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## I. Background

In its Second JHU Roadmap on Diversity, Equity, and Inclusion, Johns Hopkins University reaffirmed that diversity, equity, and inclusion are values and imperatives integral to the institutional missions of education, research, and service, and to the commitment to freedom of inquiry and expression. The Second Roadmap further outlined the university's commitment to the flourishing of our students—intellectually, morally, socially—and to fulfill this responsibility, "the university and its divisions must not only recruit a diverse community of students, at every level and in every division but also build and foster an environment that welcomes, supports, and celebrates diverse people and ideas."

The first *Roadmap*, launched in 2016, guided the university's activities to support the dignity and equality of all individuals—inclusive of sex, gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity or expression, and veteran status. Transparency and accountability in the university's work toward enhancing the diversity of the student body and of faculty and staff were central to the achievement of the *Roadmap*'s goals, and remain a key tenet of the *Second Roadmap*.

This report is the third to provide a snapshot of the demographics of the graduate student body at Johns Hopkins, and it is part of a series of reports that have also reviewed faculty composition, staff composition, and for the first time (as recommended in the *Second Roadmap*) undergraduate student composition. The first report on graduate student composition (then titled *Report on Graduate Student Diversity*) used data from 2016 to create a baseline for understanding trends in the composition of our graduate student body. This report, published in 2023, shares data from 2021 and continues Johns Hopkins' commitment to examine this information on a regular basis and share it with the university community.

These biannual reports help us assess our progress toward our goal of attracting and retaining an excellent and diverse pool of graduate students, and fostering a culture of accountability toward demonstrative change. Unlike undergraduate recruitment, recruitment and retention of graduate students occurs at the department or program level. Thus, it is important to also disaggregate the data to assess whether progress is being made across each school and program. This data appears in the tables at the end of this report.

The Second Roadmap calls for a broadening of the composition reports to be more reflective of various dimensions of diversity—beyond race/ethnicity and gender—represented on our campus. Some of the categories that have been discussed with different constituency groups across Hopkins include ability status, religious diversity, gender identity and representation, and veteran/military status. These additional identities are not captured uniformly on student application forms, whereas gender and race/ethnicity are collected. As such, we understand that broadening our reporting in this way will require a great deal of additional sensitivity to respect the privacy of our students, but we hope that future reports will continue to build on the changes we've made here to improve the information provided.

We recognize that commitments to diversity go beyond counting. While this report is primarily intended to examine trends in numbers of traditionally underrepresented students in our graduate programs, we are also examining and discussing issues of climate, culture, and curriculum, all of which are central to a thriving, diverse community of scholars. Some examples of that work are discussed in the Moving Forward section.



# II. Report Highlights

Overall, the proportion of both women graduate students and graduate students from underrepresented groups (URG) at JHU has continued to increase from 2013 to 2021.

Key findings of this report include the following:

- The percentage of women in JHU graduate programs has increased from 50% (2013) to 54% (2021). Each degree group highlighted in this report also saw increases: PhD programs (47% women in 2013 to 48% women in 2021), other doctoral programs (55% in 2013 to 68% in 2021), and master's programs (51% in 2013 to 54% in 2021). Table 7
- The percentage of URG students in graduate programs has increased from 2013 (13% of the total student population, 16% of the domestic student population) to 2021 (17% of the total student population, 22% of the domestic student population). Each degree program has also seen an increase, with the greatest change seen in PhD programs (8% of the total student population and 12% of the domestic student population in 2013 to 13% of the total student population and 21% of the domestic student population in 2021). The 2020 graduate student composition report highlighted 16 PhD programs where D-URG students made up 25% or more of domestic PhD students. In this report, 21 PhD programs have 25% or more of their domestic PhD students from underrepresented groups, further highlighting this continued increase in URG PhD students. Table 7
- Non-PhD doctoral programs had the largest proportion of women (68%) and URG students (21% of total enrollment and 24% of domestic student enrollment) of the different graduate degree types in 2021. The MD degree, for example, had 57% women and 20% URG of its total student enrollment. Table 2
- Although these trends represent important changes at the university, divisional, and
  programmatic level, this report also highlights some key initiatives to continue to ensure the
  university attracts and retains the best and most talented graduate students. These current
  and future efforts include the Vivien Thomas Scholars Initiative, the Pathways to PhD
  programs, and dedicated staff to support prospective, admitted, and current graduate
  students. (Moving Forward section)

### III. Report Data and Nomenclature

This report is based on data collected for each JHU school by the Office of Institutional Research using the Student Information System (SIS), the same data that are submitted by the university, as required, to the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). It reflects self-reported gender and race/ethnicity data collected when graduate students first matriculate to Johns Hopkins.

While there are many aspects of student diversity, the data in this report is limited to gender, race, and ethnicity as available from Johns Hopkins' data systems and collected in compliance with federal and state law.

Data is provided for each of the university's nine schools, disaggregated into those enrolled in PhD,



other doctoral programs—which encompasses Doctor of Nursing Practice (DNP), Doctor of Education (EdD), Doctor of Engineering (DEng), Doctor of Musical Arts (DMA), Doctor of Public Health (DrPH), Doctor of International Affairs (DIA), and Doctor of Medicine (MD)—and master's programs. For the Krieger School of Arts and Sciences, data on PhD students is grouped for the three primary subspecialties: natural sciences, social sciences, and humanities.

Tables outlining the collected data appear in the final section of this document. Note that data on the demographic background of PhD students is updated annually and presented publicly on the Office of Institutional Research website, which also includes information on admissions, retention-attrition-completion, and time to degree.

#### Gender

For the sake of this report, "gender" refers to the options male or female, as outlined in federal reporting guidelines. As such, we do not have data to account for graduate students who do not identify within a gender binary. However, as guided by IPEDS methodology, every graduate student is accounted for in this report, and students who decline to select female or male are apportioned within each division based on the known proportion of students who identified as female or male.

Additionally, the terminology of ''female" and "male'" aligns more accurately with the definition of "sex" than the definition of "gender." As such, within this report we use the terms "women" and "men" with the acknowledgment that these labels do not necessarily describe the experience of gender by each individual graduate student.

Johns Hopkins University recognizes that there is a wide spectrum of gender expression and identification, and we are actively working to update our internal data systems to more fully reflect the gender diversity of our graduate student body.

#### Race/Ethnicity, International, and Domestic Student Populations

In accordance with federally mandated reporting guidelines, JHU graduate students self-select both their ethnic identity—defined as a binary Hispanic/Latino or Not Hispanic/Latino—and their racial identity from one or more of the following five categories: Black or African American, American Indian or Alaska Native, Asian, Native Hawaiian or Other Pacific Islander, and White.

In addition to reporting data for individual categories, this document presents summary data for domestic students whose racial or ethnic identity corresponds to what we consider to be an underrepresented group (URG). In past reports of graduate student composition, this collective group—comprising domestic students who identify as being one or more of Black or African American, Hispanic/Latino, American Indian or Alaska Native, or Native Hawaiian or Other Pacific Islander—was referred to as "underrepresented minority" (URM). The definition of the students in this group has not changed, but the change in terminology to "underrepresented group" is aligned with JHU's Second Roadmap on Diversity, Equity, and Inclusion and reflects the evolution of language as it relates to our collective reference to subgroups of our population whose representation is disproportionately low relative to their numbers in higher education or the general population.

For the sake of this report, following IPEDS definitions, "Domestic Underrepresented Group" (D-URG) refers to students who are U.S. citizens or permanent residents from racial or ethnic groups that have been historically underrepresented within higher education (as outlined above).



"International" refers to students who need a visa to live, study, and work in the U.S. and are reported in their own category distinct from domestic students.

In the report, the percentage of URG students is reported in two ways. First, it is reported as a proportion of all students enrolled in the given program ("total student enrollment"); second, it is reported as a proportion of the domestic students (U.S. citizens and permanent residents) in the program.

The proportion of D-URG students is tracked and reported both among total student enrollment and among U.S. domestic students because each is independently important. The federal reporting requirements for race/ethnicity that allow us to create the URG category limit these categories to U.S. citizens and permanent residents. As such, we want to be able to show what percentage of our U.S. students are from underrepresented groups. At the same time, an individual URG student's experience may be influenced by the proportion of URG students in their graduate program overall.

Additionally, many faculty at Johns Hopkins have noted that international students who join our JHU graduate programs come from many races and ethnicities, and their wide range of backgrounds enhances the diversity of the student body and all students' experiences. In this report, however, we track the enrollment of domestic URG students where we have special commitments and where we must measure our progress and continually strive to do better.

# IV. Composition of JHU Graduate Student Population by Gender: 2021-22

Across all JHU graduate programs, 53.5% of graduate students enrolled in fall 2021, were women **Table 7**. There are substantial variations by gender across and within the schools.

#### Women PhD Students

For the 2021–22 academic year, 48% of PhD students were women. As shown in Figure 1, the percentage of women PhD students ranged from a low of 28% at the Whiting School of Engineering to a high of 77% at the School of Nursing and School of Education. At five schools, a majority of the PhD students were women: Nursing (77%), Education (77%), Public Health (71%), SAIS (57%), and Medicine (56%). The gender composition of the PhD student body at each school and for individual PhD programs is detailed in **Table 1** PhD at the end of this report.



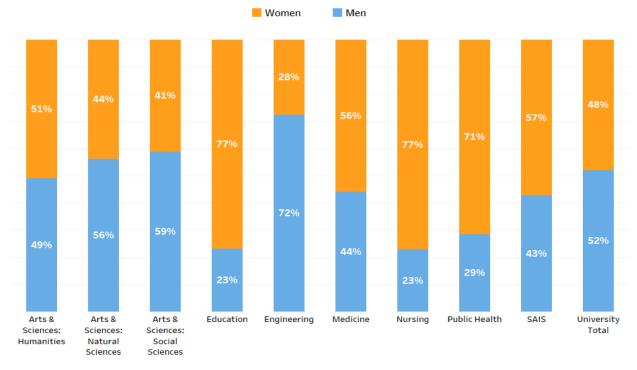


Figure 1: Gender Distribution Among PhD Students, Fall 2021

For several PhD programs, more than 75% of students were women. Those departments are listed here; programs in bold were on this list in the 2019 *Report on Graduate Student Composition*:

- Population, Family, and Reproductive Health (93%)
- International Health (83%)
- Health, Behavior, and Society (81%)
- Health Science Informatics (80%)
- Mental Health (79%)
- History of Medicine (78%)
- Education (77%)
- Nursing (77%)
- Environmental Health and Engineering, BSPH (76%)

PhD programs in which fewer than 25% of students were women are listed here; programs in bold were on this list in the 2019 *Report on Graduate Student Composition*:

- Applied Mathematics and Statistics (19%)
- Physics (21%)
- Computer Science (22%)
- Mechanical Engineering (22%)
- Mathematics (24%)



#### **Women Students Pursuing Other Doctorates**

Student demographic data for other doctoral programs can be seen in **Table 2**, showing that 91% of DNP, 75% of EdD, 64% of DrPH, and 57% of MD students were women. Overall, as shown in Figure 2, 68% of students in other doctoral programs were women, which is notably higher than the 48% of students who are women in PhD programs across JHU.

