

# JHU Report on Undergraduate Student Composition

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JOHNS HOPKINS  
UNIVERSITY



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## I. Introduction

Fostering an academic environment with a rich diversity of people, backgrounds, experiences, and thought is integral to the mission of The Johns Hopkins University. Important to supporting our efforts are the monitoring and sharing of data that reflects those who make up our university community.<sup>1</sup> 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.” This composition report serves as a valuable accountability tool that enables us to assess progress over time.

## II. Report Highlights

- From 2013 to 2023, the proportion of domestic undergraduates from underrepresented groups (D-URG) in the student body increased from 18% to 34%, with increased representation in all three academic divisions.
  - In 2023, Krieger School of Arts and Sciences had the highest proportion of D-URG undergraduates at 41%. In Whiting School of Engineering, 26% of undergraduates were D-URG and, at the Peabody Institute, 19% were D-URG undergraduates.
- The proportion of female JHU undergraduates increased from 49% in 2013 to 54% in 2023.
  - In 2023, Krieger School of Arts and Sciences had the highest proportion of female undergraduates at 60%; in the Whiting School of Engineering, 46% were female undergraduates and at the Peabody Institute, 44% were female undergraduates.
- The proportion of first generation/limited income (FLI) students within the student body increased from 17% in 2013 to 29% in 2023. All three undergraduate degree-granting divisions have seen an increase in the proportion of FLI students.
  - In 2023, Krieger School of Arts and Sciences had the highest proportion of FLI undergraduates at 33%. At the Peabody Institute, 25% of undergraduates were FLI and in Whiting School of Engineering, 23% were FLI undergraduates.
- Among the three divisions that award undergraduate degrees, Krieger School of Arts and Sciences had the highest proportion of female, URG, and FLI undergraduates. The Peabody Institute had the highest proportion of international students.
- When compared to its institutional peers, JHU enrolled a higher proportion of Asian, Black or African American, Hispanic or Latino, and International undergraduate students than its Ivy Plus, AAU Private, and AAU Public peer groups.

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<sup>1</sup> Johns Hopkins University, consistent with federal law and the U.S. Supreme Court's decision in *Students for Fair Admissions vs Harvard*, no longer considers race, ethnicity, or national origin in admissions decisions.



### III. Identity Demographics

The goal of this report is to provide accurate data about JHU's undergraduate student composition to assist in identifying areas of opportunity and tracking progress. It details composition data for gender, race and ethnicity, and socioeconomic status as sourced from JHU's data systems. This section details how and when data are collected and prepared for this report.

**Data limitations:** As an institution that receives federal funds (grants, financial aid, etc.), JHU is required to collect and report summary demographic data on gender and race and ethnicity to the federal government. Federal requirements define the data collection methodology and terminology which limits institutional ability to provide detailed demographic information on our affiliates. JHU fully recognizes that federal data requirements and institutional policies and information systems do not reflect the multifaceted identities of our affiliates and is actively working to update institutional data collection practices and systems to more wholly reflect our institution's rich diversity.

#### Methodology

Three academic divisions at JHU enroll undergraduate students and award bachelor's degrees – Krieger School of Arts & Sciences, Whiting School of Engineering, and the Peabody Institute. This report disaggregates demographic information by academic division, where possible.

A census in the second week of each fall semester establishes enrollment counts. This data reflects a point-in-time assessment of the entire JHU undergraduate student population, in compliance with federal reporting requirements to the U.S. Department of Education's Integrated Postsecondary Data System (IPEDS). In the enrollment census, each student is counted only once and is assigned to an academic division based on their primary major. In addition to students' enrollment status, their self-reported gender, race and ethnicity, and calculated socioeconomic status reflects information in institutional systems as of this census date.

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 fields of study.

#### Terminology

##### Gender

Undergraduate students self-report their legal sex and gender at the time of admission application. Once a student matriculates, they may update their legal sex and gender in the [Student Information System \(SIS\)](#). Within SIS, gender is treated as a binary variable with the option for students to identify as “female” or “male”, as most mandated reporting requirements define gender within this binary. For such reporting, students who declined to identify as either male or female are apportioned (or recoded) as male or female based first on their self-reported pronouns or salutations



in their institutional records, if available.<sup>2</sup> If pronouns or salutations were not available, students are assigned a gender<sup>3</sup> *only* for IPEDS reporting purposes based on the known proportions of total undergraduate enrollment.<sup>4</sup>

## Residency

Undergraduate students' residency is determined by their U.S. citizenship and immigration status, as recorded at the time of the enrollment census. U.S. nonresidents are those in the U.S. on a visa or temporary basis and considered international students. Conversely, students who are U.S. citizens by birth or naturalization, U.S. nationals, or U.S. permanent residents are considered U.S. residents.

## Race and Ethnicity

At the time of admission application, undergraduate students voluntarily self-report their ethnic and racial identities in accordance with mandated federal reporting guidelines.<sup>5</sup> First, all students are asked their ethnic identity, defined as either "Hispanic/Latino" or "Not Hispanic/Latino". Next, they are asked to select their racial identity from one or more of the following five categories: "American Indian or Alaska Native", "Asian", "Black or African American", "Native Hawaiian or Other Pacific Islander", or "White". Federal guidelines state the following: (1) if a student is an international student, they are reported as U.S. Nonresidents, regardless of their responses to the race and ethnicity questions; (2) if a student self identifies as Hispanic or Latino, they are reported as Hispanic/Latino, regardless of their response to the race question; and (3) students who are U.S. residents, self-identify as not Hispanic/Latino, and select more than one racial identity category are grouped in a reporting category called "Two or More Races".

JHU composition reports employ a collective measure of racial and ethnic diversity, "Domestic Underrepresented Group (D-URG)", to assess JHU's progress in eliminating systemic barriers to institutional access for U.S. resident undergraduates from historically excluded racial and ethnic groups. The use of the phrase "underrepresented groups (URG)" is aligned with the JHU *Second Roadmap for Diversity, Equity, and Inclusion* and the institutional commitment to inclusive language. An undergraduate student is included in the D-URG measure if they are not an international student and self-identify with one or more of the following groups: Hispanic/Latino, American Indian or Alaska Native, Black or African American, or Native Hawaiian or Other Pacific Islander. Therefore, an equivalent definition of D-URG identity is a non-international undergraduate student who does not identify as only white, only Asian, or only white and Asian.

## Socioeconomic Status

Two metrics of socioeconomic status are utilized at JHU: first generation status and income status. This information is collected from undergraduate student applications for admission and financial aid.

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<sup>2</sup> Pronouns may be updated on [my.jhu.edu](https://my.jhu.edu)

<sup>3</sup> IPEDS utilizes the following terms for gender: male = man and female = woman, and uses the terms interchangeably.

<sup>4</sup> Fall 2023 enrollment census includes eleven undergraduate students who declined to identify as either male or female.

<sup>5</sup> <https://nces.ed.gov/ipeds/report-your-data/race-ethnicity-collecting-data-for-reporting-purposes>



First generation students self-reported that neither parent(s) nor guardian(s) completed a four-year bachelor's degree. Limited income students are those whose income status was deemed Pell-eligible in their first fall semester at JHU. Pell eligibility is an imperfect but useful indicator of income status. These two metrics are combined to establish a First Generation/Limited Income (i.e., FLI) demographic indicator to include students who are first generation and/or Pell recipients.

## Student Year

An undergraduate's student year is determined based on enrollment year and collapsed into four categories: First-Year<sup>6</sup>, Sophomore, Junior, and Senior. In fall 2023, undergraduate students who enroll at JHU immediately following high school are assigned to the first-year cohort; the following year, upon their re-enrollment, they will be counted as sophomores. The same logic is applied to transfer students based on their enrollment year at another institution. For example, a student who enrolled at another institution in fall 2022 and transferred to JHU in fall 2023 is included as a member of the sophomore cohort.<sup>7</sup> Students who do not graduate within four years are counted as part of the senior cohort in each subsequent year of enrollment.

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<sup>6</sup> Prior composition reports utilized the term "freshman" to refer to a first-year student. Going forward, reports will use the gender neutral "first-year".

<sup>7</sup> Students who transfer to Peabody are assigned to a student cohort at the end of their first year of study. In fall 2023, eight undergraduate transfer students began their first year of study at Peabody; in this report, these eight students are incorporated into the count of Peabody sophomores.

