

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.

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

Legacy accessibility tags and titles can be extracted from this document using ChatGPT, a VBA macro, or Python, and exported to a CSV for import by organizations that support data ingestion. The Word-to-PDF fillable mapping file is available on the Common Data Set website. Please confirm with the receiving organization that they are able to accept a CSV of your responses. For more information about the CDS initiative, see [**https://commondataset.org/**](https://commondataset.org/).

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". Please review and verify all questions, responses, and mapping requirements before exporting to CSV or submitting to another organization.

GENERAL INFORMATION

A0. Respondent Information (Not for Publication)

First Name: George

Last Name: Vineyard

Title: Director of Institutional Research

Office: Institutional Research

Address Line 1: 426 Woods Hall

Address Line 2: 1 University Blvd

Address Line 3:

City: Saint Louis

State: Missouri

Zip: 63121

Country: United States

Phone: (314) 516 - 4148

Email Address: george.vineyard@umsl.edu

Are your responses to the CDS posted for reference on your institution's Website?

Yes

If yes, please provide the URL of the corresponding Web page: www.umsl.edu/~ir

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.

⇒ [Click or tap here to enter text](#)

A1. Address Information

Name of College or University: **University of Missouri – St. Louis**

Street Address Line 1: 1 University Blvd

Street Address Line 2:

Street Address Line 3:

City: Saint Louis

State: Missouri

Zip: 63121

Country: United States

Main Institution Phone Number (Area Code): 314

Main Institution Phone Number: 516 - 5000

Main Institution Phone Number (Ext):

Main Institution Website: www.umsl.edu

Main Institution Email:

Admissions Office

Please enter Admissions Office information below:

Street Address (if different):

Street Address (if different) Line 2:

Street Address (if different) Line 3:

City:

State:

Zip:

Country:

Admissions Phone Number (Area Code): 314

Admissions Phone Number: 516 - 5451

Admissions Phone Number (Ext):

Admissions Toll-free Number (Out-of-State Area Code): 1888

Admissions Toll-free Number: G02 - UMSL

Admissions Toll-free Number (Ext):

Admissions Email Address: admissions@umsl.edu

If there is a separate URL for your school's online application, please specify:

⇒ <http://www.umsl.edu/admissions/application.html>

If you have a mailing address other than the above to which applications should be sent, please provide:

⇒ [Click or tap here to enter text.](#)

A2. Source of institutional control (*check one only*):

- Public
- Private (nonprofit)
- Proprietary

A3. Classify your undergraduate institution:

- Coeducational college
- Men's college
- Women's college

A4. Academic year calendar

- Semester
- Quarter
- Trimester
- Other (describe):
- 4-1-4
- Continuous
- Differs by program (describe):

A5. Degrees offered by your institution

- Certificate
- Diploma
- Associate
- Transfer
- Terminal
- Bachelor's
- Post-bachelor's certificate
- Master's
- Post-master's certificate
- Doctoral degree research/scholarship
- Doctoral degree – professional practice
- 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:

⇒ <https://www.umsl.edu/studentinvolvement/index.html>

B. ENROLLMENT AND PERSISTENCE

B1. Institutional Enrollment - Men and Women

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
- 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

Undergraduate Students: Full-Time	Males	Females	Unknown
Degree-seeking, first-time first-year students	190	243	13
Other first-year, degree-seeking	92	105	1
All other degree-seeking	1382	1706	19
Total degree-seeking	1664	2054	33
All other undergraduates enrolled in credit courses	192	307	14
Total Undergraduate Full-Time Students	1856	2361	47

Undergraduate Students: Part-Time

Undergraduate Students: Part-Time	Males	Females	Unknown
Degree-seeking, first-time first-year students	16	14	3
Other first-year, degree-seeking	16	24	3
All other degree-seeking	538	527	9
Total degree-seeking	570	565	15
All other undergraduates enrolled in credit courses	2972	4104	308
Total Undergraduate Part-Time Students	3542	4669	323

Undergraduate Students: All

Undergraduate Students: All	Males	Females	Unknown
Total Undergraduate Students	5398	7030	370

