



Andrew College

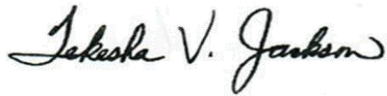
1854

Fact Book

2017-2018

Preface

The Andrew College Fact Book 2017-2018 includes data from the academic year 2017-2018 which includes Fall 2017, Spring 2018, and Summer 2018 data. The Fact Book is intended to be a reference with quantifiable data about Andrew College's students, staff, financial and physical resources. It serves as a source of facts about Andrew College and is used by administrators, faculty/staff, alumni, and others who may need information. This edition of the Fact Book contains Andrew College Quick Facts Fall 2018, a summary of enrollment, demographics, and executive summaries of the assessment measures collected during the 2017-2018 academic year. The efforts of numerous individuals throughout the College are reflected in the Fact Book 2017-2018, including but not limited to the Departments of Academic Affairs, Student Affairs, Library Services, Athletics, the Administrative Division, the Financial Division, and Enrollment Services. Since this Fact Book 2017-2018 should be a relevant and functional tool, your suggestions for improving subsequent editions are welcome. Please submit user comments/suggestions utilizing the form provided at the back of this document.



Tekesha V. Jackson
Director of Institutional Research

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INTRODUCTION

Historical Purpose

For more than a century, Andrew College has specialized in the education of freshmen and sophomores. As we forge ahead in advancing our mission through the expansion of our academic programming to offer more advanced degrees, we stand proud of this rich heritage. Andrew students enjoy the advantages of a small, residential campus. Students are afforded the opportunity to develop and demonstrate participatory and leadership skills that many times would be delayed at larger senior institutions. As a United Methodist Church related institution, the faculty and staff are dedicated to the spiritual and intellectual development of students.

Mission Statement

Andrew College - the United Methodist beacon of educational, spiritual, and cultural uplift to Southwest Georgia since 1854 - prepares students for lives of servant leadership and purpose through higher education that is relevant to its region and beyond.

Andrew students receive personal attention from professors who encourage them to discover their full academic potential.

Values

Support – Concern for academic and personal development

Integrity – Accountability and civility in discourse and behavior

Resilience – Flexibility and grace through challenges

Growth – Meeting students where they are and facilitating personal and professional progress

Service – Awareness of individual gifts to be used in both local and global communities

Philosophy

In keeping with its Christian heritage, Andrew College provides an environment which prepares students for further study at a senior college and enables them to understand themselves as persons of responsibility and potential within the global community. Andrew is not sectarian and its services are open without regard to race, gender, ethnicity, creed, or economic status.

Andrew College seeks to achieve its purpose by providing the following advantages:

- Opportunity for intellectual, social and spiritual growth;
- A professionally-competent faculty dedicated to teaching;
- Individual attention to students at all levels of operation within the college;
- A two-year curriculum that parallels that of four-year colleges and universities;
- A cultural enrichment program which encourages students to appreciate the arts;
- The opportunity to learn leisure time skills which lead to the development of a healthy body;
- Redemption in the basic skills;
- Orientation experiences for successful adjustment to college life;
- Academic advising;
- Challenging programs for the intellectually gifted student;
- A student community committed to the earning of a college education;
- Cultural and academic resources for the community and the churches of the area.

Historical Highlights

The Andrew College charter is the second oldest charter in the United States for giving an educational institution the right to confer degrees upon women. The college opened in 1854 as a four-year college known as Andrew Female College. It was named in honor of Bishop James O. Andrew, who was responsible for the founding of the Methodist Episcopal Church, South. In 1856 Bishop Andrew came to Cuthbert to dedicate the school to “the service of God.”

During the period of the Civil War, classes were held in town and the College buildings and facilities were used by the government of the Confederacy as Hood Hospital. In 1866 the school included in its curriculum a course in physical training, the first such course to be required of women in the South. Then, in 1892, the existing Andrew Female College buildings burned; however, funds were raised immediately by the people of Cuthbert, and “Old Main,” the present

administration building, was constructed. Warren Bush Hall, the first classroom building, was constructed in 1900 and Cuthbert Hall was constructed in 1912, thereby joining “Old Main” and Warren Bush into one unit. These facilities are currently in the midst of a multi-year renovation.

In 1917, Andrew College became a two-year college. Because it was still offering preparatory programs, it remained a member of the Southern Association of Secondary Schools. Andrew remained a college serving only women until 1956, when it became coeducational.

A period of expansion began in 1948 with the construction of the original Pitts Library. Patterson Hall was built in 1961, Rhodes Hall in 1963, and the Parker Physical Education Building in 1966. The year of 1967 brought construction of the new Pitts Library, Mitchell Hall, and the remodeling of the original library into the Suarez Fine Arts Building. In January of 1984, The Don Abbott Turner Dining Hall opened, and in 1985, the Charlotte and Idus Rhodes Science and Computer Center was completed. In September 1986, the Jinks Physical Education Complex was opened. A new three-story residence hall, the Fort Building, was completed in 1999 and the Phyllis and Jack Jones Chapel in 2001. In 2007, the intramural field was dedicated and renamed to Crispin and Jimmy Gilbert Field in honor of their longtime service to Andrew College.

Accreditation

Andrew College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the following degrees and certificates: Associate of Arts (AA), Associate of Science (AS), Associate of Music (AM), Associate Degree in Nursing, (ADN), the Bachelor of Science in Business Administration, (BSBA) and the Cancer Registry Management and Church Music Certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Andrew College.

The United Methodist Church

Andrew College is endorsed by the University Senate of The United Methodist Church as an affiliated United Methodist institution.

ANDREW COLLEGE QUICK FACTS-FALL 2018

Student Enrollments

| | |
|-----------------|-----|
| Headcount | 293 |
| FTE..... | 271 |

Full-time/ Part-time

| | |
|-----------------|-----------|
| Full-time..... | 219 (75%) |
| Part-time | 74 (25%) |

Headcount by Classifications

| | |
|---------------------------------|-----------|
| New Students | 192 (66%) |
| First Term Freshman (FTF) | 131 |
| Re-Admit..... | 3 |
| Transfers | 46 |
| DUAL..... | 5 |
| Non-Degree..... | 7 |
| Returning | 101(34%) |
| Third Fall Students..... | 9 |

Headcount by Gender

| | |
|--------------|-----------|
| Males..... | 118 (40%) |
| Females..... | 175 (60%) |

Headcount – Resident or Commuter

| | |
|---------------|-----------|
| Dorm | 202 (69%) |
| Commuter..... | 91 (31%) |

Headcount by Geographical Profile

| | |
|-------------------------|-----------|
| Alabama | 17 (6%) |
| Georgia..... | 244 (83%) |
| Florida | 25 (9%) |
| Other U.S. States | 4 (1%) |
| Foreign Countries..... | 3 (1%) |

Headcount by Ethnicity

| | |
|------------------------------|-----------|
| Non-US citizens..... | 6 (2%) |
| Black American..... | 148 (51%) |
| American Indian | 0 (0%) |
| Asian/Pacific Islander | 2 (.01%) |
| Hispanic | 20 (7%) |
| White American..... | 108 (37%) |
| Two or more races | 9 (3%) |

Degrees Conferred 2017-2018

| | |
|---------------------------|----------|
| Associate of Arts | 7 (20%) |
| Associate of Music | 1 (3%) |
| Associate of Science..... | 27 (77%) |
| Total..... | 35 |

Degrees Conferred 2017-2018 by Concentration Area

| | |
|-----------------------------------|---|
| Pre-Health Professional..... | 8 |
| Athletic Training..... | 4 |
| Biology | 4 |
| Social Science | 4 |
| Business Administration (AS)..... | 3 |
| Liberal Arts..... | 2 |
| Music | 2 |
| Theatre Arts..... | 2 |
| Communication | 1 |
| Criminal Justice..... | 1 |
| History..... | 1 |
| Music | 1 |
| Visual Art..... | 1 |
| Sport Management | 1 |

Degrees Conferred 2017-2018 by Term

| | |
|-------------------|----|
| Fall 2017..... | 3 |
| Spring 2018..... | 26 |
| Summer 2018 | 6 |

College Personnel

| | |
|--------------------------------|----|
| Full-time employees | 40 |
| Part-time employees*..... | 19 |
| Total employees..... | 59 |
| Full-time Faculty..... | 24 |
| Full-time Tenured Faculty..... | 3 |
| Total F/T Faculty..... | 27 |

| | |
|--------------------------------------|-------------------|
| 2018 Exemplary Teacher Award..... | Charles Roberts |
| John H. Woodall Teaching Award | Phillip Latimer |
| Outstanding Staff Award | Courtney Milliron |

2017-2018 Tuition & Fees (Annual)

| | |
|--------------------|---|
| Tuition..... | \$16,560 |
| Room & Board | \$ 10,130 (Private room add \$750 per semester) |

ORGANIZATION AND ADMINISTRATION

The President is the Chief Executive Officer of Andrew College. The President is assisted by the Cabinet which includes the Vice President for Advancement, Vice President for Finance, Vice President for Enrollment Management, Dean of Student Affairs, and the Dean of Academic Affairs. The Academic Affairs Division is organized into seven divisions: Allied Health, Fine Arts, Humanities, Learning Support, Math & Sciences, Nursing, and Social Science. Each division is coordinated through a Division Coordinator.

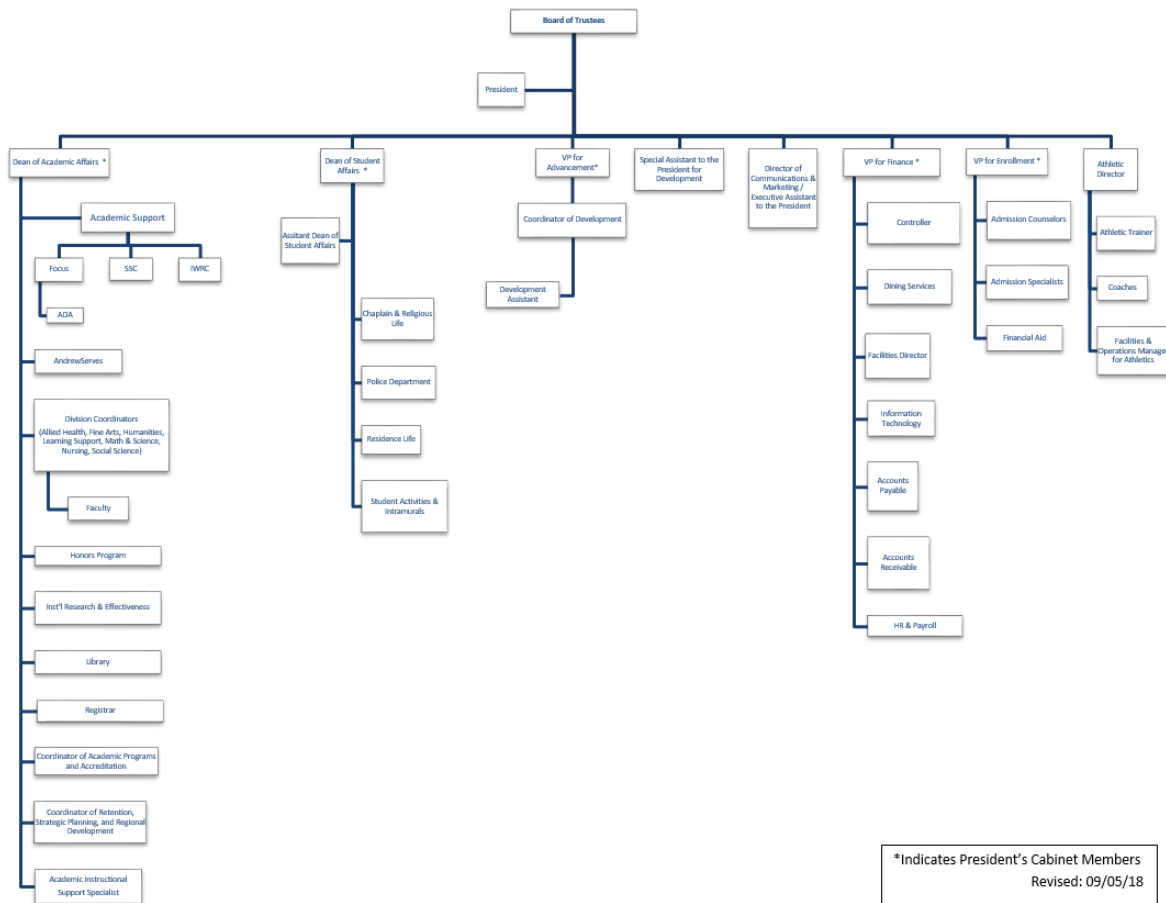
Board of Trustees 2017-2018

Aderhold, Kay '68, Atlanta (2008) Vice-Chairwoman
 Beckum, Rev. Robert, Columbus (Ex-Officio 2011)
 Bryan, Bishop R. Lawson (Ex-Officio 2016)
 Cargill, Shirley, Columbus (2009)
 Clark, E. Culpepper, Stone Mountain (2017)
 Cooper, Rev. Buddy, Columbus (Ex-Officio 2012)
 Daniels, Allison, Albany (2017)
 Flowers, George, Columbus (2004) Chairman
 Gregory, Bert, Vienna (2011) Secretary
 Kemp, Gene, Columbus (2014)
 Lee, Michelle '85, Johns Creek (2014)
 McCord, Rev. Michael, Columbus (Ex-Officio 2015)
 Miller, Gilbert B., Sanford, FL (2013)
 Molnar, Vicki, Columbus (2012)
 Myers, Whit '76, Sylvania (2013)
 Nieman, Suzanne, Atlanta (2008)
 Price, Larry, Albany (2017)
 Ragan, Dr. Eric '85, Columbus (2014)
 Rogers, Maceo, Decatur (2012)
 Taylor, Richard '71, Atlanta (2011)
 Weckwert, Kimberly '86, Thomasville (2015)
 Whatley, Steve '74, Cuthbert (2007)
 Williams, Rob, Columbus (2014)
 Wright, Ernie '76, Columbus (2009)

Andrew College Administrative Staff

| | |
|---|-----------------------|
| President..... | Linda Buchanan, Ph.D. |
| VP for Advancement..... | Spencer Sealy |
| VP for Finance | Julie Cadle |
| VP for Enrollment Management..... | Andy Geeter |
| Dean of Student Affairs | James McCoy |
| Dean of Academic Affairs | Karan Pittman |
| Director of AndrewServes..... | Malanie Burnett |
| Director of Athletics..... | Blake Williams |
| Director of Communications & Marketing..... | Sheri Michaels |
| Director of Financial Aid..... | Letherio Zeigler |
| Director of Focus Program/ADA | Bennie Mattox |
| Director of Institutional Research..... | Tekesha Jackson |
| Director of Institutional Effectiveness | Farrah Senn |
| Director of Library Services | McKenzie Ragan |

Andrew College Organizational Chart

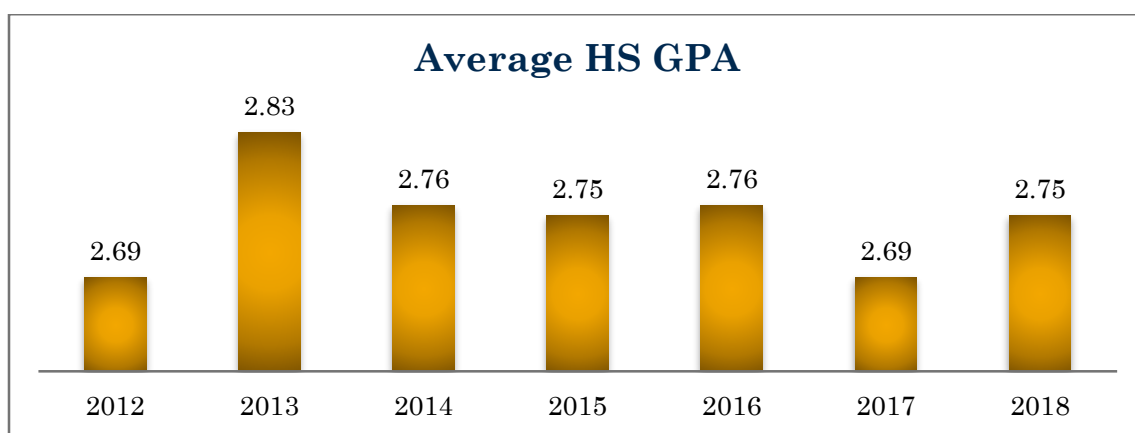


ADMISSIONS PROFILE

Average High School GPA

Average High School GPA is the average GPA earned in high school for first term freshman enrolled in the fall term each year.

| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|------------|------|------|------|------|------|------|------|
| HS GPA-FTF | 2.69 | 2.83 | 2.76 | 2.75 | 2.76 | 2.69 | 2.75 |



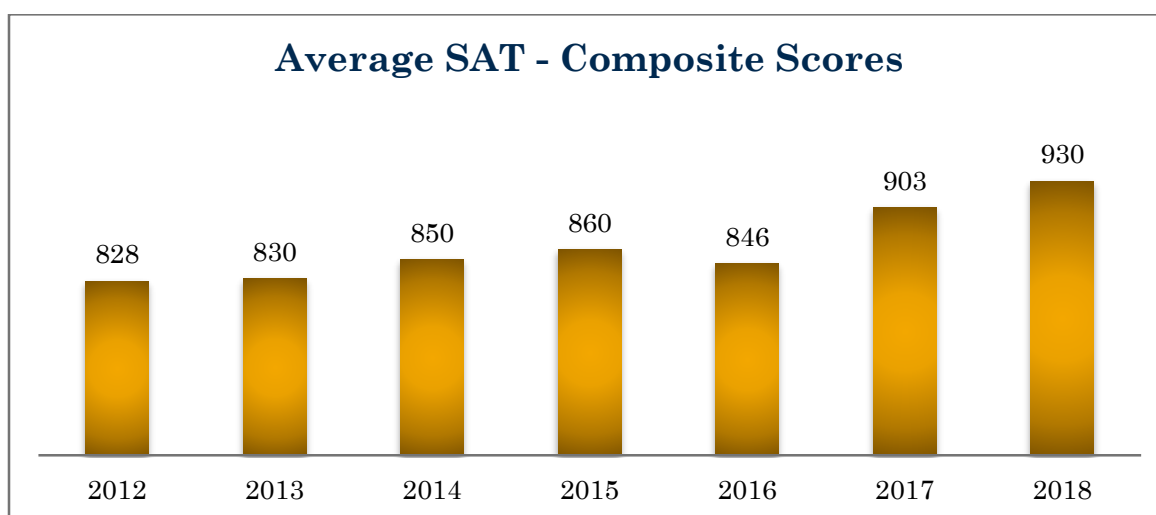
Average SAT Scores

The **Average SAT - Composite** scores reported reflects the sum of SAT-Math and SAT-Critical Reading scores for first time freshman enrolled in the fall of the years listed.

| | 2012 | 2013 | 2014 | 2015* | 2016 | 2017 | 2018 |
|-------------------------|------|------|------|-------|------|------|------|
| FTF Composite SAT Score | 828 | 830 | 850 | 860 | 846 | 903 | 930 |

*In 2015, SAT test scores were no longer mandatory for admission

**Restored as mandatory requirement for admission for Fall 2017

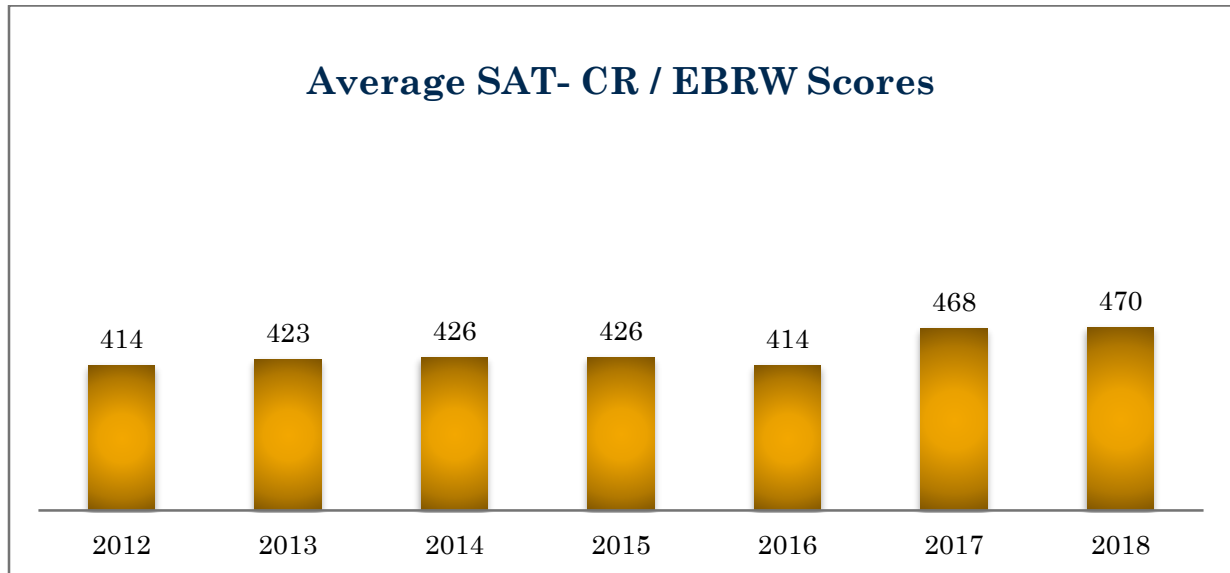


Average SAT – Critical Reading / Evidence-Based Reading & Writing Scores

| | 2012 | 2013 | 2014 | 2015* | 2016 | 2017 | 2018 |
|-----------------------|------|------|------|-------|------|------|------|
| FTF CR/EBRW SAT Score | 414 | 423 | 426 | 426 | 414 | 468 | 470 |

