2016 to 2021
Quality Enhancement Plan

“CRITICAL THINKING”
2016 Georgia Military College

FACT BOOK STAFF

Start Here ... Go Anywhere

The Fact Book is published by the
OFFICE OF INSTITUTIONAL RESEARCH, PLANNING & EFFECTIVENESS *

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* A special “thank you” from the OIRPE staff to Jay Bentley, Director of Communications, and Dylan Stephens, Systems Librarian and Cataloger, for the GMC photos.

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The Fact Book is available online at www.gmc.edu/about-gmc/factbook
TABLE OF CONTENTS

INTRODUCTION
6 History of Georgia Military College
7 Mission and Vision
8 Message from the President
9 Awards and College Highlights
10 Campus Locations Map

LEADERSHIP
12 College Organizational Chart
13 Board of Trustees
14 Senior Administration
15 The Directors
16 Division Chairs and Degree Program Coordinators

STUDENT ENROLLMENT CHARACTERISTICS
19 Academic Year - At a Glance
20 Enrollment by Student Type
20 Enrollment by Race/Ethnicity
20 Enrollment by Age and Gender
21 Unduplicated Annual Enrollment
21 Full-Time Equivalencies (FTEs)
21 Enrollment by Term
22 Enrollment by Modality
23 Enrollment by County

STUDENT SUCCESS MEASURES
25 Three Year Graduates and Degrees Awarded
25 First-Time, Full-Time Freshmen Three Year Student Success Measure
26 First-Time, Full-Time Freshman Fall-to-Fall Retention Rate
27 GMC Degrees Awarded by Program
TABLE OF CONTENTS

NATIONAL SURVEYS
29 Noel-Levitz – Student Satisfaction Inventory (SSI)
29 Noel-Levitz – Priorities for Online Learners (PSOL)
30 CCSSE – Community College Survey of Student Engagement

STUDENT FINANCIAL AID DATA
32 Percentage of First-Time, Full-Time Students receiving any Financial Aid
32 Percentage of First-Time, Full-Time Students receiving Pell Grant
32 Percentage of First-Time, Full-Time Students receiving Other Types of Grants
(Federal Government, Other Federal, State/Local Government, and Institutional)
32 Percentage of First-Time, Full-Time Students receiving Federal Loans
32 Number of undergraduates receiving Post 9/11 GI Bill Benefits
32 Number of undergraduates receiving Department of Defense Tuition Assistance

FACULTY AND STAFF DEMOGRAPHICS
33 Total Employees by Occupation Group
33 Total Faculty
33 Total Full-Time Faculty by Academic Rank

ATHLETICS
34 Intercollegiate Athletic Programs
34 Athletic Achievements

CAMPUS FACT SHEETS
Augusta Milledgeville
Columbus Online
Dublin Sandersville
Fairburn Stone Mountain
Fayetteville Valdosta
Madison Warner Robins

GEORGIA MILITARY COLLEGE
INTRODUCTION
HISTORY

Georgia Military College was established in 1879 by act of the Georgia General Assembly “to educate young men and women from the Middle Georgia area in an environment which fosters the qualities of good citizenship.”

The school was originally called Middle Georgia Military and Agricultural College and was ceded state government lands surrounding the Old Capitol Building, which was the seat of government for the State of Georgia from 1807-1868. The Old Capitol Building, then as now, is central feature of the Milledgeville, Georgia campus and sits on the city’s highest point.

The name of the school was changed to Georgia Military College in 1900. Legislative acts of 1920 and 1922 severed the relationship with the University of Georgia and gave a local Board total power over the operations of the school. In 1930, the official addition of a junior college division to the College-preparatory secondary school finally justified its name. In 1950, the War Department designated the institution a “Military Junior College.” Today Georgia Military College is one of only five United States Military Junior Colleges.

The Georgia Military College of today is made up of a liberal arts multi-campus college and a preparatory school (grades 6-12). The college is a co-educational public institution operating under the direction of a publicly elected Board of Trustees. Georgia Military College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees and bachelor of applied science degrees.
MISSION STATEMENT

The mission of Georgia Military College (GMC) is to produce educated citizens and contributing members of society in an environment conducive to the development of the intellect and character of its students, regardless of location or method of delivery. College students are offered a liberal arts-based, two-year undergraduate curriculum designed to support student attainment of an associate degree and prepare students for transfer to four-year colleges and universities. Students with an associate of applied science degree are offered a curriculum designed to support student attainment of a Bachelor of Applied Science degree. For selected college students who enroll in the Reserve Officer Training Corps (ROTC), and preparatory school students in the Junior ROTC program, GMC includes a military training and education component.

THE PRESIDENT’S VISION STATEMENT

In its Vision 2029, GMC will be a nationally recognized leader providing a character-based higher education, improving students’ personal well-being and giving hope for a brighter future.

