

Fact Book

2006-2007 Academic Year

Office of Institutional Research, Assessment and Planning
Division of Academic Affairs

Spelman College Fact Book

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General Profile

DR. BEVERLY DANIEL TATUM, PRESIDENT 2006-07 ACADEMIC YEAR

<u>FOUNDED</u>	April 11, 1881
<u>TYPE</u>	Private
<u>AFFILIATION</u>	Independent
<u>CLASSIFICATION</u>	Baccalaureate I - Four-year Liberal Arts College for Women
<u>CAMPUS</u>	39 Acres, 25 Buildings
<u>CALENDAR</u>	Semester
<u>DEGREES OFFERED</u>	Bachelor of Arts, Bachelor of Science
<u>ADDRESS</u>	350 Spelman Lane, SW Atlanta, Georgia 30314-4399
<u>TELEPHONE NUMBER</u>	(404) 681-3643
<u>WEBSITE ADDRESS</u>	www.spelman.edu
<u>ACCREDITING AGENCY</u>	Commission on Colleges of the Southern Association of Colleges and Schools (SACS)
<u>MOODY RATING</u>	(AA)
<u>STANDARD AND POORS</u>	(A-1)
<u>MEMBERSHIPS</u>	Coalition of Women's Colleges, National Association of Schools of Music (NASM), National Council for the Accreditation of Teacher Education (NCATE), Southern Association of Colleges and Schools, The College Fund/UNCF, National Association for College Admissions Counseling, State of Georgia Professional Standards Commission (PSC)
<u>MASCOT</u>	Jaguar
<u>COLORS</u>	Blue & White
<u>GRADUATION REQUIREMENTS</u>	Minimal 120 credit hours, minimal 2.00 G.P.A. (with a minimum grade of "C" in all major and/or minor requirements)
<u>COLLEGE-WIDE HONOR SOCIETIES</u>	Alpha Chi National College Honor Scholarship Society, Golden Key National Honor Society, Alpha Lambda Delta (The National Freshman Honor Society), Mortar Board, Phi Beta Delta (International Honor Society), The Epsilon of Georgia Chapter of Phi Beta Kappa

LIBRARY

Robert W. Woodruff (Atlanta University Center)

DEGREES AND MAJORS

Bachelor of Arts: Art, Child Development, Comparative Women's Studies, Drama & Dance, Economics, English, Foreign Languages (French and Spanish), History, Human Services, Independent Major, International Studies, Mathematics, Music, Philosophy, Political Science, Psychology, Religious Studies, Sociology, and Sociology and Anthropology

Bachelor of Science: Biochemistry, Biology, Chemistry, Computer and Information Sciences, Dual Degree Engineering, Environmental Science, Mathematics, and Physics

SPECIAL PROGRAMS

ADAMHA-MARC Honors (AUC), UMARC Honors (AUC), Continuing Education, Domestic Exchange, Dual Degree in Engineering, Ethel Waddell Githii Honors, ROTC, Pre-freshmen Summer Science, Summer Science and Engineering, Study Abroad, Women's Studies, Freshman Studies Program, International Affairs Center

FINANCIAL AID AND SCHOLARSHIPS

Federal and State Need-based Financial Aid Programs: FSEOG, Federal Pell Grant, Federal Perkins Loan Program, Federal Stafford Loan Program, Federal Plus Loan and Unsubsidized Stafford, Georgia Tuition Grant Program, State Direct Student Loan for Teacher Training in Mathematics, Science, and Special Education

Scholarships: Georgia Hope, DeWitt Wallace, Presidential, Dean's, Bonner, Women in Science and Engineering (WISE), Academic Excellence, DeWitt Wallace Service, DeWitt Wallace for International Students, other Spelman Funded Scholarships

SUPPORT SOURCES/PROGRAMS

Assessment of Student Learning; Bonner Scholars Program; Career Planning and Development; Community Service; Comprehensive Writing; Computing and Information Technology; Counseling Services; Disability Services; Freshman Success; Graduate School Relations; Health Careers; Health Services; Learning Resources Center; Mathematics Tutorial Services; Foreign Languages Tutorial Services; Public Safety; Science, Engineering, & Technical Careers; Science Tutoring; Spelman College Museum of Fine Arts; Student Affairs; Student Financial Services; Women's Research and Resource Center

HONOR SOCIETIES

Beta Kappa Chi, Golden Key Club, Mortar Board, Phi Beta Delta, Phi Beta Kappa, Pi Kappa Lambda, Pi Sigma Alpha, Senior Honor Society, Sigma Tau Delta

ACTIVITIES AND ORGANIZATIONS

Spelman Student Government Association; The African Sisterhood (AST); Greek Letter Organizations: Alpha Kappa Alpha, Delta Sigma Theta, Sigma Gamma Rho and Zeta Phi Beta; Numerous chartered Academic and Professional Clubs; various chartered religious organizations

STUDENT PUBLICATIONS

Spotlight (newspaper), *Reflections* (yearbook)

Spelman College Fact Book

Summary Statistics Page

ADMISSIONS

First-time Freshmen:		
Completed Applications	-	5,248
Offered Admission	-	1,946
Registered	-	569
Yield - 29% Registered (of those Admitted)		
Average SAT 1 Scores: Verbal - 543, Math - 525, Total - 1068		
Average ACT Composite Score - 23		

STUDENT BODY

Registered Headcount	-	2,290
Full-time 2,191 (96%), Part-time 99 (4%)		
Registered F.T.E.	-	2,209
Female	-	100%
African-American	-	95%
Classification (Registered Students):		
First-time Freshmen	-	569 (25%)
Other Freshman	-	156 (7%)
Sophomores	-	562 (24%)
Juniors	-	565 (24%)
Seniors	-	438 (19%)

Residency:		
Georgia	-	674 (29%)
Other States	-	1,594 (70%)
Foreign Countries	-	22 (1%)

Number of States Represented - 44
 Top 5 States - GA, NY, CA, MD, TX
 Number of Foreign Countries - 18

GRADUATES - May, 2006

Total - 463		
B.A. Degrees	-	352 (79%)
B.S. Degrees	-	95 (21%)

GRADUATION RATE

Four-year Rate	-	67%
Five-year Rate	-	76%
Six-year Rate	-	79%

PLANS AFTER GRADUATION

Attend Graduate/Professional School - 38%
 Accept Employment - 50%

COSTS (AY '06-07)

Tuition	-	\$14,470
Room & Board	-	\$8,750
Fees – Returning Students	-	\$2,535
Books & Supplies	-	\$1,658 (estimated)
Personal Expenses (includes Transportation)	-	\$3,380 (estimated)

COSTS (AY '05-06)

Tuition	-	\$12,700
Room & Board	-	\$8,010

	Fees – Returning Students	-	\$2,240	
	Books & Supplies	-	\$1,658	(estimated)
	Personal Expenses (includes Transportation)	-	\$3,380	(estimated)
<u>FINANCIAL AID RECIPIENTS (AY 05-06)</u>	87%			
<u>HOUSING*</u>	On Campus	-	984	(44%)
	Off Campus	-	1,283	(56%)
<u>ANNUAL BUDGET</u>	\$66,805,912 (2004-05)			
	\$70,887,715 (2005-06)			
<u>ENDOWMENT (6/30/05)</u>	\$258,054,391			
<u>EXPENDITURE TRENDS (FY 2005)</u>	Instruction & Related	-	43%	
	Institutional Support	-	17%	
	Auxiliary Operations	-	14%	
	Physical Plant	-	10%	
	Scholarships	-	8%	
	Student Services	-	8%	
<u>REVENUE TRENDS (FY2005)</u>	Tuition & Fees	-	44%	
	Auxiliary Operations	-	17%	
	Endowment	-	17%	
	Federal and Local	-	14%	
	Private Gifts	-	6%	
	Other	-	2%	
<u>INSTRUCTIONAL FACULTY</u>	Full-time Headcount	-	167	
	Doctorates/Other Terminal Degrees	-	136	(81%)
	Male	-	57	(34%)
	Female	-	110	(66%)
	Rank: Professor	-	29	(17%)
	Associate Professor	-	52	(31%)
	Assistant Professor	-	45	(27%)
	Instructor	-	23	(13%)
	Lecturer	-	15	(9%)
	Tenure Status: Tenured	-	75	(45%)
	Tenure Track	-	45	(27%)
	Non-Tenure Track	-	47	(28%)
	Ethnicity: Black	-	108	(65%)
	Caucasian	-	31	(19%)
	Asian	-	12	(7%)
	Hispanic	-	7	(4%)
	Middle Eastern	-	1	(1%)
	Other	-	8	(5%)
	Part-time Headcount	-	82	
	F.T.E.	-	194	
<u>STUDENT/FACULTY RATIO</u>	11:1			
<u>LIBRARY HOLDINGS (2003-04)</u>	1,630,759			

APPLICATION REQUESTS

Office of Admissions and
Orientation Services
Spelman College
350 Spelman Lane, S.W.
Atlanta, GA 30314-4399
Telephone Number - 1-800-982-
2411

* Figures as related to housing do not include those Outgoing Domestic Exchange and Study Abroad students, Gateway (Continuing Education) students, staff and University System in Georgia cross-registered students.

- 1881: Spelman was founded by Miss Sophia B. Packard and Miss Harriet Giles; location, basement of Friendship Baptist Church; starting funds - \$100; enrollment - 11.
- 1882-1883: Windfall option to purchase property of current site presented; purchase made, leaving a \$15,000 balance; title transferred to the "Atlanta Baptist Female Seminary;" relocation to current site.
- 1884: Celebration of third anniversary of Spelman's founding on April 11th; Mr. John D. Rockefeller paid off remainder of the aforementioned \$15,000 property debt; name changed to "Spelman Seminary" in honor of Mrs. Rockefeller's mother; birth of the "Spelman Messenger."
- 1885-1887: Building of Rockefeller Hall, the first major edifice constructed on the site (funds donated by Mr. Rockefeller); construction of Packard Hall.
- 1891-1909: Miss Harriet Giles served as President, conferring the first college degrees in 1901; the twenty-fifth anniversary was celebrated in 1906; Spelman served the needs of thousands of black women from grade school through trade school and college; Miss Giles died November 12, 1909.
- 1910-1927: Miss Lucy Tapley served as President; the name was officially changed to "Spelman College" on June 1, 1924; the reality of Spelman as an all-purpose academy gradually changed and Spelman became known as a training ground for teachers; the Board of Trustees voted to discontinue the elementary school by the end of Miss Tapley's administration in 1927; Sisters Chapel was dedicated in May, 1927.
- 1927-1953: Miss Florence Matilda Read reigned as President; Spelman established an endowment fund which eventually totaled more than \$2 million; the commitment was made that Spelman would become a first-rate liberal arts college rather than a training ground for teachers; an "Agreement of Affiliation" between Spelman, Morehouse, and Atlanta University was signed in April, 1929 forming a university system; the addition of Morris Brown and Clark Colleges, and Gammon Seminary later changed the system to the "Atlanta University Center;" Miss Read retired on July 1, 1953.
- 1953-1975: Dr. Albert E. Manley became the first Black, as well as the first male to serve as President of Spelman; the College survived the unrest of the civil rights movement, campus unrest and revolution, the youth revolution, the feminist and sex revolutions, rounds of runaway inflation, among other chronic survival tests for independent education; the young women were encouraged to become leaders and to enter non-traditional areas of employment, as well as prepared and encouraged to enter the best graduate and professional schools in the country; travel and study abroad opportunities were created; Dr. Manley retired in 1976; Dr. Manley died in 1997.
- 1976-1986: Dr. Donald M. Stewart became the sixth President of Spelman College; the academic program was strengthened with the development of a full-fledged Chemistry department; the curriculum was reviewed and revised; a writing workshop was developed; the Honors Program, the Continuing Education Program for the non-traditional student, and the Computer Literacy Program which impacted on all members of the campus community were initiated and implemented; two buildings were erected, the Donald and Isabel Stewart Living-Learning Center and the Academic Computer Center; the endowment increased significantly from \$9

million to \$41 million; Dr. Stewart retired in December 1986 to become President of the College Board.

