

2027 Best Colleges - Main Survey

Please Read the Instructions

2027 Main Statistical Survey Data Collection

Survey Deadline: June 12, 2026

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

Requirements for Submission:

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

Use in Rankings

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

More About the Deadline and Data Review

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

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

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

Eligibility

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

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

Eligibility Criteria for Overall Best Colleges Rankings:

- Included in a Basic 2025 Carnegie Classification that maps to a U.S. News ranking category, as explained in last December's outreach.
- Reported a six-year bachelor's degree graduation rate for full-time, first-year bachelor's degree-seeking students to U.S. News and/or IPEDS — in which at least one entering class had 25 students between fall 2016 and fall 2019.
- Reported at least 100 undergraduates enrolled for fall 2025.
- Reported FY2024 finance data to IPEDS (exceptions may apply for institutions that recently reorganized).

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

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

Reminders

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

Potential Ranking Factors

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

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

These data will be combined with peer assessment survey ratings, flagged data from the financial aid and finance surveys, IPEDS data, College Scorecard data, and bibliometric data from Elsevier (national universities only) to produce the various college rankings. The statistical data collected will be also be used for separate HBCU rankings of applicable institutions, and additional lists like "A+ Schools for B Students", "Most International Students", "", "Highest Proportion of Classes with Fewer than 20 Students", "Lowest Acceptance Rates", and "Highest 4-year Graduation Rates", among others.

Changes to this year's survey:

There are slightly fewer questions in total for this year's survey. Most significantly, U.S. News is no longer collecting as much granular scoring information for profiles on components of the ACT and SAT, and is no longer requesting statistics on percentages of students in program types like study abroad and senior capstone. There is no longer a section with fall enrollment data reported two years ago. New this year is a section collecting 12 month enrollment data.

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

A Note on Ranking Categories

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

How to Complete the Survey

The survey has three steps:
Step 1 – Data. Complete as many fields as possible by the deadline. If you cannot answer a non-rankings question, skip it and come

back to it later as time allows. Prioritize questions flagged as potentially used in the upcoming rankings.

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

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

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

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

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

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

Icons and What They Mean

- ✖ The red X indicates that you have not filled out the question correctly. A line of text will accompany the icon explaining the exact problem. Once the issue is corrected, the x will disappear. All failed validations must be fixed before the survey can be submitted.
- 🛡 The gold shield indicates that the question has been used in past U.S. News Best Colleges rankings calculations or is under consideration for future use.
- 💡 The question mark indicates a tip on how to answer that particular question.
- ☑ The checkbox indicates the assessment section of the survey.
- ⬆ The upward arrow indicates the verification section of the survey. This is where the submission button is located.

Navigating and Saving

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

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

More About the Common Data Set

U.S. News uses questions from the Common Data Set (CDS), a collaborative initiative among higher education data providers and publishers including the College Board, Peterson’s, and U.S. News & World Report. All CDS items are noted throughout the main and financial aid surveys. Submitting a CDS is optional. Schools submitting a CDS must email it to usnews-data-collection@usnews.com (<mailto:usnews-data-collection@usnews.com>) as a fillable PDF (other formats will not be accepted). If your school would like the CDS data programmatically entered, please submit the CDS file in Fillable PDF format by May 19. U.S. News will not accept CDS files submitted after this deadline. For this edition, U.S. News adhered to the CDS revised standards on reporting by sex, where respondents allocate students into categories of “men,” “women,” and “unknown” across applicable questions.

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

Academic Insights, Student Connect and Marketing Opportunities

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

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

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

Visit [this page \(https://www.usnews.com/education/marketing-opportunities\)](https://www.usnews.com/education/marketing-opportunities) to learn more about purchasing a U.S. News badge, order the

Best Colleges Guidebook, or advertise with U.S. News.

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

For Remaining Questions

Send questions or feedback Send questions or feedback about rankings methodologies to official@usnews.com (<mailto:official@usnews.com>).

Note that U.S. News typically communicates pending methodology changes through its website and the embargo process, not in response to individual school requests.

Thank you for your time and effort.

Eric Brooks, Director, Education Data Analysis

Kenneth Hines, Senior Director, Education Data Analysis and Strategy

U.S. News & World Report

Contact Information

Survey Contact #1:

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

Name:

Emily Berg

Job Title:

Director Institutional Research and Analysis

Email:

emily.a.berg@ndsu.edu

Phone:

Survey Contact #2:

Name:

Linda Dahlsad

Job Title:

Data Analyst

Email:

linda.dahlsad@ndsu.edu

Phone:

Survey Contact #3:

Name:

Job Title:

Email:

Phone:

Survey Contact #4:

Name

Title

Email

Phone

Marketing and Public Relations Contacts

Marketing and Public Relations Contact #1:

Contact 1 - Name:

Brynn Rawlings

Contact 1 - Title:

Interim Vice President for Marketing and Communications

Contact 1 - Email:

brynn.rawlings@ndsu.edu

Contact 1 - Phone:

701-231-8421

Marketing and Public Relations Contact #2:

Contact 2 - Name:

Sonya Goergen

Contact 2 - Title:

Senior Director of Marketing

Contact 2 - Email:

sonya.goergen@ndsu.edu

Contact 2 - Phone:

701-231-7771

Marketing and Public Relations Contact #3:

Contact 3 - Name:

Contact 3 - Title:

Contact 3 - Email:

Contact 3 - Phone:

Marketing and Public Relations Contact #4:

Contact 4 - Name:

Contact 4 - Title:

Contact 4 - Email:

Contact 4 - Phone:

Marketing and Public Relations Contact #5:

Contact 5 - Name:

Contact 5 - Title:

Contact 5 - Email:

Contact 5 - Phone:

Peer Assessment Contacts

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

If you need to update any of the below contact information, please send an email with the subject line 'Peer Assessment Contact Update Request' to usnews-data-collection@usnews.com (<mailto:usnews-data-collection@usnews.com>) starting the week of **May 25th**. Please include the specific peer survey(s) and the contacts' name, job title, and email address.

President

Contact 1 - Name:

Marshall Stewart

Contact 1 - Title:

President

Contact 1 - Email:

marshall.stewart@ndsu.edu

Provost/Dean of Academic Affairs

Contact 2 - Name:

Shari Veil

Contact 2 - Title:

Provost

Contact 2 - Email:

shari.veil@ndsu.edu

Dean of Admissions/Dean of Enrollment Management

Contact 3 - Name:

Seinquis Leinen

Contact 3 - Title:

Senior Director of Strategic Enrollment Management

Contact 3 - Email:

seinquis.leinen@ndsu.edu

Business Contact 1:

Contact 1 - Name:

Kathryn Birkeland

Contact 1 - Title:

Dean, College of Business

Contact 1 - Email:

kathryn.birkeland@ndsu.edu

Business Contact 2:

Contact 2 - Name:

Joseph Szmerekovsky

Contact 2 - Title:

Associate Dean

Contact 2 - Email:

joseph.szmerekovsky@ndsu.edu

Computer Science Contact 1:

Contact 1 - Name:

Alan Kallmeyer

Contact 1 - Title:

Dean, College of Engineering

Contact 1 - Email:

alan.kallmeyer@ndsu.edu

Computer Science Contact 2:

Contact 2 - Name:

Simone Ludwig

Contact 2 - Title:

Department Chair, Computer Science

Contact 2 - Email:

simone.ludwig@ndsu.edu

Engineering Contact 1:

Contact 1 - Name:

Alan Kallmeyer

Contact 1 - Title:

Dean, College of Engineering

Contact 1 - Email:

alan.kallmeyer@ndsu.edu

Engineering Contact 2:

Contact 2 - Name:

Scott Pryor

Contact 2 - Title:

Associate Dean

Contact 2 - Email:

scott.pryor@ndsu.edu

Economics Expert 1:

Contact 1 - Name:

Greg Lardy

Contact 1 - Title:

Dean, College of Agriculture, Food Systems and Natural Resources

Contact 1 - Email:

gregory.lardy@ndsu.edu

Economics Expert 2:

Contact 2 - Name:

William Nganje

Contact 2 - Title:

Department Chair, Agribusiness and Applied Economics

Contact 2 - Email:

william.nganje@ndsu.edu

Nursing Expert 1:

Contact 1 - Name:

Carla Gross

Contact 1 - Title:

Associate Dean of Nursing, Chair of Nursing

Contact 1 - Email:

carla.gross@ndsu.edu

Nursing Contact 2:

Contact 2 - Name:

Charys Kunkel

Contact 2 - Title:

Director/Assistant Professor of Practice

Contact 2 - Email:

charys.kunkel@ndsu.edu

Psychology Expert 1:

Contact 1 - Name:

Kimberly Wallin

Contact 1 - Title:

Dean, College of Arts and Sciences

Contact 1 - Email:

kimberly.wallin@ndsu.edu

Psychology Expert 2:

Contact 2 - Name:

Clayton Hilmert

Contact 2 - Title:

Department Chair, Psychology

Contact 2 - Email:

clayton.hilmert@ndsu.edu

General Information

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

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

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

National Universities

1.) Name of college or university:

CDS A1 This data is rolled over from last year.

North Dakota State University

2.)

Please enter the name of your college/institution that should display on usnews.com in the next release if different from the preceding question. In many cases, this is a name change that has recently gone into effect or will be in effect by fall 2026.

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

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

This data is rolled over from last year.

3.) Mailing address:

CDS A1 This data is rolled over from last year.

1340 Administration Avenue

4.) City:

CDS A1 This data is rolled over from last year.

Fargo

5.) State or territory:

CDS A1 This data is rolled over from last year.

☒ North Dakota

6.) Zip:

CDS A1 This data is rolled over from last year.

58108-6050

7.) International Postal Code (If applicable):

This data is rolled over from last year.

8.) Main phone:

CDS A1 This data is rolled over from last year.

(701) 231-8011

Phone format: (XXX) XXX-XXXX

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

CDS A1 This data is rolled over from last year.

https://www.ndsu.edu

10.) Source of institutional control:

CDS A2 This data is rolled over from last year.

- ☒ Public
- ☐ Private (nonprofit)
- ☐ Proprietary
- ☐ No Answer

11.) In what year was your institution founded?

This data is rolled over from last year.

1890

12.) Religious Affiliation:

This data is rolled over from last year.

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

- ☐ Rural
- ☐ Town
- ☐ Suburban
- ☒ City
- ☐ No Answer

14.) Campus size (acres):

This data is rolled over from last year.

261

15.) Classify your undergraduate institution:

CDS A3 This data is rolled over from last year.

- ☒ Coeducational college
- ☐ Men's college
- ☐ Women's college
- ☐ No Answer

16.) Academic year calendar for 2025-2026.

CDS A4

- ☒ Semester
- ☐ Quarter
- ☐ Trimester
- ☐ 4-1-4
- ☐ Continuous
- ☐ Differs by program (Describe in Comments)
- ☐ Other (Describe in Comments)
- ☐ No Answer

Make a comment on your choice here:

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

17.) Degrees Offered by your institution:

CDS A5 This data is rolled over from last year.

- ☒ 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

18.) Admissions office mailing address:

CDS A1 This data is rolled over from last year.

Dept. 2832, PO Box 6050

19.) City:

CDS A1 This data is rolled over from last year.