The vision is achieved by being accessible to any student desiring a character-based college level education, being the best two-year college in the state of Georgia and among the top five in the nation, being nationally recognized as a “best value” college, being recognized as a military friendly school, being nationally recognized in the top ten fastest growing community colleges, being nationally recognized as a leader in the innovation and delivery of individual learning support services, being nationally recognized as a leader in the innovation of programs, and by increasing scholarship endowments to make education affordable.
Welcome to Georgia Military College! We adhere to certain educational principles: that the pursuit of knowledge is deserving of sacrifice; that knowledge ought to ripen into wisdom; that whether or not one believes that human beings are the purpose of creation, they are certainly the purpose of education.

Georgia Military College was created by public act of the Georgia State legislature in 1879 and admitted its first class of students in January 1880. During its existence, its mission has remained constant “to develop educated and responsible citizens of this nation”...and we have succeeded! Governors, Presidential Cabinet members, Ambassadors, Senators, Generals, and leaders in government, business, industry, and education...all are reflections of what is taught and learned at this institution.

What each of our distinguished alumni has in common is their devotion to the core values of “Duty” “Honor” “Country.” These values were the basis of the educational experience each enjoyed for over 137 years at Georgia Military College, and they continue to serve as the basic values of each graduates’ daily life. Here, on the historic grounds of the Milledgeville campus, GMC students sharpened their intellect and honed their core values.

Today as our students make their way across the many campuses that comprise Georgia Military College in the twenty-first century, beside each walks an alumnus with whom they share the heritage embodied in the accolade “Character Above All” and the core values of three words to live by: “Duty!” “Honor!” “Country!”

Our expectation is that you will experience the same intellectual and personal growth, commitment to nation, and sense of pride that the legions of men and women who have attended Georgia Military College have manifested. I applaud your decision to advance yourself and extend to you our hands to help you achieve your goals.

Sincerely,

William B. Caldwell, IV
Lieutenant General, (USA, Ret.)
President
In addition to the accolades above, Georgia Military College also proudly offers:

- No out-of-state tuition
- Free tutoring
- Small class sizes (average is 16 students)
- Open admissions—only a high school diploma or GED required for admission
- A vast array of financial aid options
- 12 campus locations located within Georgia including an online campus
- Articulation agreements with 42 four-year colleges, 38 of which guarantee admission, and 10 BAS Articulation Agreements with Technical Colleges in Georgia
Start Here ... Go Anywhere!
Georgia Military College
As of July 27, 2016

GMC Board of Trustees

President

Director of Staff

Executive Vice President & Chief Operating Officer

Campus Executive Directors (8)

Vice President Information Technology & Enrollment Management Services

Principal GMC Preparatory School

Vice President Engineering Services

Director of Communications

Dean of Students

Senior Vice President & Chief Academic Officer/Dean of Faculty

Senior Vice President & Chief Financial Officer

Senior Vice President & Chief College Relations Officer

Director Junior College Athletics

Vice President Institutional Research, Planning, & Effectiveness

Associate Chief Academic Officer

Chairperson Quality Enhancement Plan

Extension Center Directors (5)
CHAIRMAN OF THE BOARD
Mr. Randall A. New
Elected 1991, District 2

VICE-CHAIRMAN OF THE BOARD
Mr. George Hogan, Sr.
Elected 1997, District 5

SECRETARY
Ms. Doris Renfroe
Elected 2005, District 3

TRUSTEE
Rev. Tony Fraley
Elected 2013, District 1

TRUSTEE
Mr. Ken Vance
Elected 2013, District 4

TRUSTEE
Mr. Alberto C. Martinez, Jr.
Elected 2000, District 6

TRUSTEE
Honorable Gary Thrower
Elected Mayor 2015
PRESIDENT
LTG William B. Caldwell, IV, USA (Ret.)

EXECUTIVE VICE PRESIDENT & CHIEF OPERATING OFFICER
BG Curt Rauhut, USA (Ret.)

SR. VICE PRESIDENT, CHIEF ACADEMIC OFFICER, & DEAN OF FACULTY
Mike Holmes, Ph.D.

SR. VICE PRESIDENT, CHIEF FINANCIAL OFFICER
James Watkins

SR. VICE PRESIDENT, CHIEF COLLEGE RELATIONS OFFICER, & EXECUTIVE DIRECTOR OF THE GMC FOUNDATION
Mark Strom

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Jeannie Zipperer, J.D., M.A.

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Jeff Gray

VICE PRESIDENT FOR HUMAN RESOURCES
Jill Robbins

VICE PRESIDENT FOR INFORMATION TECHNOLOGY & ENROLLMENT MANAGEMENT SERVICES
Jody Yearwood

VICE PRESIDENT FOR INSTITUTIONAL RESEARCH, PLANNING & EFFECTIVENESS
Susan Isaac, Ed.D.

