in 2011. This year’s decrease should be interpreted cautiously, however, since it is based on a relatively small number of international offers of admission. In the 2012 Phase II survey, just 5% of all offers of admission prospective international graduate students were for admission to master’s-focused institutions.

Offers of Admission by Geographic Region

Offers of admission to prospective international graduate students increased in all four major regions of the United States in 2012. International offers of admission increased most on average in the Northeast (up 11%) in 2012. Increases in international offers of admission were slightly smaller on average at institutions located in the Midwest, West, and South, with 8% gains occurring in each of these geographic regions in 2012, as shown in Figure 5 on the following page.18

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18 Of the 214 institutions that provided total offers of admission data for both 2011 and 2012 in this year’s Phase II survey, 36 institutions are located in the West, 54 in the Midwest, 40 in the Northeast, and 84 in the South. See footnote 12 for a list of the state included in each region.
Increases in international offers of admission in 2012 were stronger on average at institutions awarding larger numbers of graduate degrees to international students than at institutions awarding smaller numbers of graduate degrees to international students. International offers of admission increased 10% on average at the responding institutions that are among the 100 largest compared with 6% on average at the institutions outside the largest 100 (see Table 8).

This pattern of stronger increases at institutions awarding larger numbers of graduate degrees to international students was true on average for offers of admission to prospective graduate students from China, India, Canada, Mexico, Africa, and Europe. In contrast, increases in offers of admission to prospective graduate students from South Korea, Brazil, and the Middle East were larger on average at the institutions outside the largest 100. For Taiwan, decreases in international offers of admission occurred at both the 100 largest institutions and the institutions outside the largest 100, but the drop was steeper at the institutions outside the largest 100.

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19 See footnote 3 for more information.
Table 8. Change in International Offers of Admission by Country/Region of Origin and Number of Graduate Degrees Awarded to International Students, 2011 to 2012

<table>
<thead>
<tr>
<th></th>
<th>All Institutions</th>
<th>10 Largest Institutions</th>
<th>25 Largest Institutions</th>
<th>50 Largest Institutions</th>
<th>100 Largest Institutions</th>
<th>All Other Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>International Total</strong></td>
<td>9%</td>
<td>16%</td>
<td>11%</td>
<td>8%</td>
<td>10%</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Country of Origin</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>China</td>
<td>20%</td>
<td>23%</td>
<td>18%</td>
<td>19%</td>
<td>21%</td>
<td>18%</td>
</tr>
<tr>
<td>India</td>
<td>0%</td>
<td>10%</td>
<td>1%</td>
<td>-3%</td>
<td>1%</td>
<td>-4%</td>
</tr>
<tr>
<td>South Korea</td>
<td>0%</td>
<td>6%</td>
<td>3%</td>
<td>-3%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>-2%</td>
<td>8%</td>
<td>5%</td>
<td>-1%</td>
<td>-1%</td>
<td>-8%</td>
</tr>
<tr>
<td>Canada</td>
<td>10%</td>
<td>6%</td>
<td>13%</td>
<td>10%</td>
<td>11%</td>
<td>7%</td>
</tr>
<tr>
<td>Mexico</td>
<td>-6%</td>
<td>11%</td>
<td>8%</td>
<td>-3%</td>
<td>2%</td>
<td>-24%</td>
</tr>
<tr>
<td>Brazil</td>
<td>13%</td>
<td>13%</td>
<td>31%</td>
<td>16%</td>
<td>11%</td>
<td>21%</td>
</tr>
<tr>
<td><strong>Region of Origin</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Africa</td>
<td>1%</td>
<td>2%</td>
<td>6%</td>
<td>-1%</td>
<td>2%</td>
<td>-2%</td>
</tr>
<tr>
<td>Europe</td>
<td>3%</td>
<td>5%</td>
<td>11%</td>
<td>6%</td>
<td>5%</td>
<td>-2%</td>
</tr>
<tr>
<td>Middle East</td>
<td>17%</td>
<td>13%</td>
<td>1%</td>
<td>10%</td>
<td>16%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Notes: The rankings are based on data collected by the U.S. Department of Education. See footnote 3 for more information. Not all responding institutions provided data by country of origin.
Source: CGS International Graduate Admissions Survey, Phase II, 2012

IV. International Joint and Dual Degree Programs

As part of CGS’ on-going effort to measure the scope of internationalization in U.S. graduate programs, the Phase II survey included a question about the number of international joint and dual degree programs at the responding institutions, broken out by broad field and degree level. Collaborative programs are just one example of the developing partnerships that have occurred at many universities from around the globe for many years. These joint and dual degree programs provide students with global experiences that enhance their research, offer the opportunity to develop inter-cultural skills, and position the participating students to be competitive in the global labor market.