Fargo

20.) State or territory:

CDS A1 This data is rolled over from last year.

☒ North Dakota

21.) Zip:

CDS A1 This data is rolled over from last year.

58108-6050

22.) Admissions phone number:

CDS A1 This data is rolled over from last year.

(701) 231-8643

Phone format: (XXX) XXX-XXXX

23.) Admissions Email address:

CDS A1 This data is rolled over from last year.

ndsu.admission@ndsu.edu

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

CDS A1 This data is rolled over from last year.

<https://www.ndsu.edu/apply>

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

CDS A6 This data is rolled over from last year.

<https://www.ndsu.edu/community-belonging>

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

Name:

Linda Dahlsad

Title:

Data Analyst

Email:

linda.dahlsad@ndsu.edu

Degrees/Majors

27.) Majors Offered

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

Select majors leading to a bachelor's degree:

This data is rolled over from last year.

01.0102--Agribusiness/Agricultural Business Operations

01.0103--Agricultural Economics

01.0201--Agricultural Mechanization, General

01.0304--Crop Production

01.0507--Equestrian/Equine Studies

01.0802--Agricultural Communication/Journalism

01.0901--Animal Sciences, General

01.1001--Food Science

01.1103--Horticultural Science

01.1106--Range Science and Management

01.1201--Soil Science and Agronomy, General

11.0701--Computer Science

13.1301--Agricultural Teacher Education

13.1305--English/Language Arts Teacher Education

13.1307--Health Teacher Education

13.1308--Family and Consumer Sciences/Home Economics Teacher Education

13.1311--Mathematics Teacher Education

13.1314--Physical Education Teaching and Coaching

13.1316--Science Teacher Education/General Science Teacher Education

13.1318--Social Studies Teacher Education

13.1322--Biology Teacher Education

13.1323--Chemistry Teacher Education

13.1328--History Teacher Education

13.1329--Physics Teacher Education

13.1330--Spanish Language Teacher Education

13.1337--Earth Science Teacher Education

14.0301--Agricultural Engineering

14.0801--Civil Engineering, General

14.0901--Computer Engineering, General

14.1001--Electrical and Electronics Engineering

14.1901--Mechanical Engineering

14.3301--Construction Engineering

14.3501--Industrial Engineering

14.3601--Manufacturing Engineering

16.0901--French Language and Literature

16.0905--Spanish Language and Literature

19.0701--Human Development and Family Studies, General

19.0901--Apparel and Textiles, General

23.0101--English Language and Literature, General

26.0101--Biology/Biological Sciences, General

26.0210--Biochemistry and Molecular Biology

26.0502--Microbiology, General

26.1201--Biotechnology

27.0101--Mathematics, General

27.0501--Statistics, General

03.0201--Environmental/Natural Resources Management and Policy, General

30.9999--Multi-/Interdisciplinary Studies, Other

31.0504--Sport and Fitness Administration/Management

31.0505--Exercise Science and Kinesiology

04.0201--Architecture

04.0401--Environmental Design/Architecture

40.0501--Chemistry, General

40.0601--Geology/Earth Science, General

40.0801--Physics, General

42.0101--Psychology, General

42.2708--Psychometrics and Quantitative Psychology

43.0104--Criminal Justice/Safety Studies

43.0302--Crisis/Emergency/Disaster Management

45.0201--Anthropology, General

45.0601--Economics, General

45.1001--Political Science and Government, General

45.1101--Sociology, General

05.0207--Women's Studies

50.0408--Interior Design

50.0501--Drama and Dramatics/Theatre Arts, General

50.0701--Art/Art Studies, General

50.0901--Music, General

51.0908--Respiratory Care Therapy/Therapist

51.0911--Radiologic Technology/Science - Radiographer

51.1005--Clinical Laboratory Science/Medical Technology/Technologist

51.2010--Pharmaceutical Sciences

51.3801--Registered Nursing/Registered Nurse

52.0201--Business Administration and Management, General

52.0299--Business Administration, Management and Operations, Other

52.0301--Accounting

52.0501--Business/Corporate Communications, General

52.0801--Finance, General

52.0901--Hospitality Administration/Management, General

52.1201--Management Information Systems, General

52.1401--Marketing/Marketing Management, General

54.0101--History, General

54.0105--Public/Applied History

09.0499--Journalism, Other

09.09--Public Relations, Advertising, and Applied Communication

13.1302--Art Teacher Education

52.1101--International Business/Trade/Commerce

01.0308--Agroecology and Sustainable Agriculture

15.1001--Construction Engineering Technology/Technician

14.1401--Environmental/Environmental Health Engineering

13.1303--Business and Innovation/Entrepreneurship Teacher Education

01.8301--Veterinary/Animal Health Technology/Technician and Veterinary Assistant

14.0903--Computer Software Engineering

30.1901--Nutrition Sciences

01.1099--Food Science and Technology, Other

11.1003--Computer and Information Systems Security/Auditing/Information Assurance

52.0203--Logistics, Materials, and Supply Chain Management

24.0103--Humanities/Humanistic Studies

01.0000--Agriculture, General

16.0501--German Language and Literature

30.2001--International/Globalization Studies

30.7001--Data Science, General

51.0000--Health Services/Allied Health/Health Sciences, General

11.0103--Information Technology

15.0407--Mechatronics, Robotics, and Automation Engineering Technology/Technician

50.0409--Graphic Design

28.) Minors Offered

Select minors and other miscellaneous programs offered for undergraduates:

This data is rolled over from last year.

01.0000--Agriculture, General

01.0102--Agribusiness/Agricultural Business Operations

01.0201--Agricultural Mechanization, General

01.0304--Crop Production

01.0308--Agroecology and Sustainable Agriculture

01.0507--Equestrian/Equine Studies

01.0802--Agricultural Communication/Journalism

01.0901--Animal Sciences, General

01.1103--Horticultural Science

01.1106--Range Science and Management

01.1201--Soil Science and Agronomy, General

03.0201--Environmental/Natural Resources Management and Policy, General

04.0601--Landscape Architecture

05.0200--Ethnic Studies

05.0207--Women's Studies

09.0499--Journalism, Other

09.0900--Public Relations, Advertising, and Applied Communication

11.0102--Artificial Intelligence

13.0202--Multicultural Education

13.1312--Music Teacher Education

13.9999--Education, Other

14.0501--Bioengineering and Biomedical Engineering

14.3501--Industrial Engineering

14.3601--Manufacturing Engineering

14.4201--Mechatronics, Robotics, and Automation Engineering

14.9999--Engineering, Other

16.0905--Spanish Language and Literature

19.0599--Foods, Nutrition, and Related Services, Other

19.0701--Human Development and Family Studies, General

19.0901--Apparel and Textiles, General

22.0001--Pre-Law Studies

23.0101--English Language and Literature, General

23.1302--Creative Writing

24.0103--Humanities/Humanistic Studies

26.0101--Biology/Biological Sciences, General

26.0202--Biochemistry

26.0301--Botany/Plant Biology

26.0502--Microbiology, General

26.0701--Zoology/Animal Biology

26.1201--Biotechnology

26.1501--Neuroscience

27.0101--Mathematics, General

27.0501--Statistics, General

28.0101--Air Force JROTC/ROTC

28.0301--Army JROTC/ROTC

30.1101--Gerontology

30.2001--International/Globalization Studies

38.0104--Applied and Professional Ethics

38.0201--Religion/Religious Studies

40.0501--Chemistry, General

40.0507--Polymer Chemistry

40.0801--Physics, General

42.0101--Psychology, General

42.2804--Industrial and Organizational Psychology

43.0104--Criminal Justice/Safety Studies

43.0302--Crisis/Emergency/Disaster Management

43.0405--Financial Forensics and Fraud Investigation

44.0501--Public Policy Analysis, General

45.0201--Anthropology, General

45.0601--Economics, General

45.0604--Development Economics and International Development

45.0701--Geography

45.1001--Political Science and Government, General

45.1101--Sociology, General

50.0408--Interior Design

50.0501--Drama and Dramatics/Theatre Arts, General

50.0701--Art/Art Studies, General

50.0901--Music, General

51.2201--Public Health, General

51.2309--Therapeutic Recreation/Recreational Therapy

52.0201--Business Administration and Management, General

52.0203--Logistics, Materials, and Supply Chain Management

52.0301--Accounting

52.0501--Business/Corporate Communications, General

52.0701--Entrepreneurship/Entrepreneurial Studies

52.0801--Finance, General

52.0901--Hospitality Administration/Management, General

52.1201--Management Information Systems, General

52.1804--Selling Skills and Sales Operations

54.0101--History, General

11.0701--Computer Science

26.0305--Plant Pathology/Phytopathology

01.1001--Food Science

16.0501--German Language and Literature

16.0901--French Language and Literature

30.9999--Multi-/Interdisciplinary Studies, Other

40.0601--Geology/Earth Science, General

40.0699--Geological and Earth Sciences/Geosciences, Other

43.0406--Forensic Science and Technology

51.2010--Pharmaceutical Sciences

52.1501--Real Estate

01.1099--Food Science and Technology, Other

29.) Popular Majors - 2025 Graduates:

Using CIP 2020 codes, please identify the ten majors with the largest percent of bachelor's degrees awarded by your institution between July 1, 2024 and June 30, 2025. Only ten majors can be entered. This information is for display on the U.S. News website and respondents should select the granularity of CIP codes that will be most informative for prospective students, independent of what was reported elsewhere as part of CDS. For more information on CIP 2020 click [here \(https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55\)](https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55). Last year's information (2024 graduates) is included for your reference.

	CIP Code Number	% of majors awarded (to one decimal)
Popular Major #1	52	19.7
Popular Major #2	51	13.1
Popular Major #3	14	12.5
Popular Major #4	01	6.1
Popular Major #5	42	5.9
Popular Major #6	19	5.8
Popular Major #7	26	5.8
Popular Major #8	11	4.0
Popular Major #9	30	3.5
Popular Major #10	13	3.3

Programs Offered

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

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

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

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

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

Service Learning (AAC&U): In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to

both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

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

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

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

30.) Academic Offerings and Policies

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

CDS E1 This question is used in the Rankings calculation.

- ☒ Accelerated program
- ☒ Comprehensive transition and postsecondary program for students with intellectual disabilities
- ☒ Cross-registration
- ☒ Distance learning
- ☒ Double major
- ☒ Dual enrollment
- ☒ English as a second language (ESL)
- ☒ Exchange student program (domestic)
- ☐ External degree program
- ☒ Honors program
- ☒ Independent study
- ☒ Internships
- ☐ Liberal arts/career combination
- ☒ Student-designed major
- ☒ Study abroad
- ☒ Teacher certificate program
- ☒ Undergraduate Research/Creative Projects
- ☐ Weekend college

31.) Additional Undergraduate Academic Programs of Study

Please select each academic program offered:

This question is used in the Rankings calculation.

- ☒ Cooperative education program
- ☐ First-year Experiences
- ☒ Learning Communities
- ☒ Senior Capstone or Culminating Academic Experiences

☒ Service Learning

☒ Writing in the Disciplines

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

☒ Yes

☐ No

☐ No Answer

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

☒ Yes

☐ No

☐ No Answer

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

☒ Yes, offers asynchronous (self paced)

☒ Yes, offers synchronous (live during in person)

☐ No, does not offer asynchronous (self paced)

35.)