* In 2015, SAT test scores were no longer mandatory for admission

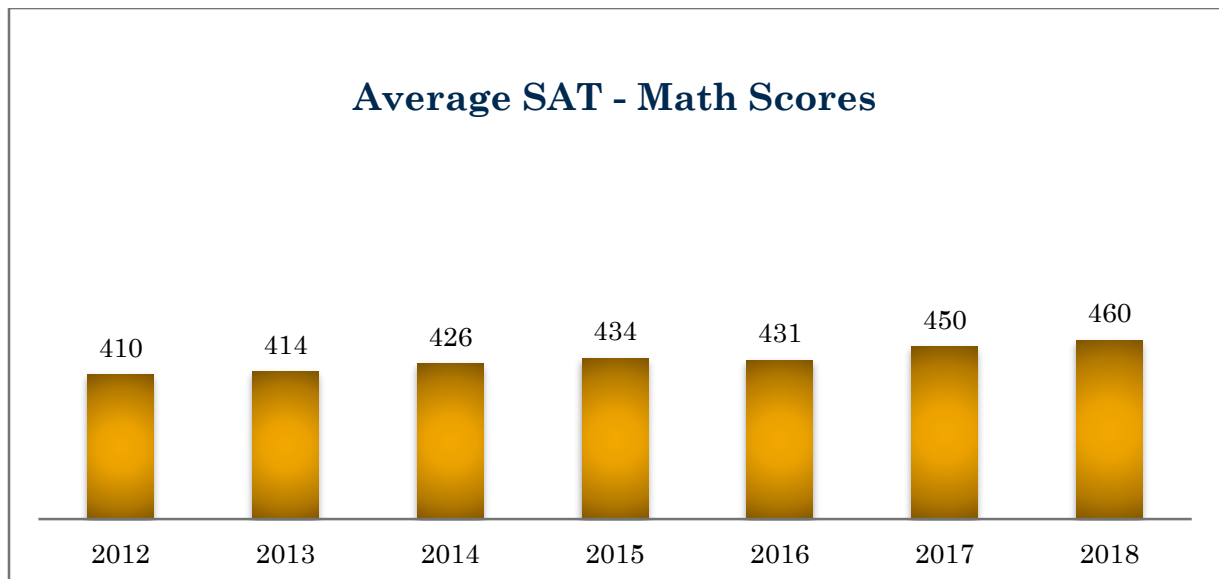
**Restored as mandatory requirement for admission for Fall 2017

**Average SAT-Math Scores**

| | 2012 | 2013 | 2014 | 2015* | 2016 | 2017 | 2018 |
|--------------------|------|------|------|-------|------|------|------|
| FTF Math SAT Score | 410 | 414 | 426 | 434 | 431 | 450 | 460 |

* In 2015, SAT test scores were no longer mandatory for admission

**Restored as mandatory requirement for admission for Fall 2017



Average ACT Scores

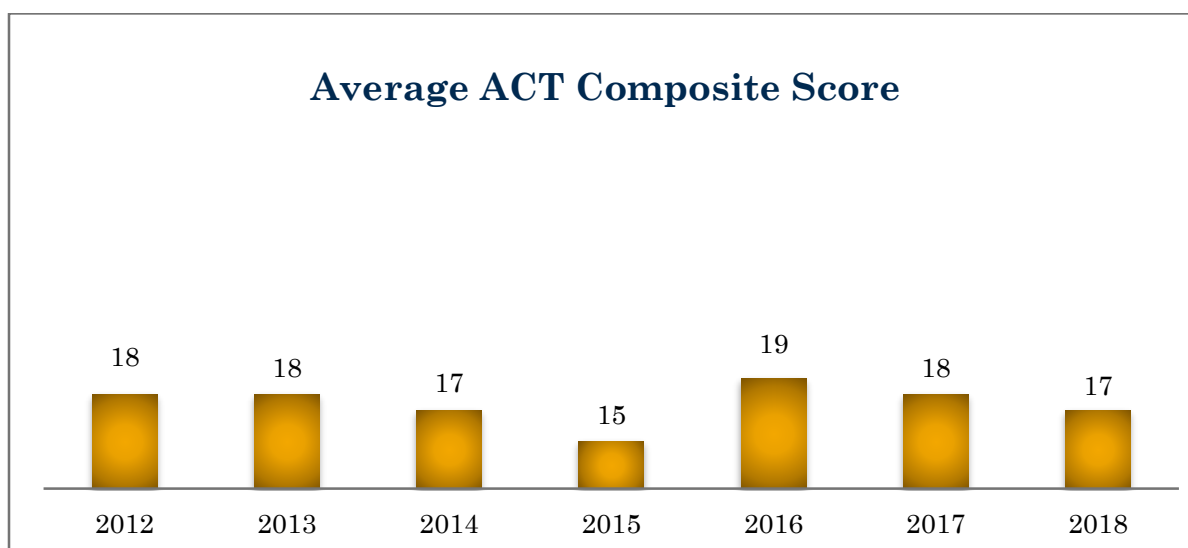
The **Average ACT Composite** score is the average of the four subject area test scores (English, Math, Reading, and Science) rounded to the nearest whole number. The average ACT Composite score listed below is for first time freshman enrolled at Andrew College in the fall of the years listed.

Average ACT Composite Score

| | 2012 | 2013 | 2014 | 2015* | 2016 | 2017 | 2018 |
|-----------------------------|------|------|------|-------|------|------|------|
| Average ACT Composite Score | 18 | 18 | 17 | 15 | 19 | 18 | 17 |

* In 2015, ACT test scores were no longer mandatory for admission

**Restored as mandatory requirement for admission for Fall 2017

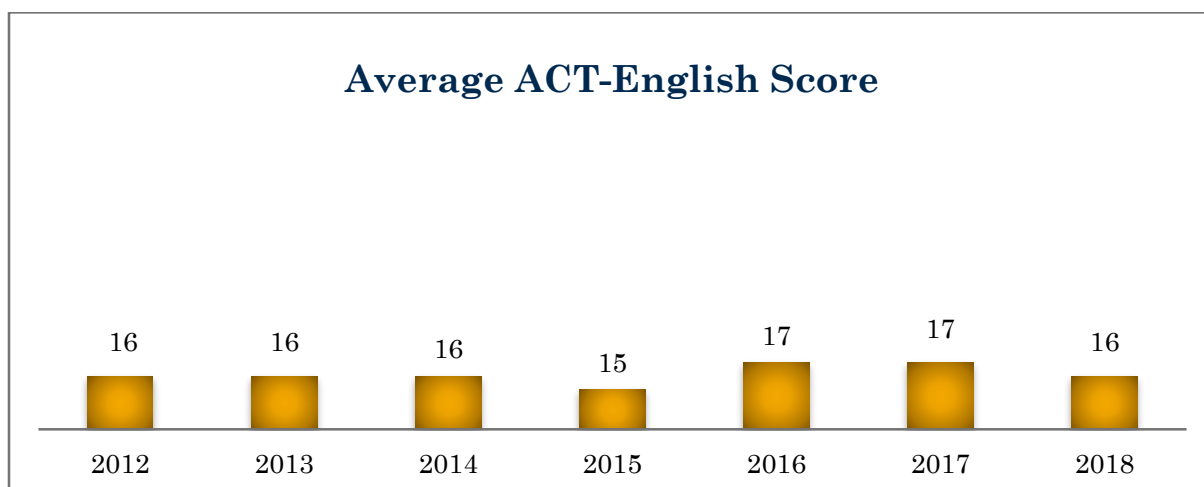


Average ACT-English Score

| | 2012 | 2013 | 2014 | 2015* | 2016 | 2017 | 2018 |
|---------------------------|------|------|------|-------|------|------|------|
| Average ACT-English Score | 16 | 16 | 16 | 15 | 17 | 17 | 16 |

* In 2015, ACT test scores were no longer mandatory for admission

**Restored as mandatory requirement for admission for Fall 2017

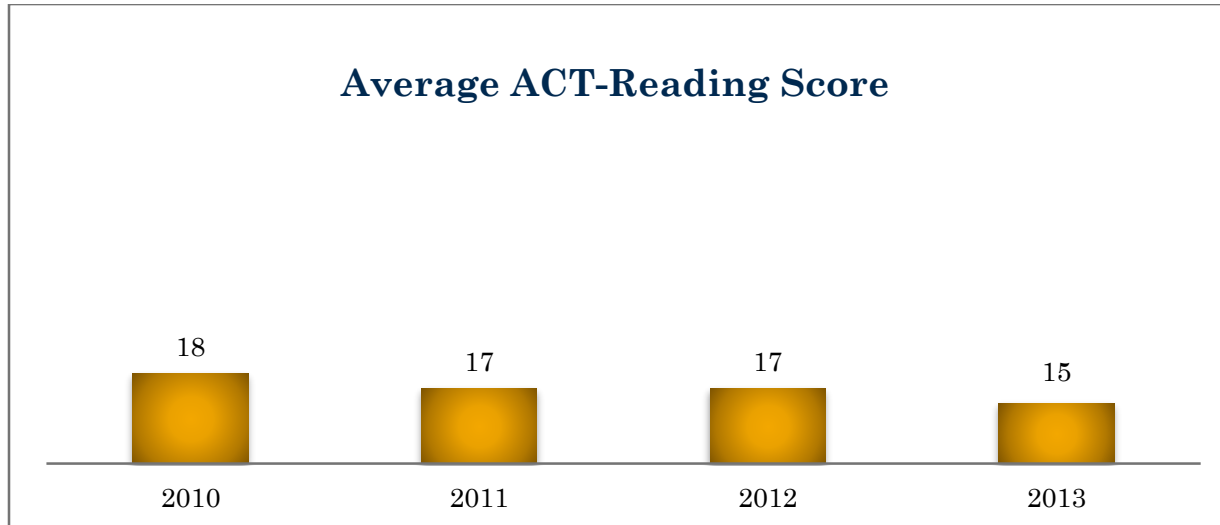


Average ACT-Reading Scores

| | 2010 | 2011 | 2012 | 2013 | 2014 | 2015* | 2016 | 2017 | 2018 |
|---------------------------|------|------|------|------|------|-------|------|------|------|
| Average ACT-Reading Score | 18 | 17 | 17 | 15 | NA | NA | NA | NA | N/A |

* In 2015, ACT test scores were no longer mandatory for admission

**Restored as mandatory requirement for admission for Fall 2017

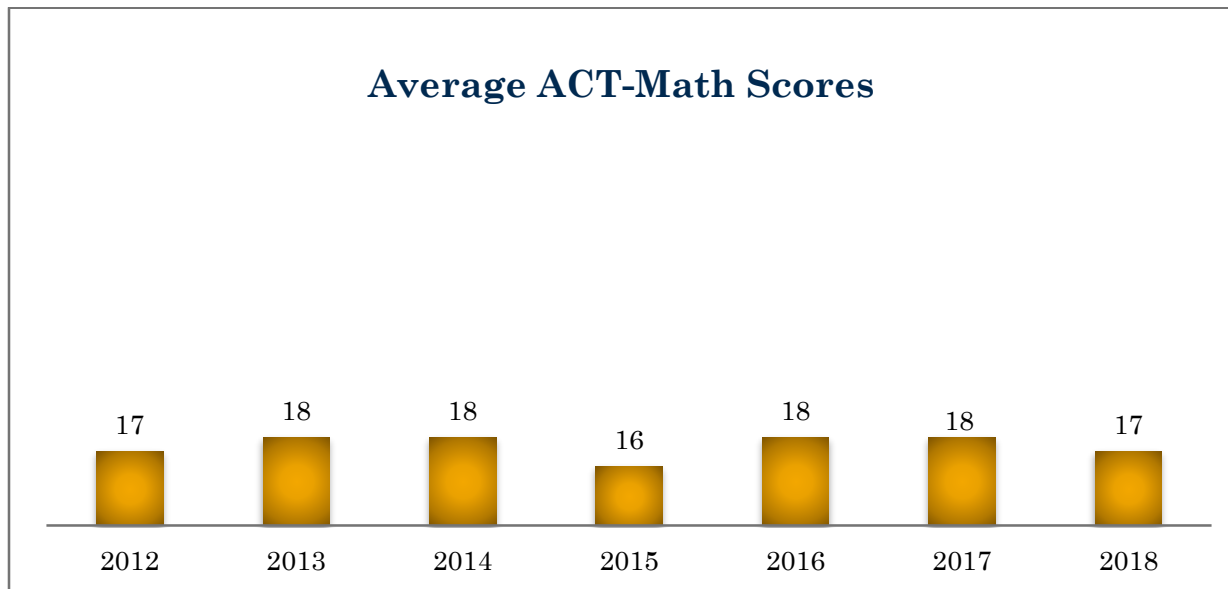


Average ACT-Math Scores

| | 2012 | 2013 | 2014 | 2015* | 2016 | 2017 | 2018 |
|-------------------------|------|------|------|-------|------|------|------|
| Average ACT-Math Scores | 17 | 18 | 18 | 16 | 18 | 18 | 17 |

* In 2015, ACT test scores were no longer mandatory for admission

**Restored as mandatory requirement for admission for Fall 2017

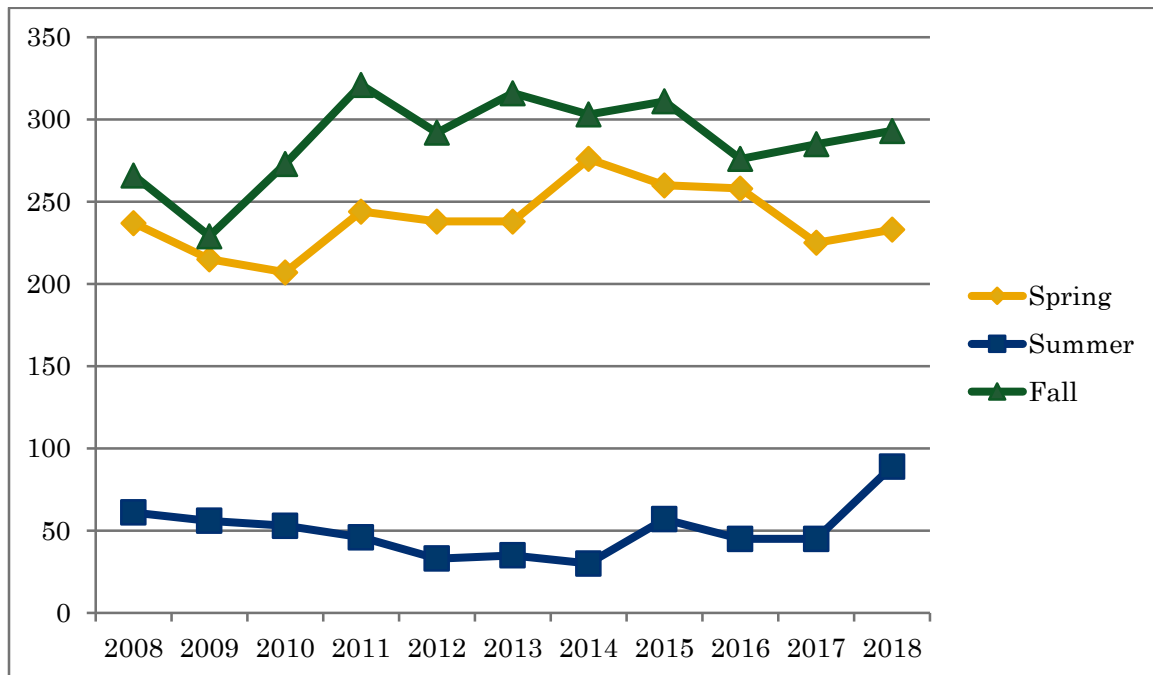


Student Enrollment

Unduplicated Headcount

| Year | Spring | Summer | Fall |
|------|--------|--------|------|
| 2008 | 237 | 61 | 266 |
| 2009 | 215 | 56 | 229 |
| 2010 | 207 | 53 | 273 |
| 2011 | 244 | 46 | 321 |
| 2012 | 238 | 33 | 292 |
| 2013 | 238 | 35 | 316 |
| 2014 | 276 | 30 | 303 |
| 2015 | 260 | 57 | 311 |
| 2016 | 258 | 45 | 276 |
| 2017 | 225 | 45 | 285 |
| 2018 | 233 | 89 | 293 |

Trends in Unduplicated Headcount

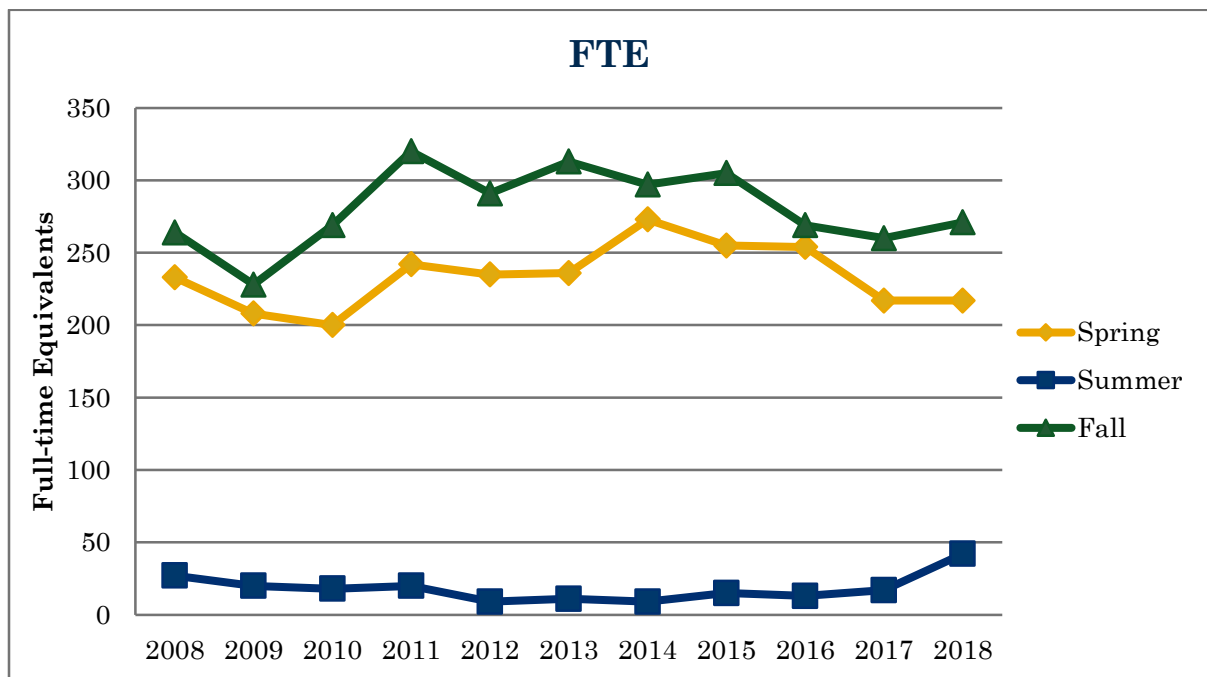


Full-Time Equivalent (FTE)

FTE (Full-Time Equivalent)

| Year | Spring | Summer | Fall |
|------|--------|--------|------|
| 2008 | 233 | 27 | 264 |
| 2009 | 208 | 20 | 228 |
| 2010 | 200 | 18 | 269 |
| 2011 | 242 | 20 | 320 |
| 2012 | 235 | 9 | 291 |
| 2013 | 236 | 11 | 313 |
| 2014 | 273 | 9 | 297 |
| 2015 | 255 | 15 | 306 |
| 2016 | 254 | 13 | 269 |
| 2017 | 217 | 17 | 260 |
| 2018 | 217 | 42 | 271 |

