



NATIONAL INTELLIGENCE UNIVERSITY

# FACTBOOK 2025-2026



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# FACTBOOK

## 2025-2026

The *National Intelligence University (NIU) Factbook 2025-2026* covers annual submissions required of an institution of higher learning to US Department of Education accreditors, such as the Middle States Commission on Higher Education, the Joint Chiefs of Staff, and NIU's Board of Visitors. The *Factbook* tables and figures are presented for the awareness of the Intelligence Community (IC), defense, and national security or IC Enterprise. This public-facing report is often cited in NIU outreach, recruitment, program delivery, and benchmarking, serving as indicators and official historical recordkeeping for NIU's key functions as a teaching and degree-granting university.

**Disclaimer**

Due to the unique operation of the university, there were instances in which the Office of Institutional Effectiveness was required to make adjustments to data published in previous editions of the *National Intelligence University Factbook*. Please always rely on the latest publication.

# Table of Contents

<b>Preface</b> .....	5
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<b>About the University</b> .....	7
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## List of Tables

<b>Table 1.</b> 12-Month Unduplicated Enrollment Headcount .....	11
<b>Table 2.</b> Annualized Full-Time Equivalent (FTE) by Academic Year .....	12
<b>Table 3.</b> Degrees and Certificates Conferred by Academic Year .....	13
<b>Table 4.</b> Resident Student Program Completion Rate by Academic Year of Initial Enrollment .....	14
<b>Table 5.</b> Non-Resident Student Program Completion Rate by Academic Year of Initial Enrollment .....	14
<b>Table 6.</b> Fall Student Enrollment by Level, Residency, and Enrollment Status .....	15
<b>Table 7.</b> Fall Graduate Student Enrollment by Status Percentage .....	15
<b>Table 8.</b> Fall Student Enrollment by Sex .....	16
<b>Table 9.</b> Fall Student Enrollment by Program Type and Sex .....	16
<b>Table 10.</b> Fall Student Enrollment by Minority Status .....	17
<b>Table 11.</b> Fall Student Enrollment by Level and Minority Status .....	17
<b>Table 12.</b> Fall Student Enrollment by Race .....	18
<b>Table 13.</b> Fall Student FTE Totals .....	19
<b>Table 14.</b> Fall Student Headcount by Sex and Age Group (with Mean and Median Age) .....	20
<b>Table 15.</b> IoRs by Full/Part-Time Status and Terminal Degree (Fall Term) .....	21
<b>Table 16.</b> Resident Student Course Registration Count and Outcomes by Academic Year and Term .....	24
<b>Table 17.</b> Non-Resident Student Course Registration Count and Outcomes by Academic Year and Term .....	24

## List of Figures

<b>Figure 1.</b> 12-Month Unduplicated Enrollment Headcount by Year and Degree Level .....	11
<b>Figure 2.</b> Annualized FTE Trend by Academic Year .....	12
<b>Figure 3.</b> Degrees and Certificates Conferred by Program and Academic Year .....	13
<b>Figure 4.</b> Fall Headcount by Academic Year and Program Type .....	15
<b>Figure 5.</b> Fall Student Body by Year and Sex .....	16
<b>Figure 6.</b> Fall Student Body Percentage by Year and Sex .....	16
<b>Figure 7.</b> Fall Student Enrollment by Academic Year and Minority Status .....	17
<b>Figure 8.</b> Fall Student Enrollment by Academic Year and Minority Status Percentage .....	17

<b>Figure 9.</b> Fall Student Enrollment by Race (Known Race Only) .....	18
<b>Figure 10.</b> Student Racial Breakdown (Fall 2025-2026) .....	18
<b>Figure 11.</b> Fall Student FTE Enrollment Trend .....	19
<b>Figure 12.</b> Fall Student Headcount by Sex and Age Group .....	20
<b>Figure 13.</b> IoRs in Percentage by Academic Year and Terminal Degree (Fall Term).....	21
<b>Figure 14.</b> IoRs in Percentage by Academic Year, Full/Part-Time Status, and Terminal Degree (Fall Term) .....	21
<b>Figure 15.</b> Mean Section Size by Course Owner and Academic Year/Term (Core Courses and JPME) .....	22
<b>Figure 16.</b> Mean Section Size by Course Owner and Academic Year/Term (BSI, CSI, and SSTI) .....	23

# Preface

This edition of the *National Intelligence University (NIU) Factbook* covers the Academic Years from 2020 to 2026. This edition was created as a continuation of previous publications with some fundamental changes to align NIU's reporting practices with the requirements of the US Department of Education's National Center for Educational Statistics (NCES) and Middle States Commission on Higher Education (MSCHE).

This publication is the result of a collaborative effort among the offices of Enrollment Services (Admissions and Registrar), Educational Technology, Human Resources, Student Affairs, and Institutional Effectiveness. The last full update occurred on January 9, 2026, and this data will remain "frozen" as the Final Data file for the NIU Academic Year 2025-2026 Fall term.

The *NIU Factbook* provides trend information about students, faculty, and staff, and other commonly sought-after outcome measures and statistics. In a change from previous publications, This *Factbook* specifically includes students with verified enrollment reportable to MSCHE. Excluded enrollments (or course grades) are as follows:

- "X-Administrative Withdraw": Indicates a student who registered at the beginning of an academic quarter but did not attend the class.
- "IP-In Progress" and "NP-No Progress": Indicates a student who was auto-enrolled in a thesis-level class to maintain access to NIU systems. A student with this grade must repeat the course for credit.
- "AU-Audit": Indicates a student who audited a class, which is permissible when seats are available. An auditing student does not earn credit and has no requirement for class attendance or completion of course assignments.
- "WV-Waived": Indicates a student who was waived into a degree-required course by the Dean. Upon request, a student with an earned doctorate might be granted a waiver for the "Thesis Methodology and Design (MCR 701)" course. This type of registration is for administrative tracking purposes only and not for actual instruction.

The numbers reported are based on NCES and MSCHE standards. For example, full-time status is defined as 12 or more credit hours at the undergraduate level, and 9 or more credit hours at the graduate level, per academic quarter.

## **The Office of Institutional Effectiveness**

Winter 2026



# About the University

NIU is a regionally accredited degree-granting institution. Founded in 1962 by the Department of Defense as the Defense Intelligence School, NIU was a part of the Defense Intelligence Agency with the majority of students from military services.\*

For more than 60 years, NIU has awarded more than 6,000 degrees in Intelligence. Its alumni hold key leadership positions in intelligence agencies and various government entities. In 2021, NIU transitioned to the Office of the Director of National Intelligence and became the primary university of the Intelligence Community (IC).

NIU is the center of academic life for the IC, preparing intelligence professionals for tomorrow's challenges and providing a strategic and critical resource for the entire community.†

NIU is an institution of higher education where IC professionals (students) from across the US Government and military collectively study and discuss intelligence and national security issues confronting the United States in classified and unclassified environments.

At the baccalaureate level, NIU offers a degree-completion program; at the graduate level, NIU offers one certificate and two master's degrees with more than a dozen different concentrations and programs of study.

## Location

- NIU's main campus is located on the IC Campus-Bethesda (ICC-B) in Maryland.

## NIU Academic Centers

- European Academic Center, Royal Air Force Molesworth, Huntingdon, England
- National Security Agency Academic Center, Fort Meade, Maryland
- Quantico Academic Center, Marine Corps Base, Quantico, Virginia
- Southern Academic Center, MacDill Air Force Base, Tampa, Florida

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\* Based on the historical record.

† The IC is a federation of Executive Branch agencies and organizations that work together to conduct intelligence activities necessary to protect the national security of the United States, as specified in Executive Order 12333 (as amended).

## Accreditation

- NIU is accredited by MSCHE, 1007 North Orange St., 4th Floor, MB# 166, Wilmington, Delaware 19801. MSCHE is an institutional accrediting agency recognized by the US Secretary of Education and the Council for Higher Education Accreditation.
- NIU is also authorized to serve as a Joint Professional Military Education Phase I institution.

## Eligibility Criteria

- All prospective NIU students must be US citizens who are employees of the Federal Government or members of the US Armed Forces. All applicants must possess an active Top Secret/SCI security clearance. Government contractors are not eligible for NIU programs.

## NIU Mission

- NIU advances the intelligence profession through a holistic, integrative, and contextual approach to education that promotes dynamic teaching, engaged learning, original research, academic outreach, analytical problem solving, rigorous research methods, collaborative processes, and lifelong learning.

## Strategic Goals

- Develop strategic leaders, capable of objectivity and critical thinking, in an academic environment that fosters a comprehensive understanding of the IC.
- Produce and publish value-added research that develops analytical and creative thinking skills, contributes to the intelligence mission, and sparks innovation.
- Serve as an academic catalyst for national and international IC engagement.
- Enhance the integration of the IC through personal and professional relationships established in university programs.

