PRINT SURVEY

2027 Best Colleges - Main Survey

Please Read the Instructions

2027 Main Statistical Survey Data Collection

Survey Deadline: June 12, 2026

Thank you for participating in the U.S. News Best Colleges data collection. This questionnaire is used to evaluate institutions for the annual rankings and to supply profile information for the U.S. News website and guidebook.

> **Requirements for Submission:**
>
> To ensure your entered data is included, the survey must be submitted by the deadline. Please plan accordingly to allow time for assessment and final verification by a senior official. Note that support response times from U.S. News may slow as the deadline approaches. Once the "Submit Survey" button is selected, your submission is final and will be published.

Use in Rankings

U.S. News produces rankings and profiles for all eligible institutions using available data sources. Submitting this survey ensures that is represented using the most current and complete data. Institutions that do not submit may be evaluated using third-party data only and peer assessment ratings submitted by those institutions will not be included in the rankings calculations. Submission is also required for early access to preliminary rankings and data under embargo.

More About the Deadline and Data Review

U.S. News will not grant extensions beyond the submission deadline. Please submit by then even if some non-rankings questions remain unanswered — rank-eligible schools will regain access to their surveys during the data review period described below, but surveys must be closed after the submissions deadline so analyst review can proceed.

Before the data review period this summer, U.S. News will contact many schools to confirm or update data flagged for review. Schools may also email corrections or a limited amount of missing data during this window. Not all schools will be contacted.

In August, schools in rank-eligible categories will receive a data review email from U.S. News that includes their draft rank and underlying submitted data, and requests that they review such data for accuracy. Schools will have approximately two weeks to reopen and make final corrections to the data submitted on their main, finance, and financial aid surveys before resubmitting those surveys.

Eligibility

All survey recipients are, to U.S. News's knowledge, regionally accredited U.S. institutions that have a baccalaureate-granting Carnegie Classification, enroll first-year undergraduates, administer some in-person education, and plan to accept bachelor's degree-seeking applications for a fall 2027 (or equivalent) term. If any of these do not apply to your institution, email official@usnews.com (mailto:official@usnews.com) to be removed from the Best Colleges universe of schools.

Although every survey recipient will receive a U.S. News Best Colleges profile, only schools meeting all criteria below are eligible for overall rankings.

Eligibility Criteria for Overall Best Colleges Rankings:

- Included in a Basic 2025 Carnegie Classification that maps to a U.S. News ranking category, as explained in last December's outreach.
- Reported a six-year bachelor's degree graduation rate for full-time, first-year bachelor's degree-seeking students to U.S. News and/or IPEDS — in which at least one entering class had 25 students between fall 2016 and fall 2019.

- Reported at least 100 undergraduates enrolled for fall 2025.
- Reported FY2024 finance data to IPEDS (exceptions may apply for institutions that recently reorganized).

Schools ineligible for the overall rankings may still be included in other rankings, lists, and editorial content. In other words, all survey recipients at schools that are not closing or having lost accreditation are encouraged to submit a survey.

Later this year, institutions limited to online education or that do not enroll first-year students may still be surveyed for the Best Online Bachelor's Programs rankings.

Reminders

U.S. News sends reminder emails to all schools that have not yet submitted their survey responses. To opt out from receiving communications for this data collection cycle, email usnews-data-collection@usnews.com (mailto:usnews-data-collection@usnews.com).

Potential Ranking Factors

The following question numbers from the main survey may be used in the Best Colleges rankings calculations:

Data Category	Question Numbers	Ranking(s)
Programs offered	**30, 31**	*Programs that Enhance Student Experience*
12 Month Enrollment	**58-61**	Overall
HS Standing	**123**	Overall
ACT/SAT	**135, 136, 137, 138, 140, 141**	Overall
Veterans	**163, 164, 165, 166, 167**	*Best Colleges for Veterans*
Full-time faculty and student-faculty ratio	**172, 174**	Overall
Faculty salaries	**177**	Overall
Graduation and retention—full-time, first-year	**180, 189, 190**	*Overall &* *Top Performers on Social Mobility*

These data will be combined with peer assessment survey ratings, flagged data from the financial aid and finance surveys, IPEDS data, College Scorecard data, and bibliometric data from Elsevier (national universities only) to produce the various college rankings.

The statistical data collected will be also be used for separate HBCU rankings of applicable institutions, and additional lists like "A+ Schools for B Students", "Most International Students", "", "Highest Proportion of Classes with Fewer than 20 Students", "Lowest Acceptance Rates", and "Highest 4-year Graduation Rates", among others.

Changes to this year's survey:

There are slightly fewer questions in total for this year's survey. Most significantly, U.S. News is no longer collecting as much granular scoring information for profiles on components of the ACT and SAT, and is no longer requesting statistics on percentages of students in program types like study abroad and senior capstone. There is no longer a section with fall enrollment data reported

two years ago.
New this year is a section collecting 12 month enrollment data.
There is also a new grid in the graduation student section collecting award status for non-first entering students. All these questions collect information schools have already reported to IPEDS in the 12-Month Enrollment and Outcome Measures surveys.
For admissions reporting, schools are instructed to follow the updated IPEDS guidance on restricting to applicants, admits and enrollees in the specified admissions decision cycle.

A Note on Ranking Categories

For the first time, U.S. News is using the 2025 Carnegie Classifications to group schools into categories such as National Universities and Regional Colleges. U.S. News has already published an article (https://www.usnews.com/education/blogs/college-rankings-blog/articles/2026-02-10/us-news-ranking-category-updates-for-2026) outlining which schools are changing categories from the prior edition following an initial outreach to schools and appeals process. Schools can see the full list of institutions in their category when the peer assessment surveys are administered a few weeks after this survey enters the field.

How to Complete the Survey

The survey has three steps:

Step 1 – Data. Complete as many fields as possible by the deadline. If you cannot answer a non-rankings question, skip it and come back to it later as time allows. Prioritize questions flagged as potentially used in the upcoming rankings.

When reporting statistics, define your campus in alignment with its IPEDS ID — including all reporting on students and faculty. Questions that instruct schools to mirror IPEDS standards must be reported exactly as submitted to IPEDS. This requirement supersedes any prior communications between U.S. News and individual schools. Reference the U.S. Department of Education's NCES glossary (https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx) as needed for questions instructing schools to adhere to IPEDS definitions.

Many questions in these surveys replicate definitions from the Common Data Set. Schools can reference the CDS documentation (https://commondataset.org/) for its glossary.

For help with a specific item, click the “Help” button in the top right corner to reach a U.S. News survey associate. You will receive a response as soon as possible. Please allow for longer response times as the survey deadline approaches due to a higher volume of emails.

Step 2 – Assessment. After entering your data, go to the “Assessment” section. The survey will run a statistical comparison between your most recent data and last year’s submission, flagging large year-over-year changes that may need to be confirmed or explained. If a change is flagged, an explanation is required before the survey can be submitted.

Note: Rankings will only use data reported for the first time in this survey, combined with peer assessment survey data and third-party data. Data your institution reported to U.S. News in previous years — some of which appear in this survey for reference — will not be used in future rankings calculations. Historical data remain published in Academic Insights, a subscription benchmarking product for schools explained below.

Step 3 – Verification. Review your data one final time in the “Verification” section. To submit, check the verification box, enter the identification information for the President, Provost, Dean, or an equivalent senior administrator, and click the red “Submit Survey” button. Incomplete verification information may affect how your data are published or whether your school is ranked.

