



Marywood

UNIVERSITY



FACT BOOK 2024-2025

Office of Planning and Institutional Effectiveness

TABLE OF CONTENTS

| | |
|---|----|
| Mission Statement | 3 |
| Memorandum | 4 |
| I. STUDENTS: | |
| Synopsis of 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 2024 Headcount and FTE Enrollment by College and Time Status | 14 |
| Fall 2024 Headcount by College and Ethnicity/Race | 15 |
| Headcount Enrollment by College, Department, and Level Fall 2020-2024 | 16 |
| Fall 2024 Headcount Enrollment by College and Gender | 17 |
| Fall Full-time Undergraduate Enrollment by On/Off-Campus Living | 18 |
| Students with Disabilities | 18 |
| Study Abroad Program Locations and Majors of Students Fall 2024 | 19 |
| International Student Enrollment | 19 |
| International Student Majors of Choice | 19 |
| Honors Program Majors Represented | 20 |
| Honors Courses Offered in 2024-2025 | 20 |
| Enrollment in Honors Courses | 20 |
| Retention and Graduation Rates for First-Time Full-Time Students by Year of Entry | 21 |
| Trends in 1-Year Retention and 6-Year Graduation Rates of First-Time Full-Time Students | 21 |
| Athletics and Recreation | 22 |
| Athletic Honors/Achievements | 23 |
| II. PERSONNEL: | |
| Employees by Ethnicity, EEO Category, and Time Status | 24 |
| Full-time Employees by Gender and Ethnicity | 25 |
| Number of Full-time and Pro-rata Faculty by College | 26 |
| Tenure Status among Full-time Faculty | 26 |
| Highest Degrees Earned | 26 |
| Number of Full-time Faculty by Rank and Gender | 27 |
| III. FINANCES: | |
| Operating Revenue/Expense | 28 |
| Tuition, Fees, Room and Board Rates | 29 |
| Student Cost of Attendance | 30 |
| Endowment Fund..... | 30 |

Total Gifts and Grants:

| | |
|-----------------------------------|----|
| Purposes of Support | 31 |
| Donor Giving Levels | 31 |
| Sources of Support | 31 |
| Undergraduate Alumni Giving | 31 |

IV. FACILITIES:

| | |
|--|----|
| Land and Building Inventory | 32 |
| University Library | 33 |
| Office of Information Technology | 34 |

V. ACCREDITATIONS:

| | |
|--|----|
| Marywood University Accreditations/Approvals | 35 |
|--|----|

VI. STRATEGIC PLAN GOALS AND OBJECTIVES:

| | |
|---|----|
| Marywood University Strategic Plan Goals and Objectives | 41 |
|---|----|



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: Leslie Worrell Christianson, M.S.L.I.S.
Vice President for Academic Affairs and Strategic Initiatives

RE: Fact Book 2024-2025

DATE: January 16th, 2025

The Marywood University *Fact Book 2024-2025*, twenty-ninth 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 2024-2025* is Leslie Worrell Christianson, who may be reached at lchristianson@maryu.marywood.edu or 570-348-6211.

Synopsis of Baccalaureate Degree Programs and Majors

(Total 61*)

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

(Continued)

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

Source: Office of the Registrar

Synopsis of Graduate Degree Programs

(Total 36 Masters*, 1 EdS, 2 Doctoral, 1 PsyD)

| | | | |
|-------|---|-------|--|
| MA | Art Therapy | EMNLP | Executive Master of Nonprofit Leadership and Public Management |
| MA | Clinical Mental Health Counseling | | |
| MA | Development Theory | MPA | Public Administration |
| MA | Pk-12 Development Theory | MPA | Executive Master of Public Administration |
| MA | Professional Writing | MS | Biotechnology |
| MA | Psychology | MS | Counseling Psychology |
| | <ul style="list-style-type: none"> • Clinical Services • General Theoretical | MS | Counselor Education PK-12 |
| MA | Studio Art | MS | Criminal Justice |
| | <ul style="list-style-type: none"> • Ceramics • Painting • Photography • Printmaking • Sculpture | MS | Education |
| MArch | Architecture | MS | Healthcare Administration |
| MAT | PK-4 Education | MS | Higher Education Administration |
| MAT | Secondary/K-12 Education | MS | Management Information Systems |
| MAT | Special Education | MS | Physician Assistant Studies |
| MBA | Business Administration | MS | Nutrition |
| | <ul style="list-style-type: none"> • General Management • Finance and Investments • Management Information Systems | MS | Reading Education |
| MBA | Executive Master of Business Administration | MS | School Leadership |
| MFA | Visual Arts | MS | Special Education |
| | <ul style="list-style-type: none"> • Graphic Design • Illustration | MS | Special Education Administration and Supervision |
| MIA | Interior Architecture | MS | Speech-Language Pathology |
| MNLP | Master of Nonprofit Leadership and Public Management | MS | Sports and Human Performance Nutrition |
| | | MSW | Social Work |
| | | EdS | School Psychology |
| | | PhD | Strategic Leadership and Administrative Studies |
| | | PhD | Human Development |
| | | 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>2019-20</u> | <u>2020-21</u> | <u>2021-22</u> | <u>2022-23</u> | <u>2023-24</u> |
|---|----------------|----------------|----------------|----------------|----------------|
| Art* | | | | | |
| B.A. | 12 | 23 | 14 | 9 | 2 |
| B.F.A | 20 | 18 | 22 | 13 | 0 |
| M.A. | 27 | 3 | 19 | 13 | 0 |
| M.F.A | 12 | 3 | 6 | 3 | 6 |
| Communication, Language, and Literature* | | | | | |
| B.A. | 21 | 16 | 15 | 16 | 2 |
| M.A. | 1 | 2 | 0 | 0 | 0 |
| Music, Theatre, and Dance* | | | | | |
| B.A. | 1 | 3 | 2 | 2 | 0 |
| B.M. | 13 | 9 | 15 | 15 | 3 |
| M.A. | 2 | 0 | 0 | 0 | 0 |
| PhD | | | | | |
| Ph.D. | 11 | 5 | 7 | 3 | 6 |
| Philosophy, Religious Studies* | | | | | |
| B.A | 1 | 1 | 0 | 1 | 0 |
| Public Administration | | | | | |
| M.P.A. | 7 | 4 | 5 | 2 | 7 |
| E.M.P.A | | | | | 2 |
| School of Architecture | | | | | |
| B.Arch | 21 | 30 | 37 | 52 | 36 |
| B.E.D.A. | 1 | 0 | 0 | 0 | 0 |
| B.I.A. | 8 | 18 | 12 | 11 | 12 |
| M.I.A. | 0 | 3 | 2 | 2 | 3 |
| M.Arch | 3 | | | | |
| School of Business and Global Innovation | | | | | |
| B.B.A. | 39 | 50 | 47 | 39 | 48 |
| E.M.B.A | | | | | 40 |
| M.B.A. | 34 | 15 | 16 | 172 | 90 |
| M.H.S.A. | 0 | 1 | 0 | 0 | 0 |
| M.S. | 3 | 3 | 2 | 1 | 3 |
| School of Education | | | | | |
| B.S. | 14 | 21 | 17 | 26 | 30 |
| M.A.T. | 10 | 17 | 12 | 11 | 13 |
| M.S. | 16 | 17 | 14 | 17 | 19 |
| School of The Humanities | | | | | |
| B.A. | | | | | 23 |
| M.A. | | | | | 2 |
| M.S. | | | | | 4 |
| School of The Visual and Performing Arts | | | | | |
| B.S. | | | | | 20 |
| B.F.A | | | | | 20 |
| B.M. | | | | | 12 |
| M.A | | | | | 6 |
| Social Sciences* | | | | | |
| B.A. | 11 | 14 | 18 | 18 | 5 |
| M.S. | 4 | 4 | 4 | 2 | 0 |
| Total Bachelors | 151 | 189 | 181 | 184 | 213 |
| Total Masters | 119 | 72 | 80 | 223 | 195 |
| Total Doctoral | 11 | 5 | 7 | 3 | 6 |

* Since the SHU and SVPA were made in 2024 Fall, summer graduations are treated under the old department system. The old totals have been updated as though these departments were always under the RCCPS.

Source: Office of the Registrar

Degrees Granted by College and Department
(Continued)

College of Health Sciences

| | <u>2019-20</u> | <u>2020-21</u> | <u>2021-22</u> | <u>2022-23</u> | <u>2023-24</u> |
|---|----------------|----------------|----------------|----------------|----------------|
| Athletic Training, Exercise Science* | | | | | |
| B.S. | 38 | 23 | 2 | | |
| M.S. | 37 | | | | |
| Communication Sciences and Disorders | | | | | |
| B.S. | 20 | 28 | 22 | 25 | 21 |
| M.S. | 24 | 17 | 22 | 23 | 25 |
| Exercise Science* | | | | | |
| B.S. | | | 4 | 3 | 7 |
| Nursing, Respiratory Therapy and Healthcare Services Administration* | | | | | |
| B.A. | | 1 | 0 | 0 | 0 |
| B.S. | 2 | 5 | 5 | 12 | 9 |
| B.S.N. | 38 | 46 | 39 | 28 | 25 |
| M.H.S.A. | | 4 | 5 | 5 | 5 |
| Nutrition and Dietetics * | | | | | |
| B.S. | | 16 | 12 | 12 | 9 |
| M.S. | | 38 | 33 | 47 | 30 |
| Physician Assistant | | | | | |
| M.S. | 54 | | 55 | 46 | 50 |
| Psychology and Counseling | | | | | |
| B.S. | 18 | 13 | 20 | 26 | 22 |
| M.A. | 33 | 37 | 26 | 33 | 35 |
| M.S. | 2 | 12 | 7 | 6 | 2 |
| Ed.S. | 1 | 1 | 0 | 4 | 6 |
| Psy.D. | 6 | 7 | 11 | 7 | 15 |
| School of Social Work | | | | | |
| B.S.W. | 2 | 8 | 12 | 8 | 5 |
| M.H.S.A | 8 | 0 | 1 | | |
| M.S.W. | 91 | 74 | 80 | 64 | 56 |
| Science, Math, and Computer Science** | | | | | |
| B.S. | 63 | 71 | 58 | 51 | 71 |
| M.S | 4 | 4 | 4 | 2 | 2 |
| Total Bachelors | 181 | 211 | 174 | 165 | 169 |
| Total Masters | 253 | 239 | 233 | 226 | 205 |
| Total Education Specialist | 1 | 1 | 0 | 4 | 6 |
| Total Doctoral | 6 | 7 | 11 | 7 | 15 |

*ND included within ATEES previous to 2020-21. Respiratory Therapy and HSA moved to Nursing in 20-21. Officially replaced with the Exercise Science department at the beginning of the 2022 academic year. Next year, there will be a new row for the HNEXS department established at the beginning of this academic year.
** SCMCS added to the CHS in Fall 2023. To avoid formatting issues, 2023SII graduations under the CAS are included as though they always were part of the CHS. The totals column for prior years have been updated.

University Overall

| | <u>2019-20</u> | <u>2020-21</u> | <u>2021-22</u> | <u>2022-23</u> | <u>2023-24</u> |
|---|----------------|----------------|----------------|----------------|----------------|
| Total Bachelors Awarded | 343 | 415 | 375 | 367 | 382 |
| Total Masters Awarded | 374 | 310 | 327 | 554 | 400 |
| Total Educational Specialist Awarded | 1 | 1 | 0 | 4 | 6 |
| Total Doctoral Awarded | 17 | 12 | 18 | 10 | 21 |
| Total All Degrees Awarded | 735 | 738 | 720 | 935 | 809 |

Source: Office of the Registrar

Admissions Activity

Undergraduate Fall Full Time and Part Time New Students

| | 2020 | 2021 | 2022 | 2023* | 2024 |
|-------------------|-------|-------|-------|-------|-------|
| Applied | 2,497 | 2,845 | 2,976 | 3,489 | 4,663 |
| Domestic | | | | 3,230 | 3,384 |
| International | | | | 259 | 1,279 |
| First-year | 2,231 | 2,541 | 2,647 | 3,136 | 4,236 |
| Domestic | | | | 2,918 | 3,064 |
| International | | | | 218 | 1,172 |
| Transfer | 266 | 304 | 329 | 353 | 427 |
| Domestic | | | | 312 | 320 |
| International | | | | 41 | 107 |
| Offered Admission | 1,975 | 2,236 | 2,302 | 2,807 | 2,733 |
| Domestic | | | | 2,557 | 2,692 |
| International | | | | 250 | 41 |
| First-year | 1,830 | 2,080 | 2,137 | 2,625 | 2,566 |
| Domestic | | | | 2,415 | 2,537 |
| International | | | | 210 | 29 |
| Transfer | 145 | 156 | 165 | 182 | 167 |
| Domestic | | | | 142 | 155 |
| International | | | | 40 | 12 |
| Offer Rate | 79.1% | 78.6% | 77.4% | 80.5% | 57.7% |
| Domestic | | | | 79.1% | 69.3% |
| International | | | | 96.5% | 1.2% |
| First-year | 82.0% | 81.9% | 80.1% | 83.7% | 60.6% |
| Domestic | | | | 82.8% | 82.8% |
| International | | | | 96.3% | 2.4% |
| Transfer | 54.5% | 51.3% | 50.2% | 51.6% | 3.9% |
| Domestic | | | | 45.5% | 48.4% |
| International | | | | 97.6% | 11.2% |
| Current Confirmed | 497 | 550 | 550 | 534 | 535 |
| Domestic | | | | 516 | 529 |
| International | | | | 18 | 6 |
| First-year | 414 | 464 | 457 | 435 | 451 |
| Domestic | | | | 427 | 447 |
| International | | | | 8 | 4 |
| Transfer | 83 | 86 | 93 | 99 | 84 |
| Domestic | | | | 89 | 82 |
| International | | | | 10 | 2 |
| Yield Rate | 25.2% | 24.6% | 23.9% | 19.0% | 19.6% |
| Domestic | | | | 20.1% | 19.7% |
| International | | | | 7.2% | 14.6% |
| First-year | 22.6% | 22.3% | 21.4% | 16.5% | 17.6% |
| Domestic | | | | 10.1% | 17.6% |
| International | | | | 3.1% | 13.8% |
| Transfer | 57.2% | 55.1% | 56.4% | 54.4% | 50.3% |
| Domestic | | | | 62.6% | 52.9% |
| International | | | | 25.0% | 16.7% |

Source: Admissions

* Last year, confirms were mistakenly reported as current confirms. The 2023 entries regarding current confirms have been updated to correct this error.

