

2016 | SPELMAN COLLEGE 2017 | FACTBOOK

"A woman without a knowledge of who she is cannot successfully participate in determining the direction in which she wishes to go."

Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience and the passion to reach for the stars to change the world.

Inspired to change the world

"I have dedicated myself to a dream that began at Spelman College."

Service

Wisdom

Leadership

Compassion

Spelman College Ranks in the Top 100
Highest-Ranking HBCU on U.S. News & World Report List

A year when the endurance and dedication of historically Black colleges and universities have been questioned is the national press, Spelman College is proving that these institutions can still be a place to play a key role in providing academic excellence for students of color. The College is the only HBCU ranked in the Top 100 Best Liberal Arts Colleges by U.S. News & World Report.

U.S. News & World Report rankings are based on data such as average SAT scores of incoming freshmen, the percentage of students admitted, student retention, graduation rates and faculty resources.

Spelman College
9/3/14
Spelman College

Fact Book Artwork

The artwork featured in this publication was created by Johnnie Crosby Lumpkin Davis, C' 1950. Each piece was chosen from the "Reminiscences" and "Rejoicing" collections. Paintings in these collections embody the rich history of Spelman College as Davis' memories unfold on canvas, rendering her experiences as a Spelman woman. Both collections are a series of multi-media prints, which reflect the Spelman experience—an experience that provides an opportunity to dream, the courage to pursue, and the preparation to achieve. Davis sells original paintings and Giclée prints from these collections and donates all proceeds to a scholarship fund created in her name.

Davis has extensive training in mixed media, watercolor, sculpturing, oil painting, and printmaking. She received formal training from Spelman and Columbia University, earning Bachelor of Arts and Master of Arts degrees. The artist pursued additional studies at The Art Institute of Chicago, Illinois Institute of Technology, Hartford College of Art, Stanford University, and Savannah College of Art and Design.

Between 1950 and 1993, Davis taught for 43 years at various levels, including K-12 and higher education. Her teaching career began at St. Augustine College in Raleigh, North Carolina. Florence Read, Spelman's Fourth president recommended Davis as the ideal candidate to establish St. Augustine's Art Department. For 22 years, she taught in West Hartford, Connecticut, where she was one of three Black teachers assigned to teach elementary and high school students. During this time, she also taught art at the Hartford College for Women in the evening. Davis returned to Georgia in 1955 for a short period, where she taught at Oglethorpe Elementary



School in Atlanta while working as an instructor at her alma mater. She retired from Pace Academy in Atlanta in 1993 after 10 years of teaching and serving as the Art Department chair.

Davis' work has been exhibited at the Hartford Art School, Fort Valley State University, Pace Academy, the National Black Arts Festival, and various private collections. She has been a consultant and presenter for West Hartford Public Schools, as well as the Spelman College Museum of Fine Art's inaugural traveling exhibition, "Bearing Witness: Contemporary Works by African American Women Artist."

A Legacy of Sisterhood

Spelman College is the destination of choice for talented and ambitious young women who seek a rigorous undergraduate education in a supportive and affirming environment. A hallmark of the Spelman experience is the Spelman Sisterhood, a unique feature of the College that forges lifelong bonds among our graduates. In addition, the College enjoys an unusual level of commitment from our alumnae, who enhance the student experience with mentoring and leadership development opportunities.



Sisterhood

“Sisterhood embodies love, pride, and respect for Spelman College, including the excitement and joy of having discovered Spelman's uniqueness. Inspired by Henri Matisse's "The Dance," this is an image of dancing women motivated and empowered by the visions and opportunities that Spelman's sacred and beloved oval and campus inspires.”

—Johnnie Crosby Lumpkin Davis

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General Information



Graduation

“Spelman Seminary for Girls and Women issued its first high school diplomas in 1887. The seminary officially became Spelman College, a four-year liberal arts institution in 1924. With increasing enrollment, the formal commencement ceremony of conferring degrees has been held in various locations around Atlanta, including the Atlanta Civic Center, Fox Theater, Georgia Dome, New Birth Missionary Baptist Church in Lithonia, Georgia and the Cathedral of the Holy Spirit in Decatur, Georgia.”

—Johnnie Crosby Lumpkin Davis

General Profile

President	Mary Schmidt Campbell, Ph.D.
Founded	April 11, 1881
Control	Private not-for-profit
Affiliation	Independent
Carnegie Classification	Baccalaureate Colleges: Arts & Sciences Focus
Campus	39 Acres, 26 Buildings
Calendar System	Semester
Awards Level	Bachelor's degree
Address	350 Spelman Lane, SW Atlanta, Georgia 30314-4399
Website Address	www.spelman.edu
Accrediting Agency	Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC) (1866 Southern Lane, Decatur, GA 30033, 404-679-4500)
Moody Rating	A1
Memberships	Associated Colleges of the South (ACS), Coalition of Women's Colleges, National Association for College Admissions Counseling, National Association of Schools of Music (NASM), National Council for the Accreditation of Teacher Education (NCATE), State of Georgia Professional Standards Commission (PSC), and Georgia Independent College Association (GICA)
Colors	Columbia Blue and White
Student Publications	The Blue Print: A Spelman Spotlight Publication (newspaper), Reflections (yearbook)
Graduation Requirements	Minimal 120 credit hours, minimal 2.00 G.P.A. (with a minimum grade of "C" in all major and/or minor requirements)

Honor Societies	Alpha Epsilon Delta, Alpha Lambda Delta, Alpha Sigma Lambda, Beta Kappa Chi, Golden, Key International Honor Society, Kappa Delta Epsilon, Phi Beta Kappa Honor Society, Pi Sigma Alpha Political Science Honor Society, Psi Chi National Honor Society in Psychology, Sigma Tau Delta International English Honor Society, Upsilon Pi Epsilon Honor Society for the Computing Sciences, Phi Alpha Theta National History Honor Society, Iota Iota Iota National Women's Studies Honor Society, Alpha Kappa Delta, Alpha Sigma, Omicron Delta Epsilon, Phi Beta Delta, Phi Sigma Tau, Pi Kappa Lambda, Pi Mu Epsilon, Sigma Delta Pi, Sigma Pi Sigma, and Theta Alpha Kappa
Special Programs	ADAMHA-MARC Honors (AUC), Continuing Education, Domestic Exchange, Dual Degree in Engineering, Dual Degree in Nursing with Emory University, Early Acceptance Program with Georgia Regents University College of Nursing, Ethel Waddell Githii Honors, Freshman Studies Program, HBX CORE with Harvard University Business School, International Affairs Center, Neurobiology BS/ Neuroscience MS with Morehouse School of Medicine, Pre-freshmen Summer Science, ROTC, Study Abroad, Summer Science and Engineering, UMARC Honors (AUC), partnership agreements with various medical and nursing schools, including Boston University School of Medicine, University of Connecticut School of Dentistry, Rochester School of Nursing and Howard University School of Medicine and Dentistry
Support Sources & Programs	Assessment of Student Learning; Bonner Scholars Program; Career Planning and Development; Center for Academic Planning and Success; Community Service; Comprehensive Writing; Computing and Information Technology; Counseling Services; Disability Services; Foreign Languages Tutorial Services; Freshman Success; Graduate School Relations; Health Careers; Health Services; Mathematics Tutorial Services; Public Safety; Science, Engineering, & Technical Careers; Science Tutorial Services; Spelman College Museum of Fine Arts; Student Affairs; Student Financial Services; Student Success Center; Women's Research and Resource Center
Financial Aid	Federal and State Need-Based Financial Aid Programs: Georgia Tuition Equalization Grant, Federal Direct Stafford Loan, Federal Direct Plus Loan, Federal Direct Unsubsidized Stafford Loan, Federal Pell Grant, Federal Perkins Loan, Federal Supplemental Educational Opportunity Grant, and Georgia Student Access Loan
Scholarships	Scholarships: Academic, Bonner, Dean's, Presidential, DeWitt Wallace for International Students, DeWitt Wallace Service, Georgia Hope, Student of Distinction, and other Spelman Funded Scholarships
Activities & Organizations	Spelman Student Government Association; The P.U.L.S.E Programming Board; Miss Spelman Advisory; The African Sisterhood (AST); Greek Letter Organizations: Alpha Kappa Alpha, Delta Sigma Theta, Sigma Gamma Rho and Zeta Phi Beta; Numerous chartered Academic and Professional Clubs; various chartered religious organizations

About Spelman

Spelman College, the first, private, historically Black college for women was founded in 1881 as the Atlanta Baptist Female Seminary. Spelman was the fourth historically Black female institution, receiving its collegiate charter in 1924. Located in the Atlanta's historic West End community, Spelman is a proud member of the Atlanta University Center, which includes Morehouse College, Clark Atlanta University, and Morehouse School of Medicine.

Mission | Spelman College, a historically Black college and a global leader in the education of women of African descent, is dedicated to academic excellence in the liberal arts and sciences and the intellectual, creative, ethical, and leadership development of its students. Spelman empowers the whole person to engage the many cultures of the world and inspires a commitment to positive social change.

Accreditation | Spelman College is accredited to award Baccalaureate degrees by the Southern Association of Colleges and Schools Commission on Colleges (1866 Southern Lane, Decatur, GA 30030, 404-679-4500).



Spelman Seminary (later Spelman College) conferred its first high school diplomas in 1887 to a group of six women

Legacy of Excellence | Spelman College produces extraordinary outcomes for students. Our current graduation rate of 77 percent (6-year average) is the highest among all HBCUs and is significantly higher than the national graduation rate (44 percent) for African-American students.

Academic Rigor | Our signature academic programs and resources include the groundbreaking African Diaspora and the World program, the Gordon-Zeto Center for Global Education, the Spelman College Glee Club, the SpelBots Robotics Team, and the Women's Research and Resource Center—the first of its kind to offer a women's studies major at an HBCU. A recent addition, under the leadership of President Campbell, is a new ARTS@Spelman curriculum that includes curatorial studies, documentary filmmaking, dance, theater, and a state-of-the-art innovation lab.

Leadership Development | Each student is encouraged to study abroad during her college years; complete internships or undergraduate research projects in the major; and become a master of current and evolving technology. Specialized courses and experiences help to define the Spelman education as one that reflects a strong foundation in the liberal arts, strength and depth within the discipline, and interdisciplinary perspectives on the "Big Questions" confronting our world.

World Class Faculty | Our faculty exemplifies the high intellect, creativity, independent thinking, and courage of convictions that the College works to cultivate in our students. Spelman faculty are nationally and internationally recognized and awarded scholars, heads and officers of disciplinary associations, and many hold patents for unique discoveries. Ninety-one percent of faculty members have doctoral degrees or the equivalent in their fields.

Rankings and Awards



Ranked among the "Best 400 Colleges for Your Money" and "Top 50 Colleges in the South"



Ranked among the top 100 National Liberal Arts Colleges and No. 1 HBCU



Ranked among the top 10 colleges for activists



Ranked No. 6 among the top 50 colleges and universities in the country for Black students



Ranked No. 2 among the top volunteer-producing HBCU's



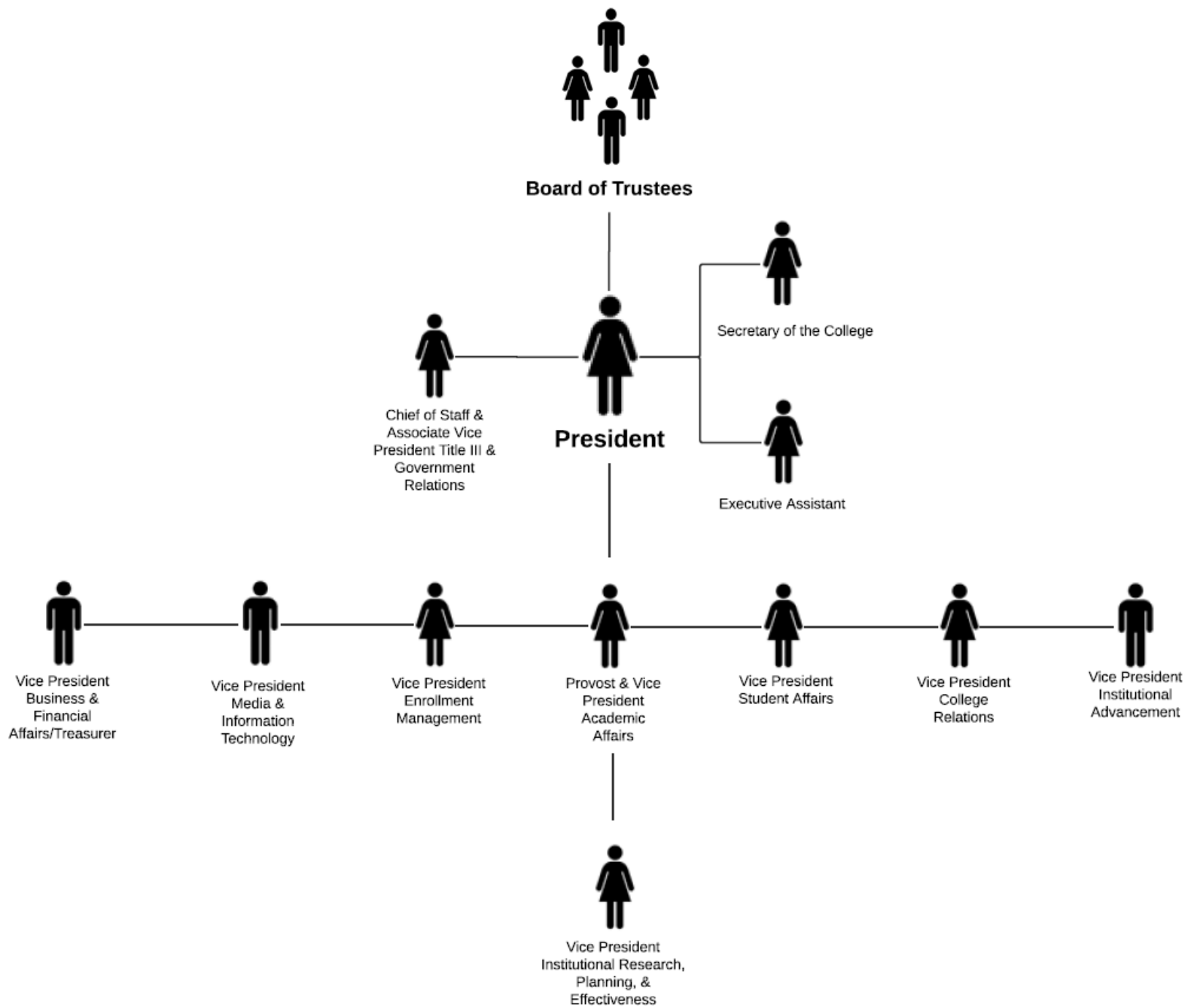
Ranked No. 1 for small colleges as the top contributors of alumnae to the teaching corps

Strategic Themes

Grounded in Spelman's compelling value propositions, leader in the education and empowerment of women of African descent, the College has **four strategic themes** to continue to propel Spelman's ascent.



Organizational Structure



2016-17 Summary Statistics

First-Time, First-Year Students

Admissions Data	
Completed Applications	7,864
Offered Admission	2,810
Yield Admitted	35.7%
Registered	533
Yield Registered (<i>admitted</i>)	19.0%
Average Scholastic Aptitude Test (SAT) Scores	
Verbal	547
Math	526
Total	1,073
Average American College Testing (ACT) Scores	
English	24
Math	22
Composite	23

Source: 2016-17 Enrollment Management Institutional Profile



Student Population

Registered Headcount		
Full-Time (FT)	2,061	97.0%
Part-Time (PT)	64	3.0%
Total Enrollment	2,125	
Classification		
First-Time, First-Year	533	25.1%
Other First-Years	104	4.9%
Sophomores	542	25.5%
Juniors	487	22.9%
Seniors	459	21.6%
Ethnicity		
Black/ African American	2,049	96.4%
Biracial/Bicultural/Race Unknown	27	1.3%
International/Other	18	0.9%
Asian/Pacific Islander	2	0.1%
Hispanic American/ Latina	4	0.2%
Native American	24	1.1%
White, Non-Hispanic	1	0.0%
Residency		
Georgia	587	27.6%
Other States	1,520	71.5%
Foreign Countries	18	0.9%
Number of States Represented	41	
Top 5 States	Georgia, Maryland, California, New York, North Carolina	
Top 3 Countries	Zimbabwe, Rwanda, Kenya	

Notes: All First-Time, First-Year data contained herein is based on the fall 2016 cohort tabulated as of October 15, 2016. The number of states represented includes District of Columbia, Virgin Islands, and US Military-Europe.

Completions

Degrees Conferred		
B.A. Degrees	367	79.3%
B.S. Degrees	96	20.7%
Total Graduates	463	

Source: Fall 2016 Census, Extracted October 15, 2016

Full-Time Attendance Cost

Cost of Attendance		
Tuition	\$23,626.00	58.9%
Fees	\$3,688.00	9.2%
Room and Board	\$12,795.00	31.9%
Total	\$ 40,109.00	

Sources: 2016-17 Common Data Set, Completed June 2017
2016-17 Annual Expenses Institutional Profile



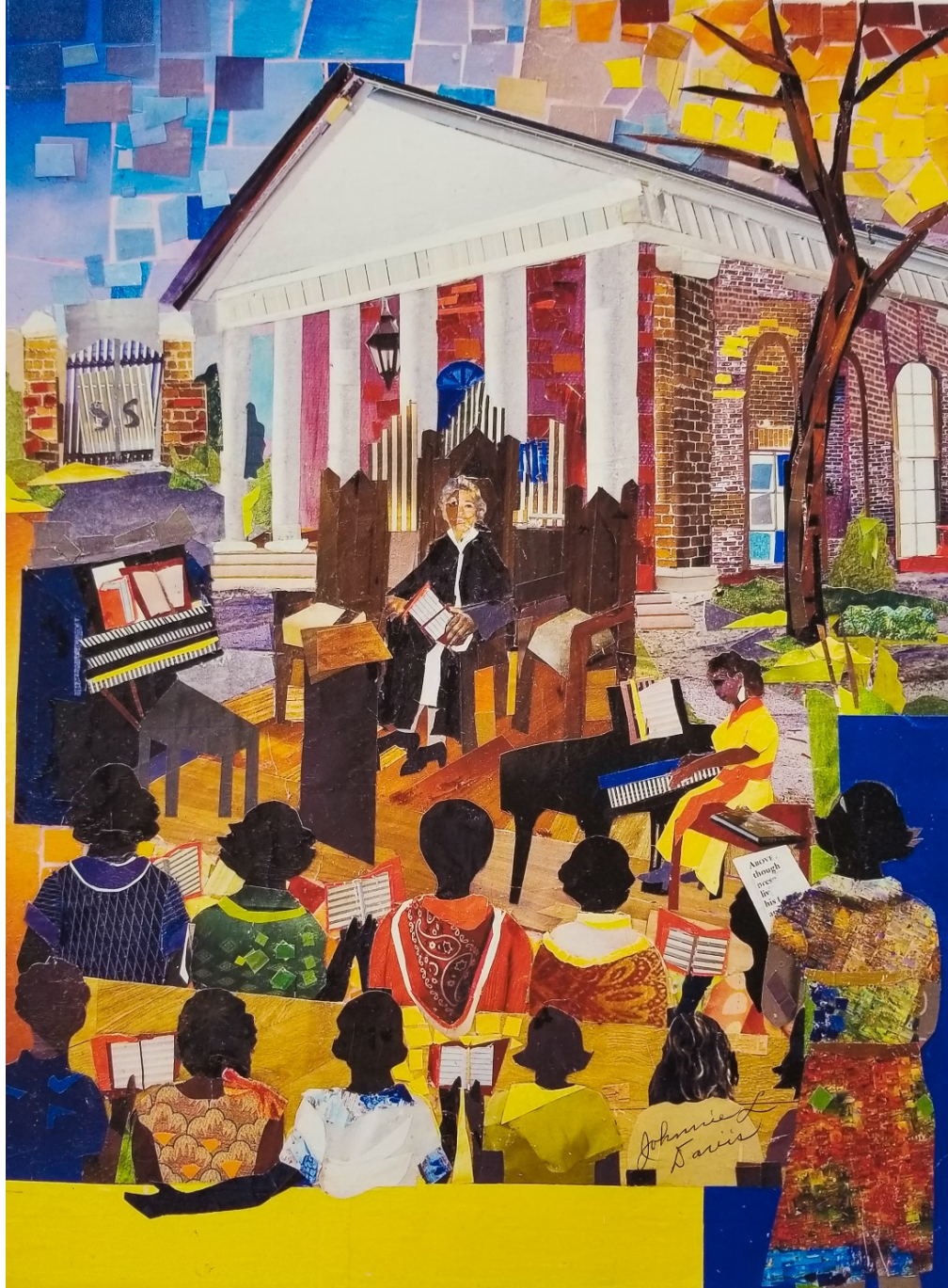
Faculty

Status	
Full-Time	171
Part-Time	73
Total Faculty Headcount	244
Faculty FTE Headcount	195
Faculty to Student Ratio	11:1
Full-Time Tenure Status	
Tenured	83
Tenure Track	46
Non-Tenure Track	42
Full-Time Faculty Rank	
Professor	25
Associate Professor	58
Assistant Professor	46
Instructor	18
Lecturer	24
Full-Time Terminal Degree	
Male	45
Female	110
Total	155

Source: 2016-17 Integrated Postsecondary Education Data Systems (IPEDS), Human Resources Survey, April 2017



Admissions



Sisters Chapel

“Dedicated in 1927, elegant and historic Sisters Chapel serves as Spelman College's main gathering space for worship, guest lectures, and performances. Spelman students were required to attend 8 a.m. daily Chapel Services, 4p.m. Sunday vespers, Founders Day Services, lectures, and performances by distinguished guests including Marian Anderson, Paul Robeson, and Eleanor Roosevelt. President Florence Matilda Read would preside over chapel and would be seated along with the many distinguished platform guests and speakers.”