## Institutional Learning Objectives

The following Institutional Learning Objectives reflect NIU's collective commitment to academic excellence and the holistic development of its students. NIU graduates are effective leaders who can provide context and strategic perspectives to inform decisionmaking and advance the nation's intelligence and national security and IC Enterprise through:

- **Communication:** Effectively conveying information to a variety of audiences using multiple approaches.
- **Critical Thinking:** Evaluating complex intelligence-relevant problems using logic, analysis, synthesis, and creativity.

- **Ethical Reasoning:** Practicing judgment reflecting IC professional values based on rational, objective, and supported reasoning.
- **Collaboration:** Integrating diverse perspectives through effective collaboration with teams of individuals with differing identities and beliefs to gain broader insights and resolve complex problems.
- **Expertise:** Applying professional knowledge, skills, and abilities to address stakeholders' needs in a competitive strategic environment.
- **Research:** Conducting research and inquiry to support IC stakeholders and advance the intelligence profession.
- **Technology Literacy:** Evaluating emerging technologies effectively to facilitate the development of solutions to national security concerns.



# 12-Month Unduplicated Enrollment Headcount

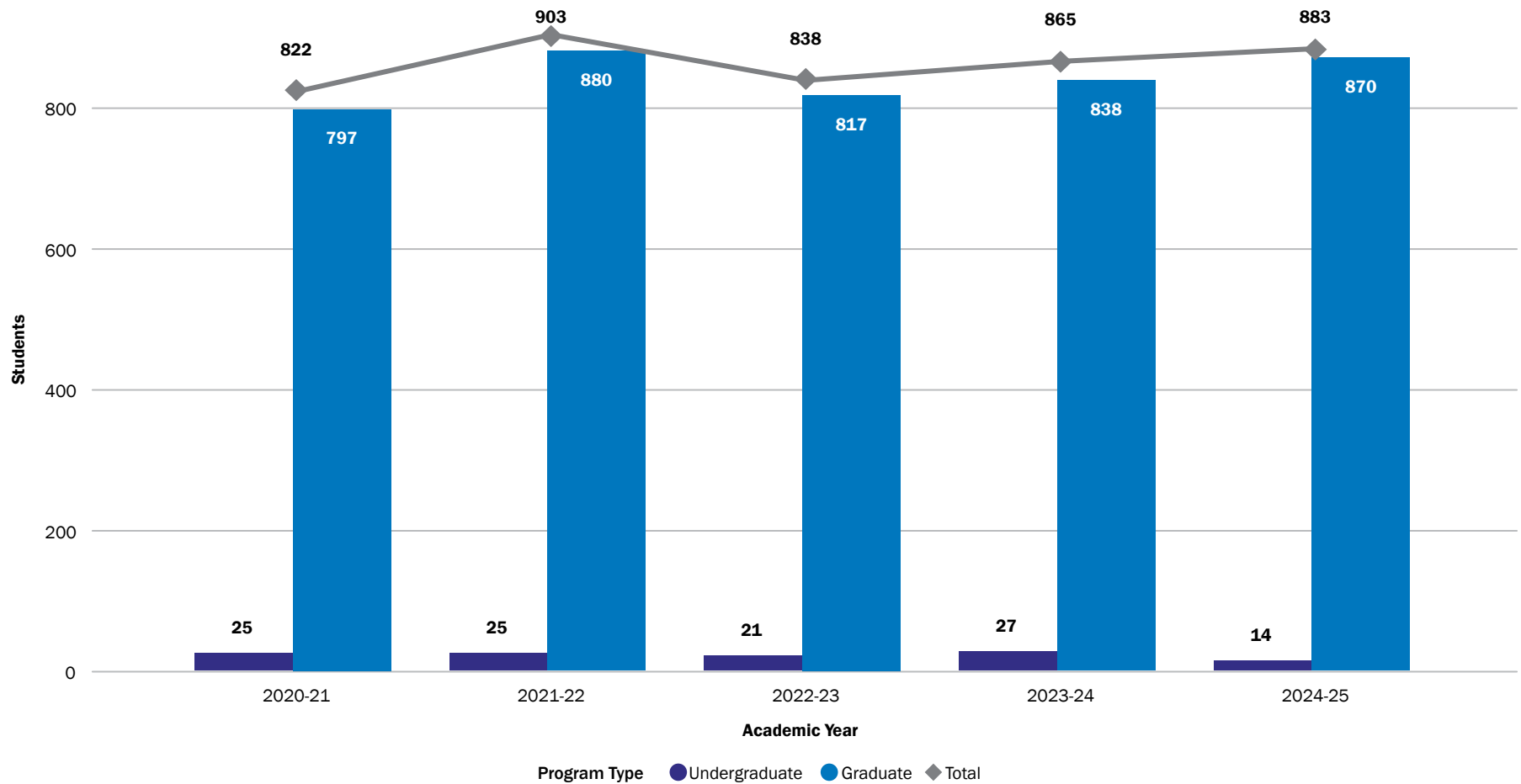
**Table 1. 12-Month Unduplicated Enrollment Headcount**

Program Type	2020-21	2021-22	2022-23	2023-24	2024-25
Undergraduate	25	25	21	27	14
Graduate	797	880	817	838	870
<b>Total</b>	<b>822</b>	<b>903</b>	<b>838</b>	<b>865</b>	<b>883</b>

**Note:** The MSCHE Unduplicated Headcount standard requires that a student both enroll in a course AND receive credit within a given academic year in order to be counted.

**Note on MSCHE references and calculations:** As of late 2023, MSCHE moved its full data dictionary into its Annual Institutional Update (AIU) portal and is no longer publishing a full dictionary online. As the AIU portal was not available to the Office of Institutional Effectiveness from governmental systems, references from the last full data dictionary published by MSCHE were used instead. MSCHE, *Annual Institutional Update: Data Dictionary/Public Institutions (version 2023.01), 12-13*, <https://www.msche.org/accreditation/annual-institutional-update/>.

**Figure 1. 12-Month Unduplicated Enrollment Headcount by Year and Degree Level**



# Annualized Full-Time Equivalent Trend

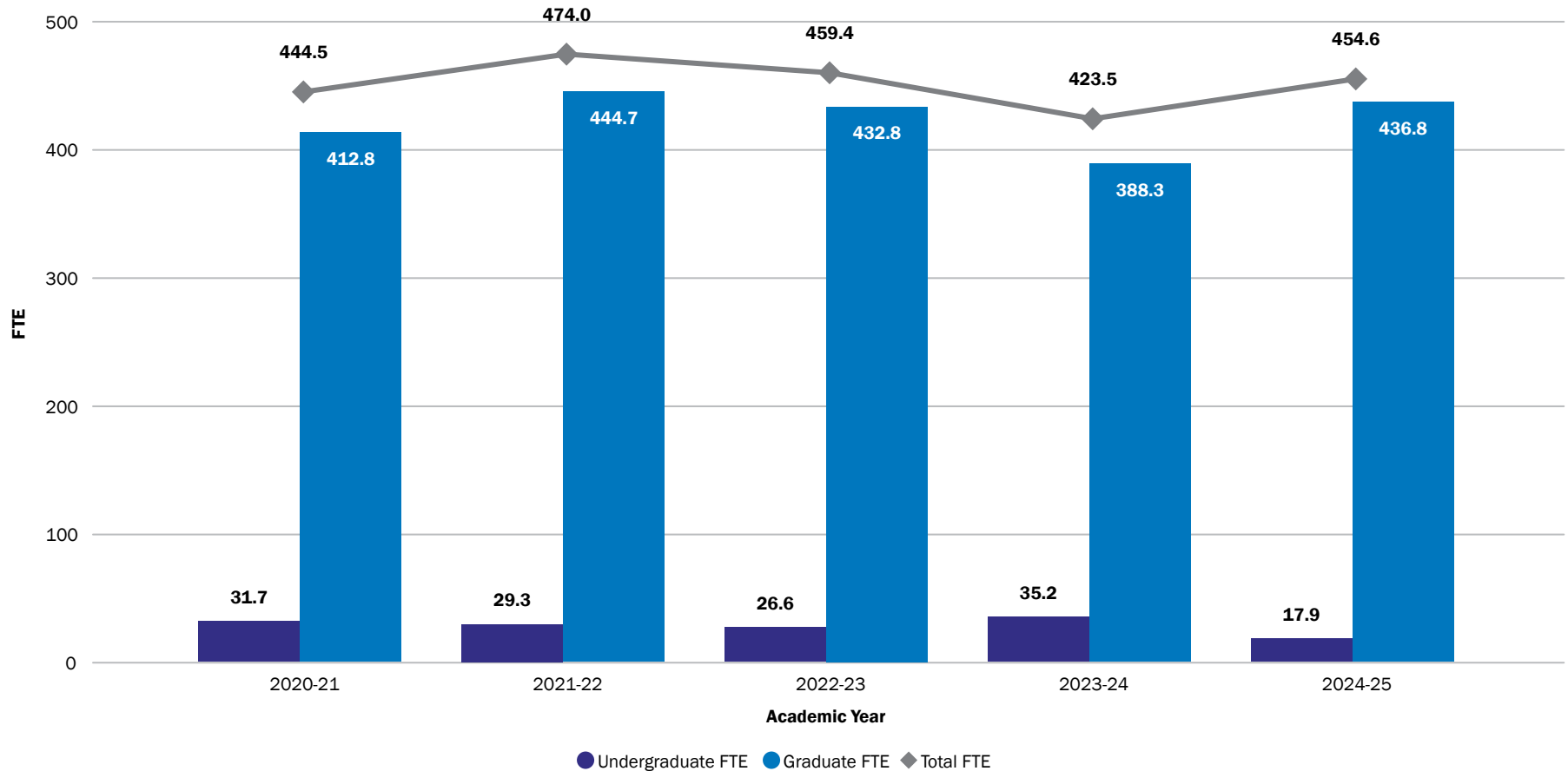
**Table 2. Annualized Full-Time Equivalent (FTE) by Academic Year**

