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Cleveland State University

Book of Trends 2012

# Book of Trends 2012



**CLEVELAND STATE UNIVERSITY**





# Book of Trends 2012

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# Table of Contents



## BOOK OF TRENDS

CLEVELAND STATE UNIVERSITY



# Table of Contents

## 1 INTRODUCTION

University Administration.....	3
Board of Trustees 2011-2012.....	4
Student Government Association Executive Board.....	4
President’s Medal .....	5
Distinguished Alumni .....	5

## 2 CAMPUS ENROLLMENT CHARACTERISTICS AND TRENDS

Table 2.1:	Cleveland State University Enrollment by Level, Fall 1965 – 2011 .....	9
Table 2.2:	Enrollment by College, Level and Load-Fall 2011.....	10
Table 2.3:	Full-Time Enrollment by Ethnicity and Gender-Fall 2011 .....	11
Table 2.4:	Total Enrollment by Ethnicity and Gender-Fall 2011.....	11
Table 2.5:	New Undergraduate Fall Enrollment by College and Entrance Status: 5-Year Trend .....	12
Table 2.6:	New Graduate & Law Fall Enrollment by College and Entrance Status: 5-Year Trend .....	12
Table 2.7:	New Undergraduate Fall Enrollment by Academic Load: 5-Year Trend .....	13
Table 2.8:	New Graduate & Law Fall Enrollment by Academic Load: 5-Year Trend .....	13
Table 2.9:	New Fall Enrollment by College, 5-Year Trend.....	13
Table 2.10:	Fall Enrollment by Class Standing and Student Credit Hours: 5-Year Trend.....	14
Table 2.11:	Total Fall Enrollment by Academic Level: 5-Year Trend.....	15
Table 2.12:	Fall Enrollment by College, 5-Year Trend.....	16
Table 2.13:	Fall Student Credit Hours (SCH) by College, 5-Year Trend .....	16
Table 2.14:	Registered Student Credit Hours by Level - Fall 2011.....	17
Table 2.15:	Enrollment by Age Category - Fall 2011 .....	18
Table 2.16:	Enrollment by Level and Residency Status - Fall 2011 .....	19
Table 2.17:	Enrollment by State - Fall 2011.....	19
Table 2.18:	Enrollment by Ohio County - Fall 2011 .....	19
Map of 2011 Fall	Enrollment by Ohio County.....	20
Table 2.19:	Non-Resident Alien Enrollment by Country or Region - Fall 2011.....	21
Table 2.20:	Spring Enrollment by College: 5-Year Trend .....	22
Table 2.21:	Spring Student Credit Hours (SCH) by College: 5-Year Trend .....	22
Table 2.22:	Summer Enrollment by College: 5-Year Trend.....	23
Table 2.23:	Summer Student Credit Hours (SCH) by College, 5-Year Trend.....	23
Table 2.24:	Annualized Student Credit Hours (SCH) by College: 5-Year Trend.....	24
Table 2.25:	Yearly Change in Enrollment by Campus Types for Ohio Institutions, Fall 2006 – 2010.....	25
Table 2.26:	Main Campus Enrollment for Select Ohio Four Year Institutions, Fall 2007 – 2011 .....	25

### 3 ENROLLMENT CHARACTERISTICS OF STUDENTS IN CSU COLLEGES

Tables 3.1-11:	Fall Enrollment by Level and Major, 5-Year Trend .....	29-48
Table 3.1:	College of Business.....	29
Table 3.2:	College of Liberal Arts and Social Sciences.....	33
Table 3.3:	College of Education and Human Services .....	36
Table 3.4:	School of Nursing .....	38
Table 3.5:	College of Engineering.....	40
Table 3.6:	College of Sciences and Health Professions.....	42
Table 3.7:	College of Urban Affairs .....	44
Table 3.8:	College of Law .....	46
Table 3.9:	Undergraduate Studies.....	47
Table 3.10:	Undergraduate Non-Degree .....	48
Table 3.11:	Graduate Studies .....	48
Table 3.11a:	Other .....	48
Tables 3.12-20:	Fall Enrollment by Class Standing and Student Credit Hours by Course Level: 5-Year Trend .....	49-57
Table 3.12:	College of Business.....	49
Table 3.13:	College of Liberal Arts and Social Sciences.....	50
Table 3.14:	College of Education and Human Services .....	51
Table 3.15:	School of Nursing .....	52
Table 3.16:	College of Engineering.....	53
Table 3.17:	College of Sciences and Health Professions.....	54
Table 3.18:	College of Urban Affairs .....	55
Table 3.19:	College of Law .....	56
Table 3.20:	Undergraduate Studies.....	57
Table 3.21:	CSU Total Fall Enrollment by College and Ethnicity: 5-Year Trend .....	58
Table 3.22:	CSU Undergraduate Fall Enrollment by College and Ethnicity: 5-Year Trend.....	62
Table 3.23:	CSU Graduate and Law Fall Enrollment by College and Ethnicity: 5-Year Trend .....	66
Table 3.24:	Undergraduate Fall Enrollment by College and Load: 5-Year Trend .....	70
Table 3.25:	Graduate & Law Fall Enrollment by College and Load: 5-Year Trend.....	71
	East and West Centers and Off-Campus Locations .....	72
Table 3.26:	West Center Student Credit Hours: Fall Semester.....	72
Table 3.26a:	Annual West Center Historical Enrollment and Student Credit Hours Trend.....	72
Table 3.27:	East Center Student Credit Hours: Fall Semester.....	73
Table 3.27a:	Annual East Center Historical Enrollment and Student Credit Hours Trend.....	73
Table 3.28a:	Annual Historical Enrollment and SCH Trends at Lorain County Community College...	74
Table 3.28b:	Annual Historical Enrollment and SCH Trends at Lakeland Community College.....	75
Table 3.28c:	Annual Historical Enrollment and SCH Trends at Other Off-Campus Locations .....	76

### 4 SPONSORED RESEARCH

Table 4.1:	Sponsored Program Awards and Expenditures, Fiscal Years 2006-2011 .....	79
Table 4.2:	Sponsored Program Awards by Source, Fiscal Years 2006-2011.....	80
Table 4.3:	Sponsored Program Expenditures by Source, Fiscal Years 2006-2011.....	81
Table 4.4:	Research Expenditures Reported by OBOR at Ohio Public Universities, Fiscal Years 2004-2009 .....	82
Table 4.5:	National Science Foundation Ranking of Research and Development Expenditures, Fiscal Years 2005-2010 (Northern Ohio Comparison) .....	83

Table 4.5a:	National Science Foundation Ranking of Research and Development Expenditures, Fiscal Years 2008-2010 (National Ranking Peer Comparison) .....	83
Table 4.6:	Indirect Cost (IDC) Recovery and Total Sponsored Program Expenditures by Year, Fiscal Years 2006-2011.....	84
Table 4.7:	Proposals Submitted and Awards Received by Source, Fiscal Years 2006-2011 .....	85
Table 4.8:	Proposals Submitted and Awards Received by College, Fiscal Years 2006-2011 .....	86
Table 4.8a:	Fiscal Year 2011 Proposals Submitted by College .....	86
Table 4.8b:	Fiscal Year 2011 Awards Received by College.....	87
Table 4.9:	Ohio Board of Regents Research Distributions of Research Challenge/Incentive, Fiscal Years 2000-2011 .....	88
Table 4.10:	Intellectual Property: Patents and Disclosures, Fiscal Years 2006-2011.....	89
Table 4.11:	Percentage of Total Student Credit Hours Taken by Graduate Level Students at Selected Ohio 4-Year Institutions-Main Campuses Only, Fall Terms 2007-2011 .....	90
Table 4.12:	Cleveland State University Graduate Student Support from Externally Funded Research, Fiscal Years 2007-2011 .....	90
Table 4.13:	Selected Research & Grant Highlights by College.....	91
Table 4.14:	Cleveland State University Research Centers and Institutes .....	100
Table 4.15:	Past Recipients of Distinguished Faculty Awards by Award Type, 1994-2011 .....	101

## 5 RETENTION AND GRADUATION

Table 5.1:	Fall to Fall Retention Rates for IPEDS Cohort by Ethnicity and Gender Enrolled Fall 2006 - 2010 / Returned Fall 2007 - 2011.....	105
Table 5.2:	Fall to Fall Retention Rates for IPEDS Cohort by College Enrolled Fall 2006 - 2010 / Returned Fall 2007 - 2011 .....	106
Table 5.3:	Attended, Graduated and Retained Fall to Fall Student Tracking (IPEDS Cohort).....	107
Table 5.4:	Attended, Graduated and Retained Fall to Fall Student Tracking (Transfer Cohort) .....	107
Table 5.5a:	Undergraduate First-Year, Full-Time Degree-Seeking Cohort Graduation Rate.....	108
Table 5.5b:	Undergraduate First-Year, Full-Time Degree-Seeking Cohort Retention Rate.....	109
Table 5.6:	Annual Degrees Awarded by Academic Level and Gender - University Total.....	110
Tables 5.7-14:	Annual Degrees Awarded by Major and Gender.....	110-120
Table 5.7:	College of Business.....	110
Table 5.8:	College of Liberal Arts and Social Sciences.....	112
Table 5.9:	College of Education and Human Services .....	114
Table 5.10:	College of Engineering.....	116
Table 5.11:	School of Nursing .....	117
Table 5.12:	College of Sciences and Health Professions.....	117
Table 5.13:	College of Urban Affairs .....	119
Table 5.14:	College of Law .....	120
Table 5.15:	Annual Degrees Awarded by Ethnicity and Gender.....	121
Table 5.16:	University System of Ohio Accountability Measures Access Goal #4 - Associate and Bachelor's Degrees Awarded to First Generation College Students.....	124

## 6 SELECTED STRATEGIC INDICATORS: Academic and Administrative Programs

### Honors Program

Table 6.1:	Characteristics of New Honors Students Fall 2007-2011 .....	127
Table 6.2:	Scholarship Aid for Honors Students by Financial Aid Year .....	127

### Academic Characteristics

Table 6.3:	IPEDS Cohort Characteristics.....	128
Table 6.3a:	Average ACT Composite Scores by College for IPEDS Cohort Students .....	128
Table 6.3b:	Fall IPEDS Cohort by Gender: 5 Year Trend.....	129
Table 6.3c:	Fall IPEDS Cohort by Ethnicity: 5 Year Trend.....	129
Table 6.3d:	Fall IPEDS Cohort by Age Group: 5 Year Trend .....	129
Table 6.3e:	Fall IPEDS Cohort by Selected Major: 5 Year Trend.....	129
Table 6.3f:	Fall IPEDS Cohort by Notable Student Groups: 5 Year Trend.....	129
Table 6.4a:	Average High School GPA by College for IPEDS Cohort Students: 5 Year Trend.....	130
Table 6.4b:	Average High School Percentile Ranking by College for IPEDS Cohort Students: 5 Year Trend.....	131
Table 6.5:	Undergraduate Cumulative GPA by College: 5-Year Trend.....	132
Table 6.6a:	Fall 2011 Top 15 Majors by Academic Level.....	133
Table 6.6b:	Top 15 Departments by Academic Level .....	133
Table 6.7:	Fall 2011 Top 15 Degree Seeking Programs with Highest Minority Student Enrollment by Level .....	134
Table 6.8:	Fall 2011 Top 15 Degree Seeking Programs with Highest Female Student Enrollment by Level.....	135
Table 6.9:	Summer Class Section and Average Class Size by Time of Day and College: 5-Year Trend.....	136
Table 6.10:	Fall Class Section and Average Class Size by Time of Day and College: 5-Year Trend.....	138
Table 6.11:	Spring Class Section and Average Class Size by Time of Day and College: 5-Year Trend.....	140
Table 6.12:	Fall Undergraduate Student FTE by College and Class Time: 5-Year Trend, Fall 2007 - 2011 .....	142
Table 6.13:	Fall Graduate & Law Student FTE by College and Class Time: 5-Year Trend, Fall 2007-2011 .....	142

### Center for eLearning

Table 6.14a:	Annual Web Historical Enrollment and SCH Trends .....	143
Table 6.14b:	5-Year Trends in Web-Based Instructional Delivery Student Credit Hours Generated .....	144

### Trends in Interactive Video and Telecourse Instructional Delivery

Table 6.15:	5-Year Trends in Interactive Video and Telecourse Delivery Student Credit Hours Generated .....	145
Table 6.16:	Cleveland State University Michael Schwartz Library Collections and Instructional Media Services, FY 2011.....	146
Table 6.17:	Cleveland State University Michael Schwartz Library and Instructional Media Services Use Statistics .....	147
Table 6.18:	Cleveland State University Law Library Collections 2008-2011 .....	147
Table 6.19:	Cleveland State University Law Library Statistics 2008-2011 .....	147

### Learning Communities

Table 6.20:	Learning Communities - Cleveland Transfer Connection .....	148
-------------	--	-----



## 7 Faculty & Staff

Table 7.1:	Full-Time Employees by Equal Opportunity Category 6 (EEO6), Fall 2011.....	151
Table 7.2:	Full-Time Employees by Gender, Ethnicity, and EEO6 Category, Fall 2007–2011 .....	152
Table 7.3:	Full-Time Employees: Women and Minorities as a Percentage of Total by EEO6 Category, Fall 2007–2011 .....	154
Table 7.4:	Full-Time Employees by EEO6 Category, Fall 2007–2011.....	156
Table 7.5:	Part-Time Employees by EEO6 Category, Fall 2007–2011.....	156
Table 7.6:	Total Employees by EEO6 Category, Fall 2007–2011 .....	156
Table 7.7:	Full-Time Faculty by Rank and College, Fall 2011.....	157
Table 7.8:	Full-Time Faculty by Gender and College, Fall 2011 .....	157
Table 7.8a:	Full-Time Faculty by College, Gender and Rank, Fall 2011 .....	158
Table 7.9:	Full-Time Faculty by Highest Degree Attained, Fall 2011 .....	158
Table 7.10:	Full-Time Tenured/Tenure-Track and Non-Tenure Track Faculty by College/Department: 5-Year Trend.....	159
Table 7.11:	Percentage of Undergraduate Student Credit Hours (SCH) Generated by Part-Time Faculty, Fall 2011 .....	161
Table 7.12:	Women and Minorities as a Percent of Full-Time Faculty, Selected Ohio 4-Year Institutions, Fall 2007–2011 .....	164
Table 7.13:	Full-Time Faculty as a Percentage of Total Full-Time Employees, Selected Ohio 4-Year Institutions, Fall 2007–2011 .....	164
Table 7.14:	Rate of Annual Student FTE to Number of Full-Time Faculty, Selected Ohio 4-Year Institutions, Fiscal Years 2007–2011 .....	165
Table 7.15:	Student FTE to Full-Time Staff Ratio, Selected Ohio 4-Year Institutions Main Campuses Only, Fall 2007–2011 .....	165

## 8 SELECTED ADMINISTRATIVE CENTERS, DEPARTMENTS & OFFICES

### Application, Admission, and Yield

Table 8.0:	University Totals Application Trends Unduplicated for Degree-Seeking Students, Fall 2007–2011.....	169
Table 8.0a:	New First Year Undergraduate Application Trends for Degree-Seeking Students, Fall 2007–2011.....	169
Table 8.0b:	New Transfer Undergraduate Application Trends for Degree-Seeking Students, Fall 2007–2011.....	169
Table 8.0c:	New Law Application Trends for Degree-Seeking Students, Fall 2007–2011.....	169
Table 8.0d:	New Graduate Application Trends for Degree-Seeking Students, Fall 2007–2011 .....	169
Table 8.1:	New First Year Undergraduate Application Trends for Degree-Seeking Students by College, Fall 2007–2011 .....	170
Table 8.2:	New Transfer Undergraduate Application Trends for Degree-Seeking Students by College, Fall 2007–2011 .....	171
Table 8.3:	New First Year Undergraduate Application Trends for Degree-Seeking Students by Race, Fall 2007–2011 .....	172
Table 8.4:	New Transfer Undergraduate Application Trends for Degree-Seeking Students by Race, Fall 2007–Fall 2011 .....	173
Table 8.5:	New Graduate and Law Application Trends for Degree-Seeking Students by College, Fall 2007–2011 .....	174
Table 8.6:	New Graduate and Law Application Trends for Degree-Seeking Students by Race, Fall 2007–2011 .....	175

**Office of Advancement**

Table 8.7:	CSU Foundation: 5 Year Endowment Growth by College/Division .....	176
Table 8.8:	CSU Foundation: Endowed Scholarship, Donors & Giving .....	177
	Philanthropic Highlights: 2011-2012 .....	177

**Athletics Department**

Table 8.9:	Athletic Sports at Cleveland State University by Enrollment .....	178
Table 8.10:	Athletic Sports at Cleveland State University 4, 5 and 6 Year Graduation Rate .....	178

**Finance**

Table 8.11:	Statement of Revenues, Expenditures and Other Changes, Fiscal Years 2007-2011 .....	179
Table 8.12:	Public Service Expenditures as a Percentage of Total Expenditures, Selected Ohio 4-Year Institutions, Main Campuses Only, Fiscal Years 2007-2011 .....	181
Table 8.13:	Benefit Expenditures as a Percentage of Total Funding Unit Expenditures Selected Ohio 4-Year Institutions, Main Campuses Only, Fiscal Years 2007-2011 .....	181
Table 8.14:	Scholarship and Fellowship Expenditures as a Percentage of Total Expenditures Selected Ohio 4-Year Institutions, Main Campuses Only, Fiscal Years 2007-2011 .....	182

**Financial Aid**

Table 8.15:	Financial Aid Awards to Undergraduate Students by Full-Time/Part-Time Status: Average Aid Package and Academic Year .....	182
Table 8.16:	Financial Aid Awards Fall Cohort, Full-Time, First-Time, Degree-Seeking Undergraduate Students .....	183
Table 8.17:	Financial Aid Awards to Fall Term Undergraduate Students .....	183
Table 8.18:	Graduate Student Financial Aid Awards by Full-Time/Part-Time Status & Average Aid Package .....	184
Table 8.19:	Graduate Student Financial Aid Awards by Types of Financial Aid, Fall 2007-2011 .....	184
Table 8.20:	Law Student Financial Aid Awards by Full-Time/Part-Time Status and Average Aid Package .....	184
Table 8.21:	Law Students Financial Aid Awards by Types of Financial Aid, Fall 2007-2011 .....	184
Table 8.22:	Undergraduate Cost of Attendance (COA) .....	185
Table 8.23:	Annualized Full-Time Undergraduate Tuition and Fees for Selected Main Campuses of Ohio, 4 Year Institutions, 2011-2012* .....	185
Table 8.24:	Award of Financial Aid at Ohio's Public Title IV Postsecondary Institutions .....	186
	Financial Aid Notes .....	187

**Center for International Services and Programs (CISP)**

Table 8.25:	CSU Fulbright Scholar Awards, 1973-2012 .....	188
Table 8.26:	Cleveland State University International Academic Initiatives .....	189
Table 8.27:	Study Abroad Student Enrollment by Academic Year (Summer, Fall and Spring) and Program Type .....	190
Table 8.28:	Study Abroad Student Enrollment by Academic Year (Summer, Fall and Spring) and College .....	190
Table 8.29:	Study Abroad Student Enrollment by Academic Year (Summer, Fall and Spring) and Course Level .....	190
Table 8.30:	Key International Links .....	191

**Office of Space Management**

Table 8.31:	Cleveland State University Fall 2011 Building Inventory .....	192
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**Accreditation .....****List of College Acronyms & Abbreviations .....****Other Acronyms and Abbreviations .....****Book of Trends 2012 .....**

# Diversity Index

Continuing our commitment to recognize the diversity of our campus, this year we are providing a Diversity Index for readers of the Book of Trends. The Index gives page numbers for all tables and graphs relating to gender and ethnicity, so that readers can easily locate information about all aspects related to our campus' diverse makeup.

## 2 CAMPUS ENROLLMENT CHARACTERISTICS AND TRENDS

Table 2.3:	Full-Time Enrollment by Ethnicity and Gender-Fall 2011 .....	11
Table 2.4:	Total Enrollment by Ethnicity and Gender-Fall 2011 .....	11

## 3 ENROLLMENT CHARACTERISTICS OF STUDENTS IN CSU COLLEGES

Table 3.21:	CSU Total Fall Enrollment by College and Ethnicity: 5-Year Trend .....	58
Table 3.22:	CSU Undergraduate Fall Enrollment by College and Ethnicity: 5-Year Trend.....	62
Table 3.23:	CSU Graduate and Law Fall Enrollment by College and Ethnicity: 5-Year Trend.....	66

## 5 RETENTION AND GRADUATION

Table 5.1:	Fall to Fall Retention Rates for IPEDS Cohort by Ethnicity and Gender Enrolled Fall 2006–2010 / Returned Fall 2007–2011 .....	105
Table 5.6:	Annual Degrees Awarded by Academic Level and Gender - University Total.....	110
Tables 5.7-14:	Annual Degrees Awarded by Major and Gender .....	110-120
Table 5.15:	Annual Degrees Awarded by Ethnicity and Gender.....	121
Table 5.16:	University System of Ohio Accountability Measures Access Goal #4 - Associate and Bachelor's Degrees Awarded to First Generation College Students.....	124

## 6 SELECTED STRATEGIC INDICATORS: Academic and Administrative Programs

Table 6.3b:	Fall IPEDS Cohort by Gender: 5 Year Trend.....	129
Table 6.3c:	Fall IPEDS Cohort by Ethnicity: 5 Year Trend.....	129

*continued on next page*

continued from previous page

## 7 Faculty & Staff

Table 7.2:	Full-Time Employees by Gender, Ethnicity, and EEO6 Category, Fall 2007–2011.....	152
Table 7.3:	Full-Time Employees: Women and Minorities as a Percentage of Total by EEO6 Category, Fall 2007–2011.....	154
Table 7.8:	Full-Time Faculty by Gender and College, Fall 2010.....	157
Table 7.8a:	Full-Time Faculty by College, Gender and Rank, Fall 2010.....	158
Table 7.12:	Women and Minorities as a Percent of Full-Time Faculty, Selected Ohio 4-Year Institutions, Fall 2007–2011.....	164

## 8 SELECTED ADMINISTRATIVE CENTERS, DEPARTMENTS & OFFICES

### Application, Admission, and Yield

Table 8.3:	New First Year Undergraduate Application Trends for Degree-Seeking Students by Race, Fall 2007–2011.....	172
Table 8.4:	New Transfer Undergraduate Application Trends for Degree-Seeking Students by Race, Fall 2007–Fall 2011.....	173
Table 8.6:	New Graduate and Law Application Trends for Degree-Seeking Students by Race, Fall 2007–2011.....	175



# Introduction



# BOOK OF TRENDS

CLEVELAND STATE UNIVERSITY



# University Administration



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*Interim Provost and Senior Vice President for Academic Affairs*

*Vice President for Business Affairs and Finance*

*Vice President for Enrollment Services*

*Vice President for University Advancement  
 and Executive Director of CSU Foundation, Inc*

*Vice President for University Engagement*

*General Counsel and Counsel to the Board of Trustees*

*Senior Advisor to President and Secretary to the Board of Trustees*

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**Sonali B. Wilson**  
**William Napier**



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*Interim Provost and Senior Vice President for Academic Affairs*

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**Craig M. Boise**  
**Meredith Bond**  
**Edward W. Hill**  
**Anette Karlsson**  
**Vida Lock**  
**Steven W. Percy**  
**Gregory M. Sadlek**  
**Sajit Zachariah**

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*Dean, Cleveland-Marshall College of Law*

*Dean, College of Sciences and Health Professions*

*Dean, Maxine Goodman Levin College of Urban Affairs*

*Dean, Fenn College of Engineering*

*Dean, School of Nursing*

*Interim Dean, Monte Ahuja College of Business*

*Dean, College of Liberal Arts and Social Sciences*

*Dean, College of Education and Human Services*

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**James M. Drnek**  
**Vijaya Konangi**  
**Teresa LaGrange**  
**Vacant**  
**Rosemary Sutton**  
**Glenda Thornton**

*Senior Vice Provost for Academic Affairs and Dean, College of Graduate Studies*

*Vice Provost for Student Affairs and Dean of Students*

*Vice Provost for Faculty Affairs*

*Vice Provost for Academic Planning*

*Vice Provost for Health Affairs*

*Vice Provost for Academic Programs*

*Director, Michael Schwartz Library*

## Board of Trustees 2011-2012

Trustee	Term	Trustee	Term
<b>Robert H. Rawson, Jr.</b> <i>Chairperson</i>	June 2007-May 2016	<b>Ronald E. Weinberg</b>	April 2005-May 2014
<b>Dan T. Moore III</b> <i>Vice Chairperson</i>	May 2011-May 2020	<b>Amber Alt</b> <i>Student Trustee</i>	September 2011-May 2012
<b>Morton Q. Levin</b> <i>Treasurer</i>	August 2008--May 2017	<b>Alexander S. Butler</b> <i>Student Trustee</i>	October 2011-May 2013
<b>Thomas W. Adler</b> <i>Board Officer</i> <i>Chair, Advancement Com.</i>	July 2009-April 2013	<b>Paul E. DiCorleto, Ph.D.</b> <i>Community Board Member</i>	June 2010-June 2012 reappointed
<b>Richard L. Bowen</b>	June 2010-May 2019	<b>Anand "Bill" Julka</b> <i>Community Board Member</i>	June 2011-June 2012
<b>Sally Florkiewicz</b>	June 1998-May 2012	<b>Steven A. Minter</b> <i>Community Board Member</i> <i>CSU Foundation Chair</i>	June 2011-end of term as
<b>Bernardo F. Moreno</b>	June 2011-May 2018	<b>Stephen F. Duffy, Ph.D.</b> <i>Faculty Representative</i>	July 2011-June 2012
<b>June E. Taylor</b>	January 2012-May 2015	<b>Joanne E. Goodell, Ph.D.</b> 2012 <i>Faculty Representative</i>	September 2011-September 2012
<b>Vacant*</b>			

\*William J. Napier, Ph.D., Senior Advisor to the President and Secretary to the Board of Trustees.

## Student Government Association Executive Board 2012-2013

Executive Member	Position	Executive Member	Position
<b>Moatasem N. Al Bitar</b>	President	<b>Alicia Neubeck</b>	Treasurer
<b>Christopher D. Caspary</b>	Vice President	<b>Jon Fedor</b>	Speaker of the Senate
<b>Kaitlin Vandemark</b>	Secretary	<b>Robert Bergmann</b>	Advisor



## President's Medal

The most prestigious non-academic recognition that Cleveland State University can confer, the President's Medal, is awarded to individuals, groups or entities whose commitment and dedication to the University are beyond question. The medal is conferred only when the honoree has made continuing and/or extraordinary contributions, or has provided exemplary and ongoing services that have directly and tangibly advanced the best interests and mission of Cleveland State University. The first President's Medal was presented in November 2004.



President's Medal

Recipients		Recipients	
2012	Donald E. Washkewicz	2007	Art J. Falco
2011	Monte Ahuja Dr. Usha Ahuja Ronald E. Weinberg	2006	James D. Ireland III Dr. William Hiller Stanley Miller
2010	Anand "Bill" Julka Dr. Neeraj Julka	2005	Dr. Julian M. Earls Maria Miller Babs Glickman
2009	Mrs. Jean L. Elsner	2004	Dr. Delos M. (Toby) Cosgrove
2008	Natalie Epstein Lainie Hadden		

## Distinguished Alumni Award

Annually, outstanding graduates of Cleveland State University are honored for their service, leadership and career achievements with a Distinguished Alumni Award.

