



Marywood

U N I V E R S I T Y



FACT BOOK 2025-2026

Office of Planning and Institutional Effectiveness

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Mission Statement

Marywood University, sponsored by the Congregation of the Sisters, Servants of the Immaculate Heart of Mary, roots itself in the Catholic intellectual tradition, the principle of justice, and the belief that education empowers people. The University integrates an enduring liberal arts tradition and professional disciplines to create a comprehensive learning experience. Our undergraduate and graduate programs promote academic excellence, advance innovative scholarship, and foster leadership in service to others. Within a welcoming and supportive community, Marywood challenges individuals of all backgrounds to achieve their full potential and make choices based on spiritual and ethical values. Marywood University prepares students to seek sustainable solutions for the common good and educates global citizens to live responsibly in an interdependent world.

MEMORANDUM

TO: Marywood University Colleagues

FROM: Joseph Datz
Assistant Director of Institutional Research

Nikki Walheim
Institutional Research Graduate Assistant

RE: Fact Book 2025-2026

DATE: January 16th, 2026

The Marywood University *Fact Book 2025-2026*, thirtieth edition, presents concise tables of data counts and trends on students, personnel, finances and facilities. Input is submitted by many campus departments and units and then assembled and published by the Office of Planning and Institutional Effectiveness. Sincere thanks to our campus colleagues for their assistance.

We welcome your comments and suggestions for producing a *Fact Book* with the most timely and useful information possible for the entire campus. The contact person in the Office of Planning and Institutional Effectiveness for questions and comments on the *Fact Book 2025-2026* is Joseph Datz, who may be reached at jhdatz@marywood.edu or (570) 348-6211 Ext. 6203.

Synopsis of Associate and Baccalaureate Degree Programs and Majors

(Total 69*, 3 Associates, 66 Baccalaureate)

AA	Media Production	BA	Religious Studies
AAS	Paralegal Studies	BA	Sociology
AAS	Surveying	BA	Spanish
BA	Art Education	BA	Spanish/Secondary Education
BA	Art Therapy	BA	Theatre
BA	Arts Administration	BA	Theatre Education
	<ul style="list-style-type: none"> • Art • Music • Theater 	BArch	Architecture
BA	Criminal Justice	BBA	Accounting
BA	English	BBA	Aviation Management
	<ul style="list-style-type: none"> • Literature • Writing 		<ul style="list-style-type: none"> • Airline/Airport Management • Professional Pilot / Flight Operations
BA	Environmental Studies	BBA	Financial Crime Investigation
	<ul style="list-style-type: none"> • Environmental Science • Environmental Justice • Environmental Humanities 	BBA	Financial Planning
BA	English/Secondary Education	BBA	International Business
BA	History	BBA	Management
BA	History/Pre-law	BBA	Management
BA	History-Social Science/Secondary Education		<ul style="list-style-type: none"> • Health Services Administration • Hospitality Management • Sports Management
BA	Multimedia Communication	BBA	Marketing
	<ul style="list-style-type: none"> • Film, TV, and Digital Communication • Sports Media • Interdisciplinary (Build Your Own Track) 	BEDA	Environmental Design – Architecture
BA	Music (Musical Theatre)	BFA	Design
BA	Music Production and Entrepreneurship		<ul style="list-style-type: none"> • Graphic Design
BA	Pre-Law	BFA	Studio Art
BA	Philosophy		<ul style="list-style-type: none"> • 2D • 3D • Illustration • Photography
		BIA	Interior Architecture
		BM	Music Education
		BM	Music Performance

* Tracks of a program are considered together as 1 program.

Source: Office of the Registrar

Synopsis of Associate and Baccalaureate Degree Programs and Majors (Continued)

BM	Music Therapy	BS	Health Sciences
BS	Biology	BS	Human Development
BS	Biology	BS	Information Security
	<ul style="list-style-type: none"> • Medical Laboratory Science • Pre-Chiropractic • Pre-Physician Assistant Studies • Pre-Professional 	BS	Mathematics
		BS	Mathematics/Secondary Education
BS	Biology/Secondary Education	BS	Nutrition and Dietetics
BS	Biotechnology	BS	Nutrition and Dietetics/Spanish
BS	Communication Sciences and Disorders (Pre-Professional)	BS	Psychology
BS	Computer Science	BS	Psychology
BS	Construction Management		<ul style="list-style-type: none"> • Clinical Practice
BS	Early Childhood and Elementary Education	BS	Respiratory Therapy
BS	Early Childhood and Elementary Education/Special Education	BS	Respiratory Therapy (RRT to BSRT)
BS	Environmental Science	BS	Special Education
BS	Exercise Science	BS	Special Education
BS	Exercise Science		<ul style="list-style-type: none"> • Early Childhood Education - PK-4 • English Secondary • Mathematics Secondary
	<ul style="list-style-type: none"> • Athletic Training 	BSN	Nursing
BS	Health & Physical Education		<ul style="list-style-type: none"> • LPN to BSN • Pre-Service • RN
	<ul style="list-style-type: none"> • Education 	BSW	Social Work
		BVA	Virtual Architecture

Source: Office of the Registrar

Synopsis of Graduate Degree Programs

(Total 37 Masters*, 1 EdS, 1 Doctoral, 1 PsyD)

EMNLP	Executive Master of Nonprofit Leadership and Public Management	MPA	Executive Master of Public Administration
MA	Art Therapy	MS	Biotechnology
MA	Clinical Mental Health Counseling	MS	Counseling Psychology
MA	Development Theory	MS	Counselor Education PK-12
MA	Pk-12 Development Theory	MS	Criminal Justice
MA	Professional Writing	MS	Education
MA	Psychology	MS	Healthcare Administration
	<ul style="list-style-type: none"> • Clinical Services • General Theoretical 	MS	Higher Education Administration
MA	Studio Art	MS	Management Information Systems
	<ul style="list-style-type: none"> • Ceramics • Painting • Photography • Printmaking • Sculpture 	MS	Nutrition
MArch	Architecture	MS	Physician Assistant Studies
MAT	PK-4 Education	MS	Reading Education
MAT	Secondary/K-12 Education	MS	School Leadership
MAT	Special Education	MS	Special Education
MBA	Business Administration	MS	Special Education Administration and Supervision
	<ul style="list-style-type: none"> • General Management • Finance and Investments • Management Information Systems 	MS	Speech-Language Pathology
MBA	Executive Master of Business Administration	MS	Sports and Human Performance Nutrition
MFA	Visual Arts	MSAT	Athletic Training
	<ul style="list-style-type: none"> • Graphic Design • Illustration 	MSW	Social Work
MIA	Interior Architecture	EdS	School Psychology
MNLP	Master of Nonprofit Leadership and Public Management	PhD	Strategic Leadership and Administrative Studies
MPA	Public Administration		<ul style="list-style-type: none"> • Curriculum and Instruction • PreK-12 Supervisor • Special Education Supervisor • Superintendent Letter of Eligibility
		PsyD	Clinical Psychology

* Tracks of a program are considered together as 1 program.

Source: Office of the Registrar

Degrees Granted by College and Department

Reap College of Creative and Professional Studies

	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
Art					
B.A.	22	14	6	18	13
B.F.A.	17	22	13	20	22
M.A.	3	19	13	6	10
M.F.A.	3	6	3	6	6
Communication Arts*					
B.A.				4	18
Communication, Language, and Literature*					
B.A.	16	14	15	2	
M.A.	2	0	0	0	
English/Modern Languages*					
B.A.				8	11
M.A.				2	1
Global Initiatives & Programs**					
E.M.B.A.				40	62
M.B.A.				77	155
Music, Theatre, and Dance*					
B.A.	3	2	2	0	5
B.M.	9	14	15	15	13
M.A.	0	0	0	0	0
PhD					
Ph.D.	5	7	3	6	11
Philosophy, Religious Studies*					
B.A.	1	0	1	2	1
Public Administration					
M.P.A.	4	5	2	7	3
E.M.P.A.				2	2
E.M.N.L.P.					3
School of Architecture					
B.Arch	30	35	48	36	44
B.E.D.A.	1	0	2	0	2
B.I.A.	17	12	11	12	11
M.I.A.	3	2	2	3	3
School of Business and Global Innovation**					
B.B.A.	45	43	35	48	62
M.B.A.	14	14	172	13	21
M.H.S.A.	1	0	0	0	0
M.S.	3	2	1	3	10
School of Education					
B.S.	21	17	25	30	30
M.A.T.	17	12	11	13	10
M.S.	17	14	17	19	16
Social Sciences*					
B.A.	14	17	16	18	16
M.S.	4	4	2	4	0
Total Bachelors	189	181	184	213	232
Total Masters	72	80	223	195	318
Total Doctoral	5	7	3	6	11

*Last year, the graduation data of the departments inside the School of the Humanities and the School of The Visual and Performing Arts were consolidated. This year, at the request of the college, these aggregations have now been retroactively split into their independent departments.

** At the request of the new Global Initiatives and Programs department, their data has been retroactively split from the School of Business and Global Innovation. In prior years these two departments shared data.

Source: Office of the Registrar

Degrees Granted by College and Department (Continued)

College of Health Sciences					
	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
Athletic Training and Exercise Science*					
B.S.	22	6			
Communication Sciences and Disorders					
B.S.	28	22	25	21	24
M.S.	17	22	23	25	18
Exercise Science*					
B.S.			3	7	
Health, Nutrition, and Exercise Science					
B.S.					26
M.S.					22
Nursing, Respiratory Therapy and Healthcare Administration*					
B.A.	1	0	0	0	0
B.S.	5	5	12	9	7
B.S.N.	46	39	28	25	34
M.H.S.A.	4	5	5	4	1
M.S.				1	3
Nutrition and Dietetics*					
B.S.	16	12	12	9	
M.S.	38	33	47	30	
Physician Assistant					
M.S.	53	55	46	50	50
Psychology and Counseling					
B.S.	13	18	25	22	22
M.A.	37	26	33	35	30
M.S.	12	7	6	2	13
Ed.S.	1	0	4	6	4
Psy.D.	7	11	7	15	9
School of Social Work					
B.A.					1
B.S.W.	8	12	8	5	14
M.H.S.A.	0	1			
M.S.W.	74	80	64	56	38
Science, Math, and Computer Science					
B.S.	67	57	51	71	71
M.S.	3	5	3	2	3
Total Bachelors	211	174	165	169	192
Total Masters	239	233	226	205	178
Total Education Specialist	1	0	4	6	4
Total Doctoral	7	11	7	15	9

* Athletic Training was replaced by Exercise Science at the beginning of the 2022-2023 academic year. In the 2024-2025 academic year, both Nutrition and Exercise Science were replaced by the Health, Nutrition, and Exercise Science department.