1987-1997: Dr. Johnnetta Betsch Cole, former professor of Anthropology at Hunter College and Director of Latin American and Caribbean Studies at the City University of New York, became the first African American female President of Spelman College on July 1, 1987; a mentorship program was added; a Physics Department, the International Affairs Center and the Dow Jones/Spelman College Entrepreneurial Center were established; an Office of Community Service and The Corporate Partners Program were instituted, along with the completion of the largest capital campaign in the history of Spelman; the College earned the distinction of having the second highest endowment of Historically Black Colleges and Universities in this country while under Dr. Cole's leadership; Dr. Cole retired in 1997.

1997-2002: Dr. Audrey Forbes Manley was the first alumna to serve as President of Spelman College. Upon accepting the position as the eighth President of the College, Dr. Manley stated her desire to prepare it for the 21st century and beyond. She acknowledges having fulfilled her promise; but admits that she could not have done so without the help of many others. Specifically, Dr. Manley's accomplishments include the following: successful accreditation efforts, faculty salary enhancements, increased enrollment and retention rates, implementation of the Cosby Endowed Professorship Program, improvement of the infrastructure by acquiring additional property and mounting an aggressive renovation program, raising the needed \$7.5 million dollars to meet the significant shortfall for the proposed science center (total cost of \$30+ million dollars) to be later named the Albro-Falconer-Manley Science Center, significant enhancements in information technology, doubling the Annual Fund dollars to \$20 million, and a \$60 million increase in the endowment (to \$228 million). Dr. Manley retired June 2002.

2002- Scholar, teacher, author, administrator and clinical psychologist Dr. Beverly Daniel Tatum was appointed the ninth President of Spelman College in the spring of 2002. Prior to her appointment, Dr. Tatum was the Acting President of Mount Holyoke College. At her March 2003 inaugural, she launched Spelman ALIVE – the strategic focus of her administration: Academic Excellence, Leadership Development, Improving Our Infrastructure, Visibility of Our Achievements and Exemplary Customer Service. In October 2003, the College hosted the official opening of the Center for Leadership and Civic Engagement, affectionately known as LEADS, which has five key areas of emphasis: Leadership Development, Economic Empowerment, Advocacy Through the Arts, Dialogue Across Difference and Service Learning and Civic Engagement. The focus of Dr. Tatum's administration is ensuring that Spelman has the resources it needs to continue the mission of preparing Black women for leadership with excellence in the 21st century.

Modified Version, Spelman College Institutional Self-Study, December 1999

An outstanding historically black college for women, Spelman promotes academic excellence in the liberal arts. This predominantly residential private college provides students with an academic climate that develops their intellectual and leadership potential. The College is a member of the Atlanta University Center consortium, and Spelman students enjoy the benefits of a small college while having access to the resources of the other five participating institutions.

The educational program at the College is designed to give students a comprehensive liberal arts background through study in the fine arts, humanities, social sciences, and natural sciences. Students are encouraged to think critically and creatively and to improve their communicative, quantitative, and technological skills. The academic program prepares students for graduate and professional study as well as entry into the world of work. Spelman seeks to empower the total person. The College provides an environment that enables self-confidence, cultural enrichment, and spiritual well being. This environment attempts to instill in students an appreciation for the many cultures of the world, a willingness to serve the community, and a sense of responsibility for bringing about positive change.

Spelman offers an educational experience characterized by excellence. It reinforces a sense of pride and hope, develops character, and inspires the love of learning. The programs of the College rest on the expectation that the students, the community, and society at large will benefit from a liberal arts education. Spelman has been and expects to continue to be a major resource for educating black women leaders.

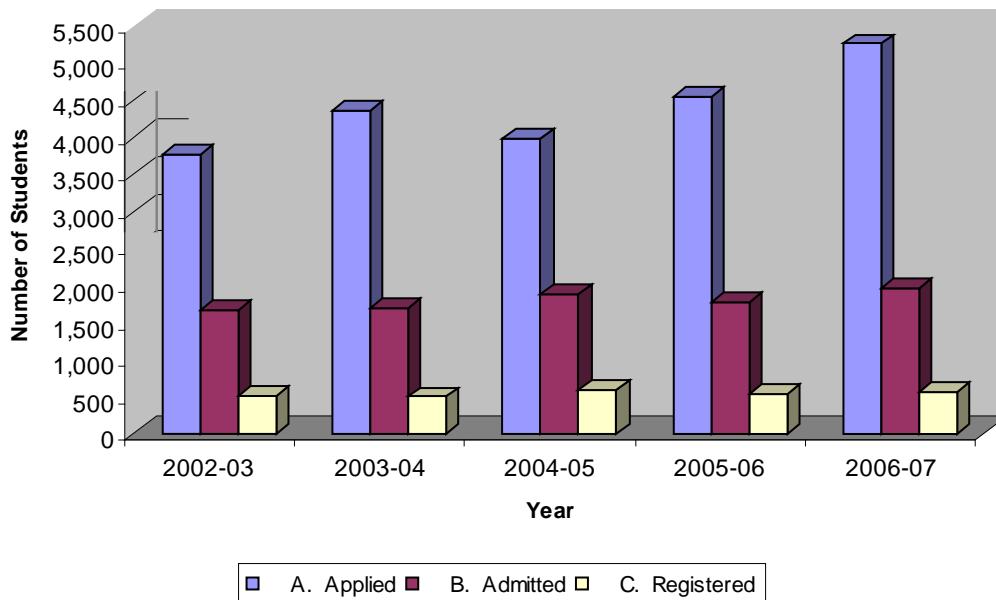
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Admission/Registration Trends

Number of Students Applied, Admitted and Registered Fall 2001-02 through 2006-07

	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07	
	N	%	N	%	N	%	N	%	N	%	N	%
ENTERING FRESHMEN												
A. Applied	3,527		3,751		4,345		3,978		4,534		5,248	
B. Admitted	1,744	49%	1,666	44%	1,689	39%	1,887	47%	1,771	39%	1,946	37%
C. Registered	536	15%	496	13%	493	11%	595	15%	531	12%	569	11%
TRANSFERS												
A. Applied	145		239		254		220		263		444	
B. Admitted	35	24%	47	20%	53	21%	49	22%	76	29%	116	26%
C. Registered	14	10%	14	6%	27	11%	25	11%	47	18%	54	12%

First Time First Year Admissions and Registration Trends



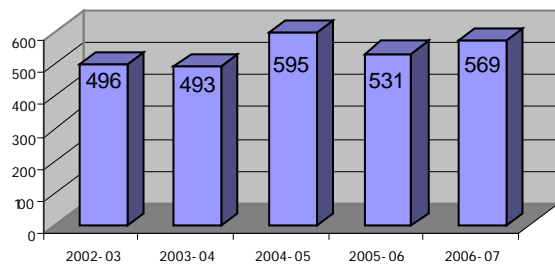
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Admission/Registration Trends

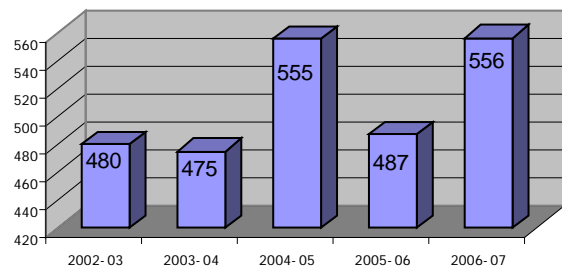
First Time First Year by Ethnicity Fall 2002-03 through 2006-07

	2002-03	2003-04	2004-05	2005-06	2006-07
Entering First Time Freshmen	496	493	595	531	569
International/Other	5	11	7	17	6
Black, Non-Hispanic	480	475	555	487	556
Hispanic	0	0	1	2	0
All Other (including Unspecified)	11	7	32	25	7

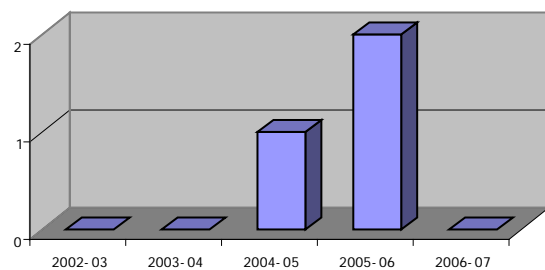
Total First Year



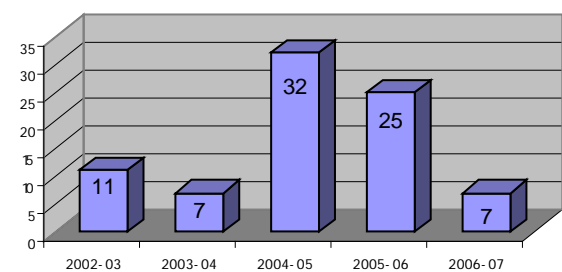
Black, Non-Hispanic



Hispanic



All Other



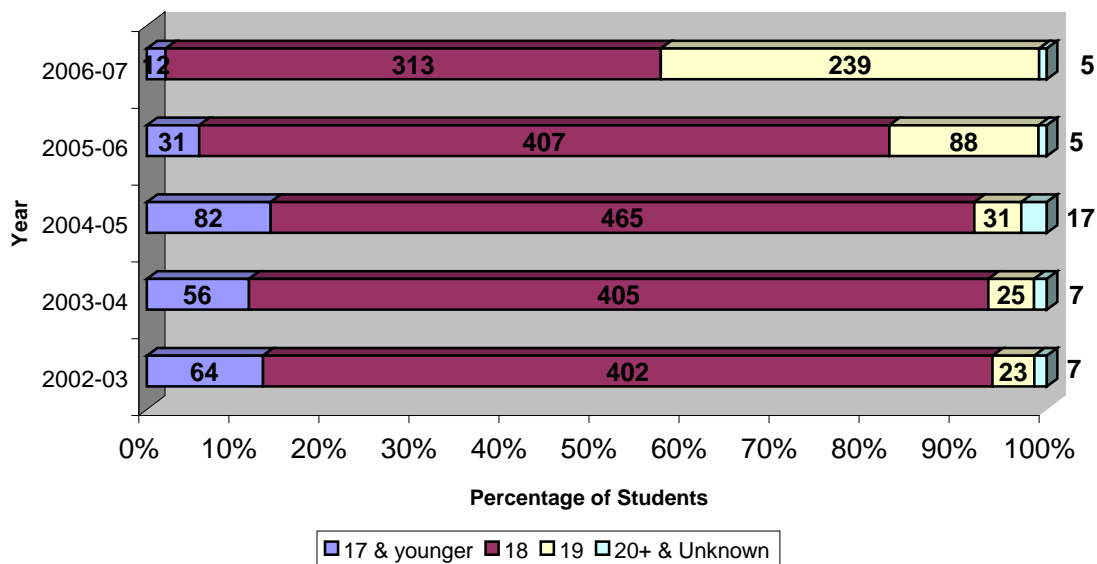
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Admission/Registration Trends