Icons and What They Mean

The red X indicates that you have not filled out the question correctly. A line of text will accompany the icon explaining 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.

Navigating and Saving

Move between fields by clicking or pressing Tab. Navigate between pages using the “Next” and “Previous” links at the bottom, or click any section in the index on the right.

Data saves automatically when you click “Next,” navigate to another section, or click “Save.” If you need to leave before finishing, click “Save” before exiting.

More About the Common Data Set

U.S. News uses questions from the Common Data Set (CDS), a collaborative initiative among higher education data providers and publishers including the College Board, Peterson’s, and U.S. News & World Report. All CDS items are noted throughout the main and financial aid surveys. Submitting a CDS is optional. Schools submitting a CDS must email it to usnews-data-collection@usnews.com (mailto:usnews-data-collection@usnews.com) as a fillable PDF (other formats will not be accepted). If your school would like the CDS data programmatically entered, please submit the CDS file in Fillable PDF format by May 19. U.S. News will not accept CDS files submitted after this deadline.

For this edition, U.S. News adhered to the CDS revised standards on reporting by sex, where respondents allocate students into categories of "men," "women," and "unknown" across applicable questions.

There is one significant deviation from the CDS. All schools must report ACT/SAT entering class statistics directly in this main survey due to differences between U.S. News and CDS definitions.

Academic Insights, Student Connect and Marketing Opportunities

In past data collections, some respondents have asked about U.S. News products. The following information is provided for reference only and is not related to survey completion.

Historical rankings data and millions of data points not published on usnews.com are available through Academic Insights, U.S. News’s subscription data product for institutional research and analysis. Schools that completed the main, finance, and financial aid surveys will receive free early access to a preliminary version of the rankings under embargo through Academic Insights. For subscription inquiries, contact U.S. News staff at AcademicInsights@usnews.com (mailto:AcademicInsights@usnews.com).

Schools can create a free account via Student Connect to manage their school profile's usnews.com photo gallery, and upgrade to premium for additional features. Visit this page (https://www.usnews.com/education/student-connect) to learn how to ste up a free account and manage your school's profile.

Visit this page (https://www.usnews.com/education/marketing-opportunities) to learn more about purchasing a U.S. News badge, order the Best Colleges Guidebook, or advertise with U.S. News.

Note: U.S. News maintains editorial independence from its business operations. A school's license of a "Best Colleges" badge or its purchase of advertising or other products from U.S. News does not affect whether or how that school is ranked, either currently or in the future.

For Remaining Questions

Send questions or feedback Send questions or feedback about rankings methodologies to official@usnews.com (mailto:official@usnews.com). Note that U.S. News typically communicates pending methodology changes through its website and the embargo process, not in response to individual school requests.

Thank you for your time and effort.

Eric Brooks, Director, Education Data Analysis
Kenneth Hines, Senior Director, Education Data Analysis and Strategy
U.S. News & World Report

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, 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 6th - April 21st. This section is read-only. If your institution did not submit a contact verification survey, then last year's peer contacts were rolled over.
The peer assessment surveys will launch by the week of May 18th. While we prepare for launch, we are unable to update the contacts below until after launch.

If you need to update any of the below contact information, please send an email with the subject line 'Peer Assessment Contact Update Request' to usnews-data-collection@usnews.com (mailto:usnews-data-collection@usnews.com) starting the week of **May 25th**. 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:

Andrea Linthicum

Contact 3 - Title:

Executive Director, Admissions

Contact 3 - Email:

alinthicum@ubalt.edu

Business Contact 1:

Contact 1 - Name:

Dan Gerlowski

Contact 1 - Title:

Interim Dean, Merrick School Business

Contact 1 - Email:

dgerlowski@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

Computer Science Contact 1:

Contact 1 - Name:

Contact 1 - Title:

Contact 1 - Email:

Computer Science Contact 2:

Contact 2 - Name:

Contact 2 - Title:

Contact 2 - Email:

Engineering Contact 1:

Contact 1 - Name:

Contact 1 - Title:

Contact 1 - Email:

Engineering Contact 2:

Contact 2 - Name:

Contact 2 - Title:

Contact 2 - Email:

Economics Expert 1:

Contact 1 - Name:

Contact 1 - Title:

Contact 1 - Email:

Economics Expert 2:

Contact 2 - Name:

Contact 2 - Title:

Contact 2 - Email:

Nursing Expert 1:

Contact 1 - Name:

Contact 1 - Title:

Contact 1 - Email:

Nursing Contact 2:

Contact 2 - Name:

Contact 2 - Title:

Contact 2 - Email:

Psychology Expert 1:

Contact 1 - Name:

Contact 1 - Title:

Contact 1 - Email:

Psychology Expert 2:

Contact 2 - Name:

Contact 2 - Title:

Contact 2 - Email:

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.
Here is the U.S. News Ranking Category for reference. Any questions: email official@usnews.com (http://official@usnews.com).

National Universities

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 2026.
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.

1400 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?

- ○ Rural
- ○ Town
- ○ Suburban
- ◉ City
- ○ 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.

- ◉ Coeducational college
- ○ Men's college
- ○ Women's college
- ○ No Answer

16.) Academic year calendar for 2025-2026.

CDS A4

- ◉ 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.

- [x] Certificate
- [ ] Diploma
- [ ] Associate
- [ ] Transfer
- [ ] Terminal
- [x] Bachelor's
- [x] Post-bachelor's certificate
- [x] Master's
- [x] 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.

101 West Mount Royal Avenue

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/apply-now.cfm

25.) If your institution has an office or department dedicated to fostering a welcoming and supportive campus climate for individuals from all backgrounds, please provide the URL of the corresponding Web page:

CDS A6 This data is rolled over from last year.

https://www.ubalt.edu/about/diversity-and-inclusion/index.cfm

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

Name:

Katie Kauffman

Title:

Assistant Provost, Institutional Effectiveness

Email:

kkauffman@ubalt.edu

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

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

11.0102--Artificial Intelligence

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 - 2025 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, 2024 and June 30, 2025. 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 (2024 graduates) is included for your reference.

CDS J1

	CIP Code Number	% of majors awarded (to one decimal)
Popular Major #1	52	26.5
Popular Major #2	43	19.0
Popular Major #3	09	12.9
Popular Major #4	42	7.4
Popular Major #5	45	7.0
Popular Major #6	11	5.2
Popular Major #7	22	3.9
Popular Major #8	51	3.5
Popular Major #9	10	2.3
Popular Major #10	30	2.3

Programs Offered

The following section collects information on programs offered. Below are definitions for programs used in the Programs that Enhance Student Experience rankings, with definitions from the American Association of Colleges and Universities (AAC&U) High-Impact Practices (https://www.aacu.org/trending-topics/high-impact) and the Common Data Set:

Cooperative Education, Internships, or Practica (CDS): Any short-term, supervised work experience usually related to a student's major field, for which the student earns academic credit. The work can be full- or part-time, on- or off-campus, paid or unpaid. The work experience may also be a program that provides for alternate class attendance and employment in business, industry, or government.

First-year Experiences (AAC&U): Many institutions now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Learning Communities (AAC&U): The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional

courses"; others feature service learning.

Senior Capstone of Culminating Academic Experiences (AAC&U): Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

Service Learning (AAC&U): In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Study Abroad (CDS): Any arrangement by which a student completes part of the college program studying in another country. Can be at a campus abroad or through a cooperative agreement with some other U.S. college or an institution of another country.

