JHU Report on Undergradute Student Composition

Data: 2021/2022

Publication: Spring 2023

JOHNS HOPKINS UNIVERSITY

Table of Contents

I. Background

Fostering an academic environment with a rich diversity of people, backgrounds, experiences, and thought is integral to Johns Hopkins' mission. Beginning in 2016 with the advent of the *JHU Roadmap on Diversity and Inclusion,* the university has published biannual reports on the composition of the faculty, staff, and graduate student body. These census reports have served as a valuable accountability tool and enabled JHU to assess progress over time. As part of JHU's *Roadmap on Diversity and Inclusion*, we now debut the inaugural report of undergraduate student composition as a component of JHU's recommitment to its DEI mission as detailed in the *Second Roadmap on Diversity, Equity, and Inclusion.*

While our commitment to diversity encompasses all facets of identity, our ability to quantitatively assess diversity metrics is limited to the reliable demographic data collected in JHU's student data systems. As such, the data in this report is limited to gender, race and ethnicity, residency status, and whether a student is a first-generation college student and/or limited income, as available from Johns Hopkins' data systems and collected in compliance with federal and state law.

II. Executive Summary

The diversity of our student body and our broader university community is critical to the continued excellence in the learning and creation of scholarship that has long been the hallmark of a JHU education. Important to supporting our efforts to achieve the university mission are the monitoring and sharing of data that reflects those who make up our university communities. As shared in the *Second JHU Roadmap on Diversity, Equity, and Inclusion*, "Over the course of our first JHU *Roadmap*, the university and its divisions established a firm commitment to maintain a granular transparency around key metrics, including the diversity of our faculty, staff, and students, and to shine a light on our institution at all levels, to recognize progress and illuminate shortcomings. With this next phase of the *Roadmap*, we are extending further our commitment to transparency and accountability as a foundation for the future."

Notable in the report is the increasing diversity of our undergraduate student body. The outcomes depicted stem from the university's efforts to attract the world's most talented students, regardless of student economic background. The historic $1.8 billion gift from Johns Hopkins alumnus Michael R. Bloomberg to support need-blind and no-loan admissions, the university's and schools' investments in the undergraduate student experience, the strength of the university's faculty, and the impact of the JHU alumni community across disciplines and around the world contribute to the strength of the university's reputation across the globe. As we look at the progress we have made, we are excited, and yet we know there will always be more to do to ensure we are meeting the needs of our increasingly diverse student body.

Report highlights include:

- The proportion of women undergraduate students has increased from 49% in 2013 to 54% in 2021.
- In 2021, Arts & Sciences had the highest proportion of women undergraduate students, 61%; the proportion of women at Engineering was 42% and at Peabody, 43%.

- From 2013 to 2021, the proportion of domestic URG[1] students within the student body has increased from 18% to 31% supported by increases in representation of domestic URG students in Arts and Sciences, Engineering, and Peabody. Arts and Sciences has the highest proportion of domestic URG students, 37% in 2021.
- The proportion of first generation/limited income (FLI) students within the student body increased from 17% in 2013 to 26% in 2021. All three undergraduate degree–granting divisions have seen an increase in the proportion of FLI students.
- Among the three divisions that award undergraduate degrees, Arts and Sciences has the highest proportion of women, URG, and FLI students. Peabody has the highest proportion of international students.
- Compared to our peer institutions, our proportion of white students is lower by around 10 percentage points, and our proportion of Hispanic/Latino and Asian students is several percentage points higher than that of our peers.

III. Report Nomenclature

The goal of this report is to provide accurate data about JHU's undergraduate student composition to assist in identifying areas for improvement and tracking progress. It details composition data regarding gender, race/ethnic identity, and socioeconomic status sourced from JHU's data systems. This report also includes aggregated measures of diversity, fully recognizing that these measures are inherently limited in many ways and do not do full justice to the salience of individual experiences.

Data Collection and Methodology

At Johns Hopkins, three divisions award bachelor's degrees: the Krieger School of Arts and Sciences (Arts and Sciences), the Whiting School of Engineering (Engineering), and the Peabody Institute (Peabody).

In the second week of each fall semester, a census is taken of all students enrolled at the university. This data reflects a point-in-time assessment of the JHU student body and is used in compliance with federal reporting requirements to IPEDS. In this enrollment census data, each student is counted only once and assigned to a division based on their major; students who are pursuing more than one major are assigned based on their primary major.

In contrast to the enrollment census data, which assesses student *head counts*, the major conferral data is determined by the number of *majors* awarded. Since students can enroll in different programs and earn multiple undergraduate majors, the number of majors conferred each year is greater than the number of students who earn majors. Undergraduate students frequently migrate between majors during their undergraduate tenure, and a substantial number of students earn multiple majors, thus the major conferral data provides a complementary—but distinct—assessment of undergraduate demographics and their ultimate choices of fields of study.

[1] A student is included in the Domestic URG measure if they are not International and self-identify with one or more of the following groups: Hispanic/Latino, Black or African American, American Indian or Alaska Native, or Native Hawaiian or Other Pacific Islander. This is explained further in the Report Nomenclature section below.

Terminology and Descriptions Used

Gender Composition

Within JHU's Student Information System, gender is treated as a binary variable with the option for a student to identify as female or male. As such, we do not have accurate data to account for students who identify outside a gender binary. However, to comply with mandated federal reporting, every student is accounted for in the enrollment head count.[2]

Furthermore, the term "gender" is more accurately described using the terminology of '"women" and "men," rather than "male" and "female." As such, within this report we use the terms "women/woman" and "men/man" when describing the *gender* composition of the student body, with the acknowledgment that these labels do not necessarily describe all students' experiences of gender.

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.

Measures of Residency

Students who, at the time of the enrollment census, are not citizens, nationals of the United States, or U.S permanent residents —i.e., those who are in this country on a visa or temporary basis—are referred to as "international" (abbreviated as 'int'l') in this report.

Measures of Race/Ethnicity

In accordance with mandated federal reporting guidelines, JHU 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." Students who are non-Hispanic and identify with two or more other racial identities are counted in "Two or More Races."

