PRINT SURVEY

2026 Best Colleges - Main Survey

Please Read the Instructions

2026 Main Statistical Survey Data Collection

Welcome. *U.S. News & World Report* is now collecting data for the 2026 edition of Best Colleges. The data your institution reports will help connect prospective students with their best fit schools.

Students and parents benefit with access to more data, but submitting this survey benefits your institution too. It ensures your baccalaureate offerings will be assessed on their most recent and relevant figures. It provides information about distinct characteristics and attributes that will appear in your usnews.com profile and makes your school more discoverable using U.S. News's personalized search tools (https://premium.usnews.com/best-colleges/myfit). It is required so that top officials at your school can have their peer assessment ratings of other schools included in the rankings calculations. Finally, only schools that submit the main, finance, and financial aid surveys will receive exclusive access to preliminary rankings under embargo approximately two weeks before publication.

Survey Deadline: June 13th, 2025

U.S. News will not be granting extensions beyond the listed date. Please complete the survey, or answer as many questions as possible, and submit by the deadline. There will be later opportunities, described below, to report limited additional data, but schools must submit the surveys so they can be closed and analysts at U.S. News can proceed with follow-up programming and quality control steps.

Around July, U.S. News will email the survey respondents at many schools asking them to confirm or update data that U.S. News analysts flagged as needing review. During this time period, schools may email U.S. News with any corrections to inaccurately reported data or to supply a very limited amount of missing data. Many schools will not be contacted during this time.

Around August, U.S. News will email schools in rank-eligible categories the statistical survey-based ranking factors with the data they submitted. Schools will be given approximately two weeks to reopen their surveys, if determined necessary, and make final changes to their main, finance, and financial aid surveys before resubmitting.

Eligibility

All recipients of this survey, according to U.S. News's research, are regionally accredited U.S. institutions that award bachelor's degrees, enroll first-year undergraduates, administer some in-person education, and are planning to accept bachelor's-seeking applications for a fall 2026 (or equivalent) term. If any of these no longer apply to your institution, please email official@usnews.com (mailto:official@usnews.com).

Otherwise, every recipient will have a U.S. News Best Colleges profile that incorporates data collected in this survey. But not all schools receiving a profile are rank-eligible. Only schools that meet the following criteria, unchanged from last year, will be rank-eligible for the overall rankings:

- Is in a Basic 2021 Carnegie Classification mapping to one of U.S. News's ranking categories (https://www.usnews.com/education/best-colleges/articles/ranking-category-definitions)
- Reported a six-year bachelor's degree graduation rate of full-time, first-year bachelor's degree-seeking students to U.S. News and/or IPEDS for at least one entering class between fall 2015-fall 2018
- Reported at least 100 undergraduates enrolled for fall 2024
- Reported FY2023 finance data to IPEDS, except in special circumstances involving recent reorganization.

Schools ineligible for the overall rankings may still be eligible for discipline-specific rankings and to have their survey data included in other evaluative lists and editorial content.

Reminders

During data collection, U.S. News by default sends reminder emails to all schools that have not submitted surveys. Schools should email usnews-data-collection@usnews.com (mailto:usnews-data-collection@usnews.com) if they wish to opt-out of the survey and not receive further communication for the rest of this college data collection cycle.

Later this year institutions that specialize in online education or that do not enroll first-year students may be able to report on their degree completion programs as part of the Best Online Bachelor's Programs (https://www.usnews.com/education/online-education/bachelors) rankings.

There are three steps in the U.S. News data collection process:

Step 1: Data - Complete the questionnaire to the fullest extent your data and history allow. If you are not able to answer a question, leave it blank. Prioritize completing questions flagged as potentially used in the upcoming rankings. Very few questions are mandatory to submit this survey and the rankings formula will not factor the extent of participation into the scoring. If you have questions or concerns about how best to respond to a specific item, click the "Help" button on the top right-hand side of the screen to contact a U.S. News survey research associate.

Report statistical data throughout U.S. News's main, finance, and financial aid surveys that break out your institution's campuses in alignment with how they are reported to the U.S. Department of Education. This means questions that ask for information identical to IPEDS must be reported to U.S. News as reported to IPEDS. This has been instructed for several years and supersedes any communications U.S. News had with schools in the past.

All rankings questions and the majority of remaining questions in these surveys replicate definitions from the Common Data Set/AAUP and/or IPEDS.

Once again, the upcoming rankings will only use data reported for the first time in this survey; combined with U.S. News peer assessment survey data and third party data. This means that rankings data your institution reported to U.S. News in previous years -- some of which display in this survey for reference -- will not be used in any future rankings calculations.

Step 2: Assessment - After entering your data, navigate to the ‘Assessment’ section. The assessment runs a statistical comparison between your most recent data and the data submitted last year and will algorithmically identify potential errors such as very large changes between the two years of data that may need to be confirmed or resolved. If large changes are flagged, please explain the change in the text box provided. In the case of a large change, the survey will not submit without providing an explanation. Note that U.S. News only publishes individual cohort-level data on schools' most recently reported cohorts on our publicly accessible website; however, historic data are published in U.S. News’s subscription data product, Academic Insights, described below.

Step 3: Verification/Submission – After reviewing the assessment and fixing any remaining errors, navigate to the section titled “Verification”. This is where the survey submission takes place. Please carefully review your survey data one last time. When you are ready, you **must** select the check box, fill out all the identification information (which must

include the Dean or equivalent official who has verified the data) and hit the red “Submit Survey” button. **Failure to check the verification box and have the President, Provost, Dean or other equivalent senior administrator verify the data and fill out their information may be noted when the data are published and/or may result in the school not being ranked.** Once the "Submit Survey" button is selected, your submission is final and will be published.

Important Icons

* The red asterisk located next to a few question numbers indicated that the question is mandatory. If the question is not answered you will be unable to submit the survey. All assessment flags are mandatory and must be addressed.

The red x indicates that you have not filled out the question correctly. There will be a line of text that accompanies the icon letting you know what is the exact problem. Once the issue is corrected the x will disappear. All failed validations must be fixed before the survey can be submitted.

The gold shield indicates that the question has been used in past U.S. News Best Colleges rankings calculations or is under consideration for future use.

The question mark indicates a tip on how to answer that particular question.

The checkbox indicates the assessment section of the survey.

The upward arrow indicates the verification section of the survey. This is where the submission button is located.

Entering Data

To navigate among fields you may either click on the field to which you wish to move or press the Tab key until you reach it. To move between individual pages of the survey click on the "Next" or "Previous" links at the bottom of the page. You may also click on the section links listed in the index on the right-hand side of the screen and go to any page in the survey.

Saving Data

Saving data happens automatically when a few actions are taken. One, you select the ‘Next’ button at the bottom of the page. Two, you select and navigate to another section in the question index. Three, you hit the ‘Save’ button at the bottom of a page. If you plan on leaving the survey before completion, please hit the save button before exiting the survey.

Getting Help

If you have questions or encounter problems while you are completing the survey, click the "Help" button on the top right-hand side of the screen to contact a U.S. News survey research associate. We will endeavor to respond to your question within three business days.

The Common Data Set

As stated earlier, U.S. News uses questions from the Common Data Set (CDS). The CDS initiative is a collaborative effort among data providers in the higher education community and publishers as represented by the College Board, Thomson Peterson's, and U.S. News & World Report. We hope that this effort to standardize data definitions makes it easier to complete our questionnaire.

For easy reference, all CDS items are noted throughout the main and financial aid surveys. Please note that some of the questions used in the Best Colleges rankings are unique to the U.S. News survey and are not included on the CDS. After you have submitted your CDS, you will have an opportunity to submit information for these questions.

All CDS submissions must be emailed to usnews-data-collection@usnews.com (mailto:usnews-data-collection@usnews.com) in a Fillable PDF format, accessible here (https://commondataset.org/). Other formats will not be accepted. Schools were given an opportunity during the contact verification period to provide their CDS in time to

have the data pre-populated when first receiving the main, finance, and financial aid surveys. Schools emailing a completed CDS in Fillable PDF format by **May 16** will have their data populated in the both surveys by no later than **May 30**.

U.S. News is requiring that all schools report ACT/SAT data directly in this main survey because of differences between this survey and CDS.

Questions potentially used in the Best Colleges rankings:

- Programs offered: 35, 36,
- Enrollment: 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63
- ACT/SAT: 139, 140. 141, 142, 144, 145
- Veterans: 169, 170, 171, 172, 173
- Instructional Faculty: 178, 180
- Faculty Salaries: 183
- Graduation and Retention: 186, 194, 195

Data from the questions will be combined with the average ratings received on U.S. News's peer assessment survey, data sourced from IPEDS and The College Scorecard, and bibliometric data sourced from Elsevier (national universities only) to determine each school's overall rank.

U.S. News has also published other rankings and lists using data from the main survey that may use data for the following:

Programs to Look For

- Undergraduate Academic Programs of Study: 27-29

Best Colleges for Veterans

- Enrollment and financial aid policies: 171-174

For a full list of additional rankings and lists -- most of which incorporate data from this main survey, visit here (https://www.usnews.com/best-colleges/rankings).

New Questions

Along with deleted questions no longer in use, there are also a small number of entirely new questions based on input from staff at U.S. News based on their research on what prospective students were searching for when they visited the website. However, there are no new questions in the main, finance, and financial aid survey that this fall will be applied to the overall rankings for the first time.

Some definitional and response option changes adhered to the Common Data Set Initiative. See here (https://commondataset.org/) for a summary of changes, some of which applied to questions in the main, finance, and financial aid surveys.

More on the Best Colleges rankings

More details on the U.S. News Best Colleges rankings can be found here (https://www.usnews.com/education/best-colleges/articles/how-us-news-calculated-the-rankings).

A note on ranking categories

This fall U.S. News will again be using the Basic 2021 Classifications via the Carnegie Classification of Institutions of Higher Education (https://carnegieclassifications.acenet.edu/) for grouping schools in categories like National Universities and Regional Colleges. This was done because U.S. News determined its survey universes ahead of the full

2025 update. U.S. News is studying the 2025 classifications but has not yet made any decisions about the process for constructing next year's U.S. News ranking categories.

And Finally

If you have questions or feedback about the Best Colleges rankings methodologies or other education rankings and publications, contact official@usnews.com (mailto:rmorse@usnews.com). Note that U.S. News typically reveals methodology changes through its embargo process and/or website, and not by individual school request.

Historical rankings information and millions of data points not published on usnews.com are available in U.S. News's subscription data product, Academic Insights. Please contact U.S. News's Academic Insights team at AcademicInsights@usnews.com (mailto:AcademicInsights@usnews.com) for more information about subscribing to U.S. News's Academic Insights interactive portal designed specifically for institutional researchers and policy makers.

The next edition of the rankings will be published this fall. Ranked schools that completed the main, finance and financial aid surveys will receive free early access to a preliminary version of the rankings through the Academic Insights platform.

On behalf of the data team and staff here at U.S. News and our many appreciative users, thank you for your time and effort!

Eric Brooks, Principal Data Analyst
Kenneth Hines, Director of Data Projects
Bob Morse, Chief Data Strategist

Contact Information

Survey Contact #1:

- Survey contacts can only be updated by a survey research associate. To have your contacts updated please send an email to usnews-data-collection@usnews.com.

Name:

Katie Kauffman

Job Title:

Assistant Provost for Institutional Effectiveness

Email:

kkauffman@ubalt.edu

Phone:

Survey Contact #2:

Name:

Sonya Zheng

Job Title:

Coordinator of Institutional Reporting

Email:

xzheng@ubalt.edu

Phone:

Survey Contact #3:

Name:

Ruth Robinson

Job Title:

Data Analyst for Institutional Effectiveness

Email:

rrobinson@ubalt.edu

Phone:

Survey Contact #4:

Name

Title

Email

Phone

Marketing and Public Relations Contacts

Marketing and Public Relations Contact #1:

Contact 1 - Name:

Contact 1 - Title:

Contact 1 - Email:

Contact 1 - Phone:

Marketing and Public Relations Contact #2:

Contact 2 - Name:

Contact 2 - Title:

Contact 2 - Email:

Contact 2 - Phone:

Marketing and Public Relations Contact #3:

Contact 3 - Name:

Contact 3 - Title:

Contact 3 - Email:

Contact 3 - Phone:

Marketing and Public Relations Contact #4:

Contact 4 - Name:

Contact 4 - Title:

Contact 4 - Email:

Contact 4 - Phone:

Marketing and Public Relations Contact #5:

Contact 5 - Name:

Contact 5 - Title:

Contact 5 - Email:

Contact 5 - Phone:

Peer Assessment Contacts

The below are the Peer Assessment contacts submitted by your institution during the contact verification period from April 1st - April 18th. This section is read-only. If your institution did not submit a contact verification survey, then last year's peer contacts were rolled over.

If you need to update any of the below contact information, please send an email with the subject line with the subject line 'Peer Assessment Contact Update Request' to usnews-data-collection@usnews.com by close of business (5 pm pacific time) **Monday, May 19th**. Please include the specific peer survey(s) and the contacts' name, job title, and email address.

President

Contact 1 - Name:

Kurt Schmoke

Contact 1 - Title:

President

Contact 1 - Email:

president@ubalt.edu

Provost/Dean of Academic Affairs

Contact 2 - Name:

Ralph Mueller

Contact 2 - Title:

Senior VP & Provost

Contact 2 - Email:

ubprovost@ubalt.edu

Dean of Admissions/Dean of Enrollment Management

Contact 3 - Name:

Neal Richardson

Contact 3 - Title:

Executive Director, Admissions

Contact 3 - Email:

nrichardson@ubalt.edu

Business Contact 1:

Contact 1 - Name:

Raju Balakrishnan

Contact 1 - Title:

Dean, Merrick School Business

Contact 1 - Email:

rbalakrishnan@ubalt.edu

Business Contact 2:

Contact 2 - Name:

Kathryn Demarest

Contact 2 - Title:

Associate Dean, Merrick School of Business

Contact 2 - Email:

kdemarest@ubalt.edu

General Information

If any of the general information is incorrect, please enter the correct information. Note that cross-references to Common Data Set items appear next to the question text (for example, "Name of college or university: CDS A1").

For any assistance, please contact the address listed in the 'Help' icon at the top of the survey.

1.) Name of college or university:

CDS A1 This data is rolled over from last year.

University of Baltimore

2.)

Please enter the name of your college/institution that should display on usnews.com in the next release if different from the preceding question. In many cases, this is a name change that has recently gone into effect or will be in effect by fall 2024.

Leave blank if the institution name in the preceding question is the name that should appear on usnews.com

This request should be acceptable to academic officials at the highest level of your institution, such as President, Provost or Dean. Note that ultimately *U.S. News* conforms to certain naming rules and conventions and may not incorporate this request.

This data is rolled over from last year.

3.) Mailing address:

CDS A1 This data is rolled over from last year.

1420 N. Charles Street

4.) City:

CDS A1 This data is rolled over from last year.

Baltimore

5.) State or territory:

CDS A1 This data is rolled over from last year.

