PREFACE AND ACKNOWLEDGEMENTS

The availability of basic information and trends concerning the operation of the college is vitally important to planning, evaluation, and administration at all levels of the institution. At Kennesaw State, numerous departments and individuals are directly responsible for maintaining data files and conducting routine and special purpose analyses of institutional records that are useful for their purposes. However, the college's last institutional self-study for reaccreditation documented a vital need for the compilation of basic facts and trends from the diverse information resources into a single condensed, and comprehensive document. This fifth edition of the Kennesaw State College Fact Book is intended to respond to that need and enhance the college's efforts to advance institutional effectiveness.

The Fact Book is intended to give a comprehensive overview of basic information about most aspects of the college. Where possible, trends over the last five years have been identified. Graphic as well as tabular approaches have been used to capture selected data, and interpretations of the data are highlighted extensively throughout the document to facilitate and enrich understanding of the facts and figures. In future editions, these analyses will be expanded and extended. Your suggestions and comments as to how that should be done to improve your use of the Fact Book would be welcomed and are invited.

Appreciation must be expressed to the numerous staff at Kennesaw who took time to provide valuable information and services upon repeated requests. The Administrative Computer Services Department under the direction of Randy Goltz generously produced report after report to help assimilate information. Dr. Joe Kelly of the Instructional Resource Center, contributed countless hours and outstanding service in the final production of camera-ready copy through the desk-top publishing capabilities of the IRC. Jeanne Sperry (College Relations) graciously offered graphic design concepts that enhance the document in layout and color scheme. And, last but not least, thanks to all the contributors! Without your continued support and careful attention to keeping detailed and accurate records, this compilation of institutional information would not have been possible.

Again, we welcome your reactions to and critiques of this fifth edition.

Deborah J. Head
Coordinator of
Institutional Research

Edwin A. Rugg
Vice President
for Academic Affairs

March 1992
Kennesaw State College Fact Book

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HISTORICAL HIGHLIGHTS OF KENNESAW STATE COLLEGE

* The Georgia Board of Regents approved the creation of a new institution, tentatively named Cobb County Junior College on October 9, 1963. The original stationery was labeled with "Marietta College" and the Marietta Journal sometimes used the name "Kennesaw Mountain Junior College." The program for the groundbreaking ceremony of November 18, 1964 was simply headed "Cobb County University of Georgia System College."

* Dr. Horace W. Sturgis took office as president of the college on July 1, 1965, and the institution was officially named Kennesaw Junior College in August of that year.

* The college opened its doors in September of 1966 with a student body of 1,014, but the campus was not ready for occupancy so temporary quarters were set up that fall at Southern Technical Institute (where most classes were held), the Marietta Housing Authority at Marietta Place (which provided office space for the administrators) and the Banberry Elementary School. Dr. Sturgis' office was in Southern Tech's administration building. By the summer of 1966 the administrative staff was at Banberry along with data processing. The first registration occurred at Marietta Place in the Recreation Building. Developmental Studies was also housed at Marietta Place.

* By January 9, 1967, the campus was ready for occupancy, although most of the buildings were still in the final stages of construction. The science, humanities, and student services buildings were the first to open. The administration building opened within a month, but the library was not ready until April...bookshelves were set up in the physics lab as a temporary library from January through April. (The library held only 4,200 volumes when it opened.)

* The February 2, 1967 issue of the Sentinel (the student newspaper) reported that the faculty and staff pitched in to ready the campus — teachers, administrators and secretaries alike were seen hauling in desks, washing windows, attaching lighting fixtures, etc., that January.

* The initial campus also sported a physical education building, social science building and a maintenance building, which opened in 1967, bringing the total to eight buildings.

* The construction costs of the eight initial buildings totalled $4 million, roughly 87% of which came from Cobb County, the City of Marietta, and a federal grant.

* The matriculation fee in 1966-67 was $70 per quarter for full-time students and $6 per credit hour for part-time students. The day the college opened there were only 37 faculty members on board. According to the annual President’s Reports published during those first few years, one-third of the student body attended night classes, and men outnumbered women by a ratio of 2:1.

* The Kennesaw Junior College Foundation was created during the 1968-69 academic year, with 23 charter members made up of respected, influential businessmen from Cobb and surrounding counties.
Before the college even opened in 1966, community leaders and local residents wanted to know when it would become a four-year institution. Thanks to the strong commitment of community leaders, local government officials, students, faculty, and staff, Kennesaw Junior College was granted senior college status in 1976 and renamed Kennesaw College in September 1977. The junior year was added in the fall of 1978, and the senior year in 1979. In June of 1980, 70 students received the first baccalaureate degrees to be conferred by the college. Later that year, the college became fully accredited as a four-year institution by the Southern Association of Colleges and Schools (SACS).

Buildings added since 1967 included a new student center in 1973, a new library in 1979, a new plant operations building in 1973, and three new academic buildings (Humanities in 1979, Continuing Education/Performing Arts in 1989 and Business Administration in 1991). The original Student Center later became the Administration Annex, the original Library became the Pilcher Public Service Building, the former Plant Operations facility became the Music Building, and the initial Humanities Building became Business Administration and later became the Education Building.

In 1981, Dr. Betty L. Siegel became the first female president in the University System of Georgia succeeding the founding president at Kennesaw, Dr. Sturgis and acting president Dr. Eugene Huck.

Intercollegiate Athletics was originated in 1982.

In 1983, the college’s organizational structure within academic affairs changed from five divisions to four schools and seventeen departments better reflecting the college’s four-year status.

Major advances in minority faculty, staff, and student involvement at Kennesaw were achieved in the 1980’s.

The college’s first graduate programs in business and education were initiated in 1985.

In 1986, Kennesaw became one of the first institutions in our region to be reaccredited by the Southern Association of Colleges and Schools under its new Criteria, emphasizing institutional effectiveness.

Kennesaw was selected to be spotlighted in *Searching for Academic Excellence* (1986) as one of twenty colleges and universities in the nation as “on the move.”

The Kennesaw College Foundation initiated its first capital campaign in 1987-88 in cooperation with the Foundation for Southern Tech with an initial goal of $4 million.

In keeping with its continuing development as a four-year college with graduate programs, the faculty approved a plan to discontinue all associate degrees except the program in nursing in 1988.

In 1988, Kennesaw College requested a change in name to Kennesaw State College which took effect during the 25th year anniversary of the college.

Throughout the 1980’s, the centrality of effective teaching grew in its importance at Kennesaw State. Graduates of the KSC education programs continued to lead all others in the state with a 98% passing rate on the state’s Teacher Certification Test. All (100%) students in the initial graduating class in the BSN program passed their licensing exams. The initial MBA graduates earned perfect GPAs (4.0).

Critical demands for space led to the college’s construction of four temporary classroom/faculty office buildings in the 1988 and 1989.

The Fall of 1988 saw the opening of the A.L. Burruss Institute of Public Service which was the college’s first major public service/applied research center.

The college added a performing arts auditorium to its physical resources in 1989.

The School of Business Administration established the nation’s first degree program in professional sales in 1990.

In the Spring of 1990 the library was named in honor of Horace W. Sturgis, the founding president.

Telephone registration was successfully implemented during the Spring Quarter 1990.

In the Fall of 1990 a campus-wide policy prohibiting smoking in any building in order to promote the healthiest possible environment for the faculty, staff and students was implemented.

In the Fall of 1989 KSC was one of only five institutions in the South named by the *U.S. News and World Report* as one of the nation’s "Top Up-And-Coming Regional Colleges and Universities." In 1990, *U.S. News and World Report* again spotlighted Kennesaw State along with George Mason University as among the “best up and coming colleges” in the South and was again singled out as a "rising star" in 1991.

The Physical Education Annex was completed and opened for use in the Fall of 1990.

As a result of raised admission standards and more stringent exiting requirements, Developmental Studies enrollment decreased 28% while the University System’s Developmental enrollment grew by 60% from 1986 to 1990.

The Fall 1990 enrollment surpassed 10,000 students for the first time in the history of the college.

During Fiscal Year 1990-91, KSC received Board of Regents approval to begin offering a Master of Public Administration degree.

The admissions office added a new system called Telephone Admissions Status Inquiry (TASI) that offers students 24-hour, seven-days-a-week access to admissions information, including the status of their application, admissions deadlines, test-score requirements, and other valuable information.

A campus chapter of Phi Kappa Phi National Honor Society was installed during the 1990-91 year.
STATEMENT OF PURPOSE

Kennesaw State College is a dynamic, developing senior college in the University System of Georgia, responding to the needs of the northwest region of the state for accessible, relevant and high-quality undergraduate, graduate and public service programs.

Grounded in the liberal arts tradition, the academic programs of the college offer opportunities for concentrated study in the arts, the humanities, the sciences and the professional fields of business, education, health and social services. Enrichment programs and support services enhance the collegiate experience, help students achieve their personal and professional goals, and promote lifelong learning.

Committed to providing an inviting and supportive learning environment, Kennesaw State College values and promotes excellence in its central missions of teaching and service. Scholarly activity and research are encouraged in support of these aims and to further professional development. The campus community provides a stimulating and challenging atmosphere, which fosters critical thinking, social responsibility and an understanding of differences among people and ideas.

Kennesaw State College aspires to be a model senior college, respected for its contributions to excellence in education, the realization of personal potential and the improvement of the quality of life in the communities it serves. The institutional goals of the college supporting these principal missions of teaching, learning and service are as follows:

1. Offer collegiate programs, courses of study and services that are of high quality and that prepare people well for the pursuit of their personal and professional goals.

2. Offer a broad educational experience grounded in the liberal arts tradition, in which personal growth occurs outside as well as inside the classroom.

3. Maintain a strong record of excellence in teaching and learning.

4. Demonstrate genuine concern for all people and for their personal development.

5. Be service-oriented and responsive to the needs of the communities served.

6. Remain a dynamic organization that continuously evolves and responds to needed change.

7. Have an inviting campus environment.

8. Be a leader among peer institutions.

ACCREDITATION

Kennesaw State College is fully accredited by the Southern Association of Colleges and Schools as a baccalaureate-level and graduate-level institution. The undergraduate teacher education programs are accredited by the National Council for Accreditation of Teacher Education. The music program is fully accredited by the National Association of Schools of Music. The associate program in nursing is approved by the Georgia Board of Nursing and is accredited by the National League for Nursing; the baccalaureate program is provisionally approved by the board and is preparing for professional accreditation. The Department of Chemistry and Physics is fully accredited by the American Chemical Society which allows the department to offer ACS certified degrees.
KENNESAW STATE COLLEGE ORGANIZATIONAL CHART
JULY 1, 1991

PRESIDENT

Minority Affairs Coordinator

Vice President for Academic Affairs

Institutional Research Coordinator

Academic Computer Services Director

Administrative Computer Services Director

Vice President for Student Affairs & Dean of Students

Assoc. Dean of Students and CAPS Director*

Student Development Center Director

Student Financial Aid Director

Student Life Center Director

Wellness Services Coordinator

Judicial Programs Coordinator

Vice President Business & Finance

Aux. Enterprises Director

Business Services Director

Campus Safety & Sec. Dir.

Personnel Services Director

Plant Operations Director

Procurement Services Director

Associate Vice President Dean of Graduate Studies

Library Director

Registrar

CETL Director

Instructional Resources Director

Office of Sponsored Programs and Research Coordinator

Dean School of Arts and Behavioral Sciences

English Chair

Foreign Lang. Chair

History Chair

Communications Chair

Music Chair

Political Science and Sociology Chair

Psychology Chair

Visual Arts Chair

Burruss Institute Director

International Programs Director

Dean School of Business Administration

Accounting Chair

Decision Sciences and Business Law Chair

Economics and Finance Dept. Chair

Management and Entrepreneurship Chair

Marketing and Professional Sales Chair

MBA Director

Chair of Private Enterprise

SBDC Director

Dean School of Education

Elementary and Early Childhood Educ. Chair

Secondary and Middle School Educ. Chair

Developmental Studies Dept. Chair

Health, Phys. Ed. and Recreation Dept. Chair

Graduate Studies Director

Field Experience Director

Teacher Resource Center Director

Regional Inst. for School Enhancement Director

Dean School of Science and Allied Health

Biology Dept. Chair

Chemistry & Physics Department Chair

Computer Science and Information Sys. Chair

Mathematics Dept. Chair

Nursing Dept. Chair

Dean of Continuing Education, Professional Development, & Extension

Conferences, Contract Services, Computer Training Center Director

Management Development Center Director

Prof. Development & Life Enrichment Center Director

Asst. to the President College Advancement

Alumni Affairs Dir.

College Relations Dir.

Development Dir.

Admissions Dir.*

Special Events Coordinator

Annual Giving Director

* A secondary reporting relationship also exists with the Associate Vice President for Academic Affairs/Dean of Graduate Studies because of the close ties with the academic programs.
STUDENT INFORMATION

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## FALL QUARTER ENROLLMENTS SINCE 1966

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TOTAL</th>
<th>FALL TO FALL % CHANGE</th>
<th>SIGNIFICANT DEVELOPMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1966</td>
<td>1,014</td>
<td>-</td>
<td>Initial Year as Kennesaw Junior College</td>
</tr>
<tr>
<td>1967</td>
<td>1,278</td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td>1968</td>
<td>1,368</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>1969</td>
<td>1,577</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>1970</td>
<td>1,570</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>1971</td>
<td>1,773</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>1972</td>
<td>1,848</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>1973</td>
<td>2,031</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>1974</td>
<td>2,241</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>1975</td>
<td>3,098</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td>1976</td>
<td>3,211</td>
<td>4%</td>
<td>Granted Senior College status</td>
</tr>
<tr>
<td>1977</td>
<td>3,444</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>1978</td>
<td>3,825</td>
<td>11%</td>
<td>First Junior Class</td>
</tr>
<tr>
<td>1979</td>
<td>4,134</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>1980</td>
<td>3,903</td>
<td>-6%</td>
<td></td>
</tr>
<tr>
<td>1981</td>
<td>4,195</td>
<td>7%</td>
<td>New President, Betty L. Siegel</td>
</tr>
<tr>
<td>1982</td>
<td>4,799</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>1983</td>
<td>5,383</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>1984</td>
<td>5,821</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>1985</td>
<td>6,866</td>
<td>18%</td>
<td>Graduate programs begun</td>
</tr>
<tr>
<td>1986</td>
<td>7,296</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>1987</td>
<td>7,946</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>1988</td>
<td>8,614</td>
<td>8%</td>
<td>Name change to Kennesaw State College</td>
</tr>
<tr>
<td>1989</td>
<td>9,140</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>1990</td>
<td>10,030</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>1991</td>
<td>10,913</td>
<td>9%</td>
<td></td>
</tr>
</tbody>
</table>
ENROLLMENT TREND 1966 - 1991

HIGHLIGHTS

- With the exception of only one year in the last 25, Kennesaw State College has experienced constant growth in enrollment since its founding in 1966.

- From 1966 to 1991, Kennesaw State College’s enrollment grew by nearly 10,000 students or 976%.

- Roughly two-thirds of the college's growth since its founding occurred in the 1980's; fall enrollment grew by over 6,700 or 160% from 1981 to 1991.

- The average annual fall enrollment growth in the 1980’s was 9.9%.
**SENIOR COLLEGE ENROLLMENT HISTORY**

**Enrollment Since Going Four-Year**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>78</th>
<th>79</th>
<th>80</th>
<th>81</th>
<th>82</th>
<th>83</th>
<th>84</th>
<th>85</th>
<th>86</th>
<th>87</th>
<th>88</th>
<th>89</th>
<th>90</th>
<th>91</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL ENROLLMENT</td>
<td></td>
<td></td>
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<td></td>
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<td>2000</td>
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<tr>
<td>4000</td>
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<tr>
<td>6000</td>
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<td>8000</td>
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<td>10000</td>
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<td>12000</td>
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</tr>
</tbody>
</table>

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**1987 - 1991 FALL QUARTER ENROLLMENT COMPARISONS**

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Fall 1987</th>
<th>Fall 1988</th>
<th>Fall 1989</th>
<th>Fall 1990</th>
<th>Fall 1991</th>
<th>5-Year # Change</th>
<th>5-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>7,370</td>
<td>7,955</td>
<td>8,404</td>
<td>9,148</td>
<td>9,826</td>
<td>2,456</td>
<td>33%</td>
</tr>
<tr>
<td>Graduate</td>
<td>576</td>
<td>659</td>
<td>736</td>
<td>882</td>
<td>1,087</td>
<td>511</td>
<td>89%</td>
</tr>
<tr>
<td>Total</td>
<td>7,946</td>
<td>8,614</td>
<td>9,140</td>
<td>10,030</td>
<td>10,913</td>
<td>2,967</td>
<td>37%</td>
</tr>
<tr>
<td>Annual % Change</td>
<td>8%</td>
<td>8%</td>
<td>6%</td>
<td>10%</td>
<td>9%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**HIGHLIGHTS**

- Undergraduate enrollment grew 33% over the last 5 years with impressive increases each year.
- The graduate programs initiated in 1985 have experienced dramatic growth each fall.
- Over the last ten years, total enrollment grew from 4,195 in 1981 to 10,913 in 1991, an impressive increase of 122%.
FALL ENROLLMENT PROJECTIONS
AT KSC IN THE 1990's
BASED UPON 5 OR 10% ANNUAL INCREASES

![Graph showing enrollment projections with 5% and 10% annual increases.]

<table>
<thead>
<tr>
<th>Actual Fall 1991</th>
<th>10,913</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5% Growth/Yr</td>
</tr>
<tr>
<td>Projected Fall 1992</td>
<td>11,459</td>
</tr>
<tr>
<td>Projected Fall 1993</td>
<td>12,032</td>
</tr>
<tr>
<td>Projected Fall 1994</td>
<td>12,633</td>
</tr>
<tr>
<td>Projected Fall 1995</td>
<td>13,265</td>
</tr>
<tr>
<td>Projected Fall 1996</td>
<td>13,928</td>
</tr>
<tr>
<td>Projected Fall 1997</td>
<td>14,624</td>
</tr>
<tr>
<td>Projected Fall 1998</td>
<td>15,356</td>
</tr>
<tr>
<td>Projected Fall 1999</td>
<td>16,123</td>
</tr>
<tr>
<td>Projected Fall 2000</td>
<td>16,930</td>
</tr>
</tbody>
</table>

HIGHLIGHTS

- Kennesaw State's enrollment growth over the last twenty-five years is unparalleled in the University System.

- Even if the annual growth rate of enrollment increases in the 1990's were to fall to 5%, Kennesaw State would exceed the 15,000 student mark by 1998.

- If the 10% annual increase of the 1980's were to continue in the 1990's KSC will be at the 25,000 mark within the decade.
KSC IS GROWING TOWARD AN URBAN UNIVERSITY'S DISTRIBUTION OF STUDENTS

<table>
<thead>
<tr>
<th>Fall 1991</th>
<th>GSO (Traditional Residential)</th>
<th>% of Total</th>
<th>GSU (Urban Commuter)</th>
<th>% of Total</th>
<th>KSC (Metro Commuter)</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Category</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshmen</td>
<td>3,420</td>
<td>33%</td>
<td>2,559</td>
<td>17%</td>
<td>2,743</td>
<td>30%</td>
</tr>
<tr>
<td>Sophomores</td>
<td>2,590</td>
<td>25%</td>
<td>2,964</td>
<td>20%</td>
<td>2,228</td>
<td>25%</td>
</tr>
<tr>
<td>Juniors</td>
<td>2,111</td>
<td>21%</td>
<td>3,711</td>
<td>25%</td>
<td>1,881</td>
<td>21%</td>
</tr>
<tr>
<td>Seniors</td>
<td>2,158</td>
<td>21%</td>
<td>5,449</td>
<td>37%</td>
<td>2,152</td>
<td>24%</td>
</tr>
<tr>
<td>Subtotal</td>
<td>10,279</td>
<td>100%</td>
<td>14,683</td>
<td>100%</td>
<td>9,004</td>
<td>100%</td>
</tr>
<tr>
<td>Lower Division</td>
<td>7,417</td>
<td>63%</td>
<td>6,401</td>
<td>41%</td>
<td>5,556</td>
<td>58%</td>
</tr>
<tr>
<td>Upper Division</td>
<td>4,269</td>
<td>37%</td>
<td>9,160</td>
<td>59%</td>
<td>4,033</td>
<td>42%</td>
</tr>
<tr>
<td>Subtotal</td>
<td>11,686</td>
<td>100%</td>
<td>15,561</td>
<td>100%</td>
<td>9,589</td>
<td>100%</td>
</tr>
<tr>
<td>Undergraduates</td>
<td>11,686</td>
<td>87%</td>
<td>15,561</td>
<td>65%</td>
<td>9,589</td>
<td>88%</td>
</tr>
<tr>
<td>Graduates</td>
<td>1,636</td>
<td>12%</td>
<td>7,041</td>
<td>29%</td>
<td>1,087</td>
<td>10%</td>
</tr>
<tr>
<td>Other/Transients</td>
<td>89</td>
<td>1%</td>
<td>1,422</td>
<td>6%</td>
<td>237</td>
<td>2%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>13,411</td>
<td>100%</td>
<td>24,024</td>
<td>100%</td>
<td>10,913</td>
<td>100%</td>
</tr>
</tbody>
</table>

GSO = Georgia Southern University
GSU = Georgia State University
KSC = Kennesaw State College

HIGHLIGHTS

- Kennesaw State is evolving to be more like the urban commuter university than the traditional residential university in terms of its distribution of students.
- Traditional residential universities often have larger lower division than upper division enrollments and proportionately fewer graduate students than urban commuter universities; KSC's upper division and graduate enrollment is growing several times faster than its lower division enrollment.
- The nontraditional nature of the students at urban and metropolitan universities results in a substantially different distribution of students for the traditional residential institution.
ENROLLMENT COMPARISON OF SELECTED SISTER INSTITUTIONS

FALL 1991 ENROLLMENT COMPARISONS

<table>
<thead>
<tr>
<th>College or Regional University</th>
<th>Total Enrollment</th>
<th>EFT</th>
<th>Graduate Enrollment</th>
<th>Upper Division</th>
<th>Total New Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia Southern University</td>
<td>13,411</td>
<td>12,439</td>
<td>1,636</td>
<td>4,269</td>
<td>3,829</td>
</tr>
<tr>
<td><em>KENNESAW STATE</em></td>
<td>10,913</td>
<td>7,773</td>
<td>1,087</td>
<td>4,033</td>
<td>2,527</td>
</tr>
<tr>
<td>Valdosta State College</td>
<td>7,436</td>
<td>6,366</td>
<td>1,182</td>
<td>2,734</td>
<td>1,877</td>
</tr>
<tr>
<td>West Georgia College</td>
<td>7,521</td>
<td>5,992</td>
<td>2,000</td>
<td>2,170</td>
<td>2,058</td>
</tr>
<tr>
<td>Augusta College</td>
<td>5,292</td>
<td>4,014</td>
<td>755</td>
<td>1,377</td>
<td>1,524</td>
</tr>
<tr>
<td>Georgia College</td>
<td>5,350</td>
<td>4,355</td>
<td>972</td>
<td>1,923</td>
<td>1,665</td>
</tr>
<tr>
<td>Columbus College</td>
<td>4,568</td>
<td>3,620</td>
<td>554</td>
<td>1,524</td>
<td>1,160</td>
</tr>
<tr>
<td>Southern Tech</td>
<td>4,008</td>
<td>3,084</td>
<td>250</td>
<td>1,596</td>
<td>928</td>
</tr>
</tbody>
</table>

HIGHLIGHTS

- Kennesaw State is clearly the largest of the senior colleges in Headcount and EFT and continues to grow at a faster rate than all other senior colleges.