Entering First Time First Year by Age Fall 2002-03 through 2006-07

	2002-03		2003-04		2004-05		2005-06		2006-07	
	#	%	#	%	#	%	#	%	#	%
17 & younger	64	13%	56	11%	82	14%	31	6%	12	2%
18	402	81%	405	82%	465	78%	407	77%	313	55%
19	23	5%	25	5%	31	5%	88	17%	239	42%
20+ & Unknown	7	1%	7	1%	17	3%	5	1%	5	1%
Total	496		493		595		531		569	

First Year First-Time Percentage Age Breakdown



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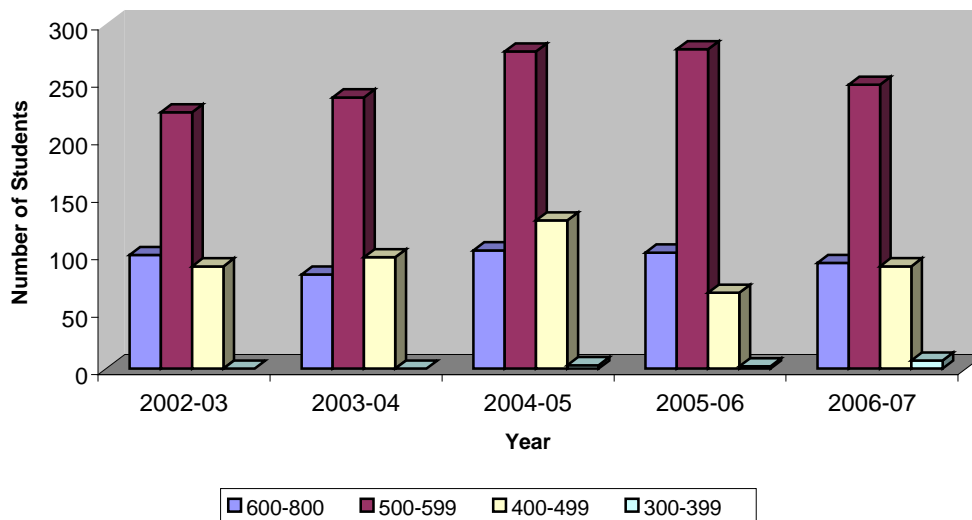
Admission/Registration Trends

Entering First Time First Year Verbal Scholastic Aptitude Test (SAT) Score Trends Fall 2002-03 through 2006-07

SAT Verbal										
	2002-03		2003-04		2004-05		2005-06		2006-07	
RANGE	N	%	N	%	N	%	N	%	N	%
600-800	99	24%	82	20%	103	20%	101	23%	92	21%
500-599	223	54%	236	57%	276	54%	278	62%	247	57%
400-499	89	22%	97	24%	129	25%	66	15%	89	21%
300-399	0	0%	0	0%	3	1%	2	0%	7	1%
TOTAL*	411		415		511		447		435	

Average Verbal Score					
Spelman	551	547	541	554	543
Nationwide	504	507	508	508	503
Point Difference	47	40	33	46	40

Verbal Scholastic Aptitude Test Score Trends



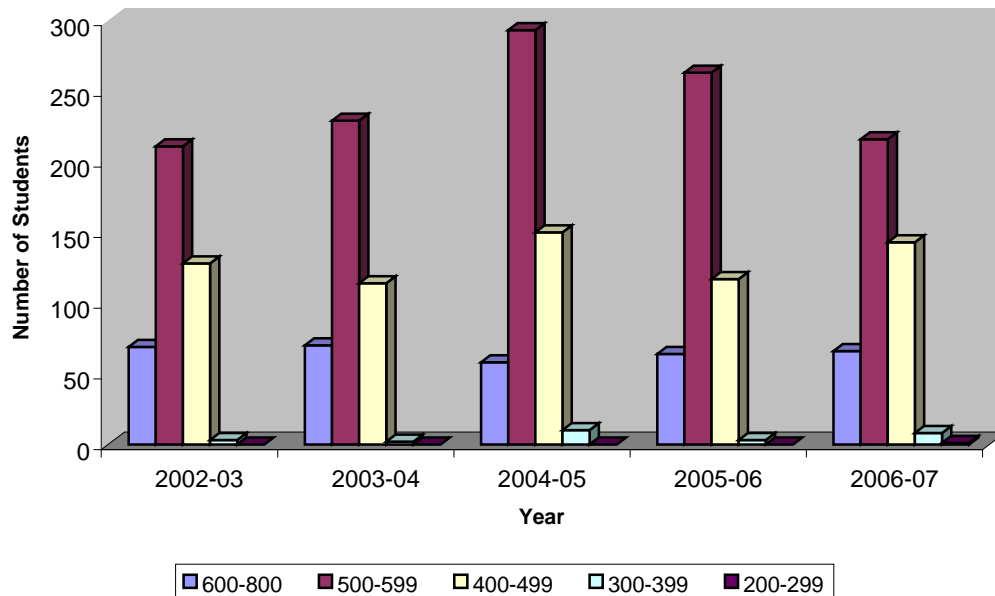
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Admission/Registration Trends

Entering First Time First Year Math SAT Score Trends Fall 2002-03 through 2006-07

SAT Math											
	2002-03		2003-04		2004-05		2005-06		2006-07		
RANGE	N	%	N	%	N	%	N	%	N	%	
600-800	69	17%	70	17%	58	11%	64	14%	66	15%	
500-599	211	51%	229	56%	293	57%	263	59%	216	50%	
400-499	128	31%	114	28%	150	29%	117	26%	143	33%	
300-399	3	1%	2	0%	10	2%	3	1%	8	2%	
200-299	0	--	0	--	0	--	0	--	1	<1%	
TOTAL*	411		415		511		447		435		
Average Math Score											
Spelman	530		536		524		533		525		
Nationwide	516		519		518		520		518		
Point Difference	14		17		6		13		7		

Math Scholastic Aptitude Test Score Trends



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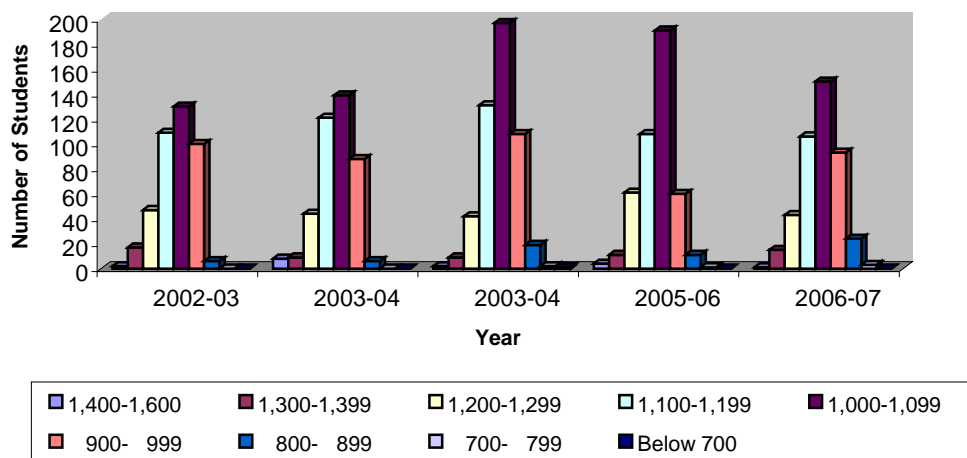
Admission/Registration Trends

Entering First Time First Year Composite SAT Score Trends

Fall 2002-03 through 2006-07

	2002-03		2003-04		2004-05		2005-06		2006-07	
RANGE	N	%	N	%	N	%	N	%	N	%
1,400-1,600	2	0%	8	2%	2	0%	4	1%	1	<1%
1,300-1,399	17	4%	9	2%	9	2%	11	2%	15	3%
1,200-1,299	47	11%	44	11%	42	8%	61	12%	43	10%
1,100-1,199	109	27%	121	29%	131	26%	108	22%	106	24%
1,000-1,099	130	32%	139	33%	197	39%	191	38%	150	35%
900-999	100	24%	88	21%	108	21%	60	12%	93	21%
800-899	6	1%	6	1%	19	4%	11	2%	24	6%
700-799	0	0%	0	0%	2	0%	1	0%	3	1%
Below 700	0	0%	0	0%	1	0%	0	0%	0	0%
TOTAL*	411		415		511		447		435	
Average Composite Score										
Spelman	1081		1082		1082		1086		1068	
Nationwide	1020		1026		1026		1026		1021	
Point Difference	61		56		56		60		47	
Total Spelman Freshmen Total Scores Reported										
Freshmen	536		496		493		531		569	
Reported	483		411		415		447		435	
Percent	90%		83%		84%		84%		76%	

Composite Scholastic Aptitude Test Score Trends



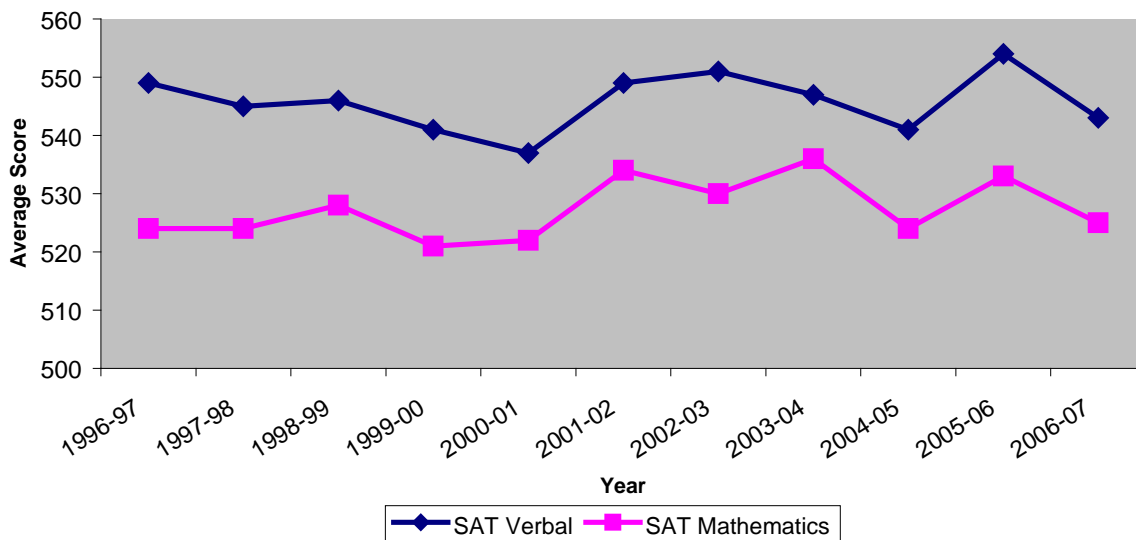
Spelman College Fact Book

Admission/Registration Trends

Entering First Time First Year Average SAT Scores Trends Fall 1996-97 through 2006-07

