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Graduate Studies Fact Book 2011 – 2012



**Office of Strategic Research
and Analysis**

February 24, 2012

<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 20,000 students and a premier choice for the state's HOPE Scholars. Students representing almost every U.S. state and 101 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.

Strategic Vision

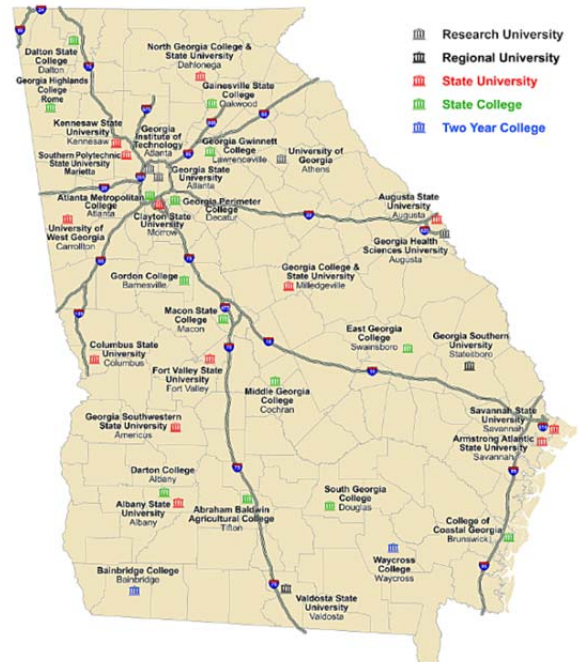
Georgia Southern University's strategic vision is to be recognized as one of the best public doctoral-research universities in the country within the next ten years.

Sources: Georgia Southern University Homepage at <http://www.georgiasouthern.edu/about/mission.html> and at <http://academics.georgiasouthern.edu/provost/vision/overview> . See appendix (p. 28) for Strategic Plan information.

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 300,000 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.

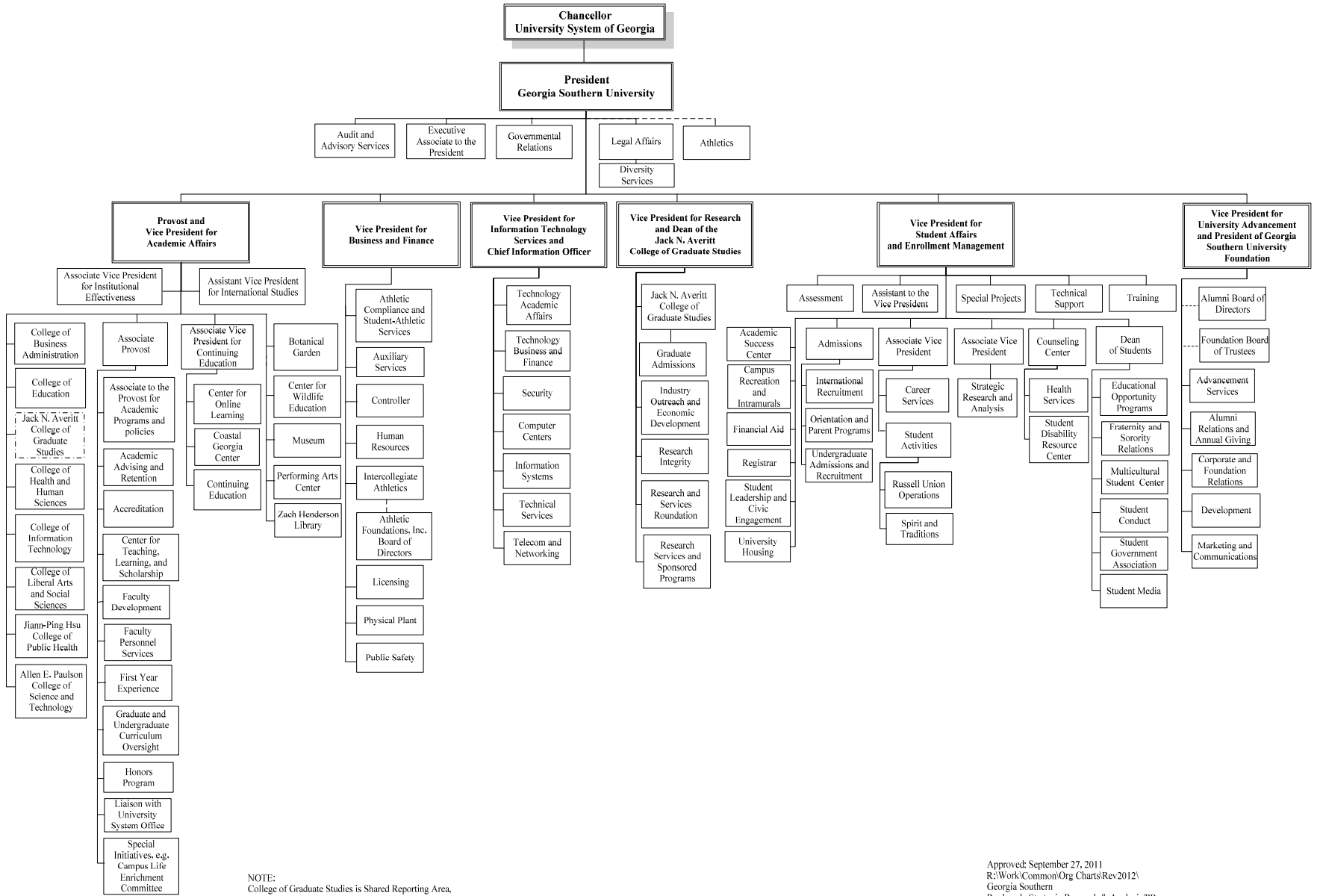
PUBLIC SERVICE/CONTINUING EDUCATION consists primarily of non-degree activities and special types of college-degree-credit courses. Non-degree activities may include short courses, seminars, conferences, lectures, consultative, and advisory services in many areas of interest. Non-degree public service/continuing 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: 2011—2012 Undergraduate & Graduate Catalog

Georgia Southern University
Organization Chart 2011-2012

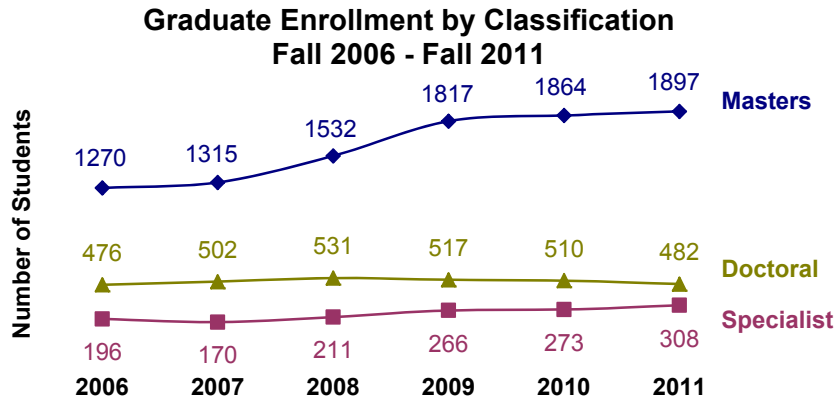


NOTE:
College of Graduate Studies is Shared Reporting Area,
Academic Affairs and Research

Approved: September 27, 2011
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Georgia Southern
Produced: Strategic Research & Analysis/PB

Head Count Enrollment Fall 2006—2011

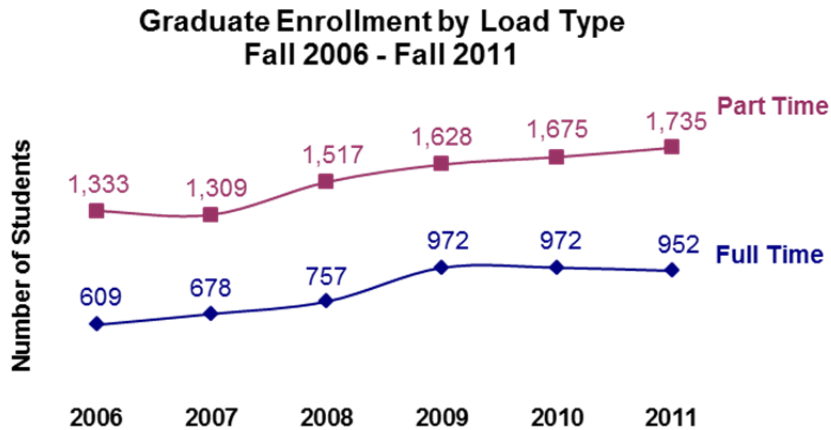
Graduate Enrollment by Classification, Fall Terms



