



Graduate Management Education (GME) Admissions Reporting Standards

Endorsed July 2020

(Amended October 2020, December 2022)

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Background and Purpose of Standards for Reporting Graduate Management Education (GME) Admissions Data

In November 1998, the Graduate Management Admission Council™ (GMAC™) established a Task Force to draft admissions, enrollment and program information standards for business schools. As a result, in 2000 GMAC first published the MBA Reporting Criteria which were updated by the renamed Advisory Group in 2002, 2004 and 2006.

During that time, nearly 200 business schools adopted and complied with the MBA Reporting Criteria, submitting their data to the MBA Pathfinder Data Warehouse to be used online with the mba.com School Search Service for prospective students, and subjecting their data to periodic audits of compliance with the criteria. GMAC sponsored audits continued until 2008.

In 2013, the MBA Reporting Criteria were retired along with the MBA Pathfinder Data Warehouse and the mba.com School Search Service while GMAC launched the School Finder program profiles to serve prospective graduate business students.

Between 2006 when the MBA Reporting Criteria were last revised and now, dramatic transformation has occurred in the Graduate Management Education (GME) community. From the successful launch of a myriad of specialized Masters programs and online MBAs to the global spread of GME programs, our industry has innovated and grown globally. While the traditional two-year MBA remains the most sought-after graduate management degree, it no longer represents the only path to successful business careers.

In January 2019, GMAC responded to requests that they be more active in setting and maintaining industry standards for reporting admissions statistics by forming a new Task Force. This Task Force was charged with reviewing the MBA Reporting Criteria and setting new GME Admissions Reporting Standards that align with today's best practices.

The Task Force released a draft of the Graduate Management Education (GME) Admissions Reporting Standards in June 2019 at the GMAC Annual Conference. In addition to a conference session, feedback was collected through three webinars, other meetings of school representatives, one-on-one conversations, and in writing through a gmac.com survey. All feedback was compiled, carefully reviewed and considered by the Task Force who revised the Standards accordingly.

These revised standards help ensure that information disseminated about GME programs is reliable, accurate, useful and comparable for prospective students and for media outlets collecting data to rank GME programs.

Special thanks to the following Task Force members for their commitment to setting new standards for the Graduate Management Education community.

<p>Marci Armstrong Southern Methodist University Cox School of Business</p>	<p>Rebecca Cook Indiana University Kelley School of Business</p>
<p>Jay Bryant University of California, San Diego Rady School of Management</p>	<p>David Frasier University of Iowa Tippie College of Business</p>

<p>Nicole Tee <i>National University of Singapore Business School</i></p> <p>Gregg Schoenfeld <i>Graduate Management Admission Council</i></p> <p>Stefanie Slade <i>New York University Stern School of Business</i></p> <p>Donna Swinford <i>The University of Chicago Booth School of Business</i></p>	<p>Libby Livingston <i>Emory University Goizueta Business School</i></p> <p>Nita Swinsick <i>Georgetown University McDonough School of Business</i></p> <p>Sabrina White <i>Graduate Management Admission Council</i></p> <p>Kelly Wilson <i>Carnegie Mellon University Tepper School of Business</i></p>
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December 2022 Review and Revisions

A recommendation by the 2019 GME Admissions Reporting Standards Task Force was that the Standards be reviewed every two years after adoption by member schools. As GMAC membership endorsed the Standards in 2020, a new 2022 Task Force was convened to seek schools' input and revise the Standards, assuring they continue to guide schools in distributing reliable, accurate, useful and comparable GME Admissions data for prospective students and for rankings organizations.

Special thanks to the following 2022 Task Force members for their commitment to revising the Standards so they remain relevant to admissions practice in the rapidly evolving world of Graduate Management Education.

<p>Marci Armstrong <i>Southern Methodist University Cox School of Business</i></p> <p>Eric Askins <i>University of California, Berkeley Haas School of Business</i></p> <p>Jason A. Brown <i>Washington University in St. Louis Olin Business School</i></p> <p>Laurel Grodman <i>Yale School of Management</i></p> <p>Valerie D. James* <i>University of California – Davis Graduate School of Management</i></p>	<p>Danielle Richie <i>The University of North Carolina, Chapel Hill Kenan-Flagler Business School</i></p> <p>Meredith Curtin Siegel <i>Boston University Questrom School of Business</i></p> <p>Adam Smith <i>New York University Stern School of Business</i></p> <p>Nita Swinsick <i>Georgetown University McDonough School of Business</i></p> <p>Stephen Sweeney* <i>Southern Methodist University Cox School of Business</i></p>
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<p>Elaine Jun Stanford University Stanford Graduate School of Business</p> <p>Betsy Kacizak University of Wisconsin – Madison Wisconsin School of Business</p> <p>*Left their university roles prior to the conclusion of the Task Force work.</p>	<p>Sabrina White Graduate Management Admissions Council</p> <p>Kelly Wilson* Carnegie Mellon University Tepper School of Business</p>
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Compliance with the GME Admissions Reporting Standards

To be in full compliance, GMAC member representatives should inform GMAC which of their GME programs fully comply with the GME Admissions Reporting Standards available on gmac.com. GMAC will publish a list of schools and corresponding programs that choose to report adopting and being in compliance with the Standards. Adopting schools will also receive a badge from GMAC, and schools may use the badge and/or a compliance statement similar to the sample statement below in their marketing materials to signal to candidates, ranking organizations and other GME stakeholders their compliance with the Standards.

Sample Compliance Statement: The Best University Business School adopts the GME Admissions Reporting Guidelines and complies with all reporting requirements for the [... list all compliant programs ...] programs.

In addition, a business school in compliance is encouraged to complete the following tables each year (each annual reporting period) should the school be questioned about its published data.

Table 1: School and Program Information (for each degree-granting GME program)

Table 2: Application Process and Worksheet (for each degree-granting GME program)

Table 3: Admissions Reporting and Class Profile (for each degree-granting GME program)

Schools in compliance are not required to submit data in the tables below to external parties, nor are they required to collect all of this data; however, if a school in compliance publishes any of the data from the tables below online or in print, it must adhere to the Standards and be calculated per these guidelines.

Schools are strongly discouraged from sharing data with rankings organizations that do not adhere to the Standards. The GME Admissions Reporting Standards do not preclude schools from collecting other admissions data as deemed necessary for internal or external marketing purposes.

Section A: School and Programs Information

Compile the following information annually in Table 1 for the annual reporting period. Definitions and guidelines for each table element are provided below Table 1. For any table element, schools may answer “Data Not Collected” or “Choose Not to Report.” If either of these options are used, please provide further explanation as needed in the Notes section of Table 1.