- West Georgia College has almost twice as many graduate students as KSC, but KSC will soon become as large as Valdosta State in graduate enrollment.
SUMMER QUARTER ENROLLMENT COMPARISONS AMONG SELECTED SISTER INSTITUTIONS

![Graph showing summer quarter enrollment comparison between Kennesaw State, Georgia Southern, Valdosta State, and West Georgia from 1987 to 1991.]

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kennesaw State</td>
<td>4,051</td>
<td>4,630</td>
<td>5,129</td>
<td>5,640</td>
<td>6,327</td>
</tr>
<tr>
<td>Georgia Southern</td>
<td>3,446</td>
<td>3,684</td>
<td>4,238</td>
<td>4,762</td>
<td>5,787</td>
</tr>
<tr>
<td>Valdosta State</td>
<td>3,950</td>
<td>3,973</td>
<td>4,225</td>
<td>4,027</td>
<td>4,159</td>
</tr>
<tr>
<td>West Georgia</td>
<td>3,144</td>
<td>3,202</td>
<td>3,368</td>
<td>3,767</td>
<td>3,962</td>
</tr>
<tr>
<td>Augusta</td>
<td>2,420</td>
<td>2,700</td>
<td>2,912</td>
<td>2,851</td>
<td>2,932</td>
</tr>
<tr>
<td>Georgia College</td>
<td>2,284</td>
<td>2,288</td>
<td>2,540</td>
<td>2,631</td>
<td>2,804</td>
</tr>
<tr>
<td>Columbus</td>
<td>2,164</td>
<td>2,214</td>
<td>2,312</td>
<td>2,461</td>
<td>2,566</td>
</tr>
<tr>
<td>Clayton State</td>
<td>1,310</td>
<td>1,475</td>
<td>1,610</td>
<td>1,978</td>
<td>2,228</td>
</tr>
<tr>
<td>Armstrong State</td>
<td>1,369</td>
<td>1,511</td>
<td>1,854</td>
<td>2,210</td>
<td>2,202</td>
</tr>
<tr>
<td>Southern Tech</td>
<td>1,830</td>
<td>1,899</td>
<td>1,978</td>
<td>2,035</td>
<td>2,041</td>
</tr>
</tbody>
</table>

HIGHLIGHTS

- Over the past five years, KSC has consistently maintained the largest summer enrollment among senior colleges and the regional university in the state.

- KSC’s large summer enrollment confirms the notion that it is a four-quarter institution, attracting students throughout the year.

![Bar chart showing headcount and EFT enrollment for years 1987 to 1991]

HEADCOUNT AND EFT ENROLLMENT COMPARISONS

<table>
<thead>
<tr>
<th>Type</th>
<th>Fall 1987</th>
<th>Fall 1988</th>
<th>Fall 1989</th>
<th>Fall 1990</th>
<th>Fall 1991</th>
<th>5-Year # Change</th>
<th>5-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Headcount</td>
<td>7,946</td>
<td>8,614</td>
<td>9,140</td>
<td>10,030</td>
<td>10,913</td>
<td>2,967</td>
<td>37%</td>
</tr>
<tr>
<td>Headcount (% Change)</td>
<td>8%</td>
<td>9%</td>
<td>6%</td>
<td>10%</td>
<td>9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total EFT*</td>
<td>5,785</td>
<td>6,071</td>
<td>6,474</td>
<td>7,110</td>
<td>7,773</td>
<td>1,988</td>
<td>34%</td>
</tr>
<tr>
<td>EFT (% Change)</td>
<td>7%</td>
<td>5%</td>
<td>7%</td>
<td>10%</td>
<td>9%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*EFT - The University System of Georgia definition: Equivalent full-time enrollment converts the number of enrolled students, full- and part-time into an equivalent number of full-time students. It is calculated by dividing the total credit hours taken by all students during the quarter by 15.

HIGHLIGHTS

- Kennesaw State experienced a consistent upward trend in enrollment over the last five years, reaching the milestone mark of over 10,000 in the fall of 1990, at least a year ahead of projections.
- EFT enrollment increased steadily at a rate comparable to the headcount growth.
DEGREE-SEEKING UNDERGRADUATE ENROLLMENT PATTERNS

![Bar chart showing enrollment growth by classification from Fall 1987 to Fall 1991.}

<table>
<thead>
<tr>
<th>Classification</th>
<th>Fall 1987</th>
<th>Fall 1988</th>
<th>Fall 1989</th>
<th>Fall 1990</th>
<th>Fall 1991</th>
<th>5-Year # Change</th>
<th>5-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>2,234</td>
<td>2,352</td>
<td>2,750*</td>
<td>2,543</td>
<td>2,743</td>
<td>509</td>
<td>23%</td>
</tr>
<tr>
<td>Sophomores</td>
<td>1,555</td>
<td>1,736</td>
<td>1,818*</td>
<td>2,189</td>
<td>2,228</td>
<td>673</td>
<td>43%</td>
</tr>
<tr>
<td>Juniors</td>
<td>1,196</td>
<td>1,387</td>
<td>1,425*</td>
<td>1,725</td>
<td>1,881</td>
<td>685</td>
<td>57%</td>
</tr>
<tr>
<td>Seniors</td>
<td>1,158</td>
<td>1,342</td>
<td>1,523*</td>
<td>1,799</td>
<td>2,152</td>
<td>994</td>
<td>86%</td>
</tr>
<tr>
<td>Total Undergraduates</td>
<td>6,143</td>
<td>6,817</td>
<td>7,516</td>
<td>8,256</td>
<td>9,004</td>
<td>2,861</td>
<td>47%</td>
</tr>
<tr>
<td>Annual % Change</td>
<td>6%</td>
<td>11%</td>
<td>10%</td>
<td>10%</td>
<td>9%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Fall Transfer data were incomplete at time of final enrollment report.

**HIGHLIGHTS**

- The freshmen pool showed modest growth over five years, compared with the other classifications.

- The most impressive growth was at the upper division where juniors and seniors increased approximately 71%.

- The rate of growth was significantly higher at the sophomore, junior and senior levels indicating improved retention of upper-level students as well as increased recruitment of readmission, transfer and non-traditional students.
NON-DEGREE UNDERGRADUATE STUDENT ENROLLMENT OVER FIVE YEARS

![Graph showing student enrollment over five years with categories for Other and Developmental]

<table>
<thead>
<tr>
<th>Undergraduate Classification</th>
<th>Fall 1987</th>
<th>Fall 1988</th>
<th>Fall 1989</th>
<th>Fall 1990</th>
<th>Fall 1991</th>
<th>5-Year # Change</th>
<th>5-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dev. Studies</td>
<td>1,027</td>
<td>902</td>
<td>656</td>
<td>648</td>
<td>570</td>
<td>(457)</td>
<td>(44%)</td>
</tr>
<tr>
<td>JETS</td>
<td>18</td>
<td>9</td>
<td>16</td>
<td>11</td>
<td>15</td>
<td>(3)</td>
<td>(16%)</td>
</tr>
<tr>
<td>Transient</td>
<td>67</td>
<td>88</td>
<td>74</td>
<td>93</td>
<td>86</td>
<td>19</td>
<td>28%</td>
</tr>
<tr>
<td>All Other</td>
<td>115</td>
<td>139</td>
<td>142</td>
<td>140</td>
<td>151</td>
<td>36</td>
<td>31%</td>
</tr>
<tr>
<td>Total</td>
<td>1,227</td>
<td>1,138</td>
<td>888</td>
<td>892</td>
<td>822</td>
<td>(405)</td>
<td>(33%)</td>
</tr>
<tr>
<td>Annual % Change</td>
<td>8%</td>
<td>(7%)</td>
<td>(22%)</td>
<td>.4%</td>
<td>(8%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**HIGHLIGHTS**

- Conscientious efforts to reduce Developmental Studies enrollments began in 1986 with raised admissions standards. However, 1987 saw the number increase as the backlog of DS students attempted to complete the required sequence. By 1991, the goal of maintaining approximately 600 students was attained.

- The shift from quarters to semesters in the public schools and the new College Preparatory Curriculum (CPC) requirement seems to have discouraged participation of joint enrollment students (JETS).
GRADUATE ENROLLMENT DISTRIBUTION

DISTRIBUTION OF GRADUATE ENROLLMENT

<table>
<thead>
<tr>
<th>Area</th>
<th>Fall 1987</th>
<th>Fall 1988</th>
<th>Fall 1989</th>
<th>Fall 1990</th>
<th>Fall 1991</th>
<th>5-Year # Change</th>
<th>5-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA</td>
<td>294</td>
<td>283</td>
<td>327</td>
<td>419</td>
<td>507</td>
<td>228</td>
<td>78%</td>
</tr>
<tr>
<td>Non-degree</td>
<td>17</td>
<td>20</td>
<td>24</td>
<td>26</td>
<td>15</td>
<td>(2)</td>
<td>(12%)</td>
</tr>
<tr>
<td>Total Business</td>
<td>311</td>
<td>303</td>
<td>351</td>
<td>445</td>
<td>522</td>
<td>211</td>
<td>69%</td>
</tr>
<tr>
<td>MED</td>
<td>28</td>
<td>31</td>
<td>51</td>
<td>64</td>
<td>81</td>
<td>53</td>
<td>189%</td>
</tr>
<tr>
<td>Non-degree*</td>
<td>237</td>
<td>325</td>
<td>334</td>
<td>373</td>
<td>484</td>
<td>247</td>
<td>104%</td>
</tr>
<tr>
<td>Total Education</td>
<td>265</td>
<td>356</td>
<td>385</td>
<td>437</td>
<td>565</td>
<td>300</td>
<td>113%</td>
</tr>
<tr>
<td>Total Graduate</td>
<td>576</td>
<td>659</td>
<td>736</td>
<td>882</td>
<td>1,087</td>
<td>511</td>
<td>89%</td>
</tr>
<tr>
<td>Annual % Change</td>
<td>18%</td>
<td>14%</td>
<td>12%</td>
<td>20%</td>
<td>23%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* A large percentage of education students are post-baccalaureate completing programs that lead to initial teacher certification.

HIGHLIGHTS

- Each year the graduate enrollment continued to show double-digit increases.
- Most business students enrolled in degree programs while the majority of education students enrolled in courses that lead to initial, renewal or add-on teacher certification.
NEW STUDENT ENROLLMENT:
FALL QUARTERS 1987 - 1991

NEW STUDENT ENROLLMENT COMPARISONS

<table>
<thead>
<tr>
<th>Classification</th>
<th>Fall 1987</th>
<th>Fall 1988</th>
<th>Fall 1989</th>
<th>Fall 1990</th>
<th>Fall 1991</th>
<th>5-Year # Change</th>
<th>5-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Freshmen</td>
<td>552</td>
<td>599</td>
<td>692</td>
<td>650</td>
<td>679</td>
<td>127</td>
<td>23%</td>
</tr>
<tr>
<td>Developmental Studies</td>
<td>673</td>
<td>579</td>
<td>380</td>
<td>457</td>
<td>376</td>
<td>(297)</td>
<td>(44%)</td>
</tr>
<tr>
<td>Transfer Students</td>
<td>714</td>
<td>786</td>
<td>836</td>
<td>981</td>
<td>1,053</td>
<td>339</td>
<td>47%</td>
</tr>
<tr>
<td>JETS</td>
<td>11</td>
<td>7</td>
<td>13</td>
<td>9</td>
<td>10</td>
<td>(1)</td>
<td>(9%)</td>
</tr>
<tr>
<td>Transients</td>
<td>46</td>
<td>63</td>
<td>48</td>
<td>56</td>
<td>48</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>63</td>
<td>78</td>
<td>75</td>
<td>67</td>
<td>68</td>
<td>5</td>
<td>8%</td>
</tr>
<tr>
<td>Graduates</td>
<td>165</td>
<td>192</td>
<td>218</td>
<td>249</td>
<td>293</td>
<td>128</td>
<td>78%</td>
</tr>
<tr>
<td>Total</td>
<td>2,224</td>
<td>2,304</td>
<td>2,262</td>
<td>2,469</td>
<td>2,527</td>
<td>303</td>
<td>14%</td>
</tr>
</tbody>
</table>

Annual % Change 3% 4% (2%) 9% 2%

HIGHLIGHTS

- KSC realized healthy growth in the number of new freshmen, transfers, and graduate students over the last 5 years, but annual rates of growth generally lagged total enrollment growth.
- The growth rate of transfers was especially impressive and twice that of the beginning freshmen.
- New Developmental Studies enrollment decreased significantly (44%) as a result of raising minimum admissions standards.
- New students comprised from 23 to 30% of the total fall enrollment during the past five years.
NEW TRANSFER STUDENTS BY ENTERING CLASSIFICATION

Fall 1991: Distribution of New Transfers at Time of Acceptance

CLASSIFICATION OF NEW TRANSFERS

<table>
<thead>
<tr>
<th>Classification</th>
<th>Fall 1987</th>
<th>Fall 1988</th>
<th>Fall 1989*</th>
<th>Fall 1990</th>
<th>Fall 1991</th>
<th>5-Year # Change</th>
<th>5-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>366</td>
<td>332</td>
<td>505</td>
<td>391</td>
<td>421</td>
<td>55</td>
<td>15%</td>
</tr>
<tr>
<td>Sophomores</td>
<td>203</td>
<td>244</td>
<td>174</td>
<td>328</td>
<td>335</td>
<td>132</td>
<td>65%</td>
</tr>
<tr>
<td>Juniors</td>
<td>107</td>
<td>146</td>
<td>96</td>
<td>196</td>
<td>198</td>
<td>91</td>
<td>85%</td>
</tr>
<tr>
<td>Seniors</td>
<td>38</td>
<td>64</td>
<td>61</td>
<td>66</td>
<td>99</td>
<td>61</td>
<td>16%</td>
</tr>
<tr>
<td>Total Transfers</td>
<td>714</td>
<td>786</td>
<td>836</td>
<td>981</td>
<td>1,053</td>
<td>339</td>
<td>47%</td>
</tr>
</tbody>
</table>

| Annual % Change| 2%        | 10%       | 6%        | 17%       | 7%        |

* Caution is noted in interpreting these data. Transfer students are classified as freshmen until their transcripts have been evaluated. In 1989, transfer evaluations were incomplete at the time of the official census count; freshmen numbers were therefore, inflated.

HIGHLIGHTS

- The overall growth rate of new transfer students over the last 5 years (47%) exceeded the rate of growth for the total undergraduate student body (37%).

- The increasing numbers of upper classmen continue to affirm the attractiveness of KSC's upper division programs.
TOTAL NEW STUDENTS ENROLLED:
FISCAL YEARS 1987 - 1991

Percentage of Total New Students for the Fiscal Year Entering KSC Each Quarter

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>764</td>
<td>902</td>
<td>1,013</td>
<td>1,058</td>
<td>1,124</td>
<td>360</td>
<td>47%</td>
</tr>
<tr>
<td>Fall</td>
<td>2,159</td>
<td>2,224</td>
<td>2,304</td>
<td>2,262</td>
<td>2,469</td>
<td>310</td>
<td>14%</td>
</tr>
<tr>
<td>Winter</td>
<td>918</td>
<td>1,077</td>
<td>943</td>
<td>1,056</td>
<td>1,139</td>
<td>221</td>
<td>24%</td>
</tr>
<tr>
<td>Spring</td>
<td>714</td>
<td>791</td>
<td>773</td>
<td>862</td>
<td>961</td>
<td>247</td>
<td>35%</td>
</tr>
<tr>
<td>Totals</td>
<td>4,555</td>
<td>4,994</td>
<td>5,033</td>
<td>5,238</td>
<td>5,693</td>
<td>1,138</td>
<td>25%</td>
</tr>
<tr>
<td>Annual % Change</td>
<td>10%</td>
<td>9%</td>
<td>1%</td>
<td>4%</td>
<td>9%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

HIGHLIGHTS

- Unlike a traditional residential campus that attracts most of its students in the fall, Kennesaw State attracts more than half of its new students each year in the other three quarters. The proportion of new students who start at Kennesaw State in the fall fell from almost 5 out of every 10 in 1986-87 to nearly 4 in 10 in 1990-91.

- Increases of new students during the summer quarters showed the greatest growth rate of 47% over the five-year period. In part, this was attributed to the special emphasis placed on expanded and improved summer class scheduling, and the initiation of graduate programs.

- The annual growth in new student enrollment slowed substantially in 1988-89 and 1989-90 with the implementation of new admission standards. There was another significant increase of new students in FY 90-91 which historically has occurred in times of economic recession.
# WINTER QUARTER ENROLLMENTS

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental</td>
<td>786</td>
<td>718</td>
<td>488</td>
<td>563</td>
<td>496</td>
<td>(290)</td>
<td>(37%)</td>
</tr>
<tr>
<td>Freshmen</td>
<td>1,967</td>
<td>1,989</td>
<td>2,230</td>
<td>2,124</td>
<td>2,415</td>
<td>448</td>
<td>23%</td>
</tr>
<tr>
<td>Sophomores</td>
<td>1,610</td>
<td>1,696</td>
<td>1,882</td>
<td>2,095</td>
<td>2,161</td>
<td>551</td>
<td>34%</td>
</tr>
<tr>
<td>Juniors</td>
<td>1,245</td>
<td>1,396</td>
<td>1,508</td>
<td>1,801</td>
<td>1,947</td>
<td>702</td>
<td>56%</td>
</tr>
<tr>
<td>Seniors</td>
<td>1,286</td>
<td>1,436</td>
<td>1,631</td>
<td>1,920</td>
<td>2,279</td>
<td>993</td>
<td>77%</td>
</tr>
<tr>
<td>Graduates</td>
<td>596</td>
<td>676</td>
<td>817</td>
<td>961</td>
<td>1,108</td>
<td>512</td>
<td>86%</td>
</tr>
<tr>
<td>All Other</td>
<td>191</td>
<td>182</td>
<td>190</td>
<td>211</td>
<td>221</td>
<td>30</td>
<td>16%</td>
</tr>
<tr>
<td>Total</td>
<td>7,681</td>
<td>8,093</td>
<td>8,746</td>
<td>9,675</td>
<td>10,627</td>
<td>2,946</td>
<td>38%</td>
</tr>
<tr>
<td>Percent Change</td>
<td>9%</td>
<td>5%</td>
<td>8%</td>
<td>11%</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental</td>
<td>245</td>
<td>191</td>
<td>156</td>
<td>197</td>
<td>171</td>
<td>(74)</td>
<td>(30%)</td>
</tr>
<tr>
<td>Beg. Freshmen</td>
<td>112</td>
<td>104</td>
<td>110</td>
<td>97</td>
<td>147</td>
<td>35</td>
<td>31%</td>
</tr>
<tr>
<td>Transfer Fresh.</td>
<td>207</td>
<td>193</td>
<td>223</td>
<td>220</td>
<td>260</td>
<td>53</td>
<td>26%</td>
</tr>
<tr>
<td>Sophomores</td>
<td>139</td>
<td>110</td>
<td>147</td>
<td>135</td>
<td>148</td>
<td>9</td>
<td>6%</td>
</tr>
<tr>
<td>Juniors</td>
<td>70</td>
<td>72</td>
<td>85</td>
<td>98</td>
<td>112</td>
<td>42</td>
<td>60%</td>
</tr>
<tr>
<td>Seniors</td>
<td>33</td>
<td>34</td>
<td>41</td>
<td>53</td>
<td>68</td>
<td>35</td>
<td>106%</td>
</tr>
<tr>
<td>Graduates</td>
<td>168</td>
<td>166</td>
<td>214</td>
<td>228</td>
<td>211</td>
<td>43</td>
<td>26%</td>
</tr>
<tr>
<td>All Other</td>
<td>103</td>
<td>73</td>
<td>80</td>
<td>111</td>
<td>97</td>
<td>(6)</td>
<td>(6%)</td>
</tr>
<tr>
<td>Total</td>
<td>1,077</td>
<td>943</td>
<td>1,056</td>
<td>1,139</td>
<td>1,214</td>
<td>137</td>
<td>13%</td>
</tr>
<tr>
<td>Percent Change</td>
<td>17%</td>
<td>(12%)</td>
<td>12%</td>
<td>8%</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

# HIGHLIGHTS

- Annual percentage increases in total winter enrollment have averaged about 9% in recent years and were higher than the increases for fall in recent years.