### 2008 Honorees

Anand "Bill" Julka	George B. Davis Award
Ellis Z. Yan	Monte Ahuja College of Business
James A. Harmon	College of Education and Human Services
Dr. Roshanak Hakimzadeh	Fenn College of Engineering
Georgia A. Froelich	Cleveland-Marshall College of Law
Dr. Robert A. Cutietta	College of Liberal Arts and Social Sciences
Dr. Christine S. Moravec	College of Sciences and Health Professions
Gregory L. Brown	Maxine Goodman Levin College of Urban Affairs

### 2009 Honorees

Gary S. Adams	George B. Davis Award
Robert L. Norton	Monte Ahuja College of Business
Father Kevin M. Conroy	College of Education and Human Services
Craig A. Black	Fenn College of Engineering
Carol G. Emerling	Cleveland-Marshall College of Law
Andrew F. Puzder	College of Liberal Arts and Social Sciences
Andrius Kazlauskas	College of Sciences and Health Professions
Christopher S. Ronayne	Maxine Goodman Levin College of Urban Affairs

### 2010 Honorees

Irene A. Holyk Rennillo	George B. Davis Award
Saji T. Daniel	Monte Ahuja College of Business Administration
Catherine S. Koppelman	College of Education and Human Services
Terrence V. Zuk	Fenn College of Engineering
Tanisha R. Briley	College of Graduate Studies
David M. Paris	Cleveland-Marshall College of Law
Miriam Solomon Plax	College of Liberal Arts and Social Sciences
Dr. David G. Watterson Jr.	College of Sciences and Health Professions
John J. Boyle, III	Maxine Goodman Levin College of Urban Affairs

### 2011 Honorees

Richard P. Stovsky	George B. Davis Award
Linda M. Kane	Monte Ahuja College of Business
Dr. Aaron T. Ellington	College of Education and Human Services
Joseph A. Williams	Fenn College of Engineering
Ian N. Friedman	Cleveland-Marshall College of Law
Maria Keckan	College of Liberal Arts and Social Sciences
Dr. Nancy M. Albert	School of Nursing
Dr. Beth Brandt Sersig	College of Sciences and Health Professions
Madeline A. Cain	Maxine Goodman Levin College of Urban Affairs





# Campus Enrollment Characteristics & Trends

# 2



BOOK OF TRENDS

CLEVELAND STATE UNIVERSITY



**Table 2.1: Cleveland State University Enrollment by Level - Fall 1965 - 2011**

Year	Undergraduate	Graduate	Law	Total	Year	Undergraduate	Graduate	Law	Total
1965	6,026	N/A	N/A	6,026	1989	13,409	4,115	1,011	18,535
1966	7,853	N/A	N/A	7,853	1990	13,825	4,331	1,064	19,220
1967	8,431	184	N/A	8,615	1991	13,531	4,500	1,060	19,091
1968	8,836	248	N/A	9,084	1992	12,716	4,504	979	18,199
1969	9,442	1,220	775	11,437	1993	11,966	4,240	931	17,137
1970	10,734	1,171	742	12,647	1994	11,341	4,251	912	16,504
1971	11,257	1,760	772	13,789	1995	10,698	4,065	908	15,671
1972	11,758	2,045	909	14,712	1996	10,728	3,905	889	15,522
1973	11,986	2,212	1,003	15,201	1997	10,675	4,154	906	15,735
1974	12,895	2,300	1,066	16,261	1998	11,215	4,244	867	16,326
1975	13,278	2,568	1,128	16,974	1999	10,453	4,480	749	15,682
1976	13,401	2,808	1,138	17,347	2000	10,260	4,658	762	15,680
1977	13,896	2,851	1,168	17,915	2001	10,507	4,774	834	16,115
1978	13,143	3,125	1,164	17,432	2002	10,405	4,941	817	16,163
1979	13,154	3,242	1,184	17,580	2003	10,300	5,262	815	16,377
1980	14,330	3,751	1,169	19,250	2004	9,870	5,259	752	15,881
1981	14,167	3,883	1,090	19,140	2005	9,605	5,197	748	15,550
1982	14,177	3,715	1,052	18,944	2006	9,525	4,905	712	15,142
1983	14,195	3,768	979	18,942	2007	9,798	4,873	712	15,383
1984	13,426	3,589	1,018	18,033	2008	9,825	4,942	672	15,439
1985	12,502	3,347	917	16,766	2009	10,708	5,153	645	16,506
1986	13,220	4,005	1,016	18,241	2010	11,496	5,280	610	17,386
1987	13,236	3,945	1,006	18,187	2011	11,722	5,162	563	17,447
1988	12,971	3,850	1,000	17,821					

**Note:** CSU switched from quarter to semester terms in 1998.

**Note:** Prior to 2000 enrollment figures represented opening census. Since 2000 enrollment figures represent closing census.

**Figure 2.1: Cleveland State University Enrollment Trend - Fall 1965 - 2011**

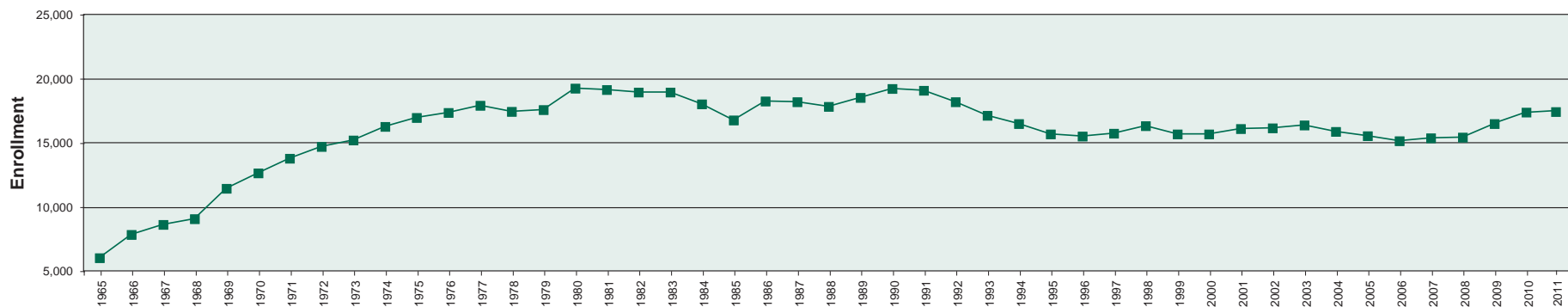


Table 2.2: Enrollment by College, Level and Load - Fall 2011

College	Undergraduate				Graduate & Law				Total			
	Full-Time	Part-Time	Undergraduate Total	Undergraduate % of Total	Full-Time	Part-Time	Graduate & Law Total	Graduate & Law % of Total	Full-Time	Part-Time	Total	% of Total
Business	1,401	661	2,062	18%	438	981	1,419	25%	1,839	1,642	3,481	20%
CLASS	2,507	626	3,133	27%	250	353	603	11%	2,757	979	3,736	21%
Education	668	299	967	8%	278	1,206	1,484	26%	946	1,505	2,451	14%
Nursing	435	65	500	4%	5	54	59	1%	440	119	559	3%
Engineering	807	190	997	9%	80	375	455	8%	887	565	1,452	8%
Science	1,985	593	2,578	22%	402	388	790	14%	2,387	981	3,368	19%
Urban Affairs	220	140	360	3%	74	255	329	6%	294	395	689	4%
Law	-	-	-	0%	391	172	563	10%	391	172	563	3%
Undergraduate Studies	312	427	739	6%	-	-	-	0%	312	427	739	4%
Undergraduate Non-Degree	31	243	274	2%	-	-	-	0%	31	243	274	2%
Graduate Studies	-	-	-	0%	-	23	23	0%	-	23	23	0%
Other <sup>1</sup>	-	112	112	1%	-	-	-	0%	-	112	112	1%
<b>Total</b>	<b>8,366</b>	<b>3,356</b>	<b>11,722</b>	<b>100%</b>	<b>1,918</b>	<b>3,807</b>	<b>5,725</b>	<b>100%</b>	<b>10,284</b>	<b>7,163</b>	<b>17,447</b>	<b>100%</b>

Note: Undergraduate full-time status: minimum of 12 hours; Graduate full-time status: minimum of 9 hours; Law full-time status: minimum of 13 hours.

<sup>1</sup> Other includes students enrolled in Air Force, Career Services, English as a Second Language, Military Science, Special program and Study Abroad.

Figure 2.2a: Enrollment by Level Fall 2011

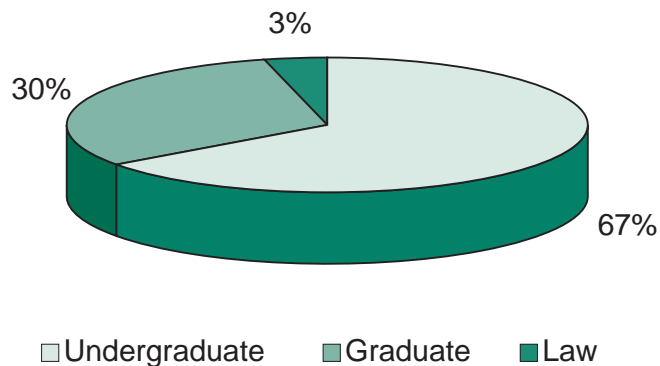


Figure 2.2b: Enrollment by Load and Level Fall 2011

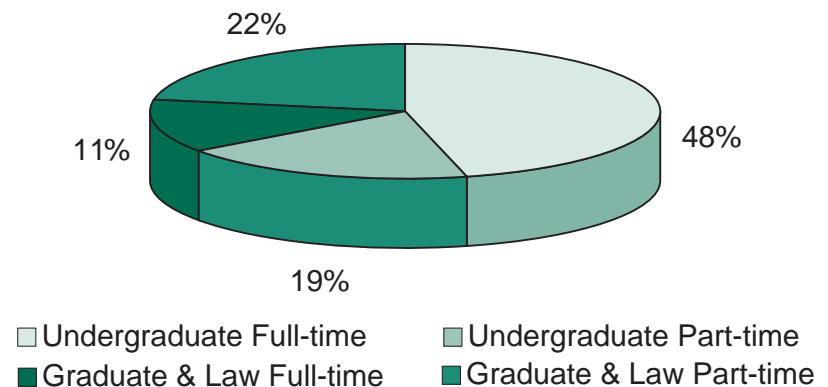


Table 2.3: Full-Time Enrollment by Ethnicity and Gender - Fall 2011

Full-Time Students	American Indian/ Alaska Native		Asian		Black/African American		Hispanic/Latino		White		Hawaiian or Other Pacific Islander		Two or more races		Non Resident Alien		Unknown		Total		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Undergraduate	10	13	111	103	561	1,139	138	208	2,527	2,691	3	1	63	96	176	79	233	214	3,822	4,544	8,366
Graduate	-	1	19	28	43	104	14	24	361	569	-	1	3	7	134	109	33	77	607	920	1,527
First Professional	1	-	4	9	15	17	5	8	198	125	-	-	-	1	1	1	5	1	229	162	391
<b>Total Full-Time</b>	<b>11</b>	<b>14</b>	<b>134</b>	<b>140</b>	<b>619</b>	<b>1,260</b>	<b>157</b>	<b>240</b>	<b>3,086</b>	<b>3,385</b>	<b>3</b>	<b>2</b>	<b>66</b>	<b>104</b>	<b>311</b>	<b>189</b>	<b>271</b>	<b>292</b>	<b>4,658</b>	<b>5,626</b>	<b>10,284</b>

Table 2.4: Total Enrollment by Ethnicity and Gender - Fall 2011

Total Students	American Indian/ Alaska Native		Asian		Black/African American		Hispanic/Latino		White		Hawaiian or Other Pacific Islander		Two or more races		Non Resident Alien		Unknown		Total		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Undergraduate	11	20	162	156	768	1,647	188	272	3,460	3,693	4	4	74	112	312	136	357	346	5,336	6,386	11,722
Graduate	1	3	60	77	193	557	33	76	1,247	1,741	3	1	16	19	445	286	150	254	2,148	3,014	5,162
First Professional	1	-	5	9	25	29	6	11	265	189	-	-	-	2	4	2	11	4	317	246	563
<b>Grand Total</b>	<b>13</b>	<b>23</b>	<b>227</b>	<b>242</b>	<b>986</b>	<b>2,233</b>	<b>227</b>	<b>359</b>	<b>4,972</b>	<b>5,623</b>	<b>7</b>	<b>5</b>	<b>90</b>	<b>133</b>	<b>761</b>	<b>424</b>	<b>518</b>	<b>604</b>	<b>7,801</b>	<b>9,646</b>	<b>17,447</b>

Figure 2.4a: Total Enrollment by Ethnicity - Fall 2011

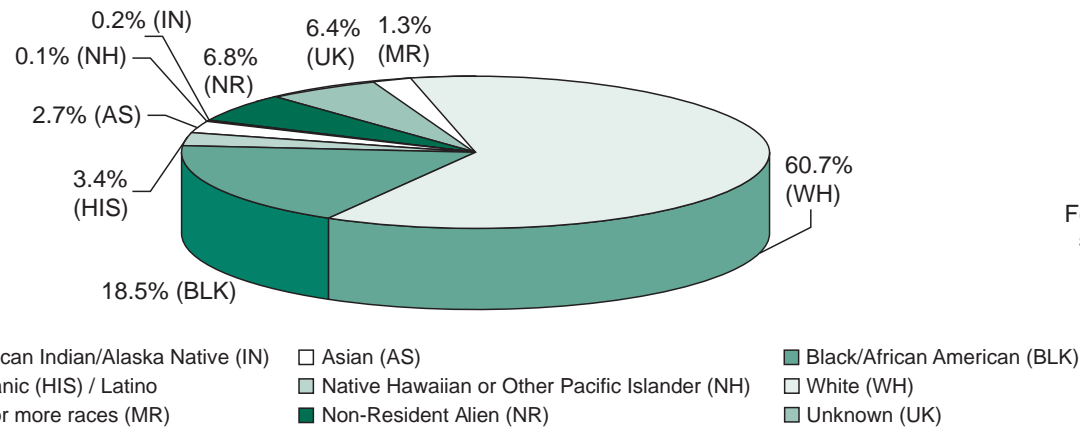
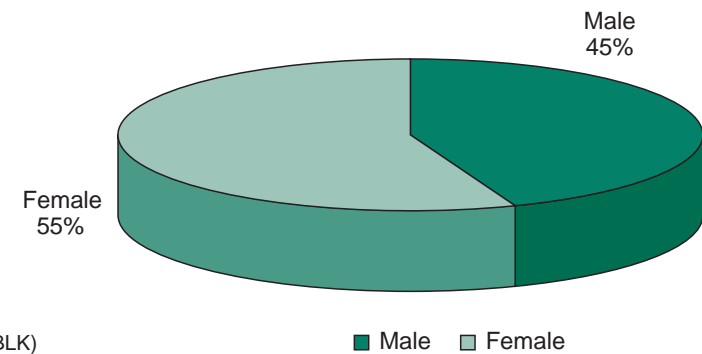


Figure 2.4b: Total Enrollment by Gender - Fall 2011



Note: Undergraduate full-time status: minimum of 12 hours Graduate full-time status: minimum of 9 hours Law full-time status: minimum of 13 hours

Table 2.5: New Undergraduate Fall Enrollment by College and Entrance Status: 5-Year Trend

College	Freshmen					Transfers					Other Undergraduate					New Undergraduate Total					Total Percent Change	
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	1 Year	5 Year
Business	152	164	170	151	159	289	309	371	373	318	13	16	19	17	16	454	489	560	541	493	-9%	9%
CLASS	285	281	330	379	488	369	389	389	442	417	22	16	27	27	23	676	686	746	848	928	9%	37%
Education	69	70	81	90	90	129	115	146	120	111	42	32	45	40	26	240	217	272	250	227	-9%	-5%
Nursing	49	96	90	124	83	65	66	78	100	63	26	29	35	7	8	140	191	203	231	154	-33%	10%
Engineering	107	115	133	148	157	84	74	100	109	109	3	9	12	7	7	194	198	245	264	273	3%	41%
Science	194	209	254	299	327	218	251	301	376	397	39	36	54	74	81	451	496	609	749	805	7%	78%
Urban Affairs	11	4	6	9	13	42	52	61	74	68	-	1	-	-	-	53	57	67	83	81	-2%	53%
Undergraduate Studies	301	112	117	42	76	46	53	42	28	52	196	154	197	169	176	543	319	356	239	304	27%	-44%
Undergraduate Non-Degree	-	-	-	-	-	-	-	-	-	-	201	154	185	174	121	201	154	185	174	121	-30%	-40%
Other <sup>1</sup>	-	-	1	-	-	-	-	-	-	-	18	25	35	52	87	18	25	36	52	87	67%	383%
<b>UNIVERSITY</b>	<b>1,168</b>	<b>1,051</b>	<b>1,182</b>	<b>1,242</b>	<b>1,393</b>	<b>1,242</b>	<b>1,309</b>	<b>1,488</b>	<b>1,622</b>	<b>1,535</b>	<b>560</b>	<b>472</b>	<b>609</b>	<b>567</b>	<b>545</b>	<b>2,970</b>	<b>2,832</b>	<b>3,279</b>	<b>3,431</b>	<b>3,473</b>	<b>1%</b>	<b>17%</b>

Table 2.6: New Graduate &amp; Law Fall Enrollment by College and Entrance Status: 5-Year Trend

College	Master's/Law					Doctoral					Other Graduate <sup>1</sup>					New Graduate/Law Total					Total Percent Change		
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	1 Year	5 Year	
Business	258	240	355	320	306	-	-	26	-	-	92	90	112	99	105	350	330	493	419	411	-2%	17%	
CLASS	125	132	151	176	145	-	-	-	-	-	43	46	47	39	51	168	178	198	215	196	-9%	17%	
Education	228	289	264	249	243	5	9	9	4	3	105	97	88	92	82	338	395	361	345	328	-5%	-3%	
Nursing	9	12	10	13	20	-	-	-	-	-	-	-	-	2	9	12	10	13	22	69%	144%		
Engineering	106	71	107	111	94	7	6	10	3	6	9	8	16	10	13	122	85	133	124	113	-9%	-7%	
Science	132	155	159	160	190	12	20	19	14	16	24	38	41	34	40	168	213	219	208	246	18%	46%	
Urban Affairs	50	56	50	52	44	6	2	-	2	7	39	39	44	42	31	95	97	94	96	82	-15%	-14%	
Law	212	206	196	187	164	-	-	-	-	-	11	8	9	5	7	223	214	205	192	171	-11%	-23%	
Graduate Studies*	-	-	-	-	-	-	-	-	-	-	48	17	14	24	10	48	17	14	24	10	-58%	-79%	
<b>UNIVERSITY</b>	<b>1,120</b>	<b>1,161</b>	<b>1,292</b>	<b>1,268</b>	<b>1,206</b>	<b>30</b>	<b>37</b>	<b>64</b>	<b>23</b>	<b>320</b>	<b>371</b>	<b>343</b>	<b>371</b>	<b>345</b>	<b>341</b>	<b>1,521</b>	<b>1,541</b>	<b>1,727</b>	<b>1,636</b>	<b>1,579</b>	<b>0</b>	<b>-3%</b>	<b>4%</b>

**Note:** A new methodology has been used to determine New Master & Doctoral students beginning Fall 2010. These are now cohorts chosen by Graduate Studies. Beginning in Fall 2010 Graduate Licensure was moved from Masters/ Law to Other Graduate.

<sup>1</sup> Other Graduate includes students enrolled in Non-Degree Courses and Transfers. Part-time new Masters and Doctoral students are also under Other Graduate now.

**NOTE:** In prior editions of the Book of Trends multiple methodologies were used to count new graduate students in the different years within the same table. This year, we have chosen one methodology and have applied to the entire table. Specifically, students are marked as "new" during their first year at the graduate level. New students pursuing a Master's degree, a Law degree, or a Licensure degree are included in the first section of the table. First-time graduate students who are pursuing a Doctoral degree are included in the second section of the table. All other new graduate students, including non-degree and graduate transfer students, are included in the "other" category.

This methodology mirrors the rules used by the Ohio Board of Regents. Specifically, the Regents require that a graduate student be reported as "new" only once and only in the first semester they are considered a graduate level student.



Table 2.7: New Undergraduate Fall Enrollment by Academic Load: 5-Year Trend

College	Full-Time					% Change in Full-Time		Part-Time					% Change in Part-Time	
	2007	2008	2009	2010	2011	1-Year	5-Year	2007	2008	2009	2010	2011	1-Year	5-Year
Business	363	378	431	417	389	-7%	7%	91	111	129	134	104	-22%	14%
CLASS	598	608	644	715	803	12%	34%	78	78	102	125	125	0%	60%
Education	202	224	286	203	188	-7%	-7%	61	46	60	47	39	-17%	-36%
Nursing	88	113	107	196	134	-32%	52%	29	25	22	35	20	-43%	-31%
Engineering	173	170	199	223	236	6%	36%	21	28	46	41	37	-10%	76%
Science	392	413	517	616	657	7%	68%	59	83	92	139	148	6%	151%
Urban Affairs	35	39	41	59	57	-3%	63%	18	18	26	24	24	0%	33%
Undergraduate Studies	339	170	195	98	155	58%	-54%	204	149	161	141	149	6%	-27%
Undergraduate Non-Degree <sup>2</sup>	40	21	41	31	16	-48%	-60%	161	133	144	143	105	-27%	-35%
Other <sup>1</sup>	-	-	-	-	-	-	-	18	25	36	44	87	98%	383%
<b>Total New Undergraduate</b>	<b>2,230</b>	<b>2,136</b>	<b>2,461</b>	<b>2,558</b>	<b>2,635</b>	<b>3%</b>	<b>18%</b>	<b>740</b>	<b>696</b>	<b>818</b>	<b>873</b>	<b>838</b>	<b>-4%</b>	<b>13%</b>

Table 2.8: New Graduate &amp; Law Fall Enrollment by Academic Load: 5-Year Trend

College	Full-Time					% Change in Full-Time		Part-Time					% Change in Part-Time	
	2007	2008	2009	2010	2011	1-Year	5-Year	2007	2008	2009	2010	2011	1-Year	5-Year
Business	142	146	240	180	178	-1%	25%	208	184	253	239	233	-3%	12%
CLASS	84	96	100	103	79	-23%	-6%	84	82	98	112	117	4%	39%
Education	100	144	102	93	95	2%	-5%	238	251	259	252	233	-8%	-2%
Nursing	-	-	5	0	2	-	-	9	12	5	13	20	54%	122%
Engineering	25	20	50	39	30	-23%	20%	97	65	83	85	83	-2%	-14%
Science	105	133	124	140	142	1%	35%	63	80	95	68	104	53%	65%
Urban Affairs	33	33	36	34	30	-12%	-9%	62	64	58	62	52	-16%	-16%
Law	153	144	160	148	131	-11%	-14%	70	70	45	44	40	-9%	-43%
Graduate Studies <sup>2</sup>	1	-	-	1	-	-1	-100%	47	17	14	23	10	-57%	-79%
<b>Total New Graduate &amp; Law</b>	<b>643</b>	<b>716</b>	<b>817</b>	<b>738</b>	<b>687</b>	<b>-7%</b>	<b>7%</b>	<b>878</b>	<b>825</b>	<b>910</b>	<b>898</b>	<b>892</b>	<b>-1%</b>	<b>2%</b>

Table 2.9: New Fall Enrollment by College: 5-Year Trend

College	2007	2008	2009	2010	2011	Percent Change	
						1-Year	5-Year
Business	804	819	1,053	960	904	-6%	12%
CLASS	844	864	944	1,063	1,124	6%	33%
Education	601	665	707	595	555	-7%	-8%
Nursing	126	150	139	244	236	-3%	87%
Engineering	316	283	378	388	386	-1%	22%
Science	619	709	828	957	1,051	10%	70%
Urban Affairs	148	154	161	179	163	-9%	10%
Law	223	214	205	192	171	-11%	-23%
Undergraduate Studies	543	319	356	239	244	2%	-55%
Undergraduate Non-Degree <sup>2</sup>	201	154	185	174	121	-30%	-40%
Graduate Studies	48	17	14	24	10	-58%	-79%
Other <sup>1</sup>	18	25	36	52	87	67%	383%
<b>Total New Students</b>	<b>4,491</b>	<b>4,373</b>	<b>5,006</b>	<b>5,067</b>	<b>5,052</b>	<b>0%</b>	<b>12%</b>

**Undergraduate full-time status:** Any student registered for a minimum of 12 hours.

**Graduate full-time status:** Any student registered for a minimum of 9 hours.

**Law full-time status:** Any student registered for a minimum of 13 hours.

<sup>1</sup> Other includes students enrolled in Air Force, Career Services, English as a Second Language, Military Science, Special Programs and Study Abroad.

<sup>2</sup> Undergraduate Non-Degree and Graduate Studies fluctuations are due to the reclassification of academic plans.

Table 2.10: Fall Enrollment by Class Standing and Student Credit Hours: 5-Year Trend

Table 2.10a: ENROLLMENT BY CLASS STANDING

Class Standing											Percent Change	
	2007	%	2008	%	2009	%	2010	%	2011	%	1 Year	5 Year
First Year	2,880	19%	2,574	17%	2,783	17%	2,944	17%	2,988	17%	1%	4%
Sophomores	1,430	9%	1,490	10%	1,637	10%	1,636	9%	1,764	10%	8%	23%
Juniors	1,832	12%	1,914	12%	2,076	13%	2,386	14%	2,198	13%	-8%	20%
Seniors	3,656	24%	3,847	25%	4,212	26%	4,530	26%	4,772	27%	5%	31%
Masters	4,487	29%	4,571	30%	4,717	29%	4,810	28%	4,676	27%	-3%	4%
Doctoral	386	3%	371	2%	436	3%	470	3%	486	3%	3%	26%
Law	712	5%	672	4%	645	4%	610	4%	563	3%	-8%	-21%
<b>Total</b>	<b>15,383</b>	<b>100%</b>	<b>15,439</b>	<b>100%</b>	<b>16,506</b>	<b>100%</b>	<b>17,386</b>	<b>100%</b>	<b>17,447</b>	<b>100%</b>	<b>0%</b>	<b>13%</b>

Table 2.10b: STUDENT CREDIT HOURS BY COURSE LEVEL

Class Standing											Percent Change	
	2007	%	2008	%	2009	%	2010	%	2011	%	1 Year	5 Year
Developmental	4,732	3%	4,256	3%	4,103	2%	2,782	1%	2,986	2%	7%	-37%
Lower (100-299)	66,153	41%	64,659	40%	72,735	41%	78,639	42%	78,802	42%	0%	19%
Upper (300-499)	48,427	30%	50,852	31%	53,072	30%	58,133	31%	61,316	32%	5%	27%
Masters (500-699)	30,809	19%	32,291	20%	33,892	19%	35,373	19%	35,500	19%	0%	15%
Doctoral (700-899)	2,613	2%	2,608	2%	3,183	2%	3,320	2%	3,238	2%	-2%	24%
Law (500-900)	9,204	6%	8,674	5%	8,496	5%	8,015	4%	7,425	4%	-7%	-19%
<b>Total</b>	<b>161,938</b>	<b>100%</b>	<b>163,340</b>	<b>100%</b>	<b>175,481</b>	<b>100%</b>	<b>186,262</b>	<b>100%</b>	<b>189,267</b>	<b>100%</b>	<b>2%</b>	<b>17%</b>

**Study Abroad:** Prior to Fall 2010 SAB courses were counted under Developmental, for Fall 2010 and 2011 they are included under Upper (84 units in Fall 10 & 36 units in Fall 11)

**Note:** The lower number of units taken for Developmental courses reflects not only the shift of SABs mentioned above, but a re-categorization of some English classes from Developmental to Lower.

