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Common Data Set

Academic Year (AY) 2022-2023

by

The Office of Institutional Research



**GEORGIA
SOUTHERN**
UNIVERSITY

A. GENERAL INFORMATION..... 3

B. ENROLLMENT AND PERSISTENCE 4

B1. Institutional Enrollment—Men and Women 4

B2. Enrollment by Racial/Ethnic Category 5

Persistence 5

Graduation Rates..... 6

 For Bachelor’s or Equivalent Programs 6

 B12 – B21. For Two-Year Institutions: (Not applicable) 6

 For Recipients of a federal and Pell Grant..... 7

Retention Rates 8

C. FIRST-TIME, FIRST-YEAR (FRESHMAN) ADMISSION 9

Applications 9

 First-time, first-year (freshman) students 9

 Admittance Rate 9

 Yield Rate 9

Admission Requirements..... 9

Basis for Selection 10

SAT and ACT Policies 11

Freshman Profile 12

Admission Policies 14

Early Decision and Early Action Plans 15

D. TRANSFER ADMISSION..... 16

Fall Applicants 16

Application for Admission 16

Transfer Credit Policies..... 17

E. ACADEMIC OFFERINGS AND POLICIES..... 18

E1. Special study options..... 18

E2. Has been removed from the CDS. 18

E3. Areas in which all or most students are required to complete some course work prior to graduation..... 18

F. STUDENT LIFE 19

F1. Percentages of first-time, first-year (freshman) degree-seeking students and degree-seeking undergraduates enrolled in Fall 2021 who fit the following categories..... 19

F2. Activities offered 19

F3. ROTC 19

F4. Housing..... 19

G. ANNUAL EXPENSES 20

G0. Please provide the URL of your institution’s net price calculator 20

G1. Undergraduate and Graduate full-time tuition, required fees, room and board..... 20

G2. Number of credits per term a student can take for the stated full-time tuition..... 20

G3. Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)? 20

G4. Do tuition and fees vary by undergraduate instructional program?..... 20

G5. Estimated expenses for a typical full-time undergraduate student..... 21

G6. Undergraduate per-credit-hour charges (tuition only) 21

 Graduate per-credit hour charges 21

H. FINANCIAL AID..... 22

Aid Awarded to Enrolled Undergraduates..... 22

Aid to Undergraduate Degree-seeking Nonresident Aliens 26

Process for First-Year/Freshman Students 26

Types of Aid Available 27

(table of contents continues on the following page)

I. INSTRUCTIONAL FACULTY AND CLASS SIZE 28

I-0. Faculty Salaries 2022-2023 Academic Year 28

I-1. Please report number of instructional faculty members in each category for Fall 2022. 29

I-2. Student to Faculty Ratio 29

I-3. Undergraduate Class Size 30

J. DEGREES CONFERRED 31

Degrees conferred between July 1, 2021 and June 30, 2022 31

Popular Majors 32

Common Data Set Definitions 33

Financial Aid Definitions..... 39

Note. When comparing the Common Data Set to other published reports, keep in mind that data definitions may vary between publications.








A. GENERAL INFORMATION

A1. Address Information

Name of College or University	Georgia Southern University
Mailing Address, City/State/Zip/Country	P.O. Box varies by Department; indicate Department Name and/or person's name & title
Street Address (if different), City/State/Zip/Country	1332 Southern Drive, Statesboro, GA 30458
Main Phone Number	912-478-4636
WWW Home Page Address	http://www.georgiasouthern.edu
Admissions Phone Number	912-478-5391
Admissions Toll-free Number	none available
Admissions Office Mailing Address, City/State/Zip	P.O. Box 8024, Statesboro, GA 30460
Admissions Fax Number	912-478-1156
Admissions E-mail Address	admissions@georgiasouthern.edu

Is there a separate URL application site on the Internet? If so, please specify:
<http://admissions.georgiasouthern.edu/apply.htm> - undergraduate
http://cogs.georgiasouthern.edu/future_students/grad_application.html - graduate level

Social Media

- | | |
|---|---|
|  https://www.facebook.com/GeorgiaSouthern |  https://plus.google.com/u/0/+georgiasouthern/posts |
|  https://twitter.com/georgiasouthern |  https://www.flickr.com/photos/georgiasouthern/ |
|  https://instagram.com/georgiasouthernuniversity/ |  https://www.linkedin.com/edu/school?id=18160 |
|  https://www.youtube.com/user/GeorgiaSouthernUniv |  https://www.pinterest.com/georgiasouthern/ |

Note. To view the Social Media webpage, click the image or the URL.

A2. Source of institutional control (check one only)

- Public
- Private (nonprofit)
- Proprietary

A3. Classify your undergraduate institution:

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

A4. Academic year calendar

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

A5. Degrees offered by your institution

- | | |
|--|---|
| <input checked="" type="checkbox"/> Certificate <1 academic year | <input checked="" type="checkbox"/> Postbachelor's certificate |
| <input type="checkbox"/> Diploma | <input checked="" type="checkbox"/> Master's |
| <input checked="" type="checkbox"/> Associate | <input checked="" type="checkbox"/> Post-master's certificate |
| <input type="checkbox"/> Transfer | <input checked="" type="checkbox"/> Doctoral degree research/scholarship |
| <input type="checkbox"/> Terminal | <input checked="" type="checkbox"/> Doctoral degree – professional practice |
| <input checked="" type="checkbox"/> Bachelor's | <input type="checkbox"/> Doctoral degree -- other |

Other: Education Specialist Degree (Ed.S)

A6. Diversity, Equity, and Inclusion

If you have a diversity, equity, and inclusion office or department, please provide the URL of the corresponding Web page:

B. ENROLLMENT AND PERSISTENCE

B1. Institutional Enrollment—Men and Women

Provide numbers of students for each of the following categories as of the institution’s official fall reporting date or as of October 15, 2022. Note: Report students formerly designated as “first professional” in the graduate cells (*source YSR2208 and 2022-2023 IPEDS Enrollment*).

Please see: https://nces.ed.gov/ipeds/pdf/Reporting_Study_Abroad%20Students_5.31.17.pdf

	FULL-TIME		PART-TIME		Total
	Men	Women	Men	Women	
Total Undergraduates	7,644	10,264	1,713	2,382	22,003
Degree-seeking, first-time freshmen	1,855	2,376	70	56	4,357
Other first-year, degree-seeking	801	785	202	199	1,987
All other degree-seeking	4,952	7,045	1,115	1,557	14,669
Total degree-seeking	7,608	10,206	1,387	1,812	21,013
All other undergraduates enrolled in credit courses	36	58	326	570	990
Total first-professional	0	0	0	0	0
First-time, first-professional students	0	0	0	0	0
All other first-professionals	0	0	0	0	0
Total Graduate Students	460	1,051	502	1,490	3,503
Degree-seeking, first-time	206	516	174	433	1,329
All other degree-seeking	254	535	325	1,044	2,158
All other graduates enrolled in credit courses	0	0	3	13	16
Grand Total All Students	8,104	11,315	2,215	3,872	25,506

Institutional Enrollment—Men and Women Total Summary

	n	%
Total all undergraduates:	22,003	86.3
Total all graduate and professional students:	3,503	13.7
GRAND TOTAL ALL STUDENTS:	25,506	100.0

B2. Enrollment by Racial/Ethnic Category.

Provide numbers of undergraduate *and graduate* students for each of the following categories as of the institution’s official fall reporting date or as of October 15, 2022. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns. *Totals include full-time plus part-time students. Note: multiracial counts are spread proportionally among the other races.* Report as your institution reports to IPEDS: persons who are Hispanic/Latino should be reported only on the Hispanic/Latino line, not under any race, and persons who are non-Hispanic/Latino multi-racial should be reported only under "Two or more races".

