All Inquiries Should Be Directed To:

Institutional Research and Decision Support (IRADS)
One University Dr.
Orange, CA  92866

http://www.chapman.edu/irads
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A Profile of Chapman University
University Officers (2019-2020)

University Presidents
James B. Martin 1863-1875
Benjamin H. Smith 1875-1878
Allen M. Elston 1878-1892
Henry D. McAneny 1892-1912
Arthur C. Braden 1922-1929
Cecil F. Cheverton 1929-1941
George N. Reeves 1942-1956
J.E. Wilkinson (Acting) 1956-1957
John L. Davis 1957-1971
Donald C. Kleckner 1971-1975
Davis Chamberlin (Acting) 1976-1977
James L. Doti (Acting) 1988-1989
James L. Doti 1991-2016
Daniele C. Struppa 2016-present

Administration
Dr. Daniele C. Struppa, President
Dr. Glenn Pfeiffer, Provost and Executive Vice President for Academic Affairs
Mr. Gary Brahm, Chancellor, Brandman University
Mr. Harold W. Hewitt, Jr., Executive Vice President and Chief Operating Officer
Dr. Sheryl A. Bourgeois, Executive Vice President for University Advancement
Mr. Rick Turner, Interim Vice President of Campus Planning and Operations
Mr. Joseph Slowensky, Vice Provost of Institutional Effectiveness and Faculty Affairs
Dr. Nina LeNoir, Vice Provost for Undergraduate Education
Dr. Roxanne Greitz Miller, Vice Provost for Graduate Education
Dr. Thomas Piechota, Vice President for Research
Dr. Jerry Price, Vice President for Student Affairs and Dean of Students
Dr. Lawrence Brown, Vice Provost for Academic Administration
Mr. Michael Pelly, Vice President and Dean for Enrollment Management
Ms. Charlene Baldwin, Dean of the Leatherby Libraries
Dr. William D. Hall, Dean and Artistic Director of the Musco Center for the Arts
Dr. Gail Stearns, Dean of the Wallace All Faiths Chapel
Mr. Terry Boesel, Director of Athletics
Mr. Brian K. Powell, Vice President and Chief Human Resources Officer
Mr. Behzad Binesh, Vice President of Finance and Controller
Dr. Janine P. DuMontelle, Vice President of Legal Affairs and General Counsel
Ms. Helen Norris, Vice President and Chief Information Officer
Mr. Jamie Ceman, Vice President of Strategic Marketing and Communications

Academic Deans
Dr. Jennifer Keene, Dean, Wilkinson College of Arts, Humanities, and Social Sciences
Dr. Thomas Turk, Dean, George L. Argyros School of Business and Economics
UNIVERSITY PROFILE

Dr. Margaret Grogan, Dean, College of Educational Studies
Dr. Andrew Lyon, Dean, Fowler School of Engineering
Mr. Robert Bassett, Dean, Lawrence & Kristina Dodge College of Film and Media Arts
Dr. Janeen Hill, Dean, Crean College of Health and Behavioral Sciences
Dr. Matthew J. Parlow, Dean, Dale E. Fowler School of Law
Dr. Giulio Ongaro, College of Performing Arts
Dr. Ronald P. Jordan, Dean, School of Pharmacy
Dr. Jason Keller, Interim Dean, Schmid College of Science and Technology

Board of Trustees

Officers
Wylie Aitken, Chair
Joann Leatherby, Vice Chair
Parker Kennedy, Vice Chair
James Mazzo, Vice Chair
Scott Chapman, Secretary
Zelma M. Allred, Assistant Secretary

Members
Guy Abramo
Rick Aifiable
Marily Alexander
Lisa Argyros ’07
Donna Ford Attallah ’61
Raj S. Bhatral
Ken Bunt ’93
James P. Burra
Michael J. Carver
Phillip H. Case
Akin Ceylan
Irving M. Chase
Hazem H. Chehabi
Jerome W. Cwiertnia
Zeinab Dabbah (JD ’12)
Dale E. Fowler ’58
Emile Haddad
Stan Harrelson
Gavin S. Herbert, Jr.

