



# Chapman University

**Fact Book**

**2014 – 2015**

**All Inquiries Should Be Directed To:**

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Chapman's Institutional Research Office (CIRO)  
One University Dr.  
Orange, CA 92866

<http://www.chapman.edu/ciro>

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# Table of Contents

|   |           |
|---|-----------|
| <b>University Profile .....</b>   | <b>5</b>  |
| University Officers (2014-2015).....  | 6         |
| Board of Trustees .....   | 7         |
| Board of Governors.....   | 8         |
| President’s Cabinet .....   | 9         |
| Mission.....  | 10        |
| Vision.....   | 10        |
| History.....  | 10        |
| History Timeline .....  | 11        |
| Core Values.....  | 13        |
| Chapman Commitments.....  | 14        |
| Schools and Colleges .....  | 15        |
| Academic Programs .....   | 24        |
| Institutes, Centers, and Research .....   | 28        |
| Libraries .....   | 34        |
| Student Body.....   | 34        |
| Student Organizations.....  | 36        |
| Athletics .....   | 40        |
| Accreditation.....  | 41        |
| <b>Trends and Growth.....</b>   | <b>43</b> |
| Undergraduate Headcount Enrollment .....  | 44        |
| Graduate Headcount Enrollment.....  | 44        |
| Juris Doctor Headcount Enrollment.....  | 45        |
| Average High School GPA of New Freshmen .....                                     | 45        |
| Percent of New Freshmen in Top 25% of Their Graduating Class .....                | 46        |
| Average SAT Score of New Freshmen.....  | 46        |
| Fall-to-Fall Retention Rate of First-time Freshmen.....                           | 47        |
| Six-Year Graduation Rate of First-time Freshmen .....                             | 47        |
| Full-Time Faculty Headcount .....   | 48        |
| Full-Time Staff Headcount .....   | 48        |
| <b>Student Data.....</b>  | <b>49</b> |
| New Freshman Profile .....  | 50        |
| <i>Applicants, Admissions, and Enrollees (Domestic &amp; International)</i> ..... | 50        |
| <i>Mean SAT and ACT Scores and GPA of Entering Freshmen</i> .....                 | 50        |
| Enrollment.....   | 51        |
| <i>Total Headcount Enrollment by Gender and Level</i> .....                       | 51        |
| <i>Total Headcount Enrollment by Race/Ethnicity and Level</i> .....               | 51        |
| <i>Percent of Total Headcount Enrollment by Level</i> .....                       | 52        |

|   |           |
|---|-----------|
| <i>Total Degree-Seeking Headcount Enrollment by School/College .....</i>            | 52        |
| <i>Total Degree-Seeking Undergraduate Headcount Enrollment by School/College ..</i> | 53        |
| <i>Total Degree-Seeking Graduate Enrollment by School/College .....</i>             | 53        |
| <b>Degrees Awarded.....</b>   | <b>54</b> |
| <i>Degrees Awarded by Level and School/Department .....</i>                         | 54        |
| <i>Undergraduate Degrees Awarded by Major .....</i>                                 | 55        |
| <i>Graduate Degrees Awarded by Major .....</i>                                      | 56        |
| <b>Faculty &amp; Staff Data.....</b>  | <b>57</b> |
| <i>Full-Time Instructional Faculty by Gender .....</i>                              | 58        |
| <i>Full-Time Instructional Faculty by Race/Ethnicity .....</i>                      | 58        |
| <i>Full-Time Staff by Gender and Classification .....</i>                           | 59        |
| <i>Full-Time Staff by Race/Ethnicity and Classification.....</i>                    | 59        |

# **A Profile of Chapman University**

## *University Officers (2014-2015)*

### **University Presidents**

|                           |                      |
|---------------------------|----------------------|
| James B. Martin           | 1863-1875            |
| Benjamin H. Smith         | 1875-1878            |
| Allen M. Elston           | 1878-1892            |
| Henry D. McAneney         | 1892-1895, 1904-1912 |
| Arthur C. Braden          | 1922-1929            |
| Cecil F. Cheverton        | 1929-1941            |
| George N. Reeves          | 1942-1956            |
| J.E. Wilkinson (Acting)   | 1956-1957            |
| John L. Davis             | 1957-1971            |
| Donald C. Kleckner        | 1971-1975            |
| Davis Chamberlin (Acting) | 1976-1977            |
| G.T. Smith                | 1977-1988            |
| James L. Doti (Acting)    | 1988-1989            |
| Allen E. Koenig           | 1989-1991            |
| James L. Doti             | 1991-present         |

### **Administration**

Dr. James L. Doti, President and Donald Bren Distinguished Chair  
Dr. Daniele Struppa, Chancellor, Chapman University  
Mr. Gary Brahm, Chancellor, Brandman University  
Mr. Harold W. Hewitt, Jr., Executive Vice President and Chief Operating Officer  
Dr. Sheryl A. Bourgeois, Executive Vice President for University Advancement  
Mr. Kris Eric Olsen, Vice President of Campus Planning and Operations  
Mr. Joseph Slowensky, Vice Chancellor of Institutional Effectiveness and Faculty Affairs  
Dr. Jeanne Gunner, Vice Chancellor for Undergraduate Education  
Dr. Richard Redding, Vice Chancellor for Graduate Education  
Dr. Jerry Price, Vice Chancellor and Dean of Students  
Dr. Glenn Pfeiffer, Vice Chancellor for Academic Administration  
Mr. Mike Pelly, Vice Chancellor for Enrollment Management  
Ms. Charlene Baldwin, Dean of the Leatherby Libraries  
Dr. William D. Hall, Dean and Artistic Director of the Musco Center for the Arts  
Dr. Gail Stearns, Dean of the Wallace All Faiths Chapel  
Mr. David Currey, Director of Athletics  
Ms. Becky Campos, Vice President of Human Resources  
Mr. Mark Woodland, Vice President of Strategic Marketing and Communications

### **Academic Deans**

Mr. Reginald H. Gilyard, Dean, George L. Argyros School of Business and Economics  
Dr. Donald N. Cardinal, Dean, College of Educational Studies  
Mr. Robert Bassett, Dean, Lawrence & Kristina Dodge College of Film and Media Arts  
Dr. Patrick Fuery, Dean, Wilkinson College of Humanities and Social Sciences  
Dr. Tom Campbell, Dean, School of Law  
Mr. Dale Merrill, Dean, College of Performing Arts  
Dr. Janeen Hill, Dean, Schmid College of Science and Technology

***Board of Trustees*****Officers**

Doy B. Henley, Chairman  
 David A. Janes, Sr., Vice Chairman  
 David E.I. Pyott, Vice Chairman  
 Scott Chapman, Secretary  
 Zelma M. Allred, Assistant Secretary

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Wylie A. Aitken  
 Donna Ford Attallah '61  
 Raj S. Bhathal  
 James P. Burra  
 Phillip H. Case  
 Irving M. Chase  
 Arlene R. Craig  
 Jerome W. Cwiertnia  
 Zeinab H. Dabbah '12  
 Kristina Dodge  
 James Emmi  
 Dale E. Fowler '58  
 Barry Goldfarb  
 David C. Henley  
 Roger C. Hobbs  
 William K. Hood  
 Mark Chapin Johnson '05  
 Jennifer L. Keller  
 Parker S. Kennedy

Joe E. Kiani  
 Joann Leatherby  
 Charles D. Martin  
 James V. Mazzo  
 Joel P. Moskowitz  
 Sebastian Paul Musco  
 Frank O'Bryan  
 Harry S. Rinker  
 James B. Roszak  
 The Honorable Loretta Sanchez '82  
 Mohindar S. Sandhu  
 James Ronald Sechrist  
 Ronald M. Simon  
 Ronald E. Soderling  
 R. David Threshie  
 Emily Crean Vogler  
 Karen R. Wilkinson '69  
 David W. Wilson

**Emeritus Chairs**

The Honorable George L. Argyros '59  
 Donald E. Sodaro

**Emeritus Trustees**

Richard Berteau  
 Lynn Hirsch Booth  
 J. Ben Crowell  
 Leslie N. Duryea  
 Robert A. Elliott  
 Marion Knott

Jack B. Lindquist  
 Randall R. McCardle '58 (MA '66)  
 Cecilia Presley  
 Barry Rodgers  
 Richard R. Schmid

## **Ex Officio Trustees**

Donna S. Bianchi  
James E. Blalock (J.D. '09)  
Reverend Don Dewey  
James L. Doti  
Kelsey C. Flewellen '05  
Judith A. Garfi Partridge  
Reverend LaTaunya Bynum '76  
Reverend Dayna Kincaid  
Penni McRoberts '71  
Reverend Felix Villanueva  
Reverend Denny Williams

## ***Board of Governors***

### **Officers**

Judith A. Garfi-Partridge, Chair  
Melinda M. Masson, Executive Vice Chair  
Thomas E. Malloy, Vice Chair  
Douglas E. Willits '72, Secretary

### **Governors**

|                         |                             |
|-------------------------|-----------------------------|
| George Adams, Jr.       | Steve Greinke               |
| Marilyn Alexander       | Lula F. Halfacre            |
| Lisa Argyros '07        | Rebecca A. Hall '96         |
| Margaret Baldwin        | Stan Harrelson              |
| Marta S. Bhathal        | Sinan Kanatsiz '97 (MA '00) |
| Deborah Bridges         | Elim Kay '09                |
| Barbara Brogliatti      | Scott A. Kisting            |
| Kathleen A. Bronstein   | John L. Kokulis             |
| Eva Chen                | Dennis Kuhl                 |
| Ronn C. Cornelius       | Stephen M. Lavin '88        |
| Rico Garcia             | Michael Penn (J.D. '04)     |
| Kathleen M. Gardarian   | Betty Mower Potalivo        |
| W. Gregory Geiger       | James F. Wilson             |
| Galen Grillo (EMBA '13) |                             |

### **Governors Emeriti**

Gary E. Liebl  
Jean H. Macino  
Richard D. Marconi  
Jerrel T. Richards

### **Ex-Officio Governors**

Sheryl A. Bourgeois  
James L. Doti



*President's Cabinet*

Nicolaos G. Alexopoulos  
George L. Argyros, Jr. '89, (J.D. '01)  
Julianne Argyros  
Joyce Brandman  
Heidi Cortese Sherman  
Lawrence K. Dodge  
Onnolee B. Elliott (M.A. '64)  
Paul Folino  
Douglas K. Freeman  
Marie Gray  
Frank P. Greinke  
Gavin S. Herbert  
Steeve Kay  
General William Lyon  
The Honorable Milan Panic  
Lord Swarj Paul  
James H. Randall  
The Honorable Ed Royce  
Susan Samueli  
Ralph Stern  
David Stone  
Alan L. True

## *Mission*

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

## *Vision*

Chapman University will be a preeminent university engaged in distinguished liberal arts and professional programs that are interconnected, reach beyond the boundaries of the classroom and work toward developing the whole person: the intellectual, physical, social, and spiritual dimensions of life.

## *History*

Founded in 1861, Chapman University is recognized for its distinguished faculty, innovative programs, and personalized attention to students. The university strives to develop in students the ability to think clearly, communicate effectively, explore issues from contrasting points of view, value human and cultural diversity, and make informed ethical judgments in an increasingly complex world.

Located in the city of Orange, Chapman is one of the oldest, most prestigious private universities in California and is the largest independent university in Orange County. Offering a breadth of fields typically reserved for much larger institutions, Chapman is ranked in the top tier of *U.S. News and World Report's* Western region universities and has been named to the 2014 edition of *The Princeton Review's* "Best Colleges." The university is comprised of seven schools and colleges: the George L. Argyros School of Business and Economics, the College of Educational Studies, the Lawrence and Kristina Dodge College of Film and Media Arts, the Wilkinson College of Humanities & Social Sciences, the Dale E. Fowler School of Law, the College of Performing Arts, and the Schmid College of Science and Technology.

Chapman University traces its roots to Hesperian College in Woodland, California, where it was founded by members of the Christian Church (Disciples of Christ) and opened at the very hour of Abraham Lincoln's inauguration as the 16<sup>th</sup> U.S. president in 1861. Over the years, Hesperian merged with several other institutions and eventually became California Christian College in Los Angeles.

Charles C. Chapman, a pioneer California business leader and citrus grower, became the school's principal benefactor, and in 1934 the institution was re-named Chapman College in his honor. Mr. Chapman served as the first president of the Board of Trustees and remained actively involved with the college until his death in 1944.

Chapman College moved from Los Angeles to the city of Orange in 1954, after purchasing the old Orange High School campus with its handsome collection of neoclassical buildings. In September 1991 the college became Chapman University, and has since further strengthened its prestige and its commitment to international education, an innovative undergraduate curriculum, and distinguished graduate programs.

Today, Chapman University remains true to its roots: developing the intellectual, ethical, spiritual and physical facets of the individual; and fostering a stimulating intellectual community built upon interactive dialogue and inquiry among faculty and students.

### *History Timeline*

- 1861 Founded as Hesperian College in Woodland, CA.
- 1921 Became California Christian College in Los Angeles.
- 1925 Panther is designated as the official sports mascot.
- 1934 Re-named Chapman College in honor of benefactor Charles C. Chapman.
- 1954 Moved to present campus in the city of Orange, 35 miles south of L.A.
- 1958 Chapman College opens its first adult program at El Toro Marine Air Station.
- 1959 First on-campus residence halls open.
- 1968 Annual giving tops \$1 million for the first time.
- 1977 School of Business and Management opens.
- 1978 Hutton Sports Center opens.
- 1991 Chapman College becomes Chapman University.
- 1992 Argyros Forum opens.
- 1994 Intercollegiate football returns to Chapman after a 62-year absence.
- 1995 School of Law opens (and receives full accreditation by ABA in 2002).  
School of Film and Television opens.
- 2002 Millennium Campaign raises more than \$215 million.
- 2004 Lawrence and Kristina Dodge donate \$20 million to establish Dodge College of Film and Media Arts; Marion Knott donates \$5 million to build Knott Studios. Chapman celebrates 50 years in Orange County. The Leatherby Libraries, Fish Interfaith Center/Wallace All-Faiths Chapel, Oliphant Hall, and a new residence hall open on campus.
- 2005 Sala and Aron Samuelli Holocaust Library dedicated with a campus visit by Holocaust survivor/Nobel laureate Eli Wiesel.
- 2006 Chapman establishes its first Ph.D. program, in education. Holly and David Wilson Field and the Lastinger Parking Structure open. American Celebration, Chapman's annual fund-raising gala, exceeds the \$2 million mark. Marion Knott Studios, home of the Dodge College of Film and Media Arts, opens for classes.

