



FACT BOOK

2025 - 2026

Spelman College

Spelman College | www.spelman.edu

Nationally recognized AI pioneer, former NASA engineer selected to lead nation’s top-ranked HBCU into next chapter of excellence and impact.



ATLANTA – The Spelman College Board of Trustees today announced the appointment of Dr. Ayanna Howard as the College's 12th president. Dr. Howard, a renowned roboticist, entrepreneur, and higher education leader, will build upon Spelman's legacy of academic excellence and leadership development while helping prepare future generations of Black women to lead in a rapidly changing world. Dr. Howard will assume her duties as president on August 1, 2026.

Dr. Howard joins Spelman from The Ohio State University, where she serves as dean of the College of Engineering and holds the Monte Ahuja Endowed Dean's Chair. A nationally recognized expert in robotics, artificial intelligence, and human-centered technology, Dr. Howard's career spans leadership roles in higher education, industry, entrepreneurship, and government, including service at NASA's Jet Propulsion Laboratory and the Georgia Institute of Technology. Throughout her career, she has championed innovation, expanded access to STEM education, and worked to create opportunities for future generations of students and leaders.

“Dr. Howard is the visionary leader Spelman needs at this pivotal moment in our history,” said Lovette Russell, C’83, Chair of Spelman College Board of Trustees. “Throughout this search process, we sought a leader who

would honor Spelman’s legacy while boldly advancing our future, and Dr. Howard embodies that vision. She understands the opportunities and challenges shaping higher education today and shares Spelman’s unwavering commitment to preparing Black women to lead and drive change. The Board is excited about Spelman’s future under her leadership and confident she will build upon the College’s remarkable momentum for generations to come.”

Dr. Howard's appointment comes as Spelman continues to build upon a period of significant momentum and national recognition. As the nation's top-ranked HBCU, the College remains focused on advancing academic excellence, expanding access and opportunity, and preparing future generations of Black women to lead in an increasingly complex and interconnected world. Through initiatives such as the Spelman Forward campaign, the College continues to invest in scholarships, student success, faculty excellence, and institutional sustainability to ensure more students can benefit from the transformative opportunities a Spelman education provides.

“I am deeply honored and excited to join Spelman College, and the amazing faculty, staff, and trustees that have shaped generations of Black women,” said Dr. Howard. “Students choose Spelman because they want to make a difference in the world, and as the world changes, we must equip them to thrive. At a time when technology, the workforce, and society are evolving rapidly, Spelman’s mission has never been more important. I look forward to building on the College’s legacy while honoring its tradition, values, and sisterhood.”

Dr. Howard is the co-founder of Zyrobotics, a company focused on developing educational and therapeutic technologies for children with special needs, and co-founder of Black in Robotics, an organization dedicated to expanding representation and opportunity within the robotics profession. She serves on the boards of Brown University, Autodesk and Motorola Solutions and has been elected to the American Academy of Arts and Sciences, the American Association for the Advancement of Science, and the National Academy of Inventors. Howard was also named to Forbes' America's Top 50 Women in Tech in recognition of her contributions to innovation and technology leadership. She has authored more than 300 publications and is widely recognized for her contributions to robotics, artificial intelligence, and ensuring technology serves all people.

Higher Education Institutions are facing unprecedented challenges. Our longstanding history of intellectual autonomy, governmental partnership, and stable financial models is confronted by an array of political, economic, and cultural threats. We face numerous new federal regulations that constrain emphasis on topics central to our mission, such as social justice, equity, diversity, and inclusion. Evidence of educational quality has been recast as graduate earnings, rather than growth in knowledge, commitment to humanitarian ideals, and respect for diverse others. The value of higher education is juxtaposed with the lower cost and expediency of skilled trades. Revised funding models for low-income students may limit their access to higher education for the first time in over 50 years. These and other headwinds place Spelman at a critical intersection where change is inescapable.

Our strategic plan is a response to these challenges. It represents a vision and plan for institutional progress that is creative and adaptable, appropriate to meet both known and unknown pressures for change. Indeed, **“Future-Ready Spelman”** is a theme that undergirds our work going forward. In the same way that prior social and financial inflection points have led to changes in how our very important work gets done, we are preparing ourselves now to maintain the course, obstacles and occasional detours notwithstanding. By empowering women of African descent through intellectual and leadership development, Spelman will remain true to her founding principles and its dedication to academic excellence. As we now confront new challenges that limit student access to federally sponsored loan funds; require graduate earnings standards by program; and impose restrictions on advocacy for diversity, equity, and inclusion, it may feel like we are moving backwards. Furthermore, policy proposals that seem to undercut the importance of liberal arts and science vs. work skills may feel like an assault on our values and history of graduating capable and productive women. Despite these and other obstacles, we remain resolute in fulfilling our mission by reimagining our academic and co-curricular programs with a focus on the future.

A Future-Ready Spelman means that we must think boldly and differently about how we develop the next generation of leaders. For example, the impact of artificial intelligence (AI) on teaching and learning impacts how we might build courses and instruct students most effectively. Sometimes described as the most significant cultural shift in the past century, AI brings opportunities for individualized learning that could revolutionize our notions of the learning environment, perhaps leading to decreased emphasis on credit hours in favor of individualized, competency-based education. In such an environment, the “classroom” may be quite a different setting than most of us have known. Rather than learning in groups with live instructors, students might learn individually and demonstrate their acquisition of competencies with the assistance of adaptive learning technologies. In such a setting, we may be compelled to reconsider what should be the evolved role of college faculty, staff, and administrators.

Another concern about the future of higher education highlights growing uncertainty about the value of a college degree, especially in light of rising education costs and resultant rising student debt in recent decades. Recent federal legislation establishes limits on the amount of federally sponsored loans that students and parents can take each year. That may be considered a strategy for lowering student debt, but it may also result in students not being able to access sufficient funding to attend the institution of their choice or pursue their desired career. Our strategic plan takes such dilemmas under consideration. Indeed, Twenty-First Century leadership must effectively address challenges such as these in postsecondary education, with concern for equitable outcomes at local, national, and global levels.



Your Journey Starts Here

TABLE OF CONTENTS

General Information.....5

About Spelman College.....	6
Mission Statement	
Profile	
Strategic Plan 2024 - 2029	7
Fall 2025 Quick Facts	8
Spelman College Rankings	9

Admissions10

First-Time, First-Year (FTFY) Enrollment

Admission Trend	11
Transfer Admission Trend	12
Submitted Test Scores	13
Scholastic Aptitude Test (SAT)	
American College Testing (ACT)	
Race or Ethnicity	14
Classification	
Major	15
Top 10 Majors	
State or Territory Trend	16

Enrollment17

Undergraduate Enrollment (Total)

Race or Ethnicity Trend.....	18
Enrollment & IPEDS FTE Trend	
Classification & Status Trend.....	19
Fall 2025 Majors.....	20
Top Ten Majors	
Division & Classification	
Fall 2025 Majors & Classification.....	21
Fall 2025 Minors.....	22
Top 10 Minors	
Major Trend.....	23
Fall 2025 State or Territory	24
Top 10 States/Territory	
State or Territory Trend.....	25
Age & Classification.....	26
First Generation Trend.....	27
Fall 2025 State/Territory	
Fall 2025 Majors	
International Student Enrollment.....	28
Country	
Major	
Classification	
STEM Enrollment	29
Major	
Top 5 STEM Majors	
Fall 2025 Classification & Trend	
eSpelman Enrollment.....	30
Term Enrollment & Program	
Race or Ethnicity	
State or Territory	

Academics 31

Majors & Minors.....	32
Additional Offerings	
Academic Programs	
eSpelman Online Certificates Programs	33
Fall 2025 Faculty Data.....	34
Department/Program & Status	
Student & Faculty FTE Trend	
Faculty Status.....	35
Degree, Status & Gender	
Race/Ethnicity Trend	
Rank & Status Trend	

Graduation and Retention..... 36

2025 Graduate Awards Conferred	37
eSpelman Certificates Awarded	
Top 10 Degrees Awarded	38
Major and Award Type Trend	
2025 STEM Degrees Awarded	39
Top 5 STEM Degrees Awarded	
FTFT Cohort Retention & Graduation.....	40
Second (2 nd) Year Retention Rate Trend	
Four- & Six-Year Graduation Rate Trend	

Financial Aid & Finance..... 41

Fall 2025 Financial Aid Data	42
Pell Eligibility	
Pell Status	
By Division	
Major & Pell Eligibility	43
Revenue Expenditure	44
Operating Budget	
Instruction & Related Expenditures	45
Tuition, Room & Board Fees	

Campus Life..... 46

Student Organizations	47
Living on Campus.....	48
Residence Halls	
Campus Buildings & Map.....	49

Institutional Research..... 51

About Fact Book	
Institutional Research Office Mission	
Institutional Research Resources	
Contact Information	
Fact Book Glossary.....	52



General Information



ABOUT | SPELMAN COLLEGE

Spelman College, founded in 1881 as the Atlanta Baptist Female Seminary, is a global leader in the education of women of African descent. Spelman College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Spelman College empowers women to engage the many cultures of the world and inspires a commitment to positive social change through service. We are dedicated to academic excellence in the liberal arts and sciences and the intellectual, creative, ethical and leadership development of our students. Spelman College is located in the historic West End community, one of the National Register of Historic Places. Spelman is a proud member of the Atlanta University Center Consortium (AUCC). The AUCC operates to advance the mission and strategic goals of Spelman College, Clark Atlanta University, Morehouse College, and Morehouse School of Medicine by providing a structure that allows students to cross-register at the other institutions to attain a broader collegiate experience.

MISSION STATEMENT

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. Through diverse learning modalities, Spelman empowers the whole person to engage the many cultures of the world and inspires a commitment to positive social change.

SPELMAN COLLEGE PROFILE

Interim President and Chair Emerita	Rosalind “Roz” Brewer (<i>academic year 2025-26</i>)
Founded	April 11, 1881
Control	Private not-for-profit
Affiliation	Independent
Carnegie Classification	Baccalaureate Colleges: Arts & Sciences Focus
Campus	39 Acres, 26 Buildings
Accrediting Agency	Southern Association of Colleges and Schools Commission on Colleges (<i>SACSCOC</i>)
Member	Atlanta University Center Consortium
Colors	Columbia Blue and White
Student Publications	• The Blueprint: A Spelman Spotlight Publication (<i>newspaper</i>) • Reflections (<i>yearbook</i>)
Graduation Requirements	Minimal 120 credit hours, minimal 2.00 GPA (<i>Bachelor’s Degree</i>)
Memberships	• Associated Colleges of the South (<i>ACS</i>) • Coalition of Women’s Colleges • National Association for College Admissions Counseling • National Association of Schools of Music (<i>NASM</i>) • National Council for the Accreditation of Teacher Education (<i>NCATE</i>) • Georgia Professional Standards Commission GaPSC) • Georgia Independent College Association (<i>GICA</i>)

STRATEGIC PLAN

Strategic Plan Vision

As the premier undergraduate institution for women of African descent, Spelman College is a center of intellectual inquiry on global issues, particularly matters impacting people in the African Diaspora. Mindful of an array of social, political, and technological complexities before us, Spelman remains undaunted and recommits to our vision of transformative social justice, adapting our institutional priorities to serve current and future generations. As we re-envision Spelman's identity as a college of the future, we consider the existential factors most relevant to Spelman's future as challenges to overcome and opportunities to embrace. Rooted in commitments to academic excellence, democratic ideals and positive social change, Spelman embraces innovation and constructive change at local and global levels, while manifesting institutional agility to transform and excel under changing circumstances.

Pillar 1 | Empowering Excellence

- **Goal 1:** Continue to Evolve Curriculum, Research, Pedagogy and Modality
- **Goal 2:** Expand Student Access
- **Goal 3:** Modernize and Expand Infrastructure
- **Goal 4:** Invest in People, Processes and Culture Change

Pillar 2 | Inspiring Change

- **Goal 5:** Translate and Scale Spelman's Expertise
- **Goal 6:** Create Greater Economic Growth and Opportunity in Surrounding Neighborhoods
- **Goal 7:** Elevate Global Impact

“As we consider what a “**Future-Ready Spelman**” College should emphasize now and in the coming decades, we contemplate how we might build on our accomplishments in innovative ways. Our focus remains the education of women of African descent, but we seek to have a broader reach for that population and others who may seek the distinct benefits of a Spelman education.”

