



Council of Graduate Schools

**RESEARCH REPORT**

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**FINDINGS FROM THE  
2007 CGS INTERNATIONAL GRADUATE ADMISSIONS SURVEY  
PHASE II: FINAL APPLICATIONS AND  
INITIAL OFFERS OF ADMISSION**

*August 2007*

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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 American colleges and universities.

The core of this examination is a three-phase survey of CGS member institutions. The survey collects an initial snapshot of graduate school applications (*Phase I*, conducted in February of each year), final applications and an initial picture of admissions offers (*Phase II*, June), and final offers of admission, first-time enrollments, and total enrollments (*Phase III*, October). The 2004 *Phase II* report found a 28% decrease in international applications and an 18% decline in initial admissions offers.<sup>1</sup> In 2005, applications fell by 5%, but admissions offers grew 3%.<sup>2</sup> Last year's *Phase II* report revealed a 12% increase in both final applications and initial offers of admission.<sup>3</sup>

CGS survey data for 2007 suggest that American graduate schools have continued to attract an increasing number of applications from prospective international students, and offers of admission also continue to rise. But the rates of increase in both applications and offers of admission to prospective new students from overseas slowed between 2006 and 2007. Moreover, the rebound in international applications still has not been large enough to reverse the declines that were reported in the initial *Phase II* study. This survey report also, for the first time, documents the percentage of American graduate schools that have established graduate degree programs with international colleges and universities.

This report first describes the survey methodology used to collect and calculate the changes in applications and admissions data for 2007, and then compares changes in applications and admissions from 2006 to 2007 to prior years. The third section examines the prevalence of "collaborative" degree programs between American graduate schools and international universities.

## SURVEY METHODOLOGY AND RESPONSE RATE

The 2007 *International Graduate Admissions Phase II: Final Applications and Initial Offers of Admission* survey was sent to 473 American colleges and universities that were members of CGS as of June 2007.<sup>4</sup> The survey asked these institutions to report the total number of international students who applied for and were offered admission to master's and doctoral degree programs, the number of applications and admissions offers to students who originate from four key international countries or regions, and the number of applications and admissions offers in seven key fields of study. CGS defines an international student as a person who is not a citizen, national, or permanent resident of

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<sup>1</sup> Brown, H. & P. Syverson. 2004. *Findings from U.S. Graduate Schools on International Graduate Student Admissions Trends*. Washington, DC: Council of Graduate Schools.

<sup>2</sup> Brown, H. 2005. *Findings from the 2005 CGS International Graduate Student Admissions Survey II: Final Applications and Admission*. Washington, DC: Council of Graduate Schools.

<sup>3</sup> Brown, H. & Neubig, E. 2006. *Findings from 2006 CGS International Graduate Admissions Survey Phase II: Final Applications and Offers of Admission*. Washington, DC: Council of Graduate Schools.

<sup>4</sup> CGS also has member institutions in Canada and overseas affiliate members. These institutions were not included in the survey.

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.<sup>5</sup>

Roughly 34% (160) of the survey population provided usable responses as of the date this analysis began. The response rates among certain types of institutions were even higher: nine of the ten institutions with the largest international graduate student enrollment, 84% of the largest 25, and 68% of the largest 50 provided usable survey responses.<sup>6</sup> The high participation rate among the campuses with the largest international enrollment is important because collectively the 50 largest institutions enroll more than 41% of the total international graduate student population.<sup>7</sup> The high response rate among these institutions suggests that the survey results accurately depict recent trends in applications and admissions offers in U.S. graduate schools.

The *Phase II* survey asked institutions to provide their final number of applications received for admission to graduate programs for fall 2006 and fall 2007, and the number of applications accepted for admission in the same period. For some campuses, the CGS survey was administered before the final total number of admissions offers to international graduate students was known. For that reason, the survey results for admissions offers (described in the next section of this report) should be considered an initial snapshot. The *Phase III* survey will provide an update of the admissions offers, as well as changes in first-time and total enrollment of international graduate students.

