



# Chapman University

**Fact Book**

**2003 – 2004**





# Chapman University

**Fact Book**

**2003 – 2004**

**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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## *Welcome to Chapman University*

Dear Colleagues:

I am proud to see the publication of Chapman University's inaugural Fact Book. What you hold in your hands represents an important collaborative effort drawing upon the time and talents of a wide range of university faculty and personnel. The design, selection, and collection of the data presented is intended to provide a comprehensive overview of the progress and many strengths of Chapman University as it exists at this point in time.

Given the real transformation Chapman has experienced in recent years, publication of this Fact Book is significant beyond the data it contains. However, this snapshot in time only begins to tell the story of that transformation. Graphs and tables can chart our progress by the numbers; they tell the story of where we've been and where we're going numerically. What they cannot chart is the hard work and commitment of so many which has resulted in fundamental changes to our infrastructure and our ways of doing business.

These changes—the creation of a new university-wide 5-year plan and planning process, a new general education program, a new system of faculty governance, a revision of the faculty bylaws and manual, the definition and separation of our University College operations from the Orange campus, and many others—have fundamentally changed the operations but not the character of this university.

Other more tangible changes—incredible fund-raising success, the construction of four new buildings on campus, including our magnificent new Leatherby Libraries—are also not easily boiled down to simple numbers, as they represent the efforts and commitment of so many people. Improved assessment and institutional research practices help document what we can measure in numbers and publish in this Fact Book, while we celebrate the stories of the people who have driven our progress in other publications.

I am proud of what the Chapman community has accomplished in the last several years. Our work has been rewarded by praise from our regional accreditors (WASC) as well as a continuing rise in our position in the *U.S. News and World Report* rankings. But, of course, what remains most important is the increasing quality of our students and faculty and their satisfaction with the quality of a Chapman education. Our most important measures remain—now and in the future—in the experience of a Chapman education and the ways in which it enriches all of our lives.

Regards,

Hamid Shirvani  
Provost and Executive Vice President



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# **A Profile of Chapman University**

## *University Officers*

### **Administration**

Dr. James L. Doti, President and Donald Bren Distinguished Chair  
Dr. Hamid Shirvani, Provost, Executive Vice President and Martha Masters Professor  
Mr. Gary Brahm, Executive Vice President and CFO  
Ms. Saskia Knight, Vice President and Dean for Enrollment Services  
Dr. Joseph Kertes, Vice President and Dean of Students  
Ms. Sheryl Bourgeois, Vice President for University Advancement  
Dr. David Fite, Associate Provost for Institutional Planning and Assessment  
Dr. Raymond Sfeir, Associate Provost for Academic Affairs  
Dr. Ellen Curtis-Pierce, Assistant Provost for Teacher Education  
Dr. Jeanne Gunner, Assistant Provost for General Education  
Ms. Charlene Baldwin, Dean of the Leatherby Libraries  
Dr. Ronald L. Farmer, Dean of the Wallace All Faiths Chapel

### **Academic Deans**

Dr. Francis Tuggle, Dean, George L. Argyros School of Business and Economics  
Dr. Myron Yeager, Dean, School of Communication Arts  
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

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 Mr. Paul Folino, Vice Chairman  
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 C. Stanley Chapman, Retired Businessman  
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 Charles D. Martin, Venture Lab LLC  
 Paul Musco, Gemini Industries  
 Cecilia Presley, General Partner, Motion Picture Association  
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 James B. Roszak, Retired Business Executive  
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 Loretta Sanchez '82, Member of Congress, 46th District  
 Richard R. Schmid, Schmid Engineering  
 Dr. Allen Sessoms, President, Delaware State University

# UNIVERSITY PROFILE

Ronald E. Soderling, Senior Partner, RESCO  
Arthur E. Svendsen, Chairman of the Board, Standard Pacific  
R. David Threshie, Chairman, Freedom Communications  
Danny Villanueva, Chairman & President, The Bastion Capital Corporation  
Roger O. Walther, President and CEO, Tusker Corporation  
Karen R. Wilkinson '69, Professor, Kettering University  
David Wilson, President & CEO, Wilson Automotive Group

## **Ex Officio Trustees**

James L. Doti, President, Chapman University  
Ross Escalette, Chairman & CEO, Newport Brass/Brass Tech  
Eric Scandrett  
Don Shelton  
Denny Williams, Regional Minister, Arizona Region, Christian Church  
Adam Riffe '95

## **Life Trustees**

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John C. Crean, President and CEO (retired), Fleetwood Enterprises  
Francis Griset  
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Gloria A. Peterson '40, Retired Teacher  
The Rev. Dennis B. Savage  
Harmon S. Wilkinson '35, Partner, California Linen Supply

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

Ross Escalette, Chairman  
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 Douglas E. Willits '72, Secretary

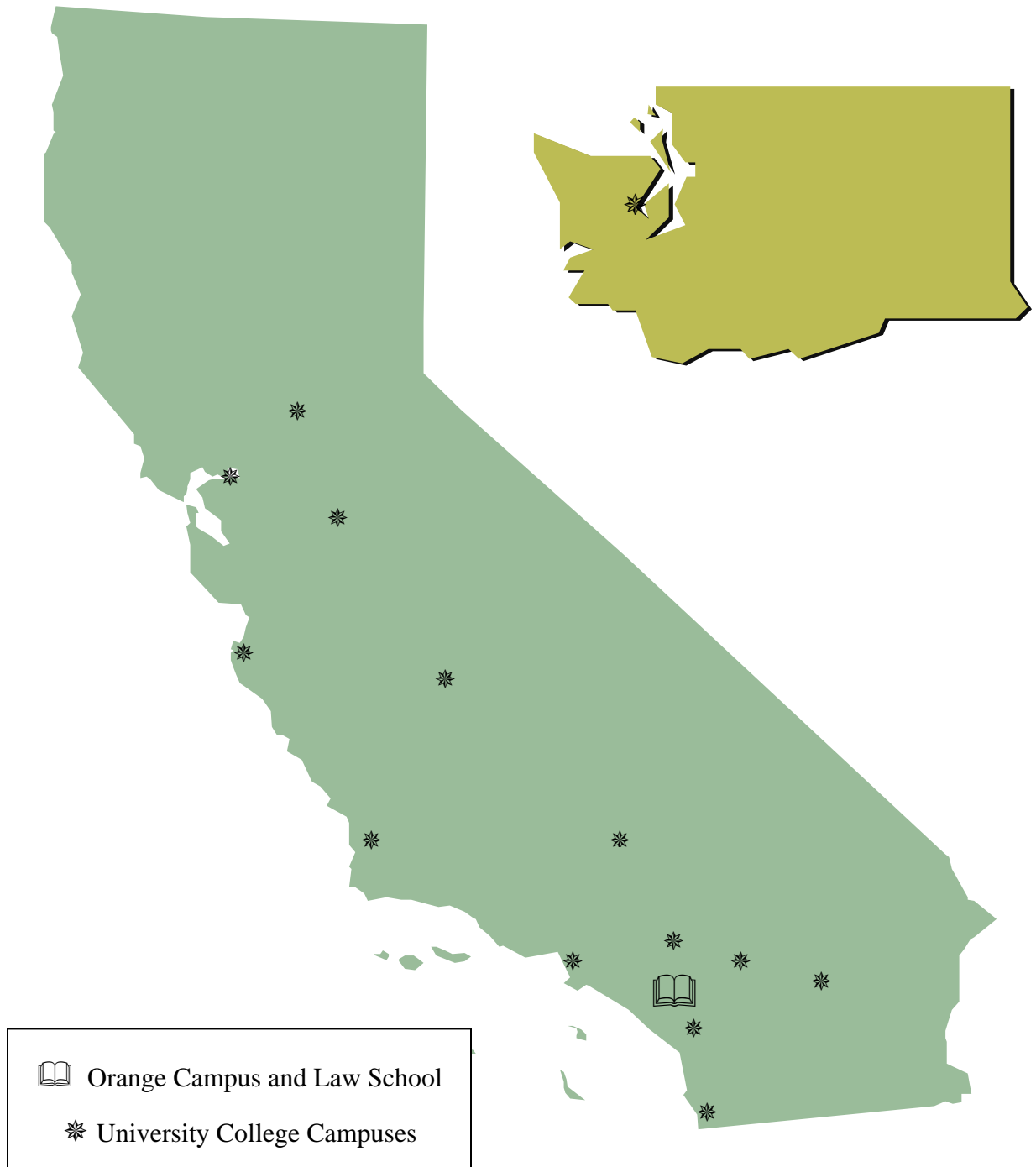
**Governors**

Marilyn Alexander  
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 James Burra, CEO, Endural  
 Jerry Cwiertnia, Chairman & CEO, Poly-Tak Protections Systems, Inc.  
 Marion Halfacre, Owner, Traditional Jewelers  
 David A. Janes, CEO, Janes Capital Partners  
 Steve Lavin '88  
 Mike Lefkowitz, Executive Director, The Samueli Foundation  
 Ken Lineberger, Regional Sales Director, Concerto Software, Inc.  
 Robert A. Ling, President & CFO, CIPS Marketing Group, Inc.  
 Jean H. Macino, Managing Director, Marsh USA, Risk & Insurance Services  
 Paul Makarechian, CEO, Makar Properties, LLC  
 Jerry Mandel, President & CEO, OCPAC  
 Dick Marconi  
 Melinda Masson, CEO, The Merit Companies  
 Ronald J. Meraz, Merrill Lynch  
 Judi Partridge, President & CEO, Eastwood Insurance Services, Inc.  
 Jerrel Richards, Chairman, Chapman University's President's Circle  
 Matthew F. Schafnitz, Partner & Co-Founder, Brakke-Schafnitz Insurance Company  
 Gary H. Schoenfeld  
 Ralph L. Tomlinson, Jr., Director of the Board, Anabolics Laboratories

**Life Governors**

Donald A. Bushenfield, Vice Chairman (Retired), Home Bank  
 Gary E. Liebl, Director of the Board, Saturn Electronics

## *Locations*





**Main Campus:** Orange, CA

**University College Campuses:**

**Antelope Valley**

*Edwards AFB*

**Bay Area**

*Concord*

*Fairfield*

*Travis AFB*

**Coachella Valley**

*Twenty-Nine Palms MCAGCC*

**Irvine**

**Los Angeles**

**Modesto**

**Monterey**

**Moreno Valley**

**Ontario**

*Victor Valley*

**Sacramento**

*Diamond Springs*

*Yuba City*

**San Diego**

**Santa Maria**

*Vandenberg AFB*

**South San Joaquin Valley**

*Hanford*

*Lemoore NAS*

*Visalia*

**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 provides educational leadership as a preeminent university committed to excellence, innovation and accountability in all endeavors. Our dynamic, stimulating community is committed to value-centered personalized learning, with a curriculum distinguished by liberal arts and professional programs that reach beyond the boundaries of the classroom.

## *History*

Founded in 1861, Chapman 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.

Chapman University is the largest independent university in Orange County and is comprised of eight schools and colleges: the George L. Argyros School of Business and Economics, the School of Communication Arts, the School of Education, the Lawrence and Kristina Dodge College of Film and Media Arts, the School of Law, the School of Music, the Wilkinson College of Letters & Sciences, and University College. Chapman is recognized for its selectivity and value among the top comprehensive universities in the Western U.S. Chapman University has numerous nationally recognized academic programs and is well known for its unwavering commitment to academic excellence through personalized education and low student-to-faculty ratios.

Chapman University traces its roots to Hesperian College, opened at the very hour of Abraham Lincoln's inauguration as the 16th U.S. president. Hesperian joined several other institutions and later became California Christian College, under the leadership of C.C. Chapman, a successful real estate investor, rancher, and pioneer Orange County church leader, who gave \$400,000 and challenged fellow church members to raise another \$400,000 to build the new college in Los Angeles.

In 1934, the institution was renamed in recognition of Mr. Chapman, who was the first president of the Board of Trustees and served in that position until 1941. The college moved to the city of Orange in 1954. In September 1991, the college became Chapman University, further strengthening its commitment to international education and an innovative undergraduate curriculum and graduate programs.

Chapman's roots are firmly grounded in its historic covenant with the Christian Church (*Disciples of Christ*). That rich spiritual legacy lives on through Chapman's focus on the development of the ethical, spiritual, physical, and intellectual facets of the individual.

### *History Timeline*

- 1861 Hesperian College opens (and later merges with other colleges to form Chapman College)
- 1934 Chapman College is named in recognition of benefactor C.C. Chapman
- 1954 Chapman College moves to current campus in Orange
- 1958 Chapman College opens its first adult program at El Toro Marine Air Station
- 1975 George Argyros is selected Chairman of the Board of Trustees (and serves until 2002)
- 1991 Chapman College becomes Chapman University
- 1991 James L. Doti is named President of Chapman University
- 1995 School of Law opens (and receives full accreditation by the ABA in 2002)
- 2001 Chapman Plan is approved by the Faculty Senate and Board of Trustees
- 2001 College of Lifelong Learning became Chapman University College with independent academic and operation governance
- 2002 Millennium Campaign raises over 215 million dollars
- 2003 Chapman University receives its highest ever rankings in annual U.S. News and World Report
- 2004 Leatherby Libraries, Oliphant Hall, and the Fish Interfaith Center, which houses the Wallace All Faiths Chapel, open in Fall 2004

## *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 the Argyros Forum as well as by the graceful Schweitzer Mall that links one end of the campus to the other, where meditation areas offer quotes 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 embrace 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*

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

Chapman's AACSB-accredited Argyros School of Business and Economics offers MBA, Executive MBA, and MS in Human Resource Management programs, along with broad-based undergraduate degrees in business administration, accounting, and economics. The faculty places a high premium on active research and has strong connections with the local business community. Alumni from the School of Business and Economics foster an active network of connections for recent and established graduates alike.

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. The Chapman Econometric Model, a quarterly model of the U.S., California, and Orange, Los Angeles and Riverside/San Bernardino counties developed by Chapman faculty and students, generates the forecasts. The Chapman Model makes it possible to forecast the direction of key economic indicators and thus enables local communities to make more efficient planning and investment decisions. 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 Communication Arts**

The School of Communication Arts offers degree programs in four departments: Art, Communication Studies, English and Comparative Literature, and Theater and Dance. United by a common interest in the creative process and the many forms of communication—written, oral, artistic, and performance based—the School of Communication Arts 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 history, studio art, or 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 reader's theatre. In addition, students may learn media realities through Chapman Radio, also sponsored by the department. Students in the Department of English and Comparative Literature may elect from programs in literature, comparative literature, creative writing, and teaching. Guest writers sponsored



by the John Fowles Literary Center and the department's lecture series provide students with the opportunity to explore the creative process with nationally and internationally recognized writers. The department's award winning publications, The Panther student newspaper and Calliope creative writing journal, offer students the means to publish their works in a juried context. Students in the Department of Theatre and Dance develop performance and technical skills in a liberal arts context. Through six mainstage productions per year, students showcase their performance and technical development. Award-winning performances in regional and national dance and theatre competitions and festivals have earned students and the department national recognition.

### **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 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 understand and appreciate the social forces that influence schooling and the role that schools play in the creation and perpetuation of educational inequity, so that they may choose to do what they can to act on the side of social justice, 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.

During the spring semester, the Marion Knott Filmmaker-in-Residence Program brings a renowned filmmaker to campus to interact with students. Each week, the Filmmaker-in-Residence mentors 10 Knott Scholars individually on their film 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 Q & A. Filmmakers-in-Residence have included director Arthur Hiller (*Love Story*, *Silver Streak*, *Hospital*), director Mark Rydell (*On Golden Pond*, *The Reivers*, *Cinderella Liberty*), director Daniel Petrie Sr. (*A Raisin in the Sun*, *Fort Apache:*

*The Bronx*), writer/editor Bob Jones (*Being There, Shampoo, The Last Detail*), director John Badham (*Saturday Night Fever, War Games, Short Circuit*), director Peter Medak (*Romeo is Bleeding, The Ruling Class*), and Oscar-winning writer and director David Ward (*The Sting, Major League, Sleepless in Seattle*).

Outreach programs include *First Cut*, the annual screening of student work in Hollywood, and the production of *Killer Scripts*, the top student scripts that are submitted to industry agents and production companies to showcase student work. Students 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 26, many with teaching experience at other ABA accredited law schools; a law library with more than 275,000 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 and will be performing the American premiere of the new symphonic/choral work "Lord of the Rings" by Howard Shore in September 2004.

### **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 19<sup>th</sup>-century emphasis on practical skills and on the 20<sup>th</sup>-century commitments to accessibility, social consciousness, and a responsive, relevant curriculum. As we begin the 21<sup>st</sup> 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, chemistry, computer science, food science and nutrition, history, legal studies, languages, leadership and organization studies, mathematics, peace studies, philosophy, political science, psychology, religious studies, and sociology; and Wilkinson College houses the University Honors Program. Wilkinson College students excel in impressive graduate programs, including the Doctor of Physical Therapy, the Master of Science in Food Science and Nutrition, and the Master of Arts in Psychology.

With a strong commitment to fostering lifelong learning, Wilkinson College offers education 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 study abroad and internship experiences—including the Washington Semester and Orange County Internship Program.

Wilkinson students join an intellectual community through 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 consulting and research services 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, 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 learn in classrooms and laboratories as well as through internships and community service. Before leaving the university, they begin their lives as informed, engaged citizens.

## **Chapman University College**

University College of Chapman University was established to provide traditional quality education for adult learners. The administration of University College (CUC) is under the direction of the Provost of Chapman University, the Dean of University College, an Associate Dean of Faculty Development, an Associate Dean of Operations, four Division Chairs, and individual campus directors. In recognition of the population it serves, University College has 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, and is applying CAEL standards to all CUC 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 12,000 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 eight military bases. Chapman University College offers a total of 15 undergraduate degree programs and 24 graduate degree programs. There are also 15 certificate programs and rich course offerings in the Department of Extended Education.

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 center maintains a full-time professional staff that provides students with assistance in admissions, financial aid, course planning, and advising.

## *Academic Programs*

### **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.  
M.S. in Human Resource Management

### **School of Communication Arts**

#### *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 English and Comparative Literature*

B.A. in English  
B.A. in Teaching English  
B.F.A. in Creative Writing  
M.A. in English  
M.F.A. in Creative Writing

#### *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

**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  
  
 Education Specialist (Levels I and II) Mild/Moderate, Mod/Severe Credentials  
 Multiple Subjects/CLAD Credential  
 Preliminary Administrative Services (Tier I) Credential  
 Preliminary Mild/Moderate Credential  
 Preliminary Moderate/Severe Credential  
 Professional Administrative Services (Tier II) Credential  
 Professional Clear Credential  
 Pupil Personnel Services Counseling/Psychology Credentials  
 Single Subject CLAD Credential  
 CLAD Certification

**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  
 LLM in Taxation

## 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)

## Wilkinson College of Letters and Sciences

### *Department of Biological Sciences*

B.S. in Biological Sciences

### *Department of History*

B.A. in History

### *Department of Languages*

B.A. in French

B.A. in Spanish

### *Department of Mathematics, Computer Science & Physics*

B.S. in Computer Information Systems

B.S. in Computer Science

B.S. in Mathematics

### *Department of Philosophy*

B.A. in Philosophy

### *Department of Physical Sciences*

B.A. in Chemistry

B.S. in Chemistry

B.S. in Food Science and Nutrition

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

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 (Clinical)

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

**University College***Department of Computer Science*

B.S. in Computer Information Systems

B.S. in Computer Science

B.S. in Mathematics

*Department of Criminal Justice*

B.A. in Criminal Justice

M.A. in Criminal Justice

*Department of Education*

M.A. in Counseling

M.A. in Education

M.A. in Educational Psychology

M.A. in Special Education

M.A. in Teaching

Education Specialist (Levels I and II) Mild/Moderate, Mod./Severe Credentials

Multiple Subjects/CLAD Credential

Preliminary Administrative Services (Tier I) Credential

Preliminary Mild/Moderate Credential

Preliminary Moderate/Severe Credential

Professional Administrative Services (Tier II) Credential

Professional Clear Credential

Pupil Personnel Services Counseling/Psychology Credentials

Single Subject CLAD Credential

CLAD Certification

National Board Teacher Certification

*Department of Health Administration*

B.S. in Health Systems

Master of Health Administration

Certificate in Gerontology

Certificate in Health Systems Management

# UNIVERSITY PROFILE

## *Department of Human Resources*

M.S. in Human Resources

Certificate in Human Resources

## *Department of Liberal Studies*

A.A. in General Education

B.A. in Liberal Studies

## *Department of Organizational Leadership*

B.A. in Organizational Leadership

M.A. in Organizational Leadership

Certificate in Organization Development

Certificate in Organizational Leadership

Executive Certificate in Volunteer Leadership

## *Department of Psychology and Career Counseling*

B.A. in Psychology

M.A. in Career Counseling

M.A. in Psychology (Counseling)

M.A. in Psychology (MFT)

Certificate in Career Counseling

## *Department of Sociology*

B.A. in Sociology

## *Department of Social and Behavioral Science*

B.A. in Social Science

## *Department of 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

Certified Employee Benefits Specialist (CEBS)

Certified Payroll Professional (CPP)

Human Performance Improvement (ASTD)

Human Resources Certification (PHR/SPHR)

Non-Profit Management Certificate

Paralegal Certificate

Strategic Instruction Model (SIM) Teacher Qualification 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 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 Barry and Phyllis Rodgers Center for Holocaust Education**

The 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 Center for Educational and Social Equity**

This research center, 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 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 Ralph W. Leatherby Center for Entrepreneurship and Business Ethics**

The Leatherby Center 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 Walter Schmid Center for International Business**

The Schmid Center 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.

## *Libraries*

The new Leatherby Libraries opened their doors on the first day of classes, Fall semester, 2004. The new 5-story facility will serve as the intellectual “heart and soul” of the campus, 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 distinctive 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, over 600 seats at tables, carrels, and lounge chairs, and a 24-hour study commons with café.

The Leatherby Libraries’ collection contains over 200,000 volumes and 2,200 journal titles, including 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 Harry and Diane Rinker Law Library has been ranked among the top five law libraries in the nation by *The National Jurist* magazine. The law library has also been ranked among the top 25 “most wired” by the same publication. The library provides seating for more than 300 patrons and contains more than 229,000 volumes and volume equivalents. Because legal research is an integral and important part of any legal practice, and, therefore, of any legal education, the library is designed to meet the needs of legal education in the 21st century. The library contains two electronic classrooms and a computer lab.

## *Student Body*

The 2003-2004 student body population on the Orange campus is approximately 5,000. The University College student body population is primarily comprised of part-time working adult students. These part-time students at our 14 campuses are approximately equivalent to 4,800 full-time students. Chapman welcomes students from around the country and the world. About 45 countries are represented among Chapman’s international student body. Among freshman students on the Orange campus in 2003, 31% came from outside California. Chapman is making notable progress in increasing the diversity of the student community as a result of aggressive recruiting and the creation of new scholarships for minority students.