Class	2006		2007		2008		2009		2010		2011	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Masters ¹	1,270	65.4	1,315	66.2	1,532	67.4	1,817	69.9	1,864	70.4	1,897	70.6
Specialist ¹	196	10.1	170	8.6	211	9.3	266	10.2	273	10.3	308	11.5
Doctorate	476	24.5	502	25.3	531	23.4	517	19.9	510	19.3	482	17.9
Total	1,942		1,987		2,274		2,600		2,647		2,687	

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

Graduate Enrollment by Load Type, Fall Terms

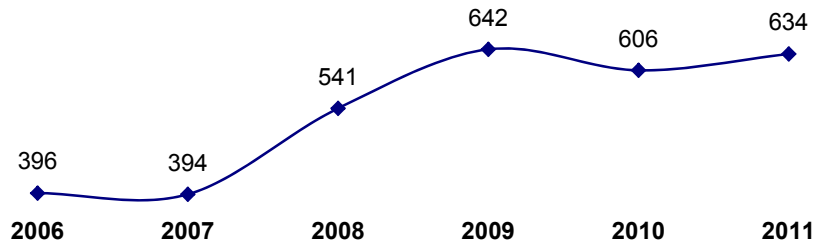


Type	2006		2007		2008		2009		2010		2011	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Full Time	609	31.4	678	34.1	757	33.3	972	37.4	972	36.7	952	35.4
Part Time	1,333	68.6	1,309	65.9	1,517	66.7	1,628	62.6	1,675	63.3	1,735	64.6
Total	1,942		1,987		2,274		2,600		2,647		2,687	

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

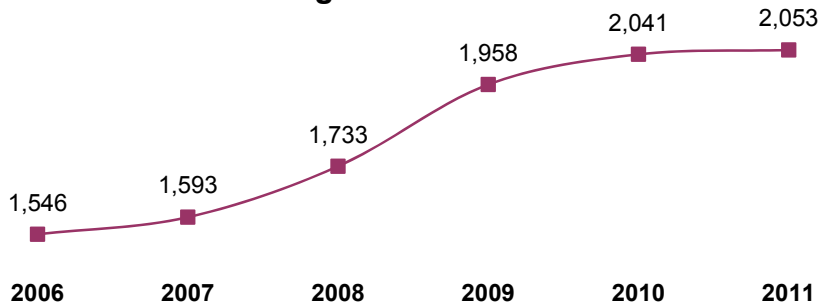
Fall Term Growth History

Fall Term Enrollment First Time Graduate Students



First Time	2006		2007		2008		2009		2010		2011		<i>n</i>				
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	06	11	Min	Max	
Masters	353	89.1	361	91.6	479	88.5	589	91.7	548	90.4	564	89.0	■	■	■	■	353 589
Specialist	10	2.5	10	2.5	30	5.5	37	5.8	31	5.1	36	5.7	-	-	■	■	10 37
Doctorate	33	8.3	23	5.8	32	5.9	16	2.5	27	4.5	34	5.4	■	■	■	■	16 34
Total	396		394		541		642		606		634						
% Difference From Previous Fall Term			-0.5%		37.3%		18.7%		-5.6%		4.6%						

Fall Term Enrollment Continuing Graduate Students



Continuing	2006		2007		2008		2009		2010		2011		<i>n</i>				
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	06	11	Min	Max	
Masters	917	59.3	954	59.9	1,053	60.8	1,228	62.7	1,316	64.5	1,333	64.9	■	■	■	■	917 1,333
Specialist	186	12.0	160	10.0	181	10.4	229	11.7	242	11.9	272	13.2	■	■	■	■	160 272
Doctorate	443	28.7	479	30.1	499	28.8	501	25.6	483	23.7	448	21.8	■	■	■	■	390 501
Total	1,546		1,593		1,733		1,958		2,041		2,053						
% Difference From Previous Fall Term			3.0%		8.8%		13.0%		4.2%		0.6%						

Total Graduate Enrollment (First Time + Continuing)	2006	2007	2008	2009	2010	2011
	1,942	1,987	2,274	2,600	2,647	2,687
% Difference From Previous Fall Term		2.3%	14.4%	14.3%	1.8%	1.5%

Source: Regents Semester Enrollment Reports.

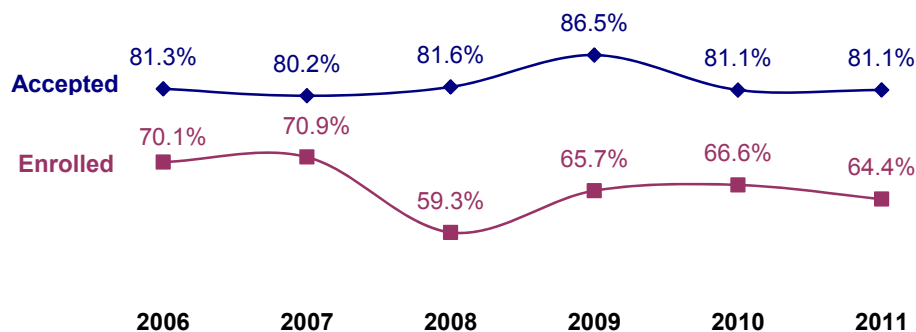
Applications for Graduate Admission

Fall 2009—2011

Graduate Applications	Fall 2009					Fall 2010					Fall 2011							
	Applied		Accepted		Enrolled		Applied		Accepted		Enrolled		Applied		Accepted		Enrolled	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Masters	831	710	85.4	527	74.2	845	690	81.7	498	72.2	936	772	82.5	530	68.7			
Specialist	102	98	96.1	34	34.7	78	73	93.6	27	37.0	97	85	87.6	35	41.2			
Doctorate	65	44	67.7	16	36.4	113	64	56.6	27	42.2	112	61	54.5	34	55.7			
Certificate	3	3	100.0	2	66.7	1	0	0.0	0	0.0	20	20	100.0	12	60.0			
Non-degree	129	122	94.6	63	51.6	85	83	97.6	54	65.1	49	46	93.9	23	50.0			
Total Applicants	1,130	977	86.5	642	65.7	1,122	910	81.1	606	66.6	1,214	984	81.1	634	64.4			

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

Beginning Graduate Students Accepted and Enrolled by Fall Terms



Fall	Applicants	Accepted	% Accepted	Enrolled	% Enrolled
2006	695	565	81.3	396	70.1
2007	693	556	80.2	394	70.9
2008	1,118	912	81.6	541	59.3
2009	1,130	977	86.5	642	65.7
2010	1,122	910	81.1	606	66.6
2011	1,214	984	81.1	634	64.4

Source: Office of Admissions, Office of Graduate Admissions, Fall Term Regents Semester Enrollment Reports.

Miller Analogies Test (MAT) and Graduate Management Admission Test (GMAT) Mean Composite Scores of Beginning Graduate Students

Fall 2006—2011

MAT Composite Scores

	2006		2007		2008		2009		2010		2011		<u>Mean</u>		<u>Min</u>	<u>Max</u>
	<u>n</u>	<u>Mean</u>	<u>n</u>	<u>Mean</u>	<u>n</u>	<u>Mean</u>	<u>n</u>	<u>Mean</u>	<u>n</u>	<u>Mean</u>	<u>n</u>	<u>Mean</u>	06	11		
MAT	16	49	R ¹	41	R ¹	59	R ¹	31	0	-	R ¹	38			31	59
New MAT ²	42	398	42	404	71	402	89	401	85	401	71	406			398	406

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.

¹R = counts 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 Composite Scores

2006		2007		2008		2009		2010		2011		<u>Mean</u>		<u>Min</u>	<u>Max</u>
<u>n</u>	<u>Mean</u>	<u>n</u>	<u>Mean</u>	<u>n</u>	<u>Mean</u>	<u>n</u>	<u>Mean</u>	<u>n</u>	<u>Mean</u>	<u>n</u>	<u>Mean</u>	06	11		
78	491	85	496	95	507	111	502	126	521	97	513			491	521

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.