Figure 2.10a: Enrollment by Class Standing

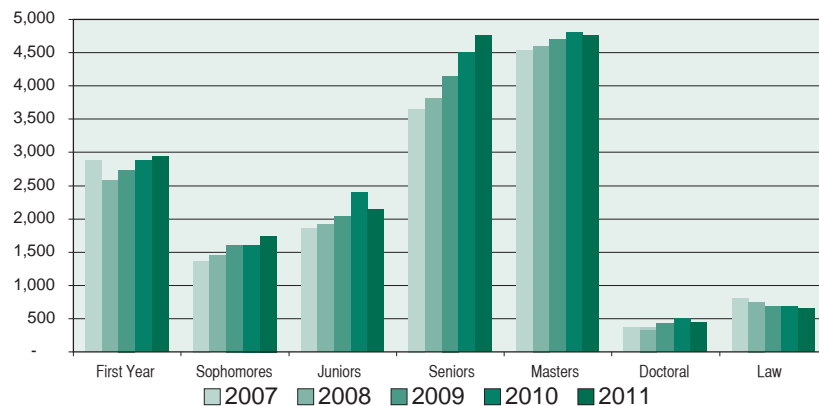


Figure 2.10b: Student Credit Hours by Course Level

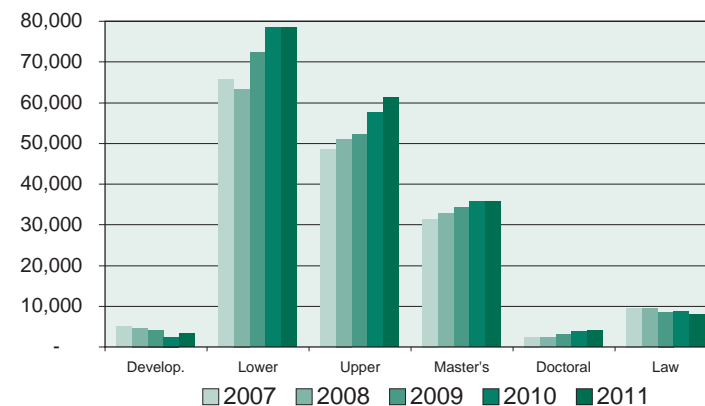


Table 2.11: Total Fall 2011 Enrollment by Academic Level: 5-Year Trend

Academic Level	2007	2008	2009	2010	2011	Percent Change	
						1 Year	5 Year
Bachelors	9,798	9,825	10,708	11,496	11,722	2%	20%
Masters	4,487	4,568	4,718	4,810	4,676	-3%	4%
Doctoral	386	374	435	470	486	3%	26%
Law	712	672	645	610	563	-8%	-21%
<b>University Total</b>	<b>15,383</b>	<b>15,439</b>	<b>16,506</b>	<b>17,386</b>	<b>17,447</b>	<b>0%</b>	<b>13%</b>

Table 2.12: Fall Enrollment by College: 5-Year Trend

College	2007		2008		2009		2010		2011		Percent Change	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1-Year	5-Year
Business	2,987	19%	3,053	20%	3,423	21%	3,651	21%	3,481	20%	-5%	17%
CLASS	3,177	21%	3,243	21%	3,425	21%	3,658	21%	3,736	21%	2%	18%
Education	2,575	17%	2,626	17%	2,591	16%	2,621	15%	2,451	14%	-6%	-5%
Nursing	435	3%	522	3%	558	3%	592	3%	559	3%	-6%	29%
Engineering	1,147	7%	1,132	7%	1,272	8%	1,391	8%	1,452	8%	4%	27%
Science	2,189	14%	2,355	15%	2,677	16%	3,072	18%	3,368	19%	10%	54%
Urban Affairs	608	4%	615	4%	621	4%	688	4%	689	4%	0%	13%
Law	712	5%	672	4%	645	4%	610	4%	563	3%	-8%	-21%
Undergraduate Studies	1,046	7%	784	5%	838	5%	662	4%	739	4%	12%	-29%
Undergraduate Non-Degree	387	3%	353	2%	367	2%	334	2%	274	2%	-18%	-29%
Graduate Studies	95	1%	53	0%	44	0%	45	0%	23	0%	-49%	-76%
Other <sup>1</sup>	25	0%	31	0%	45	0%	62	0%	112	1%	81%	348%
<b>Total Enrollment</b>	<b>15,383</b>	<b>100%</b>	<b>15,439</b>	<b>100%</b>	<b>16,506</b>	<b>100%</b>	<b>17,386</b>	<b>100%</b>	<b>17,447</b>	<b>100%</b>	<b>0%</b>	<b>13%</b>

Table 2.13: Fall Student Credit Hours (SCH) by College: 5-Year Trend

College	2007		2008		2009		2010		2011		Percent Change	
	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	1-Year	5-Year
Business	22,702	14%	23,697	15%	25,804	15%	27,613	15%	27,156	14%	-2%	20%
CLASS	53,032	33%	51,400	31%	55,934	32%	58,242	31%	57,403	30%	-1%	8%
Education	16,792	10%	17,189	11%	16,437	9%	17,296	9%	16,542	9%	-4%	-1%
Nursing	3,124	2%	3,328	2%	3,650	2%	3,447	2%	4,411	2%	28%	41%
Engineering	7,770	5%	7,807	5%	8,373	5%	10,011	5%	10,290	5%	3%	32%
Science	39,871	25%	40,708	25%	45,346	26%	48,889	26%	52,560	28%	8%	32%
Urban Affairs	7,767	5%	8,935	5%	9,460	5%	10,722	6%	11,009	6%	3%	42%
Law	9,204	6%	8,674	5%	8,496	5%	8,015	4%	7,425	4%	-7%	-19%
Undergraduate Studies	1,039	1%	928	1%	1,053	1%	1,060	1%	1,190	1%	12%	15%
Graduate Studies	21	0%	-	0%	-	-	-	0%	-	0%	-	-100%
Honors	110	0%	112	0%	121	0%	144	0%	141	0%	-2%	28%
Other <sup>1</sup>	506	0%	562	0%	807	0%	823	0%	1,140	1%	39%	125%
<b>Total SCH</b>	<b>161,938</b>	<b>100%</b>	<b>163,340</b>	<b>100%</b>	<b>175,481</b>	<b>100%</b>	<b>186,262</b>	<b>100%</b>	<b>189,267</b>	<b>100%</b>	<b>2%</b>	<b>17%</b>

<sup>1</sup> Other includes students enrolled in Air Force, Career Services, English as a Second Language, Military Science, Special Programs and Study Abroad.

**Note:** Some SCH gain in CLASS and Science is attributed to the redistribution of developmental English & Math courses to these units from Undergraduate Studies. Undergraduate Non-Degree and Graduate Studies fluctuations are due to procedural changes.

Figure 2.12 & 2.13: Fall Enrollment and FTE (SCH/15) Trend: Fall 2007-2011

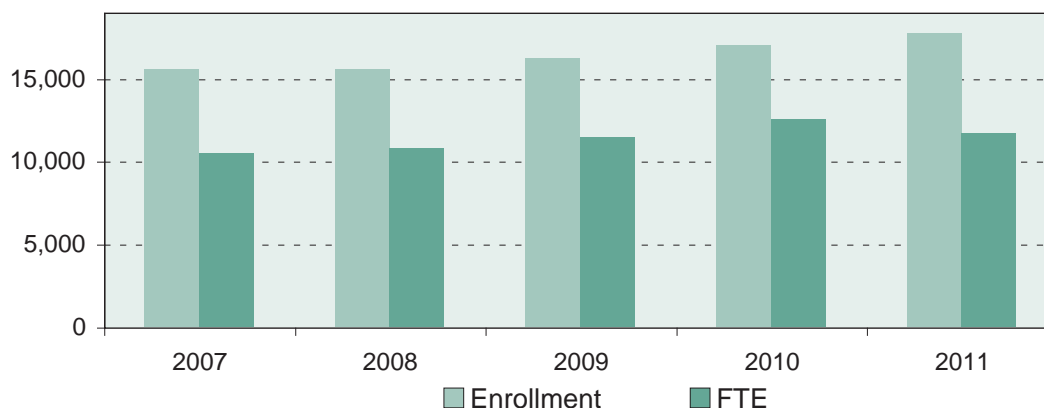


Table 2.14: Registered Student Credit Hours by Level - Fall 2011

Registered Credit Hours	Undergraduate		Graduate		Law		All	
	Enrollment	Cumulative %	Enrollment	Cumulative %	Enrollment	Cumulative %	Enrollment	Cumulative %
0	167	1%	-	0%	-	0%	167	1%
1	86	2%	185	4%	-	0%	271	3%
2	41	3%	80	5%	1	0%	122	3%
3	242	5%	441	14%	6	1%	689	7%
4	521	9%	471	23%	1	1%	993	13%
5	75	10%	68	24%	1	2%	144	14%
6	316	12%	957	43%	12	4%	1,285	21%
7	473	16%	410	51%	7	5%	890	26%
8	656	22%	1023	70%	4	6%	1,683	36%
<b>GRAD FT</b>	<b>9</b>	<b>24%</b>	<b>419</b>	<b>79%</b>	<b>70</b>	<b>18%</b>	<b>721</b>	<b>40%</b>
10	276	26%	201	82%	20	22%	497	43%
11	271	29%	160	86%	16	25%	447	45%
<b>UGRD FT</b>	<b>12</b>	<b>44%</b>	<b>236</b>	<b>90%</b>	<b>23</b>	<b>29%</b>	<b>2,047</b>	<b>57%</b>
<b>LAW FT</b>	<b>13</b>	<b>54%</b>	<b>154</b>	<b>93%</b>	<b>24</b>	<b>33%</b>	<b>1,310</b>	<b>65%</b>
14	1,144	63%	98	95%	48	41%	1,290	72%
15	1,433	76%	80	97%	212	79%	1,725	82%
16	1,842	91%	98	98%	72	92%	2,012	93%
17	525	96%	35	99%	33	98%	593	97%
18	305	98%	3	99%	12	100%	320	99%
19	123	99%	39	100%	1	100%	163	100%
20	50	100%	2	100%	-	100%	52	100%
21	8	100%	-	100%	-	100%	8	100%
22	8	100%	1	100%	-	100%	9	100%
23	5	100%	-	100%	-	100%	5	100%
24+	3	100%	1	100%	-	100%	4	100%
<b>TOTAL</b>	<b>11,722</b>		<b>5,162</b>		<b>563</b>		<b>17,447</b>	
<b>Average</b>	<b>12.2</b>		<b>7.5</b>		<b>13.5</b>		<b>10.8</b>	

Figure 2.14: Registered Student Credit Hours by Level - Fall 2011

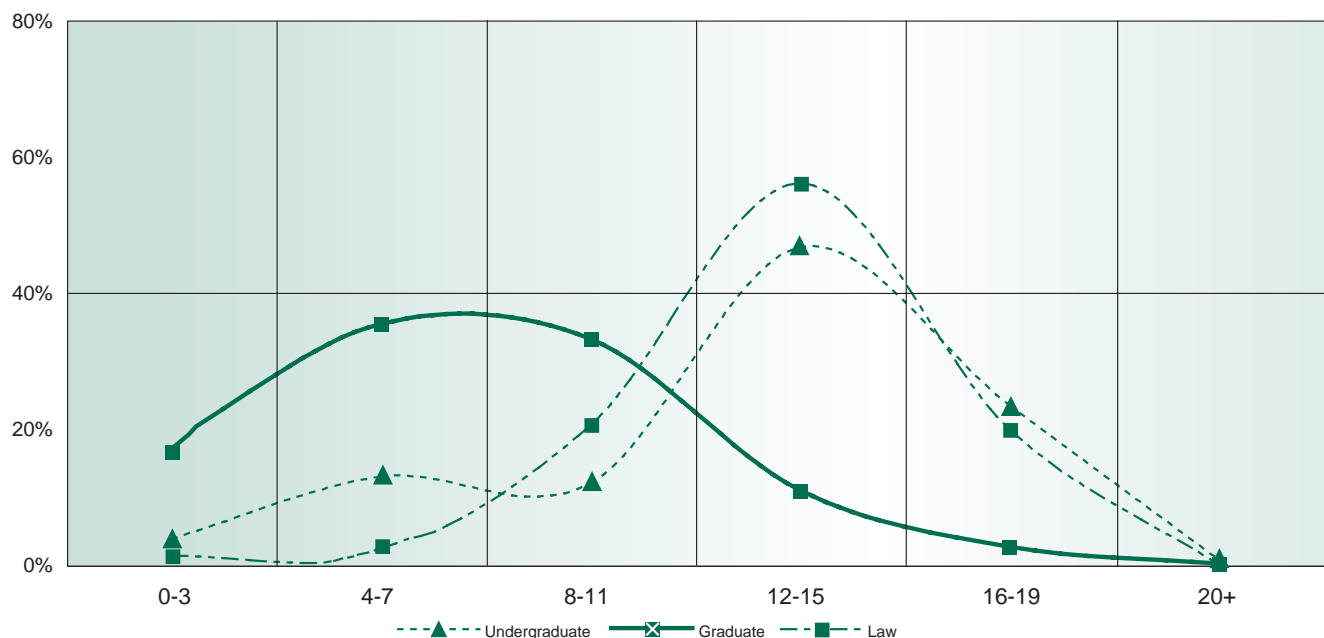


Table 2.15: Enrollment by Age Category - Fall 2011

College	Gender	Under 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65 and Over	Unknown	Average Age
Business	Female	6	95	161	364	388	201	102	124	54	1	-	28.4
	Male	2	142	246	435	566	270	140	143	40	1	-	27.7
	<b>Total</b>	<b>8</b>	<b>237</b>	<b>407</b>	<b>799</b>	<b>954</b>	<b>471</b>	<b>242</b>	<b>267</b>	<b>94</b>	<b>2</b>	<b>-</b>	<b>28.0</b>
CLASS	Female	17	407	338	428	348	213	114	165	130	4	-	27.5
	Male	9	299	255	331	308	138	73	83	73	3	-	26.5
	<b>Total</b>	<b>26</b>	<b>706</b>	<b>593</b>	<b>759</b>	<b>656</b>	<b>351</b>	<b>187</b>	<b>248</b>	<b>203</b>	<b>7</b>	<b>-</b>	<b>27.1</b>
Education	Female	2	105	119	283	451	239	185	250	169	2	-	32.0
	Male	-	39	35	100	158	120	71	75	47	1	-	31.4
	<b>Total</b>	<b>2</b>	<b>144</b>	<b>154</b>	<b>383</b>	<b>609</b>	<b>359</b>	<b>256</b>	<b>325</b>	<b>216</b>	<b>3</b>	<b>-</b>	<b>31.9</b>
Nursing	Female	6	117	103	73	65	26	22	43	17	-	-	25.9
	Male	-	13	13	21	16	10	2	4	8	-	-	27.7
	<b>Total</b>	<b>6</b>	<b>130</b>	<b>116</b>	<b>94</b>	<b>81</b>	<b>36</b>	<b>24</b>	<b>47</b>	<b>25</b>	<b>-</b>	<b>-</b>	<b>26.2</b>
Engineering	Female	2	40	41	66	60	24	8	13	2	-	-	25.1
	Male	7	199	198	329	252	98	41	53	18	-	1	25.1
	<b>Total</b>	<b>9</b>	<b>239</b>	<b>239</b>	<b>395</b>	<b>312</b>	<b>122</b>	<b>49</b>	<b>66</b>	<b>20</b>	<b>-</b>	<b>1</b>	<b>25.1</b>
Science	Female	16	371	428	556	422	174	81	123	42	-	-	25.3
	Male	8	185	178	290	276	97	52	42	27	-	-	25.6
	<b>Total</b>	<b>24</b>	<b>556</b>	<b>606</b>	<b>846</b>	<b>698</b>	<b>271</b>	<b>133</b>	<b>165</b>	<b>69</b>	<b>-</b>	<b>-</b>	<b>25.4</b>
Urban Affairs	Female	1	6	18	54	89	47	33	78	46	-	-	34.5
	Male	-	11	23	53	78	43	33	42	33	1	-	32.4
	<b>Total</b>	<b>1</b>	<b>17</b>	<b>41</b>	<b>107</b>	<b>167</b>	<b>90</b>	<b>66</b>	<b>120</b>	<b>79</b>	<b>1</b>	<b>-</b>	<b>33.5</b>
Law	Female	-	-	2	118	70	34	13	7	2	-	-	26.7
	Male	-	-	2	126	112	48	16	12	1	-	-	27.1
	<b>Total</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>244</b>	<b>182</b>	<b>82</b>	<b>29</b>	<b>19</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>26.9</b>
Undergraduate Studies	Female	101	85	41	25	21	9	6	9	42	92	-	35.6
	Male	75	34	21	20	15	3	4	5	43	88	-	41.1
	<b>Total</b>	<b>176</b>	<b>119</b>	<b>62</b>	<b>45</b>	<b>36</b>	<b>12</b>	<b>10</b>	<b>14</b>	<b>85</b>	<b>180</b>	<b>-</b>	<b>37.9</b>
Undergraduate Non-Degree	Female	-	2	19	47	21	17	6	13	16	2	-	31.0
	Male	-	6	16	39	28	11	6	8	16	1	-	30.3
	<b>Total</b>	<b>-</b>	<b>8</b>	<b>35</b>	<b>86</b>	<b>49</b>	<b>28</b>	<b>12</b>	<b>21</b>	<b>32</b>	<b>3</b>	<b>-</b>	<b>30.6</b>
Graduate Studies	Female	-	-	-	2	4	-	1	2	2	-	-	35.8
	Male	-	-	-	-	2	4	2	3	1	-	-	37.3
	<b>Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>6</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>36.6</b>
Other <sup>1</sup>	Female	-	2	3	11	19	1	1	-	-	-	-	25.0
	Male	2	4	12	25	20	8	4	-	-	-	-	24.5
	<b>Total</b>	<b>2</b>	<b>6</b>	<b>15</b>	<b>36</b>	<b>39</b>	<b>9</b>	<b>5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>24.7</b>
University	Female	151	1,230	1,273	2,027	1,958	985	572	827	522	101	-	28.5
	Male	103	932	999	1,769	1,831	850	444	470	307	95	1	27.8
	<b>Total</b>	<b>254</b>	<b>2,162</b>	<b>2,272</b>	<b>3,796</b>	<b>3,789</b>	<b>1,835</b>	<b>1,016</b>	<b>1,297</b>	<b>829</b>	<b>196</b>	<b>1</b>	<b>28.2</b>

<sup>1</sup>Other includes students enrolled in Air Force, Career Services, English as a Second Language, Military Science, Special Programs and Study Abroad. Note: Age is unknown for one male student in Engineering.

Figure 2.15: Enrollment by Age Category - Fall 2011

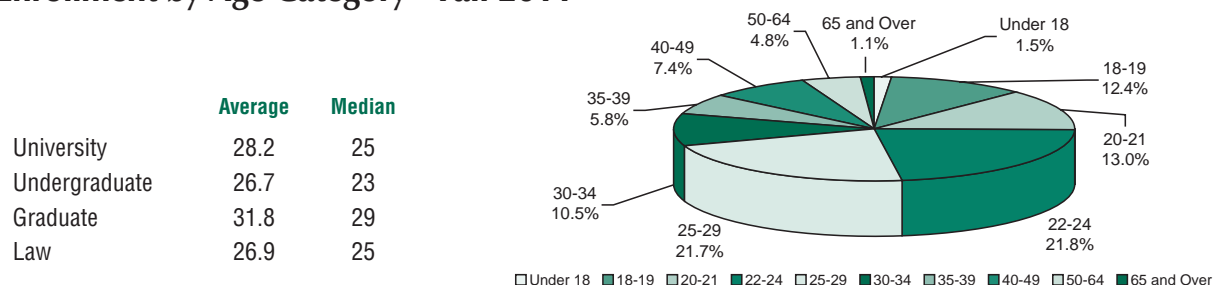


Table 2.16: Enrollment by Level and Residency Status - Fall 2011

Resident Type	Undergraduate	Undergraduate in %	Graduate	Graduate in %	Law	Law in %	Total
Ohio Resident	10,945	93	4328	84	519	92	15,792
Non-Ohio Resident	329	3	103	2	38	7	470
Non-Resident Alien	448	4	731	14	6	1	1,185
<b>Total</b>	<b>11,722</b>	<b>100%</b>	<b>5,162</b>	<b>100%</b>	<b>563</b>	<b>100%</b>	<b>17,447</b>

Table 2.17: Enrollment by State  
Fall 2011

State	Number of Students
Ohio.....	16,023
Pennsylvania .....	43
New York.....	42
Michigan .....	22
Illinois .....	13
Indiana .....	11
Wisconsin .....	10
Maryland, North Carolina (9/state) .....	18
Florida .....	8
California.....	7
Virginia .....	6
Georgia, Kentucky, New Jersey (5/state).....	15
Colorado, Washington (4/state).....	8
Arizona, Massachusetts, Oklahoma, Texas, West Virginia (3/state).....	15
Connecticut, Minnesota, Vermont (2/state).....	6
Idaho, Kansas, Louisiana, Missouri, Nevada, New Mexico, North Dakota, Oregon, Puerto Rico, Tennessee, Virgin Islands (1/state).....	11
Unknown State.....	4
Non-Resident Alien .....	1,185
<b>Total States .....</b>	<b>17,447</b>

**Note:** Table 2.16 is based on student's residency for fee purposes, while Table 2.17 and 2.18 are based on student's address.

Non-Resident Aliens are those with a citizenship status of Alien Temporary.

A resident of Ohio may have mail sent to an out of state address. As a result, Ohio resident totals may not match in the two tables.

Table 2.18: Enrollment by Ohio County  
Fall 2011

County	Number of Students
Cuyahoga.....	11,926
Lake.....	1,288
Lorain .....	936
Summit .....	433
Medina.....	409
Geauga.....	291
Portage.....	113
Stark .....	93
Erie .....	70
Ashtabula .....	67
Trumbull.....	55
Franklin.....	30
Mahoning.....	28
Wayne .....	27
Columbiana .....	24
Huron.....	21
Lucas.....	19
Richland .....	14
Hamilton .....	12
Montgomery .....	11
Delaware, Wood (10/county).....	20
Sandusky.....	9
Ashland, Tuscarawas (8/county).....	16
Ottawa .....	7
Fairfield.....	6
Seneca, Warren (5/county) .....	10
Belmont, Butler, Clermont, Jefferson, Washington (4/county) .....	20
Allen, Auglaize, Coshocton, Crawford, Defiance, Fulton, Greene, Guernsey, Hancock, Knox, Licking, Putnam, Union, Williams (3/county).....	42
Carroll, Clark, Fayette, Henry, Monroe, Muskingum (2/county).....	12
Champaign, Clinton, Darke, Jackson, Lawrence, Logan, Marion, Mercer, Miami, Morrow, Perry, Ross, Scioto, Shelby (1/county) .....	14
<b>Total.....</b>	<b>16,023</b>

# Map of 2011 Fall Enrollment by Ohio County

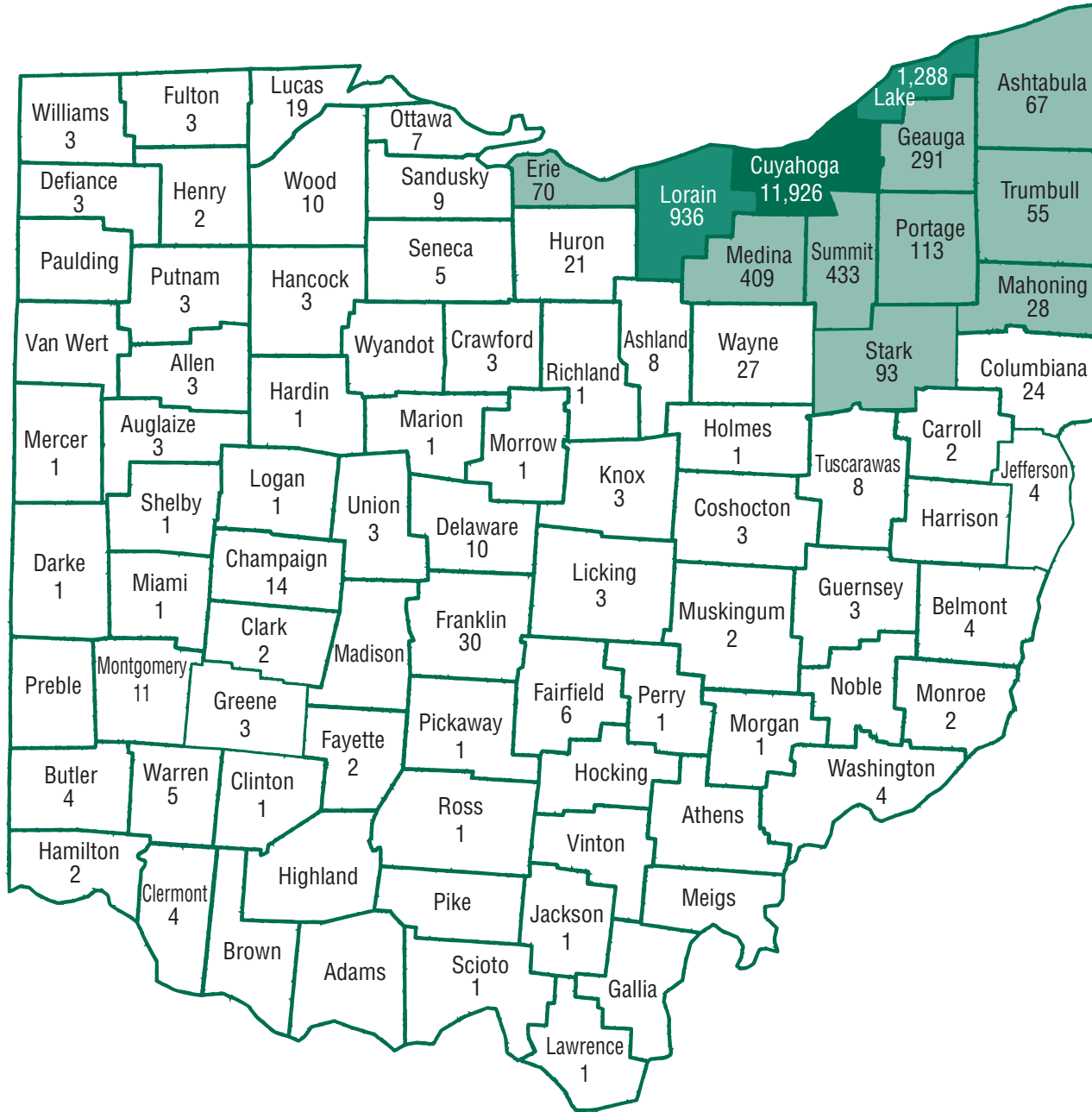




Table 2.19: Enrollment by Country or Regions, Fall 2011

Country/Region	Number of Students	Country/Region	Number of Students
India.....	391	Colombia, Egypt, Ghana, Libyan Arab Jamahiriya, Malaysia, Peru, Russian Federation, Syrian Arab Republic, Togo, United Kingdom (3/country) .....	30
Saudi Arabia.....	245	Denmark, Ethiopia, Jamaica, Mongolia, Netherlands, New Zealand, Senegal, Tunisia, Zimbabwe (2/country) .....	18
China.....	202	Australia, Austria, Azerbaijan, Bangladesh, Belarus, Bosnia and Herzegovina, Botswana, Bulgaria, Chile, Costa Rica, Croatia, Czech Republic, Ecuador, Estonia, Finland, Georgia, Guatemala, Iraq, Israel, Italy, Kazakhstan, Kyrgyzstan, Malawi, Mauritania, Mexico, Poland, Portugal, Qatar, Republic of Serbia, Serbia and Montenegro, Singapore, Slovakia, Slovenia, United Republic of Tanzania, Tonga, Trinidad and Tobago, Ukraine, United Arab Emirates, Uruguay, Virgin Islands (British) (1/country) .....	40
Turkey .....	37	Unknown.....	2
Korea, Republic of.....	27	<b>Total</b> .....	<b>1,185</b>
Canada.....	24		
Nigeria, Taiwan, Province of China (19/country) .....	38		
Kuwait.....	14		
Vietnam.....	10		
Lebanon .....	9		
Jordan.....	8		
Iran (Islamic Republic of), Venezuela (7/country) .....	14		
Burkina Faso, Indonesia, Nepal (6/country) .....	18		
France, Germany, Japan, Romania, Sri Lanka, Zambia (5/country) .....	30		
Albania, Brazil, Kenya, Pakistan, South Africa, Sweden, Thailand (4/country) .....	28		

**Note:** This list includes those students with Alien Temporary Status.

**Source:** Institutional Research

Table 2.20: Spring Enrollment by College: 5-Year Trend

College	2008		2009		2010		2011		2012		Percent Change	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1-Year	5-Year
Business	2,762	18%	2,995	20%	3,408	21%	3,401	20%	3,265	20%	-4%	18%
CLASS	3,094	21%	3,244	21%	3,298	20%	3,461	21%	3,499	21%	1%	13%
Education	2,874	19%	2,554	17%	2,636	16%	2,556	15%	2,371	14%	-7%	-18%
Nursing	450	3%	545	4%	455	3%	641	4%	588	4%	-8%	31%
Engineering	1,054	7%	1,067	7%	1,249	8%	1,334	8%	1,354	8%	1%	28%
Science	2,121	14%	2,312	15%	2,644	16%	2,957	18%	3,185	19%	8%	50%
Urban Affairs	602	4%	618	4%	623	4%	692	4%	641	4%	-7%	6%
Law	665	4%	628	4%	606	4%	568	3%	525	3%	-8%	-21%
Undergraduate Studies	860	6%	690	5%	745	5%	577	3%	631	4%	9%	-27%
Undergraduate Non-Degree	364	2%	365	2%	346	2%	285	2%	284	2%	0%	-22%
Graduate Studies	102	1%	87	1%	50	0%	54	0%	46	0%	-15%	-55%
Other	24	0%	33	0%	46	0%	74	0%	88	1%	19%	267%
<b>Total Enrollment</b>	<b>14,975</b>	<b>100%</b>	<b>15,138</b>	<b>100%</b>	<b>16,106</b>	<b>100%</b>	<b>16,600</b>	<b>100%</b>	<b>16,477</b>	<b>100%</b>	<b>-1%</b>	<b>10%</b>

Table 2.21: Spring Student Credit Hours (SCH) by College: 5-Year Trend

College	2008		2009		2010		2011		2012		Percent Change	
	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	1-Year	5-Year
Business	21,158	14%	22,563	15%	25,932	15%	25,896	15%	25,618	15%	-1%	21%
CLASS	49,249	33%	50,271	33%	53,720	32%	53,488	30%	52,789	30%	-1%	7%
Education	17,344	12%	17,323	11%	17,277	10%	17,898	10%	16,980	10%	-5%	-2%
Nursing	3,494	2%	3,644	2%	4,026	2%	4,550	3%	5,063	3%	11%	45%
Engineering	7,682	5%	7,584	5%	8,778	5%	9,952	6%	10,024	6%	1%	30%
Science	35,987	24%	39,181	26%	41,834	25%	44,637	25%	47,147	27%	6%	31%
Urban Affairs	8,933	6%	9,740	6%	9,897	6%	10,629	6%	10,603	6%	0%	19%
Law	8,504	6%	7,901	5%	7,801	5%	7,451	4%	6,844	4%	-8%	-20%
Undergraduate Studies	180	0%	202	0%	198	0%	179	0%	186	0%	4%	3%
Graduate Studies	7	0%	7	0%	-	0%	-	0%	-	0%	-	-100%
Honors	95	0%	131	0%	102	0%	204	0%	101	0%	-50%	6%
Other	404	0%	585	0%	911	1%	975	1%	1,019	1%	5%	152%
<b>Total SCH</b>	<b>148,440</b>	<b>100%</b>	<b>153,037</b>	<b>100%</b>	<b>170,476</b>	<b>100%</b>	<b>175,859</b>	<b>100%</b>	<b>176,374</b>	<b>100%</b>	<b>0%</b>	<b>19%</b>

<sup>1</sup> University Studies was replaced by the Office of Undergraduate Studies in August 2007. <sup>2</sup> Other includes students enrolled in Air Force, Career Services, English as a Second Language, Military Science, Physician Assistant, Special Programs and Study Abroad. Spring 2012 uses UNT\_PRGRSS instead of UNT\_TAKEN.

