Graduate Studies Fact Book

2010 - 2011

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Graduate Studies Fact Book
2010 - 2011

Office of Strategic Research and Analysis
May 6, 2011

http://services.georgiasouthern.edu/osra/factbook.htm
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Profile of Georgia Southern University

Georgia Southern University, classified as a doctoral/research institution by the Carnegie Foundation for the Advancement of Teaching, is a member of the University System of Georgia. As the largest and most comprehensive research institution in the central coastal Southeast, the University is a residential campus of more than 19,000 students and a premier choice for the state’s HOPE Scholars. Students representing almost every U.S. state and 86 nations bring a diverse spectrum of backgrounds, interests and talents to the University community. Rated by Kiplinger Personal Finance as one of the Top 100 Best Values in Public Colleges and Universities, Georgia Southern strives to keep the personalized attention and feel of a small college.

Georgia Southern was founded in 1906, and lays claim to being the most beautiful campus in the state. Comprising over 700 acres, the University grounds are an arboretum-like treasure featuring gently rolling lawns, scenic ponds and soaring pines. The historic core of campus is the quintessential college portrait – Georgian-style red brick buildings with white columns around a sweeping, tree-lined circular drive. Beyond this circle, classic and contemporary lines blend to showcase continuing growth and expansion of facilities. Campus amenities include the Center for Wildlife Education and Lamar Q Ball, Jr. Raptor Center, the world-class Recreation Arts Center, a beautiful Botanical Garden, the Georgia Southern Museum, and the state-of-the-art Performing Arts Center.

Located in Statesboro, a safe and classic Main Street community of approximately 30,000 residents an hour northwest of Savannah, Hilton Head Island, and the Atlantic coast, Georgia Southern provides enriching opportunities for people of all ages while also maintaining a reasonable cost-of-living. The University benefits the region and state by engaging in research and providing public services that proffer creative solutions to regional challenges. Georgia Southern also extends educational opportunities to citizens throughout the state via off-campus centers located in Savannah and Dublin as well as through distance learning technologies at other remote sites. The economic impact of the University in the region is over $750 million dollars.

Georgia Southern University offers more than 100 degree programs at the baccalaureate, master’s and doctoral levels through eight colleges: College of Business Administration, College of Education, College of Health and Human Sciences, Allen E. Paulson College of Science and Technology, College of Liberal Arts and Social Sciences, College of Information Technology, Jiann-Ping Hsu College of Public Health, and the Jack N. Averitt College of Graduate Studies. The University is accredited by the Southern Association of Colleges and Schools and has earned special accreditation from professional and academic associations that set standards in their fields.

Georgia Southern University's hallmark is a superior undergraduate experience emphasizing academic distinction, excellent teaching, research and student success. Georgia Southern focuses on students and what they value: a well-rounded collegiate atmosphere; a faculty whose first priority is teaching; and a safe, attractive campus environment that encourages knowledge, discovery and personal growth. Despite increasing enrollment each year, the University has a faculty/student ratio of 1:23. The University continues to expand graduate offerings to meet the demands of its region.

In addition to its academic credentials, Georgia Southern is also recognized for a nationally competitive athletics program. The University’s 15 Division I teams compete in the Southern Conference. Across-the-board commitment to excellence has resulted in an unprecedented six NCAA I FCS (formerly Division I-AA) football national championships and NCAA tournament participation in men’s and women’s basketball, baseball, golf, women’s tennis and volleyball.
Mission Statement

March 31, 2009

Georgia Southern University is a public, Carnegie Doctoral/Research university devoted to academic distinction in teaching, scholarship, and service. The University’s hallmark is a culture of engagement that bridges theory with practice, extends the learning environment beyond the classroom, and promotes student growth and life success. Georgia Southern’s nationally accredited academic programs in the liberal arts, sciences, and professional studies prepare a diverse and select undergraduate and graduate student population for leadership and service as world citizens. Faculty, staff, and students embrace core values expressed through integrity, civility, kindness, collaboration, and a commitment to lifelong learning, wellness, and social responsibility.

Central to the University’s mission is the faculty’s dedication to excellence in teaching and the development of a fertile learning environment exemplified by a free exchange of ideas, high academic expectations, and individual responsibility for academic achievement. Georgia Southern faculty are teacher-scholars whose primary responsibility is the creation of learning experiences of the highest quality, informed by scholarly practice, research, and creative activities. The University offers a student-centered environment enhanced by technology, transcultural experiences, private and public partnerships, and stewardship of a safe residential campus recognized for its natural beauty.