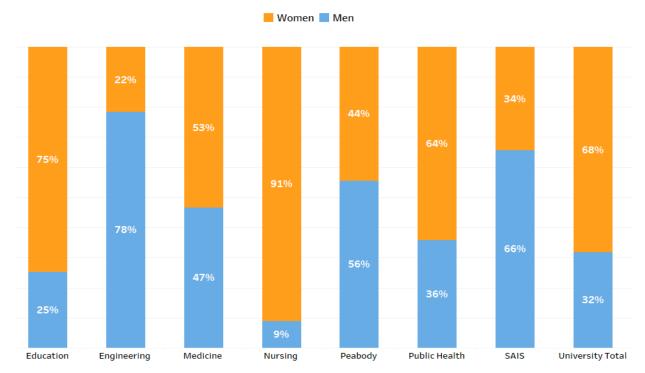


Figure 2: Gender Distribution Among Other Doctoral Students, Fall 2021



#### Women Master's Students

Overall, 54% of master's students were women, as shown in Figure 3. The composition of master's students showed variability among schools and programs and is detailed in **Table 3**. Of master's programs with at least 10 students, the percentage of women in a given program ranged from a low of 18% seeking an MS in Electrical and Computer Engineering in the Engineering Professionals (EP) program of the Whiting School of Engineering, to a high of 95% in the MSPH in Population, Family, and Reproductive Health at the School of Public Health.

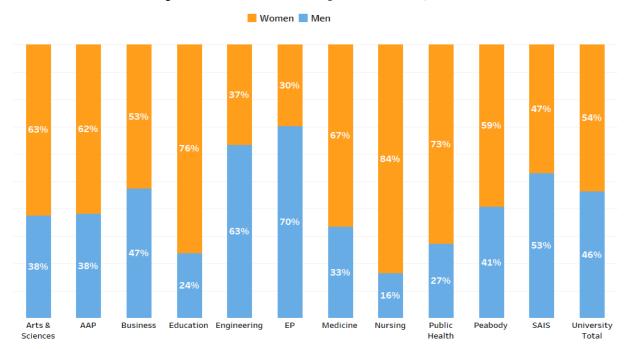


Figure 3: Gender Distribution Among Master's Students, Fall 2021

#### Trends in JHU Graduate Student Gender Diversity: 2013–21

As in the previous Graduate Composition Reports, trend data is presented here from the previous nine years. Between 2013 and 2021, the overall percentage of women PhD students across the university increased from 47% to 48%, **Table 4**. Women remained in the majority in other doctoral programs and in master's programs throughout this period. In other doctoral programs (**Table 5**), enrollment of women increased from 55% in 2013 to 68% in 2021, though this may have been driven by an increase in overall enrollment in Doctor of Nursing Practice and Doctor of Education, both of which have cohorts predominantly made up of women. In master's programs overall, the percentage of women students increased from 51% in 2013 to 54% in 2021.



# V. Composition of JHU Graduate Student Population by Race/Ethnicity: 2021-22

Across all JHU graduate programs, 17% of total graduate students and 22% of domestic graduate students, in fall 2021 were D-URG students (Table 7).

#### **PhD Students from Domestic Underrepresented Groups**

Across the university, in fall 2021, D-URG students made up 13% of total PhD student enrollment and 21% of domestic PhD students. The number of D-URG PhD students enrolled in each school in fall 2021 is shown in Figure 4. The proportion of D-URG students among all PhD students and domestic PhD students is detailed in Table 1.

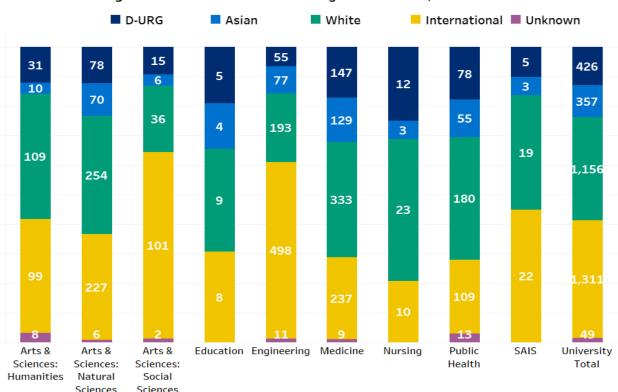


Figure 4: D-URG Distribution Among PhD Students, Fall 2021

We employ one collective measure of diversity; "Domestic Underrepresented Group," or D-URG, to assess trends in student composition. A student is included in the Domestic URG measure if they are not International and identify with one or more of the following identities: Hispanic/Latino, Black or African American, American Indian or Alaska Native, or Native Hawaiian or Other Pacific Islander.



Broken down by school, the proportion of total enrollment of PhD students who identified as D-URG ranged from 7% in the School of Engineering to 25% in the School of Nursing. Among domestic PhD students, the proportion that identified as D-URG ranged from 16% in the School of Engineering to 32% in the School of Nursing.

For several PhD programs, 25% or more of domestic PhD students were D-URG students. Those departments are listed here, with programs in bold that were on this list in the 2019 *Graduate Composition Report:* 

- English (52%)
- Mental Health (37%)
- Biochemistry and Molecular Biology (33%)
- Pharmacology and Molecular Sciences (33%)
- Sociology (33%)
- XDBio (33%)
- Nursing (32%)
- Economics (29%)
- Population, Family, and Reproductive Health (29%)
- Education (28%)

- Cellular and Molecular Medicine (27%)
- Health Policy and Management (27%)
- Biochemistry, Cellular and Molecular Biology (26%)
- Biophysics (26%)
- Clinical Investigation (26%)
- Epidemiology (26%)
- Health, Behavior, and Society (26%)
- Neuroscience (26%)
- Political Science (26%)
- Cellular and Molecular Physiology (25%)
- History of Art (25%)

PhD programs in which 10% or fewer of domestic students were D-URG students are listed here, with programs in bold that were on this list in the 2019 Graduate Composition Report:

- Anthropology (0%)
- Biological Chemistry (0%)
- Biophysics and Biophysical Chemistry (0%)
- Health Sciences Informatics (0%)
- History of Science (0%)
- Romance Languages (0%)
- Applied Mathematics and Statistics (5%)
- Biostatistics (5%)
- Materials Science and Engineering (9%)
- Cognitive Science (10%)
- Comparative Thought and Literature (10%)

- German (10%)
- Molecular Microbiology and Immunology (10%)



#### Other Doctoral Students from Domestic Underrepresented Groups

Among other doctoral students, D-URG students were 21% of total enrollment and 24% of domestic enrollment, notably higher than the proportion of D-URG students in PhD enrollment (13% of total PhD enrollment and 21% of domestic PhD students). The number of D-URG students enrolled across each school is shown in Figure 5, and additional data, including percentages of D-URG students enrolled in other doctoral programs, is in Table 2. D-URG students were 20% of total MD enrollment and 21% of domestic MD enrollment, 17% of total enrollment for DrPH students and 24% of domestic DrPH students, 30% of total enrollment for EdD students and 32% of domestic EdD students, and 26% of total enrollment for DNP students, which does not have any international students.

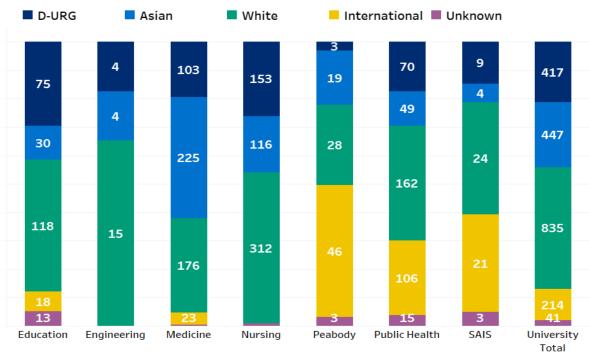


Figure 5: D-URG Distribution Among Other Doctoral Students, Fall 2021

We employ one collective measure of diversity; "Domestic Underrepresented Group," or D-URG, to assess trends in student composition. A student is included in the Domestic URG measure if they are not International and identify with one or more of the following identities: Hispanic/Latino, Black or African American, American Indian or Alaska Native, or Native Hawaiian or Other Pacific Islander.



#### **Master's Students from Domestic Underrepresented Groups**

Table 3 shows D-URG students were 17% of total enrollment and 22% of domestic enrollment for master's degrees. The representation of D-URG students across the schools varied substantially, from 4% of total master's student enrollment at the School of Engineering (18% of domestic enrollment) to 33% of total master's student enrollment at the School of Education (40% of domestic enrollment). The number of D-URG students enrolled in master's programs across schools is shown in Figure 6.

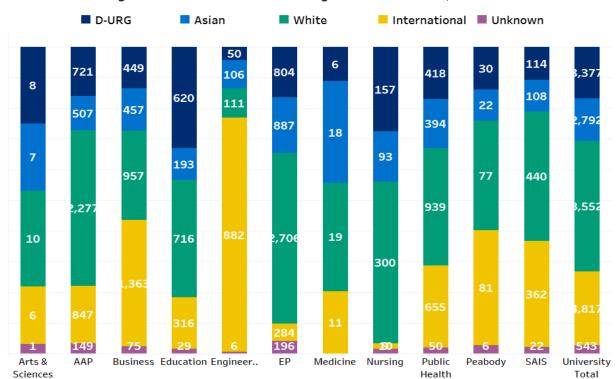


Figure 6: D-URG Distribution among Master's Students, Fall 2021

We employ one collective measure of diversity; "Domestic Underrepresented Group," or D-URG, to assess trends in student composition. A student is included in the Domestic URG measure if they are not International and identify with one or more of the following identities: Hispanic/Latino, Black or African American, American Indian or Alaska Native, or Native Hawaiian or Other Pacific Islander.

#### Trends in JHU Graduate Student Racial/Ethnic Diversity: 2013-21

Within PhD programs, the proportion of D-URG students increased from 8% to 13% of total enrollment between 2013 and 2021 (12% to 21% of domestic enrollment) (**Table 4**). In addition to tracking D-URG PhD student enrollment as a whole, the report considers trends broken down by specific races and ethnicities. Specifically, from 2013 to 2021, the proportion of PhD students across the university who self-identified as Black increased from 3% to 5% of total enrollment (and increased from 5% of domestic enrollment to 8%). The proportion of PhD students enrolled who self-identified as Hispanic increased from 4% of total enrollment in 2013 to 6% in 2021 (6% of domestic enrollment in 2013 and 11% in 2021). Enrollment of students who self-identify as American Indian or Alaska Native decreased from five students to one, and enrollment of students who self-identify as Native Hawaiian or other Pacific Islander students remained at zero.



For other doctoral programs, the percentage of D-URG students has increased from 2013 to 2021 across the university, from 16% to 21% of total enrollment and from 19% to 24% of domestic enrollment (**Table 5**). The percentage of D-URG students in master's programs increased from 14% to 17% of total enrollment, and among domestic students from 17% in 2013 to 22% in 2021.

## VI. Detailed Race/Ethnicity & Gender Data

In previous reports we highlighted the goal of being able to include more detailed breakdown of data for race/ethnicity and gender, and the importance of this additional layer of information for understanding the overlapping identities of our graduate student body. We are happy to include more detailed race and gender data for PhD students in this report for fall 2021 enrollment data (Table 8 & 9).

Women make up 48% of PhD students universitywide (48%, **Table 8**), yet women are the majority of PhD students identifying as Hispanic (51%), Black (62%), Asian (55%), white (51%), and two or more races (55%). However, for international students and students whose racial/ethnic identity is unreported to the university (classified as unknown), they are the minority (41% women for both groups). This information is also broken down by each division.

