

University of West Georgia
Common Data Set 2019-2020

A. GENERAL INFORMATION

A1. Address Information

Name of College or University	University of West Georgia
Mailing Address, City/State/Zip/Country	Same as below
Street Address (if different), City/State/Zip/Country	1601 Maple Street, Carrollton, GA 30118
Main Phone Number	678-839-5000
WWW Home Page Address	www.westga.edu
Admissions Phone Number	678-839-5600
Admissions Toll-free Number	N/A
Admissions Office Mailing Address, City/State/Zip/Country	Same as above
Admissions Fax Number	678-839-4747
Admissions E-mail Address	admiss@westga.edu
IPEDS Code	141334
OPEID Code	001601
Carnegie Classification	Doctoral Universities: Moderate Research Activity

If there is a separate URL for your school's online application, please specify:

<https://go.westga.edu/> or direct to <https://westga.elluciancrmrecruit.com/Admissions/Pages/Welcome.aspx>

If you have a mailing address other than the above to which applications should be sent, please provide:

A2. Source of institutional control (check one only)

- Public
 Private (nonprofit)
 Proprietary

A3. Classify your undergraduate institution:

- Coeducational college
 Men's college
 Women's college

A4. Academic year calendar

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

A5. Degrees offered by your institution

- | | |
|--|--|
| <input type="checkbox"/> Certificate | <input checked="" type="checkbox"/> Post bachelor's certificate |
| <input type="checkbox"/> Diploma | <input checked="" type="checkbox"/> Master's |
| <input type="checkbox"/> Associate | <input checked="" type="checkbox"/> Post-master's certificate |
| <input type="checkbox"/> Transfer | <input checked="" type="checkbox"/> Doctoral degree research/scholarship |
| <input type="checkbox"/> Terminal | <input type="checkbox"/> Doctoral degree – professional practice |
| <input checked="" type="checkbox"/> Bachelor's | <input type="checkbox"/> Doctoral degree -- other |

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B. ENROLLMENT AND PERSISTENCE

B1. Institutional Enrollment—Men and Women Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2019. Note: Report students formerly designated as "first professional" in the graduate cells.

	FULL-TIME			PART-TIME			ALL
	Women	Men	TOTAL	Women	Men	TOTAL	
Undergraduates							
Degree-seeking, first-time freshmen	1,123	654	1,777	49	26	75	1,852
Other first-year, degree-seeking	541	392	933	486	302	788	1,721
All other degree-seeking	3,481	1,899	5,380	962	496	1,458	6,838
<i>Total degree-seeking</i>	5,145	2,945	8,090	1,497	824	2,321	10,411
All other undergraduates enrolled in credit courses							
<i>Total undergraduates</i>	5,145	2,945	8,090	1,497	824	2,321	10,411
Graduate							
Degree-seeking, first-time	200	62	262	723	170	893	1,155
All other degree-seeking	216	74	290	1,107	275	1,382	1,672
All other graduates enrolled in credit courses							
<i>Total graduate</i>	416	136	552	1,830	445	2,275	2,827
TOTAL	5,561	3,081	8,642	3,327	1,269	4,596	13,238

*Auditing: 2 students (2 female and 0 male)
1 undergraduate and 1 graduate*

Total all undergraduates:	10,411
Total all graduate:	2,827
GRAND TOTAL ALL STUDENTS:	13,238

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B2. Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2019. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns. Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."

	Degree-seeking First-time First year	Degree-seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree-seeking)
Nonresident aliens	12	107	107
Hispanic/Latino	172	833	833
Black or African American, non-Hispanic	702	3,825	3,825
White, non-Hispanic	838	4,929	4,929
American Indian or Alaska Native, non-Hispanic	3	19	19
Asian, non-Hispanic	10	117	117
Native Hawaiian or other Pacific Islander, non-Hispanic	1	11	11
Two or more races, non-Hispanic	90	414	414
Race and/or ethnicity unknown	24	156	156
Total	1,852	10,411	10,411

CDS IEA Add On

Nonresident Alien Graduate enrollment = 29 students (includes 1 audit)
 27 Master/Certificate level (includes 1 audit)
2 Doctorate level
 11 full-time
 17 part-time
 1 audit

Nonresident Alien TOTAL enrollment = 107 undergraduate students
 102 full-time
 5 part-time
 + 29 graduate students
 136 total NRA enrolled
 113 full-time
 22 part-time
 1 audit

Persistence

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

Certificate/diploma	
Associate degrees	
Bachelor's degrees	1,809
Post-bachelor's certificates	23
Master's degrees	569
Post-master's certificates	1
Educational Specialist	264
Doctoral degrees – research/scholarship	33
Doctoral degrees – professional practice	
Doctoral degrees – other	
Total	2,697

CDS IEA Add On

Surveys without separate reporting for Education Specialists OR Post-master's certificates – Report Post-master's certificates WITH EdS = 265

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Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS instructions and glossary on the 2018-2019 Web-based survey.

For Bachelor's or Equivalent Programs

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

Fall 2012 Cohort

	Recipients of a Federal Pell Grant	Recipients of a Subsidized Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a Subsidized Loan	Total (sum of 3 columns to the left)
A - Initial 2012 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students (formerly B4)	1,030	338	644	2,012
B - Of the initial 2012 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions (formerly B5)	0	0	0	0
C - Final 2012 cohort, after adjusting for allowable exclusions (formerly B6)	1,030	338	644	2,012
D - Of the initial 2012 cohort, how many completed the program in four years or less (formerly B7)				392
E - Of the initial 2012 cohort, how many completed the program in more than four years but in five years or less (formerly B8)				357
F - Of the initial 2012 cohort, how many completed the program in more than five years but in six years or less (formerly B9)				101
G - Total graduating within six years (sum of lines D, E, and F) (formerly B10)	401	144	305	850
H - Six-year graduation rate for 2012 cohort (G divided by C) (formerly B11)	38.93 %	42.60 %	47.36 %	42.25%

B12-B21 for Two-Year Institutions ONLY

Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2018 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

B22. For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in Fall 2018 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2019? 69.07 %

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C. FIRST-TIME, FIRST-YEAR (FRESHMAN) ADMISSION

Applications

C1. First-time, first-year (freshman) students: Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2019. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

Total first-time, first-year (freshman) men who applied	2,629
Total first-time, first-year (freshman) women who applied	4,495
Total first-time, first-year (freshman) with gender reported as Other/Undeclared who applied	148
Total first-time, first-year (freshman) who applied	7,272
Total first-time, first-year (freshman) men who were admitted	1,497
Total first-time, first-year (freshman) women who were admitted	2,739
Total first-time, first-year (freshman) with gender reported as Other/Undeclared who were admitted	76
Total first-time, first-year (freshman) who were admitted	4,312
Total full-time, first-time, first-year (freshman) men who enrolled	654
Total part-time, first-time, first-year (freshman) men who enrolled	26
Total full-time, first-time, first-year (freshman) women who enrolled	1,123
Total part-time, first-time, first-year (freshman) women who enrolled	49
Total first-time, first-year (freshman) who were enrolled	1,852

CDS IEA Add On Provide the number of degree-seeking, first-time, first-year, **international** students who applied, were admitted, and enrolled (full- or part-time) in Fall 2019. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

Exclude all US citizens and resident aliens

Total first-time, first-year (freshman) international/non-resident aliens who applied	80
Total first-time, first-year (freshman) international/non-resident aliens who were admitted	48
Total full-time, first-time, first-year (freshman) international/non-resident aliens who enrolled	12
Total part-time, first-time, first-year (freshman) international/non-resident aliens who enrolled	0

C2. Freshman wait-listed students (students who met admission requirements but whose final admission was contingent on space availability)

Do you have a policy of placing students on a waiting list? Yes No

If yes, please answer the questions below for Fall 2019 admissions:

Number of qualified applicants offered a place on waiting list _____

Number accepting a place on the waiting list _____

Number of wait-listed students admitted _____

Is your waiting list ranked? Yes No

If yes, do you release that information to students? Yes No

Is information released to school counselors? Yes No

CDS IEA Add On

Freshman Acceptance Rate
59.3%

Admission Requirements

C3. High school completion requirement

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

High school diploma is required and GED is accepted

High school diploma is required and GED is not accepted

High school diploma or equivalent is not required

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

Require

Recommend

Neither require nor recommend

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C5. Distribution of high school units required and/or recommended. Specify the distribution of academic high school course units required and/or recommended of all or most degree-seeking students using Carnegie units (one unit equals one year of study or its equivalent). If you use a different system for calculating units, please convert.

