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General Notes:

- 1. Data that are screened (i.e., grayed like this box) or text that is italicized indicates additional information to the Common Data Set.*
- 2. 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	<i>Georgia Southern University</i>
Mailing Address, City/State/Zip/Country	<i>P.O. Box varies by Department; indicate Department Name and/or person's name & title</i>
Street Address (if different), City/State/Zip/Country	<i>U.S. Hwy 301 South, Statesboro, GA 30460</i>
Main Phone Number	<i>912-681-5611</i>
WWW Home Page Address	<i>http://www.georgiasouthern.edu</i>
Admissions Phone Number	<i>912-681-5391</i>
Admissions Toll-free Number	<i>none available</i>
Admissions Office Mailing Address, City/State/Zip	<i>P.O. Box 8024, Statesboro, GA 30460</i>
Admissions Fax Number	<i>912-486-7240</i>
Admissions E-mail Address	<i>admissions@georgiasouthern.edu</i>
Is there a separate URL application site on the Internet? If so, please specify:	
	<i>https://www.applyweb.com/apply/gasou/menu.html</i>

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):

A5. Degrees offered by your institution

- | | |
|--|---|
| <input 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 checked="" type="checkbox"/> Doctoral |
| <input type="checkbox"/> Terminal | <input type="checkbox"/> First professional |
| <input checked="" type="checkbox"/> Bachelor's | <input type="checkbox"/> First professional certificate |

Other: Education Specialist Degree (Ed.S)

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, 2003. (source SIRS200308.db)

	FULL-TIME			PART-TIME			TOTAL
	Men (IPEDS col. 15)	Women (IPEDS col. 16)	IPEDS Line	Men (IPEDS col. 15)	Women (IPEDS col. 16)	IPEDS Line	
Undergraduates							
Degree-seeking, first-time freshmen	1,429	1,306	Line 1	14	15	Line 15	2,764
Other first-year, degree-seeking	1,004	846	Line 2	72	61	Line 16	1,983
All other degree-seeking	3,623	3,893	Lines 3-6	346	412	Lines 17-20	8,274
<i>Total degree-seeking</i>	6,056	6,045		432	488		13,021
All other undergraduates enrolled in credit courses	59	87	Line 7	271	258	Line 21	675
<i>Total undergraduates</i>	6,115	6,132	Line 8	703	746	Line 22	13,696
First-professional							
First-time, first-professional students	0	0	Line 9	0	0	Line 23	0
All other first-professionals	0	0	Line 10	0	0	Line 24	0
<i>Total first-professional</i>	0	0		0	0		0
Graduate							
Degree-seeking, first-time	43	120	Line 11	48	149	Line 25	360
All other degree-seeking	128	268	Line 12	233	615	Line 26	1,244
All other graduates enrolled in credit courses	6	27	Line 13	120	251	Line 27	404
<i>Total graduate</i>	177	415		401	1,015		2,008

Total all undergraduates: 13,696

Total all graduate and professional students: 2,008

GRAND TOTAL ALL STUDENTS: 15,704

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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, 2003 *Totals include full-time plus part-time students. Note: totals by race are from the IPEDS-EFI which spreads multiracial counts proportionally among other races..*

	Degree-seeking First-time First year	Degree-seeking Undergraduates	Total Undergraduates	Total Graduate Students
	IPEDS lines 1 + 15	IPEDS lines 1-6 + 15-20	IPEDS lines 8 + 22	IPEDS lines 11-13 + 25-27
Nonresident aliens	(.4%) 12	(1.1%) 148	(1.2%) 159	(3.4%) 69
Black, non-Hispanic	(20.6%) 569	(24.6%) 3,199	(24.7%) 3,385	(19.1%) 384
American Indian or Alaskan Native	(0.3%) 8	(0.2%) 31	(0.2%) 31	(0.3%) 5
Asian or Pacific Islander	(1.1%) 30	(1.2%) 151	(1.2%) 164	(0.8%) 15
Hispanic	(1.3%) 36	(1.1%) 145	(1.1%) 151	(1.2%) 25
White, non-Hispanic	(76.3%) 2,109	(71.8%) 9,347	(71.6%) 9,806	(75.2%) 1,510
Race/ethnicity unknown	(0%) 0	(0%) 0	(0%) 0	(0%) 0
Total	(100%) 2,764	(100%) 13,021	(100%) 13,696	(100%) 2,008

Persistence

B3. Number of degrees awarded by your institution from July 1, 2002, to June 30, 2003 as reported on IPEDS- Completions Survey 2003-04; see CDS J for breakout of Degrees.