Undergraduate Research (CDS): Opportunities offered to undergraduate students to make original contributions in an academic discipline via the exploration of a specific research topic. Research opportunities may or may not be associated with a specific course or earn credit.

Writing in the Disciplines (CDS): Coursework emphasizing writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

30.) **Academic Offerings and Policies**

Special Study Options*:* For the following questions, please check each program offered. **Which of these options are checked will be cross referenced for the Programs that Enhance Student Experience rankings as evidence the programs are offered**.

CDS E1 This question is used in the Rankings calculation.

- [x] Accelerated program
- [ ] Comprehensive transition and postsecondary program for students with intellectual disabilities
- [x] Cross-registration
- [x] Distance learning
- [ ] Double major
- [x] Dual enrollment
- [ ] English as a second language (ESL)
- [x] Exchange student program (domestic)
- [ ] External degree program
- [x] Honors program
- [x] Independent study
- [x] Internships
- [x] Liberal arts/career combination
- [x] Student-designed major
- [x] Study abroad

- [ ] Teacher certificate program
- [x] Undergraduate Research/Creative Projects
- [ ] Weekend college

31.) **Additional Undergraduate Academic Programs of Study**

Please select each academic program offered:

This question is used in the Rankings calculation.

- [ ] Cooperative education program
- [x] First-year Experiences
- [x] Learning Communities
- [x] Senior Capstone or Culminating Academic Experiences
- [x] Service Learning
- [x] Writing in the Disciplines

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

- (●) Yes
- ( ) No
- ( ) No Answer

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

- (●) Yes
- ( ) No
- ( ) No Answer

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

- [x] Yes, offers asynchronous (self paced)
- [x] Yes, offers synchronous (live during in person)
- [ ] No, does not offer asynchronous (self paced)

35.)

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

36.)

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

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
- [x] 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
- [ ] Family and Consumer Sciences
- [ ] Health Professions
- [ ] 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.

- [ ] Career and Technical Education
- [ ] Early Childhood
- [ ] Elementary
- [ ] Middle/Junior High
- [ ] Secondary
- [ ] Special Education
- [ ] 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.) Select schools with which domestic exchange programs are offered

This data is rolled over from last year.

45.) Select countries and U.S. territories in which study abroad is offered.

This data is rolled over from last year.

Combined Programs and Consortiums

46.) 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/DPA in Public Policy

47.) 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

Fall 2025 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, 2025. 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 do one of the following: report in the 'Unknown' column or distribute evenly as possible across the two-binary categories. Do not undercount students.

48.)

2025 Full-time Enrollment:

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 "unknown" 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

	Men	Women	Unknown
Degree-seeking, first-time first-year students	15	11	0
Other first-year, degree-seeking students	55	88	0
All other degree- seeking undergraduate students	177	283	4
Total degree-seeking undergraduate students	247	382	4
All other undergraduates enrolled in credit course	0	0	0
Total undergraduate students	247	382	4
Graduate degree seeking, first-time	150	215	5
All other graduate degree seeking	249	420	2
All other graduates enrolled in credit courses	0	0	0
Total graduate students	399	635	7

49.) Fall 2025 Part-time Enrollment: *

CDS B1

	Men	Women	Unknown
Degree-seeking, first-time, first-year students	2	3	0
Other first-year, degree-seeking students	19	52	0
All other degree- seeking undergraduate students	179	227	4
Total degree-seeking undergraduate students	200	282	4
All other undergraduates enrolled in credit courses	100	153	46
Total undergraduate students	300	435	50
Graduate degree seeking, first-time	43	105	1
All other graduate degree seeking	187	334	3
All other graduates enrolled in credit courses	14	19	3
Total graduate students	244	458	7

50.) Total fall 2025 enrollment, all undergraduates

CDS B1

1418

51.) Total fall 2025 enrollment, all graduates:

CDS B1

1750

52.) GRAND TOTAL - Fall 2025 Enrollment:

CDS B1

3168

Fall 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 15, 2024. 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, 2024 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.

53.) Fall 2024 Full-time Enrollment:

CDS B1 This data is rolled over from last year.

	Men	Women	Unknown
Degree-seeking, 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 courses	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

54.) Fall 2024 Part-time Enrollment:

CDS B1 This data is rolled over from last year.

	Men	Women	Unknown
Degree-seeking, first-time freshmen	5	0	0
Other first-year, degree-seeking	32	52	3
All other degree- seeking	191	227	5
Total degree-seeking	228	279	8
All other undergraduates enrolled in credit course	69	87	143
Total undergraduates	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 graduates	269	487	11

55.) Total fall 2024 enrollment, all undergraduates

CDS B1 This data is rolled over from last year.

1477

56.) Total fall 2024 enrollment, all graduates:

CDS B1 This data is rolled over from last year.

1755

57.) GRAND TOTAL - Fall 2024 Enrollment:

CDS B1 This data is rolled over from last year.

3232

12 Month Enrollment

Report the following on instructional activity for the two most recent academic years. The definitions mirror those from the IPEDS

12 month enrollment survey.

58.)

12-month Enrollment by Distance Education Status for July 1, 2024 – June 30, 2025 and July 1, 2023 – June 30, 2024

This question is used in the Rankings calculation.

	Degree/ certificate-seeking undergraduates 2024 - 2025	Non-degree/ non-certificate-seeking undergraduates 2024 - 2025	Graduate students 2024 - 2025	Degree/ certificate-seeking undergraduates 2023 - 2024	Non-degree/ non-certificate-seeking undergraduates 2023 - 2024	Graduate students 2023 - 2024
Students enrolled exclusively in distance education courses	412	29	404	402	28	446
Students enrolled in at least one but not all distance education courses	896	5	849	971	0	850
Students not enrolled in any distance education courses	69	476	698	89	470	719
Total	1377	510	1951	1462	498	2015

59.)

Report instructional activity for July 1 2024 - June 30, 2025 and July 1 2023 - June 30, 2024. Report data for clock hour andor credit hour activity fields if those figures were reported to IPEDS.

Clock hour activity is the provision of coursework to students which can be measured in terms of clock hours -- a period of time consisting of (1) A 50- to 60-minute class, lecture, or recitation in a 60-minute period; (2) A 50- to 60-minute faculty-supervised laboratory, shop training, or internship in a 60-minute period; or (3) Sixty minutes of preparation in a correspondence course.

Credit hour activity is the provision of coursework to students which can be measured in terms of credit hours -- a unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term. It is applied toward the total number of credit hours needed for completing the requirements of a degree, diploma, certificate or other recognized postsecondary credential.

Doctor's degree-professional practice is a doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as first professional and may include: Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or, Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution.

If there was no instructional activity for a row, enter 0s for the cells.

This question is used in the Rankings calculation.

	Total activity 2024 - 2025	Total activity 2023 - 2024
Clock hour activity (undergraduate level)		
Credit hour activity (undergraduate)	26776	27086
Credit hour activity (graduate, exclude doctor's-professional practice)	13751	14147
Doctor's - professional practice FTE student estimate	19140	19209

60.) Please provide total FTE student enrollment for the corresponding 12-month reporting period **only if your institution provided a value for that year different from the one calculated in the IPEDS survey that IPEDS accepted for an override**. This option was only used by institutions that determined the calculated estimate was not reasonable. All other institutions should leave this blank.