Academic Year	Graduate FTE	Undergraduate FTE	Total FTE
2020-21	412.83	31.67	444.5
2021-22	444.69	29.27	474.0
2022-23	432.83	26.60	459.4
2023-24	388.33	35.20	423.5
2024-25	436.78	17.87	454.6

**Note:** MSCHE Calculation: (Graduate SCH / 36) + (Undergraduate SCH / 45) = Annualized FTE.

MSCHE, *Annual Institutional Update: Data Dictionary/Public Institutions* (version 2023.01), 13, <https://www.msche.org/accreditation/annual-institutional-update/>.

**Figure 2. Annualized FTE Trend by Academic Year**



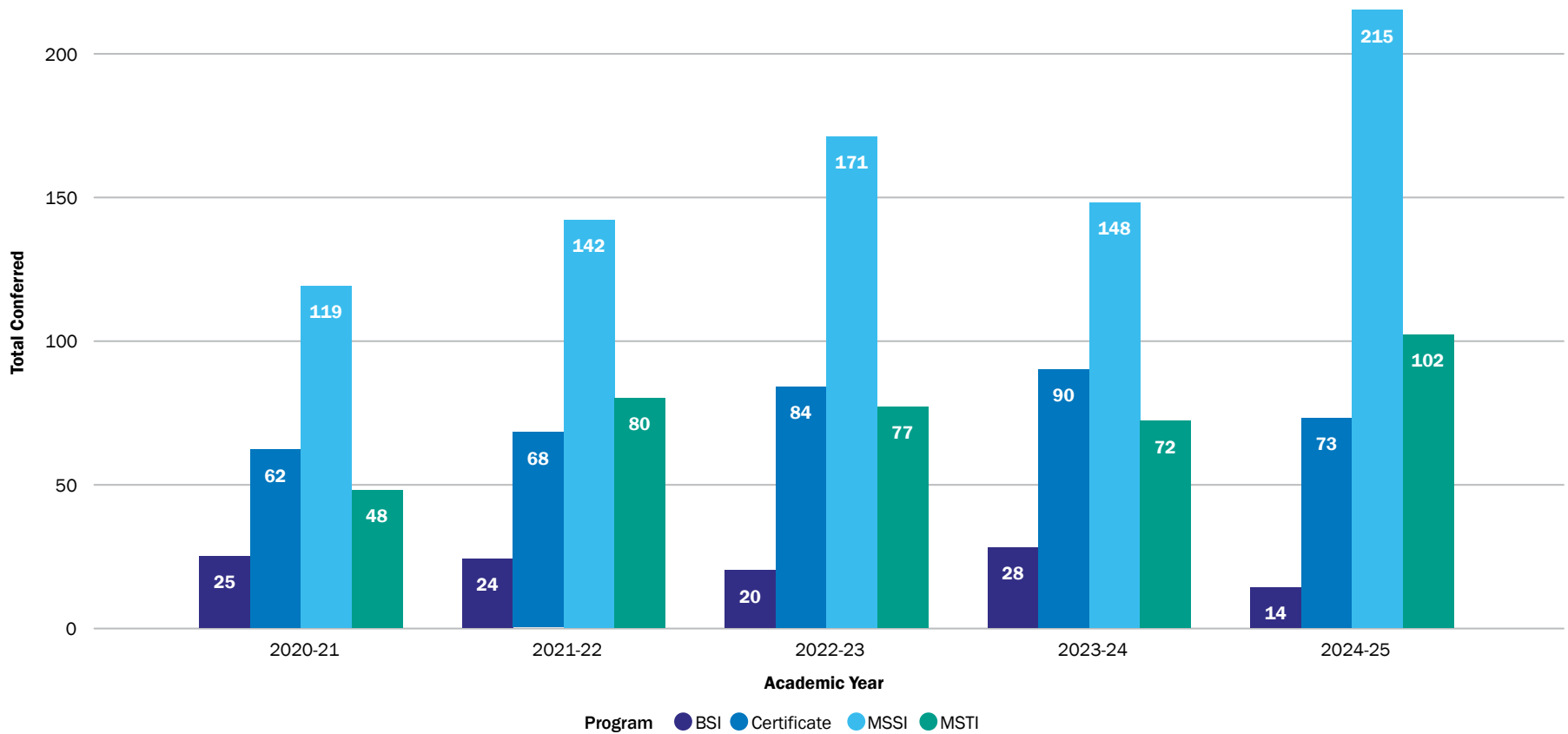
# Degrees and Certificates Conferred by Academic Year

**Table 3. Degrees and Certificates Conferred by Academic Year**

	2020-21	2021-22	2022-23	2023-24	2024-25
Bachelor of Science in Intelligence (BSI)	25	24	20	28	14
Post-Baccalaureate Certificate	62	68	84	90	73
Master of Science in Strategic Intelligence (MSSI)	119	142	171	148	215
Master of Science and Technology Intelligence (MSTI)	48	80	77	72	102
Total Conferred	254	314	352	338	404
Unduplicated Student Headcount	254	314	351	338	404

**Note:** One Post-Baccalaureate Certificate conferral date for Academic Year 2023-24 was corrected after the publication of the *NIU Factbook 2024-2025*. This number was corrected here to capture the additional graduate.

**Figure 3. Degrees and Certificates Conferred by Program and Academic Year**



# Program Completion to Date by Academic Year of Initial Enrollment

**Table 4. Resident Student Program Completion Rate by Academic Year of Initial Enrollment\***

Program	2020-21	2021-22	2022-23	2023-24	2024-25
<b>BSI</b>					
Total Students	25	23	21	27	14
Graduated	25	23	21	27	14
Graduated %	100.0%	100.0%	100.0%	100.0%	100.0%
<b>MSSI</b>					
Total Students	93	85	115	74	99
Graduated	88	80	105	64	86
Graduated %	94.6%	94.1%	91.3%	86.5%	86.9%
<b>MSTI</b>					
Total Students	46	60	43	53	60
Graduated	44	56	40	53	52
Graduated %	95.7%	93.3%	93.0%	100.0%	86.7%
<b>Total Students</b>	<b>164</b>	<b>168</b>	<b>179</b>	<b>154</b>	<b>173</b>
<b>Graduated</b>	<b>157</b>	<b>159</b>	<b>166</b>	<b>144</b>	<b>152</b>
<b>Graduated %</b>	<b>95.7%</b>	<b>94.6%</b>	<b>92.7%</b>	<b>93.5%</b>	<b>87.9%</b>

\* The published program length for “resident” or “full-time” students for all three programs (BSI, Master of Science of Strategic Intelligence (MSSI), and Master of Science and Technology Intelligence (MSTI)) is one year.

**Table 5. Non-Resident Student Program Completion Rate by Academic Year of Initial Enrollment\***

Program	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Certificate</b>					
Total Students	81	86	112	180	154
Graduated	46	54	71	85	33
Graduated %	56.8%	62.8%	63.4%	47.2%	21.4%
<b>MSSI</b>					
Total Students	249	152	134	141	135
Graduated	106	68	60	47	0
Graduated %	42.6%	44.7%	44.8%	33.3%	0.0%
<b>MSTI</b>					
Total Students	96	64	38	62	74
Graduated	36	28	15	12	5
Graduated %	37.5%	43.8%	39.5%	19.4%	6.8%
<b>Total Students</b>	<b>426</b>	<b>302</b>	<b>284</b>	<b>383</b>	<b>363</b>
<b>Graduated</b>	<b>188</b>	<b>150</b>	<b>146</b>	<b>144</b>	<b>38</b>
<b>Graduated %</b>	<b>44.1%</b>	<b>49.7%</b>	<b>51.4%</b>	<b>37.6%</b>	<b>10.5%</b>

\* The expected program length for “non-resident” or “part-time” students for all three programs (graduate certificate, MSSI, and MSTI) is up to two years.

**Note:** The completion data shown are as of Fall 2025.

In the *NIU Factbook 2024-2025*, a small number of students received duplicate credit for multiple programs in a single term due to a change in program within that term. This double-counting was corrected here, resulting in slightly smaller totals than previously published.