Graduate Students

Graduate Students: Full-Time

Graduate Students: Full-Time	Males	Females	Unknown
Degree-seeking, first-time	106	175	4
All other degree-seeking	164	341	16
All other graduates enrolled in credit courses	5	1	1
Total Graduate Full-Time Students	275	517	21

Graduate Students: Part-Time

Graduate Students: Part-Time	Males	Females	Unknown
Degree-seeking, first-time	89	209	14
All other degree-seeking	350	759	5
All other graduates enrolled in credit courses	29	55	1
Total Graduate Part-Time Students	468	1023	20

Graduate Students: All

Graduate Students: All	Males	Females	Unknown
Total Graduate Students	743	1540	41

Total All Students (Total Undergraduate Students + Total Graduate Students)

All Students: Total	Males	Females	Unknown
Total Full-Time Students	2131	2878	68
Total Part-Time Students	4010	5692	343
Total All students	6141	8570	411

Total All Undergraduates: 12798

Total All Graduate Students: 2324

Grand Total All Students: 15122

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 other eligible 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.

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Racial/Ethnic Category	Degree-seeking First-time First year	Degree-seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree-seeking)
Nonresidents	40	158	186
Hispanic/Latino	23	229	547
Black or African American, non-Hispanic	103	1021	1660
White, non-Hispanic	166	2675	8744
American Indian or Alaska Native, non-Hispanic	2	12	46
Asian, non-Hispanic	22	241	653
Native Hawaiian or other Pacific Islander, non-Hispanic	0	2	2
Two or more races, non-Hispanic	20	219	229
Race and/or ethnicity unknown	103	344	731
Total	479	4901	12798

B3. Persistence

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

AWARD TYPE	# AWARDED
Certificate/diploma:	75
Associate degrees:	0
Bachelor's degrees:	1380
Post-bachelor's certificates:	154
Master's degrees:	658
Post-master's certificates:	8
Doctoral degrees – research/scholarship:	96
Doctoral degrees – professional practice:	43
Doctoral degrees – other:	0

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

Letter	Graduation Rates	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)
A	Initial 2019 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	184	0	252	436

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Letter	Graduation Rates	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	<p>Of the initial 2019 cohort, how many did not persist and did not graduate for the following reasons:</p> <ul style="list-style-type: none"> • Deceased • Permanently Disabled • Armed Forces • Foreign Aid Service of the Federal Government • Official church missions • Report Total Allowable Exclusions 	1	0	1	2
C	Final 2019 cohort, after adjusting for allowable exclusions	183	0	251	434
D	Of the initial 2019 cohort, how many completed the program in four years or less (by Aug. 31, 2023)	60	0	113	173
E	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)	27	0	55	82
F	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)	5	0	9	14

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Letter	Graduation Rates	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)
G	Total graduating within six years (sum of lines D, E, and F)	92	0	177	269
H	Six-year graduation rate for 2019 cohort (G divided by C)	50%	0%	71%	62%

Fall 2018 Cohort

Letter	Graduation Rates	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)
A	Initial 2018 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	218	49	198	465
B	<p>Of the initial 2018 cohort, how many did not persist and did not graduate for the following reasons:</p> <ul style="list-style-type: none"> • Deceased • Permanently Disabled • Armed Forces • Foreign Aid Service of the Federal Government • Official church missions • Report Total Allowable Exclusions 	3	0	0	3
C	Final 2018 cohort, after adjusting for allowable exclusions	215	49	198	462
D	Of the initial 2018 cohort, how many completed the program in four years or less (by Aug. 31, 2022)	73	20	90	183
E	Of the initial 2018 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2022 and by Aug. 31, 2023)	28	2	23	53

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Letter	Graduation Rates	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)
F	Of the initial 2018 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2023 and by Aug. 31, 2024)	3	1	20	24
G	Total graduating within six years (sum of lines D, E, and F)	104	23	133	260
H	Six-year graduation rate for 2018 cohort (G divided by C)	48%	47%	68%	56%

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.