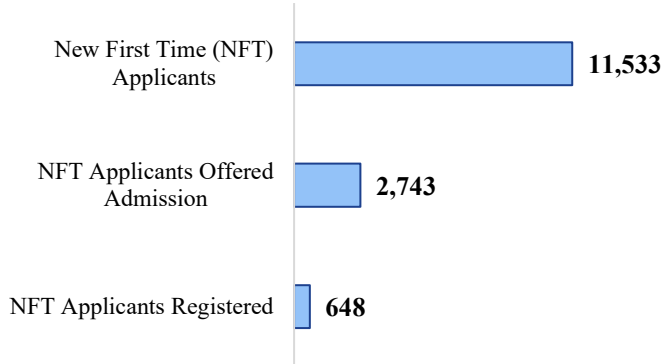
Source: <https://www.spelman.edu/news/2024/07/spelman-college-launches-new-strategic-plan.html>

FALL 2025 QUICK FACTS

Admissions

Full-Time, First-Time

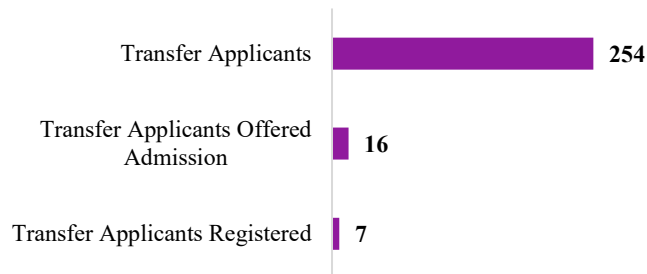
Fall 2025 New First Time (NFT)



Fall Cohort (FTFT) 648
Yield Admitted 24% | **Yield Registered** 24%

Transfers

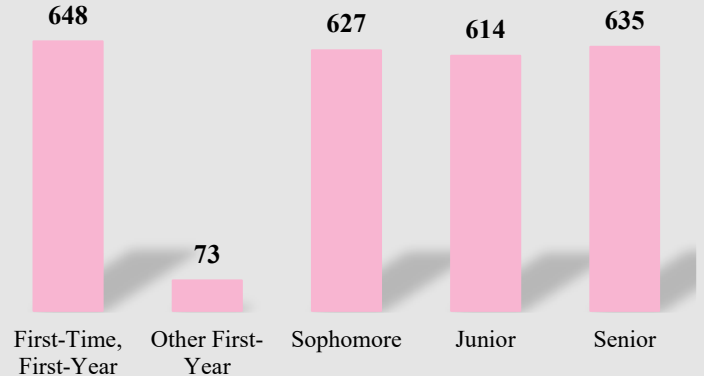
Fall 2025 Transfer Admissions



Student Population

Enrollment by Classification

Fall 2025 Total Enrollment

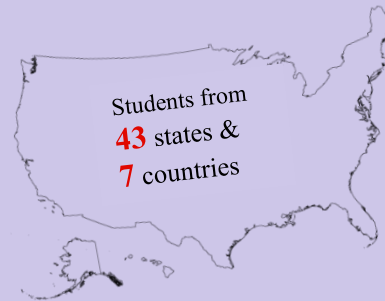
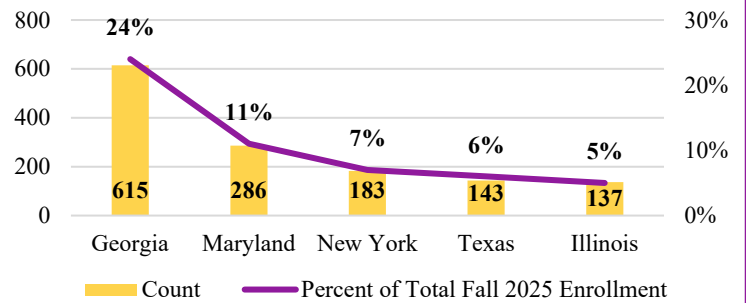


Total Enrollment: 2,597
Full-Time 2,559 | **Part-Time** 38

IPEDS FTE 2,572

Top 5 States

Top 5 States Represented - Fall 2025



Top 5 Countries
Bermuda, Canada,
Great Britain/United Kingdom,
Haiti, Nigeria

Average SAT R Scores

EBRW* 619
Math 578
Total: 1,198

Average ACT Scores

English 25
Math 23
Composite: 25

Total Degrees

616
409 BA **207** BS



354
Certificates

Cost of Attendance

Tuition \$29,025 | **Fees** \$3,445 | **Room & Board** \$18,924

Faculty

Full-Time 202 | **Part-Time** 125
Total 327

FT Faculty by Tenure Status

Tenured 81
On Tenure Track 50
Not on Tenure Track 71

NATIONAL RANKINGS 2026

**BEST
COLLEGES**

U.S. News & WORLD REPORT

HISTORICALLY BLACK
COLLEGES
2026

#1
ONE
HBCU

19 YEARS IN A ROW!

#2
Top Performers on
Social Mobility

#7
Learning
Communities

#34
Most Innovative
Schools

#37
National Liberal
Arts Colleges

#33
Best Undergraduate
Teaching

#94
Best Value Schools

Spelman College®

Admissions



ADMISSIONS

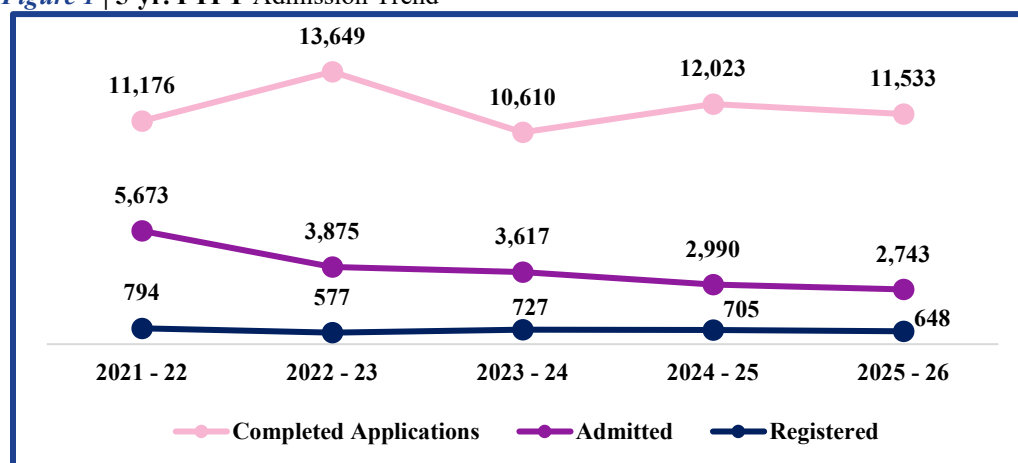
Table 1 | First-Time, First-Year (FTFY) Admission Trend

Academic Year	Completed Applications	Admitted	Registered	Yield Admitted	Yield Registered	Fall Cohort (FTFT)*
2021 - 22	11,176	5,673	794	51%	14%	794
2022 - 23	13,649	3,875	577	28%	15%	577
2023 - 24	10,610	3,617	727	34%	20%	727
2024 - 25	12,023	2,990	705	25%	24%	701
2025 - 26	11,533	2,743	648	24%	24%	648

Source: 2025-26 Admissions Profile, Integrated Postsecondary Education Data System (IPEDS); (Table 1, Figure 1, Figure 2)

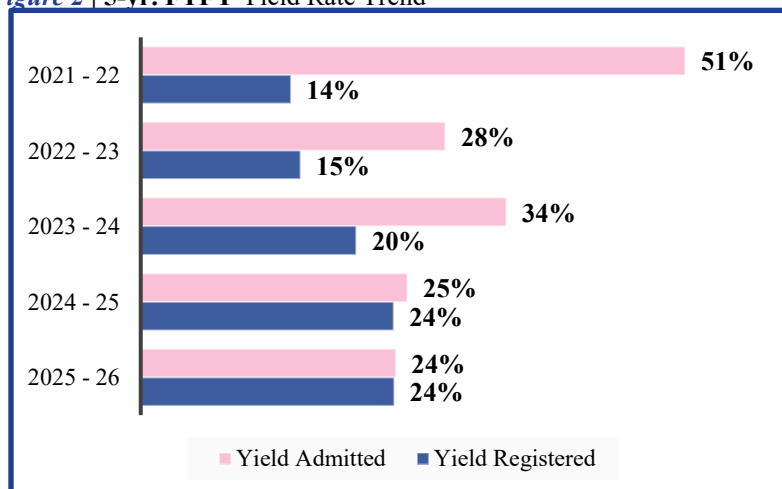
Note: *FTFT is Full-Time, First-Time.

Figure 1 | 5-yr. FTFY Admission Trend



Students who have completed Applications, Admitted and Registered

Figure 2 | 5-yr. FTFY Yield Rate Trend



Percentage of students who have been admitted into the college (yield admitted) and decided to register (yield registered).

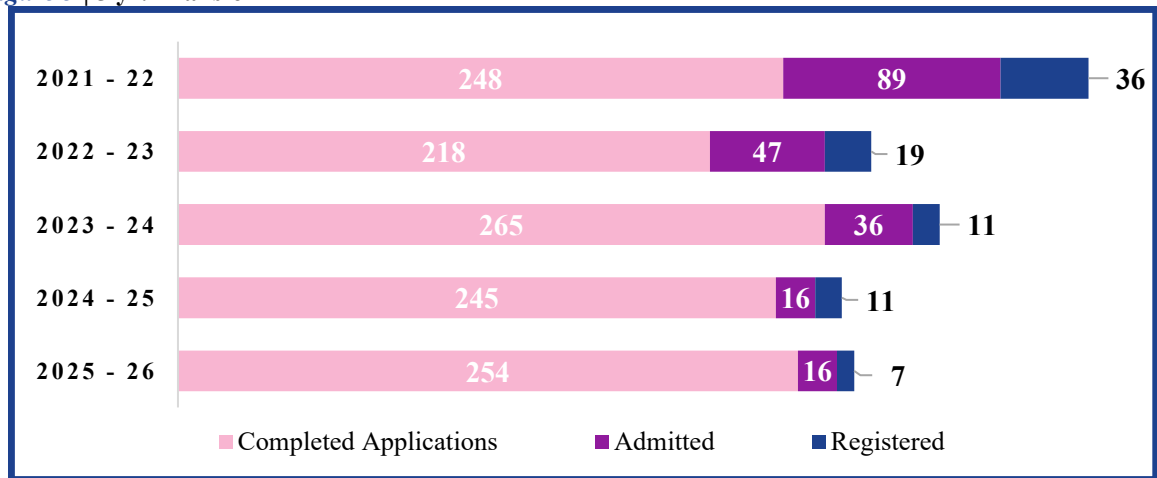
ADMISSIONS

Table 2 | 5 yr. Transfer Admission Trend

Academic Year	Completed Applications	Admitted	Registered	Yield Admitted	Yield Registered
2021 - 22	248	89	36	36%	40%
2022 - 23	218	47	19	22%	40%
2023 - 24	265	36	11	14%	31%
2024 - 25	245	16	13	7%	69%
2025 - 26	254	16	7	6%	44%

Source: 2025-26 Admissions Profile, Integrated Postsecondary Education Data System (IPEDS); (Table 2, Figure 3)

Figure 3 | 5 yr. Transfer Admission Trend



Transfer students who have completed Applications, Admitted and Registered



ADMISSIONS

Table 3 | FTFY Submitted Test Scores

Test	2022 - 23		2023 - 24		2024 - 25		2025 - 26	
	#	%	#	%	#	%	#	%
SAT	176	30%	173	24%	160	23%	195	30%
ACT	106	18%	137	19%	112	16%	109	17%

Source: 2025 – 26 Common Data Set (Table 3, Table 4, Table 5)

Table 4 | Test Score Averages

Test	2022 - 23		2023 - 24		2024 - 25		2025 - 26	
	SAT	ACT	SAT	ACT	SAT	ACT	SAT	ACT
Spelman Mean	1,193	25	1,156	24	1,211	25	1,220	25
Nationwide Mean	1,050	20	1,028	19.5	1,024	19.4	1,024	19.4

Table 5 | 2025 – 26 FTFY Test Score Percentiles

SAT	25th Percentile	50th Percentile	75th Percentile
Composite	1,100	1,220	1,300
SAT Evidence-Based Reading and Writing	570	630	670
SAT Math	520	580	630

ACT	25th Percentile	50th Percentile	75th Percentile
Composite	22	25	28
Math	19	23	26
English	21	25	30
Reading	23	29	33

Students who choose to apply to Spelman without test scores will not be disadvantaged in the review process.

“Spelman College is test optional!” This policy applies to all new first-time application cycles, including early decision, early action, and regular decision.

Admissions webpage

FTFY TEST SCORES: SAT & ACT

ADMISSIONS

Table 6 | FTFY Enrollment by Race/Ethnicity Trend

Race or Ethnicity	2021 - 22	2022 - 23	2023 - 24	2024 - 25	2025 - 26
Black or African American	751	566	708	680	622
Asian	8	7	8	11	7
American Indian or Alaska Native	14	4	6	12	13
U.S. Nonresident	7	0	5	2	5
Hispanic or Latino	0	0	0	0	1
Native Hawaiian or Other Pacific Islander	3	0	0	0	0
White	11	0	0	0	0
Total	794	577	727	705	648

Source: Census data extracted on 10-15-2025. (Table 6, Table 7)

Table 7 | FTFY Enrollment by Race/Ethnicity & Classification

Race or Ethnicity	First Year	Sophomore	Junior
Black or African American	566	48	8
Native American	11	2	0
Asian	7	0	0
U.S. Nonresident	5	0	0
Hispanic or Latino	1	0	0
Total	590	50	8



A Spelman student will come to campus with diverse aspirations, goals and interests. Throughout the time here, students will follow an academic, social, and cultural path uniquely to them – rooted in a tradition of excellence where they are mentored and supported by an extraordinary team of faculty, staff, alumnae, and Spelman sisters.

Admissions webpage

ADMISSIONS

Table 8 | Fall 2025 FTFY Enrollment by Major

Major	#	%
Art	4	0.6%
Art History	10	1.5%
Biochemistry	26	4.0%
Biology	88	13.6%
Chemistry	16	2.5%
Comparative Women's Studies	3	0.5%
Computer and Information Sciences	16	2.5%
Dance Performance & Choreography	3	0.5%
Documentary Filmmaking	8	1.2%
Economics	45	6.9%
Education Studies	3	0.5%
Elementary Education	6	0.9%
Environmental Sciences	6	2.0%
Environmental Studies	3	0.9%
French	2	0.5%
General Science (DDE)	10	0.3%
Health Sciences	113	1.5%
History	2	17.4%
International Studies	18	0.3%
Literature, Media and Writing (formerly English)	13	2.8%
Mathematics	5	0.8%
Music	2	0.3%
Philosophy	1	0.2%
Photography	3	0.5%
Physics	8	1.2%
Political Science	104	16.0%
Psychology	90	13.9%
Sociology	14	2.2%
Sociology & Anthropology	3	0.5%
Theatre & Performance	9	1.4%
Undeclared	14	2.2%
Total	648	100%

Table 9 | FTFY Top 10 Majors

Major	#
Health Sciences	113
Political Science	104
Psychology	90
Biology	88
Economics	45
Biochemistry	26
International Studies	18
Chemistry	16
Computer and Information Sciences	16
Sociology	14



FTFY MAJORS & TOP 10

Offering a wide array of majors and many more avenues of study through our partner institutions in the Atlanta University Center, the 20 Atlanta Regional Council for Higher Education, and national and international partnerships, Spelman is poised to help you pursue your dreams of a higher education and a stellar future. We offer strong academic programs in the Arts, Humanities, Social Sciences, Mathematics and the Sciences.