## **Tuition and scholarships**

Tuition for a full-time undergraduate student in 2003-2004 is \$23,950. Each year Chapman invests more than \$28 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 \$19 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 vigorous 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. Favorite annual campus-wide events include Spring Sizzle and the International Food Fair.

## **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, housing the Wallace All Faiths Chapel, stands in recognition of the university's ecumenical heritage and commitment to creating a welcoming atmosphere.

## *Student Organizations*

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

Asian Pacific Student Association  
 Black Student Union  
 French Club  
 Gay Lesbian Bisexual Alliance  
 Hawaii Club  
 International Club  
 Middle Eastern Student Association  
 Movimiento Estudiantil Chicano de Aztlan  
 Nihongo Club  
 Student Organization of Latinos

### **Religious and Spiritual Student Organizations**

Chapman Bible Study  
 Chapman Interfaith Communications Team  
 Christian Students  
 Disciples on Campus (DOC)  
 Hillel Foundation  
 Latter-Day Saints Student Association  
 Muslim Student Association  
 Native American Club  
 Newman Catholic Fellowship  
 Pagan Society  
 The Refuge  
 Victory Campus Ministries

### **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

## *Athletics*

Chapman's long and distinguished heritage in intercollegiate sports includes five 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, tennis, and water polo. Women's sports include basketball, cross-country, crew (club sport), soccer, softball, swimming, tennis, track and field, volleyball, and water polo.

Approximately 25 percent of Chapman's student body participates in intercollegiate, club and intramural athletics. In 2002-2003, three student-athletes were honored as All-Americans, 15 as All-West Regional athletes and 13 as Academic All-District honorees. Chapman teams and individuals have competed in 34 NCAA playoffs in the past nine years, including two national championships—softball (1995) and baseball (2003). Since 1994, seven 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  
Cross Country  
Football  
Golf  
Lacrosse  
Soccer  
Swimming  
Tennis  
Water Polo

### Women's Sports

Basketball  
Crew  
Cross Country  
Softball  
Soccer  
Swimming  
Tennis  
Track & Field  
Volleyball  
Water Polo



## *Accreditation*

### **Regional Accrediting Body**

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

### **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 International).

The programs of the School of Education and the Department of Education in University College are accredited by the American Council on Education (ACE), the American Association for Colleges of Teacher Education (AACTE), and the California Commission on Teacher Credentialing (CCTC).

The School of Law's Juris Doctor program is accredited by the American Bar Association (ABA).

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).

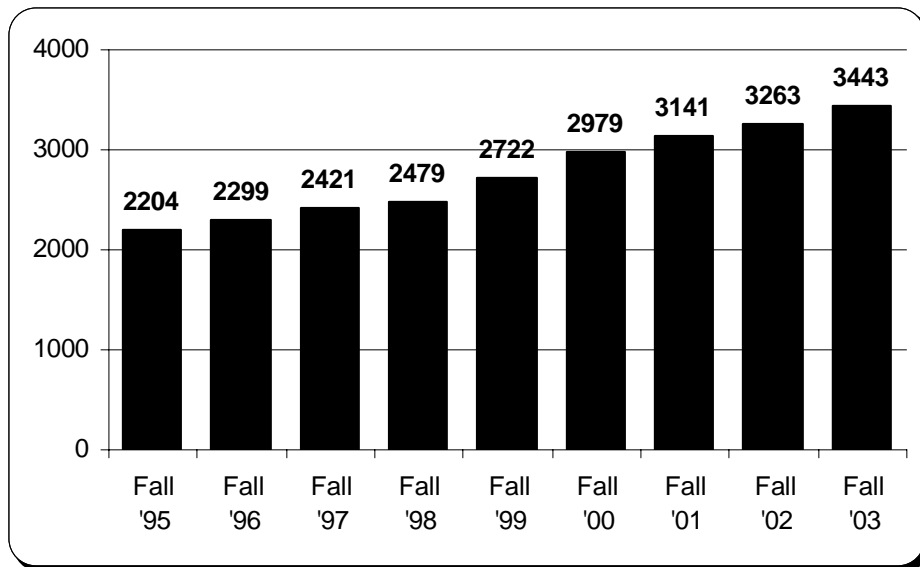
The Athletic Training and Physical Education program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).



# Trends And Growth

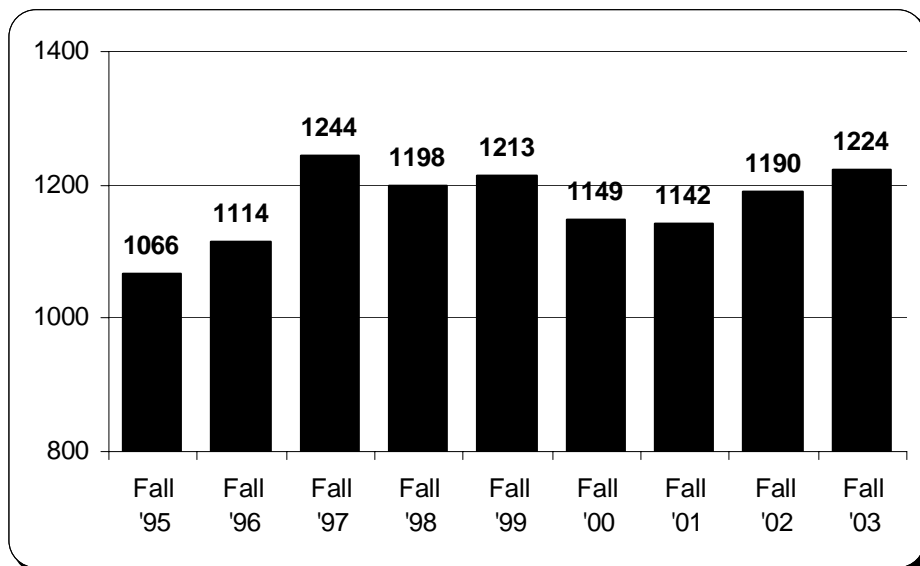
# TRENDS & GROWTH

## *Undergraduate Headcount Enrollment – Orange Campus*



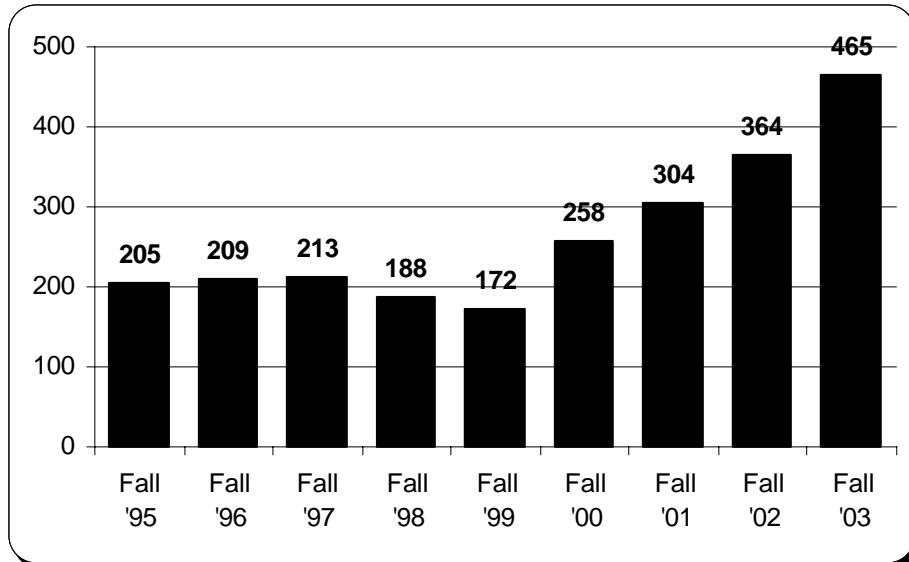
Source: Enrollment Services

## *Graduate Headcount Enrollment – Orange Campus*



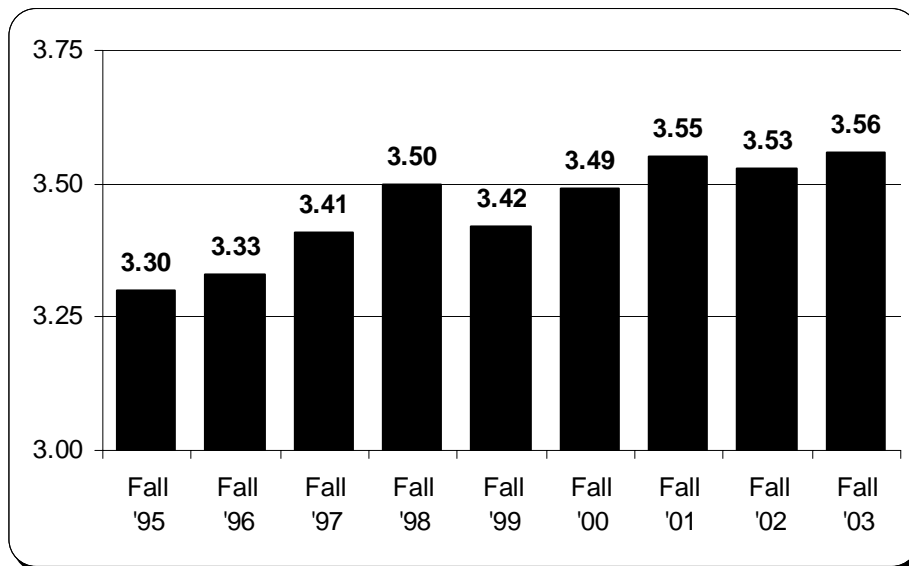
Source: Enrollment Services

*Law School Headcount Enrollment – Orange Campus*



Source: As reported to IPEDS, Fall Enrollment Surveys

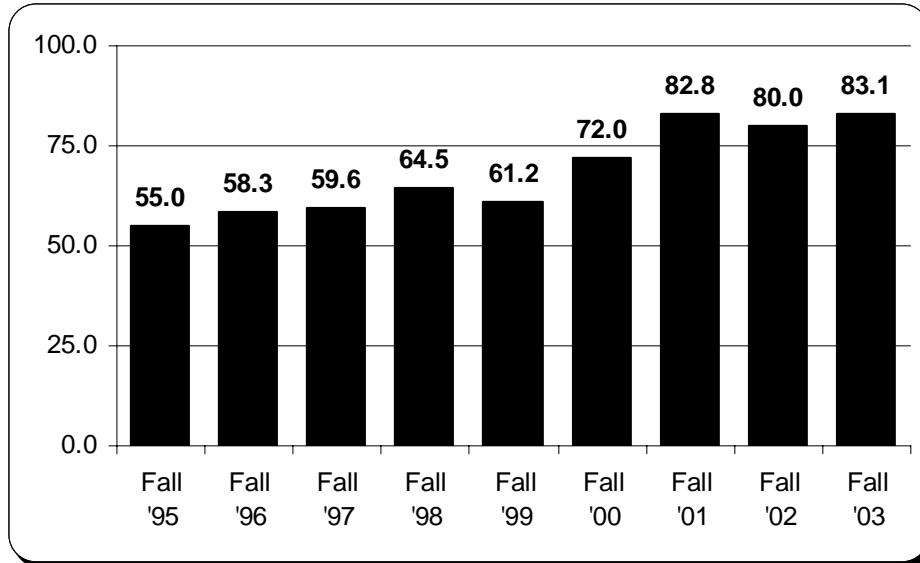
*Average High School GPA of New Freshmen – Orange Campus*



Source: Enrollment Services

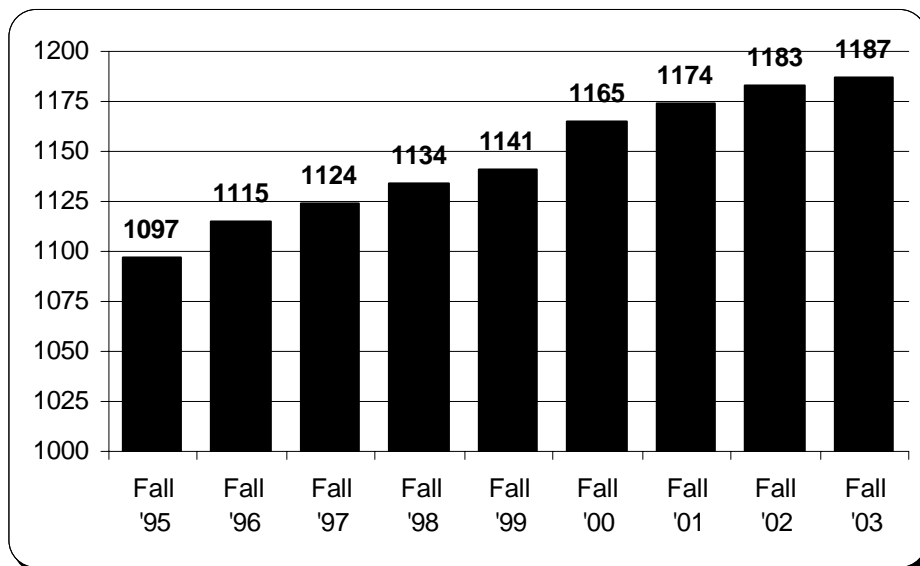
# TRENDS & GROWTH

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



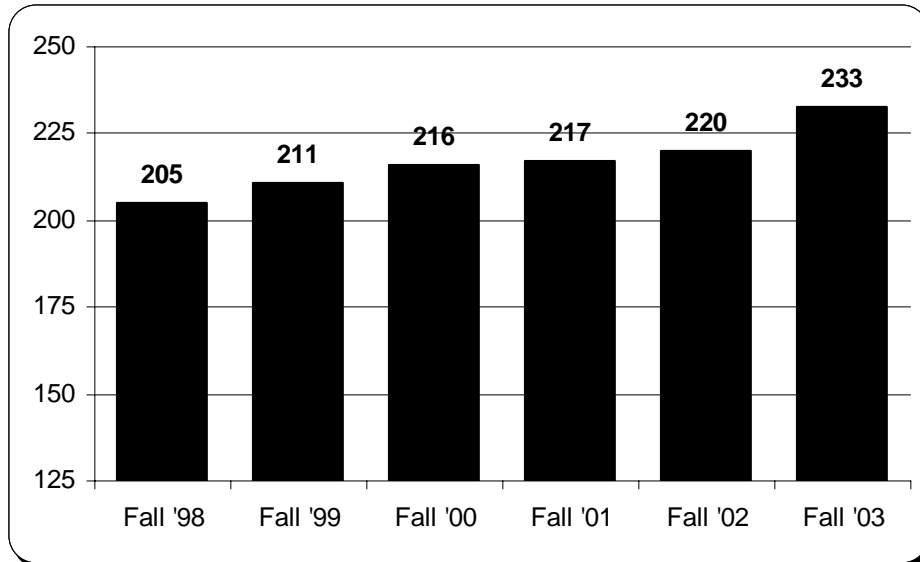
Source: Enrollment Services

*Average SAT Score of New Freshmen – Orange Campus*



Source: Enrollment Services

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



*Source: Office of the Provost*





# Orange Campus

# ORANGE CAMPUS NEW FRESHMAN PROFILE

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

<b>FALL 2003 FRESHMAN CLASS</b>			
	<b>Men</b>	<b>Women</b>	<b>Total</b>
Applicants	1274	1811	3085
Admissions	717	1188	1905
Enrollees	323	502	825

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

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

<b>FALL 2003 FRESHMAN CLASS</b>			
	<b>Men</b>	<b>Women</b>	<b>Overall</b>
SAT Verbal	604	585	593
SAT Math	607	585	594
SAT Composite	1224	1176	1187
% Submitting SAT scores			87%
ACT English	25.2	24.7	24.9
ACT Math	24.7	25.0	24.9
ACT Composite	25.0	25.0	25.0
% submitting ACT scores			40%
High School GPA			3.56

*Source: Enrollment Services*

# ORANGE CAMPUS NEW FRESHMAN PROFILE

## *New Freshman Profile – Headcount by Race/Ethnicity*

		FALL 2003 Freshman Class		
		Full-Time	Part-Time	Total
<b>Men</b>	Nonresident alien	8	0	8
	Black, non-Hispanic	5	0	5
	American Indian/Alaska Native	0	0	0
	Asian/Pacific Islander	22	0	22
	Latino/Hispanic	28	0	28
	White, non-Hispanic	230	0	230
	Race/Ethnicity unknown	29	0	29
	<b>Total men</b>	<b>322</b>	<b>0</b>	<b>322</b>
<b>Women</b>	Nonresident alien	4	0	4
	Black, non-Hispanic	11	0	11
	American Indian/Alaska Native	4	0	4
	Asian/Pacific Islander	43	1	44
	Latino/Hispanic	36	1	37
	White, non-Hispanic	368	3	371
	Race/Ethnicity unknown	32	1	33
	<b>Total women</b>	<b>498</b>	<b>6</b>	<b>504</b>
<b>Total all students</b>		<b>820</b>	<b>6</b>	<b>826</b>

Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003)

# ORANGE CAMPUS ADMISSIONS

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

<b>FALL 2003</b>				
	<b>Number</b>		<b>Admit Rate and Yield Rate</b>	
	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>
UG Frosh				
Applicants	1237	1780		
Admissions	697	1167	56.3%	65.6%
Enrolled	316	497	45.3%	42.6%
UG Transfers				
Applicants	331	386		
Admissions	206	281	62.2%	72.8%
Enrolled	125	163	60.7%	58.0%
Graduate				
Applicants	322	561		
Admissions	195	345	60.6%	61.5%
Enrolled	112	209	57.4%	60.6%
Doctoral PT				
Applicants	40	120		
Admissions	27	80	67.5%	66.7%
Enrolled	14	28	51.9%	35.0%
Law ^	<b>Number</b>		<b>Admit and Yield Rates</b>	
Applicants	1689			
Admissions	454		26.9%	
Enrolled	167		36.8%	

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

^ Source: Admission Office, School of Law

^ Note: Figures refer only to the full-time Juris Doctor program; may include international applicants

# ORANGE CAMPUS ADMISSIONS

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

	<b>FALL 2003</b>			
	<b>Number</b>		<b>Admit Rate and Yield Rate</b>	
	Male	Female	Male	Female
UG Frosh				
Applicants	37	31		
Admissions	20	21	54.1%	67.7%
Enrolled	7	5	35.0%	23.8%
UG Transfers				
Applicants	13	16		
Admissions	6	11	46.2%	68.8%
Enrolled	4	6	66.7%	54.5%
Graduate				
Applicants	34	44		
Admissions	15	18	44.1%	40.9%
Enrolled	8	7	53.3%	38.9%
Doctoral PT				
Applicants	1	2		
Admissions	1	0	100.0%	0.0%
Enrolled	0	0	0.0%	0.0%

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

# ORANGE CAMPUS ENROLLMENT

## Full-Time Equivalent (FTE) Enrollment

	FALL 2003		
	Undergraduate	Graduate	Total
<b>Orange Campus</b>			
Full-Time	3261	619	3880
Part-Time	182	605	787
FTE of Part-Time	83.0	329.3	412.3
Total Headcount	3443	1224	4667
<b>Total FTE</b>	<b>3344.0</b>	<b>948.3</b>	<b>4292.3</b>
<b>Law School</b>			
Full-Time		357	357
Part-Time		108	108
FTE of Part-Time		72.0	72.0
Total Headcount		465	465
<b>Total FTE</b>		<b>429.0</b>	<b>429.0</b>
<b>Grand Total</b>			
Full-Time	3261	976	4237
Part-Time	182	713	895
FTE of Part-Time	83.0	401.3	484.3
Grand Total Headcount	3443	1689	5132
<b>Grand Total FTE</b>	<b>3344.0</b>	<b>1377.3</b>	<b>4721.3</b>

Source: Chapman's Institutional Research Office, XG09 (census Fall 2003)

Note: "Graduate" includes Doctor of Physical Therapy students.

FTE Calculation: Undergraduate – Full-time headcount + (Credits taken by part-time students / 12)

Graduate – Full-time headcount + (Credits taken by part-time students / 9)

Law – Full-time headcount + (Part-time headcount \* 2/3 [ABA calculation])

# ORANGE CAMPUS ENROLLMENT

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

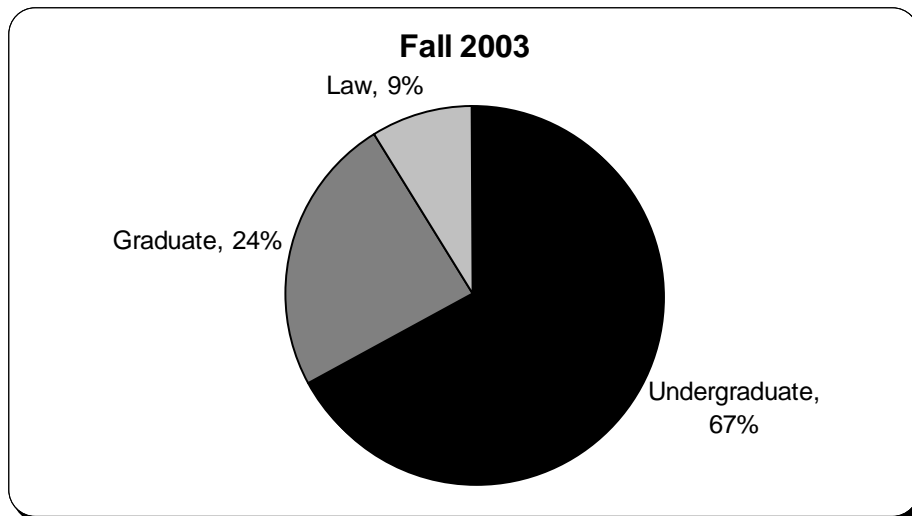
		FALL 2003			
		Undergraduate	Graduate	First Professional (Law)	Total
<b>Men</b>	Nonresident alien	56	39	0	95
	Black, non-Hispanic	35	8	2	45
	Amer Indian/Alaska Ntv	4	1	0	5
	Asian/Pacific Islander	100	37	39	176
	Latino/Hispanic	149	48	23	220
	White, non-Hispanic	965	180	124	1269
	Race/Ethnicity unknown	168	99	42	309
	<b>Total men</b>	<b>1477</b>	<b>412</b>	<b>230</b>	<b>2119</b>
<b>Women</b>	Nonresident alien	39	20	2	61
	Black, non-Hispanic	49	16	4	69
	Amer Indian/Alaska Ntv	10	1	2	13
	Asian/Pacific Islander	155	72	41	268
	Latino/Hispanic	178	99	16	293
	White, non-Hispanic	1314	487	119	1920
	Race/Ethnicity unknown	221	119	51	391
	<b>Total women</b>	<b>1966</b>	<b>814</b>	<b>235</b>	<b>3015</b>
<b>Total all students</b>		<b>3443</b>	<b>1226</b>	<b>465</b>	<b>5134</b>

Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003)

Note: "Graduate" includes Doctor of Physical Therapy students.