Certificate/diploma	<u> </u> n/a	
Associate degrees	<u> </u> n/a	
Bachelor's degrees	<u> 1,864</u>	
Post-bachelor's certificates	<u> </u> n/a	
Master's degrees	<u> </u> 401	
Post-master's certificates	<u> </u> 51	(Education Specialist)
Doctoral degrees	<u> </u> 23	
First professional degrees	<u> </u> n/a	
First professional certificates	<u> </u> n/a	
Total Degrees FY 02-03	2,339	

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 2003 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 1997. Include in the cohort those who entered your institution during the summer term preceding fall 1997.

B4. Initial 1997 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: 2,597

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- B5.** Of the initial 1997 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: N/A
- B6.** Final 1997 cohort, after adjusting for allowable exclusions: 2,597
- B7.** Of the initial 1997 cohort, how many completed the program in four years or less (by August 31, 2001): 304
- B8.** Of the initial 1997 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2001 and by August 31, 2002): 486
- B9.** Of the initial 1997 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2002 and by August 31, 2003): 181
- B10.** Total graduating within six years (sum of questions B7, B8, and B9): 971
- B11.** Six-year graduation rate for 1997 cohort (question B10 divided by question B6): 37%

For Two-Year Institutions: (Not applicable)

- B12.** Initial 1999 cohort, total of first-time, full-time degree/certificate-seeking students: _____
- B13.** Of the initial 1999 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: _____
- B14.** Final 1999 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 2002 (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 2002 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in fall 2003? 76 %

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 2003. 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.

a. Total first-time, first-year (freshman) men who applied	<u>3,766</u>	
b. Total first-time, first-year (freshman) women who applied	<u>4,155</u>	
		<u>7,921</u> Total (Completed) Applicants
c. Total first-time, first-year (freshman) men who were admitted	<u>2,202</u>	
d. Total first-time, first-year (freshman) women who were admitted	<u>2,075</u>	
		<u>4,277</u> Total (Accepted) Admitted
e. Total full-time, first-time, first-year (freshman) men who enrolled	<u>1,429</u>	
f. Total part-time, first-time, first-year (freshman) men who enrolled	<u>14</u>	
		<u>1,443</u> Men Enrolled
g. Total full-time, first-time, first-year (freshman) women who enrolled	<u>1,306</u>	
h. Total part-time, first-time, first-year (freshman) women who enrolled	<u>15</u>	
		<u>1,321</u> Women Enrolled
		<u>2,764</u> Total Enrolled

Admittance Rate 54% = (total admitted / total applicants)

Yield Rate 65% = (total enrolled / total admitted)

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 2002 admissions:

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

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

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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	16	
English	4	
Mathematics- (<i>Algebra I, II, Geometry, or Trigonometry</i>)	4	
Science	3	
Of these, units that must be lab	2	
Foreign language (<i>must be same language</i>)	2	
Social studies (<i>must include US History & World History</i>)	3	
History		
Academic electives		
Other (<i>additional College Prep courses</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? 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.

	Very Important	Important	Considered	Not Considered
<i>Academic</i>				
Secondary school record	■	□	□	□
Class rank	□	□	□	■
Recommendation(s)	□	□	□	■
Standardized test scores	■	□	□	□
Essay	□	□	□	■
<i>Nonacademic</i>				
Interview	□	□	□	■
Extracurricular activities	□	□	□	■
Talent/ability	□	□	□	■
Character/personal qualities	□	□	□	■
Alumni/ae relation	□	□	□	■
Geographical residence	□	□	□	■
State residency	□	□	□	■
Religious affiliation/commitment	□	□	□	■
Minority status	□	□	□	■
Volunteer work	□	□	□	■
Work experience	□	□	□	■

SAT and ACT Policies

C8. Entrance exams

A. Does your institution make use of SAT I, SAT II, or ACT 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.

	ADMISSION				
	Require	Recommend	Require for Some	Consider If Submitted	Not Used
SAT I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT I or ACT (no preference)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT I or ACT--SAT I preferred	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT I or ACT--ACT preferred	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT I and SAT II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT I and SAT II or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT II (<i>Home Schoolers</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In addition, does your institution use applicants' test scores for placement or counseling?

