



Council of Graduate Schools

RESEARCH REPORT

Findings from the 2010 CGS International Graduate Admissions Survey Phase III: Final Offers of Admission and Enrollment

November 2010



Council of Graduate Schools

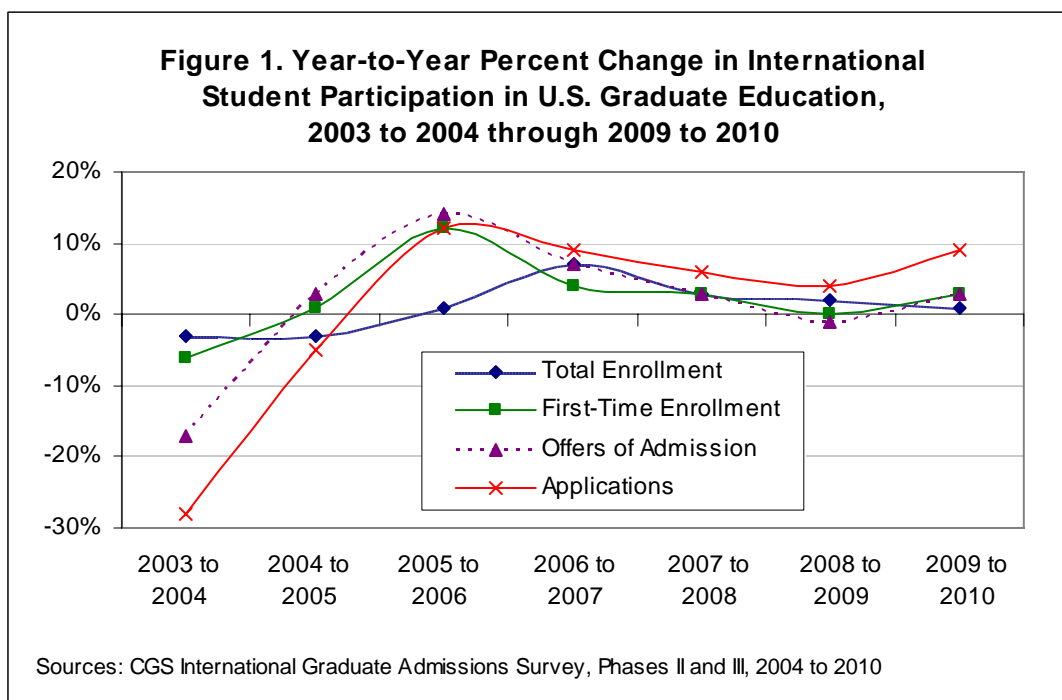
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Overview

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. International students currently comprise about 15.5% of all students at U.S. graduate schools.¹

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).²

This year's *Phase III CGS International Graduate Admissions Survey* reveals that offers of admission to prospective international graduate students increased in 2010 reversing last year's slight decline (see Figure 1). First-time international graduate enrollment also increased in 2010 after remaining flat in 2009, but growth in total international graduate enrollment slowed in 2010 to the lowest rate of increase since 2006.



This report first describes the survey methodology used to collect and calculate changes in offers of admission and enrollment from 2009 to 2010. The second section presents the current survey results on offers of admission to prospective international students by U.S. graduate schools and compares the one-year changes to those in prior years. The third and fourth sections present data on international first-time graduate enrollment and international total graduate enrollment, respectively, and compare the one-year

¹ Bell, N. 2010. *Graduate Enrollment and Degrees: 1999 to 2009*. Washington, DC: Council of Graduate Schools.

² See <http://www.cgsnet.org/Default.aspx?tabid=172> for reports from the *CGS International Graduate Admissions Survey* from 2004 to present.

changes to those in prior years. Section five examines graduate admissions policies regarding three-year bachelor's degrees. Section six provides a summary and conclusions.

I. Survey Methodology and Response Rate

The survey population for the *2010 CGS International Graduate Admissions Survey, Phase III: Final Offers of Admission and Enrollment* consisted of all 494 U.S. colleges and universities that were members of CGS as of August 2010.³ A link to the survey instrument was e-mailed to the graduate dean (or equivalent) at each member institution on September 9, 2010, and responses were collected electronically through October 22, 2010.

The survey asked institutions to report the final number of offers of admission granted to prospective international graduate students for fall 2009 and fall 2010, the number of new (first-time) international graduate students in fall 2009 and fall 2010, and the total number of international graduate students in fall 2009 and fall 2010. For some campuses, the *Phase III* survey was administered before final enrollment numbers were known, and these institutions provided preliminary figures as of the same date each year. Institutions were also asked to provide admissions and enrollment data for international students who originate from four key sending countries or regions and for eight broad fields of study.⁴ The survey taxonomy is presented in Appendix A. 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.

A total of 230 institutions responded to the survey, for a response rate of 47%. The response rates among certain types of institutions were even higher: nine of the ten institutions that award the largest numbers of master's and doctoral degrees to international students (90%), 20 of the 25 largest (80%), 41 of the 50 largest (82%), and 74 of the 100 largest (74%) responded to the survey.⁵ The high response rate among these institutions is important because collectively the 100 largest institutions confer about 60% of all graduate degrees awarded to international students in the United States.⁶ Overall, the 230 institutions responding to the *Phase III* survey conferred about 60% of the approximately 90,000 graduate degrees awarded to international students in the United States in 2007-08, suggesting that the survey results accurately depict recent trends in international offers of admission and enrollment at U.S. graduate schools.⁷

Institutions responding to the *Phase III* survey provided data for fall 2010 on a total of 124,435 offers of admission to prospective international students, 46,867 international first-time enrollees, and 162,955 international graduate students. 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.

³ CGS also has member institutions in Canada and overseas affiliate members. These institutions are not included in the *International Graduate Admissions Survey*.

⁴ In addition to the data collected on international students, institutions were asked to provide the number of U.S. citizen and permanent resident first-time enrollees in fall 2009 and fall 2010. These data will be analyzed separately and reported in the December issue of the *CGS Communicator*.

⁵ These figures are based on graduate degrees awarded in academic year 2007-08. 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). Previous reports about the *CGS International Graduate Admissions Survey, Phase III* based these statistics on enrollment data rather than degree data.

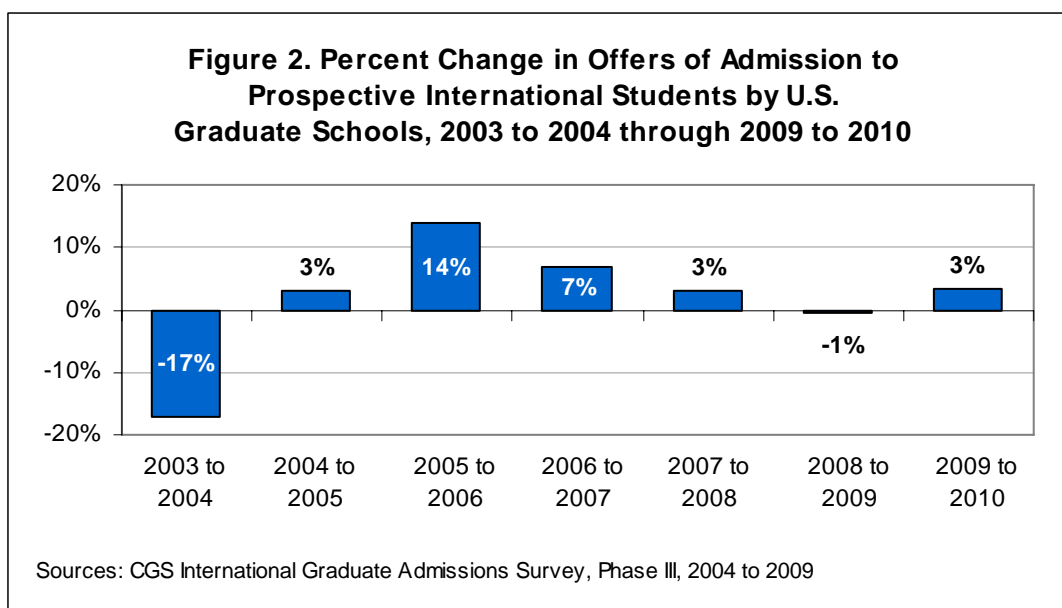
⁶ *Ibid.*

⁷ *Ibid.*

II. 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 schools increased 3% between 2009 and 2010. This year's increase in offers of admission to prospective international students reverses a 1% decline that occurred last year and follows gains of 3% in 2008 and 7% in 2007 (see Figure 2). The final 3% increase in international offers of admission is equal to the 3% gain reported for initial offers of admission in the *Phase II* survey results, released in August.



