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To Our Readers:
The information presented in the Fall Fact Book represents the most current benchmark data available. Fact Books are posted on the PIRA’s website and are also available in the UM Archive’s Digital Collection and can be found in the Richter Library’s website.
# TABLE OF CONTENTS

Glossary ......................................................................................................................................................... i

University of Miami Mission Statement........................................................................................................ iii
An Introduction to the University of Miami ..................................................................................................... iii
Organization Chart ..................................................................................................................................... xxi

Student Enrollments:
  Headcount by Class and School .............................................................................................................. 1
  Full-Time Equivalence, Full-Time, Part-Time, Credit Load ................................................................ 10
  Entering Student Classifications (Undergraduate & Graduate/Professional) ....................................... 17
  Admissions Data ................................................................................................................................... 20

  Headcount by Major
    Undergraduate ................................................................................................................................ 22
    Graduate/Professional .................................................................................................................... 30
    Undergraduate - Five-Year Trends ................................................................................................ 38
    Graduate/Professional - Five-Year Trends .................................................................................... 49

  Headcount by Minor ............................................................................................................................. 59

  Gender Distribution .............................................................................................................................. 63
  Racial and Ethnic Distribution ............................................................................................................. 66
  Geographic Origins ............................................................................................................................... 74
  Headcount by State or Country............................................................................................................. 85
  Religious Preferences ............................................................................................................................ 97
  Age Distribution ................................................................................................................................... 99
  Residence of Students ......................................................................................................................... 103

Credit Hours:
  Credit Hours Taught by School .......................................................................................................... 105
  Credit Hours for Each Home School of Majors by Teaching School ................................................. 110
  Credit Hours Taught by Department ................................................................................................ 117

Retirement & Graduation Rates .................................................................................................................. 126

Degrees Granted ........................................................................................................................................ 128
Alumni ...................................................................................................................................................... 136
Class size for Undergraduate Courses .................................................................................................... 137
Faculty and Other Employees ............................................................................................................... 138
Library Statistics ..................................................................................................................................... 149
Tuition, Fees, Room and Board, Expenses ............................................................................................... 150
Research Funding...................................................................................................................................... 151
Financial Highlights & Endowment ......................................................................................................... 157
GLOSSARY

Academic Year - Fall and Spring semesters and subsequent Summer session(s) (starting in AY14 there is only one Summer session; prior to AY 14 there were two Summer sessions).

Associated Faculty - All faculty with professorial titles prefixed by “Voluntary,” “Adjunct,” “Visiting,” or “Affiliated,” and all Lecturers.

CIP Codes - The Classification of Instructional Programs developed by the National Center for Education Statistics “to create a standard terminology to guide the reporting of data.”

Degree Program - An academic program leading to a degree.

Degree Student - One enrolled in a degree program.

Doctoral-Research/Scholarship – A Ph.D. or other doctor's degree that requires advanced work beyond the master’s level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree include Ed.D. and D.M.A.

Doctoral-Professional Practice – A doctor’s degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as “first-professional” and include: law (J.D.), medicine (M.D.), physical therapy (D.P.T.), and practical nursing (D.N.P.).

DUG - Degree undergraduate (student).

Educator Faculty - Consists of i) Instructors and ii) those faculty with professorial titles engaged primarily in professional practice and in teaching associated with that practice. Educator faculty shall not hold tenured or tenure-earning appointments.

Entering Students - Includes new freshmen, new transfers, and entering graduate/professional students.

Fall-to-Fall Retention Rate - The percent of full-time Bachelor’s degree-seeking students enrolled at benchmark in one fall who re-enroll or graduate by benchmark of the next fall. New freshmen and new transfer cohorts include new students in the previous summer who enroll in the fall.

FTE - Full-time equivalent. For a full-time student, the FTE is equal to 1.0. For a part-time student, the FTE is equal to the student’s credit load divided by his/her appropriate full-time load (see below).

Full-Time Load - For fall and spring semesters: 12 semester hours for all undergraduates, 9 for graduate students, 6 for Graduate Online Students, 11 for all Law School students, and 8 or more for clinical medical students. A doctoral student taking any dissertation credit or a master’s student taking any thesis credit is considered full-time, regardless of the number of dissertation or thesis hours taken. A student taking a course flagged as full-time is considered full-time, regardless of his/her total credit load.

Graduate (Programs) - All post-baccalaureate work, including law school and clinical medicine.
**Graduation Rate** - Based on the IPEDS GRS methodology; cohort is degree-seeking students who enrolled for the first time in college either in the fall or in one of the two preceding summer sessions and who were enrolled full-time in that fall. Graduation rates are the percent of the cohort who earned a degree by time indicated (time to degree is through August 31st of degree year).

**Headcount** - The number of enrolled students, as of benchmark, regardless of their individual credit load.

**Home School** - Primary UM school or college of student

**International Programs** - Courses taught outside the U.S. under the auspices of the University of Miami.

**Librarian Faculty** - Consists of those faculty serving in the libraries of the University who hold the rank of Librarian Professor, Librarian Associate Professor, or Librarian Assistant Professor and who perform normal professional duties in the libraries, but are not required to undertake scholarly research. Librarian faculty shall not hold tenured or tenure-earning appointments.

**NDUG** - Non-degree undergraduate (student, including Undergraduate Certificate student.)

**New Freshman** – A degree seeking undergraduate student without prior college experience, enrolled in the fall term. Students enrolled for the first time in the prior summer session, are included in the Fall new freshman count.

**New Transfer** – A degree seeking undergraduate student with prior college experience, enrolled in the fall term. Students enrolled, who transferred in the prior summer session, are included in the Fall new transfer count.

**Part-Time Load** - Any semester credit-hour load less than full-time.

**Readmitted Student** - One who returns to UM after an absence of at least one semester (excluding summer sessions).

**Regular Faculty** - Consists of all faculty having tenured or tenure-earning appointments who hold the rank of Professor, Associate Professor, or Assistant Professor.

**Research Faculty** - Consists of those faculty whose major function is to conduct research in the academic units of the University and who hold the rank of Research Professor, Research Associate Professor, or Research Assistant Professor. Research faculty shall not hold tenured or tenure-earning appointments.

**Rosenstiel School** - Rosenstiel School of Marine and Atmospheric Science.

**Teaching School** – UM school or college of instructor

**University Faculty** - Consists of the President, the Executive Vice President and Provost, the academic deans, the Regular, Research, Librarian, and Educator Faculty.
THE UNIVERSITY OF MIAMI MISSION STATEMENT

The University of Miami’s mission is to educate and nurture students, to create knowledge, and to provide service to our community and beyond. Committed to excellence and proud of the diversity of our University family, we strive to develop future leaders of our nation and the world.

AN INTRODUCTION TO THE UNIVERSITY OF MIAMI

History:

Although many people over a period of years played a role in the establishment of the University of Miami, it was William Jennings Bryan who first promoted the need and stimulated a community planning effort for a university to serve the growing Miami area. In 1925 the University received its charter and in the following year enrolled its first students. On March 18, 1926, Bowman Foster Ashe was named executive secretary and subsequently president of the University by the Board of Regents.

The cornerstone of the Merrick Building, which was to house classrooms and administrative offices, was laid on February 4, 1926, on land donated by George E. Merrick, founder of Coral Gables. Merrick also donated $5 million to be matched by other sources. When Merrick’s donation could not be matched, the work that had begun on the Merrick Building ceased and a decision was made to convert the partially constructed Anastasia Hotel into temporary quarters for the University. In the rush to finish the Anastasia Building before the announced opening of the University in October, cardboard-covered partitions were used to separate rooms, leading to the name “Cardboard College.” Construction of the Merrick Building would not resume until 1949, 23 years after it started.

In September, just before the first classes were to begin, the monster hurricane of 1926 swept through South Florida, causing destruction that left the University further in debt. In spite of tremendous adversity, the University managed to open its doors on October 15, 1926, offering programs in the liberal arts and music to 560 students. The School of Law was added in 1928 and the Schools of Business and Education were created in 1929.

The Florida depression that followed the collapse of the real estate market and the national depression that started in 1929 added further financial burdens that brought the survival of the University into question. President Ashe had to resort to borrowing on his personal insurance policy to pay faculty salaries. Still in debt, the University filed a petition for bankruptcy in 1932. Determined to keep the University going, President Ashe and others formed a new corporation, The University of Miami, Inc., and in 1934, at an auction, bought back the University’s property for $15,758.84.

The 1940s were a time of great change at the University. During World War II, President Ashe arranged to have University facilities available for training U.S. Army and British Royal Air Force personnel. In addition, the war gave the University reason to expand its facilities. The Graduate School was created in 1941 and the Marine Laboratory was formally established in 1943. In 1947, shortly after the war ended, the School of Engineering was founded, and the University began the excavation of Lake Osceola.

Growth continued at the University in the 1950s. The School of Medicine, the first to be accredited in the state of Florida, was founded in March of 1952. After President Ashe fell ill and subsequently died in December of 1952, Jay F. W. Pearson was named the second president of UM in January of 1953. President Pearson served in that capacity until 1962. During his tenure, the first computer on the UM campus was installed in the Engineering Building and the Board of Trustees removed all racial barriers from admission policies.

Henry King Stanford became the University’s third president on April 18, 1962. The Department of Nursing, which originated as a department in the College of Arts and Sciences, became the School of Nursing in 1968. Also in 1968, with a gift from The Rosenstiel Foundation, the University obtained a deed for 9.7 acres of land on Virginia Key. Shortly after these events, in 1969 the Institute of Marine Science (formerly the Marine Laboratory) became a school and several months later was renamed the Rosenstiel School of Marine and Atmospheric Science. Although continuing education classes had been offered since 1926, the University formally founded the School of Continuing Studies in 1974.
Edward T. Foote II was inaugurated as the University’s fourth president in 1981. Under his leadership, the University was selected to shelter a chapter of Phi Beta Kappa, the nation’s oldest and most prestigious honor society. Three additional schools were also founded in the eighties: Architecture (1983), the Graduate School of International Studies (1983), and the School of Communication (1985). In 1997, the Graduate School of International Studies was reorganized to offer undergraduate degree programs and was renamed the School of International Studies. President Foote also led a capital campaign that raised over $500 million, at the time the third largest campaign in American higher education.

Donna E. Shalala became the University’s fifth president in 2001 and served 14 years until stepping down on June 1, 2015. At the time of her inauguration, the University celebrated its 75th anniversary. In 2002, the School of International Studies was disestablished and combined with the College of Arts and Sciences. The following year, the School of Continuing Studies was disestablished and its responsibilities were moved into the Division of Enrollments and Continuing Studies. In October 2003, the University announced Momentum, The Campaign for the University of Miami, a billion-dollar effort to accelerate progress, empower learning and discovery, and intensify our impact on people in our city, across the country, and around the world. In January 2006 the goal was increased to $1.25 billion, and by the close of the campaign raised $1.4 billion. In 2007, the University purchased Cedars Medical Center, a 560-bed facility located in the Miami Health District just across from the Miller School of Medicine, and it was renamed University of Miami Hospital. That same year the University of Miami Health System (UHealth) was launched. In 2012, the University announced the launch of Momentum2: The Breakthrough Campaign for the University of Miami, which raised a towering $1.6 billion a year ahead of schedule by May of 2015, transforming the face of the University yet again with new buildings and labs, scholarships for students who might not otherwise be able to attend college, and a brand-new group of talented and ambitious researchers and scholars with the knowledge to not only study global problems, but also solve them.

Dr. Julio Frenk, a noted leader in global public health and a renowned scholar and academic, was named the sixth president of the University of Miami in April 2015. He assumed his post on August 16, 2015 and launched a Listening Exercise during his first 100 days on campus, inviting students, faculty, staff, alumni, donors, and community leaders to share their ideas about the University of Miami and its future. The results of the Listening Exercise and other ongoing conversations were used to create the Roadmap to Our New Century, a plan to help achieve four aspirations to become a hemispheric, excellent, relevant, and exemplary university through the engagement of nine bold initiatives that will shape the University as it approaches its centennial celebration in 2025. The University embarked on a new approach to research in the basic and applied sciences by announcing the Frost Institute of Chemistry and Molecular Sciences as the first of the Frost Institutes for Science and Engineering. Funded by a landmark $100 million gift from longtime supporters Phillip and Patricia Frost, the Frost Institutes will encompass a cluster of cross-disciplinary sister institutes focused on problem-based discovery. The University continued to receive widespread recognition as a leading research university, consistently ranked among the top 50 institutions in the U.S. News & World Report “Best Colleges” rankings. The Lennar Foundation Medical Center, the new Coral Gables campus location of UHealth, opened in 2016. The 200,000-square-foot diagnostic and treatment center provides the local community more convenient access to world-class medical care provided by UM physicians and specialists.

Overview:

The University is a private not-for-profit institution and has been classified by the Carnegie Commission as a Doctoral University with Highest Research Activity (R1). The University’s 11 colleges and schools offer the following areas of study: 133 bachelors, 139 masters, 68 doctoral (64 research/scholarship and 4 professional practice).

Campuses and Facilities:

Three UM campuses and other facilities incorporate over 200 University-owned buildings totaling over 11.8 million gross square feet on over 500 acres of land.

Coral Gables: The Main campus, located on 239-acres in suburban Coral Gables, houses two colleges and seven schools with 118 buildings totaling 4,639,554 million gross square feet (GSF) of academic facilities and 1,359,759 GSF in structured parking.
Several new facilities have opened on the Coral Gables campus – The Lennar Foundation Medical Center, a full service outpatient, diagnostic and imaging center, providing for men’s and women’s health, student health, and bringing the premier medical programs and services of Bascom Palmer Eye Institute, Sports Medicine and Sylvester Comprehensive Cancer to the general community, a Central Utility Plant to serve current and future projects, and the Merrick Parking Garage providing over 860 parking spaces for campus needs. On the academic side, the university has completed the Miller BuildLab, an outdoor covered space for model building for the School of Architecture and the School of Nursing Simulation Hospital Addition, offering state-of-the-art teaching and learning for health care professionals.

Projects under construction include the Thomas P. Murphy Design Studio Building for the School of Architecture, providing new space for teaching design, the Carol Soffer Football Indoor Practice Facility, allowing year-round football practice under cover for the Athletics program, and new Student Housing expected to open in 2019 with 1,100 beds for students and multipurpose indoor and outdoor spaces for an enhanced campus living and learning experience. Upon completion, these projects will add 3 additional buildings and 621,536 SF to our campus.

Several new facilities are in the early planning stages for Arts and Sciences and Engineering, with a new Science and Engineering building and a new performance and practice recital hall for the School of Music. The university continues to study future upgrades for student housing.

**Medical Campus:** The Leonard M. Miller School of Medicine campus consists of 72 acres within the 153-acre University of Miami/Jackson Memorial Medical Center. The medical campus includes the University of Miami Health System (UHealth), which is comprised of Sylvester Comprehensive Cancer Center, Bascom Palmer Eye Institute, and UHealth Tower, operating within the University of Miami Hospital and Clinics (UMHC). Affiliated hospitals include Jackson Memorial Hospital, Holtz Children’s Hospital and the Miami Veterans Affairs Medical Center. About three dozen UHealth outpatient clinics are located in Miami-Dade, Broward, and Palm Beach and Collier counties. The Lennar Foundation Medical Center, a 206,000-square-foot multispecialty ambulatory care facility, opened on UM’s Coral Gables campus in December of 2016. Miller School faculty conduct more than 1,800 research projects and UHealth physicians have more than 2 million patient encounters each year.

**Rosenstiel School Campus:** The Rosenstiel School of Marine & Atmospheric Science is one of the leading oceanographic research and education institutions in the nation. Located on an 18-acre waterfront campus on Virginia Key in Biscayne Bay, the School’s main campus is part of a 65-acre marine research and education park that includes two U.S. Department of Commerce National Oceanic and Atmospheric Administration (NOAA) research laboratories and the MAST Academy, the Miami-Dade County magnet high school for marine science and technology. Recently, we improved the infrastructure on our Virginia Key campus with the addition of our new 86,000 square-foot Marine Technology and Life Sciences Seawater Complex. The complex includes the one-of-a-kind Alfred C. Glassell Jr. SUrge-STructure-Atmosphere-INteraction (SUSTAIN) building capable of simulating 3-D wind-wave flow and surge produced by Category 5 hurricane force winds in complex coastal conditions. The Marine Life Sciences building, also located within the complex, provides a dedicated space for the study of marine animals, the critical connections between oceans and human health and the impacts of evolving climate on marine organisms and ecosystems. This complex was made possible thanks to a federal grant from the National Institute of Standards and Technology (NIST), in addition to generous gifts. The Rosenstiel School operates CSTARS (Center for Southeastern Tropical Advanced Remote Sensing) located on Richmond Facility in south Miami-Dade County, which conducts research with remotely sensed data received from earth-orbiting satellite systems. Our research, education and outreach infrastructure is strengthened by the acquisition of Broad Key, a 63-acre island located in the Florida Keys. The facility provides our students and a cadre of our world-class scientists with an ideal platform to launch field courses and conduct research that will help us to better understand Florida’s complex marine ecosystems.

**Richmond Facility:** The Richmond Facility, established in 2001, is a 76-acre site that houses research facilities for the Rosenstiel School's Center for Southeastern Tropical Advanced Remote Sensing (CSTARS) and Richmond Satellite Operations Center (RSOC).

**Presidents:**

<table>
<thead>
<tr>
<th>President</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bowman Foster Ashe</td>
<td>(1926-1952)</td>
</tr>
<tr>
<td>Jay F.W. Pearson</td>
<td>(1953-1962)</td>
</tr>
</tbody>
</table>
Edward T. Foote II  (1981-2001)
Donna E. Shalala  (2001-2015)
Julio Frenk  (2015- )

Accreditation:
Institutional membership accreditation is maintained with the Southern Association of Colleges and Schools
Commission on Colleges of the Southern Association of Colleges and Schools. In addition, the University of Miami
holds accreditation from 19 other professional agencies that recognize specific programs:

AACSB International
ABET Engineering Accreditation Commission
Accreditation Council for Graduate Medical Education
ADA Commission on Dental Accreditation
American Bar Association
American Medical Association and the Association of American
Medical Colleges, Liaison Committee on Medical Education
American Music Therapy Association
American Psychological Association
APTA Commission on Accreditation in Physical Therapy Education
AACSB International
Commission on Accreditation of Athletic Training Education
Commission on Accreditation of Healthcare Management Education
Commission on Accreditation of Medical Physics Education Programs, Inc.
Commission on Accreditation in Physical Therapy Education
Commission on Collegiate Nursing Education
Commission on Dental Accreditation
Commission on English Language Program Accreditation
Council on Accreditation of Nurse Anesthesia Educational Programs
Council on Education for Public Health
Florida Department of Education
Liaison Committee on Medical Education
National Architectural Accrediting Board, Inc.
National Association of Schools of Music

Faculty and Academic Life:
Of the full-time regular faculty, 97% hold a doctorate or other terminal degree, and 85% of all full-time
faculty have a terminal degree. Of the full-time tenure-track faculty who are eligible for tenure, 80% are tenured. The
student-to-faculty ratio is approximately 12 to 1. 50% of classes for degree undergraduates have 16 or fewer students;
75% have 26 or fewer students.

Dual-Degree Programs:
UM offers dual-degree programs, combining undergraduate and graduate study, in biochemistry & molecular
biology, computer science, exercise physiology, Latin American studies, law, and marine geology. For more
information on these programs please visit our website at:  www.miami.edu/dualdegree

New Freshman Standings:
About 30% of new freshmen graduated in the top 5% of their high school class, 46% in the top 10%. Mean
ACT is 30 and SAT is 1315*.
*Mid-range mean based on official SAT component scores reported to external entities (incl. IPEDS, CDS, US News, etc.)

Honors Program and Honors Societies:
Over 800 undergraduates participate in the Foote Fellows Honors Program. The following 41 academic honor
societies have chapters at the University:

Alpha Epsilon Delta (Pre-Med)  Alpha Kappa Delta (Sociology)
Alpha Epsilon Rho (Electronic Media)  Alpha Lambda Delta (Freshmen General Scholarship)
Alpha Eta Mu Beta (Biomedical Engineering)  Alpha Omega Alpha
Alpha Phi Sigma (Criminology)  Phi Lambda Pi (General Scholarship)  
Alpha Rho Chi (Architecture)  Pi Kappa Lambda (Music and Music Education)  
Beta Alpha Psi (Accounting)  Pi Lambda Theta (Education)  
Beta Beta Beta (Biology)  Pi Sigma Alpha (Political Science)  
Beta Gamma Sigma (Business)  Pi Tau Sigma (Mechanical and Aerospace Engineering)  
Chi Epsilon (Civil, Architectural and Environmental Engineering)  Psi Chi (Psychology)  
Chi Epsilon Pi (Meteorology)  Rho Lambda  
Eta Kappa Nu (Electrical and Computer Engineering)  Rho Rho Rho (Marine Science)  
Eta Sigma Phi (Classics)  Sigma Alpha Iota – Sigma Chi  
Golden Key (General Scholarship)  Sigma Delta Pi (Spanish)  
Honors Students’ Association (General Scholarship)  Sigma Gamma Epsilon (Geological Sciences)  
Iota Tau Alpha – Athletic Training  Sigma Pi Sigma (Physics)  
Iron Arrow  Sigma Tau Delta (International English)  
Mortar Board (General Scholarship)  Sigma Theta Tau (Nursing)  
National Society of Collegiate Scholars  Tau Beta Pi (Engineering)  
Omicron Delta Kappa (General Scholarship)  Tau Beta Sigma  
Order of the Coif  Theta Alpha Kappa (Religious Studies)  
Phi Beta Kappa (General Scholarship)  

Greek Fraternities and Sororities:
More than 2090 degree undergraduate students are members of the Greek Life community, including upper-class new members. Because the University defers membership in a sorority or fraternity for first-year students until after the student has earned at least 12 hours of academic credit, first-year students are not included in this count. The following 30 fraternities and sororities have chapters at the University:

Fraternities:  Sororities:  
Alpha Epsilon Pi  Alpha Delta Pi  
Alpha Phi Alpha  Chi Omega  
Alpha Sigma Phi  Delta Delta Delta  
Beta Theta Pi  Delta Gamma  
Delta Epsilon Psi  Delta Phi Epsilon  
Delta Lambda Phi  Delta Sigma Theta  
Kappa Alpha Psi  Kappa Kappa Gamma  
Kappa Sigma  Lambda Theta Alpha  
Lambda Chi Alpha  Sigma Delta Tau  
Lambda Theta Phi  Sigma Lambda Gamma  
Omega Psi Phi  Zeta Phi Beta  
Phi Delta Theta  Zeta Tau Alpha  
Pi Kappa Phi  
Sigma Alpha Epsilon  
Sigma Alpha Mu  
Sigma Chi  
Sigma Phi Epsilon  
Zeta Beta Tau  

Study Abroad:
Students can apply their financial aid and scholarship to semester programs, including UM semesters on location in Buenos Aires, Argentina; Prague, Czech Republic; Paris, France; Rome, Italy; Galapagos Islands, Ecuador; Cape Town, South Africa; Shanghai, China; and Manipal, India, as well as exchange-partner programs in over 35 countries. UM faculty-led study abroad programs take place during intersession, spring break, and summer.

Post Baccalaureate Plans:
Approximately 33% of seniors graduating in May 2017 reported plans to attend graduate school this Fall.
Alumni:

UM alumni live in all 50 states and 154 countries. Over 96,110 reside in Florida, including over 51,510 in Miami-Dade County. There are over 202,800 alumni in UM's history.

Sports:

The Hurricanes compete in Division I of the National Collegiate Athletic Association with seven eight men’s and 10 women’s sports. In 2004 UM became a member of the Atlantic Coast Conference (ACC) after having previously been a member of the BIG EAST Conference.


Computing Facilities:

The University of Miami (UM) computing facilities host enterprise and departmental systems in support of academic, clinical, and research initiatives, including email, web hosting, distributed file systems, cloud computing and storage, and high-performance computing systems. There are over 60 computer labs located in the residential colleges, libraries, schools, and colleges. The University provides pervasive indoor and outdoor wireless network coverage for faculty, students, and staff throughout the Coral Gables, Miller School (Medical), and Rosenstiel campuses for access to University systems and the Internet. UM’s network infrastructure supports over 46,000 devices connected to the wired network, and over 150,000 unique wireless devices (including guests) on a monthly basis.

Since its inception in 2007, UM’s Center for Computational Science (CCS) has rapidly emerged as a leading center providing a cyber infrastructure that addresses major research challenges. To date, more than 1,500 University of Miami faculty, students, and research staff have collaborated with CCS on a diverse, and often interdisciplinary, set of projects—many funded by highly competitive research grants. CCS provides extraordinary intellectual, hardware, and software resources to our partners across the entire University, and beyond, including national and international partners who work in fields such as: such as smart cities, big data analytics, precision medicine, climate change and environmental hazards, computational economics, and social systems informatics, to name a few.

With expertise in nine focus areas: Advanced Computing, Big Data Analytics & Data Mining, Climate & Environmental Hazards, Computational Biology & Bioinformatics, Drug Discovery, Social Systems Informatics, Software Engineering, Visualization, and our newest focus area: Smart Cities, CCS enables the effective and efficient dissemination of information, and offers high-level data management and the creation of custom software solutions. Recognizing the central role of an ever-growing body of data, CCS supports a very large state-of-the-art data storage system. “Pegasus,” our largest supercomputer, has already provided over 40 million CPU hours to research projects, with a utilization rate near 85%.

Development:

In FY17, contributions reached $222.1 million in total private cash, gifts, and grants. In FY16, UM ranked 33rd among the research, doctoral, masters, liberal arts, and specialized private and public universities reporting to the Council for Aid to Education.
Budget:
The budget for 2017-18 is $3.2 billion, with $2.4 billion projected for the medical campus. At the end of FY17 the endowment for the University was $948.6 million.

Degree Programs:
Bachelor of Architecture (B.Arch.)
Bachelor of Arts (A.B.)
Bachelor of Arts in Marine Affairs (B.A.M.A.)
Bachelor of Arts in Music (B.A.M.)
Bachelor of Business Administration (B.B.A.)
Bachelor of Fine Arts (B.F.A.)
Bachelor of General Studies (B.G.S.)
Bachelor of Liberal Arts (B.L.A.)
Bachelor of Music (B.M.)
Bachelor of Science (B.S.)
Bachelor of Science in Aerospace Engineering (B.S.A.S.E.)
Bachelor of Science in Architectural Engineering (B.S.A.E.)
Bachelor of Science in Athletic Training (B.S.A.T)
Bachelor of Science in Biomedical Engineering (B.S.B.E.)
Bachelor of Science in Business Administration (B.S.B.A.)
Bachelor of Science in Civil Engineering (B.S.C.E.)
Bachelor of Science in Communication (B.S.C.)
Bachelor of Science in Computer Engineering (B.S.Cp.E.)
Bachelor of Science in Education (B.S.Ed.)
Bachelor of Science in Electrical Engineering (B.S.E.E.)
Bachelor of Science in Engineering Science (B.S.E.S.)
Bachelor of Science in Environmental Engineering (B.S.En.E.)
Bachelor of Science in Exercise Physiology (B.S.Ex.P.)
Bachelor of Science in Health Science (B.S.H.S.)
Bachelor of Science in Industrial Engineering (B.S.I.E.)
Bachelor of Science in Marine and Atmospheric Science (B.S.M.A.S.)
Bachelor of Science in Mechanical Engineering (B.S.M.E.)
Bachelor of Science in Nursing (B.S.N.)
Bachelor of Science in Public Health (B.S.P.H.)

Artist Diploma (A.D.)
Master of Accounting (M.A.C.C.)
Master of Architecture (M.Arch.)
Master of Arts (M.A.)
Master of Arts in Anthropology (M.A.A.)
Master of Arts in Economics (M.A.E.)
Master of Arts in Liberal Studies (M.A.L.S.)
Master of Business Administration (M.B.A.)
Master of Fine Arts (M.F.A.)
Master of Health Administration (M.H.A.)
Master in International Business Studies (M.I.B.S.)
Master of Laws in Inter-American Law (LL.M.A.)
Master of Laws in Comparative Law (LL.M.C.L.)
Master of Laws in Entertainment, Arts & Sports Law (LL.M.S.)
Master of Laws in Estate Planning (LL.M.E.)
Master of Laws in International Arbitration (LL.M.I.A.)
Master of Laws in International Law (LL.M.I.)
Master of Laws in Ocean and Coastal Law (LL.M.O.)
Master of Laws in Real Property Development (LL.M.P.)
Master of Laws in Taxation (LL.M.T.)
Master of Laws in Taxation of Cross-Border Investment (LL.M.C.)
Master of Music (M.M.)
Master of Professional Accounting (M.Pr.Acc.)
Master of Professional Science (M.P.S.)
Master of Public Administration (M.P.A.)
Master of Public Health (M.P.H.)
Master of Real Estate Development & Urbanism (M.R.E.D.U.)
Master of Science (M.S.)
Master of Science in Architecture (M.S.A.)
Master of Science in Architectural Engineering (M.S.A.E.)
Master of Science in Biomedical Engineering (M.S.B.E.)
Master of Science in Business Analytics (M.S.B.A.)
Master of Science in Civil Engineering (M.S.C.E.)
Master of Science in Education (M.S.Ed.)
Master of Science in Electrical and Computer Engineering (M.S.E.C.E.)
Master of Science in Finance (M.S.F.)
Master of Science in Industrial Engineering (M.S.I.E.)
Master of Science in Management Studies (M.S.M.S.)
Master of Science in Mathematical Finance (M.S.M.F.)
Master of Science in Mechanical Engineering (M.S.M.E.)
Master of Science in Music Engineering Technology (M.S.M.E.T.)
Master of Science in Nursing (M.S.N.)
Master of Science in Ocean Engineering (M.S.O.E.)
Master of Science in Public Health (M.S.P.H.)
Master of Science in Taxation (M.S.Tax.)
Master of Urban Design (M.U.D.)

Specialist in Education (Ed.S.)
Doctor of Education (E.D.D.)
Doctor of Medicine (M.D.)
Doctor of Musical Arts (D.M.A.)
Doctor of Philosophy (Ph.D.)
Doctor of Philosophy/Doctor of Medicine (Ph.D./M.D.)
Doctor of Physical Therapy (D.P.T.)
Doctor of Nursing Practice (D.N.P.)
Juris Doctor (J.D.)

Schools and Colleges:

School of Architecture: The School of Architecture, founded in 1983, offers accredited professional undergraduate and graduate degrees in architecture and several post-professional graduate degrees. Programs include the professional Bachelor of Architecture (B.Arch) and Master of Architecture (M.Arch), the post-professional Master of Science in Architecture (M.S.Arch) with two possible tracks- Architectural Design and Architectural Studies, the Master of Urban Design (M.U.D), and the Master of Real Estate Development and Urbanism (M.R.E.D.U.), an interdisciplinary one-year graduate program that draws on the real-life experience of developers-in-residence and faculty support from the School of Business Administration and School of Law, as well as the School of Architecture. Six-year joint degree programs include the Bachelor of Science in Architectural Engineering and Master of Architecture (B.S.A.E./M.Arch) and the Bachelor of Architecture and Master of Business Administration (B.Arch/M.B.A.).

Curricular areas of focus include: Urban Design, Planning and Real Estate Development, Construction Management, Technology and Computation, Coastal Resilience, Health and the Built Environment, Historic Preservation and Adaptive Use, Classical and Traditional Design, Housing and Hospitality Design, Building in the Caribbean, Latin America and the Tropical World, Architectural History and Theory. Faculty and students are actively engaged in interdisciplinary research with numerous Schools and Centers including the Miller School of Medicine, The Leonard and Jayne Abess Center for Ecosystem Science and Policy and the Center for Computational Science.
The Center for Urban and Community Design (CUCD), the School’s outreach program, provides students with hands-on experience in community improvement nationally and internationally. More than eighty percent of enrolled students participate in study-abroad programs in Europe, Asia, the Caribbean basin, and Latin America. The School sponsors fall and spring semester programs in Rome, providing an intensive experience in design, theory, history of architecture and travel within Italy.

Facilities at the School of Architecture include studio workspace for each student, an architecture reference library linked to university-wide resources, a computer laboratory, a digital fabrication laboratory, a model shop, RAD-UM research lab providing expertise for project-based research on the spatial ramifications of embedded technology, and the Jorge M. Perez Architecture Center housing lecture and exhibit facilities.

**College of Arts and Sciences:** Founded at the University’s inception in 1926 and housed in 21 buildings located throughout the Coral Gables campus, the College of Arts and Sciences enrolls over 4,200 undergraduate and 600 graduate students in twenty departments and ten interdisciplinary programs. Sixteen departments offer graduate degrees in the fine arts, natural sciences, humanities, and social sciences. Several of the majors available to undergraduates in the College are offered in partnership with other schools at the University, including economics, offered in cooperation with the School of Business, and microbiology and biochemistry with the Miller School of Medicine. Incoming first-year students who meet specific academic criteria may be granted simultaneous admission into the undergraduate degree program of the College of Arts and Sciences and into the graduate degree programs in law or Latin American Studies. Students interested in specific interdisciplinary studies can take advantage of the Independent Major, in which they work closely with two faculty members to fashion their coursework and capstone experience. The College offers BA/MS 4+1 programs in Biology, Chemistry, and Computer Science. Among the almost 450 full-time faculty—who teach courses to all undergraduate students at the University—are award-winning teachers and research scholars, recognized nationally and internationally in their disciplines. The faculty of the College of Arts and Sciences include editors of prominent journals, fellows of numerous professional societies, prize-winning creative writers and playwrights, and members of important government research review and advisory boards. The College also provides numerous community outreach activities, including student musical theatre productions at the Jerry Herman Ring Theatre and Alvin Sherman Family Stage; student, faculty, and visiting artist exhibitions in the Project Space in the design district of downtown Miami; faculty curated exhibitions at the Lowe Art Museum; lectures and other educational programs sponsored by the Center for the Humanities; volunteer activities in the public schools, hospitals and community clinics for developmentally disabled children; technology workshops for Miami-Dade public school teachers sponsored by the Department of Modern Languages Laboratory; and a series of programs, hosted by several departments and funded by various federal agencies and private foundations, to enhance the diversity of students pursuing scientific careers through research opportunities for pre-college and undergraduate students; and career development opportunities for high-school and community-college faculty.

**School of Business Administration:** The School of Business Administration, founded in 1929, is a leader in preparing individuals and organizations to excel in the complex, dynamic and interconnected world of global business. Dedicated to developing innovative ideas and principled leaders that transform global business and society, the School is building bridges across borders, tackling fundamental business and social challenges and fostering entrepreneurship across the region. The School enrolls approximately 2,300 undergraduate and 900 graduate students and boasts nearly 45,000 alumni living around the world.

Business students have numerous opportunities to customize their learning experience. Undergraduates can choose from 14 majors and 12 minors and gain hands on experience in a variety of programs ranging from the Student Managed Investment Fund to the Entrepreneurship Consulting Program. At the graduate level, the School offers One-Year and Two-Year full-time MBA programs, an on-campus and a fully online Professional MBA program, an Executive MBA in Health Sector Management program, the Miami Global Executive MBA for the Americas program, and the Executive MBA en Español program, along with specialized master’s programs in accounting, business analytics, economics, finance, health administration, international business, management and taxation, with two offered fully online.

The School is home to the University of Miami Center for International Business Education and Research (CIBER), the Center for Health Sector Management and Policy and The Johnson A. Edosomwan Leadership Institute. Members of the business faculty are distinguished thought leaders whose cutting edge research drives business change and shapes public policy. Each year, the School hosts nearly a dozen talks by prominent business leaders in its Distinguished Leaders Lecture Series and its impact conferences on the business of health care, real estate and finance bring thousands of professionals together each year.
School of Communication: Founded in 1985, the School of Communication prepares students to navigate the ever-changing communication and media landscape with the creativity, skill, and social responsibility needed for success in a technological and global society. The School enrolls approximately 1000 undergraduate and 185 graduate students, with a full-time faculty of 78 scholars and professionals. The eight major undergraduate programs of study in the School are advertising, broadcast journalism, communication studies, electronic media, journalism, media management, motion pictures, and public relations. Graduate programs at the M.A. level consist of journalism, public relations, and communication studies with tracks in health communication, communication studies, organizational communication, and intercultural communication. The SoC also offers M.F.A. degrees in interactive media and in motion pictures, an M.S. in media management, a doctoral program in communication focusing on research and action for positive change, as well as a J.D./M.A. program.

Student resources include two high definition television studios with control rooms, a motion picture sound stage, an interactive media center with a student-run media agency, a broadcast studio with up-link capability through Level 3, digital post-production facilities, advanced multimedia labs, a sound design suite, a state-of-the-art motion picture cinema with 4K and 35mm projection, a moving images archive with more than 3,000 classic films and television programs, and a wide variety of student groups. Students also have access to industry-standard software including Avid Media Composer with access to Avid Symphony and DaVinci Resolve, ProTools HD, AutoDesk Maya, Adobe Creative Cloud, AutoDesk Smoke, and AP ENPS.

SoC students interact closely with faculty who are Pulitzer Prize, Emmy, and Academy Award winners. The School’s faculty have worked for top television news networks, newspapers, websites, ad agencies, public relations firms, and magazines. The School’s dean, Gregory J. Shepherd, is a renowned communication theorist and author.

The School of Communication houses The Stein Family Office of Career Services and Internships, a dedicated career development resource providing opportunities for students to secure professional internships while they are in school and professional positions when they graduate.

School of Education and Human Development: The mission of the School of Education and Human Development (SEHD) is to produce knowledge and to prepare the next generation of leaders, researchers, and agents of change and well-being in education and the community. SEHD seeks to be a center of excellence in the study, promotion and integration of educational, psychological, and physical well-being in multicultural communities.

Founded in 1929, the SEHD houses the departments of Educational and Psychological Studies, Kinesiology and Sport Sciences, and Teaching and Learning. The SEHD also houses the Dunspaugh-Dalton Community and Educational Well-Being Research Center.