Race Categories	Degree-seeking First-time First year		Degree-seeking Undergraduates		Total Undergraduates		Total Graduate Students	
	n	%	n	%	n	%	n	%
Nonresident aliens	53	1.2	232	1.1	255	1.2	216	6.2
Black or African American, non-Hispanic/Latino	930	21.3	5,397	25.7	5,533	25.1	789	22.5
American Indian or Alaska Native, non- Hispanic/Latino	5	0.1	66	0.3	67	0.3	8	0.2
Asian, non- Hispanic/Latino	81	1.9	420	2.0	473	2.1	78	2.2
Hispanic/Latino	358	8.2	1,673	8.0	1,761	8.0	168	4.8
White, non- Hispanic/Latino	2,643	60.7	12,121	57.7	12,743	57.9	2,098	59.9
Native Hawaiian or other Pacific Islander, non- Hispanic/Latino	6	0.1	21	0.1	24	0.1	5	0.1
Two or more races, non-Hispanic/Latino	266	6.1	957	4.6	1,007	4.6	105	3.0
Race and/or ethnicity unknown	15	0.3	126	0.6	140	0.6	36	1.0
Total	4,357	100	21,013	100	22,003	100	3,503	100

Persistence

B3. Number of degrees awarded by your institution from July 1, 2021, to June 30, 2022 as reported on IPEDS-Completions Survey 2022-23; see CDS J for breakout of Degrees.

	n	%
Certificate <1 academic year	27	0.5
Associate degrees	34	0.6
Bachelor’s degrees	4,055	72.5
Post-bachelor’s certificates	55	1.0
Master’s degrees	1,209	21.6
Post-master’s certificates	2	0.0
Education Specialist	115	2.1
Doctoral degrees – research/scholarship	65	1.2
Doctoral degrees – professional practice (DPT)	34	0.6
Doctoral degrees – other	n/a	
Total Degrees FY 21-22	5,596	100.0

Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS instructions and glossary on the 2022 Web-based survey.

For Bachelor's or Equivalent Programs

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2016. Include in the cohort those who entered your institution during the summer term preceding fall 2016.

- B4.** Initial 2016 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: **4,200**
- B5.** Of the initial 2016 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: **5**
- B6.** Final 2016 cohort, after adjusting for allowable exclusions: **4,195**
- B7.** Of the initial 2016 cohort, how many completed the program in four years or less (by August 31, 2020): **1,296**
- B8.** Of the initial 2016 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2020 and by August 31, 2021): **761**
- B9.** Of the initial 2016 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2021 and by August 31, 2022): **196**
- B10.** Total graduating within six years (sum of questions B7, B8, and B9): **2,253**
- B11.** Six-year graduation rate for 2016 cohort (question B10 divided by question B6): **54%**

B12 – B21. For Two-Year Institutions: (Not applicable)

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System’s Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS Forms and Instructions for the 2022-23 Survey.

In the following section for bachelor’s or equivalent programs, please disaggregate the Fall 2016 cohorts into four groups:

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

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

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

Fall 2016 Cohort

	Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
A - Initial 2016 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	1,190	574	2,436	4,200
B - Of the initial 2016 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	1	0	4	5
C - Final 2016 cohort, after adjusting for allowable exclusions	1,189	574	2,432	4,195
D - Of the initial 2016 cohort, how many completed the program in four years or less (by Aug. 31, 2020)	351	174	771	1,296
E - Of the initial 2016 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2020 and by Aug. 31, 2021)	203	111	447	761
F - Of the initial 2016 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2021 and by Aug. 31, 2022)	59	29	108	196
G - Total graduating within six years (sum of lines D, E, and F)	613	314	1,326	2,253
H - Six-year graduation rate for 2016 cohort (G divided by C)	51.5	54.7	54.5	53.7

Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2021 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

B22. For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in fall 2021 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in fall 2022? **72%**

Note. The totals below were used to calculate the retention percent for item B22 above.

Fall 2021 full-time bachelor's (or equivalent) degree-seeking undergraduate students = **5,413**

Fall 2021 cohort, after adjusting for allowable exclusions = **5,409 (4 were excluded)**

Fall 2021 full-time bachelor's (or equivalent) degree-seeking undergraduate students who were retained in Fall 2022 = **3,895**

C. FIRST-TIME, FIRST-YEAR (FRESHMAN) ADMISSION

Applications

C1. First-time, first-year (freshman) students: Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full-time or part-time) in fall 2022. 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. Since the total may include students who did not provide gender data, the detail need not sum to the total.

- a. Total first-time, first-year (freshman) men who applied: 5,714
- b. Total first-time, first-year (freshman) women who applied: 8,961
- c. Total first-time, first-year (freshman) unknown gender who applied: 5

14,680 Total (Completed) Applicants

- d. Total first-time, first-year (freshman) men who were admitted: 5,057
- e. Total first-time, first-year (freshman) women who were admitted: 7,990
- f. Total first-time, first-year (freshman) unknown gender who applied: 2

13,049 Total (Accepted) Admitted

- g. Total full-time, first-time, first-year (freshman) men who enrolled: 1,855
- h. Total part-time, first-time, first-year (freshman) men who enrolled: 70

1,925 Total Men Enrolled

- i. Total full-time, first-time, first-year (freshman) women who enrolled: 2,376
- j. Total part-time, first-time, first-year (freshman) women who enrolled: 56

2,432 Total Women Enrolled

4,357 Total Enrolled

Admittance Rate 89% = total admitted (13,049)/ total applicants (14,680)
Yield Rate 33% = total enrolled (4,357)/ total admitted (13,049)

C2. Freshman wait-listed students (students who met admission requirements but whose final admission was contingent on space availability)

Do you have a policy of placing students on a waiting list? Yes No
 If yes, please answer the questions below for fall 2022 admissions:

Number of qualified applicants offered a place on waiting list _____

Number accepting a place on the waiting list _____

Number of wait-listed students admitted _____

Is your waiting list ranked? Yes No

If yes, do you release that information to students? Yes No

Do you release that information to school counselors? Yes No

Admission Requirements

C3. High school completion requirement

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

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

*Mature students out of school 5 years or more are acceptable with GED

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

- Require
- Recommend
- Neither require nor recommend

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

	<u>Units Required</u>	<u>Units Recommended</u>
Total academic units	17	-
English	4	-
Mathematics- (Algebra I, II, Geometry, or Trigonometry)	4	-
Science	4	-
Of these, units that must be lab	2	-
Foreign language (must be same language)	2	-
Social studies (must include US History & World History)	3	-
History	-	-
Academic electives	-	-
Computer Science	-	-
Visual/Performing Arts	-	-
Other (additional College Prep courses):	-	-

Basis for Selection

C6. Do you have an open admission policy, under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to academic record, test scores, or other qualifications? If so, check which applies: **NOT**

APPLICABLE TO GEORGIA SOUTHERN UNIVERSITY

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

C7. Relative importance of each of the following academic and nonacademic factors in your first-time, first-year, degree-seeking (freshman) admission decisions.

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

Formal demonstration of competencies (e.g., portfolios, certificates of mastery, assessment instruments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other Test (ABT, Wonderlic, WISC-III, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

SAT and ACT Policies

C8. Entrance exams

A. Does your institution make use of SAT, ACT, or SAT Subject Test scores in **admission** decisions for first-time, first-year, degree-seeking applicants? Yes No

If yes, place check marks in the appropriate boxes below to reflect your institution’s policies for use in admission for Fall 2021.

	ADMISSION				
	<u>Require</u>	<u>Recommend</u>	<u>Require for Some</u>	<u>Consider If Submitted</u>	<u>Not Considered</u>
SAT or ACT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT and SAT Subject Tests or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SAT Subject Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

B. If your institution will make use of the ACT in **admission** decisions for first-time, first-year, degree-seeking applicants for **Fall 2021**, please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

- ACT with writing required
- ACT with writing recommended.
- ACT with or without writing accepted

If your institution will make use of the SAT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2021 please indicate which ONE of the following applies (regardless of whether the Essay score will be used in the admissions process):

- SAT with Essay component required
- SAT with ESSAY component recommended
- SAT with or without ESSAY component accepted

C. Please indicate how your institution will use the **SAT or ACT essay** component; check all that apply:

	<u>SAT essay</u>	<u>ACT essay</u>
For Admission	<input type="checkbox"/>	<input type="checkbox"/>
For placement	<input type="checkbox"/>	<input type="checkbox"/>
For advising	<input type="checkbox"/>	<input type="checkbox"/>
In place of an application essay	<input type="checkbox"/>	<input type="checkbox"/>
As a validity check on the application essay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
No college policy as of now	<input type="checkbox"/>	<input type="checkbox"/>
Not using essay component	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

D. In addition, does your institution use applicants' test scores for academic advising?

- Yes No

E. Latest date by which SAT or ACT scores must be received for fall-term admission: **05/01**
 Latest date by which SAT Subject Test scores must be received for fall-term admission: **05/01**

F. If necessary, use this space to clarify your test policies (e.g., if tests are recommended for some students, or if tests are not required of some students due to differences by academic program, student academic background, or if other examinations may be considered in lieu of the SAT and ACT.): **SAT and ACT are not required for international or non-traditional applicants. TOEFL is required for international applicants whose native language is not English. Students may be required to take placement exams.**

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

- SAT
- ACT
- SAT Subject Tests
- AP
- CLEP
- Institutional Exam

State Exam (specify): **ACCUPLACER**

Freshman Profile

Provide percentages for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in fall 2022, including students who began studies during summer, international students/nonresident aliens, and students admitted under special arrangements.