# VII. Benchmarking Graduate Student Composition

Also, for the first time in these reports, we are able to offer benchmarking comparisons relative to peer institutions. Peer institutions are categorized by Ivy Plus<sup>1</sup> AAU Private (private institutions that are part of the Association of American Universities, including JHU), and AAU Public (public institutions that are part of the Association of American Universities). Enrollment data (Peer Diversity Table) is reported by institution as a whole and is not available broken down by degree, school, or program. The source of this data is the IPEDS fall 2020 Enrollment Survey. However, information about the demographics of students who have completed their degrees (Diversity Peer Table Completion) is available broken down by degree type, but not by school or program). For doctoral programs, IPEDS divides programs into professional practice doctorates<sup>2</sup> and research/scholarship doctorates.<sup>3</sup> Completion data is also shown in the form of box plots (Figure 1-3 for master's, Figure 4-6 for Research and scholarly doctoral programs, Figure 7-9 for professional doctorates). The source of these data is the IPEDS Completions 2021 Survey, which reports students who completed their degree in academic year 2020-21.

Across all graduate degree programs, Johns Hopkins has the highest proportion of women students and the highest proportion of Black or African American students compared to the average of all peer groups (Diversity Peer Table Completion). However, we note that the type of graduate

<sup>&</sup>lt;sup>1</sup>An unofficial grouping of institutions that includes Brown University, Cornell University, Columbia University, Dartmouth College, Harvard University, University of Pennsylvania, Princeton University, Yale University, Massachusetts Institute of Technology, Stanford University, Duke University, University of Chicago, and JHU.

<sup>&</sup>lt;sup>2</sup> IPEDS definition of doctoral degree-professional practice includes Medicine (MD), Nursing Practice (NP), International Affairs (DIA), and Engineering (DEng).

<sup>&</sup>lt;sup>3</sup> IPEDS definition of doctoral degree-research/scholarship includes Philosophy (PhD), Education (EdD), Public Health (DrPH), and Musical Arts (DMA).



programs offered at different universities is highly variable, and historically, the composition of student identities varies across different types of graduate programs. Thus, we do not know whether differences observed between Johns Hopkins and peer institutions reflect differences in the makeup of our student population or differences in the makeup of our graduate degree programs.

## VIII. Moving Forward

Given the positive impact on learning,<sup>4</sup> this report serves to benchmark our progress over time in increasing the diversity of graduate students enrolled at Johns Hopkins in terms of race, ethnicity, and gender. The information published here will inform ongoing university and school-specific initiatives that seek to ensure the university attracts and retains the best and most talented graduate students.

The report both offers a snapshot from fall 2021 and displays trends over time, but it is not intended to provide a comprehensive analysis of gender or race/ethnicity data. It is also not intended to indicate that these are the only measures of diversity. We recognize that this report does not currently examine disability or LGBTQ identity, for example. Furthermore, this report does not provide recommendations on how best to attract, recruit, and retain the most diverse and highest quality graduate student body.

While the purpose of this report is to examine trends in numbers of students from groups traditionally underrepresented in our graduate programs, we also highlight here some examples of work at the university and in specific schools designed to improve recruitment, retention, inclusion, and climate at Johns Hopkins, all central to a thriving, diverse community of scholars.

- In 2021, in collaboration with Bloomberg Philanthropies, JHU launched the Vivien Thomas Scholars Initiative (VTSI), which is a \$150M investment to create new pathways for students from historically Black colleges and universities and minority serving institutions to pursue and earn PhDs in STEM fields, and to add a sustained cohort of approximately 100 new slots for a diverse cohort of PhD students in JHU's STEM programs. Hopkins welcomed the first cohort of 20 VTSI scholars in August 2022.
- In 2022, the Provost's Office invested \$5 million in the creation of Pathways to PhD programs in non-STEM fields across JHU. Through a competitive call, faculty and schools submitted proposals for the creation of summer and post-baccalaureate "pathway" programs that attract and prepare students from backgrounds underrepresented in academia to pursue PhDs in non-STEM fields. Funding was awarded to pathways programs in the School of Nursing, School of Education, the Peabody Institute, the Agora Institute, the Krieger School of Arts and Sciences, and the Department of History of Science, Medicine, and Technology,
- For the incoming fall 2023 PhD cohort, the university will offer \$1,500 relocation grants for students who demonstrate significant financial need to offset the cost of relocating to Johns

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<sup>&</sup>lt;sup>4</sup> Hurtado, S. 2001. "Linking diversity and educational purpose: How diversity affects the classroom environment and student development". In Diversity Challenged: Legal Crisis and New Evidence, Edited by G. Orfield Cambridge, Mass.: Harvard Publishing Group.



Hopkins to attend their PhD program.

- In 2020, The Office of the Provost funded four initiatives across the university to create
  networking and mentoring communities for underrepresented PhD students with other
  underrepresented and diversity-affirming students and faculty. Funding to support these
  programs is ongoing, and they will be highlighted as part of a Professional Development
  Innovation Showcase in fall 2022 to share best practices with key stakeholders in university
  leadership.
- The Provost's Office co-sponsors an annual universitywide "second look" visit for accepted underrepresented PhD students to interact with current underrepresented PhD students, leadership, and program directors. In 2022, students admitted to five schools (Public Health, Medicine, Engineering, Nursing, and Arts and Sciences) participated.
- In 2021, Dr. Damani Piggott became the inaugural associate vice provost for graduate diiversity and partnerships and director of the Vivien Thomas Scholars Initiative (VTSI). In this role, Dr. Piggott will oversee the VTSI program and support graduate diversity and inclusion efforts across Johns Hopkins programs.
- The Second Roadmap recommended the hire of a new staff person centrally, and budget has now been committed for a staff person to promote the visibility of graduate student affinity and networking groups to prospective, admitted, and current graduate students through multiple forms of outreach and media; and improve the viability of student affinity and networking groups through basic infrastructure support, and provision of "counterspaces."
- The university maintains memberships in the National Name Exchange and the McNair Scholars to maintain increased access to outstanding D-URG graduate student candidates nationally and to allow our underrepresented undergraduates to be recruited by other institutions.
- As of fall 2022, the university has admitted four cohorts of scholars into the Edward A.
  Bouchet Graduate Honor Society, and attends the Bouchet National Induction Ceremony
  and Annual Conference annually with each year's admitted cohort. The university celebrates
  these scholars with a public ceremony on the JHU campus involving the president and
  provost.

Within the schools, substantial efforts to enhance diversity are in progress. Six of the university's schools (Public Health, Medicine, Engineering, Nursing, Education, and Arts and Sciences) have dedicated positions in their dean's offices, either full time or part time, devoted to diversity and inclusion.

There are multiple ongoing school-specific efforts to coordinate recruitment of and outreach to underrepresented student populations and/or to build an inclusive climate. These include:

- Participating in universitywide recruitment initiatives with historically Black colleges and universities (HCBUs) and minority serving institutions (MSIs), through campus visits and participation in graduate school fairs.
- Participating in recruitment fairs and national conferences sponsored by underrepresented



groups, including the Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS), the Annual Biomedical Research Conference for Minoritized Students (ABRCMS), the American Indian Science and Engineering Society (AISES), the Hispanic Association of Colleges and Universities (HACU), the National Hispanic Medical Association (NHMA), and the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCChE). Additionally, the School of Medicine partners with AAAS Entry Point to identify and recruit talented students with disabilities who are interested in pursuing STEM careers.

- At the Bloomberg School of Public Health, the Bloomberg Ambassadors program (made up
  of approximately 100 "ambassador" volunteers representing 11 degree programs) responds
  to prospective students' questions via a chat system, volunteers during recruitment activities,
  and allows prospective students to connect with current students who may be from a similar
  background or home country.
- Departments are adopting holistic admissions practices that go beyond test scores to
  consider a broad range of candidate qualities or personal attributes. Reviews of PhD
  programs conducted by the university's Doctor of Philosophy Board encourage programs to
  evaluate the effectiveness of their admissions practices in recruiting their program's target
  candidates.
- Application fee waivers are offered to students from the McNair Scholars and National Name Exchange programs, who attend SACNAS or ABRCMS, come from a low-income background, are serving or have previously served in the U.S. military, as well as for students who have participated in one of several JHU pipeline summer programs.
- Scholarships or fellowships for historically underrepresented graduate students are offered by most schools at the university, such as the Percy Pierre Fellowship in the Whiting School of Engineering, the Kelly Miller Fellowship in the Krieger School of Arts and Sciences, and the Brown Scholars at the Bloomberg School of Public Health for African American PhD students.
- Welcome receptions, discussion forums on diversity and inclusion, dedicated student groups, happy hours and social events for underrepresented graduate students exist across most JHU schools.
- Several schools have mentoring programs for underrepresented faculty and students, and student and faculty diversity and inclusion committees are in place at multiple JHU schools.
   For example, the SOM has a Student Diversity Council, which brings together student members of affinity groups who are interested in working on shared initiatives.

Ongoing attention to which initiatives are the most impactful, and which additional ones should be put in place, is a commitment of the university and will continue to direct our efforts going forward.

We are pleased to continue to provide reports on graduate student composition. We hope that this updated report allows programs, schools, and the university as a whole to take stock of where we are to identify the importance of ongoing efforts in the areas of diversity and inclusion. Johns Hopkins is committed to opportunity and excellence in higher education. Future reports, to be issued regularly, will allow us to continue to track our progress in this area, which is critical to the excellence of Johns Hopkins University.