## **SURVEY RESULTS**

### **Total Number of Applications and Offers of Admission**

#### *Overall Applications*

After a sharp decline in 2004 and small rebound in 2005, the total number of prospective international students who applied for admission to master's and doctoral programs at American graduate schools rose solidly between 2006 and 2007. As Table 1 on the next page shows, the overall number of international applications rose by 9% from 2006 to 2007. (The *Phase I* survey results, published by CGS in March, showed an initial increase in total international graduate student applications of 8%.<sup>8</sup>) This year's increase is on top of the 12% gain reported in 2006 (see the *Overview* section of this report).

Despite the sharp increases in the two most recent surveys, international applications are still below their 2003 levels at many schools. About 78% of the institutions that responded to the *Phase II* survey in both 2004 and 2007 still have *fewer* international graduate applicants this year than they did in 2003. Collectively, the number of international graduate admissions applications received by these institutions in 2007 is still 19% lower than it was in 2003.

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<sup>5</sup>Brown, H.A. 2005. *Graduate and Enrollment Degrees: 1986 to 2005*. Washington, DC: Council of Graduate Schools.

<sup>6</sup> The most recent total international graduate enrollment data are for fall 2004 and come from the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) Enrollment Survey.

<sup>7</sup> Total enrollment figures are based on enrollment as of fall 2004, the most recent year available. For more information, see National Center for Education Statistics. 2006. Integrated Postsecondary Education Data System (IPEDS) Fall Enrollment Survey. Dataset. On-line. Available: <http://nces.ed.gov/ipeds/>.

<sup>8</sup> Redd, K.E., Neubig, E.N. & Mahler, J.D. 2007. *Findings from the 2007 CGS International Graduate Admissions Survey Phase I: Applications*. Washington, DC: Council of Graduate Schools.

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**Table 1.** Change in Applications and Offers of Admission, 2006 to 2007

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	Phase I Survey: (March) Initial Change in Applications 2006 to 2007	Phase II Survey: (June) Final Change in Applications 2006 to 2007	Phase II Survey: (June) Initial Change in Offers of Admission 2006 to 2007
<b>Total International</b>	8%	9%	8%
<b>Country of Origin</b>			
China	17%	19%	24%
India	6%	12%	17%
South Korea	-2%	0%	-2%
Middle East*	9%	17%	12%
<b>Field of Study</b>			
Business	7%	15%	10%
Education	8%	12%	11%
Engineering	8%	13%	16%
Humanities & Arts	12%	8%	10%
Life Sciences	13%	18%	11%
Physical Sciences	8%	12%	8%
Social Sciences	0%	0%	4%

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Source: 2007 CGS International Graduate Admissions Survey II: Final Applications and Initial Offers of Admission, August, 2007.

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

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### *Overall Offers of Admission*

Initial offers of admission to prospective international graduate students in 2007 rose 8%, nearly equal to the increase in applications. However, similar to applications, even this growth has not made up for earlier declines; among the institutions that responded to the *Phase II* survey in 2004 and 2007, offers of admission to international students are still down by 1%.

### *Applications and Admissions Offers by Country of Origin*

India, China, and South Korea rank as the top three countries of origin for international students in the United States. Collectively, students from these three nations accounted for about one-half of all non-U.S. students attending American graduate schools in 2006, according to research from both CGS and the Institute of International Education.<sup>9</sup> Thus, examining student flows from these three countries provides a good indicator of overall international student trends. Applications from and

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<sup>9</sup> Redd, K.E. & Neubig, E.H. 2006. *Findings for the 2006 CGS International Graduate Admissions Survey Phase III: Admissions and Enrollment*. Washington, DC: Council of Graduate Schools; Institute of International Education. 2006. *Open Doors: Report on International Educational Exchange*. New York, NY: Author.

admissions offers to prospective students from countries in the Middle East<sup>10</sup> have also been included in the CGS surveys because of the geopolitical importance of this region; graduate students from this region account for about 5% of total international enrollment.

In 2007, the total number of international graduate applications from China and India increased by 19% and 12%, respectively, while applications from the Middle East rose 17%. In contrast, applications from South Korea were flat.

The initial change in admissions offers follows the same pattern as applications. The number of admissions from Korea *fell* 2% in 2007. Admissions offers to prospective students from China, on the other hand, jumped 24%, offers to applicants from India increased 17%, and admissions offers to those from the Middle East gained 12%.