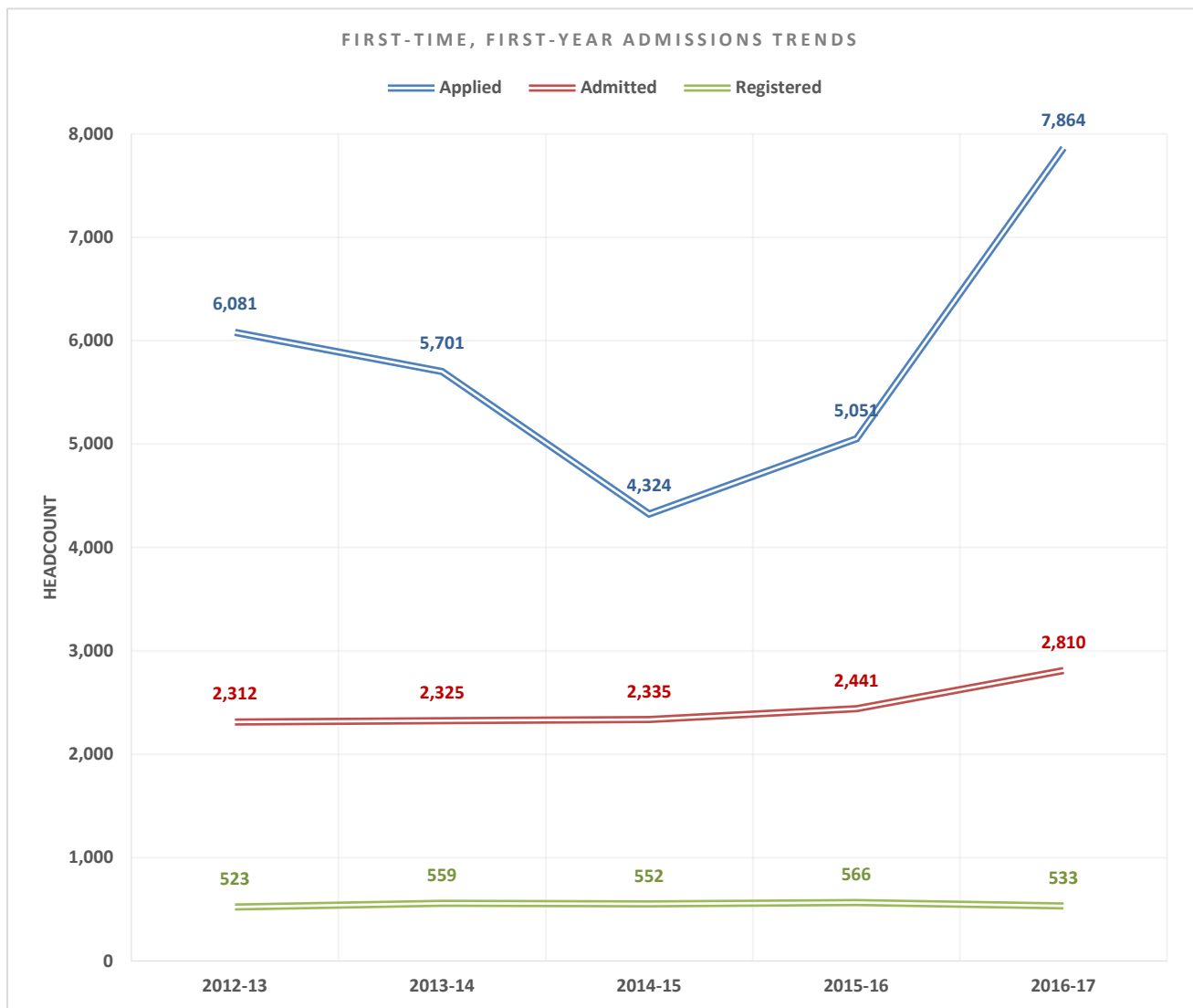
—Johnnie Crosby Lumpkin Davis

Admissions

First-Time, First-Year, Fall Term

Academic Year	Applied	Accepted	Yield Accepted	Registered	Yield Admitted
2012-13	6,081	2,312	38%	523	23%
2013-14	5,701	2,325	41%	559	24%
2014-15	4,324	2,335	54%	552	24%
2015-16	5,051	2,441	48%	566	23%
2016-17	7,864	2,810	36%	533	19%

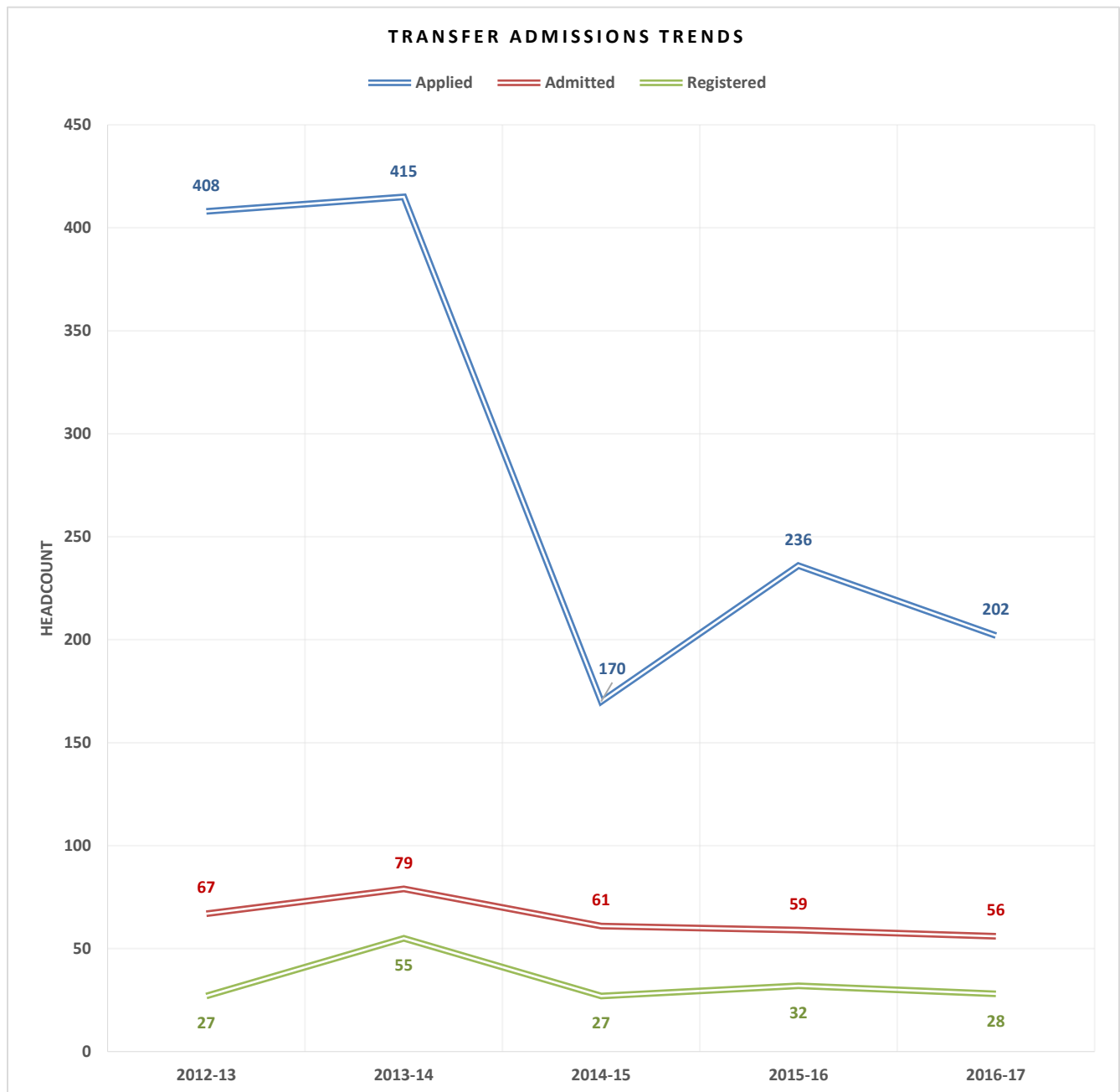
Source: 2016-17 Enrollment Management Institutional Profile



Transfer Students, Fall Term

Academic Year	Applied	Admitted	Yield Accepted	Registered	Yield Admitted
2012-13	408	67	16%	27	40%
2013-14	415	79	19%	55	70%
2014-15	170	61	36%	27	44%
2015-16	236	59	25%	32	54%
2016-17	202	56	28%	28	50%

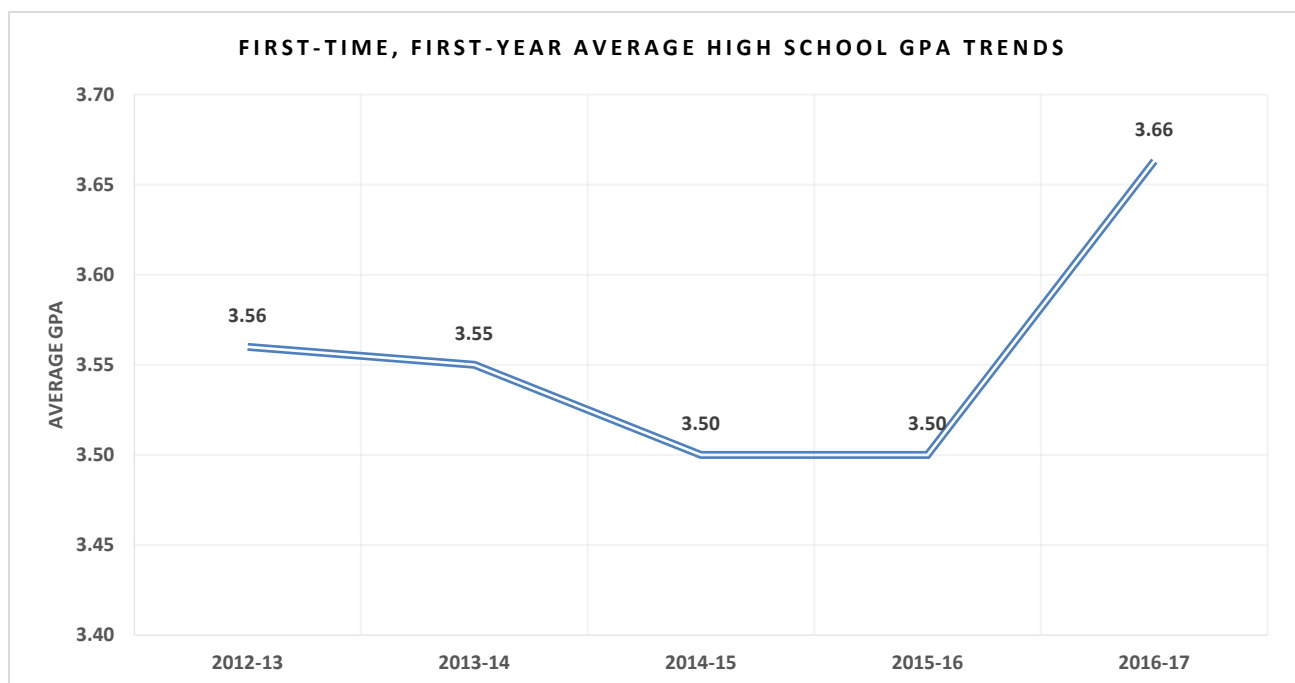
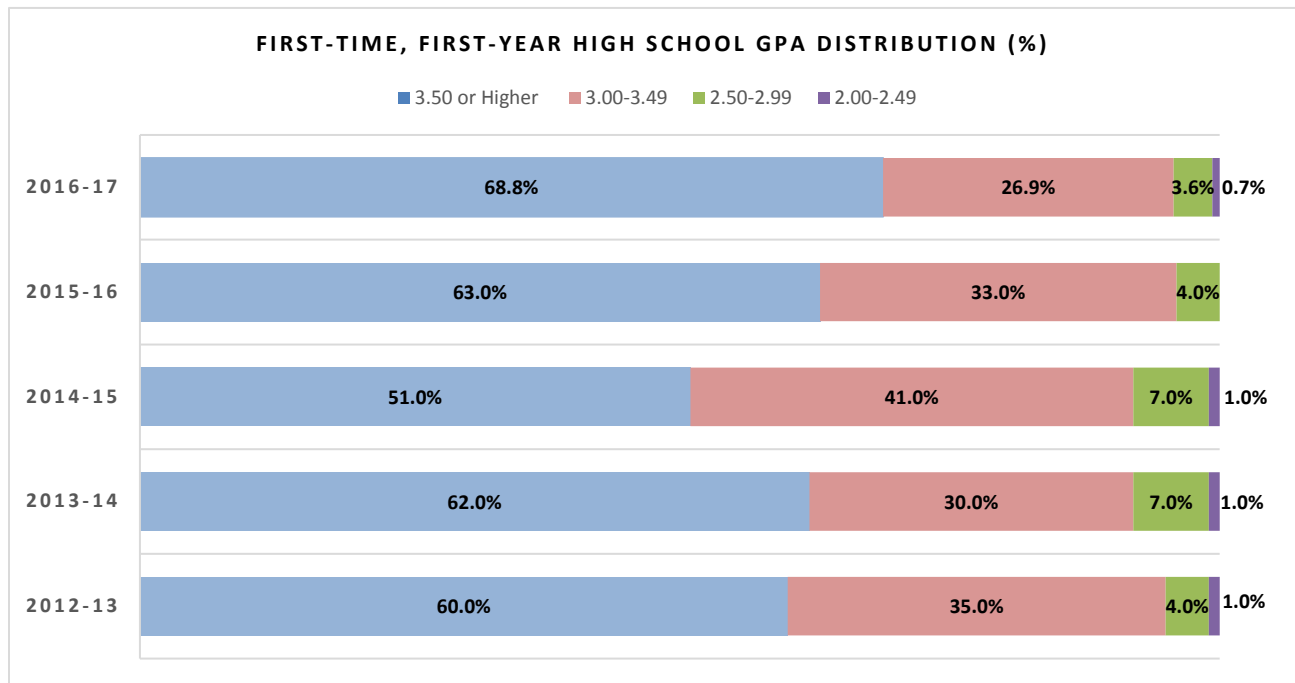
Source: 2016-17 Enrollment Management Institutional Profile



First-Time, First-Year High School Grade Point Average (GPA)

GPA	2012-13		2013-14		2014-15		2015-16		2016-17	
	#	%	#	%	#	%	#	%	#	%
3.50 or Higher	292	60.0%	340	62.0%	284	51.0%	354	63.0%	307	68.8%
3.00-3.49	171	35.0%	162	30.0%	226	41.0%	186	33.0%	120	26.9%
2.50-2.99	21	4.0%	40	7.0%	39	7.0%	25	4.0%	16	3.6%
2.00-2.49	3	1.0%	5	1.0%	3	1.0%	1	0.0%	3	0.7%
Below 1.99	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	488		547		552		566		446	
Mean	3.56		3.55		3.50		3.50		3.66	

Source: Fall 2016 Census, Extracted October 15, 2016

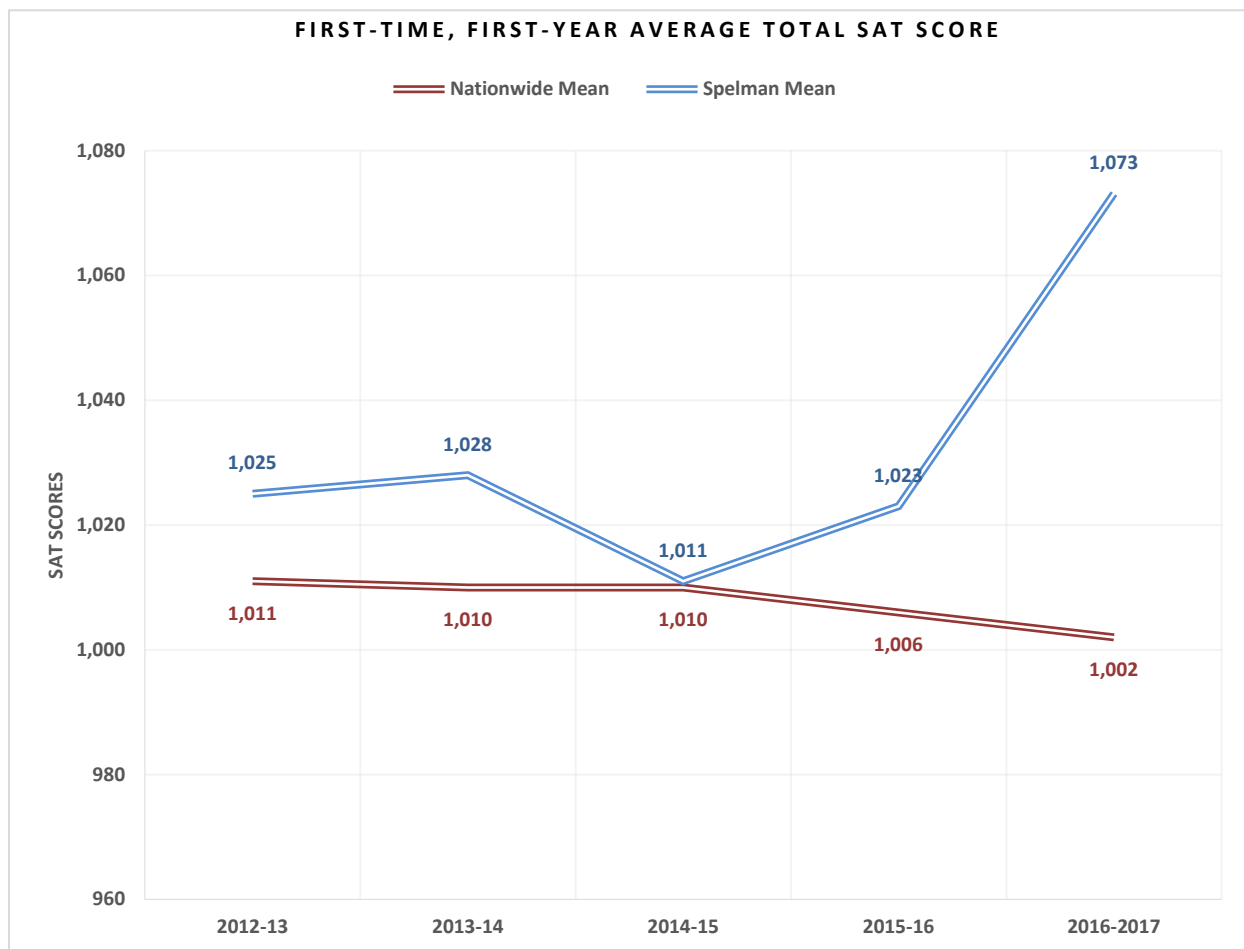


First-Time, First-Year Scholastic Aptitude Test (SAT)

Total SAT	2012-13	2013-14	2014-15	2015-16	2016-2017
1,400 - 1,600	1	4	1	2	2
1,300 - 1,399	11	5	11	4	16
1,200 - 1,299	22	29	21	36	24
1,100 - 1,199	70	87	63	70	35
1,000 - 1,099	107	125	104	100	94
900 - 999	130	114	113	109	39
800 - 899	37	46	64	49	12
700 - 799	7	12	9	10	2
Below 700	2	1	0	0	1
Total	387	423	386	380	225
Nationwide Mean	1,011	1,010	1,010	1,006	1,002
Spelman Mean	1,025	1,028	1,011	1,023	1,073
25th percentile	940	940	910	930	1,000
75th percentile	1,108	1,110	1,090	1,110	1,140

Source: Fall 2016 Census, Extracted October 15, 2016

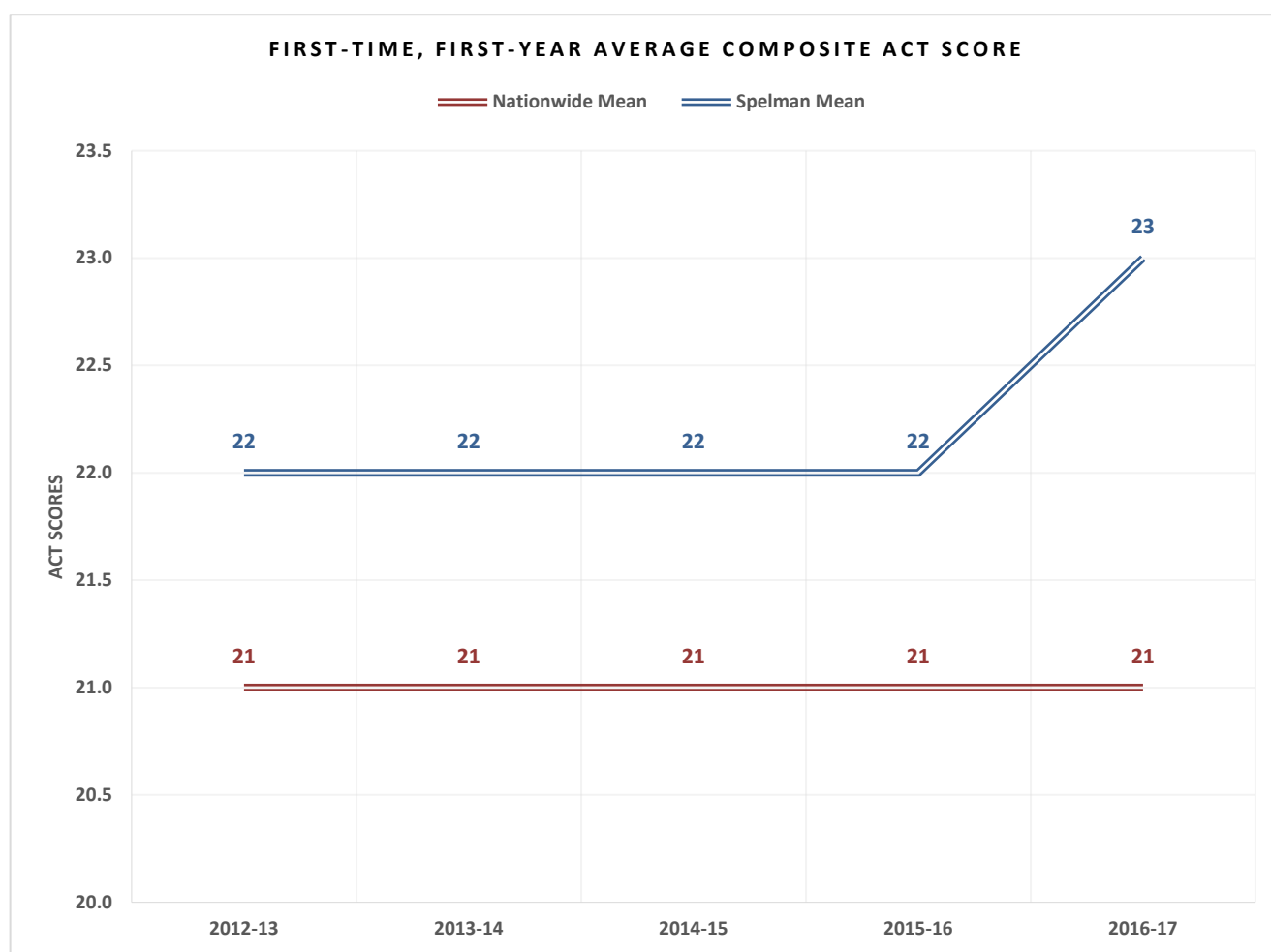
Note: The nationwide mean is based upon Math and Critical Reading scores only.