Figure 2.20 & 2.21: Spring Enrollment and FTE (SCH/15) Trend Spring 2008-2012

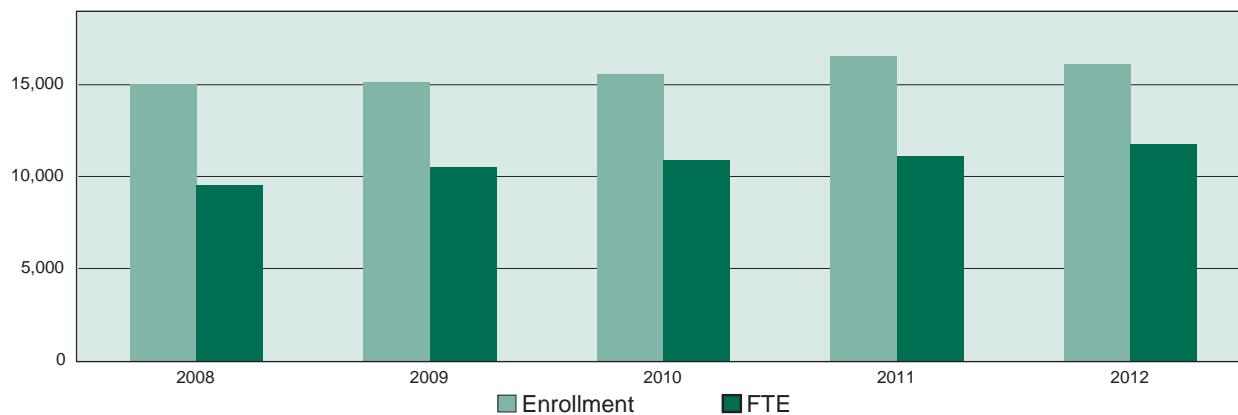


Table 2.22: Summer Enrollment by College: 5-Year Trend

College	2007		2008		2009		2010		2011		Percent Change	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1-Year	5-Year
Business	1,617	21%	1,581	22%	1,650	24%	1,837	25%	1,783	24%	-3%	10%
CLASS	1,086	14%	1,007	14%	1,066	15%	1,162	16%	1,076	15%	-7%	-1%
Education	1,826	24%	1,818	25%	1,616	23%	1,581	21%	1,420	19%	-10%	-22%
Nursing	175	2%	202	3%	223	3%	207	3%	209	3%	1%	19%
Engineering	286	4%	336	5%	239	3%	354	5%	366	5%	3%	28%
Science	882	12%	899	12%	962	14%	1,068	14%	1,242	17%	16%	41%
Urban Affairs	245	3%	215	3%	195	3%	225	3%	265	4%	18%	8%
Law	236	3%	217	3%	216	3%	204	3%	207	3%	1%	-12%
Undergraduate Studies	278	4%	204	3%	150	2%	155	2%	108	1%	-30%	-61%
Undergraduate Non-Degree	694	9%	606	8%	618	9%	572	8%	529	7%	-8%	-24%
Graduate Studies	187	2%	99	1%	45	1%	50	1%	36	0%	-28%	-81%
Other <sup>1</sup>	12	0%	21	0%	36	1%	48	1%	73	1%	52%	508%
<b>Total Enrollment</b>	<b>7,524</b>	<b>100%</b>	<b>7,205</b>	<b>100%</b>	<b>7,016</b>	<b>100%</b>	<b>7,463</b>	<b>100%</b>	<b>7,314</b>	<b>100%</b>	<b>-2%</b>	<b>-3%</b>

Table 2.23: Summer Student Credit Hours (SCH) by College: 5-Year Trend

College	2007		2008		2009		2010		2011		Percent Change	
	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	1-Year	5-Year
Business	10,458	21%	10,093	21%	10,775	23%	11,043	22%	10,626	22%	-4%	2%
CLASS	10,654	22%	9,786	21%	9,406	20%	10,989	22%	10,795	22%	-2%	1%
Education	10,338	21%	9,715	21%	9,363	20%	9,354	19%	8,582	17%	-8%	-17%
Nursing	1,540	3%	1,629	3%	1,968	4%	1,750	4%	1,436	3%	-18%	-7%
Engineering	430	1%	661	1%	189	0%	564	1%	435	1%	-23%	1%
Science	11,012	23%	10,313	22%	10,189	22%	11,183	23%	12,236	25%	9%	11%
Urban Affairs	3,281	7%	3,502	7%	3,454	7%	3,176	6%	3,774	8%	19%	15%
Law	970	2%	915	2%	944	2%	890	2%	992	2%	11%	2%
Undergraduate Studies	-	0%	-	0%	-	0%	-	0%	-	-	-	-
Graduate Studies	20	0%	-	0%	-	0%	-	0%	-	-	-	-100%
Other <sup>1</sup>	184	0%	360	1%	723	2%	649	1%	503	1.0%	-22%	173%
<b>Total SCH</b>	<b>48,887</b>	<b>100%</b>	<b>46,974</b>	<b>100%</b>	<b>47,011</b>	<b>100%</b>	<b>49,598</b>	<b>100%</b>	<b>49,379</b>	<b>100%</b>	<b>0%</b>	<b>1%</b>

<sup>1</sup> Other includes students enrolled in Air Force, Career Services, English as a Second Language, Military Science, Special Programs and Study Abroad.

Figure 2.22 &amp; 2.23: Summer Enrollment and FTE (SCH/15) Trend Summer 2007-2011



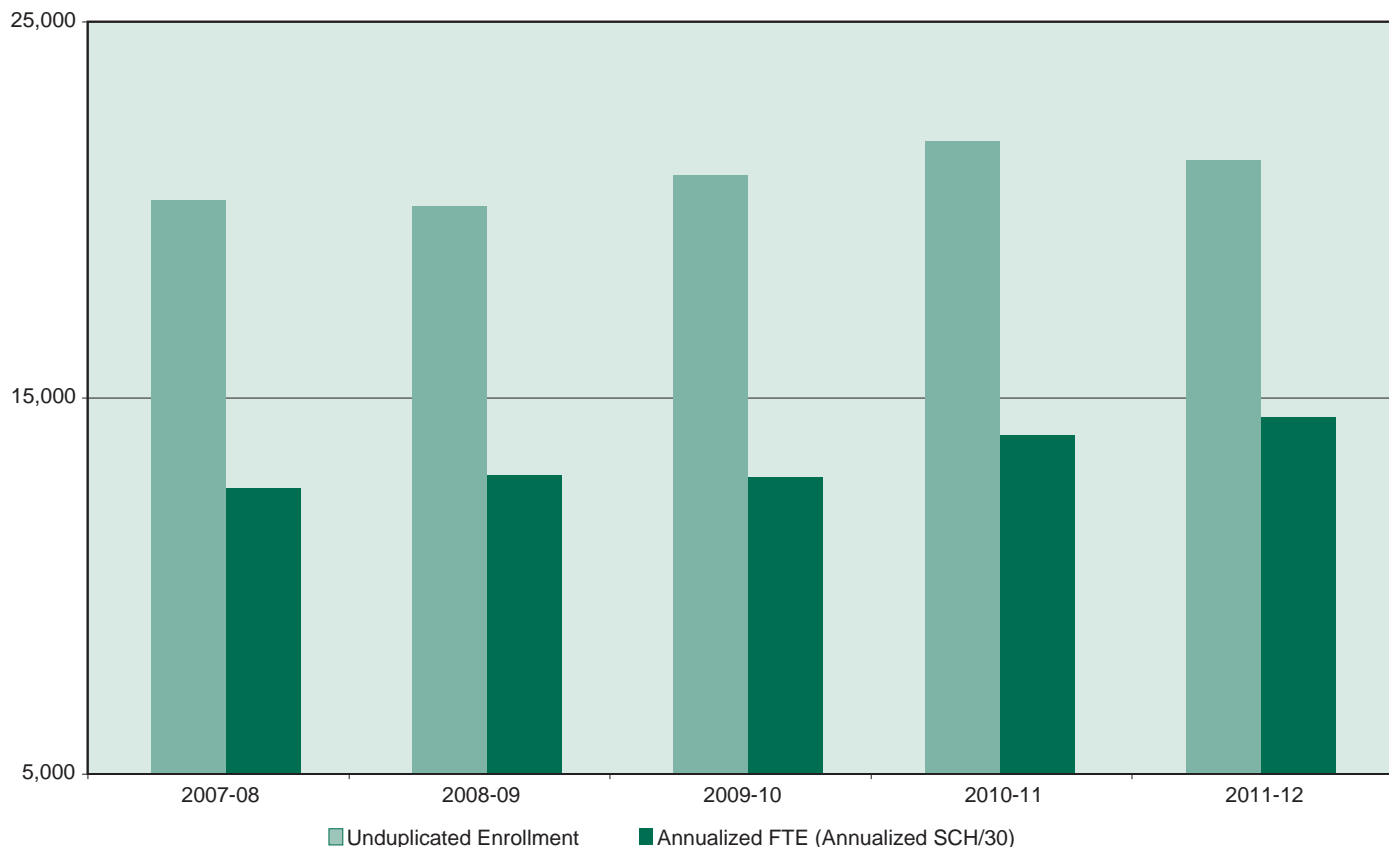
Table 2.24: Annualized Student Credit Hours (SCH) by College: 5-Year Trend

College	2007-08		2008-09		2009-10		2010-11		2011-12		Percent Change	
	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	1-Year	5-Year
Business	54,318	15%	56,353	15%	62,511	17%	64,552	16%	63,400	15%	-2%	17%
CLASS	112,628	31%	111,125	30%	118,784	32%	123,703	30%	121,368	29%	-2%	8%
Education	44,781	12%	44,559	12%	43,353	12%	44,548	11%	42,104	10%	-5%	-6%
Nursing	8,158	2%	8,601	2%	9,644	3%	9,747	2%	10,910	3%	12%	34%
Engineering	15,882	4%	16,052	4%	17,340	5%	20,527	5%	20,749	5%	1%	31%
Science	86,870	24%	90,202	24%	97,369	26%	104,709	25%	111,943	27%	7%	29%
Urban Affairs	19,981	5%	22,177	6%	22,811	6%	24,527	6%	25,386	6%	4%	27%
Law	18,677	5%	17,489	5%	17,240	5%	16,356	4%	15,261	4%	-7%	-18%
Undergraduate Studies	1,219	0%	1,130	0%	1,251	0%	1,239	0%	1,376	0%	11%	13%
Graduate Studies	48	0%		0%		0%		0%		0%	-	-100%
Honors	205	0%	243	0%	223	0%	348	0%	242	0%	-30%	18%
Other <sup>1</sup>	1,094	0%	1,507	0%	2,441	1%	2,447	1%	2,662	1%	9%	143%
<b>Total Annualized SCH</b>	<b>363,861</b>	<b>100%</b>	<b>369,438</b>	<b>100%</b>	<b>369,438</b>	<b>100%</b>	<b>412,703</b>	<b>100%</b>	<b>415,401</b>	<b>100%</b>	<b>1%</b>	<b>14%</b>
<b>Annualized FTE</b>												
<b>(Annualized SCH/30)</b>	<b>12,129</b>		<b>12,315</b>		<b>12,315</b>		<b>13,757</b>		<b>13,847</b>		<b>1%</b>	<b>14%</b>
<b>Unduplicated Enrollment</b>	<b>20,382</b>		<b>20,109</b>		<b>21,035</b>		<b>21,717</b>		<b>21,319</b>		<b>-2%</b>	<b>5%</b>

Note: <sup>1</sup> Remedial Math and English returned to their respective Colleges from Undergraduate (University) Studies in 2007-2008.

<sup>2</sup> Other includes students enrolled in Air Force, Career Services, English as a Second Language, Military Science, Physician Assistant, Special Programs and Study Abroad.

Figure 2.24: Annualized FTE (SCH/30) and Unduplicated Enrollment Trend

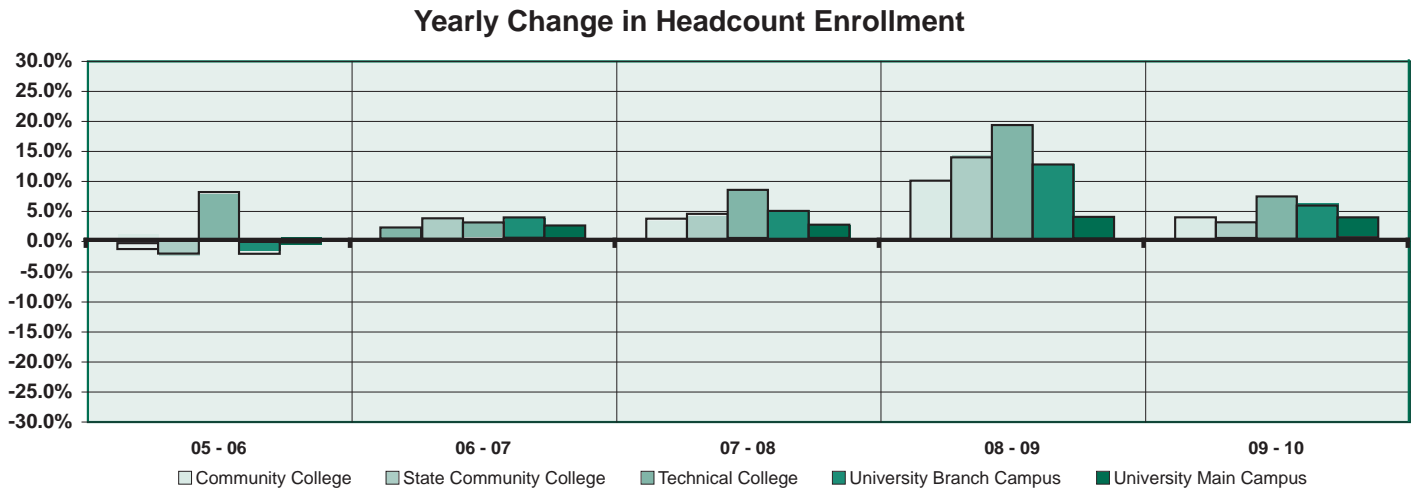


**Table 2.25: Yearly Change in Enrollment by Campus Types for Ohio Institutions  
Fall 2006 – 2010**

Campus Type	2006	2007	2008 <sup>†</sup>	2009	2010	Percent Change	
						1-year	5-year
Community College	71,636	72,374	74,792	82,528	85,093	3.1%	18.8%
State Community College	67,077	69,792	72,570	82,491	84,663	2.6%	26.2%
Technical College	28,811	29,443	32,080	38,242	41,247	7.9%	43.2%
University Branch Campus	45,381	46,758	48,815	54,999	58,714	6.8%	29.4%
University Main Campus	253,239	257,360	262,506	274,449	286,752	4.5%	13.2%

Note: (†) Medical University of Ohio was excluded because their data has not been finalized. Run Date: 9/7/2012.

**Figure 2.25: Yearly Change in Enrollment by Campus Types for Ohio Institutions  
Fall 2006 – 2010**



**Table 2.26: Main Campus Enrollment for Select Ohio Four Year Institutions  
Fall 2007 – 2011**

Institution	2007	2008	2009	2010	2011	Percent Change	
						1-year	5-year
University of Akron	23,258	24,722	26,395	27,718	27,998	1.0%	20.4%
Bowling Green State University	18,653	17,877	NA	NA	17,502	NA	-6.2%
University of Cincinnati	29,218	29,566	31,296	32,617	33,812	3.7%	15.7%
<b>Cleveland State University</b>	<b>15,370</b>	<b>15,438</b>	<b>16,506<sup>†</sup></b>	<b>17,386</b>	<b>17,447</b>	<b>0.4%</b>	<b>13.5%</b>
Central State University	2,020 <sup>†</sup>	2,157 <sup>†</sup>	NA	2,272	2,476	9.0%	22.6%
Kent State University	22,978 <sup>†</sup>	23,174 <sup>†</sup>	25,351 <sup>†</sup>	26,841	28,064	4.6%	22.1%
Medical University of Ohio	1,353	NA	NA	NA	NA	NA	NA
Miami University	16,406	16,815	16,767	18,243	17,926	-1.7%	9.3%
Ohio State University	53,408 <sup>†</sup>	54,551 <sup>†</sup>	NA	NA <sup>†</sup>	57,857 <sup>†</sup>	NA	8.3
Ohio University	21,089 <sup>†</sup>	21,363 <sup>†</sup>	22,640 <sup>†</sup>	25,083	26,201	4.5%	24.2%
Shawnee State University	3,712	3,988	4,326	4,554	4,684	2.9%	26.2%
University of Toledo	19,950	22,252 <sup>†</sup>	23,119	23,144	22,679	-2.0%	13.7%
Wright State University	16,108	16,626 <sup>†</sup>	17,593 <sup>†</sup>	NA <sup>†</sup>	NA <sup>†</sup>	NA	NA
Youngstown State University	13,603	13,683	14,649	15,100	14,496	-4.0%	6.6%

Note: (†) Indicates institutions which had not finalized enrollment data by query date. Enrollment data excludes Study Abroad and Graduation Requirement course enrollments.

Source: The Ohio Board of Regents HEI Student Enrollment query. Run Date: June 29, 2012.





# Enrollment Characteristics of Students in CSU Colleges

# 3



BOOK OF TRENDS  
CLEVELAND STATE UNIVERSITY

For this year's Book of Trends we have made an adjustment in how we group students within a given department (tables 3.1 through 3.11a). Students with multiple majors are now reported in each major. Tables 3.1 through 3.11a show the number of declared majors within a given department and school, *not the number of students*. We were only able to apply this new method to Fall 2010 and Fall 2011 enrollment numbers; therefore numbers using the old method are reported from 2007, 2008, and 2009.

The rest of the tables in this chapter are at the school level and do follow the old rubric of selecting students based on their primary major, as determined by state reporting rules. As such, *these tables do represent headcounts*.



Table 3.1: College of Business: Fall Enrollment by Level and Major, 5-Year Trend

Department/Program	Description	2007	2008	2009	2010	2011	Percent Change	
		Primary	Primary	Primary	All	All	1 year	5 year
<b>Bachelor's</b>								
Accounting	Accounting	334	365	390	412	366	-11%	10%
Business Administration	Business Administration	123	298	404	469	485	3%	294%
	Business Administration (LK)	9	21	49	55	51	-7%	467%
Computer & Information Science	Computer and Information Science	127	131	176	183	183	0%	44%
	Computer Science	34	25	20	21	23	10%	-32%
	Information Systems	78	95	107	128	117	-9%	50%
Finance	Finance	210	218	185	186	158	-15%	-25%
Management & Labor Relations	Management & Labor Relations	130	118	100	137	119	-13%	-8%
Marketing	Marketing	181	197	196	238	221	-7%	22%
Operations & Supply Chain Management	Operations & Supply Chain Management	33	42	41	48	59	23%	79%
Other Business	Accelerated Bachelors of Business Administration	-	-	-	-	2	-	-
	Business Economics	95	61	58	61	56	-8%	-41%
	International Business	72	84	103	125	122	-2%	69%
	Pre-Business Administration	31	13	10	6	6	0%	-81%
	Undecided Business	385	258	227	212	140	-34%	-64%
<b>Total</b>		<b>1,842</b>	<b>1,926</b>	<b>2,066</b>	<b>2,281</b>	<b>2,108</b>	<b>-8%</b>	<b>14%</b>
<b>Graduate (excluding Doctoral)</b>								
Accounting	Financial Accounting & Audit	71	80	161	205	224	9%	215%
	Tax Program	19	17	25	34	43	26%	126%
AMBA	Accelerated Business Administration	46	45	15	33	47	42%	2%
Business Administration	Business Administration	527	564	672	691	666	-4%	26%
Computer & Information Science	Computer and Information Science	140	93	99	110	88	-20%	-37%
	Health Care Informatics Certificate	-	1	-	-	1	-	-
EMBA	Executive Business Administration	39	42	34	40	28	-30%	-28%
Finance	Finance	-	1	-	-	-	-	-
Health Care Administration	MBA-Health Care	30	22	42	45	44	-2%	47%
Labor Relations & Human Resources	Labor Relations & Human Resources	59	57	50	69	70	1%	19%
Marketing	Global Business	-	-	1	-	1	-	-
	Marketing Analytics Certificate	-	-	2	1	2	100%	-
Other Business	Graduate Business	173	169	194	174	199	14%	15%
	Pre Accelerated MBA	1	-	-	-	-	-	-100%
<b>Total</b>		<b>1,105</b>	<b>1,091</b>	<b>1,295</b>	<b>1,402</b>	<b>1,413</b>	<b>1%</b>	<b>28%</b>

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Table 3.1: College of Business: Fall Enrollment by Level and Major, 5-Year Trend

<i>continued from previous page</i>		2007	2008	2009	2010	2011	Percent Change	
Department/Program	Description	Primary	Primary	Primary	All	All	1 year	5 year
<b>Doctoral</b>								
Business Administration	Accounting	-	1	-	-	-	-	-
	Business Administration	25	21	-	-	-	-	-100%
	Computer and Information Science	2	-	13	12	10	-17%	400%
	Finance	5	4	17	8	8	0%	60%
	Labor Relations and Human Resources	-	-	2	2	2	0%	-
	Marketing	4	5	16	12	11	-8%	175%
	Marketing-Global Business Specialization	-	-	3	3	2	-33%	-
	Operations & Supply Chain Management	4	5	11	10	5	-50%	25%
<b>Total</b>		<b>40</b>	<b>36</b>	<b>62</b>	<b>47</b>	<b>38</b>	<b>-19%</b>	<b>-5%</b>
<b>Total Business</b>		<b>2,987</b>	<b>3,053</b>	<b>3,423</b>	<b>3,730</b>	<b>3,559</b>	<b>-5%</b>	<b>19%</b>

## Monte Ahuja College of Business

### BACHELOR'S DEGREES

- **The College of Business** has been successful in achieving maintenance of accreditation in business and accounting from AACSB International for our bachelor, master, and doctoral programs. During the recent maintenance of accreditation process we were recognized for our excellence in academic programming, faculty scholarship, the diversity council, and outreach to the business community.
- **Our global business** programs have been recognized with President Obama's E-Award from the U.S. Department of Commerce: <http://blog.trade.gov/2011/05/16/worldtradeweek/>.
- **Our students and their faculty advisors** have been recognized for their success in the Clean Energy Challenge for their innovation in sustainable business practices <http://www.csuohio.edu/business/osm/resources/news/2012/Clean-Energy-Challenge.html>.
- **Assisting and Advising Freshmen and Sophomores.** In order to better serve the interests and concerns of first and second-year undergraduate students, a new initiative is being studied that will help students to navigate through the academic, campus, and professional worlds of the undergraduate experience at CSU.
- **Ahuja Summer Scholarship:** The College provided more than 350 scholarships to support undergraduate and graduate Ahuja students' academic studies during the summer semester in order to help students fast track their degree completion.
- **General Major in Business Administration.** This recently-launched cross-functional major continues to show significant growth from 123 majors in 2007 to more than 400 in 2010. This major, which requires the student to take elective courses in a minimum of four functional areas, appeals to many working adults who want to complete the business degree at the main campus and at convenient extended campus locations.
- **Other Popular Majors.** Other majors that continue to show enrollment growth include accounting, marketing, information systems, finance, international business, operations management, and business economics. Students are also continuing to choose double majors.
- **Viking Student-Managed Investment Fund:** Monetary support from the Key Foundation, the CSU Foundation, and the Ahuja College created a \$300,000 fund dedicated to providing business students with hands-on experience in formulating strategy and selecting and managing an investment portfolio. A hand-picked group of highly-motivated undergraduate and graduate finance students are enrolled in this program and make investment decisions as a team. Even in a volatile market, the fund has grown to more than \$400,000 in addition to providing students with valuable learning experiences.

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## Monte Ahuja College of Business *continued from previous page*

### MASTER'S DEGREES

- **The Executive MBA program** has been recognized as a “best value” by CNN Money.
- **Dr. Stephen Kirk (MBA alum)**, former Lubrizol Corporation, Chief Operating Officer has been appointed as Executive-in-Residence of the Executive MBA program. Our Executives in Residence have provided our business school access to a network of resources that have enhanced and will continue to enhance our academic and outreach programs.
- **With more than 800 full- and part-time students**, the MBA degree continues to be the most popular graduate business degree in the College, accounting for more than 65% of graduate business enrollment.
- **Enrollment for master’s degree programs** in business and CIS grew 20% over a five-year period. This increase has been attributed to improvements in the College’s recruiting and enrollment management strategies and continuous improvements in programs aimed at student retention.
- **The Global Accelerated MBA program**, launched in 2010, focuses on upper-division MBA courses with a global flavor and includes an international business study tour. Recent Global AMBA classes visited Spain and Portugal (2010) and Belgium and the Netherlands (2011).

- **The Master of Accountancy program** has more than doubled in size from 2006 to 2010. The program continues to be popular because of attractive job prospects for accountants, strong faculty engagement with the accounting profession, curriculum improvements, and new admission requirements.
- **The Management & Labor Relations program** is a small but selective program which has grown 17% over a 5-year period and 38% since 2009. The program prepares students for careers in human resources management and labor relations.
- **Overall enrollment in master’s degree programs grew** consistently from 2006-2012. Well-planned recruiting efforts and the offering of graduate programs at off-site locations including corporate sites have contributed to the growth of enrollments in our business programs.
- **Certificate in Global Sustainable Business Practices.** The Ahuja College was awarded a grant from the U.S. Department of Education to integrate the principles of sustainability across all international business programs, partnerships, and alliances. The Global Certificate program was developed partly to fulfill the requirements of the grant but also to introduce sustainable business skills and practices to a new generation of business students. The program was launched in Fall 2010.

### DOCTORAL DEGREES

- The DBA program prepares students to teach and conduct scholarly research in five areas: finance, marketing, information systems, operations and supply chain management, and global business.
- New cohorts are recruited every three years in order to provide full support for full-time students.
- Graduates of the DBA program are employed in faculty positions of universities in the U.S. and in various parts of the world including Canada, Taiwan, Zambia, Bangladesh, and Dubai.
- DBA alumni have achieved significant successes in academics and in industry.

Table 3.2 : College of Liberal Arts and Social Sciences: Fall Enrollment by Level and Major, 5-Year Trend

Department/Program	Description	2007	2008	2009	2010	2011	Percent Change	
		Primary	Primary	Primary	All	All	1 year	5 year
<b>Bachelor's</b>								
Anthropology	Anthropology	39	53	62	82	89	9%	128%
	Linguistics	15	16	18	28	28	0%	87%
Art	Art	179	197	215	228	240	5%	34%
	Certificate in Graphic Design	2	6	5	12	7	-42%	250%
Communication	Certificate in Journalism	-	1	-	2	-	-100%	-
	Communication	286	261	236	248	203	-18%	-29%
	Communication Management	37	29	37	42	39	-7%	5%
	Film and Digital Media	94	136	132	167	174	4%	85%
	Journalism	137	155	172	203	185	-9%	35%
	Multimedia Advertising	-	1	-	1	-	-100%	-
Economics	Economics	20	17	29	41	38	-7%	90%
English	English	211	210	221	251	244	-3%	16%
	Professional Writing Certificate	-	-	1	1	-	-100%	-
History	History	99	119	143	135	122	-10%	23%
	Social Studies	26	23	28	52	43	-17%	65%
Interdisciplinary	Black Studies	-	-	-	-	4	-	-
	Classical and Medieval Studies	14	11	11	7	9	29%	-36%
	Liberal Studies	52	54	48	65	46	-29%	-12%
	Women's Studies	8	10	7	12	8	-33%	0%
Modern Languages	French	11	16	8	9	12	33%	9%
	Spanish	34	39	45	60	55	-8%	62%
Music	Music	95	95	68	71	95	34%	0%
	Pre-Music	18	21	59	83	62	-25%	244%
Other CLASS	Other CLASS (FC)	8	2	-	2	2	0%	-75%
	Pre-Education	23	14	7	2	2	0%	-91%
	Pre-Social Work	83	61	101	79	107	35%	29%
	Undecided	165	134	216	248	253	2%	53%
	Undecided CLASS	314	229	170	102	215	111%	-32%
Philosophy	Bioethics Certificate	-	-	1	3	3	0%	-
	Philosophy	22	22	25	27	25	-7%	14%
	Philosophy - Ethics Track	-	-	-	3	1	-67%	-
Political Science/IR	International Relations	49	50	58	79	92	16%	88%
	Political Science	109	111	138	162	144	-11%	32%
Religious Studies	Religious Studies	15	23	16	30	25	-17%	67%
Social Work	Social Work	164	224	194	241	242	0%	48%

Note: Other CLASS (FC) represents former First College students with non-specific majors, such as Personally Designed Major, who have not declared a new major.