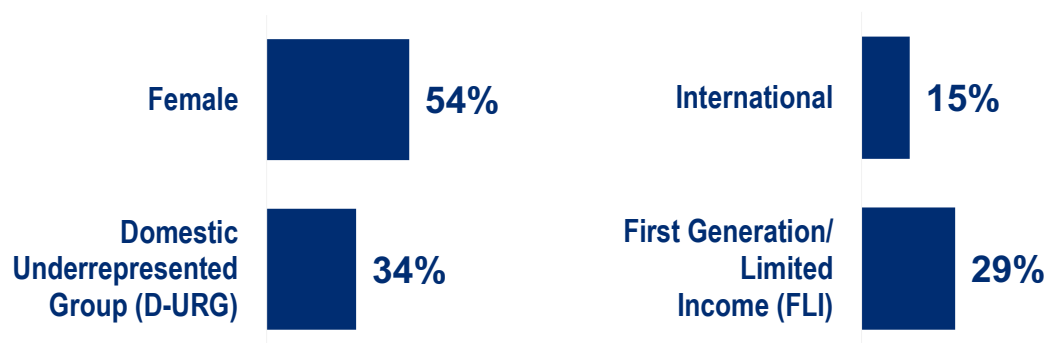


## IV. Undergraduate Composition

### Undergraduates in 2023

In fall 2023, the undergraduate student body comprised 54% female undergraduates and 15% international students ([Chart 1](#)). Domestic undergraduates from underrepresented groups (D-URG) represented 34% of the student body. With regard to socioeconomic status, 29% of undergraduates were first generation and/or from limited income backgrounds (FLI).

**Chart 1.** 2023 Undergraduate Diversity Metrics



When university data is disaggregated across the three academic divisions that offer undergraduate degrees, the student body composition varied widely by division ([Table 1](#)). Within the Krieger School of Arts and Sciences, 60% were female undergraduates; in contrast, less than half of the undergraduates in the Whiting School of Engineering (46%) and the Peabody Institute (44%) were female. Krieger School of Arts and Sciences also had a significantly higher proportion of D-URG (41%) and FLI (33%) students than did Whiting School of Engineering and the Peabody Institute. Domestic underrepresented group undergraduates represented 26% of undergraduates in Whiting School of Engineering and 19% of those in the Peabody Institute. With respect to socioeconomic status, FLI students represented 23% of Whiting School of Engineering and 25% of the Peabody Institute undergraduate student bodies. The Peabody Institute had a significantly higher proportion of International undergraduate students (30%) than did Krieger School of Arts and Sciences (12%) and the Whiting School of Engineering (17%).

**Table 1.** Undergraduate Composition by Academic Division (2023)

Division	Total N	Female	International	Domestic URG	FLI
<b>All Undergraduates</b>	<b>5,650</b>	<b>54%</b>	<b>15%</b>	<b>34%</b>	<b>29%</b>
Arts & Sciences	3,274	60%	12%	41%	33%
Engineering	1,973	46%	17%	26%	23%
Peabody	403	44%	30%	19%	25%



**Table 2** further disaggregates undergraduate composition with the inclusion of students' enrollment year.

**Table 2.** Undergraduate Composition by Academic Division and Student Year (2023)

Division	Year	Total	Female		International		Domestic URG		FLI	
		N	N	%	N	%	N	%	N	%
All Undergraduates	First Year	1,432	764	53	224	16	498	35	430	30
	Sophomore	1,413	778	55	208	15	521	37	422	30
	Junior	1,400	806	58	220	16	486	35	380	27
	Senior	1,405	711	51	196	14	427	30	386	27
	<b>Total</b>	<b>5,650</b>	<b>3,059</b>	<b>54</b>	<b>848</b>	<b>15</b>	<b>1,932</b>	<b>34</b>	<b>1,618</b>	<b>29</b>
Arts & Sciences	First Year	806	459	57	105	13	343	43	277	34
	Sophomore	799	470	59	94	12	351	44	273	34
	Junior	847	556	66	93	11	368	43	276	33
	Senior	822	479	58	97	12	284	35	244	30
	<b>Total</b>	<b>3,274</b>	<b>1,964</b>	<b>60</b>	<b>389</b>	<b>12</b>	<b>1,346</b>	<b>41</b>	<b>1,070</b>	<b>33</b>
Engineering	First Year	511	249	49	81	16	134	26	120	23
	Sophomore	509	261	51	82	16	147	29	115	23
	Junior	476	217	46	99	21	104	22	91	19
	Senior	477	190	40	76	16	124	26	121	25
	<b>Total</b>	<b>1,973</b>	<b>917</b>	<b>46</b>	<b>338</b>	<b>17</b>	<b>509</b>	<b>26</b>	<b>447</b>	<b>23</b>
Peabody	First Year	115	56	49	38	33	21	18	33	29
	Sophomore	105	47	45	32	30	23	22	34	32
	Junior	77	33	43	28	36	14	18	13	17
	Senior	106	42	40	23	22	19	18	21	20
	<b>Total</b>	<b>403</b>	<b>178</b>	<b>44</b>	<b>121</b>	<b>30</b>	<b>77</b>	<b>19</b>	<b>101</b>	<b>25</b>

As noted earlier, JHU composition reports primarily employ a collective measure of racial and ethnic diversity (Domestic Underrepresented Group (D-URG)) and one of socioeconomic status (FLI) to assess JHU's progress in eliminating systemic barriers to institutional access for U.S. resident undergraduates from historically excluded and marginalized communities. **Table 3** disaggregates these collective measures and presents detailed counts of fall 2023 undergraduate composition by student year, gender, federal racial and ethnic categories, first generation status, and Pell recipientship.





**Table 3.** Undergraduate Composition by Academic Division and Student Year (2023)  
(with disaggregated socioeconomic status and race and ethnicity)

Division	Year	Total	Female	Inter national	Hispanic /Latino	Black or African American	AI/AN	NH/PI	Asian	White	Two or More Races	Unknown	First Gen	Pell Recipient
Arts & Sciences	Freshman	806	459	105	197	104	3	2	183	137	61	14	176	215
	Sophomore	799	470	94	199	114	3	0	205	121	53	10	188	203
	Junior	847	556	93	223	105	0	0	179	176	53	18	180	209
	Senior	822	479	97	168	80	1	0	241	183	48	4	130	195
	<b>Total</b>	<b>3,274</b>	<b>1,964</b>	<b>389</b>	<b>787</b>	<b>403</b>	<b>7</b>	<b>2</b>	<b>808</b>	<b>617</b>	<b>215</b>	<b>46</b>	<b>674</b>	<b>822</b>
Engineering	Freshman	511	249	81	89	32	1	0	167	104	31	6	83	77
	Sophomore	509	261	82	103	26	0	0	162	88	36	12	79	85
	Junior	476	217	99	61	24	0	1	163	87	32	9	56	60
	Senior	477	190	76	85	26	0	0	152	108	26	4	77	83
	<b>Total</b>	<b>1,973</b>	<b>917</b>	<b>338</b>	<b>338</b>	<b>108</b>	<b>1</b>	<b>1</b>	<b>644</b>	<b>387</b>	<b>125</b>	<b>31</b>	<b>295</b>	<b>305</b>
Peabody	Freshman	115	56	38	12	6	0	0	15	35	6	3	17	20
	Sophomore	105	47	32	12	9	0	0	14	28	9	1	19	19
	Junior	77	33	28	10	3	0	0	8	26	1	1	6	9
	Senior	106	42	23	9	7	0	0	15	42	6	4	5	19
	<b>Total</b>	<b>403</b>	<b>178</b>	<b>121</b>	<b>43</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>52</b>	<b>131</b>	<b>22</b>	<b>9</b>	<b>47</b>	<b>67</b>
All Undergraduates	Freshman	1,432	764	224	298	142	4	2	365	276	98	23	276	312
	Sophomore	1,413	778	208	314	149	3	0	381	237	98	23	286	307
	Junior	1,400	806	220	294	132	0	1	350	289	86	28	242	278
	Senior	1,405	711	196	262	113	1	0	408	333	80	12	212	297
	<b>Total</b>	<b>5,650</b>	<b>3,059</b>	<b>848</b>	<b>1,168</b>	<b>536</b>	<b>8</b>	<b>3</b>	<b>1,504</b>	<b>1,135</b>	<b>362</b>	<b>86</b>	<b>1,016</b>	<b>1,194</b>

Note: AI/AN is an abbreviation for “American Indian or Alaska Native” and NH/PI is “Native Hawaiian or Other Pacific Islander.”