Letter	Graduation Rates	2022 Cohort	2021 Cohort
B12	Initial cohort, total of first-time, full-time degree/certificate-seeking students:		
B13	Of the initial cohort, how many did not persist and did not graduate for the following reasons: <ul style="list-style-type: none"> • Death • Permanently Disabled • Service in the armed forces, • Foreign aid service of the federal government • Official church missions • Report total allowable exclusions 		
B14	Final cohort, after adjusting for allowable exclusions:		
B15	Completers of programs of less than two years duration (total):		
B16	Completers of programs of less than two years within 150 percent of normal time:		
B17	Completers of programs of at least two but less than four years (total):		
B18	Completers of programs of at least two but less than four-years within 150 percent of normal time:		
B19	Total transfers-out (within three years) to other institutions:		
B20	Total transfers to two-year institutions:		
B21	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.

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).

- ✓ 454

From this group, identify how many were still enrolled at your institution as of the official enrollment date in Fall 2025.

- ✓ 316

Calculate the percentage of the Fall 2024 entering cohort who remained enrolled on the official census date.

- ✓ 70%

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).
- ✓ Admitted applicants should include wait-listed students who were subsequently offered admission.
- ✓ 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.
- ✓ 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.

First-Time, First-Year Student Applicants	Total
Total first-time, first-year males who applied	2220
Total first-time, first-year females who applied	3951
Total first-time, first-year students of unknowns gender who applied	752

First-Time, First-Year Student Admits	Total
Total first-time, first-year males who were admitted	1623
Total first-time, first-year females who were admitted	3079
Total first-time, first-year students of unknown sex who were admitted	744

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First-Time, First-Year Student Enrollees	Total
Total first-time, first-year males who enrolled	206
Total first-time, first-year females who enrolled	257
Total first-time, first-year students of unknown sex who enrolled	16

First-Time, First-Year Student Enrollees by Status	Total
Total full-time, first-time, first-year males who enrolled	190
Total part-time, first-time, first-year males who enrolled	16
Total full-time, first-time, first-year females who enrolled	243
Total part-time, first-time, first-year females who enrolled	14
Total full-time, first-time, first-year students of unknown sex who enrolled	13
Total part-time, first-time, first-year students of unknown sex who enrolled	3

If available, please provide residency breakdowns for total applicants, admits, and enrolled students: Fall 2025

Please report based on known physical address at time of application.

First-Time, First-Year Student Applicants	In-State	Out-of-State	International	Unknown	Total
Total first-time, first-years who applied					
Total first-time, first-years who were admitted					
Total first-time, first-years who enrolled					

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? **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? **No**

⇒ If yes, do you release that information to students?

⇒ Do you release that information to school counselors?

C3-C5: Admission Requirements

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 required and/or recommended	Units Required	Units Recommended
Total academic units	17	17
English	4	4
Mathematics	4	4
Science	3	3
Of these, units that must be lab	1	1
Foreign language	2	2
Social studies	3	3
History		
Academic electives		
Computer Science		
Visual/Performing Arts		
Other (<i>specify</i>)		

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 diplomas are admitted without regard to academic record, test scores, or other qualifications?

If so, check which applies:

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): [Click or tap here to enter text.](#)

C7. Relative importance of each of the following academic and nonacademic factors in your first-time, first-year, degree-seeking general (not including programs with specific criteria) admission decisions.

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

Please provide additional information if the importance of any specific academic or nonacademic factors differ by academic program.

⇒ [Click or tap here to enter text.](#)

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

Does your institution make use of SAT or ACT scores in **admission** decisions for first-time, first-year, degree-seeking applicants: **Yes**

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

Entrance Exams	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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT Only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

C8E. Latest date by which SAT or ACT scores must be received for fall-term admission:

⇒ August

C8F. If necessary, use this space to clarify your test policies (e.g., if tests are recommended for some students, or if tests are not required of some students due to differences by academic program, student academic background, or if other examinations may be considered in lieu of the SAT and ACT.)

⇒ Math placement is determined by the campus math placement test (ALEKS). UMSL adopted test optional policy in Fall 2020, see <https://www.umsl.edu/admissions/test-optional.html> for the latest details.

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

- SAT
- ACT
- AP
- CLEP
- Institutional Exam
- State Exam (specify): [Click or tap here to enter text.](#)

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

Provide information for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year students** enrolled in **Fall 2025**, including students who began studies during summer, international students/nonresidents, and students admitted under special arrangements.