				Table	1: PhD	Stude	nt Headc	ount, Fa	I 2021									
Division	Program	Total	Wor	nen	Interna	ational	Domestic Enrollment	Hispanic	Black	Amer Indian	Haw, Pacific	Asian	White	Unknown	Two or More Races		D-URG	
		N	N	%	N	%	N	N	N	N	N	N	N	N	N	N	% of Tot	% of Do
	Astronomy and Astrophysics	41	15	37	10	24	31	6	0	0	0	6	16	0	3	6	15	19
	Cell, Molecular, Developmental Biology, and Biophysics	152 48	88 21	58 44	18 21	12 44	134 27	11	12	0	0	22	78 16	2	9	28	18 15	21
	Biophysics Chemical Biology	48 36	14	39	0	0	36	5	2	0	0	0	28	0	2	7	15	26 17
	Chemistry	133	50	38	54	41	79	6	3	0	0	10	56	0	4	10	8	13
Arts & Sciences: Natural Sciences	Cognitive Science	20	13	65	10	50	10	1	0	0	0	1	7	0	1	1	5	10
And a sciences. Hatara sciences	Earth & Planetary Science	42	22	52	11	26	31	3	4	0	0	4	17	1	2	7	17	23
	Mathematics	45	11	24	35	78	10	1	1	0	0	1	7	0	0	2	4	20
	Physics	81	17	21	48	59	33	5	1	0	0	2	19	2	4	7	9	21
	Psychology and Brain Sciences	37	27	73	20	54	17	2	1	0	0	3	10	0	1	4	11	24
	Natural Sciences Subtotal	635	278	44	227	36	408	44	25	0	0	52	254	6	27	78	12	19
	Anthropology	23	11	48	17	74	6	0	0	0	0	0	6	0	0	0	0	0
	Economics	48	15	31	41	85	7	1	1	0	0	1	4	0	0	2	4	29
Arts & Sciences: Social Sciences	Political Science	61	26	43	30	49	31	2	6	0	0	3	17	0	1	8	13	26
	Social Sciences Subtotal	28 160	14 66	50	13	46 63	15 59	3	2		-	1		0	0	5	18	33
		14	6	41	101 7	50	7	6	9	0	0	1	36 5	2	0	15	9 7	25 14
	Classics		12	43 46	7	27		4	6	0	0	0	9	0	0	10	38	53
	English German	26 19	13	46 68	9	47	19 10	0	0	0	0	0	8	1	1	10	38 5	10
		63	13 32		-	25	10 47	3	0	0	0	5	32	1	0	1	14	10
	History History of Art	22	14	51 64	16 6	25		3	1	0	0	1	10	1	0	4	18	
	History of Art History of Science	10	4	40	6	60	16 4	0	0	0	0	0	10	0	0	0	0	25
Arts & Sciences: Humanities	Comparative Thought and Literature	15	8	53	5	33	10	0	1	0	0	0	9	0	0	1	7	10
Arts & sciences: numanities	Near Eastern Studies	23	13	57	7	30	16	1	1	0	0	0	10	4	0	2	9	13
	Philosophy	30	9	30	12	40	18	2	1	0	0	2	10	1	0	3	10	17
	Romance Languages	34	19	56	24	71	10	0	0	0	0	0	9	0	1	0	0	0
	Interdisciplinary Humanistic Studies	1	1	100	0	0	1	0	0	0	0	0	1	0	0	0	0	0
	Humanities Subtotal	257	131	51	99	39	158	14	16	0	0	9	109	8	2	31	12	20
	Arts & Sciences Total	1,052	475	45	427	41	625	64	50	0	0	66	399	16	30	124	12	20
Education	Education Total	26	20	77	8	31	18	2	3	0	0	4	9	0	0	5	19	28
	Applied Mathematics & Statistics	54	10	19	35	65	19	1	0	0	0	2	14	1	1	1	2	5
	Chemical & Biomolecular Engineering	145	47	32	85	59	60	6	6	0	0	10	32	2	4	14	10	23
	Civil Engineering	61	20	33	42	69	19	2	1	0	0	2	11	2	1	4	7	21
	Computer Science	206	46	22	134	65	72	5	2	0	0	18	40	4	3	8	4	11
Engineering	Electrical Engineering	128	36	28	77	60	51	3	7	0	0	13	24	1	3	10	8	20
	Environmental Health and Engineering	29	13	45	17	59	12	2	0	0	0	0	9	1	0	2	7	17
	Materials Science & Engineering	72	28	39	28	39	44	3	0	0	0	9	29	0	3	4	6	9
	Mechanical Engineering	139	30	22	80	58	59	9	3	0	0	11	34	0	2	12	9	20
	Engineering Total	834	230	28	498	60	336	31	19	0	0	65	193	11	17	55	7	16
	Biochemistry, Cellular and Molecular Biology	113	61	54	12	11	101	11	9	0	0	10	58	0	13	26	23	26
	Biological Chemistry	18	12	67	10	56	8	0	0	0	0	3	5	0	0	0	0	0
	Biomedical Engineering	258	123	48	111	43	147	15	14	0	0	37	68	5	8	34	13	23
	Biophysics and Biophysical Chemistry	4	2	50	3	75	1	0	0	0	0	1	0	0	0	0	0	0
	Cellular and Molecular Medicine	114	82	72	12	11	102	15	10	1	0	10	58	2	6	28	25	27
	Cellular and Molecular Physiology	14	10	71	6	43	8	1	1	0	0	2	4	0	0	2	14	25
	Functional Anatomy and Evolution	13	9	69	3	23	10	1	0	0	0	0	8	0	1	2	15	20
	Health Sciences Informatics	5	4	80	5	100	0	0	0	0	0	0	0	0	0	0	0	0
Medicine	History of Medicine Ph.D. Program	9	7	78	0	0	9	1	0	0	0	0	7	0	1	1	11	11
	Human Genetics and Molecular Biology	64	42	66	3	5	61	5	3	0	0	10	43	0	0	8	13	13
	Immunology	27	17	63	9	33	18	4	0	0	0	4	9	0	1	4	15	22
	Neuroscience	98	52	53	37	38	61	9	4	0	0	16	25	1	6	16	16	26
	Pathobiology	34	20	59	14	41	20	2	0	0	0	1	14	0	3	4	12	20
	Pharmacology and Molecular Sciences	47	21	45	5	11	42	7	6	0	0	8	18	0	3	14	30	33
	Program in Molecular Biophysics	21	9	43 44	0	0	21 9	5	0	0	0	4	11	0	1	5	24	24
	XDBio Medicine Total	16 855	7 478	44 56	237	44 28	618	77	2 49	0	0	0 106	5 333	9	0 43	3 147	19 17	33 24
Nursing									49	-		100						
Nuising	Nursing Total	48	37	77	10	21	38	2	5 1	0	0	3	23	0	5	12	25	3.
	Biochemistry and Molecular Biology Biostatistics	32 45	19 24	59 53	11 25	34 56	21 20	6	0	0	0	2 6	12 11	0	0	1	22	3.
	Clinical Investigation	24	12	50	1	4	23	3	2	0	0	3	14	0	0	£	25	2
	Environmental Health and Engineering	38	29	76	1	3	37	3	3	0	0	2	23	2	4	9	25	
			45	76		31		2	0	0	0	4	23	0	4	11	18	22
	Epidemiology Health Behavior and Society	61 32	26	74 81	19 5	16	42 27	1	8	0	0	2	15	1	2	7	22	26
Public Health	Health Policy and Management	38	25	81 66	5	13	33	1	3	0	0	3	16	1	3	9	22	2
	Health Policy and Management International Health	38 69	25 57	83	28	13 41	33 41	4	3	0	0	6	16 23	3	4	9	13	
	International Health Mental Health	69 29	23	83 79	28	7	27	3	2	0	0	4	23 11	1	3	10	13 34	3.
	Molecular Microbiology and Immunology	38	23	63	7	18	31	1	2	0	0	4	11	1	2	10	34 8	
	Population Family Reproductive Health	38 29	24	93	5	18	24	1	5	0	0	4	19	0	2	7	24	29
	Public Health Total	435	311	71	109	25	326	30	37	0	0	42	180	13	24	78	18	29
SAIS																		
	SAIS Total	49	28	57	22	45	27	3	1	0	0	3	19	0	1	5	10	19
				40		40	4.000				_	200	4 450	40	420			21
University	University Total	3,299	1,579	48	1,311	40	1,988	209	164	1	0	289	1,156	49	120	426	13	2

University University Total University Total States.

The International category is comprised of those who need a visa to live, study, and work in the United States.

Domestic Emplment is comprised of US Citizens and US Permanent Residents, International + Domestic Enrollment = Total Enrollment.

The D-URG or "Domestic Underrepresented Group" category is comprised of those who identify with one or more of the following identities; Hispanic, Black, American Indian or Alaskan Native, Native Hawaiian or Other Pacific Islander.

D-URG % of Tot indicates the proportion of D-URG relative to the domestic enrollment.

D-URG % or Tome indicates the proportion of D-URG relative to the domestic enrollment.

Non-resident students, students that are working abroad are included.



Division	Degree	TOTAL	Won	nen	Intern	ational	Domestic Enrollment	Hispanic	Black	Amer Indian	Haw, Pac	Asian	White	Unknown	Two or More Races		D-URG	
		N	N	%	N	%	N	N	N	N	N	N	N	N	N	N	% of Total	% of Domestic
Education	Doctor of Education	254	190	75	18	7	236	22	49	0	0	26	118	13	8	75	30	32
Education	Education Total	254	190	75	18	7	236	22	49	0	0	26	118	13	8	75	30	32
Engineering	Doctor of Engineering	23	5	22	0	0	23	3	1	0	0	4	15	0	0	4	17	17
Engineering	Engineering Total	23	5	22	0	0	23	3	1	0	0	4	15	0	0	4	17	17
	Medicine (MD)	457	259	57	21	5	436	40	44	0	0	196	134	1	21	93	20	21
Medicine	Medicine (MD)/Doctor of Philosophy	72	24	33	2	3	70	6	4	0	0	13	42	1	4	10	14	14
	Medicine Total	529	283	53	23	4	506	46	48	0	0	209	176	2	25	103	19	20
	Doctor of Nursing Practice	569	518	91	0	0	569	60	70	0	2	106	303	5	23	149	26	26
Nursing	Doctor of Nursing Practice/Doctor of Philosophy	17	16	94	0	0	17	0	4	0	0	3	9	0	1	4	24	24
	Nursing Total	586	534	91	0	0	586	60	74	0	2	109	312	5	24	153	26	26
Public Health	Doctor of Public Health	402	258	64	106	26	296	20	43	3	0	44	162	15	9	70	17	24
Public nealth	Public Health Total	402	258	64	106	26	296	20	43	3	0	44	162	15	9	70	17	24
Peabody	Doctor of Musical Arts	99	44	44	46	46	53	1	2	0	0	17	28	3	2	3	3	6
Peabody	Peabody Total	99	44	44	46	46	53	1	2	0	0	17	28	3	2	3	3	6
SAIS	Doctor of International Affairs	61	21	34	21	34	40	2	5	1	0	3	24	3	2	9	15	23
3AI3	SAIS Total	61	21	34	21	34	40	2	5	1	0	3	24	3	2	9	15	23
	University Total	1,954	1,335	68	214	11	1,740	154	222	4	2	412	835	41	70	417	21	24

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Domestic Enrollment is comprised of US Citizens and US Permanent Residents; International + Domestic Enrollment = Total Enrollment.

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D-URG % of Tot indicates the proportion of D-URG relative to the total enrollment.