Placement Yes No

Counseling Yes No

B. Does your institution use the SAT I or II or the ACT for **placement only**? If so, please mark the appropriate boxes below:

	PLACEMENT		
	Require	Recommend	Require for some
SAT I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT I or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Latest date by which SAT I or ACT scores must be received for fall-term admission: August 1.

Latest date by which SAT II scores must be received for fall-term admission: Same as SAT I or ACT.

D. 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): SAT and ACT not required for international or non-traditional applicants. TOEFL required for international applicants. SAT II required for home schooled students. Students may be required to take placement exams.

Freshman Profile

Provide percentages for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in fall 2002, 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 2003 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 verbal for a category of students) or combine other standardized test results (such as TOEFL) in this item. SAT scores should be re-centered scores. 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.

a. Percent submitting SAT scores 98 % Number submitting SAT scores 2,700
 Percent submitting ACT scores 16 % Number submitting ACT scores 433

b.

	25th Percentile	75th Percentile	Median (Middle) Score	Mean (Average) Score
SAT I Verbal	480	570	520	529
SAT I Math	480	570	520	527
SAT Combined	970	1120	1040	1056
ACT Composite	19	23	21	21
ACT English	19	23	21	21
ACT Math	18	23	20	21

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

	SAT I Verbal	SAT I Math
700-800	1 %	1 %
600-699	13 %	15 %
500-599	52 %	49 %
400-499	34 %	35 %
300-399	0 %	0 %
200-299	0 %	0 %

	ACT Comp.	ACT English	ACT Math
30-36	1 %	2 %	1 %
24-29	20 %	20 %	22 %
18-23	71 %	62 %	59 %
12-17	8 %	13 %	18 %
6-11	0 %	2 %	0 %
Below 6	0 %	0 %	0 %

Note: Totals may not equal 100% due to rounding.

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 n/a
 Percent in top quarter of high school graduating class n/a
 Percent in top half of high school graduating class n/a
 Percent in bottom half of high school graduating class n/a
 Percent in bottom quarter of high school graduating class n/a
 Percent of total first-time, first-year (freshman) students who submitted high school class rank: n/a

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 3.0 and higher	<u>55%</u>
Percent who had GPA between 2.0 and 2.99	<u>45%</u>
Percent who had GPA between 1.0 and 1.99	<u>0%</u>
Percent who had GPA below 1.0	<u>0%</u>

C12. Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPA:
3.07

Percent of total first-time, first-year (freshman) students who submitted high school GPA: 98 %

Admission Policies

C13. Application fee

Does your institution have an application fee? Yes No
 Amount of application fee: \$20.00
 Can it be waived for applicants with financial need? Yes* No

* For those who receive Educational Testing Service (ETS) waiver of SAT fee

C14. Application closing date

Does your institution have an application closing date? Yes No
 Application closing date (fall): August 1
 Priority date: n/a

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

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: Will you accept the Common Application distributed by the National Association of Secondary School Principals if submitted? Yes No

If "yes," are supplemental forms required? Yes No

Is your college a member of the Common Application Group? Yes No

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 2003 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 _____

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 2003.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	583	473	374
Women	668	558	406
Total	1251	1031	780

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
- 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): 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

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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					X
Winter	<i>(this term no longer exists)</i>				
Spring					X
Summer					X

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

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

If a transfer student scored better than 500 on the verbal portion of the SAT or 21 on the verbal portion of the ACT, test scores should be submitted in order to exempt the reading portion of the Regents Exam.

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: 68.

Unit type: _____

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

Number: n/a

Unit type: _____

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

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

30 % (38 semester hours) and last 30 semester hours.

D17. Describe other transfer credit policies:

Maximum of 30 semester hours of correspondence and military credit may be accepted.