- Graduate enrollment continued to grow at the fastest rate, while Developmental Studies decreased by design. Upper division enrollment grew faster than lower division.
## SPRING QUARTER ENROLLMENTS

### TOTAL SPRING ENROLLMENT

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental</td>
<td>588</td>
<td>585</td>
<td>452</td>
<td>361</td>
<td>392</td>
<td>(196)</td>
<td>(33%)</td>
</tr>
<tr>
<td>Freshmen</td>
<td>1,669</td>
<td>1,845</td>
<td>1,926</td>
<td>2,029</td>
<td>2,053</td>
<td>384</td>
<td>23%</td>
</tr>
<tr>
<td>Sophomores</td>
<td>1,343</td>
<td>1,506</td>
<td>1,650</td>
<td>1,843</td>
<td>1,929</td>
<td>586</td>
<td>44%</td>
</tr>
<tr>
<td>Juniors</td>
<td>1,124</td>
<td>1,231</td>
<td>1,319</td>
<td>1,568</td>
<td>1,760</td>
<td>636</td>
<td>57%</td>
</tr>
<tr>
<td>Seniors</td>
<td>1,176</td>
<td>1,331</td>
<td>1,535</td>
<td>1,759</td>
<td>2,043</td>
<td>867</td>
<td>74%</td>
</tr>
<tr>
<td>Graduates</td>
<td>495</td>
<td>603</td>
<td>663</td>
<td>788</td>
<td>946</td>
<td>451</td>
<td>91%</td>
</tr>
<tr>
<td>All Other</td>
<td>208</td>
<td>168</td>
<td>175</td>
<td>187</td>
<td>181</td>
<td>(27)</td>
<td>(13%)</td>
</tr>
<tr>
<td>Total</td>
<td>6,603</td>
<td>7,269</td>
<td>7,720</td>
<td>8,535</td>
<td>9,304</td>
<td>2,701</td>
<td>41%</td>
</tr>
<tr>
<td>Percent Change</td>
<td>8%</td>
<td>13%</td>
<td>10%</td>
<td>11%</td>
<td>9%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### NEW STUDENT ENROLLMENT

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental</td>
<td>149</td>
<td>163</td>
<td>129</td>
<td>132</td>
<td>154</td>
<td>5</td>
<td>3%</td>
</tr>
<tr>
<td>Beg. Freshmen</td>
<td>68</td>
<td>75</td>
<td>63</td>
<td>72</td>
<td>73</td>
<td>5</td>
<td>7%</td>
</tr>
<tr>
<td>Transfer Fresh.</td>
<td>188</td>
<td>199</td>
<td>176</td>
<td>200</td>
<td>229</td>
<td>41</td>
<td>22%</td>
</tr>
<tr>
<td>Sophomores</td>
<td>66</td>
<td>79</td>
<td>108</td>
<td>109</td>
<td>110</td>
<td>44</td>
<td>67%</td>
</tr>
<tr>
<td>Juniors</td>
<td>40</td>
<td>37</td>
<td>59</td>
<td>63</td>
<td>81</td>
<td>41</td>
<td>103%</td>
</tr>
<tr>
<td>Seniors</td>
<td>15</td>
<td>14</td>
<td>29</td>
<td>38</td>
<td>48</td>
<td>33</td>
<td>220%</td>
</tr>
<tr>
<td>Graduates</td>
<td>103</td>
<td>141</td>
<td>136</td>
<td>172</td>
<td>196</td>
<td>93</td>
<td>90%</td>
</tr>
<tr>
<td>All Other</td>
<td>85</td>
<td>83</td>
<td>73</td>
<td>76</td>
<td>70</td>
<td>(15)</td>
<td>(18%)</td>
</tr>
<tr>
<td>Total</td>
<td>714</td>
<td>791</td>
<td>773</td>
<td>862</td>
<td>961</td>
<td>247</td>
<td>35%</td>
</tr>
<tr>
<td>Percent Change</td>
<td>28%</td>
<td>11%</td>
<td>(4%)</td>
<td>12%</td>
<td>11%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### HIGHLIGHTS

- Like all other quarters at KSC, enrollments continued to grow at an impressive rate.
- The gap between fall and spring enrollment continues to shrink; it differed by 10% in 1986-87 and only 7% in 1990-91.
## SUMMER QUARTER ENROLLMENTS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental</td>
<td>263</td>
<td>265</td>
<td>246</td>
<td>235</td>
<td>212</td>
<td>(51)</td>
<td>(19%)</td>
</tr>
<tr>
<td>Freshmen</td>
<td>681</td>
<td>768</td>
<td>900</td>
<td>916</td>
<td>1,102</td>
<td>421</td>
<td>62%</td>
</tr>
<tr>
<td>Sophomores</td>
<td>724</td>
<td>806</td>
<td>881</td>
<td>977</td>
<td>1,056</td>
<td>332</td>
<td>46%</td>
</tr>
<tr>
<td>Juniors</td>
<td>593</td>
<td>752</td>
<td>857</td>
<td>972</td>
<td>1,077</td>
<td>484</td>
<td>82%</td>
</tr>
<tr>
<td>Seniors</td>
<td>784</td>
<td>901</td>
<td>1,066</td>
<td>1,237</td>
<td>1,462</td>
<td>678</td>
<td>86%</td>
</tr>
<tr>
<td>Graduates</td>
<td>497</td>
<td>517</td>
<td>595</td>
<td>669</td>
<td>820</td>
<td>323</td>
<td>65%</td>
</tr>
<tr>
<td>All Other</td>
<td>509</td>
<td>621</td>
<td>584</td>
<td>634</td>
<td>598</td>
<td>89</td>
<td>17%</td>
</tr>
<tr>
<td>Total</td>
<td>4,051</td>
<td>4,630</td>
<td>5,129</td>
<td>5,640</td>
<td>6,327</td>
<td>2,276</td>
<td>56%</td>
</tr>
<tr>
<td>Percent Change</td>
<td>16%</td>
<td>14%</td>
<td>11%</td>
<td>10%</td>
<td>12%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## NEW STUDENT ENROLLMENT

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental</td>
<td>91</td>
<td>112</td>
<td>95</td>
<td>108</td>
<td>78</td>
<td>(13)</td>
<td>(14%)</td>
</tr>
<tr>
<td>Beg. Freshmen</td>
<td>49</td>
<td>67</td>
<td>76</td>
<td>61</td>
<td>64</td>
<td>15</td>
<td>31%</td>
</tr>
<tr>
<td>Transfer Fresh.</td>
<td>104</td>
<td>92</td>
<td>125</td>
<td>129</td>
<td>173</td>
<td>69</td>
<td>66%</td>
</tr>
<tr>
<td>Sophomores</td>
<td>61</td>
<td>67</td>
<td>70</td>
<td>98</td>
<td>75</td>
<td>14</td>
<td>23%</td>
</tr>
<tr>
<td>Juniors</td>
<td>24</td>
<td>30</td>
<td>49</td>
<td>41</td>
<td>58</td>
<td>34</td>
<td>142%</td>
</tr>
<tr>
<td>Seniors</td>
<td>33</td>
<td>22</td>
<td>15</td>
<td>30</td>
<td>39</td>
<td>6</td>
<td>18%</td>
</tr>
<tr>
<td>Graduates</td>
<td>171</td>
<td>162</td>
<td>201</td>
<td>196</td>
<td>200</td>
<td>29</td>
<td>17%</td>
</tr>
<tr>
<td>All Other</td>
<td>369</td>
<td>461</td>
<td>427</td>
<td>461</td>
<td>409</td>
<td>40</td>
<td>11%</td>
</tr>
<tr>
<td>Total</td>
<td>902</td>
<td>1,013</td>
<td>1,058</td>
<td>1,124</td>
<td>1,096</td>
<td>194</td>
<td>22%</td>
</tr>
<tr>
<td>Percent Change</td>
<td>18%</td>
<td>22%</td>
<td>4%</td>
<td>6%</td>
<td>(2%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## HIGHLIGHTS

- The summer enrollment over the past five years has grown faster than any other quarter's, thanks to planned investment in summer school offerings and a deliberate attempt to utilize available resources.

- The urban location and nontraditional student population of KSC result in summer becoming a significant fourth quarter for year-round educational opportunity.

- The slight decrease in new student enrollment in 1991 probably resulted from the newly implemented immunization requirement which discouraged transient student enrollment.
FALL CREDIT HOURS GENERATED

Fall 1991 Distribution of Credit Hours

FALL CREDIT HOURS GENERATED 1987-1991

<table>
<thead>
<tr>
<th>Level</th>
<th>Fall 1987</th>
<th>Fall 1988</th>
<th>Fall 1989</th>
<th>Fall 1990</th>
<th>Fall 1991</th>
<th>5-Year # Change</th>
<th>5-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower</td>
<td>61,863</td>
<td>63,370</td>
<td>67,521</td>
<td>71,944</td>
<td>77,722</td>
<td>15,859</td>
<td>26%</td>
</tr>
<tr>
<td>Upper</td>
<td>24,008</td>
<td>26,271</td>
<td>27,659</td>
<td>32,404</td>
<td>35,757</td>
<td>11,749</td>
<td>49%</td>
</tr>
<tr>
<td>Graduate</td>
<td>2,579</td>
<td>3,489</td>
<td>4,065</td>
<td>4,520</td>
<td>5,640</td>
<td>3,061</td>
<td>119%</td>
</tr>
<tr>
<td>Total</td>
<td>88,450</td>
<td>93,130</td>
<td>99,245</td>
<td>108,868</td>
<td>119,119</td>
<td>30,669</td>
<td>35%</td>
</tr>
<tr>
<td>Annual % Change</td>
<td>8%</td>
<td>5%</td>
<td>7%</td>
<td>10%</td>
<td>9%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

HIGHLIGHTS

- Almost two-thirds of the total credit hours generated continue to be earned at the freshmen and sophomore levels.

- The increasing attractiveness of completing baccalaureate programs at KSC and enrolling in graduate programs is reflected in the greater percentage growth in the upper division than lower division.
CREDIT HOURS GENERATED ANNUALLY

FISCAL YEAR CREDIT HOURS GENERATED 1987-1991

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dev Studies</td>
<td>19,474</td>
<td>19,205</td>
<td>15,085</td>
<td>11,375</td>
<td>11,920</td>
<td>(7,554)</td>
<td>(39%)</td>
</tr>
<tr>
<td>Lower Level</td>
<td>157,267</td>
<td>169,553</td>
<td>180,184</td>
<td>197,487</td>
<td>211,361</td>
<td>54,094</td>
<td>34%</td>
</tr>
<tr>
<td>Upper Level</td>
<td>75,549</td>
<td>84,768</td>
<td>94,220</td>
<td>103,446</td>
<td>118,342</td>
<td>42,793</td>
<td>57%</td>
</tr>
<tr>
<td>Graduate</td>
<td>9,702</td>
<td>11,283</td>
<td>12,931</td>
<td>15,133</td>
<td>18,084</td>
<td>8,382</td>
<td>86%</td>
</tr>
<tr>
<td>Total</td>
<td>261,992</td>
<td>284,809</td>
<td>302,420</td>
<td>327,441</td>
<td>359,707</td>
<td>97,715</td>
<td>37%</td>
</tr>
</tbody>
</table>

Annual # Chg. | 25,841 | 22,817 | 17,611 | 25,021 | 32,266 |
Annual % Chg. | 11%    | 9%     | 6%     | 8%     | 10%    |

HIGHLIGHTS

- KSC experienced a growth of nearly 100,000 credit hours of instruction over the past five years, a 37% increase.
- Developmental studies enrollment was cut by nearly 40% in the same period.
RELATIONSHIP BETWEEN INSTRUCTIONAL BUDGET EXPENSE AND CREDIT HOUR PRODUCTION BY SCHOOL

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>% OF INSTRUCTIONAL BUDGET EXPENDED IN FY 1990-91</th>
<th>% OF CREDIT HOURS GENERATED IN FY 1990-91</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Behavioral Sciences</td>
<td>33%</td>
<td>37%</td>
</tr>
<tr>
<td>Business Administration</td>
<td>26%</td>
<td>26%</td>
</tr>
<tr>
<td>Education</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>Science &amp; Allied Health</td>
<td>27%</td>
<td>23%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

HIGHLIGHTS

- Each school's percent of the total instructional budget is closely aligned with the percent of credit hours it generates.

- None of the schools at Kennesaw State provides a major subsidy to the others.
DAY AND EVENING ENROLLMENTS

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 1987</th>
<th>Fall 1988</th>
<th>Fall 1989</th>
<th>Fall 1990</th>
<th>Fall 1991</th>
<th>5-Year # Change</th>
<th>5-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Only</td>
<td>4,228</td>
<td>4,453</td>
<td>4,577</td>
<td>4,991</td>
<td>5,363</td>
<td>1,135</td>
<td>27%</td>
</tr>
<tr>
<td>Evening Only</td>
<td>2,462</td>
<td>2,834</td>
<td>2,998</td>
<td>3,105</td>
<td>3,256</td>
<td>794</td>
<td>32%</td>
</tr>
<tr>
<td>Both Day &amp; Evening</td>
<td>1,256</td>
<td>1,327</td>
<td>1,565</td>
<td>1,934</td>
<td>2,294</td>
<td>1,038</td>
<td>83%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>7,946</td>
<td>8,614</td>
<td>9,140</td>
<td>10,030</td>
<td>10,913</td>
<td>2,967</td>
<td>37%</td>
</tr>
</tbody>
</table>

HIGHLIGHTS

- Day and evening programs are growing significantly at KSC.
- The number of students registering for day and evening classes has grown substantially, probably due to the increasing number of closed classes in the day-time schedule.
- Half (51% in the fall of 1991) of all students take at least one evening class.
FIVE YEAR GROWTH IN MINORITY AND MAJORITY STUDENT ENROLLMENT

DISTRIBUTION BY RACE: FALL 1987- FALL 1991

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Fall 1987</th>
<th>Fall 1988</th>
<th>Fall 1989</th>
<th>Fall 1990</th>
<th>Fall 1991</th>
<th>5-Year # Change</th>
<th>5-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHITE</td>
<td>7,548</td>
<td>8,139</td>
<td>8,600</td>
<td>9,319</td>
<td>10,065</td>
<td>2,517</td>
<td>33%</td>
</tr>
<tr>
<td>BLACK</td>
<td>231</td>
<td>275</td>
<td>320</td>
<td>424</td>
<td>507</td>
<td>276</td>
<td>119%</td>
</tr>
<tr>
<td>ASIAN/PACIFIC. ISL.</td>
<td>80</td>
<td>87</td>
<td>99</td>
<td>136</td>
<td>167</td>
<td>87</td>
<td>109%</td>
</tr>
<tr>
<td>HISPANIC</td>
<td>71</td>
<td>91</td>
<td>100</td>
<td>125</td>
<td>147</td>
<td>76</td>
<td>107%</td>
</tr>
<tr>
<td>AMERICAN INDIAN</td>
<td>16</td>
<td>22</td>
<td>21</td>
<td>26</td>
<td>27</td>
<td>11</td>
<td>69%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>7,946</td>
<td>8,614</td>
<td>9,140</td>
<td>10,030</td>
<td>10,913</td>
<td>2,967</td>
<td>37%</td>
</tr>
</tbody>
</table>

HIGHLIGHTS

- Over the last five years, minority student enrollment has grown faster than majority student enrollment.
- The increase in black students was especially notable.
- Minority student recruitment efforts have succeeded in boosting minority enrollment beyond the growth rates of the majority population.
MALE AND FEMALE ENROLLMENT

![Graph showing enrollment by gender from 1987 to 1991.](image)

### DISTRIBUTION BY GENDER: FALL 1987- FALL 1991

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fall 1987 #</th>
<th>%</th>
<th>Fall 1988 #</th>
<th>%</th>
<th>Fall 1989 #</th>
<th>%</th>
<th>Fall 1990 #</th>
<th>%</th>
<th>Fall 1991 #</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>4,770</td>
<td>60</td>
<td>5,267</td>
<td>61</td>
<td>5,614</td>
<td>61</td>
<td>6,267</td>
<td>62</td>
<td>6,820</td>
<td>62</td>
</tr>
<tr>
<td>Male</td>
<td>3,176</td>
<td>40</td>
<td>3,347</td>
<td>39</td>
<td>3,526</td>
<td>39</td>
<td>3,763</td>
<td>38</td>
<td>4,093</td>
<td>38</td>
</tr>
<tr>
<td>Total</td>
<td>7,946</td>
<td>40</td>
<td>8,614</td>
<td>40</td>
<td>9,140</td>
<td>40</td>
<td>10,030</td>
<td>40</td>
<td>10,913</td>
<td>40</td>
</tr>
</tbody>
</table>

### HIGHLIGHTS

- Six out of ten students at Kennesaw State are female.
- The proportion of women to men grew gradually over five years.
- The growth in the number of women students over five years was almost twice that of men.
DISTRIBUTION OF STUDENT AGES: FALL 1991

Fall 1991 Distribution of Students

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Total Number</th>
<th>% of Total</th>
<th>Undergraduates</th>
<th>% of Undergraduates</th>
<th>Graduates</th>
<th>% of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 25</td>
<td>5,626</td>
<td>52%</td>
<td>5,536</td>
<td>56%</td>
<td>90</td>
<td>8%</td>
</tr>
<tr>
<td>25-29</td>
<td>2,046</td>
<td>19%</td>
<td>1,665</td>
<td>17%</td>
<td>381</td>
<td>35%</td>
</tr>
<tr>
<td>30-39</td>
<td>2,158</td>
<td>20%</td>
<td>1,760</td>
<td>18%</td>
<td>398</td>
<td>37%</td>
</tr>
<tr>
<td>40-49</td>
<td>918</td>
<td>8%</td>
<td>732</td>
<td>7%</td>
<td>186</td>
<td>17%</td>
</tr>
<tr>
<td>50-61</td>
<td>127</td>
<td>1%</td>
<td>133</td>
<td>2%</td>
<td>32</td>
<td>3%</td>
</tr>
<tr>
<td>62 &amp; above</td>
<td>38</td>
<td>-</td>
<td>32</td>
<td>1%</td>
<td>6</td>
<td>1%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10,913</td>
<td>100%</td>
<td>9,826</td>
<td>100%</td>
<td>1,087</td>
<td>100%</td>
</tr>
</tbody>
</table>

HIGHLIGHTS

- As a commuter college Kennesaw State attracts large numbers of non-traditional age students at all levels.
- Nearly half of the undergraduate students are beyond the traditional age and the vast majority of Kennesaw State's graduate students are older experienced adults.
STUDENT COURSE LOADS

Change in Course Loads in Five Years

ENROLLMENT BY CREDIT HOURS

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Fall 1987</th>
<th>Fall 1988</th>
<th>Fall 1989</th>
<th>Fall 1990</th>
<th>Fall 1991</th>
<th>5-Year # Change</th>
<th>5-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>2,149</td>
<td>2,547</td>
<td>2,643</td>
<td>2,874</td>
<td>2,914</td>
<td>765</td>
<td>36%</td>
</tr>
<tr>
<td>6 - 11</td>
<td>2,001</td>
<td>2,386</td>
<td>2,555</td>
<td>2,838</td>
<td>3,098</td>
<td>1,097</td>
<td>55%</td>
</tr>
<tr>
<td>12 - 15</td>
<td>3,300</td>
<td>3,374</td>
<td>3,558</td>
<td>3,908</td>
<td>4,309</td>
<td>1,009</td>
<td>31%</td>
</tr>
<tr>
<td>16 +</td>
<td>496</td>
<td>307</td>
<td>384</td>
<td>410</td>
<td>592</td>
<td>96</td>
<td>19%</td>
</tr>
<tr>
<td>Total</td>
<td>7,946</td>
<td>8,614</td>
<td>9,140</td>
<td>10,030</td>
<td>10,913</td>
<td>2,967</td>
<td>37%</td>
</tr>
</tbody>
</table>

| Total Full-Time* | 3,930 | 3,845 | 4,130 | 4,551 | 5,238 | 1,308 | 33% |
| Total Part-Time** | 4,016 | 4,769 | 5,010 | 5,479 | 5,675 | 1,659 | 41% |

Average Hours/Student: 11

* 12 or more hours for undergraduate and 10 or more hours for graduate students.
** Less than 12 hours for undergraduate and less than 10 hours for graduate students.

HIGHLIGHTS

- Nearly three out of ten students take 5 or fewer hours and another three out of ten enroll in 6-11 hours.
- The average student course load over the last five years has remained stable.
UNDERGRADUATE ENROLLMENT BY FULL-TIME/PART-TIME STATUS

Fall 1991 Distribution of Undergraduate Students

<table>
<thead>
<tr>
<th>UNDERGRADUATE ENROLLMENT STATUS</th>
<th>Fall 1987</th>
<th>Fall 1988</th>
<th>Fall 1989</th>
<th>Fall 1990</th>
<th>Fall 1991</th>
<th>5-Year # Change</th>
<th>5-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time (11 or less)</td>
<td>3,609</td>
<td>4,321</td>
<td>4,520</td>
<td>4,889</td>
<td>5,000</td>
<td>1,391</td>
<td>39%</td>
</tr>
<tr>
<td>Annual % Change</td>
<td>9%</td>
<td>20%</td>
<td>5%</td>
<td>8%</td>
<td>2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time (12 or more)</td>
<td>3,761</td>
<td>3,634</td>
<td>3,884</td>
<td>4,259</td>
<td>4,826</td>
<td>1,065</td>
<td>28%</td>
</tr>
<tr>
<td>Annual % Change</td>
<td>7%</td>
<td>-3%</td>
<td>7%</td>
<td>10%</td>
<td>13%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Numbers include all undergraduate classifications.)

HIGHLIGHTS

- Full-time undergraduates outnumbered part-time in 1986 and 1987; the reverse has been true since 1988.