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

Graduate Record Examinations (GRE) Mean Subscores of Beginning Graduate Students

Fall 2006—2011

GRE Verbal Reasoning Scores

2006		2007		2008		2009		2010		2011		<u>Mean</u>		
<u>n</u>	<u>Mean</u>	<u>n</u>	<u>Mean</u>	<u>n</u>	<u>Mean</u>	<u>n</u>	<u>Mean</u>	<u>n</u>	<u>Mean</u>	<u>n</u>	<u>Mean</u>	06	11	
213	440	195	453	264	456	288	448	261	451	329	463		440	463

GRE Quantitative Reasoning Scores

2006		2007		2008		2009		2010		2011		<u>Mean</u>		
<u>n</u>	<u>Mean</u>	<u>n</u>	<u>Mean</u>	<u>n</u>	<u>Mean</u>	<u>n</u>	<u>Mean</u>	<u>n</u>	<u>Mean</u>	<u>n</u>	<u>Mean</u>	06	11	
213	516	195	528	264	534	288	540	261	541	329	558		516	558

GRE Analytical Writing Scores

2006		2007		2008		2009		2010		2011		<u>Mean</u>		
<u>n</u>	<u>Mean</u>	<u>n</u>	<u>Mean</u>	<u>n</u>	<u>Mean</u>	<u>n</u>	<u>Mean</u>	<u>n</u>	<u>Mean</u>	<u>n</u>	<u>Mean</u>	06	11	
203	4.0	191	4.0	261	3.9	288	3.7	261	3.6	329	3.6		3.6	4.0

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.

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.

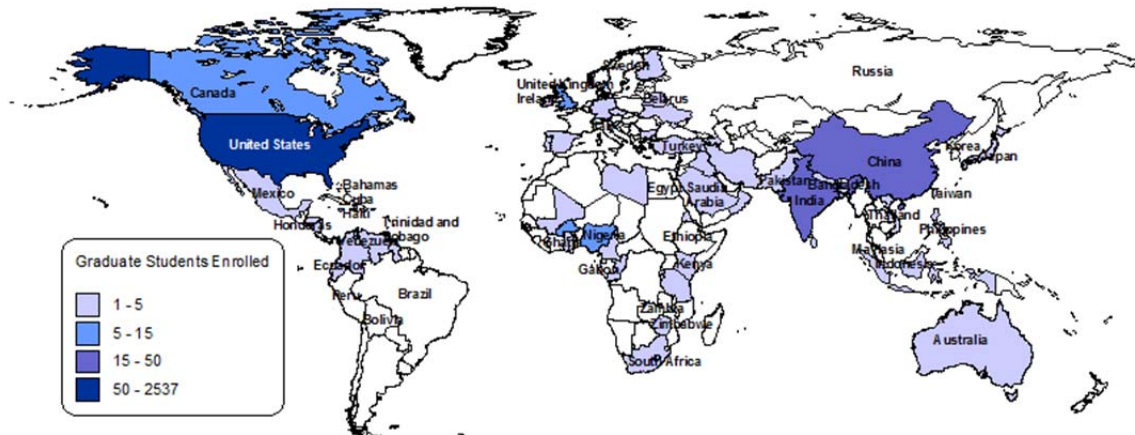
Source: <http://cogs.georgiasouthern.edu/gradadmin/gre>

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

Graduate Enrollment by Country of Citizenship, Fall 2009—2011

★Top 5 in 2011: 1. U.S. (2,537) 2. China (21) 3. India (16) 4. Nigeria (12) 5. Canada (9)

	09	10	11		09	10	11
1. Australia	0	0	1	43. Kyrgyzstan	1	0	0
2. Azerbaijan	0	1	1	44. Liberia	1	1	0
3. Bahamas	1	2	3	45. Libya	0	0	1
4. Bangladesh	3	2	4	46. Malaysia	0	1	0
5. Belarus	1	1	1	47. Mali	0	0	1
6. Belgium	0	1	0	48. Mexico	3	5	2
7. Benin	1	1	0	49. Morocco	0	1	0
8. Bermuda	1	1	0	50. Nepal	3	4	2
9. Bolivia	1	1	0	51. Nicaragua	0	0	1
10. Brazil	2	0	0	52. Nigeria	8	8	12
11. Bulgaria	2	2	1	53. Oman	1	1	1
12. Burkina	4	5	7	54. Pakistan	0	0	1
13. Cameroon	1	2	1	55. Peru	4	0	0
14. Canada	6	10	9	56. Philippines	2	1	1
15. China	20	24	21	57. Portugal	0	0	1
16. Colombia	0	0	1	58. Russia	0	1	0
17. Congo	2	1	1	59. Rwanda	1	1	1
18. Czech Republic	0	0	1	60. Saint Kitts and Nevis	0	1	1
19. Ecuador	0	2	1	61. Saudi Arabia	0	0	1
20. Egypt	0	1	0	62. Serbia	1	0	0
21. El Salvador	0	1	1	63. South Africa	3	3	2
22. Eritrea	0	0	1	64. Spain	0	0	1
23. Finland	1	1	1	65. Sri Lanka	1	4	3
24. Germany	2	2	2	66. Suriname	0	0	0
25. Ghana	3	4	4	67. Sweden	1	0	0
26. Guyana	0	0	1	68. Switzerland	1	0	0
27. Greece	1	1	0	69. Taiwan	4	2	1
28. Haiti	2	1	1	70. Tanzania	0	1	1
29. Honduras	0	0	2	71. Thailand	3	0	0
30. Hong Kong	0	1	2	72. Togo	1	1	2
31. India	17	19	16	73. Trinidad and Tobago	3	2	0
32. Indonesia	0	0	1	74. Turkey	3	1	1
33. Iran	0	0	1	75. Ukraine	0	1	1
34. Iraq	1	0	1	76. United Arab Emirates	1	1	0
35. Ireland	2	2	1	77. United Kingdom	3	3	5
36. Israel	1	1	1	78. United States	2,460	2,496	2,537
37. Italy	1	0	0	79. Uzbekistan	1	0	0
38. Jamaica	3	4	5	80. Venezuela	3	4	4
39. Japan	2	1	1	81. Vietnam	1	3	1
40. Jordan	2	2	0	82. Zimbabwe	1	2	1
41. Kenya	0	0	3	Total	2,600	2,647	2,687
42. Korea, South	2	1	3	<i>Total - Non-USA</i>	<i>140</i>	<i>151</i>	<i>150</i>
				<i>Percent - Non-USA</i>	<i>5%</i>	<i>6%</i>	<i>6%</i>

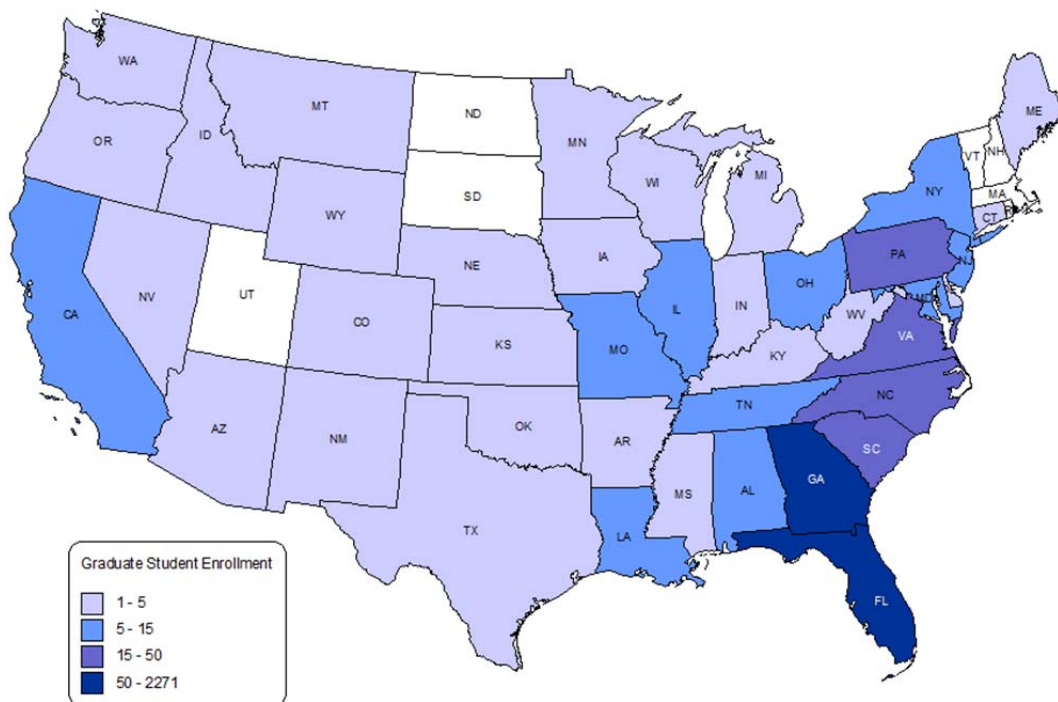


Source: Student Information Reporting System (SIRS) and Academic Data Mart Legacy Like Table (ADM-LLT)