Mark Hilbert
William K. Hood
Andrew Horowitz
Mark Chapin Johnson ’05
Jennifer L. Keller
Thomas E. Malloy
Sebastian Paul Musco
Richard Muth (MBA ’81)
James J. Peterson
Harry S. Rinker
James B. Roszak
The Honorable Loretta Sanchez ‘82
Mohindar S. Sandhu
Ronald M. Simon
Ronald E. Soderling
The Honorable Gaddi H. Vasquez ‘09
Karen R. Wilkinson ’69
David Wilson

Emeritus Chairs
The Honorable George L. Argyros ’59
Doy B. Henley

David Janes
Donald E. Sodaro
Emeritus Trustees
Richard Bertea
Lynn Hirsch Booth
Arlene R. Craig
J. Ben Crowell
Robert A. Elliott
David C. Henley
Roger C. Hobbs
Cecilia Presley
Barry Rodgers
Richard R. Schmid
R. David Threshie

Ex Officio Trustees
Connie Benson ’93
Reverend LaTaunya Bynum ’76
Paul Cook
Reverend Don Dewey
Nancy Fleeman ’86
Reverend Dayna Kinkade
Anne Manassero
Daniele C. Struppa
Reverend Felix Villanueva

Board of Governors

Officers
Paul A. Cook, Chair
Michael Penn (JD ’04), Executive Vice Chair
Rebecca Hall ‘96, Vice Chair
Robin Follman Otta, Secretary

Members
George Adams, Jr.
Bob Barry
Shari Battle
James E. Blalock (JD ’09)
Brenda Carver
Eva Chen
Bradley Comp
Ronn C. Cornelius
Kathleen M. Gardarian
Galen Grillo (EMBA ’13)
Sinan Kanatsiz ’97 (MA ’00)
Casey Kasprzyk ‘01
Elim Kay ‘09
Dustin Kemmerer
Scott A. Kisting
Dennis Kuhl
Jared Mathis
Mark McCardle
Scott Meden
Samuel Mirejovsky (JD ’11)
Carrie Nocella ‘99
John Sanders ‘70
Bicky Singh
Betty Uribe
James F. Wilson

Ex-Officio Governors
Sheryl A. Bourgeois
Daniele C. Struppa
Governors Emeriti
Marta S. Bhathal
Kathleen A. Bronstein
Judith A. Garfi-Partridge
Gary E. Liebl
Jean H. Macino
Richard D. Marconi
Jerrel T. Richards
Douglas e. Willits ‘72

President’s Cabinet
George Argyros, Jr. ’89, (JD ’01)
Barry Goldfarb
Alex Hayden ‘95
Gavin S. Herbert
Doug Ingram
Steeve Kay
Joe E. Kiani
Susan Samueli
Christine Sisley
Ralph Stern
David Stone
Ken Tokita
Alan L. True
Emily Crean Vogler
Vision Statement

Chapman University will be a student-centered institution, recognized nationally and internationally as a center of academic and personal excellence that prepares our students to contribute to global society.

Mission

The mission of Chapman University is to provide personalized education of distinction that leads to inquiring, ethical, and productive lives as global citizens.

History

Chapman University traces its roots back more than a century and a half to Hesperian College, which opened on the same day that Abraham Lincoln was inaugurated as the sixteenth U.S. president in 1861. Hesperian and several other institutions later merged with California Christian College in Los Angeles. In 1934 the institution was renamed in recognition of its most generous benefactor, C.C. Chapman, successful real estate investor, church leader, politician, and citrus grower. Chapman College moved to the city of Orange in 1954. In September of 1991 the college became Chapman University, further strengthening its commitment to international education and an innovative undergraduate curriculum and graduate programs.

Central Commitments

The mission of Chapman University finds expression through the following central commitments:

- Create stimulating learning environments for a diverse population.
- Recruit and retain an outstanding faculty that cherishes teaching, research, and creative activity as primary professional commitments and that strives to build a creative intellectual community in which the inquiring life is exemplified by a shared commitment among students and faculty to the pursuit of knowledge.
- Offer curricula that integrate liberal arts and professional learning in order to foster independent and critical thinking, effective communication, and an international perspective.
- Create learning, living, and working environments that foster diversity, multiple perspectives, and the free exchange of ideas.
- Affirm our openness to diverse religious, spiritual, political, and ethical traditions.
- Encourage the linkage between a life of learning and service and vital interaction of the University with our wider communities.
- Devote resources in a fiscally responsible manner to support outstanding teaching, scholarship, and learning and develop facilities that enhance the living and learning environments.
**Academic Programs**

**Wilkinson College of Arts, Humanities, and Social Sciences**

*Department of Art*
  - B.A. in Art History
  - B.F.A. in Art
  - B.F.A. in Graphic Design