- Perhaps due to the economic recession in recent years, the number of full-time undergraduates increased at a greater rate than the number of part-time students.
GRADUATE ENROLLMENT BY FULL-TIME/PART-TIME STATUS

Fall 1991 Distribution of Graduate Students

<table>
<thead>
<tr>
<th>Status</th>
<th>Fall 1987</th>
<th>Fall 1988</th>
<th>Fall 1989</th>
<th>Fall 1990</th>
<th>Fall 1991</th>
<th>5-Year # Change</th>
<th>5-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 10 hours</td>
<td>407</td>
<td>448</td>
<td>490</td>
<td>590</td>
<td>675</td>
<td>268</td>
<td>66%</td>
</tr>
<tr>
<td>Annual % Change</td>
<td>20%</td>
<td>10%</td>
<td>9%</td>
<td>20%</td>
<td>14%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Hours or more</td>
<td>169</td>
<td>211</td>
<td>246</td>
<td>292</td>
<td>412</td>
<td>243</td>
<td>144%</td>
</tr>
<tr>
<td>Annual % Change</td>
<td>13%</td>
<td>25%</td>
<td>17%</td>
<td>19%</td>
<td>41%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

HIGHLIGHTS

- Part-time graduate students outnumber full-time graduate students, three to two.
- The number of full-time graduate students continued to increase at a faster rate (percentage) than the part-time enrollment over the last five years.
# ENROLLMENT BY COUNTY OF RESIDENCE

<table>
<thead>
<tr>
<th>County</th>
<th>Fall 1987</th>
<th>Fall 1988</th>
<th>Fall 1989</th>
<th>Fall 1990</th>
<th>Fall 1991</th>
<th>5-Year # Change</th>
<th>5-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cobb</td>
<td>5,629</td>
<td>5,939</td>
<td>6,212</td>
<td>6,710</td>
<td>7,200</td>
<td>1,571</td>
<td>28%</td>
</tr>
<tr>
<td>Cherokee</td>
<td>756</td>
<td>894</td>
<td>992</td>
<td>1,072</td>
<td>1,228</td>
<td>472</td>
<td>62%</td>
</tr>
<tr>
<td>Fulton</td>
<td>581</td>
<td>636</td>
<td>653</td>
<td>758</td>
<td>798</td>
<td>217</td>
<td>37%</td>
</tr>
<tr>
<td>Paulding</td>
<td>196</td>
<td>233</td>
<td>254</td>
<td>303</td>
<td>348</td>
<td>152</td>
<td>78%</td>
</tr>
<tr>
<td>Bartow</td>
<td>242</td>
<td>263</td>
<td>304</td>
<td>313</td>
<td>344</td>
<td>102</td>
<td>42%</td>
</tr>
<tr>
<td>Douglas</td>
<td>104</td>
<td>117</td>
<td>113</td>
<td>137</td>
<td>156</td>
<td>52</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>7,508</strong></td>
<td><strong>8,082</strong></td>
<td><strong>8,528</strong></td>
<td><strong>9,293</strong></td>
<td><strong>10,074</strong></td>
<td><strong>2,566</strong></td>
<td><strong>34%</strong></td>
</tr>
<tr>
<td><strong>SECONDARY SERVICE AREA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dekalb</td>
<td>84</td>
<td>96</td>
<td>110</td>
<td>139</td>
<td>165</td>
<td>81</td>
<td>96%</td>
</tr>
<tr>
<td>Gwinnett</td>
<td>49</td>
<td>72</td>
<td>103</td>
<td>111</td>
<td>125</td>
<td>76</td>
<td>155%</td>
</tr>
<tr>
<td>Pickens</td>
<td>29</td>
<td>36</td>
<td>49</td>
<td>59</td>
<td>83</td>
<td>54</td>
<td>186%</td>
</tr>
<tr>
<td>Gordon</td>
<td>22</td>
<td>19</td>
<td>35</td>
<td>57</td>
<td>63</td>
<td>41</td>
<td>186%</td>
</tr>
<tr>
<td>Floyd</td>
<td>47</td>
<td>52</td>
<td>59</td>
<td>54</td>
<td>57</td>
<td>10</td>
<td>21%</td>
</tr>
<tr>
<td>Polk</td>
<td>22</td>
<td>25</td>
<td>16</td>
<td>29</td>
<td>23</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Gilmer</td>
<td>12</td>
<td>14</td>
<td>21</td>
<td>23</td>
<td>22</td>
<td>10</td>
<td>83%</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>265</strong></td>
<td><strong>314</strong></td>
<td><strong>393</strong></td>
<td><strong>472</strong></td>
<td><strong>538</strong></td>
<td><strong>273</strong></td>
<td><strong>103%</strong></td>
</tr>
<tr>
<td><strong>ALL OTHER COUNTIES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>173</td>
<td>218</td>
<td>219</td>
<td>265</td>
<td>301</td>
<td>128</td>
<td>74%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>7,946</strong></td>
<td><strong>8,614</strong></td>
<td><strong>9,140</strong></td>
<td><strong>10,030</strong></td>
<td><strong>10,913</strong></td>
<td><strong>2,967</strong></td>
<td><strong>37%</strong></td>
</tr>
</tbody>
</table>

* Cobb and contiguous counties.

## HIGHLIGHTS

- 92% of KSC's enrollment comes from the primary service area.
- Approximately two of every three students come from Cobb county, down from 71% in 1987; the rate of growth from Cobb was lower than all other counties in the primary service area.
- Rapid population growth in Bartow, Cherokee, Douglas and Paulding counties appears to be reflected in increased enrollment from these counties at KSC as well.
GEOGRAPHIC DISTRIBUTION OF KSC STUDENTS IN THE COLLEGE'S PRIMARY SERVICE AREA

Fall 1991

(Zip Code and Number of Students *)

* An additional 1,386 students were enrolled in Fall 1991 who resided in counties and zip code areas beyond those pictured. All of these students are registered in degree-credit programs. Non-credit programs in KSC's Division of Continuing Education enroll an additional 12,000 students.
ANALYSIS OF ENROLLMENT BY ZIP CODES

- KSC’s Fall 1991 enrollment included students who reside in 78 counties in Georgia. However, for the majority of KSC’s students, the college’s reach extends only 20 miles. About 9 out of every 10 KSC students reside within 20 miles of the campus in either Cobb or one of the five counties contiguous to Cobb.

- Almost 60 per cent of the students live within 10 miles of the campus in either the northern half of Cobb or the southern half of Cherokee counties.

- One fourth of the students reside in East Cobb, one fourth in North or West Cobb, and another one-fourth of the students commute from either South Cobb, Marietta, South Cherokee or North Fulton.

- Cobb County is the residence of two out of every three students (66%). The next largest (and fastest growing) feeder county is Cherokee with 11%, followed by Fulton with 7%. Bartow and Paulding each provide only 3% of the student body.

- The greatest absolute gain in students in fall 1991 came from the Kennesaw zip code area (30144) in which the college campus is located. Kennesaw surpassed East Cobb (30062) to become the largest residential feeder area for KSC students. Woodstock (30188) in Cherokee County had the second greatest gain in students this fall.

- Zip code areas in the northern half of Cobb and southern half of Cherokee yielded the greatest gains in KSC students. Most enrollment growth came from zip code areas experiencing substantial expansion of residential housing. In contrast, the more established and stable residential areas yielded little or no gain in number of students enrolled (e.g., Marietta, Roswell, Austell, Mableton, East Marietta, Smyrna).

- The proportions of students residing in the six counties of KSC’s primary service area correspond generally to the proportional differences in total population among those counties. Cobb and Cherokee’s projected growth through 2010 outpaces the growth rates of the other four counties substantially. This suggests that these two counties will continue to be the residential home for 80% of KSC’s students over the next 20 years and the primary source of the college’s enrollment growth.

- Bartow’s population in 1990 was less than half of the number living in Cobb 30 years ago when KJC was being planned. The growth of Bartow County’s population over the next 20 years is not projected to be great, nor will it reach the population level of Cobb in 1960. Thus, Cartersville and Bartow County may continue to contribute only a small percentage of the college’s student body for the foreseeable future.

- Although the area within a 10 mile radius of the campus may represent the most fertile field for KSC’s direct mail marketing, expanding the reach of the college’s regional impact will require target marketing in the population centers 10 to 20 miles from the campus (e.g., South Cobb, Canton, Roswell, Dallas, & Cartersville).
ENROLLMENT BY COUNTRY OF ORIGIN

<table>
<thead>
<tr>
<th>Country of Origin (5 or more students)</th>
<th>Fall 1987</th>
<th>Fall 1988</th>
<th>Fall 1989</th>
<th>Fall 1990</th>
<th>Fall 1991</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nigeria</td>
<td>20</td>
<td>33</td>
<td>40</td>
<td>42</td>
<td>61</td>
</tr>
<tr>
<td>Canada</td>
<td>12</td>
<td>19</td>
<td>26</td>
<td>21</td>
<td>29</td>
</tr>
<tr>
<td>Iran</td>
<td>34</td>
<td>30</td>
<td>24</td>
<td>29</td>
<td>24</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>15</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td>Japan</td>
<td>3</td>
<td>4</td>
<td>10</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Kenya</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Germany</td>
<td>5</td>
<td>4</td>
<td>9</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>India</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Jamaica</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Cameroon</td>
<td>5</td>
<td>8</td>
<td>14</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Lebanon</td>
<td>17</td>
<td>18</td>
<td>18</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Other Countries</td>
<td>73</td>
<td>86</td>
<td>82</td>
<td>115</td>
<td>140</td>
</tr>
</tbody>
</table>

| Total International Students          | 201       | 230       | 259       | 301       | 362       |

| Total Countries Represented           | 54        | 53        | 54        | 66        | 69        |

<table>
<thead>
<tr>
<th></th>
<th>5-Year # Change</th>
<th>5-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Foreign Students</td>
<td>+161</td>
<td>80%</td>
</tr>
<tr>
<td>Total Number of Countries</td>
<td>+15</td>
<td>28%</td>
</tr>
</tbody>
</table>

HIGHLIGHTS

- The number of international students increased substantially over the last five years and now represents 3% of the student body.
- Additionally, the number of countries represented (69 in 1991) increased by nearly one-third over the last five years.
## UNDERGRADUATE APPLICATION STATISTICS

<table>
<thead>
<tr>
<th></th>
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</thead>
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<tr>
<td>Applied</td>
<td>791</td>
<td>919</td>
<td>1,105</td>
<td>1,012</td>
<td>1,062</td>
<td>271</td>
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<tr>
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<td>4</td>
<td>11</td>
<td>66</td>
<td>41</td>
<td>44</td>
<td>40</td>
<td>1000%</td>
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<tr>
<td>Incomplete</td>
<td>119</td>
<td>252</td>
<td>275</td>
<td>250</td>
<td>245</td>
<td>126</td>
<td>106%</td>
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<tr>
<td>Accepted</td>
<td>668</td>
<td>655</td>
<td>764</td>
<td>721</td>
<td>773</td>
<td>105</td>
<td>16%</td>
</tr>
<tr>
<td>Enrolled</td>
<td>552</td>
<td>599</td>
<td>692</td>
<td>650</td>
<td>679</td>
<td>127</td>
<td>23%</td>
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<tr>
<td>SAT Averages of applicants who enroll</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal</td>
<td>448</td>
<td>444</td>
<td>454</td>
<td>445</td>
<td>438</td>
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<td></td>
</tr>
<tr>
<td>Math</td>
<td>475</td>
<td>480</td>
<td>493</td>
<td>482</td>
<td>475</td>
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<tr>
<td>Composite</td>
<td>923</td>
<td>924</td>
<td>947</td>
<td>927</td>
<td>913</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied</td>
<td>914</td>
<td>1,313</td>
<td>1,114</td>
<td>1,172</td>
<td>1,078</td>
<td>164</td>
<td>18%</td>
</tr>
<tr>
<td>Rejected</td>
<td>41</td>
<td>294</td>
<td>388</td>
<td>364</td>
<td>340</td>
<td>299</td>
<td>729%</td>
</tr>
<tr>
<td>Incomplete</td>
<td>25</td>
<td>244</td>
<td>225</td>
<td>195</td>
<td>211</td>
<td>186</td>
<td>744%</td>
</tr>
<tr>
<td>Accepted</td>
<td>848</td>
<td>775</td>
<td>501</td>
<td>613</td>
<td>527</td>
<td>(321)</td>
<td>(38%)</td>
</tr>
<tr>
<td>Enrolled</td>
<td>673</td>
<td>579</td>
<td>380</td>
<td>457</td>
<td>376</td>
<td>(297)</td>
<td>(44%)</td>
</tr>
<tr>
<td>SAT Averages of applicants who enroll</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal</td>
<td>360</td>
<td>368</td>
<td>365</td>
<td>365</td>
<td>360</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>361</td>
<td>377</td>
<td>393</td>
<td>390</td>
<td>397</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composite</td>
<td>721</td>
<td>745</td>
<td>758</td>
<td>755</td>
<td>757</td>
<td></td>
<td></td>
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<table>
<thead>
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<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied</td>
<td>1,361</td>
<td>1,723</td>
<td>1,820</td>
<td>2,180</td>
<td>2,271</td>
<td>910</td>
<td>67%</td>
</tr>
<tr>
<td>Rejected</td>
<td>6</td>
<td>35</td>
<td>48</td>
<td>46</td>
<td>44</td>
<td>38</td>
<td>633%</td>
</tr>
<tr>
<td>Incomplete</td>
<td>193</td>
<td>253</td>
<td>274</td>
<td>338</td>
<td>445</td>
<td>252</td>
<td>131%</td>
</tr>
<tr>
<td>Accepted</td>
<td>1,162</td>
<td>1,435</td>
<td>1,498</td>
<td>1,796</td>
<td>1,782</td>
<td>620</td>
<td>53%</td>
</tr>
<tr>
<td>Enrolled</td>
<td>760</td>
<td>849</td>
<td>884</td>
<td>1,037</td>
<td>1,053</td>
<td>339</td>
<td>47%</td>
</tr>
<tr>
<td>SAT Averages of applicants who enroll</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal</td>
<td>406</td>
<td>408</td>
<td>411</td>
<td>415</td>
<td>409</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>431</td>
<td>428</td>
<td>430</td>
<td>438</td>
<td>433</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composite</td>
<td>837</td>
<td>836</td>
<td>841</td>
<td>853</td>
<td>842</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**HIGHLIGHTS**

- The number of transfers who applied, were accepted, and enrolled increased substantially more than beginning students from 1987 to 1991.

- Due to higher admissions standards, the number of applicants not accepted for admission increased significantly in all three categories in recent years.
KSC'S PRINCIPAL FEEDER HIGH SCHOOLS FOR FALL 1991

<table>
<thead>
<tr>
<th>HIGH SCHOOL</th>
<th>NUMBER APPLIED</th>
<th>NUMBER ACCEPTED</th>
<th>NUMBER ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Cobb (Cobb County)</td>
<td>156</td>
<td>113</td>
<td>96</td>
</tr>
<tr>
<td>Sprayberry (Cobb County)</td>
<td>153</td>
<td>110</td>
<td>96</td>
</tr>
<tr>
<td>McEachern (Cobb County)</td>
<td>115</td>
<td>67</td>
<td>51</td>
</tr>
<tr>
<td>Pope (Cobb County)</td>
<td>93</td>
<td>56</td>
<td>47</td>
</tr>
<tr>
<td>Etowah (Cherokee County)</td>
<td>83</td>
<td>61</td>
<td>45</td>
</tr>
<tr>
<td>Lassiter (Cobb County)</td>
<td>84</td>
<td>46</td>
<td>36</td>
</tr>
<tr>
<td>Paulding (Paulding County)</td>
<td>75</td>
<td>50</td>
<td>35</td>
</tr>
<tr>
<td>Cherokee (Cherokee County)</td>
<td>54</td>
<td>44</td>
<td>32</td>
</tr>
<tr>
<td>Wheeler (Cobb County)</td>
<td>55</td>
<td>31</td>
<td>29</td>
</tr>
<tr>
<td>Marietta (Cobb County)</td>
<td>48</td>
<td>32</td>
<td>28</td>
</tr>
<tr>
<td>Campbell (Cobb County)</td>
<td>64</td>
<td>38</td>
<td>27</td>
</tr>
<tr>
<td>Osborne (Cobb County)</td>
<td>59</td>
<td>39</td>
<td>27</td>
</tr>
<tr>
<td>Sequoyah (Cherokee County)</td>
<td>24</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Walton (Cobb County)</td>
<td>75</td>
<td>33</td>
<td>24</td>
</tr>
<tr>
<td>Cass (Bartow County)</td>
<td>52</td>
<td>34</td>
<td>22</td>
</tr>
<tr>
<td>South Cobb (Cobb County)</td>
<td>47</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td>Pickens (Pickens County)</td>
<td>33</td>
<td>26</td>
<td>17</td>
</tr>
<tr>
<td>Lithia Springs (Douglas County)</td>
<td>30</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>Pebblebrook (Cobb County)</td>
<td>31</td>
<td>21</td>
<td>11</td>
</tr>
<tr>
<td>Mt. Paran Christian Academy (Cobb County)</td>
<td>19</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>Roswell (Fulton County)</td>
<td>27</td>
<td>12</td>
<td>10</td>
</tr>
</tbody>
</table>

* These totals include information on developmental studies students.

HIGHLIGHTS

- The feeder high schools with the greatest number of new Kennesaw State College students tend to be in north and northeast Cobb and south Cherokee.

- Among the principal feeder high schools for the fall of 1991, slightly less than half (48%) of the new freshmen and developmental studies students came from a Cobb county school.
## TRANSFER STUDENTS FROM OTHER COLLEGES AND UNIVERSITIES IN FALL 1991

<table>
<thead>
<tr>
<th>TRANSFER INSTITUTION</th>
<th>NUMBER APPLIED</th>
<th>NUMBER ACCEPTED</th>
<th>NUMBER ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>University System of Georgia Institutions (5 or more enrolled):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DeKalb College</td>
<td>192</td>
<td>144</td>
<td>102</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>94</td>
<td>78</td>
<td>59</td>
</tr>
<tr>
<td>Georgia State University</td>
<td>92</td>
<td>72</td>
<td>51</td>
</tr>
<tr>
<td>Floyd College</td>
<td>52</td>
<td>44</td>
<td>36</td>
</tr>
<tr>
<td>West Georgia College</td>
<td>52</td>
<td>42</td>
<td>31</td>
</tr>
<tr>
<td>Georgia Southern University</td>
<td>51</td>
<td>46</td>
<td>31</td>
</tr>
<tr>
<td>Southern College of Tech.</td>
<td>35</td>
<td>28</td>
<td>18</td>
</tr>
<tr>
<td>Dalton College</td>
<td>34</td>
<td>29</td>
<td>18</td>
</tr>
<tr>
<td>Georgia Tech</td>
<td>29</td>
<td>24</td>
<td>17</td>
</tr>
<tr>
<td>Valdosta State College</td>
<td>14</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>Clayton State College</td>
<td>19</td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td>Armstrong State College</td>
<td>10</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Augusta College</td>
<td>9</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Gainesville College</td>
<td>15</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>North Georgia College</td>
<td>10</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Other University System Schools</td>
<td>68</td>
<td>54</td>
<td>34</td>
</tr>
<tr>
<td><strong>Total University System Transfers</strong></td>
<td>776</td>
<td>624</td>
<td>438</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transfers from Other Colleges in Georgia</th>
<th>Number Applied</th>
<th>Number Accepted</th>
<th>Number Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transfers from Out-of-State Colleges</strong></td>
<td>1,129</td>
<td>900</td>
<td>600</td>
</tr>
</tbody>
</table>

**Total Transfers** 2,255 1,775 1,226

* Includes all transfers, i.e., other, graduate, special, transients and auditors.

### HIGHLIGHTS

- Because of the urban location, Kennesaw State College enrolls the fourth largest number of transfer students among all units in the University System.

- Only four out of ten new transfer students at Kennesaw State College come from another unit of the University System of Georgia; the largest number of out-of-state transfers consists of nontraditional students relocating to the Atlanta area.
TOP FIVE UNIVERSITY SYSTEM UNITS RECEIVING THE LARGEST NUMBER OF TRANSFER STUDENTS FY 1991

<table>
<thead>
<tr>
<th>Rank</th>
<th>System Unit</th>
<th>Total # Transfers</th>
<th>In-System Transfers</th>
<th>Out-of-System Transfers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Georgia State University</td>
<td>3,251</td>
<td>1,556</td>
<td>1,695</td>
</tr>
<tr>
<td>2</td>
<td>University of Georgia</td>
<td>2,323</td>
<td>1,051</td>
<td>1,272</td>
</tr>
<tr>
<td>3</td>
<td>DeKalb College</td>
<td>2,312</td>
<td>1,029</td>
<td>1,283</td>
</tr>
<tr>
<td>4</td>
<td>Kennesaw State College</td>
<td>1,984</td>
<td>812</td>
<td>1,172</td>
</tr>
<tr>
<td>5</td>
<td>Valdosta State College</td>
<td>949</td>
<td>498</td>
<td>451</td>
</tr>
</tbody>
</table>

HIGHLIGHTS

- Kennesaw State is the fourth largest receiver of transfer students in the University System, lagging only Georgia State, the University of Georgia, and DeKalb.

- More transfers from non-System than System units are enrolled every year at KSC, reflecting the attraction of KSC to non-traditional students who are relocating to the Atlanta area.