### *Applications and Admissions Offers by Fields of Study*

The fields of business, engineering, social sciences, physical sciences, and life sciences account for about 73% of international students engaged in graduate education in the United States, based on responses to the most recent CGS *Phase III* survey.<sup>11</sup> Three of these fields of study had double-digit growth in applications and admission offers in 2007, as Table 1 demonstrates. Engineering had a 13% increase in international graduate applications in 2007 and a 16% rise in admissions offers. Business experienced a 15% increase in applications and a 10% gain in offers of admissions, and life sciences had increases of 18% and 11%, in applications and offers, respectively. Additionally, education saw a 12% gain in applications and an 11% increase in admissions offers.

The other fields had relatively slower growth in applications or admissions. In social sciences, for example, applications were flat and admissions offers gained just 4%. In physical sciences, applications grew 12%, but the offers of admissions gained only 8%. Humanities & arts reported an increase in applications of 8% and a rise in admissions offers of 10%.

### **Applications and Admissions Offers by International Graduate Enrollment Size**

The overall changes in the number of international graduate applications and admissions offers potentially mask substantial differences between small and large institutions. To show the wide variation in admission offer trends, this year CGS, for the first time, is reporting changes in international graduate applications and admissions by size of total international graduate student enrollment.

Table 2 on the next page displays the changes in applications and admissions offers from 2006 to 2007 for the colleges and universities with the ten, 25, and 50 largest enrollments of international graduate students. Enrollment size is based on data collected by the U.S. Department of Education.<sup>12</sup>

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<sup>10</sup> Middle East countries include: Bahrain, Cyprus, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Palestinian Authority, Qatar, Saudi Arabia, Syria, Turkey, United Arab Emirates, and Yemen.

<sup>11</sup> Redd, K.E. & Neubig, E. H., 2006.

<sup>12</sup> See footnote 7 for more information.

Interestingly, the smallest institutions generally had the smallest gains in applications but the *largest* increases in admissions offers. At institutions outside the largest 50, total applications increased 7%, while offers of admission grew 13%, compared with growth of 11% and 2% in applications and admissions, respectively, for the largest ten institutions. Applications and admissions offers to students from China show the largest contrast when compared by enrollment size. At the ten largest colleges and universities, applications from prospective Chinese students rose 11%, and admissions offers increased 8%. At the institutions outside the 50 largest, in contrast, applications jumped 23% and admissions offers rose 38%. Applications from Korea were basically flat at each institutional size category, and admission offers declined at the largest ten, 25, and 50 colleges and universities but rose 5% at those outside the largest 50.

Table 2. Change in Applications and Initial Offers of Admission, 2006 to 2007, by International Graduate Student Enrollment Size<sup>13</sup>

	Largest 10 Institutions		Largest 25 Institutions		Largest 50 Institutions		All Other Institutions	
	Applications	Admissions	Applications	Admissions	Applications	Admissions	Applications	Admissions
<b>International</b>	11%	2%	10%	4%	11%	5%	7%	13%
<b>Country of Origin</b>								
China	11%	8%	14%	10%	17%	15%	23%	38%
India	20%	2%	17%	16%	17%	14%	5%	21%
Korea	1%	-5%	0%	-6%	0%	-4%	-1%	5%
Middle East*	13%	3%	12%	2%	15%	6%	21%	20%
<b>Field of Study</b>								
Business	16%	4%	12%	-5%	14%	4%	19%	19%
Education	3%	-9%	3%	-8%	18%	-4%	1%	35%
Engineering	12%	-3%	11%	9%	12%	10%	13%	23%
Humanities & Arts	20%	36%	12%	19%	11%	17%	5%	5%
Life Sciences	14%	12%	19%	5%	20%	9%	16%	12%
Physical Sciences	14%	6%	13%	-1%	13%	0%	12%	16%
Social Sciences	-1%	18%	1%	7%	1%	3%	-1%	5%

Source: 2007 CGS International Graduate Admissions Survey II: Final Applications and Initial Offers of Admission, August 2007.