Of the 221 institutions that provided data on offers of admission for both 2009 and 2010 in this year's *Phase III* survey, 119 (54%) reported an increase in international offers of admission for fall 2010, with an average increase of 13% at these institutions. At the 97 institutions (44%) reporting a decrease, the average decline in international offers of admission was 11%. Five institutions (2%) reported no change in international offers of admission.

Offers of admission to international students remain below their 2003 levels at many institutions. About 44% (33) of the 75 institutions that responded to the *Phase III* survey with data on offers of admission in both 2004 and 2010 made fewer offers of admission to prospective international students this year than they did in 2003. Collectively, the number of students from abroad being offered admission to these 33 institutions is currently 32% below what it was in 2003. Despite this decline, the overall number of offers of admission to prospective international students by all 75 institutions that responded to the *Phase III* survey in both 2004 and 2010 is 11% higher this year than it was in 2003. This statistic should be interpreted cautiously, however, since it is based on a smaller subset of institutions than the 2009 to 2010 comparisons.

Offers of Admission by Country/Region of Origin

The *CGS International Graduate Admissions Survey* collects data on four key sending countries or regions: China, India, South Korea, and the Middle East & Turkey. China, India, 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 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 trends in international offers of admission. Offers of admission to 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 III* survey results reveal continued declines in offers of admission to prospective graduate students from India and South Korea and continued increases in offers of admission to prospective graduate students from China and the Middle East & Turkey (see Table 1). Offers of admission to prospective graduate students from India fell 5% in 2010 following a 14% decline in 2009 and a 2%

Table 1. Change in International Offers of Admission, 2006 to 2007 through 2009 to 2010

	Final Number of Offers of Admission, 2006 to 2007	Final Number of Offers of Admission, 2007 to 2008	Final Number of Offers of Admission, 2008 to 2009	Final Number of Offers of Admission, 2009 to 2010
International Total	7%	3%	-1%	3%
Country/Region of Origin				
China	24%	15%	17%	15%
India	9%	-2%	-14%	-5%
South Korea	-3%	-2%	-14%	-7%
Middle East & Turkey *	4%	13%	14%	10%
Field of Study				
Arts & Humanities	3%	0%	1%	2%
Business	4%	2%	4%	3%
Education	-8%	-7%	10%	-5%
Engineering	5%	0%	-3%	2%
Life Sciences	4%	-1%	3%	-5%
Physical & Earth Sciences	-10%	9%	-5%	8%
Social Sciences & Psychology	-1%	1%	-1%	4%
Other Fields **	--	--	11%	5%

* 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 III, 2007 to 2010

⁸ Bell, N. 2010. *Findings from the 2010 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 Education 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. 2010. *Findings from the 2010 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 Education Exchange*. New York, NY: Institute of International Education.

decrease in 2008. Offers of admission to prospective graduate students from South Korea fell 7% in 2010 following a 14% decline in 2009 and a 2% decline in 2008. Offers of admission to prospective graduate students from China continued to increase in 2010, with a 15% gain; this is the fifth consecutive year of double-digit growth. Offers of admission to prospective graduate students from the Middle East & Turkey increased 10% in 2010 following a 14% gain in 2009 and a 13% increase in 2008.

Offers of Admission by Field of Study

The majority (62%) of all international graduate students at U.S. institutions are enrolled in one of three broad fields: engineering, physical & earth sciences (which includes mathematics and computer science), and business.¹¹ Life sciences and social sciences & psychology also account for large numbers of international students at U.S. institutions. In fall 2009, 21% of international students were enrolled in these broad fields. Just 17% of all international graduate students at U.S. institutions are enrolled in the three remaining broad fields (education, arts & humanities, and 'other' fields).¹²

Increases occurred in international offers of admission in all but two broad fields in 2010 (see Table 1). The largest increase (8%) occurred in physical & earth sciences following a 5% decline in 2009. Sizeable increases also occurred in 'other' fields (5%) and social sciences & psychology (4%). The increase in international offers of admission in 'other' fields follows an 11% increase in 2009, and the increase in social sciences & psychology follows a 1% decline in 2009. International offers of admission increased 3% in business in 2010 and 2% in both engineering and arts & humanities. In life sciences, offers of admission to international students fell 5% in 2010 following a 3% gain in 2009, and in education, offers of admission fell 5% in 2010 following a 10% increase in 2009.

Offers of Admission by Institutional Control and Carnegie Classification

Offers of admission to prospective international graduate students increased at both public institutions and private, not-for-profit institutions in 2010. At public institutions, international offers of admission increased 1% in 2010 following a 1% decline in 2009. At private, not-for-profit institutions, international offers of admission increased 8% in 2010 following a 1% gain in 2009 (see Table 2). Private, for-profit respondents are included in the totals in Table 2 but are not broken out separately.

Institutions providing international offers of admission data for both 2009 and 2010 in the *Phase III* survey were coded according to their 2005 Carnegie basic classification. For 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 as master's-focused institutions. Responding institutions classified as specialized or baccalaureate institutions are included in the totals in Table 2 but are not broken out separately.

Overall, offers of admission to prospective international students for fall 2010 increased 4% at doctoral institutions following zero growth in 2009. International offers of admission fell 1% at master's-focused institutions in 2010 following a 6% decline last year (see Table 2). By Carnegie classification and institutional control, international offers of admission increased 2% at public, doctoral institutions in 2010 and 7% at private, not-for-profit doctoral institutions. At master's-focused institutions, international offers

¹¹ Bell, N. 2010. *Graduate Enrollment and Degrees: 1999 to 2009*. Washington, DC: Council of Graduate Schools.

¹² See Appendix A for the summarized survey taxonomy.

Table 2. Change in International Graduate Offers of Admission by Institutional Control and Carnegie Classification, 2008 to 2009 and 2009 to 2010

	2008 to 2009		2009 to 2010	
	No. of Respondents	% Change in Offers of Admission	No. of Respondents	% Change in Offers of Admission
Total (All Institutions) *	250	-1%	221	3%
Public	173	-1%	154	1%
Private, not-for-profit	75	1%	66	8%
Doctoral Institutions **	165	0%	152	4%
Public	116	-1%	103	2%
Private, not-for-profit	48	1%	48	7%
Master's-Focused Institutions	69	-6%	54	-1%
Public	49	-6%	43	-5%
Private, not-for-profit	20	-5%	11	14%

* Includes two private, for-profit institutions for 2008 to 2009 and one private, for-profit institution for 2009 to 2010 not broken out separately by institutional control.

** For both 2008 to 2009 and 2009 to 2010, includes one private, for-profit institution not broken out separately by institutional control.