Georgia Southern University is committed to advancing the State of Georgia and the region through the benefits of higher education, offering baccalaureate through doctoral degrees and a variety of outreach programs. The University fosters access to its educational programs, provides a comprehensive and fulfilling university experience, and enhances quality of life in the region through collaborative relationships supporting education, health care and human services, cultural experiences, scientific and technological advancement, athletics, and regional development.

Vision Statement

Georgia Southern University will be recognized as one of the best public doctoral-research universities in the country within the next ten years.

Source: Georgia Southern University Strategic Plan, Spring 2009, (see Appendix).
The University System of Georgia

The University System of Georgia's Board of Regents was created in 1931 as part of a reorganization of Georgia's state government. With this act, public higher education in Georgia was unified for the first time under a single governing and management authority. The Board oversees 35 institutions: 4 research universities, 2 regional universities, 13 state universities, 8 state colleges, and 8 two-year colleges. These institutions enroll more than 283,000 students and employ more than 40,000 faculty and staff to provide teaching and related services to students and the communities in which they are located.

The governor appoints members to the Board, who each serves seven years. Today the Board of Regents is composed of 18 members, five of whom are appointed from the state-at-large, and one from each of the 13 congressional districts. The Board elects a chancellor who serves as its chief executive officer and the chief administrative officer of the University System, but is not a member of the Board. The Chair, the Vice Chair, and other officers of the Board are elected by the members of the Board. The System's programs and services are offered through three major components: Instruction, Public Service/Continuing Education, and Research.

INSTRUCTION consists of programs of study leading toward degrees, ranging from the associate (two-year) level to the doctoral level, and certificates. Instruction is conducted by all institutions. Requirements for admission of students to instructional programs at each institution are determined, pursuant to policies of the Board of Regents, by the institution. The Board establishes minimum academic standards and leaves to each institution the prerogative to establish higher standards. Applications for admission should be addressed in all cases to the institutions.

A core curriculum, consisting of freshman and sophomore years of study for students whose educational goal is a degree beyond the associate level, is in effect at the universities and two-year colleges. This curriculum requires 60 semester credit hours, including 42 in general education--humanities and fine arts, mathematics and natural sciences, and social sciences--and 18 in the student's chosen major area of study. It facilitates the transfer of freshman and sophomore degree credits within the University System.

PUBLIC SERVICE/CONTINUING EDUCATION consists primarily of non-degree activities and special types of college-degree-credit courses. Non-degree activities may include short courses, seminars, conferences, lectures, consultative, and advisory services in many areas of interest. Non-degree public service/continuing education is conducted by all institutions. Typical college-degree-credit public service/continuing education courses are those offered through extension center programs and teacher education consortia.

RESEARCH encompasses investigations conducted primarily for discovery and application of knowledge. These investigations include clearly-defined projects in some cases, non-programmatic activities in other cases. Research is conducted both on and off campus and explores a variety of matters related to the educational objectives of the institutions and to general societal needs.

The policies of the Board of Regents for the government, management, and control of the University System and the administrative actions of the Chancellor provide autonomy for each institution. The executive head of each institution is the President, whose election is recommended by the Chancellor and approved by the Board.

Source: 2010—2011 Undergraduate & Graduate Catalog
Head Count Enrollment Fall 2005—2010

Graduate Enrollment by Classification, Fall Terms

<table>
<thead>
<tr>
<th>Class</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Masters1</td>
<td>1,353</td>
<td>67.8</td>
<td>1,270</td>
<td>65.4</td>
<td>1,315</td>
<td>66.2</td>
</tr>
<tr>
<td>Specialist1</td>
<td>196</td>
<td>9.8</td>
<td>196</td>
<td>10.1</td>
<td>170</td>
<td>8.6</td>
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<tr>
<td>Doctoral</td>
<td>447</td>
<td>22.4</td>
<td>476</td>
<td>24.5</td>
<td>502</td>
<td>25.3</td>
</tr>
<tr>
<td>Total</td>
<td>1,996</td>
<td></td>
<td>1,942</td>
<td></td>
<td>1,987</td>
<td></td>
</tr>
</tbody>
</table>

1The Masters and Specialists values include certificate and non-degree students.