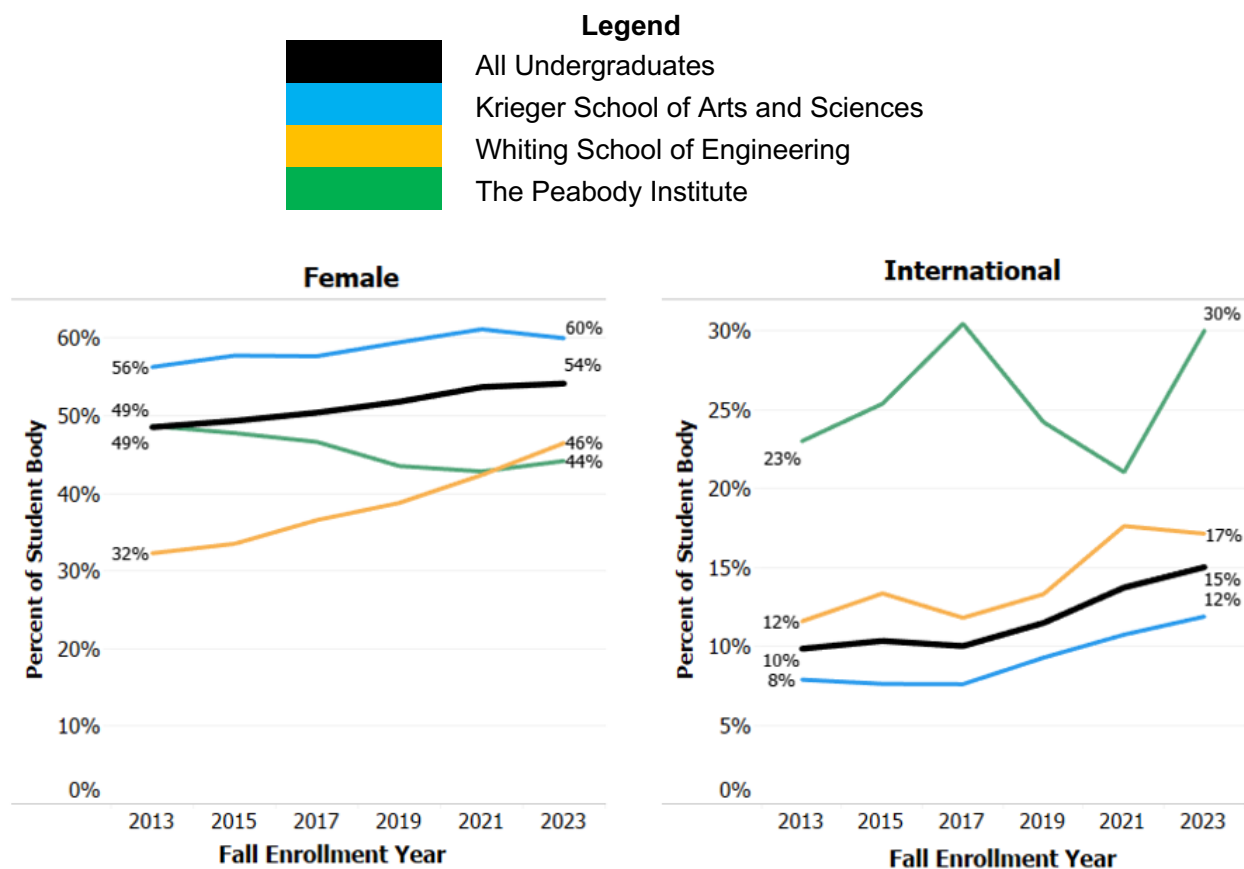


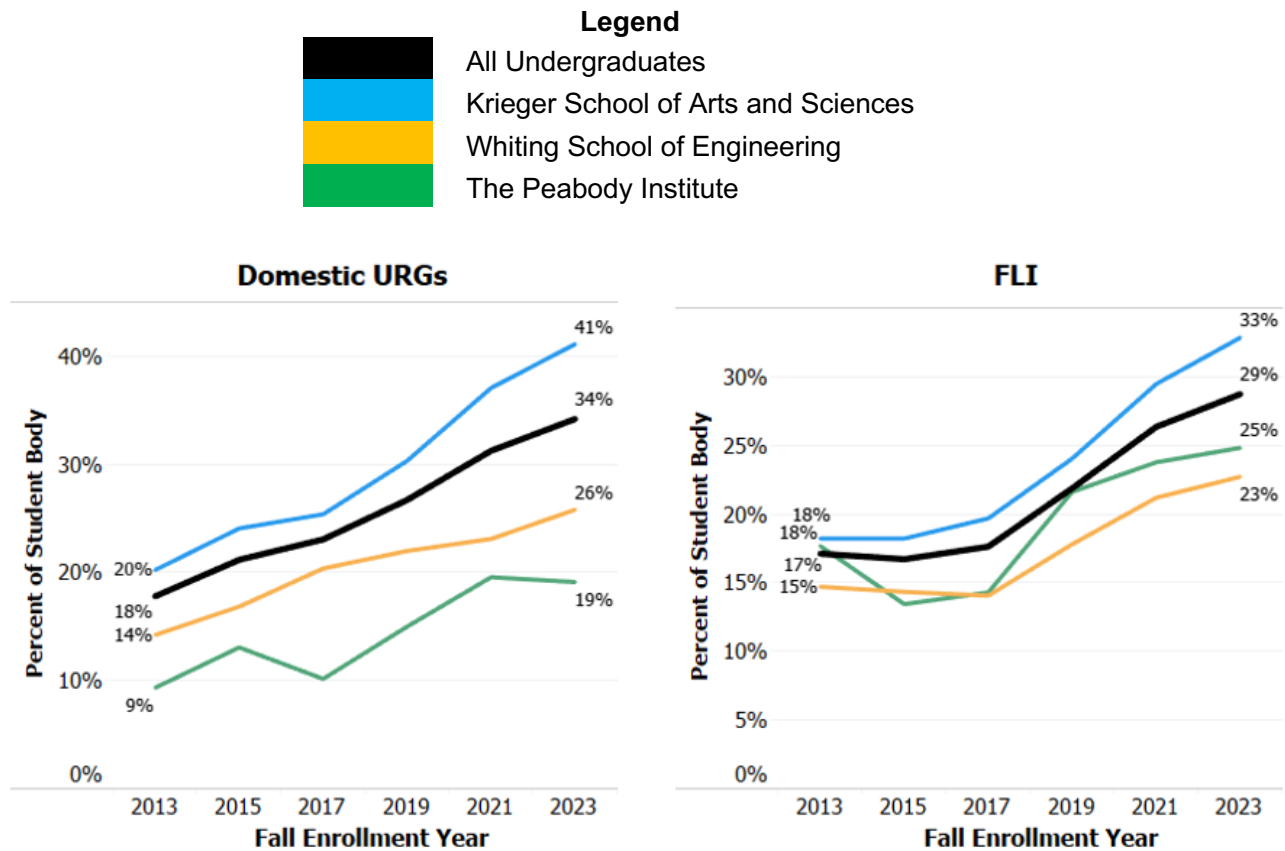
## Undergraduates from 2013 - 2023

From 2013 to 2023, JHU increased the representation of female, international, D-URG, and FLI undergraduates ([Chart 2](#)). The representation of female undergraduates at JHU has increased from 49% in 2013 to 54% in 2023. It has steadily increased within the Krieger School of Arts and Sciences (56% in 2013 to 60% in 2023) and Whiting School of Engineering (32% in 2013 to 46% in 2023) divisions; within the Peabody Institute, however, female undergraduate representation has decreased slightly (49% in 2013 to 44% in 2023).

The representation of international undergraduates has also increased, from 10% in 2013 to 15% in 2023. Within the academic divisions, the proportion of international undergraduates has slowly increased in the Krieger School of Arts and Sciences (8% in 2013 to 12% in 2023) and in Whiting School of Engineering (12% in 2013 to 17% in 2023). In the Peabody Institute, the representation of international students has consistently exceeded the university average, however there were years of steady growth (2014-2017) and years of decreasing representation (2017-2021). From 2021 to 2023, the proportion of international students in the Peabody Institute has increased from 21% to 30%.

**Chart 2.** Trends in Undergraduate Composition, 2013-2023





The proportion of domestic undergraduate students from underrepresented groups (D-URG) has consistently increased at the university, from 18% in 2013 to 34% in 2023. Within the academic divisions, the rate of growth has been most significant within the Krieger School of Arts and Sciences (20% in 2013 to 41% in 2023) and the Peabody Institute (9% in 2013 to 19% in 2023). Representation within the Whiting School of Engineering has also increased, albeit at a slower rate, from 14% in 2013 to 26% in 2023.

