

# Common Data Set 2025-2026

**Welcome to the 2025-2026 Common Data Set collection!**

The **Common Data Set (CDS)** initiative is a collaborative effort among data providers in the higher education community and publishers as represented by the **College Board**, **Peterson's**, and **U.S. News & World Report**. The combined goal of this collaboration is to improve the quality and accuracy of information provided to all involved in a student's transition into higher education, as well as to reduce the reporting burden on data providers.

The CDS is a set of standards and definitions of data items rather than a survey instrument or set of data represented in a database. Each of the higher education surveys conducted by the participating publishers incorporates items from the CDS as well as unique items proprietary to each publisher. Consequently, the publishers' surveys differ in that they utilize varying numbers of items from the CDS.

Those who report data for their colleges are urged to abide by the definitions and the cohorts specified when answering CDS items. They are also urged to use the answers to CDS items when responding to the numerous survey requests they receive, by distributing photocopies of their answers, posting them on their websites, or by other effective means.

This Excel template is designed for CSV export. On each section tab, responses are stored in columns **AA–AL**. Before exporting, verify that your entries appear correctly on the **Answer Sheet**. The Answer Sheet includes field mappings to the **U.S. News fillable PDF** and to the **Word** version. Please confirm with the receiving organization that it is able to accept a CSV of your responses. For more information about the Common Data Set (CDS) initiative, visit <https://commondataset.org/>

Please contact the **College Board College Survey** team at [collegesurvey@collegeboard.org](mailto:collegesurvey@collegeboard.org) should you have any questions about this Excel template.

\*Note: At the time of publication, not all questions on the **Excel** template can be matched to a **U.S. News fillable PDF** equivalent. The matching cells for these questions are in light red on the Answer Sheet. Please confirm all questions, responses, and mapping before submitting a CSV to another organization.

\*Note: As of publication, some questions in the **Word** template do not map directly—or require different formatting—to an equivalent field in the **U.S. News fillable PDF** and in the **Excel** template. An example are those questions with multiple category options such as "Very Important, Important, Considered, Not Considered". The matching cells for these questions may appear as duplicates (light red on the Answer Sheet) or a single category is listed as the code value (c7\_state\_residency\_very\_important ). Please review and verify all questions, responses, and mapping requirements before exporting to CSV or submitting to another organization.

## A. General Information

**A0 Respondent Information (Not for Publication)**

First Name:	Douglas
Last Name:	Tuers
Title:	Institutional Research Analyst, Sr.
Office:	Institutional Research and Planning
Address Line 1:	1 John Marshall Drive
Address Line 2:	
Address Line 3:	
City:	Huntington
State:	West Virginia
Zipcode:	25755
Country:	Unites States of America
Phone:	304-696-3648
Email Address:	<a href="mailto:irp@marshall.edu">irp@marshall.edu</a>

Are your responses to the CDS posted for reference on your institution's Website?  Y Yes or No

If yes, please provide the URL of the corresponding Web page:

**A0A** We invite you to indicate if there are items on the CDS for which you cannot use the requested analytic convention, cannot provide data for the cohort requested, whose methodology is unclear, or about which you have questions or comments in general. This information will not be published but will help the publishers further refine CDS items.

**A1 Address Information**

Name of College/University:	Marshall University
Street Address Line 1:	One John Marshall Drive
Street Address Line 2:	
Street Address Line 3:	
City:	Hunitngton
State:	West Virginia
Zip:	25755
Country:	United States of America
Main Phone Number (Area Code):	304
Main Phone Number:	696-3170
Main Phone Number (Ext):	
WWW Home Page Address:	<a href="https://www.marshall.edu/">https://www.marshall.edu/</a>
Main Institution Email:	

**Admissions Office**

Admissions Office Street Address (if different):	One John Marshall Drive, Office of Admissions
Street Address (if different) Line 2:	
Street Address (if different) Line 3:	
City:	Hunitngton
State:	West Virginia
Zip:	25755
Country:	United States of America
Admissions Phone Number (Area Code):	304

Admissions Phone Number:	696-3160
Admissions Phone Number (Ext):	
Admissions Toll-Free Phone Number (Out-of-State Area Code):	
Admissions Toll-Free Phone Number:	1-800-642-3499
Admissions Toll-Free Phone Number (Ext):	
Admissions Email Address:	admissions@marshall.edu
If there is a separate URL for your school's online application, please specify: <a href="https://www.marshall.edu/admissions/apply/">https://www.marshall.edu/admissions/apply/</a>	
If you have a mailing address other than the above to which applications should be sent, please provide: Marshall University-Office of Admissions-102 Old Main-One John Marshall Drive-Huntington, WV-25755	

**A2 Source of institutional control** (Check only one):

<input checked="" type="checkbox"/>	Public
<input type="checkbox"/>	Private (nonprofit)
<input type="checkbox"/>	Proprietary

**A3 Classify your undergraduate institution:**

<input checked="" type="checkbox"/>	Coeducational college
<input type="checkbox"/>	Men's college
<input type="checkbox"/>	Women's college

**A4 Academic year calendar:**

<input checked="" type="checkbox"/>	Semester
<input type="checkbox"/>	Quarter
<input type="checkbox"/>	Trimester
<input type="checkbox"/>	4-1-4
<input type="checkbox"/>	Continuous
<input type="checkbox"/>	Differs by program (describe):
<input type="checkbox"/>	Other (describe):

**A5 Degrees offered by your institution:**

<input checked="" type="checkbox"/>	Certificate
<input type="checkbox"/>	Diploma
<input checked="" type="checkbox"/>	Associate
<input type="checkbox"/>	Transfer Associate
<input type="checkbox"/>	Terminal Associate
<input checked="" type="checkbox"/>	Bachelor's
<input checked="" type="checkbox"/>	Postbachelor's certificate
<input checked="" type="checkbox"/>	Master's
<input checked="" type="checkbox"/>	Post-master's certificate
<input checked="" type="checkbox"/>	Doctoral degree research/scholarship
<input checked="" type="checkbox"/>	Doctoral degree – professional practice
<input type="checkbox"/>	Doctoral degree -- other

**A6 Campus Belonging Webpage**

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

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## B. ENROLLMENT AND PERSISTENCE

### B1 Institutional Enrollment - Males and Females

Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of **October 15, 2025**.

- Note: Report students formerly designated as "first professional" in the graduate cells.
- For information on reporting study abroad students please see: [https://nces.ed.gov/ipeds/pdf/Reporting\\_Study\\_Abroad\\_Students.pdf](https://nces.ed.gov/ipeds/pdf/Reporting_Study_Abroad_Students.pdf)
- In cases where non-binary gender information is provided, IPEDS recommends distributing across the two-binary categories.
- **Dual Enrollment:** If your institution enrolls high school students in college courses for credit either within a dual enrollment program or outside of a dual enrollment program, you may report the unduplicated count as part of the full- or part-time "All other undergraduates" section.