Graduate Enrollment by State of Legal Residence, Fall 2009—2011

★Top 5 in 2011: 1. Georgia (2,271) 2. Florida (59) 3. S. Carolina (46) 4. N. Carolina (29) 5. Pennsylvania (17)

	09	10	11		09	10	11		09	10	11
1. Alabama	6	16	13	19. Louisiana	4	8	5	37. Oklahoma	1	1	2
2. Alaska	1	0	0	20. Maine	2	3	2	38. Oregon	2	3	3
3. Arizona	1	2	4	21. Maryland	6	5	8	39. Pennsylvania	6	8	17
4. Arkansas	4	2	2	22. Massachusetts	1	1	0	40. Puerto Rico	0	1	0
5. California	10	12	12	23. Michigan	6	4	4	41. South Carolina	42	48	46
6. Colorado	4	1	1	24. Minnesota	2	1	2	42. Tennessee	9	9	14
7. Connecticut	3	4	3	25. Mississippi	3	3	4	43. Texas	13	12	3
8. Delaware	1	1	1	26. Missouri	4	3	5	44. Utah	2	1	0
9. District of Columbia	0	0	2	27. Montana	0	0	1	45. Vermont	2	0	0
10. Florida	44	49	59	28. Nebraska	0	1	2	46. Virgin Islands	0	1	1
11. Georgia	2,244	2,244	2,271	29. Nevada	2	0	2	47. Virginia	10	12	15
12. Hawaii	0	1	3	30. New Hampshire	1	1	0	48. Washington	1	2	3
13. Idaho	0	0	1	31. New Jersey	7	8	12	49. West Virginia	2	2	3
14. Illinois	7	9	12	32. New Mexico	0	1	2	50. Wisconsin	3	5	3
15. Indiana	5	5	3	33. New York	13	14	13	51. Wyoming	0	0	1
16. Iowa	1	5	3	34. North Carolina	19	26	29	Total	2,507^a	2,542^b	2,603^c
17. Kansas	4	4	3	35. North Dakota	1	2	0	Total - Non-USA¹	88	96	77
18. Kentucky	0	1	3	36. Ohio	13	9	12	Total Enrollment	2,600	2,647	2,687



Note. Does not include citizenship

^aIn Fall 2009, total U.S. includes 41 resident and non-resident aliens who had a current state of legal residence.

^bIn Fall 2010, total U.S. includes 41 resident and non-resident aliens who had a current state of legal residence.

^cIn Fall 2011, total U.S. includes 52 resident and non-resident aliens who had a current state of legal residence.

¹Total 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 2009—2011

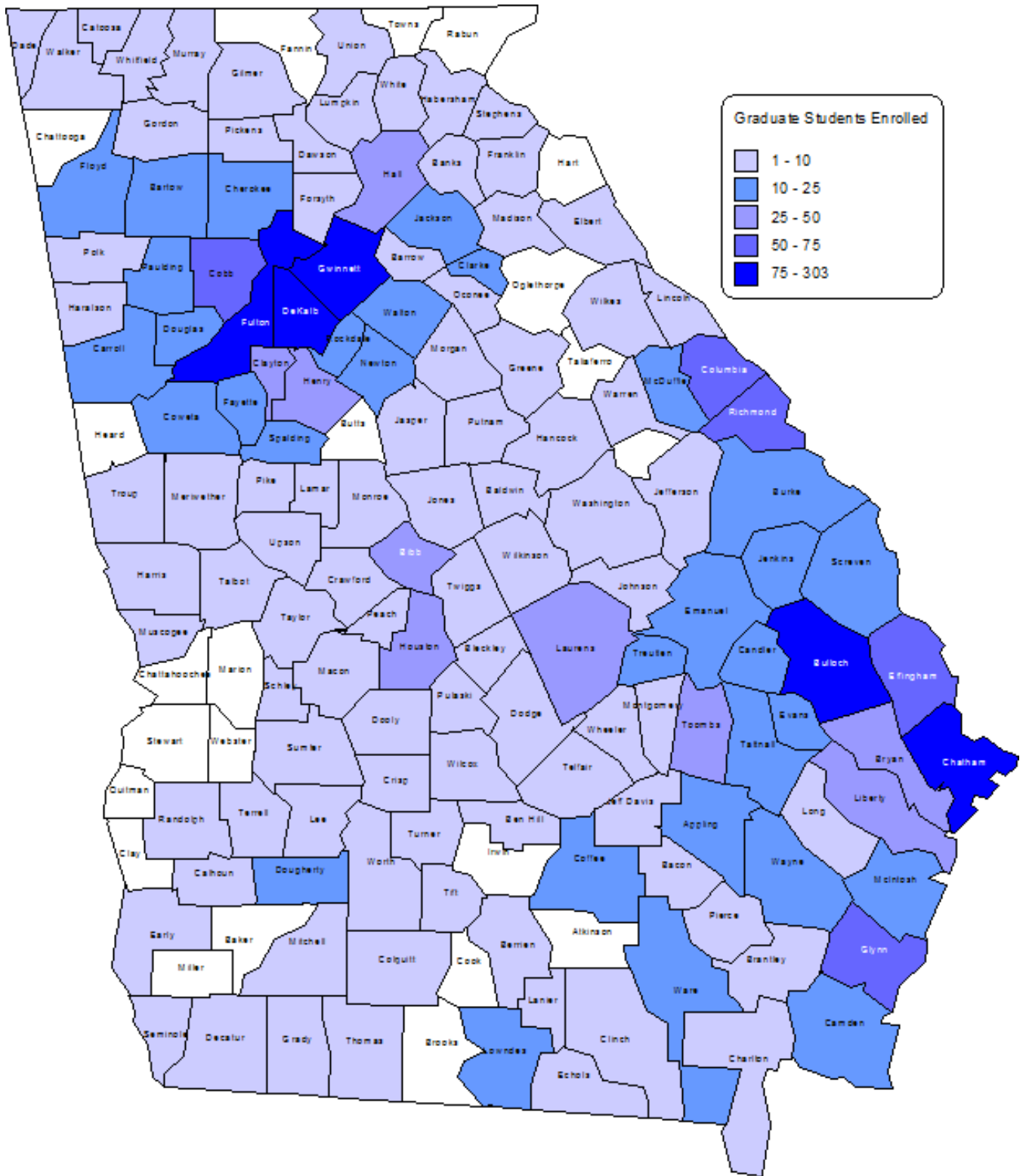
★Top 5 in 2011: 1. Bulloch (303) 2. Chatham (282) 3. Gwinnett (102) 4. Dekalb (91) 5. Fulton (90)