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

- ✓ Include information for **ALL enrolled, degree-seeking, first-time, first-year students who submitted test scores.**
- ✓ Do not include partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item.
- ✓ 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 you use the data. For example:
 - If you consider the highest scores from either submission, use the highest combination of scores (e.g., verbal from one submission, math from the other).
 - If you average the scores, use the average to report the scores.

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ALL enrolled, degree-seeking, first-time, first-year students who submitted test scores.	Percent	Number
Submitting SAT Scores		28
Submitting ACT Scores		63

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			
SAT Evidence-Based Reading and Writing	525	580	635
SAT Math	480	530	610
ACT Composite	21	26	29
ACT Math	20	25	27
ACT English	20	24	29
ACT Writing			
ACT Science	20	25	30
ACT Reading	21	26	34

Percent of first-time, first-year students with scores in each range:

Score Range	SAT Evidence-Based Reading and Writing	SAT Math
700-800	3.6	3.6
600-699	32.1	28.6
500-599	42.9	42.9
400-499	21.4	25.0
300-399	0.0	0.0
200-299	0.0	0.0
	100%	100%

Common Data Set 2025-2026

Score Range	SAT Composite
1400-1600	3.6
1200-1399	32.1
1000-1199	42.9
800-999	21.4
600-799	0.0
400-599	0.0
	100%

Score Range	ACT Composite	ACT English	ACT Math	ACT Reading	ACT Science
30-36	23.8	19.0	9.5	41.3	25.4
24-29	39.7	34.9	49.2	25.4	33.3
18-23	30.0	30.2	23.8	25.4	27.0
12-17	9.5	15.9	17.5	7.9	12.7
6-11	0.0	0.0	0.0	0.0	0.0
Below 6	0.0	0.0	0.0	0.0	1.6
	100%	100%	100%	100%	100%

C10. Percent of all degree-seeking, first-time, first-year students who had high school class rank within each of the following ranges (report information for those students from whom you collected high school rank information)

Assessment	Percent
Percent in top tenth of high school graduating class	18.18
Percent in top quarter of high school graduating class	47.27
Percent in top half of high school graduating class	78.18
Percent in bottom half of high school graduating class	21.82
Percent in bottom quarter of high school graduating class	5.45
Percent of total first-time, first-year students who submitted high school class rank:	22.96

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

Range	Percent (Students who submitted scores)	Percent (Students who did not submit scores)	Percent (All enrolled students)
Percent who had GPA of 4.0	4.0		
Percent who had GPA between 3.75 and 3.99	24.6		
Percent who had GPA between 3.50 and 3.74	18.3		
Percent who had GPA between 3.25 and 3.49	19.3		
Percent who had GPA between 3.00 and 3.24	15.0		
Percent who had GPA between 2.50 and 2.99	16.3		
Percent who had GPA between 2.0 and 2.49	2.0		
Percent who had GPA between 1.0 and 1.99	0.7		
Percent who had GPA below 1.0	0.0		
	100%	100%	100%

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

Average high school GPA: 3.41

Percent of total first-time, first-year students who submitted high school GPA:

Percent submitting high school GPA: 62.80

C13-C20: Admission Policies

C13. Application fee

- ✓ **If your institution has waived its application fee for the Fall 2027 admission cycle please select no.**

Does your institution have an application fee? **Yes**

Amount of application fee: \$50.00

Can it be waived for applicants with financial need? **Yes**

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

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

C14. Application closing date

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

Application Closing Date	Month	Day
Application closing date (fall)	06	01
Priority Date		

C15. Are first-time, first-year students accepted for terms other than the fall? **Yes**

C16. Notification to applicants of admission decision sent *(fill in one only)*

- On a rolling basis beginning (date): Month/Day
- By (date): Month/Day
- Other: Click or tap here to enter text.

C17. Reply policy for admitted applicants *(fill in one only)*

- Must reply by (date): Month/Day
- No set date
- Must reply by May 1st or within Click or tap here to enter text. weeks if notified thereafter
- Other: Click or tap here to enter text.

Deadline for housing deposit (MMDD): Month/Day

Amount of housing deposit: Click or tap here to enter text.

Refundable if student does not enroll?

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

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

Yes

If yes, maximum period of postponement: Click or tap here to enter text.

C19. Early admission of high school students: Does your institution allow high school students to enroll as full-time, first-time, first-year students one year or more before high school graduation?