## UNIVERSITY PROFILE

- 2007 The College of Performing Arts is established, encompassing the Hall-Musco Conservatory of Music and the departments of dance, theatre, and art. Chapman announces the hiring of Nobel laureate Vernon L. Smith, Ph.D., the father of experimental economics, and the establishment of the new Economic Science Institute. The Fahmy Attallah, Ph.D., Piazza is completed.
- 2008 Chapman leaps into the elite Top Ten in its category in *U.S. News & World Report's* "America's Best Colleges." The University's new \$24 million Erin J. Lastinger Athletics Complex opens on Homecoming Day. Schmid College of Science is founded, named after philanthropists Don and Dick Schmid. Chapman hires a team of distinguished physicists and computational scientists, including Wolf Prize-winning physicist Yakir Aharonov, and founds its Department of Physics, Computational Science, and Engineering.
- 2009 Chapman's George L. Argyros Global Citizens Plaza, featuring the Julianne Argyros Fountain and a circle of international flags, opens. Colin Powell is the keynote speaker at the 2009 Global Citizen Gala, and receives Chapman's Global Citizen Medal. Vernon L. Smith donates his Nobel Prize medal to Chapman, where it is housed in a special alcove in the Leatherby Libraries. Chapman University College, multi-campus university for adult learners, is re-named Brandman University thanks to a \$10 million gift from the Brandman Foundation. Chapman receives a \$25 million anonymous challenge donation for a planned 1,300-seat performing arts center.
- 2010 New residence hall and conference center is named for Harriet and Mohindar S. "Sandy" Sandhu. Yakir Aharonov, Ph.D., Chapman physicist and co-discoverer of the Aharonov-Bohm Effect, a cornerstone of modern physics, receives the nation's highest science award, the National Medal of Science, at the White House.
- 2011 Chapman University celebrates its 150<sup>th</sup> Anniversary with a year of festive programs and events.
- 2012 The \$64 million Marybelle and Sebastian P. Musco Center for the Arts breaks ground. Chapman purchases a \$20 million two-building complex in Irvine Spectrum to house its new Health Sciences Campus.
- 2013 New School of Pharmacy is established with its first students to be admitted for fall 2015. A physician assistant program is also announced. Both will be housed on the new Health Science Campus in Irvine. Construction begins on Digital Media Arts building, new parking structure, and new tennis facility on west campus. The William D. Hall and Marybelle and Sebastian P. Musco Conservatory of Music is named.
- 2014 Chapman's new Harry and Diane Rinker Health Science Campus is opened in Irvine. The Digital Media Arts Center, a new home for Dodge College's animation and digital arts programs, opens. Philanthropists Mark and Jan Hilbert donate their renowned collection of California Scene paintings to Chapman University and fund the Hilbert Museum of California Art, to open in 2016.

## *Core Values*

Chapman University is built on specific values that have come to define and distinguish the kind of people this university attracts and the kind of education this institution offers. We believe education encompasses the intellectual, spiritual, social, and physical, and thus we see our goal as developing the whole person.

### **Education for a new world**

Although Chapman offers a wide variety of educational programs, we continue our primary *commitment to the liberal arts*. Because a liberal arts degree emphasizes the growth of the mind, we believe this kind of education is an ideal preparation for students as they face an ever-changing world. Thus, we encourage students to *engage in critical inquiry* and to *develop a global understanding* that will serve them well in our interconnected society.

### **A heritage of values**

As an institution, Chapman University honors its denominational origin and affiliation with the Christian Church (*Disciples of Christ*) by affirming diverse perspectives. We do not prescribe values, but we do encourage all students to reflect on their personal values and think about the values of others. We draw upon the traditions of Disciples teachings that encourage a commitment to service among all members of the Chapman community and encourage all students to become ethical and responsible global citizens.

### **Personalized education**

The heritage of Chapman University is centered on offering *personalized education*. Each individual is both a member of the community, unique and important, and a part of the circle of people who share common experiences, interests, and values. We follow individual and collaborative paths of learning, sharing questions, ideas, and discoveries. Our concept of personalized education is intimately tied to the belief that it involves *engendering a lifelong passion for learning*.

## *Chapman Commitments*

In support of our mission and values, Chapman has developed an academic vision to focus all of our efforts on delivering the highest quality education for our students. Everything we do, every unit on campus, every service and every person who is part of the Chapman community is, directly or indirectly, dedicated to this end.

### **A learning community**

Faculty who bridge research and practice—who connect active scholarship and creative activity with teaching and learning—are central to a Chapman education. We form a learning community that cultivates and values connections across disciplines and across time. Students and faculty often stay connected with each other beyond the limits of their classroom days, staying in touch, sometimes for decades, as they continue to nurture shared interests born at Chapman.

### **A focus on educational effectiveness**

Faculty are committed to self-reflection as a means to assessment and effectiveness in order to best serve our students. Faculty are expected to stretch in their scholarship and creative activities and to refine their teaching, all in the pursuit of continually vital and engaged learning. A campus-wide commitment to increasing our knowledge and using new forms of technology in both teaching and learning is an important component of this work.

### **A commitment to selectivity and global citizenship**

As an institution, Chapman is committed to the twin values of academic selectivity and global citizenship. Our mission of enhancing global citizenship depends on an open, inclusive, and diverse learning environment, populated by intellectually vibrant individuals. We offer a wide range of courses that help all students develop a global perspective and meet twenty-first-century challenges.

### **A balanced living and learning environment**

Chapman University's balance of liberal arts and professional programs provides a learning-centered environment. Campus and academic activities of all kinds support a living/learning environment that recognizes that much of a student's education takes place outside of the classroom. Our beautiful campus invites students and visitors alike not only to engage in a reflective approach to life but also to extend their time on campus and enjoy the many offerings of our intellectual community.

## *Schools and Colleges*

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

The Argyros School of Business and Economics is an international leader in business education, pairing the best in liberal arts academic traditions with a modern, real-world business curriculum. The mission is to prepare students to be high impact, global and ethically aware colleagues, employees, and citizens. The emphasis is on excellent teaching and providing opportunities for access to professionals in a dynamic southern California business environment. In addition, the school is prominent in its dedication to research by a faculty which includes eighteen endowed chairs and several Fulbright Scholars.

The Argyros School offers broad-based undergraduate degrees in business administration, accounting, and economics. The school has graduate programs which include Full-Time MBA, Executive MBA, Flexible MBA, MS in Economics Systems Design, an International MBA in Prague, Czech Republic, and an MS in Accounting. MBA programs include options for dual degrees with film, food science, and law as well as five-year integrated undergraduate and MBA and MS programs. Most of the above programs allow specializations within the degree.

A broad set of opportunities for experiential education is offered through the Argyros School. There are student-run professional and philanthropic organizations, executive speakers, mentoring and shadowing programs as well as internships for students to gain real-world experience. Study abroad and travel courses are commonplace with students traveling to locations including Argentina, Brazil, Chile, China, Croatia, Czech Republic, Hong Kong, Ireland, Spain, the United Kingdom, Vietnam, Washington D.C., and New York City. In 2011, the eVillage was opened bringing entrepreneurs and students together to build new enterprises. In addition there is a student managed investment fund and the Jaynes Financial Trading Center which brings the financial tools of Wall Street to the Argyros School.

Knowledge creation and research is a center of excellence at The Argyros School. Vernon L. Smith, 2002 Nobel Laureate, and a team of distinguished scholars focus on economic systems design. Dr. Smith's pioneering work in experimental economics applies techniques from psychology to demonstrate how new markets are formed and the factors that drive them. In addition, faculty members integrate concepts of experiments into academic programs and courses. Students collaborate on research with faculty and participate in interdisciplinary experiments applied in their coursework.

The A. Gary Anderson Center for Economic Research, the C. Larry Hoag center for Real Estate and Finance, the Ralph W. Leatherby Center for Entrepreneurship and Business Ethics, and the Walter Schmid Center for International Business operate in close partnership with the firms and organizations in the region to create collaborative opportunities for students and faculty. The annual Economic Forecast attracts more than

1,500 business people. Research results have been quoted in *Business Week*, *Newsweek*, *Wall Street Journal*, *New York Times*, *Time Magazine*, *Christian Science Monitor*, and *U.S.A. Today*.

The Argyros School is one of only 716 elite institutions worldwide, less than 6% of all business schools, accredited by the Association to Advance Collegiate Schools of Business (AACSB International). The School is one of 212 elite business schools holding membership in the Graduate Management Admission Council (GMAC®). *U. S. News & World Report* ranked the Argyros School MBA program among the top 125 in the country and *Bloomberg Businessweek* ranked the program 48<sup>th</sup>. The undergraduate program is currently ranked 87<sup>th</sup> in *Bloomberg Businessweek*. The same publication ranked Argyros 5<sup>th</sup> in International Business and 13<sup>th</sup> in Entrepreneurship undergraduate education.

## **College of Educational Studies**

The College of Educational Studies (CES) employs a distinctively holistic approach to preparing educators and healthcare providers for the 21<sup>st</sup> century by focusing on the interrelated ideals of scholarship, ethical responsibility, personal growth, and a just society. As change agents in the larger community, we accept the challenge to engage the community in an authentic and sustainable way by “working and learning together in the community.”

The College of Educational Studies offers credentials and graduate-level degrees in teaching (elementary and secondary), special education, school counseling, school psychology, communication sciences and disorders, and leadership development. The Ph.D. in Education offers emphases in cultural and curricular studies, disability studies, school psychology, and leadership studies. Graduate opportunities are extended to students from the school counseling and school psychology programs enabling them to pursue licensure in California as a Licensed Professional Clinical Counselor. At the undergraduate level, the CES has reintroduced the Kinesiology major, while the current BS in Athletic Training program will transition to a Master of Science in Athletic Training degree. Kinesiology, integrated educational studies and leadership minors continue to be popular with undergraduate students.

The CES faculty is recognized through its participation in academic journals, symposia, conferences, editorships, and academic collaborations throughout the country and the world. The faculty and students are actively engaged in projects in at least twelve countries around the world. This recognition is counterbalanced with a methodology and philosophy of compassionate, personalized education where every faculty member is committed to educating the whole person toward his or her fullest potential. In addition, the faculty is committed to making a conscientious effort to cultivate critical scholarship, a student-centered ideology, and a collaborative spirit of commitment to a moral, ethical and democratic society in order for students to become the future stewards of the discipline.



The CES holds state and national accreditations for their credential programs (California Commission on Teacher Credentialing), their school psychology program (National Association for School Psychologists) and International School Psychology Association (ISPA), their athletic training education program (Commission on Accreditation for Athletic Training Education), their communication sciences and disorders program (Council on Academic Accreditation in Audiology and Speech-Language Pathology) and their most recent national accreditation by TEAC (Teacher Education Accreditation Council).

The long history and valued reputation of the College of Educational Studies is evident in their programs, their faculty, and most importantly their graduates.

### **The Lawrence and Kristina Dodge College of Film and Media Arts**

The internationally recognized Dodge College of Film and Media Arts, comprised of the Sodaro-Pankey School of Media Arts and the Conservatory of Motion Pictures, offers undergraduate and graduate degrees leading to careers in the dynamic worlds of film and television, documentary, digital arts, broadcast journalism, and public relations and advertising. Students also have the opportunity to participate in international programs on the Chapman Singapore campus and through exchange programs with the Seoul Institute of the Arts in South Korea and the Taipei National University of the Arts in Taiwan as well as through a variety of travel programs to countries such as Mozambique and Cameroon.

The Sodaro-Pankey School of Media Arts offers Bachelor of Fine Arts degrees in film production, television and broadcast journalism, digital arts, creative producing, and screen acting and Bachelor of Arts degrees in film studies, screenwriting, and public relations and advertising.

The Conservatory of Motion Pictures offers the Master of Fine Arts in film production, film and television producing, production design, and screenwriting and the Master of Arts in film studies. The graduate film program provides Chapman students with a specialized course of study in order to prepare them for professional careers in the film and television arts, including directing, cinematography, editing, production design, and sound design, utilizing both traditional and cutting-edge digital technology to simulate real-life filmmaking experiences. In addition, graduate students may enroll in the JD/MFA in Film and Television Producing program with the School of Law or the MBA/MFA in Film and Television Producing with the Argyros School of Business and Economics.

Students in Dodge College start filming in their first class under the guidance of award-winning faculty, enjoy 24-hour access to the latest digital equipment, and interact personally with well-known writers, directors, producers, and editors who screen their work on campus as part of the college's focus on introducing students to "the business of the business" which helps them launch their careers.

Students work in the 76,000-square-foot Marion Knott Studios, a state-of-the-art professional-level facility that includes industry-standard sound stages as well as stages for cinematography, broadcast journalism and television, motion capture, Foley, Dolby surround mixing; a 500-seat digital cinema with 35mm and 3D projection, and all-digital post-production graphics and digital post-production labs. Dodge College is the only film school in the nation to offer students access to a Thompson Spirit Datacine to digitize their films. Students also have access to high end professional tools for compositing and color correction, including Smoke, Flame and Lustre, not typically found in an academic environment.

