

A Study of Four Federal Graduate Fellowship Programs

Education and Employment Outcomes

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Executive Summary

The Office of Postsecondary Education (OPE) in the U.S. Department of Education (ED) sponsors four graduate fellowship programs: the Fulbright-Hays Doctoral Dissertation Research Abroad (DDRA) fellowship program, the Foreign Language and Area Studies (FLAS) fellowship program, the Graduate Assistance in Areas of National Need (GAANN) fellowship program, and the Jacob K. Javits fellowship program. This report describes the academic and employment outcomes as of 2006 of graduate students who received financial support through one of these four federal fellowship programs between 1997 and 1999. The programs vary significantly with respect to their goals, the number of fellowships supported, and the amount of funding dispersed. Despite their differences, however, all of these programs are intended to encourage academically talented students to become experts in fields important to the national interest.

Methodology

The study was conducted in two parts: an institution-level survey and a fellowship-level survey. Using contact information obtained through the institution survey or available from ED records, survey researchers located and invited 72 percent of the sample of 5,525 fellowships to participate in a Web-based survey. The overall response rate—the proportion of fellowships for which a survey was completed—was 45 percent, ranging from 44 percent among FLAS and GAANN fellowships to 64 percent among Javits fellowships. Given the relatively high proportion of untraceable fellows and low response rates, some bias in the outcomes of survey respondents may have occurred, although analyses indicate that there were no differences between survey respondents and nonrespondents with respect to gender, race-ethnicity, or field of study. For example, students who completed degrees or found related employment may have been more likely than others to respond to the survey invitation. Such bias would result in overestimation of the employment and education outcomes examined in this study. Further details regarding study methodology can be found in Appendix A.

Key Findings

Despite differences among these four fellowship programs in purpose and implementation, there are noteworthy similarities in their outcomes (Table A).

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- With respect to education outcomes, the majority of fellows in each of the four programs completed their degrees, with the percentage of degree completions ranging among programs from about two-thirds to nine-tenths of fellowships.

Table A. Selected program characteristics and findings

Program characteristic	DDRA	FLAS	GAANN	Javits
Goal or Objective	To fund doctoral students to conduct research in other countries in modern languages and area studies	To develop expertise in modern foreign languages	To meet national needs for expertise in mathematics, natural sciences, computer science, and engineering	To enable students of superior ability in the arts, humanities, and social sciences to complete their terminal degree
Fellowship survey response rate	61	44	44	64
Percent of fellowships with degrees completed by 2006	93	80	78	68
Doctoral fellowships	93	72	77	‡
Other fellowships	NA	95	92	‡
Average years to degree completion	6	5	5	6
Doctoral fellowships	6	7	6	‡
Other fellowships	NA	3	3	‡
Percent employed in job related to fellowship gained expertise since completing fellowship	90	71	90	75

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

SOURCE: U.S. Department of Education, Web site: <http://www.ed.gov/about/offices/list/ope/programs.html> (accessed April 13, 2007); Survey of Graduate Fellowship Programs, 2006.

- DDRA fellows, who were awarded fellowships late in their graduate school careers, finished their doctoral degrees at a rate of 93 percent.
- Among FLAS fellows, the rate of degree completion varied with program type. Degrees were completed for about 95 percent of FLAS fellowships awarded to master’s and first-professional degree students. Among doctoral student fellows, 72 percent had completed their degrees, and most of those who had not yet completed were continuing to pursue their degrees.
- Among GAANN fellows, 90 percent of whom were in doctoral programs, 78 percent had completed their degrees and 9 percent were still enrolled or pursuing their degrees.

EXECUTIVE SUMMARY

- Among Javits fellows, who were awarded their fellowships at the beginning of the graduate programs, 68 percent had completed their degrees and another 19 percent were still pursuing their degrees.
- Fellows who completed their degrees tended to do so in less time than graduate students overall. National surveys indicate that doctoral students who complete their degrees do so in seven to twelve years, depending on their field of study, with students in the humanities and social sciences taking more time than students in the natural sciences.
 - DDRA fellows, who tended to specialize in the humanities and social sciences, completed their doctoral degrees in an average of six years, less than most national estimates for doctoral students in these fields.
 - FLAS fellows in master's and first-professional programs completed their degrees in an average of three years, and doctoral-level fellows in an average of seven years. FLAS fellows were also humanities and social science students for the most part, making their average lower than most estimates for doctoral students in these fields.
 - Among GAANN fellowships that supported students in doctoral programs, 66 percent of fellows completed their degrees within seven years. The average time to completion for GAANN doctoral fellows was six years, a shorter time-to-degree than estimates for students in the natural sciences and engineering in the late 1980s and early 1990s.
 - Javits fellows, also humanities and social sciences students, completed their degrees in an average of six years, again considerably lower than averages of 10 to 12 years estimated for humanities and social science doctoral students with other national data.
- With respect to employment outcomes, large proportions of students who received fellowships participated in the labor force after completing their fellowships, most commonly in work that was related to their fellowship-gained expertise and was part of a career they were pursuing.
 - About 90 percent of DDRA fellows reported that they worked in jobs related to their fellowship-gained expertise, and all of these fellows described these jobs as being part of a career they were pursuing. In addition, 89 percent of DDRA fellows had taught since completing their fellowships, which is consistent with the program's goal of enhancing the pool of faculty in modern languages and cultures.
 - About 90 percent of FLAS fellows had worked for pay since they completed their fellowships, with 71 percent working in fields related to the expertise they had gained through the fellowship. Nearly 100 percent of those who had worked in jobs related to their fellowship-gained expertise considered these jobs to be part of a career they were pursuing.

EXECUTIVE SUMMARY

- Nearly 90 percent of GAANN fellowships were followed by employment related to the expertise students gained through their fellowships. Among fellows in doctoral programs, 94 percent of fellows who completed their degrees were so employed.
- Eighty-five percent of Javits fellows had worked for pay since completing their fellowships, 75 percent in jobs related to the expertise they gained through their fellowships. Of those who worked, 77 percent had taught in one of their post-fellowship jobs, nearly all in a field related to the expertise they gained through their fellowship-supported study.

Although this report provides some national comparison data on graduate students' demographic and academic characteristics, degree completion, and time taken to complete a degree, it is important to realize that the students who receive these fellowships are highly qualified, high-achieving students, i.e., students who are probably more likely than the average graduate student to complete a degree or gain employment in their fields without the financial assistance and prestige effects of these fellowships. Students compete among their classmates, within institutions or across the nation, for these fellowships: students who win these competitions are superior students by definition. Without a true comparison group—i.e., students of similar qualifications who did not receive these fellowships—it is not possible to attribute these fellows' success to their receipt of the fellowships.

CHAPTER 1

Introduction

The Office of Postsecondary Education (OPE) in the U.S. Department of Education (ED) sponsors four graduate fellowship programs: the Fulbright-Hays Doctoral Dissertation Research Abroad (DDRA) fellowship program, the Foreign Language and Area Studies (FLAS) fellowship program, the Graduate Assistance in Areas of National Need (GAANN) fellowship program, and the Jacob K. Javits fellowship program. These programs are intended to encourage academically talented students to become expert in fields important to the national interest, such as the natural sciences and engineering, modern foreign languages and area studies, and the arts and humanities (Table 1). By providing financial support to graduate students in selected fields who have demonstrated academic excellence, these programs help students complete their degrees and pursue careers in their fields of graduate study. They function to enhance national expertise in particular areas vital to various national interests within the existing system of graduate education in American universities. Together, they provided 1,900 fellowships, totaling approximately \$73 million in funding, in fiscal year (FY) 2006.

The purpose of this study is to examine the academic and employment outcomes as of 2006 of graduate students who first received funding through each of these fellowship programs between 1997 and 1999. The outcomes reported here may allow policymakers to assess whether program goals are being achieved and to consider whether changes to program implementation might improve such achievement. This study contributes to policymakers' understanding of these programs' results, above and beyond the information provided by programs' performance reports, because it follows fellowship participants over time to assess their degree completion and employment outcomes. Performance reports by grantees, whether institutions or individuals, are submitted when funding ceases, and therefore they do not provide the longitudinal data needed to assess whether students complete lengthy doctoral programs or achieve the desired employment outcomes once they complete their degrees. By examining students' outcomes seven to nine years after they first received funding, these longer-term objectives can be assessed.

U.S. Graduate Education and the Federal Government

Recognizing the need for continuing investment in basic science training and research, the federal government and public and private universities have worked together to train scientists and conduct research since the end of World War II (National Science Board 1998). Through

Table 1. Selected program characteristics

Program characteristic	DDRA	FLAS	GAANN	Javits
Goal or Objective	To fund individual doctoral students to conduct research in other countries in modern foreign languages and area studies for periods of 6 to 12 months.	(1) to assist in the development of knowledge, resources, and trained personnel for modern foreign language and area/international studies; (2) to stimulate the attainment of foreign language acquisition and fluency; and (3) to develop a pool of international experts to meet national needs.	To increase the number of students of superior academic ability completing the terminal degree in designated areas of national need in order to alleviate that need.	To enable students of superior ability in the arts, humanities, and social sciences to complete their terminal degree.
FY 2006 Appropriation	\$4,400,000 (estimate)	\$29,129,500 (estimate)	\$30,067,290	\$9,796,922
FY 2006 Institution or Fellowship Award	New Fellowships: 150	Number of Institutional Awards: 124 Number of Fellowship Awards: Academic Year - 926; Summer - 635	Number of Awards: 116 new; 51 continuing	Number of Fellowships: New - 60; Continuing - 192
FY 2006 Average Institution or Fellowship Award	Average Fellowship Award: \$29,333	Average Institution Award: \$234,919 Average Fellowship: Academic Year - \$27,000; Summer - \$6,500	Average Institution Award: \$211,120 Maximum Stipend: \$30,000 Institutional Payment: \$12,224	Average Award: \$38,000

SOURCE: U.S. Department of Education, Web site: <http://www.ed.gov/about/offices/list/ope/programs.html> (accessed April 13, 2007).

grants, cooperative agreements, and contracts, the federal government supports research activities that enrich the learning environment and expand research opportunities for graduate and postdoctoral students. Some federal research funding to academic institutions is public investment in the advancement of fundamental knowledge and in the education of the next generation of scientists, engineers, and scholars in the humanities and social sciences. This kind of funding relationship may be described as an “investigator-initiated” activity performed by the university, and the four graduate fellowship programs examined in this study are prime examples of this sort of investment in graduate education.

Through federal grants, agreements, contracts, and loan programs, as well as institution and other private sources of funding, most graduate students receive some financial aid, which comes to them primarily in three forms: grants, loans, and assistantships (Choy and Moskovitz 1998). Most grants are awarded on the basis of merit rather than financial need and include scholarships, fellowships, and tuition waivers provided by the state or federal government, institutions, or other sources. Graduate and “first-professional” students borrow largely from the federal government through the Stafford Loan Program.¹ Research or teaching assistantships are awarded largely by institutions of higher education, although funding for these assistantships often comes from the federal government as well.

The types of aid students receive may vary with the type of degree they are pursuing, their major field of study, and the type of institution they attend. For example, in 1995–96, about three-fifths of students pursuing a master’s degree (excluding MBA students and those who were studying education at the master’s level) received some type of financial aid (Choy and Moskovitz 1998). Overall, 31 percent received grants, 24 percent borrowed, and 19 percent had assistantships, with some students receiving multiple types of aid. Among students pursuing a PhD in 1995–96, about two-thirds received some aid, with 40 percent receiving grants, 19 percent borrowing, and 41 percent receiving assistantships.

Several characteristics or factors have been associated with doctoral degree completion, including students’ field of study, gender, and race or ethnicity and the size of graduate program (Council of Graduate Schools 2004). In its review of literature on PhD completion and attrition, the Council of Graduate Schools found that students in the natural sciences consistently ranked first in degree completion, followed by students in the social sciences and finally students in the humanities. This relationship between field of study and degree completion is often attributed to

¹ “First-professional” degree programs define the academic requirements to begin practice in a profession. Students who enter such programs must have completed at least two years of college work before entering the degree program. The total amount of time required in the professional degree program and any prerequisite college work must equal six years or more. First-professional degrees may be awarded in the following fields: chiropractic (D.C. or D.C.M.), osteopathic medicine (D.O.), dentistry (D.D.S. or D.M.D.), pharmacy (Pharm.D.), law (L.L.B. or J.D.), podiatry (D.P.M., D.P., or Pod.D.), medicine (M.D.), theology (M.Div., M.H.L., B.D., or Ordination), optometry (O.D.), and veterinary medicine (D.V.M.).

differences in funding, because students in the natural sciences receive multiyear grants or assistantships that fund tuition and provide income for living expenses more often than do students in the social sciences or humanities. Nevertheless, some studies reviewed by the Council of Graduate Schools were able to take the confounding factor of funding differences into account and still identified differences among fields of study. In addition, the Council's review noted that men often completed degrees at higher rates than women, white students at higher rates than those of other racial or ethnic backgrounds, and students in smaller programs at higher rates than those in larger programs. These earlier findings provide some context for understanding the results of this study.

Research Questions

The four programs examined in this study support graduate students who intend to develop expertise that is valuable to the national interest. Data collection and analyses were designed to address the following research questions regarding the fellowships and fellows' education and employment outcomes:

1. What were the demographic and academic characteristics of fellows? How did these characteristics compare to those of all graduate students? What types of institutions of higher education participated in these programs?
2. How much financial support did fellowships provide participants? What other sources provided funding for fellows' graduate studies?
3. What proportion of fellowships resulted in degree completion? How long did fellows spend working on or completing their degrees?
4. How proficient did DDRA and FLAS fellows believe themselves to be in the foreign language they used to conduct their dissertation research or chose to study?
5. To what extent did graduate fellows pursue work in their field of study?
6. To what extent did program fellows feel that the fellowship programs influenced their decisions to enter their programs of study and to remain in their chosen careers?

Despite their common research questions, however, the programs vary on several important dimensions, including the fields of graduate study they support, the specific goals of the program, and the nature of the supported study. For example, whereas the FLAS and DDRA fellowship programs focus on developing written and oral communication skills in modern foreign languages and social or cultural expertise vis-à-vis modern foreign cultures, the GAANN

fellowship program emphasizes preparing scientists, mathematicians, and engineers, and the Javits program is designed to develop expertise in the arts and humanities. The DDRA program specifically targets students who plan to teach in the United States upon graduation, whereas other programs are less oriented toward enriching the pool of U.S. instructors. The FLAS program provides funding for summer or academic year study in a modern foreign language, whereas the DDRA program focuses on providing resources for students to conduct original research abroad. The Javits fellowships are awarded to individual student applicants, whereas the other three programs award funds to institutions of higher education that, in turn, award funding and resources to students. The Javits program serves beginning graduate students, while the DDRA program serves advanced doctoral students.

Given the substantial differences in fields of study among the four programs, both data collection and data analysis were conducted separately for each fellowship program. Three data collection instruments were designed for the fellowship survey, one each for the DDRA and FLAS programs, and a third for the GAANN and Javits programs. The analyses conducted and presented in this report describe the fellowship participants in each program and their education and employment outcomes as they relate to the goals of the fellowship program in which they participated.

The unit of analysis in this report is the fellowship rather than the fellow. This distinction is most relevant to the FLAS program, in which at least 175 students received multiple awards. Two fellows received multiple GAANN fellowships, and none received multiple DDRA or Javits fellowships, although the Javits program may provide funding for study over multiple academic years. For ease of exposition, data are sometimes discussed in terms of fellows and their characteristics, but in all cases the unit of analysis remains the fellowship.

Data Collection and Response Rates

Data for this study were collected in two phases: an institution survey and a fellowship survey. The institution survey was a census of institutions attended by fellows who received a Javits, GAANN, DDRA, or FLAS fellowship in 1997, 1998, or 1999.² Based upon OPE records of fellowship participants, survey staff developed a list of 117 institutions of higher education that received and distributed grant funding through the DDRA, FLAS, and GAANN programs and institutions in which Javits fellows were enrolled in degree programs in these years. Survey staff first contacted fellowship coordinators or administrators at these institutions to gather some data about fellowship participants, particularly contact information or other information that could be used to locate the students who received each fellowship. Fellowship coordinators at institutions were given a list of all fellows that OPE fellowship program records indicated had received one of the fellowships during these years. In some cases, the coordinator would add a fellow who

² See Appendix A for more information on data collection and study methodology.

received a fellowship but was not on the list provided by OPE. Approximately 380 fellows were added to the list of fellows by coordinators.

Using this information, in combination with information from OPE records, survey staff located and contacted fellows and asked them to complete a survey concerning their graduate education, the funding they received, and their employment subsequent to fellowship completion through 2006. A total of 5,583 fellowships—258 for DDRA, 3,405 for FLAS, 1,774 for GAANN, and 146 for Javits—were included in the sample frame for the fellowship surveys.

Table 2 shows the final distribution of the fellowships both in total and by fellowship type. Of the initial target of 5,583 fellowships, 58 were considered ineligible for the study, including 35 identified as duplicates, 12 that were not eligible for other reasons,³ and 11 in which the fellow was deceased. The final target was 5,525 fellowships.

Table 2. Initial population size and final distribution of cases, by fellowship program

	All	DDRA	FLAS	GAANN	Javits
Initial number of fellowships, per government records and institution survey	5,583	258	3,405	1,774	146
Duplicate records of fellowships	35	0	1	34	0
Not eligible, received no fellowship	12	2	3	7	0
Not eligible, deceased	11	1	7	3	0
Final number of fellowships	5,525	255	3,394	1,730	146
Fellowships with untraceable fellows	1,166	32	676	440	18
Number of initial invitations to participate in fellowship survey	4,359	223	2,718	1,290	128
Bounced invitations	359	14	233	105	7
Net number of invitations	4,000	209	2,485	1,185	121
Percentage of fellowships that were sent invitations to participate in fellowship survey	72.4	82	73.2	68.5	82.9
Number of fellowships with respondents	2,504	155	1,497	759	93
Fellowship survey response rate	45.3	60.8	44.1	43.9	63.7

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Over one-fifth (1,166) of fellowships were considered untraceable; that is, study staff did not have enough information to locate the fellow. Therefore, the total number of fellowships invited to participate was 4,359. Approximately 8 percent (359) of the fellowships that were invited to

³ Fellowships were considered not eligible if the fellowship was received before 1997 or after 1999, if the fellow applied for the fellowship but never received funding, if the fellowship was awarded, but not accepted by the fellow, or if the fellow verbally or in writing denied ever applying for or receiving a fellowship.

participate were “bounces,” including disconnected phone numbers, undeliverable e-mails, and return-to-sender U.S. postal service letters. Consequently, 4,000 invitations to participate were delivered, approximately 72 percent of the final target of 5,525 fellowships.

Fellows completed surveys for 2,504 fellowships, yielding a response rate of 45 percent of the final target of 5,525 fellowships. Sixty-one percent of the final target of 255 DDRA fellowships responded, 44 percent each for FLAS (of 3,394) and GAANN (of 1,730), and 64 percent for Javits (of 146).

Given these response rates, findings should be interpreted cautiously. In addition, all outcomes are based on student self-reports, which may be biased.⁴ This report is a descriptive study of student outcomes and not an assessment of the effectiveness of these programs in producing the outcomes.

Organization of the Report

The remainder of this report is organized into five chapters. Chapters 2–5 present results concerning the DDRA, FLAS, GAANN, and Javits programs in turn. Each of these chapters

- describes the fellowship program, including its purposes, target population, and implementation;
- profiles fellowships in terms of fellows’ gender and race or ethnicity, their program type and field of study, and the other types of financial support fellows received;
- discusses whether fellows completed their degrees and the time taken to complete the degrees and examines differences among types of fellows (according to demographic and academic characteristics);
- examines fellows’ employment outcomes, including the number of jobs they held subsequent to fellowship receipt, the number of those jobs that were related to their field of study, the amount of time spent in those jobs, and the amount of time spent in related jobs relative to total time in the labor force;
- presents fellows’ perceptions of the impact of the fellowships on their choices of field of study and employment; and

⁴ All data are student-reported except for data on fellowship funding, which were supplemented with data provided by institutions.

- summarizes the findings regarding the fellowship program, as implemented in the late 1990s and relates those findings to policy issues of concern to ED, OPE, and their target audiences.

Chapter 6 notes similarities among the results reported across programs. The report is followed by a table compendium that presents additional data; Appendix A, which describes the study methodology in detail; and Appendixes B and C, which provide the data elements of the surveys and copies of the survey instruments.

CHAPTER 2

Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship Program

In 1961, Congress passed the *Mutual Educational and Cultural Exchange Act*, also known as the *Fulbright-Hays Act*, under which the Department of Health, Education, and Welfare established the Doctoral Dissertation Research Abroad (DDRA) program, among others. The purpose of this legislation was to support cultural, technical, and educational exchange between the United States and other nations. The DDRA program in particular was created to provide funding to PhD candidates conducting research abroad in modern foreign languages and area studies. These research projects enhance the nation's capacity for education regarding areas of the world not generally included in U.S. curricula. After completing their studies, fellowship recipients are expected to teach in U.S. institutions and in turn provide high-quality training for other U.S. students.

Funds are distributed to colleges and universities, and individual students apply directly to the institution in which they are enrolled to obtain DDRA funding. Fellowships last for 6 to 12 months and are awarded to students who have the necessary language capabilities to conduct their dissertation projects. These fellowships are not renewable.

ED records indicate that about 260 DDRA fellowships were distributed by institutions of higher education between 1997 and 1999. Fellows responded to surveys regarding approximately 150 of these fellowships, for an overall response rate of 61 percent. Among fellows for whom institution survey data were available, the distributions of fellows by gender, race or ethnicity, and field of study did not vary between fellows who completed surveys and the universe of fellows, indicating that nonresponders did not differ from responders on these characteristics. Data from the fellow and institution surveys for outcome variables, such as degree completion rates and post-fellowship employment, could not be compared. Therefore, sources of potential bias, such as whether those who had positive outcomes were more likely to respond to the survey, could not be determined. Details on the bias analysis can be found in Appendix A.

Of the approximately 2,000 institutions of higher education that granted a master's degree or higher in 2004, only 2 percent had enrolled a DDRA fellow between 1997 and 1999 (Compendium Table 2-1). About one-fifth of 2004 public doctoral extensive institutions and

one-third of 2004 private doctoral extensive institutions enrolled DDRA fellows between 1997 and 1999.⁵ Thus, DDRA serves a small number of students in highly selective institutions.

Demographic and Academic Characteristics of 1997–99 DDRA Participants

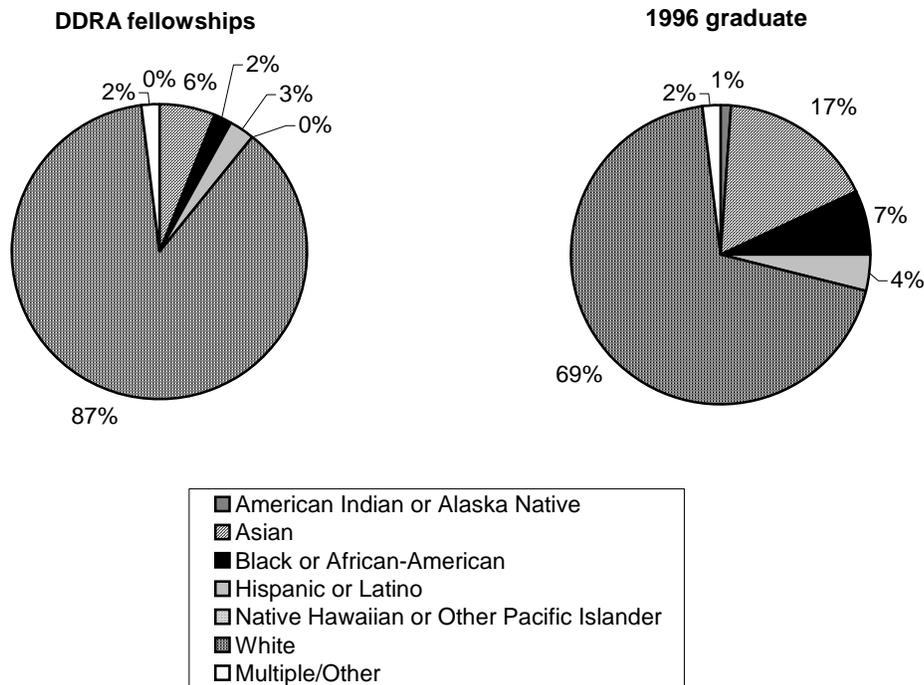
The majority (61 percent) of DDRA fellowships were received by women, and this pattern was fairly constant among fields of study (Compendium Table 2-2). The vast majority (87 percent) of 1997–99 DDRA participants were white, non-Hispanic, while 6 percent were Asian, 3 percent were Hispanic or Latino (regardless of race), and the remainder were of multiple or other racial or ethnic backgrounds (Figure 1). As with the distribution by gender, the racial or ethnic distribution of participants varied little by students' field of study. To place 1997–99 DDRA participants in some context relative to U.S. doctoral students at a similar point in time, data from the 1995–96 National Postsecondary Student Aid Study (NPSAS:96) indicate that 69 percent of all doctoral-level students were white, 17 percent were Asian, 7 percent were black, 4 percent were Hispanic or Latino, less than 1 percent were American Indian or Alaskan Native, and 2 percent were of other racial or ethnic backgrounds (Choy and Moskovitz 1998).

DDRA fellowships awarded between 1997 and 1999 were received largely by students in the humanities and social sciences. Students of foreign languages received 7 percent of these fellowships (Table 3). Another 31 percent of 1997–99 DDRA fellowships were provided to graduate students in American and European, Asian, and other history, and 14 percent to students in another of the humanities. Nearly one-half (48 percent) of fellowships were provided to social science graduate students, including 30 percent in anthropology.

Although DDRA fellowships are awarded to students who have the language skills required to do original research in their selected countries, some students did undertake additional language study to improve their skills for conducting research. The languages that graduates reported studying with the support of DDRA fellowships were classified by geographic location, largely by continents with additional categories for such strategic areas as the Middle East and central Asian countries. So few fellowships supporting the study of languages endemic to Australia and New Zealand were reported that these fellowships were included with South and East Asia.

⁵ The 2000 Carnegie Classification classifies all colleges and universities in the United States based on their degree-granting activities from 1995–96 through 1997–98. In this classification, “doctoral/research universities” offer a wide range of baccalaureate programs and are committed to graduate education through the doctorate. Among these institutions, “extensive” institutions award 50 or more doctoral degrees per year across at least 15 disciplines, and “intensive” institutions offer at least ten doctoral degrees per year across three or more disciplines or at least 20 doctoral degrees per year overall.

Figure 1. Percentage distributions of 1997–99 DDRA fellowships and of 1996 graduate students by student race/ethnicity



NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

About two-fifths of fellowships supported the study of a South or East Asian language, and another one-quarter a European language (Compendium Table 2-4 and Figure 2). Fourteen percent of fellowships supported the study of a language spoken in Africa, 11 percent a language spoken in the Middle East, and another 10 percent a Central Asian language. In total, 62 percent of DDRA fellowships supporting the study of a foreign language focused on the study of a critical foreign language.⁶

Nearly all fellows (88 percent) were usually enrolled full-time throughout their graduate programs (Table 4). In contrast, about 53 percent of all doctoral students in 1995–96 were enrolled full-time (Choy and Moskovitz 1998). In addition, 70 percent of 1997–99 DDRA fellows were continuously enrolled in their programs of study; that is, they did not take more than three months off (approximately the length of a summer session) at a time. Among the 30

⁶ As part of the National Science and Mathematics Access to Retain Talent Grants (National SMART Grants) program, a set of languages and language groups have been deemed critical to national security. Students who major in these languages and meet other criteria are eligible to receive SMART grants. The list of eligible languages includes Arabic, Bengali, Chinese, Filipino/Tagalog, Hebrew, Hindi, Iranian/Persian, Japanese, Korean, Punjabi, Portuguese, Russian, Turkish, and Urdu and the following language groups: African, Indonesian/Malay, Turkic, Ural-Altai, Caucasian, and Central Asian.

percent of fellows who took at least one semester off, fellows were not enrolled for an average of three terms. Students in private doctoral extensive institutions were far more likely than those who attended public doctoral extensive institutions to be enrolled continuously. DDRA fellows were about evenly divided between public and private doctoral extensive institutions, with a smattering of students attending institutions of other types (Compendium Table 2-6).

About two-fifths (43 percent) of DDRA fellows received their DDRA funding during their first year of graduate study (Compendium Table 2-7). Another 15 percent received funding during their second or third year of study, and the remaining two-fifths during the fourth or later years. Graduates in private doctoral extensive institutions were considerably more likely than those in public doctoral extensive institutions to have received their fellowships in their second or third year of graduate study. Given the 6–12 month window of time during which DDRA fellowships are used, it is not surprising that the distribution of fellowships according to when funding ended is virtually identical to the distribution by when it began (Compendium Table 2-8).

Table 3. Percentage distribution of 1997–99 DDRA fellowships according to fellows’ field of study when received fellowship: 2006

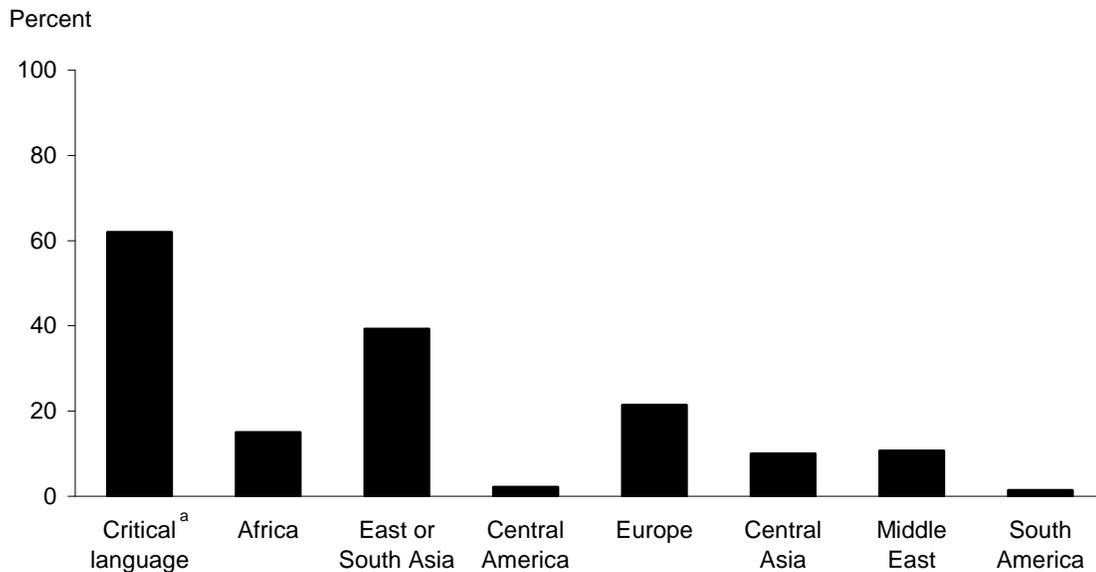
	Languages			History			Other human- itites	Profes- sional fields	Social sciences				
	European		Asian	American and European		Asian			Other history	Anthro- pology	Area studies and inter- national rela- tions/ affairs	Political science and govern- ment	Other social science
	European	Asian		Other	European								
Total	3	3	1	9	9	13	14	#	30	1	7	10	

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Figure 2. Percentage distribution of 1997–99 DDRA fellowships according to geographic region of origin for first language studied with support of the DDRA fellowship and percentage of DDRA fellowships who studied a critical language: 2006



^a Foreign language programs that are eligible for National Science and Mathematics Access to Retain Talent (SMART) grants.

NOTE: Some fellowships involved the study of multiple languages. This figure includes data on the first language reported for each fellowship. See Appendix A for languages included in each geographic region. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Many DDRA fellows received additional financial support during their graduate programs. Although one-fifth reported that they received no additional support from their institutions, 44 percent reported that they had received additional institution support less than or equal to the DDRA support, and 35 percent received such support in amounts greater than the DDRA funding (Compendium Table 2-9 and Figure 3). Four-fifths received other fellowships or scholarships and two-fifths received other grants (Table 5). Forty-five percent of DDRA fellows borrowed funds to pay for their education, two-fifths worked to support themselves, and one-third spent savings. Thus, DDRA fellows used a wide variety of funding mechanisms to pay for their graduate study, with a high proportion of fellows receiving merit-based aid (fellowships, scholarships, and grants) in addition to the DDRA funding.

Table 4. Percentage distribution of 1997–99 DDRA fellowships according to fellows’ usual enrollment status, and percentage in which fellows were continuously enrolled while pursuing the degree supported by the fellowship; of those fellowships in which fellows had taken at least one term off, average number of terms taken off: 2006

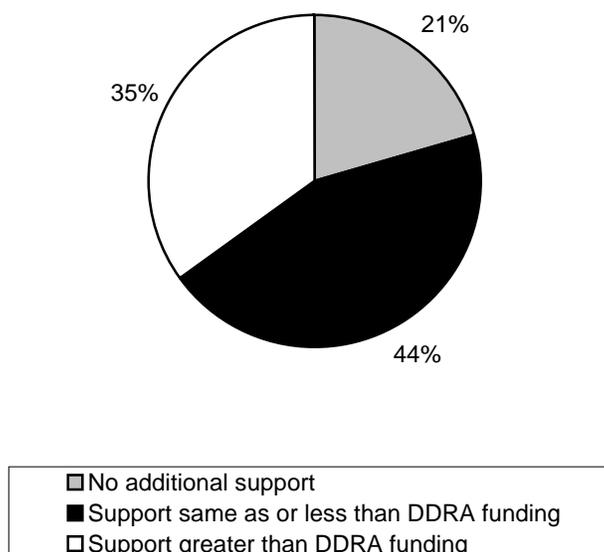
	Usual enrollment status			Whether continuously enrolled	Average number of terms not enrolled (summer not included)
	Usually enrolled full-time	Usually enrolled part-time	Mix of full-time and part-time enrollment		
Total	88	3	9	70	3
Carnegie classification of fellowship-granting institution					
Public doctoral extensive	87	4	9	56	4
Private doctoral extensive	91	1	7	87	‡
All other	‡	‡	‡	‡	‡

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Figure 3. Percentage distribution of 1997–99 DDRA fellowships by whether fellows received financial support from institution in addition to DDRA fellowship: 2006



NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 5. Percentage of 1997–99 DDRA fellowships in which fellows received financial support from other sources in addition to DDRA fellowship: 2006

	Other fellowships, scholarships	Grants	Loans	Employer reimbursement/ assistance	Parents	Other family or friends	Earnings from job	Savings	Other	None
Total	81	39	45	7	21	12	41	32	3	7

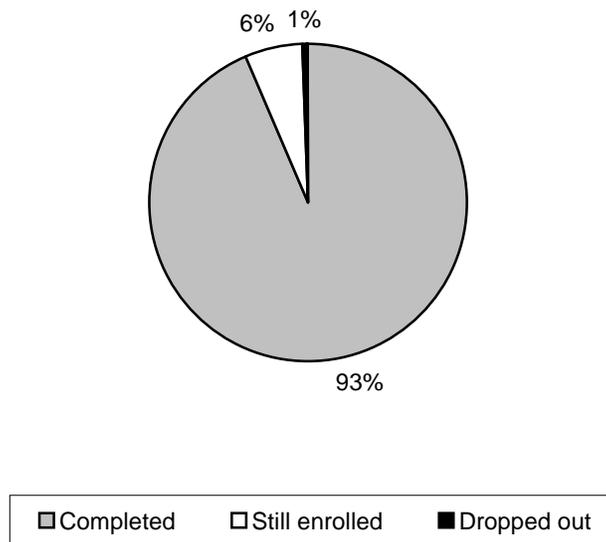
SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Outcomes

Degree Completion

Graduate study supported by DDRA fellowships almost universally resulted in doctoral degree completion. Nearly all (93 percent) of DDRA fellows had completed their degrees by 2006, and another 6 percent were still enrolled or otherwise pursuing those degrees (Figure 4 and Compendium Table 2-11). Only 1 percent of DDRA fellows had dropped out. Receiving additional institution support appears to be related to whether students had completed or were still pursuing their degrees as of 2006—98 percent of those who received support from their institutions in amounts greater than the DDRA funding had completed their degrees, compared with 87 percent of those who received no such additional support. With the small number of fellowships under study, however, it is not possible to determine whether this difference is due to chance.

Figure 4. Percentage distribution of 1997–99 DDRA fellowships by fellows’ degree completion status in 2006



NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

DDRA fellows who completed their degrees averaged six years to complete them, with 62 percent taking four years or less (Table 6). For all 1997 doctorate recipients who completed the Survey of Earned Doctorates (SED) in that year, the median number of years from earning the baccalaureate to PhD was 10.5, and the median number of years that the student was actually

Table 6. Percentage distribution of 1997–99 DDRA fellowships in which fellows completed their degrees according to time to degree and average time to degree: 2006

	Percentage distribution by time to degree			Average number of years to degree
	Zero to two years	More than two to four years	More than four years	
Total	31	31	38	6

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

registered in a doctoral degree program was 7.3 (Sanderson and Dugoni 1999). DDRA fellows spent an average of four years working on their dissertations (Compendium Table 2-13).

Self-Reported Language Competence Gained

At the time of the survey, DDRA fellows rated their abilities to speak and listen, write, and read the languages they studied with DDRA support both at the time they began the DDRA-supported study and at the time they completed it. These ratings are self-reported and subject to fellows' recollection of their listening, reading, and writing competence six to nine years ago. They rated their speaking and listening abilities on a five-level scale, ranging from no ability to function like a native speaker, and their reading and writing abilities on six-level scales covering the same range. On average, DDRA fellows reported a level three ability (sufficient competency to satisfy limited social demands and most survival needs) with respect to each skill at the time they began their DDRA-supported language study, and a level four ability (ability to participate in conversations, write with some precision, and read at normal speed) at the close of that study, for an average of a one-level gain in proficiency (Table 7).

Post-Fellowship Employment

In addition to their successful academic outcomes, DDRA fellowships resulted in positive employment outcomes almost without exception. Nearly all fellows (98 percent) had worked for pay since their DDRA fellowships had ended (Table 8).⁷ They had held three jobs, on average, between the end of the DDRA fellowship and the survey date. About one-quarter first worked within a year of completing the fellowship, one-half within two to three years, and another one-quarter more than three years after completing the fellowship. About one-third of fellows had worked part-time in any of their post-fellowship jobs.

⁷ Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship.

In addition, 89 percent of fellows had worked in at least one job that involved the expertise they had gained through the DDRA-supported study (Table 9). Those who had held such jobs held an average of two of them since completing their fellowships and had spent an average of four years in such employment. All fellows who had worked in a job related to their DDRA-supported

Table 7. Average fellow-rated competence in first language studied with DDRA support before and after fellowship award: 2006

	Scale level	Average before fellowship	Average after fellowship
Speaking and listening abilities			
Unable to function in the spoken language	1		
Able to satisfy basic survival needs and maintain very simple conversation on familiar topics	2		
Able to satisfy routine social demands and limited work requirements	3	x	
Able to participate effectively in most formal and informal conversations on practical and social topics and on professional topics in restricted contexts	4		x
Use of the language is functionally equivalent to a well-educated native speaker	5		
Writing ability			
No functional ability in writing	1		
Sufficient control of the writing system to meet limited needs	2		
Sufficient control of the writing system to meet most survival needs and limited social demands	3	x	
Ability to write with some precision and in some detail about most common topics	4		x
Able to use the language effectively in most formal and informal written exchanges on practical, social, and professional topics	5		
Writing proficiency is equal to that of a well-educated native speaker	6		
Reading ability			
No practical ability to read the language	1		
Sufficient comprehension to read very simple connected written material in a form equivalent to usual printing or typescript	2		
Sufficient comprehension to read simple, authentic texts on subjects within a familiar context	3	x	
Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects, as well as technical material	4		x
Able to read fluently and accurately all styles and forms of the language pertinent to professional needs, including all materials in one's special field	5		
Reading proficiency is functionally equivalent to a well-educated native speaker	6		

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 8. Percentage of 1997–99 DDRA fellowships in which fellows had worked for pay since their fellowship had ended, and among those, average number of jobs fellows held and percentage in which fellows began working at various intervals after fellowship completion: 2006

	Had worked for pay since fellowship support ended	Average number of jobs held	When first worked			Worked part-time in any reported jobs
			Within year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship	
Total	98	3	27	50	23	32
Whether received other institution funding						
Received no support from institution	97	3	‡	‡	‡	‡
Received less than what was provided through fellowship	99	3	31	48	22	33
Received same amount or more than what was provided through fellowship	98	3	18	48	34	29

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

NOTE: Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 9. Percentage of 1997–99 DDRA fellowships in which fellows had worked in at least one job in which they used the expertise they had gained through the fellowship since it had ended; among those, average number of related jobs held; percentage distribution according to when first related job began; and average number of years spent in such jobs: 2006

	Had worked in job involving expertise gained from fellowship since fellowship support ended	Average number of related jobs held	When first worked in related job			Average number of years in job where used expertise
			Within a year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship	
Total	89	2	19	54	27	4

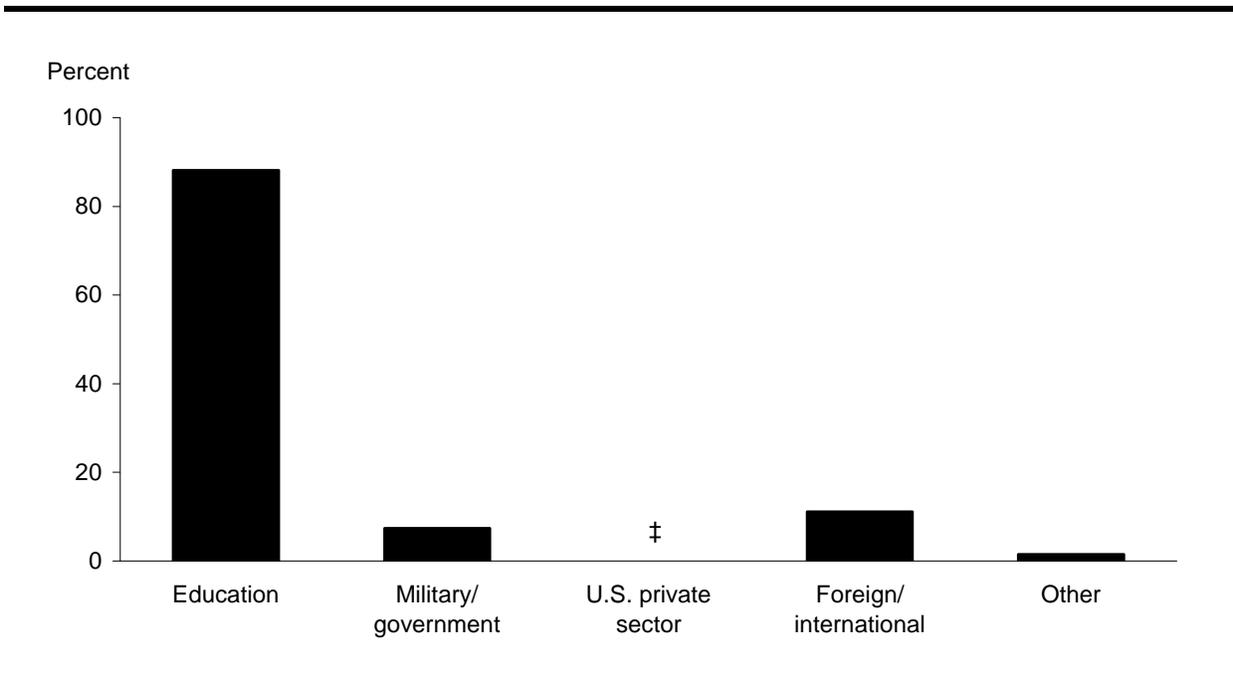
NOTE: Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

study reported that this job was part of a career they were pursuing (Compendium Table 2-17). As of 2006, DDRA fellows who considered this work to be part of a long-term career they were pursuing reported that they had worked in that career about four years. For students who began their doctoral programs in 1997 and took an average of six years to complete their degrees, an average of four years of employment in their careers represents a high proportion of their available post-doctoral time.

Among fellows who had held at least one job related to the field they had studied with DDRA support, 88 percent had worked in education and 11 percent in foreign or international jobs (Compendium Table 2-18 and Figure 5). About 7 percent had worked for the military or in other government positions. Nearly all fellows who had studied history had worked in education since completing their fellowships, compared with about three-quarters of those who had studied anthropology. Results from the 1997 SED place these DDRA fellowship results in some context: among 1997 doctorate recipients who had firm employment commitments when they completed their degrees, 49 percent reported they would teach; about one-fourth planned to work in industry or be self employed; 7 percent planned to work for the government; and the remaining 19 percent indicated they would work in an “other” sector (Sanderson and Dugoni 1999).

Figure 5. Of 1997–99 DDRA fellowships in which fellows had worked in at least one job in which they used the expertise gained through their fellowship, percentage in which fellows had worked in various sectors in any of these jobs: 2006



‡ Reporting standards not met. (Too few cases for a reliable estimate.)

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Not surprisingly, given that 88 percent of fellows had worked in education, 89 percent reported that at least one of the jobs they had held since completing their fellowships included teaching as a major responsibility, and nearly all of them had taught in areas related to their field of graduate study (Table 10). Those who had taught had done so for an average of four years. Anthropology fellows appear to have been slightly less likely than fellows who studied other fields to have taught.

Table 10. Of 1997–99 DDRA fellowships in which fellows had worked for pay since the completion of their fellowships, percentage in which fellows had held at least one job in which teaching was a primary responsibility; of those, average amount of time spent teaching since fellowship support ended; and percentage who had taught subjects related to the field of graduate study for which they had received fellowship support: 2006

	Teaching major responsibility in any reported jobs	Average number of years spent teaching	Any teaching jobs related to field of study
Total	89	4	98
Graduate field of study			
History	96	4	98
Languages and other humanities	100	4	97
Anthropology and other social sciences	80	3	98

NOTE: Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

One-fifth of fellows had been out of the labor force for at least three months since completing their fellowships, and 6 percent were out of the labor force at the time of the survey (Table 11). In addition, about one-fifth had been unemployed for at least three months since their fellowship funding had ended, and fellows' field of study was related to whether they had been unemployed. Fellows who studied anthropology were more likely than those who studied history to have been unemployed at some point between completing their fellowships and completing the 2006 survey (27 percent compared with 11 percent).

Most fellowship recipients expected to continue working in their fellowship-related careers for the near future. Nearly all (89 percent) DDRA fellows expected that in three years they would be working in a job that involved the expertise they had gained through their fellowship-supported study (Table 12). About one-tenth expected that in three years they would be working in some alternative field, and only 2 percent that they would not be working for pay.

Table 11. Percentages of 1997–99 DDRA fellowships in which fellows had been out of the labor force for at least three months since completing their fellowships, had been unemployed for at least three months since completing their fellowships, and were out of the labor force at the time of the survey: 2006

	Out of the labor force at least three months	Had been unemployed at least three months	Out of labor force status at time of survey
Total	20	21	6
Graduate field of study			
History	11	11	2
Languages and other humanities	28	22	6
Anthropology and other social sciences	22	27	8

NOTE: Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 12. Percentage distribution of 1997–99 DDRA fellowships according to fellows' expected activities in three years: 2006

	Working in job involving expertise gained through fellowship support	Working in a field that does not involve the expertise gained through fellowship support	Not working for pay
Total	89	9	2

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Fellowship Perceptions

Eighty-five percent of DDRA fellows first learned about the DDRA fellowship program after they had chosen their major field of graduate study (Compendium Table 2-22). Nevertheless, although about one-half of fellows reported that receiving a DDRA fellowship had no influence on their choice of a field to study in graduate school, about one-fifth reported that receiving a DDRA fellowship had a great deal of influence on this choice (Compendium Table 2-23). The data do not permit definitive reconciliation of these apparently contradictory findings. One hypothesis is that these students chose a general field of study before learning about DDRA funding but focused their research interests in line with DDRA priorities and requirements after learning about the DDRA fellowship. For example, students may have chosen to study anthropology before learning about DDRA funding, but focused on studying specific cultures and languages after they learned of the funding and its eligibility requirements.

DDRA fellows were more likely to attribute their occupation and career choices, rather than field of study choices, to having received a DDRA fellowship. One-third said receiving a DDRA fellowship influenced their choices regarding occupation and career a great deal, and another 29 percent reported that the fellowship had influenced these choices somewhat (Compendium Table 2-24).

Nearly all (97 percent) DDRA fellows reported that their fellowships were very helpful in finishing their degrees, with the remainder reporting that their fellowships were somewhat helpful (Table 13). When asked how helpful their fellowships were with respect to gaining employment in their desired fields, fellows were somewhat less likely to report that their fellowships were very helpful although still viewed the fellowship in very positive terms: 71 percent said this was the case and another 27 percent reported that they were somewhat helpful.

Table 13. Percentage distributions of 1997–99 DDRA fellowships according to fellows’ ratings of how helpful the DDRA fellowship was in finishing their degrees or obtaining employment in their desired fields: 2006

	Finishing degrees ^a			Obtaining employment in desired fields		
	Very helpful	Some- what helpful	Not helpful	Very helpful	Some- what helpful	Not helpful
Total	97	3	#	71	27	2

Rounds to zero.

^a Includes only fellows who completed their degrees.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Key Findings and Conclusion

When focusing on key goals of the DDRA program—developing expertise in modern languages and in countries less frequently studied in the United States by supporting graduate students’ research abroad, degree completion, and teaching careers in the United States—these data indicate substantial progress toward achieving these goals.

- DDRA fellows studied a wide variety of languages: only 20 percent of fellows studied European languages and more students studied South or East Asian languages than languages from any other geographic region. Nearly two-thirds studied a language deemed “critical” by ED.
- Over 90 percent of DDRA fellows completed their degrees, with only 1 percent dropping out of their programs and the remainder planning to complete their degrees.

- DDRA fellows took less time to complete their degrees than 1997 doctorate recipients did, which may be related to DDRA fellows having been enrolled full-time at higher rates than most 1995–96 doctoral students were.
- Nearly all (89 percent) DDRA fellows worked in jobs that used the expertise they had gained through their fellowship-funded research, and all fellows in these jobs described them as part of a career they had pursued for an average of four years and were continuing to pursue.
- Most fellows, again 89 percent, had taught since completing their fellowships, and nearly all of them had taught in fields related to their DDRA-supported study.
- Although fellows did not, for the most part, attribute their choices of a graduate field of study to receiving DDRA funding, they were more likely to report that receiving funding influenced their choices regarding occupations and careers. Given that most fellows taught and considered teaching a career they were pursuing, it is significant that fellows believed receiving a DDRA fellowship influenced their occupation and career pursuits.

The design of this study does not permit attribution of these positive outcomes to DDRA funding. The study does not offer, nor have available to it, data on outcomes for an appropriate comparison group: National Postsecondary Student Aid Study (NPSAS) data do not include student outcomes, and 1993 Baccalaureate and Beyond Longitudinal Study (B&B:93) data do not allow disaggregations of doctoral students by field of study. In addition to bias with respect to field of study, there is selection bias inherent in a study of DDRA fellows. Like most aid provided to graduate students, DDRA funding is based on merit, and the prestige of the DDRA fellowship competition attests to the challenge it poses for students. That DDRA fellows in this study received other grants and scholarships at such high rates also indicates their high ability and achievement as scholars in their fields. High-achieving students may routinely complete degrees at rates comparable to those of DDRA fellows, and they may also be more likely than the average doctorate recipient to pursue academic careers, making it difficult to attribute these students' success to receiving a DDRA.

This study is also extremely limited in its capacity to assess the quality of the expertise students gained through DDRA funding. Students reported that their oral and written abilities to use other languages increased through their DDRA-supported experiences, but given the self-reported nature of these data and the time lag between when they completed their DDRA research and the 2006 survey, these data must be interpreted with caution. In addition, whether DDRA funding allowed students to deepen their levels of expertise relative to what they would have been able to accomplish without funding cannot be answered with these data. Thus, with respect to the quality of expertise gained, the value added to the overall pool of knowledge available in the

United States could be a substantial portion of the benefit the DDRA program provides the nation.

CHAPTER 3

Foreign Language and Area Studies Fellowship Program

The Foreign Language and Area Studies (FLAS) fellowship program is intended to increase the nation's ability to train Americans in modern languages in order to increase understanding of the societies in which those languages are spoken and to encourage foreign language acquisition and fluency. The program is also intended to support students in pursuing degrees in area and international studies. The program aims to develop a domestic pool of international experts to meet national needs. The U.S. Department of Education (ED), Office of Postsecondary Education, International Education Programs Service allocates funding each year under the provisions of Title VI, Section 602(b) of the *Higher Education Act of 1965*, as amended. Grants are awarded to institutions of higher education, which provide fellowships to graduate students for study in foreign languages and area or international studies.

Fellowships are awarded for the academic year or summer session separately. Students apply directly to the institution in which they are enrolled or plan to enroll and may receive more than one FLAS fellowship during their graduate careers. ED records indicate that about 3,400 FLAS fellowships were distributed by institutions between 1997 and 1999. Data collectors located the recipients of approximately 2,500 FLAS fellowships, and fellows responded to surveys regarding approximately 1,500 of these fellowships, for an overall response rate of 44 percent.

Of the approximately 2,000 institutions of higher education that grant a master's degree or higher in 2004, 1 percent had enrolled a FLAS fellow between 1997 and 1999 (Compendium Table 3-1). Research-oriented institutions were far more likely than other institutions to have enrolled FLAS recipients. For example, 29 percent of public doctoral extensive institutions had done so, as had one-third (37 percent) of private doctoral intensive institutions. Thus, the FLAS program serves students in a small, research-oriented group of U.S. institutions of higher education.

Demographic Characteristics of 1997–99 FLAS Participants

About 56 percent of FLAS fellowships were received by women, and 44 percent by men (Table 14). The gender distribution of fellowship participants varied to some degree with their field of study. For example, 68 percent of FLAS fellows who studied anthropology or languages other

than Asian or European languages were women, compared with 29 percent of those who studied American or European history.

Table 14. Percentage distributions of 1997–99 FLAS fellowships according to fellows’ gender and race/ethnicity: 2006

	Gender		Race/ethnicity						
	Female	Male	American Indian or Alaska Native	Asian	Black or African-American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Multiple
Total	56	44	#	6	2	3	#	87	2
Program type									
Master’s degree	60	40	#	5	2	2	#	89	2
Doctoral degree	55	45	#	7	2	4	#	86	2
First-professional degree	35	65	#	#	6	9	#	80	6
Graduate field of study									
Languages									
European	59	41	#	1	#	11	#	88	#
Asian	44	56	#	11	1	0	#	87	#
Other languages	68	32	#	2	#	12	#	85	#
History									
American and European	29	71	#	1	#	4	#	94	1
Asian	48	52	1	18	#	2	#	74	5
Other history	46	54	#	12	4	2	1	80	1
Other humanities	68	32	#	6	2	4	#	86	2
Professional fields	54	46	#	5	5	4	#	84	1
Social sciences									
Anthropology	68	32	#	6	4	1	#	87	3
Area studies and international relations/affairs	60	40	#	6	1	3	#	87	3
Political science and government	54	46	#	3	1	3	#	92	2
Other social science	51	49	#	4	1	3	#	90	2
Other	54	46	#	5	#	2	#	91	2

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

The vast majority (87 percent) of FLAS participants were white, while 6 percent were Asian, 3 percent were Hispanic or Latino (regardless of race), and the remainder were of multiple or other racial or ethnic backgrounds. In comparison, data from the 1995–96 National Postsecondary Student Aid Survey indicate that 76 percent of all graduate students in 1995–96 were white, 10 percent were Asian, 7 percent were black, 5 percent were Hispanic or Latino, less than 1 percent were American Indian or Alaska Native, and 1 percent were of other racial or ethnic backgrounds (Choy and Moskovitz 1998).

Academic Characteristics of FLAS Participants

Program Type, Field of Study, and Language Studied

About one-third of FLAS fellowships were received by students enrolled in master’s degree programs, about two-thirds by students in doctoral programs, and 3 percent by students in first-professional degree programs (Table 15). In contrast, over one-half of all graduate students in the

Table 15. Percentage distribution of 1997–99 FLAS fellowships according to fellows’ graduate degree program: 2006

	Program type		
	MA/MS	PhD	First-professional
Total	32	65	3
Graduate field of study			
Languages			
European	26	74	#
Asian	32	65	4
Other languages	37	61	2
History			
American and European	14	86	#
Asian	16	84	#
Other history	28	72	#
Other humanities	32	68	#
Professional fields	51	30	19
Social sciences			
Anthropology	13	87	#
Area studies and international relations/affairs	78	20	2
Political science and government	19	80	2
Other social science	24	76	#
Other	66	27	7

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

1995–96 academic year were master’s degree students, 12 percent were doctoral students, 12 percent were first-professional students, and 20 percent were enrolled in some other graduate program (Choy and Moskovitz 1998).

FLAS fellowships were received largely by students in the humanities and social sciences. Students of foreign languages received 16 percent of FLAS fellowships provided between 1997 and 1999 (Table 16). Another one-fifth of 1997–99 FLAS fellowships were provided to graduate students in American and European, Asian, and other history, and 11 percent to students in another of the humanities. Two-fifths of fellowships were provided to social science graduate students, including 15 percent in anthropology. Eight percent of fellowships were provided to students in a professional field, and the remaining 6 percent to students in other fields. In 1995–96, students in the humanities and social sciences made up about two-fifths of all doctoral students, 13 percent in the humanities and 26 percent in the social sciences (Choy and Moskovitz 1998).

In addition, field of study and program type were associated with each other. About 15 percent of students in American, European, and Asian history were enrolled in master’s degree programs, compared with 78 percent of students in area studies and international relations or international affairs (Table 15). In addition to area studies and international relations, fields that had relatively high proportions of master’s degree students included professional fields (51 percent) and “other” fields (66 percent).

The languages that graduates reported studying with the support of FLAS fellowships were classified by geographic location, focusing largely on continents but adding categories for countries in the Middle East and central Asia. So few fellowships supported the study of languages endemic to Australia and New Zealand that these were included with South and East Asia. About one-third of fellowships supported the study of a South or East Asian language, and another 31 percent a European language (Compendium Table 3-5 and Figure 6). Eleven percent of fellowships supported the study of a language spoken in central Asia, 11 percent a language spoken in the Middle East, and another 11 percent an African language. Fully 70 percent of FLAS fellowships supported the study of a critical foreign language.⁸

Not surprisingly, the geographic location in which the languages studied were spoken varied with students’ race or ethnicity. Asian students were far more likely than others to have studied South or East Asian languages, and Hispanic or Latino students were far more likely than others to have studied European languages. The languages studied did not vary substantially with fellows’ program types but did vary in expected ways with their fields of study.

⁸ As part of the National Science and Mathematics Access to Retain Talent Grants (National SMART Grants) program, a set of languages and language groups have been deemed critical to national security. Students who major in these languages and meet other criteria are eligible to receive SMART grants. The list of eligible languages includes Arabic, Bengali, Chinese, Filipino/Tagalog, Hebrew, Hindi, Iranian/Persian, Japanese, Korean, Punjabi, Portuguese, Russian, Turkish, and Urdu and the following language groups: African, Indonesian/Malay, Turkic, Ural-Altai, Caucasian, and Central Asian.

Table 16. Percentage distribution of 1997–99 FLAS fellowships according to fellows’ field of study when received fellowship: 2006

	Languages			History			Other human- itites	Profes- sional fields	Social sciences				Other
	Euro- pean	Asian	Other lan- guages	American and Euro- pean		Other history			Area studies and inter- national rela- tions/ affairs		Political science and govern- ment	Other social sci- ence	
				Euro- pean	Asian				Anthro- pology	Anthro- pology			
Total	7	6	3	6	7	7	11	8	15	8	8	9	6
Program type													
Master’s degree	5	5	3	3	3	6	11	13	6	20	5	7	13
Doctoral degree	8	6	3	7	8	7	11	4	21	3	10	10	3
First-professional degree	#	8	3	#	#	#	#	62	#	5	5	#	16

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding.

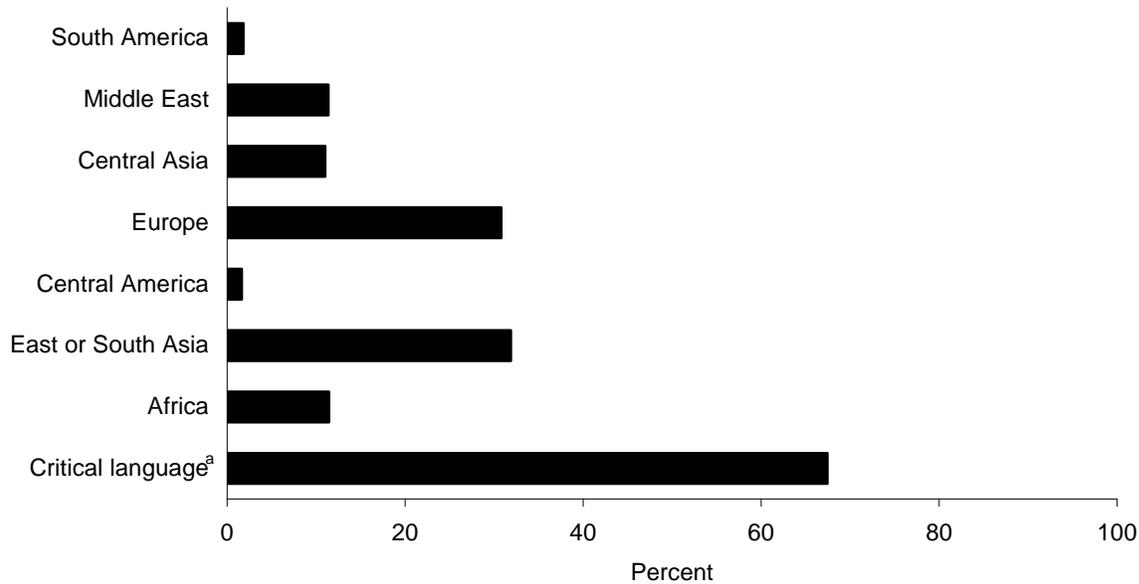
SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Enrollment Status

For nearly all fellowships (92 percent), fellows were usually enrolled full-time throughout their graduate programs (Table 17). Usual enrollment status varied little by program type, with between 90 and 94 percent enrolled full-time among fellowships supporting master’s and doctoral students. In contrast, about 36 percent of all master’s level students in 1995–96 were enrolled full-time, as were about 53 percent of 1995–96 doctoral students (Choy and Moskovitz 1998).

About three-quarters (77 percent) of 1997–99 FLAS fellowships were provided to students who were continuously enrolled in their programs of study; that is, they did not take more than three months off (approximately the length of a summer session) at a time. Among the 23 percent of fellowships in which fellows took at least one semester off, fellows were not enrolled an average of three terms.

Figure 6. Percentage distribution of 1997–99 FLAS fellowships according to geographic region of origin for first language studied with support of the FLAS fellowship: 2006



^a Foreign language programs that are eligible for National Science and Mathematics Access to Retain Talent (SMART) grants.