Notes: All results are based on the institutions providing total offers of admission 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 for all institutions but are not broken out separately.

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

of admission fell 5% at public institutions in 2010 but increased 14% at private, not-for-profit institutions. The data for master's-focused institutions should be interpreted cautiously given the smaller number of these institutions—particularly private, not-for-profit master's-focused institutions—responding to the survey.

Offers of Admission by Number of Graduate Degrees Awarded to International Students

The overall changes in the numbers of offers of admission to 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 offers of admission by the number of master's and doctoral degrees awarded to international students. Table 3 displays the changes in international offers of admission from 2009 to 2010 for the responding colleges and universities awarding the 10 largest, 25 largest, 50 largest, and 100 largest numbers of master's and doctoral degrees 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

¹³ See footnote 5 for more information.

Table 3. Change in International Offers of Admission by Number of Graduate Degrees Awarded to International Students, 2009 to 2010

	10 Largest Institutions	25 Largest Institutions	50 Largest Institutions	100 Largest Institutions	All Other Institutions
International Total	2%	4%	5%	4%	2%
Country/Region of Origin					
China	26%	22%	18%	16%	13%
India	-9%	-2%	3%	-3%	-11%
South Korea	-15%	-12%	-10%	-9%	4%
Middle East & Turkey *	-17%	-3%	-3%	6%	20%
Field of Study					
Arts & Humanities	-4%	-4%	-6%	1%	6%
Business	-5%	-2%	4%	3%	3%
Education	0%	-2%	-1%	-7%	1%
Engineering	0%	2%	3%	3%	-3%
Life Sciences	4%	-7%	-9%	-7%	-2%
Physical & Earth Sciences	20%	26%	21%	14%	-4%
Social Sciences & Psychology	-5%	2%	0%	2%	7%
Other Fields	19%	6%	6%	5%	5%

* 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: The rankings are based on data collected by the U.S. Department of Education. See footnote 5 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 III, 2010

Overall, institutions awarding larger numbers of graduate degrees to international students were slightly more likely to increase the number of offers of admission to prospective international students in 2010 than institutions awarding smaller numbers of graduate degrees to international students. International offers of admission increased 4% at the responding institutions that are among the 100 largest institutions in terms of graduate degrees awarded to international students and rose 2% at the institutions outside the largest 100.

For prospective graduate students from China, offers of admission increased across all five size categories shown in Table 3. The largest increases for China were at the 10 largest and 25 largest institutions in terms of graduate degrees awarded to international students, with increases of 26% and 22%, respectively. For prospective students from the Middle East & Turkey, offers of admission fell 17% at the 10 largest institutions, but increased 20% at the institutions outside the largest 100.

Offers of admission to prospective graduate students from India and South Korea fell across most of the five size categories shown in Table 3. For prospective graduate students from India, the largest decreases were at the institutions outside the largest 100 (-11%) and at the 10 largest institutions (-9%). Offers of admission to prospective graduate students from India increased 3% at the 50 largest institutions. For prospective graduate students from South Korea, offers of admission fell 15% at the 10 largest institutions and fell 9% at the 100 largest institutions, but increased 4% at the institutions outside the largest 100.

No clear pattern emerged by broad field of study, with some strong gains in offers of admission as well as several declines across the five size categories shown in Table 3. The 10 largest institutions increased the number of offers of admission to prospective international students by 20% in physical & earth sciences and by 19% in 'other' fields, but decreased the number of offers of admission to international students in social sciences & psychology (-5%), business (-5%), and arts & humanities (-4%). Among the 100 largest institutions, international offers of admission increased 14% in physical & earth sciences, but fell 7% in both education and life sciences. The largest declines among institutions outside the largest 100 were in physical & earth sciences (-4%) and engineering (-3%), and the largest gains were in social sciences & psychology (7%) and arts & humanities (6%).

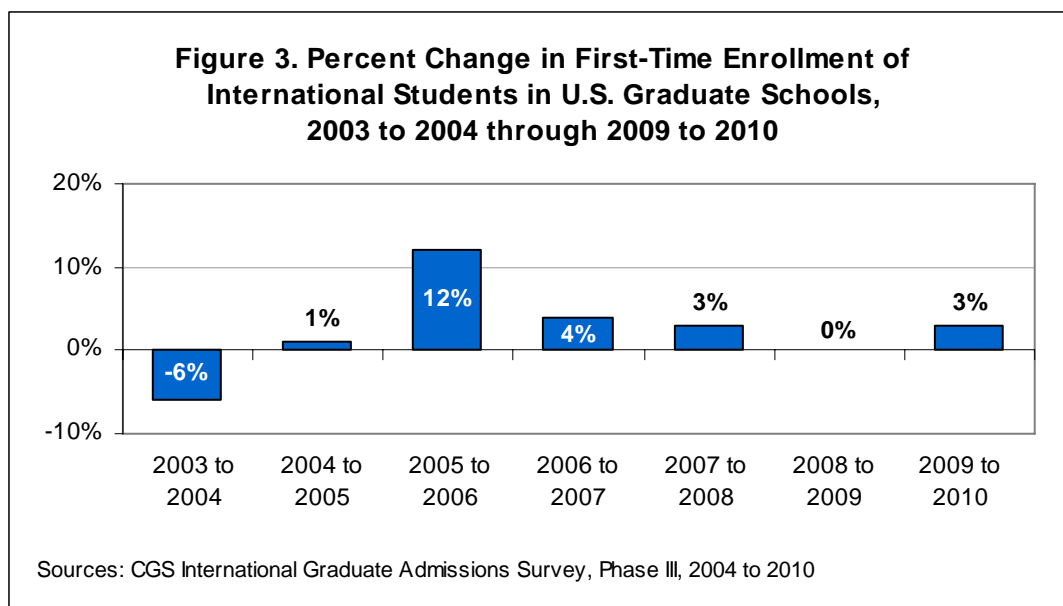
Offers of Admission by Geographic Region

Offers of admission by U.S. graduate schools to prospective international students decreased in one of the four major regions of the United States in 2010. International offers of admission increased 8% in the Northeast, 3% in the South, and 2% in the Midwest, but decreased 1% in the West.¹⁴

III. International First-Time Graduate Enrollment

Total First-Time Graduate Enrollment

First-time graduate enrollment is typically the best indicator of future trends in graduate enrollment. The *Phase III* survey results show that first-time enrollment of international students in U.S. graduate schools increased 3% between 2009 and 2010 following no growth last year and increases of 3% in 2008 and 4% in 2007 (see Figure 3).



¹⁴ Of the 221 institutions that provided total offers of admission data for both 2009 and 2010 in this year's *Phase III* survey, 49 institutions are located in the Northeast, 79 in the South, 57 in the Midwest, and 36 in the West. 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.

Of the 220 institutions that provided data on first-time enrollment for both 2009 and 2010 in this year's *Phase III* survey, 113 (51%) reported an increase in international first-time graduate enrollment for fall 2010, with an average increase of 14% at these institutions. At the 98 institutions (45%) reporting a decrease, the average decline in international first-time enrollment was 11%. Nine institutions (4%) reported no change in international first-time enrollment.

