



# Marywood

UNIVERSITY



## FACT BOOK 2024-2025

*Office of Planning and Institutional Effectiveness*

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## **Mission Statement**

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

**MEMORANDUM**

TO: Marywood University Colleagues

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

RE: Fact Book 2024-2025

DATE: January 16<sup>th</sup>, 2025

The Marywood University *Fact Book 2024-2025*, twenty-ninth edition, presents concise tables of data counts and trends on students, personnel, finances and facilities. Input is submitted by many campus departments and units and then assembled and published by the Office of Planning and Institutional Effectiveness. Sincere thanks to our campus colleagues for their assistance.

We welcome your comments and suggestions for producing a *Fact Book* with the most timely and useful information possible for the entire campus. The contact person in the Office of Planning and Institutional Effectiveness for questions and comments on the *Fact Book 2024-2025* is Leslie Worrell Christianson, who may be reached at [lchristianson@maryu.marywood.edu](mailto:lchristianson@maryu.marywood.edu) or 570-348-6211.

## Synopsis of Baccalaureate Degree Programs and Majors

(Total 61\*)

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

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

Source: Office of the Registrar

## Synopsis of Baccalaureate Degree Programs and Majors

(Continued)

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

Source: Office of the Registrar

## Synopsis of Graduate Degree Programs

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

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

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

Source: Office of the Registrar

## Degrees Granted by College and Department

### Reap College of Creative and Professional Studies

	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>
<b>Art*</b>					
B.A.	12	23	14	9	2
B.F.A	20	18	22	13	0
M.A.	27	3	19	13	0
M.F.A	12	3	6	3	6
<b>Communication, Language, and Literature*</b>					
B.A.	21	16	15	16	2
M.A.	1	2	0	0	0
<b>Music, Theatre, and Dance*</b>					
B.A.	1	3	2	2	0
B.M.	13	9	15	15	3
M.A.	2	0	0	0	0
<b>PhD</b>					
Ph.D.	11	5	7	3	6
<b>Philosophy, Religious Studies*</b>					
B.A	1	1	0	1	0
<b>Public Administration</b>					
M.P.A.	7	4	5	2	7
E.M.P.A					2
<b>School of Architecture</b>					
B.Arch	21	30	37	52	36
B.E.D.A.	1	0	0	0	0
B.I.A.	8	18	12	11	12
M.I.A.	0	3	2	2	3
M.Arch	3				
<b>School of Business and Global Innovation</b>					
B.B.A.	39	50	47	39	48
E.M.B.A					40
M.B.A.	34	15	16	172	90
M.H.S.A.	0	1	0	0	0
M.S.	3	3	2	1	3
<b>School of Education</b>					
B.S.	14	21	17	26	30
M.A.T.	10	17	12	11	13
M.S.	16	17	14	17	19
<b>School of The Humanities</b>					
B.A.					23
M.A.					2
M.S.					4
<b>School of The Visual and Performing Arts</b>					
B.S.					20
B.F.A					20
B.M.					12
M.A					6
<b>Social Sciences*</b>					
B.A.	11	14	18	18	5
M.S.	4	4	4	2	0
<b>Total Bachelors</b>	<b>151</b>	<b>189</b>	<b>181</b>	<b>184</b>	<b>213</b>
<b>Total Masters</b>	<b>119</b>	<b>72</b>	<b>80</b>	<b>223</b>	<b>195</b>
<b>Total Doctoral</b>	<b>11</b>	<b>5</b>	<b>7</b>	<b>3</b>	<b>6</b>

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

Source: Office of the Registrar

**Degrees Granted by College and Department**  
(Continued)

**College of Health Sciences**

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

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

**University Overall**

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

Source: Office of the Registrar

## Admissions Activity

## Undergraduate Fall Full Time and Part Time New Students

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

Source: Admissions

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

## 2020 - 2024 Admissions Activity

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

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

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

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

Source: Admissions

## 2020 - 2024 Admissions Activity

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

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

*Source: Admissions*

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

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

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

*Source: Admissions*

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

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

**Total University**

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

Source: Institutional Research

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

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

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

\*\*\*\* Updated to address a calculation error.

