



# Chapman University

**Fact Book**

**2005 – 2006**





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**2005 – 2006**

**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/provost/ciro>

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# **A Profile of Chapman University**

## *University Officers*

### **University Presidents**

James B. Martin	1863-1875
Benjamin H. Smith	1875-1878
Allen M. Elston	1878-1892
Henry D. McAneney	1892-1912
Arthur C. Braden	1922-1929
Cecil F. Cheverton	1929-1941
George N. Reeves	1942-1956
J.E. Wilkinson (Acting)	1956-1957
John L. Davis	1957-1971
Donald C. Kleckner	1971-1975
Davis Chamberlin (Acting)	1976-1977
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, Provost and Executive Vice President for Academic Affairs  
Mr. Gary Brahm, Executive Vice President and COO  
Dr. Joseph Kertes, Vice President and Dean of Students  
Ms. Saskia Knight, Vice President and Dean for Enrollment Services  
Ms. Sheryl A. Bourgeois, Vice President for University Advancement  
Mr. Parham H. Williams, Jr., Vice President and Dean of the School of Law  
Dr. Janna Bersi, Vice President of Finance and Chief Financial Officer  
Dr. David Fite, Associate Provost for Institutional Planning and Assessment  
Dr. Jeanne Gunner, Associate Provost for Academic Programs  
Dr. Raymond Sfeir, Associate Provost for Academic Affairs  
Dr. Ellen Curtis-Pierce, Assistant Provost for Teacher Education  
Ms. Amy Friedli, Assistant Provost  
Ms. Charlene Baldwin, Dean of the Leatherby Libraries  
Dr. Ronald L. Farmer, Dean of the Wallace All Faiths Chapel

### **Academic Deans**

Dr. Arthur Kraft, Dean, George L. Argyros School of Business and Economics  
Dr. Myron Yeager, Dean, School of Arts and Communication  
Dr. Donald N. Cardinal, Dean, School of Education  
Mr. Robert Bassett, Dean, Lawrence & Kristina Dodge College of Film and Media Arts  
Mr. Parham Williams, Dean, School of Law and Donald P. Kennedy Chair  
Dr. William Hall, Dean, School of Music and Berteau Chair  
Dr. Roberta Lessor, Dean, Wilkinson College of Letters and Sciences  
Dr. Karen Graham, Dean, University College

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

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 Mr. Doy B. Henley, Executive Vice Chairman  
 Mr. Paul Folino, Vice Chairman  
 Mr. Donald P. Kennedy, Vice Chairman  
 Ms. Marion Knott, Secretary  
 Ms. Lynn Hirsch Booth, Assistant Secretary

**Trustees**

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 Zelma M. Allred  
 The Honorable George L. Argyros '59  
 Nancy L. Baldwin  
 Raj S. Bhathal  
 Phillip H. Case  
 Scott Chapman  
 Arlene R. Craig  
 J. Ben Crowell  
 Kristina Dodge  
 Michael K. Hayde  
 Brig. Gen. David C. Henley  
 Roger C. Hobbs  
 Sarah Caton Hogan  
 Bill K. Hood  
 David A. Janes, Sr.  
 Mark Chapin Johnson '05  
 Joann Leatherby  
 Hadi Makarechian  
 Charles D. Martin  
 James Mazzo  
 Randall McCardle '58  
 Paul Musco  
 Cecilia Presley  
 Harry S. Rinker  
 Barry Rodgers  
 James B. Roszak  
 The Honorable Ed Royce  
 The Honorable Loretta L. Sanchez '82  
 Richard R. Schmid  
 Dr. Allen Sessoms

Dr. Ronald E. Soderling  
R. David Threshie  
Daniel D. Villanueva  
Dr. Karen R. Wilkinson '69  
David W. Wilson

## **Ex Officio Trustees**

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Dr. H. Ben Bohren, Jr.  
Dr. James L. Doti  
H. Ross Escalette  
Rebecca Hall '96  
Adam J. Riffe '95  
Don W. Shelton  
Rev. Stanley D. Smith '67  
Denny Williams

## **Trustee Emeriti**

Richard Berteau  
C. Stanley Chapman, Jr.  
John C. Crean  
Leslie N. Duryea  
Robert A. Elliott  
Dr. Thomas J. Liggett  
Jack B. Lindquist  
Gloria H. Peterson '40  
Dr. Dennis B. Savage

## ***President's Cabinet***

Heidi Cortese-Sherman  
Lawrence K. Dodge  
Douglas K. Freeman  
Robert Gray  
Gavin Herbert  
General William Lyon  
Susan Samuelli  
Ralph Stern  
Roger O. Walther

***Board of Governors*****Officers**

H. Ross Escalette, Chairman  
 Marta Bhathal, Vice Chairman  
 Douglas E. Willits '72, Secretary

**Governors**

Marilyn Alexander  
 Kathleen A. Bronstein  
 James P. Burra  
 Jerome W. Cwiertnia  
 Judith A. Garfi-Partridge  
 Marion Halfacre  
 Lydia Wang Himes  
 Gary W. Kalbach  
 Sue Kint  
 Dennis Kuhl  
 Stephen M. Lavin '88  
 Michael Lefkowitz  
 Kenneth D. Lineberger '87  
 Jean H. Macino  
 Paul Makarechian  
 Jerry E. Mandel  
 Richard D. Marconi  
 Melinda M. Masson  
 Dr. Jerrel T. Richards  
 Matthew F. Schafnitz  
 Gary H. Schoenfeld  
 Ralph L. Tomlinson, Jr.

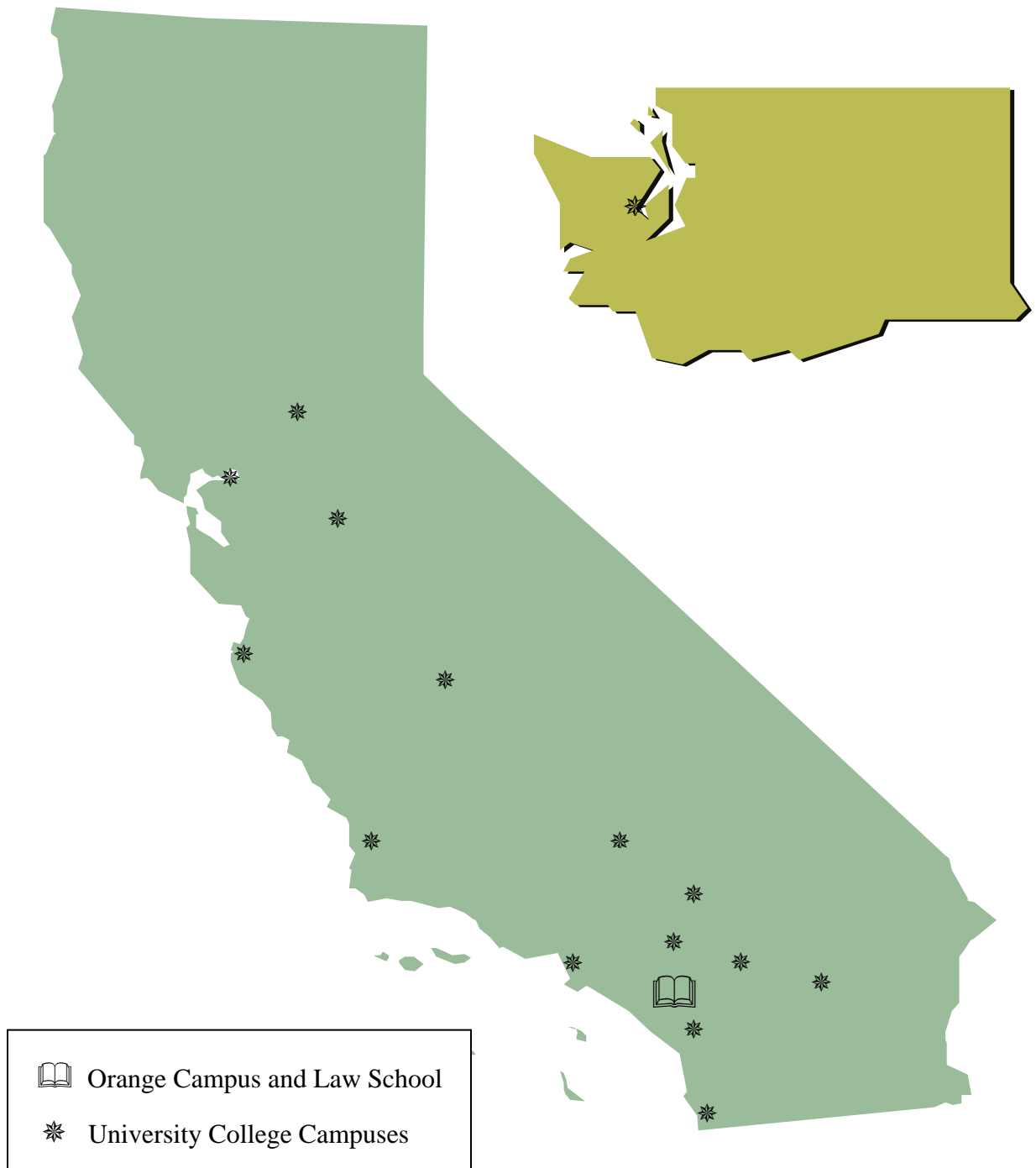
**Governors Emeriti**

Donald A. Bushenfield  
 Gary E. Liebl

**Ex-Officio Governors**

James L. Doti  
 Sheryl A. Bourgeois

## *Locations*



**Orange Campus & Law School:** Orange, CA

**University College Campuses:**

**Antelope Valley**

*Edwards AFB*

**Bay Area**

*Concord*

*Fairfield*

*Travis AFB*

**Coachella Valley**

*Twenty-Nine Palms MCAGCC*

**Irvine**

**Los Angeles / Manhattan Beach**

**Modesto**

**Monterey**

**Moreno Valley**

**Ontario**

**Sacramento Valley**

*Folsom*

*Roseville*

*Yuba City*

**San Diego**

**Santa Maria**

**South San Joaquin Valley**

*Hanford*

*Lemoore NAS*

*Visalia*

**Victor Valley**

**Washington**

*Bangor NSB*

*Ft. Lewis*

*McChord AFB*

*Whidbey Island NAS*

## *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 towards developing the whole person: the intellectual, physical, social, and spiritual dimensions of life.

## *History*

Founded in 1861, Chapman University is recognized for its liberal arts core, 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 one of *The Princeton Review's* "Best Colleges" for 2005-2006. The university is comprised of eight schools and colleges: the George L. Argyros School of Business and Economics, Lawrence and Kristina Dodge College of Film and Media Arts, School of Arts and Communication, School of Education, School of Law, School of Music, Wilkinson College of Letters & Sciences, and University College.

Chapman University traces its roots to Hesperian College in Woodland, California, 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, further strengthening its prestige and its commitment to international education, an innovative undergraduate curriculum, and distinguished graduate programs. The 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.
- 2001 College of Lifelong Learning becomes Chapman University College.
- 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; ground broken on Knott Studios complex.  
Chapman celebrates 50 years in Orange County.  
Four new buildings—the Leatherby Libraries, Fish Interfaith Center/Wallace All-Faiths Chapel, Oliphant Hall, and a new residence hall—open on campus.

## *Core Values*

As an institution of higher learning approaching its 150<sup>th</sup> year, 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. Much of our overarching philosophy is reflected in the fact that the university has adopted the life and words of Albert Schweitzer as our “guiding spirit.” Schweitzer is recognized on campus by the bust in front of Argyros Forum as well as by the graceful Schweitzer Mall that links one end of the campus to the other, where meditation areas offer quotations from Schweitzer’s writings as a reminder of his humanitarian ideals. The work of the Albert Schweitzer Institute and the university’s collection of Schweitzer artifacts support this linkage between the values of Chapman University and those of Albert Schweitzer.

### **Personalized education**

The heritage of Chapman University is centered on offering *personalized education*. Such an education involves *caring for the whole person*. This means that each individual is valued as unique and important, and the whole person is developed, not simply his or her intellect. We also recognize that personalized education requires *instilling a strong sense of community*, a sense that one belongs to a wider circle of people with whom one shares common experiences, interests and values. Our concept of personalized education is also intimately tied to the belief that it involves *engendering a lifelong passion for learning*.

### **Spiritual growth and moral education**

As an institution, Chapman University draws strength from its denominational origin and affiliation with the Christian Church (*Disciples of Christ*); thus a Chapman education is dedicated to openly affirming diverse ethical and religious perspectives. We are proud to call ourselves a value-centered institution, meaning that we place the exploration of values at the center of thinking and learning. We do not prescribe values, but we do encourage all students to reflect on their personal values and think about the values of others. Because we believe that the life of the mind embraces an individual’s spiritual growth and moral education, we also draw upon the *traditions of peace and social justice* that are rooted in Disciples teaching. We encourage *a commitment to service and volunteerism* among all members of the Chapman community at the same time that we *encourage students to become ethical and responsible citizens*.

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

Although Chapman offers a wide variety of educational programs, including professional education and adult and distance learning 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 *explore and appreciate diversity of thought and experience* and to *develop a global understanding* that will serve them well in our interconnected society.

## *Chapman Commitments*

In support of our mission and values, Chapman has developed an academic vision and planning process 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—faculty who connect active scholarship and creative activity with teaching and learning—are central to a Chapman education. Equally important is the highly developed sense of community found at Chapman—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 friendships and shared interests born at Chapman.

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

Faculty who are committed to defining and assessing learning outcomes connect teaching and learning. Through such self-reflection we consider how a Chapman education expresses the university's values and how we can best serve our students. We believe we must constantly challenge ourselves to improve educational effectiveness. Faculty are expected to stretch in their scholarship and creative activities as they continue to refine their teaching methods. A campuswide commitment to increasing our knowledge and use of technology in both teaching and learning is an important component of this work.

### **A commitment to selectivity and diversity**

As an institution, Chapman is committed to the twin values of academic selectivity and the diversity of our campus population. Without sacrificing the university's emphasis on the academic quality of our incoming students, we are also committed to creating educational opportunity for a wide range of students through opportunities such as the Thurgood Marshall Scholarship program. Our commitment to diversity extends to recruiting, hiring and academic planning. We offer a wide range of courses that address multicultural issues and help students develop a global perspective.

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

Chapman University offers a balance of liberal arts and professional programs in 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 must take 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.

## *Characteristics of a Chapman Orange Campus Undergraduate*

Chapman's general education is designed to focus student learning so that each graduate is known for the depth and breadth of his or her education according to the following principles:

### **Skills**

1. A Chapman graduate should be able to reason, write and speak clearly and effectively.
2. A Chapman graduate should be competent in at least one other language besides English.
3. A Chapman graduate should be competent in mathematics and quantitative reasoning.
4. A Chapman graduate should be competent in the use of current technology to access, organize, and analyze information.

### **Values**

5. A Chapman graduate should understand fundamental issues in ethics and morality, and be able to use ethical analysis and moral reasoning in the pursuit of a more just and humane world.

### **Knowledge**

6. A Chapman graduate should understand the historical, philosophical, and political wellsprings of contemporary American society.
7. A Chapman graduate should understand other cultures in order to contribute to a world where societies with different or divergent values and perspectives increasingly come into contact.
8. A Chapman graduate should have knowledge of the fine and performing arts, and an awareness of the creative process.
9. A Chapman graduate should have a broad familiarity with literature and the other humanities.
10. A Chapman graduate should understand the concepts and analytic techniques of modern social science.
11. A Chapman graduate should understand the fundamental processes of nature, and be acquainted with the methodologies of science by which humankind has come to understand these processes.
12. A Chapman graduate should possess advanced and current knowledge of a major field or discipline.
13. A Chapman graduate should understand the interdependence of disciplines, particularly the connections between a chosen major and those areas of study encountered in the core curriculum and electives.

## *Graduate Programs*

Graduate study offers students the opportunity to pursue a broader and deeper knowledge of their disciplines as part of Chapman's commitment to encouraging a lifelong passion for learning. Graduate students are invited to join faculty as co-learners in study and research that stimulate the individual and expand the boundaries of knowledge.

Graduate students are expected to show persistence, maturity, the capacity for growth, and a commitment to the life of the mind. Master's degree programs prepare students for doctoral study as well as for advancement in selected professional careers.

Chapman's distinctive graduate studies programs are designed to facilitate a high quality education built on student access—access to faculty, resources, internships and classes. Small classes guarantee access and personal guidance from faculty members who are well-respected teachers and professionals in their fields of endeavor. By working side-by-side with faculty on research and other projects, students learn more about their fields of study and can explore their personal interests within those fields.

Access to internships in most programs encourages students to test theory through invaluable on-the-job experience, further building student self-confidence and developing skills and applied knowledge.

Classes offered in the late afternoon and early evenings are designed to enhance accessibility for students who continue working in their full-time professions.

## *Schools and Colleges*

### **School of Arts and Communication**

The School of Arts and Communication offers degree programs in four departments: Art, Communication Studies, Dance, and Theatre. United by a common interest in the creative process and the way we share concepts and ideas, the School of Arts and Communication provides programs and activities that enable students to develop their intellectual and creative abilities.

Students in the Department of Art, with its programs in art, art history, studio art, and graphic design, develop creative, analytical, and technical skills necessary for a successful career in the arts. The Guggenheim Gallery, which provides students opportunities to showcase their work in juried exhibitions, also hosts regular exhibitions of works by noted professional artists. Students in Communication Studies are encouraged to examine how the ways in which we communicate shape how we think, interact, and learn as individuals and as participants in social and organizational activities. Award-winning forensics teams offer students the means to compete in regional and national tournaments in such areas as speech, debate, mock trial, and readers' theatre. In addition, students may learn media realities through Chapman Radio, also sponsored by the department. Students in the Department of Dance and the Department of Theatre develop performance and technical skills in a liberal arts context. Students majoring in dance showcase their talent and professional development through both faculty and student choreographed dance concerts in a variety of venues. Performances in regional and national festivals have earned the department national recognition. Students majoring in theatre develop technical skills and performance talent through four mainstage productions annually and a variety of student directed productions. Both faculty and student productions have earned regional and national awards. In addition, students may audition to participate in Shakespeare Orange County, the department's resident professional Shakespeare Company. Each fall students from the Department of Theatre and the Department of Dance perform in the University's premier gala, American Celebration, produced by the School of Arts and Communication in collaboration with the School of Music.

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

Chapman's AACSB-accredited Argyros School of Business and Economics offers an MBA and Executive MBA along with broad-based undergraduate degrees in business administration, accounting, and economics. The Argyros School distinguishes itself by providing students, alumni, and business with unmatched access to exceptional teachers and a network of top executives in one of the nation's most dynamic business communities.

The George L. Argyros School of Business and Economics prepares individuals and organizations to achieve their intellectual and professional goals stressing teamwork within a multidisciplinary framework to solve problems. The emphasis is on teaching and outreach reinforced through basic and applied research from a dedicated faculty of teachers and scholars committed to excellence.

Students are challenged in academic programs that stress economics and the functional areas of business reinforced by analytical and behavioral skills within a pragmatic framework. Entrepreneurship and ethics as well as written and oral communication skills are integrated throughout the curriculum along with elements of international business. Programs stress career development and a positive learning environment along with leadership, creativity, and critical thinking. The School provides numerous opportunities for experiential learning through internships, study abroad, and travel courses to such locations as China, Hong Kong, Vietnam, Czech Republic, Washington D.C., and New York City.

The A. Gary Anderson Center for Economic Research, 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 A. Gary Anderson Center for Economic Research, under the leadership of Dr. Esmael Adibi, presents the annual Economic Forecast Conference, which draws nearly 1,000 prominent businesspeople to campus to hear nationally recognized economist Dr. James Doti present his innovative regional forecast. These research results have been quoted in *The Wall Street Journal*, *Business Week*, *Newsweek*, *The New York Times*, *Time Magazine*, *Christian Science Monitor*, and *U.S.A. Today*.

### **School of Education**

Chapman provides a distinctively holistic approach to developing educators as leaders in today's schools as teachers, specialists, counselors, psychologists and administrators. Programs are service-oriented, consciously aiming to prepare our students to work with the children and youth of varied cultural backgrounds, economic levels, and value orientations that are found in contemporary California. The School of Education currently offers undergraduate and credential programs, Master's, and specialist degrees and beginning Fall 2007 will offer the Ph.D. degree.

The faculty believe that it is important that future teachers feel capable of, and committed to, making a constructive contribution to the improvement of the educational system, and that they are equipped with the skills and knowledge needed to do so. Chapman students are taught to think critically about the social forces that influence schooling and the role that schools play in the creation and perpetuation of educational inequity, so that they may act in a socially just manner both in the classroom and beyond.

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

The nationally recognized Dodge College of Film and Media Arts offers undergraduate and graduate degrees leading to careers in the dynamic worlds of film and television, broadcast journalism, and public relations and advertising. Students 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" so that they can launch their careers.

Students work in the 76,000-square-foot Marion Knott Studios, a professional-level facility that includes sound stages, and stages for cinematography, broadcast journalism and television, foley, Dolby surround mixing, green screen, 500-seat digital cinema with 35mm projection, and all-digital post-production graphics and digital post-production labs.

During the spring semester, the 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 Entertainment Arts Forum class, followed by a question and answer session. Filmmakers-in-Residence have included directors Arthur Hiller (*Love Story*, *Hospital*), Mark Rydell (*On Golden Pond*, *Cinderella Liberty*), Daniel Petrie Sr. (*A Raisin in the Sun*, *Fort Apache: The Bronx*), John Badham (*Saturday Night Fever*, *War Games*), 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*); writer/editor Bob Jones (*Being There*, *Shampoo*) and Oscar-winning writer and director David Ward (*The Sting*, *Major League*).

Outreach programs include *First Cut*, the annual screening of student work in Hollywood, and the publication of *Killer Scripts*, a summary of top scripts submitted to industry agents and production companies to showcase student work. Internships are available at the major studios, production companies, television stations, and PR and advertising agencies.

## **School of Law**

Established in 1995 and accredited by the American Bar Association in 2002, the Chapman University School of Law offers exceptional programs in its \$30-million, state-of-the-art Kennedy Hall on Chapman's Orange campus. The School of Law'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 sports facilities, extensive student services, and access to the main library and other research resources.



The School of Law 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 law school has a faculty of 37, many with teaching experience at other ABA-accredited law schools; a law library with more than 280,000 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. At the graduate level, legal practitioners may earn the LL.M. degree in Taxation.

The School of Law 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 Ninth Circuit Appellate Advocacy Clinic, the United States Tax Court Clinic, and the Low-Income Taxpayer Clinic. The Elder Law Clinic is housed in the new Alona Cortese Elder Law Center located a block from Kennedy Hall.

The Claremont Institute Center for Constitutional Jurisprudence, under the direction of Professor John Eastman, provides students an opportunity to earn credit by assisting Professor Eastman with the Center's ongoing trial and appellate litigation. Students conduct research, draft discovery, prepare draft summary judgment motions and appellate briefs, and attend hearings.

### **School of Music**

The School of Music, accredited by the National Association of Schools of Music, is an internationally known program that draws instrumental and choral performance students from around the country. With an emphasis on personal instruction, the school offers a conservatory-style environment. Performances by Chapman musical groups are much in demand. The school 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 philanthropic vision of Toni Oliphant has assured that our stellar students have a state-of-the-art home. Oliphant Hall, a recent 24,000 square-foot addition to the School of Music complex that opened in Fall 2004, is a visionary design that incorporates the latest technology in music education, linking all instructional, performance, and recording areas, as well as faculty offices and studios. With this sophisticated linkage, the School of Music will be able to record classes, rehearsals, and concerts with a flexibility and technical clarity that is not available in other area schools. Thus, students will benefit from dynamic music pedagogy that weds the best in personalized education with cutting-edge technology.

Chapman's orchestral and choral performance groups have toured the nation and the world. The University Choir is in regular performances with the Los Angeles Philharmonic and the Hollywood Bowl Orchestras.

## **Wilkinson College of Letters and Sciences**

Wilkinson College of Letters and Sciences was the first college at Chapman University, and our programs follow the longest established tradition in higher education, the liberal arts. Wilkinson College builds on higher education's 19th-century emphasis on practical skills and on the 20th-century commitments to accessibility, social consciousness, and a responsive, relevant curriculum. As we begin the 21st century, Wilkinson College advances these traditions through a liberal education that is grounded in the values of stewardship, community, and service—the ethical legacy of Chapman's founders.

Wilkinson College faculty teach the majority of courses in Chapman's general education program and in exceptional undergraduate degree programs in the biological sciences, English and comparative literature, chemistry, computer science, history, languages, leadership and organization studies, mathematics, peace studies, philosophy, political science, psychology, religious studies, and sociology. Wilkinson College is home to the University Honors Program, an academic minor. Wilkinson College students excel in impressive graduate programs, including the Doctor of Physical Therapy, the master's programs in English and Creative Writing, the Master of Science in Food Science, and the Master of Arts in Marriage and Family Therapy.

With a strong commitment to fostering lifelong learning, Wilkinson College offers educational opportunities that benefit audiences beyond the Chapman community. The college welcomes Southern California participants to its many lecture series addressing topical social and political issues, and to the Rodgers Center for Holocaust Education, the Sala and Aron Samuelli Holocaust Memorial Library, and the Albert Schweitzer Institute. Wilkinson College students also expand their knowledge of the world and their understanding of themselves through participation in the Model UN program, study abroad, and internship experiences—in Washington, DC, and locally—in disciplines including biology, English and journalism, history, political science, psychology, and sociology among others.

Students in Wilkinson College join an intellectual community comprised of scholar-teachers who engage their students through critical and creative thinking and encourage their collaborative research with faculty. Beginning with hands-on experience in the field and in laboratories, 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 published in national journals.

Wilkinson is home to the Henley Social Sciences Research Laboratory, which provides students with the opportunity to master the methods of survey research and conduct inquiries on social issues of concern to government agencies, non-profits, political campaigns, community and private organizations, and the media. Wilkinson students apply their developing academic knowledge to real-world experiences through community service, in such diverse settings as the Second Harvest Food Bank, community park cleanup, mediation services, psychological counseling centers, shelters, group homes, crises centers, public and private schools, and the Incredible Edible Food Park, among others.

In the diverse programs that comprise Wilkinson College, students begin living their future before they graduate. In the Wilkinson College tradition, that means students learn how to make a difference in the world around them. Through the guidance of committed faculty, students are encouraged to think critically and creatively in their pursuit of knowledge; to act wisely and compassionately in their interactions with others; and to work for the well-being of the diverse global community in which they live.

### **Chapman University College**

University College of Chapman University was established to provide local community access to quality education for adult learners. In recognition of the population it serves, University College is affiliated with the Council for Adult & Experiential Learning (CAEL), a national organization with which most of the prestigious higher education institutions serving adult students are affiliated. University College applies CAEL standards to all its programs, processes, and services.

The first adult program began at El Toro Marine Air Station in 1958 and soon other branches of the military requested degree programs for all military personnel. Chapman University College currently serves over 11,000 students per year in 27 locations throughout California and Washington. The majority of campuses are now community-based, but the University does maintain a presence on nine military bases. Chapman University College offers a total of 15 undergraduate degree programs and 24 graduate degree programs.