Total academic units	Units Required	Units Recommended
English	4	4
Mathematics	4	4
Science	4	4
Of these, units that must be lab	2	2
Foreign language	2	2
Social studies	1	1
History	2	2
Academic electives	-	-
Computer Science	-	-
Visual/Performing Arts	-	-
Other (<i>specify</i>)	-	-

Basis for Selection

C6. Do you have an open admission policy, under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to academic record, test scores, or other qualifications? If so, check which applies:

Open admission policy as described above for all students ___

Open admission policy as described above for most students, but

selective admission for out-of-state students ___

selective admission to some programs ___

other (explain) _____

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

	Very Important	Important	Considered	Not Considered
Academic				
Rigor of secondary school record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Class rank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Academic GPA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standardized test scores	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Application Essay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Recommendation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nonacademic				
Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Talent/ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Character/personal qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
First generation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alumni/ae relation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Geographical residence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
State residency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Religious affiliation/commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Racial/ethnic status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Level of applicant's interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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SAT and ACT Policies

C8. Entrance exams

A. Does your institution make use of SAT, ACT, or SAT Subject Test scores in **admission** decisions for first-time, first-year, degree-seeking applicants? Yes No

If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for **Fall 2019**.

	ADMISSION				
	Require	Recommend	Require for Some	Consider If Submitted	Not Used
SAT or ACT	X				
ACT only				X	
SAT only				X	
SAT and SAT Subject Tests or ACT					X
SAT Subject Tests					X

B. If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2019 please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

- ACT with Writing component required
 ACT with Writing component recommended
 ACT with or without Writing component accepted

If your institution will make use of the SAT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2019 please indicate which ONE of the following applies (regardless of whether the Essay score will be used in the admissions process):

- SAT with Essay component required
 SAT with Essay component recommended
 SAT with or without Essay component accepted

C. Please indicate how your institution will use the SAT or ACT essay component; check all that apply.

	SAT essay	ACT essay
For admission		
For placement	X	X
For advising		
In place of an application essay		
As a validity check on the application essay		
No college policy as of now		
Not using essay component		

D. In addition, does your institution use applicants' test scores for academic advising? yes no

E. Latest date by which SAT or ACT scores must be received for fall-term admission **JUNE 1**
 Latest date by which SAT Subject Test scores must be received for fall-term admission _____

F. If necessary, use this space to clarify your test policies (e.g., if tests are recommended for some students, or if tests are not required of some students): _____

G. Please indicate which tests your institution uses for **placement (e.g., state tests)**:

- | | | | |
|-------------------|-------------------------------------|--------------------|-------------------------------------|
| SAT | <input checked="" type="checkbox"/> | ACT | <input checked="" type="checkbox"/> |
| SAT Subject Tests | <input checked="" type="checkbox"/> | AP | <input checked="" type="checkbox"/> |
| CLEP | <input checked="" type="checkbox"/> | Institutional Exam | <input checked="" type="checkbox"/> |

State Exam (specify): _____

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Freshman Profile

Provide percentages for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in Fall 2019, including students who began studies during summer, international students/nonresident aliens, and students admitted under special arrangements.

C9. SAT/ACT Reporting – Do convert Old SAT scores to New SAT scores using the College Board’s concordance tools and tables (sat.org/concordance).

Percent and number of first-time, first-year (freshman) students enrolled in Fall 2019 who submitted national standardized (SAT/ACT) test scores. Include information for **ALL enrolled, degree-seeking, first-time, first-year (freshman) students who submitted test scores.** Do not include partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item. Do not convert SAT scores to ACT scores and vice versa.

The 25th percentile is the score that 25 percent scored at or below; the 75th percentile score is the one that 25 percent scored at or above.

Percent submitting SAT scores	72.5%	Number submitting SAT scores	1,342
Percent submitting ACT scores	49.7%	Number submitting ACT scores	921

	25th Percentile	50 th Percentile Median	75th Percentile	Number of Students	Mean
SAT Evidence-based Reading & Writing (EBRW)	SAT Evidence-based Reading & Writing score is not used by UWG/USG for Admissions purposes.				
SAT Math	430	460	510	1,342	474
SAT Essay	(Removed from CDS 2018-19)				
ACT Composite	18	20	22	921	20
ACT Math	17	18	21	921	19
ACT English	17	20	22	921	20
ACT Writing					

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

	SAT Critical Reading	# of Students Critical Reading	SAT Math	# of Students Math	SAT Writing	# of Students Writing
700-800	0.60	8	0.22	3	0.60	8
600-699	6.18	83	4.10	55	5.29	71
500-599	45.98	617	29.21	392	22.00	295
400-499	44.86	602	60.06	806	59.73	801
300-399	2.23	30	6.33	85	12.38	166
200-299	0.15	2	0.07	1	0	0
	100%	1,342	100%	1,342	100%	1,341

Score Range	SAT Composite	# of students
1400-1600	0.15	2
1200-1399	3.65	49
1000-1199	32.64	438
800-999	61.03	819
600-799	2.46	33
400-599	0.07	1
	100%	1,342

	ACT Composite	# of Students Composite	ACT English	# of Students English	ACT Math	# of Students Math
30-36	1.63	15	4.45	41	0.98	9
24-29	14.55	134	12.60	116	12.48	115
18-23	63.95	589	54.61	503	45.17	416
12-17	19.87	183	26.49	244	41.37	381
6-11	0	0	1.85	17	0	0
Below 6	0	0	0	0	0	0
	100%	921	100%	921	100%	921

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C10. Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges (report information for those students from whom you collected high school rank information).

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

C11. Percentage of all enrolled, degree-seeking, first-time, first-year (freshman) students who had high school grade-point averages within each of the following ranges (using 4.0 scale). Report information only for those students from whom you collected high school GPA.

Percent who had GPA of 4.0	5.38
Percent who had GPA of 3.75 and higher	10.77
Percent who had GPA between 3.50 and 3.74	14.95
Percent who had GPA between 3.25 and 3.49	16.84
Percent who had GPA between 3.00 and 3.24	20.27
Percent who had between 2.50 and 2.99	26.12
Percent who had GPA between 2.0 and 2.49	5.56
Percent who had GPA between 1.0 and 1.99	0.11
Percent who had GPA below 1.0	0
	100%

C12. Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPA: 3.22
 Percent of total first-time, first-year (freshman) students who submitted high school GPA: 94.8% (1,754/1,852)

Admission Policies

C13. Application fee

Does your institution have an application fee? Yes No
 Amount of application fee: \$40
 Can it be waived for applicants with financial need? Yes No

If you have an application fee and an on-line application option, please indicate policy for students who apply on-line:

Same fee: X
 Free: _____
 Reduced: _____

Can on-line application fee be waived for applicants with financial need? Yes No

C14. Application closing date

Does your institution have an application closing date? Yes No
 Application closing date (fall): JUNE 1
 Priority date: FEBRUARY 1

C15. Are first-time, first-year students accepted for terms other than the fall? Yes No

C16. Notification to applicants of admission decision sent (fill in one only)

On a rolling basis beginning (date): SEPTEMBER 1
 By (date): _____
 Other: _____

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

Must reply by (date): _____

No set date: Yes

Must reply by May 1 or within _____ weeks if notified thereafter

Other:

Deadline for housing deposit (MMDD): **N/A**

Amount of housing deposit: **\$150**

Refundable if student does not enroll? Yes, in full Yes, in part No

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

Yes No If yes, maximum period of postponement: _____

C19. Early admission of high school students: Does your institution allow high school students to enroll as full-time, first-time, first-year (freshman) students one year or more before high school graduation? Yes No

C20. Common Application: Question removed from CDS. (Initiated during 2006-2007 cycle)

Early Decision and Early Action Plans

C21. Early decision: Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-year (freshman) applicants for fall enrollment? Yes No

If "yes," please complete the following:

First or only early decision plan closing date _____

First or only early decision plan notification date _____

Other early decision plan closing date _____

Other early decision plan notification date _____

For the Fall 2019 entering class:

Number of early decision applications received by your institution _____

Number of applicants admitted under early decision plan _____

Please provide significant details about your early decision plan: _____

C22. Early action: Do you have a nonbinding early action plan whereby students are notified of an admission decision well in advance of the regular notification date but do not have to commit to attending your college?

Yes No

If "yes," please complete the following:

Early action closing date _____

Early action notification date _____

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

Yes No

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D. TRANSFER ADMISSION

Fall Applicants

- D1.** Does your institution enroll transfer students? Yes No *(If no, please skip to Section E)*
If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities? Yes No
- D2.** Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2019.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	522	327	213
Women	938	647	368
Gender reported as Other/Undeclared	46	29	0
Total	1,506	1,003	581

CDS IEA Add-on Question. Provide the number of international/non-resident alien students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2017. *Exclude all US citizens and resident aliens.*

	Applicants	Admitted Applicants	Enrolled Applicants
International / Non-resident alien	--	--	18

CDS IEA Add-on Question Percentage of transfer students entering at the following levels:

	Entering Number of Transfer Students	Percentage of Total Transfer Students
Freshman	149	26%
Sophomore	260	45%
Junior	137	23%
Senior	35	6%

Application for Admission

- D3.** Indicate terms for which transfers may enroll: Fall Winter Spring Summer
- D4.** Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman?
 Yes No If yes, what is the minimum number of credits and the unit of measure? 30
- D5.** Indicate all items required of transfer students to apply for admission:

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

- D6.** If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale): N/A
- D7.** If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale): 2.0
- D8.** List any other application requirements specific to transfer applicants: Completion of English and Math Proficiency

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D9. List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a check mark in the "Rolling admission" column.

	Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
Fall					X
Winter					
Spring					X
Summer					X

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

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

Transfer Credit Policies

D12. Report the lowest grade earned for any course that may be transferred for credit: D (2.00)

D13. Maximum number of credits or courses that may be transferred from a two-year institution:
Number 90 Unit type SEMESTER HOURS

D14. Maximum number of credits or courses that may be transferred from a four-year institution:
Number 90 Unit type SEMESTER HOURS

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

D16. Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree: 30

D17. Describe other transfer credit policies: <https://www.westga.edu/admissions/transfer.php>
<https://www.westga.edu/student-services/registrar/assets/docs/catalogs/pdfs/UG-full-current.pdf> (Page 30-32)

International student applicants, please visit <https://www.westga.edu/academics/isap/international-admissions.php> for complete admission instructions.

Requirements subject to change based on Board of Regents and University directives.

Admission to the University does not guarantee admission to a specific college or department. Each college or department may have additional admission requirements which must be met before a student can begin taking upper division classes in their degree program. It is the student's responsibility to contact the appropriate academic department for additional admission requirements upon acceptance to the University granted by the Office of Admissions.

Transfer Student (pages 30 -32 2018-2019 Undergraduate catalog pdf version)

A transfer applicant is one who has been enrolled in any regionally accredited college or university. All previous college attendance must be reported at the time of application. Those who have earned fewer than 45 quarter hours/30 semester hours of transferable work or the equivalent will be asked to comply with both freshman and transfer requirements for admission (see freshman requirements for additional details). A transfer applicant should request the registrar of each college or university he or she has attended to send a transcript to the Office of Admissions. Credits from one former institution appearing on the transcript of another institution can neither be officially evaluated for admission nor accepted for credit until a transcript has been received from the institution originating the credit. Transfer students will be considered for admission on the basis of their previous college records:

1. They must have a minimum cumulative grade point average of 2.0 in all transferable college work attempted (non-traditional transfer students with greater than 45 quarter hours/30 semester hours of transferable work may be considered with a lower GPA on a case-by-case basis in order to determine their ability to be successful).
2. Students not meeting the minimum GPA requirement may be admitted if they hold an associate degree in a college transfer program from an accredited college and if they have not attempted any college coursework since completing the associate degree

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3. Students must be in good social and academic standing at their former institutions. Students who have been away from high school for less than five years must have completed all RHSC deficiencies and/or Learning Support requirements prior to being admissible and show both English and math proficiency through course credit. Students who have been away from high school for greater than five years may prove proficiency in English, Reading, and Math either through placement testing, valid SAT/ACT scores (less than seven years old), or completion of college coursework. Transfer students from an out-of-state institution may also prove proficiency via the placement test on a case by case basis. Please contact the Admissions Office for further policy details.

4. Admission acceptance by the Office of Admission does not guarantee admission to a specific program or department.

Transfer credit is normally awarded for all college work earned through any college or university approved by its regional accrediting association, so long as similar credit is offered at West Georgia. Credit earned at a post-secondary institution that is not regionally accredited may be accepted at West Georgia if the course work is similar to course work in the student's degree program at West Georgia and if the course work is deemed to be collegiate level work. Credit earned at proprietary schools and technical institutions that are not Commission of Colleges (COC) accredited is not reviewed for transfer credit. The following stipulations on the transfer of credit are upheld:

1. The amount of academic credit that the University will allow for work done in another institution within a given period of time may not exceed the normal amount of credit that could have been earned at the University during that time. The maximum number of academic hours accepted is 90 from all institutions. Not more than a combined total of 30 hours of extension, correspondence work and military education/training will be accepted.

2. According to Board of Regents policy, if a student transfers to West Georgia with an A.A. or A.S. degree from an institution within the University System of Georgia, they will receive full credit for having completed Core Areas A - F. If the major differs between the A.A. or A.S. degree program and the major the student decides to pursue at West Georgia, there may be additional courses required at the 1000 or 2000 level that are specific to that degree major and/or are prerequisite for higher level courses that the student would have to take (example: Some majors require the student to have had Precalculus or Calculus I in order to enroll in some higher level courses in the program of study. If the student had College Algebra as a part of their A.A. or A.S. program, they would still receive credit for having completed the Math section of Area A of the Core, but they would still be required to take Precalculus or Calculus I to complete the requirements of the major.) The Core credit policy does not apply to career degrees (A.A.S. and A.S.); in those cases, each course is evaluated individually and credit is given in areas where comparable courses are offered at West Georgia, including some courses that may be counted as Core or electives.

3. Dual/Joint Enrollment Credit: College credit earned at an accredited institution prior to high school graduation will be considered as transfer credit if the student was enrolled as a joint enrollment/early admission student.

4. Transfers from Technical College System of Georgia Colleges-The Board of Regents and the Technical College System of Georgia have entered into an agreement referred to as the "Mini-Core Project." The agreement states that course credits for basic skills courses in English and mathematics with common course content will be transferable between schools in the University System of Georgia and COC-accredited institutions in the Technical College System of Georgia. Comparable placement and exit test results will be honored between the two systems as well. The transfer agreement is effective for students from COC-accredited Technical College System of Georgia institutions who have taken ENG 191 and/or MAT 190 or 191 since January 2002, and who meet the minimum test score requirements for exemption from developmental studies, or successfully complete and meet the minimum test score requirements for exit from developmental studies English and/or mathematics. Courses other than those approved for the mini-core agreement will be evaluated on an individual basis for possible transfer credit. In order to be eligible for mini-core transfer credit, students must have earned satisfactory scores on either placement or exit tests. Students with minimum old SAT Critical Reading 430; RSAT Reading Section 24 (ACT 17) + SAT Math 410; RSAT Math 450 (ACT 17) + high school diploma/GED and four years of college prep English, Algebra I and II, and Geometry, and a college prep math higher than Algebra II will be exempt from placement testing. Exit from Learning Support at a COC-accredited TCSG institution will be honored if the student has a record of meeting the TCSG minimum test score requirement for exit at UWG within the past year.

5. Students who apply for undergraduate admission and have attended a non-accredited institution will be requested to provide an official transcript from that institution. For the purposes of the evaluation of credit, the Admissions Office will request the student provide a catalog, course syllabi, and the names and credentials of the faculty who taught their courses. The student may be able to obtain this information from the institution's Website. The Admissions Office will forward all materials received to the Registrar's Office for review of credit. Lower division courses will be evaluated by the Registrar's Office and credit awarded based upon the materials provided by the student. The decision to award credit may be referred to the appropriate department in some cases. Upper division courses will be evaluated by the appropriate academic department. Departmental decisions on UWG equivalents are final. There is no appeal beyond the departmental level.

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6. Provided all other stipulations regarding transfer credits are met, West Georgia will grant transfer credit for the following: All courses with grades of "C" or better All Core Curriculum courses earned at University System institutions with grades of "D" or better, with the exception noted in #7 below. Other courses with grades of "D" provided the average for all academic courses being transferred does not fall below "C"

7. A grade of "D" in English composition is not acceptable.

8. Credit for specific courses designated as major courses will not be allowed unless grades are "C" or above.

9. A grade of "C" or above is required for all professional sequence courses in education and those courses listed under content field. None of the professional education sequence may be completed by extension or correspondence.

10. Students who experience problems with transfer of credit should contact the Registrar's Office to determine the nature of the problem. If the problem is not resolved, students should contact the University Chief Transfer Officer to seek resolution to the problem.

11. The University System of Georgia Board of Regents authorizes the Office of the Provost and Vice President for Academic Affairs to make decisions about exceptions on a case-by-case basis when questions arise about course substitutions in the Core curriculum.

Transfer course equivalencies may be viewed at <http://westga.edu/transfer>. Courses listed reflect results from previously reviewed transcripts and in no case should this list be considered a final and/or a complete listing.

Home Schooled Applicants Applying as Transfer Students (page 33) Transfer applicants who graduated from a non-accredited home school program, and who have earned less than 30 credit transferable, semester hours at the time of the UWG admission application, must meet Freshman admission requirements, including submission of the Declaration of Intent to Utilize a Home Study Program Form or a print out of your online submission. Transfer applicants completing an approved, accredited home school program need only meet traditional Freshman requirements.

Non-Traditional Transfer (page 33) 1. Have been out of high school at least five years or whose high school class graduated at least five years ago, and 2. Have earned thirty (30) semester or more transferable hours of college credit. All non-traditional applicants will be screened to determine their need for learning support courses. Students who require these support courses will not be admissible to UWG until they have satisfied this requirement.