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Table 3.2 : College of Liberal Arts and Social Sciences: Fall Enrollment by Level and Major, 5-Year Trend

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Department/Program	Description	2007	2008	2009	2010	2011	Percent Change	
		Primary	Primary	Primary	All	All	1 year	5 year
Sociology	Criminal Justice Certificate	-	-	-	-	1	-	-
	Criminology	158	202	220	340	353	4%	123%
	Social Science	15	10	8	12	13	8%	-13%
	Sociology	102	100	95	145	178	23%	75%
Theatre and Dance	Drama	39	45	49	52	54	4%	38%
<b>Total</b>		<b>2,643</b>	<b>2,697</b>	<b>2,843</b>	<b>3,327</b>	<b>3,413</b>	<b>3%</b>	<b>29%</b>

Department/Program	Description	2007	2008	2009	2010	2011	Percent Change	
		Primary	Primary	Primary	All	All	1 year	5 year
<b>Master's</b>								
Art	Art	-	-	1	-	1	-	-
Communication	Communication	28	25	35	36	30	-17%	7%
Economics	Economics	24	16	27	24	31	29%	29%
English	English	66	65	68	78	74	-5%	12%
	Master of Fine Arts-Creative Writing	18	19	17	23	24	4%	33%
History	History	28	31	32	33	38	15%	36%
Modern Languages	Spanish	11	18	21	16	11	-31%	0%
Music	Music	39	46	43	44	28	-36%	-28%
Other CLASS	Graduate CLASS Certificate	-	1	1	-	-	-	-
	Undecided CLASS	68	72	80	64	73	14%	7%
Philosophy	Advanced Studies in Bioethics	-	3	1	7	3	-57%	-
	Philosophy	16	10	12	13	13	0%	-19%
Political Science/IR	Global Interaction	-	-	4	24	46	92%	-
Social Work	Social Work	196	205	197	193	206	7%	5%
Sociology	Sociology	40	35	43	38	32	-16%	-20%
<b>Total</b>		<b>534</b>	<b>546</b>	<b>582</b>	<b>593</b>	<b>610</b>	<b>3%</b>	<b>14%</b>
<b>CLASS TOTAL</b>		<b>3,177</b>	<b>3,243</b>	<b>3,425</b>	<b>3,920</b>	<b>4,023</b>	<b>3%</b>	<b>27%</b>

Note: Other CLASS (FC) represents former First College students with non-specific majors, such as Personally Designed Major, who have not declared a new major.

## College of Liberal Arts and Social Sciences

### COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES PROGRAM TRENDS

- CLASS continued to experience overall growth during 2011. The college grew by 3% overall (1-year change), increasing by 3% at both the undergraduate and graduate levels.
- The graduate degree program in Global Interactions (Political Science), introduced in 2009, continued to grow rapidly, from 24 students in 2010 to 46 in 2011.

### GROWTH AREAS

- Criminology continues to be the largest program in the College with 353 students, having grown another 4% since 2010.
  - Sociology increased its number of majors by 33, or 23% since 2010.
- ### UNDERGRADUATE TRENDS
- Undergraduates with declared majors in CLASS programs increased from 2,894 in 2010 to 3,024 in 2011, an increase of 130 new majors. This represents a 29% increase from 2,349 declared majors in 2009.
  - College interdisciplinary programs expanded with the addition of the Black Studies major.
  - Established majors that continued to exhibit steady growth over the 5-year period included Anthropology, Art, Film & Digital Media, International Relations, and Theatre and Dance.

### GRADUATE PROGRAMS

- The College gained in graduate enrollments in 2010, increasing by 3% from the previous year and 14% over 5 years.
- The MA in Global Interaction, housed in the Political Science department, continued to show sustained growth, with a 92% 1-year increase.
- MA programs in Economics, History, and Social Work continued steady growth based on both 1-year and 5-year comparisons.
- The Master of Social Work program remained the largest graduate program in the College, with 206 students (33% of the 610 degree-seeking graduate students).

Table 3.3: College of Education and Human Services: Fall Enrollment by Level and Major, 5-Year Trend

Department/Program	Description	2007	2008	2009	2010	2011	Percent Change	
		Primary	Primary	Primary	All	All	1 year	5 year
<b>Bachelor's</b>								
Health And Physical Education	Exercise/Fitness Specialist	14	17	14	19	18	-5%	29%
	Physical Education	20	19	17	20	19	-5%	-5%
	Sports Management	18	24	18	19	10	-47%	-44%
Teacher Education	Certificate Program in TESOL	-	-	-	3	2	-33%	-
	Early Childhood Education	183	180	171	210	204	-3%	11%
	Middle Childhood Education	87	93	78	102	116	14%	33%
	Mild/Moderate Educational Needs	74	78	70	96	79	-18%	7%
	Moderate/Intensive Educational Needs	27	26	20	41	39	-5%	44%
Other Education	Special Education	9	3	2	2	3	50%	-67%
	Pre-Education	311	314	444	383	379	-1%	22%
	Teacher Certification	101	87	88	105	95	-10%	-6%
	Undecided Education	56	37	22	19	13	-32%	-77%
<b>Total</b>		<b>900</b>	<b>878</b>	<b>944</b>	<b>1,019</b>	<b>977</b>	<b>-4%</b>	<b>9%</b>
<b>Master's (excluding Doctoral)</b>								
CASAL	Adult Learning and Development	111	111	97	111	110	-1%	-1%
	Chemical Dependency Counseling Certificate			8	3	3	0%	-
	Community Agency Counseling	56	75	66	62	63	2%	13%
	Counseling and Pupil Personnel Administration	1	1	-	1	1	0%	0%
	Early Childhood Mental Health	-	-	7	12	2	-83%	-
	Education Specialist	4	1	-	-	1	-	-75%
	Educational Administration	78	82	94	76	75	-1%	-4%
	Organizational Leadership	16	50	23	17	16	-6%	0%
	School Counseling	83	73	82	85	68	-20%	-18%
	Supervision	13	12	6	4	2	-50%	-85%
Health And Physical Education	Community Health Education	20	16	13	14	18	29%	-10%
	Exercise Science	16	18	34	34	43	26%	169%
	Health and Physical Education-Curric & Instruction	-	1	-	-	-	-	-
	Master of Public Health	25	28	33	31	28	-10%	12%
	Sports Management	30	26	30	32	37	16%	23%
Teacher Education	Sports Management and Exercise Science	8	10	3	4	6	50%	-25%
	Certificate Program in TESOL	3	13	6	5	1	-80%	-67%
	Curriculum & Instruction	666	684	642	598	498	-17%	-25%
Other Education	Middle Child Math Education	8	11	-	-	-	-	-100%
	Middle Child Science Education	3	4	-	-	-	-	-100%
	Education	5	2	-	-	-	-	-100%
Graduate Education	Graduate Education	299	250	213	219	167	-24%	-44%
	Graduate Education Licensure	122	170	178	218	246	13%	102%
<b>Total</b>		<b>1,567</b>	<b>1,638</b>	<b>1,535</b>	<b>1,526</b>	<b>1,385</b>	<b>-9%</b>	<b>-12%</b>

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Table 3.3: College of Education and Human Services: Fall Enrollment by Level and Major, 5-Year Trend

Department/Program	Description	2007	2008	2009	2010	2011	Percent Change	
		Primary	Primary	Primary	All	All	1 year	5 year
<b>Doctoral</b>								
Doctoral	Counseling	20	16	18	19	17	-11%	-15%
	Counseling Psychology	12	14	16	19	22	16%	83%
	Leadership and Lifelong Learning	13	17	22	20	23	15%	77%
	Learning and Development	36	35	29	26	26	0%	-28%
	Policy Studies	9	12	14	16	16	0%	78%
	School Administration	18	16	13	12	16	33%	-11%
	Urban Education: Nursing	-	-	-	-	1	-	-
<b>Total</b>		<b>108</b>	<b>110</b>	<b>112</b>	<b>112</b>	<b>121</b>	<b>8%</b>	<b>12%</b>
<b>Education Total</b>		<b>2,575</b>	<b>2,626</b>	<b>2,591</b>	<b>2,657</b>	<b>2,483</b>	<b>-7%</b>	<b>-4%</b>

## College of Education & Human Services

### BACHELOR'S DEGREE PROGRAMS

- Continuing financial difficulties of local school districts has led to a weak local job market for teachers. In spite of this, we have seen strong growth in our Middle Childhood program.
- Although there was a one-year dip in enrollment for Exercise/Fitness Specialists and the Mild/Moderate and Moderate/Intensive Intervention Specialist programs, the 5-year trend has demonstrated ongoing demand for these programs.

### MASTER'S DEGREE PROGRAMS

- The Master's programs in Exercise Science and Sports Management have continued to show strong growth in the short and long term.
- The steadily increasing numbers in the Graduate Education Licensure programs are comprised primarily of candidates in our post-masters Inspired Leaders Principal licensure program, which is a special cohort-based program to earn principal licensure within a year.
- Recently failed school levies, teacher layoffs, and changes in teacher licensure that no longer require a masters degree may contribute to recent declines in the Curriculum and Instruction program, which is largely populated by local teachers.

### DOCTORAL PROGRAM

- Demand for the doctoral program remains consistent overall. Growth is limited by a cap on enrollment in this cohort-based program.
- With steady enrollment since its inception, the Counseling Psychology specialization continues to build to its capacity as the program matures. With its Fall 2010 accreditation by the American Psychological Association, this specialization is expected to grow even more. The Nursing specialization also started to receive students in 2011 and is expected to grow in upcoming years.

Table 3.4: School of Nursing: Fall Enrollment by Level and Major, 5-Year Trend

Department/Program	Description	2007	2008	2009	2010	2011	Percent Change	
		Primary	Primary	Primary	All	All	1 year	5 year
<b>Undergraduate</b>								
Nursing	Accelerated Option BSN Track	51	56	68	46	78	70%	53%
	RN to BSN Track	60	48	20	20	11	-45%	-82%
	Basic BSN Track	144	137	84	177	212	20%	47%
	Pre-Nursing <sup>1</sup>	150	233	343	-	-	-	-100%
	Pre-Nursing (Student does not have RN)	-	-	-	7	188	2586%	-
	Pre-Nursing (Student has RN)	-	-	-	12	13	8%	-
<b>Total</b>		<b>405</b>	<b>474</b>	<b>515</b>	<b>262</b>	<b>502</b>	<b>92%</b>	<b>24%</b>
<b>Graduate (excluding Doctoral)</b>								
Nursing	Graduate Nursing Nondegree	-	-	-	-	2	-	-
	MS Nursing	28	45	41	52	53	2%	89%
	MS Nursing & MBA Joint Degree	2	1	1	2	2	0%	0%
	Nursing Education Certificate	2	1	1	1	1	0%	-50%
	School Nurse Licensure Preparation	-	-	-	-	1	-	-
<b>Total</b>		<b>32</b>	<b>47</b>	<b>43</b>	<b>55</b>	<b>59</b>	<b>7%</b>	<b>84%</b>
<b>Nursing Total</b>		<b>437</b>	<b>521</b>	<b>558</b>	<b>317</b>	<b>561</b>	<b>77%</b>	<b>28%</b>

<sup>1</sup>As the School of Nursing split from the College of Education, a number of changes occurred in the SON's academic plan codes; specifically, Pre-Nursing plan codes. Originally, all students interested in nursing, but who had not yet been admitted to the school were grouped into general "Pre-nursing" codes. The Fall of 2010 was a transitional year, wherein most students who had not been admitted into the nursing program were grouped under an "Exploratory Nursing" code housed in Undergraduate Studies. This past year, Fall 2011, students who have been admitted to CSU but not yet been admitted to the SON are grouped into codes based on where they are receiving advising. "Pre-Nursing," regardless of whether the student has earned any other degree or licensure, now refers to students receiving their advising by SON advisors. "Exploratory Nursing" refers to students who have indicated an interest in nursing but who are being advised by Undergraduate Studies advisors. See Table 3.9 for counts of those enrolled in Exploratory Nursing.

## School of Nursing

The School of Nursing is a free-standing unit reporting directly to the Provost since July 1, 2010. The nursing enrollment data shown in this publication have been extracted from what was reported during the period 2007 through 2010 when the School of Nursing was a unit in the College of Education and Human Services. The data reported beginning Fall 2011 reflects the School of Nursing records.

The School of Nursing is housed in Julka Hall, which provides a wonderful home for students, faculty and staff to work together to meet student learning outcomes. The Nursing Resource Laboratories (NRL) where the students learn nursing skills and develop competency through practice on manikins and simulation experiences, are an essential component for clinical education. The NRL is a state of the art facility housed on the first and second floor of the Chester Building. They have been expanded and technologically updated so that they continue to provide an outstanding learning environment for students to safely learn complex psychomotor skills prior to caring for human patients during their clinical courses.

### BACHELOR'S DEGREE PROGRAMS

- The School of Nursing offers three different tracks through which students can earn a Bachelor of Science in Nursing (BSN) degree. These are the traditional BSN track, the Accelerated Option (post-baccalaureate) track, and the RN to BSN track. The first two tracks prepare the graduate to seek licensure as a professional nurse. The third track provides a route for licensed RNs to build on their Associate Degrees or Diplomas and earn a baccalaureate degree in Nursing, which in turn prepares them for graduate study and/or career advancement.
- In the past year, the slight decline that had occurred in the demand for nurses due to the economic slowdown has turned around and the demand for nurses nationwide and in this region again is growing, making nursing an appealing career choice with excellent prospects for employment or promotion. The Accelerated Option (AO) track, which allows individuals with a bachelor's degree in another area to earn the BSN in four consecutive semesters, has been especially attractive to those seeking a change to a more stable career.
- Larger state-of-the-art classroom space in Julka Hall has allowed the School of Nursing to efficiently deliver lectures to the expanded number of students entering the Nursing Program in both pre-licensure cohorts.
- Currently the School of Nursing admits 80 students to the basic BSN program which begins each year in the Fall semester and 80 students to the Accelerated Option program which begins a new cohort each Spring semester. Previously the Accelerated Option students enrolled in smaller cohorts - half in Spring and half in Summer semesters. This change to the admission schedule resulted in a temporary one semester decrease in AO enrollment in 2010, but provides a better sequence for students in this intense program. The schedule change was supported by previous AO student feedback.

- Since Fall 2008, the entire RN to BSN track has been offered online in response to student feedback, allowing working nurses the flexibility to complete a degree around their demanding 24/7 schedules. The Nursing portion of this program can be completed in three semesters during one academic year.
- A major revision of the undergraduate curriculum and course scheduling also based on student feedback and revised accreditation standards was completed in 2009. The new curriculum was implemented beginning Fall 2010 and has improved learning experience and enhanced outcomes.

### MASTER'S DEGREE PROGRAMS

The MSN program continues to see enrollment increases as a result of recruiting efforts and networking. Graduate students can choose from one of five tracks: Specialized Populations, Forensic Nursing, Clinical Nurse Leader, Nursing Education, and a joint MSN/MBA offered in cooperation with the Monte Ahuja College of Business.

The on-line delivery of this program serves not only working nurses, but also allows a growing number of out-of-state students to benefit from CSU's population health based graduate program. This has contributed to the observed increase in the MSN program, as have changes in professional standards that promote advanced education for nurses. The MSN curriculum has been totally revised to meet changing accreditation standards and to reflect feedback from students regarding the content of key courses and the applicability to their career plans. The new curriculum is being phased in with new MSN students beginning Fall 2012.

### NEW PHD TRACK

To respond to the critical shortage of nursing faculty throughout the country, the School of Nursing collaborated with the College of Education and Human Services to offer a new specialization track as part of the PhD in Urban Education degree. This new track, Nursing Education, builds on the core courses in the PhD program, and will be taught by School of Nursing faculty. Applicants must have an earned MSN to apply and will be expected to focus their research on an aspect of nursing education. The first students were admitted on a part time basis in the Fall of 2011.

Table 3.5: College of Engineering: Fall Enrollment by Level and Major, 5-Year Trend

Department/Program	Description	2007	2008	2009	2010	2011	Percent Change	
		Primary	Primary	Primary	All	All	1 year	5 year
<b>Undergraduate</b>								
Chemical & Biomedical Engineering	Chemical Engineering	56	66	76	92	101	10%	80%
Civil & Environmental Engineering	Civil Engineering	101	104	104	113	108	-4%	7%
Electrical & Computer Engineering	Computer Engineering	58	68	70	75	71	-5%	22%
	Electrical & Computer Engineering	1	-	-	-	-	-	-100%
	Electrical Engineer Technology	-	-	-	4	-	-100%	-
Engineering Technology	Electrical Engineering	128	140	145	170	157	-8%	23%
	Electronic Engineering Technology	23	27	40	42	51	21%	122%
	Mechanical Engineering Technology	23	25	38	42	38	-10%	65%
Industrial & Manufacturing Engineering	Industrial & Manufacturing Engineering	26	19	12	2	-	-100%	-100%
Mechanical Engineering	Mechanical Engineering	170	169	193	194	215	11%	26%
Other Engineering	Engineering Tech-Undecided	-	16	34	32	24	-25%	-
	Pre-Engineering	81	91	120	164	226	38%	179%
	Undecided Engineering	13	14	24	15	15	0%	15%
<b>Total</b>		<b>680</b>	<b>739</b>	<b>856</b>	<b>945</b>	<b>1,006</b>	<b>6%</b>	<b>48%</b>
<b>Graduate (excluding Doctoral)</b>								
Chemical & Biomedical Engineering	Biomedical Engineering	-	-	9	29	33	14%	-
	Chemical Engineering	38	29	25	33	36	9%	-5%
Civil & Environmental Engineering	Civil Engineering	33	37	50	42	31	-26%	-6%
	Engineering Mechanics	1	1	3	5	3	-40%	200%
	Environmental Engineering	15	10	9	3	5	67%	-67%
Electrical & Computer Engineering	Electrical Engineering	161	117	108	154	145	-6%	-10%
	Software Engineering	25	27	26	27	34	26%	36%
Industrial & Manufacturing Engineering	Industrial Engineering	36	28	23	24	24	0%	-33%
Mechanical Engineering	Mechanical Engineering	58	56	60	62	58	-6%	0%
Other Engineering	Graduate Engineering	17	20	26	30	26	-13%	53%
<b>Total</b>		<b>384</b>	<b>325</b>	<b>339</b>	<b>409</b>	<b>395</b>	<b>-3%</b>	<b>3%</b>
<b>Doctoral</b>								
Doctor of Engineering	Applied Biomedical Engineering	32	26	28	24	22	-8%	-31%
	Chemical Engineering	6	8	5	3	3	0%	-50%
	Civil Engineering	7	6	6	9	9	0%	29%
	Electrical Engineering	21	19	27	26	25	-4%	19%
	Industrial & Manufacturing Engineering	9	5	5	4	2	-50%	-78%
	Mechanical Engineering	8	4	6	3	8	167%	0%
<b>Total</b>		<b>83</b>	<b>68</b>	<b>77</b>	<b>69</b>	<b>69</b>	<b>0%</b>	<b>-17%</b>
<b>Engineering Total</b>		<b>1,147</b>	<b>1,132</b>	<b>1,272</b>	<b>1,423</b>	<b>1,470</b>	<b>3%</b>	<b>28%</b>

## College of Engineering

### BACHELOR'S

- Compared with 2010 data, the College shows a 6% increase. The increase in undergraduate enrollment may be attributed to Fenn Academy's involvement with local high schools.
- The increasing enrollment trend is expected to continue as the enrollment has increased by 48% over a five-year period.
- The College's new undergraduate enrollment continues to grow and shows a substantial 41% increase over a five-year period (referring to Table 2.5). In particular, the new freshmen enrollment has realized an impressive 47% increase over the past five-year period.
- The zero enrollment from the Industrial & Manufacturing Engineering was expected, which means that every student in that program has graduated since the program has been suspended in Fall 2009.

### MASTER'S AND DOCTORAL PROGRAMS

- The College's enrollment at the Master's level slowed down in Fall 2008 after two consecutive years of growth. But, it has turned around in Fall 2009 and continued to increase by 17% a year later. Nevertheless, the enrollment in Fall 2011 slightly dropped by 3% over a year ago.
- The newly established Master's program of Biomedical Engineering has been successful in attracting a significant number of new students to the program, evidenced by the 222% enrollment surge in Fall 2010 as compared to Fall 2009. The enrollment continued to grow by another 14% in Fall 2011.
- Overall, the enrollment of the College's Doctoral Program in Fall 2011 remains unchanged compared to the previous year. However, Mechanical Engineering has realized a substantial increase of 167% in doctoral enrollment.

### OVERALL

- The recent gains at the undergraduate level continue to look very promising for the future enrollment in the College of Engineering.
- The College was recently funded by OBOR under the Choose Ohio First Scholarships Program with approximately a half million dollars for the program entitled "Engineering across the Pipelines". The program is expected to improve the enrollment at the undergraduate level as well as the Master's level.
- Our 4+1 Accelerated Master's Programs from four departments took effect in Fall 2009.
- The College's recent articulation agreement with Bahceshir University from Turkey resulted in bringing some graduate students since Fall 2009.
- Over a five-year period, the College has realized an overall enrollment gain of 28%.

Table 3.6: College of Sciences and Health Professions: Fall Enrollment by Level and Major, 5-Year Trend

Department/Program	Description	2007	2008	2009	2010	2011	Percent Change	
		Primary	Primary	Primary	All	All	1 year	5 year
<b>Undergraduate</b>								
Biology, Geology & Environmental Science	Biology	208	229	291	401	446	11%	114%
	Biology-Medical Technology	23	39	44	54	61	13%	165%
	Environmental Science	39	47	48	80	95	19%	144%
	Geological Science	7	6	19	26	17	-35%	143%
Chemistry	Chemistry	73	83	89	115	104	-10%	42%
	Pharmaceutical Science	-	-	-	13	24	85%	-
	Pre-Pharmacy	75	66	95	103	94	-9%	25%
Health Sciences	Health Science	343	435	487	348	305	-12%	-11%
	Health Science Physician Assistant	-	-	-	35	104	197%	-
	Pre-Occupational Therapy	-	-	-	-	147	-	-
	Pre-Therapy	-	-	-	214	214	0%	-
	Speech & Hearing	65	76	80	90	110	22%	69%
Mathematics	Mathematics	64	64	66	115	118	3%	84%
Physics	Physics	28	26	33	41	46	12%	64%
Psychology	Psychology	396	426	491	625	676	8%	71%
Other Science	Certificate Programs	1	-	-	4	7	75%	600%
	Pre-Professional	123	105	114	176	263	49%	114%
	Undecided Science	166	83	85	53	42	-21%	-75%
<b>Total</b>		<b>1,611</b>	<b>1,685</b>	<b>1,942</b>	<b>2,493</b>	<b>2,873</b>	<b>21%</b>	<b>87%</b>
<b>Graduate (excluding Doctoral)</b>								
Biology, Geology & Environmental Science	Biology	24	24	27	34	31	-9%	29%
	Environmental Science	9	11	14	11	8	-27%	-11%
Chemistry	Chemistry	17	28	37	43	38	-12%	124%
Health Sciences	Health Science	45	70	80	100	111	11%	147%
	Master of Occupational Therapy	64	90	93	93	97	4%	52%
	Master of Physical Therapy	55	28	-	-	-	-	-100%
	Speech Pathology and Audiology	54	55	52	49	53	8%	-2%
Mathematics	Applied Statistics	-	-	-	3	11	267%	-
	Mathematics	22	24	29	26	36	38%	64%
Physics	Physics	10	14	16	13	15	15%	50%
Psychology	Psychology	120	128	120	102	115	13%	-4%
Other Science	Graduate Certificates	3	3	3	8	1	-88%	-67%
	Non-Degree Science	50	51	83	57	59	4%	18%
<b>Total</b>		<b>473</b>	<b>526</b>	<b>554</b>	<b>539</b>	<b>575</b>	<b>7%</b>	<b>22%</b>

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**Table 3.6: College of Sciences and Health Professions:  
Fall Enrollment by Level and Major, 5-Year Trend**

*continued from previous page*

Department/Program	Description	2007	2008	2009	2010	2011	Percent Change	
		Primary	Primary	Primary	All	All	1 year	5 year
<b>Doctoral</b>								
Biology, Geology & Environmental Science	Regulatory Biology	50	66	64	64	63	-2%	26%
Chemistry	Clinical Bioanalytical-Chemistry	55	45	52	57	71	25%	29%
Health Sciences	Doctor of Physical Therapy	-	33	63	86	91	6%	-
Psychology	Adult Development and Aging	-	-	2	4	4	0%	-
<b>Total</b>		<b>105</b>	<b>144</b>	<b>181</b>	<b>211</b>	<b>229</b>	<b>9%</b>	<b>118%</b>
<b>Science Total</b>		<b>2,189</b>	<b>2,355</b>	<b>2,677</b>	<b>3,243</b>	<b>3,677</b>	<b>18%</b>	<b>75%</b>

**Note:** The Master of Occupational Therapy program has transitioned to the Doctor of Physical Therapy program.

\* 2 Pre-Occupational moved to Pre-Physical for this in 2010

## College of Sciences and Health Professions

### GENERAL COMMENTS – ENROLLMENT GROWTH

- The data show substantial enrollment growth in the College over the past five years.
- Steady growth in the number of majors is seen for almost every program in the College over the five year period. Several programs show significant growth over the five year period, both at the graduate and undergraduate level, especially in Biology, Environmental Science, and Health Sciences.
- Present and future growth is supported by the excellent job opportunities in health-related fields. Faster (or much faster) than average growth rates are projected through 2016 by the Bureau of Labor Statistics ([www.bls.gov](http://www.bls.gov)) for physical therapy, occupational therapy, physician assistants (School of Health Sciences), psychologists (Psychology Dept.), medical technologists (Biology Dept.), applied statistics specialization (Mathematics Dept.), pharmacists (pre-pharmacy program in Chemistry), physicians (Biology, Chemistry, and Health Sciences), and medical research scientists (graduate programs in Biology, Chemistry, and Physics).

### NEW PROGRAMS

- A major source of the increase in Health Science majors is the articulation agreements with Tri-C and Lakeland Community College (with 20 Tri-C health sciences programs feeding students into the undergraduate BSHS program). A greater awareness of excellent employment opportunities in health-related fields and an increasing use of the BSHS major as a pre-professional degree have contributed to this increase as well.
- New programs (e.g., BS in Pharmaceutical Sciences) and new initiatives (e.g., 2+2 agreements with Tri-C and Lakeland) are expected to sustain and accelerate growth for the foreseeable future.
- An agreement to create a CSU psychology major at Lakeland Community College, PSEOP courses in psychology offered at area high schools, a collaboration with Tri-C to offer an MS in Health Sciences with a track in Physician Assistant Science, and articulation agreements with three universities in the People's Republic of China for the Chemistry master's program, all will encourage enrollment growth.
- Substantial growth in graduate programs is anticipated with the initiation of several new programs including: 4+1 master's degree options in all COSHP units.
- A new joint program with NEOMED will add a post-baccalaureate pre-medicine concentration in Health Sciences with an emphasis on urban health.

### DOCTORAL PROGRAMS

- PhD programs in Biology and Chemistry are nationally/internationally visible programs that partner with the Cleveland Clinic. Changes in enrollment are largely a function of available funding to support doctoral programs, but the number of outstanding applicants has continued to increase.
- The clinical, doctoral-level professional program in Physical Therapy (DPT) in the School of Health Sciences is growing rapidly, in response to local demand.