University College offers accelerated schedules with new terms that start every 10 weeks on a year-round basis. Classes are offered in the evenings or late afternoons. In addition, selected courses in all programs are offered in an online format. Qualified full-time, core and adjunct faculty serve student needs in a variety of undergraduate, graduate and credential programs. Each campus maintains a full-time professional staff that provides students with assistance in admissions, financial aid, course planning, and advising.

## *Academic Programs*

### **School of Arts and Communication**

#### *Department of Art*

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

#### *Department of Communication Studies*

B.A. in Communication Studies

#### *Department of Theatre and Dance*

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

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

B.A. in Economics  
B.S. in Accounting  
B.S. in Business Administration  
M.B.A.  
Executive M.B.A.

### **School of Education**

B.A. in Liberal Studies  
B.S. in Athletic Training  
M.A. in Counseling  
M.A. in Education  
Ed.S. in School Psychology / M.A. in Educational Psychology  
M.A. in Special Education  
M.A. in Teaching

Cross-Cultural, Language, and Academic Development (CLAD) Certificate  
Multiple Subjects Credential with Bilingual Emphasis Option  
Preliminary Administrative Services (Tier I) Credential  
Professional Administrative Services (Tier II) Credential  
Pupil Personnel Services Credential in School Counseling  
Pupil Personnel Services Credential in School Psychology

Ryan Fifth Year Program (Professional Clear Credential)  
 Single Subject Credential with CLAD Emphasis  
 Special Education Credentials Level I Mild/Moderate & Mod/Severe  
 Special Education Credentials Level II Mild/Moderate & Mod/Severe

### **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 Film Production  
 B.F.A. in Television and Broadcast Journalism  
 M.A. in Film Studies  
 M.F.A. in Film Production  
 M.F.A. in Film and Television Producing  
 M.F.A. in Screenwriting

### **School of Law**

Juris Doctor  
 LL.M. in Taxation

### **Wilkinson College of Letters and Sciences**

#### *Department of Biological Sciences*

B.S. in Biological Sciences

#### *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

#### *Department of History*

B.A. in History

#### *Department of Languages*

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

#### *Department of Mathematics and Computer Science*

B.S. in Computer Information Systems  
 B.S. in Computer Science  
 B.S. in Mathematics

# UNIVERSITY PROFILE

## *Department of Philosophy*

B.A. in Philosophy

## *Department of Physical Sciences*

B.A. in Chemistry

B.S. in Chemistry

B.S. in Chemistry / UC Irvine Joint Degree Program in Engineering

B.S. in Food Science and Nutrition

M.S. in Food Science and Nutrition

## *Department of Physical Therapy*

Doctor of Physical Therapy

## *Department of Political Science*

B.A. in Legal Studies

B.A. in Political Science

## *Department of Psychology*

B.A. in Psychology

B.S. in Psychobiology

M.A. in Psychology (MFT)

## *Department of Religious Studies*

B.A. in Religious Studies

## *Department of Sociology*

B.A. in Leadership and Organization Studies

B.A. in Sociology

## *Peace Studies Program*

B.A. in Peace Studies

## **School of Music**

B.A. in Music

B.M. in Composition

B.M. in Music Therapy

B.M. in Performance

B.M. (Pre-Certification, Music Education)

## **Human Resource Management Program**

M.S. in Human Resource Management

**University College***Arts & Sciences Division*

A.A. in General Education  
 B.A. in Criminal Justice  
 B.A. in General Studies  
 B.A. in Liberal Studies  
 B.A. in Social Science  
 B.A. in Sociology  
 B.S. in Computer Information Systems  
 M.A. in Criminal Justice  
 Certificate in Administration and Leadership of Criminal Justice Organizations  
 Certificate in Criminal Justice Policy

*Education Division*

Ed.S in School Psychology / M.A. in Educational Psychology  
 M.A. in Counseling  
 M.A. in Education  
 M.A. in Special Education  
 M.A. in Teaching  
 Cross-Cultural, Language, and Academic Development (CLAD) Certificate  
 Education Specialist (Levels I and II) Mild/Moderate, Mod./Severe Credentials  
 Multiple Subjects Credential (SB 2042)  
 Preliminary Administrative Services (Tier I) Credential  
 Professional Administrative Services (Tier II) Credential  
 Professional Clear Credential  
 Professional Reading Certificate  
 Pupil Personnel Services Credential in School Counseling  
 Pupil Personnel Services Credential in School Psychology  
 Single Subject Credential (SB 2042)

*Leadership & Organization Studies Division*

B.A. in Organizational Leadership  
 B.S. in Health Services Management  
 M.A. in Organizational Leadership  
 Master of Health Administration  
 M.S. in Human Resources  
 Certificate in Gerontology  
 Certificate in Health Systems Administration  
 Certificate in Human Resources  
 Certificate in Organization Development  
 Certificate in Organizational Leadership  
 Executive Certificate in Public and Nonprofit Leadership

# UNIVERSITY PROFILE

## *Psychology Division*

B.A. in Psychology  
M.A. in Career Counseling  
M.A. in Psychology (Counseling)  
M.A. in Psychology (MFT)  
Certificate in Career Counseling  
Certificate in Transition and Employment

## **Extended Education**

A+ Certification  
CISCO Certified Network Associate Certification  
CISCO Certified Network Professional Certification  
JAVA Certification  
Microsoft Certified Database Administrator (MCDBA)  
Microsoft Certified Systems Administrator (MCSA)  
Microsoft Certified Systems Engineer (MCSE)  
Network + Certification  
ORACLE DBA Certification  
Business and Organizational Coaching  
Certified Employee Benefits Specialist (CEBS)  
Certified Payroll Professional (CPP)  
Human Performance Improvement (ASTD)  
Human Resources Certification (PHR/SPHR)  
Non-Profit Management Certificate



## *Academic and Research Centers*

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

The A. Gary Anderson Center for Economic Research provides 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. The center's primary activities include quarterly economic forecasts for California, and Orange, Los Angeles and Riverside/San Bernardino counties; publication of the *Economic & Business Review* as well as various newsletters and surveys on economic data and research; and presentation of business workshops and conferences.

### **The Center for Educational and Social Equity**

The Center for Educational and Social Equity, based in the School of Education, is focused on investigating conditions that will allow greater inclusion of people with severe disabilities into the wider society. At times, this means investigating strategies to increase learning and at other times it means investigating strategies to break down the social barriers to school and community inclusion. The center is a sponsor and active member of the Inclusion Network, a community and parent organization dedicated to the best strategies for school inclusion.

### **The John Fowles Center for Creative Writing**

The John Fowles Center for Creative Writing was created to promote interest in and advance the study of creative writing in all its aspects: fiction, poetry, drama, and cinema. Accomplished authors from across the world are invited to read and discuss their work before the Southern California literary community through events such as the Distinguished Writer Series and the John Fowles Literary Festival. Past guests have included Tom Wolfe, Kurt Vonnegut, Joseph Heller, Denise Levertov, Carlos Fuentes, and Lawrence Ferlinghetti. Students and non-students alike are encouraged to participate in order to gain a greater appreciation of the "written word," of how writers explore subjects as diverse as romance writing and human rights abuses, and of how they shape those diverse subjects into works of literature.

### **The Center for Global Trade and Development**

The Center for Global Trade and Development is dedicated to interdisciplinary research and programs on a wide range of issues related to globalization, including international trade in goods, services, and investment capital; the movement of people, technology and ideas across borders; and the many implications for economic and social development around the world. The Center provides a forum for discussion that draws upon the expertise of faculty members from the Chapman University School of Law and various other Chapman University schools and departments, including scholars in international law, business, economics, history, political science, and sociology.

Chapman University is located in Southern California, in the heart of an increasingly diverse Orange County near the Ports of Los Angeles and Long Beach, together the largest seaport in the United States and largest gateway for trade with Asia, the Pacific Rim and Latin America.

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

The Ludie and David C. Henley Social Sciences Research Laboratory (HSSRL) provides an educational resource for Chapman University students majoring in the social sciences or 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 Roger C. Hobbs Institute for Real Estate, Law and Environmental Studies**

The Roger C. Hobbs Institute for Real Estate, Law and Environmental Studies at Chapman University is a unique multidisciplinary initiative created to meet the challenges of the future head-on. Located in the heart of one of the most dynamic real-estate markets in the world—Orange County—the Institute differentiates itself from other programs in the belief that today’s real estate professionals require much more than business and financial acumen. Responsible real estate development also involves an understanding of ever-more-complex legal and environmental issues.

The Hobbs Institute draws upon the resources of Chapman University’s comprehensive learning community—in particular its distinguished George L. Argyros School of Business and Economics, School of Law, and Wilkinson College of Letters and Sciences—to provide a resource center with regional, national and international impact, bridging the disciplines of business, law, and environmental science.

In addition to these resources, the Hobbs Institute draws on the experience and advice of some of the most prominent names in Southern California real estate. The board of directors includes more than 70 industry-leading professionals.

### **The Ralph W. Leatherby Center for Entrepreneurship and Business Ethics**

The Ralph W. Leatherby Center for Entrepreneurship and Business Ethics serves as a resource for entrepreneurial information, guidance and opportunities, as well as offering various programs designed to promote entrepreneurial capitalism and to foster ethical behavior. The center works with students to prepare them for careers as entrepreneurs, to work in entrepreneurial enterprises, and to think entrepreneurially. Similarly, the center offers outreach programs to the business community designed to provide valuable entrepreneurial resources and ideas. Student interns are matched with entrepreneurial opportunities through the Leatherby Center.

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

The Barry and Phyllis Rodgers Center for Holocaust Education offers a variety of course work and related programs, including a lecture series and an annual essay contest for high school students, 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 1939 Club, one of the largest and most active Holocaust survivors' organizations in the world, supports many of the programs of the Rodgers Center.

**The Walter Schmid Center for International Business**

The Walter Schmid Center for International Business is devoted to the study and promotion of international trade, global investment, and international people-to-people contact. Its programs are dedicated to helping prepare Chapman students to play an effective role in all aspects of the globalization of the American economy and to offer counsel and information to companies in the U.S. and abroad on export markets, overseas investments, and the business, legal, and regulatory conditions affecting international trade.

**The Albert Schweitzer Institute**

In a world torn by strife, on a planet violated by ecological neglect, in a society divided by racial and social antagonism and numbed by widespread violence, suffering, and injustice, the Albert Schweitzer Institute of Chapman University seeks to preserve, critically interpret, and spread the ethical teachings of Albert Schweitzer in the context of the study of ethics and ethical values. The institute pursues these goals through an active program of publication, international conferences, university courses, campus events, lecture series, preservation and expansion of the Schweitzer archive at Chapman University, and collaboration with other centers dedicated to ethical inquiry and the teachings of Schweitzer.

**The Institute for the Study of Media and the Public Interest**

The Institute for the Study of Media and the Public Interest creates avenues for dialogue between university faculty and students and researchers, scholars, artists, and business and community leaders on media related topics that will lead to improvements in the quality of life in our county, state, country, and global communities.

## *Libraries*

The new Leatherby Libraries opened on the first day of classes, Fall Semester, 2004. The new five-story facility serves as the intellectual “heart and soul” of the campus and is designed to meet the information needs of our students well into the future. Not only does this innovative library combine the best of information technology with the personalized attention that is the hallmark of a Chapman education, it also offers distinctive collections representing each of the major disciplinary areas of the university, including the Sala and Aron Samuelli Holocaust Memorial Library. The new facility features 16 group study rooms, 6 multi-media preview rooms, over 100 computers for user access, 6 computer classrooms, a library instruction room, an extended-hour study commons, and more than 600 seats at tables, carrels, and lounge chairs.

The Leatherby Libraries’ collection contains about 200,000 volumes and 2,200 print journal titles, in addition to DVDs, videos, CDs and other media. Cooperative agreements with local libraries and an extensive interlibrary loan program enhance the hard-copy and electronic holdings, enabling the library staff to support the research needs of students and faculty alike. 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.

The Rinker Law Library, a nationally ranked law library, currently contains over 280,000 volumes and volume equivalencies. The collection has grown rapidly to support the needs of an ABA-approved institution and its curriculum, and boasts all basic research materials for American law, including primary materials for all United States and territories, and a large treatise collection under constant development to support the research needs of faculty and students.

This modern, three-story facility features seating for over 300 users with wireless internet access. The library is open 100 hours per week. The reference desk is staffed by lawyer/librarians who also provide instructional programs in legal research. The library utilizes INNOPAC, a state-of-the-art automated library system. There is a large microform collection, 10 study rooms, an inviting reading room, two electronic classrooms, and a computer lab offering law students convenient access to research databases.

## *Student Body*

The 2005-2006 student body population on the Orange Campus is approximately 5,700. The University College student body population is primarily comprised of part-time working adult students. These part-time students at our 15 campuses are approximately equivalent to 4,600 full-time students. Chapman welcomes students from around the country and the world. Thirty-seven countries are represented among Chapman’s international student body. Among freshman students on the Orange Campus in 2005, 32% came from outside California.

**Tuition and scholarships**

Tuition for a full-time Orange Campus undergraduate student in 2005-2006 is \$28,050. Each year Chapman invests more than \$35.4 million in scholarships, grants, and loans for academically promising and needy undergraduate students. More than 80 percent of our students receive scholarships and/or financial aid.

Each year, Chapman provides more than \$22.5 million to undergraduate students attending the Orange Campus who have demonstrated outstanding academic performance or who have special talents. Each year high-achieving newly admitted students will be honored as Presidential, Provost's, and Dean's Scholars. 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. Talent awards are available for theatre, dance, communications, film and television, art, orchestra, chorus, English, science, and business.

**Student life**

Student life at Chapman is educationally stimulating and diverse. Students come from varied economic, social, cultural and ethnic backgrounds. Yet because of Chapman's size, opportunities for involvement are extended to all students through an active student government, service and social fraternities and sororities, religious organizations, intercollegiate and intramural athletics, student publications, numerous social and cultural events and student productions in drama, music, film and dance.

**Campus climate**

Maintaining a welcoming campus climate is a key value held by all Chapman constituencies. Multicultural programs such as Black History Month, Women's History Month, Disability Awareness Week, Native American Heritage Week, Gay Pride Celebration, Asian/Pacific Islander Heritage Month, Latino Heritage Month, and International Food Fair are actively promoted by the Associated Students as well as a number of student organizations devoted to specific cultural or religious/ethnic interests. Although some of the university's older buildings must be retrofitted for accessibility, this project is a high priority and the process of improving access is ongoing.

**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 new Fish Interfaith Center stands in recognition of the university's ecumenical heritage and commitment to creating a welcoming atmosphere.

## *Student Organizations*

### **Academic/Professional Organizations**

Accounting Society  
Alpha Kappa Psi – Business Fraternity  
Athletic Training Student Society  
Chapman Ad Club  
Chapman Women in Film and Media Arts  
Gamma Beta Phi – Honor Society  
Japanese Club  
Lambda Pi Eta – Communications  
Omicron Delta Kappa – Leadership Honor Society  
Order of Omega – Greek Honor Society  
Performing Arts Society of Chapman  
Phi Alpha Delta – Pre-Law Society  
Pi Sigma Alpha – Political Science Society  
Public Relations Student Society of America  
Sophia Omega – Philosophy Society  
Sigma Tau Delta – English Society  
Student Scientific Society  
Student Society of the Entertainment Arts  
Students for Peaceful Empowerment, Actions, and Knowledge

### **Ethnic and Cultural Student Organizations**

Asian Pacific Student Association  
Black Student Union  
French Club  
Hawaii Club  
International Culture Club  
Movimiento Estudiantil Chicano de Aztlan  
South Asian Student Organization

### **Fraternities**

Alpha Delta Phi  
Delta Tau Delta  
Pi Kappa Alpha  
Sigma Alpha Epsilon  
Phi Kappa Tau

### **Sororities**

Alpha Gamma Delta  
Alpha Phi  
Gamma Phi Beta  
Delta Gamma  
Phi Sigma Sigma

## **Religious and Spiritual Student Organizations**

Catholic Newman Fellowship  
Christians on Campus  
The Crosswalk  
Disciples on Campus (DOC)  
Hillel  
Latter-Day Saints Student Association  
Muslim Student Union  
Refuge

## **Recreation/Leisure Organizations**

Anime Plus  
Chapman Feminists  
Chapman League of Independent Fencers  
College Democrats  
Chapman Republicans  
Country Western Line Dancing Club  
Martial Arts Club  
Nightcap  
Orientation Assistant Alumni Association  
Roller Hockey Association  
Student California Teachers Society  
Team Shaka

## *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. Men's sports include baseball, basketball, cross-country, crew (club sport), football, golf, lacrosse (club sport), soccer, swimming (club sport), tennis, and water polo. Women's sports include basketball, cross-country, crew, soccer, softball, swimming, tennis, track and field, volleyball, and water polo.

Approximately 25 percent of Chapman's student body participates in intercollegiate, club, intramural athletics, and physical activity classes. Chapman teams and individuals have competed in 48 NCAA playoffs in the past twelve years, winning two national championships—softball (1995) and baseball (2003)—and 14 regional championships. Since 1994, eight Chapman coaches have received Regional Coach of the Year honors.

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.

### Men's Sports

Baseball  
Basketball  
Crew (club sport)  
Cross Country  
Football  
Golf  
Lacrosse (club sport)  
Soccer  
Swimming (club sport)  
Tennis  
Water Polo

### Women's Sports

Basketball  
Crew  
Cross Country  
Soccer  
Softball  
Swimming  
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 programs of the School of Education and the Education Division of University College are approved by the California Commission on Teacher Credentialing (CCTC).

The School Psychology program in the School of Education is accredited by the National Association of School Psychologists (NASP).

The Juris Doctor program in the School of Law is accredited by the American Bar Association (ABA). The School of Law has also received accreditation from the American Association of Law Schools.

The programs of the School of Music are accredited by the National Association of Schools of Music (NASM).

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

The Food Science and Nutrition program is accredited by the Institute of Food Technologists (IFT).

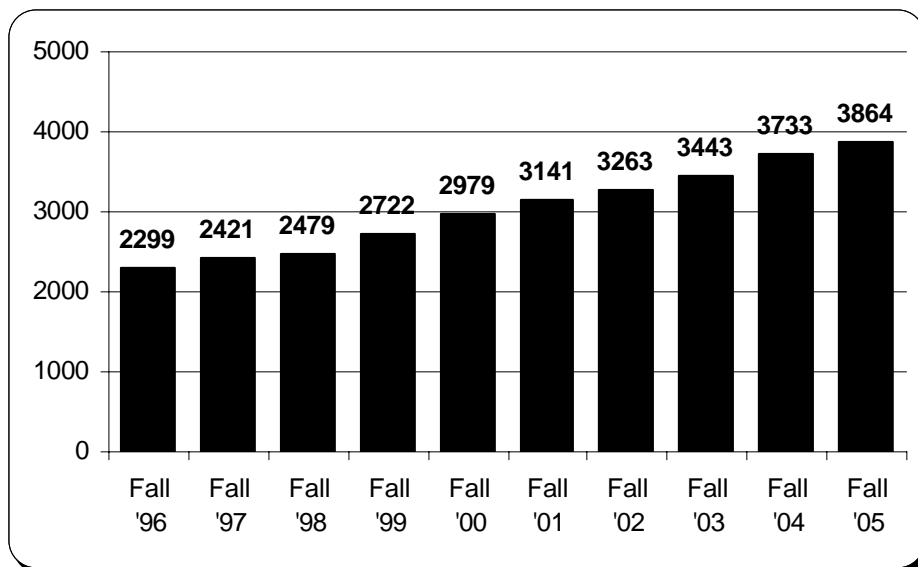
The Athletic Training and Physical Education program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).



# Trends And Growth

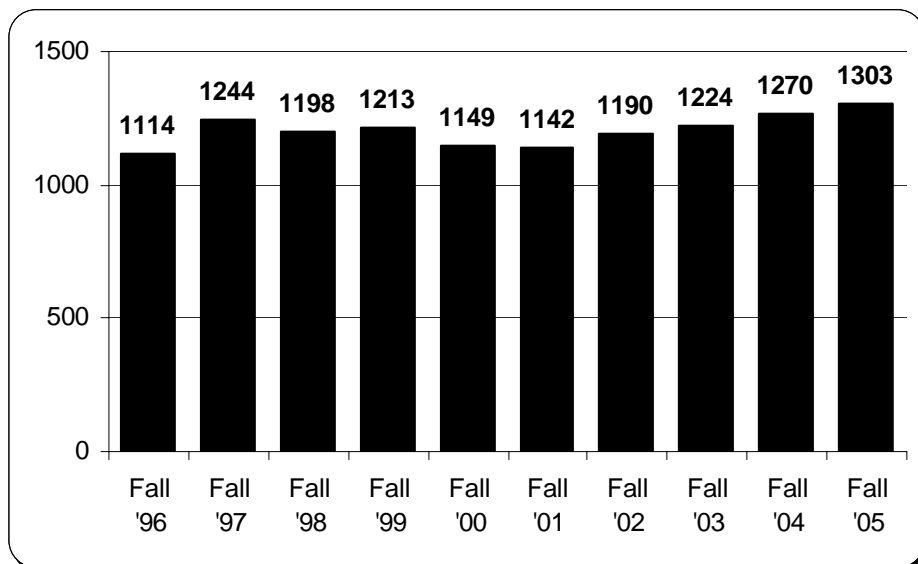
# TRENDS & GROWTH

## *Undergraduate Headcount Enrollment – Orange Campus*



Source: Chapman's Institutional Research Office (CIRO)

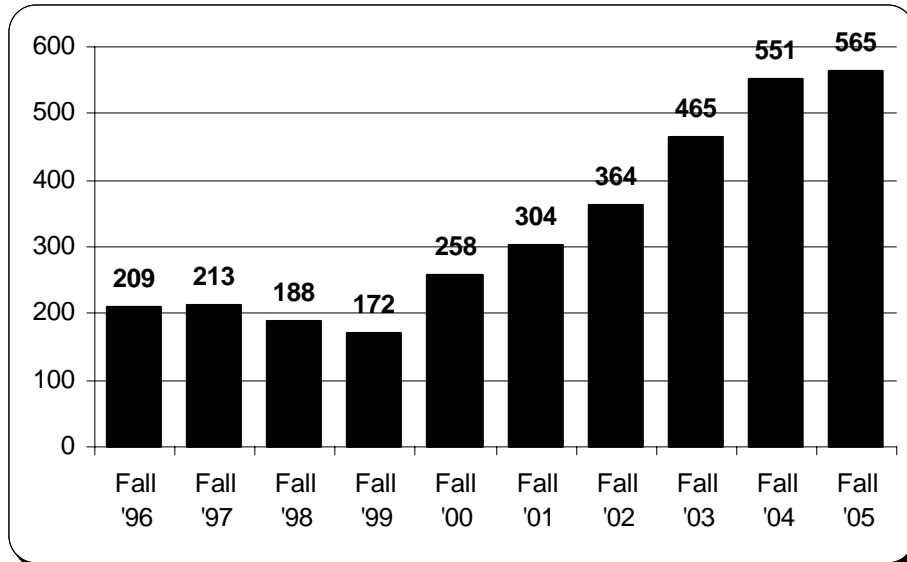
## *Graduate Headcount Enrollment – Orange Campus*



Source: Chapman's Institutional Research Office (CIRO)

Note: Beginning Fall 2005 the L.L.M. program is included in the graduate headcount. In prior years it was included in the first-professional headcount.

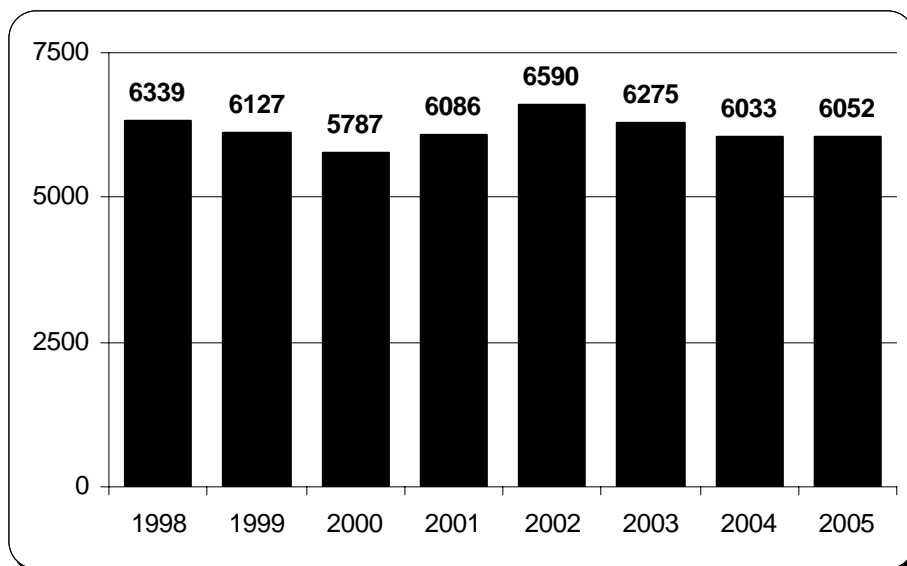
*Law School Headcount Enrollment – Orange Campus*



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 headcount.