In this report we also employ one collective measure of race/ethnic diversity—Domestic Underrepresented Group," or D-URG, to assess trends in student racial and ethnic composition. A student is included in the Domestic URG measure if they are not International and self-identify with one or more of the following groups: Hispanic/Latino, Black or African American, American Indian or Alaska Native, or Native Hawaiian or Other Pacific Islander. Therefore, an equivalent definition of D-URG identity is any noninternational, non-Hispanic/Latino student who also does not identify as only white, only Asian, or only white and Asian.

The use of the general term "underrepresented groups" (URG) is aligned with JHU's *Second Roadmap on Diversity, Equity, and Inclusion* and our recommitment to inclusive language. In the context of this report, D-URG reflects specificity and accuracy in naming the groups that are underrepresented within our student body.

[2] Students who decline to identify as either female or male are apportioned for mandated reporting based first on gendered pronouns or salutations linked to their records. Students who have no pronouns or salutations associated with their records are assigned a gender for reporting purposes based on the known proportions of total enrollment. The fall 2021 census included three undergraduate students who declined to identify as female or male.

Measures of Socioeconomic Status

Socioeconomic status (SES) is an important dimension of diversity, particularly in the context of undergraduate education, which presents a critical pathway for social mobility. We utilize two metrics for socioeconomic diversity in this report: the count of first-generation college students and the count of students from low-income families. First-generation students include those who self-reported that neither their parent(s) nor legal guardian(s) completed a four-year degree. The category of Limited Income includes students who were Pell-eligible in their first fall semester at Hopkins. Although not a perfect equivalent, Pell eligibility is a useful indicator of lower income. As an aggregated measure of socioeconomic diversity, the First Generation/Limited Income (i.e., FLI) group includes all students who are first generation **and/or** Pell recipients.

IV. Undergraduate Composition

Fall 2021 Undergraduate Composition

For all three divisions that award bachelor's degrees— Arts and Sciences, Engineering, and Peabody— the student year (i.e., Freshman, Sophomore, Junior, Senior) for undergraduate students who enroll straight from high school is determined based on enrollment year. Students are initially assigned to the freshman cohort, and at the end of each academic year cohorts are updated— e.g., students who enroll in fall 2021 will be counted as freshman in the fall 2021 census and as sophomore in the fall 2022 census. For students who transfer to the division of Arts and Sciences or Engineering from another institution, the same logic is applied.[3] Students who transfer to Peabody

Table 1: Undergraduate Student Headount, Fall 2021

Division	Year	Total	Women	Int'l	Hispanic /Latino	Black or African American	American Indian or Alsaska Native	Native Hawaiian or Other Pacific Islander	Asian	White	Two or More Races	Unknown	First Gen	Pell Recipients
Arts & Sciences	Freshman	**873**	554	105	230	110	0	0	181	173	57	17	183	209
	Sophomore	**812**	476	88	166	85	0	0	238	179	47	9	134	191
	Junior	**881**	548	93	171	89	1	0	244	199	74	10	159	209
	Senior	**882**	530	84	173	79	1	1	213	233	69	29	131	182
	Total	**3,448**	**2,108**	**370**	**740**	**363**	**2**	**1**	**876**	**784**	**247**	**65**	**607**	**791**
Engineering	Freshman	**456**	219	89	61	21	0	0	159	85	32	9	59	59
	Sophomore	**456**	195	74	78	24	0	0	149	96	30	5	65	69
	Junior	**475**	186	96	79	22	1	1	138	98	31	9	67	72
	Senior	**492**	196	72	57	23	0	1	141	152	25	21	64	63
	Total	**1,879**	**796**	**331**	**275**	**90**	**1**	**2**	**587**	**431**	**118**	**44**	**255**	**263**
Peabody	Freshman	**96**	44	28	13	7	0	0	13	30	4	1	6	14
	Sophomore	**112**	48	23	9	5	1	0	18	46	7	3	6	22
	Junior	**99**	38	18	13	7	0	0	17	37	5	2	5	26
	Senior	**97**	43	16	6	7	0	0	13	43	10	2	7	22
	Total	**404**	**173**	**85**	**41**	**26**	**1**	**0**	**61**	**156**	**26**	**8**	**24**	**84**
All Undergraduates	Freshman	**1,425**	**817**	**222**	**304**	**138**	**0**	**0**	**353**	**288**	**93**	**27**	**248**	**282**
	Sophomore	**1,380**	**719**	**185**	**253**	**114**	**1**	**0**	**405**	**321**	**84**	**17**	**205**	**282**
	Junior	**1,455**	**772**	**207**	**263**	**118**	**2**	**1**	**399**	**334**	**110**	**21**	**231**	**307**
	Senior	**1,471**	**769**	**172**	**236**	**109**	**1**	**2**	**367**	**428**	**104**	**52**	**202**	**267**
	Total	**5,731**	**3,077**	**786**	**1,056**	**479**	**4**	**3**	**1,524**	**1,371**	**391**	**117**	**886**	**1,138**

[3] For example, a student who enrolled at another institution in fall 2020 and transferred to JHU in fall 2021 would be counted in the sophomore cohort, along with students who enrolled at JHU in fall 2020, for the fall 2021 census.

from another institution are assigned to a student cohort at the end of their first year of study.[4] Students who do not graduate in four years and continue to pursue their degrees are counted as part of the senior class cohort in each subsequent year of study.

Table 1 shows the demographic profile of the fall 2021 undergraduate student body along the dimensions of gender, race/ethnic identity, and SES measures. **Table 2** summarizes their composition along four key diversity metrics. Within each school, students are categorized into year cohorts with fourth year and beyond students included in the Senior category.

Of the 5,731 undergraduates enrolled in JHU degree programs in fall 2021, 60% (3,448 students) were enrolled in the Arts and Sciences division, 33% (1,879 students) were enrolled in Engineering, and 7.0% (404 students) were enrolled in Peabody degree programs.[5]

As seen in **Table 2**, overall, the fall 2021 undergraduate student body comprised 54% women and 14% international students. Domestic students from underrepresented race/ethnic groups (D-URG) were 31% of the student body. With regard to measures of socioeconomic status, 26% of students are first-generation and/or from low-income backgrounds (FLI).