First-Time, First-Year American College Testing (ACT)

ACT Composite	2012-13	2013-14	2014-15	2015-16	2016-17
29-36	21	13	5	15	29
27-28	19	23	23	15	15
25-26	31	27	40	49	50
23-24	66	57	53	72	77
21-22	62	72	68	85	81
Below 21	90	86	130	102	45
Total	289	278	319	338	297
Nationwide Mean	21	21	21	21	21
Spelman Mean	22	22	22	22	23
25th Percentile	20	20	19	20	22
75th Percentile	24	24	24	24	26

Source: Fall 2016 Census, Extracted October 15, 2016



Enrollment



Packard Hall

“Packard Hall, dedicated in 1888, was named for one of the founders of Spelman College who also served as the first president, Sophia B. Packard. Over the years, Packard Hall has functioned as a multi-purpose building. At one time, Packard Hall housed the bookstore, library, post office, music rooms and a student lounge. Packard Hall now houses the Office of Admissions, The Office of the Registrar, and Student Financial Services.”

—Johnnie Crosby Lumpkin Davis

First-Time, First-Year Enrollment

First-Time, First-Year Ethnicity

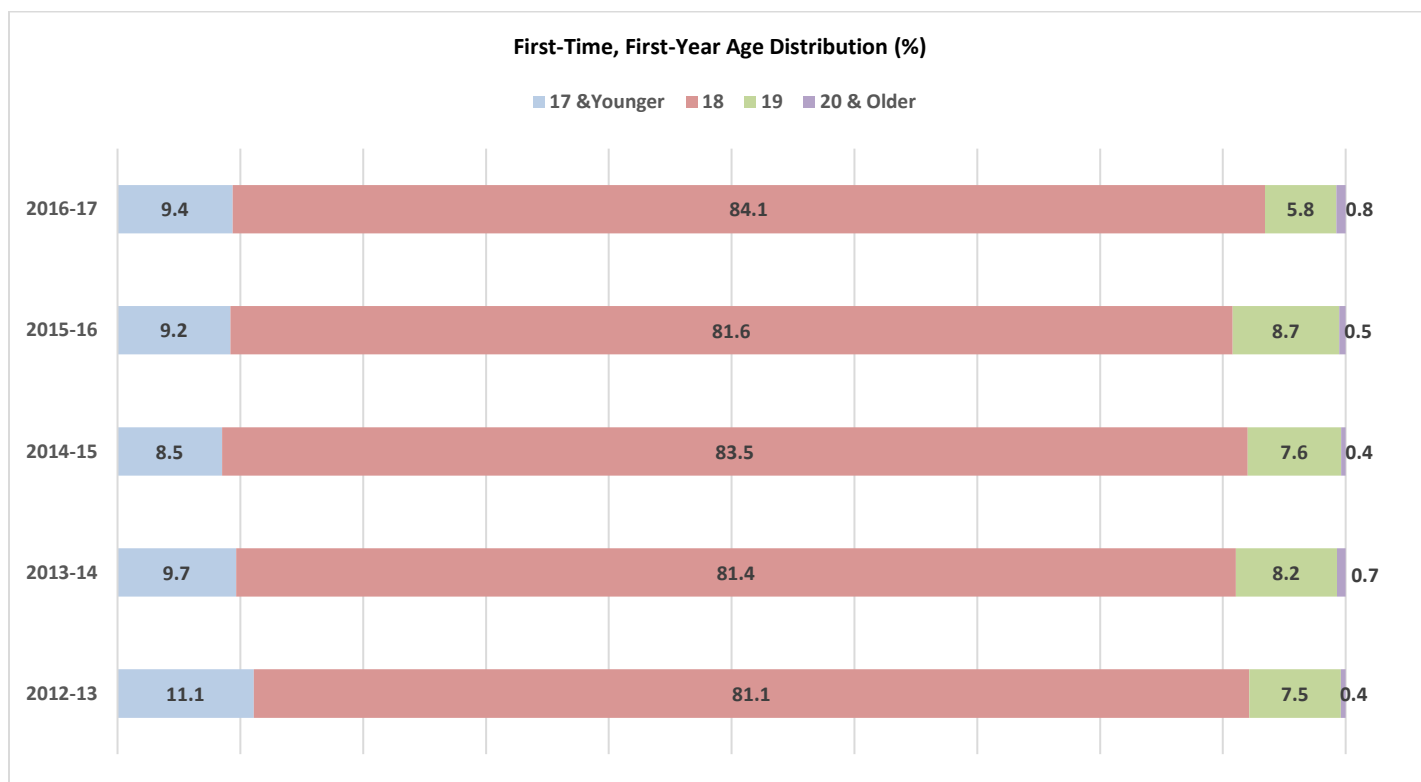
Ethnicity	2012-13	2013-14	2014-15	2015-16	2016-2017
Black/African American	479	512	506	559	515
Two or More Races	36	30	37	1	0
Nonresident Alien	4	14	3	0	4
Hispanic/Latino	3	2	3	0	0
Asian	1	0	0	0	0
American Indian/Alaska Native	0	1	2	6	14
White	0	0	1	0	0
Total	523	559	552	566	533

Source: Fall 2016 Census, Extracted October 15, 2016

First-Time, First-Year Age Distribution

Age	2012-13	2013-14	2014-15	2015-16	2016-17
17 & Younger	58	54	47	52	50
18	424	455	461	462	448
19	39	46	42	49	31
20 & Older	2	4	2	3	4
Total	523	559	552	566	533

Source: Fall 2016 Census, Extracted October 15, 2016

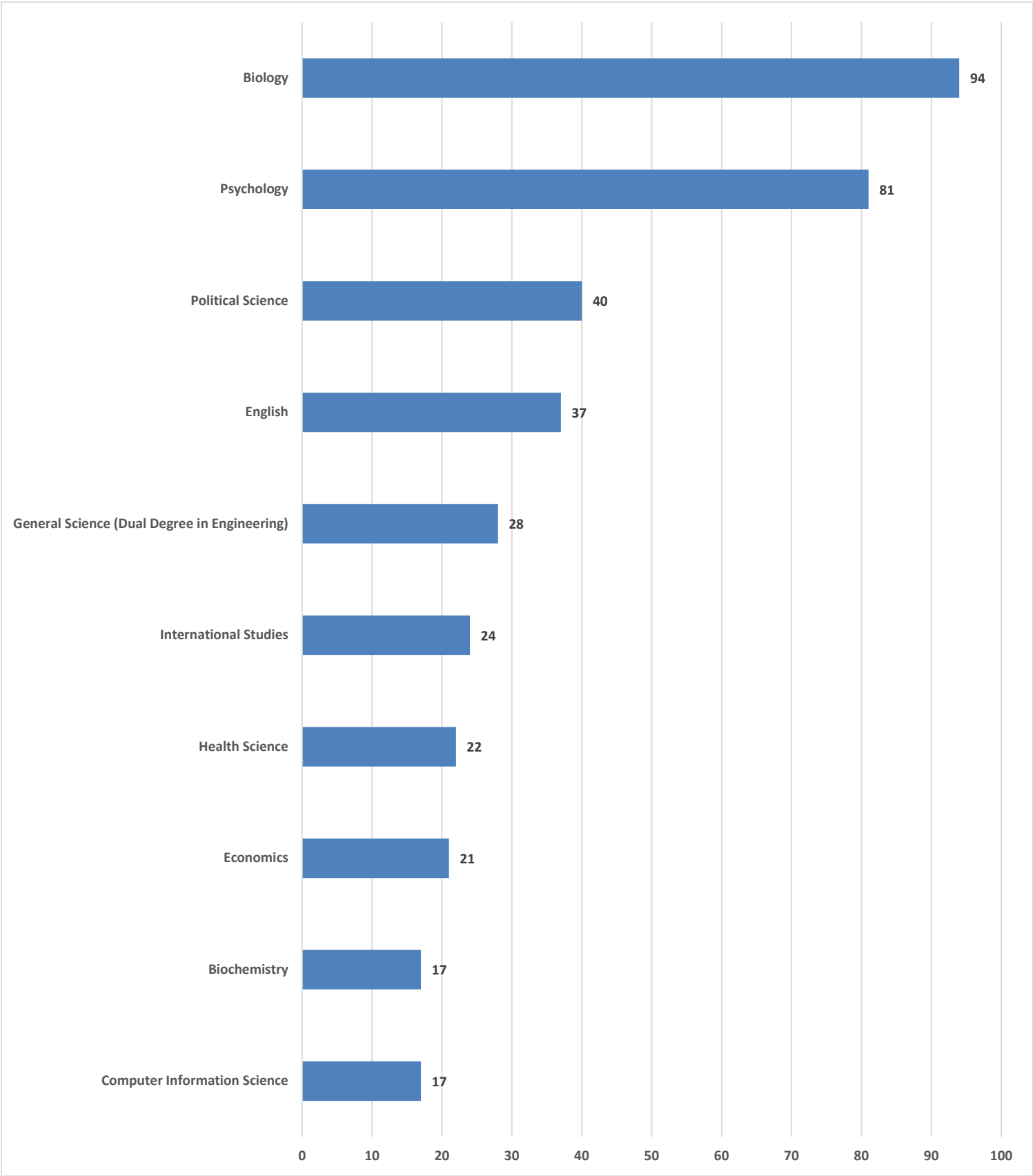


2016-2017 First-Time, First-Year Enrollment by Major

Major	2016-17 Headcount
Biology	94
Psychology	81
Undeclared	67
Political Science	40
English	37
General Science (Dual Degree in Engineering)	28
International Studies	24
Health Science	22
Economics	21
Biochemistry	17
Computer & Information Sciences	17
Mathematics	14
Sociology	11
Chemistry	10
Drama	8
Comparative Women's Studies	7
Physics	6
History	5
Music	5
Early Childhood Education	5
Sociology & Anthropology	4
Art	3
Environmental Science	3
Philosophy	3
Spanish	1
Education Studies	0
French	0
Human Services	0
Independent Major	0
Religious Studies	0
Total	533

Source: Fall 2016 Census, Extracted October 15, 2016

Top 10 Majors Selected by 2016-17 First-Time, First-Year Students

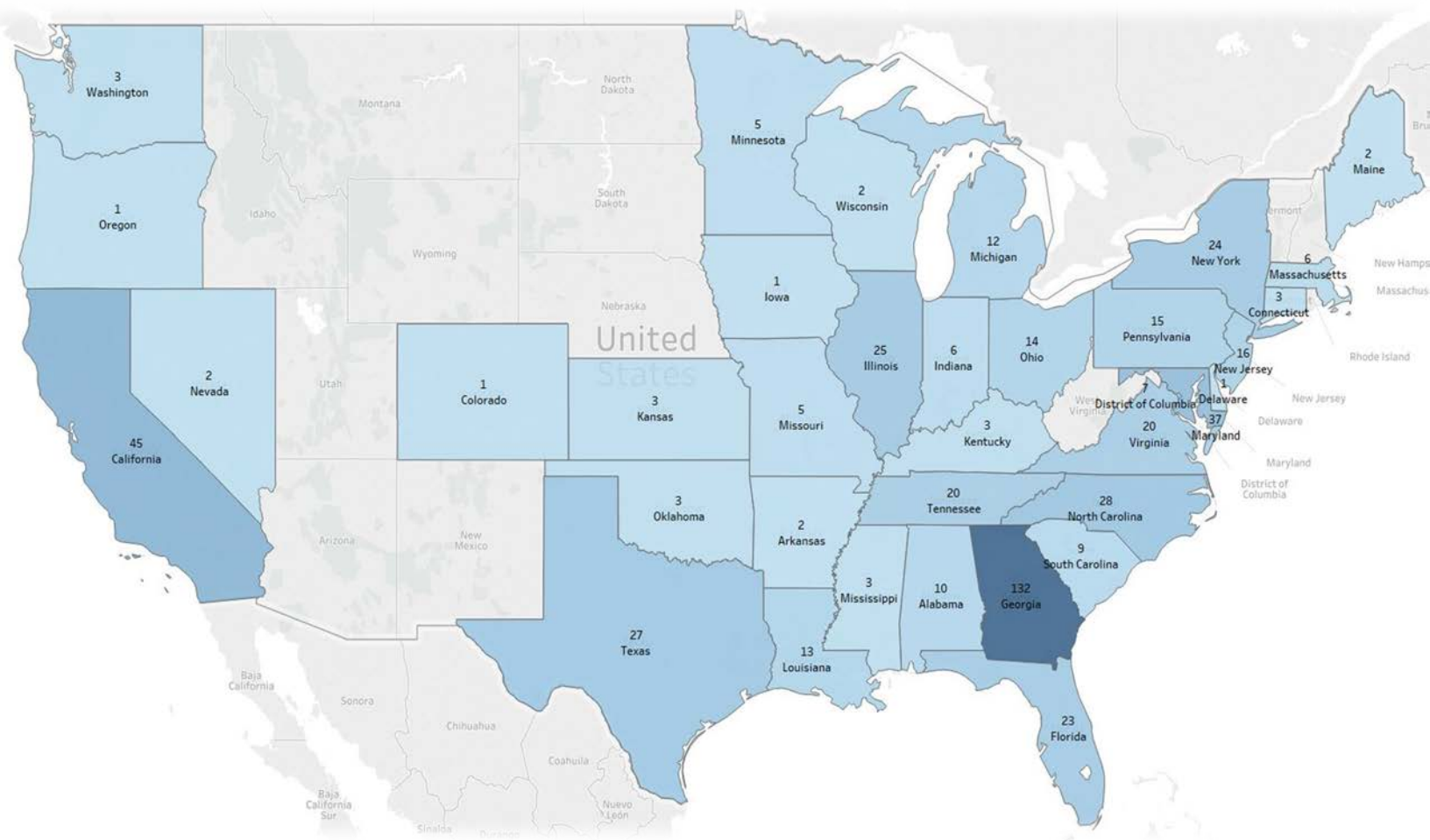


First-Time, First-Year Enrollment by State or Region

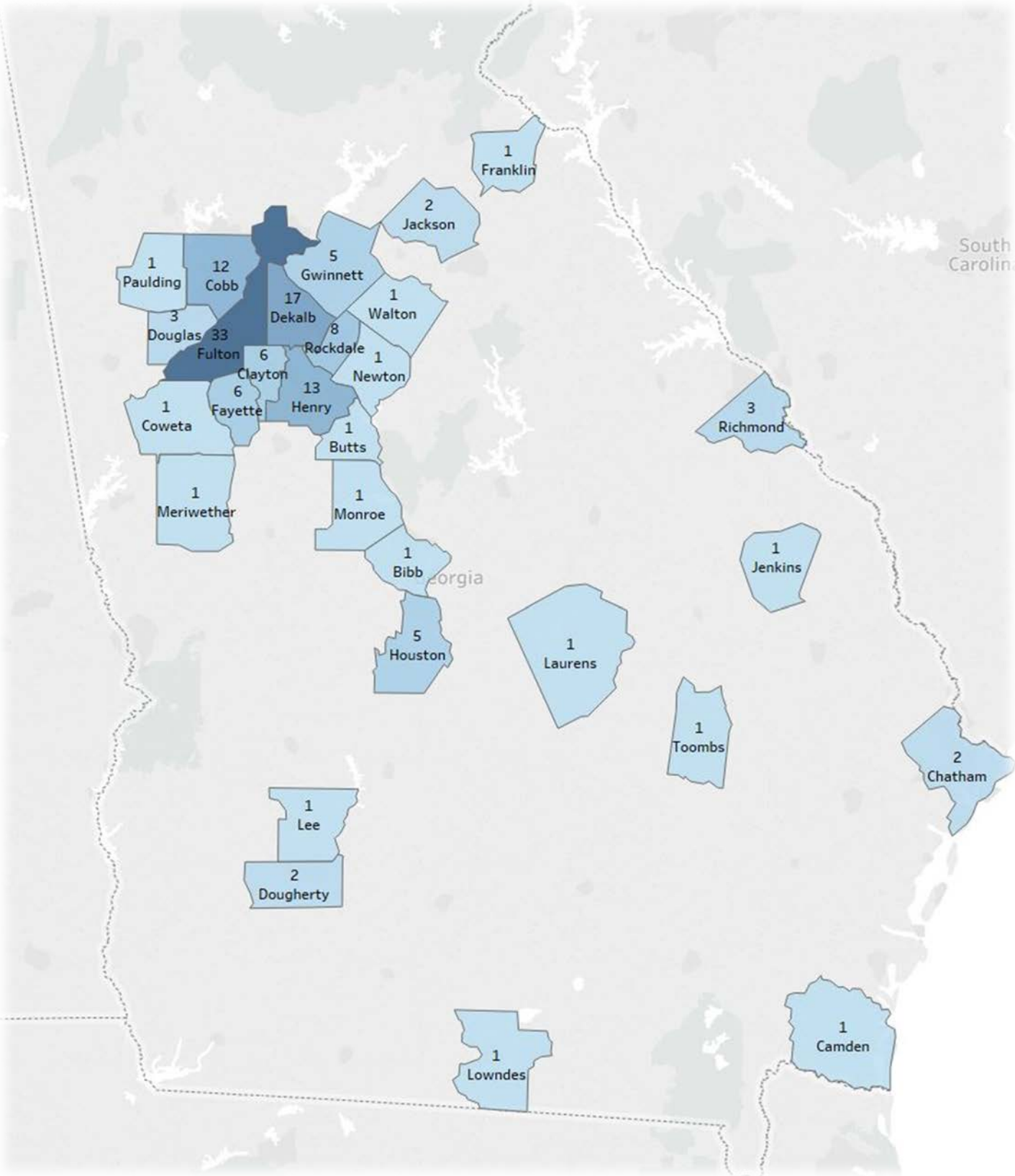
State or Region	2012-13	2013-14	2014-15	2015-16	2016-17
Alabama	2	14	13	17	10
Alaska	1	1	0	0	0
Arizona	5	4	3	1	0
Arkansas	2	5	2	7	2
California	27	27	33	31	45
Colorado	1	4	4	5	1
Connecticut	8	5	4	5	3
Delaware	2	1	4	3	1
District of Columbia	7	11	10	7	7
Florida	19	31	31	20	23
Georgia	115	127	139	141	132
Hawaii	0	0	0	0	0
Illinois	20	17	22	19	25
Indiana	4	6	3	5	6
Iowa	0	0	1	0	1
Kansas	1	1	1	1	3
Kentucky	2	2	1	4	3
Louisiana	5	2	7	7	13
Maine	0	0	0	0	2
Maryland	35	39	39	43	37
Massachusetts	14	4	12	4	6
Michigan	23	18	16	18	12
Minnesota	5	3	4	4	5
Mississippi	10	5	9	4	3
Missouri	5	7	8	4	5
Nebraska	0	1	1	0	0
Nevada	5	4	4	0	2
New Hampshire	0	0	2	0	0
New Jersey	17	22	23	18	16
New Mexico	1	0	0	1	0
New York	49	45	33	34	24
North Carolina	19	24	20	37	28
North Dakota	0	0	0	0	0
Ohio	14	12	10	11	14
Oklahoma	0	2	3	3	3
Oregon	1	1	3	1	1
Pennsylvania	14	24	18	31	15
Rhode Island	1	0	0	0	0
South Carolina	11	8	13	7	9
Tennessee	20	15	7	17	20
Texas	25	28	23	26	27
U. S. Virgin Islands	0	2	0	0	0
Utah	0	0	0	0	0
Vermont	0	0	0	0	0
Virginia	19	21	18	29	20
Washington	3	1	2	1	3
West Virginia	0	0	0	0	0
Wisconsin	4	1	1	0	2
Wyoming	0	0	0	0	0
Foreign Countries	7	14	3	0	4
Military - Europe	0	0	1	0	0
Military - Pacific	0	0	0	0	0
Unspecified	0	0	1	0	0
Total	523	559	552	566	533