Table 1: School and Program Information			
Reporting Period	October 1, 20 __, - September 30, 20 __		
University Name			
School Name			
Institutional Control	<input type="radio"/> Public	<input type="radio"/> Private, nonprofit	<input type="radio"/> Private, for-profit
Complete the following information for each program using the categories defined in the Standards below. (Copy the table below and repeat for each program).			
Program Name			
Program Website URL			
Program Location(s)	City(ies) (specify):	State(s) (specify):	Country(ies) (specify):
Program Degree	Specify: _____		
Program Format	Specify: _____		
Program Type	Specify: _____		
Joint/Dual Degree Program(s)	Specify: _____		
Intake Dates			
STEM Designation (U.S. schools only)	<input type="radio"/> Full program	<input type="radio"/> Concentration (specify): _____ _____	<input type="radio"/> Joint/Dual degree program (specify which program): _____ _____
			<input type="radio"/> Other (specify): _____ _____
Program Length	Minimum: ____ months	Maximum: ____ months	Mean: ____ months
Financial Aid	<input type="checkbox"/> Merit scholarships and/or fellowships		
	<input type="checkbox"/> Need-based scholarships and/or fellowships		
	<input type="checkbox"/> Assistantships		

	<input type="checkbox"/> Loan program
	<input type="checkbox"/> Other _____
Table 1 Notes	

Reporting Period: The reporting period is defined as the 12-month period beginning October 1st – September 30th each year. Collect data for all students who matriculate during that time period, then compile the data and report it by November 15th each year. After September 30th, all program data is “frozen” for reporting purposes.

University Name: Enter the official name of the university/institution.

School Name: Enter the official name of the school.

Institutional Control: Specify the institutional control. (Select one.)

- Public
- Private, nonprofit
- Private, for-profit

Program Name: Enter the official name of the GME program.

Program Website URL: Enter the program’s website URL.

Program Location(s): Enter the primary location (city, state and country) where the program is offered. For schools with multiple locations where the program is offered, list all locations, but report data combined across locations for the program.

Program Degree: Specify the degree students receive upon completion of the program. (Select one.) If the program is joint-degree or dual-degree, please specify the business degree here and indicate the joint-degree/dual-degree below.

- MBA
- Master of Science (MS/MSc)
- Master of Arts (MA)
- PhD
- DBA
- Executive Doctoral
- Other (specify _____)

Program Format: Specify the primary format for the program.

- Full-time, in-person (program is designed for students to typically take classes full-time in-classrooms)
- Part-time, in-person (program is designed for students, typically employed, to take classes part-time in-classrooms)
- Online (program is designed for students, whether full-time or part-time, to take all classes virtually, excluding residencies)
- Blended/Hybrid (program is designed for students, whether full-time or part-time, to take a combination of classes virtually and in-classroom)

- Flexible (program is designed for students to be able to move between full-time, part-time, blended/hybrid and/or online formats)

Example: If a program is predominantly designed for students to take classes full-time in-classrooms, but students are permitted to take a small number of courses virtually, then the program is still considered to be a full-time, in-person program.

Program Type: Specify the type of GME program.

- MBA
- Executive MBA
- Post Graduate Diploma
- Master in Accounting
- Master in Business Analytics
- Master in Communications
- Master in Data Analytics
- Master in Economics
- Master in Engineering Management
- Master in Entrepreneurship
- Master in Finance
- Master in Health Administration or Public Health
- Master in Hospitality
- Master in HR, Ind. Relations, or Org. Behavior
- Master in Information Technology or Systems
- Master in International Business
- Master in Management
- Master in Marketing
- Master in Public Administration or Public Policy Management
- Master in Real Estate
- Master in Supply Chain Management, Logistics, or Operations
- Other Masters (specify _____)
- PhD or Doctorate in Business or Management

Joint/Dual Degree Program(s): Specify the joint/dual degree program(s) which have students in the program.

- DDS/MBA
- JD/MBA
- MD/MBA
- MFA/MBA
- MPA/MBA
- MS Arts Management/MBA
- MS Engineering/MBA
- MSW/MBA
- PharmD/MBA
- BBA (or other undergraduate business degree)/MBA (includes 4+1 or 3+2 programs)
- Other joint/dual degree (specify _____)

Intake Dates: List the start dates for every intake over the 12-month reporting period. All students matriculating in these start dates should be included in reporting.

STEM Designation (U.S. programs only): Indicate whether each GME program has the US Department of Homeland Security (DHS) STEM designation based on inclusion in the *STEM Designated Degree Program List* in the *Federal Register*. This STEM list is based on the US Department of Education’s National Center for Education Statistics (NCES) definition of a science, technology, engineering and mathematics (STEM) field.

- Full program has the STEM designation
- Concentration within a program has the STEM designation (specify concentration _____)
- One program within Joint/Dual Degree Program has the STEM designation (specify program _____)
- Other (specify _____)

Program Length: Indicate the minimum and maximum number of months needed to complete each GME program’s requirements to earn the degree. Count from the program start date (see Section B below) to the date of completing the final credit-bearing courses, including internships.

Minimum Months to Completion: _____ months

Maximum Months to Completion: _____ months

Mean Months to Completion: _____ months

Financial Aid: Financial aid is defined as funding options administered by the program, school, or institution that are available to current students to cover tuition and required fees of the programs. Please select the financial aid available to students in the program.

- Merit scholarships/fellowship
- Need-based scholarships/fellowship
- Assistantships (paid research assistantships or teaching assistantships)
- Loan program
- Other (specify _____)

Section B: Application Process

Compile the following information for the annual reporting period specified in Table 1. Complete a separate table for Application Process and Worksheet (Table 2) for each degree-granting GME program. Definitions and guidelines for each table element are provided below Table 2. For any table element, schools may answer “Data Not Collected” or “Choose Not to Report.” If either of these options are used, please provide further explanation as needed in the Notes section of Table 2.

**Table 2: Application Process and Worksheet
(Copy the table and repeat for each program.)**

Reporting Period	October 1, 20___, - September 30, 20___						
Program Start Date(s)							
Application Submission Deadline(s)	<input type="radio"/> Rounds:						
	<input type="radio"/> Rolling:						
Application Action Categories	Complete Applications: _____ Incomplete Applications: _____						
	Offers of Admission: _____ Matriculants: _____						
	Deferrals and Dual Degree Admits: _____						
	Rollovers: _____ Reapplicants: _____						
	Rescind/Withdrawn Offers: _____ Withdrawals/Withdrawn before decision: _____						
Admission Notification Date(s)	<input type="radio"/> Rounds:						
	<input type="radio"/> Rolling:						
Application Elements for Deny Decisions <i>Please select all that apply.</i> * Asterisk denotes minimum required elements to be a Complete Application.	<input type="radio"/> Application form*						
	<input type="radio"/> Application fee* OR Application fee waivers*						
	<input type="radio"/> Transcripts* AND/OR <input type="radio"/> Resume/CV*						
	Degree/Diploma	<input type="radio"/> International degree-granting schools	<input type="radio"/> Domestic degree-granting schools	<input type="radio"/> All degree-granting schools	<input type="radio"/> None		
	Test Scores	<input type="radio"/> GMAT	<input type="radio"/> EA	<input type="radio"/> NMAT	<input type="radio"/> GRE	<input type="radio"/> Other _____	<input type="radio"/> No Test
	English Language Test Scores		<input type="radio"/> TOEFL	<input type="radio"/> IELTS	<input type="radio"/> Other Specify: _____	<input type="radio"/> No Test	
	Interview	<input type="radio"/> Required for admission		<input type="radio"/> Optional	<input type="radio"/> Not required		
	References: Recommendation Letters	<input type="radio"/> Required for admission		<input type="radio"/> Optional	<input type="radio"/> Not required		
	References: Reference/Referral Contact List	<input type="radio"/> Required for admission		<input type="radio"/> Optional	<input type="radio"/> Not required		
	<input type="radio"/> Essay(s)	<input type="radio"/> Required for admission Specify: _____		<input type="radio"/> Optional Specify: _____	<input type="radio"/> Not required Specify: _____		