International Transfer (pages 37-38)

1. Any international applicant who has completed a minimum of 45 quarter hours/30 semester hours of transferable work must submit an official copy of transcripts from all previously attended post-secondary institutions. If this institution is based internationally, and does not currently hold United States accreditation, the student must obtain an evaluation of these credentials that has been completed by a service belonging to the National Association of Credential Evaluation Services (NACES). University/Postsecondary education must include a course-by-course evaluation, and a GPA conversion.

2. Applicants must have a minimum cumulative grade point average of 2.0 in all transferable college work attempted. Students must also be in good social and academic standing at their former institutions.

3. Admission acceptance by the Office of International Student Admissions & Programs does not guarantee admission to a specific program or department.

4. Students are eligible to apply for transfer credit based on previously completed studies. Please see the University of West Georgia's transfer credit policy located in the "Transfer Student" policy.

5. International applicants, which require sponsorship for an F-1 or J-1 visa, must submit a copy of their passport and any previously issued United States visas as part of the application process.

6. International applicants, which require sponsorship for an F-1 or J-1 visa, must submit financial documentation indicating evidence of sufficient funds available for study at UWG.

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Military Service Transfer Credit Policies

D18. Does your institution accept the following military/veteran transfer credits:

American Council on Education (ACE)	<u> X </u> Yes	___ No
College Level Examination Program (CLEP)	<u> X </u> Yes	___ No
DANTES Subject Standardized Tests (DSST)	___ Yes	<u> X </u> No

D19. Maximum number of credits or courses that may be transferred based on military education evaluated by the American Council on Education (ACE):

Number 30 Unit type semester hours

D20. Maximum number of credits or courses that may be transferred based on Department of Defense supported prior learning assessments (College Level Examination Program (CLEP) or DANTES Subject Standardized Tests (DSST)):

Number 30 Unit type semester hours

D21. Are the military/veteran credit transfer policies published on your website? X Yes ___ No

If yes, please provide the URL where the policy can be located: <https://www.westga.edu/student-services/registrar/transfer-credit-criteria-and-requirements.php>

Students, who have served in a branch of the military, may be eligible to receive college credit for their experience. Students must submit an official military transcript to request their record be evaluated for possible college credit. Military credit is awarded based upon the American Council of Education Guide for Military Credit recommendations. Credits are generally elective credits that may be used in the degree and major program and will be listed with a grade of 'S' on the student's transcript. A maximum of 30 semester hours may be awarded. No credit is awarded for Basic Training; however, students with 2 or more years Active Duty Military Services may waive their physical education requirement by submitting a copy of their DD214

D22. Describe other military/veteran transfer credit policies unique to your institution: UWG Procedure 3.10.2 Section D

UWG PROCEDURE NUMBER: 3.10.2, Military-Connected Students (Adult Learners, Veterans, and Military-Connected Students)

A. Statement of Purpose

B. Definitions For the purposes of this Procedure, the following definitions apply:

C. Veterans Affairs Education Benefits Certification

D. Military Learning Articulation Process

Veteran students may be eligible to receive college credit for their training and occupational learning acquired while serving in the U.S. Armed Forces. The UWG Registrar's Office will do an initial evaluation of the veteran student's official military transcripts that generally results in the awarding of elective credits. The Center for Adult Learners and Veterans (CALV) will complete an additional review of the military transcripts in attempt to map learning competencies of the veteran student's military trainings and occupations to learning outcomes of specific UWG courses. This procedure details the steps of this latter Military Learning Articulation process.

1. Students who served in the Army, Coast Guard, Marine Corps, or Navy should have their "Joint Service Transcript (JST)" submitted to the University through the Department of Defense (DOD) website.

(NOTE: for students who served in the Air Force, they should submit their Community College of the Air Force transcript which, upon receipt, will be evaluated following established procedures for transfer transcript evaluation by the Registrar's Office. Refer to UWG Procedure 3.4.3 - Credit Transfers)

2. The DoD notifies CALV of the electronic submission of the "JST".

3. CALV completes a review of JST. It then prepares a Military Learning Articulation Form for those military trainings and occupations where the learning competencies listed map to the majority of the learning outcomes of a specific UWG course so transfer credit may be awarded.

4. The completed Military Learning Articulation Form is submitted to the designated academic administrator or faculty member in the respective college, school, or department that the UWG course is offered for approval or denial.

5. If the Military Learning Articulation request is denied, CALV records decision.

(NOTE: Student may still receive elective credit based upon initial Registrar's official transcript review.)

6. If the Military Learning Articulation request is approved, CALV records decisions and forwards a Military Credit Re-Evaluation Form, detailing the Articulation review approval and student(s) impacted, to the Registrar's Office.

7. The Registrar's Office changes the transcript for the impacted student(s) from elective credit to specific UWG course as approved and notifies veteran student(s) of change.

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E. ACADEMIC OFFERINGS AND POLICIES

E1. Special study options: Identify those programs available at your institution. Refer to the glossary for definitions.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Accelerated program | <input checked="" type="checkbox"/> Honors program |
| <input checked="" type="checkbox"/> Cooperative education program | <input checked="" type="checkbox"/> Independent study |
| <input checked="" type="checkbox"/> Cross-registration | <input checked="" type="checkbox"/> Internships |
| <input checked="" type="checkbox"/> Distance learning | <input type="checkbox"/> Liberal arts/career combination |
| <input checked="" type="checkbox"/> Double major | <input type="checkbox"/> Student-designed major |
| <input checked="" type="checkbox"/> Dual enrollment | <input checked="" type="checkbox"/> Study abroad |
| <input type="checkbox"/> English as a Second Language (ESL) | <input checked="" type="checkbox"/> Teacher certification program |
| <input type="checkbox"/> Exchange student program (domestic) | <input type="checkbox"/> Weekend college |
| <input checked="" type="checkbox"/> External degree program | |
| <input type="checkbox"/> Other (specify): | |

E2. Has been removed from the CDS.

E3. Areas in which all or most students are required to complete some course work prior to graduation:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Arts/fine arts | <input checked="" type="checkbox"/> Humanities |
| <input type="checkbox"/> Computer literacy | <input checked="" type="checkbox"/> Mathematics |
| <input checked="" type="checkbox"/> English (including composition) | <input type="checkbox"/> Philosophy |
| <input type="checkbox"/> Foreign languages | <input checked="" type="checkbox"/> Sciences (biological or physical) |
| <input checked="" type="checkbox"/> History | <input checked="" type="checkbox"/> Social science |
| <input type="checkbox"/> Other (describe): | |

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F. STUDENT LIFE

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

	First-time, first-year (freshman) students	All Undergraduates
Percent who are from out of state <i>(exclude international/nonresident aliens {NRA} from the numerator and denominator)</i>	4.2% (78/1,840) 1,852-12 NRA	5.4% (553/10,304) 10,411-107 NRA
Percent of men who join fraternities	--% (--/680)	2.1% (79/3769)
Percent of women who join sororities	--% (--/1,172)	2.9% (195/6642)
Percent who live in college-owned, -operated, or -affiliated housing	69.2% (1,281/1,852)	25.4% (2,649/10,411)
Percent who live off campus or commute	30.8% (571/1,852)	74.6% (7,762/10,411)
Percent of students age 25 and older	1.7% (31/1,852)	11.6% (1,211/10,411)
Average age of full-time students	19	21
Average age of all undergraduate students (full- and part-time)	19	22

CDS IEA Add-on questions

Data as of Fall 2019

Total number of sororities	12
Total number of fraternities	13
Total number of sororities living on campus	7
Total number of fraternities living on campus	7
Total number of Registered Student Organizations	170
Total number of honor societies	6
Total number of religious-based organizations	18
Total Volunteer Hours	8,919.49

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

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

F3. ROTC (program offered in cooperation with Reserve Officers' Training Corps)

Army ROTC is offered:

- On campus
 At cooperating institution (name): _____

Naval ROTC is offered:

- On campus
 At cooperating institution (name): _____

Air Force ROTC is offered:

- On campus
 At cooperating institution (name):

Student may participate through Atlanta Regional Council for Higher Education's Cross Registration Program

F4. Housing: Check all types of college-owned, -operated, or -affiliated housing available for undergraduates at your institution.

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

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G. ANNUAL EXPENSES

G0. Please provide the URL of your institution's net price calculator: <http://www.westga.edu/finaid/npcalc/npcalc.htm>

Provide 2018-2019 academic year costs of attendance for the following categories that are applicable to your institution.

- Check here if your institution's 2018-2019 academic year costs of attendance are not available at this time and provide an approximate date (i.e., month/day) when your institution's final 2018-2019 academic year costs of attendance will be available: 05/01

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

List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2018-2019 academic year (30 semester hours or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters, two trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan. **Required fees** include only charges that all full-time students must pay that are **not** included in tuition (e.g., registration, health, or activity fees.) Do **not** include optional fees (e.g., parking, laboratory use).