Undergraduate Students: Full-Time	Males	Females	Unknown
Degree-seeking, first-time first-year students	805	1,116	0
Other first-year, degree-seeking	235	202	0
All other degree-seeking	2,017	2,685	0
<b>Total degree-seeking</b>	<b>3,057</b>	<b>4,003</b>	<b>0</b>
All other undergraduates enrolled in credit courses	58	122	0
<b>Total Undergraduate Full-Time Students</b>	<b>3,115</b>	<b>4,125</b>	<b>0</b>

Undergraduate Students: Part-Time	Males	Females	Unknown
Degree-seeking, first-time first-year students	6	6	0
Other first-year, degree-seeking	41	26	0
All other degree-seeking	209	253	0
<b>Total degree-seeking</b>	<b>256</b>	<b>285</b>	<b>0</b>
All other undergraduates enrolled in credit courses (non-degree students)	833	1,346	0
<b>Total Undergraduate Part-Time Students</b>	<b>1,089</b>	<b>1,631</b>	<b>0</b>

Undergraduate Students: All	Males	Females	Unknown
<b>Total Undergraduate Students</b>	4,204	5,756	0

Graduate Students: Full-Time	Males	Females	Unknown
Degree-seeking, first-time	243	444	0
All other degree-seeking	441	783	0
All other graduates enrolled in credit courses (non-degree students)	0	4	0
<b>Total Graduate Full-Time Students</b>	<b>684</b>	<b>1231</b>	<b>0</b>

Graduate Students: Part-Time	Males	Females	Unknown
Degree-seeking, first-time (first time graduate and professional)	77	134	0
All other degree-seeking	263	509	0
All other graduates enrolled in credit courses	11	40	0
<b>Total Graduate Part-Time Students</b>	<b>351</b>	<b>683</b>	<b>0</b>

Graduate Students: All	Males	Females	Unknown
<b>Total Graduate Students</b>	<b>1035</b>	<b>1914</b>	<b>0</b>

All Students: Total	Males	Females	Unknown
<b>Total Full-Time Students</b>	3,799	5,356	0
<b>Total Part-Time Students</b>	1,440	2,314	0
<b>Total All students</b>	<b>5,239</b>	<b>7,670</b>	<b>0</b>

Total all undergraduates	9,960
Total all graduate	2949
<b>GRAND TOTAL ALL STUDENTS</b>	<b>12,909</b>

### B2 Enrollment by Racial/Ethnic Category.

Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2025.

- Include international students only in the category "Nonresidents."
- Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns.
- Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."
- New guidance from IPEDS for reporting aggregate data:

Racial/ethnic designations are requested only for United States citizens, residents, and other eligible non-citizens.

Eligible non-citizens include all students who completed high school or a GED equivalency within the United States (including DACA and undocumented students) and who were not on an F-1 non-immigrant student visa at the time of high school graduation.

More information about other eligible (for financial aid purposes) non-citizens is available at:

<https://studentaid.gov/understandaid/eligibility/requirements/non-us-citizens>.

Nonresident - A person who is not a citizen or national of the United States and who is in this country on a student visa or temporary

basis and does not have the right to remain indefinitely. Do not include DACA, undocumented, or othereligible noncitizens in this category.  
 NOTE - Nonresidents are to be reported separately, in the boxes provided, rather than included in any of the seven racial/ethnic categories or in race/ethnicity unknown.

Dual Enrollment: If your institution enrolls high school students in college courses for credit either within a dual enrollment program or outside of a dual enrollment program, you may report the unduplicated count as part of the non-degree-seeking students included in the "Total Undergraduates (both degree & non-degree-seeking)" section.

	Degree-Seeking First-Time First Year Undergraduates	Degree-Seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree & non-degree-seeking)
Nonresidents	22	95	112
Hispanic/Latino	72	224	269
Black or African American, non-Hispanic	74	360	412
White, non-Hispanic	1,356	5,892	6,980
American Indian or Alaska Native, non-Hispanic	12	30	31
Asian, non-Hispanic	12	90	110
Native Hawaiian or other Pacific Islander, non-Hispanic	3	5	6
Two or more races, non-Hispanic	116	369	462
Race and/or ethnicity unknown	266	536	1,578
<b>TOTAL</b>	<b>1,933</b>	<b>7,601</b>	<b>9,960</b>

**Persistence**

**B3 Number of degrees awarded by your institution from July 1, 2024, to June 30, 2025.**

Certificate/diploma	3
Associate degrees	130
Bachelor's degrees	1387
Postbachelor's certificates	47
Master's degrees	657
Post-Master's certificates	72
Doctoral degrees – research/scholarship	29
Doctoral degrees – professional practice	174
Doctoral degrees – other	

**B4-B21: Graduation Rates**

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS).

- For complete instructions and definitions of data elements, see the IPEDS GRS Forms and Instructions for the 2025-2026 Survey. <https://nces.ed.gov/ipeds/use-the-data/survey-components/9/graduation-rates>

In the following section for bachelor's or equivalent programs, please disaggregate the Fall 2018 and Fall 2019 cohorts (formerly CDS B4-B11) into four groups:

- Students who received a Federal Pell Grant\*
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan
- Total (all students, regardless of Pell Grant or subsidized loan status)

\*Students who received both a Federal Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For each graduation rate grid below, the numbers in the first three columns for Questions A-G should sum to the cohort total in the fourth column (formerly CDS B4-B11).

**For Bachelor's or Equivalent Programs**

Please provide data for the Fall 2019 cohort if available. If Fall 2019 cohort data are not available, provide data for the Fall 2018 cohort.

**Fall 2019 Cohort**

	Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
<b>A</b> Initial 2019 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	806	193	753	1752

<b>B</b>	Of the initial 2019 cohort, how many did not persist and did not graduate for the following reasons: <ul style="list-style-type: none"> <li>• Deceased</li> <li>• Permanently Disabled</li> <li>• Armed Forces</li> <li>• Foreign Aid Service of the Federal Government</li> <li>• Official church missions</li> <li>• Report Total Allowable Exclusions</li> </ul>	0	0	0	0
<b>C</b>	Final 2019 cohort, after adjusting for allowable exclusions	806	193	753	1752
<b>D</b>	Of the initial 2019 cohort, how many completed the program in four years or less (by Aug. 31, 2023)	201	61	338	600
<b>E</b>	Of the initial 2019 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2023 and by Aug. 31, 2024)	86	27	98	211
<b>F</b>	Of the initial 2019 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2024 and by Aug. 31, 2025)	33	12	33	78
<b>G</b>	Total graduating within six years (sum of lines D, E, and F)	320	100	469	889
<b>H</b>	Six-year graduation rate for 2019 cohort (G divided by C)	0.397022333	0.518134715	0.622841965	0.507420091

**Fall 2018 Cohort**

	<b>Recipients of a Federal Pell Grant</b>	<b>Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant</b>	<b>Students who did not receive either a Pell Grant or a subsidized Stafford Loan</b>	<b>Total</b> (sum of 3 columns to the left)	
<b>A</b>	Initial 2018 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	<b>787</b>	<b>173</b>	<b>706</b>	
<b>B</b>	Of the initial 2018 cohort, how many did not persist and did not graduate for the following reasons: <ul style="list-style-type: none"> <li>• Deceased</li> <li>• Permanently Disabled</li> <li>• Armed Forces</li> <li>• Foreign Aid Service of the Federal Government</li> <li>• Official church missions</li> <li>• Report Total Allowable Exclusions</li> </ul>	1	0	0	1
<b>C</b>	Final 2018 cohort, after adjusting for allowable exclusions	786	173	706	1665
<b>D</b>	Of the initial 2018 cohort, how many completed the program in four years or less (by Aug. 31, 2022)	<b>186</b>	<b>43</b>	<b>309</b>	538
<b>E</b>	Of the initial 2018 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2022 and by Aug. 31, 2023)	<b>116</b>	<b>24</b>	<b>105</b>	245
<b>F</b>	Of the initial 2018 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2023 and by Aug. 31, 2024)	<b>40</b>	<b>10</b>	<b>14</b>	64
<b>G</b>	Total graduating within six years (sum of lines D, E, and F)	342	77	428	847
<b>H</b>	Six-year graduation rate for 2018 cohort (G divided by C)	0.435114504	0.445086705	0.606232295	0.508708709

**For Two-Year Institutions**

Please provide data for the 2022 cohort if available. If 2022 cohort data are not available, provide data for the 2021 cohort.