- The top four are considered part of the Atlanta area, and transfer activity drops dramatically for the fifth spot which is not in the Atlanta area.
READMSSION OF FORMER STUDENTS

![Graph showing readmission rates over years](image)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1987</td>
<td>165</td>
<td>140</td>
<td>214</td>
<td>203</td>
<td>181</td>
</tr>
<tr>
<td>1988</td>
<td>101</td>
<td>144</td>
<td>144</td>
<td>153</td>
<td>145</td>
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<tr>
<td>1989</td>
<td>77</td>
<td>105</td>
<td>93</td>
<td>101</td>
<td>88</td>
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<tr>
<td>1990</td>
<td>50</td>
<td>92</td>
<td>58</td>
<td>88</td>
<td>75</td>
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<tr>
<td>1991</td>
<td>86</td>
<td>32</td>
<td>72</td>
<td>47</td>
<td>45</td>
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</table>

<table>
<thead>
<tr>
<th>5-Year # Change</th>
<th>16</th>
<th>44</th>
<th>11</th>
<th>25</th>
<th>(41)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-Year % Change</td>
<td>10%</td>
<td>44%</td>
<td>14%</td>
<td>50%</td>
<td>(48%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classification</th>
<th>Fall 1987</th>
<th>Fall 1988</th>
<th>Fall 1989</th>
<th>Fall 1990</th>
<th>Fall 1991</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>165</td>
<td>140</td>
<td>214</td>
<td>203</td>
<td>181</td>
</tr>
<tr>
<td>Sophomore</td>
<td>101</td>
<td>144</td>
<td>144</td>
<td>153</td>
<td>145</td>
</tr>
<tr>
<td>Junior</td>
<td>77</td>
<td>105</td>
<td>93</td>
<td>101</td>
<td>88</td>
</tr>
<tr>
<td>Senior</td>
<td>50</td>
<td>92</td>
<td>58</td>
<td>88</td>
<td>75</td>
</tr>
<tr>
<td>Developmental</td>
<td>86</td>
<td>32</td>
<td>72</td>
<td>47</td>
<td>45</td>
</tr>
<tr>
<td>Other</td>
<td>52</td>
<td>36</td>
<td>56</td>
<td>78</td>
<td>85</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL</th>
<th>531</th>
<th>549</th>
<th>637</th>
<th>670</th>
<th>619</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual % Change</td>
<td>26%</td>
<td>3%</td>
<td>16%</td>
<td>5%</td>
<td>(8%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Applications</th>
<th>889</th>
<th>808</th>
<th>985</th>
<th>1,097</th>
<th>1,079</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual % Change</td>
<td>36%</td>
<td>(9%)</td>
<td>22%</td>
<td>11%</td>
<td>(2%)</td>
</tr>
</tbody>
</table>

HIGHLIGHTS

- The readmission of "stopouts" who have not been enrolled for four or more quarters at KSC accounts for approximately 6% of the total headcount enrollment.
- The 73% increase in the re-enrollment of former KSC students over the last five years boosts retention.
SAT SCORES FOR ENTERING FRESHMEN AND DEVELOPMENTAL STUDIES STUDENTS COMBINED

<table>
<thead>
<tr>
<th>SAT SCORES</th>
<th>Fall 1987</th>
<th>Fall 1988</th>
<th>Fall 1989</th>
<th>Fall 1990</th>
<th>Fall 1991</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VERBAL SCORES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kennesaw State College</td>
<td>402</td>
<td>406</td>
<td>413</td>
<td>409</td>
<td>408</td>
</tr>
<tr>
<td>State Mean</td>
<td>400</td>
<td>404</td>
<td>402</td>
<td>401</td>
<td>400</td>
</tr>
<tr>
<td>National Mean</td>
<td>430</td>
<td>428</td>
<td>427</td>
<td>424</td>
<td>422</td>
</tr>
<tr>
<td>KSC(excluding D.S.)</td>
<td>448</td>
<td>444</td>
<td>454</td>
<td>445</td>
<td>438</td>
</tr>
<tr>
<td><strong>MATH SCORES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kennesaw State College</td>
<td>415</td>
<td>427</td>
<td>443</td>
<td>432</td>
<td>444</td>
</tr>
<tr>
<td>State Mean</td>
<td>440</td>
<td>444</td>
<td>445</td>
<td>443</td>
<td>444</td>
</tr>
<tr>
<td>National Mean</td>
<td>476</td>
<td>476</td>
<td>476</td>
<td>476</td>
<td>474</td>
</tr>
<tr>
<td>KSC(excluding D.S.)</td>
<td>475</td>
<td>480</td>
<td>493</td>
<td>482</td>
<td>475</td>
</tr>
<tr>
<td><strong>COMPOSITE SCORES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kennesaw State College</td>
<td>817</td>
<td>833</td>
<td>856</td>
<td>841</td>
<td>852</td>
</tr>
<tr>
<td>State Mean</td>
<td>840</td>
<td>848</td>
<td>847</td>
<td>844</td>
<td>844</td>
</tr>
<tr>
<td>National Mean</td>
<td>906</td>
<td>904</td>
<td>903</td>
<td>900</td>
<td>896</td>
</tr>
<tr>
<td>KSC(excluding D.S.)</td>
<td>923</td>
<td>924</td>
<td>947</td>
<td>927</td>
<td>913</td>
</tr>
</tbody>
</table>

**Note:** National and state mean scores are for all college-bound seniors taking the SAT. The state and national means were furnished by College Board. Kennesaw State averages were furnished by the Office of Admissions. The Kennesaw State College figures are calculated on new freshmen and new developmental studies students combined; the KSC figures are for new freshmen only, excluding developmental studies students.

**HIGHLIGHTS**

- In recent years since admissions standards were raised, the average SAT of new students at KSC was basically comparable to the state average; both were below the national mean.

- The average composite SAT score for fully admitted freshmen at KSC (913) is roughly 150 points higher than the average for new developmental studies students (757).
1990-91 DEVELOPMENTAL STUDIES OVERVIEW

- What Percentage of Entering Freshmen have a Developmental Studies Requirement?

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>READING</th>
<th>MATH</th>
<th>ONE OR MORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>9%</td>
<td>9%</td>
<td>39%</td>
<td>46%</td>
</tr>
</tbody>
</table>

- How many quarters (attempts) do Developmental Studies students take to fulfill their DS Requirements?

<table>
<thead>
<tr>
<th></th>
<th>Cumulative % Exiting After</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 attempt</td>
</tr>
<tr>
<td>English</td>
<td>54%</td>
</tr>
<tr>
<td>Reading</td>
<td>74%</td>
</tr>
<tr>
<td>Math</td>
<td>8%</td>
</tr>
</tbody>
</table>

- How successful are former DS students compared to Non-DS students in their first Core Curriculum Course?

<table>
<thead>
<tr>
<th>PERCENT PASSING</th>
</tr>
</thead>
<tbody>
<tr>
<td>English %</td>
</tr>
<tr>
<td>Math %</td>
</tr>
<tr>
<td>Social Studies %</td>
</tr>
<tr>
<td>DS</td>
</tr>
<tr>
<td>Non-DS</td>
</tr>
</tbody>
</table>

HIGHLIGHTS

- One in four new students entered with at least one developmental deficiency.
- The majority of English and reading students exited DS after one or two quarters; math students generally exited after two or three quarters.
- Most of the former DS students were as successful as non-DS students in their first core curriculum course.
THE KSC 101 EXPERIENCE

High S.A.T. Students (S.A.T. > 900)
Retention Over Six Quarters

(Source: Bowman Davis, Freshman Orientation Co-director)

HIGHLIGHTS

- Participation in KSC does have a positive effect on student retention, especially among students who are well prepared for college (High S.A.T. Group).

- Among students with high S.A.T. scores, a significantly higher retention rate was achieved by KSC 101 students than their control counterparts in all subsequent quarters.

- Among developmental studies students, a significantly higher percentage of KSC 101 was retained over the first three quarters.
STUDENT FINANCIAL AID

DOLLARS AWARDED

<table>
<thead>
<tr>
<th>Type</th>
<th>FY 87</th>
<th>FY 88</th>
<th>FY 89</th>
<th>FY 90</th>
<th>FY 91</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loans</td>
<td>$792,127</td>
<td>$920,146</td>
<td>$1,572,934</td>
<td>$1,614,746</td>
<td>$2,950,364</td>
</tr>
<tr>
<td>Grants</td>
<td>440,667</td>
<td>533,091</td>
<td>696,719</td>
<td>903,899</td>
<td>1,263,761</td>
</tr>
<tr>
<td>College Employment</td>
<td>407,599</td>
<td>392,553</td>
<td>556,728</td>
<td>571,881</td>
<td>789,547</td>
</tr>
<tr>
<td>Scholarships</td>
<td>128,722</td>
<td>171,298</td>
<td>171,391</td>
<td>256,430</td>
<td>272,941</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$1,769,115</td>
<td>$2,017,088</td>
<td>$2,997,772</td>
<td>$3,346,956</td>
<td>$5,276,613</td>
</tr>
</tbody>
</table>

NUMBER OF AWARDS IN FY 91

<table>
<thead>
<tr>
<th>Loans</th>
<th>Grants</th>
<th>Employment</th>
<th>Scholarships</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,143</td>
<td>944</td>
<td>725</td>
<td>230</td>
<td>3,042</td>
</tr>
</tbody>
</table>

HIGHLIGHTS

- Of the 10,913 students enrolled during the fall of 1991, 23%(2,511 students) received some type of financial aid through the college.
- The amount of money included in financial aid awards tripled over the last five years, primarily as a result of huge increases in student loan programs.
# ACADEMIC PROGRAMS

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CHARACTERISTICS OF THE 1990-91
BACCALAUREATE GRADUATING CLASS

![Pie chart showing percentages of different student categories.]

11% Transfer
18% Full Time Freshman
9% Full Time Dev. Studies
62% Part Time Fresh. & Dev. Studies

HIGHLIGHTS

- Only one in five baccalaureate students began at KSC as a full-time beginning freshman or developmental studies student.

  18% began as a full-time developmental studies student

  9% began as a full-time beginning freshman

  11% began as a part-time developmental student or beginning freshman

  62% began as a transfer student, full- or part-time.

- Of the 1990-91 bachelor's degree graduates who began as freshmen or developmental studies students, only 56% completed their program in 5 years or less, 28% took 6-9 years and 13% took 10 or more years to graduate.

- Many graduates who had initially transferred to KSC took a long time to complete their degrees as well; 20% completed within two years and 20% of the total transfers had enrolled at Kennesaw for more than five years before graduating.

- Fifty-seven percent of the graduates matriculated at KSC in a fall quarter; 43% began in one of the other three academic quarters of the year.

- The average age of the bachelor's degree recipient at KSC in 1990-91 was 29.

- Following national trends, KSC students require more time to complete their degrees. In the fall of 1986 (five years ago) KSC enrolled 593 new freshmen. In the 1991 graduating class, only 33 (6%) students who enrolled in the fall of 1986 completed their degrees five years later. Two-thirds of KSC's students enroll on a part-time basis each quarter.
TOTAL DEGREES AWARDED SINCE 1966

NUMBER OF DEGREES AWARDED FROM 1966-91

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate's</td>
<td>3,993</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>5,608</td>
</tr>
<tr>
<td>Master's</td>
<td>290</td>
</tr>
<tr>
<td>Total</td>
<td>9,891</td>
</tr>
</tbody>
</table>

HIGHLIGHTS

- Associate's degrees have been awarded since 1966, bachelor's have been awarded since 1980, and master's have been awarded since 1986.

- The annual number of bachelor's and master's degrees now outnumber associate's degrees 8 to 1. This ratio is expected to increase further in the future as a result of the discontinuation in 1988-89 of all two-year programs except nursing.

- In 1988-89, the total number of bachelor's degrees awarded at KSC surpassed the total number of associate's.
DEGREES AWARDED FY 1987- FY 1991

![Graph showing the number of degrees awarded from 1987 to 1991 for Associate's, Bachelor's, and Master's degrees.]

<table>
<thead>
<tr>
<th>NUMBER OF DEGREES CONFERRED SINCE 1987</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>FY 1987</strong></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td><strong>Associate's</strong></td>
</tr>
<tr>
<td>AS</td>
</tr>
<tr>
<td><strong>Total Associate's</strong></td>
</tr>
<tr>
<td><strong>Bachelor's</strong></td>
</tr>
<tr>
<td>BA</td>
</tr>
<tr>
<td>BBA</td>
</tr>
<tr>
<td>BM</td>
</tr>
<tr>
<td>BS</td>
</tr>
<tr>
<td>BSN</td>
</tr>
<tr>
<td><strong>Total Bachelor's</strong></td>
</tr>
<tr>
<td><strong>Master's</strong></td>
</tr>
<tr>
<td>MBA</td>
</tr>
<tr>
<td>M Ed</td>
</tr>
<tr>
<td><strong>Total Master's</strong></td>
</tr>
<tr>
<td><strong>TOTAL DEGREES</strong></td>
</tr>
<tr>
<td>Annual % Change</td>
</tr>
</tbody>
</table>

HIGHLIGHTS

- 1990-91 saw the total number of degrees awarded surpass the one thousand per year mark.
- The number of master's degrees is expected to increase dramatically as current students complete programs.
# GROWTH OF GRADUATES PARTICIPATING AT COMMENCEMENTS

## FALL COMMENCEMENTS

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate's Degrees</td>
<td>40</td>
<td>20</td>
<td>22</td>
<td>33</td>
<td>29</td>
<td>21</td>
</tr>
<tr>
<td>Bachelor's Degrees</td>
<td>170</td>
<td>223</td>
<td>218</td>
<td>273</td>
<td>273</td>
<td>315</td>
</tr>
<tr>
<td>Master's Degrees</td>
<td>2</td>
<td>10</td>
<td>16</td>
<td>30</td>
<td>36</td>
<td>32</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>212</strong></td>
<td><strong>253</strong></td>
<td><strong>256</strong></td>
<td><strong>336</strong></td>
<td><strong>340</strong></td>
<td><strong>368</strong></td>
</tr>
</tbody>
</table>

## WINTER COMMENCEMENTS

<table>
<thead>
<tr>
<th></th>
<th>April 1989</th>
<th>April 1990</th>
<th>April 1991</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate's Degrees</td>
<td>19</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Bachelor's Degrees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master's Degrees</td>
<td>11</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>157</strong></td>
<td><strong>144</strong></td>
<td><strong>187</strong></td>
</tr>
</tbody>
</table>

## SPRING COMMENCEMENTS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate's Degrees</td>
<td>97</td>
<td>97</td>
<td>91</td>
<td>72</td>
<td>72</td>
<td>100</td>
</tr>
<tr>
<td>Bachelor's Degrees</td>
<td>272</td>
<td>347</td>
<td>395</td>
<td>276</td>
<td>347</td>
<td>371</td>
</tr>
<tr>
<td>Master's Degrees</td>
<td>0</td>
<td>16</td>
<td>28</td>
<td>21</td>
<td>24</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>369</strong></td>
<td><strong>460</strong></td>
<td><strong>504</strong></td>
<td><strong>405</strong></td>
<td><strong>443</strong></td>
<td><strong>507</strong></td>
</tr>
</tbody>
</table>

## HIGHLIGHTS

- The Fall Commencement was initiated in 1984 in an effort to relieve the crowded conditions at the Spring Commencement.

- Beginning in 1989, a Winter Commencement was added to relieve crowding in the spring.

- In June, 1990, a morning and afternoon commencement ceremony was initiated to better accommodate graduates.
## DEGREES AWARDED: SUMMARY BY SCHOOLS

**Fall 1991 Distribution of Total Degrees by School**

### DEGREES CONFERRED BY SCHOOL

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts and Behavioral Sciences</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate's</td>
<td>7</td>
<td>12</td>
<td>13</td>
<td>1</td>
<td>3</td>
<td>(4)</td>
<td>(57%)</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>99</td>
<td>100</td>
<td>164</td>
<td>156</td>
<td>210</td>
<td>111</td>
<td>121%</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>112</td>
<td>177</td>
<td>157</td>
<td>213</td>
<td>107</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Business Administration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate's</td>
<td>49</td>
<td>51</td>
<td>58</td>
<td>43</td>
<td>34</td>
<td>(15)</td>
<td>(31%)</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>349</td>
<td>358</td>
<td>377</td>
<td>393</td>
<td>430</td>
<td>81</td>
<td>23%</td>
</tr>
<tr>
<td>Master's</td>
<td>22</td>
<td>40</td>
<td>58</td>
<td>56</td>
<td>70</td>
<td>48</td>
<td>218%</td>
</tr>
<tr>
<td>Total</td>
<td>420</td>
<td>449</td>
<td>493</td>
<td>492</td>
<td>534</td>
<td>114</td>
<td>27%</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate's</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>(1)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>57</td>
<td>69</td>
<td>95</td>
<td>110</td>
<td>111</td>
<td>54</td>
<td>95%</td>
</tr>
<tr>
<td>Master's</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>12</td>
<td>18</td>
<td>14</td>
<td>350%</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>73</td>
<td>99</td>
<td>122</td>
<td>129</td>
<td>67</td>
<td>108%</td>
</tr>
<tr>
<td><strong>Science &amp; Allied Health</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate's</td>
<td>60</td>
<td>50</td>
<td>53</td>
<td>66</td>
<td>89</td>
<td>29</td>
<td>48%</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>65</td>
<td>76</td>
<td>79</td>
<td>90</td>
<td>97</td>
<td>32</td>
<td>49%</td>
</tr>
<tr>
<td>Total</td>
<td>125</td>
<td>126</td>
<td>132</td>
<td>156</td>
<td>186</td>
<td>61</td>
<td>49%</td>
</tr>
<tr>
<td><strong>COLLEGE TOTAL</strong></td>
<td>713</td>
<td>760</td>
<td>901</td>
<td>927</td>
<td>1,062</td>
<td>349</td>
<td>49%</td>
</tr>
</tbody>
</table>

### HIGHLIGHT

- The number of degrees awarded over the last five years increased substantially in all schools; the proportion of degrees in business dropped from 59% to 50% of the total from 1987 to 1991.
DEGREES CONFERRED IN THE SCHOOL OF ARTS AND BEHAVIORAL SCIENCES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate's Degrees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Services (^1)</td>
<td>7</td>
<td>12</td>
<td>13</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>SubTotal</td>
<td>7</td>
<td>12</td>
<td>13</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor's Degrees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>0</td>
<td>6</td>
<td>8</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Communication (^2)</td>
<td>2</td>
<td>3</td>
<td>16</td>
<td>38</td>
<td>49</td>
</tr>
<tr>
<td>English</td>
<td>11</td>
<td>15</td>
<td>18</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>French (^2)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>History</td>
<td>12</td>
<td>9</td>
<td>10</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>International Affairs (^2)</td>
<td>-</td>
<td>2</td>
<td>10</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Music</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Political Science</td>
<td>15</td>
<td>13</td>
<td>19</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>Psychology</td>
<td>45</td>
<td>37</td>
<td>59</td>
<td>40</td>
<td>62</td>
</tr>
<tr>
<td>Public/Social Services</td>
<td>10</td>
<td>12</td>
<td>16</td>
<td>22</td>
<td>33</td>
</tr>
<tr>
<td>Spanish (^2)</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>SubTotal</td>
<td>99</td>
<td>100</td>
<td>164</td>
<td>156</td>
<td>210</td>
</tr>
<tr>
<td>Total School Degrees</td>
<td>106</td>
<td>112</td>
<td>177</td>
<td>157</td>
<td>213</td>
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\(^1\) Discontinued, Fall 1988  
\(^2\) New program since 1986

HIGHLIGHTS

- The total number of degrees awarded each year in this school doubled since 1987.
- The greatest number of degrees conferred in this school involve majors in psychology, communication and public and social services.
- Dramatic increases in the number of communication degrees have occurred and are expected to continue.
# DEGREES CONFERRED IN THE
## SCHOOL OF BUSINESS ADMINISTRATION

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1 Associate degrees discontinued, Fall 1988.
2 Discontinued program
3 Split in 1987
4 New program in 1990

## HIGHLIGHTS

- The number of degrees in business fields increased 27% over the last five years.
- Over half of the KSC degrees granted in recent years have been in business fields of study.
# Degrees Confferred in the School of Education

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1. Discontinued, Fall 1988.
2. New program in 1990

**Highlights**

- The number of education degrees more than doubled (108%) since 1987.
- Slightly more than one out of every ten degrees granted at KSC was in teacher education.
DEGREES CONFERRED
IN THE SCHOOL OF SCIENCE
AND ALLIED HEALTH

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</table>

1 Discontinued, Fall 1988
2 New program since 1986

HIGHLIGHTS

- The School of Science and Allied Health experienced a 49% increase in degrees awarded since FY 1987.
- Two-thirds of the degrees awarded within the school were in nursing.
- The last two years saw an increase of 18% and 19% in the annual growth in the number of degrees conferred.
DEGREES AND MAJORS
AUTHORIZED BY THE
BOARD OF REGENTS 1991

ASSOCIATE OF SCIENCE IN NURSING

BACHELOR OF ARTS

Art
English
French
History
International Affairs
Music
Political Science
Psychology
Spanish

BACHELOR OF SCIENCE

Art Education (K-12)
Biology
Chemistry
Communication
Computer Science
Elementary Education (K-4)
Elementary Education (4-8)
French Education (K-12)
Health and Physical Education
Information Systems
Mathematics
Political Science
Psychology
Public and Social Services
Spanish Education (K-12)
SECONDARY EDUCATION
TEACHING FIELDS:
  Biology
  Business
  English
  History
  Mathematics
  Social Studies

BACHELOR OF BUSINESS ADMINISTRATION

Accounting
Economics
Finance
Management
Marketing
Professional Sales

BACHELOR OF MUSIC

Music Education (K-12)
Performance

BACHELOR OF SCIENCE IN NURSING

MASTER OF EDUCATION

Early Childhood Education
Middle Grades Education

MASTER OF BUSINESS ADMINISTRATION
DECLARED MAJORS IN ALL SCHOOLS OF THE COLLEGE

Fall 1991 Undergraduate Students

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**GRADUATE PROGRAMS**

| GRAND TOTAL                             | 7,946     | 8,614     | 9,140     | 10,030    | 10,913    |

HIGHLIGHTS

- During the fall of 1991, 8 out of 10 undergraduate students had a declared major.
- The percentage of undeclared majors has not changed appreciably over the last five years and has ranged from 15% to 19% of the total enrollment.
DECLARED MAJORS IN THE
SCHOOL OF ARTS & BEHAVIORAL SCIENCES

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BACHELOR'S PROGRAMS

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SubTotal               | 980       | 1,147     | 1,341     | 1,633     | 1,787     |

SCHOOL TOTAL           | 1,006     | 1,171     | 1,343     | 1,638     | 1,789     |

¹ Discontinued, Fall 1988

HIGHLIGHTS

- The number of declared majors within the school increased 78% over 5 years.

- The relatively new programs in art, communication, international affairs, and public and social services showed dramatic growth.