	FIRST-YEAR	UNDERGRADUATES
PRIVATE INSTITUTION Tuition:	-----	-----
PUBLIC INSTITUTION Tuition:	\$5,464	\$5,464
In-district:		
In-state (out-of-district):	\$5,464	\$5,464
Out-of-state:	\$19,282	\$19,282
NONRESIDENT ALIEN: Tuition:	\$19,282	\$19,282
REQUIRED FEES:	\$2,024	\$2,024
ROOM AND BOARD: (on-campus)	\$10,340	\$10,340
ROOM ONLY: (on-campus) *based on traditional hall, double occupancy	\$5,740	\$5,740
BOARD ONLY: (on-campus meal plan) min 19 meals/wk	\$4,600	\$4,600

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

Other: _____

G2. Number of credits per term a student can take for the stated full-time tuition **12** minimum **18** maximum

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

G4. Do tuition and fees vary by undergraduate instructional program? Yes No

If yes, what percentage of full-time undergraduates pay more than the tuition and fees reported in G1? _____

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

	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:	\$1,500	\$1,500	\$1,500
Room only:			\$4,050
Board only:		\$3,150	\$3,150
Room and board total (if your college cannot provide separate room and board figures for commuters not living at home):			--
Transportation:	\$4,395	\$4,395	\$4,395
Other expenses:	\$1,800	\$1,800	\$1,800

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

PRIVATE INSTITUTIONS:	-----
PUBLIC INSTITUTIONS	
In-district:	182.13
In-state (out-of-district):	182.13
Out-of-state:	642.73
NONRESIDENT ALIENS:	642.73

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H. FINANCIAL AID

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

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

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

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

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

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

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

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

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

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

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

- Non-need institutional grants
- Non-need tuition waivers
- Non-need athletic awards
- Non-need federal grants
- Non-need state grants
- Non-need outside grants
- Non-need student loans
- Non-need parent loans
- Non-need work

Non-need-based self-help aid: Loans and jobs from institutional, state, or other sources for which a student need not demonstrate financial need to qualify.

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

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

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Aid Awarded to Enrolled Undergraduates

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

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

2019-2020 estimated or 2018-2019 final

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

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

	Need-based (Include non-need-based aid use to meet need.) \$	Non-need-based (Exclude non-need-based aid use to meet need.) \$
Scholarships/Grants		
Federal	\$23,399,447.21	0
State (i.e., all states, not only the state in which your institution is located)	0	\$19,646,093.00
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	--	--
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	--	--
Total Scholarships/Grants	\$23,399,447.21	\$19,646,093.00
Self-Help		
Student loans from all sources (excluding parent loans)	\$17,366,798.00	\$17,899,594.00
Federal Work-Study	\$617,764.60	
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)	0	0
Total Self-Help	\$17,984,562.60	\$17,899,594.00
Parent Loans	0	\$9,918,065.00
Tuition Waivers Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.	--	--
Athletic Awards	--	\$1,354,832.00

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H2. Number of Enrolled Students Awarded Aid: List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source. **Aid that is non-need-based but that was used to meet need should be counted as need-based aid.** Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

	First-time Full-time Freshmen	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2019 cohort)	1,852	8,090	2,321
b) Number of students in line a who applied for need-based financial aid	1,788	7,286	1,356
c) Number of students in line b who were determined to have financial need	1,398	5,800	1,080
d) Number of students in line c who were awarded any financial aid	1,392	5,719	1,005
e) Number of students in line d who were awarded any need-based scholarship or grant aid	944	4,069	916
f) Number of students in line d who were awarded any need-based self-help aid	1,223	5,119	648
g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	310	1,043	856
h) Number of students in line d whose need was fully met (<u>exclude PLUS loans, unsubsidized loans, and private alternative loans</u>)	898	3,566	415
i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u>)	44.30%	48.97%	42.07%
j) The average financial aid package of those in line d. Exclude any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u>)	\$8,233.86	\$8,186.49	\$7,694.33
k) Average need-based scholarship or grant award of those in line e	\$5,169.06	\$5,040.71	\$4,799.29
l) Average need-based self-help award (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f	\$4,682.54	\$5,169.82	\$4,674.56
m) Average need-based loan (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f who were awarded a need-based loan	\$3,341.09	\$4,005.30	\$3,916.95

H2A. Number of Enrolled Students Awarded Non-need-based Scholarships and Grants: List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional non-need-based scholarship or grant aid. Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

	First-time Full-time Freshmen	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
n) Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	147	439	38
o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	\$1,997.16	\$2,552.31	\$2,100.24
p) Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant	81	223	2
q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p	\$6,352.42	\$6,057.99	\$1,950.00

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

Include:

- * 2019 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2018 and June 30, 2019.
- * only loans made to students who borrowed while enrolled at your institution.
- * co-signed loans.

Exclude:

- * students who transferred in.
- * money borrowed at other institutions.
- * parent loans
- * students who did not graduate or who graduated with another degree or certificate (but no bachelor's degree).

H4. Provide the number of students in the 2019 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2017 and June 30, 2018. Exclude students who transferred into your institution.				2019 = 1,198
H5. Number and percent of students in class (defined in H4 above) borrowing from federal, non-federal, and any loan sources, and the average (or mean) amount borrowed. <i>NOTE: The "Average per-undergraduate-borrower cumulative principal borrowed," is designed to provide better information about student borrowing from federal and nonfederal (institutional, state, commercial) sources. The numbers, percentages, and averages for each row should be based only on the loan source specified for the particular row. For example, the federal loans average (row b) should only be the cumulative average of federal loans and the private loans average (row e) should only be the cumulative average of private loans.</i>				
	Number in the class (defined in H4 above) who borrowed from the types of loans specified in the first column	Percent of the class (defined above) who borrowed from the types of loans specified in the first column (nearest 1%)	Average per-undergraduate-borrower cumulative principal borrowed from the types of loans specified in the first column (nearest \$1)	Median per-undergraduate-borrower cumulative principal borrowed, of those in the first column (nearest \$1)
a) Any loan program: Federal Perkins, Federal Stafford Subsidized and Unsubsidized, institutional, state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loans and Federal Family Education Loans.	937	78.21%	\$26,375.61	\$25,732.00
b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	929	77.55%	\$24,968.06	\$25,726.00
c) Institutional loan programs.	0	0	0	0
d) State loan programs.	16	1.33%	\$10,613.33	\$9,884.00
e) Private alternative loans made by a bank or lender.	77	6.42%	\$24,968.06	\$25,726.00

Additionally, a definition for "private students loans" has been added to the glossary that reads: "Private student loans: A nonfederal loan made by a lender such as a bank, credit union or private lender used to pay for up to the annual cost of education, less any financial aid received."

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

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

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

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

H7. Check off all financial aid forms nonresident alien first-year financial aid applicants must submit:

- Institution's own financial aid form
 CSS/Financial Aid PROFILE
 International Student's Financial Aid Application
 International Student's Certification of Finances
 Other: _____

Process for First-Year/Freshman Students

H8. Check off all financial aid forms domestic first-year (freshman) financial aid applicants must submit:

- FAFSA
 Institution's own financial aid form
 CSS/Financial Aid PROFILE
 State aid form
 Noncustodial PROFILE
 Business/Farm Supplement
 Other: _____

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

Priority date for filing required financial aid forms: APRIL 1
 Deadline for filing required financial aid forms: JULY 1
 No deadline for filing required forms (applications processed on a rolling basis): N/A

H10. Indicate notification dates for first-year (freshman) students (answer a or b):

a.) Students notified on or about (date): MAY 1
 b.) Students notified on a rolling basis: YES / NO If yes, starting date: MAY 1

H11. Indicate reply dates:

Students must reply by (date): N/A or within N/A weeks of notification.