No

C20. Common Application: Question removed from CDS. (Initiated during 2006-2007 cycle)

C21-C22: Early Decision and Early Action Plans

C21. Early decision: Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-year applicants for fall enrollment?

No

If “yes,” please complete the following:

First or only early decision plan closing date: **Month/Day**

First or only early decision plan notification date: **Month/Day**

Other early decision plan closing date: **Month/Day**

Other early decision plan notification date: **Month/Day**

For the Fall 2025 entering class:

Number of early decision applications received by your institution: **Click or tap here to enter text.**

Number of applicants admitted under early decision plan: **Click or tap here to enter text.**

Please provide significant details about your early decision plan: **Click or tap here to enter text.**

C22. Early action: Do you have a nonbinding early action plan whereby students are notified of an admission decision well in advance of the regular notification date but do not have to commit to attending your college?

No

If “yes,” please complete the following:

Early action closing date: **Month/Day**

Early action notification date: **Month/Day**

Is your early action plan a “restrictive” plan under which you limit students from applying to other early plans?

No

D. TRANSFER ADMISSION**D1-D2: Fall Applicants**

D1. Does your institution enroll transfer students? **Yes**

(If no, please skip to Section E)

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**.

- ✓ If your institution collects and reports non-binary gender data, please use the “Another Gender” category.

	Applicants	Admitted Applicants	Enrolled Applicants
Males	1060	692	394
Females	1658	1024	490
Other	54	40	8
Total	2772	1756	892

D3-D11: Application for Admission

D3. Indicate terms for which transfers may enroll:

Fall Winter Spring Summer

D4. Must a transfer applicant have a minimum number of credits completed or else must apply as an entering first-year student?

Yes

If yes, what is the minimum number of credits and the unit of measure?

⇒ 24

⇒ Per credit

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

	Required of All	Recommended of All	Recommended of Some	Required of Some	Not required
High school transcript	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
College transcript(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essay or personal statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standardized test scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Statement of good standing from prior institution(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

⇒ [Click or tap here to enter text.](#)

D7. If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale):

⇒ 2.30

D8. List any other application requirements specific to transfer applicants:

⇒ [Click or tap here to enter text.](#)

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 checkmark in the “Rolling admission” column.

	Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
Fall	MM/DD	MM/DD	MM/DD	MM/DD	<input checked="" type="checkbox"/>
Winter	MM/DD	MM/DD	MM/DD	MM/DD	<input type="checkbox"/>
Spring	MM/DD	MM/DD	MM/DD	MM/DD	<input checked="" type="checkbox"/>
Summer	MM/DD	MM/DD	MM/DD	MM/DD	<input checked="" type="checkbox"/>

D10. Does an open admission policy, if reported, apply to transfer students? **No**

D11. Describe additional requirements for transfer admission, if applicable:

⇒ [Click or tap here to enter text.](#)

D12-D17: Transfer Credit Policies

D12. Report the lowest grade earned for any course that may be transferred for credit:

D

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

Number: 60 Unit type: [Click or tap here to enter text.](#)

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

Number: 90 Unit type: [Click or tap here to enter text.](#)

D15. Minimum number of credits that transfers must complete at your institution to earn an associate degree:

Number: 0 Unit type: [Click or tap here to enter text.](#)

D16. Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree:

Number: 30 Unit type: [Click or tap here to enter text.](#)

D17. Describe other transfer credit policies:

⇒ The University of Missouri-St. Louis abides by the Coordinating Board of Higher Education articulation agreement between Missouri public institutions. The agreement with CBHE states that students who have earned an associate of arts degree from a Missouri institution that requires, at a minimum, the general education core outlined by the CBHE, and a 2.3GPA will be admitted in junior standing and considered to have completed the lower division general education requirements. If a student has under a 2.3 GPA, but has earned an AA degree from a Missouri institution, they are admissible. This does not exempt the student from meeting any specialized lower division courses required by particular degree programs. Courses taken at the community or junior college not culminating in an associate degree will be evaluated for applicability to any particular degree program on a course by course basis. If students transfer with an approved General

Education Block and a completed associate degree from a Missouri community college, they can transfer in more than 64 hours of credit provided that the credit meets baccalaureate degree requirements or fulfills a lower division prerequisite for an upper division course.