<p>Application Elements for Admit Decisions</p> <p><i>Please select all that apply.</i></p> <p><i>* Asterisk denotes minimum required elements to be a Complete Application.</i></p>	<input type="radio"/> Application form*						
	<input type="radio"/> Application fee* OR Application fee waivers*						
	<input type="radio"/> Transcripts* AND/OR <input type="radio"/> Resume/CV*						
	Degree/Diploma	<input type="radio"/> International degree-granting schools		<input type="radio"/> Domestic degree-granting schools		<input type="radio"/> All degree-granting schools	<input type="radio"/> None
	Test Scores	<input type="radio"/> GMAT	<input type="radio"/> EA	<input type="radio"/> NMAT	<input type="radio"/> GRE	<input type="radio"/> Other Specify: _____	<input type="radio"/> No Test
	English Language Test Scores		<input type="radio"/> TOEFL		<input type="radio"/> IELTS	<input type="radio"/> Other Specify: _____	<input type="radio"/> No Test
	Interview	<input type="radio"/> Required for admission _____%		<input type="radio"/> Optional _____%		<input type="radio"/> Not required	
	References: Recommendation Letters	<input type="radio"/> Required for admission		<input type="radio"/> Optional		<input type="radio"/> Not required	
	References: Reference/ Referral Contact List	<input type="radio"/> Required for admission		<input type="radio"/> Optional		<input type="radio"/> Not required	
	<input type="radio"/> Essay(s)	<input type="radio"/> Required for admission _____		<input type="radio"/> Optional _____		<input type="radio"/> Not required _____	
Table 2 Notes							

Reporting Period: The reporting period is defined as the 12-month period beginning October 1st – September 30th each year. (See Section A.)

Program Start Date(s): The program start date is defined as the date after which no other candidates can join. This may be the first mandatory attendance date for a credit-bearing course toward graduation or the first mandatory orientation date (whichever is earlier), for each program intake. Please enter all applicable program start dates during the reporting period.

Application Submission Deadline(s): The application submission deadline is the last day for which an application is accepted for consideration for a particular program start date.

- **Rounds:** A program may have one or multiple rounds with distinct deadlines for which candidates may submit an application to be considered for admission to a particular matriculation period. Enter the number of rounds and the application deadline for each round.
- **Rolling:** Rolling admissions is an admissions process in which candidates can submit an application for consideration any time prior to the deadline for a matriculation period. Please indicate rolling admissions and enter the last possible date to be considered for a specific matriculation period.

Application Action Categories: List the total number in each category as defined in the table below.

Application Action Categories		
Category	Definition	Guidelines
Complete Applications	Complete applications contain all required application elements (see below) necessary to render a deny decision.	Each complete application should only be counted once in the reporting period in which the application was submitted.
Incomplete Applications	Incomplete applications do not contain all of the required application elements (see below) necessary to render a deny decision.	Applications that do not contain all required elements to render a deny decision should not be counted as complete applications.
Offers of Admission	Offers of admission occur when candidates have been offered admission to the program, including those who are offered conditional admission and are subsequently allowed to matriculate, and those who are offered admission but choose not to matriculate.	If the school rescinds or withdraws an offer of admission (see below) prior to matriculation, the application should not be counted as an offer of admission. Otherwise the offer of admission is counted.
Matriculants	Matriculants are candidates who accept offers of admission, enroll in the program and start the program on the program start date.	All matriculants should be counted in the reporting period in which they matriculate.
Deferrals (including Early Admission/ Deferred Matriculation) and Dual Degree Deferrals	<p>A deferral occurs when an offer of admission is granted, the applicant requests and is granted a delay in the date of matriculation, or an offer of admission is granted to a future reporting period.</p> <p>Dual degree applicants should be treated as deferrals if their first term in the dual degree program</p>	Deferrals and dual degree deferrals should be counted <u>only once</u> as a complete application, <u>only once</u> as an admit and <u>only once</u> as a matriculant. These should all be counted in the reporting period in which they occur which may or may not be the same reporting period. For example, a candidate may apply and be admitted in one reporting period (and should be counted in complete applicants

	begins in another program or school.	and admits in that period), but may not matriculate until a subsequent reporting period (and should be counted in matriculants in that later period).
Rollovers	A rollover is a complete application for which an admission decision has not yet been made, and the program asks the applicant to roll over to a future date for admissions consideration.	A rollover should be counted only once, in only one reporting period as a complete application.
Reapplicants	A reapplicant is an applicant that completed an application for a prior program start date, did not matriculate on that date and did not receive a deferral of admission, then went through the full application process for a subsequent program start date.	A reapplicant may be counted in the reporting period for each year of application.
Rescinded/ Withdrawn Offers	Rescinded/withdrawn offer is a candidate who receives an offer of admission, followed by the program rescinding/withdrawing the offer. For example, this could apply to a candidate caught cheating or falsifying application records.	Rescinded/withdrawn offers do not include applicants who did not take action on offers of admission. Rescinded/withdrawn offer candidates should be excluded from the admit count but included in the complete applications count.
Withdrawals/Withdraws Before Decision	Withdrawals/withdraws before decision are applicants who withdraw their complete applications from consideration before receiving a decision.	These applications should be included in complete application counts but should not be included in admit or deny numbers.

Admission Notification Date(s): The admission notification date is the final date by which the program notifies applicants as to the decision of their application.

- **Rounds:** Please enter the admission notification dates for each round.
- **Rolling:** Please enter the final admission notification date for a particular matriculation date.

Application Elements for Deny and Admit Decisions: Please select the mandatory application elements required for an application to be considered a complete application for making a deny decision. (Note that minimum required application elements for making deny decisions are application form, application fee or application fee waiver, and either a transcript or Resume/CV.) Please also indicate application elements necessary to render admit decisions.