From 2013 to 2023, the university saw an increase in the proportion of first generation/limited income (FLI) undergraduates, from 17% in 2013 to 29% in 2023. Between 2013 and 2017, the percentage of FLI undergraduates remained relatively unchanged in the Krieger School of Arts and Sciences (averaged 18%) and the Whiting School of Engineering (averaged 14%) and slightly decreased in the Peabody Institute (18% in 2013 to 14% in 2017). The greatest increase in FLI undergraduate enrollment across all divisions began in 2018, the same year a historic gift from JHU alumnus Michael Bloomberg enabled JHU to fulfill its commitment to admissions without consideration of applicants' financial circumstances. The proportion of FLI undergraduate students increased from 18% in 2017 to 29% in 2023.

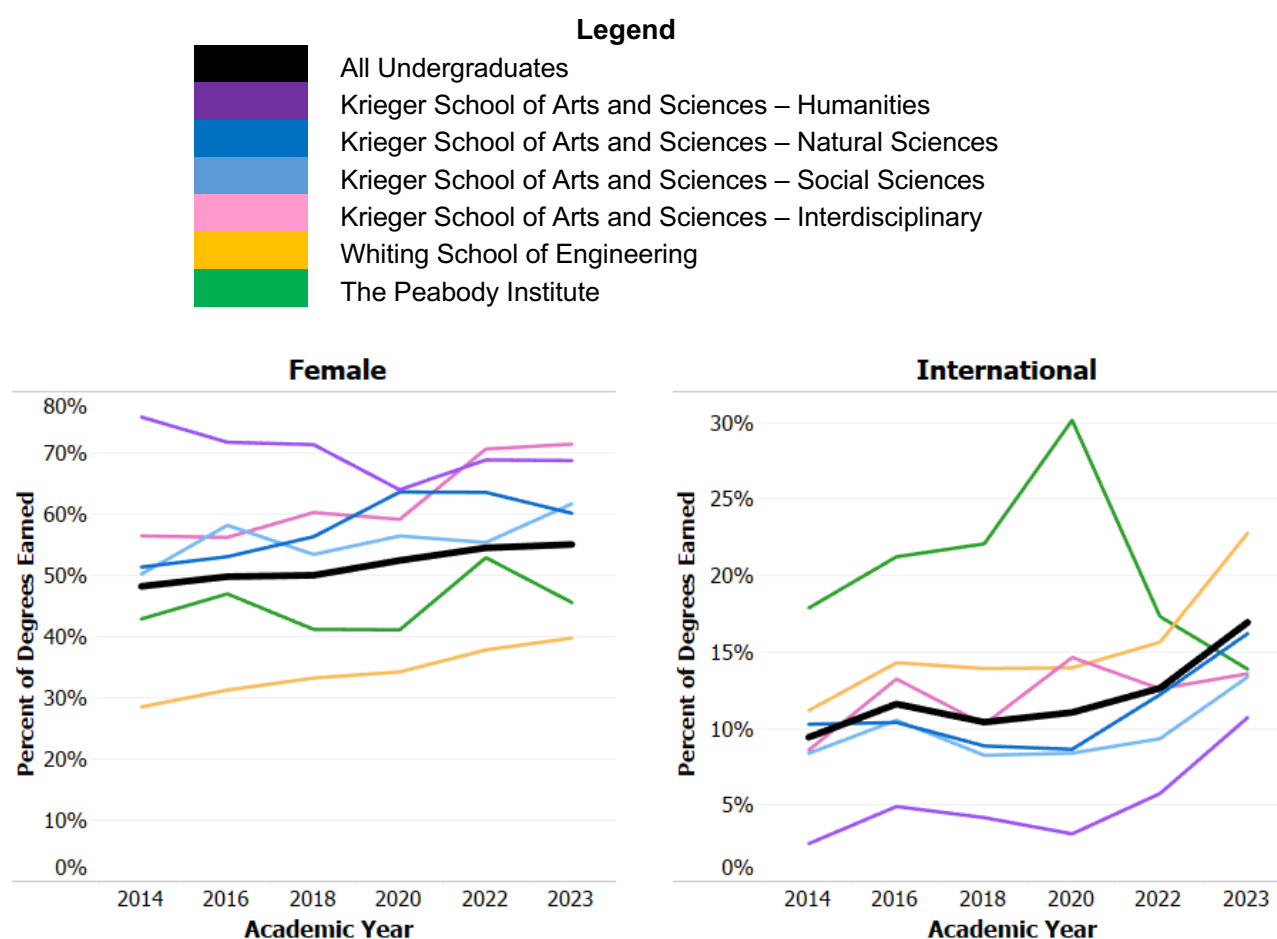


## V. Undergraduate Majors Conferred in AY 2022-23

In the 2022-23 academic year, 1,955 degrees were earned by 1,423 undergraduates. [Table 4](#) details the majors awarded by the three academic divisions which grant undergraduate degrees, with the Krieger School of Arts and Sciences further disaggregated into Humanities, Natural Sciences, Social Sciences, and Interdisciplinary major groups. The information presented in this section of the report is not intended for comparison to the enrollment section; instead, it shows the diversity of students based on the majors they earned for their undergraduate degree program at JHU. Undergraduates are reported once for each major they earned (e.g., a student who majored in English and Sociology is counted twice).

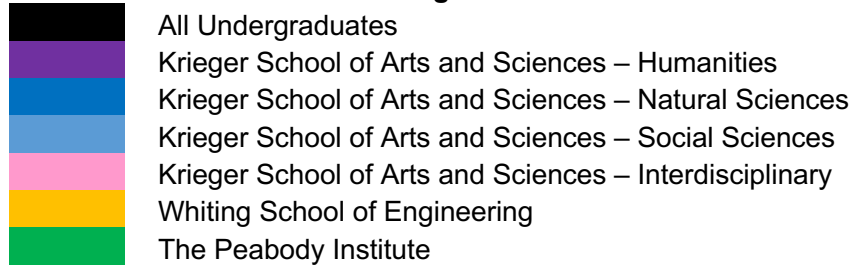
Since academic year 2013-14, the proportion of undergraduate majors awarded to all four demographic groups (female, international, domestic underrepresented group, and FLI undergraduates) has increased ([Chart 3](#)). However, within the Krieger School of Arts and Sciences, the proportion of humanities major degrees awarded to female undergraduates decreased between academic years 2013-14 and 2022-23 and in the Peabody Institute, the proportion of majors awarded to international undergraduates decreased overall between academic years 2013-14 and 2022-23.