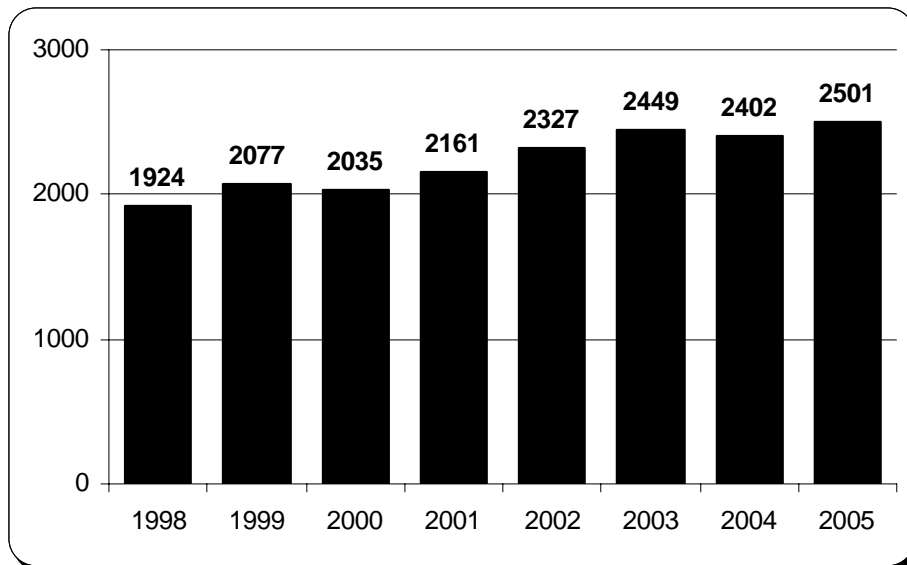
*Overall Headcount Enrollment (Term D) – University College*



Source: As reported to IPEDS, Fall Enrollment Survey

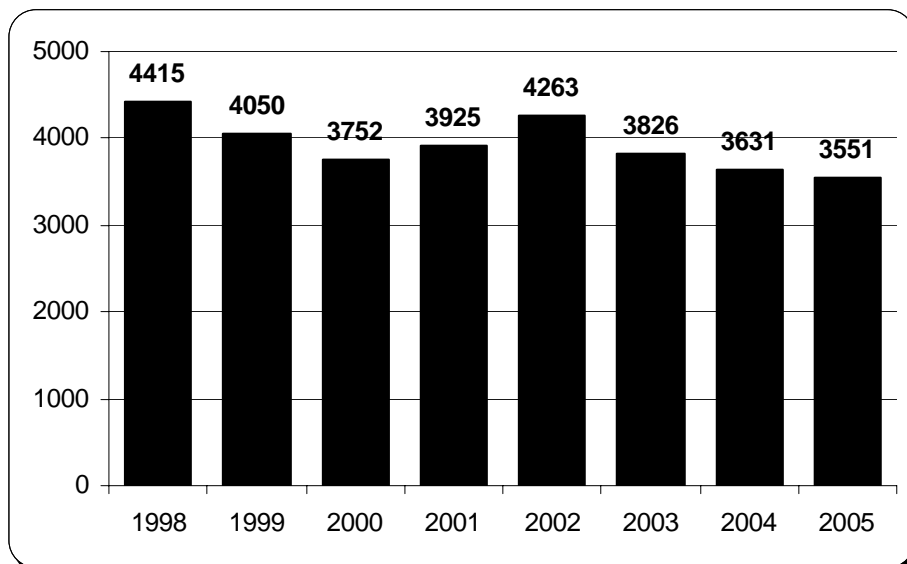
# TRENDS & GROWTH

## *Undergraduate Headcount Enrollment (Term D) – University College*



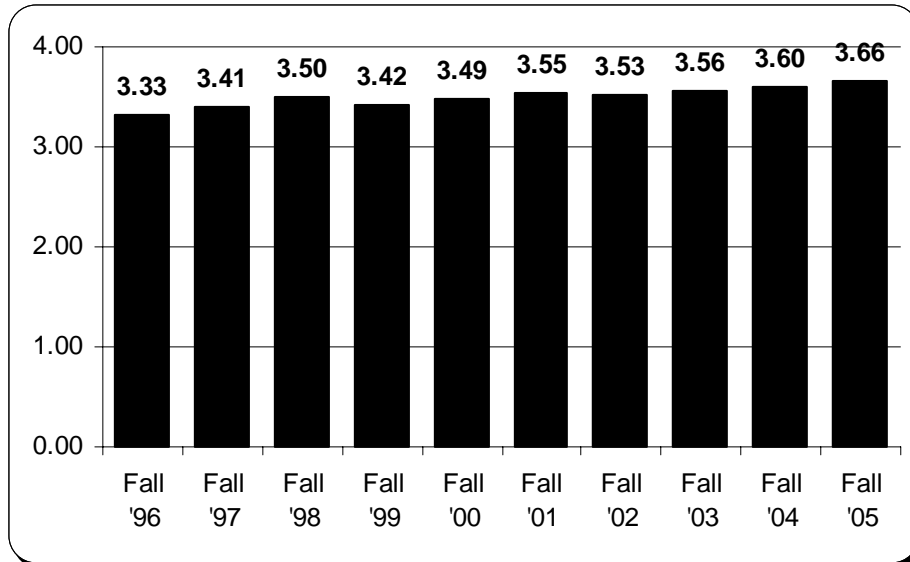
Source: As reported to IPEDS, Fall Enrollment Survey

## *Graduate Headcount Enrollment (Term D) – University College*



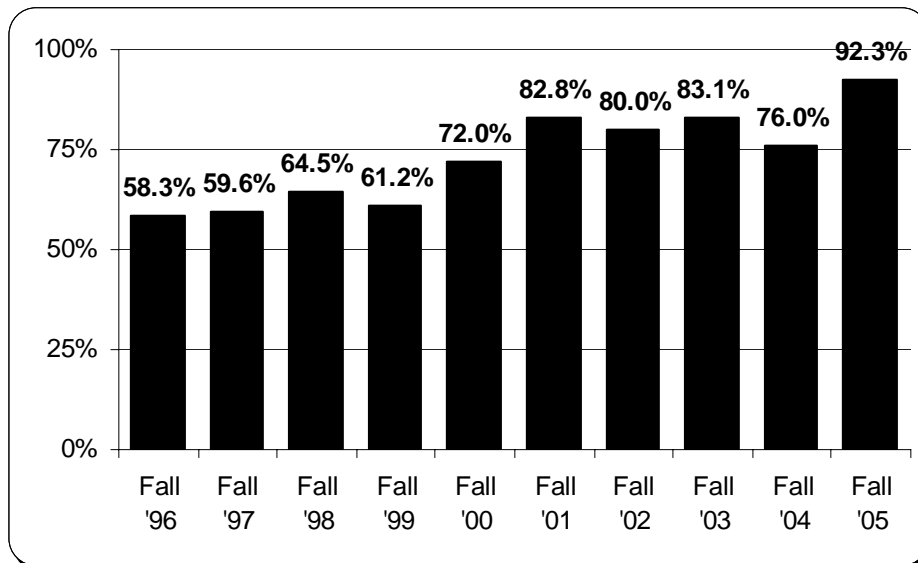
Source: As reported to IPEDS, Fall Enrollment Survey

## *Average High School GPA of New Freshmen – Orange Campus*



Source: Chapman's Institutional Research Office (CIRO)

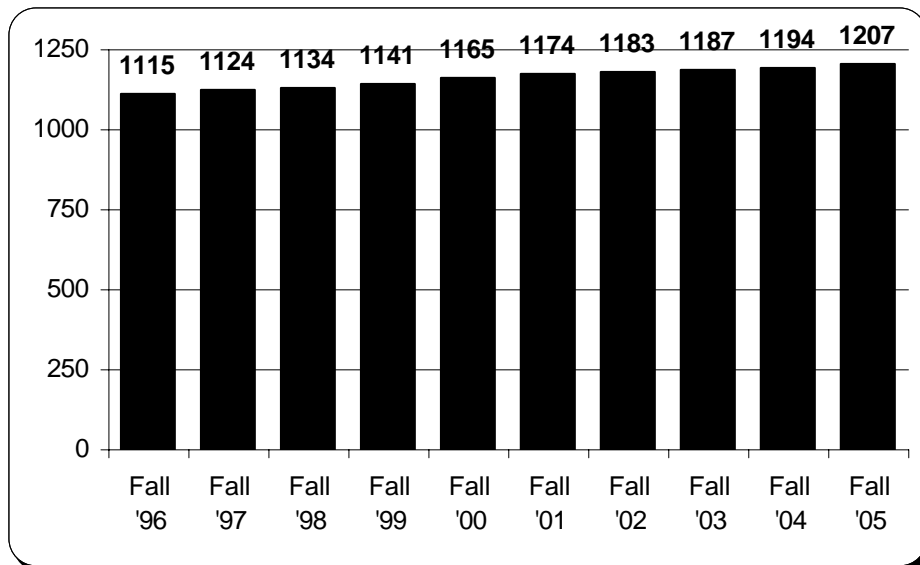
## *Percent of New Freshmen in Top 25% of Their Graduating Class – Orange Campus*



Source: Chapman's Institutional Research Office (CIRO)

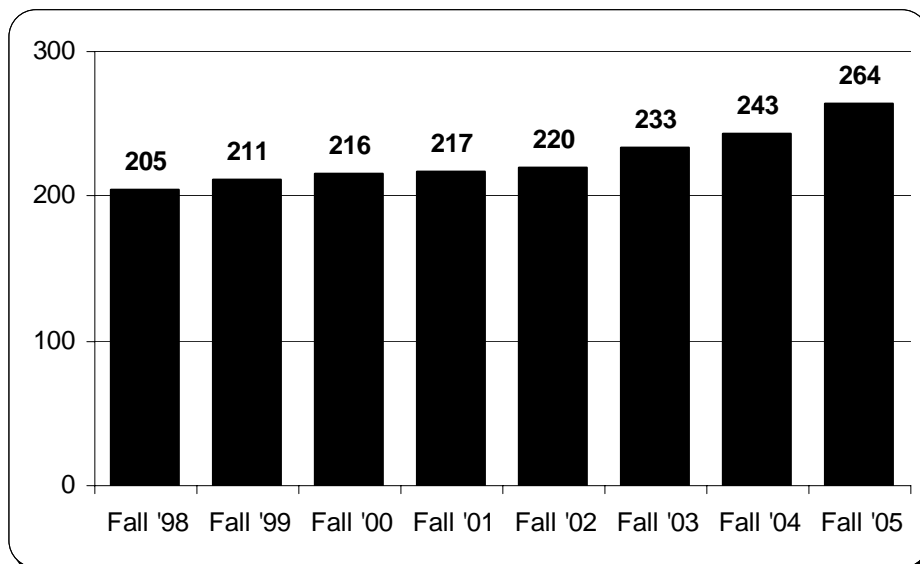
# TRENDS & GROWTH

## *Average SAT Score of New Freshmen – Orange Campus*



Source: Chapman's Institutional Research Office (CIRO)

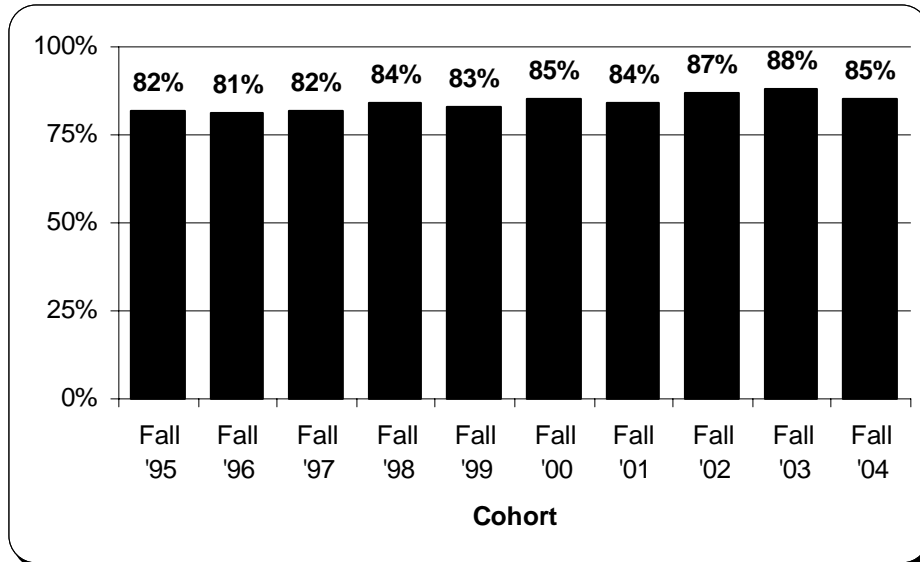
## *Full-Time Faculty Headcount – Orange Campus and Law School*



Source: Office of the Provost

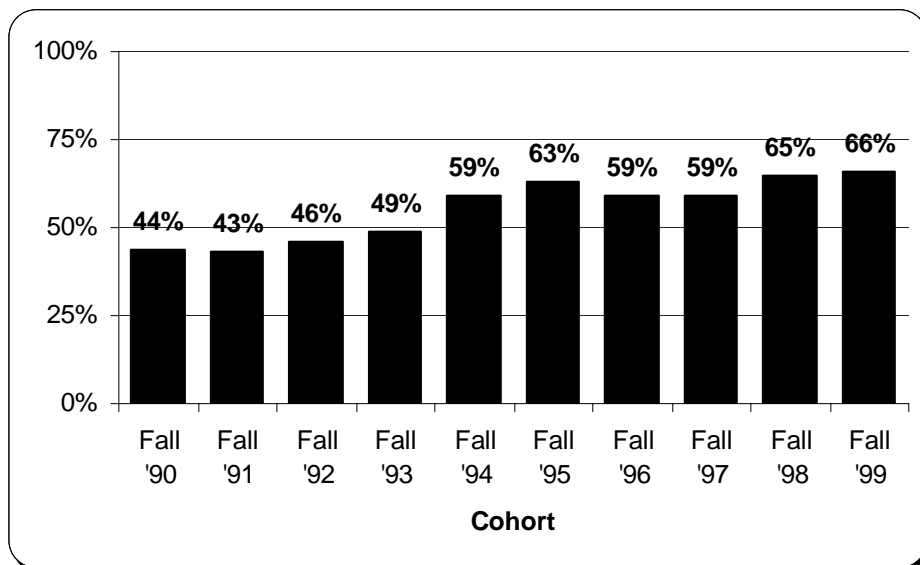


## *Fall-to-Fall Retention Rate, First-time Full-time Freshmen – Orange Campus*



Source: As reported to IPEDS, Fall Enrollment Surveys

## *Six-Year Graduation Rate, First-time Full-time Freshmen – Orange Campus*

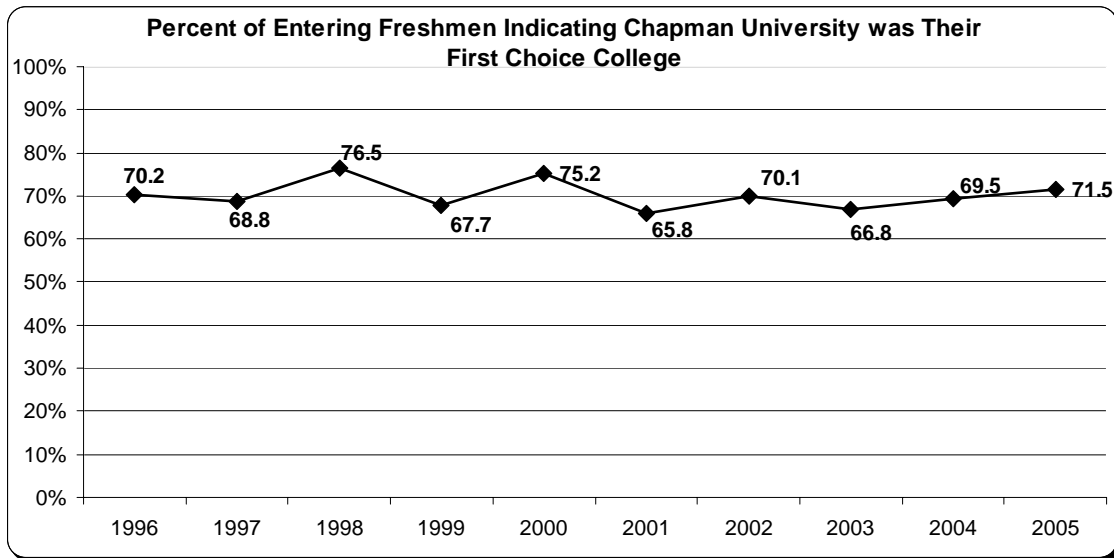


Source: As reported to IPEDS, Graduation Rate Surveys

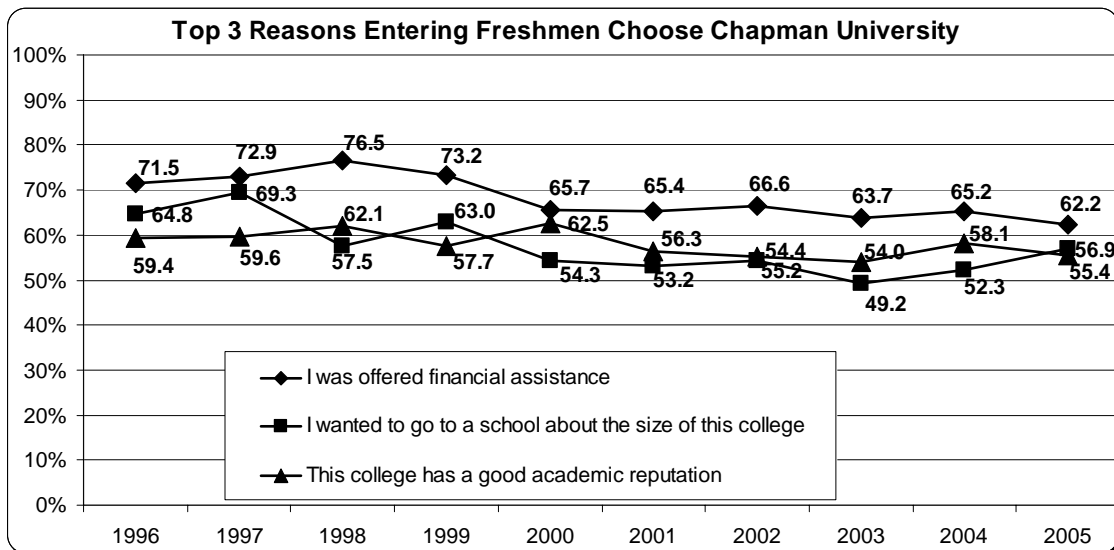
# TRENDS & GROWTH

## Freshmen Trends

Each year, new first-year students take a national survey known as the CIRP Freshmen Survey, administered by the Higher Education Research Institute at UCLA. Chapman University has participated in 39 of the 40 years of the CIRP survey's existence. The following data from the CIRP Freshmen Survey provides a profile of the strength of and reasons for students' attraction to Chapman University.



Source: Cooperative Institutional Research Program (CIRP) Freshmen Survey



Source: Cooperative Institutional Research Program (CIRP) Freshmen Survey

# Orange Campus

# ORANGE CAMPUS NEW FRESHMAN PROFILE

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

<b>FALL 2005 FRESHMAN CLASS</b>			
	<b>Men</b>	<b>Women</b>	<b>Total</b>
Applicants	1624	2238	3862
Admissions	777	1267	2044
Enrollees	343	510	853

*Source: Chapman's Institutional Research Office, XA05, XA11*

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

<b>FALL 2005 FRESHMAN CLASS</b>			
	<b>Men</b>	<b>Women</b>	<b>Overall</b>
SAT Verbal	599	601	600
SAT Math	616	600	607
SAT Composite	1215	1201	1207
% Submitting SAT scores			88%
ACT English	25.1	26.1	25.8
ACT Math	26.0	24.8	25.1
ACT Composite	26.0	25.7	25.8
% submitting ACT scores			39%
High School GPA	3.55	3.74	3.66

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

# ORANGE CAMPUS NEW FRESHMAN PROFILE

## *New Freshman Profile – Headcount by Race/Ethnicity (Domestic & International)*

		FALL 2005 Freshman Class		
		Full-Time	Part-Time	Total
<b>Men</b>	Nonresident alien	7	0	7
	Black, non-Hispanic	1	0	1
	American Indian/Alaska Native	4	0	4
	Asian/Pacific Islander	18	0	18
	Latino/Hispanic	30	0	30
	White, non-Hispanic	263	1	264
	Race/Ethnicity unknown	19	0	19
	<b>Total men</b>	<b>342</b>	<b>1</b>	<b>343</b>
<b>Women</b>	Nonresident alien	2	0	2
	Black, non-Hispanic	13	0	13
	American Indian/Alaska Native	4	0	4
	Asian/Pacific Islander	54	0	54
	Latino/Hispanic	51	0	51
	White, non-Hispanic	349	1	350
	Race/Ethnicity unknown	36	0	36
	<b>Total women</b>	<b>509</b>	<b>1</b>	<b>510</b>
<b>Total students</b>		<b>851</b>	<b>2</b>	<b>853</b>

*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2005)*

# ORANGE CAMPUS ADMISSIONS

## *Domestic Applicants, Admits, and Enrollees by Level*

	FALL 2005			
	Number		Admit Rate and Yield Rate	
	Men	Women	Men	Women
UG Freshmen Applicants	1559	2192		
Admissions	752	1243	48.2%	56.7%
Enrolled	336	508	44.7%	40.9%
UG Transfers Applicants	418	466		
Admissions	218	292	52.2%	62.7%
Enrolled	122	170	56.0%	58.2%
Graduate *				
Applicants	334	521		
Admissions	241	359	72.2%	68.9%
Enrolled	161	230	66.8%	64.1%
Doctoral PT Applicants	63	128		
Admissions	34	90	54.0%	70.3%
Enrolled	10	34	29.4%	37.8%
Law School **				
Applicants	1090	1217		
Admissions	359	345	32.9%	28.3%
Enrolled	114	94	31.8%	27.2%

Source: Chapman's Institutional Research Office, XA05, XA11, School of Law Admission Office

\* "Graduate" includes LL.M. students.

\*\* "Law" refers to the first-professional-level Juris Doctor program.

# ORANGE CAMPUS ADMISSIONS

## *International Applicants, Admits, and Enrollees by Level*

	FALL 2005			
	Number		Admit Rate and Yield Rate	
	Men	Women	Men	Women
UG Freshmen				
Applicants	65	46		
Admissions	25	24	38.5%	52.2%
Enrolled	7	2	28.0%	8.3%
UG Transfers				
Applicants	33	19		
Admissions	14	6	42.4%	31.6%
Enrolled	9	0	64.3%	0.0%
Graduate *				
Applicants	37	34		
Admissions	18	17	48.6%	50.0%
Enrolled	8	9	44.4%	52.9%
Doctoral PT				
Applicants	0	1		
Admissions	0	1	N/A	100.0%
Enrolled	0	0	N/A	0.0%
Law School **				
Applicants	0	2		
Admissions	0	2	N/A	100.0%
Enrolled	0	1	N/A	50.0%

*Source: Chapman's Institutional Research Office, XA05, XA11, School of Law Admission Office*

\* "Graduate" includes LL.M. students.

\*\* "Law" refers to the first-professional-level Juris Doctor program.

# ORANGE CAMPUS ENROLLMENT

*Total Headcount Enrollment by Level, Gender, and Race/Ethnicity*

		FALL 2005			
		Undergraduate	Graduate	First Professional (Law) *	Total
<b>Men</b>	Nonresident alien	47	29	2	78
	Black, non-Hispanic	24	17	3	44
	American Indian/Alaska Native	13	2	1	16
	Asian/Pacific Islander	103	37	45	185
	Latino/Hispanic	168	54	20	242
	White, non-Hispanic	1086	256	160	1502
	Race/Ethnicity unknown	148	79	58	285
	<b>Total men</b>	<b>1589</b>	<b>474</b>	<b>289</b>	<b>2352</b>
<b>Women</b>	Nonresident alien	28	25	5	58
	Black, non-Hispanic	61	20	1	82
	American Indian/Alaska Native	24	3	4	31
	Asian/Pacific Islander	194	68	58	320
	Latino/Hispanic	257	101	20	378
	White, non-Hispanic	1503	456	134	2093
	Race/Ethnicity unknown	208	156	54	418
	<b>Total women</b>	<b>2275</b>	<b>829</b>	<b>276</b>	<b>3380</b>
<b>Total students</b>		<b>3864</b>	<b>1303</b>	<b>565</b>	<b>5732</b>

Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2005)

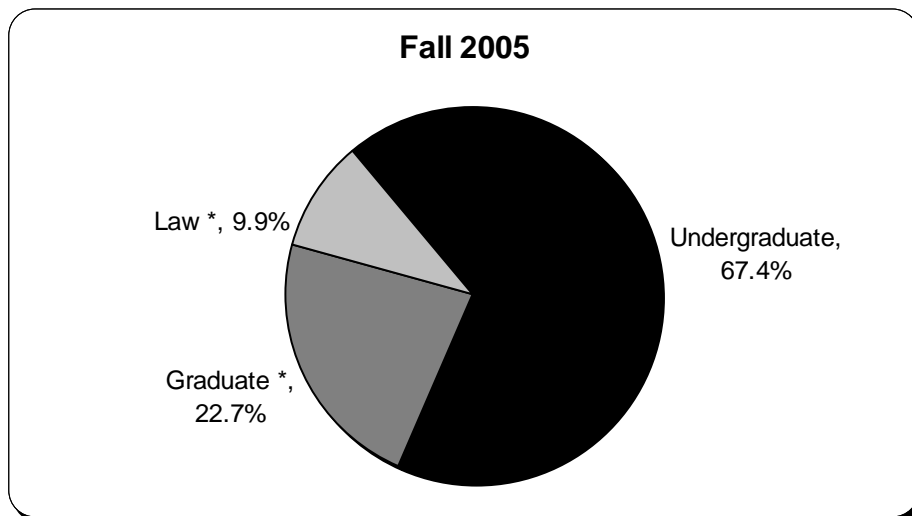
Note: "Graduate" includes Doctor of Physical Therapy and LL.M. students

\* "Law" refers to the first-professional-level Juris Doctor program.



# ORANGE CAMPUS ENROLLMENT

## Percent of Total Headcount Enrollment by Level

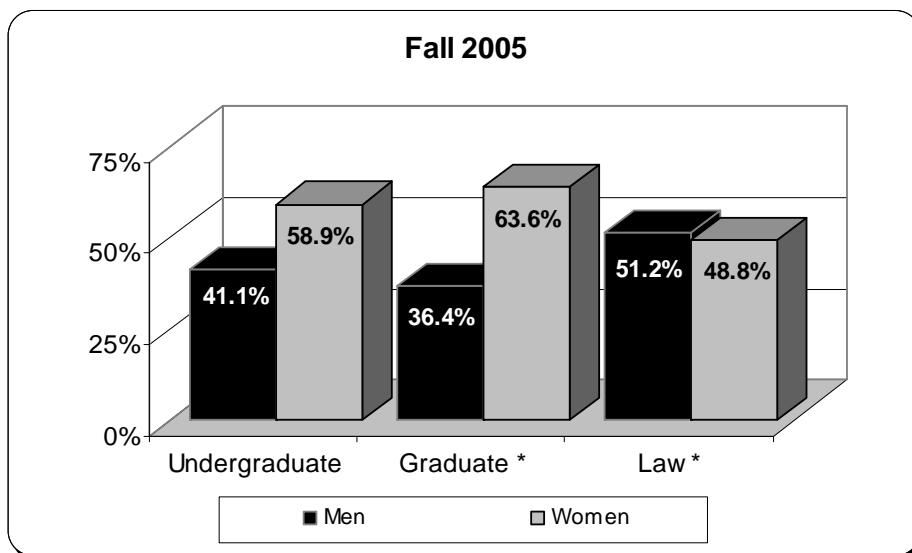


Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2005)

\* "Graduate" includes Doctor of Physical Therapy and LL.M. students;

"Law" includes first-professional-level Juris Doctor students.

## Percent of Total Headcount Enrollment by Level and Gender



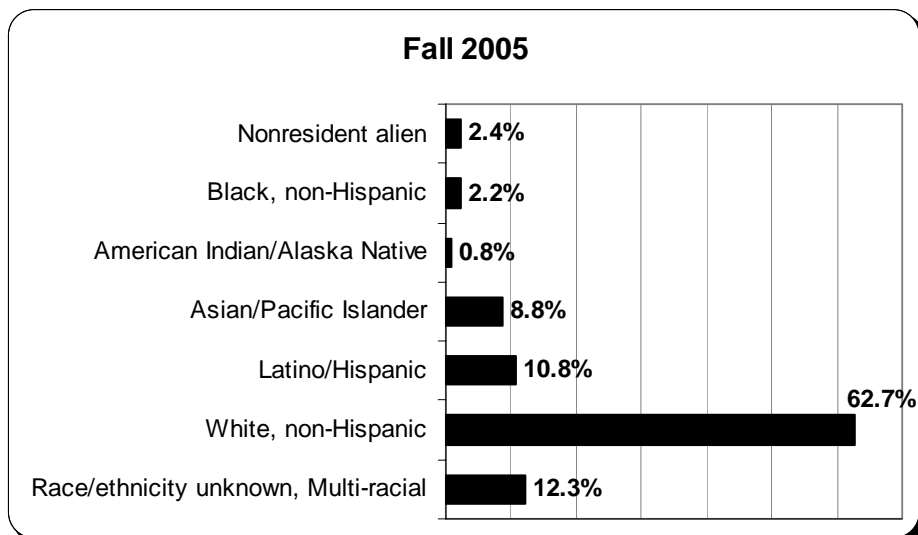
Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2005)

\* "Graduate" includes Doctor of Physical Therapy and LL.M. students;

"Law" includes first-professional-level Juris Doctor students.

