



Council of Graduate Schools

RESEARCH REPORT

Findings from the 2010 CGS International Graduate Admissions Survey Phase I: Applications

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Council of Graduate Schools

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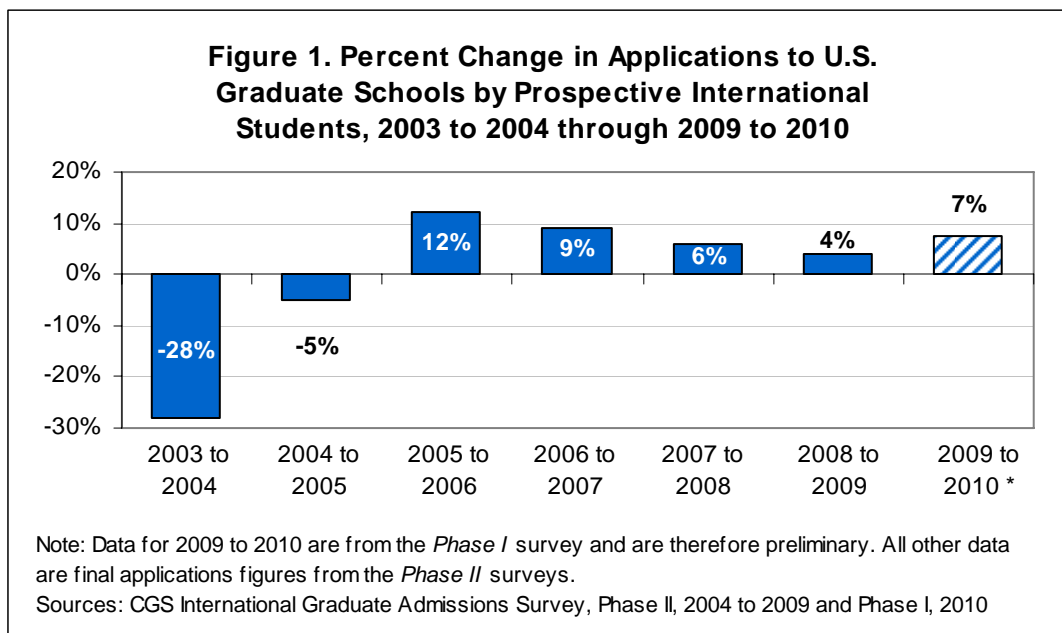
Overview

In 2004, the Council of Graduate Schools (CGS) began an extensive, multi-year empirical examination of international graduate application, admission, and enrollment trends. This analysis responds 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 of 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).

Institutions responding to the *Phase II* survey in 2004 reported a 28% decline in applications from prospective international graduate students between 2003 and 2004 (see Figure 1). Subsequent *Phase II* surveys revealed a 5% decline from 2004 to 2005, followed by a 12% increase from 2005 to 2006. The growth rate slowed in each of the next three years, with year-to-year gains of 9%, 6%, and 4%, respectively.¹

CGS survey data for 2010 suggest that applications from prospective international students to U.S. graduate schools continued to increase for the fifth consecutive year. Furthermore, the expected growth rate in 2010 is the largest since fall 2007, and the rebound in international applications appears to have finally reversed the decline that occurred in 2004.



This report first describes the survey methodology used to collect and calculate changes in international applications from 2009 to 2010. 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. Section three provides a summary and conclusions.

¹ See <http://www.cgsnet.org/Default.aspx?tabid=172> for reports from the *CGS International Graduate Admissions Survey* from 2004 to present.

I. Survey Methodology and Response Rate

The survey population for the *2010 CGS International Graduate Admissions Survey, Phase I: Applications* consisted of all 505 U.S. colleges and universities that were members of CGS as of January 2010.² The survey instrument was e-mailed to the graduate dean (or equivalent) at each member institution on January 20, 2010, and responses were collected electronically through March 12, 2010.

