

Common Data Set 2019-2020

GENERAL INFORMATION

A0. Respondent Information (Not for Publication)

Name
Title
Office
Mailing Address, City/State/Zip/Country
Phone
Fax
E-mail Address

Are your responses to the CDS posted for reference on your institution's Web site? Yes No
If yes, please provide the URL of the corresponding Web page:

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 This information will not be published but will help the publishers further refine CDS items.

A1. Address Information

Name of College or University	Georgia College & State University
Mailing Address, City/State/Zip/Country	231 W. Hancock St
Street Address (if different), City/State/Zip/Country	Milledgeville, GA 31061
Main Phone Number	478-445-5004
WWW Home Page Address	www.gcsu.edu
Admissions Phone Number	478-445-1283
Admissions Toll-free Number	800-342-0471
Admissions Office Mailing Address, City/State/Zip/Country	Georgia College Campus Box 23
Admissions Fax Number	478-445-19136534
Admissions E-mail Address	admissions@gcsu.edu

If there is a separate URL for your school's online application, please specify: _____
If you have a mailing address other than the above to which applications should be sent, please provide:

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

Common Data Set 2019-2020

A5. Degrees offered by your institution

- | | |
|---|---|
| <input checked="" type="checkbox"/> Certificate | <input type="checkbox"/> Postbachelor's certificate |
| <input type="checkbox"/> Diploma | <input checked="" type="checkbox"/> Master's |
| <input type="checkbox"/> Associate | <input checked="" type="checkbox"/> Post-master's certificate |
| <input type="checkbox"/> Transfer | <input 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 |

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, 2019. Note: Report students formerly designated as "first professional" in the graduate cells.

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

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
Undergraduates				
Degree-seeking, first-time freshmen	477	1000	1	3
Other first-year, degree-seeking	105	127	3	12
All other degree-seeking	1328	2295	157	256
<i>Total degree-seeking</i>	1910	3422	161	271
All other undergraduates enrolled in credit courses	17	15	21	27
<i>Total undergraduates</i>	1927	3437	182	298
Graduate				
Degree-seeking, first-time	47	97	81	119
All other degree-seeking	66	120	176	468
All other graduates enrolled in credit courses	1	0	1	11
<i>Total graduate</i>	114	217	258	598

Total all undergraduates: 5844

Total all graduate: 1187

GRAND TOTAL ALL STUDENTS: 7031

Common Data Set 2019-2020

B2. Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2019. 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. Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."

	Degree-seeking First-time First year	Degree-seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non- degree-seeking)
Nonresident aliens	5	27	53
Hispanic/Latino	108	356	358
Black or African American, non-Hispanic	45	294	298
White, non-Hispanic	1240	4795	4839
American Indian or Alaska Native, non-Hispanic	7	11	11
Asian, non-Hispanic	21	69	72
Native Hawaiian or other Pacific Islander, non-Hispanic	1	2	2
Two or more races, non-Hispanic	49	190	190
Race and/or ethnicity unknown	5	20	21
Total	1481	5764	5844

Persistence

B3. Number of degrees awarded by your institution from July 1, 2018, to June 30, 2019.

Certificate/diploma	<u>10</u>
Associate degrees	<u> </u>
Bachelor's degrees	<u>1275</u> (+ 29 second majors)
Postbachelor's certificates	<u> </u>
Master's degrees	<u>384</u>
Post-master's certificates	<u>89</u>
Doctoral degrees – research/scholarship	<u>0</u>
Doctoral degrees – professional practice	<u>8</u>
Doctoral degrees – other	<u> </u>

Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS Forms and Instructions for the 2019-20 Survey.

In the following section for bachelor's or equivalent programs, please disaggregate the Fall 2012 and Fall 2013 cohorts (formerly CDS B4-B11) into four groups:

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

Common Data Set 2019-2020

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

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

For Bachelor's or Equivalent Programs

Please provide data for the Fall 2013 cohort if available. If Fall 2013 cohort data are not available, provide data for the Fall 2012 cohort.