Collaborative programs go by a variety of names, and they are often defined in different ways by different institutions. In order to ensure that institutions were reporting data to CGS in a consistent fashion, institutions were asked to use the following definition when reporting their data to CGS in this year’s Phase II survey:

- International joint degree program: Students study at two or more institutions and upon completion of the program receive a **single** diploma representing work completed at two or more institutions.
• International dual (or double) degree program: Students study at two or more institutions and upon completion of the program receive a separate diploma from each of the participating institutions.

The growth in the number of international collaborative degree programs has been previously documented by CGS through three separate data collection efforts. In both the 2007 and 2008 Phase II surveys, CGS asked institutions to indicate which types of collaborative graduate degree, certificate, or other programs they had established with international higher education institutions. The data from these two surveys suggested that the number of joint and dual degree programs was increasing, with the growth most pronounced at institutions with high numbers of international students. Among the survey respondents in 2007, 14% of the respondents indicated that they had established a dual degree program with an international institution, and 10% reported having at least one joint degree program. In the 2008 survey, the number of respondents reporting a dual degree program increased to 21%, while the number reporting a joint degree program remained at 10%.

In order to further explore the prevalence of international collaborative programs and study best practices for administering these types of programs, CGS launched the Graduate International Collaborations Project in 2009 with funding from the National Science Foundation. As part of this project, CGS surveyed 47 institutions that had reported in the 2007 and 2008 Phase II surveys that they had existing collaborative programs and 37 that reported planning to develop programs within the next two years. A total of 43 institutions responded to this survey, providing data on a total of 32 joint master’s degrees, 109 dual master’s degrees, 7 joint doctoral degrees, and 20 dual doctoral degrees. Out of these 168 programs, 68 were in business, 52 were in engineering, 43 were other research degrees, and 5 were other non-research degrees.

With this year’s Phase II survey, CGS sought to gather updated information about the number of joint and dual degree programs among CGS’ member institutions. A total of 174 respondents provided data on the number of international joint and dual degree programs at their institution. Out of these 174 institutions, a total of 77 (44%) indicated that they had one or more international joint or dual degree programs at their institution. While the results from the Phase II survey in 2008 and this year’s Phase II survey are not directly comparable due to differing respondents and slight changes in the definitions of joint and dual degrees, the share of respondents indicating the existence of joint and dual degree programs is higher today (44%) than it was in 2008 (31%), suggesting that the number institutions establishing such programs is still increasing.

Survey respondents were asked to provide data on the number of joint and dual degree programs offered at their institution, broken out by degree level (master’s vs. doctoral) and

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20 See http://www.cgsnet.org/benchmarking/international-graduate-admissions-survey for these reports.
field of study. CGS’ previous research indicated that dual degree programs were more common than joint degree programs, and that joint and dual degree programs were more prevalent at the master’s level than the doctoral level. The results of this year’s Phase II survey confirm those findings. Overall, the 77 institutions that indicated the existence of one or more joint or dual degree programs reported on a total of 345 joint or dual degree programs (see Table 9). Of these programs, nearly eight out of ten (79%) were dual degree programs, and nearly nine out of ten (87%) were at the master’s level. While the number of programs reported in this year’s Phase II survey far exceeds the number reported in the Graduate International Collaborations Project, the percentages of programs that were dual degree programs or master’s-level programs in this year’s Phase II survey were very similar to the percentages seen in the Graduate International Collaborations Project. In that project’s survey, 77% of the programs were dual degree programs, and 84% were at the master’s level.

CGS’s previous research also indicated that joint and dual degree programs were more common in business and engineering than in other fields. The data from this year’s Phase II survey indicate that this trend has continued. Among the joint and dual degree programs reported in the survey, one-third (34%) were in business, 29% were in engineering, 21% were other research degrees, and 17% were other non-research (professional) degrees.

