



# DUAL ENROLLMENT DIGEST

**UPDATED FEBRUARY 2026**

<b>Section 1:</b> Introduction	Pg. 2
<b>Section 2:</b> Current Dual Enrollment Students	Pg. 3
<b>2.1</b> Dual Enrollment Participation, Demographics, and Academic Preparation	Pg. 3
<b>2.2</b> Dual Enrollment Course Taking and Performance	Pg. 6
<b>2.3</b> Dual Enrollment Course Delivery and Instructor Type	Pg. 11
<b>Section 3:</b> Conversion of Dual Enrollment Students into First-time Freshmen at USG	Pg. 13
<b>Section 4:</b> Postsecondary Outcomes of Former Dual Enrollment Students	Pg. 14
<b>4.1</b> First-time Freshmen with Dual Enrollment Credit	Pg. 14
<b>4.2</b> Postsecondary Outcomes by Dual Enrollment Status	Pg. 17
<b>Appendix</b>	Pg. 24

## **Section 1: Introduction**

The Dual Enrollment (DE) Digest highlights salient trends in the enrollment, characteristics, and outcomes of students who enroll in college courses while still pursuing a high school diploma. This report includes data from all students enrolled in college courses at University System of Georgia institutions.

Where available, trends are provided for a five-year period at the sector and system level for ease of viewing. Information for individual institutions is available upon request. The data for the Digest comes from the University System of Georgia Academic Data Collection.

Section 2 provides data on the enrollment of DE students at USG institutions—highlighting the trends in participation from fall 2021 to fall 2025 and the changes in the demographic characteristics of the participants over time. This section also details trends in the instructional type and location of courses DE students take over time. Additionally, this section includes outcomes for DE students, such as grades received in DE courses and credit hours earned from fall 2020 to fall 2024 (the most recent available fall terms for grade data).

Section 3 shows the “conversion rate” of DE students to first-time freshmen (FTF), which is the percentage of USG DE students that enroll in USG institutions from fall 2021 to fall 2025. Conversion rates are provided for matriculation to any USG institution as well as the same institution at which DE occurred.

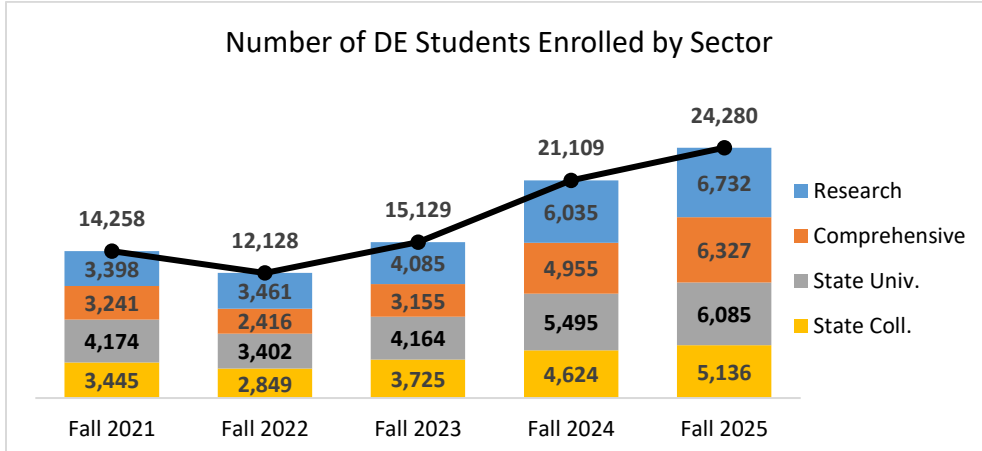
Section 4 highlights outcomes of FTF between fall 2021 and fall 2025 who entered the USG with DE credit. Comparisons are offered between FTF who did and did not earn DE credit. Dual enrollment students are subcategorized by where they earned DE credit—specifically, USG, Technical College System of Georgia (TCSG), Georgia Military College (GMC), and other institutions. Cumulative college GPA, credit accumulation, and retention and graduation rates are shown for the most recent available cohort.

Note: Charts in Sections 2 and 3 are organized by the sector in which dual enrollment occurred. Charts in Section 4 are organized by the sector in which students enrolled as first-time freshmen. Data points are provided in the charts for the first and last term for ease of viewing. There are some instances where, due to rounding, data points in charts may not sum to equal corresponding text in the Digest.

## Section 2: Current Dual Enrollment Students

### Section 2.1: Dual Enrollment Participation, Demographics, and Academic Preparation

#### *Number and Percent of DE Students Enrolled by Sector*



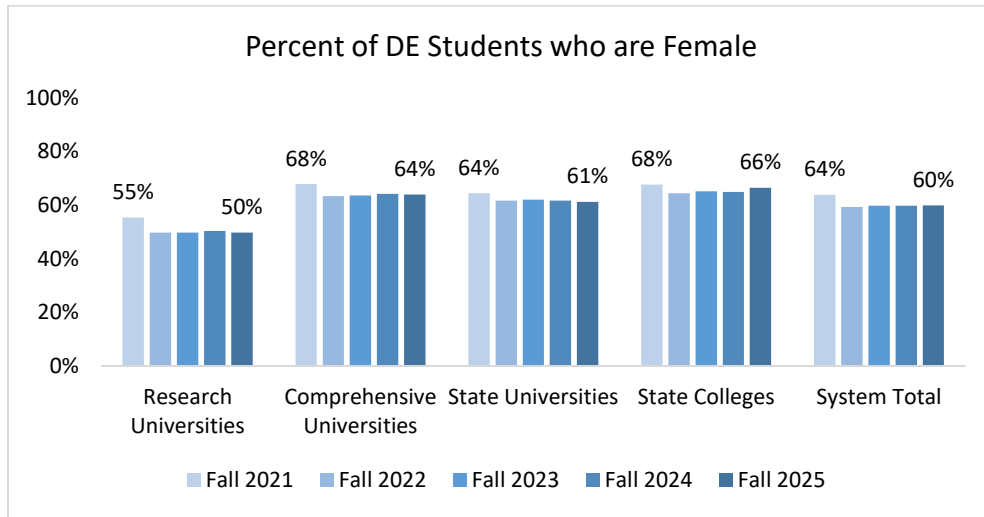
#### Percent of DE Students Enrolled in the USG by Sector

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Research Universities	23.8%	28.5%	27.0%	28.6%	27.7%
Comprehensive Universities	22.7%	19.9%	20.9%	23.5%	26.1%
State Universities	29.3%	28.1%	27.5%	26.0%	25.1%
State Colleges	24.2%	23.5%	24.6%	21.9%	21.2%

The number of DE students enrolled in fall 2025 is 24,280 and represents a new record high for dual enrollment at the system level, with the biggest growth in the comprehensive sector. The number of DE students in fall 2025 represents a 15 percent increase (3,171 students) compared to fall 2024, and a 70 percent increase (10,022 students) compared to fall 2021. The comprehensive sector had the largest growth in DE participation. Fall 2025 marked the third consecutive fall where there was a year over year increase in DE enrollment, following the DE enrollment decrease from fall 2021 to fall 2022.

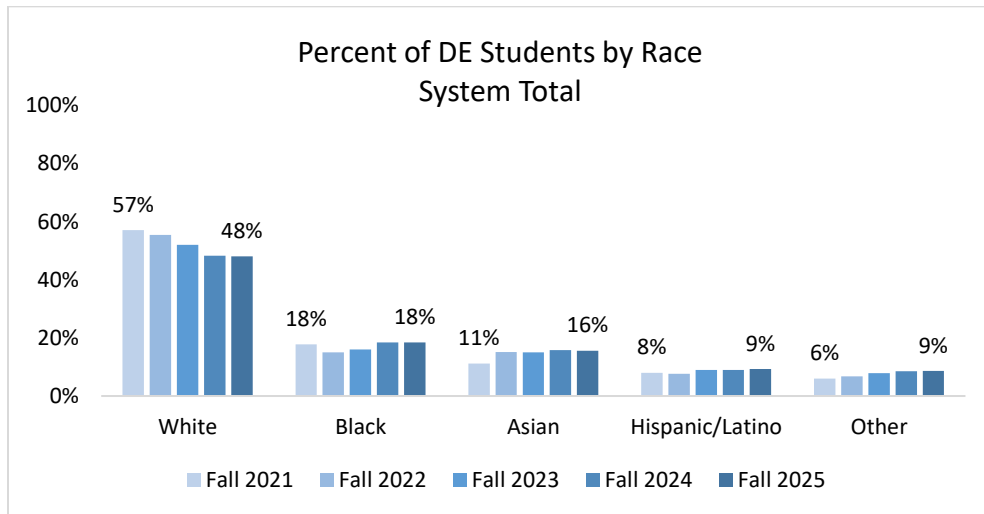
Looking at the share of DE students enrolled by sector from fall 2021 to fall 2025, research universities experienced the largest increase (23.8% to 27.7%) while state universities and state colleges experienced decreases in their share of DE students (29.3% to 25.1%; 24.2% to 21.1%, respectively). The increase in the research university sector since fall 2021 is likely a result of changes to test score requirements for admission. These changes include extending the test optional policy, or at institutions that require tests, students can enroll in a subject area where they have a high enough subject test score even without permissible scores on all sections. From fall 2021 to fall 2025, the highest concentration of DE participation shifted from state universities to research universities, with the largest share of participants at Georgia State University. All sectors had more DE students in fall 2025 compared to the previous fall semester, with 21 out of 26 institutions increasing DE student enrollment.

Gender



The share of DE students who are female decreased at the system level from 64% in fall 2021 to 60% in fall 2025. State colleges were the only sector that did not see a decrease in the share of female students from the prior year, increasing by 1.5 percentage points.

Race

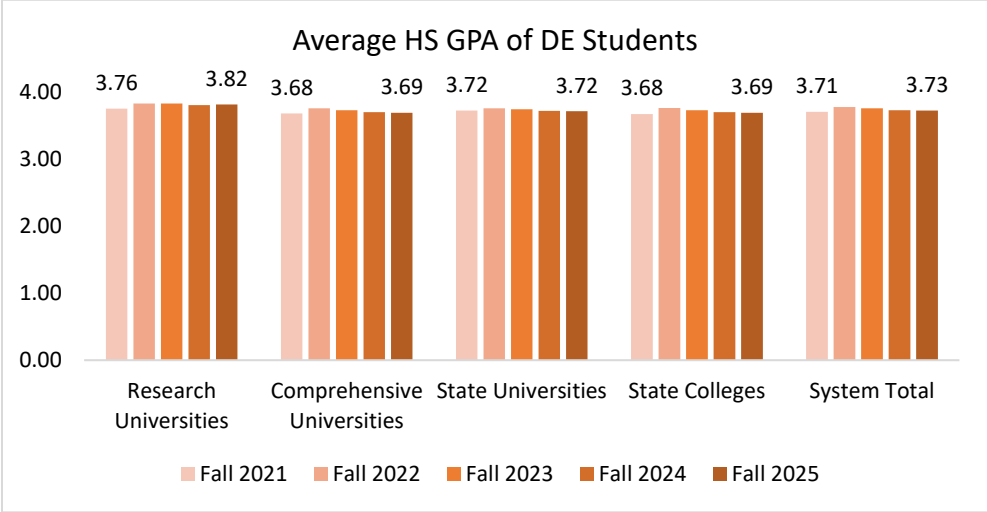


For ease of viewing, data for the race/ethnicity of DE students is provided at the system level,<sup>1</sup> and the appendix contains the information for each sector. The share of DE students who identify as White decreased by 9 percentage points overall from fall 2021 to fall 2025 (57% to 48%). The share of students who identify as Black returned to 18%. The share of DE students who identify as Asian increased from 11% to 16%. The share of students who identify as Hispanic/Latino increased from 8% to 9%. Students falling into the ‘other’ category (American Indian, Native Hawaiian/Pacific Islander, two or more races, and unknown race) increased from 6% to 9% from fall 2021 to fall 2025. The share of DE students who identify as White, Black, Hispanic/Latino, and who

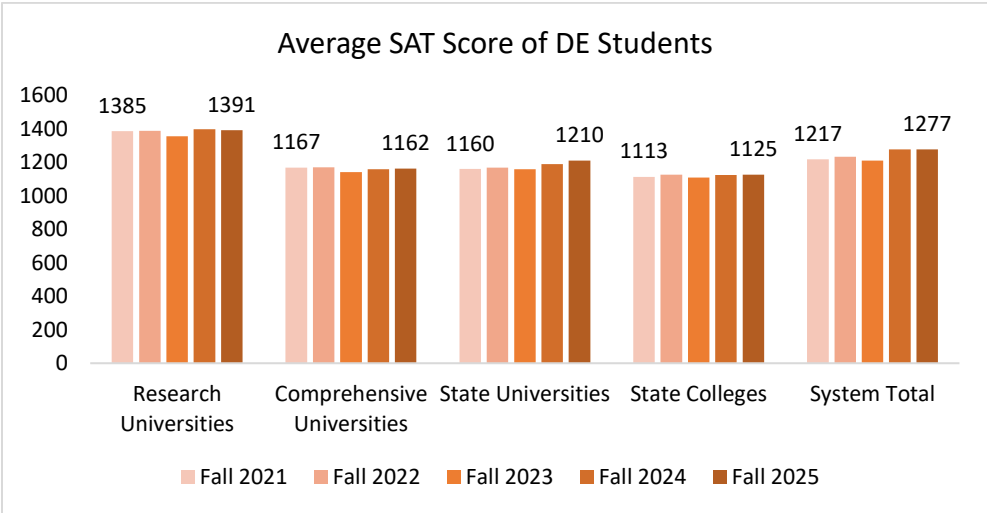
<sup>1</sup> Please note: due to data corrections, this system level chart of DE students by race may not align with the previous versions of the DE Digest.

fall into the 'other' category generally aligned to their racial/ethnic group's overall enrollment trends at the system-level. Looking by sector from fall 2021 to fall 2025, the share of White students decreased in every sector while the share of Asian students increased in research, comprehensive, and state universities. The share of Black students increased over the five-year period at comprehensive universities, state universities, and state colleges.