**Chart 3.** Trends in Undergraduate Majors Earned by Demographic Category, AY 2013-2014 to AY 2022-23

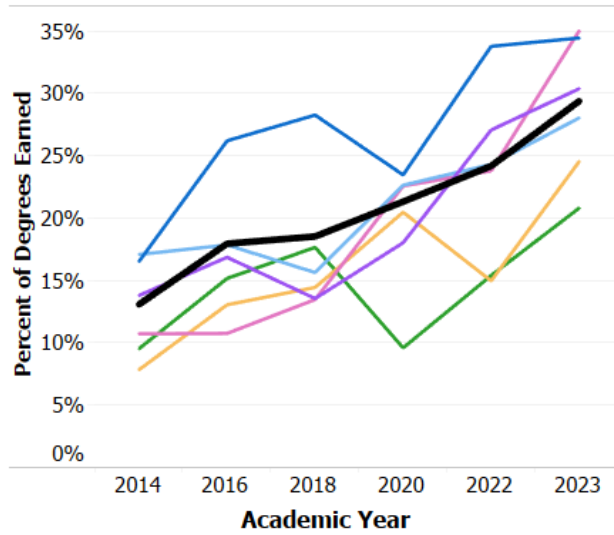




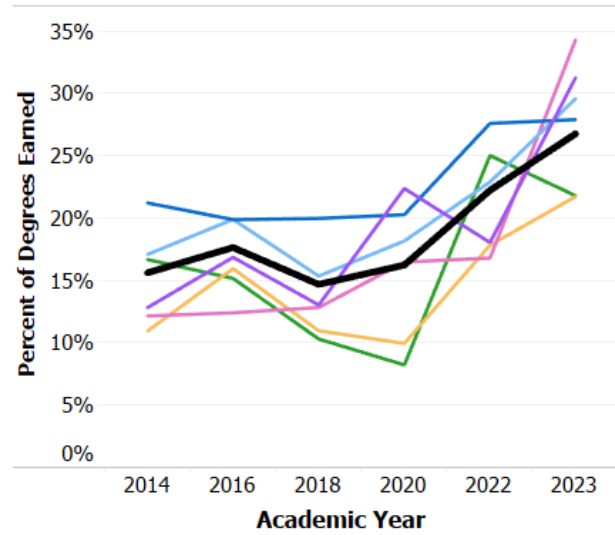
### Legend



**Domestic URGs**



**FLI**



**Table 4.** Undergraduate Majors (Degrees) Earned by Demographic Category, AY 2022-23

Division	IPEDS Major	Total	Female		International		Domestic URG		FLI	
			N	%	N	%	N	%	N	%
KSAS - Humanities	English	9	7	77.8	0	--	1	11.1	2	22.2
	French	11	9	81.8	1	9.1	3	27.3	4	36.4
	History	14	7	50.0	2	14.3	5	35.7	5	35.7
	History of Art	5	4	80.0	2	40.0	1	20.0	0	--
	History of Sci/Med/Tech	5	4	80.0	2	40.0	2	40.0	1	20.0
	Philosophy	12	4	33.3	2	16.7	5	41.7	3	25.0
	Spanish	16	11	68.8	0	--	11	68.8	10	62.5
	Writing Seminars	28	23	82.1	1	3.6	3	10.7	7	25.0
	<b>Humanities Total</b>	<b>112</b>	<b>77</b>	<b>68.8</b>	<b>12</b>	<b>10.7</b>	<b>34</b>	<b>30.4</b>	<b>35</b>	<b>31.3</b>
KSAS - Natural Sciences	Behavioral Biology	13	11	84.6	3	23.1	4	30.8	7	53.8
	Biology	27	15	55.6	1	3.7	18	66.7	12	44.4
	Biophysics	23	10	43.5	6	26.1	3	13.0	4	17.4
	Chemistry	27	14	51.9	3	11.1	12	44.4	7	25.9
	Cognitive Science	44	28	63.6	16	36.4	12	27.3	9	20.5
	Earth & Planetary Sciences	5	3	60.0	2	40.0	0	--	1	20.0
	Mathematics	41	10	24.4	13	31.7	10	24.4	9	22.0
	Molecular & Cellular Biology	186	112	60.2	22	11.8	63	33.9	41	22.0
	Natural Sciences Area	27	18	66.7	1	3.7	10	37.0	12	44.4
	Neuroscience	126	80	63.5	22	17.5	33	26.2	37	29.4
	Physics	23	8	34.8	5	21.7	9	39.1	4	17.4
	Psychology	100	77	77.0	10	10.0	47	47.0	36	36.0
	<b>Natural Sciences Total</b>	<b>642</b>	<b>386</b>	<b>60.1</b>	<b>104</b>	<b>16.2</b>	<b>221</b>	<b>34.4</b>	<b>174</b>	<b>27.1</b>
KSAS - Social Sciences	Anthropology	7	5	71.4	0	--	3	42.9	4	57.1
	Economics	145	61	42.1	38	26.2	23	15.9	30	20.7
	Political Science	36	20	55.6	1	2.8	11	30.6	9	25.0
	Public Health Studies	177	136	76.8	10	5.6	61	34.5	64	36.2
	Sociology	24	18	75.0	3	12.5	11	45.8	8	33.3
	<b>Social Sciences Total</b>	<b>389</b>	<b>240</b>	<b>61.7</b>	<b>52</b>	<b>13.4</b>	<b>109</b>	<b>28.0</b>	<b>115</b>	<b>29.6</b>
Interdisciplinary	East Asian Studies	8	8	100	2	25.0	0	--	1	12.5
	Environmental Science	9	6	66.7	1	11.1	2	22.2	1	11.1
	Environmental Studies	5	4	80.0	1	20.0	3	60.0	0	--
	International Studies	81	52	64.2	13	16.0	25	30.9	29	35.8
	Medicine, Science and the Humanities	32	27	84.4	1	3.1	17	53.1	16	50.0
	<b>Interdisciplinary Total</b>	<b>140</b>	<b>100</b>	<b>71.4</b>	<b>19</b>	<b>13.6</b>	<b>49</b>	<b>35.0</b>	<b>48</b>	<b>34.3</b>
<b>Arts &amp; Sciences Total</b>		<b>1,283</b>	<b>803</b>	<b>62.6</b>	<b>187</b>	<b>14.6</b>	<b>413</b>	<b>32.2</b>	<b>372</b>	<b>29.0</b>
Engineering	Applied Mathematics and Statistics	111	36	32.4	36	32.4	20	18.0	22	19.8
	Biomedical Eng	108	54	50.0	17	15.7	20	18.5	8	7.4
	Chemical & Biomolecular Eng	81	38	46.9	14	17.3	26	32.1	22	27.2
	Computer Eng	12	4	33.3	2	16.7	4	33.3	5	41.7
	Computer Science	173	60	34.7	48	27.7	42	24.3	38	22.0
	Electrical Eng	22	7	31.8	7	31.8	6	27.3	8	36.4
	Environmental Eng	8	6	75.0	0	--	5	62.5	3	37.5
	Mat Sci & Eng	11	5	45.5	1	9.1	3	27.3	0	--
	Mechanical Eng	40	14	35.0	5	12.5	11	27.5	13	32.5
<b>Engineering Total</b>		<b>571</b>	<b>227</b>	<b>39.8</b>	<b>130</b>	<b>22.8</b>	<b>140</b>	<b>24.5</b>	<b>121</b>	<b>21.2</b>
<b>Peabody Total</b>		<b>101</b>	<b>46</b>	<b>45.5</b>	<b>14</b>	<b>13.9</b>	<b>21</b>	<b>20.8</b>	<b>22</b>	<b>21.8</b>
<b>University Total</b>		<b>1,955</b>	<b>1,076</b>	<b>55.0</b>	<b>331</b>	<b>16.9</b>	<b>574</b>	<b>29.4</b>	<b>523</b>	<b>26.8</b>

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



## VI. Peer Institution Comparison

Benchmarking against peer institutions offers a valuable, but lagging<sup>8</sup>, metric to assess institutional progress and monitor changes over time at a national level. Using data from IPEDS, the gender and race and ethnicity composition of JHU's enrolled undergraduates in fall 2022, as well as the proportion of bachelor's degrees awarded in academic year 2021-22, by demographic group is compared to three reference groups: Ivy Plus, AAU private universities, and AAU public universities in [Table 5](#).<sup>9</sup>

In fall 2022, JHU enrolled a higher proportion of Asian, Black or African American, Hispanic or Latino, and International undergraduate students than its Ivy Plus, AAU Private, and AAU Public peer groups. In comparison to our primary peer group, Ivy Plus, JHU enrolled a higher proportion of female<sup>10</sup> undergraduates.

**Table 5.** Composition of Enrolled Undergraduate Students at JHU and Select Peer Groups By Demographic Category (%), Fall 2022

	Female	Inter-national	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Unknown Race/Ethnicity
<b>JHU</b>	<b>53.9</b>	<b>14.8</b>	<b>0.1</b>	<b>26.6</b>	<b>9.2</b>	<b>20.4</b>	<b>&lt; 0.1</b>	<b>20.6</b>	<b>6.7</b>	<b>1.5</b>
<b>Ivy+</b>	51.6	12.6	0.3	23.0	7.9	13.9	0.1	32.5	6.9	2.8
<b>AAU Private</b>	53.9	14.4	0.2	20.1	7.2	13.9	0.1	35.6	5.8	2.7
<b>AAU Public</b>	52.4	7.5	0.2	17.2	4.5	16.0	0.1	47.3	5.1	2.2

Note: IPEDS Fall 2022, Enrollment, Degree-seeking, full-time undergraduates

[Table 6](#) compares the proportion of bachelor's degrees awarded by JHU in academic year 2021-22 to the same three reference groups. As noted earlier in the report, it can be helpful to examine the diversity of the students based on the degrees awarded at the end of their undergraduate experience at Hopkins.

In academic year 2021-22, the proportion of bachelor's degrees awarded by JHU to female undergraduates is similar to Ivy Plus peers and slightly lower than that of AAU Private and AAU Public groups. With respect to race and ethnicity, the proportion of degrees awarded by JHU to

<sup>8</sup> Comparison data is always at least one year old, owing to the lag between institutional data submissions to IPEDS and the public release of federal data. More detailed information is shared in Appendix B.

<sup>9</sup> The Association of American Universities (AAU) is an organization of US and Canadian research universities; membership includes 69 public and private US universities and two Canadian universities. Please see Appendix A for comparison group membership. Data is not included for the two Canadian universities as they do not participate in IPEDS. Comparison to AAU public institutions is included for completeness, recognizing the mission and admission patterns vary considerably between public and private schools.

<sup>10</sup> IPEDS utilizes an equivalency for gender: male = man and female = woman, using the terms interchangeably.



