

2005 Enrollment Report: Enrollment Growth Continues, But at Reduced Rate

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Journalism and mass communication enrollments increased in the fall of 2005, but the 2005-2006 academic year was the second in a row in which rate of growth was modest. Growth in the size of the freshman class and the expectation of growth in enrollments generally suggest that enrollments in the field will continue to increase in coming years. The data also suggest that the field of journalism and mass communication is not keeping up with general trends in growth in graduate enrollments. An examination of faculty retirement projections suggests little disruption in the next ten years, but more may lie beyond that period. Journalism and mass communication draws on two separate suppliers of faculty—the communication occupations and doctoral programs. Evidence is that this pattern will continue in the future.

Journalism and mass communication programs in the United States enrolled 195,376 undergraduate students in the autumn of 2005, an increase of 0.9% from a year earlier. The rate of growth was the smallest since 2000, but freshman enrollments grew by a stronger 3.2%, and little suggests a downturn in undergraduate enrollments in the field, despite dramatic changes taking place in many communication industries.

Enrollment in master's degree programs in journalism and mass communication increased by 4.5% in 2005,

continuing a pattern of growth that started in 2002. Enrollment in doctoral programs declined 9.7% from 2004 to 2005.

In 2004-2005, journalism and mass communication programs granted an estimated 48,983 bachelor's degrees, up 2.2% from a year earlier. That same year, the field granted an estimated 3,570 master's degrees and 178 doctoral degrees, both lower than a year earlier.

These are some of the key findings of the 2005 Annual Survey of Journalism and Mass Communication Enrollment.

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ments, designed to measure trends in the field of journalism and mass communication education.¹

Other key findings of the 2005 survey include:

- Students enrolled in print or broadcast journalism made up 28.7% of those in undergraduate programs, up from 26.3% a year earlier. The percentage of students enrolled in public relations and advertising declined slightly.

- The percentage of female students enrolled in the nation's journalism and mass communication programs remained unchanged, but the percentage of students who were classified as members of racial or ethnic minority groups increased slightly. At the undergraduate level, the increase was the result of the growth of students classified as Hispanic.

- The number of faculty members who were teaching full time in journalism and mass communication programs in the United States in the autumn of 2005 remained unchanged from a year earlier, at just under 6,000.

- In nearly two-thirds of the journalism and mass communication units, more than half of the full-time faculty members hold a doctorate. In only 7.5% of the programs do all the faculty members have

the advanced degree.

- Almost half of the journalism and mass communication program administrators say they are likely to hire full-time faculty without a doctorate in the future.

- Retirement of the "Baby Boomer" generation does not seem likely to cause great disruptions in the next few years.

Methodology

The methods used in the Annual Survey of Journalism & Mass Communication Enrollments have remained unchanged since 1988. Schools included in this survey are listed in either the *Journalism & Mass Communication Directory*, published by the Association for Education in Journalism and Mass Communication, or *The Journalist's Road to Success: A Career Guide*, formerly published and printed by the Dow Jones Newspaper Fund, Inc., and now available on the Web.² All degree-granting senior colleges and universities with courses organized under the labels of journalism and mass communication are invited to be listed in the *AEJMC Directory*. To be included in the *Guide*, the college or university must offer at least ten courses in news-editorial journalism, and those courses must include core courses, such as an introduction to the mass media and press law and ethics, as well as basic skills courses, such as reporting and editing. Since 1992, the two journalism programs listed in the *AEJMC Directory* in Puerto Rico have been included in the population.

A combination of these two directories produced 461 listings in 2005.³

In October 2005, a questionnaire was mailed to each program's administrator. A second mailing of this questionnaire was sent to the non-responding schools in December. A third mailing was sent to the non-responding schools in January of 2006. In February, the administrators were sent a fourth mailing. In each mailing, administrators were given the chance to return a written form or download a form from a Web site and return it electronically. The 197 administrators of the programs who had not responded by the beginning of April were contacted by telephone and asked to answer as many of the questions over the telephone as possible.

The questionnaire asked the administrators to provide information on total enrollments in autumn of 2005, enrollment by year in school, enrollment by sequence of study, enrollment by gender, and enrollment by racial or ethnic group. In addition, administrators were asked to indicate the number and type of degrees granted in the 2004-2005 academic year, degrees granted by sequence of study, degrees granted by gender, and degrees granted by racial group. The questionnaire also asked about faculty size, faculty characteristics, and faculty hiring.

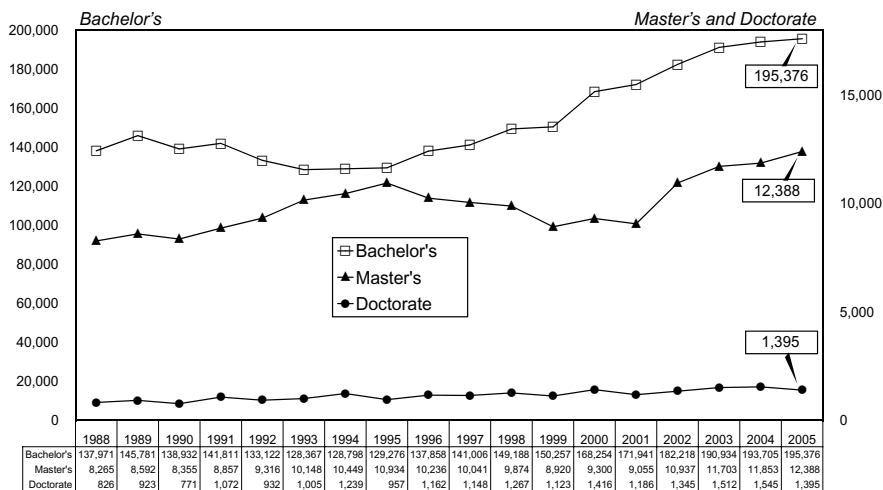
Three of the 461 programs were eliminated from the population when the administrator returned the questionnaire indicating that the program no longer offered journalism or mass communication.⁴ Data were obtained for all of the remaining 458 programs in the population. Of the 458 returns, 321 were for programs listed in both directories, 57 were only in the AEJMC listing, and 80 were only in the *Dow Jones Guide*.

As in the past, information provided by administrators varied greatly in detail and precision. Some administrators answered every question, while others answered only a few. Data on degrees offered and on enrollments at the bachelor's, master's, and doctoral level were obtained from all 458 programs. Of all these programs, 454 offered bachelor's degree programs, 192 offered master's degree programs, and 42 offered doctoral programs. Data on degrees granted at the undergraduate level were obtained for 295 of the 454 undergraduate programs, or 65.0%. For master's programs, the number was 133 of 192, or 69.3%. Thirty-two of the 42 doctoral programs reported number of degrees granted, or 76.2%.

Data from the program administrators were entered into a data file. Inconsistencies in the original documents were noted and corrected, sometimes by eliminating obviously erroneous information. Reports by program administrators that were not clearly in error were taken as accurate.

The AEJMC *Directory* lists membership of the Association of Schools of Journalism and Mass Communication (ASJMC) and accreditation by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). This information was included in the data file.⁵ The most complete data were available for the 105 accredited programs.⁶ In general, less complete data were available for the 86 schools that were members of ASJMC but not accredited by ACEJMC. The 267 schools without accreditation or ASJMC membership had the least complete data. In general, these latter schools are smaller than the accredited or ASJMC-affiliated schools.

Figure 1
AUTUMN UNDERGRADUATE AND GRADUATE ENROLLMENTS
(DUAL Y AXES)



Source: *Annual Survey of Journalism & Mass Communication Enrollments*

These two characteristics—accreditation and ASJMC membership—serve as ways of differentiating the 458 journalism and mass communication programs in the population. As was the case in recent years, these two characteristics were used in 2005 to make projections based on the data reported. Data from the reporting accredited schools were used to estimate characteristics of the accredited schools for which there was any missing information. Similarly, statistical means from the nonaccredited ASJMC schools were used to estimate missing data for similar schools, and data from the nonaccredited schools not affiliated with ASJMC were used to estimate missing data for those programs. The overall estimates, then, were based on complete information and best approximations about data not reported.⁷

Enrollments

Journalism and mass communication programs in the United States enrolled 209,159 students in the autumn of 2005, up 1.0% from a year earlier. The 2005-2006 academic year was the second in a row in which rate of growth was modest. In 2004, these programs enrolled 207,103 students, an increase of only 1.4% over a year earlier. The last two years of modest growth, however, follow two years of much stronger growth in enrollments. Total journalism and mass communication enrollments have now grown every year since 1999.

The bulk (93.4%) of those enrolled in journalism and mass communication programs in the autumn of 2005, as in the past, were studying for a bachelor's degree. Master's students made

up 5.9% of the enrolled students, with those studying for doctorates accounting for the remaining 0.7%.

The number of undergraduate students in journalism and mass communication programs at the beginning of the 2005-2006 academic year was 195,376, up 0.9% from a year earlier. The number of students enrolled in master's programs increased by a heftier 4.5% over the previous academic year, while the number of doctoral students actually declined 9.7%. In 2005-2006, 12,388 students were in journalism and mass communication master's programs, and 1,395 were in doctoral programs in the field.

Undergraduate enrollments in journalism and mass communication programs have grown every year back to 1993 (Figure 1). Graduate enrollments growth has been more varied, but master's level enrollments now have grown every year since 2001.

Segments of the communication industries witnessed dramatic changes in academic year 2005-2006, with the newspaper industry leading the pack.⁸ Some speculated in the popular media that these industry changes, ongoing for years, should drive students away from the field of journalism and mass communication.⁹

In fact, in the autumn of 2005, the number of first-year students in journalism and mass communication undergraduate programs actually increased 3.2% over a year earlier. This was the second year in a row that freshman enrollments outpaced overall enrollment growth in the field. The last decline in freshman enrollments from a year earlier was in 2001, and it was offset then by strong growth at the sophomore level.