	09	10	11		09	10	11		09	10	11
1. Appling	25	17	11	52. Emanuel	18	19	24	103. Muscogee	10	9	6
2. Atkinson	2	2	0	53. Evans	24	16	15	104. Newton	9	9	11
3. Bacon	7	4	3	54. Fannin	4	1	0	105. Oconee	8	4	6
4. Baker	3	0	0	55. Fayette	20	19	20	106. Oglethorpe	2	1	0
5. Baldwin	10	4	7	56. Floyd	8	12	14	107. Paulding	10	12	12
6. Banks	2	1	1	57. Forsyth	9	7	6	108. Peach	5	6	6
7. Barrow	6	7	5	58. Franklin	1	2	1	109. Pickens	1	2	4
8. Bartow	5	9	12	59. Fulton	69	78	90	110. Pierce	8	8	6
9. Ben Hill	0	1	1	60. Gilmer	2	3	3	111. Pike	4	7	6
10. Berrien	2	3	1	61. Glascock	2	0	0	112. Polk	3	3	2
11. Bibb	53	40	41	62. Glynn	66	72	67	113. Pulaski	4	2	4
12. Bleckley	16	11	4	63. Gordon	3	5	6	114. Putnam	1	1	4
13. Brantley	7	2	2	64. Grady	4	2	3	115. Rabun	1	0	0
14. Brooks	2	0	0	65. Greene	1	3	2	116. Randolph	0	1	2
15. Bryan	45	37	40	66. Gwinnett	84	82	102	117. Richmond	67	65	66
16. Bulloch	278	314	303	67. Habersham	4	6	1	118. Rockdale	14	13	13
17. Burke	15	14	18	68. Hall	11	16	25	119. Schley	0	1	2
18. Butts	2	2	0	69. Hancock	1	2	3	120. Screven	23	25	21
19. Calhoun	0	0	1	70. Haralson	0	0	1	121. Seminole	0	0	1
20. Camden	16	17	17	71. Harris	2	4	4	122. Spalding	6	13	15
21. Candler	13	11	14	72. Hart	2	0	0	123. Stephens	2	2	2
22. Carroll	7	9	10	73. Henry	23	30	31	124. Sumter	10	8	7
23. Catoosa	6	5	4	74. Houston	46	54	41	125. Talbot	1	1	1
24. Charlton	1	1	2	75. Irwin	3	3	0	126. Taliaferro	1	1	0
25. Chatham	257	264	282	76. Jackson	15	18	15	127. Tattnall	30	19	24
26. Chattahoochee	1	2	0	77. Jasper	0	0	1	128. Taylor	0	0	2
27. Cherokee	15	17	19	78. Jeff Davis	13	11	8	129. Telfair	10	13	8
28. Clarke	15	19	20	79. Jefferson	16	9	8	130. Terrell	2	1	1
29. Clay	2	0	0	80. Jenkins	18	13	11	131. Thomas	5	6	7
30. Clayton	30	24	25	81. Johnson	3	6	9	132. Tift	2	3	4
31. Clinch	2	1	2	82. Jones	5	3	3	133. Toombs	46	32	25
32. Cobb	49	54	72	83. Lamar	1	1	3	134. Towns	1	1	0
33. Coffee	20	11	13	84. Lanier	1	1	3	135. Treutlen	9	8	10
34. Colquitt	6	5	4	85. Laurens	44	34	40	136. Troup	2	1	2
35. Columbia	63	63	63	86. Lee	5	6	8	137. Turner	0	0	2
36. Cook	1	1	0	87. Liberty	47	36	33	138. Twiggs	2	4	3
37. Coweta	9	13	13	88. Lincoln	2	2	2	139. Union	0	1	2
38. Crawford	0	0	1	89. Long	8	7	6	140. Upson	7	3	4
39. Crisp	3	2	2	90. Lowndes	13	12	15	141. Walker	7	6	3
40. Dade	1	1	2	91. Lumpkin	0	3	5	142. Walton	11	12	17
41. Dawson	1	1	2	92. Macon	1	2	1	143. Ware	8	10	11
42. Decatur	1	2	1	93. Madison	1	2	2	144. Warren	3	2	1
43. Dekalb	59	84	91	94. Marion	0	1	0	145. Washington	6	6	5
44. Dodge	13	10	9	95. McDuffie	12	11	11	146. Wayne	22	23	23
45. Dooly	4	5	3	96. McIntosh	10	10	12	147. Wheeler	6	4	4
46. Dougherty	13	16	17	97. Meriwether	3	2	1	148. White	2	4	2
47. Douglas	15	25	19	98. Mitchell	3	5	3	149. Whitfield	10	10	9
48. Early	0	1	2	99. Monroe	11	8	8	150. Wilcox	1	0	1
49. Echols	1	1	1	100. Montgomery	8	4	3	151. Wilkes	3	2	2
50. Effingham	76	68	66	101. Morgan	0	1	1	152. Wilkinson	7	4	2
51. Elbert	2	3	4	102. Murray	2	4	2	153. Worth	0	2	3

Total	2,223	2,223	2,277
<i>Total - Out of State</i>	377	424	410
Total Enrollment	2,600	2,647	2,687

Source: Student Information Reporting System (SIRS) and Academic Data Mart Legacy Like Table (ADM-LLT) – County of Legal Residence at Matriculation.

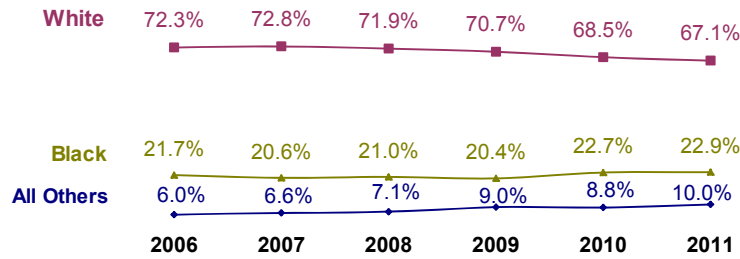
Map of Graduate Enrollment by Georgia County of Origin, Fall 2011



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 2006—2011

Graduate Enrollment by Race Fall 2006 - Fall 2011



Arrows indicate presence and magnitude of significant trends.

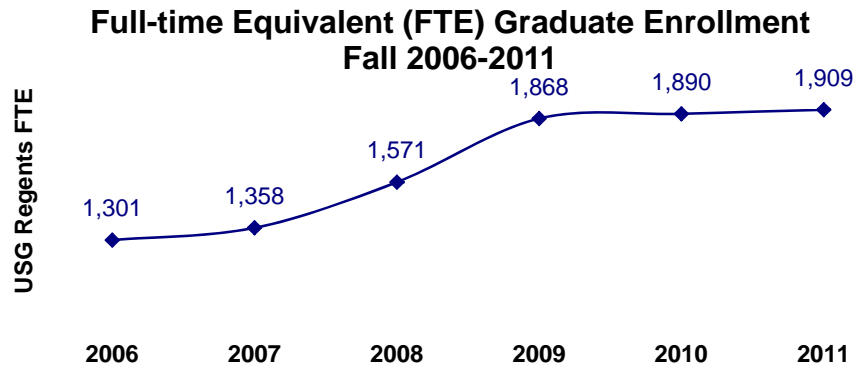
Race/Gender	2006		2007		2008		2009		2010		2011		<i>n</i>		Min	Max
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	06	11		
Black or African American	421	21.7	409	20.6	477	21.0	530	20.4	601	22.7	614	22.9			409	614
Female	329	16.9	312	15.7	356	15.7	377	14.5	418	15.8	427	15.9			312	427
Male	92	4.7	97	4.9	121	5.3	153	5.9	183	6.9	187	7.0			92	187
American Indian or Alaska Native	6	0.3	5	0.3	2	0.1	10	0.4	7	0.3	7	0.3			2	10
Female	3	0.2	3	0.2	1	0.0	6	0.2	3	0.1	5	0.2			1	6
Male	3	0.2	2	0.1	1	0.0	4	0.2	4	0.2	2	0.1			1	4
Asian	55	2.8	60	3.0	70	3.1	80	3.1	89	3.4	86	3.2			55	89
Female	30	1.5	31	1.6	35	1.5	42	1.6	45	1.7	47	1.7			30	47
Male	25	1.3	29	1.5	35	1.5	38	1.5	44	1.7	39	1.5			25	44
Hispanic (of any race)	31	1.6	36	1.8	41	1.8	57	2.2	62	2.3	90	3.3			31	90
Female	22	1.1	23	1.2	20	0.9	34	1.3	43	1.6	57	2.1			20	57
Male	9	0.5	13	0.7	21	0.9	23	0.9	19	0.7	33	1.2			9	33
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	2	0.1	2	0.1	4	0.1			2	4
Female	n/a	n/a	n/a	n/a	n/a	n/a	1	0.0	2	0.1	4	0.1			1	4
Male	n/a	n/a	n/a	n/a	n/a	n/a	1	0.0	0	0.0	0	0.0			0	1
Two or More Races (Non-Hispanic)	24	1.2	27	1.4	32	1.4	29	1.1	32	1.2	40	1.5			24	40
Female	16	0.8	18	0.9	21	0.9	16	0.6	16	0.6	21	0.8			16	21
Male	8	0.4	9	0.5	11	0.5	13	0.5	16	0.6	19	0.7			8	19
Unknown¹	n/a	n/a	4	0.2	17	0.7	55	2.1	41	1.5	42	1.6			4	55
Female	n/a	n/a	3	0.2	9	0.4	40	1.5	30	1.1	30	1.1			3	40
Male	n/a	n/a	1	0.1	8	0.4	15	0.6	11	0.4	12	0.4			1	15
White	1,405	72.3	1,446	72.8	1,635	71.9	1,837	70.7	1,813	68.5	1,804	67.1			1,405	1,837
Female	991	51.0	1,009	50.8	1,113	48.9	1,204	46.3	1,152	43.5	1,146	42.6			991	1,204
Male	414	21.3	437	22.0	522	23.0	633	24.3	661	25.0	658	24.5			414	661
Total Female	1,391	71.6	1,399	70.4	1,555	68.4	1,720	66.2	1,709	64.6	1,737	64.6			1,391	1,737
Total Male	551	28.4	588	29.6	719	31.6	880	33.8	938	35.4	950	35.4			551	950
Total	1,942		1,987		2,274		2,600		2,647		2,687				1,942	2,687

