

Columbus State University Fact Book 2001

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Columbus State University Strategic Plan 2001 - 2005

Mission Statement

Columbus State University will serve the educational needs of a diverse region by providing a mixture of liberal arts and professional programs leading to associate, baccalaureate, and graduate degrees. The university will also serve transfer and transient students as well as those seeking certification and licensure. The university will maintain a strong core of general education as the foundation of all its academic programs. The university, through University College, will provide a student-centered developmental program for those students who are unprepared for the rigors of college work. The university will serve the educational, cultural, and economic needs of its region by providing credit and non-credit outreach programs. In all these endeavors, the university will strive to meet the needs of previously underserved populations in its service area.

Vision Statement

Columbus State University is committed to

- ! Educating students to think critically, work creatively, communicate effectively, and become technologically literate.
- ! Functioning as a visible, responsible and responsive student-centered institution dedicated to academic excellence.
- ! Fostering the cultural, ethnic, racial, and gender diversity of students, faculty and staff by responding to the needs of a changing student population.
- ! Promoting areas with distinctive strengths for which reputations for excellence can be recognized.
- ! Providing a supportive environment that encourages faculty and staff to continue their intellectual and professional growth.
- ! Meeting educational, research, and service needs of the region through collaboration with academic and technical institutions, local school systems, businesses and government agencies, and cultural organizations.

Students

Recent high school graduates who have completed a college preparatory curriculum will continue to form the nucleus of a diverse student body. Columbus State University accommodates students having a variety of needs. These students include those pursuing two-year, four-year and graduate degrees as taking credit and non-credit courses through the Division of Continuing and Regional Education Services.

Program/Service Mix

To meet the diverse needs of its clientele, Columbus State University offers a mixtures of liberal arts and professional programs at the associate, baccalaureate and graduate levels. An exemplary general education program is the foundation of all degree programs. Columbus State University also provides a strong developmental studies program to serve those students underprepared for the rigors of university work. The University responds to the needs of under-served populations by providing new academic programs, offering off-site instruction, and utilizing distance learning technologies.

Columbus State University judiciously uses its financial resources in developing and implementing new credit and non-credit programs. In addition to meeting the general educational needs of its students, the University continues to identify and support programs and services for which reputation for excellence have been and/or will be developed.

These select mission areas include:

- ! the fine and performing arts;
- ! science, mathematics, and technology education;
- ! regional economic and community development;
- ! international education and exchange
- ! educator preparation.

Columbus State University offers a variety of services to stimulate the intellectual, cultural, physical and social development of its students. Services are student-oriented and are directed toward successful recruitment, advising, retention and placement. Research, consultation and other outreach efforts enhance the region as well as the institution; these efforts are supported and encouraged. The management of all Columbus State University programs and services reflects a competent, confident and caring commitment to the development of the students, the institution and the region.

Comparative Advantage

Columbus State University offers an outstanding array of significant advantages which, when combined, are unequalled in the region. The University is accessible and affordable to a large segment of the region's population and offers a broad variety of excellent programs. With the help of a supportive community and a strong University Foundation, the University excels in providing:

- ! a qualified, credentialed teaching faculty offering exemplary instruction and individualized attention to students
- ! life-long learning opportunities serving the educational needs of the region
- ! excellent library resources, full media services, and distance learning technology
- ! collaborative ventures with University System and area technical institutions
- ! effective partnerships with regional and international organizations
- ! quality services and activities promoting student development with a diverse population

The key to promoting Columbus State University lies in maintaining a positive internal and external image, developing and supporting exemplary programs and services, and aggressively marketing the distinctive strengths and comparative advantages of the institution.

Strategic Planning Goals: 2001-2005

Following are the goals for 2001-2005 developed by the Strategic Planning Commission in 1999-2000.

GOAL 1: TO ORGANIZE ALL ACTIVITIES, INCLUDING PROGRAM DESIGN AND DELIVERY, EVALUATION AND REWARD SYSTEMS UPON THE PRINCIPLE OF GENUINE CONCERN FOR THE EDUCATION OF STUDENTS, THEIR SOCIAL AND INTELLECTUAL GROWTH, AND A DEMONSTRATED WILLINGNESS OF ALL PERSONNEL TO BECOME INVOLVED IN THAT GROWTH.

Rationale: Such a student centered environment will promote recruitment and retention, improve graduation rates, and create a genuine community of learners.

GOAL 2: TO IMPLEMENT PLANS AGGRESSIVELY THAT WILL ENSURE A COMPREHENSIVE ENROLLMENT MODEL APPROPRIATE TO OUR MISSION.

Rationale: Such a plan will include emphasis on admission standards, recruitment and marketing, retention, and student services to ensure continuous growth.

GOAL 3: TO SUPPORT SELECT MISSION AREAS THAT WILL STRENGTHEN COLUMBUS STATE UNIVERSITY AS A DISTINGUISHED ACADEMIC INSTITUTION.

Rationale: The select mission areas are

- ! fine and performing arts
- ! science, mathematics and technology education
- ! regional economic and community development
- ! international education and exchange
- ! educator preparation

The university will focus financial and intellectual resources on initiatives that will have a major influence on the development and growth of the region, especially those that emphasize collaboration and partnerships. These will enhance the unique image of the university, provide creative opportunities for students and serve as powerful recruitment tools for students and faculty.

GOAL 4: TO INCREASE THE VISIBILITY OF THE UNIVERSITY IN THE COMMUNITY, REGION, STATE, NATION AND OTHER COUNTRIES.

Rationale: The university's activities, collaborative ventures and accomplishments need to be more visible in order to strengthen the university's competitive position in the recruitment of students and faculty. Such visibility enhancement will also increase awareness of the university's many contributions to the quality of life in the region.

GOAL 5: TO ADOPT NEW STRATEGIES TO INCREASE AND STRENGTHEN THE DIVERSITY OF THE UNIVERSITY COMMUNITY - FACULTY, STAFF, AND STUDENTS.

Rationale: Exposure to various ethnic, racial and international cultures and belief systems enhances the collegiate experience and the understanding of the social and professional world. The university must be aggressive in its efforts to recruit and retain minorities and international faculty, staff and students. The university will accommodate those with special needs and those whose academic potential has not been fully realized.

GOAL 6: TO DEVELOP AND IMPLEMENT A COMPREHENSIVE MASTER PLAN FOR THE ACQUISITION, USE, AND MAINTENANCE OF TECHNOLOGY INSTRUCTION AND UNIVERSITY OPERATIONS.

Rationale: A comprehensive technology plan is needed to provide direction in: resource allocations; expanding faculty and staff training in the use of technology; improving instruction; reaching new students; and making administrative processes more efficient and service-oriented.

GOAL 7: TO MAINTAIN AND ENHANCE A WELL-DESIGNED, FUNCTIONAL, AND ATTRACTIVE CAMPUS TO SUPPORT THE EDUCATIONAL AND ADMINISTRATIVE NEEDS OF THE UNIVERSITY.

Rationale: To be competitive and gain recognition, Columbus State University must provide a quality environment for a quality education by addressing: the classroom environment; work environment; adequate library incorporating technology; improvement and expansion of residence life; and an attractive, well designed maintained campus.

GOAL 8: TO INCREASE FUNDING SOURCES IN ORDER TO MAINTAIN AND EXPAND PROGRAMS AND SERVICES OF THE UNIVERSITY, AS WELL AS, TO ENSURE PROFESSIONAL DEVELOPMENT OF ALL PERSONNEL.

Rationale: The goals and aspirations of the university cannot be fulfilled through tuition income and state appropriated funding alone; therefore, additional funding sources must be identified. The university must strengthen its ability to attract higher levels of public and private financial support.

GOAL 9: TO MAKE AN INSTITUTIONAL COMMITMENT TO ACTION AND ACCOUNTABILITY.

Rationale: The Strategic Planning Commission offers insights concerning Columbus State University's needs and responsibilities to its service area. The goals proposed should be developed into accomplishments to ensure continued academic growth.

Summary of Major Institutional Accomplishments 2000-2001

During this year at Columbus State University, we placed a major emphasis on the development of programs and services offered by the university to emphasize the social and intellectual growth of our students and to demonstrate concern for the education of our students and the residents of our region and beyond (CSU Goal #1). We believe that such efforts will promote recruitment and retention, improve graduation rates, and create a genuine community of learners. Some of our recognitions and efforts include

- < Several prominent international figures made presentations at the university this year. **Griffin Bell**, the 72nd U.S. Attorney General, spoke to the CSU Tower Society in April; **James Burke**, science historian and journalist, launched the Hunter Lecture Series in March; and CNN's **Judy Woodruff** delivered the commencement address in May.
- < The **Schwob School of Music**, formerly the Schwob Department of Music and approved by the Board of Regents at its November meeting, moved into its new location at the RiverCenter in December. The Music Library, a department of and first branch library of the **Simon Schwob Memorial Library**, opened in January as part of the RiverCenter.
- < The **Abbott Turner College of Business** began a Students in Free Enterprise (SIFE) program in November. In May at the national meeting in Kansas City, CSU was recognized as the National Rookie of the Year and First Runner-up to the Divisional Winner. SIFE members include **Paige Brown, Ashley Dennard, Courtney Goldsmith, Daryl Roddewig, Ukiah Senti, Vladislav Trofimov** and faculty leaders **Maurice Shalishali** and **Frank Lazzara**. SIFE is designed to place students in the community to share their growing expertise of the principles of market economics, business, and entrepreneurship.
- < Faculty in the **College of Science** continue online presentation of a masters degree in applied computer science with students in several states and a new audience in numerous countries in the Pacific Rim being brought into the program in 2001.
- < Faculty in **University College** designed and implemented First Year Residents Staying Together (FYRST) which included offering two sections of CSUS 1106 College Success for students living in university housing. Survey and focus group results indicated considerable success of the pilot of the project. The **Servant Leadership Program**, directed by **Mary Sue Polleys**, successfully completed its second year and enrolled 30 students; the **Honors Program**, directed by **Barbara Hunt**, enrolled 50 students and sponsored numerous activities for program participants as well as others on the campus and in the community.

To ensure effective management of our enrollment (CSU Goal #2), some reorganization of the university became effective on February 1, 2001. The **Division of Enrollment Marketing** was created with **Kathy Carlisle** as executive director. The division, including the Admissions Office, the Financial Aid Office, and the Cashiers Office, was created to maximize student recruiting and retention and will be located, when renovations are complete, in Fine Arts Hall. When re-located, the division will provide more centralized services with emphasis on customer service and will transform the University Avenue entrance into CSU's main thoroughfare. Assistant to the President **Lon Marlowe** oversees the division.

The university focuses financial and intellectual resources on initiatives that will have a major influence on the development and growth of the region, especially those that emphasize collaboration and partnerships. To ensure that CSU is recognized as a distinguished institution, five select mission areas have been

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endorsed. These are fine and performing arts; science, mathematics and technology education; regional economic and community development; international education and exchange; and educator preparation (CSU Goal #3). Some achievements in the **fine and performing arts** include

- < Schwob School of Music faculty **Robert Rumbelow, Patricio Cobos, Andrew Zohn, Ronald Wirt, and Lisa Oberlander** and students **Daniel Ord, Gina Moody, Meng Yang, Charles Krigbaum, and Juan Alberto Sanchez** traveled to Atlanta and performed and/or interviewed with Georgia Public Broadcasting in conjunction with Columbus Renaissance Week in May.
- < The **Department of Theatre** and the **Schwob School of Music** collaborated on a presentation of the musical *Anything Goes*. The highly successful presentation was attended by more than 1000 people during spring semester. Other presentations by the **Department of Theatre** included *Dancing at Lughnasa* (fall semester), *The School for Wives* (fall semester), and *Pinocchio Commedia* (spring semester).
- < The **Department of Art**, chaired by **Jeffrey Burden**, successfully completed requirements for accreditation from the National Association of Schools of Art and Design. The initial accreditation for the department was approved at the April meeting of the association. The **Schwob School of Music** completed curricular revisions in preparation for a reaffirmation visit from the National Association of Schools of Music; the **Department of Theatre** began its self-study in preparation for an on-site visit from the National Association of Schools of Theatre. The Schwob School of Music is chaired by **Daniel Taddie**; the Department of Theatre is chaired by **Hazel Hall**, this year's recipient of the Leighton Ballew Award for distinguished service to theatre in Georgia.

In **science, mathematics, and technology education**, some of our achievements are as follows:

- < The **Science Education Outreach Center**, directed by **Francis Gardner**, conducted six workshops/conferences for area teachers and college faculty from the Southeast. In March, the center hosted the Science Olympiad State Tournament with 425 student participants and more than 250 parents and teachers.
- < The **Oxbow Meadows Environmental Learning Center**, directed by **Becky Champion**, hosted 18,000 visitors. The center provided leadership for Help-the-Hooch, part of Rivers Alive, the state-wide river cleanup held each October. More than 10,000 participated in Columbus. The center also sponsored *Insectival* for 600 participants who enjoyed an insect chef, a puppet show, and educational demonstrations and lectures. Champion, director of the center, was appointed by Governor Barnes to the board of the metropolitan North Georgia Water Planning District.
- < The **Coca-Cola Space Science Center**, directed by **Carole Rutland**, celebrated its fifth anniversary in June 2001. After five years of operation, the center, which includes the Omnisphere Theatre, the Mead Observatory, and the Challenger Learning Center, has served about 300,000 visitors and has grown from its original staff of four to its current staff of 18 full-time employees, more than 15 volunteers, and part-time student assistants. An advisory committee comprised of 15 local business and community leaders is now working with the center to provide input for more advanced programming and fund raising projects. Among the numerous successful events this year, the Omnisphere Theatre collaborated with eight individual space centers and museums to produce a state of the art planetarium show "Greatest Wonders of the Universe."
- < The **Educational Technology Training Center** is a collaborative endeavor of the College of Education and the State Data and Research Center at Georgia Tech. First funded through a contract with the Georgia Department of Education in 1997, the primary mission of the center is to provide on-going professional development in application and integration of technologies into the

P-16 curriculum. The primary professional development program delivered through the center is INtegrating TECHnology in the Student Centered Classroom (InTech), a 50-hour course that satisfies requirements for the Georgia Special Technology Requirement mandated by the A Plus Education Reform Act of 2000. By July 2001, the center has awarded more than 2000 InTech certificates of completion to P-16 educators. The center is directed by **Elizabeth Holmes**.

- < The **Columbus Regional Mathematics Collaborative**, a professional development center for pre-service and in-service mathematics teachers, delivered professional development activities funded by the university, grants, and membership fees from area public and independent schools. Staff of the center had about 2,000 contact hours with teachers and about 8,000 contact hours with students. The center was founded under the leadership of recently retired Callaway Professor of Mathematics Education **Mary Lindquist**.

Some achievements in **international education** include the following:

- < The university continues to record major increases in the number of students studying abroad. The year ending with spring semester included 76 study abroad participants, an increase of 950% since 1996-97. The success of the program is due in part to the support of the faculty and the administration, generous support and endowment income, extensive recruiting efforts, and new procedures to facilitate application, departure, and return of students.
- < Generous donors **Kyle and Sally Spencer** continue to provide CSU students and faculty with unrivaled opportunities to study at Oxford University. In summer 2000, participants included **Deborah Douglas** and **John Kocian** (students) and **Jeanne Dugas, Kitt Lumley, Brenda May, Dan Ross**, and **Rajgopal Sashti** (faculty/staff). The new International Student Exchange Program membership will offer students many new locations for long-term study abroad through exchanges in more than 100 countries.
- < The Latin American Studies program continues to prosper. The tenure of **Paul Little** as the second Elena Diaz-Verson Amos Eminent Scholar in Latin American Studies was a great success. Little contributed to his and other faculty members' classes, developed faculty interest in Latin America, and increased community awareness of Latin America. His work is a testament to the generous support and encouragement of the late Amos. **Sal Diaz-Verson**, Amos' brother, provided funding for the first Latin American student scholarships.
- < Among the events organized this year by the Center for International Education, several were particularly noteworthy. First, the international film series proved a continued success among students, faculty, and community members. This year's average attendance at each screening exceeded 40. Additionally, the films were purchased as part of the resource center created through the generosity of **Mildred Miller Fort**. Second, visits of **Professor Chen** from Shaanxi, China and **Stephen Regan** from the United Kingdom were especially successful with large crowds attending their presentations.

A fifth select mission area was added this year to the four selected more than 10 years ago. The fifth select mission, **educator preparation**, indicates the extent of the commitment of the university to improving the quality of public education in the region. Some indicators of excellence in educator preparation are included throughout this report; others include the following:

- < Education students continue to excel while at the university and after program completion. **Kelly Oestman**, a health and physical education major, was selected as the CSU Academic Recognition and the Phi Kappa Phi Senior Award recipient for 2000-2001, and **Rhonda Jewell**, the recipient of the Paul and Miriam Witt Scholarship, was selected the Georgia Early Childhood Student of the

Year by the Georgia Association for the Education of Young Children. **Mary Moreland**, an MEd student, was named Muscogee County Teacher of the Year and will compete for the Georgia Teacher of the Year. Overall, 94 percent of regular program completers, as well as school counseling and educational leadership graduates, passed the PRAXIS II examination.

- < In the College of Education, several projects are underway to enhance the success of our educator preparation programs. **Charles Cumisky** and **Rochelle Ripple** serve as co-directors of the Future Teachers Academy for the Muscogee County School District; **Sarah Garrett** serves as coordinator for the Muscogee County School District Apprentice Teacher Program; and **Virginia Causey** serves as coordinator for the Danielson Framework for Teaching project to align program pedagogy with expected student performance outcomes.
- < The **College of Education** hosted a three-member committee from the Georgia Professional Standards Committee for a review of the newly-initiated BEd program in foreign language (French and Spanish). The college continues its extensive involvement in distance learning technologies through the delivery of evening and weekend GSAMS courses and in innovative curricular programming through numerous web-based courses. The new MEd program in instructional technology is offered primarily through online instruction. **Paulina Kuforiji**, **Michael Taylor**, and **Judy Archer** provide leadership in the college for technology education.

The university's activities, collaborative ventures, and other accomplishments ensure that the visibility of the institution (CSU Goal #4) is strengthened to maintain and improve its competitive position in the recruitment of students and faculty. Some achievements in increased visibility include the following:

- < Columbus State University was selected for the first edition of *The Best 201 Colleges for the Real World: Get In. Get Out. Get a Job*. Adult Re-Entry and ICAPP were highlighted as effective facilitators of employment and advancement in area high-tech companies. CSU was the only Georgia institution to receive the recognition.
- <
- < The Columbus Renaissance Week committee presented Columbus' inaugural **Renaissance Award** to University President Frank Brown in recognition of contributions of the university to the community. In an editorial on May 23, 2001 in the *Columbus Ledger-Enquirer*, the university was lauded as follows: "If there's a single identifiable thread that winds through the economic, scientific, environmental, esthetic and artistic progress this community has made, it's the growth and influence of CSU."
- < CSU's third **ICAP program** was announced in May. This project, a collaboration with the city of West Point, Georgia and ITC Holding Company, will provide instruction in communication and technology to potential employees of InterCall, one of ITC's companies. InterCall provides worldwide conferencing using a variety of technologies. The new project will differ from previous CSU ICAPP offerings; the new project will be non-credit and delivered through Continuing and Regional Education Services.
- < In February, the 2000 Teacher of the Year **Marilyn Whirry**, an AP senior English teacher from Manhattan Beach, California, was the twelfth consecutive Teacher of the Year to visit the CSU campus and several of our local education partners.
- < Among the many faculty publications and presentations this year, three received recognition for their book publications. **Craig Lloyd's** book *Eugene Bullard: Black Expatriate in Jazz Age Paris* (University of Georgia Press) represents the most complete and most recent Bullard biography in 30 years; **Noreen Lape's** *West of the Border: The Multicultural Literature of the Western American Frontiers* (Ohio University Press) examines native and minority writers whose land and lives were encroached on by frontiersmen; and **Joseph McCallus' American Exiles in the Philippines, 1941-**

1996: A Collected Oral Narrative (New Day Publishers) explores the existence of postwar, postcolonial American exiles living in the Philippines.

- < James England conducted the Columbus Area **High School Model United Nations** program which brought 350 area high school students to the campus for a two-day role modeling exercise in January.
- < The Department of History and the Chattahoochee Indian Heritage Association staged the **Southern Indian Homecoming** at Fort Mitchell, Alabama in May. This event, sponsored in part by a generous grant from the J. W. & Ethel I. Woodruff Foundation, brought 70 native Americans from Oklahoma back to the Chattahoochee Valley, the land of their ancestors. The event attracted more than 1000 spectators.
- < **Michael Daniels** continued his role in economic development. Daniels completed projects for Callaway Gardens and for the Columbus Chamber of Commerce. **Suresh Gopalan**, who joined the faculty in business this year in the Rothschild Chair of Management and Leadership, worked with the Better Business Bureau in establishing their Torch Award Program to recognize firms that demonstrate high ethical standards. Gopalan also contributes to the management training program at the W.C. Bradley Company's Char-Broil division. The **Abbott Turner College of Business** sponsored a Stock Market Game, also directed by Daniels, in which more than 3,000 area school students participated.
- < University Advancement co-sponsored a **Charitable Tax Seminar** in November. Other sponsors of this first-time event included the Columbus Museum, Brookstone School, St. Francis Hospital, and the Chattahoochee Valley Community Foundation. The two-part seminar included information for potential donors and for financial planning professionals.

The university is committed to increasing and strengthening the diversity of its faculty, staff, and students (CSU Goal #5). Several strategies are already in place to ensure continued and increased diversity in the CSU community. Some of these include

- < **International and Multicultural Student Services** uses the CSU website as a primary recruiting tool for international students. **Cathy Anderson**, the director, and others are planning for an American Language Institute to be offered through our Division of Continuing and Regional Education Services beginning in January 2002. The institute should be particularly attractive to our international students who increased in number by about 15 percent this year.
- < The **Enrollment Marketing Division** completed a review of student recruitment plans and procedures and will continue to develop our strategic enrollment marketing plan. With assistance from the Enrollment Planning Service available from the College Board and other Student Searches, qualified students will be identified who will be the focus of additional marketing and recruitment techniques. Plans are underway to use scholarships more effectively in recruiting students especially for the CSU Honors Program and the CSU Servant Leadership Program.
- < Recruitment of diverse faculty and staff will continue as a priority at the university. Of 30 faculty joining us in the fall, 8 have race/ethnicity other than white. With more than 30 percent of our student body identified as nonwhite, CSU will continue to aggressively recruit additional faculty and staff to better reflect the racial composition of our students and our region.

The **Technology Planning Task Force Report**, developed in 1999-2000, includes planning assumptions and a summary of the planning recommendations from the infrastructure, academic, and administrative subcommittees (CSU Goal #6). Implementation and endorsement of the report took place in 2000-2001

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and will continue in the following years along with a continuation of strategic planning for future technology needs of the campus. Some of the technology improvements and advancements on the campus this year includes the following:

- < A web-based system for receiving, tracking, and responding to information requests from faculty and staff was developed and implemented. Known as Remedy Web, the system is used for plant operations and computer center requests previously submitted through email and other forms.
- < The BANNER web product was enhanced to allow CAPP on the web to check for degree progress.
- < Office 2000 was installed on more than 1500 computers on the campus for faculty, staff, and students in offices and labs; all student lab PCS were upgraded to at least 64 megabytes of RAM.

Through extensive efforts of the Vice President for Business and Finance **Charles Pattillo** and his staff in plant operations and building and grounds maintenance, the campus continues to be attractive and functional in supporting the educational and administrative needs of the university (CSU Goal #7). Several construction and renovation projects are in progress to support the overall needs of the university, and three highly significant completions occurred during 2000-2001.

- < First, the RiverCenter, as previously mentioned, became a reality in part in January when the Schwob School of Music began spring semester in the new building.
- < Second, the **Frank G. Lumpkin, Jr. Center** was officially opened on November 30, 2000 and was used as the home for most of the 2000-2001 basketball season including the women's Division II NCAA regional tournament in March 2001. This major new and long-awaited facility on our campus houses the Department of Physical Education and Leisure Management and the Athletics Department. The multi-purpose building, which also includes classrooms, faculty offices, performance laboratories, and dressing rooms, was the location for May 2001 graduation, summer camps, and other large-group events held during the year.
- < Third, the renovation and expansion of the **Elizabeth Bradley Turner Center** for Continuing Education was completed during fall semester. The expanded and much-improved facility now includes a banquet hall which seats nearly 250 people and a renovated auditorium that is used to host meetings and classes in executive-style surroundings.

Significant progress was made at the university this year in increasing our funding sources to maintain and expand the programs and services of the university (CSU Goal #8). Achievements in increased funding sources include the following:

- < Giving to the **Annual Fund** increased more than 10 percent to a total of more than \$1.1 million. The number of donors to the Annual Fund increased from 3168 to 3522; the number of donors on CSU Day alone increased 26 percent. The Annual Fund is coordinated by **Meri Robinson**.
- < A \$1 million gift was received from AFLAC in honor of retiring chairman of the board **Paul S. Amos**. The gift will be used for the AFLAC Scholarship Fund for employees (or their children/grandchildren) with at least five years of service to the company.
- < In June, the university celebrated 10 years of international study funded by the **Fulbright-Hays Faculty Professional Development Program**. Directed by **Rajgopal Sashti**, more than 100 educators have received funding for international travel. In 2000, faculty and other educators traveled to Egypt and Israel; in 2001, faculty and other educators traveled to South Africa. Altogether, travel has taken place to more than 20 countries on funds of more than \$1 million. Sashti serves as director of the Nine University and College International Studies Consortium of

Georgia and as Director of Grants and Sponsored Programs at CSU. The university is one of 24 colleges or universities to have a center that receives Fulbright-Hays grants.

- < The **Department of Public Safety** received a Community Oriented Policing Services grant for approximately \$300,000 during the year. With these funds, the department successfully hired five additional officers.
- < The **Coca-Cola Space Science Center** was awarded \$220,000 grant from the **Goizueta Foundation of Atlanta**. The grant, to be used primarily for equipment for the center, is described by Director Carole Rutland as “critical for us to continue to grow and remain progressively vital to the region.”

As these achievements and the following accomplishments indicate, CSU is making a significant commitment to action and accountability (CSU Goal #9).

Annual Progress in Institutional Strategic Planning

Columbus State University’s first comprehensive strategic plan was developed and implemented in 1990. It was subjected to a five-year review and update in January 1995 as part of the comprehensive institutional mission review required by the Board of Regents in its Systemwide Strategic Planning Initiative and another review and update in 1999-2000. These efforts have been directed by the Office of the Vice President for Academic Affairs. **(Mission Development and Review)**

A revision of the original plan was approved by the president in April 1995, **Columbus State University Strategic Plan: 1996 - 2000**. During fall semester 1999, **Vice President for Academic Affairs Thomas Z. Jones** convened the Strategic Planning Commission and requested that the commission revise the plan for 2001-2005. During the academic year, the Strategic Planning Commission was reorganized with some new members and with **Janice Harris** as chair. This revitalized commission, after being charged by the vice president, revisited and assessed the existing planning assumptions. The commission eliminated those assumptions which were no longer relevant and formulated new ones which better reflect the current position of the University vis-a-vis its mission, its student body, and its relationship to the community and to the University System of Georgia.