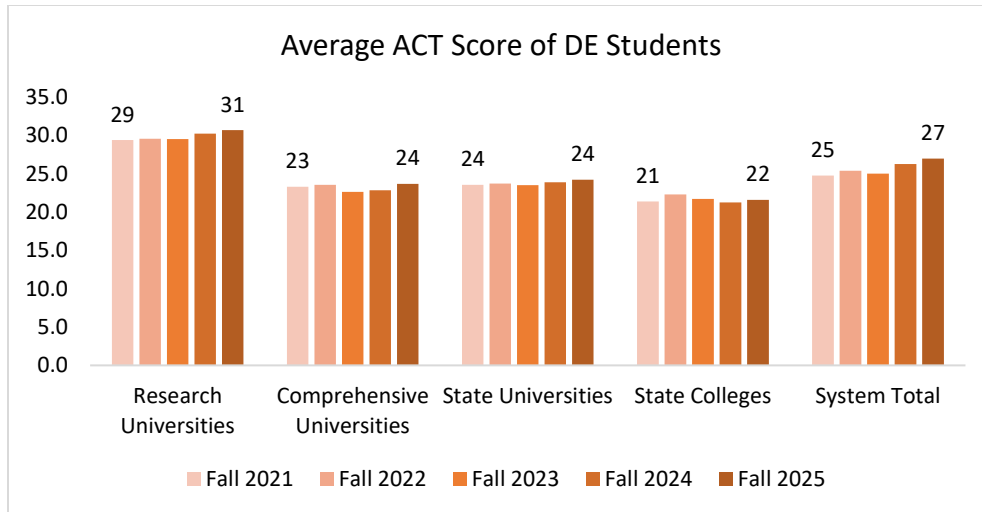
HS GPA and SAT/ACT



The average high school GPA of DE students at the system level increased slightly from 3.71 to 3.73 from fall 2021 to fall 2025. At the sector level, the average GPA either remained steady or showed a slight increase, with the largest increase at research universities (3.76 to 3.82).



From fall 2021 to fall 2025, average SAT scores increased at the system level from 1217 to 1277. Average SAT scores had the largest increase from fall 2021 to fall 2025 at state universities (50 point increase), with the second highest increase at state colleges (12 points).

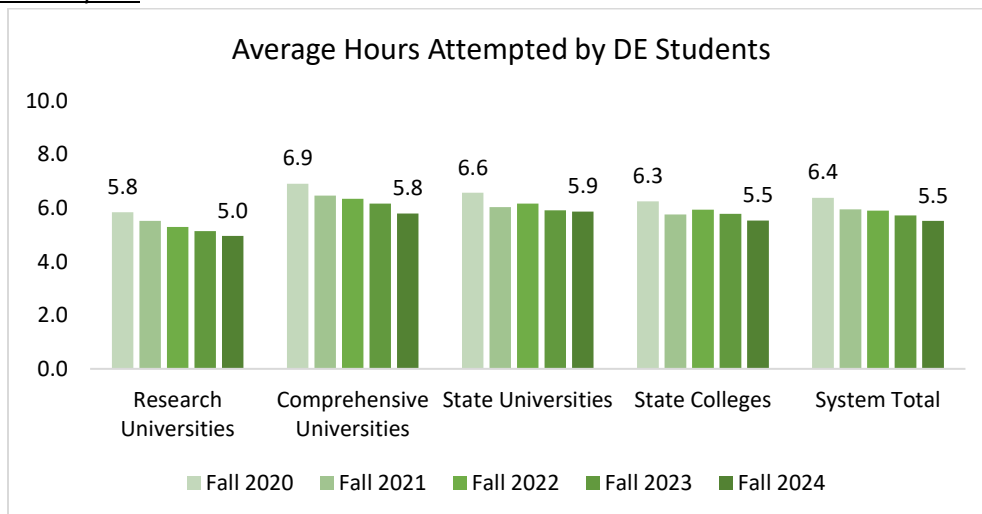


Turning to the ACT, from fall 2021 to fall 2025 the average score among DE students increased by about two points at the system level, from 25 to 27. Research universities, comprehensive universities, and state colleges had an increase in average ACT scores from fall 2021 to fall 2025 by 1-2 points (29 to 31, 23 to 24, and 21 to 22, respectively). State universities returned to fall 2021 levels at an average score of 24 points.<sup>2</sup> It is important to note that test scores were not required for DE admission in fall 2021 due to availability of testing during the pandemic.

### Section 2.2 Dual Enrollment Course Taking and Performance

In this section, the five-year range shifts to fall 2020 through fall 2024. Fall 2024 marks the most recent fall term with available grade data for this report.

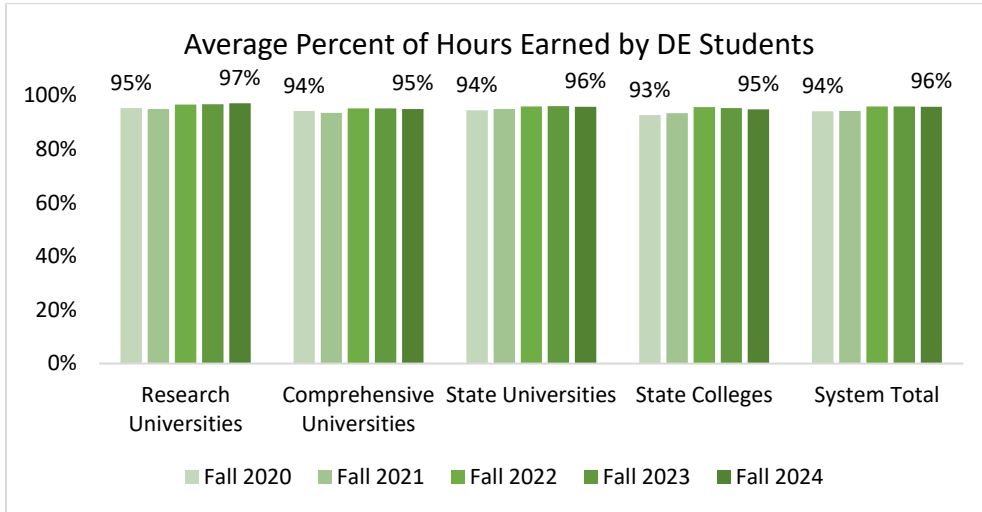
#### Average Hours Attempted



<sup>2</sup> For ease of viewing, average ACT scores are rounded to the nearest whole number. However, the height of the bar chart is based on the average score rounded to the tenth decimal. E.g., for state universities, the average ACT score in fall 2021 is 23.6 and fall 2025 is 24.2, both of which round to 24.

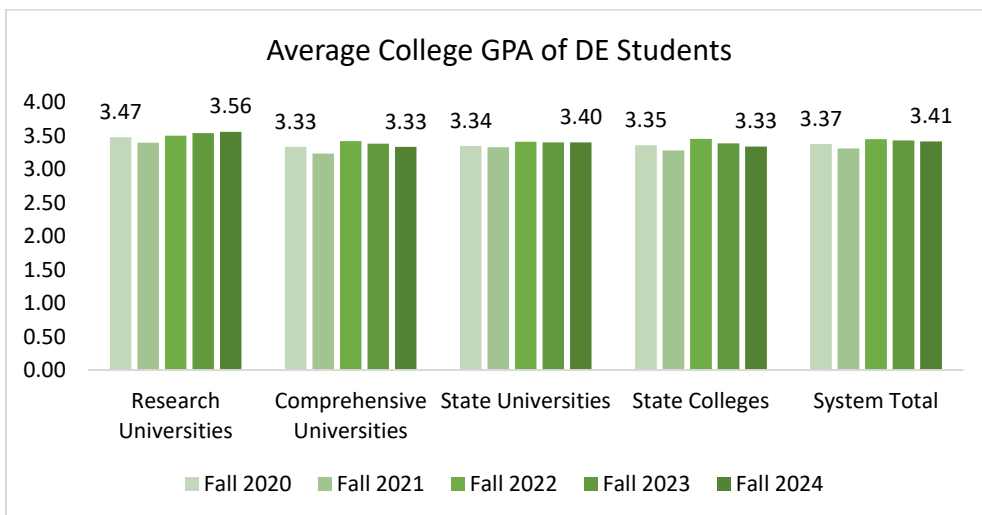
Since fall 2020, average credit hours attempted by DE students have declined at the system level (from 6.4 hours in fall 2020 to 5.5 hours in fall 2024). This decline is observed for all sectors and is most likely the result of the 30-hour cap placed on dual enrollment with HB 444.

Average Percent of Hours Earned



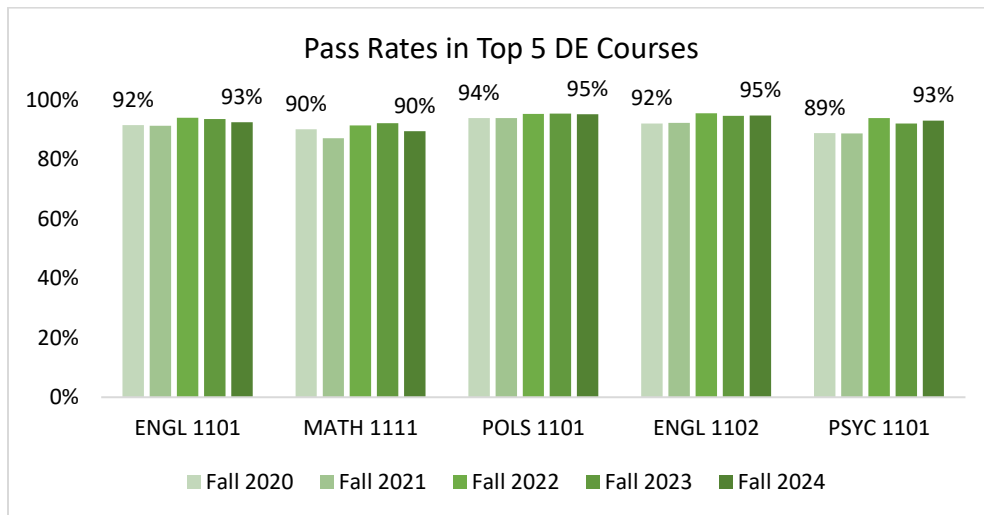
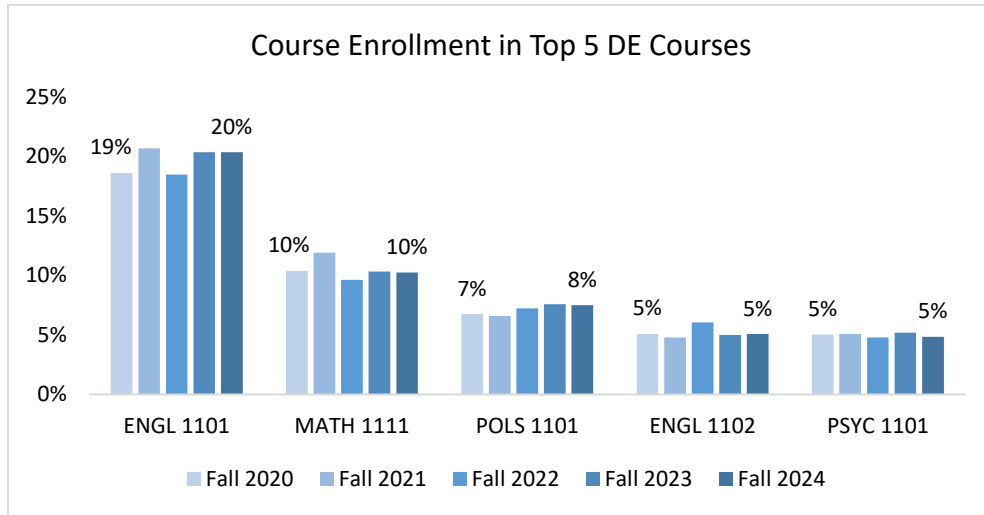
The percent of credit hours earned out of hours attempted among DE students increased from fall 2020 to fall 2024 by 2 percentage points, with similar patterns observed across sectors. The percent of hours earned was highest among DE students at research universities (97%), followed closely by state universities (96%).

Average College GPA



Performance of DE students, as measured by their end of semester GPA, has remained above 3.30 over the past five years across the system for the system. Average GPA across sectors is similarly stable, though for all sectors there was a dip in fall 2021 with a recovery in fall 2022.