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Types of Aid Available

Please check off all types of aid available to undergraduates at your institution:

H12. Loans

FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)

- Direct Subsidized Stafford Loans
- Direct Unsubsidized Stafford Loans
- Direct PLUS Loans

- Federal Perkins Loans
- Federal Nursing Loans
- State Loans
- College/university loans from institutional funds
- Other (specify): _____

H13. Scholarships and Grants

NEED-BASED:

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

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

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

H15. If your institution has recently implemented any major financial aid policy, program, or initiative to make your institution more affordable to incoming students such as replacing loans with grants, or waiving costs for families below a certain income level please provide details below:

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I. INSTRUCTIONAL FACULTY AND CLASS SIZE

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

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

	Full-time	Part-time
(a) instructional faculty in preclinical and clinical medicine, faculty who are not paid (e.g., those who donate their services or are in the military), or research-only faculty, post-doctoral fellows, or pre-doctoral fellows	Exclude	Include only if teaching one or more non-clinical credit courses
(b) administrative officers with titles such as dean of students, librarian, registrar, coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty status <i>UWG Changed reporting fall 2014: All faculty holding administrative titles such as Dean, Assoc/Asst Dean, Chair, Director, Vice President, Assoc/Asst VP, Librarian, etc. will be counted as part-time because instruction percentage is less than 100%.</i>	Exclude	Include if teaching one or more non-clinical credit courses
(C) other administrators/staff who teach one or more non-clinical credit courses even though they do not have faculty status	Exclude	Include
(d) undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like	Exclude	Exclude
(e) faculty on sabbatical or leave with pay	Include	Exclude
(f) faculty on leave without pay	Exclude	Exclude
(g) replacement faculty for faculty on sabbatical leave or leave with pay	Exclude	Include

- **Full-time instructional faculty:** faculty employed on a full-time basis for instruction (include those with released time for research)
- **Part-time instructional faculty:** Adjuncts and other instructors being paid solely for part-time classroom instruction. Also includes full-time faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Employees who are not considered full-time instruction faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty.
- **Minority faculty:** includes faculty who designate themselves as Black, non-Hispanic; American Indian or Alaska Native; Asian, Native Hawaiian or other Pacific Islander, or Hispanic.
- **Doctorate:** includes such degrees as Doctor of Philosophy, Doctor of Education, Doctor of Juridical Science, and Doctor of Public Health in any field such as arts, sciences, education, engineering, business, and public administration. Also includes terminal degrees formerly designated as "first professional," including dentistry (DDS or DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), pharmacy (DPharm or BPharm), podiatric medicine (DPM), veterinary medicine (DVM), chiropractic (DC or DCM), or law (JD).
- **Terminal master's degree:** a master's degree that is considered the highest degree in a field: example, M. Arch (in architecture) and MFA (master of fine arts in art or theater).

	Full-time	Part-time	Total
a.) Total number of instructional faculty	460	263	723
b.) Total number who are members of minority groups	102	35	137
c.) Total number who are women	269	161	430
d.) Total number who are men	191	102	293
e.) Total number who are nonresident aliens (international)	16	0	16
f.) Total number with doctorate, or other terminal degree (344 Terminal Degree Full Time/460 Total Full Time = .7478 = 75 % FT with Terminal Degree)	344	123	467
g.) Total number whose highest degree is a master's but not a terminal master's	116	130	246
h.) Total number whose highest degree is a bachelor's	0	10	10
i.) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	0	0	0
j.) Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	48	23	71

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I-2. Student to Faculty Ratio

Report the Fall 2019 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, **exclude** both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level students. Do not count undergraduate or graduate student teaching assistants as faculty.

Fall 2019 Student to Faculty ratio: 18 to 1 (based on 8,863.7 students and 492 faculty)

$$(8,090 \text{ ug full-time} + (2,321 \text{ ug part-time} / 3 = 773.667) = 8,863.7 \text{ ug fte}$$

$$460-48 \text{ full-time faculty [412]} + (263-23 [240] \text{ part-time faculty} / 3 = 80) = 492 \text{ faculty fte).$$

$$8863.7 \text{ ug student fte divided by } 492 \text{ faculty fte} = 18.02$$

I-3. Undergraduate Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2019 term.

Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes. Each class section should be counted only once and should not be duplicated because of course catalog cross-listings.

Class Subsections: A class subsection includes any subsection of a course, such as laboratory, recitation, and discussion subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Undergraduate subsections are defined as any subsections of courses in which degree-seeking undergraduate students enrolled for credit. As above, exclude noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Each class subsection should be counted only once and should not be duplicated because of cross-listings.

Using the above definitions, please report for each of the following class-size intervals the number of *class sections* and *class subsections* offered in Fall 2019. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the "100+" column in the class section column and 40 times under the "20-29" column of the class subsections table.

Number of Class Sections with Undergraduates Enrolled
Undergraduate Class Size (provide numbers)

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SECTIONS	165	333	325	196	62	84	1	1166

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SUB-SECTIONS	75	81	83	6	3	44	--	292

CDS IEA Add On

Average Undergraduate Class Size

- 24.99 Lecture, Lecture/Supervised Lab, Lecture/Unsupervised Lab, Seminar
- 23.61 Labs
- 17.93 Internships/Practicums (not included in overall average class size)
- 24.64 All undergraduate classes (no Independent Study Courses included)

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J. Disciplinary areas of DEGREES CONFERRED

Degrees conferred between July 1, 2018 and June 30, 2019

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

Category	Bachelor's Number Awarded	Percentage of total Awarded	Round %	CIP 2010 Categories to Include
Agriculture				1
Natural resources and conservation	--	--	--	3
Architecture				4
Area, ethnic, and gender studies				5
Communication/journalism	109	6.20	6	9
Communication technologies				10
Computer and information sciences	17	0.97	1	11
Personal and culinary services				12
Education	140	7.96	8	13
Engineering				14
Engineering technologies				15
Foreign languages, literatures, and linguistics	13	0.74	1	16
Family and consumer sciences				19
Law/legal studies				22
English	46	2.62	3	23
Liberal arts/general studies				24
Library science				25
Biological/life sciences	110	6.25	6	26
Mathematics and statistics	3	0.17	--	27
Military science and military technologies				28 and 29
Interdisciplinary studies	1	0.06	--	30
Parks and recreation	85	4.83	5	31
Philosophy and religious studies	6	0.34	--	38
Theology and religious vocations				39
Physical sciences	44	2.50	2	40
Science technologies				41
Psychology	186	10.60	11	42
Homeland Security, law enforcement, firefighting, and protective services				43
Public administration and social services				44
Social sciences	295	16.77	17	45
Construction trades				46
Mechanic and repair technologies				47
Precision production				48
Transportation and materials moving				49
Visual and performing arts	55	3.13	3	50
Health professions and related programs	205	11.65	12	51
Business/marketing	417	23.71	24	52
History	27	1.50	1	54
Other				
TOTAL	1,759	100%	100	

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Common Data Set Definitions

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

◆ Items preceded by an asterisk (*) represent definitions agreed to among publishers which do not appear on the CDS document but may be present on individual publishers' surveys.

***Academic advisement:** Plan under which each student is assigned to a faculty member or a trained adviser, who, through regular meetings, helps the student plan and implement immediate and long-term academic and vocational goals.

Accelerated program: Completion of a college program of study in fewer than the usual number of years, most often by attending summer sessions and carrying extra courses during the regular academic term.

Admitted student: Applicant who is offered admission to a degree-granting program at your institution.

***Adult student services:** Admission assistance, support, orientation, and other services expressly for adults who have started college for the first time, or who are re-entering after a lapse of a few years.

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) and maintaining tribal affiliation or community attachment.

Applicant (first-time, first year): An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution).

Application fee: That amount of money that an institution charges for processing a student's application for acceptance. This amount is *not* creditable toward tuition and required fees, nor is it refundable if the student is not admitted to the institution.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Associate degree: An award that normally requires at least two but less than four years of full-time equivalent college work.

Bachelor's degree: An award (baccalaureate or equivalent degree, as determined by the Secretary of the U.S. Department of Education) that normally requires at least four years but *not* more than five years of full-time equivalent college-level work. This includes ALL bachelor's degrees conferred in a five-year cooperative (work-study plan) program. (A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies.) Also, it includes bachelor's degrees in which the normal four years of work are completed in three years.

Black or African American: A person having origins in any of the black racial groups of Africa.

Board (charges): Assume average cost for 19 meals per week or the maximum meal plan.

Books and supplies (costs): Average cost of books and supplies. Do not include unusual costs for special groups of students (e.g., engineering or art majors), unless they constitute the majority of students at your institution.

Calendar system: The method by which an institution structures most of its courses for the academic year.

Campus Ministry: Religious student organizations (denominational or nondenominational) devoted to fostering religious life on college campuses. May also refer to Campus Crusade for Christ, an interdenominational Christian organization.

***Career and placement services:** A range of services, including (often) the following: coordination of visits of employers to campus; aptitude and vocational testing; interest inventories, personal counseling; help in resume writing, interviewing, launching the job search; listings for those students desiring employment and those seeking permanent positions; establishment of a permanent reference folder; career resource materials.

Carnegie units: One year of study or the equivalent in a secondary school subject.

Certificate: See **Postsecondary award, certificate, or diploma.**

Class rank: The relative numerical position of a student in his or her graduating class, calculated by the high school on the basis of grade-point average, whether weighted or unweighted.

College-preparatory program: Courses in academic subjects (English, history and social studies, foreign languages, mathematics, science, and the arts) that stress preparation for college or university study.

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Common Application: The standard application form distributed by the National Association of Secondary School Principals for a large number of private colleges who are members of the Common Application Group.