	2022 Cohort	2021 Cohort
<b>B12</b> Initial cohort, total of first-time, full-time degree/certificate-seeking students:		
Of the initial cohort, how many did not persist and did not graduate for the following reasons:		
<b>B13</b> • Death • Permanently Disability • Service in the armed forces, • Foreign aid service of the federal government • Official church missions • Report total allowable exclusions		
<b>B14</b> Final cohort, after adjusting for allowable exclusions:	0	0
<b>B15</b> Completers of programs of less than two years duration (total):		
<b>B16</b> Completers of programs of less than two years within 150 percent of normal time:		
<b>B17</b> Completers of programs of at least two but less than four years (total):		
<b>B18</b> Completers of programs of at least two but less than four-years within 150 percent of normal time:		
<b>B19</b> Total transfers-out (within three years) to other institutions:		
<b>B20</b> Total transfers to two-year institutions:		
<b>B21</b> Total transfers to four-year institutions:		

**B22. Retention Rates**

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2024 (or the preceding summer term).

• The initial cohort may be adjusted for students who departed for the following reasons:

- \* Death
- \* Permanent Disability
- \* Service in the armed forces
- \* Foreign aid service of the federal government
- \* Official church missions
- \* No other adjustments to the initial cohort should be made.

<b>B22</b> Report the number of all first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2024 (or the preceding summer term).	1800
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From this group, identify how many were still enrolled at your institution as of the official enrollment date in Fall 2025.	1371
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Calculate the percentage of the Fall 2024 entering cohort who remained enrolled on the official census date.	76.17%
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**Total students retained = students from the Fall 2024 cohort who are still enrolled as of Fall 2025 + students from Fall 2024 cohort who completed their bachelor's program as of Fall 2025**

**(Students from the Fall 2024 cohort still enrolled as of Fall 2025 + Students from Fall 2024 cohort who completed their bachelor's program as of Fall 2025)/(Adjusted Fall 2024 cohort) \* 100**

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

**C. FIRST-TIME, FIRST-YEAR ADMISSION**

**C1-C2: Applications**

**C1** First-time, first-year students: Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2025.

- Include early decision, early action, and students who began studies during summer in this cohort.
- Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution).
- In cases where non-binary gender information is provided, IPEDS recommends distributing across the two-binary categories.
- Note that recent high school graduates and other students without prior postsecondary experience will still be considered "first-time students" for fall enrollment reporting purposes even if they enrolled in the summer prior to fall enrollment.

First-Time, First-Year Student Applicants	Total
Total first-time, first-year males who applied	2860
Total first-time, first-year females who applied	3966
Total first-time, first-year students of unknown sex who applied	1

First-Time, First-Year Student Admits	Total
Total first-time, first-year males who were admitted	2752
Total first-time, first-year females who were admitted	3844
Total first-time, first-year students of unknown sex who were admitted	1

First-Time, First-Year Student Enrollees	Total
Total first-time, first-year males who enrolled	815
Total first-time, first-year females who enrolled	1123
Total first-time, first-year students of unknown sex who enrolled	0

First-Time, First-Year Student Enrollees by Status	Total
Total full-time, first-time, first-year males who enrolled	809
Total part-time, first-time, first-year males who enrolled	6
Total full-time, first-time, first-year females who enrolled	1116
Total part-time, first-time, first-year females who enrolled	7
Total full-time, first-time, first-year students of unknown sex who enrolled	0
Total part-time, first-time, first-year students of unknown sex who enrolled	0

**If available, please provide residency**  
Please report based on known physical

First-Time, First-Year Student Applicants	In-State	Out-of-State	International	Unknown	Total
Total first-time, first-year (degree-seeking) who applied	3570	3164	93	0	6827
Total first-time, first-year (degree-seeking) who were admitted	3451	3055	91	0	6597
Total first-time, first-year (degree-seeking) who enrolled	1502	420	16	0	1938

**C2** **First-time, first-year wait-listed students**  
Students who met admission requirements but whose final admission was contingent on space availability

Do you have a policy of placing students on a waiting list? **Yes or No**

If yes, please answer the questions below for Fall 2025 admissions:

WAITING LIST	TOTAL
Number of qualified applicants offered a place on waiting list:	
Number accepting a place on the waiting list:	
Number of wait-listed students admitted:	

Is your waiting list ranked? **Yes or No**  
  
If yes, do you release that information to students?  
Do you release that information to school counselors?

**C3-C5: Admission**

**C3** **High school completion requirement**  
Check the appropriate box to identify your high school completion requirement for degree-seeking entering students:  
 High school diploma is required and GED is accepted

- High school diploma is required and GED is not accepted
- High school diploma or equivalent is not required

**C4 Does your institution require or recommend a general college-preparatory program for degree-seeking students?**

- Require
- Recommend
- Neither require nor recommend

**C5 Distribution of high school units required and/or recommended.** Specify the distribution of academic high school course units required and/or recommended of all or most degree-seeking students using Carnegie units (one unit equals one year of study or its equivalent). If you use a different system for calculating units, please convert.

Distribution of high school units	Units Required	Units Recommended
Total academic units	0	17
English	0	4
Mathematics	0	4
Science	0	3
Of these, units that must be lab	0	3
Foreign language	0	2
Social studies	0	3
History	0	0
Academic electives	0	0
Computer Science	0	0
Visual/Performing Arts	0	1
Other (specify)	0	0

**C6-C7: Basis for Selection**

**C6** Do you have an open admission policy, under which virtually all secondary school graduates or students with GED equivalency

- Open admission policy as described above for all students
- Open admission policy as described above for most students, but--
  - selective admission for out-of-state students
  - selective admission to some programs
  - other (explain):

**C7 Relative importance of each of the following academic and nonacademic factors in your first-time, first-year, degree-seeking**

Academic	Very Important	Important	Considered	Not Considered
Rigor of secondary school record			X	
Class rank				X
Academic GPA	X			
Standardized test scores	X			
Application Essay				X
Recommendation(s)			X	
Nonacademic	Very Important	Important	Considered	Not Considered
Interview				X
Extracurricular activities				X
Talent/ability				X
Character/personal qualities				X
First generation				X
Alumni/ae relation				X
Geographical residence				X
State residency				X
Religious affiliation/commitment				X
Volunteer work				X
Work experience				X
Level of applicant's interest				X

Please provide additional information

**C8: SAT and ACT Policies**  
Entrance exams

**C8A** Does your institution make use of SAT or ACT scores in admission decisions for first-time, Yes or No  
Yes

If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for students applying for **Fall 2027**.