D18-D22: Military Service Transfer Credit Policies

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

American Council on Education (ACE)	Yes
College Level Examination Program (CLEP)	Yes
DANTES Subject Standardized Tests (DSST)	Yes

D19. Maximum number of credits or courses that may be transferred based on military education evaluated by the American Council on Education (ACE):

Number: [Click or tap here to enter text.](#) Unit type: [Click or tap here to enter text.](#)

D20. 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)):

Number: [Click or tap here to enter text.](#) Unit type: [Click or tap here to enter text.:](#)

D21. Are the military/veteran credit transfer policies published on your website? **Yes**

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

⇒ www.umsl.edu/veterans/admissions-checklist/Military-Academic-Credit.html

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

⇒ We have a department of Military & Veteran studies, which caters to those students along with offering military science courses and offer minors.

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

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 checked="" type="checkbox"/> Humanities |
| <input type="checkbox"/> Computer literacy | <input type="checkbox"/> Intensive writing |
| <input checked="" type="checkbox"/> English (including composition) | <input checked="" type="checkbox"/> Mathematics |
| <input type="checkbox"/> Foreign languages | <input checked="" type="checkbox"/> Philosophy |
| <input checked="" type="checkbox"/> History | <input checked="" type="checkbox"/> Sciences (biological or physical) |
| <input type="checkbox"/> Physical Education | <input checked="" type="checkbox"/> Social Science |
| <input type="checkbox"/> Other (specify): Click or tap here to enter text. | |

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:

Percentages of first-time, first-year degree-seeking students and degree-seeking undergraduates	First-time, first-year students	Undergraduates
Percent who are from out of state (exclude international/nonresidents from the numerator and denominator)	25.34	13.49
Percent of men who join fraternities	0.0	0.0
Percent of women who join sororities	0.0	0.0
Percent who live in college-owned, -operated, or -affiliated housing	57	9
Percent who live off campus or commute	43	91
Percent of students age 25 and older	1.95	34.40
Average age of full-time students	18.38	23.34
Average age of all students (full- and part-time)	18.56	25.32

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

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

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

Army ROTC is offered:

- On campus
 At cooperating institution (name): Washington University

Naval ROTC is offered:

- Marine Option: Naval ROTC is offered
 On campus:
 At cooperating institution (name): [Click or tap here to enter text.](#)

Air Force ROTC is offered:

- On campus
- At cooperating institution (name): St. Louis University

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"/> Special housing for international students |
| <input type="checkbox"/> Men's residence halls | <input type="checkbox"/> Fraternity/sorority housing |
| <input type="checkbox"/> Women's residence halls | <input type="checkbox"/> Cooperative housing |
| <input checked="" type="checkbox"/> Apartments for married students | <input checked="" type="checkbox"/> Theme housing |
| <input checked="" type="checkbox"/> Apartments for single students | <input checked="" type="checkbox"/> Wellness Housing |
| <input type="checkbox"/> Special housing for disabled students | <input type="checkbox"/> Living Learning Communities |
| | <input checked="" type="checkbox"/> Other housing options (specify): Click or tap here to enter text. |

G. ANNUAL EXPENSES

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

⇒ <https://apps.umsl.edu/webapps/ITS/financial-life/>

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:

⇒ May 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).

PRIVATE INSTITUTION	FIRST-YEAR	UNDERGRADUATES
Tuition:		

PUBLIC INSTITUTION	FIRST-YEAR	UNDERGRADUATES
Tuition: In-district:	15870	15870
Tuition: In-state (out-of-district):	15870	15870
Tuition: Out-of-state:	39510	39510
Tuition: International (nonresident):	39510	39510

Common Data Set 2025-2026

FOR ALL INSTITUTIONS	FIRST-YEAR	UNDERGRADUATES
Required Fees:	0	0
Food and Housing (on-campus):	13908	13908
Housing Only (on-campus):	8016	8016
Food Only (on-campus meal plan):	5892	5892

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

⇒ [Click or tap here to enter text.](#)

Other: [Click or tap here to enter text.](#)

G2. Number of credits per term a student can take for the stated full-time tuition.

Minimum: 12

Maximum: 15

G3. Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)?