C9. Percent and number of first-time, first-year (freshman) students enrolled in fall 2022 who submitted national standardized (SAT/ACT) test scores. Include information for **ALL enrolled, degree-seeking, first-time, first-year (freshman) students who submitted test scores.** Do not include partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item. Do not convert SAT scores to ACT scores and vice versa. Do convert Old SAT scores to New SAT scores using the College Board’s concordance tools and tables (sat.org/concordance). 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.

If a student submitted multiple sets of scores for a single test, report this information according to how you use the data. For example:

- If you consider the highest scores from either submission, use the highest combination of scores (e.g., verbal from one submission, math from the other).
- If you average the scores, use the average to report the scores.

- a. Percent submitting SAT scores: **71%** Number submitting SAT scores: **3,087**
 Percent submitting ACT scores: **35%** Number submitting ACT scores: **1,510**
- b. First-time, first-year (freshman) students’ percentiles, medians, and average scores:

	<u>25th Percentile</u>	<u>50th Percentile</u>	<u>75th Percentile</u>	<u>Median (Middle) Score</u>	<u>Mean (Average) Score</u>
SAT Evidence-Based Reading and Writing	500	540	590	540	545
SAT Math	480	520	560	520	523
SAT Combined	990	1050	1140	1050	1067
SAT Writing	385	470	520	470	447
SAT Essay	n/a	n/a	n/a	n/a	n/a
ACT Composite	18	20	23	20	21
ACT English	16	20	23	20	20
ACT Math	17	19	22	19	20
ACT Reading ^a	19	22	25	22	22
ACT Science ^b	18	21	23	21	21
ACT Writing ^c	n/a	n/a	n/a	n/a	n/a

^aACT Reading was added in Fall 2013.

^bACT Science was added in Fall 2013.

n/a = not applicable.

c. Percent of first-time, first-year (freshman) students with scores in each range:

	SAT Evidence-Based Reading and Writing		SAT Math	
	n	%	n	%
700-800	50	1.6	32	1.1
600-699	604	19.9	404	13.3
500-599	1,673	55.1	1,532	50.5
400-499	683	22.5	1,004	33.1
300-399	25	0.8	64	2.1
200-299	1	0.0	0	
Total	3,036	100	3,036	100

	n	%
1400-1600	17	0.6
1200-1399	460	15.2
1000-1199	1,725	56.8
800-999	806	26.5
600-799	28	0.9
400-599	0	0.0
Total	3,036	100

	ACT Comp		ACT English		ACT Math		ACT Reading ^a		ACT Science ^b	
	n	%	n	%	n	%	n	%	n	%
30-36	27	1.8	52	3.5	15	1.0	167	11.3	35	2.4
24-29	294	19.8	256	17.3	271	18.3	329	22.2	326	22.0
18-23	879	59.2	705	47.5	659	44.4	722	48.7	856	57.7
12-17	282	19.0	445	30.0	539	36.3	252	17.0	253	17.0
6-11	2	0.1	26	1.8	0	0.0	14	0.9	14	0.9
Below 6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	1,484	100	1,484	100	1,484	100	1,484	100	1,484	100

^aACT Reading was added in Fall 2013.

^bACT Science was added in Fall 2013.

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

	n	%
Percent in top tenth of high school graduating class	1	0.0
Percent in top quarter of high school graduating class	2	0.0
Percent in top half of high school graduating class	3	0.0
Percent in bottom half of high school graduating class	0	0.0
Percent in bottom quarter of high school graduating class	0	0.0
Percent of total first-time, first-year (freshman) students who submitted high school class rank:	3	0.0

C11. Percentage of all enrolled, degree-seeking, first-time, first-year (freshman) students who had high school grade-point averages within each of the following ranges (using 4.0 scale). Report information only for those students from whom you collected high school GPA.

	n	%
GPA of 4.0	268	6.3
GPA of 3.75 and 3.99	869	20.6
GPA between 3.50 and 3.74	937	22.2
GPA between 3.25 and 3.49	891	21.1
GPA between 3.00 and 3.24	642	15.2
GPA between 2.50 and 2.99	540	12.8
GPA between 2.00 and 2.49	74	1.8
GPA between 1.00 and 1.99	0	0.0
GPA below 1.00	0	0.0
Total	4,221	100.0

C12. Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPA: 3.44
 Percent of total first-time, first-year (freshman) students who submitted high school GPA: 99 %

Admission Policies

C13. Application fee

Does your institution have an application fee? Yes No

Amount of application fee: \$30.00

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

*For those who receive Educational Testing Service (ETS) waiver of SAT fee, NACAC or ACT fee waiver

Is the application fee refundable? Yes* No

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

Same Fee

Free

Reduced

Can on-line application fee be waived for applicants with financial need? Yes No

C14. Application closing date

Does your institution have an application closing date? Yes No

Application closing date (fall): May 1

Priority date: April 1

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

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

On a rolling basis beginning (date): Continuous

By (date): _____

Other: _____

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

Must reply by (date):

No set date: Yes No

Must reply by May 1 or within _____ weeks if notified thereafter

Other: n/a

Deadline for housing deposit (MMDD): Typically 2 weeks after receiving a contract and a housing assignment

Amount of housing deposit: No housing deposit. There is a \$250 pre-payment

Refundable if student does not enroll?

Yes, in full

Yes, in part

Not refunded

C18. Deferred admission: Does your institution allow students to postpone enrollment after admission?

Yes No

If yes, maximum period of postponement: May revise term of entry, but must meet the prevailing requirements.

C19. Early admission of high school students: Does your institution allow high school students to enroll as full-time, first-time, first-year (freshman) students one year or more before high school graduation? Yes No

C20. Common application: The State of Georgia has a common online application through <http://www.gafutures.org/>.

Early Decision and Early Action Plans

C21. Early decision: Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-year (freshman) applicants for fall enrollment? Yes No

If “yes,” please complete the following:

First or only early decision plan closing date: _____

First or only early decision plan notification date: _____

Other early decision plan closing date: _____

Other early decision plan notification date: _____

For the Fall 2022 entering class:

Number of early decision applications received by your institution: _____

Number of applicants admitted under early decision plan: _____

Please provide significant details about your early decision plan: _____

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

Yes No

If “yes,” please complete the following:

Early action closing date: _____

Early action notification date: _____

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

Yes No

D. TRANSFER ADMISSION

Fall Applicants

D1. Does your institution enroll transfer students? Yes No

(If no, please skip to Section E)

If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities? Yes No

D2. Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2022.

	<u>Applicants</u>	<u>Admitted Applicants</u>		<u>Enrolled Applicants</u>	
	<u>n</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Men	783	657	83.9	463	70.4
Women	1,142	966	84.5	608	62.9
Unknown	2	0	0.0	0	0.0
Total	1,928	1,623	84.2	1,071	66.0

Note. first-time fall only

Yield Rate 66% = total enrolled applicants (1,071)/total admitted applicants (1,623)

Application for Admission

D3. Indicate terms for which transfers may enroll:

Fall Winter (*this term no longer exists*) Spring Summer

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

Yes No

If yes, what is the minimum number of credits and the unit of measure? **30 semester hours or 45 quarter hours**

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

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

D6. If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale): **2.0 for those with less than 30 transferable hours.**

D7. If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale): **2.0**

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

Submission of official college transcripts from each institution previously attended

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

	<u>Priority Date</u>	<u>Closing Date</u>	<u>Notification Date</u>	<u>Reply Date</u>	<u>Rolling Admission</u>
Fall	August 1	August 1		First day of class	<input checked="" type="checkbox"/>
Spring	December 1	December 1		First day of class	<input checked="" type="checkbox"/>
Summer	April 1	April 1		First day of class	<input checked="" type="checkbox"/>

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

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

Transfer Credit Policies

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

D13. Maximum number of credits or courses that may be transferred from a two-year institution:
 Number: no maximum.
 Unit type: semester hours

D14. Maximum number of credits or courses that may be transferred from a four-year institution:
 Number: no maximum.
 Unit type: semester hours

D15. Minimum number of credits that transfers must complete at your institution to earn an associate degree: 30

D16. Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree:
25% (32-34 semester hours) and last 30 semester hours.

D17. Describe other transfer credit policies:
Maximum of 30 semester hours of correspondence (including Advance Placement, CLEP, DANTES, Military Credit, etc.) may be accepted. Maximum of 24 semester hours for International Baccalaureate credit may be accepted.