The commission subsequently recommended to the vice president revisions of the strategic planning assumptions and CSU’s nine goals. The revised plan, similar in format to the previous version, comprises five sections: Vision Statement, Students, Program/Service Mix, Comparative Advantage, and Goals. The plan also includes planning assumptions based on external environmental factors including demographic, political, education-competition, education needs, economic growth of area, quality of life in the region, and impact of technology on employment; planning assumptions based on the image/climate/culture/values; and planning assumptions based upon internal environmental factors. The plan and the assumptions are closely linked and amplify the major themes of the Columbus State University Mission Statement which was approved by the Board of Regents in June 1996. The revised goals along with their corresponding rationale were presented to the faculty and others on campus in early fall 2000. The revised plan has become the **Columbus State University Strategic Plan: 2001-2005**.

Members of our **Strategic Planning Commission** include **Janice Harris** (Chair, Nursing), **Cathy Anderson** (International and Multicultural Student Services), **Tina Butcher** (Education), **Kathy Carlisle** (Human Resources), **Thomas Harrison** (Education), **Teresa Irvin** (Basic Studies), **Ronald Kettering** (Accounting), **Jacqueline Konan** (Language and Literature), **Raymond Lakes** (Alumni Affairs), **Terry Norris** (Criminal Justice), **Ellen Roberts** (Physical Education), **Dana Schraufnagle** (Student Affairs), **Sandra Stratford** (Library), **Daniel Taddie** (Music), and **Jeffrey Zuiderveen** (Biology).

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Level II Functional Plans are developed and assessed each year by the major units of the university for the College of Arts and Letters, the Abbott Turner College of Business, the College of Education, the College of Science, University College, Student Affairs, Business and Financial Affairs, University Advancement, the Division of Continuing and Regional Education Services, the Simon Schwob Memorial Library, the Office of the Registrar, and the Division of Enrollment Marketing. Additional university-wide Level II Functional Plans are developed and assessed for Information Technology and Human Resources. Some of the changes at the university directly related to the strategic planning process identified in this year's reports include

- < The Center for Networking and Information Services purchased a Hewlett Packard 9000/A500 minicomputer to support the Oracle Application Server for BANNER and allow testing new applications, system upgrades, and database upgrades. The new computer was upgraded to the UNIX 11 OIIT operating system, Oracle 8.1.6 environment, and the 4.1.2 version of the Oracle Application Server was installed in the test instance.
- < Initial plans were developed for an academic classroom and laboratory building to be attached to the Simon Schwob Memorial Library.
- < Reorganization of the Abbott Turner College of Business was completed to redirect funds from administration to instruction by reducing the number of 12-month appointments in the college to two. The college now includes two departments with department chairs and is administered by the dean and the associate dean.
- < Workshops were initiated for faculty and staff to provide information and skills on navigating the student information system on the web to facilitate advising.
- < Reports have been developed and are distributed to assist faculty and staff in managing and interpreting student information.
- < Technologies upgrades have been completed for the Departments of Art and Communication and the Schwob School of Music;
- < Other program and departmental changes include the termination of the BS in respiratory therapy, graduation of the final ASN class prior to termination of the program, implementation of the Department of Nursing, and planning for a proposed Department of Environmental Sciences.

To address one of the action goals of the university for 1999-2000 and in conjunction with technology planning in the University System, Vice President Jones appointed the **Technology Planning Task Force** to develop strategic and tactical planning for technology for 2001-2005. The **Technology Planning Task Force Report** includes planning assumptions and a summary of the planning recommendations from the infrastructure, academic, and administrative subcommittees. Implementation and endorsement of the report took place in 2000-2001 along with a continuation of strategic planning for future technology needs of the campus. All phases of the report relate to the need for a Chief Information Officer position on the campus; continuation of the technology strategic planning process; use of the student technology fee for instructional infrastructure and operations; institutional commitment to the continued replenishment of instructional technology resources; acceleration of the rate at which classrooms are being configured for technology-enabled course delivery; a web-based system for receiving, tracking, and responding to information requests from faculty and staff; and coordination of software acquisitions and development between software selected by the Board of Regents and software developed and selected at the institution level.

The **Columbus State University Physical Master Plan** was completed in fall 1999 and presented to the Board of Regents in January 2000. The plan is the result of a 12-month planning process to develop a

campus master plan that addresses both current needs and long-range goals. The process concentrated on target years of 2002 and 2007 and adhered to five principle objectives related to growth of the institution, short-term and long-term needs of the university, consideration of current and proposed use of space on the campus, priority projects including expansion of the Schwob Library and the Davidson Student Center, and a long-range vision of the physical development of the campus.

The planning process considered the history of the institution, the current use of facilities and land, enrollment projections, academic program, the housing policy, plans for new building, class size and utilization, traffic flow and parking, and recreation. The results include a list of projected needs. The plan focuses on priority projects with benefits to the widest range of users within the campus community which include the following: renovations to Fine Arts Hall, Jordan Hall, and Woodruff Gymnasium; realignment of the campus streets to create the Campus Loop Road; siting, design and construction of the Schwob Library addition, the Davidson Student Center addition, and the addition to the Technology and Commerce Center; layout of the proposed quadrangle and the new horseshoe road around the proposed quadrangle; the construction of new playing fields and the axial connection from the old quad to the recreation area; and implementation of street, old and new quadrangle tree planting and Lindsey Creek landscape restoration.

Strategic planning at the university is a coordinated effort focused on the nine goals of the university. Technology planning (CSU Goal #6) and facilities planning (CSU Goal #7) complement and support the work of the Strategic Planning Commission and are part of the overall institutional effectiveness program of the institution.

Annual Progress in Assessing Institutional Effectiveness

The purpose of assessment at the university is to ensure continued improvement in meeting the needs of our students, faculty, staff, and the service region. The assessment program supports the strategic planning process of the university and the University System of Georgia by providing data to monitor progress toward achieving our goals and to use in making changes for program improvement.

Assessing institutional effectiveness includes activities in academic affairs, student affairs, business and financial affairs, and university advancement. In early 1992, the university took steps to develop a comprehensive assessment program by establishing an Academic Assessment Committee to oversee the academic assessment program. Since then, assessment activities have been implemented in student affairs in 1995 -1996 and business and financial affairs in 1997-1998.

At CSU, assessment of institutional effectiveness focuses on

- **Student achievement [CSU Goals #1, #3, #6, #7, #8]**
General Education and Major Fields Assessment
- **Student needs and satisfaction [CSU Goals #1, #2, #3, #5, #6]**
ACT Entering Students Survey
ACT College Outcomes Survey
ACT Student Opinion Survey (Fall 1997 and Fall 2001)
Student Academic Support Services Survey (odd numbered years)
Student Affairs assessment conducted annually by each unit
Continuing and Regional Education Services assessment
- **Graduate success [CSU Goals #1, #2]**
Graduate surveys by colleges and other campus units
- **Graduation rates [CSU Goals #1, #2]**

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- **Retention rates [CSU Goals #1, #2]**
Retention study from the Division of Enrollment Services (annually)
- **Community needs and satisfaction [CSU Goals #1, #2, #3, #4, #5, #7, #8]**
Annual giving reports from the Office of Development (annually)
Surveys from the Office of Alumni Relations
Continuing and Regional Education Services assessment
Program needs assessment by academic units
- **Institutional Support Services [CSU Goals #1, #6, #7, #8]**
Institutional Support Services Survey (even-numbered years)
Simon Schwob Memorial Library assessment
- **Athletics [CSU Goals #1, #4]**
NCAA review in 2000-2001

In **Academic Affairs**, assessment of general education is the responsibility of General Education Assessment Team. The General Education Assessment Team, a committee of 16 faculty members and the Coordinator of the Testing Center, identified the Regents' Test, the ACT Collegiate Assessment of Academic Proficiency (CAAP), the ACT Entering Student Survey, and the ACT College Outcomes Survey as methods to assess the nine general education outcomes of the university.

In 1998-1999, the use of the ACT Entering Student Survey and the CAAP were implemented (in addition to the Regents' Test). In fall semesters 1998, 1999, and 2000, the Entering Student Survey was administered to freshmen enrolled in ENG 1101 Composition and Rhetoric classes. The survey provided a variety of demographic, background, and educational information about the students as they enter the university. Understanding the students' background provided a foundation for general education assessment.

On March 23, 2001, CSU held its third Assessment Day. On Assessment Day, 583 students completed the Regents' Exam and nearly 500 students completed the CAAP and the Student Academic Support Services Survey. The CAAP was administered to seniors during three testing sessions by members of the General Education Assessment Team and staff volunteers. Approximately one-fourth of the students were each administered one subtest. Subtests administered included Writing Skills, Critical Thinking, Mathematics, and Science Reasoning. A summary of the CAAP results follow:

1999 Results	Writing Skills	Mathematics	Critical Thinking	Science Reasoning
CSU Means	62.4 N = 167	55.9 N = 167	63.8 N = 171	59.4 N = 189
National Means	64.3 N = 36,443	57.9 N = 34,922	62.3 N = 11,494	60.7 n = 24,319

2000 Results	Writing Skills	Mathematics	Critical Thinking	Science Reasoning
CSU Means	63.8 N = 129	56.7 N = 112	63.8 N = 171	60.1 N = 92
National Means	64.3 N = 38,398	58.1 N = 36,772	62.2 N = 12,985	60.9 n = 25,254

2001 Results	Writing Skills	Mathematics	Critical Thinking	Science Reasoning
CSU Means	63.4 N = 121	56.9 N = 127	63.6 N = 121	60.2 N = 132
National Means	64.3 N = 42,461	58.4 N = 40,412	62.4 N = 14,674	60.0 N = 27,789

The General Education Assessment Team, chaired by **William Frazier**, Professor of Geology; includes **Barbara Hunt**, Professor of English; **Robin Snipes**, Associate Professor of Marketing; **Ellen Roberts**, Professor of Physical Education; **Richard Long**, Associate Professor of Communication; **Thomas Dolan**, Assistant Professor of Political Science; **John Lupold**, Chair of the History Department and Professor of History; **Polly Adams**, Professor of Early Childhood Education; **Floyd Jackson**, Associate Professor of Chemistry; **Ronald Wirt**, Professor of Music; **Jeanne Dugas**, Professor of Psychology; **Julie Ballenger**, Associate Professor of Biology; **Albert VanCleave**, Professor of Mathematics; **Carolyn Cartledge**, Director of Institutional Research and Professor of Education; and **Pat Kinard**, Coordinator of the Testing Center.

In **major fields assessment**, learning outcomes for baccalaureate and graduate programs were reported for the third year of semester conversion in a standard format. The format includes a link to the university's mission statement and a column for learning outcomes, assessment methods for each outcome, results for each outcome, and use of results for each outcome. With revised program outcomes for the semester system, limited data and use of results for the newly implemented programs were available in 1999 and 2000; however, annual reporting using the common format continues each year at the end of spring semester. The 2001 reports, therefore, include results from the first three years after semester conversion.

Major fields assessment includes the use of standardized instruments in biology, computer science, chemistry, criminal justice, and mathematics; licensure exams in nursing, education including music education, theatre education, and art education; senior departmental exams in English and history; and individual senior student presentations in music and art in the form of exhibits and recitals. In public relations and communication, students complete an exit exam which includes both a portfolio of student work and an oral presentation; in political science, assessment methods include assessment techniques used

in three capstone seminars, standardized test scores, and a survey of graduates; public administration students complete an exit exam while graduates of the program complete an alumni survey; and theatre majors complete entrance and exit exams and exit interviews.

At the university, academic and administrative support units also have implemented assessment models. Using results from the ACT College Outcomes Survey, the ACT Entering Students Survey, the Student Academic Support Services Survey, the Institutional Support Services Survey and other data collected by each unit, the **Enrollment Marketing Division**, the **Office of the Registrar**, the **Simon Schwob Memorial Library**, **Continuing and Regional Education Services**, **Computer Information and Networking Services**, and all departments in **Business and Financial Affairs** and **Student Affairs** each submitted outcomes and assessment reports in the format described above. The outcomes for these units emphasize services provided to students, faculty, and staff of the university. In **Student Affairs**, annual assessment reports are provided for Campus Recreation, the Career Center, the Counseling Center, International and Multicultural Student Services, Minority Affairs, Public Safety, Residence Life, Student Activities, Student Health Services, and Student Judicial Affairs.

In spring semester 2001, the Student Academic Support Services Survey was administered to undergraduate students on Assessment Day and to graduate students by program coordinators and instructors. Six hundred twenty students responded to the survey. The respondents included 77.7% undergraduates and 61.5% females. The sample also included 21.9% blacks, 2.1% Asians, 2.6% Hispanics, 4.8% other races, and 67.4% whites.

The survey includes items (84 multiple choice items and a comments section) related to the Admissions Office, the Office of Financial Aid, the Cashier's Office, the Center for Academic Support and Student Retention, the Computer Center, the Office of the Registrar, the Testing Center, and the Library. Results of the survey were provided to the directors of each of these areas in April; use of these results are reflected in their annual institutional effectiveness reports submitted at the end of June 2001.

Some of the use of these results include the following:

- < The Division of Enrollment Marketing (admissions, financial aid, cashier) will focus on improved customer service to facilitate the admissions and registration process. A new telephone system will be installed to meet the needs of volume of calls to offices in this area.
- < Computers and printer stations will be placed in two strategic locations on campus so that students will be able to print invoices without coming to the main administration building on the campus.
- < Additional computers and telephones will be placed by the cashier's office and the financial aid office to enable students to contact their academic advisor's without leaving the areas where business services are provided.

Annual assessment reports were also completed for all departments in **Business and Financial Affairs**, **University Advancement**, **Grants and Sponsored Programs**, and **Institutional Research**. Using the results from the Institutional Support Services Survey and the ACT College Outcomes Survey completed in spring 2000 and other information, staff in these areas identified changes made as a result of the data collected. The Institutional Support Services Surveys with responses from 79 administrators and their secretaries and 187 faculty and staff, includes items related to services provided by Accounts Payable, the bookstore, the Budget Office, the Business Office, the cafeteria, Grants and Sponsored Programs, Human Resources, Institutional Research/Enrollment Services, Plant Operations, Printing Services, Public Safety, Purchasing, Telecommunications, Transportation Services, and Supply. The survey also includes items about professional development opportunities provided by the university for faculty and staff, the role of minorities and women on the campus, career advancement opportunities for minorities and women at the university, and salary equity.

A new part of the overall institutional effectiveness plan at the university will be comprehensive program review. The process will be undertaken to improve all instructional programs by reviewing their strengths and weaknesses and establishing a set of priorities for their improvement based on information gathered during a seven-year cyclical review process. Plans for comprehensive program review were completed in May. A committee, including **Dan Ross** (Chair), **Julie Ballenger**, **Carolyn Cartledge**, **Beverly Davis**, **Arthur Joy**, **James Owen**, **Ellen Roberts**, and **Carl Wallman**, refined the plan that was tentatively proposed the previous year.

When implemented in 2001-2002, the process will be under the direction of the vice president for academic affairs and an eight member faculty committee representing the four degree-granting units of the university. The committee will oversee the process, receive the reports of departments examining programs, receive the reports of program reviewers, and make recommendations based on the reports. Assistant Vice President for Academic Affairs Wallman will serve as an ex officio member of the committee and will coordinate the development of information to be used in the process.

Plans for 2001-2002 include the following:

- < the second administration of the **ACT Student Opinion Survey** in fall semester 2001 to about 550 undergraduate students at the university as part of a University System of Georgia project;
- < our fourth **Assessment Day** in March 2002 to include administration of the **ACT CAAP** and the **ACT College Outcomes Survey** as well as the Regents' Exam;
- < expansion of **general education** assessment to include data collection for the ninth outcome Historical Interpretation and to include expanded use of data collected in the last two years;
- < administration of the **Institutional Support Services Survey** in 2002 as planned for use in even-numbered years;
- < consideration of options for possible **alumni surveys** for use in assessment in academic programs as well as the Career Center and other areas of the campus;
- < continuation and improvement of already functioning assessment activities in all areas of the campus with special emphasis on refinement of major fields assessment and assessment for continuing education programs, public relations, public safety, and the new Enrollment Marketing Division; and
- < implementation of the comprehensive program review process to include a review of programs in art, chemistry, and geology.

Combined with our successful efforts in strategic planning, our institutional effectiveness program meets or exceeds accreditation expectations of SACS and other accrediting agencies.

Retention and Graduation Rates

Faculty and staff at the university have focused on efforts to improve retention and graduation rates this year as well as in other recent years. Along with higher admission standards phased in during the last four years, these efforts are expected to affect our retention and graduation rates in the years to come. Some specific programs on our campus are designed to improve retention of our students and to increase the likelihood for their successful program completion. Following is a brief summary of the accomplishments of these programs:

- < In February 2001, the **Division of Enrollment Marketing** was created and **Kathy Carlisle** was appointed as Executive Director and named as a member of the President's staff. The division includes the Admissions Office, the Financial Aid Office, and the Cashiers Office. While the function of the Admissions Office continues to focus on recruitment of new students, the goals of the division overall include improved customer service, improved business processes for students, and the implementation of the "one-stop shop" concept for several student services during the registration process.
- < The management team of the division meets weekly to discuss internal processes, organizational needs, and future plans. Networking with other university system institutions has been initiated to explore successful business processes and to incorporate "best practices" into the operations of the division. Division meetings are held to promote team building, information sharing, and customer service training.
- < Thirty students were enrolled in the **Honors Program** during the year. The CSU Honors Program strives to create a community of outstanding scholars and to stimulate involvement in campus and community activities. It provides significant challenges and opportunities to enrich an exceptional student's education and take it beyond the ordinary. The program emphasizes service to the community, collaborative relationships, and special program for students.
- < Three Honors-sponsored events received attention in the press and gleaned public support. These included the Word Religion Lecture Series, 10 lectures over 14 weeks covering such topics as Hinduism, Islam, Roman Catholicism, Olympian Religions, Buddhism, Baha'i, Judaism, Animism, and Mormonism; a public lecture by Richard Goldsby on "Biology of Race" which generated considerable on-campus discussion; and the International Film series co-sponsored with the Center for International Education.
- < The **Honors Program** also sponsored a Maymester course offered in collaboration with the departments of History and Chemistry and Geology. The course, the history and geology of the Civil War, included seven hours of credit for students, studying history from a geological perspective and geology from a historical perspective, and an eight-day field trip through seven states to visit key Civil War sites. Sixteen students participated, four of whom were Honors students.
- < The **Servant Leadership Program** had a very successful second year with 30 students enrolled. These students contributed 4712 hours of community service and worked at 20 different non-profit agencies. These students also spent 831 hours mentoring 15 first-graders at Wynnton Elementary and 15 first-graders at Allen Elementary. In addition to their community and campus involvement, Servant Leadership Students compiled good academic records. The overall cumulative GPA for sophomores this year was 3.51 and for freshmen, 3.32. Agency supervisors, teachers, and mentors provided constructive criticism and lavish praise. Some of the comments from students included the following:

“The SL program is the most valuable experience I’ve had in college.”

“I had a great first year. This is an awesome program.”

“I have gained so much from this one year of the program.”

“The program has opened my eyes in a way that nothing else could ... thank you for this opportunity for a wonderful year.”

The third year of the Servant Leadership Program will begin this fall with a total of 40 participants. The participants will include 13 sophomores, 12 juniors, and 15 freshmen selected from 72 applicants.

- < The **Adult Re-Entry Program** enrolled 141 students from summer 2000 through spring 2001. The program also developed the Adult Learning Resource Center for evening college students and others who need these services. Nearly 7000 students used the center since its fall 2000 opening.
- < The **Office of Disability Services** served 123 students during the year. The office provided testing accommodations for 272 students and 370 hours of service to students who required text in alternative formats.
- < The **Office of First Year Experiences** worked with Student Affairs, the College of Education, Residence Life, and Orientation to successfully pilot a Freshman Interest Group. The program will be continued in fall 2001. More than 900 entering freshmen completed orientation conducted with Student Affairs; 34 sections of CSUS 1106 College Success were offered by faculty and staff from the College of Arts and Letters, the Abbott Turner College of Business, the College of Education, the College of Science, University College, and Student Affairs; a total of 803 students enrolled in CSUS 1106 during the academic year with 87% of those successfully completing the course.
- < **Orientation** for new students was a huge success during the year with more than 1300 freshmen and transfer students completing the first-ever mandatory orientation. Additionally, more than 500 parents participated, and students were introduced to the new online registration system. Assisted by 27 orientation leaders, the students received a thorough introduction to the campus.
- < **Tutorial Services** were provided through University College for 4031 students with 4547 contact hours. Thirty-five study skills workshops were provided throughout the year. Additionally, the staff of University College and the Office of Minority Affairs conducted a Regents’ Test preparation workshop.
- < The **Office of Minority Affairs**, directed by **Sharon Jamison**, sponsored approximately 20 programs during the year. The celebration of Black History Month began with the History of Rhythms and Blues, a laser show held at the Coca-Cola Space Science Center. The initial performance was so well attended that additional performances were scheduled. Minority Affairs also sponsored its annual Men’s and Women’s minority luncheons. Keynote speakers included Muscogee County Tax Commissioner Lula Huff and William King from the local office of Housing and Urban Development. Additionally, Minority Affairs also continued the Teen Achievers Program for more than 185 Muscogee County School District students.
- < The **Residence Housing Association** sponsored events to involve the students living in CSU housing. With the construction of three new apartment buildings underway on campus with 144 additional spaces for on-campus housing, the total capacity will reach 598 beds when construction is completed. **Miguel Hernandez**, CSU president of the Residents Housing Association, was elected state director of the housing association.

Graduation rates and retention rates are included in the next section of the *CSU Fact Book*.

Overall Institutional Health

At Columbus State University, we have just completed an outstanding year, and as we are beginning the new year, we are optimistic that our accomplishments next year will exceed those of the last. Our faculty, staff, students, alumni, and community join us in working together so that we continue to be a great university for our service region and beyond. Following are some of our plans for the new year, some of our work in progress, and additional accomplishments of 2000-2001.

Columbus State University, founded in 1958, celebrated its **fortieth anniversary** three years ago. The celebration began on May 14, the fortieth anniversary of the Board of Regents approval for a two-year college to be located in Columbus. Throughout the celebration and in the following years, the theme *The Power of Partnership* was adopted and has continued to be used. The significance of that theme is represented by President **Frank Brown's** remark "I can't think of any phrase which better sums up the basis of our growth and success. The history of CSU is interwoven into the fabric of this community and this region" (*Focus*, Fall 1998, preface).

At our May 2001 commencement, we awarded our seventh honorary doctorate of humane letters. The recipient was **A. J. McClung**, retired Mayor Pro Tem of the Columbus Consolidated Government (**Honorary Degrees**). Mr. McClung is the recipient of numerous awards and recognitions for his distinguished leadership and service. These awards include a 2001 Governor's Award in the Humanities and the 1978 renaming of the Brookhaven YMCA in Columbus to the A. J. McClung YMCA. The Georgia House of Representatives recognized him in 1998 upon his retirement from public service as "having played a pivotal role in quelling racial unrest in the early 1970s." A graduate of Tuskegee University, Mr. McClung served for 11 years as a high school and college educator, as a leader in the USO and the YMCA during World War II and afterwards, and served as one of the original elected members to the city council of the Columbus Consolidated Government. The commencement address was delivered by CNN's **Judy Woodruff**.

Columbus State University continues to enjoy phenomenal community support as evidenced by the institution's Foundation, Foundation Properties, Alumni Association, and Athletic Fund. Increased support from the community is the result of the University's long-term emphasis on enhancing its reputation and image, through a rigorous public relations effort, and the cultivation of its friends and supporters. Major events this year included the following:

- < Total contributions from alumni increased from \$184,885 in FY2000 to \$248,628 in FY2001.
- < In February, the **Silver C Society** inducted 13 new members. The society recognizes faculty, retired faculty, and alumni twenty-five years after beginning service to the institution or graduating from the university.
- < Two new Friends groups were formed for Art and for the Coca-Cola Space Science Center. Friends of Art raised more than \$15,000, a five-fold increase since the previous year.
- < A website was created for University Advancement as part of the CSU website. The site includes the capacity for online giving.
- < The fourth annual **Orpheus Ball** was held in February 2001 and sponsored by the Schwob School of Music and University Advancement. The black-tie dinner/dance is held annually in honor of the

late Gunby Jordan and his love and support for opera and the university. More than 300 guests attended and were entertained with performances by the CSU Jazz Band and student vocalists;

- < The Alumni Phonathon was expanded to include the College of Science which raised more than \$5000 from College of Science alumni.
- < The first annual CSU Alumni Association Golf Tournament was held in March which raised more than \$9000 for scholarship funds.
- < The second annual College of Education Awards Banquet took place in May to recognize faculty and students as well as alumni who were named Teachers of the Year at their respective schools.
- < A feasibility study was conducted for a major capital campaign to provide funds for the five select mission areas, information technology, and a student success and leadership development center.

With the new technology and commerce center under construction and another new building in the planning phase, our faculty, staff, and students are looking forward to beginning fall semester in August. A summary of significant events in university facilities planning and construction include the following:

- < In September 1998, the Columbus community celebrated the ground breaking of the **RiverCenter**, the performing arts center to be shared by the university and the community is expected to be completed by January 2002. The Studio Theater and other academic parts of the facility are already completed and being used by the university.
- < Renovation of **Fine Arts Hall** began in 2001. Renovations will provide a new location for the Department of Theatre and a better ventilation system for the Department of Art.
- < Design work by Farrington Design Group is complete for our **Technology and Commerce Center**. Construction funding was approved by the legislature in 2000, and the bidding process began in September 2000. Ground breaking for the facility was held in March actually after construction had begun. The new building will house the Abbott Turner College of Business, the Computer Science Department, and Computer Information and Networking Services.
- < Much needed renovations of **Howard Hall** are underway and are expected to be completed by August 2001 for use in fall semester. Howard Hall, one of the oldest buildings on the campus, serves as a classroom building used primarily by the College of Arts and Letters, University College, and the College of Science.

To highlight accomplishments in learning and teaching, students and faculty were recognized at the annual Honors Convocation. Outstanding student awards were presented to **Chad Andrae** (Faculty Cup) and **Kelly Oestman** (Top Academic Student); faculty awards were presented to **Richard L. Newston** (Educator of the Year), **Sallie Averitt-Miller** (Faculty Service Award), and **Craig Lloyd** (Faculty Research and Scholarship Award). Newston is Assistant Professor of Sociology and Gerontology; Averitt-Miller is Associate Professor of Reading Education; and Lloyd is Professor of History.

CSU athletic programs completed another outstanding year. While all of our teams had commendable records, the following teams and athletes received national and regional recognitions:

- < The **Lady Cougars** provided fans with a wonder encore of their 1999-2000 basketball season by going undefeated through the first 31 games of the 2000-2001 season and earning the nation's top ranking for

seven consecutive weeks. The team won the Peach Belt Conference regular season and tournament titles, hosted and won the South Atlantic Regional tournament, and made their second trip to the Division II Elite Eight. After defeating Southern Indiana, CSU suffered its only defeat of the season to eventual national champion Cal Poly Pomona. **Jay Sparks** was named Peach Belt, Georgia Division II, and National Division II Coach of the Year. **Kinesha Harden** earned second-team All-American honors and was co-Player of the Year in the Peach Belt.