No

G4. 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?

⇒ [Click or tap here to enter text.](#)%

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

Estimated Expenses	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:	1000	1000	1000
Housing only:	Not Applicable	Not Applicable	
Food only:	Not Applicable	Not Applicable	
Food and housing total*	Not Applicable	Not Applicable	
Transportation:	500	500	500
Other expenses:	500	500	500

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

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

Undergraduate per-credit-hour charges	Tuition only
PRIVATE INSTITUTIONS:	
PUBLIC INSTITUTIONS:	Not Applicable
In-district:	\$529
In-state (out-of-district):	\$529
Out-of-state:	\$1317
NONRESIDENTS:	\$1317

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

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.

H1-H5: 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 B1, “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 B1 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:

2025-2026 estimated or 2024-2025 Final

Which needs-analysis methodology does your institution use in awarding institutional aid?
(Formerly H3)

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

Scholarships/Grants	Need-based (Include non-need-based aid use to meet need.)	Non-need-based (Exclude non-need-based aid use to meet need.)
Federal	13729667	31878
State all states, not only the state in which your institution is located	3811935.40	147677
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	17398912.14	3071040.14
Scholarships/grants from external sources (e.g. Kiwanis, National Merit) not awarded by the college	2647715.08	417127.20
Total Scholarships/Grants	37588229.6	3667722.34

Common Data Set 2025-2026

Self-Help	Need-based (Include non-need-based aid use to meet need.)	Non-need-based (Exclude non-need-based aid use to meet need.)
Student loans from all sources (excluding parent loans)	21833096.96	5511297.04
Federal Work-Study	965373	Not Applicable
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)	0	0
Total Self-Help	22798470.96	5511297.04

Miscellaneous	Need-based (Include non-need-based aid use to meet need.)	Non-need-based (Exclude non-need-based aid use to meet need.)
Parent Loans	441303.8	707357.2
Tuition Waivers Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.	0	0
Athletic Awards	1528574	499002.08

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-time, first-year students should also be counted as full-time undergraduates.

Letter	Number of Enrolled Students Awarded Aid	Full-time, First-time, First-Year	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
A	Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2024 cohort)	446	3751	1150
B	Number of students in line a who applied for need-based financial aid	386	3120	754
C	Number of students in line b who were determined to have financial need	326	2585	669
D	Number of students in line c who were awarded any financial aid	326	2545	606
E	Number of students in line d who were awarded any need-based scholarship or grant aid	324	2422	470
F	Number of students in line d who were awarded any need-based self-help aid	256	2110	488
G	Number of students in line d who were awarded any non-need-based scholarship or grant aid	29	150	22
H	Number of students in line d whose need was fully met (<u>exclude PLUS loans, unsubsidized loans, and private alternative loans</u>)	35	192	36
I	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 (<u>PLUS loans, unsubsidized loans, and private alternative loans</u>)	70.8%	59.6%	46.7%
J	The average financial aid package of those in line d . Exclude any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u>)	\$21429.14	\$16128.70	\$9162.24
K	Average need-based scholarship or grant award of those in line e	\$15215.50	\$11628.24	\$5682.41
L	Average need-based self-help award (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f	\$4485.30	\$4783.75	\$4427.50
M	Average need-based loan (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f who were awarded a need-based loan	\$3246.86	\$4363.68	\$4260.49

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-time, first-year students should also be counted as full-time undergraduates.

Letter	Number of Enrolled Students Awarded Non-need-based Scholarships and Grants	Full-time First-time First-Year	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
N	Number of students in line a 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)	48	388	10
O	Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	\$6206.78	\$5375.63	\$2946.20
P	Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant	11	45	0
Q	Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p	\$8086.91	\$6884.84	\$0

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.**

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.

Letter	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.	126	50.2%	\$25436.97
B	Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	125	49.8%	\$21755.73
C	Institutional loan programs.		%	\$
D	State loan programs.		%	\$
E	Private student loans made by a bank or lender.	20	8.0%	\$24279.60

H6-H7: 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:

- Institutional need-based scholarship or grant aid is available
- Institutional non-need-based scholarship or grant aid is available
- Institutional scholarship and 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:

⇒ 137

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

⇒ \$29968

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

⇒ 4105585

H7. Check off all financial aid forms nonresident first-year financial aid applicants must submit:

- Institution's own financial aid form
- CSS Profile
- Other: International Student's Certificate of Finances

H8-H11: Process for First-Year Students

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

- FAFSA
- Institution's own financial aid form
- CSS Profile
- State aid form
- Noncustodial Profile
- Business/Farm Supplement
- Other: Click or tap here to enter text.

