Graduate Studies Fact Book

2014 - 2015

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From the Editor

The 2014-2015 Georgia Southern University Graduate Studies Fact Book provides an in-depth look into Georgia Southern's graduate studies programs by providing graduate enrollment, degree, and peer information, as well as general information about the University's history and progress. The information presented in this reference book is based on fall census, fiscal year, and historical data, where appropriate. It is our wish that this document will provide insight into the complexity of Georgia Southern University. We welcome your comments!

Mr. Daniel Roberts, Research Analyst and Project Lead
Strategic Research and Analysis

Source: The Office of Strategic Research and Analysis has responsibility for the Graduate Studies Fact Book and coordination of its contents.

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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 southeast Georgia, the University is a residential campus of more than 20,500 students and a premier choice for the state’s HOPE Scholars. Students representing 48 states and 89 nations bring a broad array of diverse backgrounds, interests and talents to the University community.

The University's hallmark is its renowned undergraduate experience, which emphasizes 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 learning, discovery and personal growth.

As Georgia's 'large-scale, small-feel' research University, Georgia Southern is known for offering all of the benefits of a major university with the personal feel and individualized attention of a much smaller college. Additionally, with an expanding focus on research, Georgia Southern has created a valuable niche and is attracting a record number of outstanding students from across the state, region and country.

Georgia Southern offers more than 120 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 Engineering and Information Technology, College of Liberal Arts and Social Sciences, College of Science and Mathematics, Jiann-Ping Hsu College of Public Health and the Jack N. Averitt College of Graduate Studies. Georgia Southern 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. The University continues to expand graduate offerings to meet growing demands.

Founded in 1906, Georgia Southern lays claim to being the most beautiful campus in the state. Comprising more than 900 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 surround a tree-lined circular drive known as Sweetheart Circle. Beyond the traditional Circle, contemporary buildings blend into the existing architecture to showcase the continuing growth and expansion of campus facilities. Major projects recently completed include the construction and renovation of the Zach S. Henderson Library, the renovation of the Foy Building, Sanford Hall, Ted Smith Family Football Center, the opening of the 1,001-bed Centennial Place residence hall as well as Dining Commons.

Located in Statesboro, a safe All-American Main Street community of approximately 30,000 residents an hour northwest of Savannah, Georgia Southern provides a wealth of enriching opportunities for people of all ages. The University benefits the region and state by engaging in research and providing public services that offer creative solutions to regional challenges. Georgia Southern also extends educational opportunities to citizens at its off-campus center located in Savannah as well as through online learning.

Georgia Southern is recognized for a nationally competitive athletics program with the University’s 15 Division I teams. Now part of the Sun Belt Conference, the Eagle’s sweeping commitment to excellence has resulted in an unprecedented six NCAA Football Championship Subdivision (formerly I-AA) national championships and NCAA tournament participation in men’s and women’s basketball, baseball, golf, women’s tennis and volleyball. Most recently, the football team won the 2014 Conference Championship in its first year in the Sun Belt.

Source: Office of Marketing & Communications.
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://www.georgiasouthern.edu/strategic-planning/. 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 31 institutions including: 4 research universities, 4 comprehensive universities, 10 state universities, 13 state colleges, and the Skidaway Institute of Oceanography. The Georgia Public Library System is also part of the University System. These institutions enroll more than 300,000 students and employ more than 41,000 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 19 members, five of whom are appointed from the state-at-large, and one from each of the 14 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: From 2014 - 2015 Undergraduate & Graduate Catalog.
Head Count Enrollment Fall 2009-2014