< In other sports, several individuals and teams received recognitions. In men's basketball, **Travis Crutcher** was named to the All-Peach Belt Conference team. In softball, **Daisey de Peinder, A. J. Rogers**, and **Angela Griffin** were named to the All-Peach Belt Conference. In baseball, **Brad Bouras** was named to the All-Peach Belt Conference team, All-South Atlantic Region team, was a First-Team All-America team member, and was CSU's Male Athlete of the Year. **Ladd Hammond** was also named to the All-Peach Belt Conference team. In **men's golf**, the CSU team qualified for the Division II South Regional, and **Patricio Lopez Vilaclara** was named Peach Belt Conference Freshman of the Year. The **CSU Cheerleading Squad**, coached by **Jimbo Davis**, finished fourth nationally in Division II competition held at Disney World's MGM Studios theme park and televised by ESPN2. The squad has finished fourth, sixth, and third in the last three years, six years after Davis took over the leadership of the squad and began the first coed squad for the university. The **Cougar Heat** dance team, in its first year, qualified for its first national championship trip and won the Peach Belt Conference championship. The squad is coached by **Jimbo Davis** and **Janda Cearley**.

< In February, the **CSU Athletic Hall of Fame** inducted seven new members. These include **Fran Arrington** (multi-sport star), **Earl Bagley** (golf coach), **Rick Gordon** (basketball player), **Billy Key** (contributor), **Hugh Royer, Jr.** (golfer), **Tim Thomas** (basketball player), and **Tom (Chip) Whitley** (basketball player).

At CSU, we are looking forward to the new year. **Paul Vander Gheynst** continues to serve as Acting Vice President for Academic Affairs. A second search committee will begin work in fall semester to fill the position by August 2002 after an unsuccessful search this year to fill the position. Vander Gheynst, the university's senior academic dean, is the Dean of the College of Arts and Letters, professor of music, and director of the university's highly acclaimed jazz band.

The new year will bring other changes at CSU. The anticipated completion of both the RiverCenter and the ongoing construction of the new Technology and Commerce Center are long-awaited events. The new building brings us much-needed improvements to the campus. In academics, our Department of Theatre will host an accreditation committee from the National Association of Schools of Theatre for initial accreditation, and our Schwob School of Music will host a reaffirmation committee from the National Association of Schools of Music. Further, the implementation of the second cohort of the cooperative EdD program in educational leadership, expansion of other distance learning course offerings through GSAMS and asynchronous courses as well as eCollege and programs with the Medical College of Georgia, and the implementation of more aggressive marketing strategies by our new Division of Enrollment Marketing bring new opportunities to our region and new challenges to our faculty and staff.

INSTITUTIONAL ACCREDITATION

Columbus State University is accredited by the Southern Association of Colleges and Schools to award associate, baccalaureate, masters, and education specialist degrees.

PROFESSIONAL ACCREDITATIONS

Art	National Association of Schools of Art and Design	2001
Community Counseling	Council for the Accreditation of Counseling and Related Educational Programs	1995
Music	National Association of Schools of Music	1993
Nursing	National League for Nursing	1994
Teacher Education	National Council for Accreditation of Teacher Education	1998

DEGREES AND MAJORS

As of June 2001

One-year certificate in:

Criminal Justice
Data Processing

Associate of Applied Science in:

Applied Computer Science
Criminal Justice

Associate of Science in:

General Studies

Bachelor of Arts (with majors in):

Biology
Chemistry
Communication
English Language & Literature
History
Mathematics
Music
Political Science
Psychology

Bachelor of Business Administration (with majors in):

Accounting
Computer Information Systems
Finance
General Business
Management
Marketing

Bachelor of Fine Arts

Art
Theatre

Bachelor of Music (with majors in):

Applied Music
Music Education

Bachelor of Science (with majors in):

Biology
Chemistry
Computer Science
Computer Science - Applied
Criminal Justice
Exercise Science
General Studies
Geology
Health Science
Mathematics
Political Science
Psychology
Recreation and Park Administration
Sociology

Bachelor of Science in Nursing

Bachelor of Science in Education (with majors in):

Art
Early Childhood
Health and Physical Education
Mental Retardation
Middle Grades
Secondary
Teaching Field—Biology
Teaching Field—Chemistry
Teaching Field—Earth Science
Teaching Field—English Language Arts
Teaching Field—French
Teaching Field—Spanish
Teaching Field—History
Teaching Field—Mathematics
Theatre

Master of Business Administration

Master of Education (with majors in):

Art
Early Childhood
Educational Leadership
Middle Grades
Health and Physical Education
School Counseling
Secondary
Teaching Field—English Language Arts
Teaching Field—General Science
Teaching Field—History
Teaching Field—Mathematics
Teaching Field—Social Science
Special Education
Teaching Field—Behavioral Disorders
Teaching Field—Learning Disabilities
Teaching Field—Mental Retardation

Master of Music (with majors in):

Music Education

Master of Public Administration

Master of Science (with major in):

Applied Computer Science (Online)
Community Counseling
Environmental Science
Information Technology Management

Specialist in Education (with majors in):

Early Childhood
Educational Leadership
Middle Grades
School Counseling
Secondary
Teaching Field—English Language Arts
Teaching Field—History
Teaching Field—General Science
Teaching Field—Mathematics

Advanced Certificate

Gerontology

Cooperative programs with

Medical College of Georgia: Master of Science in Occupational Therapy

Valdosta State University: Doctor of Education in Educational Leadership

Student Organizations 2001-2002

Student Government Association

President: Robert DeVries
VP of Scholastic Affairs: Kimberly Scott
VP of Finance: Chad Wayne
Speaker of the Senate: Richard Martinez
Speaker of the Representatives: Bart Cunningham

Senators

Suzanne Alford
Kelli Brantley
Denise Fisher (Acting)
Dawn Gonzalez
Thomas Jones
Robert Lane
Richard Martinez
Marla McQueen
Sarah Miller
Paige Moore
Michelle Phillips
Tori Smith
Linh Tran
Jeff Williams (Acting)
Mark Wilson
Kevin Yanzetich

Accounting Society
Alumni Association
Baptist Student Union
Chorale
Columbus State Association of Nursing Students
CSU Chamber Winds
CSU Cougar Pep Band
CSU History Club
CSU Housing Association
CSU Islamic Association
CSU Literature Club
CSU Orchestra
CSU Recreation Association
CSU Student Association for Information Technology Professionals
CSU Student Personnel Society
CSU Studio Theatre
CSU Symphonic Wind Ensemble
Communication Club
Early childhood organization (ECHO)
International Affairs Council
Lambda Alpha Epsilon
MAX-Mathematics & Computer Science Club
Mu Phi Epsilon
Phi Mu Alpha Sinfonia Professional Fraternity for Men in Music
Psychology Club
Respiratory Therapy Club
Singers
Sociology Club
Student Political League
Tri-Beta Associates

HONOR SOCIETIES

Alpha Phi Sigma
Beta Beta Beta
Honor Society of Nursing
Kappa Delta Pi
Phi Alpha Theta
Phi Kappa Phi
Pi Kappa Lambda
Psi Chi
Sigma Phi Alpha

FRATERNITIES & SORORITIES

Alpha Kappa Alpha
Alpha Phi Alpha
Delta Pi
Delta Sigma Theta
Delta Zeta
Kappa Sigma
Phi Mu Kappa
Tau Kappa Epsilon
Sigma Nu
Sigma Omega
Tau Kappa Epsilon
Xi Theta
Zeta Phi Beta

FACULTY COMMITTEES 2000 - 2001

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This committee is inactive for the 2000-2001 academic year.

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Dr. Bill Hamilton
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Dr. Thomas Hanley
Dr. Ronald Linton
Dr. Kitt Lumley
Dr. Joe Petite
Dr. Jeffrey Zuiderveen
Dir., Human Res., ex officio
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Ms. Callie McGinnis, 1st of 2 year term
Dr. Lenoir Gillam, 2nd of 2 year term
Dr. Mark Thornton, 2nd of 2 year term
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ex officio
Mr. Raj Sashti, Dir., Grants and Spon. Prgms.,
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Dr. Bob Fleck	Dr. Sandra Stratford
Dr. Terry Irvin	Dr. Cheryl Wharry

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 Dr. Jeanne Dugas
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 Dr. Ronald Wirt
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 Dr. Sandra Stratford, ITS, ex officio
 Dir., Ed. Tech, Trng. Center, ex officio
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 Cathy Anderson, Coord., Student Dev., ex officio
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Dr. John Thomas
Ms. Nataline Woods
Dr. Earl Bagley, VPSA, ex officio
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 Mr. Hassan Hassani
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 Dr. Jack Myers
 Dr. Jim Owen
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 Dr. Ann Rosenthal
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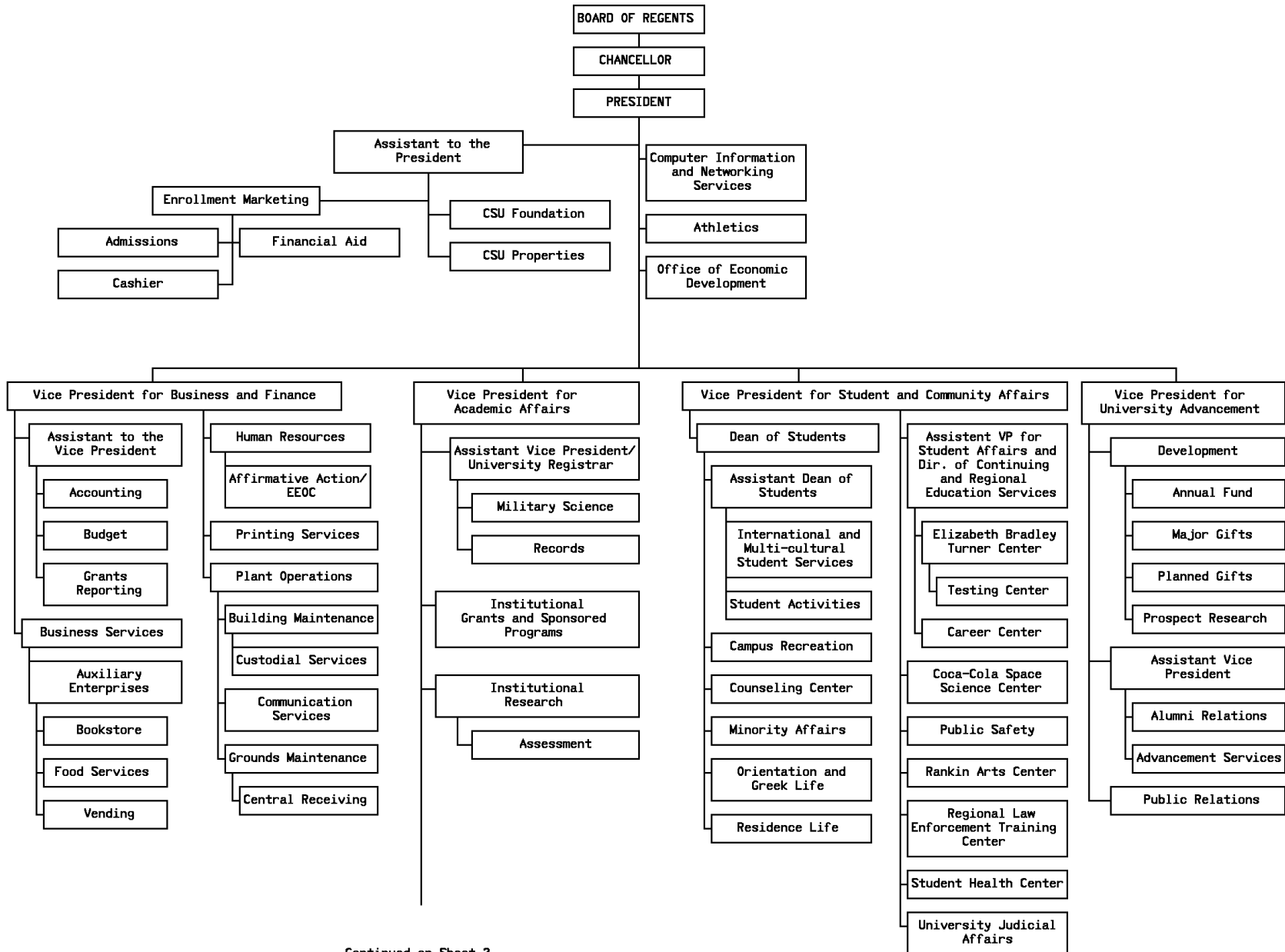
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Alabama A & M University
 Alabama State University
 Auburn University at Montgomery
 Jacksonville State University
 University of North Alabama
 University of Arkansas at Little Rock
 Arkansas State University - Main Campus
 University of Central Arkansas
 California State University-Bakersfield
 California State Polytechnic University-Pomona
 Florida Agricultural and Mechanical University
 University of North Florida
 The University of West Florida
 Purdue University-Calumet Campus
 Fort Hays State University
 Pittsburg State University
 Eastern Kentucky University
 Kentucky State University
 Morehead State University

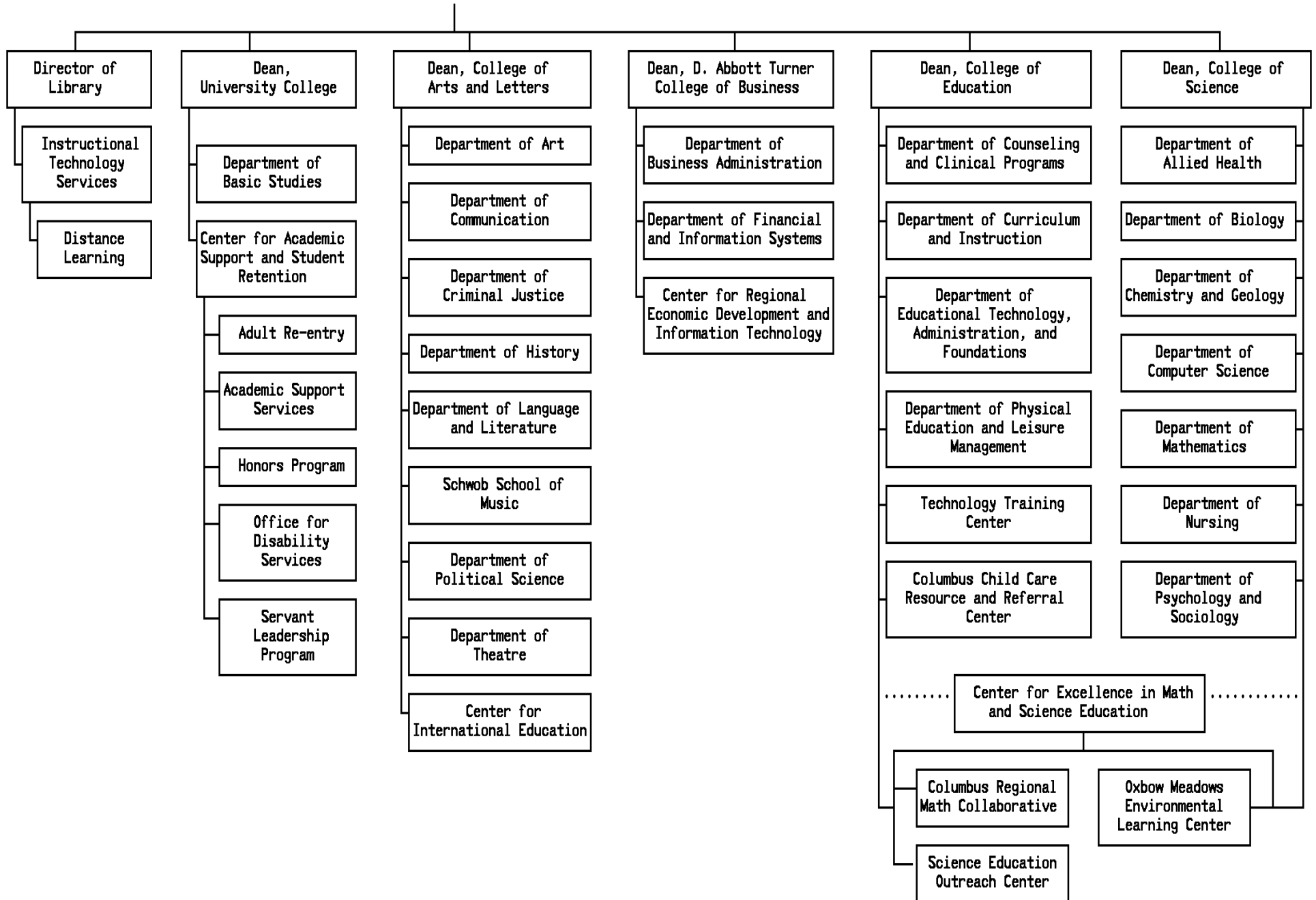
Grambling State University
 Louisiana State University-Shreveport
 McNeese State University
 Southern University and A & M College
 Frostburg State University
 Salem State College
 Grand Valley State University
 Bemidji State University
 Alcorn State University
 Central Missouri State University
 Truman State University
 The College of New Jersey
 SUNY College at Geneseo
 SUNY College at Plattsburgh
 Appalachian State University
 North Carolina Agricultural & Technical State University
 University of North Carolina at Asheville
 North Carolina Central University
 University of North Carolina at Wilmington

Columbus State University 2001 - 2002
Sheet 1.



Continued on Sheet 2.

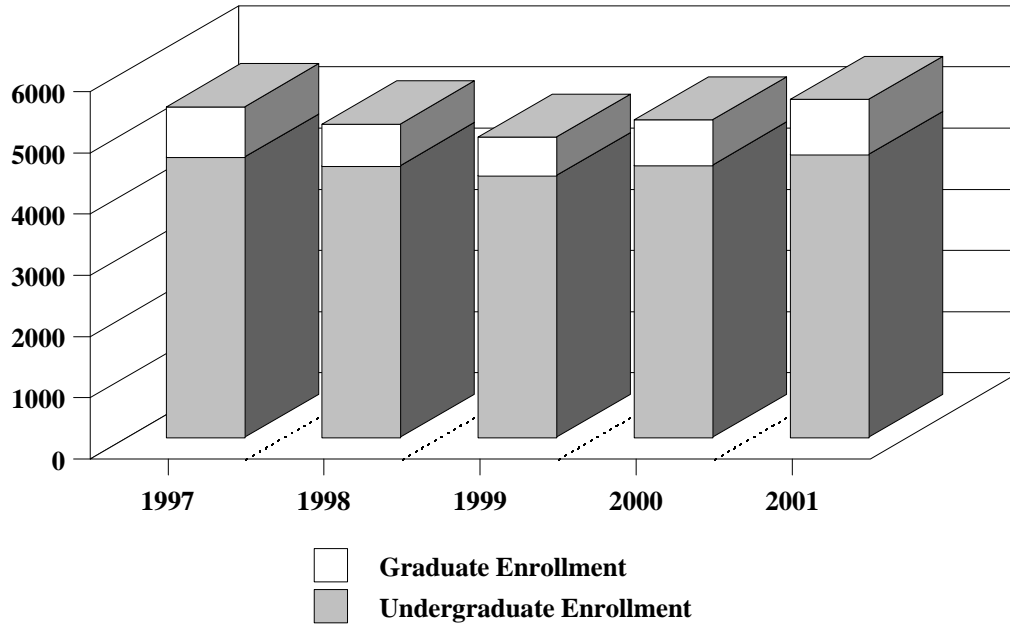
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STUDENT INFORMATION

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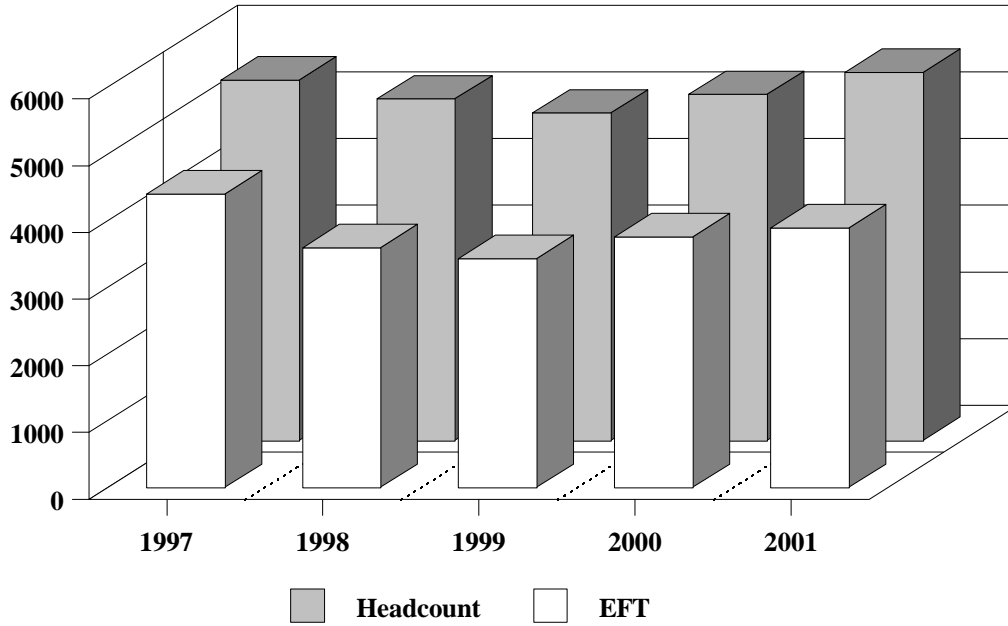
Fall Enrollment: 1997-2001



Fall Enrollment: 1997-2001							
ENROLLMENT	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	4-YEAR # CHNG	4-YEAR % CHNG
Undergraduate	4,584	4,442	4,278	4,454	4,624	40	0.8%
Graduate	821	680	633	737	898	77	9.4%
<i>Total</i>	<i>5,405</i>	<i>5,122</i>	<i>4,911</i>	<i>5,191</i>	<i>5,522</i>	<i>117</i>	<i>2.2%</i>
Annual % Change	(2.4%)	(5.2%)	(4.1%)	5.7%	6.4%		

Source: University Registrar, Enrollment Report, Fall 2001

Headcount and EFT Enrollment Comparisons



Headcount and EFT Enrollment Comparisons							
	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	4-YEAR # CHNG	4-YEAR % CHNG
<i>Total Headcount</i>	5,405	5,122	4,911	5,191	5,522	117	2.2%
Headcount % Change	(2.4%)	(5.2%)	(4.1%)	5.7%	6.4%		
<i>EFT</i>	4,402	3,597	3,429	3,754	3,891	(511)	(11.6)%
EFT % Change	(0.5%)	(18.3%)	(4.7%)	9.5%	3.6%		

Source: University Registrar, Enrollment Report, Fall 2001

Student Enrollment by Race							
RACE	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	4-YEAR # CHNG	4-YEAR % CHNG
Black	1,363	1,310	1,255	1,327	1,416	53	3.9%
White	3,655	3,441	3,282	3,447	3,659	4	0.1%
American Indian	15	24	21	25	24	9	60.0%
Asian	133	96	91	117	112	(21)	(15.8)%
Hispanic	175	177	167	168	179	4	2.3%
Multi-Racial	64	74	95	106	132	68	106.3%
TOTAL	5,405	5,122	4,911	5,191	5,522	117	2.2%

Distribution of Students by Age			
AGE RANGE	UNDERGRADUATE	GRADUATE	TOTAL
Under 21	1,724	0	1,724
21-25	1,542	99	1,641
26-30	473	177	650
31-40	540	297	837
41-50	273	248	521
51 - 60	56	73	129
Over 60	16	4	20
Total	4,624	898	5,522
Average Age	25.0	36.1	26.6

Source: University Registrar, Enrollment Report, Fall 2001

Enrollment by Gender							
	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	4-YEAR # CHNG	4-YEAR % CHNG
Female	3,344	3,195	2,995	3,168	3,387	43	1.3%
Male	2,061	1,927	1,916	2,023	2,135	74	3.6%
<i>Total</i>	<i>5,405</i>	<i>5,122</i>	<i>4,911</i>	<i>5,191</i>	<i>5,522</i>	<i>117</i>	<i>2.2%</i>

Undergraduate Enrollment							
Credit Hours	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	4-YEAR # CHNG	4-YEAR % CHNG
Part-Time (Under 12 Hours)	1,669	1,695	1,667	1,594	1,632	(37)	(2.2)%
Full-Time (12 Hours or More)	2,915	2,747	2,611	2,860	2,992	77	2.6%
Total	4,584	4,442	4,278	4,454	4,624	40	0.9%

Graduate Enrollment							
Credit Hours	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	4-YEAR # CHNG	4-YEAR % CHNG
Part-Time (Under 12 Hours)	444	509	489	547	680	236	53.2%
Full-Time (12 Hours or More)	377	171	144	190	218	(159)	(42.2)%
Total	821	680	633	737	898	77	9.4%

Source: University Registrar, Enrollment Report, Fall 2001

Total Fall Enrollment							
Category	1997	1998*	1999*	2000*	2001*	4-YEAR # CHNG	4-YEAR % CHNG
Joint Enrollment	19	17	13	24	22	3	15.8%
Freshman	1,600	1,668	1,655	1,731	1,807	207	12.9%
Sophomore	933	894	809	900	969	36	3.9%
Junior	814	740	745	767	793	(21)	(2.6)%
Senior	1,011	980	888	872	863	(148)	(14.6)%
Transient	24	18	20	13	18	(6)	(25.0)%
Audit	8	5	6	5	6	(2)	(25.0)%
Post Baccalaureate	175	120	142	142	146	(29)	(16.6)%
Total Undergraduate	4,584	4,442	4,278	4,454	4,624	40	0.9%
Graduate	821	680	633	737	898	77	9.4%
TOTAL STUDENTS	5,405	5,122	4,911	5,191	5,522	117	2.2%

New Student Enrollment							
Category	1997	1998*	1999*	2000*	2001*	4-YEAR # CHNG	4-YEAR % CHNG
Joint Enrollment	14	17	12	23	21	7	50.0%
Learning Support	199	203	240	271	280	81	40.7%
Freshman	494	588	531	619	857	363	73.5%
Transfer	328	285	266	306	331	3	0.9%
Transient	14	9	17	9	15	1	7.1%
Other	3	0	1	2	1	(2)	(66.7)%
Total Undergraduate	1,052	1,102	1,067	1,230	1,225	173	16.4%
Graduate	170	134	131	173	205	35	20.6%
TOTAL NEW STUDENTS	1,221	1,236	1,198	1,403	1,430	209	17.1%

*Data prior to 1998 are reported for each fall quarter; 1998, 1999, 2000, and 2001 data are for fall semester.