***Community service program:** Referral center for students wishing to perform volunteer work in the community or participate in volunteer activities coordinated by academic departments.

Commuter: A student who lives off campus in housing that is not owned by, operated by, or affiliated with the college. This category includes students who commute from home and students who have moved to the area to attend college.

Contact hour: A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as clock hour.

Continuous basis (for program enrollment): A calendar system classification that is used by institutions that enroll students at any time during the academic year. For example, a cosmetology school or a word processing school might allow students to enroll and begin studies at various times, with no requirement that classes begin on a certain date.

Cooperative education program: A program that provides for alternate class attendance and employment in business, industry, or government.

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

***Counseling service:** Activities designed to assist students in making plans and decisions related to their education, career, or personal development.

Credit: Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award.

Credit course: A course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, diploma, certificate, or other formal award.

Credit hour: A unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester or trimester system or a 10-week period in a quarter system. It is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.

Cross-registration: A system whereby students enrolled at one institution may take courses at another institution without having to apply to the second institution.

Deferred admission: The practice of permitting admitted students to postpone enrollment, usually for a period of one academic term or one year.

Degree: An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies.

Degree-seeking students: Students enrolled in courses for credit who are recognized by the institution as seeking a degree or formal award. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.

Differs by program (calendar system): A calendar system classification that is used by institutions that have occupational/vocational programs of varying length. These schools may enroll students at specific times depending on the program desired. For example, a school might offer a two-month program in January, March, May, September, and November; and a three-month program in January, April, and October.

Diploma: See **Postsecondary award, certificate, or diploma.**

Distance learning: An option for earning course credit at off-campus locations via cable television, internet, satellite classes, videotapes, correspondence courses, or other means.

Doctor's degree-research/scholarship: A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M., and others, as designated by the awarding institution.

Doctor's degree-professional practice: A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as "first-professional" and may include: Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (L.L.B. or J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O.); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or, Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution.

Doctor's degree-other: A doctor's degree that does not meet the definition of a doctor's degree - research/scholarship or a doctor's degree - professional practice.

Double major: Program in which students may complete two undergraduate programs of study simultaneously.

Dual enrollment: A program through which high school students may enroll in college courses while still enrolled in high school. Students are not required to apply for admission to the college in order to participate.

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Early action plan: An admission plan that allows students to apply and be notified of an admission decision well in advance of the regular notification dates. If admitted, the candidate is not committed to enroll; the student may reply to the offer under the college's regular reply policy.

Early admission: A policy under which students who have not completed high school are admitted and enroll full time in college, usually after completion of their junior year.

Early decision plan: A plan that permits students to apply and be notified of an admission decision (and financial aid offer if applicable) well in advance of the regular notification date. Applicants agree to accept an offer of admission and, if admitted, to withdraw their applications from other colleges. There are three possible decisions for early decision applicants: admitted, denied, or not admitted but forwarded for consideration with the regular applicant pool, without prejudice.

English as a Second Language (ESL): A course of study designed specifically for students whose native language is not English.

Exchange student program-domestic: Any arrangement between a student and a college that permits study for a semester or more at another college in the United States without extending the amount of time required for a degree. **See also Study abroad.**

External degree program: A program of study in which students earn credits toward a degree through independent study, college courses, proficiency examinations, and personal experience. External degree programs require minimal or no classroom attendance.

Extracurricular activities (as admission factor): Special consideration in the admissions process given for participation in both school and nonschool-related activities of interest to the college, such as clubs, hobbies, student government, athletics, performing arts, etc.

First-time student: A student attending any institution for the first time at the level enrolled. Includes students enrolled in the fall term who attended a postsecondary institution for the first time at the same level in the prior summer term. Also includes students who entered with advanced standing (college credit earned before graduation from high school).

First-time, first-year (freshman) student: A student attending any institution for the first time at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

First-year student: A student who has completed less than the equivalent of 1 full year of undergraduate work; that is, less than 30 semester hours (in a 120-hour degree program) or less than 900 contact hours.

Freshman: A first-year undergraduate student.

***Freshman/new student orientation:** Orientation addressing the academic, social, emotional, and intellectual issues involved in beginning college. May be a few hours or a few days in length; at some colleges, there is a fee.

Full-time student (undergraduate): A student enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term.

Geographical residence (as admission factor): Special consideration in the admission process given to students from a particular region, state, or country of residence.

Grade-point average (academic high school GPA): The sum of grade points a student has earned in secondary school divided by the number of courses taken. The most common system of assigning numbers to grades counts four points for an A, three points for a B, two points for a C, one point for a D, and no points for an E or F. Unweighted GPA's assign the same weight to each course. Weighting gives students additional points for their grades in advanced or honors courses.

Graduate student: A student who holds a bachelor's or equivalent, and is taking courses at the post-baccalaureate level.

***Health services:** Free or low cost on-campus primary and preventive health care available to students.

High school diploma or recognized equivalent: A document certifying the successful completion of a prescribed secondary school program of studies, or the attainment of satisfactory scores on the Tests of General Educational Development (GED), or another state-specified examination.

Hispanic or Latino: A person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.

Honors program: Any special program for very able students offering the opportunity for educational enrichment, independent study, acceleration, or some combination of these.

Independent study: Academic work chosen or designed by the student with the approval of the department concerned, under an instructor's supervision, and usually undertaken outside of the regular classroom structure.

In-state tuition: The tuition charged by institutions to those students who meet the state's or institution's residency requirements.

International student: See **Nonresident alien.**

International student group: Student groups that facilitate cultural dialogue, support a diverse campus, assist international students in acclimation and creating a social network.

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Internship: Any short-term, supervised work experience usually related to a student's major field, for which the student earns academic credit. The work can be full- or part-time, on- or off-campus, paid or unpaid.

***Learning center:** Center offering assistance through tutors, workshops, computer programs, or audiovisual equipment in reading, writing, math, and skills such as taking notes, managing time, taking tests.

***Legal services:** Free or low cost legal advice for a range of issues (personal and other).

Liberal arts/career combination: Program in which a student earns undergraduate degrees in two separate fields, one in a liberal arts major and the other in a professional or specialized major, whether on campus or through cross-registration.

Master's degree: An award that requires the successful completion of a program of study of generally one or two full-time equivalent academic years of work beyond the bachelor's degree. Some of these degrees, such as those in Theology (M.Div., M.H.L./Rav) that were formerly classified as "first-professional", may require more than two full-time equivalent academic years of work.

Minority affiliation (as admission factor): Special consideration in the admission process for members of designated racial/ethnic minority groups.

***Minority student center:** Center with programs, activities, and/or services intended to enhance the college experience of students of color.

Model United Nations: A simulation activity focusing on conflict resolution, globalization, and diplomacy. Assuming roles as foreign ambassadors and "delegates," students conduct research, engage in debate, draft resolutions, and may participate in a national Model UN conference.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Nonresident alien: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

***On-campus day care:** Licensed day care for students' children (usually age 3 and up); usually for a fee.

Open admission: Admission policy under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to academic record, test scores, or other qualifications.

Other expenses (costs): Include average costs for clothing, laundry, entertainment, medical (if not a required fee), and furnishings.

Out-of-state tuition: The tuition charged by institutions to those students who do not meet the institution's or state's residency requirements.

Part-time student (undergraduate): A student enrolled for fewer than 12 credits per semester or quarter, or fewer than 24 contact hours a week each term.

***Personal counseling:** One-on-one or group counseling with trained professionals for students who want to explore personal, educational, or vocational issues.

Post-baccalaureate certificate: An award that requires completion of an organized program of study requiring 18 credit hours beyond the bachelor's; designed for persons who have completed a baccalaureate degree but do not meet the requirements of academic degrees carrying the title of master.

Post-master's certificate: An award that requires completion of an organized program of study of 24 credit hours beyond the master's degree but does not meet the requirements of academic degrees at the doctoral level.

Postsecondary award, certificate, or diploma: Includes the following three IPEDS definitions for postsecondary awards, certificates, and diplomas of varying durations and credit/contact hour requirements—

Less Than 1 Academic Year: Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in less than 1 academic year (2 semesters or 3 quarters) or in less than 900 contact hours by a student enrolled full-time.

At Least 1 But Less Than 2 Academic Years: Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 1 but less than 2 full-time equivalent academic years, or designed for completion in at least 30 but less than 60 credit hours, or in at least 900 but less than 1,800 contact hours.

At Least 2 But Less Than 4 Academic Years: Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 2 but less than 4 full-time equivalent academic years, or designed for completion in at least 60 but less than 120 credit hours, or in at least 1,800 but less than 3,600 contact hours.

Private institution: An educational institution controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds, and operated by other than publicly elected or appointed officials.

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Private for-profit institution: A private institution in which the individual(s) or agency in control receives compensation, other than wages, rent, or other expenses for the assumption of risk.

Private nonprofit institution: A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent nonprofit schools and those affiliated with a religious organization.