Table 3.7: College of Urban Affairs: Fall Enrollment by Level and Major, 5-Year Trend

Department/Program	Description	2007	2008	2009	2010	2011	Percent Change	
		Primary	Primary	Primary	All	All	1 year	5 year
<b>Undergraduate</b>								
Urban Studies	Environmental Studies	13	15	14	22	26	18%	100%
	Nonprofit Administration	51	64	63	50	77	54%	51%
	Nonprofit Administration (LR)	-	-	-	8	9	13%	-
	Organizational Leadership	-	-	25	47	45	-4%	-
	Organizational Leadership (LK)	-	-	-	19	22	16%	-
	Public Safety Management	40	35	34	30	39	30%	-3%
	Public Safety Management (LK)	-	-	-	10	10	0%	-
	Public Safety Management (LR)	-	-	-	5	4	-20%	-
	Urban Studies	133	119	126	120	124	3%	-7%
	Urban Studies (LR)	-	-	-	16	13	-19%	-
Other Urban Affairs	Pre-Urban Affairs	1	2	-	-	-	-	-100%
	Undecided Urban Affairs	21	22	30	10	9	-10%	-57%
	Urban Affairs Certificate <sup>c</sup>	-	1	-	-	-	-	-
	Urban Geographic Information Systems <sup>c</sup>	-	-	-	3	-	-100%	-
<b>Total</b>		<b>259</b>	<b>258</b>	<b>292</b>	<b>340</b>	<b>378</b>	<b>11%</b>	<b>46%</b>
<b>Graduate (excluding Doctoral)</b>								
Urban Studies	Environmental Studies	15	19	29	32	27	-16%	80%
	Local and Urban Management <sup>c</sup>	-	-	1	1	-	-100%	-
	Nonprofit Admin & Leadership	8	19	25	31	33	6%	313%
	NonProfit Admin & Leadership Accel 4+1	-	-	-	2	-	-100%	-
	Nonprofit Management <sup>c</sup>	3	5	12	11	3	-73%	0%
	Public Administration (MPA)	98	92	80	103	104	1%	6%
	Research Administration Certificate <sup>c</sup>	1	-	-	-	-	-	-100%
	Urban Economic Development <sup>c</sup>	-	3	1	2	1	-50%	-
	Urban Geographic Information Systems <sup>c</sup>	4	2	2	1	3	200%	-25%
	Urban Planning and Design	68	74	61	58	56	-3%	-18%
	Urban Real Estate Development & Finance <sup>c</sup>	4	4	3	-	1	-	-75%
Urban Studies	21	17	11	15	14	-7%	-33%	
Other Urban Affairs	Graduate Non-Degree Urban Affairs	77	76	68	75	53	-29%	-31%
<b>Total</b>		<b>299</b>	<b>311</b>	<b>293</b>	<b>331</b>	<b>295</b>	<b>-11%</b>	<b>-1%</b>
<b>Doctoral</b>								
Urban Studies and Public Affairs	Urban Studies and Public Affairs	50	46	36	36	38	6%	-24%
<b>Total</b>		<b>50</b>	<b>46</b>	<b>36</b>	<b>36</b>	<b>38</b>	<b>6%</b>	<b>-24%</b>
<b>Urban Affairs Total</b>		<b>608</b>	<b>615</b>	<b>621</b>	<b>707</b>	<b>711</b>	<b>1%</b>	<b>17%</b>

Note: <sup>c</sup> Certificate Program

LK = Lakeland Community College, LR = Lorain Community College



## Maxine Goodman Levin College of Urban Affairs

- The Levin College is Ohio's only College of Urban Affairs. The College is ranked second in U.S. News and World Report's 1998, 2002, 2005, 2008, and 2012 editions of America's Best Graduate Schools for the graduate specialty in City Management and Urban Policy. The Levin College is ranked twelfth for the graduate specialty in Nonprofit Management in the 2012 edition.
- The Levin College is "Changing America's Cities One Graduate at a Time". Levin alumni run cities, work for local, state, and federal government, manage community organizations, work in historic preservation, conduct urban research, and contribute to the economic development of urban regions.
- Organizational Leadership is the Levin College's newest major. The degree is a collaborative effort between the Levin College, the Monte Ahuja College of Business, and the School of Communication. The Urban Studies major remains the largest in the College, and Nonprofit Administration is the second-largest Urban Affairs major.
- New offerings by the College include the addition of a minor and undergraduate certificate in Sustainable Urban Development, a Certificate in Public Management, and a new articulation agreement between the Environmental Studies major and Cuyahoga Community College's Environmental Health and Safety degrees. These programs are a response to growing student interest in urban sustainability programs in this region and across the nation.
- Graduate students in the Levin College can apply for graduate assistantships in the College's Urban Center, working with nationally-recognized research professionals on grant-funded projects and learning valuable client-management skills that prepare them for the work-force.
- The Urban Center houses two federally funded applied research programs which include the Great Lakes Environmental Finance Center (EPA) and the Economic Development Administration (EDA) University Center.
- The Urban Center was a major intellectual contributor to the region's successful regional sustainability grant application to HUD, from which the Northeast Ohio collaborative received \$4.25 million over three years.
- The Levin College's Center for Leadership Development is one of three organizations that will manage and administer a program to train and place "social innovators" in six cities, including Cleveland, to address long-term economic challenges. The program is part of the "Strong Cities, Strong Communities" initiative announced by the White House in 2011.
- The Ohio Board of Regents named Cleveland State's Center for the NextGen\_Economy an Ohio Center of Excellence in Cultural and Societal Transformation. The Center will be led by the Levin College and the Monte Ahuja College of Business.
- Combined research initiatives for the College exceeded \$2.5 million in FY 2012.

Table 3.8: College of Law: Fall Enrollment by Level and Major, 5-Year Trend

Department/Program	Description	2007	2008	2009	2010	2011	Percent Change	
		Primary	Primary	Primary	All	All	1 year	5 year
Law	JD	659	620	591	578	537	-7%	-19%
	JD/MAES (Law and Environmental Studies)	3	5	6	5	3	-40%	0%
	JD/MBA (Law and Business Administration)	23	25	26	16	12	-25%	-48%
	JD/MPA (Law and Public Administration)	15	14	13	12	9	-25%	-40%
	JD/MSES (Law and Environmental Science)	1	1	-	-	-	-	-100%
	JD/MUPDD (Law & Urban Planning, Design & Develop.)	6	2	2	3	3	0%	-50%
	LAWLLM (Master of Law)	3	5	5	5	5	0%	67%
	LAWVS (Visiting Students)	2		2	1	3	200%	50%
<b>Law Total</b>		<b>712</b>	<b>672</b>	<b>645</b>	<b>620</b>	<b>572</b>	<b>-8%</b>	<b>-20%</b>

### Cleveland-Marshall College of Law

- For the February 2012 Ohio Bar Exam, 92% of our graduates taking the test for the first time passed, which was the highest percentage of all Ohio law schools.
- Graduates of the law school practice in all 50 states, three territories, the District of Columbia and in countries in Europe, Asia, Africa, and Central America.
- The Center for Health Law and Policy issues a Certificate in Health Law to JD students who complete a range of courses in Health Law Regulation, Policy & Ethics, or Business & Litigation and complete an externship or clinic in the field of health law, including the new Community Health Advocacy Law Clinic.
- The law school successfully launched the Great Lakes Sports & Entertainment Law Academy, a joint program with Case Western Reserve University's College of Law, which attracted over 50 students from across the country to participate in an intensive three-week program in sports and entertainment law.
- Two members of the law faculty were selected as Fulbright Scholars in 2012.
- More than half of the law school's faculty members have advanced degrees in addition to their law degree.
- The law school's pipeline programs - the Law and Leadership Program and the Summer Legal Academy - introduce high school students to the legal profession and provide motivation and mentoring.
- In 2010, the law school was the first-ever recipient of the Diversity Matters Award, given by the Law School Admissions Council to the one law school in the country that best demonstrates a commitment to diversity.
- The law school's state-of-the-trial courtroom is the most technologically advanced courtroom in any Ohio law school.
- The College of Law library has more than a half million volumes in its collection.
- The law school co-sponsors a student summer law institute in St. Petersburg, Russia.

Table 3.9: Undergraduate Studies: Fall Enrollment by Level and Major, 5-Year Trend

Department/Program	Description	2007	2008	2009	2010	2011	Percent Change	
		Primary	Primary	Primary	All	All	1 year	5 year
<b>Undergraduate</b>								
Undergraduate Studies	University Studies Undecided	95	67	80	55	30	-45%	-68%
	Pre-Business Administration	107	69	75	41	18	-56%	-83%
	Pre-College of Engineering	31	17	15	7	3	-57%	-90%
	Pre-Educ & Human Serv (Educ)	74	50	39	22	6	-73%	-92%
	Exploratory Nursing <sup>1</sup>	23	20	15	291	181	-38%	687%
	Pre-Liberal Arts & Social Sciences	185	118	102	64	32	-50%	-83%
	Pre-Music	1	2	6	-	2	-	100%
	Pre-Science	94	63	78	47	20	-57%	-79%
	Pre-Social Work	2	3	2	3	3	0%	50%
	Pre-Urban Affairs	5	1	4	2	4	100%	-20%
	Project 60	260	233	254	270	262	-3%	1%
	Post-Secondary Enrollmt Option	144	141	168	150	179	19%	24%
	Senior Year Acceleration Program	24	-	-	-	-	-	-100%
	Undergraduate Nondegree	1	-	-	-	-	-	-100%
<b>Undergraduate Studies Total</b>		<b>1,046</b>	<b>784</b>	<b>838</b>	<b>952</b>	<b>740</b>	<b>-22%</b>	<b>-29%</b>

<sup>1</sup>Please see the footnote for Table 3.4 (p. 38) for an explanation of the difference between "Pre-Nursing" and "Exploratory Nursing."

## Undergraduate Studies

- Undergraduate Studies: All provisional students were admitted into Undergraduate Studies (previously known as University Studies) without specification. Beginning in 2005, there was an initiative to identify a student's interest in specific colleges, and pre-program designations were established. It has been an ongoing process to identify a student's interest, when possible.

Table 3.10: Undergraduate Non-Degree: Fall Enrollment by Level and Major, 5-Year Trend

Department/Program	Description	2007	2008	2009	2010	2011	Percent Change	
		Primary	Primary	Primary	All	All	1 year	5 year
<b>Undergraduate Non-Degree</b>								
Undergraduate Non-Degree	Cross Registration Undergraduate	31	33	28	22	17	-23%	-45%
	National Student Exchange	-	1	2	2	1	-50%	-
	Nondegree Post-baccalaureate	1	2	1	2	-	-100%	-100%
	Nondegree Undergraduate	279	255	274	239	184	-23%	-34%
	Undergraduate Transient	49	34	45	41	42	2%	-14%
Other Non-Degree	Visiting	27	28	17	33	32	-3%	19%
<b>Undergraduate Non-Degree Total</b>		<b>387</b>	<b>353</b>	<b>367</b>	<b>339</b>	<b>276</b>	<b>-19%</b>	<b>-29%</b>

Table 3.11: Graduate Studies: Fall Enrollment by Level and Major, 5-Year Trend

Department/Program	Description	2007	2008	2009	2010	2011	Percent Change	
		Primary	Primary	Primary	All	All	1 year	5 year
<b>Graduate (excluding Doctoral)</b>								
Graduate Nondegree	Graduate Studies Visiting	42	3	1	2	-	-100%	-100%
	Graduate Transient	8	12	13	13	11	-15%	38%
	Graduate Nondegree	45	38	30	32	13	-59%	-71%
<b>Graduate Studies Total</b>		<b>95</b>	<b>53</b>	<b>44</b>	<b>47</b>	<b>24</b>	<b>-49%</b>	<b>-75%</b>

Table 3.11a: Other: Fall Enrollment by Level and Major, 5-Year Trend

Department/Program	Description	2007	2008	2009	2010	2011	Percent Change	
		Primary	Primary	Primary	All	All	1 year	5 year
<b>CSU</b>								
ESL Intensive Language Program	ESL Intensive Language Program	25	31	45	85	148	74%	492%
<b>Graduate Studies Total</b>		<b>25</b>	<b>31</b>	<b>45</b>	<b>85</b>	<b>148</b>	<b>74%</b>	<b>492%</b>

Note: English as a Second Language.

**Table 3.12: College of Business  
Fall Enrollment by Class Standing and Student Credit Hours by Course Level: 5-Year Trend**

**Table 3.12a: Enrollment by Class Standing**

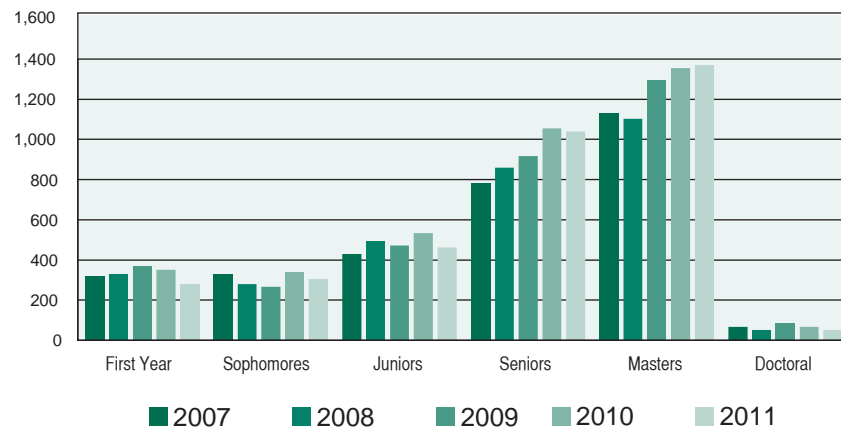
Class Standing											Percent Change	
	2007	%	2008	%	2009	%	2010	%	2011	%	1 Year	5 Year
First Year	315	11%	318	10%	375	11%	360	10%	278	8%	-23%	-12%
Sophomore	325	11%	297	10%	290	8%	334	9%	315	9%	-6%	-3%
Junior	406	14%	478	16%	467	14%	514	14%	459	13%	-11%	13%
Senior	796	27%	833	27%	934	27%	1,015	28%	1,010	29%	0%	27%
Master's	1,105	37%	1,091	36%	1,295	38%	1,380	38%	1,381	40%	0%	25%
Doctoral	40	1%	36	1%	62	2%	48	1%	38	1%	-21%	-5%
<b>Total</b>	<b>2,987</b>	<b>100%</b>	<b>3,053</b>	<b>100%</b>	<b>3,423</b>	<b>100%</b>	<b>3,651</b>	<b>100%</b>	<b>3,481</b>	<b>100%</b>	<b>-5%</b>	<b>17%</b>

**Table 3.12b: Student Credit Hours by Course Level**

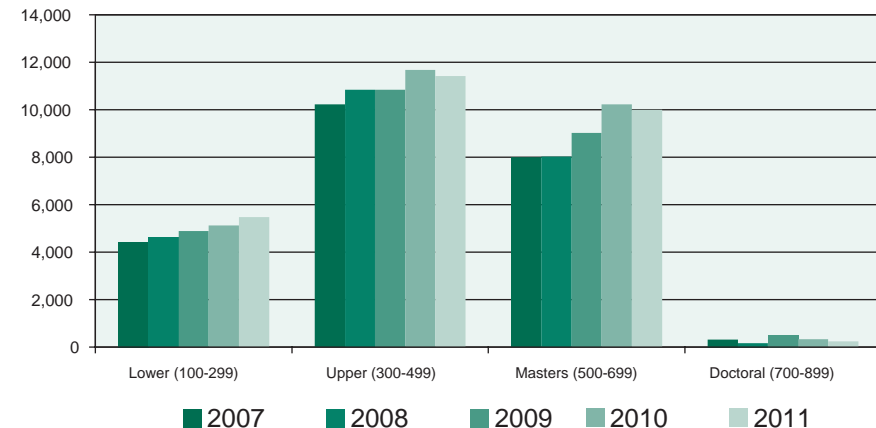
Course Level											Percent Change	
	2007	%	2008	%	2009	%	2010	%	2011	%	1 year	5 year
Lower (100-299)	4,415	19%	4,851	20%	5,103	20%	5,431	20%	5,525	20%	2%	25%
Upper (300-499)	10,176	45%	10,846	46%	10,889	42%	11,696	42%	11,449	42%	-2%	13%
Master's (500-699)	7,960	35%	7,906	33%	9,460	37%	10,196	37%	9,974	37%	-2%	25%
Doctoral (700-899)	151	1%	94	0%	352	1%	290	1%	208	1%	-28%	38%
<b>Total</b>	<b>22,702</b>	<b>100%</b>	<b>23,697</b>	<b>100%</b>	<b>25,804</b>	<b>100%</b>	<b>27,613</b>	<b>100%</b>	<b>27,156</b>	<b>100%</b>	<b>-2%</b>	<b>20%</b>

**Note:** In 2007 & after Public Health courses are reported under the College of Education and Human Services. In prior years they are under the College of Business.

**Figure 3.12a: Enrollment by Class Standing**



**Figure 3.12b: Student Credit Hours by Course Level**



**Table 3.13: College of Liberal Arts and Social Sciences  
Fall Enrollment by Class Standing & Student Credit Hours by Course Level: 5-Year Trend**

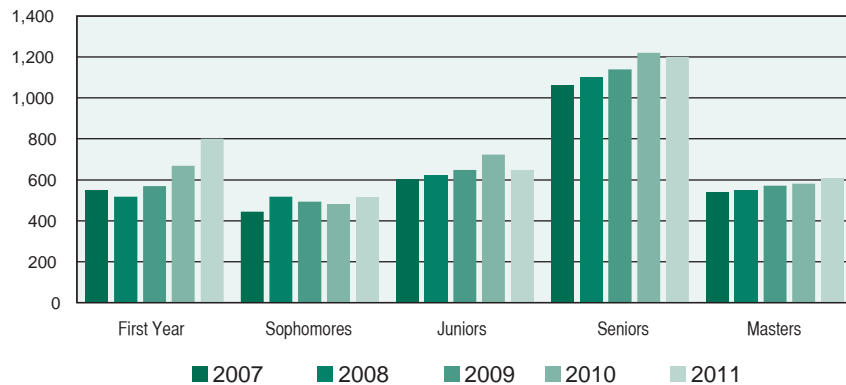
**Table 3.13a: Enrollment by Class Standing**

Class Standing											Percent Change	
	2007	%	2008	%	2009	%	2010	%	2011	%	1 Year	5 Year
First Year	544	17%	517	16%	552	16%	652	18%	793	21%	22%	46%
Sophomore	440	14%	494	15%	480	14%	468	13%	500	13%	7%	14%
Junior	598	19%	610	19%	643	19%	739	20%	640	17%	-13%	7%
Senior	1,061	33%	1,076	33%	1,168	34%	1,211	33%	1,200	32%	-1%	13%
Master's	534	17%	546	17%	582	17%	588	16%	603	16%	3%	13%
<b>Total</b>	<b>3,177</b>	<b>100%</b>	<b>3,243</b>	<b>100%</b>	<b>3,425</b>	<b>100%</b>	<b>3,658</b>	<b>100%</b>	<b>3,736</b>	<b>100%</b>	<b>2%</b>	<b>18%</b>

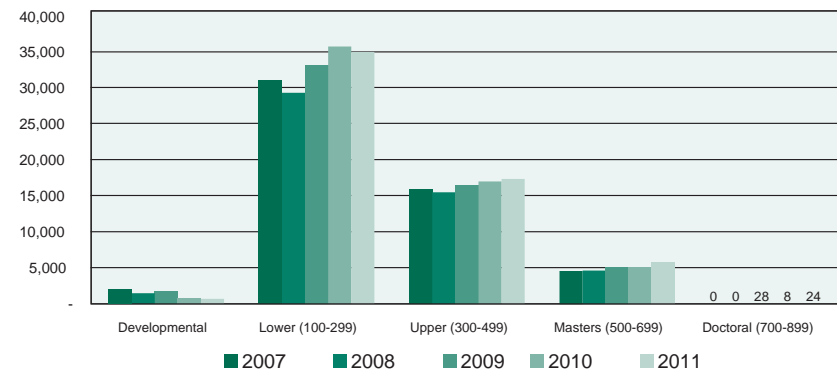
**Table 3.13b: Student Credit Hours by Course Level**

Course Level											Percent Change	
	2007	%	2008	%	2009	%	2010	%	2011	%	1 Year	5 Year
Developmental	1,729	3%	1,486	3%	1,551	3%	342	1%	382	1%	12%	-78%
Lower (100-299)	30,950	58%	29,359	57%	32,969	59%	35,412	61%	34,056	59%	-4%	10%
Upper (300-499)	15,855	30%	15,774	31%	16,344	29%	17,369	30%	17,586	31%	1%	11%
Master's (500-699)	4,498	8%	4,781	9%	5,042	9%	5,111	9%	5,355	9%	5%	19%
Doctoral (700-899)	-	0%	-	0%	28	0%	8	0%	24	0%	200%	-
<b>Total</b>	<b>53,032</b>	<b>100%</b>	<b>51,400</b>	<b>100%</b>	<b>55,934</b>	<b>100%</b>	<b>58,242</b>	<b>100%</b>	<b>57,403</b>	<b>100%</b>	<b>-1%</b>	<b>8%</b>

**Figure 3.13a: Enrollment by Class Standing**



**Figure 3.13b: Student Credit Hours by Course Level**



**Table 3.14: College of Education and Human Services  
Fall Enrollment by Class Standing & Student Credit Hours by Course Level: 5-Year Trend**

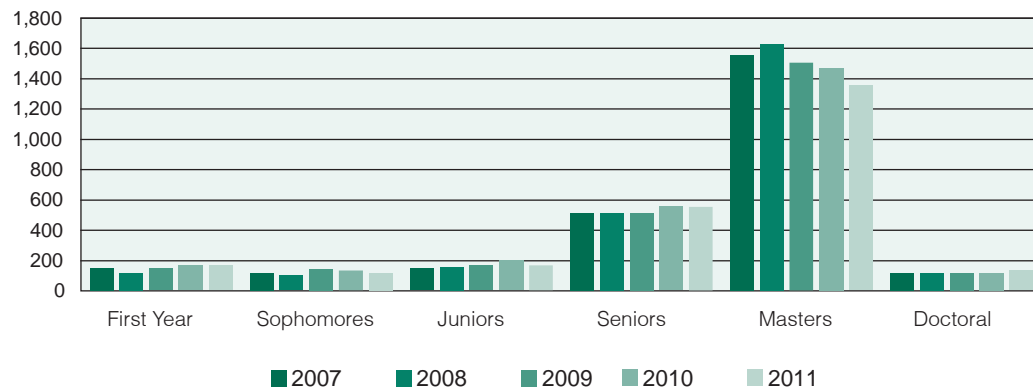
**Table 3.14a: Enrollment by Class Standing**

Class Standing											Percent Change	
	2007	%	2008	%	2009	%	2010	%	2011	%	1 Year	5 Year
First Year	144	6%	125	5%	145	6%	156	6%	156	6%	0%	8%
Sophomores	112	4%	101	4%	135	5%	124	5%	111	5%	-10%	-1%
Juniors	164	6%	168	6%	177	7%	197	8%	173	7%	-12%	5%
Seniors	480	19%	484	18%	487	19%	535	20%	527	22%	-1%	10%
Masters	1,567	61%	1,638	62%	1,535	59%	1,499	57%	1,365	56%	-9%	-13%
Doctoral	108	4%	110	4%	112	4%	110	4%	119	5%	8%	10%
<b>Total</b>	<b>2,575</b>	<b>100%</b>	<b>2,626</b>	<b>100%</b>	<b>2,591</b>	<b>100%</b>	<b>2,621</b>	<b>100%</b>	<b>2,451</b>	<b>100%</b>	<b>-6%</b>	<b>-5%</b>

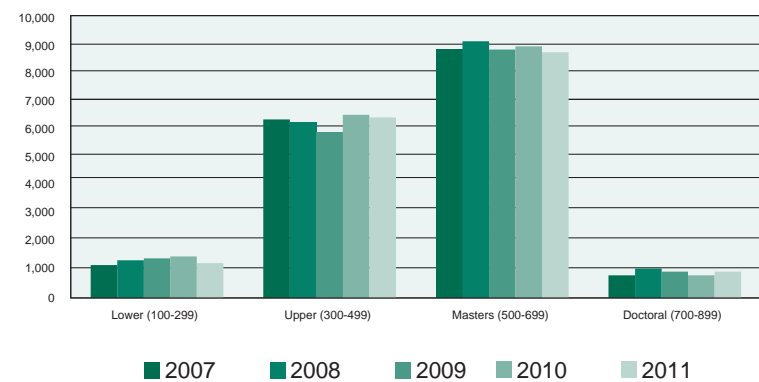
**Table 3.14b: Student Credit Hours by Course Level**

Course Level											Percent Change	
	2007	%	2008	%	2009	%	2010	%	2011	%	1 Year	5 Year
Lower (100-299)	1,025	6%	1,039	6%	1,088	7%	1,155	7%	1,035	6%	-10%	1%
Upper (300-499)	6,156	37%	6,065	35%	5,662	34%	6,416	37%	6,250	38%	-3%	2%
Masters (500-699)	8,828	53%	9,143	53%	8,831	54%	8,943	52%	8,416	51%	-6%	-5%
Doctoral (700-899)	783	5%	942	5%	856	5%	782	5%	841	5%	8%	7%
<b>Total</b>	<b>16,792</b>	<b>100%</b>	<b>17,189</b>	<b>100%</b>	<b>16,437</b>	<b>100%</b>	<b>17,296</b>	<b>100%</b>	<b>16,542</b>	<b>100%</b>	<b>-4%</b>	<b>-1%</b>

**Figure 3.14a: Enrollment by Class Standing**



**Figure 3.14b: Student Credit Hours by Course Level**



**Table 3.15: School of Nursing  
Fall Enrollment by Class Standing & Student Credit Hours by Course Level: 5-Year Trend**

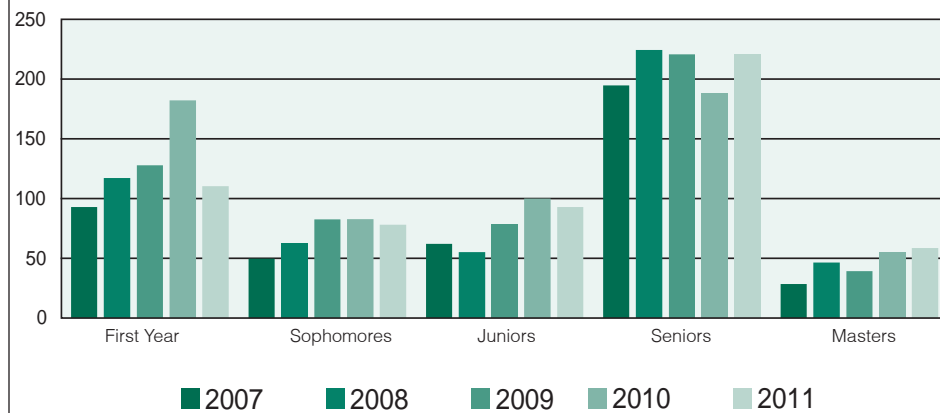
**Table 3.15a: Enrollment by Class Standing**

Class Standing											Percent Change	
	2007	%	2008	%	2009	%	2010	%	2011	%	1 Year	5 Year
First Year	93	21%	126	24%	140	25%	179	30%	114	20%	-36%	23%
Sophomore	49	11%	63	12%	77	14%	77	13%	71	13%	-8%	45%
Junior	65	15%	53	10%	74	13%	100	17%	92	16%	-8%	42%
Senior	198	46%	232	44%	224	40%	182	31%	223	40%	23%	13%
Master's	30	7%	48	9%	43	8%	54	9%	59	11%	9%	97%
<b>Total</b>	<b>435</b>	<b>100%</b>	<b>522</b>	<b>100%</b>	<b>558</b>	<b>100%</b>	<b>592</b>	<b>100%</b>	<b>559</b>	<b>100%</b>	<b>-6%</b>	<b>29%</b>

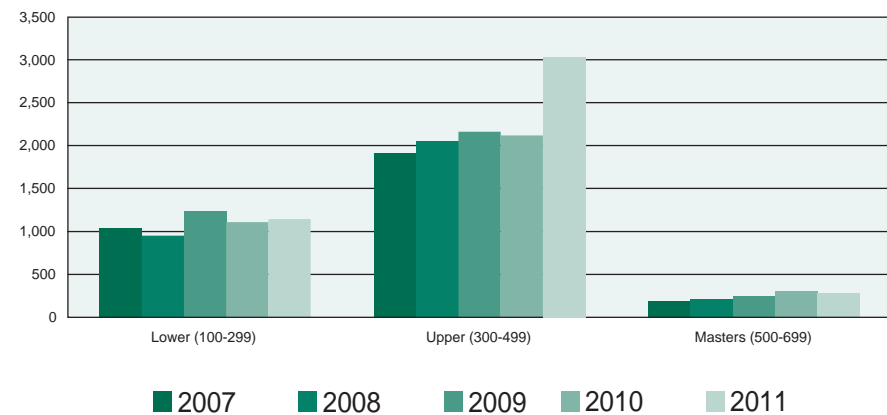
**Table 3.15b: Student Credit Hours by Course Level**