Table 2: Fall 2021 Undergraduate Diversity Metrics

Division	Year	Total	Women		Int'l		Domestic URG		FLI	
		N	N	%	N	%	N	%	N	%
Arts & Sciences	Freshman	**873**	554	*63*	105	*12*	381	*44*	279	*32*
	Sophomore	**812**	476	*59*	88	*11*	283	*35*	245	*30*
	Junior	**881**	548	*62*	93	*11*	317	*36*	265	*30*
	Senior	**882**	530	*60*	84	*10*	297	*34*	228	*26*
	Total	**3,448**	**2108**	*61*	**370**	*11*	**1278**	*37*	**1017**	*29*
Engineering	Freshman	**456**	219	*48*	89	*20*	102	*22*	90	*20*
	Sophomore	**456**	195	*43*	74	*16*	118	*26*	98	*21*
	Junior	**475**	186	*39*	96	*20*	123	*26*	106	*22*
	Senior	**492**	196	*40*	72	*15*	91	*18*	104	*21*
	Total	**1,879**	**796**	*42*	**331**	*18*	**434**	*23*	**398**	*21*
Peabody	Freshman	**96**	44	*46*	28	*29*	22	*23*	18	*19*
	Sophomore	**112**	48	*43*	23	*21*	20	*18*	26	*23*
	Junior	**99**	38	*38*	18	*18*	21	*21*	27	*27*
	Senior	**97**	43	*44*	16	*16*	16	*16*	26	*27*
	Total	**404**	**173**	*43*	**85**	*21*	**79**	*20*	**97**	*24*
All Undergraduates	Freshman	**1,425**	**817**	*57*	**222**	*16*	**505**	*35*	**387**	*27*
	Sophomore	**1,380**	**719**	*52*	**185**	*13*	**421**	*31*	**369**	*27*
	Junior	**1,455**	**772**	*53*	**207**	*14*	**461**	*32*	**398**	*27*
	Senior	**1,471**	**769**	*52*	**172**	*12*	**404**	*27*	**358**	*24*
	Total	**5,731**	**3077**	***54***	**786**	***14***	**1791**	***31***	**1512**	***26***

[4] In fall 2021 there were nine transfer students beginning their first year of study at Peabody; for Tables 1 and 2 in this report those nine transfer students are incorporated into the Peabody Sophomore class cohort.

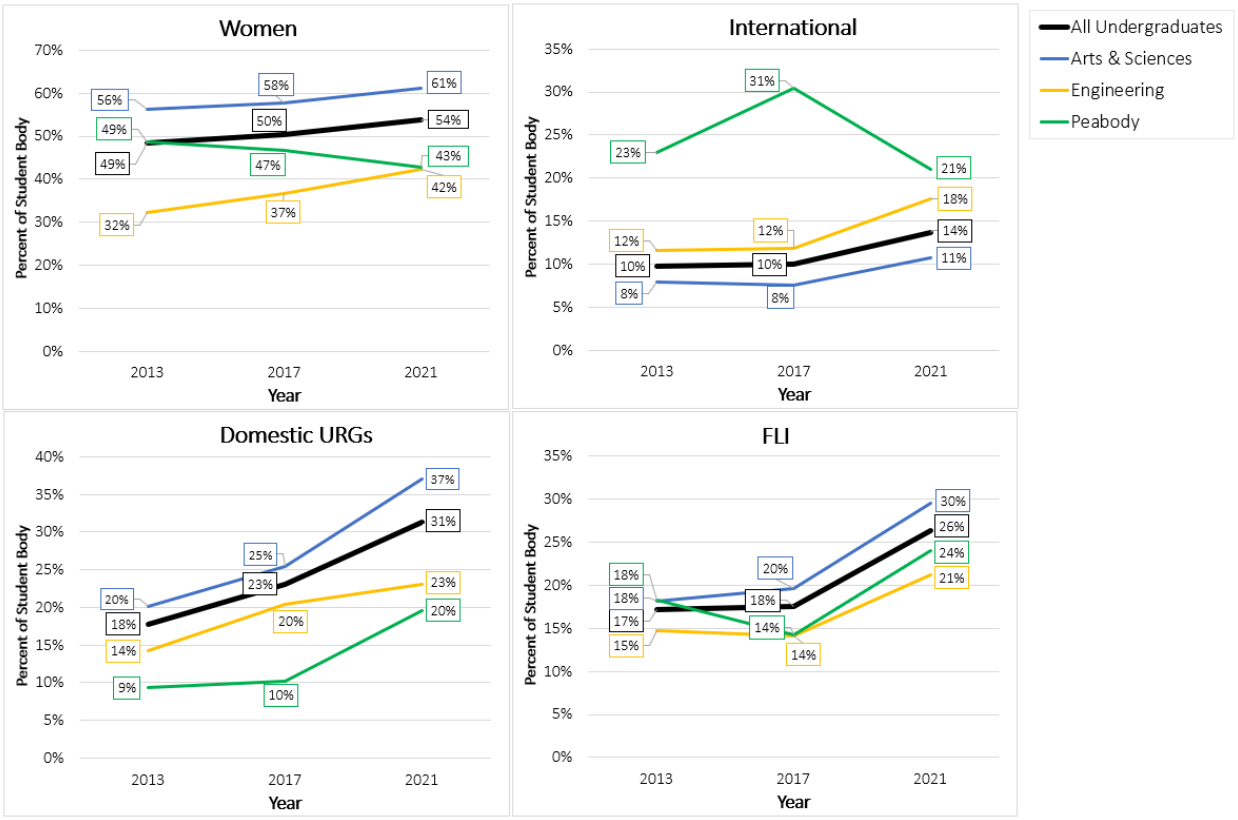
[5] First-year undergraduates (i.e., members of the Freshman class) are allocated among the three schools based on the school in which they intend to earn their major, as indicated in their application to JHU. Students who double-major are allocated based on the major listed as Major 1 within SIS.