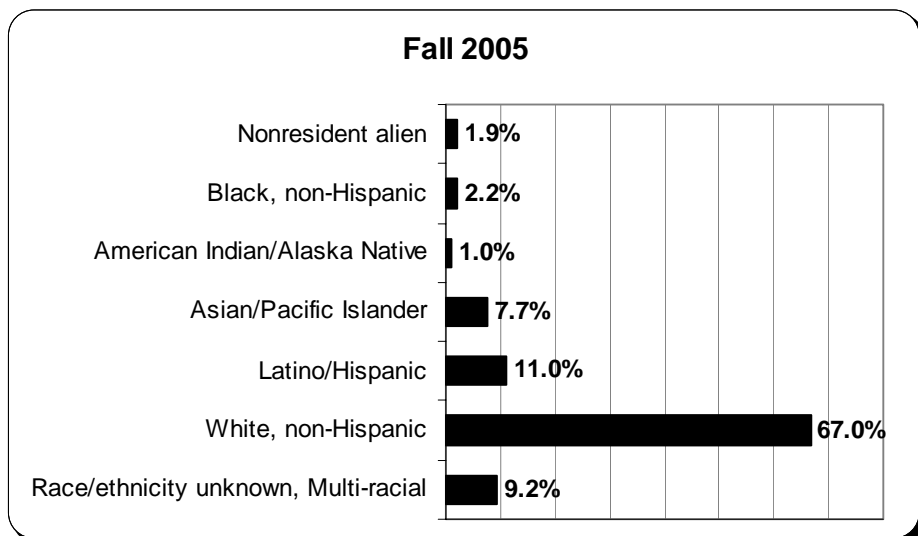
# ORANGE CAMPUS ENROLLMENT

## *Total Enrollment by Race/Ethnicity*



Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2005)

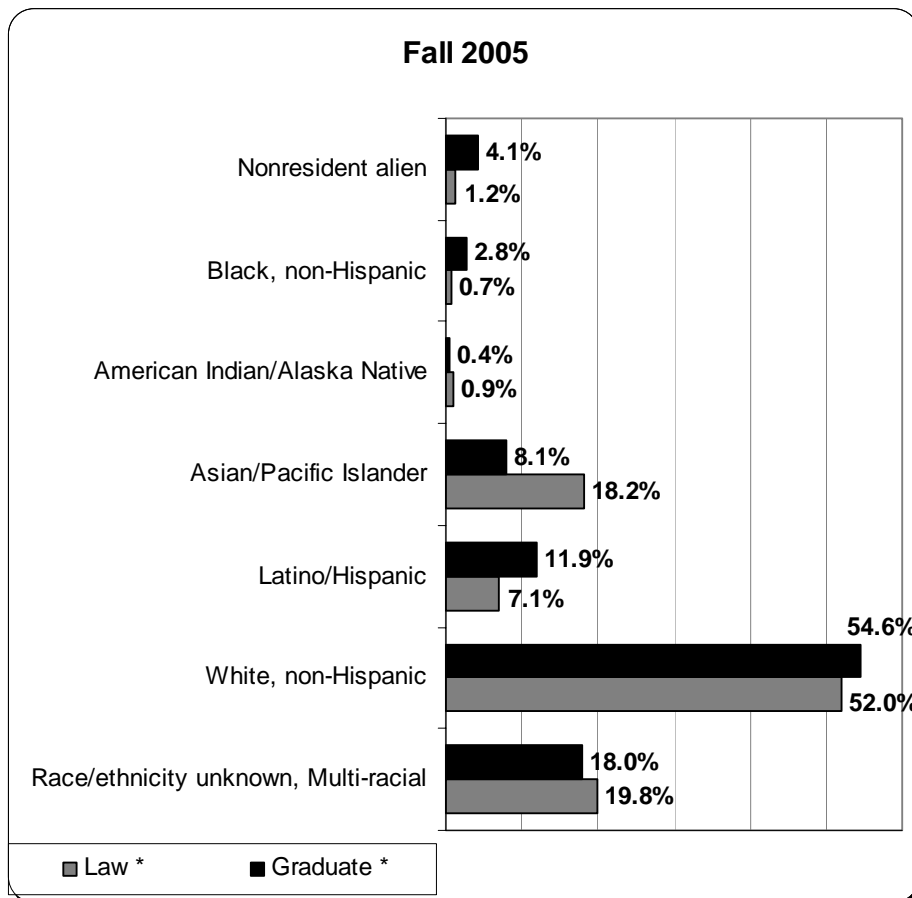
## *Total Undergraduate Enrollment by Race/Ethnicity*



Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2005)

# ORANGE CAMPUS ENROLLMENT

## Total Graduate and Law Enrollment by Race/Ethnicity



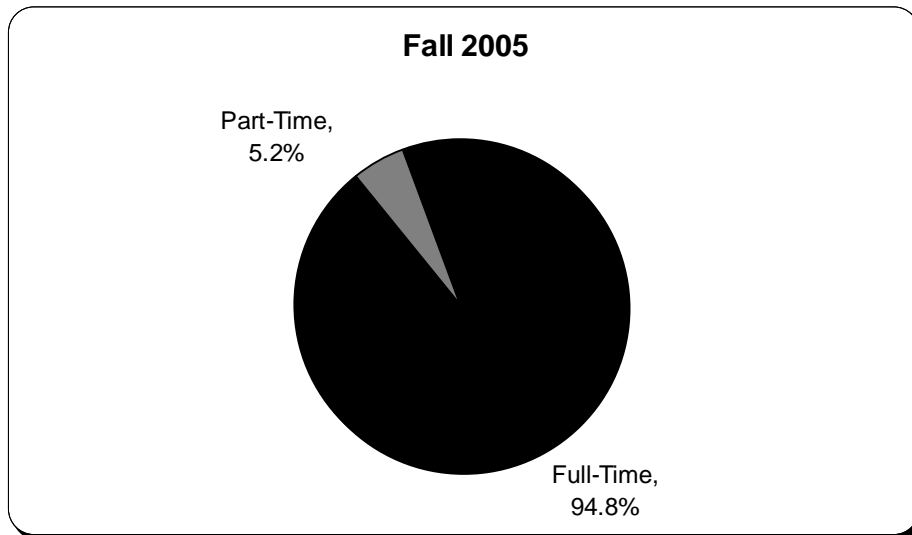
Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2005)

\* "Graduate" includes Doctor of Physical Therapy and LL.M. students;

"Law" includes first-professional-level Juris Doctor students.

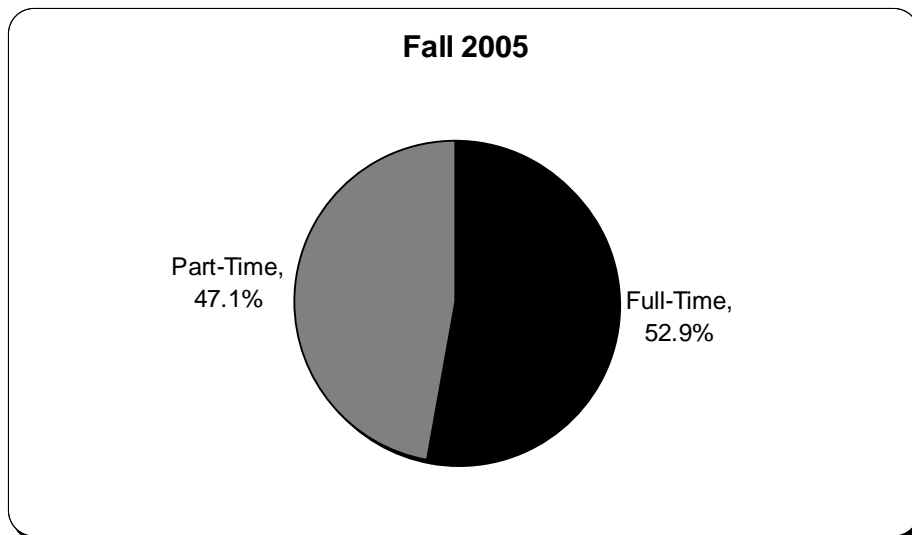
# ORANGE CAMPUS ENROLLMENT

## *Total Undergraduate Headcount Enrollment by Load*



Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2005)

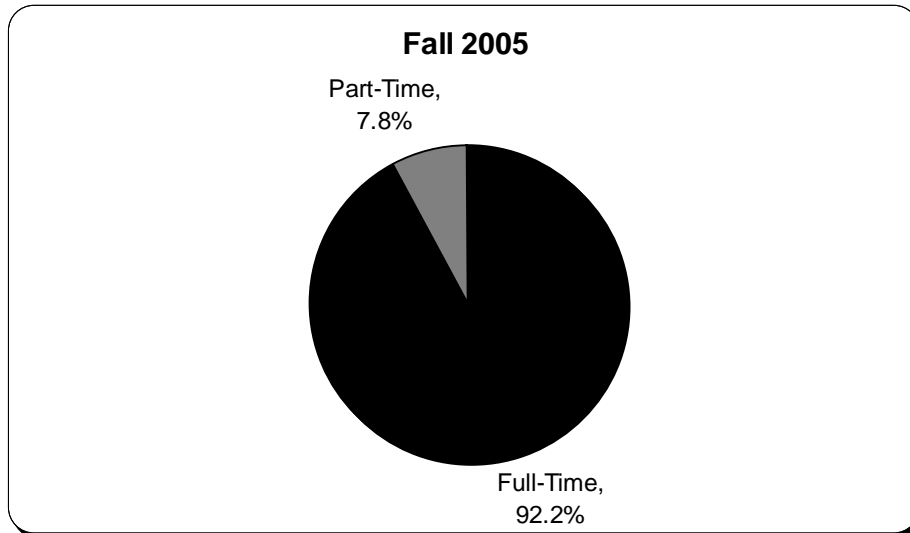
## *Total Graduate Headcount Enrollment by Load*



Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2005)

Note: "Graduate" includes Doctor of Physical Therapy and LL.M. students.

## *Total Law School Headcount Enrollment by Load*



*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2005)*  
*Note: "Law" includes first-professional-level Juris Doctor program.*

# ORANGE CAMPUS ENROLLMENT

## Full-Time Headcount Enrollment by Level, Gender, and Race/Ethnicity

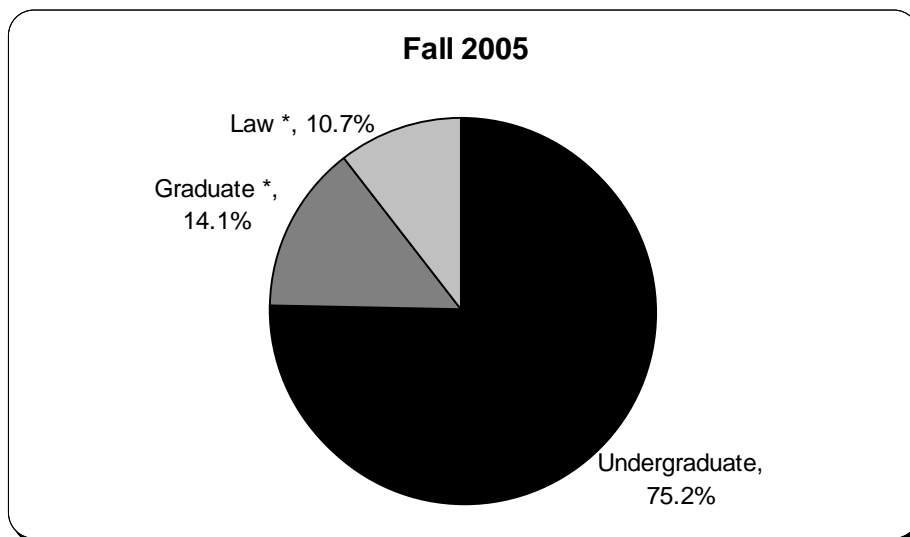
		FALL 2005			
		Undergraduate	Graduate	First Professional (Law) *	Total
<b>Men</b>	Nonresident alien	43	19	2	64
	Black, non-Hispanic	22	10	2	34
	American Indian/Alaska Native	13	1	1	15
	Asian/Pacific Islander	98	16	41	155
	Latino/Hispanic	155	17	17	189
	White, non-Hispanic	1026	142	151	1319
	Race/Ethnicity unknown	140	44	53	237
	<b>Total men</b>	<b>1497</b>	<b>249</b>	<b>267</b>	<b>2013</b>
<b>Women</b>	Nonresident alien	28	20	4	52
	Black, non-Hispanic	58	12	1	71
	American Indian/Alaska Native	22	2	4	28
	Asian/Pacific Islander	190	33	52	275
	Latino/Hispanic	237	52	16	305
	White, non-Hispanic	1439	227	127	1793
	Race/Ethnicity unknown	191	94	50	335
	<b>Total women</b>	<b>2165</b>	<b>440</b>	<b>254</b>	<b>2859</b>
<b>Total students</b>		<b>3662</b>	<b>689</b>	<b>521</b>	<b>4872</b>

Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2005)

Note: "Graduate" includes Doctor of Physical Therapy and LL.M. students.

\* "Law" refers to the first-professional-level Juris Doctor program.

## *Full-Time Headcount Enrollment by Level*



Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2005)

\* "Graduate" includes Doctor of Physical Therapy and LL.M. students;

"Law" includes first-professional-level Juris Doctor students.

# ORANGE CAMPUS ENROLLMENT

## *Part-Time Headcount Enrollment by Level, Gender, and Race/Ethnicity*

		FALL 2005			
		Undergraduate	Graduate	First Professional (Law) *	Total
<b>Men</b>	Nonresident alien	4	10	0	14
	Black, non-Hispanic	2	7	1	10
	American Indian/Alaska Native	0	1	0	1
	Asian/Pacific Islander	5	21	4	30
	Latino/Hispanic	13	37	3	53
	White, non-Hispanic	60	114	9	183
	Race/Ethnicity unknown	8	35	5	48
	<b>Total men</b>	<b>92</b>	<b>225</b>	<b>22</b>	<b>339</b>
<b>Women</b>	Nonresident alien	0	5	1	6
	Black, non-Hispanic	3	8	0	11
	American Indian/Alaska Native	2	1	0	3
	Asian/Pacific Islander	4	35	6	45
	Latino/Hispanic	20	49	4	73
	White, non-Hispanic	64	229	7	300
	Race/Ethnicity unknown	17	62	4	83
	<b>Total women</b>	<b>110</b>	<b>389</b>	<b>22</b>	<b>521</b>
<b>Total students</b>		<b>202</b>	<b>614</b>	<b>44</b>	<b>860</b>

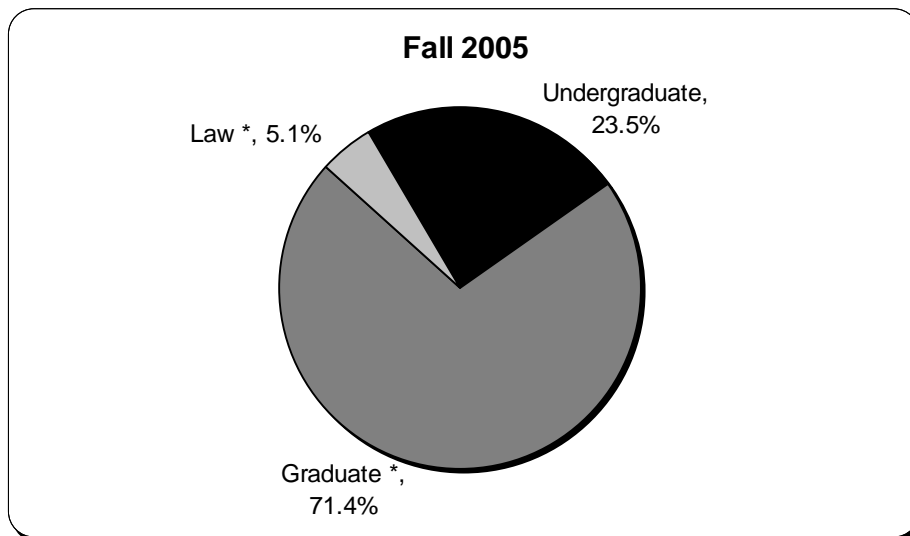
Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2005)

Note: "Graduate" includes Doctor of Physical Therapy and LL.M. students.

\* "Law" refers to the first-professional-level Juris Doctor program.



## *Part-Time Headcount Enrollment by Level*



Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2005)

\* "Graduate" includes Doctor of Physical Therapy and LL.M. students;

"Law" includes first-professional-level Juris Doctor students.

# ORANGE CAMPUS ENROLLMENT

## *Total Degree-Seeking Headcount Enrollment by Level and School/College and Department*

<b>FALL 2005</b>					
<b>School/College</b>	<b>Department</b>	<b>UG</b>	<b>GR</b>	<b>Law *</b>	<b>Total</b>
<b>School of Arts and Communication</b>	Art	135	0	0	135
	Communication Studies	185	0	0	185
	Theatre & Dance	236	0	0	236
	<b>Total</b>	<b>556</b>	<b>0</b>	<b>0</b>	<b>556</b>
<b>School of Business &amp; Economics</b>		<b>724</b>	<b>196</b>	<b>0</b>	<b>920</b>
<b>School of Education</b>	Athl Training/PE	79	0	0	79
	Liberal Studies	166	0	0	166
	(Education)	0	536	0	536
	<b>Total</b>	<b>245</b>	<b>536</b>	<b>0</b>	<b>781</b>
<b>College of Film &amp; Media Arts</b>		<b>761</b>	<b>245</b>	<b>0</b>	<b>1006</b>
<b>School of Law</b>		<b>0</b>	<b>36</b>	<b>565</b>	<b>601</b>
<b>Wilkinson College of Letters &amp; Sciences</b>	Biological Sciences	134	0	0	134
	Engl & Comp Lit	187	78	0	265
	History	70	0	0	70
	Languages	19	0	0	19
	Math & Computer Sci	73	0	0	73
	Peace Studies	34	0	0	34
	Philosophy	18	0	0	18
	Physical Sciences	54	17	0	71
	Physical Therapy	0	121	0	121
	Political Science	193	0	0	193
	Psychology	200	65	0	265
	Religious Studies	10	0	0	10
	Sociology	102	0	0	102
	<b>Total</b>	<b>1094</b>	<b>281</b>	<b>0</b>	<b>1375</b>
<b>School of Music</b>		<b>188</b>	<b>0</b>	<b>0</b>	<b>188</b>
<b>Professional Studies</b>		<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>Undecided</b>		<b>260</b>	<b>0</b>	<b>0</b>	<b>260</b>
<b>Total Degree-Seeking</b>		<b>3830</b>	<b>1294</b>	<b>565</b>	<b>5689</b>

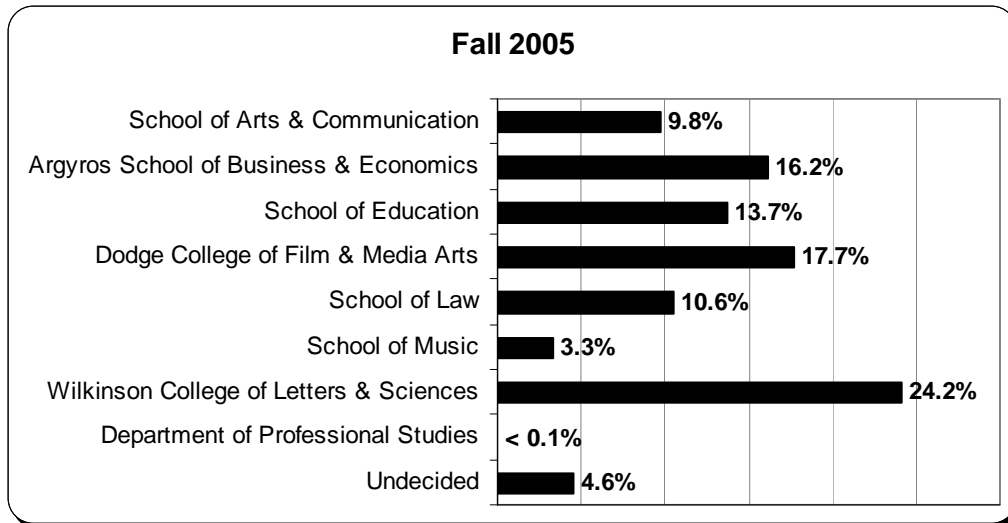
Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2005)

Note: Reflects counts of student primary (first) majors only.

\* "Law" refers to the first-professional-level Juris Doctor program.

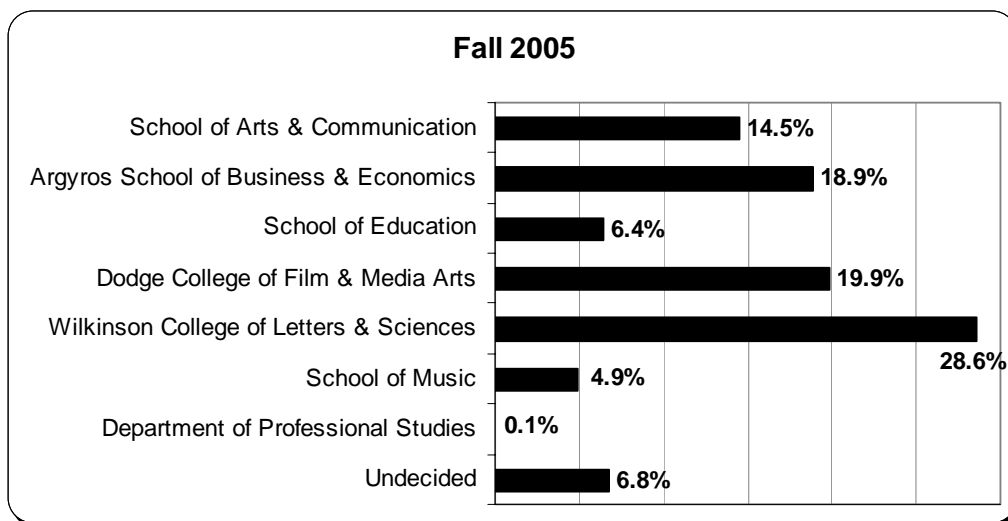
# ORANGE CAMPUS ENROLLMENT

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



Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2005)

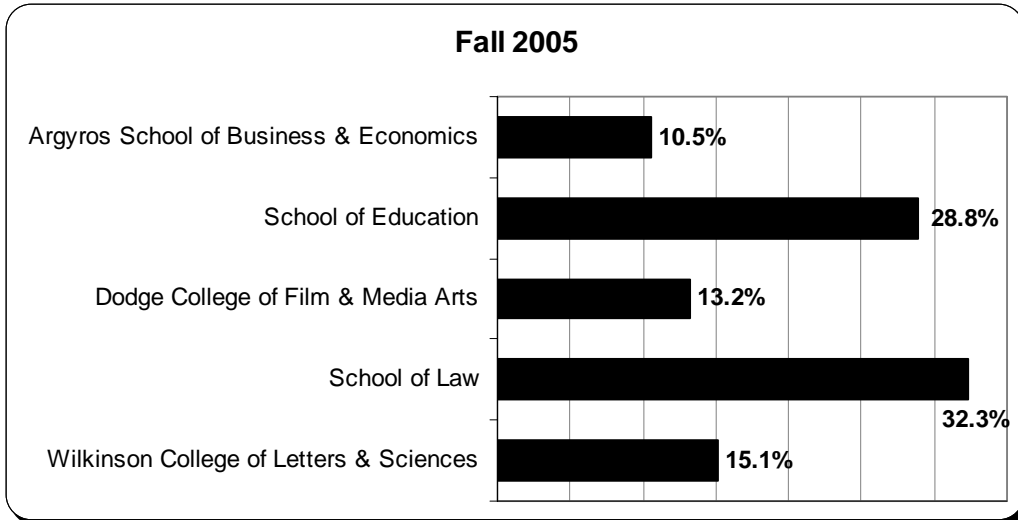
## Total Degree-Seeking Undergraduate Headcount Enrollment by School/College



Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2005)

# ORANGE CAMPUS ENROLLMENT

## *Total Degree-Seeking Graduate & First Professional Headcount Enrollment by School/College*



*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2005)*

# ORANGE CAMPUS DEGREES AWARDED

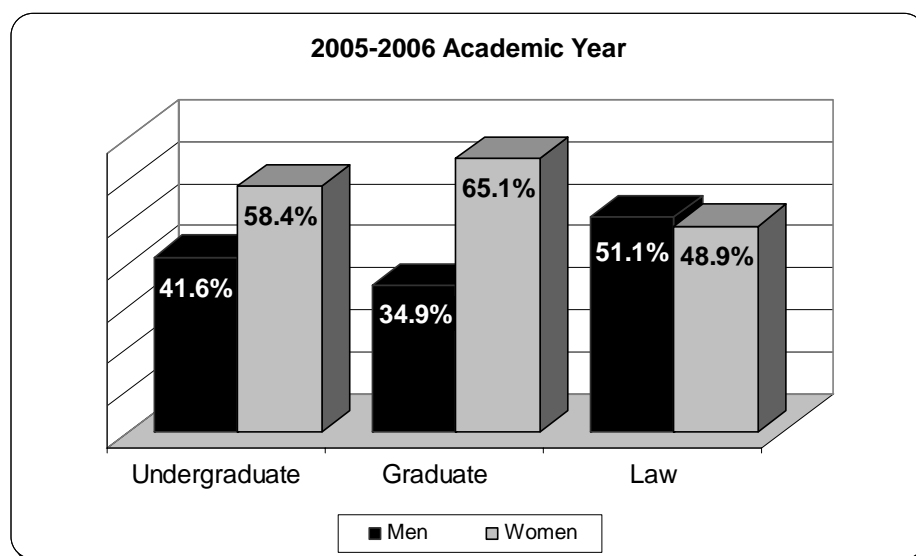
## Retention and Graduation Rates

Student Cohort *	Freshman Retention Rate	4-Year Graduation Rate	6-Year Graduation Rate
Fall 1999	83%	52.8%	65.7%
Fall 2004	85%		

Source: As reported to IPEDS, Graduation Rate Survey, and CSRDE Retention Study

\* First-time, full-time, degree-seeking freshmen first enrolled in the semester indicated. Excludes deceased students and medical, missionary, and military leaves/withdrawals.

## Degrees Awarded by Level and Gender



Source: As reported to IPEDS, Completions Survey

Note: "Graduate" includes Doctor of Physical Therapy and LL.M. students;  
 "Law" includes first-professional-level Juris Doctor students.