International first-time graduate enrollment remains below its 2003 level at many institutions. About 36% (27) of the 74 institutions that responded to the *Phase III* survey with data on international first-time graduate enrollment in both 2004 and 2010 had fewer international first-time enrollees this year than they did in 2003. Collectively, the number of first-time enrollees from abroad at these 27 institutions is currently 24% below what it was in 2003. Despite this decline, the overall number of international first-time graduate students at all 74 institutions that responded to the *Phase III* survey in both 2004 and 2010 is 20% higher this year than it was in 2003.¹⁵

First-Time Graduate Enrollment by Country/Region of Origin

First-time graduate enrollment of students from India fell 3% in 2010 following a 16% decline in 2009 and a 2% drop in 2007 (see Table 4). First-time graduate enrollment of students from South Korea also fell

Table 4. Change in International First-Time Graduate Enrollment, 2006 to 2007 through 2009 to 2010

	First-Time Graduate Enrollment, 2006 to 2007	First-Time Graduate Enrollment, 2007 to 2008	First-Time Graduate Enrollment, 2008 to 2009	First-Time Graduate Enrollment, 2009 to 2010
International Total	4%	3%	0%	3%
Country/Region of Origin				
China	19%	14%	16%	20%
India	8%	-2%	-16%	-3%
South Korea	3%	-4%	-13%	-3%
Middle East & Turkey *	12%	8%	22%	7%
Field of Study				
Arts & Humanities	4%	-1%	-3%	5%
Business	12%	4%	0%	2%
Education	-6%	-2%	5%	-7%
Engineering	8%	1%	0%	3%
Life Sciences	6%	1%	0%	0%
Physical & Earth Sciences	2%	5%	-4%	9%
Social Sciences & Psychology	-1%	-1%	1%	4%
Other Fields **	--	--	6%	5%

* 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 III, 2007 to 2010

¹⁵ This statistic should be interpreted cautiously since it is based on a smaller subset of institutions than the 2009 to 2010 comparisons.

3% in 2010 following a 13% decline in 2009 and a 4% drop in 2008. First-time graduate enrollment of students from China continued to increase in 2010. This year's 20% gain marks the fifth consecutive year of double-digit growth. First-time graduate enrollment of students from the Middle East & Turkey increased 7% in 2010 following a 22% increase in 2009 and an 8% gain in 2008.

First-Time Graduate Enrollment by Field of Study

International first-time graduate enrollment increased in all broad fields except education and life sciences in 2010 (see Table 4). This year's 7% decrease in education follows a 5% increase in 2009. International first-time graduate enrollment remained flat in life sciences for the second year in a row. Increases in international first-time graduate enrollment occurred in all other broad fields in 2010, with the largest increases in physical & earth sciences (9%), arts & humanities (5%), and 'other' fields (also 5%). The smallest increases occurred in business (2%), engineering (3%), and social sciences & psychology (4%).

First-Time Graduate Enrollment by Institutional Control and Carnegie Classification

International first-time graduate enrollment increased 1% at public institutions in 2010, compared with an 8% increase in international first-time graduate enrollment at private, not-for-profit institutions (see Table 5). The 8% gain at private, not-for-profit institutions follows a 1% decline in 2009.

Table 5. Change in International First-Time Graduate Enrollment by Institutional Control and Carnegie Classification, 2008 to 2009 and 2009 to 2010

	2008 to 2009		2009 to 2010	
	No. of Respondents	% Change in First-Time Enrollment	No. of Respondents	% Change in First-Time Enrollment
Total (All Institutions) *	249	0%	220	3%
Public	172	0%	154	1%
Private, not-for-profit	75	-1%	65	8%
Doctoral Institutions **	165	0%	151	4%
Public	116	0%	103	2%
Private, not-for-profit	48	0%	47	8%
Master's-Focused Institutions	68	-5%	55	-7%
Public	48	-2%	44	-9%
Private, not-for-profit	20	-10%	11	0%

* Includes two private, for-profit institutions for 2008 to 2009 and one private, for-profit institution for 2009 to 2010 not broken out separately by institutional control.

** For both 2008 to 2009 and 2009 to 2010, includes one private, for-profit institution not broken out separately by institutional control.

Notes: All results are based on the institutions providing first-time enrollment 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 for all institutions but are not broken out separately.

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

By Carnegie classification, international first-time graduate enrollment in fall 2010 increased 4% at doctoral institutions, but fell 7% at master's-focused institutions (see Table 5).¹⁶ This year's 7% decline at master's-focused institutions follows a 5% decrease last year. By Carnegie classification and institutional control, international first-time graduate enrollment increased 2% at public, doctoral institutions and 8% at private, not-for-profit doctoral institutions. At master's-focused institutions international first-time graduate enrollment fell 9% at public institutions and remained flat at private, not-for-profit institutions.¹⁷

First-Time Graduate Enrollment by Number of Graduate Degrees Awarded to International Students

Institutions awarding larger numbers of graduate degrees to international students were more likely to experience increases in international first-time graduate enrollment in 2010 than institutions awarding smaller numbers of graduate degrees to international students (see Table 6).¹⁸ International first-time graduate enrollment increased 5% at the responding institutions that are among the 100 largest in terms of graduate degrees awarded to international students, but remained flat at the institutions outside the largest 100.

Table 6. Change in International First-Time Graduate Enrollment by Number of Graduate Degrees Awarded to International Students, 2009 to 2010

	10 Largest Institutions	25 Largest Institutions	50 Largest Institutions	100 Largest Institutions	All Other Institutions
International Total	4%	6%	5%	5%	0%
Country/Region of Origin					
China	32%	29%	23%	21%	17%
India	-3%	-1%	4%	2%	-15%
South Korea	-10%	-8%	-9%	-7%	16%
Middle East & Turkey *	-16%	-4%	-5%	1%	22%
Field of Study					
Arts & Humanities	-5%	-4%	-5%	4%	8%
Business	-3%	-2%	4%	3%	0%
Education	-10%	-2%	-5%	-10%	0%
Engineering	8%	9%	7%	7%	-8%
Life Sciences	7%	1%	1%	1%	-3%
Physical & Earth Sciences	21%	33%	19%	15%	-4%
Social Sciences & Psychology	-13%	0%	-2%	1%	15%
Other Fields	25%	8%	9%	7%	0%

* 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: The rankings are based on data collected by the U.S. Department of Education. See footnote 5 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 III, 2010

¹⁶ See page 5 for more information on Carnegie classifications.

¹⁷ The data for master's-focused institutions should be interpreted cautiously given the smaller number of these institutions—particularly private, not-for-profit master's-focused institutions—responding to the survey.

¹⁸ See page 6 and footnote 5 for more information.

For students from China, first-time graduate enrollment increased across all five size categories shown in Table 6. The largest increases for China were at the 10 largest and 25 largest institutions in terms of graduate degrees awarded to international students, with increases of 32% and 29%, respectively. For students from the Middle East & Turkey, international first-time graduate enrollment fell 16% at the 10 largest institutions, but increased 22% at the institutions outside the largest 100. The data on students from South Korea show a similar trend. First-time graduate enrollment fell 10% at the 10 largest institutions, but increased 16% at the institutions outside the largest 100. While first-time graduate enrollment of students from India was down 3% overall in 2010, first-time graduate enrollment of Indian students at the 100 largest institutions increased by 2%. However, first-time graduate enrollment of Indian students fell 3% at the 10 largest institutions and dropped 15% at the institutions outside the largest 100.

Similar to the findings on international offers of admission, no clear pattern emerged by broad field of study, with some strong gains in international first-time graduate enrollment as well as several declines across the five size categories shown in Table 6. At the responding institutions that are among the 10 largest in terms of graduate degrees awarded to international students, international first-time graduate enrollment increased in four broad fields and decreased in the remaining four broad fields. The largest increases were in 'other' fields (25%) and physical & earth sciences (21%), and the largest decreases were in social sciences & psychology (-13%) and education (-10%). At the 100 largest institutions in terms of graduate degrees awarded to international students international first-time graduate enrollment fell 10% in education, but increased in all other broad fields, with the strongest gain in physical & earth sciences (15%). At the institutions outside the largest 100, international first-time graduate enrollment increased 15% in social sciences & psychology and 8% in arts & humanities, but remained level or declined in all other broad fields. The largest decreases were in engineering (-8%) and physical & earth sciences (-4%).