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

The results by field of study are quite similar, particularly in physical sciences and engineering. In engineering, applications rose 12% and admissions offers fell 3% at the largest ten institutions, but at colleges and universities outside the 50 largest, applications increased 13% and admissions offers gained 23%. In physical sciences, applications increased 13% and admissions offers were flat at the largest 50 colleges and universities, while at those with smaller enrollments, applications gained

<sup>13</sup> See footnote 7 for more information.

12% and admissions offers jumped 16%. In humanities & arts, however, applications and admissions offers rose at much higher rates at the largest ten institutions.

## COLLABORATIVE DEGREE PROGRAMS

Colleges and universities across the globe have partnered on various educational programs for many years, particularly in the development of collaborative degree and certificate programs.<sup>14</sup>

Collaborative degree programs go by a variety of names, and it is important to note that there is no single, standard definition for them. However, they do share some common characteristics, such as:

- they are developed by two or more institutions in each of the participating countries;
- the curricula are developed and approved by faculty and administrators at each participating higher education institution; and,
- the participating institutions collaborate on student admissions and selection criteria.<sup>15</sup>

There are also some *general* definitions for the types of degrees that students receive for participating in collaborative programs. The two most common types are **dual** (also referred to as **double**) degrees and **joint** degrees. Generally, under dual/double degree programs, students take courses and receive a degree, diploma, or certificate from *each* participating college or university. For joint degree programs, students take courses at each participating college or university, but commonly they receive only *one* degree, diploma, or certificate from their college or university of registration. The student's award may either be in the names of both participating institutions, or the student's transcript may indicate that he or she participated in a collaborative degree program.<sup>16</sup> There are a wide variety of other collaborative degree arrangements as well.

In order to document the prevalence of collaborative degree programs between American graduate schools and international colleges and universities, CGS's *Phase II* survey, for the first time, asked graduate deans to report on the types of collaborative degree programs their institutions have developed, the definitions used for these programs, the countries with which these programs have been developed, and their plans for establishing new programs within the next two years.

Two recent developments have triggered the need to collect and analyze information about the establishment of dual, joint, and other collaborative programs between American graduate schools and international colleges and universities. First, increased competition for international students, both among American institutions and between American and international universities, may be giving U.S. graduate school deans an incentive to design attractive collaborative degree programs that will attract students both from America and abroad. Second, improvements in technology and communications may be making it easier for institutions to share resources that make collaborative degree programs possible; improvements in Web-based teaching technology, for instance, may make it feasible for faculty to develop and teach courses to students far beyond their countries' borders.

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<sup>14</sup> Montoto, L. 2007. *Public Service or Profit Center? A Survey of U.S. Higher Education Operations in Latin America and the National Policies Preventing or Persuading U.S. Publics, Privates and For-profit Ventures*. Athens, GA: University of Georgia (Draft report).

<sup>15</sup> O'Brien, C. & Proctor, D. 2007. *Challenging Innovation: A Consideration of International Joint Degree Programs for Australia*. On-line. Available: <http://www.idp.com/aiec/program/O'Brien%20&%20Proctor.pdf>

<sup>16</sup> Ibid.

As this is the first time CGS has collected information on collaborative degree programs, this survey data serves as a baseline upon which discussions of these issues may be further examined. Future surveys may build on this baseline and allow CGS to analyze trends in the use of these programs by U.S. graduate schools.

### *Prevalence of International Collaborative Degree Programs*

The CGS survey asked institutions to indicate which types of collaborative degree programs they currently have with international higher education institutions. As Table 3 below indicates, 11% of all respondents have established one dual/double degree program, and 7% have initiated a joint degree program. A smaller share of all respondents (about 3%) said they have established one or more programs that award *both* dual and joint degrees, while just 1% had programs that award a dual degree *and* some other type of collaborative degree or certificate.