Table 9. International Joint and Dual Degree Programs by Field and Level

<table>
<thead>
<tr>
<th></th>
<th>Business</th>
<th>Engineering</th>
<th>Other Research Degree</th>
<th>Other non-Research Degree</th>
<th>Total Number of Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Master's Degrees</td>
<td>19</td>
<td>21</td>
<td>10</td>
<td>9</td>
<td>59</td>
</tr>
<tr>
<td>Dual Master's Degree</td>
<td>95</td>
<td>61</td>
<td>43</td>
<td>43</td>
<td>242</td>
</tr>
<tr>
<td>Joint Doctoral Degrees</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>Dual Doctoral Degrees</td>
<td>3</td>
<td>11</td>
<td>13</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>117</td>
<td>99</td>
<td>72</td>
<td>57</td>
<td>345</td>
</tr>
</tbody>
</table>

Source: CGS International Graduate Admissions Survey, Phase II, 2012

As noted earlier, previous CGS research indicated that the growth in the number of joint and dual degree programs was most pronounced at institutions with high numbers of international students. This year’s Phase II survey found, however, that institutions with larger numbers of international students and institutions with smaller numbers of international students were nearly equally likely to indicate that that they had one or more international joint or dual degree programs at their institution. Among the 77 survey respondents with international joint or dual degree programs, 37 (48%) were among the 100 largest in terms of the number of graduate degrees awarded to international students, and 40 (52%) were among the institutions outside the largest 100.
Overall, the results from the Phase II survey suggest an increasing scope of internationalization in U.S. graduate programs in terms of the numbers of international joint and dual degrees. While direct comparisons between CGS’ four research efforts in this area are constrained by differing survey populations and responding institutions, the results suggest that not only are the numbers of international joint and dual degrees increasing, but that dual degree programs are more common than joint programs, that international joint and dual degree programs are more commonly found at the master’s level and in business or engineering, and that increasingly these types of programs are being developed at institutions with smaller numbers of international students.

V. Summary and Conclusions

Summary

International Applications

The results of the 2012 CGS International Graduate Admissions Survey, Phase II: Final Applications and Initial Offers of Admission reveal that applications to U.S. graduate schools from prospective international students increased 9% between 2011 and 2012, the seventh consecutive year of gains. This year’s increase follows an 11% gain in 2011 and a 9% increase in 2010. International applications increased in all broad fields of study in 2012, with the exception of life sciences, in which applications remained fell 1%. The largest gains occurred in education (18%), engineering (14%), social sciences & psychology (11%), ‘other’ fields (9%), and physical & earth sciences (8%).

Applications from prospective graduate students from China increased 19% in 2012, marking the seventh consecutive year of double-digit growth. Strong growth also occurred in applications from prospective graduate students from the Middle East (11%), Mexico (10%), Brazil (9%), Europe (7%), and Canada (also 7%). Applications from prospective graduate students from three regions/countries fell in 2012: Africa (-3%), Taiwan (-2%), and South Korea (-1%). Applications from prospective Indian graduate students increased 3% in 2012, following an 8% gain last year.

Public and private, not-for-profit institutions both experienced strong gains in applications from international students for fall 2012 (up 8% on average in public institutions and up 12% on average in private, not-for-profit institutions). By Carnegie classification, graduate applications from prospective international students increased 10% at doctoral institutions, but fell 5% at master’s-focused institutions.

Increases in international applications in 2012 were stronger on average at institutions awarding larger numbers of graduate degrees to international students. International graduate applications increased 10% on average at the responding institutions that are among the 100 largest in terms of the number of graduate degrees awarded to international students, compared with 6% on average at the institutions outside the largest 100.
International Offers of Admission

For prospective international students, offers of admission to U.S. graduate programs increased 9% between 2011 and 2012. This year’s increase in initial offers of admission follows a similar 9% gain in 2011 and a 3% increase in 2010, and it marks the third consecutive year of gains in international offers of admission.

Increases occurred in international offers of admission in all broad fields of study in 2012, with the exception of life sciences, in which offers of admission remained flat between 2011 and 2012. The largest increases in international offers of admission in 2012 occurred in business and education, with 17% gains in both of these broad fields.