Our exceptional faculty and staff will be by your side every step of the way. Explore, experiment, and enjoy this exciting opportunity to make your college experience the very best for you.

Academics webpage

ADMISSIONS

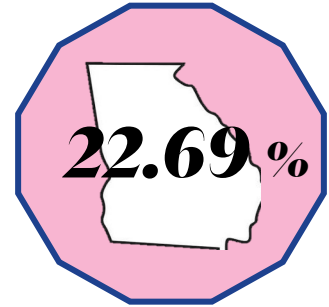
Table 10 | FTFY Enrollment by State or Territory

State or Territory	2021 - 22	2022 - 23	2023 - 24	2024 - 25	2025 - 26
Alabama	11	6	13	11	9
Alaska	0	0	4	0	0
Arizona	2	1	4	2	4
Arkansas	2	3	33	0	2
California	51	25	1	28	29
Colorado	7	6	5	3	4
Connecticut	9	7	5	12	11
Delaware	6	3	23	6	4
District of Columbia	16	18	32	35	24
Florida	33	21	5	29	30
Foreign Countries	7	0	0	2	5
Georgia	189	131	155	149	147
Hawaii	0	0	1	0	0
Illinois	39	34	48	38	29
Indiana	6	3	3	8	4
Iowa	1	1	1	1	1
Kansas	1	1	3	1	2
Kentucky	2	3	2	0	2
Louisiana	14	7	13	11	14
Maine	0	0	0	0	1
Maryland	68	58	84	91	70
Massachusetts	4	5	9	14	13
Michigan	20	9	17	7	3
Military - Europe	0	1	0	0	0
Military - Pacific	1	0	0	2	0
Minnesota	4	5	4	0	3
Mississippi	6	4	10	2	5
Missouri	7	9	5	11	6
Nebraska	0	0	0	0	0
Nevada	2	1	0	0	1
New Hampshire	0	0	0	0	0
New Jersey	33	28	31	36	30
New Mexico	1	1	1	0	0
New York	46	45	39	50	54
North Carolina	24	25	30	25	16
North Dakota	0	0	0	0	0
Ohio	18	12	7	13	11
Oklahoma	0	2	1	1	0
Oregon	0	1	0	2	1
Pennsylvania	28	13	26	15	14
Rhode Island	0	0	1	0	0
South Carolina	16	4	13	8	11
Tennessee	17	14	23	15	18
Texas	55	40	37	38	30
U.S. Virgin Islands	1	2	0	0	0
Utah	0	0	0	0	1
Vermont	0	0	0	0	0
Virginia	38	24	30	28	30
Washington	4	3	3	4	3
West Virginia	1	0	0	1	0
Wisconsin	4	1	5	6	6
Wyoming	0	0	0	0	0
Total	794	577	727	705	648

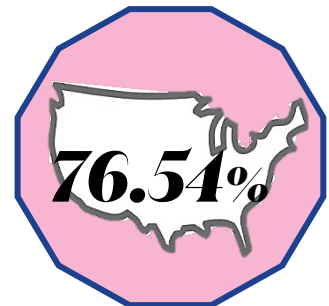
Source: Census data extracted on 10-15-2025. (Table 10)

Fall 2025

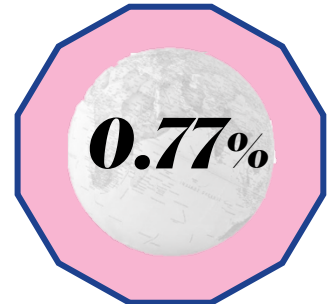
Georgia



Other U.S. States



Other Countries



Enrollment



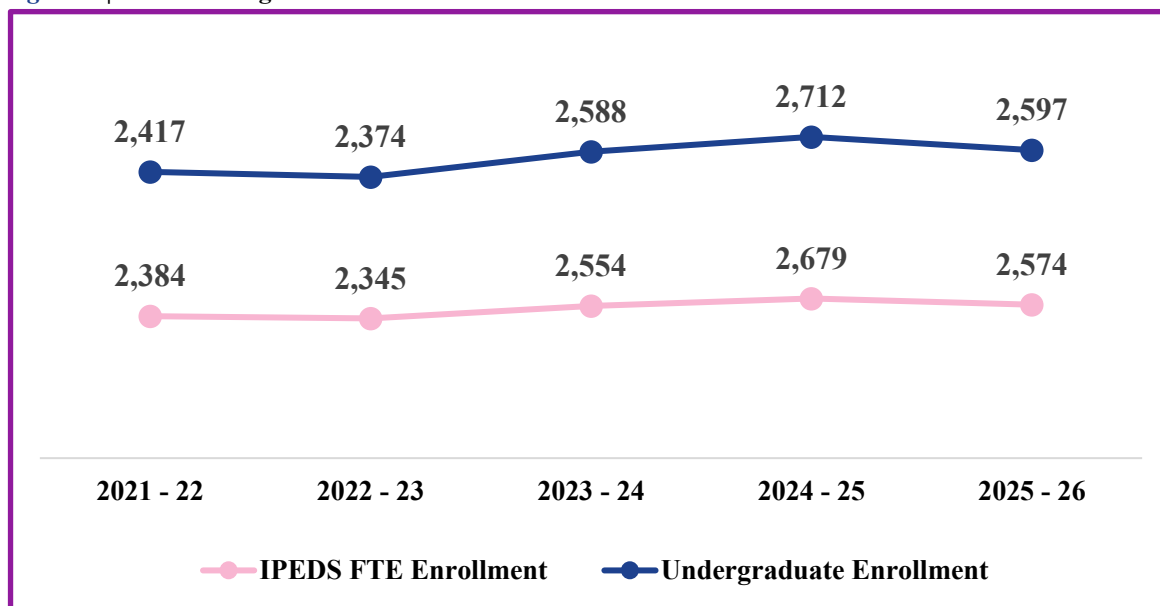
UNDERGRADUATE ENROLLMENT

Table 11 | Undergraduate Enrollment by Race or Ethnicity Trend

Race/Ethnicity	2021 - 22	2022 - 23	2023 - 24	2024 - 25	2025 - 26
Black or African American	2,349	2,314	2,526	2,632	2,518
Asian	10	15	23	32	30
American Indian or Alaska Native	23	17	21	33	35
U.S. Nonresident	17	14	14	11	12
Native Hawaiian or Other Pacific Islander	3	3	3	3	0
White	15	11	1	1	1
Two or More Races	0	0	0	0	0
Hispanic/Latino	0	0	0	0	1
Total	2,417	2,374	2,588	2,712	2,597

Source: Census data extracted on 10-15-2025. (Table 11, Figure 4)

Figure 4 | Total Undergraduate Enrollment & IPEDS FTE Trend



2025 - 26
Total Enrollment

2,597

2,559

Full-Time

38

Part-Time

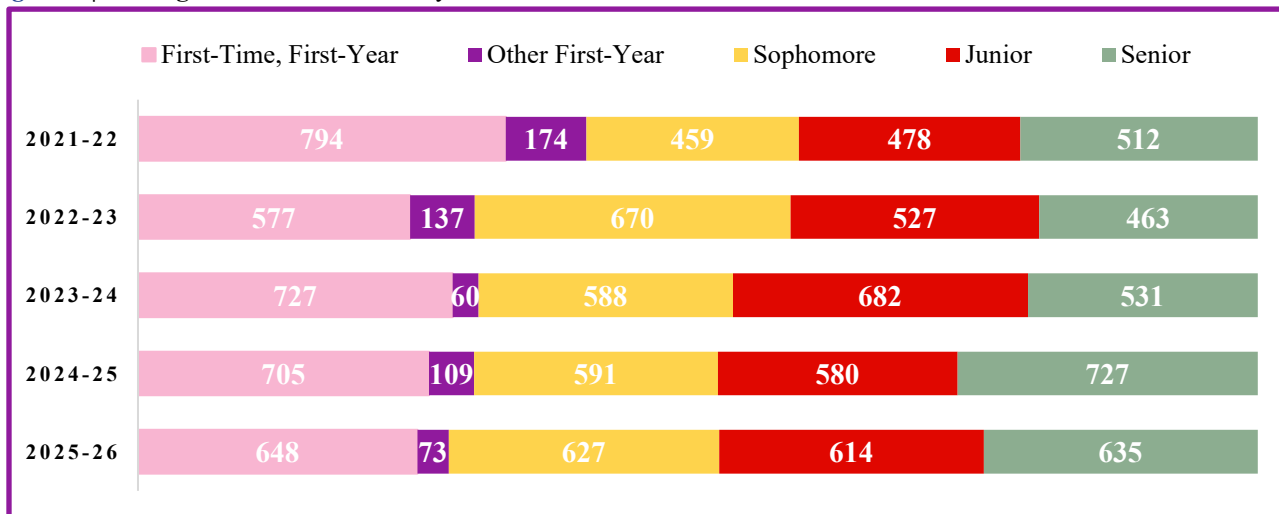
UNDERGRADUATE ENROLLMENT

Table 12 | Undergraduates Enrollment by Classification & Status Trend

Classification	2021-22		2022-23		2023-24		2024-25		2025-26	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
First-Time, First-Year	794	0	577	0	727	0	701	4	648	0
Other First-Year	162	12	129	8	56	4	103	6	72	1
Sophomore	448	11	665	5	582	6	590	1	621	6
Junior	470	8	516	11	674	8	575	5	611	3
Senior	489	23	439	24	493	38	688	39	607	28
Total	2,363	54	2,326	48	2,532	56	2,657	55	2,559	38
Grand Total	2,417		2,374		2,588		2,712		2,597	

Source: Census data extracted on 10-15-2025. (Table 12, Figure 5)

Figure 5 | Undergraduate Enrollment by Classification Trend



UNDERGRADUATE ENROLLMENT

MAJORS & TOP 10

Table 13 | Fall 2025 Undergraduate Enrollment by Major

Major	#	%
Top 10 Majors (including FTFY students)		
Health Sciences	423	16%
Psychology	373	14%
Political Science	317	12%
Biology	297	11%
Economics	198	8%
Literature, Media and Writing (formerly English)	119	5%
Computer and Information Sciences	101	4%
International Studies	94	4%
Sociology	82	3%
Comparative Women's Studies	66	3%
Biochemistry	58	2%
Chemistry	52	2%
Mathematics	40	2%
Documentary Filmmaking	39	2%
Elementary Education	34	1%
Theatre & Performance	34	1%
Art History	32	1%
Environmental Sciences	28	1%
Sociology & Anthropology	27	1%
Physics	26	1%
Dance Performance & Choreography	21	1%
Art	17	1%
Music	17	1%
Education Studies	16	1%
Undeclared	16	1%
General Science (DDE)	15	1%
Philosophy	14	1%
History	11	0%
Environmental Studies	9	0%
Photography	9	0%
Religious Studies	3	0%
French	2	0%
Human Services	2	0%
Independent Major-BS	2	0%
Spanish	2	0%
Independent Major-BA	1	0%
Total	2,597	100%

Source: Census data extracted on 10-15-2025. (Table 13, Table 14)



Table 14 | Fall 2025 Undergraduate Enrollment by Division & Classification

Undergraduates	First-Time, First-Year		Other First-Year		Sophomore		Junior		Senior	
By Division	#	%	#	%	#	%	#	%	#	%
Arts	31	1%	6	0%	37	1%	31	1%	32	1%
Humanities	31	1%	9	0%	57	2%	80	3%	79	3%
Natural Sciences & Mathematics	290	11%	33	1%	262	10%	233	9%	226	9%
Social Sciences & Education	281	11%	23	1%	270	10%	270	10%	298	11%
Undeclared (not a division)	15	1%	2	0%	1	0%	0	0%	0	0%
Total	648	25%	73	3%	627	24%	614	24%	635	24%

UNDERGRADUATE ENROLLMENT

Table 15 | Fall 2025 Undergraduate Enrollment by Major & Classification

Major	First-Time, First-Year	Other First-Year	Sophomore	Junior	Senior	Total
Art	4	1	3	4	5	17
Art History	10	0	8	6	8	32
Biochemistry	26	1	9	12	10	58
Biology	88	8	78	62	61	297
Chemistry	16	2	11	11	12	52
Comparative Women's Studies	3	2	12	23	26	66
Computer and Information Sciences	16	6	29	27	23	101
Dance Performance & Choreography	3	3	6	4	5	21
Documentary Filmmaking	8	0	11	12	8	39
Economics	45	5	44	49	55	198
Education Studies	3	1	2	3	7	16
Elementary Education	6	0	9	10	9	34
Environmental Sciences	6	2	7	5	8	28
Environmental Studies	3	0	2	1	3	9
French	2	0	0	0	0	2
General Science (DDE)	10	0	1	3	1	15
Health Sciences	113	12	110	92	96	423
History	2	0	2	5	2	11
Human Services	0	0	2	0	0	2
Independent Major-BA	0	0	0	1	0	1
Independent Major-BS	0	1	0	0	1	2
International Studies	18	2	22	18	34	94
Literature, Media and Writing (formerly English)	13	3	36	36	31	119
Mathematics	5	0	13	15	7	40
Music	2	2	6	3	4	17
Philosophy	1	0	1	5	7	14
Photography	3	0	2	2	2	9
Physics	8	3	5	5	5	26
Political Science	104	5	71	65	72	317
Psychology	90	9	91	92	91	373
Religious Studies	0	0	0	1	2	3
Sociology	14	1	20	27	20	82
Sociology & Anthropology	3	1	7	6	10	27
Spanish	0	0	0	1	1	2
Theatre & Performance	9	2	6	8	9	34
Undeclared	14	1	1	0	0	16
Total	648	73	627	614	635	2,597

Source: Census Data extracted on 10-15-2025. (Table 15)