- **Application form:** An official form used to gather vital statistics about an applicant and used to start an application file. (REQUIRED)
- **Application fee OR Application fee waiver:** Either a fee collected to begin processing an application, or a waiver of the application fee for any reason. (REQUIRED)
- **Transcript(s):** Official or unofficial record of postsecondary educational pursuits. (REQUIRED or Resume/CV)
- **Resume/Curriculum vitae:** A personal account of a candidate's academic and professional achievements. (REQUIRED or Transcript)
- **Degree/Diploma:** A physical document showing the successful completion of postsecondary education programs. Indicate for which schools a physical degree/diploma document is required when conferral of degree is not indicated on the transcript.
 - International degree-granting schools
 - Domestic degree-granting schools
 - All degree-granting schools
 - None
- **Test Scores:** An official or unofficial test score. Select all that are required or accepted.
 - GMAT
 - Executive Assessment (EA)
 - NMAT
 - GRE
 - Other (specify)
 - No Test
- **English Language Test Scores:** An official or unofficial test score for non-native English-speaking candidates. Select all that are required or accepted.
 - TOEFL
 - IELTS
 - Other (specify)
 - No Test
- **Interview:** An in-person, phone, video or online meeting between the candidate and the program's representative that is used as a part of the application evaluation.
 - Required for admission (Indicate percent of applicants.)
 - Optional (Indicate percent of applicants.)
 - Not required
- **References:** Third party source of information about the candidate.
 - Recommendation letters

- Required for admission
- Optional
- Not required
- Reference/Referral contact list
 - Required for admission
 - Optional
 - Not required
- **Essay(s):** A required piece of writing used as a part of the application evaluation.
 - Required for admission (Indicate which essay(s).)
 - Optional (Indicate which essay(s).)
 - Not required (Indicate which essay(s).)

Section C: Admissions Reporting and Class Profile

Compile the following information for the annual reporting period specified in Table 1. Complete a separate table for Admissions Reporting and Class Profile (Table 3) for each degree-granting GME program. Definitions and guidelines for each table element are provided below Table 3. For any table element, schools may answer “Data Not Collected” or “Choose Not to Report.” If either of these options are used, please provide further explanation as needed in the Notes section of Table 3.

Table 3: Admissions Reporting and Class Profile (Copy the table and repeat for each program.)						
Reporting Period		October 1, 20__, - September 30, 20__				
Total Number of Complete Applicants						
Total Number of Admits						
Total Number of Matriculants						
Selectivity		____%				
Yield		____%				
Class Profile		Percentage	Mean	Median	Middle 80% Range	
					10th Percentile	90th Percentile
GPA (U.S. schools only)		____ %				
Test Scores	GMAT: Total	____ %				
	Executive Assessment (EA): Quant	____ %				
	EA: Verbal					
	EA: IR					
	EA Total					
	NMAT: Quant	____ %				
	NMAT: Language					
	NMAT: Logical Reasoning					

	NMAT: Total					
	GRE: Quant	___ %				
	GRE: Verbal					
	GRE: Analytical Writing					
	No Test Score	___ %	N/A			
	Other (specify)	___ %				
English Language Test Scores	TOEFL	___ %				
	IELTS	___ %				
	Other (specify)	___ %				
Age						
Gender Identity	___ % Men	___ % Women	___ % Nonbinary	___ % More Gender Identities	___ % Declined to Answer	
Sexual Orientation	___ % LGBTQ+					
Citizenship	___ % Domestic (Specify Country: _____)			___ % International		
Citizenship Region	Africa _____					
	Central & South Asia _____					
	East & Southeast Asia _____					
	Europe, Eastern _____					
	Europe, Western _____					
	Mexico, Latin America & the Caribbean _____					
	Middle East _____					
	North America, Canada _____					
	North America, United States _____					
Oceania _____						
Number of Unique Countries Represented by Citizenship:	___ #					
Race/Ethnicity (U.S. Schools only): Total U.S. Students	___ #			N/A		
Race/Ethnicity (U.S. Schools only): U.S. Students of Color	___ #			___ %		
Race/Ethnicity (U.S. Schools only): U.S. Underrepresented Students of Color	___ #			___ %		
Race/Ethnicity: U.S. Subgroups (U.S. schools only)	Federal Guidelines Reporting		Multi-Dimensional Reporting			

American Indian, Alaska Native, Native Hawaiian, Other Pacific Islander	___ #	___ %	___ #	___ %
Asian American	___ #	___ %	___ #	___ %
Black/African American	___ #	___ %	___ #	___ %
Hispanic/Latinx	___ #	___ %	___ #	___ %
White	___ #	___ %	___ #	___ %
Two or more races	___ #	___ %	N/A	N/A
Unknown race and ethnicity	___ #	___ %	___ #	___ %
U.S. Military (U.S. schools only)		___ %		
First Generation College Students		___ %		
Undergraduate Degree	Art and Humanities		___ %	
	Biological and Agricultural Sciences		___ %	
	Business		___ %	
	Economics		___ %	
	Education		___ %	
	Engineering		___ %	
	Health and Medical Sciences		___ %	
	Mathematics and Computer Sciences		___ %	
	Physical and Earth Sciences		___ %	
	Public Administration and Services		___ %	
	Social and Behavioral Sciences		___ %	
	Other Fields		___ %	
	Do not collect this information		___ %	
	TOTAL		100 %	
	Mean	Median	Middle 80% Range	
			10th Percentile	90th Percentile
Work Experience				
Management Experience				
Notes				

Reporting Period: The reporting period is defined as the 12-month period beginning October 1st – September 30th each year. (See Section A.)

Total Number of Applicants: The total number of complete applications received during the reporting period (see definition in Section B and number in Table 2).

Total Numbers of Admits: The total number of offers of admission given during the reporting period (see definition in Section B and number in Table 2).

Total Number of Matriculants: The total number of admitted students who matriculated during the reporting period (see definition in Section B and number in Table 2).

Selectivity: The total number of admits divided by the total number of complete applications in the reporting period.

Example: During their annual reporting period, Best University Business School had 1,020 complete applications to their full-time 2 year MBA program and admitted 470 of those applicants. **Selectivity** for the full-time 2 year MBA = $470/1,020 = 46\%$.

Yield: The total number of matriculants (including deferrals who matriculated with this class) divided by the total number of admits in the reporting period.

Example: During their annual reporting period, 250 students matriculated to the full-time 2 year MBA at Best University Business School out of 470 applicants admitted.

Yield for the full-time 2 year MBA = $250/470 = 53\%$.

If Best University Business School issues Deferrals (see Section B for definition) for 20 candidates in the previous reporting period, and those candidates matriculate in the current reporting period, then they should be counted as matriculants in the current reporting period.

Yield = $250+20/470 = 57\%$.

GPA (U.S. schools only): Grade Point Average (GPA) is reportable for those who attended U.S. institutions where GPA is calculated on a 4.0 grading scale (no conversions). The GPA must appear on the transcript as the final cumulative GPA from the degree granting institution.

- **Percentage GPA:** The percent of matriculants who submitted an undergraduate transcript from a U.S. university on a 4.0 scale.
- **Mean GPA:** The sum of the group of values divided by the number of values in the group. In Excel, use the formula, AVERAGE(array).
- **Median GPA:** The middle point in a set of numbers in which half of the numbers are above the median and half are below the median. In Excel, use the formula, MEDIAN(array)

- **Middle 80%:** Eliminate the highest 10% of GPAs and the lowest 10% of GPAs.
 - **10th Percentile:** the 10th percentile, which makes up the bottom number of the middle 80%, is the value in which 10 percent of the values are below and 90 percent are above. In Excel, use the formula, PERCENTILE.INC(array, 0.1).
 - **90th Percentile:** the 90th percentile, which makes up the top number of the middle 80%, is the value in which 90 percent of the values are below and 10 percent are above. In Excel, use the formula, PERCENTILE.INC(array, 0.9).