Source: University Registrar, Enrollment Report, Fall 2001

Total Winter Enrollment							
Category	1994	1995	1996	1997	1998	4-YEAR #CHNG	4-YEAR %CHNG
Joint Enrollment	27	16	17	12	28	1	3.7%
Developmental Studies	505						
Freshman	1,040	1,558	1,543	1,490	1,469	429	41.3%
Sophomore	1,009	941	929	991	948	(61)	(6.0%)
Junior	810	852	862	851	810	0	0.0%
Senior	975	1,024	1,045	1,112	1,097	122	12.5%
Transient	34	22	20	17	15	(19)	(55.9%)
Audit/Non-Degree	10	11	7	8	7	(3)	(30.0%)
Post-Baccalaureate	156	164	192	189	186	30	19.2%
Total Undergraduate	4,566	4,588	4,615	4,670	4,560	(6)	(0.1%)
Graduate	636	705	757	761	747	111	17.5%
TOTAL ENROLLMENT	5,202	5,293	5,372	5,431	5,307	105	2.0%
New Student Enrollment							
Category	1994	1995	1996	1997	1998	4-YEAR #CHNG	4-YEAR %CHNG
Joint Enrollment	2	2	3	4	9	7	350.0%
Developmental Studies	142						
Freshman	81	187	172	190	187	106	130.9%
Transfer	214	200	220	236	208	(6)	(2.8%)
Transient	23	10	12	10	10	(13)	(56.5%)
Other	1	5	2	3	1	0	0.0%
Total Undergraduate	463	404	409	443	415	(48)	(10.4%)
Graduate	113	139	93	122	102	(11)	(9.7%)
TOTAL NEW	576	543	502	565	517	(59)	(10.2%)

Source: Division of Enrollment Services, Quarterly Enrollment Report

Total Spring Enrollment							
Category	1997	1998	1999*	2000*	2001*	4-YEAR #CHNG	4-YEAR %CHNG
Joint Enrollment	12	28	24	15	40	28	233.3%
Freshman	1,490	1,469	1,551	1,360	1,454	(36)	(2.4)%
Sophomore	991	948	949	839	951	(40)	(4.0)%
Junior	851	810	776	752	786	(65)	(7.6)%
Senior	1,112	1,097	1,074	959	907	(205)	(18.4)%
Transient	17	15	19	15	16	(1)	(5.9)%
Audit/Non-Degree	8	7	5	5	7	(1)	(12.5)%
Post-Baccalaureate	189	186	143	123	135	(54)	(28.6)%
Total Undergraduate	4,670	4,560	4,541	4,068	4,296	(374)	(8.0)%
Graduate	761	747	668	643	708	(53)	(7.0)%
TOTAL ENROLLMENT	5,431	5,307	5,209	4,711	5,004	(427)	(7.9)%
New Student Enrollment							
Category	1997	1998	1999*	2000*	2001*	4-YEAR #CHNG	4-YEAR %CHNG
Joint Enrollment	4	9	9	3	20	16	400.0%
Entering Freshmen	214	204	266	165	169	(45)	(21.0)%
Transfer	212	192	219	184	233	21	9.9%
Transient	10	11	13	10	11	1	10.0%
Other	3	2	1	0	1	(2)	(66.7)%
Total Undergraduate	443	418	508	362	434	(9)	(2.0)%
Graduate	122	102	86	93	103	(19)	(15.6)%
TOTAL NEW	565	520	594	455	537	(28)	(5.0)%

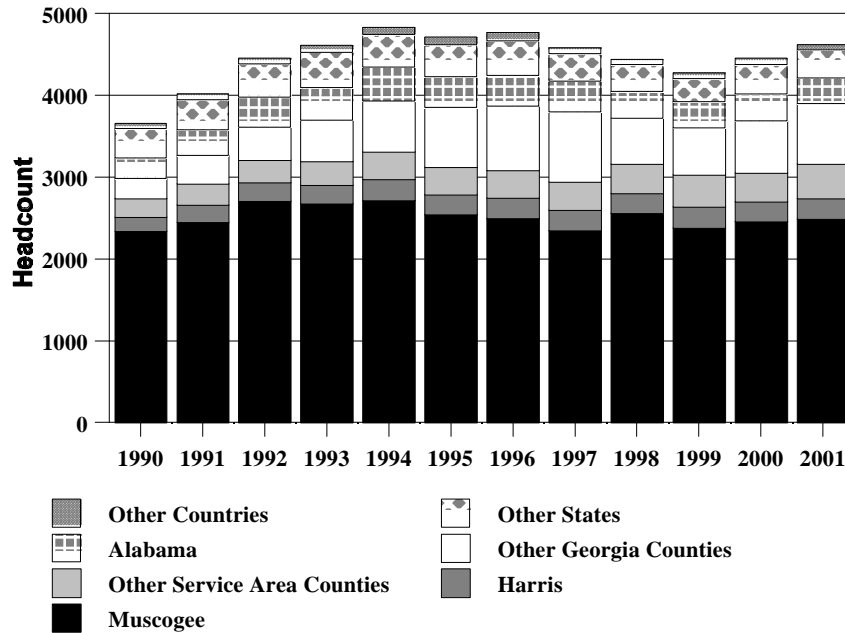
Source: University Registrar, Enrollment Report, Spring 2001

*Data prior to 1999 are reported for each spring quarter; 1999, 2000 and 2001 data are for spring semesters.

Total Summer Enrollment							
Category	1997	1998	1999	2000	2001	4-YEAR #CHNG	4-YEAR %CHNG
Joint Enrollment	5	2	3	1	1	(4)	(80.0)%
Freshman	556	520	550	443	505	(51)	(9.2)%
Sophomore	453	478	367	413	434	(19)	(4.2)%
Junior	511	419	451	397	455	(56)	(11.0)%
Senior	709	744	628	642	638	(71)	(10.0)%
Transient	119	112	152	109	114	(5)	(4.2)%
Audit/Non-Degree	2	3	3	2	2	0	0.0%
Post-Baccalaureate	106	105	114	87	79	(27)	(25.5)%
Total Undergraduate	2,461	2,383	2,268	2,094	2,228	(233)	(9.5)%
Graduate	680	653	542	504	657	(23)	(3.4)%
TOTAL ENROLLMENT	3,141	3,141	3,036	2,810	2,885	(256)	(8.2)%
New Student Enrollment							
Category	1997	1998	1999	2000	2001	4-YEAR #CHNG	4-YEAR %CHNG
Learning Support	44	39	69	59	61*	17	38.6%
Joint Enrollment	5	2	3	1	1	(4)	(80.0)%
Freshman	42	45	39	25	59	17	40.5%
Transfer	107	92	106	77	93	(14)	(13.1)%
Transient	88	93	124	87	102	14	15.9%
Other	2	0	1	0	1	(1)	0.0%
Total Undergraduate	288	271	342	249	256	(32)	(11.1)%
Graduate	118	92	75	79	128	10	8.5%
TOTAL NEW	406	363	417	328	384	(22)	(5.4)%

*Reported as a sub-group of other new student categories.
Source: University Registrar, Enrollment Report, Summer 2001

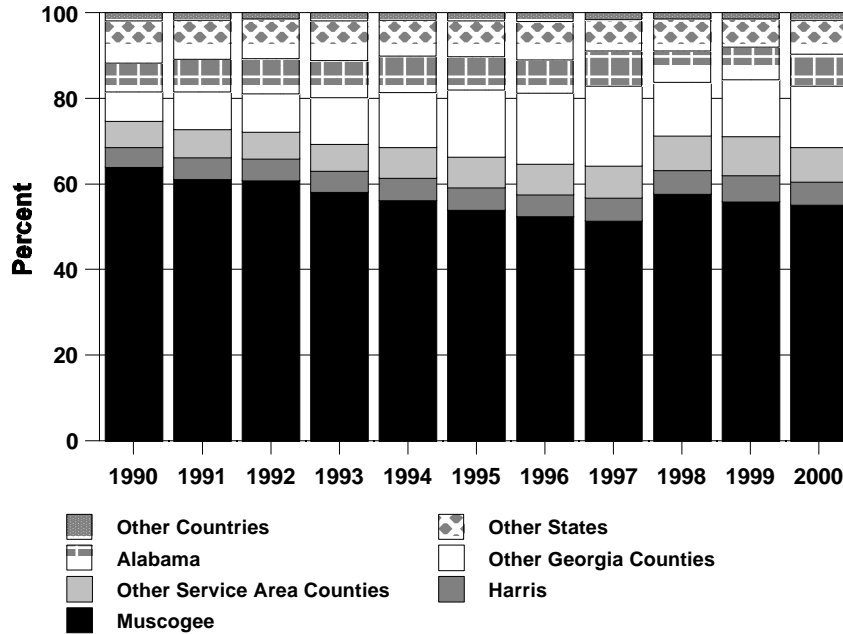
Undergraduate Enrollment by Place of Residence 1991-2001



Undergraduate Enrollment by Place of Residence 2000-2001

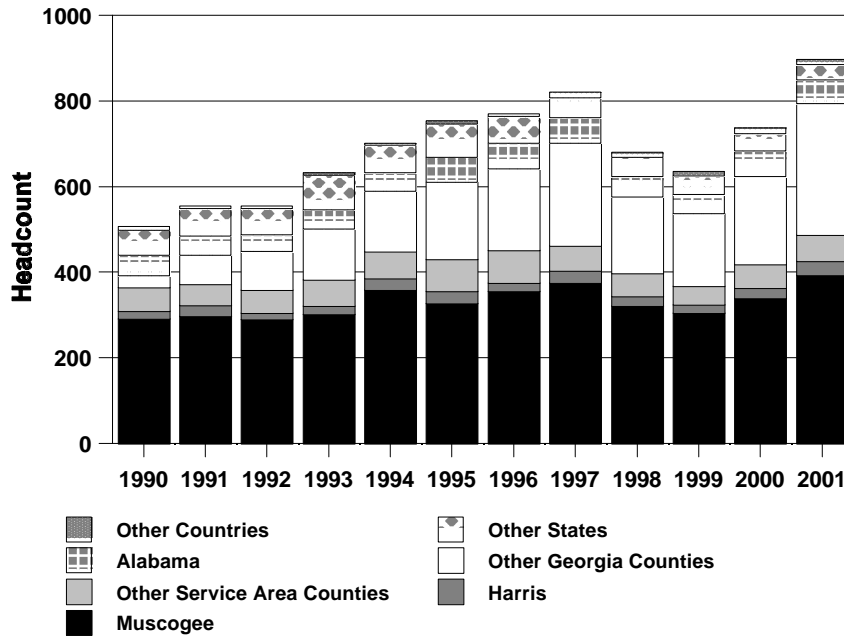
	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
Muscogee County	2,453	2,713	2,682	2,717	2,542	2,496	2,352	2,559	2,380	2,458	2,495
Harris County	208	222	226	257	245	250	252	249	260	241	244
Other Service Area Counties	259	279	290	341	338	338	341	360	395	359	429
Other Georgia Counties	350	398	498	617	731	787	853	553	568	631	734
Alabama	311	367	400	416	369	373	378	326	323	332	312
Other States	366	409	427	399	396	422	333	334	277	356	344
Other Countries	67	66	86	85	89	100	75	61	75	77	66
Total	4,014	4,454	4,609	4,832	4,710	4,766	4,584	4,442	4,278	4,454	4,624

Undergraduate Enrollment by Place of Residence 1991-2001



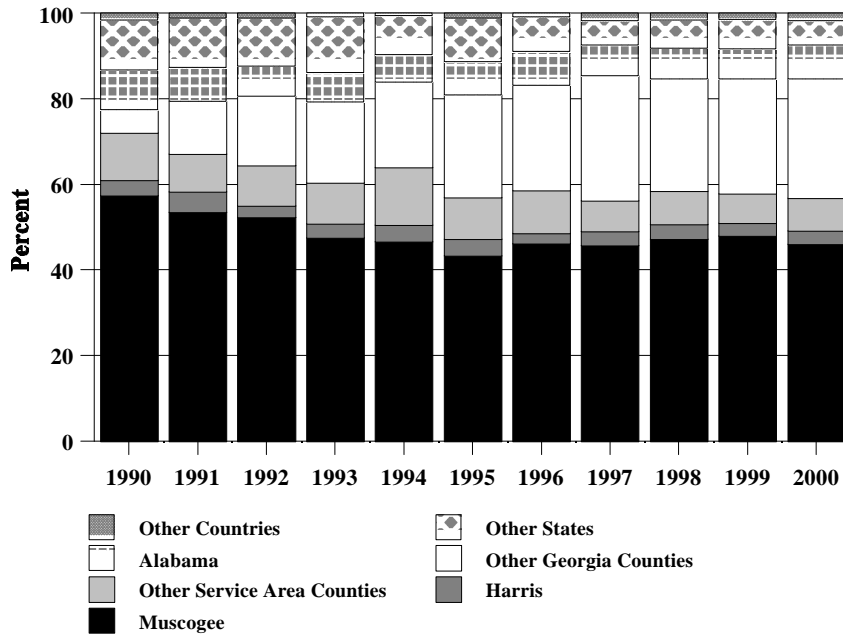
Undergraduate Enrollment by Place of Residence 1991-2001											
	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
Muscogee County	61.1%	60.9%	58.2%	56.2%	54.0%	52.4%	51.3%	57.6%	55.6%	55.2%	54.0%
Harris County	5.2%	5.0%	4.9%	5.3%	5.2%	5.2%	5.5%	5.6%	6.1%	5.4%	5.3%
Other Service Area Counties	6.5%	6.3%	6.3%	7.1%	7.2%	7.1%	7.4%	8.1%	9.2%	8.1%	9.3%
Other Georgia Counties	8.7%	8.9%	10.8%	12.7%	15.5%	16.5%	18.6%	12.4%	13.3%	14.2%	15.9%
Alabama	7.7%	8.2%	8.7%	8.6%	7.8%	7.8%	8.2%	7.3%	7.6%	7.5%	6.7%
Other States	9.1%	9.2%	9.3%	8.3%	8.4%	8.9%	7.3%	7.5%	6.5%	8.0%	7.4%
Other Countries	1.7%	1.5%	1.9%	1.8%	1.9%	2.1%	1.6%	1.4%	1.8%	1.7%	1.4%
Total	4,014	4,454	4,609	4,832	4,710	4,766	4,584	4,442	4,278	4,454	4,624

Graduate Enrollment by Place of Residence 1991-2001



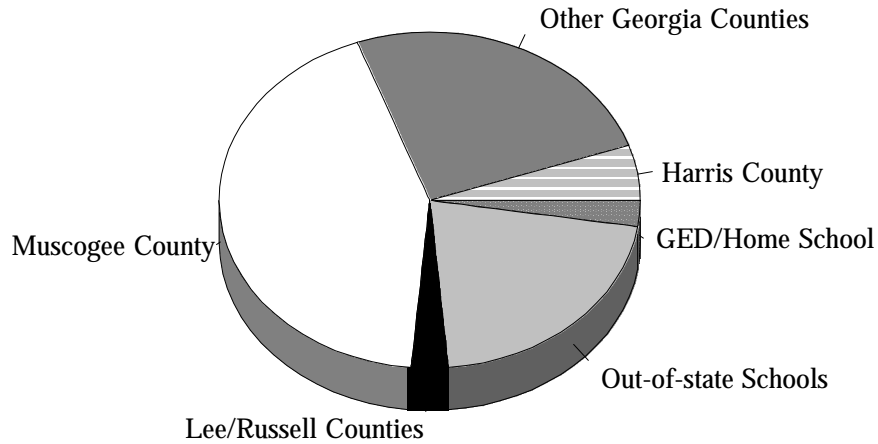
Graduate Enrollment by Place of Residence 1991-2001											
	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
Muscogee County	297	290	301	358	327	356	375	321	304	339	393
Harris County	26	15	20	27	29	19	28	23	19	24	33
Other Service Area Counties	49	53	61	64	74	77	59	53	43	56	61
Other Georgia Counties	68	90	119	140	180	189	239	178	169	205	307
Alabama	44	39	44	44	59	61	60	49	45	59	56
Other States	64	62	82	64	77	62	46	44	43	41	36
Other Countries	6	6	5	5	8	6	14	12	10	13	12
Total	554	555	632	702	754	770	821	680	633	737	898

Graduate Enrollment by Place of Residence 1991 - 2001



Graduate Enrollment by Place of Residence 1991 - 2001											
	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
Muscogee County	53.6%	52.2%	47.6%	46.6%	43.4%	46.2%	45.7%	47.2%	48.0%	46.0%	43.8%
Harris County	4.7%	2.7%	3.2%	3.8%	3.8%	2.5%	3.4%	3.4%	3.0%	3.3%	3.7%
Other Service Area Counties	8.8%	9.5%	9.7%	13.5%	9.8%	10.0%	7.2%	7.8%	6.8%	7.6%	6.8%
Other Georgia Counties	12.3%	16.2%	18.8%	19.9%	23.9%	24.5%	29.1%	26.2%	26.7%	27.8%	34.2%
Alabama	7.9%	7.0%	7.0%	6.3%	7.8%	8.0%	7.3%	7.2%	7.1%	8.0%	6.2%
Other States	11.6%	11.2%	13.0%	9.1%	10.2%	8.1%	5.6%	6.5%	6.8%	5.6%	4.0%
Other Countries	1.1%	1.1%	0.8%	0.7%	1.1%	0.8%	1.7%	1.8%	1.6%	1.8%	1.3%
Total	554	555	632	702	754	770	821	680	633	633	898

New Students by High School Attended



New Students by High School Attended			
HIGH SCHOOL	ENTERING FRESHMEN AND HS JOINT ENROLLMENT	OTHER STUDENTS	TOTAL
Muscogee County Schools			
Brookstone	5	2	7
Carver	23	5	28
Columbus	83	10	93
Hardaway	118	5	123
Jordan	27	6	33
Kendrick	34	7	41
Pacelli	16	1	17
Shaw	72	3	75
Spencer	18	1	19
Other High Schools	28	3	31
Harris County	40	3	43
Other Georgia High Schools	302	119	421
Lee/Russell Counties	16	14	30
Out-of-state Schools	92	167	259
GED/Home School	4	1	5

SAT Scores For Entering Freshmen				
Range	Fall 2001 Verbal	Fall 2001 Math	Fall 2000 Verbal	Fall 2000 Math
700-800	5	3	9	9
600-699	79	63	86	70
500-599	295	258	274	222
400-499	355	382	375	413
300-399	71	99	80	109
200-299	3	3	1	2
Total	808	808	825	825
<i>Average Scores</i>	<i>494</i>	<i>479</i>	<i>493</i>	<i>477</i>

Freshman and Transfer Applicants							
	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	4-YEAR # CHNG	4-YEAR % CHNG
Freshman Applicants							
Applied	1,378	1,747	1,708	1,899	1,915	537	39.0%
Accepted	950	1,200	1,184	1,281	1,230	280	29.5%
Enrolled	666	774	700	890	828	162	24.3%
Transfer Applicants							
Applied	709	622	583	702	792	83	11.7%
Accepted	492	412	386	442	488	(4)	(0.8)%
Enrolled	354	302	266	306	318	(36)	(10.2)%

Source: Admissions Office

Retention Rates First-Time Entering Students

Fall 2000 - Fall 2001				
		Enrolled Fall 2000	Still Enrolled Fall 2001	Retention Rate
Learning Support	Asian	5	2	40.0%
	Black	66	40	60.6%
	Hispanic	8	5	62.5%
	American Indian	2	1	50.0%
	Multi-Racial	5	2	40.0%
	White	100	64	64.0%
	Subtotal	186	114	61.3%
CSU Freshmen	Asian	23	16	69.6%
	Black	148	100	67.6%
	Hispanic	20	13	65.0%
	American Indian	3	3	100.0%
	Multi-Racial	14	12	85.6%
	White	402	278	69.2%
	Subtotal	610	422	69.2%
Combined	Asian	28	18	64.3%
	Black	214	140	65.4%
	Hispanic	28	18	64.3%
	American Indian	5	4	80.0%
	Multi-Racial	19	14	73.9%
	White	502	342	68.1%
	Total	796	536	67.3%

Students in certificate programs are not included in Freshmen Cohort.
Source: University Registrar, Student Retention Report, Fall 2001

Retention Rates First-Time Entering Students

Fall 1999 - Fall 2000				
		Enrolled Fall 1999	Still Enrolled Fall 2000	Retention Rate
Learning Support	Asian	0	0	
	Black	41	21	41.2%
	Hispanic	7	3	42.9%
	American Indian	1	1	100.0%
	Multi-Racial	6	2	22.2%
	White	131	70	53.4%
	Subtotal	186	97	52.5%
CSU Freshmen	Asian	8	5	55.5%
	Black	88	63	71.6%
	Hispanic	21	10	47.9%
	American Indian	2	1	50.0%
	Multi-Racial	13	7	53.8%
	White	365	243	48.9%
	Subtotal	497	329	66.2%
Combined	Asian	8	5	62.5%
	Black	129	84	65.1%
	Hispanic	28	13	46.4%
	American Indian	3	2	66.7%
	Multi-Racial	19	9	47.4%
	White	496	313	63.1%
	Total	683	426	62.4%

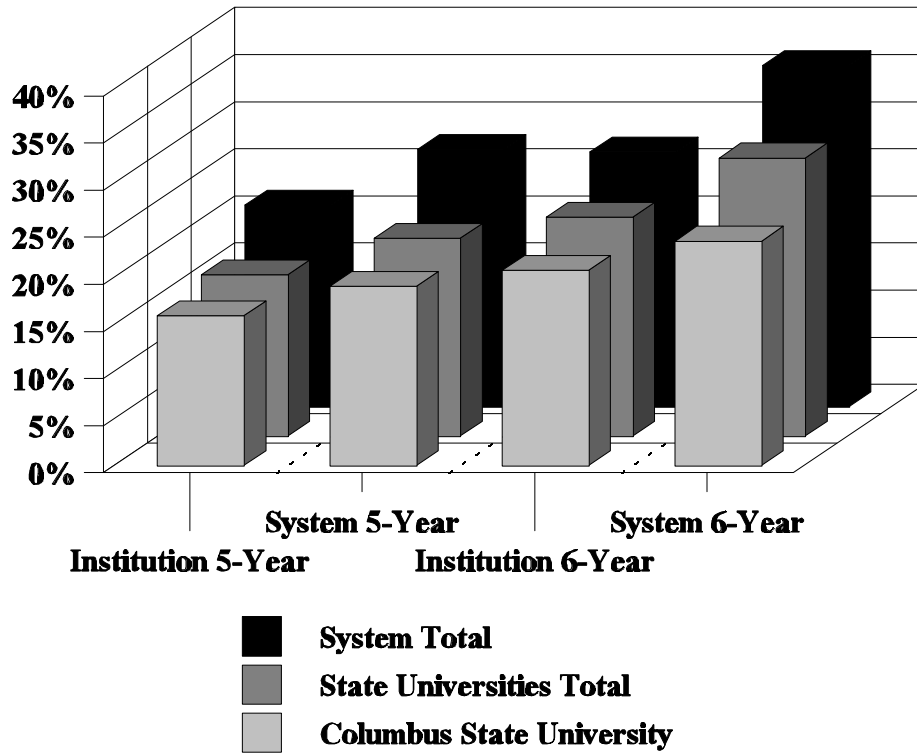
Source: Division of Enrollment Services, Student Retention Report, Fall 2000

Retention Rates First-Time Entering Students

Retention Rates							
		FALL 1988- FALL 1989	FALL 1989- FALL 1990	FALL 1990- FALL 1991	FALL 1991- FALL 1992	FALL 1992- FALL 1993	AVERAGE RETENTION RATE
DEVELOPMENTAL STUDIES	Black	49.1%	38.8%	56.9%	53.4%	42.0%	48.0%
	All Others	46.2%	53.4%	67.0%	57.5%	52.4%	55.3%
	Subtotal	47.2%	49.1%	63.3%	56.1%	48.1%	52.8%
FRESHMEN	Black	54.3%	68.6%	72.1%	59.3%	60.3%	62.9%
	All Others	67.5%	73.6%	74.5%	67.2%	71.8%	70.9%
	Subtotal	66.1%	73.0%	74.1%	65.6%	69.9%	69.7%
TOTAL	Black	51.1%	51.2%	63.4%	56.4%	49.3%	54.3%
	All Others	61.9%	67.6%	72.2%	64.1%	66.1%	66.4%
	Total	59.8%	64.7%	70.2%	62.2%	61.8%	63.7%

Retention Rates							
		FALL 1991- FALL 1992	FALL 1992- FALL 1993	FALL 1993- FALL 1994	FALL 1994- FALL 1995	FALL 1995- FALL 1996	AVERAGE RETENTION RATE
DEVELOPMENTAL STUDIES	Black	53.4%	42.0%	41.8%	45.6%	40.0%	44.6%
	All Others	57.5%	52.4%	45.1%	56.5%	51.7%	52.6%
	Subtotal	56.1%	48.1%	43.6%	52.2%	46.9%	49.4%
FRESHMEN	Black	59.3%	60.3%	60.3%	52.9%	62.9%	59.1%
	All Others	67.2%	71.8%	68.9%	68.4%	68.7%	69.0%
	Subtotal	65.6%	69.9%	65.8%	65.7%	66.6%	66.7%
TOTAL	Black	56.4%	49.3%	47.1%	48.7%	50.0%	50.3%
	All Others	64.1%	66.1%	62.6%	64.8%	63.2%	64.2%
	Total	62.2%	61.8%	58.0%	60.7%	59.9%	60.5%

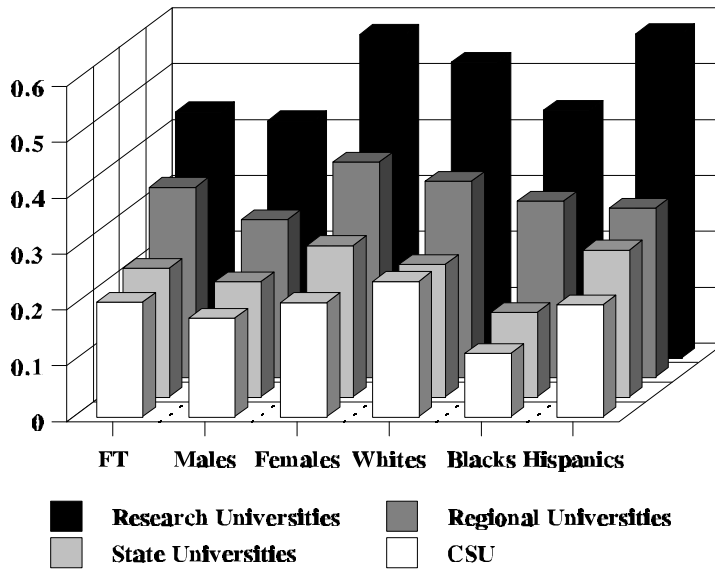
Baccalaureate Graduation Rates Class of 1992



Baccalaureate Graduation Rates					
Class of 1992					
	1992 FT/FT	Institution Five-Year Rate	System Five-Year Rate	Institution Six-Year Rate	System Six-Year Rate
<i>Columbus State University</i>	583	15.9%	19.0%	20.7%	23.8%
Regular Freshman	368	22.8%	27.4%	29.0%	33.6%
Developmental Studies	215	4.2%	4.7%	6.5%	7.05
<i>State Universities Total</i>	7,623	17.1%	21.0%	23.2%	29.5%
Regular Freshman	4,167	24.5%	30.3%	31.2%	40.3%
Developmental Studies	3,456	8.2%	9.7%	13.4%	16.4%
<i>System Total</i>	23,840	21.4%	27.3%	27.0%	36.2%
Regular Freshman	14,806	30.5%	38.5%	37.0%	49.05
Developmental Studies	9,034	6.6%	8.9%	10.6%	15.2%