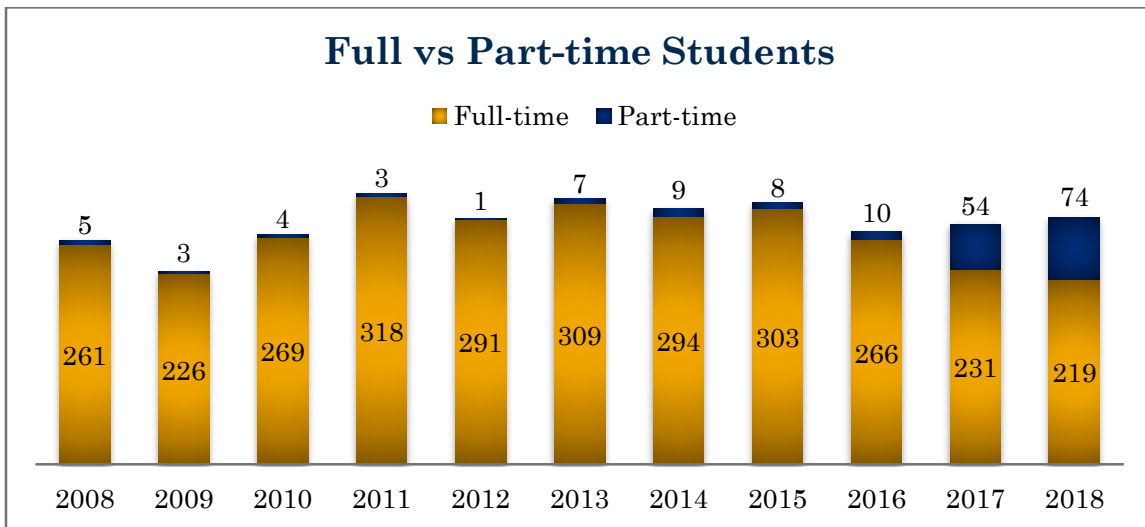
Trends in FTE



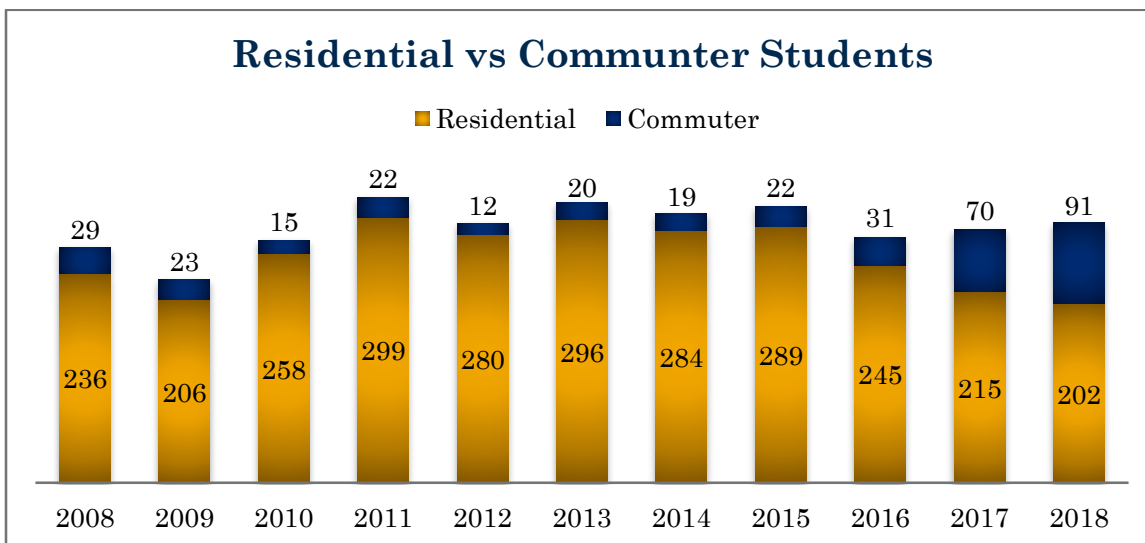
Student Demographics Trends

| Fall | Full-time | Part-time | Dorms | Commuter | Males | Females | Returning | FTF |
|------|-----------|-----------|-------|----------|-------|---------|-----------|-----|
| 2008 | 261 | 5 | 236 | 29 | 133 | 133 | 94 | 156 |
| 2009 | 226 | 3 | 206 | 23 | 93 | 136 | 67 | 154 |
| 2010 | 269 | 4 | 258 | 15 | 132 | 141 | 101 | 154 |
| 2011 | 318 | 3 | 299 | 22 | 165 | 156 | 110 | 187 |
| 2012 | 291 | 1 | 280 | 12 | 144 | 148 | 98 | 174 |
| 2013 | 309 | 7 | 296 | 20 | 156 | 160 | 104 | 184 |
| 2014 | 294 | 9 | 284 | 19 | 145 | 158 | 127 | 153 |
| 2015 | 303 | 8 | 289 | 22 | 162 | 149 | 135 | 161 |
| 2016 | 266 | 10 | 245 | 31 | 138 | 138 | 100 | 152 |
| 2017 | 231 | 54 | 215 | 70 | 126 | 159 | 97 | 115 |
| 2018 | 219 | 74 | 202 | 91 | 118 | 175 | 101 | 131 |

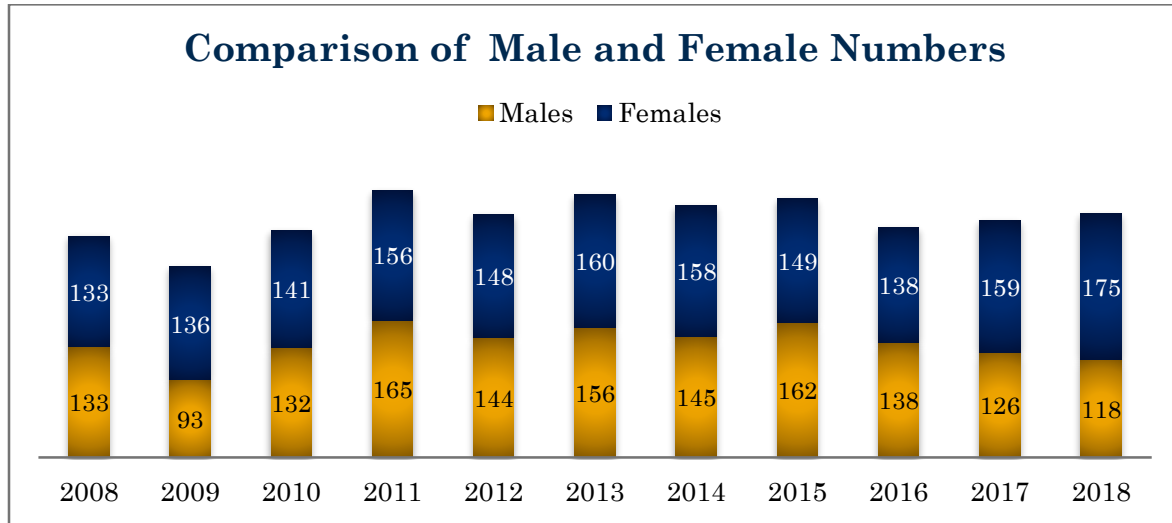
Full- vs Part-time Students



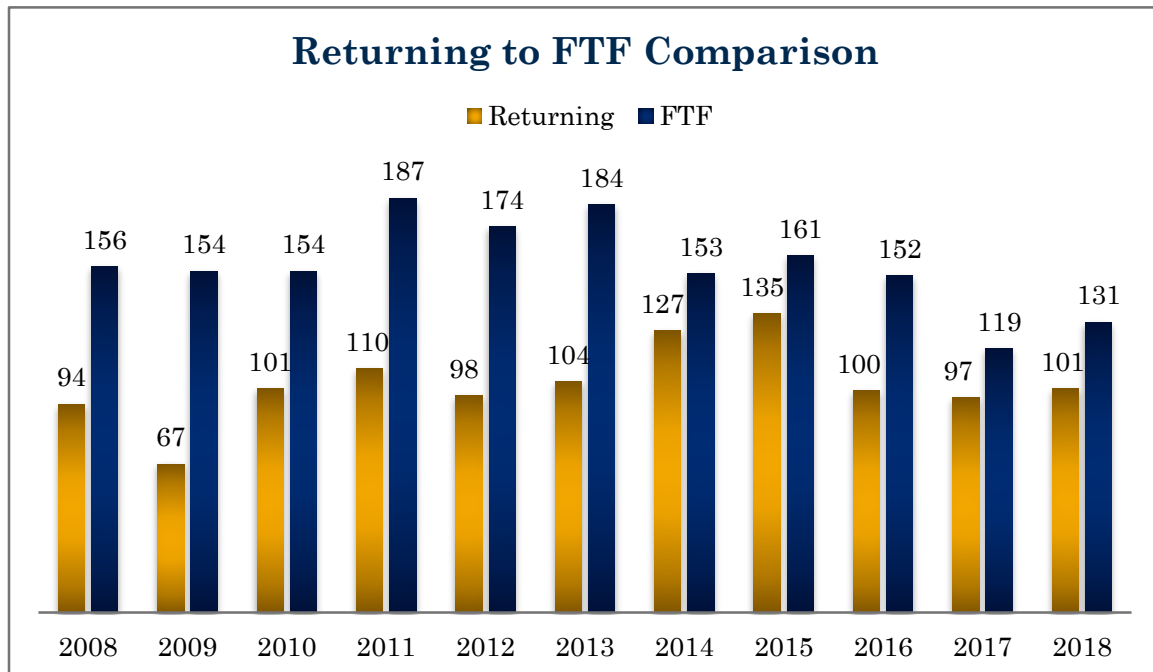
Residential vs Commuter Students



Male vs Female Student Numbers

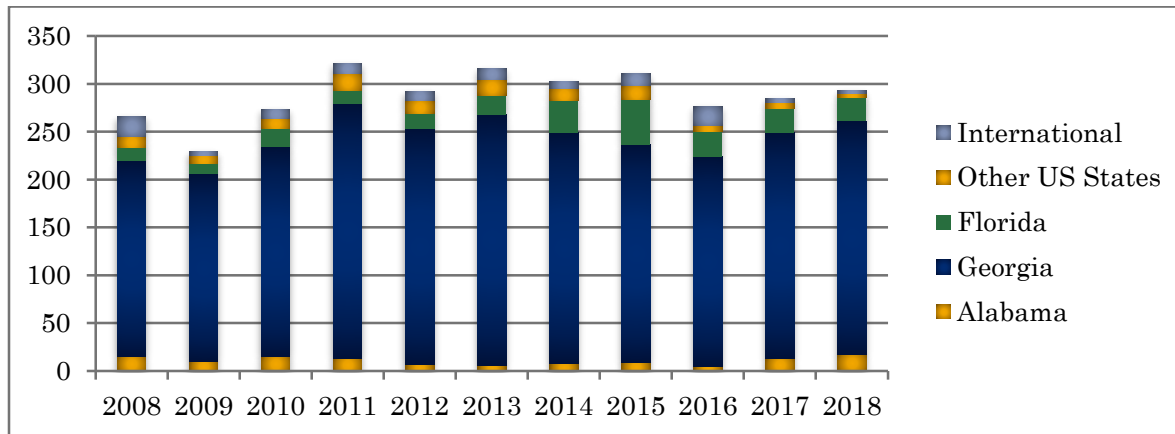


Comparison of Returning Students to FTF



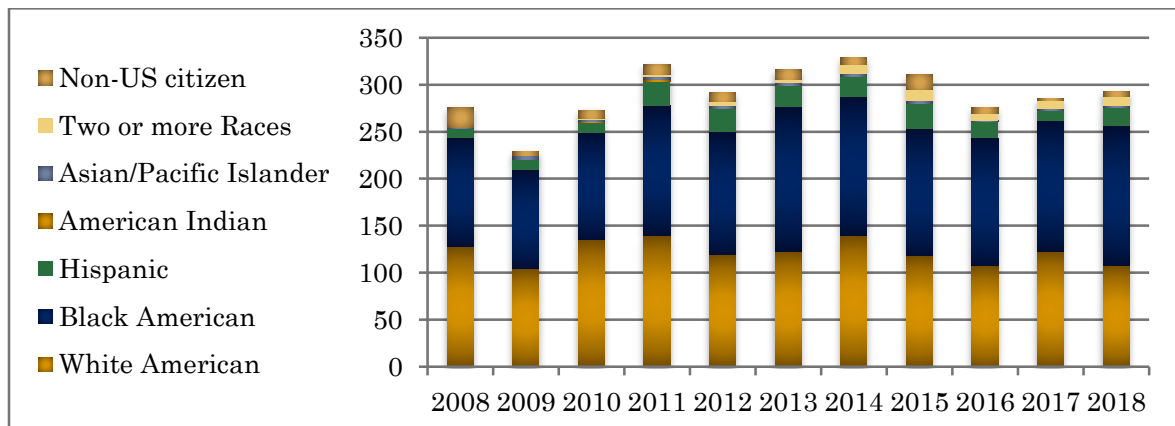
Geographical Profile

| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|-----------------|------|------|------|------|------|------|------|------|------|------|------|
| Alabama | 15 | 10 | 15 | 13 | 7 | 6 | 8 | 9 | 5 | 13 | 17 |
| Georgia | 205 | 196 | 219 | 266 | 246 | 262 | 241 | 228 | 219 | 236 | 244 |
| Florida | 13 | 11 | 19 | 14 | 16 | 20 | 33 | 46 | 26 | 25 | 25 |
| Other US States | 12 | 8 | 11 | 18 | 13 | 17 | 13 | 15 | 6 | 6 | 4 |
| International | 21 | 4 | 2 | 10 | 10 | 11 | 8 | 13 | 20 | 5 | 3 |



Ethnicity

| | White American | Black American | Hispanic | American Indian | Asian/Pacific Islander | Two + Races | Non-US citizen |
|------|----------------|----------------|----------|-----------------|------------------------|-------------|----------------|
| 2008 | 128 | 116 | 9 | 0 | 2 | 0 | 21 |
| 2009 | 104 | 106 | 11 | 0 | 4 | 0 | 4 |
| 2010 | 135 | 114 | 11 | 1 | 2 | 1 | 9 |
| 2011 | 140 | 138 | 25 | 3 | 2 | 3 | 10 |
| 2012 | 119 | 131 | 25 | 0 | 3 | 4 | 10 |
| 2013 | 123 | 153 | 23 | 0 | 3 | 3 | 11 |
| 2014 | 140 | 147 | 22 | 0 | 3 | 9 | 8 |
| 2015 | 118 | 135 | 27 | 0 | 3 | 12 | 16 |
| 2016 | 107 | 136 | 18 | 0 | 1 | 7 | 7 |
| 2017 | 123 | 139 | 11 | 0 | 1 | 9 | 2 |
| 2018 | 108 | 148 | 20 | 0 | 2 | 9 | 6 |



ACADEMIC REPORT

Faculty Type

Faculty type is reported for the Fall term of each academic year.

| | 2013 | | 2014 | | 2015 | | 2016 | | 2017 | | 2018 | |
|--------------|-------|----|-------|----|-------|----|-------|----|-------|----|-------|----|
| | Total | % | Total | % | Total | % | Total | % | Total | % | Total | % |
| Full-time | 21 | 64 | 20 | 63 | 20 | 61 | 22 | 63 | 26 | 68 | 27 | 69 |
| Tenured | 6 | 18 | 5 | 16 | 4 | 12 | 4 | 11 | 2 | 5 | 3 | 8 |
| Tenure-track | 7 | 21 | 8 | 25 | 6 | 18 | 6 | 17 | 13 | 34 | 13 | 33 |
| Non-Tenure | 13 | 39 | 7 | 22 | 10 | 31 | 13 | 37 | 11 | 29 | 11 | 28 |
| PT/Adjunct | 12 | 36 | 12 | 38 | 13 | 39 | 13 | 37 | 12 | 32 | 12 | 31 |

FTE – Instructional Staff

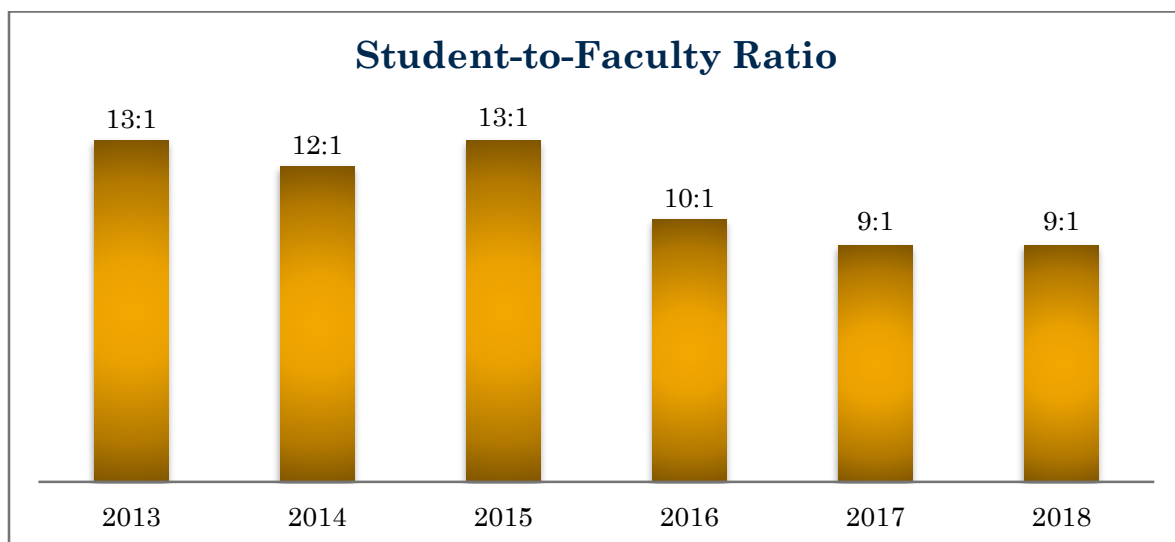
The **FTE for instructional staff** is calculated by summing the total number of full time instructional staff and adding 1/3 of the total number of part-time instructional staff.

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|-------------------------|------|------|------|------|------|------|
| FTE-Instructional Staff | 25 | 24 | 24 | 26 | 30 | 31 |

Student-to-Faculty Ratio

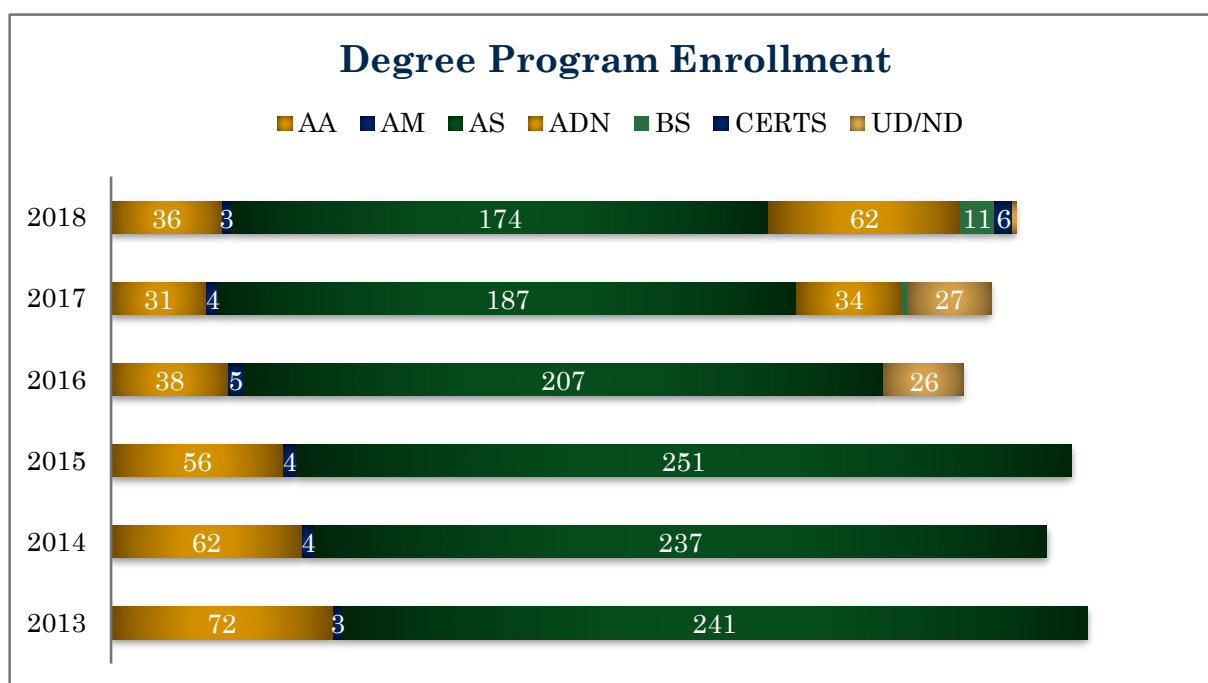
The **Student-to-Faculty Ratio** is the FTE students (using fall enrollment data) divided by the total FTE instructional staff.

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---------------------------|------|------|------|------|------|------|
| FTE - Students | 313 | 297 | 306 | 269 | 260 | 271 |
| FTE - Instructional Staff | 25 | 24 | 24 | 26 | 30 | 31 |
| Student-to-Faculty Ratio | 13:1 | 12:1 | 13:1 | 10:1 | 9:1 | 9:1 |



Degree Program Enrollment (Fall Headcount)

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|-----------------------------|------|------|------|------|------|------|
| Associate of Arts | 72 | 62 | 56 | 38 | 31 | 36 |
| Associate of Music | 3 | 4 | 4 | 5 | 4 | 3 |
| Associate of Science | 241 | 237 | 251 | 207 | 187 | 174 |
| Associate Degree in Nursing | - | - | - | - | 34 | 62 |
| Bachelor of Science | - | - | - | - | 2 | 11 |
| Certificates | - | - | - | - | 0 | 6 |
| Undecided/Non-Degree | 0 | 0 | 0 | 26 | 27 | 1 |



Most Popular Programs of Study (Fall Headcount)

| Rank | 2014 | 2015 | 2016 | 2017 | 2018 |
|------|--------------------|--------------------|---------|---------|---------|
| 1 | Ath. Training - 29 | Busi Admin - 44 | BA - 39 | PH - 45 | NS - 62 |
| 2 | Pre-Nursing - 26 | Ath Training - 34 | PH - 39 | AT - 34 | PH - 45 |
| 3 | Bus Admin - 24 | Sport Mgmt - 29 | AT - 36 | NS - 34 | AT - 34 |
| 4 | Sport Mgmt - 24 | Pre-Nursing - 15 | SS - 32 | BA - 30 | BA - 25 |
| 5 | Crim Justice - 17 | Theatre Arts - 15 | UD - 26 | UD - 27 | BL - 17 |
| 6 | Education - 16 | Liberal Arts - 13 | ED - 13 | SS - 21 | ED - 17 |
| 7 | Pre-Phys Ther - 11 | Pre-Phys Ther - 12 | TA - 10 | LB - 20 | LB - 16 |
| 8 | Psychology - 11 | Education - 11 | VA - 10 | BL - 17 | BB - 11 |
| 9 | *Liberal Arts - 10 | Visual Art - 9 | CR - 9 | ED - 13 | CR - 11 |
| 10 | Visual Art - 10 | Pre-Engineer - 7 | LB - 9 | CR - 12 | SS - 10 |

*NOTE: In 2014, student listed as undecided were categorized in the Liberal Arts concentration area.