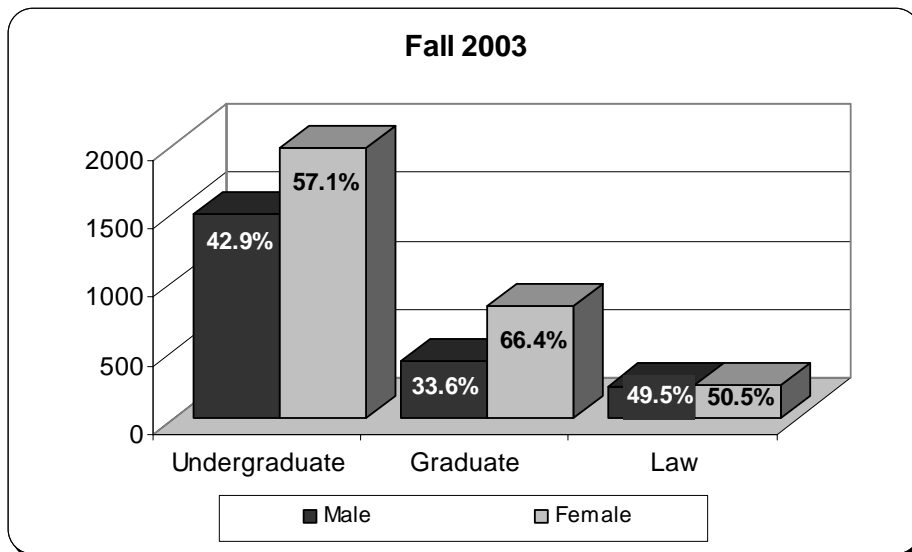
# ORANGE CAMPUS ENROLLMENT

## Total Headcount Enrollment by Level



Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003)  
 Note: "Graduate" includes Doctor of Physical Therapy students.

## Total Headcount Enrollment by Level and Gender



Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003)  
 Note: "Graduate" includes Doctor of Physical Therapy students.



# ORANGE CAMPUS ENROLLMENT

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

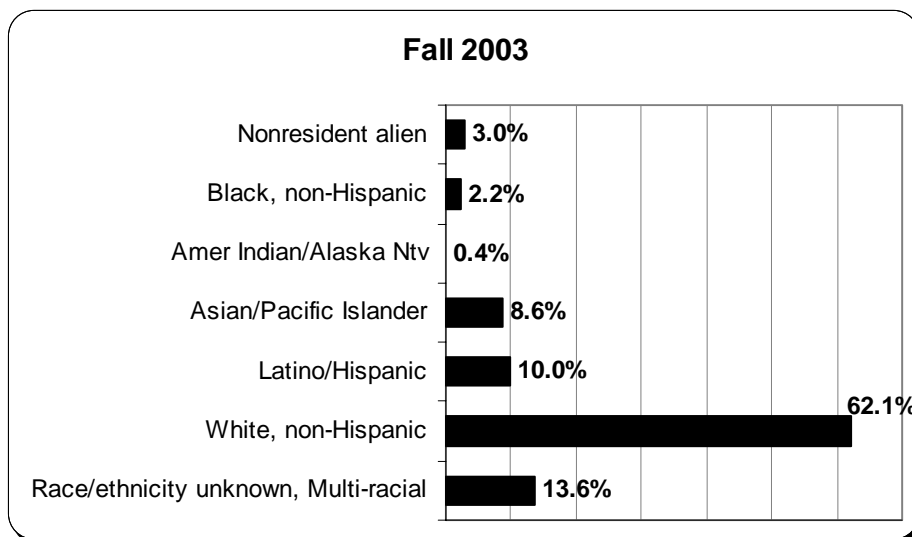
		FALL 2003			
		Undergraduate	Graduate	First Professional (Law)	Total
<b>Men</b>	Nonresident alien	50	25	0	75
	Black, non-Hispanic	32	5	1	38
	Amer Indian/Alaska Ntv	4	0	0	4
	Asian/Pacific Islander	95	23	30	148
	Latino/Hispanic	133	21	18	172
	White, non-Hispanic	910	93	97	1100
	Race/Ethnicity unknown	161	59	30	250
	<b>Total men</b>	<b>1385</b>	<b>226</b>	<b>176</b>	<b>1787</b>
<b>Women</b>	Nonresident alien	35	12	2	49
	Black, non-Hispanic	45	6	4	55
	Amer Indian/Alaska Ntv	9	0	1	10
	Asian/Pacific Islander	148	38	35	221
	Latino/Hispanic	171	48	10	229
	White, non-Hispanic	1261	225	94	1580
	Race/Ethnicity unknown	207	65	35	307
	<b>Total women</b>	<b>1876</b>	<b>394</b>	<b>181</b>	<b>2451</b>
<b>Total all students</b>		<b>3261</b>	<b>620</b>	<b>357</b>	<b>4238</b>

*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003)*

*Note: "Graduate" includes Doctor of Physical Therapy students.*

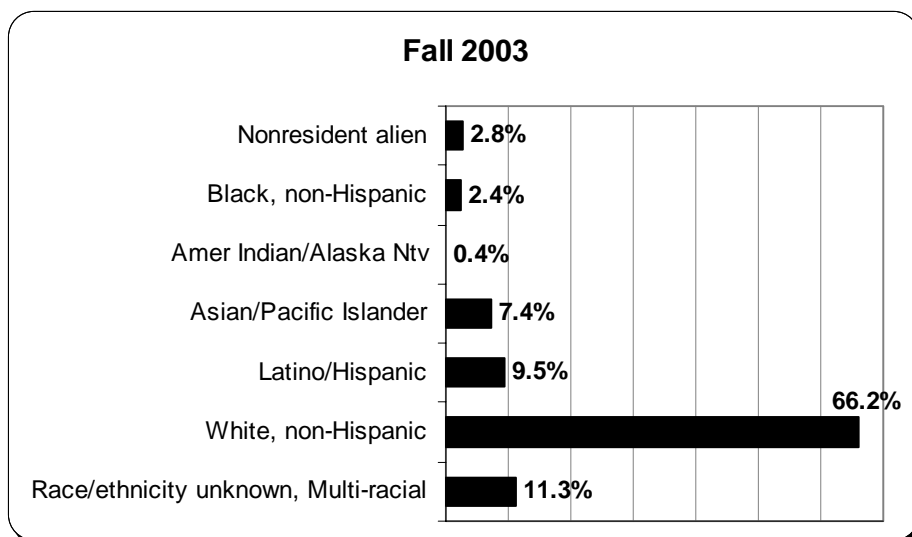
# ORANGE CAMPUS ENROLLMENT

## *Total Enrollment by Race/Ethnicity*



*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003)*

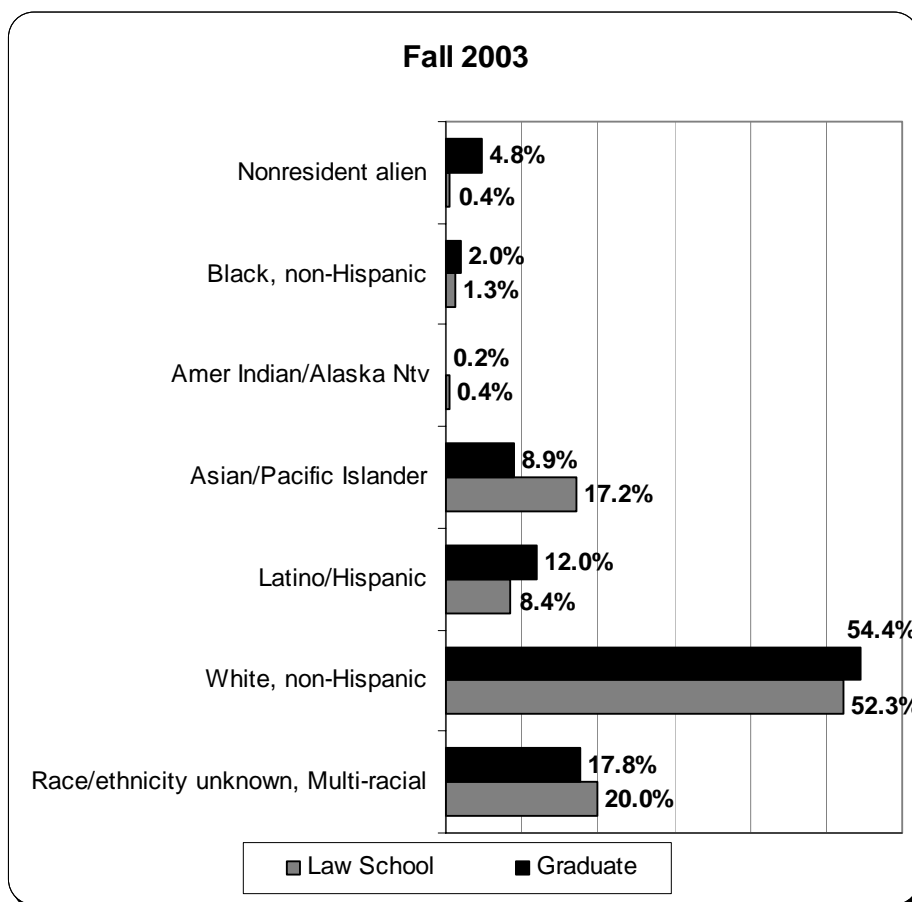
## *Total Undergraduate Enrollment by Race/Ethnicity*



*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003)*

# ORANGE CAMPUS ENROLLMENT

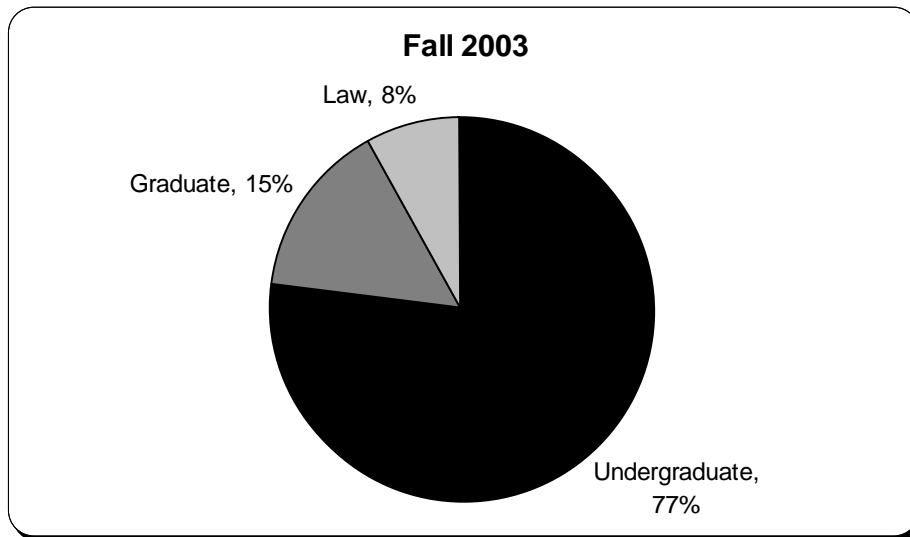
## *Total Graduate and First Professional Enrollment by Race/Ethnicity*



Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003)  
 Note: "Graduate" includes Doctor of Physical Therapy students.

# ORANGE CAMPUS ENROLLMENT

## *Full-Time Headcount Enrollment by Level*



*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003)*

*Note: "Graduate" includes Doctor of Physical Therapy students.*

# ORANGE CAMPUS ENROLLMENT

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

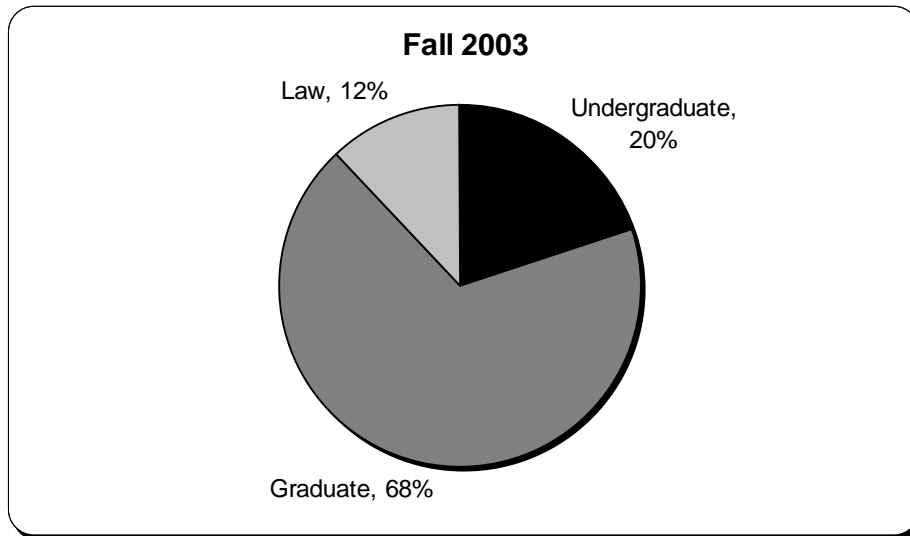
		FALL 2003			
		Undergraduate	Graduate	First Professional (Law)	Total
<b>Men</b>	Nonresident alien	6	14	0	20
	Black, non-Hispanic	3	3	1	7
	Amer Indian/Alaska Ntv	0	1	0	1
	Asian/Pacific Islander	5	14	9	28
	Latino/Hispanic	16	27	5	48
	White, non-Hispanic	55	87	27	169
	Race/Ethnicity unknown	7	40	12	59
	<b>Total men</b>	<b>92</b>	<b>186</b>	<b>54</b>	<b>332</b>
<b>Women</b>	Nonresident alien	4	8	0	12
	Black, non-Hispanic	4	10	0	14
	Amer Indian/Alaska Ntv	1	1	1	3
	Asian/Pacific Islander	7	34	6	47
	Latino/Hispanic	7	51	6	64
	White, non-Hispanic	53	262	25	340
	Race/Ethnicity unknown	14	54	16	84
	<b>Total women</b>	<b>90</b>	<b>420</b>	<b>54</b>	<b>564</b>
<b>Total all students</b>		<b>182</b>	<b>606</b>	<b>108</b>	<b>896</b>

Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003)

Note: "Graduate" includes Doctor of Physical Therapy students.

# ORANGE CAMPUS ENROLLMENT

## *Part-Time Headcount Enrollment by Level*



*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003)*  
*Note: "Graduate" includes Doctor of Physical Therapy students*

# ORANGE CAMPUS ENROLLMENT

## *Full-Time Headcount Enrollment by Level, Gender, and Age*

		FALL 2003			
		Undergraduate	Graduate	First Professional (Law)	Total
<b>Men</b>	Under 18	25	0	0	25
	18-19	543	0	0	543
	20-21	528	2	3	533
	22-24	223	72	73	368
	25-29	51	89	67	207
	30-34	5	29	17	51
	35-39	3	13	8	24
	40-49	5	17	4	26
	50-64	1	2	3	6
	65 and over	0	0	0	0
	Age unknown	1	2	1	4
	<b>Total men</b>	<b>1385</b>	<b>226</b>	<b>176</b>	<b>1787</b>
<b>Women</b>	Under 18	81	0	0	81
	18-19	822	0	0	822
	20-21	710	17	11	738
	22-24	180	193	93	466
	25-29	45	113	49	207
	30-34	12	25	14	51
	35-39	8	17	5	30
	40-49	8	20	7	35
	50-64	4	9	1	14
	65 and over	0	0	0	0
	Age unknown	6	0	1	7
	<b>Total women</b>	<b>1876</b>	<b>394</b>	<b>181</b>	<b>2451</b>
<b>Total students</b>	<b>3261</b>	<b>620</b>	<b>357</b>	<b>4238</b>	

Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003)

Note: "Graduate" includes Doctor of Physical Therapy students

# ORANGE CAMPUS ENROLLMENT

## Part-Time Headcount Enrollment by Level, Gender, and Age

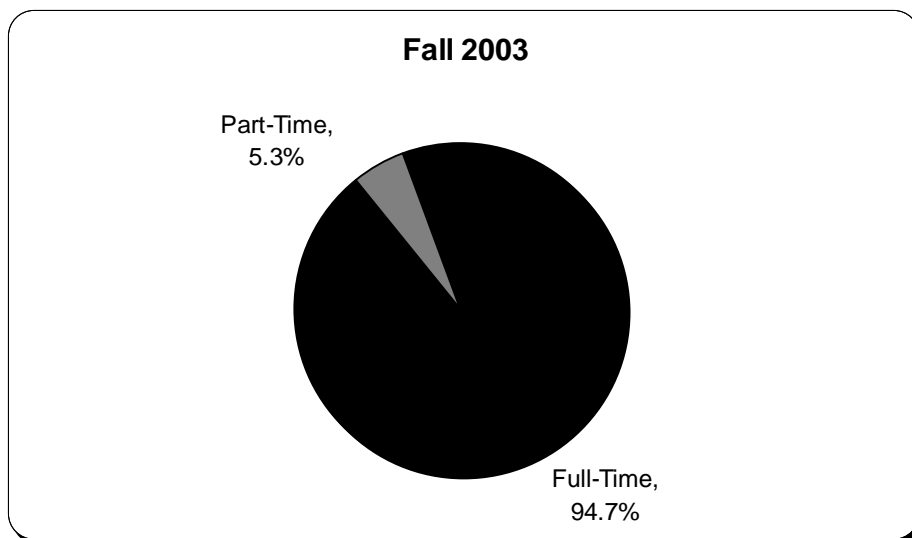
		FALL 2003			
		Undergraduate	Graduate	First Professional (Law)	Total
Men	Under 18	0	0	0	0
	18-19	1	0	0	1
	20-21	3	0	0	3
	22-24	54	19	8	81
	25-29	16	72	14	102
	30-34	9	44	14	67
	35-39	4	23	8	35
	40-49	2	15	5	22
	50-64	2	10	5	17
	65 and over	0	2	0	2
	Age unknown	1	1	0	2
	<b>Total men</b>	<b>92</b>	<b>186</b>	<b>54</b>	<b>332</b>
	Women	Under 18	0	0	0
18-19		3	0	0	3
20-21		10	4	1	15
22-24		30	83	13	126
25-29		15	132	12	159
30-34		5	72	5	82
35-39		2	26	10	38
40-49		14	69	9	92
50-64		5	32	2	39
65 and over		0	1	0	1
Age unknown		6	1	2	9
<b>Total women</b>		<b>90</b>	<b>420</b>	<b>54</b>	<b>564</b>
<b>Total students</b>		<b>182</b>	<b>606</b>	<b>108</b>	<b>896</b>

Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003)

Note: "Graduate" includes Doctor of Physical Therapy students

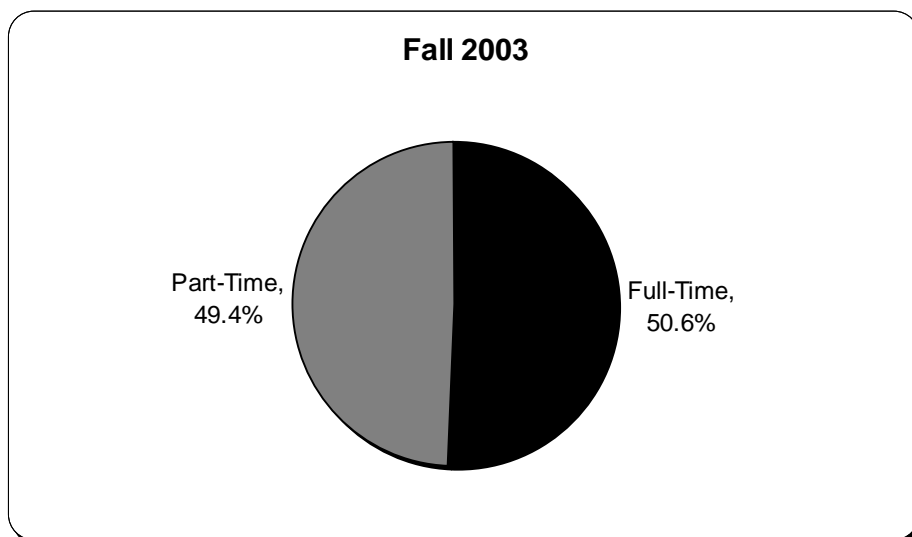


## *Total Undergraduate Headcount Enrollment by Load*



*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003)*

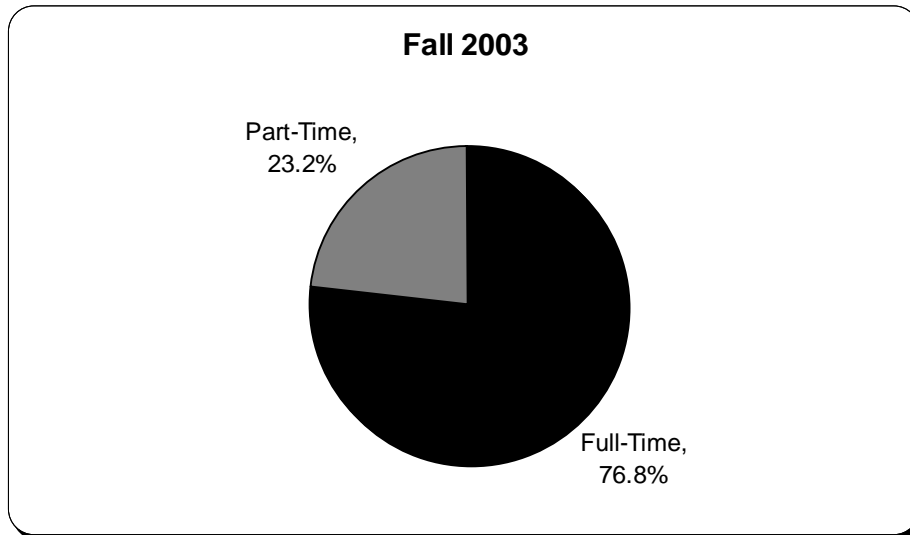
## *Total Graduate Headcount Enrollment by Load*



*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003)*

*Note: "Graduate" includes Doctor of Physical Therapy students*

## *Total Law School Headcount Enrollment by Load*



*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003)*

# ORANGE CAMPUS ENROLLMENT

## *Total Headcount Enrollment by Level and School/Department*

<b>FALL 2003</b>				
<b>School</b>	<b>Department</b>	<b>UG</b>	<b>GR</b>	<b>Total</b>
<b>School of Business &amp; Economics</b>		<b>602</b>	<b>182</b>	<b>784</b>
<b>School of Communication Arts</b>	Art	98	0	98
	Communication Studies	205	0	205
	Engl & Comp Lit	159	59	218
	Theatre & Dance	190	0	190
	<b>Total</b>	<b>652</b>	<b>59</b>	<b>711</b>
<b>School of Education</b>	Athl Training/PE	56	0	56
	Liberal Studies	190	0	190
	(Education)	0	584	584
	<b>Total</b>	<b>246</b>	<b>584</b>	<b>830</b>
<b>College of Film &amp; Media Arts</b>		<b>722</b>	<b>203</b>	<b>925</b>
<b>School of Law</b>		<b>0</b>	<b>465</b>	<b>465</b>
<b>School of Music</b>		<b>171</b>	<b>0</b>	<b>171</b>
<b>Wilkinson College</b>	Biological Sciences	142	0	142
	History	48	0	48
	Languages	10	0	10
	Math/Comp Sci/Physics	89	0	89
	Peace Studies	13	0	13
	Philosophy	7	0	7
	Physical Sciences	55	19	74
	Physical Therapy	0	98	98
	Political Science	154	0	154
	Psychology	160	64	224
	Religious Studies	14	0	14
	Sociology	109	1	110
<b>Total</b>		<b>801</b>	<b>182</b>	<b>983</b>
<b>Professional Studies</b>		<b>15</b>	<b>0</b>	<b>15</b>
<b>Undecided</b>		<b>203</b>	<b>0</b>	<b>203</b>