Fall 2012 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 2012 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	250	177	877	1304
B - Of the initial 2012 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions	0	0	2	2
C - Final 2012 cohort, after adjusting for allowable exclusions	250	177	875	1302
D - Of the initial 2012 cohort, how many completed the program in four years or less (by Aug. 31, 2016)	100	89	432	621
E - Of the initial 2012 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2016 and by Aug. 31, 2017)	39	20	124	183
F - Of the initial 2012 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2017 and by Aug. 31, 2018)	2	5	18	25
G - Total graduating within six years (sum of lines D, E, and F)	141	114	574	829
H - Six-year graduation rate for 2012 cohort (G divided by C)	56.4%	64.4%	65.6%	63.7%

Common Data Set 2019-2020

Fall 2013 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 2013 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	252	213	930	1395
B - Of the initial 2013 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions	0	0	0	0
C - Final 2013 cohort, after adjusting for allowable exclusions	252	213	930	1395
D - Of the initial 2013 cohort, how many completed the program in four years or less (by Aug. 31, 2017)	110	111	466	687
E - Of the initial 2013 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2017 and by Aug. 31, 2018)	34	19	120	173
F - Of the initial 2013 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2018 and by Aug. 31, 2019)	4	5	18	27
G - Total graduating within six years (sum of lines D, E, and F)	148	135	604	887
H - Six-year graduation rate for 2013 cohort (G divided by C)	58.7	63.4	64.9	63.6

For Two-Year Institutions

Please provide data for the 2016 cohort if available. If 2016 cohort data are not available, provide data for the 2015 cohort.

2015 Cohort

B12. Initial **2015** cohort, total of first-time, full-time degree/certificate-seeking students: _____

B13. Of the initial **2015** cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government, or official

2016 Cohort

B12. Initial **2016** cohort, total of first-time, full-time degree/certificate-seeking students: _____

B13. Of the initial **2016** cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government, or official

Common Data Set 2019-2020

church missions; total allowable exclusions:

B14. Final **2015** cohort, after adjusting for allowable exclusions _____
(Subtract question B13 from question B12)

B15. Completers of programs of less than two years duration (total): _____

B16. Completers of programs of less than two years within 150 percent of normal time: _____

B17. Completers of programs of at least two but less than four years (total): _____

B18. Completers of programs of at least two but less than four-years within 150 percent of normal time:

B19. Total transfers-out (within three years) to other institutions: _____

B20. Total transfers to two-year institutions:

B21. Total transfers to four-year institutions:

church missions; total allowable exclusions:

B14. Final **2016** cohort, after adjusting for allowable exclusions _____
(Subtract question B13 from question B12)

B15. Completers of programs of less than two years duration (total): _____

B16. Completers of programs of less than two years within 150 percent of normal time: _____

B17. Completers of programs of at least two but less than four years (total): _____

B18. Completers of programs of at least two but less than four-years within 150 percent of normal time:

B19. Total transfers-out (within three years) to other institutions: _____

B20. Total transfers to two-year institutions:

B21. Total transfers to four-year institutions:

Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2018 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: death, permanent disability, or service in the 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 2018 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2019? 85.7 %

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- or part-time) in Fall 2019. 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.

Total first-time, first-year (freshman) men who applied	<u>1450</u>
Total first-time, first-year (freshman) women who applied	<u>2941</u>
Total first-time, first-year (freshman) men who were admitted	<u>1137</u>
Total first-time, first-year (freshman) women who were admitted	<u>2358</u>
Total full-time, first-time, first-year (freshman) men who enrolled	<u>477</u>
Total part-time, first-time, first-year (freshman) men who enrolled	<u>1</u>
Total full-time, first-time, first-year (freshman) women who enrolled	<u>1000</u>
Total part-time, first-time, first-year (freshman) women who enrolled	<u>3</u>

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 2019 admissions:

Number of qualified applicants offered a place on waiting list	<u>88</u>
Number accepting a place on the waiting list	<u>86</u>
Number of wait-listed students admitted	<u>86</u>

Is your waiting list ranked? NO

If yes, do you release that information to students?
 Do you release that information to school counselors?