SENIOR ADMINISTRATION

DEAN OF STUDENTS & COMMANDANT OF CADETS
LTC Patrick J. Beer, USA (Ret)

DEPUTY COMMANDANT
COL Steve Pitts, USA (Ret.)

PROFESSOR OF MILITARY SCIENCE
LTC Casey Geist, USA

DIRECTOR OF JUNIOR COLLEGE ATHLETICS
Bert Williams

ASSOCIATE CHIEF ACADEMIC OFFICER
Derek Stone, Ph.D.

PRINCIPAL OF PREPARATORARY SCHOOL
COL Pam Grant (GMC)

DIRECTOR OF COMMUNICATIONS
Jay Bentley
EXECUTIVE DIRECTORS

AUGUSTA CAMPUS
Mrs. Shana Reid

COLUMBUS CAMPUS
Mrs. Holly Arnold

FAIRBURN CAMPUS
Mr. Archie L. Bouie, II

FAYETTEVILLE CAMPUS
BG Rock Donahue, USA (Ret)

MILLEDGEVILLE CAMPUS
COL Ralph L. Kauzlarich, USA (Ret)

ONLINE CAMPUS
Mr. Jody Yearwood

VALDOSTA CAMPUS
Ms. Leslie Hafer

WARNER ROBINS CAMPUS
Mr. Ted Ramsdell

EXTENSION CENTER DIRECTORS

DUBLIN CAMPUS
Mrs. Priscilla Smith

EASTMAN CAMPUS
Mr. Erik Walton

MADISON CAMPUS
Ms. Leigh Aldhizer

SANDERSVILLE CAMPUS
COL Yancey Walker, USAF (Ret)

STONE MOUNTAIN CAMPUS
Ms. Janis Anderson
Division Chairs & Degree Program Coordinators

Business and Computer Science – Division Chair, Tianna Marynell

- Business Administration – Degree Program Coordinator, Tianna Marynell
- Computer Information Systems – Degree Program Coordinator, Derrf Seitz
- Computer Science – Degree Program Coordinator, Derrf Seitz
- Cyber Security – Degree Program Coordinator, Derrf Seitz
- Information Technology - Degree Program Coordinator, Derrf Seitz
- Logistics Management - Degree Program Coordinator, Tianna Marynell
- Problem Solving Competency – Core Competency Coordinator, Tianna Marynell
- Business Management B.A.S — Degree Program Coordinator, Tianna Marynell
- Supervision and Management B.A.S -- Degree Program Coordinator, Tianna Marynell

Criminal Justice – Division Chair, John Swann

- Criminal Justice – Degree Program Coordinator, Samuel Akers
- Paralegal Studies - Degree Program Coordinator, Christy James

Humanities and Education – Division Chair, Dianne Wilcox

- Education, (Early Childhood) – Degree Program Coordinator, June Underwood
- Education (Middle Grades) – Degree Program Coordinator, June Underwood
- English - Degree Program Coordinator, Debra Dent
- Human Communication – Degree Program Coordinator, Norman Earls
- LSS English and Reading – Coordinator, Kara Maddox
- Mass Communication – Degree Program Coordinator, Norman Earls
- Studio Art – Degree Program Coordinator, Michael Gillies
- Written Competency – Core Competency Coordinator, Dianne Wilcox
- Critical Thinking Competency – Core Competency Coordinator, Dianne Wilcox
- Global Literacy Competency – Core Competency, Dianne Wilcox

First Year Experience – Twilla Sleeth

- First Year Experience – Program Coordinator, Twilla Sleeth
- Critical Thinking – Core Competency Coordinator, Twilla Sleeth
Division Chairs & Degree Program Coordinators

Mathematics – Division Chair, Kelly Weems
  General Studies – Program Coordinator, Kelly Weems
  LSS Mathematics – Program Coordinator, Ronald Linton
  Mathematics – Degree Program Coordinator, Antonio Rodriguez
  Quantitative Competency – Core Competency Coordinator, Kelly Weems
  Problem Solving Competency – Core Competency Coordinator, Kelly Weems

Natural Sciences – Division Chair, Randy Elvidge
  Biology – Degree Program Coordinator, Mark Fairbrass
  Pre-Nursing - Degree Program Coordinator, Brandi Jones
  Problem Solving Competency – Core Competency Coordinator, Randy Elvidge

Social and Behavioral Sciences – Division Chair, John Swann
  History - Degree Program Coordinator, Rob Sherwood
  Political Science – Degree Program Coordinator, Sara Jeffords
  Psychology - Degree Program Coordinator, Brenda Davis
  Social Work - Degree Program Coordinator, Pat Willis
  Sociology - Degree Program Coordinator, Shirley Siegel
  Global Literacy Competency – Core Competency Coordinator, John Swann
STUDENT ENROLLMENT CHARACTERISTICS
Academic Year 2015-2016 At A Glance