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

Full-time Equivalent (FTE) Graduate Enrollment, Fall 2006—2011

	2006	2007	2008	2009	2010	2011
USG Regents FTE	1,301	1,358	1,571	1,868	1,890	1,909

Note. Graduate=full time graduate level students plus sum of part time graduate level hours divided by 9.



Graduate Enrollment by Age, Fall 2006—2011

Range	2006	2007	2008	2009	2010	2011		06	11	Min	Max
						n	%				
Below 22	15	12	12	14	20	14	0.5	█	█	12	20
22-29	840	863	1,047	1,310	1,342	1,365	50.8	█	█	840	1,365
30-39	574	611	675	690	671	712	26.5	█	█	574	712
40-49	334	320	352	374	420	414	15.4	█	█	320	420
50-59	169	165	164	187	167	156	5.8	█	█	156	187
60 +	10	16	24	25	27	26	1.0	█	█	10	27
Total	1,942	1,987	2,274	2,600	2,647	2,687		█	█	1,942	2,687
Average Age	34	34	33	33	33	32		█	█	32	34

Arrows indicate presence and magnitude of significant trends.

Graduate Tuition and Fee Waivers, Fall 2008—2011

Fee Classification	2008	2009	2010	2011
Academic Common Market	0	1	0	0
Border County Residents	3	9	3	3
Direct Exchange Program Students	1	0	0	0
Families Moving to Georgia	1	6	3	4
Full-Time School Employees	10	8	10	14
Graduate Assistant	308	346	406	456
International Students	23	27	25	17
Military Personnel	4	10	10	11
National Guard N/R GR Waiver	0	0	2	1
Other Out of State Waivers	16	0	0	0
Senior Citizen	3	11	10	10
Superior Out-of-State Students	1	1	0	0
Tuition Remission	103	144	169	173
University System Employees and Dependents	8	12	13	7
Veteran's Fee Waiver	5	5	2	0
Total	486	580	653	696

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

Graduate Enrollment by College, Degree, and Major, Fall 2007—2011

Graduate Enrollment by College, Fall Terms

College	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		n		Min	Max
	n	%	n	%	n	%	n	%	n	%	07	11		
Education	1,211	60.9	1,362	59.9	1,469	56.5	1,447	54.7	1,450	54.0			1,211	1,469
Business Administration	266	13.4	321	14.1	430	16.5	462	17.5	432	16.1			256	462
Health & Human Sciences	152	7.6	199	8.8	244	9.4	238	9.0	226	8.4			124	244
Liberal Arts & Social Sciences	199	10.0	190	8.4	216	8.3	240	9.1	251	9.3			186	240
Science & Technology	81	4.1	89	3.9	120	4.6	127	4.8	147	5.5			77	127
Jiann-Ping Hsu Public Health	73	3.7	107	4.7	117	4.5	118	4.5	140	5.2			42	118
Information Technology ¹	n/a	n/a	n/a	n/a	n/a	n/a	13	0.5	37	1.4			13	13
Dean Graduate Studies & Research ²	5	0.3	6	0.3	4	0.2	2	0.1	4	0.1			2	7
Total Graduate	1,987		2,274		2,600		2,647		2,687				1,942	2,647

¹Graduate program in existence in the College of Information Technology as of Fall 2010.

²Non-degree Transient-Graduate

Graduate Enrollment by College, Degree, and Major, Fall 2007—2011

College, Degree, and Major	Fall Term					Fall 2011 % of Total	n		Min	Max
	2007	2008	2009	2010	2011		07	11		
Dean Graduate Studies & Research	5	6	4	2	4	0.1			2	6
Non-Degree Transient-Graduate	5	6	4	2	4				2	6
College of Business Administration	266	321	430	462	432	16.0			266	462
<i>MACC in Accounting</i>	71	81	100	110	99				71	110
<i>MBA in:</i>	138	128	169	173	168				128	173
Business	137	128	169	173	168				128	173
Mgt/Entrepreneurship-Small Bus	1	0	0	0	0				0	1
<i>MS in Applied Economics</i>	---	10	42	65	50				10	65
<i>PHD in Logistics/Supply Chain Mgt</i>	---	---	---	9	13				9	13
<i>WebMBA</i>	42	66	71	88	82				42	88
<i>Non-Degree Graduate</i>	15	36	48	17	20				15	48

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).

updated 5/2/2012

Graduate Enrollment by College, Degree, and Major, Fall 2007—2011, Cont.

College, Degree, and Major	Fall Term					Fall 2011 % of Total	\bar{n}	Min	Max
	2007	2008	2009	2010	2011				
	07	11							
College of Education	1,211	1,362	1,469	1,447	1,450	54.0		1,211	1,469
MAT in:	40	84	83	62	84			40	84
Art Education	3	5	5	0	0			0	5
Business Education	4	15	10	3	1			1	15
English Education	1	9	11	10	14			1	14
Mathematics Education	2	2	1	2	7			1	7
Middle Grades Education	6	12	13	10	11			6	13
SCED/Family & Consumer Science	---	---	---	1	1			1	1
Science Education	2	7	9	9	10			2	10
Secondary Education	---	---	---	---	3				
Social Science Education	6	14	15	12	11			6	15
Spanish Education	4	4	7	6	4			4	7
Special Education	12	16	12	9	22			9	22
MED in:	402	518	626	625	651			402	651
Accomplished Teaching	---	36	86	91	103			36	103
Art Education	2	0	0	0	0			0	2
Business Education	0	0	0	0	0			0	0
Counselor Education	99	80	85	75	68			68	99
Curriculum & Instruction- Accomplished Teaching	---	---	---	---	32			32	32
Early Childhood Education	26	0	0	0	0			0	26
Educational Leadership	41	51	34	36	42			34	51
English Education	2	1	0	0	0			0	2
Health & Physical Education	4	---	---	---	---			0	4
Higher Education Admin/Student Services	25	32	37	74	97			25	97
Instructional Technology	67	146	218	231	213			67	231
Literacy Education	---	---	---	---	1			1	1
Mathematics Education	1	0	0	0	0			0	1
Middle Grades Education	16	0	0	0	0			0	16
Reading Education/Reading Specialist	41	41	24	10	17			10	41
School Psychology	34	46	32	9	0			9	46
Science Education	0	0	0	0	0			0	0
Secondary and P-12 Education	28	0	0	0	0			0	28
Spanish Education	1	0	0	0	0			0	1
Special Education	14	0	0	0	0			0	14
Teaching and Learning	---	85	110	99	78			78	110
Technology Education	1	0	0	0	0			0	1

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 2007—2011, Cont.