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

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

☒ Yes

☐ No

☐ No Answer

36.)

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

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

☒ Yes

☐ No

☐ No Answer

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

CDS E3

☒ Arts/fine arts

☒ Computer literacy

☒ English (including composition)

☐ Foreign languages

☐ History

- ☒ Humanities
- ☐ Intensive Writing
- ☒ Mathematics
- ☐ Philosophy
- ☐ Physical Education
- ☒ Sciences (biological or physical)
- ☒ Social science

38.) General education/core curriculum is required:

This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

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

This data is rolled over from last year.

- ☒ Agriculture
- ☒ Art
- ☒ Business
- ☒ Computer Science
- ☒ Education
- ☒ Engineering
- ☐ Family and Consumer Sciences
- ☒ Health Professions
- ☒ Humanities
- ☒ Natural Science
- ☒ Social/Behavioral Science
- ☒ Technologies
- ☐ Vocational Arts

Other:

All majors have the opportunity to participate in an internship or cooperative experience program.

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

This data is rolled over from last year.

- ☐ Career and Technical Education
- ☐ Early Childhood
- ☐ Elementary

☒ Middle/Junior High

☒ Secondary

☐ Special Education

☒ Adult Education

☐ Bilingual/bicultural

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

This data is rolled over from last year.

☒ Yes

☐ No

☐ No Answer

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

This data is rolled over from last year.

☒ Pre-law

☒ Pre-dentistry

☒ Pre-medicine

☐ Pre-theology

☒ Pre-veterinary science

☒ Pre-optometry

☒ Pre-pharmacy

☒ Other

43.) Describe Other:

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

This data is rolled over from last year.

Pre-chiropractic, Pre-genetic counseling, Pre-mortuary science, Pre-naturopathic medicine, Pre-physician assistant, Pre-physical therapy, Pre-physician assistant, Pre-occupational therapy, Pre-actuarial science

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

This data is rolled over from last year.

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

This data is rolled over from last year.

Argentina, Australia, Austria, Belgium, Belize, Bhutan, Bolivia, Botswana, Brazil, Bulgaria, Cambodia, Canada, Chile, China, Colombia, Costa Rica, Croatia, Cuba, Czechia, Denmark, Ecuador, Estonia, Fiji, Finland, France, Germany, Ghana, Greece, Guatemala, Hong Kong, Hungary, Iceland, India, Indonesia, Ireland, Israel, Italy, Jamaica, Japan, Jordan, Kenya, Laos, Latvia, Lithuania, Madagascar, Malawi, Malaysia, Malta, Martinique, Mexico, Morocco, Namibia, Nepal, Netherlands, New Zealand, Peru, Philippines, Poland, Portugal, Puerto Rico, Romania, Russia, Singapore, South Africa, South Korea, Spain, Sri Lanka, Sweden, Switzerland, Taiwan, Tanzania, Thailand, Trinidad and Tobago, Turkiye, United Arab Emirates, United Kingdom, Uruguay, Vietnam, Zambia, Zimbabwe

Combined Programs and Consortiums

46.) List names of combined-degree programs:

This data is rolled over from last year.

Agribusiness (B.S.) / Agribusiness and Applied Economics (M.S.)

Agricultural and Biosystems Engineering (B.S.A.B.En) / Agricultural and Biosystems Engineering (M.S.)

Agricultural Economics (B.S.) / Agribusiness and Applied Economics (M.S.)

Biological Sciences (B.A. or B.S.) / Biology (M.S.)

Civil Engineering (B.S.C.E.) / Civil Engineering (M.S.CVE)

Construction Engineering (B.S.Con.E.) / Civil Engineering (M.S.CVE)

Coatings & Polymeric Materials (Minor) / Coatings & Polymeric Materials (M.S.)

Computer Engineering (B.S.Cpr.E) / Electrical and Computer Engineering (M.Engr. or M.S.)

Computer Science (B.S.) / Computer Science (M.S.)

Criminal Justice (B.A. or B.S.) / Criminal Justice (M.S.)

Nutrition Science (B.S.) / Health, Nutrition and Exercise Science - Exercise Science & Nutrition Option (M.S.)

Nutrition Science (B.S.) / Public Health (M.P.H.)

Economics (B.A. or B.S.) / Agribusiness and Applied Economics (M.S.)

Electrical Engineering (B.S.E.E.) / Electrical and Computer Engineering (M.Engr. or M.S.)
Food Science (B.S.) / Cereal Science (M.S.)
Human Development and Family Science (B.S.) / Human Development and Family Science (M.S)
Industrial Engineering and Management (B.S.I.E.Mgt.) / Business Administration (M.B.A.)
Mechanical Engineering (B.S.M.E.) / Mechanical Engineering (M.S.)
Physics (B.A. or B.S.) / Physics (M.S.)
Microbiology (B.S.) / Public Health (M.P.H.)
Disaster Resilience and Emergency Management (B.S.) / Public Health (M.P.H.)
Construction Engineering (B.S.Con.E.) / Construction Management (M.S. or M.Cons.M.)
Construction Management (B.S.Con.M.) / Construction Management (M.S. or M.Cons.M.)
Biochemistry & Molecular Biology (B.S.) / Biochemistry (M.S.)
Animal Science (B.S.) / Public Health (M.P.H.)
Microbiology (B.S.) / Microbiology (M.S.)
Natural Resources Management (B.S.) / Natural Resources Management (M.N.R.M.))
Political Science (B.S. or B.A.) / Masters of Public Policy (M.P.P.)
Psychology (B.S.) / Public Health (M.P.H.)
Biotechnology (B.S.) / Microbiology (M.S.)
Chemistry (B.S.) / Chemistry (M.S.)
Construction Management (B.S.Cons.M) / Business Administration (M.B.A)
Crop and Weed Science (B.S.) / Plant Sciences (M.S.)
Exercise Science (B.S.) / Athletic Training (M.A.Trg.)
Health Services (B.S.) / Public Health (M.P.H.)
Horticulture and Urban Agriculture (B.S.) / Horticulture and Urban Agriculture (M.S.)
Mathematics (B.S.) / Mathematics (M.S.)
Nutrition Science (B.S.) / Dietetics (M.S.)
Sport Management (B.S.) / Sport Management (M.S.)
Crop and Weed Science (B.S.) / Plant Pathology (M.S.)
Disaster Resilience and Emergency Management (B.S.) / Community Planning and Resilience (M.S.)

47.) List names of consortia:

This data is rolled over from last year.

IDEA (Innovative Digital Education Alliance)

Fall 2025 Enrollment

Institutional Enrollment: Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2025. Degree-seeking students are those enrolled in courses for credit who are recognized by the institution as seeking a degree or recognized postsecondary credential. Full time undergraduates are those enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more clock hours a week each term. Please report students formerly designated as "first professional" in the graduate cells. The last two years' enrollment grid are included.

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

48.)

2025 Full-time Enrollment:

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

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

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

*

CDS B1

	Men	Women	Unknown
Degree-seeking, first-time first-year students	1049	1188	1
Other first-year, degree-seeking students	74	81	0
All other degree- seeking undergraduate students	3188	3082	1
Total degree-seeking undergraduate students	4311	4351	2
All other undergraduates enrolled in credit course	14	14	0
Total undergraduate students	4325	4365	2
Graduate degree seeking, first-time	122	139	0
All other graduate degree seeking	248	347	0
All other graduates enrolled in credit courses	1	1	0
Total graduate students	371	487	0

49.) Fall 2025 Part-time Enrollment: *

CDS B1

	Men	Women	Unknown
Degree-seeking, first-time, first-year students	17	8	0
Other first-year, degree-seeking students	14	16	0
All other degree- seeking undergraduate students	266	460	0
Total degree-seeking undergraduate students	297	484	0
All other undergraduates enrolled in credit courses	119	117	0
Total undergraduate students	416	601	0
Graduate degree seeking, first-time	85	80	1
All other graduate degree seeking	559	564	0
All other graduates enrolled in credit courses	34	62	0
Total graduate students	678	706	1

50.) Total fall 2025 enrollment, all undergraduates

CDS B1

9709

51.) Total fall 2025 enrollment, all graduates:

CDS B1

2243

52.) GRAND TOTAL - Fall 2025 Enrollment:

CDS B1

11952

Fall 2024 Enrollment

Institutional Enrollment: Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2024. Please report students formerly designated as "first professional" in the graduate cells. Last year's enrollment grid is included for your reference. Complete all cells, not just the totals. These enrollment data from October 15, 2024 may be applied toward the financial resources ranking factor in the overall rankings. The breakdown by gender will not be re-published on usn.com, is not incorporated into the rankings calculations and therefore does not need to be updated to comport with new gender CDS/IPEDS guidance.

53.) Fall 2024 Full-time Enrollment:

CDS B1 This data is rolled over from last year.

	Men	Women	Unknown
Degree-seeking, first-year students	1001	1173	0
Other first-year, degree-seeking students	83	68	0
All other degree-seeking undergraduate students	3238	3117	0
Total degree-seeking undergraduate students	4322	4358	0
All other undergraduates enrolled in credit courses	17	14	0
Total undergraduate students	4339	4372	0
Graduate degree seeking, first-time	160	154	0
All other graduate degree seeking	275	321	0
All other graduates enrolled in credit courses	1	0	0
Total graduate students	436	475	0

54.) Fall 2024 Part-time Enrollment:

CDS B1 This data is rolled over from last year.

	Men	Women	Unknown
Degree-seeking, first-time freshmen	8	15	0
Other first-year, degree-seeking	7	13	0
All other degree- seeking	269	479	0
Total degree-seeking	284	507	0
All other undergraduates enrolled in credit course	125	135	0
Total undergraduates	409	642	0
Graduate degree seeking, first-time	69	96	0
All other graduate degree seeking	525	538	0
All other graduates enrolled in credit courses	19	32	0
Total graduates	613	666	0

55.) Total fall 2024 enrollment, all undergraduates

CDS B1 This data is rolled over from last year.

9762

56.) Total fall 2024 enrollment, all graduates:

CDS B1 This data is rolled over from last year.

2190

57.) GRAND TOTAL - Fall 2024 Enrollment:

CDS B1 This data is rolled over from last year.

11952

12 Month Enrollment

Report the following on instructional activity for the two most recent academic years. The definitions mirror those from the IPEDS 12 month enrollment survey.

58.)

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

This question is used in the Rankings calculation.

	Degree/ certificate-seeking undergraduates 2024 - 2025	Non-degree/ non-certificate-seeking undergraduates 2024 - 2025	Graduate students 2024 - 2025	Degree/ certificate-seeking undergraduates 2023 - 2024	Non-degree/ non-certificate-seeking undergraduates 2023 - 2024	Graduate students 2023 - 2024
Students enrolled exclusively in distance education courses	906	181	552	740	148	483
Students enrolled in at least one but not all distance education courses	5615	41	596	5749	46	500
Students not enrolled in any distance education courses	3554	254	1389	3609	216	1550
Total	10075	476	2537	10098	410	2533

59.)

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

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

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

Doctor's degree-professional practice is a doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years.

Some of these degrees were formerly classified as first professional and may include: Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or, Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution.

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

This question is used in the Rankings calculation.