- Total students attended: 13,816
- Student Full-Time Equivalencies (FTE): 8,107
- Graduates: 1,666
- Of Students Enrolled in Remedial Math, Reading, and English Courses: 49%
- First-Time, Full-Time Freshman During Fall 2015 Term: 1,649
- Dual Enrollment Students Fall Through 16 Spring Terms: 1,288
- Degrees Granted: 1,790
- Students Enrolled Fully Online: 24%
- Percentage of Pell Grant Recipients Fall 2014: 61%

STUDENT DEMOGRAPHICS

Ethnicity/Race

- African American (46%)
- Caucasian (43%)
- Hispanic (6%)
- Other (5%)

Gender

- MALES 39%
- FEMALES 61%
Enrollment by Student Type

- 2014-2015
- 2015-2016

- Dual Enrollment: 2014-2015: 3%, 2015-2016: 9%
- Transient: 2014-2015: 10%, 2015-2016: 8%
- Non-Degree Seeking: 2014-2015: 1%, 2015-2016: 2%

Enrollment by Race/Ethnicity

- African American: 46%
- Caucasian: 43%
- Hispanic: 6%
- Other: 5%

Enrollment by Age and Gender

- Under 18: Male 2%, Female 4%
- 18 - 24: Male 26%, Female 34%
- 25 - 39: Male 8%, Female 17%
- 40 and Above: Male 3%, Female 6%
Enrollment by Modality

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully Online</td>
<td>18%</td>
<td>24%</td>
</tr>
<tr>
<td>Partially Online</td>
<td>9%</td>
<td>13%</td>
</tr>
<tr>
<td>Not Enrolled Online</td>
<td>72%</td>
<td>63%</td>
</tr>
</tbody>
</table>
Of the 13,816 students that attended Georgia Military College during the 2016 academic year, 13,337 (96.5%) of them resided in the state of Georgia.
STUDENT
SUCCESS MEASURES
Student Success Measures

Graduates

Degrees Awarded

Student Success Measures

Graduation Rate Transfer-Out Rate Success Rate*

Success Rate = Graduation Rate + Transfer-Out Rate
First-Time, Full-Time Freshman Fall to Fall Retention Rate

Percentage Retained

<table>
<thead>
<tr>
<th>GMC Retention Rate</th>
<th>Fall 2011-Fall 2012</th>
<th>Fall 2012-Fall 2013</th>
<th>Fall 2013-Fall 2014</th>
<th>Fall 2014-Fall 2015</th>
<th>Fall 2015-Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage Retained</td>
<td>55%</td>
<td>52%</td>
<td>54%</td>
<td>56%</td>
<td>53%</td>
</tr>
</tbody>
</table>
## GMC DEGREES AWARDED BY PROGRAM

<table>
<thead>
<tr>
<th>Program</th>
<th>AA</th>
<th>AS</th>
<th>AAS</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>1</td>
<td>54</td>
<td>NA</td>
<td>55</td>
</tr>
<tr>
<td>Business Administration</td>
<td>25</td>
<td>289</td>
<td>NA</td>
<td>314</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>NA</td>
<td>NA</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Computer Science</td>
<td>NA</td>
<td>1</td>
<td>NA</td>
<td>1</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>6</td>
<td>112</td>
<td>1</td>
<td>119</td>
</tr>
<tr>
<td>Education (Secondary)</td>
<td>3</td>
<td>51</td>
<td>NA</td>
<td>54</td>
</tr>
<tr>
<td>Education (Middle Grades)</td>
<td>3</td>
<td>14</td>
<td>NA</td>
<td>17</td>
</tr>
<tr>
<td>Education (Early Childhood)</td>
<td>4</td>
<td>96</td>
<td>NA</td>
<td>100</td>
</tr>
<tr>
<td>English</td>
<td>5</td>
<td>NA</td>
<td>NA</td>
<td>5</td>
</tr>
<tr>
<td>General Studies</td>
<td>11</td>
<td>413</td>
<td>12</td>
<td>436</td>
</tr>
<tr>
<td>History *</td>
<td>2</td>
<td>21</td>
<td>NA</td>
<td>23</td>
</tr>
<tr>
<td>Health and Human Performance **</td>
<td>NA</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>NA</td>
<td>10</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Homeland Security/Emerg. Mgmt.</td>
<td>4</td>
<td>21</td>
<td>NA</td>
<td>25</td>
</tr>
<tr>
<td>Human Communication</td>
<td>2</td>
<td>2</td>
<td>NA</td>
<td>4</td>
</tr>
<tr>
<td>Information Technology ***</td>
<td>1</td>
<td>46</td>
<td>NA</td>
<td>47</td>
</tr>
<tr>
<td>Logistics Management</td>
<td>0</td>
<td>38</td>
<td>NA</td>
<td>38</td>
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<tr>
<td>Mass Communication</td>
<td>5</td>
<td>16</td>
<td>NA</td>
<td>21</td>
</tr>
<tr>
<td>Mathematics</td>
<td>0</td>
<td>12</td>
<td>NA</td>
<td>12</td>
</tr>
<tr>
<td>Paralegal Studies</td>
<td>0</td>
<td>30</td>
<td>NA</td>
<td>30</td>
</tr>
<tr>
<td>Political Science</td>
<td>0</td>
<td>9</td>
<td>NA</td>
<td>9</td>
</tr>
<tr>
<td>Pre-Nursing</td>
<td>17</td>
<td>277</td>
<td>NA</td>
<td>294</td>
</tr>
<tr>
<td>Psychology</td>
<td>4</td>
<td>68</td>
<td>NA</td>
<td>72</td>
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<tr>
<td>Social Work</td>
<td>1</td>
<td>46</td>
<td>NA</td>
<td>47</td>
</tr>
<tr>
<td>Sociology</td>
<td>3</td>
<td>53</td>
<td>NA</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>**97</td>
<td>**1679</td>
<td>**14</td>
<td><strong>1790</strong></td>
</tr>
</tbody>
</table>