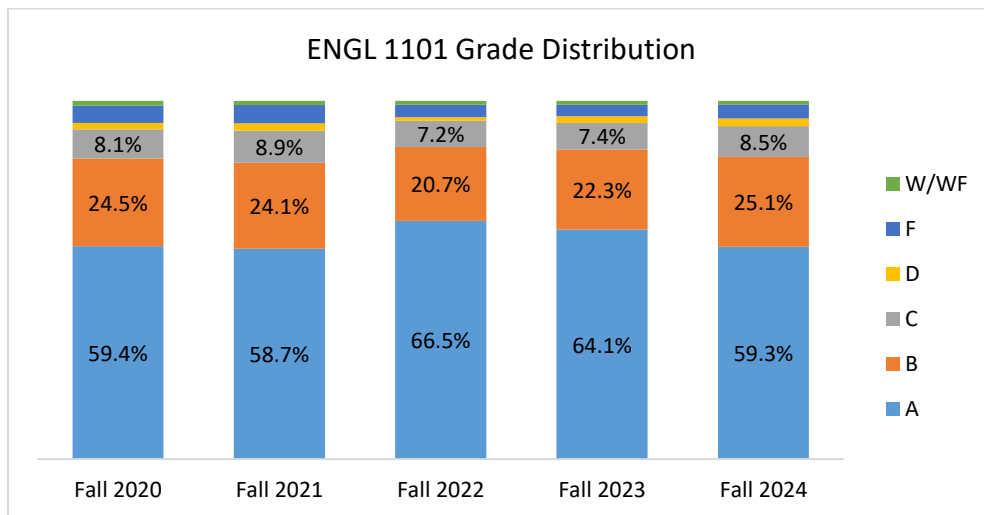
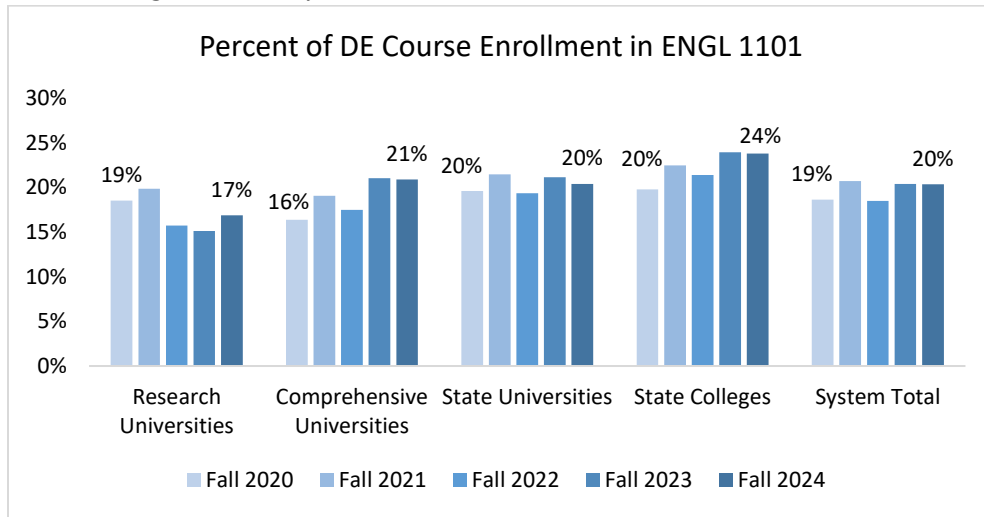
Percent of Top Five Courses Among All DE Course Enrollments



When pooling enrollments from fall 2020 to fall 2024, the DE courses with the highest cumulative system-wide enrollments were: ENGL 1101 (29,711 students), MATH 1111 (15,798 students), POLS 1101 (10,745 students), ENGL 1102 (7,772 students), and PSYC 1101 (7,488 students). At least 90% of students enrolled in these courses passed with a grade of C or better in fall 2024.<sup>3</sup> For the top five courses, excluding MATH 1111, pass rates in fall 2024 exceeded their fall 2020 average. DE course enrollment patterns were similar across sectors, although there are differences regarding which courses appear in the top five. For instance, MATH 1554, HIST 2110, and ECON 2105 are among the top five courses at research universities. Across sectors, pass rates remain high in the DE courses with the greatest enrollments, but trends vary by sector and by course. The top five DE courses for each sector in terms of total enrollments across the five-year period can be found in the Appendix.

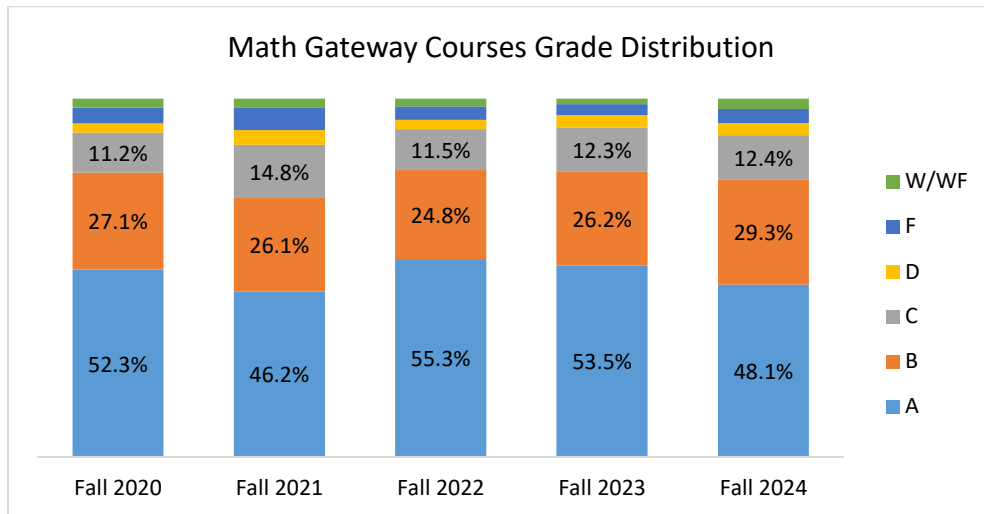
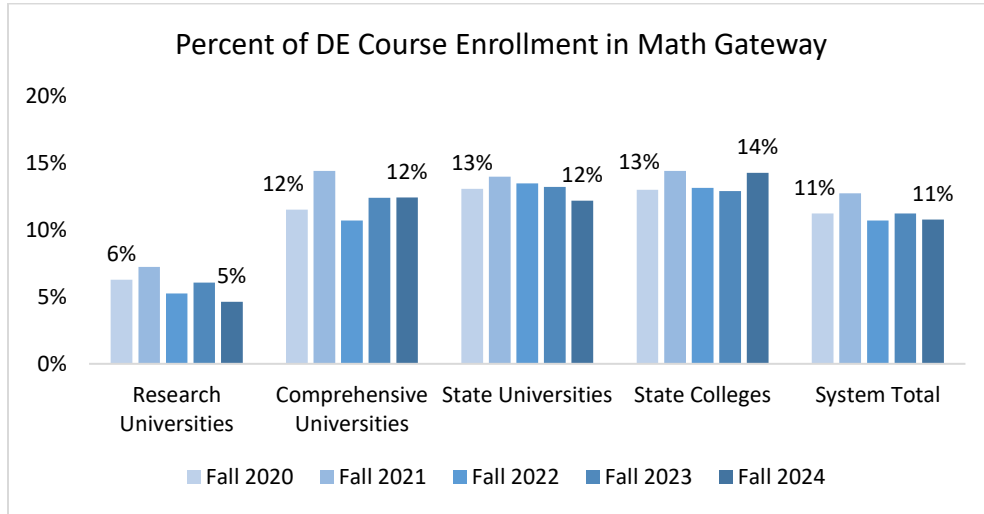
<sup>3</sup> Pass rates are based on all students who attempted the course even if they did not receive a letter grade.

DE Course Enrollment in English Gateway Course



Just over 20% of DE course enrollments system-wide are in ENGL 1101, the gateway English course. This course typically has the highest number of DE students enrolled, across sectors. Only research universities had a lower percentage of DE students in ENGL 1101 in fall 2024 compared to fall 2020 (17% from 19%). At the system level, the portion of DE students taking ENGL 1101 increased from fall 2020 to fall 2021, decreased in fall 2022, but rebounded to 20% in both fall 2023 and fall 2024. Even though system-level percentages held across the past two falls, the research university sector is the only sector that had an increase in the portion of students taking ENGL 1101 from fall 2023 to fall 2024 (15% to 17%). This broader pattern can likely be attributed to general course selection changes resulting from HB 444 narrowing course options for DE students. The percentage of students who passed ENGL 1101 with a C or better increased by one percentage point at the system-level over the five-year period (91.5% in fall 2020 to 92.5% in fall 2024).

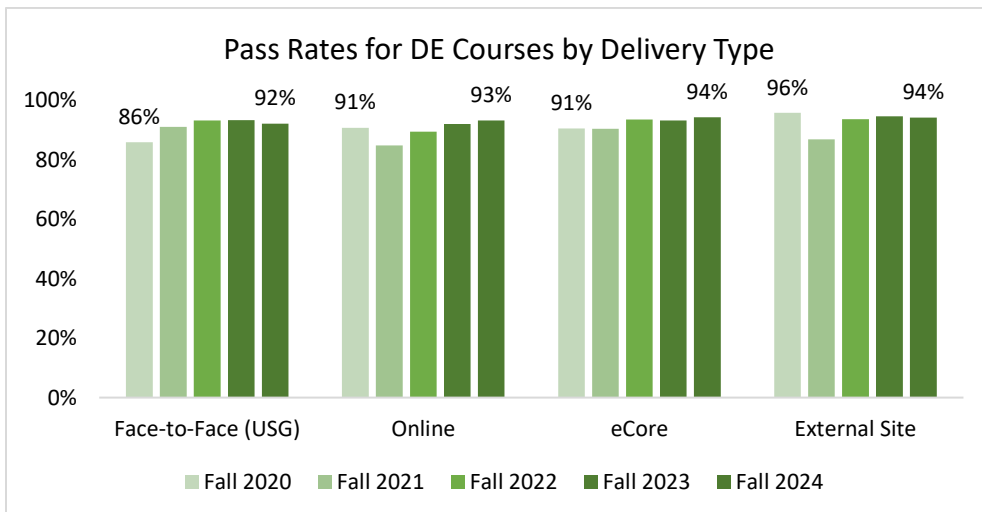
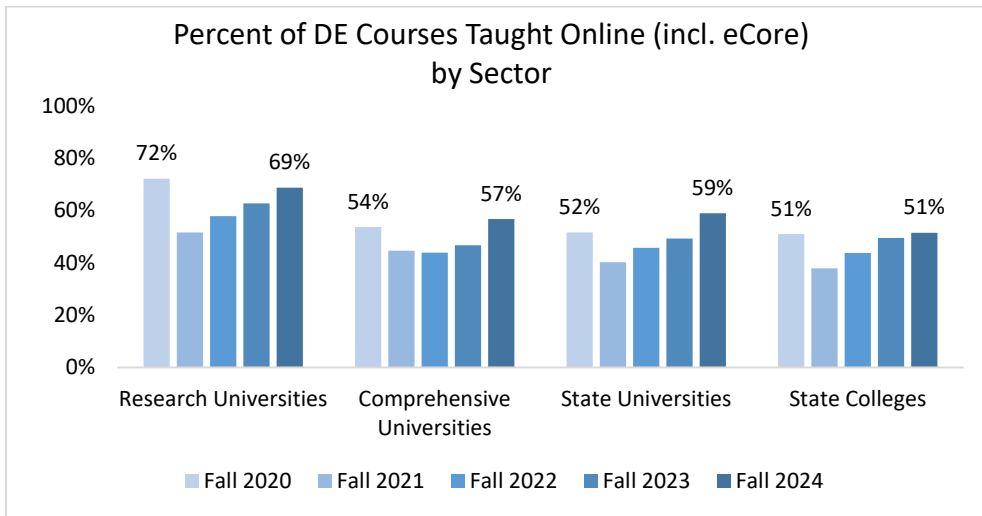
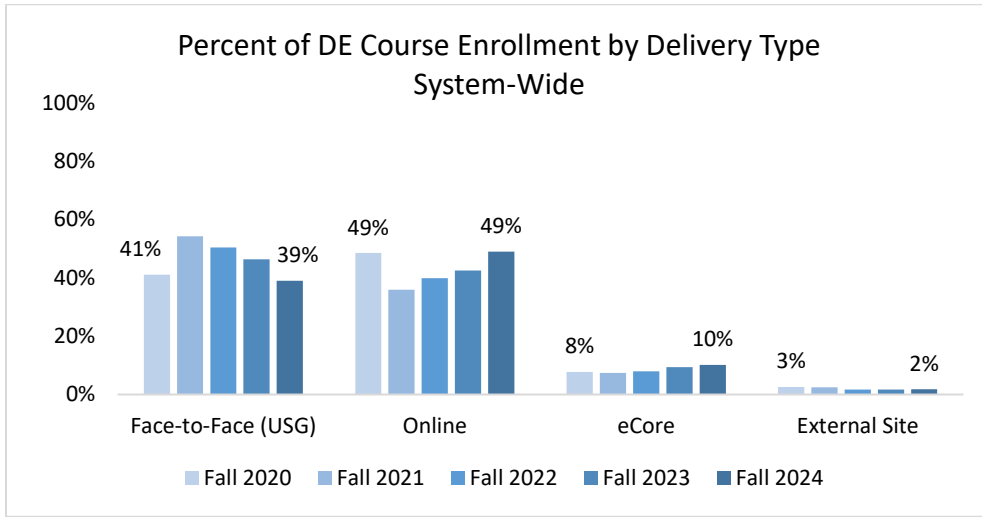
DE Course Enrollment in Math Gateway Courses



The gateway math courses (MATH 1001, 1101, 1111) typically have the second highest enrollment among DE courses. There were 4,145 students enrolled in a gateway math course in fall 2024, representing a five year high. In fall 2024, state colleges had the highest percent of gateway math enrollment (14%), followed by comprehensive universities and state universities (12%), with research universities consistently having the lowest enrollment. The percent of students who pass gateway math courses with a C or better is at least 87% for each term. The percent of students who earn an A in their gateway math course fell to a five-year low in fall 2021 (46.2%), rebounded to a five-year high in fall 2022 (55.3%), and decreased year-over-year the past two falls (53.5% to 48.1%).