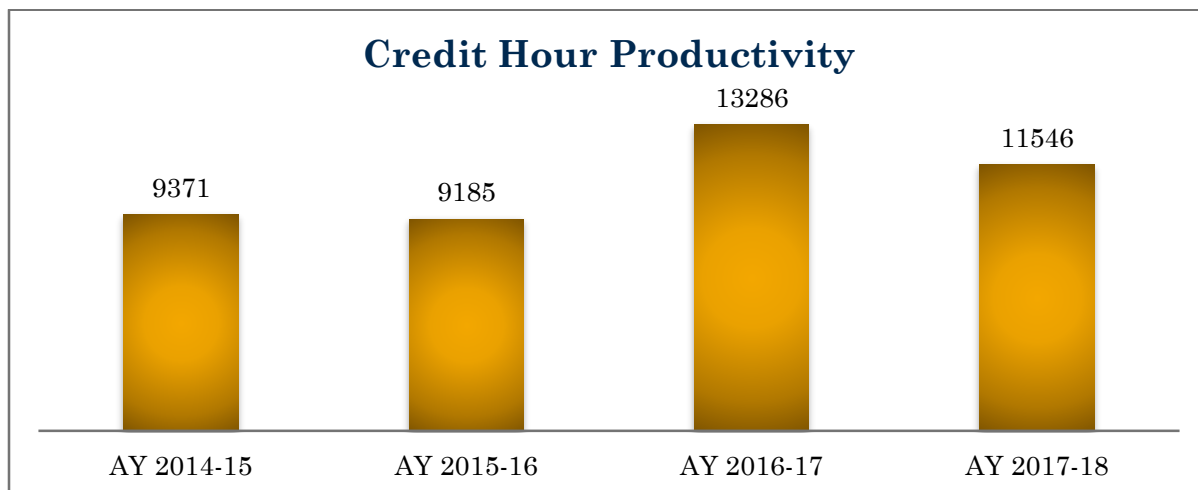
PROGRAMS OF STUDY (as of Fall 2018)

| Code | Major/Program Name | Degree |
|-------------|----------------------------|---------------|
| CN | Communication | AA |
| HS | History | AA |
| LB | Liberal Arts | AA |
| LT | Literature | AA |
| TA | Theatre Arts | AA |
| VA | Visual Art | AA |
| NS | Nursing | ADN |
| MU | Music | AM |
| AB | Applied Behavioral Health | AS |
| AT | Athletic Training | AS |
| BL | Biology | AS |
| BA | Business Administration | AS |
| BB | Business Administration | BS |
| CH | Chemistry | AS |
| CR | Criminal Justice | AS |
| ED | Education | AS |
| MT | Mathematics | AS |
| PY | Physical Science | AS |
| PH | Pre-Health Professional | AS |
| SA | Sustainable Agriculture | AS |
| RT | Respiratory Therapy | AS |
| SS | Social Science | AS |
| TM | Timber Management | AS |
| CA | Cancer Registry Management | Certificate |
| CM | Church Music | Certificate |
| ND | Non-Degree Seeking | |
| UD | Undecided | |

Credit Hour Productivity (CHP) Analysis

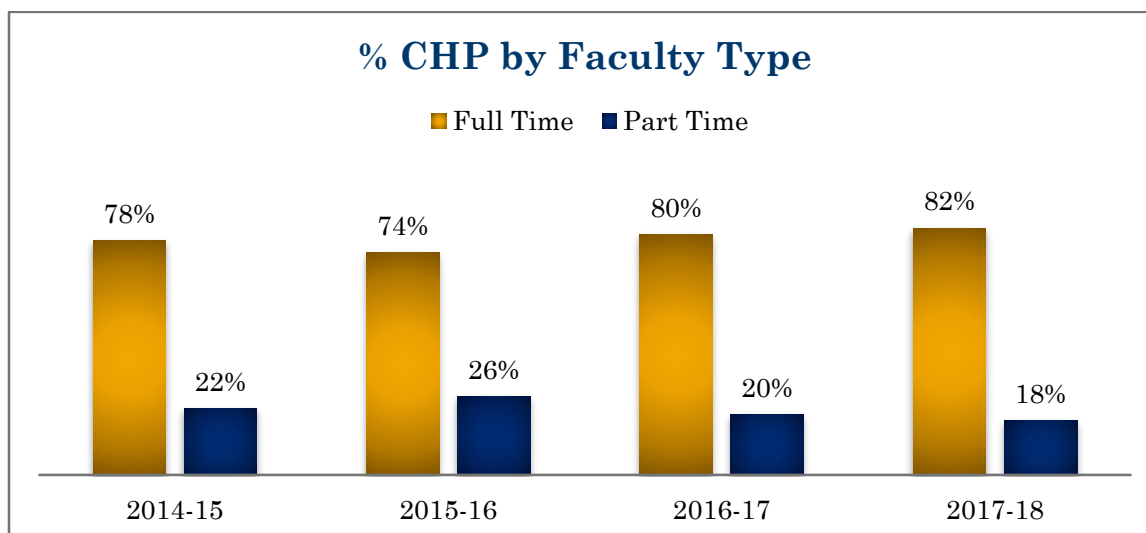
Credit Hour Production is a measurement of instructional activity calculated by multiplying the **credit hour** value of each class section by the number of students enrolled in the class. For example, a three-hour class with 25 students enrolled generates 75 **credit hours**.

| AY 2014-15 | | AY 2015-16 | | AY 2016-17 | | AY 2017-18 | |
|------------|--------|------------|--------|------------|--------|------------|--------|
| Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring |
| 4903 | 4468 | 5110 | 4075 | 7479 | 5807 | 6382 | 5164 |
| 9371 | | 9185 | | 13286 | | 11546 | |



CHP by Faculty Type

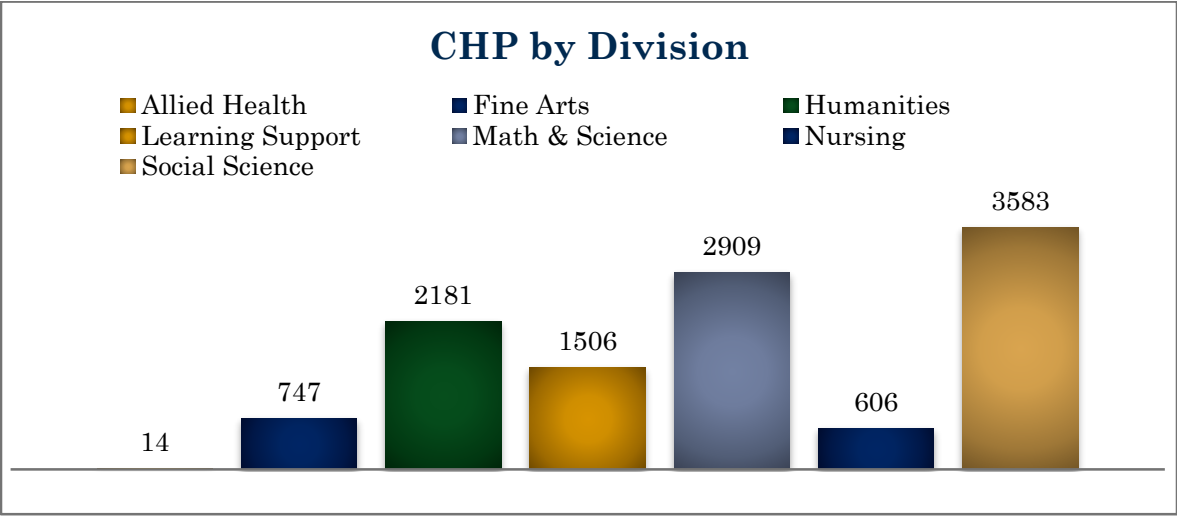
| | AY 2014-15 | | | AY 2015-16 | | | AY 2016-17 | | | AY 2017-18 | | |
|---------------------|-------------|------|-----------|-------------|------|-----------|--------------|------|-----------|--------------|------|-----------|
| Faculty type | FA | SP | % | FA | SP | % | FA | SP | % | FA | SP | % |
| Full-time | 3650 | 3645 | 78 | 3920 | 2892 | 74 | 6026 | 4568 | 80 | 5291 | 4207 | 82 |
| Part-time | 1253 | 823 | 22 | 1190 | 1183 | 26 | 1453 | 1239 | 20 | 1091 | 957 | 18 |
| Total per term | 4903 | 4468 | | 5110 | 4075 | | 7479 | 5807 | | 6382 | 5164 | |
| Total per AY | 9371 | | | 9185 | | | 13286 | | | 11546 | | |



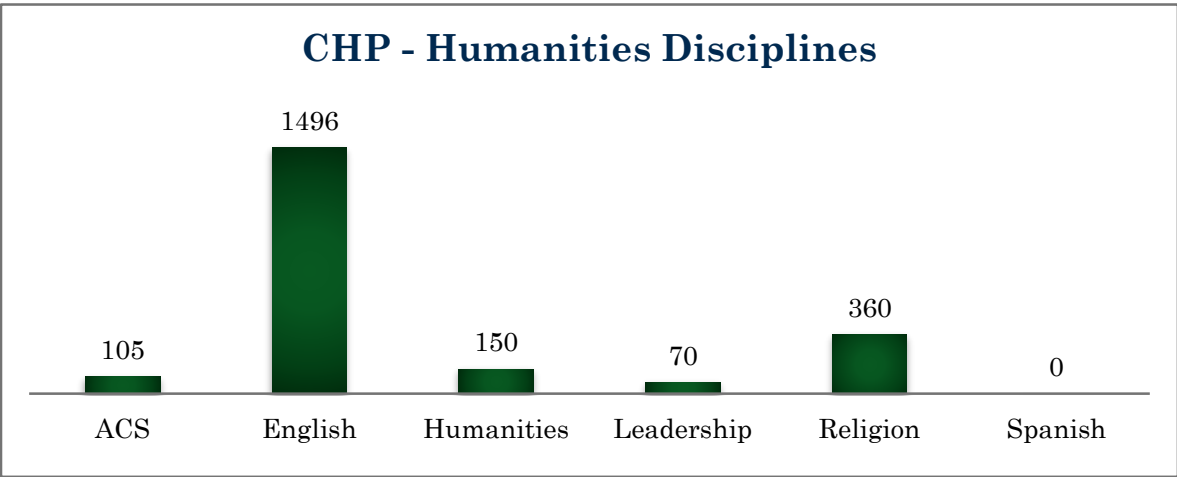
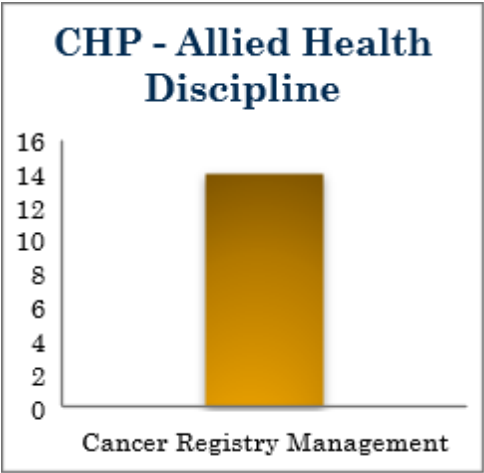
CHP by Division and Discipline (AY 2017-2018)

| | Total CHP | Full-time CHP | % | Part-time CHP | % |
|---------------------------|-----------|------------------|------|------------------|------|
| Allied Health | | | | | |
| Cancer Reg Mgmt | 14 | 0 | 0% | 14 | 100% |
| Fine Arts | | | | | |
| Art | 294 | 294 | 100% | 0 | 0% |
| Music | 233 | 224 | 96% | 9 | 4% |
| Theatre | 220 | 220 | 100% | 0 | 0% |
| Humanities | | | | | |
| ACS | 105 | 53 | 50% | 52 | 50% |
| English | 1496 | 1496 | 100% | 0 | 0% |
| Humanities | 150 | 150 | 100% | 0 | 0% |
| Servant Leadership | 70 | 70 | 100% | 0 | 0% |
| Religion/Philosophy | 360 | 0 | 0% | 360 | 100% |
| Spanish | 0 | 0 | 0% | 0 | 0% |
| Learning Support | | | | | |
| LS English | 640 | 640 | 100% | 0 | 0% |
| LS Math | 866 | 642 | 74% | 224 | 26% |
| Math & Science | | | | | |
| Biology | 1084 | 964 | 89% | 120 | 11% |
| Chemistry | 504 | 504 | 100% | 0 | 0% |
| Information Systems | 90 | 0 | 0% | 90 | 100% |
| Math | 1063 | 721 | 68% | 342 | 32% |
| Physics/Phy Science | 48 | 0 | 0% | 48 | 100% |
| Sustainable Ag | 117 | 117 | 100% | 0 | 0% |
| Timber Management | 3 | 3 | 100% | 0 | 0% |
| Nursing | | | | | |
| Nursing | 606 | 606 | 100% | 0 | 0% |
| Social Science | | | | | |
| Business | 792 | 700 | 88% | 92 | 12% |
| Criminal Justice | 87 | 87 | 100% | 0 | 0% |
| Education | 243 | 231 | 95% | 12 | 5% |
| Health Education | 207 | 99 | 48% | 108 | 52% |
| History | 1092 | 1092 | 100% | 0 | 0% |
| Physical Education | 113 | 0 | 0% | 113 | 100% |
| Political Science | 585 | 585 | 100% | 0 | 0% |
| Psychology | 266 | 0 | 0% | 266 | 100% |
| Sociology | 198 | 0 | 0% | 198 | 100% |

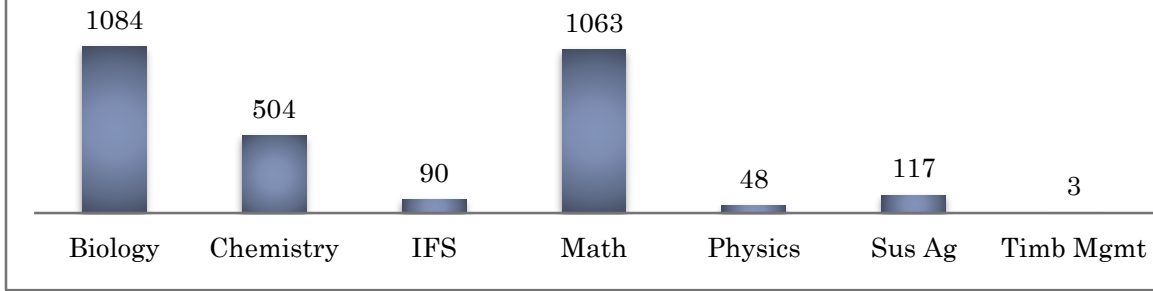
CHP by Division



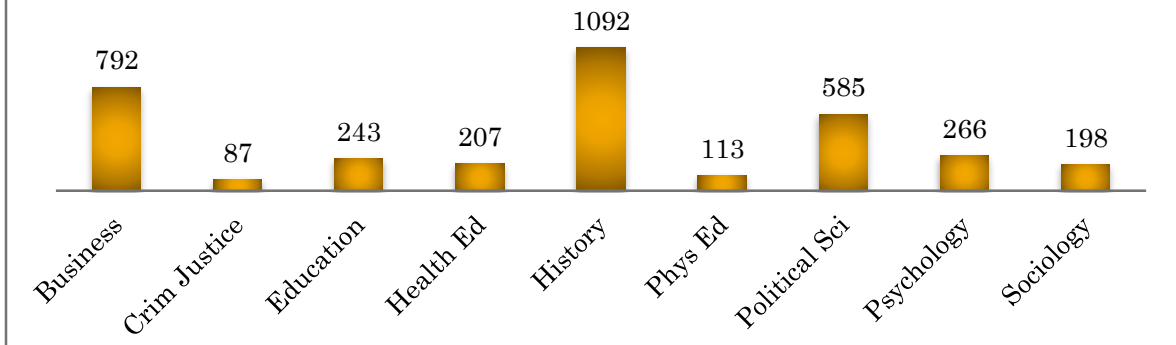
CHP by Discipline



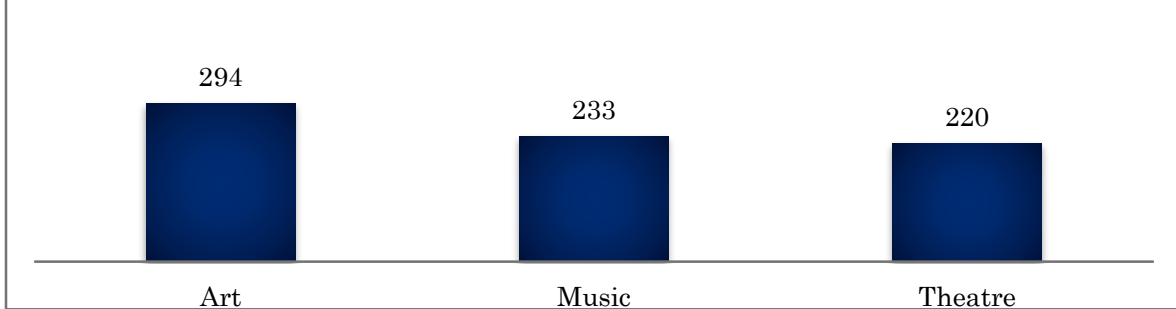
CHP - Math & Science Disciplines



CHP - Social Science Disciplines

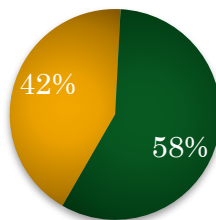


CHP - Fine Arts Disciplines



CHP - Learning Support

■ LS English ■ LS Math



STUDENT LEARNING OUTCOMES

Andrew College offers four associate degrees and one bachelor degree: Associate of Arts, Associate Degree in Nursing, Associate of Music, Associate of Science, and the Bachelor of Science. The curriculum offered at Andrew parallels the general education requirements offered by institutions of the University System of Georgia. Each degree program is focused on specific program level student learning outcomes (PLOs). Assessments to gauge the effectiveness of the program in achieving these outcomes are embedded within specific courses required within the curriculum. The PLOs and their relationship to specific courses within the curriculum are illustrated for each program by the curriculum map. The data presented is reflective of multiple assessments taken over the academic year by multiple instructors, and in multiple courses and delivery modes.

A.A. – Associate of Arts

Program Mission Statement: The Associate of Arts Degree program exists to support the College Mission of providing an academically challenging liberal arts curriculum by preparing students for lifelong learning by teaching them to communicate effectively, think critically, and understand and appreciate cultures different than their own.

Institutional Outcomes (IO):

- A. Communication Skills
- B. Critical Thinking and Analytical Skills
- C. Cultural Awareness and Appreciation

Program Learning Outcomes (PLOs):

- 1. 70% of students will demonstrate effective written communication skills. (IO-A)
- 2. 70% of students will demonstrate effective oral communication skills. (IO-A)
- 3. 70% of students will demonstrate critical and analytical thinking skills. (IO-B)
- 4. 70% of students will articulate a broad understanding of global cultures. (IO-C)
- 5. 70% of students will apply the scientific method to explore the physical universe. (IO-B)
- 6. 70% of students will demonstrate an understanding of social science methodologies as a means to explain human action. (IO-B)
- 7. 70% of students will demonstrate skill to engage in a lifetime of health and wellness. (IO-B)

A.A. Curriculum Map with Outcome Results - AY 2017-18

| Courses | Program Level – Student Learning Outcomes | | | | | | |
|------------------------------|---|-------|-------|-------|-------|-------|-------|
| | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 |
| ENG 111 | I | | | | | | |
| ENG 112 | I | | | | | | |
| ENG 121 | A | | | | | | |
| ENG 123 | A | | | | | | |
| RPH 111 / HUM 121 | | I | | | | | |
| EDU 111 | | I | | | | | |
| MAT 101 | | | I | | | | |
| MAT 111 | | | I | | | | |
| HIS 101 / HIS 102 | | | | I | | | |
| ART 123 / MUS 123 / THE 123 | | | | I | | | |
| BIO 100 | | | | | I | | |
| CHE 111 | | | | | I | | |
| PHY 100 | | | | | I | | |
| POS 111 | | | | | | I | |
| Any PED Course or Team Sport | | | | | | | I |

I = Introductory; A = Application

A.D.N. – Associate Degree in Nursing

Program Mission Statement: The mission of the nursing program is unique to the nursing profession providing a nurturing academic setting wherein caring, diversity, integrity and excellence are core values (NLN Core Values, 2007). To achieve its mission, the Andrew College Nursing Division educates associate degree graduates who will safely practice nursing in evolving health care environments and apply professional and ethical principles sensitive to the diverse needs of individuals, families and communities.

Institutional Outcomes (IO):

- D. Communication Skills
- E. Critical Thinking and Analytical Skills
- F. Cultural Awareness and Appreciation

Program Learning Outcomes (PLOs):

1. 70% of students will demonstrate effective written communication skills. (IO-A)
2. 70% of students will demonstrate effective oral communication skills. (IO-A)
3. 70% of students will demonstrate critical and analytical thinking skills. (IO-B)
4. 70% of students will articulate a broad understanding of global cultures. (IO-C)
5. 70% of students will apply the scientific method to explore the physical universe. (IO-B)
6. 70% of students will demonstrate an understanding of social science methodologies as a means to explain human action. (IO-B)
7. 70% of students will demonstrate skill to engage in a lifetime of health and wellness. (IO-B)
8. 70% of students will demonstrate effective use of technology to navigate the electronic health record and to communicate with multi-professional teams.
9. 70% of students will communicate with patients, families and communities for planning and delivery of patient care.