The survey asked institutions to report their numbers of applications for admission to graduate programs from prospective international students for fall 2009 and fall 2010, as of the same date each year. 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 data on applications from students who originate from four key sending countries or regions and for eight broad fields of study.³

A total of 240 institutions responded to the survey, for a response rate of 48%. The response rates among certain types of institutions were even higher: eight of the ten institutions with the largest international graduate student enrollments, 21 of the 25 largest (84%), 44 of the 50 largest (88%), and 82 of the 100 largest (82%) responded to the survey.⁴ The high response rate among the institutions with the largest international graduate enrollments is important because collectively the 100 largest institutions enroll about 60% of the total international graduate student population in the United States.⁵ The high response rate among these institutions suggests that the survey results accurately depict recent trends in international applications at U.S. graduate schools. Overall, the 240 institutions responding to the *Phase I* survey enrolled about 64% of the 280,259 international graduate students in the United States in fall 2007.⁶

Institutions responding to the *Phase I* survey provided data on a total of 437,645 applications to U.S. graduate schools by prospective international students for fall 2010. In a few cases, institutions were unable to provide data for both 2009 and 2010 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 campuses, the *Phase I* survey was administered early in their application cycles, before final numbers were known. These institutions provided preliminary applications figures. For that reason, the survey results (described in the next section of this report) should be considered preliminary, subject to revision in the 2010 *Phase II* survey when final applications numbers are reported. Nonetheless, because of the high response rates among the institutions with the largest numbers of international graduate students and the large numbers of applications represented in the *Phase I* survey data, the overall results do appear to illustrate accurately the current trends in international graduate student applications in the United States.

² CGS also has member institutions in Canada and overseas affiliate members. These institutions are not included in the *International Graduate Admissions Survey*.

³ The *Phase I* survey also included the annual *Pressing Issues Survey*. These results will be analyzed separately and reported in the May 2010 issue of the *CGS Communicator*.

⁴ These enrollment figures are based on enrollment in fall 2007, the latest data available at the time this report was written. For more information, see National Center for Education Statistics. Integrated Postsecondary Education Data System (IPEDS) Fall Enrollment Survey. Dataset. On-line. Available: <http://nces.ed.gov/ipeds/>.

⁵ Ibid.

⁶ Ibid.

II. Survey Results

Total Number of Applications

This year, for the fifth year in a row, applications to U.S. graduate schools from prospective international students increased, and the rate of increase outpaced that of the last two years. Between 2009 and 2010, international graduate applications increased 7%, up from a 4% increase in 2009 and a 6% gain in 2008 (see Table 1 on the following page). This year's increase is the largest since 2007, when international applications increased 9%.

While international applications increased 7% overall, there was considerable variation around this overall rate. Of the 223 institutions that provided total applications data for both 2009 and 2010 in this year's *Phase I* survey, 131 (59%) reported an increase in international applications for fall 2010, with an average increase of 13% at these institutions. At the 86 institutions (39%) reporting a decrease, the average decline in international applications was 10%. Six institutions (3%) reported no change in international applications.

For the first time in the last seven years, total applications from international students increased above their 2003 level. International applications plummeted 28% between 2003 and 2004 and fell an additional 5% in 2005. Despite four years of gains from 2006 through 2009, the total number of international applications in 2009 remained 5% below the number received in 2003. Data from this year's *Phase I* survey reveal a 6% increase in international applications between 2003 and 2010 among the 75 institutions that provided data for both years.⁷ Among these 75 institutions, 41 (55%) reported an increase in international applications between 2003 and 2010, with an average gain of 35% at these institutions. Thirty-four of the 75 institutions (45%) reported a decrease, with an average decline of 25%.