	Total activity 2024 - 2025	Total activity 2023 - 2024
Clock hour activity (undergraduate level)		
Credit hour activity (undergraduate)	270906	274726
Credit hour activity (graduate, exclude doctor's-professional practice)	31612	32409
Doctor's - professional practice FTE student estimate	210	218

60.) Please provide total FTE student enrollment for the corresponding 12-month reporting period only if your institution provided a value for that year different from the one

calculated in the IPEDS survey that IPEDS accepted for an override. This option was only used by institutions that determined the calculated estimate was not reasonable. All other institutions should leave this blank.

This question is used in the Rankings calculation.

	Institution reported FTE Total 2024 - 2025	Institution reported FTE Total 2023 - 2024
Undergraduate student FTE		
Graduate student FTE		
Doctor's professional practice student FTE (from prior question)		
Total FTE student enrollment		

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

This question is used in the Rankings calculation.

	Total 2024 - 2025	Total 2023 - 2024
Total Count of Dual Enrolled Students	140	78

Ethnicity Enrollment and Degrees Awarded

Enrollment by Racial & Ethnic Category: Provide numbers of undergraduates for each of the following categories as of the institution's official fall reporting date or as of October 15, 2025. Include international students only in the category "Non-residents." Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."

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

62.) Ethnicity Grid:
CDS B2

	Degree-seeking first-time, first year students	Degree-seeking undergraduates
--	--	-------------------------------

American Indian or Alaskan Native		
-----------------------------------	--	--

	15
--	----

	61
--	----

Asian		
-------	--	--

	24
--	----

	161
--	-----

Black or African American		
---------------------------	--	--

	85
--	----

	367
--	-----

Hispanic/Latino		
-----------------	--	--

	103
--	-----

	376
--	-----

Native Hawaiian or other Pacific Islander		
---	--	--

	0
--	---

	2
--	---

White		
-------	--	--

	1843
--	------

	7795
--	------

Two or more races		
-------------------	--	--

	107
--	-----

	421
--	-----

Non-residents		
---------------	--	--

	39
--	----

	116
--	-----

Race/ethnicity unknown		
------------------------	--	--

	47
--	----

	146
--	-----

Total		
-------	--	--

	2263
--	------

	9445
--	------

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

CDS B3

Certificate/diploma

194

Associate degrees

0

Bachelor's degrees

2370

Post-bachelor's certificates

55

Master's degrees

421

Post-master's certificates

0

Doctoral degrees - research/scholarship

129

Doctoral degrees - professional practice

48

Doctoral degrees - other

0

Student Background

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

CDS F1

	First-time, First-year Students, Fall 2025	Undergraduates Fall 2025
% who are from in-state (exclude international/nonresident from the numerator and denominator)	36	40
% who are from out-of-state (exclude international/non-residents)	64	60
% of men who join fraternities	7	2
% of women who join sororities	6	2
% who live in college-owned, operated or affiliated housing	87	37
% who live off campus or commute	13	63
% of students age 25 and older	1	6
Average age of full-time students	18	20
Average age of students (full- and part-time)	18	21

65.)
Report the percentage of bachelor's degree-seeking undergraduates enrolled in your institution in Fall 2025 who were first-generation students.
Use the Common Application definition (<https://appsupport.commonapp.org/applicantsupport/s/article/First-Generation>) for defining first-generation students. If no parent has a bachelor's degree, or higher, the applicant is identified as a first-generation college student. If there is no information provided for degree level for either parent -- for example, when an applicant left the parental education question blank -- the applicant is assumed to be first-generation (this is the same approach taken by the Common App and NSLDS). Schools that do not use the Common App or use other applications in addition to the Common App may use the equivalent first-generation methodology. Respondents unable to adhere to the above definition for the requested time period should leave this question blank.

All first-year student undergraduates

6 %

All undergraduates

11 %

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

This data is rolled over from last year.

Concordia College at Moorhead (MN), Minnesota State University--Moorhead (MN), University of Minnesota Duluth (MN), University of Minnesota, Twin Cities (MN), University of North Dakota (ND)

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

This data is rolled over from last year.

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

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

94 %

Admission

- 69.)
- Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in fall 2025:
- Report all fields based on the admissions decision cycle (i.e., the cycle in which the student completed an application and received a final decision). Students who were admitted in a prior cycle but enrolled in fall 2025 should not be counted again as applicants or admits in fall 2025 unless they submitted a new application and received a new admissions decision.
 - Include early decision, early action, and students who began studies during summer in this cohort.
 - Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution).
 - Admitted applicants should include wait-listed students who were subsequently offered admission.
 - In cases where gender information is not provided, please do one of the following: report in the 'Unknown' column or distribute evenly as

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

CDS C1 This data is rolled over from last year.

	Fall 2025	Fall 2024
Total first-time, first-year men who applied	3310	3074
Total first-time, first-year women who applied	4323	4154
Total first-time, first-year of unknown sex who applied	1	0
Total first-time, first-year applications (men, women, unknown sex)	7634	7228
Total first-time, first-year men who were admitted	3104	2905
Total first-time, first-year women who were admitted	4107	3959
Total first-time, first-year of unknown sex who were admitted	1	0
Total first-time, first-year admitted (men, women, unknown sex)	7212	6864
Total full-time, first-time, first-year men who enrolled	1049	1001
Total part-time, first-time, first-year men who enrolled	17	8
Total full-time, first-time, first-year women who enrolled	1188	1173
Total part-time, first-time, first-year women who enrolled	8	15
Total full-time, first-time, first-year of unknown sex who enrolled	1	0
Total part-time, first-time, first-year of unknown sex who enrolled	0	0
Total first-time, first-year enrolled -- full-time and part-time (men, women, unknown sex)	2263	2197

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

C1

	Total first-time, first-year (degree-seeking) who applied	Total first-time, first-year (degree-seeking) who were admitted	Total first-time, first-year (degree-seeking) enrolled
In-state	2004	1862	811
Out-of-state	5399	5135	1423
International	230	215	29
Unknown	1	0	0
Total	7634	7212	2263

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

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

CDS C2 This data is rolled over from last year.

- ☐ Yes
- ☒ No
- ☐ No Answer

72.) Please answer the questions below for fall 2025 admissions:

CDS C2

Number of qualified applicants offered a place on waiting list:

Number accepting a place on the waiting list:

Number of wait-listed students admitted:

Admission Requirements

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

CDS C3 This data is rolled over from last year.

- ☒ High school diploma is required and GED is accepted
- ☐ High school diploma is required and GED is not accepted
- ☐ High school diploma or equivalent is not required
- ☐ No Answer

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

CDS C4 This data is rolled over from last year.

- ☒ Require
- ☐ Recommend
- ☐ Neither require nor recommend
- ☐ No Answer

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

CDS C5 This data is rolled over from last year.

	Units Required	Units Recommended
English	4	
Mathematics	3	
Science	3	
Of the science units, units that must be lab	3	
Foreign language		
Social studies	3	
History		
Academic electives		
Computer Science		
Visual / Performing Arts		
Other	1	
Total	14	

The Total excludes lab units

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

CDS C5 This data is rolled over from last year.

1 unit from existing core subject area or world language

77.)
Do you have an open admission policy, under which virtually all secondary school graduates or students with GED equivalency diplomas are

admitted without regard to academic record, test scores, or other qualifications?
'Yes' means open admission policy as described above for all students.

CDS C6 This data is rolled over from last year.

- ☐ Yes
- ☒ No
- ☐ No Answer

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

CDS C6 This data is rolled over from last year.

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

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

Academic:					
CDS C7					
	Very Important	Important	Considered	Not Considered	No Answer
Rigor of secondary school record	☐	☐	☐	☒	☐
Class rank	☐	☐	☐	☒	☐
Academic GPA	☒	☐	☐	☐	☐
Recommendation(s)	☐	☐	☐	☒	☐
Standardized test scores	☐	☐	☒	☐	☐
Application essay	☐	☐	☐	☒	☐

80.) Nonacademic:
CDS C7

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

College-level Exams

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

This data is rolled over from last year.

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

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

This data is rolled over from last year.

☐ 2

☒ 3

☒ 4

☒ 5

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

This data is rolled over from last year.

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

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

This data is rolled over from last year.

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

Applications

85.) Do you accept the Common Application?

- ☐ Yes
- ☒ No
- ☐ No Answer

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

CDS C14

- ☒ Yes
- ☐ No
- ☐ No Answer

No = Rolling

87.) Application closing date (Fall):

CDS C14

08/01

88.) Application priority date:

CDS C14

89.) Notification to Applicants of Admission Decision Sent:

CDS C16

☐ On a rolling basis beginning:

☐ By:

☐ Other:

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

90.) Reply policy for admitted applicants

CDS C17

☐ Must reply by:

☒ No set date (do not leave comment)

☐ Must reply by May 1 or within (X) weeks if notified thereafter

☐ Other:

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

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

CDS C18

☒ Yes

☐ No

☐ No Answer

92.) Maximum period of postponement:

CDS C18

1 Year

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

CDS C19

- ☐ Yes
- ☒ No
- ☐ No Answer

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

CDS C21

- ☐ Yes
- ☒ No
- ☐ No Answer

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

95.) Early Decision Admissions: Fall 2025

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

Applications:

Accepted Applications:

Enrolled:

96.) Early Decision Dates:

CDS C21

First or only early decision plan closing date:

First or only early decision plan notification date:

Other early decision plan closing date:

Other early decision plan notification date:

Dates are in month/day format

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

CDS C22

- ☐ Yes
- ☒ No

☐ No Answer

98.) Early Action Admissions: Fall 2025

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

Applications:

Accepted Applications:

Enrolled:

99.) Early Action Dates:

CDS C22

Early action plan closing date:

Early action plan notification date:

Dates are in month/day format

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

CDS C22

- ☐ Yes
- ☐ No
- ☒ No Answer

Applications, Part 2

101.) Does your institution have an application fee?

CDS C13

- ☐ Yes
- ☒ No
- ☐ No Answer

102.) Amount of application fee:

CDS C13

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

CDS C13

- ☐ Same fee
- ☐ Free

- ☐ Reduced
- ☒ No Answer

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

CDS C13

- ☐ Yes
- ☐ No
- ☒ No Answer

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

- ☐ Yes
- ☐ No
- ☒ No Answer

106.) Admission interview is:

- ☐ Required
- ☐ Recommended
- ☒ Neither required/recommended
- ☐ No Answer

107.) Amount for housing deposit:

CDS C17

\$ 100

108.) Deadline for housing deposit:

CDS C17

International Applicant Info

International Applicant Information for the 2025- 2026 academic year.

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

- ☐ Yes
- ☒ No
- ☐ No Answer

110.)

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

This data is rolled over from last year.

- ☒ ACT
- ☒ Duolingo

- ☒ IELTS
- ☐ iTEP (International Test of English Proficiency)
- ☒ Michigan Test
- ☒ PTE (Pearson Test of English)
- ☒ SAT
- ☒ TOEFL iBT Test

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

This data is rolled over from last year.

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

112.) Minimum Required Test Scores:

This data is rolled over from last year.

TOEFL iBT Test

71

IELTS

6

Duolingo

105

113.) Average score of admitted students:

This data is rolled over from last year.

TOEFL iBT Test

79

IELTS

6.5

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

This data is rolled over from last year.

