

Marywood  
UNIVERSITY

# FACT BOOK 2025-2026

*Office of Planning and Institutional Effectiveness*



## TABLE OF CONTENTS

Mission Statement .....	3
Memorandum .....	4
<b>I. STUDENTS:</b>	
Synopsis of Associate Baccalaureate Degree Programs and Majors .....	5
Synopsis of Graduate Degree Programs .....	7
Degrees Granted by College and Department:	
RCCPS .....	8
CHS .....	9
Admissions Activity:	
Undergraduate Full-Time and Part-Time New Students .....	10
Graduate Full- and Part-Time New Students by Calendar Year .....	11
Average SAT Scores for First-time Full-time Student .....	13
Fall 2025 Headcount and FTE Enrollment by College and Time Status .....	14
Fall 2025 Headcount by College and Ethnicity/Race .....	16
Headcount Enrollment by College, Department, and Level Fall 2021-2025 .....	17
Fall 2025 Headcount Enrollment by College and Gender .....	19
Fall Full-time Undergraduate Enrollment by On/Off-Campus Living .....	21
Students with Disabilities .....	21
Global Initiatives and Programs:	
Study Abroad Program Locations and Majors of Students Fall 2025 .....	22
International Student Enrollment .....	22
International Student Majors of Choice .....	22
Honors Program:	
Majors Represented .....	23
Honors Courses Offered in 2025-2026 .....	23
Enrollment in Honors Courses .....	23
Retention and Graduation Rates for First-Time Full-Time Students by Year of Entry .....	24
Trends in 1-Year Retention and 6-Year Graduation Rates of First-Time Full-Time Students .....	24
Athletics and Recreation .....	25
Athletic Honors/Achievements .....	26
<b>II. PERSONNEL:</b>	
Employees by Ethnicity, EEO Category, and Time Status .....	27
Full-time Employees by Gender and Ethnicity .....	28
Number of Full-time and Pro-rata Faculty by College .....	29
Tenure Status among Full-time Faculty .....	29
Highest Degrees Earned .....	29
Number of Full-time Faculty by Rank and Gender .....	30
<b>III. FINANCES:</b>	
Operating Revenue/Expense .....	31
Tuition, Fees, Room and Board Rates .....	32
Student Cost of Attendance .....	33

Endowment Fund.....	33
Total Gifts and Grants:	
Purposes of Support .....	34
Donor Giving Levels .....	34
Sources of Support .....	34
Undergraduate Alumni Giving .....	34
<b>IV. FACILITIES:</b>	
Land and Building Inventory .....	35
University Library .....	36
Office of Information Technology .....	37
<b>V. ACCREDITATIONS:</b>	
Marywood University Accreditations/Approvals .....	39
<b>VI. STRATEGIC PLAN PILLARS, GOALS, AND INITIATIVES:</b>	
Marywood University Strategic Plan Pillars, Goals, and Initiatives .....	44