NOTE: Some fellowships involved the study of multiple languages. This figure includes data on the first language reported for each fellowship. See Appendix A for languages included in each geographic region. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 17. Percentage distribution of 1997–99 FLAS fellowships according to fellows' usual enrollment status, and percentage in which fellows were continuously enrolled while pursuing the degree supported by the fellowship; of those fellowships in which fellows had taken at least one term off, average number of terms taken off: 2006

	Usual enrollment status			Whether continuously enrolled	Average number of terms not enrolled (summer not included)
	Usually enrolled full-time	Usually enrolled part-time	Mix of full-time and part-time enrollment		
Total	92	1	7	77	3
Program type					
Master's degree	94	#	5	89	3
Doctoral degree	90	1	8	71	3
First-professional degree	97	3	#	84	‡
Graduate field of study					
Languages					
European	94	3	3	72	‡
Asian	89	#	11	78	‡
Other languages	88	2	10	56	‡
History					
American and European	90	#	10	72	‡
Asian	97	1	2	75	‡
Other history	92	#	8	82	‡
Other humanities	93	1	6	81	3
Professional fields	97	1	2	88	‡
Social sciences					
Anthropology	84	2	15	71	3
Area studies and international relations/affairs	93	2	5	89	‡
Political science and government	100	#	#	74	3
Other social science	88	1	11	72	3
Other	92	1	7	86	‡

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

NOTE: Detail may not sum to totals because of rounding.

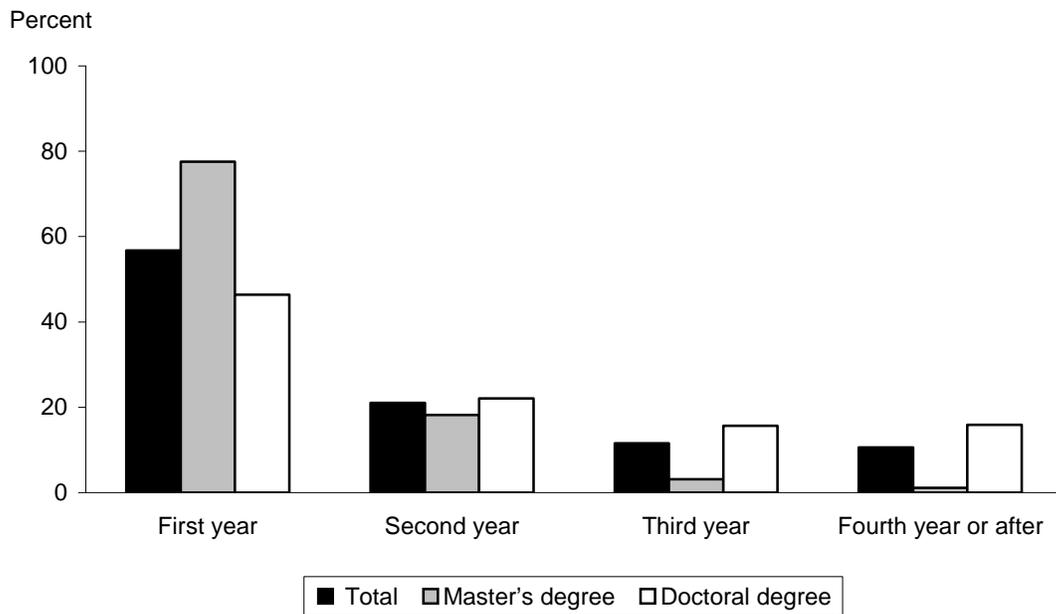
SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Whether fellows were continuously enrolled was related to their program type, however. Among fellowships awarded to doctoral students, 71 percent of fellows reported they were continuously enrolled, in contrast to 89 percent among fellowships awarded to master's degree students.

Year of Graduate Study When Received FLAS Fellowship

Over one-half (57 percent) of FLAS fellows first received their FLAS funding during their first year of graduate study (Compendium Table 3-8 and Figure 7). Another one-fifth (21 percent) first received funding during their second year of study, and the remaining in the third or later years. Not surprisingly, master’s students were more likely than doctoral students to receive funding during their first year of study (78 percent compared with 46 percent).

Figure 7. Percentage distribution of 1997–99 FLAS fellowships according to year of fellows’ graduate study in which FLAS fellowship was received: 2006



NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Additional Financial Support Received

About one-third of FLAS fellowships were provided to students who received no additional support from their institutions. Another 30 percent of fellowships were provided to students who received additional institution support less than or equal to the FLAS support, and 38 percent to students who received such support in amounts greater than the FLAS funding (Table 18).

Doctoral students who received fellowships were far more likely than their master's student counterparts to receive additional institution support in excess of the FLAS funding they received (49 percent compared with 19 percent). Although there appear to be differences among students by racial or ethnic backgrounds, these differences are not statistically significant.

Because FLAS fellowships support language study specifically, it is not surprising that only 11 percent of fellows reported they used no financial support beyond the FLAS funding to fund their graduate education (Compendium Table 3-10 and Figure 8). Slightly more than half (56 percent) received other fellowships or scholarships, 28 percent other grants, and 45 percent loans. Two-fifths worked to support themselves, and 37 percent spent savings. Doctoral students were far more likely than master's students to receive other fellowships and scholarships (67 percent compared with 36 percent) and other grants (33 percent compared with 16 percent).

Table 18. Percentage distribution of 1997–99 FLAS fellowships by whether fellows received financial support from institution in addition to FLAS fellowship: 2006

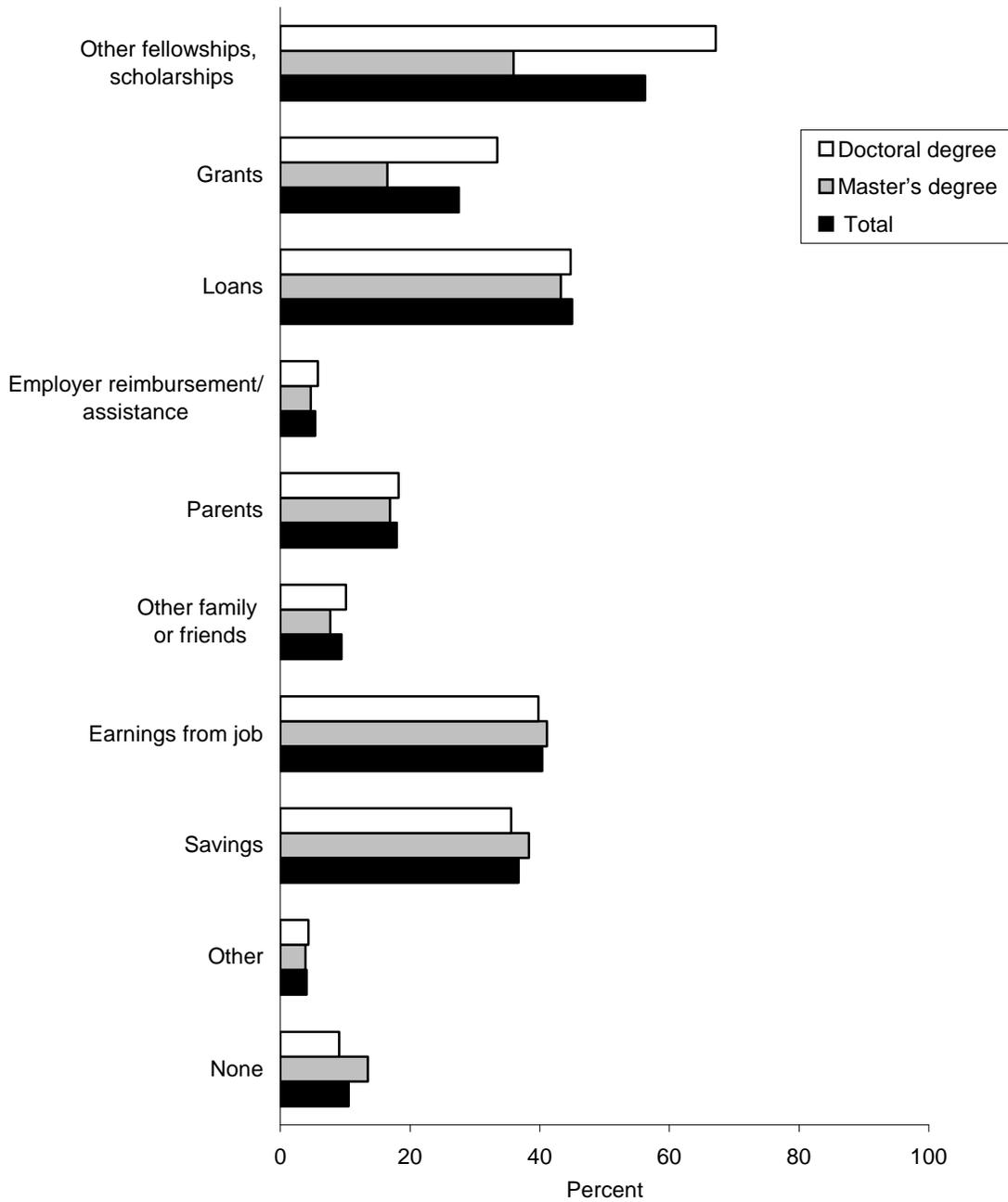
	Received no additional support from institution	Received additional support in amount same as or less than FLAS funding	Received additional support in amount greater than FLAS funding
Total	32	30	38
Race/ethnicity ^a			
Asian	31	19	50
Hispanic or Latino	45	20	35
White	31	32	37
Other	34	21	45
Program type			
Master's degree	49	32	19
Doctoral degree	22	29	49
First-professional degree	62	30	8

^a Race categories exclude Hispanic origin. Other includes those who identify themselves with multiple races or a race not shown.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Figure 8. Percentage of 1997–99 FLAS fellows in which fellows received financial support from other sources in addition to FLAS fellowship: 2006



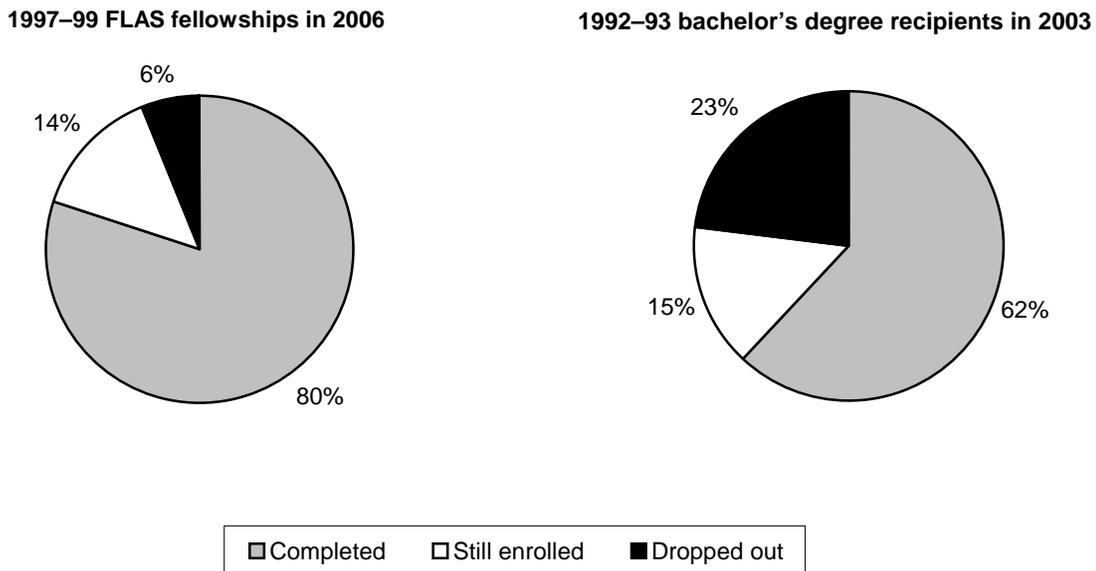
SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Outcomes

Degree Completion

Among the 1993 Baccalaureate and Beyond Longitudinal Study (B&B:93/03) cohort, 62 percent of students who enrolled in a graduate degree program had completed that degree by 2003, 15 percent were still enrolled in 2003, and 23 percent had dropped out (Nevill and Chen 2007). In contrast, for about 80 percent of 1997–99 FLAS fellowships, students completed the degree that they were working on when they received the fellowship, and for another 14 percent of fellowships, students were still enrolled or otherwise pursuing those degrees (Compendium Table 3-11 and Figure 9). For 6 percent of fellowships, students had dropped out. Not surprisingly, given their shorter programs of study, master’s and first-professional degree students were far more likely than doctoral students to have completed by the time of the survey (95–96 percent compared with 72 percent). About one-fifth of doctoral students were still working on their degrees, and 7 percent had dropped out. Fellows who were continuously enrolled were more likely than those who had taken a break from their studies to have completed their degrees by the time of the survey (83 percent compared with 70 percent of fellowships).

Figure 9. Percentage distribution of 1997–99 FLAS fellowships by fellows’ degree completion status in 2006, and percentage distribution of 1992–93 bachelor’s degree recipients’ graduate degree completion status in 2003



NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006; National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Among fellowships given to master’s-level students and in which fellows completed their degrees, 54 percent of fellows completed within two years and 38 percent within two to four years (Table 19). Master’s students completed their degrees within three years, on average. Data from B&B:93/03 also indicate that students who completed a master’s degree took an average of three years to complete that degree, and doctoral degree students took an average of six years to do so (Nevill and Chen 2007). FLAS doctoral-level fellows who completed their degrees rarely did so within four years, with about half taking between six and eight years to complete. Doctoral fellows averaged seven years to degree completion. Of FLAS fellows who had not completed their degrees at the time of the survey, 71 percent expected to complete them (Table 20). The vast majority (93 percent) of those who expected to complete their degrees expected to do so within the next two years.

About one-third of master’s-level fellows did not have to complete a thesis to earn their degrees, and of those who did have to complete them, 57 percent did so in less than two years and another 40 percent within the next two years (that is, in less than four years), for an average of two years (Table 21). Doctoral-level fellows took an average of four years to complete their theses or dissertations, 44 percent in two to three years and 42 percent in four to five years.

Table 19. Percentage distribution of 1997–99 FLAS fellowships in which fellows completed their degrees according to time to degree and average time to degree: 2006

	Percentage distribution by time to degree					Average number of years to degree
	Zero to two years	More than two to four years	More than four to six years	More than six to eight years	More than eight years	
Total	22	19	17	28	14	5
Program type						
Master’s degree	54	38	6	2	#	3
Doctoral degree	1	3	25	48	23	7
First-professional degree	23	66	11	#	#	3

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 20. Of 1997–99 FLAS fellowships in which fellows had not completed their degrees by 2006, percentage in which fellows expected to complete their degrees, and of those fellowships in which fellows expected to complete, percentage distribution according to when they expected to complete: 2006

	Expect to complete	When expect to complete			Don't know
		Within next two years	In three to five years	In more than five years	
Total	71	93	1	2	3
Program type					
Master's degree	‡	‡	‡	‡	‡
Doctoral degree	75	94	1	2	2
First-professional degree	‡	‡	‡	‡	‡

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 21. Of 1997–99 FLAS fellowships in which fellows completed their degrees by 2006, percentage distribution according to amount of time spent on thesis or dissertation, and average time spent on thesis or dissertation: 2006

	No thesis/dissertation required	Percentage distribution by time spent on thesis or dissertation				Average years spent on thesis/dissertation
		Zero to one years	Two to three years	Four to five years	Six years or more	
Total	15	18	43	30	9	3
Program type						
Master's degree	34	57	40	3	#	2
Doctoral degree	#	2	44	42	13	4
First-professional degree	51	‡	‡	‡	‡	‡

Rounds to zero.

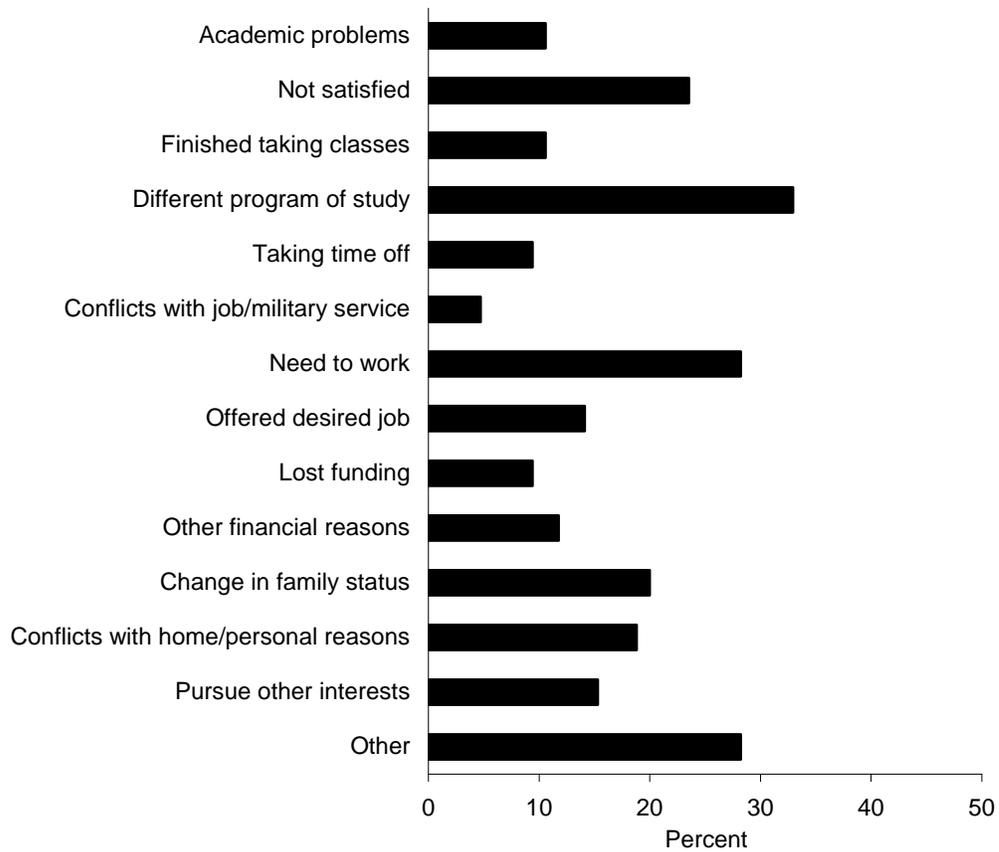
‡ Reporting standards not met. (Too few cases for a reliable estimate.)

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

FLAS fellows who dropped out of their degree programs did so for a variety of reasons. Financial need appeared related to some of the reasons for dropping out: 28 percent of dropouts needed to work, 9 percent had lost their funding, and 12 percent reported other financial reasons (Compendium Table 3-15 and Figure 10). Equal or larger percentages cited other reasons, however: 33 percent had pursued a different program of study, 24 percent were not satisfied with their programs, and 28 percent had a reason that did not fall within the listed categories.

Figure 10. Of 1997–99 FLAS fellowships in which fellows had not completed their degrees by 2006 and did not expect to complete them, percentage of fellowships in which fellows identified various reasons for not completing their degrees: 2006



SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Self-Reported Language Competence Gained

At the time of the 2006 survey, FLAS fellows rated their abilities to speak and listen, write, and read the languages they studied with FLAS support both at the time they began the FLAS-supported study and at the time they completed that study. These ratings are self-reported and subject to fellows' recollection of their listening, reading, and writing competence six to nine years ago. They rated their speaking and listening abilities on a five-level scale, and their reading and writing abilities on six-level scales. On average, FLAS fellows reported a level two ability with respect to each skill at the time they began each FLAS-supported language study, and reported a level three or four ability at the close of that study (Table 22). They averaged a one-level gain in proficiency, not only across language skills but also across most demographic and academic characteristics, including the geographic region in which the languages they studied were commonly spoken.

Post-Fellowship Employment

For nearly all fellowships (92 percent), fellows had worked for pay since their FLAS fellowships had ended (Table 23).⁹ They had held three jobs, on average, between the end of the FLAS fellowship and the survey date. About two-fifths first worked within a year of completing the fellowship, 29 percent within two to three years, and one-third more than three years after completing the fellowship.

Master's degree students took significantly less time to complete their degrees and enter the workforce. Reflecting their shorter time to degree completion, master's students were considerably more likely than doctoral students to have worked within one year of fellowship completion (61 percent compared with 24 percent). This finding is also reflected in the differences among fellows by field of study; for example, fellows who were studying area studies and international relations, many of whom were master's level students, were considerably more likely to have worked within one year of completing their fellowships than those in all fields but professional fields and other (unspecified) fields.

⁹ Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship.

Table 22. Average fellow-rated competence in first language studied with FLAS support before and after fellowship award: 2006

	Scale level	Average before fellowship	Average after fellowship
Speaking and listening abilities			
Unable to function in the spoken language	1		
Able to satisfy basic survival needs and maintain very simple conversation on familiar topics	2	x	
Able to satisfy routine social demands and limited work requirements	3		x
Able to participate effectively in most formal and informal conversations on practical and social topics and on professional topics in restricted contexts	4		
Use of the language is functionally equivalent to a well-educated native speaker	5		
Writing ability			
No functional ability in writing	1		
Sufficient control of the writing system to meet limited needs	2	x	
Sufficient control of the writing system to meet most survival needs and limited social demands	3		x
Ability to write with some precision and in some detail about most common topics	4		
Able to use the language effectively in most formal and informal written exchanges on practical, social, and professional topics	5		
Writing proficiency is equal to that of a well-educated native speaker	6		
Reading ability			
No practical ability to read the language	1		
Sufficient comprehension to read very simple connected written material in a form equivalent to usual printing or typescript	2	x	
Sufficient comprehension to read simple, authentic texts on subjects within a familiar context	3		
Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects, as well as technical material	4		x
Able to read fluently and accurately all styles and forms of the language pertinent to professional needs, including all materials in one's special field	5		
Reading proficiency is functionally equivalent to a well-educated native speaker	6		

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 23. Percentage of 1997–99 FLAS fellowships in which fellows had worked for pay since their fellowship had ended, and among those, average number of jobs fellows held and percentage in which fellows began working at various intervals after fellowship completion: 2006

	Had worked for pay since fellowship support ended	Average number of jobs held	When first worked		
			Within year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship
Total	92	3	38	29	34
Program type					
Master's degree	95	3	61	31	8
Doctoral degree	91	2	24	27	48
First-professional degree	100	3	58	36	6
Graduate field of study					
Languages					
European	95	3	38	36	26
Asian	86	3	36	30	34
Other languages	93	3	35	32	32
History					
American and European	94	2	31	28	41
Asian	86	3	31	33	36
Other history	92	3	21	35	44
Other humanities	90	3	35	27	38
Professional fields	98	3	64	24	12
Social sciences					
Anthropology	88	3	32	24	45
Area studies and international relations/affairs	95	3	61	31	7
Political science and government	93	2	27	23	50
Other social science	98	2	22	30	48
Other	96	3	52	32	16

NOTE: Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

FELLOWSHIP-RELATED EMPLOYMENT

For nearly three-quarters (71 percent) of fellowships, fellows had worked in at least one job that involved the expertise they had gained through the FLAS-supported study (Table 24). Those who held such jobs held an average of two of them since completing their fellowships and had spent an average of four years in such employment.

Degree completion was strongly related to whether fellows worked in a job that involved their fellowship-gained expertise. For nearly four-fifths of fellowships in which fellows completed their degrees, fellows had worked in a job involving the expertise they had gained through the fellowship. In contrast, for 46 percent of fellowships in which fellows were still pursuing their degrees, fellows had worked in such a job, and the corresponding figure for fellowships in which fellows had dropped out of their degree programs was 41 percent.

For one-third of fellowships in which fellows had worked in jobs that involved this expertise, fellows had worked part-time in at least one of these jobs (Compendium Table 3-19). About one-half had done so because they were still in school, and 35 percent because full-time work was not available.

For nearly all fellowships (96 percent) in which fellows had worked in a job related to their FLAS-supported study, fellows reported that this job was part of a career they were pursuing (Table 25). As of 2006, FLAS fellows who considered this work to be part of a long-term career they were pursuing reported that they had worked in that career about four years. Even among fellows who had dropped out of their degree programs, 85 percent who had worked in jobs that involved their fellowship-gained expertise considered that work to be part of a long-term career.

Table 24. Percentage of 1997–99 FLAS fellowships in which fellows had worked in at least one job in which they used the expertise they had gained through the fellowship since it had ended; among those, average number of related jobs held; percentage distribution according to when first related job began; and average number of years spent in such jobs: 2006

	Had worked in job involving expertise gained from fellowship since fellowship support ended	Average number of related jobs held	When first worked in related job			Average number of years in job where used expertise
			Within a year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship	
Total	71	2	26	30	44	4
Degree completion						
Completed	78	2	24	30	46	4
Did not complete, still pursuing	46	2	31	36	33	3
Did not complete, no longer pursuing	41	2	50	28	22	4

NOTE: Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 25. Of 1997–99 FLAS fellowships in which fellows had worked in a job that involved the expertise gained through the graduate study supported by the FLAS fellowship, percentage who considered that work to be part of a long-term career they were pursuing or intended to pursue, and of those, number of years they had been working in that career: 2006

	Work related to expertise part of career pursuing	Of those who considered such work part of long-term career, number of years in that career
Total	96	4
Degree completion		
Completed	96	4
Did not complete, still pursuing	98	4
Did not complete, no longer pursuing	85	‡

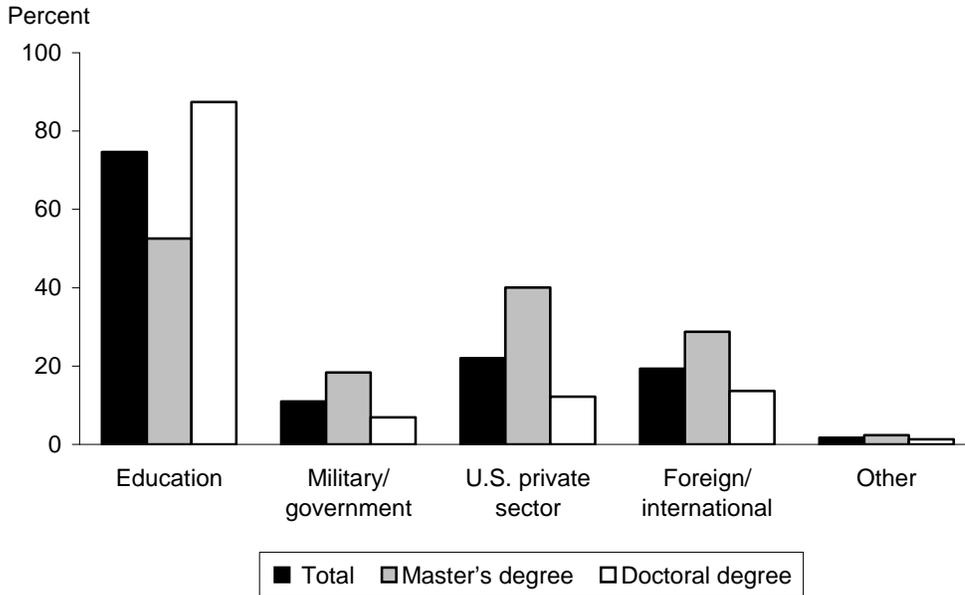
‡ Reporting standards not met. (Too few cases for a reliable estimate.)

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

TEACHING-RELATED EMPLOYMENT

Among fellowships in which fellows had held at least one job related to the field they had studied with FLAS support, three-quarters of fellows had worked in education, one-fifth in a U.S. private-sector job, and one-fifth in a foreign or international job (Compendium Table 3-21 and Figure 11). About one in nine worked for the military or in other government positions. Fellows in doctoral programs were far more likely than master's fellows to have worked in education (87 percent compared with 53 percent). Master's students were more likely than doctoral students to work for the military or in another government position, a U.S. private-sector position, or a foreign or international position.

Figure 11. Of 1997–99 FLAS fellowships in which fellows had worked in at least one job in which they used the expertise gained through their fellowship, percentage in which fellows had worked in various sectors in any of these jobs: 2006



SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

For 68 percent of FLAS fellowships in which fellows had worked for pay since completing their fellowship, fellows had worked in a job in which teaching was a major responsibility (Table 26). These fellows had taught for an average of three years at the time of the survey, and 86 percent of them had taught in a field related to the FLAS-supported study. Not surprisingly, fellowships provided to doctoral students were more likely than those provided to master's students to have been followed by employment in which teaching was a major responsibility: for 81 percent of doctoral fellowships, teaching was a major responsibility for fellows in at least one of their jobs, compared with 46 percent of master's degree fellowships. In addition, 91 percent of doctoral fellows who taught had a job in which their teaching was related to their field of study, compared with 71 percent of master's fellows.

Table 26. Of 1997–99 FLAS fellowships in which fellows had worked for pay since the completion of their fellowships, percentage in which fellows had held at least one job in which teaching was a primary responsibility; of those, average amount of time spent teaching since fellowship support ended; and percentage who had taught subjects related to the field of graduate study for which they had received fellowship support: 2006

	Teaching major responsibility in any reported jobs	Average number of years spent teaching	Any teaching jobs related to field of study
Total	68	3	86
Program type			
Master's degree	46	3	71
Doctoral degree	81	3	91
First-professional degree	24	‡	‡

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

NOTE: Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

LABOR FORCE PARTICIPATION AND UNEMPLOYMENT

Slightly more than one-fifth of fellows (26 percent of women and 19 percent of men) had been out of the labor force since completing their fellowships (Table 27). About one-half had been out of the labor force because they were studying full-time, and about one-third (43 percent of women and 11 percent of men) were out for family-related reasons. Fourteen percent of fellows were out of the labor force because they had been unable to find work when they were unemployed, and this was true more often for men than women (21 percent of men compared with 10 percent of women). Only 3 percent reported they were out of the labor force because they did not expect to find work.

Table 27. Percentage of 1997–99 FLAS fellowships in which fellows had been out of the labor force since their fellowship had ended, and of those, percentage in which fellows had been out of the labor force for various reasons: 2006

	Out of the labor force three or more months	Reason for being out of the labor force							
		Family	Did not want to work	Did not expect to find work	Health- related reasons	Pursue other interests	Unable to find work when unemployed	Studying full-time	Other
Total	23	32	4	3	4	15	14	51	14
Gender									
Female	26	43	3	2	4	12	10	47	12
Male	19	11	6	4	4	20	21	57	18

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

At the time of the survey, 9 percent of fellows were out of the labor force, and 78 percent of those fellows expected to look for work related to their fellowship-supported study (Table 28). Compared with doctoral fellows, master's fellows were slightly more likely to be out of the labor force. Fellows who had not completed their degrees, especially those who had dropped out of their programs, were more likely than those who had completed to be out of the labor force at the time of the survey.

For 21 percent of fellowships, fellows had been unemployed for at least three months since completing their fellowships. Master's students were more likely than doctoral students to have been unemployed (28 percent compared with 17 percent). Fellows who had not completed their degrees, especially those who were no longer pursuing those degrees, were more likely than completers to have been unemployed since completing their fellowships.

Table 28. Percentage of 1997–99 FLAS fellowships in which fellows were out of the labor force at the time of the survey; of those, percentage in which fellows expected to look for work that involved the expertise gained through graduate study supported by the FLAS fellowship; and percentage of 1997–99 FLAS fellowships in which fellows had been unemployed for three or more months since completing their fellowships: 2006

	Out of labor force at time of survey	Expect to look for work related to fellowship studies	Had been unemployed at least three months
Total	9	78	21
Program type			
Master's degree	14	74	28
Doctoral degree	6	84	17
First-professional degree	5	‡	25
Degree completion			
Completed	7	76	18
Did not complete, still pursuing	15	97	30
Did not complete, no longer pursuing	23	‡	37

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

FUTURE EMPLOYMENT EXPECTATIONS

For 71 percent of all FLAS fellowships, fellows expected that in three years they would be working in a job that involved the expertise they had gained through their fellowship-supported study (Table 29). One-fifth expected that in three years they would be working in some alternative field, and 8 percent expected they would not be working for pay. Although program type was not related to expectations for fellowship-related employment, degree completion status was. For 78 percent of fellowships in which fellows had completed their degrees, fellows expected to be working in a fellowship-related field in three years. Fellows who were still pursuing their degrees were far more likely than those who had completed or were no longer pursuing to expect to be out of the labor force in three years (31 percent compared with 4–5 percent). Those who had dropped out were far more likely than others to expect they would be working in an alternative field (54 percent compared with 18 percent among degree completers and 22 percent among those who were still pursuing their degrees).

Fellowship Perceptions

For a large majority of FLAS fellowships (81 percent), fellows first learned about the FLAS fellowship program after they had chosen their major field of graduate study (Compendium Table 3-26). About 40 percent of fellows reported that receiving a FLAS fellowship had no influence on their choice of a field to study in graduate school, and 17 percent reported that their fellowship had very little influence (Compendium Table 3-27). Nearly one-quarter (23 percent), however, reported that receiving a FLAS fellowship had a great deal of influence on their choice of a field

Table 29. Percentage distribution of 1997–99 FLAS fellowships according to fellows' expected activities in three years: 2006

	Working in job involving expertise gained through fellowship support	Working in a field that does not involve the expertise gained through fellowship support	Not working for pay
Total	71	21	8
Degree completion			
Completed	78	18	4
Did not complete, still pursuing	46	22	31
Did not complete, no longer pursuing	42	54	5

NOTE: Detail may not sum to totals because of rounding.

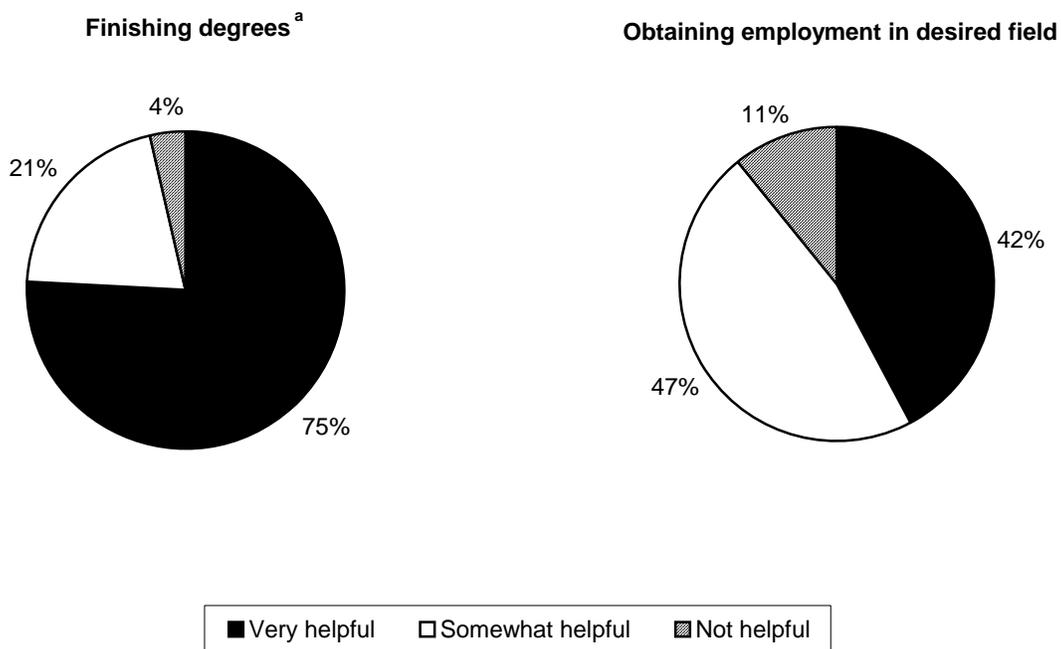
SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

for graduate study. As with DDRA fellows, these inconsistent findings may be explained by students making different kinds of choices about their course of study at different times in their careers. Students may choose general fields of study (e.g., anthropology or sociology) before learning about FLAS funding, but later in their careers, may focus on a culture or country with an eye toward the various funding mechanisms, including FLAS, with which they become familiar.

FLAS fellows were more likely to attribute their occupation and career choices, rather than field of study choices, to having received a FLAS fellowship. One-third said receiving a FLAS fellowship influenced their choices regarding occupation and career somewhat, and another one-fifth said it influenced these choices a great deal (Compendium Table 3-28). Not surprisingly, fellows who had dropped out of their degree programs were less likely than those who had completed or were still pursuing them to report that receiving the fellowship had had a great deal of influence on their occupation or career choices.

Three-quarters of fellows reported that their fellowships were very helpful to them in finishing their degrees, and another one-fifth reported that their fellowships were somewhat helpful in this regard (Compendium Table 3-29 and Figure 12). Fellows of Hispanic or Latino origin were less likely than fellows of other racial or ethnic backgrounds to report that their fellowships were very helpful in finishing their degrees, but more likely to report that they were somewhat helpful in this regard. Compared with their perceptions regarding the fellowships' helpfulness for finishing their degrees, fellows were less likely to report that their fellowships were very helpful in gaining employment in their desired fields (42 percent compared with 76 percent), and more likely to report that they were somewhat helpful in this area (47 percent compared with 21 percent).

Figure 12. Percentage distributions of 1997–99 FLAS fellowships according to fellows’ ratings of how helpful the FLAS fellowship was in finishing their degrees or obtaining employment in their desired fields: 2006



^a Includes only fellows who completed their degrees.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Key Findings and Conclusion

The FLAS program’s goals focus on building capacity with respect to using and teaching modern languages that are not commonly studied. This follow-up study of FLAS fellowships reveals the following key findings regarding these goals and other program outcomes:

- As with DDRA participants, FLAS fellows studied a wide variety of languages. South and East Asian languages were among the most common, being the language studied in about one-third of FLAS fellowships, and 35 percent of fellowships supported the study of a language spoken in central Asia, the Middle East, or Africa. About 70 percent of fellowships supported the study of a critical foreign language as defined by ED.
- Students who received FLAS fellowships were highly likely to complete their degrees: by 2006, degrees were completed for 95–96 percent of fellowships awarded to master’s and first-professional students, and the same was true for 72 percent of fellowships awarded to doctoral students.

- Regardless of their degree completion status, FLAS fellows reported that their oral and written language skills improved over the course of their FLAS-supported study.
- Nearly all fellows (92 percent) worked after completing their fellowships, and a majority of fellows (71 percent) worked in jobs that involved expertise they had gained through their FLAS-supported study. Nearly all fellows who reported working in a related job considered it to be part of a career they were pursuing.

Although degree completion is not a specified goal of the FLAS program, fellows who had completed their degrees were considerably more likely than those who did not (78 percent compared with 41–46 percent) to work in jobs related to their FLAS-supported study. Degree completers were also more likely than noncompleters to have taught—among doctoral students, those who completed their degrees were far more likely than those who did not to have taught after completing their fellowships. In addition, degree completers were more likely than noncompleters to expect that in three years they would be working in a job that involved the expertise they had gained through fellowship support. So, to the degree that FLAS funding contributes to students' degree completion, it contributes to U.S. human capital vis-à-vis modern foreign languages.

It is not possible to determine definitively from this study, however, whether the FLAS program contributed to fellows' degree completion or employment outcomes. FLAS fellows believed that the fellowship program was very helpful in their degree completion and at least somewhat helpful in obtaining employment in a desired field. Over one-half reported that receiving a FLAS fellowship influenced their occupation and career choices. As with DDRA fellows, however, FLAS fellows were more likely than the average graduate student to receive such merit-based funding as scholarships and grants (in addition to their DDRA or FLAS award), indicating that they were high-ability, high-achieving students. Such students may well be more likely than the average student to complete degrees independent of FLAS support, although whether they would have gained the language skills they did through FLAS was less clear.

CHAPTER 4

Graduate Assistance in Areas of National Need Program

The Graduate Assistance in Areas of National Need (GAANN) fellowship program is authorized under Title VII of the *Higher Education Act of 1965*, as amended. One of the key goals of this program is to sustain and enhance the capacity for teaching and research in the natural sciences, mathematics, and engineering, areas that have been designated “areas of national need.” In most instances, the highest degree available in these fields is a doctoral degree. This program provides fellowships, through academic departments and programs of U.S. colleges and universities, to assist graduate students who plan to pursue the highest degree available in these fields. Students are selected for GAANN fellowships based on both academic achievement and financial need. A GAANN fellowship consists of a stipend amount to cover the fellow’s living expenses and also includes an institutional payment that is accepted by the institution of higher education in lieu of tuition and fees normally charged to the student.

According to ED records, about 1,700 GAANN fellowships were distributed by institutions of higher education between 1997 and 1999. Data collectors located the recipients of approximately 1,200 of these fellowships, and fellows responded to surveys regarding approximately 760 of them, for an overall response rate of 44 percent. Among fellowships for whom institution survey data were available, the distributions of fellowships by gender, race or ethnicity, and field of study did not vary between fellows survey respondents and the universe of fellows. This lack of variation indicates that nonrespondents did not differ from respondents on these characteristics. Further details on this bias analysis can be found in Appendix A.

Relatively few U.S. institutions are awarded GAANN grants. Of the approximately 2,000 institutions of higher education that granted a master’s degree or higher in 2004, about 4 percent had enrolled a GAANN fellow between 1997 and 1999 (Compendium Table 4-1). Research-oriented institutions were far more likely than other institutions to have enrolled GAANN recipients. For example, between 35 and 37 percent of doctoral extensive institutions had done so, as had about one-tenth of doctoral intensive institutions. Thus, like the other programs examined in this study, the GAANN program serves students in a small, largely research-oriented group of U.S. institutions.

Demographic Characteristics of 1997–99 GAANN Participants

In general, the majority of graduate students in engineering, mathematics, and the natural sciences are men, although there are differences by type of degree program and the proportion of women appears to be increasing over time. Among U.S. graduate students in engineering, computer science, or mathematics, one-third of master's level students and 6 percent of doctoral students were women in 1995–96. By 1999–2000, however, women made up 36 percent of master's students and 23 percent of doctoral students in these fields across the nation. Among all U.S. graduate students in life and physical science fields in 1995–96, 45 percent of master's students and 30 percent of doctoral students were women. In 1999–2000, these figures had increased to 52 and 40 percent, respectively.¹⁰

Women appear to receive GAANN funding in proportions that are consistent with the gender distribution of graduate students in the natural sciences in 1999–2000. Women received about 40 percent of 1997–99 GAANN fellowships (41 percent overall, 39 percent among doctoral students and 54 percent among master's students), although the gender distribution of fellowship participants varied with their field of study (Table 30). Among GAANN participants in specific fields of study, women received the majority of fellowships awarded in the biological sciences (62 percent) and about one-half of those awarded in chemistry.

With respect to race or ethnicity, national data from 1995–06 and 1999–2000 indicate that, overall, the pool of graduate students in the United States is becoming more diverse. Among 1995–96 graduate students in the natural sciences, engineering, and mathematics, 68 percent were white, 4 percent black, 4 percent Hispanic, 22 percent Asian or Pacific Islander, and about 2 percent of other backgrounds. In 1999–2000, relatively fewer (59 percent) graduate students in mathematics, engineering, and the sciences were white, and relatively more were black, Hispanic, and Asian (5, 6, and 24 percent, respectively). In addition, the 1999–2000 NPSAS allowed students to indicate whether they were of multiracial or ethnic backgrounds, and 2 percent of graduate students in the sciences and mathematics did so.

The distribution of GAANN participants varied from these national distributions of graduate students in a few ways. GAANN participants included relatively more white students, 80 percent, than all graduate students in comparable fields in 1995–96 or 1999–2000. However, GAANN participants also included relatively more black students than were found nationwide: 7 percent of GAANN fellows were black, compared with 4–5 percent of graduate students in comparable fields in 1995–96 and 1999–2000. In contrast, relatively fewer GAANN fellows were of Asian

¹⁰ Estimates from unpublished tabulations of National Postsecondary Student Aid Study (NPSAS) of 1995–96 and 1999–2000 data using the National Center for Education Statistics Data Analysis System (DAS), located at: <http://nces.ed.gov/dasolv2/tables/mainpage.asp>.

Table 30. Percentage distributions of 1997–99 GAANN fellowships according to fellows' gender and race/ethnicity: 2006

	Gender		Race/ethnicity						
	Female	Male	American Indian or Alaska Native	Asian	Black or African-American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Multiple
Total	41	59	#	8	7	4	#	79	2
Program type									
Master's degree	54	46	#	12	11	7	#	70	#
Doctoral degree	39	61	#	7	6	4	#	80	2
First-professional degree	‡	‡	‡	‡	‡	‡	‡	‡	‡
Graduate field of study									
Biological sciences	62	38	#	7	16	4	#	71	2
Computer and information sciences	37	63	2	17	#	2	#	77	2
Engineering	29	71	#	12	3	2	#	83	#
Mathematics	35	65	#	2	3	6	#	88	1
Chemistry	52	48	#	5	10	8	#	77	1
Physics	26	74	#	7	4	4	1	83	1
Other	‡	‡	‡	‡	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

descent, compared with the national population of graduate students in the natural sciences and mathematics, of whom 22–24 percent were of Asian descent in 1995–96 and 1999–2000.¹¹

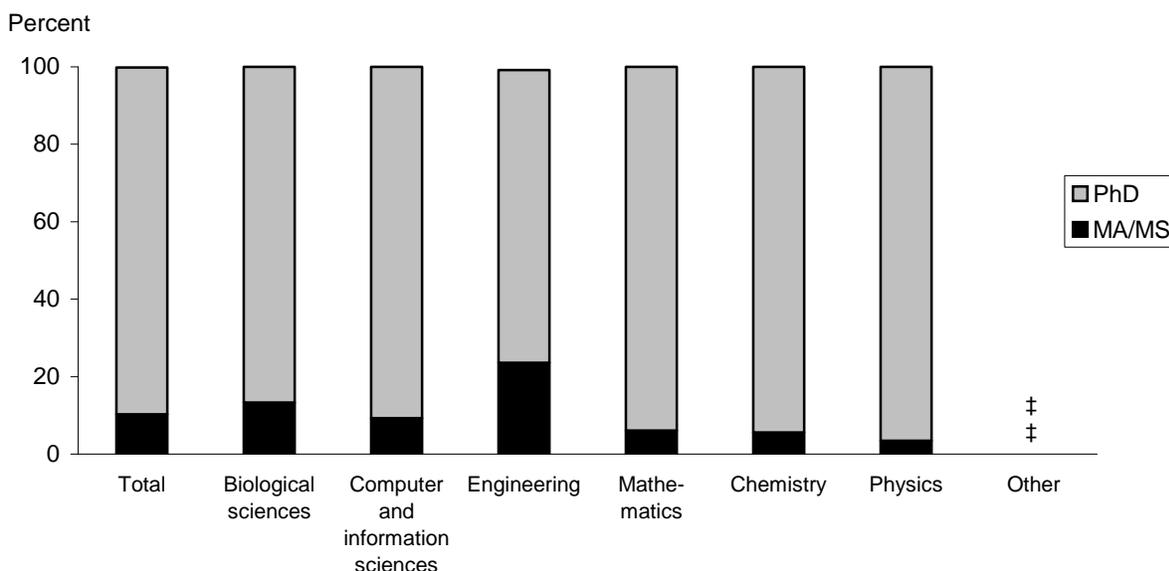
Academic Characteristics of GAANN Participants

Program Type and Field of Study

Nationally, over one-half of all graduate students in the 1995–96 academic year were master’s degree students, 12 percent were doctoral students, 12 percent were first-professional students, and 20 percent were in some other graduate program (Choy and Moskovitz 1998). Due to GAANN’s restriction of providing fellowships to students pursuing the highest degree available in their fields, however, it is not surprising that only 10 percent of GAANN fellowships were received by students enrolled in master’s degree programs and almost none by students in first-professional degree programs (Compendium Table 4-3 and Figure 13). There was some variation among fields, with about one-quarter of engineering fellowships awarded to master’s level students, compared with 13 percent or fewer of fellowships in other fields.

¹¹ Estimates from unpublished tabulations of National Postsecondary Student Aid Study (NPSAS) of 1995–96 and 1999–2000 data using the National Center for Education Statistics Data Analysis System (DAS), located at: <http://nces.ed.gov/dasolv2/tables/mainpage.asp>.

Figure 13. Percentage distribution of 1997–99 GAANN fellowships according to fellows’ graduate degree program: 2006



‡ Reporting standards not met. (Too few cases for a reliable estimate.)

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

GAANN fellowships were distributed widely among subfields within mathematics, engineering, and the natural sciences. About one-fifth of fellowships were awarded in each of the biological sciences, physics, engineering, and mathematics; 14 percent in chemistry; and 8 percent in computer and information sciences (Table 31). Fellowships awarded to women and black students were more likely to be awarded to students in the biological sciences, while fellowships awarded to men were more likely to be awarded in physics. In addition, Asian fellows were somewhat more likely than black fellows or those of “other” racial or ethnic backgrounds to study engineering.

Table 31. Percentage distribution of 1997–99 GAANN fellowships according to fellows' field of study when fellowship received: 2006

	Biological sciences	Computer and information sciences	Engineering	Mathematics	Chemistry	Physics	Other
Total	19	8	18	18	14	19	3
Gender							
Female	31	6	12	15	18	12	4
Male	13	8	21	19	12	24	3
Race/ethnicity ^a							
Asian	18	16	27	5	9	18	5
Black or African-American	47	#	8	8	20	10	6
White	18	7	18	19	14	20	3
Other	20	7	5	18	20	20	9

Rounds to zero.

^a Race categories exclude Hispanic origin. Other includes Hispanic/Latino origin and those who identified with multiple races or a race not shown.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Enrollment Status

GAANN participation requires that fellows study or otherwise work toward their degrees (teaching undergraduates, for example) essentially full-time. The data indicate that for nearly all fellowships (96 percent), regardless of fellows' gender, race or ethnicity, program type, or field of study, fellows were usually enrolled full-time throughout their graduate programs (Table 32). In addition, 90 percent of 1997–99 GAANN fellowships were provided to students who were continuously enrolled in their programs of study; that is, they did not take more than three months off (approximately the length of a summer session) at a time. Computer science fellows were somewhat less likely than fellows in other fields to be enrolled continuously. Among the 10 percent of fellowships in which fellows took at least one semester off, fellows were not enrolled an average of three terms.

Table 32. Percentage distribution of 1997–99 GAANN fellowships according to fellows' usual enrollment status, and percentage in which fellows were continuously enrolled while pursuing the degree supported by the fellowship; of those fellowships in which fellows had taken at least one term off, average number of terms taken off: 2006

	Usual enrollment status			Whether continuously enrolled	Average number of terms not enrolled (summer not included)
	Usually enrolled full-time	Usually enrolled part-time	Mix of full-time and part-time enrollment		
Total	96	1	3	90	3
Graduate field of study					
Biological sciences	97	#	3	93	‡
Computer and information sciences	96	#	4	78	‡
Engineering	92	1	7	88	‡
Mathematics	95	2	4	91	‡
Chemistry	98	#	2	94	‡
Physics	99	1	1	90	‡
Other	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Year of Graduate Study When Received GAANN Fellowship

Academic departments in GAANN recipient institutions may provide funding to fellows at any point in their graduate study. Institutions may continue providing funding for up to five years or until the fellow completes his or her degree program, whichever comes first. Three-quarters of GAANN fellows first received their GAANN funding during their first year of graduate study (Compendium Table 4-7). Master's students were more likely than doctoral students to receive funding during their first year of study (92 percent compared with 74 percent). Among doctoral students, students in the biological sciences were more likely than students in other fields (except for computer science) to receive funding after their first year of graduate study.

About one-fifth of GAANN participants stopped receiving funding in their first year of graduate study (Table 33). Among fellows studying chemistry, however, two-fifths stopped receiving funding in their first year of graduate study, a proportion higher than that in any other field except computer and information science. One-third of GAANN fellowships ended in fellows' fourth or later year of graduate study, and the remainder in the second or third years.

Table 33. Percentage distribution of 1997–99 GAANN fellowships according to year of fellows' graduate study in which GAANN fellowship funding ended: 2006

	First year	Second year	Third year	Fourth year or after
Total	21	22	24	34
Graduate field of study				
Biological sciences	9	18	23	50
Computer and information sciences	17	17	29	37
Engineering	14	27	25	34
Mathematics	21	16	22	40
Chemistry	39	29	16	16
Physics	28	25	26	22
Other	‡	‡	‡	‡

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

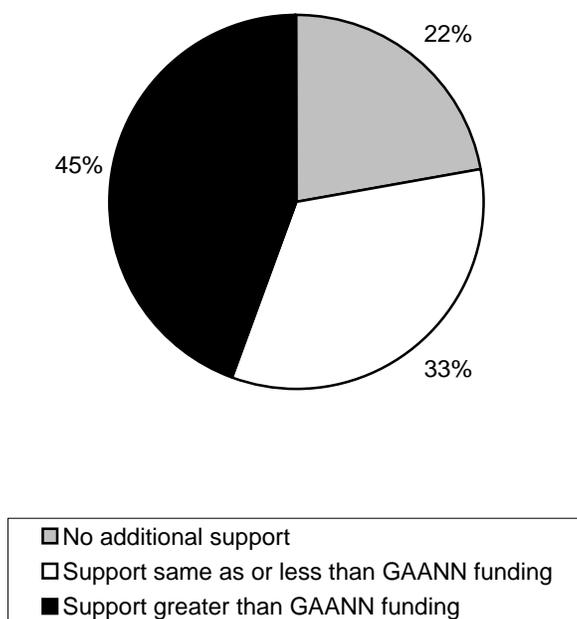
Additional Financial Support Received

In addition to GAANN support, fellows may receive additional scholarships or other financial support from their institutions or other sources. Such support may contribute to their degree completion or help reduce the time needed to complete their degrees over and above the contribution made by GAANN funding toward these goals. Should students who receive additional support complete at higher rates or in shorter periods of time, policymakers may wish to consider whether GAANN funding would be more effective if stipends were increased.

About one-fifth of GAANN fellowships were provided to students who received no additional support from their institutions. Another 33 percent of fellowships were provided to students who received additional institution support less than or equal to the GAANN support, and 45 percent received such support in amounts greater than the GAANN funding (Compendium Table 4-9 and Figure 14). Students who stopped receiving GAANN funding in the first year of their graduate programs were more likely than those who stopped receiving in their third or fourth years to receive other institution funding.

About one-fifth of fellows reported they used no financial support from any source beyond the GAANN funding to fund their graduate education (Compendium Table 4-10 and Figure 15). Forty-three percent received other fellowships or scholarships, 17 percent received other grants, and 24 percent borrowed funds. One-fifth worked to support themselves, and 22 percent spent savings. Survey data do not indicate how many hours fellows worked or whether the work they reported doing also furthered their degree program completion (e.g., additional research or

Figure 14. Percentage distribution of 1997–99 GAANN fellowships by whether fellows received financial support from institution in addition to GAANN fellowship: 2006



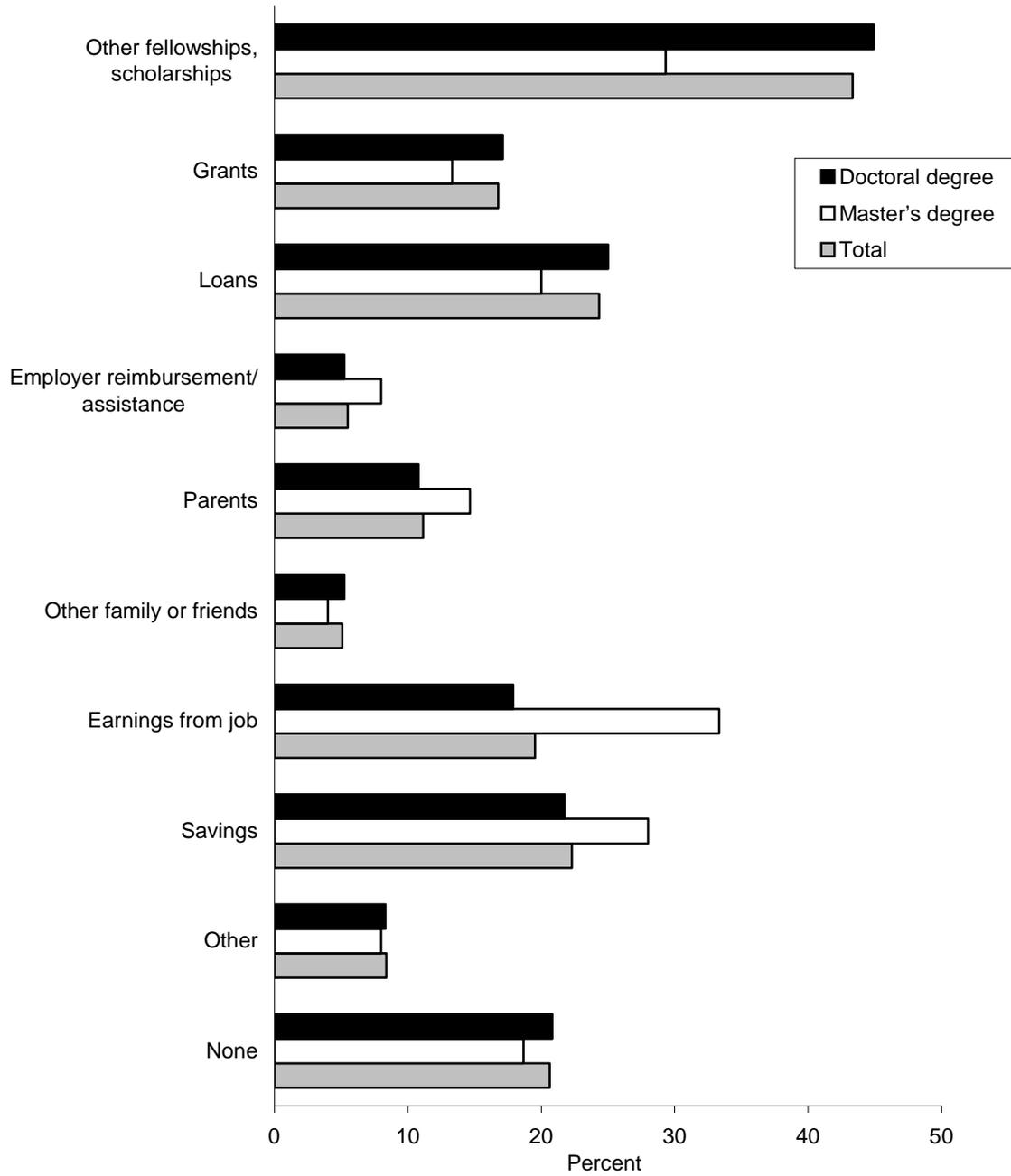
NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

teaching). Therefore, it is not clear whether these reports indicate that some fellows found their stipends inadequate to meet their living expenses or impeded progress toward degree completion.

Doctoral students were more likely than master’s students to receive other fellowships and scholarships (45 percent compared with 29 percent), and less likely to work to finance their education (18 percent compared with 33 percent). Otherwise, there was little difference between master’s and doctoral programs in the funding sources that fellows used.

Figure 15. Percentage of 1997–99 GAANN fellowships in which fellows received financial support from other sources in addition to GAANN fellowship: 2006



SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Outcomes

Degree Completion

Data from the 2003 follow-up of the 1993 Baccalaureate and Beyond Longitudinal Study (B&B:93/03) show that 10 years after completing their bachelor's degrees, 62 percent of U.S. students who enrolled in a graduate degree program completed that degree, 15 percent were still enrolled, and 23 percent had dropped out (Nevill and Chen 2007). In contrast, 78 percent of GAANN fellows completed the degree that they were pursuing when they received the fellowship, and another 9 percent were still enrolled or otherwise pursuing those degrees as of 2006 (Table 34). For 13 percent of fellowships, students had dropped out of the program.

Table 34. Percentage distribution of 1997–99 GAANN fellowships by fellows' degree completion status in 2006 and seven-year completion rate

	Completed degree	Still enrolled or pursuing degree	Had not attained and not enrolled or pursuing degree	Seven-year completion rate
Total	78	9	13	68
Program type				
Master's degree	92	3	5	92
Doctoral degree	77	10	14	66
First-professional degree	‡	‡	‡	‡
Graduate field of study				
Biological sciences	92	3	5	77
Computer and information sciences	66	23	11	47
Engineering	80	6	14	70
Mathematics	71	14	15	65
Chemistry	77	2	21	76
Physics	73	14	13	62
Other	‡	‡	‡	‡
Continuity of enrollment				
Continuously enrolled	80	7	13	71
Took off at least one semester/term	61	31	7	40

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Not surprisingly, given their shorter programs of study, master's students were more likely than doctoral students to have completed their degrees by 2006 (92 percent compared with 77 percent of fellowships). About one-tenth of doctoral students were still working on their degrees, and 14 percent had dropped out.

Fellows who were continuously enrolled completed their degrees by 2006 at higher rates than did those who had taken a break in their enrollment (80 percent compared with 61 percent of fellowships). Thus, it is not surprising that computer and information science fellows, who were less likely than fellows in other fields to be continuously enrolled, were also less likely to complete their degrees by 2006 (66 percent among computer and information science fellows compared with 77 to 92 percent among biological science, engineering, and chemistry fellows). Similarly, the seven-year completion rate among all doctoral fellows was 66 percent, and 47 percent among computer and information science fellows.

Among fellowships given to master's-level students and in which fellows completed their degrees, 84 percent of fellows completed within four years, and another 10 percent in four to five years (Table 35). Master's students completed their degrees in three years, on average. Data from B&B:93/03 also indicate that, nationally, students who completed a master's degree took an average of three years to do so (Nevill and Chen 2007).

Twelve percent of doctoral fellows who completed their degrees did so within four years, with about one-third taking more than six years to complete. Doctoral fellows averaged five to six years to completion, depending on their field of study. National data provide some results for comparison. Data from the Survey of Earned Doctorates (SED) indicate that physical science, life science, and engineering doctorate recipients in the late 1990s and early 2000s tended to take eight to nine years to complete their degrees (Hoffer and Welch 2006).

Of GAANN fellows who had not completed their degrees at the time of the survey, 35 percent expected to complete them (Table 36). The vast majority (86 percent) of those who expected to complete their degrees expected to do so within the next two years.

GAANN fellows who dropped out of their degree programs did so for a variety of reasons. Financial need appeared to be related to dropping out to a limited extent: 16 percent of dropouts needed to work, 8 percent had lost their funding, and 8 percent reported other financial reasons (Compendium Table 4-15 and Figure 16). Equal or larger percentages of fellows cited other reasons for dropping out of their degree programs, however: 31 percent were pursuing a different program of study, 27 percent were not satisfied with their programs, 23 percent were offered a desired job, and 23 percent had a reason that did not fall within the listed categories. These reasons are quite different from the ones graduate students in all fields gave for dropping out. Among B&B:93/03 students, a change in family status (31 percent) was the most common reason given for leaving their program, followed by a job or military conflict (17 percent), dissatisfaction with the program (16 percent), needing to work (14 percent), personal problems (13 percent), and financial reasons (12 percent) (Nevill and Chen 2007).