◉ Maryland

6.) Zip:

CDS A1 This data is rolled over from last year.

21201

7.) International Postal Code (If applicable):

This data is rolled over from last year.

8.) Main phone:

CDS A1 This data is rolled over from last year.

(410) 837-4200

Phone format: (XXX) XXX-XXXX

9.) Home page address on the web (e.g. 'www.blankuniversity.edu'):

CDS A1 This data is rolled over from last year.

https://www.ubalt.edu

10.) Source of institutional control:

CDS A2 This data is rolled over from last year.

◉ Public

- [ ] Private (nonprofit)
- [ ] Proprietary
- [ ] No Answer

11.) In what year was your institution founded?

This data is rolled over from last year.

1925

12.) Religious Affiliation:

This data is rolled over from last year.

13.) Which of the following best describes the campus setting of your institution?

- [x] Urban (located within a major city)
- [ ] City
- [ ] Suburban
- [ ] Rural
- [ ] No Answer

14.) Campus size (acres):

This data is rolled over from last year.

47

15.) Classify your undergraduate institution:

CDS A3 This data is rolled over from last year.

- [x] Coeducational college
- [ ] Men's college
- [ ] Women's college
- [ ] No Answer

16.) Academic year calendar for 2025-2026.

CDS A4

- [x] Semester
- [ ] Quarter

- ○ Trimester
- ○ 4-1-4
- ○ Continuous
- ○ Differs by program (Describe in Comments)
- ○ Other (Describe in Comments)
- ○ No Answer

Make a comment on your choice here:

If none of these options match your institution, please explain in the comment section.

17.) Degrees Offered by your institution:

CDS A5 This data is rolled over from last year.

- ☑ Certificate
- ☐ Diploma
- ☐ Associate
- ☐ Transfer
- ☐ Terminal
- ☑ Bachelor's
- ☑ Post-bachelor's certificate
- ☑ Master's
- ☑ Post-master's certificate

- [x] Doctoral degree - research/scholarship
- [x] Doctoral degree - professional practice
- [ ] Doctoral degree - other

18.) Admissions office mailing address:

CDS A1 This data is rolled over from last year.

1420 N. Charles St

19.) City:

CDS A1 This data is rolled over from last year.

BALTIMORE

20.) State or territory:

CDS A1 This data is rolled over from last year.

- (•) Maryland

21.) Zip:

CDS A1 This data is rolled over from last year.

21201

22.) Admissions phone number:

CDS A1 This data is rolled over from last year.

(410) 837-4777

Phone format: (XXX) XXX-XXXX

23.) Admissions Email address:

CDS A1 This data is rolled over from last year.

admission@ubalt.edu

24.) Is there a separate URL application site on the Internet? If so, please specify:

CDS A1 This data is rolled over from last year.

https://www.ubalt.edu/admission-and-aid/index.cfm

25.) Respondent information. Who is completing this survey?

Name:

Xiaoyan (Sonya) Zheng

Title:

Coordinator of Institutional Reporting

Email:

xzheng@ubalt.edu

26.) U.S. News Ranking Category

Regional Universities (North)

Degrees/Majors

27.) **Majors Offered**

Note: Please use CIP 2020 codes in answering the questions below. When reporting majors, please do not list majors in conjunction with a concentration, emphasis, minor, or subject area. Concentrations, etc., may be reported in the minors question.

Select majors leading to a bachelor's degree:

This data is rolled over from last year.

10.0304--Animation, Interactive Technology, Video Graphics, and Special Effects

11.0103--Information Technology

11.0401--Information Science/Studies

22.0000--Legal Studies

22.0203--American/U.S. Law/Legal Studies/Jurisprudence

23.01--English Language and Literature, General

24.0102--General Studies

03.0103--Environmental Studies

30.99--Multi/Interdisciplinary Studies, Other

42.0101--Psychology, General

43.0103--Criminal Justice/Law Enforcement Administration

43.0106--

43.0107--Criminal Justice/Police Science

43.0111--

44.00--Human Services, General

44.0201--Community Organization and Advocacy

45.0901--International Relations and Affairs

45.1001--Political Science and Government, General

45.1002--American Government and Politics (United States)

50.9999--Visual and Performing Arts, Other

51.2211--Health Services Administration

52.0101--Business/Commerce, General

52.1501--Real Estate

54.01--History

09.0999--Public Relations, Advertising, and Applied Communication, Other

09.0702--Digital Communication and Media/Multimedia

52.1201--Management Information Systems, General

38.0104--Applied and Professional Ethics

51.2004--Medicinal and Pharmaceutical Chemistry

22.01--Law

22.0101--Law

52.1399--Management Sciences and Quantitative Methods, Other

28.) Minors Offered

Select minors and other miscellaneous programs offered for undergraduates:

This data is rolled over from last year.

23.1302--Creative Writing

38.0101--Philosophy

42.01--Psychology, General

45.0601--Economics, General

52.0201--Business Administration and Management, General

52.0703--Small Business Administration/Management

52.14--Marketing

54.0101--History, General

29.) Popular Majors - 2024 Graduates:

Using CIP 2020 codes, please identify the ten majors with the largest percent of bachelor's degrees awarded by your institution between July 1, 2023 and June 30, 2024. Only ten majors can be entered. This information is for display on the U.S. News website and respondents should select the granularity of CIP codes that will be most informative for prospective students, independent of what was reported elsewhere as part of CDS. For more information on CIP 2020 click here (https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55). Last year's information (2023 graduates) is included for your reference.

CDS J1

	CIP Code Number	% of majors awarded (to one decimal)
Popular Major #1	52	26
Popular Major #2	43	12
Popular Major #3	10	10
Popular Major #4	42	10
Popular Major #5	44	9
Popular Major #6		
Popular Major #7		
Popular Major #8		
Popular Major #9		
Popular Major #10		

Programs Offered

30.) Are there any four year programs that students can complete from beginning to end predominantly online via distance learning?

- ○ Yes
- ◉ No
- ○ No Answer

31.) Are there any degree completion bachelor's programs that transfer students can complete predominantly online via distance learning?

◉ Yes

○ No

○ No Answer

32.) If answered “Yes” to either of the above questions, are there any programs that are asynchronous (self paced) or synchronous (live during in person)?

Please skip this question.

○ Yes, offers asynchronous (self paced)

○ Yes, offers synchronous (live during in person)

○ No, does not offer asynchronous (self paced)

◉ No Answer

33.)

Are there any four year programs that students can complete from beginning to end in a hybrid modality?

Hybrid: program is designed for students to take a combination of classes virtually and in-classroom.

◉ Yes

○ No

○ No Answer

34.)

Are there any degree completion bachelor's programs that transfer students can complete in a hybrid modality?

Hybrid: program is designed for students to take a combination of classes virtually and in-classroom.

◉ Yes

○ No

○ No Answer

35.) **Academic Offerings and Policies**

Special Study Options*:* For the following questions, please check each program offered. Then report the percent of *2024 graduating seniors* who have participated in these programs during their undergraduate years. **Whether cooperative education program and study abroad program are checked will be cross referenced for the Programs to Look For rankings as evidence the programs are offered**. Percentages are not used in the rankings.

Note: Definitions of these programs can be found here at www.commondataset.org

CDS E1 This question is used in the Rankings calculation.

- [x] Accelerated program
- [ ] Cooperative education program
- [x] Cross-registration
- [x] Distance learning
- [ ] Double major
- [x] Dual enrollment
- [ ] English as a second language (ESL)
- [ ] Exchange student program (domestic)
- [ ] External degree program
- [x] Honors program
- [x] Independent study

☑ Internships

☑ Liberal arts/career combination

☑ Student-designed major

☑ Study abroad

☐ Teacher certificate program

☑ Weekend college

36.) Undergraduate Academic Programs of Study

Please check each academic program offered and report the percent of 2024 graduating seniors who have participated in these programs during their undergraduate years. **Which programs are checked as being offered may be used to verify the Programs to Look For rankings.** Percentages will not be used in the rankings.

First-year Experiences: Curricular and/or co-curricular programs beyond orientation that bring together faculty and/or staff and groups of first-year students to: address the development of knowledge, skills, and/or perspectives for academic and college success; promote meaningful student-faculty interaction (one-on-one or in small groups).

Learning Communities: Groups of students that take part as a cohort in intentional, institutionally-designed curricula, most often consisting of at least two linked courses, that are designed to address academic and social development inside and outside the classroom through planned interactions among the cohort and with the faculty.

Senior Capstone of Culminating Academic Experiences: Integrative, credit-bearing experiences, offered in the last stages of a student's program of studies, which aim to have the student synthesize the academic experience, often in the creation of a product that demonstrates the ability to frame and resolve an open-ended question, or of a performance or an exhibit.

Undergraduate Research: Self-directed academic work by an individual student or by small groups of students that deals with an open-ended issue with the expectation of a substantial scholarly or creative product that can be formally presented on or off campus. Such work is undertaken with a faculty mentor for at least one

academic term or intensive summer, and students understand their roles as researchers/creators and act in those roles.

Service Learning: An academically-based instructional strategy, credit-bearing or required for a degree, that provides students with both meaningful service opportunities in interactive partnership with the community and academic structures for analysis and reflection on their contributions and learning.

Study Abroad: Substantial academic, credit-bearing study, the equivalent of at least one full course, under faculty supervision, conducted outside the United States but approved by the home institution, which includes substantive interaction between the student and the host culture and/or environment.

Internships, Cooperative Education, or Practica: The practical application of learning from a specific academic program in a pre-planned out-of-class situation equivalent in time to at least 1 academic credit, paid or unpaid, requiring structured reflection and/or an end product, supervised and evaluated by faculty, field person, or cooperating professional directing the learning activity.

Writing in the Disciplines: Institutional commitment, manifest through an organized approach, to significant student participation in writing embedded in courses at all levels and in all divisions of the curriculum. To accomplish significant writing over time and at increasing levels of sophistication, it often includes writing experiences in many different disciplines, varied forms of writing for varied audiences, and iterative writing processes.

This question is used in the Rankings calculation.

- [x] First-year Experiences
- [x] Service Learning
- [x] Senior Capstone or Culminating Academic Experiences
- [x] Writing in the Disciplines
- [x] Undergraduate Research/Creative Projects
- [x] Learning Communities

37.) Areas in which all or most students are required to complete some course work prior to graduation: (check as many as apply)

CDS E3

- [ ] Arts/fine arts

- [x] Computer literacy
- [x] English (including composition)
- [ ] Foreign languages
- [ ] History
- [x] Humanities
- [ ] Intensive Writing
- [x] Mathematics
- [ ] Philosophy
- [ ] Physical Education
- [x] Sciences (biological or physical)
- [x] Social science

38.) General education/core curriculum is required:

This data is rolled over from last year.

- (•) Yes
- ( ) No
- ( ) No Answer

39.) Cooperative education programs offered (check as many as apply)

This data is rolled over from last year.

- [ ] Agriculture
- [ ] Art
- [ ] Business
- [ ] Computer Science
- [ ] Education
- [ ] Engineering
- [ ] Health Professions
- [ ] Home Economics
- [ ] Humanities

- [ ] Natural Science
- [ ] Social/Behavioral Science
- [ ] Technologies
- [ ] Vocational Arts

Other:

40.) Teacher certifications offered (check as many as apply)

This data is rolled over from last year.

- [ ] Early childhood
- [ ] Elementary
- [ ] Middle/Junior High
- [ ] Secondary
- [ ] Special Education
- [ ] Vo-tech
- [ ] Adult Education
- [ ] Bilingual/bicultural

41.) Qualified undergraduate students may take graduate-level classes at your school:

This data is rolled over from last year.

- (•) Yes
- ( ) No
- ( ) No Answer

42.) Check pre-professional programs that are designed specifically as preparation for graduate study (check as many as offered):

This data is rolled over from last year.

- [x] Pre-law
- [ ] Pre-dentistry
- [ ] Pre-medicine
- [ ] Pre-theology

- [ ] Pre-veterinary science
- [ ] Pre-optometry
- [ ] Pre-pharmacy
- [ ] Other

43.) Describe Other:

- Please do not include bullets, paragraph breaks, special characters, or other special formatting
- Maximum number of allowable characters is 500

This data is rolled over from last year.

44.) Check domestic off-campus semester-away (or term-away) study programs (check as many as offered):

This data is rolled over from last year.

- [ ] Washington Semester (American University)
- [ ] Washington Center Program
- [ ] SEA Semester
- [ ] Los Angeles Film Studies Center
- [ ] New York Film Academy

Other:

45.) Select schools with which domestic exchange programs are offered

This data is rolled over from last year.

46.) Select countries in which study abroad is offered.

This data is rolled over from last year.

Combined Programs and Consortiums

47.) List names of combined-degree programs:

This data is rolled over from last year.

- Juris Doctorate/Masters of Business Administration
- Juris Doctorate/Masters of Public Administration
- Juris Doctorate/Masters of Criminal Justice
- Juris Doctorate/Masters of Science in Negotiations & Conflict Management
- Juris Doctorate/Ph.D in Public Policy

48.) List names of consortia:

This data is rolled over from last year.

- Maryland Inter-Institutional Registration

SREB - Academic Common Market
State Authorization Reciprocity Agreement (SARA)
Erasmus Plus (European Union Education Program)
Baltimore Student Exchange Program

2024 Enrollment

Institutional Enrollment: Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 13, 2024. Degree-seeking students are those enrolled in courses for credit who are recognized by the institution as seeking a degree or recognized postsecondary credential. Full time undergraduates are those enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more clock hours a week each term. Please report students formerly designated as "first professional" in the graduate cells. The last two years' enrollment grid are included.

In cases where gender information is not provided, please either do one of the following: report in the 'Other' column or distribute evenly as possible across the two-binary categories. Do not undercount students.

49.)

2024 Full-time Enrollment:

For ranking purposes, complete all cells -- not just totals -- in this question, the part-time enrollment question and historic enrollment questions.

If your institution enrolls full-time and part-time students, complete both grids (or none); do not complete only one.

If your institution would like to report two genders, please divide "other" equally between them.

*Dual Enrollment: If your institution enrolls high school students in college courses for credit either **within a dual enrollment program** or **outside of a dual enrollment program**, you may report the unduplicated count as part of the full- or part-time "All other undergraduates" section. *****

CDS B1 This question is used in the Rankings calculation.

	Men	Women	Other
Degree-seeking, first-time first-year students	16	16	1
Other first-year, degree-seeking students	55	101	1
All other degree- seeking undergraduate students	190	281	2
Total degree-seeking undergraduate students	261	398	4
All other undergraduates enrolled in credit course	0	0	0
Total undergraduate students	261	398	4
Graduate degree seeking, first-time	134	191	2
All other graduate degree seeking	220	437	0
All other graduates enrolled in credit courses	0	4	0
Total graduate students	354	632	2

50.) 2024 Part-time Enrollment: *

CDS B1 This question is used in the Rankings calculation.