# ORANGE CAMPUS DEGREES AWARDED

## *Degrees Awarded by Gender and Race/Ethnicity*

		2005-2006 Academic Year			
		Undergraduate	Graduate	First Professional (Law)	Total
<b>Men</b>	Nonresident alien	13	9	0	22
	Black, non-Hispanic	5	6	2	13
	American Indian/Alaska Native	1	0	0	1
	Asian/Pacific Islander	22	11	23	56
	Latino/Hispanic	38	6	5	49
	White, non-Hispanic	204	79	49	332
	Race/Ethnicity unknown	35	23	13	71
	<b>Total men</b>	<b>318</b>	<b>134</b>	<b>92</b>	<b>544</b>
<b>Women</b>	Nonresident alien	8	9	0	17
	Black, non-Hispanic	7	8	0	15
	American Indian/Alaska Native	2	0	1	3
	Asian/Pacific Islander	36	29	19	84
	Latino/Hispanic	50	28	9	87
	White, non-Hispanic	303	144	44	491
	Race/Ethnicity unknown	40	32	15	87
	<b>Total women</b>	<b>446</b>	<b>250</b>	<b>88</b>	<b>784</b>
<b>Total students</b>		<b>764</b>	<b>384</b>	<b>180</b>	<b>1328</b>

*Source: Chapman's Institutional Research Office*

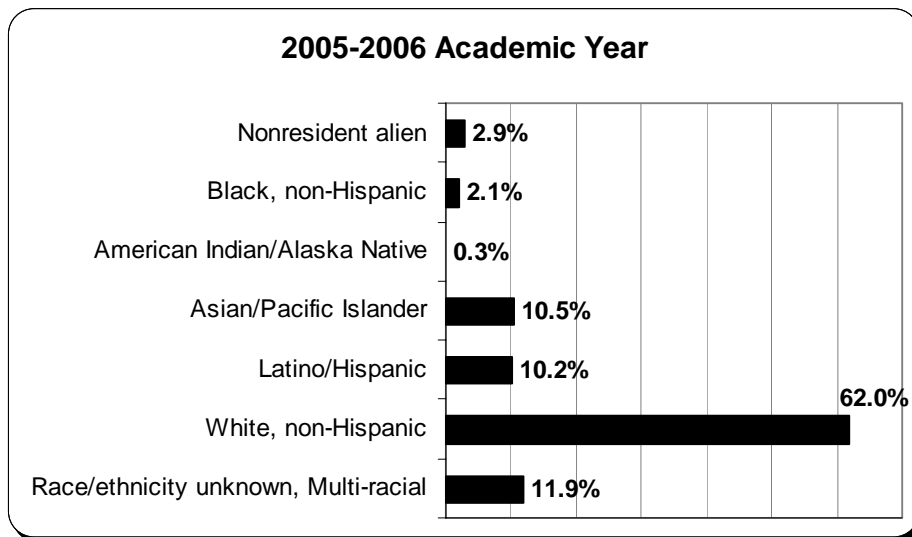
*Note: Students earning multiple degrees are counted once for each degree earned.*

*Note: "Graduate" includes Doctor of Physical Therapy and LL.M. students;*

*"Law" includes first-professional-level Juris Doctor students.*

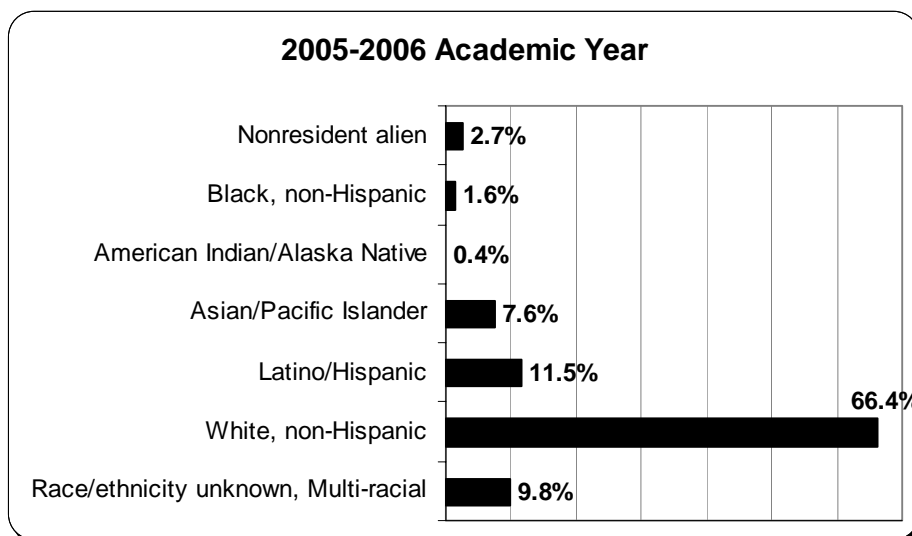
# ORANGE CAMPUS DEGREES AWARDED

## *All Degrees Awarded by Race/Ethnicity*



*Source: As reported to IPEDS, Completions Survey*

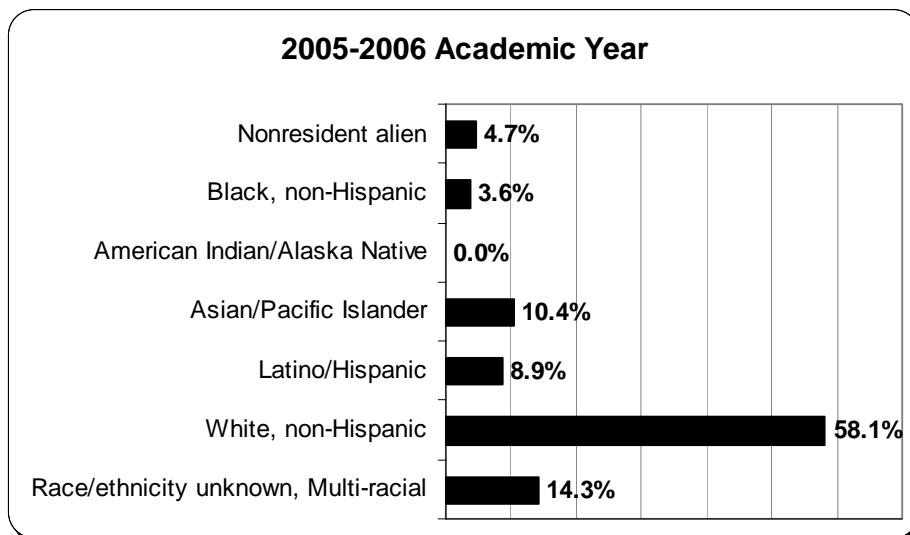
## *Undergraduate Degrees Awarded by Race/Ethnicity*



*Source: As reported to IPEDS, Completions Survey*

# ORANGE CAMPUS DEGREES AWARDED

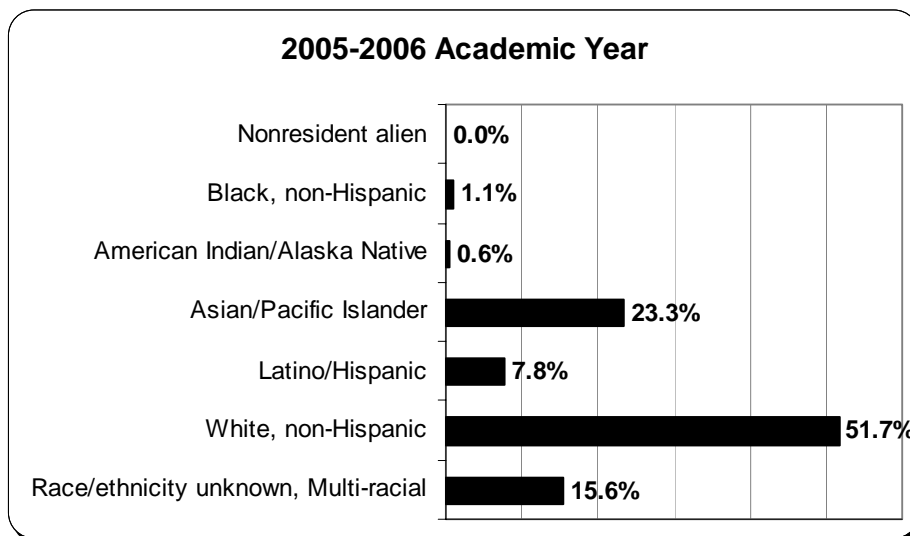
## *Graduate Degrees Awarded by Race/Ethnicity*



Source: As reported to IPEDS, Completions Survey

Note: "Graduate" includes Doctor of Physical Therapy and LL.M. students.

## *First Professional Degrees Awarded by Race/Ethnicity*



Source: As reported to IPEDS, Completions Survey

Note: "First Professional" refers to the School of Law's Juris Doctor program.



# ORANGE CAMPUS DEGREES AWARDED

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

<b>2005-2006 Academic Year</b>					
<b>School/College</b>	<b>Department</b>	<b>UG</b>	<b>GR</b>	<b>Law</b>	<b>Total</b>
<b>School of Arts and Communication</b>	Art	28	0	0	28
	Communication Studies	43	0	0	43
	Theatre & Dance	29	0	0	29
	<b>Total</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>100</b>
<b>School of Business &amp; Economics</b>		<b>157</b>	<b>68</b>	<b>0</b>	<b>225</b>
<b>School of Education</b>	Athl Training/PE	13	0	0	13
	Liberal Studies	36	0	0	36
	(Education)	0	145	0	145
	<b>Total</b>	<b>49</b>	<b>145</b>	<b>0</b>	<b>194</b>
<b>College of Film &amp; Media Arts</b>		<b>189</b>	<b>76</b>	<b>0</b>	<b>265</b>
<b>School of Law</b>		<b>0</b>	<b>12</b>	<b>180</b>	<b>192</b>
<b>School of Music</b>		<b>27</b>	<b>0</b>	<b>0</b>	<b>27</b>
<b>Wilkinson College</b>	Biological Sciences	25	0	0	25
	English & Comparative Lit	36	27	0	63
	History	17	0	0	17
	Languages	6	0	0	6
	Math/Computer Sci/Physics	21	0	0	21
	Peace Studies	12	0	0	12
	Philosophy	5	0	0	5
	Physical Sciences	10	6	0	16
	Physical Therapy	0	30	0	30
	Political Science	30	0	0	30
	Psychology	52	20	0	72
	Religious Studies	3	0	0	3
	Sociology	24	0	0	24
	<b>Total</b>	<b>241</b>	<b>83</b>	<b>0</b>	<b>324</b>
<b>Professional Studies</b>		<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Total</b>		<b>764</b>	<b>384</b>	<b>180</b>	<b>1328</b>

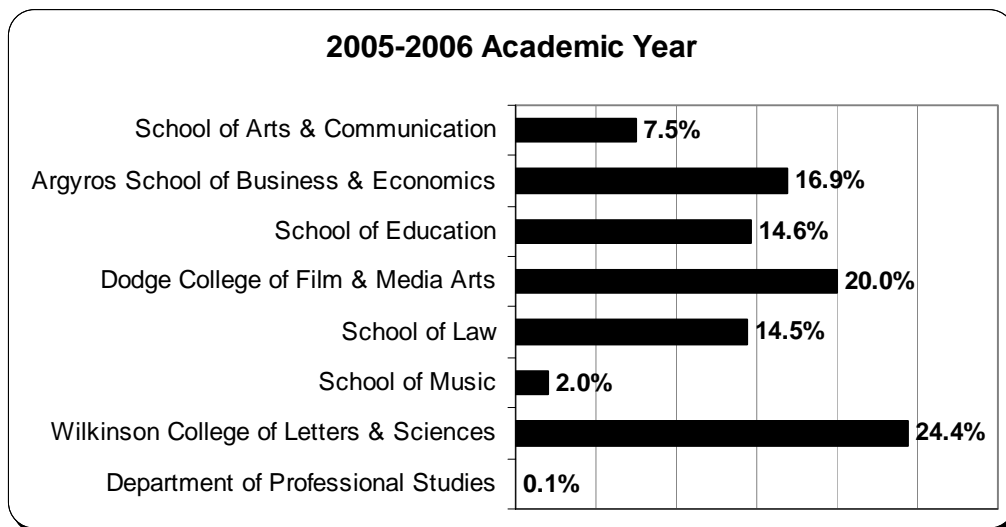
Source: Chapman's Institutional Research Office

Note: "Graduate" includes Doctor of Physical Therapy and LL.M. students.

Note: "First Professional" refers to the School of Law's Juris Doctor program.

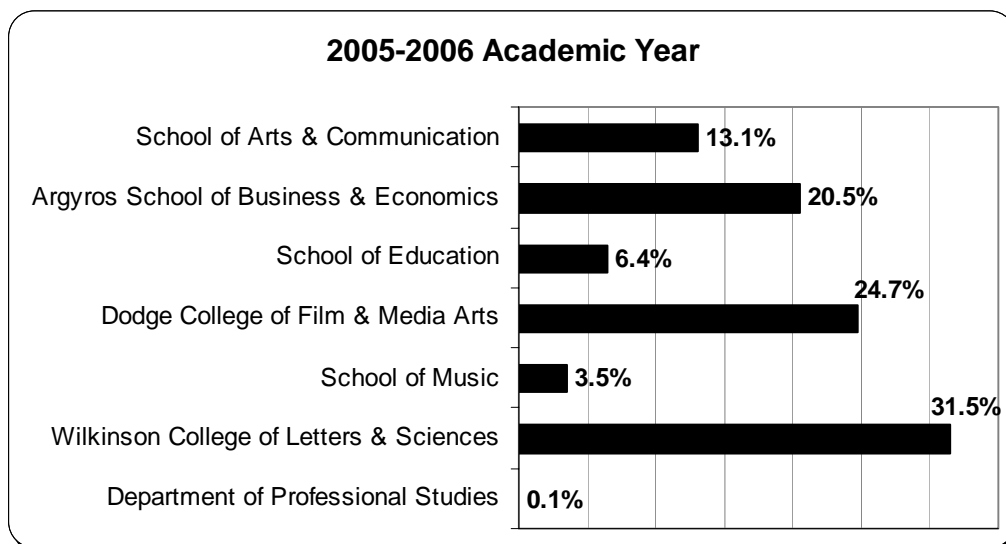
# ORANGE CAMPUS DEGREES AWARDED

## *Distribution of All Degrees Awarded by School/College*



Source: Chapman's Institutional Research Office

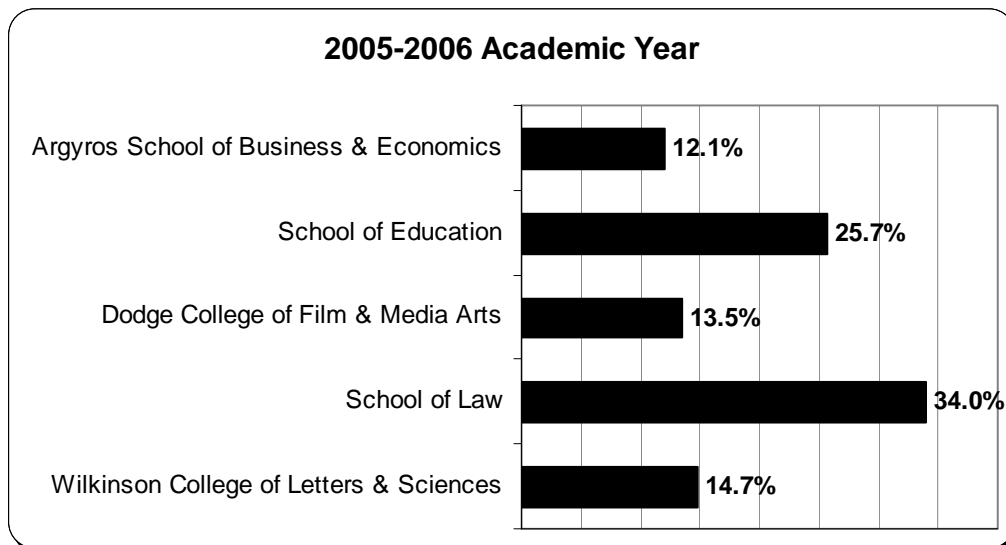
## *Distribution of Undergraduate Degrees Awarded by School/College*



Source: Chapman's Institutional Research Office

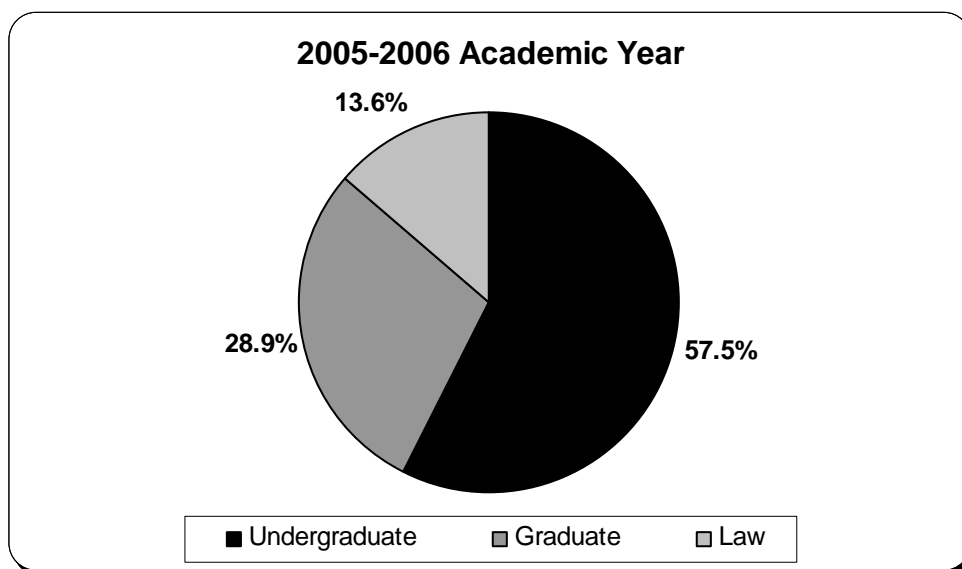
# ORANGE CAMPUS DEGREES AWARDED

## *Distribution of Graduate & First Professional Degrees Awarded by School/College*



Source: Chapman's Institutional Research Office

## *Distribution of Degrees Awarded by Level*



Source: Chapman's Institutional Research Office

Note: "Graduate" includes Doctor of Physical Therapy and LL.M. students.

Note: "Law" refers to the School of Law's Juris Doctor program.

# ORANGE CAMPUS DEGREES AWARDED

## *Undergraduate Degrees Awarded by Major*

2005-2006 Academic Year		2005-2006 Academic Year	
Major	Graduates	Major	Graduates
Accounting	14	Leadership Studies	4
Art	14	Legal Studies	13
Art History	6	Liberal Studies	36
Athletic Training	7	Mathematics	8
Biological Sciences	22	Movement & Exercise Science	1
Business Administration	136	Music	1
Chemistry	6	Music Education	8
Communication Studies	36	Music Performance	15
Communications	15	Music Therapy	3
Computer Information Systems	2	Organizational Leadership	5
Computer Science	11	Peace Studies	12
Creative Writing	6	Philosophy	5
Criminal Justice	1	Physical Education	4
Cultural Anthropology	1	Political Science	17
Dance	5	Psychobiology	1
Dance Performance	4	Psychology	51
Economics	7	Public Relations & Advertising	44
English	27	Religious Studies	3
Environmental Science	2	Screenwriting	14
Film & Television	27	Social Science	1
Film Production	79	Sociology	13
Film Studies	6	Spanish	3
Food Science & Nutrition	2	Studio Art	3
French	2	Teaching English	3
Germanic Studies	1	Television Broadcast Journalism	11
Graphic Design	5	Theatre	6
History	17	Theatre & Dance	7
Kinesiology	4	Theatre Performance	7

Source: Chapman's Institutional Research Office

# ORANGE CAMPUS DEGREES AWARDED

## *Graduate Degrees Awarded by Major*

<b>2005-2006 Academic Year</b>	
<b>Major</b>	<b>Graduates</b>
Business Administration	45
Counseling (School)	16
Creative Writing	11
Doctor of Physical Therapy	30
Education	37
Educational Psychology	19
English	16
Executive MBA	14
Film & Television Producing	6
Film & Television Production	9
Film Production	32
Film Studies	4
Food Science & Nutrition	6
Human Resource Management	8
Human Resources	1
Psychology	20
School Psychology	18
Screenwriting	25
Special Education	19
Teaching	36
Juris Doctor	180
LL.M. in Taxation	12

*Source: Chapman's Institutional Research Office*

# ORANGE CAMPUS EDUC CREDENTIALS

## *Credentials Recommended*

*Note: Colleges and Universities in California do not directly credential students to teach. Instead, they offer courses and programs designed to meet state-mandated requirements for teacher certification and, upon a student's successful completion of the program and all state-mandated exams, recommend to the California Commission on Teacher Credentialing that a credential be granted to the student.*

<b>2005-2006 Academic Year</b>		
<b>Subject</b>	<b>Type</b>	<b>Count</b>
<b>Administrative Services</b>	Internship	1
	Certificate of Eligibility	9
	Preliminary	4
	Professional Clear	6
	<b>Total</b>	<b>20</b>
<b>Education Specialist</b>	Internship	18
	Certificate of Eligibility	4
	Preliminary	39
	Professional Clear	18
	<b>Total</b>	<b>79</b>
<b>Multiple Subject</b>	Preliminary	61
	Professional Clear	4
	<b>Total</b>	<b>65</b>
<b>Personnel Pupil Services</b>	Professional Clear	35
	<b>Total</b>	<b>35</b>
<b>Single Subject</b>	Internship	11
	Preliminary	46
	Professional Clear	1
	<b>Total</b>	<b>58</b>
<b>Total Credentials Recommended</b>		<b>257</b>

*Source: Office of the Assistant Provost for Teacher Education*

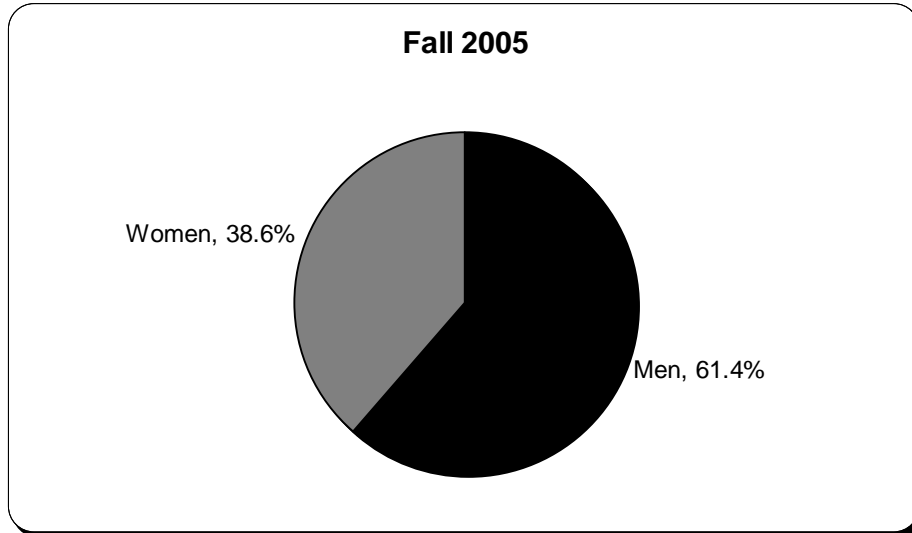
*Full-Time Faculty by Gender and Race/Ethnicity*

<b>FALL 2005</b>			
<b>Race/Ethnicity</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Nonresident Alien	0	0	0
Black, non-Hispanic	2	6	8
American Indian/Alaska Native	1	0	1
Asian/Pacific Islander	10	6	16
Latino/Hispanic	4	5	9
White, non-Hispanic	145	85	230
Race/Ethnicity unknown	0	0	0
<b>Grand Total</b>	<b>162</b>	<b>102</b>	<b>264</b>

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

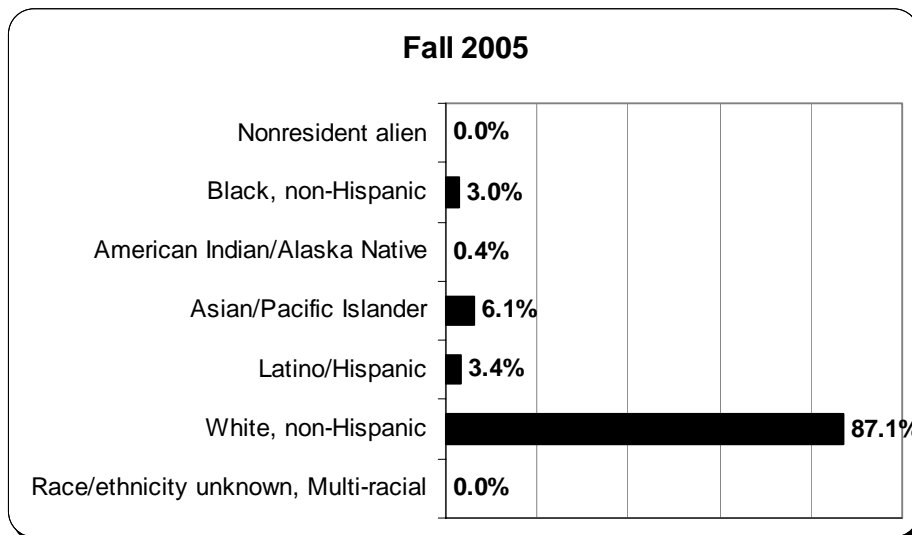
*Note: Includes Orange Campus, Physical Therapy, and Law School faculty.*

## *Full-Time Faculty by Gender*



*Source: As reported to IPEDS, Human Resources Survey*  
*Note: Includes Orange Campus, Physical Therapy, and Law School faculty.*

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



*Source: As reported to IPEDS, Human Resources Survey*  
*Note: Includes Orange Campus, Physical Therapy, and Law School faculty.*



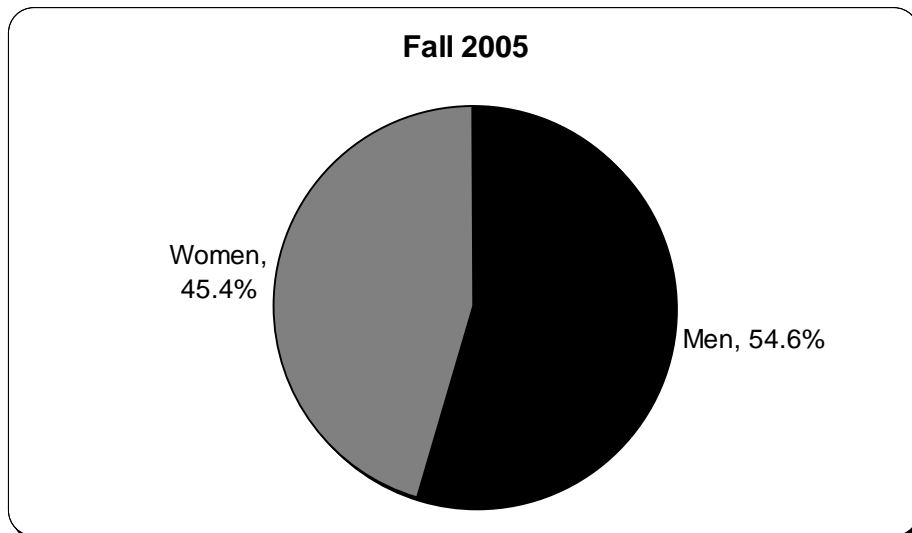
*Part-Time Faculty by Gender and Race/Ethnicity*

<b>FALL 2005</b>			
<b>Race/Ethnicity</b>	<b>Men</b>	<b>Women</b>	<b>Total</b>
Nonresident Alien	0	0	0
Black, non-Hispanic	2	1	3
American Indian/Alaska Native	0	0	0
Asian/Pacific Islander	4	7	11
Latino/Hispanic	4	3	7
White, non-Hispanic	54	65	119
Race/Ethnicity unknown	109	68	177
<b>Grand Total</b>	<b>173</b>	<b>144</b>	<b>317</b>

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

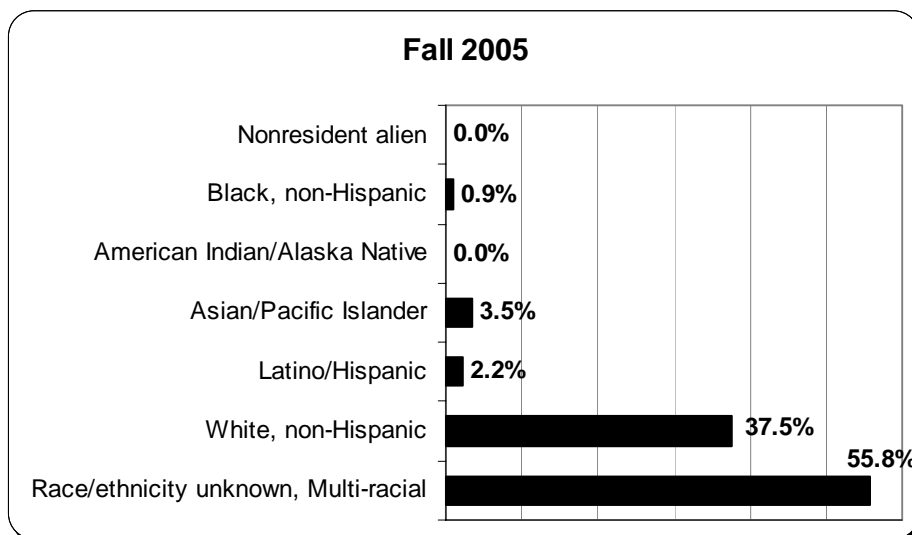
*Note: Includes Orange Campus, Physical Therapy, and Law School faculty.*

## *Part-Time Faculty by Gender*



Source: As reported to IPEDS, Human Resources Survey  
 Note: Includes Orange Campus, Physical Therapy, and Law School faculty.