Offers of admission to prospective graduate students from China continued to increase in 2012, with a 20% gain; this is the seventh consecutive year of double-digit growth for China. Offers of admission to prospective graduate students from India and South Korea remained flat in 2012. Among the other countries and regions included in the survey, growth was strongest between 2011 and 2012 in offers of admission to prospective graduate students from the Middle East (17%), Brazil (13%), and Canada (10%).

Public and private, not-for-profit institutions both experienced strong gains in offers of admission to international students for fall 2012 (up 8% on average in public institutions and up 10% on average in private, not-for-profit institutions). By Carnegie classification, offers of admission to prospective international graduate students increased 11% at doctoral institutions, but fell 19% at master’s-focused institutions.

Similar to the findings for international applications, increases in international offers of admission in 2012 were stronger on average at institutions awarding larger numbers of graduate degrees to international students. International graduate offers of admission increased 10% on average at the responding institutions that are among the 100 largest, compared with 6% on average at the institutions outside the largest 100.

International Joint and Dual Degree Programs

A total of 174 respondents provided data on the number of international joint and dual degree programs at their institution. Out of these 174 institutions, 77 (44%) indicated that they had one or more international joint or dual degree programs at their institution. Overall, these 77 institutions reported on a total of 345 joint or dual degree programs at their institutions. Of these programs, nearly eight out of ten (79%) were dual degree programs, and nearly nine out of ten (87%) were at the master’s level. Among the joint and dual degree programs reported in the survey, one-third (34%) were in business, 29% were in engineering, 21% were other research degrees, and 17% were other non-research (professional) degrees.

Institutions with larger numbers of international students and institutions with smaller numbers of international students were nearly equally likely to indicate that they had one
or more international joint or dual degree programs at their institution. Among the 77 survey respondents with international joint or dual degree programs, 48% were among the 100 largest in terms of the number of graduate degrees awarded to international students, and 52% were among the institutions outside the largest 100.

While direct comparisons between these findings and CGS' three previous research efforts in this area are constrained by differing survey populations and responding institutions, the results suggest increasing numbers of international joint and dual degrees and the continued concentration of these programs at the master’s level and in business or engineering.

Conclusions

The data from the 2012 CGS International Graduate Admissions Survey, Phase II: Final Applications and Initial Offers of Admission indicate that several recent trends in the participation of international students in U.S. graduate education are continuing in 2012. The year-to-year growth in international applications and offers of admission remains strong and continues to be driven by China. Growth also remains stronger at institutions awarding larger numbers of graduate degrees to international students than at institutions awarding smaller numbers of degrees. Additionally, the Phase II survey results continue to show that international students are much more likely to apply to doctoral institutions than master’s-focused institutions, and that the growth in international applications and offers of admission is stronger at private, not-for-profit institutions than public institutions.

The survey results also indicate that the numbers of international students from India and South Korea are unlikely to increase in 2012. While these two countries remain the second and third largest sending countries of international students to U.S. graduate programs, the numbers of students from these two countries participating in U.S. graduate programs remain stagnant after considerable declines in recent years. While there have been some gains in terms of applications from Indian students, the lack of increase in initial offers of admission suggests that there will be little to no growth in first-time enrollment of Indian students this fall.

The Phase II survey results also suggest that there may be an increase in international first-time enrollment in business in fall 2012. The survey found a 7% increase in applications and a 17% increase in offers of admission, indicating strong interest among international students in U.S. business programs. Interest in education programs also appears strong. While only 5% of all international students in U.S. graduate programs are pursuing degrees in education, the figures from this survey suggest that that percentage may be increasing, given the 18% increase in international applications this year and the corresponding 17% increase in international offers of admission in education.

Overall the Phase II survey results suggest that international first-time enrollment will exhibit strong growth in fall 2012. However, the future beyond 2012 remains uncertain. The global economy, competition from other countries for the best and brightest international students,
the continued growth in the capacity for graduate education in other countries, the increasing cost of graduate education in the United States, and any changes in federal funding for research could all affect the number of international students coming to U.S. graduate programs in 2013 and beyond. Future CGS International Graduate Admissions Surveys will continue to track the participation of international students in U.S. graduate programs and provide early indicators of possible shifts in international applications, offers of admission, and enrollment.