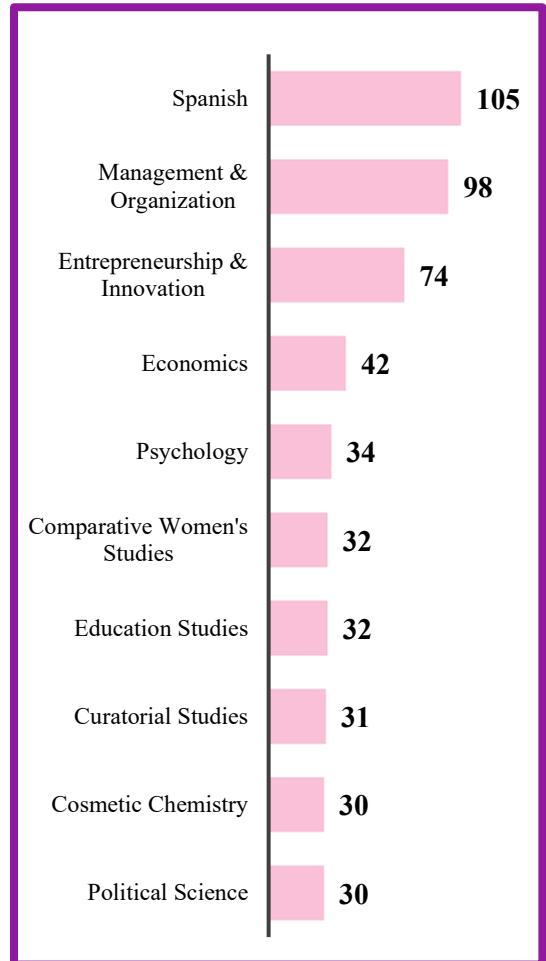
UNDERGRADUATE ENROLLMENT

Table 16 | Fall 2025 Undergraduate Enrollment by Minor

Minors	#
African Diaspora Studies	8
Anthropology	4
Art	10
Art History	6
Asian Studies	5
Biochemistry	6
Chemistry	2
Comparative Women's Studies	32
Computer Science	12
Computer Science	1
Cosmetic Chemistry	30
Cosmetic Science	9
Curatorial Studies	31
Dance Performance & Choreography	25
Data Science and Analytics	1
Documentary Filmmaking	9
Economics	42
Education Studies	32
Entrepreneurship & Innovation	74
Environmental Health	1
Environmental Science	4
Environmental Studies	3
Film Studies & Visual Culture	18
Food Studies	24
French	14
Game Design & Development	6
History	4
Interactive Media	6
International Studies	19
Japanese Studies	9
Literature, Media and Writing (formerly English)	20
Management & Organization	98
Mathematics	9
Music	11
Philosophy	12
Photography	9
Physics	2
Political Science	30
Psychology	34
Public Health	28
Refugee & Forced Migration Stu	6
Religious Studies	4
Secondary Education	5
Sociology	20
Spanish	105
Theatre and Performance	16
Writing	25
Students with no Minor	1,716
Total	2,597

Source: Census Data extracted on 10-15-2025. (Table 16, Figure 6)

Figure 6 | Undergraduates Top 10 Minors



UNDERGRADUATE ENROLLMENT

Table 17 | Undergraduate Enrollment by Major Trend

Major	2021 - 22	2022 - 23	2023 - 24	2024 - 25	2025 - 26
Art	30	29	22	21	17
Art History	13	13	26	29	32
Biochemistry	51	50	46	59	58
Biology	359	263	286	308	297
Chemistry	45	38	43	52	52
Comparative Women's Studies	50	53	88	109	66
Computer and Information Sciences	102	99	102	124	101
Dance Performance & Choreography	23	24	23	21	21
Documentary Filmmaking	36	37	41	39	39
Elementary Education	33	37	202	30	198
Economics	158	167	37	212	16
Education Studies	19	24	26	29	34
Environmental Science	25	25	24	29	28
Environmental Studies	5	11	13	11	9
French	4	2	2	2	2
General Science (DDE)	13	16	11	13	15
Health Sciences	247	300	360	380	423
History	24	20	17	17	11
Human Services	6	3	3	1	2
Independent Major-BA	0	3	2	2	1
Independent Major-BS	0	0	0	2	2
International Studies	103	99	86	95	94
Literature, Media and Writing (formerly English)	118	115	130	137	119
Mathematics	44	41	44	42	40
Music	12	10	11	17	17
Philosophy	13	14	22	22	14
Photography	7	8	8	8	9
Physics	17	14	14	20	26
Political Science	271	282	273	291	317
Psychology	381	381	426	415	373
Religious Studies	2	3	5	3	3
Sociology	73	66	77	88	82
Sociology & Anthropology	28	35	38	30	27
Spanish	13	13	9	3	2
Theatre & Performance	44	43	44	34	34
Undeclared	48	36	27	17	16
Total	2,417	2,374	2,588	2,712	2,597

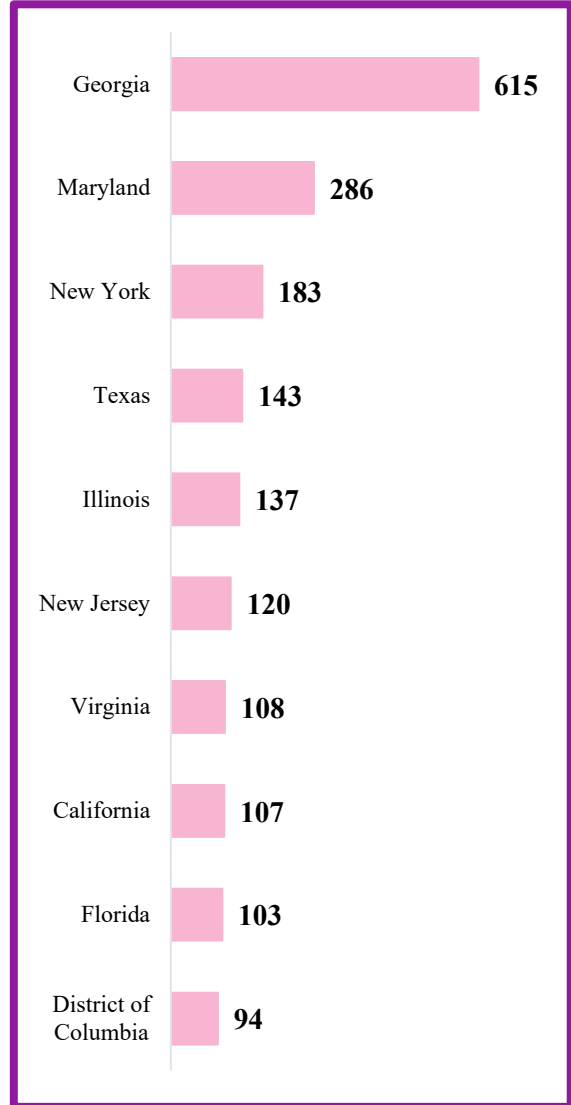
Source: Census Data extracted on 10-15-2025. (Table 17)

UNDERGRADUATE ENROLLMENT

Table 18 | Fall 2025 Undergraduate Enrollment by State or Territory

State/Territory	#	%
Alabama	37	0.5%
Arizona	11	23.7%
Arkansas	9	1.4%
California	107	0.4%
Colorado	11	0.3%
Connecticut	31	4.1%
Delaware	17	0.4%
District of Columbia	94	1.2%
Florida	103	0.7%
Foreign	12	3.6%
Georgia	615	4.0%
Illinois	137	5.3%
Indiana	17	0.7%
Iowa	4	0.2%
Kansas	8	0.3%
Kentucky	7	0.3%
Louisiana	42	1.6%
Maine	1	0.0%
Maryland	286	11.0%
Massachusetts	41	1.6%
Michigan	40	1.5%
Military - Pacific	2	0.1%
Minnesota	11	0.4%
Mississippi	21	0.8%
Missouri	31	1.2%
Nevada	3	0.1%
New Jersey	120	4.6%
New Mexico	2	0.1%
New York	183	7.0%
North Carolina	89	3.4%
Ohio	42	1.6%
Oklahoma	4	0.2%
Oregon	4	0.2%
Pennsylvania	69	2.7%
Rhode Island	1	0.0%
South Carolina	39	1.5%
Tennessee	62	2.4%
Texas	143	5.5%
Utah	1	0.0%
Virgin Islands	2	0.1%
Virginia	108	4.2%
Washington	11	0.4%
West Virginia	2	0.1%
Wisconsin	17	0.7%
Total	2,597	100%

Figure 7 | Undergraduates Top 10 State/Territory



Source: Census Data extracted on 10-15-2025. (Table 18, Figure 7)

UNDERGRADUATE ENROLLMENT

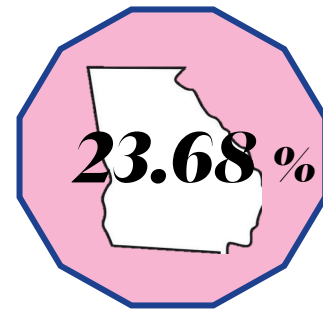
Table 19 | Undergraduate Enrollment by State or Territory Trend

State/Territory	2021-22	2022 - 23	2023 - 24	2024 - 25	2025 - 26
Alabama	40	34	43	43	37
Alaska	1	1	0	0	0
Arizona	7	5	6	7	11
Arkansas	10	9	11	8	9
California	156	134	144	128	107
Colorado	11	15	14	13	11
Connecticut	22	20	23	30	31
Delaware	15	17	17	18	17
District of Columbia	53	58	70	89	94
Florida	85	86	94	104	103
Foreign Countries	17	14	14	11	12
Georgia	639	634	665	664	615
Hawaii	1	2	1	0	0
Illinois	120	120	147	149	137
Indiana	8	11	12	20	17
Iowa	2	1	3	4	4
Kansas	5	4	6	6	8
Kentucky	7	10	10	7	7
Louisiana	40	33	31	35	42
Maine	0	0	0	0	1
Maryland	182	187	230	283	286
Massachusetts	28	28	30	36	41
Michigan	68	59	59	51	40
Military - Americas	0	0	0	0	0
Military - Europe	1	1	0	1	0
Military - Pacific	2	1	1	2	2
Minnesota	15	12	13	11	11
Mississippi	13	13	20	21	21
Missouri	21	22	23	31	31
Nebraska	1	0	0	0	0
Nevada	7	3	4	3	3
New Hampshire	1	1	1	0	0
New Jersey	106	101	115	126	120
New Mexico	1	1	2	2	2
New York	142	147	154	169	183
North Carolina	84	86	95	99	89
North Dakota	0	0	0	0	0
Ohio	54	52	45	45	42
Oklahoma	3	4	4	4	4
Oregon	7	9	3	4	4
Pennsylvania	82	72	85	77	69
Puerto Rico	1	1	1	0	0
Rhode Island	0	0	1	0	1
South Carolina	40	38	42	40	39
Tennessee	46	50	63	65	62
Texas	143	154	151	164	143
U.S. Virgin Islands	3	4	1	2	2
Utah	0	0	0	0	1
Vermont	0	0	0	0	0
Virginia	107	104	112	114	108
Washington	8	8	11	10	11
West Virginia	1	1	1	2	2
Wisconsin	11	7	10	14	17
Total	2,417	2,374	2,588	2,712	2,597

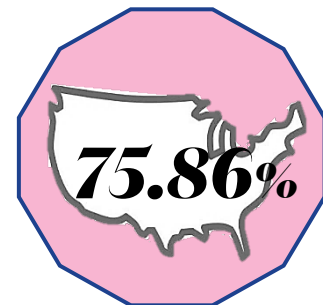
Source: Census data extracted on 10-15-2025. (Table 19)

Fall 2025

Georgia



Other U.S. States



Other Countries



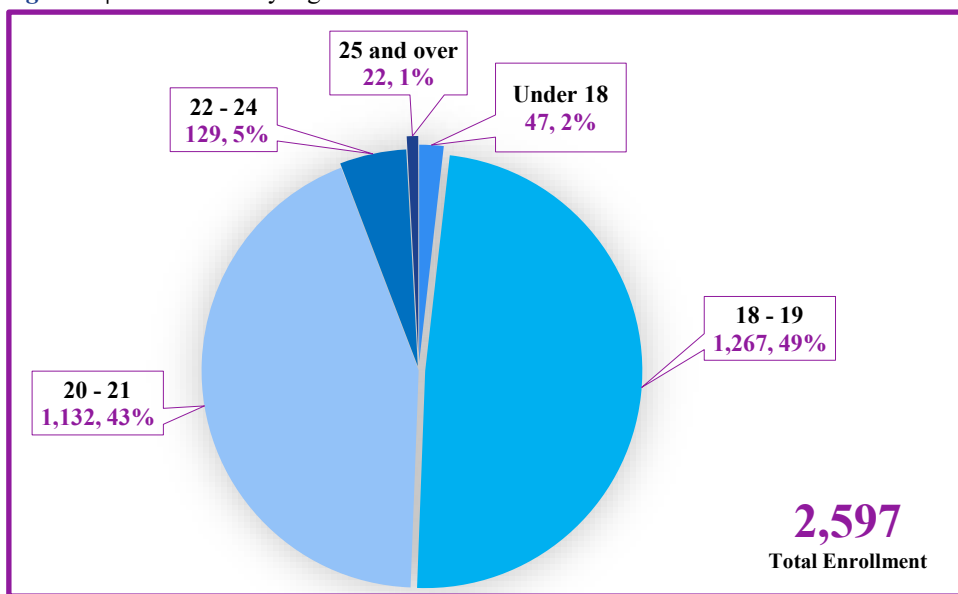
UNDERGRADUATE ENROLLMENT

Table 20 | Fall 2025 Enrollment by Age & Classification

Age	First-Time, First-Year	Other First-Year	Sophomore	Junior	Senior	Total
Under 18	42	1	3	1	0	47
18 - 19	603	64	489	91	20	1,267
20 - 21	3	7	125	493	504	1,132
22 - 24	0	0	5	24	100	129
25 and over	0	1	5	5	11	22
Total	648	73	627	614	635	2,597