Admission Requirements

C3. High school completion requirement

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

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

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

- Require
- Recommend
- Neither require nor recommend

Common Data Set 2019-2020

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.

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

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? NO

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

	Very Important	Important	Considered	Not Considered
<i>Academic</i>				
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommendation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Nonacademic</i>				
Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Extracurricular activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talent/ability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Character/personal qualities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First generation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alumni/ae relation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Geographical residence	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
State residency	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Level of applicant's interest	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Common Data Set 2019-2020

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**.

	Require	Recommend	ADMISSION Require for Some	Consider If Submitted	Not Used
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 type="checkbox"/>
SAT Subject Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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.

	SAT essay	ACT essay
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 type="checkbox"/>	<input type="checkbox"/>
No college policy as of now	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Not using essay component	<input type="checkbox"/>	<input 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 April 1 application deadline

Common Data Set 2019-2020

Latest date by which SAT Subject Test scores must be received for fall-term admission April 1 application deadline

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): _____

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): _____

Freshman Profile

Provide information for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in Fall 2019, 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 2019 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.

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.

Percent submitting SAT scores 57 Number submitting SAT scores 847
 Percent submitting ACT scores 43 Number submitting ACT scores 634

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

Assessment	25th Percentile Score	75th Percentile Score
SAT Composite	1122.5	1250
SAT Evidence-Based Reading and Writing	570	640
SAT Math	540	620
ACT Composite	23	28
ACT Math	22	26
ACT English	23	29
ACT Writing		

Common Data Set 2019-2020

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

Score Range	SAT Evidence-Based Reading and Writing	SAT Math
700-800	5	4
600-699	52	35
500-599	42	57
400-499	1	4
300-399		
200-299		
	100%	100%

Score Range	SAT Composite
1400-1600	2
1200-1399	45
1000-1199	51
800-999	2
600-799	
400-599	
	100%

Score Range	ACT Composite	ACT English	ACT Math
30-36	10	24	4
24-29	60	45	52
18-23	30	29	41
12-17		1	3
6-11			
Below 6			
	100%	100%	100%

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).

- Percent in top tenth of high school graduating class _____
 - Percent in top quarter of high school graduating class _____
 - Percent in top half of high school graduating class _____
 - Percent in bottom half of high school graduating class _____
 - Percent in bottom quarter of high school graduating class _____
- } Top half + bottom half = 100%.
- Percent of total first-time, first-year (freshman) students who submitted high school class rank: _____

Common Data Set 2019-2020

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.

Percent who had GPA of 4.0	<u>6.6</u>
Percent who had GPA between 3.75 and 3.99	<u>26.2</u>
Percent who had GPA between 3.50 and 3.74	<u>26.4</u>
Percent who had GPA between 3.25 and 3.49	<u>19.7</u>
Percent who had GPA between 3.00 and 3.24	<u>15.9</u>
Percent who had GPA between 2.50 and 2.99	<u>4.9</u>
Percent who had GPA between 2.0 and 2.49	<u>.3</u>
Percent who had GPA between 1.0 and 1.99	<u> </u>
Percent who had GPA below 1.0	<u> </u>
	100%

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

3.54

Percent of total first-time, first-year (freshman) students who submitted high school GPA: 99.6 %

Admission Policies

C13. Application fee

Does your institution have an application fee? Yes No

Amount of application fee: 40

Can it be waived for applicants with financial need? 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: 35

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): Rolling app due date April 1

Priority date:

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): X

By (date):

Other:

Common Data Set 2019-2020

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

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

Deadline for housing deposit (MMDD): May 1
Amount of housing deposit: 235
Refundable if student does not enroll?
 Yes, in full
 Yes, in part
 No