Graduate Enrollment by Classification

<table>
<thead>
<tr>
<th>Class</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</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>1,817</td>
<td>69.9</td>
<td>1,864</td>
<td>70.4</td>
<td>1,897</td>
<td>70.6</td>
</tr>
<tr>
<td></td>
<td>1,876</td>
<td>72.7</td>
<td>1,959</td>
<td>75.0</td>
<td>1,869</td>
<td>74.4</td>
</tr>
<tr>
<td>Specialist¹</td>
<td>266</td>
<td>10.2</td>
<td>273</td>
<td>10.3</td>
<td>308</td>
<td>11.5</td>
</tr>
<tr>
<td></td>
<td>253</td>
<td>9.8</td>
<td>200</td>
<td>7.7</td>
<td>181</td>
<td>7.2</td>
</tr>
<tr>
<td>Doctorate</td>
<td>517</td>
<td>19.9</td>
<td>510</td>
<td>19.3</td>
<td>482</td>
<td>17.9</td>
</tr>
<tr>
<td></td>
<td>452</td>
<td>17.5</td>
<td>454</td>
<td>17.4</td>
<td>463</td>
<td>18.4</td>
</tr>
<tr>
<td>Total</td>
<td>2,600</td>
<td></td>
<td>2,647</td>
<td></td>
<td>2,687</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2,581</td>
<td></td>
<td>2,613</td>
<td></td>
<td>2,513</td>
<td></td>
</tr>
</tbody>
</table>

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

Graduate Enrollment by Load Type 2009-2014

<table>
<thead>
<tr>
<th>Type</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</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>Full Time</td>
<td>972</td>
<td>37.4</td>
<td>972</td>
<td>36.7</td>
<td>952</td>
<td>35.4</td>
</tr>
<tr>
<td></td>
<td>921</td>
<td>35.7</td>
<td>1,005</td>
<td>38.5</td>
<td>1,061</td>
<td>42.2</td>
</tr>
<tr>
<td>Part Time</td>
<td>1,628</td>
<td>62.6</td>
<td>1,675</td>
<td>63.3</td>
<td>1,735</td>
<td>64.6</td>
</tr>
<tr>
<td></td>
<td>1,660</td>
<td>64.3</td>
<td>1,608</td>
<td>61.5</td>
<td>1,452</td>
<td>57.8</td>
</tr>
<tr>
<td>Total</td>
<td>2,600</td>
<td></td>
<td>2,647</td>
<td></td>
<td>2,687</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2,581</td>
<td></td>
<td>2,613</td>
<td></td>
<td>2,513</td>
<td></td>
</tr>
</tbody>
</table>

Source: [http://osra.georgiasouthern.edu/sra/Enrollment/index1.cfm](http://osra.georgiasouthern.edu/sra/Enrollment/index1.cfm)
Fall Term Growth History: 2009-2014

Fall Term Enrollment
First Time Graduate Students

<table>
<thead>
<tr>
<th>Graduate Level</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>589</td>
<td>548</td>
<td>564</td>
<td>89</td>
<td>531</td>
<td>575</td>
<td>511</td>
</tr>
<tr>
<td>Specialist</td>
<td>37</td>
<td>31</td>
<td>36</td>
<td>5.7</td>
<td>24</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>Doctorate</td>
<td>16</td>
<td>2.5</td>
<td>27</td>
<td>4.5</td>
<td>34</td>
<td>38</td>
<td>17</td>
</tr>
</tbody>
</table>

| Total          | 642  | 606  | 634  | 593  | 633  | 589  |

% Difference Between Terms: -5.6 4.6 -6.5 6.7 -7.0

Fall Term Enrollment
Continuing Graduate Students

<table>
<thead>
<tr>
<th>Graduate Level</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>1,228</td>
<td>1,316</td>
<td>1,333</td>
<td>1,345</td>
<td>1,384</td>
<td>1,358</td>
<td>1,228</td>
</tr>
<tr>
<td>Specialist</td>
<td>229</td>
<td>242</td>
<td>272</td>
<td>11.9</td>
<td>11.9</td>
<td>158</td>
<td>158</td>
</tr>
<tr>
<td>Doctorate</td>
<td>501</td>
<td>483</td>
<td>448</td>
<td>23.7</td>
<td>21.8</td>
<td>413</td>
<td>408</td>
</tr>
</tbody>
</table>

| Total          | 1,958| 2,041| 2,053| 1,988| 1,980| 1,924|

% Growth From Previous Fall Term: 4.2% 0.6% -3.2% -0.4% -2.8%

Total Graduate Enrollment (First Time + Continuing) 2,600 2,647 2,687 2,581 2,613 2,513

