Graduate Management Education (GME) Admissions Reporting Standards

Endorsed July 2020

(Amended October 2020, December 2022)
Table of Contents

Background and Purpose of Standards for Reporting Graduate Management Education (GME) Admissions Data 3

Compliance with the GME Admissions Reporting Standards 5

Section A: School and Programs Information 6
   Table 1: School and Program Information 6

Section B: Application Process 9
   Table 2: Application Process and Worksheet 9

Section C: Admissions Reporting and Class Profile 15
   Table 3: Admissions Reporting and Class Profile 15

Appendix A: Region Classification

Appendix B: Areas of Study Classification
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 While the traditional two-year MBA remains the most sought-after graduate management degree, it no longer represents the only path to successful business careers.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.

<table>
<thead>
<tr>
<th>Marci Armstrong</th>
<th>Rebecca Cook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southern Methodist University</td>
<td>Indiana University</td>
</tr>
<tr>
<td>Cox School of Business</td>
<td>Kelley School of Business</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Jay Bryant</th>
<th>David Frasier</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of California, San Diego</td>
<td>University of Iowa</td>
</tr>
<tr>
<td>Rady School of Management</td>
<td>Tippie College of Business</td>
</tr>
</tbody>
</table>
Nicole Tee  
National University of Singapore  
Business School

Gregg Schoenfeld  
Graduate Management Admission Council

Stefanie Slade  
New York University  
Stern School of Business

Donna Swinford  
The University of Chicago  
Booth School of Business

Libby Livingston  
Emory University  
Goizueta Business School

Nita Swinsick  
Georgetown University  
McDonough School of Business

Sabrina White  
Graduate Management Admission Council

Kelly Wilson  
Carnegie Mellon University  
Tepper School of Business

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.

Marci Armstrong  
Southern Methodist University  
Cox School of Business

Eric Askins  
University of California, Berkeley  
Haas School of Business

Jason A. Brown  
Washington University in St. Louis  
Olin Business School

Laurel Grodman  
Yale School of Management

Valerie D. James*  
University of California – Davis  
Graduate School of Management

Danielle Richie  
The University of North Carolina, Chapel Hill  
Kenan-Flagler Business School

Meredith Curtin Siegel  
Boston University  
Questrom School of Business

Adam Smith  
New York University  
Stern School of Business

Nita Swinsick  
Georgetown University  
McDonough School of Business

Stephen Sweeney*  
Southern Methodist University  
Cox School of Business

* indicates no affiliation with GMAC
Elaine Jun
Stanford University
Stanford Graduate School of Business

Betsy Kacizak
University of Wisconsin – Madison
Wisconsin School of Business

*Left their university roles prior to the conclusion of the Task Force work.

Sabrina White
Graduate Management Admissions Council

Kelly Wilson*
Carnegie Mellon University
Tepper School of Business

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 [...] 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>
<thead>
<tr>
<th>Table 1: School and Program Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Period</td>
</tr>
<tr>
<td>University Name</td>
</tr>
<tr>
<td>School Name</td>
</tr>
<tr>
<td>Institutional Control</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Complete the following information for each program using the categories defined in the Standards below. (Copy the table below and repeat for each program).

<table>
<thead>
<tr>
<th>Program Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Website URL</td>
<td></td>
</tr>
<tr>
<td>Program Location(s)</td>
<td>City(ies) (specify): State(s) (specify): Country(ies) (specify):</td>
</tr>
<tr>
<td>Program Degree</td>
<td>Specify: ____________________________</td>
</tr>
<tr>
<td>Program Format</td>
<td>Specify: ____________________________</td>
</tr>
<tr>
<td>Program Type</td>
<td>Specify: ____________________________</td>
</tr>
<tr>
<td>Joint/Dual Degree Program(s)</td>
<td>Specify: ______________________________</td>
</tr>
<tr>
<td>Intake Dates</td>
<td></td>
</tr>
<tr>
<td>STEM Designation (U.S. schools only)</td>
<td>☐ Full program</td>
</tr>
<tr>
<td></td>
<td>☐ Concentration (specify):</td>
</tr>
<tr>
<td></td>
<td>☐ Joint/Dual degree program (specify which program):</td>
</tr>
<tr>
<td></td>
<td>☐ Other (specify):</td>
</tr>
<tr>
<td>Program Length</td>
<td>Minimum: ____ months Maximum: ____ months Mean: ____ months</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>☐ Merit scholarships and/or fellowships</td>
</tr>
<tr>
<td></td>
<td>☐ Need-based scholarships and/or fellowships</td>
</tr>
<tr>
<td></td>
<td>☐ Assistantships</td>
</tr>
<tr>
<td></td>
<td>□ Loan program</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>□ Other_______________________________________________</td>
</tr>
</tbody>
</table>