Source: Census data extracted on 10-15-2025. (Table 20, Figure 8)

Figure 8 | Enrollment by Age & Percent



UNDERGRADUATE ENROLLMENT

Table 21 | Enrollment by First Generation Trend

Academic Year	First Generation	Non-First Generation
2021 - 22	291 12%	2,126 88%
2022 - 23	264 11%	2,110 89%
2023 - 24	313 12%	2,275 88%
2024 - 25	502 19%	2,210 81%
2025 - 26	459 18%	2,138 82%

Source: Census data extracted on 10-15-2025. (Table 21, Table 22, Table 23)

Table 22 | Fall 2025 First Generation Enrollment by State/Territory

State or Territory	#
Alabama	3
Arizona	2
Arkansas	1
California	11
Colorado	3
Connecticut	7
Delaware	3
District of Columbia	22
Florida	23
Georgia	125
Illinois	26
Indiana	4
Iowa	1
Kentucky	1
Louisiana	15
Maryland	39
Massachusetts	8
Michigan	8
Minnesota	3
Mississippi	4
Missouri	5
Nevada	2
New Jersey	19
New York	39
North Carolina	13
Ohio	7
Oklahoma	1
Pennsylvania	16
South Carolina	6
Tennessee	4
Texas	14
Virginia	14
Washington	5
Wisconsin	5
Total	459

Table 23 | Fall 2025 First Generation Enrollment by Major

Majors	#
Art History	1
Biochemistry	8
Biology	54
Chemistry	11
Comparative Women's Studies	21
Computer and Information Sciences	17
Dance Performance & Choreography	4
Documentary Filmmaking	5
Economics	18
Education Studies	4
Elementary Education	15
Environmental Sciences	5
French	1
General Science (DDE)	1
Health Sciences	89
History	2
Human Services	2
International Studies	10
Literature, Media and Writing (formerly English)	16
Mathematics	9
Philosophy	1
Physics	4
Political Science	61
Psychology	71
Religious Studies	2
Sociology	13
Sociology & Anthropology	8
Theatre & Performance	5
Undeclared	1
Total	459



UNDERGRADUATE ENROLLMENT

Table 24 | Fall 2025 International Student Enrollment by Country

Country	Count
Bermuda	2
Canada	2
Ghana	1
Haiti	2
Liberia	1
Nigeria	2
United Kingdom/Great Britain	2
Total	12

Source: Census data extracted on 10-15-2025. (Table 24, Table 25, Table 26)

"Diversity is a large part of what makes Spelman a global leader in higher education. Spelman College welcomes women from all over the world, including the Bahamas, Ghana, South Africa, Japan, Trinidad, Tobago, Australia, the United Kingdom, Czech Republic, South Korea and Vietnam. International students come to Spelman as full-time undergraduates and foreign exchange students."

Spelman College webpage

Table 25 | International Students by Major

Major	
Biology	2
Computer and Information Sciences	2
Health Sciences	3
International Studies	2
Political Science	2
Psychology	1
Total	12

Table 26 | Fall 2025 International Students by Classification

Classification	#
First-Time, First-Year	5
Sophomore	3
Junior	4
Total	12



No. 17 among the top 40 U.S. baccalaureate institutions for sending the highest number of students abroad!

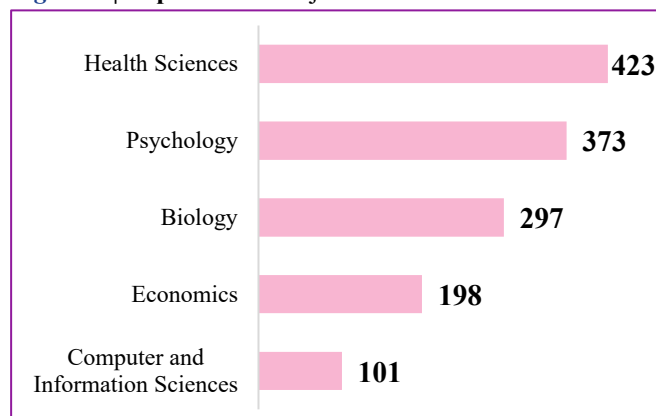
Institute of International Education (IIE) Open Doors Report

UNDERGRADUATE ENROLLMENT

Table 27 | Fall 2025 STEM Enrollment by Major

STEM Major	#	%
Biochemistry	58	3.6%
Biology	297	18.4%
Chemistry	52	3.2%
Computer and Information Sciences	101	6.3%
Economics	198	12.3%
Environmental Sciences	28	1.7%
General Science (DDE)	15	0.9%
Health Sciences	423	26.2%
Independent Major-BS	2	0.1%
Mathematics	40	2.5%
Physics	26	1.6%
Psychology	373	23.1%
Total	1,613	100%

Figure 9 | Top 5 STEM Majors

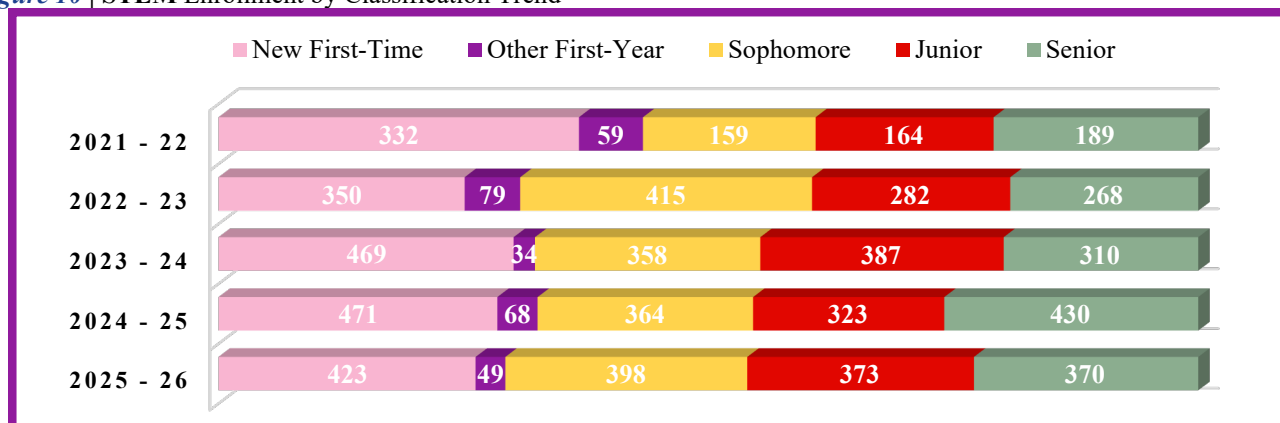


Source: Census data extracted on 10-15-2025. (Table 27, Table 28, Figure 9, Figure 10)

Table 28 | Fall 2025 STEM Majors by Classification

STEM Major	First-Time, First-Year	Other First-Year	Sophomore	Junior	Senior	Total
Biochemistry	26	1	9	12	10	58
Biology	88	8	78	62	61	297
Chemistry	16	2	11	11	12	52
Computer and Information Sciences	16	6	29	27	23	101
Economics	45	5	44	49	55	198
Environmental Sciences	6	2	7	5	8	28
General Science (DDE)	10	0	1	3	1	15
Health Sciences	113	12	110	92	96	423
Independent Major-BS	0	1	0	0	1	2
Mathematics	5	0	13	15	7	40
Physics	8	3	5	5	5	26
Psychology	90	9	91	92	91	373
Total	423	49	398	373	370	1,613

Figure 10 | STEM Enrollment by Classification Trend



UNDERGRADUATE ENROLLMENT

Table 29 | eSpelman 2025 Enrollment by Certificate Program

Certificate Program	Term 1	Term 2	Term 3	Term 4	Total
Business Communications	0	0	0	2	2
Business Essentials	29	26	25	31	111
Cosmetic Science	16	13	0	3	32
Diverse Leadership	4	1	0	0	5
Leading Self, Leading Others	24	19	22	43	108
Project Management	221	100	82	120	523
Total	294	159	129	199	781

Source: Census data extracted on 10-15-2025. (Table 29, Table 30, Table 31)

Note: eSpelman enrollment represents calendar year 2025. (Terms 1, 2, 3 & 4)

Table 30 | eSpelman Enrollment by Race/Ethnicity

Race/Ethnicity	#
Black or African American	170
American Indian or Alaska Native	4
Asian	25
Native Hawaiian or Other Pacific Islander	4
White	101
U.S. Nonresident	4
Two or more races	39
Race and ethnicity unknown	233
Total	580

Table 31 | eSpelman Enrollment by State or Territory

State	#
Alabama	8
Arizona	15
Arkansas	13
California	23
Colorado	6
Connecticut	2
Delaware	1
District of Columbia	1
Florida	48
Georgia	70
Idaho	1
Illinois	15
Indiana	11
Iowa	3
Kansas	5
Kentucky	14
Louisiana	6
Maryland	24
Massachusetts	12
Michigan	30
Minnesota	8
Mississippi	3
Missouri	5
Nebraska	1

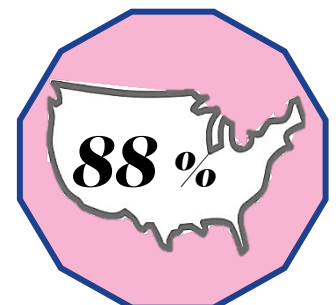
State (cont.)	#
Nevada	3
New Hampshire	3
New Jersey	8
New Mexico	4
New York	5
North Carolina	29
North Dakota	1
Ohio	21
Oklahoma	4
Oregon	3
Pennsylvania	10
Puerto Rico	3
Rhode Island	2
South Carolina	8
Tennessee	10
Texas	76
Utah	4
Virginia	25
Washington	30
Wisconsin	4
Wyoming	1
Foreign	1
Total	580

Fall 2025

Georgia



Other U.S. States



ACADEMICS



ACADEMICS

MAJORS

Independent Major (by application only)

Human Services (*Pauline E. Drake (PED) Students only*)

Arts

Art

Art History

Dance Performance & Choreography

Documentary Filmmaking

Music

Photography

Theatre & Performance

Humanities

Comparative Women's Studies

French

History

Independent Major

Literature, Media and Writing (*formerly English*)

Philosophy

Religious Studies

Spanish

Natural Sciences & Mathematics

Biochemistry

Biology

Chemistry

Computer and Information Sciences

Environmental Sciences

Environmental Studies

General Science (Dual Degree Engineering)

Health Sciences

Mathematics

Physics

Social Sciences & Education

Economics

Education Studies

Elementary Education

Global and Diaspora Studies

Political Science

Psychology

Sociology

Sociology and Anthropology

MINORS

African Diaspora Studies

Anthropology

Art

Art History

Asian Studies

Biochemistry

Chemistry

Chinese Studies

Comparative Women's Studies

Computer and Information Sciences

Cosmetic Chemistry

Cosmetic Science

Creative Writing

Curatorial Studies

Dual Degree Engineering Program

Dance

Documentary Filmmaking

Economics

Education Studies

Entrepreneurship and Innovation

Environmental Sciences

Environmental Studies

Film Studies and Visual Culture

Food Studies

French

Game Design and Development

History

Interactive Media

Global and Diaspora Studies

Japan Studies

Literature, Media and Writing

(*formerly English*)

Management and Organization

Music

Mathematics

Naval Science

Photography

Philosophy

Physics

Political Science

Psychology

Philosophy

Refugee and Forced Migration Studies

Religious Studies

Sociology

Spanish

Theatre & Performance

Writing

ADDITIONAL OFFERINGS

Domestic Exchange

First-Generation Scholars Program

Gordon-Zeto Center for Global
Education

LINCS Scholars Program

ROTC

Spelman Independent Scholars (SIS)

Study Abroad and International
Exchange

ACADEMIC PROGRAMS

African Diaspora Studies

African Diaspora and the World (ADW)

Asian Studies

Chinese Studies

Cosmetic Science Programs

Curatorial Studies

Dual Degree Engineering Program

Food Studies

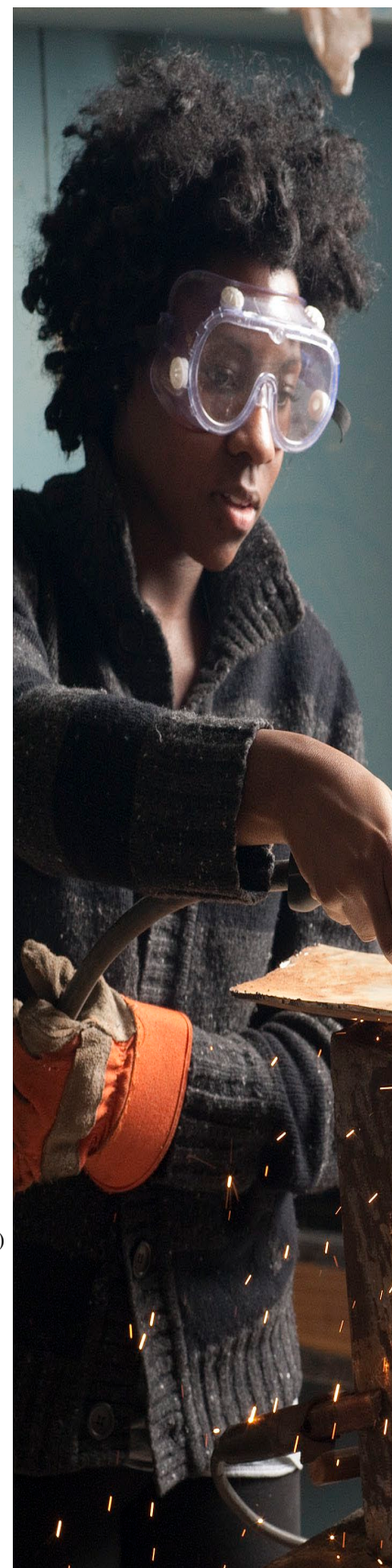
G-STEM

Honors Program

Health Careers

Japanese Language Program

Social Justice Fellows



ACADEMICS

eSpelman Online Certificates Programs

Business Communications

Through eSpelman's Business Communications certificate, you will gain a holistic understanding of business and persuasive communication, both spoken and written. You will gain practical experience underscored by the importance of emotional intelligence, listening, and critical thinking from relevant readings, discussions, and projects.