**Table 3.** Percentage of American Graduate Schools That Have Established Graduate Degree Programs With One or More International Higher Education Institutions, by International Graduate Student Enrollment Size and Degree Program Type

Degree Program Types	International Graduate Enrollment Size <sup>17</sup>				
	Largest 10	Largest 25	Largest 50	All Other Institutions	Total (All Respondents)
Dual/Double degree program only	44%	33%	32%	5%	11%
Joint degree program only	0%	5%	3%	8%	7%
Other type of degree program only	11%	5%	12%	6%	7%
Dual & Joint degree programs	0%	5%	9%	2%	3%
Dual & Other degree programs	0%	0%	0%	1%	1%
<i>Total With One or More Collaborative Program(s)</i>	<b>56%</b>	<b>48%</b>	<b>56%</b>	<b>22%</b>	<b>29%</b>
No Programs	44%	33%	32%	61%	55%
No Response	0%	19%	12%	17%	16%

Source: 2007 CGS International Graduate Admissions Survey II: Final Applications and Initial Offers of Admission, August 2007. Due to rounding, percentages may not total to 100.

Dual/double degree programs are the most common type of collaborative arrangement, particularly at colleges and universities that enroll large numbers of international students. About 44% of the largest ten institutions have established a dual/double international collaborative program. In contrast, none of the largest ten institutions have a joint program and 11% have some “other” type of program.

In total, Table 3 indicates that about 29% of American graduate schools have established at least one type of collaborative graduate degree program with another international college or university. However, even higher shares of the institutions that enroll the largest number of international

<sup>17</sup> See footnote 7 for more information.



students have established such programs. Roughly 56% of the largest ten institutions, 48% of the largest 25, and 56% of the largest 50 colleges and universities said they have at least one collaborative degree program, compared with only 22% of the institutions with enrollments below the largest 50.

It should not be a surprise that larger institutions are more likely than smaller ones to have established collaborative degree programs, as larger institutions have more international students and thus may have greater interest in collaborating with colleges and universities outside the U.S. However, as technology is further enhanced and best practices emerge, it is likely that more institutions with smaller enrollments will establish international collaborative degree programs in the future.

### *Definitions of Collaborative Degree Program*

As suggested earlier, collaborative programs take a variety of forms and are structured and defined in numerous ways. The survey thus asked respondents who had established such programs to indicate how they define these programs on their campuses. The most common definition of dual (or double) degree programs used by U.S. graduate schools is that students receive a degree from each university involved in the collaborative arrangement (see Table 4). However, 16% of respondents who have established *joint* degree programs also indicated that their participating students would receive a degree from *each* participating higher education institution, as did 4% of those who have initiated an “other” type of degree program (the responses are not mutually exclusive, respondents may have indicated more than one definition for each degree program type).

**Table 4.** Definitions of International Collaborative Graduate Degree Programs Used by U.S. Graduate Schools

Definitions	Percentage of Respondents*		
	Dual (or double)	Joint	Other
Students receive one degree or diploma in the names of both colleges or universities	0%	8%	0%
Students receive one degree or diploma from the college or university of registration, with the transcript declaring the program	6%	10%	16%
Students receive a degree or diploma from each university	39%	16%	4%
Other	0%	2%	2%

Source: 2007 CGS International Graduate Admissions Survey II: Final Applications and Initial Offers of Admission, August 2007.

\*Percentages of respondents is based on those who indicated their institutions had established at least one collaborative degree program with an international (non-U.S.) college or university. See Table 3 of this report. Responses are not mutually exclusive (respondents may have indicated more than one definition for each degree program type).

About 6% of respondents whose institutions have dual or double degrees and 16% who have an “other” type of collaborative program said their participating students receive a degree or diploma from only one institution (presumably the students’ institution of registration), with the students’

transcripts indicating their participation in the collaborative program. Programs that award students one single degree in the names of both or all colleges or universities in the collaborative program are relatively rare, used by only 8% of respondents who said they have established a joint degree arrangement. None of those with dual/double or other degree programs used this definition.

*Countries With Which U.S. Graduate Institutions Have Established Collaborative Degree Programs*

American graduate schools are more likely to have established collaborative degree programs with higher education institutions in Europe than with any other country or region (see Table 5). Roughly 39% of the institutions with collaborative degree programs have master’s degree programs with universities in Europe, while 18% have doctoral programs with European higher education institutions (the responses were not mutually exclusive; some institutions may have established *both* master’s and doctoral programs with European universities, or programs with universities from other countries or regions). While Europe is the most common region for collaborative degree arrangements, China and India are also very important countries for the establishment of these programs. Nearly one-quarter of CGS survey respondents said they have master’s programs with Chinese colleges and universities, and 14% have master’s programs with institutions in India.