Asian undergraduates is considerably higher than that of all three peer groups and the proportion of majors awarded to White students is notably lower. For international undergraduates, the proportion of degrees awarded at JHU is lower than Ivy Plus and AAU Private peer groups.

**Table 6.** Proportion of Bachelor's Degrees Awarded at JHU and Select Peer Groups  
By Demographic Category (%), AY 2021-22

	Female	Inter- national	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latino	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Unknown Race/ Ethnicity
<b>JHU</b>	51.9	9.7	< 0.1	28.9	6.7	13.5	< 0.1	30.0	6.7	4.5
<b>Ivy+</b>	51.8	13.0	0.3	21.3	6.8	12.2	0.1	37.6	5.5	3.2
<b>AAU Private</b>	54.6	14.3	0.2	17.8	6.0	11.9	0.1	41.5	4.9	3.2
<b>AAU Public</b>	53.2	9.4	0.2	15.4	4.3	15.0	0.1	49.2	4.5	1.8

Note: IPEDS Academic Year 2021-22, Completions

Appendix A provides more detail of the undergraduate enrollment composition and degrees awarded, charting the distribution of institutions within each peer group, with JHU as primary reference.





## VII. JHU's Ongoing Commitment

The changing demographic trends of the undergraduate student body reflected in this composition report are a demonstration of the university's commitment to inclusive excellence. 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 discoveries, and interpersonal and cross-cultural engagement.

The JHU Report on Undergraduate Student Composition is 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. 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 utilization of quantitative data from internal and external sources to measure both processes and outcomes.



## VIII. Appendix

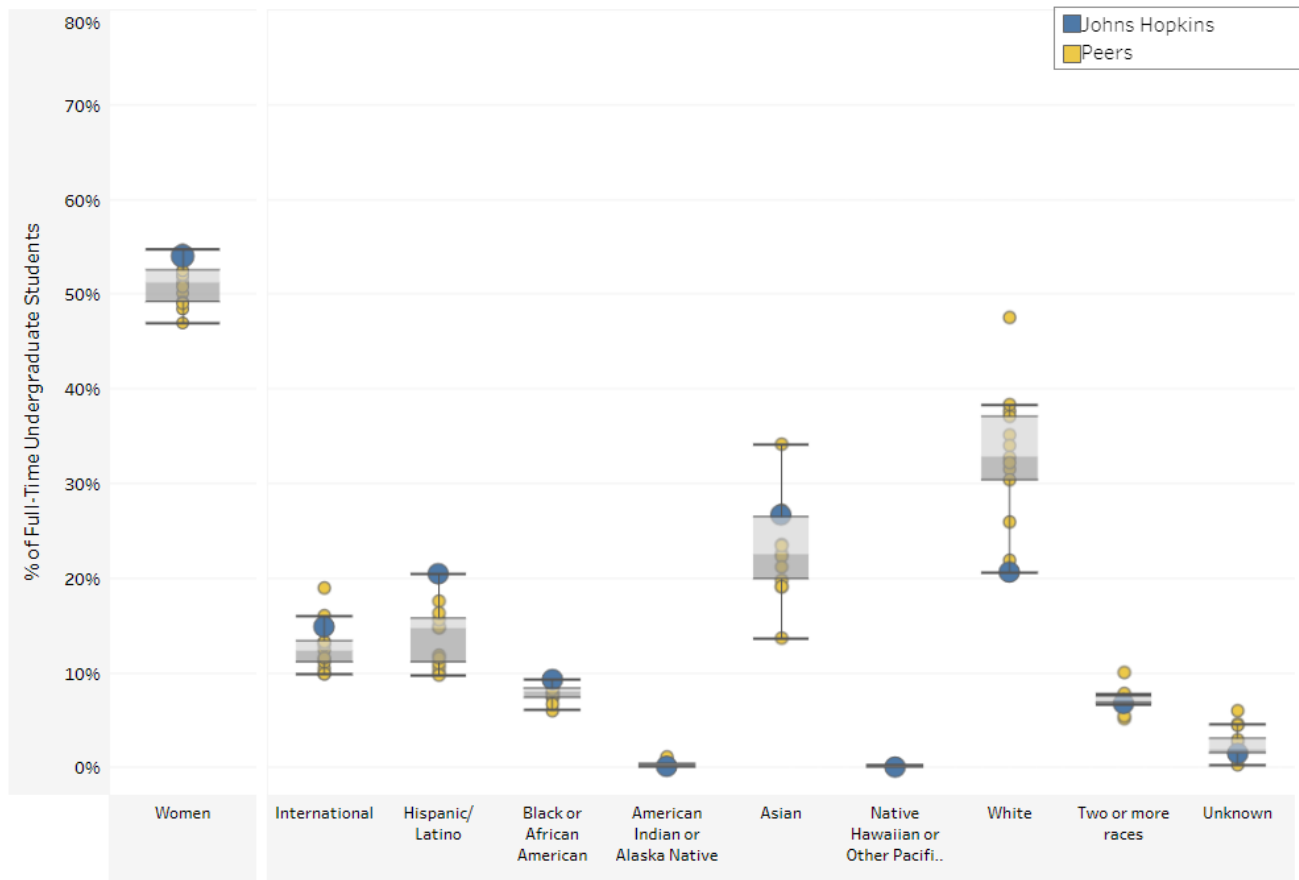
### Institutional Peer Group Comparisons

#### Undergraduate Enrollment

##### Full-time Undergraduate Student Enrollment

##### Demographic Composition, AY2022-23

Johns Hopkins compared to Ivy Plus Peers

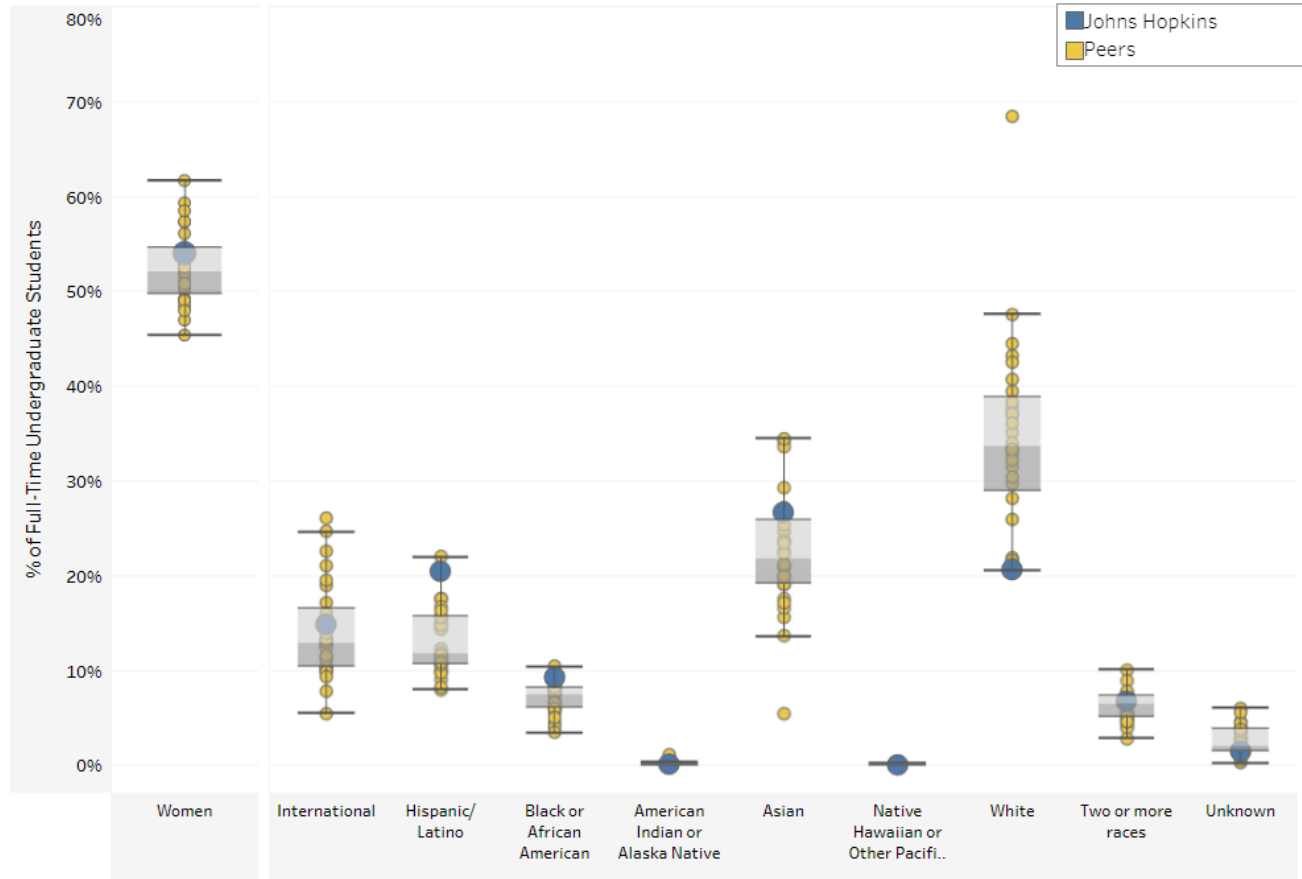


Data Source: IPEDS Enrollment curated by American Association of Universities Data Exchange (AAUDE)