College, Degree, and Major	Fall Term					Fall 2011 % of Total	<i>n</i>		Min	Max
	2007	2008	2009	2010	2011		07	11		
College of Education continued										
EDS in:	169	208	260	268	299				169	299
Counselor Education	28	28	19	25	28				19	28
Educational Leadership	35	41	48	48	38				35	48
Instructional Technology					28				28	28
Middle Grades Education	---	---	---	---	0				0	0
School Psychology	32	34	42	47	50				32	50
Science Education	1	---	---	---	0				0	1
Teaching and Learning	73	105	151	148	155				73	155
EDD in:	486	480	445	415	370				370	486
Curriculum Studies	244	254	232	218	198				198	254
Education Administration	242	226	213	197	172				172	242
Certificate & Non-Degree Graduate	114	72	55	77	46				46	114
College of Health & Human Sciences	152	199	244	238	226	8.4			152	244
MS in:	88	118	140	141	142				88	142
Kinesiology	51	90	110	107	112				51	112
Recreation Administration	12	5	0	0	0				0	12
Sports Management	25	23	30	34	30				23	34
MSN in:	61	67	78	68	57				57	78
Clinical Nurse Specialist	4	6	4	2	0				0	6
Family Nurse Practitioner	55	61	74	66	57				55	74
Nursing	0	0	0	0	0				0	0
Rural Community Health Nursing Specialist	2	0	0	0	0				0	2
DNP in Nursing Science	---	12	21	27	25				12	27
Certificate & Non-Degree Graduate	3	2	5	2	2				2	5
College of Information Technology	---	---	---	13	37	1.4			13	37
MS in Computer Science¹	---	---	---	13	37				13	37

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

¹Graduate 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 2007—2011, Cont.

College, Degree, and Major	Fall Term					Fall 2011 % of Total	<i>n</i>		Min	Max
	2007	2008	2009	2010	2011		07	11		
College of Liberal Arts & Social Sciences	199	190	216	240	251	9.3			190	251
<i>DPSYCP in Psychology</i>	4	11	15	22	27				4	27
<i>MA in:</i>	87	86	86	91	95				86	95
English	21	25	20	19	24				19	25
History	24	24	24	26	16				16	26
Social Science	30	25	28	32	37				25	37
Sociology	1	---	---	---	0				0	1
Spanish	11	12	14	14	18				11	18
<i>MFA in Art</i>	12	16	26	28	25				12	28
<i>MM in Music</i>	13	19	24	28	32				13	32
<i>MPA in Public Administration</i>	56	34	42	47	43				34	56
<i>MS in Psychology</i>	20	14	19	21	24				14	24
<i>Non-Degree Graduate</i>	7	10	4	3	5				3	10
Jiann-Ping Hsu College of Public Health	73	107	117	118	140	5.2			73	140
<i>DPH in Public Health</i>	12	28	36	37	47				12	47
<i>MHA in Healthcare Administration</i>	***	***	14	17	13				13	17
<i>MHSA in Health Services Administration</i>	9	13	3	0	0				0	13
<i>MPH in Public Health</i>	49	65	62	60	79				49	79
<i>Non-Degree Graduate</i>	3	1	2	4	1				1	4
College of Science & Technology	81	89	120	127	147	5.5			81	147
<i>MS in Biology</i>	43	43	43	47	48				43	48
<i>MS in Mathematics</i>	12	25	29	27	37				12	37
<i>MSAE in Technology</i>	***	***	34	46	52				34	52
<i>MT in Technology</i>	22	20	12	6	2				2	22
<i>Non-Degree Graduate</i>	4	1	2	1	8				1	8
Total	1,987	2,274	2,600	2,647	2,687				1,987	2,687

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.

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

Cost of Attendance Per Term, Full-time Graduate Student (≥ 9 Credit Hours)

Georgia Resident - No Dependents

				\$		Arrows indicate presence and magnitude of significant trends.	
	2009	2010	2011	09	11	Min(\$)	Max(\$)
Books and/or Supplies	\$ 600	\$ 600	\$ 600	■	■	600	600
Fees	722	822	936	■	■	722	936
Personal Expenses	1,550	1,550	1,550	■	■	1,550	1,550
Room and Board	3,950	4,207	4,510	■	■	3,950	4,510
Transportation	1,275	1,275	1,275	■	■	1,275	1,275
Tuition	2,520	3,000	3,150	■	■	2,520	3,150
Total	\$ 10,617	\$ 11,454	\$12,021	■	■	10,617	12,021

Non-Georgia Resident - No Dependents

				\$		Arrows indicate presence and magnitude of significant trends.	
	2009	2010	2011	09	11	Min(\$)	Max(\$)
Books and Supplies	\$ 600	\$ 600	\$ 600	■	■	600	600
Fees	722	822	936	■	■	722	936
Personal Expenses	1,550	1,550	1,550	■	■	1,550	1,550
Room and Board	3,950	4,207	4,510	■	■	3,950	4,510
Transportation	1,388	1,388	1,388	■	■	1,388	1,388
Tuition	10,068	11,988	12,587	■	■	10,068	12,587
Total	\$ 18,278	\$ 20,555	\$21,571	■	■	18,278	21,571

Source: Office of Student Fees.

Degrees Conferred by College & Fiscal Year, 2006—2011

	Fiscal Year						2011 % of Total	Arrows indicate presence and magnitude of significant trends.		Min	Max
	2006	2007	2008	2009	2010	2011		06	11		
College of Business Administration											
Master of Accounting	37	31	36	45	43	47			→	31	47
Master of Business Administration	72	59	64	61	67	75				59	75
Master of Science	---	---	---	---	1	12				1	12
WebMBA	13	6	14	23	40	42			→	6	42
College Total (COBA)	122	96	114	129	151	176	20.1		→	96	176
College of Education											
Doctor in Education	27	63	69	55	68	58				27	69
Education Specialist	66	75	58	51	78	96				51	96
Master of Education	172	190	169	181	199	246				169	246
Master of Arts in Teaching	---	1	19	29	43	33				1	43
College Total (COE)	265	329	315	316	388	433	49.4		→	265	433
College of Health & Human Sciences											
Doctor of Nursing Practice	---	---	0	0	0	11				0	11
Master of Health Services Administration	2	---	---	---	---	---				2	2
Master of Public Health	9	---	---	---	---	---				9	9
Master of Science	32	41	38	46	76	78			→	32	78
Master of Science in Nursing	15	5	15	7	17	44				5	44
College Total (CHHS)	58	46	53	53	93	133	15.2		→	46	133
College of Liberal Arts & Social Sciences											
Master of Arts	20	18	18	34	22	32				18	34
Master of Fine Arts	3	3	2	2	5	7				2	7
Masters in Music	4	7	4	6	5	13				4	13
Master of Public Administration	23	17	26	14	16	19				14	26
Master of Science	11	13	14	7	5	3				3	14
College Total (CLASS)	61	58	64	63	53	74	8.4			53	74
Jiann-Ping Hsu College of Public Health											
Doctor of Public Health	---	---	---	---	1	4				1	4
Master of Health Administration	---	---	---	---	3	6				3	6
Master of Health Services Administration	***	10	6	2	3	0				0	10
Master of Public Health	***	17	9	20	23	22				9	23
College Total (JPHCPH)		27	15	22	30	32	3.6			15	32
College of Science & Technology											
Master of Science	19	21	14	17	26	15				14	26
Master of Science in Applied Engineering	---	---	---	---	3	11				3	11
Master of Technology	4	8	11	3	4	3				3	11
College Total (COST)	23	29	25	20	33	29	3.3		→	20	33
Total Degrees	529	558	586	603	748	877			→	529	877

Note. 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).

Peer Comparisons

Graduate/Professional Enrollment of University System of Georgia, Fall 2011

Table is sorted in descending order by % Graduate/Professional of Total Graduate Headcount in Fall 2011.