First-Time Graduate Enrollment by Geographic Region

International first-time graduate enrollment increased in three of the four major regions of the United States in 2010. International first-time graduate enrollment increased 10% in the Northeast, 3% in the South, and 1% in the West, but remained flat in the Midwest.¹⁹

IV. International Total Graduate Enrollment

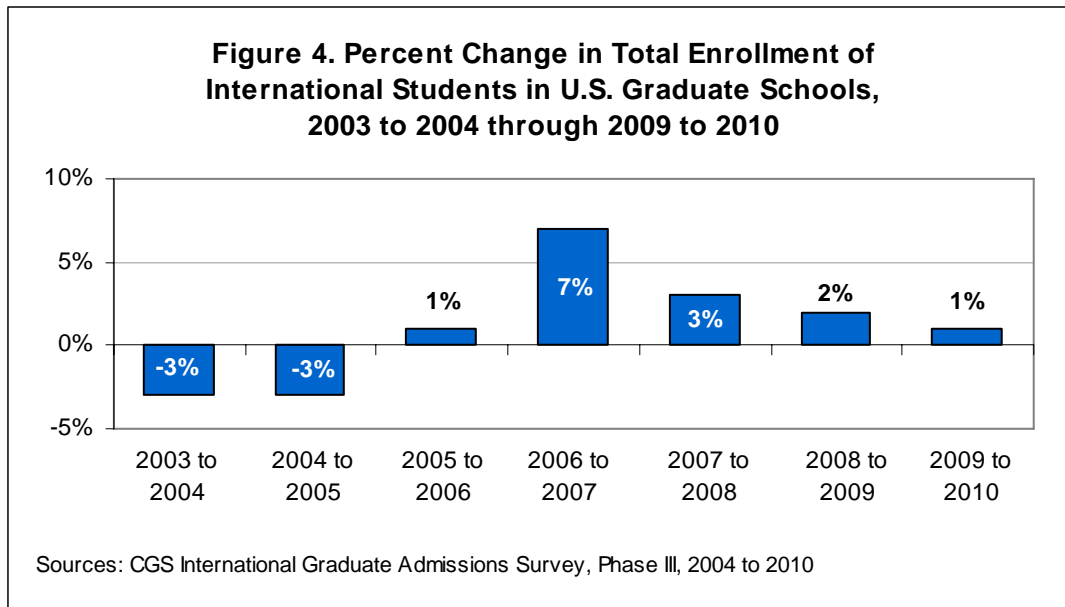
Total Graduate Enrollment

The *Phase III* survey results show that total graduate enrollment of international students in U.S. graduate schools increased 1% between 2009 and 2010 following increases of 2% in 2009 and 3% in 2008 (see Figure 4). This year's increase is the smallest since 2006.

Of the 220 institutions that provided data on total graduate enrollment for both 2009 and 2010 in this year's *Phase III* survey, 129 (59%) reported an increase in international total graduate enrollment for fall 2010, with an average increase of 6% at these institutions. At the 86 institutions (39%) reporting a decrease, the average decline in international total graduate enrollment was 7%. Five institutions (2%) reported no change in international total graduate enrollment.

International total graduate enrollment remains below its 2003 level at many institutions. About 44% (32) of the 73 institutions that responded to the *Phase III* survey with data on international total graduate

¹⁹ Of the 220 institutions that provided international first-time graduate enrollment data for both 2009 and 2010 in this year's *Phase III* survey, 48 institutions are located in the Northeast, 78 in the South, 38 in the West, and 56 in the Midwest. See footnote 14 for a listing of the states included in each region.



enrollment in both 2004 and 2010 had fewer international enrollees this year than they did in 2003. Collectively, the number of enrollees from abroad at these 32 institutions is currently 18% below what it was in 2003. Despite this decline, the overall number of international graduate students at all 73 institutions that responded to the *Phase III* survey in both 2004 and 2010 is 5% higher this year than it was in 2003.²⁰

Total Graduate Enrollment by Country/Region of Origin

The *Phase III* survey results reveal that total graduate enrollment of students from India fell 6% in 2010 following a 4% decline in 2009 and a 3% increase in 2008 (see Table 7). Total graduate enrollment of students from South Korea also fell 6% in 2010 following a 5% decline in 2009 and a 2% decline in 2008.

Total graduate enrollment of students from China continued to increase in 2010. This year's 13% gain marks the fourth consecutive year of double-digit growth. Total graduate enrollment of students from the Middle East & Turkey increased 11% in 2010 following gains of 13% and 7% in 2009 and 2008, respectively.

Total Graduate Enrollment by Field of Study

In 2010, international total graduate enrollment increased or remained level in all broad fields, led by increases of 4% in both physical & earth sciences and 'other' fields (see Table 7). Both of these broad fields also experienced strong gains in 2009, with a 3% increase in physical & earth sciences and a 4% increase in 'other' fields. International total graduate enrollment increased 3% in both engineering and social sciences & psychology in 2010 and rose 1% in life sciences, but remained flat in arts & humanities, business, and education. This year's 3% gain in social sciences & psychology follows a 1% decline last year.

²⁰ This statistic should be interpreted cautiously since it is based on a smaller subset of institutions than the 2009 to 2010 comparisons.

Table 7. Change in International Total Graduate Enrollment, 2006 to 2007 through 2009 to 2010

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

* 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 III, 2007 to 2010

Total Graduate Enrollment by Institutional Control and Carnegie Classification

At public institutions, international total graduate enrollment remained flat in 2010 following a 3% gain in 2009. In contrast, international total graduate enrollment increased 4% at private, not-for-profit institutions in 2010 after remaining flat in 2009 (see Table 8).

By Carnegie classification, international total graduate enrollment increased 1% at doctoral institutions in fall 2010, but fell 1% at master's-focused institutions (see Table 8).²¹ The 1% gain at doctoral institutions follows a 2% gain in 2009, and the 1% decline at master's-focused institutions follows a 2% decline in 2009. By Carnegie classification and institutional control, international total graduate enrollment remained flat in 2010 at public, doctoral institutions and rose 3% at private, not-for-profit doctoral institutions. At master's-focused institutions international total graduate enrollment decreased 2% at public institutions, but rose 7% at private, not-for-profit institutions.²²

²¹ See page 5 for more information on Carnegie classifications.

²² The data for master's-focused institutions should be interpreted cautiously given the smaller number of these institutions—particularly private, not-for-profit master's-focused institutions—responding to the survey.

Table 8. Change in International Total Graduate Enrollment by Institutional Control and Carnegie Classification, 2008 to 2009 and 2009 to 2010

	2008 to 2009		2009 to 2010	
	No. of Respondents	% Change in Total Enrollment	No. of Respondents	% Change in Total Enrollment
Total (All Institutions) *	245	2%	220	1%
Public	170	3%	156	0%
Private, not-for-profit	73	0%	63	4%
Doctoral Institutions **	161	2%	150	1%
Public	114	3%	104	0%
Private, not-for-profit	46	1%	45	3%
Master's-Focused Institutions	68	-2%	55	-1%
Public	48	0%	44	-2%
Private, not-for-profit	20	-9%	11	7%

* Includes two private, for-profit institutions for 2008 to 2009 and one private, for-profit institution for 2009 to 2010 not broken out separately by institutional control.

** For both 2008 to 2009 and 2009 to 2010, includes one private, for-profit institution not broken out separately by institutional control.

Notes: All results are based on the institutions providing total enrollment 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 for all institutions but are not broken out separately.