- Psychology and communication represented the most popular programs, each attracting at least twice as many students as any other program.
## DECLARED MAJORS IN THE SCHOOL OF BUSINESS ADMINISTRATION

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</table>

<table>
<thead>
<tr>
<th>GRADUATE PROGRAMS (MBA Concentrations)</th>
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<tbody>
<tr>
<td>Accounting</td>
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<td>51</td>
<td>51</td>
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<tr>
<td>Business Information Systems</td>
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<td>44</td>
<td>44</td>
<td>67</td>
<td>80</td>
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<td>72</td>
<td>77</td>
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<td>Human Resource Management</td>
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<tr>
<td>Institutional Administration</td>
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<td>36</td>
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<td>63</td>
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<tr>
<td>Marketing</td>
<td>59</td>
<td>43</td>
<td>59</td>
<td>85</td>
<td>102</td>
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<tr>
<td>Non-degree</td>
<td>17</td>
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<td>26</td>
<td>15</td>
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<tr>
<td><strong>SubTotal</strong></td>
<td><strong>311</strong></td>
<td><strong>303</strong></td>
<td><strong>351</strong></td>
<td><strong>445</strong></td>
<td><strong>522</strong></td>
</tr>
</tbody>
</table>

| SCHOOL TOTAL                       | 3,057     | 3,201     | 3,168     | 3,303     | 3,362     |

1 Discontinued, Fall 1988

**HIGHLIGHTS**

- The total number of declared business majors increased slightly (12%) since 1987.
- Management, accounting and marketing are the most popular majors in the college.
## Declared Majors in the School of Education

<table>
<thead>
<tr>
<th>Bachelor's Programs</th>
<th>Fall 1987</th>
<th>Fall 1988</th>
<th>Fall 1989</th>
<th>Fall 1990</th>
<th>Fall 1991</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary K-4</td>
<td>210</td>
<td>254</td>
<td>287</td>
<td>349</td>
<td>429</td>
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<td>Elementary 4-8</td>
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<td>73</td>
<td>75</td>
<td>102</td>
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<td>Art K-12</td>
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<td>28</td>
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<tr>
<td>French K-12</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>HPER K-12</td>
<td>85</td>
<td>79</td>
<td>75</td>
<td>88</td>
<td>135</td>
</tr>
<tr>
<td>Music K-12</td>
<td>27</td>
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<td>30</td>
<td>21</td>
<td>37</td>
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<tr>
<td>Spanish K-12</td>
<td>-</td>
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<td>13</td>
<td>15</td>
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Secondary Education Programs

<table>
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<tr>
<th></th>
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<th>Fall 1988</th>
<th>Fall 1989</th>
<th>Fall 1990</th>
<th>Fall 1991</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>18</td>
<td>12</td>
<td>14</td>
<td>14</td>
<td>15</td>
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<tr>
<td>Business</td>
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<td>23</td>
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<td>68</td>
<td>91</td>
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<td>History</td>
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<td>24</td>
<td>45</td>
</tr>
<tr>
<td>Math</td>
<td>21</td>
<td>28</td>
<td>27</td>
<td>37</td>
<td>36</td>
</tr>
<tr>
<td>Social Studies</td>
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<td>28</td>
<td>43</td>
<td>51</td>
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</table>

Undecided in Education

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<tr>
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<th>Fall 1988</th>
<th>Fall 1989</th>
<th>Fall 1990</th>
<th>Fall 1991</th>
</tr>
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<tr>
<td></td>
<td>164</td>
<td>200</td>
<td>250</td>
<td>305</td>
<td>355</td>
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</tbody>
</table>

SubTotal

|                        | 723       | 793       | 933       | 1,118     | 1,396     |

## Graduate Programs

<table>
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<tr>
<th></th>
<th>Fall 1987</th>
<th>Fall 1988</th>
<th>Fall 1989</th>
<th>Fall 1990</th>
<th>Fall 1991</th>
</tr>
</thead>
<tbody>
<tr>
<td>K - 4</td>
<td>22</td>
<td>16</td>
<td>27</td>
<td>41</td>
<td>51</td>
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<tr>
<td>4 - 8</td>
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<td>24</td>
<td>23</td>
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<tr>
<td>Non-degree</td>
<td>237</td>
<td>325</td>
<td>333</td>
<td>373</td>
<td>484</td>
</tr>
</tbody>
</table>

SubTotal

|                  | 265       | 356       | 384       | 437       | 565       |

## School Total

|                        | 988       | 1,149     | 1,317     | 1,555     | 1,961     |

## Highlights

- Student interest in teaching careers has virtually doubled in the last five years.

- Elementary education continued to be the most popular baccalaureate program and the post-baccalaureate, initial certification program (non-degree), was the most popular graduate area of study.
# Declared Majors in the School of Science and Allied Health

<table>
<thead>
<tr>
<th>Associate's Programs</th>
<th>Fall 1987</th>
<th>Fall 1988</th>
<th>Fall 1989</th>
<th>Fall 1990</th>
<th>Fall 1991</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Programming</td>
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<td>15</td>
<td>6</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Nursing</td>
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<td>256</td>
<td>323</td>
<td>377</td>
<td>465</td>
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<tr>
<td><strong>SubTotal</strong></td>
<td><strong>243</strong></td>
<td><strong>271</strong></td>
<td><strong>329</strong></td>
<td><strong>380</strong></td>
<td><strong>467</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Bachelor's Programs</th>
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<tr>
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<td>119</td>
<td>129</td>
<td>137</td>
<td>171</td>
<td>241</td>
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<tr>
<td>Chemistry</td>
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<tr>
<td>Computer Science</td>
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<td>215</td>
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<tr>
<td>Information Systems</td>
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<td>164</td>
<td>198</td>
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<td>Mathematics</td>
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<td>40</td>
<td>45</td>
<td>55</td>
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<tr>
<td>Nursing</td>
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<td>297</td>
<td>338</td>
<td>375</td>
<td>465</td>
</tr>
<tr>
<td>Pre-Dentistry (undeclared)</td>
<td>13</td>
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<td>19</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Pre-Engineering (undeclared)</td>
<td>42</td>
<td>32</td>
<td>38</td>
<td>43</td>
<td>67</td>
</tr>
<tr>
<td>Pre-Forestry (undeclared)</td>
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<td>10</td>
<td>7</td>
<td>7</td>
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<tr>
<td>Pre-Medicine (undeclared)</td>
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<td>74</td>
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<tr>
<td>Pre-Veterinary Medicine (undeclared)</td>
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<td>34</td>
<td>42</td>
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<tr>
<td>Undecided in SAH</td>
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<td>9</td>
<td>13</td>
<td>22</td>
<td>29</td>
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<tr>
<td><strong>SubTotal</strong></td>
<td><strong>927</strong></td>
<td><strong>983</strong></td>
<td><strong>1,115</strong></td>
<td><strong>1,271</strong></td>
<td><strong>1,602</strong></td>
</tr>
</tbody>
</table>

**School Total**

|           | 1,170 | 1,254 | 1,444 | 1,651 | 2,069 |

1. Discontinued, Fall 1988.
2. New program since 1986

## Highlights

- A 77% increase in student interest in science and health fields over the last five years is notable.
- Growth in student interest in biology, information systems, and nursing programs was substantial.
### UPPER DIVISION MAJORS
### SCHOOL OF ARTS & BEHAVIORAL SCIENCES

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<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>38</td>
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<td>64</td>
<td>77</td>
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<tr>
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<td>74</td>
<td>127</td>
<td>168</td>
<td>178</td>
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<tr>
<td>English</td>
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<td>53</td>
<td>52</td>
<td>64</td>
<td>87</td>
</tr>
<tr>
<td>French ¹</td>
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<td>-</td>
<td>-</td>
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<td>7</td>
</tr>
<tr>
<td>History</td>
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<td>45</td>
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<tr>
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<td>23</td>
<td>26</td>
<td>28</td>
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<td>15</td>
<td>28</td>
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<tr>
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<td>42</td>
<td>51</td>
<td>55</td>
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<td>149</td>
<td>167</td>
<td>208</td>
<td>229</td>
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<tr>
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<td>48</td>
<td>75</td>
<td>102</td>
<td>104</td>
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<tr>
<td>Pre-Law (undeclared)</td>
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<td>9</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>Spanish ¹</td>
<td>-</td>
<td>6</td>
<td>6</td>
<td>8</td>
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<tr>
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<td>4</td>
<td>3</td>
<td>13</td>
<td>4</td>
</tr>
</tbody>
</table>

| SCHOOL TOTAL              | 400       | 508       | 620       | 784       | 933       |

¹ New program since 1986

### HIGHLIGHTS

- The school’s increase in the number of majors at the upper division level over the last five years was the highest of the four schools (up 133%).
- Almost all programs posted an increase in the numbers of juniors and seniors who declared majors in this school.
- Among the new programs initiated in recent years, growth in the art, communication and public & social services programs at the upper division has been exceptionally strong.
## UPPER DIVISION MAJORS
### SCHOOL OF BUSINESS ADMINISTRATION

<table>
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<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>267</td>
<td>271</td>
<td>314</td>
<td>372</td>
<td>412</td>
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<td>Data Processing</td>
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<td>30</td>
<td>25</td>
<td>25</td>
<td>21</td>
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<tr>
<td>Economics &amp; Finance</td>
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<td>68</td>
<td>56</td>
<td>49</td>
<td>32</td>
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<td>17</td>
<td>22</td>
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<td>72</td>
<td>107</td>
<td>104</td>
</tr>
<tr>
<td>Management</td>
<td>331</td>
<td>341</td>
<td>381</td>
<td>406</td>
<td>434</td>
</tr>
<tr>
<td>Marketing</td>
<td>234</td>
<td>243</td>
<td>273</td>
<td>289</td>
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<td>117</td>
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<td><strong>SCHOOL TOTAL</strong></td>
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<td><strong>1,254</strong></td>
<td><strong>1,435</strong></td>
<td><strong>1,496</strong></td>
</tr>
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</table>

1 Split in 1987
2 Discontinued, Fall 1987
3 New program, 1990

### HIGHLIGHTS

- The number of declared majors in business fields at the upper division level grew by 33% since 1987.
- All business programs showed some growth over the five-year period.
- The BBA programs in accounting, management, marketing, and finance showed the greatest gains.
- Approximately half of the college's declared majors at the upper division level were enrolled in a School of Business Administration program.
# Upper Division Majors

## School of Education

<table>
<thead>
<tr>
<th>Programs</th>
<th>Fall 1987</th>
<th>Fall 1988</th>
<th>Fall 1989</th>
<th>Fall 1990</th>
<th>Fall 1991</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary K-4</td>
<td>111</td>
<td>138</td>
<td>145</td>
<td>179</td>
<td>233</td>
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<tr>
<td>Elementary 4-8</td>
<td>40</td>
<td>45</td>
<td>44</td>
<td>62</td>
<td>87</td>
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<tr>
<td>Art K-12</td>
<td>9</td>
<td>11</td>
<td>12</td>
<td>16</td>
<td>18</td>
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<tr>
<td>French K-12</td>
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<td></td>
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<td>4</td>
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<tr>
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<td>44</td>
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<td>10</td>
<td>18</td>
</tr>
<tr>
<td>Spanish K-12</td>
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<td>-</td>
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<td><strong>Secondary Education Programs</strong></td>
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<td>5</td>
<td>8</td>
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<td>1</td>
</tr>
<tr>
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<td>29</td>
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<td>History</td>
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<td>5</td>
<td>11</td>
<td>8</td>
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<td>36</td>
<td>61</td>
<td>76</td>
<td>96</td>
<td>83</td>
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<td><strong>336</strong></td>
<td><strong>388</strong></td>
<td><strong>428</strong></td>
<td><strong>532</strong></td>
<td><strong>681</strong></td>
</tr>
</tbody>
</table>

1 New program

## Highlights

- Overall, the number of upper division students with a declared major in education more than doubled in five years.

- Most programs grew to some extent, but elementary K-4, and elementary 4-8 demonstrated the highest percentage increases.
# UPPER DIVISION MAJORS
## SCHOOL OF SCIENCE AND ALLIED HEALTH

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
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<td>66</td>
<td>65</td>
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<tr>
<td>Computer Science</td>
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<td>96</td>
<td>77</td>
<td>89</td>
<td>111</td>
</tr>
<tr>
<td>Information Systems ¹</td>
<td>3</td>
<td>31</td>
<td>75</td>
<td>86</td>
<td>102</td>
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<tr>
<td>Math</td>
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<td>30</td>
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<td>Nursing</td>
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<td>173</td>
<td>226</td>
</tr>
<tr>
<td>Pre-Dentistry (undeclared)</td>
<td>1</td>
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<td>3</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Pre-Engineering (undeclared)</td>
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<td>7</td>
<td>8</td>
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<tr>
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<td>Pre-Medicine (undeclared)</td>
<td>8</td>
<td>18</td>
<td>14</td>
<td>25</td>
<td>27</td>
</tr>
<tr>
<td>Pre-Pharmacy (undeclared)</td>
<td>8</td>
<td>13</td>
<td>9</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Pre-Veterinary Medicine (undeclared)</td>
<td>6</td>
<td>5</td>
<td>9</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Undecided in SAH</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

**SCHOOL TOTAL** | 364 | 418 | 463 | 536 | 682

¹ New program

## HIGHLIGHTS

- The number of declared majors at the upper division level in this school nearly doubled in the last five years.

- The nursing, biology and information systems programs contributed most significantly to the increase in declared majors in the school.

- There is a strong pre-professional orientation of students majoring in science programs which has been identified in follow-up studies of graduates from this school.
DIVISION OF CONTINUING EDUCATION


<table>
<thead>
<tr>
<th></th>
<th>FY 87</th>
<th>FY 88</th>
<th>FY 89</th>
<th>FY 90</th>
<th>FY 91</th>
<th>5-Year # Change</th>
<th>5-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs/Courses</td>
<td>550</td>
<td>550</td>
<td>599</td>
<td>670</td>
<td>707</td>
<td>157</td>
<td>29%</td>
</tr>
<tr>
<td>Participants</td>
<td>8,110</td>
<td>9,169</td>
<td>9,688</td>
<td>10,599</td>
<td>11,721</td>
<td>3,611</td>
<td>43%</td>
</tr>
<tr>
<td>Participant Hours</td>
<td>104,359</td>
<td>109,168</td>
<td>116,100</td>
<td>136,661</td>
<td>152,485</td>
<td>48,126</td>
<td>46%</td>
</tr>
<tr>
<td>CEUs</td>
<td>9,873</td>
<td>10,513</td>
<td>11,610</td>
<td>13,666</td>
<td>15,249</td>
<td>5,376</td>
<td>54%</td>
</tr>
<tr>
<td>Revenues</td>
<td>$464,346</td>
<td>629,615</td>
<td>739,843</td>
<td>866,181</td>
<td>1,183,412</td>
<td>719,066</td>
<td>155%</td>
</tr>
</tbody>
</table>

HIGHLIGHTS

- Nearly 12,000 registrations were logged in over 700 continuing education courses and programs in 1990-91, an increase of nearly 50% over the last five years.
- Continuing education registrants earned over 15,000 CEU’s (Continuing Education Units) of nondegree credit in 1990-91.
- Revenue for continuing education courses and contracts doubled in the last four years and broke the $1 million mark in 1990-91.
- Contract training for business and industry grew to the point at which it now comprises 30% of the division's revenue and is conducted in 10 states. This activity showed a 437% increase over last year.
LIBRARY INFORMATION

<table>
<thead>
<tr>
<th></th>
<th>FY 87</th>
<th>FY 88</th>
<th>FY 89</th>
<th>FY 90</th>
<th>FY 91</th>
<th>5-Year # Change</th>
<th>5-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volumes</td>
<td>288,888</td>
<td>309,724</td>
<td>330,237</td>
<td>369,369</td>
<td>405,011</td>
<td>116,123</td>
<td>40%</td>
</tr>
<tr>
<td>Titles</td>
<td>128,960</td>
<td>134,796</td>
<td>169,251</td>
<td>196,253</td>
<td>239,703</td>
<td>110,743</td>
<td>86%</td>
</tr>
<tr>
<td>Periodicals</td>
<td>2,021</td>
<td>2,110</td>
<td>2,110</td>
<td>3,020</td>
<td>3,144</td>
<td>1,123</td>
<td>56%</td>
</tr>
<tr>
<td>Government Documents</td>
<td>122,990</td>
<td>137,510</td>
<td>159,869</td>
<td>170,389</td>
<td>195,558</td>
<td>72,568</td>
<td>59%</td>
</tr>
<tr>
<td>Microforms</td>
<td>413,054</td>
<td>447,828</td>
<td>509,138</td>
<td>643,237</td>
<td>700,427</td>
<td>287,373</td>
<td>70%</td>
</tr>
<tr>
<td>Circulation-Books</td>
<td>71,158</td>
<td>88,762</td>
<td>93,869</td>
<td>97,894</td>
<td>104,390</td>
<td>33,232</td>
<td>47%</td>
</tr>
<tr>
<td>Circulation-Reserves</td>
<td>13,470</td>
<td>17,750</td>
<td>17,921</td>
<td>18,513</td>
<td>21,508</td>
<td>8,038</td>
<td>60%</td>
</tr>
<tr>
<td>Interlibrary Loans:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Borrowed</td>
<td>980</td>
<td>845</td>
<td>2,790</td>
<td>2,773</td>
<td>2,959</td>
<td>1,979</td>
<td>202%</td>
</tr>
<tr>
<td>Loaned</td>
<td>457</td>
<td>583</td>
<td>1,023</td>
<td>1,032</td>
<td>1,285</td>
<td>828</td>
<td>181%</td>
</tr>
</tbody>
</table>

HIGHLIGHTS

- Every area of the library's collection and activity has grown significantly in the last five years.

- The Library subscribes to more than 50 CD database services and is among the most automated and technically advanced of the libraries in the state; four editions of *Helpkey*, bibliographic instruction texts, have been published by the Library to assist users of the new technology for information storage and retrieval.

- The DeFazio Children's Collection is the largest pedagogical children's collection in Georgia and is the only K-12 collection of its kind in the state. The Library and School of Education presented a Children's Literature Celebration Conference for the second year, and the Library produced a children's literature book review periodical, *Bookmark*.

- The Bentley Rare Book Room and Collection houses 12,500 First Edition volumes and 55 Museum/World Class quality medieval and renaissance manuscript leaves. Only two other Georgia libraries have rare book rooms comparable to the KSC one, the University of Georgia and Emory University.
An alumni survey conducted in 1987 by the Office of Alumni Affairs illustrated the following points of interest about Kennesaw State College graduates:

**HIGHLIGHTS**

- 8 in 10 Kennesaw graduates reside in the greater metropolitan Atlanta area
- 7 in 10 of the Kennesaw graduates live in Cobb County
- 9 in 10 alumni are employed
- 7 in 10 alumni are employed in their chosen career field
- 8% of the alumni contributed to the 1987-88 Annual Fund Drive
- $24,000 is the estimated average annual salary of Kennesaw State graduates
- 76% of the alumni surveyed rated their total experience at Kennesaw State as excellent or very good
- 96% of the alumni surveyed rated instruction in their major field as excellent, very good, or good.
FACULTY AND STAFF INFORMATION

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### TOTAL FULL-TIME INSTRUCTIONAL FACULTY

![Graph showing the total number of faculty from 1987 to 1991](image)

<table>
<thead>
<tr>
<th>Schools</th>
<th>Fall 87</th>
<th>Fall 88</th>
<th>Fall 89</th>
<th>Fall 90</th>
<th>Fall 91</th>
<th>5-Year # Change</th>
<th>5-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Behavioral Sciences</td>
<td>73</td>
<td>79</td>
<td>90</td>
<td>91</td>
<td>103</td>
<td>30</td>
<td>41%</td>
</tr>
<tr>
<td>Business</td>
<td>52</td>
<td>52</td>
<td>58</td>
<td>61</td>
<td>68</td>
<td>16</td>
<td>31%</td>
</tr>
<tr>
<td>Education</td>
<td>25</td>
<td>28</td>
<td>35</td>
<td>37</td>
<td>37</td>
<td>12</td>
<td>48%</td>
</tr>
<tr>
<td>Science &amp; Allied Health</td>
<td>59</td>
<td>68</td>
<td>71</td>
<td>77</td>
<td>85</td>
<td>26</td>
<td>44%</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>209</td>
<td>227</td>
<td>254</td>
<td>266</td>
<td>293</td>
<td>84</td>
<td>40%</td>
</tr>
<tr>
<td>Number Change</td>
<td>+14</td>
<td>+18</td>
<td>+27</td>
<td>+12</td>
<td>+27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual % Change</td>
<td>7%</td>
<td>9%</td>
<td>12%</td>
<td>5%</td>
<td>+10%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Numbers exclude full-time administrators. Based on Fall budget information.*

### HIGHLIGHTS

- The five-year rate of growth of the faculty was above the rate of the growth of the overall enrollment, with enrollment increasing 37% and faculty numbers increasing 40%.
- All schools experienced a substantial increase in full-time faculty over the last five years.
NEW INSTRUCTIONAL FACULTY

![Bar chart showing the number of new faculty from 1987 to 1991.]

NEW FULL-TIME FACULTY APPOINTMENTS *

<table>
<thead>
<tr>
<th></th>
<th>Fall 1987</th>
<th>Fall 1988</th>
<th>Fall 1989</th>
<th>Fall 1990</th>
<th>Fall 1991</th>
<th>5-Year # Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>5</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>15</td>
<td>18</td>
<td>16</td>
<td>18</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Instructors</td>
<td>5</td>
<td>12</td>
<td>9</td>
<td>18</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>28</strong></td>
<td><strong>39</strong></td>
<td><strong>34</strong></td>
<td><strong>43</strong></td>
<td><strong>46</strong></td>
<td><strong>18</strong></td>
</tr>
<tr>
<td>Total Full-time Faculty</td>
<td><strong>209</strong></td>
<td><strong>227</strong></td>
<td><strong>254</strong></td>
<td><strong>266</strong></td>
<td><strong>293</strong></td>
<td><strong>84</strong></td>
</tr>
<tr>
<td>% New of Total Faculty</td>
<td><strong>13%</strong></td>
<td><strong>17%</strong></td>
<td><strong>13%</strong></td>
<td><strong>16%</strong></td>
<td><strong>16%</strong></td>
<td></td>
</tr>
</tbody>
</table>

* The new faculty numbers reflect actual people, not new budget positions, excludes administrative faculty.