*Department of English and Comparative Literature*
  - B.A. in English
  - B.F.A. in Creative Writing
  - Accelerated Undergraduate / M.A. in English
  - M.A. in English
  - M.F.A. in Creative Writing
  - Dual Degree Program: M.A. in English / M.F.A. in Creative Writing

*Department of History*
  - B.A. in History
  - Accelerated Undergraduate / M.A. in English
  - M.A. in War and Society

*International Studies Program*
  - M.A. in International Studies
  - Accelerated Undergraduate / M.A. in International Studies

*Department of World Languages and Cultures*
  - B.A. in French
  - B.A. in Global Communication and World Languages
  - B.A. in Spanish

*Peace Studies Program*
  - B.A. in Peace Studies

*Department of Philosophy*
  - B.A. in Philosophy

*Department of Political Science*
  - B.A. in Political Science

*Department of Religious Studies*
  - B.A. in Religious Studies

*Department of Sociology*
  - B.A. in Sociology

**George L. Argyros School of Business and Economics**

  - Certificate in Applied Statistical Analysis
  - B.A. in Economics
B.S. in Accounting
B.S. in Business Administration
Integrated Five Year Undergraduate / M.B.A.
Integrated Five Year Undergraduate / M.S. Accounting
Integrated Five Year Undergraduate / M.S. Behavioral and Computational Econ
Executive M.B.A.
M.B.A. (Full-time)
M.B.A. (Professional)
M.B.A. in Prague
M.S. Accounting
M.S. Behavioral and Computational Economics
Joint Juris Doctor / M.B.A. (with the Fowler School of Law)
Joint M.B.A. / M.F.A. in Film and Television Producing (with Dodge College)
Joint M.B.A. / M.S. in Food Science (with Schmid College)

School of Communication
B.A. in Communication Studies
B.A. in Global Communication and World Languages
B.A. in Strategic and Corporate Communication
Accelerated Undergraduate / M.S. in Health and Strategic Communication
M.S. in Health and Strategic Communication
Ph.D. in Communication

College of Educational Studies
B.A. in Integrated Educational Studies
Integrated Five Year Undergraduate / M.A. in Curriculum and Instruction
Integrated Five Year Undergraduate / M.A. in Leadership Development
Ed.S. in School Psychology / M.A. in Educational Psychology
M.A. in Counseling
M.A. in Leadership Development
M.A. in Special Education
M.A. in Teaching (Elementary or Secondary)
Ph.D. in Education (Cultural and Curricular Studies, Disability Studies, Leadership Studies, or School Psychology Emphasis)
Multiple Subject Credential
Multiple Subjects Credential with Spanish/English/Bilingual Emphasis Option
Professional Clear Credential
Pupil Personnel Services Credential in School Counseling
Pupil Personnel Services Credential in School Psychology
Single Subject Credential
Special Education Preliminary Credential: Mild/Moderate
Special Education Preliminary Credential: Moderate/Severe
Dale E. and Sarah Ann Fowler School of Engineering

B.S. in Computer Science
B.S. in Data Analytics
B.S. in Software Engineering

Lawrence and Kristina Dodge College of Film and Media Arts

B.A. in Film Studies
B.A. in Public Relations and Advertising
B.F.A. in Animation and Visual Effects
B.F.A. in Broadcast Journalism and Documentary
B.F.A. in Creative Producing
B.F.A. in Film Production
B.F.A. in Screen Acting (joint program with the College of Performing Arts)
B.F.A. in Screenwriting
B.F.A. in Television Writing and Production

Accelerated Five-Year Undergraduate / M.A. Film Studies Program

M.A. in Film Studies
M.F.A. in Documentary Filmmaking
M.F.A. in Film and Television Producing
M.F.A. in Film Production
M.F.A. in Production Design
M.F.A. in Screenwriting
M.F.A. in Television Writing and Producing

M.B.A. / M.F.A. in Film and Television Producing (with the Argyros School)
Juris Doctor / M.F.A. in Film and Television Producing (with the School of Law)

Crean College of Health and Behavioral Sciences

B.A. in Psychology
B.S. in Applied Human Physiology
B.S. in Health Sciences

Pre-Health Post-Baccalaureate Program

Accelerated B.S. in Health Sciences to M.S. in Health and Strategic Comm
Bridge B.S. in Applied Human Physiology to M.S. in Food Science
Bridge B.S. in Health Science to Doctor of Physical Therapy
Bridge B.S. in Health Science to M.M.S in Physician Assistant Studies