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

Total Graduate Enrollment by Number of Graduate Degrees Awarded to International Students

Institutions awarding larger numbers of graduate degrees to international students were more likely to experience increases in international total graduate enrollment in 2010 than institutions awarding smaller numbers of graduate degrees to international students (see Table 9).²³ International total graduate enrollment increased 2% at the responding institutions that are among the 100 largest in terms of graduate degrees awarded to international students, but remained flat at the institutions outside the largest 100.

For students from China, total graduate enrollment increased across all five size categories shown in Table 9. The largest increases for China were at the 10 largest institutions in terms of graduate degrees awarded to international students and at the 25 largest institutions, with increases of 19% and 18%, respectively. For students from the Middle East & Turkey, total graduate enrollment remained flat at the 10 largest institutions, but increased in all other size categories shown in Table 9, with increases ranging from 4% at the 25 largest institutions to 18% at the institutions outside the largest 100. For students from

²³ See page 6 and footnote 5 for more information.

Table 9. Change in International Total Graduate Enrollment by Number of Graduate Degrees Awarded to International Students, 2009 to 2010

	10 Largest Institutions	25 Largest Institutions	50 Largest Institutions	100 Largest Institutions	All Other Institutions
International Total	3%	3%	2%	2%	0%
Country/Region of Origin					
China	19%	18%	15%	14%	11%
India	-4%	-2%	-2%	-5%	-7%
South Korea	-7%	-5%	-6%	-6%	-5%
Middle East & Turkey *	0%	4%	6%	8%	18%
Field of Study					
Arts & Humanities	1%	1%	-1%	-1%	4%
Business	4%	-2%	1%	-1%	1%
Education	6%	9%	4%	1%	-3%
Engineering	9%	8%	4%	3%	0%
Life Sciences	5%	1%	2%	2%	-1%
Physical & Earth Sciences	7%	9%	8%	6%	2%
Social Sciences & Psychology	1%	2%	1%	1%	10%
Other Fields	21%	11%	8%	6%	1%

* 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: The rankings are based on data collected by the U.S. Department of Education. See footnote 5 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 III, 2010

India and South Korea, total graduate enrollment fell across all five size categories shown in Table 9. For students from India, decreases ranged from 2% at the 25 largest and 50 largest institutions to 7% at the institutions outside the largest 100. For students from South Korea, decreases ranged from 5% to 7%, with the largest decrease at the 10 largest institutions.

At the responding institutions among the 10 largest, international total graduate enrollment increased in all broad fields in 2010. The largest increases at the 10 largest institutions were in 'other' fields (21%) and engineering (9%). The smallest increases occurred in arts & humanities and social sciences & psychology, both with 1% gains. Small decreases in international total graduate enrollment were seen at the 100 largest institutions in arts & humanities and business, both with 1% declines. The largest increases at the 100 largest institutions were in physical & earth sciences and 'other' fields, both with 6% gains in 2010. At the institutions outside the largest 100, international total graduate enrollment increased 10% in social sciences & psychology and 4% in arts & humanities. International total graduate enrollment declined in education (-3%) and life sciences (-1%) at the institutions outside the largest 100.

Total Graduate Enrollment by Geographic Region

International total graduate enrollment increased in three of the four major regions of the United States in 2010.²⁴ International total graduate enrollment increased 2% in the Northeast, 2% in the West, and 1% in the South, but remained flat in the Midwest.

VI. Graduate Admissions Policies Regarding Three-Year Bachelor's Degrees

In each phase of the *International Graduate Admissions Survey* CGS asks its member graduate schools to respond to one or more questions regarding critical issues in international education. In this year's *Phase III* survey, respondents were asked to report on their admissions policies regarding applications from international students with three-year bachelor's degrees.

A handful of countries have historically conferred three-year undergraduate degrees, but the model has become an increasingly prominent issue in the graduate community as the majority of Europe adopts it. The harmonization of European degree structures is one component of what is known as the Bologna Process and represents the work of 46 countries to make higher education across Europe more effective through greater transparency, mobility, and collaboration. Most of these countries have adopted a structure that awards a three-year bachelor's degree followed by a two-year master's degree.

In 2005 and in 2006, CGS included a series of questions regarding the Bologna Process and three-year bachelor's degrees in the *Phase III International Graduate Admissions Survey*. The questions were designed to document the variation in institutional practices that could have a bearing on offers of admission to students with three-year bachelor's degrees. This year's *Phase III* survey included two questions on international graduate admissions policies that were designed to provide comparisons, to the extent possible, to the 2005 and 2006 data.

Graduate Admissions Policies Regarding Three-Year Bachelor's Degrees from European Countries

Respondents to the *Phase III* survey in 2010 were asked, "Recognizing that admissions policies may vary across your institution, which of the following best describes your institution's international graduate admissions policy regarding three-year bachelor's degrees from European countries?" Four possible response options were provided:

- Do not accept three-year bachelor's degrees
- Provisional acceptance of three-year bachelor's degrees
- Evaluation of three-year degrees for equivalency (e.g., 13-year secondary education preference)
- Determination of individual's competency to succeed in U.S. graduate program rather than strict equivalency

A total of 223 institutions provided usable responses to this question. Of these respondents, 161 (72%) were public institutions, 61 (27%) were private, not-for-profit institutions, and one was a private, for-profit institution. By basic Carnegie classification, 149 (67%) of the respondents were doctoral institutions, 59 (26%) were master's-focused institutions, and 15 (7%) were classified as specialized or baccalaureate institutions. Respondents to the question included 69 of the 100 largest institutions in terms of the number of graduate degrees awarded to international students.

²⁴ Of the 220 institutions that provided international total graduate enrollment data for both 2009 and 2010 in this year's *Phase III* survey, 47 institutions are located in the Northeast, 37 in the West, 80 in the South, and 56 in the Midwest. See footnote 14 for a listing of the states included in each region.

Overall, 13% of the respondents said that their institution does not accept three-year bachelor's degrees from European countries (see Table 10). Seven percent of the respondents indicated that their institution provisionally accepts students with three-year bachelor's degrees from European countries. More than half of the respondents (53%) said that applications from international students with three-year bachelor's degrees from European countries are evaluated for equivalency. The remaining 28% of the respondents said that their institution determines each applicant's competency to succeed in the graduate program rather than using strict equivalency.

Table 10 also shows the variations in responses between public institutions and private, not-for-profit institutions, between master's-focused institutions and doctoral institutions, and between institutions awarding larger numbers of graduate degrees to international students and those awarding smaller numbers of graduate degrees to international students. In most cases, these differences were small, but there were a few exceptions. Private, not-for-profit institutions were more likely than public institutions to indicate that they focus on the applicant's competency to succeed in the graduate program rather than using strict equivalency (41% vs. 24%). Master's-focused institutions were more likely than doctoral institutions to say that their policy is to evaluate the degree for equivalency (62% vs. 50%). And, doctoral institutions were more than twice as likely as master's-focused institutions to indicate that they focus on the applicant's competency to succeed in the graduate program rather than using strict equivalency (32% vs. 15%).