**Principal Researcher and Author:** Nathan E. Bell, Director, Research and Policy Analysis

**Research Assistant:** Jared Avery, CGS Intern
Appendix A
Survey Questionnaire and Taxonomy of Fields of Study
2012 CGS International Graduate Admissions Survey, Phase II:  
Final Applications and Initial Offers of Admission

Institution Name: ____________________________________________________________

Name of Individual Completing the Survey: ______________________________________

Phone Number: _______________________________ E-mail: __________________________

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A. Please provide the final number of applications received by your graduate school from prospective international students for Fall 2011 and Fall 2012. In addition, please provide the number of offers of admission granted to prospective international graduate students for Fall 2011 and Fall 2012 as of June 5th or the same date each year. See pages 4-10 for instructions, definitions and taxonomy.

<table>
<thead>
<tr>
<th>I. Total Non-U.S. Citizens</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Non-U.S. Citizens</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(see definition on page 4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers of Admission</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Non-U.S. Citizens from Select Countries/Regions of Origin</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Countries (see definitions on page 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>China</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers of Admission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>India</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers of Admission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Korea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers of Admission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taiwan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers of Admission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers of Admission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mexico</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers of Admission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brazil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers of Admission</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Continued on the following page.)
### Regions (see definitions on page 5)

<table>
<thead>
<tr>
<th>Region</th>
<th>Applications</th>
<th>Offers of Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>Applications</td>
<td>Offers of Admission</td>
</tr>
<tr>
<td>Europe</td>
<td>Applications</td>
<td>Offers of Admission</td>
</tr>
<tr>
<td>Middle East</td>
<td>Applications</td>
<td>Offers of Admission</td>
</tr>
</tbody>
</table>

### III. Total Non-U.S. Citizens by Field of Study
(see definitions on page 5)

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities</td>
<td>Applications</td>
<td>Offers of Admission</td>
</tr>
<tr>
<td>Business</td>
<td>Applications</td>
<td>Offers of Admission</td>
</tr>
<tr>
<td>Education</td>
<td>Applications</td>
<td>Offers of Admission</td>
</tr>
<tr>
<td>Engineering</td>
<td>Applications</td>
<td>Offers of Admission</td>
</tr>
<tr>
<td>Life Sciences</td>
<td>Applications</td>
<td>Offers of Admission</td>
</tr>
<tr>
<td>Physical and Earth Sciences (including Math &amp; Computer Sci.)</td>
<td>Applications</td>
<td>Offers of Admission</td>
</tr>
<tr>
<td>Social Sciences &amp; Psychology</td>
<td>Applications</td>
<td>Offers of Admission</td>
</tr>
<tr>
<td>Other Fields</td>
<td>Applications</td>
<td>Offers of Admission</td>
</tr>
</tbody>
</table>

B. As part of CGS’ on-going effort to measure the scope of internationalization in U.S. graduate programs, please provide data on international joint and dual degree programs, exchanges (study abroad), and research collaborations. For the following questions, please use the standardized definitions provided below (even if your institution uses different definitions):

**International joint degree program**: Students study at two or more institutions and upon completion of the program receive a single diploma representing work completed at two or more institutions.

**International dual (or double) degree program**: Students study at two or more institutions and upon completion of the program receive a separate diploma from each of the participating institutions.

**International exchange (study abroad) program**: Students study abroad for academic credit, with the length of study abroad typically ranging from a few weeks to one year.

**International research collaborations (with foreign travel)**: Students engage in collaborative research with individuals located outside the United States, with at least some travel to the foreign country required.

**International research collaborations (without foreign travel)**: Students engage in collaborative research with individuals located outside the United States, with no travel to the foreign country required.

(Continued on the following page.)
1. How many joint and dual master’s and doctoral degree programs of each type does your institution currently have with an international partner institution?