Doctor of Physical Therapy (DPT)
Transitional Doctor of Physical Therapy (tDPT)
M.A. in Marriage and Family Therapy
M.M.S. in Physician Assistant Studies
M.S. in Communication Sciences and Disorders
Speech Language Pathology Services Credential
Dale E. Fowler School of Law

Juris Doctor
Juris Doctor / M.B.A. (with the Argyros School)
Juris Doctor / M.F.A. in Film and Television Producing (with Dodge College)
LL.M. (General)
LL.M. in Taxation

College of Performing Arts

Department of Dance
B.A. in Dance
B.F.A. in Dance Performance

Hall-Musco Conservatory of Music
B.A. in Music
B.M. in Composition
B.M. in Performance
B.M. (Pre-Certification, Music Education)
M.M. in Keyboard Collaborative Arts

Department of Theatre
B.A. in Theatre
B.F.A. in Screen Acting (joint program with Dodge College)
B.F.A. in Theatre Performance

School of Pharmacy
Pharmacy Freshman Early Assurance Program (FEAP)
Accelerated B.S. / M.S. in Pharmaceutical Sciences
M.S. in Pharmaceutical Sciences
Doctor of Pharmacy (Pharm.D.)
Ph.D. in Pharmaceutical Sciences

Schmid College of Science and Technology
B.S. in Biochemistry and Molecular Biology
B.S. in Biological Sciences
B.S. in Chemistry
B.S. in Environmental Science and Policy
B.S. in Mathematics
B.S. in Physics

Chapman/UC Irvine Joint Degree Program in Engineering
Accelerated Undergraduate / M.S. in Behavioral and Computational Economics
Accelerated Undergraduate / M.S. in Computational and Data Sciences
Accelerated Undergraduate / M.S. in Food Science
M.S. in Computational and Data Sciences
M.S. in Food Science
Ph.D. in Computational and Data Sciences
Joint M.B.A. / M.S. in Food Science (with the Argyros School)
Accreditation

Regional Accrediting Body

Chapman University is accredited by the Western Association of Schools and Colleges (WASC), Accrediting Commission for Senior Colleges and Universities.

Professionally-Accredited Programs

The programs of the George L. Argyros School of Business and Economics are accredited by The Association to Advance Collegiate Schools of Business (AACSB).

The programs of the School of Pharmacy are accredited by the Accreditation Council for Pharmacy Education (ACPE).

The Physicians Assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARCEPA).

The teacher training and credential programs of the College of Educational Studies are approved by the California Commission on Teacher Credentialing (CTC) and the Council for the Accreditation of Education Preparation (CAEP).

The School Psychology program is accredited by the National Association of School Psychologists (NASP) and the International School Psychology Association (ISPA).

The Communication Sciences and Disorders program is accredited by the Council on Academic Accreditation in Audiology Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA) and approved by the California Commission on Teacher Credentialing (CTC).

The programs of the School of Law are accredited by the American Bar Association (ABA).

The Doctor of Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

The Marriage and Family Therapy Program is accredited by the Commission on Accreditation for Marriage and Family Therapy (COAMFTE).
The programs of the Department of Chemistry are accredited by the American Society for Biochemistry and Molecular Biology (ASBMB).

The programs of the Hall-Musco Conservatory of Music are accredited by the National Association of Schools of Music (NASM).

The programs of the Department of Dance are accredited by the National Association of Schools of Dance (NASD).

The programs of the Department of Theatre are accredited by the National Association of Schools of Theatre (NAST).
Trends

And

Growth
Undergraduate Headcount Enrollment

![Bar chart showing undergraduate headcount enrollment from Fall '10 to Fall '19 with data points 4910, 5300, 5677, 6005, 6281, 6363, 6410, 7020, 7281, and 7505. Source: Institutional Research and Decision Support (IRADS)]

Graduate Headcount Enrollment (Excludes Juris Doctor)

![Bar chart showing graduate headcount enrollment from Fall '10 to Fall '19 with data points 1391, 1322, 1382, 1440, 1378, 1475, 1650, 1881, 1834, and 1883. Source: Institutional Research and Decision Support (IRADS)]
Juris Doctor Headcount Enrollment

Source: As reported to IPEDS, Fall Enrollment Survey.