Table 10. Graduate Admissions Policies Regarding Three-Year Bachelor's Degrees from European Countries

	Do Not Accept 3-Year Degrees	Provisional Acceptance	Evaluation for Equivalency	Determination of Competency
Overall	13%	7%	53%	28%
<i>Institutional Control</i>				
Public	14%	7%	55%	24%
Private, not-for-profit	8%	5%	46%	41%
<i>Carnegie Classification</i>				
Doctoral	10%	7%	50%	32%
Master's-focused	17%	5%	62%	15%
<i>No. of Degrees to Int'l. Students</i>				
100 Largest	9%	7%	57%	27%
All Other Institutions	14%	6%	51%	29%

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

There appears to be a decrease over time in the percentage of institutions that do not accept three-year bachelor's degrees from European countries and an increase in the percentage with policies to evaluate three-year bachelor's degrees from European countries for equivalency. Since the survey respondents vary from year to year, and since there were slight variations in the wording of this question in 2005, 2006, and 2010, exact comparisons between years are not possible, but the data indicate a likely shift in college and university admissions policies regarding applications from international students with three-year bachelor's degrees from European countries. In 2005, 29% of respondents said they accepted four-year bachelor's degrees only; in 2006, 18% of respondents said they did not accept Bologna three-year bachelor's degrees; and in 2010, 13% of respondents said they do not accept three-year bachelor's

degrees from European countries (see Table 11). In contrast, 40% of the respondents in 2005 said they evaluated three-year bachelor's degrees for equivalency, 49% of the respondents in 2006 said they evaluated Bologna three-year bachelor's degrees for equivalency, and in 2010, 53% of the respondents indicated that they evaluate three-year bachelor's degrees from European countries for equivalency. This presentation of the data from 2005, 2006, and 2010 reflects the differences in the wording of this question on the three surveys.

Table 11. Graduate Admissions Policies Regarding Three-Year Bachelor's Degrees from European Countries, 2005, 2006 and 2010

	2005	2006	2010
Do Not Accept 3-Year Degrees	29%	18%	13%
Provisional Acceptance	9%	4%	7%
Evaluation for Equivalency	40%	49%	53%
Determination of Competency	22%	29%	28%

Note: Since the survey respondents vary from year-to-year, and since there were slight variations in the wording of this question in 2005, 2006, and 2010, exact comparisons between years are not possible.

Sources: CGS International Graduate Admissions Survey, Phase III, 2005, 2006, and 2010

Graduate Admissions Policies Regarding Three-Year Bachelor's Degrees from non-European Countries

A second question asked respondents about their policies regarding three-year bachelor's degrees from *non-European* countries, and was worded as follows: "Which of the following best describes your institution's international graduate admissions policy regarding three-year bachelor's degrees from non-European countries?" No specific countries were named in the question, and the same four possible response options were provided as in the previous question.

A total of 220 institutions provided usable responses to this question. Of these respondents, 157 (71%) were public institutions, 62 (28%) were private, not-for-profit institutions, and one was a private, for-profit institution. By basic Carnegie classification, 146 (66%) of the respondents were doctoral institutions, 60 (27%) were master's-focused institutions, and 14 (6%) were classified as specialized or baccalaureate institutions. Respondents to the question included 68 of the 100 largest institutions in terms of the number of graduate degrees awarded to international students.

Overall, 26% of the respondents said that their institution does not accept three-year bachelor's degrees from non-European countries (see Table 12). Two percent of the respondents indicated that their institution provisionally accepts students with three-year bachelor's degrees from non-European countries. Nearly half of the respondents (48%) said that applications from international students with three-year bachelor's degrees from non-European countries are evaluated for equivalency. The remaining 24% of the respondents said that their institution determines each applicant's competency to succeed in the graduate program rather than using strict equivalency.

As shown in Table 12, public institutions were more likely than private, not-for-profit institutions to say that their policy is to evaluate the degree for equivalency (52% vs. 37%), but private, not-for profit institutions were more likely than public institutions to indicate that they focus on the applicant's competency to succeed in the graduate program rather than using strict equivalency (37% vs. 18%). Doctoral institutions

Table 12. Graduate Admissions Policies Regarding Three-Year Bachelor's Degrees from non-European Countries

	Do Not Accept 3-Year Degrees	Provisional Acceptance	Evaluation for Equivalency	Determination of Competency
Overall	26%	2%	48%	24%
<i>Institutional Control</i>				
Public	27%	2%	52%	18%
Private, not-for-profit	23%	3%	37%	37%
<i>Carnegie Classification</i>				
Doctoral	27%	2%	44%	27%
Master's-focused	23%	3%	63%	10%
<i>No. of Degrees to Int'l. Students</i>				
100 Largest	31%	1%	45%	22%
All Other Institutions	24%	3%	49%	24%

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

were far more likely than master's-focused institutions to indicate that they focus on the applicant's competency to succeed in the graduate program rather than using strict equivalency (27% vs. 10%), while master's-focused institutions were more likely than doctoral institutions to say that their policy is to evaluate the degree for equivalency (63% vs. 44%).

While very similar versions of the question on the acceptance of three-year bachelor's degrees from European countries were asked in 2005, 2006, and 2010, the 2005 survey did not ask about non-European three-year bachelor's degrees and the 2006 survey only asked if institutions had admissions policies that permitted the acceptance of three-year degrees from universities outside of Europe. The 2006 survey found that 55% of the respondents had policies that did not permit the acceptance of non-European three-year bachelor's degrees. As noted above, since the survey respondents vary from year to year, and since there were slight variations in the wording of this question in 2006 and 2010, exact comparisons between years are not possible. But, since only 26% of respondents in 2010 said they do not accept international students with three-year bachelor's degrees from non-European countries, compared with 55% of respondents in 2006 indicating a similar policy, it suggests that institutions today are less likely to have policies prohibiting the acceptance of international students with three-year bachelor's degrees from non-European countries.

Comparing Graduate Admissions Policies Regarding Three-Year Bachelor's Degrees

Some similarities and some differences are observed in the respondents' policies regarding European three-year bachelor's degrees and their policies regarding non-European three-year bachelor's degrees. Respondents were twice as likely to say that they do not accept three-year bachelor's degrees from non-European countries than to say that they do not accept three-year bachelor's degrees from European countries—26% vs. 13%. For both European and non-European three-year bachelor's degrees, respondents were most likely to indicate that they evaluated the degrees for equivalency—53% of respondents did so for European three-year bachelor's degrees and 48% did so for non-European three-year bachelor's degrees. And, for both European and non-European three-year bachelor's degrees, respondents were least likely to say that they provisionally accepted students with three-year degrees.

VI. Summary and Conclusions

Summary

The results of the *2010 CGS International Graduate Admissions Survey, Phase III: Final Offers of Admission and Enrollment* show that offers of admission to prospective international students by U.S. graduate schools increased 3% in 2010. First-time graduate enrollment of international students also increased by 3%, and total graduate enrollment of international students rose 1%.

Offers of admission to prospective graduate students from India and South Korea fell in 2010, with decreases of 5% and 7%, respectively. In contrast, offers of admission to prospective graduate students from China and the Middle East & Turkey increased in 2010, with gains of 15% and 10%, respectively. Increases in international offers of admission occurred in all but two broad fields in 2010, with the largest gains in physical and earth sciences (8%), 'other' fields (5%), and social sciences & psychology (4%). International offers of admission fell 5% in both life sciences and education in 2010.

International offers of admission increased 1% at public institutions in fall 2010 and rose 8% at private, not-for-profit institutions. By Carnegie classification, international offers of admission increased 4% at doctoral institutions, but fell 1% at master's-focused institutions. Overall, institutions awarding larger numbers of graduate degrees to international students were slightly more likely to increase the number of offers of admission to prospective international graduate students in 2010 than institutions awarding smaller numbers of graduate degrees to international students. International offers of admission increased 4% at the responding institutions that are among the 100 largest in terms of graduate degrees awarded to international students and rose 2% at the institutions outside the largest 100.