The Department of Educational and Psychological Studies (EPS) offers an undergraduate degree in Human and Social Development. The Department also offers graduate degree programs in five areas: Community and Social Change; Community Well-Being; Counseling Psychology; Higher Education and Research, Measurement, and Evaluation. The Community and Social Change program offers an M.S.Ed. The Community Well-Being program offers a Ph.D. degree. The Higher Education Administration program offers an M.S.Ed. with two tracks – Enrollment Management and Student Life and Development, and a doctoral degree in Higher Education Leadership (Ed.D.). The Research, Measurement, and Evaluation program offers an M.S.Ed. and a Ph.D. degree. Also, Research Measurement and Evaluation and Higher Education offer a joint M.S.Ed. program in Institutional Research and Policy Analysis. The EPS Department’s Ph.D. program in Counseling Psychology is accredited by the American Psychological Association (APA). The counseling master’s degree (M.S.Ed.) specialties lead to professional licensure in Mental Health Counseling or Marriage and Family Therapy in Florida; and the doctoral Counseling Psychology program leads to licensure as a psychologist. The EPS Department also offers certificate programs in Latino Mental Health, Enrollment Management, and Student Life and Development.

The Department of Kinesiology and Sport Sciences (KIN) offers undergraduate majors in exercise physiology, athletic training, and sport administration. The undergraduate athletic training major is nationally accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Undergraduate minors are offered in sports medicine, exercise physiology, and sport administration. Master’s degree programs are offered in sport administration and exercise physiology. The sport administration degree is offered on campus as well as online. Under the exercise physiology umbrella, there are three tracks including clinical and applied exercise physiology, strength and
conditioning, and nutrition for health and human performance. The Ph.D. program in exercise physiology provides emphasis in cardiovascular physiology, muscle physiology, biomechanics, and sports medicine. There are also two laboratories, the Laboratory of Clinical and Applied Physiology and the Max Orovitz Laboratories equipped with high-tech, cutting edge equipment and more than 12,500 square feet of laboratory space.

The Department of Teaching and Learning (TAL) offers undergraduate majors with Florida Department of Education (FDOE) dual certification in elementary education and special education, along with endorsements in ESOL and Reading. All teacher preparation programs offered by TAL are approved by the Florida Department of Education for teacher certification in their respective fields. The Department also offers a minor in education that fulfills the state’s Professional Training Option (PTO) for secondary teachers within an alternative certification track leading to FDOE temporary certification. PTO candidates must select a major area of study in English, Math, Secondary Science or Secondary Social Sciences or other areas of recognized certification. In order to obtain a professional teaching credential from the State of Florida, a PTO completer must successfully teach in a Florida public school for one academic year. Master’s and Educational Specialist degree programs are offered in Early Childhood Special Education; and an M.S.Ed. is offered in Education and Social Change, TESOL/Bilingual Education, and Special Education. The Department’s research doctoral program offers specializations in Language and Literacy Learning in Multilingual Settings, Science, Technology, Engineering and Mathematics (STEM), and Special Education.

The overarching aim of the Dunspaugh-Dalton Community and Educational Well-Being (CEW) Research Center is twofold. First, the CEW supports the research activities of SEHD researchers and furthers their understanding of state of the art research methods strategies through direct methodological consultation services, technical support for grant and manuscript preparation, and specialized training opportunities. Second, the CEW promotes individual, relational, organizational, and community well-being through community-based research, professional development training programs, lectures, conferences, and consultation services to non-profit organizations. Moreover, the CEW seeks to match the talents, interests, and resources of SEHD faculty and students with the interests, aspirations, and resources of organizations dedicated to promoting the well-being of our communities; to create sustainable and mutually beneficial community-university research collaborations and; to prepare a new generation of students and professionals to use their academic talents and resources for the benefit of underserved populations.

Structured professional internships, professional development schools, on-campus labs, and integrated field studies provide students in all majors with outstanding experiential learning opportunities.

College of Engineering: Founded in 1947, the College of Engineering comprises five departments that offer degrees in aerospace, architectural, biomedical, civil, computer, electrical, environmental, industrial and mechanical engineering, as well as engineering science. The College of Engineering offers five-year BS/MS degree programs for our undergraduates, as well as traditional master’s and doctoral degrees in a number of disciplines, with several specializations in each field of study. Consistent with the tradition of teamwork and collaboration among the University of Miami schools and colleges, engineering students participate in a number of interdisciplinary programs, as well as joint research projects with other faculty and academic units at UM. With more than 1,000 undergraduate students and more than 200 graduate students, the College boasts an impressively diverse student body consisting of students from 45 different countries. At the undergraduate level, 23% of the student population is Hispanic and 9% is black. Females represent 31% of the students (compared to an 18% national average, according to the most recent statistics from the American Society for Engineering Education). Engineering students enjoy active participation in a number of honor societies and professional organizations, including National Society of Black Engineers, Society of Women Engineers, Engineers Without Borders and Society of Professional Hispanic Engineers, among others.

The College of Engineering’s programs and activities align with our strategic principles (ICARE):

- Innovation Hub of Miami
- Culture of Belonging
- Agile and Transparent Administration
- Research Excellence
- Engineering Education
The College’s research objectives focus on the following areas:

- **Healthcare and Technobiology**: Technology as Applied to Biomedical Problems and Health Service Systems; Bionics; Bio/Nanomaterials; Imaging
- **Informatics and Risk (Traditionally, Modeling & Analysis)**: Sensors; Big Data; Evidence-Based Decision-Making; Risk Analysis; Bioinformatics; Financial Services; Cybersecurity
- **Sustainable and Smart Systems**: Sustainable Construction; Green Environment; Fuel Cells; Renewable Energy; Nuclear Energy

The UM College of Engineering – Johnson & Johnson 3D Printing Center of Excellence Collaborative Laboratory opened in October 2017. This facility allows the realization of cooperative educational and research opportunities for students and faculty researchers across a range of disciplines. The approximately 5,850-square-foot makerspace is a centerpiece of the College’s strategic initiatives in both research and education. The Collaborative Laboratory is housed in the College’s McArthur Engineering Building, along with state-of-the-art labs and high-tech additive manufacturing equipment rarely found at other top research universities.

Our faculty of more than 75 includes several National Science Foundation early-career awardees and three members of the prestigious U.S. National Academy of Engineering.

**Frost School of Music**: The Frost School of Music, founded in 1926, is one of the largest schools of its kind in a private institution and one of the most comprehensive in all of higher learning. With 75 full-time and over 30 part-time faculty, a student body of 440 undergraduate students, and more than 270 graduate students, the School awards the Bachelor of Music degree with majors in 11 areas and the Bachelor of Science in Music Engineering. The Bachelor of Arts in music degree is a non-professional degree designed for talented musicians who wish to pursue a broad liberal arts education. The Frost School offers four undergraduate minors, including The Bruce Hornsby Creative American Music Program, a minor in songwriting, and undergraduate performer’s certificates in instrumental, vocal, keyboard, and jazz performance.

The Artist Diploma is offered at the graduate level in three areas of performance and conducting. The Master of Music is offered with majors in 19 areas. The Master of Arts is offered in the nation’s only Arts Presenting and Live Entertainment Management Program. The Master of Science degree is offered in music engineering technology. The Doctor of Philosophy degree is offered in music education, and the Doctor of Musical Arts degree is offered in five areas. A joint degree program with the School of Law offers a Doctor of Jurisprudence and a Master of Music in Music Business and Entertainment Industries, as well as a joint degree in Law and Arts Presenting and Live Entertainment Management. The Henry Mancini Institute is housed within the School, and offers intensive performing and learning experiences across a broad spectrum of musical genres including film, world, jazz and pop-inflected musical styles.

The School’s facilities include the Maurice Gusman Concert Hall, The L. Austin Weeks Center for Recording and Performance, which contains the Victor E. Clarke Recital Hall and a state of the art recording studio (one of five professional quality studios in the School), the 28,000 square-foot Austin and Marta Weeks Music Library and Technology Center, containing six music technology labs, and an array of other rehearsal and teaching facilities, including the Patricia Louise Frost Music Studios, a 41,089-square-foot twin-building complex that features 75 chamber music and teaching studios. Many of the School’s faculty have gained international recognition in their respective fields. Several of the School’s premier performing ensembles have won national awards and engage in touring within and outside the United States. The School has exchange programs with the Sibelius Academy in Helsinki, Finland; Bucks New University in Buckinghamshire, England; the Western Australian Academy of Performing Arts at Edith Cowan University in Perth, Australia; the Royal Academy of Music in London, English, and the Johannes Gutenberg-Universitat in Mainz, Germany. Additionally, the School offers a five-week summer opera program in Salzburg, Austria. During the academic year the School presents more than 300 forums, student and faculty recitals, concerts, lectures, master classes, and guest artist performances.

As a major educational and cultural resource for South Florida, the Frost School maintains a substantive philosophical and proactive commitment to serving a variety of constituencies by way of its numerous outreach programs, including Frost Music Live!; Grammy in the Schools: Careers in Music; The Ress Family Hospital Performance Project; Honor Band and Honor Choir; Dance Preparatory; Music Preparatory, which includes Piano and String Academy; Little Canes; and summer music camps for children and students from newborn to 19 years old. The
Donna E. Shalala MusicReach Program serves hundreds of underserved youth weekly in outreach programs located throughout the county, as well as through free performances and events. The School of Music has active student chapters of a number of professional music organizations.

Graduate School: The University first approved courses for graduate work in 1941 and the first doctoral degrees were approved in 1959. The University of Miami offers a comprehensive range of student-centered graduate programs with a vibrant multicultural student body. The mission of the Graduate School consists of four pillars:

- Promoting scholarship and research
- Supporting individuals, departments, and programs in the pursuit of excellence
- Fostering innovative, multidisciplinary, and interdisciplinary activities
- Maintaining high ethical and academic standards in graduate studies.

Currently, graduate student enrollment (excluding M.D. and law students) stands at over 4,000. The University and its more than 190 master’s and doctoral programs are fully accredited by the Southern Association of Colleges and Schools, as well as by a number of other independent accrediting agencies. The faculty of the Graduate School currently consists of nearly 1,300 members within the University.

The Graduate School sets all policies for graduate education and oversees the quality of graduate programs. Its operation is conducted by the Graduate Council and its standing Graduate Faculty Committees.

The Graduate School houses the interdisciplinary graduate programs offered by the Leonard and Jayne Abess Center for Ecosystem Science and Policy. The Abess Center is an interdisciplinary research center dedicated to educating the next generation of environmental scientists, policy makers, managers, and planners with a grounding in the fundamentals of the natural sciences, social science, and public policy. Four graduate programs are currently offered by the Abess Center: Environmental Science and Policy PhD; joint PhD in Environmental Science and Policy and JD from the School of Law; Environment, Culture, & Media MA/MPS; and Exploration Science MPS.

Law School: Founded in 1926, the University of Miami School of Law is one of the nation’s leading institutions of legal education in the United States with over 20,000 alumni practicing in all areas of the law, representing all 50 states, the District of Columbia, several territories, and 91 countries. The School presently enrolls around 1,192 candidates for either J.D., LL.M. or dual degrees. The J.D. program enrolls approximately 1026 students from more than 113 colleges and universities throughout the United States. Of the entering J.D. students, 49 percent are women, 47 percent identify as members of a minority group or as multiethnic, 35 percent are from outside Florida, and 57 percent have been out of undergraduate school one year or more. Sixty percent speak one or more foreign languages.

The School offers graduate programs in International Law (with specializations in Inter-American Law, General International Law, and U.S. and Transnational Law for Foreign Lawyers); International Arbitration; Maritime Law; Entertainment, Arts and Sports; Estate Planning; Taxation; Taxation of Cross Border Investments; and Real Property Development, with the latter two offering courses online as well as on-campus. Combined, the graduate programs enroll over 166 students; close to a third are foreign lawyers from at least 32 nations. The School also offers several joint degree programs. It is the only law school to offer a JD/Master’s in Music Business, a JD/MA in Arts Presenting, JD/MA in Law and Communications, and a JD/MA in Latin American Studies. In addition, the School offers a JD/MBA; JD/MPS in Marine Affairs; JD/MPH in Public Health; JD/MS Ed. in Law, Community and Social Change; JD/Ph.D. in Law and Environmental Policy; JD/MD; JD/MPA in Public Administration; JD/LL.M. in Tax, International Law, Maritime Law, Estate Planning or Real Property Development; and a JD/MBA/LL.M. in Tax, Real Property Development or Estate Planning.

The School provides a rigorous foundation in the intellectual underpinnings of law, as well as extensive lawyering and skills training in both traditional and innovative settings. The School’s renowned faculty includes nearly 100 full-time professors and over 100 distinguished lawyers and judges who serve as adjunct professors. In addition to its extensive curriculum with over 300 courses and seminars, the School offers foreign exchange programs in Argentina, Belgium, Brazil, China, Colombia, France, Germany, India, Ireland, Israel, Spain, Switzerland, and Vietnam. The Law School’s externship programs offer students an opportunity to earn academic credit and gain practical legal experience by working with local, national, and international corporations, government agencies, public
interest organizations and the judiciary. The School’s award-winning clinics, focusing on different areas of the law, offer exceptional training grounds and give students practical, hands-on lawyering experience while also helping needy and under-represented individuals. The School is home to LawWithoutWalls® (LWOW), an innovative academic model that brings together students, faculty, practitioners, and entrepreneurs from around the country and the world to explore innovation in legal education and practice.

The Law Library is one of the leading legal research libraries, with over 680,000 volumes and equivalents. Taxation and estate planning, law of the sea, and international arbitration are among the special strengths represented in the collection. Foreign law collections focus on regions of Latin America and the Caribbean. The Law Library’s talented staff provides a variety of services designed to meet the research and teaching needs of the faculty and students at the Law School.

The School is regularly ranked among the top law schools by U.S. News and World Report for Tax Programs, and its alumni are regularly featured in Super Lawyers magazine. The School is accredited by the American Bar Association, is a member of the Association of American Law Schools, and has a chapter of the national law student honorary society, the Order of the Coif.

Medical School: The University of Miami Leonard M. Miller School of Medicine is an academic medical center that transforms lives through teaching, research and service. We achieve transformation through innovative education programs that train the next generation of medical leaders, groundbreaking biomedical research that has lifesaving global impact, and world-class compassionate clinical care that promotes better health throughout our community.

Two overarching practices link these areas of excellence to make the school a national leader. 1.) Team Science: Because wellness and disease cut across the boundaries of academic disciplines and medical expertise, a modern academic medical center must approach all of its activities from a perspective of cross-disciplinary collaboration. 2.) Precision Medicine: The school’s researchers and physician-scientists look at the underlying biology of disease, focusing on highly targeted treatments for each patient.

Teaching: The city of Miami has a geographic location (it is closer to most of Latin America than it is to most of the United States) and demographic diversity (more than 50 percent of its residents were born in another country) that make it a uniquely rich place to study medicine. Our 800 medical students are joined by 1,200 residents, 580 graduate students and over 190 postdoctoral fellows, and we have one of the largest graduate medical education systems in the country. They are among the brightest in the world, and they come to the Miller School for a breadth of experiences that is matched only by the quality of the training.

Fully accredited by the Liaison Committee on Medical Education of the Association of American Medical Colleges, the Miller School of Medicine is committed to graduating first-rate physicians and is a national leader in establishing innovative curriculum and admissions policies. The school’s range of academic offerings include an M.D. program, a combined M.D./Ph.D. program, a 5-year M.D./M.B.A. program, 4-year and 5-year M.D./M.P.H. programs, a 4-year M.D./M.S. in Genomic Medicine, a 6-year M.D./J.D. program, graduate degrees in 10 areas, postdoctoral programs, and continuing medical education courses.

The outstanding students and medical professionals who are attracted to the Miller School’s programs bring with them a strong interest in community service. Fully one-quarter of each class now graduates with the dual M.D./M.P.H. (Master of Public Health) degree. Medical student participation in the Mitchell Wolfson Sr. Department of Community Service (DOCS) Program is also strong. The students and volunteer physicians coordinate numerous events in medically underserved communities.

Research: At the Miller School 1,886 research proposals were submitted in Fiscal Year 2017, and sponsored research expenditures totaled $236.9 million. This included more than $114 million from the National Institutes of Health, making the Miller School once again the top NIH-funded medical school in the state. The Miller School of Medicine was again ranked among the top 50 medical schools nationally in the 2018 edition of U.S. News & World Report’s “Best Graduate Schools.”
Sylvester Comprehensive Cancer Center is the only Cancer Center of Excellence in South Florida, as designated by the state, and it is on a fast track to become the only National Cancer Institute-designated cancer center in South Florida. Its leading-edge treatments and superior patient outcomes have attracted top researchers from other major cancer institutions who are working to make it one of the country’s greatest centers for innovative cancer treatments.

The school has the only designated Center for AIDS Research in Florida, and it is leading the university’s prestigious Clinical and Translational Science Institute, awarded by the NIH. Other standout research centers include the John P. Hussman Institute for Human Genomics, the Interdisciplinary Stem Cell Institute, the Dr. John T. Macdonald Foundation Biomedical Nanotechnology Institute, the Miami Transplant Institute, The Miami Project to Cure Paralysis, the Diabetes Research Institute, and the Mailman Center for Child Development. Also located on the medical campus is the Louis Calder Memorial Library, the largest medical resource library in South Florida.

Service: UHealth – the University of Miami Health System provides South Florida with the best health care for prevention, detection, diagnosis and treatment of routine, chronic, complex and acute diseases and conditions. Nearly 1,400 physicians represent more than 100 specialties and subspecialties and have more than 2 million scheduled patient encounters each year, with outcomes that are among the best in the nation.

The integration of research and clinical care through UHealth means that knowledge gained is applied to advanced preventions and treatments. UHealth patients are among the first in the world to benefit from the latest medical discoveries that are fast-tracked from the laboratory to the bedside at six hospitals in Miami’s health district, which includes the Miller School campus.

The health system is comprised of Sylvester Comprehensive Cancer Center, Bascom Palmer Eye Institute, and UHealth Tower, operating within the University of Miami Hospital and Clinics (UMHC). Bascom Palmer has been recognized as the nation’s No. 1 eye hospital for 16 years by U.S. News & World Report in its annual “America’s Best Hospitals” issue. Bascom Palmer has four locations in Florida: Miami, Plantation, Palm Beach Gardens, and Naples.

Three additional hospitals affiliated with UHealth are Jackson Memorial Hospital, Holtz Children’s Hospital and the Bruce W. Carter VA Medical Center. About three dozen UHealth outpatient clinics are located in communities across Miami-Dade, Broward, Palm Beach, and Collier counties.

The Lennar Foundation Medical Center, which opened December of 2016, is a five-story, 206,000-square-foot multi-specialty ambulatory medical center that has been created as a health care destination that encompasses preventive medicine, treatment of disease and management of disease.

Clinical services include specialty cancer care by the renowned Sylvester Comprehensive Cancer Center, Bascom Palmer Eye Institute ophthalmology care, primary care, student health, imaging (MRI, CT, PET/CT, nuclear medicine, non-invasive cardiology, and ultrasound), radiation therapy, the University of Miami Sports Medicine Institute, physical therapy, EXOS human performance, and multispecialty clinics representing such specialties as gastroenterology, cardiology and neurology. The Center features six ambulatory surgery rooms, three endoscopy procedure suites, the Women’s Breast Imaging Center (mammography, ultrasound), the infusion center, and a comprehensive diabetes center.

The center also has conference room spaces for patient education and community engagement events.

School of Nursing and Health Studies: Established in 1948 as the first collegiate nursing program in South Florida, the University of Miami School of Nursing and Health Studies (SONHS) educates students at the baccalaureate, master’s and doctoral levels, preparing them to provide safe, evidence-based and compassionate care to local, national and international communities. The school’s cutting-edge curricular offerings are continuously updated to meet the evolving demands of the national and global healthcare arenas. With over 6,000 graduates in just about every corner of the world, the school provides diverse educational opportunities for the next generation of health care professionals. Our graduates comprise a global network of practitioners, researchers and educators working on the frontlines of health care facilities worldwide. The achievements of SONHS alums increase the
The undergraduate curriculum includes degree tracks for a Bachelor of Science in Nursing (BSN), a Bachelor of Science in Health Science (BSHS), a Bachelor of Science in Public Health (BSPH), and a minor in Public Health. In addition to the Traditional BSN, we offer an Accelerated BSN program for individuals who hold undergraduate degrees in fields other than nursing and an online RN-to-BSN program for registered nurses. The school’s curriculum also includes master’s- and doctoral-level graduate programs. Our Master of Science in Nursing (MSN) nurse practitioner program was the first in the region, and has been expanded in keeping with the increased demand for nurse practitioners created by the transformation of the U.S. healthcare system and shifting patient demographics. The MSN nurse practitioner specialty tracks are adult-gerontology acute care, adult-gerontology primary care, and family. Also offered are Post-Master’s Certificates in adult-gerontology acute care, adult-gerontology primary care, family, and psychiatric mental health. A fully-online master’s program in health informatics, the MS in Health Informatics, is designed to address the enhanced need for qualified informatics professionals in the transformed national healthcare system. A Post-Bachelor Certificate is also available in the health informatics track. The 4+1 degree program, a partnership with UM’s Miller School of Medicine, enables qualified students to earn both a bachelor’s and a master’s degree in public health in just 5 years. At the doctoral level, the School offers the Doctor of Philosophy (PhD) and the Doctor of Nursing Practice (DNP) programs, the latter in either the BSN-to-DNP, nurse anesthesia (CRNA) track (first in Florida), or the post-master’s track. The latter degree is offered in executive student, hybrid format, which allows students to remain active members of the healthcare workforce by blending online components, practice immersion experiences, and one weekend per month of on-site, face-to-face class interaction.

The school’s dedication to academic excellence is matched by its commitment to the service-based nature of the healthcare professions. In partnership with the Coral Gables Fire Department, the Miami Dade County Health Department, and other community entities, our nursing students regularly implement major countywide disaster preparedness training exercises featuring Ebola, other infectious diseases, and hurricane disaster simulations. Our active student organizations include the National Nursing Student Association, the Multicultural Nursing Student Association, the Health Studies Students Association, and the first Florida chapter of the American Assembly for Men in Nursing. Our school is home to Beta Tau, the South Florida chapter of Sigma Theta Tau International, the international honor society of nursing. Our faculty members and students are leading initiatives to improve the health of LGBT and other disparity populations, and addressing racial and other types of discrimination, sexual violence, smoking, and a range of other unhealthy behaviors at the campus level.

Our status as a Hispanic Serving Health Professions School makes our students eligible for special programs that advance Hispanic health education and research. The SONHS is a recipient of the 2016 INSIGHT Into Diversity Health Professions Higher Education Excellence in Diversity (HEED) Award, the only national honor for higher education diversity in the U.S., which recognizes health professions education programs that demonstrate an outstanding commitment to diversity and inclusion.

The School’s extensive network of over 250 clinical partners provides nursing students with opportunities for hands-on experience and mentorship at local hospitals, primary healthcare centers, community-based organizations, health departments, and a range of social service agencies across South Florida. Public health students participate in field practicums designed to engage them in the study and practice of preventing disease and promoting wellness in local and global communities. The richness and cultural diversity of the school’s practice settings prepare students to address the health needs of an increasingly diverse society.

The SONHS capitalizes on its location in South Florida, “the gateway to the Americas,” to promote dialogue and the mutual exchange of healthcare knowledge with its neighbors in global regions. An increasingly expanding international exchange program offers students global healthcare experiences at partner institutions in Taiwan, Spain, Chile, Mexico, Haiti, Australia, Brazil, the Dominican Republic, and India. The school is one of only 10 nursing-related designated Pan American Health Organization/World Health Organization Collaborating Centers in the U.S.—an elite recognition.

The school’s research portfolio ranks 26th nationwide for National Institutes of Health (NIH) funding among nursing schools. Both graduate and undergraduate students have the opportunity to participate in healthcare
research under the guidance of world-renowned faculty scientists, and are therefore engaged as potential future healthcare researchers themselves. The NIH/NIMHD-funded Global Health Disparities Research Experience supports 8-week international summer scientific experiences for selected promising undergraduate students. An NIH/NINR grant funds “Mighty Girls,” an innovative intervention created by faculty that uses gaming technology to reduce teen pregnancy among Latina girls. Additional research projects on a wide range of topics and supported by numerous grants and community partnerships include studies on nursing workforce conditions/job satisfaction, and simulation education research with a focus on patient safety.

The school’s front-and-center role as an international leader in healthcare education, and its vision for the future, are embodied in its newly inaugurated 5-story, 41,000 square-foot state-of-the-art Simulation Hospital, a resource for the school, for UM, and for national and international healthcare communities. The simulation training conducted at this cutting edge facility strengthens students’ clinical competencies, equips them with critical thinking skills, and prepares them to practice in complex interdisciplinary healthcare delivery environments. This transformative facility will also convene students, faculty, scientists, health professionals, disaster preparedness experts and technological partners to improve quality patient care and catastrophic event preparation, leading the way in education and innovation.

Rosenstiel School of Marine & Atmospheric Science (RSMAS): Originally known as the University’s marine laboratory, was founded in 1943 in a boathouse on Miami Beach. It evolved into the Institute for Marine Science in 1961, and eight years later became the University of Miami’s Rosenstiel School of Marine and Atmospheric Science. Today, The Rosenstiel School campus on Virginia Key is part of a unique, specially designated 65-acre marine research and education park.

The RSMAS campus has grown to include modern research and teaching facilities, a dedicated academic library, and an internationally recognized Marine Invertebrate Museum. The newest addition to campus is the 85,000 square-foot, state-of-the-art Marine Technology and Life Sciences Seawater Complex, which includes a one-of-a-kind SUrge-STRucture-Atmosphere-INteraction (SUSTAIN) facility capable of simulating 3D wind-wave flow and surge produced by category 5 hurricane force winds in complex coastal topography. The Marine Life Sciences Center, located within the Seawater Complex, provides a dedicated space for the study of marine animals with focus on the critical connections between oceans and human health and the impacts of climate change on marine organisms and ecosystems.

The UM Rosenstiel School also operates a state-of-the-art 96-foot catamaran research vessel, the F.G. Walton Smith. The latest addition to our research and education infrastructure is our new one-of-a-kind Helicopter Observation Platform (HOP), a flying scientific laboratory equipped with state-of-the-art technology and scientific instrumentation. This platform provides scientists with a unique capability to obtain vital information on environmental processes and mechanisms that affect our climate and impact human health.

The Rosenstiel School operates the Center for Southeastern Tropical Advanced Remote Sensing (CSTARS), a 78-acre advanced satellite reception and analysis facility located on the UM Richmond campus in southern Miami-Dade County. Launched in 2003, CSTARS conducts research with remotely sensed data received from earth-orbiting satellite systems. The state-of-the-art facility provides directly down-linked, high-resolution data for environmental monitoring. The facility is helping to provide vital life-saving information regarding earthquakes, hurricanes, typhoons, freak waves and other natural and man-made disasters, including the monitoring of the earthquakes in Haiti and Chile, and oil spills.

The UM Rosenstiel School’s Broad Key Research Station, located on a 63-acre island off the coast of Key Largo, FL, provides faculty and students with expanded opportunities to conduct research throughout the Florida Keys. Located just two miles away from John Pennekamp Coral Reef State Park, the marine research facility provides scientists with direct access to Florida’s sub-tropical marine ecosystem. The island, only accessible by boat and helicopter, can accommodate groups of 20-25 for overnight stays and offers scientists and students a unique environment for research and teaching programs.
As the only subtropical research institute of its kind in the continental United States, the School’s 82 faculty members, over 150 master degree students, 150 doctoral students, more than 350 undergraduate students and over 250 research and administrative support staff comprise a robust academic community. Through excellence in applied and basic marine, atmospheric, and geosciences research and connecting these results to policy, the Rosenstiel School sheds light on today’s most pressing environmental issues. Scientists and students at the Rosenstiel School study a wide range of topics, many of which relate to the environment and humanity’s growing impacts on the natural world. They are at the forefront of research on subjects such as ocean and atmospheric circulation and how they affect the movement of pollutants, climate change, fisheries, coral reefs, sea level rise, oceans and human health, marine policy, and the development of hurricanes and other severe weather events.

The Rosenstiel School offers both undergraduate and graduate degree programs. Through coursework and research, Rosenstiel School students can earn graduate degrees in ocean sciences, atmospheric sciences, marine biology and ecology, marine geosciences, marine ecosystems and society, and meteorology and physical oceanography. Together with the UM School of Law, the Rosenstiel School also offers a joint program in which students earn a Juris Doctor degree from the School of Law and a Master of Professional Science in Marine Ecosystems and Society from the Rosenstiel School. The Rosenstiel School offers undergraduate programs in Marine Science, Meteorology, and Marine Affairs. In marine science, students may study toward a Bachelor of Arts (B.A.) degree in marine affairs, or a double major Bachelor of Science (B.S.) degree in marine science with a second major in one of: biology, chemistry, biochemistry, microbiology, geology, physics, mathematics, computer science and meteorology. Two options are available leading to a B.S. in meteorology: a double major in meteorology and applied mathematics or a meteorology major with a math minor. In addition to the traditional bachelor’s degree programs, students may also elect a five-year (B.A. or B.S.)/Master of Professional Science (M.P.S.). Undergraduate students in these programs have opportunities to participate in research projects at the Rosenstiel School, working alongside world-class scientists in laboratories and in the field.

In 2011, the Rosenstiel School launched the Master of Professional Science program for students who seek advanced training in career tracks relating to marine and atmospheric science. Designed for students who were undergraduate science majors, this interdisciplinary curriculum is structured to allow students to expand applied scientific knowledge, as well as their professional skills. Degrees can be earned in as little as 12 months in one of several focus areas including: aquaculture; broadcast meteorology; climate and society; coastal management; computational meteorology; exploration science; fisheries management and conservation; marine conservation; marine mammal science; natural hazards and catastrophes; oceans and human health; tropical marine ecosystem management; underwater archaeology; and weather forecasting.

Cutting-edge research and education at RSMAS is supported through grants from government agencies and private organizations, as well as innovative partnerships and philanthropic donations.
As of 09.15.17
### HEADCOUNTS

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<tr>
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### PERCENTAGE WITHIN LEVEL

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<td>NDUG</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
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*Note: Graduate students include M.D., J.D., and other graduate students.*

*Source: CaneLink*
### HEADCOUNTS

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<th>Class</th>
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<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
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</tr>
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<td>Junior</td>
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<td>2,566</td>
<td>2,663</td>
<td>2,553</td>
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<tr>
<td>Senior</td>
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<td>3,296</td>
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<td>NDUG</td>
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<td>356</td>
<td>355</td>
<td>234</td>
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<tr>
<td><strong>TOTAL UG</strong></td>
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<td>Ph.D. in Grad School</td>
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<td>Other Doct. in Grad School</td>
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<tr>
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<td><strong>TOTAL (ALL CLASSES)</strong></td>
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<td>16,774</td>
<td>16,847</td>
<td>16,801</td>
<td>17,003</td>
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</table>

**Note:** In Fall 2013, the University implemented a new student information system, and the new method for counting students is no longer based on completing financial payment. As a result, we now include students who would not have been counted in prior years, which affects mainly undergraduate numbers. As in the past, students who fail to complete payment before the end of the semester will not be allowed to enroll in the following semester.

Graduate students include M.D., J.D., and other graduate students.

**Source:** Enrollment Management System/CaneLink (beginning in 2013)

### ALL STUDENTS BY CLASS

**Fall Semester, 2017**

- **Freshman**: 16%
- **Sophomore**: 14%
- **Junior**: 15%
- **Senior**: 18%
- **NDUG**: 1%
- **Other Doct. in Grad School**: 2%
- **Master's in Grad School**: 15%
- **Ph.D. in Grad School**: 6%
- **M.D./J.D./LL.M.**: 12%
- **Non-Degree Graduate**: 1%

**Source:** Enrollment Management System/CaneLink (beginning in 2013)
### HEADCOUNTS

<table>
<thead>
<tr>
<th>College/School</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>NDUG</th>
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<td>469</td>
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<tr>
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<td>94</td>
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<td><strong>2,381</strong></td>
<td><strong>2,455</strong></td>
<td><strong>3,088</strong></td>
<td><strong>224</strong></td>
<td><strong>10,832</strong></td>
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### PERCENTAGE BY CLASS

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<th>College/School</th>
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<th>Junior</th>
<th>Senior</th>
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</tr>
<tr>
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<td>100%</td>
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<td>100%</td>
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<td><strong>TOTAL</strong></td>
<td><strong>25%</strong></td>
<td><strong>22%</strong></td>
<td><strong>23%</strong></td>
<td><strong>29%</strong></td>
<td><strong>2%</strong></td>
<td><strong>100%</strong></td>
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### ALL UNDERGRADUATES BY SCHOOL

- **Architecture**: 22%
- **Arts and Sciences**: 36%
- **Business**: 22%
- **Communication**: 9%
- **Engineering**: 10%
- **Frost School of Music**: 4%
- **Education & Human Development**: 4%
- **Nursing & Health Studies**: 6%
- **Rosenstiel School**: 3%
- **Cont Std/Joint Pgms**: 4%

*Source: CaneLink*
## DEGREE UNDERGRADUATES BY SCHOOL

Five-Year Trends, Fall Semesters

### HEADCOUNTS

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<th>College/School</th>
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<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
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<td>534</td>
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<td>167</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>11,044</td>
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<td>10,767</td>
<td>10,615</td>
<td>10,608</td>
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### PERCENTAGE BY SCHOOL

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<tr>
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<th>2014</th>
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<th>2016</th>
<th>2017</th>
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<td>Architecture</td>
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<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
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<td>39%</td>
<td>38%</td>
<td>38%</td>
<td>37%</td>
</tr>
<tr>
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<td>22%</td>
<td>22%</td>
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<td>9%</td>
<td>9%</td>
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<tr>
<td>Education &amp; Human Development</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Engineering</td>
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<td>11%</td>
<td>11%</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td>Frost School of Music</td>
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<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
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<td>5%</td>
<td>5%</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
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<td>3%</td>
<td>3%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Cont Std/Joint Pgms</td>
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<td>2%</td>
<td>2%</td>
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<td>2%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Note:** In Fall 2013, the University implemented a new student information system, and the new method for counting students is no longer based on completing financial payment. As a result, we now include students who would not have been counted in prior years, which affects mainly undergraduate numbers. As in the past, students who fail to complete payment before the end of the semester will not be allowed to enroll in the following semester.

**Source:** Enrollment Management System/CaneLink (beginning in 2013)
### HEADCOUNTS

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<thead>
<tr>
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<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
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<td>11</td>
<td>3</td>
<td>8</td>
<td>4</td>
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<td>-91%</td>
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<tr>
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<td>0</td>
<td>8</td>
<td>10</td>
<td>15</td>
<td>1400%</td>
</tr>
<tr>
<td>Cont Std/Joint Pgms*</td>
<td>324</td>
<td>353</td>
<td>339</td>
<td>220</td>
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<tr>
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<td>356</td>
<td>355</td>
<td>234</td>
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### PERCENTAGE BY SCHOOL

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<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
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<tbody>
<tr>
<td>Arts and Sciences</td>
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<td>1%</td>
<td>2%</td>
<td>2%</td>
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</tr>
<tr>
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<td>2%</td>
<td>4%</td>
<td>7%</td>
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<tr>
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<td>99%</td>
<td>95%</td>
<td>94%</td>
<td>93%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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</tbody>
</table>

* Includes foreign students studying at the University of Miami through the International Education and Exchange Programs.

Source: Enrollment Management System/CaneLink (beginning in 2013)
## GRADUATE STUDENTS BY LEVEL
### Fall Semester, 2017

### HEADCOUNTS

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<td>107</td>
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<td>0</td>
<td>0</td>
<td>210</td>
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<td>Education &amp; Human Development</td>
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<td>275</td>
</tr>
<tr>
<td>Law</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>1,196</td>
</tr>
<tr>
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<td>247</td>
<td>0</td>
<td>177</td>
<td>814</td>
<td>1,381</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
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<td>20</td>
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<td>388</td>
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</tr>
<tr>
<td>Total Grad School</td>
<td>2,721</td>
<td>1,093</td>
<td>112</td>
<td>295</td>
<td>1,831</td>
<td>6,171</td>
</tr>
<tr>
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<td>1,093</td>
<td>112</td>
<td>295</td>
<td>0</td>
<td>4,161</td>
</tr>
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</table>

Source: CaneLink

### GRADUATE STUDENTS BY LEVEL
### Five-Year Trends, Fall Semesters

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<thead>
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<th>Class</th>
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<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
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<tbody>
<tr>
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<tr>
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<td>2413</td>
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<td>Master's in Law School</td>
<td>131</td>
<td>136</td>
<td>135</td>
<td>153</td>
<td>166</td>
<td>27%</td>
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<tr>
<td><strong>Doctoral - Research</strong></td>
<td></td>
<td></td>
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<td>1120</td>
<td>1111</td>
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<td>D.A., Ed.D., &amp; D.M.A.</td>
<td>128</td>
<td>126</td>
<td>138</td>
<td>125</td>
<td>112</td>
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<td><strong>Doctoral - Professional Practice</strong></td>
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<td>D.N.P. &amp; D.P.T.</td>
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<td>232</td>
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<td>59%</td>
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<td>1724</td>
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<tr>
<td>Non-Degree Grad in Grad School</td>
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<td>79</td>
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<td>58%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>5,555</td>
<td>5,501</td>
<td>5,725</td>
<td>5,952</td>
<td>6,171</td>
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</tr>
<tr>
<td><strong>TOTAL in Grad School</strong></td>
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<td>3,845</td>
<td>4,058</td>
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Source: Enrollment Management System/CaneLink (beginning in 2013)
### HEADCOUNTS

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<td>103</td>
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<td>166</td>
<td>172</td>
<td>199</td>
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<td>24%</td>
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<tr>
<td>Education &amp; Human Development</td>
<td>332</td>
<td>323</td>
<td>389</td>
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<td>258</td>
<td>251</td>
<td>240</td>
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</tr>
<tr>
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<td>243</td>
<td>266</td>
<td>296</td>
<td>294</td>
<td>275</td>
<td>13%</td>
</tr>
<tr>
<td>Law</td>
<td>1,307</td>
<td>1,148</td>
<td>1,071</td>
<td>1,085</td>
<td>1,196</td>
<td>-8%</td>
</tr>
<tr>
<td>Miller School of Medicine</td>
<td>1,328</td>
<td>1,364</td>
<td>1,388</td>
<td>1,398</td>
<td>1,381</td>
<td>4%</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
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<td>225</td>
<td>253</td>
<td>323</td>
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<td>60%</td>
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<td>292</td>
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<tr>
<td>Cont Std/Grad Sch/Joint Pgmns</td>
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<td>31</td>
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<td>-46%</td>
</tr>
<tr>
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<td>5,725</td>
<td>5,952</td>
<td>6,171</td>
<td>11%</td>
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### PERCENTAGE BY SCHOOL

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<th>2015</th>
<th>2016</th>
<th>2017</th>
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<td>10%</td>
<td>10%</td>
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<td>16%</td>
<td>15%</td>
<td>16%</td>
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<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
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<td>8%</td>
<td>7%</td>
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<tr>
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<td>4%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
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<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>Law</td>
<td>24%</td>
<td>21%</td>
<td>19%</td>
<td>18%</td>
<td>19%</td>
</tr>
<tr>
<td>Miller School of Medicine</td>
<td>24%</td>
<td>25%</td>
<td>24%</td>
<td>23%</td>
<td>22%</td>
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<td>5%</td>
<td>6%</td>
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<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Cont Std/Grad Sch/Joint Pgmns</td>
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<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td>100%</td>
<td>100%</td>
<td>100%</td>
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</tbody>
</table>

*Note: Graduate students include M.D., J.D., and other graduate students.*
*Source: Enrollment Management System/CaneLink (beginning in 2013)*
Note: Graduate students include M.D., J.D., and other graduate students.