Average High School GPA of New First Year Students

Source: Institutional Research and Decision Support (IRADS)
**Percent of New First Years in Top 25% and 10% of Their HS Graduating Class**

![Bar Chart]

**Average SAT Score of New First Years**

![Bar Chart]

Source: Institutional Research and Decision Support (IRADS)

Note: More complete data became available beginning Fall ’14.
Fall-to-Fall Retention Rate of First-time First Years

Source: As reported to IPEDS, Fall Enrollment Survey

Six-Year Graduation Rate of First-time First Years

Source: As reported to IPEDS, Graduation Rate Survey
TRENDS & GROWTH

Full-Time Faculty Headcount

Source: Office of the Provost

Full-Time Staff Headcount

Source: As reported to IPEDS, Human Resources Survey.
Student Data
Applicants, Admissions, and Enrollees (Domestic & International)

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants</td>
<td>5509</td>
<td>8764</td>
<td>14,273</td>
</tr>
<tr>
<td>Admissions</td>
<td>2969</td>
<td>4974</td>
<td>7943</td>
</tr>
<tr>
<td>Enrollees</td>
<td>664</td>
<td>1104</td>
<td>1768</td>
</tr>
</tbody>
</table>

Source: Institutional Research and Decision Support (IRADS)

Mean SAT and ACT Scores and GPA of Entering Freshmen

<table>
<thead>
<tr>
<th>SAT and ACT Scores and GPA</th>
<th>Men</th>
<th>Women</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Evidence-Based Reading and Writing</td>
<td>640</td>
<td>642</td>
<td>641</td>
</tr>
<tr>
<td>SAT Math</td>
<td>657</td>
<td>637</td>
<td>645</td>
</tr>
<tr>
<td>% Submitting SAT scores</td>
<td>69</td>
<td>69</td>
<td>69</td>
</tr>
<tr>
<td>ACT English</td>
<td>29.1</td>
<td>29.6</td>
<td>29.4</td>
</tr>
<tr>
<td>ACT Math</td>
<td>27.0</td>
<td>25.7</td>
<td>26.2</td>
</tr>
<tr>
<td>ACT Composite</td>
<td>28.2</td>
<td>27.7</td>
<td>27.9</td>
</tr>
<tr>
<td>% submitting ACT scores</td>
<td>42</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>High School GPA</td>
<td>3.70</td>
<td>3.82</td>
<td>3.77</td>
</tr>
</tbody>
</table>

Source: Institutional Research and Decision Support (IRADS)
## Total Headcount Enrollment by Gender and Level

<table>
<thead>
<tr>
<th></th>
<th>Undergrad</th>
<th>Graduate</th>
<th>Total</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>2980</td>
<td>912</td>
<td>3892</td>
<td>39.5%</td>
</tr>
<tr>
<td>Women</td>
<td>4522</td>
<td>1432</td>
<td>5954</td>
<td>60.4%</td>
</tr>
<tr>
<td>Nonbinary/Unknown</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>&lt;0.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7505</td>
<td>2345</td>
<td>9850</td>
<td></td>
</tr>
</tbody>
</table>

Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2019).
Note: “Graduate” includes Doctor of Physical Therapy, LL.M., and Ph.D. students.

## Total Headcount Enrollment by Race/Ethnicity and Level

<table>
<thead>
<tr>
<th></th>
<th>Undergrad</th>
<th>Graduate</th>
<th>Total</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresident Alien</td>
<td>293</td>
<td>261</td>
<td>554</td>
<td>5.6%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>1180</td>
<td>422</td>
<td>1602</td>
<td>16.3%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>10</td>
<td>3</td>
<td>13</td>
<td>0.1%</td>
</tr>
<tr>
<td>Asian</td>
<td>1047</td>
<td>528</td>
<td>1575</td>
<td>16.0%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>123</td>
<td>64</td>
<td>187</td>
<td>1.9%</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td>22</td>
<td>2</td>
<td>24</td>
<td>0.2%</td>
</tr>
<tr>
<td>White</td>
<td>3769</td>
<td>859</td>
<td>4628</td>
<td>47.0%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>573</td>
<td>129</td>
<td>702</td>
<td>7.1%</td>
</tr>
<tr>
<td>Race/Ethnicity unknown</td>
<td>488</td>
<td>77</td>
<td>565</td>
<td>5.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7505</td>
<td>2345</td>
<td>9850</td>
<td></td>
</tr>
</tbody>
</table>

Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2019).
Note: “Graduate” includes Doctor of Physical Therapy, LL.M., and Ph.D. students.
Percent of Total Headcount Enrollment by Level

Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2019).
* "Graduate" includes Doctor of Physical Therapy, LL.M., and Ph.D. students

Total Degree-Seeking Headcount Enrollment by School/College

Source: Institutional Research and Decision Support (IRADS) (census Fall 2019).
### Total Degree-Seeking Undergraduate Headcount Enrollment by School/College

**Fall 2019**

<table>
<thead>
<tr>
<th>School/College</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Arts, Humanities &amp; Social Sci</td>
<td>4.6%</td>
</tr>
<tr>
<td>School of Business &amp; Economics</td>
<td>9.0%</td>
</tr>
<tr>
<td>School of Communication</td>
<td>0.7%</td>
</tr>
<tr>
<td>College of Educational Studies</td>
<td>13.8%</td>
</tr>
<tr>
<td>College of Film &amp; Media Arts</td>
<td>12.6%</td>
</tr>
<tr>
<td>College of Health &amp; Behavioral Sciences</td>
<td>21.4%</td>
</tr>
<tr>
<td>College of Performing Arts</td>
<td>21.0%</td>
</tr>
<tr>
<td>School of Law</td>
<td>0.1%</td>
</tr>
<tr>
<td>College of Science &amp; Technology</td>
<td>4.6%</td>
</tr>
<tr>
<td>School of Pharmacy</td>
<td>13.5%</td>
</tr>
<tr>
<td>Undecided</td>
<td>5.1%</td>
</tr>
</tbody>
</table>

Source: Institutional Research and Decision Support (IRADS) (census Fall 2019).

### Total Degree-Seeking Graduate Enrollment by School/College

**Fall 2019**

<table>
<thead>
<tr>
<th>School/College</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Arts, Humanities &amp; Social Sci</td>
<td>4.5%</td>
</tr>
<tr>
<td>School of Business &amp; Economics</td>
<td>9.0%</td>
</tr>
<tr>
<td>School of Communication</td>
<td>0.7%</td>
</tr>
<tr>
<td>College of Educational Studies</td>
<td>13.8%</td>
</tr>
<tr>
<td>College of Film &amp; Media Arts</td>
<td>12.6%</td>
</tr>
<tr>
<td>College of Health &amp; Behavioral Sciences</td>
<td>21.4%</td>
</tr>
<tr>
<td>College of Performing Arts</td>
<td>21.0%</td>
</tr>
<tr>
<td>School of Law</td>
<td>0.1%</td>
</tr>
<tr>
<td>College of Science &amp; Technology</td>
<td>4.6%</td>
</tr>
<tr>
<td>School of Pharmacy</td>
<td>13.5%</td>
</tr>
</tbody>
</table>

Source: Institutional Research and Decision Support (IRADS) (census Fall 2019).

Note: Table includes all masters- and doctoral-level students.
Degrees Awarded by Level and School (Excludes Certificates)

<table>
<thead>
<tr>
<th>School/College</th>
<th>Undergrad</th>
<th>Graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Arts, Humanities, and Social Sciences</td>
<td>269</td>
<td>24</td>
<td>293</td>
</tr>
<tr>
<td>School of Communication</td>
<td>231</td>
<td>10</td>
<td>241</td>
</tr>
<tr>
<td>School of Business &amp; Economics</td>
<td>546</td>
<td>81</td>
<td>627</td>
</tr>
<tr>
<td>College of Educational Studies</td>
<td>47</td>
<td>140</td>
<td>187</td>
</tr>
<tr>
<td>School of Engineering</td>
<td>55</td>
<td>0</td>
<td>55</td>
</tr>
<tr>
<td>College of Film &amp; Media Arts</td>
<td>315</td>
<td>77</td>
<td>392</td>
</tr>
<tr>
<td>College of Health and Behavioral Sciences</td>
<td>244</td>
<td>182</td>
<td>426</td>
</tr>
<tr>
<td>School of Law</td>
<td>0</td>
<td>175</td>
<td>175</td>
</tr>
<tr>
<td>College of Performing Arts</td>
<td>108</td>
<td>0</td>
<td>108</td>
</tr>
<tr>
<td>School of Pharmacy</td>
<td>0</td>
<td>91</td>
<td>91</td>
</tr>
<tr>
<td>College of Science and Technology</td>
<td>103</td>
<td>36</td>
<td>139</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1848</strong></td>
<td><strong>816</strong></td>
<td><strong>2664</strong></td>
</tr>
</tbody>
</table>