Each semester, the Marion Knott or O.L. Halsell Filmmaker-in-Residence Program brings a renowned filmmaker to campus to interact with students. Each week, the Filmmaker-in-Residence mentors ten student scholars individually on their projects. In addition, the Filmmaker-in-Residence hosts a dinner for another group of students as well as screening one of his or her films or that of a guest artist for the Industry Insiders class, followed by a question-and-answer session. Filmmakers-in-Residence have included directors Mark Rydell (*On Golden Pond, Cinderella Liberty*), John Badham (*Saturday Night Fever, War Games*), Jocelyn Moorhouse (*Proof, How to Make an American Quilt*), Martha Coolidge (*Rambling Rose, Real Genuis*), Peter Medak (*Romeo is Bleeding, The Ruling Class*), Carl Franklin (*Devil in a Blue Dress, Out of Time*), William Friedkin (*The Exorcist, The French Connection*), Harold Becker (*The Onion Field, Sea of Love*), and Betty Thomas (*Dr. Doolittle, The Brady Bunch Movie*); writer/editor Bob Jones (*Being There, Shampoo*), writer/producer Leslie Dixon (*Pay it Forward, Limitless*), Oscar-winning writer and director David Ward (*The Sting, Major League*); producers JoAnne Sellar (*The Master, There Will Be Blood*), Mace Neufeld (*The Hunt for Red October, Patriot Games*), and David Foster (*The River Wild, Collateral Damage*); TV director Sheldon Epps (*Frasier, Hannah Montana*), production designer Polly Platt (*Paper Moon, War of the Roses*), and animation director Bill Kroyer (*TRON, FernGully: The Last Rainforest*).

Student films are screened annually in Hollywood and New York. Internships are available at the major studios, production companies, television stations, and PR and advertising agencies. Chapman's film school is one of 15 American colleges and universities elected to membership in the Centre International de Liaison des Ecoles de Cinéma et de Télévision (CILECT), the preeminent international body of film schools.

Dodge College has recently launched an innovative public/private partnership, Chapman Entertainment, dedicated to producing commercially viable micro-budget films employing Dodge College alumni in key creative positions.

## **The Crean College of Health and Behavioral Sciences**

The Crean College of Health and Behavioral Sciences offers a variety of undergraduate and graduate degree programs to prepare students for graduate school and masters and doctoral level healthcare professional programs and for careers in healthcare and human services settings. The college is committed to helping students develop critical thinking

skills, written and verbal communication skills and an evidence-based empirical approach to problem-solving. The faculty are teacher-scholars committed to quality teaching and involving students in the discovery of new knowledge through faculty-student research. All degree programs combine comprehensive didactic education with practical experience to foster the development of interpersonal skills, knowledge and practical expertise.

Undergraduate programs aim to foster an understanding of the biological, psychological and social bases of health and human behavior and require students to engage in individual scholarship or team research that frequently is of an interdisciplinary nature. One distinct goal of the various undergraduate degree programs is to prepare students for graduate study in professional health care programs, medicine and psychology. Students in the school's graduate programs learn to apply concepts and principles of natural behavioral and social science to be successful in the professional community in a variety of health care and human services settings.

The Crean College of Health and Behavioral Sciences offers high demand, high quality graduate programs in physical therapy, marriage and family therapy and physician assistant sciences. These programs prepare tomorrow's healthcare professional to work as members of inter-professional teams, to incorporate technology in practice, to emphasize a bio-psycho-social perspective to understand health and disease and to inform professional practice with cutting-edge science. All programs in Crean College are distinguished by their commitment to engage graduate students in faculty-mentored student research, internships, problem-centered learning and clinical experiences.

### **Wilkinson College of Humanities and Social Sciences**

The roots of the modern university reside in the "Schools of Liberal Arts" that flourished in Bologna, Italy, in the eleventh century. Wilkinson College of Humanities and Social Sciences preserves and advances the spirit of this initiative here at Chapman University.

While Chapman has developed into a professional and technological university, the aspirations of its founders are embodied in Wilkinson College, where academic programs are grounded in promoting ethical values, global awareness, critical reasoning, open inquiry, and community service. The Wilkinson tradition goes beyond simply imparting knowledge to encourage students to seek meaning. We aim to ensure our graduates use their knowledge and skills creatively and beneficially.

The Wilkinson College faculty—comprised of research-directed scholars who teach all levels of undergraduate and graduate students—supports exceptional undergraduate degree programs in art, communication studies, English, history, languages, peace studies, philosophy, political science, religious studies, and sociology. Wilkinson College offers graduate programs, including the MA in English, the MFA in Creative Writing, and the MA in International Studies. Further, our faculty teaches many of the classes that comprise the general education program that instills students in all majors with the legacy of the liberal arts.

With a strong commitment to fostering lifelong learning, Wilkinson College presents educational opportunities that benefit audiences beyond the Chapman community. The College welcomes participants from around the country to its various lecture series which address topical social and political issues both here in the United States and abroad. Our students are encouraged to expand their knowledge of the world and their understanding of themselves through participation in the Model UN program, study abroad, and internship experiences.

Students in Wilkinson College join an intellectual community comprised of scholar-teachers who engage their students through critical and creative thinking and encourage collaborative student-faculty research. Beginning with hands-on experience in the field or in the classroom, students conduct research in the natural, social, and behavioral sciences, pushing the boundaries of what we know about the world around us. As members of research teams, Wilkinson students present their findings at professional conferences, and their work is often published in national journals. For example, Wilkinson is home to the Henley Social Sciences Research Laboratory, which provides students with the opportunity to master the methods of data analysis, survey research, and pursue inquiries on issues of concern to government agencies, non-profits, political campaigns, community and private organizations, and the media. The Rodgers Center for Holocaust Education provides students with opportunities to interview and help draft the memoirs of holocaust survivors. Additionally, the John Fowles Center for Creative Writing promotes creative writing by hosting an annual writers' series. Notable guests have included Salman Rushdie, Louisa Valenzuela, and Allicia Portnoy. Students meet directly with these writers in small groups and master classes, learning from experts firsthand.

In the diverse degree programs that comprise Wilkinson College, students begin living their future before they graduate. We fully accept the challenge of ensuring that our students learn how to make a difference in the world around them. Upon graduation, they will perhaps join the ranks of Wilkinson College alumni who are teaching history or languages with a global perspective, writing modern fiction or poetry that celebrates their imaginative potential, working in the Peace Corps, engaging in social work to improve our communities, facilitating communication between individuals and organizations, or working through government to make our planet a better place for all. Whatever careers our students choose, they will be well prepared to tackle the challenges ahead and succeed.

## **Dale E. Fowler School of Law**

Established in 1995 and fully accredited by the American Bar Association (ABA) in 2002, the Dale E. Fowler School of Law offers exceptional programs in its \$30-million, state-of-the-art Kennedy Hall. The School's location in the heart of the university provides invaluable opportunities to enrich the legal education experience with an exciting array of interdisciplinary learning experiences. In addition to team-taught and cross-listed courses, law students enjoy all the facilities of the main campus, including

joint degree programs with the Dodge College of Film and Media Arts and the Argyros School of Business and Economics, as well as sports facilities, extensive student services, and access to the Leatherby Libraries and other research resources.

The School is committed to providing personalized education in a challenging academic environment that stimulates intellectual inquiry, embraces diverse ideas and viewpoints, and fosters competent, ethical lawyering. The School has 48 full-time faculty members, including many with teaching experience at other ABA-accredited law schools; a law library with more than 300,000 volumes and volume equivalents; and a comprehensive curriculum that offers sound training in the core courses and a useful array of electives.

In addition to traditional interdisciplinary courses, law students may enroll in the Juris Doctor/Master of Business Administration (JD/MBA), a dual degree program offered in conjunction with the George L. Argyros School of Business and Economics and a JD/MFA in Film and Television Producing with the Lawrence and Kristina Dodge College of Film and Media Arts. For those who already have law degrees, practitioners may earn an LL.M. degree in Business Law & Economics, Entertainment & Media Law, International & Comparative Law, Taxation, or Trial Advocacy.

The School also offers a variety of legal clinics designed to help students hone their legal skills and prepare for legal careers while providing needed services to the community. These include the Elder Law Clinic, the Family Violence Clinic, the Entertainment Contracts Law Clinic, the Tax Law Clinic, the Constitutional Jurisprudence Clinic, and the Mediation Clinic. The Elder Law Clinic is housed in the Alona Cortese Elder Law Center located a block from Kennedy Hall; and the Family Violence Clinic is housed in the Anaheim Family Justice Center, a branch of the Anaheim Police Department.

An unprecedented expansion in faculty and programs in recent years has elevated Chapman to one of the nation's truly premiere law schools in Entertainment Law and a major player in Constitutional Law. The faculty includes members who clerked for United States Supreme Court Justices, a Nobel laureate, leading legal scholars, and former law partners.

### **College of Performing Arts**

Established in 2007, the College of Performing Arts offers degree programs in three divisions of the performing arts: dance, music, and theatre. United by a common interest in the creative process and the way we share concepts and ideas, the College of Performing Arts provides programs and activities that enable students to develop their intellectual and creative abilities. Each fall students from the entire College of Performing Arts work to produce the University's premier gala, American Celebration.

#### *Department of Dance*

The Department of Dance, accredited by the National Association of Schools of Dance (NASD), provides students a strong professional training program with high quality productions while still enjoying the benefits of a small university. Students may choose

from a pre-professional BFA in Dance Performance or from the more broad based BA in Dance. The Department of Dance produces two mainstage productions every year, showcasing both faculty and student choreography. In addition, the department supports several smaller student-choreographed productions throughout the year, including Works in Progress and Concert Intime. The state-of-the-art Partridge Dance Center and Annex promotes a strong sense of community and artistry among dance majors.

### *Hall-Musco Conservatory of Music*

The Hall-Musco Conservatory of Music, accredited by the National Association of Schools of Music (NASM), is one of the nation's premier music programs and draws students from around the globe. The Conservatory offers the BA in Music and pre-professional programs leading to the Bachelor of Music in Composition, Music Education, and Performance (Vocal, Instrumental, Piano, and Guitar). The Conservatory features a commitment to personal instruction in a conservatory-style environment. It offers music education with an emphasis on traditional academic disciplines combined with the development of personal performance skills within Chapman's liberal arts framework. The home of the Conservatory of Music is a 43,000 square foot complex that is comprised of Berteau Hall and Oliphant Hall. The students benefit from dynamic music pedagogy that weds the best in personalized education with cutting-edge technology. Faculty members in the Conservatory are nationally and internationally recognized performers, composers, and educators.

### *Department of Theatre*

The Department of Theatre is accredited by the National Association of Schools of Theatre (NAST) and offers several programs tailored to the specific goals of each discipline. Students may choose from a pre-professional BFA degree in Theatre Performance or from the more broad-based BA degree in Theatre. The department also offers a unique interdisciplinary BFA in Screen Acting, offered cooperatively with the Dodge College of Film and Media Arts. The Department of Theatre facilities include the 240-seat Waltmar Theatre and the 75-seat Studio Theatre, both located in Moulton Hall. Chapman's Entertainment Technology Center is home to the College of Performing Arts Production Department. Students majoring in theatre produce five mainstage productions annually as well as a variety of student-directed productions. Both faculty and student productions have earned regional and national awards at festivals such as the Kennedy Center/American College Theatre Festival.

### **School of Pharmacy**

The Chapman University School of Pharmacy's mission is to empower graduates and faculty to develop a deep science foundation, the drive for lifelong learning and the compassion to optimize delivery of healthcare for those with diverse and unmet needs in Orange County and beyond through inter-professional practice models and community outreach. The School of Pharmacy creates the culture and environment necessary to conduct collaborative basic, translational, clinical, education and outcomes research that make a difference in people's lives.

### **Schmid College of Science and Technology**

The Schmid College of Science and Technology was established in 2008. The College offers degrees and programs designed for students who aspire to become tomorrow's scientists or who intend to work in fields related to science and technology.

The Schmid College offers undergraduate degree programs in biochemistry and molecular biology, biological sciences, chemistry, computer information systems, computer science, environmental science and policy, mathematics, and physics and computational science. Schmid College and University of California, Irvine, offer a joint degree program in mathematics and civil engineering.

The college houses two masters programs—Computational and Data Sciences and Food Science. It is also home to a Ph.D. in Computational and Data Sciences. The College is composed of two schools: the School of Computational Sciences and the School of Earth and Environmental Sciences. The schools work as interdisciplinary science and technology units, allowing faculty who form discipline-based faculty groups to work together in research projects and teaching.

Research is an important component of the education of Schmid College of Science and Technology students. While most universities reserve research opportunities for graduate students, the Schmid College of Science and Technology challenges students, both undergraduate and graduate, to become members of their intellectual communities by engaging in collaborative research with faculty mentors. In addition to providing students with opportunities to engage in faculty mentored research, the Schmid College of Science and Technology also provides opportunities for students to work with local businesses and agencies, and with national labs such as the Jet Propulsion Laboratory, as student interns and graduate assistants, and to become involved in community outreach through clubs and volunteer work.

Schmid College of Science and Technology is home to the Center of Excellence in Computation, Algebra, and Topology; the Center of Excellence in Earth Systems Modeling and Observations; and the Center of Excellence in Complex and Hypercomplex Analysis. The College is affiliated with the Institute of Quantum Studies, led by National Medal of Science recipient Yakir Aharonov. The Centers complement Schmid College's already existing strengths in biology, chemistry, and mathematics.

Schmid College distinguishes itself by its commitment to engage undergraduate and graduate students in groundbreaking, interdisciplinary research and to support and encourage faculty to work across disciplines and schools. A vision for the future requires bold steps to give our students the opportunities they need to obtain not only a good education but also to have the training to compete in an ever more competitive, global world; while at the same time preserving and enhancing the excellence of Chapman that is based on focused, individualized study. Since modern science is by its nature global, the College pursues opportunities of collaboration with international institutions and memoranda of understanding with a variety of other universities.