Across the three divisions that offer undergraduate degrees, the student body composition varied substantially with regard to several measures of diversity. Within Arts and Sciences, 61% of the student body was composed of women. In contrast, in Engineering and Peabody, less than half the student body were women (42% in Engineering and 43% in Peabody). Arts and Sciences also had a higher proportion of both D-URG (37%) and FLI (29%) students than did Engineering and Peabody. With regard to race/ethnicity, students from D-URGs made up 23% of Engineering's and 20% of Peabody's undergraduates. With reference to socioeconomic status, FLI students composed 21% of Engineering's and 24% of Peabody's student body. Peabody had the highest proportion of international undergraduate students at 21%. International students composed 18% of Engineering's and 11% of Arts & Sciences' undergraduate student bodies.

Trends in Undergraduate Composition

Evaluating enrollment trends over time is a critical tool to assess the effectiveness of institutional policies and practices aimed at improving measures of diversity. **Chart 1** summarizes trends in key diversity metrics of the undergraduate student body.[6]

Chart 1: Undergraduate Diversity Trends 2013-2017-2021



[6] The undergraduate student population at Peabody is very small relative to that in A&S or Engineering. Therefore, small changes in demographic counts that may hardly register in A&S and Whiting will often manifest as much larger percentage changes within Peabody.

When looking at all enrolled undergraduate students, we see consistent increases in representation of women, international, D-URG, and FLI students from 2013 to 2017 to 2021. Representation of women among enrolled undergraduates has steadily improved within Arts and Sciences and Engineering as divisions; however, representation of women within the Peabody student body has steadily decreased since 2013. Representation of international students has shown variation among individual divisions over time. Between 2013 and 2021 the proportion of international students enrolled in Arts and Sciences and Engineering was steady, with a modest increase between 2017 and 2021. The proportion of international students at Peabody increased sharply between 2013 and 2017 and then dropped between 2017 and 2021. However, representation of international students within Peabody consistently exceeds the university average. Representation of domestic students from underrepresented groups has risen consistently within each individual division, though the rate of growth was lower in Engineering than in Arts and Sciences and Peabody between 2017 and 2021.

From 2013 to 2021, all divisions saw an increase in the proportion of FLI students, even with a period of decreased representation in Engineering and Peabody between 2013 and 2017. Notably, in 2018 a historic gift from JHU alumnus Michael Bloomberg enabled JHU to fulfill its commitment to need-blind admission. The impact of this gift is evident in the notable increase in the proportion of FLI students between 2017 and 2021.

V. Majors Earned in Academic Year 2021-22

While diversity of the enrolled student body—as depicted in the tables and charts above—is the main point of interest in a report such as this one, in the case of undergraduates, it can also be helpful to examine the diversity of the students based on the *majors earned* at the end of their undergraduate degree program at Hopkins. Unlike graduate students—who generally begin and end in the same program of study—undergraduate students migrate quite a bit among majors during their undergraduate years, and a substantial number of students earn multiple majors, further changing the relationship between students and divisions over time.

The information in this section is presented with an extra note of caution. We should avoid comparing too closely the diversity among enrolled students to the diversity of students based on majors earned. First-year and numerous second-year students are in an exploratory stage and while they are included in either Arts and Sciences or Engineering (as in **Table 1** and **Table 2**), the official division recorded for them in the Student Information System may not be reflective of their evolving thinking about what they want to study at JHU. In addition, in the *Enrollment Census,* each student is counted once, while in *Majors Conferred,* students are counted as many times as the number of majors they earn.

In the 2021-22 academic year, 1,940 undergraduate majors were earned by 1,431 students. **Table 3** details the undergraduate majors awarded by academic division. By number of majors conferred, the top five majors were Molecular and Cellular Biology (172 majors awarded or 8.9%), Computer Science (153; 7.9%), Public Health Studies (144; 7.4%), Applied Mathematics and Statistics (139; 7.2%), and Economics (135; 7%).

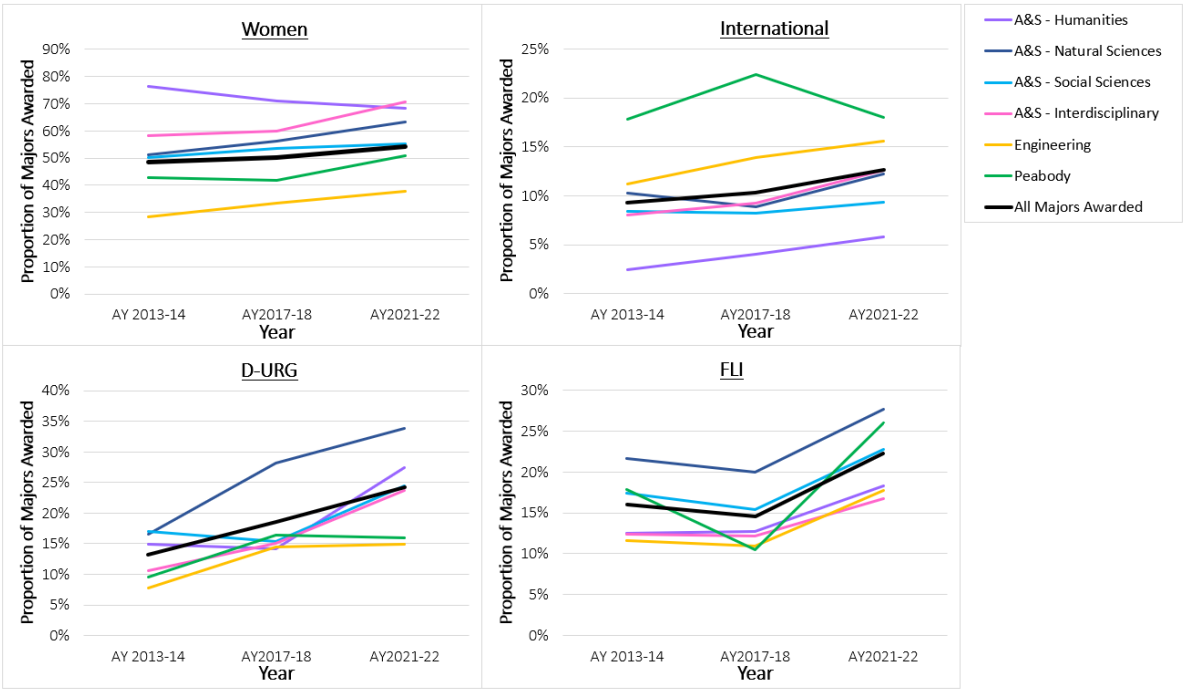
Since academic year 2013-14, the proportion of majors awarded to all four key demographic categories (Women, International, Domestic URG, and FLI students) has increased, **Chart 2.** Within Arts and Sciences, the proportion of humanities degrees awarded to women has decreased over time; however, across all other academic divisions the proportion of majors awarded to women has increased. Across all academic divisions, the proportion of majors awarded to International, Domestic URG, and FLI students has also increased from AY 2013-14 to AY 2021-22.