Source: Fall 2016 Census, Extracted October 15, 2016

2016-17 First-Time, First-Year Enrollment by State or Region



2016-17 First-Time, First-Year Enrollment by Georgia County



Total Enrollment

Total Enrollment by Ethnicity

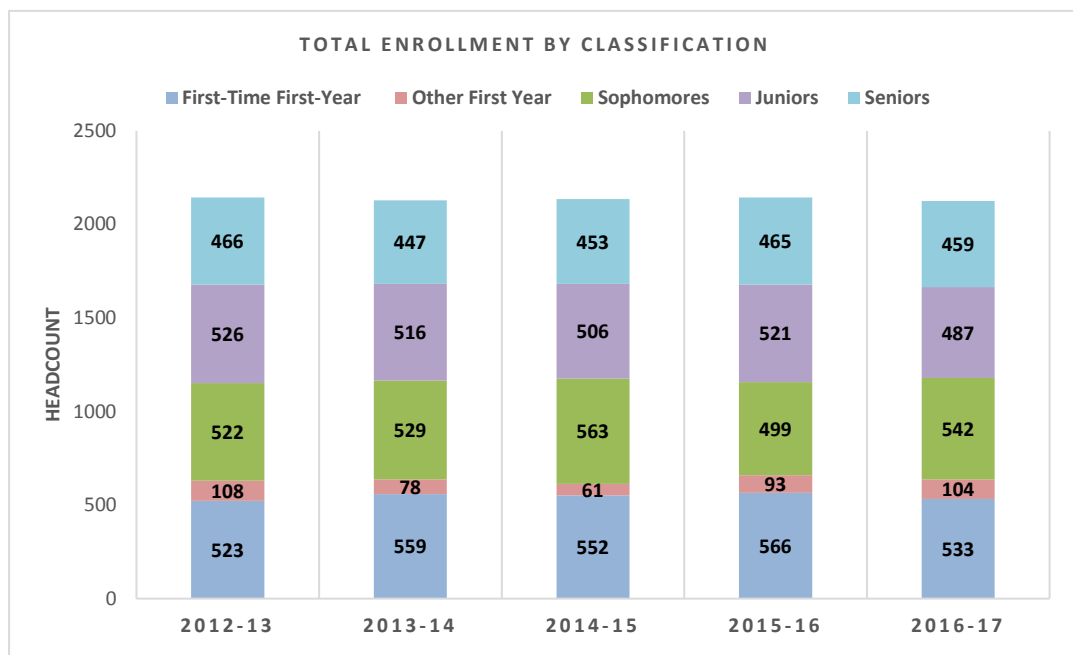
Ethnicity	2012-13	2013-14	2014-15	2015-16	2016-17
Black/African American	1,764	1,796	1,855	2,052	2,049
Two or More Races	355	292	235	47	27
American Indian/ Alaska Native	1	1	3	10	24
Nonresident Alien	15	30	32	25	18
Hispanic/ Latino	8	7	7	6	4
Asian	2	3	2	3	2
White	0	0	1	1	1
Total	2,145	2,129	2,135	2,144	2,125

Source: Fall 2016 Census, Extracted October 15, 2016

Total Enrollment by Classification

Classification	2012-13		2013-14		2014-15		2015-16		2016-17	
	#	%	#	%	#	%	#	%	#	%
First-Time First-Year	523	24%	559	26%	552	26%	566	26%	533	25%
Other First Year	108	5%	78	4%	61	3%	93	4%	104	5%
Sophomore	522	24%	529	25%	563	26%	499	23%	542	26%
Junior	526	25%	516	24%	506	24%	521	24%	487	23%
Senior	466	22%	447	21%	453	21%	465	22%	459	22%
Total	2,145		2,129		2,135		2,144		2,125	
FTE (IPEDS)	2,102		2,088		2,097		2,111		2,086	
Full-Time	2,074		2,061		2,072		2,090		2,061	
Part-Time	71		68		63		54		64	

Source: Fall 2016 Census, Extracted October 15, 2016



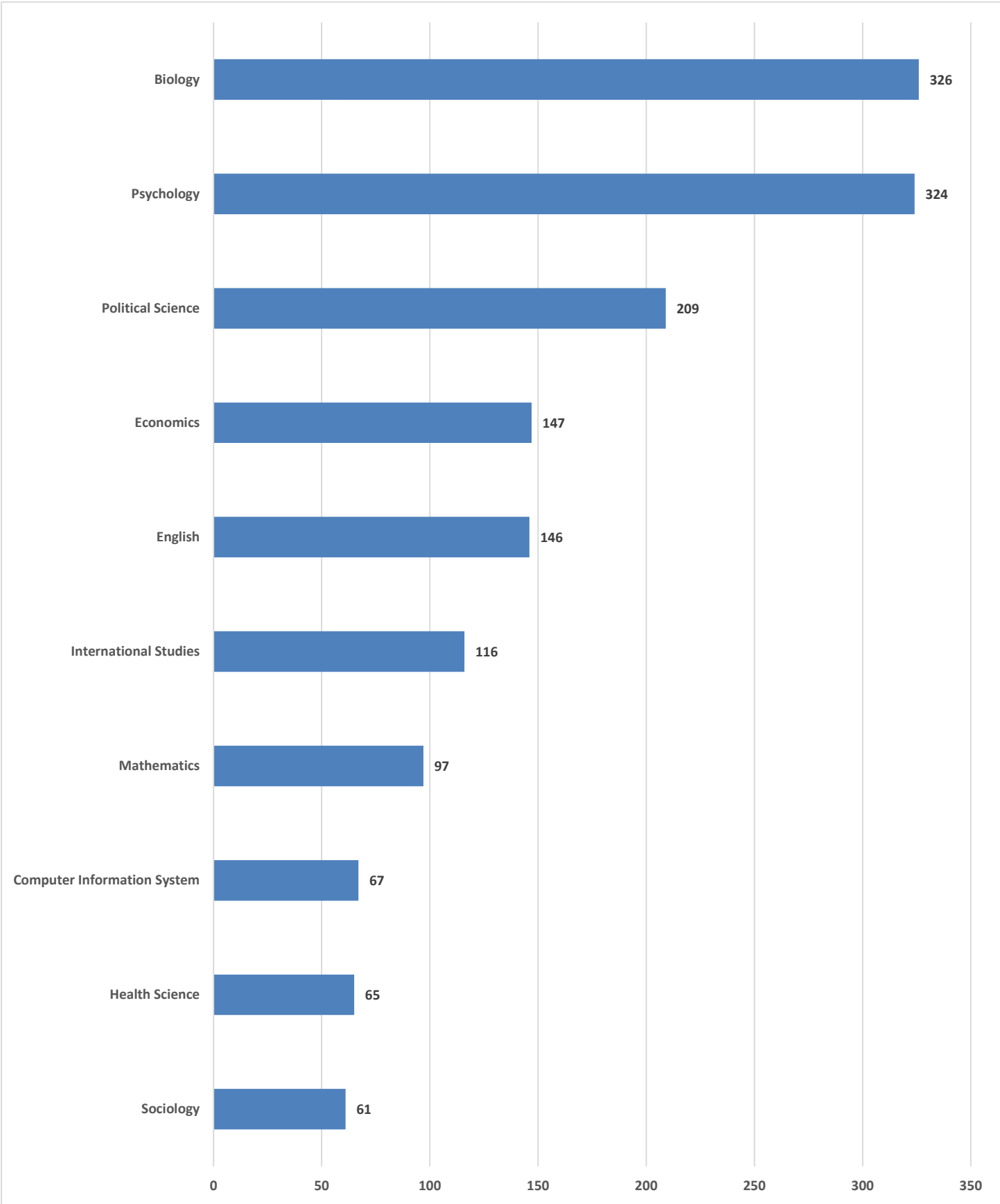
Total Enrollment by Major

Major	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	#	%	#	%	#	%	#	%	#	%
Art	17	1%	13	1%	16	1%	22	1%	22	1%
Biochemistry	33	2%	42	2%	48	2%	51	2%	44	2%
Biology	330	15%	375	18%	350	16%	361	17%	326	15%
Chemistry	75	3%	58	3%	48	2%	41	2%	45	2%
Comparative Women's Studies	31	1%	45	2%	48	2%	53	2%	53	2%
Computer & Information Sciences	30	1%	46	2%	36	2%	47	2%	67	3%
Drama	61	3%	40	2%	47	2%	50	2%	43	2%
Early Childhood Education	*	*	*	*	46	2%	42	2%	19	1%
Economics	136	6%	144	7%	135	6%	161	8%	147	7%
Education Studies	65	3%	55	3%	23	1%	30	1%	47	2%
English	168	8%	158	7%	152	7%	152	7%	146	7%
Environmental Science	25	1%	26	1%	16	1%	33	2%	32	2%
Environmental Studies	*	*	*	*	13	1%	1	0%	0	0%
French	2	0%	1	0%	2	0%	3	0%	1	0%
General Science (Dual Degree in Engineering)	44	2%	57	3%	80	4%	71	3%	53	2%
History	34	2%	29	1%	34	2%	29	1%	25	1%
Health Science	*	*	*	*	*	*	*	*	65	3%
Human Services	11	1%	14	1%	12	1%	10	0%	4	0%
Independent Major	2	0%	2	0%	1	0%	2	0%	0	0%
International Studies	94	4%	104	5%	118	6%	124	6%	116	5%
Mathematics	78	4%	50	2%	54	3%	71	3%	97	5%
Music	21	1%	18	1%	22	1%	22	1%	20	1%
Philosophy	13	1%	10	0%	14	1%	14	1%	14	1%
Physics	11	1%	12	1%	13	1%	9	0%	12	1%
Political Science	206	10%	206	10%	202	9%	200	9%	209	10%
Psychology	432	20%	398	19%	373	17%	342	16%	324	15%
Religious Studies	6	0%	5	0%	3	0%	6	0%	6	0%
Sociology	48	2%	46	2%	50	2%	73	3%	61	3%
Sociology & Anthropology	19	1%	17	1%	21	1%	17	1%	22	1%
Spanish	17	1%	14	1%	18	1%	20	1%	15	1%
Undeclared	136	6%	144	7%	140	7%	87	7%	90	4%
Total	2,145	100%	2,129	100%	2,135	100%	2,144	100%	2,125	100%

Source: Fall 2016 Census, Extracted October 15, 2016

*Notes: Environmental Studies and Environmental Science reported separately starting fall 2014. Early Childhood Education and Education Studies reported separately starting fall 2014. Early Childhood Education includes Child Development. General Science includes Dual Degree in Engineering. Health Sciences began accepting students fall 2016.

Top 10 Majors Selected by All Students, 2016-17



2016-17 Total Enrollment by Major and Classification

Major	New First-Time		Other First Year	Sophomore	Junior	Senior	Total
	First Year	†Classified Sophomore					
Art	3	0	0	9	5	5	22
Biochemistry	16	1	3	12	5	7	44
Biology	91	3	20	72	75	65	326
Chemistry	10	0	1	10	10	14	45
Comparative Women's Studies	7	0	0	9	21	16	53
Computer & Information Sciences	17	0	1	17	18	14	67
Drama	8	0	1	14	11	9	43
Early Childhood Education	5	0	0	6	3	5	19
Economics	20	1	4	40	31	51	147
Education Studies	0	0	1	18	18	10	47
English	36	1	12	34	37	26	146
Environmental Science	3	0	0	13	6	10	32
Environmental Studies	0	0	0	0	0	0	0
French	0	0	0	1	0	0	1
General Science (Dual Degree in Engineering)	26	2	1	14	9	1	53
Health Science	22	0	5	36	1	1	65
History	5	0	2	4	8	6	25
Human Services	0	0	0	1	3	0	4
Independent Major	0	0	0	0	0	0	0
International Studies	24	0	5	28	25	34	116
Mathematics	14	0	4	33	21	25	97
Music	5	0	3	3	3	6	20
Philosophy	3	0	0	3	2	6	14
Physics	6	0	0	3	3	0	12
Political Science	40	0	14	50	57	48	209
Psychology	81	0	9	73	85	76	324
Religious Studies	0	0	0	3	1	2	6
Sociology	11	0	7	17	10	16	61
Sociology & Anthropology	4	0	1	5	9	3	22
Spanish	1	0	1	3	7	3	15
Undeclared	66	1	9	11	3	0	90
Total	524	9	104	542	487	459	2,125

Source: Fall 2016 Census, Extracted October 15, 2016

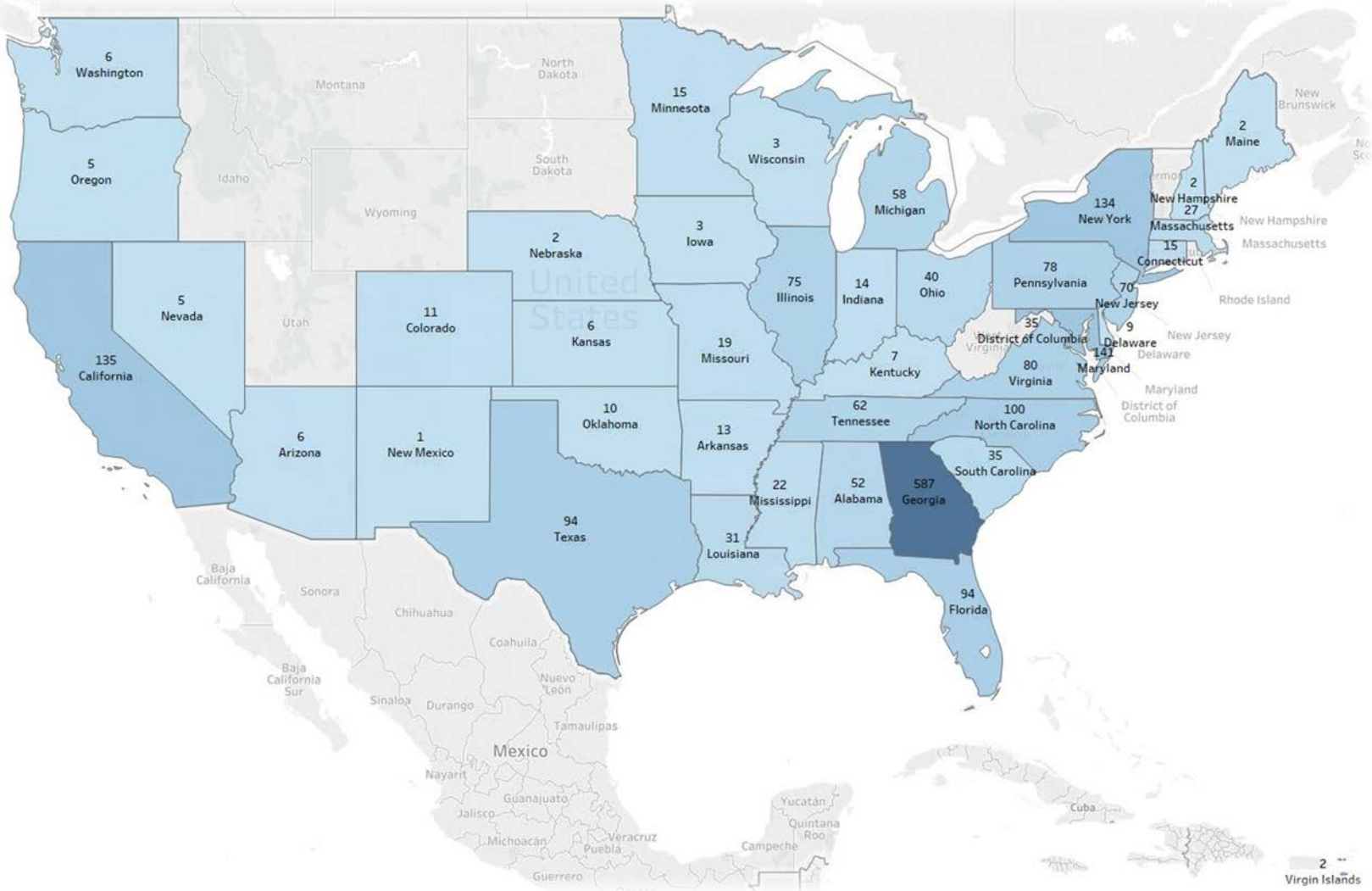
†New first-time students designated as "sophomore" are students entering the college for the first with enough earned credit hours to be classified as sophomore.

2016-17 Total Enrollment by State or Region

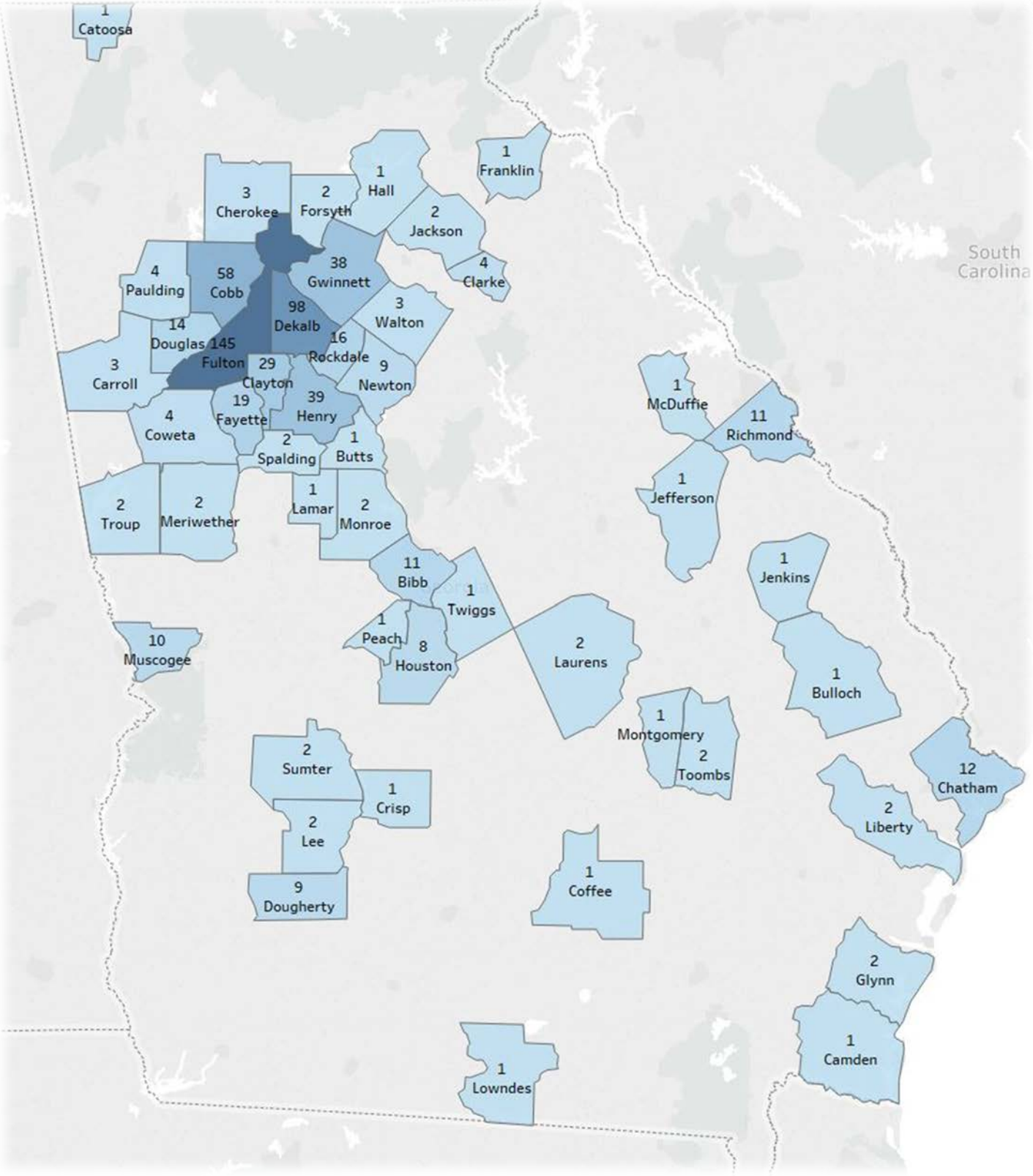
U.S. States and Territories	Head Count
Alabama	52
Alaska	1
Arizona	6
Arkansas	13
California	135
Colorado	11
Connecticut	15
Delaware	9
District of Columbia	35
Florida	94
Georgia	587
Illinois	75
Indiana	14
Iowa	3
Kansas	6
Kentucky	7
Louisiana	31
Maine	2
Maryland	141
Massachusetts	27
Michigan	58
Minnesota	15
Mississippi	22
Missouri	19
Nebraska	2
Nevada	5
New Hampshire	2
New Jersey	70
New Mexico	1
New York	134
North Carolina	100
Ohio	40
Oklahoma	10
Oregon	5
Pennsylvania	78
South Carolina	35
Tennessee	62
Texas	94
Virgin Islands	2
Virginia	80
Washington	6
Wisconsin	3
Total	2107