Source: CaneLink
### HEADCOUNTRIES

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<td>1,148</td>
<td>1,071</td>
<td>1,085</td>
<td>1,196</td>
<td>-8%</td>
</tr>
<tr>
<td>Miller School of Medicine</td>
<td>1,328</td>
<td>1,364</td>
<td>1,388</td>
<td>1,398</td>
<td>1,381</td>
<td>4%</td>
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<td>Nursing &amp; Health Studies</td>
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### PERCENTAGE BY SCHOOL

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<th>2015</th>
<th>2016</th>
<th>2017</th>
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<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>30%</td>
<td>29%</td>
<td>28%</td>
<td>28%</td>
<td>27%</td>
</tr>
<tr>
<td>Business</td>
<td>16%</td>
<td>18%</td>
<td>19%</td>
<td>19%</td>
<td>20%</td>
</tr>
<tr>
<td>Communication</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Engineering</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Frost School of Music</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Law</td>
<td>8%</td>
<td>7%</td>
<td>6%</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>Miller School of Medicine</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
<td>5%</td>
<td>4%</td>
<td>5%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Rosenstiel School</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Cont Std/Grad Sch/Joint Pgms</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Note:** In Fall 2013, the University implemented a new student information system, and the new method for counting students is no longer based on completing financial payment. As a result, we now include students who would not have been counted in prior years, which affects mainly undergraduate numbers. As in the past, students who fail to complete payment before the end of the semester will not be allowed to enroll in the following semester.

**Source:** Enrollment Management System/CaneLink (beginning in 2013)
### FULL-TIME EQUIVALENCE
Fall Semester, 2017

#### UNDERGRADUATE

<table>
<thead>
<tr>
<th>College/School</th>
<th>Degree</th>
<th>NDUG</th>
<th>Total</th>
<th>Graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>228.3</td>
<td>0.0</td>
<td>228.3</td>
<td>98.7</td>
<td>327.0</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>3810.9</td>
<td>0.7</td>
<td>3811.6</td>
<td>610.8</td>
<td>4422.4</td>
</tr>
<tr>
<td>Business</td>
<td>2324.5</td>
<td>0.0</td>
<td>2324.5</td>
<td>940.4</td>
<td>3264.9</td>
</tr>
<tr>
<td>Communication</td>
<td>914.3</td>
<td>0.0</td>
<td>914.3</td>
<td>192.4</td>
<td>1106.7</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>464.9</td>
<td>0.0</td>
<td>464.9</td>
<td>410.6</td>
<td>875.5</td>
</tr>
<tr>
<td>Engineering</td>
<td>1076.8</td>
<td>0.0</td>
<td>1076.8</td>
<td>197.4</td>
<td>1274.2</td>
</tr>
<tr>
<td>Frost School of Music</td>
<td>452.7</td>
<td>1.2</td>
<td>453.9</td>
<td>267.4</td>
<td>721.4</td>
</tr>
<tr>
<td>Law</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>1156.7</td>
<td>1156.7</td>
</tr>
<tr>
<td>Medicine-Clinical</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>811.4</td>
<td>811.4</td>
</tr>
<tr>
<td>Medicine-Graduate</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>546.6</td>
<td>546.6</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
<td>679.1</td>
<td>0.0</td>
<td>679.1</td>
<td>337.9</td>
<td>1017.0</td>
</tr>
<tr>
<td>Rosenstiel School</td>
<td>359.0</td>
<td>0.0</td>
<td>359.0</td>
<td>295.3</td>
<td>654.3</td>
</tr>
<tr>
<td>Cont Std/Grad Sch/Joint Pgms</td>
<td>74.0</td>
<td>124.2</td>
<td>198.2</td>
<td>21.1</td>
<td>219.3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>10384.5</td>
<td>126.1</td>
<td>10510.6</td>
<td>5886.7</td>
<td>16397.2</td>
</tr>
</tbody>
</table>

Note: Students taking 800-level courses are considered full-time (FTE = 1.0). Totals may differ because of rounding.

### FULL-TIME EQUIVALENCE BY CLASS
Five-Year Trends, Fall Semesters

#### FTE

<table>
<thead>
<tr>
<th>Class</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>2456.0</td>
<td>2435.2</td>
<td>2466.2</td>
<td>2476.0</td>
<td>2653.8</td>
<td>8%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>2471.8</td>
<td>2552.9</td>
<td>2511.8</td>
<td>2370.7</td>
<td>2352.5</td>
<td>-5%</td>
</tr>
<tr>
<td>Junior</td>
<td>2676.2</td>
<td>2517.3</td>
<td>2609.5</td>
<td>2499.2</td>
<td>2402.3</td>
<td>-10%</td>
</tr>
<tr>
<td>Senior</td>
<td>3177.6</td>
<td>3154.9</td>
<td>2959.0</td>
<td>3049.1</td>
<td>2975.9</td>
<td>-6%</td>
</tr>
<tr>
<td>NDUG</td>
<td>210.4</td>
<td>282.4</td>
<td>249.3</td>
<td>128.8</td>
<td>126.1</td>
<td>-40%</td>
</tr>
<tr>
<td><strong>TOTAL UG</strong></td>
<td>10992.0</td>
<td>10427.7</td>
<td>10795.8</td>
<td>10523.7</td>
<td>10510.6</td>
<td>-4%</td>
</tr>
<tr>
<td>Master's in Grad School</td>
<td>1762.2</td>
<td>1865.9</td>
<td>2078.8</td>
<td>2234.8</td>
<td>2357.5</td>
<td>34%</td>
</tr>
<tr>
<td>Ph.D. in Grad School</td>
<td>1161.0</td>
<td>1118.2</td>
<td>1114.9</td>
<td>1107.3</td>
<td>1087.6</td>
<td>-6%</td>
</tr>
<tr>
<td>Other Doct. in Grad School</td>
<td>310.1</td>
<td>317.6</td>
<td>358.2</td>
<td>387.3</td>
<td>393.4</td>
<td>27%</td>
</tr>
<tr>
<td>Non-Degree Grad</td>
<td>36.4</td>
<td>45.8</td>
<td>56.6</td>
<td>98.7</td>
<td>80.1</td>
<td>120%</td>
</tr>
<tr>
<td>M.D./J.D./LL.M.</td>
<td>2040.9</td>
<td>1897.9</td>
<td>1836.7</td>
<td>1861.4</td>
<td>1968.1</td>
<td>-4%</td>
</tr>
<tr>
<td><strong>TOTAL GRADUATE</strong></td>
<td>5310.6</td>
<td>5245.4</td>
<td>5445.1</td>
<td>5689.6</td>
<td>5886.7</td>
<td>11%</td>
</tr>
<tr>
<td><strong>TOTAL (ALL CLASSES)</strong></td>
<td>16302.6</td>
<td>16188.0</td>
<td>16240.9</td>
<td>16213.2</td>
<td>16397.2</td>
<td>1%</td>
</tr>
</tbody>
</table>

Note: In Fall 2013, the University implemented a new student information system, and the new method for counting students is no longer based on completing financial payment. As a result, we now include students who would not have been counted in prior years, which affects mainly undergraduate numbers. As in the past, students who fail to complete payment before the end of the semester will not be allowed to enroll in the following semester.

Students taking 800-level courses are considered full-time (FTE = 1.0). Totals may differ because of rounding.

Graduate students include M.D., J.D., and other graduate students.

Source: Enrollment Management System/CaneLink (beginning in 2013)
### FULL-TIME EQUIVALENCE OF DEGREE UNDERGRADUATES BY SCHOOL
#### Five-Year Trends, Fall Semesters

<table>
<thead>
<tr>
<th>College/School</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>258.3</td>
<td>235.8</td>
<td>230.5</td>
<td>224.3</td>
<td>228.3</td>
<td>-12%</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>4301.5</td>
<td>4183.0</td>
<td>4048.8</td>
<td>3945.3</td>
<td>3810.9</td>
<td>-11%</td>
</tr>
<tr>
<td>Business</td>
<td>2140.8</td>
<td>2211.0</td>
<td>2318.1</td>
<td>2296.1</td>
<td>2324.5</td>
<td>9%</td>
</tr>
<tr>
<td>Communication</td>
<td>1069.1</td>
<td>1000.8</td>
<td>922.8</td>
<td>907.5</td>
<td>914.3</td>
<td>-14%</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>535.4</td>
<td>516.8</td>
<td>484.5</td>
<td>433.2</td>
<td>464.9</td>
<td>-13%</td>
</tr>
<tr>
<td>Engineering</td>
<td>1071.6</td>
<td>1135.2</td>
<td>1128.5</td>
<td>1117.3</td>
<td>1076.8</td>
<td>0%</td>
</tr>
<tr>
<td>Frost School of Music</td>
<td>404.6</td>
<td>444.9</td>
<td>437.9</td>
<td>434.3</td>
<td>452.7</td>
<td>12%</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
<td>522.9</td>
<td>480.7</td>
<td>528.2</td>
<td>579.5</td>
<td>679.1</td>
<td>30%</td>
</tr>
<tr>
<td>Rosenstiel School</td>
<td>387.8</td>
<td>372.4</td>
<td>371.4</td>
<td>376.9</td>
<td>359.0</td>
<td>-7%</td>
</tr>
<tr>
<td>Cont Std/Joint Pgms</td>
<td>89.7</td>
<td>79.8</td>
<td>75.8</td>
<td>80.6</td>
<td>74.0</td>
<td>-17%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>10781.6</td>
<td>10660.3</td>
<td>10546.4</td>
<td>10394.9</td>
<td>10384.5</td>
<td>-4%</td>
</tr>
</tbody>
</table>

**Note:** In Fall 2013, the University implemented a new student information system, and the new method for counting students is no longer based on completing financial payment. As a result, we now include students who would not have been counted in prior years, which affects mainly undergraduate numbers. As in the past, students who fail to complete payment before the end of the semester will not be allowed to enroll in the following semester. Totals may differ because of rounding.

**Source:** Enrollment Management System/CaneLink (beginning in 2013)

### FULL-TIME EQUIVALENCE OF NON-DEGREE UNDERGRADUATES BY SCHOOL
#### Five-Year Trends, Fall Semesters

<table>
<thead>
<tr>
<th>College/School</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Sciences</td>
<td>4.6</td>
<td>2.6</td>
<td>6.8</td>
<td>3.0</td>
<td>0.7</td>
<td>-85%</td>
</tr>
<tr>
<td>Frost School of Music</td>
<td>0.1</td>
<td>0.0</td>
<td>0.7</td>
<td>0.8</td>
<td>1.3</td>
<td>1401%</td>
</tr>
<tr>
<td>Cont Std/Joint Pgms</td>
<td>205.8</td>
<td>279.8</td>
<td>241.9</td>
<td>124.9</td>
<td>124.2</td>
<td>-40%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>210.4</td>
<td>282.4</td>
<td>249.3</td>
<td>128.8</td>
<td>126.1</td>
<td>-40%</td>
</tr>
</tbody>
</table>

**Note:** Totals may differ because of rounding.

**Source:** Enrollment Management System/CaneLink (beginning in 2013)
### FULL-TIME EQUIVALENCE OF GRADUATE STUDENTS BY SCHOOL

#### Five-Year Trends, Fall Semesters

<table>
<thead>
<tr>
<th>College/School</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>67.1</td>
<td>74.2</td>
<td>88.3</td>
<td>93.8</td>
<td>98.7</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>611.2</td>
<td>578.1</td>
<td>561.2</td>
<td>577.8</td>
<td>610.8</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>582.3</td>
<td>692.9</td>
<td>872.4</td>
<td>850.5</td>
<td>940.4</td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>157.6</td>
<td>153.8</td>
<td>158.4</td>
<td>182.5</td>
<td>192.4</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>290.0</td>
<td>284.4</td>
<td>334.9</td>
<td>454.4</td>
<td>410.6</td>
<td>42%</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>248.9</td>
<td>243.4</td>
<td>230.0</td>
<td>214.9</td>
<td>197.4</td>
<td>-21%</td>
<td></td>
</tr>
<tr>
<td>Frost School of Music</td>
<td>239.4</td>
<td>262.6</td>
<td>287.1</td>
<td>289.6</td>
<td>267.4</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td>1268.4</td>
<td>1096.9</td>
<td>1032.5</td>
<td>1052.9</td>
<td>1156.7</td>
<td>-9%</td>
<td></td>
</tr>
<tr>
<td>Medicine-Clinical</td>
<td>772.5</td>
<td>801.0</td>
<td>804.1</td>
<td>808.5</td>
<td>811.4</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Medicine-Graduate</td>
<td>531.7</td>
<td>531.7</td>
<td>556.1</td>
<td>571.1</td>
<td>546.6</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
<td>214.3</td>
<td>196.2</td>
<td>203.7</td>
<td>275.9</td>
<td>337.9</td>
<td>58%</td>
<td></td>
</tr>
<tr>
<td>Rosenstiel School</td>
<td>290.4</td>
<td>296.3</td>
<td>288.9</td>
<td>294.0</td>
<td>295.3</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Cont Std/Grad Sch/Joint Pgsub</td>
<td>36.8</td>
<td>33.8</td>
<td>27.3</td>
<td>23.7</td>
<td>21.1</td>
<td>-43%</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>5310.6</td>
<td>5245.4</td>
<td>5445.1</td>
<td>5689.6</td>
<td>5886.7</td>
<td>11%</td>
<td></td>
</tr>
</tbody>
</table>

Note: Graduate students include M.D., J.D., and other graduate students. Totals may differ because of rounding.

### FULL-TIME EQUIVALENCE OF ALL STUDENTS BY SCHOOL

#### Five-Year Trends, Fall Semesters

<table>
<thead>
<tr>
<th>College/School</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>325.4</td>
<td>310.0</td>
<td>318.8</td>
<td>318.0</td>
<td>327.0</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>4917.3</td>
<td>4763.7</td>
<td>4616.7</td>
<td>4526.1</td>
<td>4422.4</td>
<td>-10%</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>2723.1</td>
<td>2903.9</td>
<td>3190.5</td>
<td>3146.6</td>
<td>3264.9</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>1226.6</td>
<td>1154.5</td>
<td>1081.3</td>
<td>1090.0</td>
<td>1106.7</td>
<td>-10%</td>
<td></td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>825.4</td>
<td>801.2</td>
<td>819.4</td>
<td>887.6</td>
<td>875.5</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>1320.5</td>
<td>1378.6</td>
<td>1358.5</td>
<td>1332.2</td>
<td>1274.2</td>
<td>-4%</td>
<td></td>
</tr>
<tr>
<td>Frost School of Music</td>
<td>644.1</td>
<td>707.5</td>
<td>725.7</td>
<td>724.7</td>
<td>721.4</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td>1268.4</td>
<td>1096.9</td>
<td>1032.5</td>
<td>1052.9</td>
<td>1156.7</td>
<td>-9%</td>
<td></td>
</tr>
<tr>
<td>Miller School of Medicine</td>
<td>1304.2</td>
<td>1332.7</td>
<td>1360.2</td>
<td>1379.6</td>
<td>1357.9</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
<td>737.3</td>
<td>676.9</td>
<td>731.8</td>
<td>855.4</td>
<td>1017.0</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td>Rosenstiel School</td>
<td>678.3</td>
<td>668.8</td>
<td>660.3</td>
<td>670.9</td>
<td>654.3</td>
<td>-4%</td>
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<tr>
<td>Cont Std/Grad Sch/Joint Pgsub</td>
<td>332.2</td>
<td>393.4</td>
<td>345.0</td>
<td>229.2</td>
<td>219.3</td>
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<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>16302.6</td>
<td>16188.0</td>
<td>16240.9</td>
<td>16213.2</td>
<td>16397.2</td>
<td>1%</td>
<td></td>
</tr>
</tbody>
</table>

Note: In Fall 2013, the University implemented a new student information system, and the new method for counting students is no longer based on completing financial payment. As a result, we now include students who would not have been counted in prior years, which affects mainly undergraduate numbers. As in the past, students who fail to complete payment before the end of the semester will not be allowed to enroll in the following semester.

Students taking 800-level courses are considered full-time (FTE = 1.0). Totals may differ because of rounding.

Source: Enrollment Management System/CaneLink (beginning in 2013)
### HEADCOUNTS

<table>
<thead>
<tr>
<th>College/School</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>NDUG</th>
<th>Graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>54</td>
<td>38</td>
<td>40</td>
<td>93</td>
<td>0</td>
<td>88</td>
<td>313</td>
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<td>898</td>
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<td>0</td>
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<td>170</td>
<td>1,065</td>
</tr>
<tr>
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<td>113</td>
<td>131</td>
<td>111</td>
<td>0</td>
<td>362</td>
<td>817</td>
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<td>230</td>
<td>355</td>
<td>0</td>
<td>188</td>
<td>1,248</td>
</tr>
<tr>
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<td>93</td>
<td>95</td>
<td>123</td>
<td>0</td>
<td>259</td>
<td>710</td>
</tr>
<tr>
<td>Law</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1,103</td>
<td>1,103</td>
</tr>
<tr>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>809</td>
<td>809</td>
</tr>
<tr>
<td>Medicine - Graduate</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>527</td>
<td>527</td>
</tr>
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<td>131</td>
<td>283</td>
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<td>190</td>
<td>851</td>
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<td>94</td>
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<td>77</td>
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<td>286</td>
<td>643</td>
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<td>Cont Std/Grad Sch/Joint Pgmms</td>
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<td>1</td>
<td>2</td>
<td>6</td>
<td>82</td>
<td>16</td>
<td>107</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>2,617</td>
<td>2,319</td>
<td>2,347</td>
<td>2,851</td>
<td>82</td>
<td>5,394</td>
<td>15,610</td>
</tr>
</tbody>
</table>

Note: Students taking 800-level courses are considered full-time.

**PERCENTAGE OF STUDENTS WHO ARE FULL-TIME**

<table>
<thead>
<tr>
<th>College/School</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>NDUG</th>
<th>Graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>100%</td>
<td>95%</td>
<td>100%</td>
<td>97%</td>
<td>na</td>
<td>82%</td>
<td>93%</td>
</tr>
<tr>
<td>Arts and Sciences</td>
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<td>98%</td>
<td>96%</td>
<td>93%</td>
<td>0%</td>
<td>90%</td>
<td>95%</td>
</tr>
<tr>
<td>Business</td>
<td>99%</td>
<td>100%</td>
<td>99%</td>
<td>96%</td>
<td>na</td>
<td>83%</td>
<td>94%</td>
</tr>
<tr>
<td>Communication</td>
<td>98%</td>
<td>99%</td>
<td>98%</td>
<td>92%</td>
<td>na</td>
<td>81%</td>
<td>94%</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>99%</td>
<td>99%</td>
<td>96%</td>
<td>94%</td>
<td>na</td>
<td>80%</td>
<td>88%</td>
</tr>
<tr>
<td>Engineering</td>
<td>98%</td>
<td>100%</td>
<td>98%</td>
<td>94%</td>
<td>na</td>
<td>92%</td>
<td>96%</td>
</tr>
<tr>
<td>Frost School of Music</td>
<td>99%</td>
<td>100%</td>
<td>100%</td>
<td>98%</td>
<td>0%</td>
<td>94%</td>
<td>95%</td>
</tr>
<tr>
<td>Law</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>Medicine - Clinical</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>Medicine - Graduate</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
<td>98%</td>
<td>96%</td>
<td>93%</td>
<td>95%</td>
<td>na</td>
<td>49%</td>
<td>79%</td>
</tr>
<tr>
<td>Rosenstiel School</td>
<td>100%</td>
<td>99%</td>
<td>100%</td>
<td>98%</td>
<td>na</td>
<td>95%</td>
<td>97%</td>
</tr>
<tr>
<td>Cont Std/Grad Sch/Joint Pgmms</td>
<td>0%</td>
<td>3%</td>
<td>5%</td>
<td>8%</td>
<td>39%</td>
<td>57%</td>
<td>27%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>98%</td>
<td>97%</td>
<td>96%</td>
<td>92%</td>
<td>37%</td>
<td>87%</td>
<td>92%</td>
</tr>
</tbody>
</table>

Note: Students taking 800-level courses are considered full-time.

Graduate students include M.D., J.D., and other graduate students.

Source: CaneLink
## Part-Time Students by Class

**Fall Semester, 2017**

### Headcounts

<table>
<thead>
<tr>
<th>College/School</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>NDUG</th>
<th>Graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>19</td>
<td>24</td>
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<tr>
<td>Arts and Sciences</td>
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<td>18</td>
<td>38</td>
<td>77</td>
<td>1</td>
<td>66</td>
<td>226</td>
</tr>
<tr>
<td>Business</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>24</td>
<td>0</td>
<td>166</td>
<td>200</td>
</tr>
<tr>
<td>Communication</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>20</td>
<td>0</td>
<td>40</td>
<td>71</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>7</td>
<td>0</td>
<td>92</td>
<td>107</td>
</tr>
<tr>
<td>Engineering</td>
<td>6</td>
<td>1</td>
<td>4</td>
<td>23</td>
<td>0</td>
<td>16</td>
<td>50</td>
</tr>
<tr>
<td>Frost School of Music</td>
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<td>0</td>
<td>0</td>
<td>2</td>
<td>15</td>
<td>16</td>
<td>34</td>
</tr>
<tr>
<td>Law</td>
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<td>93</td>
</tr>
<tr>
<td>Medicine - Clinical</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Medicine - Graduate</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
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<td>5</td>
<td>10</td>
<td>14</td>
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<td>198</td>
<td>230</td>
</tr>
<tr>
<td>Rosenstiel School</td>
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<td>0</td>
<td>2</td>
<td>0</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>Cont Std/Grad Sch/Joint Pgm's</td>
<td>21</td>
<td>30</td>
<td>42</td>
<td>65</td>
<td>126</td>
<td>12</td>
<td>296</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>67</td>
<td>62</td>
<td>108</td>
<td>237</td>
<td>142</td>
<td>777</td>
<td>1,393</td>
</tr>
</tbody>
</table>

### Percentage of Students Who Are Part-Time

<table>
<thead>
<tr>
<th>College/School</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>NDUG</th>
<th>Graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>0%</td>
<td>5%</td>
<td>0%</td>
<td>3%</td>
<td>na</td>
<td>18%</td>
<td>7%</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>3%</td>
<td>2%</td>
<td>4%</td>
<td>7%</td>
<td>100%</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>Business</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>4%</td>
<td>na</td>
<td>17%</td>
<td>6%</td>
</tr>
<tr>
<td>Communication</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
<td>8%</td>
<td>na</td>
<td>19%</td>
<td>6%</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>1%</td>
<td>1%</td>
<td>4%</td>
<td>6%</td>
<td>na</td>
<td>20%</td>
<td>12%</td>
</tr>
<tr>
<td>Engineering</td>
<td>2%</td>
<td>0%</td>
<td>2%</td>
<td>6%</td>
<td>na</td>
<td>8%</td>
<td>4%</td>
</tr>
<tr>
<td>Frost School of Music</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>100%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Law</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Medicine - Clinical</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Medicine - Graduate</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
<td>2%</td>
<td>4%</td>
<td>7%</td>
<td>5%</td>
<td>na</td>
<td>51%</td>
<td>21%</td>
</tr>
<tr>
<td>Rosenstiel School</td>
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<td>1%</td>
<td>0%</td>
<td>2%</td>
<td>na</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>Cont Std/Grad Sch/Joint Pgm's</td>
<td>100%</td>
<td>97%</td>
<td>95%</td>
<td>92%</td>
<td>61%</td>
<td>43%</td>
<td>73%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>2%</td>
<td>3%</td>
<td>4%</td>
<td>8%</td>
<td>63%</td>
<td>13%</td>
<td>8%</td>
</tr>
</tbody>
</table>

*Note: Graduate students include M.D., J.D., and other graduate students.*

*Source: CaneLink*
## PERCENTAGE OF STUDENTS WHO ARE PART-TIME BY CLASS
**Five-Year Trends, Fall Semesters**

<table>
<thead>
<tr>
<th>Class</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Freshman</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>New Transfer</td>
<td>8%</td>
<td>6%</td>
<td>8%</td>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td>Readmit</td>
<td>30%</td>
<td>n.a.</td>
<td>n.a.</td>
<td>n.a.</td>
<td>n.a.</td>
</tr>
<tr>
<td>Continuing DUG</td>
<td>5%</td>
<td>6%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>TOTAL DUG</strong></td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Freshman</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>3%</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Junior</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Senior</td>
<td>9%</td>
<td>9%</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>NDUG</td>
<td>62%</td>
<td>33%</td>
<td>46%</td>
<td>70%</td>
<td>63%</td>
</tr>
<tr>
<td><strong>TOTAL UG</strong></td>
<td>7%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Master's in Grad School</td>
<td>21%</td>
<td>19%</td>
<td>25%</td>
<td>20%</td>
<td>22%</td>
</tr>
<tr>
<td>Ph.D. in Grad School</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Other Doct. in Grad School</td>
<td>4%</td>
<td>5%</td>
<td>9%</td>
<td>12%</td>
<td>10%</td>
</tr>
<tr>
<td>Non-Degree Graduate</td>
<td>78%</td>
<td>84%</td>
<td>85%</td>
<td>65%</td>
<td>64%</td>
</tr>
<tr>
<td>M.D./J.D./L.L.M.</td>
<td>5%</td>
<td>6%</td>
<td>5%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>TOTAL GRADUATE</strong></td>
<td>11%</td>
<td>11%</td>
<td>14%</td>
<td>12%</td>
<td>13%</td>
</tr>
<tr>
<td><strong>TOTAL (ALL CLASSES)</strong></td>
<td>8%</td>
<td>8%</td>
<td>9%</td>
<td>8%</td>
<td>8%</td>
</tr>
</tbody>
</table>

*Includes Total UG and Total Graduate*

Note: Graduate students include M.D., J.D., and other graduate students.

Source: Enrollment Management System/CaneLink (beginning in 2013)
## CREDIT LOAD TAKEN BY CLASS*
### Fall Semester, 2017

### UNDERGRADUATE

<table>
<thead>
<tr>
<th>Class</th>
<th>0 to 6 Students</th>
<th>0 to 6 Hours</th>
<th>7 to 11 Students</th>
<th>7 to 11 Hours</th>
<th>12 to 18 Students</th>
<th>12 to 18 Hours</th>
<th>Over 18 Students</th>
<th>Over 18 Hours</th>
<th>Mean Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>38</td>
<td>180</td>
<td>29</td>
<td>261</td>
<td>2,601</td>
<td>38,921</td>
<td>16</td>
<td>310</td>
<td>14.8</td>
</tr>
<tr>
<td>Sophomore</td>
<td>39</td>
<td>192</td>
<td>23</td>
<td>210</td>
<td>2,277</td>
<td>34,438</td>
<td>42</td>
<td>808</td>
<td>15.0</td>
</tr>
<tr>
<td>Junior</td>
<td>73</td>
<td>350</td>
<td>35</td>
<td>314</td>
<td>2,275</td>
<td>34,614</td>
<td>72</td>
<td>1,410</td>
<td>14.9</td>
</tr>
<tr>
<td>Senior</td>
<td>155</td>
<td>729</td>
<td>85</td>
<td>770</td>
<td>2,579</td>
<td>38,354</td>
<td>269</td>
<td>5,319</td>
<td>14.6</td>
</tr>
<tr>
<td><strong>TOTAL DUG</strong></td>
<td><strong>305</strong></td>
<td><strong>1,451</strong></td>
<td><strong>172</strong></td>
<td><strong>1,555</strong></td>
<td><strong>9,732</strong></td>
<td><strong>146,327</strong></td>
<td><strong>399</strong></td>
<td><strong>7,847</strong></td>
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<tr>
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<td>462</td>
<td>8</td>
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<td><strong>180</strong></td>
<td><strong>1,622</strong></td>
<td><strong>9,814</strong></td>
<td><strong>147,449</strong></td>
<td><strong>399</strong></td>
<td><strong>7,847</strong></td>
<td><strong>14.7</strong></td>
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</table>

<table>
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<tr>
<th>Class</th>
<th>0 to 6 Students</th>
<th>0 to 6 Hours</th>
<th>7 to 11 Students</th>
<th>7 to 11 Hours</th>
<th>12 to 18 Students</th>
<th>12 to 18 Hours</th>
<th>Over 18 Students</th>
<th>Over 18 Hours</th>
<th>Mean Load</th>
</tr>
</thead>
<tbody>
<tr>
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<td>0</td>
<td>1,087</td>
<td>6,105</td>
<td>912</td>
<td>9,576</td>
<td>555</td>
<td>8,624</td>
<td>9.5</td>
</tr>
<tr>
<td>Doctoral in Grad School</td>
<td>0</td>
<td>0</td>
<td>792</td>
<td>2,788</td>
<td>470</td>
<td>4,613</td>
<td>238</td>
<td>3,559</td>
<td>7.3</td>
</tr>
<tr>
<td>Non-Degree Graduate</td>
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<td>0</td>
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<td>559</td>
<td>10</td>
<td>105</td>
<td>2</td>
<td>27</td>
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</tr>
<tr>
<td><strong>TOTAL GRAD SCHOOL</strong></td>
<td><strong>2</strong></td>
<td><strong>0</strong></td>
<td><strong>1,972</strong></td>
<td><strong>9,452</strong></td>
<td><strong>1,392</strong></td>
<td><strong>14,294</strong></td>
<td><strong>795</strong></td>
<td><strong>12,210</strong></td>
<td><strong>8.6</strong></td>
</tr>
<tr>
<td>J.D./LL.M.</td>
<td>0</td>
<td>0</td>
<td>71</td>
<td>386</td>
<td>172</td>
<td>1,955</td>
<td>953</td>
<td>14,368</td>
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<tr>
<td>M.D.</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>76</td>
<td>11</td>
<td>120</td>
<td>790</td>
<td>17,450</td>
<td>21.7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>2,056</strong></td>
<td><strong>9,914</strong></td>
<td><strong>1,575</strong></td>
<td><strong>16,369</strong></td>
<td><strong>2,538</strong></td>
<td><strong>44,028</strong></td>
<td><strong>11.4</strong></td>
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### GRADUATE

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<th>0 to 6 Hours</th>
<th>1 to 8 Students</th>
<th>1 to 8 Hours</th>
<th>9 to 12 Students</th>
<th>9 to 12 Hours</th>
<th>Over 12 Students</th>
<th>Over 12 Hours</th>
<th>Mean Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's in Grad School</td>
<td>1</td>
<td>0</td>
<td>1,087</td>
<td>6,105</td>
<td>912</td>
<td>9,576</td>
<td>555</td>
<td>8,624</td>
<td>9.5</td>
</tr>
<tr>
<td>Doctoral in Grad School</td>
<td>0</td>
<td>0</td>
<td>792</td>
<td>2,788</td>
<td>470</td>
<td>4,613</td>
<td>238</td>
<td>3,559</td>
<td>7.3</td>
</tr>
<tr>
<td>Non-Degree Graduate</td>
<td>1</td>
<td>0</td>
<td>93</td>
<td>559</td>
<td>10</td>
<td>105</td>
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<td>27</td>
<td>6.5</td>
</tr>
<tr>
<td><strong>TOTAL GRAD SCHOOL</strong></td>
<td><strong>2</strong></td>
<td><strong>0</strong></td>
<td><strong>1,972</strong></td>
<td><strong>9,452</strong></td>
<td><strong>1,392</strong></td>
<td><strong>14,294</strong></td>
<td><strong>795</strong></td>
<td><strong>12,210</strong></td>
<td><strong>8.6</strong></td>
</tr>
<tr>
<td>J.D./LL.M.</td>
<td>0</td>
<td>0</td>
<td>71</td>
<td>386</td>
<td>172</td>
<td>1,955</td>
<td>953</td>
<td>14,368</td>
<td>14.0</td>
</tr>
<tr>
<td>M.D.</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>76</td>
<td>11</td>
<td>120</td>
<td>790</td>
<td>17,450</td>
<td>21.7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2</strong></td>
<td><strong>0</strong></td>
<td><strong>2,056</strong></td>
<td><strong>9,914</strong></td>
<td><strong>1,575</strong></td>
<td><strong>16,369</strong></td>
<td><strong>2,538</strong></td>
<td><strong>44,028</strong></td>
<td><strong>11.4</strong></td>
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### PERCENTAGE BY CREDIT LOAD

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<th>Class</th>
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<th>7 to 11</th>
<th>12 to 18</th>
<th>Over 18</th>
<th>Total</th>
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<td>97%</td>
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<td>100%</td>
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<td>Sophomore</td>
<td>2%</td>
<td>1%</td>
<td>96%</td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td>Junior</td>
<td>3%</td>
<td>1%</td>
<td>93%</td>
<td>3%</td>
<td>100%</td>
</tr>
<tr>
<td>Senior</td>
<td>5%</td>
<td>3%</td>
<td>84%</td>
<td>9%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>TOTAL DUG</strong></td>
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<td><strong>2%</strong></td>
<td><strong>92%</strong></td>
<td><strong>4%</strong></td>
<td><strong>100%</strong></td>
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<td>100%</td>
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<td><strong>TOTAL Undergraduates</strong></td>
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<td><strong>2%</strong></td>
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<td><strong>4%</strong></td>
<td><strong>100%</strong></td>
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<table>
<thead>
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<th>Class</th>
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<th>1 to 8</th>
<th>9 to 12</th>
<th>Over 12</th>
<th>Total</th>
</tr>
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<td>36%</td>
<td>22%</td>
<td>100%</td>
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<tr>
<td>Doctoral in Grad School</td>
<td>0%</td>
<td>53%</td>
<td>31%</td>
<td>16%</td>
<td>100%</td>
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<tr>
<td>Non-Degree Graduate</td>
<td>1%</td>
<td>88%</td>
<td>9%</td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>TOTAL GRAD SCHOOL</strong></td>
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<td><strong>47%</strong></td>
<td><strong>33%</strong></td>
<td><strong>19%</strong></td>
<td><strong>100%</strong></td>
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<td>J.D./LL.M.</td>
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<td>6%</td>
<td>14%</td>
<td>80%</td>
<td>100%</td>
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<td>M.D.</td>
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<td>2%</td>
<td>1%</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>0%</strong></td>
<td><strong>33%</strong></td>
<td><strong>26%</strong></td>
<td><strong>41%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

* Includes credits taken for both undergraduate and graduate credit.

Note: Credit load is not synonymous with full-time/part-time status.