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

Yes No
If yes, maximum period of postponement: 1 year_____

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

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 2019 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 Oct 15
Early action notification date early December

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

Yes No

Common Data Set 2019-2020

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 2019.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	159	131	103
Women	246	218	131
Total	405	349	234

Application for Admission

D3. Indicate terms for which transfers may enroll:

Fall Winter Spring Summer

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

Yes No

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

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

	Required of All	Recommended of All	Recommended of Some	Required of Some	Not required
High school transcript				X	
College transcript(s)	X				
Essay or personal statement				X	
Interview					X
Standardized test scores				X	
Statement of good standing from prior institution(s)	X				

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

D7. If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale): 2.5 or higher on college level courses (excluding learning support, developmental and remedial courses)

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

Minimum transfer gpa is for institutional admission. Specific programs may require higher gpa requirement

Common Data Set 2019-2020

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.

	Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
Fall	July 1				
Winter					
Spring	November 1				
Summer	May 1				

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

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

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 30 Unit type semester

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

Number 30 Unit type semester

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

D16. Minimum number of credits that transfers must complete at your institution to earn a bachelor’s degree: 40

D17. Describe other transfer credit policies: Lowest grade that may be transferred is a D except in ENGL 1101

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 80 Unit type semester

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 80 Unit type semester

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: http://catalog.gcsu.edu/2019-2020/Undergraduate-Catalog/Academic-Policies/University-Credit-for-Educational-Experiences-in-the-Armed-Forces

Common Data Set 2019-2020

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 type="checkbox"/> Cooperative education program | <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 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 |
| <input type="checkbox"/> External degree program | |
| <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 type="checkbox"/> Computer literacy | <input checked="" type="checkbox"/> Mathematics |
| <input checked="" type="checkbox"/> English (including composition) | <input type="checkbox"/> Philosophy |
| <input checked="" type="checkbox"/> Foreign languages | <input checked="" type="checkbox"/> Sciences (biological or physical) |
| <input checked="" type="checkbox"/> History | <input checked="" type="checkbox"/> Social science |
| <input type="checkbox"/> Other (describe): | |

F. STUDENT LIFE

F1. Percentages of first-time, first-year (freshman) degree-seeking students and degree-seeking undergraduates enrolled in Fall 2019 who fit the following categories:

	First-time, first-year (freshman) students	Undergraduates
Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)	<u>.5</u>	<u>.63</u>
Percent of men who join fraternities	<u>29.49</u>	<u>7.96</u>
Percent of women who join sororities	<u>43.67</u>	<u>3.02</u>
Percent who live in college-owned, -operated, or -affiliated housing	<u>98</u>	<u>36</u>
Percent who live off campus or commute	<u>2</u>	<u>64</u>
Percent of students age 25 and older	<u>0</u>	<u>1</u>
Average age of full-time students	<u>18</u>	<u>22</u>
Average age of all students (full- and part-time)	<u>18</u>	<u>20</u>

Common Data Set 2019-2020

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

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

Naval ROTC is offered:

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

Common Data Set 2019-2020

G. ANNUAL EXPENSES

G0. Please provide the URL of your institution's net price calculator: irout.gcsu.edu/cc

Provide 2020-2021 academic year costs of attendance for the following categories that are applicable to your institution.

Check here if your institution's 2020-2021 academic year costs of attendance are not available at this time and provide an approximate date (i.e., month/day) when your institution's final 2020-2021 academic year costs of attendance will be available: 5/8/20 tuition and fees available, room and board not yet available

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

List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2020-2021 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
PRIVATE INSTITUTION Tuition:		
PUBLIC INSTITUTION Tuition:	7508	7508
In-district:		
In-state (out-of-district):	7508	7508
Out-of-state:	26688	26688
NONRESIDENT ALIEN: Tuition:	26688	26688
REQUIRED FEES:	2016	2016
ROOM AND BOARD: (on-campus)		
ROOM ONLY: (on-campus)		
BOARD ONLY: (on-campus meal plan)		