A.D.N. Curriculum Map with Outcome Results - AY 2017-18

| Courses | Program Level – Student Learning Outcomes | | | | | | | | |
|---------|---|-------|-------|-------|-------|-------|-------|-------|-------|
| | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 |
| ENG 111 | I | | | | | | | | |
| ENG 112 | I | | | | | | | | |
| NUR 105 | | I | | | | | | | |
| NUR 215 | | A | | | | | | | |
| MAT 111 | | | I | | | | | | |
| NUR 205 | | | A | | | | | | |
| RPH 111 | | | | I | | | | | |
| NUR 105 | | | | A | | | | | |
| BIO 123 | | | | | I | | | | |
| BIO 124 | | | | | I | | | | |
| PSY 121 | | | | | | I | | | |
| NUR 115 | | | | | | A | | | |
| NUR 105 | | | | | | | I | | |
| NUR 220 | | | | | | | A | | |
| NUR 110 | | | | | | | | I | |
| NUR 220 | | | | | | | | A | |
| NUR 105 | | | | | | | | | I |
| NUR 210 | | | | | | | | | A |

I = Introductory; A = Application

A.M. – Associate of Music

Program Mission Statement: The Associate of Music Degree program exists to support the College Mission of providing an academically challenging liberal arts curriculum by preparing students for lifelong learning by teaching them to communicate effectively, think critically, and understand and appreciate cultures different than their own.

Institutional Outcomes (IO):

- A. Communication Skills
- B. Critical Thinking and Analytical Skills
- C. Cultural Awareness and Appreciation

Program Learning Outcomes (PLOs):

1. 70% of students will demonstrate effective written communication skills. (IO-A)
2. 70% of students will demonstrate effective oral communication skills. (IO-A)
3. 70% of students will demonstrate critical and analytical thinking skills. (IO-B)
4. 70% of students will articulate a broad understanding of global cultures. (IO-C)
5. 70% of students will apply the scientific method to explore the physical universe. (IO-B)
6. 70% of students will demonstrate an understanding of social science methodologies as a means to explain human action. (IO-B)
7. 70% of students will demonstrate skill to engage in a lifetime of health and wellness. (IO-B)
8. 70% of students will be able to identify, distinguish and notate written and aural elements of music theory.
9. 70% of students will demonstrate technical and artistic proficiency in performance of represented compositions.

A.M. Curriculum Map with Outcome Results- AY 2017-18

| Courses | Program Level – Student Learning Outcomes | | | | | | | | |
|------------------------------|---|-------|-------|-------|-------|-------|-------|-------|-------|
| | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 |
| ENG 111 | I | | | | | | | | |
| ENG 112 | I | | | | | | | | |
| ENG 121 | A | | | | | | | | |
| ENG 123 | A | | | | | | | | |
| RPH 111 / HUM 121 | | I | | | | | | | |
| EDU 111 | | I | | | | | | | |
| MAT 101 | | | I | | | | | | |
| MAT 111 | | | I | | | | | | |
| HIS 101 / HIS 102 | | | | I | | | | | |
| ART 123 / MUS 123 / THE 123 | | | | I | | | | | |
| BIO 100 | | | | | I | | | | |
| CHE 111 | | | | | I | | | | |
| PHY 100 | | | | | I | | | | |
| POS 111 | | | | | | I | | | |
| Any PED Course or Team Sport | | | | | | | I | | |
| MUS 111 | | | | | | | | I | |
| MUS 162 | | | | | | | | | I |

I = Introductory; A = Application

A.S. – Associate of Science

Program Mission Statement: The Associate of Science Degree program exists to support the College Mission of providing an academically challenging liberal arts curriculum by preparing students to pursue a Bachelor of Science degree in many possible fields. Examples include, but are not limited to, agriculture, biology, chemistry, computer science, engineering, mathematics, and physics.

Institutional Outcomes (IO):

- A. Communication Skills
- B. Critical Thinking and Analytical Skills
- C. Cultural Awareness and Appreciation

Program Learning Outcomes (PLOs):

- 1. 70% of students will demonstrate effective written communication skills. (IO-A)
- 2. 70% of students will demonstrate effective oral communication skills. (IO-A)
- 3. 70% of students will demonstrate critical and analytical thinking skills. (IO-B)
- 4. 70% of students will articulate a broad understanding of global cultures. (IO-C)
- 5. 70% of students will apply the scientific method to explore the physical universe. (IO-B)
- 6. 70% of students will demonstrate an understanding of social science methodologies as a means to explain human action. (IO-B)
- 7. 70% of students will demonstrate skill to engage in a lifetime of health and wellness. (IO-B)

A.S. Curriculum Map with Outcome Results - AY 2017-18

| Courses | Program Level – Student Learning Outcomes | | | | | | |
|------------------------------|---|-------|-------|-------|-------|-------|-------|
| | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 |
| ENG 111 | I | | | | | | |
| ENG 112 | I | | | | | | |
| ENG 121 | A | | | | | | |
| ENG 123 | A | | | | | | |
| RPH 111 / HUM 121 | | I | | | | | |
| EDU 111 | | I | | | | | |
| MAT 111 | | | I | | | | |
| MAT 113/201 | | | A | | | | |
| HIS 101 / HIS 102 | | | | I | | | |
| ART 123 / MUS 123 / THE 123 | | | | I | | | |
| BIO 121 | | | | | I | | |
| BIO 123 | | | | | A | | |
| CHE 121 | | | | | I | | |
| CHE 201 | | | | | A | | |
| POS 111 | | | | | | I | |
| Any PED Course or Team Sport | | | | | | | I |

I = Introductory; A = Application

B.S. – Bachelor of Science

Program Mission Statement: The Bachelor of Science in Business Administration Degree exists to support the College Mission of providing an academically challenging, relevant curriculum while preparing students for lifelong learning as well as teaching them to communicate effectively, think critically, and understand and appreciate cultures different than their own.

Institutional Outcomes (IO):

- D. Communication Skills
- E. Critical Thinking and Analytical Skills
- F. Cultural Awareness and Appreciation

Program Learning Outcomes (PLOs):

1. 70% of students will demonstrate effective written communication skills. (IO-A)
2. 70% of students will demonstrate effective oral communication skills. (IO-A)
3. 70% of students will demonstrate critical and analytical thinking skills. (IO-B)
4. 70% of students will articulate a broad understanding of global cultures. (IO-C)
5. 70% of students will apply the scientific method to explore the physical universe. (IO-B)
6. 70% of students will demonstrate an understanding of social science methodologies as a means to explain human action. (IO-B)
7. 70% of students will demonstrate skill to engage in a lifetime of health and wellness. (IO-B)
8. 70% of students will be able to apply economic analysis to a firm's decision-making and understand the impact of the economic environment in evaluating financial decisions.
9. 70% of students will demonstrate proficiency in problem-solving and decision-making in a business context.

B.S. Curriculum Map with Outcome Results- AY 2017-18

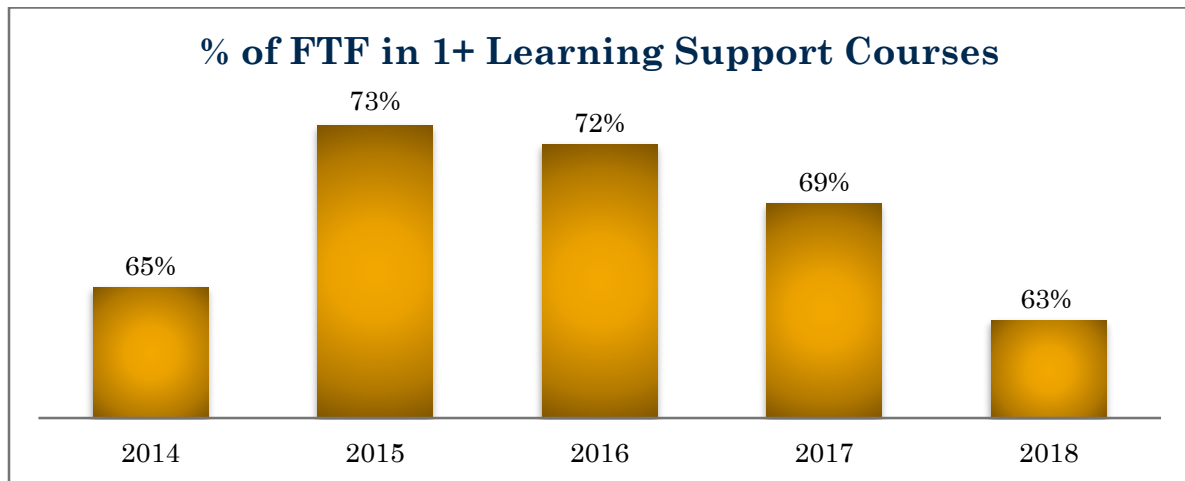
| | Program Level – Student Learning Outcomes | | | | | | | | |
|---------|---|-------|-------|-------|-------|-------|-------|-------|-------|
| Courses | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 |
| BUS 400 | M | | | | | | | | |
| BUS 315 | | A | | | | | | | |
| BUS 405 | | | A | | | | | | |
| BUS 410 | | | | A | | | | | |
| BUS 325 | | | | | A | | | | |
| BUS 305 | | | | | | A | | | |
| BUS 330 | | | | | | | A | | |
| BUS 335 | | | | | | | | I | |
| BUS 340 | | | | | | | | A | |
| BUS 301 | | | | | | | | | I |
| BUS 302 | | | | | | | | | A |

I = Introductory; A = Application; M = Mastery

LEARNING SUPPORT OUTCOMES

% FTF Enrolled in One or More Learning Support (LS) Courses

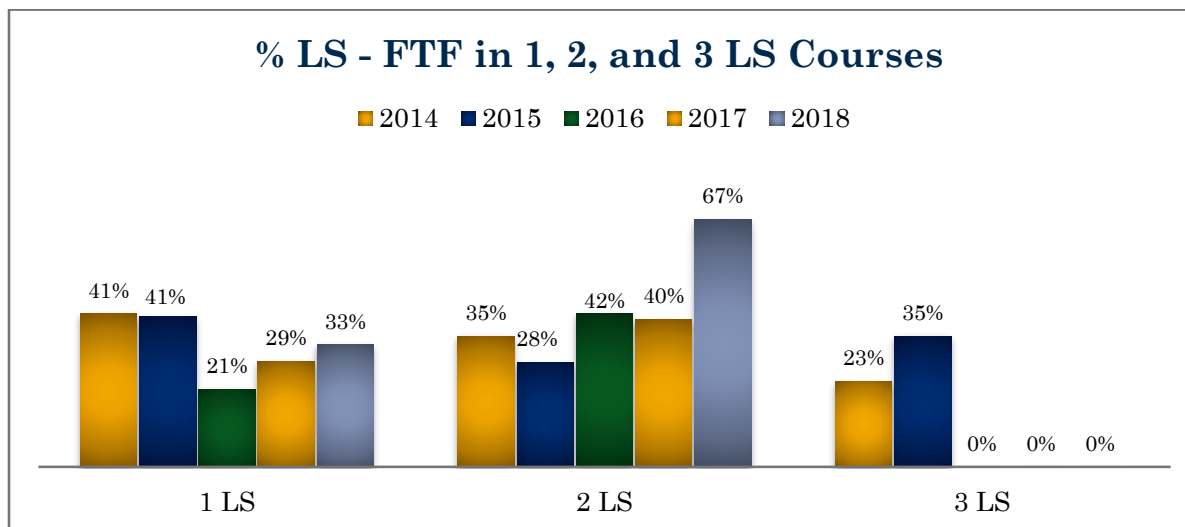
| | 2014 | 2015 | 2016 | 2017 | 2018 |
|------------|------|------|------|------|------|
| FTF Total | 153 | 161 | 152 | 115 | 131 |
| FTF in LS | 99 | 118 | 110 | 79 | 82 |
| %FTF in LS | 65% | 73% | 72% | 69% | 63% |



% of LS - FTF Enrolled in 1, 2, and 3 LS Courses

| | 2014 | 2015 | 2016 | 2017 | 2018 |
|--------------|-----------|-----------|-----------|-----------|---------|
| 1 LS Class | 41(41.4%) | 46(40.7%) | 37(21.0%) | 33(28.6%) | 27(33%) |
| 2 LS Classes | 35(35.4%) | 32(28.3%) | 73(41.5%) | 46(40.0%) | 55(67%) |
| 3 LS Classes | 23(23.2%) | 40(35.4%) | 0* | 0* | 0* |
| Total | 99 | 118 | 110 | 79 | 82 |

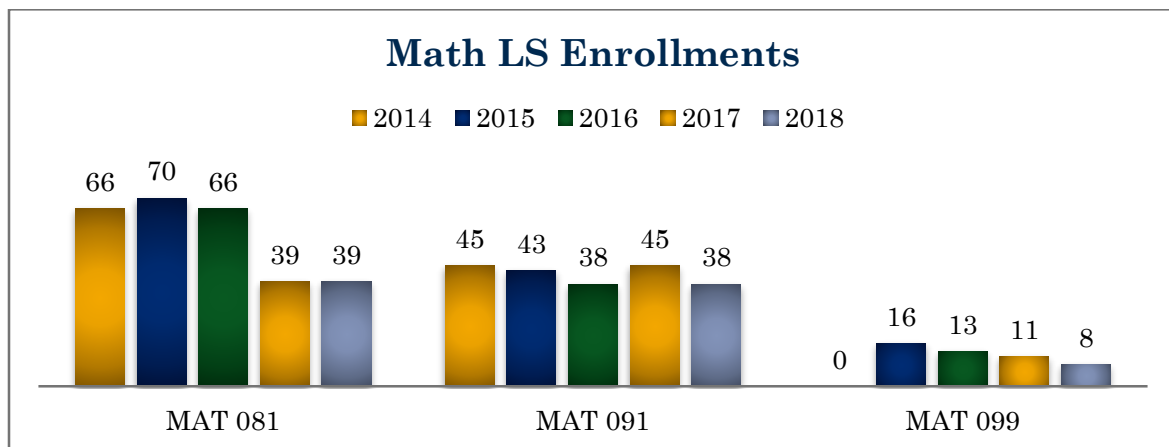
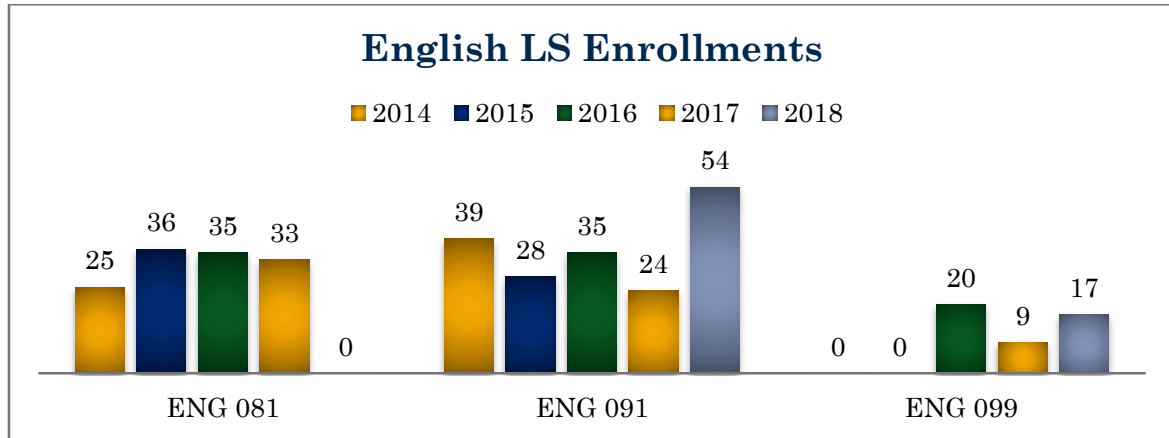
* NOTE: In Fall 2016, English& Reading LS courses were combined eliminating the need for 3 LS courses. **All data received from Retention Coordinator and/or LS Division Coordinator prior to year 2018.



Total Enrollments in Specific Fall LS Courses

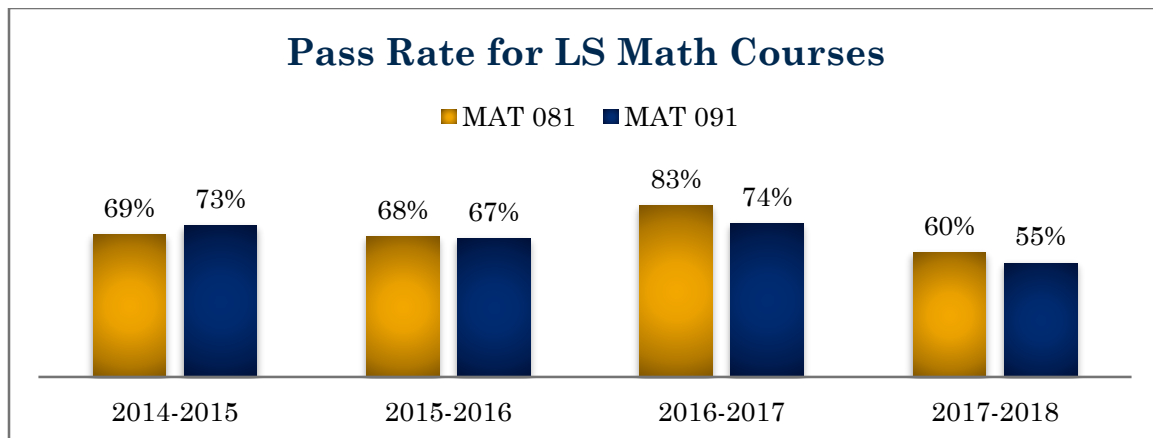
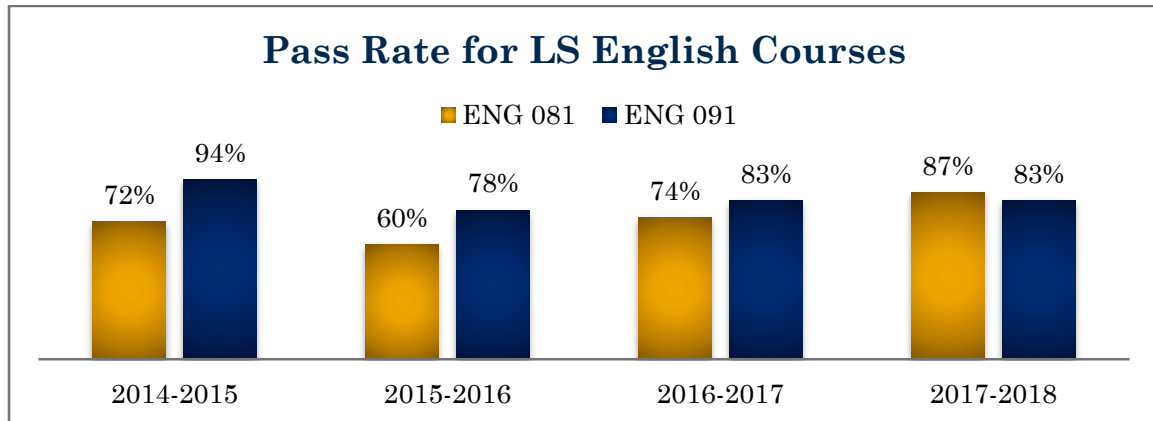
| | 2014 | 2015 | 2016 | 2017 | 2018 |
|---------|------|------|------|------|------|
| ENG 081 | 25 | 36 | 35 | 33 | -- |
| ENG 091 | 39 | 28 | 35 | 24 | 54 |
| ENG 099 | -- | -- | 20 | 9 | 17 |
| MAT 081 | 66 | 70 | 66 | 39 | 39 |
| MAT 091 | 45 | 43 | 38 | 45 | 38 |
| MAT 099 | -- | 16 | 13 | 11 | 8 |

-- Not Offered for Term / No Longer Offered



Pass Rate of Learning Support Classes

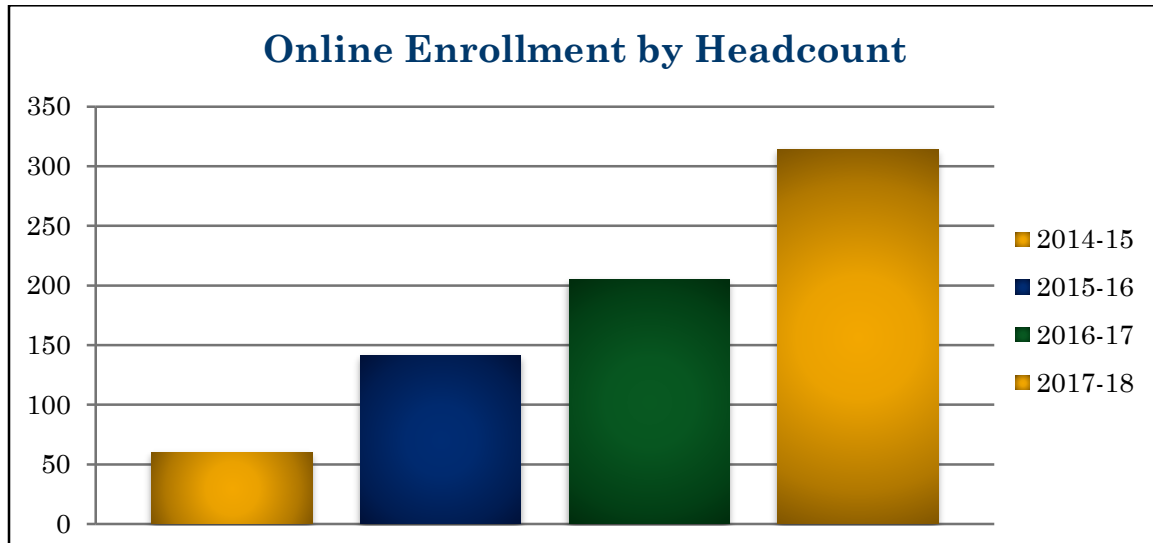
| | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|----------------|-----------|-----------|-----------|-----------|
| ENG 081 | 72% | 60% | 74% | 87% |
| ENG 091 | 94% | 78% | 83% | 83% |
| MAT 081 | 69% | 68% | 83% | 60% |
| MAT 091 | 73% | 67% | 74% | 55% |



ONLINE ENROLLMENT

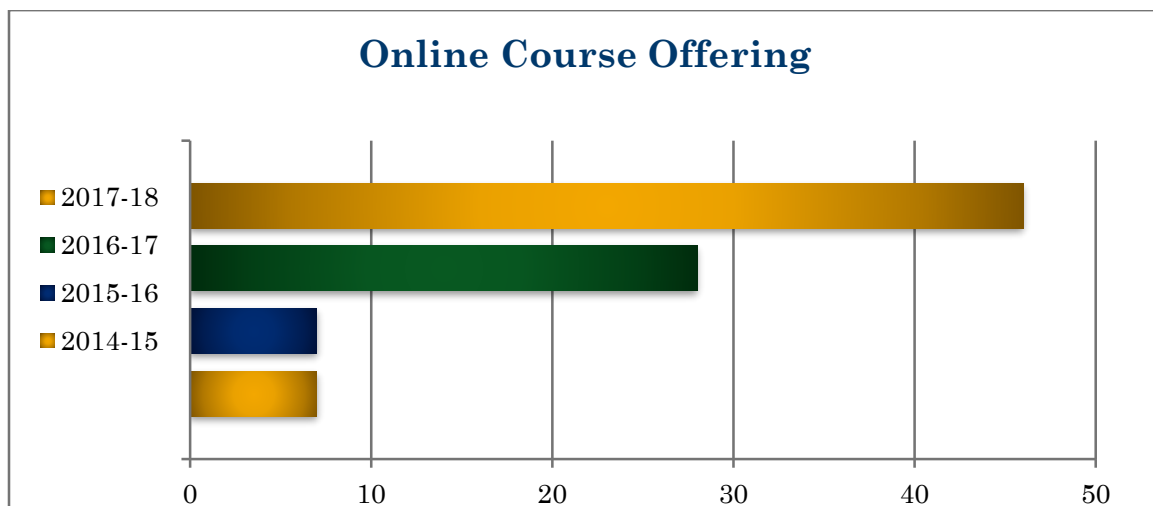
Online Enrollment by Headcount

| | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------------------|-----------|------------|------------|------------|
| Full-Time | 25 | 91 | 138 | 217 |
| Part-Time | 35 | 50 | 67 | 97 |
| Total Enrollment | 60 | 141 | 205 | 314 |



Online Course Offering

| | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-----------------------------|----------|----------|-----------|-----------|
| Fall | 1 | 1 | 9 | 9 |
| Spring | 1 | 1 | 11 | 21 |
| Summer | 5 | 5 | 8 | 16 |
| Total Number Offered | 7 | 7 | 28 | 46 |



LIBRARY REPORT

Library data reported is a summary of the Library's resources and services during the fiscal years reported (July 1 to the next June 30).