<table>
<thead>
<tr>
<th>Degree Level and Degree Type</th>
<th>Broad Field of Study</th>
<th>Business</th>
<th>Engineering</th>
<th>Other Research Degree</th>
<th>Other non-Research (i.e., Professional) Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s</td>
<td>International Joint Degrees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>International Dual Degrees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral</td>
<td>International Joint Degrees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>International Dual Degrees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Does your institution (or your graduate school) maintain a centralized database in which you track the number of graduate students at your institution who are participating in the following types of international experiences?

<table>
<thead>
<tr>
<th>International Joint Degrees</th>
<th>Yes</th>
<th>No</th>
<th>Comments?</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Dual Degrees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Exchange (Study Abroad) Programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Research Collaborations (with foreign travel)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Research Collaborations (without foreign travel)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. What data are lacking at your institution to measure the scope and quality of internationalization in your graduate programs?

4. Please indicate the major factors that you feel may positively or negatively impact prospective U.S. and international applications to your institution’s graduate programs for Fall 2013.

Please submit your survey by Friday, July 13, 2012. Click the “Submit by E-mail” button below to send your completed survey to CGS.

Please submit your survey by Friday, July 13, 2012. Click the “Submit by E-mail” button below to send your completed survey to CGS.

Questions?

If you have problems submitting your survey electronically, please contact Josh Mahler at (202) 461-3862 or jmahler@cgs.nche.edu. For all other questions, please contact Nathan Bell, CGS Director of Research and Policy Analysis, at (202) 461-3886 or nbell@cgs.nche.edu.
SURVEY INSTRUCTIONS AND DEFINITIONS

About the Survey:

The 2012 CGS International Graduate Admissions Survey, Phase II: Final Applications and Initial Offers of Admission is being sent to all U.S. colleges and universities that are members of the Council of Graduate Schools (CGS) as of May 2012. The survey asks institutions to report the final numbers of completed applications for admission to graduate certificate and graduate degree programs from prospective international students and the initial offers of admission granted to prospective international students. The three-part International Graduate Admissions Survey has been conducted annually by the CGS since 2004. Survey reports are available online at www.cgsnet.org.

Confidentiality:

All data and information submitted for the CGS International Graduate Admissions Survey will be treated as confidential and will only be used for research or statistical purposes by CGS. Any information released publicly will be in a format that does not allow the identification of institutions or the personal identification of students. All survey data are stored on a secure, password-protected server, and access to the raw survey data is restricted to those individuals directly involved in the data collection and analysis. Participation in the CGS International Graduate Admissions Survey is voluntary.

Survey Instructions and Definitions (for Part A):

- **Applications:** The Phase II survey collects final data on completed applications, not applicants (i.e., counts of pieces of paper rather than counts of unique students). If a student applied to more than one graduate program, all of the individual applications should be counted and included in your survey data. Include data for all individuals who have fulfilled your institution's requirements to be considered for admission, including payment or waiving of the application fee, if any.

- **Offers of admission:** Please provide data on offers of admission to prospective international students for fall 2011 and fall 2012 as of the same date each year. For example, if you provide data for fall 2011 offers of admission as of 6/5/11, provide fall 2012 offers of admission data as of 6/5/12. Since we are measuring changes in offers of admission from year to year, it is important that we compare data from the same point in time each year. You may use a date other than June 5th, provided that you use the same month and day for each year.

- **Only report data for non-U.S. citizens on temporary visas.** Non-U.S. citizens are students or prospective students who are not citizens, nationals, or permanent residents of the United States. These individuals will be expected to be in the United States on a student visa, or on a temporary basis, and do not have the legal right to remain indefinitely. Students or prospective students from Puerto Rico, Guam, the U.S. Virgin Islands, or other U.S. territories are considered citizens of the United States and thus should not be included in the survey data. Undocumented students (i.e. illegal aliens) should not be included in the survey data.

- When providing data for Section I, “Total Non-U.S. Citizens,” include non-U.S. citizens on temporary visas from all countries and regions of origin, not just those listed in Section II.

- Please provide data for all international students applying for admission or admitted to graduate certificate, master's degree, education specialist, and doctoral degree programs offered by ALL divisions, schools, colleges, or departments of your institution. See the next two bullets for the programs to include and those that should be excluded. Each institution should submit one survey combining the data from all divisions, schools, colleges, and/or departments.