## Full-time Undergraduate Student Enrollment Demographic Composition, AY2022-23

Johns Hopkins compared to AAU Private Peers

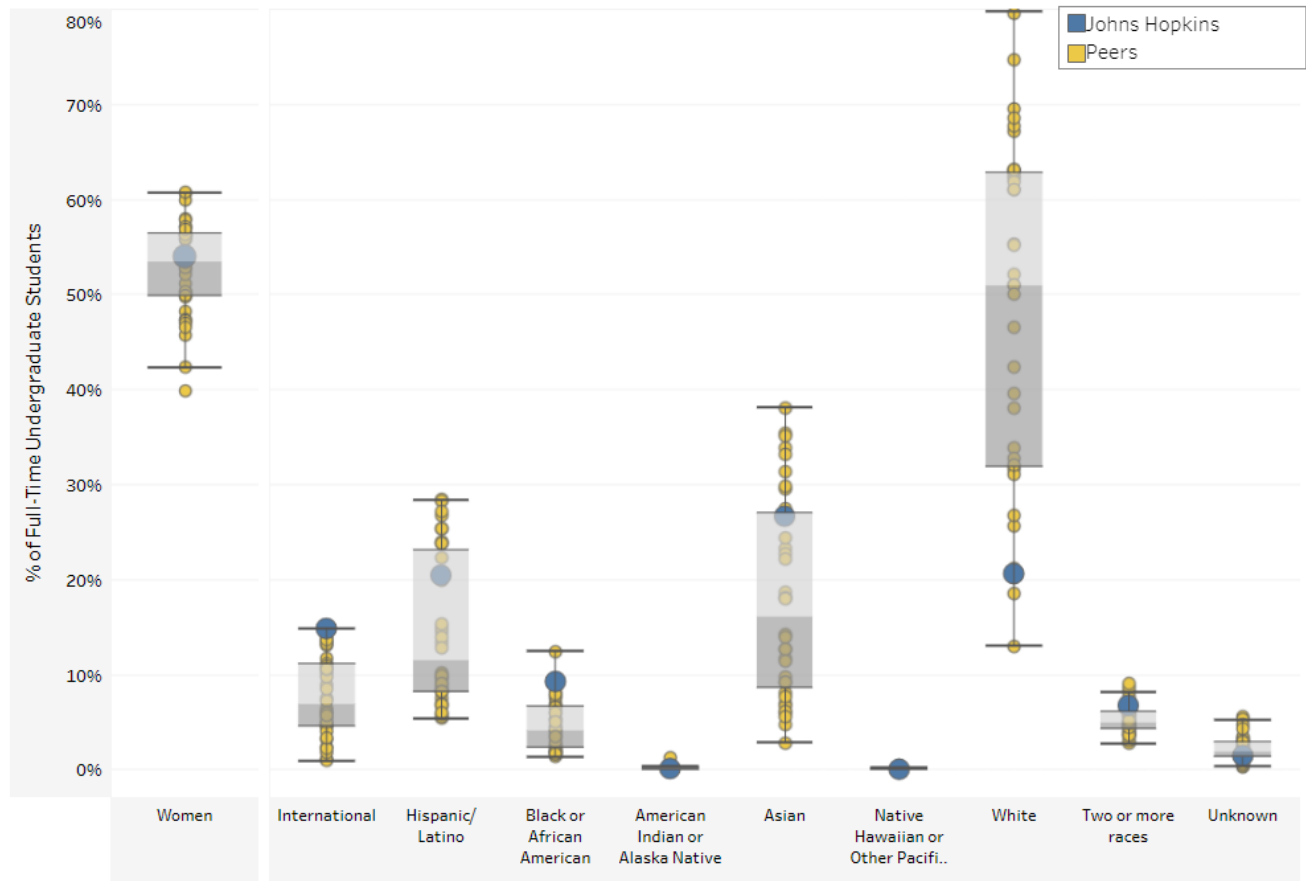


Data Source: IPEDS Enrollment curated by American Association of Universities Data Exchange (AAUDE)



## Full-time Undergraduate Student Enrollment Demographic Composition, AY2022-23

Johns Hopkins compared to AAU Public Peers



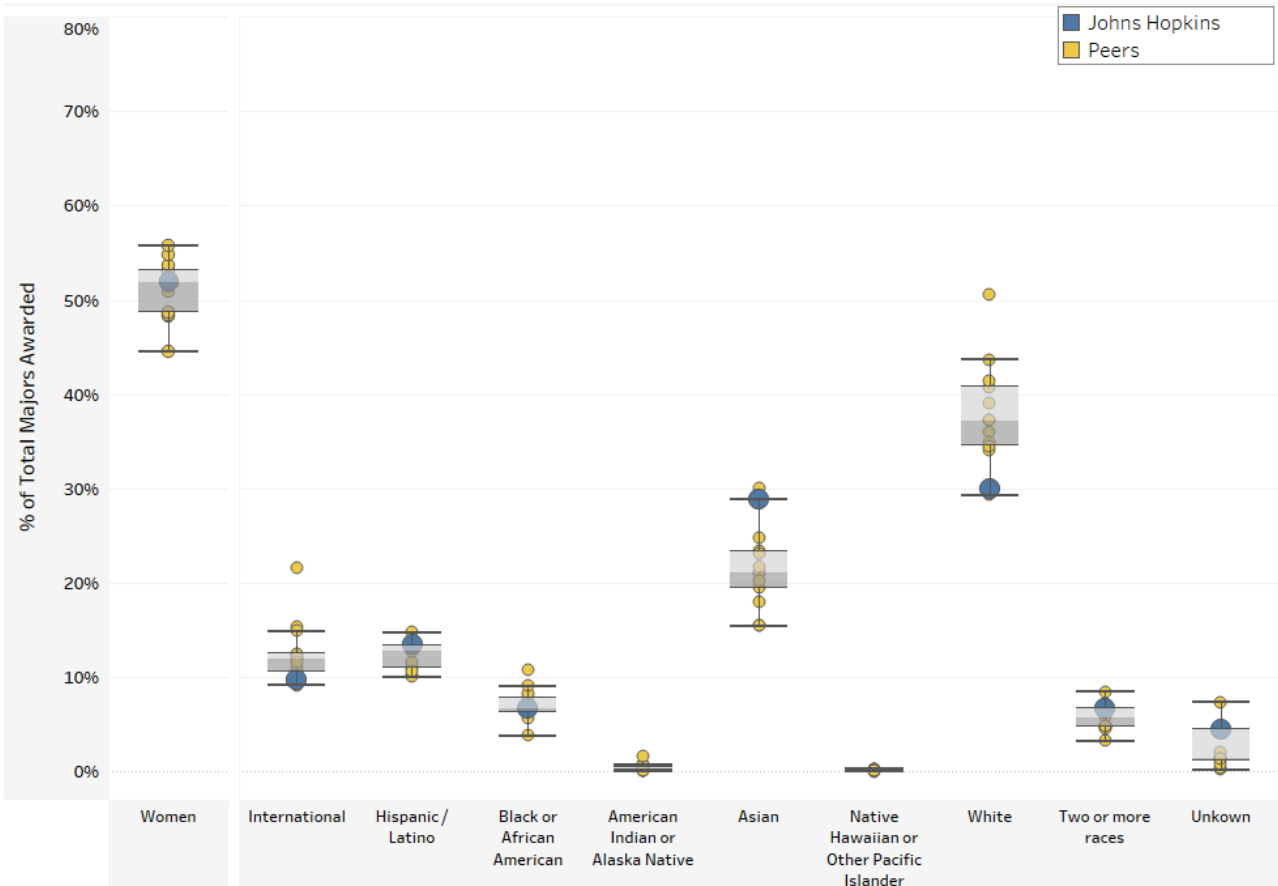
Data Source: IPEDS Enrollment curated by American Association of Universities Data Exchange (AAUDE)