Applications by Country/Region of Origin

The *CGS International Graduate Admissions Survey* collects data on four key sending countries or regions: India, China, South Korea, and the Middle East & Turkey. India, China, and South Korea are the top three countries of origin for international graduate students in the United States. Collectively, students from these three countries account for about one-half 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.⁸ Thus, examining student flows from these three countries provides a good indicator of overall international applications trends. Applications from students from countries in the Middle East & Turkey⁹ have also been included in the CGS surveys because of the geopolitical importance of this region; graduate students from the Middle East & Turkey currently account for about 6% of all international graduate students in the United States.¹⁰

The *Phase I* survey results reveal that graduate applications from prospective students from India and South Korea appear to have stabilized after significant decreases in 2009. The number of applications

⁷ This statistic should be interpreted cautiously since it is based on a smaller subset of institutions than the 2009 to 2010 comparisons.

⁸ Bell, N. 2009. *Findings from the 2009 CGS International Graduate Admissions Survey, Phase III: Final Offers of Admission and Enrollment*. Washington, DC: Council of Graduate Schools; Bhandari, R. & Chow, P. 2009. *Open Doors 2009: Report on International Educational Exchange*. New York, NY: Institute of International Education.

⁹ Middle East & Turkey includes: Bahrain, Cyprus, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Palestinian Authority, Qatar, Saudi Arabia, Syria, Turkey, United Arab Emirates, and Yemen.

¹⁰ Bell, N. 2009. *Findings from the 2009 CGS International Graduate Admissions Survey, Phase III: Final Offers of Admission and Enrollment*. Washington, DC: Council of Graduate Schools; Bhandari, R. & Chow, P. 2009. *Open Doors 2009: Report on International Educational Exchange*. New York, NY: Institute of International Education.

Table 1. Change in International Graduate Applications, 2006 to 2007 through 2009 to 2010

	Final Number of Applications, 2006 to 2007	Final Number of Applications, 2007 to 2008	Final Number of Applications, 2008 to 2009	Preliminary Number of Applications, 2009 to 2010
International Total	9%	6%	4%	7%
Country/Region of Origin				
China	19%	11%	14%	19%
India	12%	2%	-12%	-2%
South Korea	0%	2%	-9%	0%
Middle East & Turkey *	17%	14%	22%	18%
Field of Study				
Arts & Humanities	8%	7%	5%	6%
Business	15%	10%	7%	8%
Education	12%	-1%	8%	8%
Engineering	13%	4%	3%	7%
Life Sciences	18%	3%	0%	3%
Physical & Earth Sciences	12%	7%	2%	10%
Social Sciences & Psychology	0%	9%	6%	11%
Other Fields **	--	--	11%	8%

* Middle East & Turkey includes: Bahrain, Cyprus, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Palestinian Authority, Qatar, Saudi Arabia, Syria, Turkey, United Arab Emirates, and Yemen.

** Prior to 2009, data for 'Other Fields' were not collected separately.

Note: Not all responding institutions provided data by country of origin and/or field of study.

Sources: CGS International Graduate Admissions Survey, Phase II, 2007 to 2009 and Phase I, 2010

from India fell 2% in 2010, following a 12% drop in 2009 (see Table 1). Applications from prospective students from South Korea remained flat in 2010, following a 9% decline in 2009.

The numbers of applications from both China and the Middle East & Turkey increased dramatically in 2010. Graduate applications from prospective students from China increased 19% in 2010, up from a 14% gain in 2009; this is the fifth consecutive year of double-digit growth for China. A similar surge in applications occurred among prospective students from the Middle East & Turkey, with an 18% increase in applications in 2010, following a 22% gain in 2009; this is also the fifth consecutive year of double-digit growth for the Middle East & Turkey.

Applications by Field of Study

International applications increased in all broad fields of study in 2010, including the fields with large numbers of international students.¹¹ The majority (62%) of all international graduate students at U.S. institutions are enrolled in one of three broad fields: engineering, physical & earth sciences (including mathematics and computer science), and business.¹² For fall 2010, international applications increased in all three of these broad fields (see Table 1). In physical & earth sciences applications increased 10% in

¹¹ See Appendix A for the summarized survey taxonomy

¹² Bell, N. 2009. *Graduate Enrollment and Degrees: 1998 to 2008*. Washington, DC: Council of Graduate Schools.