Admission	Required to be considered for admission	Required for some	Recommended	Not required for admission, but considered if submitted	Not considered for admission, even if submitted
SAT or ACT	X				
ACT Only					
SAT Only					

**C8B** Has been removed from the CDS.

**C8C** Has been removed from the CDS.

**C8D** In addition, does your institution use applicants' test scores for academic advising?

Yes or No

Yes
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**C8E** Latest date by which SAT or ACT scores must be received for fall-term admission \_\_\_\_\_

**C8F** If necessary, use this space to clarify your test policies (e.g., if tests are recommended for some students, or if

Scores must be received at least two weeks prior to start of term

**C8G** Please indicate which tests your institution uses for placement (e.g., state tests):

- SAT
- ACT
- AP
- CLEP
- Institutional Exam
- State Exam (specify): \_\_\_\_\_

**C9-C12: First-time, first-year**

Provide information for ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year students enrolled in Fall 2025.

**C9** Percent and number of first-time, first-year students enrolled in Fall 2025 who submitted national standardized (SAT/ACT)

- Include information for ALL enrolled, degree-seeking, first-time, first-year students who submitted
- Do not include partial test scores (e.g., mathematics scores but not critical reading for a category of
- Do not convert SAT scores to ACT scores and vice versa.
- If a student submitted multiple sets of scores for a single test, report this information according to how
- If you consider the highest scores from either submission, use the highest combination of scores
- If you average the scores, use the average to report the scores.

	Percent	Number
Submitting SAT Scores	71%	1367
Submitting ACT Scores	42%	820

For each assessment listed below, report the score that represents the 25th percentile (the score that 25 percent of the first-time, first-year population scored at or below) and the 75th percentile score (the score that 25 percent scored at or above).

Assessment	25th Percentile Score	50th Percentile Score	75th Percentile Score
SAT Composite	940	1040	1140
SAT Evidence-Based Reading and Writing	480	540	590
SAT Math	450	510	560
ACT Composite	19	22	25
ACT Math	17	21	24
ACT English	19	22	26
ACT Writing			
ACT Science	20	23	25

ACT Reading	20	23	28
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**Percent of first-time, first-year**

Score Range	SAT Evidence-Based Reading and Writing	SAT Math
700-800	3.58%	0.88%
600-699	18.80%	8.63%
500-599	43.82%	32.11%
400-499	28.75%	47.26%
300-399	4.90%	10.75%
200-299	0.15%	0.37%
Totals should = 100%	100.00%	100.00%

Score Range	SAT Composite
1400-1600	0.95%
1200-1399	12.14%
1000-1199	39.94%
800-999	41.11%
600-799	5.71%
400-599	0.15%
Totals should = 100%	100.00%

Score Range	ACT Composite	ACT English	ACT Math	ACT Reading	ACT Science
30-36	4.51%	7.20%	3.41%	16.22%	5.24%
24-29	23.17%	18.41%	19.03%	26.10%	24.51%
18-23	49.27%	45.12%	38.29%	40.97%	50.98%
12-17	22.68%	24.76%	39.15%	15.61%	17.68%
6-11	0.37%	4.51%	0.12%	1.10%	1.59%
Below 6	0.00%	0.00%	0.00%	0.00%	0.00%
Totals should = 100%	100.00%	100.00%	100.00%	100.00%	100.00%

**C10 Percent of all degree-seeking, first-time, first-year students who had high school class rank within each of the following**

Assessment	Percent
Percent in top tenth of high school graduating class	
Percent in top quarter of high school graduating class	
Percent in top half of high school graduating class	
Percent in bottom half of high school graduating class	
Percent in bottom quarter of high school graduating class	
Percent of total first-time, first-year students who submitted high school class rank:	

Top half + bottom half = 100%

**C11 Percentage of all enrolled, degree-seeking, first-time, first-year students who had high school grade-point averages within each of the following ranges (using 4.0 scale).**

\* Report information only for those

\* If you are able to report GPA ranges separately for students that also submitted at least one test score versus those who did not submit a test score, please do so in the respective columns. If you are unable to report these data, please report the ranges for all students.

Range	Percent (Students who submitted scores)	Percent (Students who did not submit scores)	Percent (All enrolled students)
Percent who had GPA of 4.0	35%	7%	32%
Percent who had GPA between 3.75 and 3.99	17%	14%	16%
Percent who had GPA between 3.50 and 3.74	13%	18%	14%
Percent who had GPA between 3.25 and 3.49	11%	10%	11%
Percent who had GPA between 3.00 and 3.24	8%	15%	9%
Percent who had GPA between 2.50 and 2.99	10%	18%	11%
Percent who had GPA between 2.0 and 2.49	5%	16%	6%
Percent who had GPA between 1.0 and 1.99	1%	2%	1%
Percent who had GPA below 1.0	0%	0%	0%
Totals should = 100%	100.00%	100.00%	100.00%

**C12 Average high school GPA of all degree-seeking, first-time, first-year students who submitted**

3.60
Percent of total first-time, first-year students who submitted high school GPA:
1912/1933

**C13-C20: Admission Policies**

**C13 Application Fee**

If your institution has waived its application fee for the Fall 2026 admission cycle please select no.

Does your institution have an application fee? Yes or No

Amount of application fee:

Can it be waived for applicants with financial need? Yes or No

**If you have an application fee and an on-line application option, please indicate policy for students who apply on-line:**

- Same fee
- Free
- Reduced

Yes or No

Can on-line application fee be waived for applicants with financial need?

**C14 Application closing date**

Does your institution have an application closing date? Yes or No

	Date
Application closing date (fall)	
Priority Date	8/23

**C15 Are first-time, first-year students accepted for terms other than the fall?** Yes or No

**C16 Notification to applicants of**

- On a rolling basis beginning (date):
- By (date):
- Other:

**C17 Reply policy for admitted applicants**

- Must reply by (date):
- No set date
- Must reply by May 1st or within  weeks if notified thereafter
- Other:

Deadline for housing deposit (MMDD):

Amount of housing deposit:

Refundable if student does not enroll?

- Yes, in full
- Yes, in part
- No

**C18 Deferred admission**

Does your institution allow students to postpone enrollment after admission? Yes or No

If yes, maximum period of postponement:

**C19 Early admission of high school**

Does your institution allow high school students to enroll as full-time, first-time, first-year students one year or more before high school graduation? Yes or No

**C20 Common Application: Question**

**C21-C22: Early Decision and**

**C21 Early Decision**

Does your institution offer an early decision plan (an admission plan that permits students to Yes or No  
 If "yes," please complete the following:

First or only early decision plan closing date

First or only early decision plan notification date   
Other early decision plan closing date   
Other early decision plan notification date

**For the Fall 2025 entering class:**

Number of early decision applications received by your institution   
Number of applicants admitted under early decision plan   
Please provide significant details about your early decision plan:

**C22 Early action**

Do you have a nonbinding early action plan whereby students are notified of an admission **Yes or No**   
If "yes," please complete the following:

Early action closing date   
Early action notification date

Is your early action plan a "restrictive" plan under which you limit students from applying to **Yes or No**

## D. TRANSFER ADMISSION

### D1-D2: Fall Applicants

	Yes or No
<b>D1</b> Does your institution enroll transfer students? (If no, please skip to Section E)	Yes
If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?	Yes

**D2** Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2025.

Transfer Admission	Applicants	Admitted Applicants	Enrolled Applicants
Males	398	385	231
Females	510	498	282
Unknown	0	0	0
<b>Total</b>	<b>908</b>	<b>883</b>	<b>513</b>

### D3-D11: Application for Admission

**D3** Indicate terms for which transfers may enroll:

x	Fall
	Winter
x	Spring
x	Summer

Must a transfer applicant have a minimum number of credits completed or else must apply as an entering first-year student?