## Undergraduate Degrees Conferred

### Undergraduate Bachelor's Degrees Earned Demographic Composition, AY2021-22

Johns Hopkins compared to Ivy Plus Peers

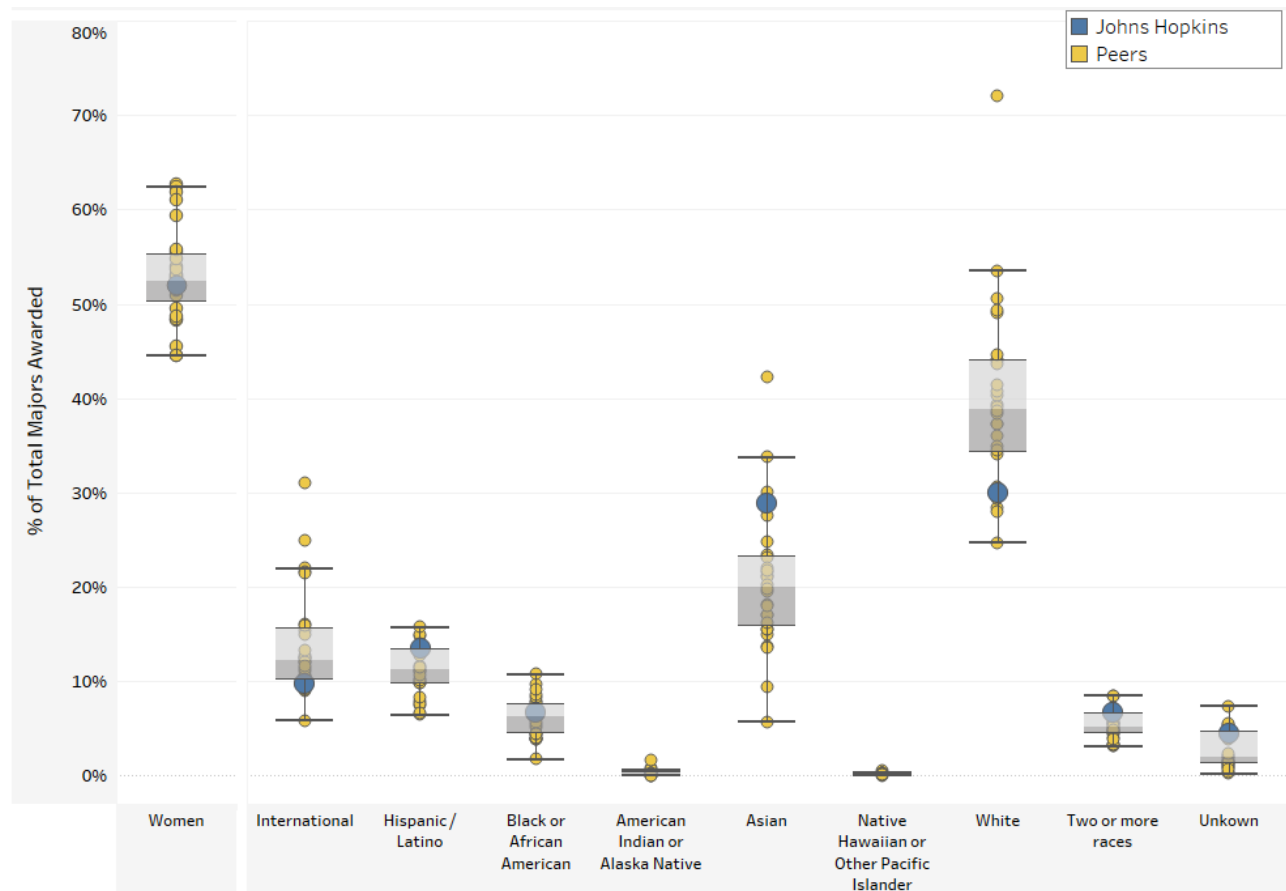


Data Source: IPEDS Completions curated by American Association of Universities Data Exchange (AAUDE)



## Undergraduate Bachelor's Degrees Earned Demographic Composition, AY2021-22

Johns Hopkins compared to AAU Private Peers

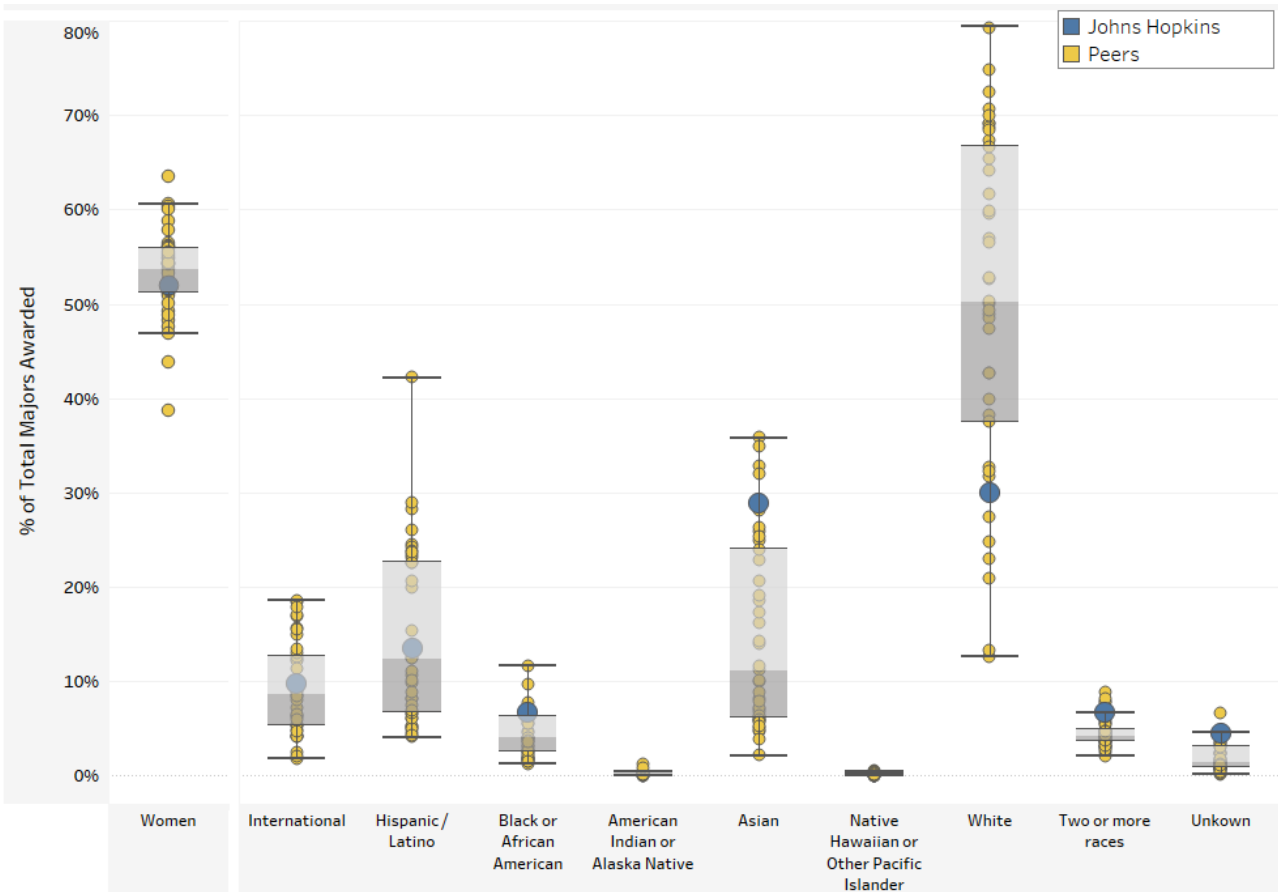


Data Source: IPEDS Completions curated by American Association of Universities Data Exchange (AAUDE)



## Undergraduate Bachelor's Degrees Earned Demographic Composition, AY2021-22

Johns Hopkins compared to AAU Public Peers



Data Source: IPEDS Completions curated by American Association of Universities Data Exchange (AAUDE)



## List of Public and Private AAU Universities

### 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  
 George Washington 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 Miami  
 University of Notre Dame  
 University of Pennsylvania\*  
 University of Rochester  
 University of Southern California  
 Vanderbilt University  
 Washington University in St Louis  
 Yale University\*

### Public AAUs

Arizona State University  
 Georgia Institute of Technology  
 Indiana University Bloomington  
 Michigan State University  
 The Ohio State University  
 The Pennsylvania State University  
 Purdue University  
 Rutgers University–New Brunswick  
 SUNY–Buffalo  
 SUNY–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, Riverside  
 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

\* Denotes Ivy Plus institution