	SAT Verbal	% Change	SAT Mathematics	% Change	SAT Total	% Change
1996-97	549	---	524	---	1073	---
1997-98	545	-1%	524	0%	1069	0%
1998-99	546	0%	528	1%	1074	0%
1999-00	541	-1%	521	-1%	1062	-1%
2000-01	537	-1%	522	0%	1059	0%
2001-02	549	2%	534	2%	1083	2%
2002-03	551	0%	530	-1%	1081	0%
2003-04	547	-1%	536	1%	1082	0%
2004-05	541	-1%	524	-2%	1065	-2%
2005-06	554	2%	533	2%	1086	2%
2006-07	543	-2%	525	-2%	1068	-2%

First Year-First Time Average SAT Scores



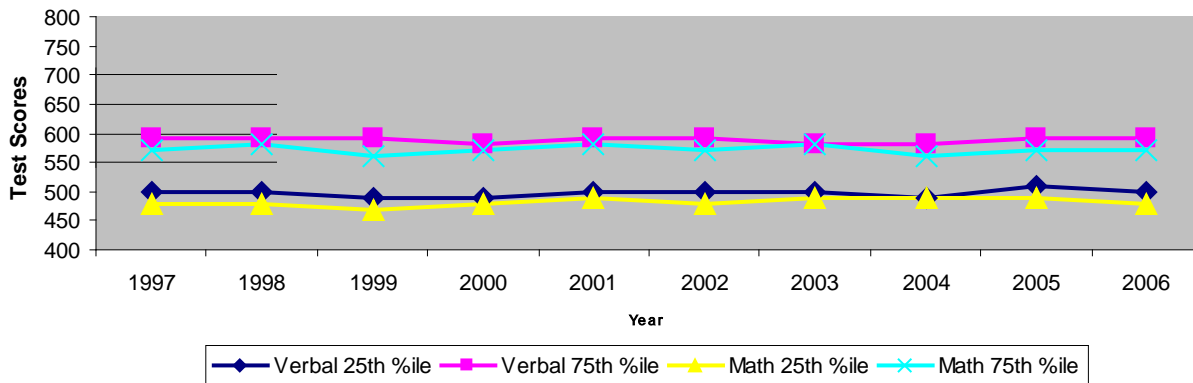
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Admission/Registration Trends

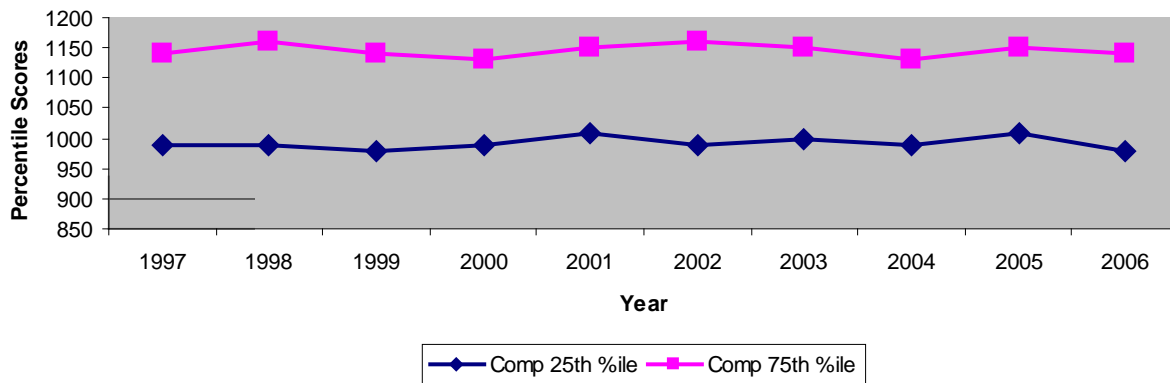
Entering First Time First Year SAT Test Scores Percentile Trends Fall 1997-98 through 2006-07

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Verbal										
25th %ile	500	500	490	490	500	500	500	490	510	500
75th %ile	590	590	590	580	590	590	580	580	590	590
Math										
25th %ile	480	480	470	480	490	480	490	490	490	480
75th %ile	570	580	560	570	580	570	580	560	570	570
Comp										
25th %ile	990	990	980	990	1010	990	1000	990	1010	980
75th %ile	1140	1160	1140	1130	1150	1160	1150	1130	1150	1140

SAT 25th and 75th Percentile Scores



Composite SAT 25th and 75th Percentile Scores



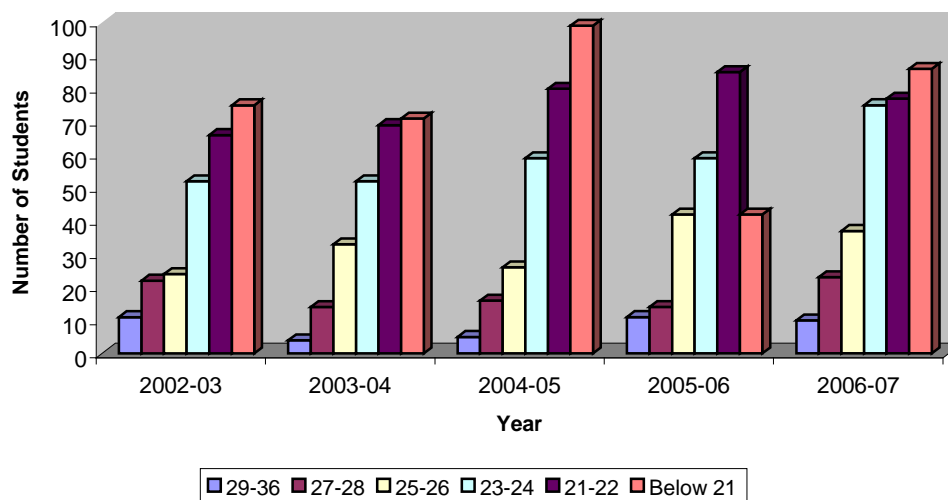
Spelman College Fact Book

Admission/Registration Trends

Entering First Time First Year American College Testing Program Scores (ACT) Fall 2002-03 through 2006-07

COMPOSITE	2002-03		2003-04		2004-05		2005-06		2006-07	
RANGES	#	%	#	%	#	%	#	%	#	%
29-36	11	4%	4	2%	5	2%	11	2%	10	3%
27-28	22	9%	14	6%	16	6%	14	6%	23	7%
25-26	24	10%	33	14%	26	9%	42	10%	37	12%
23-24	52	21%	52	21%	59	21%	59	23%	75	24%
21-22	66	26%	69	28%	80	28%	85	32%	77	25%
Below 21	75	30%	71	29%	99	35%	42	39%	86	28%
Scores Reported (#)	250		243		285		253		308	
% of New Freshmen	Registered		50%		49%		48%		48%	
Mean Composite Score	22		22		22		23		23	
New Freshmen Registered (t)	496		493		595		531		569	

First Year-First Time ACT Score Trends



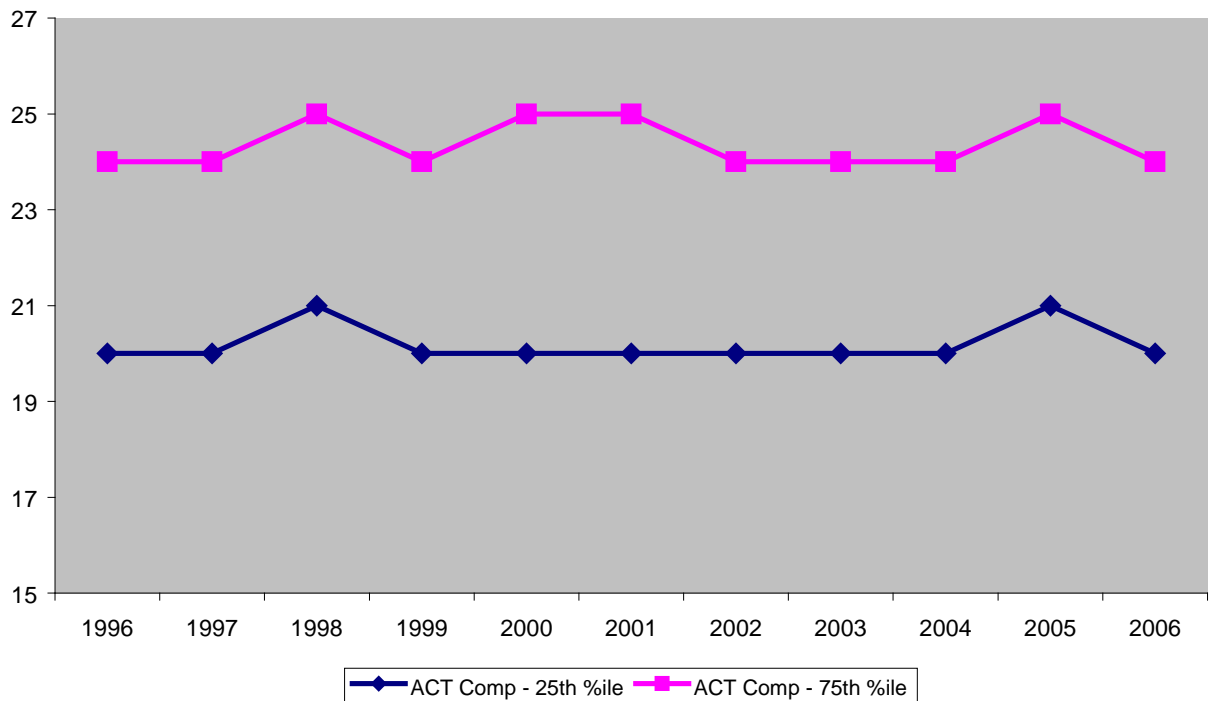
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Admission/Registration Trends

Entering First Time First Year ACT 25th and 75th Percentile Trends
 Fall 1996-97 through 2006-07

Category	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
ACT Comp - 25th %ile	20	20	21	20	20	20	20	20	20	21	20
ACT Comp - 75th %ile	24	24	25	24	25	25	24	24	24	25	24