- ☐ Yes
- ☒ No
- ☐ No Answer

115.) Preapplication form is required of international applicants:

This data is rolled over from last year.

- ☐ Yes
- ☒ No
- ☐ No Answer

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

This data is rolled over from last year.

- ☐ Yes
- ☒ No
- ☐ No Answer

117.) Application closing date for international applicants:

This data is rolled over from last year.

	Date	or Rolling Basis Beginning Date
Fall	05/15	
Winter		
Spring	11/01	
Summer		

Dates are in month/day format.

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

This data is rolled over from last year.

- ☐ Yes
- ☒ No
- ☐ No Answer

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

This data is rolled over from last year.

- ☐ Yes, both early decision or early action

- ☐ Early decision only
- ☐ Early action only
- ☐ No
- ☒ No Answer

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

48

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

	Countries	Percent
1.	Canada	17.5
2.	Papua New Guinea	12.5
3.	Korea, Republic of	6
4.	Japan	6
5.	India	4.3
6.	China	4.3

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

This data is rolled over from last year.

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

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

HS Standing and GPA

123.)
High School Class Standing: Please enter the percent of all degree-seeking, first-time, first-year students who had high school class rank within each of the following ranges for cohorts in which your institution collected class standing data. If class standing was collected on less than 10% of new entrants, respondents may leave this question blank.
Include all full- and part-time, first-time, first-year students who enrolled in fall of 2025, including students who began studies during the summer, international students / non-residents, and students admitted under special arrangements. Only report information on students from whom you collected high school class rank information.
These data are no longer used as a standalone factor in the overall rankings. They may be used in future modeling of the predicted graduation rate. They will be used in upcoming edition for placing schools in the 'A-Plus Schools for B Students' lists.

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

	Fall 2025	Fall 2024
% in top tenth of high school graduating class	18	17
% in top quarter of high school graduating class	42	38
% in top half of high school graduating class	70	70
% in bottom half of high school graduating class	30	30
% in bottom quarter of high school graduating class	6	6
% of total first-time, first-year students who submitted high school class rank	31	47

124.)
Percentage of all enrolled, degree-seeking, first-time, first-year students who had high school grade-point averages within each of the following ranges (using 4.0 scale). *The rightmost column is what displays on U.S. News's website. If you cannot report a full breakdown, please report all students of record in the right most column.*

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

	Percent (Students who submitted scores)	Percent (Students who did not submit scores)	Percent (All enrolled students)
Percent who had GPA of 4.0	13.15	6.97	9.35
Percent who had GPA between 3.75 and 3.99	39.66	24.47	30.31
Percent who had GPA between 3.50 and 3.74	18.68	19.98	19.48
Percent who had GPA between 3.25 and 3.49	10.31	17.1	14.49
Percent who had GPA between 3.00 and 3.24	8.62	16.05	13.19
Percent who had GPA between 2.50 and 2.99	8.86	14.21	12.15
Percent who had GPA between 2.00 and 2.49	0.72	1.22	1.03
Percent who had GPA between 1.00 and 1.99	0	0	0
Percent who had GPA below 1.00	0	0	0

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

CDS C12

95 %

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

CDS C12

3.53

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

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

	25th	75th
GPA	3.2	3.9

College Entrance Exams

Instructions for Reporting SAT/ACT Data

Who Should Complete This Section

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

Important Note on the Common Data Set (CDS)

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

Student and Score Guidelines

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

Reporting Timeframes and Data Usage

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

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

This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

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

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

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

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

This data is rolled over from last year.

- ☐ Test flexible
- ☒ Test optional
- ☐ Test optional only for international applicants

- ☐ Test blind
- ☐ Test-blind with exceptions
- ☐ No Answer

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

This data is rolled over from last year.

08/01

132.)

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

- Submission of all exam scores is required. Applicants must submit all their ACT and SAT scores as part of their applications.
 - Submission of all exam scores is recommended. Although submission of all ACT and SAT scores is not required, your institution recommends applicants submit all ACT and SAT scores.
 - Submissions of all exam scores are not required nor recommended. Applicants may submit whichever ACT and/or SAT scores they elect and your institution does not encourage otherwise.
- ☐ All exam scores required
- ☐ All exam scores recommended
- ☐ All exam scores not required nor recommended
- ☒ None of the above
- ☐ No Answer

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

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

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

This data is rolled over from last year.

NDSU is test-optional and does not require the ACT/SAT test scores for admission. Test scores are considered for admission and scholarship consideration if requested by applicant.

Maximum number of allowable characters is 500

134.) Test Score Submission: In the following questions, please provide the percent and number of first-time, first-year students enrolled in fall 2025 who submitted national standardized (SAT/ACT) test scores in the admissions decision:

- Adhere to the guidelines reported for the latest IPEDS winter survey, but limited to bachelor's-seeking students. Adhering to

IPEDS means including *all* new entrants' SAT/ACT scores reviewed by your institution before admissions decisions were made.

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

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

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

Fall 2025:

16

Fall 2024:

13

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

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

Fall 2025:

1 %

Fall 2024:

0 %

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

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

Fall 2025:

842

Fall 2024:

1138

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

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

Fall 2025:

37 %

Fall 2024:

52 %

139.)

Average Test Scores: Please enter average test scores for all full- and part-time, first-time, first-year students for admissions for the fall of 2025, including students who began studies during the summer, international students / non-residents, and students admitted under special

arrangements. Last year's data is provided for your reference.
Please review these data against the 25th and 75th percentile ACT/SAT scores in this section. In most cases, mean score will be between these values.

This data is rolled over from last year.

	SAT Evidence-Based Reading and Writing	SAT Math	ACT Composite
Fall 2025	580	551	23
Fall 2024	640	630	22

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

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

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

	2025 - 25th Percentile	2025 - 50th Percentile	2025 - 75th Percentile	2024 - 25th Percentile	2024 - 50th Percentile	2024 - 75th Percentile
SAT Evidence-Based Reading and Writing	530	580	600	540	640	670
SAT Math	480	550	580	550	630	690

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

141.) ACT Percentiles: Composite Score

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

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

	2025 - 25th Percentile	2025 - 50th Percentile	2025 - 75th Percentile	2024 - 25th Percentile	2024 - 50th Percentile	2024 - 75th Percentile
ACT Composite Score	20	23	26	19	22	25

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

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

1400-1600	8.04 %
1200-1399	28.4 %
1000-1199	48.86 %
800-999	14.7 %

600-799

0 %

400-599

0 %

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

ACT Composite	
30-36	14.62
24-29	37.02
18-23	38.47
12-17	9.9
6-11	0
Below 6	0

Columns must sum to 100.

144.) Report the following composite SAT scores (1600 scale) and ACT score at the following percentiles of your fall 2025 entering class. These pertain to all enrolled, degree-seeking, first-time, first-year students from which these scores were used in admissions decisions.

25th percentile SAT

1030

50th percentile SAT

1120

75th percentile SAT

1230

50th percentile ACT

23

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

This data is rolled over from last year.

- ☐ Yes
- ☒ No
- ☐ No Answer

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

This data is rolled over from last year.

Fall 2025:

%

Fall 2024:

%

147.) Classical Learning Test (CLT):

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

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

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

Transfer Students

148.) Does your institution enroll transfer students?

CDS D1

- ☒ Yes
- ☐ No
- ☐ No Answer

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

CDS D1 This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

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

CDS D2

	Applicants	Admitted	Enrolled
Men	560	530	286
Women	588	564	288
Unknown	0	0	0
Total	1148	1094	574

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

Entered with credits granted by a community college?

438

Had an associate degree granted by another institution?

124

152.) Indicate terms for which transfers may enroll:

CDS D3 This data is rolled over from last year.

- ☒ Fall
- ☐ Winter
- ☒ Spring
- ☒ Summer

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

This data is rolled over from last year.

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

CDS D5

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

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

CDS D7 This data is rolled over from last year.

2

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

CDS D9 This data is rolled over from last year.

	Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
Fall		08/01			
Winter					
Spring		12/01			
Summer		07/01			

Dates are in month/day format.

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

CDS D10 This data is rolled over from last year.

- ☐ Yes
- ☒ No
- ☐ No Answer

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

CDS D12 This data is rolled over from last year.

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

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

Two-year institution:

Four-year institution:

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

CDS D16 This data is rolled over from last year.

Bachelor's degree:

30

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

This data is rolled over from last year.

ND.200305--North Dakota State College of Science

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

This data is rolled over from last year.

Veterans and Military

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

163.) Military Enrollment.

- Provide numbers of undergraduate students, full-time and part-time, for each of the following categories as of the institution's official fall reporting date or as of October 15, 2025
- Military Active Service Members includes Active duty and Active guard reserve only
- ROTC should not be counted

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

	Fall 2025	Fall 2024
Military Veterans	82	150
Military Active Service Members	212	252
Total: Military Veterans and Active Service Members	294	402

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

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

- ☒ Yes
- ☐ No
- ☐ No Answer

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

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

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

- ☒ Yes
- ☐ No
- ☐ No Answer

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

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

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

- ☐ Provides maximum funding on tuition that remains after Post-9/11 GI Bill.
- ☒ Limits or caps funding on tuition that remains after Post-9/11 GI Bill.
- ☐ Not Applicable
- ☐ No Answer

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

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

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

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

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

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

CDS D18 This data is rolled over from last year.

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

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

CDS D21 This data is rolled over from last year.

<https://catalog.ndsu.edu/academic-policies/undergraduate-policies/transfer-test-credit/#evaluationoftransfercreditfrommilitarycoursestex>

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

CDS D22 This data is rolled over from last year.

Maximum number of allowable characters is 500

171.) Where were ROTC programs offered in cooperation with the Reserve Officers' Training Corps during the 2025- 2026 academic year?

CDS F3 This data is rolled over from last year.

	On Campus	At Cooperating Institution	Not offered	No Answer
Air Force	☒	☐	☐	☐
Army	☒	☐	☐	☐
Marines	☐	☐	☐	☒
Navy	☐	☐	☐	☒

Faculty: Counts

Please report the number of instructional faculty members in each category for Fall 2025. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP. Fall 2024 data is provided for your reference.

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

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

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

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

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

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

Additional guidance on May 20, 2026:

To align with CDS I1, the Instructional Faculty grid includes only "men" and "women" as columns. If any faculty members are not represented by these options, allocate them equally between both.

172.) 2025 Instructional Faculty Members:

	Full time	Part time	Total
Total number of instructional faculty	553	142	695
Total number who are members of minority groups	123	9	132
Total number who are women	236	70	306
Total number who are men	317	72	389
Total number who are nonresidents (international)	32	3	35
Total number with doctorate, or other terminal degree	483	49	532
Total number whose highest degree is a master's but not a terminal master's	64	38	102
Total number whose highest degree is a bachelor's	2	23	25
Total number whose highest degree is unknown or other	4	32	36
Total number in stand-alone graduate professional programs in which faculty teach virtually only graduate-level students	5	4	9

173.) 2024 Instructional Faculty Members

This data is rolled over from last year.