Table 35. Percentage distribution of 1997–99 GAANN fellowships in which fellows completed their degrees according to time to degree and average time to degree: 2006

	Zero to four years	More than four to five years	More than five to six years	More than six years	Average time to degree	Average years spent on thesis/ dissertation
Total	20	25	26	29	5	4
Program type						
Master's degree	84	10	4	2	3	†
Doctoral degree	12	27	29	32	6	4

† Not applicable.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 36. Of 1997–99 GAANN fellowships in which fellows had not completed their degrees by 2006, percentage in which fellows expected to complete their degrees, and of those fellowships in which fellows expected to complete, percentage distribution according to when they expected to complete: 2006

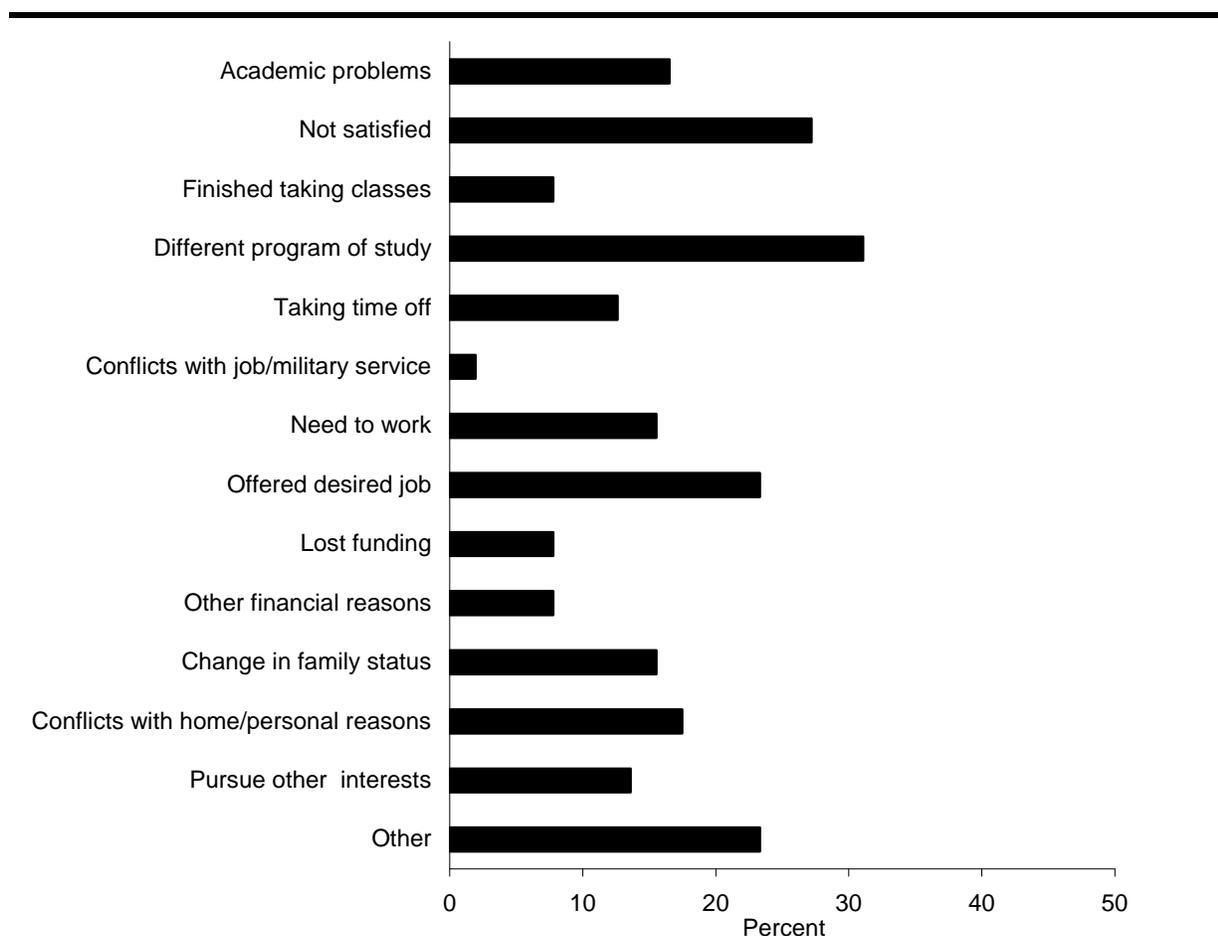
	Expect to complete	When expect to complete			Don't know
		Within next two years	In three to five years	In more than five years	
Total	35	86	5	#	9

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Figure 16. Of 1997–99 GAANN fellowships in which fellows had not completed their degrees by 2006 and did not expect to complete them, percentage of fellowships in which fellows identified various reasons for not completing their degrees: 2006



SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Post-Fellowship Employment

After completing their fellowships, GAANN fellows were employed at high rates.¹² For 94 percent of fellowships, fellows had worked for pay since their GAANN fellowships had ended (Table 37). They had held two jobs, on average, between the end of the GAANN fellowship and the survey date. Two-fifths first worked within a year of completing the fellowship, 30 percent within two to three years, and 31 percent more than three years after completing the fellowship.

Table 37. Percentage of 1997–99 GAANN fellowships in which fellows had worked for pay since their fellowship had ended, and among those, average number of jobs fellows held and percentage in which fellows began working at various intervals after fellowship completion: 2006

	Had worked for pay since fellowship support ended	Average number of jobs held	When first worked		
			Within year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship
Total	94	2	40	30	31
Program type					
Master's degree	88	2	66	19	15
Doctoral degree	95	2	36	31	33
First-professional degree	‡	‡	‡	‡	‡
Doctoral students					
Whether received other institution funding					
Received no support from institution	93	2	52	28	20
Received less than what was provided through fellowship	96	2	40	36	25
Received same amount or more than what was provided through fellowship	96	2	26	30	43

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

NOTE: Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

In addition, among doctoral fellows who received support from their institutions in addition to GAANN funding, those who received less additional support entered the workforce earlier than those who had received more additional support. In contrast, doctoral fellows who received more support were more likely than those who received less to have first worked more than three years after completing their fellowships. This finding could occur for a number of reasons. For example, fellows who received larger amounts of additional institution support may have been

¹² Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship.

higher achieving students who were offered postdoctoral positions after completing their degrees, delaying their entrance into the workforce. Alternatively, students who received less additional institution support may have had greater need to enter the workforce earlier.

FELLOWSHIP-RELATED EMPLOYMENT

Fellowship funding will have been a more fruitful investment of taxpayer dollars if fellows use the expertise they gained through their fellowship-supported study in their new jobs. In fact, for 88 percent of fellowships, fellows had worked in at least one job in which they used the expertise they had gained through the GAANN-supported study (Table 38). Those who held such jobs held an average of two of them since completing their fellowships and had spent an average of four years in such employment.

Among doctoral-level fellowships, degree completion was clearly related to whether fellows worked in a job that involved their fellowship-gained expertise. Among doctoral-level fellowships in which fellows completed their degrees, 94 percent of fellows had worked in a job in which they used the expertise they had gained through the fellowship. In contrast, among doctoral-level fellowships in which fellows dropped out of their degree programs, 77 percent had worked in a job in which they used their expertise.

For 19 percent of fellowships in which fellows had worked in jobs in which they used their fellowship-gained expertise, fellows had worked part-time in at least one of these jobs (Compendium Table 4-18). Forty-two percent had done so because they were still in school, and 32 percent because full-time work was not available.

For nearly all fellowships (97 percent) in which fellows had worked in a job related to their GAANN-supported study, fellows reported that this job was part of a career they were pursuing (Table 39). As of 2006, GAANN fellows who considered this work to be part of a long-term career reported that they had worked in that career about four years since completing their fellowship. Even among fellows who had dropped out of their degree programs, 92 percent who had worked in jobs that involved their fellowship-gained expertise considered that work to be part of a long-term career.

TEACHING-RELATED EMPLOYMENT

In addition to providing contemporary experts in areas of national need, GAANN funding contributes to the nation's level of expertise by training graduate students as teachers, allowing them to train their students and further increase the knowledge and skills available to the nation. Among fellowships in which fellows had held at least one job related to the field they had studied with GAANN support, 64 percent of fellows had worked in education, one-third in a

U.S. private-sector job, and 16 percent for the military or in another government position (Compendium Table 4-20 and Figure 17). Fellows in doctoral programs were more likely than master's fellows to have worked in education (66 percent compared with 41 percent). Among doctoral-level fellows, however, dropouts were twice as likely as degree completers to work in the U.S. private sector (62 percent compared with 29 percent).

Table 38. Percentage of 1997–99 GAANN fellowships in which fellows had worked in at least one job in which they used the expertise they had gained through the fellowship since it had ended; among those, average number of related jobs held; percentage distribution according to when first related job began; and average number of years spent in such jobs: 2006

	Had worked in job involving expertise gained from fellowship since fellowship support ended	Average number of related jobs held	When first worked in related job			Average number of years in job where used expertise
			Within a year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship	
Total	88	2	38	30	32	4
Program type						
Master's degree	80	2	57	23	20	4
Doctoral degree	90	2	35	31	34	4
First-professional degree	‡	‡	‡	‡	‡	‡
Doctoral students						
Degree completion						
Completed	94	2	34	31	35	4
Did not complete, still pursuing	55	2	‡	‡	‡	4
Did not complete, no longer pursuing	77	2	58	27	15	4

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

NOTE: Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 39. Of 1997–99 GAANN fellowships in which fellows had worked in a job that involved the expertise gained through the graduate study supported by the GAANN fellowship, percentage who considered that work to be part of a long-term career they were pursuing or intended to pursue, and of those, number of years they had been working in that career: 2006

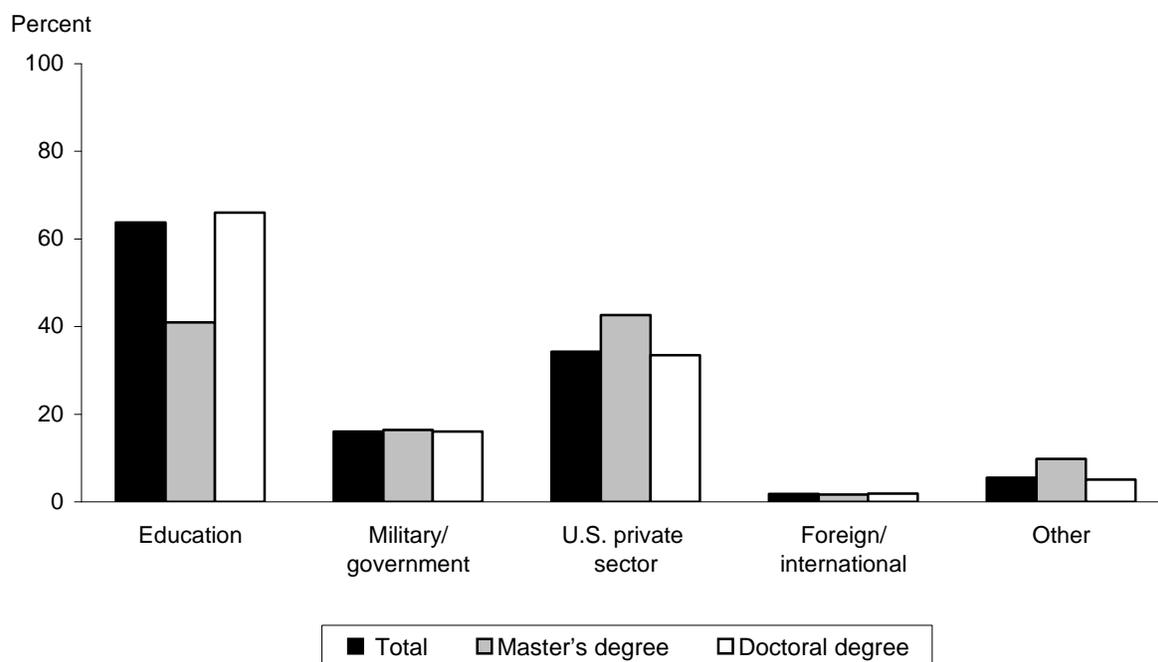
	Work related to expertise part of career pursuing	Of those who considered such work part of long-term career, number of years in that career
Total	97	4
Degree completion		
Completed	97	4
Did not complete, still pursuing	100	‡
Did not complete, no longer pursuing	92	5

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

NOTE: Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Figure 17. Of 1997–99 GAANN fellowships in which fellows had worked in at least one job in which they used the expertise gained through their fellowship, percentage in which fellows had worked in various sectors in any of these jobs, by type of degree program: 2006



SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

For 48 percent of GAANN fellowships in which fellows had worked for pay since completing the fellowship, fellows had worked in a job in which teaching was a major responsibility (Table 40). Asian fellows, however, were considerably less likely than fellows of other racial or ethnic backgrounds to have had a job that included teaching as a major responsibility (21 percent compared with 48 percent or more). Fellows who had worked in jobs in which teaching was a major responsibility had taught for an average of three years at the time of the survey, and 94 percent had taught in a field related to their GAANN-supported study. Among fellowships given to doctoral students, degree completers and dropouts had taught at about the same rate (47 to 48 percent).

Table 40. Of 1997–99 GAANN fellowships in which fellows had worked for pay since the completion of their fellowships, percentage in which fellows had held at least one job in which teaching was a primary responsibility; of those, average amount of time spent teaching since fellowship support ended; and percentage who had taught subjects related to the field of graduate study for which they had received fellowship support: 2006

	Teaching major responsibility in any reported jobs	Average number of years spent teaching	Any teaching jobs related to field of study
Total	48	3	94
Race/ethnicity ^a			
Asian	21	‡	‡
Black or African-American	59	‡	‡
White	48	3	94
Other	51	‡	‡
Program type			
Master's degree	39	‡	‡
Doctoral degree	49	3	94
First-professional degree	‡	‡	‡
Doctoral students			
Degree completion			
Completed	47	3	96
Did not complete, still pursuing	56	‡	‡
Did not complete, no longer pursuing	48	3	85

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes Hispanic/Latino origin and those who identified with multiple races or a race not shown.

NOTE: Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

LABOR FORCE PARTICIPATION AND UNEMPLOYMENT

For 16 percent of fellowships (23 percent of those given to women and 12 percent of those given to men), fellows had been out of the labor force since completing their fellowships (Table 41). About two-fifths had been out of the labor force because they were studying full-time, and 30 percent (45 percent of women and 10 percent of men) were out for family-related reasons. Only 5 percent (13 percent among women) reported they were out of the labor force because they did not expect to find work. At the time of the survey, 7 percent of fellows were out of the labor force, and 76 percent of those fellows expected to look for work related to their fellowship-supported study (Compendium Table 4-23). For 12 percent of fellowships, fellows had been unemployed for at least three months since completing their fellowships.

Table 41. Percentage of 1997–99 GAANN fellowships in which fellows had been out of the labor force since their fellowship had ended, and of those, percentage in which fellows had been out of the labor force for various reasons: 2006

	Total	Gender	
		Female	Male
Out of the labor force	16	23	12
Reason for being out of the labor force			
Family	30	45	10
Did not want to work	8	13	2
Did not expect to find work	5	3	8
Health-related reasons	7	9	4
Pursue other interests	18	16	20
Unable to find work when unemployed	18	12	26
Studying full-time	39	30	50
Other	13	12	14

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

FUTURE EMPLOYMENT EXPECTATIONS

For 88 percent of all GAANN fellowships, fellows expected that in three years they would be working in a job that involved the expertise they had gained through their fellowship-supported study (Table 42). Only 6 percent expected that in three years they would be working in some alternative field, and another 6 percent expected that they would be out of the labor force. For 94 percent of fellowships in which fellows had completed their degrees, fellows expected to be working in a fellowship-related field in three years. Fellows who were still pursuing their degrees were far more likely than others to expect to be out of the labor force in three years (34 percent compared with 3–7 percent).

Table 42. Percentage distribution of 1997–99 GAANN fellowships according to fellows' expected activities in three years: 2006

	Working in job involving expertise gained through fellowship support	Working in a field that does not involve the expertise gained with fellowship support	Not working for pay
Estimates			
Total	88	6	6
Gender			
Female	87	5	8
Male	90	6	5
Program type			
Master's degree	80	8	12
Doctoral degree	90	5	5
First-professional degree	‡	‡	‡
Graduate field of study			
Biological sciences	86	5	9
Computer and information sciences	94	2	4
Engineering	90	7	3
Mathematics	90	6	4
Chemistry	93	2	5
Physics	82	8	10
Other	‡	‡	‡
Degree completion			
Completed	94	3	3
Did not complete, still pursuing	55	11	34
Did not complete, no longer pursuing	77	17	7

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

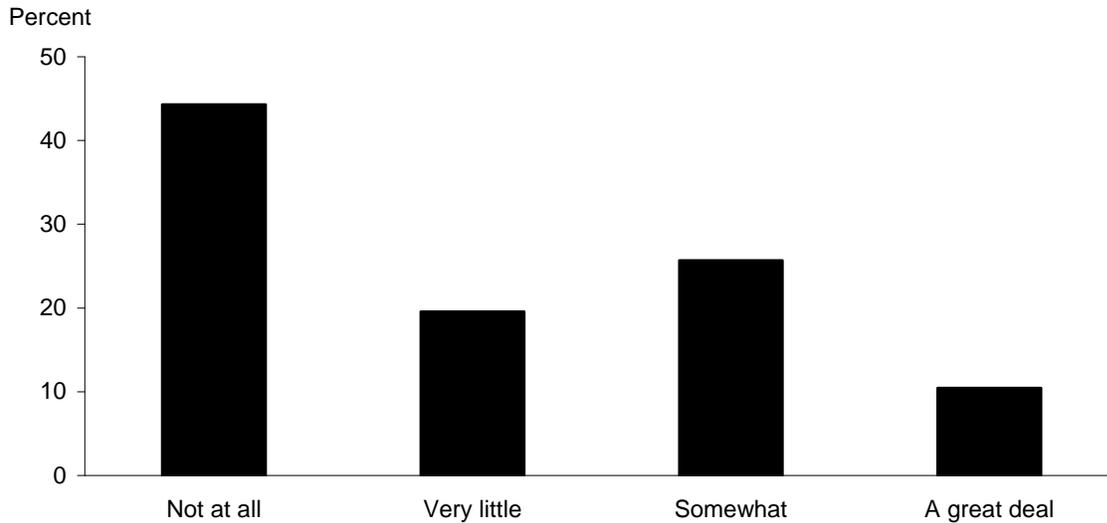
NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Fellowship Perceptions

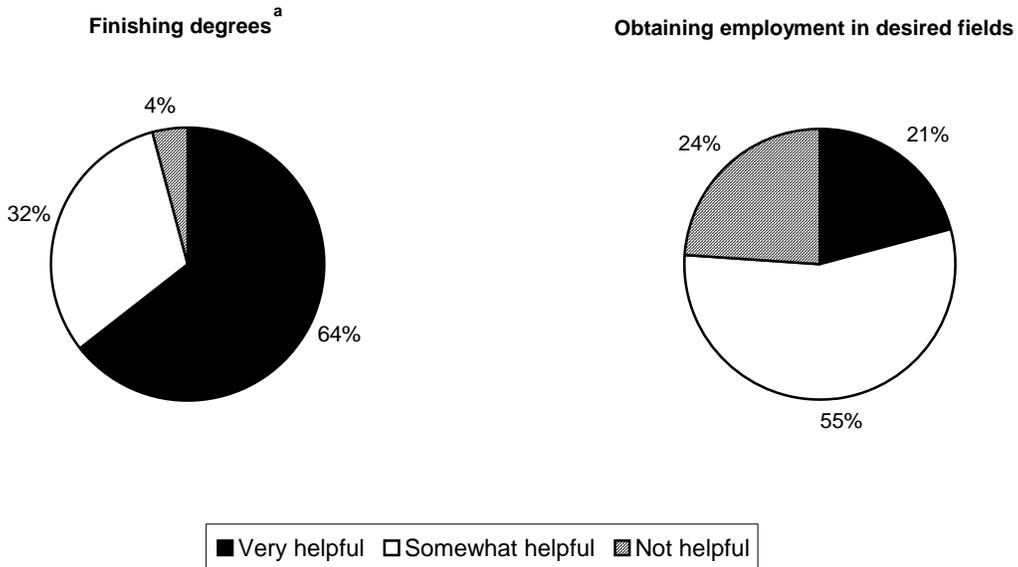
Fellows' perceptions concerning their participation in the GAANN program offer additional assessments of the program. For 93 percent of GAANN fellowships, fellows first learned about the GAANN fellowship program after they had chosen their major field of graduate study (Compendium Table 4-25 and Figure 18), when the fellowship could have little influence on their choice of field of study. Consequently, only about 10 percent of GAANN fellows believed that receiving the fellowship had had a great deal of influence on their occupation and career choices, and another 26 percent said receiving the fellowship had somewhat influenced these choices (Compendium Table 4-26 and Figure 19).

Figure 18. Percentage distribution of 1997–99 GAANN fellowships according to the degree to which receiving a GAANN fellowship influenced fellows’ choice of occupations and career: 2006



NOTE: Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Figure 19. Percentage distributions of 1997–99 GAANN fellowships according to fellows’ ratings of how helpful the GAANN fellowship was in finishing their degrees or obtaining employment in their desired fields: 2006



^a Includes only fellows who completed their degrees.
 NOTE: Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Nearly two-thirds of fellows who completed their degrees reported that their fellowships were very helpful in doing so, and another one-third reported that their fellowships were somewhat helpful in completing their degrees (Compendium Table 4-27). Although black fellows were more likely than white fellows to report that the fellowship was very helpful in finishing their degrees, apparent differences among other racial or ethnic groups were not statistically significant. Whereas nearly all master's fellows (87 percent) felt the fellowship was helpful in finishing their degrees, about 61 percent of doctoral fellows felt the same way. Doctoral fellows were more likely than master's fellows to report that the fellowship was somewhat helpful, however. Fellows who were studying mathematics were more likely than those studying chemistry to report that the fellowship was very helpful in completing their degrees, but other apparent differences by field were not statistically significant.

Fellows were also asked how helpful their fellowships were with respect to gaining employment in their desired fields. About three-quarters reported that the fellowship was somewhat or very helpful in obtaining employment: 21 percent reported that the fellowships were very helpful and 55 percent that they were somewhat helpful. Fellows who had dropped out of their degree programs were more likely than those who completed them to report that receiving the GAANN fellowship had been helpful in finding employment in their desired fields.

Key Findings and Conclusion

The outcomes of 1997–99 GAANN fellows indicate that the GAANN fellowship program did assist graduate students who were pursuing the highest degree available in areas of national need (i.e., the natural sciences, mathematics, and engineering).

- The highest degree available in these fields is most often a doctoral degree, and 90 percent of GAANN fellows in these years were doctoral students.
- All GAANN fellows studied one of the biological sciences, computer and information sciences, engineering, mathematics, chemistry, physics, or another field such as poultry science or neuroscience.
- Ninety-six percent of GAANN fellows (master's or doctoral students) were usually enrolled full-time, a proportion considerably larger than that of all 1995–96 doctoral students.
- Nearly 80 percent of all GAANN fellows had completed their degrees, and nearly 70 percent had done so within seven years of beginning their degree programs. Among doctoral students, 77 percent of fellows completed their degrees, 66 percent within seven years. Overall, doctoral fellows completed their degrees in an average of six years, which corresponds to the average of six years among all

1992–93 bachelor’s degree recipients who completed a doctorate by 2003. GAANN doctoral fellows completed their degrees in less time than the averages of eight to nine years reported by doctorate recipients in the 1990s and early 2000s on the Survey of Earned Doctorates.

- Over 90 percent of GAANN fellows had been employed since completing their fellowships, and nearly 90 percent had worked in jobs using the expertise they had gained through GAANN-supported study.
- About one-half of GAANN fellows had worked in a job in which teaching was a major responsibility, and of those who taught, over 90 percent had taught in the field they had studied with GAANN support.
- One-half of GAANN participants who worked in jobs related to their field of study reported they had worked for the military or government or in the U.S. private sector in these jobs.

Without data from a comparison group, it is not possible to determine from this study whether the proportion of students who would have completed their degrees without fellowship support is lower than that observed among GAANN fellows. Similarly, these data do not indicate whether the fellowship students would have taken more time to complete their degrees if they had not received GAANN support. Nearly all GAANN fellows who completed their degrees, however, reported that the fellowship had been helpful in completing them, including 64 percent who said the funding was very helpful. Additionally, three-quarters of all GAANN fellows reported that the funding had been somewhat or very helpful in obtaining employment in desired fields.

CHAPTER 5

Jacob K. Javits Fellowship Program

Authorized under Title VII, Part A, of the *Higher Education Act of 1965* as amended, the Jacob K. Javits fellowship program is intended to attract academically talented students in the arts, humanities, and social sciences to undertake a doctoral degree or, in some cases, a master's degree. The Javits fellowships are awarded to students who (1) are studying selected fields in the arts, humanities, and social sciences; (2) are beginning their graduate education (i.e., they are undergraduate students who have not yet entered graduate school or graduate students who have not completed their first year of studies); (3) intend to pursue the highest degree awarded in an approved field (usually a doctoral degree); and (4) demonstrate financial need. Javits fellows receive funding for the lesser of four years or the completion of their degree. The fellowship covers tuition and fees for the fellow and provides the fellow with a stipend that is based on financial need. Unlike the other three fellowship programs examined in this study, the Javits fellowships are not awarded to students by institutions that receive grants from the federal government. Rather, the Javits Fellowship Board establishes the general policies for the program, selects the fields in which fellowships are to be awarded, and appoints distinguished panels to select fellows who apply directly to the program for funding.

ED records indicate that about 150 Javits fellowships were awarded between 1997 and 1999. Data collectors located the recipients of approximately 130 of these fellowships, and fellows responded to surveys regarding approximately 90 of these fellowships, for an overall response rate of 64 percent. Of all postsecondary institutions in the United States in 2004, only 1 percent had enrolled a Javits fellow between 1997 and 1999.

Demographic Characteristics of 1997–99 Javits Participants

About 60 percent of Javits fellows were men, and 40 percent women (Table 43). This corresponds to national figures from 1995–96, when 58 percent of doctoral students in the humanities and social sciences were men. The proportion of women who undertake doctoral degree programs in these fields, however, appears to be growing: in 1999–2000 women made up a slight majority (54 percent) of U.S. doctoral students in the humanities and social sciences.

Table 43. Percentage distributions of 1997–99 Javits fellowships according to fellows' gender and race/ethnicity: 2006

	Gender		Race/ethnicity						
	Female	Male	American Indian or Alaska Native	Asian	Black or African-American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Multiple
Total	42	58	#	8	3	#	4	82	2

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Future examinations of Javits fellows' characteristics will indicate whether the proportion of Javits fellows who are women increases as well.¹³

Most (82 percent) of Javits participants were white, 8 percent were Asian, 4 percent were Hispanic or Latino (regardless of race), and the remainder were of multiple or other racial or ethnic backgrounds. Among 1995–96 doctoral students in the humanities and social sciences nationwide, 90 percent were white, 4 percent Asian or Pacific Islander, 3 percent black, and 2 percent Hispanic or Latino, indicating that Javits fellows were certainly no less diverse in terms of race or ethnicity than doctoral students in their fields on a national basis. In 1999–2000, however, the distribution of graduate students in the humanities and social sciences changed substantially, with 70 percent white, 11 percent Asian, 8 percent Hispanic or Latino, 6 percent black, and the remainder of other or multiple racial or ethnic backgrounds. As with gender, future research will indicate whether Javits fellows' racial or ethnic backgrounds resemble the changing demographics of graduate students nationwide.¹⁴

Academic Characteristics of 1997–99 Javits Participants

Consistent with the program requirement that fellows pursue the highest degree awarded in their fields, 84 percent of Javits fellows were doctoral students (Table 44). The remainder included 15 percent master's level students and 1 percent first-professional students. Most Javits fellows were studying the humanities, 38 percent in history and 34 percent in other humanities fields, with an additional 23 percent studying social science fields and the remaining 5 percent in other fields. Nationally in 1995–96, students in the humanities and social sciences made up about two-

¹³ Estimates from unpublished tabulations of National Postsecondary Student Aid Study (NPSAS) of 1995–96 and 1999–2000 data using the National Center for Education Statistics Data Analysis System (DAS), located at: <http://nces.ed.gov/dasolv2/tables/mainpage.asp>.

¹⁴ Ibid.

fifths

Table 44. Percentage distributions of 1997–99 Javits fellowships according to fellows’ graduate degree program and field of study when received fellowship: 2006

	Program type			Field of study			
	MA/MS	PhD	First- pro- fessional	Social sciences	Humanities		Other ^a
					History and letters	Other humanities	
Total	15	84	1	23	38	34	5

^a Includes Communications and other fields.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

of all doctoral students, 13 percent in the humanities and 26 percent in the social sciences (Choy and Moskowitz 1998).

Postsecondary students who enroll full-time and continuously throughout their program of study are more likely to complete their degrees and do so in less time, and like the other programs examined in this study, the Javits program requires that fellows study full-time. Consistent with this requirement, nearly all Javits fellows (99 percent) were usually enrolled full-time throughout their graduate programs (Table 45). To put this proportion in context, national data indicate that 53 percent of all doctoral students in 1995–96 were enrolled full-time (Choy and Moskowitz 1998). In addition, 85 percent of 1997–99 Javits fellows were continuously enrolled in their programs of study; that is, they did not take more than three months off (approximately the length of a summer session) at a time. Javits fellows were concentrated in private sector institutions: about two-thirds were enrolled in private doctoral extensive institutions, 30 percent in public

Table 45. Percentage distribution of 1997–99 Javits fellowships according to fellows’ usual enrollment status, and percentage in which fellows were continuously enrolled while pursuing the degree supported by the fellowship; of those fellowships in which fellows had taken at least one term off, average number of terms taken off: 2006

	Usual enrollment status			Whether continuously enrolled	Average number of terms not enrolled (summer not included)
	Usually enrolled full-time	Usually enrolled part-time	Mix of full-time and part-time enrollment		
Total	99	#	1	85	‡

Rounds to zero.

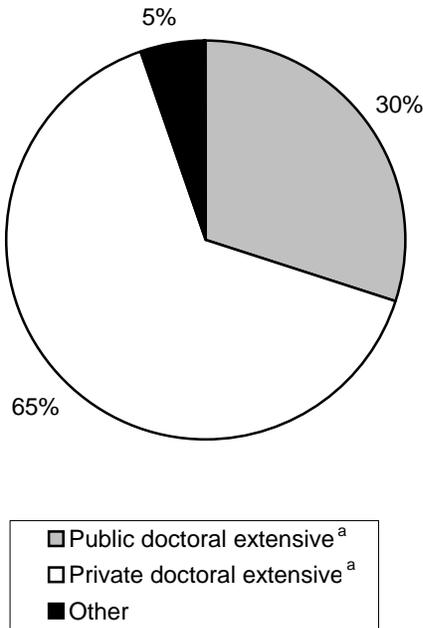
‡ Reporting standards not met. (Too few cases for a reliable estimate.)

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

doctoral extensive institutions, and 5 percent attending other types of institutions (Compendium Table 5-4 and Figure 20).

Figure 20. Percentage distribution of 1997–99 Javits fellowships according to Carnegie classification of fellowship-granting institution: 2006



^a These institutions are committed to graduate education through the doctorate, and award 50 or more doctoral degrees per year across at least 15 disciplines.

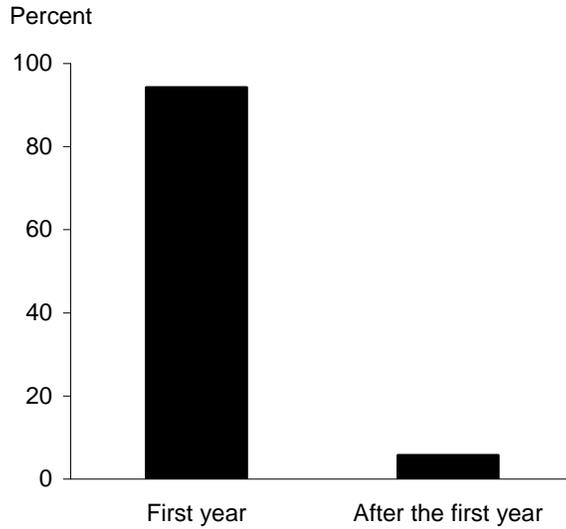
NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Again reflecting program requirements, nearly all (94 percent) of Javits fellows reported that they received their Javits funding during their first year of graduate study (Compendium Table 5-5 and Figure 21). Seventy percent received funding through their fourth or later years of graduate study (Compendium Table 5-6).

Most Javits fellows received additional scholarship or grant funding or supplemented Javits funding with savings, earnings, or loans. Although one-quarter of Javits fellows reported that they received no support from their institutions, 59 percent reported that they received additional institution support less than or equal to the Javits support, and 16 percent received additional institution support in amounts greater than the Javits funding (Table 46). Only 11 percent of fellows reported they used no financial support beyond the fellowship to fund their graduate education (Compendium Table 5-8 and Figure 22). Seventy percent received other fellowships or scholarships, and 27 percent other grants. Thirty-four percent worked to support themselves, 29 percent spent savings, and 21 percent borrowed to fund their graduate education.

Figure 21. Percentage distribution of 1997–99 Javits fellowships according to year of fellows’ graduate study in which Javits fellowship funding began and ended: 2006



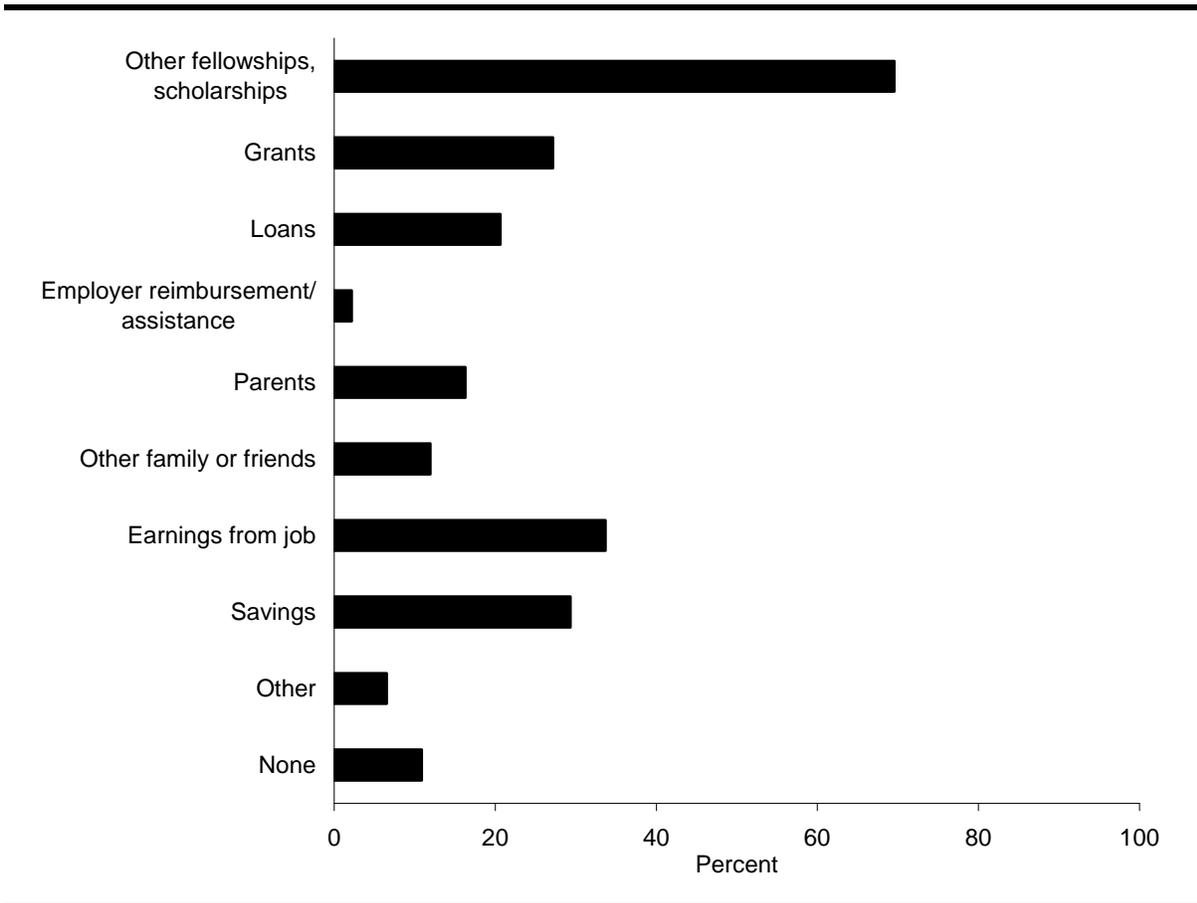
NOTE: Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 46. Percentage distribution of 1997–99 Javits fellowships by whether fellows received financial support from institution in addition to Javits fellowship: 2006

	Received no additional support from institution	Received additional support in amount same as or less than Javits funding	Received additional support in amount greater than Javits funding
Total	25	59	16

NOTE: Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Figure 22. Percentage of 1997–99 Javits fellowships in which fellows received financial support from other sources in addition to Javits fellowship: 2006



SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Outcomes

Degree Completion

By 2006 68 percent of 1997–99 Javits fellows had completed their degrees, another 19 percent were still enrolled or otherwise pursuing those degrees, and 13 percent had dropped out of their degree programs (Table 47). National data indicate that Javits fellows were relatively successful when compared with graduate students overall. Among students who graduated from college in 1992–93 and had subsequently enrolled in a graduate degree program, 61 percent had completed their degree by 2003 (10 years after they earned their bachelor’s degree), 15 percent were still enrolled, and 23 percent had dropped out (Nevill and Chen 2007).

Javits fellows who completed their degrees also averaged six years to completion, with 54 percent taking six years or more (Table 48). Javits fellows who completed did so in considerably

Table 47. Percentage distribution of 1997–99 Javits fellowships by fellows’ degree completion status in 2006

	Completed degree	Still enrolled or pursuing degree	Had not attained and not enrolled or pursuing degree
Total	68	19	13

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 48. Percentage distribution of 1997–99 Javits fellowships in which fellows completed their degrees according to time to degree and average time to degree: 2006

	Zero to five years	Six years or more	Average number of years to degree	Average years spent on thesis/dissertation
Total	46	54	6	6

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

less time than the average of 10 years among social sciences doctorate recipients and 11 to 12 years among humanities doctorate recipients in the late 1990s and early 2000s (Hoffer and Welch 2006). Javits fellows spent an average of six years working on their dissertations (Compendium Table 5-11).

Post-Fellowship Employment

Javits fellows’ post-fellowship employment indicates that most used their fellowship-supported graduate education in the labor force and considered their work to be part of their careers. Eighty-five percent of fellows had worked for pay since their Javits fellowships had ended, holding two jobs, on average, between the end of the Javits fellowship and the survey date (Table 49).¹⁵ Three-quarters of fellows had worked in at least one job that involved the expertise they had gained through the Javits-supported study (Table 50). Those who held such jobs held an average of two of them since completing their fellowships, and had held them for three years. Nearly all fellows (94 percent) who had worked in a job related to their Javits-supported study reported that this job was part of a career they were pursuing (Compendium Table 5-14). As of 2006, Javits

¹⁵ Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship.

Table 49. Percentage of 1997–99 Javits fellowships in which fellows had worked for pay since their fellowship had ended, and among those, average number of jobs fellows held and percentage in which fellows began working at various intervals after fellowship completion: 2006

	Had worked for pay since fellowship support ended	Average number of jobs held	When first worked		
			Within year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship
Total	85	2	48	44	8

NOTE: Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

fellows who considered this work to be part of a long-term career reported that they had worked in that career about three years.

Many Javits fellows taught after completing their fellowships, indicating that their fellowship-gained expertise will contribute to developing future expertise as well. Among fellows who had held at least one job related to the field they had studied with Javits support, 83 percent had worked in education, and 20 percent in the U.S. private sector (Compendium Table 5-15 and Figure 23). Similarly, 77 percent of fellows who had worked at all reported that in at least one of the jobs they had held since completing their fellowships teaching was a major responsibility (Table 51). Nearly all of these fellows (95 percent) had taught in areas related to their field of graduate study. Those who had taught had done so for an average of three years. One-fifth of fellows had been out of the labor force at some point since completing their fellowships, and 13 percent had been unemployed (Compendium Table 5-17).

Most Javits fellows anticipated that they would continue to use their fellowship-gained expertise in the labor market in the near term. Three-quarters of Javits fellows expected that in three years they would be working in a job that involved the expertise they had gained through their fellowship-supported study (Compendium Table 5-18 and Figure 24). About one-tenth expected that in three years they would be working in some alternative field, and 15 percent expected they would not be working for pay.

Fellowship Perceptions

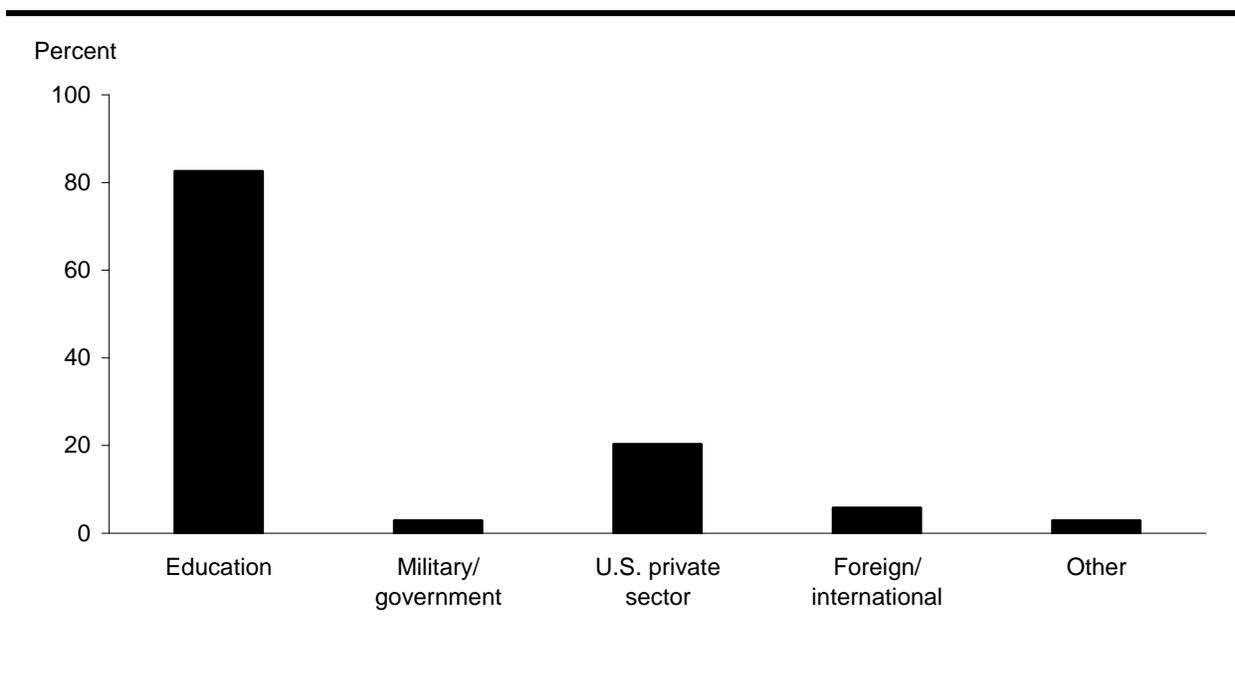
Javits funding appears to support students who already intend to pursue their degrees rather than attracting students to graduate study they might not otherwise undertake. Eighty-five percent of Javits fellows first learned about the Javits fellowship program after they had chosen their major

Table 50. Percentage of 1997–99 Javits fellowships in which fellows had worked in at least one job in which they used the expertise they had gained through the fellowship since it had ended; among those, average number of related jobs held; percentage distribution according to when first related job began; and average number of years spent in such jobs: 2006

	Had worked in job involving expertise gained from fellowship since fellowship support ended	Average number of related jobs held	When first worked in related job			Average number of years in job where used expertise	Worked part-time in any reported jobs
			Within a year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship		
Total	75	2	39	47	14	3	32

NOTE: Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Figure 23. Of 1997–99 Javits fellowships in which fellows had worked in at least one job in which they used the expertise gained through their fellowship, percentage in which fellows had worked in various sectors in any of these jobs: 2006



SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 51. Of 1997–99 Javits fellowships in which fellows had worked for pay since the completion of their fellowships, percentage in which fellows had held at least one job in which teaching was a primary responsibility; of those, average amount of time spent teaching since fellowship support ended; and percentage who had taught subjects related to the field of graduate study for which they had received fellowship support: 2006

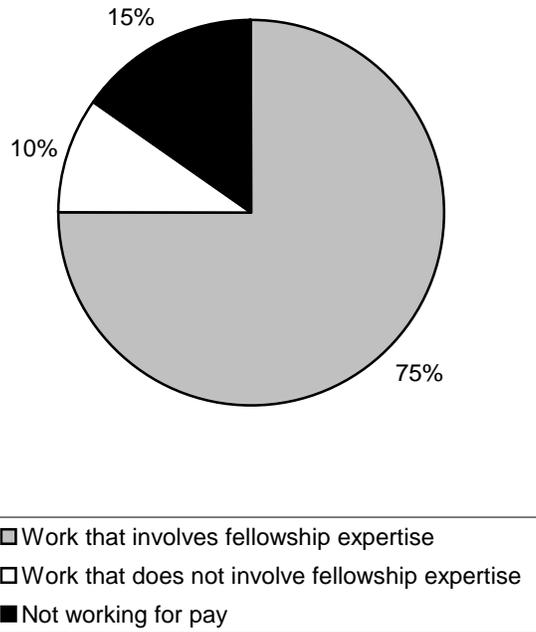
	Teaching major responsibility in any reported jobs	Average number of years spent teaching	Any teaching jobs related to field of study
Total	77	3	95

NOTE: Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

field of graduate study (Compendium Table 5-19). About one-half of fellows reported that receiving a Javits fellowship had no influence on their choice of a field to study in graduate school, while about 14 percent reported that receiving the fellowship had had a great deal of influence on their choice of field (Table 52). Javits fellows were more likely, however, to

Figure 24. Percentage distribution of 1997–99 Javits fellowships according to fellows’ expected activities in three years: 2006



NOTE: Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 52. Percentage distribution of 1997–99 Javits fellowships according to the degree to which receiving a Javits fellowship influenced their choice of field of study to pursue in graduate school: 2006

	Not at all	Very little	Somewhat	A great deal
Total	55	12	18	14

NOTE: Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

attribute their occupation and career choices, rather than field of study choices, to having received a Javits fellowship. One-fifth said receiving a Javits fellowship influenced their choices regarding occupation and career a great deal, and another one-quarter reported that the fellowship had influenced these choices somewhat (Table 53).

Fellows’ perceptions indicate the program achieves its goals of encouraging degree completion among recipients. Nearly all (90 percent) Javits fellows reported that their fellowships were very helpful in finishing their degrees, with 8 percent reporting that their fellowships were somewhat helpful (Compendium Table 5-22 and Figure 25). Fellows were less likely to report that their

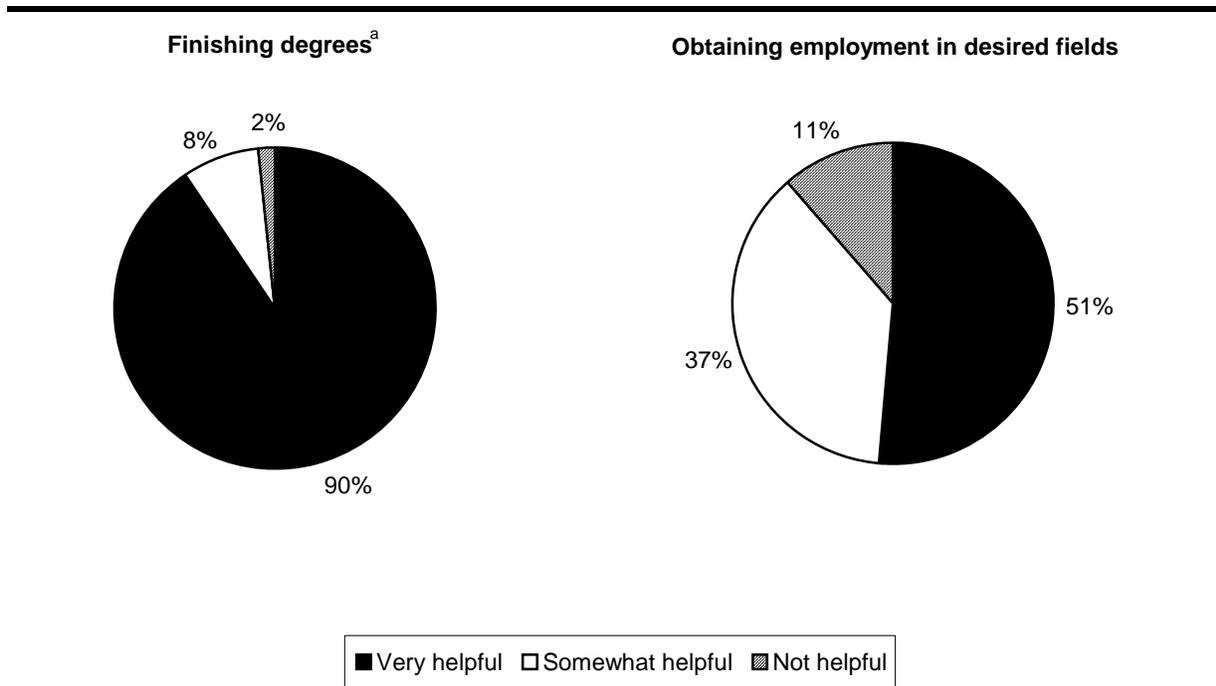
Table 53. Percentage distribution of 1997–99 Javits fellowships according to the degree to which receiving a Javits fellowship influenced fellows’ choice of occupations and career: 2006

	Not at all	Very little	Somewhat	A great deal
Total	38	16	25	21

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Figure 25. Percentage distributions of 1997–99 Javits fellowships according to fellows’ ratings of how helpful the Javits fellowship was in finishing their degrees or obtaining employment in their desired fields: 2006



^a Includes only fellows who completed their degrees.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

fellowships were very helpful in gaining employment in their desired fields, however: 51 percent reported their fellowships were very helpful in this regard, and another 37 percent reported that they were somewhat helpful.

Key Findings and Conclusion

The Jacob K. Javits Fellowship Program is intended, first, to encourage academically talented students with high financial need to pursue a doctoral degree, or in some cases a master's degree, in the arts, humanities, and social sciences and, second, to help them complete these degrees in less time than most students do. The data gathered through this study indicate that

- Most 1997–99 Javits participants (84 percent) were doctoral students, and 95 percent of participants were studying in the social sciences or the humanities.
- Unlike doctoral students in fall 1995–96, about one-half of whom were not enrolled full-time, nearly all Javits fellows were usually enrolled full-time during their degree programs, and 85 percent were continuously enrolled throughout their programs (i.e., they did not take time off). Both of these enrollment characteristics are associated with degree completion among graduate students (Nevill and Chen 2007).
- As specified by the program regulations, most students received their awards during their first years of study in these degree programs.
- About two-thirds of all Javits participants completed their degrees, and another one-fifth expected to do so. Although this completion rate is not as high as those observed among the other three fellowship programs discussed in this report, this rate does compare favorably with rates reported in the Council of Graduate Schools 2004 review of empirical literature on degree completion and attrition among doctoral students. The studies reviewed in that report indicated completion rates of approximately 30–50 percent among graduate students in the humanities and social sciences, the fields that consistently had lower completion rates than those in the physical and life sciences.
- Javits participants completed their degrees in considerably less time than did all doctorate recipients in the humanities and social sciences during the late 1990s and early 2000s, who took 10–12 years to complete their degrees.
- Eighty-five percent of Javits fellows had worked since completing their fellowships, and 75 percent had worked in jobs related to the expertise they gained through Javits-supported study.
- About three-quarters had taught, 95 percent of those in fields related to their Javits study, and nearly all who had done related work (whether teaching or not) considered their related work to be part of a career they were pursuing.
- Three-quarters expected they would be working in related jobs in three years.

- Most (85 percent) of fellows reported they had not heard of the program before they chose their field of graduate study, and two-thirds reported that receiving the funding had no or very little influence on their choice of a field of study. Nearly all (98 percent) fellows, however, believed that the fellowship had been helpful in completing their degrees, with 90 percent reporting it was very helpful.

Thus, although it does not appear that the Javits program attracted 1997–99 fellows to pursue humanities or social science doctorates, the program does appear to have reduced the amount of time these students took to complete their degrees relative to that observed among comparable doctoral students who completed in the late 1990s and early 2000s. Without a comparison group that is carefully matched with respect to field of study, ability, or achievement, however, this study cannot determine whether Javits fellows’ time to degree completion was reduced relative to that of students with equivalent achievement levels.

CHAPTER 6

Summary and Conclusion

Despite differences among these four fellowship programs in purpose and implementation, there are noteworthy similarities in their outcomes. With respect to education outcomes, the majority of fellows in each of the four programs completed their degrees, with the percentage of degree completions ranging among programs from about two-thirds to nine-tenths of fellowships. Furthermore, fellows who completed their degrees did so in equal or less time, on average, than graduate students overall, as measured by the data from the Survey of Earned Doctorates and the 1993 Baccalaureate and Beyond Longitudinal Study, tend to do.

With respect to employment outcomes, students who received fellowships participated in the labor force in large proportions, and usually did so in work that was related to the fellowship-gained expertise and was part of a career they were pursuing. Large majorities of fellows in all programs were employed since their fellowships ended, with 71 to 90 percent employed in fields related to the expertise they had gained through their fellowships. For each program, at least 94 percent of fellows who were working in related fields considered those jobs part of a career they were pursuing.

Nearly all fellows indicated that their fellowships had been helpful in completing their degrees, and smaller majorities reported that the fellowships had been helpful in finding employment. Relatively few fellows in any program, however, indicated that they had known of the programs before they chose their fields of study or that the fellowship had influenced their choices of fields to study in graduate school. Thus, to the degree that these fellowships increase the nation's supply of highly trained scholars in these fields, they appear to do so by assisting students who would have pursued these careers without knowledge of or participation in these programs and not by attracting students to these fields from other endeavors.

Although this report has provided some national comparison data on graduate students' demographic and academic characteristics, degree completion, and time taken to complete a degree, it is important to realize that the students who receive these fellowships are highly qualified, high-achieving students, i.e., students who were probably more likely than the average graduate student to complete a degree or gain employment in their fields even before they received the financial assistance and prestige effects of these fellowships. Students compete

among their classmates, within institutions or across the nation, for these fellowships: that they won these competitions indicates they are superior students. Therefore, without a true comparison group—i.e., students of similar qualifications who did not receive these fellowships—it is not possible to attribute these fellows' success to their receipt of the fellowships.

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Compendium Tables

COMPENDIUM TABLES

Fulbright-Hays Doctoral Dissertation
Research Abroad (DDRA) Tables

Table 2-1. Of all U.S. postsecondary institutions in 2004, percentage that enrolled at least one DDRA fellow between 1997 and 1999, by Carnegie classification

	Percentage of institutions that enrolled at least one DDRA fellow between 1997 and 1999
Estimates	
Total	2
Carnegie classification of fellowship-granting institution	
Public doctoral extensive	18
Private doctoral extensive	31
Public doctoral intensive	#
Private doctoral intensive	#
Public master's I	0
Private master's I	#
Public baccalaureate	‡
Private baccalaureate	#
Other	0
Number of respondents^a	
Total	1,859
Carnegie classification of fellowship-granting institution	
Public doctoral extensive	102
Private doctoral extensive	49
Public doctoral intensive	64
Private doctoral intensive	42
Public master's I	249
Private master's I	240
Public baccalaureate	‡
Private baccalaureate	91
Other	1,012

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2004 Institutional Characteristics and Student Charges File.

COMPENDIUM TABLES 2—DDRA

Table 2-2. Percentage distributions of 1997–99 DDRA fellowships according to fellows' gender and race/ethnicity: 2006

	Gender		Race/ethnicity						
	Female	Male	American Indian or Alaska Native	Asian	Black or African-American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Multiple
Estimates									
Total	61	39	#	6	2	3	#	87	2
Graduate field of study									
History	63	37	#	9	2	#	#	87	2
Languages and other humanities	59	41	#	3	3	#	#	94	#
Anthropology and other social sciences	60	40	#	6	1	6	#	85	3
Carnegie classification of fellowship-granting institution									
Public doctoral extensive	61	39	#	5	1	1	#	91	1
Private doctoral extensive	62	38	#	6	3	3	#	85	3
All other	‡	‡	#	‡	‡	‡	#	‡	‡
Number of respondents^a									
Total	151	151	148	148	148	148	148	148	148
Graduate field of study									
History	46	46	45	45	45	45	45	45	45
Languages and other humanities	32	32	32	32	32	32	32	32	32
Anthropology and other social sciences	73	73	71	71	71	71	71	71	71
Carnegie classification of fellowship-granting institution									
Public doctoral extensive	76	76	75	75	75	75	75	75	75
Private doctoral extensive	66	66	65	65	65	65	65	65	65
All other	‡	‡	‡	‡	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

COMPENDIUM TABLES 2—DDRA

Table 2-3. Percentage distribution of 1997–99 DDRA fellowships according to fellows’ field of study when received fellowship: 2006

	Languages			History			Other human- ities	Profes- sional fields	Social sciences				
	European	Asian	Other	American and European	Asian	Other history			Anthro- pology	Area studies and inter- national		Political science and govern- ment	Other social science
										relations/ affairs			
Estimates													
Total	3	3	1	9	9	13	14	#	30	1	7	10	
Gender													
Female	3	1	#	7	11	14	16	#	30	#	8	10	
Male	3	5	2	12	7	10	12	#	31	2	5	12	
Number of respondents^a													
Total	153	153	153	153	153	153	153	153	153	153	153	153	153
Gender													
Female	92	92	92	92	92	92	92	92	92	92	92	92	92
Male	59	59	59	59	59	59	59	59	59	59	59	59	59

Rounds to zero.

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 2-4. Percentage of 1997–99 DDRA fellows who studied various languages with support of the DDRA fellowship

	Africa	East or South Asia	Central America	Europe	Central Asia	Middle East	South America	Critical language ^a
Estimates								
Total	14	39	3	23	10	11	1	56
Gender								
Female	17	36	3	24	9	9	1	58
Male	9	46	2	19	11	13	0	57
Graduate field of study								
History	14	26	0	30	14	16	0	63
Languages and other humanities	10	53	0	3	13	17	3	56
Anthropology and other social sciences	16	42	6	26	6	4	0	53
Carnegie classification of fellowship-granting institution								
Public doctoral extensive	19	37	4	20	13	7	0	58
Private doctoral extensive	11	38	2	27	6	16	2	55
All other	‡	‡	‡	‡	‡	‡	‡	‡
Number of respondents^b								
Total	142	142	142	142	142	142	142	151
Gender								
Female	87	87	87	87	87	87	87	90
Male	54	54	54	54	54	54	54	56
Graduate field of study								
History	43	43	43	43	43	43	43	46
Languages and other humanities	30	30	30	30	30	30	30	32
Anthropology and other social sciences	69	69	69	69	69	69	69	70
Carnegie classification of fellowship-granting institution								
Public doctoral extensive	70	70	70	70	70	70	70	76
Private doctoral extensive	64	64	64	64	64	64	64	67
All other	‡	‡	‡	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Foreign language programs that are eligible for National Science and Mathematics Access to Retain Talent (SMART) grants.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 2-5. Percentage distribution of 1997–99 DDRA fellowships according to fellows’ usual enrollment status, and percentage in which fellows were continuously enrolled while pursuing the degree supported by the fellowship; of those fellowships in which fellows had taken at least one term off, average number of terms taken off: 2006

	Usual enrollment status			Whether continuously enrolled	Average number of terms not enrolled (summer not included)
	Usually enrolled full-time	Usually enrolled part-time	Mix of full-time and part-time enrollment		
Estimates					
Total	88	3	9	70	3
Gender					
Female	88	1	11	73	‡
Male	90	5	5	66	‡
Graduate field of study					
History	88	2	10	69	‡
Languages and other humanities	94	6	#	66	‡
Anthropology and other social sciences	86	1	12	73	‡
Carnegie classification of fellowship-granting institution					
Public doctoral extensive	87	4	9	56	4
Private doctoral extensive	91	1	7	87	‡
All other	‡	‡	‡	‡	‡
Number of respondents^a					
Total	153	153	153	153	46
Gender					
Female	92	92	92	92	‡
Male	59	59	59	59	‡
Graduate field of study					
History	48	48	48	48	‡
Languages and other humanities	32	32	32	32	‡
Anthropology and other social sciences	73	73	73	73	‡
Carnegie classification of fellowship-granting institution					
Public doctoral extensive	77	77	77	77	34
Private doctoral extensive	67	67	67	67	‡
All other	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 2-6. Percentage distribution of 1997–99 DDRA fellowships according to graduate degree program and field of study when received fellowship: 2006

	Public doctoral extensive	Private doctoral extensive	Public master's I	Private bacca- laureate
Estimates				
Total	50	45	1	4
Gender				
Female	50	45	1	4
Male	52	43	2	3
Graduate field of study				
History	44	56	#	#
Languages and other humanities	56	44	#	#
Anthropology and other social sciences	53	36	3	8
Continuity of enrollment				
Continuously enrolled	41	55	2	3
Took off at least one semester/term	74	20	#	7
Number of respondents^a				
Total	155	155	155	155
Gender				
Female	92	92	92	92
Male	58	58	58	58
Graduate field of study				
History	48	48	48	48
Languages and other humanities	32	32	32	32
Anthropology and other social sciences	72	72	72	72
Continuity of enrollment				
Continuously enrolled	106	106	106	106
Took off at least one semester/term	46	46	46	46

Rounds to zero.

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 2-7. Percentage distribution of 1997–99 DDRA fellowships according to year of fellows' graduate study in which DDRA fellowship was received: 2006

	First year	Second or third year	Fourth year or after
Estimates			
Total	43	15	42
Gender			
Female	43	20	38
Male	44	9	47
Graduate field of study			
History	33	22	44
Languages and other humanities	‡	‡	‡
Anthropology and other social sciences	42	17	41
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	49	4	46
Private doctoral extensive	36	25	39
All other	‡	‡	‡
Number of respondents^a			
Total	144	144	144
Gender			
Female	87	87	87
Male	57	57	57
Graduate field of study			
History	45	45	45
Languages and other humanities	‡	‡	‡
Anthropology and other social sciences	71	71	71
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	71	71	71
Private doctoral extensive	64	64	64
All other	‡	‡	‡

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 2-8. Percentage distribution of 1997–99 DDRA fellowships according to year of fellows' graduate study in which DDRA fellowship funding ended: 2006

	First year	Second or third year	Fourth year or after
Estimates			
Total	40	9	51
Gender			
Female	42	8	50
Male	37	11	53
Graduate field of study			
History	23	14	63
Languages and other humanities	60	#	40
Anthropology and other social sciences	42	10	49
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	46	1	52
Private doctoral extensive	32	18	49
All other	‡	‡	‡
Number of respondents^a			
Total	145	145	145
Gender			
Female	88	88	88
Male	57	57	57
Graduate field of study			
History	43	43	43
Languages and other humanities	30	30	30
Anthropology and other social sciences	72	72	72
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	71	71	71
Private doctoral extensive	65	65	65
All other	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 2-9. Percentage distribution of 1997–99 DDRA fellowships by whether fellows received financial support from institution in addition to DDRA fellowship: 2006

	Received no additional support from institution	Received additional support in amount same as or less than DDRA funding	Received additional support in amount greater than DDRA funding
Estimates			
Total	21	44	35
Gender			
Female	21	46	34
Male	20	42	37
Graduate field of study			
History	24	43	33
Languages and other humanities	25	41	34
Anthropology and other social sciences	16	47	37
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	21	49	30
Private doctoral extensive	20	42	38
All other	‡	‡	‡
Number of respondents^a			
Total	151	151	151
Gender			
Female	92	92	92
Male	59	59	59
Graduate field of study			
History	46	46	46
Languages and other humanities	32	32	32
Anthropology and other social sciences	73	73	73
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	76	76	76
Private doctoral extensive	66	66	66
All other	‡	‡	‡

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

COMPENDIUM TABLES 2—DDRA

Table 2-10. Percentage of 1997–99 DDRA fellowships in which fellows received financial support from other sources in addition to DDRA fellowship: 2006

	Other fellowships, scholarships	Grants	Loans	Employer reimbursement/ assistance	Parents	Other family or friends	Earnings from job	Savings	Other	None
Estimates										
Total	81	39	45	7	21	12	41	32	3	7
Gender										
Female	82	38	44	8	19	15	42	32	2	5
Male	78	39	47	7	24	7	41	32	3	10
Graduate field of study										
History	76	35	41	9	37	9	48	35	2	9
Languages and other humanities	87	42	48	6	19	16	45	35	#	6
Anthropology and other social sciences	81	40	47	7	11	12	36	29	4	7
Carnegie classification of fellowship-granting institution										
Public doctoral extensive	82	43	50	8	20	8	34	32	3	8
Private doctoral extensive	83	35	42	8	25	18	51	32	#	6
All other	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Number of respondents^a										
Total	150	150	150	150	150	150	150	150	150	150
Gender										
Female	91	91	91	91	91	91	91	91	91	91
Male	59	59	59	59	59	59	59	59	59	59

Cont'd. next page. See notes at end of table.