								Student							_		_
Division	Degree	Program	TOTAL	Wor	men	Internati	ional	Enrollment	Hispanic	Black Amer India	n Haw, Pacific	Asian	White	Unknown Two or More		D-URG	
		Cognitive Science	N 8	N 5	% 63	N 2	% 25	N 6	N 2	N N	N 0	N 3	N 1	N N	N 2	% of Tot 25	% o
rts & Sciences	MA	History of Art Philosophy	1	1	100 100	0	0	1	0	0 0	0	0	0	0 0	0	100	
rts & sciences	MFA MS	Writing Seminars Molecular & Cellular Biology	16 6	9	56 67	3	6 50	15 3	0	2 0 0 0	0	3	8	1 2 0 0	5	31 0	
	Arts & Sciences	Total Communication	32 436	20 353	63 81	6 178	19 41	26 258	34	3 0 32 1	0	6 16	10 151	1 2 10 14	8 75	25 17	
		Cultural Heritage Management	56	50	89	1	2 55	55	4	3 3	0	1	40	2 2	11	20	
		Film and Media Global Security Studies	29 173	18 60	62 35	16 6	3	13 167	16	7 0 8 0	0	8	122	6 7	28 24	31 16	
	MA	Government & MA Government/MBA Museum Studies	119 284	48 234	40 82	5	2	111 279	10 20	10 0 12 0	1	10 6	75 217	9 14	40	20 14	
	mA	Non-Governmental Organization Management	56	37	66	2	4	54	8	4 0	0	3	35	2 2	12	21	
		Public Management Science Writing	138 135	76 107	55 79	50	36	88 131	9	9 0	0	8	54 105	6 2	20 13	14 10	
		Teaching Writing	64	52	81	2	3	62	4	6 0	0	5	45	1 1	11	17 19	
	Masters	Writing  Biotechnology Enterprise & Entrepreneurship	136 67	94 35	69 52	9	2	133 58	5	2 0	0	15	95 32	5 4 3 1	7	19	
ranced Academic	MLA	Liberal Arts	133	80	60	6	5	127	6	10 3	0	11	85	7 5	22	17	
rograms (AAP)		Applied Economics	568 207	260 103	46 50	373 32	66 15	195 175	12	8 0 10 0	1 0	25 53	131	14 4 7 10	22 26	4 13	
		Bioinformatics Biotechnology	739 123	470 62	64 50	89 9	12	650 114	70	68 2	1	140	319 75	27 23	151 15	20	
		Data Analytics and Policy Energy Policy and Climate	145	63	43	13	9	132	8	5 0	0	3	102	6 6	18	12	
		Environmental Sciences Food Safety Regulation	254 37	182 31	72 84	10	3	244 36	17 9	8 0 4 0	0	17	185 12	7 10 0 3	29 16	11 43	
	MS	Geographic Information Systems Geospatial Intelligence	65 40	21 14	32 35	2	3	63 39	8	1 1 0 1	1	7 2	37 26	3 5 3	15 5	23 23	
		Government Analytics Individualized Genomics and Health	9 106	6 83	67 78	0	0	9 100	1 12	1 0	0	0 11	4 60	1 2	4 24	44 23	
		Intelligence Analysis	58	23 56	40 57	3	5	55 95	6	2 0	0	1	38	0 8	14	24 28	
		Organizational Leadership Regulatory Science	99 161	120	75	11	7	150	13	20 0	0	45	53 57	8 7	28 38 18	24 28	
	AAP Total	Research Administration	64 4,501	45 2,783	70 62	3 847	5 19	61 3654	332	5 0 281 13	7	3 435	36 2277	2 3 149 160	721	16	
	MBA	Business Business Analytics and Risk Management	1,564 279	761 175	49 63	116 259	7 93	1448 20	118 2	175 4 1 0	0	311 10	722 7	58 58 0 0	327 3	21	
		Enterprise Risk Management Finance	1 215	0 66	0 31	0 20	9	1 195	0 28	1 0 18 1	0	0 29	0 105	0 0	1 55	100 26	
Business	MS	Financial Econometrics Health Care Management	675 180	380 114	56 63	649 22	96 12	26 158	2 15	0 0 22 0	0	9	12 71	2 1 7 8	2 42	0 23	
		Information Systems Marketing	71 278	33 192	46 69	67 205	94 74	4 73	0	1 0	0	2	0 34	1 0	1 13	1 5	
	modes -	Marketing Real Estate and Infrastructure	38	18	47	25	66	13	0	7 0 5 0	0	23	6	0 0	5	13	
	Business Total MEd	Health Professions	3,301 157	1,739 89	53 57	1363 41	26	1938 116	171 8	230 5 6 0	0	421 15	957 78	75 77 5 4	449 16	10	
Edward		Counseling Education	171 1,484	144 1,144	84 77	39 235	23 16	132 1249	15 158	27 0 331 1	2	22 126	57 544	3 8 20 67	49 537	29 36	
Education	MS	Education Policy Special Education	17 45	15 37	88 82	0	0 2	17 44	2 5	2 0 8 0	0	2	10 27	0 1	5	29 29	
	Education Total		1,874	1,429	76	316	27	1558	188	374 1	2	168	716	29 80	620	33	
	MS	Geography & Environmental Engineering Occupational and Environmental Hygiene	20	0	30 0	19	95 50	1	0	0 0	0	0	1	0 0	0	0	
		Security Informatics Applied Mathematics & Statistics Bioengineering Innovation and Design	65 123	16 55	25 45	109	83 89	11 14	2	0 0	0	3	5	1 2	3	2	
		Bioengineering Innovation and Design Biomedical Engineering Chemical & Biomolecular Engineering	27 201	12 104	44 52	138	26 69	20 63	5	0 0	0	32	17 18	0 0	5	2	
		Chemical & Biomolecular Engineering Civil Engineering	83 19	36 3	43 16	54 13	65 68	29 6	4	3 0	0	7	11	0 4	8	10 5	
Engineering		Computer Science Data Science	86 99	32 34	37 34	60 91	70 92	26 8	2	2 0	0	10	10	0 2	6	7	
Linginicating	MSE	Electrical Engineering	48 98	4 36	8	35 77	73 79	13 21	0	3 0	0	3	6	0 1	4	8	
		Engineering Management Financial Mathematics	100	45	45	95	95	5	0	0 0	0	2	3	0 0	0	0	
		Geography & Environmental Engineering Materials Science & Engineering	13 17	6	46 12	7	54 65	6	1 1	0 0	0	2	2	0 0	2	8 12	
		Mechanical Engineering Robotics	86 61	22 9	26 15	62 43	72 70	24 18	5	2 0	0	5 4	7	1 4	8 2	9	
	Engineering To	Systems Engineering	7 1,155	2 424	29 37	6 882	86 76	1 273	0 26	0 0 16 0	0	0	0	0 1 6 25	0	0	
		Chemical & Biomolecular Engineering Civil Engineering	7 48	2	29 35	1 2	14	6 45	1	1 0	0	0	4 35	0 0	2	29 13	
	MEng	Engineering Management	240	74	31	9	4	231	20	14 0	1	41	138	10 7	39	16	
		Environmental Engineering Materials Science and Engineering	27 40	15 17	56 43	0	0	26 40	2	3 0	0	4	21 27	2 2	6	7 15	
		Mechanical Engineering Applied and Computational Mathematics	284 295	89 95	31 32	5 32	2 11	279 263	24 28	10 0 11 0	0	42 32	188 159	7 8 19 14	37 43	13 15	
		Applied Biomedical Engineering Applied Physics	241 179	123 49	51 27	16	7	225 173	28 20	17 1 8 1	1	46 15	112	8 12	55 32	23 18	
		Artificial Intelligence Computer Science	190	36 211	19	20 60	11	170 730	15 56	7 1	0	37 178	93	8 9 30 23	29 108	15 14	
Engineering		Cybersecurity Data Science	194 357	58 125	30	10 73	5 20	184 284	21	13 1	0	26 78	103	15 5 17 13	37 38	19	
ofessionals (EP)		Electrical and Computer Engineering	644	116	35 18	10	2	634	65	41 1	0	100	374	21 32	119	11 18	
	MS	Environmental Engineering and Science Environmental Planning and Management	51 37	26 21	51 57	1	3	50 36	2	0 0	0	5	32 26	1 2	3	16 8	
		Financial Mathematics Healthcare Systems Engineering	51 49	12 21	24 43	12	24 8	39 45	5	9 0	0	13 10	15 20	3 0 0 1	14	16 29	
		Information Systems Engineering Occupational and Environmental Hygiene	84	23	27 44	5	6	79	8	7 0	0	21	37	1 5	18	21	
		Space Systems Engineering Systems Engineering	444 232	121 76	27	9	2	435 230	46 13	20 0 35 0	1 0	48	282 139	24 14 8 11	72 55	16 24	
		Technical Management	25	10	40	0	0	25	1	4 0	0	3	16	1 0	5	20	
	MSE EP Total	Systems Engineering	359 4,877	117 1,458	33 30	284	6	355 4593	39 429	22 1 278 9	7	58 793	214 2706	13 7 196 175	67 804	19 16	
_	MA	History of Medicine M.A. Program Online Medical and Biological Illustration	6 14	12	67 86	4	0 29	6 10	0 1	0 0	0	3	5	0 0	0	7	
Medicine		Anatomy Education Applied Health Sciences Informatics	4 24	3 14	75 58	0 4	17	4 20	0 2	1 0	0	2 8	0	0 1	2	50 13	
	MS	Health Sciences Informatics Radiology and Radiological Science	4 2	2	50 50	2	50 50	2	0	0 0	0	1	1 0	0 0	0	0	
	Medicine Total	Entry to Nursing Practice	54 488	36 407	67 83	11	20	43 478	3 64	2 0 62 1	0	16 66	19 251	0 3 7 27	6	29	
March	MSN	Health Systems Mgmt	31	25	81	0	0	31	1	4 0	1	6	17	1 1	7	23	
Nursing	MSN/MPH	Healthcare Org Leadership Public Health Nursing	43 7	37 7	86 100	0	0	43	0	1 0	0	7	27 5	0 0	8	19 14	
	Nursing Total MA	Public Health Biology	569 37	476 29	78	10	5	559 35	5	73 2	0	80	300 22	9 28 1 1	157 7	28 19	
		Community-based Primary Health Care Programs Global Health Planning and Management	19	16	84	1	5	18	5	1 0	0	8	6	1 1	7	37	
	MAS	Global Health Planning and Management Humanitarian Health	43 35	35 19	81 54	8 11	19 31	35 24	3 2	4 0	0	8 2	17 18	0 0	7	16 11	
		Patient Safety and Healthcare Quality Population Health Management	186 95	138 58	74 61	43	23	143 89	14	24 1 10 0	0	16 15	81 50	5 2	40 19	22 20	
		Spatial Analysis	48	29	60	5	10	43 21	4	1 0	0	5	30	1 2	6	13	
	MBE	Bioethics Health Policy and Management	26 71 64	23 42	88 59	1	19	70	2	3 0	0	30	16 33	0 2	6	12 8	
		Biochemistry and Molecular Biology Clinical Investigation	9	44 7	69 78	47 0	73 0	17 9	0	0 0	0	3	5	0 1	5	8	
		Environmental Health and Engineering Epidemiology	35 107	24 80	69 75	8 43	23 40	27 64	5 6	4 0	0	5 22	10 28	1 2 1 3	10 12	29 11	
	MHS	Health Behavior and Society Health Policy and Management	17	13 10	76 59	5	29 65	12	2 0	0 0	0	1 1	7 5	0 2	2	12	
Public Health		International Health	13	10	77 81	9	69 26	4 32	1	0 0	0	0	3	0 0	1 12	8 28	
		Mental Health Molecular Microbiology & Immunology	43 40	35 31	78	14	35	32 26	5	6 0	0	7	6	0 3	12	30	
	MPH	Population Family Reproductive Health Public Health	9 948	7 652	78 69	2 263	22 28	7 685	1 65	0 0 69 10	0	1 125	5 374	0 0 23 18	1 153	11 16	
	MS	Environmental Health and Engineering & Health Behavior and Society	5 49	2 42	40 86	1 8	20 16	4	5	0 0 13 0	0	1 5	2 15	0 0 2	1 19	20 39	
	MSPH	Health Policy and Management International Health	81 210	65 186	80 89	1 58	1 28	80 152	8 11	8 0 14 0	0	26 32	36 84	1 1 1 3	16 27	20 13	
	МЗРН	International Health Population Family Reproductive Health	76	72	95 95	9	12	152 67	13	14 0 16 0	0	32 14	20	0 4	31	41	
		Biochemistry and Molecular Biology	33	23	70	15	45	18	1	1 0	0	3	13	0 0	2	6	
		Biostatistics Environmental Health and Engineering	27 10	15 8	56 80	20	74 20	7 8	0	0 0	0	6	3	0 1	0	0 30	
	SCM	Epidemiology Health Behavior and Society	43 18	32 15	74 83	22	51	21 17	2	1 0	0	6	12 14	0 0	3	7	
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SAIS	MASE	Sustainable Energy Strategic and Intelligence Studies	27	18 12	44	6	15 0	35 27	2 2	2 0 0 0	0	3	24 17	0 4	5	12	
	MIEF	International Economics and Finance International Public Policy	69 116	37	54 27	56 21	81 18	13 95	2	0 0	0	6	5	0 0	2	3	
	MIPP												68 440				

The International category is comprised of those who need a visa to live, study, and work in the United States.

Domestic Enrollment is comprised of US Citizens and US Permanent Residents; International + Domestic Enrollment = Total Enrollment.

The D-URG or "Domestic Underrepresented Group" category is comprised of those who identify with one or more of the following identitas; Hispanic, Black, American Indian or Alaskan Native, Native Hawaiian or Other Pacific Islander. 0-URG % of Tot Indicates the proportion of D-URG relative to the total enrollment.

D-UNG % of lot indicates the proportion of D-UNG relative to the total enrollment.