Course Level											Percent Change	
	2007	%	2008	%	2009	%	2010	%	2011	%	1 Year	5 Year
Lower (100-299)	1,005	32%	989	30%	1,215	33%	1,016	29%	1,097	25%	8%	110%
Upper (300-499)	1,907	61%	2,101	63%	2,163	59%	2,119	61%	3,011	68%	42%	477%
Master's (500-699)	212	7%	238	7%	272	7%	312	9%	303	7%	-3%	-42%
<b>Total</b>	<b>3,125</b>	<b>100%</b>	<b>3,328</b>	<b>100%</b>	<b>3,650</b>	<b>100%</b>	<b>3,447</b>	<b>100%</b>	<b>4,411</b>	<b>100%</b>	<b>28%</b>	<b>182%</b>

**Figure 3.15a: Enrollment by Class Standing**



**Figure 3.15b: Enrollment by Course Level**





**Table 3.16: College of Engineering  
Fall Enrollment by Class Standing & Student Credit Hours by Course Level: 5-Year Trend**

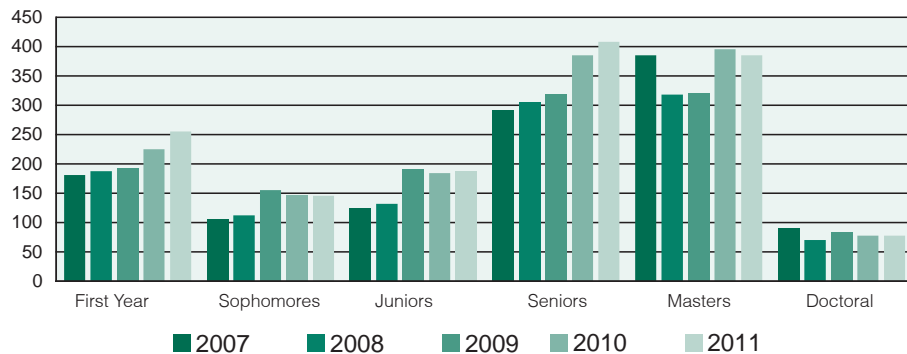
**Table 3.16a: Enrollment by Class Standing**

Class Standing											Percent Change	
	2007	%	2008	%	2009	%	2010	%	2011	%	1 Year	5 Year
First Year	175	15%	182	16%	194	15%	223	16%	255	18%	14%	46%
Sophomores	104	9%	122	11%	151	12%	147	11%	147	10%	0%	41%
Juniors	125	11%	127	11%	177	14%	174	13%	176	12%	1%	41%
Seniors	276	24%	308	27%	334	26%	385	28%	419	29%	9%	52%
Masters	384	33%	325	29%	339	27%	396	28%	388	27%	-2%	1%
Doctoral	83	7%	68	6%	77	6%	66	5%	67	5%	2%	-19%
<b>Total</b>	<b>1,147</b>	<b>100%</b>	<b>1,132</b>	<b>100%</b>	<b>1,272</b>	<b>100%</b>	<b>1,391</b>	<b>100%</b>	<b>1,452</b>	<b>100%</b>	<b>4%</b>	<b>27%</b>

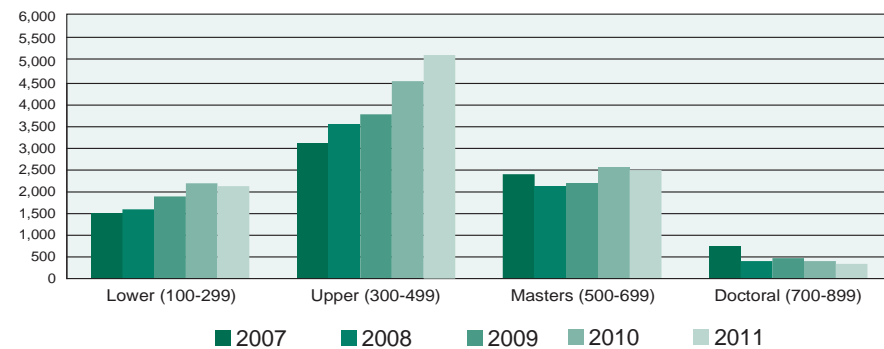
**Table 3.16b: Student Credit Hours by Course Level**

Course Level											Percent Change	
	2007	%	2008	%	2009	%	2010	%	2011	%	1 Year	5 Year
Lower (100-299)	1,550	20%	1,655	21%	1,945	23%	2,298	23%	2,164	21%	-6%	40%
Upper (300-499)	3,191	41%	3,580	46%	3,713	44%	4,592	46%	5,183	50%	13%	62%
Masters (500-699)	2,451	32%	2,130	27%	2,217	26%	2,678	27%	2,533	25%	-5%	3%
Doctoral (700-899)	578	7%	442	6%	498	6%	443	4%	410	4%	-7%	-29%
<b>Total</b>	<b>7,770</b>	<b>100%</b>	<b>7,807</b>	<b>100%</b>	<b>8,373</b>	<b>100%</b>	<b>10,011</b>	<b>100%</b>	<b>10,290</b>	<b>100%</b>	<b>3%</b>	<b>32%</b>

**Figure 3.16a: Enrollment by Class Standing**



**Figure 3.16b: Student Credit Hours by Course Level**



**Table 3.17: College of Sciences & Health Professions  
Fall Enrollment by Class Standing & Student Credit Hours by Course Level: 5-Year Trend**

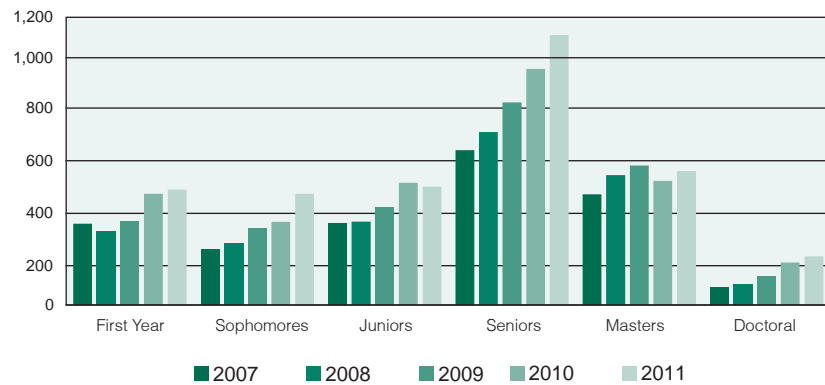
**Table 3.17a: Enrollment by Class Standing**

Class Standing											Percent Change	
	2007	%	2008	%	2009	%	2010	%	2011	%	1 Year	5 Year
First Year	346	16%	333	14%	387	14%	469	15%	472	14%	1%	36%
Sophomore	267	12%	276	12%	328	12%	375	12%	464	14%	24%	74%
Junior	354	16%	366	16%	405	15%	548	18%	541	16%	-1%	53%
Senior	644	29%	710	30%	822	31%	948	31%	1,101	33%	16%	71%
Master's	473	22%	559	24%	586	22%	522	17%	566	17%	8%	20%
Doctoral	105	5%	111	5%	149	6%	210	7%	224	7%	7%	113%
<b>Total</b>	<b>2,189</b>	<b>100%</b>	<b>2,355</b>	<b>100%</b>	<b>2,677</b>	<b>100%</b>	<b>3,072</b>	<b>100%</b>	<b>3,368</b>	<b>100%</b>	<b>10%</b>	<b>54%</b>

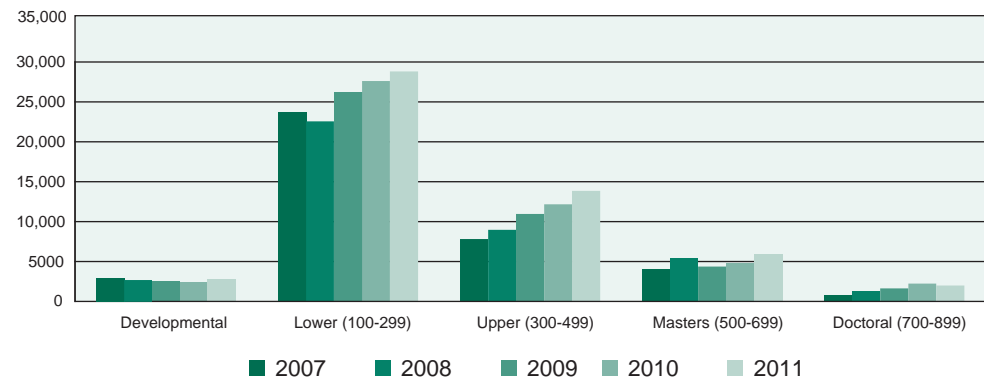
**Table 3.17b: Student Credit Hours by Course Level**

Course Level											Percent Change	
	2007	%	2008	%	2009	%	2010	%	2011	%	1 Year	5 Year
Developmental	2812	7%	2,640	6%	2,424	5%	2,396	5%	2,564	5%	7%	-9%
Lower (100-299)	23,443	59%	22,536	55%	25,836	57%	27,435	56%	28,700	55%	5%	22%
Upper (300-499)	8,437	21%	9,496	23%	11,001	24%	12,505	26%	14,109	27%	13%	67%
Master's (500-699)	4,485	11%	5,243	13%	4,867	11%	4,944	10%	5,311	10%	7%	18%
Doctoral (700-899)	694	2%	793	2%	1,218	3%	1,609	3%	1,576	3%	-2%	127%
<b>Total</b>	<b>39,871</b>	<b>100%</b>	<b>40,708</b>	<b>100%</b>	<b>45,346</b>	<b>100%</b>	<b>48,889</b>	<b>100%</b>	<b>52,260</b>	<b>100%</b>	<b>7%</b>	<b>31%</b>

**Figure 3.17a: Enrollment by Class Standing**



**Figure 3.17b: Student Credit Hours by Course Level**



**Table 3.18: College of Urban Affairs  
Fall Enrollment by Class Standing & Student Credit Hours by Course Level: 5-Year Trend**

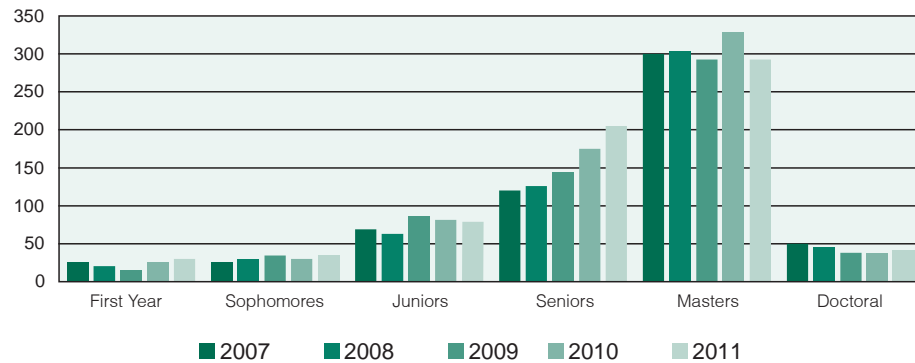
**Table 3.18a: Enrollment by Class Standing**

Class Standing											Percent Change	
	2007	%	2008	%	2009	%	2010	%	2011	%	1 Year	5 Year
First Year	28	5%	23	4%	16	3%	28	4%	31	4%	11%	11%
Sophomore	26	4%	36	6%	41	7%	37	5%	44	6%	19%	69%
Junior	77	13%	68	11%	87	14%	85	12%	83	12%	-2%	8%
Senior	128	21%	131	21%	148	24%	177	26%	202	29%	14%	58%
Master's	299	49%	311	51%	293	47%	325	47%	291	42%	-10%	-3%
Doctoral	50	8%	46	7%	36	6%	36	5%	38	6%	6%	-24%
<b>Total</b>	<b>608</b>	<b>100%</b>	<b>615</b>	<b>100%</b>	<b>621</b>	<b>100%</b>	<b>688</b>	<b>100%</b>	<b>689</b>	<b>100%</b>	<b>0%</b>	<b>13%</b>

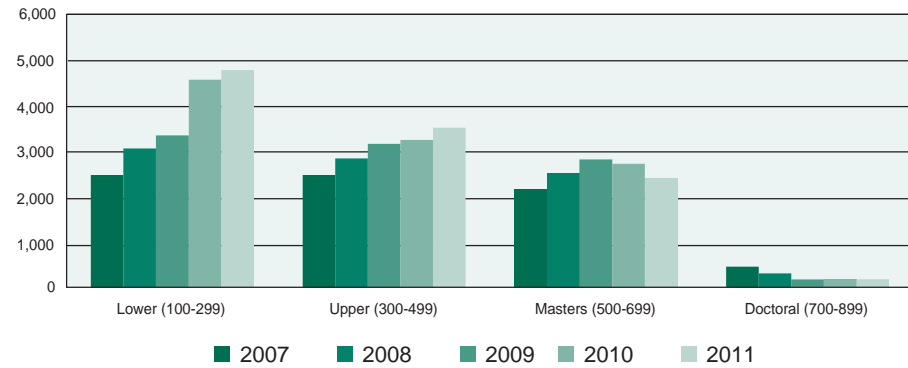
**Table 3.18b: Student Credit Hours by Course Level**

Course Level											Percent Change	
	2007	%	2008	%	2009	%	2010	%	2011	%	1 Year	5 Year
Lower (100-299)	2,517	32%	3,065	34%	3,302	35%	4,589	43%	4,809	44%	5%	91%
Upper (300-499)	2,537	33%	2,870	32%	3,154	33%	3,235	30%	3,582	33%	11%	41%
Master's (500-699)	2,306	30%	2,663	30%	2,773	29%	2,710	25%	2,439	22%	-10%	6%
Doctoral (700-899)	407	5%	337	4%	231	2%	188	2%	179	2%	-5%	-56%
<b>Total</b>	<b>7,767</b>	<b>100%</b>	<b>8,935</b>	<b>100%</b>	<b>9,460</b>	<b>100%</b>	<b>10,722</b>	<b>100%</b>	<b>11,009</b>	<b>100%</b>	<b>3%</b>	<b>42%</b>

**Figure 3.18a: Enrollment by Class Standing**



**Figure 3.18b: Student Credit Hours by Course Level**



**Table 3.19: College of Law  
Fall Enrollment by Class Standing & Student Credit Hours by Course Level: 5-Year Trend**

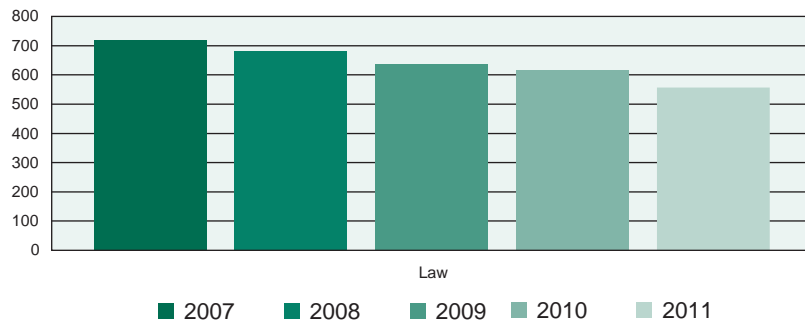
**Table 3.19a: Enrollment by Class Standing**

Class Standing											Percent Change	
	2007	%	2008	%	2009	%	2010	%	2011	%	1 Year	5 Year
Law	712	100%	672	100%	645	100%	610	100%	563	100%	-8%	-21%
<b>Total</b>	<b>712</b>	<b>100%</b>	<b>672</b>	<b>100%</b>	<b>645</b>	<b>100%</b>	<b>610</b>	<b>100%</b>	<b>563</b>	<b>100%</b>	<b>-8%</b>	<b>-21%</b>

**Table 3.19b: Student Credit Hours by Course Level**

Course Level											Percent Change	
	2007	%	2008	%	2009	%	2010	%	2011	%	1 Year	5 Year
Law	9,204	100%	8,674	100%	8,496	100%	8,015	100%	7,425	100%	-7%	-19%
<b>Total</b>	<b>9,204</b>	<b>100%</b>	<b>8,674</b>	<b>100%</b>	<b>8,496</b>	<b>100%</b>	<b>8,015</b>	<b>100%</b>	<b>7,425</b>	<b>100%</b>	<b>-7%</b>	<b>-19%</b>

**Figure 3.19a: Enrollment by Class Standing**



**Figure 3.19b: Student Credit Hours by Course Level**



**Table 3.20: Undergraduate Studies  
Fall Enrollment by Class Standing & Student Credit Hours by Course Level: 5-Year Trend**

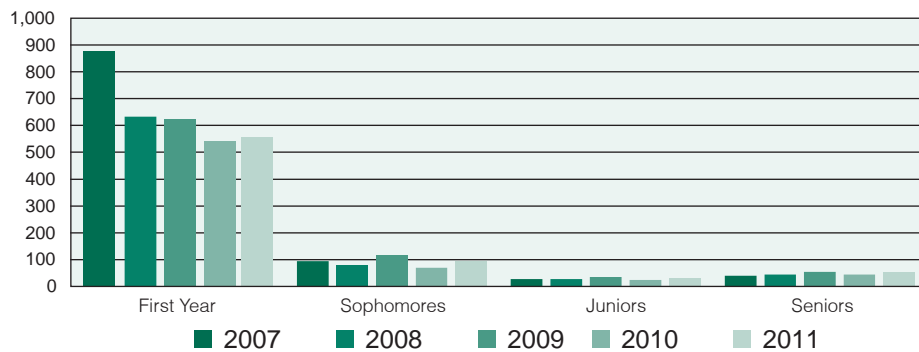
**Table 3.20a: Enrollment by Class Standing**

Class Standing	2007		2008		2009		2010		2011		Percent Change	
	Count	%	Count	%	Count	%	Count	%	Count	%	1 Year	5 Year
First Year	880	84%	631	80%	629	75%	533	81%	562	76%	5%	-36%
Sophomores	93	9%	80	10%	116	14%	65	10%	97	13%	49%	4%
Juniors	37	4%	37	5%	39	5%	21	3%	29	4%	38%	-22%
Seniors	36	3%	36	5%	54	6%	43	6%	51	7%	19%	42%
<b>Total</b>	<b>1,046</b>	<b>100%</b>	<b>784</b>	<b>100%</b>	<b>838</b>	<b>100%</b>	<b>662</b>	<b>100%</b>	<b>739</b>	<b>100%</b>	<b>12%</b>	<b>-29%</b>

**Table 3.20b: Student Credit Hours by Course Level**

Course Level	2007		2008		2009		2010		2011		Percent Change	
	Count	%	Count	%	Count	%	Count	%	Count	%	1 Year	5 Year
Lower (100-299)	1,039	100%	928	100%	1,053	100%	1,060	100%	1,190	100%	12%	15%
<b>Total</b>	<b>1,039</b>	<b>100%</b>	<b>928</b>	<b>100%</b>	<b>1,053</b>	<b>100%</b>	<b>1,060</b>	<b>100%</b>	<b>1,190</b>	<b>100%</b>	<b>12%</b>	<b>15%</b>

**Figure 3.20a: Enrollment by Class Standing**



**Figure 3.20b: Student Credit Hours by Course Level**

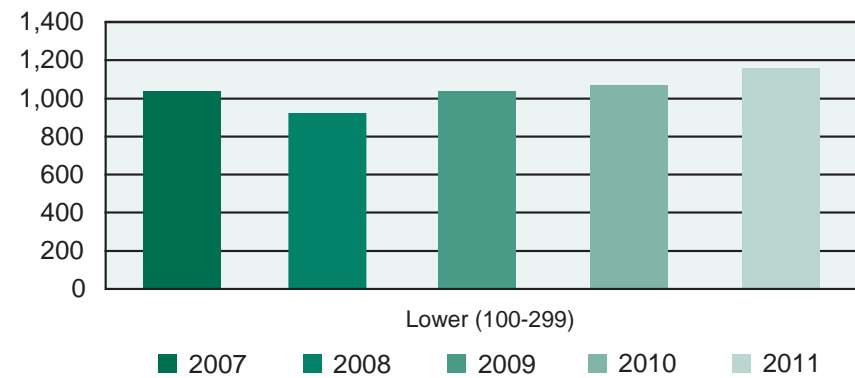


Table 3.21: CSU Total Fall Enrollment by College and Ethnicity: 5-Year Trend

College	Race	2007		2008		2009		2010		2011		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Business	American Indian/Alaska Native	3	0%	3	0%	5	0%	9	0%	6	0%	-33%	100%
	Asian	121	4%	125	4%	136	4%	142	4%	144	4%	1%	19%
	Black/African American	454	15%	480	16%	525	15%	575	16%	547	16%	-5%	20%
	Hispanic/Latino	63	2%	55	2%	65	2%	104	3%	96	3%	-8%	52%
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	1	0%	3	0%	200%	-
	Non Resident Alien	301	10%	259	8%	341	10%	387	11%	357	10%	-8%	19%
	Two or more races	-	0%	-	0%	-	0%	16	0%	30	1%	88%	-
	Unknown	264	9%	233	8%	339	10%	215	6%	173	5%	-20%	-34%
	White	1,781	60%	1,898	62%	2,012	59%	2,202	60%	2,125	61%	-3%	19%
<b>Total</b>		<b>2,987</b>	<b>100%</b>	<b>3,053</b>	<b>100%</b>	<b>3,423</b>	<b>100%</b>	<b>3,651</b>	<b>100%</b>	<b>3,481</b>	<b>100%</b>	<b>-5%</b>	<b>17%</b>
CLASS	American Indian/Alaska Native	13	0%	10	0%	11	0%	12	0%	7	0%	-42%	-46%
	Asian	50	2%	54	2%	52	2%	44	1%	53	1%	20%	6%
	Black/African American	735	23%	783	24%	804	23%	918	25%	940	25%	2%	28%
	Hispanic/Latino	102	3%	124	4%	147	4%	165	5%	171	5%	4%	68%
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	1	0%	1	0%	0%	-
	Non Resident Alien	51	2%	50	2%	46	1%	50	1%	54	1%	8%	6%
	Two or more races	-	0%	-	0%	-	0%	22	1%	66	2%	200%	-
	Unknown	265	8%	278	9%	357	10%	290	8%	225	6%	-22%	-15%
	White	1,961	62%	1,944	60%	2,008	59%	2,156	59%	2,219	59%	3%	13%
<b>Total</b>		<b>3,177</b>	<b>100%</b>	<b>3,243</b>	<b>100%</b>	<b>3,425</b>	<b>100%</b>	<b>3,658</b>	<b>100%</b>	<b>3,736</b>	<b>100%</b>	<b>2%</b>	<b>18%</b>
Education	American Indian/Alaska Native	6	0%	5	0%	6	0%	6	0%	3	0%	-50%	-50%
	Asian	32	1%	32	1%	31	1%	26	1%	25	1%	-4%	-22%
	Black/African American	547	21%	598	23%	573	22%	608	23%	587	24%	-3%	7%
	Hispanic/Latino	62	2%	59	2%	58	2%	87	3%	74	3%	-15%	19%
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	-	0%	2	0%	-	-
	Non Resident Alien	35	1%	40	2%	44	2%	61	2%	61	2%	0%	74%
	Two or more races	-	0%	-	0%	-	0%	7	0%	21	1%	200%	-
	Unknown	277	11%	290	11%	308	12%	247	9%	198	8%	-20%	-29%
	White	1,616	63%	1,602	61%	1,571	61%	1,579	60%	1,480	60%	-6%	-8%
<b>Total</b>		<b>2,575</b>	<b>100%</b>	<b>2,626</b>	<b>100%</b>	<b>2,591</b>	<b>100%</b>	<b>2,621</b>	<b>100%</b>	<b>2,451</b>	<b>100%</b>	<b>-6%</b>	<b>-5%</b>
Nursing	American Indian/Alaska Native	1	0%	2	0%	1	0%	2	0%	1	0%	-50%	0%
	Asian	14	3%	18	3%	15	3%	20	3%	20	4%	0%	43%
	Black/African American	76	17%	77	15%	102	18%	122	21%	77	14%	-37%	1%
	Hispanic/Latino	11	3%	14	3%	11	2%	22	0%	21	4%	-5%	91%
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	1	0%	2	0%	3	1%	9	2%	7	1%	-22%	600%
	Two or more races	-	0%	-	0%	-	0%	5	1%	12	2%	140%	-
	Unknown	30	7%	26	5%	34	6%	23	4%	24	4%	4%	-20%
	White	302	69%	383	73%	392	70%	389	66%	397	71%	2%	31%
<b>Total</b>		<b>435</b>	<b>100%</b>	<b>522</b>	<b>100%</b>	<b>558</b>	<b>100%</b>	<b>592</b>	<b>100%</b>	<b>559</b>	<b>100%</b>	<b>-6%</b>	<b>29%</b>

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**Table 3.21: CSU Total Fall Enrollment by College and Ethnicity: 5-Year Trend**

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College	Race	2007		2008		2009		2010		2011		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Engineering	American Indian/Alaska Native	2	0%	2	0%	4	0%	3	0%	2	0%	-33%	0%
	Asian	56	5%	55	5%	55	4%	52	4%	53	4%	2%	-5%
	Black/African American	71	6%	71	6%	88	7%	118	8%	111	8%	-6%	56%
	Hispanic/Latino	21	2%	32	3%	36	3%	40	3%	38	3%	-5%	81%
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	1	0%	3	0%	200%	-
	Non Resident Alien	367	32%	304	27%	308	24%	340	24%	364	25%	7%	-1%
	Two or more races	-	0%	-	0%	-	0%	6	0%	13	1%	117%	-
	Unknown	67	6%	74	7%	105	8%	92	7%	93	6%	1%	39%
	White	563	49%	594	52%	676	53%	739	53%	775	53%	5%	38%
<b>Total</b>		<b>1,147</b>	<b>100%</b>	<b>1,132</b>	<b>100%</b>	<b>1,272</b>	<b>100%</b>	<b>1,391</b>	<b>100%</b>	<b>1,452</b>	<b>100%</b>	<b>4%</b>	<b>27%</b>
Science	American Indian/Alaska Native	4	0%	3	0%	8	0%	10	0%	13	0%	30%	225%
	Asian	79	4%	79	3%	87	3%	94	3%	102	3%	9%	29%
	Black/African American	365	17%	376	16%	411	15%	480	16%	516	15%	8%	41%
	Hispanic/Latino	62	3%	66	3%	71	3%	107	3%	102	3%	-5%	65%
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	1	0%	2	0%	100%	-
	Non Resident Alien	117	5%	133	6%	136	5%	151	5%	182	5%	21%	56%
	Two or more races	-	0%	-	0%	-	0%	18	1%	52	2%	189%	-
	Unknown	165	8%	199	8%	286	11%	209	7%	187	6%	-11%	13%
	White	1,397	64%	1,499	64%	1,678	63%	2,002	65%	2,212	66%	10%	58%
<b>Total</b>		<b>2,189</b>	<b>100%</b>	<b>2,355</b>	<b>100%</b>	<b>2,677</b>	<b>100%</b>	<b>3,072</b>	<b>100%</b>	<b>3,368</b>	<b>100%</b>	<b>10%</b>	<b>54%</b>
Urban Affairs	American Indian/Alaska Native	4	1%	4	1%	3	0%	3	0%	2	0%	-33%	-50%
	Asian	4	1%	4	1%	5	1%	4	1%	3	0%	-25%	-25%
	Black/African American	161	26%	167	27%	174	28%	185	27%	178	26%	-4%	11%
	Hispanic/Latino	16	3%	16	3%	17	3%	18	3%	22	3%	22%	38%
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	2	0%	1	0%	-50%	-
	Non Resident Alien	39	6%	42	7%	31	5%	35	5%	31	4%	-11%	-21%
	Two or more races	-	0%	-	0%	-	0%	3	0%	6	1%	100%	-
	Unknown	61	10%	60	10%	80	13%	63	9%	51	7%	-19%	-16%
	White	323	53%	322	52%	311	50%	375	55%	395	57%	5%	22%
<b>Total</b>		<b>608</b>	<b>100%</b>	<b>615</b>	<b>100%</b>	<b>621</b>	<b>100%</b>	<b>688</b>	<b>100%</b>	<b>689</b>	<b>100%</b>	<b>0%</b>	<b>13%</b>