2020 - 2024 Admissions Activity Graduate Full Time and Part Time New Students by Calendar Year

| | 2020 | 2021 | 2022 | 2023 | 2024 |
|---------------------------------------|------|------|------|------|------|
| RCCPS | | | | | |
| Applications (Domestic) | | | | | 250 |
| Applications (Intl Non-Global) | | | | | 1958 |
| Applications (Global) | | | | | 125 |
| Applications (Total) | | | | | 2331 |
| *Submitted Apps (Domestic) | | | | | 189 |
| *Submitted Apps (Intl Non-Global) | | | | | 1081 |
| *Submitted Apps (Global) | | | | | 125 |
| *Submitted Apps (Total) | | | | | 1393 |
| Accepted (Domestic) | | | | | 162 |
| Accepted (Intl Non-Global) | | | | | 99 |
| Accepted (Global) | | | | | 124 |
| Accepted (Total) | | | | | 383 |
| Confirms (Domestic) | | | | | 131 |
| Confirms (Intl Non-Global) | | | | | 54 |
| Confirms (Global) | | | | | 123 |
| Confirms (Total) | | | | | 306 |
| **Current Confirmed (Domestic) | | | | | 113 |
| **Current Confirmed (Intl Non-Global) | | | | | 21 |
| **Current Confirmed (Global) | | | | | 119 |
| **Current Confirmed (Total) | | | | | 251 |
| CHS | | | | | |
| Applications (Domestic) | | | | | 611 |
| Applications (Intl Non-Global) | | | | | 1039 |
| Applications (Global) | | | | | 0 |
| Applications (Total) | | | | | 1650 |
| *Submitted Apps (Domestic) | | | | | 503 |
| Submitted Apps (Intl Non-Global) | | | | | 573 |
| Submitted Apps (Global) | | | | | 0 |
| Submitted Apps (Total) | | | | | 1076 |
| Accepted (Domestic) | | | | | 307 |
| Accepted (Intl Non-Global) | | | | | 71 |
| Accepted (Global) | | | | | 0 |
| Accepted (Total) | | | | | 378 |
| Confirms (Domestic) | | | | | 230 |
| Confirms (Intl Non-Global) | | | | | 38 |
| Confirms (Global) | | | | | 0 |
| Confirms (Total) | | | | | 268 |
| **Current Confirmed (Domestic) | | | | | 190 |
| **Current Confirmed (Intl Non-Global) | | | | | 22 |
| **Current Confirmed (Global) | | | | | 0 |
| **Current Confirmed (Total) | | | | | 212 |

* Submitted applications are a smaller subset of applications. Starting next year, applications will be replaced with submitted applications.

** Current Confirms are a subset of confirms. Prior Fact Book rows which were titled "Enrolled" have been rewritten as "Confirms".

Source: Admissions

2020 - 2024 Admissions Activity

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

| | 2020 | 2021 | 2022 | 2023 | 2024 | |
|--------------------------------|--------------|--------------|--------------|--------------|--------------|------------------------------|
| CHHS | | | | | | |
| Applications (Domestic) | | | | 754 | | |
| Applications (Intl Non-Global) | | | | 1,048 | | |
| Applications (Global) | | | | 0 | | |
| Applications (Total) | 879 | 935 | 711 | 1,802 | | |
| Accepted (Domestic) | | | | 332 | | |
| Accepted (Intl Non-Global) | | | | 103 | | |
| Accepted (Global) | | | | 0 | | |
| Accepted (Total) | 366 | 395 | 332 | 435 | | |
| Confirms (Domestic) | | | | 223 | | |
| Confirms (Intl Non-Global) | | | | 26 | | |
| Confirms (Global) | | | | 0 | | |
| Confirms (Total) | 259 | 287 | 220 | 249 | | |
| ICAS | | | | | | |
| Applied (Domestic) | | | | 72 | | |
| Applied (Intl Non-Global) | | | | 95 | | |
| Applied (Global) | | | | 0 | | |
| Applied (Total) | 81 | 72 | 88 | 167 | | |
| Accepted (Domestic) | | | | 37 | | |
| Accepted (Intl Non-Global) | | | | 5 | | |
| Accepted (Global) | | | | 0 | | |
| Accepted (Total) | 64 | 34 | 55 | 42 | | |
| Confirms (Domestic) | | | | 21 | | |
| Confirms (Intl Non-Global) | | | | 2 | | |
| Confirms (Global) | | | | 0 | | |
| Confirms (Total) | 45 | 22 | 36 | 23 | | |
| RCPS | | | | | | |
| Applied (Domestic) | | | | 217 | | |
| Applied (Intl Non-Global) | | | | 1,842 | | |
| Applied (Global) | | | | 333 | | |
| Applied (Total) | 277 | 326 | 453 | 2,392 | | |
| Accepted (Domestic) | | | | 130 | | |
| Accepted (Intl Non-Global) | | | | 190 | | |
| Accepted (Global) | | | | 288 | | |
| Accepted (Total) | 177 | 235 | 361 | 608 | | |
| Confirms (Domestic) | | | | 105 | | |
| Confirms (Intl Non-Global) | | | | 45 | | |
| Confirms (Global) | | | | 266 | | |
| Confirms (Total) | 120 | 190 | 270 | 416 | | |
| Total | | | | | | 2020-2024 % of change |
| Applied | 1,237 | 1,333 | 1,252 | 4,361 | 3,981 | 221.8% |
| Accepted | 607 | 664 | 748 | 1,085 | 761 | 25.4% |
| Confirms | 424 | 499 | 526 | 688 | 574 | 35.4% |

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* |

**Represents a change in the SAT format.*

Source: Admissions

Fall 2024* Headcount and FTE Enrollment by College and Time Status

| Colleges | CHS | RCCPS*** | HR |
|--------------------------------|--------------|----------------|-------------|
| Undergraduate FT | 691 | 1,038 | 0 |
| Undergraduate PT | 25 | 31 | 49 |
| Undergraduate Total | 716 | 1,069 | 49 |
| Undergraduate FTE (New) | 699.3 | 1,048.3 | 16.3 |
| Graduate FT | 368 | 310 | 0 |
| Graduate PT | 45 | 336 | 0 |
| Graduate Total | 413 | 646 | 0 |
| Graduate FTE (New) | 383.0 | 422.0 | 0.0 |

Total University

| | 2020 | 2020 | 2022 | 2023* | 2024* |
|----------------------------------|----------------|---------------|---------------|------------------|----------------|
| Undergraduate FT | 1,680 | 1,678 | 1,728 | 1,751 | 1,729 |
| Undergraduate PT | 130 | 138 | 188 | 123 | 105 |
| Undergraduate Total | 1,810 | 1,816 | 1,916 | 1,874 | 1,834 |
| Undergraduate FTE (Old) | 1,731.1 | 1732.2 | 1801.8 | | |
| Undergraduate FTE (New)** | | | | 1,792.0 | 1,764.0 |
| Graduate FT | 678 | 632 | 739 | 664 | 678 |
| Graduate PT | 127 | 225 | 134 | 330 | 381 |
| Graduate Total | 805 | 857 | 873 | 994**** | 1,060 |
| Graduate FTE (Old) | 726.5 | 718.0 | 790.2 | | |
| Graduate FTE (New)** | | | | 774.0**** | 805.0 |

Source: Institutional Research

* The IPEDS headcount definition is being applied over the student counts for 2023 Fall and 2024 Fall. This will both include and exclude students that may be represented differently in other internal reports. For other reporting standards, see [Tableau Public](#).

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

*** Last year, students who were Undeclared and had no specified interest were considered separate from the colleges. This year, they have now been placed under the RCCPS.

**** Updated to address a calculation error.

Fall 2024* Headcount Enrollment by College and Ethnicity/Race

| College | Ethnicity/Race | Undergrad FT | Undergrad PT | Grad FT | Grad PT |
|----------------|-------------------------------|--------------|--------------|------------|------------|
| CHS | American Indian/Alaska Native | 2 | 0 | 0 | 0 |
| | Asian | 29 | 1 | 9 | 0 |
| | Black or African American | 18 | 1 | 11 | 2 |
| | Hawaiian/Pacific Islander | 0 | 0 | 0 | 0 |
| | Hispanic | 90 | 5 | 34 | 6 |
| | Non-resident Alien | 2 | 0 | 20 | 0 |
| | Two or more races | 24 | 0 | 7 | 2 |
| | Unknown | 13 | 0 | 9 | 0 |
| | White | 513 | 18 | 278 | 35 |
| | Total | 691 | 25 | 368 | 45 |
| RCCPS** | American Indian/Alaska Native | 5 | 0 | 0 | 1 |
| | Asian | 20 | 0 | 6 | 2 |
| | Black or African American | 32 | 0 | 2 | 8 |
| | Hawaiian/Pacific Islander | 0 | 0 | 0 | 0 |
| | Hispanic | 135 | 3 | 13 | 10 |
| | Non-resident Alien | 6 | 0 | 168 | 211 |
| | Two or more races | 24 | 2 | 2 | 4 |
| | Unknown | 13 | 0 | 2 | 9 |
| | White | 803 | 26 | 117 | 91 |
| | Total | 1,038 | 31 | 310 | 334 |
| HR | American Indian/Alaska Native | 0 | 0 | 0 | 0 |
| | Asian | 0 | 2 | 0 | 0 |
| | Black or African American | 0 | 0 | 0 | 0 |
| | Hawaiian/Pacific Islander | 0 | 0 | 0 | 0 |
| | Hispanic | 0 | 2 | 0 | 0 |
| | Non-resident Alien | 0 | 0 | 0 | 0 |
| | Two or more races | 0 | 0 | 0 | 0 |
| | Unknown | 0 | 28 | 0 | 0 |
| | White | 0 | 17 | 0 | 0 |
| | Total | 0 | 49 | 0 | 0 |
| Total | American Indian/Alaska Native | 7 | 0 | 0 | 1 |
| | Asian | 49 | 3 | 15 | 2 |
| | Black or African American | 50 | 1 | 13 | 10 |
| | Hawaiian/Pacific Islander | 0 | 0 | 0 | 0 |
| | Hispanic | 225 | 10 | 47 | 16 |
| | Non-resident Alien | 8 | 0 | 188 | 211 |
| | Two or more races | 48 | 2 | 9 | 6 |
| | Unknown | 26 | 28 | 11 | 9 |
| | White | 1316 | 61 | 395 | 126 |
| | Total | 1,729 | 105 | 678 | 381 |

Source: Institutional Research

* The IPEDS headcount definition is being applied over the student counts for 2023 Fall and 2024 Fall. This will both include and exclude students that may be represented differently in other internal reports. For other reporting standards, see [Tableau Public](#).

** Last year, students who were Undeclared and had no specified interest were considered separate from the colleges. This year, they have now been placed under the RCCPS.