## *Part-Time Faculty by Race/Ethnicity*



Source: As reported to IPEDS, Human Resources Survey  
 Note: Includes Orange Campus, Physical Therapy, and Law School faculty.

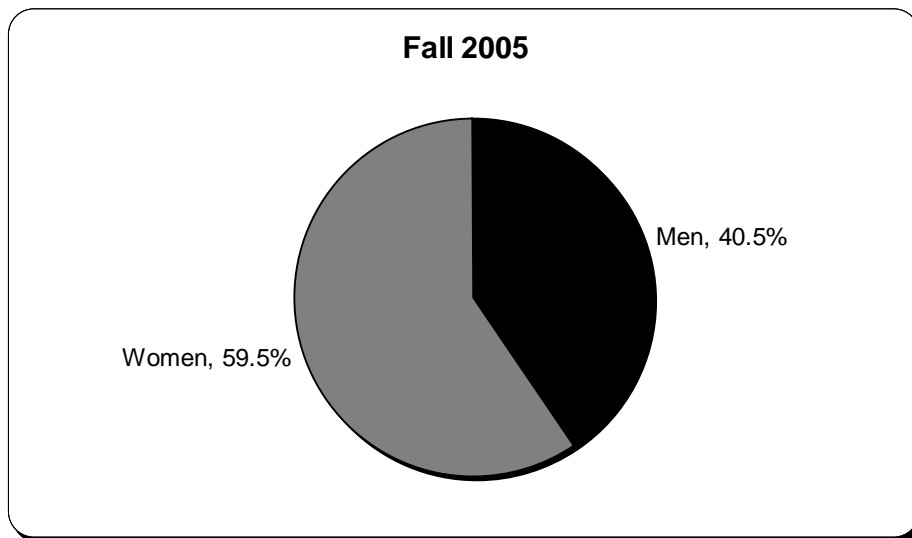
# ORANGE CAMPUS STAFF

## Full-Time Staff by Classification, Gender, and Race/Ethnicity

		FALL 2005						
		Executive, Administrative, & Managerial	Other Professional	Technical / Paraprofessional	Clerical / Secretarial	Skilled Crafts	Service / Maintenance	Total Staff
<b>Men</b>	Nonresident alien	0	0	0	0	0	0	0
	Black, non-Hispanic	2	3	0	3	0	3	11
	American Indian/Alaska Native	0	0	0	0	0	0	0
	Asian/Pacific Islander	1	4	1	2	2	2	12
	Latino/Hispanic	7	2	0	5	8	7	29
	White, non-Hispanic	43	37	25	24	5	6	140
	Race/Ethnicity unknown	0	0	0	0	0	0	0
	<b>Total men</b>	<b>53</b>	<b>46</b>	<b>26</b>	<b>34</b>	<b>15</b>	<b>18</b>	<b>192</b>
<b>Women</b>	Nonresident alien	0	0	0	0	0	0	0
	Black, non-Hispanic	2	0	0	5	0	0	7
	American Indian/Alaska Native	0	0	0	1	0	0	1
	Asian/Pacific Islander	6	4	1	13	0	1	25
	Latino/Hispanic	5	5	0	22	0	0	32
	White, non-Hispanic	62	49	0	104	1	1	217
	Race/Ethnicity unknown	0	0	0	0	0	0	0
	<b>Total women</b>	<b>75</b>	<b>58</b>	<b>1</b>	<b>145</b>	<b>1</b>	<b>2</b>	<b>282</b>
<b>Total full-time staff</b>		<b>128</b>	<b>104</b>	<b>27</b>	<b>179</b>	<b>16</b>	<b>20</b>	<b>474</b>

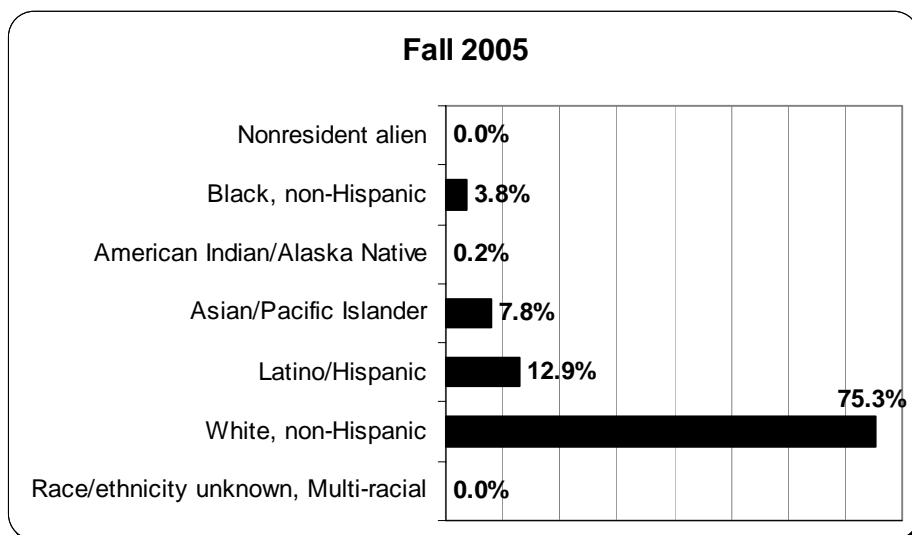
Source: As reported to IPEDS, Human Resources Survey

## Full-Time Staff by Gender



Source: As reported to IPEDS, Human Resources Survey

## Full-Time Staff by Race/Ethnicity



Source: As reported to IPEDS, Human Resources Survey

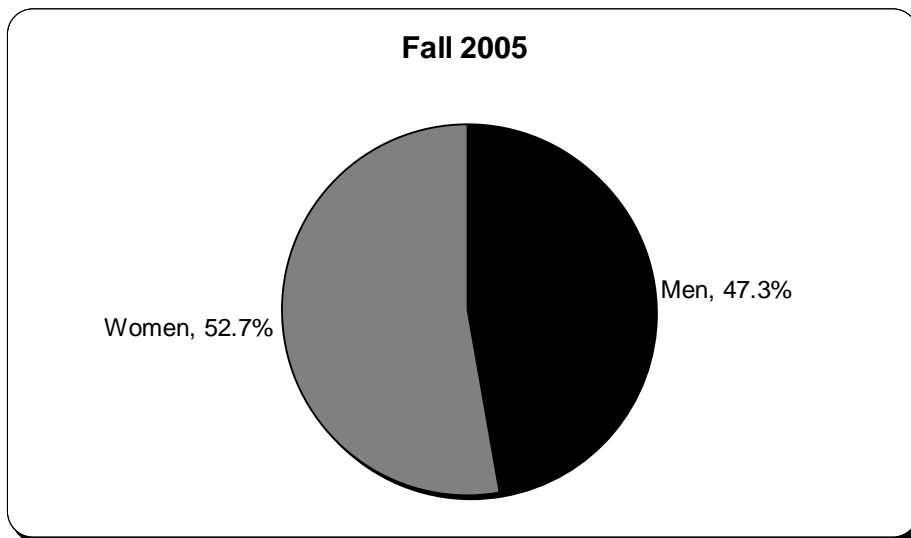
# ORANGE CAMPUS STAFF

## *Part-Time Staff by Classification, Gender, and Race/Ethnicity*

		FALL 2005						
		Executive, Administrative, & Managerial	Other Professional	Technical / Paraprofessional	Clerical / Secretarial	Skilled Crafts	Service / Maintenance	Total Staff
<b>Men</b>	Nonresident alien	0	0	0	0	0	0	0
	Black, non-Hispanic	0	3	0	1	0	0	4
	American Indian/Alaska Native	0	0	0	0	0	0	0
	Asian/Pacific Islander	0	1	0	0	0	1	2
	Latino/Hispanic	0	4	0	0	0	0	4
	White, non-Hispanic	3	14	4	4	0	0	25
	Race/Ethnicity unknown	0	0	0	0	0	0	0
	<b>Total men</b>	<b>3</b>	<b>22</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>35</b>
<b>Women</b>	Nonresident alien	0	0	0	0	0	0	0
	Black, non-Hispanic	0	1	0	1	0	0	2
	American Indian/Alaska Native	0	0	0	0	0	0	0
	Asian/Pacific Islander	0	2	0	1	0	0	3
	Latino/Hispanic	1	0	0	2	0	0	3
	White, non-Hispanic	5	16	0	10	0	0	31
	Race/Ethnicity unknown	0	0	0	0	0	0	0
	<b>Total women</b>	<b>6</b>	<b>19</b>	<b>0</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>39</b>
<b>Total part-time staff</b>		<b>9</b>	<b>41</b>	<b>4</b>	<b>19</b>	<b>0</b>	<b>1</b>	<b>74</b>

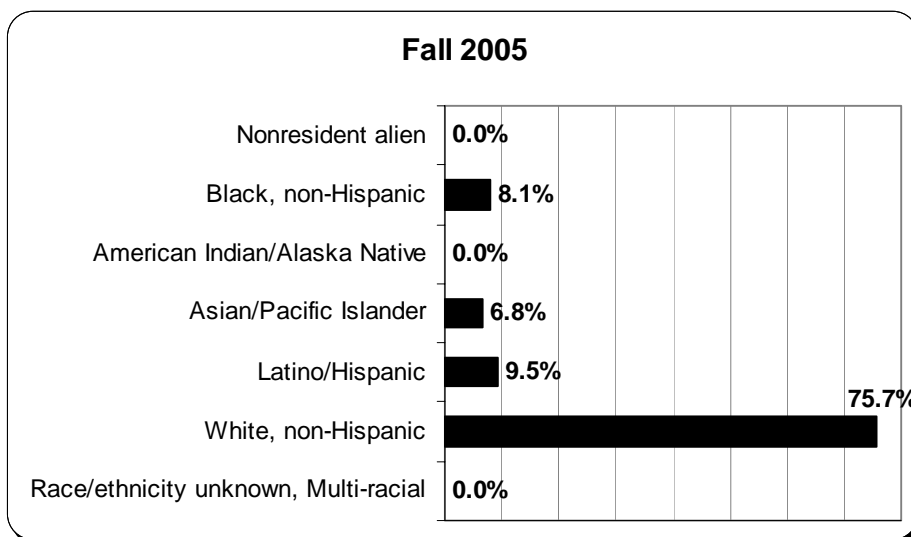
Source: As reported to IPEDS, Human Resources Survey

## *Part-Time Staff by Gender*



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

## *Part-Time Staff by Race/Ethnicity*



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

# University College

# UNIVERSITY COLLEGE ADMISSIONS

## *Total Applicants, Admits, and Enrollees by Level*

	<b>FALL 2005 (Term D Only)</b>	
	<b>Number</b>	<b>Admit Rate and Yield Rate</b>
Undergraduate Transfers		
Applicants	781	
Admissions	446	57.1%
Enrolled	326	73.1%
Graduate Students		
Applicants	914	
Admissions	780	85.3%
Enrolled	647	82.9%

*Source: Chapman's Institutional Research Office – XA05, XA11*

## *Transfer GPA by Level*

	<b>FALL 2005 (Term D Only)</b>	
	<b>Mean Transfer GPA</b>	<b>Median Transfer GPA</b>
Undergraduate Transfers		
Applicants	2.94	2.95
Admissions	2.88	2.89
Enrolled	2.90	2.91
Graduate Students		
Applicants	3.32	3.35
Admissions	3.34	3.36
Enrolled	3.34	3.36

*Source: Chapman's Institutional Research Office – XA05, XA11*



# UNIVERSITY COLLEGE ENROLLMENT

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

		FALL 2005 (Term D Only)		
		Undergraduate	Graduate	Total
<b>Men</b>	Nonresident alien	0	0	0
	Black, non-Hispanic	83	52	135
	American Indian/Alaska Native	8	5	13
	Asian/Pacific Islander	49	43	92
	Latino/Hispanic	130	144	274
	White, non-Hispanic	487	636	1123
	Race/Ethnicity unknown	168	156	324
	<b>Total men</b>	<b>925</b>	<b>1036</b>	<b>1961</b>
<b>Women</b>	Nonresident alien	0	1	1
	Black, non-Hispanic	110	123	233
	American Indian/Alaska Native	22	20	42
	Asian/Pacific Islander	65	88	153
	Latino/Hispanic	303	306	609
	White, non-Hispanic	839	1607	2446
	Race/Ethnicity unknown	237	370	607
	<b>Total women</b>	<b>1576</b>	<b>2515</b>	<b>4091</b>
<b>Total students</b>		<b>2501</b>	<b>3551</b>	<b>6052</b>

*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2005 [Term D])*

# UNIVERSITY COLLEGE ENROLLMENT

## Full-Time Headcount Enrollment by Level, Gender, and Race/Ethnicity

		FALL 2005 (Term D Only)		
		Undergraduate	Graduate	Total
<b>Men</b>	Nonresident alien	0	0	0
	Black, non-Hispanic	42	18	60
	American Indian/Alaska Native	5	3	8
	Asian/Pacific Islander	26	19	45
	Latino/Hispanic	70	62	132
	White, non-Hispanic	248	265	513
	Race/Ethnicity unknown	82	67	149
	<b>Total men</b>	<b>473</b>	<b>434</b>	<b>907</b>
<b>Women</b>	Nonresident alien	0	0	0
	Black, non-Hispanic	70	45	115
	American Indian/Alaska Native	18	12	30
	Asian/Pacific Islander	38	51	89
	Latino/Hispanic	193	162	355
	White, non-Hispanic	485	753	1238
	Race/Ethnicity unknown	129	166	295
	<b>Total women</b>	<b>933</b>	<b>1189</b>	<b>2122</b>
<b>Total students</b>		<b>1406</b>	<b>1623</b>	<b>3029</b>

Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2005 [Term D])

# UNIVERSITY COLLEGE ENROLLMENT

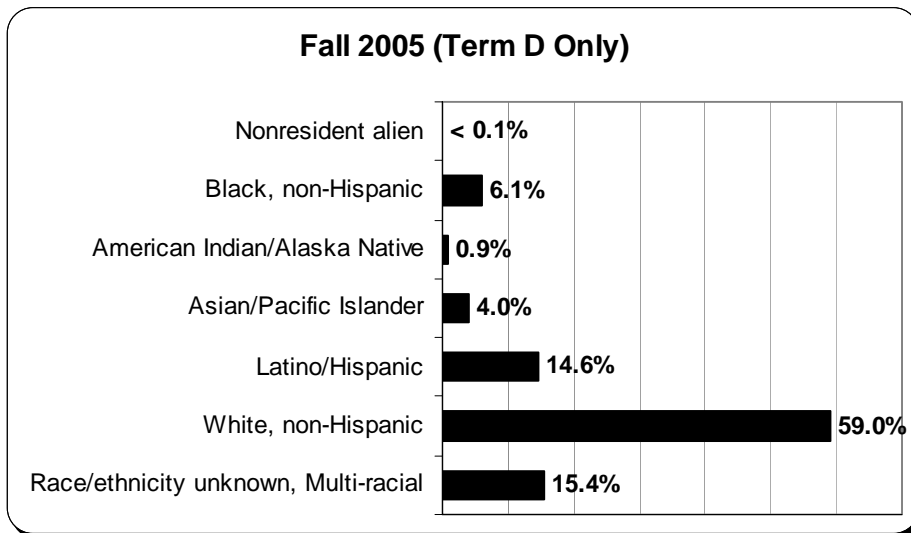
## *Part-Time Headcount Enrollment by Level, Gender, and Race/Ethnicity*

		FALL 2005 (Term D Only)		
		Undergraduate	Graduate	Total
<b>Men</b>	Nonresident alien	0	0	0
	Black, non-Hispanic	41	34	75
	American Indian/Alaska Native	3	2	5
	Asian/Pacific Islander	23	24	47
	Latino/Hispanic	60	82	142
	White, non-Hispanic	239	371	610
	Race/Ethnicity unknown	86	89	175
	<b>Total men</b>	<b>452</b>	<b>602</b>	<b>1054</b>
<b>Women</b>	Nonresident alien	0	1	1
	Black, non-Hispanic	40	78	118
	American Indian/Alaska Native	4	8	12
	Asian/Pacific Islander	27	37	64
	Latino/Hispanic	110	144	254
	White, non-Hispanic	354	854	1208
	Race/Ethnicity unknown	108	204	312
	<b>Total women</b>	<b>643</b>	<b>1326</b>	<b>1969</b>
<b>Total students</b>		<b>1095</b>	<b>1928</b>	<b>3023</b>

*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2005 [Term D])*

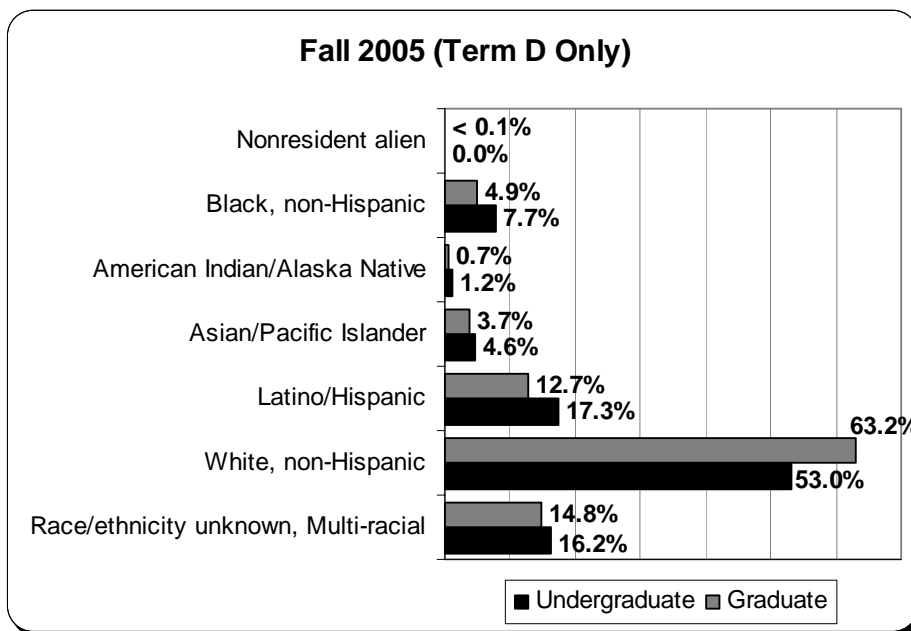
# UNIVERSITY COLLEGE ENROLLMENT

## Total Enrollment by Race/Ethnicity



Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2005 [Term D])

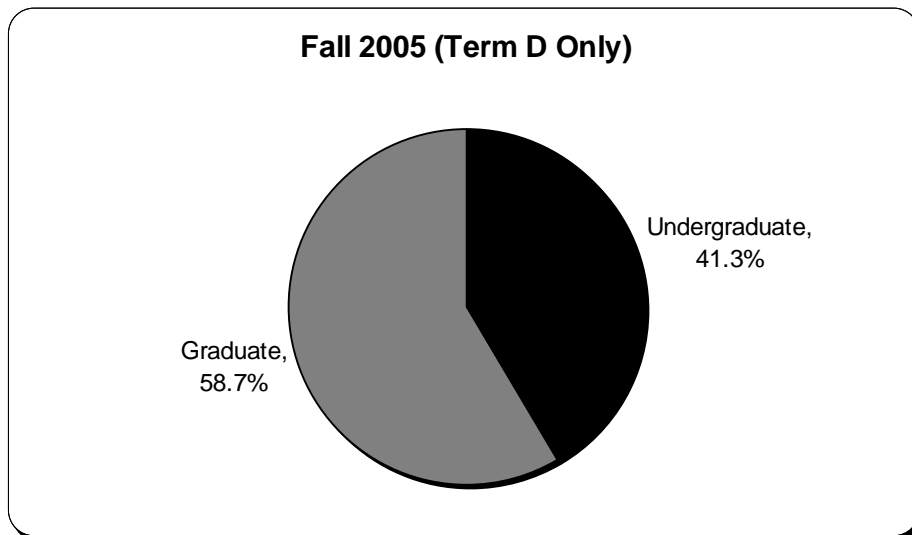
## Total Enrollment by Level and Race/Ethnicity



Source: As reported to IPEDS, Fall Enrollment Survey (Fall 2005 [Term D])

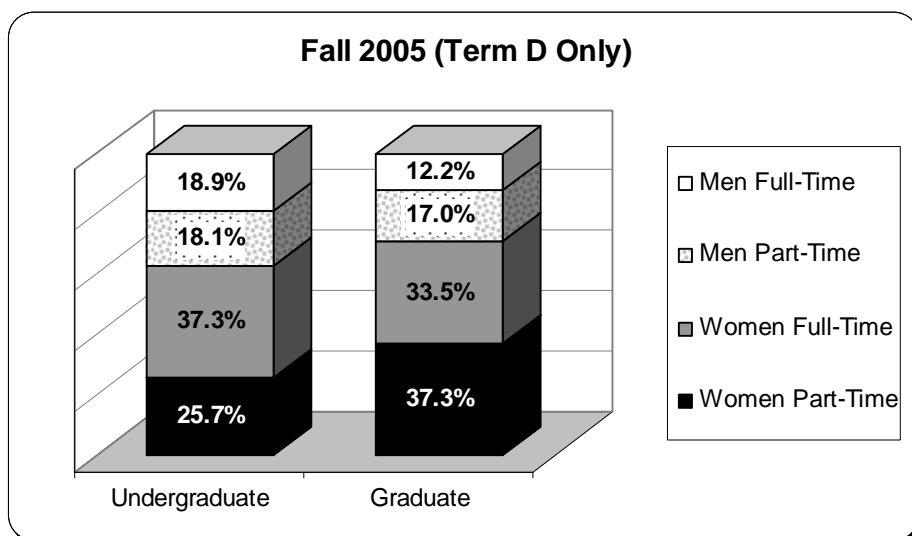
# UNIVERSITY COLLEGE ENROLLMENT

## Total Headcount Enrollment by Level



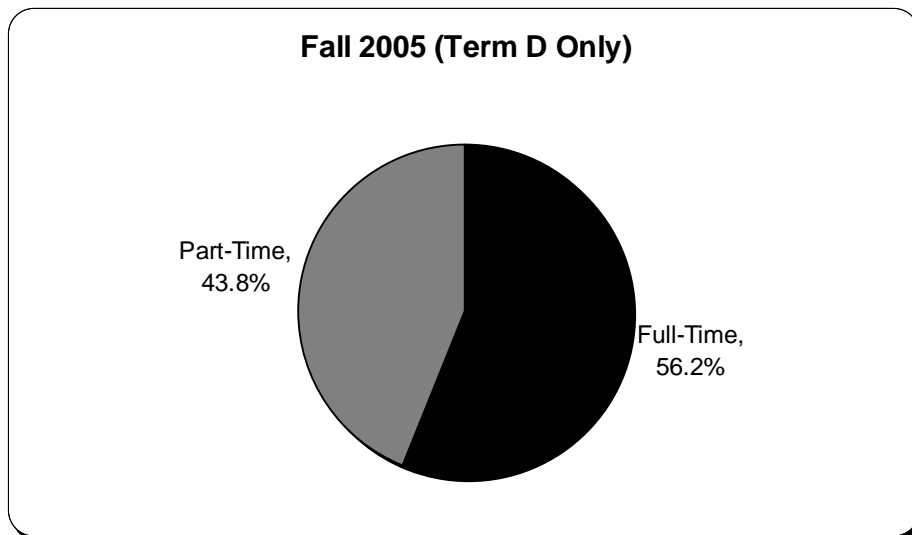
Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2005 [Term D])

## Total Headcount Enrollment by Level, Load, and Gender



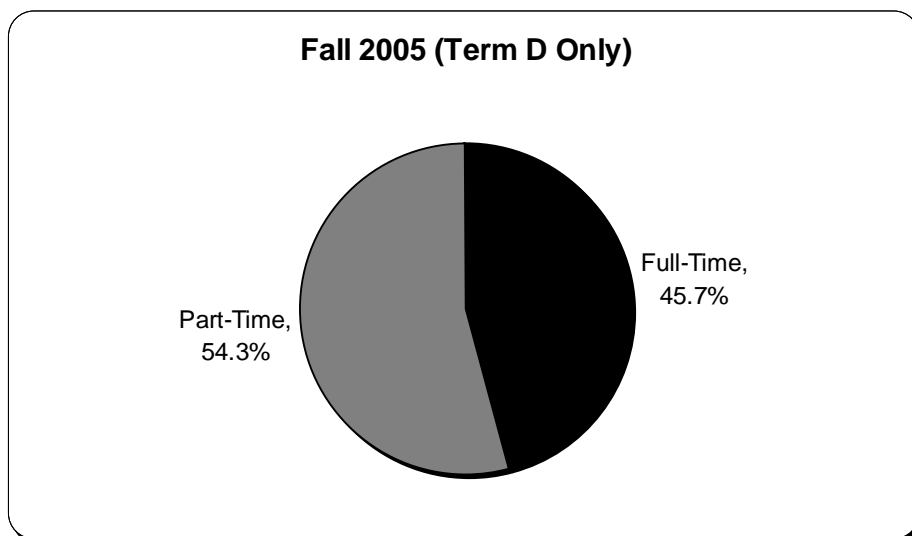
Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2005 [Term D])