Source: CaneLink

Fact Book 16 Fall 2017
### UNDERGRADUATE

<table>
<thead>
<tr>
<th>College/School</th>
<th>Degree Undergraduate New Freshman</th>
<th>Degree Undergraduate New Transfer</th>
<th>NDUG New Freshman</th>
<th>NDUG New Transfer</th>
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<td>Architecture</td>
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<tr>
<td>Arts and Sciences</td>
<td>830</td>
<td>280</td>
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<td>0</td>
</tr>
<tr>
<td>Business</td>
<td>543</td>
<td>28</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Communication</td>
<td>157</td>
<td>79</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>73</td>
<td>37</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Engineering</td>
<td>210</td>
<td>45</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Frost School of Music</td>
<td>134</td>
<td>10</td>
<td>1</td>
<td>0</td>
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<tr>
<td>Law</td>
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<td>0</td>
</tr>
<tr>
<td>Miller School of Medicine</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
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<td>104</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Rosenstiel School</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cont Std/Joint Pgms</td>
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<td>27</td>
<td>142</td>
<td>0</td>
</tr>
<tr>
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<td><strong>143</strong></td>
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### GRADUATE AND PROFESSIONAL

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<th>GRADUATE in Grad School New Transfer</th>
<th>M.D./J.D./L.L.M. New Freshman</th>
<th>M.D./J.D./L.L.M. New Transfer</th>
</tr>
</thead>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arts and Sciences</td>
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<tr>
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<tr>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>138</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Engineering</td>
<td>47</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Frost School of Music</td>
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</tr>
<tr>
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<td>Miller School of Medicine</td>
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<td>199</td>
<td>1</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Rosenstiel School</td>
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<td>0</td>
<td>0</td>
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<tr>
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*Source: CaneLink*
## NEW FRESHMAN HEADCOUNTS

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<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
</tr>
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<td>853</td>
<td>783</td>
<td>864</td>
<td>830</td>
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</tr>
<tr>
<td>Business</td>
<td>460</td>
<td>495</td>
<td>503</td>
<td>485</td>
<td>543</td>
<td>18%</td>
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<td>Communication</td>
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<td>94</td>
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<td>119</td>
<td>157</td>
<td>5%</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>64</td>
<td>61</td>
<td>69</td>
<td>57</td>
<td>73</td>
<td>14%</td>
</tr>
<tr>
<td>Engineering</td>
<td>290</td>
<td>269</td>
<td>259</td>
<td>202</td>
<td>210</td>
<td>-28%</td>
</tr>
<tr>
<td>Frost School of Music</td>
<td>83</td>
<td>126</td>
<td>107</td>
<td>98</td>
<td>134</td>
<td>61%</td>
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<td>Nursing &amp; Health Studies</td>
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<td>56</td>
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<td>86</td>
<td>134</td>
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</tr>
<tr>
<td>Rosenstiel School</td>
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<td>85</td>
<td>98</td>
<td>116</td>
<td>87</td>
<td>-4%</td>
</tr>
<tr>
<td>Cont Std/Joint Pgms</td>
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<td>1</td>
<td>1</td>
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## NEW TRANSFER HEADCOUNTS

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<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
</tr>
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<td>Arts and Sciences</td>
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<td>Business</td>
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<td>21</td>
<td>35</td>
<td>24</td>
<td>28</td>
<td>27%</td>
</tr>
<tr>
<td>Communication</td>
<td>86</td>
<td>87</td>
<td>79</td>
<td>71</td>
<td>79</td>
<td>-8%</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>21</td>
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<td>30</td>
<td>18</td>
<td>37</td>
<td>76%</td>
</tr>
<tr>
<td>Engineering</td>
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<td>31</td>
<td>45</td>
<td>45%</td>
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<tr>
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<td>19</td>
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<td>10</td>
<td>-41%</td>
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<td>3</td>
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<tr>
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<td>9</td>
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<td>21</td>
<td>27</td>
<td>-4%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>599</td>
<td>592</td>
<td>557</td>
<td>578</td>
<td>626</td>
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</table>

## DUG READMIT HEADCOUNTS

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<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
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<td>n.a.</td>
<td>na</td>
</tr>
<tr>
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<td>n.a.</td>
<td>n.a.</td>
<td>n.a.</td>
<td>na</td>
</tr>
<tr>
<td>Business</td>
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<td>n.a.</td>
<td>n.a.</td>
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<td>na</td>
</tr>
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<td>n.a.</td>
<td>n.a.</td>
<td>n.a.</td>
<td>na</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
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<td>n.a.</td>
<td>n.a.</td>
<td>n.a.</td>
<td>na</td>
</tr>
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<td>n.a.</td>
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<td>n.a.</td>
<td>na</td>
</tr>
<tr>
<td>Frost School of Music</td>
<td>2</td>
<td>n.a.</td>
<td>n.a.</td>
<td>n.a.</td>
<td>n.a.</td>
<td>na</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
<td>0</td>
<td>n.a.</td>
<td>n.a.</td>
<td>n.a.</td>
<td>n.a.</td>
<td>na</td>
</tr>
<tr>
<td>Rosenstiel School</td>
<td>0</td>
<td>n.a.</td>
<td>n.a.</td>
<td>n.a.</td>
<td>n.a.</td>
<td>na</td>
</tr>
<tr>
<td>Cont Std/Joint Pgms</td>
<td>8</td>
<td>n.a.</td>
<td>n.a.</td>
<td>n.a.</td>
<td>n.a.</td>
<td>na</td>
</tr>
<tr>
<td>TOTAL</td>
<td>57</td>
<td>n.a.</td>
<td>n.a.</td>
<td>n.a.</td>
<td>n.a.</td>
<td>na</td>
</tr>
</tbody>
</table>

Source: Student Admission System/CaneLink (beginning in 2014)
## ENTERING GRADUATE STUDENTS

### Five-Year Trends, Fall Semesters

<table>
<thead>
<tr>
<th>College/School</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>28</td>
<td>39</td>
<td>47</td>
<td>53</td>
<td>57</td>
<td>104%</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>154</td>
<td>144</td>
<td>145</td>
<td>170</td>
<td>173</td>
<td>12%</td>
</tr>
<tr>
<td>Business</td>
<td>215</td>
<td>267</td>
<td>360</td>
<td>381</td>
<td>479</td>
<td>123%</td>
</tr>
<tr>
<td>Communication</td>
<td>74</td>
<td>74</td>
<td>72</td>
<td>78</td>
<td>84</td>
<td>14%</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>119</td>
<td>116</td>
<td>184</td>
<td>152</td>
<td>138</td>
<td>16%</td>
</tr>
<tr>
<td>Engineering</td>
<td>84</td>
<td>80</td>
<td>66</td>
<td>65</td>
<td>47</td>
<td>-44%</td>
</tr>
<tr>
<td>Frost School of Music</td>
<td>96</td>
<td>117</td>
<td>110</td>
<td>121</td>
<td>114</td>
<td>19%</td>
</tr>
<tr>
<td>Law</td>
<td>425</td>
<td>371</td>
<td>450</td>
<td>468</td>
<td>498</td>
<td>17%</td>
</tr>
<tr>
<td>Miller School of Medicine</td>
<td>287</td>
<td>303</td>
<td>308</td>
<td>303</td>
<td>284</td>
<td>-1%</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
<td>43</td>
<td>47</td>
<td>45</td>
<td>73</td>
<td>77</td>
<td>79%</td>
</tr>
<tr>
<td>Rosenstiel School</td>
<td>73</td>
<td>78</td>
<td>82</td>
<td>90</td>
<td>113</td>
<td>55%</td>
</tr>
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<td>Cont Std/Grad Sch/Joint Pgms</td>
<td>20</td>
<td>26</td>
<td>16</td>
<td>10</td>
<td>17</td>
<td>-15%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,618</strong></td>
<td><strong>1,662</strong></td>
<td><strong>1,885</strong></td>
<td><strong>1,964</strong></td>
<td><strong>2,081</strong></td>
<td><strong>29%</strong></td>
</tr>
</tbody>
</table>

**Note:** Graduate students include M.D., J.D., and other graduate students.

**Source:** Student Admission System/CaneLink (beginning in 2014)
### ADMISSIONS DATA
### Five-Year Trends, Fall Semester

#### New Freshmen

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied</td>
<td>28,907</td>
<td>31,608</td>
<td>33,416</td>
<td>32,525</td>
<td>30,634</td>
<td>6%</td>
</tr>
<tr>
<td>Accepted</td>
<td>11,691</td>
<td>12,064</td>
<td>12,625</td>
<td>12,266</td>
<td>10,936</td>
<td>-6%</td>
</tr>
<tr>
<td>Enrolled</td>
<td>2,140</td>
<td>2,076</td>
<td>2,081</td>
<td>2,065</td>
<td>2,211</td>
<td>3%</td>
</tr>
<tr>
<td>Accept Rate</td>
<td>40%</td>
<td>38%</td>
<td>38%</td>
<td>38%</td>
<td>36%</td>
<td>-5%</td>
</tr>
<tr>
<td>Yield Rate</td>
<td>18%</td>
<td>17%</td>
<td>16%</td>
<td>17%</td>
<td>20%</td>
<td>2%</td>
</tr>
</tbody>
</table>

#### New Transfers

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied</td>
<td>2,727</td>
<td>2,589</td>
<td>2,577</td>
<td>2,778</td>
<td>2,524</td>
<td>-7%</td>
</tr>
<tr>
<td>Accepted</td>
<td>1,591</td>
<td>1,528</td>
<td>1,485</td>
<td>1,375</td>
<td>1,505</td>
<td>-5%</td>
</tr>
<tr>
<td>Enrolled</td>
<td>599</td>
<td>592</td>
<td>557</td>
<td>578</td>
<td>626</td>
<td>5%</td>
</tr>
<tr>
<td>Accept Rate</td>
<td>58%</td>
<td>59%</td>
<td>58%</td>
<td>49%</td>
<td>60%</td>
<td>1%</td>
</tr>
<tr>
<td>Yield Rate</td>
<td>38%</td>
<td>39%</td>
<td>38%</td>
<td>42%</td>
<td>42%</td>
<td>4%</td>
</tr>
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</table>

Note: First-time students who began their studies during the prior summer were included in fall data.

Source: Student Admission System/CaneLink (beginning in 2014)
## Test Scores

<table>
<thead>
<tr>
<th>Official SAT*</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average SAT Combined</td>
<td>1390</td>
<td>1390</td>
<td>1365</td>
<td>1370</td>
<td>1315</td>
<td>-75</td>
</tr>
<tr>
<td>SAT Verbal 75th Percentile</td>
<td>730</td>
<td>730</td>
<td>720</td>
<td>720</td>
<td>690</td>
<td>-40</td>
</tr>
<tr>
<td>SAT Verbal 25th Percentile</td>
<td>650</td>
<td>650</td>
<td>650</td>
<td>650</td>
<td>610</td>
<td>-40</td>
</tr>
<tr>
<td>SAT Math 75th Percentile</td>
<td>750</td>
<td>760</td>
<td>730</td>
<td>740</td>
<td>720</td>
<td>-30</td>
</tr>
<tr>
<td>SAT Math 25th Percentile</td>
<td>650</td>
<td>640</td>
<td>630</td>
<td>630</td>
<td>610</td>
<td>-40</td>
</tr>
<tr>
<td>Official SAT Combined (for internal use)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean Official SAT Combined</td>
<td>1389</td>
<td>1386</td>
<td>1367</td>
<td>1364</td>
<td>1316</td>
<td>-73</td>
</tr>
<tr>
<td>75th Percentile</td>
<td>1465</td>
<td>1470</td>
<td>1440</td>
<td>1440</td>
<td>1400</td>
<td>-65</td>
</tr>
<tr>
<td>Median</td>
<td>1400</td>
<td>1400</td>
<td>1380</td>
<td>1380</td>
<td>1340</td>
<td>-60</td>
</tr>
<tr>
<td>25th Percentile</td>
<td>1330</td>
<td>1320</td>
<td>1300</td>
<td>1300</td>
<td>1240</td>
<td>-90</td>
</tr>
<tr>
<td>Number Included in Computation</td>
<td>1,048</td>
<td>944</td>
<td>850</td>
<td>807</td>
<td>847</td>
<td>n.a.</td>
</tr>
<tr>
<td>Percent of New Freshmen Reporting</td>
<td>49%</td>
<td>45%</td>
<td>41%</td>
<td>39%</td>
<td>38%</td>
<td>n.a.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Official ACT*</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean of Official ACT</td>
<td>30.1</td>
<td>29.9</td>
<td>30.0</td>
<td>29.8</td>
<td>29.8</td>
<td>-0.3</td>
</tr>
<tr>
<td>75th Percentile</td>
<td>32</td>
<td>32</td>
<td>32</td>
<td>32</td>
<td>32</td>
<td>0.0</td>
</tr>
<tr>
<td>Median</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>0.0</td>
</tr>
<tr>
<td>25th Percentile</td>
<td>28</td>
<td>28</td>
<td>28</td>
<td>28</td>
<td>28</td>
<td>0.0</td>
</tr>
<tr>
<td>Number Included in Computation</td>
<td>885</td>
<td>862</td>
<td>963</td>
<td>1,053</td>
<td>1,185</td>
<td>n.a.</td>
</tr>
<tr>
<td>Percent of New Freshmen Reporting</td>
<td>41%</td>
<td>42%</td>
<td>46%</td>
<td>51%</td>
<td>54%</td>
<td>n.a.</td>
</tr>
</tbody>
</table>

## High School Performance

<table>
<thead>
<tr>
<th>High School Percentile*</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean High School Percentile</td>
<td>90.7</td>
<td>87.7</td>
<td>87.3</td>
<td>86.5</td>
<td>82.5</td>
<td>-8.2</td>
</tr>
<tr>
<td>Top 5%</td>
<td>51%</td>
<td>50%</td>
<td>44%</td>
<td>42%</td>
<td>30%</td>
<td>-21%</td>
</tr>
<tr>
<td>Next 5%</td>
<td>21%</td>
<td>16%</td>
<td>19%</td>
<td>18%</td>
<td>16%</td>
<td>-5%</td>
</tr>
<tr>
<td>2nd Decile</td>
<td>18%</td>
<td>17%</td>
<td>21%</td>
<td>20%</td>
<td>23%</td>
<td>6%</td>
</tr>
<tr>
<td>3rd Decile</td>
<td>5%</td>
<td>7%</td>
<td>7%</td>
<td>9%</td>
<td>12%</td>
<td>6%</td>
</tr>
<tr>
<td>4th Decile</td>
<td>1%</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>Below 4th Decile</td>
<td>4%</td>
<td>7%</td>
<td>6%</td>
<td>9%</td>
<td>10%</td>
<td>6%</td>
</tr>
<tr>
<td>Number Included in Computation</td>
<td>603</td>
<td>541</td>
<td>351</td>
<td>529</td>
<td>618</td>
<td>n.a.</td>
</tr>
<tr>
<td>Percent of New Freshmen Reporting</td>
<td>28%</td>
<td>26%</td>
<td>17%</td>
<td>26%</td>
<td>28%</td>
<td>n.a.</td>
</tr>
</tbody>
</table>

* Data in this table are based on the CDS methodology, which reports data for all first-time students who began their studies in the reported fall plus those starting in the prior summer.

** Official SAT (for external reporting) is the SAT reported to the Federal Government, U.S. News and World Report, and other external entities. The Average SAT Combined is computed by summing 4 SAT scores (SAT Verbal 25th and 75th Percentiles and SAT Math 25th and 75th Percentiles) and dividing the total by 2.

Note: "Official SAT" excludes scores for students who performed better on their ACT. "Official ACT" excludes scores for students who perform better on their SAT.

College Board changed the SAT in March 2016. Old SAT scores in this table were converted to the new scale using the concordance table.

Source: Student Admission System/CaneLink (beginning in 2014)
## UNDERGRADUATE HEADCOUNTS BY MAJOR FOR EACH SCHOOL
### Fall Semester, 2017

<table>
<thead>
<tr>
<th>Major Code</th>
<th>Major Name</th>
<th>CIP Code</th>
<th>Fr</th>
<th>So</th>
<th>Jr</th>
<th>Sr</th>
<th>DUG</th>
<th>NDUG</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH_BARCH</td>
<td>Architecture</td>
<td>04.0201</td>
<td>54</td>
<td>40</td>
<td>40</td>
<td>96</td>
<td>230</td>
<td>0</td>
<td>230</td>
</tr>
<tr>
<td>ARCHCA_CAR</td>
<td>Certificate in Classical Architecture</td>
<td>04.0801</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>ARCHHP_CAR</td>
<td>Certificate in Historic Preservation</td>
<td>30.1201</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>54</td>
<td>40</td>
<td>40</td>
<td>98</td>
<td>232</td>
<td>0</td>
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</table>

### ARTS AND SCIENCES

<table>
<thead>
<tr>
<th>Major Code</th>
<th>Major Name</th>
<th>CIP Code</th>
<th>Fr</th>
<th>So</th>
<th>Jr</th>
<th>Sr</th>
<th>DUG</th>
<th>NDUG</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRS_AB</td>
<td>Africana Studies</td>
<td>05.0201</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>AFRS_AS_A</td>
<td>Africana Studies</td>
<td>05.0201</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>4</td>
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<td>American Studies</td>
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<td>1</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
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<tr>
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<td>Anthropology</td>
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<td>5</td>
<td>6</td>
<td>7</td>
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<td>21</td>
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<td>ANTH_AS_A</td>
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<td>2</td>
<td>3</td>
<td>2</td>
<td>10</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>ARTT_AS_A</td>
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<td>3</td>
<td>3</td>
<td>9</td>
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<td>0</td>
<td>16</td>
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<td>3</td>
<td>6</td>
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<td>4</td>
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<tr>
<td>ARTTS_AS_A</td>
<td>Studio Art</td>
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<td>1</td>
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<td>1</td>
<td>0</td>
<td>1</td>
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## UNDERGRADUATE HEADCOUNTS BY MAJOR FOR EACH SCHOOL

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## Undergraduate Headcounts by Major for Each School

**Fall Semester, 2017**

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- **CADV1_BSC**: General Advertising (09.0903), Fr 15 So 18 Jr 38 Sr 20 DUG 91 NDUG 0, 91
- **CADV2_BSC**: Creative Advertising (09.0903), Fr 11 So 28 Jr 23 Sr 31 DUG 93 NDUG 0, 93
- **CADV2_CO_A**: Creative Advertising (09.0903), Fr 0 So 2 Jr 1 Sr 3 DUG 6 NDUG 0, 6
- **CADV3_BSC**: Advertising Management (09.0903), Fr 7 So 2 Jr 5 Sr 12 DUG 26 NDUG 0, 26
- **CBJO_BSC**: Communication Broadcast Journalism (09.0402), Fr 26 So 39 Jr 22 Sr 26 DUG 113 NDUG 0, 113
- **CBJO_CO_A**: Communication Broadcast Journalism (09.0402), Fr 4 So 0 Jr 1 Sr 0 DUG 5 NDUG 0, 5
- **CEME_BSC**: Communication Electronic Media (09.0799), Fr 0 So 3 Jr 7 Sr 8 DUG 22 NDUG 0, 22
- **CEME_CO_A**: Communication Electronic Media (09.0799), Fr 0 So 0 Jr 0 Sr 1 DUG 1 NDUG 0, 1
- **CMMT_BSC**: Media Management (09.0799), Fr 14 So 15 Jr 15 Sr 20 DUG 64 NDUG 0, 64
- **CMMT_CO_A**: Media Management (09.0799), Fr 0 So 1 Jr 3 Sr 1 DUG 6 NDUG 0, 6
- **CMPT_BSC**: General Motion Pictures (50.0602), Fr 25 So 16 Jr 14 Sr 13 DUG 68 NDUG 0, 68
- **CMPT_CO_A**: General Motion Pictures (50.0602), Fr 0 So 0 Jr 1 Sr 1 DUG 1 NDUG 0, 1
- **CMPT1_BSC**: Motion Pictures Production (50.0602), Fr 4 So 9 Jr 17 Sr 19 DUG 49 NDUG 0, 49
- **CMPT1_CO_A**: Motion Pictures Production (50.0602), Fr 0 So 0 Jr 1 Sr 1 DUG 1 NDUG 0, 1
- **CMPT2_BSC**: Motion Picture Screenwriting (50.0602), Fr 1 So 4 Jr 4 Sr 7 DUG 16 NDUG 0, 16
- **CMPT4_BSC**: Motion Picture Business (50.0602), Fr 2 So 2 Jr 4 Sr 0 DUG 8 NDUG 0, 8
- **CNJL_BSC**: Communication News Journalism (09.0401), Fr 10 So 14 Jr 22 Sr 17 DUG 63 NDUG 0, 63
- **CNJL_CO_A**: Communication News Journalism (09.0401), Fr 0 So 2 Jr 0 Sr 0 DUG 2 NDUG 0, 2
- **CNJL1_BSC**: Journalism - News Track (09.0401), Fr 1 So 0 Jr 1 Sr 2 DUG 2 NDUG 0, 2
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- **COMH2_BSC**: Communication Honors - Public Relations (09.0101), Fr 2 So 2 Jr 2 Sr 0 DUG 6 NDUG 0, 6
- **COMH3_BSC**: Communication Honors - Broadcasting Journalism (09.0101), Fr 7 So 4 Jr 0 Sr 0 DUG 11 NDUG 0, 11
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- **COMH6_BSC**: Communication Honors - Journalism (09.0101), Fr 1 So 2 Jr 1 Sr 1 DUG 5 NDUG 0, 5
- **COMH8_BSC**: Communication Honors - Motion Pictures (09.0101), Fr 2 So 2 Jr 2 Sr 2 DUG 8 NDUG 0, 8
- **COMHA_BSC**: Communication Honors - Media Management (09.0799), Fr 0 So 4 Jr 2 Sr 2 DUG 8 NDUG 0, 8
- **COMS_BSC**: Communication Studies (09.0101), Fr 10 So 12 Jr 5 Sr 7 DUG 34 NDUG 0, 34
- **COMS_CO_A**: Communication Studies (09.0101), Fr 0 So 0 Jr 2 Sr 2 DUG 2 NDUG 0, 2
- **COMS2_BSC**: Communication Studies: Intercultural Track (09.0101), Fr 1 So 1 Jr 1 Sr 3 DUG 6 NDUG 0, 6
- **COMS3_BSC**: Communication Studies: Organizational Track (09.0101), Fr 0 So 2 Jr 1 Sr 0 DUG 3 NDUG 0, 3
- **COMS4_BSC**: Communication Studies: Public Advocacy Track (09.0101), Fr 2 So 5 Jr 4 Sr 4 DUG 15 NDUG 0, 15
- **CPU_BSC**: Communication Public Relations (09.0902), Fr 30 So 43 Jr 56 Sr 44 DUG 173 NDUG 0, 173
- **CPU_B_CO_A**: Communication Public Relations (09.0902), Fr 1 So 4 Jr 4 Sr 3 DUG 12 NDUG 0, 12
- **CO_BSC_UN**: Undeclared Communication (09.9999), Fr 28 So 9 Jr 0 Sr 0 DUG 37 NDUG 0, 37
- **COMH_BSC**: Communication Honors - Undeclared (09.9999), Fr 1 So 0 Jr 0 Sr 0 DUG 1 NDUG 0, 1

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Fact Book 26 Fall 2017
# Undergraduate Headcounts by Major for Each School

**Fall Semester, 2017**

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### UNDERGRADUATE HEADCOUNTS BY MAJOR FOR EACH SCHOOL

**FROST SCHOOL OF MUSIC**

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**Note:** Numbers in this table are the sum of primary and additional majors from all degrees. The sum across departments represents a duplicate headcount.

**Source:** CaneLink
## GRADUATE HEADCOUNTS BY MAJOR FOR EACH SCHOOL

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| BACC_PHD   | Ph.D. - Business Administration (Accounting)        | 52.0201  | 0          | 4                                                   | 0        | 0       | 0     | 0    | 0        | 4      |       |      |          |      |
| BFIN_PHD   | Ph.D. - Business Administration (Finance)           | 52.0201  | 0          | 7                                                   | 0        | 0       | 0     | 0    | 0        | 7      |       |      |          |      |
| BMGT_PHD   | Ph.D. - Business Administration (Management)        | 52.0201  | 0          | 10                                                  | 0        | 0       | 0     | 0    | 0        | 10     |       |      |          |      |
| BMKT_PHD   | Ph.D. - Business Administration (Marketing)          | 52.0201  | 0          | 7                                                   | 0        | 0       | 0     | 0    | 0        | 7      |       |      |          |      |
| BMSC_PHD   | Ph.D. - Business Administration (Management Sc.)     | 52.0201  | 0          | 4                                                   | 0        | 0       | 0     | 0    | 0        | 4      |       |      |          |      |
| BUAN_MSBA  | Master in Business Analytics                         | 52.1302  | 44         | 0                                                   | 0        | 0       | 0     | 0    | 0        | 44     |       |      |          |      |
| BUSA_MBA   | Master of Business Administration                     | 52.0201  | 140        | 0                                                   | 0        | 0       | 0     | 0    | 0        | 140    |       |      |          |      |
| BUSAR_MBA  | Accelerated M.B.A. in Real Estate                    | 52.0201  | 5          | 0                                                   | 0        | 0       | 0     | 0    | 0        | 5      |       |      |          |      |
| ECON_PHD   | Ph.D. in Economics                                   | 52.0601  | 0          | 12                                                  | 0        | 0       | 0     | 0    | 0        | 12     |       |      |          |      |
| FINL_MSF   | Master of Science in Finance                         | 52.0801  | 57         | 0                                                   | 0        | 0       | 0     | 0    | 0        | 57     |       |      |          |      |
| GBCT_CBUB  | Graduate Business Certificate                        | 52.0101  | 6          | 0                                                   | 0        | 0       | 22    | 28   | 0        | 28     |       |      |          |      |
| GLDS_CBUB  | Certificate in Leadership                            | 52.0213  | 7          | 0                                                   | 0        | 0       | 0     | 0    | 0        | 7      |       |      |          |      |
| HADM_MHA   | Health Sector Management and Policy                  | 51.2211  | 21         | 0                                                   | 0        | 0       | 0     | 0    | 0        | 21     |       |      |          |      |
| HLTH_MBA   | Executive M.B.A. - Health Administration             | 51.0701  | 51         | 0                                                   | 0        | 0       | 0     | 0    | 0        | 51     |       |      |          |      |
| ZIDSPHLD   | Interdisciplinary Studies                            | 30.9999  | 0          | 1                                                   | 0        | 0       | 0     | 0    | 0        | 1      |       |      |          |      |
| INBS_MIBS  | Master in International Business Studies             | 52.1101  | 29         | 0                                                   | 0        | 0       | 0     | 0    | 0        | 29     |       |      |          |      |
| JDMB_JD    | Law J.D./M.B.A. Program                              | 22.0101  | 0          | 0                                                   | 0        | 13      | 0     | 13   | 0        | 13     |       |      |          |      |
| MBAA_MBA   | Executive M.B.A. for the Americas                    | 52.0201  | 39         | 0                                                   | 0        | 0       | 0     | 0    | 0        | 39     |       |      |          |      |
| MDMBADD    | Medical School (M.D./M.B.A.)                         | 51.1201  | 0          | 0                                                   | 0        | 3       | 0     | 3    | 0        | 3      |       |      |          |      |
| MDMBADD5   | Medical School (M.D./M.B.A. 5th Yr.)                 | 51.1201  | 0          | 0                                                   | 0        | 7       | 0     | 7    | 0        | 7      |       |      |          |      |
| MEAA_MBA   | Executive M.B.A. - Artists & Athletes                | 52.0201  | 16         | 0                                                   | 0        | 0       | 0     | 0    | 0        | 16     |       |      |          |      |
| MGST_MSMS  | Master of Science in Management Studies              | 52.1207  | 31         | 0                                                   | 0        | 0       | 0     | 0    | 0        | 31     |       |      |          |      |
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| OACCT_CBUB | UOnline-LE Certificate in Accounting                 | 52.0301  | 0          | 0                                                   | 0        | 0       | 0     | 0    | 0        | 14     |       |      |          |      |
| OACCT_MSPA | UOnline-LE Master of Professional Accounting         | 52.0301  | 34         | 0                                                   | 0        | 0       | 0     | 0    | 0        | 34     |       |      |          |      |
| OBUSA_MBA  | UOnline-LE M.B.A.                                     | 52.0201  | 109        | 0                                                   | 0        | 0       | 0     | 0    | 0        | 109    |       |      |          |      |
| OFCIN_CBUB | UOnline-LE Certificate in Corporate Finance           | 52.0899  | 0          | 0                                                   | 0        | 0       | 0     | 0    | 0        | 9      |       |      |          |      |
| OFDM_CBUB  | UOnline-LE Certificate in Financial Decision Making  | 52.0899  | 0          | 0                                                   | 0        | 0       | 16    | 16   | 0        | 16     |       |      |          |      |
| OFIN_MS    | UOnline-LE Master of Science in Finance              | 52.0801  | 36         | 0                                                   | 0        | 0       | 0     | 0    | 0        | 36     |       |      |          |      |
| OFINL_MS   | UOnline-LE Master of Science in Finance              | 52.0801  | 1          | 0                                                   | 0        | 0       | 0     | 0    | 0        | 1      |       |      |          |      |
| PROF_MBA   | Executive M.B.A. - en Espanol                        | 52.0201  | 29         | 0                                                   | 0        | 0       | 0     | 0    | 0        | 29     |       |      |          |      |
| TAXT_MSTX  | Master of Science in Taxation                        | 52.1601  | 39         | 0                                                   | 0        | 0       | 0     | 0    | 0        | 39     |       |      |          |      |
| WRKP_MBA   | Professional M.B.A.                                  | 52.0201  | 108        | 0                                                   | 0        | 0       | 0     | 0    | 0        | 108    |       |      |          |      |
| TOTAL      |                                                      |          |            |                                                     |          | 894     | 45    | 0    | 23       | 61     | 1,023 |      |          |      |

Fact Book 31 Fall 2017
## GRADUATE HEADCOUNTS BY MAJOR FOR EACH SCHOOL

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Fact Book Fall 2017
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**Fall Semester, 2017**

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Fact Book 35 Fall 2017
# GRADUATE HEADCOUNTS BY MAJOR FOR EACH SCHOOL

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Fact Book 36 Fall 2017 Fall 2017
## GRADUATE HEADCOUNTS BY MAJOR FOR EACH SCHOOL

**Fall Semester, 2017**

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**Note:** Students enrolled in a program that awards degrees from more than one school are counted in both schools (note that some students may be taking courses in only one of these schools this semester).

**Source:** CaneLink
### UNDERGRADUATE HEADCOUNTS BY MAJOR FOR EACH SCHOOL

**Five-Year Trends, Fall Semesters (Combined DUG and NDUG, Includes Secondary Major for DUG)**

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Five-Year Trends, Fall Semesters (Combined DUG and NDUG, Includes Secondary Major for DUG)

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Five-Year Trends, Fall Semesters (Combined DUG and NDUG, Includes Secondary Major for DUG)

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### COMMUNICATION

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| CADV1_BSC  | General Advertising       | 09.0903 | 50   | 70   | 66   | 89   | 91   |
| CADV2_BSC  | Creative Advertising      | 09.0903 | 84   | 98   | 92   | 86   | 93   |
| CADV2_CO_A | Creative Advertising      | 09.0903 | 0    | 1    | 4    | 5    | 6    |
| CADV3_BSC  | Advertising Management    | 09.0903 | 32   | 35   | 30   | 28   | 26   |
| CBJO_BSC   | Communication Broadcast Journalism | 09.0402 | 136 | 128 | 117 | 113 | 113 |
| CBJO_CO_A  | Communication Broadcast Journalism | 09.0402 | 3   | 3   | 5   | 4   | 5   |
| CEME_BSC   | Communication Electronic Media | 09.0799 | 36  | 34  | 35  | 30  | 22  |
| CEME_CO_A  | Communication Electronic Media | 09.0799 | 2   | 1   | 1   | 0   | 1   |
| CMMT_BSC   | Media Management          | 09.0799 | 56  | 57  | 62  | 69  | 64  |
| CMMT_CO_A  | Media Management          | 09.0799 | 0   | 4   | 4   | 8   | 11  |
| CMPT_BSC   | General Motion Pictures   | 50.0602 | 122 | 71  | 61  | 57  | 68  |
| CMPT_CO_A  | General Motion Pictures   | 50.0602 | 5   | 2   | 3   | 5   | 14  |
| CMPT1_BSC  | Motion Pictures Production | 50.0602 | 15 | 34  | 36  | 38  | 49  |
| CMPT1_CO_A | Motion Pictures Production | 50.0602 | 1   | 3   | 1   | 2   | 1   |
| CMPT2_BSC  | Motion Picture Screenwriting | 50.0602 | 7   | 23  | 18  | 18  | 16  |
| CMPT3_BSC  | Motion Picture Critical Study | 50.0602 | 2   | 2   | 2   | 0   | 0   |
| CMPT4_BSC  | Motion Picture Business   | 50.0602 | 8   | 10  | 5   | 6   | 8   |
| CNJL_BSC   | Communication News Journalism | 09.0401 | 55  | 58  | 62  | 71  | 63  |
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| CNJLT_BSC  | Journalism - News Track   | 09.0401 | 2   | 2   | 0   | 1   | 2   |
| CNJL2_BSC  | Journalism - Magazine/Features Track | 09.0401 | 1   | 0   | 0   | 0   | 0   |
| CNJL6_BSC  | Journalism - Custom Track | 09.0401 | 38  | 31  | 13  | 1   | 0   |
## UNDERGRADUATE HEADCOUNTS BY MAJOR FOR EACH SCHOOL

**Five-Year Trends, Fall Semesters (Combined DUG and NDUG, Includes Secondary Major for DUG)**

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**Five-Year Trends, Fall Semesters (Combined DUG and NDUG, Includes Secondary Major for DUG)**

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## UNDERGRADUATE HEADCOUNTS BY MAJOR FOR EACH SCHOOL

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Five-Year Trends, Fall Semesters

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| CFLM_MFA   | Film Master of Fine Arts | 50.0601 | 23   | 44   | 52   | 51   | 46   |
| ZCPFMFA    | Motion Picture Production | 50.0602 | 12   | 7    | 4    | 0    | 0    |
| ZCFSMFA    | Motion Picture Screenwriting | 50.0601 | 9    | 2    | 4    | 0    | 2    |
| CNJL_MA    | Journalism | 09.0401 | 14   | 21   | 18   | 16   | 21   |
| COMM_PHD   | Communication | 09.0101 | 20   | 22   | 20   | 22   | 20   |
| COMS_MA    | Communication Studies | 09.0101 | 28   | 26   | 25   | 24   | 25   |
| ZCPDMFA    | Motion Picture Producing | 50.0602 | 4    | 2    | 0    | 2    | 1    |
| CPUB_MA    | Communication Public Relations | 09.0902 | 38   | 18   | 17   | 26   | 27   |
| IMFA_MFA   | Interactive Media | 09.0702 | 13   | 24   | 33   | 37   | 33   |
| JDCO_JD    | Law J.D./M.A. Program | 22.0101 | 4    | 3    | 0    | 1    | 0    |
| OCOMS_MA   | UOnline-LE Communication Studies | 09.0101 | 0    | 0    | 0    | 22   | 35   |
| TOTAL      |                  |         | 173  | 169  | 173  | 201  | 210  |

### EDUCATION & HUMAN DEVELOPMENT

| CNSF_MSED  | Counseling Marriage and Family Therapy | 51.1505 | 14   | 9    | 12   | 16   | 12   |
| CNSM_MSED  | Counseling Mental Health | 51.1508 | 25   | 26   | 23   | 27   | 22   |
| CNSP_PHD   | Counseling Psychology | 42.2803 | 35   | 34   | 33   | 31   | 30   |
| CNSR_MSED  | Counseling and Research | 51.1508 | 2    | 1    | 1    | 1    | 0    |
## GRADUATE HEADCOUNTS BY MAJOR FOR EACH SCHOOL
### Five-Year Trends, Fall Semesters

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### ENGINEERING

| AENR_MSAE | Architectural Engineering | 14.0401 | 1 | 0 | 4 | 4 | 4 |
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| BMEMP_CENB | Certificate in Medical Physics | 14.0501 | 0 | 0 | 0 | 0 | 1 |
| BMER_MSAE | Biomedical Engineering | 14.0501 | 27 | 16 | 16 | 14 | 10 |
| BMER_PHD | Biomedical Engineering | 14.0501 | 37 | 40 | 35 | 39 | 40 |
| BMER5_MSAE | Biomedical Engineering (5 Yr.) | 14.0501 | 12 | 12 | 13 | 8 | 9 |
| CENR_MSCE | Civil Engineering | 14.0801 | 4 | 9 | 6 | 7 | 6 |
| CENR_PHD | Civil Engineering | 14.0801 | 18 | 16 | 17 | 15 | 16 |
| CENR5_MSCE | Civil Engineering (5 Yr.) | 14.0801 | 10 | 4 | 3 | 5 | 2 |
| ECER_EN_A | Electrical and Computer Engineering | 14.1001 | 1 | 1 | 0 | 0 | 0 |
| ECER_MSECE | Electrical and Computer Engineering | 14.1001 | 12 | 10 | 9 | 14 | 7 |
| ECER_PHD | Electrical and Computer Engineering | 14.1001 | 45 | 36 | 33 | 23 | 25 |
| ECERSMCECE | Electrical and Computer Engineering | 14.1001 | 3 | 5 | 0 | 0 | 1 |
| ERGO_PHE | Ergonomics | 15.1501 | 2 | 3 | 3 | 3 | 3 |
| EVHS_MS | Environmental Health and Safety | 14.1401 | 0 | 1 | 2 | 1 | 1 |
| IENR_MSIE | Industrial Engineering | 14.3501 | 9 | 23 | 21 | 12 | 8 |
| IENR_PHD | Industrial Engineering | 14.3501 | 23 | 27 | 26 | 32 | 24 |
| IENR5_MSIE | Industrial Engineering (5 Yr.) | 14.3501 | 15 | 9 | 12 | 3 | 4 |
## GRADUATE HEADCOUNTS BY MAJOR FOR EACH SCHOOL
### Five-Year Trends, Fall Semesters

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**TOTAL** |               |          | 298  | 304  | 312  | 300  | 304  |
## GRADUATE HEADCOUNTS BY MAJOR FOR EACH SCHOOL

Five-Year Trends, Fall Semesters

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Note: Students enrolled in a program that awards degrees from more than one school are counted in both schools (note that some students may be taking courses in only one of these schools this semester).