## *Academic Programs*

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

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

### **College of Educational Studies**

B.A. in Integrated Educational Studies  
B.S. in Athletic Training  
B.S. in Kinesiology  
Ed.S. in School Psychology / M.A. in Educational Psychology  
M.A. in Counseling  
M.A. in Leadership Development  
M.A. in Special Education  
M.A. in Teaching  
M.S. in Communication Sciences and Disorders  
Ph.D. in Education  
Multiple Subjects Credential with Spanish English / Bilingual Emphasis Option  
Pupil Personnel Services Credential in School Counseling  
Pupil Personnel Services Credential in School Psychology  
Single Subject Credential  
Special Education Credentials Preliminary Mild/Moderate & Mod/Severe  
Special Education Credentials Level II Mild/Moderate & Mod/Severe  
Speech Language Pathology Services Credential

### **Lawrence and Kristina Dodge College of Film and Media Arts**

B.A. in Film Studies  
B.A. in Public Relations and Advertising  
B.A. in Screenwriting  
B.F.A. in Creative Producing  
B.F.A. in Digital Arts



B.F.A. in Film Production  
 B.F.A. in News and Documentary  
 B.F.A. in Screen Acting (joint program with the College of Performing Arts)  
 B.F.A. in Television and Broadcast Journalism  
 Integrated Undergraduate / M.A. Film Studies Program  
 M.A. in Film Studies  
 M.F.A. in Film Production  
 M.F.A. in Film and Television Producing  
 M.F.A. in Production Design  
 M.F.A. in Screenwriting  
 M.B.A. / M.F.A. in Film and Television Producing (with the Argyros School)  
 Juris Doctor / M.F.A. in Film and Television Producing (with the School of Law)

### **Crean College of Health and Behavioral Sciences**

B.A. in Psychology  
 B.S. in Health Sciences  
 Doctor of Physical Therapy (DPT)  
 Transitional Doctor of Physical Therapy (DPT)  
 M.A. in Marriage and Family Therapy

### **Wilkinson College of Humanities and Social Sciences**

#### *Department of Art*

B.A. in Art History  
 B.F.A. in Art  
 B.F.A. in Graphic Design

#### *Department of Communication Studies*

B.A. in Communication Studies  
 B.A. in Strategic and Corporate Communication  
 M.S. in Health and Strategic Communication  
 4+1 Undergraduate / M.S. Health and Strategic Communication

#### *Department of English and Comparative Literature*

B.A. in English  
 B.F.A. in Creative Writing  
 M.A. in English  
 M.F.A. in Creative Writing  
 Dual Degree Program: M.A. in English / M.F.A. in Creative Writing

#### *Department of History*

B.A. in History

#### *International Studies Program*

M.A. in International Studies

# UNIVERSITY PROFILE

## *Department of Languages*

B.A. in French  
B.A. in Spanish

## *Peace Studies Program*

B.A. in Peace Studies

## *Department of Philosophy*

B.A. in Philosophy

## *Department of Political Science*

B.A. in Political Science

## *Department of Religious Studies*

B.A. in Religious Studies

## *Department of Sociology*

B.A. in Sociology

## **Fowler School of Law**

Juris Doctor  
Juris Doctor / M.B.A. (with the Argyros School)  
Juris Doctor / M.F.A. in Film and Television Producing (with Dodge College)  
LL.M. (General)  
LL.M. in Business Law and Economics  
LL.M. in Entertainment and Media Law  
LL.M. in International and Comparative Law  
LL.M. in Taxation  
LL.M. in Trial Advocacy

## **College of Performing Arts**

### *Department of Dance*

B.A. in Dance  
B.F.A. in Dance Performance

### *Hall-Musco Conservatory of Music*

B.A. in Music  
B.M. in Composition  
B.M. in Performance  
B.M. (Pre-Certification, Music Education)

### *Department of Theatre*

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

**School of Pharmacy**

M.S. in Pharmaceutical Sciences

**Schmid College of Science and Technology***School of Computational Sciences*

B.S. in Computer Information Systems

B.S. in Computer Science

B.S. in Mathematics

B.S. in Physics and Computational Science

B.S. in Software Engineering

Chapman/UC Irvine Joint Degree Program in Engineering

M.S. in Computational and Data Sciences

Ph.D. in Computational and Data Sciences

*School of Earth and Environmental Sciences*

B.S. in Biochemistry and Molecular Biology

B.S. in Biological Sciences

B.S. in Chemistry

B.S. in Environmental Science and Policy

M.S. in Food Science

Integrated Undergraduate / M.S. in Food Science

Joint M.B.A. / M.S. in Food Science (with the Argyros School)

## *Institutes, Centers, and Research*

### **The Addiction Research Laboratory**

With funding support from the Alcohol Beverage Medical Research Foundation, the Department of Veterans Affairs, and the National Institutes of Health, the Addiction Research Laboratory continues a program to systematically: (1) isolate and define the factors that increase a person vulnerability to substance abuse and addiction; and (2) explain how these factors maintain addiction and resist intervention. Working within the ARL, students receive training in the biological, social, and behavioral assessment of factors related to substance use and the interplay between personal and family substance use and addiction.

### **The A. Gary Anderson Center for Economic Research**

The Anderson Center for Economic Research (ACER) was established in 1979 to provide data, facilities, and support in order to encourage the faculty and students at Chapman University to engage in economic and business research of high quality, and to disseminate the results of this research to local communities. In 1981 an Advisory Board of the Anderson Center for Economic Research was formed to provide input on a continuous basis on various research projects conducted by the Center. The Board consists of individuals who have a particular interest and expertise in economic research relating to the regional economy.

### **The Earl Babbie Research Center**

The Babbie Research Center is dedicated to empowering students and faculty to apply a wide variety of qualitative and quantitative social research methods to conduct studies that address critical social, behavioral, economic and environmental problems. The Center's mission is global in purview and its concerns include human rights, social justice, peaceful solutions to social conflicts and environmental sustainability. The Babbie Center supports cutting edge interdisciplinary research and encourages faculty student collaboration.

### **The Biology of Parenting Laboratory**

The Biology of Parenting laboratory explores the interplay between the psychological and biological processes that shape parent & child health. Within an evolutionary framework, Dr. Jennifer Hahn-Holbrook and her team are particularly interested in how hormonal changes surrounding pregnancy and breastfeeding impact stress, depression and maternal-fetal health outcomes, and what role social factors like family support or life stressors play in shaping maternal-child biology.

### **The Center for Autism and Neurodevelopmental Disorders**

The center will involve a two-pronged approach, providing both support and educational opportunities, specifically designed to meet the needs of individual students, families, and schools. To this end, we have developed two cutting edge programs: Families and Schools Together (F.A.S.T) and the Chapman Ability Project (C.A.P).

**The Center for Demographics and Policy**

The Center involves Chapman students in demographic research under the supervision of the Center's senior staff. Students work with the Center's director and engage in research that will serve them well as they look to develop their careers in business, the social sciences and the arts. They will also have access to our advisory board, which includes distinguished Chapman faculty and major demographic scholars from across the country and the world.

**The Center of Excellence in Earth Systems Modeling and Observations**

The Center is an interdisciplinary research unit. The Center focuses on observations of the Earth and modeling and analyzing the Earth systems with particular emphasis on natural hazards such as wildfires, severe weather, floods, dust storms, and earthquakes. CEESMO provides access to satellite data through its Remote Sensing and GIS lab utilizing advanced computational tools.

**The Center of Excellence in Computation, Algebra, and Topology**

The mission of the Center is to provide a forum for world class interdisciplinary research where computation meets algebra, topology, and related mathematical fields. The CECAT has a track record of supporting its mission by hosting workshops that attract national and international visitors, bringing together national and international visitors for research collaboration, developing affiliations with research groups at fellow institutions, seeking external funding, and developing online mathematical resources.

**The Center of Excellence in Complex and Hypercomplex Analysis**

The research conducted under the center's umbrella is mainly motivated by the latest results in Clifford and Hypercomplex Analysis and endeavors to find new ways in which this research can be applied in mathematics and physics. The members of this center of excellence draw on their research experience and use analytical and computational techniques to build sound differential and integral theories in this context, as well as possible applications in Quantum Physics and other interdisciplinary fields.

**The Center for Research on Ability and Disability**

The Center for Research on Ability and Disability (RAD Center) is a new center in the College of Educational Studies at Chapman University, Orange, California, directed by Don Cardinal, Ph.D., Professor. The RAD Center seeks to understand the ability within the socially constructed notion of disability through research, policy and action.

**The Cognitive Psychophysiology Laboratory**

The Laboratory applies behavioral, physiological and brain imaging measures together to explore and to understand human information processing. The laboratory investigates learning and cognition across the life span, studying pre-school children through persons in their nineties. Students working within the CPL gain experience in psychological assessment, calibration and maintenance of physiological recording systems, computer-

driven presentation and control of experimental protocols, and real-time acquisition and analysis of behavioral and physiological data.

### **The Cognitive Science Laboratory**

At the Laboratory we conduct research on the processing of language. Through a variety of experiments we analyze the comprehension of emotional language, hemisphere differences, and new methodologies like talk aloud procedures. Being a research assistant in the Laboratory allows students the opportunity to learn how to conduct research, the importance research carries within psychology, and the skills necessary to ask and create their own research questions.

### **The Complex Adaptive Systems in Psychological Research Laboratory**

Recent empirical work in the lab includes: (1) Measuring shifts in behavioral flexibility associated with severe and persistent self-injurious behaviors; (2) Measuring the effects of experimentally induced psychological conflict on social resilience; (3) Measuring the relationships between fractal personality structure and broadband psychopathology; and (4) Modeling sexual identity integration processes underlying psychological resilience in gay adolescent males.

### **The Donna Ford Attalah Academy for Teaching and Learning**

The Donna Ford Attalah Academy for Teaching and Learning focuses on developing future K-12 teachers with a special emphasis on civic engagement activities that will both serve our surrounding community and prepare our pre-service teachers to engage in their respective communities as they enter the teaching profession. The DFAATL board works to bring events and research opportunities to the Chapman campus that challenge students to change the world by improving education through meaningful and reciprocal engagement among communities, schools and higher education.

### **The Early Human and Lifespan Development Program**

The goal of the Chapman Early Human and Lifespan Development Program is to advance understanding of the role of the perinatal period in maternal and child health. The Laboratory examines the interplay between biological, psychosocial and behavioral processes in human pregnancy.

### **The Economic Science Institute**

Started as an alternate, more hands-on method to economic education, the Economic Science Institute at Chapman University is an academic center that uses the laboratory method of inquiry to study the role human institutions play in creating social rules and order, and also builds and tests market and management systems. ESI's research spans the fields of accounting, economics, finance, information systems, engineering, psychology, neuroscience, computer science and philosophy.

**The Ecosystem Ecology Laboratory**

Research in our laboratory is focused on understanding how ecosystems function and how these functions will respond to ongoing global change. Most of our work explores anaerobic carbon cycling in wetland ecosystems, ranging from northern peatlands to coastal salt marshes. Undergraduate collaborators are heavily involved in this research and gain first-hand experience in conducting and presenting scientific research.

**The Evolution Education Research Center**

The Evolution Education Research Center is an exciting collaboration between faculty at Chapman, McGill, and Harvard Universities dedicated to advancing the teaching, learning, and study of biological evolution through research.

**The Health and Well-Being Laboratory**

Although being happy, optimistic, and fulfilled inherently feels good, do such positive psychological characteristics relate to better physical health? The Laboratory broadly investigates this question and seeks to understand how people can thrive both mentally and physically.

**The Ideation Lab**

The Ideation lab supports undergraduate and faculty research by providing help with creative visualization and presentation. This help can include creative writing, video, photography, data visualization, and design. Creative Research fellows staff the lab and can help with the presentation of complex communication problems.

**The John Fowles Center for Creative Writing**

The Fowles Center for Creative Writing serves to promote and advance the discipline of creative writing in all its aspects: fiction, poetry, drama, creative non-fiction, and film. The Center offers students and non-students alike an opportunity to gain a greater appreciation for the "written word" and those who write it. Each year a distinguished group of national and international writers is invited to Chapman University, making these writers available not only to the Chapman community, but to the Orange County and, by extension, the Southern California community as well.

**The Ludie and David C. Henley Social Sciences Research Laboratory**

The Henley lab provides an educational resource for Chapman University students majoring in the social sciences or who are interested in learning the research skills of social scientists. The HSSRL is equipped with state-of-the-art computers and telecommunications equipment that enable fast, accurate gathering and analysis of information using both qualitative and quantitative methods. The HSSRL is staffed by social scientists with a wide range of skills and research interests.

**The C. Larry Hoag Center for Real Estate and Finance**

The purpose of the Hoag Center is to provide academic and professional opportunities in real estate and finance to students of the Argyros School of Business and Economics.

## **The Institute for Military Personnel, Veterans, Human Rights and International Law, and AMVETS Legal Clinic**

The Institute for Military Personnel, Veterans, Human Rights & International Law is a premiere research and academic Institute. The litigation arm of the Institute is the AMVETS Legal Clinic, which provides pro bono representation to military personnel and Veterans.

## **The Institute for Quantum Studies**

The Institute for Quantum Studies' mission is to provide a focal point for students, researchers, institutions, state and national governments, and industry around the world to collaborate for the advancement of the foundations and applications of quantum physics. In addition, the Institute offers support to new fields evolving from these advances. The Institute strives to communicate the relevance and importance of quantum studies to the broader public through a lecture series and other outreach efforts. While conceptually deep, the lectures are given in simple layman terms for the broadest impact.

## **The Institute for the Study of Religion, Economics, and Society**

The Institute for the Study of Religion, Economics, and Society seeks to advance our understanding of the links across religion, economy, and society. IRES promotes this young but growing field by establishing an interdisciplinary study of religion among economists, sociologists, and other social scientists through scholarly publications, research seminars, training workshops, conferences, courses, online resources, and public lectures.