American College Testing 25th and 75th Percentile Scores



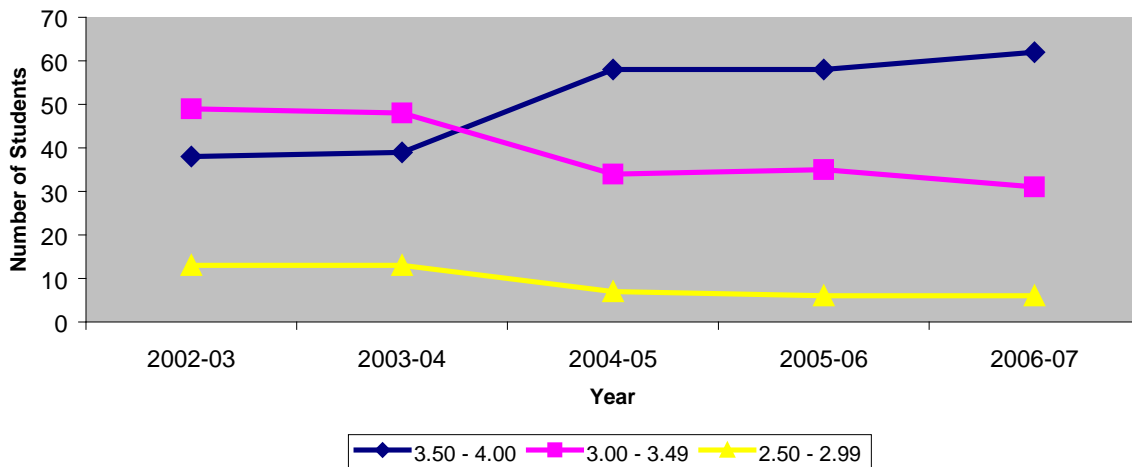
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Admission/Registration Trends

Entering First Time First Year High School Grade Point Averages Fall 2002-03 through 2006-07

Range	2002-03		2003-04		2004-05		2005-06		2006-07	
	N	%	N	%	N	%	N	%	N	%
3.50 - 4.00	187	38%	192	39%	346	58%	303	58%	354	68%
3.00 - 3.49	242	49%	236	48%	204	34%	183	35%	175	33%
2.50 - 2.99	64	13%	63	13%	43	7%	30	6%	34	6%
2.00 - 2.49	2	0%	1	0%	2	0%	7	1%	6	1%
Below 1.99	0	0%	0	0%	0	0%	1	0%	0	0%
TOTALS	495		492		595		524		569	
Mean	3.37		3.36		3.54		3.56		3.58	
No GPA	1		1		0		7		0	

High School Grade Point Average Percent Distribution



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Admission/Registration Trends

Entering First Time First Year Enrollment by Areas Fall 2002-03 through 2006-07

State or Region	2002-03	2003-04	2004-05	2005-06	2006-07
Alaska	0	0	0	1	0
Alabama	17	13	8	17	7
Arizona	1	2	4	0	3
Arkansas	4	3	0	1	4
California	31	36	55	46	47
Colorado	0	0	5	4	4
Connecticut	3	5	5	3	3
Delaware	6	3	5	3	2
District of Columbia	8	4	14	6	6
Florida	13	9	21	13	24
Georgia	116	124	114	138	121
Hawaii	0	1	1	0	1
Illinois	15	17	20	26	39
Indiana	6	3	2	3	2
Iowa	1	1	1	1	0
Kansas	1	1	2	1	4
Kentucky	3	2	1	5	1
Louisiana	16	6	7	4	7
Maine	0	0	1	1	1
Maryland	30	28	38	39	37
Massachusetts	9	11	15	13	13
Michigan	9	15	26	6	16
Minnesota	0	0	2	2	3
Mississippi	10	7	5	3	8
Missouri	1	12	8	6	9
Nebraska	0	1	1	0	0
Nevada	2	1	2	2	0
New Jersey	24	14	30	12	26
New Mexico	0	1	1	0	2
New York	32	38	57	30	37
North Carolina	10	10	11	15	15
North Dakota	0	0	0	0	1
Ohio	18	13	13	18	18
Oklahoma	0	2	2	1	1
Oregon	0	0	1	2	2
Pennsylvania	20	13	19	18	20
Rhode Island	2	2	0	2	0
South Carolina	12	14	15	9	7
Tennessee	15	11	12	17	15
Texas	29	28	36	31	35
U. S. Virgin Islands	1	1	0	1	1
Vermont	0	0	0	0	1
Virginia	11	24	21	19	15
Washington	1	3	2	4	4
West Virginia	0	0	1	0	0
Wisconsin	3	2	4	1	3
Foreign Residence	0	0	1	1	0
Foreign Countries	5	11	5	4	1
Unspecified	0	1	2	2	3
TOTAL	485	493	596	531	569

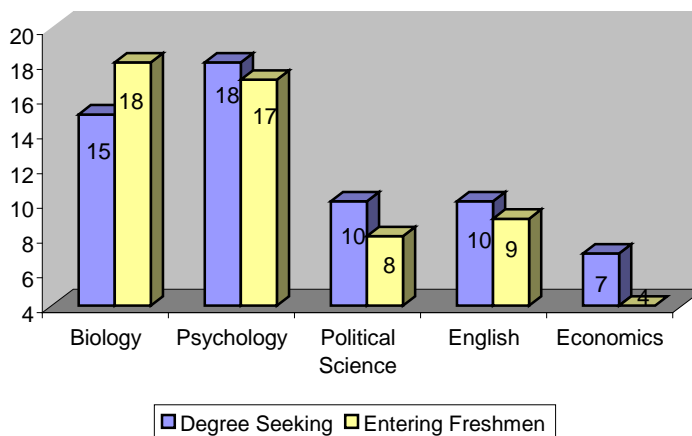
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Admission/Registration Trends

Entering First Time First Year Enrollment by Majors Fall 2006

Majors	#	%
Art	6	1.13%
Biochemistry	11	2.07%
Biology	103	19.40%
Chemistry	20	3.77%
Child Development Studies	20	3.77%
Computer Science	3	0.56%
Dance	1	0.19%
Dual Degree in Engineering	20	3.77%
Economics	25	4.71%
English	49	9.23%
French	1	0.19%
History	8	1.51%
Human Services	3	0.56%
International Studies	3	0.56%
Mathematics	13	2.45%
Music	7	1.32%
Philosophy	3	0.56%
Physics	3	0.56%
Political Science	45	8.47%
Psychology	99	18.64%
Religion	0	0.00%
Sociology	12	2.26%
Sociology & Anthropology	0	0.00%
Spanish	3	0.56%
Theater & Drama	15	2.82%
Undeclared	90	16.95%

Percentage of Top Five Majors Chosen by Entering Freshmen Compared to All Degree Seeking Students For Fall 2006



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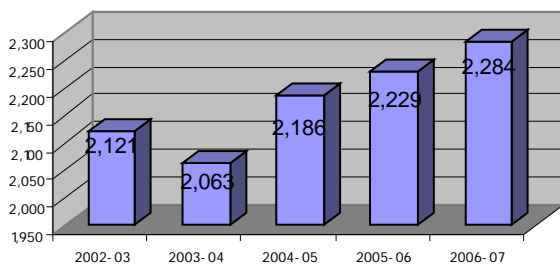
Admission/Registration Trends

Total Enrollment by Ethnicity

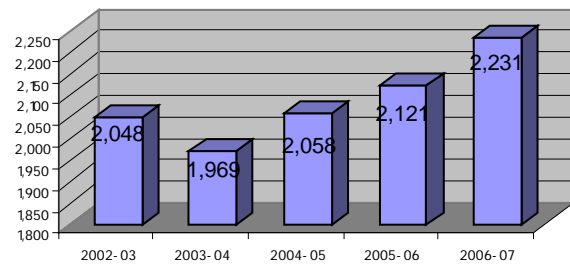
Fall 2002-03 through 2006-07

All Degree Seeking Students	2002-03	2003-04	2004-05	2005-06	2006-07
International/Other	37	39	36	34	32
Black, Non-Hispanic	2,048	1,969	2,058	2,121	2,231
American Indian or Alaska Native	0	0	0	0	2
Asian or Pacific Islander	0	0	1	1	1
Hispanic	1	1	2	3	2
White, Non-Hispanic	1	2	1	0	0
Other (including Unspecified)	34	52	88	70	16
Total	2,121	2,063	2,186	2,229	2,284

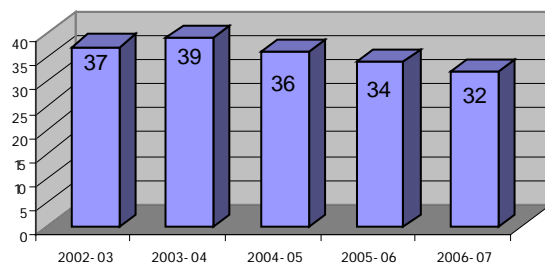
Total Enrollment 2002-2006



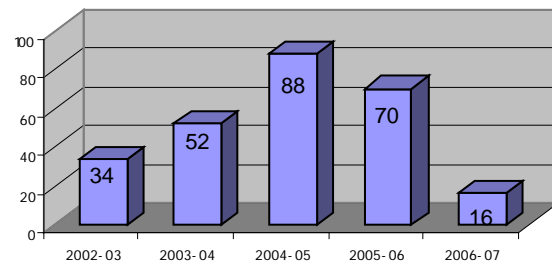
Black, Non-Hispanic



International



Other, Unspecified



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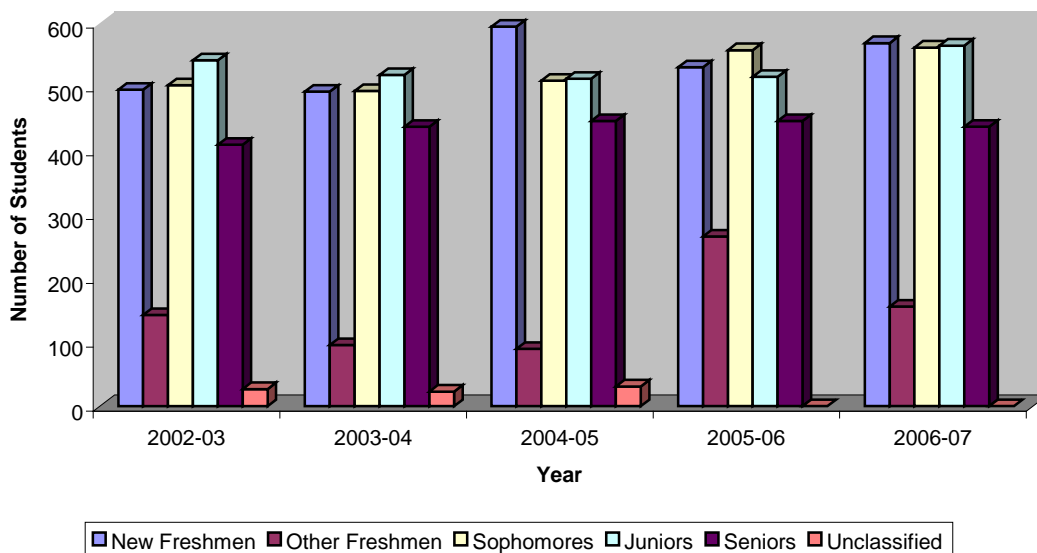
Admission/Registration Trends