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nental Health and Engineering logy harbariar and Society Solicy and Management onal Health tealth If Microbiology and Immunology or Samily Reproductive Health	124 7 35 7 51 7 39 4 571 4	7 38	35 423 20	90 74 43	37 330	93 69	27 93	7 1 143	18 5 25 10		5	25 428	35 371 35	326	3 8 59 10	3			9 5	78 18 5 10		0	0 0	0	73	277	7	19	29	25	0	0	4 22 58 235 5 25	8	10	4 3	1 5 30 37 3 1	0	0	42	180	13	
al Engines and Bi and Mole and Mole al Anato ciences I f Medici ienetics ogy ence logy ology an in Mole a Total istry and stry and stry and westiga	neering Scophysial Chemistry S	188   17	neering (18) 25 25 25 25 25 25 25 25 25 25 25 25 25	Interest   Interest	neering 133 176 238 131 28 1000pptied Chemistry 3 1 8 8 4 0 0 0 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	130   176   256   51   28   61	neering    131	neering	neering   130   170   258   51   28   68   29   123   68   55	neering ( ) 130 170 234 51 224 63 52 224 63 54 32 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	nemering	neering	nemoring	nemering   318   376   278   318   328   368   369   329   328   368   369   329   329   321   321   321   329   3	nemering   188	nemering   318   376   378   3	nemering    Main   1976   248   541   249	nemering   138   174   275   281   282   2	nemering   181   176   281   51   281   61   92   93   64   99   123   64   55   281   77   82   111   64   127   139   147   31   7   10   16   9	nemering  181 174 275 376 376 376 376 376 376 376 376 376 376	nemering   183   176   258   53   288   688   399   223   488   589   238   589   238   589   238   589   238   589   238   589   239   238   589   23	menering  180 176 286 53 28 66 39 123 48 45 50 123 47 60 50 123 48 56 20 20 77 60 20 20 20 20 20 20 20 20 20 20 20 20 20	nemering 181 175 284 51. 28 68 39 121 48 69 121 48 69 121 51 51 29 12 12 12 12 12 12 12 12 12 12 12 12 12	nemering 183   15   258   53   28   68   39   212   48   56   28   72   29   20   20   20   20   20   20   2	nemering   181   176   281   2	nemering  183   150   258   53   268   68   39   123   48   58   278   68   39   123   48   58   278   48   58   278   58   58   28   2	nemering   181   176   278   51   51   52   52   52   52   53   54   64   79   133   64   55   77   77   78   72   78   78   78   79   79   79   79   79	merenery  183   176   278   51   28   4   0   0   1   27   27   28   4   0   0   1   27   27   28   28   0   29   29   20   20   20   20   20	merenery [18] [18] [18] [18] [18] [18] [18] [18]	nemering   181   176   256   51   276   64   77   77   27   28   27   28   28   29   29   27   28   28   29   29   29   29   29   29	merenery  188   187   288   51   289   614   599   614   599   614   599   614   599   614   599   614   599   614   599   614	merenery 181 175 285 51 28 68 39 123 68 45 52 120 68 39 123 68 58 120 68 39 123 68 58 120 68 59 123 68 58 120 68 59 123 68 58 120 68 59 123 68 58 120 68 59 123 68 58 120 68 59 123 68 58 120 68 59 123 68 58 120 68 59 123 68 58 120 68 59 123 68 120 68 59 123 68 120 68 59 123 68 120 68 59 123 68 120 68 59 123 68 120 68 59 123 68 120 68 59 123 68 120 68 59 123 68 120 68 59 123 68 120 68 59 123 68 120 68 59 123 68 120 68 59 123 68 120 68 59 123 68 120 68 120 68 59 123 68 120 68 59 123 68 120 68 59 123 68 120 68 1	merenery   181   172   284   51   296   51   296   61   62   62   62   62   62   62   6	merenery 181 170 286 53 28 66 39 220 48 55 28 66 39 220 48 55 28 67 39 20 48 55 28 57 28 58 32 59 20 48 55 28 58 2	merenery  18   18   18   28   51   28   48   49   21   21   48   51   22   48   39   21   24   48   28   21   24   48   28   21   24   24   25   24   25   24   25   24   25   24   25   24   25   24   25   24   25   25	merenery  183   176   286   53   286   686   39   223   48   686   39   223   48   68   29   223   48   58   287   29   20   48   39   37   29   20   48   39   37   29   20   48   39   38   20   20   20   20   20   20   20   2	merenery  183   176   278   51   28   48   49   212   48   48   49   212   48   54   27   49   49   49   49   49   49   49   4	merener merene	merener merene	merener merene	merener merene	merener merene	nemering 181 187 289 51 281 68 39 121 68 49 121 121 121 28 48 48 51 28 48 49 121 121 121 121 121 121 121 121 121 12

		Ta	ble !	5: Hi	storic	al O	ther	Doct	oral	Stuc	den	t He	ado	oun	t, Fa	all 20:	13, 20	17, 2	021								
			Total				Women					Intern	ationa	l		Dome	stic Enrol	llment					D-U	RG			
		2013	2017	2021	2013		2017	2	021	201	13	20	17	20	21	2013	2017	2021		2013	3		201	,		202	21
		N	N	N	N 5	6	N %	N	%	N	%	N	%	N	%	N	N	N	N	% of Tot	% of Dom	N	% of Tot	% of Dom	N	% of Tot	% of Dom
Education	Doctor of Education	90	229	254	63 7	70 1	50 66	190	75	2	2	14	6	18	7	88	215	236	26	29	30	64	28	30	75	30	32
Education	<b>Education Total</b>	90	229	254	63 7	0 1	50 <i>66</i>	190	75	2 '	2	14	6	18	7	88	215	236	26	29	30	64	28	30	75	30	32
Engineering	Doctor of Engineering	0	0	23	0	0	0 0	5	22	0	0	0	0	0	0	0	0	23	0	0	0	0	0	0	4	17	17
Engineering	Engineering Total	0	0	23	0	0	o <i>o</i>	5	22	0 '	0	0	0	0	0	0	0	23	0	0	0	0	0	0	4	17	17
	Medicine (MD)	421	443	457	219 5	2 2	30 <i>52</i>	259	57	17	4	25	6	21	5	404	418	436	75	18	19	69	16	17	93	20	21
Medicine	Medicine (MD)/Doctor of Philosophy	118	91	72	42 3	6	34	24	33	7	6	4	4	2	3	111	87	70	24	20	22	12	13	14	10	14	14
	Medicine Total	539	534	529	261 4	8 2	61 <i>49</i>	283	53	24	4	29	5	23	4	515	505	506	99	18	19	81	15	16	103	19	20
	Doctor of Nursing Practice	40	125	569	37 9	3 1	16 <i>93</i>	518	91	1	3	0	0	0	0	39	125	569	6	15	15	37	30	30	149	26	26
Nursing	Doctor of Nursing Practice/Doctor of Philosophy	0	3	17	0	0	3 100	16	94	0	0	0	0	0	0	0	3	17	0	0	0	1	33	33	4	24	24
	Nursing Total	40	128	586	37 9	3 1	19 <i>93</i>	534	91	1	3	0	0	0	0	39	128	586	6	15	15	38	30	30	153	26	26
	Doctor of Public Health	170	212	402	101 5	9 1	17 55	258	64	69	41	109	51	106	26	101	103	296	18	11	18	22	10	21	70	17	24
Public Health	Doctor of Science	1	6	0	1 1	00	2 33	0	0	0	0	4	67	0	0	1	2	0	0	0	0	0	0	0	0	0	0
	Public Health Total	171	218	402	102 6	0 1	19 <i>55</i>	258	64	69	40	113	52	106	26	102	105	296	18	11	18	22	10	21	70	17	24
Peabody	Doctor of Musical Arts	88	82	99	46 5	2	39	44	44	26	30	24	29	46	46	62	58	53	4	5	6	4	5	7	3	3	6
reabouy	Peabody Total	88	82	99	46 5	2 :	32 <i>39</i>	44	44	26	30	24	29	46	46	62	58	53	4	5	6	4	5	7	3	3	6
SAIS	Doctor of International Affairs	0	0	61	0	0	0 0	21	34	0	0	0	0	21	34	0	0	40	0	0	0	0	0	0	9	15	23
3413	SAIS Total	0	0	61	0	0	0 0	21	34	0	0	0	0	21	34	0	0	40	0	0	0	0	0	0	9	15	23
	University Total	928	1.191	1,954	509 5	5 6	81 <i>57</i>	1,33	68	122	13	180	15	214	11	806	1011	1740	153	16	19	209	18	21	417	21	24

The International category is comprised of those who need a visa to live, study, and work in the United States.

Domestic Enrollment is comprised of US Citizens and US Permanent Residents; International + Domestic Enrollment = Total Enrollment.

The D-URG or "Domestic Underrepresented Group" category is comprised of those who identify with one or more of the following identities; Hispanic, Black, American Indian or Alaskan Native, Native Hawaiian or Other Pacific Islander.

D-URG % of Tot indicates the proportion of D-URG relative to the total enrollment.

D-URG % of Dom indicates the proportion of D-URG relative to the domestic enrollment.

Non-resident students, are classified as students who are working abroad. These students are counted in this table.