## Section 2.3 Dual Enrollment Course Delivery and Instructor Type

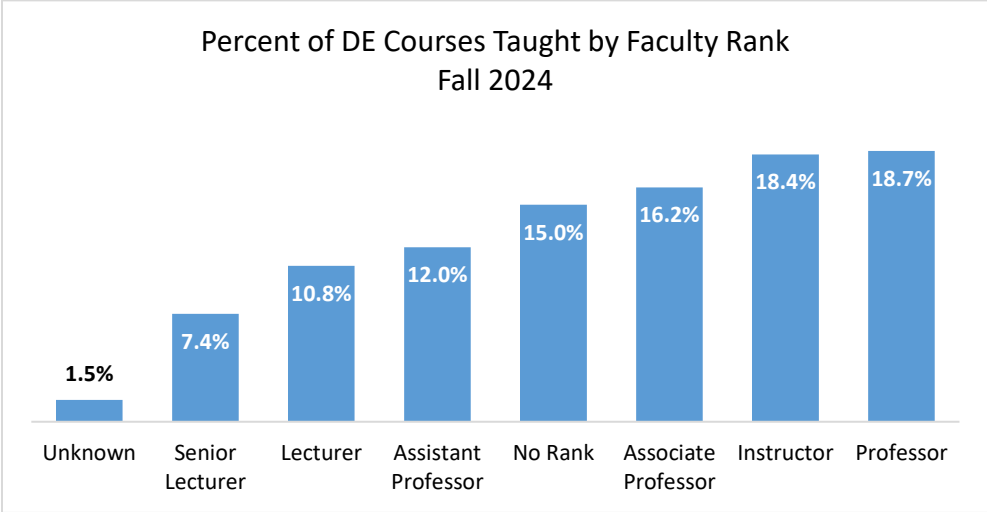
### Percent of DE Course Enrollments by Delivery Type



The preceding graphs show the percentage of DE courses taught in the following mutually exclusive categories: face-to-face on a USG campus, in an online format, as part of eCore, or at an external site. Courses taught at an external site are often taught at a high school. Most DE courses are taught face-to-face on USG campuses; however, after a five-year peak of 54% in fall 2021, there have been year-over-year declines in face-to-face DE instruction every fall since, resulting in a five-year low of 39% in fall 2024. There has also been an overall increase in the percent of DE courses taught online (56% to 59% including eCore)<sup>4</sup> from fall 2020 to fall 2024, with highest percentage of DE courses taught online across the five-year period occurring in fall 2024.

There are similar trends in online DE course enrollment across sectors, but research universities have the greatest percentage of DE courses in an online format. With respect to performance across course type, in fall 2024, the highest pass rates occurred in eCore, followed closely by external site courses, and then online (non-eCore) courses. For fall 2024, all delivery types had a pass rate above 92%.

Percent of DE Courses taught by Instructor Type

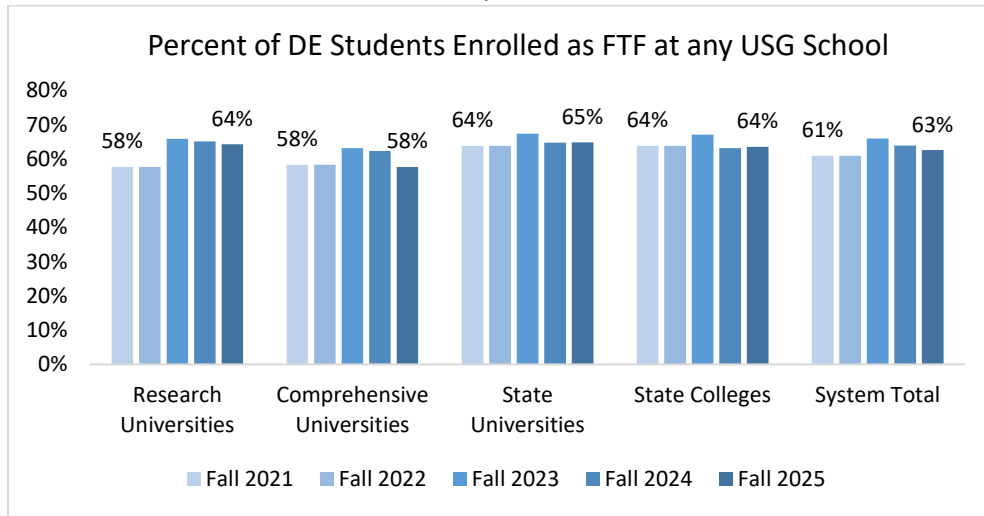


In fall 2024 there were 3,966 instructors that taught a course with a DE student enrolled. Less than half (46.9%) of the DE instructors have the rank of Professor, which includes full Professor (18.7%), Associate Professor (16.2%) and Assistant Professor (12%). A little more than 18% are Instructors, and 18% are Lecturers (including Senior Lecturers).

<sup>4</sup> Due to rounding, data points in charts may not sum to equal corresponding text.

### Section 3: Conversion of Dual Enrollment Students into First-time Freshmen at USG

#### *Conversion of DE Students to First-time Freshmen at any USG School*



#### Count of DE Students Enrolled as FTF at any USG School

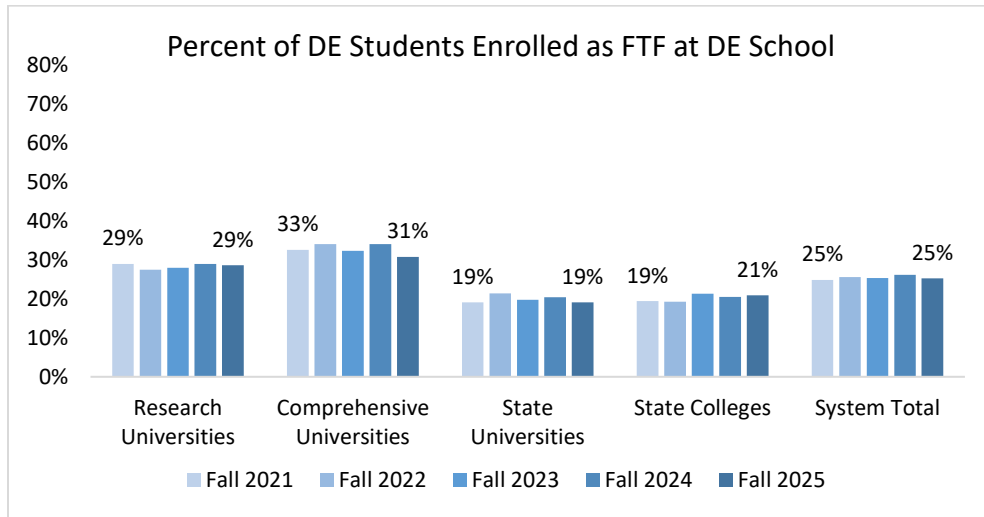
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Research Universities	1,718	1,736	2,006	2,359	3,208
Comprehensive Universities	1,509	1,708	1,526	1,854	2,517
State Universities	2,001	1,886	1,921	1,980	2,624
State Colleges	1,670	1,541	1,543	1,836	2,184
<b>System Total</b>	<b>6,898</b>	<b>6,871</b>	<b>6,996</b>	<b>8,029</b>	<b>10,533</b>

The conversion rate measures the percentage of DE students who are high school seniors that matriculate to USG as first-time freshmen.<sup>5</sup> System-wide, over 60% of DE high school seniors enroll in USG institutions as first-time freshmen, and this has remained relatively stable over time. The conversion rate decreased from fall 2023 to fall 2024 across all four sectors, with two sectors continuing to decrease into fall 2025 (note: in this section, sectors depicted in charts denote the sector where the student participated in DE). The conversion rate among DE students is similar across DE participation sectors but is highest for research universities, state universities, and state colleges.

While the conversion rate has decreased slightly from last year, it is important to note that the number of DE enrollment students enrolled as FTF has increased (as seen in the table above). This increase in the count of students follows the overall growth in DE participation shown in section 2.

<sup>5</sup>The information for fall 2021 details the percentage of high school seniors taking Dual Enrollment between summer 2020-spring 2021 that matriculated to USG as FTF in fall 2021.

Conversion of DE Students to First-time Freshmen at the Same Institution



**Count of DE Students Enrolled as FTF at DE School**

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Research Universities	863	796	852	1,048	1,426
Comprehensive Universities	842	945	780	1,014	1,344
State Universities	598	639	564	625	770
State Colleges	508	494	491	596	716
<b>System Total</b>	<b>2,811</b>	<b>2,874</b>	<b>2,687</b>	<b>3,283</b>	<b>4,256</b>

The conversion rate at the same institution measures the percentage of DE students that are high school seniors who matriculate to the same USG institution where they participated in DE. System-wide, about a quarter of DE seniors enroll in the same school where they participated in DE. There was a record high in fall 2024 (26.1%), but all sectors, except state colleges, saw a decrease in fall 2025. Consistently, the highest institution-specific conversion rates occur in the comprehensive university sector.<sup>6</sup> For additional context, the conversion rates (general and institution-specific) for fall 2025 are provided by institution in the Appendix.

Here again, it is important to note that while the conversion rate decreased slightly, the number of students enrolled as FTF at their dual enrollment institution generally increased over time, with the largest increase from the fall 2024 to fall 2025.

<sup>6</sup> Note that for some institutions and years, the conversion rate may omit students who enroll as first-time freshmen at the same institution or within the USG. This is due to institution data entry issues. We have and continue to work with institutions to improve data quality in this area.

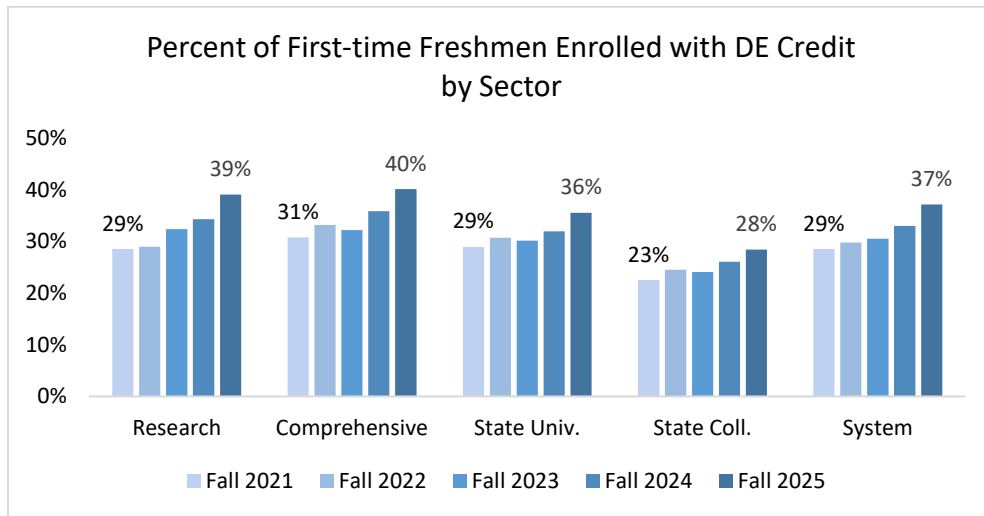
**Section 4: Postsecondary Outcomes of Former Dual Enrollment Students**

**4.1 First-time Freshmen with Dual Enrollment Credit**

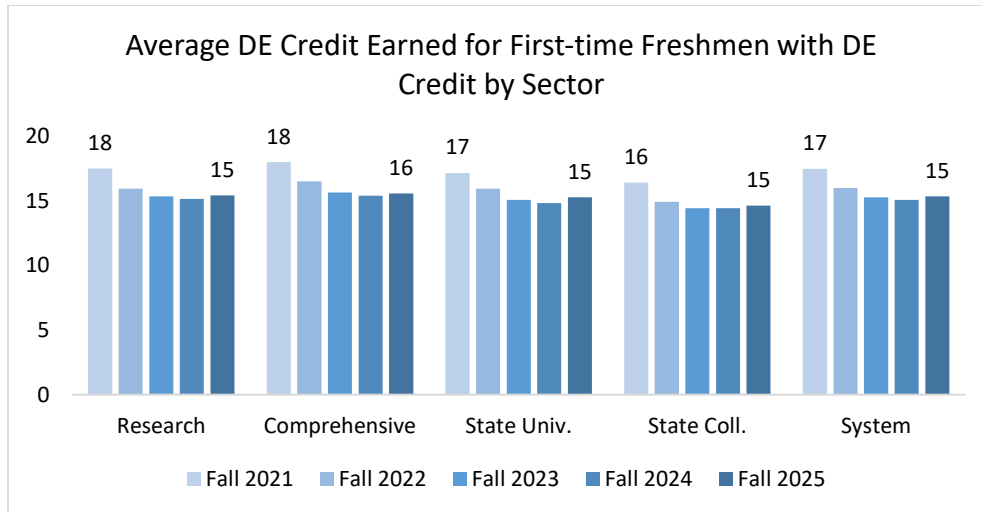
*Number and Percent of First-time Freshmen with DE Credit and Average DE Credit Earned<sup>7</sup>*

**Number of First-time Freshmen with DE Credit by Sector**

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Research Universities	5,539	5,698	6,210	6,530	7,685
Comprehensive Universities	5,393	4,628	4,985	6,060	7,421
State Universities	3,284	3,427	3,668	4,057	4,381
State Colleges	1,689	2,009	2,060	2,171	2,437
<b>System Total</b>	<b>15,905</b>	<b>15,762</b>	<b>16,923</b>	<b>18,818</b>	<b>21,924</b>



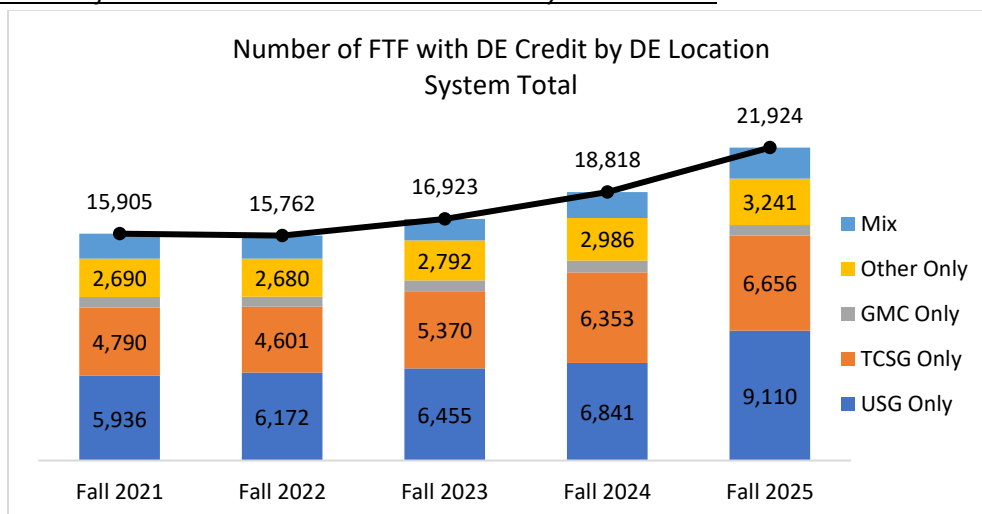
<sup>7</sup> The number of first-time freshmen with DE credits is based on FTF who earned more than zero DE credits. Calculations exclude FTF who attempted but did not earn credit via DE, thereby representing a change from previous Digests which considered FTF who attempted DE credits and included FTF with zero DE credit hours.