H9. Indicate filing dates for first-year students:

Does your institution have a deadline for filing required financial aid forms for first-year students?

Priority date for filing required financial aid forms:

⇒ Month/Day

Deadline for filing required financial aid forms:

⇒ Month/Day

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): Month/Day
- b. Students notified on a rolling basis. Starting date: 12/22

H11. Indicate reply dates:

Students must reply by (date): Month/Day or within Click or tap here to enter text weeks of notification.

H12-H15: Types of Aid Available

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

H12. Loans

- Federal Direct Subsidized Stafford Loans
- Federal Direct Unsubsidized Stafford Loans
- Federal Direct PLUS Loans
- Federal Nursing Loans
- State Loans
- College/university loans from institutional funds
- Other (specify): [Click or tap here to enter text.](#)

H13. Need Based Scholarships and Grants

- Federal Pell
- Federal SEOG
- State scholarships/grants
- Private Scholarships
- College/university scholarship or grant aid from institutional funds
- United Negro College Fund
- Federal Nursing Scholarship
- Other (specify): [Click or tap here to enter text.](#)

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

Criteria used in awarding institutional aid	Non-Need Based	Need-Based
Academics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Alumni affiliation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Art	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Athletics	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Job skills	<input type="checkbox"/>	<input type="checkbox"/>
ROTC	<input checked="" type="checkbox"/>	Not Applicable
Leadership	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Music/drama	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Religious affiliation	<input type="checkbox"/>	<input type="checkbox"/>
State/district residency	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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:

⇒ [Click or tap here to enter text.](#)

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

I1. 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:

Letter	Description	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).

Letter	Description	Full-time	Part-time	Total
A	Total number of instructional faculty	345	327	672
B	Total number who are members of minority groups	83	84	167
C	Total number who are females	198	207	405
D	Total number who are males	147	120	267
E	Total number who are nonresidents (international)	69	17	86
F	Total number with doctorate, or other terminal degree	271	109	380
G	Total number whose highest degree is a master’s but not a terminal master’s	56	167	223
H	Total number whose highest degree is a bachelor’s	7	37	44
I	Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	11	14	25
J	Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	16	12	28

I2. 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: 13 to 1

- Based on 5582 students and 434 faculty

13. 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)

Undergraduate	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SECTIONS	111	246	116	52	20	10	2	557

Undergraduate	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SUB-SECTIONS	38	27	9	1	0	1	0	76

J. Disciplinary areas of DEGREES CONFERRED

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				03
Architecture				04
Area, ethnic, and gender studies				05
Communication/journalism			4.44	09
Communication technologies				10
Computer and information sciences			9.58	11
Personal and culinary services				12
Education			8.67	13
Engineering			4.58	14
Engineering technologies				15
Foreign languages, literatures, and linguistics			0.90	16
Family and consumer sciences				19
Law/legal studies				22
English			1.87	23
Liberal arts/general studies			4.93	24
Library science				25
Biological/life sciences			5.48	26
Mathematics and statistics			0.62	27
Military science and military technologies				28 and 29
Interdisciplinary studies			1.32	30
Parks and recreation			1.39	31

Common Data Set 2025-2026

Category	Diploma/ Certificates	Associate	Bachelor's	CIP 2020 Categories to Include
Philosophy and religious studies			0.62	38
Theology and religious vocations				39
Physical sciences			0.83	40
Science technologies				41
Psychology			7.56	42
Homeland Security, law enforcement, firefighting, and protective services				43
Public administration and social services			3.61	44
Social sciences			9.65	45
Construction trades				46
Mechanic and repair technologies				47
Precision production				48
Transportation and materials moving				49
Visual and performing arts			1.87	50
Health professions and related programs			7.36	51
Business/marketing			23.25	52
History			1.46	54
Other				
TOTAL	100%	100%	100%	