## *Total Undergraduate Headcount Enrollment by Load*



*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2005 [Term D])*

## *Total Graduate Headcount Enrollment by Load*



*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2005 [Term D])*

# UNIVERSITY COLLEGE ENROLLMENT

## *Total Headcount Enrollment by Campus and Level*

<b>FALL 2005 (Term D Only)</b>			
<b>Campus</b>	<b>UG</b>	<b>GR</b>	<b>Total</b>
Antelope Valley	199	161	360
Bay Area	121	526	647
Coachella Valley	124	230	354
Irvine	238	83	321
Los Angeles / Manhattan Beach	130	170	300
Modesto	213	303	516
Monterey	109	128	237
Moreno Valley	98	238	336
Ontario	101	284	385
Sacramento Valley	138	308	446
San Diego	180	286	466
Santa Maria	128	175	303
South San Joaquin Valley	288	202	490
Victor Valley	163	227	390
Washington	267	227	494

*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2005 [Term D])*

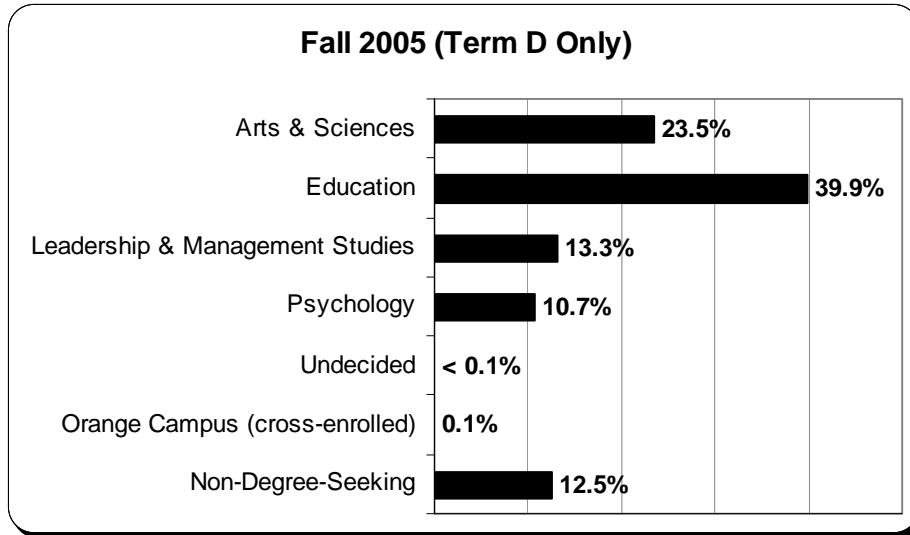
## *Total Headcount Enrollment by Division and Level*

<b>FALL 2005 (Term D Only)</b>			
<b>Department</b>	<b>UG</b>	<b>GR</b>	<b>Total</b>
Arts & Sciences	1367	56	1423
Education	0	2416	2416
Leadership & Management Studies	470	332	802
Psychology	337	312	649
Undecided	2	0	2
Orange Campus (cross-enrolled)	3	3	6
Non-Degree-Seeking	322	432	754

*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2005 [Term D])*

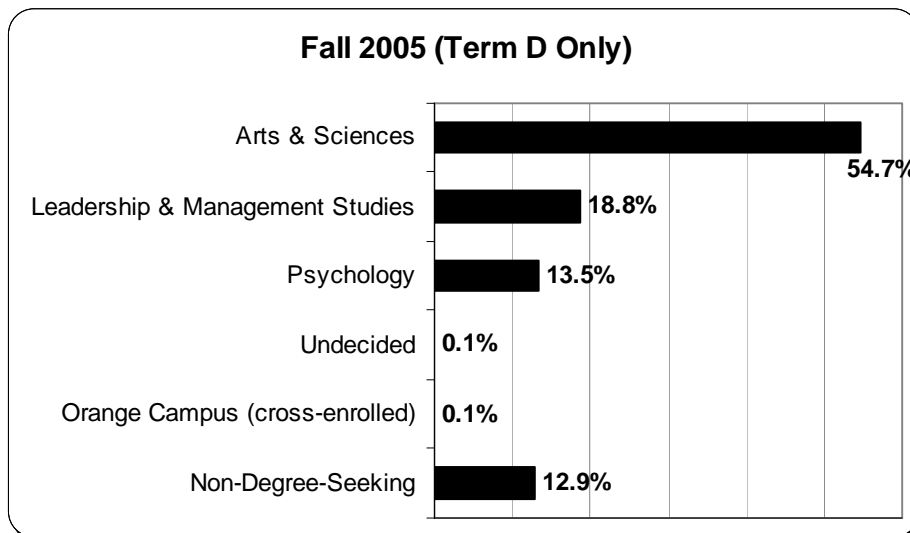
# UNIVERSITY COLLEGE ENROLLMENT

## *Total Headcount Enrollment by Division*



*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2005 [Term D])*

## *Total Undergraduate Headcount Enrollment by Division*

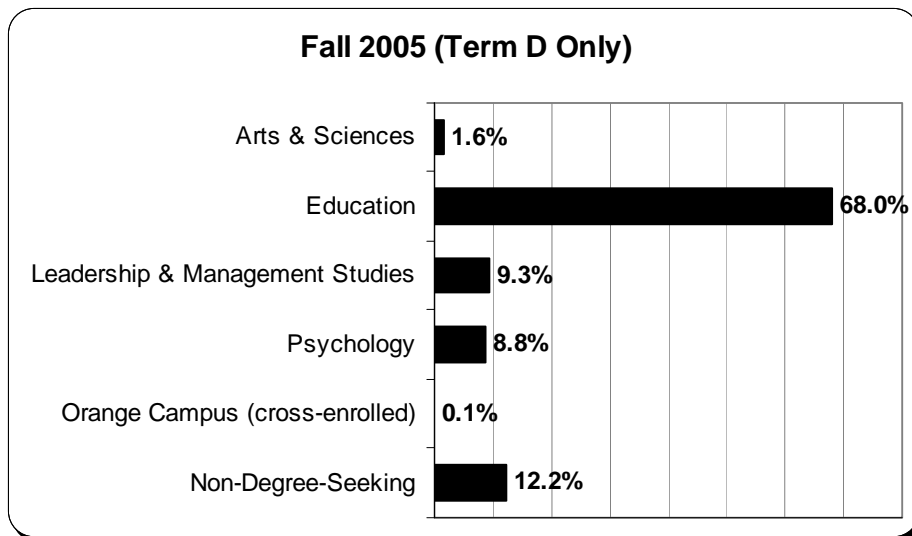


*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2005 [Term D])*



# UNIVERSITY COLLEGE ENROLLMENT

## *Total Graduate Headcount Enrollment by Division*



*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2005 [Term D])*

# UNIVERSITY COLLEGE DEGREES AWARDED

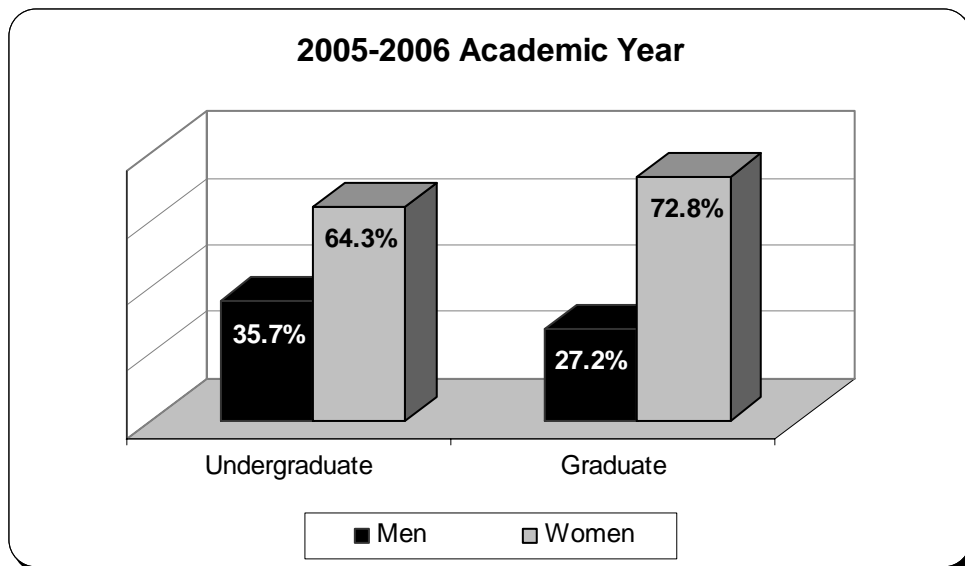
## *Degrees Awarded by Campus and Level*

<b>2005-2006 Academic Year</b>			
<b>Campus</b>	<b>Undergraduate</b>	<b>Graduate</b>	<b>Total</b>
Antelope Valley	59	24	83
Bay Area	40	96	136
Coachella Valley	41	58	99
Irvine	79	40	119
Los Angeles / Manhattan Beach	49	60	109
Modesto	78	27	105
Monterey	17	26	43
Moreno Valley	27	96	123
Ontario	32	70	102
Sacramento	56	68	124
San Diego	66	93	159
Santa Maria	73	46	119
South San Joaquin Valley	74	31	105
Victor Valley	66	31	97
Washington	90	109	199
Other	1	0	1

*Source: Chapman's Institutional Research Office*

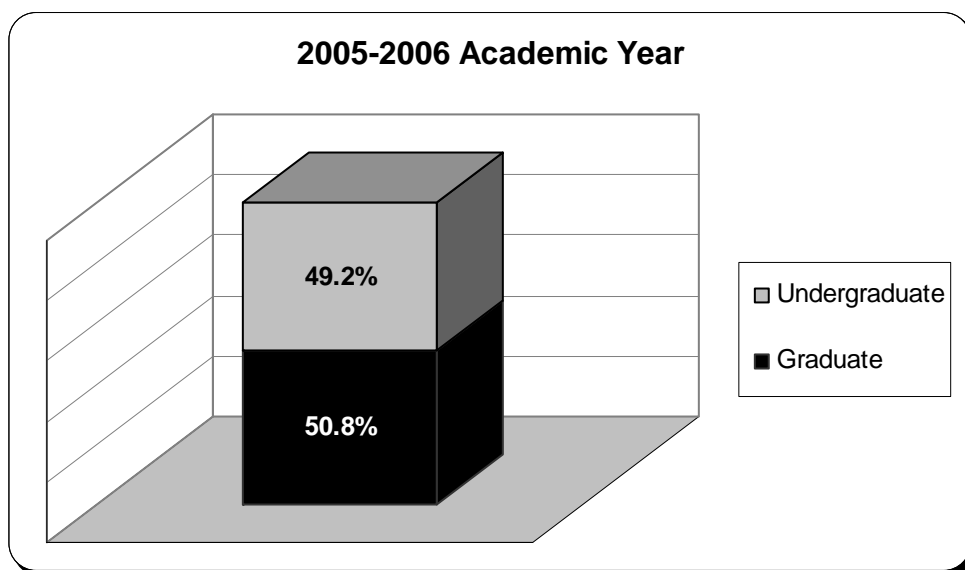
# UNIVERSITY COLLEGE DEGREES AWARDED

## *Degrees Awarded by Level and Gender*



Source: As reported to IPEDS, Completions Survey

## *Distribution of Degrees Awarded by Level*



Source: Chapman's Institutional Research Office

# UNIVERSITY COLLEGE DEGREES AWARDED

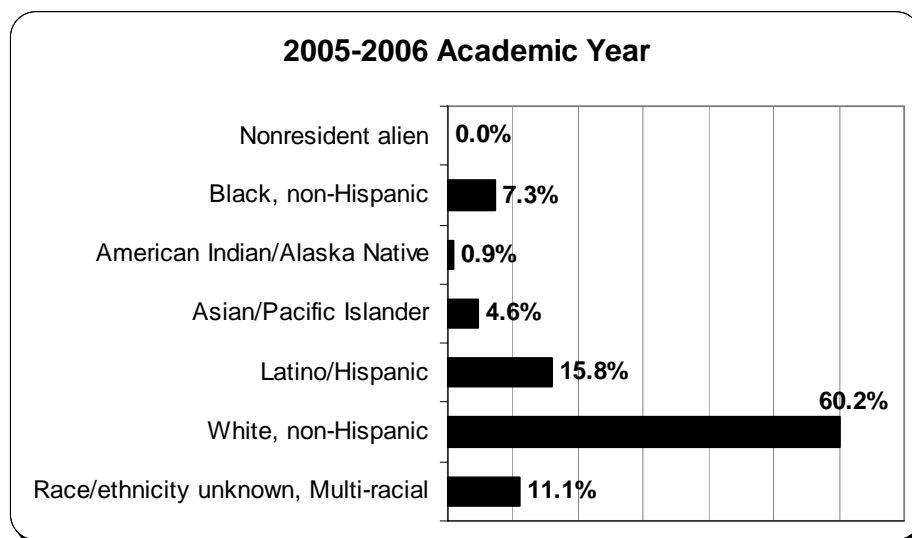
## *Degrees Awarded by Gender and Race/Ethnicity*

		2005-2006 Academic Year		
		UG	GR	Total
<b>Men</b>	Nonresident alien	0	0	0
	Black, non-Hispanic	29	20	49
	American Indian/Alaska Native	1	1	2
	Asian/Pacific Islander	16	18	34
	Latino/Hispanic	47	31	78
	White, non-Hispanic	181	131	312
	Race/Ethnicity unknown	29	37	66
	<b>Total men</b>	<b>303</b>	<b>238</b>	<b>541</b>
<b>Women</b>	Nonresident alien	0	0	0
	Black, non-Hispanic	36	41	77
	American Indian/Alaska Native	10	4	14
	Asian/Pacific Islander	29	16	45
	Latino/Hispanic	110	85	195
	White, non-Hispanic	312	414	726
	Race/Ethnicity unknown	48	77	125
	<b>Total women</b>	<b>545</b>	<b>637</b>	<b>1182</b>
<b>Total students</b>		<b>848</b>	<b>875</b>	<b>1723</b>

Source: Chapman's Institutional Research Office

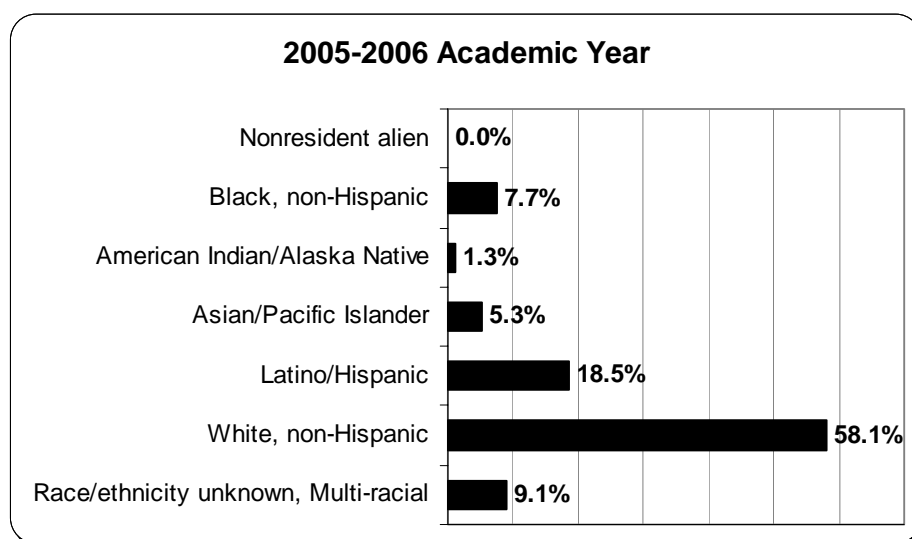
# UNIVERSITY COLLEGE DEGREES AWARDED

## *Total Degrees Awarded by Race/Ethnicity*



*Source: As reported to IPEDS, Completions Survey*

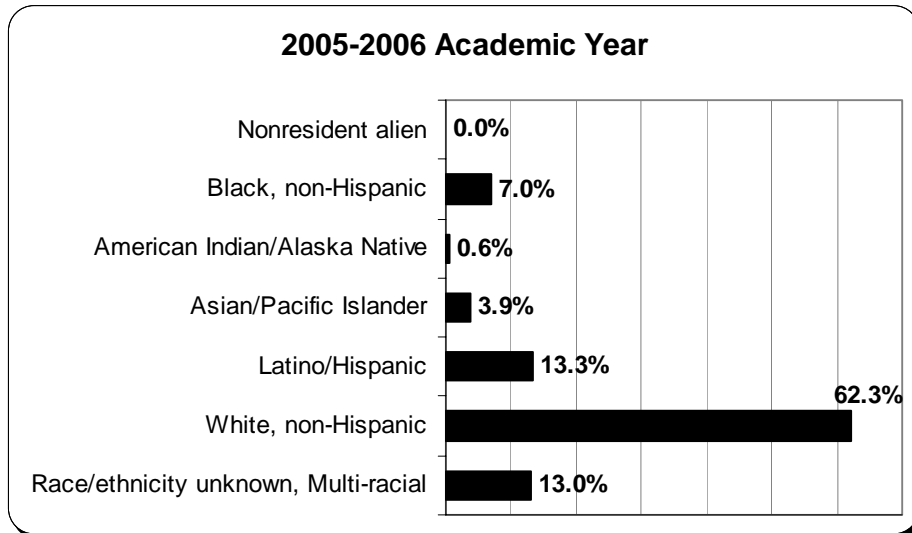
## *Undergraduate Degrees Awarded by Race/Ethnicity*



*Source: As reported to IPEDS, Completions Survey*

# UNIVERSITY COLLEGE DEGREES AWARDED

## *Graduate Degrees Awarded by Race/Ethnicity*



*Source: As reported to IPEDS, Completions Survey*

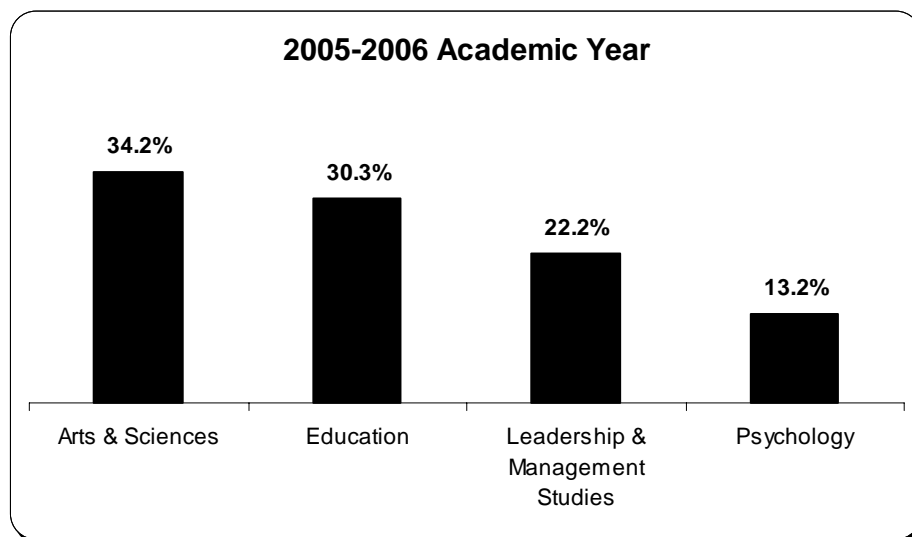
# UNIVERSITY COLLEGE DEGREES AWARDED

## *Degrees Awarded by Level and Division*

2005-2006 Academic Year			
Department	UG	GR	Total
Arts & Sciences	558	32	590
Education	0	522	522
Leadership & Management Studies	156	227	383
Psychology	134	94	228

*Source: Chapman's Institutional Research Office*

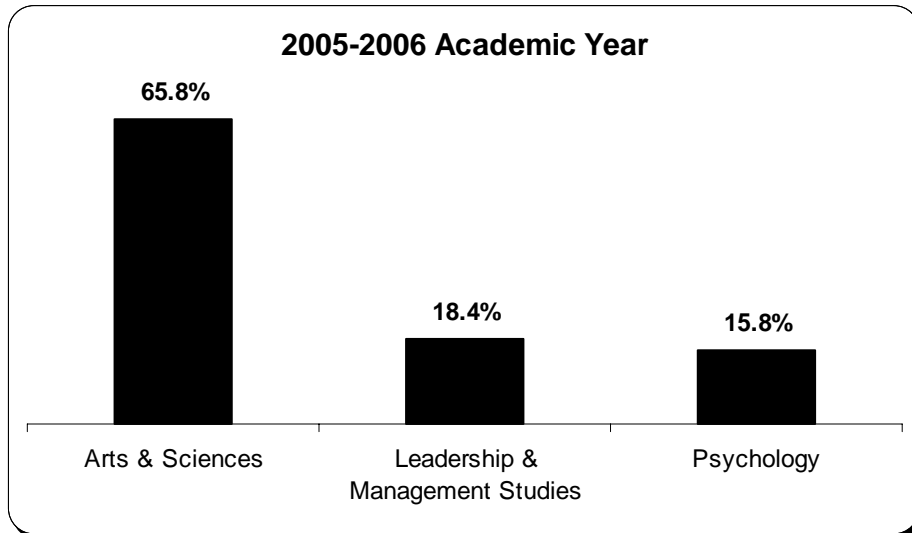
## *All Degrees Awarded by Division*



*Source: Chapman's Institutional Research Office*

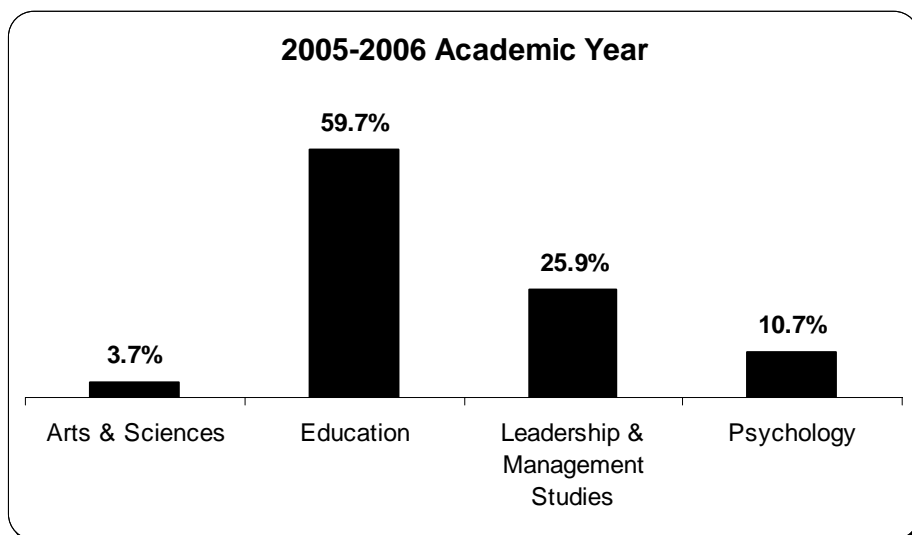
# UNIVERSITY COLLEGE DEGREES AWARDED

## *Undergraduate Degrees Awarded by Division*



Source: Chapman's Institutional Research Office

## *Graduate Degrees Awarded by Division*



Source: Chapman's Institutional Research Office



# UNIVERSITY COLLEGE DEGREES AWARDED

## *Undergraduate Degrees Awarded by Major*

<b>2005-2006 Academic Year</b>	
<b>Major</b>	<b>Graduates</b>
Computer Information Systems	56
Computer Science	14
Criminal Justice	91
General Education (AA Degree)	27
Health Sciences	1
Health Systems	2
Health Systems Management	1
Liberal Studies	34
Mathematics	5
Organizational Leadership	152
Psychology	134
Social Science	313
Sociology	18

*Source: Chapman's Institutional Research Office*

## *Graduate Degrees Awarded by Major*

<b>2005-2006 Academic Year</b>	
<b>Major</b>	<b>Graduates</b>
Career Counseling	10
Counseling (School)	13
Criminal Justice	32
Education	316
Educational Psychology	14
Health Administration	30
Human Resources	88
Organizational Leadership	109
Psychology	84
School Psychology	14
Special Education	35
Teaching	130

*Source: Chapman's Institutional Research Office*

# UNIVERSITY COLLEGE EDUC CREDENTIALS

## *Credentials Recommended*

*Note: Colleges and Universities in California do not directly credential students to teach. Instead, they offer courses and programs designed to meet state-mandated requirements for teacher certification and, upon a student's successful completion of the program and all state-mandated exams, recommend to the California Commission on Teacher Credentialing that a credential be granted to the student.*

<b>2005-2006 Academic Year</b>		
<b>Subject</b>	<b>Type</b>	<b>Count</b>
<b>Administrative Services</b>	Internship	23
	Certificate of Eligibility	115
	Preliminary	54
	Professional Clear	39
	<b>Total</b>	<b>231</b>
<b>Education Specialist</b>	Internship	64
	Certificate of Eligibility	21
	Preliminary	146
	Professional Clear	81
	<b>Total</b>	<b>312</b>
<b>Multiple Subject</b>	Internship	99
	Preliminary	440
	Professional Clear	53
	<b>Total</b>	<b>592</b>
<b>Personnel Pupil Services</b>	Internship	8
	Professional Clear	28
	<b>Total</b>	<b>36</b>
<b>Single Subject</b>	Internship	150
	Preliminary	322
	Professional Clear	37
	<b>Total</b>	<b>509</b>
<b>Total Credentials Recommended</b>		<b>1680</b>

*Source: Office of the Assistant Provost for Teacher Education*

# UNIVERSITY COLLEGE FACULTY

## *Full-Time Faculty by Gender and Race/Ethnicity*

<b>FALL 2005 (Term D)</b>			
<b>Race/Ethnicity</b>	<b>Men</b>	<b>Women</b>	<b>Total</b>
Nonresident Alien	0	0	0
Black, non-Hispanic	0	3	3
American Indian/Alaska Native	0	0	0
Asian/Pacific Islander	3	1	4
Latino/Hispanic	0	0	0
White, non-Hispanic	19	24	43
Race/Ethnicity unknown, Multi-racial	0	0	0
<b>Grand Total</b>	<b>22</b>	<b>28</b>	<b>50</b>