Business Essentials

Provides an overview of core business skills relevant for any career, including the fundamentals of financial management, data-driven decision-making, and effective oral and written communication skills to drive results.

Cosmetic Science

Study the scientific concepts behind your favorite cosmetics and what it takes to develop new ones. Gain a two-fold understanding of cosmetics. First, you will be introduced to the fundamental science behind cosmetics - the chemistry of what's going on behind hair, skin, and nails and what that means for product creation.

You will dive into the trends and innovations that influence the current use of cosmetics and personal care products, particularly in communities of African descent. Prevalent concepts will center on common practices in the African Diaspora.

Leading Self, Leading Others

This online certificate enables individuals to build leadership, management and communication skills to lead teams while developing a long-term career vision. The program leverages an interactive virtual community during and after the courses as well as team projects.

This certificate program is designed to be accessible for those with or without college experience and to give students in-demand career skills while also earning credits that can be applied towards a degree.

Project Management Certificate

Please note that the eSpelman Project Management Certificate is not the Project Management Institute (PMI)'s Project Management Professional (PMP) Certification. The eSpelman Project Management Certificate satisfies the 35 hours of project management education required by the Project Management Institute (PMI) for the Project Management Professional (PMP)® Certification and the 23 hours of project management education required for the Certified Associate in Project Management (CAPM)® Certification.



ONLINE CERTIFICATE PROGRAMS



ACADEMICS

Table 32 | Fall 2025 Faculty by Department/Program and Status

Departments & Programs*	Full-Time	Part-Time	Total
Art & Visual Culture	15	5	20
Dance Performance & Choreography	4	6	10
Music	5	15	20
Theatre and Performance	7	5	12
<i>African Diaspora & The World*</i>	1	4	5
Comparative Women's Studies	6	1	7
Literature, Media and Writing (formerly English)	18	3	21
History	4	3	7
Philosophy & Religious Studies	6	3	9
World Languages & Culture	15	9	24
Biology	14	1	15
Chemistry & Biochemistry	15	4	19
Computer & Information Sciences	7	0	7
Environmental & Health Sciences	8	17	25
Mathematics	13	0	13
Physics	9	3	12
Education Studies	5	9	14
Economics	12	13	25
International Studies	5	0	5
Political Science	9	1	10
Psychology	16	7	23
Sociology & Anthropology	8	0	8
<i>Undergraduate Studies (Braven)*</i>	0	12	12
<i>eSpelman*</i>	0	4	4
Total	202	125	327

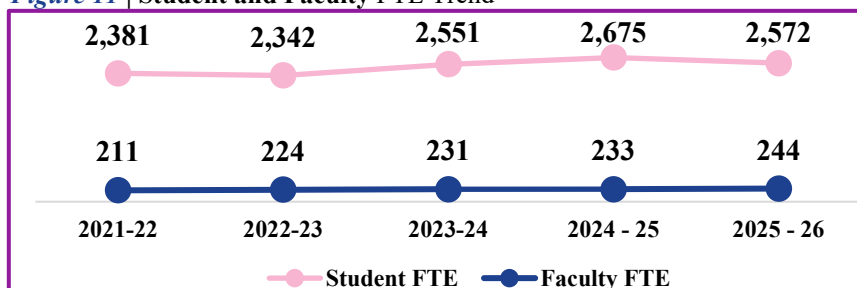
Source: Census data extracted on 10-15-2025. (Table 32, Table 33, Figure 11)

Note: *Program (not a department)

Table 33 | Student and Faculty FTE (Full-Time Equivalent) Trend

	2021-22	2022-23	2023-24	2024 - 25	2025 - 26
Student FTE	2,381	2,342	2,551	2,675	2,572
Faculty FTE	211	224	231	233	244
Student-to-Faculty Ratio	11:2	10:1	11:1	11:1	10:1

Figure 11 | Student and Faculty FTE Trend



ACADEMICS

Table 34 | Fall 2025 Faculty by Degree, Status and Gender

	2025 - 26			
	Full-Time	Part-Time	Women	Men
Doctorate (or Equivalent)	181	50	170	61
Master's	19	65	67	17
Bachelor's	2	10	8	4
Unknown or Other	0	0	0	0
Total	202	125	245	82
Grand Total	327			

Source: Census data extracted on 10-15-2025. (Table 34, Table 35, Table 36)

Fall 2025

TENURED

Women - 59

Men - 22

Total: 81

ON TENURED TRACK

Women - 43

Men - 7

Total: 50

NOT ON TENURED TRACK

Women - 53

Men - 18

Total: 71

Table 35 | Faculty by Race/Ethnicity Trend

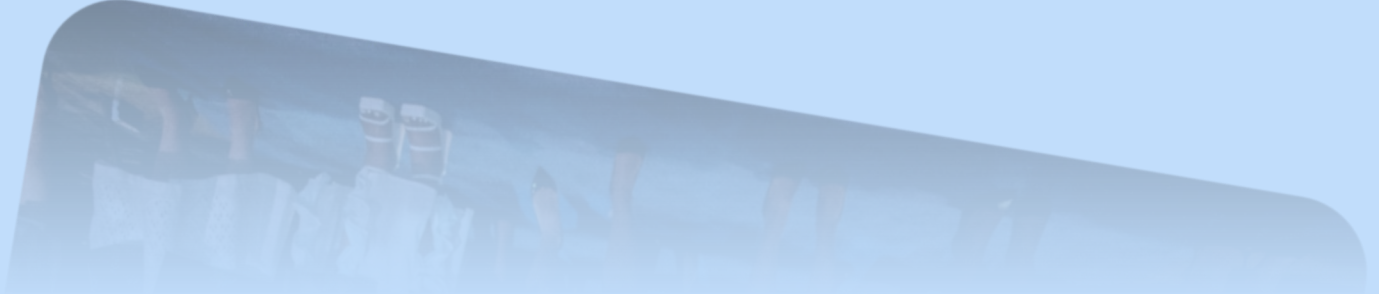
	2021 - 22	2022 - 23	2023 - 24	2024 -25	2025 - 26
Black or African American	177	193	193	191	224
American Indian or Alaska Native	2	2	2	2	3
Asian	20	19	23	20	22
Hispanic/Latino	17	15	18	18	23
Native Hawaiian or Pacific Islander	0	0	0	0	0
U.S. Nonresident	0	8	17	12	7
White	46	46	47	45	43
Two or more races	5	5	2	3	4
Race and Ethnicity Unknown	0	0	0	0	1
Total	267	288	302	291	327

Table 36 | Faculty by Rank and Status Trend

	2021-22		2022 - 23		2023 - 24		2024 - 25		2025 - 26	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Professor	26	2	29	1	30	0	32	0	26	0
Associate Professor	55	0	58	0	58	0	56	0	55	1
Assistant Professor	48	0	49	0	53	0	47	0	48	0
Instructor	22	41	18	54	15	54	22	48	20	63
Lecturer	32	41	38	41	39	53	45	41	48	56
No Rank	0	0	0	0	0	0	0	0	5	5
Total	183	84	192	96	195	107	202	89	202	125
Grand Total	267		288		302		291		327	

FACULTY STATUS

GRADUATION & RETENTION



GRADUATION & RETENTION

Table 37 | 2024 – 25 Undergraduate Degrees by Award Type and Major

Majors	BA	BS	Total
Art	6	0	6
Art History	7	0	7
Biochemistry	0	7	7
Biology	0	61	61
Chemistry	0	7	7
Comparative Women's Studies	52	0	52
Computer and Information Sciences	0	27	27
Dance Performance & Choreography	4	0	4
Documentary Filmmaking	10	0	10
Economics	49	2	51
Education Studies	6	0	6
Elementary Education	11	0	11
Environmental Sciences	0	4	4
Environmental Studies	4	0	4
French	1	0	1
General Science	0	1	1
Health Sciences	0	64	64
History	5	0	5
Independent Major-BA	3	0	3
Independent Major-BS	0	1	1
International Studies	18	0	18
Literature, Media and Writing (formerly English)	38	0	38
Mathematics	2	6	8
Music	1	0	1
Philosophy	5	0	5
Photography	2	0	2
Political Science	65	0	65
Psychology	81	27	108
Sociology	19	0	19
Sociology & Anthropology	8	0	8
Spanish	2	0	2
Theatre & Performance	10	0	10
Total	409	207	616

Source: Census data extracted on 10-15-2025. (Table 37, Table 38)

Note: There were 614 graduates in 2024 – 25 with 616 degrees awarded.

Table 38 | 2024 – 25 eSpelman Certificates Awarded by Program

Program	#
Business Essentials	41
Cosmetic Science	4
Diverse Leadership	4
Leading Self, Leading Others	32
Project Management	274
Total	355

"The students in the Class of 2025 have demonstrated a combination of academic achievement, leadership and community involvement befitting of future alumnae."

Spelman College Communications

GRADUATION & RETENTION

Table 39 | 2024 – 25 Top 10 Degrees Awarded

Top 10 Majors	BA	BS	Total
Psychology	81	27	108
Political Science	65	0	65
Health Sciences	0	64	64
Biology	0	61	61
Comparative Women's Studies	52	0	52
Economics	49	2	51
English	38	0	38
Computer and Information Sciences	0	27	27
Sociology	19	0	19
International Studies	18	0	18

Source: Census data extracted on 10-15-2025. (Table 39, Table 40)

Table 40 | Degrees by Major and Award Type Trend

Major	2022 - 23			2023 - 24			2024 - 25		
	BA	BS	Total	BA	BS	Total	BA	BS	Total
Art	7	0	7	5	0	5	6	0	6
Art History	0	0	0	2	0	2	7	0	7
Biochemistry	0	11	11	0	8	8	0	7	7
Biology	0	34	34	0	61	61	0	61	61
Chemistry	0	10	10	0	6	6	0	7	7
Comparative Women's Studies	13	0	13	16	0	16	52	0	52
Computer and Information Sciences	0	16	16	0	0	0	0	27	27
Dance Performance & Choreography	3	0	3	7	13	20	4	0	4
Documentary Filmmaking	6	0	6	5	0	5	10	0	10
Elementary Education	12	0	12	8	0	8	11	0	11
Economics	34	0	34	33	0	33	49	2	51
Education Studies	4	0	4	6	1	7	6	0	6
Environmental Sciences	0	2	2	0	0	0	0	4	4
Environmental Studies	0	0	0	2	2	4	4	0	4
French	0	0	0	0	0	0	1	0	1
General Science (DDE)	0	1	1	0	0	0	0	1	1
Health Sciences	0	39	39	0	0	0	0	64	64
History	3	0	3	6	48	54	5	0	5
Human Services	1	0	1	1	0	1	0	0	0
Independent Major	2	0	2	1	0	1	3	1	4
International Studies	25	0	25	31	0	31	18	0	18
Literature, Media and Writing (formerly English)	25	0	25	22	0	22	38	0	38
Mathematics	4	7	11	4	9	13	2	6	8
Music	5	0	5	2	0	2	1	0	1
Philosophy	3	0	3	3	0	3	5	0	5
Physics	0	1	1	0	1	1	0	0	0
Photography	1	0	1	1	0	1	2	0	2
Political Science	53	0	53	62	0	62	65	0	65
Psychology	47	16	63	62	27	89	81	27	108
Religious Studies	0	0	0	1	0	1	0	0	0
Sociology	18	0	18	8	0	8	19	0	19
Sociology and Anthropology	3	0	3	9	0	9	8	0	8
Spanish	4	0	4	5	0	5	2	0	2
Theater & Performance (Drama)	10	0	10	3	0	3	10	0	10
Total	283	137	420	305	176	481	409	207	616

GRADUATION & RETENTION

Table 41 | 2024 – 25 STEM Degrees Awarded

Majors	#	%
Biochemistry	7	1%
Biology	61	10%
Chemistry	7	1%
Computer and Information Sciences (CIS)	27	4%
Economics	51	8%
Environmental Sciences	4	1%
General Science	1	0%
Health Sciences	63	10%
International Studies	18	3%
Mathematics	8	1%
Psychology	108	18%

Source: Census data extracted on 10-15-2025. (Table 41, Figure 12)

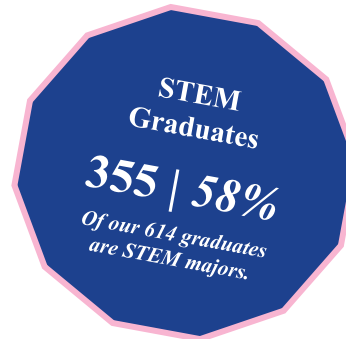
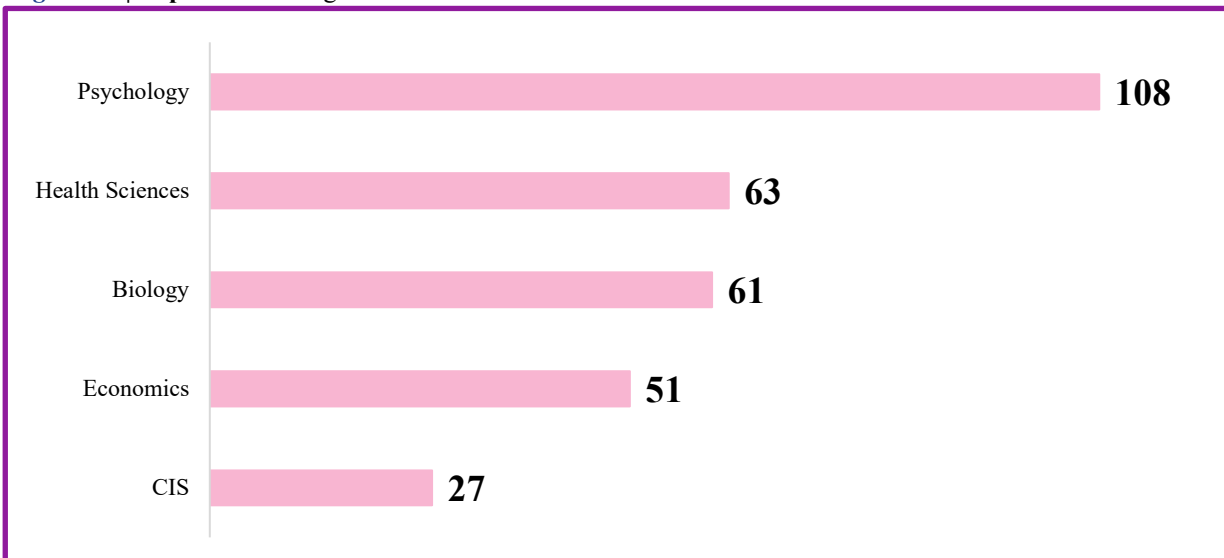