% Growth From Previous Fall Term: 1.8% 1.5% -3.9% 1.2% -3.8%

Source: Data Warehouse Enrollment tables (YSR) and Academic Data Mart Legacy Like Table (ADM-LLT)
### Applications, Acceptances, and Enrollment for Graduate Admission: Fall 2012-2014

<table>
<thead>
<tr>
<th>Graduate Applications</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Applied</td>
<td>Accepted</td>
<td>Enrolled</td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>n %</td>
<td>n</td>
</tr>
<tr>
<td>Masters</td>
<td>1,006</td>
<td>784</td>
<td>491</td>
</tr>
<tr>
<td></td>
<td>77.9</td>
<td>62.6</td>
<td>63.5</td>
</tr>
<tr>
<td>Specialist</td>
<td>56</td>
<td>52</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>92.9</td>
<td>42.3</td>
<td>76.5</td>
</tr>
<tr>
<td>Doctorate</td>
<td>114</td>
<td>76</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>66.7</td>
<td>48.7</td>
<td>56.4</td>
</tr>
<tr>
<td>Certificate</td>
<td>44</td>
<td>42</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>95.5</td>
<td>45.2</td>
<td>74.5</td>
</tr>
<tr>
<td>Non-degree</td>
<td>56</td>
<td>54</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>96.4</td>
<td>44.4</td>
<td>65.8</td>
</tr>
<tr>
<td><strong>Total Applicants</strong></td>
<td>1,276</td>
<td>1,008</td>
<td>593</td>
</tr>
<tr>
<td><strong>Accepted</strong></td>
<td>79.0</td>
<td>60.6</td>
<td>64.9</td>
</tr>
<tr>
<td><strong>Enrolled</strong></td>
<td>63.3</td>
<td>59.7</td>
<td></td>
</tr>
</tbody>
</table>

Note: Applied - includes accepted, denied, and cancelled applications.
Note: Fall 2013 data revised.

### Beginning Graduate Students

**Accepted and Enrolled: Fall 2009 - Fall 2014**

- **Accepted:**
  - 2009: 86.5%
  - 2010: 81.1%
  - 2011: 81.1%
  - 2012: 79.0%
  - 2013: 63.3%
  - 2014: 64.9%

- **Enrolled:**
  - 2009: 65.7%
  - 2010: 66.6%
  - 2011: 64.4%
  - 2012: 58.8%
  - 2013: 60.6%
  - 2014: 59.7%

### Fall Term Applications, Accepted, % Accepted, Enrolled, % Enrolled

<table>
<thead>
<tr>
<th>Year</th>
<th>Applicants</th>
<th>Accepted</th>
<th>% Accepted</th>
<th>Enrolled</th>
<th>% Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>1,130</td>
<td>977</td>
<td>86.5</td>
<td>642</td>
<td>65.7</td>
</tr>
<tr>
<td>2010</td>
<td>1,122</td>
<td>910</td>
<td>81.1</td>
<td>606</td>
<td>66.6</td>
</tr>
<tr>
<td>2011</td>
<td>1,214</td>
<td>984</td>
<td>81.1</td>
<td>634</td>
<td>64.4</td>
</tr>
<tr>
<td>2012</td>
<td>1,276</td>
<td>1,008</td>
<td>79.0</td>
<td>593</td>
<td>58.8</td>
</tr>
<tr>
<td>2013</td>
<td>1,649</td>
<td>1,044</td>
<td>63.3</td>
<td>633</td>
<td>60.6</td>
</tr>
<tr>
<td>2014</td>
<td>1,521</td>
<td>987</td>
<td>64.9</td>
<td>589</td>
<td>59.7</td>
</tr>
</tbody>
</table>