Military Service Transfer Credit Policies

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

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

D19. Maximum number of credits or courses that may be transferred based on military education evaluated by the American Council on Education (ACE):
 Number N/A Unit type _____

D20. Maximum number of credits or courses that may be transferred based on Department of Defense supported prior learning assessments (College Level Examination Program (CLEP) or DANTES Subject Standardized Tests (DSST)):
 Number N/A Unit type _____

D21. Are the military/veteran credit transfer policies published on your website? Yes No

If yes, please provide the URL where the policy can be located: <https://www.georgiasouthern.edu/military-veterans/>

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

E. ACADEMIC OFFERINGS AND POLICIES

E1. Special study options:

Identify those programs available at your institution. Refer to the glossary for definitions.

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

E2. Has been removed from the CDS.

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Arts/fine arts | <input checked="" type="checkbox"/> Humanities |
| <input checked="" type="checkbox"/> Computer literacy | <input checked="" type="checkbox"/> Mathematics |
| <input checked="" type="checkbox"/> English (including composition) | <input type="checkbox"/> Philosophy |
| <input type="checkbox"/> Foreign languages | <input checked="" type="checkbox"/> Sciences (biological or physical) |
| <input checked="" type="checkbox"/> History | <input checked="" type="checkbox"/> Social science |
| <input checked="" type="checkbox"/> Physical Education | <input checked="" type="checkbox"/> Intensive Writing |
| <input checked="" type="checkbox"/> Other (describe): <i>Physical activity, Healthful Living, and First Year Seminar</i> | |

F. STUDENT LIFE

F1. Percentages of first-time, first-year (freshman) degree-seeking students and degree-seeking undergraduates enrolled in fall 2021 who fit the following categories:

	<u>First-time, first-year (freshman) students</u>	<u>Undergraduates</u>
a. Percent who are from out of state (exclude international/nonresident aliens)	6 %	7 %
b. Percent of men who join fraternities	12 %	11 %
c. Percent of women who join sororities	17 %	14 %
d. Percent who live in college-owned, -operated, or -affiliated housing	79 %	23 %
e. Percent who live off campus or commute	21 %	77 %
f. Percent of students age 25 and older	1 %	11 %
g. Average age of full-time students	18	21
h. Average age of all students (full- and part-time)	18	21

F2. Activities offered:

Identify those programs available at your institution.

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

F3. ROTC:

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

Army ROTC is offered:

- On campus
 At cooperating institution (name): _____

Naval ROTC is offered:

- Marine Option
 On campus
 At cooperating institution (name): _____

Air Force ROTC is offered:

- On campus
 At cooperating institution (name): _____

F4. Housing:

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

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

G. ANNUAL EXPENSES

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

<https://nces.ed.gov/ipeds/netpricecalculator/>

Provide 2023-2024 academic year costs for the following categories that are applicable to your institution.

Values below for section G are 2022 – 2023 values.

Check here if your institution's 2023-2024 academic year costs are not available at this time and provide an approximate date (i.e., month/day) when your institution's final 2023-2024 academic year costs will be available: 6/1/2023

G1. Undergraduate and Graduate full-time tuition, required fees, room and board

List the typical tuition, required fees, and room and board for a full-time undergraduate and graduate student for the **FULL 2022-2023 academic year** (30 semester hours or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters, two trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan. **Required fees** include only charges that all full-time students must pay that are **not** included in tuition (e.g., registration, health, or activity fees.) Do **not** include optional fees (e.g., parking, laboratory use).

	FIRST-YEAR UNDERGRADUATES <u>Full-Time Enrolled > 15 hours</u>	UNDERGRADUATES <u>Full-Time Enrolled > 15 hours</u>	GRADUATE <u>Full-Time Enrolled 9 hours</u>
PRIVATE INSTITUTIONS:	-----	-----	-----
PUBLIC INSTITUTIONS			
In-district:	\$5,464	\$5,464	\$6,636
In-state (out-of-district):	\$5,464	\$5,464	\$6,636
Out-of-state:	\$19,282	\$19,282	\$26,518
NONRESIDENT ALIENS:	\$19,282	\$19,282	\$26,518
REQUIRED FEES:	\$1,534	\$1,534	\$1,534
ROOM AND BOARD:			
(on-campus)	\$10,784	\$10,784	\$10,784
ROOM ONLY:			
(on-campus)	\$6,794	\$6,794	\$6,794
BOARD ONLY:			
(on-campus meal plan)	\$3,990	\$3,990	\$3,990

Comprehensive tuition and room and board fee (if your college cannot provide separate tuition and room and board fees):

Other: _____

G2. Number of credits per term a student can take for the stated full-time tuition: 15 minimum 25 maximum

G3. Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)? Yes No

G4. Do tuition and fees vary by undergraduate instructional program? Yes No

If yes, what percentage of full-time undergraduates pay more than the tuition and fees reported in G1? <1%

(Public institutions only) Does your institution charge in-state tuition for military veterans enrolled from out-of-state?

Yes No

G5. Estimated expenses for a typical full-time undergraduate student: *

	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:	\$1,200	\$1,200	\$1,200
Room only:	\$6,794	\$0	\$6,794
Board only:	\$3,990	\$3,790	\$3,990
Room and Board total (if your college cannot provide separate room and board figures for commuters not living at home)	-----	-----	-----
Transportation:	\$3,526	\$3,794	\$3,526
Other expenses:	\$3,948*	\$3,948*	\$3,948*

**Estimate for miscellaneous personal expenses includes medical, laundry, personal grooming supplies, etc.; costs will vary based upon individual need.*

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

PRIVATE INSTITUTIONS:	-----
PUBLIC INSTITUTIONS In-district:	\$182.13 per semester hour
In-state (out-of-district):	\$182.13 per semester hour
Out-of-state:	\$642.73 per semester hour
NONRESIDENT ALIENS:	\$642.73 per semester hour

Graduate per-credit hour charges:

PRIVATE INSTITUTIONS:	-----
PUBLIC INSTITUTIONS In-district:	\$277.00 per semester hour
In-state (out-of-district):	\$277.00 per semester hour
Out-of-state:	\$1,105.00 per semester hour
NONRESIDENT ALIENS:	\$1,105.00 per semester hour

Current Distance Education - Online Programs and Professional Program Rates are included on the web at: <http://businesssrvs.georgiasouthern.edu/bursar/office-of-student-accounts/tuition-and-fees/>

H. FINANCIAL AID

Aid Awarded to Enrolled Undergraduates

H1. Enter total dollar amounts **awarded** to full-time and less than full-time degree-seeking undergraduates (**using the same cohort reported in CDS Question B1, “total degree-seeking” undergraduates**) in the following categories. (Note: If the data being reported are final figures for the 2021-2022 academic year (see the next item below), use the 2021-2022 academic year’s CDS Question B1 cohort.) Include aid awarded to international students (i.e., those not qualifying for federal aid). **Aid that is non-need-based but that was used to meet need should be reported in the need-based aid column.** (For a suggested order of precedence in assigning categories of aid to cover need, see the entry for “non-need-based gift aid” on the last page of the definitions section.)

Indicate the academic year for which data are reported for items H1, H2, H2A, and H6 below:

2022-2023 estimated or 2021-2022 final

Which needs-analysis methodology does your institution use in awarding institutional aid?

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

H1A. Scholarships/Grants

Scholarships/Grants	Need-based	Non-need-based
1. Federal	\$55,537,203	\$0
2. State (all states, not only state of institution)	\$38,409,190	\$22,929,070
3. Institutional (endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below))	\$2,592,081	\$1,262,545
4. Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	\$1,999,107	\$1,010,400
Total Scholarships/Grants	\$98,537,580	\$25,202,015
Self-Help		
5. Student loans from all sources (excluding parent loans)	\$56,354,853	\$20,253,967
6. Federal Work-Study	\$389,961	
7. State and other work-study employment	\$0	\$0
Total Self-Help	\$56,744,813	\$20,253,967
8. Parent Loans	\$9,250,888	\$4,444,012
9. Tuition Waivers (optional – do not report elsewhere)	\$9,871,916	\$8,419,896
10. Athletic Awards	\$1,899,821	\$3,050,723

H1B. 2020-2021 Final Aid AWARDED to In-State and Out-of-State Undergraduates. Please provide the percentage of students who received each type of aid and the average individual aid package awarded to degree-seeking, first-time, first-year (freshman) students. For example, if you have 100 in-state, degree-seeking, first-time, first-year students and 50 of those students receive need-based aid, then the correct percentage would be 50%. The average package is the average amount of need-based aid given out to the in-state, first-time, first-year, degree-seeking students who received need-based aid.