## **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 16<sup>th</sup>, 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](mailto: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"> <li>• Art</li> <li>• Music</li> <li>• Theater</li> </ul>	BArch	Architecture
BA	Criminal Justice	BBA	Accounting
BA	English	BBA	Aviation Management
	<ul style="list-style-type: none"> <li>• Literature</li> <li>• Writing</li> </ul>		<ul style="list-style-type: none"> <li>• Airline/Airport Management</li> <li>• Professional Pilot / Flight Operations</li> </ul>
BA	Environmental Studies	BBA	Financial Crime Investigation
	<ul style="list-style-type: none"> <li>• Environmental Science</li> <li>• Environmental Justice</li> <li>• Environmental Humanities</li> </ul>	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"> <li>• Health Services Administration</li> <li>• Hospitality Management</li> <li>• Sports Management</li> </ul>
BA	Multimedia Communication	BBA	Marketing
	<ul style="list-style-type: none"> <li>• Film, TV, and Digital Communication</li> <li>• Sports Media</li> <li>• Interdisciplinary (Build Your Own Track)</li> </ul>	BEDA	Environmental Design – Architecture
BA	Music (Musical Theatre)	BFA	Design
BA	Music Production and Entrepreneurship		<ul style="list-style-type: none"> <li>• Graphic Design</li> </ul>
BA	Pre-Law	BFA	Studio Art
BA	Philosophy		<ul style="list-style-type: none"> <li>• 2D</li> <li>• 3D</li> <li>• Illustration</li> <li>• Photography</li> </ul>
		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"> <li>• Medical Laboratory Science</li> <li>• Pre-Chiropractic</li> <li>• Pre-Physician Assistant Studies</li> <li>• Pre-Professional</li> </ul>	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
			<ul style="list-style-type: none"> <li>• Clinical Practice</li> </ul>
BS	Computer Science	BS	Respiratory Therapy
BS	Construction Management	BS	Respiratory Therapy (RRT to BSRT)
BS	Early Childhood and Elementary Education	BS	Special Education
BS	Early Childhood and Elementary Education/Special Education	BS	Special Education
			<ul style="list-style-type: none"> <li>• Early Childhood Education - PK-4</li> <li>• English Secondary</li> <li>• Mathematics Secondary</li> </ul>
BS	Environmental Science		
BS	Exercise Science	BSN	Nursing
BS	Exercise Science		<ul style="list-style-type: none"> <li>• LPN to BSN</li> <li>• Pre-Service</li> <li>• RN</li> </ul>
	<ul style="list-style-type: none"> <li>• Athletic Training</li> </ul>		
BS	Health & Physical Education	BSW	Social Work
	<ul style="list-style-type: none"> <li>• Education</li> </ul>	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"> <li>• Clinical Services</li> <li>• General Theoretical</li> </ul>	MS	Higher Education Administration
MA	Studio Art	MS	Management Information Systems
	<ul style="list-style-type: none"> <li>• Ceramics</li> <li>• Painting</li> <li>• Photography</li> <li>• Printmaking</li> <li>• Sculpture</li> </ul>	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"> <li>• General Management</li> <li>• Finance and Investments</li> <li>• Management Information Systems</li> </ul>	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"> <li>• Graphic Design</li> <li>• Illustration</li> </ul>	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"> <li>• Curriculum and Instruction</li> <li>• PreK-12 Supervisor</li> <li>• Special Education Supervisor</li> <li>• Superintendent Letter of Eligibility</li> </ul>
		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>
<b>Art</b>					
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
<b>Communication Arts*</b>					
B.A.				4	18
<b>Communication, Language, and Literature*</b>					
B.A.	16	14	15	2	
M.A.	2	0	0	0	
<b>English/Modern Languages*</b>					
B.A.				8	11
M.A.				2	1
<b>Global Initiatives &amp; Programs**</b>					
E.M.B.A.				40	62
M.B.A.				77	155
<b>Music, Theatre, and Dance*</b>					
B.A.	3	2	2	0	5
B.M.	9	14	15	15	13
M.A.	0	0	0	0	0
<b>PhD</b>					
Ph.D.	5	7	3	6	11
<b>Philosophy, Religious Studies*</b>					
B.A.	1	0	1	2	1
<b>Public Administration</b>					
M.P.A.	4	5	2	7	3
E.M.P.A.				2	2
E.M.N.L.P.					3
<b>School of Architecture</b>					
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
<b>School of Business and Global Innovation**</b>					
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
<b>School of Education</b>					
B.S.	21	17	25	30	30
M.A.T.	17	12	11	13	10
M.S.	17	14	17	19	16
<b>Social Sciences*</b>					
B.A.	14	17	16	18	16
M.S.	4	4	2	4	0
<b>Total Bachelors</b>	<b>189</b>	<b>181</b>	<b>184</b>	<b>213</b>	<b>232</b>
<b>Total Masters</b>	<b>72</b>	<b>80</b>	<b>223</b>	<b>195</b>	<b>318</b>
<b>Total Doctoral</b>	<b>5</b>	<b>7</b>	<b>3</b>	<b>6</b>	<b>11</b>