Headcount Enrollment by College, Department, and Level – Fall 2020 to Fall 2024

| College of Health Sciences | | 2020 | 2021 | 2022 | 2023 ¹ | 2024 ¹ |
|---|---------------|------|------|------------------|-------------------|-------------------|
| Athletic Training and Exercise Science ² | Undergraduate | 44 | 36 | - | - | - |
| | Graduate | 0 | 0 | - | - | - |
| Communication Sciences and Disorders | Undergraduate | 90 | 81 | 83 | 77 | 60 |
| | Graduate | 25 | 32 | 25 | 28 | 26 |
| Exercise Science ² | Undergraduate | - | - | 33 | 46 | - |
| Health, Nutrition, and Exercise Science ² | Undergraduate | - | - | - | - | 101 |
| | Graduate | - | - | - | - | 36 |
| Nursing, Respiratory Therapy, and Healthcare Services Administration ² | Undergraduate | 181 | 179 | 188 | 182 | 172 |
| | Graduate | 3 | 10 | 9 | 7 | 11 |
| Nutrition | Undergraduate | 52 | 45 | 44 | 40 | - |
| | Graduate | 74 | 74 | 66 | 45 | - |
| Physician Assistant | Graduate | 91 | 90 | 76 | 82 | 83 |
| Psychology and Counseling | Undergraduate | 74 | 83 | 95 | 83 | 82 |
| | Graduate | 143 | 142 | 143 | 157 | 154 |
| School of Social Work | Undergraduate | 32 | 42 | 38 | 35 | 38 |
| | Graduate | 188 | 167 | 141 | 117 | 96 |
| Science, Math, and Computer Science | Undergraduate | 308 | 308 | 293 | 285 | 263 |
| | Graduate | 5 | 4 | 4 | 3 | 7 |
| Reap College of Creative and Professional Studies | | 2020 | 2021 | 2022 | 2023 ¹ | 2024 ¹ |
| Art ³ | Undergraduate | 138 | 139 | 136 | - | - |
| | Graduate | 44 | 41 | 38 | - | - |
| Communication, Language, and Literature ³ | Undergraduate | 64 | 60 | 107 ⁵ | - | - |
| | Graduate | 2 | 1 | 1 | - | - |
| Music, Theatre and Dance ³ | Undergraduate | 88 | 86 | 88 | - | - |
| | Graduate | 0 | 3 | - | - | - |
| Philosophy and Religious Studies ³ | Undergraduate | 2 | 3 | 3 | - | - |
| School of Architecture | Undergraduate | 284 | 283 | 310 | 314 | 330 |
| | Graduate | 7 | 4 | 3 | 6 | 7 |
| School of Business and Global Innovation ⁴ | Undergraduate | 173 | 181 | 190 | 227 | 240 |
| | Graduate | 35 | 114 | 209 ⁴ | 308 | 367 |
| School of Education | Undergraduate | 97 | 110 | 111 | 117 | 115 |
| | Graduate | 112 | 99 | 95 | 93 | 99 |
| PhD ⁴ | Graduate | 47 | 56 | 47 | 74 | 128 |
| Public Administration | Graduate | 13 | 10 | 9 | 13 | 11 |
| Retention and Advisement ⁶ | Undergraduate | 39 | 58 | 39 | 29 | 30 |
| School of The Humanities | Undergraduate | - | - | - | 107 | 101 |
| | Graduate | - | - | - | 4 | 3 |
| School of The Visual and Performing Arts | Undergraduate | - | - | - | 278 | 253 |
| | Graduate | - | - | - | 35 | 29 |
| Social Sciences ³ | Undergraduate | 71 | 69 | 85 | - | - |
| | Graduate | 11 | 10 | 5 | - | - |
| Human Resources | | 2020 | 2021 | 2022 | 2023 ¹ | 2024 ¹ |
| Registrar | Undergraduate | 54 | 72 | 66 | 54 | 49 |

1: The IPEDs headcount definition is being applied over the student counts for 2023 Fall and 2024 Fall. This will both include and exclude students that may be represented differently in other internal reports. For other reporting standards, see [Tableau Public](#).

2: Fall 2020: Nutrition Program Separated from Athletic Training and Exercise Science. Respiratory Therapy and HSA added to Nursing in 20-21. Officially replaced by the Exercise Science department at the beginning of the 2022 academic year. In the summer of 2024, the Nutrition and Exercise Science departments merged into Health, Nutrition, and Exercise Science.

3: These departments were consolidated into the School of The Humanities and the School of The Visual and Performing Arts in Fall 2023.

4: From 2022 onwards, these headcounts also include Egypt and Zijing students. Some internal reports will not include these students.

5: 39 are Intensive English Program Students. Not included under Fall 2023 headcount for IPEDs.

6: In prior Fact Books, Retention and Advisement was considered part of CAS. In 2023FA, it was considered separate from the colleges. In the summer of 2024, Retention and Advisement was added to the RCCPS.

Source: Institutional Research

Fall 2024* Headcount Enrollment by College and Gender

| | CHS | RCCPS | HR | Total University |
|----------------------------|------------|-------------|-----------|---------------------|
| Undergrad FT Women | 508 | 602 | 0 | 1110 |
| Undergrad FT Men | 183 | 435 | 0 | 618 |
| Undergrad FT Unknown/Other | 0 | 1 | 0 | 1 |
| Undergrad FT Total | 691 | 1038 | 0 | 1729 |
| Undergrad PT Women | 18 | 19 | 34 | 71 |
| Undergrad PT Men | 7 | 12 | 15 | 34 |
| Undergrad PT Unknown/Other | 0 | 0 | 0 | 0 |
| Undergrad PT Total | 25 | 31 | 49 | 105 |
| 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 |

Source: Institutional Research

* The IPEDS headcount definition is being applied over the student counts for 2023 Fall and 2024 Fall. This will both include and exclude students that may be represented differently in other internal reports. For other reporting standards, see [Tableau Public](#).

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

| | | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023* | Fall 2024* |
|-------------------|---------------|--------------|--------------|--------------|---------------|---------------|
| On-Campus | | | | | | |
| First Year | | 261 | 292 | 286 | 271 | 303 |
| Total | Women | 313 | 423 | 476 | 473 | 454 |
| | Men | 154 | 189 | 228 | 262 | 265 |
| | Unknown/Other | | | | 1 | 0 |
| | Total | 467 | 612 | 704 | 736 | 719 |
| Off-Campus | | | | | | |
| Full-time | Women | 824 | 729 | 687 | 663 | 657 |
| | Men | 392 | 338 | 337 | 356 | 354 |
| | Unknown/Other | | | | 0 | 1 |
| | Total | 1,216 | 1,067 | 1,067 | 1,019 | 1,018 |
| Part-time | Women | 76 | 100 | 147 | 70 | 70 |
| | Men | 51 | 37 | 38 | 43 | 33 |
| | Unknown/Other | | | | 6 | 0 |
| | Total | 127 | 137 | 185 | 119 | 103 |

Source: Institutional Research

* The IPEDS headcount definition is being applied over the student counts for 2023 Fall and 2024 Fall. This will both include and exclude students that may be represented differently in other internal reports. For other reporting standards, see [Tableau Public](#).

Students with Disabilities

| | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|---------------|-------------|--------------|--------------|--------------|---------------|---------------|
| Undergraduate | 171 9.4% | 187 10.3% | 221 12.8% | 363 18.9% | 389 20.5%* | 399 20.5%* |
| Graduate | 31 3.5% | 29 3.6% | 31 4.3% | 73 10.6% | 71 7.3%* | 65 9.3% |

Source: Disability Services, Office of Student Success

* The percentages are based on the full domestic headcount rather than the IPEDs headcount. I.e., study abroad students, IEP students, and auditing students were included; Egypt-Zijing students were excluded in 2024.

Office of Global Education

Study Abroad Program

Locations and Majors of Students Fall 2024

31 Students Abroad

30 students ISI Florence (Italy) – Architecture

1 student API Costa Rica – International Business & History

International Student Enrollment

| | Fall 2020 | | Fall 2021 | | Fall 2022 | | Fall 2023 | | Fall 2024 | |
|---------------|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|
| | N | % | N | % | N | % | N | % | N | % |
| Undergraduate | 15 | 0.8 | 6 | 4 | 50 | 2.6 | 39 | 2.0 | 88* | 4.5 |
| Graduate | 19 | 2.4 | 9 | 1.3 | 9 | 2.6 | 56 | 5.7 | 43 | 6.1 |

By Country of Origin – Fall 2024

Undergraduate

| | |
|-------------|----|
| Albania | 1 |
| Barbados | 1 |
| China | 2 |
| India | 1 |
| Mexico | 1 |
| Pakistan | 1 |
| South Korea | 80 |
| Tunisia | 1 |
| Vietnam | 1 |

Total Undergraduate: 88

Graduate

| | |
|-----------|----|
| Argentina | 1 |
| Cambodia | 1 |
| Canada | 2 |
| China | 1 |
| Egypt | 7 |
| Ghana | 1 |
| India | 22 |
| Kenya | 1 |
| Nepal | 1 |
| Pakistan | 3 |
| Vietnam | 2 |
| West Bank | 1 |

Total Graduate: 43

International Students - Major Course of Study – Fall 2024

| Undergraduate | | Graduate | |
|---------------------------|---|--|----|
| BA Religious Studies | 1 | MA Clinical Mental Health Counseling | 4 |
| BArch Architecture | 1 | MA Psychology (General Theoretical) | 1 |
| BBA Marketing | 1 | MBA Business Admin (MIS) | 10 |
| BIA Interior Architecture | 2 | MBA Business Administration (General Management) | 3 |
| BM Music Performance | 1 | MS Healthcare Administration | 6 |
| BS Biology (Pre-PA) | 1 | MS Management Information Systems | 12 |
| BS Mathematics | 1 | MS Nutrition | 2 |
| | | MS Sports and Human Performance Nutrition | 2 |
| | | MSW Social Work | 2 |
| | | PSYD Clinical Psychology | 1 |

Source: International & Multicultural Initiatives

* 80 of these students are IEP students.

Honors Program - Majors Represented

| | |
|---|---|
| BA Pre-Physician Assistant Studies | BM Music Performance |
| BA Art History | BM Music Therapy |
| BA Art Therapy | BS Biology (Pre-Professional) |
| BA Criminal Justice | BS Biotechnology |
| BA English (Literature) | BS Communication Science & Disorders (Pre-professional) |
| BA English (Writing) | BS Early Childhood and Elementary Education |
| BA English/Secondary Education | BS Early Childhood and Elementary Education/Special Ed |
| BA History | BS Early Childhood Education/Special Education PK-8 |
| BA History-Social Studies/Secondary Education | 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 2024-2025

| Fall 2024 | | Spring 2025 | |
|-----------|--|-------------|-----------------------------------|
| HIST | Ethnicity and Diversity in the Modern World Global History of Popular Culture | ART | Printmaking for Graphic Designers |
| ENGL | Political Writing and Rhetoric | BIOL | Immunology |
| ND | Nutrition I | HIST | European Cities |
| PHL | Philosophy of Religion | ND | Nutrition II |

Enrollment in Honors Courses

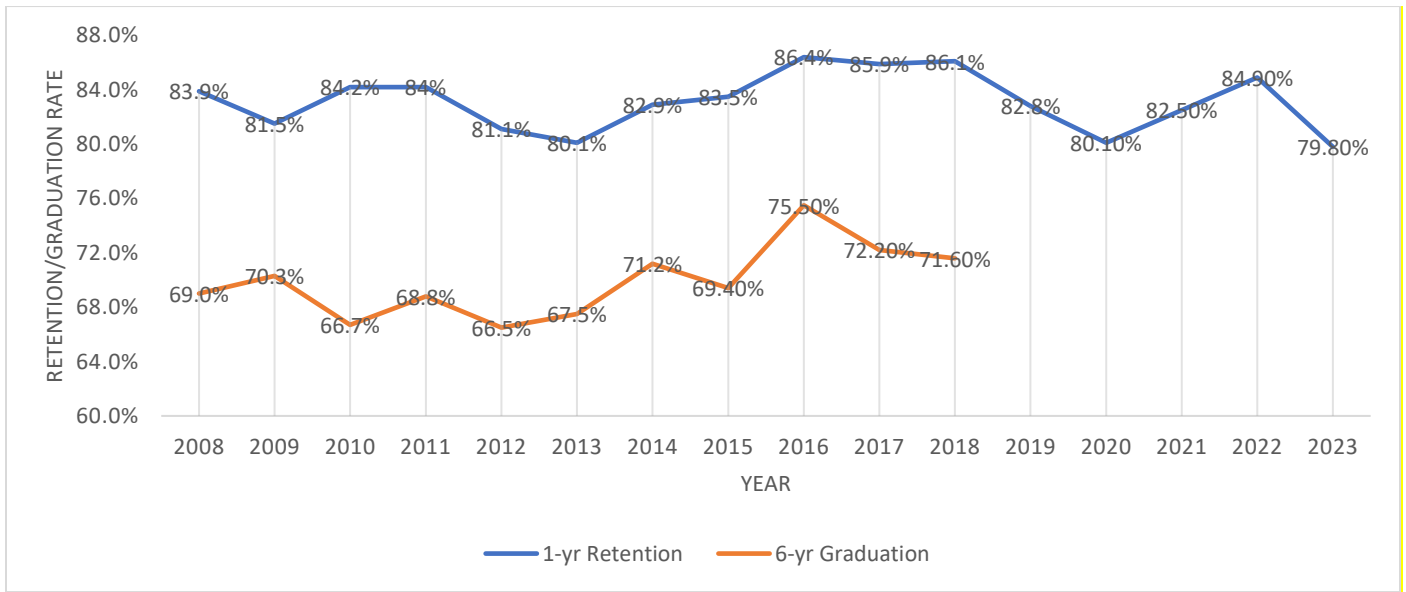
| Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 | Fall 2024 |
|-----------|-----------|-----------|-----------|-----------|
| 80 | 69* | 92 | 72 | 91 |

Source: Honors Director

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

Retention and Graduation Rates for First-Time Full-Time Students by Year of Entry - Fall 2013 to Fall 2024

| 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 |
| 2013*N | 403 | 323 | 292 | 266 | 67 | 9 | 3 | 1 | 14 | 209 | 266 | 272 | 273 | 273 |
| % | 100.0% | 80.1% | 72.5% | 66.0% | 16.6% | 2.2% | 0.7% | 0.2% | 3.5% | 51.9% | 66.0% | 67.5% | 67.7% | 67.7% |
| 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 | |
| % | 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% | |
| 2018N | 388 | 334 | 307 | 280 | 94 | 14 | 5 | | 11 | 191 | 266 | 278 | | |
| % | 100.0% | 86.1% | 79.1% | 72.2% | 24.2% | 3.6% | 1.3% | | 2.8% | 49.2% | 68.6% | 71.6% | | |
| 2019N | 360 | 298 | 260 | 246 | 80 | 13 | | | 5 | 164 | 236 | | | |
| % | 100.0% | 82.8% | 72.2% | 68.3% | 22.2% | 3.6% | | | 1.4% | 45.6% | 65.6% | | | |
| 2020N | 408 | 327 | 302 | 281 | 87 | | | | 12 | 198 | | | | |
| % | 100.0% | 80.1% | 74.0% | 68.9% | 21.3% | | | | 2.9% | 48.5% | | | | |
| 2021N | 452 | 373 | 343 | 307 | | | | | 14 | | | | | |
| % | 100.0% | 82.5% | 75.9% | 67.9% | | | | | 3.1% | | | | | |
| 2022N | 443 | 376 | 336 | | | | | | | | | | | |
| % | 100.0% | 84.9% | 75.6% | | | | | | | | | | | |
| 2023N | 416 | 332 | | | | | | | | | | | | |
| % | 100.0% | 79.8% | | | | | | | | | | | | |
| 2024N | 435 | | | | | | | | | | | | | |
| % | 100.0% | | | | | | | | | | | | | |
| NOTE: Average 6-year graduation rate computed by Student Right to Know (SRK) formula for 4-year programs is 67.9% | | | | | | | | | | | | | | |
| *Student(s) removed from cohort | | | | | | | | | | | | | | |



Source: Institutional Research

ATHLETICS AND RECREATION

Marywood University sponsors 22 varsity teams plus esports. 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).