First-time, first-year students (full-time)	Overall (In- + Out-of-State)		In-State		Out-of-State	
	Percent	Average Package	Percent	Average Package	Percent	Average Package
1. Need-based aid	67	\$13,988	68	\$13,641	56	\$19,524
2. Need-based gift aid	63	\$9,099	65	\$9,163	29	\$7,213
3. Need-based self-help aid	42	\$6,112	43	\$6,067	55	\$6,829
4. Need-based loans	43	\$7,635	43	\$7,552	35	\$8,963
5. Non-need-based gift aid	26	\$5,854	26	\$5,754	21	\$7,494
6. Any form of aid (need- and/or non-need based aid)	94	\$13,341	94	\$12,773	97	\$20,564

All Degree-seeking undergraduates (full-time)	Overall (In- + Out-of-State)		In-State		Out-of-State	
	Percent	Average Package	Percent	Average Package	Percent	Average Package
7. Need-based aid	62	\$13,440	63	\$12,998	53	\$19,344
8. Need-based gift aid	55	\$8,706	57	\$8,739	34	\$8,092
9. Need-based self-help aid	39	\$6,635	40	\$6,624	30	\$6,791
10. Need-based loans	40	\$7,692	41	\$7,649	31	\$8,339
11. Non-need-based gift aid	24	\$5,933	24	\$5,774	21	\$8,003
12. Any form of aid (need- and/or non-need based aid)	89	\$12,796	88	\$12,139	92	\$19,868

H2. Number of Enrolled Students Awarded Aid: List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source. Aid that is non-need-based but that was used to meet need should be counted as need-based aid. Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

	First-time Full-time Freshmen		Full-time Undergrad (Incl. Fresh)		Less Than Full-time Undergrad	
	n	%	n	%	n	%
a) Number of degree-seeking undergraduate students (previous year CDS Item B1 if reporting on Fall 2021 cohort)	5,413	n/a	19,205	n/a	3,209	n/a
b) Number of students in line a who applied for need based financial aid.	5,212	96.3	17,535	91.3	2,427	75.6
c) Number of students in line b who were determined to have financial need	3,709	71.2	12,374	70.6	1,947	80.2
d) Number of students in line c who were awarded any financial aid	3,612	97.4	11,855	95.8	1,640	84.2
e) Number of students in line d who were awarded any need-based scholarship or grant aid	3,410	94.4	10,665	90.0	1,356	82.7
f) Number of students in line d who were awarded any need-based self-help aid	2,285	63.3	7,594	64.1	982	59.9
g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	111	3.1	401	3.4	25	1.5
h) Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans) *	486	13.5	1,431	12.1	78	4.8

n/a = not applicable

(table continues)

	<u>First-time Full-time Freshmen</u>		<u>Full-time Undergrad (Incl. Fresh)</u>		<u>Less Than Full-time Undergrad</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u>)	62	n/a	58	n/a	43	n/a
j) The average financial aid package of those in line d . Exclude any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u>)	11,845	n/a	11,285	n/a	7,651	n/a
k) Average need-based scholarship or grant aid award those in line e	9,086	n/a	8,713	n/a	6,004	n/a
l) Average need-based self-help award (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f	4,805	n/a	5,070	n/a	4,456	n/a
m) Average need-based loan (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f who were awarded a need-based loan	4,807	n/a	5,060	n/a	4,453	n/a

n/a = not applicable.

H2A. Number of Enrolled Students Awarded Non-need-based Scholarships and Grants: List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional non-need-based scholarship or grant aid. Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

	<u>First-time Full-time Freshmen</u>		<u>Full-time Undergrad (Incl. Fresh)</u>		<u>Less Than Full-time Undergrad</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
n) Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship and grant aid (exclude those who were awarded athletic awards and tuition benefits)	134	2.5	504	2.6	30	0.9
o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	1,679	n/a	1,738	n/a	1,161	n/a
p) Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant	53	1.0	251	1.3	6	0.2
q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p	11,528	n/a	11,243	n/a	3,397	n/a

*If a student in CDS H2-h had all but \$199 of their need met, then that student's need was considered fully met. n/a = not applicable.

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

Include:

- * 2022 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2021 and June 30, 2022.
- * only loans made to students who borrowed while enrolled at your institution.
- * co-signed loans.

Exclude:

- * students who transferred in.
- * money borrowed at other institutions.
- * parent loans
- * students who did not graduate or who graduated with another degree or certificate (but no bachelor's degree).

H4. Provide the number of students in the 2022 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2021 and June 30, 2022. Exclude students who transferred into your institution: **2,649**

H5. Number and percent of students in class (defined in H4 above) borrowing from federal, non-federal, and any loan sources, and the average (or mean) amount borrowed. NOTE: The “Average per-undergraduate-borrower cumulative principal borrowed,” is designed to provide better information about student borrowing from federal and nonfederal (institutional, state, commercial) sources. The numbers, percentages, and averages for each row should be based only on the loan source specified for the particular row. For example, the federal loans average (row b) should only be the cumulative average of federal loans and the private loans average (row e) should only be the cumulative average of private loans.

Source/Type of Loans	Number in the class (defined in H4 above) who borrowed from the types of loans specified in the first column	Percent of the class (defined above) who borrowed from the types of loans specified in the first column (nearest 1%)	Average per-undergraduate-borrower cumulative principal borrowed from the types of loans specified in the first column (nearest \$1)
a) Any loan program: Federal Perkins, Federal Stafford Subsidized and Unsubsidized, institutional, state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loans and Federal Family Education Loans.	1,665	63%	\$25,566
b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	1,638	62%	\$22,271
c) Institutional loan programs.	0	%	\$
d) State loan programs.	94	4%	\$10,925
e) Private alternative loans made by a bank or lender.	1	<1%	\$8,012

Aid to Undergraduate Degree-seeking Nonresident Aliens

(Note: Report numbers and dollar amounts for the same academic year checked in item H1— 2018-2019 final)

H6. Indicate your institution’s policy regarding institutional scholarship and grant aid for undergraduate degree-seeking nonresident aliens:

- Institutional need-based scholarship and grant aid is available
- Institutional non-need-based scholarship and grant aid is available
- Institutional scholarship and grant aid is not available

If institutional aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who were awarded need-based or non-need-based aid. 82

Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens: \$11,452

Total dollar amount of institutional financial aid awarded to all undergraduate degree-seeking nonresident aliens: \$ 939,036

H6b. Of the full-time undergraduate degree-seeking students reported in question (H2a, column b) the number of full-time undergraduate degree-seeking nonresident aliens: 215

H6c. Of the students reported in question (CDS H6), the number of undergraduate degree-seeking nonresident aliens who were awarded need-based aid: 3

H6d. Of the students reported in question (CDS H6), the number of undergraduate degree-seeking nonresident aliens who were awarded non-need-based aid: 80

Process for First-Year/Freshman Students

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

- Institution’s own financial aid form
- CSS/Financial Aid PROFILE
- International Student’s Financial Aid Application
- International Student’s Certification of Finances
- Other: out of country waiver application

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

- FAFSA
- Institution’s own financial aid form
- CSS/Financial Aid PROFILE
- State aid form
- Noncustodial Profile
- Business/Farm Supplement
- Other: _____

H9. Indicate filing dates for first-year (freshman) students: _____

Priority date for filing required financial aid forms: 02/1

Deadline for filing required financial aid forms: _____

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

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

a.) Students notified on or about (date): _____

b.) Students notified on a rolling basis: Yes No If yes, starting date: 11/1

H11. Indicate reply dates:

Students must reply by (date): n/a or within n/a weeks of notification.

Types of Aid Available

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

H12. Loans

FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)

- Direct Subsidized Stafford Loans
- Direct Unsubsidized Stafford Loans
- Direct PLUS Loans

- Federal Perkins Loans
- Federal Nursing Loans
- State Loans
- College/university loans from institutional funds
- Other (specify): **Student Access Loans (SAL) and External Alternative Loans**

H13. Scholarships and Grants

NEED-BASED:

- Federal Pell
- SEOG
- State scholarships/grants *
- Private scholarships *
- College/university gift aid from institutional funds *
- United Negro College Fund
- Federal Nursing Scholarship
- Other (specify): **Hope Scholarships*, Federal Work Study, TEACH Grant*, and Zell Miller Scholarships**

**Non-need based aid, but used to meet need & therefore counted as need-based aid here & in CDS H1& H2 per definition.*

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

<u>Non-need</u>	<u>Need-based</u>	<u>institutional aid</u>	<u>Non-need</u>	<u>Need-based</u>	<u>institutional aid</u>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Academics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Leadership
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Alumni affiliation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Minority status
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Art	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Music/drama
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Athletics	<input type="checkbox"/>	<input type="checkbox"/>	Religious affiliation
<input type="checkbox"/>	<input type="checkbox"/>	Job skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	State/district residency
<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROTC			

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

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

I-0. Faculty Salaries 2022-2023 Academic Year. Please report salaries for full-time instructional faculty, defined as full-time faculty whose regular assignment is instruction. *Include* those on paid leave. *Exclude* administrative officers with titles such as dean, librarian, and registrar, even if they devote time to instruction. *Exclude* faculty on unpaid leave, but *include* visitors who are temporarily replacing them. Full-time salaries other than 9- or 12-month should be converted to an academic year before inclusion. If you are not able to separate fringe benefits from salary, you may indicate the combined figure in the total expenditures column.