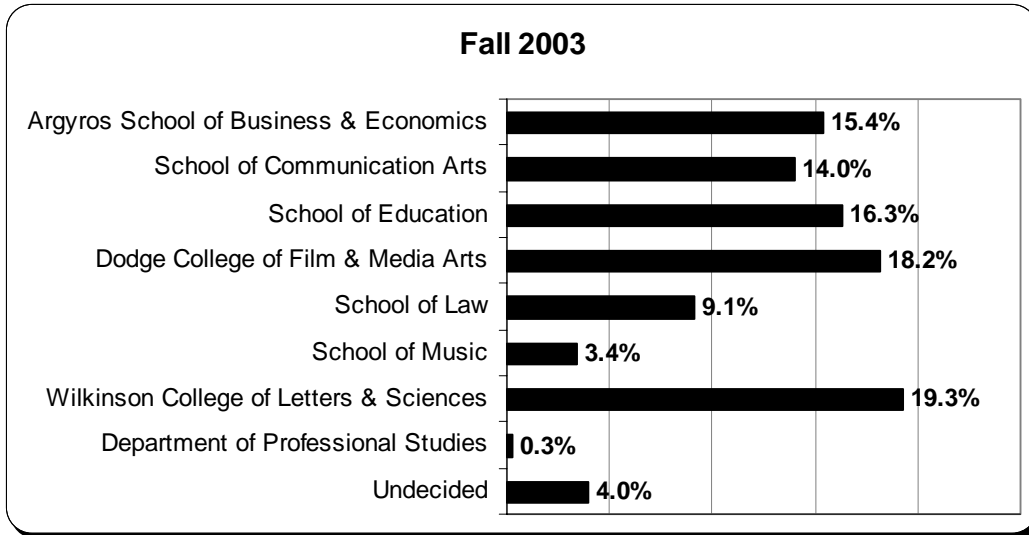
Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003)

Note: "Graduate" includes Doctor of Physical Therapy students

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

# ORANGE CAMPUS ENROLLMENT

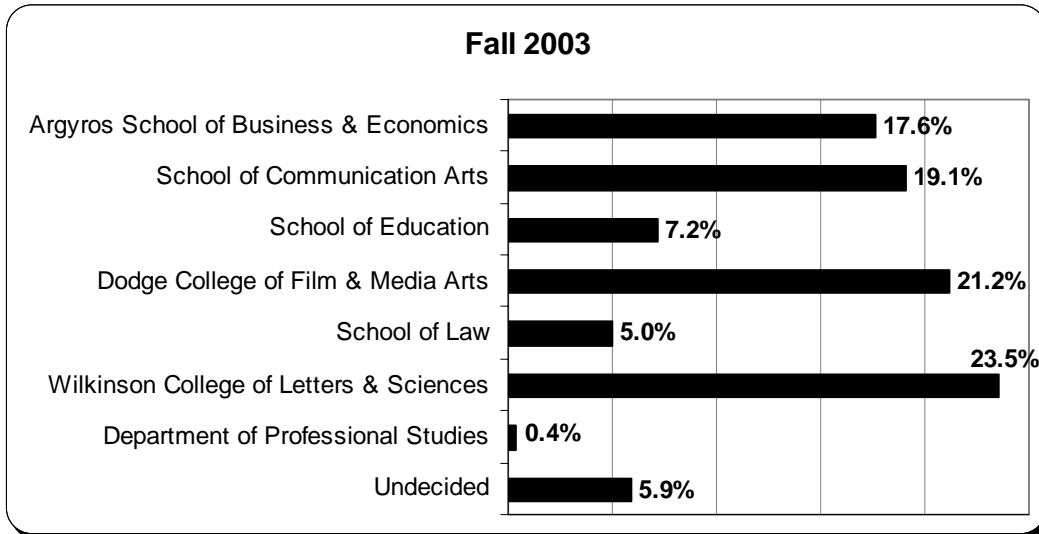
## *Total Headcount Enrollment by School/College*



*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003)*

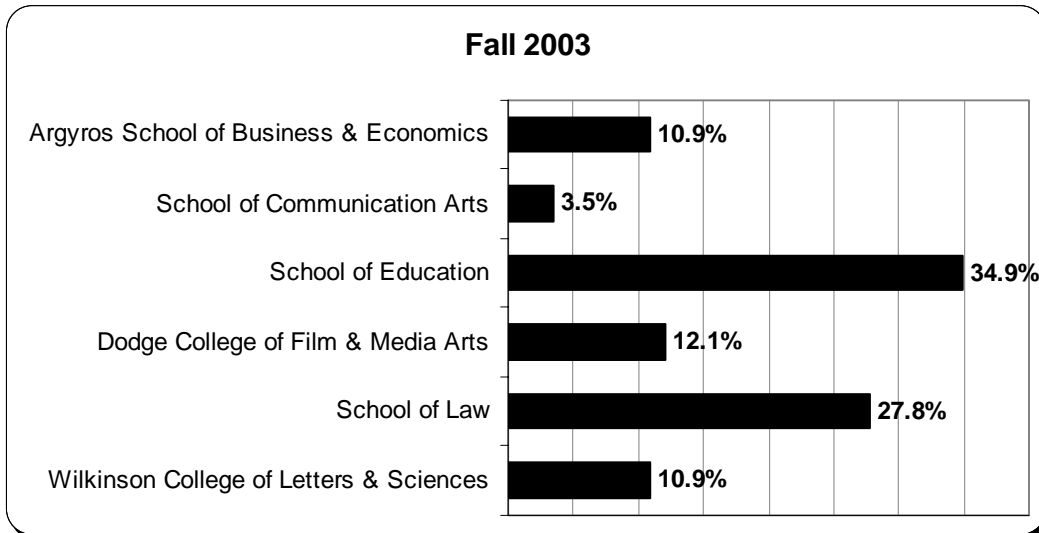
# ORANGE CAMPUS ENROLLMENT

## *Total Undergraduate Headcount Enrollment by School/College*



*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003)*

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



*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003)*

*Note: "Graduate" includes Doctor of Physical Therapy students*

# ORANGE CAMPUS DEGREES AWARDED

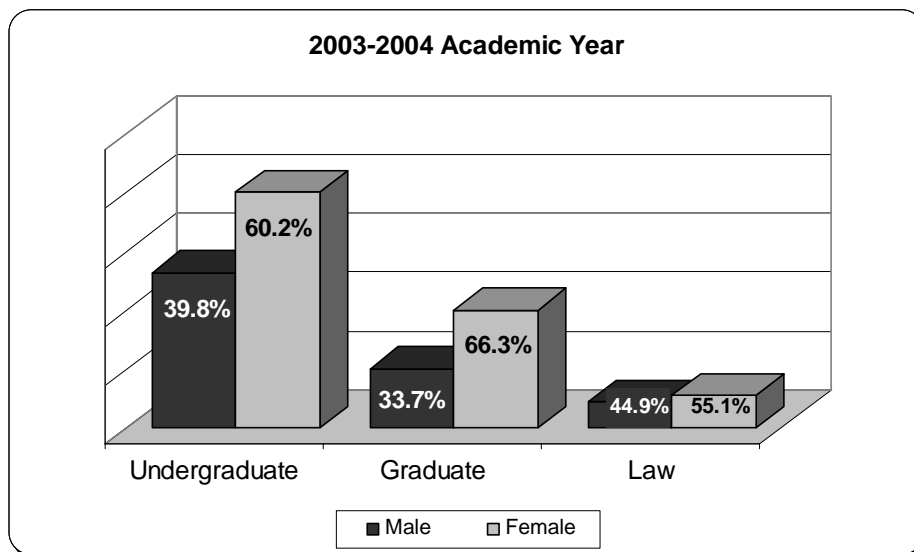
## Graduation and Retention Rates

Student Cohort *	Freshman Retention Rate	4-Year Grad Rate	6-Year Grad Rate	Still Enrolled at 6 Years
Fall 1997	81.7%	45.8%	58.3%	1.3%
Fall 2002	84.4%			

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

# ORANGE CAMPUS DEGREES AWARDED

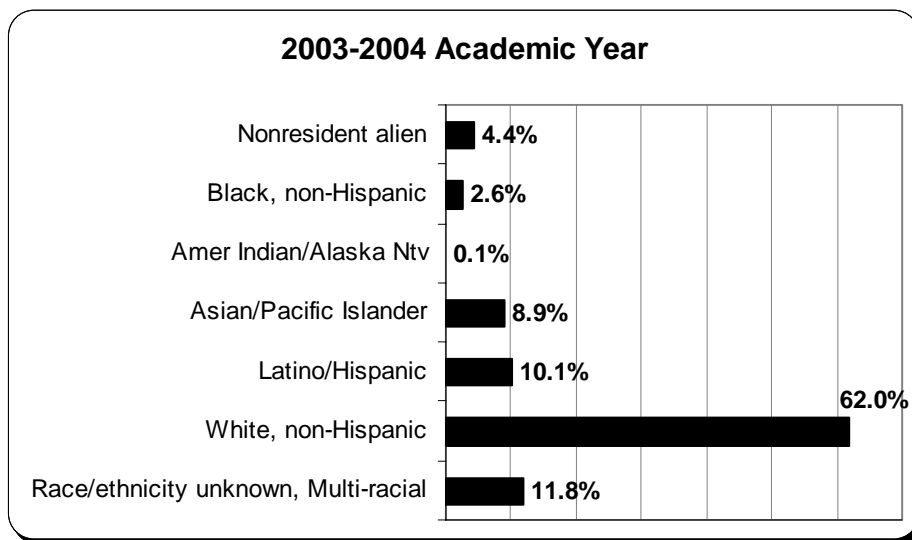
## *Degrees Awarded by Gender and Race/Ethnicity*

		2003-2004 Academic Year			
		Undergraduate	Graduate	First Professional (Law)	Total
<b>Men</b>	Nonresident alien	10	15	0	25
	Black, non-Hispanic	4	3	0	7
	Amer Indian/Alaska Ntv	1	0	0	1
	Asian/Pacific Islander	18	7	5	30
	Latino/Hispanic	28	8	8	44
	White, non-Hispanic	170	49	27	246
	Race/Ethnicity unknown	33	19	4	56
	<b>Total men</b>	<b>264</b>	<b>101</b>	<b>44</b>	<b>409</b>
<b>Women</b>	Nonresident alien	10	11	1	22
	Black, non-Hispanic	12	8	1	21
	Amer Indian/Alaska Ntv	0	0	0	0
	Asian/Pacific Islander	30	26	9	65
	Latino/Hispanic	34	24	5	63
	White, non-Hispanic	274	113	27	414
	Race/Ethnicity unknown	41	18	11	70
	<b>Total women</b>	<b>401</b>	<b>200</b>	<b>54</b>	<b>655</b>
<b>Total all students</b>		<b>665</b>	<b>301</b>	<b>98</b>	<b>1064</b>

*Source: Chapman's Institutional Research Office*

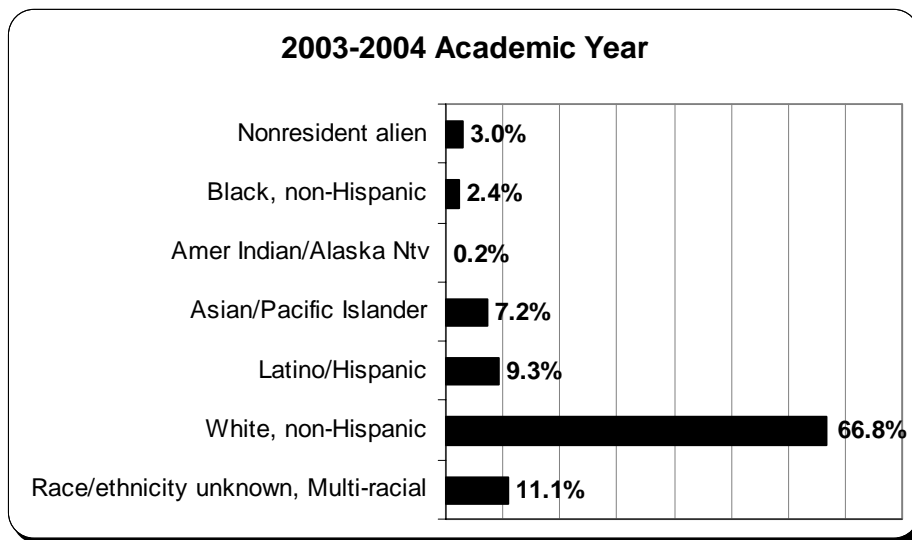
# ORANGE CAMPUS DEGREES AWARDED

## *All Degrees Awarded by Race/Ethnicity*



*Source: As reported to IPEDS, Completions Survey*

## *Undergraduate Degrees Awarded by Race/Ethnicity*

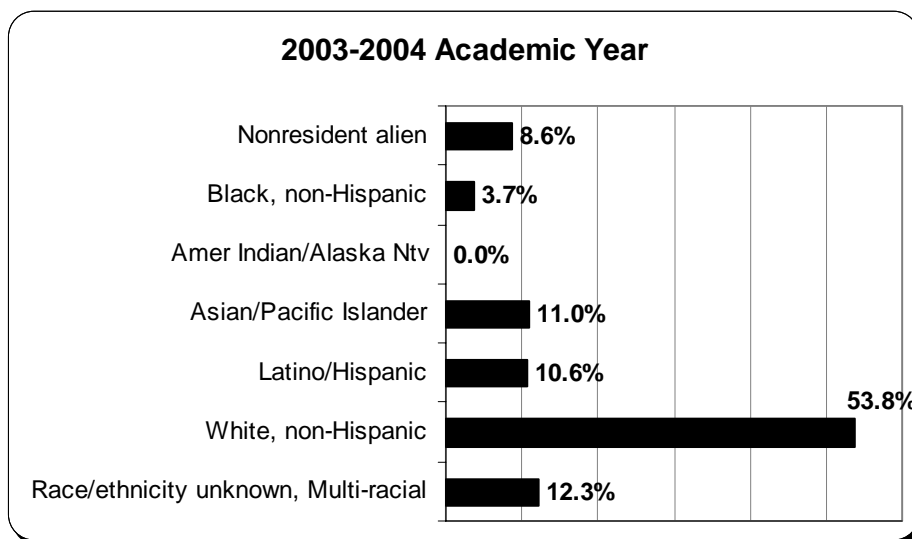


*Source: As reported to IPEDS, Completions Survey*



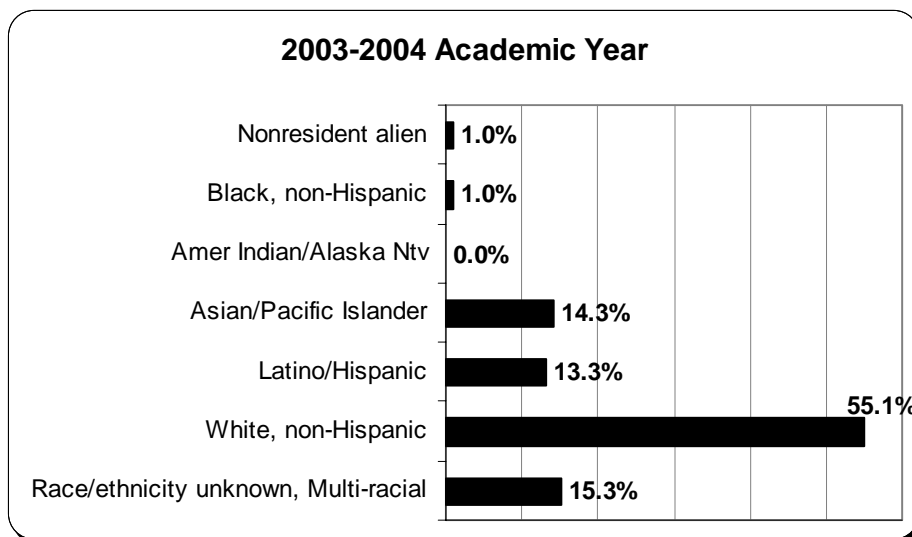
# ORANGE CAMPUS DEGREES AWARDED

## *Graduate Degrees Awarded by Race/Ethnicity*



*Source: As reported to IPEDS, Completions Survey*

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



*Source: As reported to IPEDS, Completions Survey*

# ORANGE CAMPUS DEGREES AWARDED

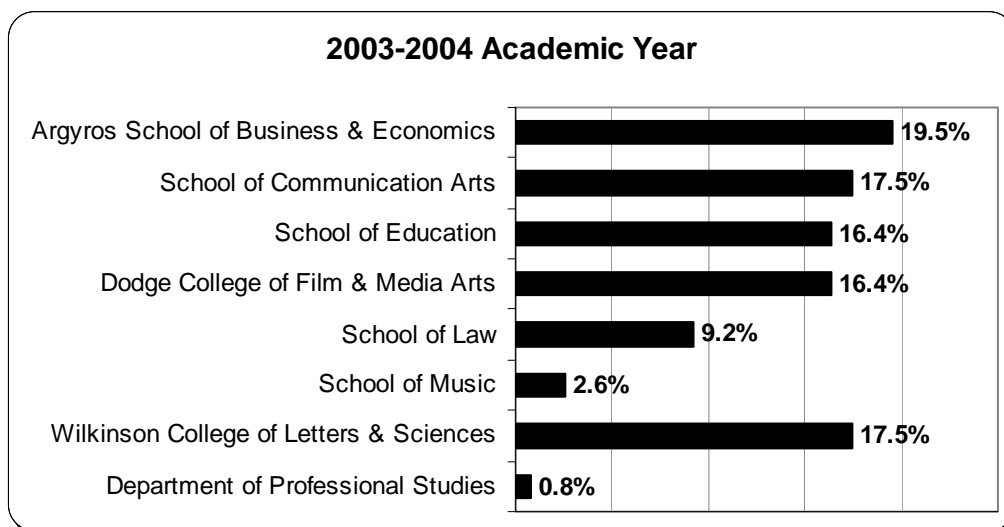
## *Degrees Awarded by Level and School/Department*

2003-2004 Academic Year					
School	Department	UG	GR	Law	Total
<b>School of Business &amp; Economics</b>		<b>131</b>	<b>76</b>	<b>0</b>	<b>207</b>
<b>School of Communication Arts</b>	Art	26	0	0	26
	Communication Studies	70	0	0	70
	English & Comparative Lit	37	17	0	54
	Theatre & Dance	36	0	0	36
	<b>Total</b>	<b>169</b>	<b>17</b>	<b>0</b>	<b>186</b>
<b>School of Education</b>	Athl Training/PE	10	0	0	10
	Liberal Studies	35	0	0	35
	( <i>Education</i> )	0	130	0	130
	<b>Total</b>	<b>45</b>	<b>130</b>	<b>0</b>	<b>175</b>
<b>College of Film &amp; Media Arts</b>		<b>127</b>	<b>48</b>	<b>0</b>	<b>175</b>
<b>School of Law</b>		<b>0</b>	<b>0</b>	<b>98</b>	<b>98</b>
<b>School of Music</b>		<b>28</b>	<b>0</b>	<b>0</b>	<b>28</b>
<b>Wilkinson College</b>	Biological Sciences	22	0	0	22
	History	7	0	0	7
	Languages	2	0	0	2
	Math/Computer Sci/Physics	9	0	0	9
	Peace Studies	1	0	0	1
	Philosophy	1	0	0	1
	Physical Sciences	15	4	0	19
	Physical Therapy	0	6	0	6
	Political Science	34	0	0	34
	Psychology	36	23	0	59
	Religious Studies	2	0	0	2
	Sociology	28	2	0	30
	<b>Total</b>	<b>157</b>	<b>29</b>	<b>0</b>	<b>186</b>
<b>Professional Studies</b>		<b>8</b>	<b>1</b>	<b>0</b>	<b>9</b>
<b>Total</b>		<b>665</b>	<b>301</b>	<b>98</b>	<b>1064</b>

Source: Chapman's Institutional Research Office

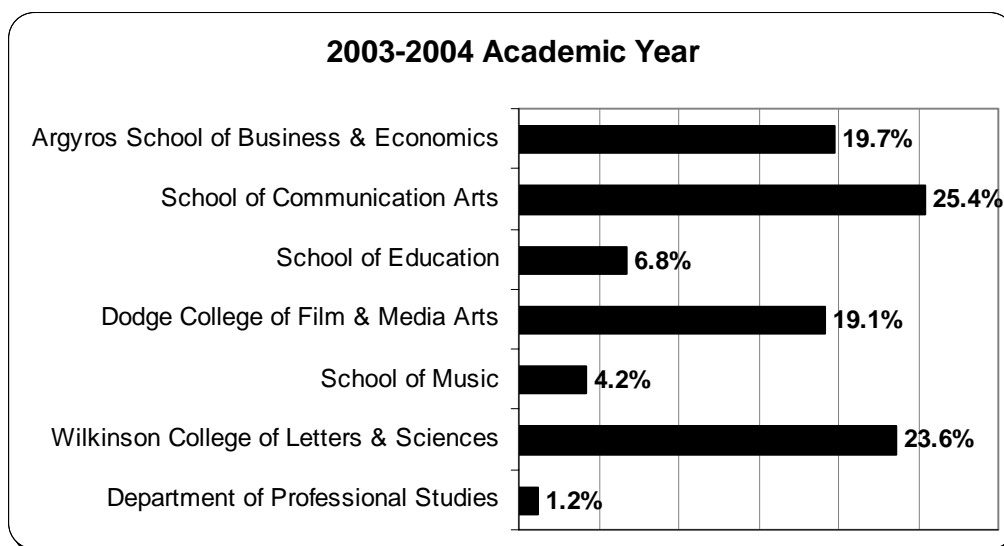
# ORANGE CAMPUS DEGREES AWARDED

## *Distribution of All Degrees Awarded by School*



*Source: Chapman's Institutional Research Office*

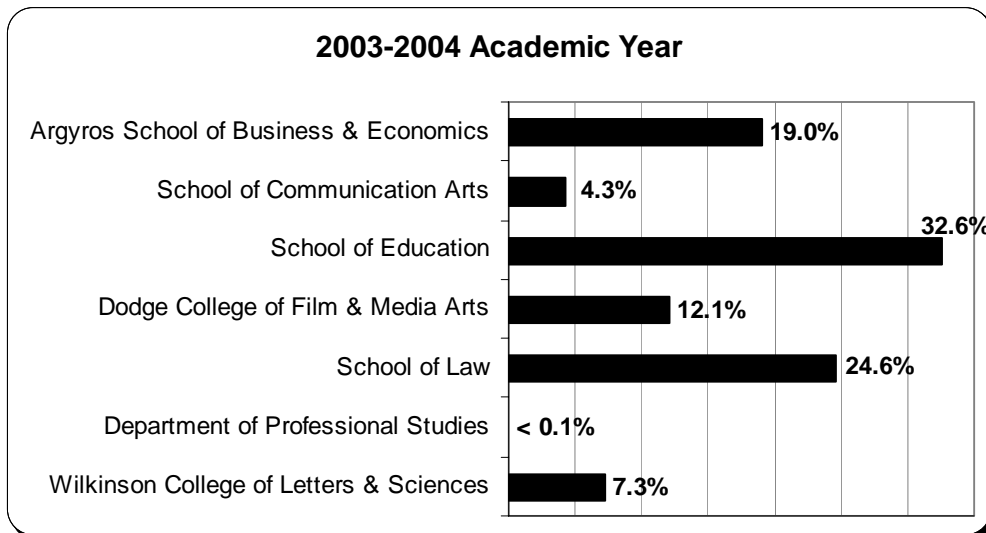
## *Distribution of Undergraduate Degrees Awarded by School*