University Overall					
	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
Total Bachelors Awarded	415	375	367	382	424
Total Masters Awarded	310	327	554	400	496
Total Educational Specialist Awarded	1	0	4	6	4
Total Doctoral Awarded	17	12	18	10	20
Total All Degrees Awarded	735	738	720	935	944

Source: Office of the Registrar

Admissions Activity

Undergraduate Fall Full Time and Part Time New Students

	2021	2022	2023	2024	2025
Applied	2,845	2,976	3,489	4,663	3,729
Domestic			3,230	3,384	3,407
International			259	1,279	322
First-year	2,541	2,647	3,136	4,236	3,341
Domestic			2,918	3,064	3,046
International			218	1,172	295
Transfer	304	329	353	427	388
Domestic			312	320	361
International			41	107	27
Offered Admission	2,236	2,302	2,807	2,733	2,822
Domestic			2,557	2,692	2,790
International			250	41	32
First-year	2,080	2,137	2,625	2,566	2,632
Domestic			2,415	2,537	2,602
International			210	29	30
Transfer	156	165	182	167	190
Domestic			142	155	188
International			40	12	2
Offer Rate	78.6%	77.4%	80.5%	57.7%	75.7%
Domestic			79.1%	69.3%	81.8%
International			96.5%	1.2%	10.0%
First-year	81.9%	80.1%	83.7%	60.6%	78.7%
Domestic			82.8%	82.8%	76.4%
International			96.3%	2.4%	10.2%
Transfer	51.3%	50.2%	51.6%	3.9%	49.0%
Domestic			45.5%	48.4%	52.1%
International			97.6%	11.2%	6.7%
Current Confirmed	550	550	534	535	728
Domestic			516	529	719
International			18	6	9
First-year	464	457	435	451	589
Domestic			427	447	582
International			8	4	7
Transfer	86	93	99	84	139
Domestic			89	82	137
International			10	2	2
Yield Rate	24.6%	23.9%	19.0%	19.6%	26.2%
Domestic			20.1%	19.7%	25.7%
International			7.2%	14.6%	28.2%
First-year	22.3%	21.4%	16.5%	17.6%	22.4%
Domestic			10.1%	17.6%	22.4%
International			3.1%	13.8%	23.3%
Transfer	55.1%	56.4%	54.4%	50.3%	73.1%
Domestic			62.6%	52.9%	72.9%
International			25.0%	16.7%	100.0%

Source: Admissions

2020 - 2025 Admissions Activity

Graduate Full Time and Part Time New Students by Calendar Year

	2021	2022	2023	2024	2025
RCCPS					
Applications (Domestic)				250	424
Applications (Intl Non-Global)				1958	469
Applications (Global)				125	289
Applications (Total)				2331	1182
Submitted Apps (Domestic)				189	348
Submitted Apps (Intl Non-Global)				1081	315
Submitted Apps (Global)				125	289
Submitted Apps (Total)				1393	952
Accepted (Domestic)				162	279
Accepted (Intl Non-Global)				99	49
Accepted (Global)				124	274
Accepted (Total)				383	602
Confirms (Domestic)				131	219
Confirms (Intl Non-Global)				54	30
Confirms (Global)				123	274
Confirms (Total)				306	525
Current Confirmed (Domestic)				113	191
Current Confirmed (Intl Non-Global)				21	14
Current Confirmed (Global)				119	270
Current Confirmed (Total)				251	477
CHS					
Applications (Domestic)				611	693
Applications (Intl Non-Global)				1039	322
Applications (Global)				0	0
Applications (Total)				1650	1015
Submitted Apps (Domestic)				503	619
Submitted Apps (Intl Non-Global)				573	214
Submitted Apps (Global)				0	0
Submitted Apps (Total)				1076	833
Accepted (Domestic)				307	359
Accepted (Intl Non-Global)				71	63
Accepted (Global)				0	0
Accepted (Total)				378	422
Confirms (Domestic)				230	278
Confirms (Intl Non-Global)				38	50
Confirms (Global)				0	0
Confirms (Total)				268	329
Current Confirmed (Domestic)				190	245
Current Confirmed (Intl Non-Global)				22	23
Current Confirmed (Global)				0	0
Current Confirmed (Total)				212	279

Source: Admissions

2020 - 2025 Admissions Activity

Graduate Full Time and Part Time New Students by Calendar Year (Continued)

	2021	2022	2023	2024	2025		
CHHS	Applications (Domestic)		754				
	Applications (Intl Non-Global)		1,048				
	Applications (Global)		0				
	Applications (Total)	935	711	1,802			
	Accepted (Domestic)		332				
	Accepted (Intl Non-Global)		103				
	Accepted (Global)		0				
	Accepted (Total)	395	332	435			
	Confirms (Domestic)		223				
	Confirms (Intl Non-Global)		26				
	Confirms (Global)		0				
	Confirms (Total)	287	220	249			
	ICAS						
Applied (Domestic)			72				
Applied (Intl Non-Global)			95				
Applied (Global)			0				
Applied (Total)		72	88	167			
Accepted (Domestic)			37				
Accepted (Intl Non-Global)			5				
Accepted (Global)			0				
Accepted (Total)		34	55	42			
Confirms (Domestic)			21				
Confirms (Intl Non-Global)			2				
Confirms (Global)			0				
Confirms (Total)		22	36	23			
RCPS							
	Applied (Domestic)		217				
	Applied (Intl Non-Global)		1,842				
	Applied (Global)		333				
	Applied (Total)	326	453	2,392			
	Accepted (Domestic)		130				
	Accepted (Intl Non-Global)		190				
	Accepted (Global)		288				
	Accepted (Total)	235	361	608			
	Confirms (Domestic)		105				
	Confirms (Intl Non-Global)		45				
	Confirms (Global)		266				
	Confirms (Total)	190	270	416			
Total						2021-2025 % of change	
	Applied	1,333	1,252	4,361	3,981	2,197	164.8%
	Accepted	664	748	1,085	761	1,024	154.2%
	Confirms	499	526	688	574	854	171.1%

Source: Admissions

Average SAT Scores for First-time Full-time Students

	Critical Reading	Math	Writing	Total
Fall 2015	514	517	507	1538
Fall 2016	515	523	508	1546
Fall 2017	554	544	N/A	1098*
Fall 2018	547	559	N/A	1106*
Fall 2019	551	542	N/A	1093*
Fall 2020	557	544	N/A	1101*
Fall 2021	560	546	N/A	1106*
Fall 2022	594	575	N/A	1169*
Fall 2023	586	564	N/A	1150*
Fall 2024	610	592	N/A	1202*
Fall 2025	584	558	NA	1142*

**Represents a change in the SAT format.*

Source: Admissions

Fall 2025 Headcount and FTE* Enrollment by College and Time Status

Colleges	CHS	RCCPS	HR
Undergraduate FT	688	1,167	0
Undergraduate PT	25	19	0
Aux Undergraduate FT	0	0	0
Aux Undergraduate PT	0	59	62
Undergraduate Total	713	1,186	0
Aux Undergraduate Total	0	59	62
Aux + Undergraduate Total	713	1,245	62
Aux + Undergraduate FTE (New)	69.3	1,193	20.7
Graduate FT	403	177	0
Graduate PT	39	127	0
Non-Int Aux Graduate FT	0	4	0
Non-Int Aux Graduate PT	1	1	0
Graduate Total	442	304	0
Aux Graduate Total	1	5	0
Aux + Graduate Total	443	309	0
Aux + Graduate FTE (New)	416.3	223.7	0
Egypt FT	0	5	0
Egypt PT	0	198	0
Zijing FT	0	127	0
Zijing PT	0	0	0
EAN FT	0	22	0
EAN PT	0	0	0
Global Initiatives Total	0	352	0
Global Initiatives FTE	0	220	0
Colleges	CHS	RCCPS	HR
All Students Total	1,156	1,906	62
All Students FTE	1,112.7	1,636.7	20.7

Total University

	2021	2022	2023	2024	2025**
Undergraduate FT	1,660	1,724	1761	1,760	1,855
Undergraduate PT	83	87	69	56	44
Aux Undergraduate FT	18	4	0	0	0
Aux Undergraduate PT	55	101	110	132	121
Undergraduate Total	1,743	1,811	1,830	1,816	1,899
Aux Undergraduate Total	73	105	110	132	121
Aux + Undergraduate Total	1,816	1,916	1,940	1,948	2,020
Aux + Undergraduate FTE	1,724	1,790.7	1,820.7	1,822.7	1,910
Graduate FT	632	557	555	528	580
Graduate PT	139	131	130	161	166
Non-Int Aux Graduate FT	0	0	3	0	5
Non-Int Aux Graduate PT	3	2	1	2	1
Egypt FT			80	20	5
Egypt PT			14	217	198
Zijing FT	81	182	8	131	127
Zijing PT	2	1	185	1	
EAN FT					22
EAN PT					0
Graduate Total	771	688	685	689	746
Aux Graduate Total	86	185	291	371	358
Aux + Graduate Total	857	873	976	1060	1104
Aux + Graduate FTE	761	783.7	756	806	860.7
All Student Total	2,673	2,789	2,916	3,008	3,124
All Student FTE	2,485	2,574.4	2,576.7	2,628.7	2,770.7

** (FT Students) + (1/3)*(PT Students) is the definition.*

***From 2023 Fall and 2024 Fall, the IPEDs headcount was being applied. This year, there is a new alternate headcount which joins in global initiatives students, which would've been excluded, and brings back previously excluded students under IPEDs headcount rules (ex: Study Abroad students). For continuing to use the IPEDs headcount for reporting purposes, please refer to the Data Book dashboards on [Tableau Public](#).*

Source: Institutional Research

Fall 2025 Headcount Enrollment by College and Ethnicity/Race

College	Ethnicity/Race	Undergrad FT	Undergrad PT	Grad FT	Grad PT	Aux w/o INT	Int
CHS	American Indian/Alaska Native	2	0	0	0	0	0
	Asian	27	0	15	0	0	0
	Black or African American	28	0	11	0	0	0
	Hawaiian/Pacific Islander	0	0	0	0	0	0
	Hispanic	93	2	28	2	0	0
	Non-resident Alien	2	1	20	2	0	0
	Two or more races	18	0	6	1	0	0
	Unknown	127	3	42	5	1	0
	White	392	19	279	30	0	0
	Total	688	25	403	39	1	0
RCCPS	American Indian/Alaska Native	1	0	0	0	0	0
	Asian	19	0	3	2	0	0
	Black or African American	32	0	5	7	0	0
	Hawaiian/Pacific Islander	0	0	1	0	0	0
	Hispanic	142	2	16	5	0	0
	Non-resident Alien	6	0	8	0	47	247
	Two or more races	18	0	6	1	0	0
	Unknown	271	6	15	20	0	103
	White	678	11	123	92	17	2
	Total	1167	19	177	127	64	352
HR	American Indian/Alaska Native	0	0	0	0	0	0
	Asian	0	0	0	0	1	0
	Black or African American	0	0	0	0	1	0
	Hawaiian/Pacific Islander	0	0	0	0	0	0
	Hispanic	0	0	0	0	2	0
	Non-resident Alien	0	0	0	0	0	0
	Two or more races	0	0	0	0	1	0
	Unknown	0	0	0	0	19	0
	White	0	0	0	0	38	0
	Total	0	0	0	0	62	0
Total	American Indian/Alaska Native	3	0	0	0	0	0
	Asian	46	0	18	2	1	0
	Black or African American	60	0	16	7	1	0
	Hawaiian/Pacific Islander	0	0	1	0	0	0
	Hispanic	235	4	44	7	2	0
	Non-resident Alien	8	1	28	2	47	247
	Two or more races	35	0	14	1	1	0
	Unknown	398	9	57	25	20	103
	White	1070	30	402	122	55	2
	Total	1,855	44	580	166	127	352