This question is used in the Rankings calculation.

	Institution reported FTE Total 2024 - 2025	Institution reported FTE Total 2023 - 2024
Undergraduate student FTE	893	903
Graduate student FTE	573	589
Doctor's professional practice student FTE (from prior question)	798	800
Total FTE student enrollment	2264	2292

61.)
12-month Unduplicated Counts of Dual Enrolled Students
July 1, 2024 – June 30, 2025 and July 1, 2023 – June 30, 2024

This question is used in the Rankings calculation.

	Total 2024 - 2025	Total 2023 - 2024
Total Count of Dual Enrolled Students	484	459

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, 2025. 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.

62.) Ethnicity Grid:

CDS B2

	Degree-seeking first-time, first year students	Degree-seeking undergraduates
American Indian or Alaskan Native	0	4
Asian	2	45
Black or African American	23	576
Hispanic/Latino	0	46
Native Hawaiian or other Pacific Islander	0	3
White	2	268
Two or more races	2	63
Non-residents	1	25
Race/ethnicity unknown	1	89
Total	31	1119

63.) Number of degrees awarded by your institution from July 1, 2024 to June 30, 2025:

CDS B3

Certificate/diploma

15

Associate degrees

0

Bachelor's degrees

310

Post-bachelor's certificates

56

Master's degrees

266

Post-master's certificates

0

Doctoral degrees - research/scholarship

17

Doctoral degrees - professional practice

204

Doctoral degrees - other

0

Student Background

64.) Other Student Characteristics: Please provide the percentages of first-time, first-year degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2025 who fit the following categories. Percentages besides the first two rows are to be reported out of all first-time, first-year degree-seeking students. **(5/14/2026: Updated guidance)**.

CDS F1

	First-time, First-year Students, Fall 2025	Undergraduates Fall 2025
% who are from in-state (exclude international/nonresident from the numerator and denominator)	93	95
% who are from out-of-state (exclude international/non-residents)	7	5
% 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	26	66
Average age of full-time students	23	28
Average age of students (full- and part-time)	25	31

65.)
Report the percentage of bachelor's degree-seeking undergraduates enrolled in your institution in Fall 2025 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

%

66.) 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.

67.) Select the region, based on U.S. Census Bureau regional divisions, from which the most currently enrolled U.S. undergraduate students are from:

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

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

%

Admission

69.)

Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in fall 2025:

- Report all fields based on the admissions decision cycle (i.e., the cycle in which the student completed an application and received a final decision). Students who were admitted in a prior cycle but enrolled in fall 2025 should not be counted again as applicants or admits in fall 2025 unless they submitted a new application and received a new admissions decision.
- 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.
- In cases where gender information is not provided, please do one of the following: report in the 'Unknown' column or distribute

evenly as possible across the two-binary categories. Do not undercount students.

CDS C1 This data is rolled over from last year.

	Fall 2025	Fall 2024
Total first-time, first-year men who applied	48	46
Total first-time, first-year women who applied	63	80
Total first-time, first-year of unknown sex who applied	0	1
Total first-time, first-year applications (men, women, unknown sex)	111	127
Total first-time, first-year men who were admitted	40	41
Total first-time, first-year women who were admitted	52	58
Total first-time, first-year of unknown sex who were admitted	0	1
Total first-time, first-year admitted (men, women, unknown sex)	92	100
Total full-time, first-time, first-year men who enrolled	15	16
Total part-time, first-time, first-year men who enrolled	2	5
Total full-time, first-time, first-year women who enrolled	11	16
Total part-time, first-time, first-year women who enrolled	3	0
Total full-time, first-time, first-year of unknown sex who enrolled	0	1
Total part-time, first-time, first-year of unknown sex who enrolled	0	0
Total first-time, first-year enrolled -- full-time and part-time (men, women, unknown sex)	31	38

70.) If available, please provide residency breakdowns for total applicants, admits, and enrolled students: fall 2025

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	69	55	28
Out-of-state	32	23	2
International	10	10	1
Unknown	0	0	0
Total	111	88	31

71.) 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

72.) Please answer the questions below for fall 2025 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

73.) 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

74.) 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
- [x] Neither require nor recommend
- [ ] No Answer

75.) 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	4	
Mathematics	4	
Science	3	
Of the science units, units that must be lab	2	
Foreign language		
Social studies	3	
History		
Academic electives	7	
Computer Science		
Visual / Performing Arts		
Other		
Total	21	

The Total excludes lab units

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

CDS C5 This data is rolled over from last year.

77.)

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
- [x] No Answer

78.)
Open admission policy as described above for most students, but:
Applicable only to schools that reported no in the previous question.

CDS C6 This data is rolled over from last year.

- [ ] Selective admission for out-of-state students
- [ ] Selective admission to some programs

79.) 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	○	●	○	○	○

80.) 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

81.) College Credit and placement options currently offered during the 2025-2026 academic year:

This data is rolled over from last year.

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

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

This data is rolled over from last year.

- ☐ 2
- ☑ 3
- ☑ 4
- ☑ 5

83.) 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	☑	☑

84.) Credit/placement offered for Cambridge International scores:

This data is rolled over from last year.

	AS Level	A Level
A+	☐	☐
A	☐	☐
B	☐	☐
C	☐	☐
D	☐	☐
E	☐	☐

Applications

85.) Do you accept the Common Application?

- ○ Yes
- ○ No
- ◉ No Answer

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

CDS C14

- ◉ Yes
- ○ No
- ○ No Answer

No = Rolling

87.) Application closing date (Fall):

CDS C14

08/22

88.) Application priority date:

CDS C14

05/01

89.) Notification to Applicants of Admission Decision Sent:

CDS C16

☑ On a rolling basis beginning:

☐ By:

☐ Other:

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

90.) Reply policy for admitted applicants

CDS C17

☐ Must reply by:

☑ 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.

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

CDS C18

◉ Yes

○ No

○ No Answer

92.) Maximum period of postponement:

CDS C18

one year

93.) 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

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

CDS C21

- ○ Yes
- ◉ 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.)

95.) Early Decision Admissions: Fall 2025

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

Applications:

Accepted Applications:

Enrolled:

96.) 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

97.) 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
- ◉ No
- ○ No Answer

98.) Early Action Admissions: Fall 2025

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

Applications:

Accepted Applications:

Enrolled:

99.) Early Action Dates:

CDS C22

Early action plan closing date:

Early action plan notification date:

Dates are in month/day format

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

CDS C22

- ○ Yes
- ○ No
- ◉ No Answer

Applications, Part 2

101.) Does your institution have an application fee?

CDS C13

- ◉ Yes
- ○ No
- ○ No Answer

102.) Amount of application fee:

CDS C13

$ 35

103.) 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

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

CDS C13

- ◉ Yes
- ○ No
- ○ No Answer

105.) 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

106.) Admission interview is:

- ○ Required
- ○ Recommended
- ○ Neither required/recommended
- ◉ No Answer

107.) Amount for housing deposit:

CDS C17

$

108.) Deadline for housing deposit:

CDS C17

International Applicant Info

International Applicant Information for the 2025- 2026 academic year.

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

- ○ Yes
- ○ No
- ◉ No Answer

110.)

Which of the following exams does your school consider for undergraduate international applicants whose native language is not English? (Check all that apply).

This data is rolled over from last year.