Not only did enrollments in journalism and mass communication programs grow in 2005-2006, despite the industry turmoil, but enrollments in the core journalistic areas increased slightly. In the autumn of 2005, 28.7% of the enrolled students were in three specializations: news editorial/print journalism, broadcast news/broadcast journalism, or journalism (undifferentiated). A year earlier, that figure had been 26.3%.

Table 1 summarizes the data on enrollments by sequences or specializations over the last three years. New categories were added in 2005, after analysis of the "Other" category for recent years had suggested that new specialties had emerged, making comparisons of 2005 responses with those from earlier years difficult. The percentage of students in advertising and public relations in 2005 was down from 2004, for example, but the percentage of students in public relations and advertising combined increased just slightly, and 1.2% of the students were classified as in "strategic communications."

In 2005, 26.1% of the students were enrolled in some combination of advertising, public relations, or strategic communication. In 2004, a combination of the three then-used categories accounted for 27.7% of the students.

In 2005, radio/television general (telecommunications) and production/media production accounted for 8.5% of the enrolled undergraduate students. In 2004, the single category of radio/television general (telecommunications) accounted for 7.5% of the students. Magazine journalism students also made up approximately the same percentage in 2005 as in 2004.

Table 1
ENROLLMENT BY SPECIALIZATION, 2003-2005

Specialization	2003 %	2004 %	2005 %
News Editorial	7.9	7.3	8.2
Brdcast. News	7.8	8.0	9.2
Journalism	12.2	11.0	11.3
RTV/Telecommunication	8.3	7.5	5.9
Production/Media Prod.			2.6
Public Relations	15.5	14.1	12.2
Advertising	9.9	10.1	8.8
PR/Ad. Combined	3.6	3.5	3.9
Strategic Communication			1.2
Magazine	1.4	1.2	1.5
Community Journalism	0.0	0.0	0.0
Agricultural Journalism	0.1	0.2	0.0
Science Journalism	0.0	0.0	0.1
Photojournalism	1.2	0.8	1.3
Visual Communication	0.7	0.7	0.7
Mass Communication	5.4	5.4	0.2
Media/Comm. Management			3.0
Mass Media	1.2	1.6	1.1
Speech	4.5	3.3	2.7
English	0.1	0.2	0.0
Theater	0.6	0.4	0.6
Film/Cinema	2.0	1.0	2.4
Org. Communication	1.1	1.6	1.2
Online	0.5	0.8	0.6
Undecided			13.6
Other	16.0	21.2	7.7
Total	100.0	100.0	100.0
Number of Programs	463	459	458

Media management, a new category added in 2005, accounted for 3.0% of the students. Most of the students classified as “Other” in previous years were students who had not yet selected a speciality, analyses of these responses had shown. Inclusion of “undecided/pre-major” on the 2005 list showed the same was true that year.

The most striking finding from the 2005 classification scheme was the continuing appeal of the specializations associated with the traditional media. It may be that the “legacy” in-

dustry segments have not yet lost their appeal to students, or it may be that academic classification scheme is antiquated but the students are not put off by it. In other words, the students may be saying that they recognize that the skills of the traditional media occupations will apply to the new ones. For this reason, they are not overly concerned about the gloom stories about the traditional media.

The belief that student enrollments are tied to real-world media events is not a new one. The “myth” of the im-

pect of Watergate on journalism enrollments has persisted, for example, despite the lack of any evidence to support it and considerable evidence against it.¹⁰

In fact, the growth pattern for undergraduate enrollments in the field of journalism and mass communication shown in Figure 1 is roughly parallel to that for undergraduate enrollments at all degree-granting post-secondary institutions in the United States.¹¹ Journalism and mass communication undergraduate enrollments historically have kept up with national enrollment growth, though graduate enrollments in the field have not.

Undergraduate enrollments generally are projected to continue to grow through 2014, largely as the result of the growth in the population of high school graduates.¹² That fact, plus the growth in enrollments at the freshman level in 2005, suggests that enrollments in journalism and mass communication programs are likely to continue to grow in the near future, despite the news reports about industry turmoil.

In 2005, all but four of the 458 journalism and mass communication programs in the United States offered a bachelor's degree. The largest of these programs was the College of Communication Arts and Sciences at Michigan State University, with 3,516 students. The second-largest program in terms of undergraduate enrollments was the School of Communications and Theater at Temple University (3,495 students), followed by College of Communications at Pennsylvania State University (3,337 students). Rounding out the top ten in enrollment size were Middle Tennessee State University (3,062), University of Florida (2,645), California State University Fullerton (2,374), University of the

Sacred Heart in Puerto Rico (2,064), University of Missouri (2,024), Boston University (1,965), and University of Central Florida (1,949).

In 2005-2006, 192 of the 458 journalism and mass communication programs offered a master's degree. The largest of these was Northwestern University, with 500 students, followed by Emerson College with 450, and Boston University, with 378. The next seven programs in terms of size were Columbia (367), Syracuse (328), American (321), Regent University (280), Roosevelt University (261), University of Missouri (239), and California State University Fullerton (223).

Forty-two of the 458 journalism and mass communication programs offered a doctorate in academic year 2005-2006. The largest program was at Michigan State University, with 92 students, followed by Regent with 90 and Purdue with 73. Other large programs were at Pennsylvania State University (60), University of Florida (57), University of Washington (55), University of Illinois (51), Georgia State University (47), University of Wisconsin, Madison (46), and University of Alabama (43).

Enrollments for each of the 458 journalism and mass communication programs in the census are shown in the Appendix.

Degrees Granted

Journalism and mass communication programs in the United States granted an estimated 48,983 bachelor's degrees, 3,570 master's degrees, and 178 doctoral degrees in academic year 2004-2005. The total number of degrees granted—52,731—represented an increase of 0.9% over a year earlier. Bachelor's degrees grew by 2.2%, while the

number of master's degrees declined by 13.0% and the number of doctoral degrees decreased by 15.6%. The number of bachelor's degrees has increased rather consistently since academic year 1996-1997. Graduate degrees have ebbed and flowed during this same time period, reflecting the higher level of volatility in enrollments in those programs.

The College of Communication Arts and Sciences at Michigan State University was the largest program in 2004-2005 in terms of number of bachelor's degrees granted, with 1,083. Pennsylvania State University granted the second-largest number of bachelor's degrees, with 941, followed by California State University Fullerton with 753. The University of Florida granted 694, Middle Tennessee State University granted 685, and Boston University granted 606. Filling out the top ten programs in terms of number of degrees granted at the undergraduate level were the University of Georgia (539), Ohio State University (449), University of Washington (440), and Syracuse University (436).

The largest master's degree program in terms of number of degrees granted in 2004-2005 was at Syracuse University, where 303 degrees were granted. The second-largest program in terms of number of master's degrees granted was Boston University, with 219 degrees conferred. In order, the other top ten programs at the master's level were at Northwestern University (170), American University (148), Michigan State University (135), University of Missouri (86), Ball State University (79), California State University Fullerton (76), DePaul University (75), and the University of Florida (71).

The largest doctoral program in journalism and mass communication in terms of number of degrees granted in 2004-2005 was at Michigan State University, where 17 degrees were conferred, followed by the University of North Carolina at Chapel Hill with 16 and the University of Wisconsin at Madison with 13. Other top programs in number of degrees granted at the doctoral level were at the University of Missouri (11), the University of Florida (10), Ohio State University (10), the University of Alabama (9), Purdue University (9), Syracuse University (7), the University of Washington (6), and the University of Iowa (6).

Degrees granted by the journalism and mass communication programs providing these data are shown in the Appendix at the end of this report.

The Annual Survey of Journalism and Mass Communication Enrollments includes only programs that label themselves as having a mass communication orientation or component (through their inclusion in the *AEJMC Directory*) or that have a journalism core (as indicated by their listing in the *Dow Jones Newspaper Fund Career Guide*).

Data gathered by the U.S. National Center for Education Statistics (NCES) as part of the Integrated Postsecondary Education Data System (IPEDS) provide an additional source of information about degrees granted in the broad field of communication.¹³

To categorize fields of study, NCES uses a Classification of Instruction Program (CIP) code. This code includes a general code "Communications" (09), and a code, "Communications Technologies" (10).¹⁴ Subcodes of the Communication (09) code include "Communication Studies/Speech

Communication and Rhetoric," "Mass Communication/Media Studies," "Communication and Media Studies," "Journalism," "Broadcast Journalism," "Photojournalism," "Journalism, Other," "Radio and Television," "Public Relations/Image Management," "Advertising," "Public Relations, Advertising and Applied Communication," and "Publishing." Subcategories of the "Communication Technologies" code include "Radio and Television Broadcast Technology," "Graphic Communication," and "Printing Management."¹⁵

In addition to these two broad codes and their subcategories, the CIP classification includes "Speech and Rhetorical Studies" as part of the larger classification code (23) called "English Language and Literature/Letters."

A total of 1,166 universities recorded granting a bachelor's degree classified in the IPEDS data as 09 "Communications" or 10 "Communications Technologies" in academic year 2004-2005. Another 41 offered degrees using only the 23.1001 code for "Speech and Rhetorical Studies." These universities granted 78,463 bachelor's degrees in the 09 and 10 category, and another 8,637 in the 23.1001 category, for a total of 87,100 degrees.

A comparison of the counts of number of bachelor's degrees granted in the field of journalism and mass communication via the Annual Survey of Journalism and Mass Communication Enrollments and the IPEDS procedures shows that, while only 37.6% of the degree-granting universities are counted in the enrollment survey, 56.2% of the degrees are accounted for by the survey.