Source: Institutional Research

Headcount Enrollment by College, Department, and Level – Fall 2021 to Fall 2025

College of Health Sciences		2021	2022	2023	2024	2025
Athletic Training and Exercise Science ¹	Undergraduate	36	-	-	-	-
	Graduate	0	-	-	-	-
Communication Sciences and Disorders	Undergraduate	81	83	77	60	45
	Graduate	32	25	28	26	29
Exercise Science ¹	Undergraduate	-	33	46	-	-
Health, Nutrition, and Exercise Science ¹	Undergraduate	-	-	-	101	105
	Graduate	-	-	-	36	37
Nursing, Respiratory Therapy, and Healthcare Administration ¹	Undergraduate	179	188	182	172	204
	Graduate	10	9	7	11	11
Nutrition ¹	Undergraduate	45	44	40	-	-
	Graduate	74	66	45	-	-
Physician Assistant	Graduate	90	76	82	83	99
Psychology and Counseling	Undergraduate	83	95	83	82	78
	Graduate	142	143	157	154	151
School of Social Work	Undergraduate	42	38	35	38	34
	Graduate	167	141	117	96	201
Science, Math, and Computer Science	Undergraduate	308	293	285	263	247
	Graduate	4	4	3	7	14
Reap College of Creative and Professional Studies		2021	2022	2023	2024	2025
Art	Undergraduate	139	136	154	135	113
	Graduate	41	38	35	29	33
Communication Arts ²	Undergraduate	-	-	41	49	56
	Graduate	-	-	0	0	0
Communication, Language, and Literature	Undergraduate	60	107 ⁵	-	-	-
	Aux Undergraduate ⁴	1	39	-	-	-
	Graduate	1	1	-	-	-
English/Modern Languages ²	Undergraduate	-	-	39	31	22
	Aux Undergraduate ⁴	-	-	51	80	47
	Graduate	-	-	0	1	0
Music, Theatre and Dance ²	Undergraduate	86	88	83	70	76
	Graduate	3	-	-	-	-
Philosophy and Religious Studies ²	Undergraduate	3	3	3	3	4
School of Architecture	Undergraduate	283	310	323	358	397
	Graduate	4	3	6	7	13
School of Business and Global Innovation ³	Undergraduate	181	190	228	241	279
	Graduate	31	26	35	42	25
Global Initiatives Programs	Global GR	83	183	287	369	352
School of Education	Undergraduate	110	111	117	115	126
	Aux Undergraduate ⁴	-	-	-	-	12
	Graduate	99	95	93	99	122
PhD ³	Graduate	56	47	60	85	103
Public Administration	Graduate	10	9	13	11	4
Retention and Advisement ⁵	Undergraduate	58	39	29	30	32
Social Sciences ²	Undergraduate	69	85	65	67	81
	Graduate	10	5	4	2	4

Human Resources		2021	2022	2023	2024	2025
Registrar	Aux Undergraduate ⁴	72	66	59	52	62

1: Athletic Training was replaced by Exercise Science at the beginning of the 2022-2023 academic year. In the 2024-2025 academic year, both Nutrition and Exercise Science were replaced by the Health, Nutrition, and Exercise Science department.

2: In 2023 Fall, these departments were consolidated for reporting purposes in the SOH and SVPA. At the request of the college, these two departments were broken down into their individual departments.

3: Students in Egypt, EAN and Zijing have now been retroactively split at the request of the new Global Initiatives & Programs department.

4: Auxiliary Undergrads and Grads include enrolled students that are in atypical programs such as Enrichment, IEP, or HESA.

5: Students in the Department Category "DEAN, CHS" or "DEAN, RCCPS" not included.

Source: Institutional Research

Fall 2025 Headcount Enrollment by College and Gender

	CHS	RCCPS	HR	Total University
Undergrad FT Women	515	651	0	1,166
Undergrad FT Men	173	514	0	687
Undergrad FT Unknown/Other	0	2	0	2
Undergrad FT Total	688	1,167	0	1,855
Undergrad PT Women	18	8	0	26
Undergrad PT Men	7	11	0	18
Undergrad PT Unknown/Other	0	0	0	0
Undergrad PT Total	25	19	0	44
Aux Undergrad FT Women	0	0	0	0
Aux Undergrad FT Men	0	0	0	0
Aux Undergrad FT Unknown/Other	0	0	0	0
Aux Undergrad FT Total	0	0	0	0
Aux Undergrad PT Women	0	52	33	85
Aux Undergrad PT Men	0	7	19	26
Aux Undergrad PT Unknown/Other	0	0	10	10
Aux Undergrad PT Total	0	59	62	121
Grad FT Women	308	182	0	490
Grad FT Men	60	121	0	182
Grad FT Unknown/Other	0	7	0	7
Grad FT Total	368	310	0	679
Grad PT Women	33	257	0	154
Grad PT Men	12	79	0	227
Grad PT Unknown/Other	0	0	0	0
Grad PT Total	45	336	0	381
Aux Grad FT Women	0	4	0	4
Aux Grad FT Men	1	0	0	1
Aux Grad FT Unknown/Other	0	0	0	0
Aux Grad FT Total	1	4	0	5
Aux Grad PT Women	0	1	0	1
Aux Grad PT Men	0	0	0	0
Aux Grad PT Unknown/Other	0	0	0	0
Aux Grad PT Total	0	1	0	1
Egypt FT Women	0	2	0	2
Egypt FT Men	0	3	0	3
Egypt FT Unknown/Other	0	0	0	0
Egypt FT Total	0	5	0	5

Egypt PT Women	0	31	0	31
Egypt PT Men	0	167	0	167
Egypt PT Unknown/Other	0	0	0	0
Egypt PT Total	0	198	0	198
Zijing FT Women	0	84	0	84
Zijing FT Men	0	41	0	41
Zijing FT Unknown/Other	0	2	0	2
Zijing FT Total	0	127	0	127
Zijing PT Women	0	0	0	0
Zijing PT Men	0	0	0	0
Zijing PT Unknown/Other	0	0	0	0
Zijing PT Total	0	0	0	0
EAN FT Women	0	12	0	12
EAN FT Men	0	10	0	10
EAN FT Unknown/Other	0	0	0	0
EAN FT Total	0	22	0	22
EAN PT Women	0	0	0	0
EAN PT Men	0	0	0	0
EAN PT Unknown/Other	0	0	0	0
EAN PT Total	0	0	0	0

Source: Institutional Research

Fall Full Time Undergraduate Enrollment by On/Off-Campus Living

		Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
On-Campus						
First Year		292	286	271	303	330
Total	Women	422	478	473	467	518
	Men	189	229	262	283	315
	Unknown/Other			1	0	1
	Total	611	707	736	750	834
Off-Campus						
Full-time	Women	711	684	667	657	648
	Men	338	336	362	354	372
	Unknown/Other			0	1	1
	Total	1,067	1,067	1,019	1,018	1,021
Part-time	Women	53	62	40	36	25
	Men	20	22	25	18	19
	Unknown/Other			6	0	0
	Total	137	185	119	103	44

**Enrollment Numbers for prior years changed significantly due to dropping of IPEDS Headcount matching requirement.*

Source: Institutional Research

Students with Disabilities

	2020	2021	2022	2023	2024	2025
Undergraduate	187	221	363	389	399	358
	10.3%	12.8%	18.9%	20.1%*	24.5%*	17.7%
Graduate	29	31	73	71	65	58
	3.6%	4.3%	10.6%	7.3%*	5.4%*	5.3%

** This year the counting standard moved away from IPEDS which caused a retroactive correction to these percentages.*

Source: Student Disability Services, Office of Academic Success

Global Initiatives and Programs

Study Abroad Program: 32 Students Abroad

International Student Enrollment

	Fall 2021		Fall 2022		Fall 2023		Fall 2024		Fall 2025*	
	N	%	N	%	N	%	N	%	N	%
Undergraduate	6	4	50	2.6	39	2.0	88	4.5	11	0.5
Graduate	9	1.3	9	2.6	56	5.7	43	6.1	24	3.2

By Country of Origin – Fall 2025

Undergraduate

Albania	1
Barbados	1
China	1
India	1
Japan	1
Kenya	1
Mexico	1
Pakistan	1
Tunisia	1
Unknown/None	2
Total Undergraduate:	11

Graduate

Argentina	1
Canada	2
India	10
Nepal	2
Pakistan	7
West Bank	1
Unknown/None	1
Total Graduate:	24

International Students - Major Course of Study – Fall 2025

Undergraduate

BArch Architecture
BBA Marketing
BIA Interior Architecture
BM Music Therapy
BS Biology (Pre-PA)
BS Mathematics
BSN Nursing – Pre-Service
BSN Nursing - RN

Graduate

MArch Architecture
MA Clinical Mental Health Counseling
MA Psychology (Clinical Services)
MBA Business Admin (MIS)
MBA Business Administration (General Management)
MS Healthcare Administration
MS Management Information Systems
MS Nutrition
MS Sports and Human Performance Nutrition
MSW Social Work
PSYD Clinical Psychology

** A new counting standard is being enforced for Fall 2025. This count is specific to “Organic” International students, who are not part of our structured affiliate programs (IEP, Egypt, Zijing etc).*

Source: Global Initiatives and Programs

Honors Program Majors Represented

BA Art History	BM Music Performance
BA Art Therapy	BM Music Therapy
BA Criminal Justice	BS Biology (Pre-Professional)
BA English (Literature)	BS Biotechnology
BA English (Writing)	BS Communication Science & Disorders (Pre-professional)
BA English/Secondary Education	BS Early Childhood and Elementary Education
BA History	BS Early Childhood and Elementary Education/Special Ed
BA History-Social Studies/Secondary Education	BS Early Childhood Education/Special Education PK-8
BA Pre-Physician Assistant Studies	BS Environmental Biology
BA Religious Studies	BS Information Security
BArch Architecture	BS Mathematics
BBA Accounting	BS Nutrition and Dietetics
BBA Management	BS Psychology
BFA Design (Graphic Design)	BS Psychology (Clinical Practice)
BIA Interior Architecture	BSN Nursing (Pre-Service)
BM Music Education	BSW Social Work