*Source: Chapman's Institutional Research Office*

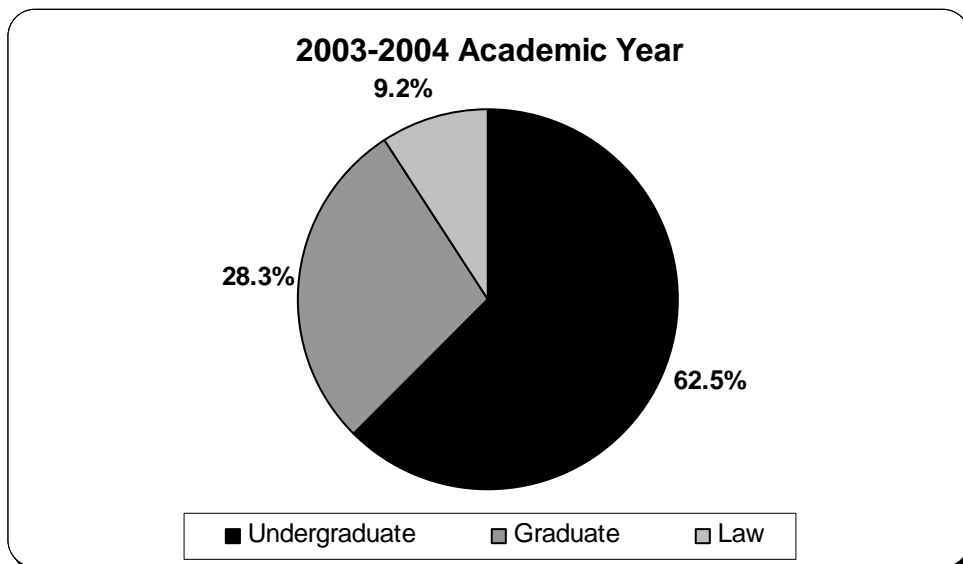
# ORANGE CAMPUS DEGREES AWARDED

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



Source: Chapman's Institutional Research Office

## *Distribution of Degrees Awarded by Level*



Source: Chapman's Institutional Research Office

# ORANGE CAMPUS DEGREES AWARDED

## *Undergraduate Degrees Awarded by Major*

2003-2004 Academic Year	
Major	Graduates
Accounting	17
Art	26
Biological Sciences	12
Business Administration	111
Chemistry	5
Communication Studies	3
Communications	67
Computer Information Systems	7
Computer Science	2
Criminal Justice	8
Economics	3
English	37
Environmental Science	1
Film & Television	107
Film Production	5
Film Studies	1
Food Science & Nutrition	6
French	1
History	7
Kinesiology	19
Legal Studies	14
Liberal Studies	35
Mathematics	3
Movement & Exercise Science	1
Music	2
Music Education	5
Music Performance	19
Music Therapy	2
Organizational Leadership	13
Peace Studies	1
Philosophy	1
Political Science	20
Psychology	36
Public Relations & Advertising	11
Religious Studies	2
Screenwriting	1
Social Science	2
Sociology	13
Spanish	1
Television & Broadcast Journalism	2
Theatre & Dance	36

*Source: Chapman's Institutional Research Office*

# ORANGE CAMPUS DEGREES AWARDED

## *Graduate Degrees Awarded by Major*

<b>2003-2004 Academic Year</b>	
<b>Major</b>	<b>Graduates</b>
Business Administration	55
Counseling (School)	12
Creative Writing	5
Criminal Justice	1
Education	35
Educational Psychology	20
English	12
Executive MBA	14
Film & Television Producing	1
Film & Television Production	36
Film Production	1
Film Studies	3
Food Science & Nutrition	4
Human Resources	4
Human Resources Management	3
Organizational Leadership	2
Psychology	23
School Psychology	16
Screenwriting	7
Special Education	16
Teaching	31
Juris Doctor	96
LL.M. in Taxation	2

*Source: Chapman's Institutional Research Office*

# ORANGE CAMPUS EDUCATION CREDENTIALS

## *Credentials Recommended*

*\* 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.*

2003-2004 Academic Year		
Subject	Type	Count
<b>Administrative Services</b>	Internship	2
	Certificate of Eligibility	2
	Preliminary	7
	Professional Clear	3
	<b>Total</b>	<b>14</b>
<b>Education Specialist</b>	Internship	19
	Preliminary	21
	Professional Clear	5
	<b>Total</b>	<b>45</b>
<b>Multiple Subject</b>	Internship	6
	Preliminary	65
	Professional Clear	23
	<b>Total</b>	<b>94</b>
<b>Pupil Personnel Services</b>	Internship	4
	Professional Clear	31
	<b>Total</b>	<b>35</b>
<b>Single Subject</b>	Internship	19
	Preliminary	62
	Professional Clear	15
	<b>Total</b>	<b>96</b>
<b>Total Credentials Recommended</b>		<b>284</b>

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

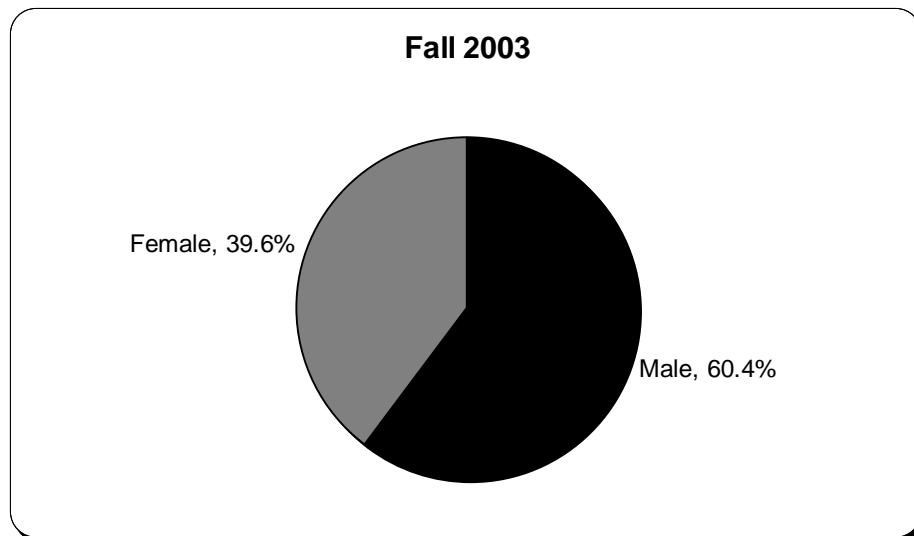
## *Full-Time Faculty by Gender and Race/Ethnicity*

<b>FALL 2003</b>			
<b>Race/Ethnicity</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Nonresident Alien	0	0	0
Black, non-Hispanic	3	5	8
American Indian/Alaska Native	1	0	1
Asian/Pacific Islander	8	5	13
Latino/Hispanic	3	8	11
White, non-Hispanic	118	62	180
Race/Ethnicity unknown	6	11	17
<b>Grand Total</b>	<b>139</b>	<b>91</b>	<b>230</b>

*Source: As reported to IPEDS, Fall Staff Survey*

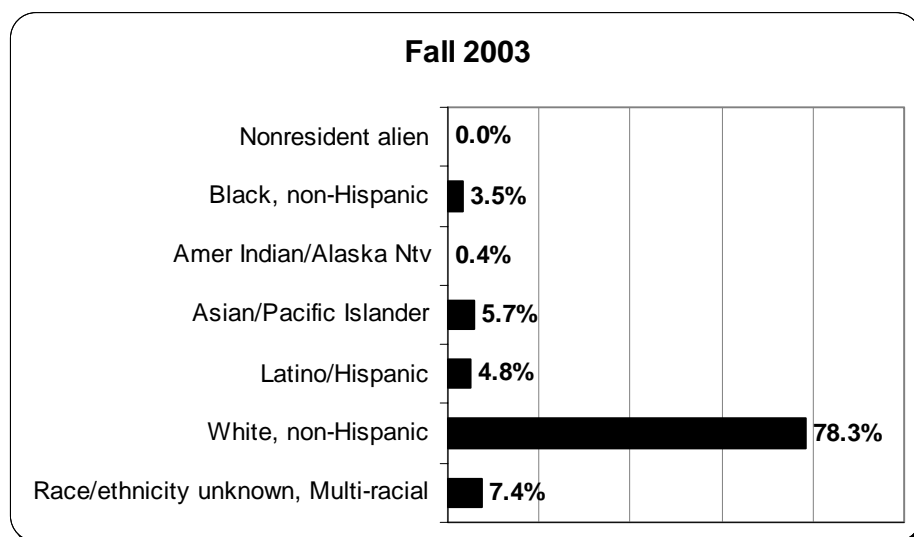


## Full-Time Faculty by Gender



Source: As reported to IPEDS, Fall Staff Survey

## Full-Time Faculty by Race/Ethnicity



Source: As reported to IPEDS, Fall Staff Survey

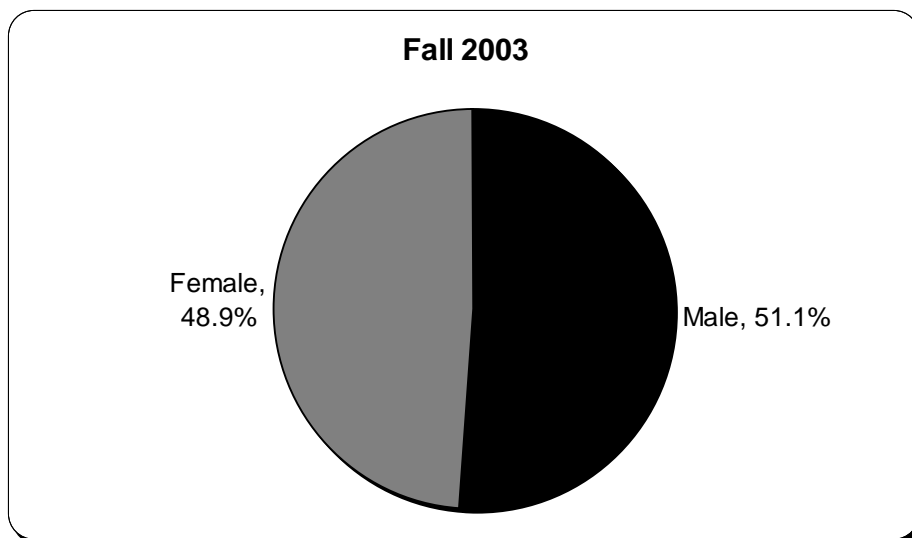
# ORANGE CAMPUS FACULTY

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

<b>FALL 2003</b>			
<b>Race/Ethnicity</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Nonresident Alien	0	0	0
Black, non-Hispanic	0	1	1
American Indian/Alaska Native	0	1	1
Asian/Pacific Islander	7	5	12
Latino/Hispanic	7	11	18
White, non-Hispanic	110	113	223
Race/Ethnicity unknown	35	21	56
<b>Grand Total</b>	<b>159</b>	<b>152</b>	<b>311</b>

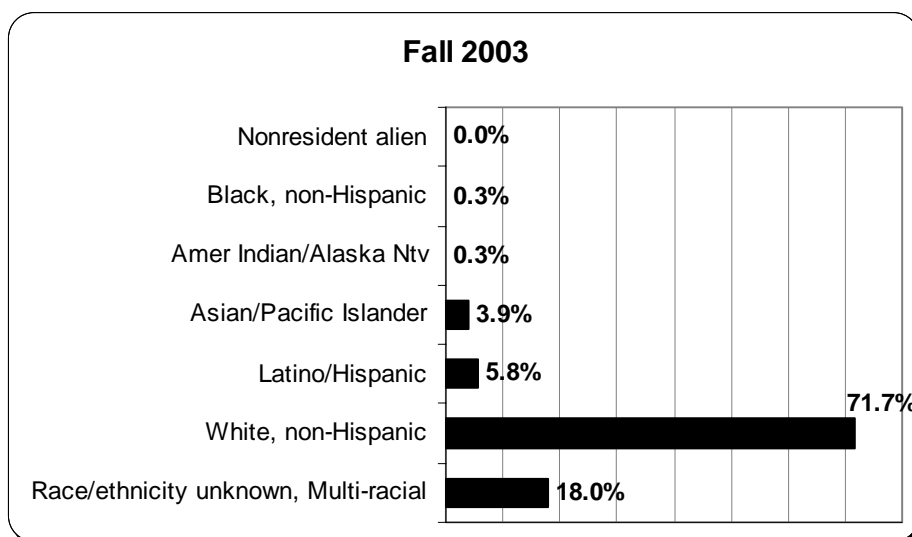
*Source: As reported to IPEDS, Fall Staff Survey*

## *Part-Time Faculty by Gender*



Source: As reported to IPEDS, Fall Staff Survey

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



Source: As reported to IPEDS, Fall Staff Survey

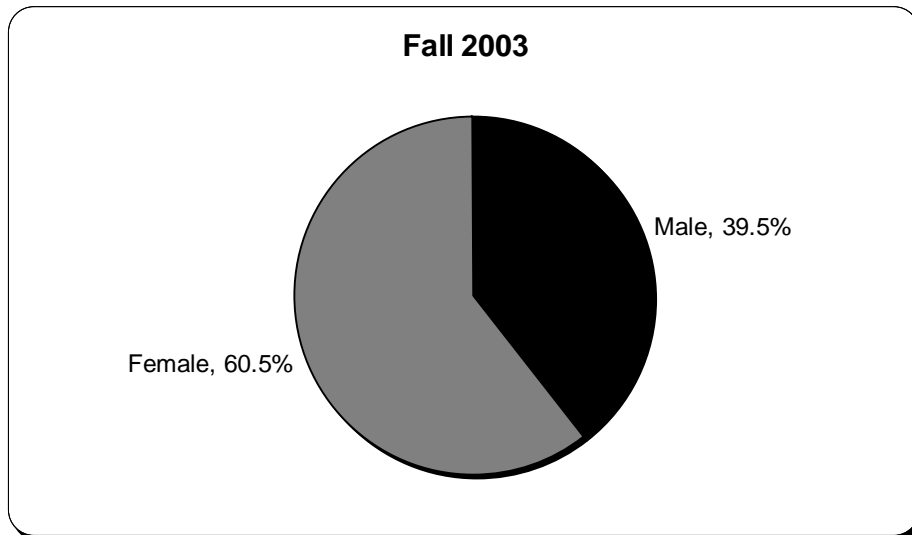
# ORANGE CAMPUS STAFF

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

		FALL 2003						Total Staff
		Executive, Administrative, & Managerial	Other Professional	Technical / Paraprofessional	Clerical / Secretarial	Skilled Crafts	Service / Maintenance	
<b>Men</b>	Nonresident alien	0	0	0	0	0	0	0
	Black, non-Hispanic	1	1	1	2	1	3	9
	Amer Indian/Alaska Ntv	0	0	1	0	0	0	1
	Asian/Pacific Islander	1	4	3	3	1	2	14
	Latino/Hispanic	4	2	3	5	7	7	28
	White, non-Hispanic	47	41	11	17	6	6	128
	Race/Ethnicity unknown	0	0	0	0	0	0	0
	<b>Total men</b>	<b>53</b>	<b>48</b>	<b>19</b>	<b>27</b>	<b>15</b>	<b>18</b>	<b>180</b>
<b>Women</b>	Nonresident alien	0	0	0	0	0	0	0
	Black, non-Hispanic	0	0	0	3	0	0	3
	Amer Indian/Alaska Ntv	1	0	0	1	0	0	2
	Asian/Pacific Islander	8	2	2	15	0	0	27
	Latino/Hispanic	7	3	0	19	0	0	29
	White, non-Hispanic	52	50	4	108	0	1	215
	Race/Ethnicity unknown	0	0	0	0	0	0	0
	<b>Total women</b>	<b>68</b>	<b>55</b>	<b>6</b>	<b>146</b>	<b>0</b>	<b>1</b>	<b>276</b>
<b>Total all full-time staff</b>		<b>121</b>	<b>103</b>	<b>25</b>	<b>173</b>	<b>15</b>	<b>19</b>	<b>456</b>

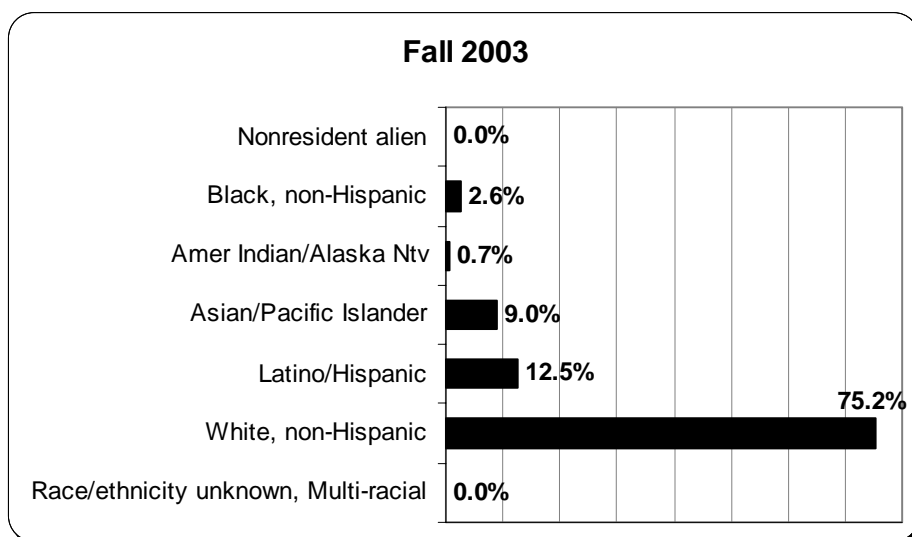
Source: As reported to IPEDS, Fall Staff Survey

*Full-Time Staff by Gender*



Source: As reported to IPEDS, Fall Staff Survey

*Full-Time Staff by Race/Ethnicity*



Source: As reported to IPEDS, Fall Staff Survey

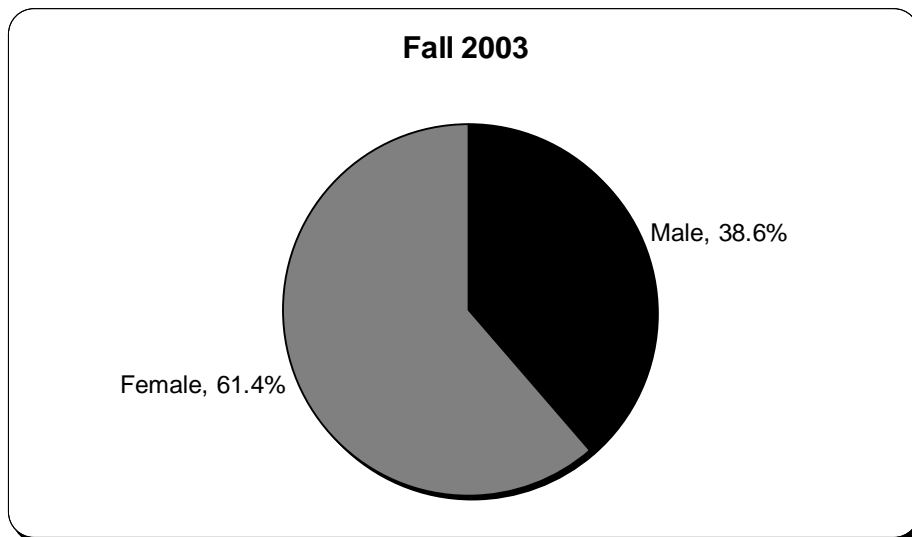
# ORANGE CAMPUS STAFF

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

		FALL 2003						Total Staff
		Executive, Administrative, & Managerial	Other Professional	Technical / Paraprofessional	Clerical / Secretarial	Skilled Crafts	Service / Maintenance	
<b>Men</b>	Nonresident alien	0	0	0	0	0	0	0
	Black, non-Hispanic	0	2	0	0	0	0	2
	American Indian/Alaska Native	0	0	0	0	0	0	0
	Asian/Pacific Islander	0	0	0	0	0	1	1
	Latino/Hispanic	0	5	0	0	0	0	5
	White, non-Hispanic	3	12	1	2	0	1	19
	Race/Ethnicity unknown	0	0	0	0	0	0	0
	<b>Total men</b>	<b>3</b>	<b>19</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>27</b>
<b>Women</b>	Nonresident alien	0	0	0	0	0	0	0
	Black, non-Hispanic	0	1	0	0	0	0	1
	American Indian/Alaska Native	0	0	0	0	0	0	0
	Asian/Pacific Islander	0	2	0	0	0	0	2
	Latino/Hispanic	0	2	0	0	0	0	2
	White, non-Hispanic	2	19	0	16	0	1	38
	Race/Ethnicity unknown	0	0	0	0	0	0	0
	<b>Total women</b>	<b>2</b>	<b>24</b>	<b>0</b>	<b>16</b>	<b>0</b>	<b>1</b>	<b>43</b>
<b>Total all part-time staff</b>		<b>5</b>	<b>43</b>	<b>1</b>	<b>18</b>	<b>0</b>	<b>3</b>	<b>70</b>

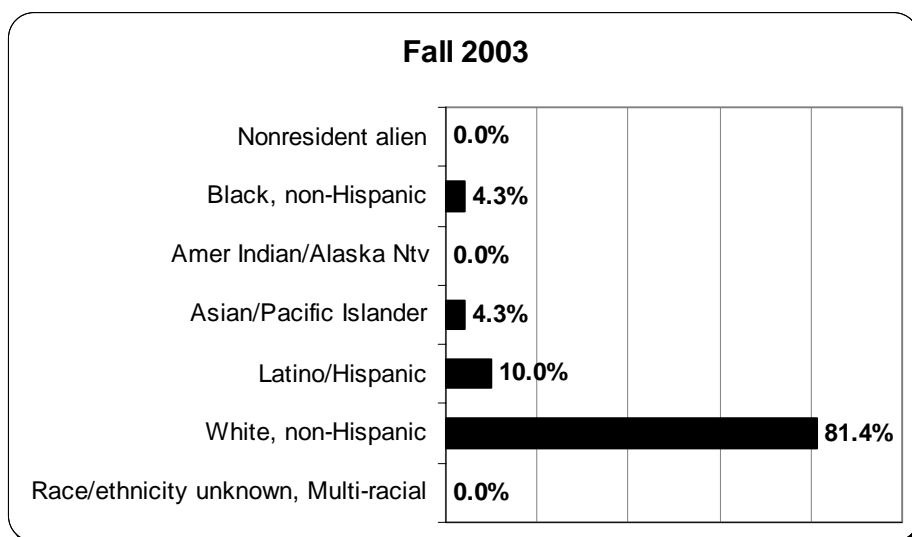
Source: As reported to IPEDS, Fall Staff Survey