\*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>
<b>Athletic Training and Exercise Science*</b>					
B.S.	22	6			
<b>Communication Sciences and Disorders</b>					
B.S.	28	22	25	21	24
M.S.	17	22	23	25	18
<b>Exercise Science*</b>					
B.S.			3	7	
<b>Health, Nutrition, and Exercise Science</b>					
B.S.					26
M.S.					22
<b>Nursing, Respiratory Therapy and Healthcare Administration*</b>					
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
<b>Nutrition and Dietetics*</b>					
B.S.	16	12	12	9	
M.S.	38	33	47	30	
<b>Physician Assistant</b>					
M.S.	53	55	46	50	50
<b>Psychology and Counseling</b>					
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
<b>School of Social Work</b>					
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
<b>Science, Math, and Computer Science</b>					
B.S.	67	57	51	71	71
M.S.	3	5	3	2	3
<b>Total Bachelors</b>	<b>211</b>	<b>174</b>	<b>165</b>	<b>169</b>	<b>192</b>
<b>Total Masters</b>	<b>239</b>	<b>233</b>	<b>226</b>	<b>205</b>	<b>178</b>
<b>Total Education Specialist</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>6</b>	<b>4</b>
<b>Total Doctoral</b>	<b>7</b>	<b>11</b>	<b>7</b>	<b>15</b>	<b>9</b>

\* 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>
<b>Total Bachelors Awarded</b>	<b>415</b>	<b>375</b>	<b>367</b>	<b>382</b>	<b>424</b>
<b>Total Masters Awarded</b>	<b>310</b>	<b>327</b>	<b>554</b>	<b>400</b>	<b>496</b>
<b>Total Educational Specialist Awarded</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>6</b>	<b>4</b>
<b>Total Doctoral Awarded</b>	<b>17</b>	<b>12</b>	<b>18</b>	<b>10</b>	<b>20</b>
<b>Total All Degrees Awarded</b>	<b>735</b>	<b>738</b>	<b>720</b>	<b>935</b>	<b>944</b>

Source: Office of the Registrar

## Admissions Activity

### Undergraduate Fall Full Time and Part Time New Students

	2021	2022	2023	2024	2025*
<b>Applied</b>	<b>2,845</b>	<b>2,976</b>	<b>3,489</b>	<b>4,663</b>	<b>3,729</b>
Domestic			3,230	3,384	3,408
International			259	1,279	321
<b>First-year</b>	<b>2,541</b>	<b>2,647</b>	<b>3,136</b>	<b>4,236</b>	<b>3,341</b>
Domestic			2,918	3,064	3,046
International			218	1,172	295
<b>Transfer</b>	<b>304</b>	<b>329</b>	<b>353</b>	<b>427</b>	<b>388</b>
Domestic			312	320	362
International			41	107	26
<b>Offered Admission</b>	<b>2,236</b>	<b>2,302</b>	<b>2,807</b>	<b>2,733</b>	<b>2,825</b>
Domestic			2,557	2,692	2,789
International			250	41	36
<b>First-year</b>	<b>2,080</b>	<b>2,137</b>	<b>2,625</b>	<b>2,566</b>	<b>2,632</b>
Domestic			2,415	2,537	2,602
International			210	29	30
<b>Transfer</b>	<b>156</b>	<b>165</b>	<b>182</b>	<b>167</b>	<b>193</b>
Domestic			142	155	187
International			40	12	6
<b>Offer Rate</b>	<b>78.6%</b>	<b>77.4%</b>	<b>80.5%</b>	<b>57.7%</b>	<b>75.8%</b>
Domestic			79.1%	69.3%	81.8%
International			96.5%	1.2%	11.2%
<b>First-year</b>	<b>81.9%</b>	<b>80.1%</b>	<b>83.7%</b>	<b>60.6%</b>	<b>78.7%</b>
Domestic			82.8%	82.8%	76.4%
International			96.3%	2.4%	10.2%
<b>Transfer</b>	<b>51.3%</b>	<b>50.2%</b>	<b>51.6%</b>	<b>3.9%</b>	<b>49.7%</b>
Domestic			45.5%	48.4%	51.7%
International			97.6%	11.2%	23.1%
<b>Current Confirmed</b>	<b>550</b>	<b>550</b>	<b>534</b>	<b>535</b>	<b>656</b>
Domestic			516	529	650
International			18	6	6
<b>First-year</b>	<b>464</b>	<b>457</b>	<b>435</b>	<b>451</b>	<b>529</b>
Domestic			427	447	526
International			8	4	3
<b>Transfer</b>	<b>86</b>	<b>93</b>	<b>99</b>	<b>84</b>	<b>127</b>
Domestic			89	82	124
International			10	2	3
<b>Yield Rate</b>	<b>24.6%</b>	<b>23.9%</b>	<b>19.0%</b>	<b>19.6%</b>	<b>23.2%</b>
Domestic			20.1%	19.7%	23.3%
International			7.2%	14.6%	16.7%
<b>First-year</b>	<b>22.3%</b>	<b>21.4%</b>	<b>16.5%</b>	<b>17.6%</b>	<b>20.1%</b>
Domestic			10.1%	17.6%	20.2%
International			3.1%	13.8%	10.0%
<b>Transfer</b>	<b>55.1%</b>	<b>56.4%</b>	<b>54.4%</b>	<b>50.3%</b>	<b>65.8%</b>
Domestic			62.6%	52.9%	66.3%
International			25.0%	16.7%	50.0%