# Fall Student Enrollment Statistics

**Table 6. Fall Student Enrollment by Level, Residency, and Enrollment Status**

Program Type	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
<b>Undergraduate</b>	<b>25</b>	<b>23</b>	<b>21</b>	<b>27</b>	<b>14</b>	<b>15</b>
<b>Resident</b>	<b>25</b>	<b>23</b>	<b>21</b>	<b>27</b>	<b>14</b>	<b>15</b>
Full-time	25	23	21	27	14	15
<b>Graduate</b>	<b>623</b>	<b>718</b>	<b>710</b>	<b>633</b>	<b>630</b>	<b>655</b>
<b>Resident</b>	<b>139</b>	<b>152</b>	<b>163</b>	<b>122</b>	<b>149</b>	<b>148</b>
Full-time	136	147	159	122	143	143
Part-time	3	5	4		6	5
<b>Non-Resident</b>	<b>484</b>	<b>566</b>	<b>547</b>	<b>511</b>	<b>481</b>	<b>507</b>
Full-time	12	8	7	9	14	23
Part-time	472	558	540	502	467	484
<b>Total</b>	<b>648</b>	<b>741</b>	<b>731</b>	<b>660</b>	<b>644</b>	<b>670</b>

**Note:** The MSCHE reporting standard for full time is 12 or more credit hours in a term for undergraduate students and 9 or more credit hours in a term for graduate students. The MSCHE standard is used throughout the *Factbook* where the terms “full time” or “part time” are present as a metric or accounting group.

Historically, NIU has used the term full time for students whose “permanent assignment” or work center is NIU during their course of study, regardless of the number of registered credit hours during a term. In the same fashion, students whose permanent assignment or work center remains their home agency (or employer) while attending NIU have been referred to as part time. Now, the terminology for students assigned to NIU is differentiated as resident and those who remain assigned to their home agency are referred to as non-resident. Most resident students are also full time (and most non-resident students are part time) but this match is not 100 percent between the two.

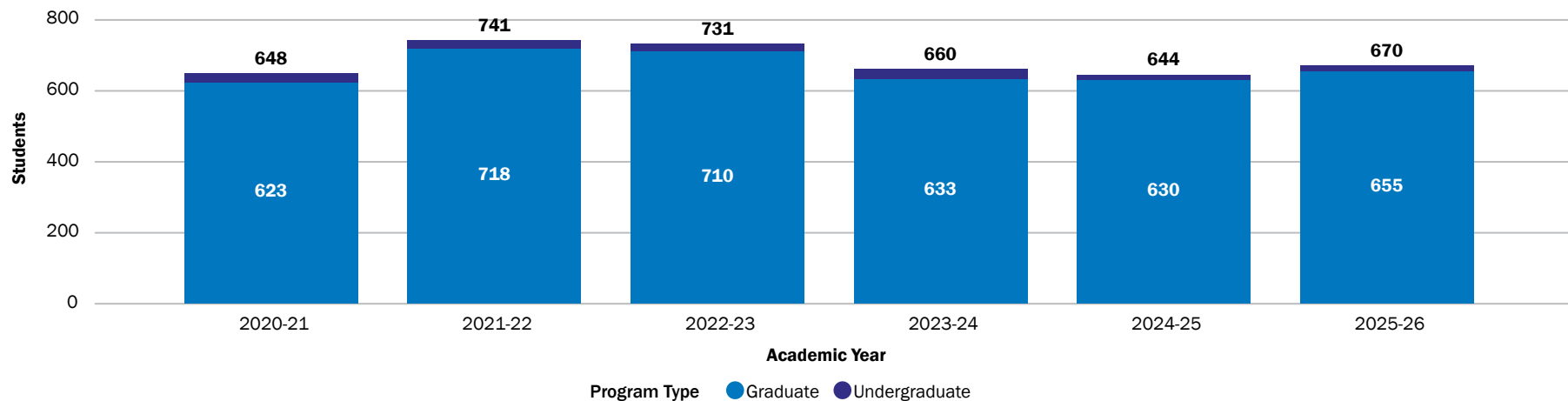
For the reporting period, all BSI (undergraduate) students are resident and also full time during the Fall quarter, as NIU does not admit non-resident students at the baccalaureate level.

MSCHE, *Annual Institutional Update: Data Dictionary/Public Institutions* (version 2023.01), 11, <https://www.msche.org/accreditation/annual-institutional-update/>.

**Table 7. Fall Graduate Student Enrollment by Status Percentage**

Status	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Full-time	23.8%	21.6%	23.4%	20.7%	24.9%	25.3%
Part-time	76.2%	78.4%	76.6%	79.3%	75.1%	74.7%

**Figure 4. Fall Headcount by Academic Year and Program Type**



# Fall Student Enrollment Statistics by Sex

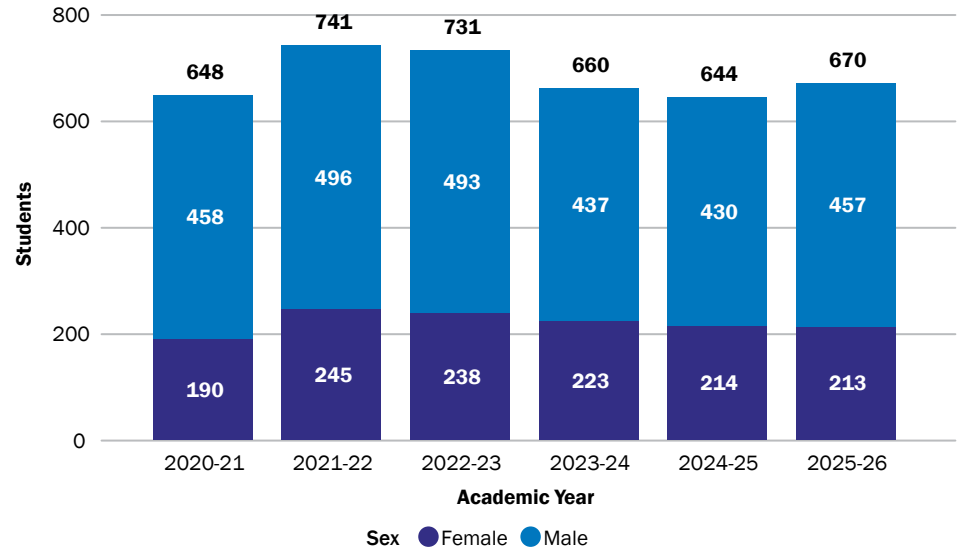
**Table 8. Fall Student Enrollment by Sex**

Sex	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Female	190	245	238	223	214	213
Male	458	496	493	437	430	457
<b>Total</b>	<b>648</b>	<b>741</b>	<b>731</b>	<b>660</b>	<b>644</b>	<b>670</b>

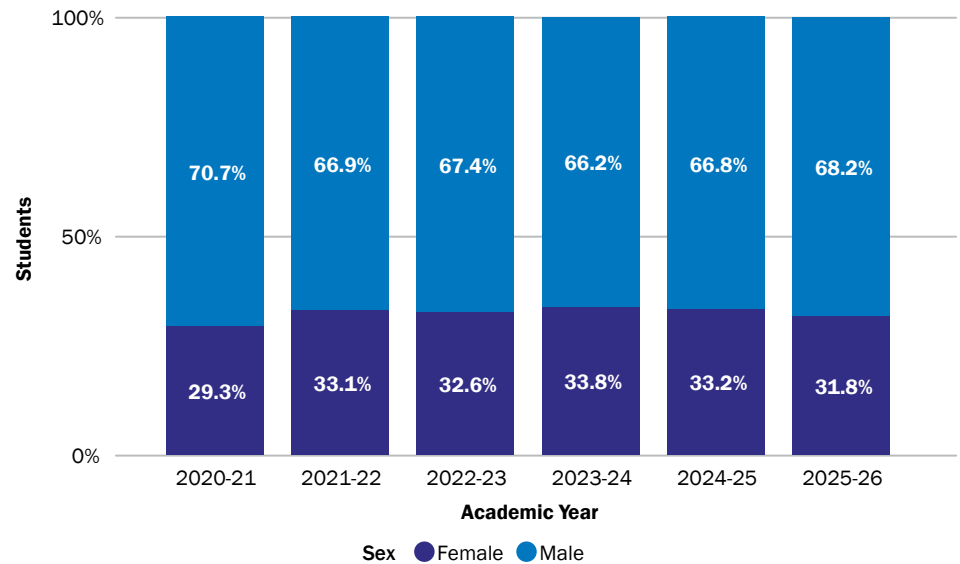
**Table 9. Fall Student Enrollment by Program Type and Sex**

Program Type	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
<b>Undergraduate</b>	<b>25</b>	<b>23</b>	<b>21</b>	<b>27</b>	<b>14</b>	<b>15</b>
Female	7	7	6	5	6	3
Male	18	16	15	22	8	12
<b>Graduate</b>	<b>623</b>	<b>718</b>	<b>710</b>	<b>633</b>	<b>630</b>	<b>655</b>
Female	183	238	232	218	208	210
Male	440	480	478	415	422	445
<b>Total</b>	<b>648</b>	<b>741</b>	<b>731</b>	<b>660</b>	<b>644</b>	<b>670</b>