### Fall 2024\* Headcount Enrollment by College and Ethnicity/Race

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

Source: Institutional Research

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

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

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

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

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

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

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

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

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

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

Source: Institutional Research

**Fall 2024\* Headcount Enrollment by College and Gender**

	CHS	RCCPS	HR	Total University
Undergrad FT Women	508	602	0	<b>1110</b>
Undergrad FT Men	183	435	0	<b>618</b>
Undergrad FT Unknown/Other	0	1	0	<b>1</b>
<b>Undergrad FT Total</b>	<b>691</b>	<b>1038</b>	<b>0</b>	<b>1729</b>
Undergrad PT Women	18	19	34	<b>71</b>
Undergrad PT Men	7	12	15	<b>34</b>
Undergrad PT Unknown/Other	0	0	0	<b>0</b>
<b>Undergrad PT Total</b>	<b>25</b>	<b>31</b>	<b>49</b>	<b>105</b>
Grad FT Women	308	182	0	<b>490</b>
Grad FT Men	60	121	0	<b>182</b>
Grad FT Unknown/Other	0	7	0	<b>7</b>
<b>Grad FT Total</b>	<b>368</b>	<b>310</b>	<b>0</b>	<b>679</b>
Grad PT Women	33	257	0	<b>154</b>
Grad PT Men	12	79	0	<b>227</b>
Grad PT Unknown/Other	0	0	0	<b>0</b>
<b>Grad PT Total</b>	<b>45</b>	<b>336</b>	<b>0</b>	<b>381</b>

Source: Institutional Research

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

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

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

Source: Institutional Research

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

### Students with Disabilities

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

Source: Disability Services, Office of Student Success

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

**Office of Global Education**

**Study Abroad Program**

**Locations and Majors of Students Fall 2024**

31 Students Abroad

30 students ISI Florence (Italy) – Architecture

1 student API Costa Rica – International Business & History

**International Student Enrollment**

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

**By Country of Origin – Fall 2024**

**Undergraduate**

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

**Total Undergraduate: 88**

**Graduate**

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

**Total Graduate: 43**

**International Students - Major Course of Study – Fall 2024**

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

Source: International & Multicultural Initiatives

\* 80 of these students are IEP students.