Enrollment by Student Classification

Fall 2001-02 through 2006-07

Classification	2002-03		2003-04		2004-05		2005-06		2006-07	
	N	%	N	%	N	%	N	%	N	%
New Freshmen	496	23%	493	24%	595	27%	531	23%	569	25%
Other Freshmen	143	7%	96	5%	90	4%	266	11%	156	7%
Sophomores	503	24%	494	24%	510	23%	558	24%	562	25%
Juniors	542	26%	519	25%	513	23%	516	22%	565	25%
Seniors	410	19%	438	21%	447	20%	447	19%	438	19%
Unclassified	27	1%	23	1%	31	1%	0	0%	0	0%
Headcount - Total	2,121		2,063		2,186		2,318		2,290	
F.T.E. Total	2,094		2,025		2,141		2,210		2,209	
Full-time*	2,053	97	1,980	96	2,082	95	2,223	96	2,191	96
Part-time*	68	3	83	4	104	5	95	4	99	4

Enrollment Breakdown by Student Classification



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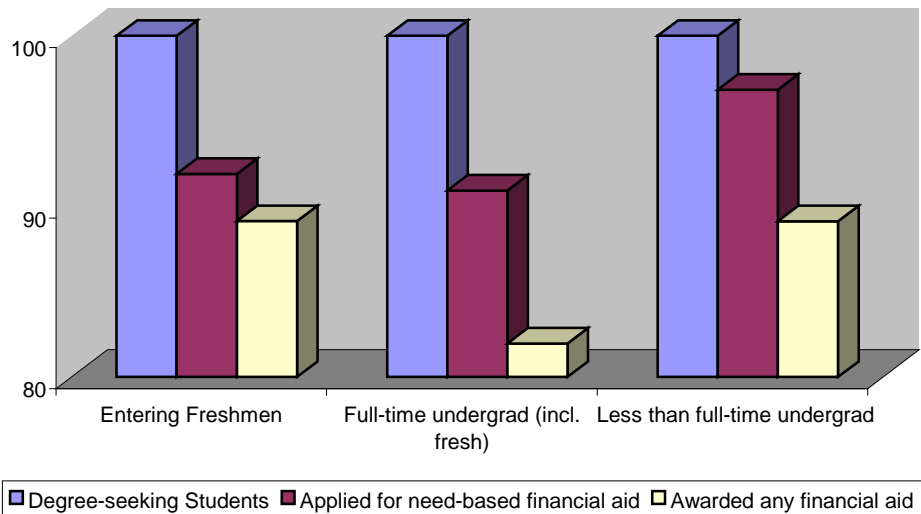
Admission/Registration Trends

Financial Aid Statistics

2005-06

	Entering Freshmen		Full-time undergrad (incl. fresh)		Less than full-time undergrad	
	#	%	#	%	#	%
Degree-seeking Students	531		2134		95	
Applied for need-based financial aid	488	91.90%	1929	90.39%	92	96.84%
Awarded any financial aid	435	89.14%	1581	81.96%	82	89.13%

Financial Aid Trends



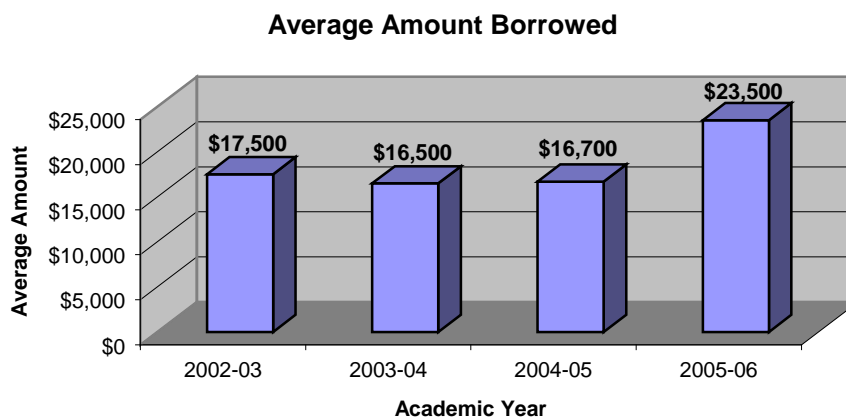
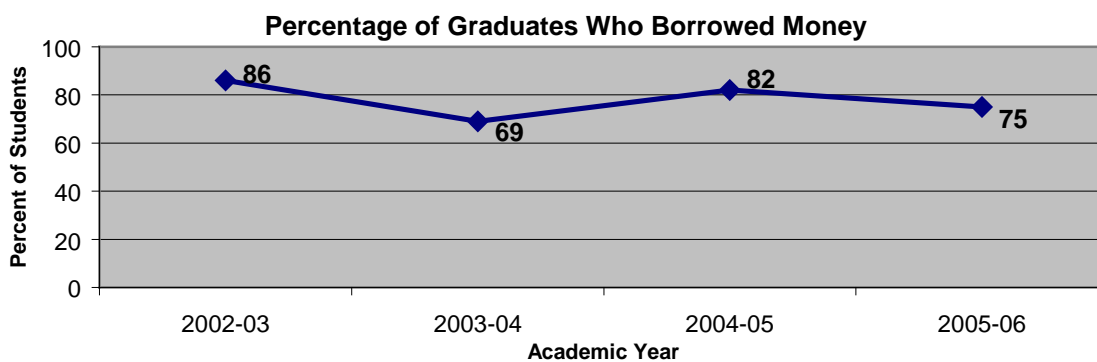
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Admission/Registration Trends

Financial Aid Statistics – Student Indebtedness

2002-03 thru 2005-06

Academic Year	Percent who Borrowed	Average Amount Borrowed
2002-03	86	\$17,500
2003-04	69	\$16,500
2004-05	82	\$16,700
2005-06	75	\$23,500



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Admission/Registration Trends

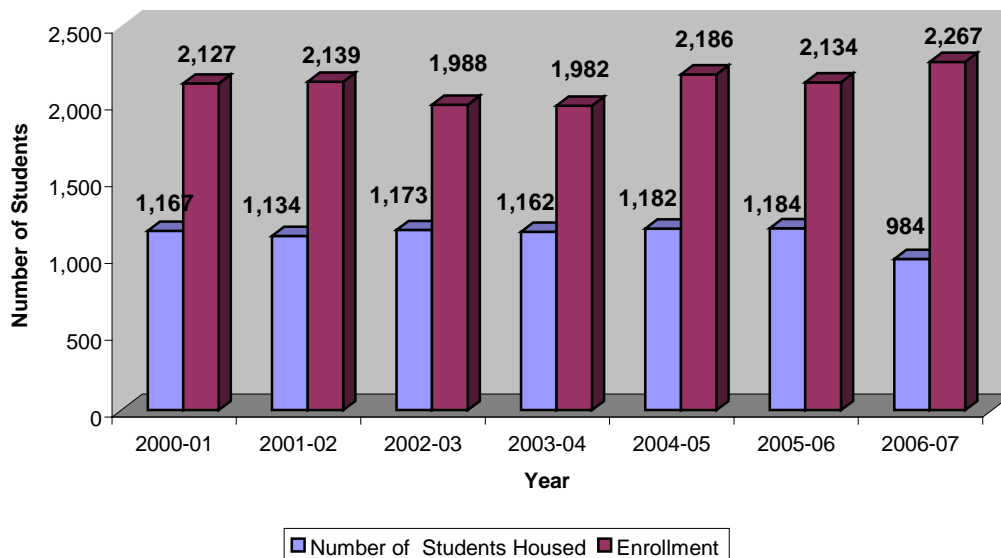
Housing Statistics

Fall 2000-01 through 2006-07

Year	Housing Capacity	Number of Students Housed	Enrollment*	Percent Housed
2000-01	1,167	1,167	2,127	55%
2001-02	1,196	1,134	2,139	53%
2002-03	1,173	1,173	1,988	59%
2003-04	1,178	1,162	1,982	59%
2004-05	1,178	1,182	2,186	54%
2005-06	1,178	1,184	2,134	51%
2006-07	1,178	984	2,267	43%

Beginning 2002-03, enrollment as related to housing excludes those registered Outgoing Study Abroad and Study Abroad Students, Gateway students, staff and University Cross registered students.

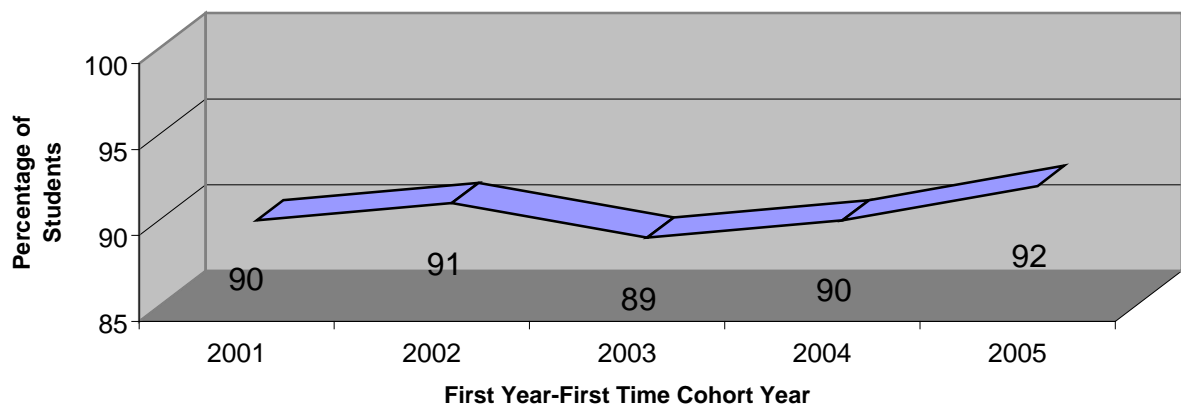
Housing Capacity and Enrollment Comparison



Retention/Graduation Rate

Cohort Year	Head Count	Continuation Rates				Cumulative Graduation Rates and Continuation Rates				
		Average		2nd Yr	3rd Yr	Graduated 4 Yrs	5th Yr	Graduated 5 Yrs	6 th Yr	Graduated 6 Yrs
		ACT	SAT							
1999	576	22.0	1062	89%	81%	62%	11%	73%	1%	74%
2000	576	22.0	1059	91%	85%	67%	8%	75%	4%	79%
2001	536	23.0	1083	90%	77%	65%	11%	76%		
2002	496	22.0	1081	91%	82%	67%				
2003	493	22.0	1082	89%	82%					
2004	587	22.0	1065	90%	84%					
2005	531	23.0	1086	92%						