Source: Data Warehouse Enrollment tables (YSR) and Academic Data Mart Legacy Like Table (ADM-LLT)
### Mean Standardized Test Scores of Beginning Graduate Students
#### Fall 2009-2014

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>Mean</th>
<th>09</th>
<th>14</th>
<th>Min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT Composite</td>
<td>89</td>
<td>401</td>
<td>85</td>
<td>401</td>
<td>71</td>
<td>406</td>
<td>74</td>
<td>401</td>
<td>78</td>
<td>400</td>
<td>55</td>
</tr>
<tr>
<td>GMAT Composite</td>
<td>111</td>
<td>502</td>
<td>126</td>
<td>521</td>
<td>97</td>
<td>513</td>
<td>73</td>
<td>516</td>
<td>85</td>
<td>505</td>
<td>58</td>
</tr>
<tr>
<td>GRE Verbal Reasoning</td>
<td>288</td>
<td>448</td>
<td>261</td>
<td>451</td>
<td>329</td>
<td>463</td>
<td>105</td>
<td>447</td>
<td>333</td>
<td>151</td>
<td>301</td>
</tr>
<tr>
<td>GRE Quantitative Reasoning</td>
<td>288</td>
<td>540</td>
<td>261</td>
<td>541</td>
<td>329</td>
<td>558</td>
<td>105</td>
<td>539</td>
<td>333</td>
<td>148</td>
<td>301</td>
</tr>
<tr>
<td>GRE Analytical Writing</td>
<td>288</td>
<td>3.7</td>
<td>261</td>
<td>3.6</td>
<td>329</td>
<td>3.6</td>
<td>105</td>
<td>3.6</td>
<td>333</td>
<td>3.6</td>
<td>301</td>
</tr>
</tbody>
</table>

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

**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://www.pearsonassessments.com/postsecondaryeducation/graduate_admissions/mat.html](http://www.pearsonassessments.com/postsecondaryeducation/graduate_admissions/mat.html)

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.

1The 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 previously reported on a 200-800 score scale, in 10-point increments; now reported on a 130-170, in 1-point increments
2. a quantitative reasoning score previously reported on a 200-800 score scale, in 10-point increments; now reported on a 130-170, in 1-point increments
3. an analytical writing score reported on a 0 to 6 score scale in half-point increments.

Source: [http://www.ets.org/gre/revised_general/about?WT.ac=grehome_greabout_b_130807](http://www.ets.org/gre/revised_general/about?WT.ac=grehome_greabout_b_130807)

2Beginning Fall 2011, Georgia Southern began accepting the revised Graduate Record Examinations® (GRE®) Verbal and Quantitative Reasoning scores that changed from 200 through 800 to 130 through 170. Fall 2013 counts of students reflect the revised GRE scoring format ranging from 130 to 170.

Source: Data Warehouse Enrollment tables (YSR) and Academic Data Mart Legacy Like Table (ADM-LLT)
Graduate Enrollment by Country of Citizenship, Fall 2012-2014


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Graduate Enrollment by State of Legal Residence, Fall 2012-2014


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Total Enrollment: 2,581, 2,613, 2,513
Total Non-USA: 100, 103, 97

Note: State of Legal Residence does not necessarily imply citizenship.

1In Fall 2012, Fall 2013, and Fall 2014, total U.S. includes 58, 40, and 53 resident and non-resident aliens, respectively, who had a current state of legal residence.