	Men	Women	Other
Degree-seeking, first-time, first-year students	5	0	0
Other first-year, degree-seeking students	32	52	3
All other degree- seeking undergraduate students	191	227	5
Total degree-seeking undergraduate students	228	279	8
All other undergraduates enrolled in credit courses	69	87	143
Total undergraduate students	297	366	151
Graduate degree seeking, first-time	48	88	4
All other graduate degree seeking	209	371	1
All other graduates enrolled in credit courses	12	28	6
Total graduate students	269	487	11

51.) Total 2024 enrollment, all undergraduates

CDS B1 This question is used in the Rankings calculation.

1477

52.) Total 2024 enrollment, all graduates:

CDS B1 This question is used in the Rankings calculation.

1755

53.) GRAND TOTAL - 2024 Enrollment:

CDS B1 This question is used in the Rankings calculation.

3232

2023 Enrollment

Institutional Enrollment: Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2023. Please report students formerly designated as "first professional" in the graduate cells. Last year's enrollment grid is included for your reference. Complete all cells, not just the totals. These enrollment data from October 15, 2023 may be applied toward the financial resources ranking factor in the overall rankings. The breakdown by gender will not be re-published on usn.com, is not incorporated into the rankings calculations and therefore does not need to be updated to comport with new gender CDS/IPEDS guidance.

54.) 2023 Full-time Enrollment:

CDS B1 This question is used in the Rankings calculation. This data is rolled over from last year.

	Men	Women	Other
Degree-seeking, first-year students	8	17	0
Other first-year, degree-seeking students	68	103	0
All other degree-seeking undergraduate students	188	309	0
Total degree-seeking undergraduate students	264	429	0
All other undergraduates enrolled in credit courses	0	0	0
Total undergraduate students	264	429	0
Graduate degree seeking, first-time	105	209	0
All other graduate degree seeking	235	416	0
All other graduates enrolled in credit courses	2	0	0
Total graduate students	342	625	0

55.) 2023 Part-time Enrollment:

CDS B1 This question is used in the Rankings calculation. This data is rolled over from last year.

	Men	Women	Other
Degree-seeking, first-time freshmen	13	3	0
Other first-year, degree-seeking	40	44	0
All other degree- seeking	210	273	0
Total degree-seeking	263	320	0
All other undergraduates enrolled in credit course	6	10	0
Total undergraduates	269	330	0
Graduate degree seeking, first-time	49	106	0
All other graduate degree seeking	216	435	0
All other graduates enrolled in credit courses	13	23	0
Total graduates	278	564	0

56.) Total 2023 enrollment, all undergraduates

CDS B1 This question is used in the Rankings calculation. This data is rolled over from last year.

1292

57.) Total 2023 enrollment, all graduates:

CDS B1 This question is used in the Rankings calculation. This data is rolled over from last year.

1809

58.) GRAND TOTAL - 2023 Enrollment:

CDS B1 This question is used in the Rankings calculation. This data is rolled over from last year.

3101

2022 Enrollment

Institutional Enrollment: Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2022. Please report students formerly designated as "first professional" in the graduate cells. These data may be incorporated into your institution's financial resources calculation.

59.) 2022 Full-time Enrollment:

CDS B1 This question is used in the Rankings calculation. This data is rolled over from last year.

	Men	Women	Other
Degree-seeking, first-time freshmen	11	15	0
Other first-year, degree-seeking	63	108	0
All other degree- seeking	220	339	0
Total degree-seeking	294	462	0
All other undergraduates enrolled in credit course	0	0	0
Total undergraduates	294	462	0
Graduate degree seeking, first-time	131	219	0
All other graduate degree seeking	240	389	0
All other graduates enrolled in credit courses	1	3	0
Total graduates	372	611	0

60.) 2022 Part-time Enrollment:

CDS B1 This question is used in the Rankings calculation. This data is rolled over from last year.

	Men	Women	Other
Degree-seeking, first-time freshmen	12	5	0
Other first-year, degree-seeking	23	49	0
All other degree- seeking	241	302	0
Total degree-seeking	276	356	0
All other undergraduates enrolled in credit course	8	10	0
Total undergraduates	284	366	0
Graduate degree seeking, first-time	42	99	0
All other graduate degree seeking	243	524	0
All other graduates enrolled in credit courses	10	18	0
Total graduates	295	641	0

61.) Total 2022 enrollment, all undergraduates

CDS B1 This question is used in the Rankings calculation. This data is rolled over from last year.

1406

62.) Total 2022 enrollment, all graduates:

CDS B1 This question is used in the Rankings calculation. This data is rolled over from last year.

1919

63.) GRAND TOTAL - 2022 Enrollment:

CDS B1 This question is used in the Rankings calculation. This data is rolled over from last year.

3325

Ethnicity Enrollment and Degrees Awarded

Enrollment by Racial & Ethnic Category: Provide numbers of undergraduates for each of the following categories as of the institution's official fall reporting date or as of October 15, 2024. Include international students only in the category "Non-residents." Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."

Notes:

- Degree seeking undergraduates (2nd column) should include the degree seeking, first-time, first year students in column one.
- If there are no students in a category, enter zero.
- Dual Enrollment: If your institution enrolls high school students in college courses for credit either **within a dual enrollment program** or **outside of a dual enrollment program**, you may report the unduplicated count as part of the non-degree-seeking students included in the “Total Undergraduates (both degree & non-degree-seeking)” section.

64.) Ethnicity Grid:

CDS B2

	Degree-seeking first-time, first year students	Degree-seeking undergraduates
American Indian or Alaskan Native	0	4
Asian	4	42
Black or African American	19	605
Hispanic/Latino	0	60
Native Hawaiian or other Pacific Islander	0	1
White	8	299
Two or more races	1	64
Non-residents	0	15
Race/ethnicity unknown	6	88
Total	38	1178

65.) Number of degrees awarded by your institution from July 1, 2023 to June 30, 2024*:*

CDS B3

Certificate/diploma

17

Associate degrees

0

Bachelor's degrees

340

Post-bachelor's certificates

55

Master's degrees

287

Post-master's certificates

0

Doctoral degrees - research/scholarship

3

Doctoral degrees - professional practice

207

Doctoral degrees - other

Student Background

66.) Other Student Characteristics: Please provide the percentages of first-time, first-year degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2024 who fit the following categories.

CDS F1

	First-time, First-year Students, Fall 2024	Undergraduates Fall 2024
% who are from in-state	76	94
% who are from out-of-state (exclude international/non-residents)	24	6
% of men who join fraternities	0	0
% of women who join sororities	0	0
% who live in college-owned, operated or affiliated housing	0	0
% who live off campus or commute	100	100
% of students age 25 and older	21	66
Average age of full-time students	22	28
Average age of students (full- and part-time)	22	32

67.)

Report the percentage of bachelor's degree-seeking undergraduates enrolled in your institution in Fall 2024 who were first-generation students.

Use the Common Application definition (https://appsupport.commonapp.org/applicantsupport/s/article/First-Generation) for defining first-generation students. If no parent has a bachelor's degree, or higher, the applicant is identified as a first-generation college student. If there is no information provided for degree level for either parent -- for example, when an applicant left the parental education question blank -- the applicant is assumed to be first-generation (this is the same approach taken by the Common App and NSLDS). Schools that do not use the Common App or use other applications in addition to the Common App may use the equivalent first-generation methodology. Respondents unable to adhere to the above definition for the requested time period should leave this question blank.

All first-year student undergraduates

%

All undergraduates

%

68.) Overlap schools: List up to five institutions that generally have the biggest overlaps (in terms of number of applicants) with your institution's applicant pool. Please use the alphabetical listing of colleges and universities on the left hand side of the grid. Select up to five institutions, then use the right arrow to move those schools to the Overlap column. To remove a school from the right side of the grid, click on its name and hit the left arrow to move them back.

This data is rolled over from last year.

69.) Select the region from which the most U.S. students come:

This data is rolled over from last year.

- New England (CT, ME, MA, NH, RI, VT)
- Middle Atlantic (NJ, NY, PA)
- East North Central (IL, IN, MI, OH, WI)
- West North Central (IA, KS, MN, MO, NE, ND, SD)
- South Atlantic (DE, DC, FL, GA, MD, NC, SC, VA, WV)
- East South Central (AL, KY, MS, TN)
- West South Central (AR, LA, OK, TX)
- Mountain (AZ, CO, ID, MT, NV, NM, UT, WY)
- Pacific (AK, CA, HI, OR, WA)
- No Answer

70.) Percentage of U.S. students who come from most popular region:

%

Admission

71.) Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in fall 2024:

- Include early decision, early action, and students who began studies during summer in this cohort.
- Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution).
- Admitted applicants should include wait-listed students who were subsequently offered admission.
- Fall 2023 data is included for your reference.

CDS C1 This data is rolled over from last year.

	Fall 2024	Fall 2023
Total first-time, first-year men who applied	46	72
Total first-time, first-year women who applied	80	125
Total first-time, first-year of other gender who applied	1	0
Total first-time, first-year applications (men, women, other gender)	127	197
Total first-time, first-year men who were admitted	41	51
Total first-time, first-year women who were admitted	58	95
Total first-time, first-year of other gender who were admitted	1	0
Total first-time, first-year admitted (men, women, other gender)	100	146
Total full-time, first-time, first-year men who enrolled	16	8
Total part-time, first-time, first-year men who enrolled	5	13
Total full-time, first-time, first-year women who enrolled	16	17
Total part-time, first-time, first-year women who enrolled	0	3
Total full-time, first-time, first-year of other gender who enrolled	1	0
Total part-time, first-time, first-year of other gender who enrolled	0	0

Total first-time, first-year enrolled -- full-time and part-time (men, women, other gender)	38	41

72.) If available, please provide residency breakdowns for total applicants, admits, and enrolled students: fall 2024

C1

	Total first-time, first-year (degree-seeking) who applied	Total first-time, first-year (degree-seeking) who were admitted	Total first-time, first-year (degree-seeking) enrolled
In-state	76	62	29
Out-of-state	45	32	9
International	6	6	0
Unknown			
Total	127	100	38

73.) Do you have a policy of placing students on a waiting list?

- First year students wait-listed students: students who met admission requirements but whose final admission was contingent on space availability

CDS C2 This data is rolled over from last year.

- ○ Yes
- ◉ No
- ○ No Answer

74.) Please answer the questions below for fall 2024 admissions:

CDS C2

Number of qualified applicants offered a place on waiting list:

Number accepting a place on the waiting list:

Number of wait-listed students admitted:

Admission Requirements

75.) Check the appropriate box to identify your high school completion requirement for degree-seeking entering students.

CDS C3 This data is rolled over from last year.

- (●) High school diploma is required and GED is accepted
- ( ) High school diploma is required and GED is not accepted
- ( ) High school diploma or equivalent is not required
- ( ) No Answer

76.) Does your institution require or recommend a general college-preparatory program for degree-seeking students?

CDS C4 This data is rolled over from last year.

- ( ) Require
- (●) Recommend
- ( ) Neither require nor recommend
- ( ) No Answer

77.) Specify the distribution of academic high school course units required and/or recommended of all or most degree-seeking students using Carnegie units (one unit equals one year of study or its equivalent). If you use a different system for calculating units, please convert.

CDS C5 This data is rolled over from last year.

	Units Required	Units Recommended
English		
Mathematics		
Science		
Of the science units, units that must be lab		
Foreign language		
Social studies		
History		
Academic electives		
Computer Science		
Visual / Performing Arts		
Other		
Total		

The Total excludes lab units

78.) Please specify 'Other' high school course in the grid above:

This data is rolled over from last year.

79.)
Do you have an open admission policy, under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to academic record, test scores, or other qualifications?
'Yes' means open admission policy as described above for all students.

CDS C6 This data is rolled over from last year.

- ○ Yes
- ○ No
- ◉ No Answer

80.)

Open admission policy as described above for most students, but:
Applicable only to schools that reported no in the previous question.

This data is rolled over from last year.

- ☐ Selective admission for out-of-state students
- ☐ Selective admission to some programs

81.) Relative importance of each of the following academic and nonacademic factors in your first-time, first-year, degree-seeking admission decisions. Please mark one column from each row.

Academic:

CDS C7

	Very Important	Important	Considered	Not Considered	No Answer
Rigor of secondary school record	○	○	○	○	◉
Class rank	○	○	○	○	◉
Academic GPA	◉	○	○	○	○
Recommendation(s)	○	◉	○	○	○
Standardized test scores	○	○	◉	○	○
Application essay	○	◉	○	○	○

82.) Nonacademic:

CDS C7

	Very Important	Important	Considered	Not Considered	No Answer
Interview	○	○	○	○	◉
Extracurricular activities	○	○	○	◉	○
Talent/ability	○	○	○	◉	○
Character/personal qualities	○	○	○	◉	○
First generation	○	○	○	○	◉
Alumni/ae relation	○	○	○	○	◉
Geographical residence	○	○	○	○	◉
State residency	○	○	○	○	◉
Religious affiliation/commitment	○	○	○	○	◉
Volunteer Work	○	○	○	○	◉
Work experience	○	○	○	◉	○
Level of applicant's interest	○	○	○	○	◉

College-level Exams

83.) College Credit and placement options currently offered during the 2024-2025 academic year:

This data is rolled over from last year.

	Credit only	Placement only	Credit and/or placement	Not used	No Answer
College Entrance Examination Board (CEEB) Advanced Placement	○	○	◉	○	○
International Baccalaureate	○	○	◉	○	○
College-Level Examination Program (CLEP)	○	○	◉	○	○
DSST	○	○	◉	○	○

84.) Credit/placement offered for Advanced Placement (AP) scores:

This data is rolled over from last year.

- ☐ 2
- ☑ 3
- ☑ 4
- ☑ 5

85.) Credit/placement offered for International Baccalaureate (IB) scores:

This data is rolled over from last year.

	Standard Level (SL)	Higher Level (HL)
2	☐	☐
3	☑	☑
4	☑	☑
5	☑	☑
6	☑	☑
7	☑	☑

Applications

86.) Do you accept the Common Application?

- ○ Yes
- ○ No
- ◉ No Answer

87.) Does your institution have an application closing date?

CDS C14

- ◉ Yes
- ○ No
- ○ No Answer

No = Rolling

88.) Application closing date (Fall):

CDS C14

08/30

89.) Application priority date:

CDS C14

04/01

90.) Notification to Applicants of Admission Decision Sent:

CDS C16

- ☑ On a rolling basis beginning:

09/10

- ☐ By:

- ☐ Other:

Please mark only one. Dates are in month/day format.

91.) Reply policy for admitted applicants

CDS C17

- [ ] Must reply by:

- [x] No set date (do not leave comment)

- [ ] Must reply by May 1 or within (X) weeks if notified thereafter

- [ ] Other:

Please mark only one. Dates are in month/day format.

92.) Deferred admission: Does your institution allow students to postpone enrollment after admission?

CDS C18

- (•) Yes
- ( ) No
- ( ) No Answer

93.) Maximum period of postponement:

1 year

94.) Early admission of high school students: Does your institution allow high school students to enroll as full-time, first-time, first-year students one year or more before high school graduation?

CDS C19

- ( ) Yes
- (•) No
- ( ) No Answer

95.) Early Decision Admissions: Does your institution offer an early decision plan for first-time, first-year applicants for fall enrollment?