## **The Ralph W. Leatherby Center for Entrepreneurship**

The Leatherby Center is accelerating entrepreneurial success through research, education, and collaboration. Students, alumni, entrepreneurs, inventors, and investors connect and collaborate through innovative programs and events by the Leatherby Center.

## **The Molecular Regulators of Obesity and Metabolic Disorders Laboratory**

Obesity is a growing and serious epidemic in the United States and across the world. The Laboratory is aimed at understanding the development, prevention, and treatment of obesity.

## **The Paulo Freire Democratic Project**

The Paulo Freire Democratic Project (PFDP) strives to follow the educational philosophy put forth by Paulo Freire. To accomplish this mission, PFDP gathers together a number of constituencies from all levels of education to promote the full democratic, intellectual and critical development of students, teachers, administrators, parents and other community members.

## **The Barry and Phyllis Rodgers Center for Holocaust Education**

The Rodgers Center for Holocaust Education and the Stern Chair in Holocaust Education offer a variety of programming, including three lecture series and an annual art and



writing contest for middle and high school students throughout Southern California. These programs are designed to help students understand the social, political, and economic contexts of genocide; the historical causes of hatred against Jews and others who were targeted by the Nazis; and the choices individuals and nations faced during that time.

#### **The Walter Schmid Center for International Business**

The Schmid Center serves the School of Business' mission generally through enhancing the global perspective in the School, and specifically through the provision of a variety of international experiences for our students and through exposure to distinguished speakers on contemporary global issues.

#### **The Albert Schweitzer Institute**

The Schweitzer Institute is dedicated to preserving, critically interpreting, and disseminating the ethical teachings of Albert Schweitzer within the context of the study of ethics and ethical values. The Institute sponsors a university course on the life and thought of Albert Schweitzer, maintains an Albert Schweitzer Exhibit on campus, offers the Albert Schweitzer Award of Excellence, the Schweitzer Rising Star Award, and Schweitzer scholarships, and participates in academic programs on the legacy of Albert Schweitzer.

#### **The Social Determinants of Health Laboratory**

The goal of research in the Laboratory is to understand how we might improve individual health and well-being and ultimately reduce population-level health inequities through changes at the social and policy levels.

#### **Tabula Poetica: The Center for Poetry**

Tabula Poetica: The Center for Poetry is dedicated to creating an environment to celebrate poetry in a variety of forms and venues. Here, we foster a culture of poetry appreciation by engaging and supporting the veteran writer, the novice poet, the student, and the general reader in an effort to share poems and conversation about this art form.

#### **The Verkhivker Research Group in Computational Biosciences**

The challenge of understanding biological systems at the molecular and systems level as well as the integration of computational and experimental approaches for bridging basic and clinical cancer research is what motivates our vibrant research group. Our scientific interests and research efforts are in the areas of Computational Cancer Biology and Pharmacogenetics, Computational Genomics and Pharmacology, Translational Bioinformatics and Computational Medicine.

## *Libraries*

The Leatherby Libraries opened in the Fall Semester, 2004. The five-story facility serves as an intellectual and cultural heart of the campus and is designed to meet the information needs of Chapman's students and faculty. Not only does this innovative library combine the latest information technology with the personalized attention that is the hallmark of a Chapman education, it also includes nine individually named libraries with distinctive collections representing disciplinary areas of the university: Arts and Humanities, Social Sciences, Science and Technology, Education, Music, Film and Television, and Business and Economics. Two special libraries are the Frank Mt. Pleasant Library of Special Collections and Archives and the Sala and Aron Samuelli Holocaust Memorial Library. The facility features 14 group study rooms, 6 multi-media preview rooms, 1 music listening room, over 285 computers for user access, 6 computer classrooms, a library instruction room, an extended-hour study commons, and more than 750 seats at tables, carrels, and lounge chairs.

The Leatherby Libraries' collection contains about 350,000 volumes and access to over 75,000 journal titles, in addition to DVDs, videos, CDs, and other media.

An extensive interlibrary loan service (ILLIAD and Odyssey) enhances the hard-copy and electronic holdings, enabling the library to support specialized research needs of students and faculty. The library instruction program is an important part of graduate and undergraduate programs, ensuring that students are connected to the information resources they need to succeed in their courses and become life-long learners.

The beautiful Rinker Law Library, containing over 40,000 square feet and seating for 300 patrons, features comfortable, quiet study areas, all with wireless access. The library is designed to meet the needs of legal education in the twenty-first century. It contains a comprehensive monograph collection as well as many legal resources in hard copy and online. The library is open 100 hours a week on a regular basis and even longer during exam periods.

## *Student Body*

The 2014-2015 student body population is approximately 8,150. Chapman welcomes students from around the country and the world. Sixty-eight countries are represented among Chapman's international student body. Among domestic first-time freshman students enrolled Fall 2014, thirty-six percent came from outside California.

### **Tuition and scholarships**

Tuition for a full-time undergraduate student in 2014-2015 was \$44,710. Each year Chapman provides more than \$100 million in scholarships, grants, and loans for academically promising and needy undergraduate students. During the 2013-2014 academic year, approximately 89 percent of new students received financial aid.

Chapman provides more than \$55 million to undergraduate students who have demonstrated outstanding academic performance or who have special talents. Each year, high-achieving newly admitted students are honored as Presidential, Chancellor's, or Dean's Scholars. In addition, a long list of need-based awards is available, ranging from a few hundred dollars to full-tuition grants. The faculty awards scholarships for special talents as well. Talent awards are available for theatre, dance, communications, film and television, art, orchestra, chorus, English, science, and business.

**Student life**

Chapman University students have endless opportunities for extending their education beyond the classroom. These opportunities include student government, Division III intercollegiate athletics, publications, radio broadcasting, fine arts, and many student organizations, including an active fraternity and sorority system. Each week students can choose to attend a variety of educational, spiritual, cultural, service, and social events. Because of Chapman's size, students are not limited to one or two aspects of campus life but are able to engage in a wide array of opportunities. However, Chapman's strongest asset is its student body; Chapman students represent a variety of racial, cultural, and geographic backgrounds, and this diversity greatly enhances the quality of campus life.

**Campus climate**

It is an important value at Chapman University that all students -- regardless of gender, age, race, ethnicity, nationality, sexual orientation, or disability -- have equal access to the abundance of opportunities Chapman has to offer. Campus departments, student government, and student organizations all contribute to an inclusive campus climate through programs such as Black History Month, Women's History Month, Disability Awareness Week, Gay Pride Celebration, Asian/Pacific Islander Heritage Month, Latino Heritage Month, and our annual International Food Fair. In addition, Chapman has a variety of student organizations devoted to supporting underrepresented groups and spreading awareness of social justice and multicultural issues.

**Religious services**

The spiritual needs and interests of the members of the campus community are served by a Dean of the Chapel, by religious representatives of a variety of faiths available to provide guidance and lead services, and by a number of student faith organizations. The Fish Interfaith Center stands in recognition of the university's ecumenical heritage and commitment to creating a welcoming atmosphere.

## *Student Organizations*

### **Academic Organizations**

Accounting Society  
Ad Club  
Alliance of CU Entertainment Technicians  
Alpha Kappa Psi  
American Chemical Society  
American Marketing Association  
American Medical Student Association  
Arabic Club  
Art History Club  
Association for Computing Machinery  
Athletic Training Student Society  
Calliope Art & Literary Magazine  
Coalition of Artistic Students in Theatre  
Consulting Club  
Creative Writing Club  
Delta Sigma Pi  
Digital Arts Club  
Educators in Action  
ENACTUS  
Entertainment, Media, and Sports Business Club  
Entrepreneur Network  
Food Science and Nutrition Association  
French Club  
Graphic Design Club  
Health Professions Society  
Her Campus  
Human Resources Club  
Investment Group  
Italian Club  
Kappa Alpha Pi  
Kinesiology Club  
Latin Club  
Math Club  
Philosophy Club  
Pre-Dental Society  
Pre-Law Society  
Pre-Physical Therapy Club  
Pre-Physician Assistant Club  
Public Relations Student Society of America  
Real Estate Association

Society for Music Education  
 Society of Cinematographers  
 Sociology Club  
 Sustainability Development Consulting Team  
 Themed Entertainment Next Gen  
 Toastmasters  
 Women in Science and Technology  
 Writers Wround Table

### **Civic Engagement Organizations**

|   |                                   |
|---|-----------------------------------|
| Action in Africa                            | Mission Environment               |
| Amnesty International                       | Moneythink                        |
| Benevolent Productions                      | Movement Exchange                 |
| Circle K International                      | Musicians Outreach Organization   |
| Colleges Against Cancer                     | Net Impact                        |
| Community Alliance for Exceptional Students | Panthers for Israel               |
| CU Democrats                                | Rotaract Club                     |
| CU Republicans                              | Students for Sensible Drug Policy |
| Cure It                                     | Think Kindness                    |
| Global Medical Brigades                     | United Nations Association        |
| Global Water Brigades                       | Voices of the Electorate          |
| Lions Club                                  | Wells for Wellbeing               |

### **Diversity/Cultural Organizations**

Active Minds  
 American Sign Language Club  
 Asian Pacific Student Association  
 Black Student Union  
 Chapman Feminists  
 Chinese Culture Club  
 Disability Alliance  
 I AM THAT GIRL  
 Japanese Club  
 Korean Student Association  
 Latin American Student Association  
 Movimiento Estudiantil Chicano de Aztlan (M.E.Ch.A.)  
 Multicultural Enterprise  
 Pua'ikeana  
 Queer People of Color Collective  
 Queer Straight Alliance

## Graduate Organizations

Association of School Psychologists  
Graduate Entrepreneurs  
Inklings Literary Society  
International Studies Student Association  
MBA Project  
National Student Speech Language Hearing Association  
Schmid Computational Sciences Club

## Honor Societies

|   |  |
|---|--|
| Alpha Kappa Delta                       | National Society of Leadership and Success |
| Beta Beta Beta                          | Phi Alpha Theta                            |
| Delta Kappa Alpha                       | Pi Sigma Alpha                             |
| Gamma Beta Phi                          | Psi Chi                                    |
| Kappa Delta Pi                          | Sigma Iota Rho                             |
| Lambda Pi Eta                           | Sigma Tau Delta                            |
| Mortar Board                            |  |
| National Society of Collegiate Scholars |  |

## Recreation and Leisure Organizations

|                                |                                  |
|--------------------------------|----------------------------------|
| Anime Escape                   | Martial Arts Club                |
| Belly Dance Club               | Mash Harder                      |
| Burnt Marshmallow Camping Club | Men of Harmony                   |
| Chapman Live                   | Mens Onmia Vincit Society        |
| Chapman on Broadway            | Panther Games                    |
| Chapman Runs SoCal             | Panther Pack                     |
| ChapTones                      | Player's Society                 |
| Chess Club                     | PokePeople                       |
| Club 55                        | Puzzlers Club                    |
| Club Documentary               | Settlers of Catan Club           |
| Commuters Club                 | Simply Vocale                    |
| Dance Alliance                 | Snow Club                        |
| Dance Team                     | SoundCheck                       |
| Dodgeball Club                 | Student Productions at Chapman's |
| Equestrian Club                | Enrichment                       |
| eSports                        | Surf Club                        |
| Fellowship of the Ring         | Swing Cats                       |
| Floor 13                       | Tabletop League                  |
| Hungry Panther Reviews         | TEAM SHAKA                       |
| Ice Hockey                     | Toxique                          |
| Improv Inc.                    | Ultimate Frisbee                 |
| Magic Club                     |                                  |

## Religious and Spiritual Organizations

Alpha Omega Campus Ministry  
Campus Crusade for Christ  
Christians on Campus  
Delight  
Disciples on Campus (DOC)  
Fellowship of Christian Athletes  
Health and Healing  
Hillel  
Interfaith Council

International Justice Mission  
Later Day Saint Student Association  
Mindfulness Club  
Muslim Student Association  
Newman Catholic Fellowship  
Soka Gakkai International  
Wicca  
Young Life

## Governing Bodies

Greek Life Events  
Interfraternity Council  
Order of Omega

Panhellenic Council  
Residence Hall Association  
Student Government Association

## Fraternities

Alpha Delta Phi  
Alpha Epsilon Pi  
Beta Theta Pi  
Delta Tau Delta  
Phi Delta Theta  
Phi Gamma Delta  
Phi Kappa Tau  
Pi Kappa Alpha  
Sigma Alpha Mu

## Sororities

Alpha Gamma Delta  
Alpha Phi  
Delta Delta Delta  
Delta Gamma  
Gamma Phi Beta  
Kappa Alpha Theta  
Kappa Kappa Gamma  
Phi Sigma Sigma

## *Athletics*

Chapman's long and distinguished heritage in intercollegiate sports includes six NCAA national championships in baseball, tennis, and softball. Students participate in NCAA Division III athletics, a non-scholarship division. In 2011, Chapman became the ninth member of the Southern California Intercollegiate Athletic Conference (SCIAC).

Approximately twenty-five percent of Chapman's student body participates in intercollegiate, club, intramural athletics, and physical activity classes. Chapman teams and individuals have competed in eighty-seven NCAA playoffs in the past twenty years, winning two national championships—softball (1995) and baseball (2003)—and eighteen regional championships. Since 1994, Chapman coaches have received Regional Coach of the Year honors fifteen times.

Students and members of the Chapman community wishing to keep physically fit have access to the Julianne Argyros Fitness Center, which includes a wide variety of weight-training and exercise equipment, as well as Holly and David Wilson Field and the Zee Allred Aquatics Center.

### **Men's Sports**

Baseball  
Basketball  
Crew (club sport)  
Cross Country  
Football  
Golf  
Ice Hockey (club sport)  
Lacrosse (club sport)  
Soccer  
Swimming & Diving  
Tennis  
Volleyball (club sport)  
Water Polo

### **Women's Sports**

Basketball  
Cheerleading (club sport)  
Crew (club sport)  
Cross Country  
Lacrosse  
Soccer  
Softball  
Swimming & Diving  
Tennis  
Track & Field  
Volleyball  
Water Polo



## *Accreditation*

### **Regional Accrediting Body**

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

### **Professionally-Accredited Programs**

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

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

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

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

The Athletic Training Education program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

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

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

The Marriage and Family Therapy Program is accredited by the Commission on Accreditation for Marriage and Family Therapy (COAMFTE).