Twelve 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 |
| Golf | Golf |
| Lacrosse | Lacrosse |
| Soccer | Soccer |
| Softball | Swimming & Diving |
| Swimming & Diving | Tennis |
| Tennis | Track & Field (Outdoor) |
| Track & Field (Indoor) | Track & Field (Indoor) |
| Track & Field (Outdoor) | |
| Volleyball | |
| | Coed |
| | Esports |

A selection of intramural and club sports also is available. Club sports are coordinated through the Office of Student Engagement. A wide range of activities are offered through the intramural sports program. Traditional team activities such as basketball, volleyball, flag football, tennis and softball 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 grass fields. During the past year, the Center for Athletics and Wellness underwent a facility enhancements project that included upgrades to the Lynett-Haggerty Family Fitness Center and Insalaco Arena, as well as a Recovery Room that offers a relaxing sanctuary for student-athletes that need time to recover from strenuous physical activity.

Source: Department of Athletics and Recreation

Athletic Honors/Achievements

TEAM NCAA APPEARANCES - 13
INDIVIDUAL NCAA APPEARANCES - 14
NCAA "ZONE MEET" QUALIFIERS - 2
ATLANTIC EAST WOMEN'S COMMISSIONER'S AWARD - 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 - 48
CONFERENCE CHAMPIONSHIPS - 64
CONFERENCE RUNNERS-UP - 67
CONFERENCE COACH OF THE YEAR - 82
ALL-CONFERENCE SELECTIONS – 1,800 (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 - 55
CONFERENCE ROOKIE OF THE YEAR – 40
CONFERENCE CROSS COUNTRY INDIVIDUAL CHAMPIONS - 18 (8 male, 10 female)
CONFERENCE MEN'S GOLF INDIVIDUAL CHAMPIONS (MEDALISTS) - 3
CONFERENCE TOURNAMENT MVPs - 6
CONFERENCE SCHOLAR-ATHLETE OF THE YEAR - 7 (3 male, 4 female)
ATLANTIC EAST ELITE 20 AWARD WINNERS - 18
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 – 10
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 – 10
NATIONAL PRESEASON ALL-AMERICANS - 4
NATIONAL ALL-AMERICAN ROOKIE TEAM MEMBERS - 3
REGIONAL ALL-AMERICANS - 96
NATIONAL ACADEMIC ALL-AMERICAN (CoSIDA/CSC) – 4
REGIONAL ACADEMIC ALL-AMERICAN (CoSIDA) - 17
DISTRICT ACADEMIC ALL-AMERICAN (CSC) - 94
NATIONAL ACADEMIC HONORS (Coaches' Organizations) - 342
REGIONAL ACADEMIC HONORS (Coaches' Organizations) - 9
REGIONAL COACH OF THE YEAR (since 1992) - 2 (WXC, MXC)
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) – 123

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 | | | | |
|---------------------------------------|---|---------|---------|----------|---------|
| | 2020-21 | 2021-22 | 2022-23 | 2023-24* | 2024-25 |
| Faculty | | | | | |
| Full-Time Instructional Faculty | 149 | 154 | 143 | 132 | 119 |
| Full-Time Librarians | 6 | 4 | 3 | 2 | 2 |
| Pro-Rata Faculty | 3 | 3 | 3 | 3 | 3 |
| Part-Time Faculty | 189 | 195 | 197 | 225 | 223 |
| Executive/Administrators/Staff | | | | | |
| Total | 314 | 300 | 298 | 230 | 213 |
| Full-Time | 268 | 249 | 249 | 215 | 196 |
| Part-Time | 46 | 51 | 49 | 15 | 17 |

| Table B | 2020-21 | | 2021-22 | | 2022-23 | | 2023-24 | | 2024-25 | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|
| | White | Other | White | Other | White | Other | White | Other | White | Other |
| Faculty | | | | | | | | | | |
| Full-Time Instructional Faculty | 133 | 16 | 132 | 22 | 123 | 20 | 116 | 16 | 107 | 12 |
| Full-Time Librarians | 4 | 2 | 2 | 2 | 2 | 1 | 2 | 0 | 2 | 0 |
| Pro-Rata Faculty | 3 | 0 | 2 | 1 | 2 | 1 | 3 | 0 | 3 | 0 |
| Part-Time Faculty | 177 | 12 | 180 | 15 | 177 | 20 | 204 | 21 | 197 | 26 |
| Executive/Administrative/Managerial | | | | | | | | | | |
| Full -Time | 31 | 4 | 30 | 7 | 32 | 6 | 34 | 4 | 34 | 1 |
| Part-Time | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Professional | | | | | | | | | | |
| Full -Time | 89 | 6 | 87 | 9 | 91 | 10 | 84 | 10 | 81 | 8 |
| Part-Time | 29 | 6 | 30 | 6 | 33 | 6 | 4 | 0 | 7 | 1 |
| Secretarial/Clerical Staff | | | | | | | | | | |
| Full -Time | 58 | 1 | 52 | 0 | 49 | 0 | 41 | 1 | 34 | 0 |
| Part-Time | 7 | 1 | 9 | 2 | 6 | 1 | 9 | 1 | 6 | 1 |
| Technical/Paraprofessional Staff | | | | | | | | | | |
| Full -Time | 13 | 1 | 4 | 1 | 4 | 1 | 6 | 0 | 6 | 0 |
| Part-Time | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 |
| Skilled Craft Staff | | | | | | | | | | |
| Full -Time | 15 | 2 | 15 | 2 | 15 | 2 | 16 | 2 | 13 | 2 |
| Part-Time | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Service/Maintenance Staff | | | | | | | | | | |
| Full -Time | 45 | 3 | 38 | 4 | 34 | 5 | 14 | 3 | 14 | 3 |
| Part-Time | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 |
| Totals | | | | | | | | | | |
| Full -Time | 388 | 35 | 360 | 47 | 348 | 45 | 313 | 36 | 291 | 26 |
| Part-Time | 216 | 19 | 223 | 33 | 221 | 27 | 214 | 21 | 211 | 29 |
| Pro Rata | 3 | 0 | 2 | 1 | 2 | 1 | 3 | 0 | 3 | 0 |

Source: Human Resources

* Updated on 3/11/2024 to account for 5 adjunct faculty member records received after Fact Book publication.

Full-time Employees by Gender and Ethnicity

| Table C | 2020-21 | | 2021-22 | | 2022-23 | | 2023-24 | | 2024-25 | |
|---|----------------|------------|----------------|------------|----------------|------------|----------------|------------|----------------|------------|
| | M | F | M | F | M | F | M | F | M | F |
| Executive/Administrative/Managerial | | | | | | | | | | |
| White | 13 | 18 | 11 | 19 | 12 | 20 | 12 | 22 | 9 | 24 |
| Black | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 |
| Hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian/Pacific Islander | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 |
| Other | 1 | 1 | 1 | 3 | 1 | 2 | 0 | 1 | 0 | 0 |
| Faculty (includes librarians) | | | | | | | | | | |
| White | 50 | 87 | 47 | 87 | 41 | 82 | 41 | 77 | 35 | 73 |
| Black | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 2 | 1 | 1 |
| Hispanic | 1 | 2 | 4 | 2 | 4 | 2 | 4 | 1 | 2 | 1 |
| Asian/Pacific Islander | 7 | 4 | 6 | 5 | 5 | 6 | 4 | 3 | 3 | 2 |
| Other | 1 | 2 | 3 | 2 | 2 | 1 | 1 | 1 | 1 | 0 |
| Professional Staff (does not include librarians) | | | | | | | | | | |
| White | 26 | 62 | 25 | 62 | 29 | 62 | 29 | 55 | 29 | 54 |
| Black | 0 | 2 | 0 | 2 | 0 | 3 | 0 | 3 | 0 | 2 |
| Hispanic | 1 | 2 | 2 | 2 | 1 | 3 | 0 | 2 | 0 | 2 |
| Asian/Pacific Islander | 0 | 1 | 0 | 1 | 0 | 2 | 0 | 3 | 0 | 3 |
| Other | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 2 | 0 | 1 |
| Support Staff | | | | | | | | | | |
| White | 4 | 54 | 5 | 47 | 1 | 48 | 1 | 40 | 1 | 33 |
| 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 | 0 | 0 | 1 | 0 | 0 | 0 |
| Other | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Technical/Paraprofessional Staff | | | | | | | | | | |
| White | 8 | 5 | 3 | 1 | 4 | 0 | 5 | 1 | 5 | 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 | 1 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Skilled Craft Staff | | | | | | | | | | |
| White | 15 | 0 | 15 | 0 | 15 | 0 | 16 | 0 | 13 | 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 | 26 | 19 | 22 | 16 | 20 | 14 | 14 | 0 | 14 | 0 |
| Black | 0 | 0 | 1 | 0 | 1 | 0 | 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 | 1 | 1 | 2 | 1 | 0 | 1 | 0 | 1 |
| Totals | 160 | 263 | 153 | 254 | 143 | 250 | 133 | 216 | 117 | 200 |

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

| | 2022 | 2023 | 2024 |
|----------------------|--------|-------|-------|
| CHS | | | |
| Full-time | | 72 | 72 |
| Pro-Rata | | 3 | 1 |
| FTE | | 73.5 | 72.5 |
| RCCPS | | | |
| Full-time | | 60 | 48 |
| Pro-Rata | | 1 | 1 |
| FTE | | 60.5 | 48.5 |
| CAS | | | |
| Full-time | 59 | | |
| Pro-Rata | 1 | | |
| FTE | 59.5 | | |
| CHHS | | | |
| Full-time | 59 | | |
| Pro-Rata | 1 | | |
| FTE | 59.5 | | |
| CPS | | | |
| Full-time | 26 | | |
| Pro-Rata | 1 | | |
| FTE | 26.5 | | |
| Librarians | | | |
| Full-time | 3 | 2 | 2 |
| TOTAL | | | |
| Full-time Faculty | 144 | 132 | 120 |
| Pro-rata Faculty | 3 | 4 | 2 |
| Part-time Faculty | 199 | 220 | 219 |
| Full-time Librarians | 3 | 2 | 2 |
| Faculty FTE* | 211.17 | 206.6 | 186.7 |

Source: Human Resources

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

Tenure Status among Full-time Faculty (includes Librarians)

| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | |
|-------------------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|
| | N | % | N | % | N | % | N | % | N | % |
| Professor | 20 | 100.0 | 20 | 100.0 | 19 | 100.0 | 18 | 90.0 | 13 | 92.8 |
| Assoc Professor | 47 | 75.8 | 47 | 78.3 | 40 | 80.0 | 32 | 86.5 | 26 | 83.8 |
| Asst Professor | 1 | 2.2 | 1 | 1.9 | 1 | 1.8 | 0 | 0.0 | 0 | 0.0 |
| Total University | 68 | 43.8 | 68 | 44.1 | 60 | 41.6 | 50 | 37.3 | 39 | 32.5 |

Highest Degree Attained by Full-Time Instructional Faculty 2024-25

| | CHS | RCCPS | Total |
|-------------------|-----------|-----------|------------|
| Bachelor's | 1 | 1 | 2 |
| Master's | 19 | 5 | 24 |
| Terminal Master's | 17 | 10 | 27 |
| Doctorate | 35 | 32 | 67 |
| Total | 72 | 48 | 120 |

Source: Academic Affairs

Number of Full-time Faculty by Rank and Gender *

| | <u>2020</u> | <u>2021</u> | <u>2022</u> | <u>2023</u> | <u>2024</u> |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|
| Professor | | | | | |
| Male | 15 | 14 | 12 | 14 | 11 |
| Female | 5 | 6 | 7 | 6 | 4 |
| Total | 20 | 20 | 19 | 20 | 15 |
| Professor of Practice | | | | | |
| Male | | | | | 1 |
| Female | | | | | 0 |
| Total | | | | | 1 |
| Associate Professor | | | | | |
| Male | 22 | 22 | 19 | 18 | 7 |
| Female | 40 | 36 | 31 | 26 | 12 |
| Total | 62 | 58 | 50 | 44 | 19 |
| Associate Professor of Practice | | | | | |
| Male | | | | | 1 |
| Female | | | | | 4 |
| Total | | | | | 5 |
| Assistant Professor | | | | | |
| Male | 17 | 16 | 17 | 15 | 16 |
| Female | 28 | 37 | 37 | 33 | 32 |
| Total | 45 | 53 | 54 | 48 | 48 |
| Assistant Professor of Practice | | | | | |
| Male | | | | | 9 |
| Female | | | | | 20 |
| Total | | | | | 29 |
| Instructor | | | | | |
| Male | 6 | 6 | 6 | 3 | 2 |
| Female | 11 | 5 | 5 | 5 | 7 |
| Total | 17 | 11 | 11 | 8 | 9 |
| Instructor of Practice | | | | | |
| Male | 2 | 1 | 0 | 1 | 1 |
| Female | 9 | 13 | 13 | 13 | 15 |
| Total | 11 | 14 | 13 | 14 | 16 |
| Total Full-time* | 155 | 158 | 144 | 134 | 124 |