**Table 5.** Countries With Which U.S. Graduate Institutions Have Established Collaborative Graduate International Degree Programs

	<b>Master's</b>	<b>Doctoral</b>
Europe (including the U.K.)	39%	18%
China (People's Republic)	24%	4%
India	14%	0%
Korea	8%	0%
Middle East*	6%	0%
Other	33%	10%

Source: 2007 CGS International Graduate Admissions Survey II: Final Applications and Initial Offers of Admission, August 2007.

Note: Percentages are based on respondents who indicated that they had established one or more graduate dual, joint, double, or other degree programs with an international (non-U.S.) college or university.

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

None of the respondents have begun collaborative doctoral programs outside of Europe and China. One-third of the collaborative master’s programs, and 10% of the doctoral programs, have been established with institutions in countries or regions not specifically listed in Table 5, including Mexico, Turkey, Russia, and several others.

*Fields of Study for Collaborative Degree Programs*

Table 6 on the next page shows the fields of study in which survey respondents said they offer international graduate joint, dual/double, or other degrees. Generally, the degree programs were offered in the fields with the largest international graduate student enrollments. Among master’s degree programs, the most common field is business, followed by engineering and social sciences

(responses are not mutually exclusive, as some respondents may have offered collaborative programs in more than one field of study). Among doctoral degrees, the most common fields are engineering and physical sciences.

**Table 6.** Fields of Study in Which American Graduate Programs Offer Collaborative Master's and Doctoral Degree Programs With International Higher Education Institutions

	<b>Master's</b>	<b>Doctoral</b>
Business	44%	0%
Engineering	35%	13%
Social Sciences	17%	2%
Education	10%	2%
Life Sciences	10%	2%
Physical Sciences	10%	13%
Humanities & Arts	8%	6%
Other	4%	10%

Source: 2007 CGS International Graduate Admissions Survey II: Final Applications and Initial Offers of Admission, August 2007.

Note: Percentages are based on respondents who indicated that their institutions had established at least one dual, double, joint, or other collaborative degree program with an international (non-U.S.) college or university.

### *Prospects for Future Growth*

To get an idea of the type of growth that might occur in the near future, the CGS survey asked respondents to indicate what types of collaborative degree programs, if any, their institutions plan to establish with international colleges or universities over the next two years. Table 7 on the next page displays these results.

In total, about 24% of all American graduate schools plan to establish new collaborative degree arrangements with non-U.S. universities within the next two years. It appears that the lion's share of the growth in new collaborative degree arrangements will come from the institutions with the largest number of international graduate students. About 11% of the ten largest colleges and universities plan to begin new dual/double degree programs, compared with 5% of the largest 25, 3% of the largest 50, and 5% of all other institutions. Roughly 11% of the largest ten institutions said they plan to establish new dual *and* joint degree programs, compared with only 3% of those outside the largest 50 and 5% of all respondents.

However, some smaller-sized institutions said they do plan to initiate collaborative programs. About 8% of the institutions outside the largest 50 plan to launch joint degree programs—approximately the same proportion as those in the largest 50 and nearly identical to those in the largest 25. And about 2% of the respondents outside the largest 50 plan to begin dual, joint, *and* other degree programs, compared with none of the larger institutions.

**Table 7.** Percentage of American Graduate Schools That Plan to Establish New Graduate Degree Programs With One or More International Higher Education Institutions Within the Next Two Years, by International Graduate Student Enrollment Size and Degree Program Type

Degree Program Types	Institutional Enrollment Size <sup>18</sup>				
	Largest 10	Largest 25	Largest 50	All Other Institutions	Total (All Respondents)
Dual (or Double) degree program only	11%	5%	3%	5%	4%
Joint degree program only	0%	9%	9%	8%	8%
Other type of degree program only	11%	5%	6%	3%	4%
Dual & Joint degree programs	11%	9%	12%	3%	5%
Dual & Other degree programs	0%	5%	9%	0%	2%
Dual, Joint, & Other	0%	0%	0%	2%	1%
<i>Total Planning to Begin One or More New Collaborative Program(s)</i>	<b>33%</b>	<b>33%</b>	<b>39%</b>	<b>21%</b>	<b>24%</b>
No New Programs	56%	38%	38%	59%	55%
No Response	11%	29%	23%	20%	21%

Source: 2007 CGS International Graduate Admissions Survey II: Final Applications and Initial Offers of Admissions, August 2007. Due to rounding, percentages may not total to 100.