	Yes or No
	Yes

	Number	Unit Type
<b>D4</b> If yes, what is the minimum number of credits and the unit of measure?	12	credit hours

**D5** Indicate all items required of transfer students to apply for admission:

Requirements	Required of All	Recommended of All	Recommended of Some	Required of Some	Not Required
High school transcript				X	
College transcript(s)	X				
Essay or personal statement					X
Interview					X
Standardized test scores		X			

Statement of good standing from prior institution(s)					X
--	--	--	--	--	---

**D6** If a minimum high school grade point average is required of transfer applicants specify (on a 4.0 scale): \_\_\_\_\_

**D7** transfer applicants, specify (on a 4.0 scale): 

2
---

**D8** List any other application requirements specific to transfer applicants:  
\_\_\_\_\_

**D9** List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a check mark in the "Rolling admission" column.

Term	Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
Fall		8/23			X
Winter					
Spring		1/17			X
Summer		6/30			X

**D10** Does an open admission policy, if reported, apply to transfer students? 

Yes or No No
-----------------

**D11** Describe additional requirements for transfer admission, if applicable:  
\_\_\_\_\_

**D12-D17: Transfer Credit Policies**

**D12** Report the lowest grade earned for any course that may be transferred for credit:  
\_\_\_\_\_

**D13** Maximum number of credits or courses that may be transferred from a two-year institution:

Number	Unit Type
72	Credit Hours

**D14** Maximum number of credits or courses that may be transferred from a four-year institution:

Number	Unit Type
72	Credit Hours

	Number	Unit Type
<b>D15</b> Minimum number of credits that transfers must complete at your institution to earn an associate degree:		

	Number	Unit Type
<b>D16</b> Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree:	24	Credit Hours

**D17** Describe other transfer credit policies:

---

**D18-D22: Military Service Transfer Credit Policies**

**D18** Does your institution accept the following military/veteran transfer credits:

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

	Number	Unit Type
<b>D19</b> Maximum number of credits or courses that may be transferred based on military education evaluated by the American Council on Education (ACE):		

	Number	Unit Type
<b>D20</b> Maximum number of credits or courses that may be transferred based on Department of Defense supported prior learning assessments (College Level Examination Program (CLEP) or DANTES Subject Standardized Tests (DSST)):		

	Yes or No
<b>D21</b> Are the military/veteran credit transfer policies published on your website?	Yes

If yes, please provide the URL where the policy can be located:

<https://catalog.marshall.edu/undergraduate/admissions/#Transfer>

---

**D22** Describe other military/veteran transfer credit policies unique to your institution:

---

## E. ACADEMIC OFFERINGS AND POLICIES

**E1 Special study options:** Identify those programs available at your institution. Refer to the glossary for definitions.

<input checked="" type="checkbox"/>	Accelerated program
<input type="checkbox"/>	Comprehensive transition and postsecondary program for students with intellectual disabilities
<input type="checkbox"/>	Cross-registration
<input checked="" type="checkbox"/>	Distance learning
<input checked="" type="checkbox"/>	Double major
<input checked="" type="checkbox"/>	Dual enrollment
<input checked="" type="checkbox"/>	English as a Second Language (ESL)
<input checked="" type="checkbox"/>	Exchange student program (domestic)
<input type="checkbox"/>	External degree program
<input checked="" type="checkbox"/>	Honors Program
<input checked="" type="checkbox"/>	Independent study
<input checked="" type="checkbox"/>	Internships
<input type="checkbox"/>	Liberal arts/career combination
<input type="checkbox"/>	Student-designed major
<input checked="" type="checkbox"/>	Study abroad
<input checked="" type="checkbox"/>	Teacher certification program
<input checked="" type="checkbox"/>	Undergraduate Research
<input type="checkbox"/>	Weekend college
<input type="checkbox"/>	Other (specify):

---

**E2 Has been removed from the CDS.**

**E3 Areas in which all or most students are required to complete some course work prior to graduation:**

<input checked="" type="checkbox"/>	Arts/fine arts
<input type="checkbox"/>	Computer literacy
<input checked="" type="checkbox"/>	English (including composition)
<input checked="" type="checkbox"/>	Foreign languages
<input type="checkbox"/>	History
<input type="checkbox"/>	Physical Education
<input checked="" type="checkbox"/>	Humanities
<input checked="" type="checkbox"/>	Intensive writing
<input checked="" type="checkbox"/>	Mathematics
<input type="checkbox"/>	Philosophy
<input checked="" type="checkbox"/>	Sciences (biological or physical)
<input checked="" type="checkbox"/>	Social science
<input type="checkbox"/>	Other (describe):

---

## F. STUDENT LIFE

**F1 Percentages of first-time, first-year degree-seeking students and degree-seeking undergraduates enrolled in Fall 2025 who fit the following categories:**

	First-time, first-year students	Undergraduates
Percent who are from out of state (exclude international/nonresidents from the numerator and denominator)	21%	27%
Percent of males who join fraternities		
Percent of females who join sororities		
Percent who live in college-owned, -operated, or -affiliated housing	57%	22%
Percent who live off campus or commute	43%	78%
Percent of students age 25 and older	2%	12%
Average age of full-time students	19	21
Average age of all students (full- and part-time)	19	22

**F2 Activities offered.** Identify those programs available at your institution.

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> | Campus Ministries                  |
| <input checked="" type="checkbox"/> | Choral groups                      |
| <input checked="" type="checkbox"/> | Concert band                       |
| <input checked="" type="checkbox"/> | Dance                              |
| <input checked="" type="checkbox"/> | Drama/theater                      |
| <input checked="" type="checkbox"/> | International Student Organization |
| <input checked="" type="checkbox"/> | Jazz band                          |
| <input checked="" type="checkbox"/> | Literary magazine                  |
| <input checked="" type="checkbox"/> | Marching band                      |
| <input checked="" type="checkbox"/> | Model UN                           |
| <input checked="" type="checkbox"/> | Music ensembles                    |
| <input type="checkbox"/>            | Musical theater                    |
| <input checked="" type="checkbox"/> | Opera                              |
| <input checked="" type="checkbox"/> | Pep band                           |
| <input checked="" type="checkbox"/> | Radio station                      |
| <input checked="" type="checkbox"/> | Student government                 |
| <input checked="" type="checkbox"/> | Student newspaper                  |
| <input checked="" type="checkbox"/> | Student-run film society           |
| <input checked="" type="checkbox"/> | Symphony orchestra                 |
| <input checked="" type="checkbox"/> | Television station                 |
| <input type="checkbox"/>            | Yearbook                           |

**F3 ROTC** (program offered in cooperation with Reserve Officers' Training Corps)

Programs	Marine Option (for Naval ROTC)	On Campus	At Cooperating Institution	Name of Cooperating Institution
Army ROTC is offered:	Not Applicable	x		
Naval ROTC is offered:				
Air Force ROTC is offered:	Not Applicable			

**F4 Housing:** Check all types of college-owned, -operated, or -affiliated housing available for undergraduates at your institution.