**Includes Librarians*

III. FINANCES

Operating Revenue/Expense

| OPERATING REVENUE | FY 2020-2021 | | FY 2021-2022 | | FY 2022-2023 | | FY 2023-2024 | |
|---|---------------|-----|---------------|-----|----------------|-----|---------------|-----|
| | \$ | % | \$ | % | \$ | % | \$ | % |
| Tuition & Fees | \$ 78,245,708 | | \$ 79,247,622 | | \$ 82,662,538 | | \$ 85,976,476 | |
| Institutional Aid | (33,908,408) | | (35,366,193) | | (37,290,937) | | (39,244,549) | |
| Net Tuition and Fees | 44,337,300 | 67% | \$ 43,881,429 | 60% | \$ 45,371,601 | 57% | \$ 46,731,927 | 62% |
| Federal Grants & Contracts | 3,062,098 | 5% | \$ 4,031,504 | 6% | 4,925,520 | 6% | 2,761,738 | 4% |
| State & Local Grants & Contracts | 912,235 | 1% | \$ 649,203 | 1% | 614,894 | 1% | 712,811 | 1% |
| Private Gifts & Grants | 8,968,733 | 14% | \$ 13,192,892 | 17% | 15,545,355 | 20% | 9,807,408 | 13% |
| Income from Investments | 291,001 | 0% | \$ 642,898 | 1% | 450,554 | 1% | 966,940 | 1% |
| Endowment Spending Policy | 1,791,000 | 3% | \$ 1,370,000 | 2% | 1,575,814 | 2% | 2,813,197 | 4% |
| Other Income | 527,460 | 1% | \$ 527,460 | 1% | 249,637* | 1% | 228,358 | 1% |
| Loss of Sale of Assets | (352,839) | -1% | \$ (795,924) | -1% | (19,526) | -1% | (8,969) | -1% |
| Sales & Services- Educational Activities | 6,248,275 | 9% | \$ 9,052,873 | 12% | 10,735,024* | 13% | 11,710,368 | 14% |
| Net Assets Released | - | 0% | \$ - | 0% | - | 0% | - | 0% |
| Total Operating Revenues | \$ 65,856,815 | | \$ 72,998,538 | | \$ 79,448,873 | | \$ 75,741,716 | |
| | | | | | | | | |
| | | | | | | | | |
| OPERATING EXPENSE | FY 2020-2021 | | FY 2021-2022 | | FY 2022-2023 | | FY 2023-2024 | |
| | \$ | % | \$ | % | \$ | % | \$ | % |
| Instruction & Research | \$ 24,875,463 | 39% | \$ 24,875,463 | 37% | \$ 26,265,738* | 36% | \$ 27,674,894 | 38% |
| Academic Support | 9,876,268 | 16% | 10,270,885 | 14% | 10,041,878* | 14% | 7,709,191 | 11% |
| Student Services | 9,853,376 | 15% | 9,769,328 | 13% | 10,391,067* | 14% | 10,752,295 | 15% |
| Institutional Support | 13,676,649 | 21% | 15,942,720 | 22% | 17,277,432* | 23% | 16,810,597 | 23% |
| Auxiliary Enterprises | 5,436,016 | 9% | 9,912,034 | 14% | 9,780,318* | 13% | 9,769,379 | 13% |
| Total Operating Expenses | \$ 63,717,772 | | \$ 72,936,272 | | \$ 73,757,433 | | \$ 72,716,296 | |
| | | | | | | | | |
| | | | | | | | | |
| NET CHANGE IN OPERATING ACTIVITIES | \$ 2,139,043 | | \$ 5,023,138 | | \$ 5,691,440 | | \$ 3,025,420 | |

Source: Office of Business Affairs

* These numbers have been updated to reflect reclassification for this year's audit.

Tuition, Fees, Room, Board Rates

| TUITION, FEES, ROOM, BOARD RATES | FY 21-22 | FY 22-23 | FY 23-24 | FY 23-24 |
|---|----------|----------|----------|----------|
| <i>TUITION PER CREDIT RATES (Fall/Spring)</i> | | | | |
| Undergraduate | 670 | 685 | 710 | 744 |
| Master | 824 | 824 | 850 | 880 |
| Masters of Education | 515 | 528 | 528 | 538 |
| Masters of Fine Arts | 618 | 618 | 618 | 650 |
| Master of Interior Architecture | 979 | 1,000 | 1,000 | 1,000 |
| Master of Physician Assistant | 1,030 | 1,030 | 1,050 | 1,050 |
| Doctoral | 953 | 977 | 1,000 | 1,000 |
| <i>FEES (Full-Time Rates/Per Semester)</i> | | | | |
| General Fee- UG | 750 | 770 | 800 | 825 |
| General Fee- GR | 375 | 385 | 400 | 420 |
| Student Activity Fee-UG | 125 | 128 | 135 | 140 |
| Student Activity Fee- GR | 25 | 25 | 25 | 30 |
| New Student Matriculation Fee | 250 | 250 | - | - |
| <i>ROOM CHARGES (Annual Rate)</i> | | | | |
| Regina Hall: Single Occupancy | 9,484 | 9,720 | 10,000 | 10,470 |
| Regina Hall: Multiple Occupancy | 7,824 | 8,020 | 8,300 | 8,700 |
| Loughran and Madonna Hall: Single Occupancy | 9,966 | 10,210 | 10,500 | 11,000 |
| Loughran and Madonna Hall: Multiple Occupancy | 8,138 | 8,340 | 8,600 | 9,000 |
| Woodlands I | 8,640 | 8,856 | 9,100 | 9,530 |
| Woodland II | 9,204 | 9,434 | 9,750 | 10,200 |
| Graduate Housing | 7,030 | 7,206 | 7,450 | 7,800 |
| <i>BOARD CHARGES (ANNUAL RATE)</i> | | | | |
| Residential: 19 meals per week + 200 Dining Dollars | 6,200 | 6,360 | 6,500 | - |
| Residential: 38 meals per week + 200 Dining Dollars | - | - | - | 6,800 |
| Residential: 15 meals per week + 300 Dining Dollars | 6,200 | 6,360 | 6,500 | 6,800 |
| Residential: 150 Block Plan + 500 Dining Dollars | 4,832 | 4,940 | 5,000 | 5,250 |
| Commuter: 16 Meal Plan + 55 Dining Dollars | 536 | 549 | 550 | 544 |
| Commuter: 32 Meal Plan + 55 Dining Dollars | 952 | 976 | 900 | 544 |

Source: Office of Business Affairs

Student Cost of Attendance

| STUDENT COST OF ATTENDANCE | FY 2022-2023 | | | FY 2023-2024 | | |
|-----------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | On Campus | Commuter | Off-Campus | On Campus | Commuter | Off-Campus |
| Tuition | \$ 36,430 | \$ 36,430 | \$ 36,430 | \$ 39,490 | \$ 39,490 | \$ 39,490 |
| General Fee | 1,540 | 1,540 | 1,540 | 1,650 | 1,650 | 1,650 |
| Activities Fee | 256 | 256 | 256 | 280 | 280 | 280 |
| Room | 8,341 | 1,000 | 7,000 | 9,500 | 1,040 | 9,888 |
| Board | 6,355 | 1,200 | 6,000 | 6,820 | 4,040 | 4,040 |
| Books and Supplies | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 |
| Personal/Transportation/Loan fees | 2,320 | 3,258 | 3,528 | 2,324 | 3,262 | 3,262 |
| TOTAL | \$ 56,492 | \$ 44,934 | \$ 56,004 | \$ 61,314 | \$ 51,012 | \$ 59,860 |

Endowment Fund

| ENDOWMENT FUND | FY 20-21 | FY 20-21 | FY 22-23 | FY 23-24 |
|--|----------------------|----------------------|----------------------|----------------------|
| Quasi Endowment | \$ 15,879,820 | \$ 12,370,752 | \$ 13,245,323 | \$ 13,906,133 |
| True Endowment | 45,036,049 | 38,709,585 | 42,532,538 | 45,375,912 |
| Pacer Fund (Student Managed) | 1,167,998 | 1,023,624 | 1,196,709 | 1,498,703 |
| TOTAL ENDOWMENT FUND | \$ 62,083,867 | \$ 52,103,971 | \$ 56,974,570 | \$ 60,780,748 |
| <i>The above figures represent each fund's Market Value at 6.30.24</i> | | | | |

Source: Office of Business Affairs

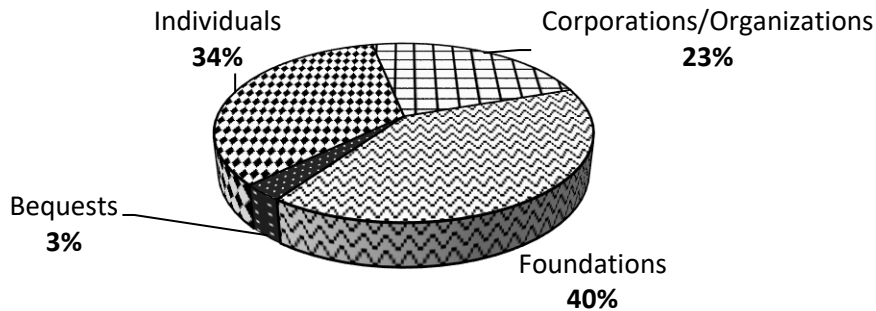
**Total Gifts and Grants
Purposes of Support (Cash)**

| <u>Purposes of Support</u> | <u>FY '20 Amount</u> | <u>FY '21 Amount</u> | <u>FY '22 Amount</u> | <u>FY '23 Amount</u> | <u>FY '24 Amount</u> |
|--------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Current Operations | | | | | |
| a. Unrestricted | 278,519 | 310,361 | 359,622 | 270,323 | 191,431 |
| b. Restricted | <u>1,335,708</u> | <u>1,790,453</u> | <u>2,765,900</u> | <u>1,308,911</u> | <u>2,197,548</u> |
| <i>Sub-total, Current Operations</i> | <i>1,614,227</i> | <i>2,100,814</i> | <i>3,125,522</i> | <i>1,579,234</i> | <i>2,388,979</i> |
| 2. Endowment | 1,055,370 | 1,863,580 | 1,138,839 | 973,917 | 755,243 |
| 3. Capital | <u>1,218,123</u> | <u>836,629</u> | <u>1,163,912</u> | <u>3,111,155</u> | <u>2,131,596</u> |
| Total | \$3,887,720 | \$4,801,023 | \$5,428,273 | \$5,664,306 | \$5,275,818 |

Donor Giving Levels (Hard Credit)

| <u>Giving Levels</u> | <u>FY '20 # of Donors</u> | <u>FY '21 # of Donors</u> | <u>FY '22 # of Donors</u> | <u>FY '23 # of Donors</u> | <u>FY '24 # of Donors</u> |
|----------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| \$10,000 and greater | 48 | 50 | 48 | 55 | 55 |
| \$5,000-\$9,999 | 33 | 47 | 40 | 41 | 45 |
| \$2,000-\$4,999 | 97 | 101 | 99 | 106 | 107 |
| \$1,000-\$1,999 | 79 | 128 | 113 | 134 | 105 |
| \$500-\$999 | 97 | 146 | 119 | 145 | 130 |
| \$250-\$499 | 170 | 223 | 250 | 242 | 224 |
| \$100-\$249 | 829 | 980 | 1,105 | 1,099 | 853 |
| \$1-\$99 | 1,710 | 1,525 | 1,618 | 1,371 | 967 |

**FY24 Sources of Support
7/1/23 - 6/30/24**



Overall Donors*

| Fiscal Year | Number of Donors | Retention Rate |
|--------------------|-------------------------|-----------------------|
| 2024 | 3,120 | 62.6% |

**Based on gifts received*

Source: University Advancement

IV. FACILITIES

Land and Building Inventory

Land (In Acres):

| | <u>June 30, 2020</u> | <u>June 30, 2021</u> | <u>June 30, 2022</u> | <u>June 30, 2023</u> | <u>June 30, 2024</u> |
|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Land in Scranton, PA | 71.4 | 71.3 | 71.3 | 71.3 | 71.3 |
| Land in Dunmore, PA | 51.4 | 43.4 | 43.4 | 43.4 | 43.8 |
| Total | 122.8 | 114.7 | 114.7 | 114.7 | 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 | Administrative | 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 | 44,270 |
| 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 | | 956,288 |
| 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>2020-2021</u> | <u>2021-2022</u> | <u>2022-2023</u> | <u>2023-2024</u> |
|--|------------------|------------------|------------------|------------------|
| <u>Total Collection Counts</u> | | | | |
| Print Books/Journals | 156,874 | 201,077 | 192,210 | 193,105 |
| Journal Titles-Electronic/Print | 86,376 | 90,003 | 87,000 | 85,285 |
| Audiovisual Materials | 18,400 | 18,514 | 20,875 | 20,977 |
| <u>Total Electronic Resources Counts</u> | | | | |
| Internet Databases | 76 | 84 | 72 | 72 |
| Full-Text Databases | 52 | 53 | 53 | 53 |
| eBooks | 247,360 | 262,814 | 374,724 | 730,966 |
| <u>Total Expenditures</u> | | | | |
| Print Books/Journals | \$100,251 | \$118,245 | \$14,972 | \$13,500 |
| Electronic Resources | \$158,000 | \$140,130 | \$189,514 | \$226,717 |
| Journal Binding* | \$1,250 | \$1,818 | \$149 | |
| Supplies | \$900 | \$961 | \$560 | \$606 |
| <u>Total Interlibrary Loan Transactions</u> | | | | |
| Borrowed | 1,581 | 1,521 | 1,536 | 2,408 |
| Loaned | 1,443 | 1,383 | 1,836 | 1,728 |
| <u>Library Instruction</u> | | | | |
| Total Library Instruction Sessions | 50 | 17 | 20 | 16 |
| No. of Students/Faculty Attending | 685 | 295 | 531 | 475 |
| <u>Weekly Reference Transactions</u> | | | | |
| In-person (average per week) | 16 | <1 | 10 | 3.4 |
| Online (average per week) | 8 | 2 | 3 | 2 |
| <u>Total Circulation Transactions</u> | | | | |
| | 3,366 | 2,583 | 3,002 | 2,871 |
| <u>Hours of Service per Week</u> | | | | |
| | 92 | 92 | 80 | 65 |
| <u>Staff</u> | | | | |
| Faculty | 4.5 | 4.5 | 3.5 | 2.0 |
| Professional | 1.0 | 1.0 | 1.0 | 1.0 |
| Support | 5.0 | 4.5 | 5.5 | 4.0 |
| Student Assistants (part-time) | 4.0 | 4.0 | 5.0 | 5.0 |

* Will no longer be 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, Georgia 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 of the American

Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 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. The approval process establishes rigorous standards for program quality and professional educator competency and holds

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.