Source: Fall 2016 Census, Extracted October 15, 2016

2016-17 Total Enrollment by State or Region



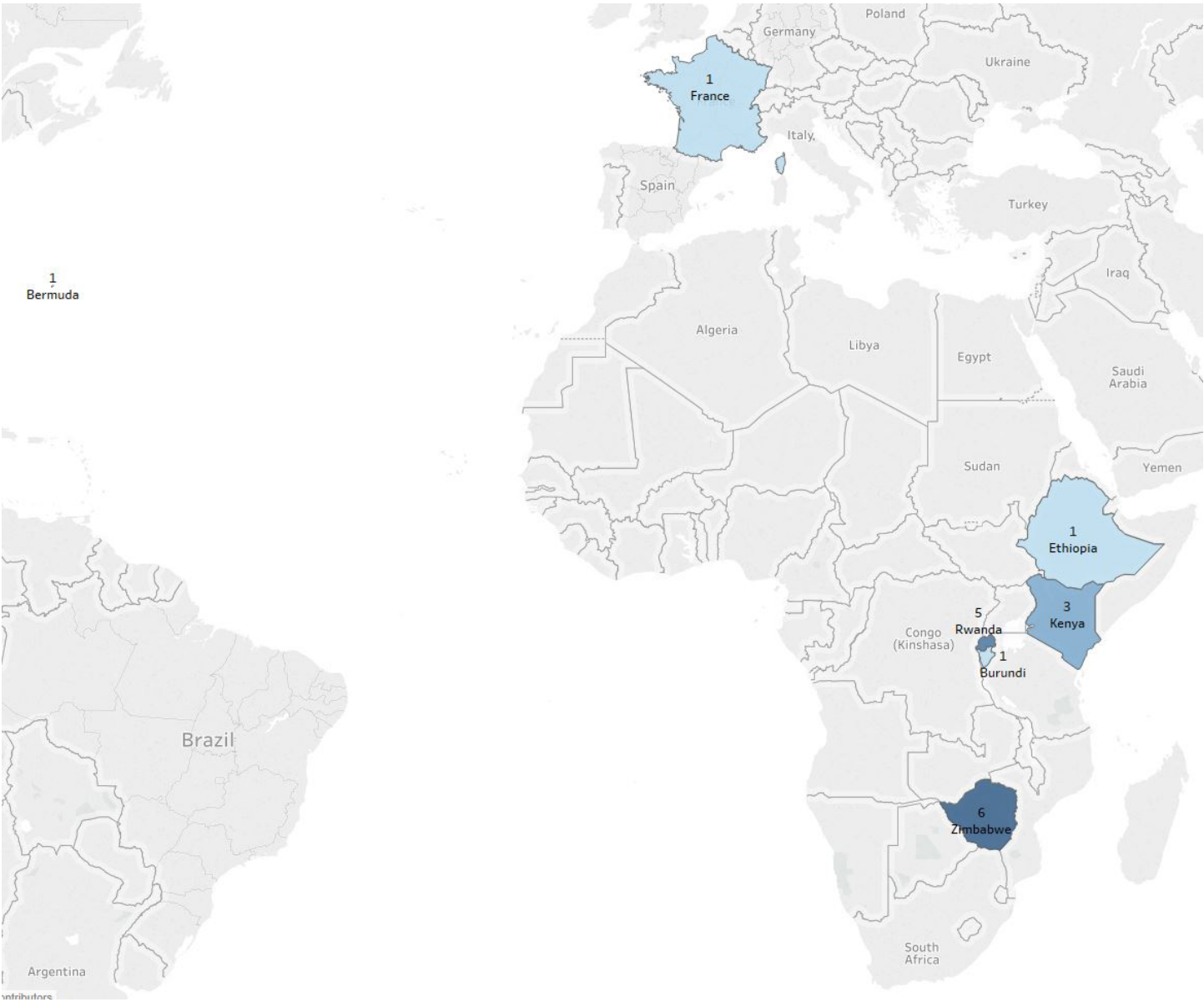
2016-17 Total Enrollment by Georgia County



2016-17 Total International Enrollment

International	Headcount
Bermuda	1
Burundi	1
Ethiopia	1
France	1
Kenya	3
Rwanda	5
Zimbabwe	6
Total	18

Source: Fall 2016 Census, Extracted October 15, 2016



Total Enrollment First Generation

Year	Total Enrollment	First Generation Students	
		#	%
2012-13	2145	373	17%
2013-14	2129	353	17%
2014-15	2135	333	16%
2015-16	2144	316	15%
2016-17	2125	317	15%

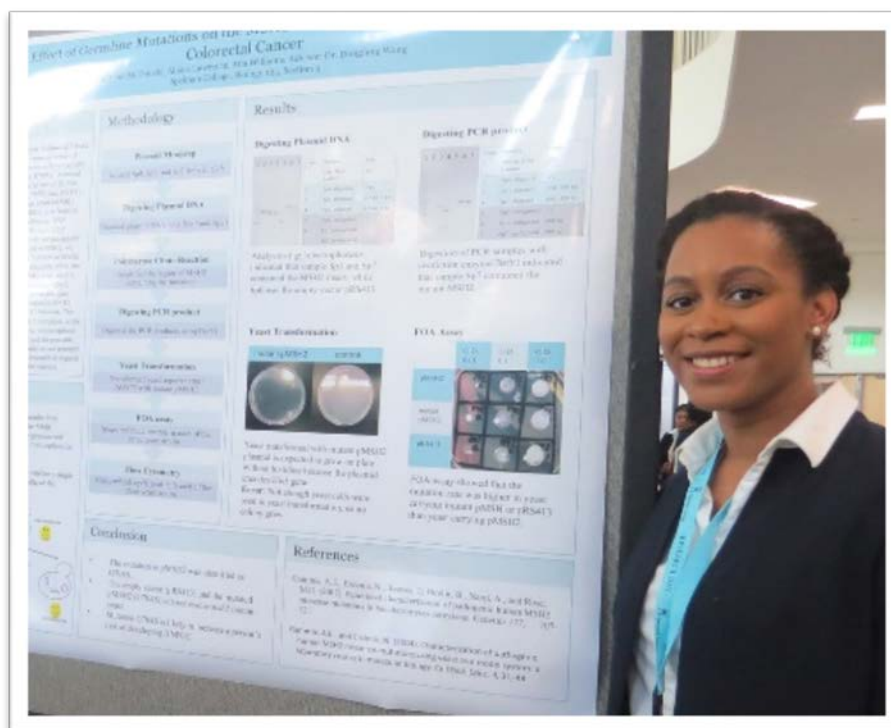
Source: Spelman College Fall 2016 Census, Extracted October 15, 2016



2016-17 STEM Enrollment by Major and Classification

Major	New First Time	Other First-Year	Sophomore	Junior	Senior	Total
Biochemistry	17	3	12	5	7	44
Biology	94	20	72	75	65	326
Chemistry	10	1	10	10	14	45
Computer & Information Sciences	17	1	17	18	14	67
General Science (Dual Degree in Engineering)	28	1	14	9	1	53
Environmental Science	3	0	13	6	10	32
Environmental Studies	0	0	0	0	0	0
Health Sciences	22	5	36	1	1	65
Mathematics	14	4	33	21	25	97
Physics	6	0	3	3	0	12
Total	211	35	210	148	137	741

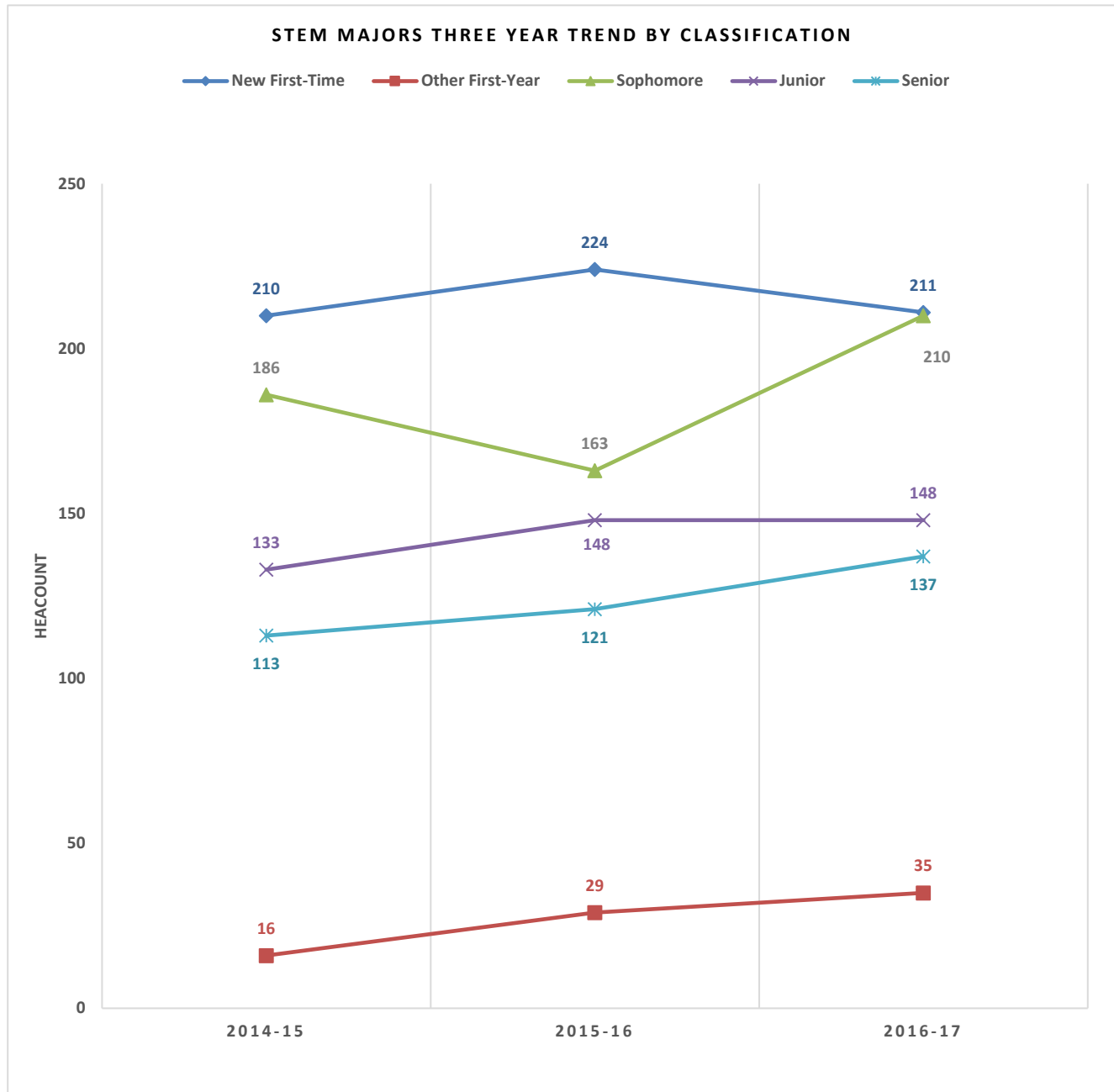
Source: Fall 2016 Census, Extracted October 15, 2016



Three Year STEM Enrollment Trends by Classification

Classification	2014-15	2015-16	2016-17
New First-Time	210	224	211
Other First-Year	16	29	35
Sophomore	186	163	210
Junior	133	148	148
Senior	113	121	137
Total	658	685	741

Source: Fall 2016 Census, Extracted October 15, 2016



Academics



Laura Spelman Rockefeller Hall

“In 1918, Laura Spelman Rockefeller Hall was completed to house the Home Economics Department. Painting, art history, and reading classes were held on the ground floor. Also housed within Laura Spelman were student housing and the "blue room" which served as the music listening room.”

—Johnnie Crosby Lumpkin Davis

Academic Programs

Majors

- Art
- Biochemistry
- Biology
- Chemistry
- Comparative Women's Studies
- Computer and Information Sciences
- Dance
- Drama
- Documentary Filmmaking
- Early Childhood Education
- Economics
- Education Studies
- English
- Environmental Science
- Environmental Studies
- French
- General Science (Dual Degree Engineering)
- Health Sciences
- History
- Human Services (Pauline E. Drake (PED) Students only)
- Independent Major (By application only)
- International Studies
- Mathematics
- Music
- Philosophy
- Photography
- Physics
- Political Science
- Psychology
- Religious Studies
- Spanish
- Sociology
- Sociology and Anthropology

Minors

- African Diaspora Studies
- Anthropology
- Art History
- Asian Studies
- Biochemistry
- Chemistry
- Comparative Women's Studies
- Computer and Information Sciences
- Dance
- Drama
- Economics
- Education Studies
- English
- Environmental Science
- Film Studies and Visual Culture
- Food Studies
- French
- History
- International Studies
- Japan Studies
- Management and Organization
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Public Health
- Religious Studies
- Sociology
- Spanish
- Writing



G-STEM



- Enhancing Global Research and Education in STEM at Spelman College (G-STEM) seeks to prepare African-American women within STEM (Science, Technology, Engineering and Math) disciplines to be globally engaged upon graduation.
- The G-STEM office has been developed to work synergistically with different offices and departments on campus to establish formal international research collaborations, and develop a structured mentoring program for STEM majors (Biology, Chemistry, Computer & Information Sciences, Mathematics, Physics, Dual-Degree Engineering or Environmental Science and Studies) seeking global research experiences. The G-STEM program's goals are to greatly increase the quality and quantity of international research opportunities available to our students, as well as enhance the mentoring process between STEM students and faculty.

Health Careers



- The Health Careers Program of Spelman College, initiated in 1971, advances more and better- qualified young women into the professional/allied health professional schools of medicine, dentistry, osteopathy, optometry, podiatry, pharmacy, veterinary medicine and graduate health programs. Since 1970, the College has been successful in assisting well over 800 of its students in gaining admission to many prestigious professional/allied health professional institutions. The program serves as a repository of information.

Howard Hughes Medical Institute

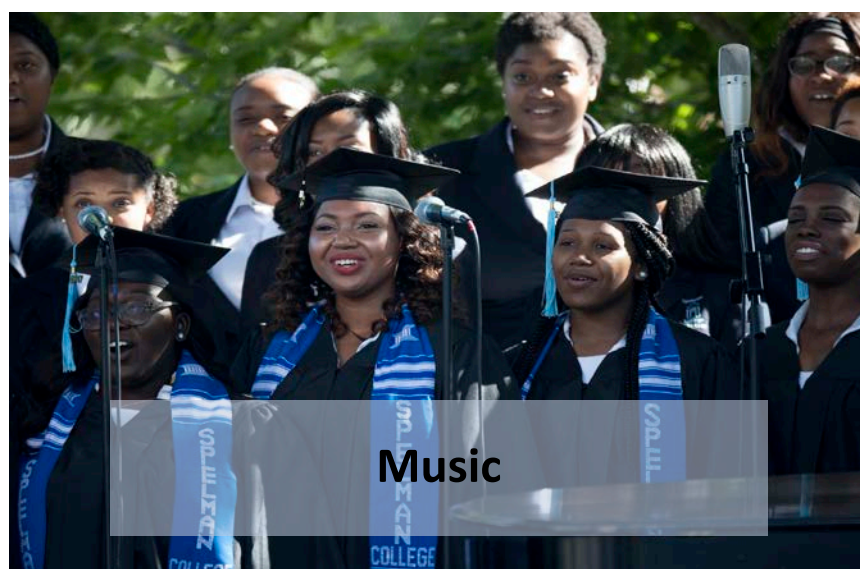


- Spelman College has benefited from continuous Howard Hughes Medical Institute funding since 1992. These programs have contributed to Spelman's status as one of the nation's top producers of minority student Ph.Ds. We are very excited to be able to continue our tradition of training women of color for successful biomedical careers. The current award supports student researcher development, advisement, support and training, as well as promoting student curiosity and science literacy through two undergraduate research training programs. These Programs provide research opportunities for our students both on and off campus and innovative research and grant competitions.

RISE



- The Research Initiative for Scientific Enhancement (RISE) program is a structured biomedical research-training program for the underrepresented minorities and women who desire to pursue a career in biomedical research. The RISE Programs, funded by the National Institutes of Health/National Institute of General Medical Sciences (NIH/NIGMS), were initiated in 1972. The RISE program at Spelman College was established in 2000 and is structured into two segments: The Research Development Program (Academic Year and Summer) and the START Program (Summer Training About Research Techniques).



Study Abroad



Gordon-Zeto Center

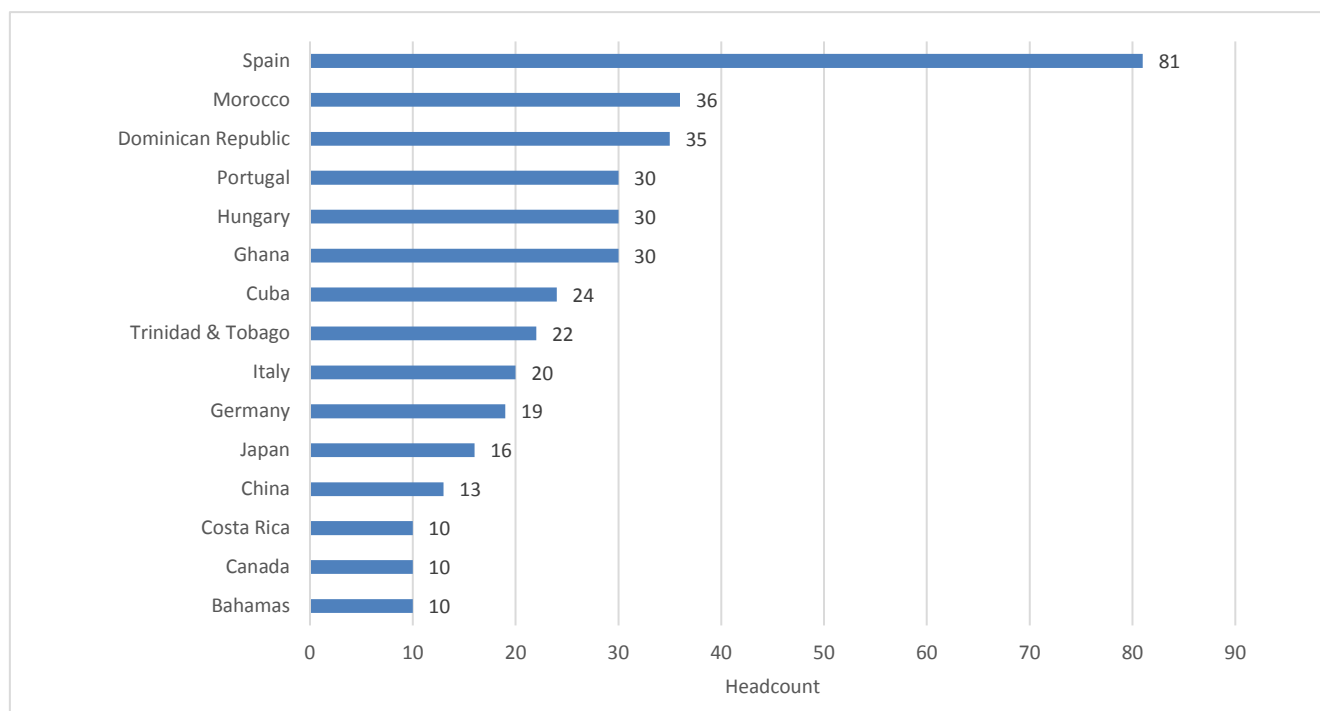
Driven and inspired by Spelman College's mission statement, the Gordon-Zeto Center for Global Education reaffirms the College's commitment to engage Spelman students with "many cultures of the world" and to widen their socioeconomic and political horizons in an increasingly complex and interdependent global society. The center serves as a catalyst for forging fruitful collaborations and synergistic relationships among Spelman's traditional academic departments; interdisciplinary studies programs; faculty committees; offices of enrollment management, undergraduate studies, college relations, institutional advancement, and student affairs to expand students' conceptualization of the global community and their interactions with the local.