**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.)

<table>
<thead>
<tr>
<th>Reporting Period</th>
<th>October 1, 20__, - September 30, 20__</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Start Date(s)</td>
<td></td>
</tr>
<tr>
<td>Application Submission Deadline(s)</td>
<td>○ Rounds:</td>
</tr>
<tr>
<td></td>
<td>○ Rolling:</td>
</tr>
<tr>
<td>Application Action Categories</td>
<td>Complete Applications: ______________ Incomplete Applications: _____________________</td>
</tr>
<tr>
<td></td>
<td>Offers of Admission: ______________ Matriculants: _______________</td>
</tr>
<tr>
<td></td>
<td>Deferrals and Dual Degree Admits: ___________________</td>
</tr>
<tr>
<td></td>
<td>Rollovers: ___________________ Reapplicants: ___________________</td>
</tr>
<tr>
<td></td>
<td>Rescind/Withdrawn Offers: ______________ Withdrawals/Withdrawn before decision: ____</td>
</tr>
<tr>
<td>Admission Notification Date(s)</td>
<td>○ Rounds:</td>
</tr>
<tr>
<td></td>
<td>○ Rolling:</td>
</tr>
<tr>
<td>Application Elements for Deny Decisions</td>
<td>○ Application form*</td>
</tr>
<tr>
<td></td>
<td>○ Application fee* OR Application fee waivers*</td>
</tr>
<tr>
<td></td>
<td>○ Transcripts* AND/OR ○ Resume/CV*</td>
</tr>
<tr>
<td>Degree/Diploma</td>
<td>○ International degree-granting schools</td>
</tr>
<tr>
<td></td>
<td>○ Domestic degree-granting schools</td>
</tr>
<tr>
<td></td>
<td>○ All degree-granting schools</td>
</tr>
<tr>
<td></td>
<td>○ None</td>
</tr>
<tr>
<td>Test Scores</td>
<td>○ GMAT</td>
</tr>
<tr>
<td></td>
<td>○ EA</td>
</tr>
<tr>
<td></td>
<td>○ NMAT</td>
</tr>
<tr>
<td></td>
<td>○ GRE</td>
</tr>
<tr>
<td></td>
<td>○ Other</td>
</tr>
<tr>
<td></td>
<td>○ No Test</td>
</tr>
<tr>
<td>English Language Test Scores</td>
<td>○ TOEFL</td>
</tr>
<tr>
<td></td>
<td>○ IELTS</td>
</tr>
<tr>
<td></td>
<td>○ Other</td>
</tr>
<tr>
<td></td>
<td>Specify: ___________________</td>
</tr>
<tr>
<td></td>
<td>○ No Test</td>
</tr>
<tr>
<td>Interview</td>
<td>○ Required for admission</td>
</tr>
<tr>
<td></td>
<td>○ Optional</td>
</tr>
<tr>
<td></td>
<td>○ Not required</td>
</tr>
<tr>
<td>References: Recommendation Letters</td>
<td>○ Required for admission</td>
</tr>
<tr>
<td></td>
<td>○ Optional</td>
</tr>
<tr>
<td></td>
<td>○ Not required</td>
</tr>
<tr>
<td>References: Reference/Referral Contact List</td>
<td>○ Required for admission</td>
</tr>
<tr>
<td></td>
<td>○ Optional</td>
</tr>
<tr>
<td></td>
<td>○ Not required</td>
</tr>
<tr>
<td>○ Essay(s)</td>
<td>○ Required for admission Specify: ___________________</td>
</tr>
<tr>
<td></td>
<td>○ Optional Specify: ___________________</td>
</tr>
<tr>
<td></td>
<td>○ Not required Specify: ___________________</td>
</tr>
</tbody>
</table>
### Application Elements for Admit Decisions

* Please select all that apply.

* *Asterisk denotes minimum required elements to be a Complete Application.*

### Table 2 Notes

**Reporting Period:** The reporting period is defined as the 12-month period beginning October 1<sup>st</sup> – September 30<sup>th</sup> 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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
<th>Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complete Applications</strong></td>
<td>Complete applications contain all required application elements (see below) necessary to render a deny decision.</td>
<td>Each complete application should only be counted once in the reporting period in which the application was submitted.</td>
</tr>
<tr>
<td><strong>Incomplete Applications</strong></td>
<td>Incomplete applications do not contain all of the required application elements (see below) necessary to render a deny decision.</td>
<td>Applications that do not contain all required elements to render a deny decision should not be counted as complete applications.</td>
</tr>
<tr>
<td><strong>Offers of Admission</strong></td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Matriculants</strong></td>
<td>Matriculants are candidates who accept offers of admission, enroll in the program and start the program on the program start date.</td>
<td>All matriculants should be counted in the reporting period in which they matriculate.</td>
</tr>
<tr>
<td><strong>Deferrals (including Early Admission/Deferred Matriculation) and Dual Degree Deferrals</strong></td>
<td>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. Dual degree applicants should be treated as deferrals if their first term in the dual degree program</td>
<td>Deferrals and dual degree deferrals should be counted only once as a complete application, only once as an admit and only once 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</td>
</tr>
<tr>
<td><strong>Rollovers</strong></td>
<td>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.</td>
<td>A rollover should be counted only once, in only one reporting period as a complete application.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Reapplicants</strong></td>
<td>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.</td>
<td>A reapplicant may be counted in the reporting period for each year of application.</td>
</tr>
<tr>
<td><strong>Rescinded/Withdrawn Offers</strong></td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Withdrawals/Withdraws Before Decision</strong></td>
<td>Withdrawals/withdraws before decision are applicants who withdraw their complete applications from consideration before receiving a decision.</td>
<td>These applications should be included in complete application counts but should not be included in admit or deny numbers.</td>
</tr>
</tbody>
</table>