Table 3: Majors Earned by Demographic Category, AY 2021-22

Division	IPEDS Major	Total	Women		Int'l		Domestic		FLI	
		N	N	%	N	%	N	%	N	%
Arts & Sciences Humanities	Classics	5	4	80	0	0	0	0	0	0
	English	8	7	88	0	0	2	25	2	25
	French	8	7	88	1	13	2	25	0	0
	History	14	8	57	1	7	0	0	1	7
	History of Sc/Med/Tech	7	3	43	0	0	1	14	1	14
	Philosophy	10	3	30	2	20	4	40	2	20
	Spanish	30	24	80	0	0	16	53	9	30
	Writing Seminars	29	20	69	2	7	7	24	6	21
	Total	**120**	**82**	**68**	**7**	**6**	**33**	**28**	**22**	**18**
Arts & Sciences Natural Sciences	Behavioral Biology	19	15	79	1	5	10	53	4	21
	Biology	31	20	65	1	3	17	55	10	32
	Biophysics	42	20	48	4	10	9	21	9	21
	Chemistry	28	19	68	2	7	12	43	9	32
	Cognitive Science	35	25	71	6	17	17	49	11	31
	Mathematics	25	11	44	9	36	1	4	7	28
	Molecular & Cellular Biology	172	108	63	25	15	45	26	45	26
	Natural Sciences Area	34	24	71	1	3	13	38	13	38
	Neuroscience	128	80	63	12	9	41	32	27	21
	Physics	13	3	23	6	46	2	15	1	8
	Psychology	100	72	72	10	10	46	46	38	38
	Total	**629**	**399**	**63**	**77**	**12**	**213**	**34**	**174**	**28**
Arts & Sciences Social Sciences	Anthropology	9	7	78	1	11	2	22	2	22
	Economics	135	45	33	19	14	20	15	26	19
	Political Science	45	27	60	4	9	11	24	15	33
	Public Health Studies	144	99	69	6	4	46	32	35	24
	Sociology	19	16	84	3	16	7	37	2	11
	Total	**352**	**194**	**55**	**33**	**9**	**86**	**24**	**80**	**23**
Interdisciplinary	East Asian Studies	11	11	100	2	18	2	18	1	9
	Environmental Science	6	5	83	0	0	0	0	3	50
	Film & Media Studies	11	7	64	1	9	2	18	3	27
	International Studies	79	52	66	15	19	17	22	8	10
	Medicine, Science, & Humanities	30	21	70	0	0	10	33	7	23
	Total	**143**	**101**	**71**	**18**	**13**	**34**	**24**	**24**	**17**
A&S Total	**Total**	**1244**	**776**	**62**	**135**	**11**	**366**	**29**	**300**	**24**
Engineering	Applied Mathematics and Statistics	139	42	30	34	24	7	5	24	17
	Biomedical Eng	100	43	43	10	10	8	8	10	10
	Chemical & Biomolecular Eng	73	40	55	7	10	16	22	12	16
	Civil Eng	7	3	43	0	0	3	43	2	29
	Computer Eng	14	4	29	4	29	4	29	4	29
	Computer Science	153	51	33	33	22	22	14	27	18
	Electrical Eng	15	4	27	1	7	2	13	5	33
	Environmental Eng	12	8	67	0	0	5	42	1	8
	Mat Sci & Eng	26	13	50	0	0	7	27	7	27
	Mechanical Eng	51	16	31	3	6	14	27	14	27
	Total	**596**	**226**	**38**	**93**	**16**	**89**	**15**	**106**	**18**
Peabody	**Music**	**100**	**51**	**51**	**18**	**18**	**16**	**16**	**26**	**26**
All Majors Awarded	**Total**	**1940**	**1053**	**54**	**246**	**13**	**471**	**24**	**432**	**22**

Note: Data breakouts for majors that had fewer than 5 awarded are hidden. However, counts of these majors are included in the divisional and univeristy totals. Majors include; Archaelogy, History of Art, Near Eastern Studies, Romance Languages, Earth & Planetary Sciences, Environmental Studies, Engineering Mechanics, and General Engineering

Chart 2: Demographic Trends in Majors Earned
AY2013-14, AY2017-18, and AY2021-22



VI. Comparison to Peers

Benchmarking and comparison to peer institutions offer a valuable metric to assess our performance relative to peers and track changes over time. In **Table 4**, using data from IPEDS, we compare the composition of JHU's enrolled undergraduates to three reference groups: the Ivy Plus,[7] AAU private universities, and AAU public universities.[8] With regard to gender, our composition is quite similar to our peers'. With regard to race/ethnicity, our proportion of white students is notably lower—by around 10 percentage points—than that of our peer institutions, and representation of Hispanic/Latino and Asian students is several percentage points higher than our peers'.

Table 4: Composition of Enrolled Undergraduate Students at JHU and Selected Peer Groups (%), Fall 2020

	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	**52.2**	**12.1**	**16.6**	**8.0**	**0.1**	**27.2**	**0.1**	**25.8**	**6.9**	**3.3**
Ivy+	51.3	11.8	13.4	7.7	0.4	22.2	0.1	34.9	6.2	3.3
AAU Private	53.2	14.4	13.0	6.9	0.2	20.8	0.1	36.1	5.4	3.2
AAU Public	51.9	8.2	14.3	4.5	0.2	16.7	0.1	49.1	4.9	2.0

Note: Data from IPEDS Fall 2020, Degree-seeking, Full-time undergraduates

[7] For the purposes of this report, The Ivy Plus group comprises the eight Ivies (Brown, Columbia, Cornell, Dartmouth, Harvard, Penn, Princeton and Yale) plus Chicago, Duke, JHU, MIT, and Stanford, for a total of 13 universities. Please see Appendix B for a list of AAU Public and AAU Private Institutions.