*Part-Time Staff by Gender*



Source: As reported to IPEDS, Fall Staff Survey

*Part-Time Staff by Race/Ethnicity*



Source: As reported to IPEDS, Fall Staff Survey





# University College

# UNIVERSITY COLLEGE ADMISSIONS

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

	<b>FALL 2003 (Term D Only)</b>	
	<b>Number</b>	<b>Admit Rate and Yield Rate</b>
Undergraduate Transfers		
Applicants	341	
Admissions	304	89.1%
Enrolled	239	78.6%
Graduate Students		
Applicants	846	
Admissions	724	85.6%
Enrolled	513	70.9%

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

## *Transfer GPA by Level*

	<b>FALL 2003 (Term D Only)</b>	
	<b>Mean Transfer GPA</b>	<b>Median Transfer GPA</b>
Undergraduate Transfers		
Applicants	2.93	2.97
Admissions	2.95	2.99
Enrolled	2.96	2.97
Graduate Students		
Applicants	3.28	3.29
Admissions	3.32	3.34
Enrolled	3.32	3.34

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

# UNIVERSITY COLLEGE ENROLLMENT

## *Full-Time Equivalent (FTE) Enrollment*

	<b>FALL 2003 (Term D Only)</b>		
	<b>Undergraduate</b>	<b>Graduate</b>	<b>Total</b>
Full-Time	1354	1882	3236
Part-Time	1095	1944	3039
FTE of Part-Time	551.0	970.7	1521.7
Total Headcount	2449	3826	6275
<b>Total FTE</b>	<b>1905.0</b>	<b>2852.7</b>	<b>4757.7</b>

Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003 [Term D])

FTE Calculation: Full-time headcount + (Credits taken by part-time students / 6)

# UNIVERSITY COLLEGE ENROLLMENT

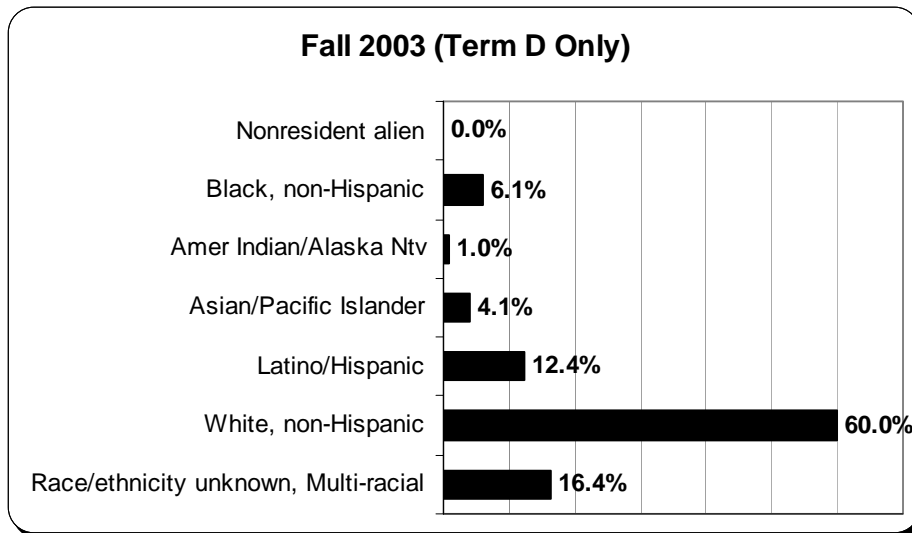
## Total Headcount Enrollment by Level, Gender, and Race/Ethnicity

		FALL 2003 (Term D Only)		
		Undergraduate	Graduate	Total
<b>Men</b>	Nonresident alien	0	0	0
	Black, non-Hispanic	92	43	135
	American Indian/Alaska Native	9	9	18
	Asian/Pacific Islander	45	36	81
	Latino/Hispanic	131	143	274
	White, non-Hispanic	542	735	1277
	Race/Ethnicity unknown	174	242	416
	<b>Total men</b>	<b>993</b>	<b>1208</b>	<b>2201</b>
<b>Women</b>	Nonresident alien	0	0	0
	Black, non-Hispanic	131	118	249
	American Indian/Alaska Native	22	22	44
	Asian/Pacific Islander	71	108	179
	Latino/Hispanic	209	297	506
	White, non-Hispanic	835	1650	2485
	Race/Ethnicity unknown	188	423	611
	<b>Total women</b>	<b>1456</b>	<b>2618</b>	<b>4074</b>
<b>Total all students</b>		<b>2449</b>	<b>3826</b>	<b>6275</b>

Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003 [Term D])

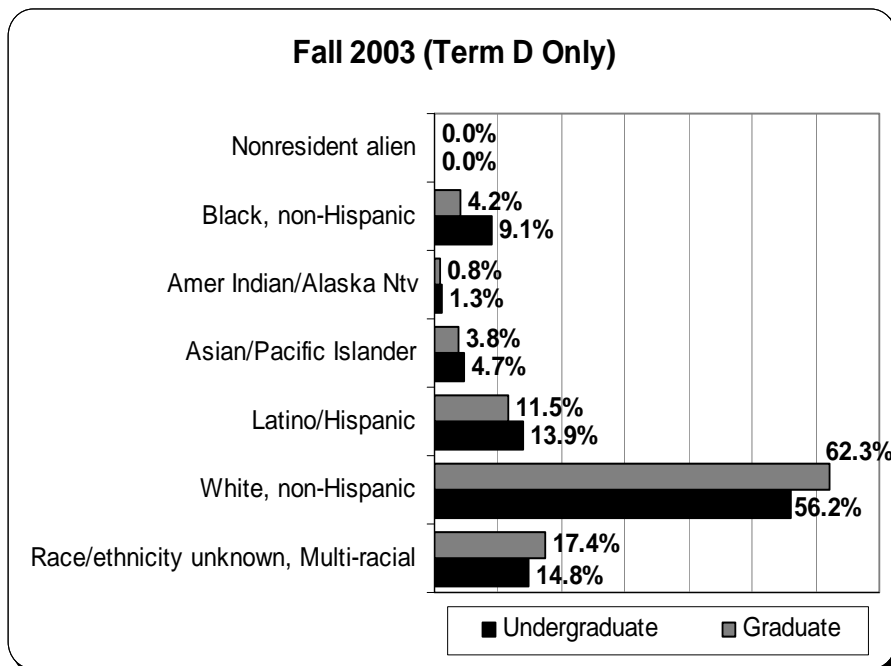
# UNIVERSITY COLLEGE ENROLLMENT

## Total Enrollment by Race/Ethnicity



Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003 [Term D])

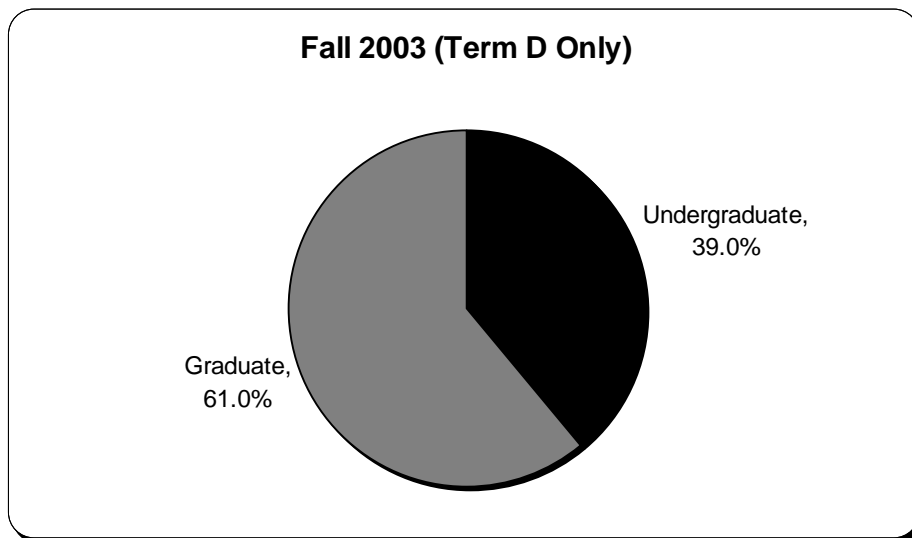
## Total Enrollment by Level and Race/Ethnicity



Source: As reported to IPEDS, Fall Enrollment Survey (Fall 2003 [Term D])

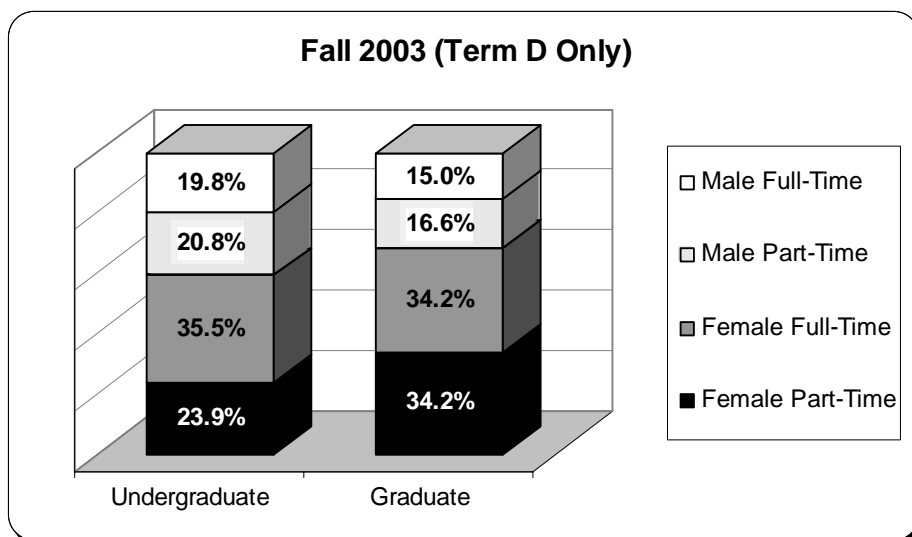
# UNIVERSITY COLLEGE ENROLLMENT

## Total Headcount Enrollment by Level



Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003 [Term D])

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



Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003 [Term D])

# UNIVERSITY COLLEGE ENROLLMENT

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

		<b>FALL 2003 (Term D Only)</b>		
		<b>Undergraduate</b>	<b>Graduate</b>	<b>Total</b>
<b>Men</b>	Nonresident alien	0	0	0
	Black, non-Hispanic	49	20	69
	American Indian/Alaska Native	4	3	7
	Asian/Pacific Islander	15	16	31
	Latino/Hispanic	73	72	145
	White, non-Hispanic	265	348	613
	Race/Ethnicity unknown	78	113	191
	<b>Total men</b>	<b>484</b>	<b>572</b>	<b>1056</b>
<b>Women</b>	Nonresident alien	0	0	0
	Black, non-Hispanic	77	58	135
	American Indian/Alaska Native	12	12	24
	Asian/Pacific Islander	40	49	89
	Latino/Hispanic	129	157	286
	White, non-Hispanic	517	810	1327
	Race/Ethnicity unknown	95	224	319
	<b>Total women</b>	<b>870</b>	<b>1310</b>	<b>2180</b>
<b>Total all students</b>		<b>1354</b>	<b>1882</b>	<b>3236</b>

*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003 [Term D])*

# UNIVERSITY COLLEGE ENROLLMENT

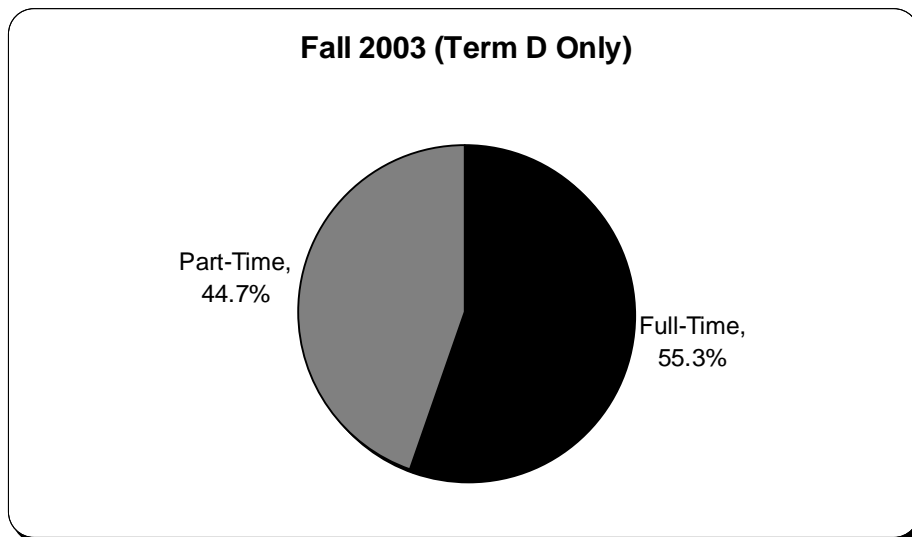
## *Part-Time Headcount Enrollment by Level, Gender, and Race/Ethnicity*

		FALL 2003 (Term D Only)		
		Undergraduate	Graduate	Total
<b>Men</b>	Nonresident alien	0	0	0
	Black, non-Hispanic	43	23	66
	American Indian/Alaska Native	5	6	11
	Asian/Pacific Islander	30	20	50
	Latino/Hispanic	58	71	129
	White, non-Hispanic	277	387	664
	Race/Ethnicity unknown	96	129	225
	<b>Total men</b>	<b>509</b>	<b>636</b>	<b>1145</b>
<b>Women</b>	Nonresident alien	0	0	0
	Black, non-Hispanic	54	60	114
	American Indian/Alaska Native	10	10	20
	Asian/Pacific Islander	31	59	90
	Latino/Hispanic	80	140	220
	White, non-Hispanic	318	840	1158
	Race/Ethnicity unknown	93	199	292
	<b>Total women</b>	<b>586</b>	<b>1308</b>	<b>1894</b>
<b>Total all students</b>		<b>1095</b>	<b>1944</b>	<b>3039</b>

Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003 [Term D])

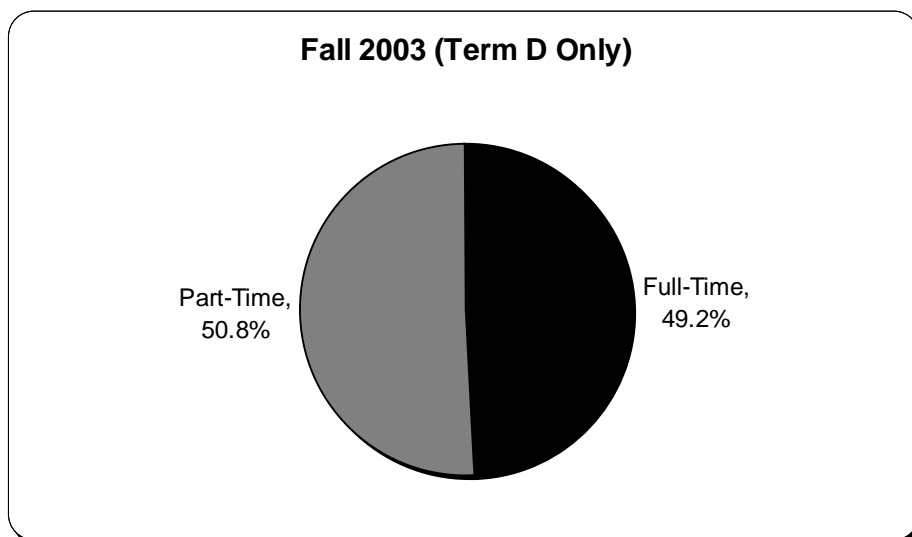


## *Total Undergraduate Headcount Enrollment by Load*



*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003 [Term D])*

## *Total Graduate Headcount Enrollment by Load*



*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003 [Term D])*

# UNIVERSITY COLLEGE ENROLLMENT

## Full-Time Headcount Enrollment by Level, Load, Gender, and Age

		FALL 2003 (Term D Only)		
		Undergraduate	Graduate	Total
<b>Men</b>	Under 18	0	0	0
	18-19	2	0	2
	20-21	15	2	17
	22-24	48	54	102
	25-29	113	156	269
	30-34	96	102	198
	35-39	73	65	138
	40-49	100	126	226
	50-64	19	62	81
	65 and over	0	2	2
	Age unknown	18	3	21
	<b>Total men</b>	<b>484</b>	<b>572</b>	<b>1056</b>
<b>Women</b>	Under 18	0	0	0
	18-19	3	0	3
	20-21	48	11	59
	22-24	127	230	357
	25-29	204	355	559
	30-34	150	175	325
	35-39	107	149	256
	40-49	167	276	443
	50-64	50	100	150
	65 and over	0	0	0
	Age unknown	14	14	28
	<b>Total women</b>	<b>870</b>	<b>1310</b>	<b>2180</b>
<b>Total students</b>		<b>1354</b>	<b>1882</b>	<b>3236</b>

Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003 [Term D])

# UNIVERSITY COLLEGE ENROLLMENT

## *Part-Time Headcount Enrollment by Level, Load, Gender, and Age*

		FALL 2003 (Term D Only)		
		Undergraduate	Graduate	Total
<b>Men</b>	Under 18	0	0	0
	18-19	4	0	4
	20-21	12	1	13
	22-24	40	27	67
	25-29	103	113	216
	30-34	93	128	221
	35-39	89	104	193
	40-49	110	155	265
	50-64	15	99	114
	65 and over	0	2	2
	Age unknown	43	7	50
	<b>Total men</b>	<b>509</b>	<b>636</b>	<b>1145</b>
	<b>Women</b>	Under 18	1	0
18-19		4	0	4
20-21		13	1	14
22-24		56	100	156
25-29		114	296	410
30-34		87	251	338
35-39		81	158	239
40-49		156	321	477
50-64		40	167	207
65 and over		1	1	2
Age unknown		33	13	46
<b>Total women</b>		<b>586</b>	<b>1308</b>	<b>1894</b>
<b>Total students</b>		<b>1095</b>	<b>1944</b>	<b>3039</b>

*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003 [Term D])*

# UNIVERSITY COLLEGE ENROLLMENT

## *Total Headcount Enrollment by Campus and Level*

<b>FALL 2003 (Term D Only)</b>			
<b>Campus</b>	<b>UG</b>	<b>GR</b>	<b>Total</b>
Antelope Valley	178	107	285
Bay Area	213	732	945
Coachella Valley	133	200	333
Irvine	249	113	362
Los Angeles	130	161	291
Modesto	185	316	501
Monterey	50	144	194
Moreno Valley	70	300	370
Ontario	189	553	742
Sacramento	132	269	401
San Diego	223	249	472
Santa Maria	135	232	367
South San Joaquin Valley	242	236	478
Washington	320	214	534

*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003 [Term D])*

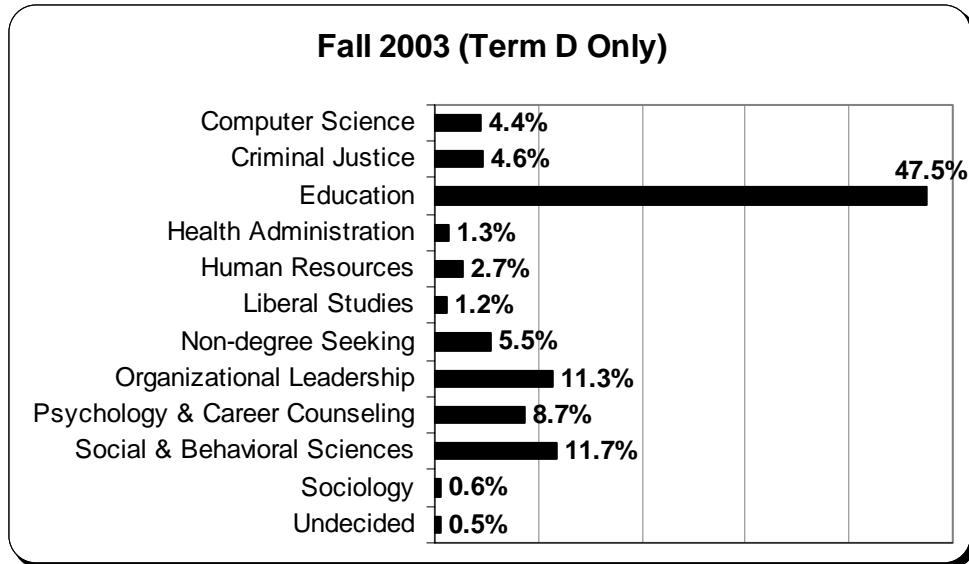
## *Total Headcount Enrollment by Department and Level*

<b>FALL 2003 (Term D Only)</b>			
<b>Department</b>	<b>UG</b>	<b>GR</b>	<b>Total</b>
Computer Science	276	0	276
Criminal Justice	260	28	288
Education	0	2981	2981
Health Administration	16	63	79
Human Resources	0	168	168
Liberal Studies	74	0	74
Non Degree Seeking	213	133	346
Organizational Leadership	513	196	709
Psychology & Career Couns	289	257	546
Social & Behavioral Sci	737	0	737
Sociology	39	0	39
Undecided	32	0	32