CDS C21

- ( ) Yes

- [x] No
- [ ] No Answer

(Note: an early decision plan allows students to apply early and be notified of an admission decision well in advance of the regular notification date and asks students to commit to attending if accepted.)

96.) Early Decision Admissions: Fall 2024

- Please count degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time)

Applications:

Accepted Applications:

Enrolled:

97.) Early Decision Dates:

CDS C21

First or only early decision plan closing date:

First or only early decision plan notification date:

Other early decision plan closing date:

Other early decision plan notification date:

Dates are in month/day format

98.) Early Action Admissions. Do you have a nonbinding early action plan whereby students are notified of an admission decision well in advance of the regular notification date but do not have to commit to attending your college?

CDS C22

- [ ] Yes

- [x] No
- [ ] No Answer

99.) Early Action Admissions: Fall 2024

- Please count degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time)

Applications:

Accepted Applications:

Enrolled:

100.) Early Action Dates:

CDS C22

Early action plan closing date:

Early action plan notification date:

Dates are in month/day format

101.) Is your early action plan a "restrictive" plan under which you limit students from applying to other early plans?

- [ ] Yes
- [ ] No
- [x] No Answer

Applications, Part 2

102.) Does your institution have an application fee?

CDS C13

- [x] Yes
- [ ] No

No Answer

103.) Amount of application fee:

CDS C13

$ 35

104.) If you have an application fee and online application option, please indicate policy for students who apply online.

CDS C13

Same fee

Free

Reduced

No Answer

105.) Can online application fee be waived for applicants with financial need?

CDS C13

Yes

No

No Answer

106.) Does your institution offer conditional admission for applicants who are not normally admissible due to academic deficiencies and/or economic disadvantages? This includes both domestic and international students.

Yes

No

No Answer

107.) Admission interview is:

Required

Recommended

Neither required/recommended

No Answer

108.) Amount for housing deposit:

CDS C17

$

109.) Deadline for housing deposit:

CDS C17

International Applicant Info

International Applicant Information for the 2024- 2025 academic year.

110.) Is a portion of the undergraduate admissions website aimed at prospective international students translated into languages other than English?

- ○ Yes
- ○ No
- ◉ No Answer

111.) Indicate test requirements for undergraduate international applicants whose native language is not English.

This data is rolled over from last year.

	Require	Require for some	Recommend	Consider if submitted	No Answer
TOEFL iBT Test	◉	○	○	○	○
IELTS	◉	○	○	○	○
Michigan Test	○	○	○	○	◉
SAT	○	○	○	◉	○
ACT	○	○	○	◉	○
iTEP (International Test of English Proficiency)	○	○	○	○	◉
PTE (Pearson Test of English)	○	○	○	○	◉

112.) TOEFL and/or IELTS may be submitted in place of SAT or ACT

This data is rolled over from last year.

- [ ] Yes
- [x] No
- [ ] No Answer

113.) Minimum Required Test Scores:

This data is rolled over from last year.

TOEFL iBT Test

79

IELTS

6

114.) Average score of admitted students:

This data is rolled over from last year.

TOEFL iBT Test

IELTS

115.) Advanced deposit (in addition to tuition/room deposits required of all students) is required of international applicants:

This data is rolled over from last year.

- [ ] Yes
- [x] No
- [ ] No Answer

116.) Preapplication form is required of international applicants:

This data is rolled over from last year.

- [ ] Yes
- [x] No
- [ ] No Answer

117.) Separate application form is required of international applicants:

This data is rolled over from last year.

- [ ] Yes

- (●) No
- ( ) No Answer

118.) Application closing date for international applicants:

This data is rolled over from last year.

	Date	or Rolling Basis Beginning Date
Fall		01/01
Winter		
Spring		05/01
Summer		11/01

Dates are in month/day format.

119.) Do you offer conditional admission to international applicants?

This data is rolled over from last year.

- ( ) Yes
- (●) No
- ( ) No Answer

120.) Are international students eligible to apply for early decision or early action?

This data is rolled over from last year.

- ( ) Yes, both early decision or early action
- ( ) Early decision only
- ( ) Early action only
- ( ) No
- (●) No Answer

121.) Number of foreign countries represented by degree-seeking undergraduate non-residents (Fall 2024):

122.) List the six countries most represented by degree-seeking undergraduate non-residents during the 2024-2025 academic year, and the percentage of degree-seeking undergraduate non-residents who come from each country:

	Countries	Percent
1.		
2.		
3.		
4.		
5.		
6.		

123.) Special services offered for international students: (check all that apply)

This data is rolled over from last year.

- [ ] English lab
- [ ] International student center
- [x] Special counselors/advisors
- [ ] ESL program/classes
- [ ] Host family program
- [ ] Housing offered during all school holidays
- [ ] Dining hall services offered to international students during all school holidays
- [x] Special orientation (1-6 days)
- [ ] Special orientation (1-2 weeks)
- [ ] Special orientation (2+ weeks)
- [ ] Support in local set-up (e.g., bank account, cell phone, etc.)
- [x] Support in career or OPT advising

- [x] Immigration or legal advising
- [ ] Dining hall services that cater to diversity in diet (e.g., Vegetarian, Halal options)
- [ ] Transportation support (e.g., pre-arrival flight confirmation, transfer services to/from airport)
- [x] International Student Organization

124.) Does your institution offer immigration-related legal services to undergraduate students who do not have a valid U.S. visa or legal status?

This data is rolled over from last year.

- ( ) Yes
- (•) No
- ( ) No Answer

HS Standing and GPA

125.) Did your institution collect high school class rank information on at least 10 percent of its fall *2024* entering class?

- ( ) Yes
- ( ) No
- (•) No Answer

126.)

High School Class Standing: Please enter the percent of all degree-seeking, first-time, first-year students who had high school class rank within each of the following ranges for cohorts in which your institution collected class standing data on at least 10% of new entrants. If not applicable, please leave this question blank and proceed to the next question.

Include all full- and part-time, first-time, first-year students who enrolled in fall of 2024, including students who began studies during the summer, international students / non-residents, and students admitted under special arrangements.

We have provided the data that was submitted last year for your reference.

CDS C10 This data is rolled over from last year.

	Fall 2024	Fall 2023
% in top tenth of high school graduating class		
% in top quarter of high school graduating class		
% in top half of high school graduating class		
% in bottom half of high school graduating class		
% in bottom quarter of high school graduating class		
% of total first-time, first-year students who submitted high school class rank		

Note: Please report information just for those students from whom you collected high school class rank information.
These data are no longer used as a standalone factor in the overall rankings. They may be used for determining eligibility in the 'A-Plus Schools for B Students' lists, and as an independent variable in a future rankings edition's graduation rate performance modeling. These data are also displayed on school directory pages.
127.)
Percentage of all enrolled, degree-seeking, first-time, first-year students who had high school grade-point averages within each of the following ranges (using 4.0 scale). *The rightmost column is what displays on U.S. News's website. If you cannot report a full breakdown, please report all students of record in the right most column.*

- Report information only for those students from whom you collected high school GPA.
- If you are able to report GPA ranges separately for students that also submitted at least one test score versus those who did not submit a test score, please do so in the respective columns. If you are unable to report these data, please report the ranges for all students.

	Percent (Students who submitted scores)	Percent (Students who did not submit scores)	Percent (All enrolled students)
Percent who had GPA of 4.0			
Percent who had GPA between 3.75 and 3.99			
Percent who had GPA between 3.50 and 3.74			
Percent who had GPA between 3.25 and 3.49			
Percent who had GPA between 3.00 and 3.24			
Percent who had GPA between 2.50 and 2.99			
Percent who had GPA between 2.00 and 2.49			
Percent who had GPA between 1.00 and 1.99			
Percent who had GPA below 1.00			

128.) What *percent* of total, first-time, first-year students who enrolled in the fall of 2024 submitted high school GPA?

CDS C12

%

129.) What was the *average* high school GPA of all first-time, first-year students who enrolled in the fall of 2024 and submitted GPA?

CDS C12

Report information only for those students from whom you collected high school GPA. ***GPA needs to be reported unweighted.***

130.) What was the GPA of first-time, first-year fall 2024 students at the 25th and 75th percentile?

	25th	75th
GPA		

ACT and SAT

Most of this section only applies to schools that use SAT/ACT scores in at least some admissions decisions. Schools that do not use these scores, such as test-blind schools, should report not using them in questions 131 and 132, and leave the remaining questions blank.

Throughout this section report only on bachelor's-degree seeking new entrants. This means that **institutions with associate's-degree seeking new entrants should *not* be including those students** when reporting the percent that submitted SAT/ACT scores, nor the scores themselves.

When reporting the percents that submitted SAT/ACT scores and the scores themselves, **include all exams *that were used in admissions decisions***. Do not include any additional submissions and scores on record that were not used in admissions decisions.

CDS submissions will not be used to populate this section because of the different criteria. Survey respondents need to complete this section directly because of different definitions used between U.S. News and CDS.

U.S. News uses the median (50th percentile) scores for overall rankings calculations.

SAT/ACT entering class counts and scores are to be reported for fall 2024.

Questions on your institution's use of SAT/ACT in the admissions process are geared to prospective students who will mostly be starting school in fall 2026. They are not used in the ranking calculations but are published in school profiles, and may be incorporated in search tools and editorial content.

131.) Does your institution make use of ACT or SAT scores in admission decisions for first-time, first-year, degree-seeking applicants for fall 2026?

This data is rolled over from last year.

- (●) Yes
- ( ) No
- ( ) No Answer

This is no longer incorporated into rank eligibility but is collected for school profiles

132.) Select the appropriate boxes to reflect your institution's policies for use in admission for students applying for 2026.

	Required to be considered for admission	Required for some	Recommended	Not required for admission, but considered if submitted	Not considered for admission, even if submitted	No Answer
SAT or ACT	○	○	○	◉	○	○
ACT Only	○	○	○	◉	○	○
SAT Only	○	○	○	◉	○	○

133.) If SAT and/or ACT exams are not required for all applicants, which of the following best describes your institutions admissions policy for fall 2026.:

- Test flexible -- Applicants are required to submit standardized test scores, but may submit alternative exam scores (e.g. AP exams, IB exams) instead of ACT or SAT scores.
- Test optional -- Applicants are not required to submit standardized test scores, but standardized test scores are considered in admissions decisions. This includes schools that may require SAT/ACT scores for applicants in limited circumstances.
- Test optional only for international applicants -- Only international applicants may apply without submitting SAT or ACT exams.
- Test blind -- Standardized test scores are never considered in admissions decisions.
- Test blind with exceptions -- Standardized test scores by default are not considered in admissions decisions, but may be considered under qualifying circumstances (e.g. applicants with GPAs below a threshold).

This data is rolled over from last year.

○ Test flexible

◉ Test optional

○ Test optional only for international applicants

○ Test blind

○ Test-blind with exceptions

○ No Answer

134.) If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2026, please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

This data is rolled over from last year.

○ ACT with Writing required

- ACT with Writing recommended
- ACT with or without Writing accepted
- No Answer

135.) Latest date by which SAT or ACT scores must be received for fall-term admission:

This data is rolled over from last year.

08/01

136.)

If your institution makes use of ACT and SAT in admissions decisions, which of the following best describes its policy toward score choice for applicants submitting test scores:

- Submission of all exam scores is required. Applicants must submit all their ACT and SAT scores as part of their applications.
- Submission of all exam scores is recommended. Although submission of all ACT and SAT scores is not required, your institution recommends applicants submit all ACT and SAT scores.
- Submissions of all exam scores are not required nor recommended. Applicants may submit whichever ACT and/or SAT scores they elect and your institution does not encourage otherwise.

- All exam scores required
- All exam scores recommended
- All exam scores not required nor recommended
- None of the above
- No Answer

137.) Does your institution apply superscoring to applicants' ACT and SAT scores? Superscoring is defined as admissions only considering an applicant's highest section scores if they took an exam more than once.

- Superscoring is applied for ACT/SAT
- Superscoring is not applied for ACT/SAT
- Neither/Not applicable
- No Answer

138.) If necessary, use this space to clarify your test policies (e.g., if tests are recommended for some students, or if tests are not required of some students). Do not include bullets, paragraph breaks, special characters, or other special formatting:

This data is rolled over from last year.

Maximum number of allowable characters is 500

138.) Test Score Submission: In the following questions, please provide the percent and number of first-time, first-year students enrolled in fall 2024 who submitted national standardized (SAT/ACT) test scores in the admissions decision:

- Adhere to the guidelines reported for the latest IPEDS winter survey, but limited to bachelor's-seeking students. Adhering to IPEDS means including *all* new entrants' SAT/ACT scores reviewed by your institution before admissions decisions were made.
- All new entrants equates to all *enrolled*, first-time, first-year degree-seeking students -- full, or part-time-- who submitted test scores for use in the admissions decision, including students who began studies during summer, international students / non-residents, and students admitted under special arrangements.
- Do not include partial test scores (e.g., SAT mathematics scores but not SAT reading for a category of students) or combine other standardized test results (such as TOEFL) in these items.
- Do not convert SAT scores to ACT scores and vice versa. (U.S. News may convert your reported SAT and ACT scores to 0-100 percentile distributions and weight by proportions submitting each exam for use in ranking calculations.)
- Do not include SAT/ACT score information on fewer than 5 takers for that exam.
- If a student submitted multiple sets of scores for a single test, report this information according to how you use the data as reported in the preceding questions. For example:
  - If you consider the highest scores from either submission, use the highest combination of scores (e.g., reading from one submission, math from the other).
  - If you average the scores, use the average to report the scores.

139.) How many first-time, first-year degree-seeking students who enrolled submitted SAT scores?

This question is used in the Rankings calculation. This data is rolled over from last year.

Fall 2024:

5

Fall 2023:

5

140.) What percent of first-time, first-year degree-seeking students who enrolled submitted SAT scores?

This question is used in the Rankings calculation. This data is rolled over from last year.

Fall 2024:

14 %

Fall 2023:

12 %

141.) How many first-time, first-year degree-seeking students who enrolled submitted ACT scores?

This question is used in the Rankings calculation. This data is rolled over from last year.

Fall 2024:

Fall 2023:

142.) What percent of first-time, first-year degree-seeking students who enrolled submitted ACT scores?

This question is used in the Rankings calculation. This data is rolled over from last year.

Fall 2024:

%

Fall 2023:

%

143.)

Average Test Scores: Please enter average test scores for all full- and part-time, first-time, first-year students for admissions for the fall of 2024, including students who began studies during the summer, international students / non-residents, and students admitted under special arrangements. Last year's data is provided for your reference.

Please review these data against the 25th and 75th percentile ACT/SAT scores in this section. In most cases, mean score will be between these values.

This data is rolled over from last year.

	SAT Evidence-Based Reading and Writing	SAT Math	ACT Composite
Fall 2024	516	512	
Fall 2023	544	522	

144.) SAT Percentiles: Evidence-Based Reading and Writing & Math

- Include all enrolled first-time, first-year degree-seeking students who submitted SAT scores for admission:

This question is used in the Rankings calculation. This data is rolled over from last year.