Library Collections Inventory

| | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|--|-----------|-----------|-----------|-----------|
| Volumes of reference and Circulating books | 36,594 | 35,787 | 38,173 | 38,302 |
| eBooks | 211 | 226 | 400,000+ | 400,000+ |
| DVDs | 112 | 112 | 96 | 108 |
| Print Periodicals | 71 | 68 | 68 | 62 |
| Microfilms | 6,400 | 8,926 | 8,926 | 8,926 |

*Database eBook collection added for 2016-2017 AY.

Library Usage – Collections and Services

| | 2013-2014 | 2014-2015 | 2016-2017 | 2017-2018 |
|---|-----------|-----------|-----------|-----------|
| Checkout of print materials (books & AV) | 294 | 368 | 342 | 391 |
| Accesses to eBook collections | 10 | 26 | 22 | 104 |
| Database searches | 16,657 | 45,376 | 34,925 | 42,870 |
| Instructional presentations | 21 | 14 | 9 | 11 |
| Number of persons attending instructional presentations | 311 | 424 | 238 | 223 |
| Interlibrary Loans – Items borrowed | 7 | 11 | N/A** | 9 |
| Interlibrary Loans – Items loaned | 4 | 3 | N/A** | 13 |

**Did not utilize Interlibrary Loan Services for 2016-2017 AY due to conversion to OCLC WorldShare management Services. Will resume for the 2017-2018 AY

Library Service Hours

| | 2014-2015* | 2015-2016 | 2016-2017 | 2017-2018 |
|---------------------|--------------------------|----------------------------|--------------------------|----------------------------|
| Fall & Spring Terms | 8:30am-10pm Mon-Thurs | 8:30am-10pm Mon-Thurs | 8:30am-10pm Mon-Thurs | 8:30am-10pm Mon-Thurs |
| | 8:30am-4:30pm Fridays | 8:30am-4:30pm Fridays | 8:30am-4:30pm Fridays | 8:30am-4:30pm Fridays |
| Summer | Closed | 8:30am-4:30pm Mon-Thurs | Closed | 8:30am-4:30pm Mon-Thurs |
| | | 8:30am-12:00pm Fridays | | 8:30am-12:00pm Fridays |

*During the Spring 2015 term the Library hours were extended to include the weekend before final exams.

Library Staff

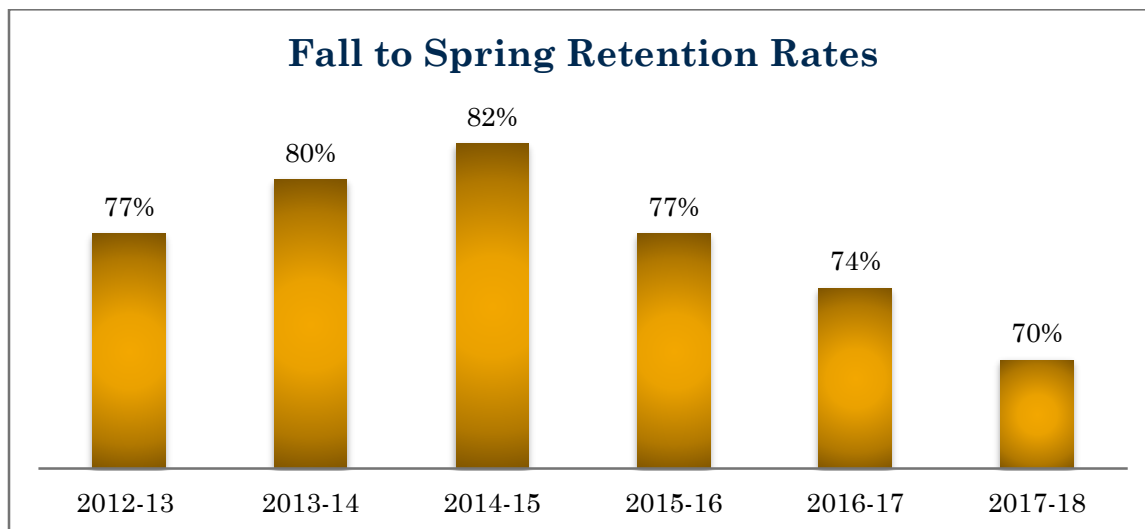
| | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 |
|------------------------------|-----------|-----------|-----------|-----------|
| Director of Library Services | 1 | 1 | 1 | 1 |
| Librarians Assistant | 1 | 1 | 1 | 1 |
| Library Staff | 2 | 2 | 2 | 2 |
| Student Assistants | 6 | 3 | 2 | 4 |

STUDENT ACHIEVEMENT

Fall to Spring Retention Rates

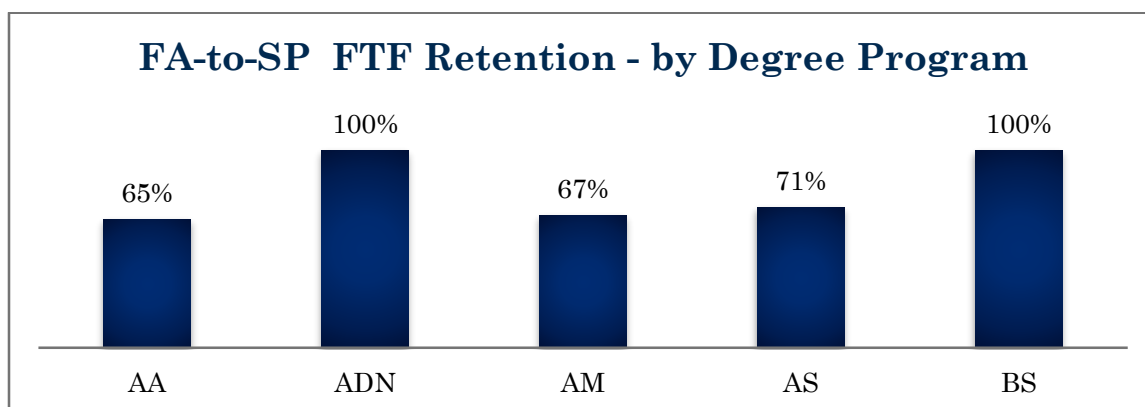
Fall to Spring Retention Rates are presented as the percentage of a student group enrolled in the fall who return as full time students in the succeeding spring term. Data is reported for FTF (first-term freshman) cohorts.

| | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------|---------|---------|---------|---------|---------|---------|
| FTF | 174 | 186 | 153 | 161 | 152 | 115 |
| Rate | 77% | 80% | 82% | 77% | 74% | 70% |



Fall 2017 to Spring 2018 FTF Retention Rates – by Degree Program

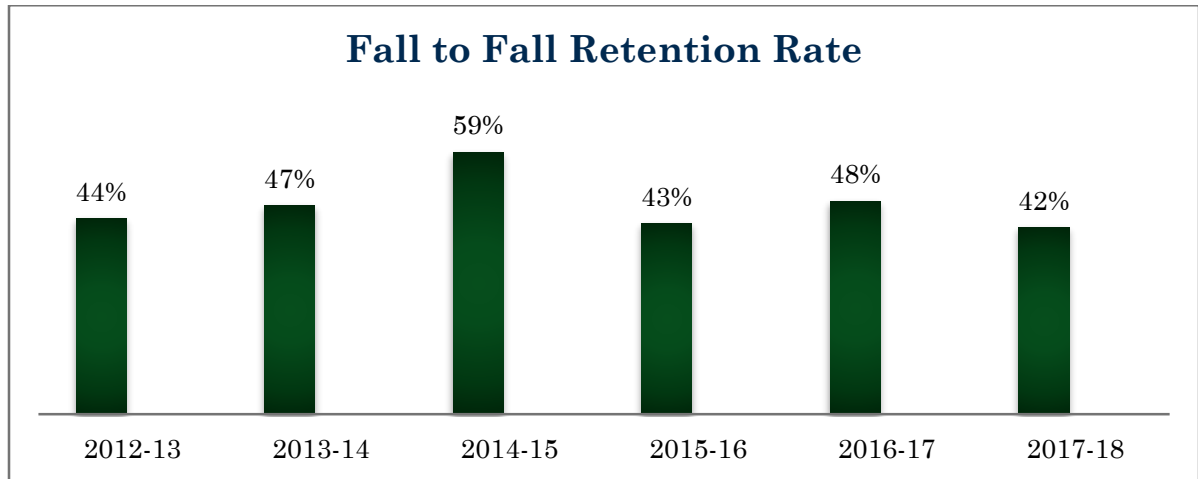
| | AA | ADN | AM | AS | BS |
|-----------------------------|-----|------|-----|-----|------|
| Fall Headcount | 20 | 1 | 3 | 89 | 2 |
| Spring (Returned) Headcount | 13 | 1 | 2 | 63 | 2 |
| FA-to-SP Retention | 65% | 100% | 67% | 71% | 100% |



Fall to Fall Retention Rates

Fall to Fall Retention Rate is defined as the percentage of (FTF) first-time freshman students enrolled in a fall term at Andrew College and who continue enrollment at Andrew College in the succeeding fall semester.

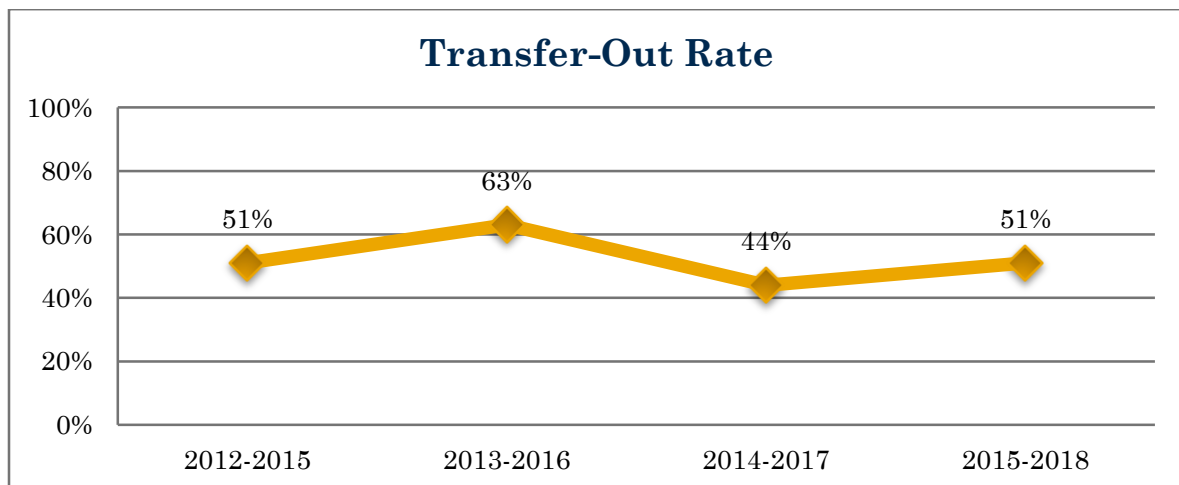
| | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------|---------|---------|---------|---------|---------|---------|
| FTF | 174 | 186 | 153 | 161 | 152 | 115 |
| Rate | 44% | 47% | 59% | 43% | 48% | 42% |

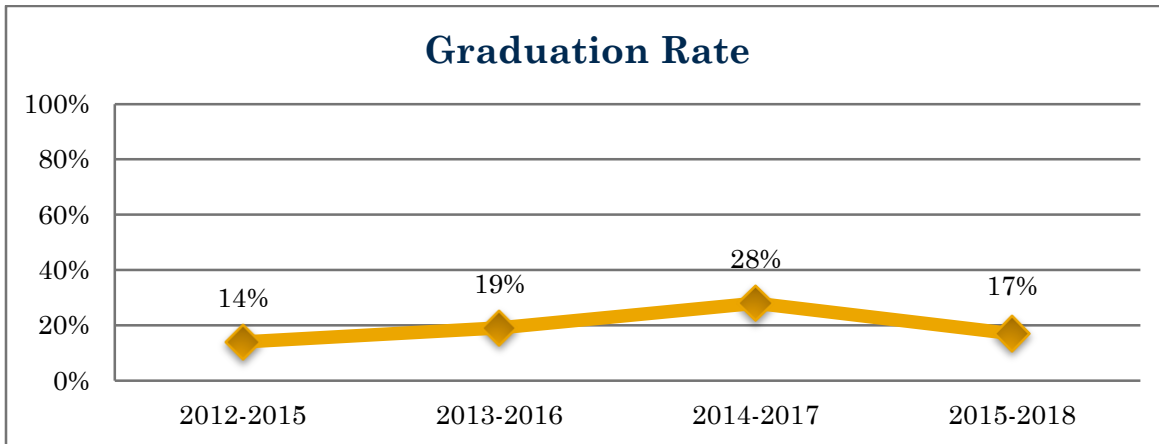


Transfer-Out Rates & Graduation Rates

Transfer-out rates are often a better indicator of institutional success than graduation rates for Andrew College since it offers only transferrable associate degrees. Both transfer-out rates and graduation rates are measured for first time freshman (FTF) cohorts over a 3-year time period.

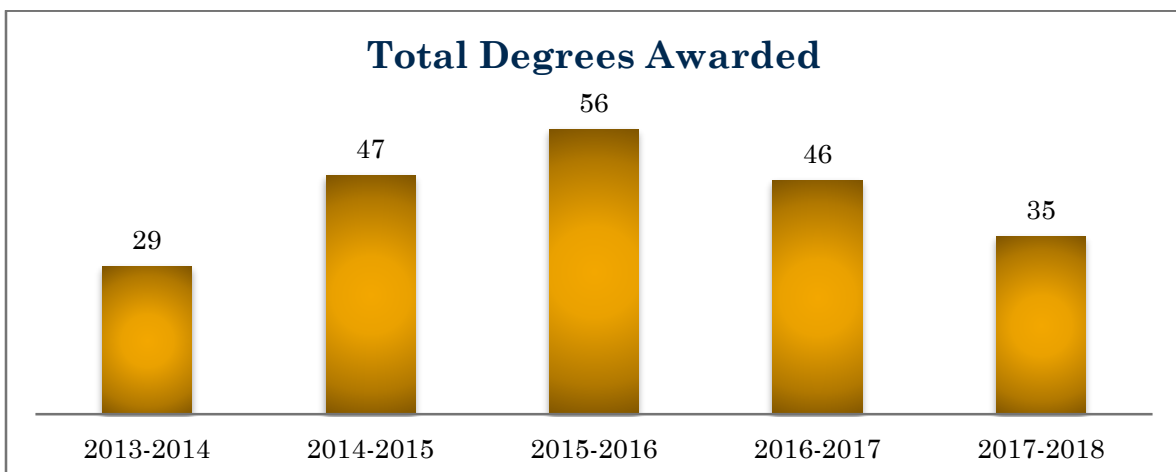
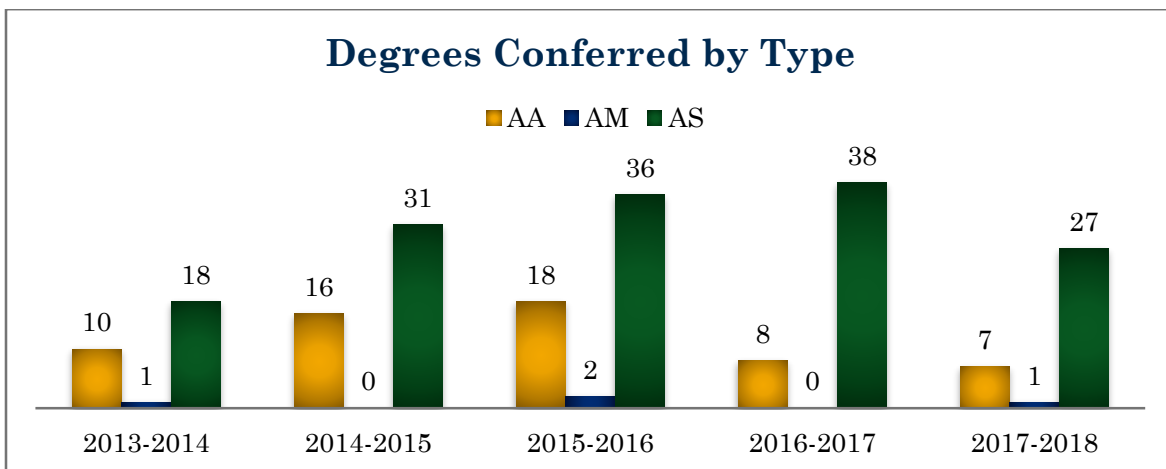
| | 2012-2015 | 2013-2016 | 2014-2017 | 2015-2018 |
|--------------------------|-----------|-----------|-----------|-----------|
| Transfer-Out Rate | 51% | 63% | 44% | 51% |
| Graduation Rate | 14% | 19% | 28% | 17% |





Number of Degrees Conferred

| | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|-------|-----------|-----------|-----------|-----------|-----------|
| AA | 10 | 16 | 18 | 8 | 7 |
| AM | 1 | 0 | 2 | 0 | 1 |
| AS | 18 | 31 | 36 | 38 | 27 |
| Total | 29 | 47 | 56 | 46 | 35 |



Number of Students Graduating with Honors

| | Summa Cum Laude | Magna Cum Laude | Cum Laude | % w/Honors |
|------------------------------|-----------------|-----------------|-----------------|-----------------|
| 2016 – 2017 (n=46) | 2 (4%) | 8 (17%) | 12 (26%) | 22 (48%) |
| 2017 – 2018 (n=35) | 2 (6%) | 6 (17%) | 3 (9%) | 11 (31%) |

AWARDS & RECOGNITIONS

Andy Award Recipients 2017 - 2018

| Andy Award | Recipient |
|--------------------|------------------------------|
| Leadership | Kristen Moore |
| Achievement | Jalin Wimberly |
| Service | Alexis Ellisor |
| Scholarship | Gianna Basulto & Tithi Patel |

Departmental Awards 2017 - 2018

| Department Award | Recipient |
|---------------------------------------|---|
| AC Nursing Rising Sophomore Award | Miya Young |
| ACDN - Andrew College Digital Network | Celine Elie, Tanner Hamby, Lisa Richards, Bailey Rutherford & Ashley West |
| Allied Health | Laura Shirley |
| Athletic Training | Tanner Hamby |
| Biology | Gianna Basulto & Kristen Moore |
| Business Administration | Jacob Brantefelt & Erick Castro-Ayala |
| Chemistry | Jameria Robinson |
| Criminal Justice | Kacie Fincher |
| Education | Noah McFather |
| English | Erin Ragan |
| Health Education | Rasid Jakupovic |
| History | Megan Carlson & Erin Ragan |
| Humanities | Sara Hanniford & Javan McBurrows |
| Information Systems | Jimmecha Carr |
| Mathematics | Angela Heimback |
| Music | Samantha Clenney |
| Physical Education | Sean Gourley |
| Physical Science/Physics | Brady Jones |
| Political Science | Samantha Clenney |
| Psychology | Victoria Weaver |
| Religion/Philosophy | Lawrence Bryant |
| Servant Leadership | Alexis Ellisor |
| Sociology | Deirra Taylor |
| Sustainable Agriculture | Jordyn Sumner |
| Theatre | Essence Thorpe |
| Visual Art | Victoria Weaver |