				Table	6: H	istor	ical M	laster	's Deg	ree	Stude	nt H	eado	cour	nt, Fa	II 20	13, 2	2017,	2021									
			Total				Wor	men					Internat	tional				Domesti	c					D-URG	i			
Division	Degree	2013	2017	2021	20	13	20		202		2013		201		20		2013	2017	2021		2013			2017			2021	
	Master of Arts	N 12	N 6	N 10	N 8	67	N 1	% 17	N 7	% 70	N 4	33	N 2	% 33	N 2	% 20	N 8	N 4	N 8	N 2	% of Tot %	6 of Dom 25	N 1	% of Tot	% of Dom 25	N 3	% of Tot	% of Dom
	Master of Fine Arts	20	17	16	8	40	12	71	9	56	1	5	1	6	1	6	19	16	15	3	15	16	3	18	19	5	31	33
Arts & Sciences	Master of Science	11	3	6	4	36	2	67	4	67	5	45	1	33	3	50	6	2	3	2	18	33	2	67	100	0	0	0
	Arts & Sciences Total	43	26	32	20	47	15	58	20	63	10	23	4	15	6	19	33	22	26	7	16	21	6	23	27	8	25	31
	Master of Arts	1,006	1,092	1,626	658	65	725	66	1,129	69	36	4	76	7	275	17	970	1,016	1,351	151	15	16	188	17	19	269	17	20
	Master of Liberal Arts	60	117	133	38	63	71	61	80	60	3	5	5	4	6	5	57	112	127	8	13	14	24	21	21	22	17	17
Advanced Academic	Master of Science	1,256	1,984	2,675	655	52	1,112	56	1,539	58	159		276	14	557	21	1,097	1,708	2,118	166	13	15	311	16	18	423	16	20
Programs (AAP)	Master's in Biotechnology Enterprise	30	84	67	8	27	35	42	35	52	6	20	7	8	9	13	24	77	58	3	10	13	15	18	19	7	10	12
	AAP Total	2,352	3,277	4.501	1,359	58	1.943	59	2.783	62	204	9	364	11	847	19	2.148	2,913	3.654	328	14	15	538	16	18	721	16	20
	Master of Business Administration	733	990	1,564	270	37	407	41	761	49	144	20	118	12	116	7	589	872	1,448	118	16	20	166	17	19	327	21	23
	Master of Science	746	1,118	1,737	399	53	581	52	978	56	475	64	807	72	1,247	72	271	311	490	39	5	14	83	7	27	122	7	25
Business	MS/MBA	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	1	33	33	0	0	0	0	0	0
	Business Total	1.482	2.108	3.301	669	45	988	47	1.739	53	619	42	925	44	1.363	41	863	1.183	1.938	158	11	18	249	12	21	449	14	23
	Master of Arts in Teaching	71	33	0	55	77	21	64	0	0	1	1	5	15	0	0	70	28	0	12	17	17	4	12	14	0	0	0
	Master of Education	66	100	157	39	59	54	54	89	57	11	17	19	19	41	26	55	81	116	8	12	15	8	8	10	16	10	14
Education	Master of Science	1,047	1,781	1,717	786	75	1,379	77	1.340	78	16	2	42	2	275	16	1,031	1,739	1,442	253	24	25	646	36	37	604	35	42
	Education Total	1.184	1,914	1.874	880	74	1,454	76	1,429	76	28	2	66	3	316	17	1,156	1,848	1,558	273	23	24	658	34	36	620	33	40
	Master of Arts	26	3	0	17	65	3	100	0	0	23	88	1	33	0	0	3	2	0	0	0	0	0	0	0	0	0	0
	Master of Science	82	139	87	30	37	40	29	22	25	71	87	122	88	74	85	11	17	13	3	4	27	5	4	29	1	1	8
Engineering	Master of Science in Engineering	382	679	1.068	123	32	230	34	402	38	235		506	75	808	76	147	173	260	17	4	12	28	4	16	49	5	19
	Engineering Total	490	821	1,155	170	35	273	33	424	37	329	67	629	77	882	76	161	192	273	20	4	12	33	4	17	50	4	18
	Master of Engineering	115	349	646	24	21	88	25	214	33	3	3	7	2	19	3	112	342	627	13	11	12	42	12	12	92	14	15
<b>Engineering Professionals</b>	Master of Science	1,594	2,167	3,872	362	23	543	25	1,127	29	32	2	90	4	261	7	1,562	2,077	3,611	209	13	13	343	16	17	645	17	18
(EP)	Master of Science in Engineering	372	313	359	88	24	80	26	117	33	2	1	2	1	4	1	370	311	355	73	20	20	73	23	23	67	19	19
(2. )	EP Total	2,081	2,829	4,878	474	23	711	25	1,458	30	37	2	99	3	284	6	2,044	2,730	4,594	295	14	14	458	16	17	804	16	18
	Master of Arts	14	13	20	9	64	11	85	16	80	1	7	2	15	4	20	13	11	16	2	14	15	2	15	18	1	5	6
Medicine	Master of Science	10	28	34	3	30	13	46	20	59	8	80	12	43	7	21	2	16	27	0	0	0	4	14	25	5	15	19
	Medicine Total	24	41	54	12	50	24	59	36	67	9	38	14	34	11	20	15	27	43	2	8	13	6	15	22	6	11	14
	Dual Degree (MSN/MBA and MSN/MPH)	27	21	7	25	93	19	90	7	100	1	4	0	0	0	0	26	21	7	2	7	8	2	10	10	1	14	14
Nursing	Master of Science in Nursing	245	550	562	230	94	485	88	469	83	4	2	8	1	10	2	241	542	552	31	13	13	131	24	24	156	28	28
	Nursing Total	272	571	569	255	94	504	88	476	84	5	2	8	1	10	2	267	563	559	33	12	12	133	23	24	157	28	28
	Master of Applied Science	0	162	426	0	0	110	68	295	69	0	0	22	14	74	17	0	140	352	0	0	0	30	19	21	83	19	24
	Master of Arts	0	6	37	0	0	4	67	29	78	0	0	0	0	2	5	0	6	35	0	0	0	0	0	0	7	19	20
	Master of Bioethics	0	16	26	0	0	12	75	23	88	0	0	3	19	5	19	0	13	21	0	0	0	1	6	8	3	12	14
	Master of Health Sciences	203	209	354	137	67	153	73	261	74	36	18	71	34	150	42	167	138	204	36	18	22	37	18	27	55	16	27
Public Health	Master of Healthcare Administration	50	56	71	31	62	32	57	42	59	4	8	2	4	1	1	46	54	70	7	14	15	8	14	15	6	8	9
	Master of Public Health	492	528	948	323	66	349	66	652	69	148	30	175	33	263	28	344	353	685	64	13	19	64	12	18	153	16	22
	Master of Public Policy	33	20	0	24	73	19	95	0	0	18	55	7	35	0	0	15	13	0	1	3	7	2	10	15	0	0	0
	Master of Science	353	350	594	277	78	272	78	490	82	68	19	79	23	160	27	285	271	434	37	10	13	44	13	16	111	19	26
	Public Health Total	1,131	1,347	2,456	792	70	951	71	1,792	73	274	24	359	27	655	27	857	988	1,801	145	13	17	186	14	19	418	17	23
	Master of Arts	14	13	16	6	43	5	38	2	13	4	29	8	62	6	38	10	5	10	3	21	30	1	8	20	0	0	0
Peabody	Master of Music	201	231	200	116	58	134	58	126	63	64	32	87	38	75	38	137	144	125	19	9	14	23	10	16	30	15	24
•	Peabody Total	215	244	216	122	57	139	57	128	59	68	32	95	39	81	38	147	149	135	22	10	15	24	10	16	30	14	22
	Master of Arts	636	665	698	308	48	355	53	356	51	188	30	261	39	265	38	448	404	433	62	10	14	53	8	13	75	11	17
	Master of Arts in Global Policy	0	48	53	0	0	24	50	21	40	0	0	7	15	8	15	0	41	45	0	0	0	7	15	17	8	15	18
	Master of Arts in Global Risk	0	0	42	0	0	0	0	17	40	0	0	0	0	6	14	0	0	36	0	0	0	0	0	0	9	21	25
CAIC	Master of Arts in Strategic and Intelligence Stu	0	0	27	0	0	0	0	12	44	0	0	0	0	0	0	0	0	27	0	0	0	0	0	0	2	7	7
SAIS	Master of Arts in Sustainable Energy	0	0	41	0	0	0	0	18	44	0	0	0	0	6	15	0	0	35	0	0	0	0	0	0	5	12	14
	Master of Intl Econ & Finance	0	50	69	0	0	29	58	37	54	0	0	36	72	56	81	0	14	13	0	0	0	6	12	43	2	3	15
	Master of International Public Policy	76	59	116	30	39	14	24	31	27	20	26	14	24	21	18	56	45	95	10	13	18	9	15	20	13	11	14
	SAIS Total	712	822	1,046	338	47	422	51	492	47	208	29	318	39	362	35	504	504	684	72	10	14	75	9	15	114	11	17
University	University Total	0.000	14.000	20.002	E 004	, <sub>54</sub>	7.424	53	10.777	54	1 701	10	2 004	24	4017	24	0.105	11 110	15.365	1.255	14	17	2 200	17	24	2 277	17	22
	University Total rised of those who need a visa to live, study, and work	9,986	14,000	20,082	5,091	51	7,424	53	10,777	54	1,791	18	2,881	21	4,817	24	8,195	11,119	15,265	1,355	14	17	2,366	17	21	3,377	17	22

The International category is comprised of those who need a visa to live, study, and work in the United States.

Domestic Enrollment is comprised of US Citizens and US Permanent Residents; International + Domestic Enrollment = Total Enrollment.

MAY: Master of Public Health, MPP: Master of Public Policy, MS: Master of Science, MSE: Master of Science, MSE: Master of Science in Nursing, MSPI: Master of Science in Nursi

Non-resident students, are classified as students who are working abroad. These students are counted in this table.

The D-URG or "Domestic Underrepresented Group" category is comprised of those who identify with one or more of the following identites; Hispanic, Black, American Indian or Alaskan Native, Native Hawaiian or Other Pacific Islander.

D-URG % of Tot indicates the proportion of D-URG relative to the total enrollment.

D-URG % of Dom indicates the proportion of D-URG relative to the domestic enrollment.



						Table	e 7:	Gradı	uate	Stude	nts His	torical	Trends	s Sumn	nary						
		Total				Wome	en				Domestic						D-URG				
	2013	2017	2021	2013	1	2017	7	2021	1	2013	2017	2021		2013			2017			2021	
Degree	N	N	N	N	%	N	%	N	%	N	N	N	N	% of Tot	% of Dom	N	% of Tot	% of Dom	N	% of Tot	% of Dom
PhD	3,019	2,951	3,299	1,429	47	1,343	46	1,579	48	2,002	1,903	1,988	242	8	12	279	9	15	426	13	21
Other Doc	928	1,191	1,954	509	55	681	57	1,335	68	806	1011	1740	153	16	19	209	18	21	417	21	24
Master's	9,986	14,000	20,082	5,091	51	7,424	53	10,777	54	8,195	11,119	15,265	1,355	14	17	2,366	17	21	3,377	17	22
Graduate Total	13,933	18,142	25,335	7,029	50	9,448	52	13,691	54	11,003	14,033	18,993	1,750	13	16	2,854	16	20	4,220	17	22

Table 8: Detailed race/ethnicity data stratified for men and women

Division	Gender	N	Hisp	anic	Bla	ack	Amer	Indian	As	ian	Wi	nite	Unk	nown	Two or M	ore Races	Intern	ational
Division	Gender	N	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Arts & Sciences: Natural	Women	278	25	9	15	5	0	0	25	9	109	39	1	0	10	4	93	33
Sciences	Men	357	19	5	10	3	0	0	27	8	145	41	5	1	17	5	134	38
Arts & Sciences: Social	Women	66	1	2	3	5	0	0	3	5	13	20	1	2	1	2	44	67
Sciences	Men	94	5	5	6	6	0	0	2	2	23	24	1	1	0	0	57	61
Arts & Sciences: Humanities	Women	131	7	5	14	11	0	0	6	5	49	37	2	2	2	2	51	39
Arts & Sciences, Flurialities	Men	126	7	6	2	2	0	0	3	2	60	48	6	5	0	0	48	38
Education	Women	20	1	5	2	10	0	0	4	20	6	30	0	0	0	0	7	35
Luucation	Men	6	1	17	1	17	0	0	0	0	3	50	0	0	0	0	1	17
Engineering	Women	230	10	4	5	2	0	0	29	13	52	23	7	3	4	2	123	53
Linginieering	Men	604	21	3	14	2	0	0	36	6	141	23	4	1	13	2	375	62
Medicine	Women	478	41	9	27	6	1	0	58	12	202	42	3	1	24	5	122	26
Wedicine	Men	377	36	10	22	6	0	0	48	13	131	35	6	2	19	5	115	31
Nursing	Women	37	2	5	5	14	0	0	1	3	17	46	0	0	4	11	8	22
ridialing	Men	11	0	0	0	0	0	0	2	18	6	55	0	0	1	9	2	18
Public Health	Women	311	18	6	29	9	0	0	30	10	134	43	6	2	20	6	74	24
Tublic Health	Men	124	12	10	8	6	0	0	12	10	46	37	7	6	4	3	35	28
SAIS	Women	28	1	4	1	4	0	0	2	7	8	29	0	0	1	4	15	54
SAIS	Men	21	2	10	0	0	0	0	1	5	11	52	0	0	0	0	7	33
University	Women	1,579	106	7	101	6	1	0	158	10	590	37	20	1	66	4	537	34
University	Men	1,720	103	6	63	4	0	0	131	8	566	33	29	2	54	3	774	45
University		3,299	209	6	164	5	1	0	289	9	1,156	35	49	1	120	4	1,311	40