*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003 [Term D])*

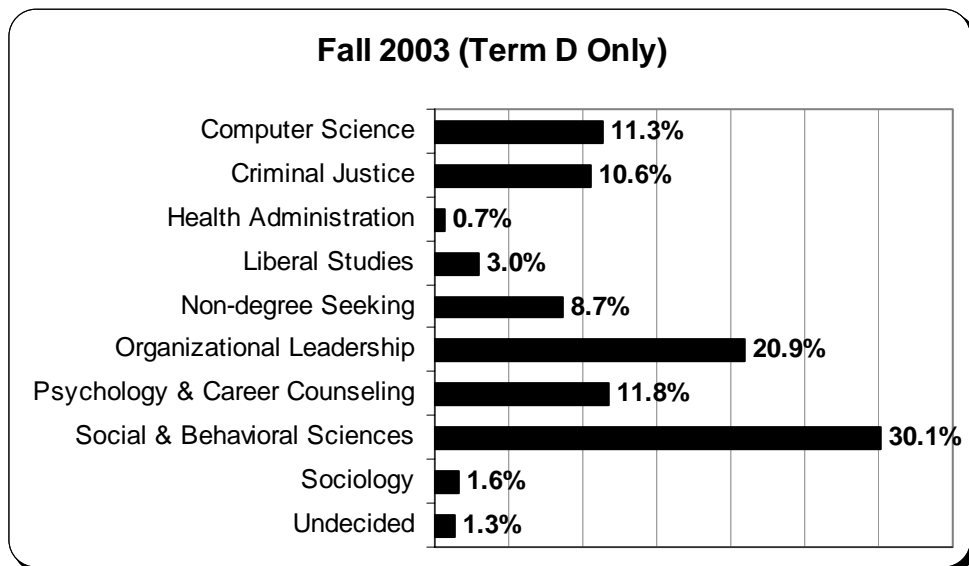
# UNIVERSITY COLLEGE ENROLLMENT

## *Total Headcount Enrollment by Department*



*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003 [Term D])*

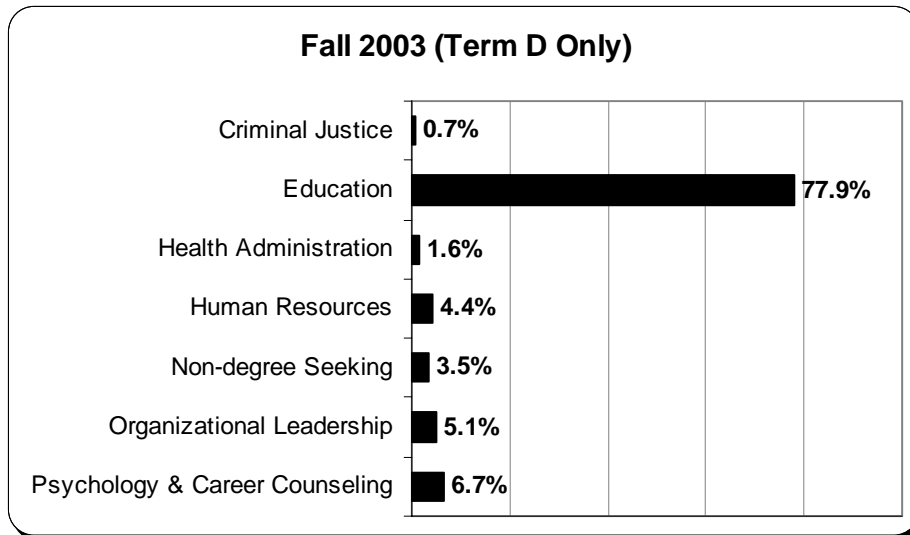
## *Total Undergraduate Headcount Enrollment by Department*



*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003 [Term D])*

# UNIVERSITY COLLEGE ENROLLMENT

## *Total Graduate Headcount Enrollment by Department*



*Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2003 [Term D])*

# UNIVERSITY COLLEGE DEGREES AWARDED

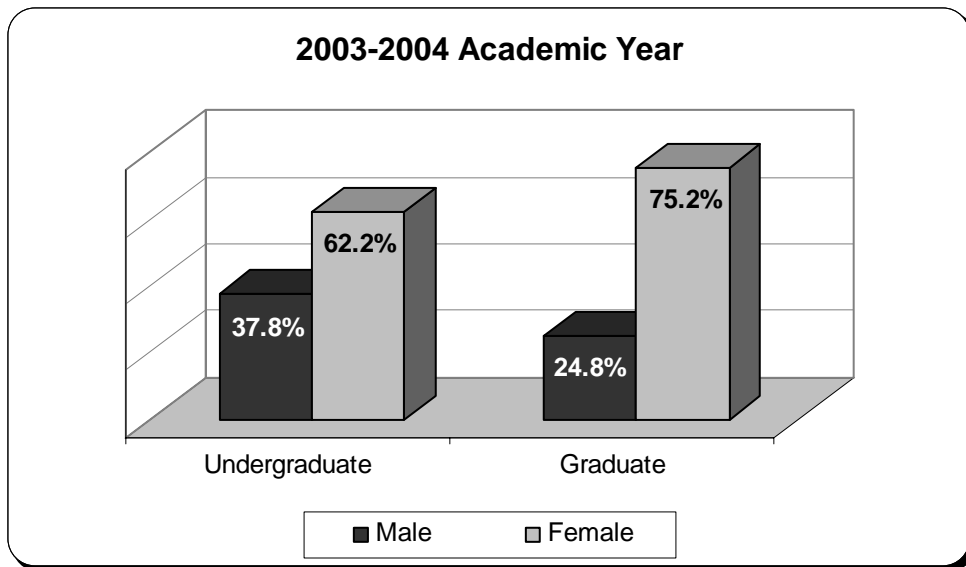
## *Degrees Awarded by Campus and Level*

2003-2004 Academic Year			
Campus	Undergraduate	Graduate	Total
Antelope Valley	56	25	81
Bay Area	52	80	132
Coachella Valley	43	63	106
Irvine	66	30	96
Los Angeles	47	47	94
Modesto	76	23	99
Monterey	19	18	37
Moreno Valley	14	88	102
Ontario	66	114	180
Sacramento	46	41	87
San Diego	86	67	153
Santa Maria	63	63	126
South San Joaquin Valley	65	24	89
Washington	87	105	192
Other	3	12	15

*Source: Chapman's Institutional Research Office*

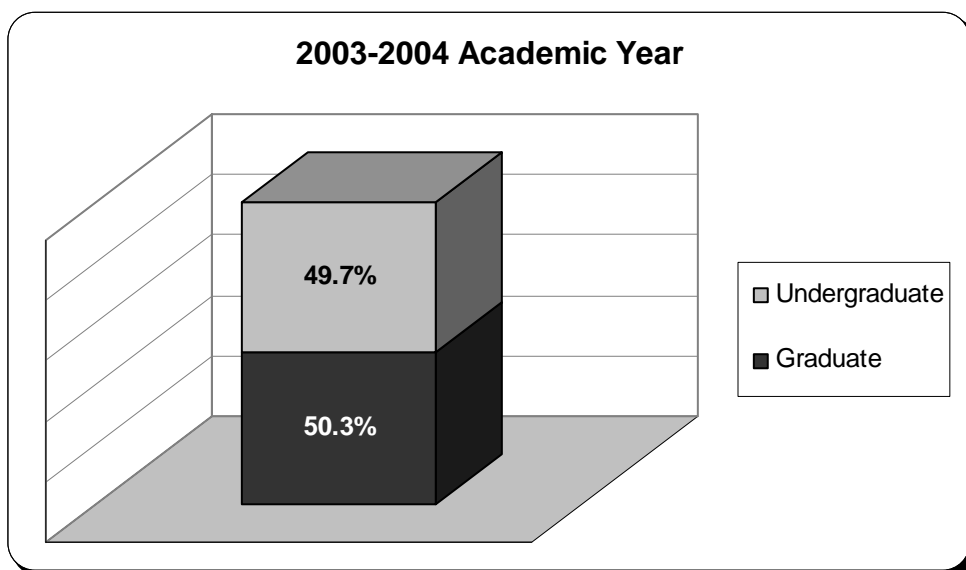
# UNIVERSITY COLLEGE DEGREES AWARDED

## *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

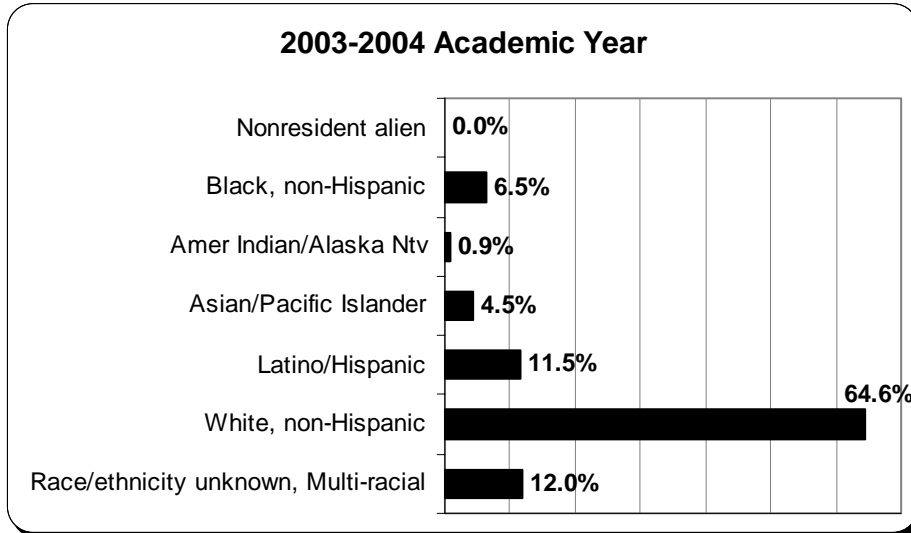
## *Degrees Awarded by Gender and Race/Ethnicity*

		2003-2004 Academic Year		
		UG	GR	Total
<b>Men</b>	Nonresident alien	0	0	0
	Black, non-Hispanic	30	8	38
	American Indian/Alaska Native	1	2	3
	Asian/Pacific Islander	13	5	18
	Latino/Hispanic	43	18	61
	White, non-Hispanic	181	132	313
	Race/Ethnicity unknown	30	33	63
	<b>Total men</b>	<b>298</b>	<b>198</b>	<b>496</b>
<b>Women</b>	Nonresident alien	0	0	0
	Black, non-Hispanic	36	29	65
	American Indian/Alaska Native	9	3	12
	Asian/Pacific Islander	28	25	53
	Latino/Hispanic	70	52	122
	White, non-Hispanic	306	407	713
	Race/Ethnicity unknown	42	86	128
	<b>Total women</b>	<b>491</b>	<b>602</b>	<b>1093</b>
<b>Total all students</b>		<b>789</b>	<b>800</b>	<b>1589</b>

Source: Chapman's Institutional Research Office

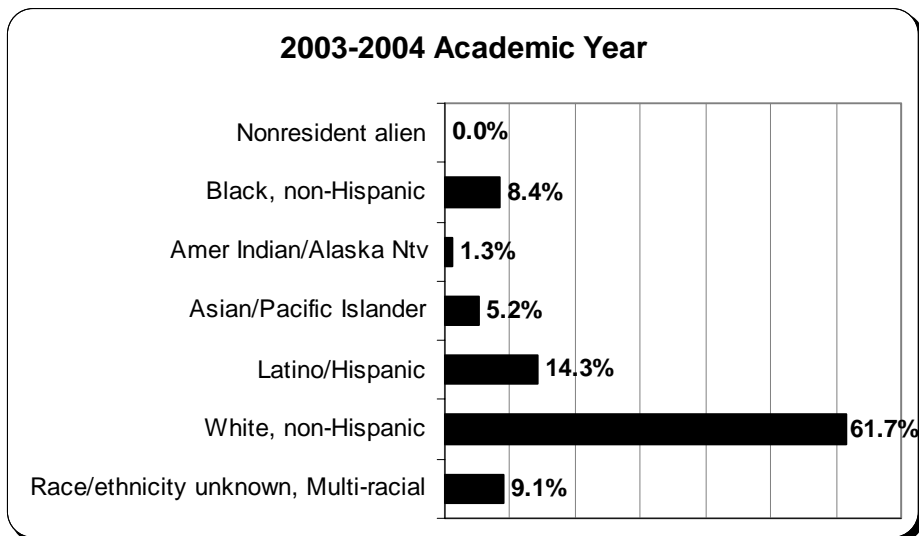
# UNIVERSITY COLLEGE DEGREES AWARDED

## *Total Degrees Awarded by Race/Ethnicity*



Source: As reported to IPEDS, Completions Survey

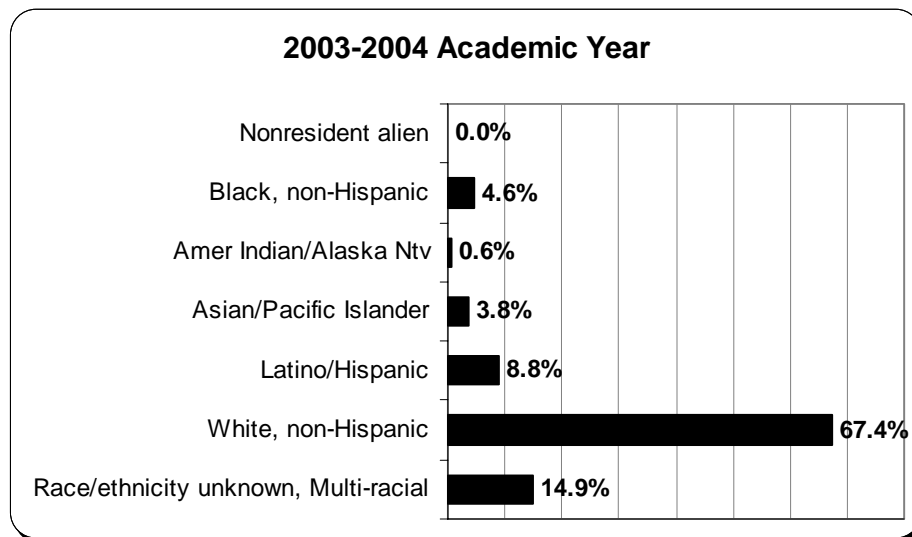
## *Undergraduate Degrees Awarded by Race/Ethnicity*



Source: As reported to IPEDS, Completions Survey

# UNIVERSITY COLLEGE DEGREES AWARDED

## *Graduate Degrees Awarded by Race/Ethnicity*



*Source: As reported to IPEDS, Completions Survey*

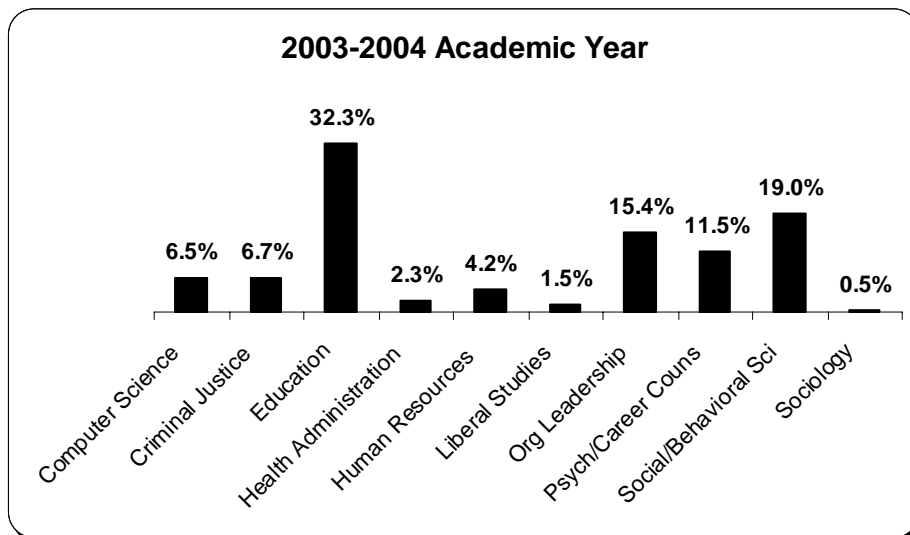
# UNIVERSITY COLLEGE DEGREES AWARDED

## *Degrees Awarded by Level and Department*

2003-2004 Academic Year			
Department	UG	GR	Total
Computer Science	104	0	104
Criminal Justice	99	8	107
Education	0	513	513
Health Administration	4	33	37
Human Resources	0	66	66
Liberal Studies	24	0	24
Organizational Leadership	152	92	244
Psychology & Career Counseling	96	87	183
Social & Behavioral Science	302	0	302
Sociology	8	0	8
Other	0	1	1

*Source: Chapman's Institutional Research Office*

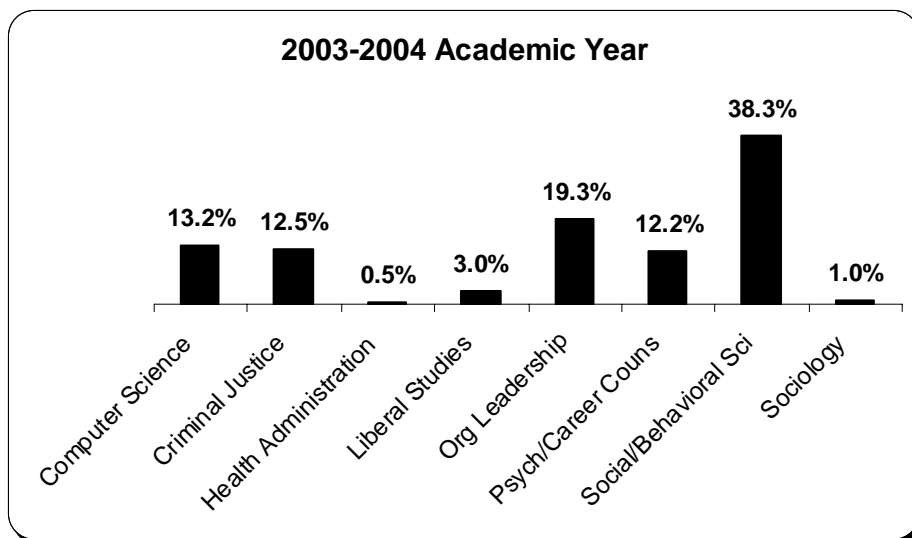
## *All Degrees Awarded by Department*



*Source: Chapman's Institutional Research Office*

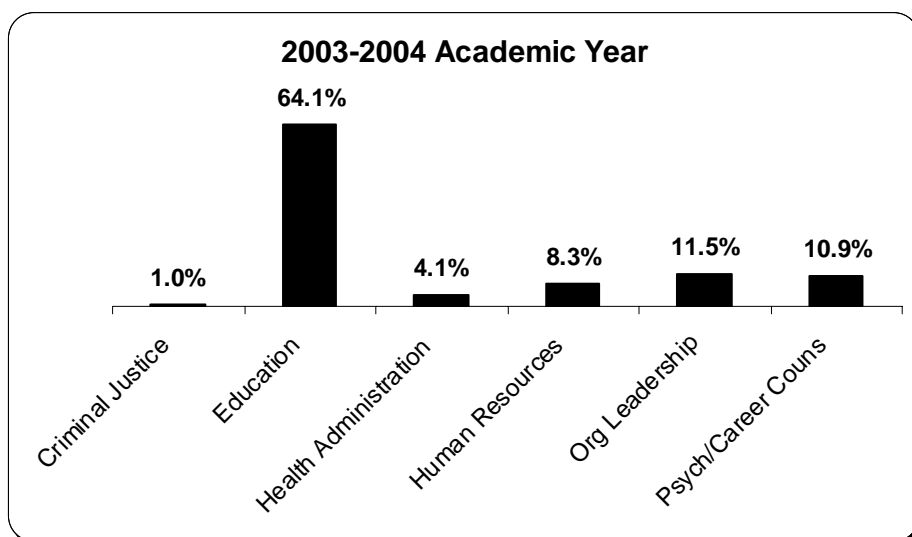
# UNIVERSITY COLLEGE DEGREES AWARDED

## *Undergraduate Degrees Awarded by Department*



Source: Chapman's Institutional Research Office

## *Graduate Degrees Awarded by Department*



Source: Chapman's Institutional Research Office

# UNIVERSITY COLLEGE DEGREES AWARDED

## *Undergraduate Degrees Awarded by Major*

2002-2003 Academic Year	
Major	Graduates
Computer Information Systems	83
Computer Science	19
Criminal Justice	99
Electronics	1
General Education (AA Degree)	10
Health Science	1
Health Systems	3
Liberal Studies	14
Mathematics	1
Organizational Leadership	152
Psychology	96
Social Science	302
Sociology	8

*Source: Chapman's Institutional Research Office*

## *Graduate Degrees Awarded by Major*

2002-2003 Academic Year	
Major	Graduates
Business Administration	1
Career Counseling	10
Counseling (School)	13
Criminal Justice	8
Education	341
Educational Psychology	9
Health Administration	33
Human Resources	66
Organizational Leadership	92
Psychology	78
School Psychology	12
Special Education	19
Teaching	118

*Source: Chapman's Institutional Research Office*

# UNIVERSITY COLLEGE EDUC CREDENTIALS

## *Credentials Recommended (Overall)*

*\* 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>2002-2003 Academic Year</b>		
<b>Subject</b>	<b>Type</b>	<b>Count</b>
<b>Administrative Services</b>	Internship	31
	Certificate of Eligibility	89
	Preliminary	51
	Professional Clear	38
	<b>Total</b>	<b>209</b>
<b>Education Specialist</b>	Internship	54
	Certificate of Eligibility	15
	Preliminary	82
	Professional Clear	14
	<b>Total</b>	<b>165</b>
<b>Multiple Subject</b>	Internship	131
	Preliminary	545
	Professional Clear	360
	<b>Total</b>	<b>1036</b>
<b>Pupil Personnel Services</b>	Internship	11
	Professional Clear	28
	<b>Total</b>	<b>39</b>
<b>Single Subject</b>	Internship	116
	Preliminary	459
	Professional Clear	182
	<b>Total</b>	<b>757</b>
<b>Total Credentials Recommended</b>		<b>2206</b>

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

# UNIVERSITY COLLEGE EDUC CREDENTIALS

## *Credentials Recommended (By Campus)*

*\* 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>2002-2003 Academic Year</b>	
<b>Campus</b>	<b>Credentials Recommended</b>
Antelope Valley	67
Bay Area	452
Coachella Valley	87
Los Angeles	94
Modesto	227
Monterey	94
Moreno Valley	193
Ontario	354
Sacramento	183
San Diego	134
Santa Maria	132
South San Joaquin Valley	189

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



# UNIVERSITY COLLEGE FACULTY

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

<b>FALL 2003 (Term D)</b>			
<b>Race/Ethnicity</b>	<b>Male</b>	<b>Female</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	0	3
Latino/Hispanic	0	0	0
White, non-Hispanic	17	22	39
Race/Ethnicity unknown, Multi-racial	2	3	5
<b>Total</b>	<b>22</b>	<b>28</b>	<b>50</b>

*Source: As reported to IPEDS, Fall Staff Survey*

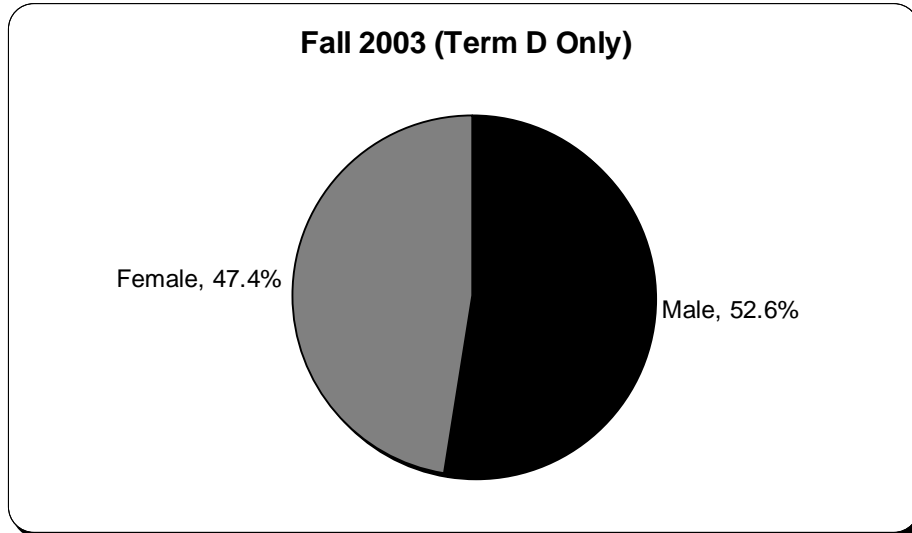
## *Core\* Faculty by Gender and Race/Ethnicity*