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"/> Cooperative (work-study) program | <input checked="" type="checkbox"/> Independent study |
| <input checked="" type="checkbox"/> Cross-registration | <input checked="" type="checkbox"/> Internships |
| <input checked="" type="checkbox"/> Distance learning | <input type="checkbox"/> Liberal arts/career combination |
| <input checked="" type="checkbox"/> Double major | <input checked="" type="checkbox"/> Student-designed major |
| <input checked="" type="checkbox"/> Dual enrollment | <input checked="" type="checkbox"/> Study abroad |
| <input checked="" type="checkbox"/> English as a Second Language (ESL) | <input checked="" type="checkbox"/> Teacher certification program |
| <input type="checkbox"/> Exchange student program (domestic) | <input checked="" type="checkbox"/> Weekend college— <i>Business</i> |
| <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 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"/> Other (describe): <i>Physical activity, Healthful Living, and University Orientation</i> | |

Library Collections

Report the number of holdings at the end of the 2002-03 fiscal year for each of the categories below. Refer to the Academic Libraries Survey (ALS), Section D, lines 22-26, column 2 for corresponding equivalents.

- E4.** Books, serial back files, and other paper materials (including government documents) [line 22]: 561,413
E5. Current serial subscriptions (paper, microform) [line 26]: 3,216
E6. Microforms (units) [line 24]: 877,364
E7. Audiovisual materials (units) [line 25]: 28,871
E8. E-Books [line 23]: 12,149

F. STUDENT LIFE

F1. Percentages of first-time, first-year (freshman) students and all degree-seeking undergraduates enrolled in fall 2003 who fit the following categories:

	First-time, first-year (freshman) students	Undergraduates
a. Percent who are from out of state (exclude international/nonresident aliens)	<u>5 %</u>	<u>4 %</u>
b. Percent of men who join fraternities	<u>16 %</u>	<u>13 %</u>
c. Percent of women who join sororities	<u>18 %</u>	<u>14 %</u>
d. Percent who live in college-owned, -operated, or -affiliated housing	<u>68 %</u>	<u>25 %</u>
e. Percent who live off campus or commute	<u>32 %</u>	<u>75 %</u>
f. Percent of students age 25 and older	<u>1 %</u>	<u>8 %</u>
g. Average age of full-time students	<u>18</u>	<u>21</u>
h. Average age of all students (full- and part-time)	<u>18</u>	<u>21</u>

F2. Activities offered:

Identify those programs available at your institution.

- | | | |
|---|---|--|
| <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 checked="" type="checkbox"/> Music ensembles | <input checked="" type="checkbox"/> Student newspaper |
| <input checked="" type="checkbox"/> Dance | <input checked="" type="checkbox"/> Musical theater | <input checked="" type="checkbox"/> Student-run film society |
| <input checked="" type="checkbox"/> Drama/theater | <input checked="" type="checkbox"/> Opera | <input checked="" type="checkbox"/> Symphony orchestra |
| <input checked="" type="checkbox"/> Jazz band | <input checked="" type="checkbox"/> Pep band | <input type="checkbox"/> Television station |
| <input checked="" type="checkbox"/> Literary magazine | <input checked="" type="checkbox"/> Radio station | <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:

- 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 checked="" 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 type="checkbox"/> Other housing options (specify): _____ | |

G. ANNUAL EXPENSES

Provide 2004-2005 academic year costs for the following categories that are applicable to your institution.

Values below for section G are 2003 – 2004 values.

■ Check here if your institution's 2004-2005 academic year costs are not available at this time and provide an approximate date (i.e., month/day) when your institution's final 2004-2005 academic year costs will be available: 6/2003

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 2003-2004 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 Full-Time Enrolled \geq 12 hours	UNDERGRADUATES Full-Time Enrolled \geq 12 hours	GRADUATE Full-Time Enrolled 9 hours
PRIVATE INSTITUTIONS:	-----	-----	-----
PUBLIC INSTITUTIONS	\$2,212	\$2,212	\$1,998
In-district:			
In-state (out-of-district):	\$2,212	\$2,212	\$1,998
Out-of-state:	\$8,848	\$8,848	\$7,974
NONRESIDENT ALIENS:	\$8,848	\$8,848	\$7,974
REQUIRED FEES:	\$700	\$700	\$700
ROOM AND BOARD: (on-campus)	\$5,628	\$5,628	\$5,628
ROOM ONLY: (on-campus)	\$3,428	\$3,428	\$3,428
BOARD ONLY: (on-campus meal plan)	\$2,200	\$2,200	\$2,200

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 12 minimum 18 ** maximum

** >18 hours may be taken with special approval.

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

G4. If tuition and fees vary by undergraduate instructional program, describe briefly: Not applicable