**Figure 5. Fall Student Body by Year and Sex**



**Figure 6. Fall Student Body Percentage by Year and Sex**



**Note:** Sex is self-reported by students during the application process.

# Fall Student Enrollment Statistics by Minority Status

**Table 10. Fall Student Enrollment by Minority Status**

Minority Status	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Minority	65	69	120	166	155	154
White	146	101	310	313	340	359
Declined to Report	11	19	29	76	62	62
Missing Data	426	552	272	105	87	95
<b>Total</b>	<b>648</b>	<b>741</b>	<b>731</b>	<b>660</b>	<b>644</b>	<b>670</b>

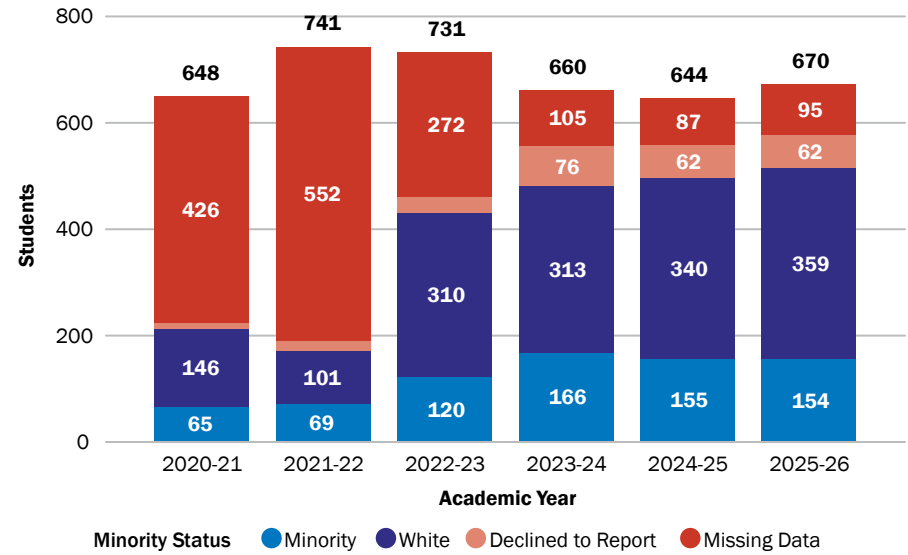
**Table 11. Fall Student Enrollment by Level and Minority Status**

Program Type	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
<b>Undergraduate</b>	<b>25</b>	<b>23</b>	<b>21</b>	<b>27</b>	<b>14</b>	<b>15</b>
Minority	4	7	6	13	6	3
White	12	10	14	12	6	9
Declined to Report	5	5	2	1	1	3
Missing Data	4	1	1	1	1	3
<b>Graduate</b>	<b>623</b>	<b>718</b>	<b>710</b>	<b>633</b>	<b>630</b>	<b>655</b>
Minority	61	62	114	153	149	151
White	134	91	296	301	334	350
Declined to Report	6	14	29	74	61	62
Missing Data	422	551	271	105	86	92
<b>Total</b>	<b>648</b>	<b>741</b>	<b>731</b>	<b>660</b>	<b>644</b>	<b>670</b>

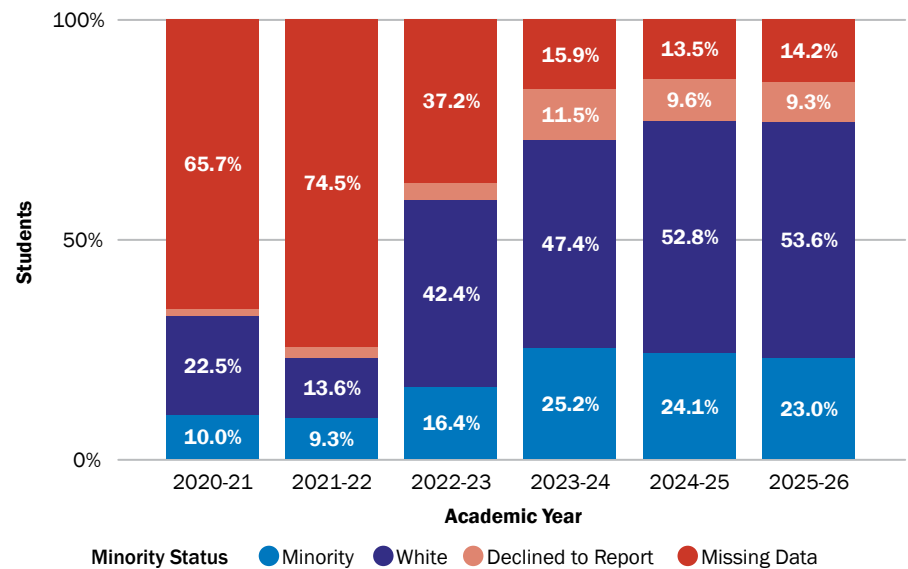
**Note:** Race is self-reported by students during the application process. The MSCHE (and Integrated Postsecondary Education Data System (IPEDS)) enrollment-reporting standard does not have a category for the student to specifically decline to answer and requires that the institution make an effort to assign a race for students who did not select a category. Previously, this information was not collected in all cases, which will be rectified in future data-collection efforts.

MSCHE, *Annual Institutional Update: Data Dictionary/Public Institutions* (version 2023.01), 36, <https://www.msche.org/accreditation/annual-institutional-update/>.

**Figure 7. Fall Student Enrollment by Academic Year and Minority Status**



**Figure 8. Fall Student Enrollment by Academic Year and Minority Status Percentage**



# Fall Student Enrollment Racial Statistics

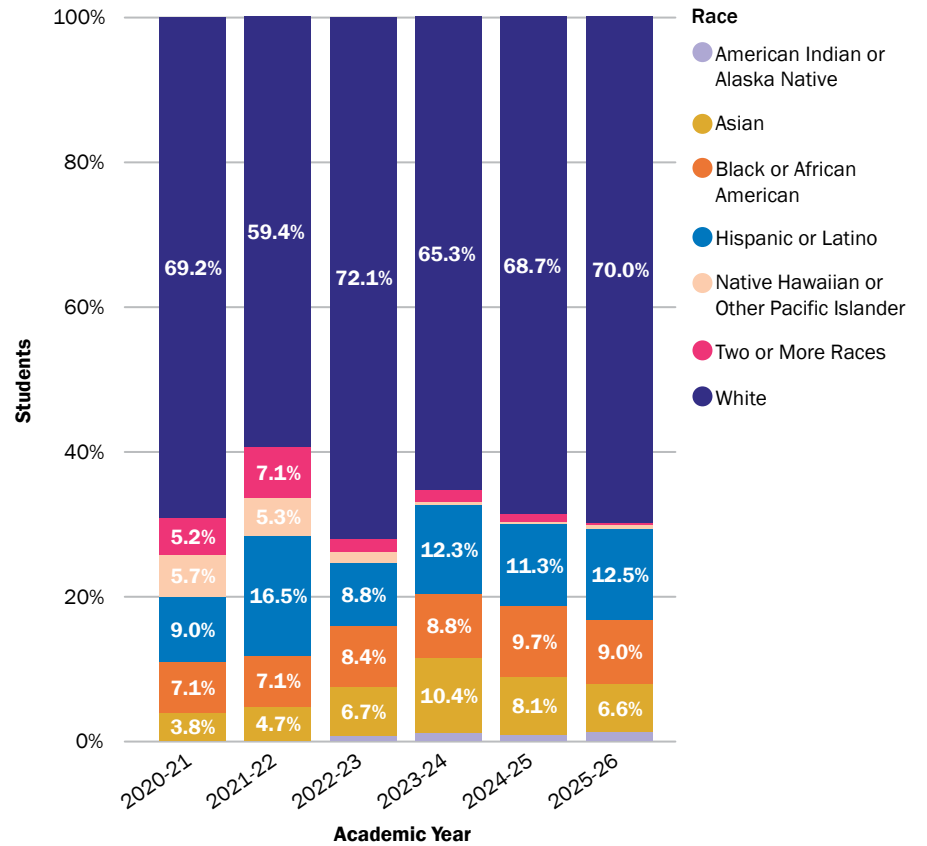
**Table 12. Fall Student Enrollment by Race**

Race	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
American Indian or Alaska Native			3	5	4	6
Asian	8	8	29	50	40	34
Black or African American	15	12	36	42	48	46
American Hispanic or Latino	19	28	38	59	56	64
Native Hawaiian or Other Pacific Islander	12	9	6	2	2	3
Two or More Races	11	12	8	8	5	1
White	146	101	310	313	340	359
Declined to Report	11	19	29	76	62	62
Missing Data	426	552	272	105	87	95
<b>Total</b>	<b>648</b>	<b>741</b>	<b>731</b>	<b>660</b>	<b>644</b>	<b>670</b>