	Full time	Part time	Total
Total number of instructional faculty	574	131	705
Total number who are members of minority groups	126	5	131
Total number who are women	242	58	300
Total number who are men	332	72	404
Total number whose gender is unknown	0	1	1
Total number who are non-residents (international)	32	1	33
Total number with doctorate or other terminal degree	508	56	564
Total number whose highest degree is a master's but not a terminal master's	59	32	91
Total number whose highest degree is a bachelor's	6	13	19
Total number whose highest degree is unknown or other	1	30	31
Total number in stand-alone graduate professional programs in which faculty teach virtually only graduate-level students	6	3	9
Total number whose highest degree is a Doctorate	485	46	531

174.) Report the Fall 2025 ratio of full-time equivalent undergraduate and graduate students (full-time plus 1/3 part time) to full-time equivalent instructional faculty of undergraduate and graduate students (full-time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. Do not count undergraduate or graduate student teaching assistants as faculty.

CDS I2 This question is used in the Rankings calculation.

Based on X number of students

10329

Based on Y number of faculty

594

X number of students to 1 faculty

17.39

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

This data is rolled over from last year.

16.98

Faculty diversity - Fall 2025 Cohort.

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

For each row, report the pre-summed counts of all fall 2025 total faculty who were among the following: tenured, tenure-track, not on tenure-track multi-year contract, not on tenure-track annual contract, less than annual contract, and indefinite duration contract. Exclude full-time instructional staff without faculty status.

You must complete all rows pertaining to ethnicity for men and women, both full-time and part-time. Otherwise, if your count for a cell is 0, enter 0.

	Full-time men	Full-time women	Full-time unknown sex	Part-time men	Part-time women	Part-time unknown sex
American Indian or Alaskan Native	0	0	0	0	0	0
Asian	64	26	0	2	3	0
Black or African American	13	0	0	2	1	0
Hispanic/Latino	12	5	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	189	188	0	62	60	0
Two or more races	2	1	0	0	1	0
Non-residents	21	11	0	1	2	0
Race and ethnicity unknown	16	5	0	5	3	0
Total	317	236	0	72	70	0

Faculty: Salaries

Report cumulative salaries by rank of full-time instructional faculty members for Fall 2025. Enter what your institution reported in [Form 2 of the AAUP Faculty Compensation Survey](#) (<https://research.aaup.org/instructions#form2>) for the corresponding fields assuming it was complete and accurate. Any of the data requested below that was not reported to AAUP must still be reported to U.S. News for fair comparisons to schools that submitted complete grids. Schools that do not report any data to AAUP are still instructed to follow the AAUP guidance below. Schools that cannot do this should leave the section blank and will be assessed on data they reported to IPEDS pertaining to the earlier year.

Guidance:

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

Whom to Include:

- Full-time faculty members who are on the payroll of the institution as of November 1, 2025 and working 9-, 10-, 11-, or 12-month contracts, including those paid through third-party payroll management companies.

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

Whom to Exclude

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

Academic Rank: Report the academic rank as of November 1, 2025, as follows:

- Report ranked faculty, including ranked teaching faculty, at their named rank at your institution, irrespective of tenure status.
- Report full-time faculty members on visiting appointments, “Post-Doctoral Faculty” who have instruction as part of their contractual responsibilities, and “Other Regular Faculty” in the category of “Instructor.” Visiting appointments are short-term, non-tenure-track positions held by individuals who ordinarily continue to hold tenure-track or tenured positions at other academic institutions. In cases where your institution assigns “visiting” titles to faculty members holding other types of non-tenure-track appointments, faculty members should be reported at their named ranks.
- If your institution does not have a faculty ranking system, for example if all faculty members are referred to as “instructors,” report all faculty on as “No Rank.”

Length of contract: Data for faculty whose base contract requires 9 or 10 months of instruction (e.g., two semesters, three quarters, or two trimesters) should be reported as 9 months regardless of whether the pay period extends over 12 months. Data for faculty working 11- or 12-month contracts should be reported as 12 months regardless of the number of installments.

Number of Faculty: Report an unduplicated head count of faculty members in each cell. Do not report full-time equivalent (FTE) figures. Note that projected annual base salary expenditures should be adjusted, if necessary, for faculty working on reduced load (see below).

Total Contracted Base Salaries (Faculty Salary Outlays): Report the projected annual expenditure for full-time contracted base salaries excluding extra loads, summer teaching, stipends, or other forms of remuneration. For faculty working on a reduced load (e.g., 0.75 FTE), adjust the projected annual salary expenditures by determining what their base salaries would be for a full load (e.g., salary ÷ FTE). For full-time instructional faculty serving as department or program heads and having no other administrative title, report only their base instructional salary (i.e., excluding administrative stipends), adjusting their projected annual salary expenditures if appropriate by determining what their base salary would be for a full instructional load (e.g., salary ÷ FTE).

177.)

Report full-time instructional faculty salaries - Fall 2025. Follow the above guidelines. This means reporting on *all* qualifying faculty, including non-tenured faculty. Report salary data on an actual basis (e.g. do not convert 9 month figures to 12 month figures or vice versa). Report cumulative salaries and not average salaries in each row.

	Number of Faculty	Total Contracted Salaries (\$)
Professor, 9-month (contract length)	121	14477442
Associate professor, 9-month (contract length)	128	12643405
Assistant professor, 9-month (contract length)	132	11076740
Instructor, 9-month (contract length)	0	0
No Rank, 9-month (contract length)	0	0
Lecturer, 9-month (contract length)	47	3029237
Professor, 11- or 12-month (contract length)	59	7430977
Associate professor, 11- or 12-month (contract length)	36	3373537
Assistant professor, 11- or 12-month (contract length)	47	3427619
Instructor 12 Month, 11- or 12-month (contract length)	0	0
No Rank 12 Month, 11- or 12-month (contract length)	0	0
Lecturer 12 Month, 11- or 12-month (contract length)	6	355409

178.)

Full-time Instructional Faculty Salaries - Fall 2024:

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

This data is rolled over from last year.

	Number of Faculty	Total Contracted Salaries (\$)
Professor, 9-month (contract length)	129	15718081
Associate professor, 9-month (contract length)	127	12220040
Assistant professor, 9-month (contract length)	131	10715167
Instructor, 9-month (contract length)	1	67574
No Rank, 9-month (contract length)	0	0
Lecturer, 9-month (contract length)	45	2878011
Professor, 11- or 12-month (contract length)	62	7497885
Associate professor, 11- or 12-month (contract length)	41	3786712
Assistant professor, 11- or 12-month (contract length)	44	3252829
Instructor 12 Month, 11- or 12-month (contract length)	0	0
No Rank 12 Month, 11- or 12-month (contract length)	0	0
Lecturer 12 Month, 11- or 12-month (contract length)	5	286496

Class Sections

179.)

Undergraduate Class Size: In the table below, please use the following definitions to report information about the size of class sections offered in the Fall 2025 term. Fall 2024 data provided for your reference.

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

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

	2025 Undergraduate Class Sections	2024 Undergraduate Class Sections
2-9	90	93
10-19	191	208
20-29	195	189
30-39	82	88
40-49	68	70
50-99	138	150
100+	57	58
Total	821	856

Graduation and Retention

The graduation and retention questions below *must align with what your institution reported to IPEDS*, unless your institution has since submitted or plans to submit an update to IPEDS for their final release.

The exception involves first-generation graduation. This is not currently collected by IPEDS and this year's survey data will not be used in the rankings, but it is being collected for profiles, search tools and editorial content.

180.)

Bachelor's Degree-Seeking Graduation rates - 2019 Cohort.

The following questions ask for information needed to calculate the six-year graduation rate for the cohort of full-time, first-time, bachelor's or equivalent degree-seeking undergraduate students who entered your institution in the Fall of 2019 and were awarded a bachelor's or equivalent degree.

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

- Include students who entered your institution during the Summer term preceding Fall of 2019.
- Students are to be considered to have received a grant or loan if they received it for the period used for determining the cohort - fall term.
- The Common Data Set uses the term 'Stafford Loans' while IPEDS refers to them as 'Direct Loans' but these both are the same numbers.
- The total column is the sum of Pell students + Stafford Loans students + non-Pell, non-Stafford students, which are each unique counts. However, the rightmost column on first-generation students are of students who overlap across the three leftmost columns and will therefore be double counted.
- Schools that do not accept Pell Grants will be assigned a value for Pell-based graduation rate factors consistent with the [methodology](https://www.usnews.com/education/best-colleges/articles/ranking-criteria-and-weights) (<https://www.usnews.com/education/best-colleges/articles/ranking-criteria-and-weights>).
- Use the latest FAFSA definition, which mirrors the [Common Application definition](https://appsupport.commonapp.org/applicantsupport/s/article/First-Generation) (<https://appsupport.commonapp.org/applicantsupport/s/article/First-Generation>). for defining first-generation students. If no parent has a bachelor's degree, or higher, the applicant is identified as a first-generation college student. If there is no information provided for degree level for either parent -- for example, when an applicant left the parental education question blank -- the applicant is assumed to be first-generation (this is the same approach taken by NSLDS). Schools that do not use the Common App or use other applications in addition to the Common App may use the equivalent first-generation methodology. Institutions may alternatively use the final two columns in the grid to separately report known first-generation students with students whose first-generation status is unknown. For any publishing or comparative purposes these two columns will be summed and displayed as first generation or unknown students. Reporting on either or both of the final two columns is not required for submission.

- The first generation + unknown entering class statistics may be used as an independent variable in the predicted graduation rate model.

CDS B4 This question is used in the Rankings calculation.

	Recipients of a Federal Pell Grant	Recipients of a subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total	Students who are First Generation	Students whose First Generation status is unknown
A - Initial 2019 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	408	446	1345	2199	236	208
B - Of the initial 2019 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions	0	0	0	0	0	0
C - Final 2019 cohort, after adjusting for allowable exclusions	408	446	1345	2199	236	208
D - Of the initial 2019 cohort, how many completed the bachelor's (or equivalent) degree program in four years or less (by Aug. 31, 2023)	163	188	702	1053	92	100
E - Of the initial 2019 cohort, how many completed the bachelor's (or equivalent) degree program in more than four years but in five years or less (after Aug. 31, 2023 and by Aug. 31, 2024)	42	69	203	314	36	41
F - Of the initial 2019 cohort, how many completed the bachelor's (or equivalent) degree program in more than five years but in six years or less (after Aug. 31, 2024 and by Aug. 31, 2025)	13	14	46	73	7	4
G - Total graduating with a bachelor's (or equivalent) degree within six years (sum of lines D, E, and F)	218	271	951	1440	135	145
H - Six-year bachelor's (or equivalent) degree graduation rate for 2019 cohort (percent)	53.43	61	70.71	65	57	70

181.) Graduation rates - 2018 Cohort:

This grid displays what your institution reported last year and is provided mostly for reference. U.S. News will use IPEDS data, when available, for its calculations pertaining to the 2018 cohort and two prior cohorts:

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

	Recipients of a Federal Pell Grant	Recipients of a subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total
A - Initial 2018 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	498	509	1263	2270
B - Of the initial 2018 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions	0	1	1	2
C - Final 2018 cohort, after adjusting for allowable exclusions	498	508	1262	2268
D - Of the initial 2018 cohort, how many completed the program in four years or less (by Aug. 31, 2022)	199	219	633	1051
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)	57	74	190	321
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)	18	18	41	77
G - Total graduating within six years (sum of lines D, E, and F)	274	311	864	1449
H - Six-year graduation rate for 2018 cohort (percent)	55	61	68	64

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

182.)