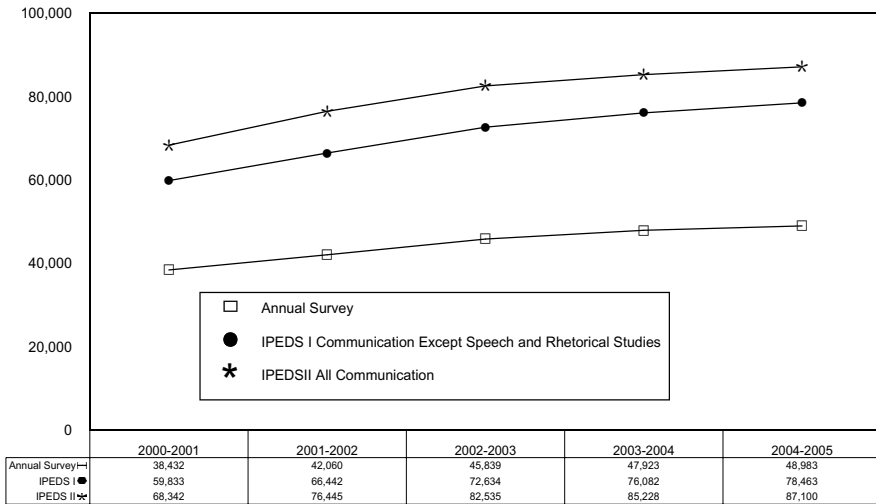
The discrepancy in the estimates of number of degrees granted in the

enrollment survey and via the IPEDS data probably is explained by two factors. First, some communication academic units offering mass communication programs are not included in the Annual Survey of Journalism and Mass Communication Enrollments because they do not have a journalism companion program (as required for inclusion in the Dow Jones listing used in the enrollment survey's population definition) or do not see themselves as journalism and mass communication focused (which leads to the desire to be listed in the AEJMC *Directory*, also used in the enrollment survey's population definition). The second explanation for the discrepancy is that programs in fields such as "Public Relations, Advertising and Applied Communication," offered by academic units in business, would be included in the IPEDS procedures (if the host unit chose to file them there rather than in business) but not in the Annual Survey of Journalism and Mass Communication Enrollments. In sum, the enrollment and degrees granted figures from the Annual Survey of Journalism and Mass Communication Enrollments are the best estimates for the field of journalism and mass communication where the "and" is central to the definition.

The Annual Survey of Journalism and Mass Communication Enrollments estimate is that 52,731 degrees were granted in the population of schools covered by the study in academic year 2004-2005. The IPEDS counts for that year are 95,444 if the CIP classification "Speech and Rhetorical Studies" (23.1001) is included, and 86,150 if the CIP 23.1001 code is not included.¹⁶

Figure 2 shows the growth in number of bachelor's degrees granted since

Figure 2
BACHELOR'S DEGREES GRANTED: 2000-2005



Source: *Annual Survey of Journalism & Mass Communication Enrollments*
Institute of Education Sciences, National Center for Education Statistics

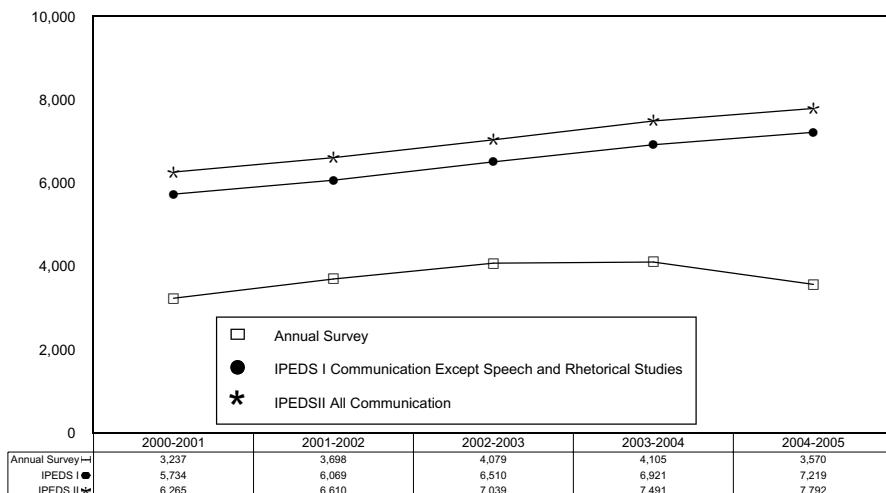
the 2000-2001 academic year, based on the data from the Annual Survey of Journalism & Mass Communication Enrollments and on the data from IPEDS. The pattern is nearly the same, regardless of measure used. The rate of growth in undergraduate degrees granted was 2.3% with the IPEDS measure including the CIP 23.1001 code, while it was 2.2% using the figures from the Annual Survey of Journalism and Mass Communication Enrollments and 3.0% if the IPEDS data (minus CIP 23.1001) are used. Across measures, the evidence is of continued growth in the field, though at a somewhat lower rate since 2002-2003 compared with the three years before that.

Figures 3 and 4 show that the number of degrees granted at the graduate level in the broad field of communication has continued to grow during the

2000-2001 to 2004-2005 time period as well, and that the rate of growth is even higher at the graduate level than at the undergraduate level in the last two years. The population of schools included in the enrollment survey, in contrast, did not report increases in graduate degrees granted in 2004-2005.

The downturn in graduate degrees granted in the population of schools in the Annual Survey of Journalism and Mass Communication Enrollments indicates that this subset of programs—many, if not most, of which have a professional focus in their master's level programs and which often are aligned, even at the doctoral level, with the communication industries—is not keeping up with the overall trend in growth in graduate education. Nationally, across fields, the numbers of master's and doctoral degrees granted have

Figure 3
MASTER'S DEGREES GRANTED: 2000-2005



Source: *Annual Survey of Journalism & Mass Communication Enrollments*
Institute of Education Sciences, National Center for Education Statistics

continued to grow and are projected to do so in the next decade and beyond.¹⁷

In fact, the number of master's level programs covered by the population of the Annual Survey of Journalism and Mass Communication Enrollments has increased since 2000, when 177 were counted. In 2005, 192 of the mass communication programs offered a master's degree; the number of doctoral programs went up from 41 to 42.¹⁸ In 2000, there were 459 bachelor's programs represented in the enrollment survey, while in 2005 there were 454.

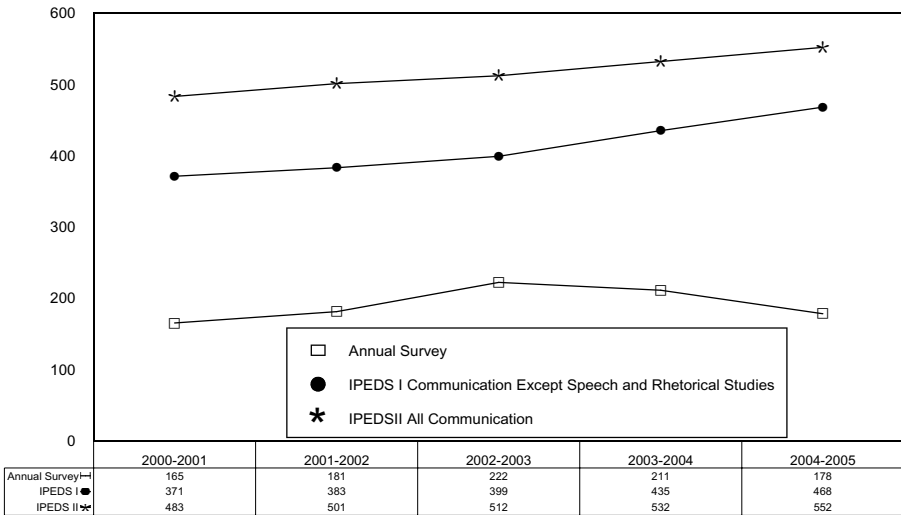
One possible interpretation of these data is that the traditional journalism and mass communication core of the broader field of communication is maturing and experiencing slower levels of growth, while the larger field continues to grow. And that growth is at least partly because of growth in

graduate programs in the broader field of communication. The growth rate in the number of undergraduate and graduate degrees in the journalism and mass communication programs, based on the enrollment survey, was 0.9% from academic year 2003-2004 to academic year 2004-2005. For the field (including CIP code 23.1001), that figure was 2.3%, while for the field minus CIP 23.1001, the growth was by 3.1%.

Characteristics of Students and Graduates

Journalism and mass communication programs looked only slightly different in the autumn of 2005 from a year earlier in terms of the gender and racial/ethnic makeup of the enrolled students. Women were 64.5% of the

Figure 4
DOCTORAL DEGREES GRANTED: 2000-2005



Source: *Annual Survey of Journalism & Mass Communication Enrollments*

Institute of Education Sciences, National Center for Education Statistics

undergraduates, 66.5% of the students enrolled in master's programs, and 56% of those enrolled in doctoral programs. Those figures a year earlier were 64.9%, 65.8% and 58.0% respectively.

In 2004-2005, 66.0% of the bachelor's degrees were earned by women, compared with 66.1% a year earlier. Women earned 65.1% of the master's degrees (compared with 68.1% a year earlier), and 59.1% of the doctorates awarded (compared with 54.8% a year earlier).

Women became the majority of those enrolled in journalism and mass communication undergraduate programs at the beginning of the 1977-1978 academic year, and women made up the majority of those enrolled in undergraduate programs nationally a year later.¹⁹ Since that time, however,

journalism and mass communication has become more female than has higher education overall. In the autumn of 2004—the last year for which data are available—women made up 57.2% of those enrolled in undergraduate programs nationally.²⁰ The percentage of enrolled undergraduates that is female is expected to continue to increase nationally, but it is not expected to reach the percentage now in journalism and mass communication—64.5—until after at least 2015, when that figure is projected to be 58.7%.²¹ In 2004, women made up 59.2% of those enrolled in graduate programs in the United States.²²

In the autumn of 2005, 29.5% of the undergraduate students were members of what is usually described as a racial or ethnic minority group. That figure was 27.5% a year earlier. In fact,

the 2005 percentage is the highest it has ever been going back to 1989. The percentage of African-American undergraduates declined to 9.9 from 12.1 a year earlier, however, while the percentage of Hispanic students increased from 6.4 to 10.5. Other groups remained largely unchanged.

At the beginning of the 2005-2006 academic year, 37.7% of students enrolled in journalism and mass communication master's degree programs were classified as minority, compared with 36.3% a year earlier. The percentage of African-American students declined to 7.9 from 9.7, while the percentage of students from outside the United States increased to 12.2 from 9.8. At the doctoral level, the percentage of minority students decreased from 51.7 to 46.4, largely because of a decline in the number of foreign students.