Source: Institutional Research and Decision Support (IRADS)

Note: In cases in which a student completed majors in multiple schools, the degree is counted in both. The sum of colleges may be greater than the unique count of degrees.
## Undergraduate Degrees Awarded by Major

<table>
<thead>
<tr>
<th>2019-2020 Academic Year</th>
<th></th>
<th>2019-2020 Academic Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td>Count</td>
<td>Major</td>
<td>Count</td>
</tr>
<tr>
<td>Accounting</td>
<td>58</td>
<td>Health Sciences</td>
<td>83</td>
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<tr>
<td>Animation and Visual Effects</td>
<td>1</td>
<td>History</td>
<td>14</td>
</tr>
<tr>
<td>Anthropology</td>
<td>4</td>
<td>Integrated Educational Studies</td>
<td>41</td>
</tr>
<tr>
<td>Art</td>
<td>8</td>
<td>Japanese Studies</td>
<td>3</td>
</tr>
<tr>
<td>Art History</td>
<td>6</td>
<td>Kinesiology</td>
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<tr>
<td>Biochemistry &amp; Molecular Biol.</td>
<td>18</td>
<td>Leadership &amp; Org. Studies</td>
<td>1</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>42</td>
<td>Mathematics</td>
<td>16</td>
</tr>
<tr>
<td>Broadcast Journ. &amp; Documentary</td>
<td>10</td>
<td>Music</td>
<td>2</td>
</tr>
<tr>
<td>Business Administration</td>
<td>440</td>
<td>Music Education</td>
<td>7</td>
</tr>
<tr>
<td>Chemistry</td>
<td>2</td>
<td>News and Documentary</td>
<td>22</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>96</td>
<td>Peace Studies</td>
<td>14</td>
</tr>
<tr>
<td>Composition</td>
<td>5</td>
<td>Philosophy</td>
<td>17</td>
</tr>
<tr>
<td>Computer Info Systems</td>
<td>3</td>
<td>Physics</td>
<td>5</td>
</tr>
<tr>
<td>Computer Science</td>
<td>30</td>
<td>Political Science</td>
<td>61</td>
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<tr>
<td>Creative Producing</td>
<td>35</td>
<td>Psychology</td>
<td>120</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>30</td>
<td>Public Relations/Advertising</td>
<td>59</td>
</tr>
<tr>
<td>Dance</td>
<td>14</td>
<td>Religious Studies</td>
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<tr>
<td>Dance Performance</td>
<td>16</td>
<td>Screen Acting</td>
<td>15</td>
</tr>
<tr>
<td>Data Analytics</td>
<td>13</td>
<td>Screenwriting</td>
<td>34</td>
</tr>
<tr>
<td>Digital Arts</td>
<td>19</td>
<td>Sociology</td>
<td>29</td>
</tr>
<tr>
<td>Economics</td>
<td>48</td>
<td>Software Engineering</td>
<td>8</td>
</tr>
<tr>
<td>English</td>
<td>25</td>
<td>Spanish</td>
<td>5</td>
</tr>
<tr>
<td>Environmental Science &amp; Policy</td>
<td>17</td>
<td>Strategic &amp; Corporate Comm.</td>
<td>117</td>
</tr>
<tr>
<td>Film Production</td>
<td>72</td>
<td>Television &amp; Broadcast Journ.</td>
<td>1</td>
</tr>
<tr>
<td>Film Studies</td>
<td>12</td>
<td>Television Writing &amp; Production</td>
<td>39</td>
</tr>
<tr>
<td>French</td>
<td>10</td>
<td>Theatre</td>
<td>12</td>
</tr>
<tr>
<td>Global Comm. &amp; World Langs.</td>
<td>2</td>
<td>Theatre Performance</td>
<td>13</td>
</tr>
<tr>
<td>Graphic Design</td>
<td>27</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Institutional Research and Decision Support (IRADS)
### Graduate Degrees Awarded by Major