HIGHLIGHTS

- As a result of turnovers, new positions and successful recruiting efforts, KSC has employed 30 to almost 50 new instructional faculty each year over the last five years.
- During fall 1991, one in five full-time faculty at KSC was new.
FULL-TIME INSTRUCTIONAL FACULTY BY RANK *

Distribution of Faculty by Rank, Fall 1991

<table>
<thead>
<tr>
<th>NUMBER OF FACULTY BY RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 87</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>RANK</td>
</tr>
<tr>
<td>Professor</td>
</tr>
<tr>
<td>Associate</td>
</tr>
<tr>
<td>Assistant</td>
</tr>
<tr>
<td>Instructor</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

* The data are based on information as of each Fall Quarter.

HIGHLIGHTS

- Over the last five years the greatest growth in faculty has occurred at the full professor and instructor levels. The increase at the senior ranks (55% are full or associate professor) reflects a continuing maturation of the faculty and their eligibility for promotion in rank.

- The growth at the instructor level reflects the college's attempt to reduce reliance on part-time instructors.
TENURE STATUS OF FACULTY

43% Tenured
57% Non-Tenured

<table>
<thead>
<tr>
<th>TENURE STATUS BY GENDER</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured</td>
<td>55</td>
<td>71</td>
<td>126</td>
</tr>
<tr>
<td>Non-Tenured</td>
<td>83</td>
<td>77</td>
<td>160</td>
</tr>
<tr>
<td>Non-Tenure Track</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>143</td>
<td>150</td>
<td>293</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TENURE STATUS BY RACE</th>
<th>Black</th>
<th>Asian</th>
<th>Indian</th>
<th>Hispanic</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>118</td>
<td>126</td>
</tr>
<tr>
<td>Non-Tenured</td>
<td>11</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>143</td>
<td>160</td>
</tr>
<tr>
<td>Non-Tenure Track</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>267</td>
<td>293</td>
</tr>
</tbody>
</table>

HIGHLIGHTS

- The percentage of faculty tenured at KSC is relatively low compared to the national average, reflecting large numbers of new hires in recent years.
- Kennesaw State has a high percentage of tenured faculty who are women and minorities.
MALE AND FEMALE INSTRUCTIONAL FACULTY

FULL-TIME FACULTY BY GENDER STATUS

<table>
<thead>
<tr>
<th></th>
<th>Fall 87 #</th>
<th>Fall 87 %</th>
<th>Fall 88 #</th>
<th>Fall 88 %</th>
<th>Fall 89 #</th>
<th>Fall 89 %</th>
<th>Fall 90 #</th>
<th>Fall 90 %</th>
<th>Fall 91 #</th>
<th>Fall 91 %</th>
<th>5-Year # Change</th>
<th>5-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>118  56</td>
<td>127  56</td>
<td>137  54</td>
<td>138  52</td>
<td>150  51</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>32  27</td>
<td>52  57</td>
</tr>
<tr>
<td>Female</td>
<td>91   44</td>
<td>100  44</td>
<td>117  46</td>
<td>128  48</td>
<td>143  49</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>52  57</td>
<td>52  57</td>
</tr>
<tr>
<td>Totals</td>
<td>209 100</td>
<td>227 100</td>
<td>254 100</td>
<td>266 100</td>
<td>293 100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>84  40</td>
<td>84  40</td>
</tr>
</tbody>
</table>

HIGHLIGHTS

- The number of women on KSC's faculty is almost equal to the number of men.
- The percentage of female faculty members is among the highest for four-year colleges and universities in the state and nation.
- The rate of growth in the number of female faculty at KSC has been twice as great as the rate for male faculty.
AGE OF THE INSTRUCTIONAL FACULTY

Distribution of Ages, Fall 1991

<table>
<thead>
<tr>
<th>FACULTY AGE GROUPS: FALL 1991</th>
</tr>
</thead>
<tbody>
<tr>
<td>20's</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>Number</td>
</tr>
<tr>
<td>Percent</td>
</tr>
</tbody>
</table>

HIGHLIGHTS

- Kennesaw State has a relatively young faculty; the largest group (more than half) of the instructional faculty is between the ages of 40 and 49.

- A relatively small percentage of the faculty is nearing retirement presently; although that number will grow, it will remain a relatively small percentage of the total faculty over the next ten years.
BLACK INSTRUCTIONAL FACULTY

![Graph showing the number of Black Faculty from 1985 to 1990]

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Black Faculty</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>22</td>
<td>18</td>
</tr>
</tbody>
</table>

FULL-TIME BLACK FACULTY: FALL 1991

<table>
<thead>
<tr>
<th>School</th>
<th>Professor</th>
<th>Associate</th>
<th>Assistant</th>
<th>Instructor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Behavioral Sciences</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Business Administration</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Education</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Science and Allied Health</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1</strong></td>
<td><strong>9</strong></td>
<td><strong>6</strong></td>
<td><strong>4</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

HIGHLIGHTS

- Kennesaw State has achieved notable success in the employment and retention of increasing numbers of Black faculty in recent years.
- The recruitment of Black faculty has been achieved in all schools and at all ranks.
- Of the institutions of its type in Georgia, Kennesaw State College has the highest percentage of Black faculty as well as the highest percent of tenured Black faculty.
## RELATIVE STANDING OF KSC FACULTY IN TERMS OF HIGHEST DEGREE
**FALL 1991**

<table>
<thead>
<tr>
<th>PUBLIC 4-YEAR UNITS IN GEORGIA</th>
<th>% With Terminal Degree *</th>
<th>% Without Terminal Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Georgia</td>
<td>90</td>
<td>10</td>
</tr>
<tr>
<td>Georgia Tech</td>
<td>90</td>
<td>10</td>
</tr>
<tr>
<td>Georgia State University</td>
<td>85</td>
<td>15</td>
</tr>
<tr>
<td>Kennesaw State College</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>West Georgia College</td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>Valdosta State College</td>
<td>68</td>
<td>32</td>
</tr>
<tr>
<td>Augusta College</td>
<td>67</td>
<td>33</td>
</tr>
<tr>
<td>North Georgia College</td>
<td>64</td>
<td>36</td>
</tr>
<tr>
<td>Georgia College</td>
<td>63</td>
<td>37</td>
</tr>
<tr>
<td>Georgia Southwestern College</td>
<td>62</td>
<td>38</td>
</tr>
<tr>
<td>Columbus College</td>
<td>62</td>
<td>38</td>
</tr>
<tr>
<td>Albany State College</td>
<td>61</td>
<td>39</td>
</tr>
<tr>
<td>Savannah State College</td>
<td>61</td>
<td>39</td>
</tr>
<tr>
<td>Armstrong State College</td>
<td>59</td>
<td>41</td>
</tr>
<tr>
<td>Georgia Southern University</td>
<td>59</td>
<td>41</td>
</tr>
<tr>
<td>Fort Valley State College</td>
<td>57</td>
<td>43</td>
</tr>
<tr>
<td>Clayton State College</td>
<td>56</td>
<td>44</td>
</tr>
<tr>
<td>Southern College of Technology</td>
<td>49</td>
<td>51</td>
</tr>
</tbody>
</table>

* Includes professional degrees

## HIGHLIGHTS

- KSC has a substantially higher percentage of faculty with the doctorate than the averages for all other senior colleges as well as the regional university.

- KSC's staffing with doctorally prepared faculty is closer to that of Georgia State University than to the typical senior college.
AVERAGE ACADEMIC YEAR SALARIES OF INSTRUCTIONAL FACULTY

![Bar graph showing average salaries for instructors, assistants, associates, and professors at Kennesaw State and U.S. public institutions.]

<table>
<thead>
<tr>
<th>Rank</th>
<th>Kennesaw State</th>
<th>National Public Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>49,000</td>
<td>44,900</td>
</tr>
<tr>
<td>Associate</td>
<td>39,800</td>
<td>37,550</td>
</tr>
<tr>
<td>Assistant</td>
<td>32,700</td>
<td>31,390</td>
</tr>
<tr>
<td>Instructor</td>
<td>25,500</td>
<td>26,510</td>
</tr>
</tbody>
</table>

AVERAGE SALARIES OF FULL-TIME FACULTY: 1990-91

HIGHLIGHTS

- Average faculty salaries at Kennesaw State were notably higher in all academic ranks than those reported by AAUP in *Academe* for the comparable national sample of public institutions.

- In terms of averages, Kennesaw State maintained competitive salaries.
AVERAGE 1990-91 FACULTY SALARIES AT SENIOR COLLEGES IN THE UNIVERSITY SYSTEM OF GEORGIA BY FIELD

<table>
<thead>
<tr>
<th>GENERAL FIELDS</th>
<th>ASSISTANT</th>
<th>ASSOCIATE</th>
<th>PROFESSOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business and Management</td>
<td>42,500</td>
<td>45,300</td>
<td>51,800</td>
</tr>
<tr>
<td>Computer &amp; Information Science</td>
<td>38,200</td>
<td>41,100</td>
<td>50,200</td>
</tr>
<tr>
<td>Health Science</td>
<td>32,500</td>
<td>36,400</td>
<td>46,700</td>
</tr>
<tr>
<td>Mathematics</td>
<td>31,500</td>
<td>36,700</td>
<td>43,600</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>31,400</td>
<td>35,700</td>
<td>41,800</td>
</tr>
<tr>
<td>Education</td>
<td>31,200</td>
<td>36,100</td>
<td>41,800</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>30,400</td>
<td>35,200</td>
<td>41,700</td>
</tr>
<tr>
<td>Psychology</td>
<td>30,200</td>
<td>35,500</td>
<td>43,000</td>
</tr>
<tr>
<td>Life Sciences</td>
<td>30,100</td>
<td>35,000</td>
<td>41,200</td>
</tr>
<tr>
<td>Letters</td>
<td>29,900</td>
<td>33,700</td>
<td>42,200</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>29,700</td>
<td>34,300</td>
<td>45,500</td>
</tr>
<tr>
<td>Philosophy &amp; Religion</td>
<td>28,900</td>
<td>35,300</td>
<td>43,600</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>28,700</td>
<td>33,700</td>
<td>41,000</td>
</tr>
</tbody>
</table>

HIGHLIGHTS

- Substantial salary differentials exist among different discipline groups in the senior colleges as they do in the universities in Georgia and throughout the nation.

- Average salaries in the arts and humanities are typically lowest while those in business fields and computer science are among the highest. These differences basically result from differences in supply and demand across discipline areas.

- In four out of five of the rank by discipline categories listed above, the average faculty salary at Kennesaw State exceeded the average for senior colleges in the University System in 1990-91.

- A recent University System study of average salaries revealed that virtually all disciplines are experiencing salary compression, especially at the lower ranks. The "market salaries" of new hires are frequently higher than those of the average for a given rank at the senior institutions.
FULL-TIME EMPLOYEES BY EEO CLASSIFICATION

TOTAL EMPLOYEES: 1987 - 1991*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive, Administrative, Managerial</td>
<td>42</td>
<td>68</td>
<td>71</td>
<td>74</td>
<td>79</td>
<td>37</td>
<td>88%</td>
</tr>
<tr>
<td>Faculty, Academic</td>
<td>200</td>
<td>212</td>
<td>229</td>
<td>241</td>
<td>271</td>
<td>71</td>
<td>36%</td>
</tr>
<tr>
<td>Professional Staff</td>
<td>48</td>
<td>50</td>
<td>57</td>
<td>61</td>
<td>65</td>
<td>17</td>
<td>35%</td>
</tr>
<tr>
<td>Clerical/Secretarial</td>
<td>108</td>
<td>108</td>
<td>110</td>
<td>112</td>
<td>114</td>
<td>6</td>
<td>6%</td>
</tr>
<tr>
<td>Technical/Paraprofessional</td>
<td>22</td>
<td>20</td>
<td>39</td>
<td>35</td>
<td>42</td>
<td>20</td>
<td>91%</td>
</tr>
<tr>
<td>Skilled Crafts</td>
<td>17</td>
<td>17</td>
<td>21</td>
<td>21</td>
<td>19</td>
<td>2</td>
<td>12%</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>60</td>
<td>58</td>
<td>46</td>
<td>47</td>
<td>48</td>
<td>(12)</td>
<td>(20%)</td>
</tr>
<tr>
<td>Total</td>
<td>497</td>
<td>533</td>
<td>573</td>
<td>591</td>
<td>638</td>
<td>141</td>
<td>28%</td>
</tr>
</tbody>
</table>

* Based on the federal EEO-6 Reports file by the Affirmative Action/Minority Affairs Officer. The effective dates of these tables are October 1 through September 30 of each year.

HIGHLIGHTS

- The number of employees increased substantially in recent years but at a rate somewhat lower than the growth rate of the enrollment.

- The number of faculty increased the most and the number of secretarial/clerical positions increased the least.
# Full-time Staff by Gender and Race

## Full Time Staff by Gender

<table>
<thead>
<tr>
<th></th>
<th>Females</th>
<th>Males</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive, Administrative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managerial</td>
<td>28</td>
<td>51</td>
<td>79</td>
</tr>
<tr>
<td>Faculty, Academic</td>
<td>132</td>
<td>139</td>
<td>271</td>
</tr>
<tr>
<td>Professional Staff</td>
<td>43</td>
<td>22</td>
<td>65</td>
</tr>
<tr>
<td>Clerical/Secretarial</td>
<td>111</td>
<td>3</td>
<td>114</td>
</tr>
<tr>
<td>Technical/Paraprofessional</td>
<td>15</td>
<td>27</td>
<td>42</td>
</tr>
<tr>
<td>Skilled Crafts</td>
<td>1</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>20</td>
<td>28</td>
<td>48</td>
</tr>
<tr>
<td>Total</td>
<td>350</td>
<td>288</td>
<td>638</td>
</tr>
</tbody>
</table>

## Full Time Staff by Race

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>Asian</th>
<th>Indian</th>
<th>Hispanic</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive, Admin.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managerial</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>75</td>
<td>79</td>
</tr>
<tr>
<td>Faculty, Academic</td>
<td>19</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>244</td>
<td>271</td>
</tr>
<tr>
<td>Professional Staff</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>58</td>
<td>65</td>
</tr>
<tr>
<td>Clerical/Secretarial</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>109</td>
<td>114</td>
</tr>
<tr>
<td>Technical/Paraprof.</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>39</td>
<td>42</td>
</tr>
<tr>
<td>Skilled Crafts</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>Service/Maint.</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>42</td>
<td>48</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>9</td>
<td>0</td>
<td>2</td>
<td>584</td>
<td>638</td>
</tr>
</tbody>
</table>

## Highlights

- Females comprise 55% of the total workforce on campus and 59% of the "staff".

- The analysis of the staff data shows that 7% of the Kennesaw State employees are black; and if all minority groups are considered the percentage rises to 8%.
# Budget and Financial Information

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BUDGET ALLOCATIONS FOR FISCAL YEARS 1988 to 1992

TOTAL E & G BUDGET * ALLOCATIONS

<table>
<thead>
<tr>
<th>Year</th>
<th>FY 88</th>
<th>FY 89</th>
<th>FY 90</th>
<th>FY 91</th>
<th>FY 92</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>$23,032,155</td>
<td>$26,571,958</td>
<td>$29,493,307</td>
<td>$32,600,416</td>
<td>$35,523,642</td>
</tr>
<tr>
<td>$ Change</td>
<td>$2,527,312</td>
<td>$3,539,803</td>
<td>$2,921,349</td>
<td>$3,107,109</td>
<td>$2,923,226</td>
</tr>
<tr>
<td>Annual % Change</td>
<td>12%</td>
<td>15%</td>
<td>11%</td>
<td>11%</td>
<td>9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>5-Year $ Change</th>
<th>5-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCREASE</td>
<td>$12,491,487</td>
<td>54%</td>
</tr>
</tbody>
</table>

* Educational and General budget; excludes auxiliaries.

HIGHLIGHTS

- Total budget allocations grew 54% during the last five years.

- The percentage increase in the annual budget has been relatively stable in the last four years.
### BUDGET ALLOCATIONS

FY 92 Allocation of Dollars

#### FISCAL YEAR 1991-92 BUDGET ALLOCATION (E & G \(^1\))

<table>
<thead>
<tr>
<th>FY 91</th>
<th>Personal Services</th>
<th>Travel</th>
<th>Operating Supplies &amp; Expenses</th>
<th>Equipment and/or Books</th>
<th>Total Budget</th>
<th>% Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$18,811,472</td>
<td>$213,750</td>
<td>$1,022,290</td>
<td>$265,400</td>
<td>$20,312,912</td>
<td>57%</td>
</tr>
<tr>
<td>Research</td>
<td>1,724</td>
<td></td>
<td>4,276</td>
<td></td>
<td>6,000</td>
<td></td>
</tr>
<tr>
<td>Public Service</td>
<td>406,333</td>
<td>12,500</td>
<td>79,493</td>
<td>5,000</td>
<td>503,326</td>
<td>1%</td>
</tr>
<tr>
<td>Academic Support</td>
<td>1,918,121</td>
<td>46,800</td>
<td>508,900</td>
<td>611,300</td>
<td>3,085,121</td>
<td>9%</td>
</tr>
<tr>
<td>Student Services</td>
<td>1,869,908</td>
<td>37,000</td>
<td>208,000</td>
<td>4,600</td>
<td>2,119,508</td>
<td>6%</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>3,866,986</td>
<td>67,900</td>
<td>935,521</td>
<td>79,666</td>
<td>4,950,073</td>
<td>14%</td>
</tr>
<tr>
<td>Operation &amp; Maintenance of Physical Plant</td>
<td>1,967,294</td>
<td>9,600</td>
<td>1,720,382</td>
<td>37,000</td>
<td>3,734,276</td>
<td>11%</td>
</tr>
<tr>
<td>Scholarships &amp; Fellowships</td>
<td>658,847</td>
<td></td>
<td></td>
<td></td>
<td>658,847</td>
<td>2%</td>
</tr>
<tr>
<td>Reserve</td>
<td>153,579 (^2)</td>
<td></td>
<td></td>
<td></td>
<td>153,579</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** | **$28,841,838** | **$387,550** | **$5,291,288** | **$1,002,966** | **$35,523,642** | **100%** |

\(^1\) Educational and General budget; excludes auxiliaries.

\(^2\) Staff raise budgeted; reserved for lapse.

### HIGHLIGHTS

- Of the total operating budget, 81 cents of every dollar were allocated for personnel throughout the college; 65% of the personnel budget was in Instruction.

- Two-thirds of the total budget were allocated to those areas most closely related to the teaching faculty (Instruction, Public Service, Academic Support, Research).
PERSONAL SERVICES ALLOCATIONS

KSC's PERSONAL SERVICES BUDGET

<table>
<thead>
<tr>
<th></th>
<th>FY 88</th>
<th>FY 89</th>
<th>FY 90</th>
<th>FY 91</th>
<th>FY 92</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Services</td>
<td>$18,557,088</td>
<td>$20,998,730</td>
<td>$23,345,388</td>
<td>$26,333,164</td>
<td>$28,841,838</td>
</tr>
<tr>
<td>Annual % Change</td>
<td>11%</td>
<td>13%</td>
<td>11%</td>
<td>13%</td>
<td>10%</td>
</tr>
</tbody>
</table>

5-Year $ Change | 5-Year % Change
---|---|
Increase | $10,284,750 | 55%

HIGHLIGHTS

- Personal Services grew 55% (over $10 million) during the five-year period.
- The annual increases reflected the college's need for additional personnel to keep pace with the growth in size and sophistication of the institution.
TRAVEL ALLOCATIONS

KSC's TRAVEL BUDGET

<table>
<thead>
<tr>
<th>Year</th>
<th>FY 88</th>
<th>FY 89</th>
<th>FY 90</th>
<th>FY 91</th>
<th>FY 92</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel</td>
<td>$252,100</td>
<td>$321,505</td>
<td>$368,016</td>
<td>$381,600</td>
<td>$387,550</td>
</tr>
<tr>
<td>Annual % Change</td>
<td>12%</td>
<td>28%</td>
<td>14%</td>
<td>4%</td>
<td>2%</td>
</tr>
</tbody>
</table>

HIGHLIGHTS

- Travel money increased by $135,450, a 54% growth rate over five years.
- The annual percentage increases showed significant levels of gains each year until FY 91; faculty involvement in professional associations has mushroomed in recent years. Unfortunately, budget cuts significantly impacted travel allocations.
OPERATING EXPENSES & SUPPLIES ALLOCATIONS

<table>
<thead>
<tr>
<th>Millions of Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 88</td>
</tr>
<tr>
<td>3,265,781</td>
</tr>
</tbody>
</table>

KSC's OPERATING EXPENSES BUDGET

<table>
<thead>
<tr>
<th>FY 88</th>
<th>FY 89</th>
<th>FY 90</th>
<th>FY 91</th>
<th>FY 92</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Expenses</td>
<td>$3,265,781</td>
<td>$4,282,102</td>
<td>$4,791,755</td>
<td>$4,941,084</td>
</tr>
<tr>
<td>Annual % Change</td>
<td>25%</td>
<td>38%</td>
<td>12%</td>
<td>3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5-Year $ Change</th>
<th>5-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase</td>
<td>$2,025,507</td>
</tr>
</tbody>
</table>

* Includes $153,579 reserve lapsed personal services.

HIGHLIGHTS

- Operating Expenses grew by 62% since fiscal year 1988.
- The annual percentage increases showed significant gains each year until FY 91.
EQUIPMENT AND/OR BOOKS ALLOCATIONS

![Graph showing budget allocation over years]

<table>
<thead>
<tr>
<th>KSC's EQUIPMENT BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 88 *</td>
</tr>
<tr>
<td>Equipment</td>
</tr>
<tr>
<td>Annual % Change</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5-Year $ Change</th>
<th>5-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase</td>
<td>$45,780</td>
</tr>
</tbody>
</table>

* An accounting change in FY 88 moved some previously classified equipment purchases to supplies

HIGHLIGHTS

- The equipment and library book budget showed a somewhat erratic pattern as budgets were impacted by the State's economic situation.