The nation's journalism and mass communication undergraduate programs granted bachelor's degrees to students 24.7% of whom were minority in 2004-2005, nearly the same percentage as a year earlier. The percentage of master's degrees granted to minority students in 2004-2005 was 39.6, compared with 38.2% a year earlier. Minority students earned 50.7% of the doctoral degrees in 2004-2005, compared with 50.3% a year earlier. The percentage of doctoral degrees earned by students from outside the United States was 31.0 in 2004-2005, compared with 31.7 a year earlier.²³

In 2004, across all areas of study, students classified as members of racial or ethnic minorities were 33.9% of those studying for an undergraduate degree and 34.5% of those studying for graduate degrees.²⁴ Journalism and mass communication is

less diverse at the undergraduate level than higher education overall but slightly more diverse at the graduate level.

Faculty Size and Hiring

Just under 6,000 individuals were full-time faculty members in the 458 journalism and mass communication programs in the fall of 2005, almost exactly the same number as a year before. The projected figure was 5,995 in 2005, up by one from the projection from a year earlier. They were joined by a projected 4,736 part-time faculty members. These projections are based on the actual count of 5,944 from the 454 programs reporting the number of full-time faculty and the actual count of 4,358 from the 418 programs reporting the number of part-time faculty. The number of the journalism and mass communication faculty members has increased only slightly in recent years, though it has increased 45.3% from 1989, when the estimated size of the full-time faculty in the field was 4,126, to 2005. Total enrollments in journalism and mass communication programs increased from 155,296 in 1989 to 209,159 in 2005, or 34.7%. A rough average full-time faculty size—calculated simply as a ratio of number of faculty divided by number of programs—has increased from 10.5 to 13.1 over these years.

In academic year 2004-2005, according to the reports of the administrators to the Annual Survey of Journalism and Mass Communication Enrollments, 149 full-time faculty members retired, or 2.5% of the workforce. In 2003-2004, the administrators reported that 113 full-time faculty members had retired, representing 1.9% of

Table 2
FACULTY WITH DOCTORATES

Current Faculty	%
No faculty members have doctorate.	4.3
Some faculty have doctorate but less than half.	24.5
Half to less than three-quarters have doctorate.	42.7
Three-quarters to less than all have doctorate.	21.0
All faculty members have a doctorate.	7.5
Total	100.0
Number of Programs	281
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Likelihood Full-Time Faculty without Doctorate Hired in Future:	%
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Very likely	26.5
Likely	20.8
Not sure, don't know	22.6
Unlikely	17.6
Very unlikely	12.5
Total	100.0
Number of Programs	279

the workforce, while in 2002-2003, 130 retired, representing 2.3% of the number of full-time faculty.

The 2005 enrollment survey form asked administrators to tell how many full-time faculty members were 56 years old or older, making them eligible for retirement in rough terms over the next ten years. Retirement age is not mandated, of course, and many factors play into an individual's decision to retire. A projected 1,561 faculty members in academic year 2005-2006 were listed as eligible for retirement in the next ten years. The projection is based on the reports of 249 of the 458 administrators; the actual count from reporting administrators was 945 faculty members aged 56 and older.

The 1,561 faculty members eligible for retirement make up 26.0% of full-time faculty members in 2005-2006, suggesting that an average of

about 2.6% of the faculty may retire per year in the next ten years. It is not possible to be more precise given the measure, since clearly not all faculty members retire at age 66. The 2.6% per year, however, is not greatly different from the average retirement figure of 2.2% over the last three years. The suggestion is that retirements over the next ten years are not likely to be very different from retirements in the last three years. In other words, the front of the "Baby Boomer" generation will likely retire without great disruption in journalism and mass communication programs.²⁵

Examination of another data set, however, suggests slightly more disruption will occur in the following ten-year period. Data gathered as part of the 2005 ASJMC Faculty Salary Survey allow for a plot of the age distribution of 1,805 faculty members at report-

ing ASJMC member schools.²⁶ The distribution shows that faculty members currently aged 52 through 59 are disproportionately represented on the ASJMC faculties. Faculty members now aged 55 make up 4.7% of the faculty, while those aged 66 make up only 1.6%.

Many uncertainties threaten predictions about the impact of retirements. It is possible that more faculty will retain their jobs beyond age 66 than is the case now. Universities may offer incentives to make that option more attractive. At least in the short term, however, major disruption does not seem to be likely.

The 42 doctoral programs at the journalism and mass communication units in the enrollment survey granted degrees to 178 students in academic year 2004-2005, as noted above. This number—if all of the graduates wanted jobs in journalism and mass communication education—would seem to be adequate at least in the short term to meet the demand. These 42 programs, in addition, are not the sole source of faculty for journalism and mass communication education. At least some come from doctoral programs in the field of communication that are not included in this list of 42. The 104 such programs granted 552 doctoral degrees in academic year 2004-2005.²⁷

Journalism and mass communication programs also hire individuals without a doctorate, many from various communication occupations served by these programs. Two questions included in the 2005 enrollment survey for the first time indicate how common the hiring of faculty members without a doctorate is and how likely it will be in the future.

The first question simply asked the administrators to indicate the number of full-time faculty members currently holding an earned doctorate. A total of 281 administrators responded. They also had indicated the number of full-time faculty in the unit, allowing for a computation of the percentage of their faculty holding the doctorate. Of those administrators, 21 (7.5%) indicated that all of their faculty members had a doctorate (Table 2). Another 12, or 4.3%, indicated that none of the faculty had an earned doctorate. At 28.5% of the programs, three-fourths of the faculty hold doctorates. Only 12.5% of the program administrators said it was very unlikely they would hire someone without an earned doctorate for a full-time position in the future; another 17.6% said it was unlikely (Table 2).

In Table 3, these two new questions have been simplified. Programs that have three-quarters of their faculty members with doctorates at present are labeled as “Doctorates Dominant Present.” Programs that are unlikely to hire someone without a doctorate are labeled as “Doctorate Likely Required in Future.” This is a shortcut, of course, and it is helpful to keep in mind the measure behind the simplified labels.

Journalism and mass communication programs accredited by ACEJMC are less likely to be ones in which doctorates are dominant at present than are unaccredited programs, according to the table. The accredited programs also are less likely to require a doctorate in the future. ASJMC member institutions are no different from others in terms of the dominance of faculty with a doctorate at present, but ASJMC members are less likely to require faculty members with a doctorate in the future. Those journalism and mass communi-

Table 3
FACULTY HIRING BY UNIT CHARACTERISTICS

		Doctorates Dominant Present	Doctorate Likely Required in Future	N*	
		%	%		%
Accredited	Yes	25.6	17.9	86	30.6
	No	29.7	35.4	195	69.4
ASJMC Member	Yes	28.7	20.5	129	45.9
	No	28.3	38.2	152	54.1
Degrees Unit Offers	Bachelor's only	25.7	30.9	152	54.1
	Bachelor's and Master's or Master's only	25.5	29.9	98	34.9
	Doctorate, usually with Bachelor's and Master's	51.6	26.7	31	11.0
Carnegie 2006 Basic Classification	Bachelor's University	23.5	37.1	34	12.1
	Master's University	27.1	29.9	129	45.9
	Research University	31.4	28.2	118	42.0
Location of Unit in University	Independent Comm. Unit or Department in Inde- pendent Comm. Unit	19.2	21.6	73	26.0
	Unit in Liberal Arts or Professional College	33.1	32.0	172	61.2
	Other	25.0	38.9	36	12.8
Total		28.5	30.1	281	100.0

*The number of respondents for the question on future hiring was 279.

cation programs that offer a doctoral degree are more likely to have faculty with a doctorate dominating in terms of numbers than are other journalism and mass communication programs, but they are actually less likely to exclude the hiring of a person without a doctorate in the future. Similarly, those journalism and mass communication programs at Research Universities are more likely to have faculties with the doctorate dominating numerically than are universities focusing on the mas-

ter's degree or the bachelor's degree, but they are actually less likely to require a doctorate for future hires than are those at bachelor's degree granting institutions.²⁸ Journalism and mass communication programs that are independent or are part of independent communication units are less likely to have faculties on which the doctorate dominates and also less likely to require a doctorate in the future than are journalism and mass communication programs that are part of liberal arts or

Table 4
DEGREES GRANTED BY FIELD OF STUDY

Field of Study	Percentage of Degrees Granted Going to Bachelor's Recipients 2004-2005*
Physical Sciences	67.3
Business, Management, and Marketing	69.0
Psychology	78.8
Biological and Biomedical Sciences	83.0
Visual and Performing Arts	85.0
English Language and Literature/Letters	85.6
Social Sciences	89.1
History	90.3
Communication	91.0
Mass Communication (Annual Survey)	92.9

Among three degrees: Bachelor's, Master's and Doctorates

non-communication professional colleges.

Clearly the practice of hiring faculty who do not come through doctoral programs is widespread. If the administrators are to be believed, this is a practice that is likely to continue into the future. There is a strong relationship between the two measures, suggesting that past hiring behavior is likely to predict future hiring decisions. Even if the retirement of the second wave of "Baby Boomers" creates demands exceeding those of recent years, it seems unlikely that journalism and mass communication programs will be unable to find candidates for the openings.

Concluding Comments

Journalism and mass communication enrollments continued to increase in the fall of 2005, but the 2005-2006 academic year was the second in a row

in which rate of growth was modest. More than nine in ten of those enrolled in journalism and mass communication programs in the autumn of 2005, as in the past, were studying for a bachelor's degree. The number of students enrolled in master's programs increased slightly over the previous academic year, while the number of doctoral students declined almost 10%.

Enrollments in journalism and mass communication programs at the undergraduate level have grown every year since 1993, while graduate enrollments growth has varied. Master's enrollments have grown every year back to 2001. In 2005-2006, freshman enrollments outpaced overall enrollment growth in the field. The number of first-year students in journalism and mass communication undergraduate programs actually increased 3.2% over a year earlier. This suggests at least modest growth in enrollments should be expected in the future.