Organizational/Special Awards 2017 - 2018

| Award | Recipient |
|-------------------------------------|--------------------|
| Rotary Club | Jordan Vaughan |
| Pilot Club | Trey Artman |
| Global Community Award | Erick Castro-Ayala |
| Outstanding Non-Traditional Student | Veronica Turner |

Focus Program Teacher Appreciation Award 2017 - 2018

| Recipient |
|--------------------|
| Phillip G. Latimer |

John H. Woodall Enhanced Learning Grant for Students 2017 - 2018

| PTK Awards | Recipient |
|----------------------|------------------|
| Student Recipient #1 | Taylor Barnes |
| Student Recipient #2 | Reyes Hernandez |

John H. Woodall Excellence in Teaching Award 2017 - 2018

| PTK Awards | Recipient |
|-------------------|--------------------|
| Recipient | Phillip G. Latimer |

Pai Chai University Recognition 2017 - 2018

| Program Participants |
|-----------------------------|
| None |

Phi Theta Kappa Awards 2017 - 2018

| PTK Awards | Recipient |
|--------------------------------|------------------|
| Athletic Team with Highest GPA | Men's Soccer |
| Academic All-American | N/A |
| Citizenship Award | Erin Ragan |
| Student Scholar | Nils Konradsson |

STUDENT WELFARE & SAFETY

Clery Act Crime Statistics 2015-2017

Criminal Offenses

| Type of Offense | Year | On-Campus Property | Residence Facilities | Non-Campus Property | Public Property | TOTAL |
|---------------------------------------|------|--------------------|----------------------|---------------------|-----------------|-------|
| Murder and non-negligent manslaughter | | | | | | |
| | 2015 | 0 | 0 | 0 | 0 | 0 |
| | 2016 | 0 | 0 | 0 | 0 | 0 |
| | 2017 | 0 | 0 | 0 | 0 | 0 |
| Negligent Manslaughter | | | | | | |
| | 2015 | 0 | 0 | 0 | 0 | 0 |
| | 2016 | 0 | 0 | 0 | 0 | 0 |
| | 2017 | 0 | 0 | 0 | 0 | 0 |
| Sex Offenses: Forcible | | | | | | |
| | 2015 | 0 | 0 | 0 | 0 | 0 |
| | 2016 | 0 | 0 | 0 | 0 | 0 |
| | 2017 | 0 | 0 | 0 | 0 | 0 |
| Sex Offenses: Non-forcible | | | | | | |
| | 2015 | 0 | 0 | 0 | 0 | 0 |
| | 2016 | 0 | 0 | 0 | 0 | 0 |
| | 2017 | 0 | 0 | 0 | 0 | 0 |
| Robbery | | | | | | |
| | 2015 | 0 | 0 | 0 | 0 | 0 |
| | 2016 | 0 | 0 | 0 | 0 | 0 |
| | 2017 | 0 | 0 | 1 | 0 | 1 |
| Aggravated Assault | | | | | | |
| | 2015 | 0 | 0 | 0 | 0 | 0 |
| | 2016 | 0 | 0 | 0 | 0 | 0 |
| | 2017 | 0 | 0 | 0 | 0 | 0 |
| Burglary | | | | | | |
| | 2015 | 0 | 0 | 0 | 0 | 0 |
| | 2016 | 0 | 0 | 0 | 0 | 0 |
| | 2017 | 1 | 2 | 0 | 0 | 3 |
| Motor Vehicle Theft | | | | | | |
| | 2015 | 0 | 0 | 0 | 0 | 0 |
| | 2016 | 0 | 0 | 0 | 0 | 0 |
| | 2017 | 0 | 0 | 0 | 0 | 0 |
| Arson | | | | | | |
| | 2015 | 0 | 0 | 0 | 0 | 0 |
| | 2016 | 0 | 0 | 0 | 0 | 0 |
| | 2017 | 0 | 0 | 0 | 0 | 0 |
| Hate Crimes | | | | | | |
| | 2015 | 0 | 0 | 0 | 0 | 0 |
| | 2016 | 0 | 0 | 0 | 0 | 0 |
| | 2017 | 0 | 0 | 0 | 0 | 0 |

| Type of Offense | Year | On-Campus Property | Residence Facilities | Non-Campus Property | Public Property | TOTAL |
|-----------------------------------|------|--------------------|----------------------|---------------------|-----------------|-------|
| VAWA Offenses | | | | | | |
| Domestic Violence | | | | | | |
| | 2015 | 0 | 0 | 0 | 0 | 0 |
| | 2016 | 0 | 0 | 0 | 0 | 0 |
| | 2017 | 0 | 0 | 0 | 0 | 0 |
| Dating Violence | | | | | | |
| | 2015 | 0 | 0 | 0 | 0 | 0 |
| | 2016 | 0 | 0 | 0 | 0 | 0 |
| | 2017 | 0 | 0 | 0 | 0 | 0 |
| Stalking | | | | | | |
| | 2015 | 0 | 0 | 0 | 0 | 0 |
| | 2016 | 0 | 0 | 0 | 0 | 0 |
| | 2017 | 0 | 0 | 0 | 0 | 0 |
| Arrests | | | | | | |
| Liquor Law Violations | | | | | | |
| | 2015 | 0 | 0 | 0 | 0 | 0 |
| | 2016 | 0 | 0 | 0 | 0 | 0 |
| | 2017 | 0 | 0 | 0 | 0 | 0 |
| Drug Law Violations | | | | | | |
| | 2015 | 0 | 0 | 0 | 0 | 0 |
| | 2016 | 0 | 0 | 0 | 0 | 0 |
| | 2017 | 0 | 1 | 0 | 0 | 1 |
| Weapons Violations | | | | | | |
| | 2015 | 0 | 0 | 0 | 0 | 0 |
| | 2016 | 0 | 0 | 0 | 0 | 0 |
| | 2017 | 0 | 0 | 0 | 0 | 0 |
| Disciplinary Referrals | | | | | | |
| Liquor Law Violations | | | | | | |
| | 2015 | 11 | 11 | 0 | 0 | 11 |
| | 2016 | 8 | 8 | 0 | 0 | 8 |
| | 2017 | 0 | 5 | 0 | 0 | 5 |
| Drug Law Violations | | | | | | |
| | 2015 | 8 | 4 | 0 | 0 | 8 |
| | 2016 | 2 | 2 | 0 | 0 | 2 |
| | 2017 | 0 | 1 | 0 | 0 | 1 |
| Weapons Violations | | | | | | |
| | 2015 | 0 | 0 | 0 | 0 | 0 |
| | 2016 | 0 | 0 | 0 | 0 | 0 |
| | 2017 | 1 | 0 | 0 | 0 | 1 |
| Hate Crimes | | | | | | |
| Murder/Non-negligent Manslaughter | | | | | | |
| | 2015 | 0 | 0 | 0 | 0 | 0 |
| | 2016 | 0 | 0 | 0 | 0 | 0 |
| | 2017 | 0 | 0 | 0 | 0 | 0 |
| Negligent Manslaughter | | | | | | |
| | 2015 | 0 | 0 | 0 | 0 | 0 |
| | 2016 | 0 | 0 | 0 | 0 | 0 |
| | 2017 | 0 | 0 | 0 | 0 | 0 |

| Type of Offense | Year | On-Campus Property | Residence Facilities | Non-Campus Property | Public Property | TOTAL |
|-----------------------------|------|--------------------|----------------------|---------------------|-----------------|-------|
| Sex Offenses - Forcible | | | | | | |
| | 2015 | 0 | 0 | 0 | 0 | 0 |
| | 2016 | 0 | 0 | 0 | 0 | 0 |
| | 2017 | 0 | 0 | 0 | 0 | 0 |
| Sex Offenses - Non-forcible | | | | | | |
| | 2015 | 0 | 0 | 0 | 0 | 0 |
| | 2016 | 0 | 0 | 0 | 0 | 0 |
| | 2017 | 0 | 0 | 0 | 0 | 0 |
| Robbery | | | | | | |
| | 2015 | 0 | 0 | 0 | 0 | 0 |
| | 2016 | 0 | 0 | 0 | 0 | 0 |
| | 2017 | 0 | 0 | 0 | 0 | 0 |
| Aggravated Assault | | | | | | |
| | 2015 | 0 | 0 | 0 | 0 | 0 |
| | 2016 | 0 | 0 | 0 | 0 | 0 |
| | 2017 | 0 | 0 | 0 | 0 | 0 |
| Burglary | | | | | | |
| | 2015 | 0 | 0 | 0 | 0 | 0 |
| | 2016 | 0 | 0 | 0 | 0 | 0 |
| | 2017 | 0 | 0 | 0 | 0 | 0 |
| Motor Vehicle Theft | | | | | | |
| | 2015 | 0 | 0 | 0 | 0 | 0 |
| | 2016 | 0 | 0 | 0 | 0 | 0 |
| | 2017 | 0 | 0 | 0 | 0 | 0 |
| Arson | | | | | | |
| | 2015 | 0 | 0 | 0 | 0 | 0 |
| | 2016 | 0 | 0 | 0 | 0 | 0 |
| | 2017 | 0 | 0 | 0 | 0 | 0 |
| Larceny | | | | | | |
| | 2015 | 0 | 0 | 0 | 0 | 0 |
| | 2016 | 0 | 0 | 0 | 0 | 0 |
| | 2017 | 0 | 0 | 0 | 0 | 0 |
| Simple Assault | | | | | | |
| | 2015 | 0 | 0 | 0 | 0 | 0 |
| | 2016 | 0 | 0 | 0 | 0 | 0 |
| | 2017 | 0 | 0 | 0 | 0 | 0 |
| Intimidation | | | | | | |
| | 2015 | 0 | 0 | 0 | 0 | 0 |
| | 2016 | 0 | 0 | 0 | 0 | 0 |
| | 2017 | 0 | 0 | 0 | 0 | 0 |
| Vandalism | | | | | | |
| | 2015 | 0 | 0 | 0 | 0 | 0 |
| | 2016 | 0 | 0 | 0 | 0 | 0 |
| | 2017 | 0 | 0 | 0 | 0 | 0 |

Andrew College Annual Fire Statistics

2017

| Residential Facilities | # of Fires in Bldg | Fire # | Cause of Fire | # of Injuries Requiring Treatment at a Medical Facility | # of Deaths Related to a Fire | Value of Property Damage | Fire Alarm System/ Smoke Detectors | Fire Rated Corridors | #Fire Drills |
|------------------------|--------------------|--------|---------------|---|-------------------------------|--------------------------|--|----------------------|--------------|
| Fort Hall | 0 | 0 | N/A | 0 | 0 | \$0 | SD/Manual Pull, Smoke Sensors on fire panels | Yes | 2 |
| Mitchell Hall | 0 | 0 | N/A | 0 | 0 | \$0 | SD/Manual Pull, Smoke Sensors on fire panels | Yes | 2 |
| Patterson Hall | 0 | 0 | N/A | 0 | 0 | \$0 | SD/Manual Pull, Smoke Sensors on fire panels | N/A | 2 |
| Rhodes Hall | 0 | 0 | N/A | 0 | 0 | \$0 | SD/Manual Pull, Smoke Sensors on fire panels | Yes | 2 |

2016

| Residential Facilities | # of Fires in Bldg | Fire # | Cause of Fire | # of Injuries Requiring Treatment at a Medical Facility | # of Deaths Related to a Fire | Value of Property Damage | Fire Alarm System/ Smoke Detectors | Fire Rated Corridors | #Fire Drills |
|------------------------|--------------------|--------|---------------|---|-------------------------------|--------------------------|--|----------------------|--------------|
| Fort Hall | 0 | 0 | N/A | 0 | 0 | \$0 | SD/Manual Pull, Smoke Sensors on fire panels | Yes | 2 |
| Mitchell Hall | 1 | 1 | N/A | 0 | 0 | \$0 | SD/Manual Pull, Smoke Sensors on fire panels | Yes | 2 |
| Patterson Hall | 0 | 0 | N/A | 0 | 0 | \$0 | SD/Manual Pull, Smoke Sensors on fire panels | N/A | 2 |
| Rhodes Hall | 0 | 0 | N/A | 0 | 0 | \$0 | SD/Manual Pull, Smoke Sensors on fire panels | Yes | 2 |

2015

| | # of Fires in Bldg | Fire # | Cause of Fire | # of Injuries Requiring Treatment at a Medical Facility | # of Deaths Related to a Fire | Value of Property Damage | Fire Alarm System/ Smoke Detectors | Fire Rated Corridors | #Fire Drills |
|---------------------------|--------------------------|-----------|------------------------|---|--|--------------------------------|---|-------------------------|-----------------|
| Residential Facilities | | | | | | | | | |
| Fort Hall | 0 | 0 | N/A | 0 | 0 | \$0 | SD/Manual Pull, Smoke Sensors on fire panels | Yes | 2 |
| Mitchell Hall | 1 | 1 | Heating/ Electrical | 0 | 0 | \$30K | SD/Manual Pull, Smoke Sensors on fire panels | Yes | 2 |
| Patterson Hall | 0 | 0 | N/A | 0 | 0 | \$0 | SD/Manual Pull, Smoke Sensors on fire panels | N/A | 2 |
| Rhodes Hall | 0 | 0 | N/A | 0 | 0 | \$0 | SD/Manual Pull, Smoke Sensors on fire panels | Yes | 2 |

FINANCIAL PROFILE

Revenue

| | 2014 | 2015 | 2016 | 2017 | 2018 |
|----------------|-----------|-----------|-----------|-----------|-----------|
| Total Revenues | 9,006,715 | 7,546,453 | 7,349,100 | 8,380,691 | 7,354,568 |

Financial Indicators

From Audited FY Financial Statements

| | 2014 | 2015 | 2016 | 2017 | 2018 |
|-----------------------------------|------------|------------|------------|------------|------------|
| Total Assets | 25,304,752 | 24,745,219 | 24,624,901 | 25,118,988 | 24,090,462 |
| Total Liabilities | 6,738,245 | 6,401,927 | 6,474,443 | 5,972,256 | 5,171,160 |
| Total Unrestricted Net Assets | 9,326,637 | 9,258,592 | 9,098,511 | 9,724,408 | 9,075,832 |
| Temporary Restricted Net Assets | 2,605,989 | 2,411,895 | 2,367,383 | 2,685,957 | 3,124,423 |
| Permanently Restricted Net Assets | 6,633,881 | 6,672,805 | 6,684,564 | 6,712,590 | 6,719,047 |

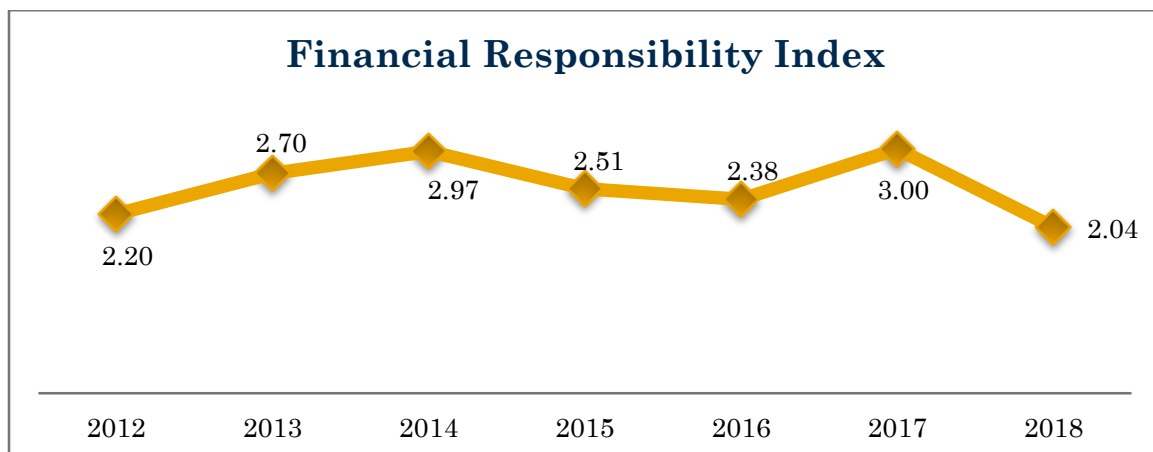
Debt

| | 2014 | 2015 | 2016 | 2017 | 2018 |
|----------------|-----------|-----------|-----------|-----------|-----------|
| Current Debt | 1,132,965 | 1,144,510 | 1,399,781 | 1,404,547 | 1,172,042 |
| Long Term Debt | 4,458,613 | 4,207,515 | 3,923,337 | 3,628,523 | 3,218,238 |

FRI

The **financial responsibility index (FRI)** is a composite of three ratios derived from its audited financial statements (primary reserve ratio, equity ratio, and net income ratio). FRI scores range from -1 to 3. A score greater than or equal to 1.5 indicates the institution is considered financially responsible.

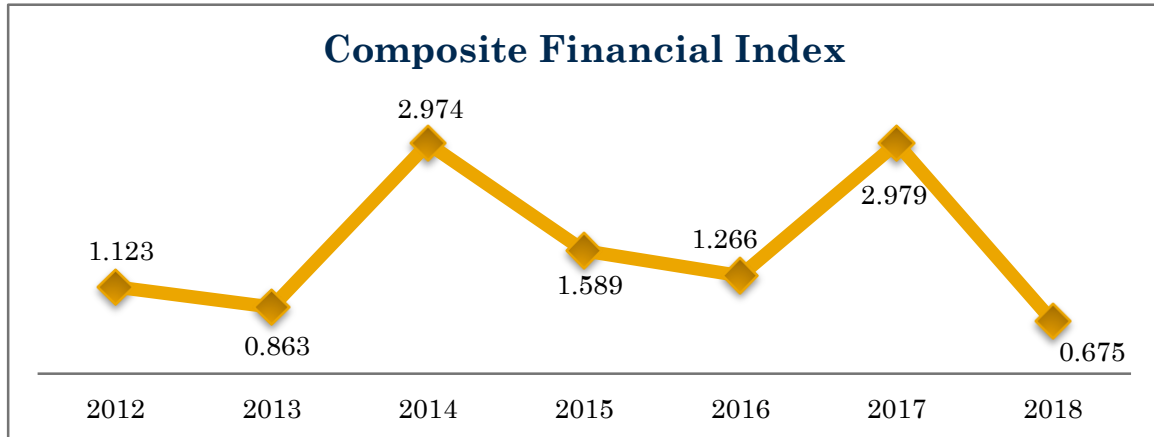
| 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|------|------|------|------|------|------|------|
| 2.20 | 2.70 | 2.97 | 2.51 | 2.38 | 3.00 | 2.04 |



CFI

The **composite financial index (CFI)** score provides an indication of the institution's financial strengths and weaknesses. It assesses financial health by using four financial ratios (primary reserve ratio, net operating revenues ratio, return on net assets ratio, and viability ratio) to produce a CFI score ranging from -4 to 10. The College's goal is to maintain a CFI calculation of 3.0 or greater.