## Honors Program - Majors Represented

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

## Honors Courses Offered in 2024-2025

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

## Enrollment in Honors Courses

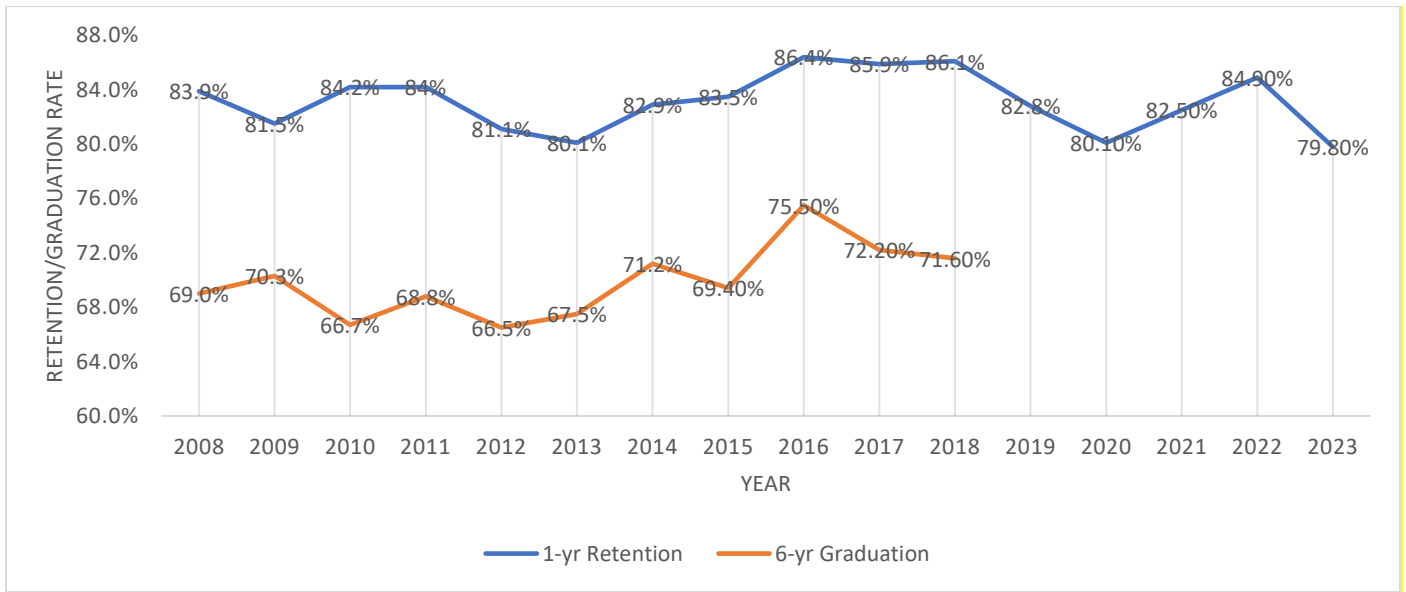
Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
80	69*	92	72	91

Source: Honors Director

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

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

Entering Term Fall	Retention Rates								Graduation Rates					
	1 <sup>st</sup> Fall	2 <sup>nd</sup> Fall	3 <sup>rd</sup> Fall	4 <sup>th</sup> Fall	5 <sup>th</sup> Fall	6 <sup>th</sup> Fall	7 <sup>th</sup> Fall	8 <sup>th</sup> Fall	within 3 yrs	within 4 yrs	within 5 yrs	within 6 yrs	within 7 yrs	within 8 yrs
2013*N	403	323	292	266	67	9	3	1	14	209	266	272	273	273
%	100.0%	80.1%	72.5%	66.0%	16.6%	2.2%	0.7%	0.2%	3.5%	51.9%	66.0%	67.5%	67.7%	67.7%
2014N	368	305	279	262	67	12	6	1	13	197	253	262	268	270
%	100.0%	82.9%	75.8%	71.2%	18.2%	3.3%	1.6%	0.3%	3.5%	53.5%	68.8%	71.2%	72.8%	73.4%
2015N	369	308	284	267	51	7	2	2	5	206	249	256	256	259
%	100.0%	83.5%	77.0%	72.4%	13.8%	1.9%	0.5%	0.5%	1.4%	55.8%	67.5%	69.4%	69.4%	70.2%
2016N	323	279	262	243	62	10	5	1	11	184	234	244	248	249
%	100.0%	86.4%	81.1%	75.2%	19.2%	3.1%	1.5%	0.3%	3.4%	57.0%	72.4%	75.5%	76.2%	77.1%
2017N	446	383	360	330	86	17	4	3	14	240	308	322	325	
%	100.0%	85.9%	80.7%	74.0%	19.3%	3.8%	0.9%	0.7%	3.1%	53.8%	69.1%	72.2%	72.9%	
2018N	388	334	307	280	94	14	5		11	191	266	278		
%	100.0%	86.1%	79.1%	72.2%	24.2%	3.6%	1.3%		2.8%	49.2%	68.6%	71.6%		
2019N	360	298	260	246	80	13			5	164	236			
%	100.0%	82.8%	72.2%	68.3%	22.2%	3.6%			1.4%	45.6%	65.6%			
2020N	408	327	302	281	87				12	198				
%	100.0%	80.1%	74.0%	68.9%	21.3%				2.9%	48.5%				
2021N	452	373	343	307					14					
%	100.0%	82.5%	75.9%	67.9%					3.1%					
2022N	443	376	336											
%	100.0%	84.9%	75.6%											
2023N	416	332												
%	100.0%	79.8%												
2024N	435													
%	100.0%													
NOTE: Average 6-year graduation rate computed by Student Right to Know														
*Student(s) removed from cohort (SRK) formula for 4-year programs is 67.9%														