- **Data to include:** Include data for all international students applying for admission or admitted to graduate certificate and degree programs. At the master's level, include data for all students applying for admission or admitted to all master of science (M.S.) and master of arts (M.A.) programs, as well as data for students applying for admission or admitted to other master's programs in such areas as business (e.g., M.B.A.), fine arts (e.g., M.F.A.), health sciences (e.g., M.P.H.), public administration (e.g., M.P.A.), public policy (e.g.,
M.P.P.), and social work (e.g., M.S.W.), among other master’s programs. At the doctoral level, include data for students applying for admission or admitted to all doctoral programs such as Ph.D., Ed.D., D.B.A., D.F.A., and Psy.D., among others. Include data for students applying for admission or admitted to graduate certificate programs (including post-baccalaureate and post-master’s certificate programs) or other graduate programs (e.g., Ed.S.).

- **Data to exclude:** Do not include data for non-degree students or for visiting or exchange scholars. Do not include data for students applying for admission or admitted to undergraduate-level or first-professional degree programs. First-professional degree programs include Chiropractic (D.C. or D.C.M.), Dentistry (D.D.S. or D.M.D.), Law (LL.B., J.D.), Medicine (M.D.), Optometry (O.D.), Osteopathic Medicine (D.O.), Pharmacy (Pharm.D.), Podiatry (D.P.M., D.P., or Pod.D.), Theology (M.Div., M.H.L., B.D., or Ordination), and Veterinary Medicine (D.V.M.). Please note that this list of first-professional degree programs is comprehensive. Data for all other professional programs, including business and all health-related fields not listed above (e.g., D.P.T. and D.N.P.), should be included in your survey data.

- When providing data for Section II, “Non-U.S. Citizens from Select Countries/Regions of Origin,” only include graduate-level data for non-U.S. citizens on temporary visas. **NOTE:** The sum of the numbers provided for the ten countries/regions of origin will likely **NOT** equal the total provided in Section I, “Total Non-U.S. Citizens,” since Section I includes applications from and offers of admission to students from **all** countries and regions of origin, not just the ten listed in Section II.

- **China** refers to the People’s Republic of China (i.e., mainland China) and excludes Hong Kong, Macau, Taiwan, etc.

- **Africa** includes Algeria, Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Côte d’Ivoire (Ivory Coast), Democratic Republic of the Congo (formerly Zaire), Djibouti, Egypt, Eritrea, Equatorial Guinea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Libya, Madagascar, Malawi, Mali, Mauritania, Mauritius, Morocco, Mozambique, Namibia, Niger, Nigeria, Republic of the Congo, Réunion, Rwanda, Sahrawi Arab Democratic Republic, Saint Helena, São Tomé and Príncipe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, South Sudan, Sudan, Swaziland, Tanzania, Togo, Tunisia, Uganda, Zambia, and Zimbabwe.

- **Europe** includes: Albania, Andorra, Armenia, Austria, Azerbaijan, Belarus, Belgium, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Gibraltar, Greece, Hungary, Iceland, Ireland, Italy, Kosovo, Latvia, Liechtenstein, Lithuania, Luxembourg, Macedonia, Malta, Moldova, Monaco, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Russia, San Marino, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Turkey, Ukraine, United Kingdom, and Vatican City. **NOTE:** Do not include data for Kazakhstan with Europe.

- **Middle East** includes: Bahrain, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Palestinian Authority, Qatar, Saudi Arabia, Syria, United Arab Emirates, and Yemen. **NOTE:** Prior to 2012, data for students from Cyprus and Turkey were included with this region, but starting in 2012, those data should be reported with the data for Europe.

- When providing data for Section III, “Total Non-U.S. Citizens by Field of Study,” only include graduate-level data for non-U.S. citizens on temporary visas. **NOTE:** The sum of the numbers provided for the eight fields of study SHOULD equal the total provided in Section I, “Total Non-U.S. Citizens.” As a reminder, the Phase II survey collects data on applications, not applicants. If a student applied to graduate programs in more than one broad field, both applications should be counted and included in your survey data, in both Section I and Section III.

- The survey taxonomy and CIP crosswalk are included on pages 7-10. Please note that the taxonomy is based on the taxonomy used for the annual CGS/GRE Survey of Graduate Enrollment and Degrees.