\*Includes updated information from February 2<sup>nd</sup>, 2026 on Current Confirms and Transfer Admits.

Source: Admissions

## 2020 - 2025 Admissions Activity

### Graduate Full Time and Part Time New Students by Calendar Year

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

Source: Admissions

## 2020 - 2025 Admissions Activity

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

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

Source: Admissions

**Average SAT Scores for First-time Full-time Students**

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

*\*Represents a change in the SAT format.*

*Source: Admissions*

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

<b>Colleges</b>	<b>CHS</b>	<b>RCCPS</b>	<b>HR</b>
Undergraduate FT	688	1,167	0
Undergraduate PT	25	19	0
Aux Undergraduate FT	0	0	0
Aux Undergraduate PT	0	59	62
<b>Undergraduate Total</b>	<b>713</b>	<b>1,186</b>	<b>0</b>
<b>Aux Undergraduate Total</b>	<b>0</b>	<b>59</b>	<b>62</b>
<b>Aux + Undergraduate Total</b>	<b>713</b>	<b>1,245</b>	<b>62</b>
<b>Aux + Undergraduate FTE (New)</b>	<b>69.3</b>	<b>1,193</b>	<b>20.7</b>
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
<b>Graduate Total</b>	<b>442</b>	<b>304</b>	<b>0</b>
<b>Aux Graduate Total</b>	<b>1</b>	<b>5</b>	<b>0</b>
<b>Aux + Graduate Total</b>	<b>443</b>	<b>309</b>	<b>0</b>
<b>Aux + Graduate FTE (New)</b>	<b>416.3</b>	<b>223.7</b>	<b>0</b>
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
<b>Global Initiatives Total</b>	<b>0</b>	<b>352</b>	<b>0</b>
<b>Global Initiatives FTE</b>	<b>0</b>	<b>220</b>	<b>0</b>
<b>Colleges</b>	<b>CHS</b>	<b>RCCPS</b>	<b>HR</b>
<b>All Students Total</b>	<b>1,156</b>	<b>1,906</b>	<b>62</b>
<b>All Students FTE</b>	<b>1,112.7</b>	<b>1,636.7</b>	<b>20.7</b>

**Total University**

	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025**</b>
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
<b>Undergraduate Total</b>	<b>1,743</b>	<b>1,811</b>	<b>1,830</b>	<b>1,816</b>	<b>1,899</b>
<b>Aux Undergraduate Total</b>	<b>73</b>	<b>105</b>	<b>110</b>	<b>132</b>	<b>121</b>
<b>Aux + Undergraduate Total</b>	<b>1,816</b>	<b>1,916</b>	<b>1,940</b>	<b>1,948</b>	<b>2,020</b>
<b>Aux + Undergraduate FTE</b>	<b>1,724</b>	<b>1,790.7</b>	<b>1,820.7</b>	<b>1,822.7</b>	<b>1,910</b>
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
<b>Graduate Total</b>	<b>771</b>	<b>688</b>	<b>685</b>	<b>689</b>	<b>746</b>
<b>Aux Graduate Total</b>	<b>86</b>	<b>185</b>	<b>291</b>	<b>371</b>	<b>358</b>
<b>Aux + Graduate Total</b>	<b>857</b>	<b>873</b>	<b>976</b>	<b>1060</b>	<b>1104</b>
<b>Aux + Graduate FTE</b>	<b>761</b>	<b>783.7</b>	<b>756</b>	<b>806</b>	<b>860.7</b>
<b>All Student Total</b>	<b>2,673</b>	<b>2,789</b>	<b>2,916</b>	<b>3,008</b>	<b>3,124</b>
<b>All Student FTE</b>	<b>2,485</b>	<b>2,574.4</b>	<b>2,576.7</b>	<b>2,628.7</b>	<b>2,770.7</b>