Source: Institutional Research

## ATHLETICS AND RECREATION

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

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

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

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

*Source: Department of Athletics and Recreation*

## Athletic Honors/Achievements

TEAM NCAA APPEARANCES - 13  
INDIVIDUAL NCAA APPEARANCES - 14  
NCAA "ZONE MEET" QUALIFIERS - 2  
ATLANTIC EAST WOMEN'S COMMISSIONER'S AWARD - 1  
ATLANTIC EAST DISTINGUISHED SERVICE HONOREE - 1  
ATLANTIC EAST SPORTSMANSHIP TEAM OF THE YEAR – 2  
ATLANTIC EAST MEDAL OF INSPIRATION - 3  
CSAC PRESIDENT'S CUP OVERALL TITLES - 1  
CSAC PRESIDENT'S CUPS MEN'S TITLES - 1  
CSAC PRESIDENT'S CUPS WOMEN'S TITLES – 4  
CSAC INSTITUTIONAL EXCELLENCE AWARD - 2  
CONFERENCE TEAM ACADEMIC AWARDS - 48  
CONFERENCE CHAMPIONSHIPS - 64  
CONFERENCE RUNNERS-UP - 67  
CONFERENCE COACH OF THE YEAR - 82  
ALL-CONFERENCE SELECTIONS – 1,800 (total since 1992, does NOT include CSAC All Sportsmanship Team)  
CONFERENCE TEAM SPORTSMANSHIP AWARDS – 5  
CSAC 3-D SPORTSMANSHIP AWARDS – 6  
CONFERENCE PLAYER/RUNNER/DIVER OF THE YEAR - 55  
CONFERENCE ROOKIE OF THE YEAR – 40  
CONFERENCE CROSS COUNTRY INDIVIDUAL CHAMPIONS - 18 (8 male, 10 female)  
CONFERENCE MEN'S GOLF INDIVIDUAL CHAMPIONS (MEDALISTS) - 3  
CONFERENCE TOURNAMENT MVPs - 6  
CONFERENCE SCHOLAR-ATHLETE OF THE YEAR - 7 (3 male, 4 female)  
ATLANTIC EAST ELITE 20 AWARD WINNERS - 18  
NCAA POSTGRADUATE SCHOLARSHIPS - 3 (1 male, 2 female)  
NCAA DIVISION III CAREER IN SPORTS FORUM – 1  
NCAA DIVISION III STUDENT IMMERSION PROGRAM – 1  
NCAA WOMAN OF THE YEAR NOMINEES – 10  
ECAC CHAMPIONSHIPS - 2  
ECAC RUNNERS-UP - 5  
ECAC TOURNAMENT MVPs - 2  
ECAC PLAYER OF THE YEAR - 3  
ECAC ROOKIE OF THE YEAR - 1  
ECAC INDOOR TRACK & FIELD CHAMPIONS – 6  
ECAC OUTDOOR TRACK & FIELD CHAMPIONS - 4  
ECAC ALL-STARS - 44  
NATIONAL ALL-AMERICANS – 10  
NATIONAL PRESEASON ALL-AMERICANS - 4  
NATIONAL ALL-AMERICAN ROOKIE TEAM MEMBERS - 3  
REGIONAL ALL-AMERICANS - 96  
NATIONAL ACADEMIC ALL-AMERICAN (CoSIDA/CSC) – 4  
REGIONAL ACADEMIC ALL-AMERICAN (CoSIDA) - 17  
DISTRICT ACADEMIC ALL-AMERICAN (CSC) - 94  
NATIONAL ACADEMIC HONORS (Coaches' Organizations) - 342  
REGIONAL ACADEMIC HONORS (Coaches' Organizations) - 9  
REGIONAL COACH OF THE YEAR (since 1992) - 2 (WXC, MXC)  
REGIONAL ASSISTANT COACH OF THE YEAR (since 1992) -1 (WSOC)  
NATIONAL ASSISTANT COACH OF THE YEAR (since 1992) - 1 (WVB) NATIONAL  
TEAM ACADEMIC AWARDS (Coaches' Organizations) – 123