Source: Academic Affairs

VI. STRATEGIC PLAN GOALS INITIATIVES AND OBJECTIVES

The Strategic Plan for Marywood University 2021-2025

Goal #1: Address Systemic World Problems through Interdisciplinary, Interprofessional, and Intergenerational Initiatives.

Informed by our mission and Catholic Social Teaching, we will “prepare students to seek sustainable solutions for the common good” by creating interdisciplinary, interprofessional, and intergenerational initiatives. We will focus on solving aspects of critical problems such as systemic racism, equity and access to higher education, and environmental justice, performing a disruptive role by working together in action for justice.

Strategic Initiatives and Action Plans:

A. Expand interdisciplinary, interprofessional, and intergenerational experiences that allow our students and alumni to live our mission.

- » Create interdisciplinary, interprofessional, and intergenerational initiatives addressing pressing current problems and issues such as environmental justice that forward our mission and help us live our values
- » Develop a co-curricular record that will document skills and competencies students develop through interdisciplinary, interprofessional, intergenerational, and co-curricular programs and events offered through Academic Affairs and Student Life/Engagement
- » Create opportunities to ‘Build Your Own Degree’

Owners of this initiative: The Provost and Committee for Interdisciplinary, Interprofessional, and Intergenerational Experiences

Measuring our success:

- » The Committee for Interdisciplinary, Interprofessional, and Intergenerational Experiences has been established by Spring 2022
- » A seed grant program for initiatives has been established by Fall 2022
- » An assessment process for initiatives has been developed by Fall 2022
- » Initiatives have been proposed by Fall 2022 and at least two are running by Fall 2024
- » A co-curricular record has been developed by Spring 2022
- » A “Build Your Own Degree” task force has been convened by Fall 2021

B. Offer and assess integrative curricula that develop students’ literacies and cognitive skills to collaboratively address real world issues to empower them to flourish in the interdependent world and workplace.

- » Implement our new integrative Core with an annual assessment process of the Core student learning outcomes
- » Demonstrate achievement of student learning outcomes and impact on student retention and graduation
- » Fund part-time faculty compensation for Core training
- » Schedule accessible core classes during the academic year and summer sessions

- » Purchase Premium E-Portfolio and support with training a year before the first capstones roll out
- » Support existing and develop new and ongoing integrative programs

Owners of this initiative: *The Core Director and Undergraduate Core Curriculum Committee supported by the Provost, Assistant Provost, and Deans*

Measuring our success:

- » The new integrative Core with an annual assessment process rolls out in Fall 2022
- » Achievement of student learning outcomes in the integrative Core and its impact on retention and graduation are assessed yearly
- » A part-time faculty compensation structure for training has been implemented by Spring 2022
- » Regular surveys of student satisfaction with respect to the availability of Core offerings begin in Fall 2022
- » Premium portfolio has been purchased and faculty scheduled to teach capstones have been trained by Spring 2024
- » Existing integrative programs are effectively resourced and the development of new programs is routinely encouraged and adequately supported with financial and human resources by Fall 2022 onwards

C. Create an academic culture infused with high-impact practices (active, experiential learning) and characterized by programs delivered using transparent and inclusive pedagogies by expanding such practices in an intentional and systematic way.

- » Embed high-impact practices in every program to increase student engagement and achievement of learning outcomes
- » Create an annual event for faculty to showcase their innovative teaching strategies
- » Produce methods of assessing student involvement in high-impact practices
- » Identify the literacies and cognitive capacities developed in program curricula and link student learning outcomes with assessment
- » Identify the transferable skills developed through program curricula and articulate the skills in course syllabi to increase student awareness and promotion of skill development (e.g., use on resumes, applications, and at interviews for graduate programs or jobs)
- » Develop real-world experiences in each degree program
- » Competitively fund through the Provost's Office faculty proposals for high-impact practices such as first-year seminars and experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning/study abroad, service learning, community-based learning, internships, and capstone courses and projects

Owners of this initiative: The Provost, Deans, Director of the Center for Transformational Teaching and Learning

Measuring our success:

- » High-impact practices are used in every program by January 2022; annual program assessment thereafter demonstrates increased student engagement and achievement of learning outcomes

- » Yearly events in which faculty showcase their innovative teaching strategies occur by January 2022
- » An annual program assessment process addressing student achievement of learning outcomes via high impact practices has been established by Spring 2022
- » Programs have identified the literacies and cognitive capacities developed in their curricula and annual assessment of learning outcomes takes place by Spring 2022
- » Transferable skills have been identified and articulated on course syllabi and program websites by Spring 2022
- » Real-world experiences in each program exist by Spring 2023
- » Faculty receive competitively awarded funds to develop high impact practices by Fall 2022

D. Increase participation in training initiatives for innovative pedagogies and various modalities.

- » Make inclusive and transparent pedagogy a hallmark of a Marywood education
- » Develop industry-ready certificates and industry-ready credentials to be incorporated into curriculum and/or offered as additional educational experiences to multiple audiences
- » Establish an Industry Advisory Board

Owners of this initiative: The Deans and Provost

Measuring our success:

- » Inclusive and transparent pedagogy (universally defined and accepted by all) is visible in marketing materials, Admissions, webpage(s), communications, and syllabi by Spring 2022
- » Three industry-ready certificates and/or credentials have been implemented by Fall 2023
- » Enrollment in these programs increases yearly and appropriate metrics are set
- » An Industry Advisory Board has been created with a charter that includes success metrics by Fall 2021

E. Expand Professional Continuing Education and Workforce Development.

- » Develop additional regional partnerships
- » Resource the Professional and Continuing Education Department for growth
- » Create additional positions: Community Liaison(s) and Employer Relations Personnel for the Marywood campus
- » Develop credit and non-credit certificate programs that meet workforce needs
- » Offer regular workforce training opportunities and professional continuing education programs

Owners of this initiative: Director of Professional Continuing Education with support from the Deans and Provost

Measuring our success:

- » One new regional partnership is developed annually starting in Fall 2021
- » Professional Continuing Education has been allotted resources to grow beginning with Fiscal Year 2022
- » Community Liaison and Employer Relations staff have been hired starting in Fiscal Year 2023
- » Each college offers at least one certificate program meeting workforce needs by Fall 2022
- » Six new corporate partnerships with industry-specific training opportunities have been created by Fall 2022

- » At least two professional continuing education offerings run monthly, one online and one in person, by Fall 2022

F. Expand academic program opportunities and workforce development for non-traditional learners and degree-completion students.

- » Create additional opportunities/pathways for high school students to earn college credits
- » Offer courses online, across the academic timetable, and in executive formats
- » Articulate current programs in each college that can be delivered at non-traditional times and formats
- » Develop programs for degree-seeking, credit-bearing, and non-credit activities for the non-traditional student
- » Financially support these initiatives with human resources and technology starting with the Fall 2020 budget process
- » Implement a system to identify and recruit non-traditional students
- » Conduct a comprehensive analysis of current articulation agreements, while exploring and executing additional agreements to ensure that they support timely degree completion for transfer students
- » Examine and adjust financial aid strategies for transfer students and non-traditional learners

Owners of this initiative: The Provost and Deans in collaboration with Student Success, Student Engagement, Admissions, and Marketing staff

Measuring our success:

- » Opportunities/pathways for high school students to earn college credits are in place by Fall 2021
- » Courses online, across the academic timetable, and in executive formats are scheduled by Fall 2022
- » Current programs that can be delivered at non-traditional times and formats have been articulated by Fall 2021
- » Programs for non-traditional students have been established and offered by Fall 2021
- » Programs have adequate budgetary resources; grants have been submitted by Spring 2021
- » A mechanism for delivering program information to non-traditional students exists by Spring 2022
- » A review of articulation agreements to ensure that all support timely degree completion for transfer students has been completed by Fall 2022; execution of new agreements that support timely degree completion for transfer students occurs in Fall 2022
- » Targeted financial aid strategies for transfer and non-traditional students are in place by Fall 2022

Goal #2: Support Students from Day One.

We will nourish a culture which supports students from “Day One” to build meaningful lifelong relationships with Marywood by increasing engagement with University-wide services and remaining committed to equity and inclusion. We will advise students through their academic journey and career preparation. We will provide desirable housing and dining options and help students navigate their financial obligations and options.

Strategic Initiatives and Action Plans:

A. Increase engagement with alumni, student life services, and student success services.

- » Develop a technology-based early intervention student success system designed to improve retention
- » Increase alumni engagement with faculty, staff, retirees, and the community
- » Strengthen the relationship between students and alumni through purposeful programming beginning at New Student Orientation to prepare students to become engaged alumni
- » Cultivate strong engagement and spirit among the internal campus community (current students, faculty, and staff) through a shared understanding of the Marywood experience
- » Design and implement a comprehensive, cohort-based first-year experience program addressing the needs of first-time students, transfer students, first generation, and online students

Owners of this initiative: Vice President of Advancement, Student Affairs, Assistant Provost for Student Success

Measuring our success:

- » An early intervention system is in place by Spring 2022 or earlier; disaggregated data shows incremental retention rate increases
- » Alumni engagement has increased by 20% over baseline by Spring 2023
- » Student participation in student engagement/alumni engagement co-hosted events and programs has increased measured by appropriate success metrics set moving forward
- » Strong student, faculty, and staff engagement increases and is assessed annually against baselines set by Spring 2021 as measured by satisfaction surveys and program participation (tracked by methods such as ID card swipes or Handshake)
- » The number of students participating in programs increases as measured by ID card swipes or Handshake; appropriate success measures will be set moving forward
- » A comprehensive, cohort-based first-year experience is running and student learning outcomes, such as awareness of services and resources, study skills, financial planning, and stress management, are assessed annually

B. Strengthen equity and inclusion within our welcoming and supportive community.

- » Create an Equity Action Plan to be led by the Director of Institutional Equity and Inclusion
- » Engage with experts in diversity, access, and equity to create inclusive practices and training
- » Embed perspectives that significantly integrate the experiences and work of historically marginalized populations in current courses, topics, scholarship, and materials
- » Create courses that significantly integrate the experiences and work of historically marginalized populations
- » Overhaul hiring and admissions practices to ensure intentional recruitment and retention of faculty, staff, and students of color
- » Sustain the Truth, Racial Healing & Transformation Center and increase engagement with it
- » Ensure that resource allocations, policies, and operations align with our institutional commitment to equity and inclusion
- » Become a Hispanic-Serving Institution (HSI)

Owners of this initiative: Human Resources Director, Director of Institutional Equity and Inclusion, Admissions Directors, Deans, Provost

Measuring our success:

- » The Equity Action Plan is operationalized by Spring 2022
- » Inclusive practices and training are established by Fall 2021
- » Current courses, scholarship, and materials significantly integrate the experiences and work of historically marginalized populations by Fall 2021
- » New courses significantly integrating the experiences and work of historically marginalized populations are running by Fall 2022
- » The recruitment and retention of faculty and staff of color increases by a 10% minimum over 4 years
- » The recruitment of students of color increases by a 10% minimum over 4 years
- » Retention and graduation rates for students of color remain on par with the entire student population
- » Annual mission-based events engage with local underrepresented populations to meet needs by Fall 2022
- » Admissions includes bilingual staff by Fall 2022
- » The Truth, Racial Healing, and Transformation Center remains and engagement with it increases (success metrics to be determined going forward)
- » Resource allocations, policies, and operations manifestly align with our institutional commitment to equity and inclusion
- » We achieve Emerging HSI designation by Fall 2024

C. Strengthen current and develop new effective advising strategies and processes.

- » Evaluate and enhance advisor training that incorporates academic and financial implications as well as training on campus resources that address student needs
- » Evaluate current advisement model and make data-informed improvements
- » Create a customized professional development plan to support alumni career goals by evaluating their current skill set with suggestions for upskilling, expanding their professional network by connecting them with other Marywood alumni, and strengthening their personal brand