Overall, international first-time graduate enrollment increased 3% between 2009 and 2010 following no growth last year, but there was wide variation by country/region of origin. First-time graduate enrollment of students from China continued to soar in 2010, with a 20% increase; this is the fifth consecutive year of double-digit growth. First-time graduate enrollment of students from the Middle East & Turkey rose 7% this year. In contrast, first-time graduate enrollment of students from both India and South Korea fell 3% in 2010, but these declines were much smaller than those experienced in 2009.

International first-time graduate enrollment increased in all broad fields except education and life sciences in 2010. The largest increases in international first-time graduate enrollment occurred in physical & earth sciences (9%), arts & humanities (5%), and 'other' fields (also 5%). International first-time graduate enrollment fell 7% in education in 2010 and remained flat in life sciences.

International first-time graduate enrollment increased 1% at public institutions in fall 2010 and rose 8% at private, not-for-profit institutions. By Carnegie classification, international first-time graduate enrollment increased 4% at doctoral institutions, but fell 7% at master's-focused institutions. Overall, institutions awarding larger numbers of graduate degrees to international students were more likely to experience increases in the number of international first-time graduate students in 2010 than institutions awarding smaller numbers of graduate degrees to international students. International first-time graduate enrollment increased 5% at the responding institutions that are among the 100 largest in terms of graduate degrees awarded to international students, but remained flat at the institutions outside the largest 100.

International total graduate enrollment increased 1% in 2010, the slowest rate of increase since 2006. Total graduate enrollment of students from India and South Korea continued to fall in 2010, with decreases of 6% among student from both countries. In contrast, double-digit increases occurred in total graduate enrollment of students from China (13%) and the Middle East & Turkey (11%).

In 2010, international total graduate enrollment increased or remained level in all broad fields, led by increases of 4% in both physical & earth sciences and 'other' fields and increases of 3% in both engineering and social sciences & psychology. International total graduate enrollment remained flat in arts & humanities, business, and education.

International total graduate enrollment remained flat at public institutions in 2010, but increased 4% at private, not-for-profit institutions. By Carnegie classification, international total graduate enrollment rose 1% at doctoral institutions, but fell 1% at master's-focused institutions. Overall, institutions awarding larger numbers of graduate degrees to international students were more likely to experience increases in the number of international graduate students in 2010 than institutions awarding smaller numbers of graduate degrees to international students. International total graduate enrollment increased 2% at the responding institutions that are among the 100 largest in terms of graduate degrees awarded to international students, but remained flat at the institutions outside the largest 100.

Finally, graduate admission policies concerning three-year bachelor's degrees varied considerably among the institutions responding to the *Phase III* survey. For three-year bachelor's degrees from *European* countries, institutions were most likely to say they evaluate those degrees for equivalency (53%) or determine the applicant's competency to succeed rather than using strict equivalency (28%). Thirteen percent of respondents said they do not accept three-year bachelor's degrees from European countries, and 7% said they provisionally accept students with three-year bachelor's degrees from European countries. For three-year bachelor's degrees from *non-European* countries, institutions again were most likely to say they evaluate those degrees for equivalency (48%), but 26% of respondents said they do not accept three-year bachelor's degrees from non-European countries. Twenty-four percent of respondents said they determine the applicant's competency to succeed rather than using strict equivalency, and 2% said they provisionally accept students with three-year bachelor's degrees from non-European countries.

Conclusions

Five main stories emerge from the findings of the *2010 CGS International Graduate Admissions Survey, Phase III: Final Offers of Admission and Enrollment*. The first story is the growth in international offers of admission and first-time graduate enrollment. Last year's 1% decline in international offers of admission and lack of growth in international first-time graduate enrollment raised concerns about what would happen in 2010. The *Phase I* and *Phase II* surveys in 2010 suggested that we would once again see growth in international offers of admission and first-time graduate enrollment, and indeed that has occurred, with 3% gains for both. According to data from the CGS/GRE Survey of Graduate Enrollment and Degrees, first-time graduate enrollment among international students has increased 3.3% annually on average over the past decade, meaning that this year's 3% increase in international first-time graduate enrollment is in line with recent trends.²⁵ While growth in total graduate enrollment slowed in 2010 to the lowest rate of increase since 2006, part of this is simply due to last year's lack of growth in first-time graduate enrollment. If first-time graduate enrollment continues to increase in 2011, the rate of growth in total graduate enrollment should begin to increase again as well.

The second story concerns South Korean and Indian graduate students. While first-time graduate enrollment declined 3% for both South Korean and Indian students in 2010, the free fall that occurred last year has slowed. The declines in first-time graduate enrollment of 16% for Indian students and 13% for South Korean students in 2009 raised serious concerns about the future participation of students from these two countries in U.S. graduate programs, but the slowing of the decline suggests a possible stabilization of their numbers. It is also important to examine these numbers in context. For example, data

²⁵ Bell, N. 2010. *Graduate Enrollment and Degrees: 1999 to 2009*. Washington, DC: Council of Graduate Schools.

from the *CGS International Graduate Admissions Survey* show that there have been very large shifts in recent years in first-time graduate enrollment of students from India, ranging from last year's 16% decline to a 32% increase in 2006. Even after three consecutive years of declines in first-time enrollment of students from India, there are still more Indian students in U.S. graduate schools today than there were in 2005.²⁶ While year-to-year large shifts are a concern, a broader view of the data over time reveals a less alarming story.

China is the third story. In 2010, for the fifth consecutive year, first-time graduate enrollment of students from China experienced double-digit growth. Total graduate enrollment of students from China is also soaring; this year's 13% gain marks the fourth consecutive year of double-digit growth. This tremendous growth is far outpacing the national trends, meaning that Chinese students account for a much larger share of all international students in U.S. graduate schools today than they did just five years ago.

The fourth story is the growth that occurred in 2010 in physical & earth sciences. This broad field is the second largest (after engineering) for international students at U.S. graduate schools, and it experienced the largest increases in international offers of admission and first-time graduate enrollment. The 8% gain in physical & earth sciences in international offers of admission and the 9% increase in international first-time graduate enrollment far exceeded the gains in any other broad field. This year's strong gains follow declines in 2009 in physical & earth sciences in offers of admission (-5%) and first-time graduate enrollment (-4%).

The fifth story to emerge from the *Phase III* data is the continued influence on the national trends by institutions awarding large number of graduate degrees to international students. The 100 largest institutions confer about 60% of all graduate degrees awarded to international students in the United States, and these institutions are largely responsible for the increases in international first-time and total graduate enrollment. In 2010, international first-time graduate enrollment increased 5% at the 100 largest institutions, and international total graduate enrollment increased 2% at these institutions. In contrast, both first-time and total international graduate enrollment remained flat among the institutions outside the largest 100. While increases occurred in individual institutions outside the largest 100, and decreases occurred in individual institutions among the largest 100, the overall growth in first-time and total international graduate enrollment is due to gains at institutions that already award large numbers of graduate degrees to international students.

As stated in previous reports about the *CGS International Graduate Admissions Survey*, the goal of the survey is to reveal the current trends for international students in U.S. graduate programs. The survey has documented the decline in international first-time graduate enrollment that occurred in 2004, the strong gain that took place in 2006, and the growth that occurred in 2010 following level international first-time graduate enrollment in 2009. The numbers alone cannot fully explain the shifts that have occurred, but they clearly reflect the continued, although somewhat oscillating, interest of international students in U.S. graduate education.

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²⁶ Bell, N. 2010. *Findings from the 2010 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 Education Exchange*. New York, NY: Institute of International Education.

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
Evaluation and Research
Higher Education
Secondary Education
Special Education
Student Counseling & Personnel Services
Education, Other

ENGINEERING

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

LIFE SCIENCES

Agriculture
Biological 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
Family & Consumer Sciences
Library & Archival Studies
Public Administration
Religion & Theology
Social Work
Other Fields