Honors Courses Offered in 2025-2026

Fall 2025		Spring 2026	
HIST	Nazi Germany and the Holocaust	ND	Nutrition I
ND	Nutrition I		Nutrition II
		BIOL	Immunology
		ENGL	Victorian Writers

Enrollment in Honors Courses

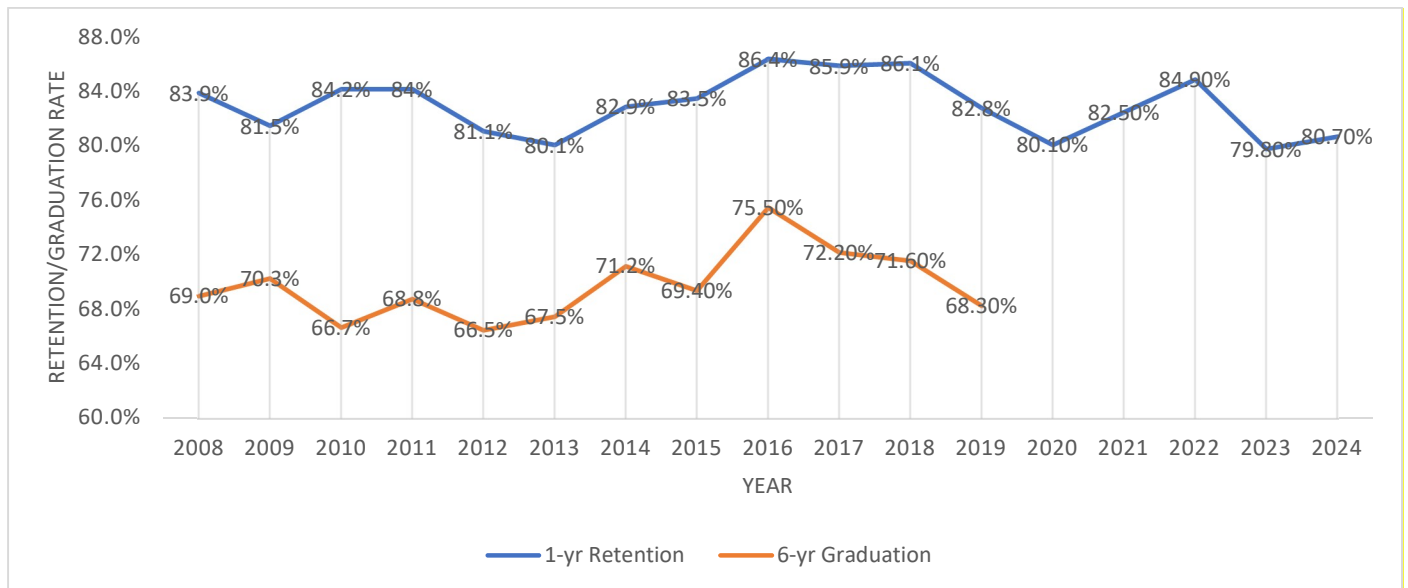
Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
<u>69*</u>	<u>92</u>	<u>72</u>	<u>91</u>	<u>78</u>

* This number was sourced from the report server and may be conservative.

Source: Honors Director

Retention and Graduation Rates for First-Time Full-Time Students by Year of Entry - Fall 2014 to Fall 2025

Entering Term Fall	Retention Rates								Graduation Rates					
	1 st Fall	2 nd Fall	3 rd Fall	4 th Fall	5 th Fall	6 th Fall	7 th Fall	8 th Fall	within 3 yrs	within 4 yrs	within 5 yrs	within 6 yrs	within 7 yrs	within 8 yrs
2014N	368	305	279	262	67	12	6	1	13	197	253	262	268	270
%	100.0%	82.9%	75.8%	71.2%	18.2%	3.3%	1.6%	0.3%	3.5%	53.5%	68.8%	71.2%	72.8%	73.4%
2015N	369	308	284	267	51	7	2	2	5	206	249	256	256	259
%	100.0%	83.5%	77.0%	72.4%	13.8%	1.9%	0.5%	0.5%	1.4%	55.8%	67.5%	69.4%	69.4%	70.2%
2016N	323	279	262	243	62	10	5	1	11	184	234	244	248	249
%	100.0%	86.4%	81.1%	75.2%	19.2%	3.1%	1.5%	0.3%	3.4%	57.0%	72.4%	75.5%	76.2%	77.1%
2017N	446	383	360	330	86	17	4	3	14	240	308	322	325	326
%	100.0%	85.9%	80.7%	74.0%	19.3%	3.8%	0.9%	0.7%	3.1%	53.8%	69.1%	72.2%	72.9%	73.1%
2018N	388	334	307	280	94	14	5	2	11	191	266	278	282	
%	100.0%	86.1%	79.1%	72.2%	24.2%	3.6%	1.3%	0.5	2.8%	49.2%	68.6%	71.6%	72.7%	
2019N	360	298	260	246	80	13	3		5	164	236	246		
%	100.0%	82.8%	72.2%	68.3%	22.2%	3.6%	0.8%		1.4%	45.6%	65.6%	68.3%		
2020N	408	327	302	281	87	10			12	198	270			
%	100.0%	80.1%	74.0%	68.9%	21.3%	2.5%			2.9%	48.5%	66.2%			
2021N	452	373	343	307	74				14	245				
%	100.0%	82.5%	75.9%	67.9%	16.4%				3.1%	54.2%				
2022N	443	376	336	308					20					
%	100.0%	84.9%	75.8%	69.5%					4.5%					
2023N	416	332	304											
%	100.0%	79.8%	73.1%											
2024N	435	351												
%	100.0%	80.7%												
2025N	504													
%	100.0%													
*Student(s) removed from cohort														



Source: Institutional Research

ATHLETICS AND RECREATION

Marywood University sponsors 24 varsity teams – 22 NCAA Division III teams plus Women’s Flag Football and esports (coed). The University is a member of the National Collegiate Athletic Association (NCAA) Division III, the Atlantic East Conference (AEC), and an associate member of the Landmark Conference in women’s golf and Massachusetts State Collegiate Athletic Conference (MASCAC) in men’s golf. Esports competes in the National Esports Collegiate Conference (NECC).

Thirteen sports are offered for women and 10 for men. The esports program is co-ed.

Women	Men
Basketball	Baseball
Cross Country	Basketball
Field Hockey	Cross Country
Flag Football	Golf
Golf	Lacrosse
Lacrosse	Soccer
Soccer	Swimming & Diving
Softball	Tennis
Swimming & Diving	Track & Field (Outdoor)
Tennis	Track & Field (Indoor)
Track & Field (Indoor)	
Track & Field (Outdoor)	Coed
Volleyball	Esports

Intramural and club sports also are available, as are a wide range of recreational activities. Club sports are coordinated through the Office of the Student Experience (Student Engagement). A wide range of activities are offered through the intramural and recreation program. Traditional team activities such as basketball, volleyball and flag football are available, in addition to innovative programs like ultimate Frisbee and 100 Mile Fitness Club. Recreation programs include land and water aerobics classes and fitness challenges. The Center for Athletics and Wellness is a state-of-the-art facility with a fitness center, climbing wall, an elevated running track, a dance/aerobics studio, a 1,500 seat arena and high tech athletic training areas. The Aquatics Center features eight lanes, 1- and 3-meter diving boards, spectator seating, and team rooms. The major expansion of the university’s athletics and recreation facilities was designed to complement the outdoor facilities that include a lighted multipurpose turf field, tennis courts, sand volleyball court, basketball courts and three natural grass fields. In the summer of 2024, the Center for Athletics and Wellness underwent a facility enhancements project that included upgrades to the Lynett-Haggerty Family Fitness Center and Insalaco Arena, a Recovery Room that offers a relaxing sanctuary for student-athletes that need time to recover from strenuous physical activity, as well as a Refueling Station.

Source: Department of Athletics and Recreation

Athletic Honors/Achievements

TEAM NCAA APPEARANCES - 15
INDIVIDUAL NCAA APPEARANCES - 16
NCAA "ZONE MEET" QUALIFIERS - 2
ATLANTIC EAST WOMEN'S COMMISSIONER'S AWARD - 1
ATLANTIC EAST WOMAN OF THE YEAR – 1
ATLANTIC EAST DISTINGUISHED SERVICE HONOREE - 1
ATLANTIC EAST SPORTSMANSHIP TEAM OF THE YEAR – 2
ATLANTIC EAST MEDAL OF INSPIRATION - 3
CSAC PRESIDENT'S CUP OVERALL TITLES - 1
CSAC PRESIDENT'S CUPS MEN'S TITLES - 1
CSAC PRESIDENT'S CUPS WOMEN'S TITLES – 4
CSAC INSTITUTIONAL EXCELLENCE AWARD - 2
CONFERENCE TEAM ACADEMIC AWARDS - 55
CONFERENCE CHAMPIONSHIPS - 68
CONFERENCE RUNNERS-UP - 69
CONFERENCE COACH OF THE YEAR - 87
ALL-CONFERENCE SELECTIONS – 1,892 (total since 1992, does NOT include CSAC All Sportsmanship Team)
CONFERENCE TEAM SPORTSMANSHIP AWARDS – 5
CSAC 3-D SPORTSMANSHIP AWARDS – 6
CONFERENCE PLAYER/RUNNER/DIVER OF THE YEAR - 61
CONFERENCE ROOKIE OF THE YEAR – 43
CONFERENCE CROSS COUNTRY INDIVIDUAL CHAMPIONS - 19 (9 male, 10 female)
CONFERENCE MEN'S GOLF INDIVIDUAL CHAMPIONS (MEDALISTS) - 3
CONFERENCE TOURNAMENT MVPs - 11
CONFERENCE SCHOLAR-ATHLETE OF THE YEAR - 8 (3 male, 5 female)
ATLANTIC EAST ELITE 20 AWARD WINNERS - 23
NCAA POSTGRADUATE SCHOLARSHIPS - 3 (1 male, 2 female)
NCAA DIVISION III CAREER IN SPORTS FORUM – 1
NCAA DIVISION III STUDENT IMMERSION PROGRAM – 1
NCAA WOMAN OF THE YEAR NOMINEES – 11
ECAC CHAMPIONSHIPS - 2
ECAC RUNNERS-UP - 5
ECAC TOURNAMENT MVPs - 2
ECAC PLAYER OF THE YEAR - 3
ECAC ROOKIE OF THE YEAR - 1
ECAC INDOOR TRACK & FIELD CHAMPIONS – 6
ECAC OUTDOOR TRACK & FIELD CHAMPIONS - 4
ECAC ALL-STARS - 44
NATIONAL ALL-AMERICANS – 11
NATIONAL PRESEASON ALL-AMERICANS - 9
NATIONAL ALL-AMERICAN ROOKIE TEAM MEMBERS - 3
REGIONAL ALL-AMERICANS - 109
NATIONAL ACADEMIC ALL-AMERICAN (CoSIDA/CSC) - 6
REGIONAL ACADEMIC ALL-AMERICAN (CoSIDA) - 17
DISTRICT ACADEMIC ALL-AMERICAN (CSC) - 146
NATIONAL ACADEMIC HONORS (Coaches' Organizations) - 377
REGIONAL ACADEMIC HONORS (Coaches' Organizations) - 9
REGIONAL COACH OF THE YEAR (since 1992) - 3 (WXC, MXC, FH)
REGIONAL ASSISTANT COACH OF THE YEAR (since 1992) -1 (WSOC)
NATIONAL ASSISTANT COACH OF THE YEAR (since 1992) - 1 (WVB)
NATIONAL TEAM ACADEMIC AWARDS (Coaches' Organizations) – 131