Table 9: Detailed gender data stratified for each race/ethnicity group

Division	IPEDS Race			men	M	
		N	N	% of row	N	%
	Hispanic	44	25	57%	19	43%
	Black	25	15	60%	10	40%
	Asian	52	25	48%	27	52%
Arts & Sciences: Natural Sciences	White	254	109	43% 17%	145	57% 83%
	Two or More Races	6 27	10		5 17	
	International	227	93	37% 41%	134	63% 59%
	Total	635	278	44%	357	56%
	Hispanic	6	1	17%	5	83%
	Black	9	3	33%	6	67%
	Asian	5	3	60%	2	40%
	White	36	13	36%	23	64%
Arts & Sciences: Social Sciences	Unknown	2	1	50%	1	50%
	Two or More Races	1	1	100%		
	International	101	44	44%	57	56%
	Total	160	66	41%	94	59%
	Hispanic	14	7	50%	7	50%
	Black	16	14	88%	2	13%
	Asian	9	6	67%	3	33%
Arta 9 Cajanaga, Humanitias	White	109	49	45%	60	55%
Arts & Sciences: Humanities	Unknown	8	2	25%	6	75%
	Two or More Races	2	2	100%		
	International	99	51	52%	48	48%
	Total	257	131	51%	126	49%
	Hispanic	2	1	50%	1	50%
	Black	3	2	67%	1	33%
Education	Asian	4	4	100%		
	White	9	6	67%	3	33%
	International	8	7	88%	1	13%
	Total	26	20	77%	6	23%
	Hispanic	31	10	32%	21	68%
	Black	19	5	26%	14	74%
	Asian	65	29	45%	36	55%
Engineering	White	193 11	52 7	27% 64%	141 4	73%
	Unknown					36%
	Two or More Races International	17 498	123	24% 25%	13 375	76% 75%
	Total	834	230	28%	604	72%
	Hispanic	77	41	53%	36	47%
	Black	49	27	55%	22	45%
	Amer Indian	1	1	100%		
	Asian	106	58	55%	48	45%
Medicine	White	333	202	61%	131	39%
	Unknown	9	3	33%	6	67%
	Two or More Races	43	24	56%	19	44%
	International	237	122	51%	115	49%
	Total	855	478	56%	377	44%
	Hispanic	2	2	100%		
	Black	5	5	100%		
	Asian	3	1	33%	2	67%
Nursing	White	23	17	74%	6	26%
	Two or More Races	5	4	80%	1	20%
	International	10	8	80%	2	20%
	Total	48	37	77%	11	23%
	Hispanic	30	18	60%	12	40%
	Black	37	29	78%	8	22%
	Asian	42	30	71%	12	29%
Public Health	White	180	134	74%	46	26%
	Unknown	13	6	46%	7	54%
	Two or More Races	24	20	83%	4	17%
	International Total	109 <b>435</b>	74 311	68% <b>71%</b>	35 <b>124</b>	32% 29%
	Hispanic	3	311 1	33%	124 2	29% 67%
	Black	1	1	100%	2	01%
	Asian	3	2	100% 67%	1	33%
SAIS	White	19	8	42%	11	58%
Onio	Two or More Races	19	1	100%		30 /0
	International	22	15	68%	7	32%
	Total	49	28	57%	21	43%
	Hispanic	209	106	51%	103	49%
	Black	164	101	62%	63	38%
	Amer Indian	1	1	100%	- 55	30 /8
	Asian	289	158	55%	131	45%
University Total	White	1,156	590	51%	566	49%
Offiversity rotal				41%	29	59%
Offiversity Total	Unknown	49	20			
Offiversity Total	Unknown Two or More Races	49 120	20 66			
Officer stry rotal	Unknown Two or More Races International	49 120 1,311	20 66 537	55% 41%	54 774	45% 59%



			IPEDS Graduat	e Enrollment JH	U and Selected P	eer Groups (	%)			
	Women	Int'l	Hispanic/ Latino	Black or African American	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Unknown
JHU	53.5	21.3	7.4	8.1	0.2	12.0	0.1	44.5	3.4	3.0
Ivy+	50.8	30.8	7.0	5.2	0.2	12.0	0.1	38.1	3.0	3.6
AAU Private	52.7	29.6	7.6	5.7	0.2	11.7	0.1	38.1	2.7	4.4
AAU Public	50.7	22.0	8.3	4.6	0.3	9.8	0.1	48.2	3.0	3.7

	Ivy Plus	
1	Brown	NOTE: INCLUDE JHU in AAU Private and also in Ivy+ data
2	Cornell	Source : IPED's Fall 2020 Enrollment Survey
3	Columbia	Includes Full-time/Part-time Graduate Students
4	Dartmouth	
5	Harvard	
6	University of Pennsylvania	
7	Princeton	
8	Yale	
9	MIT	
10	Stanford	
11	Duke	
12	University of Chicago	
13	Johns Hopkins	

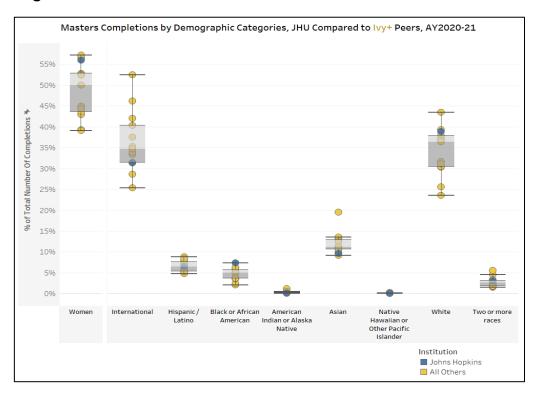
IPEDS <u>Masters</u> Graduate Degree Completions, JHU and Selected Peer Groups (%)										
	Women	Int'l	Hispanic/Latino	Black or African American	American Indian or Alaska Native		Native Hawaiian or Other Pacific Islander	White	Two or More Races	Unknown
JHU	55.9	31.4	6.4	7.4	0.1	9.7	0.0	38.8	3.1	3.1
Ivy+	51.9	37.9	6.3	4.9	0.2	11.5	0.1	33.3	2.6	3.3
AAU Private	53.4	37.9	6.9	5.1	0.1	10.5	0.1	33.1	2.3	4.0
AAU Public	50.3	25.4	7.9	4.3	0.2	9.0	0.0	47.2	2.8	3.2

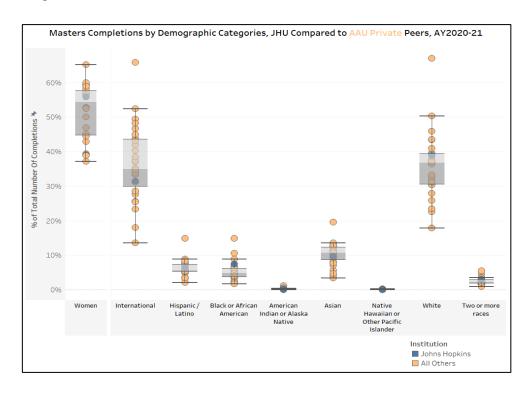
IPEDS Doctoral Degree of Research/Scholarship Graduate Completions, JHU and Selected Peer Groups (%)											
	Women	Int'l	Hispanic/Latino	Black or African American	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	White	Two or More Races	1	Unknown
JHU	50.6	33.1	4.5	4.4	0.0	9.2	0.0	44.0	2.6		2.0
Ivy+	41.5	38.0	5.2	2.9	0.1	9.3	0.1	37.6	2.2		4.5
AAU Private	43.9	36.3	5.5	3.8	0.1	8.5	0.1	38.4	2.1		5.2
AAU Public	45.0	36.9	5.9	3.2	0.3	5.9	0.0	41.8	2.3		3.7

IPEDS Doctoral Degree of Professional Practice Graduate Completions, JHU and Selected Peer Groups (%)										
	Women	Int'l	Hispanic/Latino	Black or African American	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Unknown
JHU	69.3	4.4	6.6	10.5	0.4	29.8	0.0	45.6	2.6	0.0
Ivy+	55.0	6.4	9.4	7.4	0.4	16.5	0.1	52.1	3.0	4.7
AAU Private	56.2	6.3	8.9	6.8	0.3	18.8	0.1	51.1	3.0	4.7
AAU Public	57.7	2.6	9.4	4.4	0.3	14.3	0.1	60.3	3.7	4.8

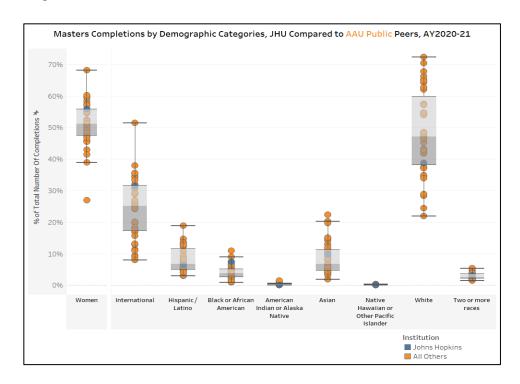
Ivy Plus										
1 Brown	NOTE: JHU included in Averages for Ivy + and AAU Private Cohort									
2 Cornell	Source: IPED's Completions 2021 Survey (AY2020-2021)									
3 Columbia	Includes Full-time/Part-time Graduate Students									
4 Dartmouth	Doctoral Degree of Professional Practice includes MD, DNP etc.									
5 Harvard										
6 University of Pennsylvania	Doctor's degree-professional practice									
7 Princeton	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									
8 Yale	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 those degrees were formerly classified as first-professional and may include: Chiopractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (J.D.); Medicine (M.D.); Optionally (D.D.); Optional									
9 MIT										
10 Stanford										
11 Duke	Doctor's degree-research/scholarship									
12 University of Chicago	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									
13 Johns Hopkins	execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.S.c., D.A., or D.M., and others, as designated by the swarring institution.									











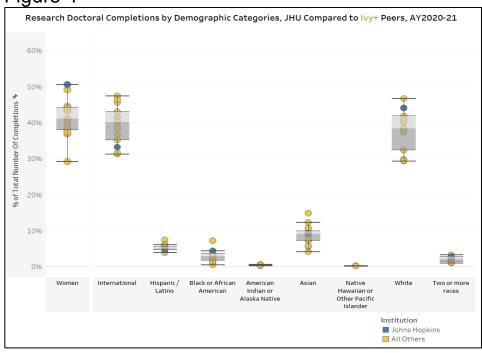




Figure 5

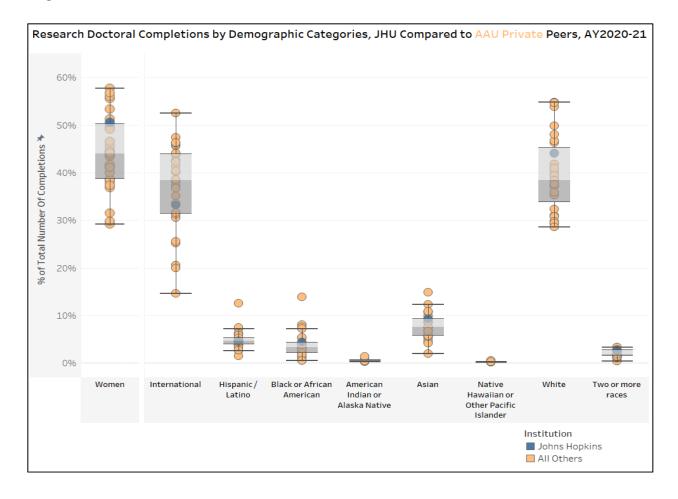




Figure 6