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

G2. Number of credits per term a student can take for the stated full-time tuition 12 minimum ___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? less than 1%

Common Data Set 2019-2020

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

	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:			
Room only:			
Board only:			
Room and board total (if your college cannot provide separate room and board figures for commuters not living at home):			
Transportation:			
Other expenses:			

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

PRIVATE INSTITUTIONS:	
PUBLIC INSTITUTIONS In-district:	
In-state (out-of-district):	
Out-of-state:	
NONRESIDENT ALIENS:	

H. FINANCIAL AID

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

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

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

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

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

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

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

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

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

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

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

- 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.

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

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

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

Common Data Set 2019-2020

Aid Awarded to Enrolled Undergraduates

H1. Enter total dollar amounts **awarded** to enrolled full-time and less than full-time degree-seeking undergraduates (**using the same cohort reported in CDS Question B1, “total degree-seeking” undergraduates**) in the following categories. (Note: If the data being reported are final figures for the 2018-2019 academic year (see the next item below), use the 2018-2019 academic year's CDS Question B1 cohort.) Include aid awarded to international students (i.e., those not qualifying for federal aid). **Aid that is non-need-based but that was used to meet need should be reported in the need-based aid column.** (For a suggested order of precedence in assigning categories of aid to cover need, see the entry for “non-need-based scholarship or grant aid” on the last page of the definitions section.)

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

2019-2020 estimated or 2018-2019 final

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

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

	Need-based (Include non-need-based aid use to meet need.)	Non-need-based (Exclude non-need-based aid use to meet need.)
Scholarships/Grants		
Federal	\$4,885,128.00	
State (i.e., all states, not only the state in which your institution is located)		\$26,880,714.00
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	\$48,141.00	\$1,449,882.00
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college		\$803,539.16
Total Scholarships/Grants	\$4,933,269.00	\$29,134,135.16
Self-Help		
Student loans from all sources (excluding parent loans)	\$7,768,282.00	\$20,178,914.00
Federal Work-Study	\$99,187.12	
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)	\$166,029.00	
Total Self-Help	\$8,033,498.12	\$20,178,914.00
Parent Loans		\$4,825,288.00
Tuition Waivers Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.		
Athletic Awards		\$658,870.00

Common Data Set 2019-2020

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
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2019 cohort)	1477	5332	432
b) Number of students in line a who applied for need-based financial aid	1305	4151	268
c) Number of students in line b who were determined to have financial need	726	2570	211
d) Number of students in line c who were awarded any financial aid	720	2517	197
e) Number of students in line d who were awarded any need-based scholarship or grant aid	292	1069	98
f) Number of students in line d who were awarded any need-based self-help aid	392	1567	124
g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	692	2165	124
h) Number of students in line d whose need was fully met (<u>exclude PLUS loans, unsubsidized loans, and private alternative loans</u>)	167	517	16
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>)	63%	59%	43%
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>)	11603	11322	9258
k) Average need-based scholarship or grant award of those in line e	4673	4650	4491
l) Average need-based self-help award (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f	3880	4702	4296
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	3847	4627	4274

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.

	First-time Full-time Freshmen	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
n) Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	38	227	28
o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	2435	2064	1878
p) Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant	11	77	1
q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p	2573	4262	1000

Common Data Set 2019-2020

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

Include:

- * 2019 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2018 and June 30, 2019.
- * 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 2019 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2018 and June 30, 2019. Exclude students who transferred into your institution.

958

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 Loan	Number in the class (defined in H4 above) who borrowed from the types of loans specified in the first column	Percent of the class (defined above) who borrowed from the types of loans specified in the first column (nearest 1%)	Average per-undergraduate-borrower cumulative principal borrowed from the types of loans specified in the first column (nearest \$1)
a) Any loan program: Federal Perkins, Federal Stafford Subsidized and Unsubsidized, institutional, state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loans and Federal Family Education Loans.	511	53%	\$33 124
b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	506	53%	\$29 664
c) Institutional loan programs.		%	\$
d) State loan programs.	52	5%	\$10 430
e) Private student loans made by a bank or lender.	64	7%	\$21 477

Common Data Set 2019-2020

Aid to Undergraduate Degree-seeking Nonresident Aliens (Note: Report numbers and dollar amounts for the same academic year checked in item H1.)