*Source: Department of Athletics and Recreation*

**II. PERSONNEL**

**Employees by Ethnicity, EEO Category and Time Status**

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

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

Source: Human Resources

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

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

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

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

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

Source: Human Resources

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

### Tenure Status among Full-time Faculty (includes Librarians)

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

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

	CHS	RCCPS	Total
Bachelor's	1	1	2
Master's	19	5	24
Terminal Master's	17	10	27
Doctorate	35	32	67
<b>Total</b>	<b>72</b>	<b>48</b>	<b>120</b>

Source: Academic Affairs

**Number of Full-time Faculty by Rank and Gender \***

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

*\*Includes Librarians*

## III. FINANCES

## Operating Revenue/Expense

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

Source: Office of Business Affairs

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

### Tuition, Fees, Room, Board Rates

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

Source: Office of Business Affairs

### Student Cost of Attendance

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

### Endowment Fund

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

Source: Office of Business Affairs

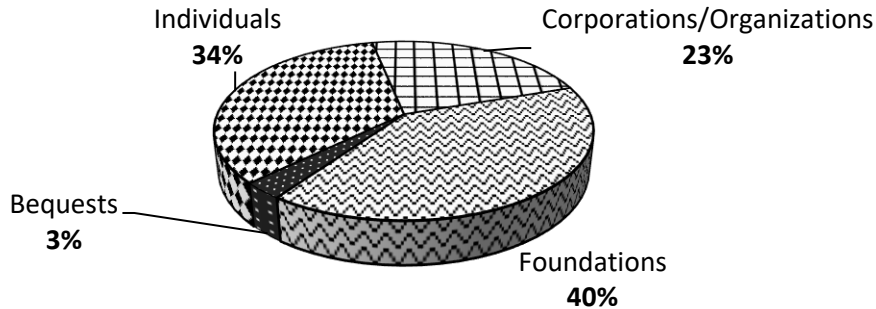
**Total Gifts and Grants  
Purposes of Support (Cash)**

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

**Donor Giving Levels (Hard Credit)**

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

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



**Overall Donors\***

<b>Fiscal Year</b>	<b>Number of Donors</b>	<b>Retention Rate</b>
2024	3,120	62.6%

*\*Based on gifts received*

*Source: University Advancement*

## IV. FACILITIES

## Land and Building Inventory

**Land (In Acres):**

	<u>June 30, 2020</u>	<u>June 30, 2021</u>	<u>June 30, 2022</u>	<u>June 30, 2023</u>	<u>June 30, 2024</u>
Land in Scranton, PA	71.4	71.3	71.3	71.3	71.3
Land in Dunmore, PA	51.4	43.4	43.4	43.4	43.8
<b>Total</b>	<b>122.8</b>	<b>114.7</b>	<b>114.7</b>	<b>114.7</b>	<b>115.1</b>