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

	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:	\$970	\$970	\$970
Room only:	\$3,428	n/a	\$3,006
Board only:	\$2,200	n/a	\$2,200
Transportation:	\$840	\$840	\$840
Other expenses:	\$1,710*	\$1,710*	\$1,710*

* *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:

PRIVATE INSTITUTIONS:	_____
PUBLIC INSTITUTIONS In-district:	\$93 per semester hour
In-state (out-of-district):	\$93 per semester hour
Out-of-state:	\$369 per semester hour
NONRESIDENT ALIENS:	\$369 per semester hour

Graduate per-credit hour charges:

PRIVATE INSTITUTIONS:	_____
PUBLIC INSTITUTIONS In-district:	\$111 per semester hour
In-state (out-of-district):	\$111 per semester hour
Out-of-state:	\$443 per semester hour
NONRESIDENT ALIENS:	\$443 per semester hour

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 2002-2003 academic year (see the next item below), use the 2002-2003 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:

2003-2004 estimated or 2002-2003 final

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

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

H1A		Need-based	Non-need-based
		\$	\$
	Scholarships/Grants		
	1. Federal	\$10,871,062	\$0
	2. State (all states, not only state of institution) *	\$7,919,742	\$8,841,776
	3. Institutional (endowment, alumni, or other institutional awards) and external funds awarded by the college excluding athletic aid and tuition waivers (which are reported below)	\$319,120	\$533,943
	4. Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	\$422,246	\$355,905
	Total Scholarships/Grants	\$19,532,170	\$9,731,624
	Self-Help		
	5. Student loans from all sources (excluding parent loans) *	\$21,366,064	\$12,022,597
	6. Federal Work-Study	\$466,238	
	7. State and other work-study employment	\$0	\$0
	Total Self-Help	\$21,832,302	\$12,022,597
	8. Parent Loans	\$1,750,031	\$1,685,587
	9. Tuition Waivers (optional – do not report elsewhere)	\$337,356	\$1,244,958
	10. Athletic Awards	\$773,132	\$776,362

* Starting with the 2002-2003 CDS, HOPE Teacher and Promise funds are classified as service cancelable loans and are counted in category 5 instead of category 2 above. This is due to a change in classification by the Georgia Student Finance Commission.

Common Data Set for Georgia Southern University, AY 2003-2004

H1 B. 2002-2003 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. *Per U.S. News, to answer these questions (i.e., these answer U.S. News #27 to 36), report aid that is non-need-based but that was used to meet need in the need-based aid columns.*

First-time, first-year students (<i>full-time</i>)	Overall (In- + Out-of-State)		In-State		Out-of-State	
	Percent	Average Package	Percent	Average Package	Percent	Average Package
1. Need-based aid	45%	\$6,575	46%	\$6,419	36%	\$10,486
2. Need-based gift aid	43%	\$4,799	44%	\$4,770	27%	\$5,711
3. Need-based self-help aid	29%	\$2,615	29%	\$2,604	30%	\$2,834
4. Need-based loans	29%	\$3,029	29%	\$2,910	30%	\$5,313
5. Non-need-based gift aid	52%	\$3,071	53%	\$3,082	28%	\$2,678
6. Any form of aid (need- and/or non-need based aid)	94%	\$5,889	95%	\$5,713	71%	\$10,508

All Degree-seeking undergraduates (<i>full-time + part-time</i>)	Overall (In- + Out-of-State)		In-State		Out-of-State	
	Percent	Average Package	Percent	Average Package	Percent	Average Package
7. Need-based aid	47%	\$7,360	48%	\$7,237	36%	\$10,162
8. Need-based gift aid	40%	\$4,011	41%	\$3,986	26%	\$4,674
9. Need-based self-help aid	38%	\$4,517	39%	\$4,514	29%	\$4,594
10. Need-based loans	38%	\$4,789	38%	\$4,711	30%	\$6,512
11. Non-need-based gift aid	29%	\$2,893	29%	\$2,853	20%	\$3,863
12. Any form of aid (need- and/or non-need based aid)	82%	\$6,732	82%	\$6,550	76%	\$10,093

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 (previous year CDS Item B1 if reporting on Fall 2002 cohort)	2,593	11,822	895
b) Number of students in line a who applied for need based financial aid.	2,438	10,287	552
c) Number of students in line b who were determined to have financial need	1,182	5,783	375
d) Number of students in line c who were awarded any financial aid	1,174	5,668	333
e) Number of students in line d who were awarded any need-based scholarship or grant aid	1,121	4,795	267
f) Number of students in line d who were awarded any need-based self-help aid	745	4,559	273
g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	159	430	8