Source: University System of Georgia

Baccalaureate Graduation Rates Class of 1993



Institution	Full-Time	Male	Female	White	Black	Hispanic
Georgia State University	27.1%	22.0%	31.0%	25.4%	24.3%	44.4%
Georgia Tech	68.6%	65.6%	77.9%	68.9%	54.2%	66.7%
University of Georgia	63.4%	61.7%	64.8%	64.5%	54.3%	62.9%
<i>Research University Average</i>	<i>53.0%</i>	<i>49.8%</i>	<i>57.9%</i>	<i>52.9%</i>	<i>44.3%</i>	<i>58.0%</i>
Georgia Southern University	37.9%	32.2%	42.8%	38.6%	36.8%	35.5%
Valdosta State University	30.1%	24.1%	34.1%	31.6%	26.1%	25.0%
<i>Regional University Average</i>	<i>34.0%</i>	<i>28.2%</i>	<i>38.5%</i>	<i>35.1%</i>	<i>31.5%</i>	<i>30.3%</i>
Albany State University	25.1%	12.7%	34.3%	28.6%	25.2%	
Armstrong Atlantic State	14.7%	8.1%	18.9%	16.0%	5.6%	28.6%
Augusta State University	20.0%	16.9%	22.7%	21.3%	15.5%	18.2%
Clayton College and State	17.0%	14.3%	20.0%	18.6%	0.0%	50.0%
<i>Columbus State University</i>	<i>20.5%</i>	<i>20.6%</i>	<i>20.4%</i>	<i>24.2%</i>	<i>11.3%</i>	<i>20.0%</i>
Fort Valley State University	18.0%	9.6%	24.9%	20.0%	18.1%	
Georgia Southwestern State	20.4%	0.154	23.5%	20.3%	18.5%	100.0%
Georgia College and State	29.0%	20.1%	34.0%	31.6%	22.4%	16.7%
Kennesaw State University	23.4%	18.1%	27.3%	23.8%	8.0%	22.2%
North Georgia College and	47.1%	42.4%	49.7%	47.5%	11.1%	33.3%
Savannah State University	18.9%	11.6%	25.6%	10.0%	19.1%	
Southern Polytechnic State	17.5%	17.1%	19.6%	17.8%	15.6%	14.3%
State University of West	27.6%	22.4%	31.4%	27.9%	26.0%	38.5%
<i>State University Average</i>	<i>23.0%</i>	<i>17.6%</i>	<i>27.1%</i>	<i>23.7%</i>	<i>15.1%</i>	<i>26.3%</i>

Baccalaureate Graduation Rates
Institute Specific
Class of 1994

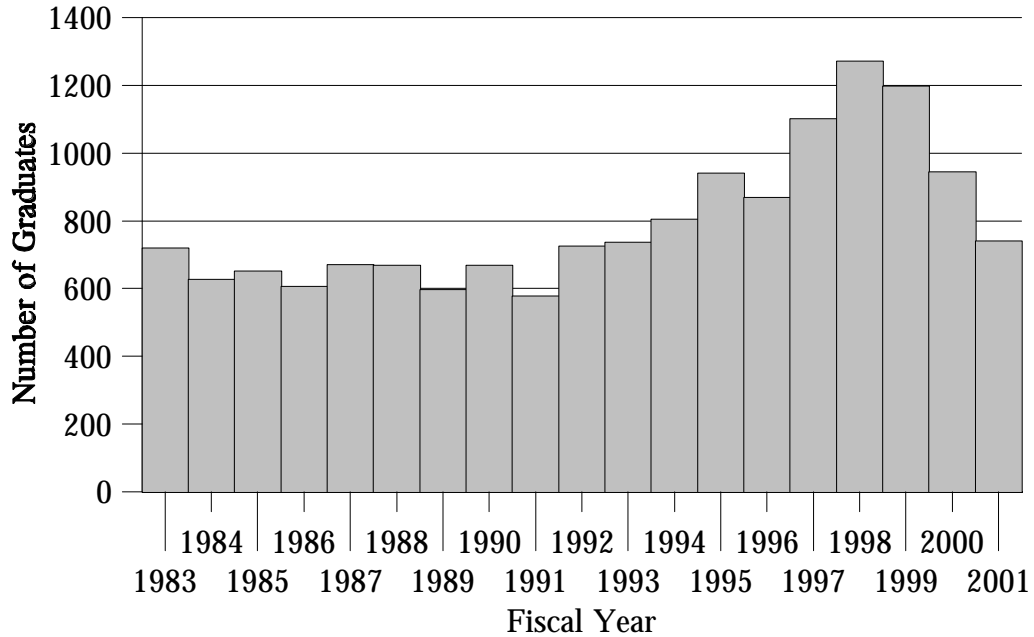
Institution	Five Year Graduation Rates			Six Year Graduation Rates		
	First Time	First Time Full Time	First Time Part Time	First Time	First Time Full Time	First Time Part Time
Georgia State University	18.1%	24.5%	6.4%	25.6%	28.8%	9.8%
Georgia Tech	59.1%	59.3%	46.7%	68.9%	69.1%	46.7%
University of Georgia	60.6%	60.9%	38.8%	65.8%	66.2%	44.8%
<i>Research University Average</i>	<i>52.6%</i>	<i>54.2%</i>	<i>16.6%</i>	<i>59.6%</i>	<i>61.3%</i>	<i>20.2%</i>
Georgia Southern University	27.7%	27.9%	6.9%	34.2%	34.4%	17.2%
Valdosta State University	25.3%	25.7%	10.3%	30.4%	30.8%	18.0%
<i>Regional University Average</i>	<i>26.9%</i>	<i>27.2%</i>	<i>8.8%</i>	<i>33.0%</i>	<i>33.2%</i>	<i>17.7%</i>
Albany State University	17.1%	17.2%	0.0%	25.9%	26.0%	0.0%
Armstrong Atlantic State	10.3%	11.3%	5.7%	14.2%	15.7%	6.6%
Augusta State University	13.2%	14.6%	4.4%	19.3%	21.6%	4.4%
Clayton College and State	5.4%	7.6%	0.0%	9.0%	11.4%	3.1%
<i>Columbus State University</i>	<i>17.1%</i>	<i>19.3%</i>	<i>4.1%</i>	<i>20.1%</i>	<i>22.5%</i>	<i>6.1%</i>
Fort Valley State University	21.1%	21.0%	25.0%	23.0%	22.9%	25.0%
Georgia Southwestern State	27.0%	27.7%	8.3%	31.3%	31.9%	12.5%
Georgia College and State	18.4%	19.3%	8.3%	24.0%	25.4%	8.3%
Kennesaw State University	15.1%	18.7%	3.4%	22.0%	26.3%	7.8%
North Georgia College and	44.2%	44.8%	0.0%	49.0%	49.7%	0.0%
Savannah State University	12.7%	12.9%	8.0%	16.8%	17.1%	8.0%
Southern Polytechnic State	8.2%	9.1%	2.2%	15.2%	17.2%	2.2%
State University of West	21.1%	22.0%	6.5%	25.1%	26.0%	9.1%
<i>State University Average</i>	<i>18.2%</i>	<i>19.8%</i>	<i>4.5%</i>	<i>23.2%</i>	<i>24.9%</i>	<i>6.8%</i>
System Total	33.2%	34.8%	8.0%	39.2%	40.9%	11.0%

Source: University System of Georgia

ACADEMIC INFORMATION

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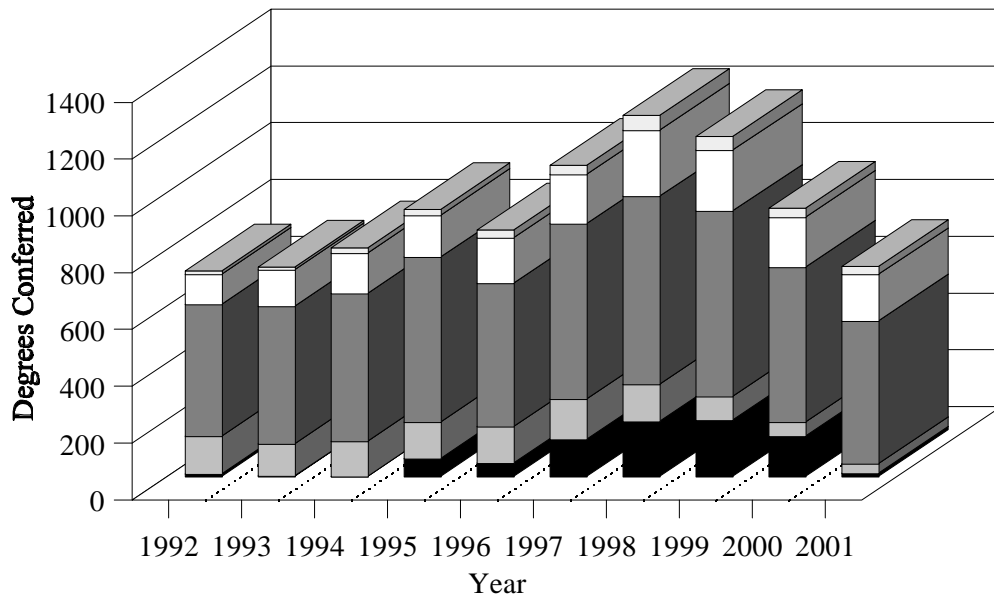
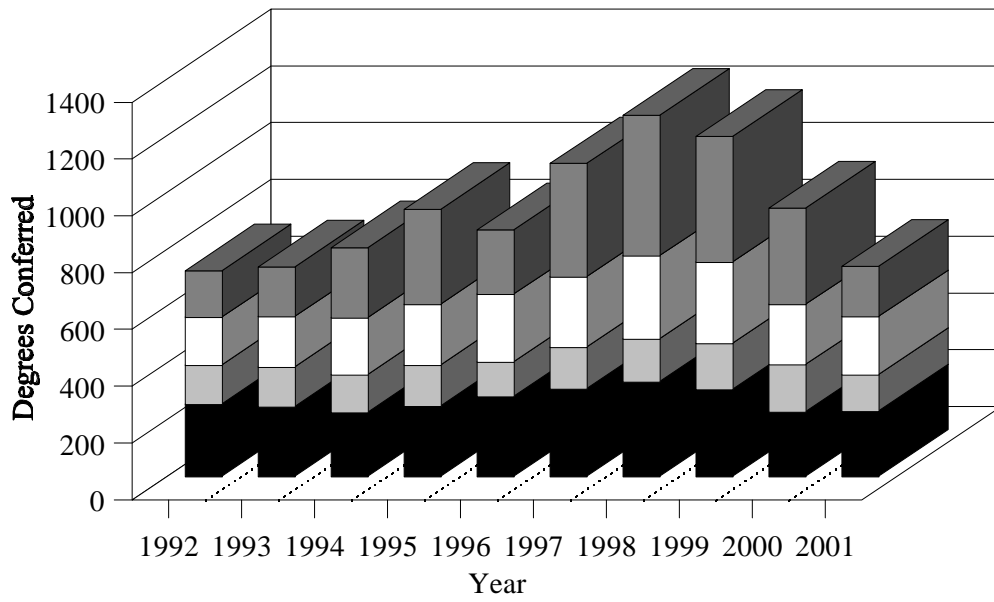
Degrees Awarded: FY84 - FY01



Degrees Awarded By Fiscal Year: 1984–2001					
Fiscal Year	Degrees Awarded	Fiscal Year	Degrees Awarded	Fiscal Year	Degrees Awarded
1984	627	1990	669	1996	869
1985	652	1991	579	1997	1102
1986	607	1992	725	1998	1272
1987	671	1993	737	1999	1198
1988	668	1994	805	2000	945
1989	597	1995	940	2001	741

Source: Division of Enrollment Services

Degrees Conferred: FY92 - FY01



DEGREES CONFERRED BY COLLEGE 1997-2001

SCHOOLS/DEGREES	1997	1998	1999	2000	2001	4-YEAR # CHNG	4-YEAR % CHNG
<i>Arts & Letters</i>							
Certificate	27	11	1	3	0	(27)	(2700.0)%
Associate	52	55	39	16	23	(29)	(55.8)%
Baccalaureate	167	194	207	152	147	(20)	(12.0)%
Masters	64	75	60	58	60	(4)	(6.3)%
Total	310	335	307	226	230	(80)	(25.8)%
<i>Business</i>							
Baccalaureate	128	119	144	138	116	(12)	(9.4)%
Masters	19	32	18	27	13	(6)	(31.6)%
Total	147	151	162	165	129	(18)	(12.2)%
<i>Education</i>							
Baccalaureate	125	125	116	103	101	(24)	(19.2)%
Masters	90	114	122	78	74	(16)	(17.8)%
Specialist	32	52	49	31	29	(3)	(9.4)%
Total	247	291	287	212	204	(43)	(17.4)%
<i>Science</i>							
Certificate	104	183	198	140	13	(91)	(87.5)%
Associate	91	77	45	33	10	(81)	(89.0)%
Baccalaureate	202	223	185	152	138	(64)	(31.7)%
Masters	1	12	14	14	17	16	1600.0%
Total	398	495	442	199	178	(220)	(55.3)%
<i>TOTAL UNIVERSITY</i>							
Certificate	131	194	199	143	13	(118)	(90.1)%
Associate	146	132	84	49	33	(113)	(77.4)%
Baccalaureate	617	661	652	545	502	(115)	(18.6)%
Masters	174	233	214	177	164	(10)	(5.7)%
Specialist	32	52	49	31	29	(3)	(9.4)%
TOTAL	1102	1272	1198	945	741	(361)	(32.8)%
Annual % Change	26.8%	15.4%	(5.8)%	(21.1)%	(21.6)%		

Degrees Awarded: College of Arts and Letters							
DEGREE PROGRAM	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	4-YEAR # CHNG	4-YEAR % CHNG
<i>Art</i>							
BFA	4	9	7	8	7	3	75.0%
BSEd	0	1	2	0	1	1	100.0%
MEd	4	3	2	2	2	(2)	(50.0)%
<i>Criminal Justice</i>							
One-Year Certificate	21	11	1	0	0	(21)	(2100.0)
Associate	41	47	31	13	16	(25)	%
BS	71	86	101	55	61	(10)	(61.0)% (14.3)%
<i>Communication</i>							
BA Communication	9	11	19	22	14	5	55.6%
<i>Theatre Arts</i>							
BA/BFA Theatre Arts	2	1	1	3	5	3	150.0%
BSEd Theatre		2	2	2	1		
<i>English Language & Literature</i>							
BA	9	8	8	11	6	(3)	(33.3)%
<i>History</i>							
BA	6	10	5	9	11	5	83.3%
<i>Music</i>							
BA	3	1	6	0	1	(2)	(66.7)%
BM Music Performance	5	2	7	4	4	(1)	(20.0)%
BM Music Education	7	15	6	6	12	5	71.4%
MM Music Education	2	8	1	3	2	0	0.0%
<i>Political Science</i>							
BA	1	0	2	3	2	1	100.0%
BS	12	11	13	6	8	(4)	(33.3)%
<i>General Studies</i>							
Associate of Science	11	8	8	3	7	(4)	(36.4)%
BS	32	37	28	23	14	(18)	(56.3)%
<i>Public Administration</i>							
MPA	64	63	57	53	56	(8)	(12.5)%
<i>Total College</i>							
One-Year Certificate	27	11	1	3	0	(27)	(2700.0)
Associate	52	55	39	16	23	(29)	%
Bachelors	167	194	207	152	147	(20)	(55.8)%
Masters	64	75	60	58	60	(4)	(12.0)%
<i>Combined Total</i>	310	335	307	229	230	(80)	(6.3)% (25.8)%
Annual % Change	9.2%	8.1%	(8.4)%	(25.4) %	(0.4)%		
College Percent of Total University Degrees Awarded	28.1%	26.3%	25.6%	28.2%	31.0%		

Degrees Awarded: College of Business							
DEGREE PROGRAM	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	4-YEAR # CHNG	4-YEAR % CHNG
<i>Accounting</i> BBA	26	23	20	25	20	(6)	(23.1)%
<i>Computer and Information Systems</i> BBA	16	20	23	38	27	11	68.8%
<i>Business Administration</i> BBA	38	37	50	28	20	(18)	(47.4)%
MBA	19	32	18	27	13	(6)	(31.6)%
<i>Finance</i> BBA	18	13	18	16	7	(11)	(61.1)%
<i>Management</i> BBA	13	12	14	15	14	1	7.7%
<i>Marketing</i> BBA	17	14	19	16	28	11	64.7%
<i>Total College</i> Bachelors	128	119	144	138	116	(12)	(9.4)%
Masters	19	32	18	27	13	(6)	(31.6)%
Combined Total	147	151	162	165	129	(18)	(12.2)%
Annual % Change	21.5%	2.7%	7.3%	1.9%	(21.8)%		
College % of Total University Degrees Awarded	13.3%	11.9%	13.5%	20.6%	17.4%		

Degrees Awarded: College of Education							
DEGREE PROGRAM	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	4-YEAR # CHNG	4-YEAR % CHNG
<i>Early Childhood Education</i>							
BSEd	52	43	51	40	33	(19)	(36.5)%
MEd	12	8	12	6	1	(11)	(91.7)%
EdS	10	0	1	0	7	(3)	(30.0)%
<i>Behavioral Disorders</i>							
MEd	4	2	3	9	6	2	50.0%
<i>Mental Retardation</i>							
BSEd	14	21	12	10	9	(5)	(35.7)%
MEd	4	5	3	0	2	(2)	(50.0)%
<i>Learning Disabilities</i>							
MEd	5	13	7	7	3	(2)	(40.0)%
<i>Educational Leadership</i>							
MEd	7	14	20	10	9	2	28.6%
EdS	8	29	41	24	25	17	212.5%
<i>Health, Physical Education</i>							
BSEd	2	4	6	5	5	3	150.0%
BS Exercise Science	8	9	13	11	11	3	37.5%
MEd		1	4	3	2		
<i>Middle Grades Education</i>							
BSEd	19	14	8	18	18	(1)	(5.3)%
MEd	18	14	21	9	9	(9)	(50.0)%
EdS	10	6	0	3	1	(9)	(90.0)%
<i>Recreation</i>							
BS	19	18	9	6	11	(8)	(42.1)%
<i>Secondary Education</i>							
BSEd	11	16	17	13	14	3	27.3%
MEd	17	19	13	12	11	(6)	(35.3)%
EdS	13	13	0	3	1	(12)	(92.3)%
<i>School Counseling</i>							
MEd	5	14	10	4	8	3	(60.0)%
EdS		4	0	0	1		
<i>Community Counseling</i>							
MS	16	20	20	18	17	1	(6.3)%
<i>Total College</i>							
Bachelors	125	125	116	103	101	(24)	(19.2)%
Masters	90	114	122	78	74	(16)	(17.8)%
Specialist	32	52	49	31	29	(3)	(9.4)%
<i>Combined Total</i>	247	291	287	212	204	(43)	(17.4)%
Annual % Change	3.8%	17.8%	(1.4)%	(26.1)%	(3.8)%		
College % of Total	22.4%	22.9%	24.0%	26.4%	27.5%		

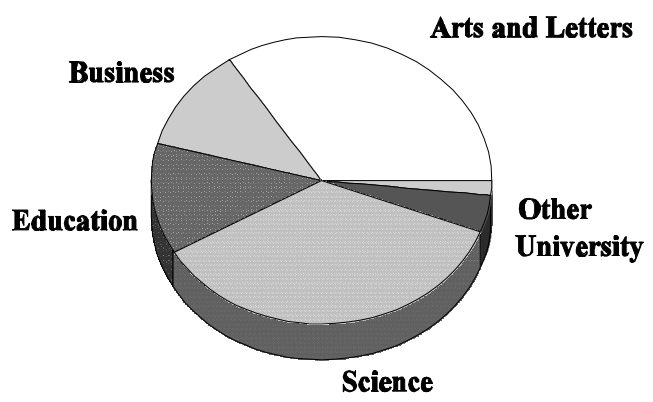
Degrees Awarded: College of Science							
DEGREE PROGRAM	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	4-YEAR # CHNG	4-YEAR % CHNG
<i>Biology</i>							
BA	2	3	4	3	6	4	200.0%
BS	10	14	6	6	10	0	(1000.0)%
<i>Chemistry</i>							
BA		6	2	1	2		
BS	5	3	5	8	2	(3)	(60.0)%
<i>Geology</i>							
BS	2	3	1	3	0	(2)	(200.0)%
<i>Environmental Science</i>							
MS		2	0	1	1		
<i>Health Science</i>							
AS Respiratory Therapy	13	6	9	5	3	(10)	(76.9)%
BS	37	38	41	22	18	(19)	(51.4)%
MPA		7	8	6	5		
<i>Computer and Information Science</i>							
Certificate	104	183	198	140	13	(91)	(87.5)%
AAS Computer Science	19	30	15	8	0	(19)	(1900.0)%
BS Computer Science	76	103	74	64	53	(23)	(30.3)%
MS App. Computer Science		3	6	7	11		
<i>Mathematical Sciences</i>							
BA Mathematics			2				
BS Mathematics	3	3	2	3	5	2	66.7%
<i>Nursing</i>							
AS	42	24	20	17	7	(35)	(83.3)%
BSN	40	30	20	22	28	(12)	(30.0)%
<i>Psychology</i>							
BA	1	1	0	1	0	(1)	(100.0)%
BS	19	11	20	10	6	(13)	(68.4)%
<i>Sociology</i>							
BS	2	5	8	9	3	1	50.0%
<i>Total College</i>							
Certificate	104	183	198	140	13	(91)	(87.5)%
Associate	91	77	45	33	10	(81)	(89.0)%
Bachelors	202	223	185	152	138*	(164)	(31.7)%
Masters	1	5	14	14	17	16	1600.0%
<i>Combined Total</i>	398	495	442	339	178	(220)	(55.3)%
Annual % Change	75.3%	24.4%	(10.7%)	(23.3)%	(47.5)%		
College % of Total	36.1%	38.9%	36.9%	35.9%	24.0%		

*Includes five graduates of the BS Respiratory Therapy program.

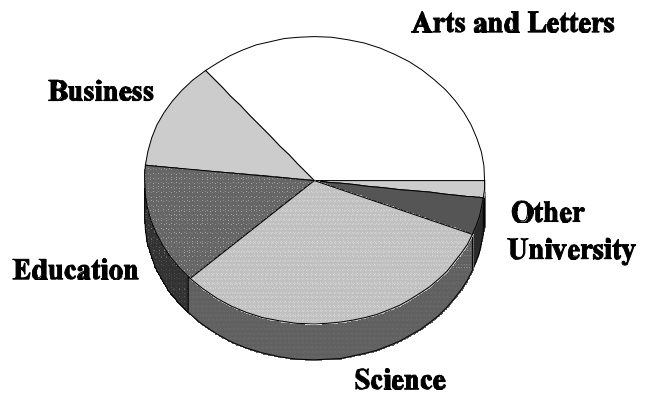
Semester Hours by College and Level

College Semester Hours

Fall 2000

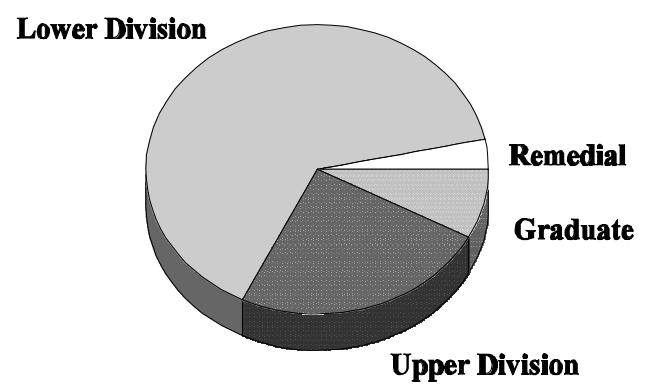


Fall 2001

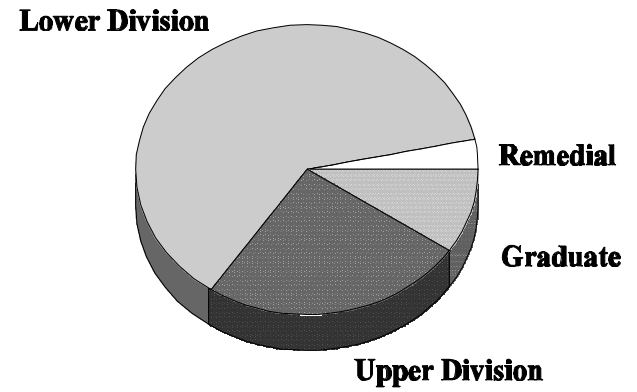


Level of Semester Hours

Fall 2000



Fall 2001



Semester Credit Hours by College and Level

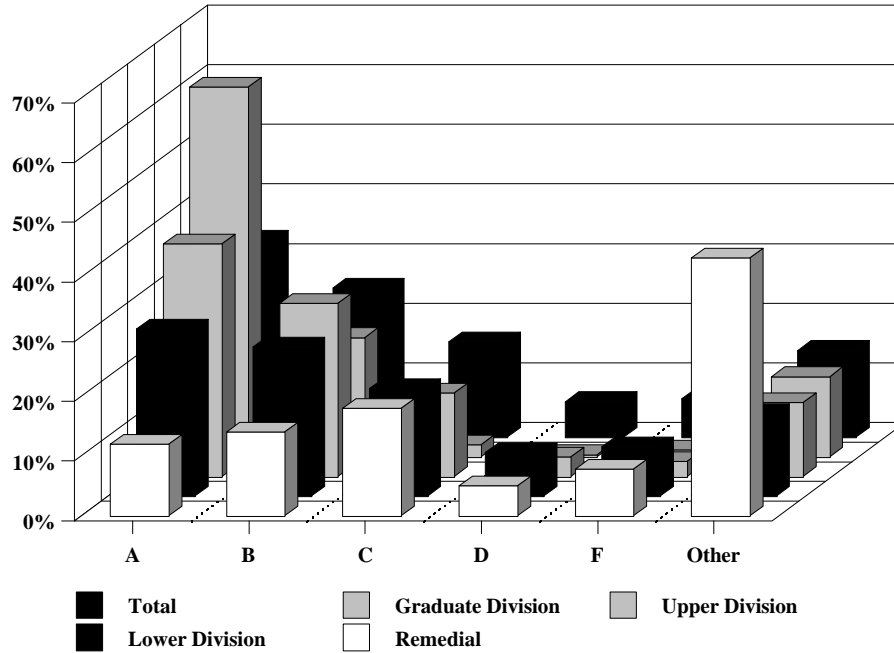
Semester Credit Hours by College and Level								
COLLEGE	Fall 1998	Percent of Total	Fall 1999	Percent of Total	Fall 2000	Percent of Total	Fall 2001	Percent of Total
<i>Arts & Letters</i>								
Remedial	274	0.5%	301	0.6%	36	0.0%	18	0.0%
Lower Division	14,652	27.1%	13,849	26.9%	13,625	24.2%	15,044	25.8%
Upper Division	3,711	6.9%	3,293	6.4%	4,268	7.6%	4,648	8.0%
Graduate	942	1.7%	1,134	2.2%	1,444	2.6%	1,487	2.5%
<i>Total</i>	<i>19,579</i>	<i>36.3%</i>	<i>18,577</i>	<i>36.1%</i>	<i>19,373</i>	<i>34.4%</i>	<i>21,197</i>	<i>36.3%</i>
<i>Business</i>								
Lower Division	2,094	3.9%	2,700	5.2%	2,742	4.8%	3,084	5.3%
Upper Division	3,126	5.8%	3,093	6.0%	3,512	6.2%	3,738	6.6%
Graduate	327	0.6%	264	0.5%	255	0.5%	192	0.3%
<i>Total</i>	<i>5,547</i>	<i>10.3%</i>	<i>6,057</i>	<i>11.8%</i>	<i>6,509</i>	<i>11.6%</i>	<i>7,014</i>	<i>12.2%</i>
<i>Education</i>								
Lower Division	2,438	4.5%	2,705	5.3%	2,720	4.8%	2,815	4.8%
Upper Division	3,273	6.1%	3,118	6.1%	2,239	4.0%	2,183	3.7%
Graduate	1,780	3.3%	1,624	3.2%	1,974	3.5%	2,874	4.9%
<i>Total</i>	<i>7,491</i>	<i>13.9%</i>	<i>7,447</i>	<i>14.5%</i>	<i>6,933</i>	<i>12.3%</i>	<i>7,872</i>	<i>13.5%</i>
<i>Science</i>								
Lower Division	12,748	23.6%	12,186	23.7%	15,907	28.2%	13,821	23.7%
Upper Division	5,441	10.1%	3,628	7.1%	3,711	6.6%	4,137	7.1%
Graduate	430	0.8%	464	0.9%	595	1.0%	808	1.4%
<i>Total</i>	<i>18,619</i>	<i>34.5%</i>	<i>16,278</i>	<i>31.6%</i>	<i>20,213</i>	<i>35.9%</i>	<i>18,766</i>	<i>32.1%</i>
<i>University</i>								
Remedial	1,962	3.6%	1,786	3.5%	1,972	3.5%	2,098	3.6%
Lower Division	355	0.7%	427	0.8%	473	0.8%	375	0.6%
Graduate					25	0.0%		0.0%
<i>Total</i>	<i>2,317</i>	<i>4.3%</i>	<i>2,223</i>	<i>4.3%</i>	<i>2,470</i>	<i>4.3%</i>	<i>2,473</i>	<i>4.2%</i>
<i>Other</i>								
Lower	314	0.6%	752	1.5%	754	1.3%	906	1.6%
Upper	108	0.2%	98	0.2%	88	0.2%	136	0.2%
Graduate							25	0.0%
<i>Total</i>	<i>422</i>	<i>0.8%</i>	<i>850</i>	<i>1.7%</i>	<i>842</i>	<i>1.5%</i>	<i>1,067</i>	<i>1.8%</i>
<i>TOTAL UNIVERSITY</i>								
Remedial	2,198	4.1%	2,087	4.1%	2,008	3.6%	2,116	3.6%
Lower Division	32,530	60.4%	32,629	63.4%	36,221	64.3%	36,045	61.7%
Upper Division	15,743	29.0%	13,230	25.7%	13,818	24.5%	14,842	25.4%
Graduate	3,486	6.4%	3,486	6.8%	4,293	7.6%	5,386	9.2%
<i>Total</i>	<i>53,957</i>	<i>51,432</i>	<i>56,340</i>	<i>58,389</i>	<i>58,389</i>	<i>58,389</i>	<i>58,389</i>	<i>58,389</i>