*\*(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
<b>CHS</b>	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
	<b>Total</b>	<b>688</b>	<b>25</b>	<b>403</b>	<b>39</b>	<b>1</b>	<b>0</b>
<b>RCCPS</b>	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
	<b>Total</b>	<b>1167</b>	<b>19</b>	<b>177</b>	<b>127</b>	<b>64</b>	<b>352</b>
<b>HR</b>	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
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>62</b>	<b>0</b>
<b>Total</b>	American Indian/Alaska Native	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	Asian	<b>46</b>	<b>0</b>	<b>18</b>	<b>2</b>	<b>1</b>	<b>0</b>
	Black or African American	<b>60</b>	<b>0</b>	<b>16</b>	<b>7</b>	<b>1</b>	<b>0</b>
	Hawaiian/Pacific Islander	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
	Hispanic	<b>235</b>	<b>4</b>	<b>44</b>	<b>7</b>	<b>2</b>	<b>0</b>
	Non-resident Alien	<b>8</b>	<b>1</b>	<b>28</b>	<b>2</b>	<b>47</b>	<b>247</b>
	Two or more races	<b>35</b>	<b>0</b>	<b>14</b>	<b>1</b>	<b>1</b>	<b>0</b>
	Unknown	<b>398</b>	<b>9</b>	<b>57</b>	<b>25</b>	<b>20</b>	<b>103</b>
	White	<b>1070</b>	<b>30</b>	<b>402</b>	<b>122</b>	<b>55</b>	<b>2</b>
	<b>Total</b>	<b>1,855</b>	<b>44</b>	<b>580</b>	<b>166</b>	<b>127</b>	<b>352</b>

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 <sup>1</sup>	Undergraduate	36	-	-	-	-
	Graduate	0	-	-	-	-
Communication Sciences and Disorders	Undergraduate	81	83	77	60	45
	Graduate	32	25	28	26	29
Exercise Science <sup>1</sup>	Undergraduate	-	33	46	-	-
Health, Nutrition, and Exercise Science <sup>1</sup>	Undergraduate	-	-	-	101	105
	Graduate	-	-	-	36	37
Nursing, Respiratory Therapy, and Healthcare Administration <sup>1</sup>	Undergraduate	179	188	182	172	204
	Graduate	10	9	7	11	11
Nutrition <sup>1</sup>	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 <sup>2</sup>	Undergraduate	-	-	41	49	56
	Graduate	-	-	0	0	0
Communication, Language, and Literature	Undergraduate	60	107 <sup>5</sup>	-	-	-
	Aux Undergraduate <sup>4</sup>	1	39	-	-	-
	Graduate	1	1	-	-	-
English/Modern Languages <sup>2</sup>	Undergraduate	-	-	39	31	22
	Aux Undergraduate <sup>4</sup>	-	-	51	80	47
	Graduate	-	-	0	1	0
Music, Theatre and Dance <sup>2</sup>	Undergraduate	86	88	83	70	76
	Graduate	3	-	-	-	-
Philosophy and Religious Studies <sup>2</sup>	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 <sup>3</sup>	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 <sup>4</sup>	-	-	-	-	12
	Graduate	99	95	93	99	122
PhD <sup>3</sup>	Graduate	56	47	60	85	103
Public Administration	Graduate	10	9	13	11	4
Retention and Advisement <sup>5</sup>	Undergraduate	58	39	29	30	32
Social Sciences <sup>2</sup>	Undergraduate	69	85	65	67	81
	Graduate	10	5	4	2	4