	2024 - 25th Percentile	2024 - 50th Percentile	2024 - 75th Percentile	2023 - 25th Percentile	2023 - 50th Percentile	2023 - 75th Percentile
SAT Evidence-Based Reading and Writing	370	500	650	530		580
SAT Math	370	440	680	480		530

Note: The 25th percentile is the score that 25 percent scored at or below; the 75th percentile score is the one that 25 percent scored at or above. We have provided the data that you submitted last year for reference.

145.) ACT Percentiles: Composite Score

- Include all enrolled first-time, first-year degree-seeking students who submitted ACT scores for admission.

This question is used in the Rankings calculation. This data is rolled over from last year.

	2024 - 25th Percentile	2024 - 50th Percentile	2024 - 75th Percentile	2023 - 25th Percentile	2023 - 50th Percentile	2023 - 75th Percentile
ACT Composite Score						

Note: The 25th percentile is the score that 25 percent scored at or below; the 75th percentile score is the one that 25 percent scored at or above. We have provided the data that you submitted last year for reference.

146.) ACT Percentiles:

- Include all enrolled first-time, first-year degree-seeking students who submitted ACT scores for admission.

This data is rolled over from last year.

	2024 - 25th Percentile	2024 - 50th Percentile	2024 - 75th Percentile	2023 - 25th Percentile	2023 - 50th Percentile	2023 - 75th Percentile
ACT English						
ACT Math						
ACT Writing						
ACT Reading						
ACT Science						

Note: The 25th percentile is the score that 25 percent scored at or below; the 75th percentile score is the one that 25 percent scored at or above. We have provided the data that you submitted last year for reference.

147.) Percent of first-time, first-year students enrolled in fall 2024 with SAT scores in each range:

	SAT Evidence-Based Reading and Writing	SAT Math
700-800		
600-699		
500-599		
400-499		
300-399		
200-299		

Columns must sum to 100

148.) Report the percentages of composite SAT scores within the following ranges for all enrolled, degree-seeking, first-time, first-year students from which you have scores (values should sum to ~100%).

1400-1600

%

1200-1399

%

1000-1199

%

800-999

%

600-799

%

400-599

%

149.) Percent of first-time, first-year students enrolled in fall 2024 with ACT scores in each range:

	ACT Composite	ACT English	ACT Math	ACT Reading	ACT Science
30-36					
24-29					
18-23					
12-17					
6-11					
Below 6					

Columns must sum to 100.

150.) Report the following composite SAT scores (1600 scale) and ACT score at the following percentiles of your fall 2024 entering class. These pertain to all enrolled, degree-seeking, first-time, first-year students from which these scores were used in admissions decisions.

25th percentile SAT

50th percentile SAT

75th percentile SAT

50th percentile ACT

151.) Does your institution use applicants' test scores for academic advising?

This data is rolled over from last year.

- (●) Yes
- ( ) No
- ( ) No Answer

152.) Were test scores of the following groups of students who provided test score information included in the calculation of SAT and ACT scores for first-time, first-year degree-seeking students who enrolled in fall of 2024?

	Yes	No	Not Applicable	No Answer
All international students	◉	○	○	○
All minority students	◉	○	○	○
All student athletes	○	○	◉	○
All legacy/children of alumni admits	○	○	◉	○
All special admission arrangements	○	○	◉	○
All students who began studies in summer 2024	◉	○	○	○

153.) Were test scores of the following groups of students who provided test score information included in the calculation of SAT and ACT scores for first-time, first-year degree-seeking students who enrolled in fall of 2023?

This data is rolled over from last year.

	Yes	No	Not Applicable	No Answer
All international students	◉	○	○	○
All minority students	◉	○	○	○
All student athletes	○	○	◉	○
All legacy/children of alumni admits	○	○	◉	○
All special admission arrangements	○	○	◉	○
All students who began studies in summer 2023	◉	○	○	○

Transfer Students

154.) Does your institution enroll transfer students?

CDS D1

- [x] Yes
- [ ] No
- [ ] No Answer

155.) May transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?

This data is rolled over from last year.

- [x] Yes
- [ ] No
- [ ] No Answer

156.) Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2024. For CDS participants, please aggregate another gender and unknown from the CDS form into 'other'.

CDS D2

	Applicants	**Admitted**	**Enrolled**
Men	193	183	89
Women	381	341	156
Other	9	8	4
Total	583	532	249

157.) Of the newly enrolled degree-seeking transfer students reported in the grid above, how many:

Entered with credits granted by a community college?

Had an associate degree granted by another institution?

158.) Indicate terms for which transfers may enroll:

CDS D3 This data is rolled over from last year.

- [x] Fall

- [ ] Winter
- [x] Spring
- [x] Summer

159.) What is the minimum number of credits an applicant must be able to apply toward completion to enroll as a transfer student instead of as a first-year student?

This data is rolled over from last year.

30

160.) Indicate all items required of transfer students to apply for admission:

CDS D5

	Required of All	Recommended of All	Recommended of Some	Required of Some	Not required	No Answer
High school transcript	○	○	○	○	◉	○
College transcript(s)	◉	○	○	○	○	○
Essay or personal statement	○	○	○	○	◉	○
Interview	○	○	○	○	◉	○
Standardized test scores	○	○	○	○	◉	○
Statement of good standing from prior institution(s)	○	○	○	○	◉	○

161.) If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale):

CDS D7 This data is rolled over from last year.

2

162.) List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a capital case "X" in the "Rolling Admission" column.

CDS D9 This data is rolled over from last year.

	Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
Fall					X
Winter					
Spring					X
Summer					X

Dates are in month/day format.

163.) Does an open admission policy, if reported, apply to transfer students?

CDS D10 This data is rolled over from last year.

- ○ Yes
- ◉ No
- ○ No Answer

164.) Report the lowest grade earned for any course that may be transferred for credit:

CDS D12 This data is rolled over from last year.

D

165.) Maximum number of credits or courses that may be transferred from the following institutions:

CDS D13 and D14 This data is rolled over from last year.

Two-year institution:	63	Credits
Four-year institution:	90	Credits

166.) Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree:

CDS D16 This data is rolled over from last year.

Bachelor's degree:

120

167.) Please select any institutions from the following list with which your college/university has a guaranteed admission agreement -- defined as a contractual agreement that provides guaranteed admission to a participating institution for students who meet specific requirements and fulfill certain pre-determined criteria:

This data is rolled over from last year.

MD.161688--Allegany College of Maryland

MD.161767--Anne Arundel Community College

MD.161864--Baltimore City Community College

MD.162104--Cecil College

MD.162122--College of Southern Maryland

MD.162168--Chesapeake College

MD.162557--Frederick Community College

MD.162609--Garrett College

MD.162690--Hagerstown Community College

MD.162706--Harford Community College

MD.162779--Howard Community College

MD.163426--Montgomery College

MD.163657--Prince George's Community College

MD.164313--Wor-Wic Community College

MD.405872--Carroll Community College

MD.434672--Community College of Baltimore County

168.) URL for additional information on guaranteed admission agreements at your institution:

This data is rolled over from last year.

https://www.ubalt.edu/admission-and-aid/transfer-admissions/index.cfm

Veterans and Military

169.) Military Enrollment.

- Provide numbers of undergraduate students, full-time and part-time, for each of the following categories as of the institution's official fall reporting date or as of October 15, 2024
- Military Active Service Members includes Active duty and Active guard reserve only
- ROTC should not be counted
- The Fall 2024 questions must be answered to potentially be included in the Best Colleges for Veterans ranking.

This question is used in the Rankings calculation. This data is rolled over from last year.

	Fall 2024	**Fall 2023**
Military Veterans	49	79
Military Active Service Members	15	6
Total: Military Veterans and Active Service Members	64	85

170.) Is your institution certified for the G.I. Bill?

This question is used in the Rankings calculation.

- (●) Yes
- ( ) No
- ( ) No Answer

This question is used in the Best Colleges for Veterans rankings calculation

171.) Does your institution participate in the Yellow Ribbon Program through undergraduate programs?

This question is used in the Rankings calculation.

- (●) Yes
- ( ) No
- ( ) No Answer

This question is used in the Best Colleges for Veterans rankings calculation

172.) If your institution participates in the Yellow Ribbon Program, which best describes your institution's current funding limit policy:

This question is used in the Rankings calculation.

- (●) Provides maximum funding on tuition that remains after Post-9/11 GI Bill.
- ( ) Limits or caps funding on tuition that remains after Post-9/11 GI Bill.

- ○ Not Applicable
- ○ No Answer

This question is used in the Best Colleges for Veterans rankings calculation.

173.) If your institution participates in the Yellow Ribbon Program, which of the following best describes your institution's current policy toward access for college students?

This question is used in the Rankings calculation.

- ◉ Provides funding to all eligible students.
- ○ Provides funding to a limited number of eligible students on a first-come, first-served basis.
- ○ Provides funding to a limited number of eligible students, NOT on a first-come, first-served basis.
- ○ Not Applicable
- ○ No Answer

This question is used in the Best Colleges for Veterans rankings calculation.

174.) Does your institution accept the following military/veteran transfer credits:

CDS D18

	Yes	No	No Answer
American Council on Education (ACE)	◉	○	○
College Level Examination Program (CLEP)	◉	○	○
DANTES Subject Standardized Tests (DSST)	◉	○	○

175.) Please provide the URL where military/veteran credit transfer policies are published on your website:

CDS D21 This data is rolled over from last year.

https://www.ubalt.edu/admission-and-aid/transfer-admissions/index.cfm

176.) Describe other military/veteran transfer credit policies unique to your institution:

CDS D22 This data is rolled over from last year.

Students may transfer up to 12 vocational credits. A maximum of 45 credits is allowed across all non-traditional credit types.

Maximum number of allowable characters is 500

177.) Where were ROTC programs offered in cooperation with the Reserve Officers' Training Corps during the 2024- 2025 academic year?

CDS F3 This data is rolled over from last year.

	On Campus	At Cooperating Institution	Not offered	No Answer
Air Force	○	◉	○	○
Army	○	◉	○	○
Marines	○	○	○	◉
Navy	○	○	○	◉

Faculty: Counts

Please report the number of instructional faculty members in each category for Fall 2024. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP. Fall 2023 data is provided for your reference.

	Full-time	Part-time
(a) instructional faculty in preclinical and clinical medicine, faculty who are not paid (e.g., those who donate their services or are in the military), or research-only faculty, post-doctoral fellows, or pre-doctoral fellows	Exclude	Include only if they teach one or more non-clinical credit courses
(b) administrative officers with titles such as dean of students, librarian, registrar, coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty status	Exclude	Include if they teach one or more non-clinical credit courses
(c) other administrators/staff who teach one or more non-clinical credit courses even though they do not have faculty status	Exclude	Include
(d) undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like	Exclude	Exclude
(e) faculty on sabbatical or leave with pay	Include	Exclude
(f) faculty on leave without pay	Exclude	Exclude
(g) replacement faculty for faculty on sabbatical leave or leave with pay	Exclude	Include

Full-time instructional faculty: employed on a full-time basis for instruction (including those with released time for research)

Part-time instructional faculty**:** Adjuncts and other instructors being paid solely for part-time classroom instruction. Also includes full-time faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Employees who are not considered full-time instructional faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty.

Minority faculty**:** includes faculty who designate themselves as Black or African American; American Indian or Alaska Native; Asian; Native Hawaiian or other Pacific Islander; Two or more races; or Hispanic.

Doctorate**:** includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and Doctor of Philosophy in any field such as arts, services, education, engineering, business, or public administration. Also includes terminal degrees formerly designated as "first-professional," including dentistry (DDS or DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), pharmacy (DPharm or BPharm), podiatric medicine (DPM), veterinary medicine (DVM), chiropractic (DC or DCM), law (JD).

Terminal Master's degree**:** a master's degree that is considered the highest degree in a field: example, M. Arch (architecture) and MFA (master of fine arts in art or theatre).

178.) 2024 Instructional Faculty Members:

CDS I1 This question is used in the Rankings calculation.

	Full time	Part time	Total
Total number of instructional faculty	159	130	289
Total number who are members of minority groups	48	45	93
Total number who are women	76	64	140
Total number who are men	83	66	149
Total number who are other	0	0	0
Total number who are non-residents (international)	3	0	3
Total number with doctorate or other terminal degree	116	33	149
Total number whose highest degree is a master's but not a terminal master's	18	26	44
Total number whose highest degree is a bachelor's	5	7	12
Total number whose highest degree is unknown or other	20	64	84
Total number in stand-alone graduate professional programs in which faculty teach virtually only graduate-level students	56	45	101
Total number whose highest degree is a Doctorate	99	2	101

179.) 2023 Instructional Faculty Members

This data is rolled over from last year.

	Full time	Part time	Total
Total number of instructional faculty	161	147	308
Total number who are members of minority groups	46	46	92
Total number who are women	81	68	149
Total number who are men	80	79	159
Total number who are other			
Total number who are non-residents (international)	5	1	6
Total number with doctorate or other terminal degree	125	60	185
Total number whose highest degree is a master's but not a terminal master's	19	35	54
Total number whose highest degree is a bachelor's	4	10	14
Total number whose highest degree is unknown or other	13	42	55
Total number in stand-alone graduate professional programs in which faculty teach virtually only graduate-level students			
Total number whose highest degree is a Doctorate			

180.) Report the Fall 2024 ratio of full-time equivalent undergraduate and graduate students (full-time plus 1/3 part time) to full-time equivalent instructional faculty of undergraduate and graduate students (full-time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. Do not count undergraduate or graduate student teaching assistants as faculty.

CDS I2 This question is used in the Rankings calculation.

Based on X number of students

1439

Based on Y number of faculty

140

X number of students to 1 faculty

10.28

181.) Fall 2023 student to faculty ratio (provided for your reference, based on X students to 1 faculty)

This data is rolled over from last year.

9.86

182.)

Faculty diversity - Fall 2024 Cohort.

U.S. News is collecting full-time and part-time instructional staff counts by gender and ethnicity. Please use CDS guidelines for including and excluding faculty at the top of this section, aligned with cohorts reported at the top of this section.

For each row, report the pre-summed counts of all fall 2024 total faculty who were among the following: tenured, tenure-track, not on tenure-track multi-year contract, not on tenure-track annual contract, less than annual contract, and indefinite duration contract. Exclude full-time instructional staff without faculty status. You must complete all rows pertaining to ethnicity for men and women, both full-time and part-time. Otherwise, if your count for a cell is 0, enter 0.