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h) Number of students in line d whose need was fully met (<u>exclude PLUS loans, unsubsidized loans, and private alternative loans</u>) *	328	1,281	43
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>)	78%	74%	58%
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>)	\$6,133	\$6,469	\$5,184
k) Average need-based scholarship or grant aid award those in line e	\$4,801	\$4,085	\$2,708
l) Average need-based self-help award (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f	\$2,345	\$3,726	\$3,766
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	\$2,349	\$3,655	\$3,760

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 – not external - 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 and grant aid (exclude those who were awarded athletic awards and tuition benefits)	132	350	6
o) Average <u>dollar amount of institutional non-need-based scholarship and grant aid awarded</u> to students in line n	\$1,307	\$1,283	\$667
p) Number of students in line a who were awarded an institutional non-need-based athletic <u>scholarship or grant</u>	37	194	0
q) Average <u>dollar amount</u> of institutional non-need-based <u>athletic scholarships and grants awarded</u> to students in line p	\$3,725	\$3,891	\$0

* *If a student in CDS H2-h had all but \$199 of their need met, then that student's need was considered fully met.*

Common Data Set for Georgia Southern University, AY 2003-2004

H4. Percent of the 2003 undergraduate class who graduated between July 1, 2002 and June 30, 2003 and borrowed through any loan programs (federal, state, subsidized, unsubsidized, private, etc.; exclude parent loans). Include only students who borrowed while enrolled at your institution. 68% *

H5. Average per-borrower cumulative undergraduate indebtedness of those in line H4. Do not include money borrowed at other institutions: \$ 17,557 *

* *Debt calculated from 1996-1997 Financial Aid year to present.*

Aid to Undergraduate Degree-seeking Nonresident Aliens

(Note: Report numbers and dollar amounts for the same academic year checked in item H1— 2002-2003 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 31

Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens: \$3,692

Total dollar amount of institutional financial aid awarded to all undergraduate degree-seeking nonresident aliens: \$ 114,464

Process for First-Year/Freshman Students

H7. 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 (Divorced/Separated) Parent's Statement
 Business/Farm Supplement
 Other: _____

H8. 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
 Foreign Student's Financial Aid Application
 Foreign Student's Certification of Finances
 Other: out of country waiver application

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

Priority date for filing required financial aid forms: 03/31

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):

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a.) Students notified on or about (date): 04/15

b.) Students notified on a rolling basis: yes/no If yes, starting date: _____

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 FAMILY EDUCATION LOAN PROGRAM (FFEL)

- FFEL Subsidized Stafford Loans
- FFEL Unsubsidized Stafford Loans
- FFEL PLUS Loans

- Federal Perkins Loans
- Federal Nursing Loans
- State Loans
- College/university loans from institutional funds
- Other (specify): Service—Cancelable State Direct Student Loans, 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 *

**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.

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

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

I-0. Faculty Salaries 2003-2004 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.

Faculty By Contract Length	# of Faculty (Sec. I a,b, lines 1-3, Cols 1+6*)	Salary Expenditures (Sec. I a,b, lines 1-3, Cols 2+7*)	Fringe Benefit Expenditures (Sec. II a,b, line 11)	Total Expenditures (Salary and Fringe Benefits)
a. Professor, 9-month	120	\$8,626,423	\$2,198,009	\$10,824,432
b. Associate professor, 9-month	143	\$8,111,902	\$2,282,923	\$10,394,825
c. Assistant professor, 9-month	253	\$12,439,251	\$3,379,179	\$15,818,430
d. Professor, 12-month	16	\$1,587,892	\$358,102	\$1,945,994
e. Associate professor, 12-month	2	\$160,944	\$39,102	\$200,046
f. Assistant professor, 12-month	0	\$0	\$0	\$0

* 2003-2004 AAUP survey of faculty compensation

I-1. Number of instructional faculty members in each category for Fall 2003.

The following definition of instructional faculty is used by the American Association of University Professors (AAUP) in its annual Faculty Compensation Survey. 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. Institutions are asked to EXCLUDE:

- (a) instructional faculty in preclinical and clinical medicine
- (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,
- (c) undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like
- (d) faculty on leave without pay, and
- (e) replacement faculty for faculty on sabbatical leave.