Example: If the total range of GPA's is 2.5 to 3.8 on a 4.0 scale, remove the bottom 10% and the top 10% to create a middle 80% range of GPA's of 2.9 to 3.6.

- **GPA Exceptions/Special Cases**
 - If a candidate attended more than one undergraduate institution, and received a degree from only one school, the final cumulative GPA from the degree granting institution should be used. There is no need to use GPAs from earlier transcripts from the other institution(s), that is, no need for manual calculation.
 - If there is no final cumulative GPA on the transcript from the degree granting institution, then manual calculation from this transcript is permitted.
 - If a candidate attended more than one undergraduate institution, and received more than one degree from more than one school, the final cumulative GPA from the most recent degree granting institution should be used.

Test Scores: For each of the test scores selected in Section B, calculate the percentage of matriculants for whom you are reporting, the mean, median and middle 80% range (10th and 90th percentiles) using the methods explained above for GPA. Test scores must be from one test-sitting for which the school is in possession of the official score record from the testing agency.

Test scores are reportable if the school has a minimum of 10 applicants reporting scores or 10% of the class, whichever is larger. If multiple test scores are received for a candidate, report only the test score that was used to make the admissions decision.

Example: If a prospective student submits both GMAT and GRE scores to Best University Business School, the Best Admissions team should include either the GMAT score or the GRE scores for that candidate, based upon which score was used for the admissions decision, when calculating and reporting the percentage of matriculants, and the mean, median and middle 80% range.

Age: Age at the time of program start date (matriculation). Calculate the mean, median and middle 80% range (10th and 90th percentiles) using the method explained above for GPA.

Gender and Sex: Schools may ask applicants to report “Gender Identity,” “Sex” (alternately “Legal Sex” or “Sex at Birth”) or both, depending on what is required for compliance with a school’s institutional policy.

“Gender Identity” is the preferred option for external reporting when such data is available. Where “Gender Identity” information is not available, schools may use “Sex” for reporting purposes. In such cases, schools should report according to the categories below using the data collected for “Sex.”

Gender Identity should be reported as follows (schools may opt to use some or all of these reporting categories):

- Women: Percentage identifying as Woman or Female
- Men: Percentage identifying as Man or Male
- Nonbinary: Percentage identifying as Nonbinary
- More Gender Identities: Percentage identifying with options other than Woman, Man or Nonbinary (excludes non-responders)
- Declined to Answer (used for those who declined to respond to the question, where response was optional)

Sexual Orientation: If school collects this information and chooses to report: Percentage who identify as LGBTQ+. If response to this question is optional, report percentage of students who identify as LGBTQ+ out of the total class (include non-responders in the denominator). There is no universally accepted term for the LGBTQ+ community. Each school may use “LGBTQ+” or the term relevant to the region of their university.

Citizenship: Determine whether domestic or international based on a student’s citizenship. Count each student only once.

- **Domestic:** A citizen or permanent resident of the country in which the program is located (primary location). Please include as domestic all those who have dual or multiple citizenship where one of the citizenships is domestic.
- **International:** A non-citizen or non-permanent resident of the country in which the program is located (primary location)
- **Programs with Locations in Multiple Countries:** For programs offered in multiple countries, determine and specify which program location is domestic for purposes of reporting students’ citizenships. Students who are citizens/permanent residents of all other countries should be reported as international.

Citizenship Region: The number of students from each region based on students’ citizenship/s. If students report dual or multiple citizenships and the citizenships are in different regions, the student should be counted here in each unique region. Note: The citizenship region count may total more than your class size if some students have multiple citizenships. Refer to Appendix A for determining world region. This list is the United Nations’ “Composition of Macro Geographical (Continental) Regions and Geographical Sub-regions.”

Number of Unique Countries Represented by Citizenship: The number of unique countries represented by students’ citizenship(s).

Race/Ethnicity (U.S. Schools Only):

Total Number of U.S. Students – Total count of students who are U.S. Citizens and Permanent Residents. Includes U.S. Citizens with dual citizenship. This is the denominator for all race/ethnicity calculations.

Total Number of U.S. Students of Color – Alternately, U.S. Minorities. This includes students who identify as American Indian, Alaska Native, Native Hawaiian, Other Pacific Islander, Asian American, Black/African American or Hispanic/Latinx.

Percentage of U.S. Students of Color – Total number of U.S. Students of Color divided by the total number of U.S. Students.

Total Number of U.S. Underrepresented Students of Color – Alternately, U.S. Underrepresented Minorities (URMs). This includes students who identify as American Indian, Alaska Native, Native Hawaiian, Other Pacific Islander, Black/African American or Hispanic/Latinx.

Percentage of U.S. Underrepresented Students of Color – Total number of U.S. Underrepresented Students of Color divided by the total number of U.S. Students.

Number of Students by Race / Ethnicity Categories by Federal Guidelines Reporting – Using the [IPEDS definitions](#) and corresponding [questions](#) for requesting Race / Ethnicity information, report the number of students according to the following. No student can be counted in more than one category.

	Federal Guidelines Reporting (4)
American Indian, Alaska Native, Native Hawaiian, Other Pacific Islander {COULD BE BROKEN OUT FURTHER}	Hispanic = no or no response American Indian, Alaska Native, Native Hawaiian, Other Pacific Islander = yes All other races = no
Asian American	Hispanic = no or no response Asian American = yes All other races = no
Black/African American	Hispanic = no or no response Black/African American = yes All other races = no
Hispanic/Latinx	Hispanic = yes All races = yes, no or no response
White	Hispanic = no or no response White = yes All other races = no
Two or more races	Hispanic = no or no response All races = yes to two or more
Unknown race and ethnicity	Hispanic = no or no response All races = no response

Percentage of Students by Race / Ethnicity Categories by Federal Guidelines

Reporting – Number reported for each category above divided by the total number of U.S. Students. This should sum to 100%.

Number of Students by Race / Ethnicity Categories by Multi-Dimensional

Reporting – This methodology allows for students who identify with more than one race or ethnicity to be represented in each category with which they identify. A single student may be counted in two or more categories.

	Multi-Dimensional Reporting
American Indian, Alaska Native, Native Hawaiian, Other Pacific Islander {COULD BE BROKEN OUT FURTHER}	Hispanic = yes, no or no response American Indian, Alaska Native, Native Hawaiian, Other Pacific Islander = yes All other races = yes or no
Asian American	Hispanic = yes, no or no response Asian American = yes All other races = yes or no
Black/African American	Hispanic = yes, no or no response Black/African American = yes All other races = yes or no
Hispanic/Latinx	Hispanic = yes All races = yes, no, or no response
White	Hispanic = yes, no or no response White = yes All other races = yes or no
Two or more races	N/A – this category does not exist in Multi-Dimensional reporting
Unknown race and ethnicity	Hispanic = no or no response All races = no response

Percentage of Students by Race / Ethnicity Categories by Multidimensional

Reporting – Number reported for each category above divided by the total number of U.S. Students. Because a single student may be counted in more than one category, the sum may exceed 100%.