2Total Non-USA is comprised of resident and non-resident aliens without a current state of legal residence
Source: http://osra.georgiasouthern.edu/sra/Enrollment/index1.cfm

Georgia Southern University, Office of Strategic Research and Analysis
Graduate Studies Fact Book, 2014-2015; April 6, 2015
### Graduate Enrollment by Georgia County of Origin, Fall 2012-2014


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Total Enrollment: 2,136, 2,100, 2,007

Out of State: 445, 513, 506

Total Enrollment: 2,581, 2,613, 2,513

Source: [http://osra.georgiasouthern.edu/sra/Enrollment/index1.cfm](http://osra.georgiasouthern.edu/sra/Enrollment/index1.cfm)
Map of Graduate Enrollment by Georgia County of Origin, Fall 2014

Source: http://osra.georgiasouthern.edu/era/Enrollment/index1.cfm

Georgia Southern University, Office of Strategic Research and Analysis
Graduate Studies Fact Book, 2014-2015; April 6, 2015

15
Graduate Enrollment by Race & Gender: Fall 2009-2014

Graduate Enrollment by Race
Fall 2009 - Fall 2014

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<td>2,581</td>
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Full-time Equivalent (FTE) Graduate Enrollment, Fall 2009-2014

FTE Graduate Enrollment:
Fall 2009-2014

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<th></th>
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<th>2013</th>
<th>2014</th>
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Note. Full-time Equivalent (FTE) Students, Graduate = full time graduate level students plus sum of part time graduate level hours divided by 9 (USG Regents definition).

Graduate Enrollment by Age, Fall 2009-2014

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<th>2013</th>
<th>2014</th>
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<th>09</th>
<th>14</th>
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<th>Max</th>
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<td>2,647</td>
<td>2,687</td>
<td>2,581</td>
<td>2,613</td>
<td>2,513</td>
<td>100</td>
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<td>2,687</td>
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<tr>
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Graduate Tuition and Fee Waivers, Fall 2011-2014

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<th>2014</th>
<th>n</th>
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<td>3</td>
<td>9</td>
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<tr>
<td>Families Moving to Georgia</td>
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<td>Military Personnel</td>
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<td>7</td>
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Note. Fee classification code is new as of 2008. Students can be counted in multiple categories.
Graduate Enrollment by College, Degree, and Major, Fall 2010-2014

### Graduate Enrollment by College, Fall Terms

<table>
<thead>
<tr>
<th>College</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
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<td>1,450</td>
<td>1,352</td>
<td>1,319</td>
<td>1,263</td>
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<tr>
<td>Business Administration</td>
<td>462</td>
<td>432</td>
<td>372</td>
<td>362</td>
<td>317</td>
</tr>
<tr>
<td>Liberal Arts &amp; Social Sciences</td>
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<td>251</td>
<td>234</td>
<td>245</td>
<td>266</td>
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<tr>
<td>Health &amp; Human Sciences</td>
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<td>226</td>
<td>222</td>
<td>231</td>
<td>235</td>
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<td>Jiann-Ping Hsu Public Health</td>
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<td>Science &amp; Mathematics¹</td>
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<td>109</td>
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</tr>
<tr>
<td><strong>Total Graduate</strong></td>
<td>2,647</td>
<td>2,687</td>
<td>2,581</td>
<td>2,613</td>
<td>2,513</td>
</tr>
</tbody>
</table>

¹Prior to Fall 2012, the College of Engineering and Information Technology (CEIT) was the College of Information Technology (CIT) and the College of Science and Mathematics (COSM) was the College of Science & Technology (COST). Prior to Fall 2012, Engineering and Engineering Technology majors were in COST.

²Graduate program in existence in the College of Information Technology as of Fall 2010.

³Non-degree Transient-Graduate

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### Graduate Enrollment by College, Degree, and Major, Fall 2010-2014

<table>
<thead>
<tr>
<th>College, Degree, and Major</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>% of Total</th>
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</tr>
<tr>
<td><strong>College of Business Administration</strong></td>
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<td>432</td>
<td>372</td>
<td>362</td>
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</table>

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

Source: [http://osra.georgiasouthern.edu/sra/Enrollment/index1.cfm](http://osra.georgiasouthern.edu/sra/Enrollment/index1.cfm)
## Graduate Enrollment by College, Degree, and Major, Fall 2010-2014, Cont.