- Whereas other categories of the budget grew substantially in the last five years, the budget for equipment and library books has not.
REVENUE SOURCES

State Appropriations 62 %
Other 3%
Sponsored Operations 3%
Student Tuition and Fees 32%

<table>
<thead>
<tr>
<th>Sources of Revenue</th>
<th>FY 88</th>
<th>FY 89</th>
<th>FY 90</th>
<th>FY 91</th>
<th>FY 92</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Appropriations</td>
<td>62.3%</td>
<td>62.6%</td>
<td>63.2%</td>
<td>63.5%</td>
<td>62.1%</td>
</tr>
<tr>
<td>Student Tuition &amp; Fees</td>
<td>32.1%</td>
<td>30.4%</td>
<td>30.1%</td>
<td>29.9%</td>
<td>32.0%</td>
</tr>
<tr>
<td>Sponsored Operations</td>
<td>3.5%</td>
<td>4.4%</td>
<td>3.6%</td>
<td>3.4%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Other Sources</td>
<td>2.1%</td>
<td>2.6%</td>
<td>3.1%</td>
<td>3.2%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

HIGHLIGHTS

- Although the student fees in the University System generally account for 25% of revenue, at Kennesaw State College the percentage is higher, reflecting a greater reliance on tuition income. In FY 92, the student fees increased to 32%.

- Kennesaw State College continues to have a relatively low percentage of sponsored operations revenues including grants and contracts.
GRANTS AND CONTRACTS

SPONSORED FUNDS: FY 87 - FY 91

<table>
<thead>
<tr>
<th></th>
<th>FY 87*</th>
<th>FY 88</th>
<th>FY 89</th>
<th>FY 90</th>
<th>FY 91</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sponsored Funding</td>
<td>$247,340</td>
<td>$367,530</td>
<td>$494,449</td>
<td>$495,584</td>
<td>$385,614</td>
</tr>
<tr>
<td>Annual % Change</td>
<td>(15%)</td>
<td>48%</td>
<td>34%</td>
<td>.2%</td>
<td>(22%)</td>
</tr>
<tr>
<td>% of Total E&amp;G Budget</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
</tbody>
</table>

5-Year $ Change: 138,274  56%

SPONSORED FUNDING SOURCES IN FY 91

<table>
<thead>
<tr>
<th></th>
<th>Federal</th>
<th>State</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sponsored Funds</td>
<td>$176,737</td>
<td>$17,690</td>
<td>$191,187</td>
<td>$385,614</td>
</tr>
<tr>
<td>% of Total</td>
<td>46%</td>
<td>4%</td>
<td>50%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Included all or a portion of a cooperative education grant which was in excess of $200,000.

HIGHLIGHTS

- The dollar value of grants and contracts has fluctuated from year to year.
- Grant and contract funding remains relatively low at KSC.
KENNESAW STATE COLLEGE FOUNDATION, INC.
VOLUNTARY SUPPORT

![Graph showing Sources of Gifts by Fiscal Years]

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Friends, Founds., $191,386</td>
<td>$292,183</td>
<td>$269,734</td>
<td>$341,216</td>
<td>$478,261</td>
<td>$286,875</td>
<td>150%</td>
<td></td>
</tr>
<tr>
<td>and Corps.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni</td>
<td>$11,525</td>
<td>$11,851</td>
<td>$13,175</td>
<td>$16,274</td>
<td>$10,634</td>
<td>($891)</td>
<td>(8%)</td>
</tr>
<tr>
<td>KSC Faculty/Staff</td>
<td>$4,232</td>
<td>$10,405</td>
<td>$9,833</td>
<td>$9,417</td>
<td>$17,065</td>
<td>$12,833</td>
<td>300%</td>
</tr>
<tr>
<td>Total</td>
<td>$207,143</td>
<td>$314,439</td>
<td>$292,742</td>
<td>$366,907</td>
<td>$505,960</td>
<td>$298,817</td>
<td>144%</td>
</tr>
</tbody>
</table>

* The Foundation's fiscal year is April 1 to March 31.

### Endowment Portfolio

<table>
<thead>
<tr>
<th>Year</th>
<th>1990</th>
<th>1991</th>
<th>1-Year # Change</th>
<th>1-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$757,702</td>
<td>$865,744</td>
<td>$108,042</td>
<td>14%</td>
</tr>
</tbody>
</table>

**HIGHLIGHTS**

- Overall gifts to the KSC Foundation have increased notably over the last five years as the fund raising program at the institution continues to increase productivity. In recent years, Kennesaw State has begun to receive major gifts of over $100,000 each.

- Resource acquisition is coordinated and primarily conducted by the Office of Development. Funds, whether unrestricted or designated for a particular academic program are deposited, invested, and appropriated by the KSC Foundation, Inc.
Physical Facilities

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Accumulated Investment ................................................................. 110
Analysis of Space Use ................................................................. 111
Space Analysis by Building ......................................................... 112
Distribution of Classes Across the Day ...................................... 113
Priority Ranking of Building and Land Requests ..................... 114
Rehabilitation Requests ............................................................... 115
# ACCUMULATED INVESTMENT IN PLANT

**Year Ended June 30, 1991**

<table>
<thead>
<tr>
<th>ASSET TYPE</th>
<th>YEAR ACQUIRED</th>
<th>ADJUSTED INVESTMENT AS OF JUNE 30, 1991</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LAND</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main Campus</td>
<td></td>
<td>$127,477.00</td>
</tr>
<tr>
<td><strong>TOTAL LAND</strong></td>
<td></td>
<td>$127,477.00</td>
</tr>
<tr>
<td><strong>BUILDINGS</strong></td>
<td>1967</td>
<td>331,724.01</td>
</tr>
<tr>
<td>Administration Building</td>
<td></td>
<td>331,724.01</td>
</tr>
<tr>
<td>Administration Annex</td>
<td>1967</td>
<td>610,430.95</td>
</tr>
<tr>
<td>Business Administration Building</td>
<td>1967</td>
<td>387,198.41</td>
</tr>
<tr>
<td>Education &amp; Performing Arts C-91</td>
<td>1989</td>
<td>4,142,629.19</td>
</tr>
<tr>
<td>Humanities Building</td>
<td>1979</td>
<td>1,857,717.51</td>
</tr>
<tr>
<td>Wyman Pilcher</td>
<td>1967</td>
<td>1,021,839.96</td>
</tr>
<tr>
<td>Horace W. Sturgis Library</td>
<td>1967</td>
<td>3,898,879.96</td>
</tr>
<tr>
<td>Music Building</td>
<td>1978</td>
<td>531,692.56</td>
</tr>
<tr>
<td>Natural Sci &amp; Mathematics Building</td>
<td>1967</td>
<td>646,835.54</td>
</tr>
<tr>
<td>Physical Education Building</td>
<td>1967</td>
<td>1,919,263.75</td>
</tr>
<tr>
<td>Social Science Building</td>
<td>1967</td>
<td>411,049.71</td>
</tr>
<tr>
<td>Student Center</td>
<td>1973</td>
<td>2,332,371.97</td>
</tr>
<tr>
<td>Warehouse and Shops</td>
<td>1973</td>
<td>791,138.49</td>
</tr>
<tr>
<td>Business Administration &amp; Computer Science</td>
<td>1989</td>
<td>7,209,858.00</td>
</tr>
<tr>
<td>Art Welding Studio</td>
<td>1990</td>
<td>22,421.00</td>
</tr>
<tr>
<td><strong>TOTAL BUILDINGS</strong></td>
<td></td>
<td>26,115,051.01</td>
</tr>
<tr>
<td><strong>TOTAL IMPROVEMENTS OTHER THAN BUILDINGS</strong></td>
<td></td>
<td>942,982.02</td>
</tr>
<tr>
<td><strong>TOTAL LIBRARY COLLECTIONS</strong></td>
<td></td>
<td>5,177,705.96</td>
</tr>
<tr>
<td><strong>TOTAL EQUIPMENT</strong></td>
<td></td>
<td>6,094,085.78</td>
</tr>
<tr>
<td><strong>TOTAL INVESTMENT IN PLANT</strong></td>
<td></td>
<td>$ 38,457,301.77</td>
</tr>
</tbody>
</table>

**HIGHLIGHTS**

- The total accumulated original investment in KSC's land, buildings, improvements and equipment is approaching $40 million.
- In terms of today's investment dollars, KSC assets are estimated to be valued at $67 million.
ANALYSIS OF SPACE USE

Space Allocations

<table>
<thead>
<tr>
<th>SPACE</th>
<th># ROOMS</th>
<th>SQ FT</th>
<th>% OF SUBTOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms &amp; Labs</td>
<td>161</td>
<td>98,403</td>
<td>21%</td>
</tr>
<tr>
<td>Service Area</td>
<td>45</td>
<td>6,552</td>
<td>1%</td>
</tr>
<tr>
<td>Offices &amp; Conference Rooms</td>
<td>623</td>
<td>92,885</td>
<td>20%</td>
</tr>
<tr>
<td>Service Area</td>
<td>115</td>
<td>12,478</td>
<td>3%</td>
</tr>
<tr>
<td>Special Purpose Space</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>18</td>
<td>44,247</td>
<td>10%</td>
</tr>
<tr>
<td>PE/Athletic Arenas</td>
<td>30</td>
<td>28,664</td>
<td>6%</td>
</tr>
<tr>
<td>Assembly/Gallery Rooms</td>
<td>14</td>
<td>11,407</td>
<td>2%</td>
</tr>
<tr>
<td>Auxiliary Services</td>
<td>24</td>
<td>15,499</td>
<td>3%</td>
</tr>
<tr>
<td>Student Rec. &amp; Meeting Rms</td>
<td>16</td>
<td>9,277</td>
<td>2%</td>
</tr>
<tr>
<td>Storage</td>
<td>10</td>
<td>11,346</td>
<td>3%</td>
</tr>
<tr>
<td>Circulation Areas</td>
<td>271</td>
<td>81,555</td>
<td>18%</td>
</tr>
<tr>
<td>Other (mechanical,etc)</td>
<td>200</td>
<td>48,916</td>
<td>11%</td>
</tr>
<tr>
<td>Subtotal</td>
<td>1,527</td>
<td>392,352</td>
<td>100%</td>
</tr>
<tr>
<td>Non-assignable</td>
<td>61</td>
<td>55,039</td>
<td></td>
</tr>
<tr>
<td>TOTAL SPACE</td>
<td>1,588</td>
<td>516,268</td>
<td></td>
</tr>
</tbody>
</table>

HIGHLIGHTS

- Academic classrooms and labs comprise a significant 21% of the assignable square footage on campus.
- Academic and administrative offices are scattered throughout campus, including a significant number in the Library.
SPACE ANALYSIS BY BUILDING  
FY 1992

<table>
<thead>
<tr>
<th>BUILDING</th>
<th>TEACHING FACULTY OFFICES</th>
<th>GENERAL CLASSROOMS</th>
<th>INSTRUCTIONAL LABORATORIES*</th>
<th>SQUARE FEET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9,635</td>
</tr>
<tr>
<td>Administration Annex</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>12,956</td>
</tr>
<tr>
<td>PE Building</td>
<td>10</td>
<td>2</td>
<td>0</td>
<td>40,010</td>
</tr>
<tr>
<td>PE Annex</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5,760</td>
</tr>
<tr>
<td>Education</td>
<td>19</td>
<td>14</td>
<td>1</td>
<td>21,014</td>
</tr>
<tr>
<td>Burruss</td>
<td>111</td>
<td>23</td>
<td>11</td>
<td>105,385</td>
</tr>
<tr>
<td>Humanities</td>
<td>35</td>
<td>13</td>
<td>3</td>
<td>35,091</td>
</tr>
<tr>
<td>Con Ed &amp; Performing Arts</td>
<td>9</td>
<td>12</td>
<td>2</td>
<td>37,949</td>
</tr>
<tr>
<td>Pilcher</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>21,014</td>
</tr>
<tr>
<td>Library</td>
<td>65</td>
<td>3</td>
<td>8</td>
<td>100,039</td>
</tr>
<tr>
<td>Music</td>
<td>9</td>
<td>2</td>
<td>1</td>
<td>8,570</td>
</tr>
<tr>
<td>Plant Operations</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>27,435</td>
</tr>
<tr>
<td>Natural Science</td>
<td>8</td>
<td>5</td>
<td>13</td>
<td>27,469</td>
</tr>
<tr>
<td>Social Science</td>
<td>26</td>
<td>16</td>
<td>1</td>
<td>21,014</td>
</tr>
<tr>
<td>Biology Annex</td>
<td>27</td>
<td>0</td>
<td>1</td>
<td>6,480</td>
</tr>
<tr>
<td>Student Center</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>36,126</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>322</strong></td>
<td><strong>95</strong></td>
<td><strong>45</strong></td>
<td><strong>515,947</strong></td>
</tr>
</tbody>
</table>

* Music Practice Rooms (21) not included.

HIGHLIGHTS

- The Library continues to house a large number (65) of faculty offices.
- Instructional labs include science labs, computer labs, and specialty labs (i.e., psychology).
# DISTRIBUTION OF CLASSES ACROSS THE DAY

## FALL 1991

<table>
<thead>
<tr>
<th>Class Times</th>
<th>Percent of Total Classes Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MWF</td>
</tr>
<tr>
<td><strong>Morning</strong></td>
<td></td>
</tr>
<tr>
<td>Early</td>
<td>10%</td>
</tr>
<tr>
<td>Mid</td>
<td>19%</td>
</tr>
<tr>
<td>Late</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Morning Sub-total</strong></td>
<td>46%</td>
</tr>
<tr>
<td><strong>Afternoon</strong></td>
<td></td>
</tr>
<tr>
<td>Early</td>
<td>20%</td>
</tr>
<tr>
<td>Mid</td>
<td>3%</td>
</tr>
<tr>
<td>Late</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Afternoon Sub-total</strong></td>
<td>27%</td>
</tr>
<tr>
<td><strong>Evening</strong></td>
<td></td>
</tr>
<tr>
<td>Early</td>
<td>18%</td>
</tr>
<tr>
<td>Late</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Evening Sub-total</strong></td>
<td>27%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

## HIGHLIGHTS

- Classes at KSC are well distributed across the morning, afternoon and evening time blocks.
- Afternoon scheduling of classes has grown in recent years to a level comparable to the evening schedule.
PRIORITY RANKING
OF BUILDING AND LAND REQUESTS
JUNE 27, 1991

CAPITAL PROJECTS FY 1993-97

<table>
<thead>
<tr>
<th>BUILDING</th>
<th>GROSS SQUARE FOOTAGE</th>
<th>ESTIMATED COST</th>
<th>PRIORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science &amp; Nursing</td>
<td>120,000</td>
<td>$15.5 million</td>
<td>1</td>
</tr>
<tr>
<td>Multipurpose Building</td>
<td>175,000</td>
<td>19.0 million</td>
<td>2</td>
</tr>
<tr>
<td>Fitness &amp; Sports Complex</td>
<td>165,000</td>
<td>20.0 million</td>
<td>3</td>
</tr>
<tr>
<td>Cultural Arts Center</td>
<td>191,000</td>
<td>20.0 million</td>
<td>4</td>
</tr>
</tbody>
</table>

LAND ACQUISITION

20 Acres of Land - East of Steve Frey Road (Acquisition of land would provide adequate parking for several years and would be considerably cheaper than parking decks) $3.5 million (Approved for 1991-1992)

HIGHLIGHTS

- KSC has a substantial backlog of needs for new facilities that match the size and sophistication of current and future operations.

- As a result of significant shortages of office and classroom space, four temporary buildings are leased, housing nearly 100 faculty and staff and an additional seventy have offices in the library.

- Many of the original campus buildings constructed 25 years ago to serve a small junior college are still in service and are increasingly inadequate to support basic services.
# Rehabilitation Requests FY 92

<table>
<thead>
<tr>
<th>Priority</th>
<th>Project</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Replacement of Roofs for Plant Operations and Warehouse Buildings</td>
<td>$180,000</td>
</tr>
<tr>
<td>2</td>
<td>Rehabilitation of High Voltage Distribution System</td>
<td>225,000</td>
</tr>
<tr>
<td>3</td>
<td>Tennis Courts Resurfacing and Repairs (8 courts)</td>
<td>120,000</td>
</tr>
<tr>
<td>4</td>
<td>Replacement of Library Carpet (80,000 square feet)</td>
<td>160,000</td>
</tr>
<tr>
<td>5</td>
<td>Swimming Pool Renovation</td>
<td>30,000</td>
</tr>
</tbody>
</table>

## Addition to Current Buildings

<table>
<thead>
<tr>
<th>Priority</th>
<th>Project</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>VISUAL ARTS BUILDING (Sculpture Welding Foundry and Ceramics Program - 7,000 square feet)</td>
<td>700,000</td>
</tr>
<tr>
<td>7</td>
<td>ADMINISTRATION BUILDING ADDITION (Administrative Offices and expanded department offices and work areas 9,000 square feet)</td>
<td>900,000</td>
</tr>
<tr>
<td>8</td>
<td>ADMINISTRATION BUILDING ANNEX (9,000 square feet)</td>
<td>900,000</td>
</tr>
</tbody>
</table>

| Total                |                                           | $3,215,000 |
KENNESAW STATE COLLEGE FACT BOOK SOURCES OF DATA
## SOURCES OF DATA

### Student Information

<table>
<thead>
<tr>
<th>Pages</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-14</td>
<td>University System, Quarterly Enrollment Reports</td>
</tr>
<tr>
<td>15</td>
<td>Vice President for Academic Affairs</td>
</tr>
<tr>
<td>16</td>
<td>University System, Quarterly Enrollment Reports</td>
</tr>
<tr>
<td>17</td>
<td>University System, Quarterly Enrollment Reports</td>
</tr>
<tr>
<td>18-21</td>
<td>University System, Quarterly Enrollment Reports</td>
</tr>
<tr>
<td>22</td>
<td>Computer Services, Analysis of Graduates</td>
</tr>
<tr>
<td>23-28</td>
<td>University System, Quarterly Enrollment Reports</td>
</tr>
<tr>
<td>29-30</td>
<td>University System, Quarter Credit Hours Production Report</td>
</tr>
<tr>
<td>31</td>
<td>Annual Budget and KSC Summary of Credit Hours</td>
</tr>
<tr>
<td>32</td>
<td>Computer Services, Day/Night Reports</td>
</tr>
<tr>
<td>33</td>
<td>University System, Quarterly Enrollment Reports</td>
</tr>
<tr>
<td>34</td>
<td>University System, Quarterly Enrollment Reports</td>
</tr>
<tr>
<td>35</td>
<td>Computer Services, Distribution of Student Age</td>
</tr>
<tr>
<td>36</td>
<td>Computer Services, Controller Reports</td>
</tr>
<tr>
<td>37</td>
<td>Computer Services, Controller Reports</td>
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<tr>
<td></td>
<td>Computer Services, Analysis of Undergraduates</td>
</tr>
<tr>
<td>38</td>
<td>Computer Services, Analysis of Graduates</td>
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<tr>
<td></td>
<td>Computer Services, Controller Reports</td>
</tr>
<tr>
<td>39</td>
<td>Computer Services, Analysis by County</td>
</tr>
<tr>
<td>40-41</td>
<td>Computer Services, Analysis by Zip Codes</td>
</tr>
<tr>
<td>42</td>
<td>Computer Services, Foreign Students by Country</td>
</tr>
<tr>
<td>43</td>
<td>Computer Services, Application Statistical Reports</td>
</tr>
<tr>
<td>44-45</td>
<td>Computer Services, Application Statistical Reports</td>
</tr>
<tr>
<td>46</td>
<td>University System, Transfer Student Report</td>
</tr>
<tr>
<td>47</td>
<td>Computer Services, Readmission Reports</td>
</tr>
<tr>
<td>48</td>
<td>Office of Admissions, S.A.T. Scores</td>
</tr>
<tr>
<td>49</td>
<td>Office of the Registrar, Annual Developmental Studies Report</td>
</tr>
<tr>
<td>50</td>
<td>KSC 101 Program Coordinator</td>
</tr>
<tr>
<td>51</td>
<td>Office of Student Financial Aid</td>
</tr>
</tbody>
</table>
## SOURCES OF DATA

### Academic Programs

<table>
<thead>
<tr>
<th>Pages</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>56</td>
<td>Computer Services, Graduates Report</td>
</tr>
<tr>
<td></td>
<td>Institutional Research</td>
</tr>
<tr>
<td>57</td>
<td>Office of the Registrar</td>
</tr>
<tr>
<td>58</td>
<td>University System, Degrees Conferred Reports</td>
</tr>
<tr>
<td>59</td>
<td>Office of the Registrar</td>
</tr>
<tr>
<td>60-64</td>
<td>University System, Degrees Conferred Reports</td>
</tr>
<tr>
<td>65</td>
<td>University System, Program Inventory</td>
</tr>
<tr>
<td>66-74</td>
<td>Computer Services, Analysis of Graduates</td>
</tr>
<tr>
<td>75</td>
<td>Office of Continuing Education</td>
</tr>
<tr>
<td>76</td>
<td>Library Director</td>
</tr>
<tr>
<td>77</td>
<td>Office of Alumni Affairs</td>
</tr>
</tbody>
</table>
## SOURCES OF DATA

**Faculty and Staff Information**

<table>
<thead>
<tr>
<th>Pages</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>82-88</td>
<td>Office of Academic Affairs and Office of Institutional Research, Faculty Databases</td>
</tr>
<tr>
<td>89</td>
<td>University System, <em>Information Digest</em></td>
</tr>
<tr>
<td>90</td>
<td>AAUP, ACADEME, March-April 1991 Business Services</td>
</tr>
<tr>
<td>91</td>
<td>University System, Salary Study</td>
</tr>
<tr>
<td>92-93</td>
<td>Higher Education Staff Information (EEO-6) Equal Employment Opportunity Commission Kennesaw State College Office of Minority Affairs</td>
</tr>
</tbody>
</table>
### SOURCES OF DATA

#### Budget and Financial Information

<table>
<thead>
<tr>
<th>Pages</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
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