COMPENDIUM TABLES 2—DDRA

Table 2-10. Percentage of 1997–99 DDRA fellowships in which fellows received financial support from other sources in addition to DDRA fellowship: 2006—Continued

	Other fellowships, scholarships	Grants	Loans	Employer reimbursement/ assistance	Parents	Other family or friends	Earnings from job	Savings	Other	None
Graduate field of study										
History	46	46	46	46	46	46	46	46	46	46
Languages and other humanities	31	31	31	31	31	31	31	31	31	31
Anthropology and other social sciences	73	73	73	73	73	73	73	73	73	73
Carnegie classification of fellowship-granting institution										
Public doctoral extensive	76	76	76	76	76	76	76	76	76	76
Private doctoral extensive	65	65	65	65	65	65	65	65	65	65
All other	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 2-11. Percentage distribution of 1997–99 DDRA fellowships by fellows’ degree completion status in 2006

	Completed degree	Still enrolled or pursuing degree	Had not attained and not enrolled or pursuing degree
Estimates			
Total	93	6	1
Gender			
Female	92	8	#
Male	97	2	2
Graduate field of study			
History	94	6	#
Languages and other humanities	94	6	#
Anthropology and other social sciences	93	5	1
Continuity of enrollment			
Continuously enrolled	94	5	1
Took off at least one semester/term	91	9	#
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	96	4	#
Private doctoral extensive	91	7	1
All other	‡	‡	‡
Whether received other institution funding			
Received no support from institution	87	13	#
Received less than what was provided through fellowship	94	4	1
Received same amount or more than what was provided through fellowship	98	2	#
Number of respondents^a			
Total	153	156	156
Gender			
Female	92	92	92
Male	59	59	59
Graduate field of study			
History	48	48	48
Languages and other humanities	32	32	32
Anthropology and other social sciences	73	73	73
Continuity of enrollment			
Continuously enrolled	107	107	107
Took off at least one semester/term	46	46	46

Cont'd. next page. See notes at end of table.

Table 2-11. Percentage distribution of 1997–99 DDRA fellowships by fellows’ degree completion status in 2006—Continued

	Completed degree	Still enrolled or pursuing degree	Had not attained and not enrolled or pursuing degree
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	77	78	78
Private doctoral extensive	67	69	69
All other	‡	‡	‡
Whether received other institution funding			
Received no support from institution	67	67	67
Received less than what was provided through fellowship	53	53	53
Received same amount or more than what was provided through fellowship	31	31	31

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 2-12. Percentage distribution of 1997–99 DDRA fellowships in which fellows completed their degrees according to time to degree and average time to degree: 2006

	Percentage distribution by time to degree			Average number of years to degree
	Zero to two years	More than two to four years	More than four years	
Estimates				
Total	31	31	38	6
Gender				
Female	32	31	38	6
Male	28	32	40	7
Graduate field of study				
History	20	38	42	7
Languages and other humanities	43	27	30	6
Anthropology and other social sciences	32	28	40	6
Continuity of enrollment				
Continuously enrolled	33	33	35	6
Took off at least one semester/term	26	26	48	7
Carnegie classification of fellowship-granting institution				
Public doctoral extensive	30	27	43	6
Private doctoral extensive	31	34	34	6
All other	‡	‡	‡	‡
Whether received other institution funding				
Received no support from institution	‡	‡	‡	‡
Received less than what was provided through fellowship	32	19	49	7
Received same amount or more than what was provided through fellowship	23	44	33	6
Number of respondents^a				
Total	143	143	143	143
Gender				
Female	85	85	85	85
Male	57	57	57	57
Graduate field of study				
History	45	45	45	45
Languages and other humanities	30	30	30	30
Anthropology and other social sciences	68	68	68	68

Cont'd. next page. See notes at end of table.

Table 2-12. Percentage distribution of 1997–99 DDRA fellowships in which fellows completed their degrees according to time to degree and average time to degree: 2006—Continued

	Percentage distribution by time to degree			Average number of years to degree
	Zero to two years	More than two to four years	More than four years	
Continuity of enrollment				
Continuously enrolled	101	101	101	101
Took off at least one semester/term	42	42	42	42
Carnegie classification of fellowship-granting institution				
Public doctoral extensive	74	74	74	74
Private doctoral extensive	61	61	61	61
All other	‡	‡	‡	‡
Whether received other institution funding				
Received no support from institution	‡	‡	‡	‡
Received less than what was provided through fellowship	63	63	63	63
Received same amount or more than what was provided through fellowship	52	52	52	52

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 2-13. Of 1997–99 DDRA fellowships in which fellows completed their degrees by 2006, percentage distribution according to amount of time spent on thesis or dissertation, and average time spent on thesis or dissertation: 2006

	Percentage distribution by time spent on thesis or dissertation			Average years spent on thesis/dissertation
	Three years or less	Four to five years	Six years or more	
Estimates				
Total	29	51	20	4
Gender				
Female	29	47	24	4
Male	28	57	16	4
Graduate field of study				
History	13	62	24	5
Languages and other humanities	43	37	20	4
Anthropology and other social sciences	32	50	18	4
Carnegie classification of fellowship-granting institution				
Public doctoral extensive	31	47	22	4
Private doctoral extensive	20	60	21	5
All other	‡	‡	‡	‡
Whether received other institution funding				
Received no support from institution	‡	‡	‡	‡
Received less than what was provided through fellowship	22	55	23	5
Received same amount or more than what was provided through fellowship	33	52	15	4
Number of respondents^a				
Total	143	143	143	143
Gender				
Female	85	85	85	85
Male	57	57	57	57
Graduate field of study				
History	45	45	45	45
Languages and other humanities	30	30	30	30
Anthropology and other social sciences	68	68	68	68
Carnegie classification of fellowship-granting institution				
Public doctoral extensive	74	74	74	74
Private doctoral extensive	61	61	61	61
All other	‡	‡	‡	‡

Cont'd. next page. See notes at end of table.

Table 2-13. Of 1997–99 DDRA fellowships in which fellows completed their degrees by 2006, percentage distribution according to amount of time spent on thesis or dissertation, and average time spent on thesis or dissertation: 2006—Continued

	Percentage distribution by time spent on thesis or dissertation			Average years spent on thesis/dissertation
	Three years or less	Four to five years	Six years or more	
Whether received other institution funding				
Received no support from institution	‡	‡	‡	‡
Received less than what was provided through fellowship	63	63	63	63
Received same amount or more than what was provided through fellowship	52	52	52	52

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

COMPENDIUM TABLES 2—DDRA

Table 2-14. Average fellow-rated competence in first language studied with DDRA support before and after fellowship award, and average gains in competence: 2006

	Speaking and listening abilities			Writing ability			Reading ability		
	Before fellowship	After fellowship	Average gain	Before fellowship	After fellowship	Average gain	Before fellowship	After fellowship	Average gain
Estimates									
Total	3	4	1	3	4	1	3	4	1
Gender									
Female	3	4	1	3	4	1	3	4	1
Male	3	4	1	3	4	1	4	4	1
Graduate field of study									
History	3	4	1	3	4	1	3	5	1
Languages and other humanities	‡	‡	‡	‡	‡	‡	4	5	1
Anthropology and other social sciences	3	4	1	3	4	1	3	4	1
Carnegie classification of fellowship-granting institution									
Public doctoral extensive	3	4	1	3	4	1	3	4	1
Private doctoral extensive	3	4	1	3	4	1	3	4	1
All other	‡	‡	‡	‡	‡	‡	‡	‡	‡
Number of respondents^a									
Total	143	143	143	143	143	143	144	144	144
Gender									
Female	86	86	86	86	86	86	87	87	87
Male	56	56	56	56	56	56	56	56	56
Graduate field of study									
History	44	44	44	44	44	44	44	44	44
Languages and other humanities	‡	‡	‡	‡	‡	‡	30	30	30
Anthropology and other social sciences	70	70	70	70	70	70	70	70	70
Carnegie classification of fellowship-granting institution									
Public doctoral extensive	69	69	69	69	69	69	70	70	70
Private doctoral extensive	65	65	65	65	65	65	65	65	65
All other	‡	‡	‡	‡	‡	‡	‡	‡	‡

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Fellows noted their competence using scales provided in Appendix. Scale for speaking and language abilities had five levels, and scales for writing and reading each had six levels. Scale levels are provided in the appendix. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

COMPENDIUM TABLES 2—DDRA

Table 2-15. Percentage of 1997–99 DDRA fellowships in which fellows had worked for pay since their fellowship had ended, and among those, average number of jobs fellows held and percentage in which fellows began working at various intervals after fellowship completion: 2006

	Had worked for pay since fellowship support ended	Average number of jobs held	When first worked			Worked part-time in any reported jobs
			Within year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship	
Estimates						
Total	98	3	27	50	23	32
Gender						
Female	98	3	23	56	21	34
Male	98	3	33	40	26	28
Graduate field of study						
History	98	2	24	50	26	26
Languages and other humanities	100	3	33	53	13	‡
Anthropology and other social sciences	97	3	27	48	25	36
Carnegie classification of fellowship-granting institution						
Public doctoral extensive	97	3	33	47	20	34
Private doctoral extensive	98	2	23	53	23	29
All other	‡	‡	‡	‡	‡	‡
Whether received other institution funding						
Received no support from institution	97	3	‡	‡	‡	‡
Received less than what was provided through fellowship	99	3	31	48	22	33
Received same amount or more than what was provided through fellowship	98	3	18	48	34	29

Cont'd. next page. See notes at end of table.

COMPENDIUM TABLES 2—DDRA

Table 2-15. Percentage of 1997–99 DDRA fellowships in which fellows had worked for pay since their fellowship had ended, and among those, average number of jobs fellows held and percentage in which fellows began working at various intervals after fellowship completion: 2006—Continued

	Had worked for pay since fellowship support ended	Average number of jobs held	When first worked			Worked part-time in any reported jobs
			Within year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship	
Number of respondents^a						
Total	151	148	143	143	143	151
Gender						
Female	92	90	86	86	86	92
Male	59	58	57	57	57	59
Graduate field of study						
History	46	45	42	42	42	46
Languages and other humanities	32	32	30	30	30	32
Anthropology and other social sciences	73	71	71	71	71	73
Carnegie classification of fellowship-granting institution						
Public doctoral extensive	76	74	70	70	70	76
Private doctoral extensive	66	65	64	64	64	66
All other	‡	‡	‡	‡	‡	‡
Whether received other institution funding						
Received no support from institution	31	30	‡	‡	‡	31
Received less than what was provided through fellowship	67	66	65	65	65	67
Received same amount or more than what was provided through fellowship	53	52	50	50	50	53

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship. Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

COMPENDIUM TABLES 2—DDRA

Table 2-16. Percentage of 1997–99 DDRA fellowships in which fellows had worked in at least one job in which they used the expertise they had gained through the fellowship since it had ended; among those, average number of related jobs held; percentage distribution according to when first related job began; and average number of years spent in such jobs: 2006

	Had worked in job involving expertise gained from fellowship since fellowship support ended	Average number of related jobs held	When first worked in related job			Average number of years in job where used expertise
			Within a year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship	
Estimates						
Total	89	2	19	54	27	4
Gender						
Female	89	2	18	59	23	4
Male	90	2	21	46	33	4
Graduate field of study						
History	91	2	18	54	28	5
Languages and other humanities	91	‡	‡	‡	‡	‡
Anthropology and other social sciences	88	3	16	55	30	4
Carnegie classification of fellowship-granting institution						
Public doctoral extensive	89	2	25	48	27	4
Private doctoral extensive	89	2	16	60	24	4
All other	‡	‡	‡	‡	‡	‡
Whether received other institution funding						
Received no support from institution	84	‡	‡	‡	‡	‡
Received less than what was provided through fellowship	90	2	25	51	24	4
Received same amount or more than what was provided through fellowship	92	2	13	55	32	4

Cont'd. next page. See notes at end of table.

COMPENDIUM TABLES 2—DDRA

Table 2-16. Percentage of 1997–99 DDRA fellowships in which fellows had worked in at least one job in which they used the expertise they had gained through the fellowship since it had ended; among those, average number of related jobs held; percentage distribution according to when first related job began; and average number of years spent in such jobs: 2006—Continued

	Had worked in job involving expertise gained from fellowship since fellowship support ended	Average number of related jobs held	When first worked in related job			Average number of years in job where used expertise
			Within a year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship	
Number of respondents^a						
Total	151	135	130	130	130	135
Gender						
Female	92	82	78	78	78	82
Male	59	53	52	52	52	53
Graduate field of study						
History	46	42	39	39	39	42
Languages and other humanities	32	‡	‡	‡	‡	‡
Anthropology and other social sciences	73	64	64	64	64	64
Carnegie classification of fellowship-granting institution						
Public doctoral extensive	76	68	64	64	64	68
Private doctoral extensive	66	59	58	58	58	59
All other	‡	‡	‡	‡	‡	‡
Whether received other institution funding						
Received no support from institution	31	‡	‡	‡	‡	‡
Received less than what was provided through fellowship	67	60	59	59	59	60
Received same amount or more than what was provided through fellowship	53	49	47	47	47	49

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship. Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 2-17. Of 1997–99 DDRA fellowships in which fellows had worked in a job that involved the expertise gained through the graduate study supported by the DDRA fellowship, percentage who considered that work to be part of a long-term career they were pursuing or intended to pursue, and of those, number of years they had been working in that career: 2006

	Work related to expertise and part of career pursuing	Of those who considered such work part of long-term career, number of years in that career
Estimates		
Total	100	4
Gender		
Female	100	5
Male	100	4
Graduate field of study		
History	100	5
Languages and other humanities	‡	‡
Anthropology and other social sciences	100	4
Carnegie classification of fellowship- granting institution		
Public doctoral extensive	100	5
Private doctoral extensive	100	4
All other	‡	‡
Number of respondents^a		
Total	135	134
Gender		
Female	82	81
Male	53	53
Graduate field of study		
History	42	42
Languages and other humanities	‡	‡
Anthropology and other social sciences	64	63
Carnegie classification of fellowship- granting institution		
Public doctoral extensive	68	68
Private doctoral extensive	59	58
All other	‡	‡

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 2-18. Of 1997–99 DDRA fellowships in which fellows had worked in at least one job in which they used the expertise gained through their fellowship, percentage in which fellows had worked in various sectors in any of these jobs: 2006

	Education	Military/ government	U.S. private sector	Foreign/ international	Other
Estimates					
Total	88	7	‡	11	1
Gender					
Female	88	6	‡	12	1
Male	89	9	‡	9	2
Graduate field of study					
History	98	2	‡	7	2
Languages and other humanities	‡	‡	‡	‡	‡
Anthropology and other social sciences	77	14	‡	14	2
Carnegie classification of fellowship-granting institution					
Public doctoral extensive	85	7	‡	13	3
Private doctoral extensive	93	7	‡	7	#
All other	‡	‡	‡	‡	‡
Number of respondents^a					
Total	135	135	‡	135	135
Gender					
Female	82	82	‡	82	82
Male	53	53	‡	53	53
Graduate field of study					
History	42	42	‡	42	42
Languages and other humanities	‡	‡	‡	‡	‡
Anthropology and other social sciences	64	64	‡	64	64
Carnegie classification of fellowship-granting institution					
Public doctoral extensive	68	68	‡	68	68
Private doctoral extensive	59	59	‡	59	59
All other	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 2-19. Of 1997–99 DDRA fellowships in which fellows had worked for pay since the completion of their fellowships, percentage in which fellows had held at least one job in which teaching was a primary responsibility; of those, average amount of time spent teaching since fellowship support ended; and percentage who had taught subjects related to the field of graduate study for which they had received fellowship support: 2006

	Teaching major responsibility in any reported jobs	Average number of years spent teaching	Any teaching jobs related to field of study
Estimates			
Total	89	4	98
Gender			
Female	90	4	99
Male	88	4	96
Graduate field of study			
History	96	4	98
Languages and other humanities	100	4	97
Anthropology and other social sciences	80	3	98
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	89	4	98
Private doctoral extensive	91	4	97
All other	‡	‡	‡
Number of respondents^a			
Total	148	132	132
Gender			
Female	90	81	81
Male	58	51	51
Graduate field of study			
History	45	43	43
Languages and other humanities	32	32	32
Anthropology and other social sciences	71	57	57
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	74	66	66
Private doctoral extensive	65	59	59
All other	‡	‡	‡

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship. Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 2-20. Percentages of 1997–99 DDRA fellowships in which fellows had been out of the labor force for at least three months since completing their fellowships, had been unemployed for at least three months since completing their fellowships, and were out of the labor force at the time of the survey: 2006

	Out of the labor force at least three months	Had been unemployed at least three months	Out of labor force status at time of survey
Estimates			
Total	20	21	6
Gender			
Female	20	21	10
Male	20	22	#
Graduate field of study			
History	11	11	2
Languages and other humanities	28	22	6
Anthropology and other social sciences	22	27	8
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	18	21	4
Private doctoral extensive	20	18	7
All other	‡	‡	‡
Degree completion			
Completed	18	20	5
Did not complete, still pursuing	‡	‡	‡
Did not complete, no longer pursuing	‡	‡	‡
Number of respondents^a			
Total	151	151	154
Gender			
Female	92	92	92
Male	59	59	59
Graduate field of study			
History	46	46	46
Languages and other humanities	32	32	32
Anthropology and other social sciences	73	73	73
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	76	76	77
Private doctoral extensive	66	66	68
All other	‡	‡	‡
Degree completion			
Completed	142	142	142
Did not complete, still pursuing	‡	‡	‡
Did not complete, no longer pursuing	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 2-21. Percentage distribution of 1997–99 DDRA fellowships according to fellows' expected activities in three years: 2006

	Working in job involving expertise gained through fellowship support	Working in a field that does not involve the expertise gained through fellowship support	Not working for pay
Estimates			
Total	89	9	2
Gender			
Female	89	9	2
Male	90	8	2
Graduate field of study			
History	91	7	2
Languages and other humanities	91	9	#
Anthropology and other social sciences	88	10	3
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	89	8	3
Private doctoral extensive	89	9	2
All other	‡	‡	‡
Number of respondents^a			
Total	151	151	151
Gender			
Female	92	92	92
Male	59	59	59
Graduate field of study			
History	46	46	46
Languages and other humanities	32	32	32
Anthropology and other social sciences	73	73	73
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	76	76	76
Private doctoral extensive	66	66	66
All other	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 2-22. Percentage distribution of 1997–99 DDRA fellowships according to when fellows learned about the DDRA fellowship program: 2006

	Before choosing major field of study for graduate degree	After choosing major field of study for graduate degree	Don't know
Estimates			
Total	11	85	3
Gender			
Female	9	89	2
Male	15	80	5
Graduate field of study			
History	11	87	2
Languages and other humanities	16	81	3
Anthropology and other social sciences	10	86	4
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	11	87	3
Private doctoral extensive	11	86	3
All other	‡	‡	‡
Number of respondents^a			
Total	151	151	151
Gender			
Female	92	92	92
Male	59	59	59
Graduate field of study			
History	46	46	46
Languages and other humanities	32	32	32
Anthropology and other social sciences	73	73	73
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	76	76	76
Private doctoral extensive	66	66	66
All other	‡	‡	‡

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship. Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 2-23. Percentage distribution of 1997–99 DDRA fellowships according to the degree to which receiving a DDRA fellowship influenced fellows’ choice of a field of study to pursue in graduate school: 2006

	Not at all	Very little	Somewhat	A great deal
Estimates				
Total	52	11	16	22
Gender				
Female	54	11	13	22
Male	47	10	20	22
Graduate field of study				
History	43	13	7	37
Languages and other humanities	50	6	31	13
Anthropology and other social sciences	58	11	15	16
Carnegie classification of fellowship-granting institution				
Public doctoral extensive	51	12	16	21
Private doctoral extensive	53	11	12	24
All other	‡	‡	‡	‡
Number of respondents^a				
Total	151	151	151	151
Gender				
Female	92	92	92	92
Male	59	59	59	59
Graduate field of study				
History	46	46	46	46
Languages and other humanities	32	32	32	32
Anthropology and other social sciences	73	73	73	73
Carnegie classification of fellowship-granting institution				
Public doctoral extensive	76	76	76	76
Private doctoral extensive	66	66	66	66
All other	‡	‡	‡	‡

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 2-24. Percentage distribution of 1997–99 DDRA fellowships according to the degree to which receiving a DDRA fellowship influenced fellows’ choice of occupations and career: 2006

	Not at all	Very little	Somewhat	A great deal
Estimates				
Total	21	15	29	34
Gender				
Female	24	11	29	36
Male	17	22	29	32
Graduate field of study				
History	17	17	24	41
Languages and other humanities	19	16	31	34
Anthropology and other social sciences	25	14	32	30
Carnegie classification of fellowship-granting institution				
Public doctoral extensive	20	13	28	39
Private doctoral extensive	21	20	26	33
All other	‡	‡	‡	‡
Number of respondents^a				
Total	151	151	151	151
Gender				
Female	92	92	92	92
Male	59	59	59	59
Graduate field of study				
History	46	46	46	46
Languages and other humanities	32	32	32	32
Anthropology and other social sciences	73	73	73	73
Carnegie classification of fellowship-granting institution				
Public doctoral extensive	76	76	76	76
Private doctoral extensive	66	66	66	66
All other	‡	‡	‡	‡

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 2-25. Percentage distributions of 1997–99 DDRA fellowships according to fellows’ ratings of how helpful the DDRA fellowship was in finishing their degrees or obtaining employment in their desired fields: 2006

	Finishing degrees ^a			Obtaining employment in desired fields		
	Very helpful	Some- what helpful	Not helpful	Very helpful	Some- what helpful	Not helpful
Estimates						
Total	97	3	#	71	27	2
Gender						
Female	99	1	#	72	27	1
Male	95	5	#	70	26	4
Graduate field of study						
History	93	7	#	69	29	2
Languages and other humanities	97	3	#	77	19	3
Anthropology and other social sciences	100	#	#	70	29	1
Carnegie classification of fellowship-granting institution						
Public doctoral extensive	96	4	#	74	23	3
Private doctoral extensive	98	2	#	74	25	2
All other	‡	‡	‡	‡	‡	‡
Whether received other institution funding						
Received no support from institution	‡	‡	‡	‡	‡	‡
Received less than what was provided through fellowship	97	3	#	70	29	2
Received same amount or more than what was provided through fellowship	96	4	#	67	29	4
Number of respondents^b						
Total	142	142	142	146	146	146
Gender						
Female	85	85	85	89	89	89
Male	57	57	57	57	57	57
Graduate field of study						
History	44	44	44	45	45	45
Languages and other humanities	30	30	30	31	31	31
Anthropology and other social sciences	68	68	68	70	70	70
Carnegie classification of fellowship-granting institution						
Public doctoral extensive	74	74	74	73	73	73
Private doctoral extensive	60	60	60	65	65	65
All other	‡	‡	‡	‡	‡	‡

Cont'd. next page. See notes at end of table.

Table 2-25. Percentage distributions of 1997–99 DDRA fellowships according to fellows’ ratings of how helpful the DDRA fellowship was in finishing their degrees or obtaining employment in their desired fields: 2006—Continued

	Finishing degrees ^a			Obtaining employment in desired fields		
	Very helpful	Some- what helpful	Not helpful	Very helpful	Some- what helpful	Not helpful
Whether received other institution funding						
Received no support from institution	‡	‡	‡	‡	‡	‡
Received less than what was provided through fellowship	63	63	63	66	66	66
Received same amount or more than what was provided through fellowship	52	52	52	51	51	51

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Includes only fellows who completed their degrees.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 2-26. List of languages studied by 1997–99 DDRA fellowships

Language	Language
Africa	Central America
Bambara	K'iche'
Chichewa	Maya
Kinyarwanda	Miskitu
Lingala	
Mandinka	Europe
Oshiwambo	Bosnian
Pular	Czech
Setswana	Dutch
Shona	Estonian
Swahili	French
Twi	Hungarian
Wolof	Lithuanian
Zulu	Polish
	Portuguese
East or South Asia	Romanian
Bahasa Indonesia	Spanish
Chinese	
Gujarati	Central Asia
Hindi	Russian
Indonesian	Tatar
Japanese	Ukrainian
Korean	
Marathi	Middle East
Nepali	Arabic
Newari	Persian
Sanskrit	Turkish
Seediq	
Sinhala	South America
Tagalog	Brazilian Portuguese
Tamil	
Te Reo Maori	
Telugu	
Thai	
Tibetan	
Tok Pisin	
Urdu	
Vietnamese	

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

COMPENDIUM TABLES

Foreign Language and Area Studies
(FLAS) Tables

Table 3-1. Of all U.S. postsecondary institutions in 2004, percentage that enrolled at least one FLAS fellow between 1997 and 1999, by Carnegie classification

	Percentage of institutions that enrolled at least one FLAS fellow between 1997 and 1999
Estimates	
Total	1
Carnegie classification of fellowship-granting institution	
Public doctoral extensive	29
Private doctoral extensive	37
Public doctoral intensive	3
Private doctoral intensive	#
Public master's I	1
Private master's I	#
Public baccalaureate	‡
Private baccalaureate	1
Other	#
Number of respondents^a	
Total	6,916
Carnegie classification of fellowship-granting institution	
Public doctoral extensive	102
Private doctoral extensive	49
Public doctoral intensive	64
Private doctoral intensive	42
Public master's I	249
Private master's I	241
Public baccalaureate	‡
Private baccalaureate	198
Other	5,946

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2004 Institutional Characteristics and Student Charges File.

COMPENDIUM TABLES 3—FLAS

Table 3-2. Percentage distributions of 1997–99 FLAS fellowships according to fellows' gender and race/ethnicity: 2006

	Gender		Race/ethnicity						
	Female	Male	American Indian/ Alaska Native	Asian	Black	Hispanic	Native Hawaiian or Other Pacific Islander	White	Multiple
Estimates									
Total	56	44	#	6	2	3	#	87	2
Program type									
Master's degree	60	40	#	5	2	2	#	89	2
Doctoral degree	55	45	#	7	2	4	#	86	2
First-professional degree	35	65	#	#	6	9	#	80	6
Graduate field of study									
Languages									
European	59	41	#	1	#	11	#	88	#
Asian	44	56	#	11	1	0	#	87	#
Other languages	68	32	#	2	#	12	#	85	#
History									
American and European	29	71	#	1	#	4	#	94	1
Asian	48	52	1	18	#	2	#	74	5
Other history	46	54	#	12	4	2	1	80	1
Other humanities	68	32	#	6	2	4	#	86	2
Professional fields	54	46	#	5	5	4	#	84	1
Social sciences									
Anthropology	68	32	#	6	4	1	#	87	3
Area studies and international relations/affairs	60	40	#	6	1	3	#	87	3
Political science and government	54	46	#	3	1	3	#	92	2
Other social science	51	49	#	4	1	3	#	90	2
Other	54	46	#	5	#	2	#	91	2

Cont'd next page. See notes at end of table.

COMPENDIUM TABLES 3—FLAS

Table 3-2. Percentage distributions of 1997–99 FLAS fellowships according to fellows' gender and race/ethnicity: 2006—Continued

	Gender		Race/ethnicity						
	Female	Male	American Indian/ Alaska Native	Asian	Black	Hispanic	Native Hawaiian or Other Pacific Islander	White	Multiple
Carnegie classification of fellowship-granting institution									
Public doctoral extensive	56	44	#	6	2	3	#	87	3
Private doctoral extensive	59	41	#	6	2	5	#	85	1
All doctoral intensive	48	52	#	3	2	2	#	91	1
All other	49	51	#	11	#	3	1	84	2
Number of respondents^a									
Total	1,458	1,458	1,402	1,402	1,402	1,402	1,402	1,402	1,402
Program type									
Master's degree	470	470	449	449	449	449	449	449	449
Doctoral degree	951	951	918	918	918	918	918	918	918
First-professional degree	37	37	35	35	35	35	35	35	35
Graduate field of study									
Languages									
European	99	99	94	94	94	94	94	94	94
Asian	79	79	71	71	71	71	71	71	71
Other languages	41	41	41	41	41	41	41	41	41
History									
American and European	82	82	80	80	80	80	80	80	80
Asian	96	96	88	88	88	88	88	88	88
Other history	98	98	95	95	95	95	95	95	95
Other humanities	155	155	150	150	150	150	150	150	150
Professional fields	120	120	116	116	116	116	116	116	116

Cont'd next page. See notes at end of table.

COMPENDIUM TABLES 3—*FLAS*

Table 3-2. Percentage distributions of 1997–99 FLAS fellowships according to fellows' gender and race/ethnicity: 2006—Continued

	Gender		Race/ethnicity						
	Female	Male	American Indian/ Alaska Native	Asian	Black	Hispanic	Native Hawaiian or Other Pacific Islander	White	Multiple
Graduate field of study—continued									
Social sciences									
Anthropology	225	225	215	215	215	215	215	215	215
Area studies and international relations/affairs	122	122	117	117	117	117	117	117	117
Political science and government	121	121	120	120	120	120	120	120	120
Other social science	126	126	126	126	126	126	126	126	126
Other	90	90	85	85	85	85	85	85	85
Carnegie classification of fellowship- granting institution									
Public doctoral extensive	824	824	798	798	798	798	798	798	798
Private doctoral extensive	377	377	359	359	359	359	359	359	359
All doctoral intensive	130	130	126	126	126	126	126	126	126
All other	127	127	119	119	119	119	119	119	119

Rounds to zero.

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 3-3. Percentage distribution of 1997–99 FLAS fellowships according to fellows' graduate degree program: 2006

	Program type		
	M.A./M.S.	Ph.D.	First-professional
Estimates			
Total	32	65	3
Gender			
Female	34	64	2
Male	29	67	4
Race/ethnicity ^a			
Asian	26	74	#
Hispanic or Latino	22	71	6
White	33	65	2
Other	28	65	7
Graduate field of study			
Languages			
European	26	74	#
Asian	32	65	4
Other languages	37	61	2
History			
American and European	14	86	#
Asian	16	84	#
Other history	28	72	#
Other humanities	32	68	#
Professional fields	51	30	19
Social sciences			
Anthropology	13	87	#
Area studies and international relations/affairs	78	20	2
Political science and government	19	80	2
Other social science	24	76	#
Other	66	27	7
Number of respondents^b			
Total	1,486	1,486	1,486
Gender			
Female	812	812	812
Male	646	646	646
Race/ethnicity ^a			
Asian	84	84	84
Hispanic or Latino	49	49	49
White	1,215	1,215	1,215
Other	54	54	54

Cont'd next page. See notes at end of table.

Table 3-3. Percentage distribution of 1997–99 FLAS fellowships according to fellows’ graduate degree program: 2006—Continued

	Program type		
	M.A./M.S.	Ph.D.	First-professional
Graduate field of study			
Languages			
European	100	100	100
Asian	82	82	82
Other languages	41	41	41
History			
American and European	83	83	83
Asian	97	97	97
Other history	98	98	98
Other humanities	157	157	157
Professional fields	123	123	123
Social sciences			
Anthropology	227	227	227
Area studies and international relations/affairs	122	122	122
Political science and government	124	124	124
Other social science	127	127	127
Other	92	92	92

Rounds to zero.

^a Race categories exclude Hispanic origin. Other includes those who identify themselves with multiple races, American Indians or Alaska Natives, African-Americans, and Native Hawaiians or other Pacific Islanders. These categories had too few respondents to present separately.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

COMPENDIUM TABLES 3—FLAS

Table 3-4. Percentage distribution of 1997–99 FLAS fellowships according to fellows' field of study when received fellowship: 2006

	Languages			History			Other human- ities	Profes- sional fields	Social sciences					
	Euro- pean	Asian	Other lan- guages	Amer- ican and Euro- pean		Other history			Area studies and inter- national rela- tions/ affairs		Political science and govern- ment	Other social sci- ence	Other	
				Asian	Other				Anthro- pology	affairs				
Estimates														
Total	7	6	3	6	7	7	11	8	15	8	8	9	6	
Gender														
Female	7	4	3	3	6	6	13	8	19	9	8	8	6	
Male	6	7	2	9	8	8	8	9	11	8	9	10	6	
Race/ethnicity^a														
Asian	1	10	1	1	19	13	11	7	14	8	4	6	5	
Hispanic or Latino	20	#	10	6	4	4	12	10	4	8	8	8	4	
White	7	5	3	6	5	6	11	8	15	8	9	9	6	
Other	#	2	#	2	9	11	11	13	28	7	6	7	4	
Program type														
Master's degree	5	5	3	3	3	6	11	13	6	20	5	7	13	
Doctoral degree	8	6	3	7	8	7	11	4	21	3	10	10	3	
First-professional degree	#	8	3	#	#	#	#	62	#	5	5	#	16	

Cont'd next page. See notes at end of table.

COMPENDIUM TABLES 3—FLAS

Table 3-4. Percentage distribution of 1997–99 FLAS fellowships according to fellows' field of study when received fellowship: 2006—Continued

	Languages			History			Other human- ities	Profes- sional fields	Social sciences				
	Euro- pean	Asian	Other lan- guages	Amer- ican and		Other history			Area studies and inter- national		Political science and govern- ment	Other social sci- ence	Other
				Euro- pean	Asian				European	Asian			
Number of respondents^b													
Total	1,473	1,473	1,473	1,473	1,473	1,473	1,473	1,473	1,473	1,473	1,473	1,473	1,473
Gender													
Female	809	809	809	809	809	809	809	809	809	809	809	809	809
Male	645	645	645	645	645	645	645	645	645	645	645	645	645
Race/ethnicity ^a													
Asian	84	84	84	84	84	84	84	84	84	84	84	84	84
Hispanic or Latino	49	49	49	49	49	49	49	49	49	49	49	49	49
White	1,211	1,211	1,211	1,211	1,211	1,211	1,211	1,211	1,211	1,211	1,211	1,211	1,211
Other	54	54	54	54	54	54	54	54	54	54	54	54	54
Program type													
Master's degree	474	474	474	474	474	474	474	474	474	474	474	474	474
Doctoral degree	962	962	962	962	962	962	962	962	962	962	962	962	962
First-professional degree	37	37	37	37	37	37	37	37	37	37	37	37	37

Rounds to zero.

^a Race categories exclude Hispanic origin. Other includes those who identify themselves with multiple races, American Indians or Alaska Natives, African-Americans, and Native Hawaiians or other Pacific Islanders. These categories had too few respondents to present separately.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 3-5. Percentage distribution of 1997–99 FLAS fellowships according to geographic region of origin for first language studied with support of the FLAS fellowship: 2006

	Africa	East or South Asia	Central America	Europe	Central Asia	Middle East	South America	Critical language ^a
Estimates								
Total	11	32	2	31	11	11	2	67
Gender								
Female	13	31	2	30	10	12	2	70
Male	9	33	1	32	12	11	2	67
Race/ethnicity ^b								
Asian	5	76	2	4	2	11	0	86
Hispanic or Latino	4	10	10	63	2	0	10	55
White	11	29	1	32	12	12	2	67
Other	37	28	0	22	4	9	0	76
Program type								
Master's degree	11	28	2	33	11	14	1	69
Doctoral degree	11	34	2	29	11	11	2	67
First-professional degree	14	30	0	43	11	3	0	66
Graduate field of study								
Languages								
European	4	1	3	58	29	1	4	51
Asian	0	95	0	0	4	1	0	94
Other languages	15	5	0	32	0	44	5	71
History								
American and European	0	1	0	64	31	4	0	37
Asian	1	88	0	0	3	8	0	89
Other history	17	10	3	31	4	35	0	81
Other humanities	7	44	6	26	6	8	3	65
Professional fields	20	24	0	42	8	6	1	60
Social sciences								
Anthropology	19	39	2	21	5	11	4	69
Area studies and international relations/affairs	13	26	3	29	7	20	2	71
Political science and government	13	21	0	36	19	10	1	65
Other social science	14	22	0	40	13	8	2	67
Other	13	21	1	31	20	12	1	76
Number of respondents^c								
Total	1,468	1,468	1,468	1,468	1,468	1,468	1,468	1,495
Gender								
Female	809	809	809	809	809	809	809	810
Male	644	644	644	644	644	644	644	645

Cont'd next page. See notes at end of table.

Table 3-5. Percentage distribution of 1997–99 FLAS fellowships according to geographic region of origin for first language studied with support of the FLAS fellowship: 2006—Continued

	East or Africa	South Asia	Central America	Central Europe	Central Asia	Middle East	South America	Critical language ^a
Race/ethnicity^b								
Asian	83	83	83	83	83	83	83	83
Hispanic or Latino	48	48	48	48	48	48	48	49
White	1,212	1,212	1,212	1,212	1,212	1,212	1,212	1,214
Other	54	54	54	54	54	54	54	54
Program type								
Master's degree	474	474	474	474	474	474	474	477
Doctoral degree	957	957	957	957	957	957	957	968
First-professional degree	37	37	37	37	37	37	37	38
Graduate field of study								
Languages								
European	98	98	98	98	98	98	98	99
Asian	81	81	81	81	81	81	81	82
Other languages	41	41	41	41	41	41	41	41
History								
American and European	83	83	83	83	83	83	83	83
Asian	96	96	96	96	96	96	96	97
Other history	98	98	98	98	98	98	98	98
Other humanities	156	156	156	156	156	156	156	157
Professional fields	123	123	123	123	123	123	123	123
Social sciences								
Anthropology	225	225	225	225	225	225	225	226
Area studies and international relations/affairs	122	122	122	122	122	122	122	122
Political science and government	124	124	124	124	124	124	124	124
Other social science	126	126	126	126	126	126	126	127
Other	90	90	90	90	90	90	90	91

Rounds to zero.

^a Foreign language programs that are eligible for National Science and Mathematics Access to Retain Talent (SMART) grants.

^b Race categories exclude Hispanic origin. Other includes those who identify themselves with multiple races, American Indians or Alaska Natives, African-Americans, and Native Hawaiians or other Pacific Islanders. These categories had too few respondents to present separately.

^c Represents the number of fellows who answered the relevant survey questions.

NOTE: Some fellowships involved the study of multiple languages. This table includes data on the first language reported for each fellowship. See appendix for languages included in each geographic region. Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

COMPENDIUM TABLES 3—FLAS

Table 3-6. Percentage distribution of 1997–99 FLAS fellowships according to Carnegie classification of fellowship-granting institution: 2006

	Public doctoral extensive	Private doctoral extensive	Public doctoral intensive	Private doctoral intensive	Public master's I	Private master's I	Public bacca- laureate	Private bacca- laureate
Estimates								
Total	56	26	9	#	5	#	#	4
Gender								
Female	57	27	8	#	5	#	#	3
Male	56	24	10	#	6	#	#	4
Race/ethnicity ^a								
Asian	54	26	5	#	7	#	#	8
Hispanic or Latino	49	39	6	#	2	#	#	4
White	57	25	9	#	5	#	#	3
Other	65	22	7	#	4	#	#	2
Program type								
Master's degree	59	25	9	#	5	#	#	1
Doctoral degree	56	26	9	#	5	#	#	4
First-professional degree	39	39	3	#	3	#	#	16
Graduate field of study								
Languages								
European	59	29	6	#	4	#	#	2
Asian	39	29	10	#	10	#	#	12
Other languages	51	37	7	#	2	#	#	2
History								
American and European	59	14	23	#	2	#	#	1
Asian	49	37	3	#	5	#	#	5
Other history	54	32	4	#	8	#	#	2

Cont'd next page. See notes at end of table.

COMPENDIUM TABLES 3—FLAS

Table 3-6. Percentage distribution of 1997–99 FLAS fellowships according to Carnegie classification of fellowship-granting institution: 2006
—Continued

	Public doctoral extensive	Private doctoral extensive	Public doctoral intensive	Private doctoral intensive	Public master's I	Private master's I	Public bacca- laureate	Private bacca- laureate
Graduate field of study—continued								
Other humanities	49	31	13	#	3	#	#	3
Professional fields	59	23	11	#	5	#	#	2
Social sciences								
Anthropology	55	21	11	#	9	#	#	5
Area studies and international relations/affairs	55	36	4	#	4	#	#	1
Political science and government	71	21	6	#	1	#	#	2
Other social science	78	7	7	#	2	#	#	6
Other	45	35	10	#	7	#	#	4
Continuity of enrollment								
Continuously enrolled	53	28	10	#	5	#	#	3
Took off at least one semester/term	67	17	6	#	6	#	#	4
Number of respondents^b								
Total	1,498	1,498	1,498	1,498	1,498	1,498	1,498	1,498
Gender								
Female	812	812	812	812	812	812	812	812
Male	646	646	646	646	646	646	646	646
Race/ethnicity ^a								
Asian	84	84	84	84	84	84	84	84
Hispanic or Latino	49	49	49	49	49	49	49	49
White	1,215	1,215	1,215	1,215	1,215	1,215	1,215	1,215
Other	54	54	54	54	54	54	54	54
Program type								
Master's degree	477	477	477	477	477	477	477	477
Doctoral degree	971	971	971	971	971	971	971	971
First-professional degree	38	38	38	38	38	38	38	38

Cont'd next page. See notes at end of table.

COMPENDIUM TABLES 3—FLAS

Table 3-6. Percentage distribution of 1997–99 FLAS fellowships according to Carnegie classification of fellowship-granting institution: 2006
—Continued

	Public doctoral extensive	Private doctoral extensive	Public doctoral intensive	Private doctoral intensive	Public master's I	Private master's I	Public bacca- laureate	Private bacca- laureate
Graduate field of study								
Languages								
European	100	100	100	100	100	100	100	100
Asian	82	82	82	82	82	82	82	82
Other languages	41	41	41	41	41	41	41	41
History								
American and European	83	83	83	83	83	83	83	83
Asian	97	97	97	97	97	97	97	97
Other history	98	98	98	98	98	98	98	98
Other humanities	157	157	157	157	157	157	157	157
Professional fields	123	123	123	123	123	123	123	123
Social sciences								
Anthropology	227	227	227	227	227	227	227	227
Area studies and international relations/affairs	122	122	122	122	122	122	122	122
Political science and government	124	124	124	124	124	124	124	124
Other social science	127	127	127	127	127	127	127	127
Other	92	92	92	92	92	92	92	92
Continuity of enrollment								
Continuously enrolled	1,142	1,142	1,142	1,142	1,142	1,142	1,142	1,142
Took off at least one semester/term	335	335	335	335	335	335	335	335

Rounds to zero.

^a Race categories exclude Hispanic origin. Other includes those who identify themselves with multiple races, American Indians or Alaska Natives, African-Americans, and Native Hawaiians or other Pacific Islanders. These categories had too few respondents to present separately.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 3-7. Percentage distribution of 1997–99 FLAS fellowships according to fellows’ usual enrollment status, and percentage in which fellows were continuously enrolled while pursuing the degree supported by the fellowship; of those fellowships in which fellows had taken at least one term off, average number of terms taken off: 2006

	Usual enrollment status			Whether continuously enrolled	Average number of terms not enrolled (summer not included)
	Usually enrolled full-time	Usually enrolled part-time	Mix of full-time and part-time enrollment		
Estimates					
Total	92	1	7	77	3
Gender					
Female	92	1	7	76	3
Male	91	1	7	79	3
Race/ethnicity ^a					
Asian	90	1	8	63	3
Hispanic or Latino	90	4	6	67	‡
White	92	1	7	79	3
Other	89	#	11	78	‡
Program type					
Master’s degree	94	#	5	89	3
Doctoral degree	90	1	8	71	3
First-professional degree	97	3	#	84	‡
Graduate field of study					
Languages					
European	94	3	3	72	‡
Asian	89	#	11	78	‡
Other languages	88	2	10	56	‡
History					
American and European	90	#	10	72	‡
Asian	97	1	2	75	‡
Other history	92	#	8	82	‡
Other humanities	93	1	6	81	3
Professional fields	97	1	2	88	‡
Social sciences					
Anthropology	84	2	15	71	3
Area studies and international relations/affairs	93	2	5	89	‡
Political science and government	100	#	#	74	3
Other social science	88	1	11	72	3
Other	92	1	7	86	‡

Cont’d next page. See notes at end of table.

COMPENDIUM TABLES 3—FLAS

Table 3-7. Percentage distribution of 1997–99 FLAS fellowships according to fellows’ usual enrollment status, and percentage in which fellows were continuously enrolled while pursuing the degree supported by the fellowship; of those fellowships in which fellows had taken at least one term off, average number of terms taken off: 2006—Continued

	Usual enrollment status			Whether continuously enrolled	Average number of terms not enrolled (summer not included)
	Usually enrolled full-time	Usually enrolled part-time	Mix of full-time and part-time enrollment		
Carnegie classification of fellowship-granting institution					
Public doctoral extensive	90	2	8	73	3
Private doctoral extensive	96	#	4	85	3
All doctoral intensive	89	1	11	86	‡
All other	94	1	5	73	4
Number of respondents^b					
Total	1476	1476	1476	1477	333
Gender					
Female	812	812	812	812	192
Male	646	646	646	646	137
Race/ethnicity ^a					
Asian	84	84	84	84	31
Hispanic or Latino	49	49	49	49	‡
White	1215	1215	1215	1215	259
Other	54	54	54	54	‡
Program type					
Master’s degree	474	474	474	474	50
Doctoral degree	965	965	965	966	277
First-professional degree	37	37	37	37	‡
Graduate field of study					
Languages					
European	100	100	100	100	‡
Asian	81	81	81	81	‡
Other languages	41	41	41	41	‡
History					
American and European	83	83	83	83	‡
Asian	96	96	96	97	‡
Other history	98	98	98	98	‡
Other humanities	157	157	157	157	30
Professional fields	123	123	123	123	‡

Cont’d next page. See notes at end of table.

Table 3-7. Percentage distribution of 1997–99 FLAS fellowships according to fellows’ usual enrollment status, and percentage in which fellows were continuously enrolled while pursuing the degree supported by the fellowship; of those fellowships in which fellows had taken at least one term off, average number of terms taken off: 2006—Continued

	Usual enrollment status			Whether continuously enrolled	Average number of terms not enrolled (summer not included)
	Usually enrolled full-time	Usually enrolled part-time	Mix of full-time and part-time enrollment		
Graduate field of study—continued					
Social sciences					
Anthropology	227	227	227	227	66
Area studies and international relations/affairs	122	122	122	122	‡
Political science and government	124	124	124	124	32
Other social science	127	127	127	127	36
Other	91	91	91	91	‡
Carnegie classification of fellowship-granting institution					
Public doctoral extensive	834	834	834	835	224
Private doctoral extensive	381	381	381	381	56
All doctoral intensive	132	132	132	132	‡
All other	129	129	129	129	34

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes those who identify themselves with multiple races, American Indians or Alaska Natives, African-Americans, and Native Hawaiians or other Pacific Islanders. These categories had too few respondents to present separately.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 3-8. Percentage distribution of 1997–99 FLAS fellowships according to year of fellows' graduate study in which FLAS fellowship was received: 2006

	First year	Second year	Third year	Fourth year or after
Estimates				
Total	57	21	12	11
Gender				
Female	58	22	10	10
Male	55	20	13	12
Race/ethnicity ^a				
Asian	60	22	12	6
Hispanic or Latino	54	20	20	7
White	56	22	12	11
Other	60	21	9	11
Program type				
Master's degree	78	18	3	1
Doctoral degree	46	22	16	16
First-professional degree	50	32	18	#
Graduate field of study				
Languages				
European	39	21	19	21
Asian	67	21	4	8
Other languages	63	16	18	3
History				
American and European	42	21	14	23
Asian	59	20	9	12
Other history	62	15	8	15
Other humanities	55	17	15	13
Professional fields	63	29	8	#
Social sciences				
Anthropology	52	20	14	13
Area studies and international relations/affairs	69	23	3	5
Political science and government	57	22	11	11
Other social science	49	22	21	8
Other	70	26	4	1
Carnegie classification of fellowship- granting institution				
Public doctoral extensive	55	22	13	11
Private doctoral extensive	60	21	9	10
All doctoral intensive	50	22	14	14
All other	68	14	9	9

Cont'd next page. See notes at end of table.

Table 3-8. Percentage distribution of 1997–99 FLAS fellowships according to year of fellows' graduate study in which FLAS fellowship was received: 2006—Continued

	First year	Second year	Third year	Fourth year or after
Number of respondents^b				
Total	1,349	1,349	1,349	1,349
Gender				
Female	740	740	740	740
Male	606	606	606	606
Race/ethnicity ^a				
Asian	77	77	77	77
Hispanic or Latino	41	41	41	41
White	1,128	1,128	1,128	1,128
Other	47	47	47	47
Program type				
Master's degree	446	446	446	446
Doctoral degree	869	869	869	869
First-professional degree	34	34	34	34
Graduate field of study				
Languages				
European	95	95	95	95
Asian	76	76	76	76
Other languages	38	38	38	38
History				
American and European	77	77	77	77
Asian	86	86	86	86
Other history	95	95	95	95
Other humanities	140	140	140	140
Professional fields	115	115	115	115
Social sciences				
Anthropology	201	201	201	201
Area studies and international relations/affairs	115	115	115	115
Political science and government	114	114	114	114
Other social science	112	112	112	112
Other	82	82	82	82
Carnegie classification of fellowship- granting institution				
Public doctoral extensive	764	764	764	764
Private doctoral extensive	344	344	344	344
All doctoral intensive	125	125	125	125
All other	116	116	116	116

Rounds to zero.

^a Race categories exclude Hispanic origin. Other includes those who identify themselves with multiple races, American Indians or Alaska Natives, African-Americans, and Native Hawaiians or other Pacific Islanders. These categories had too few respondents to present separately.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 3-9. Percentage distribution of 1997–99 FLAS fellowships by whether fellows received financial support from institution in addition to FLAS fellowship: 2006

	Received no additional support from institution	Received additional support in amount same as or less than FLAS funding	Received additional support in amount greater than FLAS funding
Estimates			
Total	32	30	38
Gender			
Female	31	32	37
Male	33	28	39
Race/ethnicity ^a			
Asian	31	19	50
Hispanic or Latino	45	20	35
White	31	32	37
Other	34	21	45
Program type			
Master's degree	49	32	19
Doctoral degree	22	29	49
First-professional degree	62	30	8
Graduate field of study			
Languages			
European	29	26	44
Asian	28	34	39
Other languages	45	30	25
History			
American and European	38	11	51
Asian	18	38	45
Other history	28	28	45
Other humanities	29	29	43
Professional fields	49	37	14
Social sciences			
Anthropology	25	34	41
Area studies and international relations/affairs	54	26	20
Political science and government	25	35	40
Other social science	22	30	48
Other	37	30	33
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	31	37	32
Private doctoral extensive	30	22	48
All doctoral intensive	41	21	37
All other	31	19	50

Cont'd next page. See notes at end of table.

Table 3-9. Percentage distribution of 1997–99 FLAS fellowships by whether fellows received financial support from institution in addition to FLAS fellowship: 2006—Continued

	Received no additional support from institution	Received additional support in amount same as or less than FLAS funding	Received additional support in amount greater than FLAS funding
Number of respondents^b			
Total	1,454	1,454	1,454
Gender			
Female	808	808	808
Male	644	644	644
Race/ethnicity ^a			
Asian	84	84	84
Hispanic or Latino	49	49	49
White	1,209	1,209	1,209
Other	53	53	53
Program type			
Master's degree	470	470	470
Doctoral degree	947	947	947
First-professional degree	37	37	37
Graduate field of study			
Languages			
European	99	99	99
Asian	80	80	80
Other languages	40	40	40
History			
American and European	82	82	82
Asian	96	96	96
Other history	98	98	98
Other humanities	154	154	154
Professional fields	120	120	120
Social sciences			
Anthropology	223	223	223
Area studies and international relations/affairs	122	122	122
Political science and government	121	121	121
Other social science	126	126	126
Other	89	89	89
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	822	822	822
Private doctoral extensive	374	374	374
All doctoral intensive	131	131	131
All other	127	127	127

^a Race categories exclude Hispanic origin. Other includes those who identify themselves with multiple races, American Indians or Alaska Natives, African-Americans, and Native Hawaiians or other Pacific Islanders. These categories had too few respondents to present separately.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

COMPENDIUM TABLES 3—FLAS

Table 3-10. Percentage of 1997–99 FLAS fellowships in which fellows received financial support from other sources in addition to FLAS fellowship: 2006

	Other fellowships, scholarships	Grants	Loans	Employer reimbursement/ assistance	Parents	Other family or friends	Earnings from job	Savings	Other	None
Estimates										
Total	56	28	45	5	18	9	40	37	4	11
Gender										
Female	57	28	45	5	17	10	42	34	3	10
Male	55	27	45	6	20	8	38	41	5	11
Race/ethnicity^a										
Asian	54	29	35	6	24	12	30	36	2	13
Hispanic or Latino	51	27	57	4	16	12	51	35	4	6
White	57	28	45	5	18	9	40	37	4	10
Other	43	24	44	6	11	9	48	31	2	19
Program type										
Master's degree	36	16	43	5	17	8	41	38	4	13
Doctoral degree	67	33	45	6	18	10	40	36	4	9
First-professional degree	32	14	73	3	24	14	46	46	#	11
Graduate field of study										
Languages										
European	50	21	40	8	20	10	47	38	11	10
Asian	56	19	26	1	20	6	33	41	1	15
Other languages	54	17	41	#	17	7	49	51	10	10
History										
American and European	63	30	43	2	21	7	43	33	4	18
Asian	64	31	39	3	23	19	46	47	4	8
Other history	60	31	31	5	17	14	31	31	3	11

Cont'd next page. See notes at end of table.

COMPENDIUM TABLES 3—FLAS

Table 3-10. Percentage of 1997–99 FLAS fellowships in which fellows received financial support from other sources in addition to FLAS fellowship: 2006—Continued

	Other fellow- ships, scholarships	Grants	Loans	Employer reim- bursement/ assistance	Parents	Other family or friends	Earnings from job	Savings	Other	None
Graduate field of study—continued										
Other humanities	59	35	54	6	15	10	41	31	4	10
Professional fields	39	19	54	6	19	12	53	45	1	7
Social sciences										
Anthropology	69	40	46	8	20	10	36	35	2	7
Area studies and international relations/affairs	40	17	47	4	21	7	36	38	2	15
Political science and government	58	25	53	5	17	4	37	27	6	13
Other social science	60	31	47	9	14	10	41	40	6	8
Other	45	19	48	3	8	2	39	34	6	9
Carnegie classification of fellowship- granting institution										
Public doctoral extensive	53	24	46	6	18	10	41	37	4	11
Private doctoral extensive	64	34	49	3	18	8	42	37	3	7
All doctoral intensive	55	25	45	8	15	6	44	34	5	13
All other	60	33	28	6	21	13	28	38	4	15
Number of respondents^b										
Total	1,454	1,454	1,454	1,454	1,454	1,454	1,454	1,454	1,454	1,454
Gender										
Female	807	807	807	807	807	807	807	807	807	807
Male	643	643	643	643	643	643	643	643	643	643
Race/ethnicity ^a										
Asian	84	84	84	84	84	84	84	84	84	84
Hispanic or Latino	49	49	49	49	49	49	49	49	49	49
White	1,209	1,209	1,209	1,209	1,209	1,209	1,209	1,209	1,209	1,209
Other	54	54	54	54	54	54	54	54	54	54

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COMPENDIUM TABLES 3—FLAS

Table 3-10. Percentage of 1997–99 FLAS fellowships in which fellows received financial support from other sources in addition to FLAS fellowship: 2006—Continued

	Other fellowships, scholarships	Grants	Loans	Employer reimbursement/assistance	Parents	Other family or friends	Earnings from job	Savings	Other	None
Program type										
Master's degree	467	467	467	467	467	467	467	467	467	467
Doctoral degree	950	950	950	950	950	950	950	950	950	950
First-professional degree	37	37	37	37	37	37	37	37	37	37
Graduate field of study										
Languages										
European	100	100	100	100	100	100	100	100	100	100
Asian	80	80	80	80	80	80	80	80	80	80
Other languages	41	41	41	41	41	41	41	41	41	41
History										
American and European	82	82	82	82	82	82	82	82	82	82
Asian	95	95	95	95	95	95	95	95	95	95
Other history	98	98	98	98	98	98	98	98	98	98
Other humanities	155	155	155	155	155	155	155	155	155	155
Professional fields	120	120	120	120	120	120	120	120	120	120
Social sciences										
Anthropology	222	222	222	222	222	222	222	222	222	222
Area studies and international relations/affairs	121	121	121	121	121	121	121	121	121	121
Political science and government	122	122	122	122	122	122	122	122	122	122
Other social science	126	126	126	126	126	126	126	126	126	126
Other	88	88	88	88	88	88	88	88	88	88
Carnegie classification of fellowship-granting institution										
Public doctoral extensive	823	823	823	823	823	823	823	823	823	823
Private doctoral extensive	373	373	373	373	373	373	373	373	373	373
All doctoral intensive	131	131	131	131	131	131	131	131	131	131
All other	127	127	127	127	127	127	127	127	127	127

Rounds to zero.

^a Race categories exclude Hispanic origin. Other includes those who identify themselves with multiple races, American Indians or Alaska Natives, African-Americans, and Native Hawaiians or other Pacific Islanders. These categories had too few respondents to present separately.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 3-11. Percentage distribution of 1997–99 FLAS fellowships by fellows' degree completion status in 2006

	Completed degree	Still enrolled or pursuing degree	Had not attained and not enrolled or pursuing degree
Estimates			
Total	80	14	6
Gender			
Female	79	15	6
Male	81	13	5
Race/ethnicity ^a			
Asian	73	23	5
Hispanic or Latino	73	24	2
White	81	13	6
Other	80	20	#
Program type			
Master's degree	96	1	3
Doctoral degree	72	21	7
First-professional degree	95	3	3
Graduate field of study			
Languages			
European	78	10	12
Asian	80	11	9
Other languages	85	15	#
History			
American and European	72	22	6
Asian	78	14	7
Other history	82	12	6
Other humanities	80	17	3
Professional fields	93	5	2
Social sciences			
Anthropology	68	26	6
Area studies and international relations/affairs	86	9	5
Political science and government	71	18	11
Other social science	83	10	6
Other	96	3	1
Continuity of enrollment			
Continuously enrolled	83	11	6
Took off at least one semester/term	70	26	4

Cont'd next page. See notes at end of table.

Table 3-11. Percentage distribution of 1997–99 FLAS fellowships by fellows' degree completion status in 2006—Continued

	Completed degree	Still enrolled or pursuing degree	Had not attained and not enrolled or pursuing degree
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	80	13	7
Private doctoral extensive	82	13	5
All doctoral intensive	76	21	3
All other	77	19	4
Whether received other institution funding			
Received no support from institution	81	12	7
Received less than what was provided through fellowship	82	14	5
Received same amount or more than what was provided through fellowship	78	16	6
Number of respondents^b			
Total	1,480	1,491	1,491
Gender			
Female	810	811	811
Male	646	646	646
Race/ethnicity ^a			
Asian	84	84	84
Hispanic or Latino	49	49	49
White	1,213	1,214	1,214
Other	54	54	54
Program type			
Master's degree	475	475	475
Doctoral degree	967	969	969
First-professional degree	38	38	38
Graduate field of study			
Languages			
European	100	100	100
Asian	82	82	82
Other languages	41	41	41
History			
American and European	83	83	83
Asian	97	97	97
Other history	98	98	98
Other humanities	157	157	157

Cont'd next page. See notes at end of table.

Table 3-11. Percentage distribution of 1997–99 FLAS fellowships by fellows’ degree completion status in 2006—Continued

	Completed degree	Still enrolled or pursuing degree	Had not attained and not enrolled or pursuing degree
Graduate field of study—continued			
Professional fields	123	123	123
Social sciences			
Anthropology	226	227	227
Area studies and international relations/affairs	122	122	122
Political science and government	123	123	123
Other social science	127	127	127
Other	92	92	92
Continuity of enrollment			
Continuously enrolled	1,141	1,141	1,141
Took off at least one semester/term	334	335	335
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	836	840	840
Private doctoral extensive	382	387	387
All doctoral intensive	132	132	132
All other	130	132	132
Whether received other institution funding			
Received no support from institution	460	461	461
Received less than what was provided through fellowship	440	440	440
Received same amount or more than what was provided through fellowship	552	552	552

Rounds to zero.

^a Race categories exclude Hispanic origin. Other includes those who identify themselves with multiple races, American Indians or Alaska Natives, African-Americans, and Native Hawaiians or other Pacific Islanders. These categories had too few respondents to present separately.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 3-12. Percentage distribution of 1997–99 FLAS fellowships in which fellows completed their degrees according to time to degree and average time to degree: 2006

	Percentage distribution by time to degree					Average number of years to degree
	Zero to two years	More than two to four years	More than four to six years	More than six to eight years	More than eight years	
Estimates						
Total	22	19	17	28	14	5
Gender						
Female	26	16	18	26	14	5
Male	18	21	16	31	14	5
Race/ethnicity^a						
Asian	20	12	27	35	7	5
Hispanic or Latino	14	22	17	25	22	6
White	22	19	17	29	13	5
Other	21	14	33	14	19	5
Program type						
Master's degree	54	38	6	2	#	3
Doctoral degree	1	3	25	48	23	7
First-professional degree	23	66	11	#	#	3
Doctoral students						
Graduate field of study						
Languages						
European	#	2	19	40	40	8
Asian	5	10	18	51	15	7
Other languages	‡	‡	‡	‡	‡	‡
History						
American and European	#	4	14	55	27	7
Asian	#	2	23	52	23	7
Other history	2	2	31	51	15	7
Other humanities	#	4	26	49	22	7
Professional fields	3	10	33	43	10	6
Social sciences						
Anthropology	2	#	19	51	29	8
Area studies and international relations/affairs	‡	‡	‡	‡	‡	‡
Political science and government	#	3	33	48	16	7
Other social science	1	1	38	36	23	7
Other	‡	‡	‡	‡	‡	‡
Continuity of enrollment						
Continuously enrolled	1	3	28	48	20	7
Took off at least one semester/term	1	3	17	46	32	8

Cont'd next page. See notes at end of table.

Table 3-12. Percentage distribution of 1997–99 FLAS fellowships in which fellows completed their degrees according to time to degree and average time to degree: 2006—Continued

	Percentage distribution by time to degree					Average number of years to degree
	Zero to two years	More than two to four years	More than four to six years	More than six to eight years	More than eight years	
Carnegie classification of fellowship-granting institution						
Public doctoral extensive	1	4	27	43	25	7
Private doctoral extensive	2	3	22	54	20	7
All doctoral intensive	#	3	24	47	25	8
All other	#	#	23	58	18	7
Years after beginning program started receiving funds						
First year	1	5	36	50	8	6
Second year	#	4	25	46	26	7
Third year	#	#	17	53	30	8
Fourth year or after	#	1	9	43	47	9
Whether received other institution funding						
Received no support from institution	2	4	34	41	20	7
Received less than what was provided through fellowship	1	4	22	49	25	7
Received same amount or more than what was provided through fellowship	1	3	24	49	24	7
Number of respondents^b						
Total	1,169	1,169	1,169	1,169	1,169	1,169
Gender						
Female	633	633	633	633	633	633
Male	522	522	522	522	522	522
Race/ethnicity^a						
Asian	60	60	60	60	60	60
Hispanic or Latino	36	36	36	36	36	36
White	969	969	969	969	969	969
Other	43	43	43	43	43	43
Program type						
Master's degree	452	452	452	452	452	452
Doctoral degree	682	682	682	682	682	682
First-professional degree	35	35	35	35	35	35
Doctoral students						
Graduate field of study						
Languages						
European	53	53	53	53	53	53
Asian	39	39	39	39	39	39
Other languages	‡	‡	‡	‡	‡	‡

Cont'd next page. See notes at end of table.