Note. These definitions and the line references refer to those found in the annual AAUP survey of faculty compensation.

<u>Faculty By Contract Length</u>	<u># of Faculty (Sec. I a,b, lines 1-3, Cols 1+6*)</u>	<u>Salary Expenditures (Sec. I a,b, lines 1-3, Cols 2+7*)</u>	<u>Fringe Benefit Expenditures (Sec. II a,b, line 12)</u>	<u>Total Expenditures (Salary and Fringe Benefits)</u>
a. Professor, 9-month	231			\$21,849,931.44
b. Associate professor, 9-month	269			\$22,220,847.85
c. Assistant professor, 9-month	204			\$16,194,490.94
d. Professor, 12-month	3			\$357,382.94
e. Associate professor, 12-month	4			\$366,472.6
f. Assistant professor, 12-month	4	n/a	n/a	\$326,273.15

Source: The AAUP Survey of faculty compensation is no longer completed by Academic Affairs. Therefore, Salary Expenditures and Fringe Benefit Expenditures are not available. n/a = not available.

I-1. Please report the number of instructional faculty members in each category for Fall 2022. Include faculty who are on your institution’s payroll on the census date your institution uses for IPEDS/AAUP.

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

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

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

Part-time instructional faculty: Adjuncts and other instructors being paid solely for part-time classroom instruction. Also includes full-time faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Employees who are not considered full-time 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, non-Hispanic; American Indian or Alaska Native; Asian, Native Hawaiian or other Pacific Islander, or Hispanic.

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

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

I-1. Please report number of instructional faculty members in each category for Fall 2022.

	<u>Full-time</u>	<u>Part-time</u>	<u>Total</u>
a.) Total number of instructional faculty	950	217	1,167
b.) Total number who are members of minority groups	205	37	242
c.) Total number who are women	486	151	637
d.) Total number who are men	464	66	530
e.) Total number who are nonresident aliens (international)	26	1	27
f.) Total number with doctorate, or other terminal degree	765 (81%)	52 (24%)	847 (73%)
g.) Total number whose highest degree is a master’s but not a terminal master’s	153	81	234
h.) Total number whose highest degree is a bachelor’s	1	73	74
i.) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	1	11	12
j.) Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	66	17	83
K.) Total number whose highest degree is a Doctorate	759	47	806

Source: Internal Faculty Databases of Academic Affairs.

Note. Based on definitions used by AAUP, research-only faculty and faculty on leave without pay were not included.

*Non US citizens, not permanent residents with a VISA type of F1, J1, H1 and TN

**Faculty with Ed.S. (Education Specialist) degrees.

I-2. Student to Faculty Ratio

Report the Fall 2022 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level students. Do not count undergraduate or graduate student teaching assistants as faculty.

Fall 2022 Student to Faculty ratio: **22** to **1**.

FTE Faculty: **963** FTE Students: **21,154**

Source: 2022-23 Integrated Post Secondary Education Data System (IPEDS) Enrollment Survey, Section F (Student to Faculty Ratio).

I-3. Undergraduate Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2022 term

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

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

Using the above definitions, please report for each of the following class-size intervals the number of *class sections* and *class subsections* offered in Fall 2020. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the “100+” column in the class section column and 40 times under the “20-29” column of the class subsections table.

Number of Class Sections with Undergraduates Enrolled

Undergraduate Class Size (provide numbers)

	<u>1</u>	<u>2-9</u>	<u>10-19</u>	<u>20-29</u>	<u>30-39</u>	<u>40-49</u>	<u>50-99</u>	<u>100+</u>	<u>Total</u>
a. CLASS SECTIONS	88	288	521	785	416	184	158	77	2,517
b. CLASS SUB-SECTIONS	5	169	163	193	47	12	4	1	594

J. DEGREES CONFERRED

Degrees conferred between July 1, 2021 and June 30, 2022

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

C= Certificates less than 1 year, A= Associates, B= Bachelor, PB = Post-bachelor certificates, M = Masters, EDS=Education Specialist, PM = Post-master’s certificates, D = Doctorate, and CIP = CIP 2010 Categories.

Note. The degree totals below do not include the 1 Reverse Transfer student.

Category	C		A		PB		PM		B		M		EDS		D		Total		CIP
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	
Agriculture																			01
Natural resources and conservation																			03
Architecture																			04
Area, ethnic, and gender studies									1	0.0							1	0.0	05
Communication/journalism					1	1.8			107	2.6	23	1.9					131	2.3	09
Communication technologies																			10
Computer and information sciences	19	70.4							225	5.5	8	0.7					252	4.5	11
Personal and culinary services																			12
Education					35	63.6			267	6.6	591	48.9	92	80.0	28	28.3	1013	18.1	13
Engineering									293	7.2	37	3.1					330	5.9	14
Engineering technologies					1	1.8			107	2.6							108	1.9	15
Foreign languages, literatures, and linguistics									26	0.6	2	0.2					28	0.5	16
Family and consumer sciences									115	2.8							115	2.1	19
Law/legal studies									6	0.1							6	0.1	22
English									83	2.0	11	0.9					94	1.7	23
Liberal arts/general studies			34	100.0					169	4.2							203	3.6	24
Library science																			25
Biological/life sciences									234	5.8	32	2.6					266	4.8	26
Mathematics and statistics									15	0.4	9	0.7					24	0.4	27
Military science and military technologies																			28
Interdisciplinary studies																			30
Parks and recreation					4	7.3			295	7.3	89	7.4					388	6.9	31
Philosophy and religious studies									11	0.3							11	0.2	38
Theology and religious vocations																			39
Physical sciences									60	1.5	17	1.4					77	1.4	40
Science technologies																			41
Psychology									234	5.8	36	3.0	23	20.0	8	8.1	301	5.4	42
Homeland Security, law enforcement, firefighting, and protective services																			43
Public administration and social services					5	9.1					7	0.6					12	0.2	44
Social sciences									273	6.7	25	2.1					298	5.3	45
Construction trades																			46
Mechanic and repair technologies																			47
Precision production																			48
Transportation and materials moving																			49
Visual and performing arts									128	3.2	16	1.3					144	2.6	50
Health professions and related programs					7	12.7	2	100.0	667	16.4	116	9.6			61	61.6	853	15.2	51
Business/marketing	8	29.6			1	1.8			709	17.5	182	15.1			2	2.0	902	16.1	52
History					1	1.8			30	0.7	8	0.7					39	0.7	54
TOTAL	27	100	34	100	55	100	2	100	4,055	100	1,209	100	115	100	99	100	5,596	100	

J. DEGREES CONFERRED (con't)

Popular Majors:

The chart below identifies the five majors with the largest percent of graduates with bachelor's and master's degrees conferred between July 1, 2021 and June 30, 2022 from Georgia Southern University and the percent of students graduating with degrees in those fields. Because all of the Education Specialist and Doctorate degrees are offered in Education, they are not shown here.

Most Popular Bachelor's Degrees Conferred

<u>CIP Major Name</u>	<u>CIP Code Number</u>	<u>n</u>	<u>%</u>
Business/marketing	52	709	15.0
Health professions and related programs	51	667	14.1
Parks and recreation	31	295	6.2
Engineering	14	293	6.2
Social Sciences	45	273	5.8

Most Popular Master Degrees Conferred

<u>CIP Major Name</u>	<u>CIP Code Number</u>	<u>n</u>	<u>%</u>
Education	13	591	42.5
Business/marketing	52	182	13.1
Health professions and related programs	51	116	8.4
Parks and recreation	31	89	6.4
Engineering	14	37	2.7

Common Data Set Definitions

- ◆ All definitions related to the financial aid section appear on page 39.
- ◆ Items preceded by an asterisk (*) represent definitions agreed to among publishers which do not appear on the CDS document but may be present on individual publishers' surveys.