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

# UNIVERSITY PROFILE

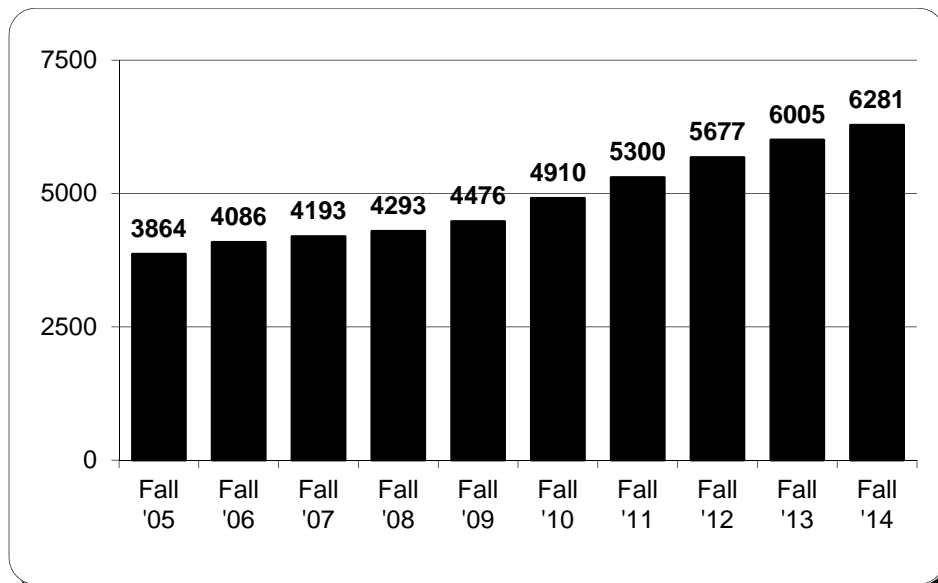
The programs of the Department of Dance are accredited by the National Association of Schools of Dance (NASD).

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

# Trends And Growth

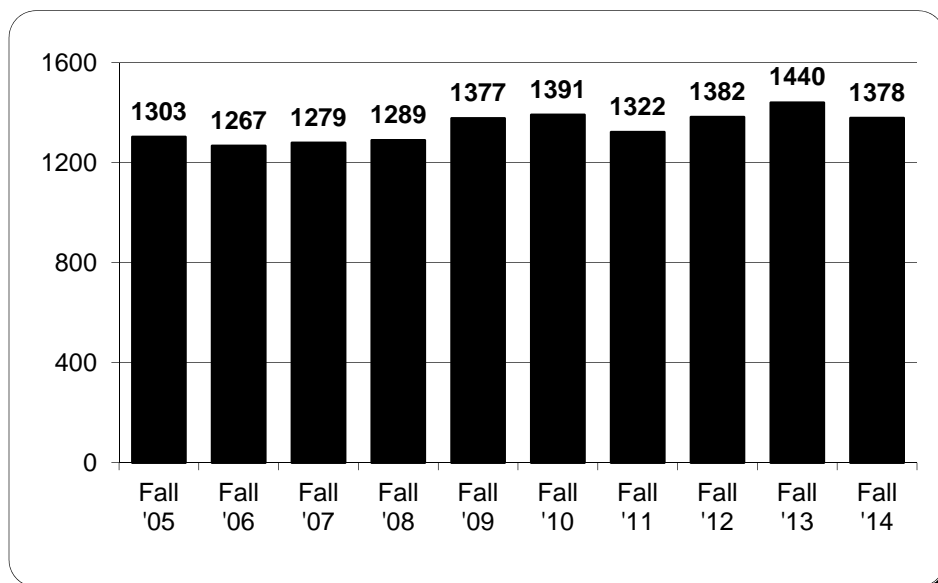
# TRENDS & GROWTH

## *Undergraduate Headcount Enrollment*



Source: Chapman's Institutional Research Office (CIRO)

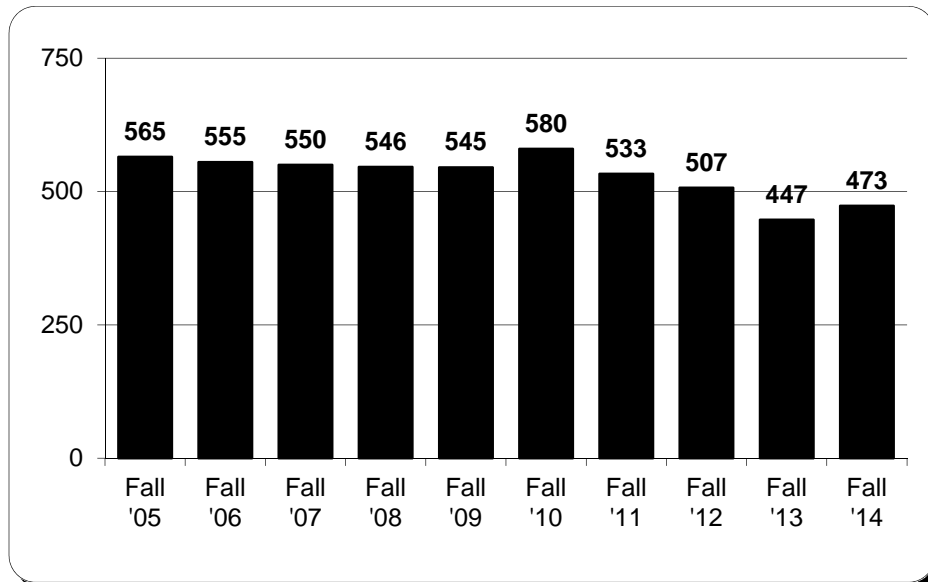
## *Graduate Headcount Enrollment*



Source: Chapman's Institutional Research Office (CIRO)

Note: Beginning Fall 2005 the LL.M. program is included in the graduate headcount. In prior years it was included in the first-professional (Juris Doctor) headcount.

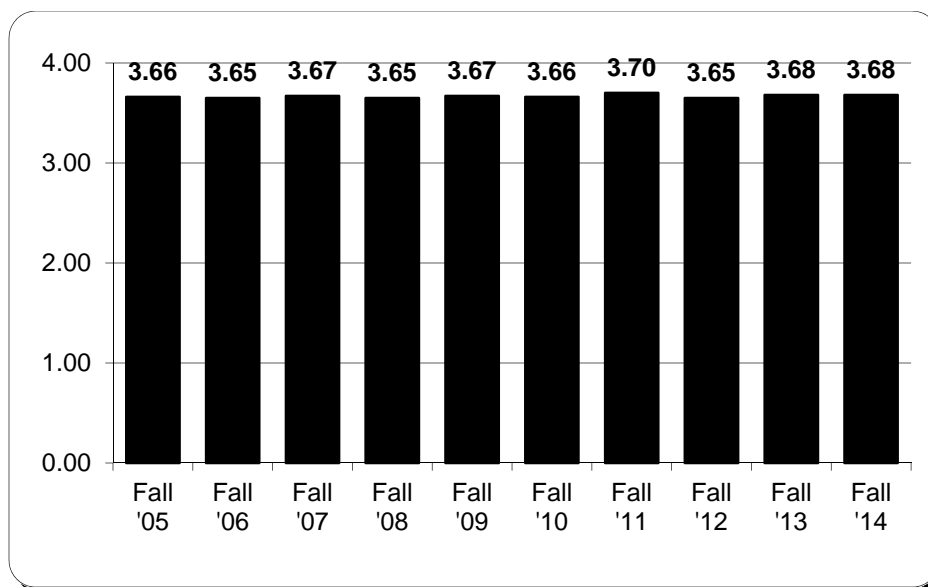
*Juris Doctor Headcount Enrollment*



Source: As reported to IPEDS, Fall Enrollment Survey.

Note: Beginning Fall 2005 the LL.M. program is included in the graduate headcount. In prior years it was included in the first-professional (Juris Doctor) headcount.

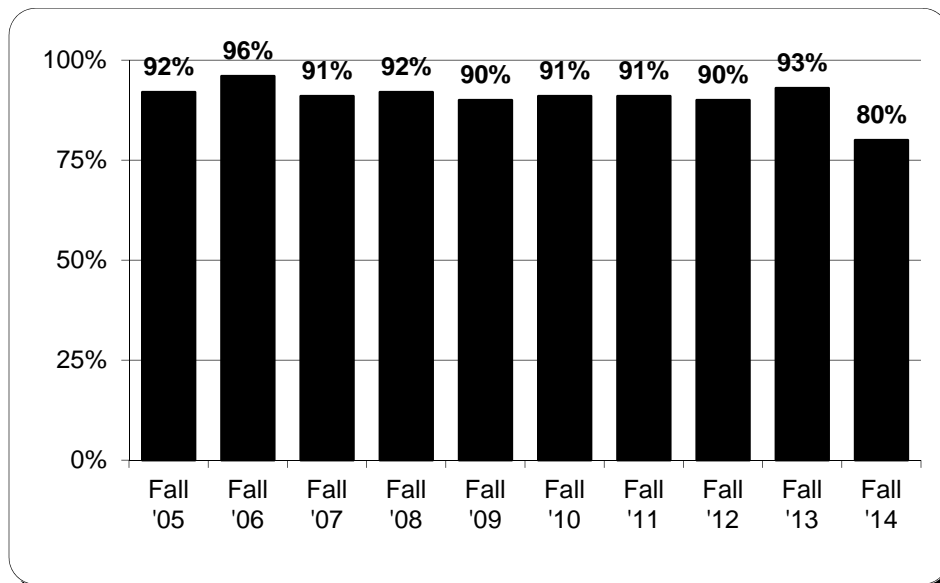
*Average High School GPA of New Freshmen*



Source: Chapman's Institutional Research Office (CIRO)

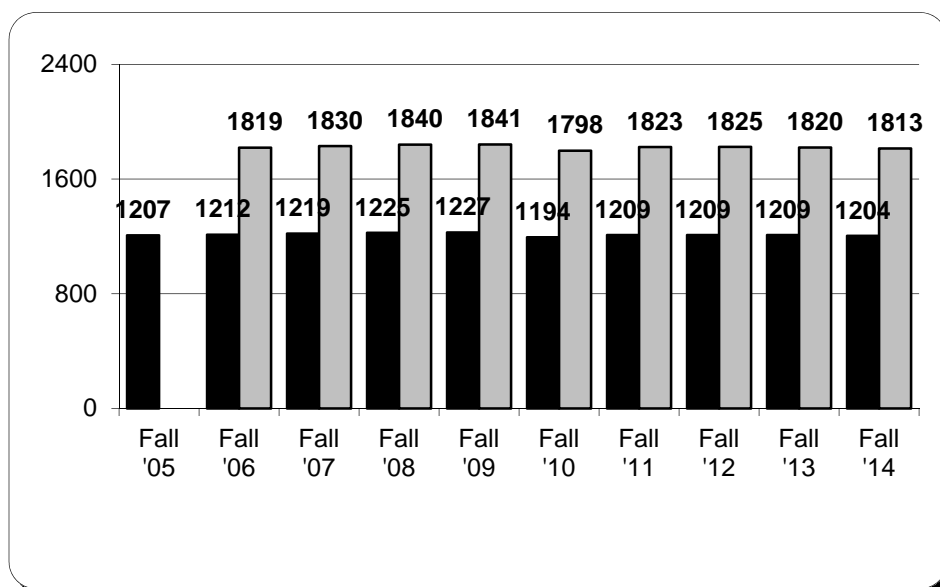
# TRENDS & GROWTH

## Percent of New Freshmen in Top 25% of Their Graduating Class



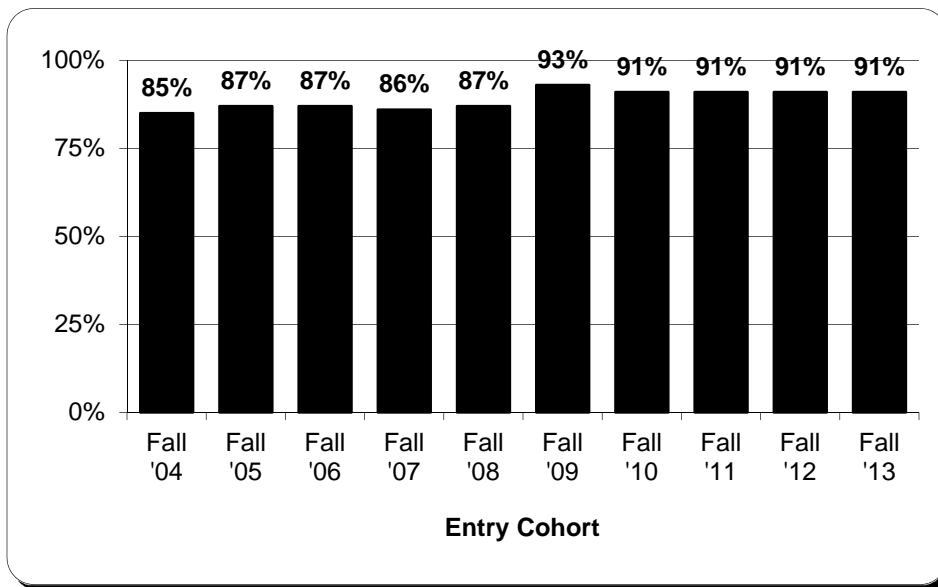
Source: Chapman's Institutional Research Office (CIRO)  
 Note: More complete data became available beginning Fall '14.