Table 3-12. Percentage distribution of 1997–99 FLAS fellowships in which fellows completed their degrees according to time to degree and average time to degree: 2006—Continued

	Percentage distribution by time to degree					Average number of years to degree
	Zero to two years	More than two to four years	More than four to six years	More than six to eight years	More than eight years	
Graduate field of study—continued						
History						
American and European	49	49	49	49	49	49
Asian	60	60	60	60	60	60
Other history	55	55	55	55	55	55
Other humanities	78	78	78	78	78	78
Professional fields	30	30	30	30	30	30
Social sciences						
Anthropology	122	122	122	122	122	122
Area studies and international relations/affairs	‡	‡	‡	‡	‡	‡
Political science and government	64	64	64	64	64	64
Other social science	77	77	77	77	77	77
Other	‡	‡	‡	‡	‡	‡
Continuity of enrollment						
Continuously enrolled	498	498	498	498	498	498
Took off at least one semester/term	183	183	183	183	183	183
Carnegie classification of fellowship-granting institution						
Public doctoral extensive	383	383	383	383	383	383
Private doctoral extensive	180	180	180	180	180	180
All doctoral intensive	59	59	59	59	59	59
All other	60	60	60	60	60	60
Years after beginning program started receiving funds						
First year	259	259	259	259	259	259
Second year	136	136	136	136	136	136
Third year	110	110	110	110	110	110
Fourth year or after	120	120	120	120	120	120
Whether received other institution funding						
Received no support from institution	133	133	133	133	133	133
Received less than what was provided through fellowship	199	199	199	199	199	199
Received same amount or more than what was provided through fellowship	337	337	337	337	337	337

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes those who identify themselves with multiple races, American Indians or Alaska Natives, African-Americans, and Native Hawaiians or other Pacific Islanders. These categories had too few respondents to present separately.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 3-13. Of 1997–99 FLAS fellowships in which fellows had not completed their degrees by 2006, percentage in which fellows expected to complete their degrees, and of those fellowships in which fellows expected to complete, percentage distribution according to when they expected to complete: 2006

	Expect to complete	When expect to complete			Don't know
		Within next two years	In three to five years	In more than five years	
Estimates					
Total	71	93	1	2	3
Gender					
Female	72	96	2	#	2
Male	71	89	1	5	5
Program type					
Master's degree	‡	‡	‡	‡	‡
Doctoral degree	75	94	1	2	2
First-professional degree	‡	‡	‡	‡	‡
Carnegie classification of fellowship-granting institution					
Public doctoral extensive	65	93	3	#	5
Private doctoral extensive	74	98	#	#	2
All doctoral intensive	88	‡	‡	‡	‡
All other	83	‡	‡	‡	‡
Number of respondents^a					
Total	296	211	211	211	211
Gender					
Female	170	122	122	122	122
Male	120	85	85	85	85
Program type					
Master's degree	‡	‡	‡	‡	‡
Doctoral degree	274	205	205	205	205
First-professional degree	‡	‡	‡	‡	‡
Carnegie classification of fellowship-granting institution					
Public doctoral extensive	165	107	107	107	107
Private doctoral extensive	69	51	51	51	51
All doctoral intensive	32	‡	‡	‡	‡
All other	30	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes those who identify themselves with multiple races, American Indians or Alaska Natives, African-Americans, and Native Hawaiians or other Pacific Islanders. These categories had too few respondents to present separately.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 3-14. Of 1997–99 FLAS fellowships in which fellows completed their degrees by 2006, percentage distribution according to amount of time spent on thesis or dissertation, and average time spent on thesis or dissertation: 2006

	No thesis/ dissertation required	Percentage distribution by time spent on thesis or dissertation				Average years spent on thesis/ dissertation
		Zero to one years	Two to three years	Four to five years	Six years or more	
Estimates						
Total	15	18	43	30	9	3
Gender						
Female	16	20	43	30	8	3
Male	14	16	43	31	11	3
Race/ethnicity^a						
Asian	11	13	48	35	4	3
Hispanic or Latino	14	‡	‡	‡	‡	‡
White	15	18	42	31	9	3
Other	14	8	67	17	8	3
Program type						
Master's degree	34	57	40	3	#	2
Doctoral degree	#	2	44	42	13	4
First-professional degree	51	‡	‡	‡	‡	‡
Doctoral students						
Graduate field of study						
Languages						
European	#	2	45	38	15	4
Asian	#	3	49	38	10	3
Other languages	‡	‡	‡	‡	‡	3
History						
American and European	#	#	37	51	12	4
Asian	#	#	44	39	16	4
Other history	#	#	29	62	9	4
Other humanities	1	4	38	42	15	3
Professional fields	3	‡	‡	‡	‡	2
Social sciences						
Anthropology	#	2	37	46	15	4
Area studies and international relations/affairs	‡	‡	‡	‡	‡	2
Political science and government	#	#	52	31	17	3
Other social science	#	4	58	31	6	3
Other	‡	‡	‡	‡	‡	3

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Table 3-14. Of 1997–99 FLAS fellowships in which fellows completed their degrees by 2006, percentage distribution according to amount of time spent on thesis or dissertation, and average time spent on thesis or dissertation: 2006—Continued

	No thesis/ dissertation required	Percentage distribution by time spent on thesis or dissertation				Average years spent on thesis/ dissertation
		Zero to one years	Two to three years	Four to five years	Six years or more	
Carnegie classification of fellowship-granting institution						
Public doctoral extensive	#	3	47	37	13	3
Private doctoral extensive	1	1	35	51	13	3
All doctoral intensive	#	2	44	42	12	3
All other	#	#	49	40	11	3
Whether received other institution funding						
Received no support from institution	1	2	49	34	15	3
Received less than what was provided through fellowship	#	2	43	42	13	3
Received same amount or more than what was provided through fellowship	#	1	43	45	11	4
Whether received other type of financial support						
Yes	#	2	43	42	13	3
No	#	2	49	39	10	3
Number of respondents^b						
Total	1,176	976	976	976	976	976
Gender						
Female	638	517	517	517	517	517
Male	522	444	444	444	444	444
Race/ethnicity ^a						
Asian	61	52	52	52	52	52
Hispanic or Latino	36	‡	‡	‡	‡	‡
White	974	807	807	807	807	807
Other	42	36	36	36	36	36
Program type						
Master's degree	451	272	272	272	272	272
Doctoral degree	690	688	688	688	688	688
First-professional degree	35	‡	‡	‡	‡	‡
Doctoral students						
Graduate field of study						
Languages						
European	53	53	53	53	53	65
Asian	39	39	39	39	39	51
Other languages	19	19	19	19	19	31

Cont'd next page. See notes at end of table.

Table 3-14. Of 1997–99 FLAS fellowships in which fellows completed their degrees by 2006, percentage distribution according to amount of time spent on thesis or dissertation, and average time spent on thesis or dissertation: 2006—Continued

	No thesis/ dissertation required	Percentage distribution by time spent on thesis or dissertation				Average years spent on thesis/ dissertation
		Zero to one years	Two to three years	Four to five years	Six years or more	
Graduate field of study—continued						
History						
American and European	49	49	49	49	49	55
Asian	61	61	61	61	61	71
Other history	55	55	55	55	55	75
Other humanities	79	78	78	78	78	103
Professional fields	30	29	29	29	29	68
Social sciences						
Anthropology	124	124	124	124	124	151
Area studies and international relations/affairs	11	11	11	11	11	64
Political science and government	65	65	65	65	65	79
Other social science	77	77	77	77	77	101
Other	23	23	23	23	23	56
Carnegie classification of fellowship- granting institution						
Public doctoral extensive	388	387	387	387	387	558
Private doctoral extensive	180	179	179	179	179	241
All doctoral intensive	59	59	59	59	59	86
All other	63	63	63	63	63	91
Whether received other institution funding						
Received no support from institution	133	132	132	132	132	276
Received less than what was provided through fellowship	341	341	341	341	341	292
Received same amount or more than what was provided through fellowship	429	392	392	392	392	392
Whether received other type of financial support						
Yes	617	615	615	615	615	862
No	59	59	59	59	59	97

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes those who identify themselves with multiple races, American Indians or Alaska Natives, African-Americans, and Native Hawaiians or other Pacific Islanders. These categories had too few respondents to present separately.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 3-15. Of 1997–99 FLAS fellowships in which fellows had not completed their degrees by 2006 and did not expect to complete them, percentage of fellowships in which fellows identified various reasons for not completing their degrees: 2006

Reason for not completing degree	Total	Gender	
		Female	Male
Estimates			
Academic problems	11	6	17
Not satisfied	24	31	11
Finished taking classes	11	8	11
Different program of study	33	23	46
Taking time off	9	10	9
Conflicts with job/military service	5	4	6
Need to work	28	25	34
Offered desired job	14	15	11
Lost funding	9	10	9
Other financial reasons	12	10	11
Change in family status	20	21	17
Conflicts with home/personal reasons	19	19	20
Pursue other interests	15	19	11
Other	28	27	31
Number of respondents^a			
Academic problems	85	48	35
Not satisfied	85	48	35
Finished taking classes	85	48	35
Different program of study	85	48	35
Taking time off	85	48	35
Conflicts with job/military service	85	48	35
Need to work	85	48	35
Offered desired job	85	48	35
Lost funding	85	48	35
Other financial reasons	85	48	35
Change in family status	85	48	35
Conflicts with home/personal reasons	85	48	35
Pursue other interests	85	48	35
Other	85	48	35

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

COMPENDIUM TABLES 3—FLAS

Table 3-16. Average fellow-rated competence in first language studied with FLAS support before and after fellowship award, and average gains in competence: 2006

	Speaking and listening abilities			Writing ability			Reading ability		
	Before fellowship	After fellowship	Average gain	Before fellowship	After fellowship	Average gain	Before fellowship	After fellowship	Average gain
Estimates									
Total	2	3	1	2	3	1	2	4	1
Gender									
Female	2	3	1	2	3	1	2	4	1
Male	2	3	1	2	4	1	2	4	1
Race/ethnicity^a									
Asian	2	3	1	2	3	1	2	4	1
Hispanic or Latino	2	3	1	2	3	2	2	4	2
White	2	3	1	2	4	1	2	4	1
Other	2	3	2	2	3	2	2	3	2
Program type									
Master's degree	2	3	1	2	4	1	2	3	1
Doctoral degree	2	3	1	2	3	1	2	4	1
First-professional degree	2	3	1	2	3	1	2	3	1
Graduate field of study									
Languages									
European	3	4	1	3	4	1	3	4	1
Asian	3	4	1	3	4	1	3	4	1
Other languages	2	3	2	2	4	2	2	4	2
History									
American and European	2	3	1	2	3	2	2	4	2
Asian	2	3	1	2	3	1	2	4	1
Other history	2	3	1	2	4	2	2	4	2

Cont'd next page. See notes at end of table.

COMPENDIUM TABLES 3—FLAS

Table 3-16. Average fellow-rated competence in first language studied with FLAS support before and after fellowship award, and average gains in competence: 2006—Continued

	Speaking and listening abilities			Writing ability			Reading ability		
	Before fellowship	After fellowship	Average gain	Before fellowship	After fellowship	Average gain	Before fellowship	After fellowship	Average gain
Graduate field of study—continued									
Other humanities	2	3	1	2	3	1	2	4	1
Professional fields	2	3	1	2	3	1	2	3	1
Social sciences									
Anthropology	2	3	1	2	4	1	2	4	1
Area studies and international relations/affairs	2	3	1	2	3	1	2	3	1
Political science and government	2	3	1	2	3	1	2	3	1
Other social science	2	3	1	2	3	2	2	3	1
Other	2	3	1	2	3	1	2	3	1
Carnegie classification of fellowship-granting institution									
Public doctoral extensive	2	3	1	2	3	1	2	4	1
Private doctoral extensive	2	4	1	2	4	1	3	4	1
All doctoral intensive	2	3	1	2	3	1	2	3	1
All other	2	3	1	2	3	1	2	4	1
Geographic region of origin of first language studied									
Africa	2	3	1	2	3	2	2	3	1
East or South Asia	2	3	1	2	4	1	2	4	1
Central America	‡	‡	‡	‡	‡	‡	‡	‡	‡
Europe	2	4	1	2	4	1	3	4	1
Central Asia	2	3	1	2	4	1	3	4	1
Middle East	2	3	1	2	3	1	2	4	1
South America	‡	‡	‡	‡	‡	‡	‡	‡	‡

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COMPENDIUM TABLES 3—FLAS

Table 3-16. Average fellow-rated competence in first language studied with FLAS support before and after fellowship award, and average gains in competence: 2006—Continued

	Speaking and listening abilities			Writing ability			Reading ability		
	Before fellowship	After fellowship	Average gain	Before fellowship	After fellowship	Average gain	Before fellowship	After fellowship	Average gain
Number of respondents^b									
Total	1,470	1,469	1,469	1,470	1,468	1,468	1,471	1,471	1,471
Gender									
Female	810	810	810	810	810	810	811	811	811
Male	646	645	645	645	643	643	645	645	645
Race/ethnicity ^a									
Asian	83	83	83	83	82	82	84	84	84
Hispanic or Latino	48	48	48	48	48	48	48	48	48
White	1,214	1,213	1,213	1,213	1,212	1,212	1,213	1,213	1,213
Other	54	54	54	54	54	54	54	54	54
Program type									
Master's degree	474	474	474	474	474	474	474	474	474
Doctoral degree	959	958	958	959	957	957	960	960	960
First-professional degree	37	37	37	37	37	37	37	37	37
Graduate field of study									
Languages									
European	99	99	99	99	99	99	99	99	99
Asian	79	79	79	80	79	79	81	81	81
Other languages	41	41	41	41	41	41	41	41	41
History									
American and European	83	83	83	83	83	83	83	83	83
Asian	96	96	96	96	96	96	96	96	96
Other history	98	98	98	98	98	98	98	98	98

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COMPENDIUM TABLES 3—FLAS

Table 3-16. Average fellow-rated competence in first language studied with FLAS support before and after fellowship award, and average gains in competence: 2006—Continued

	Speaking and listening abilities			Writing ability			Reading ability		
	Before fellowship	After fellowship	Average gain	Before fellowship	After fellowship	Average gain	Before fellowship	After fellowship	Average gain
Graduate field of study—continued									
Other humanities	156	156	156	156	156	156	156	156	156
Professional fields	123	123	123	123	123	123	123	123	123
Social sciences									
Anthropology	227	226	226	226	226	226	226	226	226
Area studies and international relations/affairs	122	122	122	122	122	122	122	122	122
Political science and government	124	124	124	124	124	124	124	124	124
Other social science	126	126	126	126	126	126	126	126	126
Other	91	91	91	91	90	90	91	91	91
Carnegie classification of fellowship- granting institution									
Public doctoral extensive	831	830	830	830	829	829	830	830	830
Private doctoral extensive	380	380	380	380	380	380	380	380	380
All doctoral intensive	131	131	131	132	132	132	132	132	132
All other	128	128	128	128	127	127	129	129	129
Geographic region of origin of first language studied									
Africa	167	167	167	167	167	167	167	167	167
East or South Asia	468	468	468	468	467	467	469	469	469
Central America	‡	‡	‡	‡	‡	‡	‡	‡	‡
Europe	428	428	428	428	428	428	428	428	428
Central Asia	183	183	183	183	183	183	183	183	183
Middle East	167	167	167	168	168	168	168	168	168
South America	‡	‡	‡	‡	‡	‡	‡	‡	‡

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes those who identify themselves with multiple races, American Indians or Alaska Natives, African-Americans, and Native Hawaiians or other Pacific Islanders. These categories had too few respondents to present separately.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Fellows noted their competence using scales provided in appendix. Scale for speaking and listening abilities had five levels, and scales for writing and reading each had six levels. Scale levels are provided in the appendix. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 3-17. Percentage of 1997–99 FLAS fellowships in which fellows had worked for pay since their fellowship had ended, and among those, average number of jobs fellows held and percentage in which fellows began working at various intervals after fellowship completion: 2006

	Had worked for pay since fellowship support ended	Average number of jobs held	When first worked		
			Within year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship
Estimates					
Total	92	3	38	29	34
Gender					
Female	92	3	40	27	32
Male	93	3	35	30	35
Race/ethnicity ^a					
Asian	89	3	34	31	34
Hispanic or Latino	96	3	50	21	29
White	92	3	36	29	34
Other	94	3	60	21	19
Program type					
Master's degree	95	3	61	31	8
Doctoral degree	91	2	24	27	48
First-professional degree	100	3	58	36	6
Graduate field of study					
Languages					
European	95	3	38	36	26
Asian	86	3	36	30	34
Other languages	93	3	35	32	32
History					
American and European	94	2	31	28	41
Asian	86	3	31	33	36
Other history	92	3	21	35	44
Other humanities	90	3	35	27	38
Professional fields	98	3	64	24	12
Social sciences					
Anthropology	88	3	32	24	45
Area studies and international relations/affairs	95	3	61	31	7
Political science and government	93	2	27	23	50
Other social science	98	2	22	30	48
Other	96	3	52	32	16

Cont'd next page. See notes at end of table.

Table 3-17. Percentage of 1997–99 FLAS fellowships in which fellows had worked for pay since their fellowship had ended, and among those, average number of jobs fellows held and percentage in which fellows began working at various intervals after fellowship completion: 2006
—Continued

	Had worked for pay since fellowship support ended	Average number of jobs held	When first worked		
			Within year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship
Carnegie classification of fellowship-granting institution					
Public doctoral extensive	93	3	39	30	31
Private doctoral extensive	92	3	39	25	36
All doctoral intensive	98	3	35	30	35
All other	82	2	29	30	41
Whether received other institution funding					
Received no support from institution	93	3	53	26	21
Received less than what was provided through fellowship	95	3	39	32	29
Received same amount or more than what was provided through fellowship	90	2	23	29	48
Degree completion					
Completed	96	3	36	28	35
Did not complete, still pursuing	69	3	39	29	33
Did not complete, no longer pursuing	95	3	51	35	14
Degree program completion date-year					
1997	‡	‡	‡	‡	‡
1998	100	3	77	12	11
1999	99	3	63	30	7
2000	95	3	58	37	5
2001	93	3	31	47	21
2002	99	2	18	42	40
2003	99	2	13	16	71
2004	97	2	14	20	65
2005	99	2	23	17	60
2006	83	2	30	20	50
Number of respondents^b					
Total	1,472	1,358	1,269	1,269	1,269
Gender					
Female	811	744	700	700	700
Male	645	599	568	568	568

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Table 3-17. Percentage of 1997–99 FLAS fellowships in which fellows had worked for pay since their fellowship had ended, and among those, average number of jobs fellows held and percentage in which fellows began working at various intervals after fellowship completion: 2006
—Continued

	Had worked for pay since fellowship support ended	Average number of jobs held	When first worked		
			Within year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship
Race/ethnicity^a					
Asian	84	75	70	70	70
Hispanic or Latino	49	47	42	42	42
White	1,213	1,121	1,063	1,063	1,063
Other	54	51	47	47	47
Program type					
Master's degree	473	447	431	431	431
Doctoral degree	962	874	805	805	805
First-professional degree	37	37	33	33	33
Graduate field of study					
Languages					
European	100	95	92	92	92
Asian	81	70	64	64	64
Other languages	41	38	37	37	37
History					
American and European	83	78	71	71	71
Asian	95	82	78	78	78
Other history	98	90	86	86	86
Other humanities	156	140	133	133	133
Professional fields	123	121	114	114	114
Social sciences					
Anthropology	227	199	182	182	182
Area studies and international relations/affairs	121	115	109	109	109
Political science and government	124	115	104	104	104
Other social science	126	123	115	115	115
Other	91	87	82	82	82
Carnegie classification of fellowship-granting institution					
Public doctoral extensive	833	775	726	726	726
Private doctoral extensive	379	348	323	323	323
All doctoral intensive	132	130	124	124	124
All other	128	105	96	96	96

Cont'd next page. See notes at end of table.

Table 3-17. Percentage of 1997–99 FLAS fellowships in which fellows had worked for pay since their fellowship had ended, and among those, average number of jobs fellows held and percentage in which fellows began working at various intervals after fellowship completion: 2006
—Continued

	Had worked for pay since fellowship support ended	Average number of jobs held	When first worked		
			Within year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship
Whether received other institution funding					
Received no support from institution	460	427	413	413	413
Received less than what was provided through fellowship	440	416	392	392	392
Received same amount or more than what was provided through fellowship	552	496	462	462	462
Degree completion					
Completed	1,176	1,133	1,067	1,067	1,067
Did not complete, still pursuing	210	144	129	129	129
Did not complete, no longer pursuing	84	80	72	72	72
Degree program completion date-year					
1997	‡	‡	‡	‡	‡
1998	78	78	73	73	73
1999	164	162	152	152	152
2000	188	178	174	174	174
2001	133	124	118	118	118
2002	136	134	125	125	125
2003	150	148	143	143	143
2004	146	142	133	133	133
2005	105	104	96	96	96
2006	69	57	50	50	50

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes those who identify themselves with multiple races, American Indians or Alaska Natives, African-Americans, and Native Hawaiians or other Pacific Islanders. These categories had too few respondents to present separately.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship. Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

COMPENDIUM TABLES 3—FLAS

Table 3-18. Percentage of 1997–99 FLAS fellowships in which fellows had worked in at least one job in which they used the expertise they had gained through the fellowship since it had ended; among those, average number of related jobs held; percentage distribution according to when first related job began; and average number of years spent in such jobs: 2006

	Had worked in job involving expertise gained from fellowship since fellowship support ended	Average number of related jobs held	When first worked in related job			Average number of years in job where used expertise
			Within a year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship	
Estimates						
Total	71	2	26	30	44	4
Gender						
Female	70	2	29	31	40	4
Male	74	2	23	29	48	4
Race/ethnicity^a						
Asian	64	2	37	17	46	4
Hispanic or Latino	73	2	29	29	41	4
White	72	2	25	31	44	4
Other	76	2	28	33	38	3
Program type						
Master's degree	71	2	43	40	17	4
Doctoral degree	71	2	17	25	58	3
First-professional degree	76	‡	‡	‡	‡	‡
Graduate field of study						
Languages						
European	68	2	18	38	44	4
Asian	74	2	33	31	36	4
Other languages	76	2	23	33	43	‡

Cont'd next page. See notes at end of table.

COMPENDIUM TABLES 3—FLAS

Table 3-18. Percentage of 1997–99 FLAS fellowships in which fellows had worked in at least one job in which they used the expertise they had gained through the fellowship since it had ended; among those, average number of related jobs held; percentage distribution according to when first related job began; and average number of years spent in such jobs: 2006—Continued

	Had worked in job involving expertise gained from fellowship since fellowship support ended	Average number of related jobs held	When first worked in related job			Average number of years in job where used expertise
			Within a year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship	
Graduate field of study—continued						
History						
American and European	80	2	22	27	52	4
Asian	73	2	20	20	61	4
Other history	80	2	16	33	51	4
Other humanities	69	2	24	27	49	4
Professional fields	69	2	39	43	18	4
Social sciences						
Anthropology	68	2	21	26	53	3
Area studies and international relations/affairs	77	2	48	36	17	4
Political science and government	69	2	18	23	58	4
Other social science	63	2	14	23	64	3
Other	74	2	42	39	19	4
Carnegie classification of fellowship-granting institution						
Public doctoral extensive	68	2	25	31	43	4
Private doctoral extensive	78	2	29	28	44	4
All doctoral intensive	76	2	27	30	44	4
All other	64	2	20	34	46	3

Cont'd next page. See notes at end of table.

COMPENDIUM TABLES 3—FLAS

Table 3-18. Percentage of 1997–99 FLAS fellowships in which fellows had worked in at least one job in which they used the expertise they had gained through the fellowship since it had ended; among those, average number of related jobs held; percentage distribution according to when first related job began; and average number of years spent in such jobs: 2006—Continued

	Had worked in job involving expertise gained from fellowship since fellowship support ended	Average number of related jobs held	When first worked in related job			Average number of years in job where used expertise
			Within a year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship	
Whether received other institution funding						
Received no support from institution	70	2	38	35	27	4
Received less than what was provided through fellowship	75	2	28	31	42	4
Received same amount or more than what was provided through fellowship	70	2	14	26	60	3
Degree completion						
Completed	78	2	24	30	46	4
Did not complete, still pursuing	46	2	31	36	33	3
Did not complete, no longer pursuing	41	2	50	28	22	4
Number of respondents^b						
Total	1,473	1,048	998	998	998	1,029
Gender						
Female	810	564	542	542	542	553
Male	646	477	455	455	455	471
Race/ethnicity ^a						
Asian	84	54	52	52	52	53
Hispanic or Latino	49	36	34	34	34	35
White	1,213	870	835	835	835	856
Other	54	41	39	39	39	40

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COMPENDIUM TABLES 3—FLAS

Table 3-18. Percentage of 1997–99 FLAS fellowships in which fellows had worked in at least one job in which they used the expertise they had gained through the fellowship since it had ended; among those, average number of related jobs held; percentage distribution according to when first related job began; and average number of years spent in such jobs: 2006—Continued

	Had worked in job involving expertise gained from fellowship since fellowship support ended	Average number of related jobs held	When first worked in related job			Average number of years in job where used expertise
			Within a year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship	
Program type						
Master's degree	474	337	326	326	326	332
Doctoral degree	961	683	644	644	644	670
First-professional degree	37	‡	‡	‡	‡	‡
Graduate field of study						
Languages						
European	100	68	68	68	68	68
Asian	81	60	58	58	58	59
Other languages	41	31	30	30	30	29
History						
American and European	83	66	60	60	60	64
Asian	96	70	66	66	66	69
Other history	98	78	76	76	76	77
Graduate field of study—continued						
Other humanities	156	108	103	103	103	108
Professional fields	123	85	82	82	82	84
Social sciences						
Anthropology	227	155	145	145	145	155
Area studies and international relations/affairs	122	94	90	90	90	92
Political science and government	124	85	77	77	77	81
Other social science	124	78	74	74	74	77
Other	91	67	67	67	67	63

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COMPENDIUM TABLES 3—FLAS

Table 3-18. Percentage of 1997–99 FLAS fellowships in which fellows had worked in at least one job in which they used the expertise they had gained through the fellowship since it had ended; among those, average number of related jobs held; percentage distribution according to when first related job began; and average number of years spent in such jobs: 2006—Continued

	Had worked in job involving expertise gained from fellowship since fellowship support ended	Average number of related jobs held	When first worked in related job			Average number of years in job where used expertise
			Within a year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship	
Carnegie classification of fellowship-granting institution						
Public doctoral extensive	831	568	544	544	544	558
Private doctoral extensive	381	298	280	280	280	291
All doctoral intensive	132	100	94	94	94	99
All other	129	82	80	80	80	81
Whether received other institution funding						
Received no support from institution	461	324	316	316	316	320
Received less than what was provided through fellowship	439	330	317	317	317	325
Received same amount or more than what was provided through fellowship	552	385	364	364	364	377
Degree completion						
Completed	1,175	915	874	874	874	901
Did not complete, still pursuing	210	97	91	91	91	93
Did not complete, no longer pursuing	85	35	32	32	32	34

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes those who identify themselves with multiple races, American Indians or Alaska Natives, African-Americans, and Native Hawaiians or other Pacific Islanders. These categories had too few respondents to present separately.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship. Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

COMPENDIUM TABLES 3—FLAS

Table 3-19. Of 1997–99 FLAS fellowships in which fellows had worked in at least one job in which they used the expertise gained through their fellowship, percentage in which fellows had worked part-time in any of these jobs; and of those who worked part-time, reasons for working part-time: 2006

	Worked part-time in any reported jobs	Reason for working part-time							
		Full-time not available	No one worked full-time	Family	School	No need/desire	Pursuing other interests	Health problems	Other
Estimates									
Total	33	35	6	15	52	5	3	1	14
Gender									
Female	35	39	5	20	52	5	2	1	11
Male	31	30	8	7	51	4	5	1	18
Program type									
Master's degree	37	34	10	10	54	4	5	1	14
Doctoral degree	31	36	4	18	51	5	2	1	14
First-professional degree	‡	‡	‡	‡	‡	‡	‡	‡	‡
Graduate field of study									
Languages									
European	28	‡	‡	‡	‡	‡	‡	‡	‡
Asian	50	27	7	23	70	7	3	#	13
Other languages	26	‡	‡	‡	‡	‡	‡	‡	‡
History									
American and European	20	‡	‡	‡	‡	‡	‡	‡	‡
Asian	30	‡	‡	‡	‡	‡	‡	‡	‡
Other history	35	‡	‡	‡	‡	‡	‡	‡	‡
Other humanities	39	33	10	12	69	#	2	#	5
Professional fields	24	‡	‡	‡	‡	‡	‡	‡	‡
Social sciences									
Anthropology	43	53	3	15	42	3	2	2	12
Area studies and international relations/affairs	46	37	2	14	58	9	2	2	16
Political science and government	25	‡	‡	‡	‡	‡	‡	‡	‡
Other social science	28	‡	‡	‡	‡	‡	‡	‡	‡
Other	22	‡	‡	‡	‡	‡	‡	‡	‡

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COMPENDIUM TABLES 3—FLAS

Table 3-19. Of 1997–99 FLAS fellowships in which fellows had worked in at least one job in which they used the expertise gained through their fellowship, percentage in which fellows had worked part-time in any of these jobs; and of those who worked part-time, reasons for working part-time: 2006—Continued

	Worked part-time in any reported jobs	Reason for working part-time							
		Full-time not available	No one worked full-time	Family	School	No need/desire	Pursuing other interests	Health problems	Other
Carnegie classification of fellowship-granting institution									
Public doctoral extensive	34	39	6	13	52	4	3	1	14
Private doctoral extensive	29	21	5	16	60	7	5	1	15
All doctoral intensive	35	43	9	17	49	#	6	#	11
All other	38	45	13	19	32	10	#	3	10
Degree completion									
Completed	31	38	7	13	49	4	4	#	13
Did not complete, still pursuing	52	20	2	26	70	6	2	6	18
Did not complete, no longer pursuing	35	‡	‡	‡	‡	‡	‡	‡	‡
Number of respondents^a									
Total	1,047	347	347	347	347	347	347	347	347
Gender									
Female	564	197	197	197	197	197	197	197	197
Male	477	148	148	148	148	148	148	148	148
Program type									
Master's degree	337	125	125	125	125	125	125	125	125
Doctoral degree	682	213	213	213	213	213	213	213	213
First-professional degree	‡	‡	‡	‡	‡	‡	‡	‡	‡

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COMPENDIUM TABLES 3—FLAS

Table 3-19. Of 1997–99 FLAS fellowships in which fellows had worked in at least one job in which they used the expertise gained through their fellowship, percentage in which fellows had worked part-time in any of these jobs; and of those who worked part-time, reasons for working part-time: 2006—Continued

	Worked part-time in any reported jobs	Reason for working part-time							
		Full-time not available	No one worked full-time	Family	School	No need/desire	Pursuing other interests	Health problems	Other
Graduate field of study									
Languages									
European	68	19	19	19	19	19	19	19	19
Asian	60	30	30	30	30	30	30	30	30
Other languages	31	‡	‡	‡	‡	‡	‡	‡	‡
History									
American and European	66	‡	‡	‡	‡	‡	‡	‡	‡
Asian	70	‡	‡	‡	‡	‡	‡	‡	‡
Other history	78	‡	‡	‡	‡	‡	‡	‡	‡
Other humanities	108	42	42	42	42	42	42	42	42
Professional fields	85	‡	‡	‡	‡	‡	‡	‡	‡
Social sciences									
Anthropology	155	66	66	66	66	66	66	66	66
Area studies and international relations/affairs	94	43	43	43	43	43	43	43	43
Political science and government	84	‡	‡	‡	‡	‡	‡	‡	‡
Other social science	78	‡	‡	‡	‡	‡	‡	‡	‡
Other	67	‡	‡	‡	‡	‡	‡	‡	‡
Carnegie classification of fellowship-granting institution									
Public doctoral extensive	567	195	195	195	195	195	195	195	195
Private doctoral extensive	298	86	86	86	86	86	86	86	86
All doctoral intensive	100	35	35	35	35	35	35	35	35
All other	82	31	31	31	31	31	31	31	31

Cont'd next page. See notes at end of table.

COMPENDIUM TABLES 3—FLAS

Table 3-19. Of 1997–99 FLAS fellowships in which fellows had worked in at least one job in which they used the expertise gained through their fellowship, percentage in which fellows had worked part-time in any of these jobs; and of those who worked part-time, reasons for working part-time: 2006—Continued

	Worked part-time in any reported jobs	Reason for working part-time							
		Full-time not available	No one worked full-time	Family	School	No need/ desire	Pursuing other interests	Health problems	Other
Degree completion									
Completed	915	284	284	284	284	284	284	284	284
Did not complete, still pursuing	97	50	50	50	50	50	50	50	50
Did not complete, no longer pursuing	34	‡	‡	‡	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 3-20. Of 1997–99 FLAS fellowships in which fellows had worked in a job that involved the expertise gained through the graduate study supported by the FLAS fellowship, percentage who considered that work to be part of a long-term career they were pursuing or intended to pursue, and of those, number of years they had been working in that career: 2006

	Work related to expertise part of career pursuing	Of those who considered such work part of long-term career, number of years in that career
Estimates		
Total	96	4
Gender		
Female	96	4
Male	96	4
Race/ethnicity ^a		
Asian	94	4
Hispanic or Latino	92	5
White	96	4
Other	93	4
Program type		
Master's degree	92	5
Doctoral degree	98	4
First-professional degree	‡	‡
Graduate field of study		
Languages		
European	96	4
Asian	95	4
Other languages	100	‡
History		
American and European	98	4
Asian	99	4
Other history	95	4
Other humanities	95	4
Professional fields	93	5
Social sciences		
Anthropology	97	4
Area studies and international relations/affairs	93	5
Political science and government	98	4
Other social science	96	4
Other	94	5
Carnegie classification of fellowship-granting institution		
Public doctoral extensive	96	4
Private doctoral extensive	95	4
All doctoral intensive	97	4
All other	98	4

Cont'd next page. See notes at end of table.

Table 3-20. Of 1997–99 FLAS fellowships in which fellows had worked in a job that involved the expertise gained through the graduate study supported by the FLAS fellowship, percentage who considered that work to be part of a long-term career they were pursuing or intended to pursue, and of those, number of years they had been working in that career: 2006—Continued

	Work related to expertise part of career pursuing	Of those who considered such work part of long-term career, number of years in that career
Degree completion		
Completed	96	4
Did not complete, still pursuing	98	4
Did not complete, no longer pursuing	85	‡
Degree program completion date-year		
1997	‡	‡
1998	90	6
1999	92	6
2000	94	5
2001	96	5
2002	99	4
2003	98	3
2004	98	3
2005	100	2
2006	100	3
Number of respondents^b		
Total	1,051	980
Gender		
Female	566	523
Male	480	454
Race/ethnicity ^a		
Asian	54	49
Hispanic or Latino	36	33
White	871	819
Other	41	37
Program type		
Master's degree	340	300
Doctoral degree	683	653
First-professional degree	‡	‡
Graduate field of study		
Languages		
European	68	63
Asian	60	56
Other languages	31	‡

Cont'd next page. See notes at end of table.

Table 3-20. Of 1997–99 FLAS fellowships in which fellows had worked in a job that involved the expertise gained through the graduate study supported by the FLAS fellowship, percentage who considered that work to be part of a long-term career they were pursuing or intended to pursue, and of those, number of years they had been working in that career: 2006—Continued

	Work related to expertise part of career pursuing	Of those who considered such work part of long-term career, number of years in that career
Graduate field of study—continued		
History		
American and European	66	59
Asian	73	70
Other history	78	73
Other humanities	108	103
Professional fields	84	76
Social sciences		
Anthropology	155	144
Area studies and international relations/affairs	94	86
Political science and government	84	82
Other social science	80	76
Other	67	60
Carnegie classification of fellowship-granting institution		
Public doctoral extensive	572	527
Private doctoral extensive	298	278
All doctoral intensive	99	96
All other	82	79
Degree completion		
Completed	919	861
Did not complete, still pursuing	97	91
Did not complete, no longer pursuing	34	‡
Degree program completion date-year		
1997	‡	‡
1998	63	56
1999	134	116
2000	145	135
2001	104	96
2002	103	102
2003	128	124
2004	118	115
2005	79	77
2006	42	38

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes those who identify themselves with multiple races, American Indians or Alaska Natives, African-Americans, and Native Hawaiians or other Pacific Islanders. These categories had too few respondents to present separately.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 3-21. Of 1997–99 FLAS fellowships in which fellows had worked in at least one job in which they used the expertise gained through their fellowship, percentage in which fellows had worked in various sectors in any of these jobs: 2006

	Education	Military/ government	U.S. private sector	Foreign/ international	Other
Estimates					
Total	75	11	22	19	2
Gender					
Female	73	8	24	20	2
Male	76	14	20	19	1
Program type					
Master's degree	53	18	40	29	2
Doctoral degree	87	7	12	14	1
First-professional degree	‡	‡	‡	‡	‡
Doctoral students					
Graduate field of study					
Languages					
European	88	#	23	#	2
Asian	92	5	5	16	3
Other languages	‡	‡	‡	‡	‡
History					
American and European	84	12	10	10	2
Asian	94	8	8	8	#
Other history	93	12	7	3	#
Other humanities	89	7	13	11	1
Professional fields	‡	‡	‡	‡	‡
Social sciences					
Anthropology	88	4	13	20	1
Area studies and international relations/affairs	‡	‡	‡	‡	‡
Political science and government	84	7	12	19	1
Other social science	85	7	14	12	2
Other	‡	‡	‡	‡	‡
Degree completion					
Completed	93	5	8	11	1
Did not complete, still pursuing	70	15	24	27	2
Did not complete, no longer pursuing	‡	‡	‡	‡	‡
Degree program completion date-year					
1997	‡	‡	‡	‡	‡
1998	‡	‡	‡	‡	‡
1999	‡	‡	‡	‡	‡
2000	94	3	9	6	#
2001	95	10	3	6	#
2002	90	4	8	8	2
2003	93	8	8	11	1
2004	96	4	7	14	1
2005	91	4	9	17	#
2006	95	5	10	7	2

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Table 3-21. Of 1997–99 FLAS fellowships in which fellows had worked in at least one job in which they used the expertise gained through their fellowship, percentage in which fellows had worked in various sectors in any of these jobs: 2006—Continued

	Education	Military/ government	U.S. private sector	Foreign/ international	Other
Number of respondents^a					
Total	1,048	1,048	1,048	1,048	1,048
Gender					
Female	564	564	564	564	564
Male	477	477	477	477	477
Program type					
Master's degree	337	337	337	337	337
Doctoral degree	683	683	683	683	683
First-professional degree	28	28	28	28	28
Doctoral students					
Graduate field of study					
Languages					
European	48	48	48	48	48
Asian	37	37	37	37	37
Other languages	‡	‡	‡	‡	‡
History					
American and European	58	58	58	58	58
Asian	64	64	64	64	64
Other history	58	58	58	58	58
Other humanities	75	75	75	75	75
Professional fields	‡	‡	‡	‡	‡
Social sciences					
Anthropology	134	134	134	134	134
Area studies and international relations/affairs	‡	‡	‡	‡	‡
Political science and government	68	68	68	68	68
Other social science	59	59	59	59	59
Other	‡	‡	‡	‡	‡
Degree completion					
Completed	559	559	559	559	559
Did not complete, still pursuing	94	94	94	94	94
Did not complete, no longer pursuing	‡	‡	‡	‡	‡

Cont'd next page. See notes at end of table.

Table 3-21. Of 1997–99 FLAS fellowships in which fellows had worked in at least one job in which they used the expertise gained through their fellowship, percentage in which fellows had worked in various sectors in any of these jobs: 2006—Continued

	Education	Military/ government	U.S. private sector	Foreign/ international	Other
Degree program completion date-year					
1997	‡	‡	‡	‡	‡
1998	‡	‡	‡	‡	‡
1999	‡	‡	‡	‡	‡
2000	33	33	33	33	33
2001	62	62	62	62	62
2002	83	83	83	83	83
2003	121	121	121	121	121
2004	114	114	114	114	114
2005	77	77	77	77	77
2006	42	42	42	42	42

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 3-22. Of 1997–99 FLAS fellowships in which fellows had worked for pay since the completion of their fellowships, percentage in which fellows had held at least one job in which teaching was a primary responsibility; of those, average amount of time spent teaching since fellowship support ended; and percentage who had taught subjects related to the field of graduate study for which they had received fellowship support: 2006

	Teaching major responsibility in any reported jobs	Average number of years spent teaching	Any teaching jobs related to field of study
Estimates			
Total	68	3	86
Gender			
Female	66	3	84
Male	70	3	89
Race/ethnicity ^a			
Asian	75	3	88
Hispanic or Latino	70	3	76
White	67	3	86
Other	71	3	81
Program type			
Master's degree	46	3	71
Doctoral degree	81	3	91
First-professional degree	24	‡	‡
Doctoral students			
Graduate field of study			
Languages			
European	86	4	80
Asian	90	3	95
Other languages	‡	‡	‡
History			
American and European	75	3	96
Asian	91	3	97
Other history	94	3	97
Other humanities	82	3	90
Professional fields	77	‡	‡
Social sciences			
Anthropology	76	3	95
Area studies and international relations/affairs	‡	‡	‡
Political science and government	72	3	92
Other social science	76	3	74
Other	‡	‡	‡

Cont'd next page. See notes at end of table.

Table 3-22. Of 1997–99 FLAS fellowships in which fellows had worked for pay since the completion of their fellowships, percentage in which fellows had held at least one job in which teaching was a primary responsibility; of those, average amount of time spent teaching since fellowship support ended; and percentage who had taught subjects related to the field of graduate study for which they had received fellowship support: 2006—Continued

	Teaching major responsibility in any reported jobs	Average number of years spent teaching	Any teaching jobs related to field of study
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	79	3	88
Private doctoral extensive	88	3	97
All doctoral intensive	74	3	89
All other	85	3	90
Degree completion			
Completed	87	3	93
Did not complete, still pursuing	68	2	90
Did not complete, no longer pursuing	44	‡	‡
Degree program completion date-year			
1997	‡	‡	‡
1998	‡	‡	‡
1999	‡	‡	‡
2000	92	5	85
2001	96	5	92
2002	89	4	94
2003	88	3	92
2004	91	2	94
2005	79	2	94
2006	73	2	93
Number of respondents^b			
Total	1,349	907	918
Gender			
Female	743	487	493
Male	599	417	421
Race/ethnicity ^a			
Asian	75	56	56
Hispanic or Latino	47	32	33
White	1,120	743	752
Other	51	36	36
Program type			
Master's degree	446	201	205
Doctoral degree	866	697	704
First-professional degree	37	9	9

Cont'd next page. See notes at end of table.

Table 3-22. Of 1997–99 FLAS fellowships in which fellows had worked for pay since the completion of their fellowships, percentage in which fellows had held at least one job in which teaching was a primary responsibility; of those, average amount of time spent teaching since fellowship support ended; and percentage who had taught subjects related to the field of graduate study for which they had received fellowship support: 2006—Continued

	Teaching major responsibility in any reported jobs	Average number of years spent teaching	Any teaching jobs related to field of study
Doctoral students			
Graduate field of study			
Languages			
European	71	60	61
Asian	42	38	38
Other languages	‡	‡	‡
History			
American and European	67	49	50
Asian	69	63	63
Other history	64	60	60
Other humanities	95	78	78
Professional fields	35	‡	‡
Social sciences			
Anthropology	170	130	130
Area studies and international relations/affairs	‡	‡	‡
Political science and government	89	64	64
Other social science	92	70	70
Other	‡	‡	‡
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	494	389	390
Private doctoral extensive	217	189	191
All doctoral intensive	88	62	65
All other	67	57	58
Degree completion			
Completed	665	579	581
Did not complete, still pursuing	136	90	94
Did not complete, no longer pursuing	64	‡	‡

Cont'd next page. See notes at end of table.

Table 3-22. Of 1997–99 FLAS fellowships in which fellows had worked for pay since the completion of their fellowships, percentage in which fellows had held at least one job in which teaching was a primary responsibility; of those, average amount of time spent teaching since fellowship support ended; and percentage who had taught subjects related to the field of graduate study for which they had received fellowship support: 2006—Continued

	Teaching major responsibility in any reported jobs	Average number of years spent teaching	Any teaching jobs related to field of study
Degree program completion date-year			
1997	‡	‡	‡
1998	‡	‡	‡
1999	‡	‡	‡
2000	37	34	34
2001	67	64	64
2002	100	89	89
2003	139	121	122
2004	136	124	124
2005	100	79	79
2006	55	39	40

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes those who identify themselves with multiple races, American Indians or Alaska Natives, African-Americans, and Native Hawaiians or other Pacific Islanders. These categories had too few respondents to present separately.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

COMPENDIUM TABLES 3—FLAS

Table 3-23. Percentage of 1997–99 FLAS fellowships in which fellows had been out of the labor force since their fellowship had ended, and of those, percentage in which fellows had been out of the labor force for various reasons: 2006

	Out of the labor force three or more months	Reason for being out of the labor force							
		Family	Did not want to work	Did not expect to find work	Health-related reasons	Pursue other interests	Unable to find work when unemployed	Studying full-time	Other
Estimates									
Total	23	32	4	3	4	15	14	51	14
Gender									
Female	26	43	3	2	4	12	10	47	12
Male	19	11	6	4	4	20	21	57	18
Race/ethnicity^a									
Asian	29	‡	‡	‡	‡	‡	‡	‡	‡
Hispanic or Latino	21	‡	‡	‡	‡	‡	‡	‡	‡
White	22	34	4	3	5	14	12	50	14
Other	33	‡	‡	‡	‡	‡	‡	‡	‡
Program type									
Master's degree	35	25	5	3	2	18	13	51	13
Doctoral degree	18	39	4	3	7	11	15	50	15
First-professional degree	22	‡	‡	‡	‡	‡	‡	‡	‡
Graduate field of study									
Languages									
European	29	47	‡	‡	‡	‡	‡	53	‡
Asian	19	‡	‡	‡	‡	‡	‡	‡	‡
Other languages	27	‡	‡	‡	‡	‡	‡	‡	‡
History									
American and European	16	‡	‡	‡	‡	‡	‡	‡	‡
Asian	21	‡	‡	‡	‡	‡	‡	‡	‡
Other history	20	‡	‡	‡	‡	‡	‡	‡	‡

Cont'd next page. See notes at end of table.

COMPENDIUM TABLES 3—FLAS

Table 3-23. Percentage of 1997–99 FLAS fellowships in which fellows had been out of the labor force since their fellowship had ended, and of those, percentage in which fellows had been out of the labor force for various reasons: 2006—Continued

	Out of the labor force three or more months	Reason for being out of the labor force							
		Family	Did not want to work	Did not expect to find work	Health-related reasons	Pursue other interests	Unable to find work when unemployed	Studying full-time	Other
Graduate field of study—continued									
Other humanities	28	28	#	5	2	7	9	65	21
Professional fields	23	‡	‡	‡	‡	‡	‡	‡	‡
Social sciences									
Anthropology	21	34	4	2	4	15	9	49	15
Area studies and international relations/affairs	30	22	#	6	3	8	17	64	14
Political science and government	19	‡	‡	‡	‡	‡	‡	‡	‡
Other social science	21	‡	‡	‡	‡	‡	‡	‡	‡
Other	29	‡	‡	‡	‡	‡	‡	‡	‡
Carnegie classification of fellowship-granting institution									
Public doctoral extensive	23	35	4	4	6	13	17	48	17
Private doctoral extensive	25	28	5	2	1	16	8	59	8
All doctoral intensive	24	19	6	#	3	19	19	42	16
All other	19	‡	‡	‡	‡	‡	‡	‡	‡
Degree completion									
Completed	21	27	5	2	2	17	15	49	14
Did not complete, still pursuing	30	48	3	6	11	6	10	65	11
Did not complete, no longer pursuing	44	35	#	3	5	14	14	38	22

Cont'd next page. See notes at end of table.

COMPENDIUM TABLES 3—FLAS

Table 3-23. Percentage of 1997–99 FLAS fellowships in which fellows had been out of the labor force since their fellowship had ended, and of those, percentage in which fellows had been out of the labor force for various reasons: 2006—Continued

	Out of the labor force three or more months	Reason for being out of the labor force							
		Family	Did not want to work	Did not expect to find work	Health-related reasons	Pursue other interests	Unable to find work when unemployed	Studying full-time	Other
Number of respondents^b									
Total	1,463	341	340	340	340	340	340	342	340
Gender									
Female	809	215	214	214	214	214	214	216	214
Male	646	124	124	124	124	124	124	124	124
Race/ethnicity^a									
Asian	84	‡	‡	‡	‡	‡	‡	‡	‡
Hispanic or Latino	48	‡	‡	‡	‡	‡	‡	‡	‡
White	1,214	269	269	269	269	269	269	269	269
Other	54	‡	‡	‡	‡	‡	‡	‡	‡
Program type									
Master's degree	470	164	164	164	164	164	164	165	164
Doctoral degree	956	169	168	168	168	168	168	169	168
First-professional degree	37	‡	‡	‡	‡	‡	‡	‡	‡
Graduate field of study									
Languages									
European	99	30	‡	‡	‡	‡	‡	‡	‡
Asian	79	‡	‡	‡	‡	‡	‡	‡	‡
Other languages	41	‡	‡	‡	‡	‡	‡	‡	‡
History									
American and European	83	‡	‡	‡	‡	‡	‡	‡	‡
Asian	96	‡	‡	‡	‡	‡	‡	‡	‡
Other history	98	‡	‡	‡	‡	‡	‡	‡	‡

Cont'd next page. See notes at end of table.

COMPENDIUM TABLES 3—FLAS

Table 3-23. Percentage of 1997–99 FLAS fellowships in which fellows had been out of the labor force since their fellowship had ended, and of those, percentage in which fellows had been out of the labor force for various reasons: 2006—Continued

	Out of the labor force three or more months	Reason for being out of the labor force							Other
		Family	Did not want to work	Did not expect to find work	Health-related reasons	Pursue other interests	Unable to find work when unemployed	Studying full-time	
Graduate field of study—continued									
Other humanities	155	43	43	43	43	43	43	43	43
Professional fields	121	‡	‡	‡	‡	‡	‡	‡	‡
Social sciences									
Anthropology	226	47	47	47	47	47	47	47	47
Area studies and international relations/affairs	122	36	36	36	36	36	36	36	36
Political science and government	122	‡	‡	‡	‡	‡	‡	‡	‡
Other social science	126	‡	‡	‡	‡	‡	‡	‡	‡
Other	89	‡	‡	‡	‡	‡	‡	‡	‡
Carnegie classification of fellowship-granting institution									
Public doctoral extensive	827	193	192	192	192	192	192	193	192
Private doctoral extensive	378	93	93	93	93	93	93	94	93
All doctoral intensive	131	31	31	31	31	31	31	31	31
All other	127	‡	‡	‡	‡	‡	‡	‡	‡
Degree completion									
Completed	1,171	241	241	241	241	241	241	242	241
Did not complete, still pursuing	206	63	62	62	62	62	62	63	62
Did not complete, no longer pursuing	84	37	37	37	37	37	37	37	37

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes those who identify themselves with multiple races, American Indians or Alaska Natives, African-Americans, and Native Hawaiians or other Pacific Islanders. These categories had too few respondents to present separately.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 3-24. Percentage of 1997–99 FLAS fellowships in which fellows were out of the labor force at the time of the survey; of those, percentage in which fellows expected to look for work that involved the expertise gained through graduate study supported by the FLAS fellowship; and percentage of 1997–99 FLAS fellowships in which fellows had been unemployed for three or more months since completing their fellowships: 2006

	Out of labor force at time of survey	Expect to look for work related to fellowship studies	Had been unemployed at least three months
Estimates			
Total	9	78	21
Gender			
Female	10	74	23
Male	7	84	18
Race/ethnicity ^a			
Asian	5	‡	27
Hispanic or Latino	2	‡	12
White	9	75	20
Other	11	‡	31
Program type			
Master's degree	14	74	28
Doctoral degree	6	84	17
First-professional degree	5	‡	25
Graduate field of study			
Languages			
European	15	‡	21
Asian	4	‡	14
Other languages	10	‡	27
History			
American and European	10	‡	13
Asian	6	‡	20
Other history	7	‡	16
Other humanities	11	‡	27
Professional fields	8	‡	19
Social sciences			
Anthropology	8	‡	23
Area studies and international relations/affairs	12	‡	23
Political science and government	5	‡	17
Other social science	9	‡	22
Other	8	‡	27
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	8	75	20
Private doctoral extensive	9	76	21
All doctoral intensive	11	‡	27
All other	7	‡	18

Cont'd next page. See notes at end of table.

Table 3-24. Percentage of 1997–99 FLAS fellowships in which fellows were out of the labor force at the time of the survey; of those, percentage in which fellows expected to look for work that involved the expertise gained through graduate study supported by the FLAS fellowship; and percentage of 1997–99 FLAS fellowships in which fellows had been unemployed for three or more months since completing their fellowships: 2006—Continued

	Out of labor force at time of survey	Expect to look for work related to fellowship studies	Had been unemployed at least three months
Degree completion			
Completed	7	76	18
Did not complete, still pursuing	15	97	30
Did not complete, no longer pursuing	23	‡	37
Number of respondents^b			
Total	1,472	130	1,461
Gender			
Female	811	84	809
Male	645	45	645
Race/ethnicity^a			
Asian	84	‡	84
Hispanic or Latino	49	‡	49
White	1,214	112	1,212
Other	54	‡	54
Program type			
Master's degree	470	66	469
Doctoral degree	956	62	956
First-professional degree	37	‡	36
Graduate field of study			
Languages			
European	100	‡	100
Asian	79	‡	79
Other languages	41	‡	41
History			
American and European	83	‡	83
Asian	96	‡	96
Other history	98	‡	98
Other humanities	155	‡	155
Professional fields	121	‡	121
Social sciences			
Anthropology	226	‡	226
Area studies and international relations/affairs	121	‡	121
Political science and government	122	‡	121
Other social science	126	‡	126
Other	90	‡	89

Cont'd next page. See notes at end of table.

Table 3-24. Percentage of 1997–99 FLAS fellowships in which fellows were out of the labor force at the time of the survey; of those, percentage in which fellows expected to look for work that involved the expertise gained through graduate study supported by the FLAS fellowship; and percentage of 1997–99 FLAS fellowships in which fellows had been unemployed for three or more months since completing their fellowships: 2006—Continued

	Out of labor force at time of survey	Expect to look for work related to fellowship studies	Had been unemployed at least three months
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	830	69	827
Private doctoral extensive	383	37	377
All doctoral intensive	131	‡	131
All other	128	‡	126
Degree completion			
Completed	1,170	79	1,168
Did not complete, still pursuing	207	32	207
Did not complete, no longer pursuing	84	‡	84

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes those who identify themselves with multiple races, American Indians or Alaska Natives, African-Americans, and Native Hawaiians or other Pacific Islanders. These categories had too few respondents to present separately.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 3-25. Percentage distribution of 1997–99 FLAS fellowships according to fellows' expected activities in three years: 2006

	Working in job involving expertise gained through fellowship support	Working in a field that does not involve the expertise gained with fellowship support	Not working for pay
Estimates			
Total	71	21	8
Gender			
Female	70	22	8
Male	74	19	7
Race/ethnicity ^a			
Asian	64	25	11
Hispanic or Latino	73	22	4
White	72	21	8
Other	76	19	6
Program type			
Master's degree	71	23	5
Doctoral degree	71	20	9
First-professional degree	76	24	#
Graduate field of study			
Languages			
European	68	27	5
Asian	74	12	14
Other languages	76	17	7
History			
American and European	80	14	6
Asian	74	13	14
Other history	80	12	8
Other humanities	69	21	10
Professional fields	69	29	2
Social sciences			
Anthropology	68	19	12
Area studies and international relations/affairs	78	17	5
Political science and government	69	24	7
Other social science	63	35	2
Other	74	22	4
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	68	25	7
Private doctoral extensive	79	13	8
All doctoral intensive	76	23	2
All other	64	18	18

Cont'd next page. See notes at end of table.

Table 3-25. Percentage distribution of 1997–99 FLAS fellowships according to fellows' expected activities in three years: 2006—Continued

	Working in job involving expertise gained through fellowship support	Working in a field that does not involve the expertise gained with fellowship support	Not working for pay
Degree completion			
Completed	78	18	4
Did not complete, still pursuing	46	22	31
Did not complete, no longer pursuing	42	54	5
Degree program completion date-year			
1997	‡	‡	‡
1998	81	19	#
1999	82	16	1
2000	75	20	5
2001	79	14	7
2002	76	23	1
2003	85	13	1
2004	81	17	3
2005	75	24	1
2006	61	22	17
Had worked in job related to field of study supported by FLAS			
Worked in related job	100	#	#
Had not worked in related job	#	73	27
Number of respondents^b			
Total	1,470	1,470	1,470
Gender			
Female	809	809	809
Male	645	645	645
Race/ethnicity^a			
Asian	84	84	84
Hispanic or Latino	49	49	49
White	1,211	1,211	1,211
Other	54	54	54
Program type			
Master's degree	473	473	473
Doctoral degree	960	960	960
First-professional degree	37	37	37

Cont'd next page. See notes at end of table.

Table 3-25. Percentage distribution of 1997–99 FLAS fellowships according to fellows' expected activities in three years: 2006—Continued

	Working in job involving expertise gained through fellowship support	Working in a field that does not involve the expertise gained with fellowship support	Not working for pay
Graduate field of study			
Languages			
European	100	100	100
Asian	81	81	81
Other languages	41	41	41
History			
American and European	83	83	83
Asian	95	95	95
Other history	98	98	98
Other humanities	156	156	156
Professional fields	123	123	123
Social sciences			
Anthropology	227	227	227
Area studies and international relations/affairs	121	121	121
Political science and government	124	124	124
Other social science	124	124	124
Other	91	91	91
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	831	831	831
Private doctoral extensive	379	379	379
All doctoral intensive	132	132	132
All other	128	128	128
Degree completion			
Completed	1,174	1,174	1,174
Did not complete, still pursuing	210	210	210
Did not complete, no longer pursuing	84	84	84
Degree program completion date-year			
1997	‡	‡	‡
1998	78	78	78
1999	164	164	164
2000	188	188	188
2001	133	133	133
2002	136	136	136
2003	149	149	149
2004	145	145	145
2005	105	105	105
2006	69	69	69

Cont'd next page. See notes at end of table.

Table 3-25. Percentage distribution of 1997–99 FLAS fellowships according to fellows’ expected activities in three years: 2006—Continued

	Working in job involving expertise gained through fellowship support	Working in a field that does not involve the expertise gained with fellowship support	Not working for pay
Had worked in job related to field of study supported by FLAS			
Worked in related job	1,048	1,048	1,048
Had not worked in related job	422	422	422

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes those who identify themselves with multiple races, American Indians or Alaska Natives, African-Americans, and Native Hawaiians or other Pacific Islanders. These categories had too few respondents to present separately.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 3-26. Percentage distribution of 1997–99 FLAS fellowships according to when fellows learned about the FLAS fellowship program: 2006

	Before choosing major field of study for graduate degree	After choosing major field of study for graduate degree	Don't know
Estimates			
Total	16	81	3
Gender			
Female	13	85	2
Male	20	76	4
Race/ethnicity ^a			
Asian	21	76	2
Hispanic or Latino	14	82	4
White	15	82	3
Other	20	76	4
Program type			
Master's degree	18	79	3
Doctoral degree	15	82	3
First-professional degree	19	78	3
Graduate field of study			
Languages			
European	9	90	1
Asian	21	78	1
Other languages	10	88	2
History			
American and European	16	82	2
Asian	25	70	5
Other history	20	77	3
Other humanities	15	82	3
Professional fields	14	84	2
Social sciences			
Anthropology	14	83	4
Area studies and international relations/affairs	14	80	6
Political science and government	16	80	4
Other social science	17	82	1
Other	18	78	4
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	16	81	3
Private doctoral extensive	14	82	4
All doctoral intensive	20	78	2
All other	19	77	4

Cont'd next page. See notes at end of table.

Table 3-26. Percentage distribution of 1997–99 FLAS fellowships according to when fellows learned about the FLAS fellowship program: 2006—Continued

	Before choosing major field of study for graduate degree	After choosing major field of study for graduate degree	Don't know
Number of respondents^b			
Total	1,462	1,462	1,462
Gender			
Female	812	812	812
Male	646	646	646
Race/ethnicity ^a			
Asian	84	84	84
Hispanic or Latino	49	49	49
White	1,215	1,215	1,215
Other	54	54	54
Program type			
Master's degree	471	471	471
Doctoral degree	954	954	954
First-professional degree	37	37	37
Graduate field of study			
Languages			
European	100	100	100
Asian	80	80	80
Other languages	41	41	41
History			
American and European	82	82	82
Asian	96	96	96
Other history	98	98	98
Other humanities	155	155	155
Professional fields	120	120	120
Social sciences			
Anthropology	225	225	225
Area studies and international relations/affairs	122	122	122
Political science and government	122	122	122
Other social science	126	126	126
Other	90	90	90
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	827	827	827
Private doctoral extensive	377	377	377
All doctoral intensive	131	131	131
All other	127	127	127

^a Race categories exclude Hispanic origin. Other includes those who identify themselves with multiple races, American Indians or Alaska Natives, African-Americans, and Native Hawaiians or other Pacific Islanders. These categories had too few respondents to present separately.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 3-27. Percentage distribution of 1997–99 FLAS fellowships according to the degree to which receiving a FLAS fellowship influenced fellows' choice of a field of study to pursue in graduate school: 2006

	Not at all	Very little	Somewhat	A great deal
Estimates				
Total	40	17	20	23
Gender				
Female	41	16	20	23
Male	38	18	20	24
Race/ethnicity^a				
Asian	37	14	24	25
Hispanic or Latino	41	14	18	27
White	41	17	20	22
Other	22	13	26	39
Program type				
Master's degree	35	15	20	29
Doctoral degree	42	17	20	21
First-professional degree	35	24	22	19
Graduate field of study				
Languages				
European	53	17	13	17
Asian	30	19	20	31
Other languages	37	12	20	32
History				
American and European	41	12	28	18
Asian	28	17	20	35
Other history	38	16	21	24
Other humanities	35	13	22	30
Professional fields	46	17	23	15
Social sciences				
Anthropology	37	18	24	21
Area studies and international relations/affairs	36	14	20	30
Political science and government	52	16	12	19
Other social science	41	20	14	25
Other	44	22	23	10
Carnegie classification of fellowship-granting institution				
Public doctoral extensive	40	17	20	23
Private doctoral extensive	42	15	20	23
All doctoral intensive	40	15	26	20
All other	36	19	18	27

Cont'd next page. See notes at end of table.