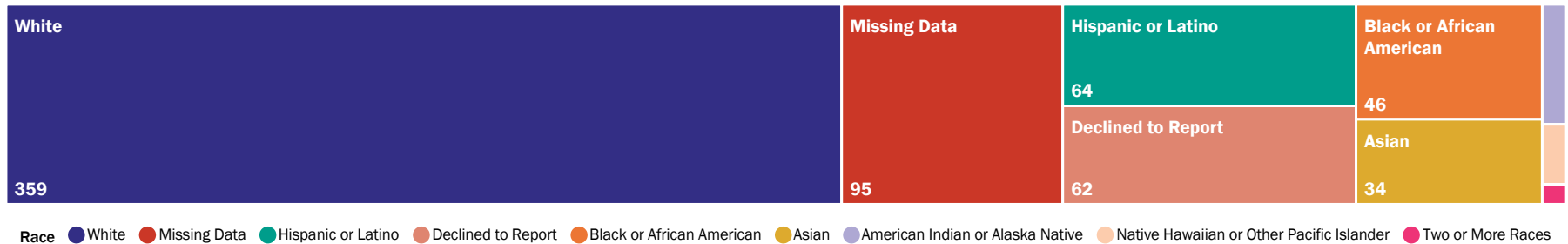
**Note:** Student self-reported racial data were divided by the MSCHE (and IPEDS) reporting categories. Students who did not select a category were excluded from these groups to better characterize the breakdown of student population for which racial statistics were known.

MSCHE, *Annual Institutional Update: Data Dictionary/Public Institutions* (version 2023.01), 34–36, <https://www.msche.org/accreditation/annual-institutional-update/>.

**Figure 9. Fall Student Enrollment by Race (Known Race Only)**



**Figure 10. Student Racial Breakdown (Fall 2025-2026)**



# Fall Student Full-Time Equivalent Enrollment Trend (Calculated)

Table 13. Fall Student FTE Totals

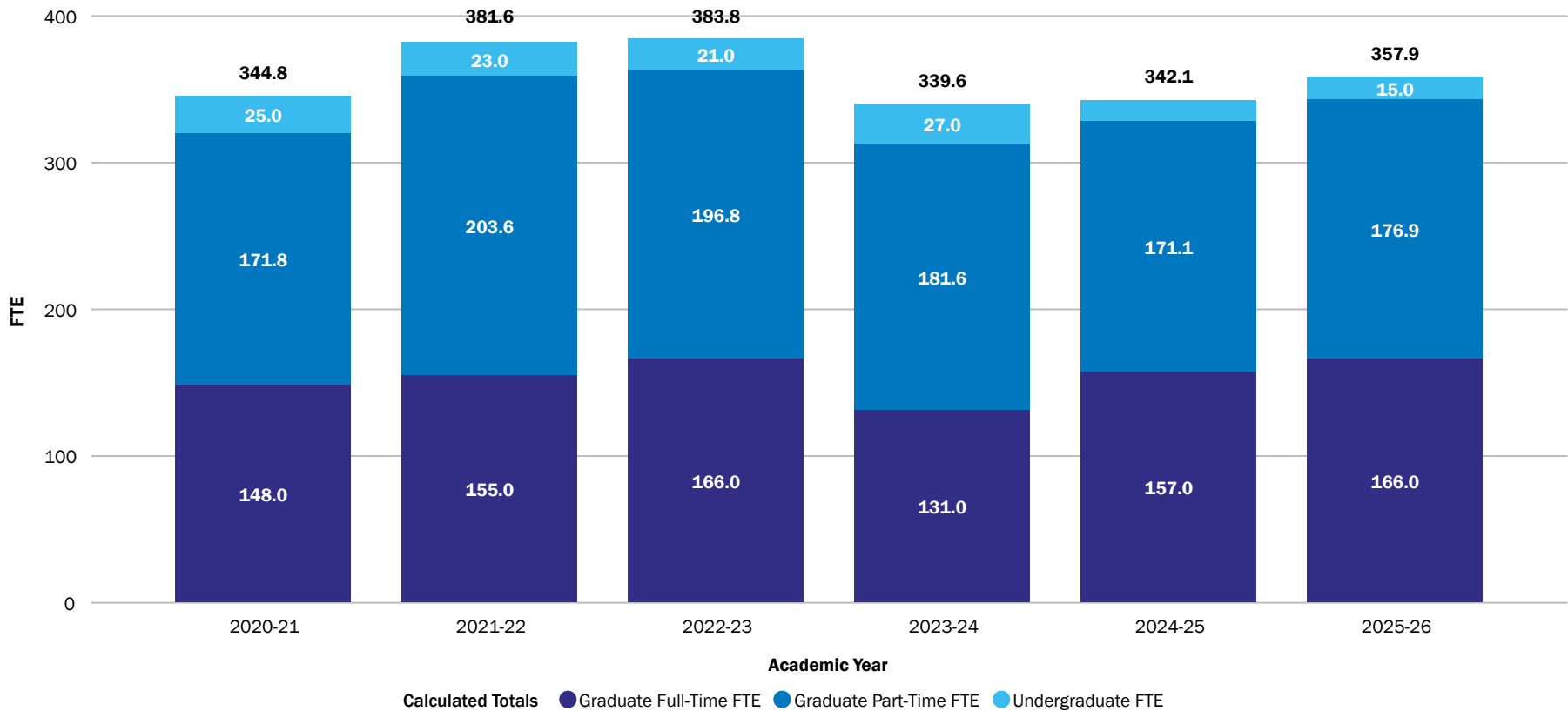
Academic Year	Full-Time Graduate Headcount	Part-Time Graduate Headcount	Calculated FTE for PT Graduates	Graduate FTE Total	Undergraduate FTE Headcount	FTE Grand Total
2020-21	148	475	171.8	319.8	25	344.8
2021-22	155	563	203.6	358.6	23	381.6
2022-23	166	544	196.8	362.8	21	383.8
2023-24	131	502	181.6	312.6	27	339.6
2024-25	157	473	171.1	328.1	14	342.1
2025-26	166	489	176.9	342.9	15	357.9

Note:

MSCHE Calculation:  
 Full-time Graduate Student Total + (Part-time Graduate Student Total \* 0.361702) + Full-time Undergraduate Student Total = FTE.

MSCHE, *Annual Institutional Update: Data Dictionary/Public Institutions* (version 2023.01), 12, <https://www.msche.org/accreditation/annual-institutional-update/>.