<table>
<thead>
<tr>
<th>2019-2020 Academic Year</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>9</td>
</tr>
<tr>
<td>Behavioral &amp; Computational Economics</td>
<td>2</td>
</tr>
<tr>
<td>Business Administration (MBA)</td>
<td>52</td>
</tr>
<tr>
<td>Communication Sciences &amp; Disorders</td>
<td>41</td>
</tr>
<tr>
<td>Computational &amp; Data Sciences (MS)</td>
<td>8</td>
</tr>
<tr>
<td>Computational &amp; Data Sciences (Ph.D.)</td>
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</tr>
<tr>
<td>Computational Sciences (Ph.D.)</td>
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</tr>
<tr>
<td>Counseling (School)</td>
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<tr>
<td>Creative Writing</td>
<td>13</td>
</tr>
<tr>
<td>Curriculum &amp; Instruction</td>
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</tr>
<tr>
<td>Doctor of Pharmacy (PharmD)</td>
<td>80</td>
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<tr>
<td>Doctor of Physical Therapy (DPT)</td>
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<tr>
<td>Documentary Filmmaking</td>
<td>8</td>
</tr>
<tr>
<td>Education (Ph.D.)</td>
<td>12</td>
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<tr>
<td>Educational Psychology</td>
<td>22</td>
</tr>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Executive MBA</td>
<td>18</td>
</tr>
<tr>
<td>Film &amp; Television Producing</td>
<td>12</td>
</tr>
<tr>
<td>Film Production</td>
<td>22</td>
</tr>
<tr>
<td>Film Studies</td>
<td>4</td>
</tr>
<tr>
<td>Food Science</td>
<td>17</td>
</tr>
<tr>
<td>Hazards, Global &amp; Enviro. Change</td>
<td>1</td>
</tr>
<tr>
<td>Health and Strategic Communication</td>
<td>10</td>
</tr>
<tr>
<td>International Studies</td>
<td>2</td>
</tr>
<tr>
<td>Leadership Development</td>
<td>23</td>
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<tr>
<td>Marriage and Family Therapy</td>
<td>21</td>
</tr>
<tr>
<td>Pharmaceutical Sciences (MS)</td>
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</tr>
<tr>
<td>Pharmaceutical Science (PhD)</td>
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</tr>
<tr>
<td>Physician Assistant Studies</td>
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</tr>
<tr>
<td>Production Design</td>
<td>6</td>
</tr>
<tr>
<td>School Psychology</td>
<td>22</td>
</tr>
<tr>
<td>Screenwriting</td>
<td>18</td>
</tr>
<tr>
<td>Special Education</td>
<td>14</td>
</tr>
<tr>
<td>Teaching</td>
<td>22</td>
</tr>
<tr>
<td>Television Writing and Producing</td>
<td>7</td>
</tr>
<tr>
<td>War and Society</td>
<td>5</td>
</tr>
<tr>
<td>Juris Doctor</td>
<td>155</td>
</tr>
<tr>
<td>LL.M. in General Law</td>
<td>20</td>
</tr>
</tbody>
</table>

*Source: *Institutional Research and Decision Support (IRADS)*
Faculty & Staff Data
**Full-Time Instructional Faculty by Gender**

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>305</td>
<td>57%</td>
</tr>
<tr>
<td>Women</td>
<td>231</td>
<td>43%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>536</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Source: As reported to IPEDS, Human Resources Survey.*

**Full-Time Instructional Faculty by Race/Ethnicity**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>N</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresident Alien</td>
<td>20</td>
<td>4%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>19</td>
<td>4%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>45</td>
<td>8%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>11</td>
<td>2%</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>274</td>
<td>51%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>5</td>
<td>1%</td>
</tr>
<tr>
<td>Race/Ethnicity unknown</td>
<td>162</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>536</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Source: As reported to IPEDS, Human Resources Survey.*
**Full-Time Staff by Gender**

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>414</td>
<td>42%</td>
</tr>
<tr>
<td>Women</td>
<td>572</td>
<td>58%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>986</td>
<td></td>
</tr>
</tbody>
</table>

**Full-Time Staff by Race/Ethnicity**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>N</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresident Alien</td>
<td>24</td>
<td>2%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>142</td>
<td>14%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>5</td>
<td>1%</td>
</tr>
<tr>
<td>Asian</td>
<td>75</td>
<td>8%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>24</td>
<td>2%</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td>10</td>
<td>1%</td>
</tr>
<tr>
<td>White</td>
<td>323</td>
<td>33%</td>
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<tr>
<td>Two or More Races</td>
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<td>1%</td>
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<tr>
<td>Race/Ethnicity unknown</td>
<td>369</td>
<td>37%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>986</td>
<td></td>
</tr>
</tbody>
</table>

*Source: As reported to IPEDS, Human Resources Survey.*