Graduate Enrollment by Load Type, Fall Terms

<table>
<thead>
<tr>
<th>Type</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Full Time</td>
<td>616</td>
<td>30.9</td>
<td>609</td>
<td>31.4</td>
<td>678</td>
<td>34.1</td>
</tr>
<tr>
<td>Part Time</td>
<td>1,380</td>
<td>69.1</td>
<td>1,333</td>
<td>68.6</td>
<td>1,309</td>
<td>65.9</td>
</tr>
<tr>
<td>Total</td>
<td>1,996</td>
<td></td>
<td>1,942</td>
<td></td>
<td>1,987</td>
<td></td>
</tr>
</tbody>
</table>

Source: Student Information Reporting System (SIRS) and Academic Data Mart Legacy Like Table (ADM-LLT)
Fall Term Growth History

First Time Students

<table>
<thead>
<tr>
<th>Graduate Level</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>n</th>
<th>Min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>349</td>
<td>353</td>
<td>361</td>
<td>479</td>
<td>589</td>
<td>548</td>
<td>606</td>
<td>349</td>
<td>589</td>
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<tr>
<td>Specialist</td>
<td>12</td>
<td>10</td>
<td>2.5</td>
<td>30</td>
<td>37</td>
<td>31</td>
<td>57</td>
<td>10</td>
<td>37</td>
</tr>
<tr>
<td>Doctorate</td>
<td>57</td>
<td>83.5</td>
<td>91.6</td>
<td>88.5</td>
<td>91.7</td>
<td>90.4</td>
<td>16</td>
<td>16</td>
<td>57</td>
</tr>
<tr>
<td>Total</td>
<td>418</td>
<td>396</td>
<td>394</td>
<td>541</td>
<td>642</td>
<td>606</td>
<td>1,958</td>
<td>1,958</td>
<td>2,041</td>
</tr>
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</table>

% Difference Between Previous Fall Term
-5.3% -0.5% 37.3% 18.7% -5.6%

Continuing Students

<table>
<thead>
<tr>
<th>Graduate Level</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>n</th>
<th>Min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>1,004</td>
<td>63.6</td>
<td>917</td>
<td>59.3</td>
<td>954</td>
<td>59.9</td>
<td>1,053</td>
<td>60.8</td>
<td>1,228</td>
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<td>Specialist</td>
<td>184</td>
<td>11.7</td>
<td>186</td>
<td>12.0</td>
<td>160</td>
<td>10.0</td>
<td>181</td>
<td>10.4</td>
<td>229</td>
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<tr>
<td>Doctorate</td>
<td>390</td>
<td>24.7</td>
<td>443</td>
<td>28.7</td>
<td>479</td>
<td>30.1</td>
<td>499</td>
<td>28.8</td>
<td>501</td>
</tr>
<tr>
<td>Total</td>
<td>1,578</td>
<td>1,546</td>
<td>1,593</td>
<td>1,733</td>
<td>1,958</td>
<td>2,041</td>
<td>3,900</td>
<td>390</td>
<td>501</td>
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</table>

% Difference Between Previous Fall Term
-2.0% 3.0% 8.8% 13.0% 4.2%

Total Enrollment

<table>
<thead>
<tr>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>n</th>
<th>Min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,996</td>
<td>1,942</td>
<td>1,987</td>
<td>2,274</td>
<td>2,600</td>
<td>2,647</td>
<td>1,996</td>
<td>1,996</td>
<td>2,647</td>
</tr>
</tbody>
</table>

% Difference Between Previous Fall Term
-2.7% 2.3% 14.4% 14.3% 1.8%

Source: Regents Semester Enrollment Reports.
Applications for Graduate Admission
Fall 2008—2010

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Applied</td>
<td>Accepted</td>
<td>Enrolled</td>
<td>Applied</td>
<td>Accepted</td>
<td>Enrolled</td>
<td>Applied</td>
<td>Accepted</td>
<td>Enrolled</td>
<td>Applied</td>
<td>Accepted</td>
<td>Enrolled</td>
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<tr>
<td></td>
<td>n</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>n</td>
<td>%</td>
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<tr>
<td>Masters</td>
<td>818</td>
<td>664</td>
<td>81.2</td>
<td>423</td>
<td>63.7</td>
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<td>831</td>
<td>710</td>
<td>85.4</td>
<td>527</td>
<td>74.2</td>
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<td>845</td>
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<tr>
<td>Specialist</td>
<td>91</td>
<td>81</td>
<td>89.0</td>
<td>27</td>
<td>33.3</td>
<td></td>
<td>102</td>
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<td>96.1</td>
<td>34</td>
<td>34.7</td>
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<td>78</td>
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<td>Doctorate</td>
<td>89</td>
<td>55</td>
<td>61.8</td>
<td>32</td>
<td>58.2</td>
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<td>65</td>
<td>44</td>
<td>67.7</td>
<td>16</td>
<td>36.4</td>
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<td>113</td>
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<td>Certificate</td>
<td>2</td>
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<td>100.0</td>
<td>0</td>
<td>0.0</td>
<td></td>
<td>3</td>
<td>3</td>
<td>100.0</td>
<td>2</td>
<td>66.7</td>
<td></td>
<td>1</td>
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<tr>
<td>Non-degree</td>
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<td>110</td>
<td>93.2</td>
<td>59</td>
<td>53.6</td>
<td></td>
<td>129</td>
<td>122</td>
<td>94.6</td>
<td>63</td>
<td>51.6</td>
<td></td>
<td>85</td>
</tr>
<tr>
<td><strong>Total Applicants</strong></td>
<td>1,118</td>
<td>912</td>
<td>81.6</td>
<td>541</td>
<td>59.3</td>
<td></td>
<td>1,130</td>
<td>977</td>
<td>86.5</td>
<td>642</td>
<td>65.7</td>
<td></td>
<td>1,122</td>
</tr>
</tbody>
</table>