## Average SAT Score of New Freshmen



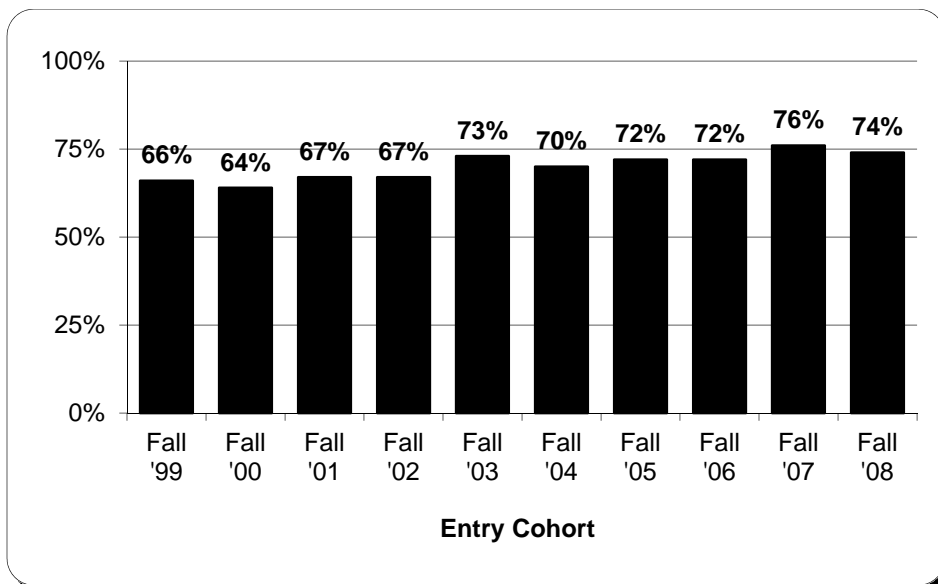
Source: Chapman's Institutional Research Office (CIRO)  
 Note: The method of calculation changed beginning Fall '10

*Fall-to-Fall Retention Rate of First-time Freshmen*



Source: As reported to IPEDS, Fall Enrollment Survey

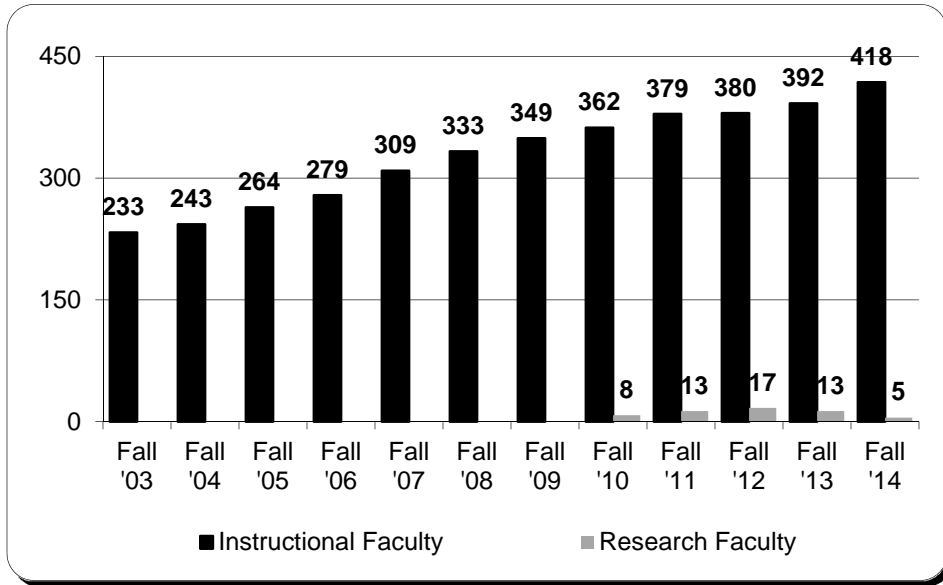
*Six-Year Graduation Rate of First-time Freshmen*



Source: As reported to IPEDS, Graduation Rate Survey

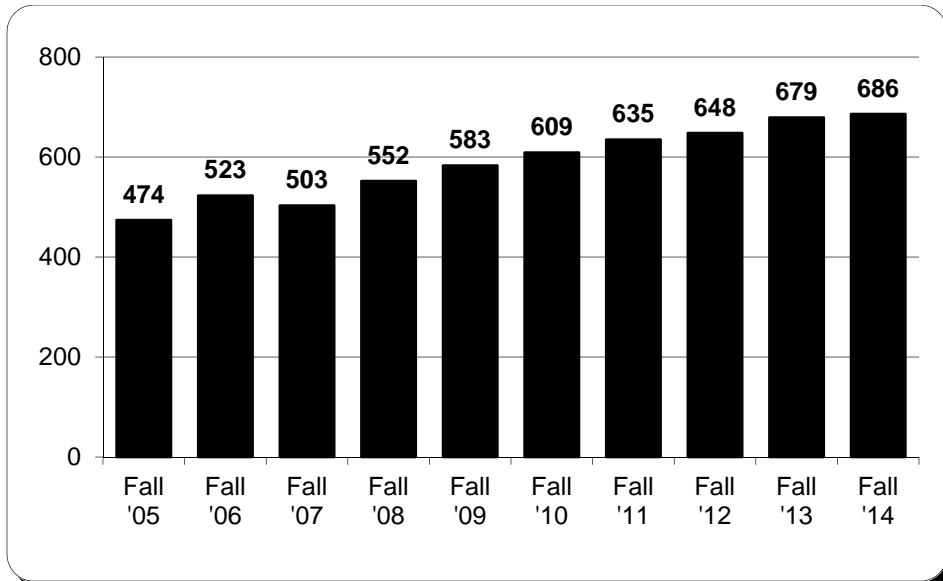
# TRENDS & GROWTH

## Full-Time Faculty Headcount



Source: Office of the Chancellor

## Full-Time Staff Headcount



Source: As reported to IPEDS, Human Resources Survey.



# Student Data

# NEW FRESHMAN PROFILE

## *Applicants, Admissions, and Enrollees (Domestic & International)*

|            | FALL 2014<br>FRESHMAN CLASS |       |        |
|------------|-----------------------------|-------|--------|
|            | Men                         | Women | Total  |
| Applicants | 4561                        | 7946  | 12,507 |
| Admissions | 2207                        | 3676  | 5883   |
| Enrollees  | 546                         | 876   | 1422   |

Source: Chapman's Institutional Research Office (CIRO)

## *Mean SAT and ACT Scores and GPA of Entering Freshmen*

|                            | FALL 2014<br>FRESHMAN CLASS |       |         |
|----------------------------|-----------------------------|-------|---------|
|                            | Men                         | Women | Overall |
| SAT Verbal                 | 603                         | 596   | 599     |
| SAT Math                   | 620                         | 596   | 605     |
| SAT Composite (1600 scale) | 1222                        | 1192  | 1204    |
| SAT Writing                | 606                         | 611   | 609     |
| SAT Composite (2400 scale) | 1829                        | 1803  | 1813    |
| % Submitting SAT scores    | 76                          | 75    | 76      |
| ACT English                | 28                          | 28    | 28      |
| ACT Math                   | 27                          | 26    | 26      |
| ACT Composite              | 27                          | 27    | 27      |
| % submitting ACT scores    | 48                          | 52    | 51      |
| High School GPA            | 3.61                        | 3.74  | 3.68    |

Source: Chapman's Institutional Research Office (CIRO)

## *Total Headcount Enrollment by Gender and Level*

|              | FALL 2014   |             |              |             |            |
|--------------|-------------|-------------|--------------|-------------|------------|
|              | Undergrad   | Graduate    | Juris Doctor | Total       | % of Total |
| Men          | 2537        | 537         | 238          | 3312        | 40.7%      |
| Women        | 3744        | 841         | 235          | 4820        | 59.3%      |
| <b>Total</b> | <b>6281</b> | <b>1378</b> | <b>473</b>   | <b>8132</b> |            |

*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2014).*

*Note: "Graduate" includes Doctor of Physical Therapy, LL.M., and Ph.D. students.*

## *Total Headcount Enrollment by Race/Ethnicity and Level*

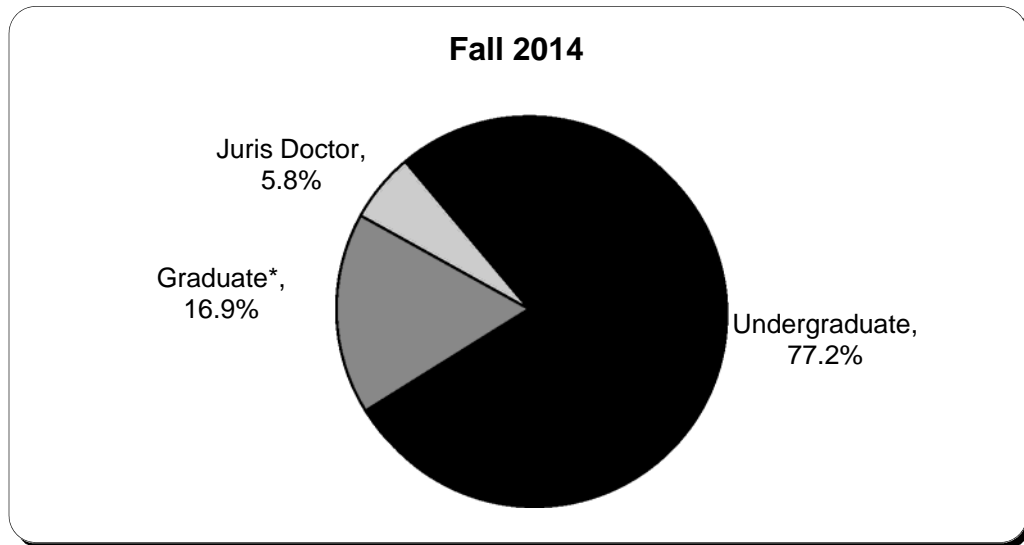
|                               | FALL 2014   |             |              |             |            |
|-------------------------------|-------------|-------------|--------------|-------------|------------|
|                               | Undergrad   | Graduate    | Juris Doctor | Total       | % of Total |
| Nonresident Alien             | 261         | 189         | 5            | 455         | 6%         |
| Hispanic/Latino               | 893         | 210         | 47           | 1150        | 14%        |
| American Indian/Alaska Native | 17          | 3           | 1            | 21          | <1%        |
| Asian                         | 641         | 163         | 85           | 889         | 11%        |
| Black/African American        | 85          | 40          | 1            | 126         | 2%         |
| Hawaiian/Pacific Islander     | 20          | 7           | 0            | 27          | <1%        |
| White                         | 3771        | 636         | 256          | 4663        | 57%        |
| Two or More Races             | 375         | 47          | 24           | 446         | 5%         |
| Race/Ethnicity unknown        | 218         | 83          | 54           | 355         | 4%         |
| <b>Total</b>                  | <b>6281</b> | <b>1391</b> | <b>473</b>   | <b>8132</b> |            |

*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2014).*

*Note: "Graduate" includes Doctor of Physical Therapy, LL.M., and Ph.D. students.*

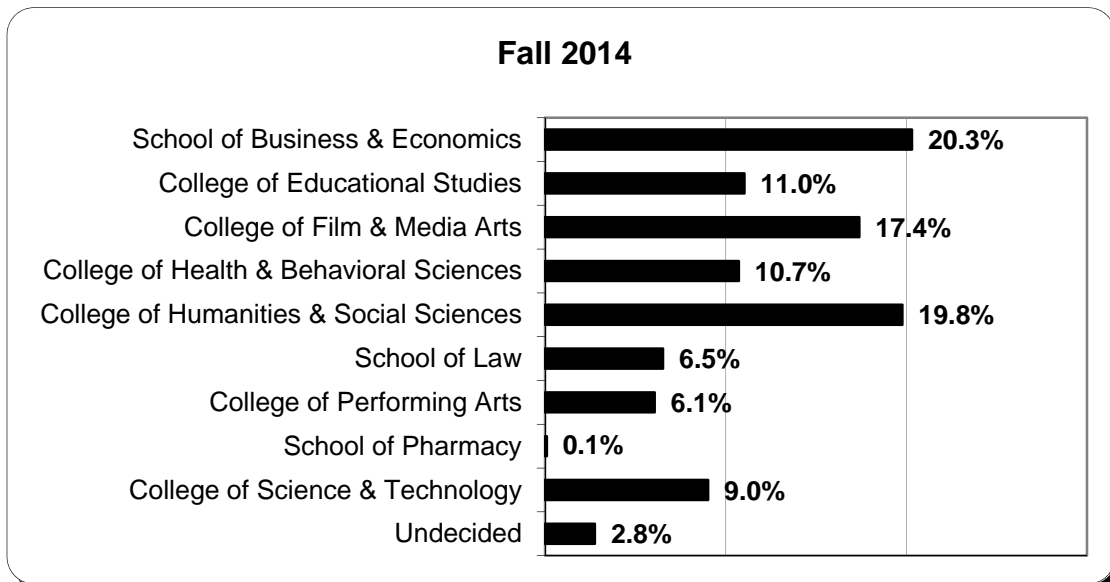
# ENROLLMENT

## Percent of Total Headcount Enrollment by Level



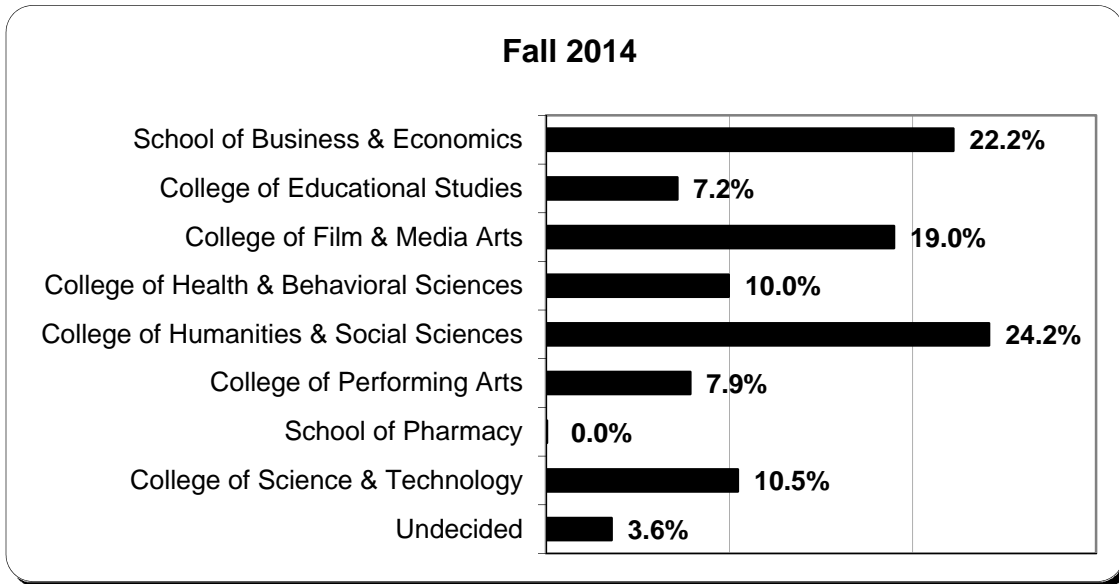
Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2014).  
 \* "Graduate" includes Doctor of Physical Therapy, LL.M., and Ph.D. students