Figure 11. Fall Student FTE Enrollment Trend

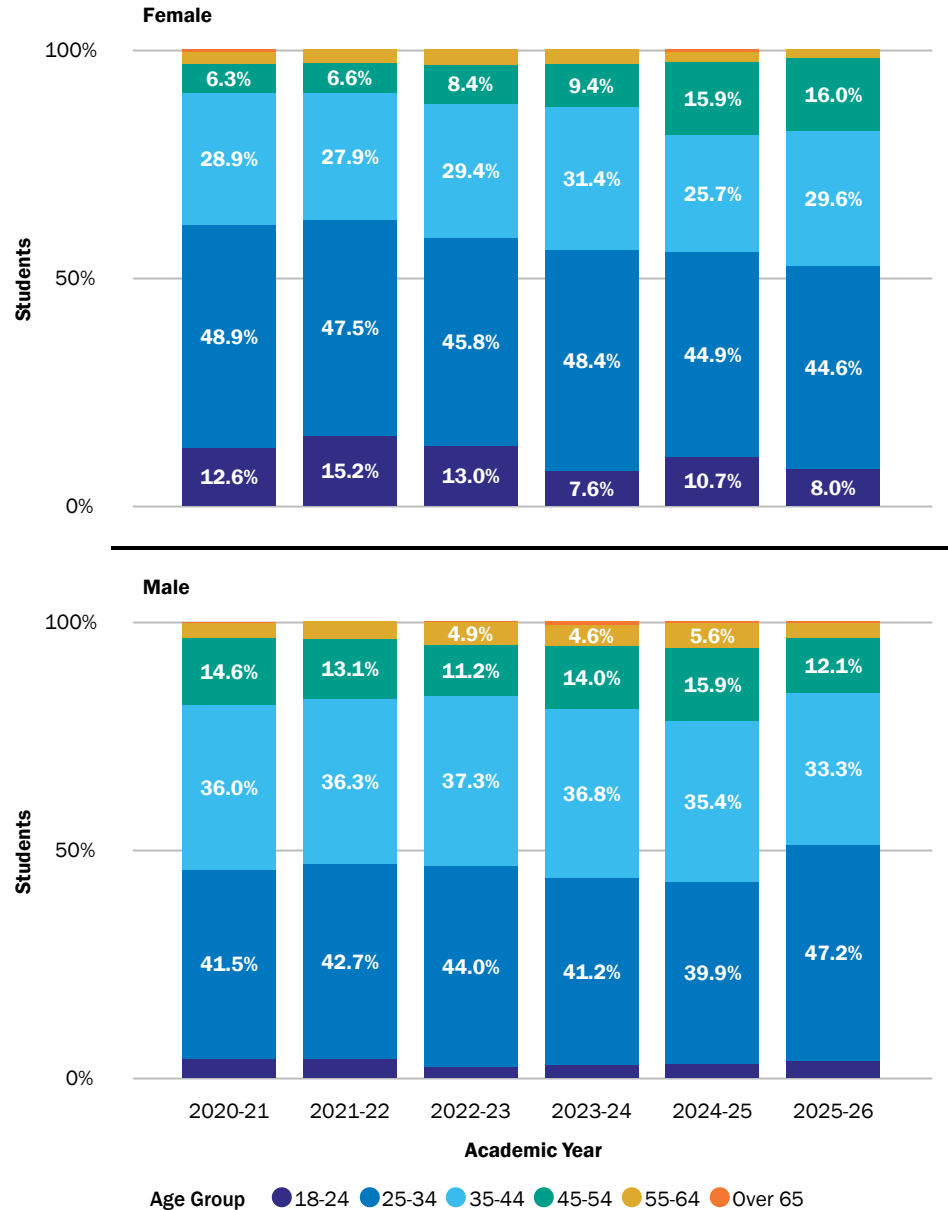


# Fall Student Enrollment Trend by Sex and Age Group

**Table 14. Fall Student Headcount by Sex and Age Group (with Mean and Median Age)**

Sex	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
<b>Female</b>						
18-24	24	37	31	17	23	17
25-34	93	116	109	108	96	95
35-44	55	68	70	70	55	63
45-54	12	16	20	21	34	34
55-64	5	7	8	7	5	4
Over 65	1				1	
Total Students	190	244	238	223	214	213
Mean Age	33.1	33.4	33.8	34.0	34.7	33.9
Median Age	32.0	33.0	33.0	33.0	34.0	33.0
<b>Male</b>						
18-24	19	20	12	12	13	17
25-34	190	212	217	180	171	214
35-44	165	180	184	161	152	151
45-54	67	65	55	61	68	55
55-64	16	19	24	20	24	15
Over 65	1		1	3	1	1
Total Students	458	496	493	437	429	453
Mean Age	36.1	35.8	35.5	35.9	36.7	35.0
Median Age	35.0	35.0	34.0	35.0	35.0	34.0

**Figure 12. Fall Student Headcount by Sex and Age Group**



**Note:** Sex is self-reported by students during the application process. Age is calculated at the beginning of the Fall quarter each academic year.

# Instructors of Record (IoRs) by Terminal Degree and Full/Part-Time Status (Fall Term)

Figure 13. IoRs in Percentage by Academic Year and Terminal Degree (Fall Term)



Figure 14. IoRs in Percentage by Academic Year, Full/Part-Time Status, and Terminal Degree (Fall Term)

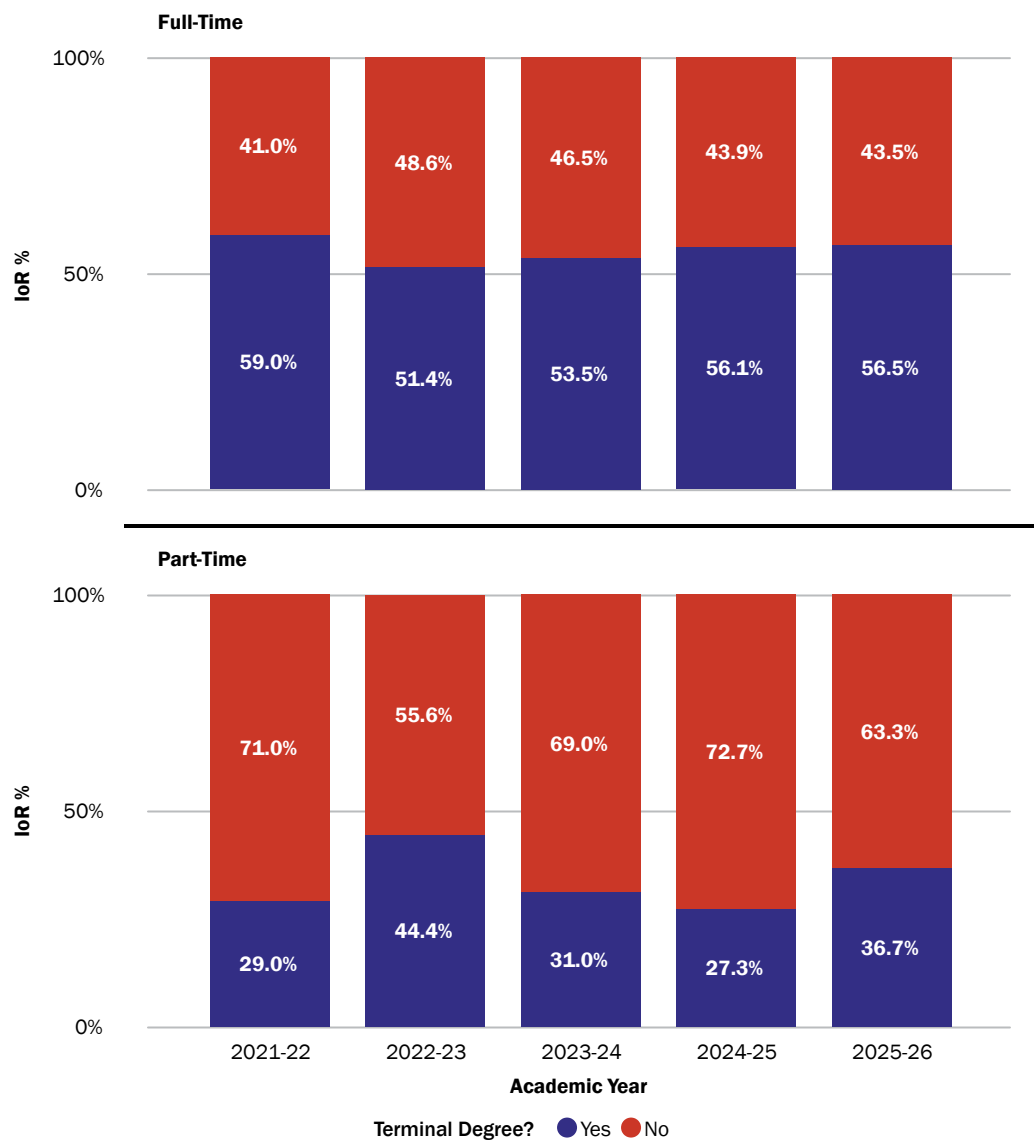


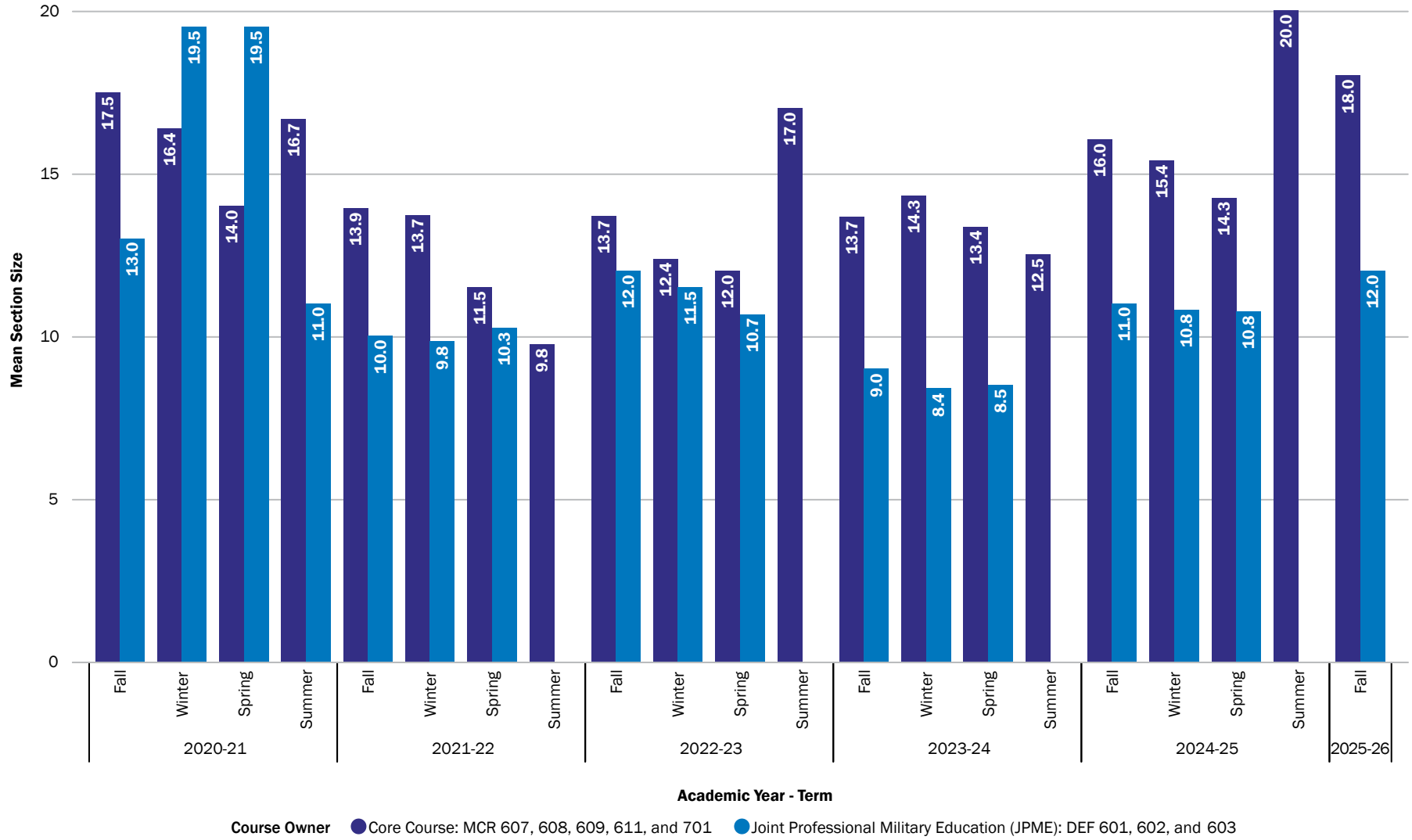
Table 15. IoRs by Full/Part-Time Status and Terminal Degree (Fall Term)