First Year-First Time Retention Rates



Spelman College Fact Book

Retention/Graduation Trends

Degrees Conferred Trends

GRADUATES BY DEGREE AND MAJOR MAY, 2002-2006

Bachelor of Arts	2002		2003		2004		2005		2006		Total (Mean)	
		%		%		%		%		%		%
Art, Art History & Art Studio	3	1%	6	1%	6	1%	7	1%	5	1%	5.3	1%
Child Development	20	4%	17	4%	11	2%	13	3%	19	4%	17.7	4%
Comparative Women's Studies	7	2%	3	1%	10	2%	6	1%	10	2%	6.7	1%
Drama and/or Dance	7	2%	7	2%	19	4%	11	2%	11	2%	11.2	2%
Economics	60	13%	71	16%	75	14%	61	13%	45	10%	60.3	13%
English	45	10%	54	12%	58	11%	50	11%	45	10%	53.7	11%
French	1	0%	5	1%	3	1%	2	0%	5	1%	3.0	1%
History	9	2%	17	4%	12	2%	12	3%	10	2%	11.0	2%
Human Services	1	0%	4	1%	2	0%	2	0%	3	1%	2.2	0%
Independent Major	1	0%	0	0%	0	0%	1	0%	7	2%	1.7	0%
Mathematics*	0	0%	0	0%	5	1%	1	0%	7	2%	2.2	0%
Music	7	2%	3	1%	4	1%	8	2%	5	1%	5.3	1%
Philosophy	4	1%	9	2%	2	0%	5	1%	3	1%	4.3	1%
Political Science	49	11%	52	12%	55	10%	56	12%	49	11%	49.0	10%
Psychology	87	19%	70	16%	88	17%	88	19%	94	20%	83.8	18%
Religion	1	0%	2	0%	3	1%	2	0%	3	1%	2.2	0%
Sociology	18	4%	19	4%	27	5%	15	3%	17	4%	19.7	4%
Sociology/Anthropology	6	1%	2	0%	6	1%	1	0%	1	0%	2.8	1%
Spanish	5	1%	11	2%	9	2%	7	1%	11	2%	9.2	2%
Subtotal & % of Total Graduates	331	73%	352	79%	395	74%	348	73%	350	76%	351.2	75%

Spelman College Fact Book

Retention/Graduation Trends

Degrees Conferred Trends (cont'd)

Bachelor of Science	2002		2003		2004		2005		2006		Total	
		%		%		%		%		%	(Mean)	%
Biochemistry	3	1%	4	1%	4	1%	5	1%	1	0%	3.5	1%
Biology	33	7%	26	6%	50	9%	57	12%	56	12%	44.2	9%
Chemistry	8	2%	11	2%	9	2%	15	3%	15	3%	11.2	2%
Computer & Information Sciences	20	4%	16	4%	28	5%	16	3%	14	3%	18.2	4%
Dual Degree in Engineering**												
Chemistry	2	0%	0	0%	1	0%	0	0%	0	0%	0.5	0%
Computer Science	4	1%	1	0%	2	0%	0	0%	0	0%	1.2	0%
Economics	0	0%	0	0%	1	0%	0	0%	0	0%	0.2	0%
General Engineering	5	1%	3	1%	6	1%	4	1%	7	2%	5.0	1%
Interdisciplinary Science	1	0%	0	0%	0	0%	0	0%	0	0%	0.2	0%
Mathematics	7	2%	11	2%	4	1%	6	1%	0	0%	5.3	1%
Physics	4	1%	1	0%	4	1%	2	0%	0	0%	1.8	0%
General Science	0	0%	0	0%	1	0%	0	0%	0	0%	0.2	0%
Mathematics*	29	6%	16	4%	18	3%	10	2%	13	3%	18.0	4%
Natural Sciences/Environmental Sciences	3	1%	3	1%	7	1%	6	1%	3	1%	3.8	1%
Physics	4	1%	3	1%	3	1%	5	1%	4	1%	3.2	1%
Subtotal & % of Total Graduates	123	27%	95	21%	138	26%	126	27%	113	24%	116.3	25%
TOTAL	454		447		533		474		463		467.5	100%

Spelman College Fact Book

Faculty and Staff Trends

Longitudinal Statistics on Faculty

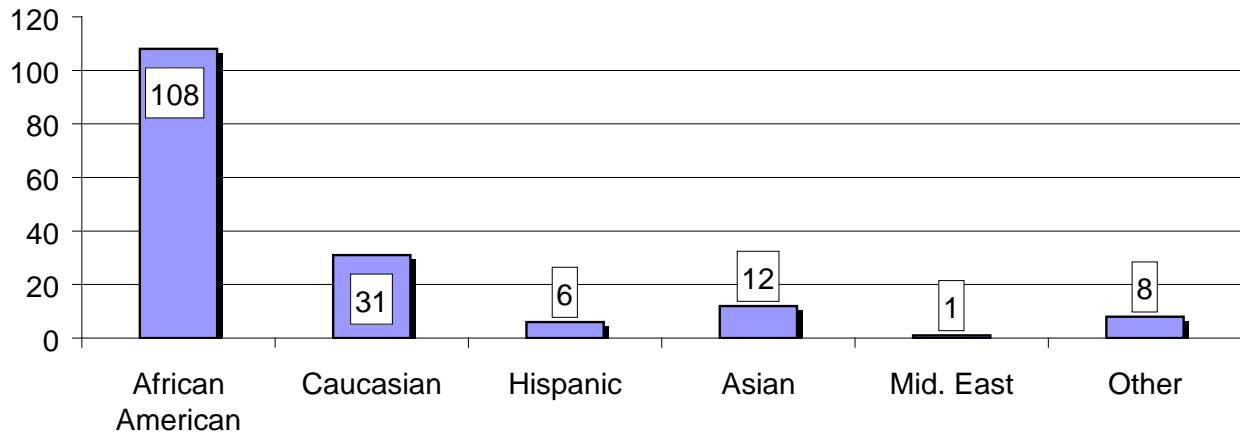
	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Faculty: Full-time	156 (76%)	155 (76%)	158 (70%)	164 (70%)	169 70%	167 67%
Part-time	48 (24%)	49 (24%)	69 (30%)	69 (30%)	71 30%	82 33%
Total	204	204	227	233	240	249
Rank (FT)						
Professor	24 (15%)	21 (14%)	24 (15%)	26 (16%)	27 16%	29 17%
Associate Professor	63 (40%)	55 (35%)	61 (39%)	54 (33%)	53 31%	52 31%
Assistant Professor	39 (25%)	46 (30%)	44 (28%)	48 (29%)	56 33%	45 27%
Instructor	4 (3%)	4 (3%)	5 (4%)	22 (13%)	21 12%	23 13%
Lecturer	26 (17%)	29 (19%)	24 (15%)	14 (9%)	12 7%	15 9%
Gender (FT)						
Male	52 (33%)	51 (33%)	55 (35%)	56 (34%)	58 34%	57 34%
Female	104 (67%)	104 (67%)	103 (65%)	108 (66%)	111 66%	110 66%
Degrees (FT)						
Doctorate (or Equivalent)	129 (83%)	125 (81%)	133 (84%)	136 (83%)	141 83%	136 81%
Masters	24 (15%)	28 (18%)	24 (15%)	28 (17%)	27 16%	29 18%
Bachelor's	3 (2%)	2 (1%)	1 (1%)	0 (0%)	1 1%	2 1%
Tenure Status (FT)						
Tenured	80 (51%)	72 (46%)	78 (49%)	75 (46%)	81 48%	75 45%
Tenure-Track	20 (13%)	29 (19%)	28 (18%)	41 (25%)	37 22%	45 27%
Non-Tenure-Track	56 (36%)	54 (35%)	52 (33%)	48 (29%)	51 30%	45 28%

NOTE: Percentages for rank, gender, degrees and tenure status are based on the total number of full-time faculty in each of the indicated years.

SOURCE: Office of Institutional Research, Assessment and Planning

Full-Time Faculty by Ethnicity

Spelman 2006-07 Faculty



Ethnicity	Number	Percentage
African American	108	65%
Caucasian	31	19%
Hispanic	7	4%
Asian	12	7%
Middle Eastern	1	1%
Other	8	5%
Total	167	100%

Spelman College Fact Book

Faculty and Staff Trends

Full-Time Faculty by Department and Highest Degrees

Department/Program	Doctorate or Equivalent		Masters		Bachelors	
	Male	Female	Male	Female	Male	Female
ADW/Interdisciplinary Studies	1	1	-	0	-	-
Art	3	3	0	1	-	-
Biology	3	7	1	-	-	-
Women's Studies	-	2	-	1	-	-
Chemistry	5	7	-	1	-	-
Computer & Information Science	3	1	1	1	-	-
Drama & Dance	3	4	-	-	1	-
Economics	2	5	0	-	-	-
Education	1	5	-	1	-	-
English	1	14	-	4	-	-
Environmental Science	1	1	0	0	-	-
Foreign Languages	6	3	2	3	-	-
History	2	3	1	-	-	-
Japan Studies	-	1	-	0	-	-
Mathematics	4	7	1	0	-	-
Music	2	1	1	2	-	-
Philosophy & Religion	1	5	0	0	-	-
Physical Education & Athletics		1	2	2	-	-
Physics	4	1	1	-	-	-
Political Science	1	4	1	-	-	-
Psychology	1	9	-	-	-	-
Sociology/Anthropology	2	4	-	1	-	-
Special Appointment	-	2	-		-	1
TOTAL	46	91	11	17	1	1
Percent of N (167)	28%	54%	7%	10%	1%	1%

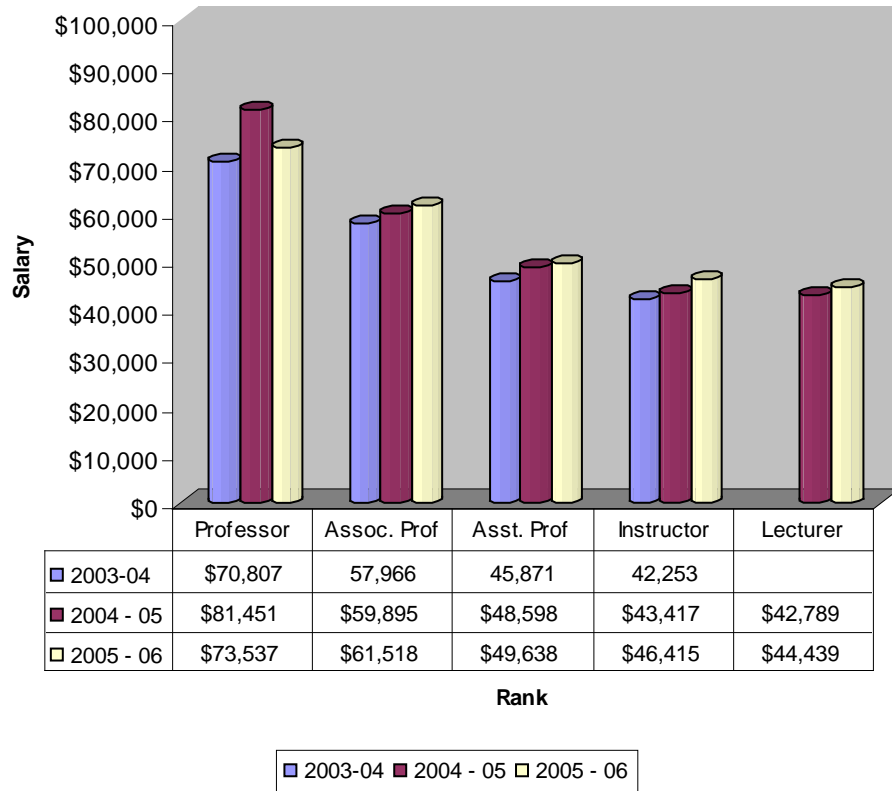
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Faculty and Staff Trends