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

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

Make a comment on your choice here:

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

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

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

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

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

Must answer two previous questions

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

188.)

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

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

	Pell Grant recipients, full-time	Non-Pell Grant recipients, full-time	Pell Grant recipients, part-time	Non-Pell Grant recipients, part-time
Degree/certificate-seeking undergraduate students	149	432	22	70
Exclusions to cohort	0	0	0	0
Adjusted cohort	149	432	22	70
Conferred associate's degree in four years				
Conferred associate's degree in six years				
Conferred associate's degree in eight years				
Conferred bachelor's degree in four years	88	280	10	36
Conferred bachelor's degree in six years	99	312	11	39
Conferred bachelor's degree in eight years	101	313	11	39

189.) First-year retention rate:

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

For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as first-year students in fall 2024 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in fall 2025?

Total students retained = students from the fall 2024 cohort who are still enrolled as of fall 2025 + students from fall 2024 cohort who completed their bachelor's program as of fall 2025.

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

Enter integer values.

CDS B22 This question is used in the Rankings calculation.

of all first-time, full-time, bachelor's degree-seeking undergraduate students who entered in Fall 2024

2172

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

1702

Retention Rate %

78

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

The number of first-time students seeking a bachelor's degree (or equivalent) who attain a bachelor's degree (or equivalent) by their second fall term is expected to be zero or very small. In exceptional cases when a first-time student does satisfy all degree requirements including full credit

completion (e.g., typically 120 credit hours) and is awarded a bachelor's degree (or equivalent) by their second fall term, they are to be considered "retained" for reporting purposes.

190.) Historical first-year retention rate:

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

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

Fall of 2023 and returned to your institution in fall 2024 (percent)

78 %

191.) International student retention rate:

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

68 %

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

Firms That Hire Graduates

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

This data is rolled over from last year.

Agard
Abbott Northwestern Hospital
Actalent
AgCountry Farm Credit Services
Aldevron
Allina Health
Altru Health System
Amazon
American Crystal Sugar Company
Ameriprise Financial
Appareo Systems
Applied Engineering, Inc
ASN Constructors
Basin Electric Power Cooperative
Bayer Crop Science

Bell Bank
Bethany Retirement Living
BioLife Plasma Services
Bismarck Public Schools
Black & Veatch
Blattner Energy
Blue Cross Blue Shield of North Dakota
BNG Team
Bolton & Menk, Inc.
Border States Electric
Boston Scientific
Brady Martz and Associates
Bushel
Butler Machinery Company
Cargill
Casselton Veterinary Service, Inc.
Caterpillar Inc.
CCRI (Creative Care for Reaching Independence)
CentraCare
Control Crop Consulting, Inc.
CHI St. Alexius Health
Choice Financial
CHS Inc.
City of Fargo
CliftonLarsonAllen LLP
CNH Industrial
Coborn's, Inc.
Collins Aerospace

Coloplast
Cub Pharmacy
CVS Pharmacy
Dakota Fence Company
Doosan Bobcat North America
Douglas Machine, Inc
EAPC Architects Engineers
Eide Bailly LLP
Emerson Automation Solutions
Essentia Health
Fairview Health Services
Fargo Park District
Fargo Police Department
Fargo Public Schools
Fargo VA Medical Center
FAST Enterprises, LLC
Fastenal Company
FedEx Services
Fellowship of Catholic University Students
FirstLink
Flint Group
Fraser, Ltd.
Frito Lay
Gate City Bank
HDR, Inc.
Houston Engineering Inc.
Jamestown Regional Medical Center
JLG Architects

John Deere
Kiewit Corp.
Kimley-Horn
Klai Juba Wald Architecture + Interiors
KLJ Engineering
Korber Pharma, Inc.
Lake Region Healthcare
Lockheed Martin
Mandan Public Schools
Marsh McLennan Agency
Marvin Windows and Doors
Mayo Clinic
Mayville State University
MBN Engineering Inc.
Michael Foods Inc.
Microsoft
Minn-Kota Ag Products, Inc.
Missouri Valley Veterinary Clinic
Moore Engineering, Inc.
Mortenson
North Dakota State College of Science
North Dakota State University
North Memorial Health
Northern Cass School District 97
Northwestern Mutual
Oakes Public School
Open Systems International
PepsiCo

Polaris Industries
Prairie St. John's
Precision Landscape and Irrigation, LLC
PRx Performance
Puget Sound Naval Shipyard and Intermediate Maintenance Facility
RDO Equipment Co.
Red River Animal Emergency Hospital and Referral Center
RSM US LLP
Sanford Medical Center
Sanford Health
Scheels
Sherwin-Williams Company
Solutions Behavioral Healthcare Professionals
Stantec
State Farm
State of North Dakota
Steffes Group Inc.
Superior Industries & Westmor Industries
Syngenta
Target Corporation
The Toro Company
The Village Family Service Center
Titan Machinery
3M
Thrifty White Pharmacy
Trinity Health
Ulteig
United Health Group

United Parcel Service
University of Iowa
University of Minnesota
University of North Dakota
U.S. Department of Agriculture - USDA
U.S. Department of Agriculture - Natural Resources Conservation Service (NRCS)
Vareberg Engineering, Ltd.
Walgreens
Walmart
Walt Disney Parks and Resorts
Wanzek Construction
WEX Health
West Fargo Public Schools
Western State Bank
Widseth
Wurth Industry of North America LLC
YMCA

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

Employer

- | | |
|----|---------------------------|
| 1 | Sanford Health |
| 2 | Essentia Health |
| 3 | West Fargo Public Schools |
| 4 | Marvin |
| 5 | John Deere |
| 6 | Fargo Public Schools |
| 7 | Bobcat Company |
| 8 | Scheels |
| 9 | Eide Bailly LLP |
| 10 | Target |

Alumni Giving

This is no longer a ranking factor but is still published in school profiles, collected for school benchmarking, and has been featured in an annual editorial article. Please read the full instructions.

Please enter information on undergraduate alumni giving, as defined below in accordance with the updated standards set by the Council for Aid to Education (CAE) and the Council for Advancement and Support of Education (CASE), and used for reporting to CAE for the Voluntary Support of Education Survey.

As always, *exclude* former students who didn't graduate from your institution. Additionally, exclude all student giving (e.g., senior class gift) unless you count the entire senior student body in the alumni of record total. Also restrict reporting to 4-year undergraduate students, including all 4-year undergraduate degree students who obtained additional degrees at your institution.

For individual donations from households with multiple (e.g. two) alumni, report each as separate donors. One would be hard credit and the other would be soft credit. So these soft-credit spouses would be excluded from the third question, but included in the first, second and fourth, and comprised the whole answer to the fourth.

If you are unable to report in accordance with the standards, please leave blank responses to the alumni giving questions.

194.)

What was the number of 4-Year Undergraduate Degreed alumni who were legally contactable in academic year 2024-2025. Restrict to alumni who hold one or more 4-year undergraduate degrees, independent of any other degrees. Legally contactable alumni are individuals not marked as deceased for whom you have means of contact and who do not have a total "no contact" status. The individual is contactable if they have a postal address, email or telephone number on file.

2024-2025

87559

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

2024-2025

87559

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

2024-2025

2136

197.) Among the alumni cohort from three questions earlier, what was the number of additional soft-credit donors, whether the hard-credit donor was a person or an organization? Do not double count donors as hard-credit and soft-credit.

2024-2025

599

Honor Students

198.) List names of honor societies:

This data is rolled over from last year.

Alpha Epsilon
Beta Gamma Sigma
Blue Key National Honor Society
IEEE-Eta Kappa Nu
Gamma Sigma Delta
Golden Key International Honor Society
Lambda Beta Honor Society
Mortar Board National Honor Society
Phi Alpha Theta
Phi Eta Sigma National Honor Society
Pi Lambda Theta
Pi Sigma Alpha
Pi Tau Sigma
Psi Chi
Rho Chi Honor Society
Sigma Tau Delta

Sigma Theta Tau
Tau Beta Pi
Tau Sigma Delta
Upsilon Pi Epsilon
Veteran Honor Society

199.) Does your institution house an honors college?

This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

200.) Does your institution offer an honors program?

This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

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

Honors college:

Honors program:

Housing

202.) Institution offers housing:

This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

203.) Please check all types of college-owned, -operated, or -affiliated housing available for the 2025-2026 undergraduates at your institution and specify the percentages of students living in each type.

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

CDS F4 This data is rolled over from last year.

☒ Coed residence halls

41

☒ Women's residence halls

16

☒ Men's residence halls

18

☐ Fraternity/sorority housing

☒ Apartments for married students

2

☒ Apartment for single students

22

☐ Special housing for disabled students

☐ Special housing for international students

☐ Cooperative housing

☐ Theme housing

☐ Wellness housing

☒ Living learning communities

1

☐ Other housing options

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

This data is rolled over from last year.

Singles

14 %

Doubles

24 %

Triples/Suites

31 %

Apartments

26 %

Other

5 %

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

This data is rolled over from last year.

	Yes	No	No Answer
First year	☒	☐	☐
Sophomore year	☐	☒	☐
Junior year	☐	☒	☐
Senior year	☐	☒	☐

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

This data is rolled over from last year.

☒ Yes

☐ No

☐ No Answer

Regulations

Regulations/rules in effect during the 2025-2026 academic year.

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

This data is rolled over from last year.

☐ Yes

☒ No

☐ No Answer

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

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

This data is rolled over from last year.

☒ Banned

☐ Highly Restricted

☐ Concealed Carry

☐ Open Carry

☐ No Answer

Student Employment/Internships

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

209.) Institutional employment is available:

This data is rolled over from last year.

☒ Yes

☐ No

☐ No Answer

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

21 %

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

\$ 3162

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

This data is rolled over from last year.

☒ Yes

☐ No

☐ No Answer

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

Paid

0 %

Unpaid

0 %

Unknown

100 %

Guidance Facilities and Other Services

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

This data is rolled over from last year.

☒ Math

☒ Reading

☒ Study skills

☒ Writing

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

This data is rolled over from last year.

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

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

This data is rolled over from last year.

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

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

This data is rolled over from last year.

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

218.) Check special programs offered for students with physical disabilities: (check all that apply)

This data is rolled over from last year.

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

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

This data is rolled over from last year.

- ☐ Fully
- ☐ Partially
- ☒ Mostly
- ☐ Not at all
- ☐ No Answer

220.) Check campus safety and security services offered:

This data is rolled over from last year.

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

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

- ☒ Yes
- ☐ No
- ☐ No Answer

Programs/Services for Students with Learning Disabilities

Programs/Services for Students with Learning Disabilities offered during the 2025-2026 academic year

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

Structured/Proactive/Comprehensive program:

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

available to students.

Self-directed/decentralized services:

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

Students' progress is not monitored.

Compliance:

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

This data is rolled over from last year.

☐ Structured/Proactive/Comprehensive program

☒ Self-directed/decentralized services

☐ Compliance

☐ No Answer

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

This data is rolled over from last year.

☒ Yes

☐ No

☐ No Answer

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

This data is rolled over from last year.

☒ First-year students

☒ Sophomores

☒ Juniors

☒ Seniors

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

This data is rolled over from last year.