Source: Department of Athletics and Recreation

II. PERSONNEL**Employees by Ethnicity, EEO Category and Time Status**

Table A	Faculty and Staff Profile – Full-Time & Part-Time				
	2021-22	2022-23	2023-24*	2024-25	2025-26
Faculty					
Full-Time Instructional Faculty	154	143	132	119	128
Full-Time Librarians	4	3	2	2	2
Pro-Rata Faculty	3	3	3	3	2
Part-Time Faculty	195	197	225	223	215
Executive/Administrators/Staff					
Total	300	298	230	213	216
Full-Time	249	249	215	196	199
Part-Time	51	49	15	17	17

Table B	2021-22		2022-23		2023-24		2024-25		2025-26	
	White	Other	White	Other	White	Other	White	Other	White	Other
Faculty										
Full-Time Instructional Faculty	132	22	123	20	116	16	107	12	112	16
Full-Time Librarians	2	2	2	1	2	0	2	0	2	0
Pro-Rata Faculty	2	1	2	1	3	0	3	0	5	0
Part-Time Faculty	180	15	177	20	204	21	197	26	193	22
Executive/Administrative/Managerial										
Full -Time	30	7	32	6	34	4	34	1	32	3
Part-Time	0	0	0	0	0	0	1	0	1	0
Professional										
Full -Time	87	9	91	10	84	10	81	8	80	10
Part-Time	30	6	33	6	4	0	7	1	8	1
Secretarial/Clerical Staff										
Full -Time	52	0	49	0	41	1	34	0	36	2
Part-Time	9	2	6	1	9	1	6	1	5	1
Technical/Paraprofessional Staff										
Full -Time	4	1	4	1	6	0	6	0	5	0
Part-Time	1	0	1	0	1	0	0	1	0	1
Skilled Craft Staff										
Full -Time	15	2	15	2	16	2	13	2	11	2
Part-Time	0	0	0	0	0	0	0	0	0	0
Service/Maintenance Staff										
Full -Time	38	4	34	5	14	3	14	3	15	3
Part-Time	0	0	2	0	0	0	0	0	0	0
Totals										
Full -Time	360	47	348	45	313	36	291	26	293	36
Part-Time	223	33	221	27	214	21	211	29	207	25
Pro Rata	2	1	2	1	3	0	3	0	5	0

Source: Human Resources

Full-time Employees by Gender and Ethnicity

Table C	2021-22		2022-23		2023-24		2024-25		2025-26	
	M	F	M	F	M	F	M	F	M	F
Executive/Administrative/Managerial										
White	11	19	12	20	12	22	9	24	9	22
Black	1	1	1	1	1	1	0	1	0	1
Hispanic	0	0	0	0	0	0	0	0	0	1
Asian/Pacific Islander	1	0	1	0	1	0	1	0	0	0
Other	1	3	1	2	0	1	0	0	0	1
Faculty (includes librarians)										
White	47	87	41	82	41	77	35	73	40	74
Black	1	1	0	1	0	2	1	1	1	1
Hispanic	4	2	4	2	4	1	2	1	3	2
Asian/Pacific Islander	6	5	5	6	4	3	3	2	3	2
Other	3	2	2	1	1	1	1	0	1	3
Professional Staff (does not include librarians)										
White	25	62	29	62	29	55	29	54	28	52
Black	0	2	0	3	0	3	0	2	0	3
Hispanic	2	2	1	3	0	2	0	2	0	2
Asian/Pacific Islander	0	1	0	2	0	3	0	3	0	2
Other	1	1	0	1	0	2	0	1	2	1
Support Staff										
White	5	47	1	48	1	40	1	33	1	35
Black	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	1	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	2
Technical/Paraprofessional Staff										
White	3	1	4	0	5	1	5	1	4	1
Black	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	1	0	1	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
Skilled Craft Staff										
White	15	0	15	0	16	0	13	0	11	0
Black	0	0	0	0	0	0	0	0	0	0
Hispanic	1	0	1	0	1	0	1	0	1	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0
Other	1	0	1	0	1	0	1	0	1	0
Service/Maintenance Staff										
White	22	16	20	14	14	0	14	0	13	2
Black	1	0	1	0	0	1	0	1	0	1
Hispanic	1	0	1	0	1	0	1	0	1	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0
Other	1	1	2	1	0	1	0	1	0	1
Totals	153	254	143	250	133	216	117	200	119	209

Source: Human Resources

Number of Full-time and Pro-Rata Faculty by College

		2023	2024	2025
CHS	Full-time	72	72	73
	Pro-Rata	3	1	2
	FTE	73.5	72.5	74.0
RCCPS	Full-time	60	48	56
	Pro-Rata	1	1	0
	FTE	60.5	48.5	56.0
Librarians	Full-time	2	2	2
TOTAL	Full-time Faculty	132	120	133
	Pro-rata Faculty	4	2	2
	Part-time Faculty	220	219	215
	Full-time Librarians	2	2	2
	Faculty FTE*	206.6	186.7	204.6

* FT Faculty (X) + Pro-Rata Faculty (X*0.5) + PT Faculty (X*0.33)

Tenure Status among Full-time Faculty (includes Librarians)

	2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%
Professor	20	100.0	19	100.0	18	90.0	13	92.8	13	92.8
Assoc Professor	47	78.3	40	80.0	32	86.5	26	83.8	27	84.3
Asst Professor	1	1.9	1	1.8	0	0.0	0	0.0	0	0.0
Total University	68	44.1	60	41.6	50	37.3	39	32.5	40	38.4

Highest Degree Attained by Full-Time Instructional Faculty 2025-26

	CHS	RCCPS	Total
Bachelor's	1	1	2
Master's	20	6	26
Terminal Master's	14	13	27
Doctorate	43	35	78
Total	78	55	133

Source: Academic Affairs

Number of Full-time Faculty by Rank and Gender

	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>
Professor					
Male	14	12	14	11	10
Female	6	7	6	4	4
Total	20	19	20	15	14
Professor of Practice					
Male				1	1
Female				0	0
Total				1	1
Associate Professor					
Male	22	19	18	7	13
Female	36	31	26	12	19
Total	58	50	44	19	32
Associate Professor of Practice					
Male				1	1
Female				4	4
Total				5	5
Assistant Professor					
Male	16	17	15	16	10
Female	37	37	33	32	13
Total	53	54	48	48	23
Assistant Professor of Practice					
Male				9	10
Female				20	21
Total				29	31
Instructor					
Male	6	6	3	2	2
Female	5	5	5	7	7
Total	11	11	8	9	9
Instructor of Practice					
Male	1	0	1	1	2
Female	13	13	13	15	16
Total	14	13	14	16	18
Total Full-time	158	144	134	124	133

Source: Academic Affairs

III. FINANCES

Operating Revenue/Expense

OPERATING REVENUE	FY 2021-2022		FY 2022-2023		FY 2023-2024		FY 2024-2025	
	\$	%	\$	%	\$	%	\$	%
Tuition & Fees	\$ 79,247,622		\$ 82,662,538		\$ 85,976,476		\$ 91,590,486	
Institutional Aid	(35,366,193)		(37,290,937)		(39,244,549)		(41,358,383)	
Net Tuition and Fees	43,881,429	60%	\$ 45,371,601	57%	\$ 46,731,927	62%	\$ 50,232,103	62%
Federal Grants & Contracts	4,031,504	6%	4,925,520	6%	2,761,738	4%	1,993,785	2%
State & Local Grants & Contracts	649,203	1%	614,894	1%	712,811	1%	842,317	1%
Private Gifts & Grants	13,192,892	17%	15,545,355	20%	9,807,408	13%	8,984,219	11%
Income from Investments	642,898	1%	450,554	1%	966,940	1%	1,156,837	1%
Endowment Spending Policy	1,370,000	2%	1,575,814	2%	2,813,197	4%	3,963,363	5%
Other Income	527,460	1%	249,637	1%	228,358	1%	584,203	1%
Loss of Sale of Assets	(795,924)	-1%	(19,526)	-1%	(8,969)	-1%	(19,688)	-1%
Sales & Services- Educational Activities	9,052,873	12%	10,735,024	13%	11,710,368	14%	12,356,940	15%
Net Assets Released	-	0%	-	0%	-	0%	-	0%
Total Operating Revenues	\$ 72,998,538		\$ 79,448,873		\$ 75,741,716		\$ 80,094,079	
OPERATING EXPENSE	FY 2021-2022		FY 2022-2023		FY 2023-2024		FY 2024-2025	
	\$	%	\$	%	\$	%	\$	%
Instruction & Research	\$ 24,875,463	37%	\$ 26,265,738	36%	\$ 27,674,894	38%	\$ 28,438,412	39%
Academic Support	10,270,885	14%	10,041,878	14%	7,709,191	11%	7,662,228	10%
Student Services	9,769,328	13%	10,391,067	14%	10,752,295	15%	10,865,538	15%
Institutional Support	15,942,720	22%	17,277,432	23%	16,810,597	23%	16,219,709	22%
Auxiliary Enterprises	9,912,034	14%	9,780,318	13%	9,769,379	13%	10,217,489	14%
Total Operating Expenses	\$ 72,936,272		\$ 73,757,433		\$ 72,716,296		\$ 73,403,376	
NET CHANGE IN OPERATING ACTIVITIES	\$ 5,023,138		\$ 5,691,440		\$ 3,025,420		\$ 6,690,703	