Note. Applied - includes accepted, denied, and cancelled applications.

Source: Office of Admissions, Office of Graduate Admissions, Fall Term Regents Semester Enrollment Reports.
Distribution of Miller Analogies Test (MAT) and Graduate Management Admission Test (GMAT) Scores of Beginning Graduate Students: Fall 2005—2010

**MAT: Mean Composite Scores**

<table>
<thead>
<tr>
<th>Year</th>
<th>n</th>
<th>Mean</th>
<th>n</th>
<th>Mean</th>
<th>n</th>
<th>Mean</th>
<th>n</th>
<th>Mean</th>
<th>n</th>
<th>Mean</th>
<th>2010</th>
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<tbody>
<tr>
<td>2005</td>
<td></td>
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<td>2006</td>
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<td>2007</td>
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<td>2010</td>
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<td>MAT</td>
<td>23</td>
<td>48</td>
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<td>49</td>
<td>5</td>
<td>41</td>
<td>1</td>
<td>59</td>
<td>1</td>
<td>31</td>
<td>0</td>
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</tr>
<tr>
<td>New MAT</td>
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<td>402</td>
<td>42</td>
<td>398</td>
<td>42</td>
<td>404</td>
<td>71</td>
<td>402</td>
<td>89</td>
<td>401</td>
<td>85</td>
<td>401</td>
</tr>
</tbody>
</table>

Note. Totals above are a subset of all first-time graduate students. They include only students with valid MAT Scores. Beginning first-time Graduate Student - A degree-seeking student who is entering graduate school in the fall. Regents definition.

1Count redacted where n < 10. Please contact the Office of Strategic Research and Analysis if questions.

2Beginning Fall 2005, Georgia Southern began accepting the new Millers Analogies Test (MAT) scores that changed from 0 through 100 to 200 through 600. The changes in the MAT scores became effective Spring 2004 (Source: http://www.usg.edu/sra/datasys/sirs/2006/sdedfall06.pdf).

Miller Analogies Test (MAT). The MAT is a high-level mental ability test requiring the solution of problems stated as analogies. Performance on the MAT is designed to reflect candidates’ analytical thinking, an ability that is critical for success in both graduate school and professional life. The MAT scaled scores currently range from 200 to 600 with a mean (average) of 400. Source: http://harcourtassessment.com/haiweb/Cultures/en-US/Harcourt/Community/PostSecondary/Products/MAT/MATHome.htm

**GMAT: Mean Composite Scores**

<table>
<thead>
<tr>
<th>Year</th>
<th>n</th>
<th>Mean</th>
<th>n</th>
<th>Mean</th>
<th>n</th>
<th>Mean</th>
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<td>2005</td>
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<td>95</td>
<td>507</td>
<td>111</td>
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<td>126</td>
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<td>2006</td>
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<td>2007</td>
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<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Note. Totals above are a subset of all first-time graduate students. They include only students with valid GMAT Scores. Beginning first-time Graduate Student - A degree-seeking student who is entering graduate school in the fall. Regents definition.

The Graduate Management Admission Test® (GMAT®) examination is a standardized test designed to measure basic verbal, mathematical, and analytical writing skills that have been developed over a long period of time through education and work.

Guidelines for GMAT® Score Usage: Use multiple criteria. The GMAT® examination does not measure every discipline-related skill necessary for academic work, nor does it measure subjective factors important to academic and career success, such as motivation, creativity, and interpersonal skills. Therefore, GMAT® scores should be used as only one of several criteria when an applicant is being considered for admission (Source: http://www.gmac.com/gmac/TheGMAT/GMATScores/UsingScoresToAssessIndividuals.htm).