2010, following a 2% gain in 2009. In business, international applications increased 8% in 2010, following a 7% gain in 2009, and in engineering, applications increased 7% in 2010 after a 3% gain in 2009.

Life sciences and social sciences & psychology also account for large numbers of international students at U.S. institutions. In fall 2008, 20% of international students were enrolled in these broad fields.¹³ The *Phase I* survey reveals that applications from prospective international students for fall 2010 increased 3% in the life sciences. This was the smallest increase among the broad fields in 2010, and follows a 0% change in international applications last year. Applications for fall 2010 increased 11% in social sciences & psychology, nearly twice the 6% increase that occurred in 2009. The increase in social science & psychology was the largest among the broad fields in 2010.

Just 18% of all international graduate students at U.S. institutions are enrolled in the three remaining broad fields (arts & humanities, education, and 'other' fields).¹⁴ Applications to all three of these broad fields increased in 2010, with the strongest gains in education and 'other' fields (both 8%). International applications increased 6% in arts & humanities in 2010, following a 5% gain in 2009.

Applications by Geographic Region

Applications to U.S. graduate schools from prospective international students increased in all four major regions of the United States. Of the 223 institutions that provided total applications data for both 2009 and 2010 in this year's *Phase I* survey, 57 institutions are located in the Midwest, 42 in the Northeast, 38 in the West, and 86 in the South.¹⁵ International applications increased most in the Northeast (up 10%), followed by the Midwest (up 8%) and the West (up 6%). The increase in international applications was smallest in institutions located in the South (5%).

Applications by Institutional Control and Carnegie Classification

International applications increased in both public and private, not-for-profit institutions in 2010. Of the 223 institutions that provided total applications data for both 2009 and 2010 in this year's *Phase I* survey, 154 were public institutions, 67 were private, not-for-profit institutions, and two were private, for-profit institutions. Among the survey respondents, international applications increased 5% in public institutions and 12% in private, not-for-profit institutions (see Table 2 on the following page). Data for the two private, for-profit respondents are included in the total but are not broken out separately. The increases in 2010 outpaced the gains that occurred in 2009, particularly for private, not-for-profit institutions. Last year, international applications increased 4% in public institutions and 3% in private, not-for-profit institutions.

Institutions responding to the *Phase I* survey with 2009 and 2010 data were coded according to their 2005 Carnegie basic classification. In the analysis, the 154 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 54 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

¹³ *Ibid.*

¹⁴ *Ibid.*

¹⁵ 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 Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, Puerto Rico, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

Table 2. Change in Total International Graduate Applications by Institutional Control and Carnegie Classification, 2008 to 2009 and 2009 to 2010

	2008 to 2009		2009 to 2010	
	No. of Respondents	Final Change in Applications	No. of Respondents	Preliminary Change in Applications
Total (All Institutions) *	247	4%	223	7%
Public	177	4%	154	5%
Private, not-for-profit	69	3%	67	12%
Doctoral Institutions *	163	4%	154	8%
Public	118	5%	106	6%
Private, not-for-profit	44	3%	47	12%
Master's Institutions	69	-1%	54	-21%
Public	51	0%	42	-22%
Private, not-for-profit	18	-6%	12	-10%

* For 2009 to 2010, two private, for-profit institutions are included in the total for all institutions but are not broken out separately, and one is included in the total for doctoral institutions but is not broken out separately. For 2008 to 2009, one private, for-profit institution is included in the total but is not broken out separately.

Notes: All results are based on the institutions providing total applications data for both years being compared (2008 and 2009 and/or 2009 and 2010). Carnegie classifications are based on the 2005 Carnegie Classification of Institutions of Higher Education. See text for description of Carnegie groupings. Institutions classified as specialized or baccalaureate institutions are included in the total but are not broken out separately.

Sources: CGS International Graduate Admissions Survey, Phase II, 2009 and Phase I, 2010

(smaller programs) were grouped as master's institutions. Only 15 responding institutions had classifications not listed above and were therefore excluded from this particular analysis.