***Academic advisement:** Plan under which each student is assigned to a faculty member or a trained adviser, who, through regular meetings, helps the student plan and implement immediate and long-term academic and vocational goals.

Accelerated program: Completion of a college program of study in fewer than the usual number of years, most often by attending summer sessions and carrying extra courses during the regular academic term.

Admitted student: Applicant who is offered admission to a degree-granting program at your institution.

***Adult student services:** Admission assistance, support, orientation, and other services expressly for adults who have started college for the first time, or who are re-entering after a lapse of a few years.

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community recognition.

Applicant (first-time, first year): An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution).

Application fee: That amount of money that an institution charges for processing a student's application for acceptance. This amount is *not* creditable toward tuition and required fees, nor is it refundable if the student is not admitted to the institution.

Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, American Samoa, India, and Vietnam.

Associate degree: An award that normally requires at least two but less than four years of full-time equivalent college work.

Bachelor's degree: An award (baccalaureate or equivalent degree, as determined by the Secretary of the U.S. Department of Education) that normally requires at least four years but *not* more than five years of full-time equivalent college-level work. This includes ALL bachelor's degrees conferred in a five-year cooperative (work-study plan) program. (A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies.) Also, it includes bachelor's degrees in which the normal four years of work are completed in three years.

Black, non-Hispanic: A person having origins in any of the black racial groups of Africa (except those of Hispanic origin).

Board (charges): Assume average cost for 19 meals per week or the maximum meal plan.

Books and supplies (costs): Average cost of books and supplies. Do not include unusual costs for special groups of students (e.g., engineering or art majors), unless they constitute the majority of students at your institution.

Calendar system: The method by which an institution structures most of its courses for the academic year.

Campus Ministry: Religious student organizations (denominational or nondenominational) devoted to fostering religious life on college campuses. May also refer to Campus Crusade for Christ, an interdenominational Christian organization.

***Career and placement services:** A range of services, including (often) the following: coordination of visits of employers to campus; aptitude and vocational testing; interest inventories, personal counseling; help in resume writing, interviewing, launching the job search; listings for those students desiring employment and those seeking permanent positions; establishment of a permanent reference folder; career resource materials.

Carnegie units: One year of study or the equivalent in a secondary school subject.

Certificate: See **Postsecondary award, certificate, or diploma.**

Class rank: The relative numerical position of a student in his or her graduating class, calculated by the high school on the basis of grade-point average, whether weighted or unweighted.

Clock hour: A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as contact hours.

College-preparatory program: Courses in academic subjects (English, history and social studies, foreign languages, mathematics, science, and the arts) that stress preparation for college or university study.

Common Application: The standard application form distributed by the National Association of Secondary School Principals for a large number of private colleges who are members of the Common Application Group.

***Community service program:** Referral center for students wishing to perform volunteer work in the community or participate in volunteer activities coordinated by academic departments.

Commuter: A student who lives off campus in housing that is not owned by, operated by, or affiliated with the college. This category includes students who commute from home and students who have moved to the area to attend college.

Comprehensive transition and postsecondary program for students with intellectual disabilities: Programs designed to support postsecondary students with intellectual disabilities obtain instruction in academic, career and technical, and independent living subjects in preparation for employment.

Contact hour: A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as clock hour.

Continuous basis (for program enrollment): A calendar system classification that is used by institutions that enroll students at any time during the academic year. For example, a cosmetology school or a word processing school might allow students to enroll and begin studies at various times, with no requirement that classes begin on a certain date.

Cooperative education program: A program that provides for alternate class attendance and employment in business, industry, or government.

Cooperative housing: College-owned, -operated, or -affiliated housing in which students share room and board expenses and participate in household chores to reduce living expenses.

***Counseling service:** Activities designed to assist students in making plans and decisions related to their education, career, or personal development.

Credit: Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other recognized postsecondary credential.

Credit course: A course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, diploma, certificate, or other recognized postsecondary credential.

Credit hour: A unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester or trimester system or a 10-week period in a quarter system. It is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate, or other recognized postsecondary credential.

Cross-registration: A system whereby students enrolled at one institution may take courses at another institution without having to apply to the second institution.

Deferred admission: The practice of permitting admitted students to postpone enrollment, usually for a period of one academic term or one year.

Degree: An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies.

Degree-seeking students: Students enrolled in courses for credit who are recognized by the institution as seeking a degree or other recognized postsecondary credential. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.

Differs by program (calendar system): A calendar system classification that is used by institutions that have occupational/vocational programs of varying length. These schools may enroll students at specific times depending on the program desired. For example, a school might offer a two-month program in January, March, May, September, and November; and a three-month program in January, April, and October.

Diploma: See **Postsecondary award, certificate, or diploma.**

Distance learning: An option for earning course credit at off-campus locations via cable television, internet, satellite classes, videotapes, correspondence courses, or other means.

Doctor's degree-research/scholarship: A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M., and others, as designated by the awarding institution.

Doctor's degree-professional practice: 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 (L.L.B. or 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.

Doctor's degree-other: A doctor's degree that does not meet the definition of a doctor's degree - research/scholarship or a doctor's degree - professional practice.

Double major: Program in which students may complete two undergraduate programs of study simultaneously.

Dual enrollment: A program through which high school students may enroll in college courses while still enrolled in high school. Students are not required to apply for admission to the college in order to participate.

Early action plan: An admission plan that allows students to apply and be notified of an admission decision well in advance of the regular notification dates. If admitted, the candidate is not committed to enroll; the student may reply to the offer under the college's regular reply policy.

Early admission: A policy under which students who have not completed high school are admitted and enroll full time in college, usually after completion of their junior year.

Early decision plan: A plan that permits students to apply and be notified of an admission decision (and financial aid offer if applicable) well in advance of the regular notification date. Applicants agree to accept an offer of admission and, if admitted, to withdraw their applications from other colleges. There are three possible decisions for early decision applicants: admitted, denied, or not admitted but forwarded for consideration with the regular applicant pool, without prejudice.

English as a Second Language (ESL): A course of study designed specifically for students whose native language is not English.

Exchange student program-domestic: Any arrangement between a student and a college that permits study for a semester or more at another college in the United States without extending the amount of time required for a degree. **See also Study abroad.**

External degree program: A program of study in which students earn credits toward a degree through independent study, college courses, proficiency examinations, and personal experience. External degree programs require minimal or no classroom attendance.

Extracurricular activities (as admission factor): Special consideration in the admissions process given for participation in both school and nonschool-related activities of interest to the college, such as clubs, hobbies, student government, athletics, performing arts, etc.

First-time student: A student attending any institution for the first time at the level enrolled. Includes students enrolled in the fall term who attended a postsecondary institution for the first time at the same level in the prior summer term. Also includes students who entered with advanced standing (college credit earned before graduation from high school).

First-time, first-year (freshman) student: A student attending any institution for the first time at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

First-year student: A student who has completed less than the equivalent of 1 full year of undergraduate work; that is, less than 30 semester hours (in a 120-hour degree program) or less than 900 clock hours.

Freshman: A first-year undergraduate student.

***Freshman/new student orientation:** Orientation addressing the academic, social, emotional, and intellectual issues involved in beginning college. May be a few hours or a few days in length; at some colleges, there is a fee.

Full-time student (undergraduate): A student enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more clock hours a week each term.

Geographical residence (as admission factor): Special consideration in the admission process given to students from a particular region, state, or country of residence.

Grade-point average (academic high school GPA): The sum of grade points a student has earned in secondary school divided by the number of courses taken. The most common system of assigning numbers to grades counts four points for an A, three points for a B, two points for a C, one point for a D, and no points for an E or F. Unweighted GPA's assign the same weight to each course. Weighting gives students additional points for their grades in advanced or honors courses.

Graduate student: A student who holds a bachelor's or equivalent, and is taking courses at the post-baccalaureate level.

***Health services:** Free or low cost on-campus primary and preventive health care available to students.

High school diploma or recognized equivalent: A document certifying the successful completion of a prescribed secondary school program of studies, or the attainment of satisfactory scores on the Tests of General Educational Development (GED), or another state-specified examination.

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Honors program: Any special program for very able students offering the opportunity for educational enrichment, independent study, acceleration, or some combination of these.

Independent study: Academic work chosen or designed by the student with the approval of the department concerned, under an instructor's supervision, and usually undertaken outside of the regular classroom structure.

In-state tuition: The tuition charged by institutions to those students who meet the state's or institution's residency requirements.

International student: See **Nonresident alien**.

International student group: Student groups that facilitate cultural dialogue, support a diverse campus, assist international students in acclimation and creating a social network.