Table 3-27. Percentage distribution of 1997–99 FLAS fellowships according to the degree to which receiving a FLAS fellowship influenced fellows’ choice of a field of study to pursue in graduate school: 2006—Continued

	Not at all	Very little	Somewhat	A great deal
Number of respondents^b				
Total	1,462	1,462	1,462	1,462
Gender				
Female	812	812	812	812
Male	645	645	645	645
Race/ethnicity ^a				
Asian	84	84	84	84
Hispanic or Latino	49	49	49	49
White	1,214	1,214	1,214	1,214
Other	54	54	54	54
Program type				
Master’s degree	471	471	471	471
Doctoral degree	954	954	954	954
First-professional degree	37	37	37	37
Graduate field of study				
Languages				
European	100	100	100	100
Asian	80	80	80	80
Other languages	41	41	41	41
History				
American and European	82	82	82	82
Asian	96	96	96	96
Other history	98	98	98	98
Other humanities	155	155	155	155
Professional fields	120	120	120	120
Social sciences				
Anthropology	225	225	225	225
Area studies and international relations/affairs	122	122	122	122
Political science and government	122	122	122	122
Other social science	126	126	126	126
Other	90	90	90	90
Carnegie classification of fellowship-granting institution				
Public doctoral extensive	828	828	828	828
Private doctoral extensive	377	377	377	377
All doctoral intensive	131	131	131	131
All other	126	126	126	126

^a Race categories exclude Hispanic origin. Other includes those who identify themselves with multiple races, American Indians or Alaska Natives, African-Americans, and Native Hawaiians or other Pacific Islanders. These categories had too few respondents to present separately.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 3-28. Percentage distribution of 1997–99 FLAS fellowships according to the degree to which receiving a FLAS fellowship influenced fellows' choice of occupations and career: 2006

	Not at all	Very little	Somewhat	A great deal
Estimates				
Total	23	23	34	19
Gender				
Female	22	23	34	20
Male	24	23	34	19
Race/ethnicity^a				
Asian	25	20	37	18
Hispanic or Latino	14	20	41	24
White	23	24	34	19
Other	24	13	35	28
Program type				
Master's degree	16	26	35	22
Doctoral degree	27	21	34	18
First-professional degree	16	32	27	24
Graduate field of study				
Languages				
European	31	24	27	18
Asian	20	23	36	21
Other languages	22	17	39	22
History				
American and European	27	16	34	24
Asian	16	16	45	23
Other history	28	24	21	27
Other humanities	25	15	38	22
Professional fields	20	28	35	18
Social sciences				
Anthropology	22	24	39	15
Area studies and international relations/affairs	22	31	25	22
Political science and government	27	30	32	11
Other social science	21	24	36	19
Other	21	26	33	20
Carnegie classification of fellowship-granting institution				
Public doctoral extensive	22	25	34	19
Private doctoral extensive	24	21	33	21
All doctoral intensive	26	19	40	15
All other	22	23	31	24
Degree completion				
Completed	22	23	35	20
Did not complete, still pursuing	27	23	30	21
Did not complete, no longer pursuing	36	24	34	6

Cont'd next page. See notes at end of table.

Table 3-28. Percentage distribution of 1997–99 FLAS fellowships according to the degree to which receiving a FLAS fellowship influenced fellows’ choice of occupations and career: 2006
—Continued

	Not at all	Very little	Somewhat	A great deal
Number of respondents^b				
Total	1,462	1,462	1,462	1,462
Gender				
Female	811	811	811	811
Male	646	646	646	646
Race/ethnicity ^a				
Asian	84	84	84	84
Hispanic or Latino	49	49	49	49
White	1,215	1,215	1,215	1,215
Other	54	54	54	54
Program type				
Master’s degree	471	471	471	471
Doctoral degree	954	954	954	954
First-professional degree	37	37	37	37
Graduate field of study				
Languages				
European	100	100	100	100
Asian	80	80	80	80
Other languages	41	41	41	41
History				
American and European	83	83	83	83
Asian	95	95	95	95
Other history	98	98	98	98
Other humanities	155	155	155	155
Professional fields	120	120	120	120
Social sciences				
Anthropology	225	225	225	225
Area studies and international relations/affairs	122	122	122	122
Political science and government	122	122	122	122
Other social science	126	126	126	126
Other	90	90	90	90
Carnegie classification of fellowship-granting institution				
Public doctoral extensive	827	827	827	827
Private doctoral extensive	377	377	377	377
All doctoral intensive	131	131	131	131
All other	127	127	127	127

Cont’d next page. See notes at end of table.

Table 3-28. Percentage distribution of 1997–99 FLAS fellowships according to the degree to which receiving a FLAS fellowship influenced fellows’ choice of occupations and career: 2006
—Continued

	Not at all	Very little	Somewhat	A great deal
Degree completion				
Completed	1,170	1,170	1,170	1,170
Did not complete, still pursuing	207	207	207	207
Did not complete, no longer pursuing	83	83	83	83

^a Race categories exclude Hispanic origin. Other includes those who identify themselves with multiple races, American Indians or Alaska Natives, African-Americans, and Native Hawaiians or other Pacific Islanders. These categories had too few respondents to present separately.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.
SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 3-29. Percentage distributions of 1997–99 FLAS fellowships according to fellows' ratings of how helpful the FLAS fellowship was in finishing their degrees or obtaining employment in their desired fields: 2006

	Finishing degrees ^a			Obtaining employment in desired fields		
	Very helpful	Some- what helpful	Not helpful	Very helpful	Some- what helpful	Not helpful
Estimates						
Total	76	21	4	42	47	11
Gender						
Female	78	18	4	42	47	10
Male	73	23	4	42	46	12
Race/ethnicity^b						
Asian	75	16	8	42	45	13
Hispanic or Latino	53	47	#	55	39	7
White	77	19	4	41	48	11
Other	77	23	#	42	46	13
Program type						
Master's degree	74	22	4	38	48	14
Doctoral degree	77	20	3	44	47	9
First-professional degree	64	25	11	‡	‡	‡
Graduate field of study						
Languages						
European	59	36	5	31	54	15
Asian	85	14	2	51	38	11
Other languages	83	14	3	39	51	10
History						
American and European	85	15	#	42	56	3
Asian	85	15	#	65	32	4
Other history	85	11	4	58	33	9
Other humanities	74	20	6	46	41	13
Professional fields	66	27	7	34	53	13
Social sciences						
Anthropology	80	18	1	46	47	7
Area studies and international relations/affairs	80	17	3	32	58	11
Political science and government	73	24	3	35	57	8
Other social science	68	30	2	38	44	18
Other	75	16	9	29	49	23
Carnegie classification of fellowship- granting institution						
Public doctoral extensive	76	20	4	41	48	11
Private doctoral extensive	77	19	4	44	46	10
All doctoral intensive	68	29	3	36	53	10
All other	76	21	3	49	36	15

Cont'd next page. See notes at end of table.

Table 3-29. Percentage distributions of 1997–99 FLAS fellowships according to fellows' ratings of how helpful the FLAS fellowship was in finishing their degrees or obtaining employment in their desired fields: 2006—Continued

	Finishing degrees ^a			Obtaining employment in desired fields		
	Very helpful	Some- what helpful	Not helpful	Very helpful	Some- what helpful	Not helpful
Whether received other institution funding						
Received no support from institution	77	20	4	43	46	11
Received less than what was provided through fellowship	85	14	1	45	46	9
Received same amount or more than what was provided through fellowship	67	27	6	39	49	12
Whether received other type of financial support						
Yes	75	21	4	41	48	11
No	86	13	1	48	41	11
Years after beginning program started receiving funds						
First year	76	21	4	41	47	12
Second year	74	21	5	41	49	10
Third year	78	20	2	41	49	10
Fourth year or after	80	18	2	49	43	7
Years after beginning program stopped receiving funds						
First year	73	23	4	42	46	12
Second year	74	22	4	38	51	11
Third year	79	19	3	38	50	12
Fourth year or after	82	17	2	51	42	7
Degree completion						
Completed	76	21	4	43	46	11
Did not complete, still pursuing	‡	‡	‡	46	49	5
Did not complete, no longer pursuing	‡	‡	‡	18	62	20
Number of respondents^c						
Total	1,171	1,171	1,171	1,270	1,270	1,270
Gender						
Female	641	641	641	702	702	702
Male	526	526	526	564	564	564
Race/ethnicity ^b						
Asian	61	61	61	76	76	76
Hispanic or Latino	36	36	36	44	44	44
White	981	981	981	1,051	1,051	1,051
Other	43	43	43	48	48	48

Cont'd next page. See notes at end of table.

Table 3-29. Percentage distributions of 1997–99 FLAS fellowships according to fellows' ratings of how helpful the FLAS fellowship was in finishing their degrees or obtaining employment in their desired fields: 2006—Continued

	Finishing degrees ^a			Obtaining employment in desired fields		
	Very helpful	Some- what helpful	Not helpful	Very helpful	Some- what helpful	Not helpful
Program type						
Master's degree	452	452	452	398	398	398
Doctoral degree	683	683	683	843	843	843
First-professional degree	36	36	36	‡	‡	‡
Graduate field of study						
Languages						
European	78	78	78	85	85	85
Asian	65	65	65	72	72	72
Other languages	35	35	35	41	41	41
History						
American and European	60	60	60	72	72	72
Asian	74	74	74	85	85	85
Other history	80	80	80	91	91	91
Other humanities	125	125	125	128	128	128
Professional fields	112	112	112	100	100	100
Social sciences						
Anthropology	152	152	152	196	196	196
Area studies and international relations/affairs	105	105	105	104	104	104
Political science and government	88	88	88	98	98	98
Other social science	105	105	105	114	114	114
Other	87	87	87	80	80	80
Carnegie classification of fellowship- granting institution						
Public doctoral extensive	666	666	666	705	705	705
Private doctoral extensive	310	310	310	342	342	342
All doctoral intensive	99	99	99	116	116	116
All other	96	96	96	107	107	107
Whether received other institution funding						
Received no support from institution	374	374	374	395	395	395
Received less than what was provided through fellowship	359	359	359	384	384	384
Received same amount or more than what was provided through fellowship	431	431	431	482	482	482
Whether received other type of financial support						
Yes	1,044	1,044	1,044	1,143	1,143	1,143
No	119	119	119	119	119	119

Cont'd next page. See notes at end of table.

Table 3-29. Percentage distributions of 1997–99 FLAS fellowships according to fellows' ratings of how helpful the FLAS fellowship was in finishing their degrees or obtaining employment in their desired fields: 2006—Continued

	Finishing degrees ^a			Obtaining employment in desired fields		
	Very helpful	Some- what helpful	Not helpful	Very helpful	Some- what helpful	Not helpful
Years after beginning program started receiving funds						
First year	607	607	607	653	653	653
Second year	227	227	227	242	242	242
Third year	130	130	130	144	144	144
Fourth year or after	124	124	124	134	134	134
Years after beginning program stopped receiving funds						
First year	303	303	303	334	334	334
Second year	378	378	378	386	386	386
Third year	187	187	187	209	209	209
Fourth year or after	224	224	224	248	248	248
Degree completion						
Completed	1,169	1,169	1,169	1,066	1,066	1,066
Did not complete, still pursuing	‡	‡	‡	152	152	152
Did not complete, no longer pursuing	‡	‡	‡	50	50	50

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Includes only fellows who completed their degrees.

^b Race categories exclude Hispanic origin. Other includes those who identify themselves with multiple races, American Indians or Alaska Natives, African-Americans, and Native Hawaiians or other Pacific Islanders. These categories had too few respondents to present separately.

^c Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 3-30. List of languages studied by 1997–99 FLAS fellowships

Language	Language	Language
Africa	Central America	East or South Asia
Afrikaans	Kaqchikel	Bahasa Indonesia
Amharic	K'iche'	Bengali
Asante-Twi	Mam	Burmese
Bamana	Maya	Chamorro
Bamanankan	Miskitu	Chinese
Chichewa	Mixteco	Gujarati
Chishona	Nahuatl	Hindi
Grassa (Balanta)	Haitian Creole	Ilokano
Hausa	Yucatec Maya	Indonesian
Ikinyarwanda		Japanese
Isizulu	Europe	Kanbun
Kikuyu	Basque	Kannada
Kiswahili	Breton	Khmer
Lingala	Bulgarian	Korean
Pular	Czech	Lao
Setswana	Danish	Malay
Shona	Dutch	Malayalam
Siswati	Estonian	Marwari
Swahili	Finnish	Nepali
Tigrinya	French	Punjabi
Twi	German	Sinhala
Wolof	Greek	Tagalog
Yoruba	Hungarian	Tamil
Zulu	Icelandic	Telugu
	Irish	Thai
Central Asia	Italian	Tibetan
Azerbaijani	Latvian	Tobian
Azeri	Lithuanian	Urdu
Georgian	Norwegian	Vietnamese
Kazak	Polish	
Mongolian	Portuguese	Middle East
Russian	Romanian	Arabic
Tajiki	Serbian	Chagatay
Turkmen	Serbo-Croatian	Hebrew
Ukrainian	Slovak	Persian
Uzbek	Slovene	Turkish
	Spanish	
	Swedish	South America
	Yiddish	Bolivian Quechua
		Quechua

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

COMPENDIUM TABLES

Graduate Assistance in Areas of National Need
(GAANN) Tables

Table 4-1. Of all U.S. postsecondary institutions in 2004, percentage that enrolled at least one GAANN fellow between 1997 and 1999, by Carnegie classification

	Percentage of institutions that enrolled at least one GAANN fellow between 1997 and 1999
Estimates	
Total	4
Carnegie classification of fellowship-granting institution	
Public doctoral extensive	37
Private doctoral extensive	35
All doctoral intensive	9
Master's colleges and universities I	1
All other	0
Number of respondents^a	
Total	1,859
Carnegie classification of fellowship-granting institution	
Public doctoral extensive	102
Private doctoral extensive	49
All doctoral intensive	108
Master's colleges and universities I	492
All other	1,108

^a Represents the number of fellows who answered the relevant survey questions.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2004 Institutional Characteristics and Student Charges File.

COMPENDIUM TABLES 4—GAANN

Table 4-2. Percentage distributions of 1997–99 GAANN fellowships according to fellows' gender and race/ethnicity: 2006

	Gender		Race/ethnicity						
	Female	Male	American Indian or Alaska Native	Asian	Black or African-American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Multiple
Estimates									
Total	41	59	#	8	7	4	#	79	2
Program type									
Master's degree	54	46	#	12	11	7	#	70	#
Doctoral degree	39	61	#	7	6	4	#	80	2
First-professional degree	‡	‡	‡	‡	‡	‡	‡	‡	‡
Graduate field of study									
Biological sciences	62	38	#	7	16	4	#	71	2
Computer and information sciences	37	63	2	17	#	2	#	77	2
Engineering	29	71	#	12	3	2	#	83	#
Mathematics	35	65	#	2	3	6	#	88	1
Chemistry	52	48	#	5	10	8	#	77	1
Physics	26	74	#	7	4	4	1	83	1
Other	‡	‡	‡	‡	‡	‡	‡	‡	‡
Carnegie classification of fellowship-granting institution									
Public doctoral extensive	43	57	#	8	5	5	#	80	2
Private doctoral extensive	32	68	#	8	8	3	1	80	1
All doctoral intensive	40	60	#	9	4	3	#	82	1
Master's colleges and universities I	49	51	#	11	5	5	#	77	2
All other	40	60	#	4	18	4	#	73	2

Cont'd next page. See notes at end of table.

COMPENDIUM TABLES 4—GAANN

Table 4-2. Percentage distributions of 1997–99 GAANN fellowships according to fellows' gender and race/ethnicity: 2006—Continued

	Gender		Race/ethnicity						
	Female	Male	American Indian or Alaska Native	Asian	Black or African-American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Multiple
Number of respondents^a									
Total	733	733	712	712	712	712	712	712	712
Program type									
Master's degree	76	76	73	73	73	73	73	73	73
Doctoral degree	653	653	635	635	635	635	635	635	635
First-professional degree	‡	‡	‡	‡	‡	‡	‡	‡	‡
Graduate field of study									
Biological sciences	151	151	146	146	146	146	146	146	146
Computer and information sciences	52	52	52	52	52	52	52	52	52
Engineering	126	126	125	125	125	125	125	125	125
Mathematics	130	130	121	121	121	121	121	121	121
Chemistry	106	106	104	104	104	104	104	104	104
Physics	143	143	139	139	139	139	139	139	139
Other	‡	‡	‡	‡	‡	‡	‡	‡	‡
Carnegie classification of fellowship-granting institution									
Public doctoral extensive	414	414	401	401	401	401	401	401	401
Private doctoral extensive	137	137	133	133	133	133	133	133	133
All doctoral intensive	68	68	67	67	67	67	67	67	67
Master's colleges and universities I	57	57	56	56	56	56	56	56	56
All other	57	57	55	55	55	55	55	55	55

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 4-3. Percentage distribution of 1997–99 GAANN fellowships according to fellows' graduate degree program: 2006

	M.A./M.S.	Ph.D.	First-professional
Estimates			
Total	10	90	#
Gender			
Female	14	86	#
Male	8	92	#
Race/ethnicity ^a			
Asian	16	84	#
Black or African-American	16	84	#
White	9	91	#
Other	12	88	#
Graduate field of study			
Biological sciences	13	87	#
Computer and information sciences	9	91	#
Engineering	24	76	1
Mathematics	6	94	#
Chemistry	6	94	#
Physics	3	97	#
Other	‡	‡	‡
Number of respondents^b			
Total	744	744	744
Gender			
Female	298	298	298
Male	432	432	432
Race/ethnicity ^a			
Asian	55	55	55
Black or African-American	49	49	49
White	563	563	563
Other	42	42	42
Graduate field of study			
Biological sciences	150	150	150
Computer and information sciences	54	54	54
Engineering	127	127	127
Mathematics	132	132	132
Chemistry	107	107	107
Physics	145	145	145
Other	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes Hispanic/Latino origin and those who identified with multiple races or a race not shown.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 4-4. Percentage distribution of 1997–99 GAANN fellowships according to fellows’ field of study when fellowship received: 2006

	Biological sciences	Computer and information sciences	Engineering	Mathematics	Chemistry	Physics	Other
Estimates							
Total	19	8	18	18	14	19	3
Gender							
Female	31	6	12	15	18	12	4
Male	13	8	21	19	12	24	3
Race/ethnicity ^a							
Asian	18	16	27	5	9	18	5
Black or African-American	47	#	8	8	20	10	6
White	18	7	18	19	14	20	3
Other	20	7	5	18	20	20	9
Program type							
Master’s degree	26	7	39	11	8	7	3
Doctoral degree	20	7	14	19	15	21	4
First-professional degree	‡	‡	‡	‡	‡	‡	‡
Number of respondents^b							
Total	744	744	744	744	744	744	744
Gender							
Female	299	299	299	299	299	299	299
Male	434	434	434	434	434	434	434
Race/ethnicity ^a							
Asian	55	55	55	55	55	55	55
Black or African-American	49	49	49	49	49	49	49
White	564	564	564	564	564	564	564
Other	44	44	44	44	44	44	44
Program type							
Master’s degree	76	76	76	76	76	76	76
Doctoral degree	664	664	664	664	664	664	664
First-professional degree	‡	‡	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes Hispanic/Latino origin and those who identified with multiple races or a race not shown.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

COMPENDIUM TABLES 4—GAANN

Table 4-5. Percentage distribution of 1997–99 GAANN fellowships according to Carnegie classification of fellowship-granting institution: 2006

	Public doctoral extensive	Private doctoral extensive	Public doctoral intensive	Private doctoral intensive	Public master's I	Private master's I	Public bacca- laureate	Private bacca- laureate	Other
Estimates									
Total	58	20	7	2	8	#	#	2	2
Gender									
Female	61	15	7	2	10	#	#	2	3
Male	57	22	7	2	7	#	#	3	1
Race/ethnicity^a									
Asian	57	19	4	7	11	#	#	2	#
Black or African-American	47	23	4	2	6	#	#	#	16
White	59	19	8	2	8	#	#	3	1
Other	67	14	7	#	10	#	#	2	#
Program type									
Master's degree	41	8	12	#	35	#	#	3	1
Doctoral degree	60	21	7	3	5	#	#	2	2
First-professional degree	‡	‡	‡	‡	‡	‡	‡	‡	‡
Graduate field of study									
Biological sciences	61	9	9	5	9	#	#	1	5
Computer and information sciences	65	24	5	#	5	#	#	#	#
Engineering	50	9	13	6	13	#	#	4	4
Mathematics	73	23	4	#	#	#	#	#	#
Chemistry	55	14	11	#	15	#	#	6	#
Physics	52	37	2	1	5	#	#	4	#
Other	‡	‡	‡	‡	‡	‡	‡	‡	‡

Cont'd next page. See notes at end of table.

COMPENDIUM TABLES 4—GAANN

Table 4-5. Percentage distribution of 1997–99 GAANN fellowships according to Carnegie classification of fellowship-granting institution: 2006
—Continued

	Public doctoral extensive	Private doctoral extensive	Public doctoral intensive	Private doctoral intensive	Public master's I	Private master's I	Public bacca- laureate	Private bacca- laureate	Other
Number of respondents^b									
Total	735	735	735	735	735	735	735	735	759
Gender									
Female	292	292	292	292	292	292	292	292	299
Male	417	417	417	417	417	417	417	417	434
Race/ethnicity^a									
Asian	54	54	54	54	54	54	54	54	55
Black or African-American	47	47	47	47	47	47	47	47	49
White	545	545	545	545	545	545	545	545	564
Other	42	42	42	42	42	42	42	42	44
Program type									
Master's degree	75	75	75	75	75	75	75	75	76
Doctoral degree	644	644	644	644	644	644	644	644	667
First-professional degree	‡	‡	‡	‡	‡	‡	‡	‡	‡
Graduate field of study									
Biological sciences	151	151	151	151	151	151	151	151	151
Computer and information sciences	55	55	55	55	55	55	55	55	55
Engineering	127	127	127	127	127	127	127	127	128
Mathematics	132	132	132	132	132	132	132	132	132
Chemistry	102	102	102	102	102	102	102	102	107
Physics	130	130	130	130	130	130	130	130	145
Other	‡	‡	‡	‡	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes Hispanic/Latino origin and those who identified with multiple races or a race not shown.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 4-6. Percentage distribution of 1997–99 GAANN fellowships according to fellows’ usual enrollment status, and percentage in which fellows were continuously enrolled while pursuing the degree supported by the fellowship; of those fellowships in which fellows had taken at least one term off, average number of terms taken off: 2006

	Usual enrollment status			Whether continuously enrolled	Average number of terms not enrolled-summer not included
	Usually enrolled full-time	Usually enrolled part-time	Mix of full-time and part-time enrollment		
Estimates					
Total	96	1	3	90	3
Gender					
Female	98	#	2	90	‡
Male	95	1	4	91	‡
Race/ethnicity^a					
Asian	96	#	4	85	‡
Black or African-American	92	#	8	88	‡
White	96	1	3	91	‡
Other	98	#	2	91	3
Program type					
Master’s degree	96	1	3	93	‡
Doctoral degree	96	#	3	90	3
First-professional degree	‡	‡	‡	‡	‡
Graduate field of study					
Biological sciences	97	#	3	93	‡
Computer and information sciences	96	#	4	78	‡
Engineering	92	1	7	88	‡
Mathematics	95	2	4	91	‡
Chemistry	98	#	2	94	‡
Physics	99	1	1	90	‡
Other	‡	‡	‡	‡	‡
Carnegie classification of fellowship-granting institution					
Public doctoral extensive	97	#	2	91	3
Private doctoral extensive	95	1	4	91	‡
All doctoral intensive	90	1	9	93	‡
Master’s colleges and universities I	98	#	2	86	‡
All other	95	2	4	89	‡

Cont’d next page. See notes at end of table.

Table 4-6. Percentage distribution of 1997–99 GAANN fellowships according to fellows' usual enrollment status, and percentage in which fellows were continuously enrolled while pursuing the degree supported by the fellowship; of those fellowships in which fellows had taken at least one term off, average number of terms taken off: 2006—Continued

	Usual enrollment status			Whether continuously enrolled	Average number of terms not enrolled—summer not included
	Usually enrolled full-time	Usually enrolled part-time	Mix of full-time and part-time enrollment		
Number of respondents^b					
Total	744	744	744	744	71
Gender					
Female	299	299	299	299	30
Male	434	434	434	434	39
Race/ethnicity^a					
Asian	55	55	55	55	‡
Black or African-American	49	49	49	49	‡
White	564	564	564	564	50
Other	44	44	44	44	‡
Program type					
Master's degree	76	76	76	76	‡
Doctoral degree	664	664	664	664	65
First-professional degree	1	1	1	1	‡
Graduate field of study					
Biological sciences	151	151	151	151	‡
Computer and information sciences	55	55	55	55	‡
Engineering	128	128	128	128	‡
Mathematics	132	132	132	132	‡
Chemistry	107	107	107	107	‡
Physics	145	145	145	145	‡
Other	‡	‡	‡	‡	‡
Carnegie classification of fellowship-granting institution					
Public doctoral extensive	422	422	422	422	40
Private doctoral extensive	139	139	139	139	‡
All doctoral intensive	69	69	69	69	‡
Master's colleges and universities I	57	57	57	57	‡
All other	57	57	57	57	‡

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes Hispanic/Latino origin and those who identified with multiple races or a race not shown.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 4-7. Percentage distribution of 1997–99 GAANN fellowships according to year of fellows' graduate study in which GAANN fellowship was received: 2006

	First year	After the first year
Estimates		
Total	76	24
Gender		
Female	78	22
Male	74	26
Race/ethnicity ^a		
Asian	72	28
Black or African-American	64	36
White	77	23
Other	77	23
Program type		
Master's degree	92	8
Doctoral degree	74	26
First-professional degree	‡	‡
Doctoral students		
Graduate field of study		
Biological sciences	57	43
Computer and information sciences	71	29
Engineering	74	26
Mathematics	73	27
Chemistry	88	12
Physics	79	21
Other	‡	‡
Carnegie classification of fellowship-granting institution		
Public doctoral extensive	69	31
Private doctoral extensive	79	21
All doctoral intensive	73	27
Master's colleges and universities I	‡	‡
All other	78	22
Number of respondents^b		
Total	567	567
Gender		
Female	235	235
Male	330	330

Cont'd next page. See notes at end of table.

Table 4-7. Percentage distribution of 1997–99 GAANN fellowships according to year of fellows' graduate study in which GAANN fellowship was received: 2006—Continued

	First year	After the first year
Race/ethnicity^a		
Asian	39	39
Black or African-American	42	42
White	432	432
Other	35	35
Program type		
Master's degree	61	61
Doctoral degree	502	502
First-professional degree	‡	‡
Doctoral students		
Graduate field of study		
Biological sciences	99	99
Computer and information sciences	34	34
Engineering	65	65
Mathematics	93	93
Chemistry	83	83
Physics	108	108
Other	‡	‡
Carnegie classification of fellowship-granting institution		
Public doctoral extensive	290	290
Private doctoral extensive	95	95
All doctoral intensive	49	49
Master's colleges and universities I	‡	‡
All other	45	45

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes Hispanic/Latino origin and those who identified with multiple races or a race not shown.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 4-8. Percentage distribution of 1997–99 GAANN fellowships according to year of fellows' graduate study in which GAANN fellowship funding ended: 2006

	First year	Second year	Third year	Fourth year or after
Estimates				
Total	21	22	24	34
Gender				
Female	21	24	22	33
Male	21	20	25	34
Race/ethnicity^a				
Asian	15	25	30	30
Black or African-American	7	14	37	42
White	23	23	21	33
Other	22	19	22	38
Program type				
Master's degree	11	44	35	11
Doctoral degree	22	19	22	37
First-professional degree	‡	‡	‡	‡
Graduate field of study				
Biological sciences	9	18	23	50
Computer and information sciences	17	17	29	37
Engineering	14	27	25	34
Mathematics	21	16	22	40
Chemistry	39	29	16	16
Physics	28	25	26	22
Other	‡	‡	‡	‡
Carnegie classification of fellowship-granting institution				
Public doctoral extensive	23	19	22	36
Private doctoral extensive	20	22	23	34
All doctoral intensive	7	23	25	46
Master's colleges and universities I	30	43	24	2
All other	14	17	36	33
Whether received other institution funding				
Received no support from institution	17	25	25	34
Received less than what was provided through fellowship	17	17	27	39
Received same amount or more than what was provided through fellowship	27	24	20	29

Cont'd next page. See notes at end of table.

Table 4-8. Percentage distribution of 1997–99 GAANN fellowships according to year of fellows' graduate study in which GAANN fellowship funding ended: 2006—Continued

	First year	Second year	Third year	Fourth year or after
Number of respondents^b				
Total	561	561	561	561
Gender				
Female	227	227	227	227
Male	333	333	333	333
Race/ethnicity^a				
Asian	40	40	40	40
Black or African-American	43	43	43	43
White	424	424	424	424
Other	37	37	37	37
Program type				
Master's degree	66	66	66	66
Doctoral degree	493	493	493	493
First-professional degree	‡	‡	‡	‡
Graduate field of study				
Biological sciences	116	116	116	116
Computer and information sciences	35	35	35	35
Engineering	88	88	88	88
Mathematics	104	104	104	104
Chemistry	87	87	87	87
Physics	109	109	109	109
Other	‡	‡	‡	‡
Carnegie classification of fellowship-granting institution				
Public doctoral extensive	318	318	318	318
Private doctoral extensive	98	98	98	98
All doctoral intensive	57	57	57	57
Master's colleges and universities I	46	46	46	46
All other	42	42	42	42
Whether received other institution funding				
Received no support from institution	197	197	197	197
Received less than what was provided through fellowship	223	223	223	223
Received same amount or more than what was provided through fellowship	137	137	137	137

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes Hispanic/Latino origin and those who identified with multiple races or a race not shown.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 4-9. Percentage distribution of 1997–99 GAANN fellowships by whether fellows received financial support from institution in addition to GAANN fellowship: 2006

	Received no additional support from institution	Received additional support in amount same as or less than GAANN funding	Received additional support in amount greater than GAANN funding
Estimates			
Total	22	33	45
Gender			
Female	27	32	40
Male	19	34	47
Race/ethnicity ^a			
Asian	32	30	40
Black or African-American	35	38	30
White	21	32	47
Other	18	33	46
Program type			
Master's degree	34	43	24
Doctoral degree	21	32	47
First-professional degree	‡	‡	‡
Graduate field of study			
Biological sciences	26	43	29
Computer and information sciences	27	29	48
Engineering	23	34	45
Mathematics	19	31	50
Chemistry	21	23	52
Physics	19	33	49
Other	‡	‡	‡
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	20	36	45
Private doctoral extensive	20	26	53
All doctoral intensive	34	43	22
Master's colleges and universities I	25	31	44
All other	27	22	49
Years after beginning program stopped receiving funds			
First year	20	28	52
Second year	28	28	44
Third year	26	40	34
Fourth year or after	24	41	35

Cont'd next page. See notes at end of table.

Table 4-9. Percentage distribution of 1997–99 GAANN fellowships by whether fellows received financial support from institution in addition to GAANN fellowship: 2006—Continued

	Received no additional support from institution	Received additional support in amount same as or less than GAANN funding	Received additional support in amount greater than GAANN funding
Number of respondents^b			
Total	724	724	724
Gender			
Female	292	292	292
Male	429	429	429
Race/ethnicity ^a			
Asian	53	53	53
Black or African-American	48	48	48
White	555	555	555
Other	44	44	44
Program type			
Master's degree	74	74	74
Doctoral degree	646	646	646
First-professional degree	‡	‡	‡
Graduate field of study			
Biological sciences	148	148	148
Computer and information sciences	51	51	51
Engineering	125	125	125
Mathematics	131	131	131
Chemistry	104	104	104
Physics	140	140	140
Other	‡	‡	‡
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	413	413	413
Private doctoral extensive	132	132	132
All doctoral intensive	68	68	68
Master's colleges and universities I	55	55	55
All other	56	56	56
Years after beginning program stopped receiving funds			
First year	116	116	116
Second year	121	121	121
Third year	132	132	132
Fourth year or after	188	188	188

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes Hispanic/Latino origin and those who identified with multiple races or a race not shown.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

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Table 4-10. Percentage of 1997–99 GAANN fellowships in which fellows received financial support from other sources in addition to GAANN fellowship: 2006

	Other fellowships, scholarships	Grants	Loans	Employer reimbursement/ assistance	Parents	Other family or friends	Earnings from job	Savings	Other	None
Estimates										
Total	43	17	24	6	11	5	20	22	8	21
Gender										
Female	42	19	24	5	13	4	18	19	10	20
Male	44	16	24	6	10	6	20	24	7	21
Race/ethnicity^a										
Asian	39	22	17	9	17	7	22	41	6	19
Black or African-American	25	21	42	2	17	6	13	15	8	17
White	44	16	24	5	10	5	20	21	8	22
Other	52	20	16	5	16	2	23	25	11	16
Program type										
Master's degree	29	13	20	8	15	4	33	28	8	19
Doctoral degree	45	17	25	5	11	5	18	22	8	21
First-professional degree	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Graduate field of study										
Biological sciences	36	24	28	9	15	5	17	20	7	21
Computer and information sciences	52	27	23	8	4	6	42	37	8	12
Engineering	46	11	25	4	13	9	24	34	8	15
Mathematics	49	12	18	3	10	4	16	18	8	25
Chemistry	44	13	33	3	10	3	12	16	8	21
Physics	40	16	20	6	10	6	19	18	11	24
Other	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

Cont'd next page. See notes at end of table.

COMPENDIUM TABLES 4—GAANN

Table 4-10. Percentage of 1997–99 GAANN fellowships in which fellows received financial support from other sources in addition to GAANN fellowship: 2006—Continued

	Other fellow- ships, scholarships	Grants	Loans	Employer reim- bursement/ assistance	Parents	Other family or friends	Earnings from job	Savings	Other	None
Carnegie classification of fellowship-granting institution										
Public doctoral extensive	46	16	27	7	12	6	20	25	10	17
Private doctoral extensive	47	21	20	3	8	4	13	12	4	25
All doctoral intensive	35	18	24	4	15	9	28	31	6	24
Master's colleges and universities I	36	14	25	5	11	0	30	25	9	21
All other	34	11	13	4	5	4	11	18	13	34
Number of respondents^b										
Total	727	727	727	727	727	727	727	727	727	727
Gender										
Female	294	294	294	294	294	294	294	294	294	294
Male	430	430	430	430	430	430	430	430	430	430
Race/ethnicity ^a										
Asian	54	54	54	54	54	54	54	54	54	54
Black or African-American	48	48	48	48	48	48	48	48	48	48
White	557	557	557	557	557	557	557	557	557	557
Other	44	44	44	44	44	44	44	44	44	44
Program type										
Master's degree	75	75	75	75	75	75	75	75	75	75
Doctoral degree	648	648	648	648	648	648	648	648	648	648
First-professional degree	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

Cont'd next page. See notes at end of table.

COMPENDIUM TABLES 4—GAANN

Table 4-10. Percentage of 1997–99 GAANN fellowships in which fellows received financial support from other sources in addition to GAANN fellowship: 2006—Continued

	Other fellowships, scholarships	Grants	Loans	Employer reimbursement/ assistance	Parents	Other family or friends	Earnings from job	Savings	Other	None
Graduate field of study										
Biological sciences	148	148	148	148	148	148	148	148	148	148
Computer and information sciences	52	52	52	52	52	52	52	52	52	52
Engineering	124	124	124	124	124	124	124	124	124	124
Mathematics	130	130	130	130	130	130	130	130	130	130
Chemistry	104	104	104	104	104	104	104	104	104	104
Physics	144	144	144	144	144	144	144	144	144	144
Other	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Carnegie classification of fellowship-granting institution										
Public doctoral extensive	412	412	412	412	412	412	412	412	412	412
Private doctoral extensive	135	135	135	135	135	135	135	135	135	135
All doctoral intensive	68	68	68	68	68	68	68	68	68	68
Master's colleges and universities I	56	56	56	56	56	56	56	56	56	56
All other	56	56	56	56	56	56	56	56	56	56

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes Hispanic/Latino origin and those who identified with multiple races or a race not shown.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 4-11. Percentage distribution of 1997–99 GAANN fellowships by fellows' degree completion status in 2006 and seven-year completion rate

	Completed degree	Still enrolled or pursuing degree	Had not attained and not enrolled or pursuing degree	Seven-year completion rate
Estimates				
Total	78	9	13	68
Gender				
Female	77	7	16	70
Male	79	10	11	68
Race/ethnicity^a				
Asian	76	9	15	56
Black or African-American	82	4	14	65
White	78	8	14	69
Other	84	9	7	69
Program type				
Master's degree	92	3	5	92
Doctoral degree	77	10	14	66
First-professional degree	‡	‡	‡	‡
Graduate field of study				
Biological sciences	92	3	5	77
Computer and information sciences	66	23	11	47
Engineering	80	6	14	70
Mathematics	71	14	15	65
Chemistry	77	2	21	76
Physics	73	14	13	62
Other	‡	‡	‡	‡
Continuity of enrollment				
Continuously enrolled	80	7	13	71
Took off at least one semester/term	61	31	7	40
Carnegie classification of fellowship-granting institution				
Public doctoral extensive	79	9	11	68
Private doctoral extensive	73	13	14	64
All doctoral intensive	76	13	10	67
Master's colleges and universities I	83	2	15	74
All other	78	#	22	71
Years after beginning program started receiving funds				
First year	76	9	15	72
After the first year	87	10	4	62

Cont'd next page. See notes at end of table.

Table 4-11. Percentage distribution of 1997–99 GAANN fellowships by fellows’ degree completion status in 2006 and seven-year completion rate—Continued

	Completed degree	Still enrolled or pursuing degree	Had not attained and not enrolled or pursuing degree	Seven-year completion rate
Years after beginning program stopped receiving funds				
First year	64	14	22	58
Second year	81	3	16	74
Third year	76	14	10	69
Fourth year or after	88	8	4	72
Whether received other institution funding				
Received no support from institution	68	12	19	61
Received less than what was provided through fellowship	79	7	14	71
Received same amount or more than what was provided through fellowship	84	5	11	72
Number of respondents^b				
Total	743	754	754	720
Gender				
Female	299	299	299	290
Male	433	433	433	419
Race/ethnicity ^a				
Asian	55	55	55	54
Black or African-American	49	49	49	48
White	564	564	564	544
Other	43	43	43	42
Program type				
Master’s degree	76	76	76	72
Doctoral degree	664	664	664	645
First-professional degree	‡	‡	‡	‡
Graduate field of study				
Biological sciences	150	150	150	144
Computer and information sciences	55	55	55	53
Engineering	128	128	128	118
Mathematics	132	132	132	130
Chemistry	107	107	107	106
Physics	145	145	145	143
Other	‡	‡	‡	‡
Continuity of enrollment				
Continuously enrolled	672	672	672	650
Took off at least one semester/term	71	71	71	70

Cont’d next page. See notes at end of table.

Table 4-11. Percentage distribution of 1997–99 GAANN fellowships by fellows' degree completion status in 2006 and seven-year completion rate—Continued

	Completed degree	Still enrolled or pursuing degree	Had not attained and not enrolled or pursuing degree	Seven-year completion rate
Carnegie classification of fellowship-granting institution				
Public doctoral extensive	421	426	426	409
Private doctoral extensive	139	142	142	135
All doctoral intensive	69	71	71	66
Master's colleges and universities I	57	58	58	54
All other	57	57	57	56
Years after beginning program started receiving funds				
First year	428	428	428	427
After the first year	138	138	138	138
Years after beginning program stopped receiving funds				
First year	117	117	117	117
Second year	122	122	122	121
Third year	133	133	133	133
Fourth year or after	189	189	189	189
Whether received other institution funding				
Received no support from institution	161	161	161	157
Received less than what was provided through fellowship	234	234	234	228
Received same amount or more than what was provided through fellowship	328	328	328	316

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes Hispanic/Latino origin and those who identified with multiple races or a race not shown.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 4-12. Percentage distribution of 1997–99 GAANN fellowships in which fellows completed their degrees according to time to degree and average time to degree: 2006

	Zero to four years	More than four to five years	More than five to six years	More than six years	Average time to degree
Estimates					
Total	20	25	26	29	5
Gender					
Female	25	22	27	27	5
Male	17	28	25	29	5
Race/ethnicity^a					
Asian	20	20	15	46	6
Black or African-American	31	10	18	41	5
White	19	26	27	27	5
Other	31	9	31	29	5
Program type					
Master's degree	84	10	4	2	3
Doctoral degree	12	27	29	32	6
First-professional degree	‡	‡	‡	‡	‡
Doctoral students					
Graduate field of study					
Biological sciences	13	19	33	35	6
Computer and information sciences	‡	‡	‡	‡	‡
Engineering	20	35	25	20	5
Mathematics	8	29	32	31	6
Chemistry	13	42	32	14	5
Physics	7	18	24	52	6
Other	‡	‡	‡	‡	‡
Continuity of enrollment					
Continuously enrolled	13	27	29	30	6
Took off at least one semester/term	#	8	20	73	7
Carnegie classification of fellowship-granting institution					
Public doctoral extensive	9	26	31	34	6
Private doctoral extensive	14	25	20	42	6
All doctoral intensive	23	28	26	23	5
Master's colleges and universities I	‡	‡	‡	‡	‡
All other	18	26	33	23	5
Years after beginning program started receiving funds					
First year	16	29	31	25	5
After the first year	3	19	28	49	6

Cont'd next page. See notes at end of table.

Table 4-12. Percentage distribution of 1997–99 GAANN fellowships in which fellows completed their degrees according to time to degree and average time to degree: 2006—Continued

	Zero to four years	More than four to five years	More than five to six years	More than six years	Average time to degree
Years after beginning program stopped receiving funds					
First year	20	31	19	30	5
Second year	10	25	39	26	5
Third year	11	23	28	39	6
Fourth year or after	9	25	30	36	6
Whether received other institution funding					
Received no support from institution	19	36	16	28	5
Received less than what was provided through fellowship	11	24	30	35	6
Received same amount or more than what was provided through fellowship	10	23	33	34	6
Number of respondents^b					
Total	561	561	561	561	561
Gender					
Female	225	225	225	225	225
Male	329	329	329	329	329
Race/ethnicity^a					
Asian	41	41	41	41	41
Black or African-American	39	39	39	39	39
White	420	420	420	420	420
Other	35	35	35	35	35
Program type					
Master's degree	66	66	66	66	66
Doctoral degree	493	493	493	493	493
First-professional degree	‡	‡	‡	‡	‡
Doctoral students					
Graduate field of study					
Biological sciences	113	113	113	113	113
Computer and information sciences	‡	‡	‡	‡	‡
Engineering	65	65	65	65	65
Mathematics	87	87	87	87	87
Chemistry	79	79	79	79	79
Physics	102	102	102	102	102
Other	‡	‡	‡	‡	‡
Continuity of enrollment					
Continuously enrolled	453	453	453	453	453
Took off at least one semester/term	40	40	40	40	40

Cont'd next page. See notes at end of table.

Table 4-12. Percentage distribution of 1997–99 GAANN fellowships in which fellows completed their degrees according to time to degree and average time to degree: 2006—Continued

	Zero to four years	More than four to five years	More than five to six years	More than six years	Average time to degree
Carnegie classification of fellowship-granting institution					
Public doctoral extensive	298	298	298	298	298
Private doctoral extensive	96	96	96	96	96
All doctoral intensive	39	39	39	39	39
Master's colleges and universities ¹	‡	‡	‡	‡	‡
All other	39	39	39	39	39
Years after beginning program started receiving funds					
First year	274	274	274	274	274
After the first year	116	116	116	116	116
Years after beginning program stopped receiving funds					
First year	70	70	70	70	70
Second year	69	69	69	69	69
Third year	83	83	83	83	83
Fourth year or after	162	162	162	162	162
Whether received other institution funding					
Received no support from institution	85	85	85	85	85
Received less than what was provided through fellowship	85	85	85	85	85
Received same amount or more than what was provided through fellowship	247	247	247	247	247

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes Hispanic/Latino origin and those who identified with multiple races or a race not shown.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

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Table 4-13. Of 1997–99 GAANN fellowships supporting doctoral degrees and in which fellows completed their degrees by 2006, percentage distribution according to amount of time spent on thesis or dissertation, and average time spent on thesis or dissertation: 2006

	Two years or less	Three years	Four years	Five years	Six years or more	Average years spent on thesis/ dissertation
Estimates						
Total	12	21	29	22	17	4
Gender						
Female	9	17	33	21	21	4
Male	14	23	26	22	15	4
Race/ethnicity^a						
Asian	15	18	24	18	26	4
Black or African-American	25	13	31	16	16	4
White	10	21	29	23	16	4
Other	10	20	37	13	20	4
Graduate field of study						
Biological sciences	6	10	26	24	34	5
Computer and information sciences	‡	‡	‡	‡	‡	‡
Engineering	19	26	32	19	4	4
Mathematics	21	35	25	10	9	4
Chemistry	6	14	35	31	14	4
Physics	10	19	31	21	19	4
Other	‡	‡	‡	‡	‡	‡
Carnegie classification of fellowship-granting institution						
Public doctoral extensive	10	20	32	19	19	4
Private doctoral extensive	11	25	22	27	15	4
All doctoral intensive	17	21	17	26	19	4
Master's colleges and universities I	‡	‡	‡	‡	‡	‡
All other	23	18	25	25	10	4
Whether received other institution funding						
Received no support from institution	14	23	30	23	9	4
Received less than what was provided through fellowship	15	21	23	21	21	4
Received same amount or more than what was provided through fellowship	10	20	32	20	18	4
Number of respondents^b						
Total	511	511	511	511	511	511
Gender						
Female	193	193	193	193	193	193
Male	311	311	311	311	311	311

Cont'd next page. See notes at end of table.

Table 4-13. Of 1997–99 GAANN fellowships supporting doctoral degrees and in which fellows completed their degrees by 2006, percentage distribution according to amount of time spent on thesis or dissertation, and average time spent on thesis or dissertation: 2006—Continued

	Two years or less	Three years	Four years	Five years	Six years or more	Average years spent on thesis/ dissertation
Race/ethnicity^a						
Asian	34	34	34	34	34	34
Black or African-American	32	32	32	32	32	32
White	392	392	392	392	392	392
Other	30	30	30	30	30	30
Graduate field of study						
Biological sciences	117	117	117	117	117	117
Computer and information sciences	‡	‡	‡	‡	‡	‡
Engineering	73	73	73	73	73	73
Mathematics	89	89	89	89	89	89
Chemistry	80	80	80	80	80	80
Physics	104	104	104	104	104	104
Other	‡	‡	‡	‡	‡	‡
Carnegie classification of fellowship-granting institution						
Public doctoral extensive	307	307	307	307	307	307
Private doctoral extensive	100	100	100	100	100	100
All doctoral intensive	42	42	42	42	42	42
Master's colleges and universities I	‡	‡	‡	‡	‡	‡
All other	40	40	40	40	40	40
Whether received other institution funding						
Received no support from institution	86	86	86	86	86	86
Received less than what was provided through fellowship	155	155	155	155	155	155
Received same amount or more than what was provided through fellowship	258	258	258	258	258	258

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes Hispanic/Latino origin and those who identified with multiple races or a race not shown.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

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Table 4-14. Of 1997–99 GAANN fellowships in which fellows had not completed their degrees by 2006, percentage in which fellows expected to complete their degrees, and of those fellowships in which fellows expected to complete, percentage distribution according to when they expected to complete: 2006

	Expect to complete	When expect to complete			Don't know
		Within next two years	In three to five years	In more than five years	
Estimates					
Total	35	86	5	#	9
Gender					
Female	26	‡	‡	‡	‡
Male	41	89	#	#	11
Program type					
Master's degree	‡	‡	‡	‡	‡
Doctoral degree	36	87	6	#	7
First-professional degree	‡	‡	‡	‡	‡
Number of respondents^a					
Total	159	56	56	56	56
Gender					
Female	65	‡	‡	‡	‡
Male	90	37	37	37	37
Program type					
Master's degree	‡	‡	‡	‡	‡
Doctoral degree	152	54	54	54	54
First-professional degree	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 4-15. Of 1997–99 GAANN fellowships in which fellows had not completed their degrees by 2006 and did not expect to complete them, percentage of fellowships in which fellows identified various reasons for not completing their degrees: 2006

Reason for not completing degree	Total	Gender	
		Female	Male
Estimates			
Academic problems	17	17	17
Not satisfied with program	27	25	30
Finished taking required classes	8	2	13
Different program of study	31	27	36
Taking time off	13	19	8
Conflicts with job/military service	2	2	2
Need to work	16	4	25
Offered desired job	23	25	21
Lost funding	8	4	11
Other financial reasons	8	4	11
Change in family status	16	13	19
Conflicts with home/personal reasons	17	21	15
Pursue other interests	14	6	21
Other	23	31	17
Number of respondents^a			
Academic problems	103	48	53
Not satisfied with program	103	48	53
Finished taking required classes	103	48	53
Different program of study	103	48	53
Taking time off	103	48	53
Conflicts with job/military service	103	48	53
Need to work	103	48	53
Offered desired job	103	48	53
Lost funding	103	48	53
Other financial reasons	103	48	53
Change in family status	103	48	53
Conflicts with home/personal reasons	103	48	53
Pursue other interests	103	48	53
Other	103	48	53

^a Represents the number of fellows who answered the relevant survey questions.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 4-16. Percentage of 1997–99 GAANN fellowships in which fellows had worked for pay since their fellowship had ended, and among those, average number of jobs fellows held and percentage in which fellows began working at various intervals after fellowship completion: 2006

	Had worked for pay since fellowship support ended	Average number of jobs held	When first worked		
			Within year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship
Estimates					
Total	94	2	40	30	31
Gender					
Female	92	2	40	27	33
Male	95	2	40	32	29
Race/ethnicity^a					
Asian	87	2	43	26	31
Black or African-American	90	2	55	26	18
White	95	2	37	31	32
Other	93	2	53	25	22
Program type					
Master's degree	88	2	66	19	15
Doctoral degree	95	2	36	31	33
First-professional degree	‡	‡	‡	‡	‡
Doctoral students					
Graduate field of study					
Biological sciences	94	2	46	28	26
Computer and information sciences	96	2	‡	‡	‡
Engineering	100	2	45	47	9
Mathematics	97	2	48	26	26
Chemistry	96	2	25	24	51
Physics	90	2	20	32	49
Other	‡	‡	‡	‡	‡
Carnegie classification of fellowship-granting institution					
Public doctoral extensive	96	2	31	34	35
Private doctoral extensive	92	2	43	25	33
All doctoral intensive	95	2	62	23	15
Master's colleges and universities I	97	2	‡	‡	‡
All other	94	2	35	32	32
Whether received other institution funding					
Received no support from institution	93	2	52	28	20
Received less than what was provided through fellowship	96	2	40	36	25
Received same amount or more than what was provided through fellowship	96	2	26	30	43

Cont'd next page. See notes at end of table.

Table 4-16. Percentage of 1997–99 GAANN fellowships in which fellows had worked for pay since their fellowship had ended, and among those, average number of jobs fellows held and percentage in which fellows began working at various intervals after fellowship completion: 2006
—Continued

	Had worked for pay since fellowship support ended		When first worked		
		Average number of jobs held	Within year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship
Whether received other type of financial support					
Received other types of financial support	96	2	40	36	25
Did not receive other types of financial support	96	2	26	30	43
Degree completion					
Completed	98	2	31	32	37
Did not complete, still pursuing	65	2	‡	‡	‡
Did not complete, no longer pursuing	95	2	64	28	8
Number of respondents^b					
Total	743	698	503	503	503
Gender					
Female	299	276	205	205	205
Male	434	413	296	296	296
Race/ethnicity ^a					
Asian	55	48	35	35	35
Black or African-American	49	44	38	38	38
White	564	535	380	380	380
Other	44	41	32	32	32
Program type					
Master's degree	76	67	59	59	59
Doctoral degree	663	630	444	444	444
First-professional degree	‡	‡	‡	‡	‡
Doctoral students					
Graduate field of study					
Biological sciences	130	122	89	89	89
Computer and information sciences	48	46	22	22	22
Engineering	96	96	58	58	58
Mathematics	124	120	84	84	84
Chemistry	101	97	79	79	79
Physics	140	126	92	92	92
Other	‡	‡	‡	‡	‡

Cont'd next page. See notes at end of table.

Table 4-16. Percentage of 1997–99 GAANN fellowships in which fellows had worked for pay since their fellowship had ended, and among those, average number of jobs fellows held and percentage in which fellows began working at various intervals after fellowship completion: 2006
—Continued

	Had worked for pay since fellowship support ended		When first worked		
	Average number of jobs held		Within year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship
Carnegie classification of fellowship-granting institution					
Public doctoral extensive	389	374	266	266	266
Private doctoral extensive	132	121	80	80	80
All doctoral intensive	59	56	39	39	39
Master's colleges and universities ¹	31	30	‡	‡	‡
All other	52	49	37	37	37
Whether received other institution funding					
Received no support from institution	135	125	94	94	94
Received less than what was provided through fellowship	201	192	149	149	149
Received same amount or more than what was provided through fellowship	310	298	198	198	198
Whether received other type of financial support					
Received other types of financial support	515	490	345	345	345
Did not receive other types of financial support	133	126	97	97	97
Degree completion					
Completed	511	502	380	380	380
Did not complete, still pursuing	54	35	‡	‡	‡
Did not complete, no longer pursuing	98	93	64	64	64

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes Hispanic/Latino origin and those who identified with multiple races or a race not shown.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship. Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

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Table 4-17. Percentage of 1997–99 GAANN fellowships in which fellows had worked in at least one job in which they used the expertise they had gained through the fellowship since it had ended; among those, average number of related jobs held; percentage distribution according to when first related job began; and average number of years spent in such jobs: 2006

	Had worked in job involving expertise gained from fellowship since fellowship support ended	Average number of related jobs held	When first worked in related job			Average number of years in job where used expertise
			Within a year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship	
Estimates						
Total	88	2	38	30	32	4
Gender						
Female	87	2	38	28	34	4
Male	90	2	38	32	30	4
Race/ethnicity ^a						
Asian	78	2	44	24	32	4
Black or African-American	84	2	51	22	27	4
White	90	2	35	32	33	4
Other	86	2	45	33	21	4
Program type						
Master's degree	80	2	57	23	20	4
Doctoral degree	90	2	35	31	34	4
First-professional degree	‡	‡	‡	‡	‡	‡
Doctoral students						
Graduate field of study						
Biological sciences	86	2	49	27	24	4
Computer and information sciences	94	2	50	38	12	4
Engineering	90	2	48	37	15	4
Mathematics	90	2	46	27	28	4
Chemistry	93	2	22	24	54	3
Physics	82	2	19	32	49	3
Other	‡	‡	‡	‡	‡	‡

Cont'd next page. See notes at end of table.

COMPENDIUM TABLES 4—GAANN

Table 4-17. Percentage of 1997–99 GAANN fellowships in which fellows had worked in at least one job in which they used the expertise they had gained through the fellowship since it had ended; among those, average number of related jobs held; percentage distribution according to when first related job began; and average number of years spent in such jobs: 2006—Continued

	Had worked in job involving expertise gained from fellowship since fellowship support ended	Average number of related jobs held	When first worked in related job			Average number of years in job where used expertise
			Within a year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship	
Carnegie classification of fellowship-granting institution						
Public doctoral extensive	90	2	33	32	35	4
Private doctoral extensive	87	2	41	26	33	4
All doctoral intensive	86	2	57	22	20	4
Master's colleges and universities I	86	2	40	30	30	4
All other	88	2	37	34	29	4
Degree completion						
Completed	94	2	34	31	35	4
Did not complete, still pursuing	55	2	‡	‡	‡	4
Did not complete, no longer pursuing	77	2	58	27	15	4
Number of respondents^b						
Total	743	657	506	506	506	651
Gender						
Female	299	260	204	204	204	258
Male	434	389	300	300	300	387
Race/ethnicity ^a						
Asian	55	43	34	34	34	43
Black or African-American	49	41	37	37	37	41
White	564	507	385	385	385	505
Other	44	38	33	33	33	37

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COMPENDIUM TABLES 4—GAANN

Table 4-17. Percentage of 1997–99 GAANN fellowships in which fellows had worked in at least one job in which they used the expertise they had gained through the fellowship since it had ended; among those, average number of related jobs held; percentage distribution according to when first related job began; and average number of years spent in such jobs: 2006—Continued

	Had worked in job involving expertise gained from fellowship since fellowship support ended	Average number of related jobs held	When first worked in related job			Average number of years in job where used expertise
			Within a year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship	
Program type						
Master's degree	76	61	56	56	56	60
Doctoral degree	663	595	450	450	450	591
First-professional degree	1	0	0	0	0	0
Doctoral students						
Graduate field of study						
Biological sciences	151	130	103	103	103	129
Computer and information sciences	54	51	34	34	34	49
Engineering	128	115	81	81	81	114
Mathematics	132	119	94	94	94	117
Chemistry	107	100	82	82	82	100
Physics	145	119	91	91	91	119
Other	‡	‡	‡	‡	‡	‡
Carnegie classification of fellowship-granting institution						
Public doctoral extensive	422	379	294	294	294	374
Private doctoral extensive	138	120	85	85	85	120
All doctoral intensive	69	59	49	49	49	59
Master's colleges and universities I	57	49	40	40	40	48
All other	57	50	38	38	38	50

Cont'd next page. See notes at end of table.

COMPENDIUM TABLES 4—GAANN

Table 4-17. Percentage of 1997–99 GAANN fellowships in which fellows had worked in at least one job in which they used the expertise they had gained through the fellowship since it had ended; among those, average number of related jobs held; percentage distribution according to when first related job began; and average number of years spent in such jobs: 2006—Continued

	Had worked in job involving expertise gained from fellowship since fellowship support ended	Average number of related jobs held	When first worked in related job			Average number of years in job where used expertise
			Within a year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship	
Degree completion						
Completed	583	547	425	425	425	543
Did not complete, still pursuing	56	31	‡	‡	‡	30
Did not complete, no longer pursuing	103	79	55	55	55	78

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes Hispanic/Latino origin and those who identified with multiple races or a race not shown.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship. Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 4-18. Of 1997–99 GAANN fellowships in which fellows had worked in at least one job in which they used the expertise gained through their fellowship, percentage in which fellows had worked part-time in any of these jobs; and of those who had worked part-time, reasons for working part-time: 2006

	Total	Gender	
		Female	Male
Estimates			
Worked part-time in any reported jobs	19	25	15
Reason for working part-time			
Full-time not available	32	29	35
No one worked full-time	3	2	5
Family	18	29	7
School	42	31	53
No need/desire	12	14	10
Pursuing other interests	7	9	5
Health problems	2	3	2
Other	16	15	17
Number of respondents^a			
Worked part-time in any reported jobs	656	260	389
Reason for working part-time			
Full-time not available	125	65	60
No one worked full-time	125	65	60
Family	125	65	60
School	125	65	60
No need/desire	125	65	60
Pursuing other interests	125	65	60
Health problems	125	65	60
Other	125	65	60

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 4-19. Of 1997–99 GAANN fellowships in which fellows had worked in a job that involved the expertise gained through the graduate study supported by the GAANN fellowship, percentage who considered that work to be part of a long-term career they were pursuing or intended to pursue, and of those, number of years they had been working in that career: 2006

	Work related to expertise part of career pursuing	Of those who considered such work part of long-term career, number of years in that career
Estimates		
Total	97	4
Gender		
Female	97	4
Male	97	4
Race/ethnicity ^a		
Asian	98	4
Black or African-American	95	4
White	96	4
Other	97	5
Program type		
Master's degree	95	4
Doctoral degree	97	4
First-professional degree	‡	‡
Graduate field of study		
Biological sciences	98	4
Computer and information sciences	98	5
Engineering	96	5
Mathematics	95	4
Chemistry	97	3
Physics	96	3
Other	‡	‡
Carnegie classification of fellowship-granting institution		
Public doctoral extensive	97	4
Private doctoral extensive	97	4
All doctoral intensive	95	5
Master's colleges and universities I	96	4
All other	100	5
Degree completion		
Completed	97	4
Did not complete, still pursuing	100	‡
Did not complete, no longer pursuing	92	5

Cont'd next page. See notes at end of table.

Table 4-19. Of 1997–99 GAANN fellowships in which fellows had worked in a job that involved the expertise gained through the graduate study supported by the GAANN fellowship, percentage who considered that work to be part of a long-term career they were pursuing or intended to pursue, and of those, number of years they had been working in that career: 2006—Continued

	Work related to expertise part of career pursuing	Of those who considered such work part of long-term career, number of years in that career
Number of respondents^b		
Total	653	619
Gender		
Female	260	243
Male	389	373
Race/ethnicity ^a		
Asian	43	40
Black or African-American	41	36
White	507	487
Other	38	34
Program type		
Master's degree	61	55
Doctoral degree	591	564
First-professional degree	‡	‡
Graduate field of study		
Biological sciences	130	127
Computer and information sciences	51	47
Engineering	113	109
Mathematics	118	108
Chemistry	100	96
Physics	119	112
Other	‡	‡
Carnegie classification of fellowship-granting institution		
Public doctoral extensive	375	353
Private doctoral extensive	120	113
All doctoral intensive	59	56
Master's colleges and universities I	49	47
All other	50	50
Degree completion		
Completed	544	521
Did not complete, still pursuing	31	‡
Did not complete, no longer pursuing	78	69

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes Hispanic/Latino origin and those who identified with multiple races or a race not shown.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

COMPENDIUM TABLES 4—GAANN

Table 4-20. Of 1997–99 GAANN fellowships in which fellows had worked in at least one job in which they used the expertise gained through their fellowship, percentage in which fellows had worked in various sectors in any of these jobs: 2006

	Education	Military/ government	U.S. private sector	Foreign/ international	Other
Estimates					
Total	64	16	34	2	6
Gender					
Female	67	13	34	2	5
Male	62	18	34	2	6
Race/ethnicity^a					
Asian	40	9	53	2	14
Black or African-American	73	15	27	2	7
Native Hawaiian or Other Pacific Islander	65	17	34	2	5
White	61	16	26	3	11
Program type					
Master's degree	41	16	43	2	10
Doctoral degree	66	16	33	2	5
First-professional degree	‡	‡	‡	‡	‡
Doctoral students					
Graduate field of study					
Biological sciences	71	10	30	4	8
Computer and information sciences	51	4	58	#	4
Engineering	47	28	43	1	7
Mathematics	93	6	18	1	2
Chemistry	58	16	45	3	4
Physics	63	28	26	1	4
Other	‡	‡	‡	‡	‡
Carnegie classification of fellowship-granting institution					
Public doctoral extensive	68	15	33	2	5
Private doctoral extensive	72	15	33	1	3
All doctoral intensive	63	10	33	4	10
Master's colleges and universities I	67	20	47	#	#
All other	43	34	34	2	9
Degree completion					
Completed	68	18	29	2	5
Did not complete, still pursuing	‡	‡	‡	‡	‡
Did not complete, no longer pursuing	50	7	62	3	7

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COMPENDIUM TABLES 4—GAANN

Table 4-20. Of 1997–99 GAANN fellowships in which fellows had worked in at least one job in which they used the expertise gained through their fellowship, percentage in which fellows had worked in various sectors in any of these jobs: 2006—Continued

	Education	Military/ government	U.S. private sector	Foreign/ international	Other
Program completion date-year					
1997	‡	‡	‡	‡	‡
1998	‡	‡	‡	‡	‡
1999	78	19	41	3	3
2000	57	20	39	2	9
2001	69	26	27	1	4
2002	70	19	27	1	5
2003	72	19	23	2	4
2004	63	10	33	3	5
2005	74	9	22	2	7
2006	‡	‡	‡	‡	‡
Number of respondents^b					
Total	654	654	654	654	654
Gender					
Female	260	260	260	260	260
Male	389	389	389	389	389
Race/ethnicity^a					
Asian	43	43	43	43	43
Black or African-American	41	41	41	41	41
Native Hawaiian or Other Pacific Islander	507	507	507	507	507
White	38	38	38	38	38
Program type					
Master's degree	61	61	61	61	61
Doctoral degree	592	592	592	592	592
First-professional degree	0	0	0	0	0
Doctoral students					
Graduate field of study					
Biological sciences	118	118	118	118	118
Computer and information sciences	45	45	45	45	45
Engineering	86	86	86	86	86
Mathematics	112	112	112	112	112
Chemistry	95	95	95	95	95
Physics	115	115	115	115	115
Other	‡	‡	‡	‡	‡

Cont'd next page. See notes at end of table.