<input checked="" type="checkbox"/>	Coed residence halls
<input type="checkbox"/>	Men's residence halls
<input checked="" type="checkbox"/>	Women's residence halls
<input type="checkbox"/>	Apartments for married students
<input type="checkbox"/>	Apartments for single students
<input checked="" type="checkbox"/>	Special housing for disabled students
<input type="checkbox"/>	Special housing for international students
<input type="checkbox"/>	Fraternity/sorority housing
<input type="checkbox"/>	Cooperative housing
<input checked="" type="checkbox"/>	Theme housing
<input type="checkbox"/>	Wellness housing
<input type="checkbox"/>	Living Learning Communities
<input type="checkbox"/>	Other housing options (specify):
<input type="text"/>	

## G. ANNUAL EXPENSES

**G0** Please provide the URL of your institution's net price calculator:

<https://marshall.studentaidcalculator.com/survey.aspx>

**Provide 2026-2027 academic year costs of attendance for the following categories that are applicable to your institution.**

Check here if your institution's 2026-2027 academic year costs of attendance are not available at this time and provide an approximate date (i.e., month/day) when your institution's final 2026-2027 academic year costs of attendance will be available:

5/8/2026

**G1 Undergraduate full-time tuition, required fees, food and housing**

List the typical tuition, required fees, and food and housing for a full-time undergraduate student for the FULL 2026-2027 academic year. (30 semester hours or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits).

- A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters, two trimesters, three quarters, or the period covered by a four-one-four plan.
  
- Food and housing is defined as double occupancy and 19 meals per week or the maximum meal plan.
- **Required fees** include only charges that all full-time students must pay that are **not** included in tuition (e.g., registration, health, or activity fees.)
- Do **not** include optional fees (e.g., parking, laboratory use).

<b>G1 PRIVATE INSTITUTIONS</b>	<b>First-Year</b>	<b>Undergraduates</b>
Tuition:		

<b>PUBLIC INSTITUTIONS</b>	<b>First-Year</b>	<b>Undergraduates</b>
Tuition: In-district	\$7,770	\$7,770
Tuition: In-state (out-of-district):	\$7,770	\$7,770
Tuition: Out-of-state:	\$18,772	\$18,772
Tuition: Nonresident	\$18,772	\$18,772

<b>FOR ALL INSTITUTIONS</b>	<b>First-Year</b>	<b>Undergraduates</b>
Required Fees:	\$1,618	\$1,618
Food and housing (on-campus):	\$13,826	\$13,826
Housing Only (on-campus):	\$8,018	\$6,312
Food Only (on-campus meal plan):	\$5,980	\$5,980

Comprehensive tuition and food and housing fee (if your college cannot provide separate tuition and food and housing fees):

Other:

Minimum
Maximum

<b>G2</b>	Number of credits per term a student can take for the stated full-time tuition.	12	
-----------	---	----	--

		<b>Yes or No</b>	
<b>G3</b>	Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)?	No	
<b>G4</b>	Do tuition and fees vary by undergraduate instructional program?	Yes	
	If yes, what percentage of full-time undergraduates pay more than the tuition and fees reported in G1?	86.5%	

**G5** Provide the estimated expenses for a typical full-time undergraduate student:

	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:	\$1,100	\$1,100	\$1,100
Housing only:	<b>Not Applicable</b>	<b>Not Applicable</b>	
Food only:	<b>Not Applicable</b>		
Food and housing total*	<b>Not Applicable</b>	<b>Not Applicable</b>	\$12,120
Transportation:	\$2,400	\$3,200	\$3,200
Other expenses:	\$1,800	\$1,800	\$1,800

\* If your college cannot provide separate food and housing figures for commuters not living at home

**G6** Undergraduate per-credit-hour charges (tuition only):

PRIVATE INSTITUTIONS:	
PUBLIC INSTITUTIONS:	<b>Not Applicable</b>
In-district:	\$324
In-state (out-of-district):	\$324
Out-of-state:	\$782.50
NONRESIDENTS:	\$782.50

## H. FINANCIAL AID

**Please refer to the following financial aid definitions when completing Section H.**

**Awarded aid:** The dollar amounts offered to financial aid applicants.

**Financial aid applicant:** Any applicant who submits any one of the institutionally required financial aid applications/forms, such as the FAFSA.

**Indebtedness:** Aggregate dollar amount borrowed through any loan program (federal, state, subsidized, unsubsidized, private, etc.; excluding parent loans) while the student was enrolled at an institution. Student loans co-signed by a parent are assumed to be the responsibility of the student and **should** be included.

**Institutional scholarships and grants:** Endowed scholarships, annual gifts and tuition funded grants for which the institution determines the recipient.

**Financial need:** As determined by your institution using the federal methodology and/or your institution's own standards.

**Need-based aid:** College-funded or college-administered award from institutional, state, federal, or other sources for which a student must have financial need to qualify. This includes both institutional and non-institutional student aid (grants, jobs, and loans).

**Need-based scholarship or grant aid:** Scholarships and grants from institutional, state, federal, or other sources for which a student must have financial need to qualify.

**Need-based self-help aid:** Loans and jobs from institutional, state, federal, or other sources for which a student must demonstrate financial need to qualify.

**Non-need-based scholarship or grant aid:** Scholarships and grants, gifts, or merit-based aid from institutional, state, federal, or other sources (including unrestricted funds or gifts and endowment income) awarded solely on the basis of academic achievement, merit, or any other non-need-based reason. When reporting questions H1 and H2, non-need-based aid that is used to meet need should be counted as need-based aid.

**Note: Suggested order of precedence for counting non-need money as need-based:**

- |                                  |                            |
|----------------------------------|----------------------------|
| 1. Non-need institutional grants | 6. Non-need outside grants |
| 2. Non-need tuition waivers      | 7. Non-need student loans  |
| 3. Non-need athletic awards      | 8. Non-need parent loans   |
| 4. Non-need federal grants       | 9. Non-need work           |
| 5. Non-need state grants         |                            |

**Non-need-based self-help aid:** Loans and jobs from institutional, state, or other sources for which a student need not demonstrate financial need to qualify.

**Private student loans:** A nonfederal loan made by a lender such as a bank, credit union or private lender used to pay for up to the annual cost of education, less any financial aid received.

**External scholarships and grants:** Scholarships and grants received from outside (private) sources that students bring with them (e.g., Kiwanis, National Merit scholarships). The institution may process paperwork to receive the dollars, but it has no role in determining the recipient or the dollar amount awarded.

**Work study and employment:** Federal and state work study aid, and any employment packaged by your institution in financial aid awards.

### Aid Awarded to Enrolled Undergraduates

**H1** Enter total dollar amounts awarded to enrolled full-time and less than full-time degree-seeking undergraduates (using the same cohort reported in CDS Question \$B\$1, "total degree-seeking" undergraduates) in the following categories.

- If the data being reported are final figures for the 2024-2025 academic year (see the next item below), use the 2024-2025 academic year's CDS Question \$B\$1 cohort.
- Include aid awarded to international students (i.e., those not qualifying for federal aid).
- Aid that is non-need-based but that was used to meet need should be reported in the need-based aid column.

- For a suggested order of precedence in assigning categories of aid to cover need, see the entry for "non-need-based scholarship or grant aid" on the last page of the definitions section.