Internship: 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.

***Learning center:** Center offering assistance through tutors, workshops, computer programs, or audiovisual equipment in reading, writing, math, and skills such as taking notes, managing time, taking tests.

***Legal services:** Free or low cost legal advice for a range of issues (personal and other).

Liberal arts/career combination: Program in which a student earns undergraduate degrees in two separate fields, one in a liberal arts major and the other in a professional or specialized major, whether on campus or through cross-registration.

Living learning community: Residential programs that allow students to interact with students who share common interests. In addition to living together, students may also participate in shared courses, special events, and group service projects.

Master's degree: An award that requires the successful completion of a program of study of generally one or two full-time equivalent academic years of work beyond the bachelor's degree. Some of these degrees, such as those in Theology (M.Div., M.H.L./Rav) that were formerly classified as "first-professional", may require more than two full-time equivalent academic years of work.

Minority affiliation (as admission factor): Special consideration in the admission process for members of designated racial/ethnic minority groups.

***Minority student center:** Center with programs, activities, and/or services intended to enhance the college experience of students of color.

Model United Nations: A simulation activity focusing on conflict resolution, globalization, and diplomacy. Assuming roles as foreign ambassadors and "delegates," students conduct research, engage in debate, draft resolutions, and may participate in a national Model UN conference.

Nonresident alien: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

***On-campus day care:** Licensed day care for students' children (usually age 3 and up); usually for a fee.

Open admission: 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.

Other expenses (costs): Include average costs for clothing, laundry, entertainment, medical (if not a required fee), and furnishings.

Out-of-state tuition: The tuition charged by institutions to those students who do not meet the institution's or state's residency requirements.

Part-time student (undergraduate): A student enrolled for fewer than 12 credits per semester or quarter, or fewer than 24 clock hours a week each term.

Permanent Resident or other eligible non-citizen: A person who is not a citizen or national of the United States and who has been admitted as a legal immigrant for the purpose of obtaining permanent resident status (and who holds either a registration card [Form I-551 or I-151], a Temporary Resident Card [Form I-688], or an Arrival-Departure Record [Form I-94] with a notation that conveys legal immigrant status, such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian).

***Personal counseling:** One-on-one or group counseling with trained professionals for students who want to explore personal, educational, or vocational issues.

Post-baccalaureate certificate: An award that requires completion of an organized program of study requiring 18 credit hours beyond the bachelor's; designed for persons who have completed a baccalaureate degree but do not meet the requirements of academic degrees carrying the title of master.

Post-master's certificate: An award that requires completion of an organized program of study of 24 credit hours beyond the master's degree but does not meet the requirements of academic degrees at the doctoral level.

Postsecondary award, certificate, or diploma: Includes the following three IPEDS definitions for postsecondary awards, certificates, and diplomas of varying durations and clock hour requirements—

Less Than 1 Academic Year: Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in less than 1 academic year (2 semesters or 3 quarters) or in less than 900 clock hours by a student enrolled full-time.

At Least 1 But Less Than 2 Academic Years: Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 1 but less than 2 full-time equivalent academic years, or designed for completion in at least 30 but less than 60 credit hours, or in at least 900 but less than 1,800 clock hours.

At Least 2 But Less Than 4 Academic Years: Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 2 but less than 4 full-time equivalent academic years, or designed for completion in at least 60 but less than 120 credit hours, or in at least 1,800 but less than 3,600 clock hours.

Private institution: An educational institution controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds, and operated by other than publicly elected or appointed officials.

Private for-profit institution: A private institution in which the individual(s) or agency in control receives compensation, other than wages, rent, or other expenses for the assumption of risk.

Private nonprofit institution: A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent nonprofit schools and those affiliated with a religious organization.

Proprietary institution: See **Private for-profit institution**.

Public institution: An educational institution whose programs and activities are operated by publicly elected or appointed school officials, and which is supported primarily by public funds.

Quarter calendar system: A calendar system in which the academic year consists of three sessions called quarters of about 12 weeks each. The range may be from 10 to 15 weeks. There may be an additional quarter in the summer.

Race/ethnicity: Category used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in only one group.

Race/ethnicity unknown: Category used to classify students or employees whose race/ethnicity is not known and whom institutions are unable to place in one of the specified racial/ethnic categories.

Recognized Postsecondary Credential: Includes both Title IV eligible degrees, certificates, and other recognized postsecondary credentials. Any credential that is received after completion of a program that is eligible for Title IV federal student aid. Credentials that are awarded to recognize an individual's attainment of measurable technical or industry/occupational skills necessary to obtain employment or advance within an industry occupation (Generally based on standards developed or endorsed by employers or industry associations).

Religious affiliation/commitment (as admission factor): Special consideration given in the admission process for affiliation with a certain church or faith/religion, commitment to a religious vocation, or observance of certain religious tenets/lifestyle.

***Religious counseling:** One-on-one or group counseling with trained professionals for students who want to explore religious problems or issues.

***Remedial services:** Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.

Required fees: Fixed sum charged to students for items not covered by tuition and required of such a large proportion of all students that the student who does NOT pay is the exception. Do not include application fees or optional fees such as lab fees or parking fees.

Resident alien or other eligible non-citizen: A person who is not a citizen or national of the United States and who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card [Form I-551 or I-151], a Temporary Resident Card [Form I-688], or an Arrival-Departure Record [Form I-94] with a notation that conveys legal immigrant status, such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian).

Room and board (charges)—on campus: Assume double occupancy in institutional housing and 19 meals per week (or maximum meal plan).

Secondary school record (as admission factor): Information maintained by the secondary school that may include such things as the student's high school transcript, class rank, GPA, and teacher and counselor recommendations.

Semester calendar system: A calendar system that consists of two semesters during the academic year with about 16 weeks for each semester of instruction. There may be an additional summer session.

Student-designed major: A program of study based on individual interests, designed with the assistance of an adviser.

Study abroad: 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.

***Summer session:** A summer session is shorter than a regular semester and not considered part of the academic year. It is not the third term of an institution operating on a trimester system or the fourth term of an institution operating on a quarter calendar system. The institution may have 2 or more sessions occurring in the summer months. Some schools, such as vocational and beauty schools, have year-round classes with no separate summer session.

Talent/ability (as admission factor): Special consideration given to students with demonstrated talent/abilities in areas of interest to the institution (e.g., sports, the arts, languages, etc.).

Teacher certification program: Program designed to prepare students to meet the requirements for certification as teachers in elementary, middle/junior high, and secondary schools.

Transfer applicant: An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has previously attended another college or university and earned college-level credit.

Transfer student: A student entering the institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate). The student may transfer with or without credit.

Transportation (costs): Assume two round trips to student's hometown per year for students in institutional housing or daily travel to and from your institution for commuter students.

Trimester calendar system: An academic year consisting of 3 terms of about 15 weeks each.

Tuition: Amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit.

***Tutoring:** May range from one-on-one tutoring in specific subjects to tutoring in an area such as math, reading, or writing. Most tutors are college students; at some colleges, they are specially trained and certified.

Unit: a standard of measurement representing hours of academic instruction (e.g., semester credit, quarter credit, clock hours).

Undergraduate: A student enrolled in a four- or five-year bachelor's degree program, an associate degree program, or a vocational or technical program below the baccalaureate.

Undergraduate Research: 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.

***Veteran's counseling:** Helps veterans and their dependents obtain benefits for their selected program and provides certifications to the Veteran's Administration. May also provide personal counseling on the transition from the military to a civilian life.

***Visually impaired:** Any person whose sight loss is not correctable and is sufficiently severe as to adversely affect educational performance.

Volunteer work (as admission factor): Special consideration given to students for activity done on a volunteer basis (e.g., tutoring, hospital care, working with the elderly or disabled) as a service to the community or the public in general.

Wait list: List of students who meet the admission requirements but will only be offered a place in the class if space becomes available.

Weekend college: A program that allows students to take a complete course of study and attend classes only on weekends.

White, non-Hispanic: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

***Women's center:** Center with programs, academic activities, and/or services intended to promote an understanding of the evolving roles of women.

Work experience (as admission factor): Special consideration given to students who have been employed prior to application, whether for relevance to major, demonstration of employment-related skills, or as explanation of student's academic and extracurricular record.

Financial Aid Definitions

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

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

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

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

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

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

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

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

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

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

- Non-need institutional grants
- Non-need tuition waivers
- Non-need athletic awards
- Non-need federal grants
- Non-need state grants
- Non-need outside grants
- Non-need student loans
- Non-need parent loans
- Non-need work

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

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