## SUMMARY AND IMPLICATIONS

U.S. graduate schools continue to make steady progress in their efforts to increase their outreach to international graduate students. The *2007 International Graduate Admissions Phase II: Final Applications and Initial Offers of Admission* survey shows that the total number of applications for admission to American graduate programs received from prospective international students rose 9% from 2006 to 2007. While the rate of increase is below last year's 12% gain, it is a sharp contrast from the 28% and 5% declines reported in 2004 and 2005, respectively. These recent gains in applications, now documented by the two most recent *Phase II* studies, are a very encouraging sign that efforts by graduate school deans and program administrators to strengthen international student enrollments in American graduate programs are having positive effects.

It is also important to note, however, that among the institutions that participated in this and the inaugural *Phase II* survey, 78% still have *fewer* international graduate applicants this year than they did in 2003. Collectively, applications at these institutions are down 19% for the 2003-to-2007 period. There is still a long way to go before many American graduate schools return to the applications activity they experienced in 2003.

The initial look at the change in number of admissions offers to prospective international graduate students follows the same pattern as applications. Offers rose 8% in 2007, a slowdown from the 12% gain in 2006 but an improvement over the 3% increase in 2005 and the 18% decline in 2004. The institutions with the fewest international graduate students had the largest gains in admissions offers. At the ten largest institutions, in terms of total international graduate enrollment, admissions

<sup>18</sup> See footnote 7 for more information.

offers grew by only 2%, compared with a 13% gain for the institutions outside the largest 50. Admissions offers to students from China and India, the two nations that send the largest number of students to the United States, show the largest contrast when compared by international graduate student enrollment size. Admissions offers to prospective graduate students from China rose by 38% at the institutions outside the 50 largest, compared with an 8% gain at those in the ten largest.

The growth in offers of admission will likely lead to proportionate increases in first-time international graduate enrollments. However, given that it is unknown how many applicants applied to and received admissions offers from multiple graduate schools, it is not possible at this date to accurately predict the strength of enrollment growth. CGS's *Phase III* international survey, to be conducted this fall, will provide a look at changes in both first-time and total international graduate enrollments.

The *Phase II* survey also asked participants to document the types of collaborative graduate degree programs they have established with international colleges and universities. This first-time analysis suggests that currently about 29% of American graduate schools, and 56% of the largest 50 institutions, have established at least one dual, joint, or other graduate degree, diploma, or certificate program with higher education institutions outside the U.S. The majority of these programs appear to have been established by the institutions with the largest number of international students. These programs tend to be dual (or double) degrees, generally defined as programs from which graduating students receive degrees or diplomas from *each* participating institution. Most of the programs are at the master's degree level, and the majority of the partner universities are in Europe, China, and India. Business and engineering are the top two degree fields in collaborative degrees.

The survey results also indicate that 24% of American graduate schools plan to establish new collaborative degree arrangements with non-U.S. universities within the next two years. Much of this growth will occur at the institutions with the largest current international graduate enrollment. Many of these colleges and universities have already initiated at least one dual or other international collaborative degree program. These institutions thus seem well positioned to expand their current international cooperative degree arrangements.

Future *Phase II* surveys may be used to document the important trends in the development of dual, joint, and other degree programs between American graduate schools and international colleges and universities.

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*The Council of Graduate Schools (CGS) is an organization of over 480 institutions of higher education in the United States and Canada engaged in graduate education, research and the preparation of candidates for advanced degrees. CGS member institutions award more than 90% of the doctoral degrees and over 75% of the master's degrees in the U.S. 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.*