Source: Office of Fiscal Services

Tuition, Fees, Room, Board Rates

TUITION, FEES, ROOM, BOARD RATES	FY 22-23	FY 23-24	FY 24-25	FY 25-26
<i>TUITION PER CREDIT RATES (Fall/Spring)</i>				
Undergraduate	685	710	744	815
Master	824	850	880	925
Masters of Education	528	528	538	515
Masters of Fine Arts	618	618	650	750
Master of Interior Architecture	1,000	1,000	1,000	925
Master of Physician Assistant	1,030	1,050	1,050	1,050
Doctoral	977	1,000	1,000	1,025
<i>FEES (Full-Time Rates/Per Semester)</i>				
General Fee- UG	770	800	825	975
General Fee- GR	385	400	420	445
Student Activity Fee-UG	128	135	140	140
Student Activity Fee- GR	25	25	30	40
New Student Matriculation Fee	250	-	-	-
<i>ROOM CHARGES (Annual Rate)</i>				
Regina Hall: Single Occupancy	9,720	10,000	10,470	10,940
Regina Hall: Multiple Occupancy	8,020	8,300	8,700	9,090
Loughran and Madonna Hall: Single Occupancy	10,210	10,500	11,000	11,490
Loughran and Madonna Hall: Multiple Occupancy	8,340	8,600	9,000	9,400
Woodlands I & II: Single Occupancy	8,856	9,100	9,530	11,495
Woodland I & II: Multiple Occupancy	9,434	9,750	10,200	10,500
Graduate Housing	7,206	7,450	7,800	9,400
<i>BOARD CHARGES (ANNUAL RATE)</i>				
Residential: 19 meals per week + 200 Dining Dollars	6,360	6,500	-	-
Residential: 38 meals per week + 200 Dining Dollars	-	-	6,800	7,700
Residential: 15 meals per week + 300 Dining Dollars	6,360	6,500	6,800	7,500
Residential: 150 Block Plan + 500 Dining Dollars	4,940	5,000	5,250	5,300
Commuter: 16 Meal Plan + 55 Dining Dollars	549	550	544	-
Commuter: 32 Meal Plan + 55 Dining Dollars	976	900	544	980

Source: Office of Fiscal Services

Student Cost of Attendance

STUDENT COST OF ATTENDANCE	FY 2023-2024				FY 2024-2025		
	On Campus	Commuter	Off-Campus		On Campus	Commuter	Off-Campus
Tuition	\$ 39,490	\$ 39,490	\$ 39,490		\$ 41,370	\$ 41,370	\$ 41,370
General Fee	1,650	1,650	1,650		1,950	1,950	1,950
Activities Fee	280	280	280		280	280	280
Room	9,500	1,040	9,888		9,976	3,556	11,446
Board	6,820	4,040	4,040		7,700	4,476	4,476
Books and Supplies	1,250	1,250	1,250		1,250	1,250	1,250
Personal/Transportation/Loan fees	2,324	3,262	3,262		820	1,640	1,640
TOTAL	\$ 61,314	\$ 51,012	\$ 59,860		\$ 63,346	\$ 54,522	\$ 62,412

Endowment Fund

ENDOWMENT FUND	FY 20-21	FY 22-23	FY 23-24*	FY 24-25
Quasi Endowment	\$ 12,370,752	\$ 13,245,323	\$ 13,906,133	\$ 14,800,367
True Endowment	38,709,585	42,532,538	45,408,043	48,489,452
Pacer Fund (Student Managed)	1,023,624	1,196,709	1,466,572	1,437,434
TOTAL ENDOWMENT FUND	\$ 52,103,971	\$ 56,974,570	\$ 60,780,748	\$ 64,727,253
<i>The above figures represent each fund's Market Value at 6.30.25</i>				

* Includes figures that were updated on March 19th, 2025.

Source: Office of Fiscal Services

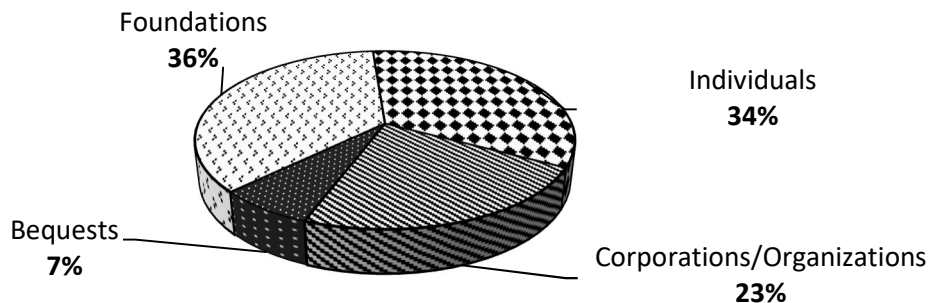
Total Gifts and Grants Purposes of Support (Cash)

Purposes of Support	FY '21 Amount	FY '22 Amount	FY '23 Amount	FY '24 Amount	FY '25 Amount
1. Current Operations					
a. Unrestricted	310,361	359,622	270,323	191,431	601,993
b. Restricted	<u>1,790,453</u>	<u>2,765,900</u>	<u>1,308,911</u>	<u>2,197,548</u>	<u>1,535,656</u>
<i>Sub-total, Current Operations</i>	<i>2,100,814</i>	<i>3,125,522</i>	<i>1,579,234</i>	<i>2,388,979</i>	<i>2,137,649</i>
2. Endowment	1,863,580	1,138,839	973,917	755,243	1,155,119
3. Capital	<u>836,629</u>	<u>1,163,912</u>	<u>3,111,155</u>	<u>2,131,596</u>	<u>1,928,079</u>
Total	\$4,801,023	\$5,428,273	\$5,664,306	\$5,275,818	\$5,220,847

Donor Giving Levels (Hard Credit)

Giving Levels	FY '21 # of Donors	FY '22 # of Donors	FY '23 # of Donors	FY '24 # of Donors	FY '25 # of Donors
\$10,000 and greater	50	48	55	55	65
\$5,000-\$9,999	47	40	41	45	45
\$2,000-\$4,999	101	99	106	107	94
\$1,000-\$1,999	128	113	134	105	116
\$500-\$999	146	119	145	130	137
\$250-\$499	223	250	242	224	209
\$100-\$249	980	1,105	1,099	853	908
\$1-\$99	1,525	1,618	1,371	967	1,015

FY24 Sources of Support 7/1/24 - 6/30/25



Overall Donors*

Fiscal Year	Number of Donors	Retention Rate
2025	3,220	60.0%

**Based on gifts received*

Source: University Advancement

IV. FACILITIES

Land and Building Inventory

Land (In Acres):

	<u>June 30, 2021</u>	<u>June 30, 2022</u>	<u>June 30, 2023</u>	<u>June 30, 2024</u>	<u>June 30, 2025</u>
Land in Scranton, PA	71.3	71.3	71.3	71.3	71.3
Land in Dunmore, PA	43.4	43.4	43.4	43.8	43.8
Total	114.7	114.7	114.7	115.1	115.1

Buildings:

<u>Building</u>	<u>Predominant Function</u>	<u>Usable Square Footage</u>
Adams Avenue Property (#2205)	President's Residence	5,555
Adams Avenue Property (#2305)	Residence	2,924
Adams Avenue Property (#2349)	Residence	2,857
Bethany Hall and Garage	Residence	4,966
Center for Architectural Studies	Academic	25,424
Center for Athletics and Wellness	Academic/Athletics/Recreation	80,170
Center for Natural and Health Sciences	Academic	45,453
Tony Domiano Center for Friends of the Poor	Special/Administrative	2,810
Emmanuel Hall	Administrative	8,359
Fricchione Early Learning Center	Special	8,397
Immaculata Hall	Administration	31,994
Insalaco Center for Studio Arts	Academic	56,020
Keith J. O'Neill Center for Healthy Families	Academic	60,270
Learning Commons	Library	71,158
Liberal Arts Center	Academic/Administrative	70,251
Loughran Hall	Student Residence/Administrative	109,247
Madonna Hall	Student Residence	51,674
Maria Hall	Administrative	5,017
McCarty Hall	IHM Residence	4,921
McGowan Center for Graduate and Professional Studies	Academic	55,252
Perpetual Help Hall	Student Residence	3,574
Power Plant and Maintenance Building	Support	20,518
Printing and Mailing Center	Support	3,674
Regina Hall	Student Residence/Administrative	56,907
Sette La Verghetta Center for Performing Arts	Academic	39,769
Shields Visual Arts Center	Academic	56,707
Student Center (Nazareth Hall)	Campus Life	55,942
Woodland Residences I	Student Residences	10,442
Woodland Residences II	Student Residences	26,869
Woodland Residences III	Student Residences	14,617
Total Square Footage		991,738
Net Book Value of Buildings (historical cost less accumulated depreciation)		\$145,295,470
Cost of Replacement		\$252,437,389

Leased facilities:

DeSales University - School of Social Work

Source: Buildings and Grounds

University Library

	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>
<u>Total Collection Counts</u>				
Print Books/Journals	201,077	192,210	193,105	193,891
Journal Titles-Electronic/Print	90,003	87,000	85,285	86,547
Audiovisual Materials	18,514	20,875	20,977	20,977
<u>Total Electronic Resources Counts</u>				
Internet Databases	84	72	72	72
Full-Text Databases	53	53	53	53
eBooks	262,814	374,724	730,966	812,000
<u>Total Expenditures</u>				
Print Books/Journals	\$118,245	\$14,972	\$13,500	\$13,700
Electronic Resources	\$140,130	\$189,514	\$226,717	\$225,820
Journal Binding*	\$1,818	\$149		
Supplies	\$961	\$560	\$606	\$597
<u>Total Interlibrary Loan Transactions</u>				
Borrowed	1,521	1,536	2,408	2,453
Loaned	1,383	1,836	1,728	2,086
<u>Library Instruction</u>				
Total Library Instruction Sessions	17	20	16	13
No. of Students/Faculty Attending	295	531	475	455
<u>Weekly Reference Transactions</u>				
In-person (average per week)	<1	10	3.4	0.5
Online (average per week)	3	2	2	6
<u>Total Circulation Transactions</u>				
	2,583	3,002	2,871	2,894
<u>Hours of Service per Week</u>				
	92	80	65	65
<u>Staff</u>				
Faculty	4.5	3.5	2.0	2.0
Professional	1.0	1.0	1.0	1.0
Support	4.5	5.5	4.0	4.0
Student Assistants (part-time)	4.0	5.0	5.0	7.0

* Is no longer being tracked.

Source: Learning Commons

Office of Information Technology

Information Technology (IT) is responsible for providing technology and related support to the Marywood University campus. In service of this purpose, IT is comprised of four operational areas: Educational Technology Services, User Services, Enterprise Services, and Infrastructure Services.

Educational Technology Services

The team at ETS works diligently to create an environment that promotes collaboration and communication across the University. They strive to follow the mission and core values of the University as they acknowledge the importance of educating global citizens in a digital society. It is their goal to provide educational technology opportunities for faculty to ensure an optimized student learning experience. In order to accomplish this goal, the team assists faculty with the integration of technology to create and deliver course content using research-based practices in the field of higher education.

Their services provide technology-enhanced training for teaching and learning for online, hybrid, and traditional courses. In addition, they provide course instructional design in Brightspace, training documentation on software and campus-specific applications, and Brightspace troubleshooting via the help desk.

Help Desk and Technology Support

The IT Help Desk is part of the User Services team and provides basic hardware, software, printing and network support. Contact them through a web-based ticketing system to easily communicate, track, and resolve issues; they can also be reached via phone or email.