**The closure of the AAS and AS degree programs in Health and Human Performance were effective August 2014.**

* The closure of the AS degree program in History was effective August 2015 (the AA in History remains active).
NOEL-LEVITZ PRIORITIES SURVEY FOR ONLINE LEARNERS (PSOL)

In the spring 2014 term, Georgia Military College added a new Noel-Levitz survey called the Priorities Survey for Online Learners (PSOL). The baseline data gathered demonstrated that GMC’s student satisfaction for its online learners was the same as the National Cohort group in all categories but one. Student satisfaction in Enrollment Services scored lower than the National Cohort group. By spring 2016, the Online Campus increased its means to that of the National Cohort in all categories. The Online Campus continues to use this information to plan improvements for its students in these areas with the goal of exceeding the National Cohort group.

<table>
<thead>
<tr>
<th>NOEL-LEVITZ - PRIORITIES SURVEY FOR ONLINE LEARNERS</th>
<th>Student Satisfaction</th>
<th>Student Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring 2014</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Institutional Perceptions</td>
<td>5.88</td>
<td>6.63</td>
</tr>
<tr>
<td>Academic Services</td>
<td>5.90</td>
<td>6.59</td>
</tr>
<tr>
<td>Instructional Services</td>
<td>5.99</td>
<td>6.55</td>
</tr>
<tr>
<td>Enrollment Services</td>
<td>5.67*</td>
<td>6.67</td>
</tr>
<tr>
<td>Student Services</td>
<td>5.63</td>
<td>6.58</td>
</tr>
</tbody>
</table>

* Difference statistically significant at the .05 level below the Noel-Levitz National Cohort.

NOEL-LEVITZ STUDENT SATISFACTION INVENTORY

The Noel-Levitz Student Satisfaction Inventory measures student satisfaction. Georgia Military College student satisfaction has exceeded the national cohort group in every category listed below in the last four administrations of the survey. GMC strives to improve student satisfaction from year to year, and in the spring 2016 administration of the survey, GMC significantly increased student satisfaction scores in Safety and Security.

<table>
<thead>
<tr>
<th>NOEL-LEVITZ - SATISFACTION SURVEY INVENTORY (SSI)</th>
<th>Student Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Centeredness</td>
<td>5.85***</td>
</tr>
<tr>
<td>Instructional Effectiveness</td>
<td>5.84***</td>
</tr>
<tr>
<td>Safety and Security</td>
<td>5.50***</td>
</tr>
<tr>
<td>Academic Advising Effectiveness</td>
<td>5.79***</td>
</tr>
<tr>
<td>Admissions &amp; Financial Aid Effectiveness</td>
<td>5.71***</td>
</tr>
<tr>
<td>Campus Services</td>
<td>5.43***</td>
</tr>
<tr>
<td>Registration Effectiveness</td>
<td>5.82***</td>
</tr>
<tr>
<td>Campus Climate</td>
<td>5.80***</td>
</tr>
</tbody>
</table>

***Difference statistically significant at the .001 level above the Noel-Levitz National Cohort.
COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT

CSSEE provides information on the student engagement of GMC’s community college students in five areas: active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. GMC participates in CCSSE every other year and utilizes this information to improve student engagement. Increased student engagement serves as an indicator for improved student learning. In every administration and in every area of the CCSSE survey, GMC exceeded the average score of 50 that serves as a benchmark across all institutions. GMC’s strives to be among the top 10% of community colleges of comparable size in every area. The numbers in bold print represent GMC’s scores included in the top 10%.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Active &amp; Collaborative Learning</td>
<td>55.4</td>
<td>54.4</td>
<td>61.1</td>
<td>59.4</td>
<td>57.1</td>
</tr>
<tr>
<td>Student Effort</td>
<td>56.6</td>
<td>55.3</td>
<td>56.5</td>
<td>60.9</td>
<td>55.4</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>53.2</td>
<td>51.9</td>
<td>54.4</td>
<td>57.5</td>
<td>56.4</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>52.8</td>
<td>53.0</td>
<td>58.7</td>
<td>58.0</td>
<td>56.3</td>
</tr>
<tr>
<td>Support For Learners</td>
<td>57.3</td>
<td>58.3</td>
<td>59.4</td>
<td>62.2</td>
<td>60.4</td>
</tr>
</tbody>
</table>
STUDENT FINANCIAL AID DATA
## STUDENT FINANCIAL AID

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of First-Time, Full-Time Students receiving any Financial Aid</td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td>Percentage of First-Time, Full-Time Students receiving Pell Grant</td>
<td>65%</td>
<td>64%</td>
</tr>
<tr>
<td>Percentage of First-Time, Full-Time Students receiving other Grants:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Government</td>
<td>65%</td>
<td>64%</td>
</tr>
<tr>
<td>Other Federal</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>State/Local Government</td>
<td>74%</td>
<td>75%</td>
</tr>
<tr>
<td>Institutional</td>
<td>33%</td>
<td>34%</td>
</tr>
<tr>
<td>Percentage of First-Time, Full-Time Students receiving Federal Loans</td>
<td>78%</td>
<td>51%</td>
</tr>
<tr>
<td>Number of Undergraduates receiving Post 9/11 GI Bill Benefits</td>
<td>1,969</td>
<td>2,236</td>
</tr>
<tr>
<td>Number of Undergraduates receiving Department of Defense Tuition Assistance</td>
<td>1,144</td>
<td>1,322</td>
</tr>
</tbody>
</table>
As of November 1, 2015

<table>
<thead>
<tr>
<th>Occupation Group</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty (Instructional Staff)</td>
<td>475</td>
<td>45%</td>
</tr>
<tr>
<td>Management Occupations</td>
<td>64</td>
<td>6%</td>
</tr>
<tr>
<td>Office and Administrative Support</td>
<td>166</td>
<td>16%</td>
</tr>
<tr>
<td>Library, Student and Academic Support</td>
<td>137</td>
<td>13%</td>
</tr>
<tr>
<td>All other Staff</td>
<td>220</td>
<td>20%</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>1062</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Status</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>118</td>
<td>25%</td>
</tr>
<tr>
<td>Part-time</td>
<td>357</td>
<td>75%</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>475</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Rank</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>43</td>
<td>36%</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>16</td>
<td>14%</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>57</td>
<td>48%</td>
</tr>
<tr>
<td>Instructor</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>118</strong></td>
<td></td>
</tr>
</tbody>
</table>
Georgia Military College offers the following intercollegiate athletic programs:

FOOTBALL
GOLF
MEN’S SOCCER
WOMEN’S SOCCER
WOMEN’S SOFTBALL
RIFLE TEAM
MEN’S & WOMEN’S CROSS COUNTRY

GMC has produced 5 national championships in three sports – football, golf, and rifle.

There have been 482 of Georgia Military College’s football alums that have gone on to play football on scholarships; 326 in FBS/FCS, 156 in DII or NAIA.

Another 41 alumni of GMC have made it active to the NFL.

Since 1992, 81 athletes have been named as NJCAA All-Americans; 72 football, 5 golf, 3 softball, and 1 cross country.
2015-2016 IPEDS Statistics: Augusta Campus

About Augusta Students

Gender
- Females: 65%
- Males: 35%

Age Range
- Under 16: 3%
- 16-24: 67%
- 25-39: 31%
- 40+: 1%

Ethnicity/Race
- African-American: 44%
- Caucasian: 43%
- Other Minorities: 13%

115 Dual Enrollments

Online Enrollment
- 2015-2016
  - Online Only: 24%
  - Partially Online: 18%
  - Not Enrolled Online: 58%

49% Increase in the number of students Online Only from 2014-2015 to 2015-2016

Fall 2012 Cohort First-Time, Full-Time
- 3 Year Graduation Rate: 18%
- 3 Year Transfer-Out Rate: 22%

2014-2015 vs. 2015-2016
- Enrolled in at least one LSS Course: 52% vs. 49%
- Full-Time Enrollment: 58% vs. 58%

Fall 2013 to Fall 2014 Retention Rate: 46%
Fall 2014 to Fall 2015 Retention Rate: 53%
2015-2016 IPEDS Statistics: Columbus Campus

Enrollment
- 14 Fall 1 - 15 Summer: 612
- 15 Fall 1 - 16 Summer: 790

Graduates
- 15 Fall 1 - 16 Summer: 54

Degrees
- 15 Fall 1 - 16 Summer: 54

Top 5 Programs by Enrollments
- A.S. General Studies: 86
- A.S. Pre-Nursing: 68
- A.A. General Studies: 32
- A.S. Business Administration: 30
- A.S. Criminal Justice: 28