Source: CaneLink
### UNDERGRADUATE HEADCOUNTS BY MINOR FOR EACH SCHOOL

#### Fall Semester, 2017

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Fall Semester, 2017

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**COMMUNICATION**

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Fact Book 60 Fall 2017
## UNDERGRADUATE HEADCOUNTS BY MINOR FOR EACH SCHOOL
### Fall Semester, 2017

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## UNDERGRADUATE HEADCOUNTS BY MINOR FOR EACH SCHOOL
### Fall Semester, 2017

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### NURSING & HEALTH STUDIES

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### ROSENSTIEL SCHOOL

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### TOTAL UNIVERSITY

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**Note:** Numbers in this table are the sum of primary and additional minors from all degrees. The sum across departments represents a duplicate headcount.
### UNDERGRADUATE

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<td><strong>52%</strong></td>
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*Note: Includes non-degree undergraduates.*

### GRADUATE

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<th>Men Percent</th>
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<tr>
<td>Medicine - Graduate</td>
<td>213</td>
<td>38%</td>
<td>354</td>
<td>62%</td>
<td>567</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
<td>80</td>
<td>21%</td>
<td>308</td>
<td>79%</td>
<td>388</td>
</tr>
<tr>
<td>Rosenstiel School</td>
<td>128</td>
<td>43%</td>
<td>172</td>
<td>57%</td>
<td>300</td>
</tr>
<tr>
<td>Cont Std/Grad Sch/Joint Pgms</td>
<td>7</td>
<td>25%</td>
<td>21</td>
<td>75%</td>
<td>28</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2,980</strong></td>
<td><strong>48%</strong></td>
<td><strong>3,191</strong></td>
<td><strong>52%</strong></td>
<td><strong>6,171</strong></td>
</tr>
</tbody>
</table>

*Source: CaneLink*
### GENDER OF ALL UNDERGRADUATES

#### Five-Year Trends, Fall Semesters

<table>
<thead>
<tr>
<th>Gender</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>5,533</td>
<td>5,497</td>
<td>5,396</td>
<td>5,166</td>
<td>5,169</td>
<td>-7%</td>
</tr>
<tr>
<td>Women</td>
<td>5,847</td>
<td>5,776</td>
<td>5,726</td>
<td>5,683</td>
<td>5,663</td>
<td>-3%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>11,380</td>
<td>11,273</td>
<td>11,122</td>
<td>10,849</td>
<td>10,832</td>
<td>-5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>49%</td>
<td>49%</td>
<td>49%</td>
<td>48%</td>
<td>48%</td>
</tr>
<tr>
<td>Women</td>
<td>51%</td>
<td>51%</td>
<td>51%</td>
<td>52%</td>
<td>52%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Note: Includes non-degree undergraduates.*

### GENDER OF GRADUATE STUDENTS

#### Five-Year Trends, Fall Semesters

<table>
<thead>
<tr>
<th>Gender</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>2,735</td>
<td>2,686</td>
<td>2,879</td>
<td>2,921</td>
<td>2,980</td>
<td>9%</td>
</tr>
<tr>
<td>Women</td>
<td>2,820</td>
<td>2,815</td>
<td>2,846</td>
<td>3,031</td>
<td>3,191</td>
<td>13%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5,555</td>
<td>5,501</td>
<td>5,725</td>
<td>5,952</td>
<td>6,171</td>
<td>11%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>49%</td>
<td>49%</td>
<td>50%</td>
<td>49%</td>
<td>48%</td>
</tr>
<tr>
<td>Women</td>
<td>51%</td>
<td>51%</td>
<td>50%</td>
<td>51%</td>
<td>52%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Source: Enrollment Management System/CaneLink (beginning in 2013)*
### GENDER OF ALL STUDENTS BY CLASS

**Fall Semester, 2017**

<table>
<thead>
<tr>
<th>Class</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Freshman</td>
<td>1,335</td>
<td>50%</td>
<td>1,349</td>
</tr>
<tr>
<td>Sophomore</td>
<td>1,118</td>
<td>47%</td>
<td>1,263</td>
</tr>
<tr>
<td>Junior</td>
<td>1,194</td>
<td>49%</td>
<td>1,261</td>
</tr>
<tr>
<td>Senior</td>
<td>1,437</td>
<td>47%</td>
<td>1,651</td>
</tr>
<tr>
<td><strong>Total DUG</strong></td>
<td><strong>5,084</strong></td>
<td><strong>48%</strong></td>
<td><strong>5,524</strong></td>
</tr>
<tr>
<td>NDUUG</td>
<td>85</td>
<td>38%</td>
<td>139</td>
</tr>
<tr>
<td><strong>Total UG</strong></td>
<td><strong>5,169</strong></td>
<td><strong>48%</strong></td>
<td><strong>5,663</strong></td>
</tr>
<tr>
<td>Graduate School</td>
<td>1,956</td>
<td>47%</td>
<td>2,205</td>
</tr>
<tr>
<td>M.D./J.D./LL.M.</td>
<td>1,024</td>
<td>51%</td>
<td>986</td>
</tr>
<tr>
<td><strong>Total Graduate</strong></td>
<td><strong>2,980</strong></td>
<td><strong>48%</strong></td>
<td><strong>3,191</strong></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>8,149</strong></td>
<td><strong>48%</strong></td>
<td><strong>8,854</strong></td>
</tr>
</tbody>
</table>

### PERCENTAGE WHO ARE WOMEN

**Five-Year Trends, Fall Semesters**

- **Undergraduate**
- **Graduate**

*Source: CaneLink*
### RACIAL AND ETHNIC DISTRIBUTION OF ENTERING FRESHMEN

#### Five-Year Trends, Fall Semesters

#### HEADCOUNTS

<table>
<thead>
<tr>
<th>Race/Ethnic</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>1,066</td>
<td>1,007</td>
<td>976</td>
<td>1,033</td>
<td>1,109</td>
<td>4%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>360</td>
<td>422</td>
<td>514</td>
<td>393</td>
<td>390</td>
<td>8%</td>
</tr>
<tr>
<td>Black</td>
<td>181</td>
<td>172</td>
<td>156</td>
<td>206</td>
<td>205</td>
<td>13%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>275</td>
<td>299</td>
<td>214</td>
<td>262</td>
<td>307</td>
<td>12%</td>
</tr>
<tr>
<td>American Indian</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>6</td>
<td>200%</td>
</tr>
<tr>
<td>2 or More Races</td>
<td>62</td>
<td>68</td>
<td>76</td>
<td>78</td>
<td>69</td>
<td>11%</td>
</tr>
<tr>
<td>Unknown</td>
<td>194</td>
<td>107</td>
<td>141</td>
<td>92</td>
<td>125</td>
<td>-36%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,140</td>
<td>2,076</td>
<td>2,081</td>
<td>2,065</td>
<td>2,211</td>
<td>3%</td>
</tr>
</tbody>
</table>

#### ADJUSTED PERCENTAGE BY ETHNICITY

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>55%</td>
<td>51%</td>
<td>50%</td>
<td>52%</td>
<td>53%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>18%</td>
<td>21%</td>
<td>26%</td>
<td>20%</td>
<td>19%</td>
</tr>
<tr>
<td>Black</td>
<td>9%</td>
<td>9%</td>
<td>8%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>14%</td>
<td>15%</td>
<td>11%</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2 or More Races</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Source: Enrollment Management System/CaneLink (beginning in 2013)*

#### RACIAL AND ETHNIC DISTRIBUTION OF ENTERING FRESHMEN

*Five-Year Trends, Fall Semesters*
## Racial and Ethnic Distribution of All Undergraduates

### Fall Semester, 2017

#### Headcounts

<table>
<thead>
<tr>
<th>College/School</th>
<th>Hispanic or Asian/</th>
<th>American 2 or More</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>White</td>
<td>Latino</td>
<td>Black</td>
</tr>
<tr>
<td>Architecture</td>
<td>86</td>
<td>78</td>
<td>15</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>1,533</td>
<td>992</td>
<td>373</td>
</tr>
<tr>
<td>Business</td>
<td>1,238</td>
<td>527</td>
<td>116</td>
</tr>
<tr>
<td>Communication</td>
<td>434</td>
<td>270</td>
<td>85</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>217</td>
<td>131</td>
<td>70</td>
</tr>
<tr>
<td>Frost School of Music</td>
<td>270</td>
<td>106</td>
<td>15</td>
</tr>
<tr>
<td>Engineering</td>
<td>448</td>
<td>286</td>
<td>83</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
<td>271</td>
<td>191</td>
<td>125</td>
</tr>
<tr>
<td>Rosenstiel School</td>
<td>252</td>
<td>48</td>
<td>9</td>
</tr>
<tr>
<td>Cont Std/Joint Pgms</td>
<td>68</td>
<td>169</td>
<td>35</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>4,817</td>
<td>2,798</td>
<td>926</td>
</tr>
</tbody>
</table>

#### Adjusted Percentage by Ethnicity

| College/School                  | Hispanic or Asian/ | American 2 or More | Total |
|                                | White   | Latino | Black | Pacific Is. | Indian | Races | Unknown |       |
| Architecture                   | 42%     | 38%    | 7%    | 12%         | 0%     | 1%    | 100%    |       |
| Arts and Sciences              | 42%     | 27%    | 10%   | 17%         | 0%     | 4%    | 100%    |       |
| Business                       | 56%     | 24%    | 5%    | 12%         | 0%     | 3%    | 100%    |       |
| Communication                  | 49%     | 30%    | 10%   | 9%          | 0%     | 3%    | 100%    |       |
| Education & Human Development  | 47%     | 29%    | 15%   | 7%          | 0%     | 2%    | 100%    |       |
| Frost School of Music          | 61%     | 24%    | 3%    | 6%          | 0%     | 5%    | 100%    |       |
| Engineering                    | 45%     | 29%    | 8%    | 13%         | 0%     | 5%    | 100%    |       |
| Nursing & Health Studies       | 41%     | 29%    | 19%   | 9%          | 0%     | 3%    | 100%    |       |
| Rosenstiel School              | 73%     | 14%    | 3%    | 4%          | 0%     | 6%    | 100%    |       |
| Cont Std/Joint Pgms            | 23%     | 57%    | 12%   | 5%          | 0%     | 3%    | 100%    |       |
| **TOTAL**                      | 47%     | 27%    | 9%    | 13%         | 0%     | 4%    | 100%    |       |

*Note: Students (including international students) have been categorized by their self-reported race/ethnicity (they were able to indicate more than one race/ethnic category). Percentages have been adjusted to exclude unknown race/ethnicity.*

*Source: CaneLink*
<table>
<thead>
<tr>
<th>Race/Ethnic</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>5,185</td>
<td>5,094</td>
<td>4,948</td>
<td>4,913</td>
<td>4,817</td>
<td>-7%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>2,749</td>
<td>2,760</td>
<td>2,832</td>
<td>2,801</td>
<td>2,798</td>
<td>2%</td>
</tr>
<tr>
<td>Black</td>
<td>845</td>
<td>856</td>
<td>879</td>
<td>883</td>
<td>926</td>
<td>10%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>1,257</td>
<td>1,277</td>
<td>1,212</td>
<td>1,210</td>
<td>1,276</td>
<td>2%</td>
</tr>
<tr>
<td>American Indian</td>
<td>17</td>
<td>15</td>
<td>13</td>
<td>12</td>
<td>13</td>
<td>-24%</td>
</tr>
<tr>
<td>2 or More Races</td>
<td>311</td>
<td>324</td>
<td>338</td>
<td>345</td>
<td>359</td>
<td>15%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1,016</td>
<td>947</td>
<td>900</td>
<td>685</td>
<td>643</td>
<td>-37%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>11,380</strong></td>
<td><strong>11,273</strong></td>
<td><strong>11,122</strong></td>
<td><strong>10,849</strong></td>
<td><strong>10,832</strong></td>
<td><strong>-5%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>50%</td>
<td>49%</td>
<td>48%</td>
<td>48%</td>
<td>47%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>27%</td>
<td>27%</td>
<td>28%</td>
<td>28%</td>
<td>27%</td>
</tr>
<tr>
<td>Black</td>
<td>8%</td>
<td>8%</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>12%</td>
<td>12%</td>
<td>12%</td>
<td>12%</td>
<td>13%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2 or More Races</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Source: Enrollment Management System/CaneLink (beginning in 2013)*
# Racial and Ethnic Distribution of Graduate Students

## Fall Semester, 2017

### Headcounts

<table>
<thead>
<tr>
<th>College/School</th>
<th>Hispanic or Asian/ Indian</th>
<th>American 2 or More Races</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>White</td>
<td>Latino</td>
<td>Black</td>
</tr>
<tr>
<td>Architecture</td>
<td>19</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>159</td>
<td>155</td>
<td>38</td>
</tr>
<tr>
<td>Business</td>
<td>307</td>
<td>280</td>
<td>79</td>
</tr>
<tr>
<td>Communication</td>
<td>43</td>
<td>51</td>
<td>37</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>171</td>
<td>112</td>
<td>91</td>
</tr>
<tr>
<td>Engineering</td>
<td>60</td>
<td>48</td>
<td>7</td>
</tr>
<tr>
<td>Frost School of Music</td>
<td>97</td>
<td>67</td>
<td>25</td>
</tr>
<tr>
<td>Law</td>
<td>503</td>
<td>437</td>
<td>78</td>
</tr>
<tr>
<td>Medicine - Clinical</td>
<td>377</td>
<td>118</td>
<td>27</td>
</tr>
<tr>
<td>Medicine - Graduate</td>
<td>215</td>
<td>100</td>
<td>31</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
<td>79</td>
<td>166</td>
<td>84</td>
</tr>
<tr>
<td>Rosenstiel School</td>
<td>108</td>
<td>28</td>
<td>7</td>
</tr>
<tr>
<td>Cont Std/Grad Sch/Joint Pgms</td>
<td>14</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>2,152</td>
<td>1,609</td>
<td>508</td>
</tr>
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</table>

### Adjusted Percentage by Ethnicity

<table>
<thead>
<tr>
<th>College/School</th>
<th>Hispanic or Asian/ Indian</th>
<th>American 2 or More Races</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>White</td>
<td>Latino</td>
<td>Black</td>
</tr>
<tr>
<td>Architecture</td>
<td>20%</td>
<td>42%</td>
<td>4%</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>30%</td>
<td>30%</td>
<td>7%</td>
</tr>
<tr>
<td>Business</td>
<td>36%</td>
<td>33%</td>
<td>9%</td>
</tr>
<tr>
<td>Communication</td>
<td>23%</td>
<td>27%</td>
<td>19%</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>41%</td>
<td>27%</td>
<td>22%</td>
</tr>
<tr>
<td>Engineering</td>
<td>33%</td>
<td>26%</td>
<td>4%</td>
</tr>
<tr>
<td>Frost School of Music</td>
<td>42%</td>
<td>29%</td>
<td>11%</td>
</tr>
<tr>
<td>Law</td>
<td>46%</td>
<td>40%</td>
<td>7%</td>
</tr>
<tr>
<td>Medicine - Clinical</td>
<td>50%</td>
<td>16%</td>
<td>4%</td>
</tr>
<tr>
<td>Medicine - Graduate</td>
<td>50%</td>
<td>23%</td>
<td>7%</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
<td>22%</td>
<td>47%</td>
<td>24%</td>
</tr>
<tr>
<td>Rosenstiel School</td>
<td>58%</td>
<td>15%</td>
<td>4%</td>
</tr>
<tr>
<td>Cont Std/Grad Sch/Joint Pgms</td>
<td>58%</td>
<td>29%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>40%</td>
<td>30%</td>
<td>10%</td>
</tr>
</tbody>
</table>

*Note: Students (including international students) have been categorized by their self-reported race/ethnicity (they were able to indicate more than one race/ethnic category). Percentages have been adjusted to exclude unknown race/ethnicity.

*Source: CaneLink*
# Racial and Ethnic Distribution of All Graduate Students

## Five-Year Trends, Fall Semesters

### Headcounts

<table>
<thead>
<tr>
<th>Race/Ethnic</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>2,520</td>
<td>2,271</td>
<td>2,218</td>
<td>2,201</td>
<td>2,152</td>
<td>-15%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>1,198</td>
<td>1,309</td>
<td>1,455</td>
<td>1,510</td>
<td>1,609</td>
<td>34%</td>
</tr>
<tr>
<td>Black</td>
<td>375</td>
<td>380</td>
<td>403</td>
<td>468</td>
<td>508</td>
<td>35%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>808</td>
<td>805</td>
<td>808</td>
<td>822</td>
<td>876</td>
<td>8%</td>
</tr>
<tr>
<td>American Indian</td>
<td>12</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>-25%</td>
</tr>
<tr>
<td>2 or More Races</td>
<td>100</td>
<td>112</td>
<td>114</td>
<td>133</td>
<td>181</td>
<td>81%</td>
</tr>
<tr>
<td>Unknown</td>
<td>542</td>
<td>616</td>
<td>720</td>
<td>810</td>
<td>836</td>
<td>54%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>5,555</strong></td>
<td><strong>5,501</strong></td>
<td><strong>5,725</strong></td>
<td><strong>5,952</strong></td>
<td><strong>6,171</strong></td>
<td><strong>11%</strong></td>
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</table>

### Adjusted Percentage by Ethnicity

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>50%</td>
<td>46%</td>
<td>44%</td>
<td>43%</td>
<td>40%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>24%</td>
<td>27%</td>
<td>29%</td>
<td>29%</td>
<td>30%</td>
</tr>
<tr>
<td>Black</td>
<td>7%</td>
<td>8%</td>
<td>8%</td>
<td>9%</td>
<td>10%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>16%</td>
<td>16%</td>
<td>16%</td>
<td>16%</td>
<td>16%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2 or More Races</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Enrollment Management System/CaneLink (beginning in 2013)
### HEADCOUNTS

<table>
<thead>
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<th>College/School</th>
<th>Hispanic or Asian/ American 2 or More</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>White</td>
<td>Latino</td>
</tr>
<tr>
<td>Architecture</td>
<td>105</td>
<td>118</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>1,692</td>
<td>1,147</td>
</tr>
<tr>
<td>Business</td>
<td>1,545</td>
<td>807</td>
</tr>
<tr>
<td>Communication</td>
<td>477</td>
<td>321</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>388</td>
<td>243</td>
</tr>
<tr>
<td>Engineering</td>
<td>508</td>
<td>334</td>
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<tr>
<td>Frost School of Music</td>
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<td>173</td>
</tr>
<tr>
<td>Law</td>
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<td>437</td>
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<tr>
<td>Miller School of Medicine</td>
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<td>218</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
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<td>357</td>
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<tr>
<td>Rosenstiel School</td>
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<tr>
<td>Cont Std/Grad Sch/Joint Pgm's</td>
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<td>176</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>6,969</td>
<td>4,407</td>
</tr>
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</table>

### ADJUSTED PERCENTAGE BY ETHNICITY

<table>
<thead>
<tr>
<th>College/School</th>
<th>Hispanic or Asian/ American 2 or More</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>White</td>
<td>Latino</td>
</tr>
<tr>
<td>Architecture</td>
<td>35%</td>
<td>39%</td>
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<tr>
<td>Arts and Sciences</td>
<td>40%</td>
<td>27%</td>
</tr>
<tr>
<td>Business</td>
<td>50%</td>
<td>26%</td>
</tr>
<tr>
<td>Communication</td>
<td>44%</td>
<td>30%</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>44%</td>
<td>28%</td>
</tr>
<tr>
<td>Engineering</td>
<td>43%</td>
<td>28%</td>
</tr>
<tr>
<td>Frost School of Music</td>
<td>55%</td>
<td>26%</td>
</tr>
<tr>
<td>Law</td>
<td>46%</td>
<td>40%</td>
</tr>
<tr>
<td>Miller School of Medicine</td>
<td>50%</td>
<td>18%</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
<td>34%</td>
<td>35%</td>
</tr>
<tr>
<td>Rosenstiel School</td>
<td>68%</td>
<td>14%</td>
</tr>
<tr>
<td>Cont Std/Grad Sch/Joint Pgm's</td>
<td>26%</td>
<td>55%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>45%</td>
<td>28%</td>
</tr>
</tbody>
</table>

**Note:** Students (including international students) have been categorized by their self-reported race/ethnicity (they were able to indicate more than one race/ethnic category). Percentages have been adjusted to exclude unknown race/ethnicity.

**Source:** CaneLink
### Headcounts

<table>
<thead>
<tr>
<th>Race/Ethnic</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>7,705</td>
<td>7,365</td>
<td>7,166</td>
<td>7,114</td>
<td>6,969</td>
<td>-10%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>3,947</td>
<td>4,069</td>
<td>4,287</td>
<td>4,311</td>
<td>4,407</td>
<td>12%</td>
</tr>
<tr>
<td>Black</td>
<td>1,220</td>
<td>1,236</td>
<td>1,282</td>
<td>1,351</td>
<td>1,434</td>
<td>18%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>2,065</td>
<td>2,082</td>
<td>2,020</td>
<td>2,032</td>
<td>2,152</td>
<td>4%</td>
</tr>
<tr>
<td>American Indian</td>
<td>29</td>
<td>23</td>
<td>20</td>
<td>20</td>
<td>22</td>
<td>-24%</td>
</tr>
<tr>
<td>2 or More Races</td>
<td>411</td>
<td>436</td>
<td>452</td>
<td>478</td>
<td>540</td>
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<td>1,620</td>
<td>1,495</td>
<td>1,479</td>
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<td>16,847</td>
<td>16,801</td>
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### Adjusted Percentage by Ethnicity

<table>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>50%</td>
<td>48%</td>
<td>47%</td>
<td>46%</td>
<td>45%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>26%</td>
<td>27%</td>
<td>28%</td>
<td>28%</td>
<td>28%</td>
</tr>
<tr>
<td>Black</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>13%</td>
<td>14%</td>
<td>13%</td>
<td>13%</td>
<td>14%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2 or More Races</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Unknown</strong></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Source: Enrollment Management System/CaneLink (beginning in 2013)*
### HEADCOUNTS

<table>
<thead>
<tr>
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<th>Hispanic or Asian/ American 2 or More</th>
<th>Int'l</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>White</td>
<td>Latino</td>
<td>Black</td>
</tr>
<tr>
<td>Freshman</td>
<td>1,235</td>
<td>407</td>
<td>238</td>
</tr>
<tr>
<td>Sophomore</td>
<td>1,047</td>
<td>520</td>
<td>188</td>
</tr>
<tr>
<td>Junior</td>
<td>982</td>
<td>625</td>
<td>195</td>
</tr>
<tr>
<td>Senior</td>
<td>1,195</td>
<td>852</td>
<td>252</td>
</tr>
<tr>
<td>Total DUG</td>
<td>4,459</td>
<td>2,404</td>
<td>873</td>
</tr>
<tr>
<td>NDUG</td>
<td>33</td>
<td>50</td>
<td>16</td>
</tr>
<tr>
<td>Total UG</td>
<td>4,492</td>
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<td>889</td>
</tr>
<tr>
<td>Graduate School</td>
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<td>908</td>
<td>377</td>
</tr>
<tr>
<td>M.D./J.D./LL.M.</td>
<td>858</td>
<td>507</td>
<td>103</td>
</tr>
<tr>
<td>Total Graduate</td>
<td>1,997</td>
<td>1,415</td>
<td>480</td>
</tr>
<tr>
<td>TOTAL</td>
<td>6,489</td>
<td>3,869</td>
<td>1,369</td>
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### ADJUSTED PERCENTAGE OF ALL U.S. STUDENTS BY ETHNICITY

<table>
<thead>
<tr>
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<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>White</td>
<td>Latino</td>
</tr>
<tr>
<td>Freshman</td>
<td>59%</td>
<td>20%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>54%</td>
<td>27%</td>
</tr>
<tr>
<td>Junior</td>
<td>49%</td>
<td>31%</td>
</tr>
<tr>
<td>Senior</td>
<td>46%</td>
<td>33%</td>
</tr>
<tr>
<td>Total DUG</td>
<td>51%</td>
<td>28%</td>
</tr>
<tr>
<td>NDUG</td>
<td>30%</td>
<td>45%</td>
</tr>
<tr>
<td>Total UG</td>
<td>51%</td>
<td>28%</td>
</tr>
<tr>
<td>Graduate School</td>
<td>43%</td>
<td>34%</td>
</tr>
<tr>
<td>M.D./J.D./LL.M.</td>
<td>49%</td>
<td>29%</td>
</tr>
<tr>
<td>Total Graduate</td>
<td>45%</td>
<td>32%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>49%</td>
<td>29%</td>
</tr>
</tbody>
</table>

**Note:** Students have been categorized by their self-reported race/ethnicity (they were able to indicate more than one race/ethnic category). Percentages have been adjusted to exclude unknown race/ethnicity.

**Source:** CaneLink
### GEOGRAPHIC ORIGINS OF ENTERING FRESHMEN
#### Fall Semester, 2017

### HEADCOUNTS

<table>
<thead>
<tr>
<th>College/School</th>
<th>Miami-Dade</th>
<th>Broward</th>
<th>Other Florida</th>
<th>Other U.S., Territories</th>
<th>International</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>8</td>
<td>1</td>
<td>6</td>
<td>22</td>
<td>5</td>
<td>42</td>
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<td>Arts and Sciences</td>
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<td>49</td>
<td>105</td>
<td>432</td>
<td>149</td>
<td>830</td>
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<tr>
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<td>20</td>
<td>38</td>
<td>347</td>
<td>81</td>
<td>543</td>
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<tr>
<td>Communication</td>
<td>16</td>
<td>6</td>
<td>15</td>
<td>96</td>
<td>24</td>
<td>157</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>10</td>
<td>2</td>
<td>15</td>
<td>39</td>
<td>7</td>
<td>73</td>
</tr>
<tr>
<td>Engineering</td>
<td>28</td>
<td>9</td>
<td>24</td>
<td>94</td>
<td>55</td>
<td>210</td>
</tr>
<tr>
<td>Frost School of Music</td>
<td>11</td>
<td>6</td>
<td>20</td>
<td>91</td>
<td>6</td>
<td>134</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
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<td>10</td>
<td>27</td>
<td>75</td>
<td>8</td>
<td>134</td>
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<td>Rosenstiel School</td>
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<td>8</td>
<td>71</td>
<td>4</td>
<td>87</td>
</tr>
<tr>
<td>Cont Std/Joint Pgms</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
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<td><strong>TOTAL</strong></td>
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<td><strong>339</strong></td>
<td><strong>2,211</strong></td>
</tr>
</tbody>
</table>

### PERCENTAGE BY GEOGRAPHIC ORIGIN

<table>
<thead>
<tr>
<th>College/School</th>
<th>Miami-Dade</th>
<th>Broward</th>
<th>Other Florida</th>
<th>Other U.S., Territories</th>
<th>International</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>19%</td>
<td>2%</td>
<td>14%</td>
<td>52%</td>
<td>12%</td>
<td>100%</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>11%</td>
<td>6%</td>
<td>13%</td>
<td>52%</td>
<td>18%</td>
<td>100%</td>
</tr>
<tr>
<td>Business</td>
<td>10%</td>
<td>4%</td>
<td>7%</td>
<td>64%</td>
<td>15%</td>
<td>100%</td>
</tr>
<tr>
<td>Communication</td>
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<td>4%</td>
<td>10%</td>
<td>61%</td>
<td>15%</td>
<td>100%</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>14%</td>
<td>3%</td>
<td>21%</td>
<td>53%</td>
<td>10%</td>
<td>100%</td>
</tr>
<tr>
<td>Engineering</td>
<td>13%</td>
<td>4%</td>
<td>11%</td>
<td>45%</td>
<td>26%</td>
<td>100%</td>
</tr>
<tr>
<td>Frost School of Music</td>
<td>8%</td>
<td>4%</td>
<td>15%</td>
<td>68%</td>
<td>4%</td>
<td>100%</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
<td>10%</td>
<td>7%</td>
<td>20%</td>
<td>56%</td>
<td>6%</td>
<td>100%</td>
</tr>
<tr>
<td>Rosenstiel School</td>
<td>3%</td>
<td>1%</td>
<td>9%</td>
<td>82%</td>
<td>5%</td>
<td>100%</td>
</tr>
<tr>
<td>Cont Std/Joint Pgms</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>11%</strong></td>
<td><strong>5%</strong></td>
<td><strong>12%</strong></td>
<td><strong>57%</strong></td>
<td><strong>15%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Note: New freshmen come from 45 states, 2 territories, and 49 other countries.*

*Source: CaneLink*
## GEOGRAPHIC ORIGINS OF ENTERING FRESHMEN

### Five-Year Trends, Fall Semesters

#### HEADCOUNTS

<table>
<thead>
<tr>
<th>Geographic Origin</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miami-Dade County</td>
<td>262</td>
<td>284</td>
<td>326</td>
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<td>243</td>
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</tr>
<tr>
<td>Broward County</td>
<td>114</td>
<td>165</td>
<td>106</td>
<td>98</td>
<td>104</td>
<td>-9%</td>
</tr>
<tr>
<td>Other Florida</td>
<td>258</td>
<td>231</td>
<td>204</td>
<td>272</td>
<td>258</td>
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</tr>
<tr>
<td>Other U.S. &amp; Territories</td>
<td>1,215</td>
<td>1,107</td>
<td>1,156</td>
<td>1,190</td>
<td>1,267</td>
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<tr>
<td>International</td>
<td>291</td>
<td>289</td>
<td>289</td>
<td>254</td>
<td>339</td>
<td>16%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>2,140</td>
<td>2,076</td>
<td>2,081</td>
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</table>

#### PERCENTAGE BY GEOGRAPHIC ORIGIN

<table>
<thead>
<tr>
<th>Geographic Origin</th>
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<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
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<tbody>
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<td>Miami-Dade County</td>
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<td>16%</td>
<td>12%</td>
<td>11%</td>
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<tr>
<td>Broward County</td>
<td>5%</td>
<td>8%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Other Florida</td>
<td>12%</td>
<td>11%</td>
<td>10%</td>
<td>13%</td>
<td>12%</td>
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<td>Other U.S. &amp; Territories</td>
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<td>56%</td>
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<td>57%</td>
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<tr>
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<td>14%</td>
<td>14%</td>
<td>12%</td>
<td>15%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Source: Enrollment Management System/CaneLink (beginning in 2013)*

---

**Diagram:**

- Miami-Dade County
- Broward County
- Other Florida
- Other U.S. & Territories
- International

---

Fact Book 75 Fall 2017
### GEOGRAPHIC ORIGINS OF ENTERING TRANSFERS

**Fall Semester, 2017**

#### HEADCOUNTS

<table>
<thead>
<tr>
<th>College/School</th>
<th>Miami-Dade</th>
<th>Broward</th>
<th>Other Florida</th>
<th>Other U.S., Territories</th>
<th>International</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>4</td>
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<td>58</td>
<td>280</td>
</tr>
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<td>10</td>
<td>9</td>
<td>28</td>
</tr>
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<td>5</td>
<td>7</td>
<td>33</td>
<td>11</td>
<td>79</td>
</tr>
<tr>
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<td>5</td>
<td>1</td>
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<tr>
<td>Frost School of Music</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
<td>23</td>
<td>18</td>
<td>13</td>
<td>46</td>
<td>4</td>
<td>104</td>
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<tr>
<td>Rosenstiel School</td>
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<td>5</td>
<td>0</td>
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<td>Cont Std/Joint Pgms</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>60</strong></td>
<td><strong>44</strong></td>
<td><strong>224</strong></td>
<td><strong>104</strong></td>
<td><strong>626</strong></td>
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#### PERCENTAGE BY GEOGRAPHIC ORIGIN

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<thead>
<tr>
<th>College/School</th>
<th>Miami-Dade</th>
<th>Broward</th>
<th>Other Florida</th>
<th>Other U.S., Territories</th>
<th>International</th>
<th>Total</th>
</tr>
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<tbody>
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<td>Architecture</td>
<td>27%</td>
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<td>9%</td>
<td>36%</td>
<td>18%</td>
<td>100%</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>29%</td>
<td>8%</td>
<td>6%</td>
<td>36%</td>
<td>21%</td>
<td>100%</td>
</tr>
<tr>
<td>Business</td>
<td>29%</td>
<td>0%</td>
<td>4%</td>
<td>36%</td>
<td>32%</td>
<td>100%</td>
</tr>
<tr>
<td>Communication</td>
<td>29%</td>
<td>6%</td>
<td>9%</td>
<td>42%</td>
<td>14%</td>
<td>100%</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>32%</td>
<td>14%</td>
<td>3%</td>
<td>49%</td>
<td>3%</td>
<td>100%</td>
</tr>
<tr>
<td>Engineering</td>
<td>36%</td>
<td>9%</td>
<td>2%</td>
<td>13%</td>
<td>40%</td>
<td>100%</td>
</tr>
<tr>
<td>Frost School of Music</td>
<td>30%</td>
<td>30%</td>
<td>10%</td>
<td>20%</td>
<td>10%</td>
<td>100%</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
<td>22%</td>
<td>17%</td>
<td>13%</td>
<td>44%</td>
<td>4%</td>
<td>100%</td>
</tr>
<tr>
<td>Rosenstiel School</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Cont Std/Joint Pgms</td>
<td>93%</td>
<td>4%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>31%</strong></td>
<td><strong>10%</strong></td>
<td><strong>7%</strong></td>
<td><strong>36%</strong></td>
<td><strong>17%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Note: New transfers come from 31 states, 2 territories, and 34 other countries.*

*Source: CaneLink*
GEOGRAPHIC ORIGINS OF ENTERING TRANSFERS
Five-Year Trends, Fall Semesters

HEADCOUNTS

<table>
<thead>
<tr>
<th>Geographic Origin</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
</tr>
</thead>
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<td>218</td>
<td>237</td>
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<tr>
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<td>22%</td>
</tr>
<tr>
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<td>-4%</td>
</tr>
<tr>
<td>Other U.S. &amp; Territories</td>
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<td>178</td>
<td>207</td>
<td>215</td>
<td>224</td>
<td>6%</td>
</tr>
<tr>
<td>International</td>
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<td>55</td>
<td>74</td>
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<td>592</td>
<td>557</td>
<td>578</td>
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PERCENTAGE BY GEOGRAPHIC ORIGIN

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<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
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<td>Miami-Dade County</td>
<td>36%</td>
<td>40%</td>
<td>36%</td>
<td>36%</td>
<td>31%</td>
</tr>
<tr>
<td>Broward County</td>
<td>8%</td>
<td>9%</td>
<td>8%</td>
<td>7%</td>
<td>10%</td>
</tr>
<tr>
<td>Other Florida</td>
<td>8%</td>
<td>7%</td>
<td>8%</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>Other U.S. &amp; Territories</td>
<td>35%</td>
<td>30%</td>
<td>37%</td>
<td>37%</td>
<td>36%</td>
</tr>
<tr>
<td>International</td>
<td>12%</td>
<td>14%</td>
<td>10%</td>
<td>13%</td>
<td>17%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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</tr>
</tbody>
</table>

Source: Enrollment Management System/CaneLink (beginning in 2013)
### HEADCOUNTS

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<thead>
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<th>College/School</th>
<th>Miami-Dade</th>
<th>Broward</th>
<th>Florida</th>
<th>Territories</th>
<th>International</th>
<th>Total</th>
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<tr>
<td>Architecture</td>
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<td>57</td>
<td>230</td>
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<td>281</td>
<td>499</td>
<td>1,659</td>
<td>518</td>
<td>3,877</td>
</tr>
<tr>
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<td>108</td>
<td>202</td>
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<td>926</td>
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<tr>
<td>Education &amp; Human Development</td>
<td>101</td>
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<td>69</td>
<td>233</td>
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<td>470</td>
</tr>
<tr>
<td>Engineering</td>
<td>224</td>
<td>69</td>
<td>110</td>
<td>401</td>
<td>290</td>
<td>1,094</td>
</tr>
<tr>
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<td>63</td>
<td>273</td>
<td>15</td>
<td>469</td>
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<td>Nursing &amp; Health Studies</td>
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<td>94</td>
<td>316</td>
<td>31</td>
<td>693</td>
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<tr>
<td>Rosenstiel School</td>
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<td>7</td>
<td>38</td>
<td>279</td>
<td>15</td>
<td>360</td>
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<tr>
<td>Cont Std/Joint Pgm</td>
<td>270</td>
<td>10</td>
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<td>26</td>
<td>62</td>
<td>375</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2,385</strong></td>
<td><strong>664</strong></td>
<td><strong>1,185</strong></td>
<td><strong>4,985</strong></td>
<td><strong>1,613</strong></td>
<td><strong>10,832</strong></td>
</tr>
</tbody>
</table>

### PERCENTAGE BY GEOGRAPHIC ORIGIN

<table>
<thead>
<tr>
<th>College/School</th>
<th>Miami-Dade</th>
<th>Broward</th>
<th>Florida</th>
<th>Territories</th>
<th>International</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>22%</td>
<td>5%</td>
<td>11%</td>
<td>37%</td>
<td>25%</td>
<td>100%</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>24%</td>
<td>7%</td>
<td>13%</td>
<td>43%</td>
<td>13%</td>
<td>100%</td>
</tr>
<tr>
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<td>9%</td>
<td>53%</td>
<td>19%</td>
<td>100%</td>
</tr>
<tr>
<td>Communication</td>
<td>21%</td>
<td>5%</td>
<td>8%</td>
<td>51%</td>
<td>15%</td>
<td>100%</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>21%</td>
<td>6%</td>
<td>15%</td>
<td>50%</td>
<td>8%</td>
<td>100%</td>
</tr>
<tr>
<td>Engineering</td>
<td>20%</td>
<td>6%</td>
<td>10%</td>
<td>37%</td>
<td>27%</td>
<td>100%</td>
</tr>
<tr>
<td>Frost School of Music</td>
<td>19%</td>
<td>6%</td>
<td>13%</td>
<td>58%</td>
<td>3%</td>
<td>100%</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
<td>26%</td>
<td>11%</td>
<td>14%</td>
<td>46%</td>
<td>4%</td>
<td>100%</td>
</tr>
<tr>
<td>Rosenstiel School</td>
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<td>11%</td>
<td>78%</td>
<td>4%</td>
<td>100%</td>
</tr>
<tr>
<td>Cont Std/Joint Pgm</td>
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<td>17%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>22%</strong></td>
<td><strong>6%</strong></td>
<td><strong>11%</strong></td>
<td><strong>46%</strong></td>
<td><strong>15%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Note:** Undergraduate students come from 49 states, 3 territories, and 102 other countries.  
**Source:** CaneLink
## Geographic Origins of All Undergraduates