FT/PT Status	2021-22	2022-23	2023-24	2024-25	2025-26
<b>Full-time</b>	<b>61</b>	<b>70</b>	<b>71</b>	<b>57</b>	<b>46</b>
Yes	36	36	38	32	26
No	25	34	33	25	20
<b>Part-time</b>	<b>31</b>	<b>36</b>	<b>29</b>	<b>33</b>	<b>30</b>
Yes	9	16	9	9	11
No	22	20	20	24	19
<b>Total</b>	<b>92</b>	<b>106</b>	<b>100</b>	<b>90</b>	<b>76</b>

**Note:** The NIU Office of Institutional Effectiveness has complete faculty and staff demographic records for Academic Years 2021-2022 through 2025-2026. Thus, only these five years were considered for the metrics of all faculty and staff, including IoRs.

# Mean Section Size by Course Owner and Term (Organized Course Sections)

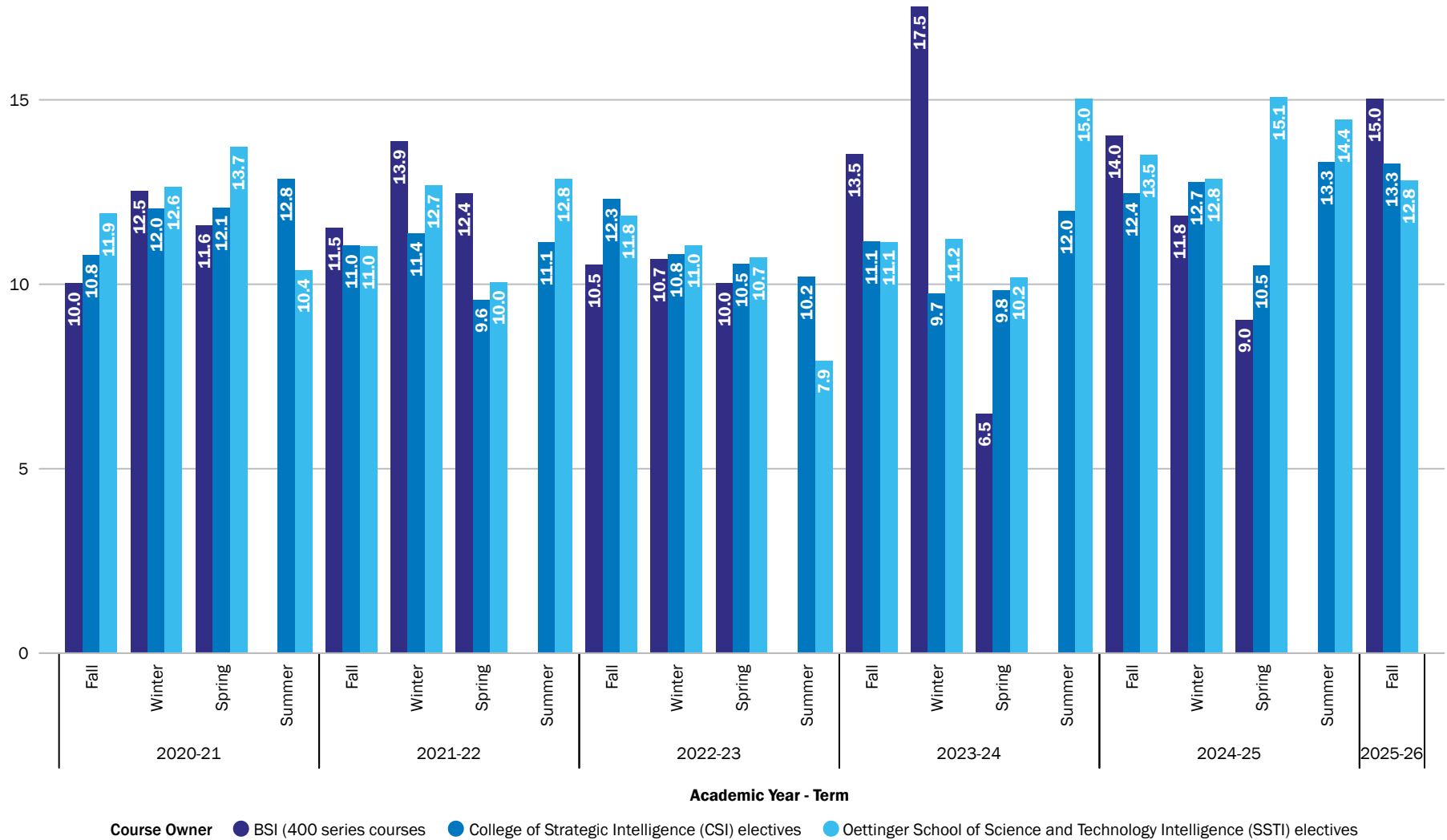
Figure 15. Mean Section Size by Course Owner and Academic Year/Term (Core Courses and JPME)



**Note:** NIU policy designates a standard section size of no more than 20 students.

# Mean Section Size by Course Owner and Term (Organized Course Sections)

Figure 16. Mean Section Size by Course Owner and Academic Year/Term (BSI, CSI, and SSTI)



Note: NIU policy designates a standard section size of no more than 20 students.

# Trend of Student Course Outcomes by Academic Year/Term

**Table 16. Resident Student Course Registration Count and Outcomes by Academic Year and Term**

Academic Year	Total Enrollments	Credit Awarded	% Credit Awarded
<b>2020-21</b>			
Fall	744	743	99.9%
Winter	898	898	100.0%
Spring	780	778	99.7%
Summer	168	168	100.0%
<b>2021-22</b>			
Fall	833	832	99.9%
Winter	942	941	99.9%
Spring	777	772	99.4%
Summer	203	203	100.0%
<b>2022-23</b>			
Fall	926	918	99.1%
Winter	931	925	99.4%
Spring	886	885	99.9%
Summer	166	166	100.0%
<b>2023-24</b>			
Fall	825	825	100.0%
Winter	829	827	99.8%
Spring	691	691	100.0%
Summer	159	159	100.0%
<b>2024-25</b>			
Fall	928	917	98.8%
Winter	807	802	99.4%
Spring	686	682	99.4%
Summer	157	155	98.7%
<b>2025-26</b>			
Fall	831	801	96.4%

**Table 17. Non-Resident Student Course Registration Count and Outcomes by Academic Year and Term**

Academic Year	Total Enrollments	Credit Awarded	% Credit Awarded
<b>2020-21</b>			
Fall	887	817	92.1%
Winter	815	767	94.1%
Spring	871	816	93.7%
Summer	543	524	96.5%
<b>2021-22</b>			
Fall	981	957	97.6%
Winter	963	943	97.9%
Spring	862	831	96.4%
Summer	588	574	97.6%
<b>2022-23</b>			
Fall	876	842	96.1%
Winter	862	812	94.2%
Spring	757	712	94.1%
Summer	478	459	96.0%
<b>2023-24</b>			
Fall	817	789	96.6%
Winter	799	755	94.5%
Spring	773	710	91.8%
Summer	527	504	95.6%
<b>2024-25</b>			
Fall	749	701	93.6%
Winter	937	891	95.1%
Spring	924	841	91.0%
Summer	576	528	91.7%
<b>2025-26</b>			
Fall	845	717	84.9%

The data in this table were derived from “earned credits,” that is, courses for which a student had a passing grade per the program standards. Additionally, Incomplete, or “I” grades, for the Fall quarter of Academic Year 2025-2026 that remained after the completion of the term were excluded.

The lapse in appropriations in October 2025 led to a larger than average number of “I” grades for the Fall term. This directly contributed to a lower than average completion rate for that term, especially among the non-resident student population.



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