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

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

If institutional financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who were awarded need-based or non-need-based aid: 11

Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:
\$ 5821

Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:
\$ 64036

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: _____

Process for First-Year/Freshman Students

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: _____

Deadline for filing required financial aid forms: _____

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

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: Late November for early estimates

H11. Indicate reply dates:

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

Common Data Set 2019-2020

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): _____

H13. Scholarships and Grants

- NEED-BASED:
- Federal Pell
 - SEOG
 - State scholarships/grants
 - Private scholarships
 - College/university scholarship or grant aid from institutional funds
 - United Negro College Fund
 - Federal Nursing Scholarship
 - Other (specify): _____

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

Non-need	Need-based		Non-need	Need-based	
X		Academics			Leadership
		Alumni affiliation			Minority status
		Art	X		Music/drama
X		Athletics			Religious affiliation
		Job skills	X		State/district residency
		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: _____

Common Data Set 2019-2020

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

I-1. Please report the number of instructional faculty members in each category for Fall 2019. Include faculty who are on your institution’s payroll on the census date your institution uses for IPEDS/AAUP.

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

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

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

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

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

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

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

Common Data Set 2019-2020

	Full-time	Part-time	Total
a.) Total number of instructional faculty	334	91	425
b.) Total number who are members of minority groups	66	15	81
c.) Total number who are women	188	57	245
d.) Total number who are men	146	34	180
e.) Total number who are nonresident aliens (international)	13	0	13
f.) Total number with doctorate, or other terminal degree	266	24	290
g.) Total number whose highest degree is a master's but not a terminal master's	68	62	130
h.) Total number whose highest degree is a bachelor's	0	2	2
i.) Total number whose highest degree is unknown or other (Note: Items f , g , h , and i must sum up to item a .)	0	0	0
j.) Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	0	0	0

Common Data Set 2019-2020

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 2019 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 2019. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the “100+” column in the class section column and 40 times under the “20-29” column of the class subsections table.

Number of Class Sections with Undergraduates Enrolled

Undergraduate Class Size (provide numbers)

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SECTIONS	152	270	391	191	47	33	0	1084
	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SUB-SECTIONS	16	28	48			5		97

J. Disciplinary areas of DEGREES CONFERRED**Degrees conferred between July 1, 2018 and June 30, 2019**

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

Category	Diploma/ Certificates	Associate	Bachelor's	CIP 2010 Categories to Include
Agriculture				1
Natural resources and conservation			2	3
Architecture				4
Area, ethnic, and gender studies				5
Communication/journalism			7	9
Communication technologies				10
Computer and information sciences			5	11
Personal and culinary services				12
Education			7	13
Engineering				14
Engineering technologies				15
Foreign languages, literatures, and linguistics			1	16
Family and consumer sciences				19
Law/legal studies				22
English			5	23
Liberal arts/general studies			1	24
Library science				25
Biological/life sciences			6	26
Mathematics and statistics			2	27
Military science and military technologies				28 and 29
Interdisciplinary studies				30
Parks and recreation			7	31
Philosophy and religious studies			1	38
Theology and religious vocations				39
Physical sciences			3	40
Science technologies				41
Psychology			7	42
Homeland Security, law enforcement, firefighting, and protective services			3	43
Public administration and social services				44
Social sciences			4	45
Construction trades				46
Mechanic and repair technologies				47

Common Data Set 2019-2020

Precision production				48
Transportation and materials moving				49
Visual and performing arts			4	50
Health professions and related programs			14	51
Business/marketing			21	52
History			1	54
Other				
TOTAL	100%	100%	100%	