### Five-Year Trends, Fall Semesters

#### Headcounts

<table>
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<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
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</thead>
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<td>-18%</td>
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<td>1,143</td>
<td>1,094</td>
<td>1,185</td>
<td>-10%</td>
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<td>Other U.S. &amp; Territories</td>
<td>5,254</td>
<td>5,197</td>
<td>5,286</td>
<td>5,361</td>
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<td>1,667</td>
<td>1,537</td>
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<td>-1%</td>
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<td>10,832</td>
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#### Percentage by Geographic Origin

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<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Miami-Dade County</td>
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<td>21%</td>
<td>20%</td>
<td>20%</td>
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<td>7%</td>
<td>7%</td>
<td>6%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Other Florida</td>
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<td>11%</td>
<td>10%</td>
<td>10%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Other U.S. &amp; Territories</td>
<td>46%</td>
<td>46%</td>
<td>48%</td>
<td>49%</td>
<td>46%</td>
<td></td>
</tr>
<tr>
<td>International</td>
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<td>15%</td>
<td>15%</td>
<td>14%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

*Source: Enrollment Management System/CaneLink (beginning in 2013)*
## GEOGRAPHIC ORIGINS OF GRADUATE STUDENTS
### Fall Semester, 2017

### HEADCOUNTS

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<th>College/School</th>
<th>Miami-Dade</th>
<th>Broward</th>
<th>Other Florida</th>
<th>Other U.S., Territories</th>
<th>Int'l</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Architecture</td>
<td>36</td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>55</td>
<td>107</td>
</tr>
<tr>
<td>Arts and Sciences</td>
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<td>25</td>
<td>26</td>
<td>161</td>
<td>229</td>
<td>641</td>
</tr>
<tr>
<td>Business</td>
<td>329</td>
<td>82</td>
<td>100</td>
<td>210</td>
<td>266</td>
<td>987</td>
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<td>19</td>
<td>38</td>
<td>71</td>
<td>210</td>
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### PERCENTAGE BY GEOGRAPHIC ORIGIN

<table>
<thead>
<tr>
<th>College/School</th>
<th>Miami-Dade</th>
<th>Broward</th>
<th>Other Florida</th>
<th>Other U.S., Territories</th>
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<tr>
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<td>11%</td>
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<td>17%</td>
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</table>

**Note:** Graduate students come from 47 states, 2 territories, and 85 other countries.

**Source:** CaneLink
## Geographic Origins of Graduate Students
### Five-Year Trends, Fall Semesters

#### Headcounts

<table>
<thead>
<tr>
<th>Geographic Origin</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
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<td>1,093</td>
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#### Percentage by Geographic Origin

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<th>2015</th>
<th>2016</th>
<th>2017</th>
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<td>34%</td>
</tr>
<tr>
<td>Broward County</td>
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<td>8%</td>
<td>8%</td>
<td>8%</td>
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<td>13%</td>
<td>12%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>Other U.S. &amp; Territories</td>
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<td>34%</td>
<td>33%</td>
<td>32%</td>
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<tr>
<td>International</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Source: Enrollment Management System/CaneLink (beginning in 2013)*
### GEOGRAPHIC ORIGINS OF ALL STUDENTS

**Fall Semester, 2017**

#### HEADCOUNTS

<table>
<thead>
<tr>
<th>College/School</th>
<th>Miami-Dade</th>
<th>Broward</th>
<th>Other Florida</th>
<th>Other U.S., Territories</th>
<th>Int'l</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td><strong>4,489</strong></td>
<td><strong>1,164</strong></td>
<td><strong>1,873</strong></td>
<td><strong>6,802</strong></td>
<td><strong>2,675</strong></td>
<td><strong>17,003</strong></td>
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</table>

#### PERCENTAGE BY GEOGRAPHIC ORIGIN

<table>
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<tr>
<th>College/School</th>
<th>Miami-Dade</th>
<th>Broward</th>
<th>Other Florida</th>
<th>Other U.S., Territories</th>
<th>Int'l</th>
<th>Total</th>
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<tr>
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</tr>
<tr>
<td>Engineering</td>
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<td>31%</td>
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<td>11%</td>
<td>55%</td>
<td>9%</td>
<td>100%</td>
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<td>100%</td>
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<tr>
<td>Medicine - Clinical</td>
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<td>22%</td>
<td>42%</td>
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<tr>
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<td>10%</td>
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<td><strong>40%</strong></td>
<td><strong>16%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Note:** University of Miami students come from 49 states, 3 territories, and 118 other countries.  
**Source:** CaneLink
### GEOGRAPHIC ORIGIN OF ALL STUDENTS BY CLASS

**Fall Semester, 2017**

#### HEADCOUNTS

<table>
<thead>
<tr>
<th>Class</th>
<th>Miami-Dade</th>
<th>Broward</th>
<th>Other U.S., Florida</th>
<th>Other Territories</th>
<th>Int'l</th>
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<td><strong>Total Graduate</strong></td>
<td><strong>2,104</strong></td>
<td><strong>500</strong></td>
<td><strong>688</strong></td>
<td><strong>1,062</strong></td>
<td><strong>1,817</strong></td>
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<tr>
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<td><strong>1,164</strong></td>
<td><strong>1,873</strong></td>
<td><strong>2,675</strong></td>
<td><strong>6,802</strong></td>
<td><strong>17,003</strong></td>
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</table>

#### PERCENTAGE BY GEOGRAPHIC ORIGIN

<table>
<thead>
<tr>
<th>Class</th>
<th>Miami-Dade</th>
<th>Broward</th>
<th>Other U.S., Florida</th>
<th>Other Territories</th>
<th>Int'l</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Freshman</td>
<td>12%</td>
<td>4%</td>
<td>11%</td>
<td>18%</td>
<td>55%</td>
<td>100%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>19%</td>
<td>5%</td>
<td>12%</td>
<td>15%</td>
<td>49%</td>
<td>100%</td>
</tr>
<tr>
<td>Junior</td>
<td>25%</td>
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<td>10%</td>
<td>14%</td>
<td>44%</td>
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<tr>
<td>Senior</td>
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<td>12%</td>
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<td>40%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total DUG</strong></td>
<td><strong>21%</strong></td>
<td><strong>6%</strong></td>
<td><strong>11%</strong></td>
<td><strong>15%</strong></td>
<td><strong>47%</strong></td>
<td><strong>100%</strong></td>
</tr>
<tr>
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<td>28%</td>
<td>10%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total UG</strong></td>
<td><strong>22%</strong></td>
<td><strong>6%</strong></td>
<td><strong>11%</strong></td>
<td><strong>15%</strong></td>
<td><strong>46%</strong></td>
<td><strong>100%</strong></td>
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<tr>
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<td>100%</td>
</tr>
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</tr>
<tr>
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*Source: CaneLink*
### GEOGRAPHIC ORIGINS OF ALL STUDENTS
Five-Year Trends, Fall Semesters

#### HEADCOUNTS

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*Source: Enrollment Management System/CaneLink (beginning in 2013)*
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Fall Semester, 2017

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WESTERN

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SOUTHWESTERN

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US LIVING ABROAD

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NORTH AMERICA

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</tbody>
</table>

### ASIA

<table>
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<tr>
<th>State/Country</th>
<th>New Freshmen</th>
<th>New Transfers</th>
<th>Total DUG</th>
<th>NDUG</th>
<th>Graduate</th>
<th>Total</th>
</tr>
</thead>
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<td>3</td>
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<td><strong>206</strong></td>
<td><strong>38</strong></td>
<td><strong>682</strong></td>
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<td><strong>1,237</strong></td>
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</tbody>
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### SOUTHEAST ASIA

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<tr>
<th>State/Country</th>
<th>New Freshmen</th>
<th>New Transfers</th>
<th>Total DUG</th>
<th>NDUG</th>
<th>Graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Republic of Indonesia</td>
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<td>0</td>
<td>2</td>
<td>4</td>
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<td>0</td>
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<td>1</td>
<td>7</td>
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</tbody>
</table>
### HEADCOUNTS BY STATE OR COUNTRY AND BY WORLD REGION

**Fall Semester, 2017**

<table>
<thead>
<tr>
<th>State/Country</th>
<th>New Freshmen</th>
<th>New Transfers</th>
<th>Total</th>
<th>DUG</th>
<th>NDUG</th>
<th>Graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Republic of the Union of Myanmar</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Republic of the Philippines</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Republic of Singapore</td>
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<td>0</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Kingdom of Thailand</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>4</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Socialist Republic of Vietnam</td>
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<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2</strong></td>
<td><strong>2</strong></td>
<td><strong>22</strong></td>
<td><strong>2</strong></td>
<td><strong>16</strong></td>
<td><strong>40</strong></td>
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</tr>
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#### AUSTRALIA/NEW ZEALAND

<table>
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<th>New Freshmen</th>
<th>New Transfers</th>
<th>Total</th>
<th>DUG</th>
<th>NDUG</th>
<th>Graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth of Australia</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>14</td>
<td>0</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>New Zealand</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2</strong></td>
<td><strong>0</strong></td>
<td><strong>7</strong></td>
<td><strong>14</strong></td>
<td><strong>0</strong></td>
<td><strong>21</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### TOTAL UNIVERSITY

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Total</th>
</tr>
</thead>
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<tr>
<td>Republic of the Union of Myanmar</td>
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<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Republic of the Philippines</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Republic of Singapore</td>
<td>0</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Kingdom of Thailand</td>
<td>1</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Socialist Republic of Vietnam</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2</strong></td>
<td><strong>16</strong></td>
<td><strong>40</strong></td>
</tr>
<tr>
<td>Commonwealth of Australia</td>
<td>2</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>New Zealand</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2</strong></td>
<td><strong>21</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** University of Miami students come from 49 states, the District of Columbia, 3 territories, and 118 other countries.

New freshmen come from 45 states, the District of Columbia, 2 territories, and 49 other countries.

New transfers come from 31 states, 2 territories, and 34 other countries.

Undergraduate students come from 49 states, the District of Columbia, 3 territories, and 102 other countries.

Graduate students come from 47 states, the District of Columbia, 2 territories, and 85 other countries.

**Source:** CaneLink (Visa Country for International and Locality for all others)
DISTRIBUTION OF NEW FRESHMEN IN THE U.S.
Fall Semester, 2017

Parenthetical values are the number of states, including District of Columbia.

DISTRIBUTION OF ALL UNDERGRADUATES IN THE U.S.
Fall Semester, 2017

Parenthetical values are the number of states, including District of Columbia.
### NEW FRESHMEN BY WORLD REGION

#### Five-Year Trends, Fall Semesters

#### HEADCOUNTS

<table>
<thead>
<tr>
<th>Region</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida</td>
<td>634</td>
<td>680</td>
<td>636</td>
<td>621</td>
<td>605</td>
<td>-5%</td>
</tr>
<tr>
<td>New England States</td>
<td>123</td>
<td>127</td>
<td>124</td>
<td>159</td>
<td>188</td>
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</tr>
<tr>
<td>Middle States</td>
<td>490</td>
<td>433</td>
<td>470</td>
<td>518</td>
<td>569</td>
<td>16%</td>
</tr>
<tr>
<td>Southern States (excluding FL)</td>
<td>147</td>
<td>107</td>
<td>126</td>
<td>130</td>
<td>131</td>
<td>-11%</td>
</tr>
<tr>
<td>Midwestern States</td>
<td>237</td>
<td>189</td>
<td>213</td>
<td>180</td>
<td>168</td>
<td>-29%</td>
</tr>
<tr>
<td>Western States</td>
<td>121</td>
<td>122</td>
<td>101</td>
<td>107</td>
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<tr>
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<td>51</td>
<td>49</td>
<td>50</td>
<td>49</td>
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</tr>
<tr>
<td>Territories (U.S.)</td>
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<td>19</td>
<td>5</td>
<td>7</td>
<td>0%</td>
</tr>
<tr>
<td>U.S. Living Abroad</td>
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<td>54</td>
<td>54</td>
<td>41</td>
<td>45</td>
<td>-2%</td>
</tr>
<tr>
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<td>12</td>
<td>17</td>
<td>13</td>
<td>12</td>
<td>50%</td>
</tr>
<tr>
<td>Caribbean</td>
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<td>2</td>
<td>8</td>
<td>9</td>
<td>9</td>
<td>125%</td>
</tr>
<tr>
<td>Central America</td>
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<td>5</td>
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<td>53</td>
<td>45</td>
<td>60</td>
<td>32</td>
<td>31</td>
<td>-42%</td>
</tr>
<tr>
<td>Europe</td>
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<td>48</td>
<td>48</td>
<td>46</td>
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<td>-24%</td>
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<tr>
<td>Middle East</td>
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<td>43</td>
<td>23</td>
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<tr>
<td>Africa</td>
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<td>9</td>
<td>7</td>
<td>4</td>
<td>2</td>
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</tr>
<tr>
<td>Asia</td>
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<td>92</td>
<td>119</td>
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<td>50%</td>
</tr>
<tr>
<td>Southeast Asia</td>
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<td>2</td>
<td>9</td>
<td>2</td>
<td>2</td>
<td>-67%</td>
</tr>
<tr>
<td>Australia/New Zealand</td>
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<td>-33%</td>
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<td><strong>2,076</strong></td>
<td><strong>2,081</strong></td>
<td><strong>2,065</strong></td>
<td><strong>2,211</strong></td>
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</tbody>
</table>

#### PERCENTAGE BY WORLD REGION

<table>
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<tr>
<th>Region</th>
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<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida</td>
<td>30%</td>
<td>33%</td>
<td>31%</td>
<td>30%</td>
<td>27%</td>
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<tr>
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<td>6%</td>
<td>8%</td>
<td>9%</td>
</tr>
<tr>
<td>Middle States</td>
<td>23%</td>
<td>21%</td>
<td>23%</td>
<td>25%</td>
<td>26%</td>
</tr>
<tr>
<td>Southern States (excluding FL)</td>
<td>7%</td>
<td>5%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Midwestern States</td>
<td>11%</td>
<td>9%</td>
<td>10%</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>Western States</td>
<td>6%</td>
<td>6%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Southwestern States</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Territories (U.S.)</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>U.S. Living Abroad</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>North America (excluding U.S.)</td>
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<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Caribbean</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Central America</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>South America</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Europe</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Middle East</td>
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<td>2%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Africa</td>
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<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
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<td>4%</td>
<td>6%</td>
<td>9%</td>
</tr>
<tr>
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<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Australia/New Zealand</td>
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<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Enrollment Management System/CaneLink (beginning in 2013)
### HEADCOUNTS

<table>
<thead>
<tr>
<th>Region</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
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<td>3,951</td>
<td>4,234</td>
<td>-6%</td>
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<tr>
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<td>615</td>
<td>598</td>
<td>596</td>
<td>623</td>
<td>635</td>
<td>3%</td>
</tr>
<tr>
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<td>2,036</td>
<td>2,120</td>
<td>2,221</td>
<td>2,187</td>
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<tr>
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<td>569</td>
<td>568</td>
<td>555</td>
<td>528</td>
<td>-13%</td>
</tr>
<tr>
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<tr>
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<td>607</td>
<td>570</td>
<td>563</td>
<td>490</td>
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</tr>
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<td>198</td>
<td>195</td>
<td>200</td>
<td>207</td>
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</tr>
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<td>55</td>
<td>64</td>
<td>58</td>
<td>53</td>
<td>26%</td>
</tr>
<tr>
<td>U.S. Living Abroad</td>
<td>218</td>
<td>251</td>
<td>282</td>
<td>267</td>
<td>170</td>
<td>-22%</td>
</tr>
<tr>
<td>North America (excluding U.S.)</td>
<td>58</td>
<td>66</td>
<td>66</td>
<td>62</td>
<td>59</td>
<td>2%</td>
</tr>
<tr>
<td>Caribbean</td>
<td>35</td>
<td>25</td>
<td>30</td>
<td>31</td>
<td>36</td>
<td>3%</td>
</tr>
<tr>
<td>Central America</td>
<td>29</td>
<td>29</td>
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<td>377</td>
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<td>274</td>
<td>263</td>
<td>-15%</td>
</tr>
<tr>
<td>Europe</td>
<td>276</td>
<td>282</td>
<td>269</td>
<td>237</td>
<td>213</td>
<td>-23%</td>
</tr>
<tr>
<td>Middle East</td>
<td>192</td>
<td>212</td>
<td>227</td>
<td>229</td>
<td>241</td>
<td>26%</td>
</tr>
<tr>
<td>Africa</td>
<td>25</td>
<td>43</td>
<td>45</td>
<td>27</td>
<td>26</td>
<td>4%</td>
</tr>
<tr>
<td>Asia</td>
<td>654</td>
<td>637</td>
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<td>599</td>
<td>688</td>
<td>5%</td>
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### PERCENTAGE BY WORLD REGION

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*Source: Enrollment Management System/CaneLink (beginning in 2013)*
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## PERCENTAGE BY WORLD REGION

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## ALL STUDENTS BY WORLD REGION
### Five-Year Trends, Fall Semesters

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<tr>
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<tr>
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</tr>
<tr>
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<tr>
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<tr>
<td>Europe</td>
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<tr>
<td>Middle East</td>
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<tr>
<td>Africa</td>
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<tr>
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<tr>
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<tr>
<td><strong>TOTAL</strong></td>
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</table>

Source: Enrollment Management System/CaneLink (beginning in 2013)
# RELIGIOUS PREFERENCES OF STUDENTS BY CLASS

## Fall Semester, 2017

### HEADCOUNTS

<table>
<thead>
<tr>
<th>Class</th>
<th>Catholic</th>
<th>Hindu</th>
<th>Jewish</th>
<th>Muslim</th>
<th>Protestant</th>
<th>Other</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL UG</td>
<td>612</td>
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<td>252</td>
<td>53</td>
<td>418</td>
<td>94</td>
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<td>23</td>
<td>54</td>
<td>17</td>
<td>150</td>
<td>59</td>
<td>5,715</td>
<td>6,171</td>
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<tr>
<td>TOTAL (ALL CLASSES)</td>
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<td>90</td>
<td>306</td>
<td>70</td>
<td>568</td>
<td>153</td>
<td>15,051</td>
<td>17,003</td>
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### ADJUSTED PERCENTAGES BY RELIGION

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<th>Jewish</th>
<th>Muslim</th>
<th>Protestant</th>
<th>Other</th>
<th>Total</th>
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</thead>
<tbody>
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<td>6%</td>
<td>100%</td>
</tr>
<tr>
<td>TOTAL GRADUATE</td>
<td>34%</td>
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<td>4%</td>
<td>33%</td>
<td>13%</td>
<td>100%</td>
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<td>TOTAL (ALL CLASSES)</td>
<td>39%</td>
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</tr>
</tbody>
</table>

*Note: Adjusted percentages exclude unknowns.*

"Catholic" includes "Roman Catholic" and "Eastern Orthodox Christian." Other includes "Other" and "Buddhist."

*Source: CaneLink*
# RELIGIOUS PREFERENCES OF ALL STUDENTS
## Five-Year Trends, Fall Semesters

### HEADCOUNTS

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<tr>
<th>Religion</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
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</thead>
<tbody>
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<td>1,796</td>
<td>1,310</td>
<td>1,237</td>
<td>987</td>
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<tr>
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<td>146</td>
<td>122</td>
<td>130</td>
<td>99</td>
<td>90</td>
<td>-38%</td>
</tr>
<tr>
<td>Jewish</td>
<td>636</td>
<td>479</td>
<td>492</td>
<td>389</td>
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<tr>
<td>Muslim</td>
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<td>145</td>
<td>125</td>
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<td>1,611</td>
<td>1,142</td>
<td>743</td>
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<tr>
<td>Other</td>
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<td>412</td>
<td>345</td>
<td>244</td>
<td>153</td>
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<tr>
<td>Unknown</td>
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<td>12,695</td>
<td>13,376</td>
<td>14,242</td>
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<td><strong>TOTAL</strong></td>
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<td>16,774</td>
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### ADJUSTED PERCENTAGE BY RELIGION

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<th>Religion</th>
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<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
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<td>31%</td>
<td>32%</td>
<td>36%</td>
<td>39%</td>
<td>39%</td>
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<tr>
<td>Hindu</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Jewish</td>
<td>11%</td>
<td>12%</td>
<td>14%</td>
<td>15%</td>
<td>16%</td>
</tr>
<tr>
<td>Muslim</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Protestant</td>
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<td>39%</td>
<td>33%</td>
<td>29%</td>
<td>29%</td>
</tr>
<tr>
<td>Other</td>
<td>11%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>8%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Note:** Adjusted percentages exclude unknowns.

"Catholic" includes "Roman Catholic" and "Eastern Orthodox Christian." Other includes "Other" and "Buddhist.

**Source:** Enrollment Management System/CaneLink (beginning in 2013)
### AGE DISTRIBUTION OF ALL UNDERGRADUATES
Fall Semester, 2017

#### HEADCOUNTS

<table>
<thead>
<tr>
<th>College/School</th>
<th>18 &amp; Under</th>
<th>19 - 24</th>
<th>25 - 29</th>
<th>30 - 39</th>
<th>40 &amp; Over</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>38</td>
<td>186</td>
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<tr>
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<td>33</td>
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<tr>
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<td>2</td>
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<td>926</td>
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<td>Education &amp; Human Development</td>
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<td>7</td>
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<td>470</td>
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<td>Engineering</td>
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<td>882</td>
<td>31</td>
<td>4</td>
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<td>1,094</td>
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<tr>
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<td>330</td>
<td>7</td>
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<td>0</td>
<td>469</td>
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<tr>
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<td>30</td>
<td>14</td>
<td>693</td>
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<tr>
<td>Cont Std/Joint Pgms</td>
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<td><strong>328</strong></td>
<td><strong>179</strong></td>
<td><strong>138</strong></td>
<td><strong>10,832</strong></td>
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#### PERCENTAGE BY AGE RANGE

<table>
<thead>
<tr>
<th>College/School</th>
<th>18 &amp; Under</th>
<th>19 - 24</th>
<th>25 - 29</th>
<th>30 - 39</th>
<th>40 &amp; Over</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Architecture</td>
<td>17%</td>
<td>81%</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>20%</td>
<td>76%</td>
<td>3%</td>
<td>1%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Business</td>
<td>20%</td>
<td>78%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Communication</td>
<td>15%</td>
<td>81%</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>15%</td>
<td>80%</td>
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<td>1%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Engineering</td>
<td>16%</td>
<td>81%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Frost School of Music</td>
<td>28%</td>
<td>70%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
<td>19%</td>
<td>64%</td>
<td>11%</td>
<td>4%</td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td>Rosenstiel School</td>
<td>22%</td>
<td>77%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Cont Std/Joint Pgms</td>
<td>8%</td>
<td>27%</td>
<td>15%</td>
<td>23%</td>
<td>28%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>19%</strong></td>
<td><strong>75%</strong></td>
<td><strong>3%</strong></td>
<td><strong>2%</strong></td>
<td><strong>1%</strong></td>
<td><strong>100%</strong></td>
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*Source: CaneLink*
## AGE DISTRIBUTION OF GRADUATE STUDENTS
### Fall Semester, 2017

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<th>25 - 29</th>
<th>30 - 39</th>
<th>40 &amp; Over</th>
<th>Total</th>
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<tr>
<td>Architecture</td>
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<tr>
<td>Arts and Sciences</td>
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<td>169</td>
<td>60</td>
<td>641</td>
</tr>
<tr>
<td>Business</td>
<td>293</td>
<td>273</td>
<td>282</td>
<td>139</td>
<td>987</td>
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<tr>
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<td>20</td>
<td>210</td>
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<td>130</td>
<td>55</td>
<td>454</td>
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<td>64</td>
<td>83</td>
<td>47</td>
<td>10</td>
<td>204</td>
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<tr>
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<td>60</td>
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<td>275</td>
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<td>230</td>
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<td>567</td>
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<td>144</td>
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<td>388</td>
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<td>10</td>
<td>300</td>
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<td>Cont Std/Grad Sch/Joint Pgms</td>
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<td>6</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>1,232</strong></td>
<td><strong>506</strong></td>
<td><strong>6,171</strong></td>
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### PERCENTAGE BY AGE RANGE

<table>
<thead>
<tr>
<th>College/School</th>
<th>24 &amp; Under</th>
<th>25 - 29</th>
<th>30 - 39</th>
<th>40 &amp; Over</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>40%</td>
<td>43%</td>
<td>12%</td>
<td>5%</td>
<td>100%</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>25%</td>
<td>39%</td>
<td>26%</td>
<td>9%</td>
<td>100%</td>
</tr>
<tr>
<td>Business</td>
<td>30%</td>
<td>28%</td>
<td>29%</td>
<td>14%</td>
<td>100%</td>
</tr>
<tr>
<td>Communication</td>
<td>31%</td>
<td>40%</td>
<td>19%</td>
<td>10%</td>
<td>100%</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>28%</td>
<td>31%</td>
<td>29%</td>
<td>12%</td>
<td>100%</td>
</tr>
<tr>
<td>Engineering</td>
<td>31%</td>
<td>41%</td>
<td>23%</td>
<td>5%</td>
<td>100%</td>
</tr>
<tr>
<td>Frost School of Music</td>
<td>42%</td>
<td>30%</td>
<td>22%</td>
<td>6%</td>
<td>100%</td>
</tr>
<tr>
<td>Law</td>
<td>48%</td>
<td>35%</td>
<td>12%</td>
<td>6%</td>
<td>100%</td>
</tr>
<tr>
<td>Medicine - Clinical</td>
<td>45%</td>
<td>49%</td>
<td>6%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Medicine - Graduate</td>
<td>36%</td>
<td>41%</td>
<td>18%</td>
<td>5%</td>
<td>100%</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
<td>5%</td>
<td>36%</td>
<td>37%</td>
<td>22%</td>
<td>100%</td>
</tr>
<tr>
<td>Rosenstiel School</td>
<td>43%</td>
<td>39%</td>
<td>15%</td>
<td>3%</td>
<td>100%</td>
</tr>
<tr>
<td>Cont Std/Grad Sch/Joint Pgms</td>
<td>21%</td>
<td>39%</td>
<td>21%</td>
<td>18%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>35%</strong></td>
<td><strong>37%</strong></td>
<td><strong>20%</strong></td>
<td><strong>8%</strong></td>
<td><strong>100%</strong></td>
</tr>
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</table>

*Source: CaneLink*
### AVERAGE AGE OF NEW FRESHMEN AND NEW TRANSFERS  
**Fall Semester, 2017**

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<tr>
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</tr>
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</tr>
<tr>
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<td>21.6</td>
</tr>
<tr>
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<td>20.2</td>
</tr>
<tr>
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<td>24.8</td>
</tr>
<tr>
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<td>18.1</td>
<td>20.4</td>
</tr>
<tr>
<td>Cont Std/Grad Sch/Joint Pgms</td>
<td>29.0</td>
<td>32.7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>18.1</strong></td>
<td><strong>22.0</strong></td>
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</tbody>
</table>

### AVERAGE AGE OF STUDENTS BY CLASS  
**Fall Semester, 2017**

<table>
<thead>
<tr>
<th>College/School</th>
<th>DUG</th>
<th>NDUG</th>
<th>Undergrad</th>
<th>Students in Grad School</th>
<th>M.D./L.L.M.</th>
<th>All Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>20.7</td>
<td>0.0</td>
<td>20.7</td>
<td>27.0</td>
<td>0.0</td>
<td>27.0</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>20.3</td>
<td>25.0</td>
<td>20.3</td>
<td>29.4</td>
<td>0.0</td>
<td>29.4</td>
</tr>
<tr>
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<td>19.9</td>
<td>0.0</td>
<td>19.9</td>
<td>30.2</td>
<td>0.0</td>
<td>30.2</td>
</tr>
<tr>
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<td>20.3</td>
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<td>20.3</td>
<td>28.8</td>
<td>0.0</td>
<td>28.8</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
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<td>20.5</td>
<td>29.9</td>
<td>0.0</td>
<td>29.9</td>
</tr>
<tr>
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<td>0.0</td>
<td>20.3</td>
<td>27.7</td>
<td>0.0</td>
<td>27.7</td>
</tr>
<tr>
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<td>19.3</td>
<td>19.7</td>
<td>27.7</td>
<td>0.0</td>
<td>27.7</td>
</tr>
<tr>
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<td>0.0</td>
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<td>0.0</td>
<td>26.7</td>
</tr>
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<td>21.9</td>
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<tr>
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<tr>
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<td><strong>20.6</strong></td>
<td><strong>27.1</strong></td>
<td><strong>20.7</strong></td>
<td><strong>29.3</strong></td>
<td><strong>26.1</strong></td>
<td><strong>28.2</strong></td>
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</table>

*Source: CaneLink*
## Undergraduate

<table>
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<tr>
<th>College/School</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>Change</th>
</tr>
</thead>
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<td>Architecture</td>
<td>20.7</td>
<td>20.6</td>
<td>20.7</td>
<td>20.7</td>
<td>20.7</td>
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</tr>
<tr>
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<td>20.4</td>
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</tr>
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<td>-1%</td>
</tr>
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<td>20.4</td>
<td>20.3</td>
<td>20.3</td>
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<td>0%</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>20.5</td>
<td>20.4</td>
<td>20.5</td>
<td>20.6</td>
<td>20.5</td>
<td>0%</td>
</tr>
<tr>
<td>Engineering</td>
<td>20.0</td>
<td>20.0</td>
<td>20.1</td>
<td>20.3</td>
<td>20.3</td>
<td>2%</td>
</tr>
<tr>
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<td>20.1</td>
<td>20.0</td>
<td>20.0</td>
<td>20.1</td>
<td>19.7</td>
<td>-2%</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
<td>22.8</td>
<td>22.4</td>
<td>21.9</td>
<td>21.6</td>
<td>21.9</td>
<td>-4%</td>
</tr>
<tr>
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<td>19.8</td>
<td>19.8</td>
<td>19.7</td>
<td>19.7</td>
<td>0%</td>
</tr>
<tr>
<td>Cont Std/Joint Pgm</td>
<td>29.8</td>
<td>28.9</td>
<td>30.3</td>
<td>33.2</td>
<td>32.8</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20.8</strong></td>
<td><strong>20.7</strong></td>
<td><strong>20.7</strong></td>
<td><strong>20.8</strong></td>
<td><strong>20.7</strong></td>
<td><strong>-1%</strong></td>
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</table>

### Graduate

<table>
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<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>Change</th>
</tr>
</thead>
<tbody>
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<td>Architecture</td>
<td>25.7</td>
<td>26.9</td>
<td>26.0</td>
<td>27.5</td>
<td>27.0</td>
<td>5%</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>30.0</td>
<td>30.2</td>
<td>29.8</td>
<td>29.9</td>
<td>29.4</td>
<td>-2%</td>
</tr>
<tr>
<td>Business</td>
<td>29.7</td>
<td>30.1</td>
<td>30.8</td>
<td>30.8</td>
<td>30.2</td>
<td>2%</td>
</tr>
<tr>
<td>Communication</td>
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<td>27.9</td>
<td>27.5</td>
<td>28.1</td>
<td>28.8</td>
<td>3%</td>
</tr>
<tr>
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<td>28.9</td>
<td>28.8</td>
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<td>30.0</td>
<td>29.9</td>
<td>4%</td>
</tr>
<tr>
<td>Engineering</td>
<td>27.3</td>
<td>27.4</td>
<td>27.7</td>
<td>27.8</td>
<td>27.7</td>
<td>1%</td>
</tr>
<tr>
<td>Frost School of Music</td>
<td>27.9</td>
<td>28.0</td>
<td>28.0</td>
<td>27.3</td>
<td>27.7</td>
<td>-1%</td>
</tr>
<tr>
<td>Law</td>
<td>25.7</td>
<td>26.2</td>
<td>26.3</td>
<td>26.3</td>
<td>26.7</td>
<td>4%</td>
</tr>
<tr>
<td>Medicine-Clinical</td>
<td>25.0</td>
<td>25.0</td>
<td>25.0</td>
<td>25.1</td>
<td>25.1</td>
<td>1%</td>
</tr>
<tr>
<td>Medicine-Graduate</td>
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<td>27.4</td>
<td>27.7</td>
<td>27.8</td>
<td>27.5</td>
<td>2%</td>
</tr>
<tr>
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<td>33.8</td>
<td>34.0</td>
<td>34.8</td>
<td>33.6</td>
<td>-5%</td>
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<tr>
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<td>26.8</td>
<td>26.8</td>
<td>26.6</td>
<td>26.7</td>
<td>26.4</td>
<td>-1%</td>
</tr>
<tr>
<td>Cont Std/Grad Sch/Joint Pgm</td>
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<td>30.9</td>
<td>28.5</td>
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<td>-6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27.6</strong></td>
<td><strong>27.8</strong></td>
<td><strong>28.1</strong></td>
<td><strong>28.3</strong></td>
<td><strong>28.2</strong></td>
<td><strong>2%</strong></td>
</tr>
</tbody>
</table>

*Source: Enrollment Management System/CaneLink (beginning in 2013)*
# RESIDENCE OF STUDENTS BY CLASS
## Fall Semester, 2017

### HEADCOUNTS

<table>
<thead>
<tr>
<th>Residence</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>NDUG</th>
<th>Graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eaton</td>
<td>277</td>
<td>55</td>
<td>15</td>
<td>22</td>
<td>0</td>
<td>0</td>
<td>369</td>
</tr>
<tr>
<td>Hecht</td>
<td>777</td>
<td>38</td>
<td>15</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>847</td>
</tr>
<tr>
<td>Mahoney</td>
<td>100</td>
<td>356</td>
<td>118</td>
<td>70</td>
<td>21</td>
<td>0</td>
<td>665</td>
</tr>
<tr>
<td>Pearson</td>
<td>156</td>
<td>337</td>
<td>96</td>
<td>63</td>
<td>28</td>
<td>0</td>
<td>680</td>
</tr>
<tr>
<td>Stanford</td>
<td>756</td>
<td>52</td>
<td>20</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>841</td>
</tr>
<tr>
<td>University Village</td>
<td>0</td>
<td>1</td>
<td>346</td>
<td>443</td>
<td>0</td>
<td>1</td>
<td>791</td>
</tr>
<tr>
<td><strong>Total On Campus</strong></td>
<td>2,066</td>
<td>839</td>
<td>610</td>
<td>628</td>
<td>49</td>
<td>1</td>
<td>4,193</td>
</tr>
<tr>
<td><strong>Total Off Campus</strong></td>
<td>618</td>
<td>1,542</td>
<td>1,845</td>
<td>2,460</td>
<td>175</td>
<td>6,170</td>
<td>12,810</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>2,684</td>
<td>2,381</td>
<td>2,455</td>
<td>3,088</td>
<td>224</td>
<td>6,171</td>
<td>17,003</td>
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</table>

### PERCENTAGE BY RESIDENCE

<table>
<thead>
<tr>
<th>Residence</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>NDUG</th>
<th>Graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eaton</td>
<td>10%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Hecht</td>
<td>29%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td>Mahoney</td>
<td>4%</td>
<td>15%</td>
<td>5%</td>
<td>2%</td>
<td>9%</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>Pearson</td>
<td>6%</td>
<td>14%</td>
<td>4%</td>
<td>2%</td>
<td>13%</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>Stanford</td>
<td>28%</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td>University Village</td>
<td>0%</td>
<td>0%</td>
<td>14%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total On Campus</strong></td>
<td>77%</td>
<td>35%</td>
<td>25%</td>
<td>20%</td>
<td>22%</td>
<td>0%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total Off Campus</strong></td>
<td>23%</td>
<td>65%</td>
<td>75%</td>
<td>80%</td>
<td>78%</td>
<td>100%</td>
<td>75%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Note: Housing capacity is 4,216. There were 6 students who lived on campus but were not financial registered on benchmark. Source: Housing database*
## ON-CAMPUS HEADCOUNTS AND PERCENTAGES

<table>
<thead>
<tr>
<th>School/College</th>
<th>New Freshmen Number</th>
<th>New Freshmen Percent</th>
<th>Degree Undergraduates Number</th>
<th>Degree Undergraduates Percent</th>
<th>Other Students* Number</th>
<th>Other Students* Percent</th>
<th>Total Number</th>
<th>Total Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>35</td>
<td>83%</td>
<td>77</td>
<td>33%</td>
<td>0</td>
<td>0%</td>
<td>77</td>
<td>23%</td>
</tr>
<tr>
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<td>735</td>
<td>89%</td>
<td>1,665</td>
<td>43%</td>
<td>0</td>
<td>0%</td>
<td>1,665</td>
<td>37%</td>
</tr>
<tr>
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<td>503</td>
<td>93%</td>
<td>827</td>
<td>35%</td>
<td>0</td>
<td>0%</td>
<td>827</td>
<td>25%</td>
</tr>
<tr>
<td>Communication</td>
<td>141</td>
<td>90%</td>
<td>309</td>
<td>33%</td>
<td>0</td>
<td>0%</td>
<td>309</td>
<td>27%</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
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<td>89%</td>
<td>179</td>
<td>38%</td>
<td>0</td>
<td>0%</td>
<td>179</td>
<td>19%</td>
</tr>
<tr>
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<td>175</td>
<td>83%</td>
<td>405</td>
<td>37%</td>
<td>1</td>
<td>0%</td>
<td>406</td>
<td>31%</td>
</tr>
<tr>
<td>Frost School of Music</td>
<td>125</td>
<td>93%</td>
<td>250</td>
<td>55%</td>
<td>0</td>
<td>0%</td>
<td>250</td>
<td>34%</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
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<td>0</td>
<td>0%</td>
<td>240</td>
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</tr>
<tr>
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<td>53%</td>
<td>0</td>
<td>0%</td>
<td>191</td>
<td>29%</td>
</tr>
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<td>0%</td>
<td>0</td>
<td>0%</td>
<td>49</td>
<td>21%</td>
<td>49</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Total On Campus</strong></td>
<td>1,985</td>
<td>90%</td>
<td>4,143</td>
<td>39%</td>
<td>50</td>
<td>1%</td>
<td>4,193</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total Off Campus</strong></td>
<td>226</td>
<td>10%</td>
<td>6,465</td>
<td>61%</td>
<td>6,345</td>
<td>99%</td>
<td>12,810</td>
<td>75%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>2,211</td>
<td>100%</td>
<td>10,608</td>
<td>100%</td>
<td>6,395</td>
<td>100%</td>
<td>17,003</td>
<td>100%</td>
</tr>
</tbody>
</table>

* Other Students includes non-degree undergraduates and graduate students.
** Special and Joint Programs includes Study Abroad students from other countries studying at UM.