**Buildings:**

<u>Building</u>	<u>Predominant Function</u>	<u>Usable Square Footage</u>
Adams Avenue Property (#2205)	President's Residence	5,555
Adams Avenue Property (#2305)	Residence	2,924
Adams Avenue Property (#2349)	Residence	2,857
Bethany Hall and Garage	Administrative	4,966
Center for Architectural Studies	Academic	25,424
Center for Athletics and Wellness	Academic/Athletics/Recreation	80,170
Center for Natural and Health Sciences	Academic	45,453
Tony Domiano Center for Friends of the Poor	Special/Administrative	2,810
Emmanuel Hall	Administrative	8,359
Fricchione Early Learning Center	Special	8,397
Immaculata Hall	Administration	31,994
Insalaco Center for Studio Arts	Academic	56,020
Keith J. O'Neill Center for Healthy Families	Academic	44,270
Learning Commons	Library	71,158
Liberal Arts Center	Academic/Administrative	70,251
Loughran Hall	Student Residence/Administrative	109,247
Madonna Hall	Student Residence	51,674
Maria Hall	Administrative	5,017
McCarty Hall	IHM Residence	4,921
McGowan Center for Graduate and Professional Studies	Academic	55,252
Perpetual Help Hall	Student Residence	3,574
Power Plant and Maintenance Building	Support	20,518
Printing and Mailing Center	Support	3,674
Regina Hall	Student Residence/Administrative	56,907
Sette La Verghetta Center for Performing Arts	Academic	39,769
Shields Visual Arts Center	Academic	56,707
Student Center (Nazareth Hall)	Campus Life	55,942
Woodland Residences I	Student Residences	10,442
Woodland Residences II	Student Residences	26,869
Woodland Residences III	Student Residences	14,617
<b>Total Square Footage</b>		<b>956,288</b>
<b>Net Book Value of Buildings (historical cost less accumulated depreciation)</b>		<b>\$145,295,470</b>
<b>Cost of Replacement</b>		<b>\$252,437,389</b>
<b>Leased facilities:</b>		
DeSales University - School of Social Work		

Source: Buildings and Grounds

## University Library

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

\* Will no longer be tracked.

Source: Learning Commons

## Office of Information Technology

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

### **Educational Technology Services**

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

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

### **Help Desk and Technology Support**

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

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

### **Enterprise Services**

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

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

### **Infrastructure Services**

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

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

### **Computer Labs**

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

### **Peer-to-Peer Policy Statement**

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

*Source: Office of Information Technology*

## V. ACCREDITATIONS & APPROVALS

### Institutional Accreditation

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

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

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

### Professional Accreditations

#### Accreditation Council for Business Schools and Programs

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

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

Last accreditation review: 2019

Term of accreditation: 10 years

Next accreditation review: 2029

#### Accreditation Council for Education in Nutrition and Dietetics

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

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

Didactic Program in Dietetics:

Date of Initial Accreditation: 12/1/1979

Accreditation Term Ends: 6/30/2028

Closure Pending: 5/31/2027

Degree Granted: BS

Dietetic Internship

Accreditation Status: Accredited

Date of Initial Accreditation: 4/1/1990

Accreditation Term Ends: 6/30/2028

Degree Granted: MS

*Source: Academic Affairs*

**Accreditation Review Committee on Education for the Physician Assistant**

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

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

Last accreditation review: 2016

Term of accreditation: 10 years

Next accreditation review: 2026

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

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

Commission on Accreditation of Allied Health Education Programs

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

Initial accreditation: 2021

Term of accreditation: 8 years

Next accreditation review: 2029

**American Psychological Association (APA)**

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

Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242 |

(202) 336-6123 or (800) 374-2721

Last accreditation review: 2024

Term of accreditation: 10 years

Next accreditation review: 2034

**Commission on Collegiate Nursing Education (CCNE)**

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

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

Last accreditation review: 2019

Term of accreditation: 10 years

Next accreditation review: 2029

**Council for Accreditation of Counseling and Related Educational Programs**

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

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

Last accreditation review: 2017

Term of accreditation: 8 years

Next accreditation review: 2025

Source: Academic Affairs

**Council on Academic Accreditation**

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

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

Last accreditation review: 2022

Term of accreditation: 8 years

Next accreditation review: 2030

**Council on Social Work Education**

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

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

Last accreditation review: 2024

Term of accreditation: 8 years

Next accreditation review: 2032

**American Music Therapy Association (AMTA)**

Marywood University's Music Therapy Program is approved by the American Music Therapy Association.