Source: Student Information Reporting System (SIRS) and Academic Data Mart Legacy Like Table (ADM-LLT)
## Distribution of Graduate Record Examinations (GRE) Scores of Beginning Graduate Students: Fall 2005—2010

### GRE: Mean Verbal Reasoning Scores

<table>
<thead>
<tr>
<th>Year</th>
<th>n</th>
<th>Mean</th>
<th>Year</th>
<th>n</th>
<th>Mean</th>
<th>Year</th>
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<tr>
<td>Mean</td>
<td>440</td>
<td>456</td>
<td>Min</td>
<td>210</td>
<td>Max</td>
<td>564</td>
<td>Mean</td>
<td>05</td>
<td>10</td>
<td>Min</td>
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<tr>
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### GRE: Mean Analytical Writing Scores

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</table>

Note. Totals above are a subset of all first-time graduate students. They include only students with valid GRE Scores for each category. Beginning first-time Graduate Student - A degree-seeking student who is entering graduate school in the fall.

The Graduate Record Examinations® (GRE®) General Test measures verbal reasoning, quantitative reasoning, critical thinking, and analytical writing skills that have been acquired over a long period of time and that are not related to any specific field of study.

General Test: Any GRE test has two primary limitations: (1) it does not and cannot measure all the qualities that are important in predicting success in graduate study or in confirming undergraduate achievement and (2) it is an inexact measure; that is, only score differences that exceed the standard error of measurement of a given score can serve as reliable indicators of real differences in academic knowledge and developed abilities.

Three scores are reported on the General Test:

1. a verbal reasoning score reported on a 200-800 score scale, in 10-point increments
2. a quantitative reasoning score reported on a 200-800 score scale, in 10-point increments
3. an analytical writing score reported on a 0 to 6 score scale in half-point increments.

Source: [http://www.ets.org/portal/site/ets/](http://www.ets.org/portal/site/ets/)

1 Count redacted where \( n < 10 \). Please contact the Office of Strategic Research and Analysis if questions.

*Beginning Fall 2003, Georgia Southern began accepting new GRE Analytical Writing scores that changed from 200 through 800 to 0 through 6. Effective October 2002, GRE classified subscores into these categories: Verbal Reasoning, Quantitative Reasoning, Analytical Writing. The writing test component is similar to the Writing Assessment in use since 1999, although the scoring is dramatically different (Source: [http://www.usg.edu/rsa/datasys/sirs/2006/sdedfall06.pdf](http://www.usg.edu/rsa/datasys/sirs/2006/sdedfall06.pdf)).

Source: Student Information Reporting System (SIRS) and Academic Data Mart Legacy Like Table (ADM-LLT)
## Graduate Enrollment by Country of Citizenship, Fall 2008—2010

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<td>5%</td>
<td>6%</td>
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</table>

Source: Student Information Reporting System (SIRS) and Academic Data Mart Legacy Like Table (ADM-LLT)
### Graduate Enrollment by State of Legal Residence, Fall 2008—2010

#### Top 5 in 2010:
1. Georgia (2,244)
2. Florida (49)
3. South Carolina (48)
4. North Carolina (26)
5. Alabama (16)

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<td>16</td>
<td>19.</td>
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<td>36.</td>
<td>Oklahoma</td>
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</tbody>
</table>

#### Total U.S.:
2,209
2,512
2,551

#### Total - Non-USA:
65
88
96

#### Total Enrollment:
2,274
2,600
2,647

**Note.** Does not include citizenship.

- In Fall 2008, total U.S. includes 43 resident and non-resident aliens that have a current state of legal residence.
- In Fall 2009, total U.S. includes 41 resident and non-resident aliens that have a current state of legal residence.
- In Fall 2010, total U.S. includes 41 resident and non-resident aliens that have a current state of legal residence.
- Total Non-USA is comprised of resident and non-resident aliens without a current state of legal residence.

**Source:** Student Information Reporting System (SIRS) and Academic Data Mart Legacy Like Table (ADM-LLT) – Current State of Legal Residence.
## Graduate Enrollment by Georgia County of Origin, Fall 2008—2010

### Top 5 in 2010:

- **1. Bulloch (314)**
- **2. Chatham (264)**
- **3. Dekalb (84)**
- **4. Gwinnett (82)**
- **5. Fulton (78)**

<table>
<thead>
<tr>
<th>County</th>
<th>08</th>
<th>09</th>
<th>10</th>
<th>County</th>
<th>08</th>
<th>09</th>
<th>10</th>
<th>County</th>
<th>08</th>
<th>09</th>
<th>10</th>
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<td>10</td>
<td>9</td>
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### Total:
- **1,926 Out of State**
- **2,223 In State**

**Out of State:** 348 377 424

**Total:** 2,274 2,600 2,647

Source: Student Information Reporting System (SIRS) and Academic Data Mart Legacy Like Table (ADM-LLT) – County of Legal Residence at Matriculation.
Map of Graduate Enrollment by Georgia County of Origin, Fall 2010

Source: Student Information Reporting System (SIRS) and Academic Data Mart Legacy Like Table (ADM-LLT) - County of Legal Residence at Matriculation.
### Graduate Enrollment by Race & Gender, Fall 2005—2010

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</tr>
<tr>
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<tr>
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<td>312</td>
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<td>Other Pacific Islander</td>
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<td>4.9</td>
<td>121</td>
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</table>

Source: Student Information Reporting System (SIRS) and Academic Data Mart Legacy Like Table (ADM-LLT).