**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
- **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.) |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Period</td>
</tr>
<tr>
<td>Total Number of Complete Applicants</td>
</tr>
<tr>
<td>Total Number of Admits</td>
</tr>
<tr>
<td>Total Number of Matriculants</td>
</tr>
<tr>
<td>Selectivity</td>
</tr>
<tr>
<td>Yield</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Profile</th>
<th>Percentage</th>
<th>Mean</th>
<th>Median</th>
<th>Middle 80% Range</th>
<th>10th Percentile</th>
<th>90th Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA (U.S. schools only)</td>
<td>____ %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test Scores</th>
<th>Percentage</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GMAT: Total</td>
<td>____ %</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive Assessment (EA): Quant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EA: Verbal</td>
<td>____ %</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EA: IR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EA Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NMAT: Quant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NMAT: Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NMAT: Logical Reasoning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test Type</td>
<td>Percentage</td>
<td>Gender Identity</td>
<td>Nonbinary</td>
<td>More Gender Identities</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------</td>
<td>-----------------</td>
<td>-----------</td>
<td>------------------------</td>
</tr>
<tr>
<td>NMAT: Total</td>
<td></td>
<td>____ %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRE: Quant</td>
<td>____ %</td>
<td>____ % Men</td>
<td>____ %</td>
<td>____ %</td>
</tr>
<tr>
<td>GRE: Verbal</td>
<td>____ %</td>
<td>____ % Women</td>
<td></td>
<td>____ % More Gender Identities</td>
</tr>
<tr>
<td>GRE: Analytical Writing</td>
<td>N/A</td>
<td>____ % Nonbinary</td>
<td>____ %</td>
<td>____ % Declined to Answer</td>
</tr>
<tr>
<td>No Test Score</td>
<td>____ %</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td>____ %</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>English Language Test Scores</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOEFL</td>
<td>____ %</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IELTS</td>
<td>____ %</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td>____ %</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender Identity</td>
<td>____ % Men</td>
<td>____ % Women</td>
<td>____ %</td>
<td>____ % More Gender Identities</td>
</tr>
<tr>
<td>Sexual Orientation</td>
<td>____ % LGBTQ+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citizenship</td>
<td>____ % Domestic (Specify Country:___________)</td>
<td>____ % International</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Citizenship Region</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Africa</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central &amp; South Asia</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>East &amp; Southeast Asia</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Europe, Eastern</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Europe, Western</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mexico, Latin America &amp; the Caribbean</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle East</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>North America, Canada</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>North America, United States</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oceania</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number of Unique Countries Represented by Citizenship:</strong></td>
<td>____ #</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Race/Ethnicity (U.S. Schools only): Total U.S. Students</td>
<td>____ #</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Race/Ethnicity (U.S. Schools only): U.S. Students of Color</td>
<td>____ #</td>
<td></td>
<td>____ %</td>
<td></td>
</tr>
<tr>
<td>Race/Ethnicity (U.S. Schools only): U.S. Underrepresented Students of Color</td>
<td>____ #</td>
<td></td>
<td>____ %</td>
<td></td>
</tr>
<tr>
<td>Race/Ethnicity: U.S. Subgroups (U.S. schools only)</td>
<td></td>
<td>Federal Guidelines Reporting</td>
<td></td>
<td>Multi-Dimensional Reporting</td>
</tr>
<tr>
<td>Category</td>
<td>Mean</td>
<td>Median</td>
<td>Middle 80% Range</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>------</td>
<td>--------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>Work Experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management Experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **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 %
**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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Federal Guidelines Reporting (4)</th>
</tr>
</thead>
</table>
| American Indian, Alaska Native, Native Hawaiian, Other Pacific Islander  | Hispanic = no or no response  
| {COULD BE BROKEN OUT FURTHER}                                            | 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.

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

**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:**

<table>
<thead>
<tr>
<th>U.S. Race / Ethnicity</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total U.S. Students (1)</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>U.S. Students of Color (2)</td>
<td>88</td>
<td>44%</td>
</tr>
<tr>
<td>U.S. Underrepresented Students of Color (3)</td>
<td>38</td>
<td>19%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Federal Guidelines Reporting (4)</th>
<th>Multi-Dimensional Reporting (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian, Alaska Native, Native Hawaiian, Other Pacific Islander</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Asian American</td>
<td>50</td>
<td>25%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>24</td>
<td>12%</td>
</tr>
</tbody>
</table>
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