Figure 12 | Top 5 STEM Degrees Awarded



GRADUATION & RETENTION

Table 42 | Full-Time, First-Time (FTFT) Cohort Retention and Graduation Rate

Fall Census	Fall Enrollment		Cohort Retention Rate (RR)			Cohort Graduation Rate (GR)		
Year	Enrollment Headcount	FTFT Cohort Headcount	2nd-Yr RR	3rd-Yr RR	4th-Yr RR	4-Year GR	5-Year GR	6-Year GR
2005	2,300	531	92%	87%	83%	70%	75%	77%
2006	2,290	569	88%	83%	79%	64%	70%	73%
2007	2,343	553	86%	78%	76%	60%	66%	68%
2008	2,270	540	84%	78%	78%	67%	73%	74%
2009	2,229	563	88%	83%	80%	69%	73%	76%
2010	2,177	536	89%	85%	81%	71%	75%	77%
2011	2,170	529	90%	83%	80%	69%	73%	75%
2012	2,145	520	88%	86%	82%	68%	73%	75%
2013	2,129	557	89%	83%	79%	67%	73%	75%
2014	2,135	550	90%	83%	81%	65%	72%	75%
2015	2,144	564	91%	85%	81%	66%	73%	76%
2016	2,125	531	89%	84%	79%	67%	71%	74%
2017	2,137	545	91%	84%	80%	68%	74%	76%
2018	2,171	571	88%	86%	77%	70%	75%	78%
2019	2,120	516	89%	84%	80%	66%	72%	77%
2020	2,207	569	91%	85%	82%	63%	70%	*n/a
2021	2,417	794	89%	87%	82%	68%	*n/a	*n/a
2022	2,374	577	94%	92%	86%	*n/a	*n/a	*n/a
2023	2,588	727	94%	89%	*n/a	*n/a	*n/a	*n/a
2024	2,712	701	95%	*n/a	*n/a	*n/a	*n/a	*n/a
2025	2,597	648	*n/a	*n/a	*n/a	*n/a	*n/a	*n/a

Source: Census data extracted on 10-15-2025. (Table 42, Figure 13, Figure 14)

Figure 13 | Second (2nd) Year Retention Rate Trend

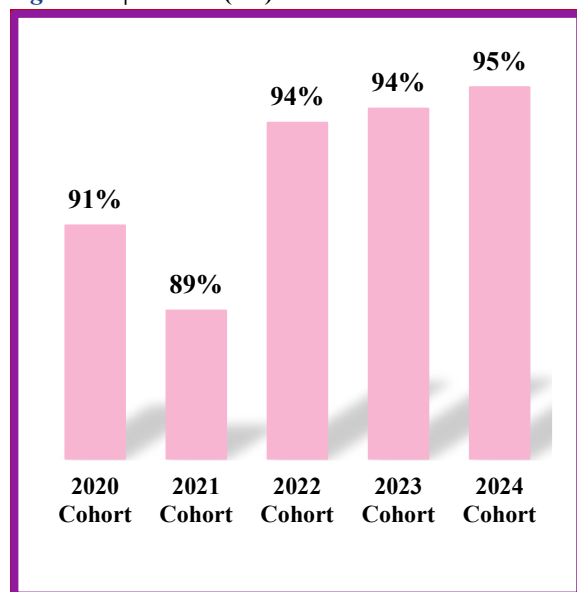
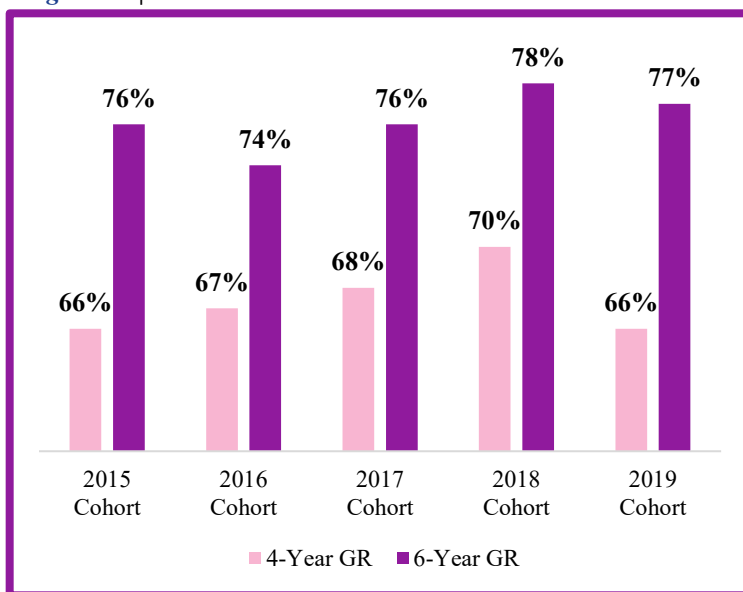


Figure 14 | Four- and Six-Year Graduation Rate Trend



FINANCIAL AID & FINANCE



FINANCIAL AID

Table 43 | Fall 2025 Enrollment by Pell Eligibility

Pell Status	#	%
PELL Eligible	1,031	40%
NON-PELL Eligible	1,566	60%
Total	2,597	100%

Source: Census data extracted on 10-15-2025. (Table 43, Table 44, Table 45)

Table 44 | Fall 2025 Enrollment by Pell Status

Enrollment Status	PELL	Non-PELL	Total
Full-Time	1,015	1,544	2,559
Part-Time	16	22	38
Total	1,031	1,566	2,597

Table 45 | Fall 2025 Pell Eligibility by Division

Division	PELL	NON-PELL	Total
Arts	50	87	137
Humanities	105	151	256
Natural Sciences & Mathematics	431	613	1,044
Social Sciences & Education	437	705	1,142
Undeclared	8	10	18
Total	1,031	1,566	2,597

PELL
All
Undergraduates
\$6,246
Avg. aid awarded



FINANCIAL AID & FINANCE

Table 46 | Fall 2025 Enrollment by Major and Pell Eligibility

Major	PELL	Non-PELL	Total
Art	7	10	17
Art History	8	24	32
Biochemistry	22	36	58
Biology	133	164	297
Chemistry	23	29	52
Comparative Women's Studies	36	30	66
Computer and Information Sciences	40	61	101
Dance Performance & Choreography	11	10	21
Documentary Filmmaking	16	23	39
Economics	66	132	198
Education Studies	9	7	16
Elementary Education	17	17	34
Environmental Sciences	12	16	28
Environmental Studies	3	6	9
French	1	1	2
General Science (DDE)	7	8	15
Health Sciences	172	251	423
History	2	9	11
Human Services	2	0	2
Independent Major-BA	0	1	1
Independent Major-BS	1	1	2
International Studies	31	63	94
Literature, Media and Writing (formerly English)	40	79	119
Mathematics	11	29	40
Music	7	10	17
Philosophy	6	8	14
Photography	1	8	9
Physics	10	16	26
Political Science	143	174	317
Psychology	130	243	373
Religious Studies	1	2	3
Sociology	29	53	82
Sociology & Anthropology	11	16	27
Spanish	0	2	2
Theatre & Performance	16	18	34
Undeclared	7	9	16
Total	1,031	1,566	2,597

Source: Census data extracted on 10-15-2025. (Table 46)



FINANCIAL AID & FINANCE

Figure 15 | 2025 – 26 Revenue Expenditure

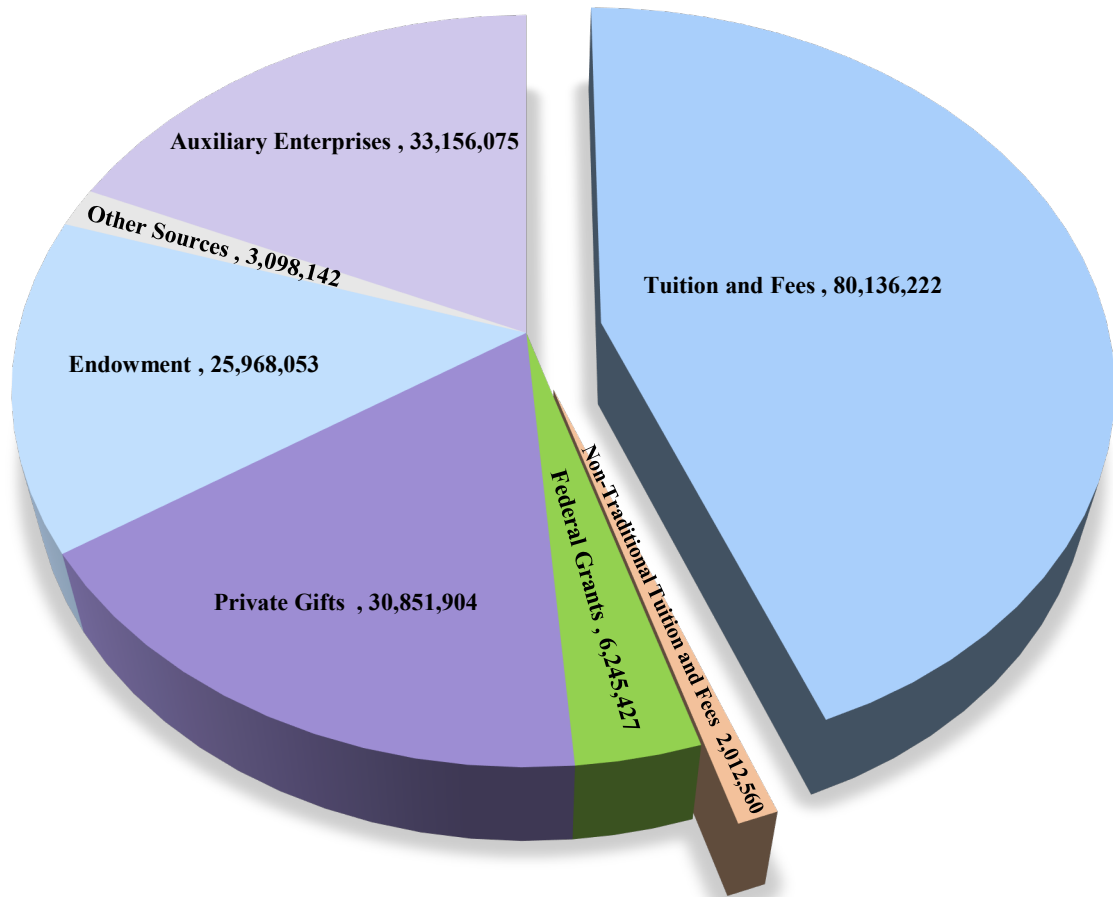


Table 47 | 2025 – 26 Operating Budget

Educational and General	Unrestricted	Restricted	Total
Tuition and Fees	\$80,136,222	-	\$80,136,222
Non-Traditional Tuition and Fees	\$2,012,560		\$2,012,560
Federal Grants	-	\$6,245,427	\$6,245,427
Private Gifts	\$5,400,000	\$25,451,904	\$30,851,904
Endowment	\$25,968,053	-	\$25,968,053
Other Sources	\$3,098,142	-	\$3,098,142
Auxiliary Enterprises	\$33,156,075	-	\$33,156,075
Total	\$149,771,052	\$31,697,331	\$181,468,383

Source: 2025 – 26 Budget Book. (Table 47, Figure 15)

FINANCIAL AID & FINANCE

Table 48 | 2025 – 26 Instruction and Related Expenditures

Educational and General			
	Unrestricted	Restricted	Total
Instruction	\$33,445,989	\$5,787,155	\$39,233,144
Non-Traditional Instruction	\$1,909,452	\$384,387	\$2,293,839
Research	\$1,292,796	\$2,107,465	\$3,400,261
Faculty Development	\$1,726,247	\$1,123,829	\$2,850,076
Academic Support	\$13,027,724	\$4,943,375	\$17,971,099
Total	\$51,402,208	\$14,346,211	\$65,748,419
Student Services	\$14,002,054	\$843,608	\$14,845,661
Institutional Support	\$29,763,922	\$767,658	\$30,531,850
Operations and Maintenance	\$11,994,137	-	\$11,994,137
Scholarships	\$13,713,748	\$15,647,866	\$29,361,137
Mandatory Transfers	\$868,920	-	\$868,920
Total	\$121,744,989	\$31,605,343	\$153,350,124

Source: 2025 – 26 Budget Book (Table 48)