Georgia Southern University, Office of Strategic Research and Analysis
Graduate Fact Book, 2010-2011
5/6/2011
Full-time Equivalent (FTE) Graduate Enrollment, Fall 2005—2010

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<td>1,571</td>
<td>1,868</td>
<td>1,890</td>
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</tbody>
</table>

Note. Graduate=full time graduate level students plus sum of part time graduate level hours divided by 9. FTE definition is as of Summer 2003. All years reflect the current definition of FTE.

Graduate Enrollment by Age, Fall 2005—2010

<table>
<thead>
<tr>
<th>Range</th>
<th>2005</th>
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<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>%</th>
<th>05</th>
<th>10</th>
<th>Min</th>
<th>Max</th>
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<td>12</td>
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<td>16</td>
<td>24</td>
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<td>1.0</td>
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<td></td>
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<td>27</td>
</tr>
<tr>
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<td>1,942</td>
<td>1,987</td>
<td>2,274</td>
<td>2,600</td>
<td>2,647</td>
<td></td>
<td>1,942</td>
<td>2,647</td>
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<tr>
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<td>34</td>
<td>34</td>
<td>33</td>
<td>33</td>
<td>33</td>
<td></td>
<td>33</td>
<td>34</td>
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Arrows indicate presence and magnitude of significant trends.

Graduate Tuition and Fee Waivers, Fall 2008—2010

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<th>2009</th>
<th>2010</th>
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<tr>
<td>Border County Residents</td>
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<td>9</td>
<td>3</td>
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<tr>
<td>Direct Exchange Program Students</td>
<td>1</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Families Moving to Georgia</td>
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<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Full-Time School Employees</td>
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<td>8</td>
<td>10</td>
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<tr>
<td>Graduate Assistant</td>
<td>308</td>
<td>346</td>
<td>406</td>
</tr>
<tr>
<td>International Students</td>
<td>23</td>
<td>27</td>
<td>25</td>
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<tr>
<td>Military Personnel</td>
<td>4</td>
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<tr>
<td>National Guard N/R GR Waiver</td>
<td>0</td>
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<td>2</td>
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<tr>
<td>Other Out of State Waivers</td>
<td>16</td>
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<tr>
<td>Senior Citizen</td>
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<tr>
<td>Superior Out-of-State Students</td>
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<td>0</td>
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<tr>
<td>Tuition Remission</td>
<td>103</td>
<td>144</td>
<td>169</td>
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<tr>
<td>University System Employees and Dependents</td>
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<td>13</td>
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<tr>
<td>Veteran's Fee Waiver</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td>486</td>
<td>580</td>
<td>653</td>
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</tbody>
</table>

Note. Fee classification code is new as of 2008. Students can be counted in multiple categories.

Source: Student Information Reporting System (SIRS) and Academic Data Mart Legacy Like Table (ADM-LLT).
This page was UPDATED 7/28/2011.
### Graduate Enrollment by College, Degree, and Major, Fall 2006—2010

#### Graduate Enrollment by College, Fall Terms

<table>
<thead>
<tr>
<th>College</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Min</th>
<th>Max</th>
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</thead>
<tbody>
<tr>
<td>Education</td>
<td>1,250</td>
<td>1,211</td>
<td>1,362</td>
<td>1,469</td>
<td>1,447</td>
<td>1,211</td>
<td>1,469</td>
</tr>
<tr>
<td>Business Administration</td>
<td>256</td>
<td>266</td>
<td>321</td>
<td>430</td>
<td>462</td>
<td>256</td>
<td>462</td>
</tr>
<tr>
<td>Health &amp; Human Sciences</td>
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<td>152</td>
<td>199</td>
<td>244</td>
<td>238</td>
<td>124</td>
<td>244</td>
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<td>13</td>
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<td>186</td>
<td>240</td>
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<td>118</td>
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<td>2</td>
<td>7</td>
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<tr>
<td><strong>Total Graduate</strong></td>
<td>1,942</td>
<td>1,987</td>
<td>2,274</td>
<td>2,600</td>
<td>2,647</td>
<td>1,942</td>
<td>2,647</td>
</tr>
</tbody>
</table>