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



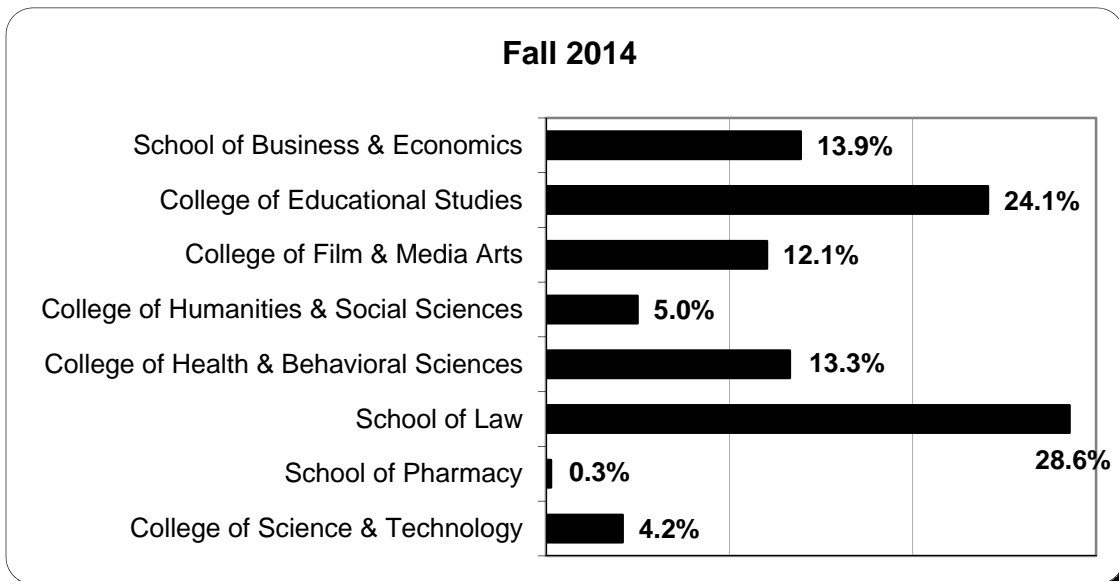
Source: Chapman's Institutional Research Office (census Fall 2014).

**Total Degree-Seeking Undergraduate Headcount Enrollment by School/College**



*Source: Chapman's Institutional Research Office (census Fall 2014).*

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



*Source: Chapman's Institutional Research Office (census Fall 2014).*

*Note: Table includes all masters- and doctoral-level students.*

# DEGREES AWARDED

## *Degrees Awarded by Level and School/Department*

| 2014-2015 Academic Year                 |                           |             |            |            |             |
|---|---------------------------|-------------|------------|------------|-------------|
| School/College                          | Department / Program      | UG          | GR         | Law        | Total       |
| School of Business & Economics          | On Campus                 | 358         | 103        | 0          | 461         |
|   | Prague Program            | 0           | 10         | 0          | 10          |
|   | <b>Total</b>              | <b>358</b>  | <b>113</b> | <b>0</b>   | <b>471</b>  |
| College of Educational Studies          | Athletic Training         | 35          | 0          | 0          | 35          |
|   | Education                 | 60          | 153        | 0          | 213         |
|   | <b>Total</b>              | <b>95</b>   | <b>153</b> | <b>0</b>   | <b>248</b>  |
| College of Film & Media Arts            | On Campus                 | 288         | 84         | 0          | 372         |
|   | Singapore Program         | 27          | 0          | 0          | 27          |
|   | <b>Total</b>              | <b>315</b>  | <b>84</b>  | <b>0</b>   | <b>399</b>  |
| College of Humanities & Social Sciences | Art                       | 45          | 0          | 0          | 45          |
|   | Communication Studies     | 170         | 10         | 0          | 180         |
|   | English                   | 43          | 27         | 0          | 70          |
|   | History                   | 24          | 0          | 0          | 24          |
|   | International Studies     | 0           | 15         | 0          | 15          |
|   | Languages                 | 8           | 0          | 0          | 8           |
|   | Peace Studies             | 17          | 0          | 0          | 17          |
|   | Philosophy                | 7           | 0          | 0          | 7           |
|   | Political Science         | 60          | 0          | 0          | 60          |
|   | Religious Studies         | 2           | 0          | 0          | 2           |
|   | Sociology                 | 25          | 0          | 0          | 25          |
| <b>Total</b>                            | <b>401</b>                | <b>52</b>   | <b>0</b>   | <b>453</b> |             |
| School of Law                           |                           | <b>0</b>    | <b>55</b>  | <b>132</b> | <b>187</b>  |
| College of Performing Arts              | Dance                     | 33          | 0          | 0          | 33          |
|   | Music                     | 28          | 0          | 0          | 28          |
|   | Theatre                   | 51          | 0          | 0          | 51          |
|   | <b>Total</b>              | <b>112</b>  | <b>0</b>   | <b>0</b>   | <b>112</b>  |
| College of Science & Technology         | Biological Sciences       | 47          | 0          | 0          | 47          |
|   | Chemistry                 | 20          | 0          | 0          | 20          |
|   | Earth & Environmental Sci | 9           | 0          | 0          | 9           |
|   | Food Science              | 0           | 22         | 0          | 22          |
|   | Math and Computer Sci     | 37          | 0          | 0          | 37          |
|   | Physics/Computational Sci | 4           | 12         | 0          | 15          |
|   | <b>Total</b>              | <b>117</b>  | <b>34</b>  | <b>0</b>   | <b>151</b>  |
| <b>Total</b>                            |                           | <b>1568</b> | <b>509</b> | <b>182</b> | <b>2259</b> |

Source: Chapman's Institutional Research Office (CIRO)

Note: "GR" includes Doctor of Physical Therapy, LL.M., and Ph.D. students.

Note: "Law" refers to Juris Doctor students.

Note: For double majors, counts are based on the school and department of the first/primary major.

# DEGREES AWARDED

## *Undergraduate Degrees Awarded by Major*

| <b>2014-2015 Academic Year</b> |                |                       |
|--------------------------------|----------------|-----------------------|
| <b>Major</b>                   | <b>Primary</b> | <b>2<sup>nd</sup></b> |
| Accounting                     | 54             |                       |
| Art                            | 6              | 1                     |
| Art History                    | 9              |                       |
| Athletic Training              | 19             |                       |
| Biochemistry                   | 1              |                       |
| Biochem. & Mol. Biol.          | 14             |                       |
| Biological Sciences            | 47             |                       |
| Business Administration        | 259            | 38                    |
| Chemistry                      | 5              |                       |
| Communication Studies          | 131            | 2                     |
| Composition                    | 1              |                       |
| Computer Info Systems          | 6              | 2                     |
| Computer Science               | 11             |                       |
| Creative Producing             | 66             |                       |
| Creative Writing               | 21             | 1                     |
| Dance                          | 11             | 1                     |
| Dance Performance              | 22             |                       |
| Digital Arts                   | 31             |                       |
| Digital Journalism             | 0              | 1                     |
| Economics                      | 45             | 6                     |
| English                        | 22             | 4                     |
| Env. Science & Policy          | 9              | 1                     |
| Film Production                | 63             |                       |
| Film Studies                   | 13             |                       |
| French                         | 3              | 7                     |
| Graphic Design                 | 29             |                       |
| Health Sciences                | 48             |                       |
| History                        | 24             | 4                     |
| Holistic Health                | 0              | 1                     |

*Source: Chapman's Institutional Research Office*

| <b>2014-2015 Academic Year</b> |                |                       |
|--------------------------------|----------------|-----------------------|
| <b>Major</b>                   | <b>Primary</b> | <b>2<sup>nd</sup></b> |
| Integrated Educ. Studies       | 59             |                       |
| Kinesiological Studies         | 1              |                       |
| Kinesiology                    | 15             |                       |
| Legal Studies                  | 1              |                       |
| Mathematics                    | 20             |                       |
| Multimedia Design              | 1              |                       |
| Music                          | 4              |                       |
| Music Education                | 3              | 2                     |
| Music Performance              | 20             |                       |
| Nutritional Science            | 1              |                       |
| Peace Studies                  | 17             | 2                     |
| Philosophy                     | 7              | 5                     |
| Physics/Computational Sci.     | 3              |                       |
| Political Science              | 59             | 6                     |
| Psychology                     | 121            | 2                     |
| Public Relations/Advertising   | 62             | 5                     |
| Religious Studies              | 2              |                       |
| Screen Acting                  | 16             |                       |
| Screenwriting                  | 31             | 2                     |
| Sociology                      | 25             | 4                     |
| Spanish                        | 5              | 5                     |
| STEM                           | 1              |                       |
| Strategic & Corporate Comm.    | 39             |                       |
| Television Broadcast Jrnlsn    | 44             |                       |
| Theatre                        | 23             | 3                     |
| Theatre Performance            | 12             | 1                     |
| TV Writing/Production          | 5              |                       |
| Writing/Des of Vid Games       | 1              |                       |

*Note: The Creative Producing major includes students from both on-campus and international programs.*

# DEGREES AWARDED

## *Graduate Degrees Awarded by Major*

| 2014-2015 Academic Year            |           |
|------------------------------------|-----------|
| Degree Program                     | Graduates |
| Accounting                         | 1         |
| Business Administration (MBA)      | 94        |
| Counseling (School)                | 17        |
| Comm. Sciences & Disorders         | 30        |
| Computational Science (MS)         | 4         |
| Computational Science (Ph.D.)      | 1         |
| Computational/Data Science (MS)    | 3         |
| Creative Writing                   | 18        |
| Doctor of Physical Therapy         | 50        |
| Economic System Design             | 6         |
| Education (MA)                     | 1         |
| Education (Ph.D.)                  | 12        |
| Educational Psychology             | 24        |
| English                            | 9         |
| Executive MBA                      | 12        |
| Film & Television Producing        | 15        |
| Film Production                    | 38        |
| Film Studies                       | 9         |
| Food Science                       | 22        |
| Hazards, Global & Env. Change      | 4         |
| Health and Strategic Communication | 10        |
| International Studies              | 15        |
| Leadership Development             | 24        |
| Marriage and Family Therapy        | 18        |
| Production Design                  | 6         |
| School Psychology                  | 20        |
| Screenwriting                      | 16        |
| Special Education                  | 15        |
| Teaching                           | 10        |
| Juris Doctor                       | 132       |
| LL.M. in Business Law              | 26        |
| LL.M. in Entertainment Law         | 2         |
| LL.M. in General Law               | 11        |
| LL.M. in Int'l & Comp. Law         | 8         |
| LL.M. in Taxation                  | 7         |
| LL.M. in Trial Advocacy            | 1         |

*Source: Chapman's Institutional Research Office (CIRO)*

*Note: The MBA program includes students from both on-campus and international programs.*



# Faculty & Staff Data

# FACULTY DATA

## *Full-Time Instructional Faculty by Gender*

| FALL 2014    |            |            |
|--------------|------------|------------|
| Gender       | N          | % of Total |
| Men          | 252        | 60%        |
| Women        | 166        | 40%        |
| <b>Total</b> | <b>418</b> |            |

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

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

| FALL 2014                     |            |            |
|-------------------------------|------------|------------|
| Race/Ethnicity                | N          | % of Total |
| Nonresident Alien             | 16         | 4%         |
| Hispanic/Latino               | 15         | 4%         |
| American Indian/Alaska Native | 1          | <1%        |
| Asian                         | 26         | 6%         |
| Black/African American        | 9          | 2%         |
| Hawaiian/Pacific Islander     | 0          | 0%         |
| White                         | 275        | 66%        |
| Two or More Races             | 2          | <1%        |
| Race/Ethnicity unknown        | 74         | 18%        |
| <b>Total</b>                  | <b>418</b> |            |

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

*Full-Time Staff by Gender and Classification*

| FALL 2014    |            |            |
|--------------|------------|------------|
| Gender       | N          | % of Total |
| Men          | 290        | 42%        |
| Women        | 396        | 56%        |
| <b>Total</b> | <b>686</b> |            |

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

| FALL 2014                     |            |            |
|-------------------------------|------------|------------|
| Race/Ethnicity                | N          | % of Total |
| Nonresident Alien             | 3          | <1%        |
| Hispanic/Latino               | 87         | 13%        |
| American Indian/Alaska Native | 4          | 1%         |
| Asian                         | 57         | 8%         |
| Black/African American        | 16         | 2%         |
| Hawaiian/Pacific Islander     | 9          | 1%         |
| White                         | 341        | 50%        |
| Two or More Races             | 17         | 2%         |
| Race/Ethnicity unknown        | 152        | 22%        |
| <b>Total</b>                  | <b>686</b> |            |

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