	Full-time men	Full-time women	Full-time another gender	Part-time men	Part-time women	Part-time another gender
American Indian or Alaskan Native						
Asian	10	13		4	1	
Black or African American	7	10		13	21	
Hispanic/Latino	2	3		1	4	
Native Hawaiian or Other Pacific Islander						
White	59	48		43	31	
Two or more races	1				1	
Non-residents	2	1				
Race and ethnicity unknown	2	1		5	5	1
Total	83	76		66	63	1

Faculty: Salaries

Report cumulative salaries by rank of full-time instructional faculty members for Fall 2024. Enter what your institution reported in Form 2 of the AAUP Faculty Compensation Survey (https://research.aaup.org/instructions#form2) for the corresponding fields assuming it was complete and accurate. Any of the data requested below that was not reported to AAUP must still be reported to U.S. News for fair comparisons to schools that submitted complete grids. Schools that do not report any data to AAUP are still instructed to follow the AAUP guidance below. Schools that cannot do this should leave the section blank and will be assessed on data they reported to IPEDS pertaining to the earlier year.

Guidance:

Full-time instructional faculty are those employed on a full-time basis for instruction (including those with released time for research).

Whom to Include:

- Full-time faculty members who are on the payroll of the institution as of November 1, 2024 and working 9-, 10-, 11-, or 12-month contracts, including those paid through third-party payroll management companies.
- Full-time "Primarily Instructional" and "Instructional/Research Public Service" faculty members whose regular assignment has an instruction component (including release time for research), regardless of whether they are formally designated as "faculty" and irrespective of tenure status. (See the FAQ (https://research.aaup.org/faq#form2) for further details.)
- Faculty who are working on a reduced load (e.g., 0.75 FTE) but who are still considered full-time in the institution's HR/payroll system. In this case, report their projected annual salary expenditures by determining what their base salary would be for a full load (e.g., salary / FTE).
- Full-time faculty members who are on sabbatical or leave ***with pay***. In this case, report their regular salaries even though they may be receiving reduced salaries while on sabbatical or leave.
- Replacement faculty for those on sabbatical or leave ***without pay***, but only if the replacement faculty are employed full-time. If the replacement faculty are employed part-time on a per-course-section basis, they should be reported on Form 6.

Whom to Exclude

- Faculty who are not employed on a full-time basis irrespective of tenure status.
- Faculty who are working less-than-9-month contracts.
- Clinical or basic science faculty, medical faculty, and/or military faculty paid on a different scale from civilian employees. (See the FAQ (https://research.aaup.org/faq#form2) for further details.)
- Extreme outliers. Exclude faculty whose base salary falls well outside the norm for a particular rank. (See the FAQ (https://research.aaup.org/faq#form2) for further details.)
- Faculty on sabbatical or leave ***without pay***.
- Replacement faculty for those on sabbatical or leave ***with pay***.
- Research faculty and other faculty who do not have a contractual instructional role, such as Research Assistant or Associate, Research Professor, Post-Doctoral Research Fellow, or Research Fellow.
- Faculty on courtesy appointments and other faculty members whose services are valued by bookkeeping entries rather than by full cash transactions, unless their salaries are determined by the same principles as those who do not donate their services.
- Contributed service personnel, or administrative officers with titles such as Provost, Dean, Associate or Assistant Dean, Librarian, Counselor, Registrar, or Coach, even though they may devote part of their time to classroom instruction and may have faculty status.

Academic Rank: Report the academic rank as of November 1, 2024, as follows:

- Report ranked faculty, including ranked teaching faculty, at their named rank at your institution, irrespective of tenure status.
- Visiting appointments are short-term, non-tenure-track positions held by individuals who ordinarily continue to hold tenure-track or tenured positions at other academic institutions. In the past, the AAUP asked that full-time faculty members with "visiting" in their titles be reported in the category of "Instructor," but in

recent years it became clear that some institutions assign “visiting” titles to faculty members holding other types of non-tenure-track appointments. In such cases, faculty members should be reported at their named ranks.
- If your institution does not have a faculty ranking system, for example if all faculty members are referred to as "instructors," report all faculty on as "No Rank."

Length of contract: Data for faculty whose base contract requires 9 or 10 months of instruction (e.g., two semesters, three quarters, or two trimesters) should be reported as 9 months regardless of whether the pay period extends over 12 months. Data for faculty working 11- or 12-month contracts should be reported as 12 months regardless of the number of installments.
Number of Faculty: Report an unduplicated head count of faculty members in each cell. Do not report full-time equivalent (FTE) figures. Note that projected annual base salary expenditures should be adjusted, if necessary, for faculty working on reduced load (see below).
Total Contracted Base Salaries (Faculty Salary Outlays): Report the projected annual expenditure for full-time contracted base salaries excluding extra loads, summer teaching, stipends, or other forms of remuneration. For faculty working on a reduced load (e.g., 0.75 FTE), adjust the projected annual salary expenditures by determining what their base salaries would be for a full load (e.g., salary ÷ FTE).
For full-time instructional faculty serving as department or program heads and having no other administrative title, report only their base instructional salary (i.e., excluding administrative stipends), adjusting their projected annual salary expenditures if appropriate by determining what their base salary would be for a full instructional load (e.g., salary ÷ FTE).
183.)
Report full-time instructional faculty salaries - Fall 2024. Follow the above guidelines. This means reporting on *all* qualifying faculty, including non-tenured faculty. Report salary data on an actual basis (e.g. do not convert 9 month figures to 12 month figures or vice versa). Report cumulative salaries and not average salaries in each row.

This question is used in the Rankings calculation.

	Number of Faculty	Total Contracted Salaries ($)
Professor, 9-month (contract length)	58	10358408
Associate professor, 9-month (contract length)	50	6492267
Assistant professor, 9-month (contract length)	20	2630224
Instructor, 9-month (contract length)		
No Rank, 9-month (contract length)		
Lecturer, 9-month (contract length)	21	1988286
Professor, 11- or 12-month (contract length)		
Associate professor, 11- or 12-month (contract length)		
Assistant professor, 11- or 12-month (contract length)		
Instructor 12 Month, 11- or 12-month (contract length)		
Lecturer 12 Month, 11- or 12-month (contract length)	10	1030829
No Rank 12 Month, 11- or 12-month (contract length)		

184.)

Full-time Instructional Faculty Salaries - Fall 2023:

These data your institution reported last year are displayed for reference, but will not be used in the next rankings calculations.

This data is rolled over from last year.

	Number of Faculty	Total Contracted Salaries ($)
Professor, 9-month (contract length)	56	9485403
Associate professor, 9-month (contract length)	54	6732502
Assistant professor, 9-month (contract length)	21	2556420
Professor, 11- or 12-month (contract length)	0	
Associate professor, 11- or 12-month (contract length)	1	118125
Assistant professor, 11- or 12-month (contract length)	0	

Class Sections

185.)
Undergraduate Class Size: In the table below, please use the following definitions to report information about the size of class sections offered in the Fall 2024 term. Fall 2023 data provided for your reference.
Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes. Each class section should be counted only once and should not be duplicated because of course catalog cross-listings.

- For each undergraduate class section that meets the above criteria, report counts of all students enrolled in those classes, including graduate students. Class sections administered to a blend of face-to-face students and distance learners must include the distance learners.

CDS I3 This data is rolled over from last year.

	2024 Undergraduate Class Sections	2023 Undergraduate Class Sections
2-9	51	38
10-19	60	82
20-29	10	23
30-39	4	2
40-49	1	0
50-99	0	0
100+	0	0
Total	126	145

Graduation and Retention

The graduation and retention questions below *must align with what your institution reported to IPEDS*, unless your institution has since submitted or plans to submit an update to IPEDS for their final release.
The exception involves first-generation graduation. This is not currently collected by IPEDS and this year's survey data will not be used in the rankings, but it is being collected for profiles, search tools and editorial content.

186.)

Bachelor's Degree-Seeking Graduation rates - 2018 Cohort.

The following questions ask for information needed to calculate the six-year graduation rate for the cohort of full-time, first-time, bachelor's or equivalent degree-seeking undergraduate students who entered your institution in the Fall of 2018 and were awarded a bachelor's or equivalent degree.

Schools unable to report a *bachelor's* graduation rate must leave this question blank. This means schools that only report an overall graduation rate (i.e. including associates-seeking) to IPEDS must leave this question blank.

- Include students who entered your institution during the Summer term preceding Fall of 2018.

- Students are to be considered to have received a grant or loan if they received it for the period used for determining the cohort - fall term.
- The Common Data Set uses the term 'Stafford Loans' while IPEDS refers to them as 'Direct Loans' but these both are the same numbers.
- The total column is the sum of Pell students + Stafford Loans students + non-Pell, non-Stafford students, which are each unique counts. However, the rightmost column on first-generation students are of students who overlap across the three leftmost columns and will therefore be double counted.
- Use the Common Application definition (https://appsupport.commonapp.org/applicantsupport/s/article/First-Generation) for defining first-generation students. If no parent has a bachelor's degree, or higher, the applicant is identified as a first-generation college student. If there is no information provided for degree level for either parent -- for example, when an applicant left the parental education question blank -- the applicant is assumed to be first-generation (this is the same approach taken by NSLDS). Schools that do not use the Common App or use other applications in addition to the Common App may use the equivalent first-generation methodology. Institutions may alternatively use the final two columns in the grid to separately report known first-generation students with students whose first-generation status is unknown. For any publishing or comparative purposes these two columns will be summed and displayed as first generation or unknown students. Reporting on either or both of the final two columns is not required for submission.

CDS B4 This question is used in the Rankings calculation.

	Recipients of a Federal Pell Grant	Recipients of a subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total	Students who are First Generation	Students whose First Generation status is unknown
A - Initial 2018 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	37	7	32	76		
B - Of the initial 2018 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions	0	0	0	0		
C - Final 2018 cohort, after adjusting for allowable exclusions	37	7	32	76		
D - Of the initial 2018 cohort, how many completed the bachelor's (or equivalent) degree program in four years or less (by Aug. 31, 2022)	6	1	12	19		
E - Of the initial 2018 cohort, how many completed the bachelor's (or equivalent) degree program in more than four years but in five years or less (after Aug. 31, 2022 and by Aug. 31, 2023)	5	0	3	8		

F - Of the initial 2018 cohort, how many completed the bachelor's (or equivalent) degree program in more than five years but in six years or less (after Aug. 31, 2023 and by Aug. 31, 2024)	1	0	1	2		
G - Total graduating with a bachelor's (or equivalent) degree within six years (sum of lines D, E, and F)	12	1	16	29		
H - Six-year bachelor's (or equivalent) degree graduation rate for 2018 cohort (percent)	32	14	50	38		

187.) Graduation rates - 2017 Cohort:

This grid displays what your institution reported last year and is provided mostly for reference. U.S. News will use IPEDS data, when available, for its calculations pertaining to the 2017 cohort and two prior cohorts:

B4-B11 This data is rolled over from last year.

	Recipients of a Federal Pell Grant	Recipients of a subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total
A - Initial 2017 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	66	6	35	107
B - Of the initial 2017 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions	0	0	0	0
C - Final 2017 cohort, after adjusting for allowable exclusions	66	6	35	107
D - Of the initial 2017 cohort, how many completed the program in four years or less (by Aug. 31, 2021)	17	0	9	26
E - Of the initial 2017 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2021 and by Aug. 31, 2022)	9	2	6	17
F - Of the initial 2017 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2022 and by Aug. 31, 2023)	5	1	1	7
G - Total graduating within six years (sum of lines D, E, and F)	31	3	16	50
H - Six-year graduation rate for 2017 cohort (percent)	47	50	46	47

Note: Students are to be considered to have received a grant or loan if they received it for the period used for determining the cohort - fall term. The Higher Education Opportunity Act (HEOA) (Sec. 488(a)(3)) requires that graduation rates must be disaggregated by these categories and disclosed to the public.

188.)

If your institution was unable to report first generation graduation rate data in the previous question, which of the following is most accurate?

- ○ Could not report first generation graduation rates this year but will likely be able to next year
- ○ Could not report first generation graduation rates this year and unlikely to be able to next year
- ○ Other (please explain in comments):
- ◉ No Answer

Make a comment on your choice here:

189.) Four year graduation rates display on each school's profile homepage and comparatively in a separate list (https://dataportal-qa1.usnews.com/survey/index.php/admin/questions/sa/editquestion/surveyid/133119/gid/11131/qid/506030)because most baccalaureate programs can be completed in four years. But cooperative education programs, professional programs and accelerated bachelors/masters programs may sometimes necessitate that even full-time continuously enrolled students require more than four years to complete their bachelor's degrees. Using the IPEDS/CDS definition in the first question of this section, but this time adding any students in longer than four year programs to exclusions, what was your institution's four year graduation rate for remaining full-time, first-year bachelor's degree seeking students? Non-responders to this question will display the four year value reported in the first question of this section.

190.) Of the students reported in the 2018 cohort grid, line C, total column, the number of non-resident (international) students:

If there are no international students, please leave the question blank

191.) Of the students reported in the 2018 cohort grid, line G, total column, the number of non-resident (international) students:

192.) Six-year graduation rate for 2018 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate non-resident (international) students:

Must answer two previous questions

193.) What percentage of students from the Fall *2018* entering class have since transferred to another institution?

20 %

194.) First-year retention rate:

Report the same retention rate your institution reported to IPEDS, unless your institution made an error that will be corrected.

For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as first-year students in fall 2023 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in fall 2024?

Total students retained = students from the fall 2023 cohort who are still enrolled as of fall 2024 + students from fall 2023 cohort who completed their bachelor's program as of fall 2024.

The initial cohort can be adjusted ONLY for the following: death, permanent disability, service in the armed forces, foreign aid service of the federal government and official church missions. No other adjustments to the initial cohort should be made.

Enter integer values.

CDS B22 This question is used in the Rankings calculation.

# of all first-time, full-time, bachelor’s degree-seeking undergraduate students who entered in Fall 2023

25

# of all first-time, full-time, bachelor’s degree-seeking undergraduate students from the previous line who enrolled in Fall 2024

15

Retention Rate %

60

*(Students from the Fall {ISSUEYEAR - 2} cohort still enrolled as of {ISSUEYEAR - 1} + Students from Fall {ISSUEYEAR - 2} cohort who completed their bachelor’s program as of Fall {ISSUEYEAR - 1})/(Adjusted Fall {ISSUEYEAR - 2} cohort) *100*

The number of first-time students seeking a bachelor’s degree (or equivalent) who attain a bachelor's degree (or equivalent) by their second fall term is expected to be zero or very small. In exceptional cases when a first-time student does satisfy all degree requirements including full credit completion (e.g., typically 120 credit hours) and is awarded a bachelor’s degree (or equivalent) by their second fall term, they are to be considered “retained” for reporting purposes.

195.) Historical first-year retention rate:

For reference is the first year student retention rates (calculated as above) your institution reported in the previous year's survey. Note for the upcoming rankings, U.S. News will use the first year retention rate in the IPEDS preliminary data set.

This question is used in the Rankings calculation. This data is rolled over from last year.

Fall of 2022 and returned to your institution in fall 2023 (percent)

65 %

196.) International student retention rate:

For the cohort of first-time, full-time, bachelor's degree-seeking non-resident (international) students who entered your institution in fall 2023 (or the preceding summer term), what percentage was enrolled at your institution in fall 2024 (i.e., enrolled on the date your institute calculates its official enrollment for fall 2024)?