Human Resources		2021	2022	2023	2024	2025
Registrar	Aux Undergraduate <sup>4</sup>	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
<b>Undergrad FT Total</b>	<b>688</b>	<b>1,167</b>	<b>0</b>	<b>1,855</b>
Undergrad PT Women	18	8	0	26
Undergrad PT Men	7	11	0	18
Undergrad PT Unknown/Other	0	0	0	0
<b>Undergrad PT Total</b>	<b>25</b>	<b>19</b>	<b>0</b>	<b>44</b>
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
<b>Aux Undergrad FT Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
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
<b>Aux Undergrad PT Total</b>	<b>0</b>	<b>59</b>	<b>62</b>	<b>121</b>
Grad FT Women	308	182	0	490
Grad FT Men	60	121	0	182
Grad FT Unknown/Other	0	7	0	7
<b>Grad FT Total</b>	<b>368</b>	<b>310</b>	<b>0</b>	<b>679</b>
Grad PT Women	33	257	0	154
Grad PT Men	12	79	0	227
Grad PT Unknown/Other	0	0	0	0
<b>Grad PT Total</b>	<b>45</b>	<b>336</b>	<b>0</b>	<b>381</b>
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
<b>Aux Grad FT Total</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>5</b>
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
<b>Aux Grad PT Total</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>
Egypt FT Women	0	2	0	2
Egypt FT Men	0	3	0	3
Egypt FT Unknown/Other	0	0	0	0
<b>Egypt FT Total</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>5</b>

Fact Book 2025-2026

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

Source: Institutional Research

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

		Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
<b>On-Campus</b>						
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
	<b>Total</b>	<b>611</b>	<b>707</b>	<b>736</b>	<b>750</b>	<b>834</b>
<b>Off-Campus</b>						
Full-time	Women	711	684	667	657	648
	Men	338	336	362	354	372
	Unknown/Other			0	1	1
	<b>Total</b>	<b>1,067</b>	<b>1,067</b>	<b>1,019</b>	<b>1,018</b>	<b>1,021</b>
Part-time	Women	53	62	40	36	25
	Men	20	22	25	18	19
	Unknown/Other			6	0	0
	<b>Total</b>	<b>137</b>	<b>185</b>	<b>119</b>	<b>103</b>	<b>44</b>

*\*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 10.3%	221 12.8%	363 18.9%	389 20.1%*	399 24.5%*	358 17.7%
Graduate	29 3.6%	31 4.3%	73 10.6%	71 7.3%*	65 5.4%*	58 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
<b>Total Undergraduate:</b>	<b>11</b>

##### Graduate

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

#### International Students - Major Course of Study – Fall 2025

Undergraduate	Graduate
BArch Architecture	MArch Architecture
BBA Marketing	MA Clinical Mental Health Counseling
BIA Interior Architecture	MA Psychology (Clinical Services)
BM Music Therapy	MBA Business Admin (MIS)
BS Biology (Pre-PA)	MBA Business Administration (General Management)
BS Mathematics	MS Healthcare Administration
BSN Nursing – Pre-Service	MS Management Information Systems
BSN Nursing - RN	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**

<b>Fall 2025</b>		<b>Spring 2026</b>	
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>