¹Graduate program in existence in the College of Information Technology as of Fall 2010.
²The Jiann-Ping Hsu College of Public Health was new as of Spring 2006.
³Non-degree Transient-Graduate

#### Graduate Enrollment by College, Degree, and Major, Fall 2006—2010

<table>
<thead>
<tr>
<th>College, Degree, and Major</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>% of Total</th>
<th>n</th>
<th>Min</th>
<th>Max</th>
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</thead>
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<tr>
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<td>7</td>
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</tr>
<tr>
<td>College of Business Administration</td>
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<td>266</td>
<td>321</td>
<td>430</td>
<td>462</td>
<td>17.5</td>
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<td>462</td>
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<td>128</td>
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<td>9</td>
<td>48</td>
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</tbody>
</table>

Note. Dashes indicate that a particular degree/major combination was not offered in the semester.

Source: Student Information Reporting System (SIRS), Academic Data Mart Legacy Like Table (ADM-LLT) and Data Warehouse Enrollment tables (YSR).
### Graduate Enrollment by College, Degree, and Major, Fall 2006—2010, Cont.

#### Fall Term

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<th>College, Degree, and Major</th>
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<th>2008</th>
<th>2009</th>
<th>2010</th>
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</tr>
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<tbody>
<tr>
<td><strong>College of Education</strong></td>
<td>1,250</td>
<td>1,211</td>
<td>1,362</td>
<td>1,469</td>
<td>1,447</td>
<td>54.9</td>
<td>n</td>
<td>1,211</td>
</tr>
<tr>
<td><strong>MAT in:</strong></td>
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**Note.** Dashes indicate that a particular degree/major combination was not offered in the semester.

Source: Student Information Reporting System (SiIRS), Academic Data Mart Legacy Like Table (ADM-LLT) and Data Warehouse Enrollment tables (YSR).
Graduate Enrollment by College, Degree, and Major, Fall 2006—2010, Cont.

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*Note.* Dashes indicate that a particular degree/major combination was not offered in the semester.

*Graduate program in existence in the College of Information Technology as of Fall 2010.

Source: Student Information Reporting System (SIRS), Academic Data Mart Legacy Like Table (ADM-LLT) and Data Warehouse Enrollment tables (YSR).
Graduate Enrollment by College, Degree, and Major, Fall 2006—2010, Cont.

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<th>College, Degree, and Major</th>
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<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>Fall 2010</th>
<th>% of Total</th>
<th>Min</th>
<th>Max</th>
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Note. Dashes indicate that a particular degree/major combination was not offered in the semester. Asterisks indicate that a particular degree/major combination is still offered, but by a different College.

*The Jiann-Ping Hsu College of Public Health was new as of Spring 2006.

Source: Student Information Reporting System (SIRS), Academic Data Mart Legacy Like Table (ADM-LLT) and Data Warehouse Enrollment tables (YSR).
### Georgia Resident - No Dependents

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<th>Max</th>
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### Non-Georgia Resident - No Dependents

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Source: Office of Student Fees.
### Graduate/Professional Enrollment of University System of Georgia, Fall 2010

*Table is sorted in descending order by % Graduate/Professional of Total Graduate Headcount in Fall 2010.*

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<th>First Prof.</th>
<th>Grad./Prof. Total</th>
<th>Total Headcount</th>
<th>% Grad./Prof. of Total Headcount</th>
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<tr>
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<td>720</td>
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<td>0</td>
<td>487</td>
<td>4,653</td>
<td>10.5</td>
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<td>0</td>
<td>764</td>
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<td>0</td>
<td>1,985</td>
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<td>0</td>
<td>139</td>
<td>4,080</td>
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</table>

*Edu. Spec. = Education Specialist
First Prof. = First Professional
Grad./Prof. Total = Graduate/Professional Total
% Grad./Prof. of Total Headcount = % Graduate/Professional of Total Headcount for each institution
Numbers may vary due to discrepancies between University System of Georgia Student Information Reporting System and the Academic Data Mart.