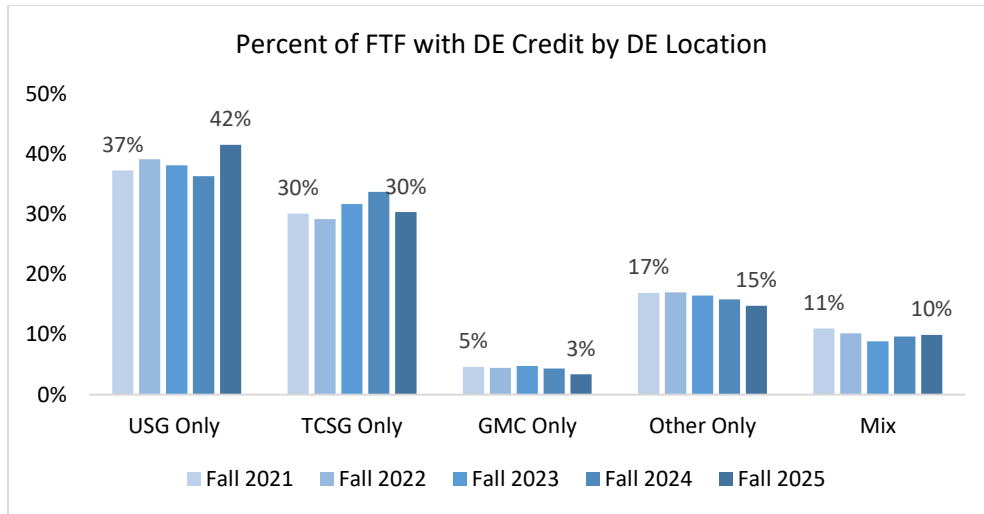
The preceding charts indicate that system-wide, the percent of FTF bringing in DE credit increased from 29% (15,905 students) in fall 2021 to 37% (21,924 students) in fall 2025. In both fall 2021 and fall 2025, comprehensive universities had the largest percentage of FTF with DE credit (note: sectors depicted in Section 4 charts denote the sector where the student enrolled as an FTF).

On average, incoming freshmen with DE credit bring in a semester’s worth of credits (around 15 credits). At the system level, the average DE credit earned by FTF decreased from 17 in fall 2021 to 15 in fall 2025. FTF at research universities, state universities, and state colleges in fall 2025 had 15 DE credit hours, and FTF at comprehensive universities earned 16 credit hours through DE, on average. While average DE credit hours for FTF declined across all sectors from fall 2021 to fall 2024 (likely due to HB 444 which limited dual enrollment to 30 credit hours) there was a slight increase from fall 2024 to fall 2025 (15.1 to 15.4, respectively).

Number and Percent of First-time Freshmen with DE Credit by DE Location<sup>8</sup>



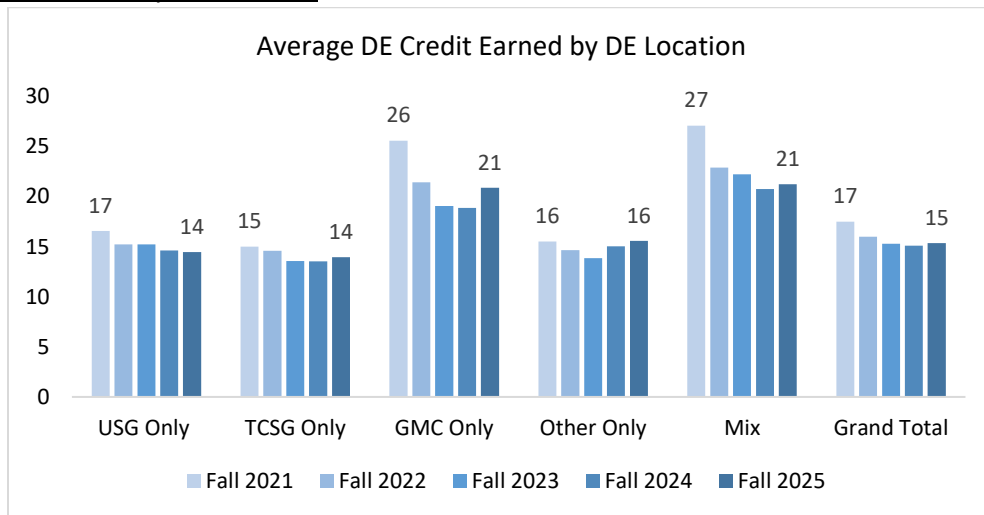
<sup>8</sup> DE location refers to where the student earned DE credit and includes the following mutually exclusive categories: USG only (DE credit from USG institutions exclusively), TCSG only (DE credit from Technical System exclusively), GMC only (DE credit from Georgia Military College exclusively), Other only (DE credit from non-USG, non-TCSG, and non-GMC, so would include credits from out of state or private institutions), and Mix (a mixture of any of these categories).



The preceding charts illustrate the number and percentage of USG FTF that bring in DE credit by where the DE credit was earned. Since fall 2021, the number of students matriculating with DE credit has increased, following the trend of increasing participation in dual enrollment as shown in section 2.1. Over the past five years, the percentage of FTF earning DE credit exclusively from USG institutions has ranged from a low of 36% in fall 2024 to a five-year peak of 42% in fall 2025. TCSG reached a five-year peak in fall 2024 (34%), then fell to 30% in fall 2025.

Sector information is provided in the Appendix; for research and comprehensive universities, the largest percentage of FTF with DE credit have DE credit from USG only, while for most years in the other sectors, the largest percentage have DE credit from TCSG only.

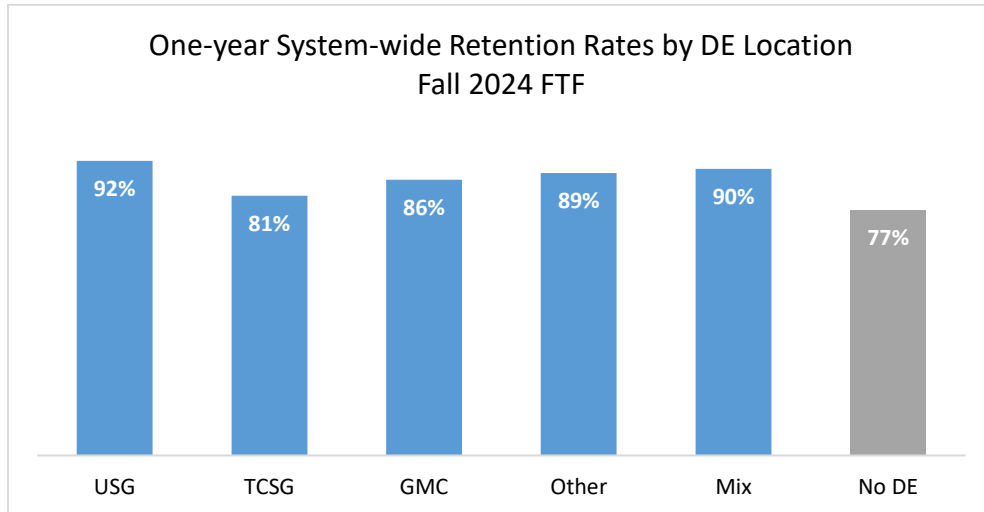
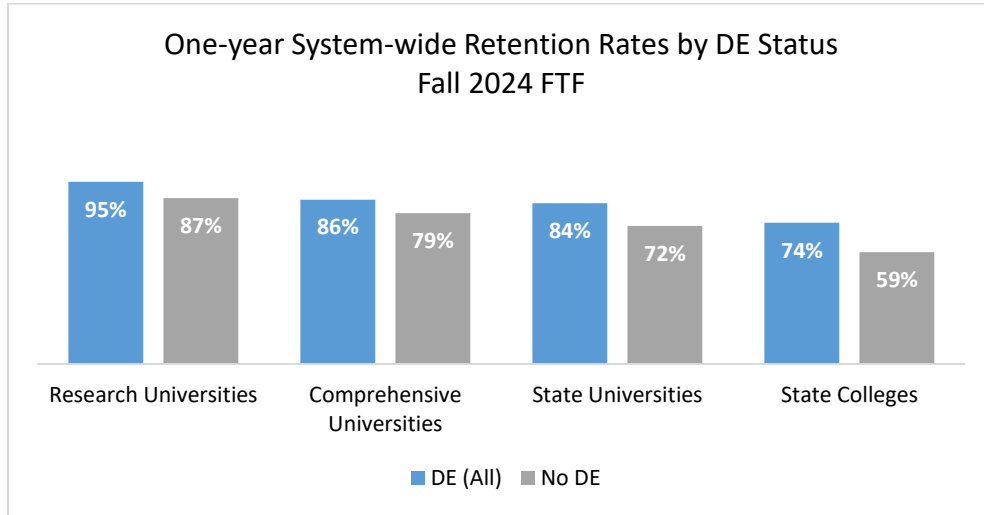
Average DE Credit Earned by DE Location



FTF who earned DE credit from a combination of locations (Mix category) earned the greatest number of DE credit hours, on average, though the average has decreased over the past five years (from 27 to 21 credit hours). This is not surprising considering that students attending a mix of locations likely enrolled for more than one term. The second highest average of credit hours earned occurred at GMC; however, it is important to note that the number of FTF earning DE credit exclusively from GMC is small (738 students in both fall 2021 and fall 2025).

## 4.2 Postsecondary Outcomes by Dual Enrollment Status

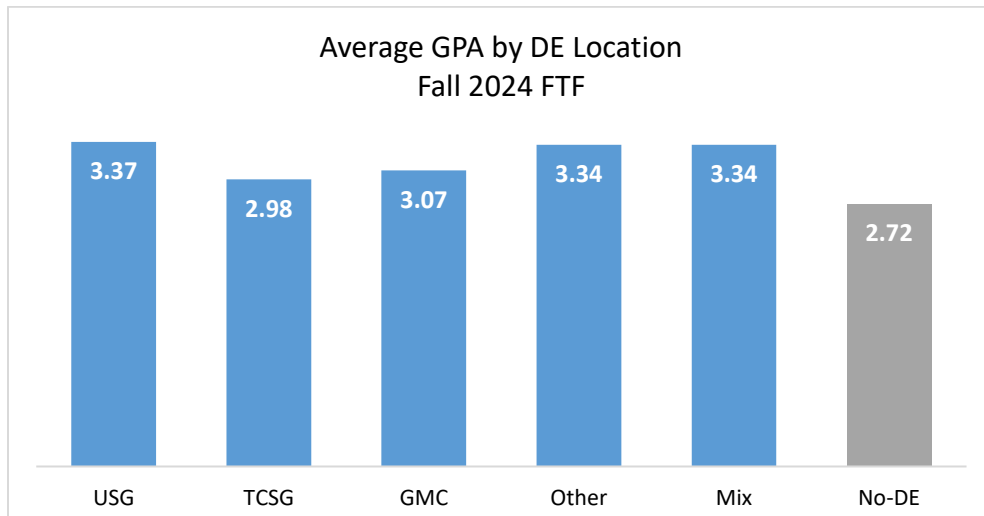
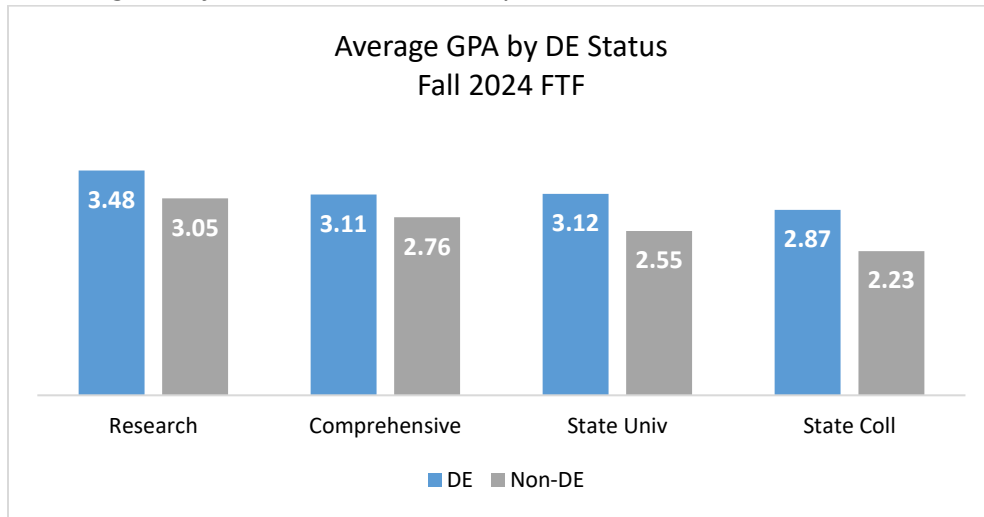
### Retention Rates for First-time Freshmen by DE Status



One year, system-wide retention rates<sup>9</sup> for FTF in fall 2024 are presented above. The retention rate indicates, for the cohort of fall 2024 FTF, the percentage of students who were enrolled in a USG institution in fall 2025. Across sectors, FTF with DE credit were retained at higher rates than students without DE credit. The difference between DE and non-DE students was most pronounced at state colleges and state universities. It is important to note that DE students tend to be better academically prepared than non-DE students in terms of high school GPA and standardized test scores, and this is a contributing factor to the differences in student success observed at the postsecondary level. In addition, students with DE credit have higher retention rates than non-DE students regardless of where DE credit was earned<sup>8</sup>. Finally, the highest retention rates are observed among FTF who earned DE credit exclusively from a USG institution (92%).