- [ ] ACT
- [ ] Duolingo
- [x] IELTS
- [ ] iTEP (International Test of English Proficiency)
- [ ] Michigan Test
- [ ] PTE (Pearson Test of English)
- [ ] SAT
- [x] TOEFL iBT Test

111.)
Which best reflects your institution's policy on submitting a qualifying exam?

This data is rolled over from last year.

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

112.) Minimum Required Test Scores:

This data is rolled over from last year.

TOEFL iBT Test

79

IELTS

6

Duolingo

113.) Average score of admitted students:

This data is rolled over from last year.

TOEFL iBT Test

IELTS

Duolingo

114.) 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
- No
- No Answer

115.) Preapplication form is required of international applicants:

This data is rolled over from last year.

- Yes
- No
- No Answer

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

This data is rolled over from last year.

- Yes
- No
- No Answer

117.) 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.

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

This data is rolled over from last year.

- ○ Yes
- ◉ No
- ○ No Answer

119.) 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

120.) Number of foreign countries represented by degree-seeking undergraduate non-residents (Fall 2025):

121.) List the six countries most represented by degree-seeking undergraduate non-residents during the 2025-2026 academic year, and the percentage of degree-seeking undergraduate non-residents who come from each country:

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

122.) 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

HS Standing and GPA

123.)

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. If class standing was collected on less than 10% of new entrants, respondents may leave this question blank.

Include all full- and part-time, first-time, first-year students who enrolled in fall of 2025, including students who began studies during the summer, international students / non-residents, and students admitted under special arrangements. Only report information on 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 in future modeling of the predicted graduation rate. They will be used in upcoming edition for placing schools in the 'A-Plus Schools for B Students' lists.

CDS C10 This question is used in the Rankings calculation. This data is rolled over from last year.

	Fall 2025	**Fall 2024**
% in top tenth of high school graduating class	15	
% in top quarter of high school graduating class	32	
% in top half of high school graduating class	56	
% in bottom half of high school graduating class	44	
% in bottom quarter of high school graduating class	24	
% of total first-time, first-year students who submitted high school class rank	37	

124.)

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.

CDS C11

	Percent (Students who submitted scores)	Percent (Students who did not submit scores)	Percent (All enrolled students)
Percent who had GPA of 4.0	19.4		19.4
Percent who had GPA between 3.75 and 3.99	3.2		3.2
Percent who had GPA between 3.50 and 3.74	19.4		19.4
Percent who had GPA between 3.25 and 3.49	6.5		6.5
Percent who had GPA between 3.00 and 3.24	9.7		9.7
Percent who had GPA between 2.50 and 2.99	19.3		19.3
Percent who had GPA between 2.00 and 2.49	19.3		19.3
Percent who had GPA between 1.00 and 1.99	0		0
Percent who had GPA below 1.00	3.2		3.2

125.) What *percent* of total, first-time, first-year students who enrolled in the fall of 2025 submitted high school GPA?

CDS C12

100 %

126.) What was the *average* high school GPA of all first-time, first-year students who enrolled in the fall of 2025 and submitted GPA?

CDS C12

3.1

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

127.) What was the GPA of first-time, first-year fall 2025 students at the 25th and 75th percentile?

	25th	75th
GPA		

College Entrance Exams

Instructions for Reporting SAT/ACT Data

Who Should Complete This Section

- **Test-Blind Schools:** If your institution did not use SAT/ACT scores for *any* admissions decisions, simply answers the questions on testing policies and leave the remainder of this section blank.
- **All Other Schools:** If you used SAT or ACT scores in total on *at least at least 10% of admissions decisions for first-year bachelor's students--comprising at least ten students in total*--please complete this section in its entirety.

Important Note on the Common Data Set (CDS)

- **Do not use CDS submissions** to populate this section. Because U.S. News and the CDS use different definitions and criteria, you must complete this section directly to ensure accurate reporting.

Student and Score Guidelines

- **Student Population:** Report ***only*** on bachelor's-degree-seeking new entrants. Do *not* include associate's-degree-seeking students in your percentages or score data.
- **Relevant Scores:** When calculating percentages and reporting scores, include *only exams that were used in admissions decisions*. Exclude any additional scores kept on record that did not factor into a student's admission.

Reporting Timeframes and Data Usage

- **Reporting Fall 2025 Data:** Provide your entering class counts and SAT/ACT scores for this specific cohort. U.S. News uses the median (50th percentile) of these scores for our overall ranking calculations, although the 25th and 75th percentile range of the more frequently taken exam displays more prominently in U.S. News publications.
- **Reporting Fall 2027 Policies:** Questions regarding your general *use* of the SAT/ACT in the admissions process are intended for prospective students entering in this future cohort. We do not use this policy data for rankings; instead, it is published in your school profile and may be used in search tools and editorial content. The rankings formula considers percent submitting SAT+ACT, not schools' reported testing policies.

128.) Does your institution make use of ACT or SAT scores in admission decisions for first-time, first-year, degree-seeking applicants for fall 2027?

This data is rolled over from last year.

- (●) Yes
- ( ) No
- ( ) No Answer

129.) Select the appropriate boxes to reflect your institution's policies for use in admission for students applying for 2027.

	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	( )	( )	( )	(●)	( )	( )

130.) If SAT and/or ACT exams are not required for all applicants, which of the following best describes your institutions admissions policy for fall 2027.:

- 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

131.) 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

132.)

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

133.) 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

134.) 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

134.) Test Score Submission: In the following questions, please provide the percent and number of first-time, first-year students enrolled in fall 2025 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.

135.) How many first-time, first-year degree-seeking students who enrolled submitted SAT scores for use in their admissions decision?

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

Fall 2025:

Fall 2024:

5

136.) What percent of first-time, first-year degree-seeking students who enrolled submitted SAT scores for use in their admissions decision?

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

Fall 2025:

%

Fall 2024:

14 %

137.) How many first-time, first-year degree-seeking students who enrolled submitted ACT scores for use in their admissions decision?

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

Fall 2025:

Fall 2024:

138.) What percent of first-time, first-year degree-seeking students who enrolled submitted ACT scores for use in their admissions decision?

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

Fall 2025: %

Fall 2024: %

139.)

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 2025, 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 2025			
Fall 2024	516	512	

140.) 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.

	2025 - 25th Percentile	2025 - 50th Percentile	2025 - 75th Percentile	2024 - 25th Percentile	2024 - 50th Percentile	2024 - 75th Percentile
SAT Evidence-Based Reading and Writing				370	500	650
SAT Math				370	440	680

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.

141.) 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.

	2025 - 25th Percentile	2025 - 50th Percentile	2025 - 75th Percentile	2024 - 25th Percentile	2024 - 50th Percentile	2024 - 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.

142.) 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

%

143.) Percent of first-time, first-year students enrolled in fall 2025 with ACT scores in each range:

	ACT Composite
30-36	
24-29	
18-23	
12-17	
6-11	
Below 6	

Columns must sum to 100.

144.) Report the following composite SAT scores (1600 scale) and ACT score at the following percentiles of your fall 2025 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

145.) Does your institution make use of Classical Learning Test (CLT) scores in admission decisions for first-time, first-year, degree-seeking applicants for fall 2027?

This data is rolled over from last year.

- Yes
- No
- No Answer

146.) What percent of first-time, first-year degree-seeking students who enrolled submitted Classical Learning Test scores used in admissions decisions?

This data is rolled over from last year.