- When completing the survey, please enter a “0” (zero) in fields when appropriate, e.g., when no international students in that field of study or from that country/region have applied for admission or were offered admission, or if your institution does not offer programs in a certain field of study. Fields should be left blank only when data are not available.
• As a courtesy, we have provided data for 2011 to institutions that responded to the Phase II survey last year. This information is intended to reduce your response burden and to serve as a guide for completing the survey. Please do not key your 2012 data into the table included in the e-mail. Rather, key your 2011 data into the electronic form for 2012, updating any numbers revised since submission last year, and adding your new data for 2012.

• Submission instructions: After filling in all fields, please click the “Submit by E-mail” button on page two. A new window will appear in your e-mail application (e.g., Outlook) addressed to CGS staff member Josh Mahler, with the completed survey form attached as a .pdf document. Hit the “send” button in your e-mail application to submit your survey. We prefer to receive the survey data electronically, but if you are unable to submit by e-mail, please print the completed form and fax it to 202-331-7157.

• Confirmation of receipt: Within two business days of electronic submission you will receive e-mail verification from CGS that your survey was successfully submitted. If you do not receive this e-mail confirmation, please contact Josh Mahler at jmahler@cgs.nche.edu or (202) 461-3862.

• The survey response deadline is Friday, July 13, 2012.

• Contact information: If you have problems submitting your survey electronically, please contact Josh Mahler at jmahler@cgs.nche.edu or (202) 461-3862. For all other questions, please contact Nathan Bell, CGS Director of Research and Policy Analysis, at nbell@cgs.nche.edu or (202) 461-3866.
SURVEY TAXONOMY

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
Dance 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
Asian Languages and Literatures
Celtic Languages and Literatures
Classics and Classical Languages and Literatures
Germanic Languages and Literatures
Irish/Scottish 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
BUSINESS
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 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
Educations/Instructional Media Design
Health and Physical Education
International and Comparative Education
Junior High/Middle School Education and Teaching
Outdoor Education
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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 & 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

LIFE 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
   Neuroscience
   Parasitology
   Pathology
   Pharmacology
   Physiology
   Population Biology
   Systematics

Toxicology
   Zoology
   Biological and Biomedical
   Sciences, 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 Prgms.
   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

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

Computer & 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

Earth, Atmospheric & 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

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

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

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

SOCIAL SCIENCES & PSYCHOLOGY
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
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 Studies
Archives/Archival Administration
Library and Information Science
Library and Archival Sciences, Other

Public Administration
Community Organization and Advocacy
Public Administration

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

Social Work
Social Work
Youth Services/Administration
Social Work, 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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# CGS International Graduate Admissions Survey

Cross-reference between CGS Taxonomy of Disciplines and the 2000 and 2010 National Center for Education Statistics (NCES) Classification of Instructional Programs (CIP)

## 2010 Cross-Reference Table

<table>
<thead>
<tr>
<th>CGS Taxonomy Broad Field</th>
<th>2010 CIP Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>16, 23, 24, 38.01, 50, 54</td>
</tr>
<tr>
<td>Business</td>
<td>52 (except 52.1304), 31.0504</td>
</tr>
<tr>
<td>Education</td>
<td>13, 31.05 (except 31.0504 and 31.0505), 31.06, 42.2805, 42.2806, 51.0913, 51.2309</td>
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<tr>
<td>Engineering</td>
<td>14, 15, 40.10</td>
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<tr>
<td>Physical and Earth Sciences (Including Mathematics and Computer Science)</td>
<td>11, 26.1302, 26.1304, 27, 30.18, 40 (except 40.10), 41 (except 41.01), 51.2004, 52.1304</td>
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<tr>
<td>Social Sciences and Psychology</td>
<td>05, 19.0702, 30.11, 42 (except 42.2805 and 42.2806), 43.31, 44.05, 45</td>
</tr>
<tr>
<td>Other Fields</td>
<td>04, 09, 10, 12, 19 (except 19.0702), 25, 30 (except 30.11, 30.18, and 30.19), 38.00, 38.02, 38.99, 39, 43.02, 43.03, 43.99, 44 (except 44.05), 48, 49, and all other fields not classified above</td>
</tr>
</tbody>
</table>