[8] Comparison to AAU Publics included for completeness, recognizing that the mission and admissions patterns among private universities vary considerably relative to those at public universities.

In **Table 5**, we compare the proportion of undergraduate majors awarded by JHU to the same three reference groups.[9] With regard to gender, the proportion of majors awarded by JHU to women is similar to that of our Ivy Plus peers and slightly lower than that of the AAU Private and AAU Public cohort. By demographic category, the proportion of majors awarded by JHU to Asian students is notably higher than that of all our peer cohorts, and the proportion of majors awarded by JHU to white students is notably lower than that of all our peer cohorts.

Table 5: Proportion of Majors Awarded at JHU and Selected Peer Groups by Demographic Category (%), AY2020-21

	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	**51.9**	**9.7**	**13.5**	**6.7**	**0.0**	**28.9**	**0.0**	**30.0**	**6.7**	**4.5**
Ivy+	51.8	12.9	12.2	6.8	0.4	21.3	0.1	37.6	5.5	3.2
AAU Private	54.4	14.7	11.5	6.1	0.2	19.3	0.1	39.8	5.1	3.3
AAU Public	53.0	9.7	13.7	4.1	0.2	15.8	0.1	50.0	4.5	1.9

Note: Data is from Academic Year 2020-2021

VII. Moving Forward

The changing demographic trends of the undergraduate student body reflected in this composition report are a demonstration of the university's commitment to living out its mission. Supported by the historic Bloomberg gift, JHU has been effective in expanding access to the world's most talented students, regardless of economic background, yet we recognize there is more work to do to ensure that all students benefit from the extraordinary educational experience created when students from across the world bring their diverse experiences, perspectives, and talents to bear in their classroom discussions, research interactions, and engagement across difference.

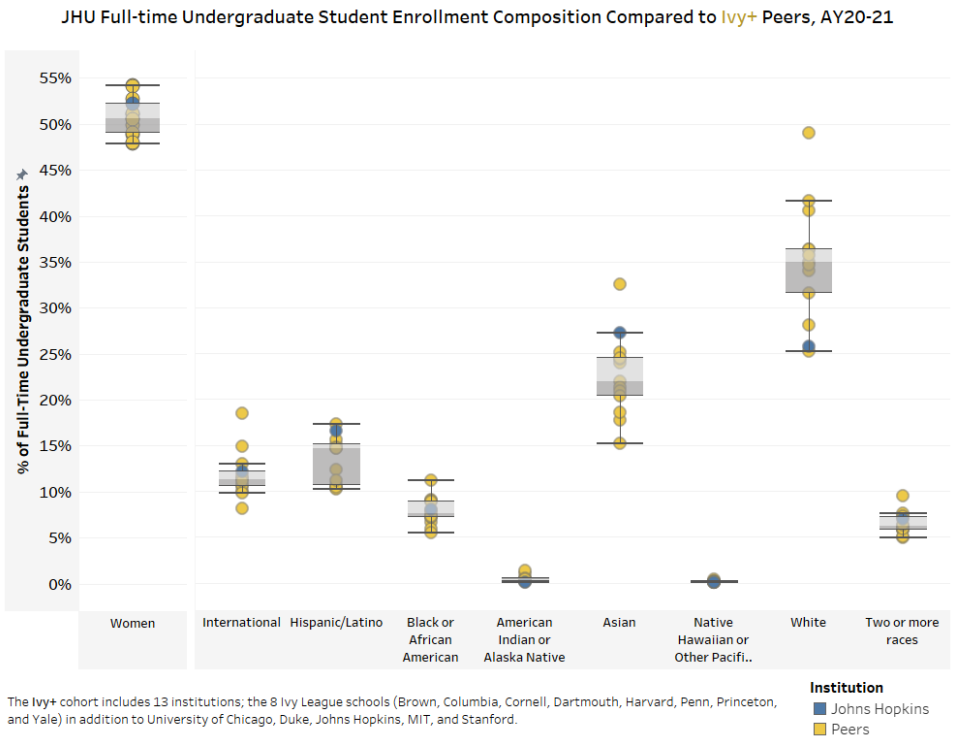
Moving forward, this report will be produced annually, in line with the *Roadmap*'s guiding principles, which include transparency as a driving force in our sustained progress, ensuring that people across our community have access to information that will drive our decisions, locally and globally; and quantitative data from internal and external sources to measure both processes and outcomes. The *JHU Report on Undergraduate Student Composition* will be used to raise awareness of the composition of the undergraduate student body, monitor JHU's progress toward our goals, and determine where continued attention and progress are needed to educate the increasingly diverse identities of the world's next generation of future leaders.

[9] For IPEDS compliance, universities report the counts for only first and second majors earned by students. Each year, there are a small number of students at JHU who earn more than two majors (in AY 2020-21, 28 JHU students earned more than two majors). Thus, the number of majors reported to IPEDS is slightly lower than the total number of majors awarded in a given academic year.