The pattern of growth for undergraduate enrollments in the field of journalism and mass communication parallels that of undergraduate enrollments at all degree-granting post-secondary institutions nationally. U.S. undergraduate enrollments are projected to continue to grow through 2014. This general pattern also provides additional evidence that journalism and mass communication undergraduate enrollments should continue to grow.

Despite gloomy stories about the traditional media industries, enrollments in the core journalistic areas increased slightly in 2005. The data suggest that students make their decision on careers without reference to these stories of industry turmoil.

The total number of degrees granted represented an increase of 0.9% over a year earlier. Nearly 49,000 students received a bachelor's degree in journalism and mass communication in 2004-2005, an increase of about 1,000 recipients, while the number of master's degrees declined by 13.0% and the number of doctoral degrees decreased by 15.6%.

Journalism and mass communication programs in the autumn of 2005 did not look different in terms of gender and race/ethnicity from a year earlier. Women were about two-thirds of the students enrolled at the undergraduate and master's level. About three in ten of the undergraduate students were members of a racial or ethnic minority group in the fall of 2005.

About 6,000 individuals were full-time faculty members in the 458 journalism and mass communication programs in the fall of 2005, almost exactly the same number as a year before. A little over one-quarter of them were 56 years old or older. This figure sug-

gests that an average of about 2.6% of the faculty may retire each year in the next ten years. This percentage is not greatly different from the actual figure for the last three years, which averaged 2.2%. In other words, the front of the "Baby Boomer" generation will likely retire without great disruption in journalism and mass communication programs.

Nearly two-thirds of the journalism and mass communication program administrators indicated that more than half of their faculty members hold a doctorate, but only 7.5% of them said that all the faculty members had a Ph.D., while 4.3% indicated that none of the faculty had an earned doctorate. Only 12.5% of the program administrators said it was very unlikely they would hire someone without an earned doctorate for a full-time position in the future.

Clearly a defining characteristic of the field of journalism and mass communication is its focus on professional instruction. Faculty are hired without research degrees so that they can—and because they can—contribute in a meaningful way to this professional instruction.

Another related characteristic of the field is its focus on undergraduate instruction, rather than graduate instruction. In this respect, the subfield of journalism and mass communication is moving in a different direction than the larger field of communication, of which it is a part. In the overall field of communication, the number of undergraduate and graduate degrees granted has increased in recent years; in journalism and mass communication—as represented by the responses to the Annual Survey of Journalism and Mass Communication Enrollments—the

number of undergraduate degrees granted has increased, but the number of graduate degrees granted has been steady or has declined in the last two years.

The field of Communication overall, in comparison with eight other broad fields of study, was the most undergraduate in focus in 2004-2005, an analysis of IPEDS data in Table 4 shows. While 91.0% of the undergraduate (bachelor's) and graduate (master's or doctorate) degrees granted by the field of Communication were at the bachelor's level, that figure was 67.3% in the Physical Sciences (which includes such fields as Chemistry, Physics, and Geology). In the Visual and Performing Arts, 85.0% of the degrees granted were at the bachelor's level, while the figure was 89.1% in the Social Sciences. History is close to Communication, with 90.3% of the degrees granted at the bachelor's level.

In journalism and mass communication, based on the Annual Survey of Journalism and Mass Communication Enrollments, 92.9% of the degrees granted were to bachelor's degree recipients, up from 91.7% a year earlier.

A clear challenge for journalism and mass communication is maintaining its growth rates at the undergraduate level while also becoming more attractive at the graduate level. Perhaps it is time for the field to think anew about what a graduate degree means, and can mean, in the changing educational, social, and communication work environment of the day.

Endnotes

1. Funding for the 2005 enrollment survey was provided by American Society of Newspaper Editors, Arling-

ton Community Foundation, Association for Education in Journalism and Mass Communication, Association of Schools of Journalism and Mass Communication, Cox Newspapers Inc., Gannett, Hearst Corporation, John S. and James L. Knight Foundation, National Association of Broadcasters, Newspaper Association of America, Sigma Delta Chi Foundation of the Society of Professional Journalists, The Newspaper Guild Freedom Award Fund, Scripps Howard Foundation, Specialized Information Publishers Foundation, and Grady College of Journalism & Mass Communication, University of Georgia.

2. Dow Jones Newspaper Fund, October 2005, <http://dowjonesnews paperfund.dowjones/fund/cg_j schools.asp> (12 October 2005)

3. The number of programs in 2004 had been 462; the number of programs in the 2003 survey had been 463.

4. These were the University of Portland, Duquesne University, and Texas A&M University at College Station.

5. The accrediting listing was verified against the listing for the Accrediting Council on its Web site, and the ASJMC listing was verified against records at the organization's headquarters in Columbia, S.C.

6. Indiana University's School of Journalism and the journalism program at the Indianapolis Campus of IU are treated as separate programs in this analysis, though they share accreditation.

7. Special thanks are given to the following University of Georgia students who worked as research assistants or research clerks in the Cox Center in 2005-2006: Hariqbal Basi,

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8. See 2006 Annual Report On the State of the News Media, August 2006, <<http://www.stateofthenewsmedia.org/2006/index.asp>> (22 August 2006), for a discussion of these changes.

9. See Katharine Q. Seelye, "Times Are Tough for News Media, but Journalism Schools Are Still Booming," *New York Times*, Monday, May 15, 2006, C1; C8, for an example of this argument.

10. Lee B. Becker and Joseph D. Graf, *Myths & Trends: What the Real Numbers Say About Journalism Education* (Arlington, VA: The Freedom Forum, 1995), also available at <<http://www.grady.uga.edu/annualsurveys/mythsandtrends2000.pdf>> (12 June 2006).

11. W.J. Hussar, *Projections of Education Statistics to 2014* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, U.S. Government Printing Office, 2005), Table 19.

12. Hussar, *Projections of Education Statistics to 2014*, Appendix A.

13. The completion of all IPEDS surveys is mandatory for all institutions that participate in or are applicants for participation in any federal financial assistance program authorized by Title IV of the Higher Education Act of 1965, as amended. The completion of the surveys is mandated by 20 U.S.C. 1094, Section 487(a)(17). Title IV covers the

administration of the federal student financial aid programs.

14. Institutions make their own decisions on how to use the codes.

15. For a list of the CIP Codes both for 1990 and 2000, see Amy Jo Coffey, Lee B. Becker, and Tudor Vlad, "Survey of Doctoral Programs in Communication: Updated Report for 2003-2004 Graduates," at the Web site for the *Annual Surveys of Journalism & Mass Communication*, September 2004, <<http://www.grady.uga.edu/annualsurveys/doctoralsurvey/2004/doc04sum.htm>> (15 September 2004). See also U.S. Department of Education, National Center for Education Statistics, *Classification of Instructional Programs-2000* (NCES 2002-165), (Washington, DC: U.S. Government Printing Office, 2002).

16. A university can decide arbitrarily to use the 09.0101 subcategory "Communication Studies/Speech Communication and Rhetoric" or the 23.1001 subcategory "Speech and Rhetorical Studies." The former code was revised in 2000, while the latter has been used since 1990.

17. Hussar, *Projections of Education Statistics to 2014*, Tables 27-29.

18. An estimated 104 doctoral programs in the broad field of communication now exist. See Lee B. Becker, Tudor Vlad, and Maria Tucker, "Survey of Doctoral Programs in Communication: Updated Report for 2004-2005 Graduates," August 2006, <http://www.grady.uga.edu/annualsurveys/AnnualSurvey2005Reports/Doctoral_report2005_Merged_v2.pdf> (30 August 2006).

19. Lee B. Becker, Tudor Vlad, Jisu Huh, and Nancy R. Mace, "Annual Enrollment Report: Graduate and Undergraduate Enrollments Increase

Sharply," *Journalism & Mass Communication Educator* 58 (fall 2003): 273-300; Thomas D. Snyder, Alexandra G. Tan, and Charlene M. Hoffman, "Digest of Education Statistics," August 2006, <http://nces.ed.gov/programs/digest/d05/tables/dt05_170.asp> (29 August 2006).

20. Snyder, Tan, and Hoffman, "Digest of Education Statistics," <http://nces.ed.gov/programs/digest/d05/tables/dt05_170.asp>.

21. U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 2006*, August 2006, <<http://nces.ed.gov/programs/coe/2006/section1/table.asp?tableID=443>> (30 August 2006).

22. Snyder, Tan, and Hoffman, "Digest of Education Statistics," <http://nces.ed.gov/programs/digest/d05/tables/dt05_186.asp>.

23. Detailed tables showing enrollments and degrees granted by gender and race/ethnicity since 1988 are available on the Web site of the Annual Surveys of Journalism & Mass Communication (August 2006) <www.grady.uga.edu/annualsurveys> (29 August 2006).

24. Snyder, Tan, and Hoffman, "Digest of Education Statistics," <<http://nces.ed.gov/programs/digest/d05/>

[tables/dt05_170.asp](http://nces.ed.gov/programs/digest/d05/tables/dt05_170.asp)>.

25. "Baby Boomers" are defined usually as those born between 1946 and 1964. See U.S. Bureau of the Census, *Population Profile of the United States: 2000 (Internet Release)*, August 2006, <<http://www.census.gov/population/pop-profile/2000/profile2000.pdf>> (29 August 2006).

26. The authors of this article conduct the *ASJMC Faculty Salary Survey* at the University of Georgia. The data are proprietary, however, and the authors thank the leadership of ASJMC for allowing them to do the analyses reported here.

27. Lee B. Becker, Tudor Vlad, and Maria Tucker, "Survey of Doctoral Programs in Communication: Updated Report for 2004-2005 Graduates," August 2006, <http://www.grady.uga.edu/annualsurveys/AnnualSurvey2005Reports/Doctoral_report2005_Merged_v2.pdf> (30 August 2006).