Table 4-20. Of 1997–99 GAANN fellowships in which fellows had worked in at least one job in which they used the expertise gained through their fellowship, percentage in which fellows had worked in various sectors in any of these jobs: 2006—Continued

	Education	Military/ government	U.S. private sector	Foreign/ international	Other
Carnegie classification of fellowship-granting institution					
Public doctoral extensive	347	347	347	347	347
Private doctoral extensive	116	116	116	116	116
All doctoral intensive	52	52	52	52	52
Master's colleges and universities ¹	30	30	30	30	30
All other	47	47	47	47	47
Degree completion					
Completed	487	487	487	487	487
Did not complete, still pursuing	‡	‡	‡	‡	‡
Did not complete, no longer pursuing	76	76	76	76	76
Program completion date-year					
1997	‡	‡	‡	‡	‡
1998	‡	‡	‡	‡	‡
1999	32	32	32	32	32
2000	44	44	44	44	44
2001	74	74	74	74	74
2002	100	100	100	100	100
2003	95	95	95	95	95
2004	79	79	79	79	79
2005	46	46	46	46	46
2006	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes Hispanic/Latino origin and those who identified with multiple races or a race not shown.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 4-21. Of 1997–99 GAANN fellowships in which fellows had worked for pay since the completion of their fellowships, percentage in which fellows had held at least one job in which teaching was a primary responsibility; of those, average amount of time spent teaching since fellowship support ended; and percentage who had taught subjects related to the field of graduate study for which they had received fellowship support: 2006

	Teaching major responsibility in any reported jobs	Average number of years spent teaching	Any teaching jobs related to field of study
Estimates			
Total	48	3	94
Gender			
Female	50	3	94
Male	46	3	94
Race/ethnicity ^a			
Asian	21	‡	‡
Black or African-American	59	‡	‡
White	48	3	94
Other	51	‡	‡
Program type			
Master's degree	39	‡	‡
Doctoral degree	49	3	94
First-professional degree	‡	‡	‡
Doctoral students			
Graduate field of study			
Biological sciences	47	2	97
Computer and information sciences	39	‡	‡
Engineering	34	3	93
Mathematics	85	3	94
Chemistry	41	2	93
Physics	36	3	91
Other	‡	‡	‡
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	49	3	95
Private doctoral extensive	52	3	92
All doctoral intensive	44	‡	‡
Master's colleges and universities I	47	‡	‡
All other	35	‡	‡
Degree completion			
Completed	47	3	96
Did not complete, still pursuing	56	‡	‡
Did not complete, no longer pursuing	48	3	85

Cont'd next page. See notes at end of table.

Table 4-21. Of 1997–99 GAANN fellowships in which fellows had worked for pay since the completion of their fellowships, percentage in which fellows had held at least one job in which teaching was a primary responsibility; of those, average amount of time spent teaching since fellowship support ended; and percentage who had taught subjects related to the field of graduate study for which they had received fellowship support: 2006—Continued

	Teaching major responsibility in any reported jobs	Average number of years spent teaching	Any teaching jobs related to field of study
Number of respondents^b			
Total	694	328	331
Gender			
Female	276	139	139
Male	413	188	189
Race/ethnicity ^a			
Asian	48	10	10
Black or African-American	44	‡	‡
White	535	256	256
Other	41	‡	‡
Program type			
Master's degree	67	‡	‡
Doctoral degree	626	302	305
First-professional degree	‡	‡	‡
Doctoral students			
Graduate field of study			
Biological sciences	138	64	65
Computer and information sciences	51	‡	‡
Engineering	122	41	41
Mathematics	127	107	108
Chemistry	102	42	42
Physics	131	47	47
Other	‡	‡	‡
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	401	192	195
Private doctoral extensive	126	66	66
All doctoral intensive	64	‡	‡
Master's colleges and universities I	51	‡	‡
All other	52	‡	‡
Degree completion			
Completed	563	262	265
Did not complete, still pursuing	36	‡	‡
Did not complete, no longer pursuing	95	46	46

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes Hispanic/Latino origin and those who identified with multiple races or a race not shown.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 4-22. Percentage of 1997–99 GAANN fellowships in which fellows had been out of the labor force since their fellowship had ended, and of those, percentage in which fellows had been out of the labor force for various reasons: 2006

	Total	Gender	
		Female	Male
Estimates			
Out of the labor force	16	23	12
Reason for being out of the labor force			
Family	30	45	10
Did not want to work	8	13	2
Did not expect to find work	5	3	8
Health-related reasons	7	9	4
Pursue other interests	18	16	20
Unable to find work when unemployed	18	12	26
Studying full-time	39	30	50
Other	13	12	14
Number of respondents^a			
Out of the labor force	736	23	12
Reason for being out of the labor force			
Family	119	69	50
Did not want to work	119	69	50
Did not expect to find work	119	69	50
Health-related reasons	119	69	50
Pursue other interests	119	69	50
Unable to find work when unemployed	119	69	50
Studying full-time	119	69	50
Other	119	69	50

^a Represents the number of fellows who answered the relevant survey questions.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 4-23. Percentage of 1997–99 GAANN fellowships in which fellows were out of the labor force at the time of the survey; of those, percentage in which fellows expected to look for work that involved the expertise gained through graduate study supported by the GAANN fellowship; and percentage of 1997–99 GAANN fellowships in which fellows had been unemployed for three months or more since completing their fellowships: 2006

	Out of labor force at time of survey	Expect to look for work related to fellowship studies	Had been unemployed at least three months
Estimates			
Total	7	76	12
Gender			
Female	10	74	15
Male	4	‡	11
Race/ethnicity^a			
Asian	11	‡	18
Black or African-American	8	‡	22
White	6	76	11
Other	7	‡	20
Program type			
Master's degree	11	‡	13
Doctoral degree	6	79	12
First-professional degree	‡	‡	‡
Graduate field of study			
Biological sciences	12	‡	15
Computer and information sciences	4	‡	15
Engineering	5	‡	12
Mathematics	8	‡	13
Chemistry	6	‡	11
Physics	6	‡	9
Other	‡	‡	‡
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	7	‡	12
Private doctoral extensive	4	‡	11
All doctoral intensive	10	‡	16
Master's colleges and universities I	9	‡	12
All other	7	‡	11
Degree completion			
Completed	4	‡	10
Did not complete, still pursuing	22	‡	26
Did not complete, no longer pursuing	14	‡	20

Cont'd next page. See notes at end of table.

Table 4-23. Percentage of 1997–99 GAANN fellowships in which fellows were out of the labor force at the time of the survey; of those, percentage in which fellows expected to look for work that involved the expertise gained through graduate study supported by the GAANN fellowship; and percentage of 1997–99 GAANN fellowships in which fellows had been unemployed for three months or more since completing their fellowships: 2006—Continued

	Out of labor force at time of survey	Expect to look for work related to fellowship studies	Had been unemployed at least three months
Number of respondents^b			
Total	748	51	737
Gender			
Female	299	31	299
Male	434	‡	434
Race/ethnicity^a			
Asian	55	‡	55
Black or African-American	49	‡	49
White	564	34	564
Other	44	‡	44
Program type			
Master's degree	76	‡	76
Doctoral degree	657	43	657
First-professional degree	‡	‡	‡
Graduate field of study			
Biological sciences	151	‡	151
Computer and information sciences	53	‡	53
Engineering	126	‡	126
Mathematics	131	‡	131
Chemistry	107	‡	107
Physics	144	‡	144
Other	‡	‡	‡
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	422	‡	417
Private doctoral extensive	140	‡	137
All doctoral intensive	71	‡	69
Master's colleges and universities I	58	‡	57
All other	57	‡	57
Degree completion			
Completed	580	‡	580
Did not complete, still pursuing	54	‡	54
Did not complete, no longer pursuing	102	‡	102

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes Hispanic/Latino origin and those who identified with multiple races or a race not shown.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 4-24. Percentage distribution of 1997–99 GAANN fellowships according to fellows' expected activities in three years: 2006

	Working in job involving expertise gained through fellowship support	Working in a field that does not involve the expertise gained with fellowship support	Not working for pay
Estimates			
Total	88	6	6
Gender			
Female	87	5	8
Male	90	6	5
Race/ethnicity^a			
Asian	78	9	13
Black or African-American	84	6	10
White	90	5	5
Other	86	7	7
Program type			
Master's degree	80	8	12
Doctoral degree	90	5	5
First-professional degree	‡	‡	‡
Graduate field of study			
Biological sciences	86	5	9
Computer and information sciences	94	2	4
Engineering	90	7	3
Mathematics	90	6	4
Chemistry	93	2	5
Physics	82	8	10
Other	‡	‡	‡
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	90	6	4
Private doctoral extensive	87	4	9
All doctoral intensive	86	7	7
Master's colleges and universities I	86	4	11
All other	88	4	9
Degree completion			
Completed	94	3	3
Did not complete, still pursuing	55	11	34
Did not complete, no longer pursuing	77	17	7

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Table 4-24. Percentage distribution of 1997–99 GAANN fellowships according to fellows' expected activities in three years: 2006—Continued

	Working in job involving expertise gained through fellowship support	Working in a field that does not involve the expertise gained with fellowship support	Not working for pay
Program completion date-year			
1997	‡	‡	‡
1998	‡	‡	‡
1999	94	6	#
2000	94	3	3
2001	93	3	4
2002	97	1	2
2003	97	2	1
2004	96	#	4
2005	92	6	2
2006	‡	‡	‡
Number of respondents^b			
Total	743	743	743
Gender			
Female	299	299	299
Male	434	434	434
Race/ethnicity^a			
Asian	55	55	55
Black or African-American	49	49	49
White	564	564	564
Other	44	44	44
Program type			
Master's degree	76	76	76
Doctoral degree	663	663	663
First-professional degree	‡	‡	‡
Graduate field of study			
Biological sciences	151	151	151
Computer and information sciences	54	54	54
Engineering	128	128	128
Mathematics	132	132	132
Chemistry	107	107	107
Physics	145	145	145
Other	‡	‡	‡

Cont'd next page. See notes at end of table.

Table 4-24. Percentage distribution of 1997–99 GAANN fellowships according to fellows' expected activities in three years: 2006—Continued

	Working in job involving expertise gained through fellowship support	Working in a field that does not involve the expertise gained with fellowship support	Not working for pay
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	422	422	422
Private doctoral extensive	138	138	138
All doctoral intensive	69	69	69
Master's colleges and universities I	57	57	57
All other	57	57	57
Degree completion			
Completed	583	583	583
Did not complete, still pursuing	56	56	56
Did not complete, no longer pursuing	103	103	103
Program completion date-year			
1997	‡	‡	‡
1998	‡	‡	‡
1999	50	50	50
2000	66	66	66
2001	95	95	95
2002	109	109	109
2003	100	100	100
2004	84	84	84
2005	51	51	51
2006	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes Hispanic/Latino origin and those who identified with multiple races or a race not shown.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 4-25. Percentage distribution of 1997–99 GAANN fellowships according to when fellows learned about the GAANN fellowship program: 2006

	Before choosing major field of study for graduate degree	After choosing major field of study for graduate degree	Don't know
Estimates			
Total	4	93	3
Gender			
Female	3	93	3
Male	5	93	3
Race/ethnicity ^a			
Asian	9	85	5
Black or African-American	4	94	2
Native Hawaiian or Other Pacific Islander	4	94	3
White	2	93	5
Program type			
Master's degree	12	87	1
Doctoral degree	3	94	3
First-professional degree	‡	‡	‡
Graduate field of study			
Biological sciences	3	93	4
Computer and information sciences	2	96	2
Engineering	10	87	3
Mathematics	1	97	2
Chemistry	4	93	4
Physics	1	97	2
Other	‡	‡	‡
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	3	94	2
Private doctoral extensive	1	94	5
All doctoral intensive	6	91	3
Master's colleges and universities I	7	93	#
All other	14	82	4
Number of respondents^b			
Total	736	736	736
Gender			
Female	299	299	299
Male	434	434	434

Cont'd next page. See notes at end of table.

Table 4-25. Percentage distribution of 1997–99 GAANN fellowships according to when fellows learned about the GAANN fellowship program: 2006—Continued

	Before choosing major field of study for graduate degree	After choosing major field of study for graduate degree	Don't know
Race/ethnicity^a			
Asian	55	55	55
Black or African-American	49	49	49
Native Hawaiian or Other Pacific Islander	564	564	564
White	44	44	44
Program type			
Master's degree	76	76	76
Doctoral degree	656	656	656
First-professional degree	‡	‡	‡
Graduate field of study			
Biological sciences	151	151	151
Computer and information sciences	52	52	52
Engineering	126	126	126
Mathematics	131	131	131
Chemistry	107	107	107
Physics	144	144	144
Other	‡	‡	‡
Carnegie classification of fellowship-granting institution			
Public doctoral extensive	416	416	416
Private doctoral extensive	137	137	137
All doctoral intensive	69	69	69
Master's colleges and universities I	57	57	57
All other	57	57	57

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes Hispanic/Latino origin and those who identified with multiple races or a race not shown.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 4-26. Percentage distribution of 1997–99 GAANN fellowships according to the degree to which receiving a GAANN fellowship influenced fellows' choice of occupations and career: 2006

	Not at all	Very little	Somewhat	A great deal
Estimates				
Total	44	20	26	10
Gender				
Female	46	15	25	13
Male	43	22	26	9
Race/ethnicity ^a				
Asian	36	20	22	22
Black or African-American	43	10	29	18
White	45	20	27	8
Other	45	23	16	16
Program type				
Master's degree	37	20	25	18
Doctoral degree	45	20	26	9
First-professional degree	‡	‡	‡	‡
Doctoral students				
Graduate field of study				
Biological sciences	39	18	28	14
Computer and information sciences	46	20	22	13
Engineering	44	15	30	12
Mathematics	41	24	28	7
Chemistry	54	12	27	7
Physics	48	24	22	6
Other	‡	‡	‡	‡
Carnegie classification of fellowship-granting institution				
Public doctoral extensive	46	20	24	10
Private doctoral extensive	43	20	31	7
All doctoral intensive	42	19	29	10
Master's colleges and universities I	32	10	35	23
All other	56	21	17	6
Degree completion				
Completed	43	22	24	10
Did not complete, still pursuing	52	8	33	8
Did not complete, no longer pursuing	49	12	33	5
Number of respondents^b				
Total	736	736	736	736
Gender				
Female	299	299	299	299
Male	434	434	434	434

Cont'd next page. See notes at end of table.

Table 4-26. Percentage distribution of 1997–99 GAANN fellowships according to the degree to which receiving a GAANN fellowship influenced fellows’ choice of occupations and career: 2006
—Continued

	Not at all	Very little	Somewhat	A great deal
Race/ethnicity^a				
Asian	55	55	55	55
Black or African-American	49	49	49	49
White	564	564	564	564
Other	44	44	44	44
Program type				
Master’s degree	76	76	76	76
Doctoral degree	656	656	656	656
First-professional degree	‡	‡	‡	‡
Doctoral students				
Graduate field of study				
Biological sciences	130	130	130	130
Computer and information sciences	46	46	46	46
Engineering	94	94	94	94
Mathematics	123	123	123	123
Chemistry	101	101	101	101
Physics	139	139	139	139
Other	‡	‡	‡	‡
Carnegie classification of fellowship-granting institution				
Public doctoral extensive	383	383	383	383
Private doctoral extensive	131	131	131	131
All doctoral intensive	59	59	59	59
Master’s colleges and universities I	31	31	31	31
All other	52	52	52	52
Degree completion				
Completed	507	507	507	507
Did not complete, still pursuing	52	52	52	52
Did not complete, no longer pursuing	97	97	97	97

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Race categories exclude Hispanic origin. Other includes Hispanic/Latino origin and those who identified with multiple races or a race not shown.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.
SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 4-27. Percentage distributions of 1997–99 GAANN fellowships according to fellows’ ratings of how helpful the GAANN fellowship was in finishing their degrees or obtaining employment in their desired fields: 2006

	Finishing degrees ^a			Obtaining employment in desired fields		
	Very helpful	Some- what helpful	Not helpful	Very helpful	Some- what helpful	Not helpful
Estimates						
Total	64	32	4	21	55	24
Gender						
Female	65	31	4	20	59	21
Male	64	32	4	21	54	25
Race/ethnicity^b						
Asian	64	36	#	23	57	20
Black or African-American	83	15	3	23	53	25
White	62	34	5	20	57	23
Other	70	27	3	29	42	29
Program type						
Master’s degree	87	13	#	32	58	10
Doctoral degree	61	34	5	20	55	25
First-professional degree	‡	‡	‡	‡	‡	‡
Doctoral students						
Graduate field of study						
Biological sciences	67	31	3	58	19	16
Computer and information sciences	‡	‡	‡	56	19	14
Engineering	56	42	3	59	29	24
Mathematics	70	28	1	51	24	19
Chemistry	46	44	10	53	32	27
Physics	58	35	8	50	29	29
Other	‡	‡	‡	‡	‡	‡
Carnegie classification of fellowship-granting institution						
Public doctoral extensive	63	34	4	59	23	21
Private doctoral extensive	56	36	8	42	31	26
All doctoral intensive	64	36	#	58	26	23
Master’s colleges and universities I	‡	‡	‡	‡	‡	14
All other	63	33	5	59	29	23
Whether received other institution funding						
Received no support from institution	71	22	7	25	47	27
Received less than what was provided through fellowship	71	27	2	22	59	19
Received same amount or more than what was provided through fellowship	52	43	5	15	56	29

Cont’d next page. See notes at end of table.

Table 4-27. Percentage distributions of 1997–99 GAANN fellowships according to fellows’ ratings of how helpful the GAANN fellowship was in finishing their degrees or obtaining employment in their desired fields: 2006—Continued

	Finishing degrees ^a			Obtaining employment in desired fields		
	Very helpful	Some- what helpful	Not helpful	Very helpful	Some- what helpful	Not helpful
Whether received other type of financial support						
Received other types of financial support	62	34	4	57	25	20
Did not receive other types of financial support	58	37	5	25	46	28
Degree completion						
Completed	61	34	5	56	24	20
Did not complete, still pursuing	‡	‡	‡	66	18	17
Did not complete, no longer pursuing	‡	‡	‡	45	38	36
Number of respondents^c						
Total	580	580	580	596	596	596
Gender						
Female	234	234	234	230	230	230
Male	344	344	344	363	363	363
Race/ethnicity ^b						
Asian	42	42	42	44	44	44
Black or African-American	40	40	40	40	40	40
White	440	440	440	453	453	453
Other	37	37	37	38	38	38
Program type						
Master’s degree	70	70	70	59	59	59
Doctoral degree	507	507	507	534	534	534
First-professional degree	‡	‡	‡	‡	‡	‡
Doctoral students						
Graduate field of study						
Biological sciences	118	118	118	105	105	105
Computer and information sciences	26	26	26	36	36	36
Engineering	72	72	72	80	80	80
Mathematics	88	88	88	109	109	109
Chemistry	80	80	80	77	77	77
Physics	104	104	104	107	107	107
Other	‡	‡	‡	‡	‡	‡

Cont’d next page. See notes at end of table.

Table 4-27. Percentage distributions of 1997–99 GAANN fellowships according to fellows’ ratings of how helpful the GAANN fellowship was in finishing their degrees or obtaining employment in their desired fields: 2006—Continued

	Finishing degrees ^a			Obtaining employment in desired fields		
	Very helpful	Some- what helpful	Not helpful	Very helpful	Some- what helpful	Not helpful
Carnegie classification of fellowship-granting institution						
Public doctoral extensive	304	304	304	310	310	310
Private doctoral extensive	99	99	99	112	112	112
All doctoral intensive	42	42	42	50	50	50
Master’s colleges and universities I	‡	‡	‡	‡	‡	‡
All other	40	40	40	41	41	41
Whether received other institution funding						
Received no support from institution	87	87	87	110	110	110
Received less than what was provided through fellowship	155	155	155	170	170	170
Received same amount or more than what was provided through fellowship	258	258	258	247	247	247
Number of respondents^c						
Whether received other type of financial support						
Received other types of financial support	402	402	402	430	430	430
Did not receive other types of financial support	99	99	99	99	99	99
Degree completion						
Completed	507	507	507	422	422	422
Did not complete, still pursuing	‡	‡	‡	38	38	38
Did not complete, no longer pursuing	‡	‡	‡	74	74	74

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Includes only fellows who completed their degrees.

^b Race categories exclude Hispanic origin. Other includes Hispanic/Latino origin and those who identified with multiple races or a race not shown.

^c Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

COMPENDIUM TABLES

Jacob K. Javits Tables

Table 5-1. Percentage distributions of 1997–99 Javits fellowships according to fellows’ gender and race/ethnicity: 2006

	Gender		Race/ethnicity						
	Female	Male	American Indian or Alaska Native	Asian	Black	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Multiple
Estimates									
Total	42	58	#	8	3	#	4	82	2
Number of respondents^a									
Total	92	92	90	90	90	90	90	90	90

Rounds to zero.

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 5-2. Percentage distributions of 1997–99 Javits fellowships according to fellows’ graduate degree program and field of study when received fellowship: 2006

	Program type			Field of study			
	M.A./M.S.	Ph.D.	First- pro- fessional	Social sciences	Humanities		Other ^a
					History and letters	Other humanities	
Estimates							
Total	15	84	1	23	38	34	5
Number of respondents^b							
Total	93	93	93	93	93	93	93

^a Includes Communications and other fields.

^b Represents the number of fellows who answered the relevant survey questions.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 5-3. Percentage distribution of 1997–99 Javits fellowships according to fellows’ usual enrollment status, and percentage in which fellows were continuously enrolled while pursuing the degree supported by the fellowship; of those fellowships in which fellows had taken at least one term off, average number of terms taken off: 2006

	Usual enrollment status			Whether continuously enrolled	Average number of terms of terms not enrolled-summer not included
	Usually enrolled full-time	Usually enrolled part-time	Mix of full-time and part-time enrollment		
Estimates					
Total	99	#	1	85	‡
Number of respondents^a					
Total	92	92	92	93	14

Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

^a Represents the number of fellows who answered the relevant survey questions.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 5-4. Percentage distribution of 1997–99 Javits fellowships according to Carnegie classification of fellowship-granting institution: 2006

	Public doctoral extensive ^a	Private doctoral extensive ^a	Other
Estimates			
Total	30	65	5
Number of respondents^b			
Total	93	93	93

^a These institutions are committed to graduate education through the doctorate, and award 50 or more doctoral degrees per year across at least 15 disciplines.

^b Represents the number of fellows who answered the relevant survey questions.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 5-5. Percentage distribution of 1997–99 Javits fellowships according to year of fellows’ graduate study in which Javits fellowship was received: 2006

	First year	After the first year
Estimates		
Total	94	6
Number of respondents^a		
Total	87	87

^a Represents the number of fellows who answered the relevant survey questions.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 5-6. Percentage distribution of 1997–99 Javits fellowships according to year of fellows’ graduate study in which Javits fellowship funding ended: 2006

	Before the fourth year	Fourth year or after
Estimates		
Total	30	70
Number of respondents^a		
Total	94	94

^a Represents the number of fellows who answered the relevant survey questions.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 5-7. Percentage distribution of 1997–99 Javits fellowships by whether fellows received financial support from institution in addition to Javits fellowship: 2006

	Received no additional support from institution	Received additional support in amount same as or less than Javits funding	Received additional support in amount greater than Javits funding
Estimates			
Total	25	59	16
Number of respondents^a			
Total	92	92	92

^a Represents the number of fellows who answered the relevant survey questions.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 5-8. Percentage of 1997–99 Javits fellowships in which fellows received financial support from other sources in addition to Javits fellowship: 2006

	Other fellowships, scholarships	Grants	Loans	Employer reimbursement/ assistance	Parents	Other family or friends	Earnings from job	Savings	Other	None
Estimates										
Total	70	27	21	2	16	12	34	29	7	11
Number of respondents^a										
Total	92	92	92	92	92	92	92	92	92	92

^a Represents the number of fellows who answered the relevant survey questions.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 5-9. Percentage distribution of 1997–99 Javits fellowships by fellows’ degree completion status in 2006

	Completed degree	Still enrolled or pursuing degree	Had not attained and not enrolled or pursuing degree
Estimates			
Total	68	19	13
Number of respondents^a			
Total	94	94	94

^a Represents the number of fellows who answered the relevant survey questions.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 5-10. Percentage distribution of 1997–99 Javits fellowships in which fellows completed their degrees according to time to degree and average time to degree: 2006

	Zero to five years	Six years or more	Average number of years to degree
Estimates			
Total	46	54	6
Number of respondents^a			
Total	63	63	63

^a Represents the number of fellows who answered the relevant survey questions.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 5-11. Of 1997–99 Javits fellowships in which fellows completed their degrees by 2006, percentage distribution according to amount of time spent on thesis or dissertation, and average time spent on thesis or dissertation: 2006

	No thesis/ dissertation required	Two years or less	Three years	Four years	Five years	Six years or more	Average years spent on thesis/ dissertation
Estimates							
Total	3	30	21	23	20	7	3
Number of respondents^a							
Total	63	61	61	61	61	61	61

^a Represents the number of fellows who answered the relevant survey questions.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 5-12. Percentage of 1997–99 Javits fellowships in which fellows had worked for pay since their fellowship had ended, and among those, average number of jobs fellows held and percentage in which fellows began working at various intervals after fellowship completion: 2006

	Had worked for pay since fellowship support ended	Average number of jobs held	When first worked		
			Within year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship
Estimates					
Total	85	2	48	44	8
Number of respondents^a					
Total	92	78	61	61	61

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

COMPENDIUM TABLES 5—*Javits*

Table 5-13. Percentage of 1997–99 Javits fellowships in which fellows had worked in at least one job in which they used the expertise they had gained through the fellowship since it had ended; among those, average number of related jobs held; percentage distribution according to when first related job began; and average number of years spent in such jobs: 2006

	Had worked in job involving expertise gained from fellowship since fellowship support ended	Average number of related jobs held	When first worked in related job			Average number of years in job where used expertise	Worked part-time in any reported jobs
			Within a year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship		
Estimates							
Total	75	2	39	47	14	3	32
Number of respondents^a							
Total	92	69	64	64	64	69	69

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship. Numbers may not sum to total because of missing data.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 5-14. Of 1997–99 Javits fellowships in which fellows had worked in a job that involved the expertise gained through the graduate study supported by the Javits fellowship, percentage who considered that work to be part of a long-term career they were pursuing or intended to pursue, and of those, number of years they had been working in that career: 2006

	Work related to expertise part of career pursuing	Of those who considered such work part of long-term career, number of years in that career
Estimates		
Total	94	3
Number of respondents^a		
Total	68	59

^a Represents the number of fellows who answered the relevant survey questions.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 5-15. Of 1997–99 Javits fellowships in which fellows had worked in at least one job in which they used the expertise gained through their fellowship, percentage in which fellows had worked in various sectors in any of these jobs: 2006

	Education	Military/ government	U.S. private sector	Foreign/ international	Other
Estimates					
Total	83	3	20	6	3
Number of respondents^a					
Total	69	69	69	69	69

^a Represents the number of fellows who answered the relevant survey questions.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 5-16. Of 1997–99 Javits fellowships in which fellows had worked for pay since the completion of their fellowships, percentage in which fellows had held at least one job in which teaching was a primary responsibility; of those, average amount of time spent teaching since fellowship support ended; and percentage who had taught subjects related to the field of graduate study for which they had received fellowship support: 2006

	Teaching major responsibility in any reported jobs	Average number of years spent teaching	Any teaching jobs related to field of study
Estimates			
Total	77	3	95
Number of respondents^a			
Total	78	60	60

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 5-17. Percentage of 1997–99 Javits fellowships in which fellows had been out of the labor force or unemployed for at least three months since completing their fellowships: 2006

	Out of the labor force at least three months	Had been unemployed at least three months
Estimates		
Total	22	13
Number of respondents^a		
Total	91	91

^a Represents the number of fellows who answered the relevant survey questions.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 5-18. Percentage distribution of 1997–99 Javits fellowships according to fellows’ expected activities in three years: 2006

	Working in job involving expertise gained through fellowship support	Working in a field that does not involve the expertise gained with fellowship support	Not working for pay
Estimates			
Total	75	10	15
Number of respondents^a			
Total	92	92	92

^a Represents the number of fellows who answered the relevant survey questions.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 5-19. Percentage distribution of 1997–99 Javits fellowships according to when fellows learned about the Javits fellowship program: 2006

	Before choosing major field of study for graduate degree	After choosing major field of study for graduate degree	Don't know
Estimates			
Total	14	85	1
Number of respondents^a			
Total	92	92	92

^a Represents the number of fellows who answered the relevant survey questions.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 5-20. Percentage distribution of 1997–99 Javits fellowships according to the degree to which receiving a Javits fellowship influenced their choice of field of study to pursue in graduate school: 2006

	Not at all	Very little	Somewhat	A great deal
Estimates				
Total	55	12	18	14
Number of respondents^a				
Total	92	92	92	92

^a Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 5-21. Percentage distribution of 1997–99 Javits fellowships according to the degree to which receiving a Javits fellowship influenced fellows’ choice of occupations and career: 2006

	Not at all	Very little	Somewhat	A great deal
Estimates				
Total	38	16	25	21
Number of respondents^a				
Total	92	92	92	92

^a Represents the number of fellows who answered the relevant survey questions.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 5-22. Percentage distributions of 1997–99 Javits fellowships according to fellows’ ratings of how helpful the Javits fellowship was in finishing their degrees or obtaining employment in their desired fields: 2006

	Finishing degrees ^a			Obtaining employment in desired fields		
	Very helpful	Some- what helpful	Not helpful	Very helpful	Some- what helpful	Not helpful
Estimates						
Total	90	8	2	51	37	11
Number of respondents^b						
Total	63	63	63	70	70	70

^a Includes only fellows who completed their degrees.

^b Represents the number of fellows who answered the relevant survey questions.

NOTE: Percentages may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

APPENDIX A

Technical Notes and Methodology

This appendix describes the methodologies used in the Study of Graduate Fellowships. InfoUse, assisted by MPR Associates, Inc. and RTI International (RTI), Inc., collected the data for the study for the U.S. Department of Education (ED), Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service (PPSS).

Instrument Development

The first step in creating the institution and fellowship surveys was to develop a comprehensive list of data elements from research questions identified by Office of Postsecondary Education (OPE) staff. For a list of data elements for the institution and fellowship surveys, see Appendix B. In the institution survey, the degree-information section gathered information on the degree-granting institution, the fellowship-granting institution, the type of degree program in which the fellow was enrolled, the fellow's major field of study, and whether the fellow earned the degree. The background section collected such basic demographic information as fellows' gender and race or ethnicity. The next section of the institution survey collected information on financial support fellows received through the fellowship and through the institution. The final section of the institution survey collected contact information that was used in locating and contacting fellows during the fellowship survey portion of data collection.

The fellowship surveys were designed in much the same way as the institution survey. The education section collected information on fellows' degree program, field of study, and enrollment intensity and continuity. The employment section gathered information on the number of jobs fellows had held, employment status, type of employment, and information on time spent unemployed or out of the workforce. To better understand the value of the fellowship to the student, the perceptions section asked questions about the importance the fellowship played in the fellows' choice of field and career, and how helpful fellows found the fellowship in finishing their degrees and obtaining employment. The final section obtained student demographic characteristics and information on financial resources the fellows used to pay for graduate study.

For both the institution and fellowship surveys, Web-based instruments were designed and programmed. There were three different fellowship surveys, one for Javits and GAANN, and one each for FLAS and DDRA. These surveys were also developed into paper surveys for fellows

who requested a paper copy of the survey. On the paper survey, directions were provided beside each answer choice or at the end of the question directing respondents to the next question they should answer. Respondents who participated in the survey via the Web were guided through the survey questions based on pre-programmed skip logic that used answers to previous questions to determine fellows' subsequent questions.

The Web-based institution survey was sent to four fellowship coordinators to test. Each coordinator sent his or her comments on the survey content, survey layout, ease of use, and potential issues with gaining participation (i.e., provisions of the *Family Educational Rights and Privacy Act (FERPA)* and their applicability, institution review boards, confidentiality, etc.). Based on feedback from these coordinators, several of the survey questions were revised, and links were added on the introductory Web page of the institution survey to address concerns about *FERPA* and confidentiality.

Similar to the testing that was done for the institution survey, a small group of fellowship recipients was asked to test the fellowship survey. Fellows were asked to identify questions that were difficult to answer and explain why, and to report how long it took them to complete the survey. Based on fellows' feedback, some questions were revised, and the survey length was deemed acceptable. Appendix C provides copies of the paper versions of each survey.

Target Population

The institution survey attempted to collect data on all students who received a Javits, GAANN, DDRA, or FLAS fellowship in 1997, 1998, or 1999. Institution coordinators were given a list of all fellows that OPE fellowship program records indicated had received one of the fellowships during these years. In some cases, the coordinator would add a fellow who received a fellowship but was not part of the list provided by OPE. Approximately 380 fellows were added by coordinators.

The fellowship surveys were also intended to collect data on all fellows from 1997 through 1999 who were identified from OPE records or by fellowship coordinators in the institution survey. Between these two sources, a total of 5,583 fellows—258 for DDRA, 3405 for FLAS, 1774 for GAANN, and 146 for Javits—were identified for the fellowship surveys.

Locating Fellows

RTI International (RTI) staff were responsible for identifying contact information for the fellows. RTI's Tracing Operations Unit (TOPS) attempted to locate 4,350 fellows representing

5,098 fellowships.¹⁶ Tracers were able to confirm contact information with the fellow or a household member via a telephone contact for 2,280 fellows representing 2,689 fellowships (including ten fellows who were confirmed deceased and five who were ineligible for the study). Contact information was also acquired for an additional 963 fellows representing 1,177 fellowships. In these cases, the tracers were not able to confirm the contact information via a telephone contact during the tracing process.

Tracing Procedures

All cases traced by RTI received Advance and Interactive tracing including sending batches of cases through proprietary databases and making telephone contacts. Those cases not readily located by this process received Intensive tracing. Intensive tracing included telephone tracing, such as calling contact persons, and the use of more expensive proprietary databases. Cases not located after the initial Intensive tracing effort received additional Intensive tracing and additional processing through proprietary databases, as needed.

RTI's TOPS performed Advance tracing as the first step in the tracing process in order to obtain a valid address and telephone information for many fellows while targeting those that would require more extensive tracing. Depending on the locating information available, tracers started with proprietary databases to search for a telephone number, e-mail address, and address. Depending on the nature of the available data on the fellow, tracers then used and evaluated the appropriateness of other databases such as commercial list-houses and the National Change of Address (NCOA) database. Fellows for whom no new information was discovered were worked further by RTI's TOPS tracers.

The goal of Interactive tracing was to obtain contact information for fellows including phone numbers at which fellows could be reached. Tracers utilized additional proprietary databases and made telephone contacts in order to trace fellows with disconnected or nonworking telephone numbers, as well as those who had moved. TOPS tracers used a variety of procedures in an effort to obtain the fellow's current address and telephone number. These procedures included: checking Directory Assistance for telephone listings at various addresses, using criss-cross directories to obtain the names and telephone numbers of neighbors and calling them, calling persons with the same unusual surname in small towns or rural areas, and contacting current or last known residential resources such as neighbors, landlords, and current residents of the last known address. As Interactive tracing neared completion for a particular fellow's case, TOPS staff then made up to three telephone contact attempts in order to confirm the telephone numbers that were generated by the database searches and to ask some additional questions. At this point in the process, any cases that TOPS had not been able to locate underwent Intensive tracing.

¹⁶ The 5,098 fellowships that RTI traced included fellows who received more than one fellowship, whether from one or multiple of the fellowship programs.

Tracers used any and all leads developed in the Advance and Interactive tracing steps to conduct Intensive tracing for the cases that had not yet been located. Intensive tracing involved telephone tracing including calling contact persons and the use of more expensive proprietary databases. Any one of a number of sources and resources were used on a case-by-case basis to locate an individual. These included proprietary databases for sample members or other contacts, public databases available through the Internet and other integrated database services, institutions' online faculty and student directories, human resources or other relevant offices, alumni offices and associations, and trade and professional associations.

Information Obtained

RTI's tracers focused on acquiring e-mail addresses, telephone numbers, and mailing addresses. When possible, tracers confirmed a fellow's e-mail address, mailing address, and telephone phone number with the fellow or a household member during a phone contact. If a fellow stated that he or she refused to participate in the study during the phone contact, tracers documented the reasons given, if any. If the fellow or a household member confirmed that the fellow did not have an e-mail address or did not want to be contacted via e-mail, the tracer asked if he or she preferred to be contacted by postal service mail. If he or she said no, the tracer asked if he or she preferred to be contacted via telephone. RTI provided all of this information to InfoUse along with the contact information.

As available, the following information was provided to InfoUse for each traced fellow: up to four phone numbers; address; city; state; country; ZIP code; possible e-mail address; confirmed e-mail address; who the tracer confirmed the contact information with (fellow or household member), if applicable; what contact information the person confirmed; if the fellow refused and reasons given (if any); and, if the fellow did not have e-mail, whether he or she preferred mail or phone contact.

Data Collection

For the institution survey, InfoUse staff contacted the coordinators by e-mail to request participation in the study (see Table A1 for institution timeline). For some institutions, there was a different coordinator for each type of fellowship, and in some institutions, different academic units or departments administered the same type of fellowship depending on the department in which the student enrolled. Coordinators without e-mail addresses were identified, and Internet searches were conducted to obtain missing e-mail addresses. If Internet searches were

Table A1. Institution data collection timeline

Date	Action	Number
10/19/2005	Request for participation sent to fellowship coordinators	372
10/26/2005	First reminder e-mail sent to fellowship coordinators	351
11/17/2005	Second reminder e-mail sent to fellowship coordinators	200
12/12/2005	Survey extension notice sent to fellowship coordinators	153
1/3/2006	Fellowship coordinators contacted via phone call	121
1/8/2006	Institution survey closed for participation	NA

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

unsuccessful, institutions were called to obtain the necessary coordinator information. A total of 372 coordinators were contacted and invited to participate in the study.

E-mails to fellowship coordinators provided a link to connect them to the data collection Web site and a password granting them access to the instrument. The initial page that coordinators viewed on the Web site was an informational page with a secure login. Once coordinators logged in to the Web site, a page with a list of fellows by type of fellowship, fellowship year, and status of the fellow's survey was displayed. Coordinators were instructed to click on a fellow name to complete the survey for that fellow. Coordinators also had the option of adding fellows who were not on the list but had received a fellowship through one of the four programs in 1997, 1998, or 1999. If coordinators had no record of the fellow attending or receiving a fellowship through their institution, they could indicate so by checking a box. Coordinators were instructed to click on the "I Have Finished all Surveys" after they had completed the surveys. Coordinators were also given the option of submitting a paper survey. Only one coordinator elected this option.

The fellowship survey was a Web-based data collection. Fellows were sent an e-mail giving notice of an upcoming fellowship survey. The first set of e-mails sent to fellows requesting participation in the survey was sent on February 15, 2006. E-mails continued to be sent throughout data collection to remind fellows to participate in the survey. The e-mail message contained a link to the fellowship survey and a password. Ninety-six percent of fellows who completed the survey did so via a self-administered Web survey. Fellows were also given the option to complete the survey on a paper copy of the instrument. About 3 percent of fellows completed a paper survey. The last method of data collection was to contact fellows for a phone survey. The interviewer conducted the interview using the Web interface and read the questions aloud to the respondent. Less than 1 percent of fellows completed a telephone interview. Data collection was closed on November 20, 2006.

If fellows' e-mails were returned as undeliverable, their names were sent to RTI for intensive tracing. RTI then sent the resulting contact information to InfoUse, allowing InfoUse staff to

recontact the fellow. Of the 5,583 fellows, approximately 4,350 were sent to RTI for tracing during data collection.

Table A2 shows about the final distribution of the fellowships both in total and by fellowship type. Of the initial target of 5,583 fellowships, 58 were considered ineligible for the study, including 35 fellowships identified as duplicates, 12 fellowships that were not eligible or there was no fellowship,¹⁷ and 11 fellowships in which the fellow was deceased. The final target was 5,525.

Table A2. Initial population size and final distribution of cases, by fellowship program

	All	DDRA	FLAS	GAANN	Javits
Initial number of fellowships, per government records and institution survey	5,583	258	3,405	1,774	146
Duplicate records of fellowships	35	0	1	34	0
Not eligible, received no fellowship	12	2	3	7	0
Not eligible, deceased	11	1	7	3	0
Final number of fellowships	5,525	255	3,394	1,730	146
Fellowships with untraceable fellows	1,166	32	676	440	18
Number of initial invitations to participate in fellowship survey	4,359	223	2,718	1,290	128
Bounced invitations	359	14	233	105	7
Net number of invitations	4,000	209	2,485	1,185	121
Percentage of fellowships that were sent invitations to participate in fellowship survey	72.4	82	73.2	68.5	82.9
Number of fellowships with respondents	2,504	155	1,497	759	93
Fellowship survey response rate	45.3	60.8	44.1	43.9	63.7

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Over one-fifth (1,166 fellowships) of fellowships were considered untraceable, that is, there was not enough information for RTI to successfully locate the fellow. The total number of fellowships invited to participate was 4,359. Approximately 8 percent (359) of the fellowships that were invited to participate were “bounces:” disconnected phone numbers, undeliverable e-mail, and return to sender U.S. postal service letters. Therefore, invitations to participate were delivered to approximately 72 percent of the initial target of 5,583 fellowships.

The number of fellowships with completed fellowship surveys was 2,504, a response rate of 45 percent of the final target of 5,525, and a response rate of 57 percent of the successful invitations

¹⁷ Fellowships were considered not eligible if the fellowship was received before 1997 or after 1999, if the fellow applied for the fellowship but never received funding, if the fellowship was awarded, but not accepted by the fellow, or if the fellow verbally or in writing denied ever applying for or receiving a fellowship.

of 4,359. Due to the low response rate and large percentage of untraceable fellows, a bias analysis was conducted to determine if there was bias in the fellowship survey.

Data from the institution survey were used to address the issue of potential bias in the fellowship sample due to untraceable and nonresponding fellows. Analysts computed cross tabulations of fellowship survey response status and key variables from the institution survey: gender, race or ethnicity, program type, and graduate field of study (see Table A3). Estimates on each of the key variables were equivalent for those who completed a fellowship survey and for all fellows. For example, 29 percent of all fellows were Hispanic or Latino individuals, and 28 percent of fellowship survey completers were Hispanic or Latino. Nevertheless, although the demographic characteristics of those who responded to the fellowship survey resembled those of the other fellows for whom institution-level data were available, there may well be bias with respect to other fellow characteristics, including the employment and education outcomes examined in this study. For example, students who completed degrees or found related employment may have been more likely than others to respond to the survey invitation. Such bias would result in overestimation of the employment and education outcomes examined in this study. It is not possible to assess whether such bias occurred or its magnitude if it did occur.

In addition, it was not possible to determine if there was bias in the institution survey. Information was not available to complete a bias analysis on the institution survey results, so there could be bias in the institution survey results, which were used to conduct the fellowship survey bias analysis.

Data Editing and Coding

Edit checks were performed on the data file to confirm that the intended skip patterns were implemented during the survey. Edits were also performed to confirm that all data for a certain question were in the same format. Reserve codes were added as needed to indicate the reason for missing data, e.g., legitimate skip, no response given, response out of range.

A cross-tabulation of each nested item and its gate item was run to verify that skip patterns were accurately reflected in the data. Each gate-nest relationship was verified for both the institution and fellowship surveys. In addition, the following data cleaning plan was implemented for the institution and fellowship survey data:

7. Blank or missing data were replaced with -9 for all variables in the survey. One-way frequencies were produced for every variable and reviewed to confirm that no missing or blank values remained. Outliers and out-of-range values were also identified and recoded if values were not reasonable when compared with

other values. Outliers for continuous variables were identified by examining descriptive statistics—minimum, maximum, mean, and median values—to assess reasonableness of responses.

8. Legitimate skips were identified and verified using the survey source code. Gate-nest relationships were examined by running cross-tabulations of nested items and gate items. Anomalous data patterns were identified and corrected.

Table A3. Percentage distributions of all fellowships for which institutions provided data and of fellowships for which fellows completed surveys by fellows' gender, race/ethnicity, degree program type, and field of study

	All fellowships for which institution data were provided	All completed fellowships
Gender		
Male	51	48
Female	46	50
Unknown	3	2
Race/ethnicity		
American Indian/Alaska Native	0	0
Asian	7	6
Black	4	3
Hispanic or Latino	29	28
Native Hawaiian/Other Pacific Islander	0	0
White	60	63
More than one	0	0
Program type		
Master's	29	25
Doctoral	66	72
First professional or other	2	1
Unknown program type	3	2
Major field of study		
Agricultural sciences	1	0
Biological sciences	7	7
Computer and information sciences	3	3
Education	1	1
Engineering	6	6
Health sciences	0	0
Humanities - Foreign languages and literature	9	9
Humanities - History	7	7
Humanities - Other Humanities	13	13
Mathematics	5	6
Physical sciences - astronomy	0	0
meteorology	0	0
Physical sciences - chemistry	4	4
Physical sciences - geology and related sciences	0	0
sciences	0	0
Physical sciences - physics	6	7
administrative services	1	1
Professional fields - communications	0	0
Professional fields - other professional fields	4	3
Psychology	0	0
Social sciences - history	4	4
Social sciences - other	21	22
Other	7	6
Unknown	1	1

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

9. Codes for major field of study were verified against the verbatim string provided by the respondent.

Derived Variable Creation

Derived variables were created for use in this report. In some cases, derived variables combined a set of categories with small sample sizes into one larger group to make analysis of that variable more powerful. In other cases, information from two or more survey items was used to make a third, derived variable.

APPENDIX B

Survey Data Elements

Fellowship Survey, Section I: Education

The items in this section focus on education outcomes such as what proportion of graduate fellows completed the graduate degrees for which they obtained fellowship, the length of time it took fellows to complete their degrees, and how competent FLAS and DDRA fellows were in the languages they studied/used to conduct research abroad.

Research question	Content of question	Question number for FLAS	Question number for DDRA	Question number for Javits/ GAANN	Rationale
1.A	Fellowship awarding institution	ED2, ED2a	ED2, ED2a	ED2, ED2a	Confirms the institution from which the fellow received a fellowship. If not, obtains the name, city, and state of the institution in which the fellow enrolled in when s/he received a fellowship.
1.A	Degree awarding institution	ED2b, ED2c, ED2d	N/A	N/A	For FLAS recipients only, determines if fellows received their fellowships through an institution other than that in which they were enrolled for their terminal degree program. If so, the name, city and state of the degree-granting institution are determined.
1.A	Type of degree program in which enrolled when received fellowship	ED3, ED3a, ED3b	N/A	ED3, ED3a, ED3b	Confirms/determines the type of degree program in which the fellow was enrolled while supported by fellowship funding.
1.B	Date began graduate program	ED4, ED4a	ED3, ED3a	ED4, ED4a	Confirms/determines the date the fellow began the program supported by fellowship. The beginning date will be used to determine time-to-degree during data analysis.
1.A	Whether degree was conferred	ED5	ED4	ED5	Confirms/determines if the graduate degree the fellow was pursuing was conferred.
1.B	When degree was conferred.	ED5a, ED6	ED4a, ED5	ED5a, ED6	Confirms/determines when the graduate degree supported by fellowship was conferred. The date of completion will be used to calculate total time to degree during data analysis.
1.A	Still working on degree	ED7	ED6	ED7	If the fellow has not completed the graduate degree, determines if the fellow is still working toward completing that degree. The question wording is the same as that used in the Baccalaureate and Beyond Longitudinal Study: 1993/2003 (B&B:93/03).

APPENDIX B—Survey Data Elements

Research question	Content of question	Question number for FLAS	Question number for DDRA	Question number for Javits/ GAANN	Rationale
2	When stopped working on degree	ED8	ED7	ED8	Determines when the fellow stopped working toward the graduate degree supported by fellowship. The question wording is the same as that used in (B&B:93/03).
1.A	Reason for not finishing degree	ED9	ED8	ED9	Examines why the fellow did not finish the degree program supported by fellowship. The question wording and answer options are similar to those used in (B&B:93/03).
1.B	When degree completion is planned.	ED10	ED9	ED10	Determines when the fellow plans to complete the graduate program supported by fellowship. The question wording is the same as that used in (B&B:93/03).
1.B	Amount of time to complete degree, amount of time working on dissertation	ED11, ED12	ED10, ED11	ED11, ED12	Determines the amount of time to complete the graduate degree supported by fellowship and the amount of time the fellow spent working on a dissertation or thesis. These questions were modified from similar questions asked in the Survey of Earned Doctorates (SED).
1.C	Speaking ability	ED13	ED12	N/A	Determines the fellow's speaking ability pre- and post-FLAS and post-DDRA award. This question was taken from the self-evaluation portion of the Performance Report of Foreign Language and Area Studies Fellowship Recipient (OMB NO 1840-5860).
1.C	Writing ability	ED13a	ED12a	N/A	Determines the fellow's writing ability pre- and post-FLAS and post-DDRA award. This question was taken from the self-evaluation portion of the Performance Report of Foreign Language and Area Studies Fellowship Recipient (OMB NO 1840-5860).
1.C	Reading ability	ED13b	ED12b	N/A	Determines the fellow's reading ability pre- and post-FLAS and post-DDRA award. This question was taken from the self-evaluation portion of the Performance Report of Foreign Language and Area Studies Fellowship Recipient (OMB NO 1840-5860).

Research question	Content of question	Question number for FLAS	Question number for DDRA	Question number for Javits/ GAANN	Rationale
1.A	Major field of study	ED14-ED16	ED13-ED15	ED13-ED15	Determines the fellow’s major field of study in the graduate program supported by fellowship. Major field categories were modified from those used in SED.
1.B	Whether enrollment/ time working on degree was continuous and if enrollment was not continuous, amount of time spent not working on degree.	ED17, ED18	ED16-ED17	ED16-ED17	Determines if the student had any stop outs so time to degree can be calculated accurately. These questions were asked in (B&B:93/03) to determine time-to-degree.
1.B	Intensity of attendance overall (FT, PT, Both)	ED19	ED18	ED18	Measures the intensity of attendance while the fellow was pursuing the graduate degree supported by fellowship. The question wording is the same as that used in (B&B:93/03).

Fellowship Survey, Section II: Employment

The items in this section focus on employment outcomes, including whether the fellow had held a job related to the expertise gained through fellowship support, whether the fellow had taught, and whether the fellow became employed in higher education, government, or national security.

Research question	Content of question	Question number for FLAS	Question number for DDRA	Question number for Javits/ GAANN	Rationale
2.A-C	Number of jobs	EM1	EM1	EM1	Determines how many jobs the fellowship recipient held since funding ended (excluding student jobs).
2.B	Date began working	EM1a	EM1a	EM1a	Determines when the fellow began working since funding ended (excluding student jobs).
2.B	Currently employed	EM2	EM2	EM2	Determines whether the fellow is currently working for pay.
2.B	Number of jobs related to degree field	EM3	EM6		Identifies the number of jobs related to degree field/language studied since funding ended (excluding student jobs).

APPENDIX B—*Survey Data Elements*

Research question	Content of question	Question number for FLAS	Question number for DDRA	Question number for Javits/ GAANN	Rationale
2.B	Amount of time in related jobs	EM4, EM5	EM4, EM5	EM4, EM5	Documents the amount of time the fellow has spent in jobs related to his/her degree field/language studied since funding ended (excluding student jobs).
2.B	Intensity of language use in those jobs	EM6	EM6b	N/A	Measures the degree to which the fellow used the language expertise gained through the support of his/her fellowship in a job.
2.A-C	Employed part-time?	EM7, EM7a	EM7, EM7a	EM6, EM6a	Indicates whether the fellow was employed part-time in a job related to the expertise he/she gained through the program supported by fellowship.
2.C	Sector of related jobs	EM8	EM8	EM7	Identifies the sectors of jobs that were related to the expertise the fellow gained through the program supported by fellowship.
2.A	Number of teaching jobs	EM9	EM9	EM8	Determines the number of teaching jobs the fellow had since completing/leaving his/her degree program (excluding student jobs).
2.A	Whether teaching was related to degree field	EM9a	EM9a	EM8a	Indicates whether any of these teaching jobs was related to the degree program supported by fellowship.
2.A	Amount of time spent teaching	EM9b	EM9b	EM8b	Determines the amount of time the fellow spent teaching since fellowship funding ended.
2.B	Out of the labor force	EM10	EM10	EM9	Determines whether the fellow had been out of the labor force since fellowship funding ended. The question wording is the same that is used in B&B:93/03
2.B	Fellow currently out of the labor force	EM10b	EM10b	EM9b	Indicates whether the fellow is/was currently out of the labor force.
2.B	Why fellow is out of the labor force	EM10a	EM10a	EM9a	Determines why the fellow is/was out of the labor force.
2.B	Fellow currently out of labor force, expects to look for related work in the future	EM10c	EM10c	EM9c	If the fellow is currently out of the labor force, determines whether the fellow expects to look for work related to the graduate program that was supported by fellowship.

APPENDIX B—*Survey Data Elements*

Research question	Content of question	Question number for FLAS	Question number for DDRA	Question number for Javits/ GAANN	Rationale
2.B	Unemployed	EM11	EM11	EM10	Identifies whether the fellow was unemployed for a period of 3 months or more since fellowship funding ended.
2.B	If unemployed whether looked for job related to degree/language studied	EM12	EM12	EM11	If the fellow is currently unemployed, determines whether the fellow expects to look for work related to the graduate program that was supported by fellowship.
2.B	Number of job applications.	EM12a	EM12a	EM11a	If unemployed since fellowship funding ended, indicates the number of applications submitted for jobs related to the expertise gained through fellowship-supported study.
2.B	Why fellow did not look for related job	EM12b	EM12b	EM11b	Indicates why the fellow did not look for a job related to the graduate program supported by fellowship.
2.B	Career	EM13	EM13	EM12	Determines whether the fellow considers work related to the field/language he/she studied through fellowship as part of a career he/she is pursuing/intends to pursue.
2.B	Amount of time pursuing career	EM14	EM14	EM13	Indicates the amount of time the fellow has been pursuing a career related to the graduate program that was funded by his/her fellowship.
2.B	What fellow will be doing in 3 years	EM15	EM15	EM14	Determines if the fellow expects to be working in a job that involves the use of the expertise gained through the graduate program supported by fellowship in the next 3 years.

Fellowship Survey, Section III: Perceptions

The items in this section focus on the extent to which the fellowship affected different aspects of the fellow's life such as: choice of language or field of study in graduate school, choice of occupation and career. Other questions focus on the helpfulness of the fellowship in completing the graduate degree funded through the fellowship.

Research question	Content of question	Question number for FLAS	Question number for DDRA	Question number for Javits/ GAANN	Rationale
3.A	Fellowship influence on choice of field of study and language	P1-P2	P1-P2	P1	Measures the degree to which fellows feel the fellowship influenced their choice of field in which to pursue a graduate degree. For FLAS and DDRA fellows: measures the degree to which the fellowship influenced their choice of country, culture, or language to pursue in graduate school.
3.B	Fellowship influence on occupation and career	P3	P3	P2	Measures the degree to which fellows feel the fellowship influenced their choice of occupation and career.
3.A	When fellow learned about fellowship	P4	P4	P3	Indicates when in their graduate school career fellows learned about their fellowship (before or after choosing major field of study or emphasis for terminal graduate degree)
3.A-B	How helpful fellowship was to fellow.	P5-P6	P5-P6	P4-P5	Determines how helpful the fellowship was in completing fellows' graduate degree and obtaining employment in their desired field.

Fellowship Survey, Section IV: Background

The items in this section provide basic demographic information about each fellow. The fellow's gender, race or ethnicity are identified. Information on how fellows' finance their graduate education is determined.

Research question	Content of question	Question number for FLAS	Question number for DDRA	Question number for Javits/GAANN	Rationale
4.A	Gender	B1	B1	B1	Determines the fellow's gender.
4.A	Race/ethnicity	B2, B2a	B2, B2a	B2, B2a	Determines the fellow's race/ethnicity and Hispanic/Latino identification. Wording for this item taken from the 2004 National Postsecondary Student Aid Study (NPSAS:2004)
4.B	Length of time received funding through fellowship	B3, B3a	B3, B3a	B3, B3a	Indicates the beginning and ending dates of fellowship funding. These dates will be used to calculate the total time funded by fellowship.
4.B	Amount of support received through fellowship	B4	B4	B4	Indicates the total amount of support in dollars that fellows received through their fellowship.
4.B	Received other support toward this degree from university	B5	B5	B5	Determines if the institution through which fellows pursued their degree provided any financial support.
4.B	Types of other (non-university) support received	B6	B6	B6	Determines what type of other (non-university) financial support fellows received while they were pursuing the graduate education funded by fellowship.

Institution survey

The institution survey collects information on fellows' enrollment and degree completion, demographic characteristics, fellowship support, and employment outcomes.

Research question	Content of question	Question number in web-based survey	Rationale
Degree and enrollment information			
N/A	Confirmation of fellowship	Q1	Confirms that the fellow received the fellowship.
1.A	Fellowship-awarding institution	Q2, Q3	Confirms the institution from which the fellow received a fellowship. If not, obtains the name, city, and state of the institution in which the fellow enrolled in when s/he received a fellowship.
1.A	Degree-awarding institution	Q4, Q5	For FLAS recipients only, determines if the fellow received the fellowships through an institution other than that in which the fellow was enrolled for his/her terminal degree program. If so, the name, city and state of the degree-granting institution are determined.
1.A	Type of degree program in which enrolled when received fellowship	Q6-Q6b	Determines the type of degree program in which the fellow was enrolled while supported by fellowship funding.
1.A	Major field of study	Q7, Q7a	Determines the fellow's major field of study in the graduate program supported by fellowship.
1.B	Date began graduate program	Q8, Q8a	Confirms/determines the date the fellow began the program supported by fellowship. The beginning date will be used to determine time-to-degree during data analysis.
1.A	Whether degree was conferred	Q9	Confirms/determines if the graduate degree the fellow was pursuing was conferred.
1.B	When degree was conferred	Q9a, Q9b	Confirms/determines when the graduate degree supported by fellowship was conferred. The date of completion will be used to calculate time-to-degree during data analysis.
1.A	Still working on degree	Q10	If the fellow has not completed the graduate degree, determines if the fellow is still working toward completing that degree.
2	When stopped working on degree	Q11	Determines when the fellow stopped working toward the graduate degree supported by fellowship.

APPENDIX B—*Survey Data Elements*

Research question	Content of question	Question number in web-based survey	Rationale
Background information			
4.A	Gender	Q12	Determines the fellow's gender.
4.A	Race/ethnicity	Q13, Q14	Determines the fellow's race/ethnicity and Hispanic/Latino identification. Answer options for this item taken from the 2004 National Postsecondary Student Aid Study (NPSAS:2004)
N/A	Social security number	Q15	Fellows' Social Security numbers will be used for locating fellows, so they can be contacted and interviewed for the fellow survey.
Fellowship funding and financial support			
4.B	Date fellowship was awarded	Q16	Determines the date when the fellow began receiving funding through the fellowship.
4.B	Amount of support received through fellowship	Q17	Indicates the total amount of support, in dollars, that the institution received on the fellow's behalf.
4.B	Received other support toward this degree from institution	Q18	Indicates the total amount of support in dollars that the institution distributed to the student.
Employment			
2.A-C	Worked for pay	Q21a	Determines if the fellowship recipient held a job in the year since completing the degree/leaving the degree program.
2.C	Conducted research	Q21b	Determines if the fellow conducted research in a job he/she held in the year since completing/leaving his/her degree program.
2.B	Any jobs related to degree field	Q21c	Identifies if the fellowship recipient held any jobs related to the degree field/language studied in the year since completing degree/leaving his/her degree program.
2.A	Taught at any level	Q21d	Determines if the fellow had a teaching job in the year since completing degree/leaving his/her degree program.
2.A	Whether teaching was related to degree field	Q21e	Indicates whether any of these teaching jobs was related to the degree program supported by fellowship.
2.C	Sector of related jobs	Q22a-g	Identifies the sectors of jobs that were related to the expertise the fellow gained through the program supported by fellowship.

APPENDIX C

Survey Instruments

Institution Survey

DDRA Survey

FLAS Survey

Javits/GAANN Survey

Study of Graduate Fellowship Programs Institution Survey

The Study of Graduate Fellowship Programs is being conducted under contract to the U.S. Department of Education by InfoUse, a research organization in Berkeley, California. As part of this study, the Department is conducting this survey to gather information about the education and employment outcomes of graduate students who have received financial support through the Foreign Language and Area Studies Fellowship Program (FLAS), the Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship Program (DDRA), the Graduate Assistance in Areas of National Need Fellowship Program (GAANN), and the Jacob K. Javits Fellowship Program (Javits) between 1997 and 1999.

We will be surveying fellows as well as the institutions they attended. You have received this survey because your institution had fellows from at least one of the four fellowship programs in the study years. Your completion of this survey will assist the Department in understanding the impact of these fellowship programs.

The survey has five sections that collect information on the degrees that fellows were pursuing when they received the fellowships, their enrollment information at this institution, their backgrounds, the fellowship funding and other financial support they received, and their most recent contact information. The information institutions provide will be combined with information collected from the fellows themselves to study the outcomes of these programs.

If you have any questions regarding this survey, please contact Lewis Kraus at InfoUse, lkraus@infouse.com and (510) 549-6520.

Thank you very much for your help with this important research.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is xxxx-xxxx. The time required to complete this information collection is estimated to average 25 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, e-mail lkraus@infouse.com or write directly to InfoUse, 2560 Ninth Street, Suite 320, Berkeley, CA, 94710

Please fill out this survey for **[fill Fellow's name]** who received **[fill type of fellowship]** in **[fill year]**.

[If FLAS fellow, go to Q1. If other fellow, go to Q5. If all are unknown, go to Contact Information, page 5.]

Q1. Was this FLAS fellowship awarded through this institution or another?

This institution *[Go to Q3]*

Another institution *[Go to Q2]*

Unknown *[Go to Q3]*

Q2. What are the name, city, and state of the institution through which the fellow received this FLAS fellowship?

Unknown

Institution: _____

City: _____

State: _____

Q3. Was the fellow enrolled in a graduate degree program at this institution when s/he received the fellowship?

Yes, enrolled in graduate degree program at this institution *[Go to Q5]*

No, not enrolled in graduate degree program at this institution *[Go to Q4]*

Unknown

Q4. Please provide the name, city, and state of the institution where the fellow was enrolled in a graduate degree program.

4a. Name of institution: _____

4b. City: _____

4c. State: _____

[Go to Background Information, page 3]

Degree information

Q5. In what type of degree program was the fellow enrolled when s/he received the fellowship?