Sample Profile:

U.S. Race / Ethnicity

	#	%
Total U.S. Students (1)	200	
U.S. Students of Color (2)	88	44%
U.S. Underrepresented Students of Color (3)	38	19%

	Federal Guidelines Reporting (4)		Multi-Dimensional Reporting (5)	
American Indian, Alaska Native, Native Hawaiian, Other Pacific Islander	2	1%	2	1%
Asian American	50	25%	53	27%
Black/African American	24	12%	28	14%

Hispanic/Latinx	12	6%	12	6%
White	103	52%	106	53%
Two or more races	7	4%	n/a	n/a
Unknown race and ethnicity	2	1%	2	1%

- (1) U.S. Citizens and Permanent Residents, including U.S. Citizens with dual citizenship. All U.S. Race/Ethnicity data is shown as a percentage of U.S. Students.
- (2) Students who identify as American Indian, Alaska Native, Native Hawaiian, Other Pacific Islander, Asian American, Black/African American or Hispanic/Latinx.
- (3) Students who identify as American Indian, Alaska Native, Native Hawaiian, Other Pacific Islander, Black/African American or Hispanic/Latinx.
- (4) Federal Guidelines report students who identify with more than one race or ethnicity under a single category. Students who identify as Hispanic/Latinx and any other race are represented as Hispanic/Latinx only. Students who identify with more than one race are represented as Two or more races only.
- (5) Multi-Dimensional reporting allows for students who identify with more than one race or ethnicity to be represented in each category with which they identify. As a result, the total may exceed 100%.

Examples

A student who identifies as Hispanic/Latinx and Black/African American is represented only as Hispanic/Latinx under the Federal Guidelines and as both Hispanic/Latinx and Black/African American under Multi-Dimensional Reporting. This student is included as both a U.S. Student of Color and a U.S. Underrepresented Student of Color.

A student who identifies as Black/African American and White is represented as Two or more races under the Federal Guidelines and as both Black/African American and White under Multi-Dimensional Reporting. This student is included as both a U.S. Student of Color and a U.S. Underrepresented Student of Color.

A student who identifies as Asian American and White is represented as Two or more races under the Federal Guidelines and as both Asian American and White under Multi-Dimensional Reporting. This student is included as a U.S. Student of Color but not a U.S. Underrepresented Student of Color.

U.S. Military (U.S. schools only): Percentage of U.S. citizen/permanent resident matriculants who identify as Veterans or Active Military.

First Generation College Student: Percentage of students who identify as first-generation college students. The term “first-generation college student” means:

(A) An individual for whom both parents/primary caregivers did not complete a baccalaureate degree; or

(B) In the case of any individual who regularly resided with and received support from only one parent/primary caregiver, an individual whose only such parent/primary caregiver did not complete a baccalaureate degree.

Example: Schools typically ask applicants or matriculated students this question either directly or indirectly.

- Direct: “Are/were you a first-generation college student?”
- Indirect, then infer First Generation from the responses using standards above: “What is your mother’s/primary caregiver’s highest level of education completed?” What is your father’s/primary caregiver’s highest level of education completed?”

Undergraduate Degree: Area of study in a candidate’s undergraduate degree program. If a candidate attended more than one undergraduate institution, and received more than one degree from more than one school, the major from the most recent degree granting institution should be used. Refer to Appendix B for a classification of areas of study.

- Arts and Humanities
- Biological and Agricultural Sciences
- Business
- Economics
- Education
- Engineering
- Health and Medical Sciences
- Mathematics and Computer Sciences
- Physical and Earth Sciences
- Public Administration and Services
- Social and Behavioral Sciences
- Other Fields
- Do not collect this information

Work Experience: The number of months a candidate worked full-time since completing the undergraduate degree (including military experience) reported on the candidate’s application, resume or CV. Instruct applicants to calculate the number of months’ work experience from the start of full-time employment after undergraduate graduation up to the start of the graduate management degree program. Calculate the mean, median, and middle 80% range (10th and 90th percentiles) using the method explained above for GPA. Include all candidates in the calculation, including those who do not have any full-time experience after completing their undergraduate degree.

Management Experience (for EMBA applicants): Management experience is defined as having oversight of people and/or budgets. For number of years of management experience, calculate the mean, median and middle 80% range (10th and 90th percentiles) using the method explained above for GPA.

Appendix A - Region Classification

Africa: Algeria, Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo, Djibouti, Egypt, Equatorial Guinea, Eritrea, Ethiopia, French Southern Territories, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Ivory Coast (Cote D'Ivoire), Kenya, Lesotho, Liberia, Libyan Arab, Jamahiriya, Madagascar, Malawi, Mali, Mauritania, Mauritius, Mayotte, Morocco, Mozambique, Namibia, Niger, Nigeria, Republic of Congo, Reunion, Rwanda, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, South Sudan, Sudan, Svalbard and Jan Mayen, Swaziland, Tanzania, Togo, Tunisia, Uganda, Western Sahara, Zambia, Zimbabwe

• **Australia and Pacific Islands:** American Samoa, Australia, Christmas Island, Cocos (Keeling) Islands, Cook Islands, Fiji, French Polynesia, Guam, Heard Island and McDonald Islands, Kiribati, Marshall Islands, Micronesia, Nauru, New Caledonia, New Zealand, Niue, Norfolk Island, Northern Mariana Islands, Palau, Papua New Guinea, Pitcairn, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu, Wallis and Futuna Islands

• **Canada**

• **Central & South Asia:** Afghanistan, Bangladesh, Bhutan, British Indian Ocean Territory, India, Kazakhstan, Kyrgyzstan, Nepal, Pakistan, Tajikistan, Turkmenistan, Uzbekistan

• **East & Southeast Asia:** Brunei Darussalam, Cambodia, China, East Timor, Hong Kong, SAR China, Indonesia, Japan, Korea, North, Korea, South, Lao Peoples, Democratic Republic, Macao, SAR China, Malaysia, Maldives, Mongolia, Myanmar, Philippines, Singapore, Sri Lanka, Taiwan, China, Thailand, Viet Nam

• **Eastern Europe:** Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Georgia, Hungary, Latvia, Lithuania, Macedonia, Moldova, Montenegro, Poland, Republic of Kosovo, Romania, Russian, Federation, Serbia, Serbia and Montenegro, Slovakia, Slovenia, Ukraine

• **Mexico, Caribbean, & Latin America:** Anguilla, Antigua and Barbuda, Argentina, Aruba, Bahamas, Barbados, Belize, Bermuda, Bolivia, Bonaire, Saint Eustatius and Saba, Brazil, Cayman Islands, Chile, Colombia, Costa Rica, Cuba, Curacao, Dominica, Dominican Republic, Ecuador, El Salvador, Falkland Islands, French Guiana, Grenada, Guadeloupe, Guatemala, Guyana, Haiti, Honduras, Jamaica, Martinique, Mexico, Montserrat, Netherlands Antilles, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Saint Barthelemy, Saint Kitts and Nevis, Saint Lucia, Sint Maarten, South Georgia-Sandwich Islands, St. Helena, St. Martin, St. Vincent and Grenadines, Suriname, Trinidad and Tobago, Turks and Caicos Islands, Uruguay, US Minor Outlying Islands, Venezuela, Virgin Islands, British, Virgin Islands, US