28. The classification is based on the original Carnegie classification system of 1973, revised in 2006 and now called the "Basic Classification." For a description of the scheme, see Carnegie Classification, August 2006, <<http://www.carnegiefoundation.org/classifications/sub.asp?key=791>> (29 August 2006).

Appendix
Enrollments Autumn 2005 and Degrees Granted July 1, 2004, to June 30, 2005

State (Postal Code)/School	Enrollment			Degrees Granted		
	Bachelor	Master	Doctoral	Bachelor	Master	Doctoral
AK--UNIV AK ANCH	324	0	0	53	0	0
AK--UNIV AK FAIR	61	0	0	.	0	0
AL--AL ST UNIV	238	0	0	.	0	0
AL--AUBURN UNIV	480	0	0	164	0	0
AL--JACKSONVILLE ST U	204	0	0	34	0	0
AL--SAMFORD UNIV	117	0	0	34	0	0
AL--SPR HILL COL	72	0	0	18	0	0
AL--TROY ST U	300	0	0	.	0	0
AL--UNIV NORTH AL	290	0	0	.	0	0
AL--UNIV OF AL	1,777	93	43	338	47	9
AL--UNIV OF AL BIRM	426	31	0	87	2	0
AL--UNIV OF S AL	406	48	0	72	5	0
AR--AR ST UNIV	389	22	0	75	11	0
AR--AR TECH UNIV	350	40	0	.	.	0
AR--HARDING UNIV	330	0	0	0	0	0
AR--HENDERSON ST	120	0	0	.	0	0
AR--J BROWN UNIV	147	0	0	.	0	0
AR--OUACH BAPT U	88	0	0	.	0	0
AR--UNIV AR FAY	592	45	0	93	5	0
AR--UNIV AR LR	300	30	0	.	.	0
AR--UNIV OF C AR	550	0	0	.	0	0
AZ--AZ ST UNIV	1,925	78	0	282	22	0
AZ--N AZ UNIV	875	28	0	219	0	0
AZ--UNIV AZ	630	0	0	175	0	0
CA--AZUSA PACIFIC U	463	0	0	88	0	0
CA--CA LUTHERAN U	207	0	0	55	0	0
CA--CA POLY OBIS	200	0	0	.	0	0
CA--CA POLY POM	318	0	0	.	0	0
CA--CA ST CHICO	344	0	0	87	0	0
CA--CA ST DOM HI	500	0	0	.	0	0
CA--CA ST FRESNO	465	8	0	112	5	0
CA--CA ST FULLER	2,374	223	0	753	76	0
CA--CA ST HAYWAR	360	21	0	.	.	0
CA--CA ST LA	425	55	0	.	.	0
CA--CA ST LBEACH	442	0	0	90	0	0
CA--CA ST NORTHR	685	43	0	122	3	0
CA--CA ST SAC	1,300	45	0	.	.	0
CA--CA ST U BAKERSFLD	196	0	0	54	0	0
CA--HUMBOLDT ST	186	0	0	39	0	0
CA--MENLO COL	73	0	0	.	0	0
CA--PAC UNION	70	0	0	.	0	0
CA--PEPPERDINE	557	30	0	140	11	0
CA--PT LOMA NAZ	75	0	0	.	0	0
CA--S CLARA U	378	0	0	105	0	0
CA--SAN DIEGO ST	527	37	0	.	.	0
CA--SAN JOSE ST	691	72	0	170	22	0

State (Postal Code)/School	Enrollment			Degrees Granted		
	Bachelor	Master	Doctoral	Bachelor	Master	Doctoral
CA--SF STATE U	538	0	0	.	0	0
CA--ST MARY'S COL CA	162	0	0	.	0	0
CA--STANFORD	90	26	27	46	29	3
CA--U OF LAVERNE	225	0	0	.	0	0
CA--UC BERKELEY	0	60	0	0	.	0
CA--UNIV OF PAC	140	25	0	.	.	0
CA--UNIV OF SF COM	130	0	0	35	0	0
CA--UNIV S CA	505	170	0	139	63	0
CO--ADAMS ST COL	35	0	0	.	0	0
CO--CO ST UNIV	691	55	0	168	25	0
CO--MESA ST COLLEGE	150	0	0	.	0	0
CO--METRO ST COLLEGE	500	0	0	.	0	0
CO--UNIV OF CO	582	76	29	251	25	1
CO--UNIV OF DENV	354	79	0	91	.	0
CO--UNIV OF N CO	444	0	0	80	0	0
CO--UNIV OF S CO	241	0	0	60	0	0
CT--QUINNIPIAC UNIV	1,084	95	0	250	41	0
CT--S CONN ST U	160	0	0	.	0	0
CT--U NEW HAVEN	93	8	0	15	0	0
CT--UNIV OF BRID	68	0	0	8	0	0
CT--UNIV OF CT	252	0	0	50	0	0
CT--UNIV OF HART	300	45	0	.	.	0
CT--W CT ST U	124	40	0	.	.	0
DE--DE ST U	350	0	0	8	0	0
DE--UNIV OF DE	496	14	0	115	8	0
FL--E WATERS COL	40	0	0	11	0	0
FL--FL A&M	386	17	0	75	.	0
FL--FL INTER	1,662	113	0	292	44	0
FL--FL SOUTHERN	125	0	0	.	0	0
FL--FLAGLER COL	307	0	0	.	0	0
FL--JACK UNIV	89	0	0	.	0	0
FL--U OF MIAMI	818	37	0	226	.	0
FL--UNIV OF C FL	1,949	81	0	414	33	0
FL--UNIV OF FL	2,645	158	57	694	71	10
FL--UNIV OF N FL	512	0	0	218	0	0
FL--UNIV OF S FL	1,246	36	0	182	9	0
FL--UNIV OF W FL	575	18	0	173	13	0
GA--BERRY COLLEGE	154	0	0	34	0	0
GA--BRENAU UNIV	35	0	0	8	0	0
GA--CLARK ATLANTA U	844	0	0	.	0	0
GA--FT VALLEY ST U	130	0	0	.	0	0
GA--GA COLL & ST U	275	0	0	35	0	0
GA--GA SOUTHERN	900	0	0	.	0	0
GA--GA ST UNIV	1,452	106	47	399	27	3
GA--MERCER U	27	0	0	7	0	0
GA--SAV ST UNIV	200	0	0	.	0	0
GA--ST U OF W GA	150	0	0	.	0	0
GA--TOCCOA FALLS	60	0	0	.	0	0

State (Postal Code)/School	Enrollment			Degrees Granted		
	Bachelor	Master	Doctoral	Bachelor	Master	Doctoral
GA--UNIV OF GA	1,227	79	27	539	49	4
HI--CHAMINADE U HONO	48	0	0	.	0	0
HI--HAWAII PACIFIC U	430	138	0	96	33	0
HI--U HI MANOA	77	0	0	42	0	0
IA--CLARKE COL	70	0	0	.	0	0
IA--DRAKE UNIV	488	0	0	125	0	0
IA--G VIEW COL	119	0	0	31	0	0
IA--IA ST UNIV	763	32	0	179	9	0
IA--MORNINGSIDE COL	30	0	0	.	0	0
IA--UNIV NRTHRN IA	598	50	0	153	20	0
IA--UNIV OF IA	503	37	25	114	9	6
ID--BOISE ST U	559	20	0	.	.	0
ID--ID ST UNIV	273	0	0	29	0	0
ID--UNIV OF ID	470	0	0	.	0	0
IL--BRADLEY UNIV	572	0	0	135	0	0
IL--COLUMBIA CHI	675	39	0	99	13	0
IL--DEPAUL UNIV	900	200	0	250	75	0
IL--E IL UNIV	200	0	0	40	0	0
IL--GOVERNOR ST U	60	120	0	.	.	0
IL--IL COL	27	0	0	6	0	0
IL--IL ST UNIV	758	78	0	265	26	0
IL--LEWIS UNIV	128	0	0	.	0	0
IL--LOYOLA CHI	387	0	0	81	0	0
IL--N IL UNIV	903	59	0	314	36	0
IL--NORTHWESTERN	663	500	0	156	170	0
IL--ROOSEVELT	146	261	0	.	.	0
IL--S IL UNIV CA	385	0	0	73	0	0
IL--S IL UNIV ED	172	22	0	73	4	0
IL--UNIV OF IL	561	59	51	236	38	5
IL--UNIV OF ST FRAN	68	0	0	10	0	0
IL--WEST IL UNIV	131	0	0	24	0	0
IN--ANDERSON COL	59	0	0	.	0	0
IN--BALL STATE U	1,833	196	0	354	79	0
IN--BUTLER UNIV	200	0	0	.	0	0
IN--CALUMET COL	15	0	0	.	0	0
IN--DEPAUW UNIV	228	0	0	.	0	0
IN--FRANKLIN COL	98	0	0	.	0	0
IN--GOSHEN COL	54	0	0	14	0	0
IN--IN ST UNIV	407	65	1	.	.	.
IN--IN UNIV BLOOM	635	39	16	214	18	1
IN--IN UNIV IND	96	0	0	28	0	0
IN--PURDUE UNIV	758	39	73	203	10	9
IN--ST MARY WOOD	12	0	0	5	0	0
IN--U EVANSVILLE	76	0	0	12	0	0
IN--UNIV INDIANAPOLIS	0	140	0	0	.	0
IN--UNIV STHRN IN	351	0	0	.	0	0
IN--VALPARAISO U	179	0	0	35	0	0
KS--BAKER UNIV	45	0	0	.	0	0