Overall, graduate applications from international students for fall 2010 increased 8% at doctoral institutions, twice the rate of increase (4%) that occurred in 2009. In contrast, international applications fell 21% at master's-focused institutions in 2010. While this percentage appears to be a significant decline, especially in contrast to the 1% drop that occurred at master's-focused institutions in 2009, the decline is based on a relatively small number of international applications. In the 2010 *Phase I* survey, just 2% of all applications from prospective international students were for admission to master's-focused institutions. Because this figure is based on a small number of applications, it is possible that the year-to-year change in international applications at master's-focused institutions will be revised when final 2010 applications data are collected in the *Phase II* survey in June.

When the data are examined by Carnegie classification and institutional control, the findings for doctoral institutions are similar to the overall totals. International applications increased 6% at public, doctoral institutions and 12% at private, not-for-profit doctoral institutions in 2010. At master's-focused institutions, international applications fell 22% at public institutions and dropped 10% at private, not-for-profit institutions; however, these results should be interpreted cautiously given the small number of private, not-for-profit master's institutions responding to the survey.

Applications by Size of International Graduate Enrollment

The overall changes in the numbers of applications from prospective international students potentially mask substantial differences between small and large institutions. To show the wide variation in trends, CGS reports changes in international applications by size of total international graduate student enrollment. Enrollment size is based on data collected by the U.S. Department of Education.¹⁶ Table 3 displays the changes in international graduate applications from 2009 to 2010 for the responding colleges and universities with the 10, 25, 50, and 100 largest enrollments of international graduate students. In addition, data are presented for all responding institutions outside the largest 100.

Overall, increases in international applications in 2010 were strongest at institutions with large numbers of international enrollees. International graduate applications increased 9% at the responding institutions that are among the 10 largest, 10% at the 25 largest, 9% at the 50 largest, and 8% at the 100 largest. The gains in international graduate applications were somewhat smaller at the institutions outside the largest 100, with a 4% average increase in 2010.

This pattern of stronger increases at institutions with large numbers of international enrollees held true for applications from prospective students from China and India. Applications from prospective graduate

Table 3. Change in International Graduate Applications by Size of Total International Graduate Enrollment, 2009 to 2010

	10 Largest Institutions	25 Largest Institutions	50 Largest Institutions	100 Largest Institutions	All Other Institutions
International Total	9%	10%	9%	8%	4%
Country/Region of Origin					
China	25%	22%	19%	19%	19%
India	6%	3%	2%	1%	-14%
South Korea	-4%	-3%	-2%	-1%	14%
Middle East & Turkey *	-1%	6%	10%	13%	40%
Field of Study					
Arts & Humanities	0%	2%	5%	6%	7%
Business	8%	9%	5%	8%	12%
Education	-4%	6%	10%	8%	7%
Engineering	10%	10%	8%	8%	2%
Life Sciences	7%	5%	4%	3%	5%
Physical & Earth Sciences	8%	11%	12%	11%	4%
Social Sciences & Psychology	15%	14%	13%	10%	14%
Other Fields	15%	15%	14%	14%	-15%

* Middle East & Turkey includes: Bahrain, Cyprus, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Palestinian Authority, Qatar, Saudi Arabia, Syria, Turkey, United Arab Emirates, and Yemen.

Notes: Size of international student enrollment is based on NCES data for fall 2007. See footnote 3 for more information. Not all responding institutions provided data by country of origin and/or field of study.

Source: CGS International Graduate Admissions Survey, Phase I, 2010

¹⁶ See footnote 4 for more information.

students from China surged 25% at the institutions that are among the 10 largest in terms of total international graduate enrollment. Growth among prospective Chinese graduate students was also strong at institutions with smaller numbers of international enrollees, but the average increases were slightly smaller – 19% at the 100 largest institutions and 19% at the institutions outside the largest 100 as well. Applications from prospective graduate students from India rose 6% at the responding institutions that are among the 10 largest, but fell 14% at the institutions outside the largest 100. Given the large numbers of Chinese and Indian applicants to U.S. graduate schools, the trend seen among these students is likely the main reason why the largest increases overall were at institutions with large numbers of international enrollees.