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

Proprietary institution: See **Private for-profit institution**.

Public institution: An educational institution whose programs and activities are operated by publicly elected or appointed school officials, and which is supported primarily by public funds.

Quarter calendar system: A calendar system in which the academic year consists of three sessions called quarters of about 12 weeks each. The range may be from 10 to 15 weeks. There may be an additional quarter in the summer.

Race/ethnicity: Category used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in only one group.

Race/ethnicity unknown: Category used to classify students or employees whose race/ethnicity is not known and whom institutions are unable to place in one of the specified racial/ethnic categories.

Religious affiliation/commitment (as admission factor): Special consideration given in the admission process for affiliation with a certain church or faith/religion, commitment to a religious vocation, or observance of certain religious tenets/lifestyle.

***Religious counseling:** One-on-one or group counseling with trained professionals for students who want to explore religious problems or issues.

***Remedial services:** Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.

Required fees: Fixed sum charged to students for items not covered by tuition and required of such a large proportion of all students that the student who does NOT pay is the exception. Do not include application fees or optional fees such as lab fees or parking fees.

Resident alien or other eligible non-citizen: A person who is not a citizen or national of the United States and who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card [Form I-551 or I-151], a Temporary Resident Card [Form I-688], or an Arrival-Departure Record [Form I-94] with a notation that conveys legal immigrant status, such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian).

Room and board (charges)—on campus: Assume double occupancy in institutional housing and 19 meals per week (or maximum meal plan).

Secondary school record (as admission factor): Information maintained by the secondary school that may include such things as the student's high school transcript, class rank, GPA, and teacher and counselor recommendations.

Semester calendar system: A calendar system that consists of two semesters during the academic year with about 16 weeks for each semester of instruction. There may be an additional summer session.

Student-designed major: A program of study based on individual interests, designed with the assistance of an adviser.

Study abroad: Any arrangement by which a student completes part of the college program studying in another country. Can be at a campus abroad or through a cooperative agreement with some other U.S. college or an institution of another country.

***Summer session:** A summer session is shorter than a regular semester and not considered part of the academic year. It is not the third term of an institution operating on a trimester system or the fourth term of an institution operating on a quarter calendar system. The institution may have 2 or more sessions occurring in the summer months. Some schools, such as vocational and beauty schools, have year-round classes with no separate summer session.

Talent/ability (as admission factor): Special consideration given to students with demonstrated talent/abilities in areas of interest to the institution (e.g., sports, the arts, languages, etc.).

Teacher certification program: Program designed to prepare students to meet the requirements for certification as teachers in elementary, middle/junior high, and secondary schools.

Transfer applicant: An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has previously attended another college or university and earned college-level credit.

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Transfer student: A student entering the institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate). The student may transfer with or without credit.

Transportation (costs): Assume two round trips to student's hometown per year for students in institutional housing or daily travel to and from your institution for commuter students.

Trimester calendar system: An academic year consisting of 3 terms of about 15 weeks each.

Tuition: Amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit.

***Tutoring:** May range from one-on-one tutoring in specific subjects to tutoring in an area such as math, reading, or writing. Most tutors are college students; at some colleges, they are specially trained and certified.

Unit: a standard of measurement representing hours of academic instruction (e.g., semester credit, quarter credit, contact hour).

Undergraduate: A student enrolled in a four- or five-year bachelor's degree program, an associate degree program, or a vocational or technical program below the baccalaureate.

***Veteran's counseling:** Helps veterans and their dependents obtain benefits for their selected program and provides certifications to the Veteran's Administration. May also provide personal counseling on the transition from the military to a civilian life.

***Visually impaired:** Any person whose sight loss is not correctable and is sufficiently severe as to adversely affect educational performance.

Volunteer work (as admission factor): Special consideration given to students for activity done on a volunteer basis (e.g., tutoring, hospital care, working with the elderly or disabled) as a service to the community or the public in general.

Wait list: List of students who meet the admission requirements but will only be offered a place in the class if space becomes available.

Weekend college: A program that allows students to take a complete course of study and attend classes only on weekends.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

***Women's center:** Center with programs, academic activities, and/or services intended to promote an understanding of the evolving roles of women.

Work experience (as admission factor): Special consideration given to students who have been employed prior to application, whether for relevance to major, demonstration of employment-related skills, or as explanation of student's academic and extracurricular record.

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Changes for CDS 2019-2020

1. Added Clarifying Language to B1

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

Title: Reporting Study Abroad Students in IPEDS Survey Components

Purpose: The table provides supplemental guidance to existing survey instructions on reporting study abroad students enrolled for credit at the institution, by role of the institution and IPEDS survey component.

Description: The inclusion and exclusion of study abroad students in IPEDS survey components depends on the survey component and the role of the institution where the student is enrolled for credit. The table explains when an institution should report study abroad students in nine (9) IPEDS surveys. How an institution reports a study abroad student depends on the type of institution where the student is enrolled for credit: home institution or host institution. If a student is seeking a degree or certificate at a home institution but may be taking classes in a foreign location, then the data on the student is reported in IPEDS surveys based on the information in the home institution column of the table. If a student is visiting and taking courses for credit, but not seeking a degree or certificate at a host institution, then the data on the student is reported in IPEDS surveys based on the information in the host institution column of the table. As a reminder, for student to be reported by either home or host institution, the student must be enrolled for credit at that institution.

Key Terms:

- Home institution – student is seeking a degree or certificate at that institution but may be taking classes in a foreign location
- Host institution – student is visiting and taking courses for credit, but not seeking a degree or certificate at that institution

Survey Component	Role of the US institution where the student is enrolled for credit	
	Home Institution	Host Institution
12-month Enrollment	Include in enrollment if student is taking courses for credit at the institution or if the institution provides the instructional resource (classroom, instructors) at the foreign location	Include in enrollment
Completions	Include degrees granted to students who are taking courses for credit at the institution or if the institution provides the instructional resource (classroom, instructors) at the foreign location	Exclude degrees granted to students who complete all of their degree requirements at an institution at the foreign location
Fall Enrollment	Include as degree/certificate-seeking only if student is taking courses for credit at the institution or if the institution provides the instructional resource (classroom, instructors) at the foreign location; Include in retention calculations (freshman study abroad students can be added to the first-time cohort and sophomore study abroad students can be considered part of the retained cohort)	Include as non-degree/non-certificate seeking; Exclude from retention calculations
Finance	Include in FTE and scholarships/fellowships processed by the institution	Include in FTE and scholarships/fellowships processed by the institution
Graduation Rates and Graduation Rates 200%	Include in first-time cohort and completion	Exclude from first-time cohort and completion
Institutional Characteristics	Exclude students' cost of attendance	Exclude from students' cost of attendance
Outcome Measures	Include in first-time cohort and outcomes	Exclude from first-time cohort and outcomes
Student Financial Aid	Exclude students' cost of attendance Include US students if the institution awards the aid	Exclude students' cost of attendance Exclude non-US students receiving institutional grants

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NOTES:

- For student to be reported by either home or host institution, the student must be enrolled for credit at that institution.
- Study abroad students can include U.S. students taking courses abroad or foreign students taking courses at a U.S. institution.
- Foreign students who are only taking coursework at a host institution - If these students are not enrolled at a U.S. institution (home institution), these students are not counted in any IPEDS survey components

2. Multiple Changes to Section C

a. *Added Clarifying Language to C9*

If a student submitted multiple sets of scores for a single test, report this information according to how you use the data. For example:

- If you consider the highest scores from either submission, use the highest combination of scores (e.g., verbal from one submission, math from the other).
- If you average the scores, use the average to report the scores.

b. *Added SAT Composite Grid to C9*

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

c. *Added 4.0 Score Bracket to C11*

Percentage of all enrolled, degree-seeking, first-time, first-year (freshman) students who had high school grade-point averages within each of the following ranges (using 4.0 scale). Report information only for those students from whom you collected high school GPA.

Percent who had GPA of 4.0	_____
Percent who had GPA between 3.75 and 3.99	_____
Percent who had GPA between 3.50 and 3.74	_____
Percent who had GPA between 3.25 and 3.49	_____
Percent who had GPA between 3.00 and 3.24	_____
Percent who had GPA between 2.50 and 2.99	_____
Percent who had GPA between 2.0 and 2.49	_____
Percent who had GPA between 1.0 and 1.99	_____
Percent who had GPA below 1.0	_____
100%	

3. Updated Numerous Terms and Definitions: [reworded “formal award” to “recognized postsecondary credential”]

Credit: Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other recognized postsecondary credential.

Credit Course: A course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, diploma, certificate, or recognized postsecondary credential.

Credit Hours: A unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester or trimester system or a 10-week period in a quarter system. It is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate, or other recognized postsecondary credential.

Degree-seeking students: Students enrolled in courses for credit who are recognized by the institution as seeking a degree or recognized postsecondary credential. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.