Source: University Registrar

Grades by Level of Instruction						
	Percent A's	Percent B's	Percent C's	Percent D's	Percent F's	Percent Other
1991						
Remedial	12.70	18.72	20.03	6.38	10.67	31.50
Lower Division	27.90	25.15	20.88	8.37	7.33	10.38
Upper Division	37.57	29.73	16.43	3.37	2.62	10.28
Graduate Division	55.35	24.55	6.98	.83	1.40	10.90
Total	33.00	25.98	18.00	6.05	5.57	11.40
1992						
Remedial	15.98	19.50	22.08	6.67	6.92	28.85
Lower Division	29.05	25.42	19.45	8.48	7.50	10.10
Upper Division	37.08	31.90	15.50	3.35	2.30	9.88
Graduate Division	55.75	25.05	4.43	.47	1.42	12.88
Total	33.78	26.65	16.83	6.10	5.40	11.25
1993						
Remedial	14.05	18.53	23.05	6.38	8.53	29.47
Lower Division	27.38	26.45	20.17	7.78	7.38	10.85
Upper Division	37.10	31.23	15.50	3.45	2.13	10.60
Graduate Division	53.65	22.60	4.43	.77	1.23	17.32
Total	33.78	26.63	16.83	5.95	5.57	12.45
1994						
Remedial	9.03	14.67	22.88	8.85	11.80	32.78
Lower Division	25.20	25.27	19.70	8.02	7.78	14.02
Upper Division	37.30	29.27	15.23	2.85	2.25	13.10
Graduate Division	51.70	19.77	4.25	.50	.70	23.08
Total	30.20	24.95	17.20	6.05	5.90	15.70
1995						
Remedial	7.00	15.43	24.95	8.60	12.65	31.38
Lower Division	25.17	25.63	19.00	7.82	7.72	14.65
Upper Division	36.22	27.42	14.02	4.10	2.38	15.85
Graduate Division	52.40	21.42	3.70	.45	.65	21.38
Total	30.40	24.83	16.20	6.03	5.80	16.75
1996						
Remedial	9.20	16.72	20.17	6.90	13.38	33.63
Lower Division	25.63	26.25	18.80	7.78	7.68	13.88
Upper Division	34.65	25.95	14.20	3.35	2.55	19.30
Graduate Division	51.10	21.30	4.90	.65	.82	21.23
Total	30.45	25.00	15.93	5.65	5.72	17.25
1997						
Remedial	9.72	15.03	19.38	7.90	13.23	34.75
Lower Division	24.35	25.83	19.67	7.82	8.05	14.18
Upper Division	34.80	28.08	14.38	3.38	2.65	16.71
Graduate Division	52.40	22.75	4.53	.60	.95	18.77
Total	30.42	25.48	16.10	5.65	5.85	16.50
1998						
Remedial	9.80	13.88	19.00	7.85	11.20	38.27
Lower Division	26.18	25.58	19.30	7.60	7.20	14.14
Upper Division	41.68	29.10	14.08	3.13	2.60	9.41
Graduate Division	53.98	25.80	5.15	.85	1.25	12.97
Total	34.00	26.08	15.70	5.33	5.20	13.69

Note. The percentages are the averages for four quarters of each academic year.

Grades by Level of Instruction 1998 - 2001



Grades by Level of Instruction						
	Percent A's	Percent B's	Percent C's	Percent D's	Percent F's	Percent Other
1998-1999						
Remedial	12.90	13.85	20.49	7.07	6.93	38.76
Lower Division	25.67	24.25	18.80	7.52	7.98	15.78
Upper Division	40.76	29.03	13.30	3.30	2.55	11.06
Graduate Division	59.58	24.77	2.61	0.23	0.53	17.87
Total	31.79	24.77	16.18	5.82	5.92	15.53
1999-2000						
Remedial	11.57	14.17	18.17	5.04	7.83	43.22
Lower Division	28.07	24.63	17.87	7.29	8.30	13.84
Upper Division	39.37	28.59	13.91	3.25	2.50	12.38
Graduate Division	62.41	20.34	2.30	0.35	1.17	13.43
Total	32.55	24.83	15.84	5.78	6.44	14.56
2000-2001						
Remedial	8.16	17.81	16.94	5.54	9.26	42.29
Lower Division	31.20	24.37	17.41	7.10	8.12	11.80
Upper Division	39.88	28.92	13.39	3.42	2.85	11.54
Graduate Division	65.31	17.48	1.56	0.24	0.59	14.82
Total	35.41	24.72	15.12	5.59	6.25	12.91

Source: Division of Enrollment Services

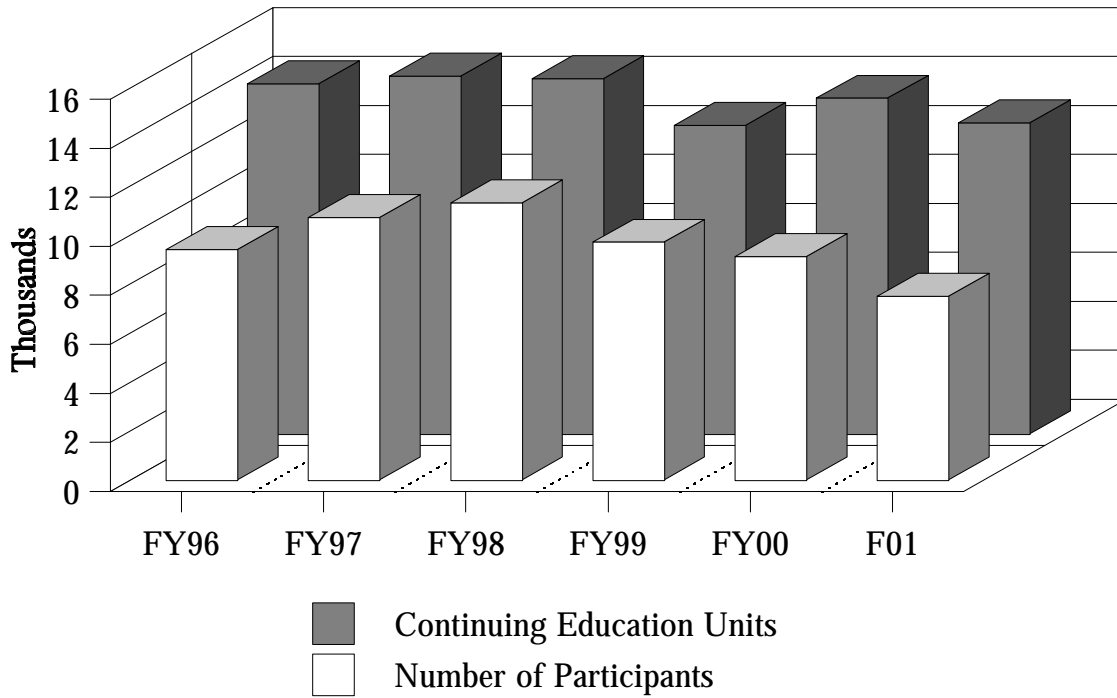
Simon Schwob Memorial Library

Library Holdings: FY97 - FY01							
	FY97	FY98	FY99	FY00	FY01	4-YEAR # CHNG	4-YEAR % CHNG
Books/Bound Periodicals	254,297	257,961	259,908	260,561	261,956	7,659	3.0%
Government Documents	235,589	236,125	254,366	255,197	137,585	(98,004)	(41.6)%
Periodicals/Newspapers	1,460	1,457	1,464	1,471	1,474	14	1.0%
Sound Recordings	6,200	6,539	6,593	6,748	6,965	765	12.3%
Film & Video Titles	1,909	1,603	1,646	1,649	1,655	(254)	(13.3)%
Microforms	842,170	863,923	879,334	901,108	917,235	75,065	8.9%
Volumes Added	3,068	2,672	1,927	1,696	3,035	(33)	(1.1)%

Library Services: FY97 - FY01							
	FY97	FY98	FY99	FY00	FY01	4-YEAR # CHNG	4-YEAR % CHNG
Bibliographic Instruction							
Courses/Workshops	174	160	137	185	175	1	0.6%
Persons Served	4,005	3,238	2,709	3,494	3,109	(896)	(22.4)%
Equipment Useage	1,874	1,383	1,037	2,835	2,998	1,124	60.0%
GALILEO Log-ins	62,577	85,823	70,455	84,561	50,705	(11,872)	(19.0)%
Reference Questions	31,864	30,482	22,039	21,089	14,930	(16,934)	(53.1)%
Interlibrary Loans	5,797	5,745	4,819	5,322	4,925	(872)	(15.0)%

Source: Simon Schwob Memorial Library

Continuing Education: FY97 - FY01



Continuing Education: FY97-FY01							
	FY97	FY98	FY99	FY00	FY01	4-YEAR # CHNG	4-YEAR % CHNG
Programs/Courses	728	820	673	660	774	46	6.3%
Participants	10,665	11,306	9,696	9,060	7,471	(3,194)	(29.9)%
Participant Hours	145,968	144,820	125,533	137,309	127,477	(18,491)	(12.7)%
Continuing Education Units (CEUs)	14,599	14,482	12,553	13,731	12,748	(1,851)	(12.7)%

Source: Division of Continuing and Regional Education Services

FACULTY/STAFF INFORMATION

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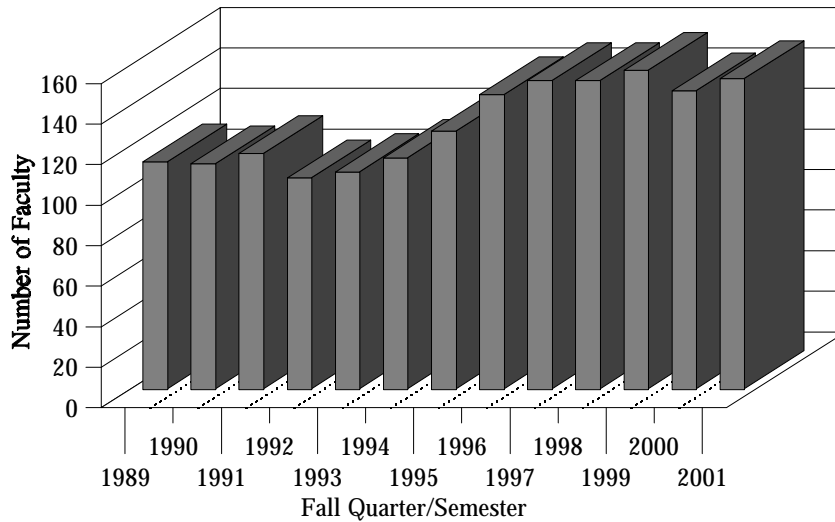
Full-Time Faculty By Rank							
RANK	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	4-YEAR # CHNG	4-YEAR % CHNG
Professors	68	67	67	62	58	(10)	(14.7)%
Associate Professors	63	68	68	71	72	9	14.3%
Assistant Professors	77	72	74	74	77	0	0.0%
Instructors	10	14	16	10	12	2	20.0%
<i>Total</i>	<i>218</i>	<i>221</i>	<i>225</i>	<i>218</i>	<i>219</i>	<i>1</i>	<i>0.5%</i>

Full-Time Faculty By Gender and Rank 2001					
	PROF	ASSOC PROF	ASSIST PROF	INSTR	TOTAL
Male	46	39	30	6	121
Female	12	33	47	6	98
<i>Total</i>	<i>58</i>	<i>72</i>	<i>77</i>	<i>12</i>	<i>219</i>

Full-Time Faculty By Gender							
	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	4-YEAR # CHNG	4-YEAR % CHNG
Male	123	123	131	126	121	(2)	(1.6)%
Female	95	98	94	92	98	3	3.2%
<i>Total</i>	<i>218</i>	<i>221</i>	<i>225</i>	<i>218</i>	<i>219</i>	<i>1</i>	<i>0.5%</i>

Source: Academic Affairs

Number of Faculty with Doctorates



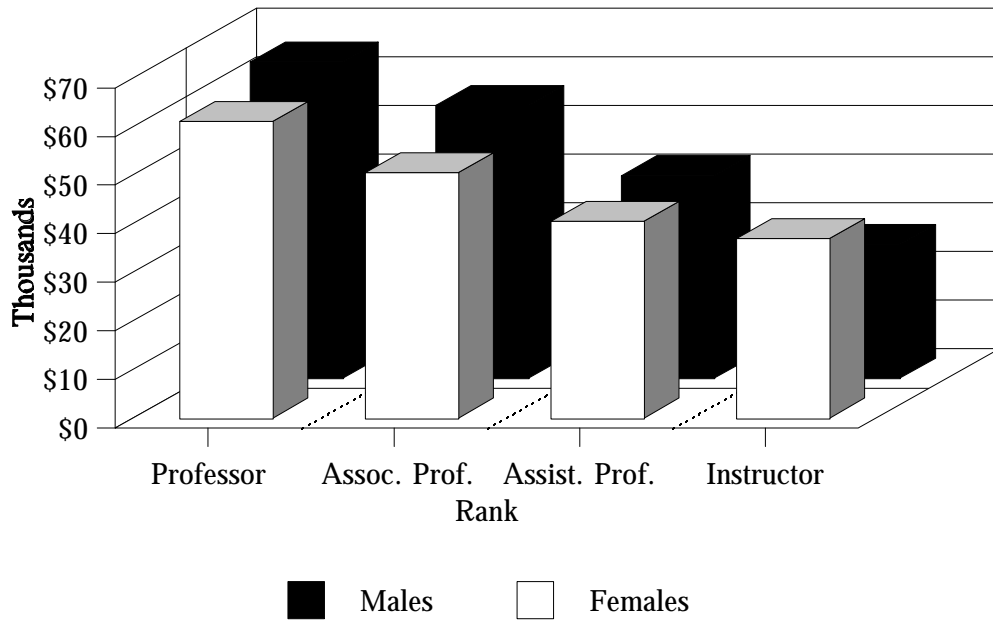
Tenured/Non-Tenured Faculty & Faculty with Doctorates							
	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	4-YEAR # CHNG	4-YEAR % CHNG
Tenured	125	121	115	115	113	12	(9.6)%
Non-Tenured	93	100	110	103	106*	13	14.0%
TOTAL	218	221	224	218	219	1	0.4%
Faculty with Doctorate	141	152	157	147	153	12	8.5%
Percent with Doctorate	64.7%	68.8%	69.8%	67.4%	69.9%		4.7%

*Includes 77 on tenure track and 29 not on tenure track. Source: Academic Affairs

Age* of Faculty 2001					
	20-29 Years	30-39 Years	40-49 Years	50-59 Years	60-69 Years
Males	4	14	34	55	14
Females	2	23	29	34	10
Total	6	37	63	89	24
Males	1.8%	6.4%	15.5%	25.1%	6.4%
Females	0.9%	10.5%	13.2%	15.5%	4.6%
Total	2.7%	16.9%	28.8%	40.6%	11.0%

*Calculated on year of birth. Includes deans and directors (N = 219).

Average Salaries by Rank and Gender



Average Salaries* by Rank and Gender							
	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Four Year Change	Percent Change
<i>Professor Male</i>	\$57,255	\$59,515	\$62,521	\$62,805	\$65,744	\$8,489	14.8%
<i>Professor Female</i>	\$54,126	\$56,651	\$60,968	\$61,780	\$61,031	\$6,905	12.8%
<i>Associate Professor Male</i>	\$49,613	\$50,712	\$51,222	\$53,632	\$55,612	\$5,999	12.1%
<i>Associate Professor Female</i>	\$45,258	\$48,733	\$48,434	\$50,344	\$50,462	\$5,204	11.5%
<i>Assistant Professor Male</i>	\$40,515	\$42,028	\$40,674	\$42,591	\$41,660	\$1,145	2.8%
<i>Assistant Professor Female</i>	\$39,987	\$38,604	\$38,875	\$37,742	\$40,977	\$990	2.5%
<i>Instructor Male</i>	\$26,367	\$32,219	\$38,313	\$33,226	\$30,052	\$3,685	14.0%
<i>Instructor Female</i>	\$27,862	\$29,675	\$28,640	\$28,569	\$36,858	\$8,996	32.3%
<i>AVERAGE FACULTY SALARY</i>	<i>\$46,687</i>	<i>\$47,960</i>	<i>\$48,661</i>	<i>\$49,669</i>	<i>\$50,812</i>	<i>\$4,125</i>	<i>8.8%</i>

*Salaries converted to nine-month equivalents (N = 208 for FY2002). Does not include vice presidents, deans, the Director of the Library, the Director of Continuing and Regional Education Services, and the visiting professor. Source: Academic Affairs

Faculty Salaries by Rank and Gender			
	MAXIMUM	AVERAGE	MINIMUM
<i>Professor Male</i>	\$97,660	\$65,744	\$49,170
<i>Professor Female</i>	\$72,010	\$61,031	\$52,000
<i>Associate Professor Male</i>	\$79,500	\$55,612	\$40,420
<i>Associate Professor Female</i>	\$76,704	\$50,462	\$37,661
<i>Assistant Professor Male</i>	\$64,000	\$41,660	\$19,010
<i>Assistant Professor Female</i>	\$70,000	\$40,977	\$26,984
<i>Instructor Male</i>	\$40,000	\$30,052	\$23,316
<i>Instructor Female</i>	\$65,000	\$36,858	\$23,403
<i>AVERAGE FACULTY SALARY</i> <i>N = 208</i>		\$50,812	

*Salaries expressed on a nine-month basis. Does not include vice presidents, deans, the Director of the Library, the Director of Continuing Education, nonteaching directors, and the visiting professor.

Graduate Faculty 2001-2002 Full Time (August 14, 2000)			
College	Arts and Letters Business Education Science Continuing Education Total	36 12 30 23 1 102	35.3% 11.8% 29.4% 22.5% 1.0%
Gender	Males Females	65 37	63.7% 36.3%
Rank	Professor Associate Professor Assistant Professor	45 34 23	44.1% 33.3% 22.5%
Race	White Black Asian Hispanic Other	92 4 4 1 1	90.2% 3.9% 3.9% 1.0% 1.0%
Tenure	Tenured Non-Tenured (Tenure Track) Non-Tenured	69 30 3	67.6% 29.4% 2.9%
Degrees	PHD EDD DBA DMA JD Masters	64 22 1 3 1 11	62.7% 21.6% 1.0% 2.9% 1.0% 10.8%

Part Time Faculty

Approved Part Time Faculty							
September 13, 2001							
		1999	1999	2000	2000	2001	2001
College	Arts and Letters	79	31.3%	94	33.7%	85	34.6%
	Business	21	8.3%	19	6.8%	20	8.1%
	Education	92	36.5%	93	33.3%	79	32.1%
	Science	43	17.1%	48	17.2%	39	15.9%
	University	17	6.7%	25	9.0%	23	9.3%
	Total	252		279		246	
Gender	Males	131	52.0%	135	48.4%	124	50.4%
	Females	121	48.0%	144	51.6%	122	49.6%
Race	White	234	92.9%	252	90.3%	218	88.6%
	Black	13	5.2%	16	5.7%	16	6.5%
	Asian	3	1.2%	6	2.2%	5	2.0%
	Hispanic	1	0.4%	4	1.4%	5	2.0%
	Other	1	0.4%	1	0.4%	2	0.8%
Degrees	PHD	22	8.7%	27	9.7%	32	13.0%
	EDD	19	7.5%	20	7.2%	13	5.3%
	Other doctorates	16	6.3%	16	5.7%	10	4.1%
	EDS	26	10.3%	32	11.5%	20	8.1%
	Masters	149	59.1%	161	57.7%	147	59.8%
	Other degrees	20	7.9%	23	8.2%	24	9.8%

Fall Part Time Faculty							
September 13, 2001							
		1999	1999	2000	2000	2001	2001
College	Arts and Letters	38	34.5%	57	40.4%	58	44.3%
	Business	6	5.5%	5	3.5%	7	5.3%
	Education	28	25.5%	34	24.1%	28	21.4%
	Science	28	25.5%	32	22.7%	26	19.8%
	University	10	9.1%	13	9.2%	12	9.2%
	Total	110		141		131	
Gender	Males	62	56.4%	77	54.6%	67	51.1%
	Females	48	43.6%	64	45.4%	64	48.9%
Race	White	101	91.8%	126	89.4%	5	3.8%
	Black	7	6.4%	8	5.7%	5	3.8%
	Asian	1	0.9%	5	3.5%	4	3.1%
	Hispanic	1	0.9%	2	1.4%	116	88.5%
	Other	0	0.0%	0	0.0%	1	0.8%
Degrees	PHD	8	7.3%	14	9.9%	21	16.0%
	EDD	3	3.0%	6	4.3%	4	3.1%
	Other doctorates	10	9.1%	10	7.1%	6	4.6%
	EDS	12	10.9%	14	9.9%	8	6.1%
	Masters	69	62.7%	82	58.2%	77	58.8%
	Other degrees	8	7.3%	15	10.6%	15	11.5%

Source: Academic Affairs

2000-2001 Part-Time Faculty Use

	DEPARTMENT	TOTAL SECTIONS	PART- TIME SECTIONS	2000- 2001 PERCENT
ARTS AND LETTERS	Art	80	17	21.25%
	Communication	61	10	16.39%
	Criminal Justice	47	9	19.15%
	History	83	5	6.02%
	Language & Literature	210	56	26.67%
	Music*	116	5	4.31%
	Political Science	91	14	15.38%
	Theatre	50	1	2.00%
	College Total	738	117	15.85%
BUSINESS	College Total	159	7	4.40%
EDUCATION	Counseling & Educational Leadership	110	17	15.45%
	Curriculum & Instruction	193	42	21.76%
	Physical Education & Leisure Management	134	46	34.33%
	College Total	437	105	24.03%
Science	Biology	110	8	7.27%
	Chemistry & Geology	113	0	0.00%
	Computer Science	123	5	4.07%
	Environmental Science	31	1	3.23%
	Health Professions	87	18	20.69%
	Mathematics	262	56	21.37%
	Psychology & Sociology	114	9	7.89%
	College Total	840	97	11.55%
University College	Academic Support Center	50	1	2.00%
	Basic Studies	72	41	56.94%
	College Total	112	42	37.50%
<i>University Total</i>		4423	368	16.09%

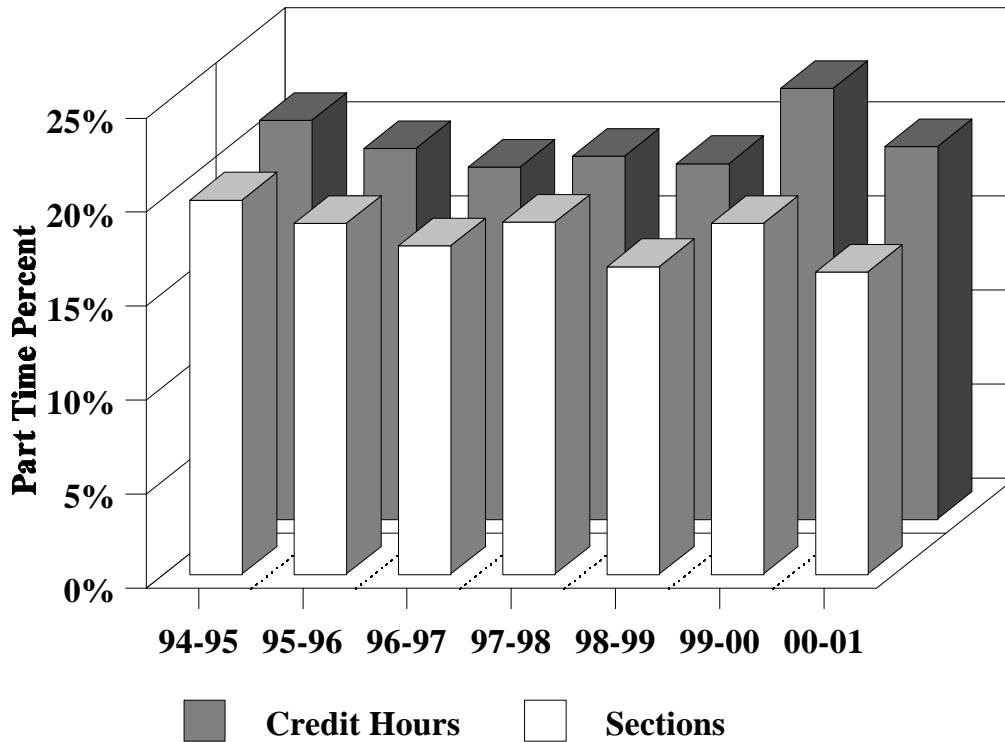
* Does not include applied music courses and sections offered by dean's offices.