%

Note that the initial cohort can be adjusted only for the number of students who departed to serve in the armed services, on official church missions, or in a recognized foreign aid service of the U.S. government; who died, or who became permanently disabled.

Firms That Hire Graduates

197.) List firms that have hired your institution's college graduates within the past 5 years. The purpose is to feature in school profiles some of the largest private sector employers of your institution's graduates.

This data is rolled over from last year.

Arthur F. Bell & Associates
BB & T Bank
Booz Hamilton
CohnReznick (formerly Reznick Group)
Enterprise Rent-A-Car
Hertzbach & Company, P.A
Laureate Education
Lowe's Companies, Inc

Maryland Office of Legislative Audits
New York Life

198.) Name up to ten employers that in the past few years have most frequently visited your institutions for career fairs (or similar) aimed at soon-to-be-graduating undergraduate students.

	Employer
1	City of Baltimore
2	Chesapeake Legal Allian
3	Erie Insurance
4	Johns Hopkins University
5	Kennedy Krieger Institute
6	Maryland Department of
7	Maryland Office of Legisl
8	Padova Technologies Inc
9	Partnership for Public Gc
10	Time Organization

Alumni Giving

This is no longer a ranking factor but is still published in school profiles. Please read the full instructions.

Please enter information on undergraduate alumni giving, as defined below in accordance with the updated standards set by the Council for Aid to Education (CAE) and the Council for Advancement and Support of Education (CASE), and used for reporting to CAE for the Voluntary Support of Education Survey.
As always, *exclude* former students who didn't graduate from your institution. Additionally, exclude all student giving (e.g., senior class gift) unless you count the entire senior student body in the alumni of record total. Also restrict reporting to 4-year undergraduate students, including all 4-year undergraduate degree students who obtained additional degrees at your institution.
For individual donations from households with multiple (e.g. two) alumni, report each as separate donors. One would be hard credit and the other would be soft credit. So these soft-credit spouses would be excluded from the third question, but included in the first, second and fourth, and comprised the whole answer to the fourth.
If you are unable to report in accordance with the standards, please blank responses to the alumni giving questions.

199.)
What was the number of 4-Year Undergraduate Degreed alumni who were legally contactable in academic year 2023-2024. Restrict to alumni who hold one or more 4-year undergraduate degrees, independent of any other degrees. Legally contactable alumni are individuals not marked as deceased for whom you have means of contact and who do not have a total "no contact" status. The individual is contactable if they have a postal address, email or telephone number on file.

2023-2024

200.) Among the alumni cohort reported in the previous question, what was the number formally solicited by postal mail, email or telephone at least once during the year?

2023-2024

201.) Among the cohort from two questions earlier, what was the number of hard-credit donors -- defined as unique individuals who made one or more tax-deductible gifts? This count must only include the number who made a hard-credit gift. Exclude from your count spousal soft credits and additional soft-credit donors like donor-advised funds, family foundations, companies, etc.

2023-2024

202.) Among the alumni cohort from three questions earlier, what was the number of additional soft-credit donors, whether the hard-credit donor was a person or an organization?

2023-2024

Honor Students

203.) List names of honor societies:

This data is rolled over from last year.

Alpha Chi
Beta Alpha Psi
Beta Gamma Sigma
Mu Kappa Tau
Phi Alpha Theta
Pi Alpha Alpha
Pi Sigma Alpha
Psi Chi
Sigma Iota Epsilon
Sigm Tau Delta
Uplsilon Phi Delta
Omicron Delta Kappa
Sigma Nu Tau
Nu Omicron
Omicron Delta Kappa

204.) Does your institution house an honors college?

This data is rolled over from last year.

- ○ Yes
- ○ No
- ◉ No Answer

205.) Does your institution offer an honors program?

This data is rolled over from last year.

- (•) Yes
- ( ) No
- ( ) No Answer

206.) Provide the number of students enrolled in the following as of October 15th, 2024:

Honors college:

Honors program:

Housing

207.) Institution offers housing:

This data is rolled over from last year.

- ( ) Yes
- (•) No
- ( ) No Answer

208.) Please check all types of college-owned, -operated, or -affiliated housing available for the 2024-2025 undergraduates at your institution and specify the percentages of students living in each type.

- Exclude students not living in these housing types from percentages.
- When calculating percentages, institutional housing should only be counted in one category.

CDS F4 This data is rolled over from last year.

- [ ] Coed residence halls
- [ ] Women's residence halls
- [ ] Men's residence halls

Sorority housing

Fraternity housing

Apartments for married students

Apartment for single students

Special housing for disabled students

Special housing for international students

Cooperative housing

Theme housing

Wellness housing

Living learning communities

Other housing options

209.) Percentage of college-owned, operated or affiliated housing units that are:

This data is rolled over from last year.

Singles

%

Doubles

%

Triples/Suites

%

Apartments

%

Other

%

210.) Are students required to live in school-owned, -operated, or -affiliated housing?

This data is rolled over from last year.

	Yes	No	No Answer
First year	○	○	◉
Sophomore year	○	○	◉
Junior year	○	○	◉
Senior year	○	○	◉

211.) Campus housing is available for all unmarried students regardless of year:

This data is rolled over from last year.

○ Yes

○ No

◉ No Answer

Regulations

Regulations/rules in effect during the 2024-2025 academic year.

212.) Alcohol is permitted on campus to students of legal age:

This data is rolled over from last year.

- (●) Yes
- ( ) No
- ( ) No Answer

213.) Which among the below options best describes your institution's campus carry policy? If your institution has no policy, select the option that best reflects the default regulations in accordance with state and local laws:

- **Banned:** Students may not possess handguns anywhere on campus
- **Highly Restricted:** Eligible students may only possess handguns on campus in one or a few designated areas (e.g. cars, residence halls)
- **Concealed Carry:** Eligible students may be in control of handguns across most or all of campus on condition these handguns are hidden from view
- **Open Carry:** Eligible students may be in control of handguns across most or all of campus, without a condition these handguns are hidden from view

This data is rolled over from last year.

- (●) Banned
- ( ) Highly Restricted
- ( ) Concealed Carry
- ( ) Open Carry
- ( ) No Answer

Student Employment/Internships

NOTE: Do not include Work-Study in this section.

214.) Institutional employment is available:

This data is rolled over from last year.

- (●) Yes
- ( ) No
- ( ) No Answer

215.) Percentage of full-time undergraduates who work on campus during the 2024-2025 academic year:

[ ] %

216.) Average amount undergraduates may expect to earn per year from part-time on-campus work:

$ [ ]

217.) Does your college have a formal internship program that helps students find internship opportunities?

This data is rolled over from last year.

- ○ Yes
- ○ No
- ◉ No Answer

218.) What was the compensation breakdown among students who graduated with a bachelor's degree during the 2024 academic year and had an internship?

Paid

%

Unpaid

%

Unknown

%

Guidance Facilities and Other Services

219.) Check remedial learning services offered: (check all that apply)

This data is rolled over from last year.

- ☑ Math
- ☑ Reading
- ☑ Study skills
- ☑ Writing

220.) Check additional services offered: (check all that apply)

This data is rolled over from last year.

- ☐ Dependent Care
- ☐ Health insurance
- ☐ Health service
- ☑ Nonremedial tutoring
- ☑ Placement service
- ☐ Women's Center

221.) Check counseling services offered: (check all that apply)

This data is rolled over from last year.

- [x] Academic
- [x] Birth control
- [x] Career
- [x] International students
- [x] LGBTQ+
- [x] Military
- [x] Veteran
- [x] Racial minority student
- [x] Older student
- [x] Personal
- [x] Psychological
- [x] Religious
- [ ] First Generation
- [ ] Financial Services

222.) Check services available in career placement center: (check all that apply)

This data is rolled over from last year.

- [x] Alumni network
- [x] Career/job search classes
- [ ] Co-op education
- [x] Interest inventory
- [ ] International student internship / job placement assistance
- [x] Internships
- [x] Interview training
- [x] On-campus job interviews
- [x] Resume assistance

223.) Check special programs offered for physically disabled students: (check all that apply)

This data is rolled over from last year.

- [x] Adaptive equipment
- [x] Braille services
- [x] Interpreters for students who are deaf or hard of hearing
- [x] Note-taking services
- [x] Reader services
- [ ] Special housing
- [ ] Special transportation
- [x] Audiobooks
- [x] Digital recorders for visually impaired
- [x] Tutors

224.) Check term that best describes accessibility of campus to physically disabled students:

This data is rolled over from last year.

- (•) Fully
- ( ) Partially
- ( ) Mostly
- ( ) Not at all
- ( ) No Answer

225.) Check campus safety and security services offered:

This data is rolled over from last year.

- [ ] 24-hour emergency telephones
- [x] 24-hour foot and vehicle patrols
- [ ] Controlled dormitory access (key, security card, etc)
- [x] Late night transport/escort service
- [x] Lighted pathways/sidewalks
- [ ] Student patrols

226.) Does your institution currently make available on-campus childcare for students?

- Yes
- No
- No Answer

Programs/Services for Students with Learning Disabilities

Programs/Services for Students with Learning Disabilities offered during the 2024-2025 academic year

227.) Check one type that describes your school's LD Program:

Structured/Proactive/Comprehensive program:

Program has separate admissions process and charges fees. Services go well beyond those that are legally mandated and the student is provided with a more structured environment. Low staff/student ratios. Compulsory student attendance. An advisor/advocate is made available to students.

Self-directed/decentralized services:

There is no separate admissions process and eligibility for services must be established by the provision of disability documentation that meets institutional standards. Services may be coordinated through the Disability Services office and are based on need as specified by the documentation. Other offices throughout the campus may also provide services and some services offered are not mandated by laws. Students' progress is not monitored.

Compliance:

Most of the services and accommodations that are provided to students with learning disabilities are those required by law. This type of program can meet the needs of independent students, aware of their needs and able to develop and coordinate their own support systems.

This data is rolled over from last year.

- Structured/Proactive/Comprehensive program
- Self-directed/decentralized services
- Compliance
- No Answer

228.) Are LD program services available to students that have not self-identified during the application process?

This data is rolled over from last year.

- Yes
- No
- No Answer

229.) LD services are available to the following students:

This data is rolled over from last year.

- [x] First-year students
- [x] Sophomores
- [x] Juniors
- [x] Seniors

230.) Please select counseling services that are offered to LD students:

This data is rolled over from last year.

- [x] Academic
- [ ] Psychological
- [ ] Student support groups
- [ ] Vocational

231.) Please select services that are offered to LD students:

This data is rolled over from last year.

- [ ] Diagnostic testing service
- [ ] Early syllabus
- [x] Exam on recording or computer
- [x] Extended time for tests
- [x] Learning center
- [x] Note-taking services
- [x] Oral tests
- [ ] Other Special Classes
- [x] Other testing accommodations
- [ ] Priority registration
- [x] Priority seating
- [ ] Proofreading services
- [x] Readers
- [x] Reading machines
- [ ] Remedial English

- [ ] Remedial math
- [ ] Remedial reading
- [ ] Special bookstore section
- [x] Substitution of courses
- [ ] Take home exam
- [ ] Tutors
- [x] Typist/Scribe
- [ ] Untimed tests
- [x] Video recorded classes
- [ ] Waiver of foreign language degree requirement
- [x] Waiver of math degree requirement

Other:

Assistive technology

Please list any other counseling service offered to LD students in the text box.

232.) Is there an advisor/advocate from the LD program available to students?

This data is rolled over from last year.

- ○ Yes
- ◉ No
- ○ No Answer

233.) Is individual tutoring available?

This data is rolled over from last year.

- ○ Yes
- ○ No
- ◉ No Answer

234.) How often is individual tutoring available?

This data is rolled over from last year.

- ○ As needed

- ○ Daily
- ○ Weekly
- ○ Twice per month
- ○ Monthly
- ◉ No Answer

235.) Other tutorial options that are available to LD students. Check all that are available by setting:

This data is rolled over from last year.

	Individual	Group
Time management	☑	☐
Organizational skills	☑	☐
Learning Strategies	☑	☐
Content area	☑	☑
Writing labs	☑	☐
Math labs	☑	☑
Study skills	☑	☐

236.) Are single rooms available to students with specific disabilities?

This data is rolled over from last year.

- ○ Yes
- ○ No
- ◉ No Answer

237.) URL for LD Program/Unit:

This data is rolled over from last year.

https://www.ubalt.edu/student-life/student-support/disability-access-services/

238.) Person to contact for additional information on LD program:

This data is rolled over from last year.

Name:

Karyn L. Schulz, Ed.D.

Title:

Director, Office of Disability and Access Services

Phone:

(410) 837-4141

Email:

kschulz@ubalt.edu

Phone format: (XXX) XXX-XXXX

Programs/Services for Students with ADHD and ASD

Programs/Services for Students with Attention-deficit/hyperactivity disorder (ADHD) offered during the 2024-2025 academic year

239.) Does school offer a specialized program for ADHD students?

This data is rolled over from last year.

- ○ Yes
- ◉ No
- ○ No Answer

240.) Does the program require a separate admissions process?

This data is rolled over from last year.

- ☐ Yes
- ☐ No

241.) If there is an additional program cost, please list the annual dollar amount:

This data is rolled over from last year.

242.) Which of the following services are offered to ADHD students:

This data is rolled over from last year.

- ☑ Alternative locations for test taking

- [x] Audio version of textbooks
- [ ] Campus support group
- [ ] Counseling by an ADHD specialist
- [x] Extra time for test taking
- [x] Note taking
- [ ] Priority class registration
- [ ] Specialized tutoring
- [ ] Time management/study skills classes or workshops

243.) URL for ADHD program:

This data is rolled over from last year.

244.) Person to contact for additional information on ADHD program:

This data is rolled over from last year.

Name

Title

Email

Phone

Phone format: (XXX) XXX-XXXX

245.) Does your institution have a specialized program for undergraduates with Autism Spectrum Disorder (ASD)?

This data is rolled over from last year.

- ○ Yes
- ○ No
- ◉ No Answer

246.) Does the ASD program require a separate admissions process?

- [ ] Yes
- [ ] No

247.) If there is an additional program cost, please list the annual dollar amount:

248.)
Which of the following services are offered to ASD students:

This data is rolled over from last year.

- [ ] Counseling by ASD specialist
- [ ] Peer counseling
- [ ] Skill-building classes/groups
- [x] Exam accommodations
- [ ] Campus support group
- [ ] Housing accommodations
- [ ] Residential living support
- [ ] Specialized employment resources
- [ ] Adaptive athletic program
- [ ] Dedicated scholarship/financial aid

249.) URL for ASD Program:

250.) Person to contact for additional information on ASD program:

This data is rolled over from last year.

Name

Title

Email

Phone

Phone format: (XXX) XXX-XXXX

Athletics

251.) Collegiate athletic association that your school belongs to during the 2024–2025 academic year.

This data is rolled over from last year.