Master's

Doctoral

First professional or other, please specify: _____

Unknown

Q6. What was fellow's major field of study? _____

Unknown

Q6a. From the list below, please select the code that best corresponds to fellow's major field of study

1=Agricultural Sciences

2=Biological Sciences

3=Computer and Information Sciences

4=Education

5=Engineering

6=Health Sciences

7=Humanities - Foreign Languages and Literature

8=Humanities - History

9=Humanities - Other Humanities

10=Mathematics

11=Physical Sciences - Astronomy

12=Physical Sciences - Atmospheric Science & Meteorology

13=Physical Sciences - Chemistry

14=Physical Sciences - Geology & related sciences

15=Physical Sciences - Miscellaneous Physical Sciences

16=Physical Sciences - Physics

17=Professional Fields - Business Management and Administrative Services

18=Professional Fields - Communications

19=Professional Fields - Other Professional Fields

20=Psychology

21=Social Sciences – History

22=Social Sciences - Other

23=Other

Enrollment information

Q7. In what month and year did the fellow enroll in this degree program?

Month: _____ Year: _____
___ Unknown

Q8. Did the fellow complete this degree?

___ Yes [Go to Q8a.]
___ No [Go to Q9]
___ Unknown

Q8a. In what month and year did fellow complete this degree?

Month: _____ Year: _____
___ Unknown

[Go to Q11]

Q9. Is the fellow currently enrolled at this institution?

___ Yes [Go to Q11]
___ No [Go to Q10]
___ Unknown

Q10. In what month and year did the fellow stop attending this institution?

Month: _____ Year: _____
___ Unknown

Background information

Q11. What is the fellow's gender?

___ Male ___ Female ___ Unknown

Q12. What is the fellow's race?

	Yes	No	Unknown
White			
Black or African-American			
Asian or Asian-American			
American Indian or Alaska Native			
Native Hawaiian or Other Pacific Islander			
Other			

Q13. Is the fellow of either Hispanic or Latino origin?

___ Hispanic or Latino ___ Not Hispanic or Latino ___ Unknown

Q14. What is the fellow's social security number (SSN)?

_____ ___ Unknown

Fellowship funding and financial support

Q15. What was the total amount (in dollars) of support (i.e., stipend paid to fellow and tuition/fees paid to the institution on his behalf, travel expenses for research abroad) that the fellow received through this fellowship? Please round to nearest hundred dollars. Include funding received for all years.

\$ _____

___ Unknown

Q16. Did this institution provide any additional financial support (i.e., stipend, tuition/fee payment, travel expenses for research abroad) to the fellow during or after s/he received fellowship support?

___ Yes ___ No ___ Unknown

Contact information

Any locating information your institution can provide will help the Office of Postsecondary Education contact fellows for follow-up surveys about their fellowships and their post-fellowship education and employment outcomes. Please supply the most current address, telephone, or e-mail address your institution has for each fellow. If you have additional contact information for a fellow, e.g., a parent's address, a permanent address, or a previous address), please provide it as a secondary address.

Q17. Please provide the fellow's most current address

Street address: _____

City: _____

State: _____

Postal code: _____

Country: _____

Phone number: _____

Cell phone number: _____

Email address: _____

Q18. Please provide a secondary address for fellow.

Street address: _____

City: _____

State: _____

Postal code: _____

Country: _____

Phone number: _____

Cell phone number: _____

Email address: _____

END OF SURVEY – Thank you for your time.

STUDY OF GRADUATE FELLOWSHIP PROGRAMS

DDRA survey

Thank you for volunteering to take this survey.

The Study of Graduate Fellowship Programs is being conducted under contract to the U.S. Department of Education by InfoUse, a research organization in Berkeley, California. As part of this study, the Department is conducting this survey to gather information about the education and employment outcomes of graduate students who received financial support through the Doctoral Dissertation Research Abroad Program (DDRA) between 1997 and 1999. Your participation will help the U.S. Department of Education better understand the educational and employment outcomes of your fellowship program.

The survey has four sections. The first section focuses on education outcomes. The second section focuses on employment outcomes. The third section of the survey asks questions about how helpful the DDRA funding was toward your degree completion or employment outcomes and about other aspects of the DDRA program. The fourth and final section of the survey concludes with some questions about your background and details regarding your DDRA fellowship.

Thank you very much for your help with this important research.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1875-0237. The time required to complete this information collection is estimated to average 20 minutes, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, contact Lewis Kraus at InfoUse at (510) 549-6520, by e-mail at lkraus@infouse.com, or by mail at InfoUse, 2560 Ninth Street, Suite 320, Berkeley, CA, 94710

EDUCATION

ED1 Records from the U.S. Department of Education's Office of Postsecondary Education show that you received a DDRA fellowship. Is that correct?

- Yes (Go to ED2.)
- No (Go to page 17 and fill in the contact information.)

ED2 When you were awarded your DDRA fellowship were you attending [fill institution name]?

- Yes (Go to ED3.)
- No (Go to ED2a.)

ED2a Where were you attending graduate school?

Institution name _____

City _____ State _____

ED3 In what month and year did you begin this program? (Enter "unknown" if either is not known.)

Month _____ Year _____

ED4 Did you complete this degree?

- Yes (Go to ED5.)
- No (Go to ED6.)

ED5 In what month and year did you complete this degree? (Enter "unknown" if either is not known.)

Month _____ Year _____

(Go to ED10.)

ED6 Are you still working toward this degree?

- Yes (Go to ED7.)
- No (Go to ED8.)

ED7 When do you think you will complete this degree?

- Within the next 2 years
- In 3 to 5 years
- In more than 5 years
- Don't know
- Do not intend to complete

(Go to ED12.)

ED8 In what month and year did you stop working toward this degree? (Enter "unknown" if either is not known.)

Month _____ Year _____

ED9 Why did you leave this degree program? (Please check all that apply.)

- Had academic problems
- Was not satisfied with program, school, campus, facilities
- Was done taking desired classes
- Decided on a different program of study
- Am taking time off from studies
- Having conflicts with job or military
- Needed to work
- Offered desired job
- Lost funding
- Had other financial reasons
- Had change in family status (e.g., marriage, baby, death in family)
- Had conflicts with demands at home or personal problems
- Wanted to pursue other interests (e.g., travel, hobbies, etc.)
- Other

ED10 How many years elapsed between the date you began working on this degree and the date you received this degree or you stopped working on it? (Please round to the nearest year.)

- 1 2 3 4 5 6 7 8 9
- 10 11 12 13 14 15 16+

ED11 How many years did you work on your dissertation or thesis, i.e., non-course related research, writing, or defense, for this degree? *(Please round to the nearest year.)*

1 2 3 4 5 6 7 8 9

10 11 12 13 14 15 16+

ED12 What was your major field of study in this degree program?

ED13 Please use the codes from the list on page 5 to identify the field you studied.

ED14 While working on this degree, were you continuously enrolled or did you take off one or more semesters (academic terms), other than summer sessions?

- Continuously enrolled *(Go to ED16.)*
- Took off at least one semester/term *(Go to ED15.)*

ED15 How many semesters or terms were you not enrolled? Do not include summer sessions.

1 2 3 4 5 6 7 8 9

10 11+

ED16 While working on this degree, were you usually enrolled as a full-time or part-time student?

- Full-time
- Part-time
- Mix of full-time and part-time

SPECIALTIES LIST

INSTRUCTIONS: The following field list is to be used in responding to item ED13.

SOCIAL SCIENCES	HUMANITIES	Foreign Languages and Literature	Other Humanities
650 Anthropology	History	740 French	770 American Studies
652 Area Studies	700 History, American	743 German	773 Archeology
658 Criminology	703 History, Asian	746 Italian	776 Art History/ Criticism/Conserv.
662 Demography/ Population Studies	705 History, European	749 Spanish	780 Music
666 Economics	710 History/Philosophy of Sci. & Tech.	752 Russian	785 Philosophy (See also 440)
668 Econometrics	718 History, General	755 Slavic (other than Russian)	790 Religion (See also 984)
670 Geography	719 History, Other	757 Korean	795 Drama/Theater Arts
674 International Relations/Affairs	Letters	758 Chinese	798 Humanities, General
678 Political Sci. & Government	720 Classics	759 South Asian Languages	799 Humanities, Other
682 Public Policy Analysis	723 Comparative Literature	760 Other Asian Languages	
686 Sociology	729 Linguistics	762 Japanese	
690 Statistics (See also 450)	732 Literature, American	763 African Languages	
694 Urban Affairs/Studies	733 Literature, English	764 Persian	
698 Social Sciences, General	734 English Language	765 Hebrew	
699 Social Sciences, Other	736 Speech & Rhetori- cal Studies	768 Arabic	
	738 Letters, General	769 Other Languages & Literature	
	739 Letters, Other		

ED17 In the space below, please indicate the language (or one of the languages) other than English you used to complete the DDRA research abroad. In the table, please evaluate your proficiency in that language both before you began and after you completed the DDRA research abroad, checking the response that best matches your ability. You should have six checks (pre- and post-research abroad for each of the three types of abilities listed).

Language _____

Before DDRA award	After DDRA award	
(choose 1)	(choose 1)	Speaking and listening abilities
<input type="checkbox"/>	<input type="checkbox"/>	Unable to function in the spoken language
<input type="checkbox"/>	<input type="checkbox"/>	Able to satisfy basic survival needs and maintain very simple conversation on familiar topics
<input type="checkbox"/>	<input type="checkbox"/>	Able to satisfy routine social demands and limited work requirements
<input type="checkbox"/>	<input type="checkbox"/>	Able to participate effectively in most formal and informal conversations on practical and social topics and on professional topics in restricted contexts
<input type="checkbox"/>	<input type="checkbox"/>	Use of the language is functionally equivalent to a well-educated native speaker
(choose 1)	(choose 1)	Writing ability
<input type="checkbox"/>	<input type="checkbox"/>	No functional ability in writing
<input type="checkbox"/>	<input type="checkbox"/>	Sufficient control of the writing system to meet limited needs
<input type="checkbox"/>	<input type="checkbox"/>	Sufficient control of the writing system to meet most survival needs and limited social demands
<input type="checkbox"/>	<input type="checkbox"/>	Ability to write with some precision and in some detail about most common topics
<input type="checkbox"/>	<input type="checkbox"/>	Able to use the language effectively in most formal and informal written exchanges on practical, social, and professional topics
<input type="checkbox"/>	<input type="checkbox"/>	Writing proficiency is equal to that of a well-educated native speaker
(choose 1)	(choose 1)	Reading ability
<input type="checkbox"/>	<input type="checkbox"/>	No practical ability to read the language
<input type="checkbox"/>	<input type="checkbox"/>	Sufficient comprehension to read very simple connected written material in a form equivalent to usual printing or typescript
<input type="checkbox"/>	<input type="checkbox"/>	Sufficient comprehension to read simple, authentic texts on subjects within a familiar context
<input type="checkbox"/>	<input type="checkbox"/>	Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects, as well as technical material
<input type="checkbox"/>	<input type="checkbox"/>	Able to read fluently and accurately all styles and forms of the language pertinent to professional needs, including all materials in one's special field
<input type="checkbox"/>	<input type="checkbox"/>	Reading proficiency is functionally equivalent to a well-educated native speaker

ED17a Did you use other (non-English) languages to conduct research abroad with DDRA support?
 No more languages (Go to EM1.) One more language (Go to ED17b.)
 Two+ more languages (Please copy and complete ED17b (page 7) as many times as necessary to report on each language, other than English, you used to conduct research abroad with DDRA support.)

ED17b In the space below, please indicate an additional language, other than English, you used to complete the DDRA research abroad. In the table, please evaluate your proficiency in that language both before you began and after you completed the DDRA research abroad by checking the response that best matches your ability. You should have six checks (pre- and post-research abroad for each of the three types of abilities listed).

Language _____

Before DDRA award	After DDRA award	
(choose 1)	(choose 1)	Speaking and listening abilities
<input type="checkbox"/>	<input type="checkbox"/>	Unable to function in the spoken language
<input type="checkbox"/>	<input type="checkbox"/>	Able to satisfy basic survival needs and maintain very simple conversation on familiar topics
<input type="checkbox"/>	<input type="checkbox"/>	Able to satisfy routine social demands and limited work requirements
<input type="checkbox"/>	<input type="checkbox"/>	Able to participate effectively in most formal and informal conversations on practical and social topics and on professional topics in restricted contexts
<input type="checkbox"/>	<input type="checkbox"/>	Use of the language is functionally equivalent to a well-educated native speaker
(choose 1)	(choose 1)	Writing ability
<input type="checkbox"/>	<input type="checkbox"/>	No functional ability in writing
<input type="checkbox"/>	<input type="checkbox"/>	Sufficient control of the writing system to meet limited needs
<input type="checkbox"/>	<input type="checkbox"/>	Sufficient control of the writing system to meet most survival needs and limited social demands
<input type="checkbox"/>	<input type="checkbox"/>	Ability to write with some precision and in some detail about most common topics
<input type="checkbox"/>	<input type="checkbox"/>	Able to use the language effectively in most formal and informal written exchanges on practical, social, and professional topics
<input type="checkbox"/>	<input type="checkbox"/>	Writing proficiency is equal to that of a well-educated native speaker
(choose 1)	(choose 1)	Reading ability
<input type="checkbox"/>	<input type="checkbox"/>	No practical ability to read the language
<input type="checkbox"/>	<input type="checkbox"/>	Sufficient comprehension to read very simple connected written material in a form equivalent to usual printing or typescript
<input type="checkbox"/>	<input type="checkbox"/>	Sufficient comprehension to read simple, authentic texts on subjects within a familiar context
<input type="checkbox"/>	<input type="checkbox"/>	Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects, as well as technical material
<input type="checkbox"/>	<input type="checkbox"/>	Able to read fluently and accurately all styles and forms of the language pertinent to professional needs, including all materials in one's special field
<input type="checkbox"/>	<input type="checkbox"/>	Reading proficiency is functionally equivalent to a well-educated native speaker

Please begin Employment Section on page 8.

EMPLOYMENT

EM1 How many jobs for pay have you held since the DDRA fellowship ended? Include full- and part-time jobs. *Do not include research or teaching that you did in conjunction with your work toward the degree supported by this fellowship.*

None (Go to EM10.)

1 2 3 4 5 6 7 8 9+

(Go to EM1a.)

EM1a Please report the start date of the job in which you first worked for pay (as defined in EM1) since the funding for your fellowship ended. (Enter "unknown" if either month or year is not known.)

Month _____ Year _____

EM2 Are you currently working for pay (as defined in EM1)?

Yes

No

EM3 We're particularly interested in jobs where you used the expertise you gained through the research abroad that was supported by the DDRA fellowship. Among the jobs you reported in EM1, how many involved the use of this expertise?

None (Go to EM9.)

1 2 3 4 5 6 7 8 9+

(Go to EM4.)

EM4 When did you first work in a job that involved using this expertise? (Enter "unknown" if either month or year is not known.)

Month _____ Year _____

EM5 How much time have you worked in the jobs that you reported in EM3?

Please round up to the nearest half-year. _____

EM6 Have you used the language you used to conduct your research abroad in any of the jobs you've held since completing that study?

- Yes (Go to EM6a.)
- No (Go to EM7.)

EM6a Considering all the jobs you've held since completing your research abroad, how much time have you spent in jobs in which you used this language?

Please round up to the nearest half-year. _____

EM6b Thinking about the job in which you used this language the most, how much did your duties in this job depend on your use of this language?

- Not at all
- To a limited degree
- Somewhat
- To a great degree

EM7 Have you worked part-time in any of the jobs that you reported in EM3?

- Yes (Go to EM7a.)
- No (Go to EM8.)

EM7a Which of the following reasons contributed to your working part-time? (Please check all that apply.)

- Full-time work was not available
- None of the employees worked a full-time schedule
- Family responsibilities
- Attended school while working
- No need or desire to work full-time
- Pursuing other interests or hobbies
- Health problems prohibited full-time work
- Other

EM8 In the jobs you reported in EM3, have you worked in any of the following sectors? *(Please check all that apply.)*

- Education (U.S. 4-year college or university, U.S. less-than-4-year postsecondary education institution, Preschool/K-12 school in U.S., foreign education institution)
- Military or other government (foreign, U.S. federal, U.S. state, U.S. local)
- U.S. private sector (nonprofit organization, industry or business, self-employed)
- Foreign/international private sector (nonprofit organization, industry or business, self-employed)
- None of the above

EM9 Has teaching been one of your primary responsibilities in any of the jobs you've held since the funding for your fellowship ended (i.e., all the jobs you reported in EM1)?

- Yes *(Go to EM9a.)*
- No *(Go to EM10.)*

EM9a In your teaching position(s) have you taught subject(s) related to the graduate study for which you received fellowship support?

- Yes
- No

EM9b Considering all teaching jobs you have held since the funding for your DDRA fellowship ended, how much time have you spent teaching? Again, do not include teaching that you did in conjunction with your work toward the degree supported by this fellowship.

Please round up to nearest half year. _____

EM10 Since completing the research abroad supported by the DDRA fellowship, have you been out of the labor force for 3 months or more? *By "out of the labor force" we mean not working for pay and not looking for paid employment. Please do not include time spent completing requirements for the degree you were pursuing with the support of this fellowship.*

- Yes *(Go to EM10a.)*
- No *(Go to EM11.)*

EM10a Why have you been out of the labor force? *(Please check all that apply.)*

- Rearing children, other family responsibilities
- Didn't want to work
- Didn't expect to find work
- Poor health, illness
- Wanted to pursue other interests (e.g., travel)
- Unable to find work when previously unemployed
- Studying full-time
- Other

EM10b Are you currently out of the labor force?

- Yes *(Go to EM10c.)*
- No *(Go to EM11.)*

EM10c Do you expect to look for work involving the expertise you gained through the graduate study supported by DDRA?

- Yes
- No

EM11 Since the funding for your fellowship ended, have you been unemployed for 3 months or more? *By "unemployed" we mean not working for pay and looking for paid employment.*

- Yes

(If you have had a job that involved use of the expertise you gained in the graduate study supported by DDRA, go to EM13.)

(If you have NOT had such a job, go to EM12.)

- No

(If you have had a job that involved use of the expertise you gained in the graduate study supported by DDRA, go to EM13.)

(If you have NOT had such a job, go to EM15.)

EM12 Since the funding for your fellowship ended, have you looked for a job that involved use of the language you used in your dissertation research abroad or other expertise you gained through the graduate study supported by the DDRA fellowship?

- Yes *(Go to EM12a.)*
- No *(Go to EM12b.)*

EM12a How many applications have you submitted for such jobs? *(Please estimate if unsure how many applications you submitted.)*

_____ *(Go to EM15.)*

EM12b Why did you not look for a job that involved the expertise you gained through the DDRA fellowship?

- Pursuing graduate study
- Found/preferred other work
- Didn't want high level, demanding job
- Unable/unwilling to live where such jobs are
- Jobs in these fields were too difficult to get
- Other

(Go to EM15.)

EM13 Do you consider work that involves the expertise you gained through the graduate study supported by DDRA to be part of a career you are pursuing or intend to pursue?

- Yes *(Go to EM14.)*
- No *(Go to EM15.)*

EM14 How long have you been working in this career? *(Please report your answer in years, and exclude work (research or teaching related to this degree) that you did while pursuing the degree that was supported by this fellowship.)*

EM15 What do you expect to be doing in the next 3 years? *(Please choose one.)*

- Working in a job that involves use of the expertise gained through the dissertation research abroad or use of the language used complete that research
- Working in a field that does not involve the expertise gained through the dissertation research abroad or use of the language used complete that research
- Not working for pay
- Other

Please begin Perceptions Section on page 13

PERCEPTIONS

- P1** To what degree did the opportunity to receive a DDRA fellowship influence your choice of field to pursue in graduate school?
- Not at all
 - Very little
 - Somewhat
 - A great deal
- P2** To what degree did the opportunity to receive a DDRA fellowship influence your choice of a country, culture, or language to pursue in graduate school?
- Not at all
 - Very little
 - Somewhat
 - A great deal
- P3** To what degree do you think the DDRA fellowship influenced your choices regarding occupations and career?
- Not at all
 - Very little
 - Somewhat
 - A great deal
- P4** Did you learn about the DDRA fellowship program before or after choosing your major field of study for your graduate degree?
- Before
 - After
 - Don't know
- P5** How helpful would you say your DDRA fellowship was in finishing your degree?
- Very helpful
 - Somewhat helpful
 - Not helpful

- P6** How helpful would you say your DDRA fellowship was in obtaining employment in your desired field?
- Very helpful
 - Somewhat helpful
 - Not helpful

Please begin Background Section on page 15.

BACKGROUND

B1 What is your gender?

- Female
- Male

B2 What is your race? *(Please check all that apply.)*

- White
- Black or African-American
- Asian or Asian-American
- American Indian or Alaska Native
- Native Hawaiian or Other Pacific Islander
- Other

B2a Are you of either Hispanic or Latino origin?

- Hispanic or Latino
- Not Hispanic or Latino

B3 When did you begin receiving DDRA fellowship funding? *(Enter "unknown" if either month or year is not known.)*

Month _____ Year _____

B3a When did you stop receiving funding from the DDRA fellowship? *(Enter "unknown" if either month or year is not known.)*

Month _____ Year _____

B4 What is the total amount of support you have received through the DDRA fellowship? *(Please report your answer to the nearest thousand dollars. Please include both tuition and fees paid to the institution and any stipend you received.)*

\$ _____

- Don't know

B5 Did the institution through which you pursued your degree provide any financial support (in addition to the DDRA fellowship) to you while you were working on this degree program?

- No
- Yes, but less than what was provided through fellowship funding.
- Yes, the same as or more than what was provided through fellowship funding.

B6 Did you use financial resources from any of the following to pay for the graduate education you were pursuing when you received the DDRA fellowship? (*Please include funding used to support study throughout your degree program, and check all that apply.*)

- Other fellowships, scholarship
- Grants
- Loans
- Employer reimbursement/assistance
- Parents
- Other family members or friends
- Personal earnings from job
- Personal savings
- Other (*Please specify:* _____)
- None of the above

Please complete Contact Information Section on page 17.

CONTACT INFORMATION

In case we need to contact you in the future, please provide your contact information below.

Street address: _____

City: _____ State: _____ Zip code: _____

Phone number: _____

Cell phone number: _____

Email address: _____

Thank you for completing this survey!

STUDY OF GRADUATE FELLOWSHIP PROGRAMS

FLAS Survey

Thank you for volunteering to take this survey.

The Study of Graduate Fellowship Programs is being conducted under contract to the U.S. Department of Education by InfoUse, a research organization in Berkeley, California. As part of this study, the Department is conducting this survey to gather information about the education and employment outcomes of graduate students who received financial support through the Foreign Language and Area Studies Fellowship Program (FLAS) between 1997 and 1999. You will receive a separate survey for each FLAS award you received in this time period. Your participation will help the U.S. Department of Education better understand the educational and employment outcomes of your fellowship program.

The survey has four sections. The first section focuses on education outcomes. The second section focuses on employment outcomes. The third section of the survey asks questions about how helpful the FLAS funding was toward your degree completion or employment outcomes and about other aspects of the FLAS program. The survey concludes with some questions about your background and your FLAS fellowship.

Thank you very much for your help with this important research.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1875-0237. The time required to complete this information collection is estimated to average 30 minutes, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, contact Lewis Kraus at InfoUse at (510) 549-6520, by e-mail at lkraus@infouse.com, or by mail at InfoUse, 2560 Ninth Street, Suite 320, Berkeley, CA, 94710.

EDUCATION

ED1 Records from the U.S. Department of Education's Office of Postsecondary Education show that you received a FLAS fellowship in [fill award date]. Is that correct?

- Yes (Go to ED2.)
 No (Go to page 18 and fill in the contact information.)

ED2 Did you receive your fellowship through [fill institution name]?

- Yes (Go to ED2c.)
 No (Go to ED2a.)

ED2a What are the name, city, and state of the institution through which you received your fellowship?

Institution name _____

City _____ State _____

ED2b Is the institution you told us about above also the institution that awarded or will award the graduate degree you were pursuing when you received the fellowship?

- Yes, they are the same. (Go to ED3.)
 No, the institution through which I received my fellowship is different from my degree-granting institution. (Go to ED2d.)

ED2c Is [institution name] also the institution that awarded or will award your graduate degree?

- Yes, they are the same. (Go to ED3.)
 No, the institution through which I received my fellowship is different from my degree-granting institution. (Go to ED2d.)

ED2d What are the name, city, and state of your degree-granting institution?

Institution name _____

City _____ State _____

ED3 In what type of degree program were you enrolled at this time?

- Master's degree
 - Doctoral degree
 - Professional or other degree *(Please specify the type of degree program in which you were enrolled at this time.)*
-

ED4 In what month and year did you begin this program? *(Enter "unknown" if either is not known.)*

Month _____ Year _____

ED5 Did you complete this degree?

- Yes *(Go to ED6.)*
- No *(Go to ED7.)*

ED6 In what month and year did you complete this degree? *(Enter "unknown" if either is not known.)*

Month _____ Year _____
(Go to ED11.)

ED7 Are you still working toward this degree?

- Yes *(Go to ED8.)*
- No *(Go to ED9.)*

ED8 When do you think you will complete this degree?

- Within the next 2 years
 - In 3 to 5 years
 - In more than 5 years
 - Don't know
 - Do not intend to complete
- (Go to ED13.)*

ED9 In what month and year did you stop working toward this degree? (Enter "unknown" if either is not known.)

Month _____ Year _____

ED10 Why did you leave this degree program? (Please check all that apply.)

- Had academic problems
- Was not satisfied with program, school, campus, facilities
- Was done taking desired classes
- Decided on a different program of study
- Am taking time off from studies
- Having conflicts with job or military
- Needed to work
- Offered desired job
- Lost funding
- Had other financial reasons
- Had change in family status (e.g., marriage, baby, death in family)
- Had conflicts with demands at home or personal problems
- Wanted to pursue other interests (e.g., travel, hobbies, etc.)
- Other

ED11 How many years elapsed between the date you began working on this degree and the date you received this degree or you stopped working on it? (Please round to the nearest year.)

1 2 3 4 5 6 7 8 9

10 11 12 13 14 15 16+

ED12 How many years did you work on your dissertation or thesis, i.e., non-course related research, writing, or defense, for this degree? (Please round to the nearest year.)

No thesis/dissertation required or otherwise not applicable

0 1 2 3 4 5 6 7 8

9 10 11 12 13 14 15 16+

ED13 What was your major field of study in this degree program?

ED14 Please use the codes from the list on page 7 to identify the field you studied.

ED15 While working on this degree, were you continuously enrolled or did you take off one or more semesters (academic terms), other than summer sessions?

- Continuously enrolled (*Go to ED17.*)
- Took off at least one semester/term (*Go to ED16.*)

ED16 How many semesters or terms were you not enrolled? Do not include summer sessions.

- 1 2 3 4 5 6 7 8 9

- 10 11+

ED17 While working on this degree, were you usually enrolled as a full-time or part-time student?

- Full-time
- Part-time
- Mix of full-time and part-time

SPECIALTIES LIST

INSTRUCTIONS: The following field list is to be used in responding to item ED14.

AGRICULTURAL SCIENCES	321 Computer	Geological & Related Sciences	678 Political Sci. & Government	810 Educ./Instruct. Media Design	938 Bus. Mgmt./Admin. Serv., Gen.
000 Agricultural Economics	324 Electrical & Electronics	540 Geology	682 Public Policy Analysis	815 Educ. Stat./Research	939 Bus. Mgmt./Admin. Serv., Other
002 Agricultural Business & Mgmt.	327 Eng. Mechanics	542 Geochemistry	686 Sociology	820 Educ. Assess. /Test./Meas.	Communications
005 Animal Breeding & Genetics	330 Eng. Physics	544 Seismology	690 Statistics (See also 450)	822 Educ. Psychology (See also 618)	940 Communications Research
010 Animal Nutrition	333 Eng. Science	546 Paleontology	694 Urban Affairs/Studies	825 School Psych. (See also 636)	947 Mass Communications
012 Dairy Science	336 Environ. Health Engineering	548 Mineralogy & Petrology	698 Social Sciences, General	830 Social/Phil. Found. of Ed.	957 Communication Theory
014 Poultry Science	339 Industrial & Manufacturing	550 Stratigraphy & Sedimentation	699 Social Sciences, Other	835 Special Education	958 Communications, General
019 Animal Sciences, Other	342 Materials Science	552 Geomorphology & Glacial Geology	HUMANITIES	840 Couns. Educ./Couns. & Guid. Serv.	959 Communications, Other (See also 736)
020 Agronomy & Crop Science	345 Mechanical	558 Geolog. & Related Sci., General	History	845 Higher Education/ Eval. & Research	Other Professional Fields
025 Plant Breeding & Genetics	348 Metallurgical	559 Geolog. & Related Sci., Other	700 History, American	850 Pre-elementary	960 Architect. Environ Design
030 Plant Pathology (See also 120)	351 Mining & Mineral Nuclear	Physics	703 History, Asian	852 Elementary	964 Home Economics
039 Plant Sciences, Other	357 Nuclear	560 Acoustics	705 History, European	856 Secondary	968 Law
043 Food Engineering	360 Ocean	561 Chemical & Atomic/Molecular	710 History/Philosophy of Sci. & Tech.	858 Adult & Continuing	972 Library Science
044 Food Sciences, Other	363 Operations Research (See also 465, 930)	564 Elementary Particle	711 History, General	Teaching Fields	974 Parks/ Rec./ Leisure/ Fitness
046 Soil Chemistry/ Microbiology	366 Petroleum	566 Fluids	719 History, Other	860 Agricultural Educ.	976 Public Admin.
049 Soil Sciences, Other	369 Polymer & Plastics	568 Nuclear	Letters	861 Art Education	980 Social Work
050 Horticulture Science	372 Systems	569 Optics	720 Classics	862 Business Educ.	984 Theol./Religious Education (See also 790)
055 Fisheries Sci. & Management	378 Eng., General	570 Plasma & High-Temperature	723 Comparative Literature	864 English Education	988 Professional Fields, General
066 Forest Biology	398 Eng., Other	572 Polymer	729 Linguistics	866 Foreign Lang. Education	989 Professional Fields, Other
068 Forest Engineering	COMPUTER AND INFORMATION SCIENCES	574 Solid State & Low-Temperature	733 Literature, English	870 Home Economics Education	OTHER FIELDS
070 Forest Management	400 Computer Science	578 Physics, General	734 English Language	872 Tech. & Indust. Arts Education	999 Other
072 Wood Sci. & Pulp/Paper Tech.	410 Info. Sci. & Sys.	579 Physics, Other	736 Speech & Rhetorical Studies	874 Math. Education	
074 Conserv./Renewable Natural Res.	419 Computer/Info. Sci, Other	Miscellaneous Physical Sciences	738 Letters, General	876 Music Education	
079 Forestry & Related Sci., Other	MATHEMATICS	580 Environ. Science	739 Letters, Other	878 Nursing Education	
080 Wildlife/Range Management	420 Applied Math.	585 Hydrology & Water Resources	Foreign Languages and Literature	880 Physical Educ. & Coaching	
098 Agricultural Sci., General	425 Algebra	590 Oceanography	740 French	882 Reading Educ.	
099 Agricultural Sci., Other	430 Analysis & Functional Analysis	595 Marine Sciences	743 German	884 Science Education	
HEALTH SCIENCES	435 Geometry	599 Misc. Physical Sciences, Other	746 Italian	885 Social Science Education	
200 Speech-Lang. Path. & Audiology	440 Logic (See also 785)	PSYCHOLOGY	749 Spanish	887 Technical Educ.	
210 Environmental Health	445 Number Theory	600 Clinical	752 Russian	888 Trade & Industrial Education	
212 Health Systems/Service Admin.	450 Math. Statistics	603 Cognitive & Psycholinguistics	755 Slavic (other than Russian)	889 Teacher Educ., Specific Acad. & Voc. Prog., Other	
215 Public Health	455 Topology	606 Comparative	757 Korean	Other Education	
220 Epidemiology (See also 133)	460 Computing Theory & Practice	609 Counseling	758 Chinese	898 Education, General	
222 Exercise Physiology/Sci., Kinesiology	465 Operations Research (See also 363, 930)	612 Developmental & Child	759 South Asian Languages	899 Education, Other	
230 Nursing	498 Math., General	613 Human/Indiv. & Family Devlpmt.	760 Other Asian Languages	PROFESSIONAL FIELDS	
240 Pharmacy	499 Math., Other	615 Experimental	762 Japanese	Business Management and Administrative Services	
245 Rehabilitation/Therapeutic Services	PHYSICAL SCIENCES	618 Educational (See also 822)	763 African Languages	900 Accounting	
250 Veterinary Medicine	Astronomy	620 Family & Marriage Counseling	764 Persian	905 Banking/Financial Support Serv.	
298 Health Sciences, General	500 Astronomy	621 Indust. & Organiz. (See also 935)	765 Hebrew	910 Business Admin. & Management	
299 Health Sciences, Other	505 Astrophysics	624 Personality	768 Arabic	915 Bus./Managerial Economics	
ENGINEERING	Atmospheric Sci. and Meteorology	627 Physiological/ Psychobiology	769 Other Languages & Literature	916 International Business	
300 Aerospace, Aeronaut. & Astronaut.	510 Atmospheric Physics & Chemistry	630 Psychometrics	Other Humanities	917 Mgmt. Info. Sys./ Bus. Data Proc.	
303 Agricultural	512 Atmospheric Dynamics	633 Quantitative	770 American Studies	920 Marketing Mgmt. & Research	
306 Bioengineering & Biomedical	514 Meteorology	636 School (See also 825)	773 Archeology	930 Operations Research (See also 363, 465)	
309 Ceramic Sciences	518 Atmos. Sci./ Meteorol, General	639 Social	776 Art History/ Criticism/Conserv.	935 Organiz. Behavior (See also 621)	
312 Chemical	519 Atmos. Sci./ Meteorol, Other	648 Psychology, General	780 Music		
315 Civil	Chemistry	649 Psychology, Other	785 Philosophy (See also 440)		
318 Communications	520 Analytical	SOCIAL SCIENCES	790 Religion (See also 984)		
	522 Inorganic	650 Anthropology	795 Drama/Theater Arts		
	524 Nuclear	652 Area Studies	798 Humanities, General		
	526 Organic	658 Criminology	799 Humanities, Other		
	528 Medicinal/ Pharmaceutical	662 Demography/ Population Studies	EDUCATION		
	530 Physical	666 Economics	800 Curriculum & Instruction		
	532 Polymer	668 Econometrics	805 Educ. Admin. & Supervision		
	534 Theoretical	670 Geography	807 Educ. Leadership		
	538 Chemistry, General	674 International Relations/Affairs			
	539 Chemistry, Other(See 100 Biochemistry)				

ED18 In the space below, please indicate the language (or one of the languages) you studied with the support of this FLAS fellowship. In the table, please evaluate your proficiency in that language both before you began and after you completed this FLAS language study by checking the response that best matches your ability. You should have six checks (pre- and post-study for each of the three types of abilities listed).

Language _____

Before FLAS award	After FLAS award	
(choose 1)	(choose 1)	Speaking and listening abilities
<input type="checkbox"/>	<input type="checkbox"/>	Unable to function in the spoken language
<input type="checkbox"/>	<input type="checkbox"/>	Able to satisfy basic survival needs and maintain very simple conversation on familiar topics
<input type="checkbox"/>	<input type="checkbox"/>	Able to satisfy routine social demands and limited work requirements
<input type="checkbox"/>	<input type="checkbox"/>	Able to participate effectively in most formal and informal conversations on practical and social topics and on professional topics in restricted contexts
<input type="checkbox"/>	<input type="checkbox"/>	Use of the language is functionally equivalent to a well-educated native speaker
(choose 1)	(choose 1)	Writing ability
<input type="checkbox"/>	<input type="checkbox"/>	No functional ability in writing
<input type="checkbox"/>	<input type="checkbox"/>	Sufficient control of the writing system to meet limited needs
<input type="checkbox"/>	<input type="checkbox"/>	Sufficient control of the writing system to meet most survival needs and limited social demands
<input type="checkbox"/>	<input type="checkbox"/>	Ability to write with some precision and in some detail about most common topics
<input type="checkbox"/>	<input type="checkbox"/>	Able to use the language effectively in most formal and informal written exchanges on practical, social, and professional topics
<input type="checkbox"/>	<input type="checkbox"/>	Writing proficiency is equal to that of a well-educated native speaker
(choose 1)	(choose 1)	Reading ability
<input type="checkbox"/>	<input type="checkbox"/>	No practical ability to read the language
<input type="checkbox"/>	<input type="checkbox"/>	Sufficient comprehension to read very simple connected written material in a form equivalent to usual printing or typescript
<input type="checkbox"/>	<input type="checkbox"/>	Sufficient comprehension to read simple, authentic texts on subjects within a familiar context
<input type="checkbox"/>	<input type="checkbox"/>	Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects, as well as technical material
<input type="checkbox"/>	<input type="checkbox"/>	Able to read fluently and accurately all styles and forms of the language pertinent to professional needs, including all materials in one's special field
<input type="checkbox"/>	<input type="checkbox"/>	Reading proficiency is functionally equivalent to a well-educated native speaker

ED18a Did you study other languages with the support of this FLAS fellowship?

- No more languages (Go to EM1.)
- One more language (Go to ED18b.)
- Two+ more languages (Please copy and complete ED18b (page 9) as many times as necessary to report on each language you studied with the support of this FLAS award.)

ED18b In the space below, please indicate an additional language you studied with the support of this FLAS fellowship. In the table, please evaluate your proficiency in that language both before you began and after you completed this FLAS language study by checking the response that best matches your ability. You should have six checks (pre- and post-study for each of the three types of abilities listed).

Language _____

Before FLAS award	After FLAS award	
(choose 1)	(choose 1)	Speaking and listening abilities
<input type="checkbox"/>	<input type="checkbox"/>	Unable to function in the spoken language
<input type="checkbox"/>	<input type="checkbox"/>	Able to satisfy basic survival needs and maintain very simple conversation on familiar topics
<input type="checkbox"/>	<input type="checkbox"/>	Able to satisfy routine social demands and limited work requirements
<input type="checkbox"/>	<input type="checkbox"/>	Able to participate effectively in most formal and informal conversations on practical and social topics and on professional topics in restricted contexts
<input type="checkbox"/>	<input type="checkbox"/>	Use of the language is functionally equivalent to a well-educated native speaker
(choose 1)	(choose 1)	Writing ability
<input type="checkbox"/>	<input type="checkbox"/>	No functional ability in writing
<input type="checkbox"/>	<input type="checkbox"/>	Sufficient control of the writing system to meet limited needs
<input type="checkbox"/>	<input type="checkbox"/>	Sufficient control of the writing system to meet most survival needs and limited social demands
<input type="checkbox"/>	<input type="checkbox"/>	Ability to write with some precision and in some detail about most common topics
<input type="checkbox"/>	<input type="checkbox"/>	Able to use the language effectively in most formal and informal written exchanges on practical, social, and professional topics
<input type="checkbox"/>	<input type="checkbox"/>	Writing proficiency is equal to that of a well-educated native speaker
(choose 1)	(choose 1)	Reading ability
<input type="checkbox"/>	<input type="checkbox"/>	No practical ability to read the language
<input type="checkbox"/>	<input type="checkbox"/>	Sufficient comprehension to read very simple connected written material in a form equivalent to usual printing or typescript
<input type="checkbox"/>	<input type="checkbox"/>	Sufficient comprehension to read simple, authentic texts on subjects within a familiar context
<input type="checkbox"/>	<input type="checkbox"/>	Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects, as well as technical material
<input type="checkbox"/>	<input type="checkbox"/>	Able to read fluently and accurately all styles and forms of the language pertinent to professional needs, including all materials in one's special field
<input type="checkbox"/>	<input type="checkbox"/>	Reading proficiency is functionally equivalent to a well-educated native speaker

Please begin Employment Section on page 9.

EMPLOYMENT

EM1 How many jobs for pay have you held since this FLAS fellowship ended? Include full- and part-time jobs. *Do not include research or teaching that you did in conjunction with your work toward the degree supported by this fellowship.*

None (Go to EM10.)

1 2 3 4 5 6 7 8 9+

(Go to EM1a.)

EM1a Please report the start date of the job in which you first worked for pay (as defined in EM1) since the funding for your fellowship ended. (Enter "unknown" if either month or year is not known.)

Month _____ Year _____

EM2 Are you currently working for pay (as defined in EM1)?

Yes

No

EM3 We're particularly interested in jobs where you used the expertise you gained through the study that was supported by this FLAS fellowship. Among the jobs you reported in EM1, how many involved the use of this expertise?

None (Go to EM9.)

1 2 3 4 5 6 7 8 9+

(Go to EM4.)

EM4 When did you first work in a job that involved using this expertise? (Enter "unknown" if either month or year is not known.)

Month _____ Year _____

EM5 How much time have you worked in the jobs that you reported in EM3?

Please round up to the nearest half-year. _____

EM6 Thinking about the job in which you used this expertise the most, how much did your duties in this job depend on your use of this expertise?

- Not at all
- To a limited degree
- Somewhat
- To a great degree

EM7 Have you worked part-time in any of the jobs that you reported in EM3?

- Yes (*Go to EM7a.*)
- No (*Go to EM8.*)

EM7a Which of the following reasons contributed to your working part-time? (*Please check all that apply.*)

- Full-time work was not available
- None of the employees worked a full-time schedule
- Family responsibilities
- Attended school while working
- No need or desire to work full-time
- Pursuing other interests or hobbies
- Health problems prohibited full-time work
- Other

EM8 In the jobs you reported in EM3, have you worked in any of the following sectors? (*Please check all that apply.*)

- Education (U.S. 4-year college or university, U.S. less-than-4-year postsecondary education institution, Preschool/K–12 school in U.S., foreign education institution)
- Military or other government (foreign, U.S. federal, U.S. state, U.S. local)
- U.S. private sector (nonprofit organization, industry or business, self-employed)
- Foreign/international private sector (nonprofit organization, industry or business, self-employed)
- None of the above

EM9 Has teaching been one of your primary responsibilities in any of the jobs you've held since the funding for your fellowship ended (i.e., all the jobs you reported in EM1)?

- Yes (Go to EM9a.)
- No (Go to EM10.)

EM9a In your teaching position(s) have you taught subject(s) related to the graduate study for which you received fellowship support?

- Yes
- No

EM9b Considering all teaching jobs you have held since the funding for your FLAS fellowship ended, how much time have you spent teaching? Again, do not include teaching that you did in conjunction with your work toward the degree supported by this fellowship.

Please round up to nearest half year. _____

EM10 Since completing the study supported by this FLAS fellowship, have you been out of the labor force for 3 months or more? By "out of the labor force" we mean not working for pay and not looking for paid employment. Please do not include time spent completing requirements for the degree you were pursuing with the support of this fellowship.

- Yes (Go to EM10a.)
- No (Go to EM11.)

EM10a Why have you been out of the labor force? (Please check all that apply.)

- Rearing children, other family responsibilities
- Didn't want to work
- Didn't expect to find work
- Poor health, illness
- Wanted to pursue other interests (e.g., travel)
- Unable to find work when previously unemployed
- Studying full-time
- Other

EM10b Are you currently out of the labor force?

- Yes (Go to EM10c.)
- No (Go to EM11.)

- EM10c** Do you expect to look for work involving the expertise you gained through the graduate study supported by FLAS?
- Yes
- No
- EM11** Since the funding for your fellowship ended, have you been unemployed for 3 months or more? By "unemployed" we mean not working for pay and looking for paid employment.
- Yes
- (If you have had a job that involved use of the expertise you gained in the graduate study supported by FLAS, go to EM13.)*
- (If you have NOT had such a job, go to EM12.)*
- No
- (If you have had a job that involved use of the expertise you gained in the graduate study supported by FLAS, go to EM13.)*
- (If you have NOT had such a job, go to EM15.)*
- EM12** Since the funding for your fellowship ended, have you looked for a job that involved use of the language you used in your dissertation research abroad or other expertise you gained through the graduate study supported by the FLAS fellowship?
- Yes *(Go to EM12a.)*
- No *(Go to EM12b.)*
- EM12a** How many applications have you submitted for such jobs? *(Please estimate if unsure how many applications you submitted.)*
- _____ *(Go to EM15.)*
- EM12b** Why did you not look for a job that involved the expertise you gained through this FLAS fellowship?
- Pursuing graduate study
- Found/preferred other work
- Didn't want high level, demanding job
- Unable/unwilling to live where such jobs are
- Jobs in these fields were too difficult to get
- Other
- (Go to EM15.)*

EM13 Do you consider work that involves the expertise you gained through the graduate study supported by DDRA to be part of a career you are pursuing or intend to pursue?

- Yes (Go to EM14.)
- No (Go to EM15.)

EM14 How long have you been working in this career? (Please report your answer in years, and exclude work (research or teaching related to this degree) that you did while pursuing the degree that was supported by this fellowship.)

EM15 What do you expect to be doing in the next 3 years? (Please choose one.)

- Working in a job that involves use of the expertise gained through the dissertation research abroad or use of the language used complete that research
- Working in a field that does not involve the expertise gained through the dissertation research abroad or use of the language used complete that research
- Not working for pay
- Other

Please begin Perceptions Section on page 14

PERCEPTIONS

P1 To what degree did the opportunity to receive a FLAS fellowship influence your choice of field to pursue in graduate school?

- Not at all
- Very little
- Somewhat
- A great deal

P2 To what degree did the opportunity to receive a FLAS fellowship influence your choice of a country, culture, or language to pursue in graduate school?

- Not at all
- Very little
- Somewhat
- A great deal

P3 To what degree do you think the FLAS fellowship influenced your choices regarding occupations and career?

- Not at all
- Very little
- Somewhat
- A great deal

P4 Did you learn about the FLAS fellowship program before or after choosing your major field of study for your graduate degree?

- Before
- After
- Don't know

P5 How helpful would you say your FLAS fellowship was in finishing your degree?

- Very helpful
- Somewhat helpful
- Not helpful

- P6** How helpful would you say your FLAS fellowship was in obtaining employment in your desired field?
- Very helpful
 - Somewhat helpful
 - Not helpful

Please begin Background Section on page 16.

BACKGROUND

B1 What is your gender?

- Female
- Male

B2 What is your race? *(Please check all that apply.)*

- White
- Black or African-American
- Asian or Asian-American
- American Indian or Alaska Native
- Native Hawaiian or Other Pacific Islander
- Other

B2a Are you of either Hispanic or Latino origin?

- Hispanic or Latino
- Not Hispanic or Latino

B3 When did you begin receiving funding through this FLAS fellowship? *(Enter "unknown" if either month or year is not known.)*

Month _____ Year _____

B3a When did you stop receiving funding from this FLAS fellowship? *(Enter "unknown" if either month or year is not known.)*

Month _____ Year _____

B4 What is the total amount of support you have received through this FLAS fellowship? *(Please report your answer to the nearest thousand dollars. Please include both tuition and fees paid to the institution and any stipend you received.)*

\$ _____

- Don't know

B5 Did the institution through which you pursued your degree provide any financial support (in addition to this FLAS fellowship) to you while you were working on this degree program?

- No
- Yes, but less than what was provided through fellowship funding.
- Yes, the same as or more than what was provided through fellowship funding.

B6 Did you use financial resources from any of the following to pay for the graduate education you were pursuing when you received this FLAS fellowship? *(Please include funding used to support study throughout your degree program, and check all that apply.)*

- Other fellowships, scholarship
- Grants
- Loans
- Employer reimbursement/assistance
- Parents
- Other family members or friends
- Personal earnings from job
- Personal savings
- Other *(Please specify: _____)*
- None of the above

Please complete Contact Information Section on page 18.

CONTACT INFORMATION

In case we need to contact you in the future, please provide your contact information below.

Street address: _____

City: _____ State: _____ Zip code: _____

Phone number: _____

Cell phone number: _____

Email address: _____

Thank you for completing this survey!

STUDY OF GRADUATE FELLOWSHIP PROGRAMS

Javits/GAANN Survey

Thank you for volunteering to take this survey.

The Study of Graduate Fellowship Programs is being conducted under contract to the U.S. Department of Education by InfoUse, a research organization in Berkeley, California. As part of this study, the Department is conducting this survey to gather information about the education and employment outcomes of graduate students who have received financial support through the Javits or GAANN fellowship programs between 1997 and 1999. Your participation will help the U.S. Department of Education better understand the educational and employment outcomes of your fellowship program.

The survey has four sections. The first section focuses on education outcomes. The second section focuses on employment outcomes. The third section of the survey asks questions about how helpful the fellowship funding was toward your degree completion or employment outcomes and about other aspects of the Javits or GAANN program. The survey concludes with some questions about your background and details regarding your Javits or GAANN fellowship.

Thank you very much for your help with this important research.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1875-0237. The time required to complete this information collection is estimated to average 14 minutes, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, contact Lewis Kraus at InfoUse at (510) 549-6520, by e-mail at lkraus@infouse.com, or by mail at InfoUse, 2560 Ninth Street, Suite 320, Berkeley, CA, 94710.

EDUCATION

ED1 Records from the U.S. Department of Education's Office of Postsecondary Education show that you received a [fill type of fellowship]. Is that correct?

- Yes (Go to ED2.)
- No (Go to page 15 and fill in the contact information.)

ED2 When you were awarded the [fill type of fellowship], were you attending or planning to attend [fill institution name]?

- Yes (Go to ED3.)
- No (Go to ED2a.)

ED2a Where were you attending or planning to attend graduate school?

Institution name _____

City _____ State _____

ED3 In what type of degree program were you enrolled at this time?

- Master's degree
 - Doctoral degree
 - Professional or other degree (Please specify the type of degree program in which you were enrolled at this time.)
- _____

ED4 In what month and year did you begin this program?

Month _____ Year _____

ED5 Did you complete this degree?

- Yes (Go to ED6.)
- No (Go to ED7.)

ED6 In what month and year did you complete this degree?

Month _____ Year _____
(Go to ED11.)

ED7 Are you still working toward this degree?

- Yes (Go to ED8.)
- No (Go to ED9.)

ED8 When do you think you will complete this degree?

- Within the next 2 years
 - In 3 to 5 years
 - In more than 5 years
 - Don't know
 - Do not intend to complete
- (Go to ED12.)

ED9 In what month and year did you stop working toward this degree?

Month _____ Year _____

ED10 Why did you leave this degree program? (Please check all that apply.)

- Had academic problems
- Was not satisfied with program, school, campus, facilities
- Was done taking desired classes
- Decided on a different program of study
- Am taking time off from studies
- Having conflicts with job or military
- Needed to work
- Offered desired job WHYSTP8
- Lost funding WHYSTP9
- Had other financial reasons WHYSTP10
- Had change in family status (e.g., marriage, baby, death in family) WHYSTP11
- Had conflicts with demands at home or personal problems WHYSTP12
- Wanted to pursue other interests (e.g., travel, hobbies, etc.) WHYSTP13
- Other WHYSTP14

ED11 How many years did you work on your dissertation or thesis, i.e., non-course related research, writing, or defense, for this degree? (Please round to the nearest year.) DISSTIME

- 0 1 2 3 4 5 6 7 8
- 9 10 11 12 13 14 15 16+

ED12 What was your major field of study in this degree program?

_____ FLDFELV

ED13 Please use the codes on the list on page 6 to identify the field you studied.

_____ FLDFEL8 & FLDSED

ED14 While working on this degree, were you continuously enrolled or did you take off one or more semesters (academic terms), other than summer sessions? CONTENRL

- Continuously enrolled (Go to ED16.)
- Took off at least one semester/term (Go to ED15.)

ED15 How many semesters or terms were you not enrolled? Do not include summer sessions.

- 1 2 3 4 5 6 7 8 9
- 10 11+ TIMEOFF

ED16 While working on this degree, were you usually enrolled as a full-time or part-time student?

- Full-time
- Part-time
- Mix of full-time and part-time

PGMFTPT

Please begin Employment Section on page 7.

SPECIALTIES LIST

INSTRUCTIONS: The following field list is to be used in responding to item ED14.

AGRICULTURAL SCIENCES	175	Pathology, Human & Animal (See also 120)	435	Geometry	585	Hydrology & Water Resources	740	French	888	Trade & Industrial Education		
000	Agricultural Economics	180	Pharmacology, Human & Animal	440	Logic (See also 785)	590	Oceanography	743	German	889	Teacher Educ., Specific Acad. & Voc. Prog., Other	
002	Agricultural Business & Mgmt.	185	Physiology, Human & Animal	445	Number Theory	595	Marine Sciences	746	Italian			
005	Animal Breeding & Genetics	189	Zoology, Other	450	Math. Statistics	599	Misc. Physical Sciences, Other	749	Spanish			
010	Animal Nutrition	198	Biological Sciences, General	455	Topology			752	Russian			
012	Dairy Science	199	Biological Sciences, Other	460	Computing Theory & Practice			755	Slavic (other than Russian)			
014	Poultry Science			465	Operations Research (See also 363, 930)			758	Chinese		Other Education	
019	Animal Sciences, Other			498	Math., General			762	Japanese	898	Education, General	
020	Agronomy & Crop Science			499	Math., Other			765	Hebrew	899	Education, Other	
025	Plant Breeding & Genetics							768	Arabic			
030	Plant Pathology (See also 120)							769	Other Languages & Literature			
039	Plant Sciences, Other										PROFESSIONAL FIELDS	
043	Food Engineering										Business Management and Administrative Services	
044	Food Sciences, Other										900	Accounting
046	Soil Chemistry/Microbiology										905	Banking/Financial Support Serv.
049	Soil Sciences, Other										910	Business Admin. & Management
050	Horticulture Science										915	Bus./Managerial Economics
055	Fisheries Sci. & Management										916	International Business
066	Forest Biology										917	Mgmt. Info. Sys./Bus. Data Proc.
068	Forest Engineering										920	Marketing Mgmt. & Research
070	Forest Management										930	Operations Research (See also 363, 465)
072	Wood Sci. & Pulp/Paper Tech.										935	Organiz. Behavior (See also 621)
074	Conserv./Renewable Natural Res.										938	Bus. Mgmt./Admin. Serv., Gen.
079	Forestry & Related Sci., Other										939	Bus. Mgmt./Admin. Serv., Other
080	Wildlife/Range Management											Communications
098	Agricultural Sci., General										940	Communications Research
099	Agricultural Sci., Other										947	Mass Communications
											957	Communication Theory
											958	Communications, General
											959	Communications, Other (See also 736)
												Other Professional Fields
											960	Architec. Environ Design
											964	Home Economics
											968	Law
											972	Library Science
											974	Parks/ Rec./ Leisure/ Fitness
											976	Public Admin.
											980	Social Work
											984	Theol./Religious Education (See also 790)
											988	Professional Fields, General
											989	Professional Fields, Other
												OTHER FIELDS
											999	Other

EMPLOYMENT

EM1 How many jobs for pay have you held since the [fill type of fellowship] fellowship ended? Include full- and part-time jobs. Do not include research or teaching that you did in conjunction with your work toward the degree supported by this fellowship. JOBS4PAY

None (Go to EM9.)

1 2 3 4 5 6 7 8 9+

(Go to EM1a.)

EM1a Please report the start date of the job in which you first worked for pay since the funding for your fellowship ended. Do not include research or teaching that you did in conjunction with your work toward the degree supported by this fellowship

Month _____JOB1STMO Year _____JOB1STYR

EM2 Are you currently working for pay (as defined in EM1)? CUREMP

Yes

No

EM3 We're particularly interested in jobs where you used the expertise you gained in the graduate program that was supported by your fellowship.

Among the jobs in which you worked for pay since your [fellowship_type] ended, how many involved the use of this expertise? Again, please exclude *research or teaching that you did in conjunction with your work toward the degree supported by this fellowship* NUMRELJB

None (Go to EM8.)

1 2 3 4 5 6 7 8 9+

(Go to EM4.)

EM4 When did you first work in a job that involved using this expertise?

Month _____RLJBSTMO Year _____RLJBSTYR

EM5 How much time have you worked in the jobs where you used your fellowship expertise?

Please round up to the nearest half-year. _____ RELJBTIM

EM6 Have you worked part-time in any of the jobs where you used your fellowship expertise?
JOBXFTPT

- Yes (Go to EM6a.)
- No (Go to EM7.)

EM6a Which of the following reasons contributed to your working part-time? (Please check all that apply.)

- Full-time work was not available WHY1PART
- None of the employees worked a full-time schedule WHY2PART
- Family responsibilities WHY3PART
- Attended school while working WHY4PART
- No need or desire to work full-time WHY5PART
- Pursuing other interests or hobbies WHY6PART
- Health problems prohibited full-time work WHY7PART
- Other WHY8PART

EM7 In the jobs where you used your fellowship expertise, have you worked in any of the following sectors? (Please check all that apply.)

- Education (U.S. 4-year college or university, U.S. less-than-4-year postsecondary education institution, Preschool/K-12 school in U.S., foreign education institution) RELJBED
- Military or other government (foreign, U.S. federal, U.S. state, U.S. local) RELJBMIL
- U.S. private sector (nonprofit organization, industry or business, self-employed) RELJBPRI
- Foreign/international private sector (nonprofit organization, industry or business, self-employed) RELJBFOR
- None of the above RELJBNOT

EM8 Has teaching been one of your primary responsibilities in any of the jobs you've held since the funding for your fellowship ended? Do not include research or teaching that you did in conjunction with your work toward the degree supported by this fellowship TAUGHT

- Yes (Go to EM8a.)
- No (Go to EM9.)

EM8a In your teaching position(s) have you taught subject(s) related to the field of the graduate study for which you received fellowship support? TGTFLANG

- Yes
 No

EM8b Considering all teaching jobs you have held since the funding for your [fill type of fellowship] fellowship ended, how much time have you spent teaching? Again, do not include teaching that you did in conjunction with your work toward the degree supported by this fellowship.

Please round up to nearest half year. _____ TGTTIME

EM9 Since the funding for your fellowship ended, have you been out of the labor force for 3 months or more? By "out of the labor force" we mean not working for pay and not looking for paid employment. Please do not include time spent completing requirements for the degree you were pursuing with the support of this fellowship. OOLF

- Yes (Go to EM9a.)
 No (Go to EM10.)

EM9a Why have you been out of the labor force? (Please check all that apply.)

- Rearing children, other family responsibilities WHY1OOLF
 Didn't want to work WHY2OOLF
 Didn't expect to find work WHY3OOLF
 Poor health, illness WHY4OOLF
 Wanted to pursue other interests (e.g., travel) WHY5OOLF
 Unable to find work when previously unemployed WHY6OOLF
 Studying full time WHY7OOLF
 Other WHY8OOLF

EM9b Are you currently out of the labor force? CUROOLF

- Yes (Go to EM9c.)
 No (Go to EM10.)

EM9c Do you expect to look for work that involves the expertise you gained through the graduate study supported by your fellowship? JBLNGEXP

- Yes
 No

EM10 Since the funding for your fellowship ended, have you been unemployed for 3 months or more?
By "unemployed" we mean not working for pay and looking for paid employment. UNEMP

Yes

(If you have had a job related to your field of graduate study, go to EM12.)

(If you have NOT had such a job, go to EM11.)

No

(If you have had a job related to your field of graduate study, go to EM12.)

(If you have NOT had such a job, go to EM14.)

EM11 Since the funding for your fellowship ended, have you looked for a job that involved the expertise you gained through the graduate study supported by your fellowship? LKDRELJB

Yes *(Go to EM11a.)*

No *(Go to EM11b.)*

EM11a How many applications have you submitted for such jobs? *(Please estimate if unsure how many applications you submitted.)* RELJBAPP

_____ *(Go to EM14.)*

EM11b Why did you not look for a job that involved the expertise gained through your graduate study?

Pursuing graduate study

Found/preferred other work

Didn't want high level, demanding job

Unable/unwilling to live where such jobs are

Jobs in these fields were too difficult to get

Other

(Go to EM14.) NORELWHY

EM12 Do you consider work that involves the expertise you gained through graduate study with fellowship support to be part of a long-term career you are pursuing or intend to pursue?
CAREER

Yes *(Go to EM13.)*

No *(Go to EM14.)*

EM13 How long have you been working in this career? *(Please report your answer in years, and exclude work (research or teaching related to this degree) that you did while pursuing the degree that was supported by this fellowship.)* CREERTIM

EM14 What do you expect to be doing in the next 3 years? *(Please choose one.)* EXP3YRS

- Working in a job that involves the expertise gained with fellowship support
- Working in a field that does not involve the expertise gained with fellowship support
- Not working for pay
- Other

Please begin Perceptions Section on page 11.

PERCEPTIONS

P1 To what degree did the opportunity to receive a [fill fellowship name] fellowship influence your choice of field to pursue in graduate school? FLDCHOIC

- Not at all
- Very little
- Somewhat
- A great deal

P2 To what degree do you think your fellowship influenced your choices regarding occupations and career? CARCHOIC

- Not at all
- Very little
- Somewhat
- A great deal

P3 Did you learn about the [fill fellowship name] fellowship program before or after choosing your major field of study for your graduate degree? LWHENLRN

- Before
- After
- Don't know

P4 How helpful would you say your fellowship was in finishing your degree? HELPFNSH

(skipped if answered no to ED5)

- Very helpful
- Somewhat helpful
- Not helpful

P5 How helpful would you say your fellowship was in obtaining employment in your desired field?
HELPJOB

- Very helpful
- Somewhat helpful
- Not helpful
- Not applicable

Please begin Background Section on page 13.

BACKGROUND

B1 What is your gender? GNDRFEL

- Female
- Male

B2 Are you of Hispanic or Latino origin? HISPFEEL

- Hispanic or Latino
- Not Hispanic or Latino

B2a What is your race? *(Select one or more.)*

- American Indian or Alaska Native INDFEL
- Asian ASIANFEL
- Black or African-American BLACKFEL
- Native Hawaiian or Other Pacific Islander HAWFEL
- White WHITEFEL

B3 When did you begin receiving [fill fellowship name] fellowship funding?

Month _____ FLSTFLMO Year _____ FLSTFLYR

B3a When did you stop receiving funding from the [fill fellowship name] fellowship?

Month _____ FLEDFLMO Year _____ FLEDFLYR

B4 What is the total amount of support you have received through the [fill fellowship name] fellowship? *(Please report your answer to the nearest thousand dollars. Please include both tuition and fees paid to the institution and any stipend you received.)*

\$ _____ FELSUPPT

- Don't know FELSUPUK

B5 Did the institution through which you pursued your degree provide any financial support (in addition to the [fill fellowship name] fellowship) to you while you were working on this degree program? INSUPFEL

- No
- Yes, but less than what was provided through fellowship funding
- Yes, the same as or more than what was provided through fellowship funding

B6 Did you use financial resources from any of the following to pay for the graduate education you were pursuing when you received the [fill fellowship name] fellowship? *(Please include funding used to support study throughout your degree program, and check all that apply.)*

- Other fellowships, scholarship OTHFEL
- Grants GRANTS
- Loans LOANS
- Employer reimbursement/assistance EMPASST
- Parents PARENTS
- Other family members or friends FAM_FRN
- Personal earnings from job WORK
- Personal savings SAVINGS
- Other OTHER *(Please specify:* _____ *)* OTHERSP
- None of the above NONE

Please complete Contact Information Section on page 15.

CONTACT INFORMATION

In case we need to contact you in the future, please provide your contact information below.

Street address: _____ FELADD

City: _____ FELCITY State: _____ FELSTATE Zip code: _____ FELZIP

Phone number: _____ FELPHONE

Cell phone number: _____ FELCELL

Email address: _____ FELEMAIL

Thank you for completing this survey!