2000-2001 Part-Time Faculty Use

	DEPARTMENT	TOTAL SCH	PART- TIME SCH	2000- 2001 PERCENT
ARTS AND LETTERS	Art	3,027	822	27.16%
	Communication	3,981	795	19.97%
	Criminal Justice	2,688	423	15.74%
	History	5,696	381	6.69%
	Language & Literature	10,818	3,408	31.50%
	Music*	2,734	83	3.04%
	Political Science	5,123	1,091	21.30%
	Theatre	1,756	18	1.03%
	College Total	35,823	7,021	19.60%
BUSINESS	College Total	13,403	686	5.12%
EDUCATION	Counseling & Educational Leadership	2,391	784	32.79%
	Curriculum & Instruction	7,181	1,816	25.29%
	Physical Education & Leisure Management	4,182	1,685	40.29%
	College Total	13,754	4,285	31.15%
Science	Biology	3,892	307	7.89%
	Chemistry & Geology	4,423	0	0.00%
	Computer Science	7,690	403	5.24%
	Environmental Science	982	147	14.97%
	Health Professions	3,440	646	18.78%
	Mathematics	8,886	4,413	49.66%
	Psychology & Sociology	7,989	897	11.23%
	College Total	37,302	6,813	18.26%
University College	Academic Support Center	885	478	54.01%
	Basic Studies	4,817	1,709	35.48%
	College Total	5,702	2,187	38.36%
<i>CSU Total</i>		105,984	20,992	19.81%

* Does not include applied music courses and sections offered by dean's offices.

Part Time Faculty 1994 - 2001



Part Time Faculty Fall, Winter, and Spring Quarters/Fall and Spring Semesters							
	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001
Part Time Sections	447	427	411	444	317	373	368
Total Sections	2,245	2,287	2,353	2,369	1,936	1,999	2,286
Percent	19.91%	18.67%	17.47%	18.74%	16.37%	18.66%	16.09%
Part Time QCH/SCH	39,228	36,425	35,166	36,385	18,898	23,044	20,992
Total QCH/SCH	184,913	184,820	187,683	188,372	107,560	100,501	105,984
Percent	21.21%	19.71%	18.74%	19.32%	17.57%	22.93%	19.81%

Fall 2001 Full-Time Employment by Gender and Race														
	Black		Native American		Asian		Hispanic		White		Other		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Females	85	15.1%	0	0.0%	4	0.7%	2	0.4%	215	38.3%	3	0.5%	309	55.0%
Males	40	7.1%	1	0.2%	8	1.4%	9	1.6%	190	33.8%	5	0.9%	253	45.0%
Total	125		1		12		11		405		8		562	

Female Full-Time Employment by EEO Categories										
EEO Category	Fall 1996		Fall 1997		Fall 1998		Fall 1999		Fall 2000	
	N	%	N	%	N	%	N	%	N	%
Exec/Admin/Mgt	32	42.1%	31	38.3%	38	43.7%	39	42.3%	37	44.6%
Faculty	92	41.6%	84	43.6%	84	42.6%	88	42.7%	86	44.1%
Prof. Non-Faculty	39	73.6%	44	62.9%	50	67.6%	57	66.3%	64	67.4%
Secretarial/Clerical	106	90.6%	109	85.2%	113	86.9%	93	93.0%	82	92.1%
Technical/Paraprof.	7	35.0%	5	25.0%	6	31.6%	17	44.7%	17	43.6%
Skilled Craft	3	13.0%	3	15.0%	3	15.0%	2	13.3%	2	14.3%
Service Maintenance	25	35.7%	33	42.3%	30	40.5%	20	41.7%	21	44.7%
Total Female Employment	304	55.2%	309	52.9%	324	53.9%	316	54.0%	309	55.0%
Total University Employment	551		584		601		585		562	

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Budget and Financial Information

E & G Revenues

Revenues				
REVENUE SOURCE	FY 1998	FY 1999	FY 2000	FY 2001
State Appropriations				
General	\$ 21,874,256	\$ 24,173,078	\$ 25,017,568	\$ 25,726,906
Special Initiative	2,462,401*	1,047,615*	1,081,050*	279,272*
Lottery Funds	342,315	234,000	490,806	242,908
Student Tuition & Fees**	9,891,141	9,212,221	9,121,632	10,326,279
Department Sales/Services	801,293	730,028	852,732	968,743
Total Sponsored Operations	17,692,856	20,959,574	20,109,562	23,277,042
Other Sources***	349,194	480,284	467,025	415,856
Indirect Cost Recoveries				
Total E & G Revenues	\$ 53,413,456	\$ 56,836,800	\$ 57,140,375	\$ 61,237,006

* ICAPP Special Initiative Funding

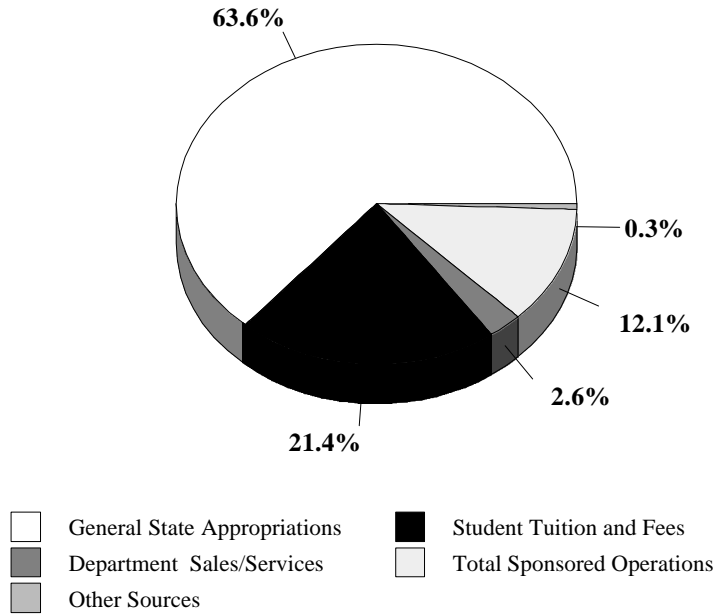
**Does not include fee waivers (\$4,492,467 in FY2001)

***Includes investment income

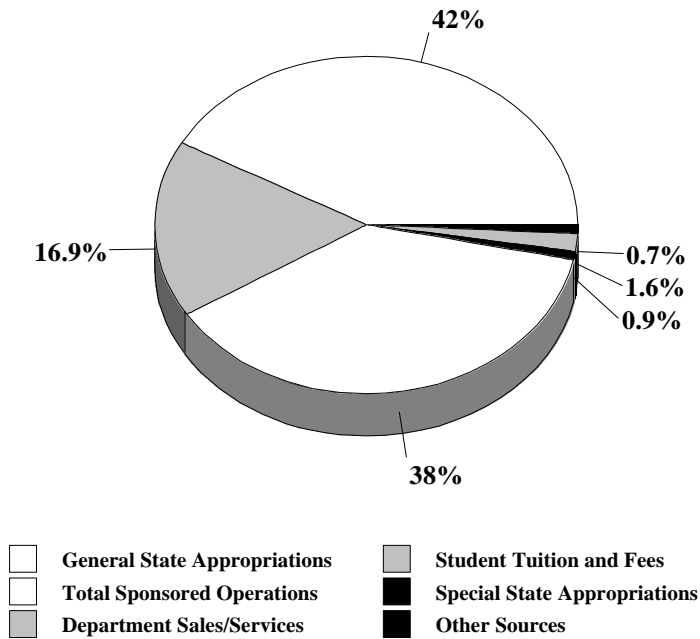
E & G Revenues by Percentage							
REVENUE SOURCE	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001
State Appropriations							
General	52.1%	45.3%	41.1%	41.0%	42.5%	43.8%	42.0%
Special	0.9%	1.3%	6.7%	5.3%	2.3%	2.8%	0.9%
Student Tuition & Fees	23.9%	20.4%	18.7%	18.5%	16.2%	16.0%	16.9%
Department Sales/Services	2.3%	1.8%	1.9%	1.5%	1.3%	1.5%	1.6%
Total Sponsored Operations	20.1%	30.8%	31.1%	33.1%	36.9%	35.2%	38.0%
Other Sources	0.6%	0.4%	0.5%	0.7%	0.8%	0.8%	0.7%
Indirect Cost Recoveries	0.1%						

Source: Columbus State University Financial Reports (August 1, 2001)

E & G Revenues FY90



E & G Revenues FY01



Statement of Current Funds Revenues: FY94 - FY01

	FY 1994	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001
State Appropriations	\$15,681,584	\$17,560,896	\$19,117,150	\$20,470,346	\$21,874,256	\$24,173,078	\$25,017,568	\$25,726,906
Special Initiative Funds	\$160,955	\$168,180	\$224,095	\$2,994,011	\$2,462,401*	1,047,615*	1,081,050*	279,272*
Lottery	\$225,425	\$114,000	\$128,519	\$345,000	\$342,315	234,000	490,806	242,908
Other State Appropriations		\$12,699	\$214,384					
Student Tuition and Fees	\$7,645,837	\$8,057,899	\$8,597,661	\$9,291,381	\$9,891,141	\$9,212,221	\$9,121,632	\$10,326,279
Total General Revenue	\$23,713,801	\$25,913,674	\$28,281,809	\$33,100,738	\$34,570,113	\$34,666,914	\$35,711,056	\$36,575,365
Department Sales & Services	\$740,581	\$782,792	\$758,560	\$969,763	\$801,293	\$730,028	\$852,732	\$968,743
Sponsored Operations								
Federal	\$2,900,278	\$3,232,967	\$9,145,202	\$11,586,129	\$13,077,447	\$15,328,991	\$14,135,571	\$16,254,684
State	\$648,959	\$1,643,398	\$2,301,848	\$2,604,511	\$3,200,453	\$3,245,613	\$3,148,721	\$4,740,687
Private	\$1,273,650	\$1,812,852	\$1,433,147	\$1,143,497	\$1,414,956	\$2,384,969	\$2,825,270	\$2,281,671
Endowment Income	\$59,575	\$85,573	\$102,665	\$121,029	\$121,272	\$113,582	\$175,169	\$213,509
Total Sponsored Operation	\$4,882,462	\$6,774,789	\$12,982,862	\$15,455,166	\$17,814,128	\$21,073,155	\$20,284,731	\$23,490,551
Other Sources	\$210,505	\$191,691	\$180,546	\$229,475	\$227,922	\$366,702	\$291,856	\$202,347
Indirect Cost Recoveries		\$40,834						
TOTAL REVENUE (E & G)*	\$29,547,349	\$33,703,780	\$42,203,775	\$49,755,142	\$53,413,456	\$56,836,800	\$57,140,375	\$61,237,006
Fee Waivers	\$2,543,687	\$2,539,373	\$2,751,807	\$3,543,920	\$4,221,317	\$4,161,333	\$3,954,640	\$4,492,467
Auxiliary Enterprises**	\$2,700,614	\$2,912,695	\$2,999,967	\$3,288,601	\$3,243,797	\$1,943,827	\$2,571,802	\$2,920,099
TOTAL	\$34,791,650	\$39,155,849	\$47,955,549	\$56,587,663	\$60,877,797	\$62,941,960	\$63,666,817	\$68,649,573

*Does not include fee waivers

**Includes Intercollegiate Athletics

STATEMENT OF CURRENT FUNDS EXPENDITURES: FY94 - FY01

	FY 1994	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001
Instruction	\$ 15,024,817	\$16,758,875	\$17,306,049	\$20,707,842	\$21,226,051	\$21,871,300	\$22,498,540	\$22,079,031
Academic Support	\$2,955,563	\$3,600,261	\$4,071,005	\$4,642,037	\$4,799,177	\$4,886,568	\$4,801,442	\$5,379,226
Student Services	\$1,568,616	\$1,777,613	\$1,853,376	\$2,061,841	\$2,261,321	\$2,395,166	\$2,475,887	\$2,704,754
Institutional Support	\$3,029,813	\$3,409,020	\$3,819,658	\$4,215,769	\$4,875,915	\$5,303,529	\$6,521,553	\$6,103,110
Op. & Maint. of Plant	\$3,621,039	\$3,477,013	\$3,925,485	\$4,191,906	\$4,653,944	\$4,263,023	\$4,323,145	\$5,201,902
TOTAL BY FUNCTION	\$26,199,848	\$29,389,268	\$30,975,574	\$35,819,578	\$38,816,408	\$38,719,587	\$40,620,567	\$41,468,025
Scholarships & Fellowships*	\$5,835,374	\$7,132,361	\$13,876,838	\$17,433,365	\$19,749,296	\$22,235,765	\$20,439,708	\$24,256,327
TOTAL EXPENDITURES (E & G)	\$32,035,225	\$36,155,143	\$44,852,412	\$53,252,760	\$57,565,705	\$60,955,352	\$61,060,274	\$65,724,352
Auxiliary Enterprises	\$	\$2,394,061*	\$2,462,852*	\$2,920,315*		\$1,947,349		\$2,374,098
Mandatory Transfers	2,299,781* \$6,425	\$4,856	\$28,901	\$19,687	\$2,951,208		\$2,416,538	
TOTAL	\$34,341,432	\$38,554,060	\$47,344,165	\$56,192,763	\$60,516,913	\$62,902,702	\$63,476,812	\$68,098,450

*Includes Intercollegiate Athletics

Key Revenues and Expenditures Ratios

	Ratio 1991-92	Ratio 1992-93	Ratio 1993-94	Ratio 1994-95	Ratio 1995-96	Ratio 1996-97	Ratio 1997-98	Ratio 1998-99	Ratio 1999-00	Ratio 2000-01
<u>Student Tuition & Fees</u> E & G Expenditures*	0.266	0.299	0.292	0.274	0.278	0.259	0.262	0.238	0.225	0.249
<u>State Appropriations</u> E & G Expenditures*	0.650	0.625	0.599	0.598	0.617	0.664	0.653	0.657	0.655	0.633
<u>Private Grants & Contracts</u> E & G Expenditures*	0.041	0.042	0.049	0.062	0.046	0.032	0.037	0.062	0.070	0.055
<u>Instruction Expenditures</u> E & G Expenditures*	0.573	0.550	0.573	0.570	0.559	0.578	0.561	0.565	0.554	0.523
<u>Academic Support Expenditures</u> E & G Expenditures*	0.116	0.122	0.113	0.123	0.131	0.130	0.127	0.126	0.118	0.130
<u>Student Tuition & Fees</u> <u>Instructional Expenditures</u>	0.464	0.543	0.509	0.481	0.496	0.449	0.466	0.421	0.405	0.467
<u>Total Auxiliary Enterprises Rev.</u> <u>Total Auxiliary Enterprises Exp.</u>	1.097	1.101	1.174	1.217	1.218	1.126	1.099	0.998	1.064	1.230

* Does not include Scholarships and Fellowships

Key Revenues and Expenditures Ratios

	Ratio 1991-92	Ratio 1992-93	Ratio 1993-94	Ratio 1994-95	Ratio 1995-96	Ratio 1996-97	Ratio 1997-98	Ratio 1998-99	Ratio 1999-00	Ratio 2000-01
<u>Student Tuition & Fees</u> E & G Expenditures*	0.236	0.243	0.239	0.223	0.193	0.174	0.172	0.151	0.149	0.157
<u>State Appropriations</u> E & G Expenditures*	0.576	0.508	0.490	0.486	0.428	0.416	0.429	0.418	0.435	0.399
<u>Private Grants & Contracts</u> E & G Expenditures*	0.036	0.034	0.040	0.050	0.032	0.021	0.025	0.039	0.046	0.035
<u>Instruction Expenditures</u> E & G Expenditures*	0.507	0.447	0.469	0.464	0.388	0.389	0.369	0.359	0.368	0.336
<u>Academic Support Expenditures</u> E & G Expenditures*	0.103	0.099	0.092	0.100	0.091	0.087	0.083	0.080	0.079	0.082
<u>Student Tuition & Fees</u> <u>Instructional Expenditures</u>	0.464	0.543	0.509	0.481	0.496	0.449	0.466	0.421	0.405	0.467
<u>Total Auxiliary Enterprises Rev.</u> <u>Total Auxiliary Enterprises Exp.</u>	1.097	1.101	1.174	1.217	1.218	1.126	1.099	0.998	1.064	1.230

* Includes Scholarships and Fellowships

Key Revenues and Expenditures Ratios

	Ratio 1992-93	Ratio 1993-94	Ratio 1994-95	Ratio 1995-96	Ratio 1996-97	Ratio 1997-98	Ratio 1998-99	Ratio 1999-00	Ratio 2000-01
<u>Total Auxiliary Enterprises Rev.</u> Total Auxiliary Enterprises Exp.	1.101	1.174	1.217	1.200	1.126	1.099	0.998	1.064	1.230
<u>Student Housing Revenues</u> Student Housing Expenditures	1.167	1.499	1.356	1.407	1.256	1.246	0.948	0.887	1.115
<u>Food Service Revenues</u> Food Service Expenditures	1.290	1.178	1.761	1.467	0.967	0.897	1.329	2.732	6.214
<u>Bookstore Revenues</u> Bookstore Expenditures	0.984	1.062	1.128	1.114	1.028	0.963	0.861	2.536	7.344
<u>Student Health Ser. Revenues</u> Student Health Ser. Expenditures	1.432	1.505	1.985	1.550	1.557	1.515	1.428	1.375	0.806
<u>Parking Operations Revenues</u> Parking Operations Expenditures	7.310	2.903	3.607	2.671	4.286	2.485	1.675	2.989	3.882
<u>Student Transportation Revenues</u> Student Transportation Exp.	2.796	1.751	1.818	2.417	2.103	3.059	3.103	2.219	1.473
<u>Vending Operations Revenues</u> Vending Operations Expenditures	2.561	7.032	8.801	7.482	2.400	2.054	2.204	32.174	32.794
<u>Intercollegiate Athletic Revenues</u> Intercollegiate Athletic Exp.	1.060	1.037	1.012	1.013	1.033	0.981	0.842	0.912	1.084

*Combined with Student Activities

FY2001 Revenues and Expenditures

Student Housing Revenues: \$1,071,545; Student Housing Expenditures: \$961,075; Student Transportation Revenues: \$79,867; Student Transportation Expenditures: \$54,229; Food Service Revenues: \$138,613; Food Service Expenditures: \$22,307; Bookstore Revenues: \$142,972; Bookstore Expenditures: \$19,467; Student Health Ser. Revenues: \$207,678; Student Health Ser. Expenditures: \$257,600; Parking Operations Revenues: \$111,503; Parking Operations Expenditures: \$28,721; Vending Operations Revenues: \$52,307; Vending Operations Expenditures: \$1,595; Intercollegiate Athletics Revenues: \$1,115,614; Intercollegiate Athletics Expenditures: \$1,029,104.

University System State Universities Budget Ratios (FY2000 Actual)

	ALSU	AASU	ASU	CCSU	CS	FVSU	GCSU	GSSU	KSU	NGCSU	SSU	SPSU	SUWG
General Operations													
Instruction	0.255	0.407	0.374	0.257	0.290	0.198	0.328	0.339	0.375	0.435	0.272	0.367	0.338
Research		0.001	0.002			0.002							0.003
Public Service	0.003	0.005	0.008			0.007	0.002		0.010		0.003		0.001
Academic Support	0.050	0.115	0.148	0.158	0.069	0.037	0.059	0.068	0.114	0.090	0.061	0.066	0.101
Student Services	0.036	0.050	0.051	0.046	0.032	0.041	0.043	0.048	0.050	0.067	0.043	0.065	0.044
Institutional Support	0.121	0.106	0.127	0.124	0.097	0.105	0.142	0.136	0.132	0.116	0.106	0.120	0.102
Operation and Maintenance of Plant	0.049	0.064	0.093	0.064	0.071	0.067	0.075	0.089	0.087	0.074	0.074	0.076	0.058
Scholarship and Fellowships	0.003				0.066			0.001					
Contingent Fund													
Total	0.518	0.749	0.802	0.650	0.627	0.456	0.650	0.682	0.769	0.782	0.558	0.695	0.646
Special Initiative Funds	0.012	0.019	0.007	0.022	0.018	0.022	0.014	0.013	0.014	0.013	0.015	0.023	0.018
Departmental Services		0.035	0.011	0.111	0.013	0.002	0.024	0.053	0.054	0.005	0.004	0.012	0.005
Sponsored Operations	0.461	0.187	0.167	0.200	0.334	0.514	0.301	0.238	0.157	0.184	0.414	0.231	0.277
Lottery Funds	0.010	0.009	0.013	0.022	0.008	0.005	0.011	0.014	0.014	0.013	0.015	0.012	0.001

State universities with FY2000 Actual Educational and General Budgets (excludes auxiliaries):

Albany State University (ALSU): \$49,305,368

Georgia Southwestern State University (GSSU): \$25,297,229

Armstrong Atlantic State University (AASU): \$44,127,240

Kennesaw State University (KSU): \$99,663,102

Augusta State University (ASU): \$43,024,068

North Georgia College and State University (NGCSU): \$30,500,184

Clayton College and State University (CCSU): \$43,706,719

Savannah State University (SSU): \$43,577,164

Columbus State University (CSU): \$60,560,661

Southern Polytechnic State University (SPSU): \$38,673,894

Fort Valley State University (FVSU): \$53,836,753

State University of West Georgia (SUWG): \$80,249,704

Georgia College and State University (GCSU): \$54,397,936

Source: *University System of Georgia Budget 2000-2001 (Blue Book)*

University System State Universities Budget Ratios (FY99 Actual)

	ALSU	AASU	ASU	CCSU	CSU	FVSU	GCSU	GSSU	KSU	NGCSU	SSU	SPSU	SUWG
General Operations													
Instruction	0.239	0.407	0.400	0.280	0.316	0.194	0.350	0.344	0.386	0.452	0.253	0.367	0.344
Research		0.001	0.002			0.002		0.006					0.003
Public Service	0.005	0.004	0.009			0.007			0.009		0.003		
Academic Support	0.052	0.124	0.111	0.164	0.078	0.036	0.054	0.067	0.116	0.089	0.059	0.065	0.104
Student Services	0.037	0.049	0.058	0.045	0.033	0.039	0.042	0.049	0.048	0.072	0.041	0.063	0.046
Institutional Support	0.105	0.100	0.133	0.131	0.089	0.094	0.120	0.135	0.134	0.116	0.100	0.118	0.089
Operation and Maintenance of Plant	0.047	0.067	0.091	0.064	0.076	0.063	0.074	0.095	0.089	0.075	0.073	0.075	0.067
Scholarships and Fellowships	0.003							0.001					
Contingent Fund													
Total	0.488	0.752	0.804	0.684	0.591	0.435	0.640	0.697	0.782	0.804	0.530	0.679	0.654
Special Initiative Funds	0.007	0.021	0.005	0.009	0.019	0.016	0.005	0.011	0.006	0.008	0.009	0.017	0.014
Departmental Services		0.033	0.013	0.093	0.012	0.002	0.028	0.060	0.045	0.004	0.004	0.036	0.004
Sponsored Operations	0.500	0.185	0.178	0.193	0.374	0.543	0.320	0.224	0.163	0.176	0.451	0.261	0.338
Lottery Funds	0.005	0.008	0.000	0.009	0.004	0.003	0.005	0.009	0.004	0.008	0.007	0.007	0.004

State universities with FY99 Actual Educational and General Budgets (excludes auxiliaries):

Albany State University(ALSU): \$51,643,039
 Armstrong Atlantic State University (AASU): \$42,307,702
 Augusta State University (ASU): \$38,076,526
 Clayton College and State University(CCSU): \$42,077,209
 Columbus State University (CSU): \$56,244,153
 Fort Valley State University (FVSU): \$53,828,242
 Georgia College and State University (GCSU): \$52,507,735

Georgia Southwestern State University (GSSU): \$24,450,920
 Kennesaw State University (KSU): \$89,384,264
 North Georgia College and State University (NGCSU): \$27,546,932
 Savannah State University (SSU): \$43,217,695
 Southern Polytechnic State University (SPSU): \$37,992,906
 State University of West Georgia (SUWG): \$75,641,575
 Source: *University System of Georgia Budget 2000-2001 (Blue Book)*

E & G Budget Expenditures*: FY97 - FY01							
	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	4-YEAR \$ CHNG	4-YEAR % CHNG
Total Allocations	\$53,252,760	\$57,565,705	\$60,955,352	\$61,060,274	\$65,724,352	\$12,471,592	23.4%
Annual % Change	18.7%	8.1%	5.9%	0.2%	7.6%	(11.1)%	
CPI*** (1982-84=100.0)	159.0	161.7	164.5	169.2	175.1	16.1	10.1%
Adjusted Allocations	\$33,492,301	\$35,600,312	\$37,055,034	\$36,087,632	\$37,556,772	\$4,064,471	12.1%
Annual % Change	15.4%	6.3%	4.1%	(2.6)%	4.1%		

*Includes Scholarships and Fellowships
Average Consumer Price Index for FY2001 - Bureau of Labor Statistics.

E & G Budget Expenditures: FY01						
	PERSONAL SERVICES	TRAVEL	OPERATING SUPPLIES AND EXPENSES	EQUIPMENT AND/OR BOOKS	TOTAL E & G EXPEND.	% OF TOTAL
Instruction	\$19,134,046	\$194,584	\$2,076,680	\$673,721	\$22,079,031	33.59%
Academic Support	\$3,642,900	\$93,491	\$981,595	\$661,240	\$5,379,226	8.18%
Student Services	\$2,178,364	\$56,363	\$451,210	\$18,817	\$2,704,754	4.12%
Institutional Support	\$4,794,876	\$24,296	\$1,123,667	\$160,271	\$6,103,110	9.29%
Op. & Maint. of Physical Plant	\$2,003,480	\$2,994	\$3,081,151	\$114,277	\$5,201,902	7.91%
Scholarships & Fellowships			\$24,256,327		\$24,256,327	36.91%
<i>Total</i>	<i>\$31,753,666</i>	<i>\$371,728</i>	<i>\$31,970,630</i>	<i>\$1,628,326</i>	<i>\$65,724,352</i>	

Note: Educational and General budget excludes auxiliaries.

Operating and Supplies Expenditures: FY97 - FY01							
	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	4-YEAR CHNG	4-YEAR % CHNG
Total Allocations	\$ 23,652,568	\$ 26,537,685	\$29,464,251	\$27,557,868	\$31,970,631	\$8,318,063	35.2%
Annual % Change	26.3%	12.2%	11.0%	(6.5)%	16.0%		
CPI*** (1982-84=100.0)	159.0	161.7	164.5	169.2	175.1	16.1	10.1%
Adjusted Allotcations	\$ 14,875,828	\$ 16,411,679	\$17,911,398	\$16,287,156	\$18,268,932	\$3,393,104	22.8%
Annual % Change	22.8%	10.3%	9.1%	(9.1)%	12.2%		

Source: Columbus State University Financial Report 2000-2001.
Average Consumer Price Index for FY 2001 - Bureau of Labor Statistics.