*10125 Colesville Road, #136, Silver Spring, MD 20901 | (301) 589-3300*

**National Architectural Accrediting Board (NAAB)**

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

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

Last accreditation review: 2020

Term of accreditation: 8

Next accreditation review: 2028

**National Association of Schools of Art and Design**

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

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

Last accreditation review: 2018

Term of accreditation: 10 years

Next accreditation review: 2028

**National Association of Schools of Music**

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

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

Last accreditation review: 2023

Term of accreditation: 10 years

Next accreditation review: 2033

*Source: Academic Affairs*

**Commission on Accreditation for Respiratory Care**

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

*264 Precision Blvd. Telford, TN 37690*

Initial accreditation: 2020

Next accreditation review: 2026

**Pennsylvania Department of Education: State Board of Higher Education**

Marywood University's education unit is proud to be recognized and approved by the Pennsylvania Department of Education. The approval process establishes rigorous standards for program quality and professional educator competency and holds

*Forum Building, 607 South Drive, Harrisburg, PA 17120*

*Source: Academic Affairs*

### **Institutional Approval**

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

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

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

*Source: Academic Affairs*

## VI. STRATEGIC PLAN GOALS INITIATIVES AND OBJECTIVES

### The Strategic Plan for Marywood University 2021-2025

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

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

#### **Strategic Initiatives and Action Plans:**

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

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

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

#### ***Measuring our success:***

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

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

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

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

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

**Measuring our success:**

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

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

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

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

**Measuring our success:**

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

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

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

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

**Owners of this initiative:** The Deans and Provost

**Measuring our success:**

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

*E. Expand Professional Continuing Education and Workforce Development.*

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

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

**Measuring our success:**

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

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

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

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

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

**Measuring our success:**

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

**Goal #2: Support Students from Day One.**

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

## Strategic Initiatives and Action Plans:

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

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

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

### **Measuring our success:**

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

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

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

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

**Measuring our success:**

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

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

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

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

**Measuring our success:**

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

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

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

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

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

**Measuring our success:**

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

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

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

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

**Measuring our success:**

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

**Goal #3 Strengthen Infrastructure.**

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

**Strategic Initiatives and Action Plans:**

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

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

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

*Measuring our success:*

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

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

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

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

*Measuring our success:*

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

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

*C. Improve and enhance our physical spaces.*

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

**Owners of this initiative:** Director of Buildings and Grounds

**Measuring our success:**

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

**Goal #4: Provide Excellent Service and Transparent Communication.**

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

**Strategic Initiatives and Action Plans:**

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

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

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

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

**Measuring our success:**

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

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

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

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

**Measuring our success:**

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

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

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

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

**Owners of this initiative:** Information Technology, Human Resources

*Measuring our success:*

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

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

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

#### **Strategic Initiatives and Action Plans:**

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

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

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

**Measuring our success:**

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

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

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

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

**Measuring our success:**

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

**C. Provide professional development opportunities for all employees.**

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

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

**Measuring our success:**

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

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

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

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

**Measuring our success:**

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

**E. Continue to allocate appropriate funding for capital priorities.**

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

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

**Measuring our success:**

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

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

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

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

**Measuring our success:**

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

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

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

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

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

**Measuring our success:**

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

**Goal #6: Expand Intergenerational Education on Campus.**

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

**AFRICAN SISTERS EDUCATION COLLABORATIVE (ASEC)**

**Strategic Initiative and Action Plans:**

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

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

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

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

**Measuring our success:**

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

### FRICCHIONE EARLY LEARNING CENTER

**Strategic Initiative and Action Plans:**

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

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

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

**Measuring our success:**

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

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

## MARYWOOD HEIGHTS

### Strategic Initiative and Action Plans:

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

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

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

### **Measuring our success:**

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

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

### **NATIVITYMIGUEL SCHOOL OF SCRANTON**

#### **Strategic Initiative and Action Plans:**

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

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

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

#### **Measuring our success:**

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

## THE OFFICE OF MILITARY AND VETERAN SERVICES

### Strategic Initiative and Actions Plans:

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

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

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

### **Measuring our success:**

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