Indicate the academic year for which data are reported for items H1, H2, H2A, and H6 below: Which needs-analysis methodology does your institution use in awarding institutional aid? (Formerly H3)	<b>2025-2026 Estimated</b>	<b>2024-2025 Final</b>
		X

x	Federal methodology (FM)
	Institutional methodology (IM)
	Both FM and IM

Aid Awarded	Need-based (Include non-need-based aid use to meet need.)	Non-need-based (Exclude non-need-based aid use to meet need.)
<b>Scholarships/Grants</b>	<b>Not Applicable</b>	<b>Not Applicable</b>
<b>Federal</b>	\$23,686,518	\$0
<b>State</b> all states, not only the state in which your institution is located	\$21,419,246	\$10,156,852
<b>Institutional:</b> Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	\$869,971	\$12,962,809
<b>Scholarships/grants from external sources</b> (e.g. Kiwanis, National Merit) not awarded by the college	\$0	\$3,345,109
<b>Total Scholarships/Grants</b>	<b>\$45,975,735</b>	<b>\$26,464,770</b>
<b>Self-Help</b>	<b>Not Applicable</b>	<b>Not Applicable</b>
Student loans from all sources (excluding parent loans)	\$16,940,448	\$6,944,401
Federal Work-Study	\$642,555	<b>Not Applicable</b>
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)	\$0	\$0
<b>Total Self-Help</b>	<b>\$17,583,003</b>	<b>\$6,944,401</b>
<b>Parent Loans</b>	\$0	\$4,109,962
<b>Tuition Waivers</b> Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.	\$1,995,369	\$5,361,943
<b>Athletic Awards</b>	\$0	\$3,774,236

**H2 Number of Enrolled Students Awarded Aid:** List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source.

- Aid that is non-need-based but that was used to meet need should be counted as need-based aid.**
- Numbers should reflect the cohort awarded the dollars reported in H1.
- In the chart below, students may be counted in more than one row, and full-time first-year students should also be counted as full-time undergraduates.

	Number of Enrolled Students Awarded Aid	First-time Full-time First-year Students	Full-time Undergrad (Incl. First-Year)	Less Than Full-time Undergrad
<b>A</b>	Number of degree-seeking undergraduate students (CDS Item \$B\$1 if reporting on Fall 2025 cohort)	1921	7060	541
<b>B</b>	Number of students in line <b>a</b> who applied for need-based financial aid	1760	6085	291
<b>C</b>	Number of students in line <b>b</b> who were determined to have financial need	1358	4773	245
<b>D</b>	Number of students in line <b>c</b> who were awarded any financial aid	1345	4722	227

<b>E</b>	Number of students in line <b>d</b> who were awarded any need-based scholarship or grant aid	1134	4058	185
<b>F</b>	Number of students in line <b>d</b> who were awarded any need-based self-help aid	604	2431	135
<b>G</b>	Number of students in line <b>d</b> who were awarded any non-need-based scholarship or grant aid	1120	3184	61
<b>H</b>	Number of students in line <b>d</b> whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)	304	1119	12
<b>I</b>	On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	48%	50%	28%
<b>J</b>	The average financial aid package of those in line <b>d</b> . Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	\$ 16,950	\$ 16,111	\$ 6,490
<b>K</b>	Average need-based scholarship and grant award of those in line <b>e</b>	\$ 11,734	\$ 11,174	\$ 4,317
<b>L</b>	Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line <b>f</b>	\$ 5,040	\$ 6,304	\$ 7,583
<b>M</b>	Average need-based loan (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line <b>f</b> who were awarded a need-based loan	\$ 5,120	\$ 6,409	\$ 7,539

**H2A** **Number of Enrolled Students Awarded Non-need-based Scholarships and Grants:** List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional non-need-based scholarship or grant aid.

- Numbers should reflect the cohort awarded the dollars reported in H1.
- In the chart below, students may be counted in more than one row, and full-time first-year students should also be counted as full-time undergraduates.

	<b>Number of Enrolled Students Awarded Non-need-based Scholarships and Grants</b>	<b>First-time Full-time First-year Students</b>	<b>Full-time Undergrad (Incl. First-year.)</b>	<b>Less Than Full-time Undergrad</b>
<b>N</b>	Number of students in line <b>a</b> who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	353	1093	25
<b>O</b>	Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line <b>n</b>	\$ 3,518	\$ 3,721	\$ 2,840
<b>P</b>	Number of students in line <b>a</b> who were awarded an institutional non-need-based athletic scholarship or grant	106	385	3
<b>Q</b>	Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line <b>p</b>	\$ 13,117	\$ 13,607	\$ 6,609

**Note: These are the graduates and loan types to include and exclude in order to fill out CDS H4 and H5.**

Include:

- **2025 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2024 and June 30, 2025.**
- Only loans made to students who borrowed while enrolled at your institution.
- Co-signed loans.

Exclude

- Students who transferred in.
- Money borrowed at other institutions.
- Parent loans

- Students who did not graduate or who graduated with another degree or certificate (but no bachelor's degree).

**H4 Provide the number of students in the 2025 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2024 and June 30, 2025. Exclude students who transferred into your institution.**

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**H5. Number and percent of students in class (defined in H4 above) borrowing from federal, non-federal, and any loan sources, and the average (or mean) amount borrowed.**

- The "Average per-undergraduate-borrower cumulative principal borrowed," is designed to provide better information about student borrowing from federal and nonfederal (institutional, state, commercial) sources.
- The numbers, percentages, and averages for each row should be based only on the loan source specified for the particular row. For example, the federal loans average (row b) should only be the cumulative average of federal loans and the private loans average (row e) should only be the cumulative average of private loans.

	Source/Type of Loan	Number in the class (defined in H4 above) who borrowed from the types of loans specified in the first column	Percent of the class (defined above) who borrowed from the types of loans specified in the first column (nearest 1%)	Average per-undergraduate-borrower cumulative principal borrowed from the types of loans specified in the first column (nearest \$1)
A	Any loan program: Federal Perkins, Federal Stafford Subsidized and Unsubsidized, institutional, state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loans and Federal Family Education Loans.	605	54%	\$25,739
B	Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	602	54%	\$22,120
C	Institutional loan programs.	0	0.00%	\$0
D	State loan programs.	0	0.00%	\$0
E	Private student loans made by a bank or lender.	88	8%	\$25,639

**Aid to Undergraduate Degree-seeking Nonresidents**

- Report numbers and dollar amounts for the same academic year checked in item H1

**H6** Indicate your institution's policy regarding institutional scholarship and grant aid for undergraduate degree-seeking nonresidents:

<input type="checkbox"/>	Institutional need-based scholarship or grant aid is available
<input checked="" type="checkbox"/>	Institutional non-need-based scholarship or grant aid is available
<input type="checkbox"/>	Institutional scholarship or grant aid is not available

If institutional financial aid is available for undergraduate degree-seeking nonresidents, provide the number of undergraduate degree-seeking nonresidents who were awarded need-based or non-need-based aid:

48
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Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresidents:

\$23,681
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Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresidents:

\$1,136,671
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**H7** Check off all financial aid forms nonresident first-year financial aid applicants must submit:

<input type="checkbox"/>	Institution's own financial aid form
<input type="checkbox"/>	CSS Profile
<input type="checkbox"/>	Other (specify):
_____	

**Process for First-Year Students**

**H8** Check off all financial aid forms domestic first-year financial aid applicants must submit:

<input checked="" type="checkbox"/>	FAFSA
<input type="checkbox"/>	Institution's own financial aid form
<input type="checkbox"/>	CSS Profile
<input type="checkbox"/>	State aid form
<input type="checkbox"/>	Noncustodial Profile
<input type="checkbox"/>	Business/Farm Supplement
<input type="checkbox"/>	Other (specify):
_____	

**H9** Indicate filing dates for first-year students:

Priority date for filing required financial aid forms: \_\_\_\_\_

Deadline for filing required financial aid forms: \_\_\_\_\_

No deadline for filing required forms (applications processed on a rolling basis)

**H10** Indicate notification dates for first-year students (answer a or b):

a) Students notified on or about (date): \_\_\_\_\_

b) Students notified on a rolling basis:  
If yes, starting date: \_\_\_\_\_

**H11** Indicate reply dates:

Students must reply by (date):	_____
or within _____ weeks of notification.	_____