Full-Time Faculty by Department and Rank

<u>Department/Program</u>	<u>Professor</u>	<u>Associate Professor</u>	<u>Assistant Professor</u>	<u>Instructor</u>	<u>Lecturer</u>	<u>Total</u>
ADW/Interdisciplinary Studies	-	-	1	1	-	2
Art	2	4		-	1	7
Biology	2	2	6	-	1	11
Chemistry	3	4	2	2	2 *	13
Comparative Women's Studies	2	1		-	-	3
Computer & Information Science	-	1	2	1	2	6
Drama & Dance	-	1	4	3	-	8
Economics	1	4	2	-	-	7
Education	2	2	3	1		8
English	3	5	5	3	3	19
Environmental Science	1	1	-		-	2
Foreign Languages	-	7	3	2	2	14
History	1	3	1	1	-	6
Japan Studies	-	-	0	1	-	1
Mathematics	4	4	2		2	12
Music	0	1	2	3	-	6
Philosophy & Religion	1	1	3	1	-	6
Physical Ed & Athletics	-	1	0	3	1	5
Physics	-	2	3	1		6
Political Science	-	4	1	-	1	6
Psychology	2	2	5	1		10
Sociology/Anthropology	4	2	0	0	-	6
Special Appointment	1		-	2	-	3
TOTAL	29	52	45	26	15	167
Percent of N (167)	17%	31%	27%	15%	9%	100%

Average Faculty Salaries by Rank



Note: The IPEDS submission was the source of the average salaries instead of the AAUP survey starting with the 2004-05 data.

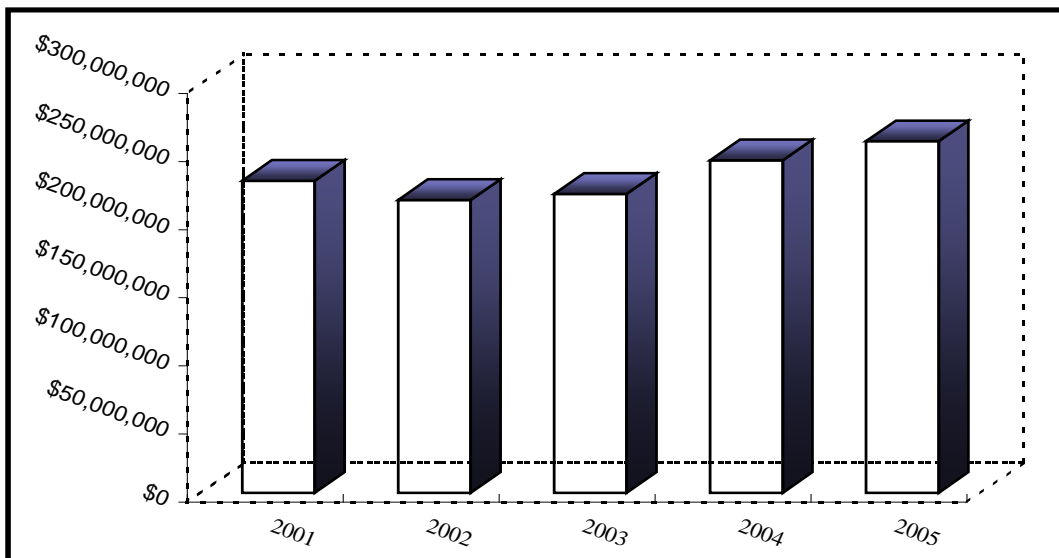
Student to Faculty Ratio

Year	FTE Students	FTE Faculty	Student/Faculty Ratio
2001-02	2,106	171	12:1
2002-03	2,094	175	12:1
2003-04	2,025	186	11:1
2004-05	2,141	181	12:1
2005-06	2,210	194	11:1
2006-07	2,209	194	11:1

Market Value of the Endowment

MARKET VALUE OF THE ENDOWMENT
FISCAL YEARS 1999-00 THROUGH 2003-04
SPELMAN COLLEGE

<u>Year</u>	<u>Market Value</u>	<u>Annual Rate of Return</u>
6/30/2001	\$228,992,954	5
6/30/2002	\$215,031,782	<-4>
6/30/2003	\$219,368,810	8
6/30/2004	\$244,078,618	17
6/30/2005	\$258,054,392	11

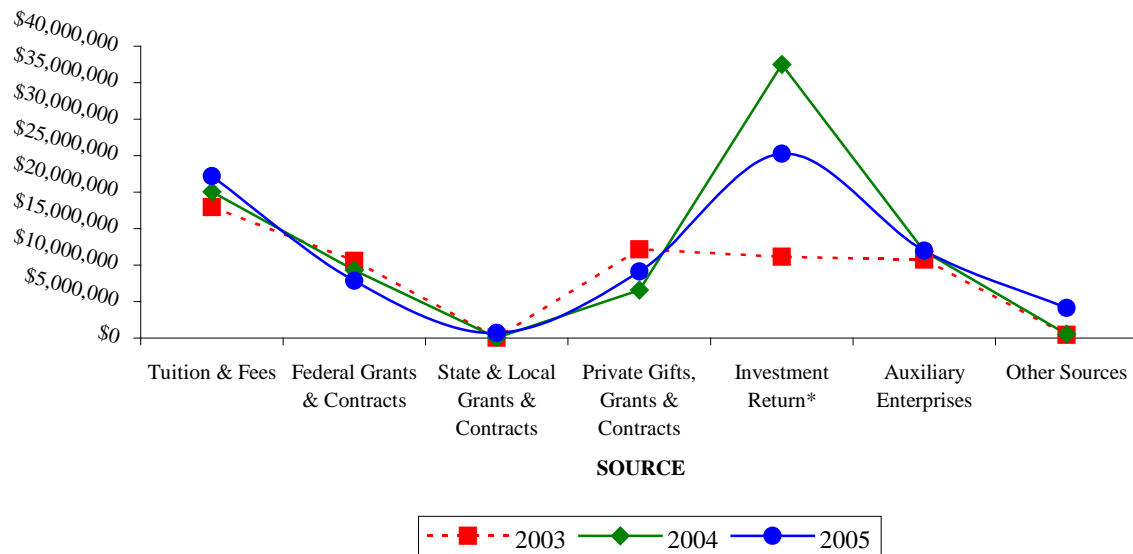


Spelman College Fact Book

Finance Trends

Revenues and Investment Return

Source	2003	2004	2005
Tuition & Fees	\$17,932,000	\$20,040,000	\$22,214,000
Federal Grants & Contracts	10,591,000	9,305,000	7,829,000
State & Local Grants & Contracts	32,000	30,000	720,000
Private Gifts, Grants & Contracts	12,135,000	6,598,000	9,101,000
Investment Return*	11,161,000	37,496,000	25,285,000
Auxiliary Enterprises	10,762,000	11,903,000	11,952,000
Other Sources	460,000	523,000	4,121,000
Total	\$63,073,000	\$85,895,000	\$81,222,000



Note: The data in this chart vary from those in earlier versions of the Fact Book. These data were taken from the annual Cambridge Financial Indicators Survey wherein the data in the previous versions were taken from a different source at different points in time. The specifications for the two sources varied, thus resulting

There is consistency in the data, but it is recommended that users contact the Office of Institutional Research at Spelman for explanatory notes that may apply to specific data.

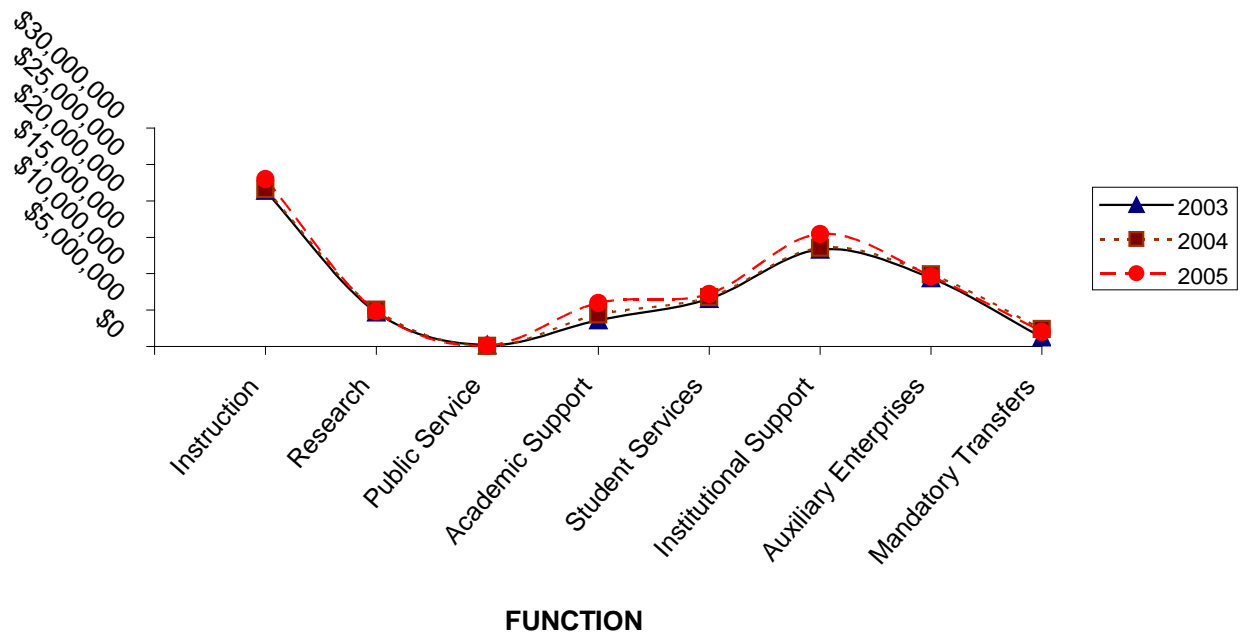
SOURCES: Office of Business & Financial Affairs and OIRAP

Spelman College Fact Book

Finance Trends

Expenditures

Function	2003	2004	2005
Instruction	\$21,359,000	\$21,602,000	\$22,977,000
Research	4,717,000	5,053,000	4,824,000
Public Service	186,000	79,000	117,000
Academic Support	3,627,000	4,377,000	5,977,000
Student Services	6,566,000	6,797,000	7,218,000
Institutional Support	13,326,000	13,540,000	15,462,000
Auxiliary Enterprises	9,402,000	9,885,000	9,639,000
Mandatory Transfers	1,287,000	2,402,000	2,010,000
Total	\$60,470,000	\$63,735,000	\$68,224,000



Note: The data in this chart vary from those in earlier versions of the Fact Book. These data were taken from the annual Cambridge Financial Indicators survey wherein the data in the previous versions were taken from a different source. The specifications for the two sources vary, thus resulting in different figures.

There is consistency in the data, but it is recommended that users contact the Office of Institutional Research, Assessment & Planning at Spelman for explanatory notes that may apply to specific data.

SOURCES: Office of Business & Financial Affairs and OIRAP