Note: Housing capacity is 4,216. There were 6 students who lived on campus but were not financial registered on benchmark.

Source: Housing database
## CREDIT HOURS

<table>
<thead>
<tr>
<th>Teaching School</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
</tr>
</thead>
<tbody>
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<td>3,445</td>
<td>3,225</td>
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</tr>
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<td>81,473</td>
<td>80,256</td>
<td>76,547</td>
<td>73,718</td>
<td>72,740</td>
<td>-11%</td>
</tr>
<tr>
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<td>30,654</td>
<td>31,250</td>
<td>32,856</td>
<td>32,722</td>
<td>32,510</td>
<td>6%</td>
</tr>
<tr>
<td>Communication</td>
<td>11,186</td>
<td>10,812</td>
<td>10,099</td>
<td>10,457</td>
<td>10,597</td>
<td>-5%</td>
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<tr>
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<td>7,795</td>
<td>7,826</td>
<td>7,733</td>
<td>7,824</td>
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</tr>
<tr>
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<td>9,096</td>
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</tr>
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<td>7,978</td>
<td>8,460</td>
<td>11%</td>
</tr>
<tr>
<td>Law</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5%</td>
</tr>
<tr>
<td>Medicine-Graduate</td>
<td>1,421</td>
<td>2,017</td>
<td>2,337</td>
<td>2,470</td>
<td>2,498</td>
<td>76%</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
<td>5,636</td>
<td>5,049</td>
<td>6,101</td>
<td>6,408</td>
<td>7,209</td>
<td>28%</td>
</tr>
<tr>
<td>Rosenstiel School</td>
<td>4,984</td>
<td>4,488</td>
<td>4,463</td>
<td>4,086</td>
<td>3,119</td>
<td>-37%</td>
</tr>
<tr>
<td>Cont Std/Joint Pgms*</td>
<td>1,983</td>
<td>2,080</td>
<td>1,998</td>
<td>1,243</td>
<td>1,216</td>
<td>-39%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>164,918</td>
<td>164,128</td>
<td>162,816</td>
<td>159,465</td>
<td>159,069</td>
<td>-4%</td>
</tr>
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</table>

### PERCENTAGE TAUGHT BY TEACHING SCHOOL

<table>
<thead>
<tr>
<th>Teaching School</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>49%</td>
<td>49%</td>
<td>47%</td>
<td>46%</td>
<td>46%</td>
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<tr>
<td>Business</td>
<td>19%</td>
<td>19%</td>
<td>20%</td>
<td>21%</td>
<td>20%</td>
</tr>
<tr>
<td>Communication</td>
<td>7%</td>
<td>7%</td>
<td>6%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Engineering</td>
<td>5%</td>
<td>5%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Frost School of Music</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Law</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Medicine-Graduate</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
<td>3%</td>
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<td>4%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Rosenstiel School</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Cont Std/Joint Pgms*</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Note:** Total credit hours taken for undergraduate credit by all students, including graduate students.

* Cont Std/Joint Programs include credit hours for non-UM students taking courses through the International Education and Exchange Programs.

**Source:** Enrollment Management System/CaneLink (beginning in 2013)
### CREDIT HOURS

<table>
<thead>
<tr>
<th>Teaching School</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1,006</td>
<td>1,015</td>
<td>1,247</td>
<td>1,277</td>
<td>1,316</td>
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</tr>
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<td>4,387</td>
<td>4,154</td>
<td>4,211</td>
<td>4,626</td>
<td>1%</td>
</tr>
<tr>
<td>Business</td>
<td>6,963</td>
<td>9,319</td>
<td>10,646</td>
<td>10,117</td>
<td>11,225</td>
<td>61%</td>
</tr>
<tr>
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<td>1,362</td>
<td>1,410</td>
<td>1,588</td>
<td>1,726</td>
<td>1,669</td>
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<td>Education &amp; Human Development</td>
<td>2,466</td>
<td>2,330</td>
<td>2,765</td>
<td>3,435</td>
<td>3,059</td>
<td>24%</td>
</tr>
<tr>
<td>Engineering</td>
<td>1,848</td>
<td>1,729</td>
<td>1,478</td>
<td>1,230</td>
<td>1,163</td>
<td>-37%</td>
</tr>
<tr>
<td>Frost School of Music</td>
<td>2,143</td>
<td>2,215</td>
<td>2,049</td>
<td>2,046</td>
<td>1,907</td>
<td>-11%</td>
</tr>
<tr>
<td>Law</td>
<td>17,963</td>
<td>15,372</td>
<td>14,701</td>
<td>15,028</td>
<td>16,591</td>
<td>-8%</td>
</tr>
<tr>
<td>Medicine-Clinical</td>
<td>19,714</td>
<td>19,263</td>
<td>16,972</td>
<td>16,943</td>
<td>16,931</td>
<td>-14%</td>
</tr>
<tr>
<td>Medicine-Graduate</td>
<td>5,861</td>
<td>5,911</td>
<td>6,140</td>
<td>5,422</td>
<td>6,101</td>
<td>4%</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
<td>2,323</td>
<td>2,060</td>
<td>2,017</td>
<td>2,768</td>
<td>3,435</td>
<td>48%</td>
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<tr>
<td>Rosenstiel School</td>
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<td>1,928</td>
<td>1,850</td>
<td>1,986</td>
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<tr>
<td>Cont Std/Grad Sch/Joint Prgms</td>
<td>32</td>
<td>34</td>
<td>29</td>
<td>29</td>
<td>36</td>
<td>13%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>68,159</td>
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<td>65,636</td>
<td>66,218</td>
<td>70,082</td>
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### PERCENTAGE TAUGHT BY TEACHING SCHOOL

<table>
<thead>
<tr>
<th>Teaching School</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>7%</td>
<td>7%</td>
<td>6%</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>Business</td>
<td>10%</td>
<td>14%</td>
<td>16%</td>
<td>15%</td>
<td>16%</td>
</tr>
<tr>
<td>Communication</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>4%</td>
<td>3%</td>
<td>4%</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>Engineering</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Frost School of Music</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Law</td>
<td>26%</td>
<td>23%</td>
<td>22%</td>
<td>23%</td>
<td>24%</td>
</tr>
<tr>
<td>Medicine-Clinical</td>
<td>29%</td>
<td>29%</td>
<td>26%</td>
<td>26%</td>
<td>24%</td>
</tr>
<tr>
<td>Medicine-Graduate</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
<td>8%</td>
<td>9%</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Rosenstiel School</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Cont Std/Grad Sch/Joint Prgms</td>
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<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Note: Total credit hours taken for graduate and professional credit by all students, including undergraduate students.
Graduate research credits were increased from 0 to 1.*

*Source: Enrollment Management System/CaneLink (beginning in 2013)*
*Cont Stud/Joint Programs include credit hours for non-UM students taking courses through the International Education and Exchange Programs.

Source: CaneLink
## TOTAL CREDIT HOURS TAUGHT

Five-Year Trends, Fall Semesters

### CREDIT HOURS

<table>
<thead>
<tr>
<th>Teaching School</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
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</thead>
<tbody>
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<td>4,679</td>
<td>4,404</td>
<td>4,692</td>
<td>4,502</td>
<td>4,489</td>
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</tr>
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<td>84,643</td>
<td>80,701</td>
<td>77,929</td>
<td>77,366</td>
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</tr>
<tr>
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<td>37,617</td>
<td>40,569</td>
<td>43,502</td>
<td>42,839</td>
<td>43,735</td>
<td>16%</td>
</tr>
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<td>12,548</td>
<td>12,222</td>
<td>11,687</td>
<td>12,183</td>
<td>12,266</td>
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</tr>
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<td>10,261</td>
<td>10,156</td>
<td>10,498</td>
<td>11,259</td>
<td>11,076</td>
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</tr>
<tr>
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<td>10,359</td>
<td>10,734</td>
<td>10,574</td>
<td>10,564</td>
<td>10,688</td>
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</tr>
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<td>10,171</td>
<td>10,190</td>
<td>10,024</td>
<td>10,367</td>
<td>6%</td>
</tr>
<tr>
<td>Law</td>
<td>17,963</td>
<td>15,372</td>
<td>14,701</td>
<td>15,028</td>
<td>16,596</td>
<td>-8%</td>
</tr>
<tr>
<td>Medicine-Clinical</td>
<td>19,714</td>
<td>19,263</td>
<td>16,972</td>
<td>16,943</td>
<td>16,931</td>
<td>-14%</td>
</tr>
<tr>
<td>Medicine-Graduate</td>
<td>7,282</td>
<td>7,928</td>
<td>8,477</td>
<td>7,892</td>
<td>8,599</td>
<td>18%</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
<td>7,959</td>
<td>7,109</td>
<td>8,118</td>
<td>9,176</td>
<td>10,644</td>
<td>34%</td>
</tr>
<tr>
<td>Rosenstiel School</td>
<td>6,901</td>
<td>6,416</td>
<td>6,313</td>
<td>6,072</td>
<td>5,142</td>
<td>-25%</td>
</tr>
<tr>
<td>Cont Std/Grad Sch/Joint Pgms*</td>
<td>2,015</td>
<td>2,114</td>
<td>2,027</td>
<td>1,272</td>
<td>1,252</td>
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</tr>
<tr>
<td>TOTAL</td>
<td>233,077</td>
<td>231,101</td>
<td>228,452</td>
<td>225,683</td>
<td>229,151</td>
<td>-2%</td>
</tr>
</tbody>
</table>

### PERCENTAGE TAUGHT BY TEACHING SCHOOL

<table>
<thead>
<tr>
<th>Teaching School</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>37%</td>
<td>37%</td>
<td>35%</td>
<td>35%</td>
<td>34%</td>
</tr>
<tr>
<td>Business</td>
<td>16%</td>
<td>18%</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>Communication</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Engineering</td>
<td>4%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Frost School of Music</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Law</td>
<td>8%</td>
<td>7%</td>
<td>6%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Medicine-Clinical</td>
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<td>8%</td>
<td>7%</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>Medicine-Graduate</td>
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<td>3%</td>
<td>4%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Rosenstiel School</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Cont Std/Grad Sch/Joint Pgms*</td>
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<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Note:** Total credit hours taken by all students for undergraduate and graduate credit. Graduate research credits were increased from 0 to 1.

*Cont Std/Grad Sch/Joint Pgms include credit hours for non-UM students taking courses through the International Education and Exchange Programs and other special programs.*

**Source:** Enrollment Management System/CaneLink (beginning in 2013)
* Cont Stud/Grad Sch/Joint Programs include credit hours for non-UM students taking courses through the International Education and Exchange Programs and other special programs.

Source: Enrollment Management System/CaneLink (beginning in 2013)
## UNDERGRADUATE CREDIT HOURS FOR EACH HOME SCHOOL OF MAJORS BY TEACHING SCHOOL

**Fall Semester, 2017**

<table>
<thead>
<tr>
<th>Home School of Majors</th>
<th>Arts &amp; Science</th>
<th>Bus</th>
<th>Com</th>
<th>Educ</th>
<th>Engineering</th>
<th>Frost</th>
<th>Law</th>
<th>Clinical</th>
<th>Grad</th>
<th>Med</th>
<th>Nur</th>
<th>Rosenstiel</th>
<th>Cont Std/Grad Sch/Joint Pgrms*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
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<td>573</td>
<td>126</td>
<td>60</td>
<td>18</td>
<td>183</td>
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<td>0</td>
<td>0</td>
<td>3</td>
<td>21</td>
<td>0</td>
<td>3,735</td>
</tr>
<tr>
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<td>43,773</td>
<td>4,834</td>
<td>1,389</td>
<td>1,773</td>
<td>137</td>
<td>1,090</td>
<td>5</td>
<td>0</td>
<td>2,163</td>
<td>682</td>
<td>568</td>
<td>386</td>
<td>56,844</td>
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<td>24,936</td>
<td>809</td>
<td>974</td>
<td>15</td>
<td>608</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>42</td>
<td>152</td>
<td>329</td>
<td>34,978</td>
</tr>
<tr>
<td>Communication</td>
<td>6</td>
<td>3,577</td>
<td>1,002</td>
<td>7,586</td>
<td>713</td>
<td>6</td>
<td>330</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>138</td>
<td>111</td>
<td>153</td>
<td>13,631</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>3</td>
<td>2,250</td>
<td>252</td>
<td>150</td>
<td>3,920</td>
<td>3</td>
<td>156</td>
<td>0</td>
<td>0</td>
<td>47</td>
<td>48</td>
<td>51</td>
<td>55</td>
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</tr>
<tr>
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<td>50</td>
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<td>76</td>
<td>38</td>
<td>16,438</td>
</tr>
<tr>
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<td>153</td>
<td>138</td>
<td>111</td>
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<td>0</td>
<td>0</td>
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</tr>
<tr>
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<td><strong>159,069</strong></td>
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**Note:** Total credit hours taken for undergraduate credit by all students, including graduate students.

* Continuing Studies/Joint Programs teaching school includes credit hours taught to students taking courses abroad through the International Education and Exchange Programs and other special programs. Continuing Studies/Joint Programs home school includes credit hours taken by non-UM students taking courses through the International Education and Exchange Programs and other special programs.

**Source:** CaneLink
### GRADUATE CREDIT HOURS FOR EACH HOME SCHOOL OF MAJORS BY TEACHING SCHOOL

**Fall Semester, 2017**

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<tr>
<th>Home School of Majors</th>
<th>Arts &amp; Science</th>
<th>Bus</th>
<th>Com</th>
<th>Educ</th>
<th>Engineering</th>
<th>Frost</th>
<th>Music</th>
<th>Law</th>
<th>Clinical</th>
<th>Med</th>
<th>Grad Med</th>
<th>Nur</th>
<th>Rosenstiel</th>
<th>Cont Std/Grad/Jnt*</th>
<th>Total</th>
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<td>0</td>
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<td>16</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>168</td>
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</table>

**TOTAL** | 1,316 | 4,626 | 11,225 | 1,669 | 3,059 | 1,163 | 1,907 | 16,591 | 16,931 | 6,101 | 3,435 | 2,023 | 36 | 70,082 |

*Note: Total credit hours taken for graduate credit by all students, including undergraduate students. Graduate research credits were increased from 0 to 1.*

*Continuing Studies/Graduate School/Joint Programs teaching school includes credit hours taught to students taking courses abroad through the International Education and Exchange Programs and other special programs. Continuing Studies/Graduate School/Joint Programs home school includes credit hours taken by non-UM students taking courses through the International Education and Exchange Programs and other special programs.*

**Source:** CaneLink
### TOTAL CREDIT HOURS FOR EACH HOME SCHOOL OF MAJORS BY TEACHING SCHOOL

**Fall Semester, 2017**

<table>
<thead>
<tr>
<th>Home School of Majors</th>
<th>Arts &amp; Science</th>
<th>Engineering</th>
<th>Frost School of Music</th>
<th>Law</th>
<th>Clin Med</th>
<th>Grad Med</th>
<th>Nurs</th>
<th>Rosenstiel</th>
<th>Cont Std/Grad/Joint Pgms*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>573</td>
<td>176</td>
<td>60</td>
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<td>183</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>3,21</td>
</tr>
<tr>
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<td>48,085</td>
<td>4,898</td>
<td>1,421</td>
<td>1,785</td>
<td>155</td>
<td>1,093</td>
<td>5</td>
<td>0</td>
<td>2,203</td>
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<td>7,084</td>
<td>35,864</td>
<td>809</td>
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<td>21</td>
<td>3</td>
<td>0</td>
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<td>69</td>
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<td>116</td>
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<td>12</td>
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<td>45</td>
<td>11</td>
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<td>0</td>
<td>62</td>
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</table>

**TOTAL**

4,489 77,366 43,735 12,266 11,076 10,688 10,367 16,596 16,931 8,599 10,644 5,142 1,252 229,151

**Note:** Total credit hours taken by all students for undergraduate and graduate credit. Graduate research credits were increased from 0 to 1.

* Continuing Studies/Graduate School/Joint Programs teaching school includes credit hours taught to students taking courses abroad through the International Education and Exchange Programs and other special programs. Continuing Studies/Graduate School/Joint Programs home school includes credit hours taken by non-UM students taking courses through the International Education and Exchange Programs and other special programs.

**Source:** CaneLink
### TOTAL CREDIT HOURS FOR EACH HOME SCHOOL OF MAJORS BY TEACHING SCHOOL

**Five-Year Trends, Fall Semesters**

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<td>535</td>
<td>573</td>
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<tr>
<td>Business</td>
<td>184</td>
<td>161</td>
<td>194</td>
<td>163</td>
<td>176</td>
<td>-4%</td>
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<th>2015</th>
<th>2016</th>
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<td>969</td>
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<td>674</td>
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<td>561</td>
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<td>-8%</td>
</tr>
<tr>
<td>Miller School of Medicine</td>
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<td>11</td>
<td>3</td>
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<td>21%</td>
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<tr>
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*Note: Graduate research credits were increased from 0 to 1.*

*Source: Enrollment Management System/CaneLink (beginning in 2013)*

Fact Book 113 Fall 2017
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<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
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<td>236</td>
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<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
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<td>n.a.</td>
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<td>143%</td>
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<td>6,165</td>
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<td>95</td>
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<td>41</td>
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<td>75</td>
<td>62</td>
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<td>12</td>
<td>24</td>
<td>18</td>
<td>6</td>
<td>-50%</td>
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Note: Graduate research credits were increased from 0 to 1.
Source: Enrollment Management System/CaneLink (beginning in 2013)
### TOTAL CREDIT HOURS FOR EACH HOME SCHOOL OF MAJORS BY TEACHING SCHOOL
Five-Year Trends, Fall Semesters

<table>
<thead>
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<th>4-Year Change</th>
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</tr>
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<td>Business</td>
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<tr>
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<td>126</td>
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<tr>
<td>Education &amp; Human Development</td>
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<tr>
<td>Engineering</td>
<td>251</td>
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<tr>
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<tr>
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<tr>
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<table>
<thead>
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<tr>
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<tr>
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<tr>
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<thead>
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<td>Arts and Sciences</td>
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<td>Business</td>
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<td>Medicine-Graduate</td>
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<tr>
<td>Cont Std/Grad Sch/Joint Pgms</td>
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</tr>
<tr>
<td>TOTAL MEDICINE</td>
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</tr>
</tbody>
</table>

**Note:** Graduate research credits were increased from 0 to 1.

**Source:** Enrollment Management System/CaneLink (beginning in 2013)
### TOTAL CREDIT HOURS FOR EACH HOME SCHOOL OF MAJORS BY TEACHING SCHOOL

**Five-Year Trends, Fall Semesters**

#### Home School: Nursing

<table>
<thead>
<tr>
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<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
</tr>
</thead>
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<td>40</td>
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<td>69</td>
<td>13%</td>
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<td>241</td>
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<td>51%</td>
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<tr>
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<td>0</td>
<td>0</td>
<td>-100%</td>
</tr>
<tr>
<td>Miller School of Medicine</td>
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#### Home School: Rosenstiel School of Marine and Atmospheric Science

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<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
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<td>60</td>
<td>66</td>
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<td>300%</td>
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<td>61</td>
<td>50</td>
<td>65</td>
<td>51</td>
<td>-20%</td>
</tr>
<tr>
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<td>54</td>
<td>68</td>
<td>106%</td>
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<td>48</td>
<td>51</td>
<td>81</td>
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</tr>
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#### Home School: Continuing Studies, Special & Joint Programs

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<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
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<td>231</td>
<td>225</td>
<td>267</td>
<td>-21%</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>78</td>
<td>98</td>
<td>94</td>
<td>73</td>
<td>121</td>
<td>55%</td>
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<td>367</td>
<td>399</td>
<td>104</td>
<td>45</td>
<td>-78%</td>
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<tr>
<td>Frost School of Music</td>
<td>91</td>
<td>60</td>
<td>63</td>
<td>31</td>
<td>11</td>
<td>-88%</td>
</tr>
<tr>
<td>Miller School of Medicine</td>
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231,101  
228,452  
225,683  
229,151  
-2%

*Source: Enrollment Management System/CaneLink (beginning in 2013)*
### TOTAL CREDIT HOURS TAUGHT BY DEPARTMENT

**Fall Semester, 2017**

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**BUSINESS**

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**EDUCATION & HUMAN DEVELOPMENT**

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**Fall Semester, 2017**

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## TOTAL CREDIT HOURS TAUGHT BY DEPARTMENT

**Five-Year Trends, Fall Semesters**

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### TOTAL CREDIT HOURS TAUGHT BY DEPARTMENT
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Fact Book 124 Fall 2017
### TOTAL CREDIT HOURS TAUGHT BY DEPARTMENT

**Five-Year Trends, Fall Semesters**

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<td>117</td>
<td>88.9%</td>
<td>0.2%</td>
<td>3.3%</td>
</tr>
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<td>Continuing &amp; International Studies</td>
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<td>0</td>
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<td>n.a.</td>
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<tr>
<td>Education &amp; Human Development</td>
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<td>60</td>
<td>90.0%</td>
<td>69</td>
<td>89.9%</td>
<td>56</td>
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<td>4.8%</td>
<td>1.3%</td>
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<td>262</td>
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<td>251</td>
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<td>1.2%</td>
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<td>85</td>
<td>96.5%</td>
<td>98</td>
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<td>82</td>
<td>95.1%</td>
<td>126</td>
<td>88.1%</td>
<td>105</td>
<td>93.3%</td>
<td>98</td>
<td>96.9%</td>
<td>3.6%</td>
<td>8.8%</td>
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<tr>
<td>Nursing &amp; Health Studies</td>
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<td>56</td>
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<td>85</td>
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<td>86</td>
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<td>-0.9%</td>
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<tr>
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<td>2,114</td>
<td>92.6%</td>
<td>2,052</td>
<td>92.1%</td>
<td>2,057</td>
<td>90.8%</td>
<td>2,042</td>
<td>90.9%</td>
<td>0.1%</td>
<td>-0.4%</td>
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</table>

Note: The fall-to-fall retention rate is the percent of full-time students enrolled at benchmark in one fall who re-enroll or graduate by benchmark of the next fall.

N is total number in first fall cohort; % is the percent returned/graduated

Source: PIRA Retention Rate (Benchmark) Database
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<th>Time to Degree</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012**</th>
<th>2013**</th>
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<td>4 years or less</td>
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<td>69.6%</td>
<td>72.4%</td>
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<td>71.2%</td>
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<td>5 years or less</td>
<td>80.7%</td>
<td>78.7%</td>
<td>79.5%</td>
<td>80.3%</td>
<td>82.4%</td>
<td>79.8%</td>
<td>n.a.</td>
</tr>
<tr>
<td>6 years or less</td>
<td>81.7%</td>
<td>81.0%</td>
<td>81.6%</td>
<td>81.7%</td>
<td>83.6%</td>
<td>n.a.</td>
<td>n.a.</td>
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<tr>
<td>Number in Cohort</td>
<td>1,977</td>
<td>1,983</td>
<td>1,903</td>
<td>2,105</td>
<td>2,138</td>
<td>1,981</td>
<td>2,111</td>
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</table>

* Graduation rates are based on the U.S. Department of Education’s methodology: Cohort is degree-seeking students who enrolled for the first time in college either in the fall or in one of the two preceding summer sessions and who were enrolled full-time in that fall. Graduation rates are the percentage of the cohort who earned a degree in the time indicated (time to degree is through August 31st of degree year). Deceased students are excluded.

** Preliminary, unofficial

Source: U.S. Department of Education Graduation Rate Survey
### DEGREES GRANTED BY SCHOOL
**Year Ending June 30, 2017**

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<tr>
<th>College/School</th>
<th>Bachelor's</th>
<th>M.B.A.</th>
<th>Other Master's</th>
<th>Ph.D. &amp; D.M.A. &amp; D.P.T.</th>
<th>J.D.</th>
<th>M.D.</th>
<th>Total</th>
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<td>0</td>
<td>27</td>
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<td>318</td>
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<td><strong>259</strong></td>
<td><strong>1,206</strong></td>
<td><strong>0</strong></td>
<td><strong>177</strong></td>
<td><strong>32</strong></td>
<td><strong>4,953</strong></td>
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<table>
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<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
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<td>2,774</td>
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<td>M.B.A.</td>
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<td>221</td>
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<td>954</td>
<td>947</td>
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<td>139</td>
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<td>68</td>
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<td>J.D.</td>
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<td>414</td>
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<td><strong>4,515</strong></td>
<td><strong>4,833</strong></td>
<td><strong>4,665</strong></td>
<td><strong>4,953</strong></td>
<td><strong>17%</strong></td>
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**Note:** 13 Undegraduate and 200 Graduate certificates were awarded in the year ending June 30, 2017.  
**Source:** U.S. Department of Education report on degrees awarded.
<table>
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<tr>
<th>Major Code</th>
<th>Major Name</th>
<th>CIP Code</th>
<th>Bachelor's</th>
<th>Master's/ Specialist</th>
<th>Doc - Research</th>
<th>Doc - Prof. Practice</th>
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### DEGREES GRANTED BY MAJOR

**Year Ending June 30, 2017**

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<th>Major Name</th>
<th>CIP Code</th>
<th>Bachelor's</th>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>ECSD</td>
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<td>3</td>
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</tr>
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<td></td>
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<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>TOTAL UNIVERSITY</td>
<td></td>
<td></td>
<td>2,733</td>
<td>1,465</td>
<td>209</td>
<td>546</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4,953</td>
</tr>
</tbody>
</table>

*Source: U.S. Department of Education report of degrees granted.*
## NUMBER OF ALUMNI

<table>
<thead>
<tr>
<th>Preferred College/School/Division</th>
<th>Headcounts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>3,305</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>46,682</td>
</tr>
<tr>
<td>Business Administration</td>
<td>41,877</td>
</tr>
<tr>
<td>Communication</td>
<td>10,829</td>
</tr>
<tr>
<td>Continuing Studies</td>
<td>612</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>16,711</td>
</tr>
<tr>
<td>Engineering</td>
<td>10,784</td>
</tr>
<tr>
<td>Graduate School</td>
<td>889</td>
</tr>
<tr>
<td>International Studies</td>
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<tr>
<td>Law</td>
<td>21,048</td>
</tr>
<tr>
<td>Medicine</td>
<td>8,883</td>
</tr>
<tr>
<td>Phillip and Patricia Frost School of Music</td>
<td>6,681</td>
</tr>
<tr>
<td>Nursing &amp; Health Studies</td>
<td>6,596</td>
</tr>
<tr>
<td>Rosenstiel School of Marine &amp; Atmospheric Science</td>
<td>2,176</td>
</tr>
<tr>
<td>No Preference</td>
<td>3,886</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>181,398</strong></td>
</tr>
</tbody>
</table>

*Note: Numbers do not include deceased.*

*Source: Raiser's Edge BI Report All Alumni as of October 24, 2017.*

## ALUMNI GIVING

<table>
<thead>
<tr>
<th>Alumni Participation Rate</th>
<th>FY2013</th>
<th>FY2014</th>
<th>FY2015</th>
<th>FY2016</th>
<th>FY2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Alumni Participation Rate</td>
<td>15%</td>
<td>14%</td>
<td>14%</td>
<td>13%</td>
<td>14%</td>
</tr>
<tr>
<td>Undergraduate Alumni Participation Rate</td>
<td>15%</td>
<td>15%</td>
<td>14%</td>
<td>14%</td>
<td>14%</td>
</tr>
</tbody>
</table>

*Source: Alumni Relations*
## HEADCOUNT

<table>
<thead>
<tr>
<th>Class Size</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>22</td>
<td>15</td>
<td>47</td>
<td>42</td>
<td>41</td>
<td>86%</td>
</tr>
<tr>
<td>2 - 9</td>
<td>454</td>
<td>507</td>
<td>516</td>
<td>481</td>
<td>490</td>
<td>8%</td>
</tr>
<tr>
<td>10 - 19</td>
<td>857</td>
<td>903</td>
<td>917</td>
<td>948</td>
<td>936</td>
<td>9%</td>
</tr>
<tr>
<td>20 - 29</td>
<td>553</td>
<td>519</td>
<td>476</td>
<td>468</td>
<td>439</td>
<td>-21%</td>
</tr>
<tr>
<td>30 - 39</td>
<td>300</td>
<td>307</td>
<td>318</td>
<td>282</td>
<td>307</td>
<td>2%</td>
</tr>
<tr>
<td>40 - 49</td>
<td>150</td>
<td>187</td>
<td>187</td>
<td>210</td>
<td>170</td>
<td>13%</td>
</tr>
<tr>
<td>50 - 99</td>
<td>122</td>
<td>121</td>
<td>103</td>
<td>97</td>
<td>138</td>
<td>13%</td>
</tr>
<tr>
<td>100+</td>
<td>54</td>
<td>50</td>
<td>40</td>
<td>43</td>
<td>30</td>
<td>-44%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,512</td>
<td>2,609</td>
<td>2,604</td>
<td>2,571</td>
<td>2,551</td>
<td>2%</td>
</tr>
</tbody>
</table>

## PERCENTAGE OF CLASSES

<table>
<thead>
<tr>
<th>Class Size</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>2 - 9</td>
<td>18%</td>
<td>19%</td>
<td>20%</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>10 - 19</td>
<td>34%</td>
<td>35%</td>
<td>35%</td>
<td>37%</td>
<td>37%</td>
</tr>
<tr>
<td>20 - 29</td>
<td>22%</td>
<td>20%</td>
<td>18%</td>
<td>18%</td>
<td>17%</td>
</tr>
<tr>
<td>30 - 39</td>
<td>12%</td>
<td>12%</td>
<td>12%</td>
<td>11%</td>
<td>12%</td>
</tr>
<tr>
<td>40 - 49</td>
<td>6%</td>
<td>7%</td>
<td>7%</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>50 - 99</td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>100+</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note: Class size excludes individual study, practicum, and private music courses.
Source: Class Size Database
### FACULTY CHARACTERISTICS
**Five-Year Trends, Fall Semester**

<table>
<thead>
<tr>
<th>Faculty Characteristics</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Regular Faculty with Doctorate or Terminal Degree</td>
<td>97%</td>
<td>98%</td>
<td>96%</td>
<td>97%</td>
<td>97%</td>
<td>0%</td>
</tr>
<tr>
<td>Full-Time Tenure-Track Faculty Who are Tenured</td>
<td>78%</td>
<td>79%</td>
<td>76%</td>
<td>79%</td>
<td>80%</td>
<td>2%</td>
</tr>
<tr>
<td>Student-Faculty Ratio</td>
<td>11:1</td>
<td>12:1</td>
<td>12:1</td>
<td>12:1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: Workday HCM (number of employees as of September 30 of each year).*

### FACULTY DEMOGRAPHICS
**Fall Semester, 2017**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Male</td>
<td>1,629</td>
<td>61%</td>
<td>251</td>
</tr>
<tr>
<td>Female</td>
<td>1,031</td>
<td>39%</td>
<td>218</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,660</td>
<td>100%</td>
<td>469</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>White</td>
<td>1,531</td>
<td>58%</td>
<td>286</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>603</td>
<td>23%</td>
<td>139</td>
</tr>
<tr>
<td>Black</td>
<td>107</td>
<td>4%</td>
<td>11</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>360</td>
<td>14%</td>
<td>19</td>
</tr>
<tr>
<td>American Indian</td>
<td>5</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>2 or More Races</td>
<td>19</td>
<td>1%</td>
<td>6</td>
</tr>
<tr>
<td>Unknown</td>
<td>35</td>
<td>1%</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,660</td>
<td>100%</td>
<td>469</td>
</tr>
</tbody>
</table>

*Source: Workday HCM (number of employees as of September 30 of each year).*
## FULL- AND PART-TIME FACULTY AND STAFF BY CAMPUS AND CLASSIFICATION

**Fall Semester, 2017**

<table>
<thead>
<tr>
<th>CAMPUS</th>
<th>Full Time</th>
<th></th>
<th>Part Time</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td><strong>CORAL GABLES</strong>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative/Professional</td>
<td>1,974</td>
<td>50%</td>
<td>23</td>
<td>5%</td>
<td>1,997</td>
<td>46%</td>
</tr>
<tr>
<td>Faculty</td>
<td>1,113</td>
<td>28%</td>
<td>366</td>
<td>85%</td>
<td>1,479</td>
<td>34%</td>
</tr>
<tr>
<td>Staff**</td>
<td>783</td>
<td>20%</td>
<td>39</td>
<td>9%</td>
<td>822</td>
<td>19%</td>
</tr>
<tr>
<td>Research</td>
<td>72</td>
<td>2%</td>
<td>2</td>
<td>0%</td>
<td>74</td>
<td>2%</td>
</tr>
<tr>
<td><strong>CORAL GABLES TOTAL</strong></td>
<td>3,942</td>
<td>100%</td>
<td>430</td>
<td>100%</td>
<td>4,372</td>
<td>100%</td>
</tr>
<tr>
<td><strong>MEDICAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative/Professional</td>
<td>3,167</td>
<td>30%</td>
<td>51</td>
<td>18%</td>
<td>3,218</td>
<td>29%</td>
</tr>
<tr>
<td>Clinical Faculty</td>
<td>964</td>
<td>9%</td>
<td>9</td>
<td>3%</td>
<td>973</td>
<td>9%</td>
</tr>
<tr>
<td>Other Faculty</td>
<td>501</td>
<td>5%</td>
<td>79</td>
<td>27%</td>
<td>580</td>
<td>5%</td>
</tr>
<tr>
<td>Staff**</td>
<td>5,361</td>
<td>50%</td>
<td>135</td>
<td>47%</td>
<td>5,496</td>
<td>50%</td>
</tr>
<tr>
<td>Research</td>
<td>653</td>
<td>6%</td>
<td>14</td>
<td>5%</td>
<td>667</td>
<td>6%</td>
</tr>
<tr>
<td><strong>MEDICAL TOTAL</strong></td>
<td>10,646</td>
<td>100%</td>
<td>288</td>
<td>100%</td>
<td>10,934</td>
<td>100%</td>
</tr>
<tr>
<td><strong>ROSENSTIEL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative/Professional</td>
<td>33</td>
<td>11%</td>
<td>1</td>
<td>3%</td>
<td>34</td>
<td>10%</td>
</tr>
<tr>
<td>Faculty</td>
<td>82</td>
<td>28%</td>
<td>15</td>
<td>44%</td>
<td>97</td>
<td>30%</td>
</tr>
<tr>
<td>Staff**</td>
<td>20</td>
<td>7%</td>
<td>3</td>
<td>9%</td>
<td>23</td>
<td>7%</td>
</tr>
<tr>
<td>Research</td>
<td>155</td>
<td>53%</td>
<td>15</td>
<td>44%</td>
<td>170</td>
<td>52%</td>
</tr>
<tr>
<td><strong>ROSENSTIEL TOTAL</strong></td>
<td>290</td>
<td>100%</td>
<td>34</td>
<td>100%</td>
<td>324</td>
<td>100%</td>
</tr>
<tr>
<td><strong>TOTAL UNIVERSTY</strong></td>
<td>14,878</td>
<td>95%</td>
<td>752</td>
<td>5%</td>
<td>15,630</td>
<td>100%</td>
</tr>
</tbody>
</table>

* Include all workers in Coral Gables campus (main campus and other buildings in Coral Gables)

** Includes research/training, staff, and physical plant.

Note: Data include non-faculty teaching overload position.

Data based on reporting division/campus location, not on faculty/employees physical working location.

Source: Workday HCM (number of employees as of September 30 of each year).
### HEADCOUNTS

<table>
<thead>
<tr>
<th>GENDER</th>
<th>Admin/Professional</th>
<th>Faculty</th>
<th>Staff</th>
<th>Research</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FULL-TIME</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>1,567</td>
<td>1,629</td>
<td>1,811</td>
<td>414</td>
<td>5,421</td>
</tr>
<tr>
<td>Female</td>
<td>3,607</td>
<td>1,031</td>
<td>4,353</td>
<td>466</td>
<td>9,457</td>
</tr>
<tr>
<td><strong>FULL-TIME TOTAL</strong></td>
<td>5,174</td>
<td>2,660</td>
<td>6,164</td>
<td>880</td>
<td>14,878</td>
</tr>
<tr>
<td><strong>PART-TIME</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>15</td>
<td>251</td>
<td>45</td>
<td>10</td>
<td>321</td>
</tr>
<tr>
<td>Female</td>
<td>60</td>
<td>218</td>
<td>132</td>
<td>21</td>
<td>431</td>
</tr>
<tr>
<td><strong>PART-TIME TOTAL</strong></td>
<td>75</td>
<td>469</td>
<td>177</td>
<td>31</td>
<td>752</td>
</tr>
<tr>
<td><strong>UNIVERSITY TOTAL</strong></td>
<td>5,249</td>
<td>3,129</td>
<td>6,341</td>
<td>911</td>
<td>15,630</td>
</tr>
</tbody>
</table>

### PERCENTAGE BY GENDER

<table>
<thead>
<tr>
<th>GENDER</th>
<th>Admin/Professional</th>
<th>Faculty</th>
<th>Staff</th>
<th>Research</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FULL-TIME</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>30%</td>
<td>61%</td>
<td>29%</td>
<td>47%</td>
<td>36%</td>
</tr>
<tr>
<td>Female</td>
<td>70%</td>
<td>39%</td>
<td>71%</td>
<td>53%</td>
<td>64%</td>
</tr>
<tr>
<td><strong>FULL-TIME TOTAL</strong></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>PART-TIME</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>20%</td>
<td>54%</td>
<td>25%</td>
<td>32%</td>
<td>43%</td>
</tr>
<tr>
<td>Female</td>
<td>80%</td>
<td>46%</td>
<td>75%</td>
<td>68%</td>
<td>57%</td>
</tr>
<tr>
<td><strong>PART-TIME TOTAL</strong></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>UNIVERSITY BY CLASSIFICATION</strong></td>
<td>34%</td>
<td>20%</td>
<td>41%</td>
<td>6%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Workday HCM (number of employees as of September 30 of each year).