Study Abroad Participation

	2012-13	2013-14	2014-15	2015-16	2016-17
# of Study Abroad Students	279	433	367	402	441
# of Countries Visited	29	43	33	35	33

Source: 2016-17 Report of Study Abroad Participants, Gordon-Zeto Center

2016-17 Study Abroad Geographic Distribution, Top 15



Academic Performance

Grade Distribution by Classifications

Percent of Grade (%)									
Fall 2015									
†Classification	A	B	C	D	F	W	*Other	Not Reported	Total
First Year	31.0	28.1	12.7	3.6	3.6	2.4	18.0	0.6	100.0
Junior	40.2	31.7	14.7	3.4	2.3	3.6	2.3	1.8	100.0
Senior	45.3	27.7	11.1	2.2	2.1	3.1	7.2	1.3	100.0
Sophomore	34.9	30.4	15.1	3.7	2.7	4.3	8.1	0.6	100.0
Total	36.7	29.4	13.4	3.3	2.8	3.3	10.1	1.0	100.0
Fall 2016									
First Year	29.3	27.8	13.2	3.3	4.0	3.6	17.3	1.6	100.0
Junior	37.1	33.5	13.6	3.9	2.8	2.8	3.1	3.2	100.0
Senior	49.3	24.9	10.8	2.2	2.2	2.4	6.8	1.3	100.0
Sophomore	34.4	27.1	13.8	2.8	3.0	3.6	14.3	1.1	100.0
Total	36.1	28.2	13.0	3.1	3.2	3.2	11.5	1.7	100.0

Source: Banner, Extracted 07-06-2017

*Note: Other includes AU-Audits, IP-In Progress, I-Incomplete, & P-Pass

†Note: Grade Distributions were calculated using student classifications as listed in Banner

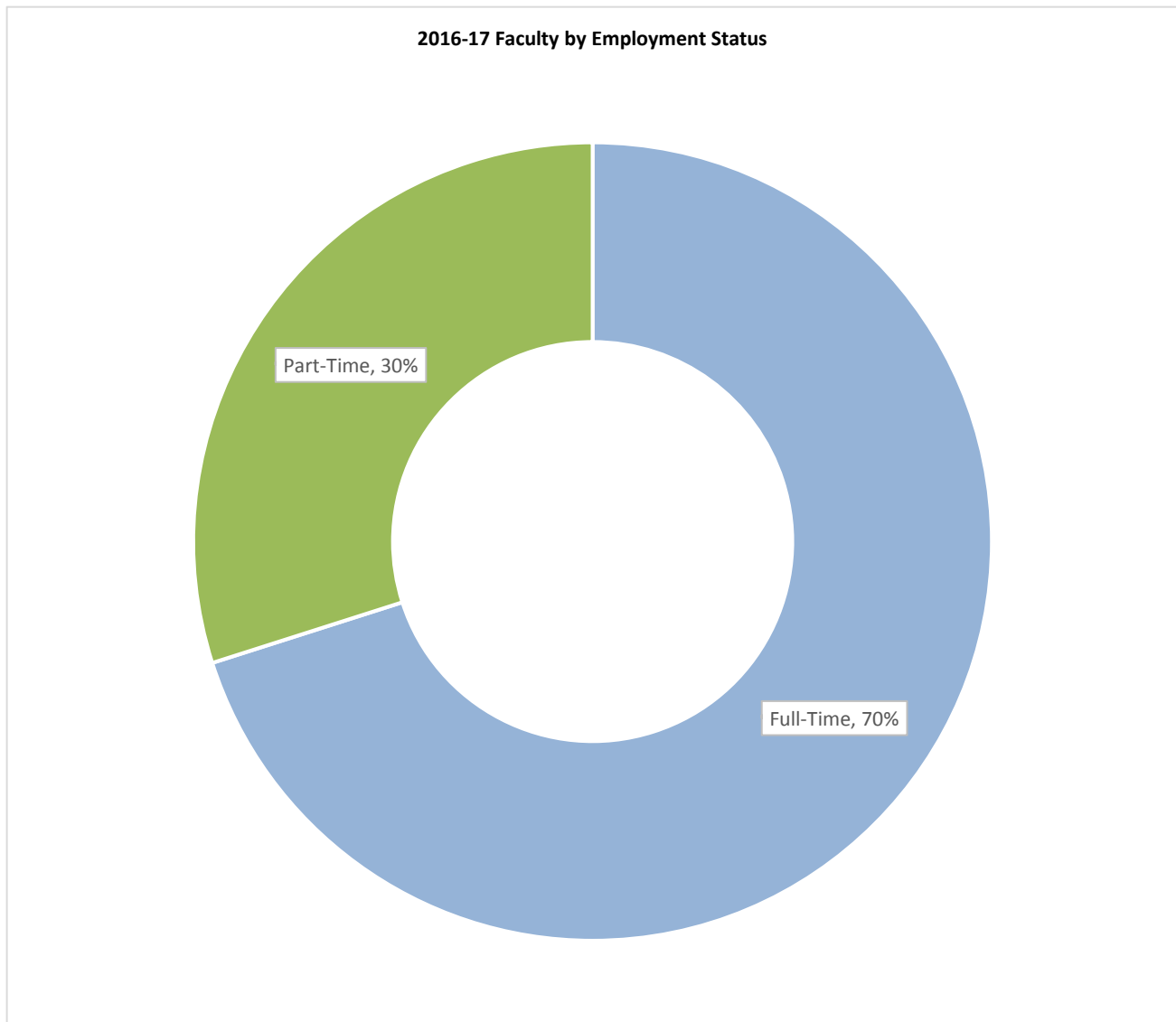


Faculty Data

Employment Status of Instructional Faculty

	2012-13		2013-14		2014-15		2015-16		2016-17	
	#	%	#	%	#	%	#	%	#	%
Full-Time	174	69%	176	70%	180	74%	180	72%	171	70%
Part-Time	77	31%	74	30%	64	26%	70	28%	73	30%
Total	251	100 %	250	100 %	244	100 %	250	100 %	244	100 %

Source: 2016-17 Integrated Postsecondary Education Data Systems (IPEDS), Human Resources Survey, April 2017



Full-Time Instructional Faculty by Rank, Gender, Highest Degree, and Tenure Status

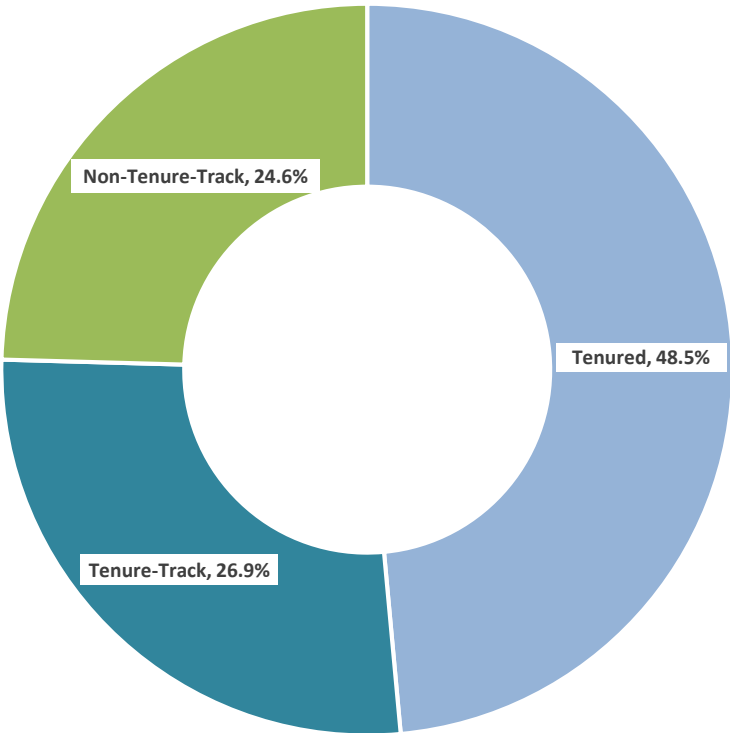
	2012-13		2013-14		2014-15		2015-16		2016-17	
	#	%	#	%	#	%	#	%	#	%
Academic Rank										
Professor	31	17.8%	30	17.0%	28	15.6%	24	13.3%	25	14.6%
Assoc. Professor	57	32.8%	55	31.3%	56	31.1%	57	31.7%	58	33.9%
Assistant Professor	36	20.7%	46	26.1%	47	26.1%	45	25.0%	46	26.9%
Instructor	21	12.1%	22	12.5%	26	14.4%	25	13.9%	18	10.5%
Lecturer	29	16.7%	23	13.1%	23	12.8%	29	16.1%	24	14.0%
No Rank	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	174	100%	176	100%	180	100%	180	100%	171	100%
Gender										
Male	52	29.9%	54	30.7%	54	30.0%	52	28.9%	50	29.2%
Female	122	70.1%	122	69.3%	126	70.0%	128	71.1%	121	70.8%
Total	174	100%	176	100%	180	100%	180	100%	171	100%
Highest Degrees										
Doctorate (or Equivalent)	151	86.8%	154	87.5%	156	86.7%	156	86.7%	155	90.6%
Masters	22	12.6%	21	11.9%	21	11.7%	22	12.2%	14	8.2%
Bachelor's	1	0.6%	1	0.6%	3	1.7%	2	1.1%	2	1.2%
Total	174	100%	176	100%	180	100%	180	100%	171	100%
Tenure Status										
Tenured	88	50.6%	85	48.3%	84	46.7%	80	44.4%	83	48.5%
Tenure-Track	36	20.7%	46	26.1%	47	26.1%	45	25.0%	46	26.9%
Non-Tenure-Track	50	28.7%	45	25.6%	49	27.2%	55	30.6%	42	24.6%
Total	174	100%	176	100%	180	100%	180	100%	171	100%

Sources: 2016-17 Integrated Postsecondary Education Data Systems (IPEDS), Human Resources Survey, April 2017
2016-17 Faculty Institutional Profile

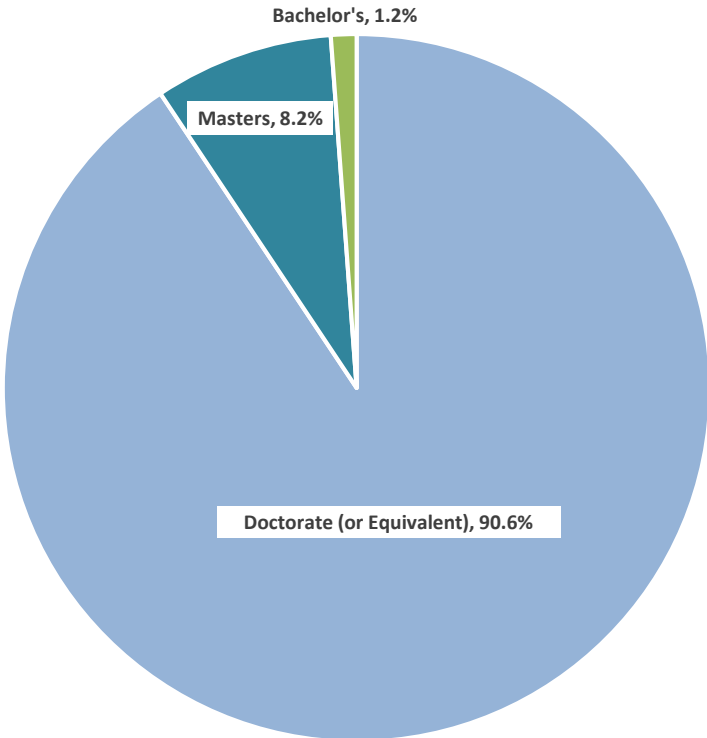


Full-Time Instructional Faculty by Tenure Status and Highest Degree 2016-17 Comparisons

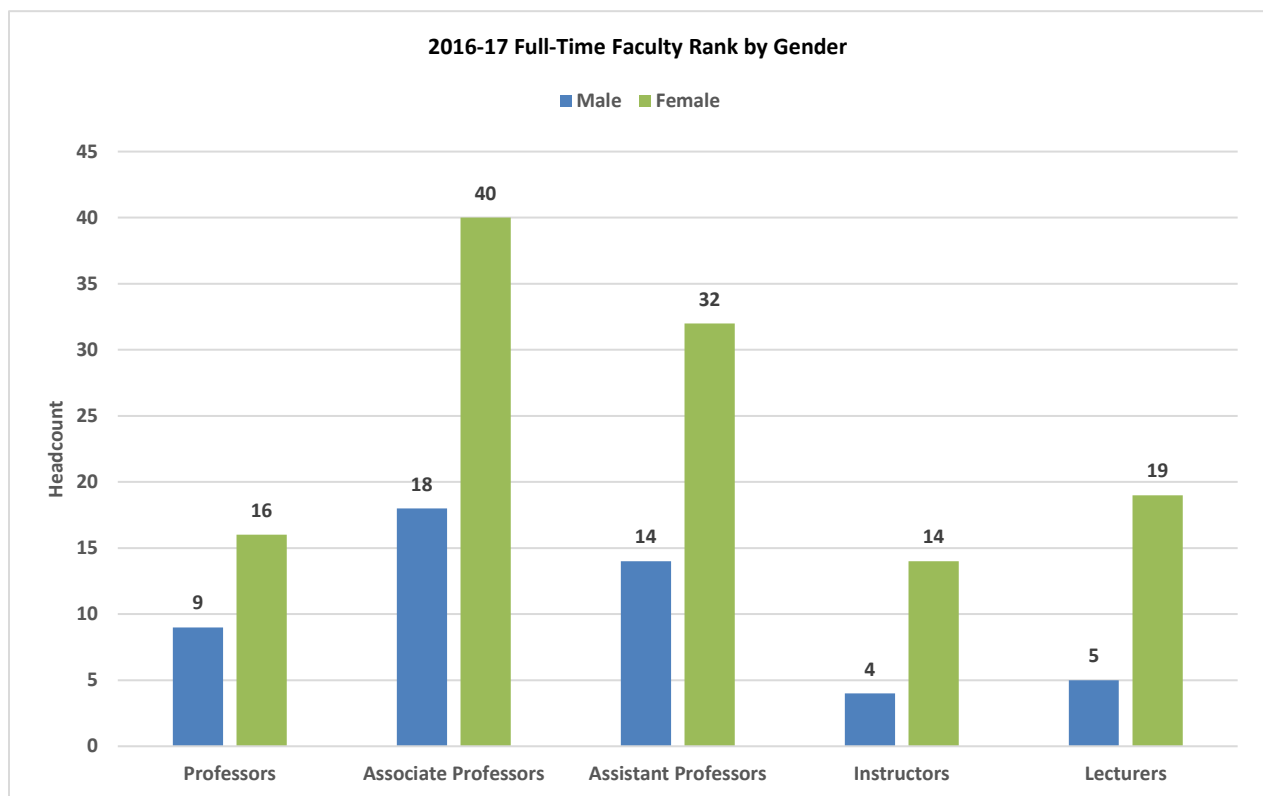
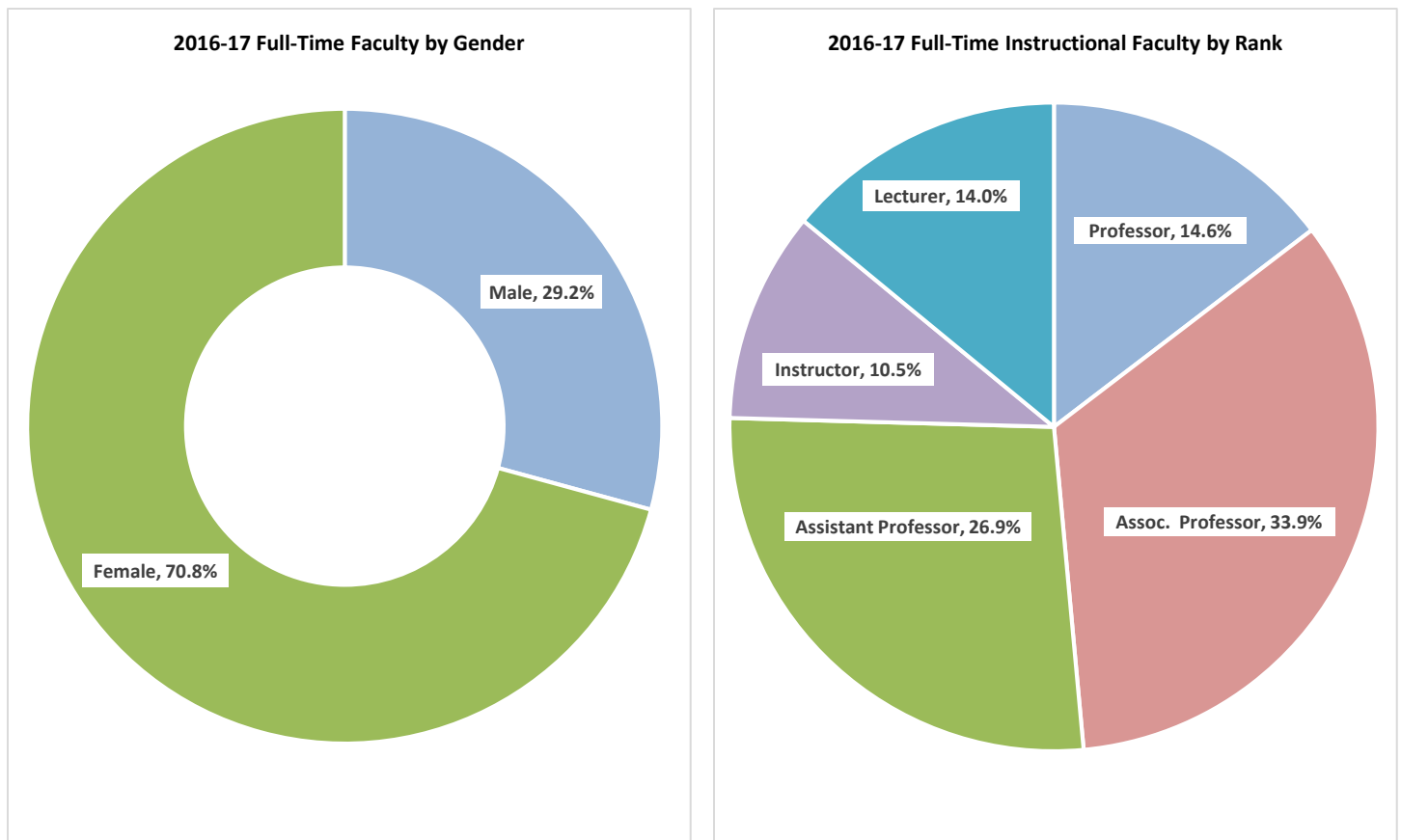
2016-17 Full-Time Faculty by Tenure Status



2016-17 Full-Time Instructional Faculty by Degree Level



Full-Time Instructional Faculty by Rank and Gender 2016-17 Comparisons



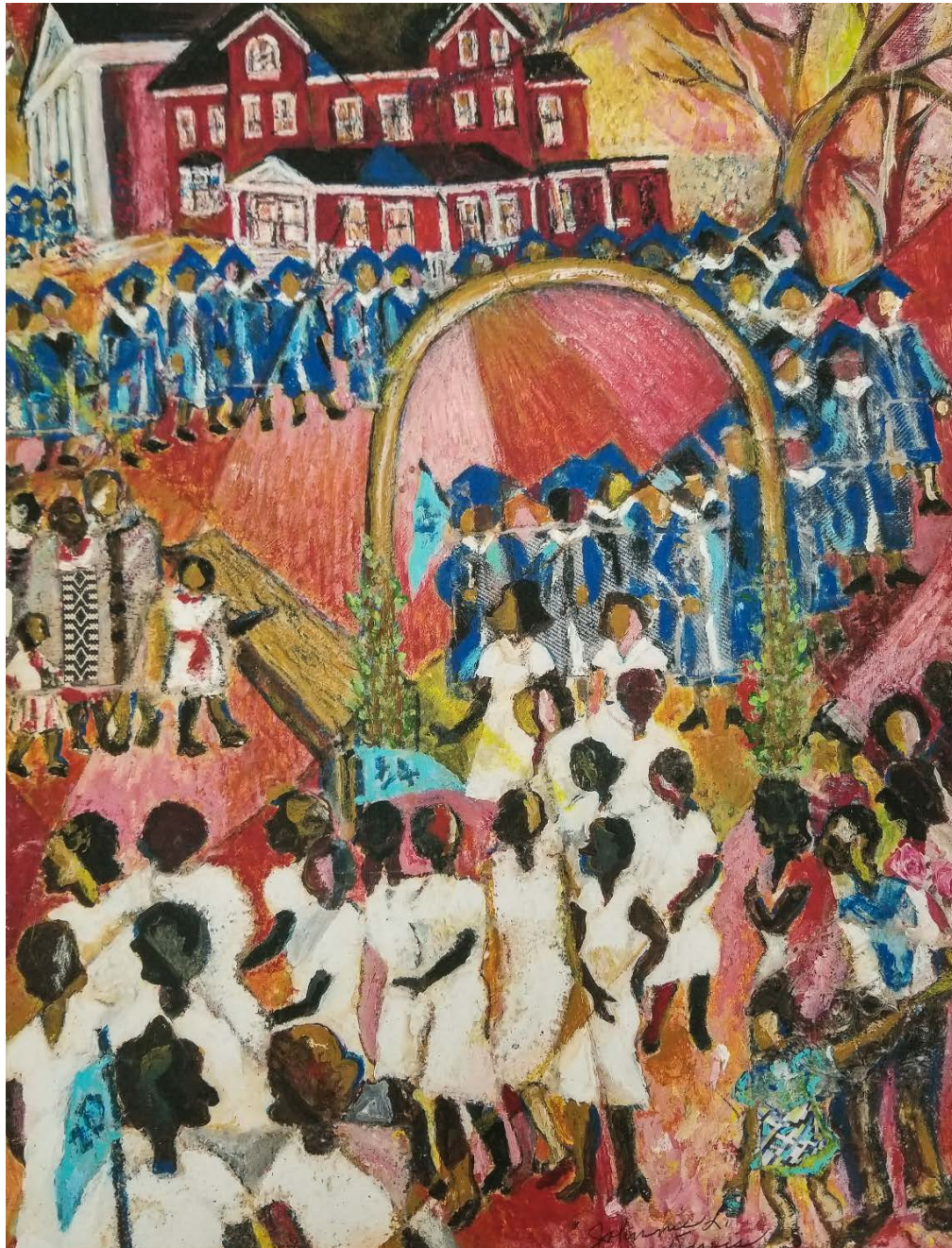
Source: 2016-17 Integrated Postsecondary Education Data Systems (IPEDS), Human Resources Survey, April 2017

Student to Faculty Ratio

Year	Student FTE	Faculty FTE	Student : Faculty Ratio
2012-13	2102	198	11:1
2013-14	2088	201	10:1
2014-15	2097	201	10:1
2015-16	2111	207	10:1
2016-17	2086	195	11:1

Sources: 2016-17 Integrated Postsecondary Education Data Systems (IPEDS), Human Resources Survey, April 2017
Fall 2016 Census, Extracted October 15, 2016

Graduation & Retention



The Alumnae Arch

“The present metal arch is estimated to have been installed in the early 1920's. It is located on the Oval, near Reynolds Cottage, which was built in 1901 and is the official residence of the president of the College. The March through Alumnae Arch is a long-standing tradition at Spelman. Each year on Class Day, Spelman alumnae lead the graduating class through the arch, to symbolize their entrance into a world of unlimited opportunity. The Senior Bench, constructed of wood from early structures, is also located in the same area.”