Source: University System of Georgia Semester Enrollment Report.
## New Graduate Enrollment by University System of Georgia Institution, Fall 2010

*Table is sorted in descending order by New Graduate % of Total Enrollment in Fall 2010.*

<table>
<thead>
<tr>
<th>Institution</th>
<th>Entering Graduate</th>
<th>Graduate Total</th>
<th>New Graduate % of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Georgia Southwestern State Univ.</td>
<td>78</td>
<td>190</td>
<td>41.1%</td>
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<tr>
<td>2. Fort Valley State University</td>
<td>75</td>
<td>228</td>
<td>32.9%</td>
</tr>
<tr>
<td>3. Savannah State University</td>
<td>45</td>
<td>139</td>
<td>32.4%</td>
</tr>
<tr>
<td>4. Southern Polytechnic State Univ.</td>
<td>221</td>
<td>720</td>
<td>30.7%</td>
</tr>
<tr>
<td>5. Medical College of Georgia</td>
<td>273</td>
<td>896</td>
<td>30.5%</td>
</tr>
<tr>
<td>6. Kennesaw State University</td>
<td>552</td>
<td>1,985</td>
<td>27.8%</td>
</tr>
<tr>
<td>7. Georgia College &amp; State Univ.</td>
<td>284</td>
<td>1,022</td>
<td>27.8%</td>
</tr>
<tr>
<td>8. Georgia Institute of Technology</td>
<td>1,895</td>
<td>6,971</td>
<td>27.2%</td>
</tr>
<tr>
<td>9. Valdosta State University</td>
<td>565</td>
<td>2,104</td>
<td>26.9%</td>
</tr>
<tr>
<td>10. Columbus State University</td>
<td>312</td>
<td>1,220</td>
<td>25.6%</td>
</tr>
<tr>
<td>11. University of Georgia</td>
<td>1,682</td>
<td>7,077</td>
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<tr>
<td>12. Georgia State University</td>
<td>1,747</td>
<td>7,379</td>
<td>25.3%</td>
</tr>
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</tr>
<tr>
<td>15. North Ga. College &amp; State Univ.</td>
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<td>480</td>
<td>21.5%</td>
</tr>
<tr>
<td>16. Augusta State University</td>
<td>220</td>
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<td>19.6%</td>
</tr>
<tr>
<td>17. University of West Georgia</td>
<td>287</td>
<td>1,576</td>
<td>18.2%</td>
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<tr>
<td>18. Armstrong Atlantic State Univ.</td>
<td>118</td>
<td>764</td>
<td>15.4%</td>
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Source: University System of Georgia Semester Enrollment Report.
Graduate Enrollment of University System of Georgia

Georgia Southern University
Graduate Enrollment for Fall Terms

Table is sorted in descending order of Graduate Enrollment in Fall 2010.

<table>
<thead>
<tr>
<th>Institution</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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</thead>
<tbody>
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<td>7,190</td>
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<td>6,355</td>
<td>6,583</td>
<td>6,751</td>
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<td>7,379</td>
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<tr>
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<td>5,975</td>
<td>6,462</td>
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<td>6,792</td>
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<td>6,947</td>
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<td>7,136</td>
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<td>5,294</td>
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<td>6,448</td>
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<td>6,971</td>
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<td>2,164</td>
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<td>567</td>
<td>640</td>
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<td>575</td>
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<td>116</td>
<td>134</td>
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Source: University System of Georgia Semester Enrollment Report.
### Degrees Conferred by College & Fiscal Year, 2005—2010

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<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>% of Total</th>
<th>n</th>
<th>05</th>
<th>10</th>
<th>Min</th>
<th>Max</th>
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<td>31</td>
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<th>College of Education</th>
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<th>Min</th>
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<table>
<thead>
<tr>
<th>College of Health &amp; Human Sciences</th>
<th>% of Total</th>
<th>n</th>
<th>05</th>
<th>10</th>
<th>Min</th>
<th>Max</th>
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<tbody>
<tr>
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<tr>
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<table>
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<th>Min</th>
<th>Max</th>
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<tbody>
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<table>
<thead>
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<th>Jiann-Ping Hsu College of Public Health</th>
<th>% of Total</th>
<th>n</th>
<th>05</th>
<th>10</th>
<th>Min</th>
<th>Max</th>
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</thead>
<tbody>
<tr>
<td>Doctor of Public Health</td>
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</tr>
<tr>
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<table>
<thead>
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<th>College of Science &amp; Technology</th>
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<th>05</th>
<th>10</th>
<th>Min</th>
<th>Max</th>
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<td>Master of Technology</td>
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<td>College Total (COST)</td>
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<td>29</td>
<td>33</td>
<td>18</td>
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<tr>
<td>Total Degrees</td>
<td>512</td>
<td>748</td>
<td></td>
<td>512</td>
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</tr>
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</table>

Note.  Jiann-Ping Hsu College of Public Health was new as of Spring 2006. Dashes indicate that a particular degree was not offered in the indicated semester. Asterisks indicate that a particular degree was still offered, but by a different College.

Source: Student Information Reporting System (SIRS) and Academic Data Mart Legacy Like Table (ADM-LLT).
Appendix. Georgia Southern University Strategic Plan