<b>FALL 2003 (Term D)</b>			
<b>Race/Ethnicity</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Nonresident Alien	0	0	0
Black, non-Hispanic	1	0	1
American Indian/Alaska Native	0	0	0
Asian/Pacific Islander	0	0	0
Latino/Hispanic	0	1	1
White, non-Hispanic	16	6	22
Race/Ethnicity unknown, Multi-racial	1	1	2
<b>Total</b>	<b>18</b>	<b>8</b>	<b>26</b>

*Source: Office of the Provost*

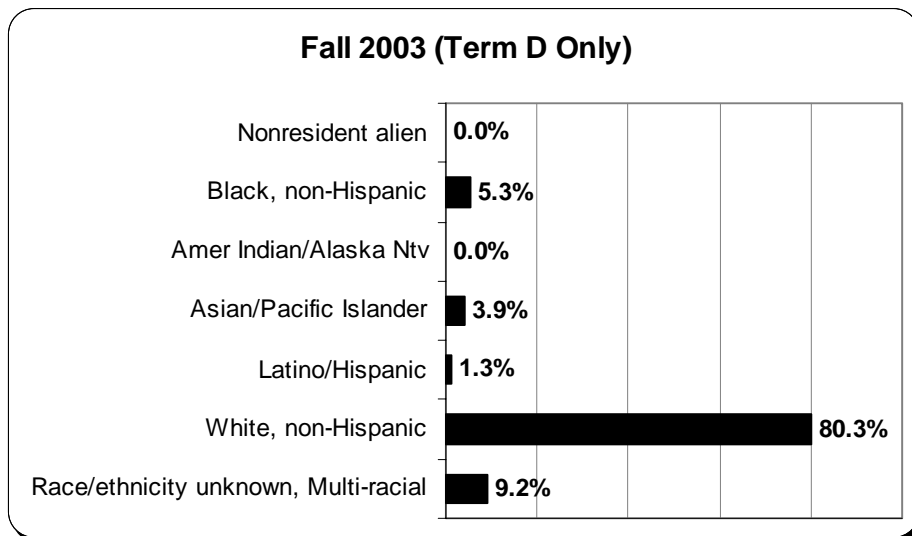
*\* Core appointments are .5 FTF positions in teaching and advising.*

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



*Source: As reported to IPEDS, Fall Staff Survey*

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



*Source: As reported to IPEDS, Fall Staff Survey*

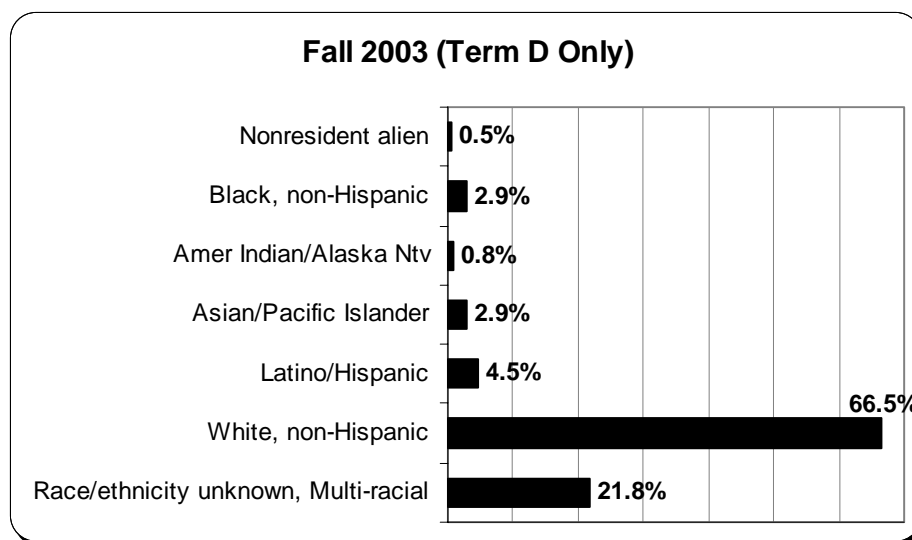
# UNIVERSITY COLLEGE FACULTY

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

<b>FALL 2003 (Term D)</b>			
<b>Race/Ethnicity</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Nonresident Alien	2	2	4
Black, non-Hispanic	13	9	22
American Indian/Alaska Native	3	3	6
Asian/Pacific Islander	16	6	22
Latino/Hispanic	25	9	34
White, non-Hispanic	276	224	500
Race/Ethnicity unknown, Multi-racial	98	66	164
<b>Grand Total</b>	<b>433</b>	<b>319</b>	<b>752</b>

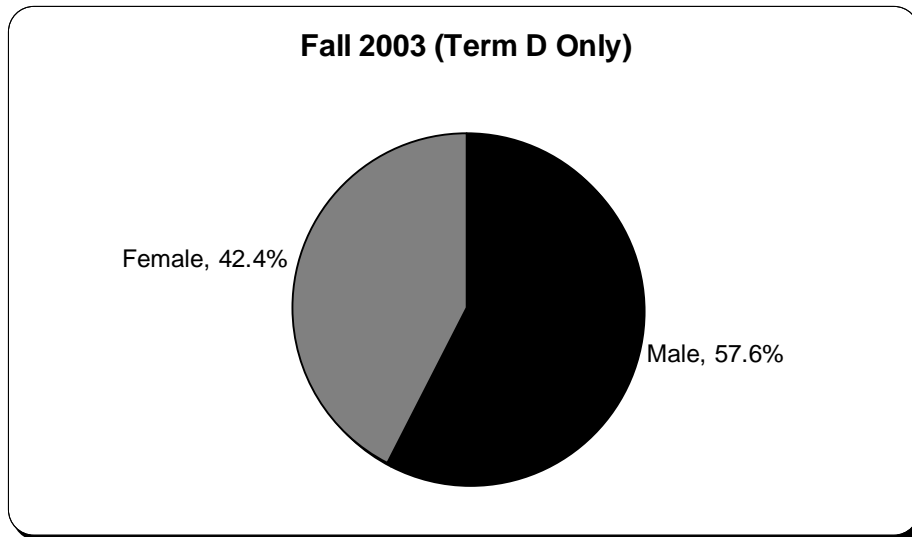
*Source: As reported to IPEDS, Fall Staff Survey*

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



*Source: As reported to IPEDS, Fall Staff Survey*

*Part-Time Faculty by Gender*



*Source: As reported to IPEDS, Fall Staff Survey*

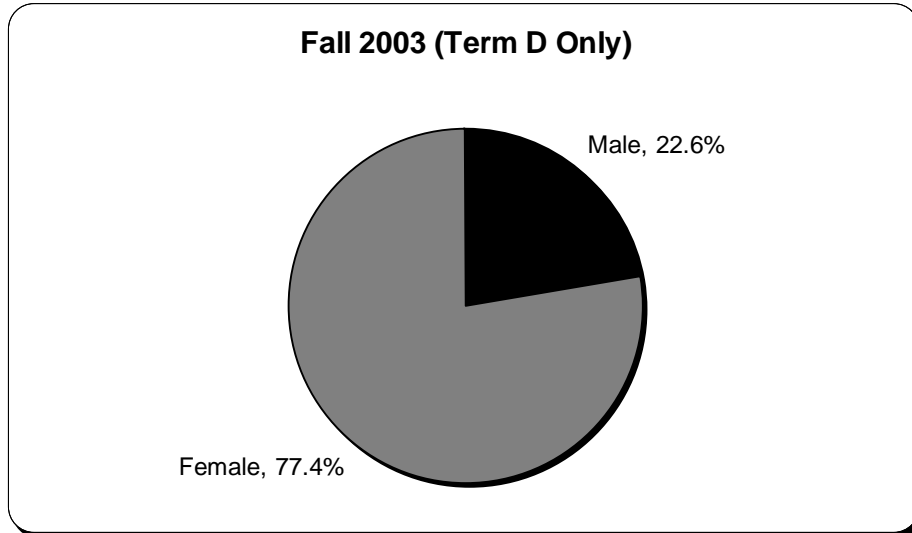
# UNIVERSITY COLLEGE STAFF

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

		FALL 2003						
		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	
	Black, non-Hispanic	0	0	0	0	0	0	
	American Indian/Alaska Native	0	0	0	0	0	0	
	Asian/Pacific Islander	0	0	0	2	0	2	
	Latino/Hispanic	0	1	0	2	0	3	
	White, non-Hispanic	6	18	0	5	0	29	
	Race/Ethnicity unknown	1	0	0	0	0	1	
	<b>Total men</b>	<b>7</b>	<b>19</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>35</b>
<b>Women</b>	Nonresident alien	0	0	0	0	0	0	
	Black, non-Hispanic	1	0	0	7	0	8	
	American Indian/Alaska Native	0	0	0	1	0	1	
	Asian/Pacific Islander	0	3	0	3	0	6	
	Latino/Hispanic	1	1	0	13	0	15	
	White, non-Hispanic	10	27	0	51	0	88	
	Race/Ethnicity unknown	0	0	0	2	0	2	
	<b>Total women</b>	<b>12</b>	<b>31</b>	<b>0</b>	<b>77</b>	<b>0</b>	<b>0</b>	<b>120</b>
<b>Total all full-time staff</b>		<b>19</b>	<b>50</b>	<b>0</b>	<b>86</b>	<b>0</b>	<b>0</b>	<b>155</b>

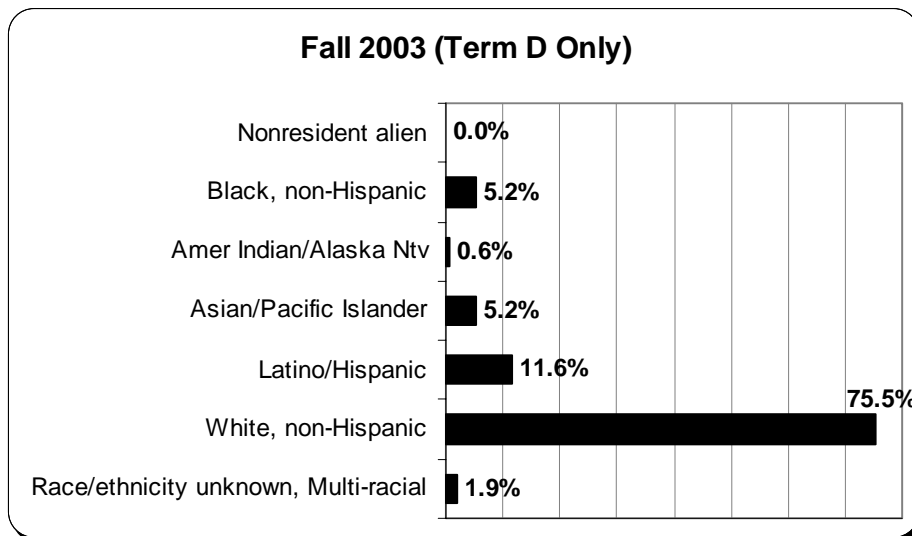
*Source: As reported to IPEDS, Fall Staff Survey*

## *Full-Time Staff by Gender*



Source: As reported to IPEDS, Fall Staff Survey

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



Source: As reported to IPEDS, Fall Staff Survey

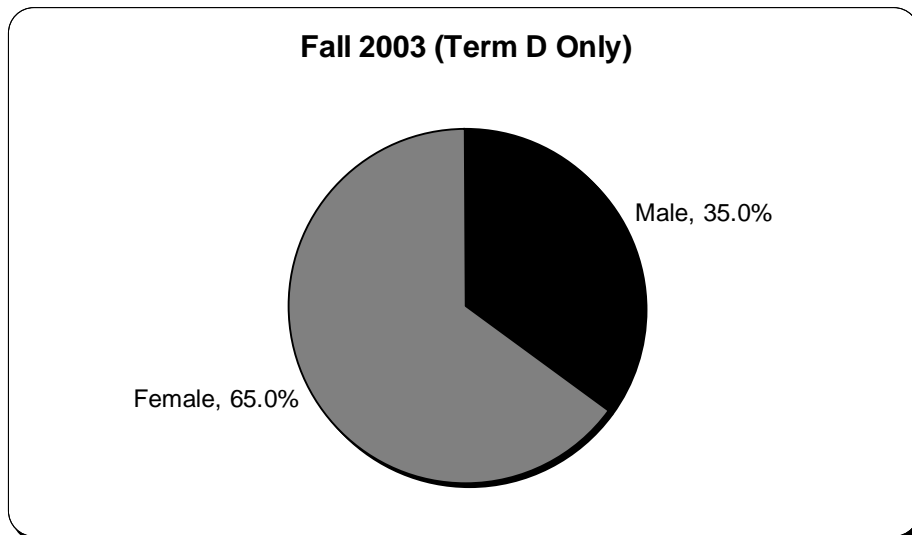
# UNIVERSITY COLLEGE STAFF

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

		FALL 2003						
		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	0	1	0	0	0	0	1
	White, non-Hispanic	0	7	0	3	0	0	10
	Race/Ethnicity unknown	0	0	0	1	0	0	1
	<b>Total men</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>14</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	1	0	0	1
	Latino/Hispanic	0	0	0	2	0	0	2
	White, non-Hispanic	0	8	0	14	0	0	22
	Race/Ethnicity unknown	0	0	0	1	0	0	1
	<b>Total women</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>26</b>
<b>Total all part-time staff</b>		<b>0</b>	<b>16</b>	<b>0</b>	<b>23</b>	<b>0</b>	<b>1</b>	<b>40</b>

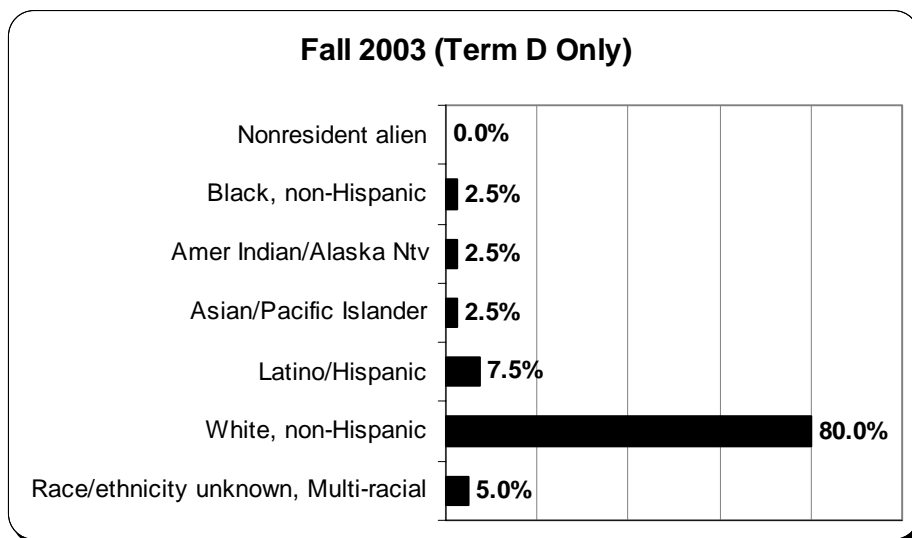
*Source: As reported to IPEDS, Fall Staff Survey*

## *Part-Time Staff by Gender*



*Source: As reported to IPEDS, Fall Staff Survey*

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



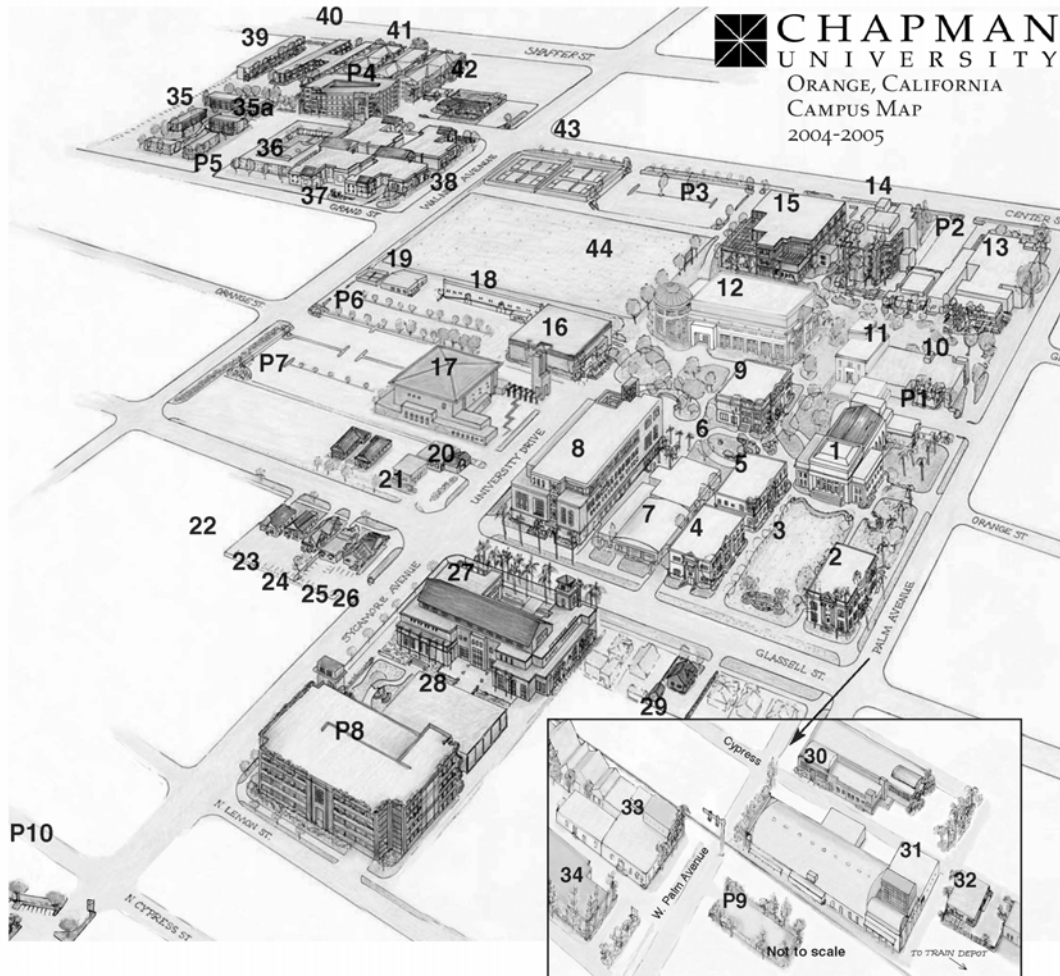
*Source: As reported to IPEDS, Fall Staff Survey*



# Maps and Contact Information

# MAPS & CONTACT INFORMATION

## Orange Campus Map



### Academic and Administration

Alumni & Parent Relations (24)  
 Argyros Forum (15)  
     Admission  
     Student Life  
     Calendar  
     Lyon Conference Center  
     Henley Galleria  
     Hutton Williams Colonnade  
     Dining Room  
     Seryery  
     Restaurant Services  
 Athletics (19)  
 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

Bhathal Student Services Building (28)  
 Registrar's Office, Financial Aid, Bookstore, Business Office, ID Office  
 Chapman Stadium (18)  
 Children's Center (42)  
 DeMille Hall (7)  
     Dodge College of Film and Media Arts  
 Hashinger Science Center (14)  
     Irvine Lecture Hall  
     Sciences Departments  
     Human Resources (22 & 23)  
     Hutton Sports Center (16)  
     Argyros Fitness Center  
 Interfaith Center (17)  
     Church Relations  
     Dean of the Chapel  
     Wallace All Faiths Chapel  
     Wilkinson Founders Chapel  
 International Student Center (25)  
 Kennedy Field (44)  
 Kennedy Hall (27)  
     School of Law  
     Rinker Law Library

Knott Studios (Future Site) (30)  
 Dodge College of Film and Media Arts  
 Knott Studios Warehouse (31)  
     Leatherby Libraries (12)  
 Liberty Plaza (6)  
 Berlin Wall  
 Memorial Hall (1)  
     Administration  
     Chapman Auditorium  
     Microcomputer Support (20)  
 Moulton Center (13)  
     School of Communication Arts  
     Department of Art  
     Department of Communication Studies  
     Department of Theatre and Dance  
     Guggenheim Gallery  
     Waltmar Theatre  
 Oliphant Hall (11)  
     Crean Recital Hall  
     School of Music  
 Partridge Dance Center (32)  
 Public Safety (21)  
 Publications (29)

Reeves Hall (4)  
 University College  
 School of Education  
 Roosevelt Hall (5)  
     Center for Academic Success  
     Department of Languages  
     Social Sciences Departments  
     Writing Center  
 Smith Hall (2)  
     Department of Psychology  
     Student Psychological Counseling Services  
 Student Health Services (26)  
     Inside Track  
 Tennis Courts (43)  
 Theatre Warehouse (33)  
 Facilities Management & Campus Planning/University Services (34)  
 Wilkinson Hall (9)  
     Office of the Provost  
     Department of English and Comparative Literature  
     Department of Philosophy  
     Department of Religion  
 Williams Mall (3)

### Residence Life

Braden Hall (36)  
 Davis Apartments/ Davis Center (35 & 35A)  
 Harris Apartments (39)  
 Henley Hall (37)  
 Morlan Hall (40)  
 Pralle-Sodaro Hall (38)  
 Residence House (41)

### Parking

Argyros Forum Lot (P3)  
 Braden Hall Lot (P5)  
 Hashinger Hall Lot (P2)  
 Miller Parking Structure (P4) (Center St. and Walnut Ave.)  
 Memorial Hall Lot (P1)  
 Orange Street Lot (P7)  
 Palm Ave. Lot (P9)  
 Parking Structure (P8) (Lemon St. and Sycamore Ave.)  
 Stadium Lot (P6)  
 Sycamore Ave. Lot (P10)

8/11/04

*Orange Campus Contact Information*

**Chapman University**  
**One University Dr.**  
**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**

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#### **Edwards AFB**

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 MSS/DPEE  
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 Fax: (661) 258-5244  
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### **Bay Area Campus**

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#### **Fairfield**

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#### **Travis**

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 Travis AFB, CA 94535-9750  
 Phone: (707) 437-3327  
 Fax: (707) 437-5823  
 e-mail: [travis@chapman.edu](mailto:travis@chapman.edu)  
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### **The Coachella Valley Betty Hutton Williams Campus**

#### **Coachella Valley**

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 Palm Desert, CA 92211  
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#### **Twentynine Palms**

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### **Irvine Campus**

#### **Irvine**

7545 Irvine Center Dr, Ste. 150  
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# MAPS & CONTACT INFORMATION

## Los Angeles Campus

### **Los Angeles**

1500 Rosecrans Ave, 2<sup>nd</sup> Floor  
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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 Campus

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### **Sacramento**

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# MAPS & CONTACT INFORMATION

## San Diego Campus

### **San Diego**

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## Santa Maria Campus

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## South San Joaquin Valley Campus

### **Hanford**

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### **Bangor**

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