Owners of this initiative: Assistant Provost for Student Success, Career Development Center, Alumni Engagement, Deans

Measuring our success:

- » Enhanced advisor training is implemented by Spring 2021
- » Data-informed improvements to the current advising model are made by Spring 2022
- » Alumni are offered a customized professional development plan by Spring 2021

D. Enhance student-centered partnerships to improve the student experience, both residential and commuter.

- » Enhance residential facilities as per Goal #5.F and 5.G
- » Establish a cross-functional student committee that encompasses all facets of the student community (such as commuters, residents, graduate students, non-traditional students) to establish directions for food service

- » Identify technology options which improve service (app ordering, kiosk ordering, delivery option) and inform students of meals remaining, meal equivalencies remaining, and points left at each swipe
- » Increase financial support for new dining initiatives

Owners of this initiative: Director of Buildings and Grounds, Vice President for Business Affairs, Student Government Association in cooperation with Student Engagement, Housing and Residence Life

Measuring our success:

- » Residential facilities are enhanced as per Goal #5.F and 5.G
- » Regular student satisfaction surveys begin in Fall 2021
- » Focus groups are conducted by Spring 2021
- » Technology options are identified by Spring 2021
- » Two new dining initiatives are funded per year through 2023

E. Develop and implement strategies to effectively improve financial literacy and minimize student debt.

- » As part of an overall website redesign, improve the financial information page encompassing both the Financial Aid and Cashier's offices, which is user-friendly, informative, assists with financial literacy training, and helps with FAFSA completion
- » Provide transparent and thorough support for families through resources including educational modules
- » Implement technology-focused delivery of financial literacy education in an ongoing process through 2024
- » Create an appropriate, comfortable, and safe physical space and environment that respects students' confidentiality needs
- » Increase institutional gift aid and strategically award annual and endowed scholarships and grants to reduce student debt
- » Explore the availability and feasibility for different programs and courses to lower the cost of learning resource materials, which may reduce student expenses, and ultimately debt, i.e. alternatives to purchasing textbooks

Owners of this initiative: Director of Financial Aid, Cashier's Office, Librarians and Faculty, Marketing, Advancement

Measuring our success:

- » A user-friendly, transparent, informative, and helpful financial information webpage including educational modules exists by Spring 2022
- » Financial literacy education has been delivered via technology through 2024
- » An appropriate, comfortable, and safe physical space and environment in the Financial Aid Office exists by July 2022
- » Student financial aid increases and student debt decreases through a comprehensive capital campaign by Fall 2024
- » Student expenses are decreased through alternatives to purchasing textbooks by Fall 2023

Goal #3 Strengthen Infrastructure.

Marywood will embrace sustainable technologies and infrastructure by actively engaging in environmental sustainability initiatives and by continually improving campus technology and technology training. Within the context of the evolving campus master plan, the University will strive to provide campus space and buildings that are compliant, user friendly, biophilic, and safe.

Strategic Initiatives and Action Plans:

A. Actively support and seek opportunities for environmental sustainability initiatives.

- » Expand and improve the university-wide recycling plan
- » Work with SGA to register for and compete in RecycleMania
- » Explore resources needed to increase the number of LEED buildings on campus
- » Incorporate biophilic design in campus buildings where possible
- » Regain and celebrate Arboretum status
- » Explore, design, and implement additional renewable energy sources
- » Survey refillable water stations on campus; explore grants and funding possibilities; install water stations in every building
- » Annually partner with SGA on sustainable projects

Owners of this initiative: Director of Buildings and Grounds, Director of the School of Architecture, Director of Student Engagement

Measuring our success:

- » An expanded/improved recycling plan is in place by June 2021
- » Students compete in RecycleMania by Fall 2021
- » Resources for additional LEED buildings have been explored by December 2023
- » Biophilic design review has been completed by Fall 2022
- » Arboretum status has been regained by December 2023
- » Additional renewable energy sources have been explored in 2021 and implemented by 2024
- » Water stations have been installed in every building by July 1, 2024
- » An annual sustainable projects partnership with SGA is in place beginning in Fall 2021

B. Assess, improve, and update training and equipment to meet current and future demand.

- » Create a five-year plan to meet best practices in academic technology across campus
- » Implement a five-year wireless upgrade plan
- » Implement a rolling five-year replacement plan for all current computers
- » Evaluate, design, and implement an improvement plan for the underground infrastructure and upgrade where necessary
- » Expand and develop cybersecurity compliance and training that includes student participation
- » Develop a Continuity of Operations Plan (COOP); review and update annually

Owners of this initiative: Director of IT, Technology Advisory Committee, Director of Buildings and Grounds

Measuring our success:

- » Academic technology will meet best practices by the end of 2025

- » Our students rank Marywood as providing excellent technology support by Spring 2025.
- » The initial five-year rolling plan to replace computers has been fully implemented by Summer 2024
- » Underground infrastructure evaluations have been completed by Summer 2021; upgrades are in process 2022-2024
- » Cybersecurity training and compliance are in place by the end of 2021
- » Annual COOP Reviews begin in Fall 2021

C. Improve and enhance our physical spaces.

- » Evaluate all campus spaces for ADA compliance; make recommendations; implement changes
- » Evaluate spaces utilized by Marywood and outside communities, such as the Performing Arts Center & Athletic facilities; assess for health and safety concerns; create any remediation plans necessary
- » Redesign academic spaces to support world-class student experiences across campus

Owners of this initiative: Director of Buildings and Grounds

Measuring our success:

- » ADA compliance has been evaluated and feasible changes made by Fall 2021
- » Health and safety assessments and follow-up remediation have been completed by Fall 2021
- » Evaluation and redesign of academic spaces have been completed by Fall 2024

Goal #4: Provide Excellent Service and Transparent Communication.

We will continue to nurture a culture of excellent and improved constituent service experience for all the university's stakeholders. There will be a particular focus on current and prospective students. Marywood will employ renewed and effective modes of internal and external communications including targeted marketing and recruitment strategies that will assist in student enrollment. We will strive to enhance and improve intra-campus sharing and collaboration.

Strategic Initiatives and Action Plans:

A. Continue to provide an exemplary constituent service experience for all stakeholders.

- » Identify customer service training modules to ensure that exemplary constituent service is consistent across campus
- » Identify selected university services and/or offices to participate in a pilot study to evaluate the training modules
- » Assess the efficacy of the pilot study, review and revise training modules as indicated, and begin to implement the customer service program campus wide
- » Evaluate the success of the campus-wide program through surveys, focus groups, and one-on-one conversations with constituent groups and revise training program as needed
- » Adjust and standardize training and protocols to ensure that a consistent level of excellence in constituent service, through regular training, is provided to all stakeholders of the university
- » Standardize information and collateral training materials to ensure a consistent level of excellence in constituent service by all campus vendors

- » Continue to develop communication and collaboration mechanisms to increase the number of partnerships across campus between alumni engagement and key areas (academic affairs, student engagement, admissions, and career development) that result in meaningful alumni volunteer opportunities and alumni satisfaction
- » Continue to ensure that constituent messaging is aligned with Marywood's brand.

Owners of this initiative: Human Resources, Fiscal Services, Alumni, Marketing

Measuring our success:

- » The initial customer service training modules have been selected by June 2021
- » The pilot study has been completed by October 2021
- » Pilot study results have been evaluated, training has been revised, and wide-spread campus training has begun by January 2022
- » A survey of constituents concerning their experiences with Marywood's renewed excellent customer service program has been conducted in Fall 2022
- » All campus vendors have been provided with information, training materials, and constituent service expectations by June 2021
- » The number of partnership-developed alumni volunteer opportunities/collaborations (speaking engagement, mentor program, etc.) have increased across key campus areas; the number of alumni engaged in such activities has increased
- » Brand training is provided in mid-2021

B. Research, adopt, and implement effective modes of communication for internal and external audiences.

- » Market and increase enrollment in the e2campus alert system for all constituents
- » Working within the current campus community/departments, evaluate, establish, and enhance partnerships with area businesses to identify and coordinate community collaboration opportunities
- » Develop methodologies for collecting and implementing suggestions for process improvements on the Marywood intranet
- » Perform regular evaluation and assessment of external communications' content, methodology, and frequency in order to consistently position and expand the university's branding and footprint in an evolving marketplace

Owners of this initiative: Campus Safety, Human Resources, Marketing

Measuring our success:

- » Enrollment in e2campus has increased by 15% each year through 2023
- » The university's partnerships with area businesses have been reviewed and expanded by December 2021
- » Methodologies for collecting and implementing suggestions for process improvements have been developed by Spring 2022
- » The first external communications efficacy assessment has been completed by June 2021

C. Evaluate and improve intra-campus information sharing and collaboration.

- » Analyze university processes to determine and benchmark campus workflow and notification systems and parameters

- » Identify, mitigate, and remedy areas of communication shortfalls on campus
- » Set goals and improve standards for exemplary communication processes throughout the campus
- » Make the MarywoodYou portal the single system sign-on for faculty and staff
- » Utilize the MarywoodYou portal to target and communicate information to specific campus constituents
- » Research, develop, implement, and enhance a comprehensive, campus-wide orientation and on-boarding process for new employees in order to impart the culture, mission, processes, and excellence in constituent services mindset at Marywood University

Owners of this initiative: Information Technology, Human Resources

Measuring our success:

- » Workflow and notification systems have been determined by June 2021
- » Existing shortfalls and breakdowns have been remedied by Fall 2021
- » Improved communications standards have been set by October 2021
- » MarywoodYou portal becomes the single system sign-on by June 2021
- » Messaging via the portal for specific campus constituents has been implemented by June 2022
- » The new employee orientation and on-boarding has been implemented by January 2022

Goal #5: Strategically Allocate Resources to Achieve Long Term Institutional Growth.

In support of the Marywood mission, we will further enhance our operational capacity and fortify our position by augmenting our current resources. We will do this by: making investments in our personnel through the provision of equitable compensation and continuous professional development; tactically addressing capital priorities, building and infrastructure renovations, and technology initiatives to ensure a more robust campus environment; securing new sources of revenue; and building the philanthropic support needed to help propel Marywood into its second century.

Strategic Initiatives and Action Plans:

A. Invest in and implement targeted tactics for recruiting new markets/populations attracted to Marywood Programs.

- » Develop at least two new experiences such as middle/high school programs, summer immersion programs, camps, or clinics annually
- » Host three high school-level academic competitions annually
- » Implement new/additional cooperative agreements with community colleges and high schools to offer pathways for students to pursue a Marywood education annually
- » Continue to retain an enrollment consultant to assist with identification of current and expanding of areas for enrollment market growth
- » Review and revise the existing and evolving comprehensive marketing plan to solidify current market area and to identify key areas for possible growth

Owners of this initiative: Vice President for Enrollment Services & Student Success, Provost, Director of Admissions, Deans

Measuring our success:

- » At least two new middle/high school programs, summer immersion programs, camps, or clinics are conducted annually beginning in 2021; annual prospective student participation goals will be set going forward
- » Three high school-level academic competitions are hosted annually beginning in 2022; annual prospective student participation goals will be set going forward
- » At least two new/additional cooperative agreements with community colleges and high schools are established annually; annual prospective student participation goals will be set going forward
- » Our enrollment consultant assists with identification of areas of market growth by June 2021
- » Our comprehensive marketing plan is regularly reviewed and revised, identifying areas of growth, by September 2021

B. Recruit and retain the best talent who further advance the Marywood mission.

- » Evaluate and modify job descriptions to match the University's needs
- » Establish peer benchmarks for salaries to achieve equity congruent with those of peer and local institutions
- » Develop and implement a plan to allocate resources over the next five years to meet the established peer benchmarks for salaries
- » Develop and implement a Performance Evaluation Program that includes a merit component and allows for salary increases

Owners of this initiative: Director of Human Resources, Area Vice Presidents, Area Directors

Measuring our success:

- » 100% of job descriptions have been evaluated and modified as appropriate in each Division by 2023
- » Peer benchmarks for salaries are established by 2021
- » A Peer Benchmark Salary Resource Allocation Plan has been developed and implemented beginning in 2021 and completed by 2024
- » A Performance Evaluation Program (with merit component and salary increases) has been developed and implemented by 2023

C. Provide professional development opportunities for all employees.

- » Assess professional development training needs across campus and provide internal professional development training programs
- » Allocate funding for a professional development resource pool
- » Develop a mechanism for allocation to address needs not met by the internal professional development programs

Owners of this initiative: Human Resources, Area Vice Presidents, Area Directors

Measuring our success:

- » Professional development training needs assessment is completed in 2021; an internal professional development training program has commenced in 2022; 100% of employees have participated in the internal professional development training program in a three-year cycle
- » Funding has been allocated for a professional development resource pool in 2021
- » The mechanism for allocation of the professional development resource pool has been implemented by 2023

D. Inspire additional financial support from private donors and government entities.

- » Engage the campus community in a comprehensive fundraising campaign that supports specific capital and programmatic funding priorities
- » Expand partnerships with businesses that result in financial and other support for the University
- » Increase engagement with local community and elected officials to assist with government grant opportunities and to advocate for the support of private higher education
- » Provide technical resources to facilitate increased submission of faculty- and staff-developed external grants
- » Establish and implement a program that funds student business ideas/pursuit of patents with a portion of profits returned to the University to support additional University innovations

Owners of this initiative: Vice President for University Advancement, Senior Director of Development, Director of Alumni Engagement, Provost, Deans, Grants and Sponsored Programs

Measuring our success:

- » Faculty and staff across campus have participated in the pursuit of public/private funding opportunities in support of a comprehensive fundraising campaign by 2022; a baseline for participation numbers will be set going forward
- » New partnerships have been established with businesses by 2022; a baseline and annual goals for the number of new partnerships will be set going forward.
- » Revenue from businesses has increased by 2022; a baseline and annual goals will be set going forward
- » The number of outreach visits/communications to local community and elected officials for the purposes of grant support or higher education policy advocacy has increased; a baseline and annual goals for outreach visits/communications will be set going forward
- » Submission of faculty-developed external grants has increased; a baseline and annual goals will be set going forward
- » A program for student business idea/patents has been developed and executed by 2023; a baseline and annual goals for student participation will be set going forward

E. Continue to allocate appropriate funding for capital priorities.

- » Develop and implement a process that strategically prioritizes the allocation of resources for capital priorities and technology projects annually
- » Develop a three-year budget cycle for capital priorities and technology projects and modify it annually, as needed
- » Strategically allocate funds to reduce total cost of capital priorities (facilities and technology)

Owners of this initiative: Director of Buildings and Grounds, Director of Information Technology, Controller

Measuring our success:

- » An annual process for strategic allocation of capital priorities and technology projects has been developed by Spring 2021
- » A three-year budget cycle for capital priorities and technology projects has been developed and prepared in Spring 2021; modified annually, if needed
- » Funds have been strategically allocated to reduce the total cost of capital priorities (facilities and technology); costs have been reduced by 40% over the three-year budget period beginning in Spring 2021 and every three-year budget period thereafter

F. Evaluate, redesign, and renovate learning spaces that promote academic excellence, collaboration, and campus beautification.