• **Middle East:** Bahrain, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Palestinian, Territory, Qatar, Saudi Arabia, Syrian Arab Republic, Turkey, United Arab Emirates, Yemen

• **United States**

• **Western Europe:** Aland Islands, Andorra, Austria, Belgium, Bouvet Island, Cyprus, Denmark, Faroe Islands, Finland, France, Germany, Gibraltar, Greece, Greenland, Guernsey, Iceland, Ireland, Isle of Man, Italy, Jersey, Liechtenstein, Luxembourg, Malta, Monaco, Netherlands, Norway, Portugal, San Marino, Spain, Sweden, Switzerland, United Kingdom, Vatican City State

Appendix B - Areas of Study Classification

Note: the classification below is based on the Council of Graduate Schools' (CGS) taxonomy of fields of study.

ARTS AND HUMANITIES

Arts – History, Theory, and Criticism, Art History, Criticism, and Conservation

- Ethnomusicology
- Music History, Literature, and Theory
- Musicology
- Theatre Literature, History and Criticism Arts – History, Theory, and Criticism, Other

Arts – Performance and Studio

- Arts, Entertainment, and Media Management
- Crafts/Craft Design
- Dance
- Design and Applied Arts
- Drama/Theatre Arts
- Film/Video and Photographic Arts
- Fine and Studio Arts
- Music Arts – Performance and Studio, Other

English Language and Literature

- American Literature
- English Language and Literature
- English Literature
- Rhetoric and Composition/ Writing Studies
- English Language and Literatures, Other

Foreign Languages and Literatures

- African Languages and Literatures
- American Sign Language
- Asiatic Languages and Literatures
- Celtic Languages and Literatures
- Classics and Classical Languages and Literatures
- Germanic Languages and Literatures
- Iranian/Persian Languages and Literatures
- Modern Greek Language and Literature
- Romance Languages and Literatures
- Slavic, Baltic, and Albanian Languages and Literatures
- Foreign Languages and Literatures, Other

History

- American History
- European History
- History and Philosophy of Science and Technology
- History, General
- History, Other

Philosophy

- Ethics
- Logic
- Philosophy
- Philosophy, Other

Arts and Humanities, Other

- Linguistic, Comparative, and Related Language Studies and Services
- Humanities/Humanistic Studies
- Liberal Arts and Sciences/ Liberal Arts
- Arts and Humanities, Other

BIOLOGICAL AND AGRICULTURAL SCIENCES

- Agriculture, Natural Resources, and Conservation
- Agricultural and Domestic Animal Services
- Agricultural and Food Products Processing
- Agricultural Business and Management
- Agricultural Economics
- Agricultural Mechanization
- Agricultural Production
- Agricultural Public Services
- Agriculture, General
- Agronomy Animal Sciences
- Applied Horticulture
- Fishing and Fisheries Sciences and Management
- Food Science and Technology
- Forestry
- Horticultural Business Services
- International Agriculture
- Natural Resources and Conservation
- Natural Resources Management and Policy
- Parks, Recreation, and Leisure Facilities Management
- Parks, Recreation, and Leisure Studies
- Plant Sciences
- Soil Sciences
- Wildlife and Wildlands Science and Management
- Agriculture, Natural Resources, and Conservation, Other

Biological and Biomedical Sciences

- Anatomical Sciences
- Animal Biology
- Bacteriology
- Biochemistry
- Bioinformatics
- Biology, General
- Biomathematics
- Biometry
- Biophysics
- Biotechnology
- Botany/Plant Biology
- Cell/Cellular Biology
- Computational Biology
- Developmental Biology
- Ecology
- Entomology
- Epidemiology
- Evolution Genetics
- Immunology

- Microbiological Sciences
- Molecular Biology
- Molecular Medicine
- Neurosciences
- Parasitology
- Pathology
- Pharmacology
- Physiology
- Population Biology
- Systematics
- Toxicology
- Zoology
- Biological and Biomedical Sciences, Other

BUSINESS

Accounting

- Accounting
- Auditing
- Taxation

Banking and Finance

- Banking and Financial Support Services
- Credit Management
- Financial Planning and Services
- International Finance
- Investments and Securities
- Public Finance

Business Administration and Management

- Business Administration and Management
- Business Operations
- Business/Commerce, General
- Construction Management
- E-Commerce
- Entrepreneurship
- Hospitality Administration/ Management
- Human Resources Development
- Human Resources Management
- Labor and Industrial Relations
- Logistics and Supply Chain Management
- Operations Management
- Organizational Leadership
- Organizational Management
- Project Management
- Small Business Operations
- Sport and Fitness Administration/Management
- Telecommunications Management
- Business Administration and Management, Other

Business, Other

- Business Statistics
- Business/Corporate Communications
- Business/Managerial Economics

- Insurance
- International Business Management Information Systems
- Management Science
- Marketing
- Marketing Management
- Merchandising
- Real Estate
- Sales Business Fields, Other

ECONOMICS

- Applied Economics
- Econometrics
- Economics
- International Economics

EDUCATION

Education Administration

- Educational Administration
- Educational Leadership
- Educational Supervision

Curriculum and Instruction

- Curriculum and Instruction

Early Childhood Education

- Early Childhood Education and Teaching
- Kindergarten/Preschool Education and Teaching

Elementary Education Elementary

- Education and Teaching
- Elementary-Level Teaching Fields

Educational Assessment

- Evaluation, and Research
- Educational Assessment, Testing, and Measurement
- Educational Evaluation and Research
- Educational Psychology
- Educational Statistics and Research Methods
- Learning Sciences
- School Psychology

Higher Education

- Higher Education
- Higher Education Administration

Secondary Education

- Secondary Education and Teaching
- Secondary-Level Teaching Fields

Special Education

- Education/Teaching of Students w/ Specific Disabilities
- Education/Teaching of Students w/ Specific Learning Disabilities
- Education/Teaching of the Gifted and Talented
- Special Education and Teaching Other Special Education Fields

Student Counseling and Personnel Services

- College Student Counseling and Personnel Services

- Counselor Education School Counseling and Guidance Services
- Student Counseling and Personnel Services, Other

Education, Other

- Adult and Continuing Education
- Bilingual, Multilingual, and Multicultural Education
- Education, General
- Educational/Instructional Media Design
- Health and Physical Education International and Comparative Education
- Junior High/Middle School Education and Teaching Outdoor Education
- Social and Philosophical Foundations of Education
- Teaching English as a Second or Foreign Language
- Other Education Fields

ENGINEERING**Chemical Engineering**

- Chemical and Biomolecular Engineering
- Chemical Engineering

Civil Engineering

- Architectural Engineering
- Civil Engineering
- Construction Engineering
- Environmental/Environmental Health Engineering
- Geotechnical and Geoenvironmental Engineering
- Structural Engineering
- Surveying Engineering
- Transportation and Highway Engineering
- Water Resources Engineering