The Technology Support team is also part of the User Services team and is responsible for the technical support of the University's end user computing devices such as desktops, laptops, printers and mobile devices. Support includes hardware and software installation and troubleshooting, as well as technology purchasing recommendations. The Technology Support team also monitors the computer labs across campus, ensuring the computers and printers are working properly and are up to date.

Enterprise Services

Enterprise Services is responsible for supporting the University's central software and database applications utilized by both administrative and academic departments. The Ellucian ERP system provides the primary software used by the Registrar's Office, Admissions, Finance, Financial Aid, and Human Resources. Enterprise Services also provides consultation and system implementation services and assistance for other third-party software solutions for use by these functional departments as well.

Enterprise Services provides ongoing technical support for effective data and process operations throughout all areas of the university. This includes programming for the Colleague ERP system and auxiliary systems, customized report services and analytics and database operations and maintenance.

Infrastructure Services

Infrastructure services contribute to and drive critical business functions for Marywood University by supporting servers, backup/disaster recovery solutions, network, internet/intranet, Wi-Fi, Google Workspace, identity and access management, telecom, and information security.

Infrastructure services completed a data center hardware refresh to a cutting-edge hyper-converged infrastructure hosted hardware platform for its servers. A disaster recovery solution was deployed at a remote data center in Philadelphia to protect its mission-critical services and solutions for the University. In June 2021 we cutover to state-of-the-art Palo Alto Next-Generation Firewalls to improve the security posture of Marywood University. Phase 2 network Wi-Fi hardware refresh was completed in select buildings on campus over the summer of 2021 to provide improved Wi-Fi and network services to support students, faculty, and staff.

Computer Labs

The Office of Information Technology maintains computer labs and drop-in areas in various buildings on campus. Most labs contain Windows-based PCs with Macintosh computers in buildings housing the arts. All have a high-speed Internet connection, scanners, pay per page laser printing, and Microsoft Office, as well as a number of specialized programs as needed by various departments. For students who cannot access the computer labs in person, a variety of applications found in the labs can also be used off-campus via an app-virtualization program.

Peer-to-Peer Policy Statement

Marywood University prohibits Peer-to-Peer (P2P) network traffic from the campus network because of its widespread use in distributing illegal or copyrighted material and for security purposes to protect our network and university data. The Office of Information Technology reserves the right to remove any computer in question from the network entirely if it is found to be distributing or collecting illegal or copyrighted material, or using excessive amounts of network bandwidth to the detriment of other computers on the network.

Source: Office of Information Technology

V. ACCREDITATIONS & APPROVALS

Institutional Accreditation

Marywood University is an accredited institution and a member of the Middle States Commission on Higher Education (MSCHE or the Commission) www.msche.org. Marywood's accreditation status is Reaffirmed.

The Commission's most recent action on the institution's accreditation status on January 3, 2023 was to acknowledge receipt of the substantive change request. To include the written arrangement with Arab Academy for Science, Technology and Maritime Transport to serve as a third-party provider offering 67% of the Master of Business Administration program within the institution's scope of accreditation. MSCHE is recognized by the U.S. Secretary of Education to conduct accreditation and pre-accreditation (candidate status) activities for institutions of higher education including distance, correspondence education, and direct assessment programs offered at those institutions. The Commission's geographic area of accrediting activities is throughout the United States.

1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801 | (267) 284-5000

Professional Accreditations

Accreditation Council for Business Schools and Programs

Business and Managerial Science Programs granting the B.B.A. Degrees at the Undergraduate Level and the M.B.A. and M.S. in Management Information System Degrees at the Graduate Level are accredited by the Accreditation Council for Business Schools and Programs.

11520 West 119th Street, Overland Park, KS 66213 | (913) 339-9356

Last accreditation review: 2019

Term of accreditation: 10 years

Next accreditation review: 2029

Accreditation Council for Education in Nutrition and Dietetics

The Didactic Program, Internship Program, and Distance Internship Programs in the Nutrition and Dietetics department are accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995 | (800) 877-1600

Didactic Program in Dietetics:

Date of Initial Accreditation: 12/1/1979

Accreditation Term Ends: 6/30/2028

Closure Pending: 5/31/2027

Degree Granted: BS

Dietetic Internship

Accreditation Status: Accredited

Date of Initial Accreditation: 4/1/1990

Accreditation Term Ends: 6/30/2028

Degree Granted: MS

Source: Academic Affairs

Accreditation Review Committee on Education for the Physician Assistant

The Master's degree in Physician Assistant Studies is accredited by the Accreditation Review Commission on Education for the Physician Assistant.

3325 Paddocks Parkway, Suite 345, Suwanee, GA 30024 | (770) 476-1224

Last accreditation review: 2016

Term of accreditation: 10 years

Next accreditation review: 2026

Accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP)

The Marywood University Graduate Art Therapy Program is accredited by the Commission on Accreditation of Allied Health Education Programs (caahep.org) upon the recommendation of The Accreditation Council for Art Therapy Education.

Commission on Accreditation of Allied Health Education Programs

25400 US Hwy 19N, Suite 158, Clearwater, FL 33763 | (727) 210-2350

Initial accreditation: 2021

Term of accreditation: 8 years

Next accreditation review: 2029

American Psychological Association (APA)

The Doctor of Psychology (Psy.D.) program in Clinical Psychology is accredited as a doctoral program in clinical psychology by the American Psychological Association (APA).

Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242 | (202) 336-6123 or (800) 374-2721

Last accreditation review: 2024

Term of accreditation: 10 years

Next accreditation review: 2034

Commission on Collegiate Nursing Education (CCNE)

The baccalaureate degree program in nursing at Marywood University is accredited by the Commission on Collegiate Nursing Education.

655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791 | (202) 887-6791

Last accreditation review: 2019

Term of accreditation: 10 years

Next accreditation review: 2029

Council for Accreditation of Counseling and Related Educational Programs

Counseling Programs in Elementary Counseling, Secondary School Counseling, and Mental Health Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs.

1001 North Fairfax Street, Suite 510, Alexandria, VA 22314 | (703) 535-5990

Last accreditation review: 2017

Term of accreditation: 8 years

Next accreditation review: 2025

Source: Academic Affairs

Council on Academic Accreditation

The Master of Science (M.S.) residential education program in Speech-Language Pathology at Marywood University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700

Last accreditation review: 2022

Term of accreditation: 8 years

Next accreditation review: 2030

Council on Social Work Education

The Master's and Baccalaureate of Social Work degree programs in the School of Social Work are accredited by the Council on Social Work Education.

1701 Duke Street, Suite 200, Alexandria, VA 22314-3457 | (703) 683-8080

Last accreditation review: 2024

Term of accreditation: 8 years

Next accreditation review: 2032

American Music Therapy Association (AMTA)

Marywood University's Music Therapy Program is approved by the American Music Therapy Association.
10125 Colesville Road, #136, Silver Spring, MD 20901 | (301) 589-3300

National Architectural Accrediting Board (NAAB)

The Bachelor of Architecture (B.ARCH.) degree program is accredited by the National Architectural Accrediting Board.

1101 Connecticut Avenue, NW, Suite 410, Washington, DC 20036 | (202) 783-2007

Last accreditation review: 2020

Term of accreditation: 8

Next accreditation review: 2028

National Association of Schools of Art and Design

Marywood University is accredited by the National Association of Schools of Art and Design.

11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248 | (703) 437-0700

Last accreditation review: 2018

Term of accreditation: 10 years

Next accreditation review: 2028

National Association of Schools of Music

Marywood University is accredited by the National Association of Schools of Music.

1029 Vermont Avenue, NW, Suite 1100, Washington, DC 20005 | (202) 628.8965

Last accreditation review: 2023

Term of accreditation: 10 years

Next accreditation review: 2033

Source: Academic Affairs

Commission on Accreditation for Respiratory Care

The Respiratory Therapy Program was awarded initial provisional accreditation in March 2020 by the *Commission on Accreditation for Respiratory Care (CoARC)*.

264 Precision Blvd. Telford, TN 37690

Initial accreditation: 2020

Next accreditation review: 2026

Pennsylvania Department of Education: State Board of Higher Education

Marywood University's education unit is proud to be recognized and approved by the Pennsylvania Department of Education.

Forum Building, 607 South Drive, Harrisburg, PA 17120

Source: Academic Affairs

Institutional Approval

The State Authorization Reciprocity Agreements (SARA) provides a voluntary, regional approach to state oversight of postsecondary distance education. Member states agree to follow uniform processes for approving their eligible institutions' participation. Pennsylvania joined SARA in January 2017.

SARA is an agreement among member states, districts, and territories that establishes comparable standards for interstate offering of post-secondary distance education.

Marywood University is a SARA-participating institution, enabling the University to engage in all activities covered by SARA in states that are members of SARA without having to obtain approval from each state individually. This agreement includes activities such as internships, clinical or field work that occur in other SARA states for students enrolled in the university's distance education or campus-based academic programs.

SARA's policies help protect students and provide benefits to member states and institutions carrying out distance education in multiple states. Marywood University is a SARA-participating institution, enabling the university to operate in all other SARA states without having to obtain approval from each state individually. This agreement includes on-ground activities such as internships, clinical or field work experiences that occur in other SARA states for students enrolled in Marywood's distance education or campus-based academic programs.

Marywood University adheres to all SARA guidelines and policies relating to student complaints. Please refer to the Student Handbook for the University grievance procedure. If a complaint cannot be resolved using the University grievance procedure, a student can contact the Home State SARA Portal Entity.

SARA does not deal with professional licensing board approval for programs leading to state licensing in fields such as nursing, teacher education, psychology, etc. SARA membership does not include reciprocity for licensure or certification issues with other states.

Marywood University's licensure programs meet Pennsylvania licensure and certification requirements. Licensure requirements vary from state to state and completion of these requirements in Pennsylvania does not guarantee compatibility with other state licensure certifications.

Source: Academic Affairs

VI. STRATEGIC PLAN PILLARS, GOALS, AND INITIATIVES

The Strategic Plan for Marywood University 2025-2030

Into the Future

Marywood University is at the dawn of a new era.

Grounded in more than a century of mission-driven education and emboldened by the resilience forged through recent challenges, we stand at the threshold of transformational growth.

With the appointment of our thirteenth President—the first lay leader since our founding in 1915—a new chapter has begun, marked by bold vision, inclusive leadership, and a renewed commitment to innovation, impact, and mission.

In late 2023, a university-wide conversation was launched—one that invited voices from every corner of campus and beyond. Students, faculty, staff, administrators, and trustees joined in collective reflection and forward-focused dialogue. This work continued over the course of the following two years, resulting in the Marywood University 2025-2030 Strategic Plan, a blueprint shaped by our shared aspirations and the pressing realities of a rapidly changing higher education landscape.

Four strategic pillars emerged as the foundation of this plan. Each one is rooted in our mission and designed to ensure that Marywood not only meets the future but leads it.

Looking Ahead

What lies before us is not merely a plan, but a mandate—an invitation to shape the next great era of Marywood University.