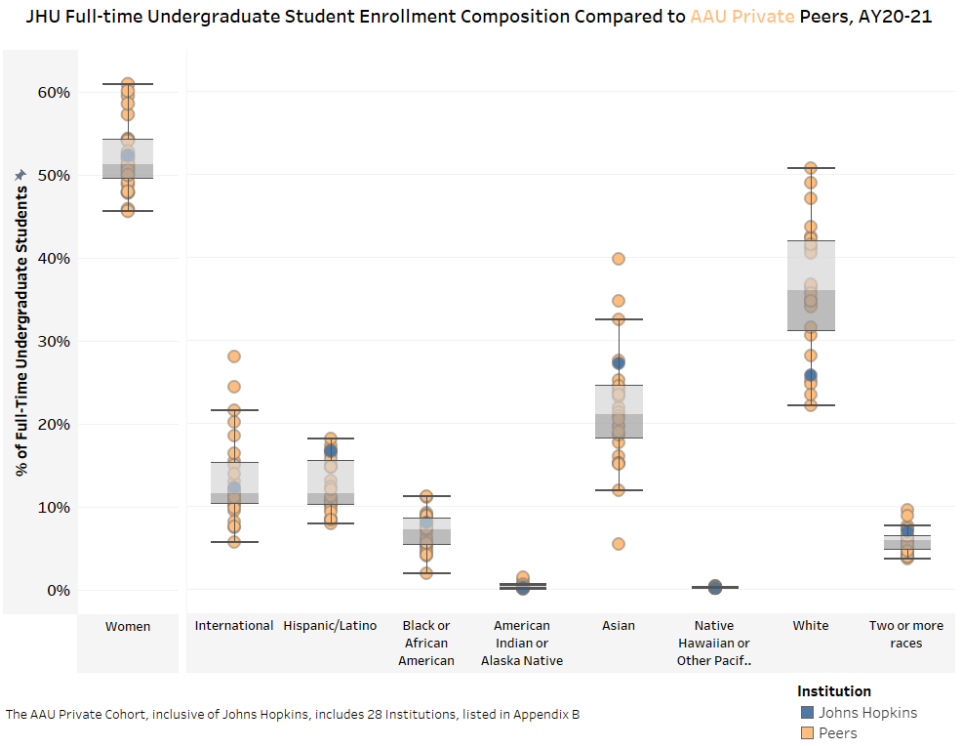
VIII. Appendices

Appendix A

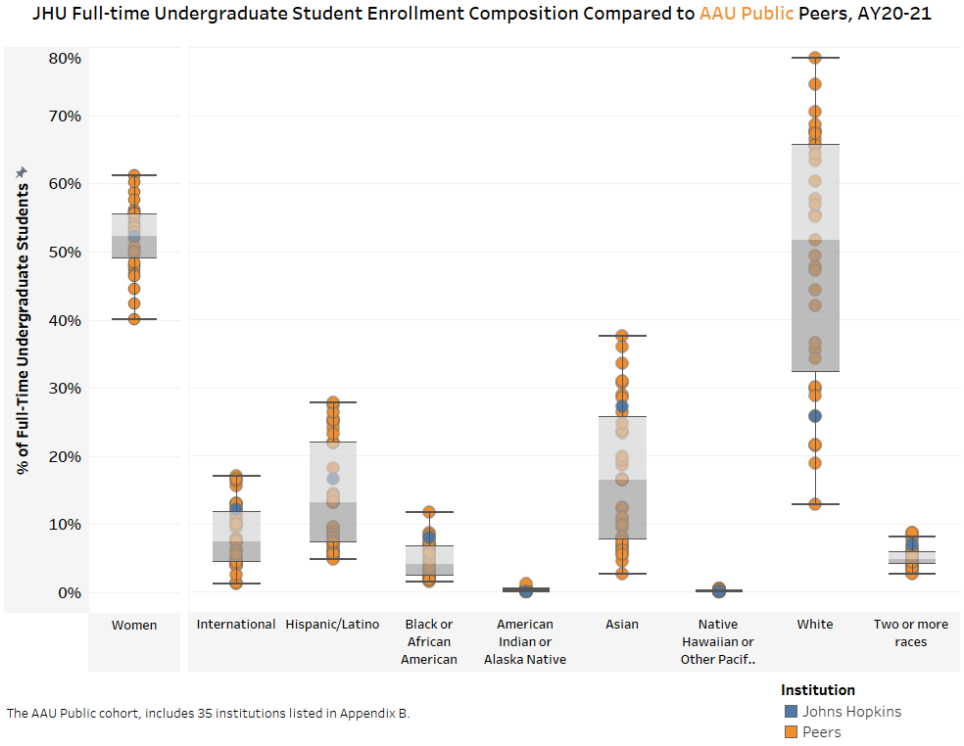
Undergraduate Enrollment Comparisons



The **Ivy+** cohort includes 13 institutions; the 8 Ivy League schools (Brown, Columbia, Cornell, Dartmouth, Harvard, Penn, Princeton, and Yale) in addition to University of Chicago, Duke, Johns Hopkins, MIT, and Stanford.



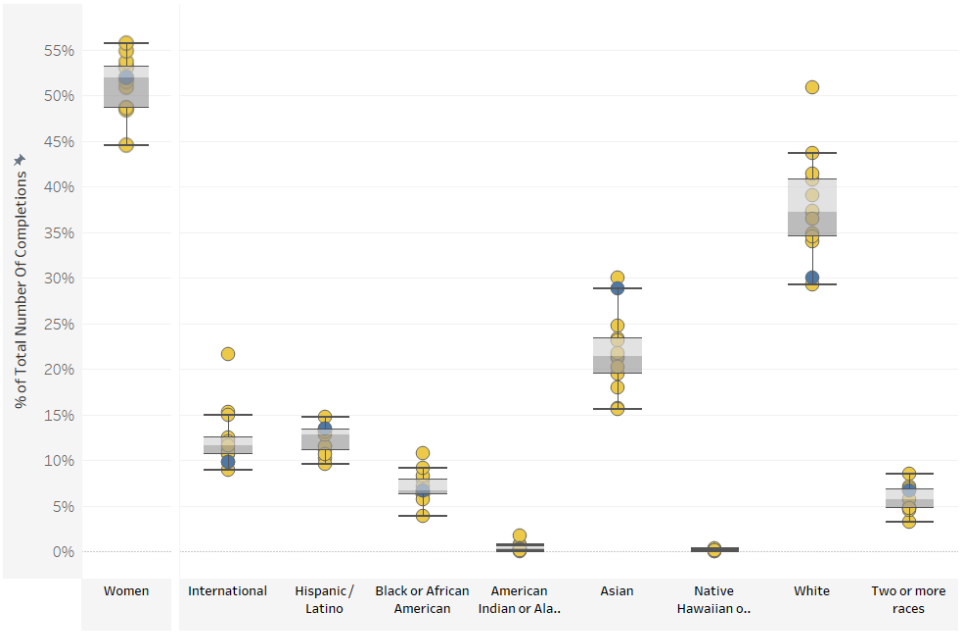
The AAU Private Cohort, inclusive of Johns Hopkins, includes 28 Institutions, listed in Appendix B



The AAU Public cohort, includes 35 institutions listed in Appendix B.