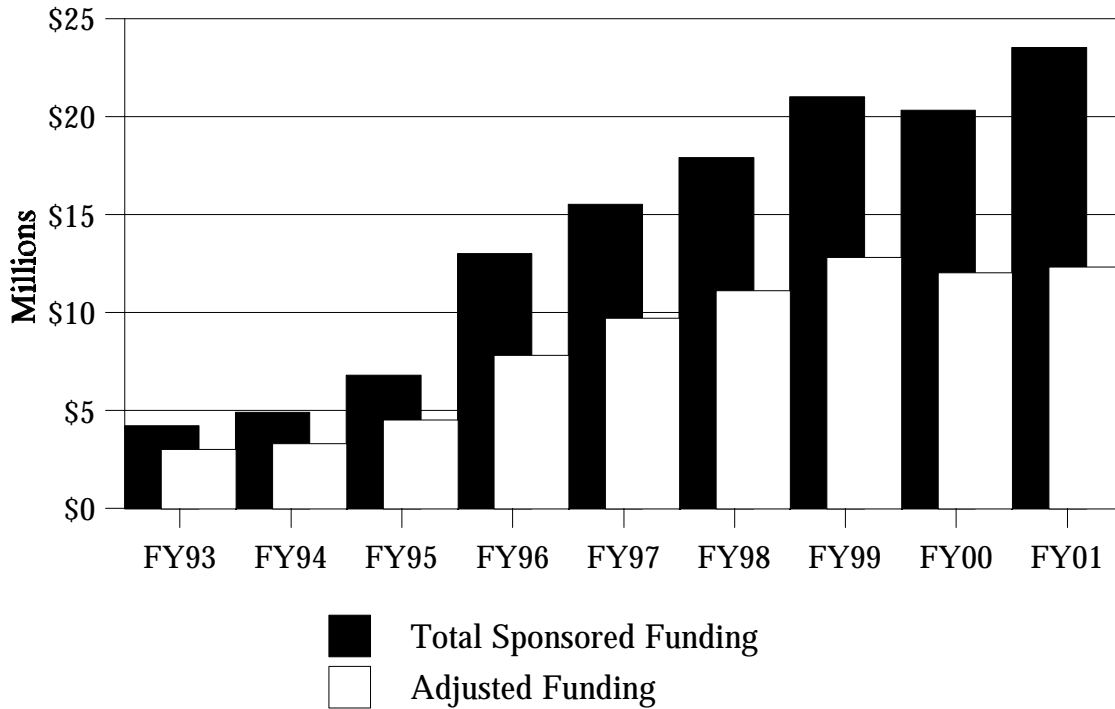
Personal Services Allocations: FY97-FY01							
	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	4-YEAR \$ CHNG	4-YEAR % CHNG
Total Allocations	\$ 25,924,585	\$ 28,150,983	\$ 30,039,639	\$ 32,160,519	\$ 31,753,667	\$5,829,082	22.5%
Annual % Change	8.1%	8.6%	6.7%	7.1%	(1.6)%		
CPI*** (1982-84=100.0)	159.0	161.7	164.5	169.2	175.1	16.1	10.1%
Adjusted Allocations	\$ 16,304,770	\$ 17,409,389	\$ 18,261,178	\$ 19,007,398	\$ 18,134,590	\$1,829,820	11.2%
Annual % Change	5.1%	6.8%	4.9%	4.1%	(4.6)%		

Total Travel Allocations: FY97 - FY01							
	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	4-YEAR \$ CHNG	4-YEAR % CHNG
Total Allocations	\$344,928	\$423,948	\$377,447	\$325,049	\$371,728	\$26,800	7.8%
Annual % Change	(8.9)%	22.9%	(11.0)%	(13.9)%	14.4%		
CPI*** (1982-84=100.0)	159.0	161.7	164.5	169.2	175.1	16.1	10.1%
Adjusted Allocations	\$ 216,936	\$262,182	\$229,451	\$192,109	\$212,295	(\$4,641)	(2.1)%
Annual % Change	(11.4)%	20.9%	(12.5)%	(16.4)%	10.5%		

Equipment Allocations: FY97 - FY01							
	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	4-YEAR CHNG	4-YEAR % CHNG
Total Allocations	\$3,330,679	\$2,453,089	\$1,074,015	\$1,016,838	\$1,628,326	(\$1,702,353)	(51.1)%
Annual % Change	88.1%	(26.3)%	(56.1)%	(5.3)%	60.1%		
CPI*** (1982-84=100.0)	159.0	161.7	164.5	169.2	175.1	16.1	10.1%
Adjusted Allocations	\$2,094,767	\$1,517,062	\$652,897	\$600,968	\$929,941	(\$1,164,826)	(55.6)%
Annual % Change	82.8%	(27.6)%	(57.0)%	(8.0)%	5.5%		

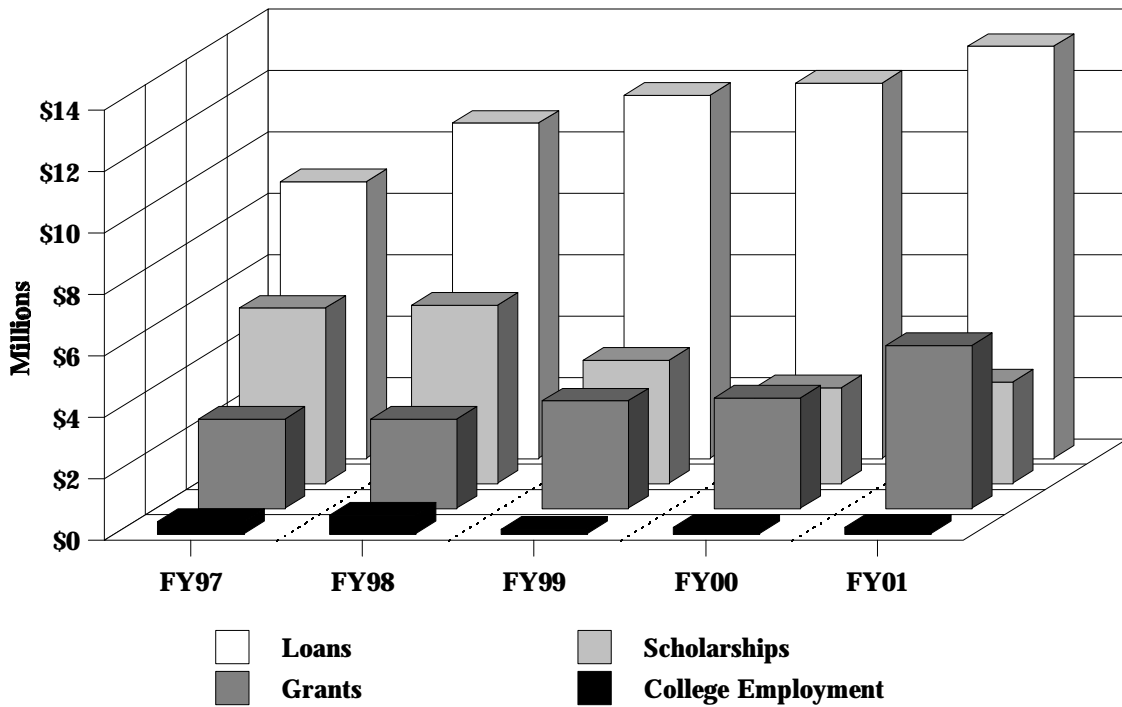
Source: *Columbus State University Financial Report 2000-2001* (August 1, 2001).
Average Consumer Price Index for FY2001 - Bureau of Labor Statistics.

Sponsored Funds



Sponsored Funds					
	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001
Total Spon. Funding	\$ 15,455,166	\$ 17,692,856	\$ 21,073,155	\$ 20,284,731	\$ 21,502,222
Annual % Change	19.0%	15.8%	19.1%	(3.7)%	6.0%
CPI*** (1982-84= 100.0)	159.0	161.7	164.5	169.2	175.1
Adjusted Funding	\$ 9,720,230	\$ 10,941,778	\$12,810,428	\$ 11,988,611	\$ 12,279,966
Annual % Change	25.3%	12.6%	17.1%	(6.4)%	2.4%
Sponsored Funding Sources: FY01					
	FEDERAL	STATE	PRIVATE GRANTS & CONTRACTS	ENDOWMENT INCOME	TOTAL
Sponsored Funds	\$16,254,684	\$4,740,687	\$2,281,671	\$213,509	\$23,490,551
% of Total	69.2%	20.2%	9.7%	0.9%	

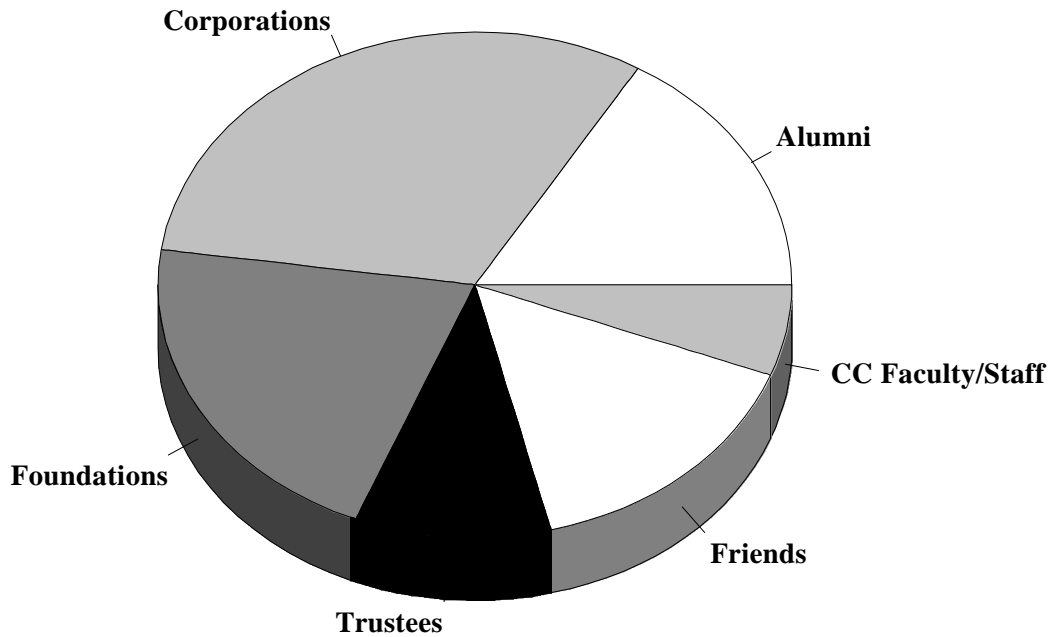
Financial Aid Awards: FY97 - FY01



Financial Aid Awards: FY97-FY01							
TYPE	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	4-Year Change	4-Year % Change
Loans	\$9,056,031	\$ 10,859,964	\$ 11,780,929	\$ 12,198,007	\$ 13,408,300	\$ 4,352,269	48%
Grants	\$ 2,852,170	\$ 2,930,857	\$ 3,481,874	\$ 3,097,292	\$ 3,284,000	\$ 431,830	15%
Scholarships	\$ 5,674,034	\$ 5,778,464	\$ 3,988,020	\$ 3,638,699	\$ 5,337,170	\$ (336,864)	(6)%
College Employment	\$ 443,564	\$ 561,717	\$ 141,251	\$ 208,412	\$ 207,006	\$ (236,558)	(53)%
Total	\$18,025,798	\$ 20,131,002	\$ 19,392,074	\$ 19,142,410	\$ 22,236,476	\$ 4,210,678	23%
Annual %	47.5%	11.7%	(4.0%)	(1.3)%	1.6%		

Source: Office of Financial Aid

Annual Fund

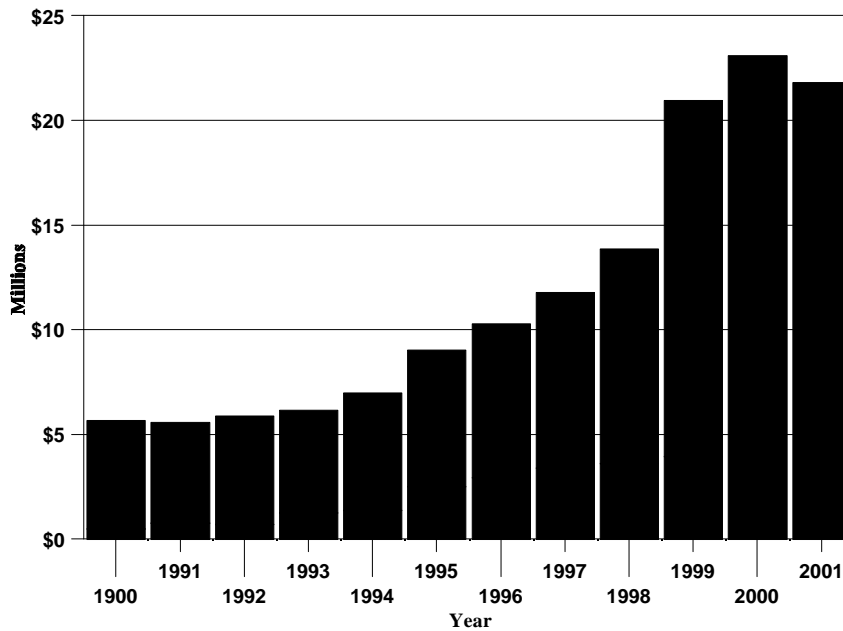


FY01 Annual Fund Total: \$1,131,197

Sources of Annual Giving by Fiscal Year							
Sources	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	4-YEAR \$ CHNG	4-YEAR % CHNG
Friends, Foundations, and Corporations	\$ 624,398	\$ 698,232	\$ 774,502	\$ 816,027	\$844,033	\$219,635	35.2%
Alumni	\$ 86,029	\$ 92,692	\$ 89,919	\$ 128,910	\$191,280	\$105,251	122.3%
CC Faculty/Staff	\$ 40,190	\$ 40,623	\$ 49,145	\$ 61,156	\$65,914	\$25,724	64.0%
Total	\$ 750,617	\$ 831,547	\$ 913,566	\$ 1,006,093	\$1,101,197	\$350,580	46.7%

Annual Fund: FY96 - FY01								
Annual Giving	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	5-YEAR \$ CHNG	5-YEAR % CHNG
Restricted Giving	\$	\$ 422,634	\$ 433,146	\$ 438,335	\$ 474,151	\$ 527,201	\$ 261,892	98.7%
Annual % Change	265,309 (17.2%)	59.3%	2.5%	1.2%	8.2%	11.2%		
Unrestricted Giving	\$	\$ 327,983	\$ 398,401	\$ 475,231	\$531,942	\$ 537,996	\$ 83,495	17.0%
Annual % Change	490,501 41.9%	(33.1%)	21.5%	19.3%	11.9%	7.9%		
Total	\$	\$ 750,617	\$ 831,547	\$ 913,566	\$ 1,006,093	\$ 1,101,197	\$ 375,387	51.7%
Annual % Change	725,810 13.5%	3.4%	10.8%	9.9%	10.1%	9.5%		

Columbus State University Foundation



	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	5-YEAR \$ CHNG	5-YEAR % CHNG
Net Income	\$ 1,531,553	\$ 2,084,543	\$ 6,388,277	\$ 2,802,868	(\$ 1,530,502)	(\$ 3,062,055)	(199.9%)
Net Assets	\$ 11,715,307	\$ 14,579,565	\$ 20,469,424	\$ 23,098,439*	\$ 21,837,507	\$ 10,122,200	86.4%

Source: University Advancement

Definitions:

Revenue Sources

State Appropriations: awarded by the Georgia General Assembly to the University System

General: continuing funding from the state

Special Initiatives: funding for specific projects

Major Repairs and Renovations: funding for capital (physical plant) projects

Lottery: funding for special projects directly from the Georgia Lottery by the General Assembly or the Governor

Student Tuition/Fees: fees charged that relate to quarter hours taken and including those for matriculation, non-resident, and applied music

Department Sales/Services: community education program funds

Sponsored Operations: designated for a specific purpose and includes funds for scholarships as well as grants and endowments. Sources include the federal government (Federal), the state of Georgia (State), corporations and individuals (Private), and funds earned on university held securities (Endowment Income).

Other Sources: revenues applicable to General Funding and not included in other categories including administrative cost allowances and returned check fees

Indirect Cost Recoveries: costs allowed under certain federal and state grants and contracts

Expenditures

Instruction: funds for the four academic colleges and for continuing education for instructional purposes

Academic Support: funds for the library, the computer center, academic administration, and professional development

Student Services: funds for the Division of Enrollment Services, the Counseling Center, the Testing Center, and in support of student welfare

Institutional Support: funds for the president’s office, the Business Office, Public Safety, Institutional Research, Printing Services, Computer Information and Networking Services, and University Advancement

Operations and Maintenance of Plant: funds for the administration of the physical plant, Custodial Services, utilities, and maintenance of university vehicles as well as landscaping and grounds.

Scholarships/Fellowships: all private and public scholarships of the University

Mandatory Transfers: transfers between funds dictated by agreements

Albany State University	ASU	Georgia Southwestern State University	GSSU
Armstrong Atlantic State University	AASU	Kennesaw State University	KSU
Augusta State University	AugSU	North Georgia College and State University	NGCSU
Clayton College and State University	CCSU	Savannah State University	SSU
Columbus State University	CSU	Southern Polytechnic State University	SPSU
Fort Valley State University	FVSU	State University of West Georgia	SUWG
Georgia College and State University	GCSU		

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Accumulated Investment in Plant

	YEAR ACQUIRED	ACCUMULATED INVESTMENT AS OF JUNE 30, 2001
TOTAL LAND INVESTMENT		\$1,890,508.62
BUILDINGS		
Woodall Hall	1963	\$731,963.07
RiverCenter	2000	\$312,008.17
Lumpkin Center	2000	\$12,867,025.20
Howard Hall	1963	\$1,714,373.69
Tucker Hall	1963	\$518,949.95
Woodruff Gym	1963	\$1,291,041.56
PE Storage Building	1964	\$3,217.36
Pro Shop	1976	\$45,882.17
Health & PE Addition	1966	\$1,462,071.00
Maintenance Building	1963	\$408,642.35
Maintenance Warehouse	1986	\$49,433.93
Vehicle Equip. Shelter/Repair	1979	\$22,735.57
Alumni Conference Center	1965	\$74,458.29
Richards Hall	1965	\$1,477,394.96
Arnold Hall	1965	\$1,042,929.32
Fine Arts Hall	1968	\$3,551,731.86
Davidson Center	1968	\$2,991,138.78
Illges Hall	1969	\$1,464,345.77
Faculty Office Building	1970	\$662,606.26
Stanley Lecture Hall	1972	\$1,445,402.66
Schwob Memorial Library	1972	\$2,486,138.00
Turner Center	1972	\$4,837,523.14
Turner Center Workshop	1979	\$265,003.44
Jordan Hall	1975	\$1,748,412.42
Lenoir Hall	1988	\$7,324,194.81
Central Receiving Facility	1990	\$333,122.82
Residences		\$465,240.16
Telecommunications Building	1948	\$11,000.00
Fort Benning Pavilion	1978	\$14,636.39
Clubhouse/Concession	1988	\$652,849.51
Coca-Cola Space Science Center	1997	\$4,504,928.33
Clearview Hall 1	1997	\$709,764.87
Clearview Hall 2	1997	\$516,905.50
Technology and Commerce Center (In Progress)		\$2,740,266.63
TOTAL BUILDING		\$58,747,337.94
LAND		\$ 1,890,508.62
TOTAL IMPROVEMENTS OTHER THAN BUILDINGS		\$ 3,784,459.11
TOTAL LIBRARY COLLECTIONS		\$ 6,651,166.67
TOTAL EQUIPMENT		\$ 15,828,529.74
TOTAL INVESTMENT IN PLANT		\$ 86,902,002.08

Source: Columbus State University Financial Report 2000-2001.

Buildings and Replacement Costs

Bldg. No.	Building	GSF	Const. Year	Renov. Year	Replacement Cost
0010	Richards Hall	14,160	1966	1983	\$ 1,203,600
001A	Richards Hall Add.	22,401	1975	1994	\$ 1,904,085
0020	Pro Shop	774	1976		\$ 50,310
0030	P. E. Storage	406	1964		\$ 26,390
0040	Woodruff Gymnasium	26,545	1963		\$ 2,123,600
0050	Safety/Health Center	23,668	1968	1999	\$ 2,130,120
005A	Baseball Concession	1,500	1996		\$ 150,000
005B	Baseball Locker Room	4,100	1996		\$ 410,000
0060	Davidson Student Center	39,884	1968	2000	\$ 3,390,140
006A	Davidson Student Center Add.	32,661	1978		\$ 2,776,185
0070	Fine Arts Hall	72,822	1969	1972	\$ 6,189,870
0080	Woodall Hall	19,709	1963	1986	\$ 2,266,535
0090	Simon Schwob Library	98,652	1975		\$ 8,878,680
0100	Howard Hall	27,474	1963	1988	\$ 2,472,660
0110	Tucker Hall	9,492	1963	1998	\$ 949,200
0120	Illges Hall	25,700	1971	1999	\$ 3,469,500
0130	Arnold Hall	27,652	1966	1992	\$ 3,179,980
0140	Faculty Office Building	21,737	1971		\$ 2,173,700
0150	Stanley Hall	29,868	1974		\$ 2,538,780
0160	Jordan Hall	46,891	1976		\$ 3,985,735
0165	Lenoir Hall	74,114	1989		\$ 10,375,960
0170	Plant Operations B	15,898	1963	1997	\$ 1,351,330
017A	Plant Operations A	1,372	1947	1976	\$ 102,900
017C	Landscaping Shop	3,456	1974	1988	\$ 155,520
017D	Tool Shed	1,104	1974		\$ 27,600
017E	Vehicle Repair Shop	450	1982		\$ 33,750
017F	Biology Storage	750	1977		\$ 48,750
017G	Green House	192	1980		\$ 5,760

Buildings and Replacement Costs (Cont'd.)

Bldg. No.	Building	GSF	Const. Year	Renov. Year	Replacement Cost
017H	Warehouse/Print Shop	25,338	1992		\$ 1,646,970
0180	Turner Center	39,529	1974		\$ 5,731,705
018A	Turner Center Workshop	8,880	1979	1998	\$ 754,800
0300	26 Clearview Circle	2,255	1948		\$ 112,750
0330	MCG Lab	1,654	1953	1979	\$ 82,700
0340	46 Clearview Circle	968	1946	1973	\$ 48,400
0350	45 Clearview Circle	2,520	1966	1975	\$ 201,600
0360	51 Clearview Circle	2,657	1969	1975	\$ 132,850
0380	55 Clearview Circle	1,364	1950	1974	\$ 68,200
0390	60 Clearview Circle	1,708	1950	1986	\$ 85,400
0400	68 Clearview Circle	1,526	1946		\$ 76,300
0410	71 Clearview Circle	1,414	1950	1975	\$ 70,700
0420	73 Clearview Circle	1,508	1950	1985	\$ 75,400
0430	22 Clearview Circle	1,514	1946	1993	\$ 75,700
0500	5 Sellers Circle	1,604	1945	1974	\$ 80,200
0510	6 Sellers Circle	1,065	1946		\$ 53,250
0520	3500 Sellers Circle	1,167	1950		\$ 58,350
0530	13 Sellers Circle	984	1949	1975	\$ 49,200
0620	Alumni Conference Center	4,354	1964	1993	\$ 391,860
062A	Tool/Equipment Shed	342	1969		\$ 11,970
0630	Pavilion - Southside	897	1978		\$ 44,850
0640	Lindsey Mock Pavilion	2,583	1994		\$ 154,980
0670	Coca-Cola Space Science	21,224	1996		\$ 3,183,600
0680	Clearview Hall I	9,216	1996	1997	\$ 921,600
0690	Clearview Hall II	8,064	1996		\$ 685,440
0710	Frank G. Lumpkin, Jr. Center	96,400	1999		\$ 9,640,000
0720	Performing Arts Center	104,000	1999		\$ 18,200,000
	University Totals	988,167			\$105,009,415

Source: *Columbus State University Financial Report, Columbus State University Property Register*

Average Weekly Proportion of General							
Classrooms in Use by Hour: Fall 1998							
	Two Year Institutions	State Colleges	CSU	State Universities	Regional Universities	Research Universities	University System
7:00 a.m.	.03	.22	.07	.05	.00	.00	.03
8:00 a.m.	.45	.39	.51	.31	.40	.28	.35
9:00 a.m.	.55	.66	.56	.43	.58	.41	.48
10:00 a.m.	.61	.68	.64	.48	.64	.48	.53
11:00 a.m.	.53	.57	.60	.46	.60	.46	.49
Noon	.35	.41	.23	.27	.46	.28	.32
1:00 p.m.	.33	.12	.17	.28	.51	.43	.35
2:00 p.m.	.23	.14	.24	.29	.53	.40	.33
3:00 p.m.	.13	.06	.10	.17	.33	.29	.20
4:00 p.m.	.09	.04	.11	.12	.20	.24	.15
5:00 p.m.	.11	.08	.14	.18	.26	.20	.17
6:00 p.m.	.37	.31	.48	.32	.26	.18	.29
7:00 p.m.	.32	.30	.41	.26	.27	.12	.24
8:00 p.m.	.24	.28	.31	.17	.12	.11	.17
9:00 p.m.	.12	.16	.12	.07	.06	.07	.09
10:00 p.m.	.02	.04	.05	.03	.02	.00	.02

Source: *Annual Summary: Facilities Curriculum Room Utilization, FY98*

Board of Regents, University System of Georgia

Average Weekly Proportion of General Classrooms in Use by Hour: Fall 1997

	Two Year Institutions	CSU	State Universitie s	Regional Universitie s	Universitie s	Universit y System
7:00 a.m.	.02	.11	.06		.04	.04
8:00 a.m.	.45	.48	.35	.46	.30	.38
9:00 a.m.	.55	.51	.49	.63	.51	.52
10:00 a.m.	.59	.63	.53	.68	.48	.55
11:00 a.m.	.52	.72	.54	.65	.58	.56
Noon	.41	.32	.33	.59	.49	.42
1:00 p.m.	.29	.29	.43	.61	.51	.43
2:00 p.m.	.19	.26	.35	.52	.45	.35
3:00 p.m.	.07	.14	.20	.39	.39	.23
4:00 p.m.	.05	.24	.15	.20	.22	.14
5:00 p.m.	.11	.19	.17	.17	.24	.17
6:00 p.m.	.36	.32	.37	.36	.26	.34
7:00 p.m.	.33	.38	.34	.33	.20	.30
8:00 p.m.	.22	.22	.19	.18	.15	.19
9:00 p.m.	.20	.15	.13	.12	.09	.14
10:00 p.m.	.04	.11	.05	.03	.01	.04
Space Utilization Rate						

Source: *Annual Summary: Facilities Curriculum Room Utilization, FY97*

Board of Regents, University System of Georgia