Full-time: faculty employed on a full-time basis

Part-time: faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Also includes adjuncts and part-time instructors.

Minority faculty: includes faculty who designate themselves as black, non-Hispanic; American Indian or Alaskan native; Asian or Pacific Islander; or Hispanic.

Doctorate: includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and Doctor of Philosophy degree in any field such as agronomy, food technology, education, engineering, public administration, ophthalmology, or radiology.

First-professional: includes the fields of dentistry (DDS or DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), pharmacy (DPharm or BPharm), podiatric medicine (DPM), veterinary medicine (DVM), chiropractic (DC or DCM), law (JD) and theological professions (MDiv, MHL).

Terminal degree: the highest degree in a field: example, M. Arch (architecture) and MFA (master of fine arts).

Headcount on following page.

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I-1. Please report number of instructional faculty members in each category for Fall 2003. (con't)

See data definitions on previous page.

	Full-time	Part-time	Total
a.) Total number of instructional faculty	628	74	702
b.) Total number who are members of minority groups	72	3	75
c.) Total number who are women	260	37	297
d.) Total number who are men	368	37	405
e.) Total number who are nonresident aliens (international)	29	0	29
f.) Total number with doctorate, first professional, or other terminal degree *	(77%) 485	(41%) 30	(73%) 515
g.) Total number whose highest degree is a master's but not a terminal master's	133	35	168
h.) Total number whose highest degree is a bachelor's	2	1	3
i.) Total number whose highest degree is unknown or other ** (Note: Items f, g, h, and i must sum up to item a.)	8	8	16
j.) Total number of faculty who teach undergraduates	(91%) 574	(85%) 63	(91%) 637

* Of the faculty listed on line f, 446 full-time, 30 part-time, and 496 total faculty, respectively, have a doctorate as their highest degree.

** Faculty with Ed.S. (Education Specialist) degrees, one with a Professional Studies degree.

I-2. Student to Faculty Ratio

Report the Fall 2003 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 2003 Student to Faculty ratio: <u>19</u> to 1.	FTE Faculty: <u>653</u> FTE Students: <u>12,730</u>
---	---

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 2003 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 2003. 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
a. CLASS SECTIONS	264	389	760	395	142	207	54	2,211
b. CLASS SUB-SECTIONS	79	71	200	22	4	2	0	378

Common Data Set for Georgia Southern University, AY 2003-2004

J. DEGREES CONFERRED

Degrees conferred between July 1, 2002 and June 30, 2003

Reference: IPEDS Completions, Part A

a. For each of the following discipline areas, provide the *head count and* percentage of diplomas/certificates, associate, and bachelor's degrees awarded.