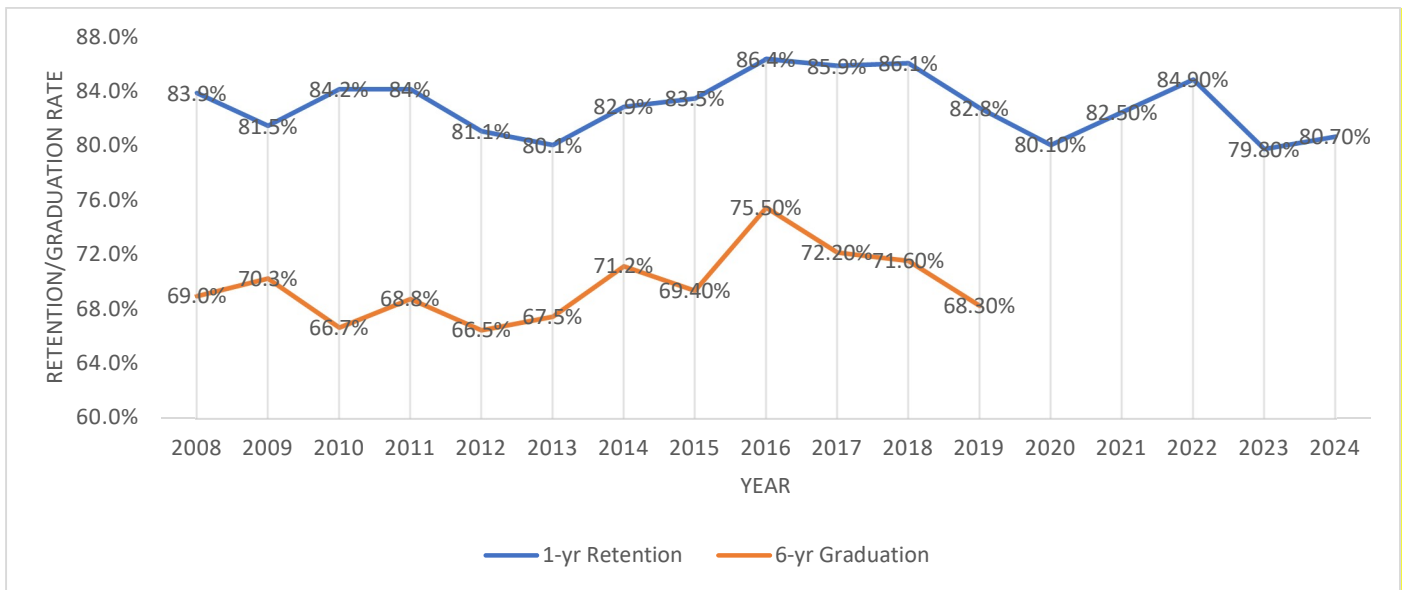
\* This number was sourced from the report server and may be conservative.

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 <sup>st</sup> Fall	2 <sup>nd</sup> Fall	3 <sup>rd</sup> Fall	4 <sup>th</sup> Fall	5 <sup>th</sup> Fall	6 <sup>th</sup> Fall	7 <sup>th</sup> Fall	8 <sup>th</sup> 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.

<b>Women</b>	<b>Men</b>
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)	<b>Coed</b>
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**

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

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

Source: Human Resources

**Full-time Employees by Gender and Ethnicity**

<b>Table C</b>	<b>2021-22</b>		<b>2022-23</b>		<b>2023-24</b>		<b>2024-25</b>		<b>2025-26</b>	
	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>
<b>Executive/Administrative/Managerial</b>										
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
<b>Faculty (includes librarians)</b>										
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
<b>Professional Staff (does not include librarians)</b>										
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
<b>Support Staff</b>										
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
<b>Technical/Paraprofessional Staff</b>										
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
<b>Skilled Craft Staff</b>										
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
<b>Service/Maintenance Staff</b>										
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
<b>Totals</b>	<b>153</b>	<b>254</b>	<b>143</b>	<b>250</b>	<b>133</b>	<b>216</b>	<b>117</b>	<b>200</b>	<b>119</b>	<b>209</b>

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
<b>Total University</b>	<b>68</b>	<b>44.1</b>	<b>60</b>	<b>41.6</b>	<b>50</b>	<b>37.3</b>	<b>39</b>	<b>32.5</b>	<b>40</b>	<b>38.4</b>

### 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
<b>Total</b>	<b>78</b>	<b>55</b>	<b>133</b>

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

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	
<b>NET CHANGE IN OPERATING ACTIVITIES</b>	\$ 5,023,138		\$ 5,691,440		\$ 3,025,420		\$ 6,690,703	

Source: Office of Fiscal Services

## Tuition, Fees, Room, Board Rates

<b>TUITION, FEES, ROOM, BOARD RATES</b>	<b>FY 22-23</b>	<b>FY 23-24</b>	<b>FY 24-25</b>	<b>FY 25-26</b>
<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
<b>TOTAL</b>	<b>\$ 61,314</b>	<b>\$ 51,012</b>	<b>\$ 59,860</b>	<b>\$ 63,346</b>	<b>\$ 54,522</b>	<b>\$ 62,412</b>

### 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
<b>TOTAL ENDOWMENT FUND</b>	<b>\$ 52,103,971</b>	<b>\$ 56,974,570</b>	<b>\$ 60,780,748</b>	<b>\$ 64,727,253</b>
<i>The above figures represent each fund's Market Value at 6.30.25</i>				

\* Includes figures that were updated on March 19<sup>th</sup>, 2025.