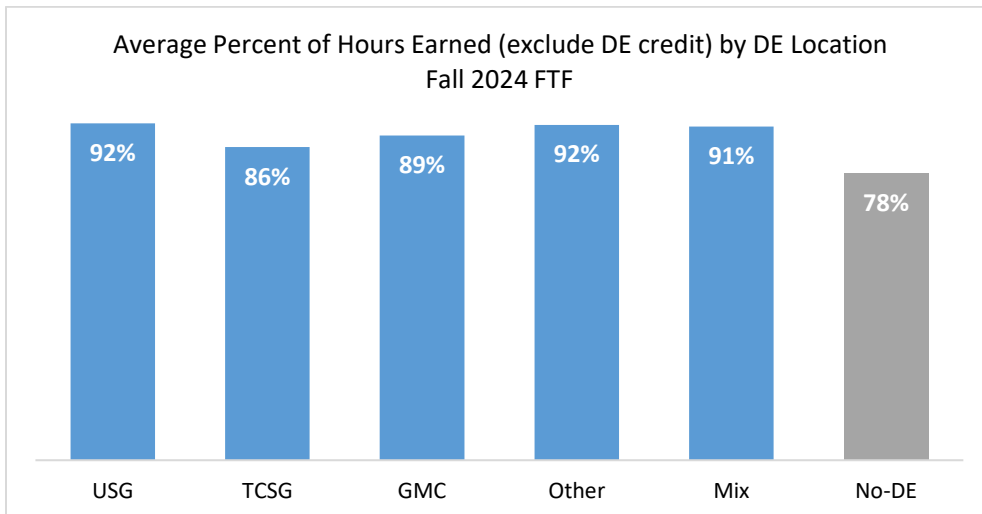
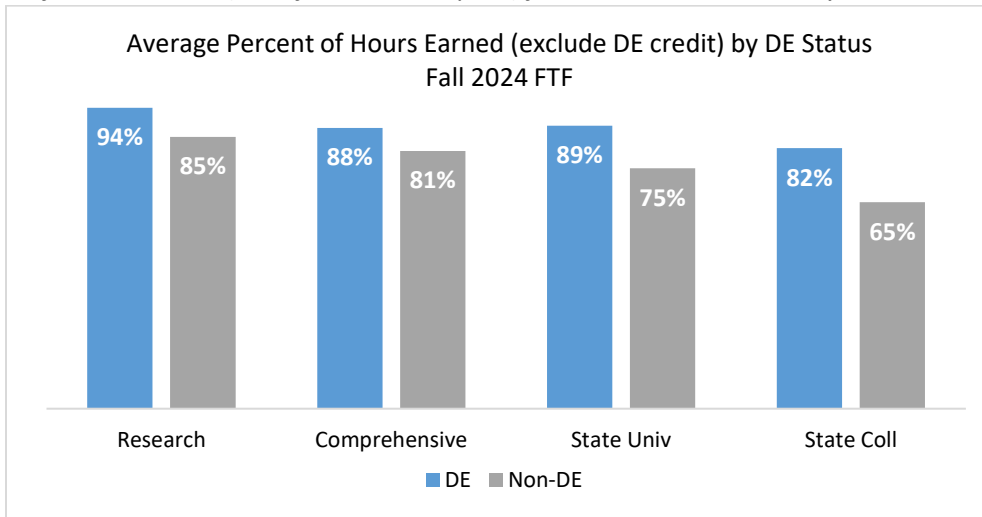
<sup>9</sup> System-wide retention rates are the percentage of students retained at any USG institution, not only those retained at the institution where they initially matriculated.

Average First-year College GPA for First-time Freshmen by Sector and DE Status



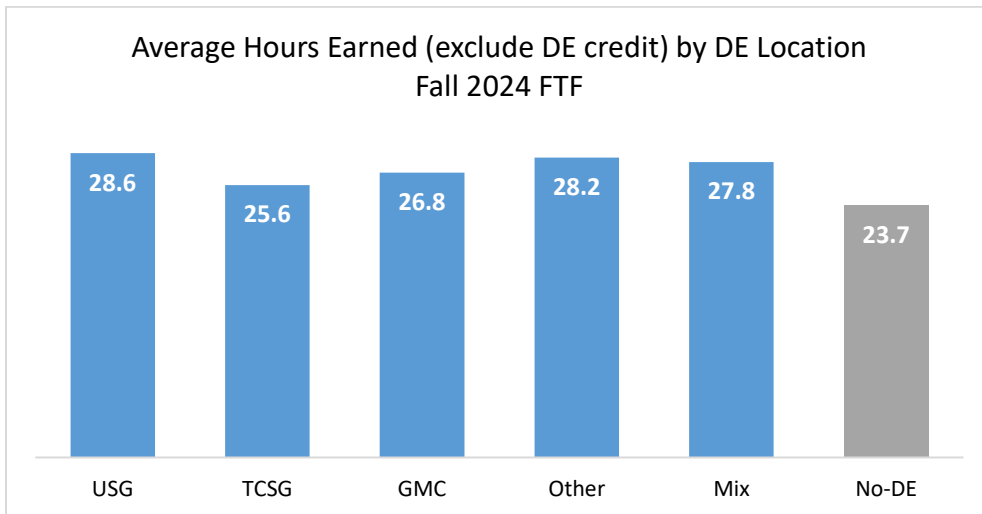
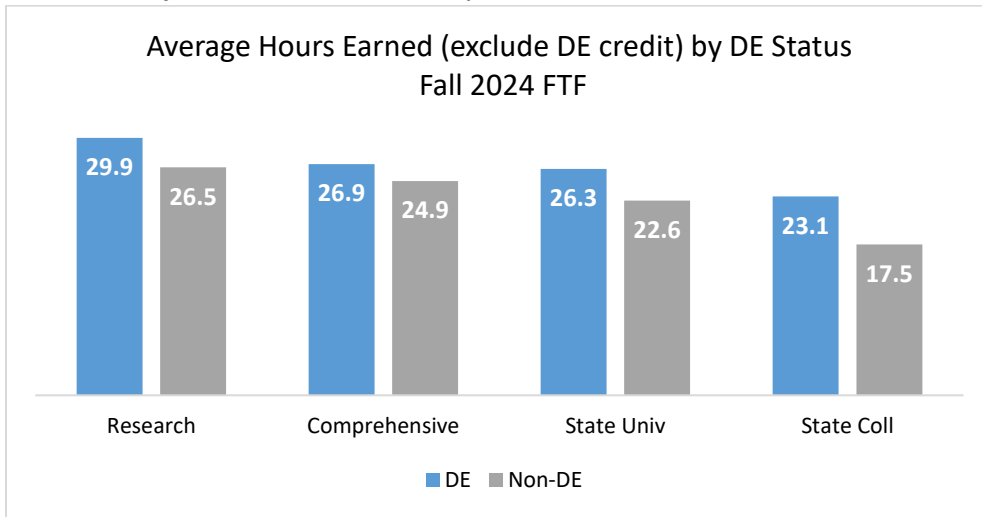
The average cumulative GPA earned at the end of the first academic year for fall 2024 FTF is presented above. Here, the academic year spans from the summer before their first fall enrollment (as long as they are enrolled as an FTF) through the next summer, meaning from summer 2024 through summer 2025. At the sector level, average cumulative GPA is higher among students who earned DE credit compared to non-DE students in every sector. At the system level, DE students (regardless of DE location), have a higher cumulative GPA than non-DE students. The highest average college GPA is observed for students who earned DE credit at USG institutions only (6,962 students), followed by those who earned DE credit through the 'Other' category (3,142 students) or at a mix of locations (1,820 students).

Average Percent of Hours Earned (out of hours attempted) for First-time Freshmen by Sector and DE Status



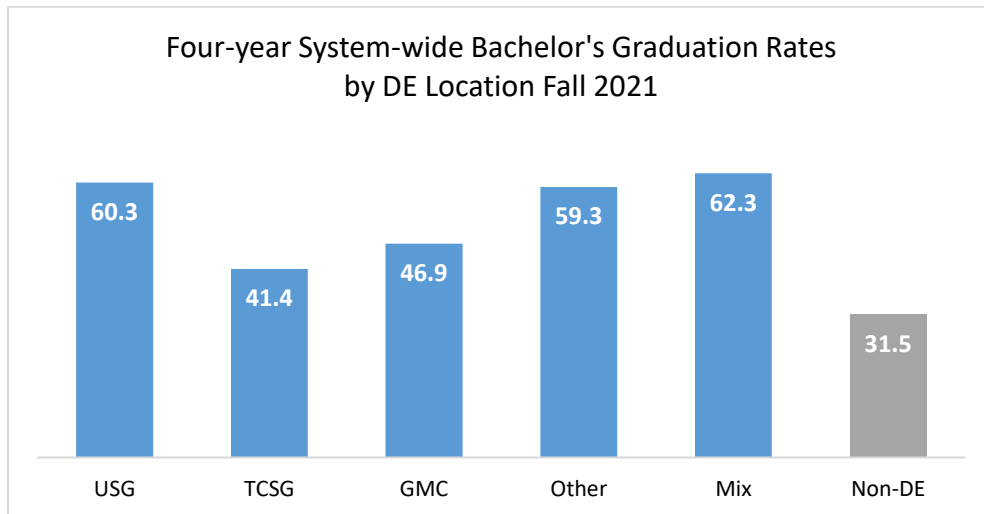
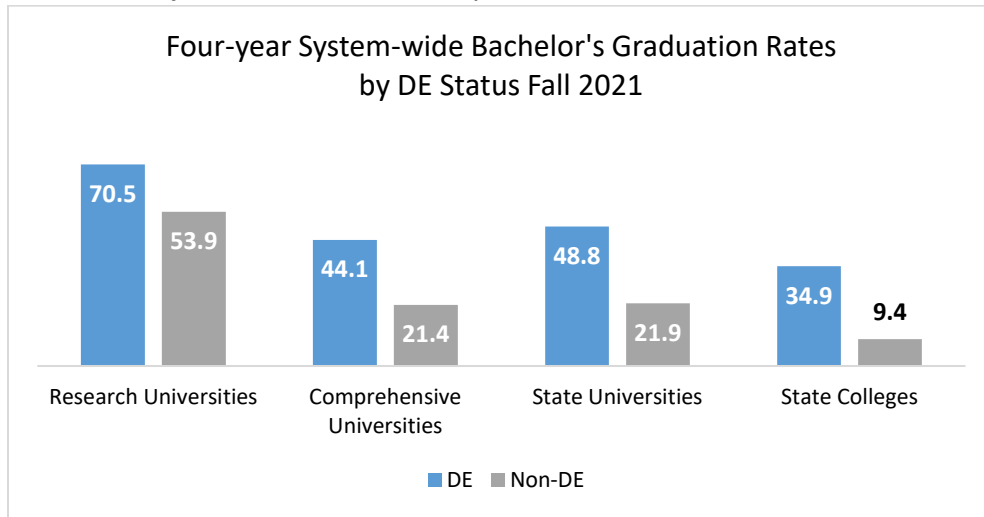
The average percentage of credit hours earned at the end of the first academic year for fall 2024 FTF is presented above (excluding credit earned through dual enrollment). The average percentage of hours earned is consistently higher among students who earned DE credit compared to non-DE students, regardless of where DE credit was earned. The highest average percent of hours earned is observed for students who earned DE credit exclusively at a USG institution (92%) and by students who earned DE credit in the 'Other' category (92%).

Average Total Hours Earned for First-time Freshmen by Sector and DE Status



The average total credit hours earned (excluding DE credit) by the end of the first academic year for fall 2024 FTF is presented above. Average total hours earned is consistently higher among students who earned DE credit compared to non-DE students. The highest average hours earned is observed for students who earned DE credit exclusively at a USG institution (28.6 credit hours), followed closely by students who earned DE credit in the 'Other' category (28.2).