**Types of Aid Available**

Please check off all types of aid available to undergraduates at your institution:

**H12 Loans**

<input checked="" type="checkbox"/>	Federal Direct Subsidized Loans
<input checked="" type="checkbox"/>	Federal Direct Unsubsidized Loans

<input checked="" type="checkbox"/>	Federal Direct PLUS Loans
<input type="checkbox"/>	Federal Nursing Loans
<input checked="" type="checkbox"/>	State Loans
<input type="checkbox"/>	College/university loans from institutional funds
<input type="checkbox"/>	Other (specify):

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**H13 Need Based Scholarships and Grants**

<input checked="" type="checkbox"/>	Federal Pell
<input checked="" type="checkbox"/>	Federal SEOG
<input checked="" type="checkbox"/>	State scholarships/grants
<input checked="" type="checkbox"/>	Private scholarships
<input checked="" type="checkbox"/>	College/university scholarship or grant aid from institutional funds
<input type="checkbox"/>	United Negro College Fund
<input type="checkbox"/>	Federal Nursing Scholarship
<input type="checkbox"/>	Other (specify):

**H14 Check off criteria used in awarding institutional aid. Check all that apply.**

	<b>Non-Need Based</b>	<b>Need-Based</b>
Academics	x	x
Alumni affiliation	x	
Art	x	
Athletics	x	
Job skills		
ROTC		<b>Not Applicable</b>
Leadership		
Music/drama	x	x
Religious affiliation		
State/district residency	x	x

**H15** If your institution has recently implemented any major financial aid policy, program, or initiative to make your institution more affordable to incoming students such as replacing loans with grants, or waiving costs for families below a certain income level please provide details below:

Through a unique combination of scholarships, grants, work opportunities, and family contributions, Marshall For All: Debt Free ensures that students graduate with not only a bachelor's degree but also real-world work experience—all while minimizing or eliminating student debt. The latest expansion to the program, Marshall For All: Tuition-Free WV, covers the full cost of tuition, as well as university and college fees, for qualifying students.

**I. INSTRUCTIONAL FACULTY AND CLASS SIZE**

**I-1. Please report the number of instructional faculty members in each category for Fall 2025. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.**

The following definition of full-time instructional faculty is used by the American Association of University Professors (AAUP) in its annual Faculty Compensation Survey (the part time definitions are not used by AAUP). Instructional Faculty is defined as those members of the instructional-research staff whose major regular assignment is instruction, including those with released time for research. Use the chart below to determine inclusions and exclusions:

		Full-time	Part-time
A	Instructional faculty in preclinical and clinical medicine, faculty who are not paid (e.g., those who donate their services or are in the military), or research-only faculty, post-doctoral fellows, or pre-doctoral fellows	Exclude	Include only if they teach one or more non-clinical credit courses
B	Administrative officers with titles such as dean of students, librarian, registrar, coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty status	Exclude	Include if they teach one or more non-clinical credit courses
C	Other administrators/staff who teach one or more non-clinical credit courses even though they do not have faculty status	Exclude	Include
D	Undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like	Exclude	Exclude
E	Faculty on sabbatical or leave with pay	Include	Exclude
F	Faculty on leave without pay	Exclude	Exclude
G	Replacement faculty for faculty on sabbatical leave or leave with pay	Exclude	Include

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

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

**Minority faculty:** includes faculty who designate themselves as Black, non-Hispanic; American Indian or Alaska Native; Asian, Native Hawaiian or other Pacific Islander, or Hispanic.

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

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

I-1.		Full-Time	Part-Time	Total
A	Total number of instructional faculty	522	235	757
B	Total number who are members of minority groups	80	11	91
C	Total number who are females	254	142	396
D	Total number who are males	268	93	361
E	Total number who are nonresidents (international)	19	1	20
F	Total number with doctorate, or other terminal degree	420	14	434
G	Total number whose highest degree is a master's but not a terminal master's	80	14	94
H	Total number whose highest degree is a bachelor's	6	0	6
I	Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	16	207	223
J	Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	42	18	60

**I-2. Student to Faculty Ratio**

Report the Fall 2025 ratio of full-time equivalent undergraduate and graduate students (full-time plus 1/3 part time) to full-time equivalent instructional faculty of undergraduate and graduate students (full-time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level students.

• Do not count undergraduate or graduate student teaching assistants as faculty.

Fall 2025 Student to Faculty ratio	17	to 1	(based on	9740	students	non-medical
			and	552	faculty).	non-medical

**I-3. Undergraduate Class Size**

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2025 term.

**Class Sections:** A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes. Each class section **should** be counted only once and should not be duplicated because of course catalog cross-listings.

**Class Subsections:** A class subsection includes any subsection of a course, such as laboratory, recitation, and discussion subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Undergraduate subsections are defined as any subsections of courses in which degree-seeking undergraduate students enrolled for credit. As above, exclude noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Each class subsection should be counted only once and should not be duplicated because of cross-listings.

Using the above definitions, please report for each of the following class-size intervals the number of class sections and class subsections offered in Fall 2025. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the "100+" column in the class section column and 40 times under the "20-29" column of the class subsections table.

**Number of Class Sections with Undergraduates Enrolled**

**Undergraduate Class Size (provide numbers)**

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
<b>CLASS SECTIONS</b>	516	530	572	235	111	82	22	2068

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
<b>CLASS SUB-SECTIONS</b>								0

## J. Disciplinary areas of DEGREES CONFERRED

### J1 Degrees conferred between July 1, 2024 and June 30, 2025

For each of the following discipline areas, provide the percentage of diplomas/certificates, associate, and bachelor's degrees awarded. To determine the percentage, use majors, not headcount (e.g., students with one degree but a double major will be represented twice). Calculate the percentage from your institution's IPEDS Completions by using the sum of 1st and 2nd majors for each CIP code as the numerator and the sum of the Grand Total by 1st Majors and the Grand Total by 2nd major as the denominator. If you prefer, you can compute the percentages using 1st majors only.

Category	Diploma/Certificates	Associate	Bachelor's	CIP 2020 Categories to Include
Agriculture				01
Natural resources and conservation			2%	03
Architecture				04
Area, ethnic, and gender studies				05
Communication/journalism			2%	09
Communication technologies				10
Computer and information sciences			3%	11
Personal and culinary services				12
Education			8%	13
Engineering			5%	14
Engineering technologies			1%	15
Foreign languages, literatures, and linguistics				16
Family and consumer sciences				19
Law/legal studies				22
English			3%	23
Liberal arts/general studies	67%		10%	24
Library science				25
Biological/life sciences			5%	26
Mathematics and statistics			1%	27
Military science and military technologies				28 & 29
Interdisciplinary studies				30
Parks and recreation			3%	31
Philosophy and religious studies				38
Theology and religious vocations				39
Physical sciences			2%	40
Science technologies				41
Psychology			6%	42
Homeland Security, law enforcement, firefighting, and protective services			4%	43
Public administration and social services			2%	44
Social sciences			2%	45
Construction trades				46
Mechanic and repair technologies				47
Precision production				48
Transportation and materials moving		22%	1%	49
Visual and performing arts			5%	50
Health professions and related programs	33%	78%	19%	51
Business/marketing			15%	52
History			1%	54
<b>Other</b>				
<b>TOTAL (should = 100%)</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100%</b>	