### FULL-TIME EQUIVALENCE OF FACULTY AND STAFF BY EMPLOYEE CLASSIFICATION

<table>
<thead>
<tr>
<th>CAMPUS</th>
<th>Admin/Professional</th>
<th>Faculty</th>
<th>Staff</th>
<th>Research</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coral Gables</td>
<td>1,985.6</td>
<td>1,253.0</td>
<td>805.6</td>
<td>72.9</td>
<td>4,117</td>
</tr>
<tr>
<td>Medical</td>
<td>3,198.8</td>
<td>1,521.4</td>
<td>5,434.9</td>
<td>660.0</td>
<td>10,815</td>
</tr>
<tr>
<td>Rosenstiel</td>
<td>33.5</td>
<td>88.7</td>
<td>21.6</td>
<td>162.0</td>
<td>306</td>
</tr>
<tr>
<td><strong>TOTAL UNIVERSITY</strong></td>
<td>5,217.9</td>
<td>2,863.1</td>
<td>6,262.2</td>
<td>894.8</td>
<td>15,238</td>
</tr>
</tbody>
</table>

Source: Workday HCM (number of employees as of September 30 of each year).
### HEADCOUNTS

<table>
<thead>
<tr>
<th>RACE/ETHNICITY</th>
<th>Admin/Professional</th>
<th>Faculty</th>
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### PERCENTAGE BY RACE/ETHNICITY

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<th>Admin/Professional</th>
<th>Faculty</th>
<th>Staff</th>
<th>Research</th>
<th>Total</th>
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<td><strong>PART-TIME TOTAL</strong></td>
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<td>100%</td>
<td>100%</td>
<td>100%</td>
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<td><strong>UNIVERSITY BY CLASSIFICATION</strong></td>
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</table>

Source: Workday HCM (number of employees as of September 30 of each year).
## FACULTY AND STAFF DEMOGRAPHICS BY EMPLOYEE CLASSIFICATION
### Fall Semester, 2017

### HEADCOUNTS

<table>
<thead>
<tr>
<th>RACE/ETHNICITY</th>
<th>Admin/Professional</th>
<th>Faculty</th>
<th>Staff</th>
<th>Research</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>6,341</td>
<td>911</td>
<td>15,630</td>
</tr>
</tbody>
</table>

### PERCENTAGE BY RACE/ETHNICITY

<table>
<thead>
<tr>
<th>RACE/ETHNICITY</th>
<th>Admin/Professional</th>
<th>Faculty</th>
<th>Staff</th>
<th>Research</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MALE</strong></td>
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<td></td>
<td></td>
</tr>
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<td>35%</td>
<td>33%</td>
</tr>
<tr>
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<td>21%</td>
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<td>17%</td>
<td>2%</td>
<td>9%</td>
</tr>
<tr>
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<td>24%</td>
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<td>0%</td>
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<td>1%</td>
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<td>1%</td>
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<td>7%</td>
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<tr>
<td><strong>TOTAL MALE</strong></td>
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<td>100%</td>
<td>100%</td>
<td>100%</td>
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<tr>
<td><strong>FEMALE</strong></td>
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<td></td>
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<tr>
<td>White</td>
<td>21%</td>
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<td>8%</td>
<td>26%</td>
<td>19%</td>
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<tr>
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<td>28%</td>
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<td>36%</td>
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<td>41%</td>
<td>6%</td>
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</tbody>
</table>

*Source: Workday HCM (number of employees as of September 30 of each year).*
### FULL-TIME FACULTY BY FACULTY TRACK
**Fall Semester, 2017**

#### HEADCOUNTS

<table>
<thead>
<tr>
<th>College/School/Division</th>
<th>University Faculty</th>
<th>Associated</th>
<th>Total</th>
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<tbody>
<tr>
<td></td>
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<td>Research</td>
</tr>
<tr>
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<td>Arts and Sciences</td>
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<td>13</td>
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<td>5</td>
<td>3</td>
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<td>14</td>
<td>1</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
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<td>13</td>
<td>2</td>
</tr>
<tr>
<td>Engineering</td>
<td>55</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Law</td>
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<td>5</td>
<td>0</td>
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<tr>
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<td>12</td>
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<tr>
<td>Nursing &amp; Health Studies</td>
<td>7</td>
<td>31</td>
<td>2</td>
</tr>
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<tr>
<td>Continuing &amp; International Studies</td>
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<tr>
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Note: Voluntary faculty, Affiliated faculty, and deans and other administrators with faculty appointments are not included.

Source: Workday HCM (number of employees as of September 30).

---

#### FULL-TIME FACULTY BY FACULTY TRACK
**Fall Semester, 2017**

#### PERCENTAGE BY TYPE

<table>
<thead>
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<th>Associated</th>
<th>Total</th>
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</thead>
<tbody>
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<td>Research</td>
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<tr>
<td>Architecture</td>
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<td>3%</td>
</tr>
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<td>3%</td>
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<tr>
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<tr>
<td>Communication</td>
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<td>19%</td>
<td>1%</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
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<td>0%</td>
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<td>0%</td>
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<tr>
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<td>10%</td>
</tr>
<tr>
<td>Medical Affairs</td>
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<td>0%</td>
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<tr>
<td>Continuing &amp; International Studies</td>
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<tr>
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<tr>
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<td>7%</td>
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Note: Voluntary faculty, Affiliated faculty, and deans and other administrators with faculty appointments are not included.

Source: Workday HCM (number of employees as of September 30).
## FULL-TIME FACULTY
### Five-Year Trends, Fall Semesters

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<tr>
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**Note:** Voluntary faculty, Affiliated faculty, and deans and other administrators with faculty appointments are not included.

**Source:** Workday HCM (number of employees as of September 30).
### HEADCOUNTS

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### PERCENTAGE BY COLLEGE/SCHOOL

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<td>3%</td>
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<tr>
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Note: Full-time faculty who have teaching overloads in different departments and administrators who teach are counted as part-time in those departments in addition to their full-time assignment.

Source: Workday HCM (number of employees as of September 30).
### HEADCOUNTS

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<th>Campus and Employee Classification</th>
<th>2013</th>
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### PERCENTAGE BY CLASSIFICATION

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<td>100%</td>
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*Source: Workday HCM (number of employees as of September 30).*
### HEADCOUNTS

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<td>740</td>
<td>686</td>
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</table>

### PERCENTAGE BY CLASSIFICATION

<table>
<thead>
<tr>
<th>Campus and Employee Classification</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MEDICAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative/Professional</td>
<td>14%</td>
<td>15%</td>
<td>14%</td>
<td>16%</td>
<td>18%</td>
</tr>
<tr>
<td>Clinical Faculty</td>
<td>11%</td>
<td>14%</td>
<td>1%</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>Other Faculty</td>
<td>11%</td>
<td>9%</td>
<td>26%</td>
<td>27%</td>
<td>27%</td>
</tr>
<tr>
<td>Staff</td>
<td>55%</td>
<td>53%</td>
<td>51%</td>
<td>49%</td>
<td>47%</td>
</tr>
<tr>
<td>Research</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>MEDICAL TOTAL</strong></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>NON-MEDICAL</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Administrative/Professional</td>
<td>7%</td>
<td>6%</td>
<td>7%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Faculty</td>
<td>79%</td>
<td>82%</td>
<td>76%</td>
<td>78%</td>
<td>82%</td>
</tr>
<tr>
<td>Staff</td>
<td>10%</td>
<td>8%</td>
<td>10%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Research</td>
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<td>4%</td>
<td>6%</td>
<td>6%</td>
<td>4%</td>
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<tr>
<td><strong>MEDICAL TOTAL</strong></td>
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<td>100%</td>
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</tr>
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</table>

Source: Workday HCM (number of employees as of September 30).
### HEADCOUNTS

<table>
<thead>
<tr>
<th>Campus and Employee Classification</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>4-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MEDICAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative/Professional</td>
<td>2,525</td>
<td>2,672</td>
<td>2,887</td>
<td>3,077</td>
<td>3,218</td>
<td>27%</td>
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<tr>
<td>Clinical Faculty</td>
<td>920</td>
<td>928</td>
<td>899</td>
<td>943</td>
<td>973</td>
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</tr>
<tr>
<td>Other Faculty</td>
<td>540</td>
<td>539</td>
<td>587</td>
<td>592</td>
<td>580</td>
<td>7%</td>
</tr>
<tr>
<td>Staff</td>
<td>4,609</td>
<td>4,696</td>
<td>4,924</td>
<td>5,107</td>
<td>5,496</td>
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<tr>
<td>Research</td>
<td>604</td>
<td>593</td>
<td>685</td>
<td>692</td>
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<td>9,198</td>
<td>9,428</td>
<td>9,982</td>
<td>10,411</td>
<td>10,934</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Administrative/Professional</td>
<td>1,735</td>
<td>1,829</td>
<td>1,893</td>
<td>1,994</td>
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<tr>
<td>Faculty</td>
<td>1,554</td>
<td>1,573</td>
<td>1,544</td>
<td>1,510</td>
<td>1,576</td>
<td>1%</td>
</tr>
<tr>
<td>Staff</td>
<td>982</td>
<td>960</td>
<td>933</td>
<td>930</td>
<td>845</td>
<td>-14%</td>
</tr>
<tr>
<td>Research</td>
<td>242</td>
<td>235</td>
<td>252</td>
<td>246</td>
<td>244</td>
<td>1%</td>
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<tr>
<td><strong>NON-MEDICAL TOTAL</strong></td>
<td>4,513</td>
<td>4,597</td>
<td>4,622</td>
<td>4,680</td>
<td>4,696</td>
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<tr>
<td><strong>UNIVERSITY BY CLASSIFICATION</strong></td>
<td>13,711</td>
<td>14,025</td>
<td>14,604</td>
<td>15,091</td>
<td>15,630</td>
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</table>

### PERCENTAGE BY CLASSIFICATION

<table>
<thead>
<tr>
<th>Campus and Employee Classification</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MEDICAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative/Professional</td>
<td>27%</td>
<td>28%</td>
<td>29%</td>
<td>30%</td>
<td>29%</td>
</tr>
<tr>
<td>Clinical Faculty</td>
<td>10%</td>
<td>10%</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Other Faculty</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Staff</td>
<td>50%</td>
<td>50%</td>
<td>49%</td>
<td>49%</td>
<td>50%</td>
</tr>
<tr>
<td>Research</td>
<td>7%</td>
<td>6%</td>
<td>7%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td><strong>MEDICAL TOTAL</strong></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>NON-MEDICAL</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative/Professional</td>
<td>38%</td>
<td>40%</td>
<td>41%</td>
<td>43%</td>
<td>43%</td>
</tr>
<tr>
<td>Faculty</td>
<td>34%</td>
<td>34%</td>
<td>33%</td>
<td>32%</td>
<td>34%</td>
</tr>
<tr>
<td>Staff</td>
<td>22%</td>
<td>21%</td>
<td>20%</td>
<td>20%</td>
<td>18%</td>
</tr>
<tr>
<td>Research</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>MEDICAL TOTAL</strong></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Source: Workday HCM (number of employees as of September 30).*
## SELECTED STATISTICS FOR THE UNIVERSITY LIBRARIES

### Five Year Trends, Fiscal Years

<table>
<thead>
<tr>
<th>Type of Statistic</th>
<th>Fiscal Year Ending</th>
<th>4-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
<td>2014</td>
</tr>
<tr>
<td><strong>General</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volumes(^1)</td>
<td>3,490,655</td>
<td>3,523,524</td>
</tr>
<tr>
<td>Microforms</td>
<td>4,146,111</td>
<td>4,157,050</td>
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<tr>
<td>Current Serials(^2)</td>
<td>92,958</td>
<td>95,631</td>
</tr>
<tr>
<td>Inter-Library Loans</td>
<td>30,096</td>
<td>28,837</td>
</tr>
<tr>
<td>Inter-Library Borrows</td>
<td>11,052</td>
<td>10,564</td>
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<tr>
<td><strong>Electronic Resources</strong></td>
<td></td>
<td></td>
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<tr>
<td>E-Books(^3)</td>
<td>656,893</td>
<td>703,382</td>
</tr>
<tr>
<td>E-Journals(^4)</td>
<td>90,550</td>
<td>93,682</td>
</tr>
</tbody>
</table>

### Note: Data are for all University libraries, including the Richter Library and libraries in the Schools of Architecture, Business, Law, Medicine, Music, and the Rosenstiel School.

\(^1\) Includes both print and electronic book titles.

\(^2\) Includes both print and electronic journal titles.

\(^3\) E-books are electronic publications, including reference books, multi-volume sets, monographs and other non-seri books that are distributed online.

\(^4\) E-journals are full-text serial publications either wholly received in electronic format or the electronic equivalent of print version.

Source: Richter Library
## CHARGES

<table>
<thead>
<tr>
<th>Type of Charge</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>1-Year Change</th>
<th>4-Year Change</th>
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<tbody>
<tr>
<td><strong>Tuition</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate (12-20 credit hours)</td>
<td>$41,580</td>
<td>$43,040</td>
<td>$44,400</td>
<td>$45,600</td>
<td>$47,040</td>
<td>3%</td>
<td>13%</td>
</tr>
<tr>
<td>1-11 Hours (per credit hour)</td>
<td>$1,730</td>
<td>$1,790</td>
<td>$1,850</td>
<td>$1,900</td>
<td>$1,960</td>
<td>3%</td>
<td>13%</td>
</tr>
<tr>
<td>Over 20 Hours (per credit hour)</td>
<td>$1,730</td>
<td>$1,790</td>
<td>$1,850</td>
<td>$1,900</td>
<td>$1,960</td>
<td>3%</td>
<td>13%</td>
</tr>
<tr>
<td>Graduate (per credit hour)</td>
<td>$1,730</td>
<td>$1,790</td>
<td>$1,850</td>
<td>$1,900</td>
<td>$1,960</td>
<td>3%</td>
<td>13%</td>
</tr>
<tr>
<td>Law (day program)</td>
<td>$43,680</td>
<td>$45,200</td>
<td>$46,800</td>
<td>$48,000</td>
<td>$49,500</td>
<td>3%</td>
<td>13%</td>
</tr>
<tr>
<td>Medical (M.D. program--FL residents)</td>
<td>$33,586</td>
<td>$34,862</td>
<td>$36,117</td>
<td>$37,453</td>
<td>$38,202</td>
<td>2%</td>
<td>14%</td>
</tr>
<tr>
<td>Medical (M.D. program--non-residents)</td>
<td>$41,168</td>
<td>$41,580</td>
<td>$41,580</td>
<td>$41,580</td>
<td>$42,411</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Mandatory Fees</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Undergraduate</td>
<td>$1,272</td>
<td>$1,310</td>
<td>$1,324</td>
<td>$1,404</td>
<td>$1,444</td>
<td>3%</td>
<td>14%</td>
</tr>
<tr>
<td>Graduate</td>
<td>$912</td>
<td>$932</td>
<td>$948</td>
<td>$1,016</td>
<td>$1,052</td>
<td>4%</td>
<td>15%</td>
</tr>
<tr>
<td>Law (Day Program)</td>
<td>$946</td>
<td>$966</td>
<td>$974</td>
<td>$1,042</td>
<td>$1,078</td>
<td>3%</td>
<td>14%</td>
</tr>
<tr>
<td>Medicine (M.D. Program)</td>
<td>$1,004</td>
<td>$1,030</td>
<td>$1,046</td>
<td>$1,062</td>
<td>$1,181</td>
<td>11%</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Basic Charges</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room (Double occupancy)</td>
<td>$7,122</td>
<td>$7,336</td>
<td>$7,556</td>
<td>$7,720</td>
<td>$7,880</td>
<td>2%</td>
<td>11%</td>
</tr>
<tr>
<td>Room (Single occupancy, standard)</td>
<td>$10,442</td>
<td>$10,966</td>
<td>$10,018</td>
<td>$11,880</td>
<td>$12,240</td>
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<td>17%</td>
</tr>
<tr>
<td>19-Meal Plan</td>
<td>$5,192</td>
<td>$5,348</td>
<td>$5,352</td>
<td>$5,590</td>
<td>$5,786</td>
<td>4%</td>
<td>11%</td>
</tr>
<tr>
<td>14-Meal Plan</td>
<td>$4,962</td>
<td>$5,110</td>
<td>$5,118</td>
<td>$5,190</td>
<td>$5,372</td>
<td>4%</td>
<td>8%</td>
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<tr>
<td>8-Meal Plan</td>
<td>$3,726</td>
<td>$3,726</td>
<td>$3,706</td>
<td>$3,390</td>
<td>$3,509</td>
<td>4%</td>
<td>-6%</td>
</tr>
<tr>
<td><strong>Other Expenses</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Expenses, Books, and Supplies</td>
<td>$4,470</td>
<td>$4,530</td>
<td>$3,030</td>
<td>$3,030</td>
<td>$3,100</td>
<td>2%</td>
<td>-31%</td>
</tr>
<tr>
<td>Average Travel Expenses</td>
<td>$1,270</td>
<td>$1,290</td>
<td>$676</td>
<td>$962</td>
<td>$1,024</td>
<td>6%</td>
<td>-19%</td>
</tr>
<tr>
<td><strong>Total Undergraduate Budget</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition, Fees, Charges &amp; Expenses</td>
<td>$60,906</td>
<td>$62,854</td>
<td>$62,338</td>
<td>$64,306</td>
<td>$66,274</td>
<td>3%</td>
<td>9%</td>
</tr>
</tbody>
</table>

*Travel expenses may vary by region; computer costs no longer included.*
# RESEARCH FUNDING

## Five Year Trends, Fiscal Years

| Research Funding from Survey by National Science Foundation (NSF) of R&D Expenditures and National Institutes of Health (NIH) from Blue Ridge Institute for Medical Research | Fiscal Year Ending |
|---|---|---|---|---|---|
|  | 2013 | 2014 | 2015 | 2016 | 2017 |
| Federally Financed Research & Development Expenditures (NSF Survey of R&D) | | | | | |
| Rank among Universities & Colleges | 61 | 61 | 58 | n.a. | n.a. |
| Dollar Amount in Thousands | $205,870 | $203,751 | $216,008 | n.a. | n.a. |
| Total Research & Development Expenditures (NSF Survey of R&D) | | | | | |
| Rank among Universities & Colleges | 67 | 65 | 63 | n.a. | n.a. |
| Dollar Amount in Thousands | $344,757 | $345,805 | $365,574 | n.a. | n.a. |
| NIH Funding for Medical Research (Blue Ridge Institute for Medical Research) | | | | | |
| Rank among U.S. Medical Schools | 40 | 42 | 41 | 40 | n.a. |
| Dollar Amount of Awards in Thousands | $101,578 | $96,318 | $97,351 | $111,213 | n.a. |

*Note: The total cost given in the awards above is the sum of the direct and indirect costs for each fiscal year, and not for the life of the project. Fiscal Year data*

*Sources: National Science Foundation Survey of Research and Development Expenditures at Universities and Colleges; Blue Ridge Institute for Medical Research*
The total cost given in the awards above is the sum of the direct and indirect costs for each fiscal year, and not for the life of the project. Fiscal year is based on NIH fiscal year, not UM's fiscal year.
### AMOUNT (IN MILLIONS)

<table>
<thead>
<tr>
<th>Measure of Research Funding</th>
<th>Fiscal Year Ending</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Research &amp; Development Expenditures (NSF Survey of R&amp;D)</td>
<td></td>
</tr>
<tr>
<td>Federal Funds for Research &amp; Development</td>
<td>$205.9</td>
</tr>
<tr>
<td>Total Funds for Research &amp; Development*</td>
<td>$344.8</td>
</tr>
<tr>
<td>Research and Sponsored Program Expenditures</td>
<td></td>
</tr>
<tr>
<td>Federal Only</td>
<td>$261.9</td>
</tr>
<tr>
<td>Total*</td>
<td>$346.6</td>
</tr>
<tr>
<td>Annual Report</td>
<td></td>
</tr>
<tr>
<td>Grants &amp; Contract Revenues (all funds)*</td>
<td>$696.4</td>
</tr>
<tr>
<td>National Institutes of Health Extramural Awards</td>
<td></td>
</tr>
<tr>
<td>Support to U.S. Medical Schools</td>
<td>$101.6</td>
</tr>
</tbody>
</table>

### Program Types Included in Each Measure of Research Funding

<table>
<thead>
<tr>
<th>Type of Funding</th>
<th>Research and Sponsored Programs</th>
<th>Annual Report</th>
<th>NSF Expenditures</th>
<th>NIH Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research grants (includes non-peer reviewed)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Direct appropriations for research (e.g., North-South Center)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Fee for service (e.g., HRS grants for patient care)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Training grants</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Drug studies (excluding federal)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Foundation support (grants, contracts)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Research-related grants from industry and not-for-profit organizations</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Public service grants</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>State appropriations for M.D./Ph.D. program</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Public Health Trust Annual Operating Agreement</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial aid (including pass-throughs)</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Federal + State + Local + Private

**Note:** Annual report amount does not reflect reduction for agency transactions in the amount of $180.8 in FY13, $167.5 in FY14, $166.2 in FY15, $163.7 in FY16 and, $166.8 in FY17. Information is obtained by NSF from other governmental agencies.

**Sources:** Controller's Office, Annual Report, National Science Foundation (NSF), Blue Ridge Institute for Medical Research.
### SUMMARY OF EXPENDITURES

<table>
<thead>
<tr>
<th>School/Department/Campus</th>
<th>Federal*</th>
<th>Non-Federal*</th>
<th>All Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indirect</td>
<td>Total</td>
<td>Indirect</td>
</tr>
<tr>
<td>Architecture</td>
<td>$0</td>
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<td>$0</td>
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<tr>
<td>Arts and Sciences</td>
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<tr>
<td>Education &amp; Human Development</td>
<td>$229,530</td>
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<tr>
<td>Engineering</td>
<td>$828,717</td>
<td>$3,241,377</td>
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<td>Graduate School</td>
<td>$0</td>
<td>$301,988</td>
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<tr>
<td>Inst. for Cuban &amp; Cuban-Amer. Stud.</td>
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<td>$0</td>
<td>$0</td>
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<tr>
<td>Frost School of Music</td>
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<td>$0</td>
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<tr>
<td>Nursing &amp; Health Studies</td>
<td>$606,447</td>
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<td>Student Affairs</td>
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<tr>
<td>Undergraduate Affairs</td>
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<td>$0</td>
</tr>
<tr>
<td>Lowe Art Museum</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Office Executive VP &amp; Provost</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Centers and Institutes</td>
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<td>$181,885</td>
<td>$80,506</td>
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<tr>
<td>Information Technology</td>
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<tr>
<td>Total Coral Gables Campus</td>
<td>$5,405,575</td>
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</tr>
<tr>
<td>Total Rosenstiel School</td>
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<td>$1,905,410</td>
</tr>
<tr>
<td>Total Medical School</td>
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<td>$8,954,493</td>
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<td>TOTAL ALL CAMPUSES</td>
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<td>$220,716,490</td>
<td>$11,514,177</td>
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</tbody>
</table>

*State and local pass-throughs from the federal government are included in the federal category.

Note: Totals exclude financial aid

Source: Controller's Office.
## TOTAL RESEARCH AND SPONSORED PROGRAM EXPENDITURES BY SCHOOL/CAMPUS

### Five-Year Trends, Fiscal Years

<table>
<thead>
<tr>
<th>School/Department/Campus</th>
<th>Fiscal Year Ending</th>
<th>4-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
<td>2014</td>
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<tr>
<td>Architecture</td>
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<td>$240,160</td>
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<tr>
<td>Education &amp; Human Development</td>
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<tr>
<td>Engineering</td>
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<td>Graduate School</td>
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<td>Inst. for Cuban &amp; Cuban-Amer. Stud.</td>
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<td>Frost School of Music</td>
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<td>$2,790,527</td>
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<td>$140,919</td>
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<td>Other Academic Affairs</td>
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<td>Lowe Art Museum</td>
<td>$193,281</td>
<td>$155,977</td>
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<td>Business and Finance</td>
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<tr>
<td>Ctr for Computational Science Admn</td>
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<td>$904,334</td>
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<td>Undergraduate Affairs</td>
<td>$0</td>
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<td>University Libraries</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Office Executive VP &amp; Provost</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Centers and Institutes</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Information Technology</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Coral Gables Campus</td>
<td>$47,749,244</td>
<td>$37,162,590</td>
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<tr>
<td>Total Rosenstiel Campus</td>
<td>$56,749,359</td>
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<tr>
<td>Total Medical Campus</td>
<td>$242,065,714</td>
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<tr>
<td>TOTAL ALL CAMPUSES</td>
<td>$346,564,317</td>
<td>$331,052,715</td>
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</table>

**Note:** Totals exclude financial aid.

**Source:** Controller's Office.
## EXPENDITURES BY SOURCE OF AWARD

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Education</td>
<td>$177,648,962</td>
<td>$163,908,349</td>
<td>$159,587,402</td>
<td>$156,980,273</td>
<td>$164,725,772</td>
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<td>Department of Health and Human Services</td>
<td>$176,413,445</td>
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<td>$147,215,335</td>
<td>$148,657,893</td>
<td>$146,383,415</td>
<td>-17%</td>
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<tr>
<td>Department of Commerce</td>
<td>$27,466,960</td>
<td>$27,371,301</td>
<td>$24,011,042</td>
<td>$20,542,575</td>
<td>$22,158,736</td>
<td>-19%</td>
</tr>
<tr>
<td>Department of Defense</td>
<td>$22,196,166</td>
<td>$27,054,617</td>
<td>$21,074,483</td>
<td>$18,888,918</td>
<td>$20,306,366</td>
<td>-9%</td>
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<tr>
<td>National Science Foundation</td>
<td>$15,552,119</td>
<td>$16,291,830</td>
<td>$13,131,216</td>
<td>$14,564,551</td>
<td>$12,827,573</td>
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</tr>
<tr>
<td>National Aeronautics &amp; Space Administration</td>
<td>$3,488,698</td>
<td>$3,561,727</td>
<td>$4,683,552</td>
<td>$6,131,548</td>
<td>$4,799,163</td>
<td>38%</td>
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<tr>
<td>Department of State</td>
<td>$2,372,036</td>
<td>$2,727,014</td>
<td>$1,798,397</td>
<td>$1,031,334</td>
<td>$1,881,047</td>
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<td>$886,952</td>
<td>$865,184</td>
<td>16%</td>
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<tr>
<td>Department of Transportation</td>
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<td>$838,178</td>
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<td>$721,901</td>
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<tr>
<td>US Government</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$658,894</td>
<td>n.a.</td>
</tr>
<tr>
<td>Department of Energy</td>
<td>$2,182,140</td>
<td>$2,247,855</td>
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<td>$755,713</td>
<td>$599,709</td>
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<td>Department of Agriculture</td>
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<td>$896,649</td>
<td>$1,316,604</td>
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</tr>
<tr>
<td>Department of Veterans Affairs</td>
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<td>$99,452</td>
<td>$11,264</td>
<td>$11,343</td>
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<td>-7%</td>
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<tr>
<td>U.S. Department of Homeland Security*</td>
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<td>$782,256</td>
<td>$153,750</td>
<td>$1,258,829</td>
<td>$103,264</td>
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<td>Environmental Protection Agency</td>
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<td>$72,748</td>
<td>$68,206</td>
<td>103%</td>
</tr>
<tr>
<td>Corporation for Nat'l &amp; Community Service</td>
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<td>$0</td>
<td>$40,779</td>
<td>$47,768</td>
<td>$54,426</td>
<td>n.a.</td>
</tr>
<tr>
<td>National Historical Publications and Records</td>
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<td>$0</td>
<td>$0</td>
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<td>$38,738</td>
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<tr>
<td>Commission</td>
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<td>$0</td>
<td>$38,738</td>
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<tr>
<td>Federal Emergency Management Agency</td>
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<td>$19,637</td>
<td>$19,637</td>
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<tr>
<td>Office of Personnel Management</td>
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<td>Institute of Museum and Library Services</td>
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<td>$0</td>
<td>$18,958</td>
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<tr>
<td>Department of Housing and Urban Develop.</td>
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<td>$0</td>
<td>-100%</td>
</tr>
<tr>
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<td>$0</td>
<td>-100%</td>
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<td>National Endowment for the Arts</td>
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<td>$30,031</td>
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<td>$0</td>
<td>-100%</td>
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<tr>
<td>National Endowment for the Humanities</td>
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<td>$23,663</td>
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<td>$0</td>
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<tr>
<td>Smithsonian Institution</td>
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<td>Central Intelligence Agency</td>
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<td>$9,707</td>
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<tr>
<td>Nat'l Foundation for the Arts &amp; Humanities</td>
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<tr>
<td>U.S. Agency for International Development</td>
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<td>$0</td>
<td>$141,275</td>
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<tr>
<td>Total Federal (including financial aid)</td>
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<td>$404,695,938</td>
<td>$377,424,503</td>
<td>$374,742,424</td>
<td>$377,399,062</td>
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<tr>
<td>Total State and Local (including financial aid and excluding federal pass-throughs)**</td>
<td>$44,650,678</td>
<td>$41,939,079</td>
<td>$46,630,717</td>
<td>$46,367,424</td>
<td>$47,735,901</td>
<td>7%</td>
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<tr>
<td>Total Non-Governmental (incl. financial aid)</td>
<td>$58,020,002</td>
<td>$58,750,806</td>
<td>$57,311,940</td>
<td>$73,414,752</td>
<td>$74,713,758</td>
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<td>$494,524,600</td>
<td>$499,848,721</td>
<td>-6%</td>
</tr>
<tr>
<td>TOTAL RESEARCH &amp; SPONSORED PROGRAM EXPENDITURES</td>
<td>$346,564,317</td>
<td>$331,052,715</td>
<td>$309,029,868</td>
<td>$323,848,011</td>
<td>$325,271,923</td>
<td>-6%</td>
</tr>
</tbody>
</table>


** For FY13, State & Local row does not include proceeds from Collegiate License Plate and Poison Control License Plate programs in the amount of $634,193; which is now incorporated as part of the A-133 Report.

*Source: Controller's Office.*

Fact Book 156 Fall 2017
### Financial Highlights of the University

#### Five-Year Trends, Fiscal Years, Amount in Millions

<table>
<thead>
<tr>
<th>Fiscal Year Ending</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
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<tbody>
<tr>
<td><strong>What We Own</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash &amp; Investments</td>
<td>$1,227.1</td>
<td>$1,238.7</td>
<td>$1,264.2</td>
<td>$1,376.1</td>
<td>$1,316.3</td>
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<tr>
<td>Receivables, net</td>
<td>$357.6</td>
<td>$372.0</td>
<td>$410.7</td>
<td>$437.8</td>
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<td>Contributions, net and Trusts Receivable</td>
<td>$149.7</td>
<td>$150.6</td>
<td>$207.4</td>
<td>$192.5</td>
<td>$313.6</td>
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<tr>
<td>Other Assets</td>
<td>$76.1</td>
<td>$82.6</td>
<td>$66.4</td>
<td>$76.2</td>
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<td>Intangible Assets</td>
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<td>$1.1</td>
<td>$1.1</td>
<td>$1.1</td>
<td>$1.1</td>
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<tr>
<td>Property and Equipment, net</td>
<td>$1,536.1</td>
<td>$1,591.9</td>
<td>$1,664.1</td>
<td>$1,721.8</td>
<td>$1,791.7</td>
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<tr>
<td><strong>Total Assets</strong></td>
<td>$3,347.7</td>
<td>$3,436.9</td>
<td>$3,614.0</td>
<td>$3,805.5</td>
<td>$3,989.9</td>
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<tr>
<td><strong>What We Owe</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For Services and Other Operating Expenses</td>
<td>$538.4</td>
<td>$521.9</td>
<td>$610.0</td>
<td>$622.8</td>
<td>$654.3</td>
</tr>
<tr>
<td>Bonds &amp; Notes Payable</td>
<td>$923.8</td>
<td>$904.1</td>
<td>$943.5</td>
<td>$1,151.7</td>
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<tr>
<td>Other Commitments (including pension)</td>
<td>$332.4</td>
<td>$277.3</td>
<td>$249.6</td>
<td>$289.7</td>
<td>$204.3</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td>$1,794.6</td>
<td>$1,703.3</td>
<td>$1,803.1</td>
<td>$2,064.2</td>
<td>$1,987.1</td>
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<tr>
<td><strong>What We Own Less What We Owe</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operations, Programs, Facilities Expansion, and Student Loans</td>
<td>$138.2</td>
<td>$157.9</td>
<td>$160.1</td>
<td>$265.1</td>
<td>$225.6</td>
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<tr>
<td>Cumulative postretirement benefits related changes other than net periodic benefit cost</td>
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<td>-$256.5</td>
<td>-$309.9</td>
<td>-$357.5</td>
<td>-$299.7</td>
</tr>
<tr>
<td>Invested in Facilities</td>
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<td>$804.6</td>
<td>$854.0</td>
<td>$803.9</td>
<td>$804.9</td>
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<tr>
<td>Contributions (Pledges) and Trusts</td>
<td>$149.7</td>
<td>$150.6</td>
<td>$207.4</td>
<td>$192.6</td>
<td>$313.7</td>
</tr>
<tr>
<td>Life Income and Annuity Funds</td>
<td>$11.6</td>
<td>$11.6</td>
<td>$11.9</td>
<td>$10.6</td>
<td>$9.7</td>
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<tr>
<td>Endowment and Similar Funds</td>
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<td>$865.4</td>
<td>$887.3</td>
<td>$844.6</td>
<td>$948.6</td>
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<tr>
<td><strong>Total Net Assets</strong></td>
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<td>$1,733.6</td>
<td>$1,810.8</td>
<td>$1,741.3</td>
<td>$2,002.8</td>
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<tr>
<td><strong>Sources of Funds for Operations</strong></td>
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<td></td>
</tr>
<tr>
<td>Tuition and Fees, net</td>
<td>$457.6</td>
<td>$487.1</td>
<td>$504.8</td>
<td>$511.2</td>
<td>$512.8</td>
</tr>
<tr>
<td>Grants and Contracts</td>
<td>$508.1</td>
<td>$480.8</td>
<td>$461.1</td>
<td>$491.3</td>
<td>$502.1</td>
</tr>
<tr>
<td>Patient Care</td>
<td>$1,276.0</td>
<td>$1,328.8</td>
<td>$1,440.8</td>
<td>$1,545.6</td>
<td>$1,619.9</td>
</tr>
<tr>
<td>State Appropriation (School of Medicine)</td>
<td>$7.5</td>
<td>$7.0</td>
<td>$14.7</td>
<td>$16.0</td>
<td>$16.0</td>
</tr>
<tr>
<td>Gifts and Trusts</td>
<td>$86.7</td>
<td>$92.5</td>
<td>$91.9</td>
<td>$91.8</td>
<td>$106.6</td>
</tr>
<tr>
<td>Investment Return</td>
<td>$36.0</td>
<td>$38.5</td>
<td>$39.7</td>
<td>$42.9</td>
<td>$46.7</td>
</tr>
<tr>
<td>Auxiliaries, net</td>
<td>$107.2</td>
<td>$111.4</td>
<td>$117.3</td>
<td>$113.3</td>
<td>$119.9</td>
</tr>
<tr>
<td>Other Sources</td>
<td>$39.8</td>
<td>$29.1</td>
<td>$38.4</td>
<td>$37.6</td>
<td>$38.3</td>
</tr>
<tr>
<td><strong>Total Sources of Funds for Operations</strong></td>
<td>$2,518.9</td>
<td>$2,575.2</td>
<td>$2,708.7</td>
<td>$2,849.7</td>
<td>$2,962.3</td>
</tr>
<tr>
<td><strong>Gifts and Trusts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td>$68.2</td>
<td>$68.2</td>
<td>$76.0</td>
<td>$72.7</td>
<td>$99.2</td>
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<tr>
<td>Temporarily Restricted</td>
<td>$37.0</td>
<td>$36.9</td>
<td>$86.7</td>
<td>$77.6</td>
<td>$126.0</td>
</tr>
<tr>
<td>Permanently Restricted</td>
<td>$12.1</td>
<td>$24.3</td>
<td>$34.2</td>
<td>$23.3</td>
<td>$59.0</td>
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<tr>
<td><strong>Total Gifts and Trusts</strong></td>
<td>$117.3</td>
<td>$129.4</td>
<td>$196.9</td>
<td>$173.6</td>
<td>$284.2</td>
</tr>
</tbody>
</table>

1. Includes the effects of a reclassification made to prior years information to conform to subsequent year presentation.
2. Includes the effect of accumulated depreciation and amortization of $1,623.2 million in 2016-17, $1,599.2 million in 2015-16, $1,408.3 million in 2014-15, $1,300.3 million in 2013-14, and $1,207.9 million in 2012-13.
3. Net assets released from restrictions of $24.3 million in 2016-17, $27.3 million in 2015-16, $22.3 million in 2014-15, $25.0 million in 2013-2014, and $25.8 million in 2012-13 are included in Sources of Funds for Operations above.
4. Unrestricted gifts and trusts of $82.3 million in 2016-17, $64.5 million in 2015-16, $69.6 million in 2014-15, $67.5 million in 2013-14, and $60.9 million in 2012-13 are included in Sources of Funds for Operations above.

Source: Controller's Office and University of Miami Annual Report.
## ENDOWMENT
Five-Year Trends, Fiscal Years, Amount in Millions

<table>
<thead>
<tr>
<th>Fiscal Year Ending</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Endowment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Market Value of Endowment</td>
<td>$777.9</td>
<td>$865.4</td>
<td>$887.3</td>
<td>$844.6</td>
<td>$948.60</td>
</tr>
</tbody>
</table>

*Source: Treasurer's Office*