- ○ NCAA I
- ○ NCAA II
- ○ NCAA III
- ○ NAIA
- ◉ None of the above
- ○ No Answer

252.) Collegiate athletic conference that your school belongs to during the 2024–2025 academic year

253.) FOR THIS GRID:

- Intercollegiate sports are those recognized by either the NCAA or NAIA. Athletic scholarships are only available to NCAA Division I and II and NAIA sports.
- Intramural sports are competitive sports played at your institution among other students at your institution.
- Club sports are not governed by the NCAA or NAIA, may have separate championships, and/or may have intercollegiate contests. For this survey, athletic scholarships may not be reported for club sports.

Men's Sports and Scholarships

This data is rolled over from last year.

	Intercollegiate NCAA or NAIA	Scholarships Available?	Intramural	Club (intercollegiate)
Archery	☐	☐	☐	☐
Badminton	☐	☐	☐	☐
Baseball	☐	☐	☐	☐
Basketball	☐	☐	☐	☐
Beach Volleyball	☐	☐	☐	☐
Bowling	☐	☐	☐	☐
Cheerleading	☐	☐	☐	☐
Competitive Dance	☐	☐	☐	☐
Crew (Rowing) Heavyweight	☐	☐	☐	☐
Crew (Rowing) Lightweight	☐	☐	☐	☐
Cross-country	☐	☐	☐	☐
Curling	☐	☐	☐	☐
Equestrian	☐	☐	☐	☐
Fencing	☐	☐	☐	☐
Field Hockey	☐	☐	☐	☐
Figure Skating	☐	☐	☐	☐
Football	☐	☐	☐	☐
Flag Football	☐	☐	☐	☐

Golf	☐	☐	☐	☐
Gymnastics	☐	☐	☐	☐
Ice Hockey	☐	☐	☐	☐
Lacrosse	☐	☐	☐	☐
Lightweight Football	☐	☐	☐	☐
Martial Arts	☐	☐	☐	☐
Racquetball	☐	☐	☐	☐
Rifle	☐	☐	☐	☐
Rodeo	☐	☐	☐	☐
Rugby	☐	☐	☐	☐
Sailing	☐	☐	☐	☐
Skiing: Alpine	☐	☐	☐	☐
Skiing: Nordic	☐	☐	☐	☐
Soccer	☐	☐	☐	☐
Softball	☐	☐	☐	☐
Squash	☐	☐	☐	☐
Swimming and Diving	☐	☐	☐	☐
Synchronized Swimming	☐	☐	☐	☐
Team Handball	☐	☐	☐	☐

Tennis	☐	☐	☐	☐
Track and Field (indoor)	☐	☐	☐	☐
Track and Field (outdoor)	☐	☐	☐	☐
Ultimate Frisbee	☐	☐	☐	☐
Volleyball	☐	☐	☐	☐
Water Polo	☐	☐	☐	☐
Water Skiing	☐	☐	☐	☐
Wrestling	☐	☐	☐	☐

254.) Women's Sports and Scholarships

This data is rolled over from last year.

	Intercollegiate NCAA or NAIA	Scholarships Available?	Intramural	Club (intercollegiate)
Archery	☐	☐	☐	☐
Badminton	☐	☐	☐	☐
Baseball	☐	☐	☐	☐
Basketball	☐	☐	☐	☐
Beach Volleyball	☐	☐	☐	☐
Bowling	☐	☐	☐	☐
Cheerleading	☐	☐	☐	☐
Competitive Dance	☐	☐	☐	☐
Crew (Rowing) Heavyweight	☐	☐	☐	☐
Crew (Rowing) Lightweight	☐	☐	☐	☐
Cross-country	☐	☐	☐	☐
Curling	☐	☐	☐	☐
Equestrian	☐	☐	☐	☐
Fencing	☐	☐	☐	☐
Field Hockey	☐	☐	☐	☐
Figure Skating	☐	☐	☐	☐
Football	☐	☐	☐	☐
Flag Football	☐	☐	☐	☐

Golf	☐	☐	☐	☐
Gymnastics	☐	☐	☐	☐
Ice Hockey	☐	☐	☐	☐
Lacrosse	☐	☐	☐	☐
Lightweight Football	☐	☐	☐	☐
Martial Arts	☐	☐	☐	☐
Racquetball	☐	☐	☐	☐
Rifle	☐	☐	☐	☐
Rodeo	☐	☐	☐	☐
Rugby	☐	☐	☐	☐
Sailing	☐	☐	☐	☐
Skiing: Alpine	☐	☐	☐	☐
Skiing: Nordic	☐	☐	☐	☐
Soccer	☐	☐	☐	☐
Softball	☐	☐	☐	☐
Squash	☐	☐	☐	☐
Swimming and Diving	☐	☐	☐	☐
Synchronized Swimming	☐	☐	☐	☐
Team Handball	☐	☐	☐	☐

Tennis	☐	☐	☐	☐
Track and Field (indoor)	☐	☐	☐	☐
Track and Field (outdoor)	☐	☐	☐	☐
Ultimate Frisbee	☐	☐	☐	☐
Volleyball	☐	☐	☐	☐
Water Polo	☐	☐	☐	☐
Water Skiing	☐	☐	☐	☐
Wrestling	☐	☐	☐	☐

Student Activities

255.) Fraternities / Sororities

This data is rolled over from last year.

Number of social fraternities on campus:

Number of fraternities with chapter houses:

Number of social sororities on campus:

Number of sororities with chapter houses:

256.) Activities Offered: Identify the programs available at your institution by checking the box next to each program name.

CDS F2 This data is rolled over from last year.

- ☐ Campus Ministries
- ☐ Choral groups

- [ ] Comedic acting / Improv
- [ ] Concert band
- [ ] Dance
- [ ] Drama/theater
- [x] International Student Organization
- [ ] Jazz band
- [ ] Literary magazine
- [ ] Marching band
- [ ] Model UN
- [ ] Music ensembles
- [ ] Musical theater
- [ ] Opera
- [ ] Pep band
- [ ] Public service
- [ ] Radio station
- [x] Student government
- [ ] Student newspaper
- [ ] Student-run film society
- [ ] Symphony orchestra
- [ ] Television station
- [ ] Video gaming
- [ ] Yearbook

Assessment

The following section contains a brief analysis of ranking data your school submitted on this year's Main statistical survey. All flagged data (identified by the red asterisk *) must be addressed in order to submit your survey. To acknowledge that the flagged data are in fact correct, please select the confirmation checkbox

associated with the item in question. Once every flagged assessment item has been either confirmed or corrected, please proceed to the verification section.

Making Data Changes – If you notice an incorrect current year value please go back into the survey and correct the data. The question numbers are listed for your reference.

Last year's data are only displayed for reference and will not be used in the rankings nor published on our publicly accessible website for this fall's upcoming rankings edition; however, historical data are published in a subscription product. Please prioritize the current year data. If a value reported last year is incorrect, contact usnews-data-collection@usnews.com (mailto:usnews-data-collection@usnews.com) with the updated information and a brief description of why it needs to be changed. We will analyze the requested changes on a case by case basis and get back to you.

Below is a list of some terminology you may encounter:

Large Change - For the questions(s) indicated, the data submitted for the latest year are significantly larger or smaller than the data supplied for the previous year. If the data supplied are correct as entered, please include an explanation in the text box provided. If you need more space to explain than that provided, email us at usnews-data-collection@usnews.com. If the data is incorrect, please go back into the survey and supply new data.

Missing - No information has been submitted for this indicator. If the question does not apply to your institution, or if you cannot supply the data requested, please check the box. If you can supply the missing data, please go back into the survey and enter the new data. If you wish to add in missing previous year data, please contact usnews-data-collection@usnews.com with that information.

High Value - The data submitted are significantly higher than the norm. Please either correct the figure or verify that the data are correct as submitted.

257.) Enrollment (Questions 49-63):

	Fall 2024:	**Fall 2023:**	**Fall 2022:**
Undergraduate:	1477	1292	1406
Graduate:	1755	1809	1919
Total:	3232	3101	3325

258.) Six-Year Graduation Rates: Total (Questions 186, 187, & 192):

Fall 2018:	**38**
Fall 2017:	47

258.) The Six-Year Graduation Rate you entered for the Fall 2018 represents a large change compared to the value entered for Fall 2017. Either update the current year value or explain the large change below. If you need to update last year's value contact usnews-data-collection@usnews.com (mailto:usnews-data-collection@usnews.com) *

The figures entered for both years are correct and complete.

259.) Income-based Six-Year Graduation Rates (Questions 186, 187):

	2018 Cohort:	2017 Cohort:
Federal Pell Grant:	32	47
Stafford Loan:	14	50
No Loan:	50	46

259.) The federal Pell Grant six-year graduation rate you entered for the Fall 2018 represents a large change compared to the value entered for Fall 2017. Either update the current year value or explain the large change below. If you need to update last year's value contact usnews-data-collection@usnews.com (mailto:usnews-data-collection@usnews.com) *

The figures entered for both years are correct and complete.

259.) The Stafford loan six-year graduation rate you entered for the Fall 2018 represents a large change compared to the value entered for Fall 2017. Either update the current year value or explain the large change below. If you need to update last year's value contact usnews-data-collection@usnews.com (mailto:usnews-data-collection@usnews.com) *

The figures entered for both years are correct and complete.

260.) First-year (Freshman) Retention Rates (Questions 194, 195):

Fall 2023: 60

Fall 2022: 65

262.) Percent submitting SAT/ACT scores (Question 140, 142):

	Current Year:	Last Year:
SAT:	14	12
ACT:	No Value Entered	No Value Entered

You are missing the Percent of first-time, first-year (freshman) degree-seeking students who enrolled in fall 2024 and submitted ACT scores for the current year. Either confirm that there is no entry or enter a value. *

☑ I confirm that there is no entry for the Current Year's Percent of first-time, first-year (freshman) degree-seeking students who enrolled in fall 2024 and submitted ACT scores

You are missing the Percent of first-time, first-year (freshman) degree-seeking students who enrolled in 2023 and submitted ACT scores for the current year. Either confirm that there is no entry or enter a value. *

☑ I confirm that there is no entry for the Current Year's Percent of first-time, first-year (freshman) degree-seeking students who enrolled in 2023 and submitted ACT scores

263.) SAT Evidence-Based Reading and Writing - 25th/75th Percentile (Question 144):

	Current Year:	Last Year:
25th Percentile:	370	530
75th Percentile:	650	580

263.) The 25th percentile score for the SAT Critical Reading test you entered for the Current Year represents a large change compared to the value entered for Last Year. Either update the current year value or explain the large change below. If you need to update last year's value contact usnews-data-collection@usnews.com (mailto:usnews-data-collection@usnews.com) *

The figures entered for both years are correct and complete. (Small population size of SAT submitting stude

263.) The 75th percentile score for the SAT Critical Reading test you entered for the Current Year represents a large change compared to the value entered for Last Year. Either update the current year value or explain the large change below. If you need to update last year's value contact usnews-data-collection@usnews.com (mailto:usnews-data-collection@usnews.com) *

The figures entered for both years are correct and complete.(Small population size of SAT submitting stude

264.) SAT Math - 25th/75th Percentile (Question 144):

	Current Year:	Last Year:
25th Percentile:	370	480
75th Percentile:	680	530

264.) The 25th percentile score for the SAT Math test you entered for the Current Year represents a large change compared to the value entered for Last Year. Either update the current year value or explain the large change below. If you need to update last year's value contact usnews-data-collection@usnews.com (mailto:usnews-data-collection@usnews.com) *

The figures entered for both years are correct and complete.(Small population size of SAT submitting stude

264.) The 75th percentile score for the SAT Math test you entered for the Current Year represents a large change compared to the value entered for Last Year. Either update the current year value or explain the large change below. If you need to update last year's value contact usnews-data-collection@usnews.com (mailto:usnews-data-collection@usnews.com) *

The figures entered for both years are correct and complete.(Small population size of SAT submitting stude

265.) ACT Composite - 25th/75th Percentile (Question 145):

	Current Year:	Last Year:
25th Percentile:	No Value Entered	No Value Entered
75th Percentile:	No Value Entered	No Value Entered

You are missing the 25th percentile score for the ACT composite score for the current year. Either confirm that there is no entry or enter a value. *

☑ I confirm that there is no entry for the Current Year's 25th percentile score for the ACT composite score

You are missing the 25th percentile score for the ACT composite score for the last year. Either confirm that there is no entry or enter a value. *

☑ I confirm that there is no entry for the Last Year's 25th percentile score for the ACT composite score

You are missing the 75th percentile score for the ACT composite score for the current year. Either confirm that there is no entry or enter a value. *

☑ I confirm that there is no entry for the Current Year's 75th percentile score for the ACT composite score

You are missing the 75th percentile score for the ACT composite score for the last year. Either confirm that there is no entry or enter a value. *

☑ I confirm that there is no entry for the Last Year's 75th percentile score for the ACT composite score

270.) Best Colleges for Veterans (Questions 169-171):

	Current Year:
Total Military Enrollment:	64
G.I. Bill Certified:	Yes
Yellow Ribbon Participant:	Yes

Please note that question 10 on the U.S. News Financial Aid Survey may also be used in Best Colleges for Veterans ranking calculation. This applies to public institutions who do not participate in Yellow Ribbon.

272.) Instructional Faculty (Questions 178, 179):

	Current Year:	**Last Year:**
Full Time:	159	161
Part Time:	130	147
Total:	289	308

273.) Percentage of full-time equivalent faculty that is full-time (Questions 178, 179):

Current Year:	**Last Year:**
78.6	76.7

274.) Instructional Full-Time Faculty with Doctorate or Terminal Degree (Questions 178, 179):

	Current Year:	Last Year:
Number:	116	125
Percent:	73	77.6

275.) Student to faculty ratio (Questions 180, 181):

Current Year:	Last Year:
10.3	9.9

Verification/Submission

278.)

Verification

The final step prior to survey submission is what we call “Verification”. Please share the survey responses with a senior administrator such as a President, Provost, Dean (or what your institution considers an equivalent position) for their final approval. When ready, you must fill in all of the information below, including both check boxes, both sets of identification, institution name and the verification date. After the information is entered, hit the red “Submit Survey” button. **Failure to check the verification box and have the President, Provost, Dean or other equivalent senior administrator verify the data and fill out their information may be noted when the data are published and/or may result in the school not being ranked. Once the "Submit Survey" button is selected, your submission is final and will be published.**

If you have any questions about your institution's verification or this procedure, please contact usnews- data-collection@usnews.com.

On behalf of *U.S. News* and its many users, thank you for the time and effort you have given to supply and verify this information.

☑ **I verify that the information on this survey is accurate and accurately describes the institution.**

278.) Title of Verifying Administrator:

- ☐ President
- ☑ Provost
- ☐ Dean
- ☐ Other senior administrator

278.) Administrator's Identification:

Name:

Ralph Mueller

Title:

Provost and Senior Vice President for Academic Affairs

Date:

6/13/2025

278.) Name of institution:

University of Baltimore

☑ **I hereby confirm that the senior administrator identified above has authorized me to complete this verification on their behalf.**

278.) Identification of Person Submitting Survey:

Name:

Kathryn Kauffman

Title:

Assistant Provost, Institutional Effectiveness

278.) Verification Date:

6/13/2025