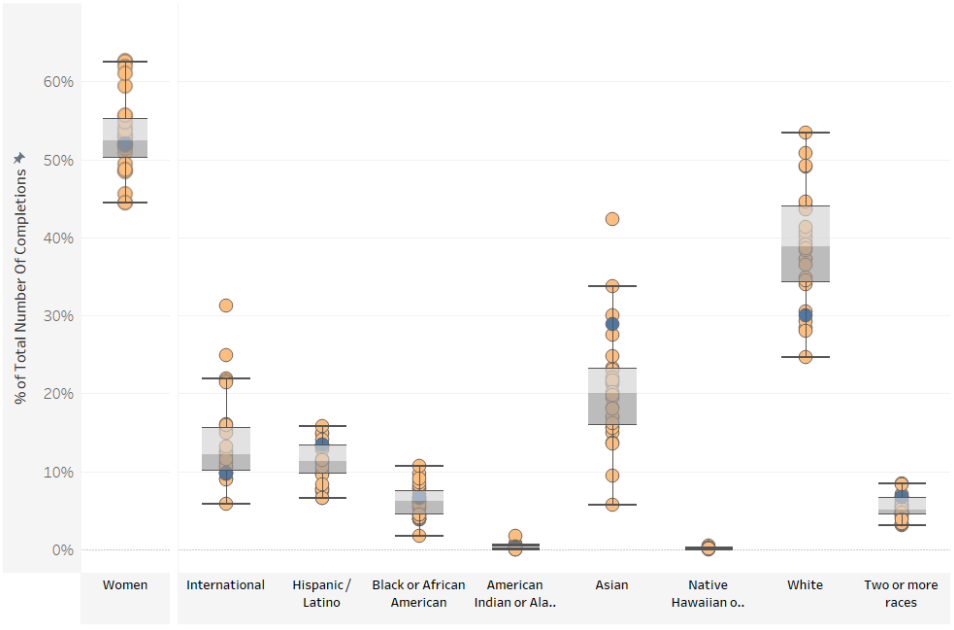
Undergraduate Majors Awarded AY2020-21

JHU Undergraduate Completions Demographic Trends Compared to Ivy+ Peers, AY2020-21



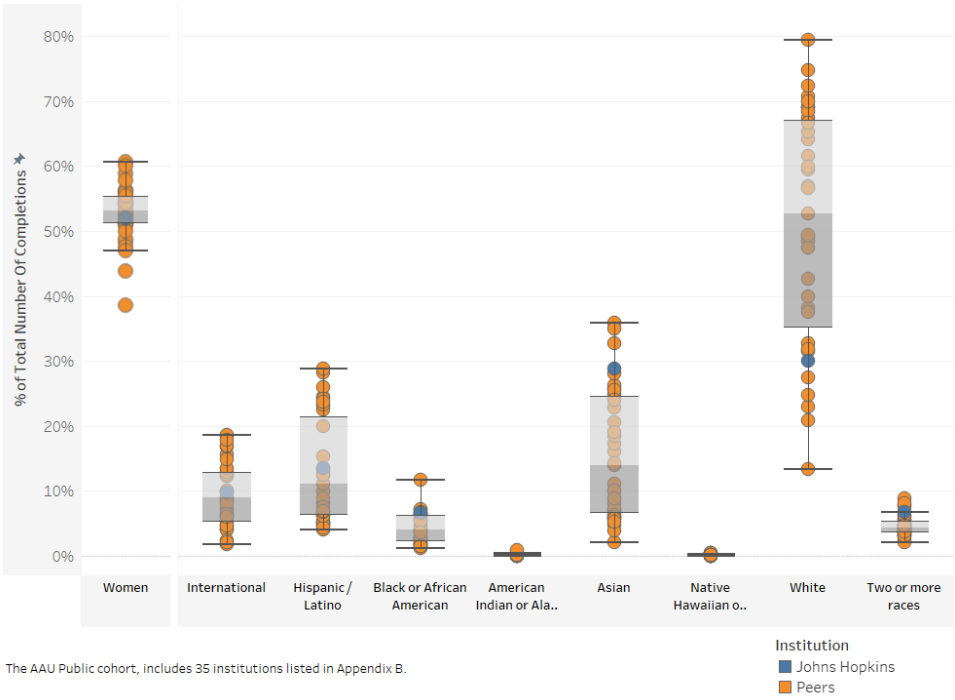
The Ivy+ cohort includes 13 institutions; the 8 Ivy League schools (Brown, Columbia, Cornell, Dartmouth, Harvard, Penn, Princeton, and Yale) in addition to University of Chicago, Duke, Johns Hopkins, MIT, and Stanford.

JHU Undergraduate Completions Demographic Trends Compared to AAU Private Peers, AY2020-21



The AAU Private Cohort, inclusive of Johns Hopkins, includes 28 institutions, listed in Appendix B

JHU Undergraduate Completions Demographic Trends Compared to AAU Public Peers, AY2020-21



The AAU Public cohort, includes 35 institutions listed in Appendix B.

Appendix B

List of Public and Private AAU Universities

Public AAUs

Georgia Institute of Technology
Indiana University Bloomington
Michigan State University
The Ohio State University
The Pennsylvania State University
Purdue University
Rutgers University–New Brunswick
Stony Brook University
Texas A&M University, College Station
The University of Texas at Austin
University at Buffalo
University of Arizona
University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, Los Angeles
University of California, San Diego
University of California, Santa Barbara
University of California, Santa Cruz
University of Colorado Boulder
University of Florida
University of Illinois Urbana-Champaign
University of Iowa
University of Kansas
University of Maryland
University of Michigan
University of Minnesota, Twin Cities
University of Missouri
University of North Carolina at Chapel Hill
University of Oregon
University of Pittsburgh
University of Utah
University of Virginia
University of Washington
University of Wisconsin–Madison

Private AAUs

Boston University
Brandeis University
Brown University
California Institute of Technology
Carnegie Mellon University
Case Western Reserve University
Columbia University in the City of New York
Cornell University
Dartmouth College
Duke University
Emory University
Harvard University
Johns Hopkins University
Massachusetts Institute of Technology
New York University
Northwestern University
Princeton University
Rice University
Stanford University
Tufts University
Tulane University
University of Chicago
University of Pennsylvania
University of Rochester
University of Southern California
Vanderbilt University
Washington University in St Louis
Yale University