In contrast to China and India, applications from prospective graduate students from South Korea and the Middle East & Turkey were largest at the institutions outside the largest 100. Applications from prospective graduate students from South Korea rose 14% at the smallest institutions in terms of total international graduate enrollment, but fell 4% at the 10 largest institutions. Similarly, applications from prospective graduate students from the Middle East & Turkey rose 40% at the institutions outside the largest 100 (although the increase was based on a relatively small number of students), but fell 1% at the 10 largest institutions.

Despite some variation in international applications by size of total international graduate enrollment, no strong pattern emerged by broad field of study, with many strong gains across the five size categories shown in Table 3. Only two declines in international applications occurred: a 4% drop in education at the 10 largest institutions and a 15% decline in ‘other’ fields at the institutions outside the largest 100. In both cases, however, these declines were in broad fields with small numbers of international enrollees. The strongest increases in international applications by size of total international graduate enrollment and broad field of study occurred in social sciences & psychology and ‘other’ fields – a 15% increase in social sciences & psychology at the 10 largest institutions and 15% gains in ‘other’ fields at the 10 largest and 25 largest institutions.

III. Summary and Conclusions

The results of the *2010 CGS International Graduate Admissions Survey, Phase I: Applications* indicate that applications to U.S. graduate schools from prospective international students increased 7% between 2009 and 2010, the fifth consecutive year of gains, following increases of 4% in 2009 and 6% in 2008. This year’s increase was driven in part by double-digit increases in the numbers of applications from China (up 19%) and the Middle East & Turkey (up 18%). Applications from prospective students from both India and South Korea appear to have stabilized in 2010, following significant decreases in 2009. In 2010, applications from India fell 2% and applications from South Korea remained flat, following declines in 2009 of 12% and 9%, respectively.

All broad fields of study exhibited strong growth in international applications in 2010, led by large increases in social sciences & psychology (up 11%) and physical & earth sciences (up 10%). The smallest increase occurred in life sciences, with a 3% gain.

Public and private, not-for-profit institutions both experienced strong gains in applications from international students in fall 2010 (up 5% in public institutions and up 12% in private, not-for-profit institutions), but there were striking differences by Carnegie classification. Graduate applications from prospective international students increased 8% at doctoral institutions, but fell 21% at master’s-focused institutions.

Overall, increases in international applications in 2010 were strongest at institutions with large numbers of international enrollees. International graduate applications increased 9% at the responding institutions that are among the 10 largest, 10% at the 25 largest, and 8% at the 100 largest. International graduate applications increased 4% on average at the institutions outside the largest 100.

While this year's increase in international graduate applications is both the largest since 2007 and the fifth consecutive year of growth, there is no guarantee that this increase in applications will result in a corresponding increase in first-time international graduate enrollment in fall 2010. An examination of the data from the past four years reveals no clear-cut relationship between applications and first-time enrollment. In 2009, international applications increased 4%, but first-time international graduate enrollment remained flat.¹⁷ In both 2008 and 2007, the increases in international applications were about twice as large as the subsequent increases in first-time international graduate enrollment. In 2008, international applications increased 6%, but first-time enrollment increased just 3%, and in 2007, international applications increased 9%, compared with a 4% increase in first-time enrollment.¹⁸ In 2006, both international applications and first-time enrollment increased 12%.¹⁹

While there is no clear-cut historical pattern between applications and subsequent first-time enrollment, the data show that in each of the last four years the increase in first-time graduate enrollment has been equal to or less than the increase in applications. Furthermore, while the growth in applications outpaced the gains in first-time enrollment in three of the past four years, the changes in applications and first-time enrollment varied by five percentage points or less in each of those years. For example, there was a 9% increase in applications in 2007 and a subsequent 4% increase in first-time enrollment, for a difference of five percentage points. While there is no certainty that these recent trends will continue in 2010, it is a possibility, meaning that the final increase in first-time enrollment in fall 2010 could be in the range of 2% to 7%.