2025 – 26 Traditional Residence Halls and Beverly Daniel Tatum Suites Rates

Tuition & Fees
\$32,470

Room and Board
\$18,187

Room and Board
\$18,878
*Beverly Daniel Tatum
Suites*



CAMPUS LIFE



CAMPUS LIFE

85 Student Organizations @ Spelman

- | | |
|--|--|
| <ul style="list-style-type: none"> ❖ Afrekete ❖ Afro-Latinidad ❖ Alpha Kappa Alpha Sorority, Inc. ❖ Alpha Lambda Delta First Year National Honor Society ❖ American Sign Language Club ❖ Approaching Grace ❖ AUCC National Society of Black Engineers ❖ B.L.I.S.S. Mentorship Program ❖ Beta Beta Beta Biological Honor Society (<i>Tau Delta Alpha Chi Chapter</i>) ❖ Bethel Campus Fellowship. ❖ Beyond the Body, Inc. ❖ Chemistry Club ❖ Chinese Culture Club ❖ Collaborative Greek Council ❖ Delta Sigma Theta Sorority Inc. ❖ Environmental Task Force ❖ Event Envoys ❖ Fair Fight U at Spelman College ❖ First Year Class Council ❖ First-Gen Scholars Program ❖ Francophone Club ❖ Future Business Leaders of Spelman ❖ Georgia Association of Educators Student Program ❖ Gifted Girls of Grace Inc. ❖ Girl Power Foundation, Inc. ❖ Girls Who Code - Spelman College Loop ❖ Girls-Going-Global ❖ Granddaughters Club ❖ Health Careers Club ❖ History Club ❖ Health Careers Club ❖ History Club ❖ Honors Program Student Association ❖ Infinite Joy Math Club ❖ Junior Class Council ❖ Knittens ❖ Mathematical Applications Shine to Encourage Rising Scholars ❖ MIMIK-81 ❖ Minority Association of Pre-Medical/Health Students, Student Na ❖ Miss Spelman Advisory Board ❖ Morehouse-Spelman Pre-Law Society ❖ My Sisters Keeper ❖ National Association for the Advancement of Colored People ❖ National Association of Black Physical Therapists (Spelman Chapter) ❖ National Council of Negro Women ❖ National Society of Collegiate Scholars | <ul style="list-style-type: none"> ❖ Pauline E. Drake Scholars ❖ Phi Alpha Delta Law Fraternity, International ❖ Philosophy Club ❖ Physics Club ❖ Pre-Alumnae Council ❖ Programming for a Unique and Lively Spelman Experience ❖ Protecting Our Spelman Students Everyday ❖ Role Playing Games Club ❖ Senior Class Council ❖ Sigma Gamma Rho Sorority, Inc. ❖ Sisters in Sync ❖ Sisters Keeping It Real Through Service ❖ SO Psyched ❖ Society of Women Engineers ❖ Sophomore Class Council ❖ Spelman College Collegiate 100 ❖ Spelman College Mock Trail Association ❖ Spelman College Pre-Nursing Organization ❖ Spelman College Scholars of Finance ❖ Spelman College Speech and Debate Team ❖ Spelman College Student Ambassadors ❖ Spelman Dance Student Association ❖ Spelman Economics Club ❖ Spelman Esports Club ❖ Spelman Film Fusion ❖ Spelman Japan Club ❖ Spelman Operation Smile ❖ Spelman Petals of Promise ❖ Spelman Pre-Dental Society ❖ Spelman Protégé ❖ Spelman Sisters of S.T.E.M. (SSOS) ❖ Spelman Sports & Entertainment Collective ❖ Spelman Women in Hip-Hop Collective ❖ Spelman's Public Relations and Communications Club ❖ Spriggs-Burroughs Drama and Dance Ensemble ❖ Student Government Association ❖ Student Health Associates & Peer Educators ❖ Student Life and Engagement ❖ The Baltimore Club ❖ The DMV Club ❖ The L.O.V.E. Letters Project ❖ The Spelman Blueprint ❖ The Spelman Chapter of the National Society of Leadership and Success ❖ Umoja African Students' Association (ASA) ❖ Utopia Atlanta ❖ VP&I Peer Educators ❖ Vybz Caribbean Student Association ❖ Young Democrats of Spelman ❖ Zeta Phi Beta Sorority, Inc. |
|--|--|

“Spelman College is making local, national and global news! Spelman is one of the most highly respected liberal arts colleges in the United States, well-known for academic achievement in three areas of distinction: prestigious top tier national institutions, historically Black colleges and universities, and women's colleges.”

Spelman College News & Media (Academics)

CAMPUS LIFE

Living on Campus

The mission of the **Office of Housing and Residence Life** at Spelman College is to cultivate inclusive, safe and healthy living learning communities that support the academic mission of the college and the success of our residents in all facets of their lives. There are 11 residence halls on campus that house approximately 1,400 students. Spelman also offers *Off-Campus* housing in apartments located in downtown Atlanta.

RESIDENCE HALLS



Abby Aldrich Rockefeller Hall (Abby)

Capacity 127
Opened 1952



Bessie Strong Hall

Capacity 10
Opened 1917
Renovated 2004



Beverly Daniel Tatum Suites (The Suites)

Capacity 303
Opened 2018



Dorothy Shepard Manley Hall (Manley)

Capacity 127
Opened 1964



Howard-Harrel Hall (HH)

Capacity 180
Opened 1968



Johnetta Betsch Cole Living-Learning Center II

Capacity 200
Opened 1989



Laura Spelman Residence Hall

Capacity 40
Opened 1918



MacVicar Hall

Capacity 199
Opened 1901
Renovated 2000



Morehouse-James Hall

Capacity 85
Opened 1901



Sally Sage McAlpin Hall (McAlpin)

Capacity 115
Opened 1973



Stewart Living & Learning Center (LLC I)

Capacity 199
Opened 1983

“LIVING THE SPELMAN SISTERHOOD EVERYDAY.”

CAMPUS LIFE

Campus Buildings



- | | |
|---|--|
| 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 I | 18. Wellness Center at Read Hall |
| 6. Johnnetta Betsch Cole Living & Learning Center II | 19a. Albro-Falconer-Manley Science Center |
| 7. Bessie Strong Hall | 19b. Tapley Hall |
| 8. MacVicar Health Services | 19c. Academic Computing Center |
| 9. 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. Camille Olivia Hanks Cosby, Ed.D. Academic Center | 23. Giles Hall |
| 12. Rockefeller Arts Building | 24. Milligan Building |
| 13. Not Used | 25. The Beverly Daniel Tatum Suites |
| | 26. Mary Schmidt Campbell Center for Innovation & the Arts |

SCM – Spelman College Museum of Fine Art

RWWL - Robert W. Woodruff Library



Institutional Research and Contacts

About This Fact Book

The Fact Book is published annually by the Institutional Research Office and contains official institutional data from college administrative systems and external reporting sources.

The *Mission of Institutional Research (IR)* is to provide institutional data, analyses, and research to support and improve decision-making. In support of this mission, IR:

- Provides data for the institution's accountability and compliance with accrediting agencies and government entities.
- Collects, analyzes, and provides campus administrators with appropriate data and information.
- Coordinates planning, budgeting, evaluation, and course evaluation processes.
- Responds to data requests and surveys from internal and external constituencies.



James Sanders

Director of Institutional Research

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Institutional Research Resources

Access additional reports, dashboards, and institutional data through the following resources:

- [Common Data Set](#)
- [Data Request](#)
- [Digital Fact Book](#)
- [Fact Book](#)
- [IPEDS Data Feedback Reports](#)
- [Student Achievement](#)

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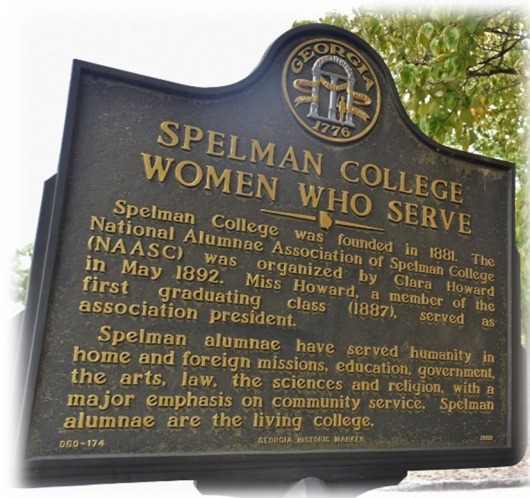
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Fact Book Glossary

ACT	A standardized test used by colleges and universities in the United States for admissions. Measures the academic skills you learned in high school to see if you are ready for college work.
Academic Year	The yearly period when schools hold classes; from August to June
Applicant	An individual who has fulfilled the institution requirements to be considered for admission (including payment or waived application fee) and who has been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn by applicant or institution.
Admitted	Applicants that have been granted an official offer to enroll in a postsecondary institution.
Census	Official enrollment snapshot, locking in course loads, financial aid eligibility, and tuition billing for reporting.
Cohort	A specific class or group of students who start and move through a program/major together; established for tracking purposes.
Common Application	The standard application form distributed by the National Association of Secondary School Principals for many private colleges who are members of the Common Application Group. Only application system used to apply.
Completer	A student who receives a degree, diploma, certificate, or other formal award. To be considered a completer, the degree/award must be conferred. (<i>Graduate</i>)
Degree	An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies.
Degree/certificate-seeking students	Students enrolled in courses for credit who are seeking a degree, certificate, or other formal award. This includes students who: (1) received any type of federal financial aid, regardless of what courses they took at any time; (2) received any state or locally based financial aid with an eligibility requirement that the student be enrolled in a degree, certificate, or transfer-seeking program; or (3) obtained a student visa to study at a U.S. postsecondary institution High school students also enrolled in postsecondary courses for credit are not considered degree/certificate-seeking.
Fall Cohort	The group of students entering the fall term established for tracking purposes. For the Graduation Rates component, this includes all students who enter an institution as full-time, first-time degree or certificate-seeking undergraduate students during the fall term of a given year.
Fall Enrollment	Students reported are those enrolled in courses creditable toward a degree or other formal award; students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus or extension centers; and high school students taking regular college courses for credit. Official Census Date 10/15/AY
Fall Term	The part of the academic year that begins in mid or late August.
Federal Work Study	A part-time work program awarding on- or off-campus jobs to students who demonstrate financial need. FWS positions are primarily funded by the government, but are also partially funded by the institution. FWS is awarded to eligible students by the college as part of the student's financial aid package. The maximum FWS award is based on the student's financial need, the number of hours the student is able to work, and the amount of FWS funding available at the institution. This is a type of Title IV Aid, but is not considered grant aid to students.
First-time Student (undergraduate)	A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school).
Early Decision	A plan that allows students to apply and be notified of an admission decision (and financial aid offer, if applicable) well in advance of the regular notification date. Applicants agree to accept an offer of admission and, if admitted, to withdraw their applications from other colleges. There are three possible decisions in response to such an application: admitted, denied, or not admitted but forwarded for consideration with the regular applicant pool, without prejudice.

First Generation	The first person in your immediate family to attend college or earn a bachelor's degree.
First-Year Student	A student who has completed less than the equivalent of 1 full year of undergraduate work; that is, less than 30 semester hours (in a 120-hour degree program) or less than 900 contact hours .
Freshman	A first-year undergraduate student
FTE of Students	The full-time equivalent (FTE) of students is a single value providing a meaningful combination of full-time and part-time students. IPEDS data products currently have two calculations of FTE students, one using fall student headcounts and the other using 12-month instructional activity
FTE Staff	The full-time-equivalent (FTE) of staff is calculated by summing the total number of full-time staff from the Employees by Assigned Position (EAP) component and adding one-third of the total number of part-time staff.
Full Aid Year	For the purposes of the IPEDS Student Financial Aid (SFA) component, full aid year refers to either the academic year (for academic reporters) or the period between September 1 and August 31 (for program reporters).
Full-time Student	Undergraduate: A student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more contact hours a week each term.
Graduation Rate	The rate required for disclosure and/or reporting purposes under Student Right-to-Know Act. This rate is calculated as the total number of completers within 150% of normal time divided by the revised adjusted cohort. *Degrees awarded by August 31, XXXX.
NFT	New First Time students are individuals who has no prior postsecondary college or university experience after graduating from high school.
Non-Degree seeking student	A student enrolled in courses for credit who is not recognized by the institution as seeking a degree or formal award.
Normal time to Completion	The amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog. This is typically 4 years (8 semesters or trimesters, or 12 quarters, excluding summer terms) for a bachelor's degree in a standard term-based institution; 2 years (4 semesters or trimesters, or 6 quarters, excluding summer terms) for an associate's degree in a standard term-based institution; and the various scheduled times for certificate programs.
On-Campus housing	Residential facilities owned, managed or provided by a college or university for students to live in while attending classes.
out-of-state student	A student who is not a legal resident of the state in which he/she attends school.
out-of-state tuition	The tuition charged by institutions to those students who do not meet the institution's or state's residency requirements.
Part-time staff (Employees)	As determined by the institution. The type of appointment at the snapshot date determines whether an employee is full-time or part-time. The employee's term of contract is not considered in making the determination of full- or part-time. Casual employees (hired on an ad-hoc basis or occasional basis to meet short-term needs) and students in the College Work-Study Program (CWS) are not considered part-time staff.
Part-time student	Undergraduate: A student enrolled for either less than 12 semester or quarter credits, or less than 24 contact hours a week each term.
Pell Grant program	(Higher Education Act of 1965, Title IV, Part A, Subpart I, as amended.) Provides grant assistance to eligible undergraduate post-secondary students with demonstrated financial need to help meet education expenses.
Perkins Loan program	Formerly known as National Direct Student Loans (NDSL), the Perkins Loan program provides low interest loans to eligible postsecondary students (undergraduate, graduate, or professional students) with demonstrated financial need to help meet educational expenses.

Race/Ethnicity	Categories developed in 1997 by the Office of Management and Budget (OMB) that are used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. The designations are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens. Individuals are asked to first designate ethnicity as: - Hispanic or Latino or - Not Hispanic or Latino Second, individuals are asked to indicate all races that apply among the following: - American Indian or Alaska Native - Asian - Black or African American - Native Hawaiian or Other Pacific Islander - White
Residence	A person's permanent address is determined by evidence as a driver's license or voter registration. For entering freshmen, residence may be the legal residence of a parent or guardian.
Retention Rate	A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.
SAT	Previously known as the Scholastic Aptitude Test, this is an examination administered by the Educational Testing Service (ETS) and used to predict the facility with which an individual will progress in learning college-level academic subjects.
Transfer Applicant	An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiver of the application fee, if any) and who has previously attended another college or university and earned college-level credit.
Transfer student	A student entering the institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate). The student may transfer with or without credit.
U.S. Non Resident	A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.





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