The goals and initiatives born from these four pillars are touchstones of transformation. They call us to act boldly, think expansively, and lead courageously.

As we step into this new chapter, we do so with purpose, unity, and unwavering faith in Marywood's mission. Together, we will ensure that Marywood's presence in the world is not only enduring, but increasingly influential, innovative, and inspiring.

PILLAR ONE: Recruitment and Retention

To thrive, Marywood must reach and retain a broad student population. This pillar focuses on reimagining how we attract students at all academic levels and how we walk beside them throughout their Marywood journey. It is not enough to bring students to our campus; we must also ensure that they are seen, supported, and empowered to succeed. Recruitment and retention are two sides of the same coin, and both are essential to our sustainability and success.

Goal #1: Enrollment growth of students on campus, domestic and international, graduates, and veterans.

Our mission

» Marywood is committed to bold, strategic enrollment expansion—on campus, across the country, and around the world. Our mission calls us to reach more students: domestic and international, traditional and non-traditional, graduate and undergraduate, transfer and veteran. To that end, we are launching

dynamic data-driven recruitment initiatives that open untapped geographic markets, strength partnerships with high schools and community colleges, and attract adult learners seeking career advancement or transformation.

Connection

» We will forge new pathways through robust partnerships—with government agencies, local and national businesses, international institutions, and community organizations—while deepening our commitment to veterans and their families

» Every academic and athletic program will share responsibility in elevating enrollment. The Marywood University School of Architecture (MUSOA) is setting a bold target of reaching 500 students by 2030—a goal that reflects our collective confidence and capability.

Admissions Process

» To ensure seamless access for all prospective students, we are refining processes for admissions, embracing innovative digital marketing, and revitalizing our brand strategy.

From personalized campus visits to alumni engagement, every encounter with Marywood will be unforgettable and mission-driven—designed to welcome, inspire, and convert prospective students into lifelong members of the Marywood family.

Goal #2: The retention of all students from matriculation to post graduation.

Retention

» Student success is not only about access— it's about persistence, belonging and purpose. Marywood's new, university-wide retention plan is grounded in the student-centered values that define our culture. It is designed to guide students from their first moments on campus through graduation and beyond.

Support

» Our first-year experience will be reimaged through a powerful collaboration led by the Office of Student Experience, ensuring each student begins their journey with purpose, connection, and clarity. Holistic academic support initiatives will be launched to meet students where they are—challenging and supporting them toward success.

Accessibility

» To strengthen the full continuum of learning we will streamline the transition from undergraduate to graduate studies within Marywood, creating clear, accessible pathways for students to continue their academic journey with us.

Retention, to us, is more than persistence—it is transformation. And we will not rest until every student who begins at Marywood finds the support they need to thrive and reach their full potential.

PILLAR TWO: Academic Innovation

In a world where knowledge evolves rapidly and the needs of learners change by the day, innovation is imperative. Marywood's academic future will be marked by agility, creativity, and courage. We will develop new programs, invest in emerging disciplines, and harness technology to expand our reach and deepen our impact. This pillar ensures that our academic offerings remain relevant, rigorous, and aligned with the needs of the global workforce and society.

Goal #1: Rigorous portfolio reviews and market analyses that will dictate the innovation we seek.

Innovation

» At Marywood, academic innovation is not an option—it is a mandate. To remain at the forefront of higher education, we are undertaking a rigorous, continuous review of our academic portfolio, driven by real-time market intelligence, labor trends, and industry collaboration.

Partnership

» Our deans, in partnership with faculty and external advisors, will lead the charge in designing bold, future-focused academic programs that anticipate workforce demands and inspire intellectual discovery. Simultaneously, we will revitalize existing programs to ensure relevance, excellence, and long-term impact.

Transformation

» This commitment to academic transformation will be fueled by a robust ecosystem of data, strategic insight, and creativity. We will expand and diversify our online offerings, creating flexible, high-quality alternatives that meet the needs of today's learners—whether traditional students, working professionals, or global citizens seeking purpose-driven education.

Through this strategic lens, Marywood will cultivate an academic environment that is dynamic, mission-aligned, and relentlessly future-facing—empowering students to lead with knowledge, vision, and integrity in a rapidly evolving world.

Goal #2: Making academic innovation happen.

Purpose

» Innovation is only as impactful as its implementation. At Marywood, we are committed to transforming our curricula. With purpose, urgency, and vision. Our academic programs will undergo systemic modernization on an annual basis—ensuring that what we teach evolves in step with the world our students are preparing to lead.

Inspiration

» At the heart of this transformation is our mission. The seven social principles of Pope Francis' *Laudato Si'* will be embedded across the curriculum, inspiring students to see themselves not only as learners—but as ethical leaders and global citizens. Through this integration, students will confront real-world challenges and explore their responsibilities within a complex, interconnected world.

Initiative

» We will also launch a meaningful, integrative first-year academic initiative that lays the foundation for every Marywood student's journey. This initiative will not only introduce students to our catholic identity and mission, it will quip them with the critical thinking, communication, and self-reflection skills necessary to thrive both in college and beyond.

In making academic innovation happen, we are reimagining education as a catalyst for impact. We are not simply preparing students for careers. We are preparing them to build a more just, sustainable, and compassionate world.

PILLAR THREE: Student Experience

Our students are not just learners. They are leaders in the making. The student experience at Marywood must reflect our deep commitment to educating the whole person: intellectually, socially, emotionally, and spiritually. From wellness to career services, from residence life to campus engagement, we will cultivate a student-centered environment where every student is empowered to thrive and inspired to lead with purpose.

Goal #1: Co-curricular and extracurricular services to complement the academic journey of Marywood students.

Immersive Experiences

» At Marywood, education extends far beyond the classroom. We are committed to delivering a student experience that is immersive, meaningful and deeply transformative, preparing our students for success in their careers as well as for leadership in a complex, rapidly evolving world.

Training

» Career readiness will be embedded into the fabric of Marywood experience. Career Services will coordinate a comprehensive and collaborative initiative across campus to integrate classroom learning with professional preparation, leadership training, and skill development

Empowerment

» We will expand access to experimental learning, through internships, service-learning, research, and immersive co-curricular programs, empowering students to apply their knowledge, cultivate real-world skills, and engage in ethical decision-making. Our students will be equipped to navigate technological innovation, harness the power of artificial intelligence, and remain agile in an increasingly digital workforce.

Outreach

» Guided by our Catholic mission, the Office of Mission Services will offer meaningful outreach opportunities that challenge students to serve with compassion, explore the deeper questions of our time, and become agents of social change.

Goal #2: Complementary healthcare services to enhance the student experience.

Wellness

» A transformative student experience must be rooted in care. Marywood will partner with a respected regional healthcare provider to establish an on-campus health and wellness center that serves both students and the broader community.

This center will offer comprehensive, accessible, and compassionate care—supporting the physical, mental, and emotional health of our students, so they can thrive personally, academically, and spiritually.

PILLAR FOUR: Institutional Stewardship

No strategic plan can succeed without a strong foundation. This pillar represents our pledge to be wise stewards of our resources—fiscal, human, and physical. Through continuous assessment, data-informed decision-making, and mission-aligned investment, we will create the conditions for long-term stability and excellence. Stewardship is not just about sustainability; it is about trust, transparency, and accountability to those we serve.

Goal #1: Optimization of all revenue streams

Optimization

» Marywood University is committed to building a financially resilient future—one that empowers us to deliver on our mission with strength, agility, and vision. To achieve this, we will strategically optimize all revenue streams while embracing innovation and collaboration at every level.

Sponsorship

» To elevate our role as a cultural and intellectual hub, we will expand corporate sponsorships and community partnerships initiatives—showcasing Marywood’s vibrant spirit and reinforcing our place as a leader in the region and beyond.

Innovation

» A comprehensive, campus-wide grant strategy will be developed—anchored in data, aligned with institutional priorities, and powered by cross-disciplinary partnerships. We will aggressively pursue external funding opportunities to support academic innovation, research, community engagement, and capital improvements.

Sustainability

» In alignment with the environmental principles of Laudato Si’, we will increase operational efficiency, reduce energy use, and promote sustainable stewardship of our physical campus. This commitment to sustainability is not only ethical—it is strategic, reducing costs while modeling responsible leadership for our students.

Investment

» Philanthropic support will be boldly reimagined. We will cultivate a new generation of donors—especially among our alumni—who are inspired to invest in Marywood’s future. These partnerships will play a vital role in transforming campus facilities and advancing academic excellence.

Resourceful

» Regular academic program reviews and rigorous profit-and-loss analysis will help identify opportunities for resource reallocation and revenue growth. And as our recruitment and retention efforts bear fruit, increased student demand, particularly for on-campus housing, will generate a stronger, more reliable financial foundation.

» This is not just financial planning. It is mission-driven stewardship—ensuring that every resource entrusted to Marywood is used wisely, creatively, and in service to our students and our shared future.

Goal #2: Investment in Marywood’s people.

Visionaries

» At Marywood, our greatest asset is our people. Faculty, staff, and administrators are the lifeblood of our mission—the leaders, mentors, and visionaries who shape lives and transform futures. To honor their commitment, we will make a bold and deliberate investment in their growth, well-being, and success, and celebrate their accomplishments.

Recognition

» Marywood will implement a comprehensive, equitable compensation strategy that reflects the full value of our employees’ contributions. This plan will include competitive base pay and benefits, and a system

of merit-based raises and incentives—ensuring that excellence is not only expected but recognized and rewarded.

Service

» Grounding all of this is our enduring Catholic identity. Through the creation of a new annual “Mission First” retreat series, led by Mission Services, we will deepen our shared understanding of Marywood’s core values. These retreats will offer all employees the opportunity to reflect, reconnect, and recommit to the transformative work we do—anchored in faith, community, and purpose.

Only people are not only employees—they are stewards of Marywood’s legacy and co-creators of its future.

Goal #3: Synchronize facilities growth with the goals of the three parallel pillars.

Expansion

» As we look ahead to 2030, we will ensure that the physical growth of its campus directly supports its academic mission, financial stewardship, and student-centered values.

» We will focus on synchronizing facilities development with the university’s three parallel strategic pillars.

The approach is intentional, data-driven, and rooted in Marywood’s commitment to sustainability.

VISION STATEMENT

We will think boldly and act with agility—expanding our national and global reach, growing enrollment, and equipping students with the knowledge, skills, and ethical foundation needed to thrive in a complex and rapidly changing world.

Rooted in academic excellence and a commitment to innovation, Marywood will foster a culture of belonging, respect, and opportunity—where every member of our community is supported in their personal and professional growth. Through strategic partnerships across local, national, and international networks, and by embracing technological advancement and creative thinking, Marywood will respond to the evolving needs of society and position itself as a forward-looking leader in higher education.

Marywood University will redefine what it means to be a dynamic, student-focused institution in 21st century higher education.