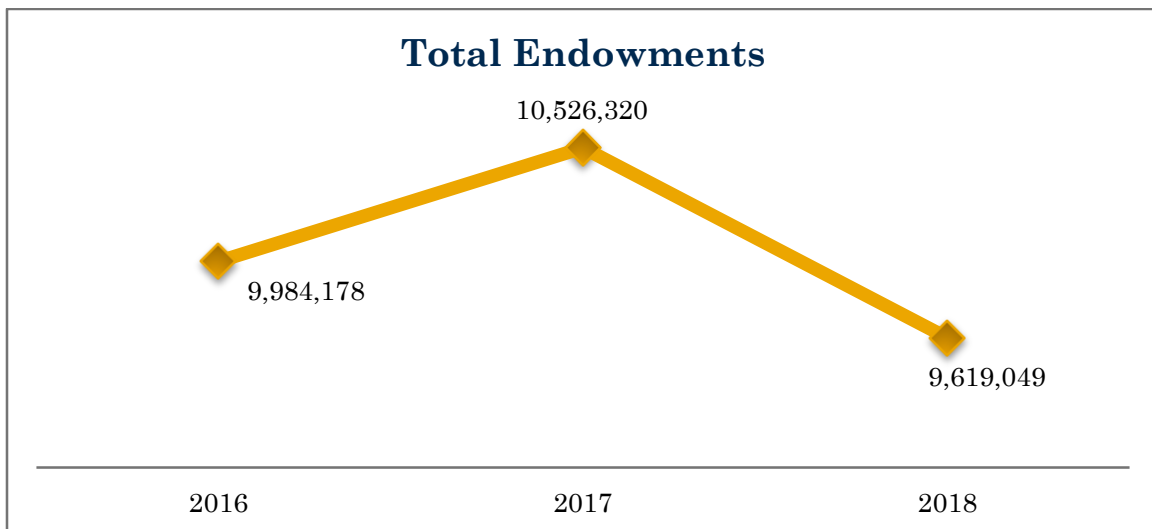
| 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|-------|-------|-------|-------|-------|-------|-------|
| 1.123 | 0.863 | 2.974 | 1.589 | 1.266 | 2.979 | 0.675 |



Endowments

Endowment Balances are reported for June 30 for each of the fiscal years provided below.

| Endowment Category | 2016 | 2017 | 2018 | 3-Yr Average |
|--------------------|------------------|-------------------|------------------|-------------------|
| Original Endowment | 7,646,690 | 8,072,203 | 7,785,256 | 7,834,716 |
| Murphy Fund | 1,505,901 | 1,530,109 | 838,900 | 1,291,637 |
| Title III Fund | 831,587 | 924,008 | 994,893 | 916,829 |
| Total | 9,984,178 | 10,526,320 | 9,619,049 | 10,043,182 |



FINANCIAL AID ANNUAL REPORT*

*Reported Annually in February as part of IPEDS Report

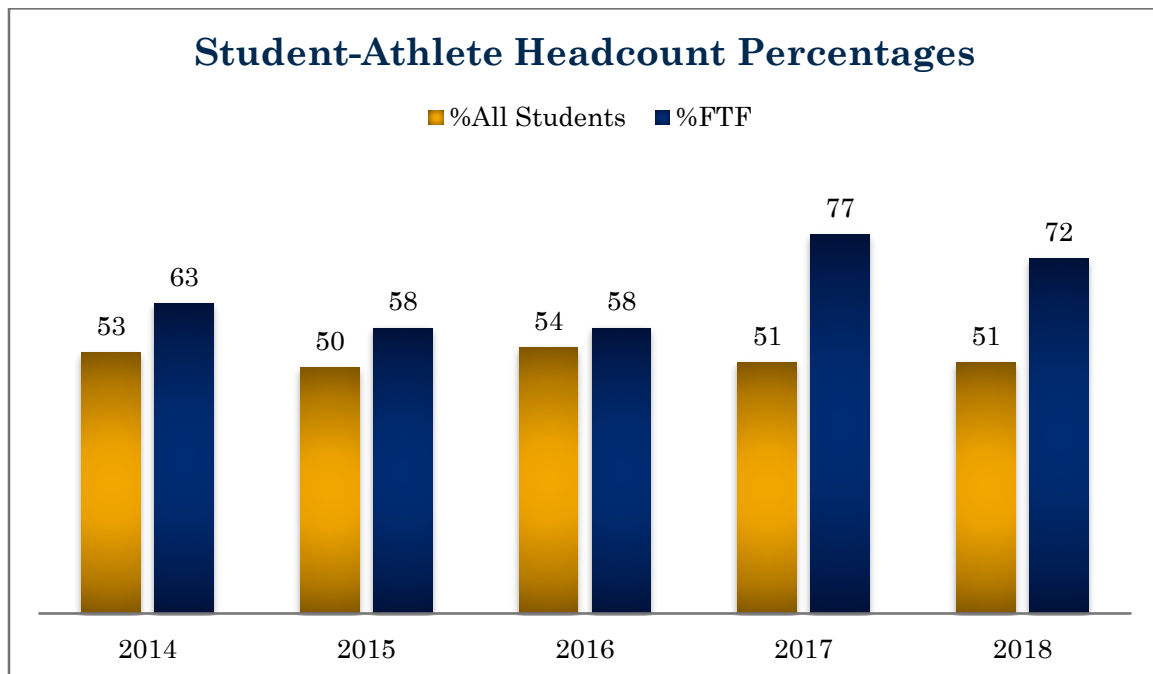
| | 2015 | | 2016 | | 2017 | | 2018 | |
|--|-----------------------|--------------------------------|-----------------------|--------------------------------|-----------------------|--------------------------------|-----------------------|--------------------------------|
| | Percent receiving aid | Average amount of aid received | Percent receiving aid | Average amount of aid received | Percent receiving aid | Average amount of aid received | Percent receiving aid | Average amount of aid received |
| All Undergraduate Students | | | | | | | | |
| Any grant or scholarship aid | 100% | \$11,612 | 100% | \$14,786 | 100% | \$16,415 | 100% | \$16,961 |
| Pell grants | 60% | \$5,250 | 58% | \$4,458 | 56% | \$6,051 | 57% | \$5,216 |
| Federal student loans | 81% | \$9,426 | 80% | \$8,454 | 84% | \$10,364 | 87% | \$12,663 |
| FTF Students | | | | | | | | |
| Any student financial aid | 100% | | 100% | | 100% | | 100% | |
| Grants or scholarship aid | 100% | \$11,538 | 100% | \$10,567 | 100% | \$13,879 | 100% | \$13,012 |
| Federal grants | 54% | \$5,234 | 64% | \$4,393 | 69% | \$6,425 | 71% | \$7,025 |
| Pell grants | 53% | \$5,216 | 64% | \$4,277 | 57% | \$5,918 | 62% | \$6,551 |
| Other federal grants | 10% | \$800 | 10% | \$800 | 11% | \$1,536 | 12% | \$1,632 |
| State or local grants and scholarships | 79% | \$1,842 | 70% | \$1,568 | 72% | \$1,583 | 72% | \$1,587 |
| Institutional grants and scholarships | 100% | \$7,394 | 100% | \$6,645 | 100% | \$7,742 | 100% | \$8,259 |
| Student loan aid | 89% | \$9,080 | 86% | \$8,364 | 92% | \$11,007 | 95% | \$13,021 |
| Federal student loans | 81% | \$9,402 | 86% | \$8,147 | 89% | \$10,665 | 94% | \$12,717 |
| Other student loans | 7% | \$5,518 | 5% | \$3,910 | 1% | \$4,040 | 3% | \$5,358 |

ATHLETIC DEPARTMENT STATISTICS

Athletic Headcount

Student-Athletes (SA) are defined as students regardless of scholarship type who made a team's roster. Data reported is for Fall terms.

| | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|----------------------------|-----------|-----------|-----------|-----------|-----------|
| Total Students | 303 | 311 | 276 | 285 | 293 |
| Total FTF | 153 | 161 | 152 | 115 | 131 |
| Total Student-Athletes | 160 | 155 | 149 | 146 | 149 |
| % of Total Students | 53% | 50% | 54% | 51% | 51% |
| Total FTF Student-Athletes | 97 | 93 | 88 | 88 | 94 |
| % of Total FTF | 63% | 58% | 58% | 77% | 72% |



Student-Athlete Headcount by Sport (Fall terms)

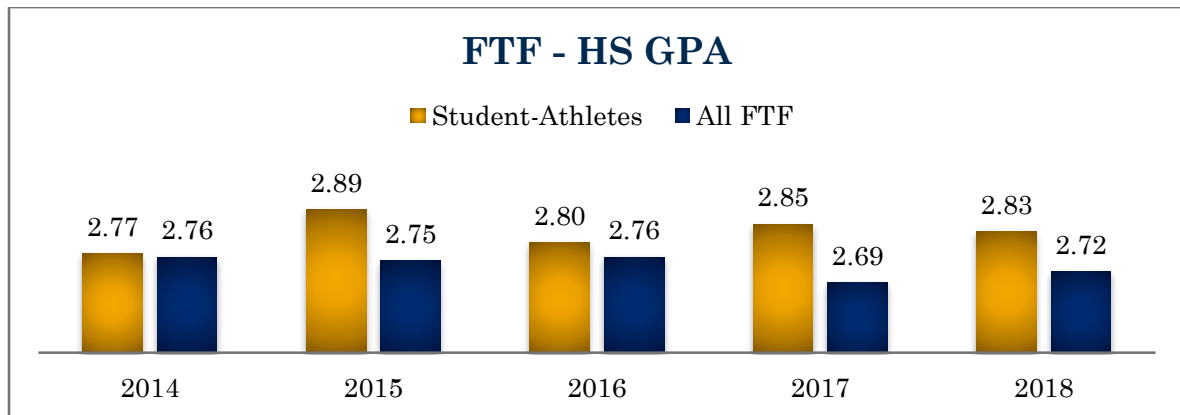
| | Baseball | Men's Basketball | Women's Basketball | Golf | Men's Soccer | Women's Soccer | Softball | Volleyball |
|-----------|----------|------------------|--------------------|------|--------------|----------------|----------|------------|
| Fall 2016 | 43 | -- | 15 | 10 | 26 | 18 | 23 | 14 |
| Fall 2017 | 43 | -- | 15 | 10 | 22 | 18 | 24 | 14 |
| Fall 2018 | 38 | 12 | 17 | 8 | 21 | 17 | 23 | 13 |

Student-Athlete Headcount Percentage by Gender

| | 2014 | 2015 | 2016 | 2017 | 2018 |
|---------|------|------|------|------|------|
| Males | 53% | 55% | 53% | 51% | 53% |
| Females | 47% | 45% | 47% | 49% | 47% |

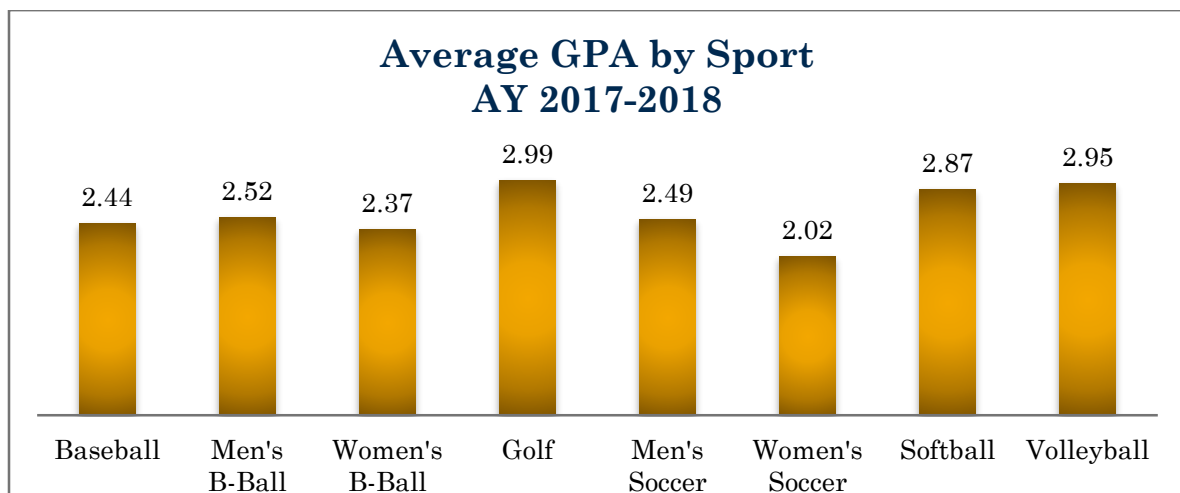
HS GPA – Comparison of Student-Athlete (FTF) to All FTF

| | 2014 | 2015 | 2016 | 2017 | 2018 |
|----------------------|------|------|------|------|------|
| Student-Athletes FTF | 2.77 | 2.89 | 2.80 | 2.85 | 2.83 |
| Non-Athletes FTF | 2.73 | 2.58 | 2.63 | 2.56 | 2.57 |
| All FTF | 2.76 | 2.75 | 2.76 | 2.69 | 2.72 |



Student-Athlete GPA by Sport (AY 2017-2018)

| | Number | Att. Cr. Hours | Quality Points | Ave. GPA |
|---------------------|------------|----------------|----------------|-------------|
| Baseball | 27 | 1288 | 3145 | 2.44 |
| Men's Basketball | 8 | 280 | 707 | 2.52 |
| Women's Basketball | 17 | 491 | 1166 | 2.37 |
| Golf | 6 | 248 | 743 | 2.99 |
| Men's Soccer | 21 | 644 | 1607 | 2.49 |
| Women's Soccer | 16 | 556 | 1126 | 2.02 |
| Softball | 19 | 833 | 2398 | 2.87 |
| Volleyball | 13 | 719 | 2126 | 2.95 |
| All Athletes | 127 | 5059 | 13018 | 2.57 |

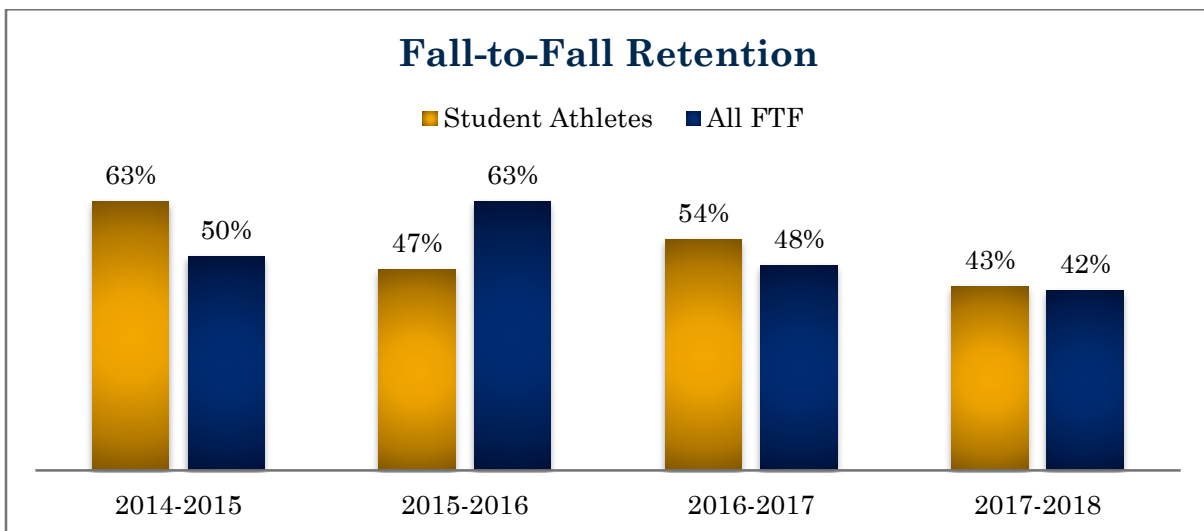
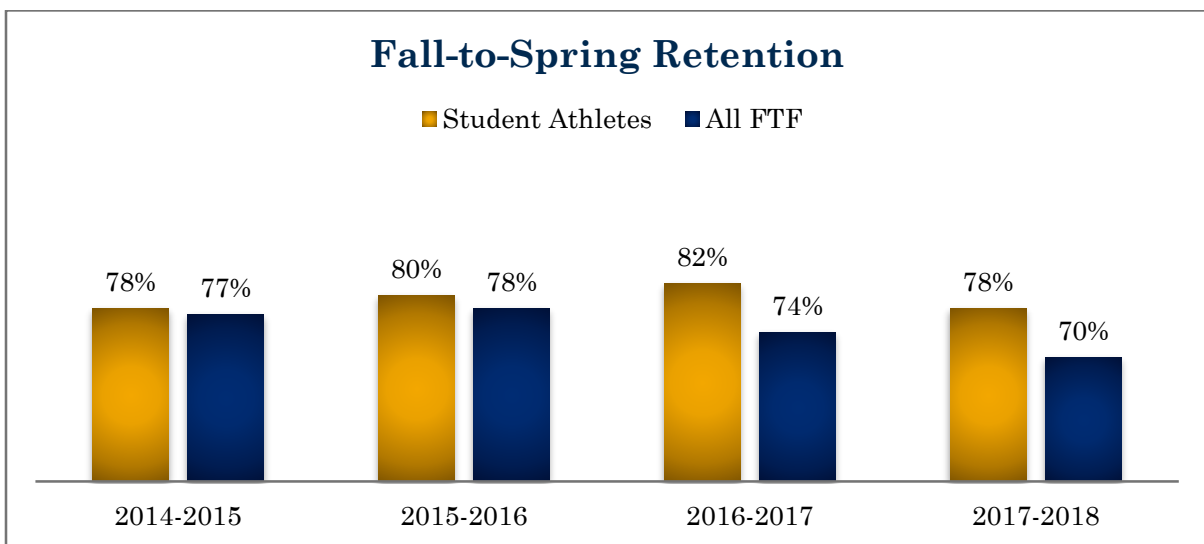


Graduation Rate (150%)-Comparison of FTF-SA to All FTF Students (2015-2018 Cohort)

| | Number | SA-FTF | Number | All FTF |
|-----------|--------|--------|--------|---------|
| 2015-2018 | 20/91 | 22% | 28/161 | 17% |

Retention Rates-Comparison of FTF-SA to All FTF Students

| | 2014-2015 | | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|--------------------------|-----------|-----|-----------|-----|-----------|-----|-----------|-----|
| | SA | All | SA | All | SA | All | SA | All |
| FA to SP Retention (FTF) | 78% | 77% | 80% | 78% | 82% | 74% | 78% | 70% |
| FA to FA Retention (FTF) | 63% | 50% | 47% | 63% | 54% | 48% | 43% | 42% |



Team Records

| | 2015-2016 | | | 2016-2017 | | | 2017-2018 | | |
|---------------|-----------|-----|-------|-----------|-----|-----|-----------|-----|-----|
| | Total | Won | % | Total | Won | % | Total | Won | % |
| Baseball | 53 | 21 | 40% | 60 | 28 | 47% | 34 | 21 | 62% |
| M. Basketball | -- | -- | -- | -- | -- | -- | 20 | 9 | 45% |
| W. Basketball | 25 | 10 | 40% | 29 | 13 | 45% | 21 | 7 | 33% |
| Golf | 73 | 22 | 30% | 69 | 24 | 35% | 91 | 24 | 26% |
| M. Soccer | 18 | 10 | 56% | 11 | 2 | 18% | 8 | 7 | 88% |
| W. Soccer | 18 | 8 | 44% | 18 | 4 | 22% | 13 | 2 | 15% |
| Softball | 42 | 13 | 31% | 60 | 21 | 35% | 32 | 21 | 66% |
| Volleyball | 26 | 2 | 0.08% | 25 | 7 | 28% | 13 | 5 | 38% |

2017 - 2018 Student-Athlete Honors and Recognitions

| Sport | Recipient | Award |
|------------|------------------|--|
| Baseball | | |
| | Brent Todys | 2 nd Team All GCAA |
| | Brent Todys | School Record – Slugging % in Season |
| | Brady Jones | 2 nd Team All GCAA |
| | Brady Jones | 3 rd Team Academic All-American NJCAA |
| | Jordan Holt | Gold Glove Team |
| | Jordan Holt | Defensive Player of the Year GCAA |
| | Jordan Holt | NJCAA Gold Glove Award |
| | Jordan Holt | School Record – Runs Scored in Season |
| | Jordan Holt | School Record – Stolen Bases in Season |
| | Spencer Nelson | 3 rd Team Academic All-American NJCAA |
| | Matthew Holloway | 3 rd Team Academic All-American NJCAA |
| Softball | | |
| | Kacie Fincher | 2 nd Team Academic All-American NJCAA |
| | Victoria Weaver | 1 st Team Academic All-American NJCAA |
| | Erin Ragan | 1 st Team Academic All-American NJCAA |
| | Megan Carlson | 1 st Team Academic All-American NJCAA |
| | Jordyn Sumner | 2 nd Team Academic All-American NJCAA |
| | Kenley Kennedy | 3 rd Team Academic All-American NJCAA |
| | Kenley Kennedy | GCAA All-Academic |
| | Madison Logan | 3 rd Team Academic All-American NJCAA |
| | Madison Logan | GCAA All-Academic |
| | Taylor Sheffield | 3 rd Team Academic All-American NJCAA |
| | Taylor Sheffield | GCAA All-Academic |
| | Angela Heimback | GCAA All-Academic |
| | Katelynn Simpson | 2 nd Team All GCAA |
| Volleyball | | |
| | Gianna Basulto | 1 st Team Academic All-American NJCAA |
| | Kristen Moore | 1 st Team Academic All-American NJCAA |
| | Hannah Messick | 2 nd Team Academic All-American NJCAA |
| | Alexis Ellisor | 3 rd Team Academic All-American NJCAA |
| | Taylor Barnes | 3 rd Team Academic All-American NJCAA |
| | Maris Guzman | 3 rd Team Academic All-American NJCAA |
| Golf | | |
| | Nils Konradsson | NJCAA Div. II Ping All-Region Team East Region |
| | Nils Konradsson | GCAA All-Region XVII Men's Golf |

| | | |
|---------------------------|--------------------|--|
| | Nils Konradsson | 3 rd Team NJCAA All-Academic |
| | Logan Bracey | All-Region XVII Men's Golf |
| | Jacob Brantefelt | 3 rd Team NJCAA All-Academic |
| Women's Basketball | | |
| | Toddrianna Isler | 1 st Team All-Conference |
| Men's Basketball | | |
| | Ijohn Owens | GCAA Freshman of the Year |
| | Ijohn Owens | GCAA All-Second Team |
| | Ijohn Owens | GCAA All-Freshman Team |
| | Jalin Wimberly | NJCAA Player of the Week |
| | Jalin Wimberly | GCAA Player of the Week |
| | Jalin Wimberly | School Record – Most Points Scored Individual Game |
| Women's Soccer | | |
| | Chandler Elliot | 1 st Team All GCAA |
| | Celine Elie | 1 st Team All GCAA |
| | Victoria Rodriguez | 2 nd Team All GCAA |
| Men's Soccer | | |
| | Reyes Hernandez | 1 st Team Academic All-American NJCAA |
| | Reyes Hernandez | GCAA All-Region Team |
| | Rasid Jakupovic | 2 nd Team Academic All-American NJCAA |
| | Jordan Vaughan | 3 rd Team Academic All-American NJCAA |
| | Fredrik Åckander | GCAA All-Region Team |
| | Andrei Bajura | GCAA All-Region Team |
| | Bryan Zuniga | GCAA All-Region Team |

2017-2018 Athletic Scholarship Signees

| Sport | Scholarship Recipient | College/University |
|--------------------|-----------------------|--|
| Baseball | Kodi Bishop | Toccoa Falls University |
| | Brandon Brown | University of South Carolina at Beaufort |
| | Dahlton Cash | Young Harris University |
| | Tyler Goddard | Middle Georgia State University |
| | Jordan Holt | Valdosta State University |
| | Colby Mullins | Middle Georgia State University |
| | Spencer Nelson | Ave Maria University |
| | Brent Todys | The Ohio State University |
| | Andrew Wingate | Albany State University |
| | | |
| Softball | Angela Heimback | Point University |
| | Taylor Sheffield | Middle Georgia State University |
| | Katelynn Simpson | Brenau University |
| | Charlie Smith | LaGrange College |
| | Sharmaine White | Fort Valley State University |
| Women's Basketball | Yolanda Givens | Albany State University |
| | Toddrianna Isler | Alcorn State University |
| | Nyla Perry | Columbus State University |
| | Takerria Waters | Thomas University |
| Men's Basketball | Javan McBurrows | Champion Christian College |

Return to: The Office of Institutional Research (323 Old Main)
Send comments/suggestions via email to: tekeshajackson@andrewcollege.edu