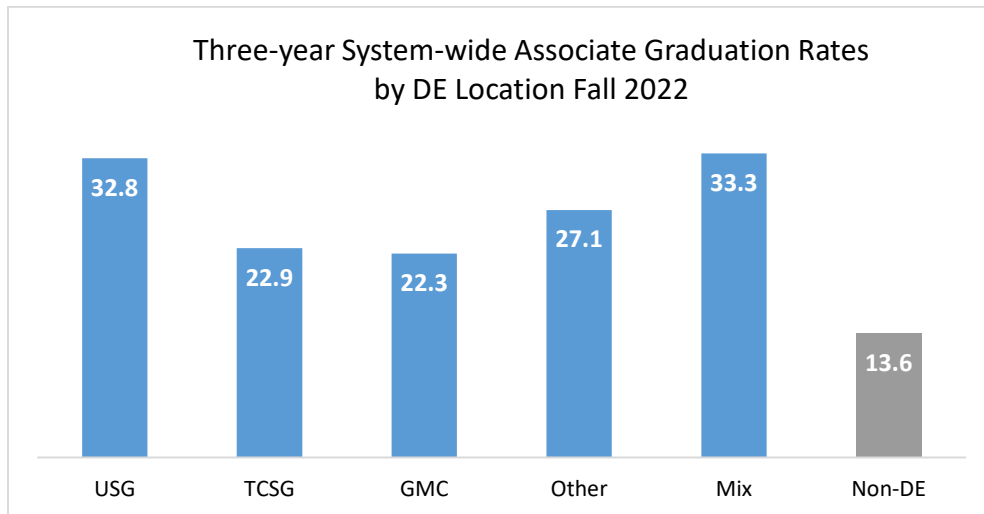
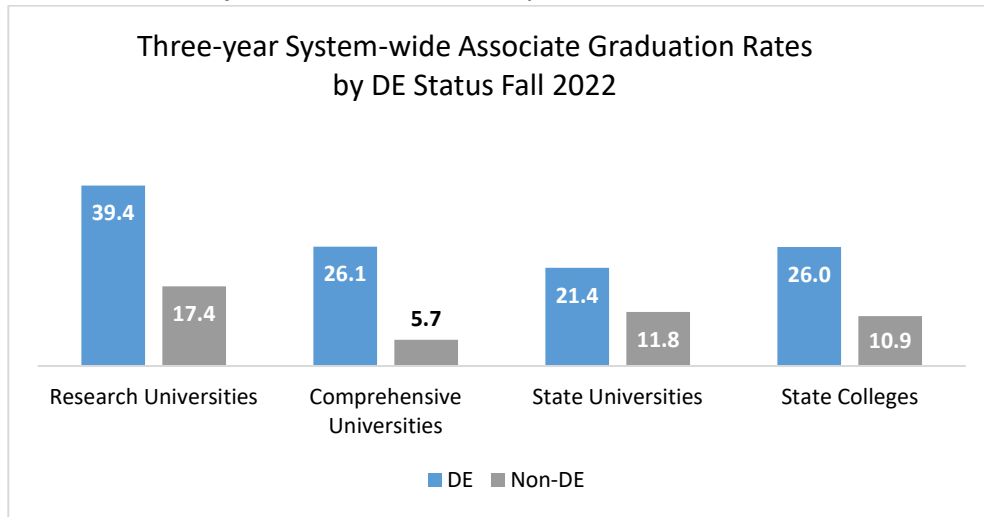
Bachelor's Graduation Rates for First-time Freshmen by DE Status



These charts illustrate the four-year, system-wide bachelor's graduation rates<sup>10</sup> for the fall 2021 cohort. In all sectors, graduation rates are higher for FTF with DE credit than FTF without DE credit, ranging from a 17-percentage point difference in the research university sector to a 27-percentage point difference in the state university sector. Students with DE credit have higher graduation rates than non-DE students, regardless of where DE credit was earned; the highest graduation rates are observed among FTF who earned DE credit from a variety of institution types (Mix category), and those who earned DE credit at a USG institution.

<sup>10</sup> System-wide graduation rates are the percentage of students who graduated with a bachelor's degree at any USG institution within four years, not just those who graduated from the institution where they first matriculated.

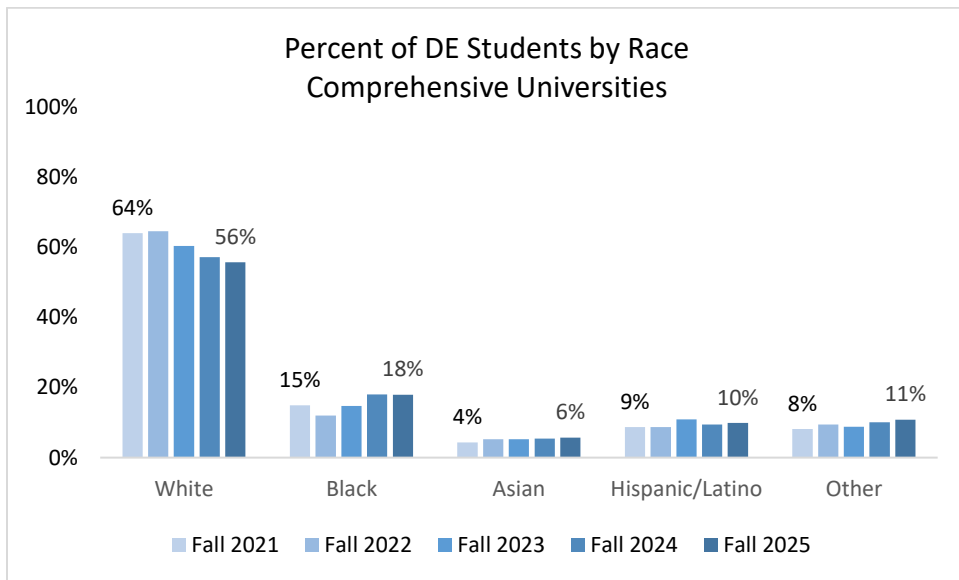
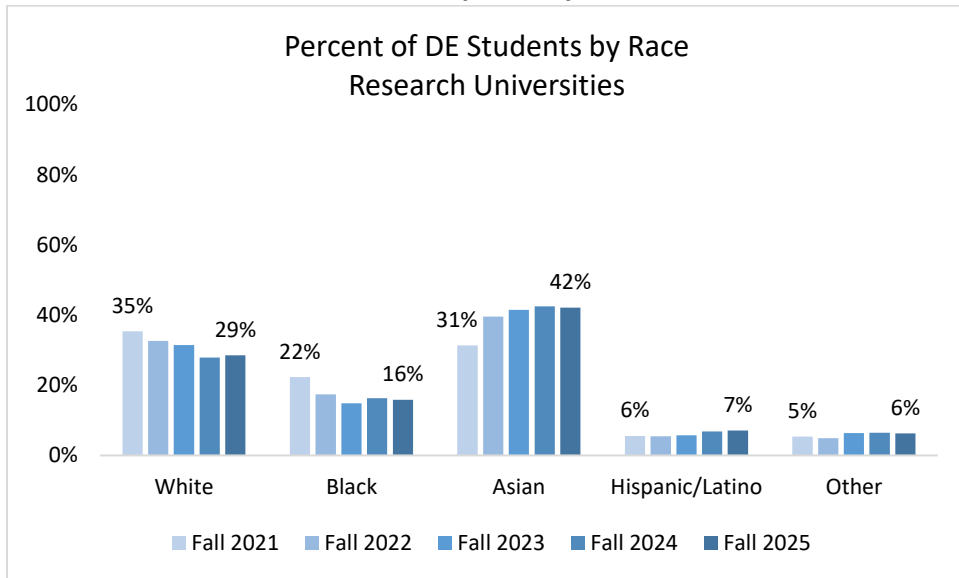
Associate Level Graduation Rates for First-time Freshmen by DE Status

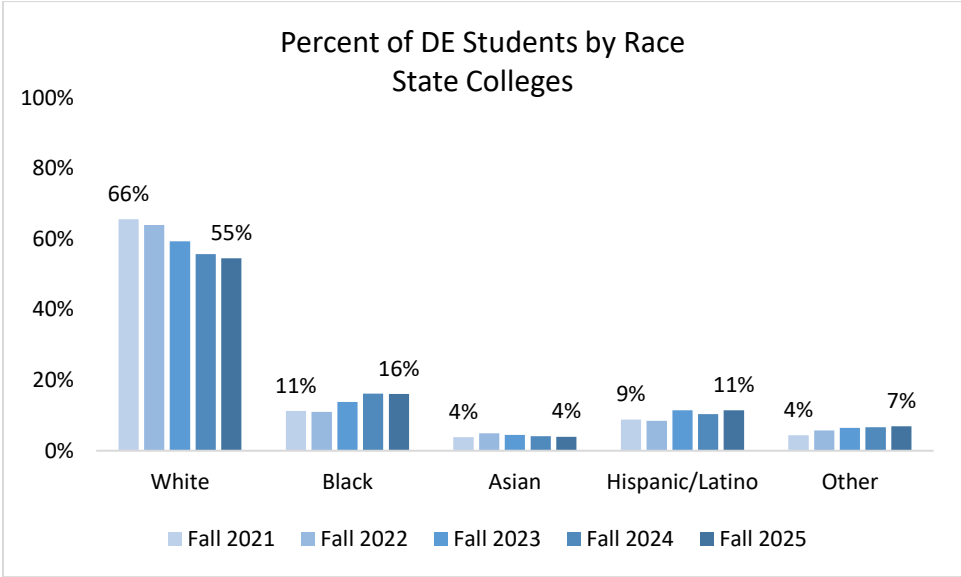
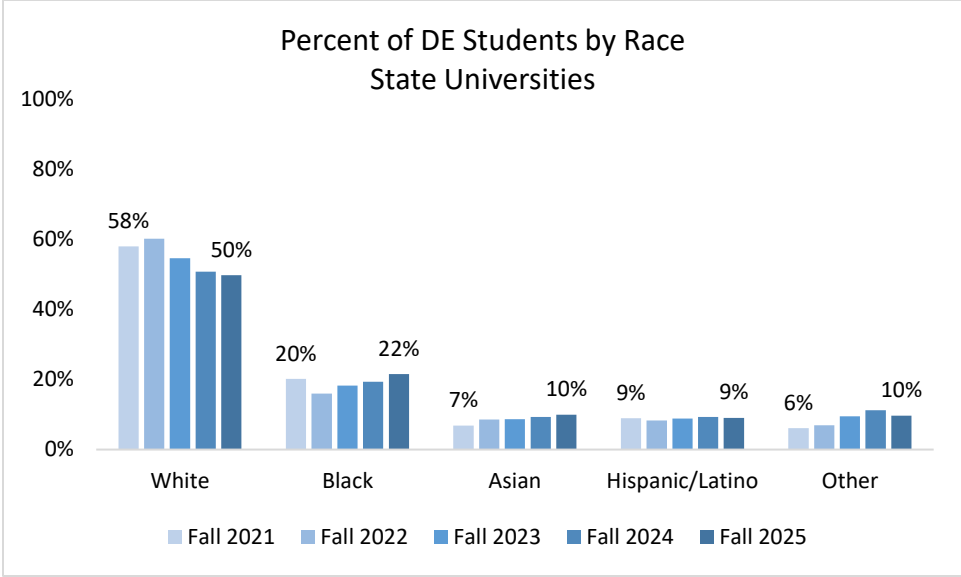


These charts illustrate the three-year, system-wide associate level graduation rates for the fall 2022 cohort. FTF with DE credit had higher graduation rates than non-DE FTF in all sectors of the USG. For state colleges (the sector with the largest number of associate degree seekers), three-year graduation rates were about 15 percentage points higher for DE students compared to non-DE students. Across the USG, associate level graduation rates for FTF with DE credit were higher than FTF without DE credit regardless of where the DE credit was earned.

**Appendix**

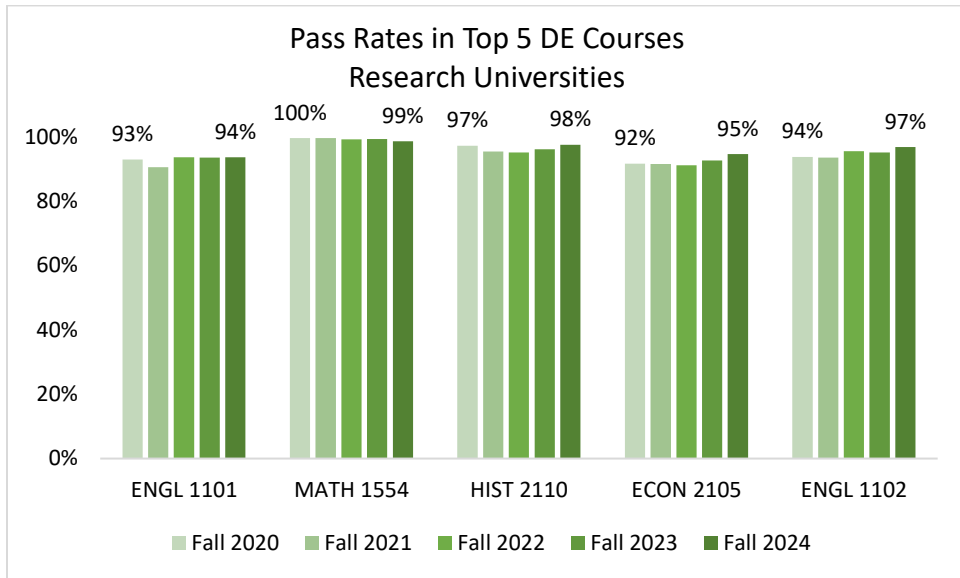
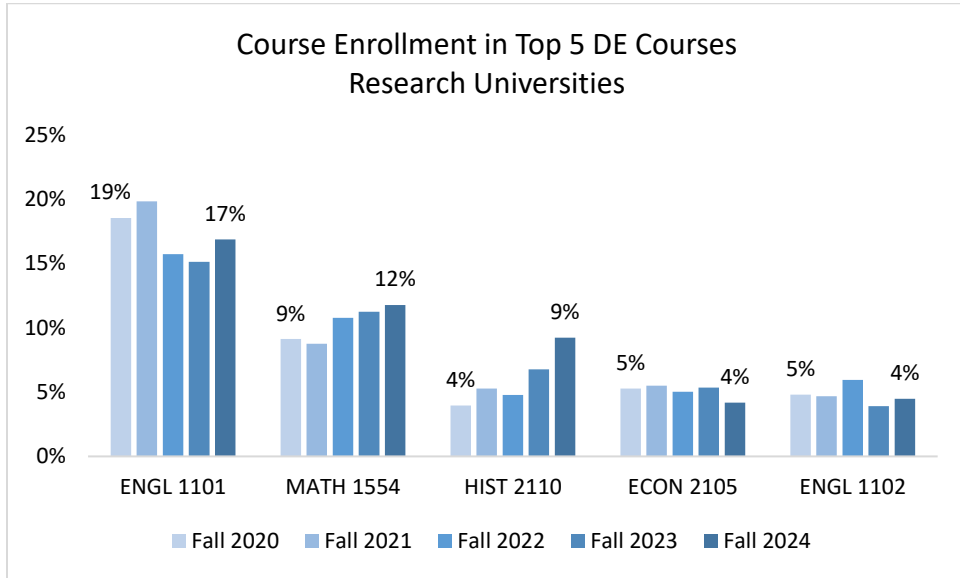
**Section 2.1: DE Participation by Race and Sector**