About Columbus Students

Dual Enrollments: 92

Online Enrollment
- 2015-2016
  - Online Only: 44%
  - Partially Online: 14%
  - Not Enrolled Online: 42%

42% increase in the number of students Online Only from 2014-2015 to 2015-2016

Fall 2012 Cohort
- First-Time, Full-Time
  - 3 Year Graduation Rate: 19%
  - 3 Year Transfer-Out rate: 25%

Enrolled in at least one LSS Course: 53% (2014-2015) vs. 46% (2015-2016)

Full-Time Enrollment
- 61% (2014-2015) vs. 56% (2015-2016)

Fall 2013 to Fall 2014 Retention Rate: 48%
Fall 2014 to Fall 2015 Retention Rate: 48%
2015-2016 IPEDS Statistics

DUBLIN CAMPUS

About Dublin Students

Student Type

Online Course Enrollment

Total number of Dublin students enrolled in LSS Courses = 51
37%

The State of Residence is provided to show which neighboring state may have an impact on your student enrollment.
2015-2016 IPEDS Statistics: Fairburn Campus

About Fairburn Students

Gender
- Females: 62%
- Males: 38%

Age Range
- Under 18: 4%
- 18-24: 30%
- 25-39: 24%
- 40+: 14%

Ethnicity/Race
- African-American: 74%
- Caucasian: 15%
- Other Minorities: 11%

2014-2015 vs. 2015-2016
- Enrolled in at least one LSS Course: 54% vs. 50%
- Full-Time Enrollment: 62% vs. 62%

Online Enrollment
- 2015-2016
  - Online Only: 16%
  - Partially Online: 15%
  - Not Enrolled Online: 70%

52% increase in the number of students Online Only from 2014-2015 to 2015-2016

Fall 2012 Cohort First-Time, Full-Time
- 3 Year Graduation Rate: 30%
- 3 Year Transfer-Out Rate: 32%

Fall 2013 to Fall 2014 Retention Rate: 46%
Fall 2014 to Fall 2015 Retention Rate: 50%
THE STATE OF RESIDENCE IS PROVIDED TO SHOW WHICH NEIGHBORING STATE MAY HAVE AN IMPACT ON YOUR STUDENT ENROLLMENT.
2015-2016 IPEDS Statistics: Madison Campus

Enrollment
14 Fall 1 - 15 Summer: 262
15 Fall 1 - 16 Summer: 272

Graduates
15 Fall 1 - 16 Summer: 36

Degrees
15 Fall 1 - 16 Summer: 38

Top 5 Programs by Enrollments
15 Fall 1 to 16 Summer
A.S. General Studies: 39
A.S. Pre-Nursing: 37
A.S. Business Administration: 21
A.A. Pre-Nursing: 15
A.A. General Studies: 15

47 Dual Enrollments

Online Enrollment
2015-2016
Online Only: 18%
Partially Online: 13%
Not Enrolled Online: 68%

67% increase in the number of students online only from 2014-2015 to 2015-2016

Fall 2012 Cohort First-Time, Full-Time
3 Year Graduation Rate: 21%
3 Year Transfer-Out Rate: 7%

Fall 2013 to Fall 2014 Retention Rate: 81%
Fall 2014 to Fall 2015 Retention Rate: 54%

About Madison Students

Gender
Females: 66%
Males: 34%

Age Range
Under 18: 8%
18 - 24: 60%
25 - 39: 17%
40 +: 8%

Ethnicity/Race
African-American: 37%
Caucasian: 57%
Other Minorities: 6%

2014-2015 vs. 2015-2016
Enrolled in at least one LSS Course: 53%

Full-Time Enrollment
2014-2015: 64%
2015-2016: 54%

LSS
Enrolled in at least one LSS Course: 41%

FT
Full-Time Enrollment: 54%

GMC
2015-2016 IPEDS Statistics: Milledgeville Campus

Enrollment
- 14 Fall 1 - 15 Summer: 1,670
- 15 Fall 1 - 16 Summer: 1,786

Graduates
- 15 Fall 1 - 16 Summer: 270

Degrees
- 15 Fall 1 - 16 Summer: 282

Top 5 Programs by Enrollments
- A.S. General Studies: 430
- A.S. Pre-Nursing: 191
- A.S. Business Administration: 124
- A.S. General Studies: 99
- A.A. General Studies: 75

About Milledgeville Students

Gender
- Females: 48%
- Males: 52%

Age Range
- Under 18: 11%
- 18-24: 76%
- 25-30: 0%
- 40+: 3%

Ethnicity/Race
- African American: 41%
- Caucasian: 51%
- Other Minorities: 0%

2014-2015 vs. 2015-2016

- Enrolled in at least one LSS Course: 55% vs. 45%
- Full-Time Enrollment: 83% vs. 76%