—Johnnie Crosby Lumpkin Davis

Graduation Data

Graduates by Major 2013-2016

Major	2012			2013			2014			2015			2016		
	BA	BS	Total	BA	BS	Total	BA	BS	Total	BA	BS	Total	BA	BS	Total
Art	5	0	5	5	0	5	5	0	5	4	0	4	5	0	5
Biochemistry	0	1	1	0	5	5	0	4	4	0	6	6	0	5	5
Biology	0	59	59	0	64	64	0	75	75	0	51	51	0	53	53
Chemistry	0	13	13	0	28	28	0	12	12	0	11	11	0	14	14
Comparative Women's Studies	15	0	15	6	0	6	14	0	14	17	0	17	29	0	29
Computer & Information Sciences	0	5	5	0	6	6	0	9	9	0	11	11	0	6	6
Drama	11	0	11	15	0	15	11	0	11	13	0	13	9	0	9
Early Childhood Education	*	*	*	*	*	*	8	0	8	9	0	9	9	0	9
Economics	41	0	41	29	0	29	38	0	38	40	0	40	49	0	49
Education Studies	11	0	11	12	0	12	4	0	4	7	0	7	9	0	9
English	55	0	55	45	0	45	36	0	36	42	0	42	33	0	33
Environmental Science	0	4	4	0	3	3	0	1	1	0	5	5	1	6	7
Environmental Studies	*	*	*	*	*	*	3	3	6	0	0	0	0	0	0
French	4	0	4	1	0	1	0	0	0	0	0	0	0	0	0
General Science (Dual in Degree Engineering)	0	1	1	0	6	6	0	5	5	0	2	2	0	1	1
History	8	0	8	11	0	11	5	0	5	15	0	15	9	0	9
Health Sciences	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Human Services	2	0	2	1	0	1	1	0	1	2	0	2	3	0	3
Independent Major	0	0	0	2	0	2	1	0	1	1	0	1	2	0	2
International Studies	25	0	25	23	0	23	21	0	21	28	0	28	29	0	29
Mathematics	7	7	14	7	8	15	5	10	15	5	13	18	2	7	9
Music	2	0	2	6	0	6	0	0	0	0	0	0	8	0	8
Philosophy	5	0	5	4	0	4	3	0	3	2	0	2	3	0	3
Physics	0	2	2	0	1	1	0	2	2	0	2	2	0	4	4
Political Science	42	0	42	59	0	59	53	0	53	55	0	55	43	0	43
Psychology	115	0	115	117	0	117	117	0	117	101	0	101	94	0	94
Religious Studies	1	0	1	2	0	2	2	0	2	0	0	0	1	0	1
Sociology	16	0	16	12	0	12	8	0	8	7	0	7	19	0	19
Sociology & Anthropology	3	0	3	4	0	4	5	0	5	7	0	7	3	0	3
Spanish	7	0	7	2	0	2	3	0	3	6	0	6	7	0	7
Total	375	92	467	363	121	484	343	121	464	361	101	462	367	96	463

Source: 2016-17 Integrated Postsecondary Education Data Systems (IPEDS), Completions Survey, October 2016

Notes: 2016 graduate data compiled from July 1, 2015-June 30, 2016.

* Indicates data not available

STEM Graduates by Major 2013-2016

Major	2012			2013			2014			2015			2016		
	BA	BS	Total	BA	BS	Total	BA	BS	Total	BA	BS	Total	BA	BS	Total
Biochemistry	0	1	1	0	5	5	0	4	4	0	6	6	0	5	5
Biology	0	59	59	0	64	64	0	75	75	0	50	50	0	53	53
Chemistry	0	13	13	0	28	28	0	12	12	0	11	11	0	14	14
Computer & Information Sciences	0	5	5	0	6	6	0	9	9	0	11	11	0	6	6
General Science (Dual Degree in Engineering)	0	1	1	0	6	6	0	5	5	0	2	2	0	1	1
Environmental Science	0	4	4	0	3	3	3	4	7	0	5	5	1	6	7
Environmental Studies	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7	7	14	7	8	15	5	10	15	5	14	19	2	7	9
Physics	0	2	2	0	1	1	0	2	2	0	2	2	0	4	4
Total	7	92	99	7	121	128	8	121	129	5	101	106	3	96	99

Source: 2016-17 Integrated Postsecondary Education Data Systems (IPEDS), Completions Survey, October 2016

Notes: 2016 graduate data compiled from July 1, 2015-June 30, 2016.

* Indicates data not available.



Cohort Graduation Rates

Fall Census	IPEDS	Fall Enrollment		Cohort Graduation Rate (GR)					
Year	6-Year GR Reporting Year	Total Headcount	FTFT Cohort Headcount	#Graduates	4-Year GR	#Graduates	5-Year GR	#Graduates	6-Year GR
2005	2011-2012	2300	531	374	70%	400	75%	409	77%
2006	2012-2013	2290	569	363	64%	400	70%	414	73%
2007	2013-2014	2343	553	331	60%	365	66%	374	68%
2008	2014-2015	2270	540	362	67%	395	73%	400	74%
2009	2015-2016	2229	563	390	69%	411	73%	426	76%
2010	2016-2017	2177	536	379	71%	404	75%	414	77%
2011	2017-2018	2170	529	363	69%	384	73%	393	74%
2012	2018-2019	2145	520	358	69%	381	73%		
2013	2019-2020	2129	558	374	67%				
2014	2020-2021	2135	550						
2015	2021-2022	2144	564						
2016	2022-2023	2125	531						

Source: 2016-17 Integrated Postsecondary Education Data Systems (IPEDS), Completions Survey, October 2016

Notes: 2016 graduate data compiled from July 1, 2015-June 30, 2016. Shaded cells represent future reporting years for the IPEDS Survey.

First Generation Graduation Rates

Cohort Year	Fall Cohort	First Generation Students		4YR GR	5YR GR	6YR GR
		#	%			
2009	563	99	18%	65%	67%	68%
2010	536	94	18%	66%	71%	74%
2011	529	97	18%	61%	66%	66%
2012	520	79	15%	66%	70%	
2013	558	85	15%	52%		
2014	550	79	14%			
2015	564	84	15%			
2016	531	81	15%			

Source: Spelman College Fall 2016 Census, Extracted October 15, 2016

Retention Data

Cohort Retention Rates

Fall Census	IPEDS	Fall Enrollment		Cohort Retention Rate (RR)					
Year	2nd-Yr RR Reporting Year	Total Headcount	FTFT Cohort Headcount	#Retained	2nd-Yr RR	#Retained	3rd-Yr RR	#Retained	4th-Yr RR
2005	2006-2007	2300	531	488	92%	460	87%	440	83%
2006	2007-2008	2290	569	499	88%	471	83%	447	79%
2007	2008-2009	2343	553	475	86%	434	78%	422	76%
2008	2009-2010	2270	540	456	84%	420	78%	422	78%
2009	2010-2011	2229	563	496	88%	469	83%	449	80%
2010	2011-2012	2177	536	475	89%	453	85%	436	81%
2011	2012-2013	2170	529	476	90%	438	83%	422	80%
2012	2013-2014	2145	520	460	88%	448	86%	429	83%
2013	2014-2015	2129	558	495	89%	464	83%	440	79%
2014	2015-2016	2135	550	495	90%	457	83%		
2015	2016-2017	2144	564	516	91%				
2016	2017-2018	2125	531						

Source: 2016-17 Integrated Postsecondary Education Data Systems (IPEDS), Fall Enrollment, April 2017

Note: Shaded cells represent future reporting years for the IPEDS Survey.

First Generation Retention Rates

Cohort Year	Fall Cohort	First Generation Students		2 nd YR RR	3 rd YR RR	4 th YR RR
		#	%			
2009	563	99	18%	86%	82%	76%
2010	536	94	18%	89%	86%	81%
2011	529	97	18%	90%	77%	75%
2012	520	79	15%	84%	78%	75%
2013	558	85	15%	74%	71%	69%
2014	550	79	14%	86%	78%	
2015	564	84	15%	90%		
2016	531	81	15%			

Source: Spelman College Fall 2016 Census, Extracted October 15, 2016

Graduate Employment

Firms that Hired Graduates 2012-2016



Source: 2016-17 U.S. News & World Report

Financial Data



Morgan Hall

“Morgan Hall was dedicated in 1901. Its upper floors housed the dining hall and first-year students. Most of the meals were served buffet style with family-style meals usually served on Sundays and special occasions. Morgan Hall was destroyed by fire in 1970 and was replaced by Dorothy Shepard Manley Hall, which houses the dining hall and student center.”

—Johnnie Crosby Lumpkin Davis

Financial Aid

2016-17 Need Base Aid

	First-Time, Full-Time Students	Full-Time Undergraduates (Incl. First-Time, First-Year)	Less than Full-Time Undergraduates
a. Number of degree-seeking undergraduate students	531	2,061	64
b. Number of students in line (a) who applied for need-based financial aid	513	1,853	49
c. Number of students in line (b) who were determined to have financial need	458	1,700	47
d. Number of students in line (c) who were awarded any financial aid	456	1,679	44
e. Number of students in line (d) who were awarded any need-based scholarship grant	345	1,344	38

Sources: 2016-17 Common Data Set, Completed June 2017
2016-17 Financial Aid Institutional Profile

2016-17 Financial Aid Disbursements

	*Need-based Dollars	**Non-need-based Dollars
Scholarships/Grants		
Federal	\$5,256,180	
State (i.e. all states, not only the state in which your institution is located)	\$1,499,850	
Institutional (endowed scholarships, annual gifts and tuition funded grants awarded by the institution; exclude athletic aid and tuition waivers which are reported below)	\$13,115,654	\$535,456
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	\$3,714,091	\$1,750
Total Scholarships/Grants	\$23,585,775	\$537,206
Self-Help		
Student loans from all sources (excluding parent loans)	\$6,407,441	\$4,290,746
Federal Work-Study	\$301,498	
State and other work-study/employment		
Total Self-Help	\$6,708,939	\$4,290,746
Other		
Parent Loans	\$30,113,192	
Tuition Waivers	\$1,005,691	

Source: 2016-17 Common Data Set, Completed June 2017

Notes: *Need-based **includes** non-need-based aid used to meet need. **Non-need-based **excludes** non-need-based aid used to meet need.



2015-16 First-Time, Full-Time Grant Aid Awarded

Grant/Scholarship	% of Student Awarded	Average Amount Awarded
Federal Government	65	\$4,219
Pell Grant	54	\$4,736
Other Federal	11	\$1,650
State/Local Government	25	\$6,266
Institutional Aid	47	\$12,127
Total	80	\$12,488

Source: 2016-17 Integrated Postsecondary Education Data Systems (IPEDS), Student Financial Aid Survey, February 2017

2015-16 First-Time, Full-Time Loan Aid Awarded

	% of Students Awarded	Average Amount Awarded
Federal	83	\$5,959
*Other	9	\$20,092
Total	84	\$8,054

Source: 2016-17 Integrated Postsecondary Education Data Systems (IPEDS), Student Financial Aid Survey, February 2017

Notes: *Includes private loans

Pell Grant Award Trends

		First-Time, Full-Time		All Undergrad	
IPEDS Year	Aid Year	#	%	#	%
2011-12	2010-11	276	51	1,070	49
2012-13	2011-12	259	49	1,075	50
2013-14	2012-13	240	46	1,105	52
2014-15	2013-14	275	49	1,017	48
2015-16	2014-15	304	55	1,028	48
2016-17	2015-16	303	54	1,052	49

Source: 2016-17 Integrated Postsecondary Education Data Systems (IPEDS), Student Financial Aid Survey, February 2017

Federal Loan Award Trends

		First-Time, Full-Time		All Undergrad	
IPEDS Year	Aid Year	#	%	#	%
2011-12	2010-11	385	72	1,566	72
2012-13	2011-12	379	72	1,602	74
2013-14	2012-13	356	68	1,640	76
2014-15	2013-14	372	67	1,527	72
2015-16	2014-15	401	73	1,515	71
2016-17	2015-16	468	83	1,773	83

Source: 2016-17 Integrated Postsecondary Education Data Systems (IPEDS), Student Financial Aid Survey, February 2017



Alumnae Participation



Morehouse North and South

“Juniors and seniors lived in Morehouse North and South, now Morehouse-James Hall, and were allowed more privileges than first- and second-year students. In addition to receiving guest after Sunday vespers, upper class women could also entertain on Tuesday and Thursday afternoons and go off campus to Trevor Arnett Library in the evenings. Courtships that began with such visits often resulted in Spelman-Morehouse marriages.”

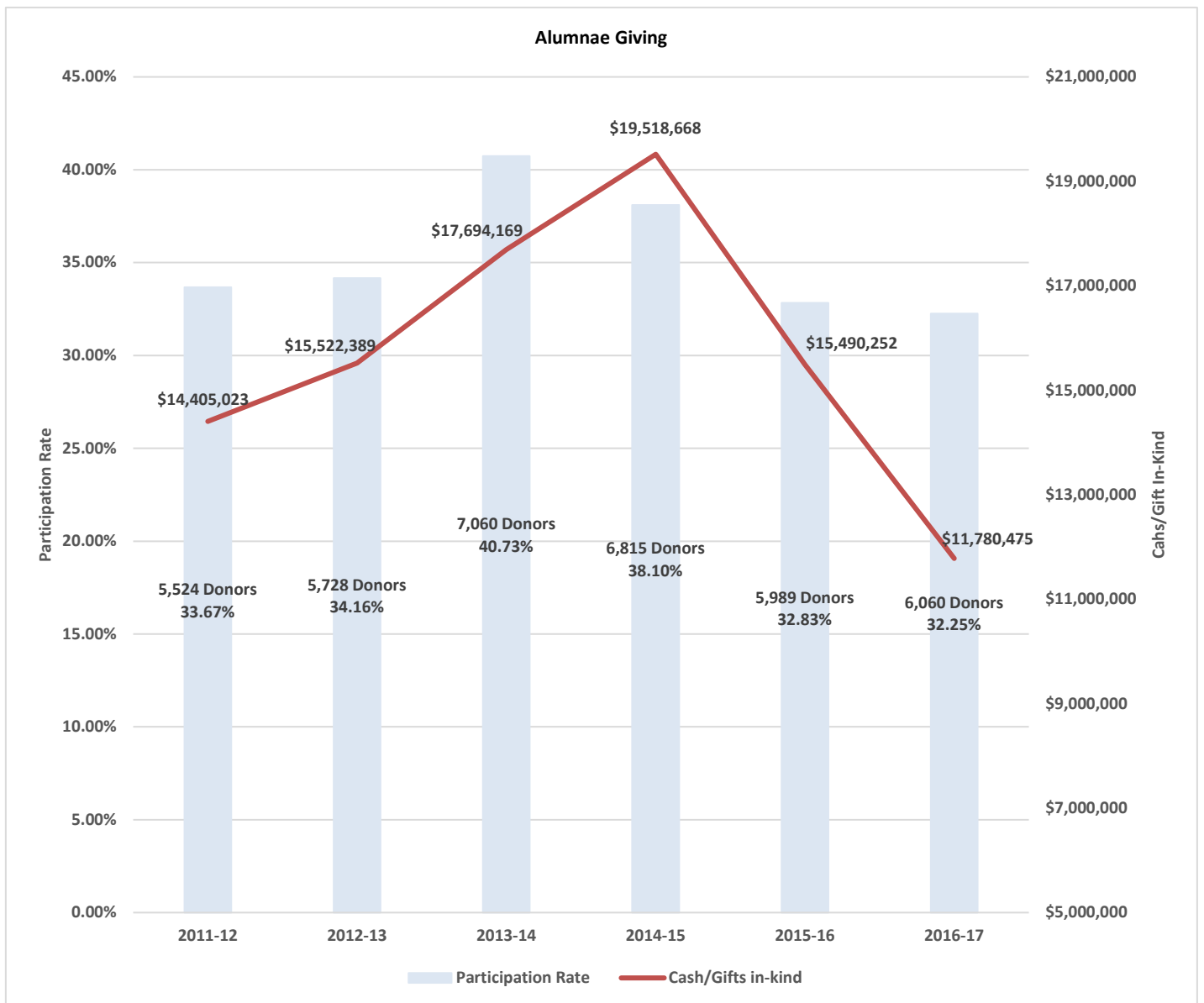
—Johnnie Crosby Lumpkin Davis

Alumnae Participation

Alumnae Giving

Year	Number Solicited	Number Giving	Participation Rate	Cash/Gifts in-kind
2011-12	16,404	5,524	33.67%	\$14,405,023
2012-13	16,770	5,728	34.16%	\$15,522,389
2013-14	17,332	7,060	40.73%	\$17,694,169
2014-15	17,887	6,815	38.10%	\$19,518,668
2015-16	18,244	5,989	32.83%	\$15,490,252
2016-17	18,790	6,060	32.25%	\$11,780,475

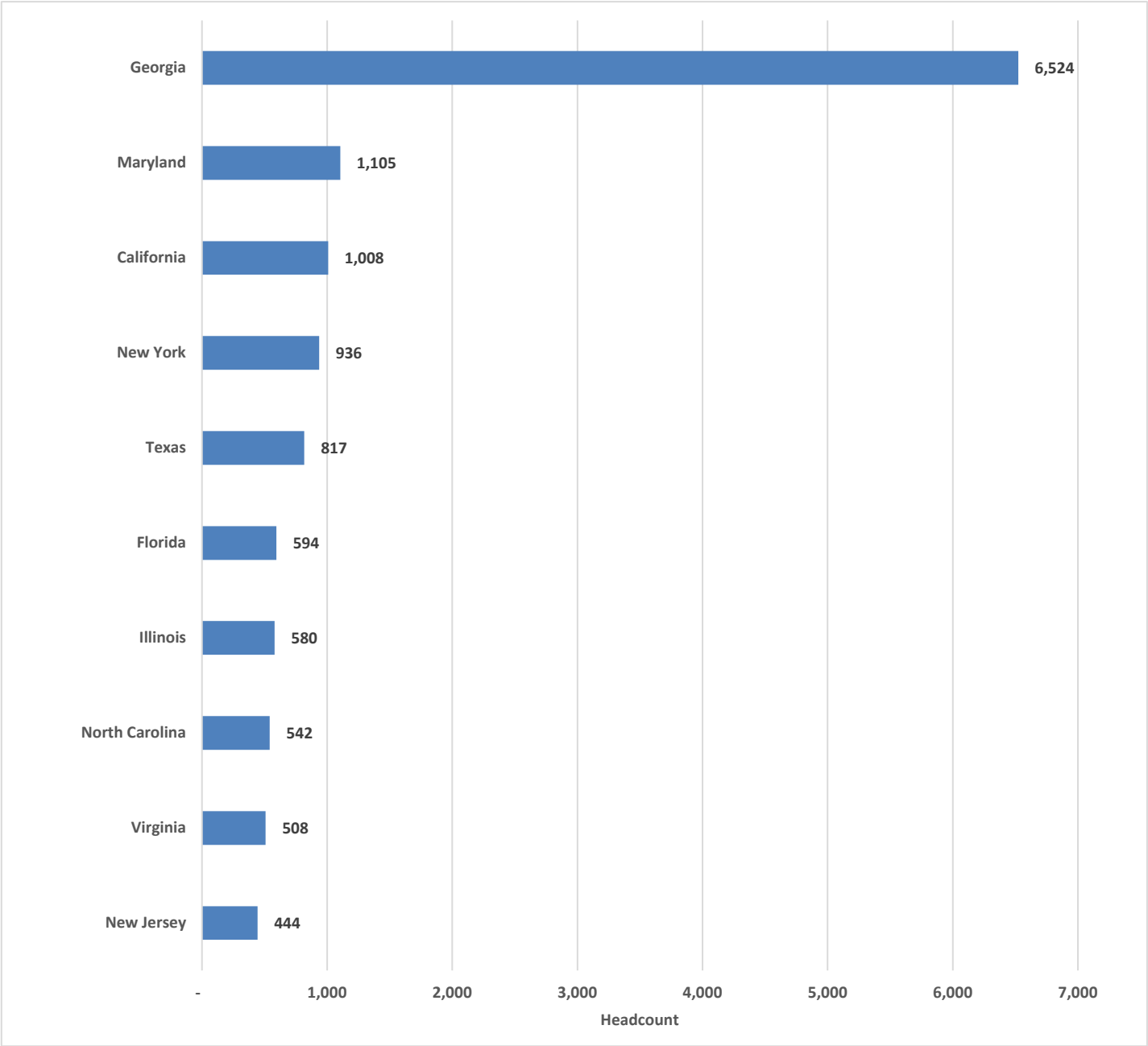
Source: Office of Institutional Advancement, Spelman College July 25, 2017