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

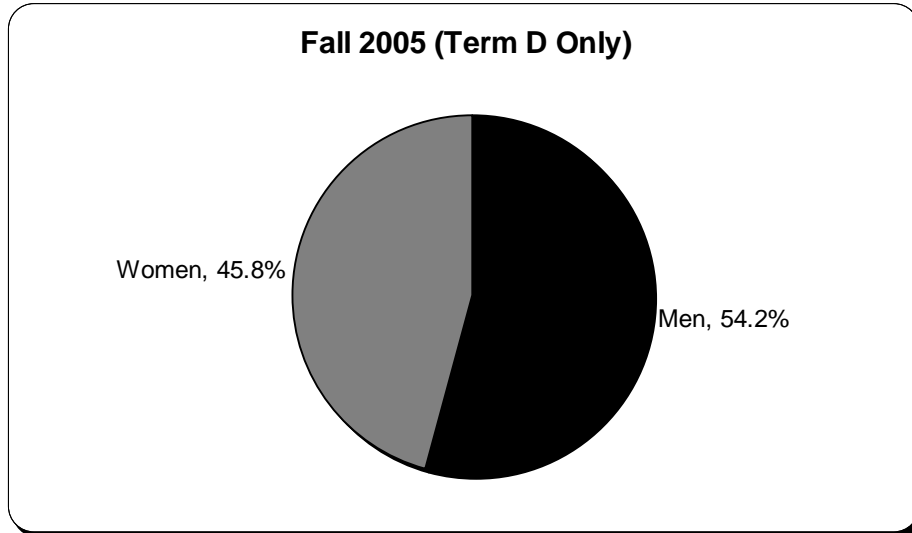
## *Core Faculty by Gender and Race/Ethnicity*

<b>FALL 2005 (Term D)</b>			
<b>Race/Ethnicity</b>	<b>Men</b>	<b>Women</b>	<b>Total</b>
Nonresident Alien	0	0	0
Black, non-Hispanic	2	0	2
American Indian/Alaska Native	0	1	1
Asian/Pacific Islander	2	0	2
Latino/Hispanic	0	0	0
White, non-Hispanic	10	6	16
Race/Ethnicity unknown, Multi-racial	2	2	4
<b>Grand Total</b>	<b>16</b>	<b>9</b>	<b>25</b>

*Source: Office of the Provost*

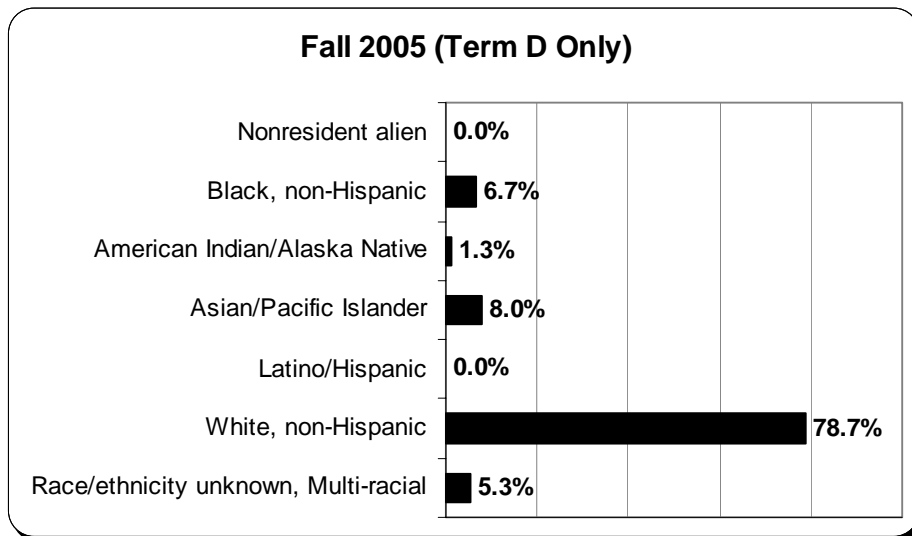
*Note: Core appointments are .5 FTF positions in teaching and advising.*

## *Full-Time and Core Faculty by Gender*



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

## *Full-Time and Core Faculty by Race/Ethnicity*



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

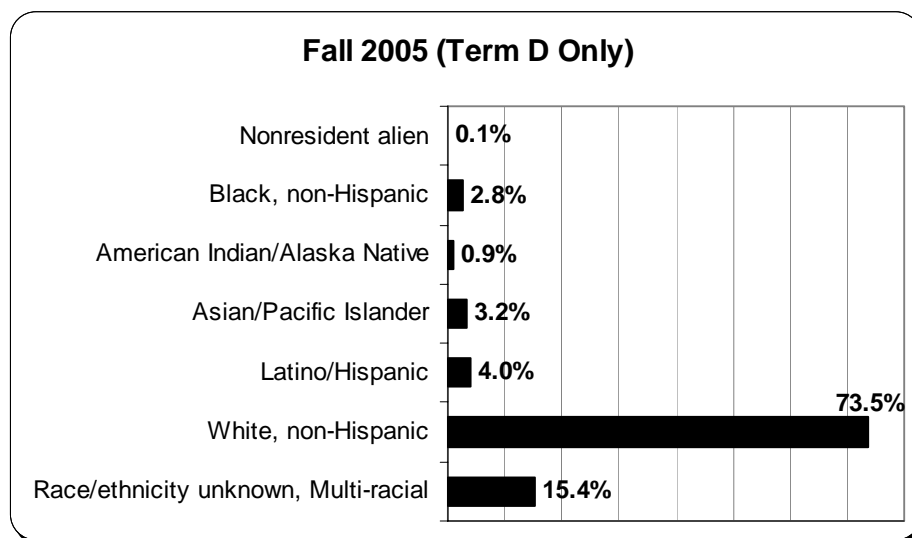
# UNIVERSITY COLLEGE FACULTY

## *Part-Time Faculty by Gender and Race/Ethnicity*

<b>FALL 2005 (Term D)</b>			
<b>Race/Ethnicity</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Nonresident Alien	1	0	1
Black, non-Hispanic	12	9	21
American Indian/Alaska Native	4	3	7
Asian/Pacific Islander	18	6	24
Latino/Hispanic	20	10	30
White, non-Hispanic	296	257	553
Race/Ethnicity unknown, Multi-racial	60	56	116
<b>Grand Total</b>	<b>411</b>	<b>341</b>	<b>752</b>

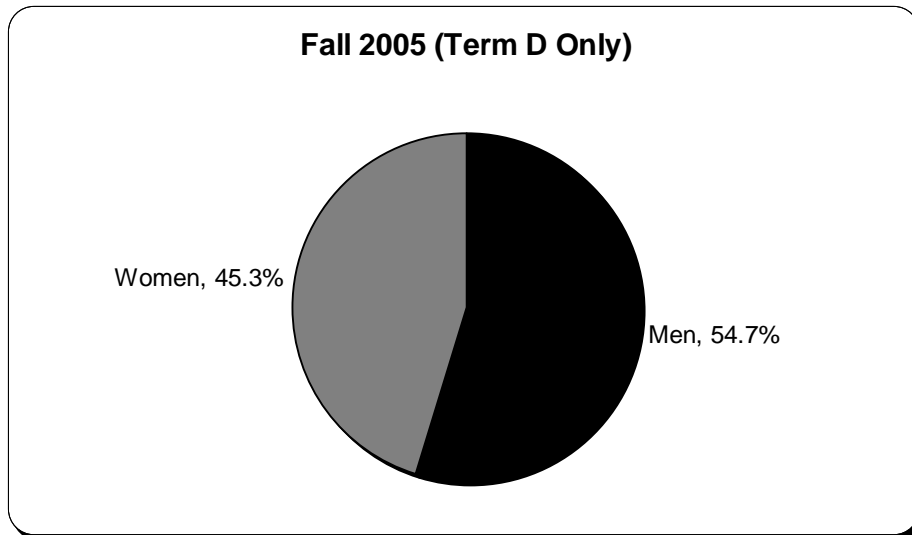
*Source: As reported to IPEDS, Human Resources Survey*

## *Part-Time Faculty by Race/Ethnicity*



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

*Part-Time Faculty by Gender*



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

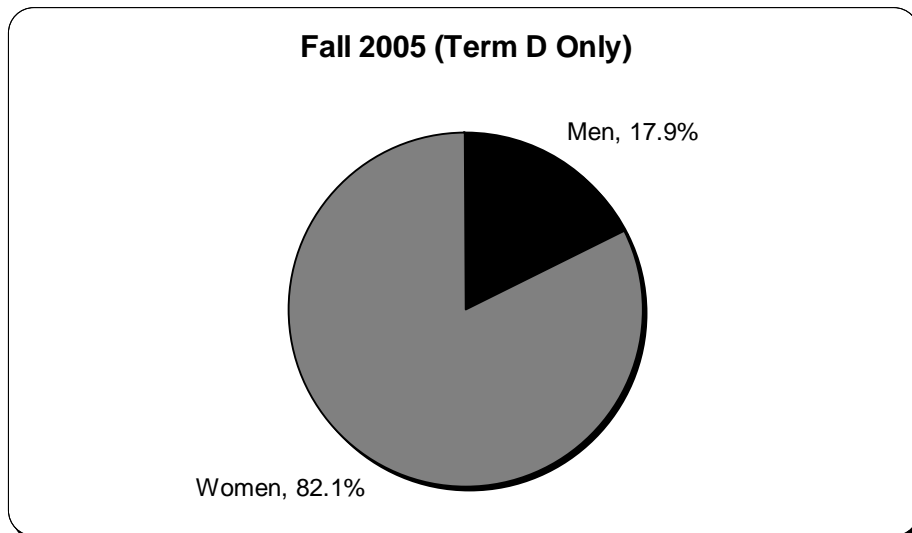
# UNIVERSITY COLLEGE STAFF

## *Full-Time Staff by Classification, Gender, and Race/Ethnicity*

		<b>FALL 2005 (Term D Only)</b>						
		Executive, Administrative, & Managerial	Other Professional	Technical / Paraprofessional	Clerical / Secretarial	Skilled Crafts	Service / Maintenance	Total Staff
<b>Men</b>	Nonresident alien	0	0	0	0	0	0	0
	Black, non-Hispanic	0	0	0	0	0	0	0
	American Indian/Alaska Native	0	0	0	0	0	0	0
	Asian/Pacific Islander	1	0	0	2	0	0	3
	Latino/Hispanic	0	1	0	2	0	0	3
	White, non-Hispanic	22	0	0	6	0	0	28
	Race/Ethnicity unknown	0	0	0	0	0	0	0
	<b>Total men</b>	<b>23</b>	<b>1</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>34</b>
<b>Women</b>	Nonresident alien	0	0	0	0	0	0	0
	Black, non-Hispanic	1	0	0	6	0	0	7
	American Indian/Alaska Native	0	0	0	0	0	0	0
	Asian/Pacific Islander	2	0	0	8	0	0	10
	Latino/Hispanic	4	0	0	14	0	0	18
	White, non-Hispanic	31	2	0	54	0	0	87
	Race/Ethnicity unknown	0	0	0	0	0	0	0
	<b>Total women</b>	<b>38</b>	<b>2</b>	<b>0</b>	<b>82</b>	<b>0</b>	<b>0</b>	<b>122</b>
<b>Total full-time staff</b>		<b>61</b>	<b>3</b>	<b>0</b>	<b>92</b>	<b>0</b>	<b>0</b>	<b>156</b>

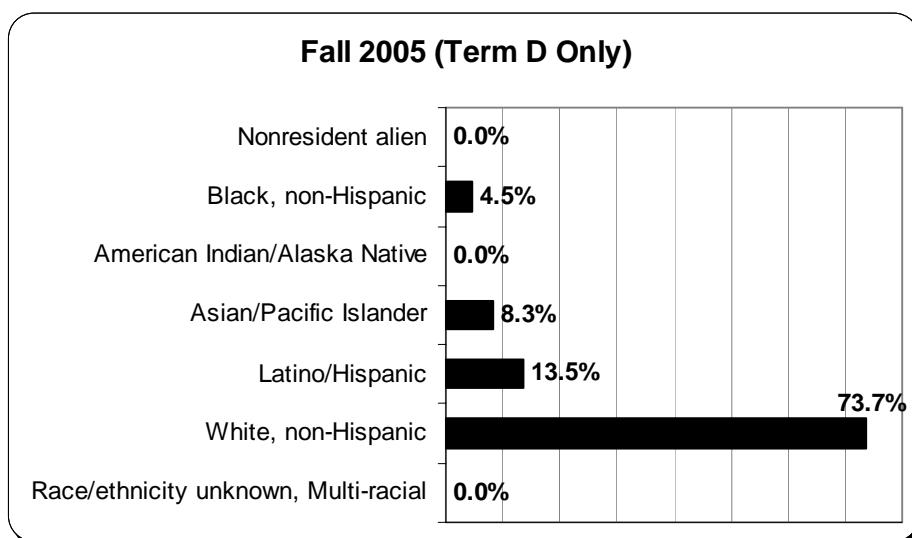
*Source: As reported to IPEDS, Human Resources Survey*

## Full-Time Staff by Gender



Source: As reported to IPEDS, Human Resources Survey

## Full-Time Staff by Race/Ethnicity



Source: As reported to IPEDS, Human Resources Survey



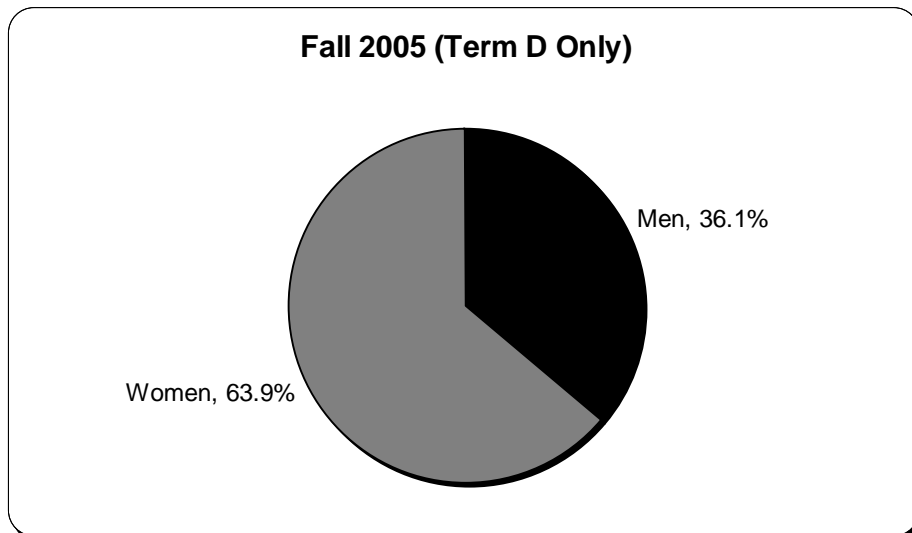
# UNIVERSITY COLLEGE STAFF

## *Part-Time Staff by Classification, Gender, and Race/Ethnicity*

		<b>FALL 2005 (Term D Only)</b>						
		Executive, Administrative, & Managerial	Other Professional	Technical / Paraprofessional	Clerical / Secretarial	Skilled Crafts	Service / Maintenance	Total Staff
<b>Men</b>	Nonresident alien	0	0	0	0	0	0	0
	Black, non-Hispanic	0	0	0	1	0	0	1
	American Indian/Alaska Native	0	0	0	0	0	1	1
	Asian/Pacific Islander	0	0	0	0	0	0	0
	Latino/Hispanic	1	0	0	0	0	0	1
	White, non-Hispanic	6	0	0	4	0	0	10
	Race/Ethnicity unknown	0	0	0	0	0	0	0
	<b>Total men</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>13</b>
<b>Women</b>	Nonresident alien	0	0	0	0	0	0	0
	Black, non-Hispanic	0	0	0	0	0	0	0
	American Indian/Alaska Native	0	0	0	0	0	0	0
	Asian/Pacific Islander	0	0	0	0	0	0	0
	Latino/Hispanic	0	0	0	2	0	0	2
	White, non-Hispanic	10	0	0	11	0	0	21
	Race/Ethnicity unknown	0	0	0	0	0	0	0
	<b>Total women</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>23</b>
<b>Total part-time staff</b>		<b>17</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>0</b>	<b>1</b>	<b>36</b>

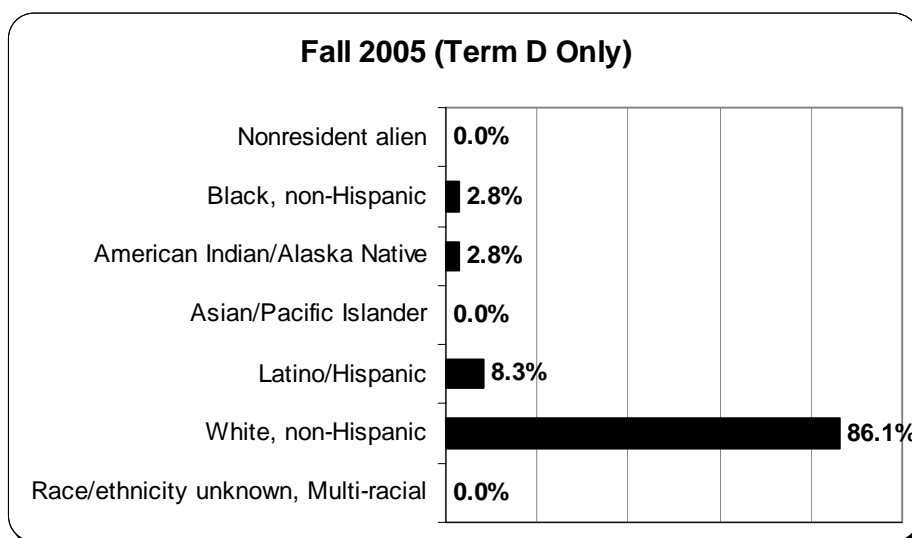
*Source: As reported to IPEDS, Human Resources Survey*

## *Part-Time Staff by Gender*



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

## *Part-Time Staff by Race/Ethnicity*

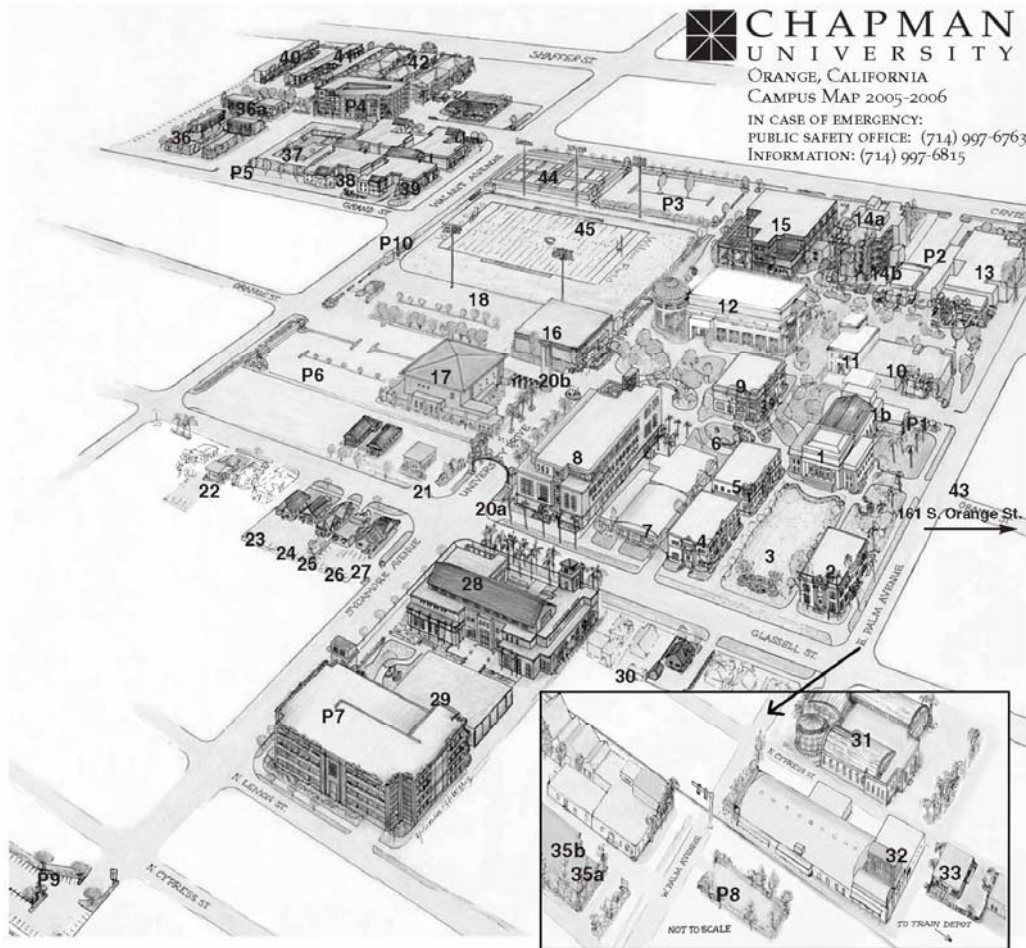


*Source: As reported to IPEDS, Human Resources Survey*

# Maps and Contact Information

# MAPS & CONTACT INFORMATION

## Orange Campus Map



### Academic and Administration

- Alumni & Parent Relations (25)
- Argyros Forum (15)
- Admission
- Student Life
- Calendar
- Lyon Conference Center
- Henley Galleria
- Hutton Williams Colonnade
- Dining Room
- Servery
- Restaurant Services
- Athletics (7)
- Beckman Hall (8)
- Administrative Computing
- Argyros School of Business and Economics
- Department of Computer Science and Mathematics
- Bertea Hall (10)
- School of Music
- Salmon Recital Hall
- Bhatnag Student Services Building (29)
- Registrar's Office, Financial Aid, Bookstore, Business Office

- Center for Global Education (24)
- Chapman Stadium (under construction) (16)
- Chapman Plaza (20b)
- Children's Center (43)
- Cartese Elder Law Center (22)
- DeMille Hall (7)
- Athletics
- Center for Academic Success
- Extended Education
- Writers' Cafe
- Fish Interfaith Center (17)
- Church Relations
- Dean of the Chapel
- Wallace All Faiths Chapel
- Wilkinson Founders Chapel
- Hashing Science Center (14a)
- Sciences Departments
- Human Resources & Legal Affairs (26)
- Human Resources Employment Services & Student Employment (23)
- Hutton Sports Center (16)
- Argyros Fitness Center
- Information Systems and Technology (35b)
- Inside Track Office (1b)

- Irvine Lecture Hall (14b)
- Kennedy Hall (20)
- School of Law
- Rinker Law Library
- Knott Studios (31)
- Dodge College of Film and Media Arts
- Leatherby Libraries (12)
- Liberty Plaza (6)
- Berlin Hall
- Memorial Hall (1)
- Administration
- Chapman Auditorium
- Inside Track Office (1b)
- Moulton Center (13)
- School of Art and Communication
- Department of Art
- Department of Communication Studies
- Department of Theatre and Dance
- Guggenheim Gallery
- Waltmar Theatre
- Oliphaunt Hall (11)
- Cream Recital Hall
- School of Music
- Partridge Dance Center (33)

- Public Safety (21)
- Publications (30)
- Reeves Hall (4)
- University College
- School of Education
- Roosevelt Hall (5)
- Department of Languages
- Social Sciences Departments
- Schmalz Gate (20a)
- Smith Hall (2)
- Department of Psychology
- Student Psychological Counseling Services
- Student Health Services (27)
- Tennis Courts (44)
- Theatre Technology Building (32)
- Facilities Management & Campus Planning/University Services (35a)
- Wilkinson Hall (9)
- Provost
- Department of English and Comparative Literature
- Department of Philosophy
- Department of Religion
- Williams Hall (3)
- Wilson Field (45)

### Residence Life

- Braden Hall (37)
- Davis Apartments/Davis Center (36 & 36a)
- Glass Residence Hall (42)
- Harris Apartments (40)
- Henley Hall (30)
- Merion Hall (41)
- Pralle-Sodaro Hall (39)

### Parking

- Argyros Forum Lot (P3)
- Braden Hall Lot (P5)
- Hashing Hall Lot (P2)
- Lastinger Parking Structure (P10) (Center St. and Walnut Ave.)
- Memorial Hall Lot (P1)
- Orange Street Lot (P6)
- Palm Ave. Lot (P9)
- Barerra Parking Structure (P7) (Lemon St. and Sycamore Ave.)
- Sycamore Ave. Lot (P9)

*Orange Campus Contact Information*

**Chapman University**  
**One University Drive**  
**Orange, CA 92866**

**Campus Operator:** (714) 997-6815

**Admission Office:** 1-888-CU-APPLY  
(714) 997-6711

**Athletics:** (714) 997-6691

**Church Relations:** (714) 997-6760

**Office of the President:** (714) 997-6611

**Office of the Provost:** (714) 997-6826

**Public Relations:** (714) 997-6607

**University Advancement Office:** (714) 997-6955

*University College Campuses*



## *University College Contact Information*

### **Antelope Valley Campus**

**Antelope Valley**  
40015 Sierra Hwy, Ste. B-160  
Palmdale, CA 93550  
Phone: (661) 267-2001  
Fax: (661) 267-6259  
e-mail: [av@chapman.edu](mailto:av@chapman.edu)  
Hours: M-Th 9-6, F 8-5

**Edwards AFB**  
140 Methusa Ave. 95  
MSS/DPEE  
Edwards AFB, CA 93524-1400  
Phone: (661) 258-5251  
Fax: (661) 258-5244  
e-mail: [edw@chapman.edu](mailto:edw@chapman.edu)  
Hours: M-Th 8-5, F 8-4

### **Bay Area Campus**

**Concord**  
2600 Stanwell Dr, Ste. 110  
Concord, CA 94520  
Phone: (925) 680-1407  
Fax: (925) 680-7186  
e-mail: [concord@chapman.edu](mailto:concord@chapman.edu)  
Hours: M-Th 9-6, F 8-4:30

**Fairfield**  
4820 Business Center Dr, Ste. 100  
Fairfield, CA 94534  
Phone: (707) 863-0990  
Fax: (707) 864-3157  
e-mail: [fa@chapman.edu](mailto:fa@chapman.edu)  
Hours: M-Th 9-6, F 8-4:30

### **Travis**

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Bldg 246, Suite 10  
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Fax: (707) 437-5823  
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### **Coachella Valley Betty Hutton Williams Campus**

**Coachella Valley**  
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Fax: (760) 346-4628  
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**Twentynine Palms**  
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### **Irvine Campus**

**Irvine**  
7545 Irvine Center Dr, Ste. 150  
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# ACKNOWLEDGMENTS

## Los Angeles / Manhattan Beach

### Campus

#### **Los Angeles / Manhattan Beach**

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## Modesto Campus

#### **Modesto**

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## Monterey Campus

#### **Monterey**

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## Moreno Valley Campus

#### **Moreno Valley**

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## Ontario Campus

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## Sacramento Valley Campus

#### **Folsom**

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#### **Roseville**

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#### **Yuba City**

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# MAPS & CONTACT INFORMATION

## San Diego Campus

### **San Diego**

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## Santa Maria Campus

### **Santa Maria**

1300 E. Cypress St, Bldg. A1  
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## South San Joaquin Valley Campus

### **Hanford**

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### **Lemoore NAS**

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### **Visalia**

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## Victor Valley Campus

### **Victor Valley**

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## Washington Campus

### **Bangor**

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### **Ft. Lewis**

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### **McChord AFB**

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### **Whidbey Island NAS**

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