Category	Bachelor's		Master's		Education Specialist's		Doctorate's		CIP categories to include here
	Head-Count	%	Head-count	%	Head-count	%	Head-count	%	
Agriculture	0	0.0%	0	0.0%	0	0.0%	0	0.0%	01 and 02
Architecture	0	0.0%	0	0.0%	0	0.0%	0	0.0%	04
Area and ethnic studies	0	0.0%	0	0.0%	0	0.0%	0	0.0%	05
Biological/life sciences	80	4.3%	10	2.5%	0	0.0%	0	0.0%	26
Business/marketing	574	30.8%	108	26.9%	0	0.0%	0	0.0%	08 and 52
Communications/communication technologies	104	5.6%	0	0.0%	0	0.0%	0	0.0%	09 and 10
Computer and information sciences	14	0.8%	0	0.0%	0	0.0%	0	0.0%	11
Education	188	10.1%	157	39.2%	46	90.2%	23	100%	13
Engineering/engineering technologies	100	5.4%	8	2.0%	0	0.0%	0	0.0%	14 and 15
English	24	1.3%	5	1.2%	0	0.0%	0	0.0%	23
Foreign languages and literature	7	0.4%	0	0.0%	0	0.0%	0	0.0%	16
Health professions and related sciences	90	4.8%	19	4.7%	0	0.0%	0	0.0%	51
Home economics and vocational home economics	115	6.2%	0	0.0%	0	0.0%	0	0.0%	19 and 20
Interdisciplinary studies	0	0.0%	0	0.0%	0	0.0%	0	0.0%	30
Law/legal studies	0	0.0%	0	0.0%	0	0.0%	0	0.0%	22
Liberal arts/general studies	28	1.5%	0	0.0%	0	0.0%	0	0.0%	24
Library science	0	0.0%	0	0.0%	0	0.0%	0	0.0%	25
Mathematics	7	0.4%	3	.7%	0	0.0%	0	0.0%	27
Military science and technologies	0	0.0%	0	0.0%	0	0.0%	0	0.0%	28 and 29
Natural resources/environmental science	0	0.0%	0	0.0%	0	0.0%	0	0.0%	03
Parks and recreation	171	9.2%	37	9.2%	0	0.0%	0	0.0%	31
Personal and miscellaneous services	0	0.0%	0	0.0%	0	0.0%	0	0.0%	12
Philosophy, religion, theology	2	0.1%	0	0.0%	0	0.0%	0	0.0%	38 and 39
Physical sciences	19	1.0%	0	0.0%	0	0.0%	0	0.0%	40 and 41
Protective services/public administration	64	3.4%	23	5.7%	0	0.0%	0	0.0%	43 and 44
Psychology (<i>includes School Psychology</i>)	79	4.2%	22	5.5%	5	9.8%	0	0.0%	42
Social sciences and history	105	5.6%	4	1.0%	0	0.0%	0	0.0%	45
Trade and industry	12	.6%	0	0.0%	0	0.0%	0	0.0%	46, 47, 48, and 49
Visual and performing arts	81	4.3%	5	1.2%	0	0.0%	0	0.0%	50
Other									
TOTAL	1,864	100%	401	100%	51	100%	23	100%	

J. DEGREES CONFERRED (con't)

Popular Majors:

The chart below identifies the five majors with the largest percent of 2003 graduates with bachelor's and master's degrees conferred between July 1, 2002 and June 30, 2003 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		
CIP Major Name	CIP Code Number	Percent of Graduates
Business/Marketing	52	30.8%
Education	13	10.1%
Parks and Recreation	31	9.2%
Home Economics & Vocational Home Economics	19 and 20	6.2%
Social Sciences and History	45	5.6%

Most Popular Master Degrees Conferred		
CIP Major Name	CIP Code Number	Percent of Graduates
Education	13	39.2%
Business/Marketing	52	26.9%
Parks and Recreation	31	9.2%
Protective Services/Public Administration	43 and 44	5.7%
Psychology (<i>includes School Psychology</i>)	42	5.5%

Common Data Set Definitions 2003

◆ All definitions related to the financial aid section appear at the end of the Definitions document.

◆ 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 America and 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.

***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.

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.

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

Cooperative (work-study plan) program: A program that provides for alternate class attendance and employment in business, industry, or government.

***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 formal award.

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 formal award.

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 formal award.

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 formal award. 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.

Doctoral degree: The highest award a student can earn for graduate study. The doctoral degree classification includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and the Doctor of Philosophy degree in any field such as agronomy, food technology, education, engineering, public administration, ophthalmology, or radiology. For the Doctor of Public Health degree, the prior degree is generally earned in the closely related field of medicine or in sanitary engineering.

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 professional certificate (postdegree): An award that requires completion of an organized program of study designed for persons who have completed the first professional degree. Examples could be refresher courses or additional units of study in a specialty or subspecialty.

First professional degree: An award in one of the following fields: Chiropractic (DC, DCM), dentistry (DDS, DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), rabbinical and Talmudic studies (MHL, Rav), Pharmacy (BPharm, PharmD), podiatry (PodD, DP, DPM), veterinary medicine (DVM), law (LLB, JD), divinity/ministry (BD, MDiv).

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 contact 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 contact 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 first professional degree, 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**.

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.

Master's degree: An award that requires the successful completion of a program of study of at least the full-time equivalent of one but not more than two academic years of work beyond the bachelor's degree.

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.

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 contact hours a week each term.

***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 credit/contact 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 contact 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 contact 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 contact 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.

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, contact hour).

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.

***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

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 programs (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 and external funds: Endowment, alumni, or external monies for which the institution determines the recipient or the dollar amount awarded.

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 noninstitutional student aid (grants, jobs, and loans).

Need-based gift 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 gift 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.

Scholarships/grants from external sources: Monies received from outside (private) sources that the student brings 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.