### Fall Term

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<th>2014</th>
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<th>Max</th>
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<tr>
<td><strong>College of Education</strong></td>
<td>1,447</td>
<td>1,450</td>
<td>1,352</td>
<td>1,319</td>
<td>1,263</td>
<td>50.3</td>
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**Note.** Dashes indicate that a particular degree/major combination was not offered in the semester.
Source: [http://osra.georgiasouthern.edu/sra/Enrollment/index1.cfm](http://osra.georgiasouthern.edu/sra/Enrollment/index1.cfm)
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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 was still offered, but by a different College.

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

Source: [http://osra.georgiasouthern.edu/sra/Enrollment/index1.cfm](http://osra.georgiasouthern.edu/sra/Enrollment/index1.cfm)
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</tbody>
</table>

1Prior to Fall 2012, the College of Engineering and Information Technology (CEIT) was the College of Information Technology (CIT) and the College of Science and Mathematics (COSM) was the College of Science & Technology (COST). Prior to Fall 2012, Engineering and Engineering Technology majors were in COST.

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: Data Warehouse Enrollment tables (YSR) and Academic Data Mart Legacy Like Table (ADM-LLT).
Cost of Attendance Per Term, Full-time Graduate Student
(≥ 9 Credit Hours)

### Georgia Resident - No Dependents

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### Non-Georgia Resident - No Dependents

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Source: Office of Student Fees.
### Degrees Conferred by College & Fiscal Year, 2009-2014

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<th>2014</th>
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1 Prior to Fall 2012, the College of Engineering and Information Technology (CEIT) was the College of Information Technology (CIT) and the College of Science and Mathematics (COSM) was the College of Science & Technology (COST). Prior to Fall 2012, Engineering and Engineering Technology majors were in COST.

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: Data Warehouse Enrollment tables (YSR) and Academic Data Mart Legacy Like Table (ADM-LLT).
University System Comparisons
Graduate/Professional Enrollment of University System of Georgia, Fall 2014

Table is sorted in descending order by % Graduate/Professional of Total Headcount in Fall 2014.

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<th>Doctorate</th>
<th>Graduate Total</th>
<th>First Prof.</th>
<th>Grad./Prof. Total</th>
<th>Total Headcount</th>
<th>% Grad./Prof. of Total Headcount</th>
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<td>748</td>
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</tr>
<tr>
<td>14. Kennesaw State University</td>
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<td>247</td>
<td>2,122</td>
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<td>139</td>
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<tr>
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<td>10</td>
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<td>557</td>
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<td>16,064</td>
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<tr>
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<td>4,915</td>
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</tbody>
</table>

---

1. Edu. Spec. = Education Specialist  
2. First Prof. = First Professional  
3. Grad./Prof. Total = Graduate/Professional Total  
4. % Grad./Prof. of Total Headcount = % Graduate/Professional of Total Headcount for each institution  
5. In January 2013, Georgia Regents University and Augusta State University consolidated to form Georgia Regents University.  
6. In January 2013, North Georgia College and State University and Gainesville State College consolidated to form The University of North Georgia.  