This examination of recent trends, however, likely oversimplifies the situation. Several factors continue to influence the participation of international students in U.S. graduate education, including the global economy and its differing effect on individual countries, the economic recession's effect on the availability of financial support for international students, competition from other countries for international students, and the increased capacity for graduate education in other countries, making predictions based on historical data uncertain. The preliminary applications data from the *Phase I* survey suggest a possible increase in first-time international graduate enrollment in fall 2010 following last fall's lack of growth, but the final outcome will remain unclear until the results of the *Phase II* and *Phase III* surveys reveal the final graduate school decisions of international students for fall 2010.

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¹⁷ Bell, N. 2009. *Findings from the 2009 CGS International Graduate Admissions Survey, Phase II: Final Applications and Initial Offers of Admission*. Washington, DC: Council of Graduate Schools; Bell, N. 2009. *Findings from the 2009 CGS International Graduate Admissions Survey, Phase III: Final Offers of Admission and Enrollment*. Washington, DC: Council of Graduate Schools.

¹⁸ Redd, K. 2008. *Findings from the 2008 CGS International Graduate Admissions Survey, Phase II: Final Applications and Initial Offers of Admission*. Washington, DC: Council of Graduate Schools; Bell, N. 2008. *Findings from the 2008 CGS International Graduate Admissions Survey, Phase III: Final Offers of Admission and Enrollment*. Washington, DC: Council of Graduate Schools.

¹⁹ Redd, K. 2006. *Findings from the 2006 CGS International Graduate Admissions Survey, Phase III: Admissions and Enrollment*. Washington, DC: Council of Graduate Schools; Brown, H. 2006. *Findings from 2006 CGS International Graduate Admissions Survey, Phase II: Final Applications and Offers of Admission*. Washington, DC: Council of Graduate Schools.

About the Council of Graduate Schools

The Council of Graduate Schools (CGS) is an organization of over 500 institutions of higher education in the United States and Canada engaged in graduate education, research, and the preparation of candidates for advanced degrees. Among U.S. institutions, CGS members award 95% of the doctoral degrees and 78% of the master's degrees.²⁰ The organization's mission is to improve and advance graduate education, which it accomplishes through advocacy in the federal policy arena, research, and the development and dissemination of best practices.

²⁰ Based on data from the 2008 CGS/GRE Survey of Graduate Enrollment and Degrees.

Appendix A
CGS International Graduate Admissions Survey Taxonomy

ARTS & HUMANITIES

Arts – History, Theory & Criticism
Arts – Performance & Studio
English Language & Literature
Foreign Languages & Literatures
History
Philosophy
Arts & Humanities, Other

BUSINESS

Accounting
Banking and Finance
Business Administration & Management
Business, Other

EDUCATION

Education Administration
Curriculum and Instruction
Early Childhood Education
Elementary Education
Educational Assessment, Evaluation and
Research
Higher Education
Secondary Education
Special Education
Student Counseling & Personnel Services
Education, Other

ENGINEERING

Chemical Engineering
Civil Engineering
Computer, Electrical & Electronics
Engineering
Industrial Engineering
Materials Engineering
Mechanical Engineering
Engineering, Other

LIFE SCIENCES

Agriculture, Natural Resources &
Conservation
Biological & Biomedical Sciences
Health & Medical Sciences

PHYSICAL & EARTH SCIENCES

Chemistry
Computer & Information Sciences
Earth, Atmospheric & Marine Sciences
Mathematical Sciences
Physics & Astronomy
Physical Sciences, Other

SOCIAL SCIENCES & PSYCHOLOGY

Anthropology
Archaeology
Economics
Political Science
Psychology
Sociology
Social Sciences, Other

OTHER FIELDS

Architecture & Environmental Design
Communications & Journalism
Family & Consumer Sciences
Library & Archival Studies
Public Administration
Religion & Theology
Social Work
Other Fields