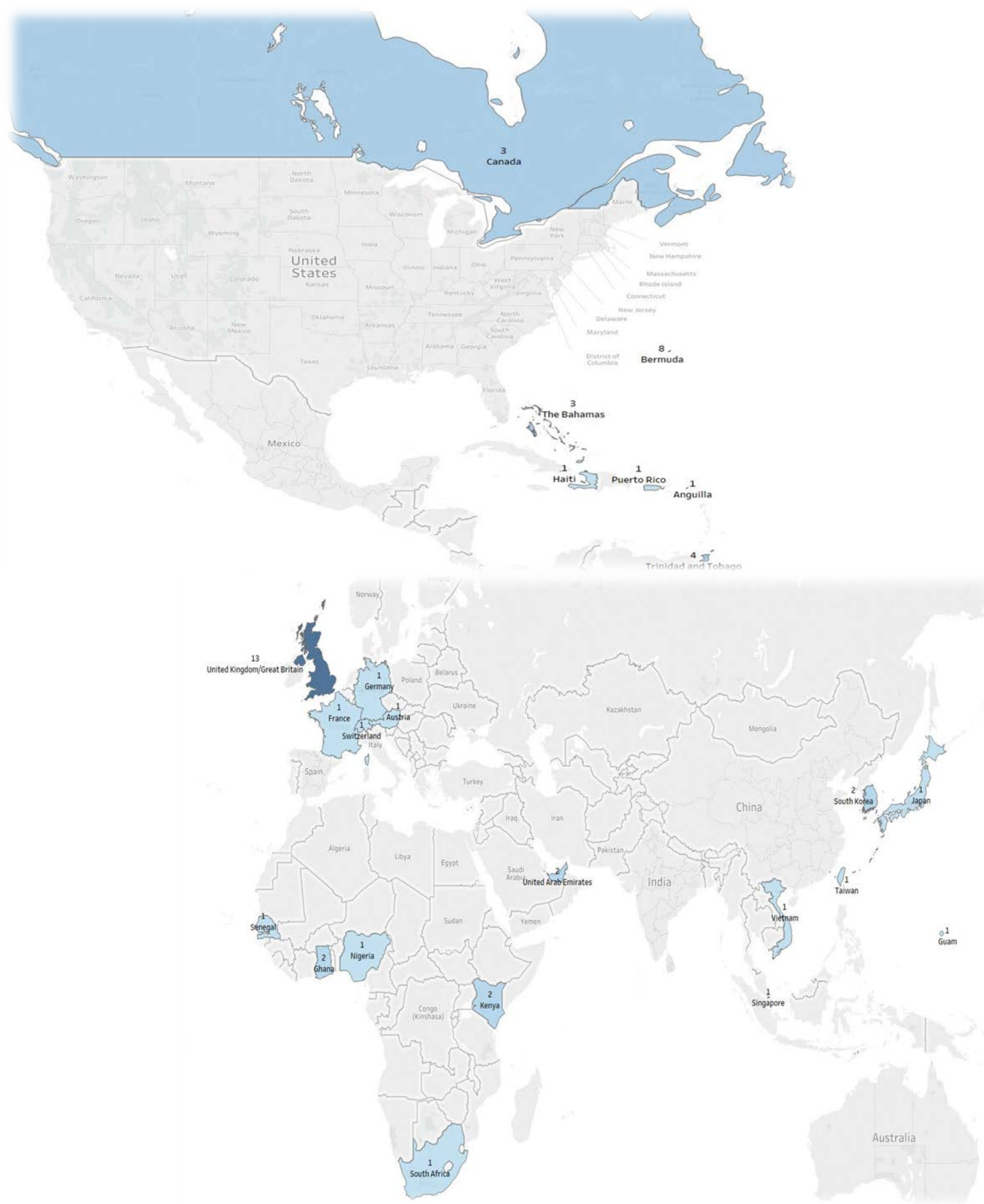
2016-17 Alumnae by State



2016-17 Alumnae by State, Top Ten States



2016-17 Alumnae by Nation



Campus Life



Chadwick Hall

“Chadwick Hall was the original location of the Leonard Street Orphans Home. The hall was named after Amy Chadwick, director of the orphanage. When it was first purchased by Atlanta University in 1945, the laboratory nursery replaced the orphanage on the first floor and the second floor housed students. The Albro-Falconer-Manley Science Center is now located where Chadwick once stood.”

—Johnnie Crosby Lumpkin Davis

Campus Life



Activities Offered

- Model UN
- Music Ensembles
- Musical Theatre
- Pep Band
- Student Government
- Student Newspaper
- Student-Run Film Society
- Symphony Orchestra
- Campus Ministries
- Choral Groups
- Concert Band
- Dance
- Drama/Theatre
- International Student Organization
- Jazz Band
- Literary Magazine
- Marching Band

Other Campus Events

- Annual Student Drama/ Dance & Art Productions
- Family Weekend
- Class Day
- Ida B. Wells Lecture Series
- Neo-Soul Concert
- Operation Olive Branch



Popular Campus Events

- Founders Day
- Spelman-Morehouse Homecoming
- Research Day
- Commencement/Reunion
- Spelman-Morehouse Christmas Carol Concert
- Miss Spelman Pageant
- Wellness Revolution 5K
- MLK Community Service
- Spelman on the Hill
- Toni Cade Bambara Student Activism Conference
- Market Friday



Facilities & Residential Life

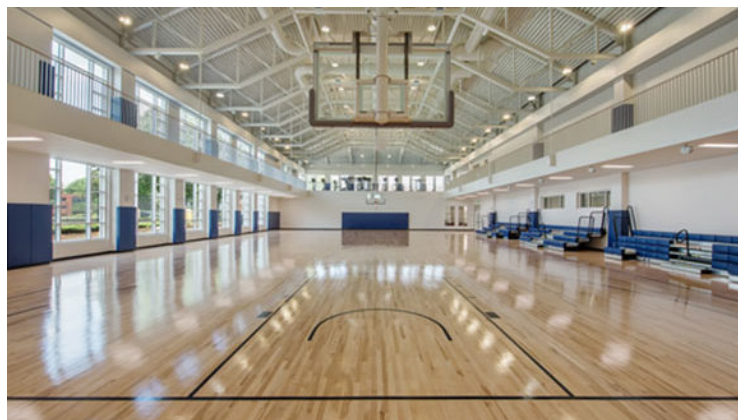
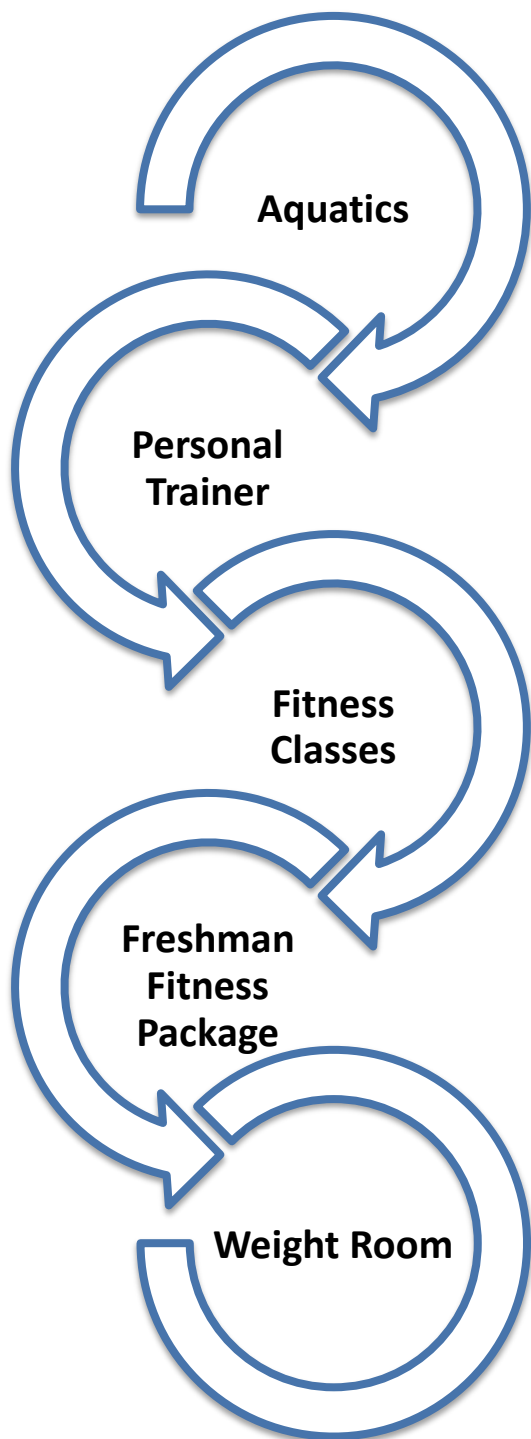


Giles Hall

“Dedicated in 1893 and named for one of the College's founders, Harriet E. Giles, Giles Hall was one of the largest and tallest campus buildings, and it remains one of the busiest. Giles housed the departments of English, history, philosophy, and home economics, as well as the Atlanta Laboratory School. Despite the low ceilings, pipes, and columns, the lower floor of Giles initially served as the College's gymnasium where classes in basketball, gymnastics, volleyball, and dance took place.”

—Johnnie Crosby Lumpkin Davis

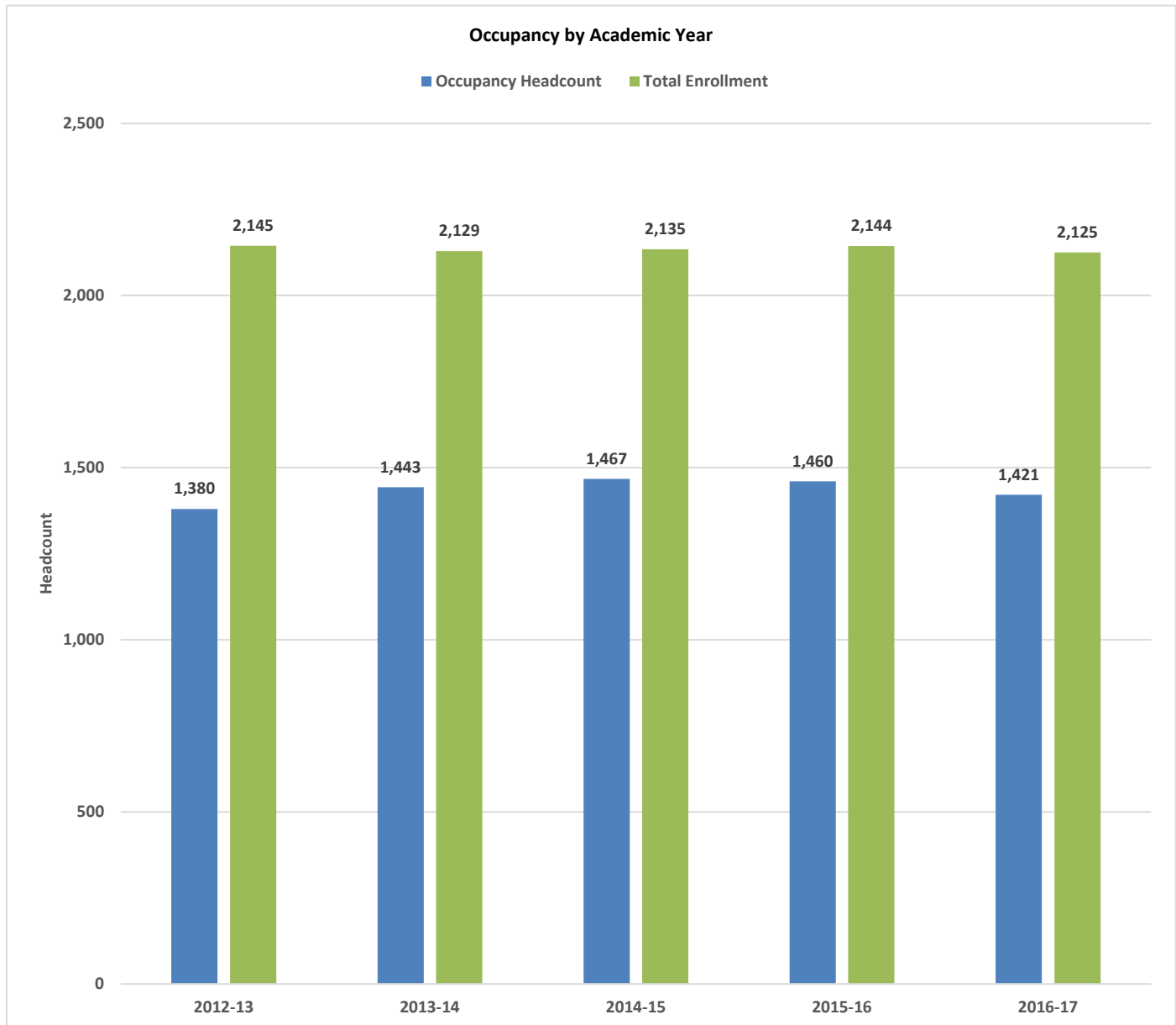
Wellness Center



Occupancy

Academic Year	Occupancy Headcount	Total Enrollment	% Of Residential Students
2012-13	1,380	2,145	64%
2013-14	1,443	2,129	68%
2014-15	1,467	2,135	69%
2015-16	1,460	2,144	68%
2016-17	1,421	2,125	67%

Source: 2016-17 Residential Life Institutional Profile



Residence Halls



The Suites
Opened: 2008
Capacity: 303



Abby Aldrich Rockefeller Hall
Opened: 1952
Capacity: 126



Howard-Harrel Hall
Opened: 1968
Capacity: 181



Dorothy Shepard Manley Hall
Opened: 1964
Capacity: 131



Stewart Living & Learning Center
Opened: 1983
Capacity: 200



Sally Sage McAlpin Hall
Opened: 1973
Capacity: 116



Morehouse-James Hall
Opened: 1901
Capacity: 84



Laura Spelman Residence Hall
Opened: 1918
Capacity: 39



Stewart Living & Learning Center
Opened: 1983
Capacity: 200



Bessie Strong Hall Sisters Center for WISDOM (Women in Spiritual Discernment of Ministry)
Opened: 1917 Renovated: 2004



MacVicar Residence Hall
Opened: 1901
Renovated: 2000
Capacity: 8

Campus



1.	West Campus Parking Deck/ Public Safety	14.	Packard Hall
2.	Sally Sage McAlpin Hall	15.	Rockefeller Hall
3.	Dorothy Shepard Manley Hall	16.	Reynolds Cottage
4.	Howard-Harrelld Hall	17.	Sisters Chapel
5.	Donald and Isabel Stewart Living & Learning Center	18.	Read Hall
6.	Johnnetta Betsch Cole Living & Learning Center	19a.	Academic Computing Center
7.	Bessie Strong Hall	19b.	Tapley Hall
8.	MacVicar Health Services	19c.	Albro-Falconer-Manley Science Center
9.	Albert E. Manley College Center	20.	Laura Spelman Hall
9a.	Bookstore/Post Office	21.	Morehouse-James Hall
10.	Facilities Management & Services	22.	Abby Aldrich Rockefeller Hall
11.	The Camille Olivia Hanks Cosby, Ed.D. Academic Center	23.	Giles Hall
12.	John D. Rockefeller Fine Arts Building	24.	Milligan Building
13.	Not Used	25.	Beverly Daniel Tatum Suites
		RW	Robert W. Woodruff Library
		WL	

Institutional Research

The Fact Book is compiled, edited, and published by Institutional Research (IR), a unit of Academic Affairs. IR provides official institutional data, analyses, and research to support and improve decision-making.

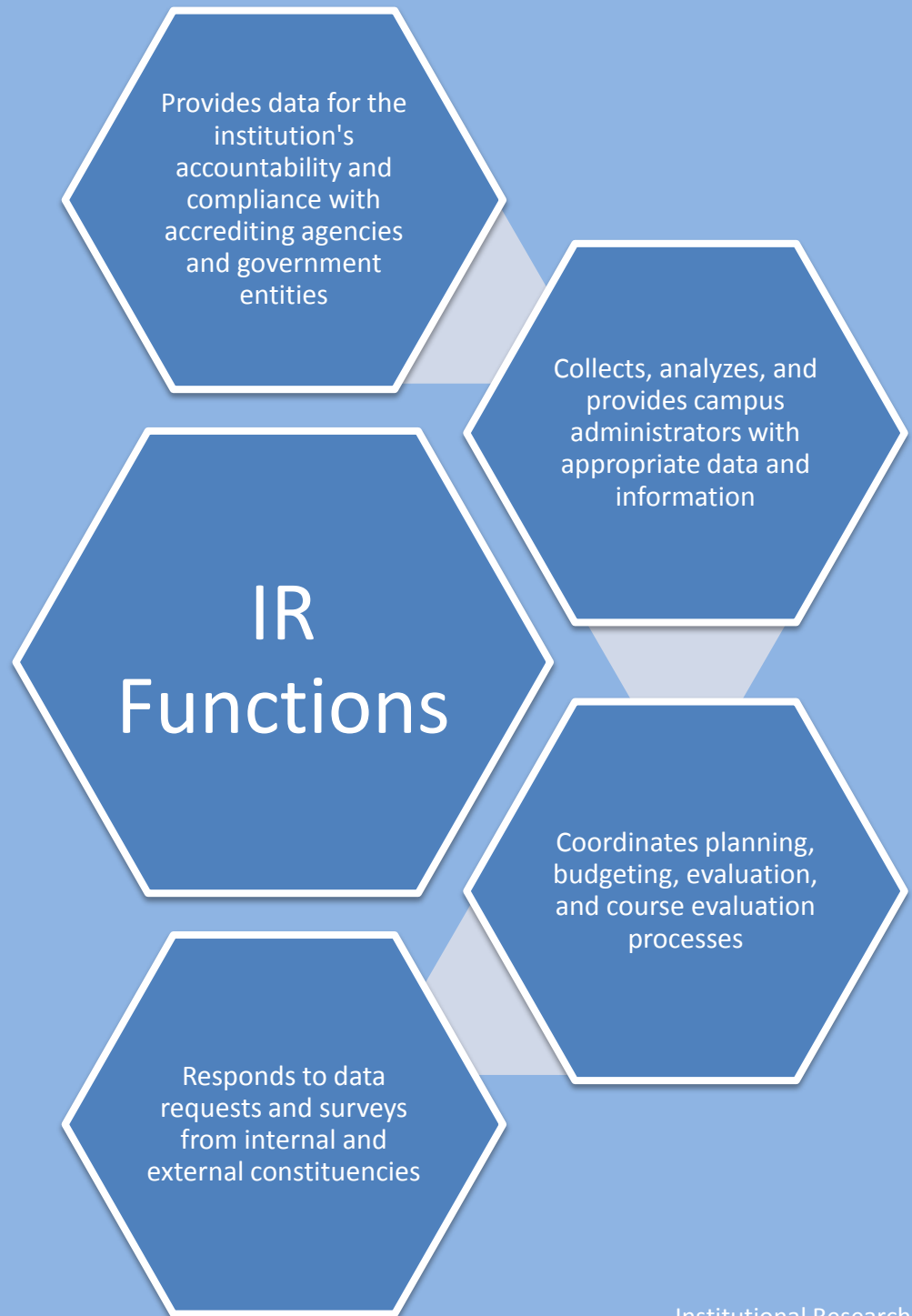
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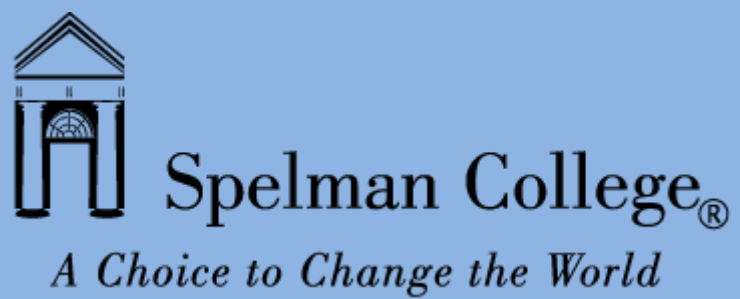
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