Institution	Non-Degree Seeking	Masters	Educ. Spec. ¹	Doctorate	Graduate Total	First Prof. ²	Grad./Prof. Total ³	Total Headcount	% Grad./Prof. of Total Headcount ⁴
1. Georgia Health Sciences University	0	594	NA	298	892	1,135	2,027	2,948	68.8
2. Georgia Institute of Technology	58	3,664	NA	3,271	6,993	NA	6,993	20,941	33.4
3. Georgia State University	407	5,091	108	1,630	7,236	690	7,926	32,022	24.8
4. University of Georgia	246	3,496	149	2,875	6,766	1,677	8,443	34,816	24.3
5. Valdosta State University	84	1,505	419	353	2,361	NA	2,361	13,089	18.0
6. Columbus State University	19	1,068	150	33	1,270	NA	1,270	8,307	15.3
7. Georgia College & State Univ.	43	946	12	0	1,001	NA	1,001	6,636	15.1
8. University of West Georgia	233	999	281	104	1,617	NA	1,617	11,646	13.9
9. Georgia Southern University⁵	0	1,897	308	482	2,687	NA	2,687	20,212	13.3
10. Southern Polytechnic State University	0	762	NA	NA	762	NA	762	5,799	13.1
11. Augusta State University	33	620	127	NA	780	NA	780	6,741	11.6
12. Albany State University	0	446	30	NA	476	NA	476	4,663	10.2
13. Armstrong Atlantic State University	30	594	0	56	680	NA	680	7,493	9.1
14. North Ga. College & State University	52	389	0	85	526	NA	526	6,067	8.7
15. Ga. Southwestern State University	4	164	67	NA	235	NA	235	3,046	7.7
16. Kennesaw State University	76	1,766	0	0	1,842	NA	1,842	24,175	7.6
17. Fort Valley State University	0	261	0	NA	261	NA	261	3,896	6.7
18. Savannah State University	0	166	0	0	166	NA	166	4,552	3.6

¹Edu. Spec. = Education Specialist

²First Prof. = First Professional

³Grad./Prof. Total = Graduate/Professional Total

⁴% Grad./Prof. of Total Headcount = % Graduate/Professional of Total Headcount for each institution

⁵Numbers may vary between those in the University System of Georgia Semester Enrollment Report and the Academic Data Mart.

Source: University System of Georgia Semester Enrollment Report.

New Graduate Enrollment by University System of Georgia Institution, Fall 2011

Table is sorted in descending order by New Graduate % of Total Enrollment in Fall 2011.

Institution	Entering Graduate	Graduate Total	
1. Savannah State University	67	166	40.4%
2. Fort Valley State University	87	261	33.3%
3. Kennesaw State University	543	1,842	29.5%
4. Georgia Health Sciences University	248	892	27.8%
5. Georgia Institute of Technology	1,933	6,993	27.6%
6. University of Georgia	1,750	6,766	25.9%
7. Georgia College & State University	257	1,001	25.7%
8. Southern Polytechnic State University	193	762	25.3%
9. University of West Georgia	396	1,617	24.5%
10. Armstrong Atlantic State University	166	680	24.4%
11. Georgia State University	1,766	7,236	25.9%
12. Georgia Southern University	634	2,687	25.3%
13. Columbus State University	295	1,270	23.2%
14. North Ga. College & State University	113	526	21.5%
15. Augusta State University	157	780	21.5%
16. Valdosta State University	474	2,361	20.1%
17. Albany State University	79	476	16.6%
18. Georgia Southwestern State University	39	235	16.6%

Source: University System of Georgia Semester Enrollment Report.

Graduate Enrollment of University System of Georgia

Georgia Southern University Graduate Enrollment for Fall Terms

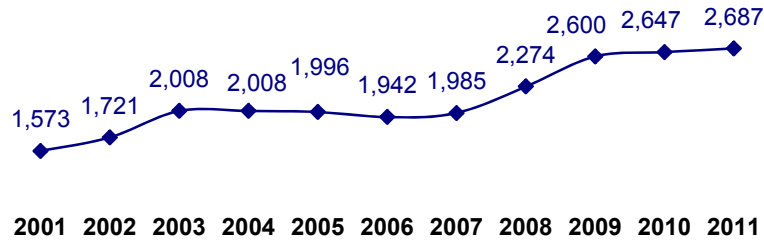


Table is sorted in descending order of Graduate Enrollment in Fall 2011.

Institution	Fall Terms											n	11	Min	Max
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011				
1. Georgia State University	6,873	7,160	7,190	6,708	6,324	6,355	6,583	6,751	7,392	7,379	7,236		6,324	7,392	
2. Georgia Institute of Technology	4,532	5,025	5,386	5,295	5,294	5,575	6,177	6,448	6,777	6,971	6,993		4,532	6,993	
3. University of Georgia	5,975	6,462	6,922	6,792	6,835	6,918	6,947	7,160	7,136	7,077	6,766		5,975	7,160	
4. Georgia Southern University	1,573	1,721	2,008	2,008	1,996	1,942	1,985	2,274	2,600	2,647	2,687		1,573	2,687	
5. Valdosta State University	1,299	1,541	1,746	1,387	1,410	1,399	1,552	1,782	2,063	2,104	2,361		1,299	2,361	
6. Kennesaw State University	1,519	1,757	1,896	1,882	1,817	2,146	2,335	2,278	2,085	1,985	1,842		1,519	2,335	
7. University of West Georgia	1,786	2,012	2,210	1,937	1,808	1,688	1,835	2,022	1,878	1,576	1,617		1,576	2,210	
8. Columbus State University	897	931	943	924	851	833	1,045	1,113	1,210	1,220	1,270		833	1,270	
9. Georgia College & State Univ.	996	1,069	1,033	965	861	899	930	1,016	989	1,022	1,001		861	1,069	
10. Georgia Health Sciences University	331	330	360	415	455	596	812	854	958	896	892		330	958	
11. Augusta State University	702	843	859	851	851	845	960	1,164	1,226	1,122	780		702	1,226	
12. Southern Polytechnic State Univ.	590	599	583	546	476	526	523	567	640	720	762		476	762	
13. Armstrong Atlantic State Univ.	686	813	910	862	795	642	778	852	926	764	680		642	926	
14. North Ga. College & State Univ.	432	497	571	538	575	566	695	750	638	480	526		432	750	
15. Albany State University	441	537	512	456	421	412	427	424	457	487	476		412	537	
16. Fort Valley State University	287	253	246	245	177	90	95	134	158	228	261		90	287	
17. Georgia Southwestern State Univ.	588	407	316	221	189	235	184	297	244	190	235		184	588	
18. Savannah State University	106	142	157	135	116	132	128	116	134	139	166		106	166	

Source: University System of Georgia Semester Enrollment Report.

Appendix

Strategic Planning

At Georgia Southern University, strategic planning is the process by which the institution sets its vision, defines its mission, and articulates a strategy for achieving these goals consistent with the values of the institution. Key among these values are transparency and inclusiveness in the planning process.

Periodically, the University's leadership convenes to discuss and develop action items that advance the University's vision and goals. The deans and department chairs share these action steps with faculty, staff, and students for review and comment. Study teams are formed and charged with moving specific action items forward. These teams consist of faculty, staff, and, where appropriate, students.

The four Strategic Themes identified through the University's strategic planning exercises are listed below:

1. Promote Academic Excellence

1. Enhance graduate education through the growth of strategic and sustainable high-caliber, academic programs; the revitalization of the College of Graduate Studies; and the development of an aggressive enrollment management model.
2. Sustain and strengthen the University's strong teaching ethos.
3. Develop differential teaching workloads that allow our strongest teachers to focus on student learning in the classroom, while our strongest researchers model the conducting of scholarly inquiry and creative activity.
4. Create scalable, high-quality, online learning programs and services.
5. Increase transcultural opportunities and globalization of the curriculum.
6. Gain Carnegie Elective Classification for Community Engagement.

2. Enhance Student Success

1. Create a warm and welcoming environment for members of the military and veterans that address their specific needs.
2. Aggressively and proactively increase student retention, progression, and graduation through multiple venues that engage our students in the academic community and ensure that they have the support needed to achieve their academic goals.
3. Enhance the University's general education program to instill in our graduates desired attributes.

3. Increase Research, Scholarship, and Creative Achievement

1. Aggressively attract new talent to our faculty, including those who bring with them demonstrated research success.
2. Develop a plan for becoming a Carnegie "high activity" research institution without compromising our recognized excellence in teaching and service.
3. Identify cross-institutional collaborative opportunities.

4. Maintain Fiscal Sustainability

1. Be ethical and accountable to all constituencies and be able to document accountability.
2. Develop a long-term financial model that aligns with the institution's mission and strategic vision.
3. Ensure equitable compensation of the University's faculty and staff.
4. Update the Campus Master Plan.
5. Grow the University's green-campus initiatives.