Fall 2025:

%

Fall 2024:

%

147.) Classical Learning Test (CLT):

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

	2025 - 25th Percentile	2025 - 50th Percentile	2025 - 75th Percentile	2024 - 25th Percentile	2024 - 50th Percentile	2024 - 75th Percentile
Classical Learning						

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.

Transfer Students

148.) Does your institution enroll transfer students?

CDS D1

- (●) Yes
- ( ) No
- ( ) No Answer

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

CDS D1 This data is rolled over from last year.

- (●) Yes
- ( ) No
- ( ) No Answer

150.) Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2025.

CDS D2

	Applicants	Admitted	Enrolled
Men	161	152	74
Women	258	244	140
Unknown	3	2	0
Total	422	398	214

151.) 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?

152.) Indicate terms for which transfers may enroll:

CDS D3 This data is rolled over from last year.

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

153.) 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

154.) 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)	○	○	○	○	◉	○

155.) 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

156.) 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.

157.) 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

158.) 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

159.) 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:	70	Credits
Four-year institution:	90	Credits

160.) 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:

30

161.) 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

162.) 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

This section is used in the Best Colleges for Veterans ranking. To be eligible, please report enrollment and GI Bill certification status. Private institutions must also report if they participate in the Yellow Ribbon Program and answer the subsequent two questions about funding and access. (Note: Only schools placing in the top half of the overall ranking will be eligible for a Veterans ranking.)

163.) 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, 2025
- Military Active Service Members includes Active duty and Active guard reserve only
- ROTC should not be counted

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

	Fall 2025	Fall 2024
Military Veterans		49
Military Active Service Members		15
Total: Military Veterans and Active Service Members		64

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

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

- (●) Yes
- ( ) No
- ( ) No Answer

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

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

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

- (●) Yes
- ( ) No
- ( ) No Answer

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

166.) 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. This data is rolled over from last year.

- (●) 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.

167.) 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. This data is rolled over from last year.

- (●) 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.

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

CDS D18 This data is rolled over from last year.

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

169.) 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/transfer-your-credits/index.cfm

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

CDS D22 This data is rolled over from last year.

Maximum number of allowable characters is 500

171.) Where were ROTC programs offered in cooperation with the Reserve Officers' Training Corps during the 2025- 2026 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 2025. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP. Fall 2024 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).
Additional guidance on May 20, 2026:
To align with CDS I1, the Instructional Faculty grid includes only "men" and "women" as columns. If any faculty members are not represented by these options, allocate them equally between both.
172.) 2025 Instructional Faculty Members:

CDS I1 This question is used in the Rankings calculation.

	Full time	Part time	Total
Total number of instructional faculty	153	115	268
Total number who are members of minority groups	50	33	83
Total number who are women	73	57	130
Total number who are men	80	58	138
Total number who are nonresidents (international)	5		5
Total number with doctorate, or other terminal degree	116	26	142
Total number whose highest degree is a master's but not a terminal master's	15	19	34
Total number whose highest degree is a bachelor's	5	5	10
Total number whose highest degree is unknown or other	17	65	82
Total number in stand-alone graduate professional programs in which faculty teach virtually only graduate-level students			

173.) 2024 Instructional Faculty Members

This data is rolled over from last year.

	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 whose gender is unknown	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

174.) Report the Fall 2025 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

1426

Based on Y number of faculty

132

X number of students to 1 faculty

10.8

175.) Fall 2024 student to faculty ratio (provided for your reference, based on X students to 1 faculty)

This data is rolled over from last year.

10.28

176.)

Faculty diversity - Fall 2025 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 2025 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 unknown sex**	**Part-time men**	**Part-time women**	**Part-time unknown sex**
American Indian or Alaskan Native						
Asian						
Black or African American						
Hispanic/Latino						
Native Hawaiian or Other Pacific Islander						
White						
Two or more races						
Non-residents						
Race and ethnicity unknown						
Total						

Faculty: Salaries

Report cumulative salaries by rank of full-time instructional faculty members for Fall 2025. 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, 2025 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, 2025, as follows:

- Report ranked faculty, including ranked teaching faculty, at their named rank at your institution, irrespective of tenure status.
- Report full-time faculty members on visiting appointments, "Post-Doctoral Faculty" who have instruction as part of their contractual responsibilities, and "Other Regular Faculty" in the category of "Instructor." 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 cases where your institution assigns "visiting" titles to faculty members holding other types of non-tenure-track appointments, 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).
177.)
Report full-time instructional faculty salaries - Fall 2025. 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	10478886
Associate professor, 9-month (contract length)	46	5862637
Assistant professor, 9-month (contract length)	17	2281819
Instructor, 9-month (contract length)	0	0
No Rank, 9-month (contract length)	0	0
Lecturer, 9-month (contract length)	18	1684194
Professor, 11- or 12-month (contract length)	0	0
Associate professor, 11- or 12-month (contract length)	1	125713
Assistant professor, 11- or 12-month (contract length)	0	0
Instructor 12 Month, 11- or 12-month (contract length)	0	0
No Rank 12 Month, 11- or 12-month (contract length)	0	0
Lecturer 12 Month, 11- or 12-month (contract length)	13	1234146

178.)

Full-time Instructional Faculty Salaries - Fall 2024:

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)	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)		
No Rank 12 Month, 11- or 12-month (contract length)		
Lecturer 12 Month, 11- or 12-month (contract length)	10	1030829

Class Sections

179.)
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 2025 term. Fall 2024 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, digital language labs or other asynchronous language modules, 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.

	2025 Undergraduate Class Sections	2024 Undergraduate Class Sections
2-9	42	51
10-19	61	60
20-29	13	10
30-39	2	4
40-49	0	1
50-99	0	0
100+	0	0
Total	118	126

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.
180.)
Bachelor's Degree-Seeking Graduation rates - 2019 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 2019 and were awarded a bachelor's or equivalent degree.
Schools unable to report a *bachelor's* degree 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 2019.
- 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.

- Schools that do not accept Pell Grants will be assigned a value for Pell-based graduation rate factors consistent with the methodology (https://www.usnews.com/education/best-colleges/articles/ranking-criteria-and-weights).
- Use the latest FAFSA defintion, which mirrors 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.
- The first generation + unknown entering class statsitics may be used as an independent variable in the predicted graduation rate model.

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 2019 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	17	5	18	40	0	40
B - Of the initial 2019 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	0	0
C - Final 2019 cohort, after adjusting for allowable exclusions	17	5	18	40	0	40
D - Of the initial 2019 cohort, how many completed the bachelor's (or equivalent) degree program in four years or less (by Aug. 31, 2023)	3	1	7	11	0	11
E - Of the initial 2019 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, 2023 and by Aug. 31, 2024)	1	2	2	5	0	5
F - Of the initial 2019 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, 2024 and by Aug. 31, 2025)	1	0	1	2	0	2
G - Total graduating with a bachelor's (or equivalent) degree within six years (sum of lines D, E, and F)	5	3	10	18	0	18
H - Six-year bachelor's (or equivalent) degree graduation rate for 2019 cohort (percent)	29	60	56	45		45

181.) Graduation rates - 2018 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 2018 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 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 program in four years or less (by Aug. 31, 2022)	6	1	12	19
E - Of the initial 2018 cohort, how many completed the 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 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 within six years (sum of lines D, E, and F)	12	1	16	29
H - Six-year graduation rate for 2018 cohort (percent)	32	14	50	38

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.