Source: University System of Georgia Semester Enrollment Report.
## New Graduate/Professional Enrollment by University System of Georgia Institution, Fall 2014

*Table is sorted in descending order by New Graduate/Professional % of Total Graduate/Professional Enrollment.*

<table>
<thead>
<tr>
<th>Institution</th>
<th>Entering Graduate/Professional</th>
<th>Graduate/Professional Total</th>
<th>New Graduate Enrollment, Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Savannah State University</td>
<td>56</td>
<td>146</td>
<td>38.4%</td>
</tr>
<tr>
<td>2. Georgia Institute of Technology</td>
<td>2,973</td>
<td>8,426</td>
<td>35.3%</td>
</tr>
<tr>
<td>3. Clayton State University</td>
<td>125</td>
<td>390</td>
<td>32.1%</td>
</tr>
<tr>
<td>4. University of West Georgia</td>
<td>609</td>
<td>1,957</td>
<td>31.1%</td>
</tr>
<tr>
<td>5. Fort Valley State University</td>
<td>105</td>
<td>363</td>
<td>28.9%</td>
</tr>
<tr>
<td>6. Kennesaw State University</td>
<td>602</td>
<td>2,122</td>
<td>28.4%</td>
</tr>
<tr>
<td>7. Columbus State University</td>
<td>350</td>
<td>1,312</td>
<td>26.7%</td>
</tr>
<tr>
<td>8. Georgia College &amp; State University</td>
<td>214</td>
<td>845</td>
<td>25.3%</td>
</tr>
<tr>
<td>9. Valdosta State University</td>
<td>545</td>
<td>2,235</td>
<td>24.4%</td>
</tr>
<tr>
<td>10. <strong>Georgia Southern University</strong></td>
<td><strong>589</strong></td>
<td><strong>2,513</strong></td>
<td><strong>23.4%</strong></td>
</tr>
<tr>
<td>11. University of Georgia</td>
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<td>23.3%</td>
</tr>
<tr>
<td>12. Armstrong Atlantic State University</td>
<td>174</td>
<td>748</td>
<td>23.3%</td>
</tr>
<tr>
<td>13. Georgia State University</td>
<td>1,644</td>
<td>7,228</td>
<td>22.7%</td>
</tr>
<tr>
<td>14. University of North Georgia²</td>
<td>125</td>
<td>557</td>
<td>22.4%</td>
</tr>
<tr>
<td>15. Albany State University</td>
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<td>594</td>
<td>20.4%</td>
</tr>
<tr>
<td>16. Southern Polytechnic State University</td>
<td>154</td>
<td>815</td>
<td>18.9%</td>
</tr>
<tr>
<td>17. Georgia Regents University¹</td>
<td>383</td>
<td>3,306</td>
<td>11.6%</td>
</tr>
<tr>
<td>18. Georgia Southwestern State University</td>
<td>16</td>
<td>139</td>
<td>11.5%</td>
</tr>
</tbody>
</table>

¹ In January 2013, Georgia Health Sciences University and Augusta State University consolidated to form Georgia Regents University.
² In January 2013, North Georgia College and State University and Gainesville State College consolidated to form The University of North Georgia.

Source: University System of Georgia Semester Enrollment Report.
Graduate/Professional Enrollment of University System of Georgia

Georgia Southern University
Graduate/Professional Enrollment for
Fall Terms

Table is sorted in descending order of Graduate/Professional Enrollment in Fall 2014.

<table>
<thead>
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<th>Institution</th>
<th>2004</th>
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<th>2006</th>
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<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>n</th>
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<th>Max</th>
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<td>8,315</td>
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<td>***</td>
<td>***</td>
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<tr>
<td>5. Georgia Southern University</td>
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<td>1,957</td>
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<td>14</td>
<td>139</td>
<td>297</td>
</tr>
</tbody>
</table>

1 In January 2013, Georgia Health Sciences University and Augusta State University consolidated to form Georgia Regents University.
2 In January 2013, North Georgia College and State University and Gainesville State College consolidated to form The University of North Georgia. Gainesville State College had no graduate enrollment in previous years.
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.

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.

Source: [http://academics.georgiasouthern.edu/provost/vision/overview/](http://academics.georgiasouthern.edu/provost/vision/overview/)
Source: [http://president.georgiasouthern.edu/strategic-planning/themes/](http://president.georgiasouthern.edu/strategic-planning/themes/)