<i>State (Postal Code)/School</i>	<i>Enrollment</i>			<i>Degrees Granted</i>		
	<i>Bachelor</i>	<i>Master</i>	<i>Doctoral</i>	<i>Bachelor</i>	<i>Master</i>	<i>Doctoral</i>
KS--BENEDICTINE	66	0	0	13	0	0
KS--FT HAYS ST U	105	28	0	22	8	0
KS--KS ST UNIV	697	22	0	125	9	0
KS--PITTSBURG ST	249	20	0	60	16	0
KS--UNIV OF KS	729	68	0	295	22	0
KS--WASHBURN U	180	0	0	.	0	0
KS--WICHITA ST U	382	44	0	96	13	0
KY--ASBURY COL	270	0	0	56	0	0
KY--E KY UNIV	338	0	0	112	0	0
KY--MOREHEAD ST	350	25	0	.	.	0
KY--MURRAY ST U	521	31	0	113	18	0
KY--N KY UNIV	600	25	0	.	.	0
KY--U LOUISVILLE	510	0	0	155	0	0
KY--UNIV OF KY	969	0	0	.	0	0
KY--W KY UNIV	1,087	0	0	189	0	0
LA--GRAMBLING ST	275	20	0	.	.	0
LA--LA COL	8	0	0	1	0	0
LA--LA ST UNIV	521	50	17	0	11	0
LA--LA TECH UNIV	86	0	0	15	0	0
LA--LOYOLA U NEW OR	432	8	0	.	.	0
LA--LSU SHREVE	97	0	0	17	0	0
LA--MCNEESE ST	229	0	0	.	0	0
LA--NICHOLLS ST	159	0	0	15	0	0
LA--NW ST UNIV	123	0	0	37	0	0
LA--SE LA UNIV	416	20	0	74	9	0
LA--SOUTHERN U	264	50	0	47	16	0
LA--U LA LAFAYETTE	594	44	0	91	10	0
LA--U LA MONROE	150	0	0	.	0	0
LA--XAVIER U LA	66	0	0	.	0	0
MA--AMERICAN INTL COL	85	0	0	.	0	0
MA--BOSTON UNIV	1,965	378	0	606	219	0
MA--EMERSON COL	1,000	450	0	.	.	0
MA--MA COL LIBERAL ARTS	324	0	0	70	0	0
MA--NORTHEASTERN	500	15	0	.	.	0
MA--SIMMONS COL	53	81	0	46	26	0
MA--SUFFOLK UNIV	572	62	0	180	19	0
MA--UNIV OF MA	398	0	0	97	0	0
MD--BOWIE ST	261	0	0	58	9	0
MD--COLUMBIA UNION COL	80	0	0	1	0	0
MD--HOOD COLLEGE	43	0	0	19	0	0
MD--LOYOLA COL	400	0	0	.	0	0
MD--TOWSON UNIV	1,100	46	0	.	.	0
MD--UNIV OF MD	526	53	28	143	34	2
ME--UNIV OF ME	400	20	0	.	.	0
MI--ANDREWS U	48	7	0	13	3	0
MI--C MI UNIV	674	0	0	140	0	0
MI--CALVIN COL	370	0	0	.	0	0
MI--EA MI UNIV	219	0	0	35	0	0

State (Postal Code)/School	Enrollment			Degrees Granted		
	Bachelor	Master	Doctoral	Bachelor	Master	Doctoral
MI--GRAND VALLEY	1,429	55	0	282	18	0
MI--MADONNA UNIV	36	0	0	8	0	0
MI--MI ST UNIV	3,516	218	92	1,083	135	17
MI--OAKLAND U	573	0	0	202	0	0
MI--U OF DETROIT	68	0	0	.	0	0
MI--UNIV OF MI	288	0	28	203	0	3
MI--W MI UNIV	177	38	0	.	.	0
MI--WAYNE ST U	620	0	0	.	0	0
MN--BEMIDJI ST U	130	0	0	28	0	0
MN--MN ST U MANKATO	257	0	0	87	0	0
MN--MN ST U MOORHEAD	450	0	0	.	0	0
MN--NORTHWESTERN COL	191	0	0	34	0	0
MN--ST CLOUD ST	440	50	0	151	0	0
MN--ST MARYS UNIV	56	0	0	24	0	0
MN--UNIV OF MN	1,115	80	40	273	20	5
MN--UNIV ST THOMAS	388	0	0	95	0	0
MN--WINONA ST U	423	0	0	97	0	0
MO--C MO ST UNIV	446	54	0	85	7	0
MO--COL OZARKS	48	0	0	12	0	0
MO--CULVER-STOCK	36	0	0	10	0	0
MO--EVANGEL UNIV	154	0	0	40	0	0
MO--LINCOLN UNIV	71	0	0	14	0	0
MO--LINDENWOOD	525	70	0	.	.	0
MO--MARYVILLE	73	0	0	.	0	0
MO--MO ST UNIV	427	0	0	77	0	0
MO--MO STHRN ST COL	147	0	0	25	0	0
MO--MO W ST COL	51	0	0	.	0	0
MO--NW MO ST U	320	0	0	.	0	0
MO--PARK UNIV	95	13	0	22	0	0
MO--SE MO ST U	456	0	0	86	0	0
MO--ST LOUIS U	260	30	0	.	.	0
MO--STEPHENS	67	0	0	36	0	0
MO--TRUMAN ST U	350	25	0	.	.	0
MO--UNIV MO KC	289	1	0	88	1	0
MO--UNIV MO SL	499	40	0	148	7	0
MO--UNIV OF MO	2,024	239	37	387	86	11
MO--WEBSTER UNIV	902	204	0	216	27	0
MS--ALCORN ST UNIV	60	0	0	.	0	0
MS--JACKSON ST U	218	24	0	31	3	0
MS--MS ST UNIV	470	0	0	.	0	0
MS--MS U WOMEN	57	0	0	16	0	0
MS--MS VALLEY ST UNIV	150	0	0	.	0	0
MS--RUST COL	63	0	0	15	0	0
MS--TOUGALOO COL	22	0	0	.	0	0
MS--UNIV OF MS	346	21	0	76	.	0
MS--UNIV S MS	464	45	35	91	.	.
MT--UNIV OF MT	556	20	0	94	7	0
NC--A&T STATE U	479	0	0	64	0	0

State (Postal Code)/School	Enrollment			Degrees Granted		
	Bachelor	Master	Doctoral	Bachelor	Master	Doctoral
NC--APPALACHIAN	927	0	0	255	0	0
NC--CAMPBELL U	120	0	0	35	0	0
NC--E CAROLINA U	786	0	0	198	0	0
NC--ELON UNIV	838	0	0	216	0	0
NC--JC SMITH U	114	0	0	21	0	0
NC--LENOIR-RHYNE	44	0	0	14	0	0
NC--UNIV NC ASHE	145	0	0	37	0	0
NC--UNIV NC CH	790	49	38	371	19	16
NC--UNIV NC PEMBROKE	106	0	0	34	0	0
NC--W CAROLINA U	260	0	0	.	0	0
NC--WINGATE UNIV	27	0	0	.	0	0
NC--WINSTON-SALEM ST U	172	0	0	.	0	0
ND--ND ST UNIV	300	100	35	.	.	.
ND--UNIV OF ND	360	18	21	99	8	0
NE--CREIGHTON U	150	0	0	.	0	0
NE--HASTINGS COL	60	0	0	.	0	0
NE--MIDLAND LUTH	25	0	0	10	0	0
NE--U OF NE KEARNEY	261	0	0	79	0	0
NE--U OF NE LINCOLN	837	63	0	187	19	0
NE--U OF NE OMAHA	479	95	0	123	18	0
NE--UNION COL	45	0	0	.	0	0
NE--WAYNE ST COL	40	0	0	13	0	0
NH--KEENE ST COL	93	0	0	.	0	0
NH--UNIV OF NH	160	10	0	27	1	0
NJ--COL OF NJ	550	70	0	.	.	0
NJ--FAIR DICK U	124	11	0	30	6	0
NJ--RIDER UNIV	460	0	0	.	0	0
NJ--ROWAN UNIV	118	0	0	24	0	0
NJ--RUTGERS NB	609	0	0	230	0	0
NJ--RUTGERS NE	35	0	0	.	0	0
NJ--SETON HALL	485	40	0	120	40	0
NJ--WM PATERSON	970	15	0	300	15	0
NM--E NM UNIV	127	25	0	.	.	0
NM--NM ST UNIV	295	0	0	62	0	0
NM--UNIV OF NM	550	45	30	.	.	.
NV--U OF NV LV	900	25	0	.	.	0
NV--U OF NV RE	600	15	0	.	.	0
NY--BARUCH COLL CITY NY	88	21	0	28	5	0
NY--CANISIUS COL	400	77	0	69	16	0
NY--COLUMBIA	0	367	30	0	.	.
NY--CORNELL UNIV	268	17	16	91	.	.
NY--FORDHAM UNIV	800	80	0	.	.	0
NY--HOFSTRA UNIV	549	0	0	105	0	0
NY--IONA COL	156	48	0	107	.	0
NY--ITHACA COL	1,250	20	0	.	.	0
NY--LONG I U BR	65	0	0	12	0	0
NY--LONG ISL UNIV	225	0	0	56	0	0
NY--MARIST COL	918	50	0	240	0	0