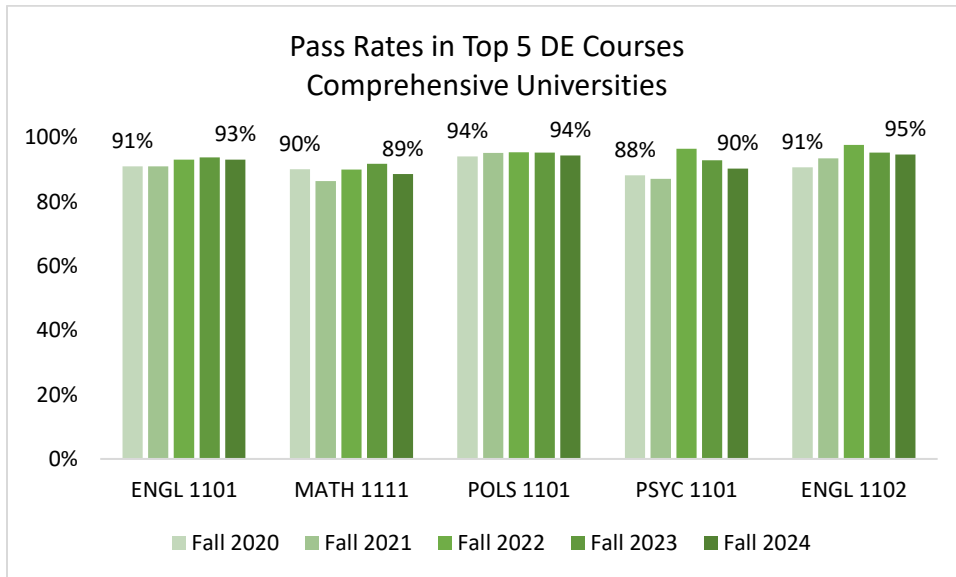
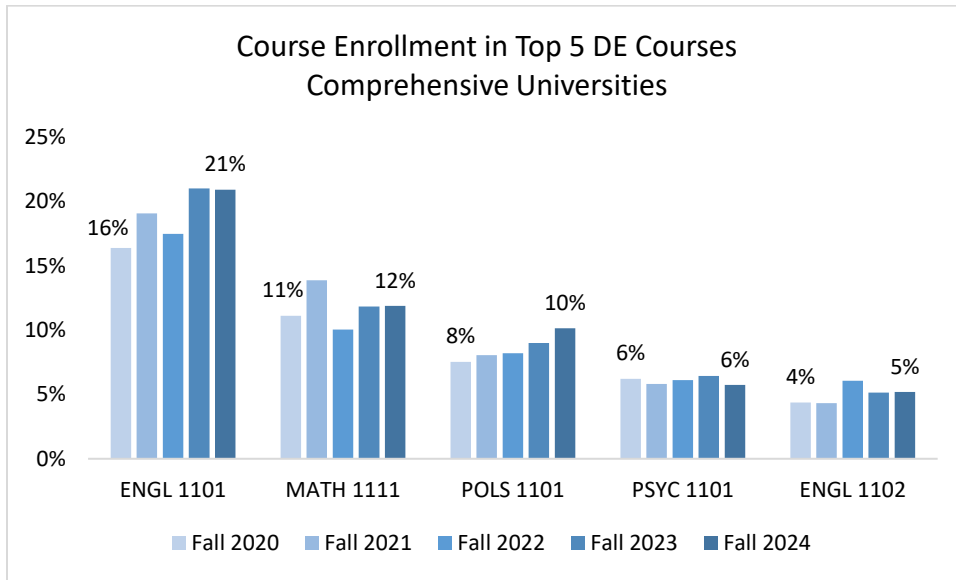


**Section 2.2: Percent of Top Five Courses Among All DE Courses by Sector**

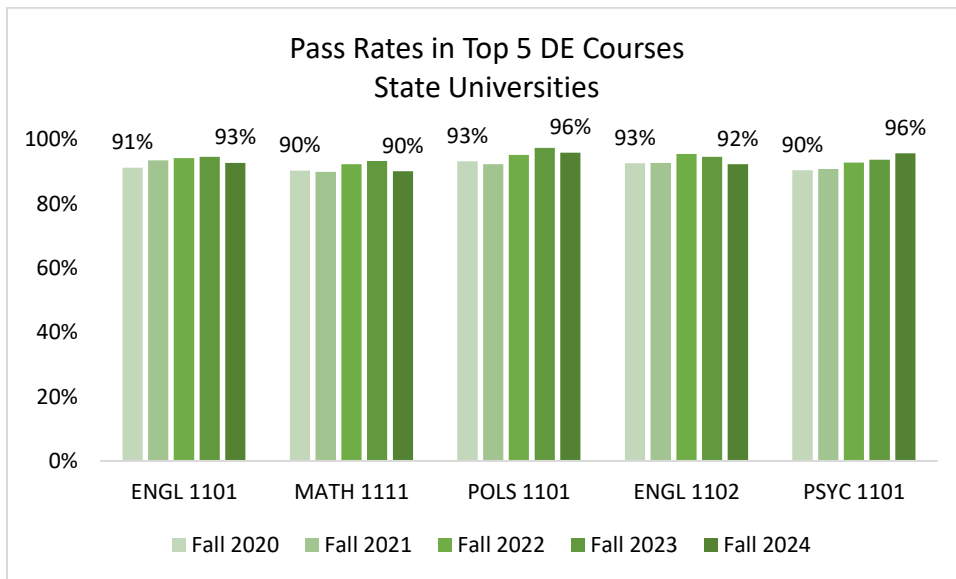
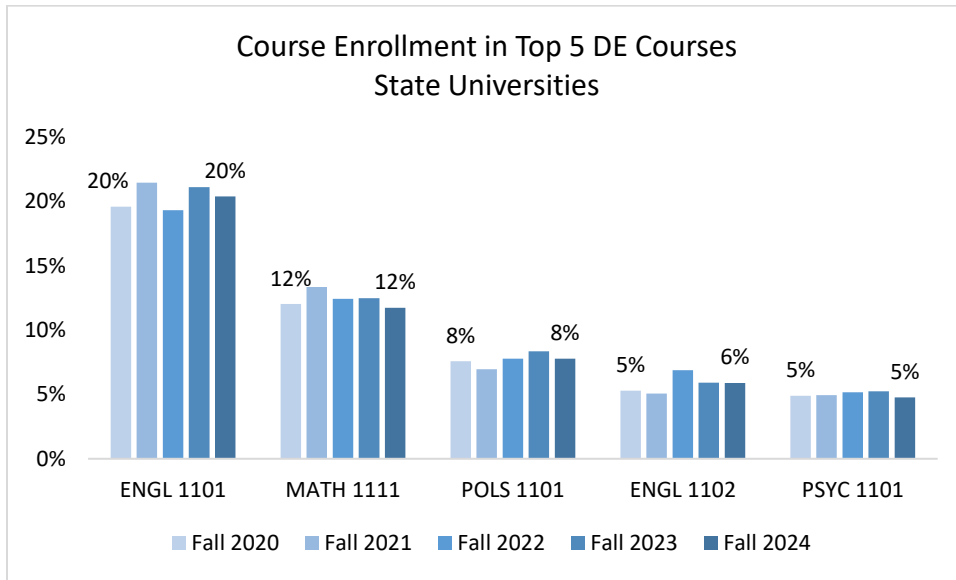
Research Universities



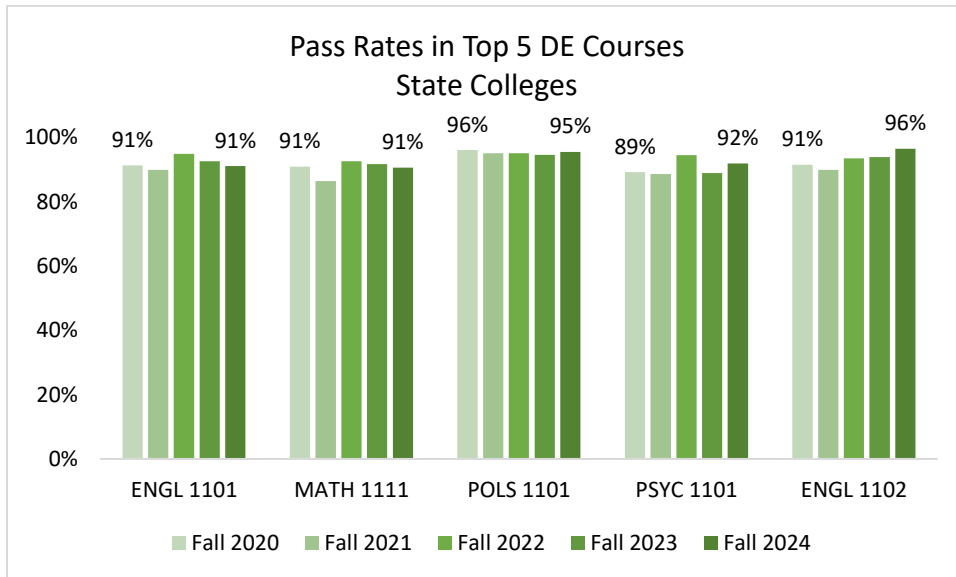
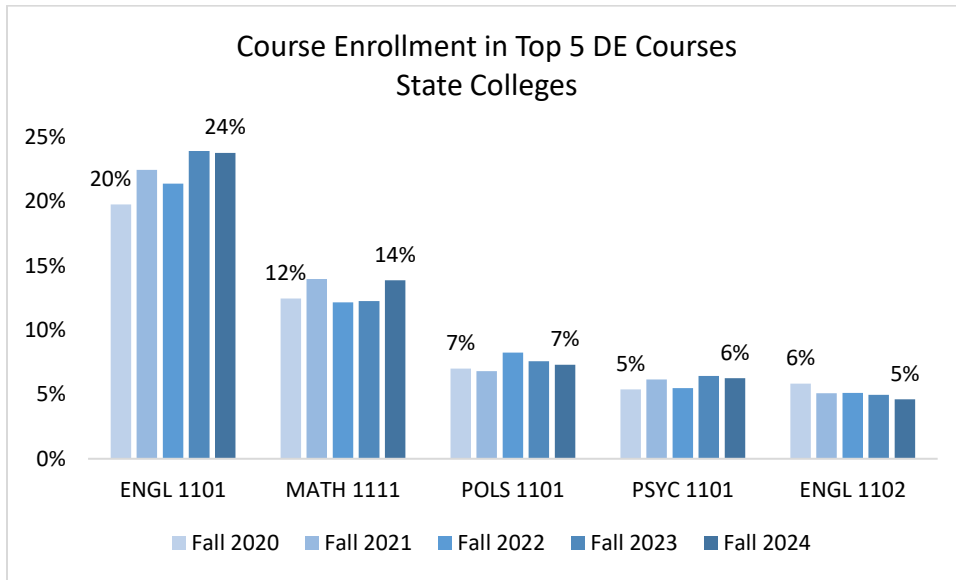
Comprehensive Universities



State Universities



State Colleges



**Section 3: Conversion of DE Students to FTF by Institution**

University of Georgia Dual Enrollment to FTF Number of DE students (Summer 24-Spring 25) Conversion to USG School as FTF in Fall 2025			
<b>Institution</b>	<b>Number of DE Students</b>	<b>Enrolled as FTF in Fall 2025 at any USG School</b>	<b>Enrolled as FTF in Fall 2025 at DE School</b>
Augusta University	294	219	99
Georgia Institute of Technology	1,348	1,000	662
Georgia State University	3,161	1,838	541
University of Georgia	185	151	124
<b><i>Research Universities</i></b>	<b>4,988</b>	<b>3,208</b>	<b>1,426</b>
Georgia Southern University	1,219	785	477
Kennesaw State University	1,277	816	509
University of West Georgia	1,331	656	240
Valdosta State University	536	260	118
<b><i>Comprehensive Universities</i></b>	<b>4,363</b>	<b>2,517</b>	<b>1,344</b>
Albany State University	131	77	20
Clayton State University	887	527	57
Columbus State University	397	232	113
Fort Valley State University	20	5	1
Georgia College & State University	17	11	1
Georgia Southwestern State University	303	202	65
Middle Georgia State University	680	434	128
Savannah State University	82	40	7
University of North Georgia	1,524	1,096	378
<b><i>State Universities</i></b>	<b>4,041</b>	<b>2,624</b>	<b>770</b>
Abraham Baldwin Agricultural College	364	253	108
Atlanta Metropolitan State College	164	84	2
College of Coastal Georgia	405	253	82
Dalton State College	450	284	170
East Georgia State College	288	186	37
Georgia Gwinnett College	588	387	92
Georgia Highlands College	516	298	104
Gordon State College	362	248	53
South Georgia State College	297	191	68
<b><i>State Colleges</i></b>	<b>3,434</b>	<b>2,184</b>	<b>716</b>
<b><i>System Total</i></b>	<b>16,826</b>	<b>10,533</b>	<b>4,256</b>

Note that for some institutions and years, the conversion rate may omit students who enroll as first-time freshmen at the same institution or within the USG. This is due to institution data entry issues. We have and continue to work with institutions to improve data quality in this area

**Section 4.1: Percent of FTF with DE Credit by DE Location**