Computer, Electrical, and Electronics Engineering

- Computer Engineering
- Computer Hardware Engineering
- Computer Software Engineering
- Electrical Engineering
- Electronics Engineering
- Laser and Optical Engineering
- Telecommunications Engineering

Industrial Engineering

- Industrial Engineering
- Manufacturing Engineering
- Operations Research

Materials Engineering

- Ceramic Sciences and Engineering
- Materials Engineering
- Materials Science
- Metallurgical Engineering
- Polymer/Plastics Engineering

Mechanical Engineering

- Engineering Mechanics
- Mechanical Engineering

Engineering, Other

- Aeronautical Engineering

- Aerospace Engineering
- Agricultural Engineering
- Biochemical Engineering
- Biomedical/Medical Engineering
- Electromechanical Engineering
- Engineering Chemistry
- Engineering Physics
- Engineering Science
- Forest Engineering
- Geological/Geophysical Engineering
- Mining and Mineral Engineering
- Naval Architecture and Marine Engineering
- Nuclear Engineering
- Ocean Engineering
- Paper Science and Engineering
- Petroleum Engineering
- Systems Engineering
- Textile Sciences and Engineering
- Engineering, Other

HEALTH AND MEDICAL SCIENCES

- Allied Health
- Alternative and Complementary Medicine
- Audiology
- Bioethics/Medical Ethics
- Chiropractic (excluding D.C. and D.C.M.)
- Clinical/Medical Laboratory Science/Research
- Communication Disorders Sciences and Services
- Dentistry and Oral Sciences (excluding D.D.S. and D.M.D.)
- Dietetics and Clinical Nutrition Services
- Environmental Health
- Exercise Science
- Health and Medical Administrative Services
- Health Sciences
- Health/Medical Preparatory Programs
- Kinesiology Medical Sciences (excluding M.D.)
- Mental and Social Health Services
- Nursing Nutrition Sciences
- Occupational Therapy Optometry (excluding O.D.)
- Osteopathic Medicine (excluding D.O.) Pharmaceutical Sciences (excluding Pharm.D.)
Physical Therapy Physician Assistant Podiatry (excluding D.P.M., D.P. and Pod.D.)
Public Health Rehabilitation and Therapy Speech-Language Pathology Veterinary
Biomedical and Clinical Science Veterinary Medicine (excluding D.V.M.) Health and
Medical Sciences, Other

MATHEMATICS AND COMPUTER SCIENCES

Mathematical Sciences

- Actuarial Science
- Applied Mathematics

- Mathematics
- Probability
- Statistics
- Mathematical Sciences, Other

Computer and Information Sciences

- Computer and Information Sciences, General
- Computer Programming
- Computer Science
- Computer Software and Media Applications
- Computer Systems Analysis
- Computer Systems Networking and Telecommunications
- Computer/Information Technology Administration and Management Data Processing
- Information Sciences/Studies
- Microcomputer Applications
- Computer and Information Sciences, Other

PHYSICAL AND EARTH SCIENCES

Chemistry

- Analytical Chemistry
- Chemical Plastics Chemistry, General
- Environmental Chemistry
- Forensic Chemistry
- Inorganic Chemistry
- Medicinal and Pharmaceutical Chemistry
- Organic Chemistry
- Physical Chemistry
- Polymer Chemistry
- Theoretical Chemistry
- Chemistry, Other

Earth, Atmospheric, and Marine Sciences

- Aquatic Biology/Limnology
- Atmospheric Sciences
- Biological Oceanography
- Earth Sciences
- Geochemistry Geological Sciences
- Geophysics and Seismology
- Geosciences
- Hydrology
- Marine Biology
- Marine Sciences
- Meteorology
- Oceanography
- Paleontology
- Earth, Atmospheric, and Marine Sciences, Other

Physics and Astronomy

- Acoustics
- Astronomy
- Astrophysics
- Atomic/Molecular Physics Condensed Matter and Materials Physics
- Elementary Particle Physics

- Nuclear Physics
- Optics/Optical Sciences
- Physics
- Planetary Astronomy and Science
- Plasma and High-Temperature Physics
- Solid State Physics
- Theoretical and Mathematical Physics
- Physics and Astronomy, Other

Natural Sciences, Other

- Natural Sciences, General
- Physical Sciences, General
- Science Technologies Natural Sciences, Other

PUBLIC ADMINISTRATION AND SERVICES

Public Administration

- Community Organization and Advocacy
- Public Administration

Social Work

- Social Work
- Youth Services/Administration
- Social Work, Other

SOCIAL AND BEHAVIORAL SCIENCES

Anthropology and Archaeology

- Anthropology
- Archaeology

Political Science

- International Relations
- Political Science and Government
- Public Policy Analysis

Psychology

- Applied Psychology
- Clinical Psychology
- Cognitive Psychology
- Community Psychology
- Comparative Psychology
- Counseling Psychology
- Developmental and Child Psychology
- Experimental Psychology
- Forensic Psychology
- Industrial and Organizational Psychology
- Personality Psychology
- Physiological Psychology
- Psycholinguistics Psychology, General
- Psychometrics
- Psychopharmacology
- Quantitative Psychology
- Research and Experimental Psychology
- Social Psychology

- Psychology, Other

Sociology

- Demography
- Rural Sociology
- Sociology

Social Sciences, Other

- Adult Development and Aging
- Area, Ethnic, Cultural, Gender, and Group Studies
- Criminal Justice/Criminology
- Geography and Cartography
- Gerontology
- Social Sciences, General
- Urban Studies/Affairs
- Social Sciences, Other

OTHER FIELDS

Architecture and Environmental Design

- Architectural History and Criticism
- Architectural Sciences and Technology
- Architecture
- City/Urban, Community and Regional Planning
- Environmental Design
- Interior Architecture
- Landscape Architecture
- Real Estate Development
- Architecture and Environmental Design, Other

Communications and Journalism

- Advertising
- Communication and Media Studies
- Communications Technologies
- Journalism
- Mass Communication
- Public Relations
- Publishing
- Radio, Television, and Digital Communication
- Speech Communication
- Communications and Journalism, Other

Family and Consumer Sciences

- Apparel and Textiles
- Family and Consumer Economics
- Family and Consumer Sciences
- Family Studies
- Foods, Nutrition, and Wellness Studies
- Housing and Human Environments
- Human Development
- Human Sciences
- Work and Family Studies
- Family and Consumer Sciences, Other

Library and Archival Sciences

- Archives/Archival Administration

- Library and Information Science
- Library and Archival Sciences, Other

Religion and Theology

- Philosophy and Religious Studies, General
- Religion/Religious Studies
- Theology and Religious Vocations (excluding M.Div., M.H.L., B.D., and Ordination)
- Religion and Theology, Other

Other Fields

- Fire Protection
- Homeland Security
- Interdisciplinary Studies
- Legal Research and Professional Studies
- L.L.B./Pre-law
- Military Technologies
- Multidisciplinary Studies
- Other Fields Not Previously Classified