Dual Enrollments
- 252 Enrollments

Online Enrollment
- 2015-2016
  - Online Only: 7%
  - Partially Online: 12%
  - Not Enrolled Online: 80%

140% increase in the number of students Online Only from 2014-2015 to 2015-2016

Fall 2012 Cohort
First-Time, Full-Time

- 3 Year Graduation Rate: 26%
- 3 Year Transfer-Out Rate: 28%

Fall 2013 to Fall 2014
Retention Rate: 57%

Fall 2014 to Fall 2015
Retention Rate: 56%
2015-2016 IPEDS Statistics: Sandersville Campus

Enrollment
- 14 Fall 1 - 15 Summer: 265
- 15 Fall 1 - 16 Summer: 277

Graduates
- 15 Fall 1 - 16 Summer: 46

Degrees
- 15 Fall 1 - 16 Summer: 48

Top 5 Programs by Enrollments
- A.S.: General Studies: 63
- A.S.: Pre-Nursing: 57
- A.S.: Early Childhood Education: 22
- A.S.: Business Administration: 15
- A.A.: General Studies: 11

ABOUT SANDERSVILLE STUDENTS

Dual Enrollments: 34

Online Enrollment
- 2015-2016:
  - Online Only: 16%
  - Partially Online: 19%
  - Not Enrolled Online: 65%

2% decrease in the number of students online only from 2014-2015 to 2015-2016

2014-2015 vs. 2015-2016
- Enrolled in at least one LSS Course: 2014=60%, 2015=48%
- Full-Time Enrollment: 2014=66%, 2015=67%

Fall 2012 Cohort First-Time, Full-Time
- 3 Year Graduation Rate: 34%
- 3 Year Transfer-Out Rate: 15%

Fall 2013 to Fall 2014 Retention Rate: 73%
Fall 2014 to Fall 2015 Retention Rate: 73%
2015-2016 IPEDS Statistics: Stone Mountain Campus

Enrollment
14 Fall1 - 15 Summer: 184
15 Fall1 - 16 Summer: 250

Graduates
15 Fall1 - 16 Summer: 26

Degrees
15 Fall1 - 16 Summer: 29

Top 5 Programs by Enrollments
15 Fall1 to 16 Summer
- A.S. Pre-Nursing: 41
- A.S. General Studies: 35
- A.A. Business Administration: 19
- A.S. Business Administration: 13
- A.A. General Studies: 12

About Stone Mountain Students

Gender
- Females: 63%
- Males: 37%

Age Range
- Under 18: 2%
- 18 - 24: 34%
- 25 - 39: 28%
- 40+: 16%

Ethnicity/Race
- African-American: 7%
- Caucasians: 6%
- Other Minorities: 7%

4 Dual Enrollments

Online Enrollment
- 2015-2016
- Online Only: 29%
- Partially Online: 32%
- Not Enrolled Online: 39%

143% increase in the number of students Online Only from 2014-2015 to 2015-2016

Fall 2012 Cohort
First-Time, Full-Time
- 3 Year Graduation Rate: 7%
- 3 Year Transfer-Out rate: 23%

Fall 2013 to Fall 2014
- Retention Rate: 48%

Fall 2014 to Fall 2015
- Retention Rate: 69%
2015-2016 IPEDS Statistics: Warner Robins Campus

**Enrollment**
- 2014 Fall 1 - 15 Summer: 2,457
- 2015 Fall 1 - 16 Summer: 2,699

**Graduates**
- 15 Fall 1 - 16 Summer: 365

**Degrees**
- 15 Fall 1 - 16 Summer: 399

**Top 5 Programs by Enrollments**
- A.S. Pre-Nursing: 395
- A.S. General Studies: 322
- A.S. Business Administration: 235
- A.A. Pre-Nursing: 120
- A.A. General Studies: 108

**About Warner Robins Students**

- **Gender**
  - Females: 63%
  - Males: 37%

- **Age Range**
  - Under 18: 2%
  - 18-24: 55%
  - 25-39: 32%
  - 40+: 11%

- **Ethnicity/Race**
  - African American: 30%
  - Caucasians: 40%
  - Other Minorities: 12%

**Dual Enrollments**
- Total: 140

**Online Enrollment**
- 2015-2016
  - Online Only: 22%
  - Partially Online: 9%
  - Not Enrolled Online: 69%

68% increase in the number of students Online Only from 2014-2015 to 2015-2016

**Fall 2012 Cohort First-Time, Full-Time**
- 3 Year Graduation Rate: 39%
- 3 Year Transfer-Out Rate: 23%

**Fall 2013 to Fall 2014 Retention Rate**
- 63%

**Fall 2014 to Fall 2015 Retention Rate**
- 68%