- » Re-authorize the University's Space Advisory Committee
- » Evaluate physical space on campus to support active, experiential learning and program growth
- » Improve and enhance classroom spaces to provide a flexible learning environment that supports a world-class student experience
- » Co-locate health and wellness programs to facilitate interprofessional initiatives
- » Update and beautify the campus as a visual representation of the mission and vision of the university

Owners of this initiative: President, Director of Buildings and Grounds, Provost, and Deans

Measuring our success:

- » The Space Advisory Committee, appointed and active as of January 2021, routinely evaluates space requests and makes recommendations to University leadership thereafter
- » An annual process for evaluation of physical campus spaces using financial and usage metrics occurs by July 2021
- » Classroom spaces in need of upgrades have been identified by June 2021; upgrades have been completed according to a prioritized schedule in August 2022 and 2023
- » A multi-phased plan to co-locate health and wellness programs has been developed by June 2021; Plan Phase 1 has been executed by August 2022 and Plan Phase 2 by August 2023
- » Strategic projects to update and beautify campus have been identified by June 2021; update and beautification projects have been completed by August 2022; the identification and execution process is repeated annually

G. Support innovative and forward-looking facility growth to ensure a vibrant campus that attracts and retains students, faculty, and staff.

- » Enhance and revitalize the Nazareth Student Center to engage students in co-curricular and intergenerational experiences
- » Create Nazareth Plaza and Marywood Main Street to connect Marywood Heights across the heart of campus to the Liberal Arts Center
- » Provide a dedicated "club house" space for student clubs and groups

- » Design and create a state-of-the-art esports space in the Nazareth Student Center
- » Enhance athletics facilities to encourage co-curricular activities and the education of the whole person through competition and individual fitness
- » Update residence halls in support of student needs and expectations
- » Update and enhance on-campus dining facilities
- » Design and construct a welcoming and comprehensive student-centered Financial Aid, Registrar, and Cashier Services Area

Owners of this initiative: Director of Buildings and Grounds, Student Engagement, Residence Life, Athletics

Measuring our success:

- » Plans have been developed for Nazareth Student Center enhancements by July 2021; renovations have been completed by July 2023
- » A Plaza Construction Plan has been developed by December 2021; construction has been completed by September 2022
- » Club house space has been identified by June 2021; club house space has been created and is available for student use by December 2021
- » An esports space has been designed by March 2021; the completed space is occupied by teams by August 2021
- » A plan for athletic facilities' enhancements has been developed by August 2021; enhancements have been completed by August 2022
- » A plan to update Residence Halls has been completed and approved by December 2021
- » A plan for on-campus dining updates has been developed by June 2021; enhancements have been completed by July 2022
- » A design plan for a welcoming and comprehensive student-centered Financial Aid, Registrar, and Cashier Services Area has been developed by June 2021; construction of the new area has been completed by July 2022

Goal #6: Expand Intergenerational Education on Campus.

To further the aspect of Marywood University's mission to "educate global citizens to live responsibly in an interdependent world," we, as an academic community, will come to understand and integrate the educational, scholarly, and service aspects inherent in the satellite entities that reside on campus. We will see these entities as extensions of our academic work and welcome those who live and work in these entities as partners in our educational endeavors.

AFRICAN SISTERS EDUCATION COLLABORATIVE (ASEC)

Strategic Initiative and Action Plans:

A. Initiate opportunities for the Marywood community of faculty, staff, and students to learn about and participate in the work of ASEC in the ten sub-Saharan countries served by this collaborative and co-sponsored program.

- » Foster the implementation of educational programs associated with student service trips to the ten sub-Saharan ASEC countries in order to broaden cultural, international, and service experiences for our students

- » Create a larger pool of faculty who teach the foundational courses in the HESA (Higher Education for Sisters of Africa) program in order to ensure that Marywood maintains a commitment to the education of African religious and the ASEC mission
- » Provide opportunities for the Marywood community to learn about the ASEC programs and services to African Sisters, as well as the statistical and professional outcomes of this 20+-year ministry
- » Continue to provide additional support services in areas of IT, finance, board service, and inclusion in Marywood events, celebrations, and cultural opportunities

Owners of this initiative: ASEC Executive Director, Deans of the Colleges, University Librarian, Campus Ministry/Office of Service-Learning and Community Service, Committee for Interdisciplinary, Interprofessional, and Intergenerational Experiences

Measuring our success:

- » A service trip populated by faculty, staff, and students takes place in at least one of the 10 sub-Saharan ASEC countries each May beginning in 2022
- » The pool of faculty to teach in the HESA program has expanded by one additional member in each of the years of this strategic plan
- » At least one educational program is provided to the faculty and staff of the Marywood community annually to encourage appreciation and understanding of the international long-term effects of ASEC programs
- » Additional support services are provided in accordance with ASEC's mission and goals.

FRICCHIONE EARLY LEARNING CENTER

Strategic Initiative and Action Plans:

B. Realize the impact of the conversion of the Fricchione Day Care Center to an early learning center for pre-school children by emphasizing the educational aspect of childcare and integrating the programs offered by the early childhood education and service programs of the University.

- » Move oversight of the Fricchione Early Learning Center from Human Resources to the Education Department
- » Incorporate educational modules into all aspects of the Fricchione program, which will be written into the curriculum with targeted outcomes that can be evaluated and reported at the conclusion of each semester
- » Provide regular opportunities for Marywood Early Childhood and Elementary Education and other students to participate as graduate assistants, observers, interns, and in other pre-professional roles that will prepare them to serve in the teaching profession
- » Provide work study and service-learning opportunities for Marywood students at the Center
- » Continue to provide additional support services in areas of finance, consultation, and inclusion in Marywood events, celebrations, and cultural opportunities

Owners of this initiative: Chair of the Education Department, Director of the Fricchione Early Learning Center, Campus Ministry/Office of Service-Learning and Community Service, Marketing

Measuring our success:

- » The Education Department oversees the Fricchione Early Learning Center by Spring 2021

- » End-of-semester reports of curricular and educational outcomes have been presented to the Education Department beginning with the Fall 2021 semester
- » At least one Marywood education student per semester will serve in a pre-professional role at the Fricchione Early Learning Center beginning in the fall of 2021
- » Service-learning and work study opportunities are provided for Marywood students in accordance with the Center's needs beginning in the fall of 2021
- » Additional support services are provided in accordance with the Center's mission and goals.
- » Marketing materials from the Center reflect the change in service to incorporate the educational component into the daycare setting by the fall of 2021

MARYWOOD HEIGHTS

Strategic Initiative and Action Plans:

C. Develop the concept of a University Based Retirement Community between Marywood University and Marywood Heights to the extent that both entities realize their interdependence and their role in the development of its success among other such university communities.

- » Develop a relationship between the administrations of both the University and Marywood Heights at the inception of this plan so that communication is regular and beneficial to both parties
- » Be recognized as a University Based Retirement Community
- » Support the professional development of Marywood students by encouraging them to serve in pre-professional roles in various areas of healthcare and other disciplines across the university
- » Build relationships and provide needs-based service experiences at Marywood Heights for our students through Campus Ministry and other organizations
- » Provide certain benefits for the administration and staff of Marywood Heights in order to incorporate them into the Marywood community. This would include such things as a reduction in tuition for the individual, use of Pacer Points to purchase meals and other products sold on campus, use of services in the Learning Commons and Wellness Center, and other related amenities (this will commence after COVID restrictions are lifted from campus)
- » Invite and welcome residents of Marywood Heights to campus activities, such as concerts, theatrical performances, art exhibits, lectures, open forums, and other educational activities
- » Preserve and continue the Catholic identity of Marywood Heights by providing pastoral and sacramental services to the patients and residents

Owners of this initiative: Marywood Heights Administrators, Marywood Heights Coordinator of Volunteers, Marywood Heights Advisory Committee, Provost, Deans of the Colleges, University Librarian, Human Resources, Vice President of Mission and Ministry, Assistant Director of the Office of Service-Learning and Community Service, the Committee for Interdisciplinary, Interprofessional, and Intergenerational Experiences, and Chaplain

Measuring our success:

- » Regular communication occurs between the University and Marywood Heights by Fall 2021
- » Marywood University and Marywood Heights will be numbered among other University Based Retirement Communities by 2023
- » Marywood students regularly serve in pre-professional roles beginning in Fall 2021

- » Students will routinely interact with patients and residents both at Marywood Heights and on campus by spring 2022
- » Students engage regularly in service projects, internships, graduate assistant roles, and other educational experiences at Marywood Heights beginning in fall 2021
- » Certain benefits for the administration and staff of Marywood Heights are provided by Fall 2021
- » Marywood Heights Advisory Committee will report annually on the attendance of Marywood Heights administrators, staff, and residents at campus activities, events, and other amenities beginning in spring 2022
- » In-service programs about the mission and ministry of Marywood University, as well as the principles of Catholic Social Teaching, are offered to the community of Marywood Heights at least once a year beginning in academic year 2021-2022

NATIVITYMIGUEL SCHOOL OF SCRANTON

Strategic Initiative and Action Plans:

D. Collaborate with the NativityMiguel School of Scranton in order to strengthen and support their mission while providing Marywood University students opportunities to offer service and to develop professional and interpersonal skills by tutoring, making presentations, partnering in civic projects and initiatives, and as aides and student teachers.

- » Ensure effective communication to the administration and staff of NativityMiguel School of Scranton regarding Marywood's events, celebrations, cultural opportunities, and other programs that strengthen the common bonds between these two entities
- » Develop a set of protocols to establish a process whereby students will be routinely scheduled to tutor, assist in classrooms, offer service, and, where appropriate, serve as student teachers
- » Promote Marywood University's relationship with the NativityMiguel School of Scranton
- » Marywood University will offer the NativityMiguel School opportunities to share the school's mission and work with our community

Owners of this initiative: Deans, University Librarian, Chair of the Department of Education, Executive Director and Principal of the NativityMiguel School of Scranton, Campus Ministry, Committee for Interdisciplinary, Interprofessional, and Intergenerational Initiatives

Measuring our success:

- » NativityMiguel administrators and staff are effectively informed of and invited to Marywood's events, celebrations, and programs that strengthen our common bonds by the fall of 2021
- » An organized, systematic set of protocols have been developed by the Marywood Chair of the Department of Education and the Principal of NativityMiguel School of Scranton by the fall of 2021
- » Marywood University promotes our relationship with the NativityMiguel School of Scranton in collaboration with the School
- » NativityMiguel personnel are invited to communicate their mission and activities so that we can support their work

THE OFFICE OF MILITARY AND VETERAN SERVICES

Strategic Initiative and Actions Plans:

E. Provide resources to bolster and strengthen the Office of Military and Veteran Services in order to retain the status of this program, to attract new students, and to assimilate them into the life of the University.

- » Develop a three-year strategic plan for the Office of Military and Veteran Services
- » Research and implement effective tools and methods for recruiting and retaining active military members and veterans
- » Provide assistance to active military members and veterans in non-academic ways in order to support them in completing their degree work
- » Engage active military members and veterans to participate in university programs and events in order to encourage their inclusion in the life of the university
- » Increase awareness of the role of the Office of Military and Veterans Services and the Student Veterans Alliance in supporting student veterans

Owners of this initiative: Director of the Office of Military and Veteran Services, Assistant Provost for Student Success, Counseling Department, Committee for Interdisciplinary, Interprofessional, and Intergenerational Experiences, Marketing

Measuring our success:

- » A three-year strategic plan for the Office of Military and Veteran Services has been presented to the Provost by fall 2021
- » Veteran enrollment increases by 5% annually for three years beginning in fall 2022 and retention rates comparable to the overall student population are maintained
- » Veterans are supported by services and programming related to their needs across the university by spring 2022
- » Veterans are engaged in university programs and events and integrate with traditional students by fall 2021
- » Through increased visibility of the Student Veterans Alliance and the programming of the Office of Military and Veterans Services, the Marywood Community has increased awareness of their roles in supporting student veterans