182.)

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:

183.) 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.

184.) Of the students reported in the 2019 cohort grid, line C, total column, the number of non-resident (international) students:

0

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

185.) Of the students reported in the 2019 cohort grid, line G, total column, the number of non-resident (international) students:

0

186.) Six-year graduation rate for 2019 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate non-resident (international) students:

Must answer two previous questions

187.) What percentage of students from the Fall *2019* entering class have since transferred to another institution?

%

188.)

Award status for non-first entering students 2017 - 2018 entering undergraduate cohort.

This question collects a subset of the information collected in the IPEDS Outcome measures survey. Institutions without non-first-time entering students should leave this question blank.

	Pell Grant recipients, full-time	Non-Pell Grant recipients, full-time	Pell Grant recipients, part-time	Non-Pell Grant recipients, part-time
Degree/certificate-seeking undergraduate students				
Exclusions to cohort				
Adjusted cohort				
Conferred associate's degree in four years				
Conferred associate's degree in six years				
Conferred associate's degree in eight years				
Conferred bachelor's degree in four years				
Conferred bachelor's degree in six years				
Conferred bachelor's degree in eight years				

189.) 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 2024 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in fall 2025?
Total students retained = students from the fall 2024 cohort who are still enrolled as of fall 2025 + students from fall 2024 cohort who completed their bachelor's program as of fall 2025.
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 2024

33

# of all first-time, full-time, bachelor’s degree-seeking undergraduate students from the previous line who enrolled in Fall 2025

18

Retention Rate %

54.55

*(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.

190.) 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 2023 and returned to your institution in fall 2024 (percent)

60 %

191.) International student retention rate:

For the cohort of first-time, full-time, bachelor's degree-seeking nonresident (international) students who entered your institution in fall 2024 (or the preceding summer term), what percentage was enrolled at your institution in fall 2025 (i.e., enrolled on the date your institute calculates its official enrollment for fall 2025)?

%

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

192.) 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

193.) 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	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Alumni Giving

This is no longer a ranking factor but is still published in school profiles, collected for school benchmarking, and has been featured in an annual editorial article. 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 leave blank responses to the alumni giving questions.

194.)

What was the number of 4-Year Undergraduate Degreed alumni who were legally contactable in academic year 2024-2025. 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.

2024-2025

195.) 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?

2024-2025

196.) 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.

2024-2025

197.) 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? Do not double count donors as hard-credit and soft-credit.

2024-2025

Honor Students

198.) 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

199.) Does your institution house an honors college?

This data is rolled over from last year.

- ○ Yes
- ○ No
- ◉ No Answer

200.) Does your institution offer an honors program?

This data is rolled over from last year.

- ◉ Yes
- ○ No
- ○ No Answer

201.) Provide the number of students enrolled in the following as of October 15th, 2025:

Honors college:

Honors program:

Housing

202.) Institution offers housing:

This data is rolled over from last year.

- ○ Yes
- ◉ No
- ○ No Answer

203.) Please check all types of college-owned, -operated, or -affiliated housing available for the 2025-2026 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

☐ Fraternity/sorority 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

204.) 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

%

205.) 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	○	○	◉

206.) 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 2025-2026 academic year.

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

This data is rolled over from last year.

- (●) Yes
- ( ) No
- ( ) No Answer

208.) 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.

209.) Institutional employment is available:

This data is rolled over from last year.

- (●) Yes
- ( ) No
- ( ) No Answer

210.) Percentage of full-time undergraduates who work on campus during the 2025-2026 academic year:

[ ] %

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

$ [ ]

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

This data is rolled over from last year.

- ( ) Yes

- [ ] No
- [x] No Answer

213.) What was the compensation breakdown among students who graduated with a bachelor's degree during the 2025 academic year and had an internship?

Paid

%

Unpaid

%

Unknown

%

Guidance Facilities and Other Services

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

This data is rolled over from last year.

- [x] Math
- [x] Reading
- [x] Study skills
- [x] Writing

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

This data is rolled over from last year.

- [ ] Dependent Care
- [ ] Health insurance
- [ ] Health service
- [x] Nonremedial tutoring
- [x] Placement service
- [ ] Women's Center

216.) 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
- [x] First Generation
- [x] Financial Services

217.) 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

218.) Check special programs offered for students with physical disabilities: (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

219.) Check term that best describes accessibility of campus to students with physical disabilities

This data is rolled over from last year.

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

220.) 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

221.) 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 2025-2026 academic year

222.) 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

223.) 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

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

This data is rolled over from last year.

- ☑ First-year students
- ☑ Sophomores
- ☑ Juniors
- ☑ Seniors

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

This data is rolled over from last year.

- ☑ Academic
- ☐ Psychological
- ☐ Student support groups
- ☐ Vocational

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

This data is rolled over from last year.

- ☐ Diagnostic testing service
- ☐ Early syllabus
- ☑ Exam on recording or computer
- ☑ Extended time for tests
- ☑ Learning center
- ☑ Note-taking services

- [x] Oral tests
- [ ] Other Special Classes
- [x] Other testing accommodations
- [ ] Priority registration
- [x] Priority seating
- [ ] Proofreading services
- [x] Readers
- [x] Recorded classes
- [ ] Remedial English
- [ ] Remedial math
- [ ] Remedial reading
- [ ] Special bookstore section
- [x] Substitution of courses
- [ ] Take home exam
- [x] Text-to-speech software
- [ ] Tutors
- [x] Typist/Scribe
- [ ] Untimed tests
- [ ] 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.

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

This data is rolled over from last year.

- ○ Yes
- ◉ No
- ○ No Answer

228.) Is individual tutoring available?

This data is rolled over from last year.

- ○ Yes

- [ ] No
- [x] No Answer

229.) How often is individual tutoring available?

This data is rolled over from last year.

- [ ] As needed
- [ ] Daily
- [ ] Weekly
- [ ] Twice per month
- [ ] Monthly
- [x] No Answer

230.) 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	☑	☐

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

This data is rolled over from last year.

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

232.) URL for LD Program/Unit:

This data is rolled over from last year.

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

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

This data is rolled over from last year.

Name:

Llatetra Brown Esters

Title:

Associate Vice President of Student Services and Dean of Students

Phone:

(410) 837-4755

Email:

das@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 2025-2026 academic year

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

This data is rolled over from last year.

- ○ Yes
- ◉ No
- ○ No Answer

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

This data is rolled over from last year.

- ☐ Yes
- ☐ No

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

This data is rolled over from last year.

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

This data is rolled over from last year.

- ☑ Alternative locations for test taking
- ☑ Audio version of textbooks
- ☐ Campus support group
- ☐ Counseling by an ADHD specialist
- ☑ Extra time for test taking

- [x] Note taking
- [ ] Priority class registration
- [ ] Specialized tutoring
- [ ] Time management/study skills classes or workshops

238.) URL for ADHD program:

This data is rolled over from last year.

239.) 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

240.) 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

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

- [ ] Yes
- [ ] No

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

243.)

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

244.) URL for ASD Program:

245.) 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

246.) Collegiate athletic association that your school belongs to during the 2025–2026 academic year.

This data is rolled over from last year.

