



Maximizing Opportunities in the North American Higher Education Market

Nicolette DeVille Christensen – New York University – 28 May '07

Four Broad Areas for Institutional Development

1. Focus on the Product and Develop Substantive Educational Distinctions
 2. Impact of Data on Critical Decision Making
 3. Internal Marketing
 - Advisement
 - Alumni Involvement
 - Faculty Development
 4. Sustainable Goals and Long-Term Consistency
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Use of Statistics and Research in Determining Product/Target Market/Location

Student Financing of Graduate and First-Professional Education, 2003–04 Profiles of Students in Selected Degree Programs and Part-Time Students Statistical Analysis Report June 2006

Susan P. Choy and Emily Forrest Cataldi, MPR Associates, Inc.
James Griffith, Project Officer National Center for Education Statistics
U.S. Department of Education, NCES 2006-185

- Half of all master's degree students in 2003–04 were working on either an M.B.A. (18 percent) or a master's-level education degree (32 percent). The other half were working on an M.A., M.S., or some other master's degree .5 M.B.A. students were predominantly male (59 percent), and their average age was 32. They tended to wait for awhile after earning a bachelor's degree before entering business school: one-third (32 percent) delayed entry for 3–6 years, and another third (34 percent) waited 7 years or more. Most (87 percent) worked while enrolled, and 72 percent worked full time (35+ hrs per week).
- Students pursuing master's degrees in education are a mixture of individuals not currently teaching but wanting certification to teach and teachers returning to school for additional education.
- Eleven percent of master's degree students in education enrolled within a year after earning their bachelor's degree, but most waited before returning: 26 percent waited 1–2 years, 25 percent waited 3–6 years, and 38 percent waited 7 years or more.
- Master's students in education were predominantly female (80 percent), and their average age was 33.

- Students working on other master's degrees (i.e., not an M.B.A. or education master's degree as defined above) differed from their peers in M.B.A. and education master's programs in terms of timing and attendance status. That is, they were more likely to enroll in a graduate program within a year of earning their bachelor's degree (20 percent, compared with 11 percent for both M.B.A. and education master's students).

Graduate Enrollment and Degrees: 1986 to 2005

Heath A. Brown, Director of Research and Policy Analysis

Council of Graduate Schools, Office of Research and Information Services

- Fifty-eight percent of graduate students were women, while men accounted for 42 percent of the total.
- The graduate student population at Research I institutions was evenly distributed between male and female students (50% each), but a larger percentage of students were enrolled full-time (73%) than part-time (27%). Doctorate-Granting institutions, in contrast, reported that 60 percent of their graduate students were women and 54 percent of their graduate students were part-time. At Masters-Granting institutions, women constituted 65 percent of graduate enrollment, and 53 percent of the graduate students attended on a part-time basis.
- The fields of education and business enrolled the largest numbers of graduate students, accounting for 20 percent and 14 percent of fall 2005 graduate enrollment, respectively.
- Graduate enrollment in business was 57 percent male; in education it was 74 percent female.
- Consistent with previous years, the fields of engineering, physical sciences, and business enrolled the highest percentages of men, while the health sciences, public administration, and education had the highest percentages of women.

References and Applicable Conferences

(AACRO) American Association of Collegiate Registrars and Admissions Officers
93rd Annual Conference, Boston, MA, February 28-March 3, 2007

(CGS)- The Council of Graduate Schools
CGS 47th Annual Meeting, December 5 – 8, 2007, Sheraton Hotel and Towers, Seattle, WA

(NAGAP)- The National Association of Graduate Admissions Professionals
20th Annual Conference, April 25th - 28th, 2007, Disney's Contemporary Resort, Orlando, Florida

National Center for Education Statistics

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