Source: Office of Fiscal Services

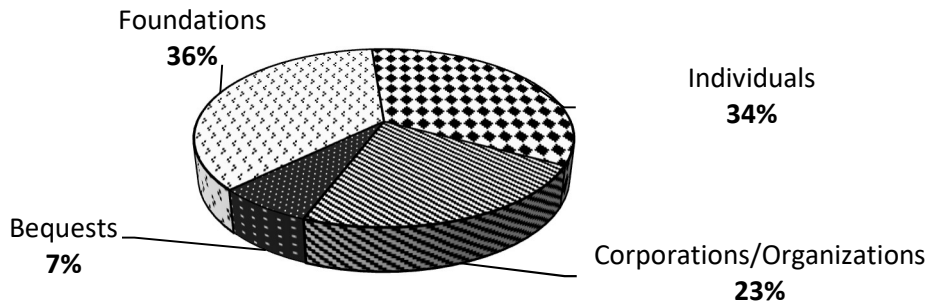
**Total Gifts and Grants  
Purposes of Support (Cash)**

<b>Purposes of Support</b>	<b>FY '21 Amount</b>	<b>FY '22 Amount</b>	<b>FY '23 Amount</b>	<b>FY '24 Amount</b>	<b>FY '25 Amount</b>
<b>1. Current Operations</b>					
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>
<b>2. Endowment</b>	1,863,580	1,138,839	973,917	755,243	1,155,119
<b>3. Capital</b>	<u>836,629</u>	<u>1,163,912</u>	<u>3,111,155</u>	<u>2,131,596</u>	<u>1,928,079</u>
<b>Total</b>	<b>\$4,801,023</b>	<b>\$5,428,273</b>	<b>\$5,664,306</b>	<b>\$5,275,818</b>	<b>\$5,220,847</b>

**Donor Giving Levels (Hard Credit)**

<b>Giving Levels</b>	<b>FY '21 # of Donors</b>	<b>FY '22 # of Donors</b>	<b>FY '23 # of Donors</b>	<b>FY '24 # of Donors</b>	<b>FY '25 # of Donors</b>
\$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\***

<b>Fiscal Year</b>	<b>Number of Donors</b>	<b>Retention Rate</b>
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
<b>Total</b>	<b>114.7</b>	<b>114.7</b>	<b>114.7</b>	<b>115.1</b>	<b>115.1</b>

#### 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
<b>Total Square Footage</b>		<b>991,738</b>
<b>Net Book Value of Buildings (historical cost less accumulated depreciation)</b>		<b>\$145,295,470</b>
<b>Cost of Replacement</b>		<b>\$252,437,389</b>

#### 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>
<b><u>Total Collection Counts</u></b>				
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
<b><u>Total Electronic Resources Counts</u></b>				
Internet Databases	84	72	72	72
Full-Text Databases	53	53	53	53
eBooks	262,814	374,724	730,966	812,000
<b><u>Total Expenditures</u></b>				
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
<b><u>Total Interlibrary Loan Transactions</u></b>				
Borrowed	1,521	1,536	2,408	2,453
Loaned	1,383	1,836	1,728	2,086
<b><u>Library Instruction</u></b>				
Total Library Instruction Sessions	17	20	16	13
No. of Students/Faculty Attending	295	531	475	455
<b><u>Weekly Reference Transactions</u></b>				
In-person (average per week)	<1	10	3.4	0.5
Online (average per week)	3	2	2	6
<b><u>Total Circulation Transactions</u></b>				
	2,583	3,002	2,871	2,894
<b><u>Hours of Service per Week</u></b>				
	92	80	65	65
<b><u>Staff</u></b>				
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](http://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](http://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 covert 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 reimagined 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.