State (Postal Code)/School	Enrollment			Degrees Granted		
	Bachelor	Master	Doctoral	Bachelor	Master	Doctoral
NY--MERCY COL	86	0	0	.	0	0
NY--NIAGARA UNIV	135	0	0	30	0	0
NY--NY UNIV	567	144	0	.	.	0
NY--PACE UNIV PLEASANT	279	0	0	.	0	0
NY--ROCHESTER IT	388	0	0	85	0	0
NY--ST BONAVENT	321	33	0	74	17	0
NY--ST JOHN FISH	234	0	0	77	0	0
NY--ST JOHNS U	900	0	0	.	0	0
NY--ST U COL BUF	517	0	0	112	0	0
NY--SUNY COL OLD WEST	230	0	0	.	0	0
NY--SUNY PLATTSBURGH	73	0	0	.	0	0
NY--SUNY-NEW PALTZ	160	0	0	15	0	0
NY--SYRACUSE U	1,835	328	19	436	303	7
NY--UTICA COL	151	0	0	.	0	0
OH--ASHLAND UNIV	179	0	0	34	0	0
OH--BOWLING GRN	354	0	0	46	0	0
OH--CLEVELAND ST	550	75	0	.	.	0
OH--FRANCISCAN U	129	0	0	31	0	0
OH--JOHN CARROLL U	178	33	0	120	12	0
OH--KENT ST UNIV	1,189	37	0	188	8	0
OH--MARIETTA COL	123	26	0	16	2	0
OH--MIAMI U MASS	563	11	0	.	.	0
OH--OH ST UNIV	1,021	30	32	449	16	10
OH--OH UNIV	885	30	12	210	14	2
OH--OH WESLEYAN	28	0	0	14	0	0
OH--OTTERBEIN	312	0	0	78	0	0
OH--UNIV AKRON	825	50	0	160	5	0
OH--UNIV DAYTON	651	19	0	150	3	0
OH--UNIV TOLEDO	600	0	0	.	0	0
OH--WRIGHT ST U	500	0	0	.	0	0
OH--XAVIER UNIV	232	0	0	.	0	0
OH--YOUNGSTOWN	78	0	0	.	0	0
OK--CAMERON U	168	0	0	20	0	0
OK--EC UNIV	120	0	0	18	0	0
OK--NE ST UNIV	125	0	0	.	0	0
OK--OK BAPTIST	14	0	0	.	0	0
OK--OK CHRISTIAN U	120	0	0	.	0	0
OK--OK CITY UNIV	65	10	0	11	3	0
OK--OK ST UNIV	561	31	0	163	5	0
OK--S NAZARENE U	17	0	0	3	0	0
OK--U CENTRAL OK	300	0	0	.	0	0
OK--UNIV OF OK	1,287	82	0	258	16	0
OK--UNIV TULSA	102	0	0	25	0	0
OR--LINFIELD COL	78	0	0	.	0	0
OR--S OR UNIV	320	0	0	.	0	0
OR--UNIV OF OR	1,439	61	24	349	19	4
PA--BLOOMSBURG U	184	0	0	46	0	0
PA--CABRINI COL	219	0	0	51	0	0

State (Postal Code)/School	Enrollment			Degrees Granted		
	Bachelor	Master	Doctoral	Bachelor	Master	Doctoral
PA--ELIZABETHTWN	128	0	0	37	0	0
PA--INDIANA U PA	222	0	0	31	0	0
PA--LASALLE UNIV	475	125	0	.	.	0
PA--LEHIGH UNIV	188	0	0	.	0	0
PA--LOCK HAVEN U	173	0	0	40	0	0
PA--LYCOMING COL	82	0	0	33	0	0
PA--MERCYHURST	125	0	0	38	0	0
PA--MESSIAH COL	154	0	0	32	0	0
PA--MILLERSVILLE U	455	0	0	.	0	0
PA--PA ST UNIV	3,337	16	60	941	10	5
PA--POINT PARK	398	80	0	83	25	0
PA--SHIPPENSBURG	343	24	0	.	.	0
PA--SUSQUEHANNA U	260	0	0	60	0	0
PA--TEMPLE UNIV	3,495	130	40	.	.	.
PA--UNIV OF PITT	60	0	0	28	0	0
PA--UNIV SCRANTON	300	0	0	65	0	0
PA--URSINUS COL	91	0	0	.	0	0
PA--YORK COL	200	0	0	50	0	0
RI--UNIV OF RI	121	0	0	30	0	0
SC--BENEDICT COL	250	0	0	.	0	0
SC--COL CHARLESTON	825	15	0	.	.	0
SC--FRANCIS MARION U	135	0	0	22	0	0
SC--UNIV OF SC	1,504	49	15	339	5	2
SC--UNIV OF SC AIKEN	121	0	0	34	0	0
SC--WINTHROP UNIV	285	0	0	79	0	0
SD--BLACK HILLS	165	0	0	24	0	0
SD--SD ST UNIV	254	13	0	47	2	0
SD--UNIV OF SD	262	0	0	60	0	0
TN--AUSTIN PEAY	550	150	0	.	.	0
TN--BELMONT UNIV	150	0	0	31	0	0
TN--CHRISTIAN BR	41	0	0	27	0	0
TN--E TN ST UNIV	332	32	0	91	4	0
TN--MID TN ST U	3,062	73	0	685	6	0
TN--S ADVENTIST U	138	0	0	42	0	0
TN--TN ST UNIV	275	0	0	.	0	0
TN--TN TECH UNIV	73	0	0	12	0	0
TN--UNIV MEMPHIS	353	37	0	93	18	0
TN--UNIV TN CHAT	241	0	0	58	0	0
TN--UNIV TN KNOX	1,483	59	42	353	15	3
TN--UNIV TN MART	200	0	0	.	0	0
TX--ABILENE CHR	224	0	0	34	0	0
TX--ANGELO ST U	313	11	0	62	7	0
TX--BAYLOR UNIV	337	15	0	110	2	0
TX--E TX ST UNIV	11	0	0	.	0	0
TX--HARDIN-SIMM	15	0	0	.	0	0
TX--HOUSTON BAPTIST UNIV	90	0	0	.	0	0
TX--LAMAR UNIV BEAUMONT	300	0	0	57	0	0
TX--MIDWEST ST U	137	0	0	13	0	0

State (Postal Code)/School	Enrollment			Degrees Granted		
	Bachelor	Master	Doctoral	Bachelor	Master	Doctoral
TX--PRAIRIE VIEW	416	0	0	.	0	0
TX--S METH UNIV	140	0	0	28	0	0
TX--SAM HOUSTON	622	0	0	253	0	0
TX--SF AUSTIN ST	1,000	18	0	.	.	0
TX--SW TX ST U	1,599	56	0	274	17	0
TX--TRINITY UNIV	109	0	0	45	0	0
TX--TX A&M U COMMERCE	230	0	0	49	0	0
TX--TX A&M U KINGS	210	50	0	.	.	0
TX--TX CHRIST U	587	17	0	103	3	0
TX--TX LUTHERAN	50	0	0	.	0	0
TX--TX S UNIV	600	35	0	.	.	0
TX--TX TECH UNIV	1,538	27	9	234	13	0
TX--TX WESLEYAN	65	0	0	.	0	0
TX--U TX ARL	1,000	35	0	.	.	0
TX--U TX AUS	680	64	41	163	27	5
TX--U TX BROWNSVILLE	130	0	0	.	0	0
TX--U TX EL PASO	639	28	0	88	7	0
TX--U TX PAN AMER	195	46	0	.	.	0
TX--U TX PERMIAN	66	0	0	16	0	0
TX--U TX TYLER	154	0	0	34	0	0
TX--UNIV HOUSTON	1,600	70	0	.	.	0
TX--UNIV N TX	1,100	88	0	.	.	0
TX--W TX A&M UNIV	182	24	0	31	.	0
UT--BRIG YOUNG U	562	40	0	399	2	0
UT--S UTAH UNIV	285	20	0	85	.	0
UT--UNIV OF UT	600	11	20	.	.	.
UT--UT ST UNIV	306	9	0	95	1	0
UT--WEBER ST U	203	0	0	80	0	0
VA--EMORY HENRY	66	0	0	16	0	0
VA--HAMPTON UNIV	430	0	0	71	0	0
VA--J MADISON U	885	0	0	209	0	0
VA--LIBERTY UNIV	750	28	0	.	.	0
VA--LYNCHBURG COL	160	0	0	.	0	0
VA--MARY BALDWIN	25	0	0	.	0	0
VA--MARYMOUNT UNIV	200	0	0	40	0	0
VA--NORFOLK ST U	404	50	0	.	.	0
VA--RADFORD UNIV	533	0	0	.	0	0
VA--REGENT UNIV	0	280	90	0	.	.
VA--U RICHMOND	50	0	0	18	0	0
VA--VA COMMON U	1,010	150	0	124	54	0
VA--VA POLYTECH	658	18	0	200	5	0
VA--VA UNION U	90	0	0	.	0	0
VA--VA WESLEYAN COL	78	0	0	32	0	0
VA--WASH & LEE	69	0	0	41	0	0
VT--CASTLETON ST COL	76	0	0	26	0	0
VT--ST MICHAELS	163	0	0	40	0	0
WA--C WA UNIV	180	0	0	90	0	0
WA--E WA UNIV	38	0	0	15	0	0

<i>State (Postal Code)/School</i>	<i>Enrollment</i>			<i>Degrees Granted</i>		
	<i>Bachelor</i>	<i>Master</i>	<i>Doctoral</i>	<i>Bachelor</i>	<i>Master</i>	<i>Doctoral</i>
WA--GONZAGA UNIV	318	0	0	76	0	0
WA--PAC LUTHERAN	168	0	0	45	0	0
WA--SEATTLE UNIV	260	0	0	.	0	0
WA--UNIV OF WA	842	78	55	440	27	6
WA--W WA UNIV	95	0	0	48	0	0
WA--WA ST UNIV	586	55	11	316	21	0
WA--WALLA WALLA	60	0	0	9	0	0
WA--WHITWORTH	113	0	0	26	0	0
WI--MARQUETTE U	1,013	64	0	251	28	0
WI--U WI EAU CL	614	0	0	152	0	0
WI--U WI LA CRO	169	0	0	.	0	0
WI--U WI MA JOU	402	52	46	200	14	13
WI--U WI MA LIFE SCI	100	37	16	.	.	.
WI--U WI MIL	269	31	0	144	7	0
WI--U WI OSH KO	253	0	0	39	0	0
WI--U WI RIV FA	108	0	0	16	0	0
WI--U WI STEVE	399	32	0	122	4	0
WI--U WI WHITE	640	40	0	.	.	0
WI--UNIV WI SUPERIOR	151	12	0	.	.	0
WV--BETHANY COL	101	0	0	19	0	0
WV--MARSHALL U	397	38	0	66	13	0
WV--WV UNIV	1,331	48	0	198	16	0
WY--UNIV OF WY	277	25	0	113	7	0
DC--AMERICAN U	766	321	0	226	148	0
DC--G WASH UNIV	237	25	0	96	6	0
DC--HOWARD UNIV	1,125	40	20	251	19	10
PR--UNIV PR	647	61	0	164	7	0
PR--U SACRED HEART	2,064	0	0	350	0	0

Note: Blank cells are missing data.