- ○ NCAA I
- ○ NCAA II
- ○ NCAA III
- ○ NAIA

- ○ National Christian College Athletic Association
- ○ United States Collegiate Athletic Association
- ◉ None of the above
- ○ No Answer

247.) Collegiate athletic conference that your school belongs to during the 2025–2026 academic year

248.) 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	☐	☐	☐	☐

249.) 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

250.) 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:

251.) 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
- [ ] Concert band
- [ ] Dance
- [ ] Drama/theater
- [x] International Student Organization
- [ ] Jazz band
- [ ] Literary magazine
- [ ] Marching band
- [ ] Model UN
- [ ] Music ensembles
- [ ] Musical theater
- [ ] Opera
- [ ] Pep band
- [ ] Radio station
- [x] Student government
- [ ] Student newspaper
- [ ] Student-run film society

- [ ] Symphony orchestra
- [ ] Television station
- [ ] Yearbook

Assessment

The following section contains a brief analysis of (mostly) 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 corrected 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 missing 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 go back into the survey to correct the figure or verify that the data are correct as submitted.

252.) **Programs Offered (Questions 30-31):**

	Current Year:
First-Year Experiences	Yes
Co-ops	No Answer
Learning Communties	Yes
Senior Capstone	Yes
Service Learning	Yes
Study Abroad	Yes
Undergraduate Research/Creative Projects	Yes
Writing in the Disciplines	Yes

Please confirm you offer the above selected programs or contact usnews-data-collection@usnews.com. *

- [x] I confirm my Institution offers the above selected programs.

253.) Enrollment (Questions 48-61):

	Fall 2025:	Fall 2024:
Undergraduate:	1418	1477
Graduate:	1750	1755
Total:	3168	3232
12 Month Enrollment: Total Degree/certificate-seeking undergraduates 2024 - 2025 :	1377	1462
12 Month Enrollment: Non-degree/non-certificate-seeking undergraduates 2024 - 2025 :	510	498
12 Month Enrollment: Graduate students 2024 - 2025 :	1951	2015

254.) Six-Year Graduation Rates: Total (Questions 180, 181, & 186):

Fall 2019: 45

Fall 2018: 38

254.) The Six-Year Graduation Rate you entered for the Fall 2019 represents a large change compared to the value entered for Fall 2018. 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) *

Our first time entry cohort is quite small and therefore can fluctuate significantly as a consequence.

255.) Income-based Six-Year Graduation Rates (Questions 180, 181):

	2019 Cohort:	2018 Cohort:
Federal Pell Grant:	29	32
Stafford Loan:	60	14
No Loan:	56	50

255.) The Stafford loan six-year graduation rate you entered for the Fall 2019 represents a large change compared to the value entered for Fall 2018. 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) *

time entry cohort is quite small and therefore can fluctuate significantly as a consequence.

256.) First-year Retention Rates (Questions 189, 190):

Fall 2024: 55

Fall 2023: 60

257.) First-year (Freshman) Acceptance Rate (Question 69):

	Current Year:	Last Year:
Applicants:	111	127
Accepted Applicants:	92	100
Rate:	82.9	78.7

258.) Percent submitting SAT/ACT scores (Question 136, 138):

	Current Year:	Last Year:
SAT:	No Value Entered	14
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 2025 and submitted SAT 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 2025 and submitted SAT scores

You are missing the Percent of first-time, first-year (freshman) degree-seeking students who enrolled in fall 2025 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 2025 and submitted ACT scores

You are missing the Percent of first-time, first-year (freshman) degree-seeking students who enrolled in 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 2024 and submitted ACT scores

259.) SAT Evidence-Based Reading and Writing - 25th/75th Percentile (Question 140):

	Current Year:	Last Year:
25th Percentile:	No Value Entered	370
75th Percentile:	No Value Entered	650

You are missing the 25th percentile score for the SAT Evidence-Based Reading and Writing test 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 SAT Evidence-Based Reading and Writing test

You are missing the 75th percentile score for the SAT Evidence-Based Reading and Writing test 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 SAT Evidence-Based Reading and Writing test

260.) SAT Math - 25th/75th Percentile (Question 139):

	Current Year:	Last Year:
25th Percentile:	No Value Entered	370
75th Percentile:	No Value Entered	680

You are missing the 25th percentile score for the SAT Math test 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 SAT Math test

You are missing the 75th percentile score for the SAT Math test 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 SAT Math test

261.) ACT Composite - 25th/75th Percentile (Question 141):

	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

262.) Average SAT/ACT Scores (Question 142):

	Current Year:	Last Year:
SAT Evidence-Based Reading and Writing:	No Value Entered	516
SAT Math:	No Value Entered	512
ACT Composite:	No Value Entered	No Value Entered

You are missing the Average SAT Evidence-Based Reading and Writing 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 Average SAT Evidence-Based Reading and Writing score

You are missing the Average SAT Math 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 Average SAT Math score

You are missing the Average 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 Average ACT composite score

263.) High school class standing (Question 123):

	Current Year:	Last Year:
% in Top 10	15	No Value Entered
% in Top 25	32	No Value Entered
% in Top 50	56	No Value Entered
% in Bottom 50	44	No Value Entered
% Submitting	37	No Value Entered

264.) Best Colleges for Veterans (Questions 163-165):

	Current Year:
Total Military Enrollment:	No Value Entered
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.

You are missing the Total Military Enrollment numbers 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 Total Military Enrollment.

265.) Instructional Faculty (Questions 172, 173):

	Current Year:	Last Year:
Full Time:	153	159
Part Time:	115	130
Total:	268	289

266.) Percentage of full-time equivalent faculty that is full-time (Questions 172, 173):

Current Year:	Last Year:
80	78.6

267.) Instructional Full-Time Faculty with Doctorate or Terminal Degree (Questions 172, 173):

	Current Year:	Last Year:
Number:	116	116
Percent:	75.8	73

268.) Student to faculty ratio (Questions 174, 175):

Current Year:	Last Year:
10.8	10.3

270.) Faculty Salary (Salaries) (Question 177)

	Current Year:	Last Year:
Professor 9-month number	58	58
Associate professor 9-month number	46	50
Assistant professor 9-month number	17	20
Instructor 9-month number	0	No Value Entered
No rank 9-month number	0	No Value Entered
Lecturer 9-month number	18	21
Professor 12-month number	0	No Value Entered
Associate professor 12-month number	1	No Value Entered
Assistant professor 12-month number	0	No Value Entered
Instructor 12-month number	0	No Value Entered
No rank 12-month number	0	No Value Entered
Lecturer 12-month number	13	10
Professor 9-month total	10478886	10358408
Associate professor 9-month total	5862637	6492267
Assistant professor 9-month total	2281819	2630224
Instructor 9-month total	0	No Value Entered
No rank 9-month total	0	No Value Entered
Lecturer 9-month total	1684194	1988286
Professor 12-month total	0	No Value Entered
Associate professor 12-month total	125713	No Value Entered
Assistant professor 12-month total	0	No Value Entered
Instructor 12-month total	0	No Value Entered
No rank 12-month total	0	No Value Entered
Lecturer 12-month total	1234146	1030829

Verification/Submission

270.)

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.**

270.) Title of Verifying Administrator:

☐ President

☑ Provost

☐ Dean

☐ Other senior administrator

270.) Administrator's Identification:

Name:

Ralph Mueller

Title:

Senior Vice President for Academic Affairs and Provost

Date:

06/12/2026

270.) 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.**

270.) Identification of Person Submitting Survey:

Name:

Katie Kauffman

Title:

Assistant Provost, Institutional Effectiveness

270.) Verification Date:

6/12/26