☒ Academic

☒ Psychological

☒ Student support groups

☐ Vocational

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

This data is rolled over from last year.

☐ Diagnostic testing service

☒ Early syllabus

☒ Exam on recording or computer

☒ Extended time for tests

☐ Learning center

☒ Note-taking services

- ☒ Oral tests
- ☐ Other Special Classes
- ☒ Other testing accommodations
- ☒ Priority registration
- ☒ Priority seating
- ☒ Proofreading services
- ☒ Readers
- ☒ Recorded classes
- ☒ Remedial English
- ☒ Remedial math
- ☐ Remedial reading
- ☐ Special bookstore section
- ☒ Substitution of courses
- ☒ Take home exam
- ☒ Text-to-speech software
- ☒ Tutors
- ☒ Typist/Scribe
- ☒ Untimed tests
- ☐ Waiver of foreign language degree requirement
- ☐ Waiver of math degree requirement

Other:

Services offered on a case-by-case basis.

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

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

This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

228.) Is individual tutoring available?

This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

229.) How often is individual tutoring available?

This data is rolled over from last year.

- ☒ As needed
- ☐ Daily
- ☐ Weekly
- ☐ Twice per month
- ☐ Monthly
- ☐ No Answer

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

This data is rolled over from last year.

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

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

This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

232.) URL for LD Program/Unit:

This data is rolled over from last year.

https://www.ndsu.edu/accessibility_disability/

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

This data is rolled over from last year.

Name:

Molly McKinnon

Title:

Director of Center for Accessibility and Disability Resources

Phone:

(701) 231-8463

Email:

ndsu.cadr@ndsu.edu

Phone format: (XXX) XXX-XXXX

Programs/Services for Students with ADHD and ASD

Programs/Services for Students with Attention-deficit/hyperactivity disorder (ADHD) offered during the 2025-2026 academic year

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

This data is rolled over from last year.

- ☐ Yes
- ☒ No
- ☐ No Answer

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

This data is rolled over from last year.

- ☐ Yes
- ☐ No

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

This data is rolled over from last year.

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

This data is rolled over from last year.

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

238.) URL for ADHD program:

This data is rolled over from last year.

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

This data is rolled over from last year.

Name

Molly McKinnon

Title

Director of Center for Accessibility and Disability Resources

Email

ndsu.cadr@ndsu.edu

Phone

(701) 231-8463

Phone format: (XXX) XXX-XXXX

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

This data is rolled over from last year.

- ☒ Yes
- ☐ No
- ☐ No Answer

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

- ☐ Yes
- ☐ No

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

243.)

Which of the following services are offered to ASD students:

This data is rolled over from last year.

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

244.) URL for ASD Program:

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

This data is rolled over from last year.

Name

Molly McKinnon
Title
Director of Center for Accessibility and Disability Resources
Email
ndsu.tap@ndsu.edu
Phone
(701) 231-1805

Phone format: (XXX) XXX-XXXX

Athletics

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

This data is rolled over from last year.

- ☒ NCAA I
- ☐ NCAA II
- ☐ NCAA III
- ☐ NAIA
- ☐ National Christian College Athletic Association
- ☐ United States Collegiate Athletic Association
- ☐ None of the above
- ☐ No Answer

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

- ☒ The Summit League: NCAA I

248.) FOR THIS GRID:

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

Men's Sports and Scholarships

This data is rolled over from last year.

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

Rifle	☐	☐	☐	☒
Rodeo	☐	☐	☐	☒
Rugby	☐	☐	☐	☒
Sailing	☐	☐	☐	☐
Skiing: Alpine	☐	☐	☐	☐
Skiing: Nordic	☐	☐	☐	☐
Soccer	☐	☐	☒	☒
Softball	☐	☐	☒	☐
Squash	☐	☐	☐	☐
Swimming and Diving	☐	☐	☒	☒
Synchronized Swimming	☐	☐	☐	☐
Team Handball	☐	☐	☐	☐
Tennis	☐	☐	☐	☒
Track and Field (indoor)	☒	☒	☐	☐
Track and Field (outdoor)	☒	☒	☐	☐
Ultimate Frisbee	☐	☐	☒	☐
Volleyball	☐	☐	☒	☐
Water Polo	☐	☐	☒	☐
Water Skiing	☐	☐	☐	☐
Wrestling	☒	☒	☐	☐

249.) Women's Sports and Scholarships

This data is rolled over from last year.

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

Rifle	☐	☐	☐	☒
Rodeo	☐	☐	☐	☒
Rugby	☐	☐	☐	☒
Sailing	☐	☐	☐	☐
Skiing: Alpine	☐	☐	☐	☐
Skiing: Nordic	☐	☐	☐	☐
Soccer	☒	☒	☒	☒
Softball	☒	☒	☒	☐
Squash	☐	☐	☐	☐
Swimming and Diving	☐	☐	☒	☒
Synchronized Swimming	☐	☐	☐	☐
Team Handball	☐	☐	☐	☐
Tennis	☐	☐	☐	☒
Track and Field (indoor)	☒	☒	☐	☐
Track and Field (outdoor)	☒	☒	☐	☐
Ultimate Frisbee	☐	☐	☒	☐
Volleyball	☒	☒	☒	☐
Water Polo	☐	☐	☒	☐
Water Skiing	☐	☐	☐	☐
Wrestling	☐	☐	☐	☐

Student Activities

250.) Fraternities / Sororities

This data is rolled over from last year.

Number of social fraternities on campus:

12

Number of fraternities with chapter houses:

12

Number of social sororities on campus:

4

Number of sororities with chapter houses:

4

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

CDS F2 This data is rolled over from last year.

- ☒ Campus Ministries
- ☒ Choral groups
- ☒ Concert band
- ☒ Dance
- ☒ Drama/theater
- ☒ International Student Organization
- ☒ Jazz band
- ☐ Literary magazine
- ☒ Marching band
- ☐ Model UN
- ☒ Music ensembles
- ☒ Musical theater
- ☒ Opera
- ☒ Pep band
- ☒ Radio station
- ☒ Student government
- ☒ Student newspaper
- ☐ Student-run film society
- ☒ Symphony orchestra
- ☒ Television station
- ☐ Yearbook

Assessment

The following section contains a brief analysis of (mostly) ranking data your school submitted on this year's Main statistical survey. All flagged data (identified by the red asterisk *) must be addressed in order to submit your survey. To acknowledge that the flagged data are in fact correct, please select the confirmation checkbox associated with the item in question. Once every flagged assessment item has been either confirmed or corrected, please proceed to the verification section.

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

Last year's data are only displayed for reference and will not be used in the rankings nor published on our publicly accessible website for this fall's upcoming rankings edition; however, historical data are published in a subscription product. Please prioritize the current year data. If a

value reported last year is incorrect, contact usnews-data-collection@usnews.com (<mailto:usnews-data-collection@usnews.com>) with the updated information and a brief description of why it needs to be changed. We will analyze the requested changes on a case by case basis and get back to you.

Below is a list of some terminology you may encounter:

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

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

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

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

Current Year:

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

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

☒ I confirm my Institution offers the above selected programs.

253.) Enrollment (Questions 48-61):

	Fall 2025:	Fall 2024:
Undergraduate:	9709	9762
Graduate:	2243	2190
Total:	11952	11952
12 Month Enrollment: Total Degree/certificate-seeking undergraduates 2024 - 2025 :	10075	10098
12 Month Enrollment: Non-degree/non-certificate-seeking undergraduates 2024 - 2025 :	476	410
12 Month Enrollment: Graduate students 2024 - 2025 :	2537	2533

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

Fall 2019: 65

Fall 2018: 64

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

	2019 Cohort:	2018 Cohort:
Federal Pell Grant:	53	55
Stafford Loan:	61	61
No Loan:	71	68

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

Fall 2024: 78

Fall 2023: 78

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

	Current Year:	Last Year:
Applicants:	7634	7228
Accepted Applicants:	7212	6864
Rate:	94.5	95

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

	Current Year:	Last Year:
SAT:	1	0
ACT:	37	52

258.) The Percent of first-time, first-year (freshman) degree-seeking students who enrolled in fall 2025 and submitted SAT scores you entered for the Current Year represents a large change compared to the value entered for Last Year. Either update the current year value or explain the large change below. If you need to update last year's value contact usnews-data-collection@usnews.com (<mailto:usnews-data-collection@usnews.com>). *

This data has been verified as submitted.

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

	Current Year:	Last Year:
25th Percentile:	530	540
75th Percentile:	600	670

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

	Current Year:	Last Year:
25th Percentile:	480	550
75th Percentile:	580	690

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

This data has been verified as submitted.

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

This data has been verified as submitted.

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

	Current Year:	Last Year:
25th Percentile:	20	19
75th Percentile:	26	25

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

	Current Year:	Last Year:
SAT Evidence-Based Reading and Writing:	580	640
SAT Math:	551	630
ACT Composite:	23	22

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

This data has been verified as submitted.

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

	Current Year:	Last Year:
% in Top 10	18	17
% in Top 25	42	38
% in Top 50	70	70
% in Bottom 50	30	30
% Submitting	31	47

263.) The High school class standing: Percent submitting you entered for the Current Year represents a large change compared to the value entered for Last Year. Either update the current year value or explain the large change below. If you need to update last year's value contact usnews-data-collection@usnews.com (<mailto:usnews-data-collection@usnews.com>). *

This data has been verified as submitted.

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

	Current Year:
Total Military Enrollment:	294
G.I. Bill Certified:	Yes
Yellow Ribbon Participant:	Yes

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

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

	Current Year:	Last Year:
Full Time:	553	574
Part Time:	142	131
Total:	695	705

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

Current Year:	Last Year:
92.1	92.9

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

	Current Year:	Last Year:
Number:	483	508
Percent:	87.3	88.5

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

Current Year: **Last Year:**

17.4 17

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

	Current Year:	Last Year:
Professor 9-month number	121	129
Associate professor 9-month number	128	127
Assistant professor 9-month number	132	131
Instructor 9-month number	0	1
No rank 9-month number	0	0
Lecturer 9-month number	47	45
Professor 12-month number	59	62
Associate professor 12-month number	36	41
Assistant professor 12-month number	47	44
Instructor 12-month number	0	0
No rank 12-month number	0	0
Lecturer 12-month number	6	5
Professor 9-month total	14477442	15718081
Associate professor 9-month total	12643405	12220040
Assistant professor 9-month total	11076740	10715167
Instructor 9-month total	0	67574
No rank 9-month total	0	0
Lecturer 9-month total	3029237	2878011
Professor 12-month total	7430977	7497885
Associate professor 12-month total	3373537	3786712
Assistant professor 12-month total	3427619	3252829
Instructor 12-month total	0	0
No rank 12-month total	0	0
Lecturer 12-month total	355409	286496

Verification/Submission

270.)

Verification

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

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

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

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

270.) Title of Verifying Administrator:

☐ President

☐ Provost

☐ Dean

☒ Other senior administrator

270.) Administrator's Identification:

Name:

Jeff Boyer

Title:

Vice Provost for Assessment and Strategic Initiatives

Date:

6/11/2026

270.) Name of institution:

North Dakota State University

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

270.) Identification of Person Submitting Survey:

Name:

Emily Berg

Title:

Director of Data Services and Strategic Analytics

270.) Verification Date:

6/11/2026