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Table 3.21: CSU Total Fall Enrollment by College and Ethnicity: 5-Year Trend

continued from previous page

College	Race	2007		2008		2009		2010		2011		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Law	American Indian/Alaska Native	4	1%	2	0%	3	0%	2	0%	1	0%	-50%	-75%
	Asian	19	3%	22	3%	17	3%	11	2%	14	2%	27%	-26%
	Black/African American	50	7%	45	7%	52	8%	55	9%	54	10%	-2%	8%
	Hispanic/Latino	20	3%	15	2%	16	2%	12	2%	17	3%	42%	-15%
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	10	1%	9	1%	9	1%	5	1%	6	1%	20%	-40%
	Two or more races	-	0%	-	0%	-	0%	1	0%	2	0%	100%	-
	Unknown	86	12%	59	9%	77	12%	29	5%	15	3%	-48%	-83%
White	523	73%	520	77%	471	73%	495	81%	454	81%	-8%	-13%	
<b>Total</b>		<b>712</b>	<b>100%</b>	<b>672</b>	<b>100%</b>	<b>645</b>	<b>100%</b>	<b>610</b>	<b>100%</b>	<b>563</b>	<b>100%</b>	<b>-8%</b>	<b>-21%</b>
Undergraduate Studies	American Indian/Alaska Native	2	0%	3	0%	1	0%	2	0%	1	0%	-50%	-50%
	Asian	28	3%	18	2%	16	2%	25	4%	38	5%	52%	36%
	Black/African American	358	34%	215	27%	228	27%	166	25%	190	26%	14%	-47%
	Hispanic/Latino	43	4%	34	4%	21	3%	27	4%	34	5%	26%	-21%
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	3	0%	2	0%	3	0%	3	0%	9	1%	200%	200%
	Two or more races	-	0%	-	0%	-	0%	9	1%	18	2%	100%	-
	Unknown	216	21%	165	21%	278	33%	127	19%	107	14%	-16%	-50%
White	396	38%	347	44%	291	35%	303	46%	342	46%	13%	-14%	
<b>Total</b>		<b>1,046</b>	<b>100%</b>	<b>784</b>	<b>100%</b>	<b>838</b>	<b>100%</b>	<b>662</b>	<b>100%</b>	<b>739</b>	<b>100%</b>	<b>12%</b>	<b>-29%</b>
Undergraduate Non-Degree	American Indian/Alaska Native	1	0%	-	0%	1	0%	-	0%	-	0%	-	-100%
	Asian	21	5%	26	7%	13	4%	17	5%	15	5%	-12%	-29%
	Black/African American	45	12%	39	11%	36	10%	26	8%	15	5%	-42%	-67%
	Hispanic/Latino	8	2%	8	2%	6	2%	8	2%	10	4%	25%	25%
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	2	1%	-	0%	-100%	-
	Non Resident Alien	3	1%	4	1%	7	2%	1	0%	3	1%	200%	0%
	Two or more races	-	0%	-	0%	-	0%	1	0%	3	1%	200%	-
	Unknown	53	14%	43	12%	110	30%	64	19%	43	16%	-33%	-19%
White	256	66%	233	66%	194	53%	215	64%	185	68%	-14%	-28%	
<b>Total</b>		<b>387</b>	<b>100%</b>	<b>353</b>	<b>100%</b>	<b>367</b>	<b>100%</b>	<b>334</b>	<b>100%</b>	<b>274</b>	<b>100%</b>	<b>-18%</b>	<b>-29%</b>

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**Table 3.21: CSU Total Fall Enrollment by College and Ethnicity: 5-Year Trend**

*continued from previous page*

College	Race	2007		2008		2009		2010		2011		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Graduate Studies	American Indian/Alaska Native	2	2%	1	2%	-	0%	-	0%	-	0%	-	-100%
	Asian	5	5%	-	0%	-	0%	1	2%	2	9%	100%	-60%
	Black/African American	20	21%	17	32%	8	18%	13	29%	4	17%	-69%	-80%
	Hispanic/Latino	1	1%	1	2%	-	0%	1	2%	1	4%	0%	0%
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	1	1%	-	0%	-	0%	-	0%	-	0%	-	-100%
	Two or more races	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Unknown	26	27%	6	11%	16	36%	10	22%	5	22%	-50%	-81%
	White	40	42%	28	53%	20	45%	20	44%	11	48%	-45%	-73%
<b>Total</b>		<b>95</b>	<b>100%</b>	<b>53</b>	<b>100%</b>	<b>44</b>	<b>100%</b>	<b>45</b>	<b>100%</b>	<b>23</b>	<b>100%</b>	<b>-49%</b>	<b>-76%</b>
Other	American Indian/Alaska Native	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Asian	-	0%	1	3%	1	0%	1	2%	-	0%	-100%	-
	Black/African American	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Hispanic/Latino	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	23	92%	25	81%	43	0%	57	92%	111	99%	95%	383%
	Two or more races	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Unknown	-	0%	5	16%	1	0%	4	6%	1	1%	-75%	-
	White	2	8%	-	0%	-	0%	-	0%	-	0%	-	-100%
<b>Total</b>		<b>25</b>	<b>100%</b>	<b>31</b>	<b>100%</b>	<b>45</b>	<b>0%</b>	<b>62</b>	<b>100%</b>	<b>112</b>	<b>100%</b>	<b>81%</b>	<b>348%</b>
University	American Indian/Alaska Native	42	0%	35	0%	43	0%	49	0%	36	0%	-27%	-14%
	Asian	429	3%	434	3%	428	3%	437	3%	469	3%	7%	9%
	Black/African American	2,882	19%	2,868	19%	3,001	18%	3,266	19%	3,219	18%	-1%	12%
	Hispanic/Latino	409	3%	424	3%	448	3%	591	3%	586	3%	-1%	43%
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	8	0%	12	0%	50%	-
	Non Resident Alien	951	6%	870	6%	971	6%	1,099	6%	1,185	7%	8%	25%
	Two or more races	-	0%	-	0%	-	0%	88	1%	223	1%	153%	-
	Unknown	1,510	10%	1,438	9%	1,991	12%	1,373	8%	1,122	6%	-18%	-26%
	White	9,160	60%	9,370	61%	9,624	58%	10,475	60%	10,595	61%	1%	16%
<b>Total</b>		<b>15,383</b>	<b>100%</b>	<b>15,439</b>	<b>100%</b>	<b>16,506</b>	<b>100%</b>	<b>17,386</b>	<b>100%</b>	<b>17,447</b>	<b>100%</b>	<b>0%</b>	<b>13%</b>

Table 3.22: CSU Undergraduate Fall Enrollment by College &amp; Ethnicity: 5-Year Trend

College	Race	2007		2008		2009		2010		2011		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Business	American Indian/Alaska Native	2	0%	2	0%	4	0%	8	0%	6	0%	-25%	200%
	Asian	73	4%	85	4%	74	4%	86	4%	77	4%	-10%	5%
	Black/African American	350	19%	376	20%	402	19%	450	20%	423	21%	-6%	21%
	Hispanic/Latino	47	3%	41	2%	50	2%	78	4%	68	3%	-13%	45%
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	1	0%	3	0%	200%	-
	Non Resident Alien	66	4%	71	4%	88	4%	104	5%	112	5%	8%	70%
	Two or more races	-	0%	-	0%	-	0%	9	0%	18	1%	100%	-
	Unknown	116	6%	119	6%	178	9%	134	6%	99	5%	-26%	-15%
	White	1,188	64%	1,232	64%	1,270	61%	1,353	61%	1,256	61%	-7%	6%
<b>Total</b>		<b>1,842</b>	<b>100%</b>	<b>1,926</b>	<b>100%</b>	<b>2,066</b>	<b>100%</b>	<b>2,223</b>	<b>100%</b>	<b>2,062</b>	<b>100%</b>	<b>-7%</b>	<b>12%</b>
CLASS	American Indian/Alaska Native	13	0%	10	0%	11	0%	12	0%	7	0%	-42%	-46%
	Asian	45	2%	47	2%	47	2%	37	1%	47	2%	27%	4%
	Black/African American	625	24%	660	24%	675	24%	794	26%	813	26%	2%	30%
	Hispanic/Latino	92	3%	111	4%	132	5%	153	5%	157	5%	3%	71%
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	1	0%	1	0%	0%	-
	Non Resident Alien	27	1%	32	1%	32	1%	31	1%	37	1%	19%	37%
	Two or more races	-	0%	-	0%	-	0%	18	1%	62	2%	244%	-
	Unknown	196	7%	204	8%	270	9%	233	8%	164	5%	-30%	-16%
	White	1,645	62%	1,633	61%	1,676	59%	1,791	58%	1,845	59%	3%	12%
<b>Total</b>		<b>2,643</b>	<b>100%</b>	<b>2,697</b>	<b>100%</b>	<b>2,843</b>	<b>100%</b>	<b>3,070</b>	<b>100%</b>	<b>3,133</b>	<b>100%</b>	<b>2%</b>	<b>19%</b>
Education	American Indian/Alaska Native	4	0%	2	0%	3	0%	3	0%	2	0%	-33%	-50%
	Asian	16	2%	12	1%	13	1%	10	1%	7	1%	-30%	-56%
	Black/African American	181	20%	195	22%	202	21%	245	24%	228	24%	-7%	26%
	Hispanic/Latino	25	3%	25	3%	31	3%	48	5%	34	4%	-29%	36%
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	-	0%	1	0%	-	-
	Non Resident Alien	5	1%	3	0%	5	1%	5	0%	6	1%	20%	20%
	Two or more races	-	0%	-	0%	-	0%	3	0%	11	1%	267%	-
	Unknown	63	7%	55	6%	77	8%	57	6%	45	5%	-21%	-29%
	White	606	67%	586	67%	613	65%	641	63%	633	65%	-1%	4%
<b>Total</b>		<b>900</b>	<b>100%</b>	<b>878</b>	<b>100%</b>	<b>944</b>	<b>100%</b>	<b>1,012</b>	<b>100%</b>	<b>967</b>	<b>100%</b>	<b>-4%</b>	<b>7%</b>

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Table 3.22: CSU Undergraduate Fall Enrollment by College & Ethnicity: 5-Year Trend

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College	Race	2007		2008		2009		2010		2011		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Nursing	American Indian/Alaska Native	1	0%	2	0%	1	0%	2	0%	1	0%	-50%	0%
	Asian	14	3%	18	4%	15	3%	19	4%	19	4%	0%	36%
	Black/African American	69	17%	70	15%	100	19%	117	22%	70	14%	-40%	1%
	Hispanic/Latino	10	2%	14	3%	10	2%	20	4%	20	4%	0%	100%
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	1	0%	2	0%	3	1%	8	1%	6	1%	-25%	500%
	Two or more races	-	0%	-	0%	-	0%	5	1%	12	2%	140%	-
	Unknown	28	7%	22	5%	30	6%	17	3%	17	3%	0%	-39%
	White	282	70%	346	73%	356	69%	349	65%	355	71%	2%	26%
<b>Total</b>		<b>405</b>	<b>100%</b>	<b>474</b>	<b>100%</b>	<b>515</b>	<b>100%</b>	<b>537</b>	<b>100%</b>	<b>500</b>	<b>100%</b>	<b>-7%</b>	<b>23%</b>
Engineering	American Indian/Alaska Native	2	0%	2	0%	3	0%	-	0%	-	0%	-	-100%
	Asian	46	7%	45	6%	43	5%	33	4%	34	3%	3%	-26%
	Black/African American	60	9%	61	8%	80	9%	101	11%	97	10%	-4%	62%
	Hispanic/Latino	20	3%	29	4%	32	4%	36	4%	34	3%	-6%	70%
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	1	0%	2	0%	100%	-
	Non Resident Alien	56	8%	62	8%	78	9%	91	10%	117	12%	29%	109%
	Two or more races	-	0%	-	0%	-	0%	6	1%	13	1%	117%	-
	Unknown	56	8%	58	8%	79	9%	73	8%	63	6%	-14%	13%
	White	440	65%	482	65%	541	63%	588	63%	637	64%	8%	45%
<b>Total</b>		<b>680</b>	<b>100%</b>	<b>739</b>	<b>100%</b>	<b>856</b>	<b>100%</b>	<b>929</b>	<b>100%</b>	<b>997</b>	<b>100%</b>	<b>7%</b>	<b>47%</b>
Science	American Indian/Alaska Native	3	0%	2	0%	6	0%	9	0%	12	0%	33%	300%
	Asian	66	4%	66	4%	62	3%	68	3%	80	3%	18%	21%
	Black/African American	320	20%	324	19%	357	18%	432	18%	465	18%	8%	45%
	Hispanic/Latino	53	3%	53	3%	58	3%	89	4%	89	3%	0%	68%
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	1	0%	1	0%	0%	-
	Non Resident Alien	27	2%	34	2%	33	2%	41	2%	42	2%	2%	56%
	Two or more races	-	0%	-	0%	-	0%	15	1%	48	2%	220%	-
	Unknown	108	7%	129	8%	197	10%	157	7%	141	5%	-10%	31%
	White	1,034	64%	1,077	64%	1,229	63%	1,528	65%	1,700	66%	11%	64%
<b>Total</b>		<b>1,611</b>	<b>100%</b>	<b>1,685</b>	<b>100%</b>	<b>1,942</b>	<b>100%</b>	<b>2,340</b>	<b>100%</b>	<b>2,578</b>	<b>100%</b>	<b>10%</b>	<b>60%</b>

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Table 3.22: CSU Undergraduate Fall Enrollment by College &amp; Ethnicity: 5-Year Trend

continued from previous page

College	Race	2007		2008		2009		2010		2011		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Urban Affairs	American Indian/Alaska Native	2	1%	3	1%	1	0%	2	1%	2	1%	0%	0%
	Asian	-	0%	-	0%	-	0%	1	0%	1	0%	0%	-
	Black/African American	82	32%	90	35%	106	36%	106	32%	114	32%	8%	39%
	Hispanic/Latino	8	3%	7	3%	11	4%	11	3%	14	4%	27%	75%
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	1	0%	-	0%	-100%	-
	Non Resident Alien	-	0%	3	1%	3	1%	5	2%	5	1%	0%	-
	Two or more races	-	0%	-	0%	-	0%	-	0%	1	0%	-	-
	Unknown	22	8%	24	9%	35	12%	22	7%	23	6%	5%	5%
White	145	56%	131	51%	136	47%	179	55%	200	56%	12%	38%	
<b>Total</b>		<b>259</b>	<b>100%</b>	<b>258</b>	<b>100%</b>	<b>292</b>	<b>100%</b>	<b>327</b>	<b>100%</b>	<b>360</b>	<b>100%</b>	<b>10%</b>	<b>39%</b>
Undergraduate Studies	American Indian/Alaska Native	2	0%	3	0%	1	0%	2	0%	1	0%	-50%	-50%
	Asian	28	3%	18	2%	16	2%	25	4%	38	5%	52%	36%
	Black/African American	358	34%	215	27%	228	27%	166	25%	190	26%	14%	-47%
	Hispanic/Latino	43	4%	34	4%	21	3%	27	4%	34	5%	26%	-21%
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	3	0%	2	0%	3	0%	3	0%	9	1%	200%	200%
	Two or more races	-	0%	-	0%	-	0%	9	1%	18	2%	100%	-
	Unknown	216	21%	165	21%	278	33%	127	19%	107	14%	-16%	-50%
White	396	38%	347	44%	291	35%	303	46%	342	46%	13%	-14%	
<b>Total</b>		<b>1,046</b>	<b>100%</b>	<b>784</b>	<b>100%</b>	<b>838</b>	<b>100%</b>	<b>662</b>	<b>100%</b>	<b>739</b>	<b>100%</b>	<b>12%</b>	<b>-29%</b>
Undergraduate Non-Degree	American Indian/Alaska Native	1	0%	-	0%	1	0%	-	0%	-	0%	-	-100%
	Asian	21	5%	26	7%	13	4%	17	5%	15	5%	-12%	-29%
	Black/African American	45	12%	39	11%	36	10%	26	8%	15	5%	-42%	-67%
	Hispanic/Latino	8	2%	8	2%	6	2%	8	2%	10	4%	25%	25%
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	2	1%	-	0%	-100%	-
	Non Resident Alien	3	1%	4	1%	7	2%	1	0%	3	1%	200%	0%
	Two or more races	-	0%	-	0%	-	0%	1	0%	3	1%	200%	-
	Unknown	53	14%	43	12%	110	30%	64	19%	43	16%	-33%	-19%
White	256	66%	233	66%	194	53%	215	64%	185	68%	-14%	-28%	
<b>Total</b>		<b>387</b>	<b>100%</b>	<b>353</b>	<b>100%</b>	<b>367</b>	<b>100%</b>	<b>334</b>	<b>100%</b>	<b>274</b>	<b>100%</b>	<b>-18%</b>	<b>-29%</b>

continued on next page

**Table 3.22: CSU Undergraduate Fall Enrollment by College & Ethnicity: 5-Year Trend**

*continued from previous page*

College	Race	2007		2008		2009		2010		2011		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Other	American Indian/Alaska Native	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Asian	-	0%	1	3%	1	2%	1	2%	-	0%	-100%	-
	Black/African American	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Hispanic/Latino	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	23	92%	25	81%	43	96%	57	92%	111	99%	95%	383%
	Two or more races	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Unknown	-	0%	5	16%	1	2%	4	6%	1	1%	-75%	-
	White	2	8%	-	0%	-	0%	-	0%	-	0%	-	-100%
<b>Total</b>		<b>25</b>	<b>100%</b>	<b>31</b>	<b>100%</b>	<b>45</b>	<b>100%</b>	<b>62</b>	<b>100%</b>	<b>112</b>	<b>100%</b>	<b>81%</b>	<b>348%</b>
University	American Indian/Alaska Native	30	0%	26	0%	31	0%	38	0%	31	0%	-18%	3%
	Asian	309	3%	318	3%	284	3%	297	3%	318	3%	7%	3%
	Black/African American	2,090	21%	2,030	21%	2,186	20%	2,437	21%	2,415	21%	-1%	16%
	Hispanic/Latino	306	3%	322	3%	351	3%	470	4%	460	4%	-2%	50%
	Native Hawaiian or Other Pacific Islander	-	-	-	-	-	0%	7	0%	8	0%	14%	-
	Non Resident Alien	211	2%	238	2%	295	3%	346	3%	448	4%	29%	112%
	Two or more races	-	-	-	-	-	-	66	1%	186	2%	182%	-
	Unknown	858	9%	824	8%	1,255		888	8%	703	6%	-21%	-18%
	White	5,994	61%	6,067	62%	6,306	59%	6,947	60%	7,153	61%	3%	19%
<b>Total</b>		<b>9,798</b>	<b>100%</b>	<b>9,825</b>	<b>100%</b>	<b>10,708</b>	<b>100%</b>	<b>11,496</b>	<b>100%</b>	<b>11,722</b>	<b>100%</b>	<b>2%</b>	<b>20%</b>

Table 3.23: CSU Graduate &amp; Law Fall Enrollment by College &amp; Ethnicity: 5-Year Trend

College	Race	2007		2008		2009		2010		2011		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Business	American Indian/Alaska Native	1	0%	1	0%	1	0%	1	0%	-	0%	-100%	-100%
	Asian	48	4%	40	4%	62	5%	56	4%	67	5%	20%	40%
	Black/African American	104	9%	104	9%	123	9%	125	9%	124	9%	-1%	19%
	Hispanic/Latino	16	1%	14	1%	15	1%	26	2%	28	2%	8%	75%
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	235	21%	188	17%	253	19%	283	20%	245	17%	-13%	4%
	Two or more races	-	0%	-	0%	-	0%	7	0%	12	1%	71%	-
	Unknown	148	13%	114	10%	161	12%	81	6%	74	5%	-9%	-50%
	White	593	52%	666	59%	742	55%	849	59%	869	61%	2%	47%
<b>Total</b>		<b>1,145</b>	<b>100%</b>	<b>1,127</b>	<b>100%</b>	<b>1,357</b>	<b>100%</b>	<b>1,428</b>	<b>100%</b>	<b>1,419</b>	<b>100%</b>	<b>-1%</b>	<b>24%</b>
CLASS	American Indian/Alaska Native	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Asian	5	1%	7	1%	5	1%	7	1%	6	1%	-14%	20%
	Black/African American	110	21%	123	23%	129	22%	124	21%	127	21%	2%	15%
	Hispanic/Latino	10	2%	13	2%	15	3%	12	2%	14	2%	17%	40%
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	24	4%	18	3%	14	2%	19	3%	17	3%	-11%	-29%
	Two or more races	-	0%	-	0%	-	0%	4	1%	4	1%	0%	-
	Unknown	69	13%	74	14%	87	15%	57	10%	61	10%	7%	-12%
	White	316	59%	311	57%	332	57%	365	62%	374	62%	2%	18%
<b>Total</b>		<b>534</b>	<b>100%</b>	<b>546</b>	<b>100%</b>	<b>582</b>	<b>100%</b>	<b>588</b>	<b>100%</b>	<b>603</b>	<b>100%</b>	<b>3%</b>	<b>13%</b>
Education	American Indian/Alaska Native	2	0%	3	0%	3	0%	3	0%	1	0%	-67%	-50%
	Asian	16	1%	20	1%	18	1%	16	1%	18	1%	13%	13%
	Black/African American	366	22%	403	23%	371	23%	363	23%	359	24%	-1%	-2%
	Hispanic/Latino	37	2%	34	2%	27	2%	39	2%	40	3%	3%	8%
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	-	0%	1	0%	-	-
	Non Resident Alien	30	2%	37	2%	39	2%	56	3%	55	4%	-2%	83%
	Two or more races	-	0%	-	0%	-	0%	4	0%	10	1%	150%	-
	Unknown	214	13%	235	13%	231	14%	190	12%	153	10%	-19%	-29%
	White	1,010	60%	1,016	58%	958	58%	938	58%	847	57%	-10%	-16%
<b>Total</b>		<b>1,675</b>	<b>100%</b>	<b>1,748</b>	<b>100%</b>	<b>1,647</b>	<b>100%</b>	<b>1,609</b>	<b>100%</b>	<b>1,484</b>	<b>100%</b>	<b>-8%</b>	<b>-11%</b>

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Table 3.23: CSU Graduate & Law Fall Enrollment by College & Ethnicity: 5-Year Trend

continued from previous page

College	Race	2007		2008		2009		2010		2011		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Nursing	American Indian/Alaska Native	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Asian	-	0%	-	0%	-	0%	1	2%	1	2%	0%	-
	Black/African American	7	23%	7	15%	2	5%	5	9%	7	12%	40%	0%
	Hispanic/Latino	1	3%	-	0%	1	2%	2	4%	1	2%	-50%	0%
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	-	0%	-	0%	-	0%	1	2%	1	2%	0%	-
	Two or more races	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Unknown	2	7%	4	8%	4	9%	6	11%	7	12%	17%	250%
	White	20	67%	37	77%	36	84%	40	73%	42	71%	5%	110%
<b>Total</b>		<b>30</b>	<b>100%</b>	<b>48</b>	<b>100%</b>	<b>43</b>	<b>100%</b>	<b>55</b>	<b>100%</b>	<b>59</b>	<b>100%</b>	<b>7%</b>	<b>97%</b>
Engineering	American Indian/Alaska Native	-	0%	-	0%	1	0%	3	1%	2	0%	-33%	-
	Asian	10	2%	10	3%	12	3%	19	4%	19	4%	0%	90%
	Black/African American	11	2%	10	3%	8	2%	17	4%	14	3%	-18%	27%
	Hispanic/Latino	1	0%	3	1%	4	1%	4	1%	4	1%	0%	300%
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	-	0%	1	0%	-	-
	Non Resident Alien	311	67%	242	62%	230	55%	249	54%	247	54%	-1%	-21%
	Two or more races	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Unknown	11	2%	16	4%	26	6%	19	4%	30	7%	58%	173%
	White	123	26%	112	28%	135	32%	151	33%	138	30%	-9%	12%
<b>Total</b>		<b>467</b>	<b>100%</b>	<b>393</b>	<b>100%</b>	<b>416</b>	<b>100%</b>	<b>462</b>	<b>100%</b>	<b>455</b>	<b>100%</b>	<b>-2%</b>	<b>-3%</b>
Science	American Indian/Alaska Native	1	0%	1	0%	2	0%	1	0%	1	0%	0%	0%
	Asian	13	2%	13	2%	25	3%	26	4%	22	3%	-15%	69%
	Black/African American	45	8%	53	8%	54	7%	48	7%	51	6%	6%	13%
	Hispanic/Latino	9	2%	13	2%	13	2%	18	2%	13	2%	-28%	44%
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	-	0%	1	0%	-	-
	Non Resident Alien	90	16%	99	15%	103	14%	110	15%	140	18%	27%	56%
	Two or more races	-	0%	-	0%	-	0%	3	0%	4	1%	33%	-
	Unknown	57	10%	70	10%	89	12%	52	7%	46	6%	-12%	-19%
	White	363	63%	421	63%	449	61%	474	65%	512	65%	8%	41%
<b>Total</b>		<b>578</b>	<b>100%</b>	<b>670</b>	<b>100%</b>	<b>735</b>	<b>100%</b>	<b>732</b>	<b>100%</b>	<b>790</b>	<b>100%</b>	<b>8%</b>	<b>37%</b>

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Table 3.23: CSU Graduate &amp; Law Fall Enrollment by College &amp; Ethnicity: 5-Year Trend

continued from previous page

College	Race	2007		2008		2009		2010		2011		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Urban Affairs	American Indian/Alaska Native	2	1%	1	0%	2	1%	1	0%	-	0%	-100%	-100%
	Asian	4	1%	4	1%	5	2%	3	1%	2	1%	-33%	-50%
	Black/African American	79	23%	77	22%	68	21%	79	22%	64	19%	-19%	-19%
	Hispanic/Latino	8	2%	9	3%	6	2%	7	2%	8	2%	14%	0%
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	1	0%	1	0%	0%	-
	Non Resident Alien	39	11%	39	11%	28	9%	30	8%	26	8%	-13%	-33%
	Two or more races	-	0%	-	0%	-	0%	3	1%	5	2%	67%	-
	Unknown	39	11%	36	10%	45	14%	41	11%	28	9%	-32%	-28%
	White	178	51%	191	54%	175	53%	196	54%	195	59%	-1%	10%
<b>Total</b>		<b>349</b>	<b>100%</b>	<b>357</b>	<b>100%</b>	<b>329</b>	<b>100%</b>	<b>361</b>	<b>100%</b>	<b>329</b>	<b>100%</b>	<b>-9%</b>	<b>-6%</b>
Law	American Indian/Alaska Native	4	1%	2	0%	3	0%	2	0%	1	0%	-50%	-75%
	Asian	19	3%	22	3%	17	3%	11	2%	14	2%	27%	-26%
	Black/African American	50	7%	45	7%	52	8%	55	9%	54	10%	-2%	8%
	Hispanic/Latino	20	3%	15	2%	16	2%	12	2%	17	3%	42%	-15%
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	10	1%	9	1%	9	1%	5	1%	6	1%	20%	-40%
	Two or more races	-	0%	-	0%	-	0%	1	0%	2	0%	100%	-
	Unknown	86	12%	59	9%	77	12%	29	5%	15	3%	-48%	-83%
	White	523	73%	520	77%	471	73%	495	81%	454	81%	-8%	-13%
<b>Total</b>		<b>712</b>	<b>100%</b>	<b>672</b>	<b>100%</b>	<b>645</b>	<b>100%</b>	<b>610</b>	<b>100%</b>	<b>563</b>	<b>100%</b>	<b>-8%</b>	<b>-21%</b>
Graduate Studies	American Indian/Alaska Native	2	2%	1	2%	-	0%	-	0%	-	0%	-	-100%
	Asian	5	5%	-	0%	-	0%	1	2%	2	9%	100%	-60%
	Black/African American	20	21%	17	32%	8	18%	13	29%	4	17%	-69%	-80%
	Hispanic/Latino	1	1%	1	2%	-	0%	1	2%	1	4%	0%	0%
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	1	1%	-	0%	-	0%	-	0%	-	0%	-	-100%
	Two or more races	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Unknown	26	27%	6	11%	16	36%	10	22%	5	22%	-50%	-81%
	White	40	42%	28	53%	20	45%	20	44%	11	48%	-45%	-73%
<b>Total</b>		<b>95</b>	<b>100%</b>	<b>53</b>	<b>100%</b>	<b>44</b>	<b>100%</b>	<b>45</b>	<b>100%</b>	<b>23</b>	<b>100%</b>	<b>-49%</b>	<b>-76%</b>

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**Table 3.23: CSU Graduate & Law Fall Enrollment by College & Ethnicity: 5-Year Trend**

*continued from previous page*

College	Race	2007		2008		2009		2010		2011		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
University	American Indian/Alaska Native	12	0%	9	0%	12	0%	11	0%	5	0%	-55%	-58%
	Asian	120	2%	116	2%	144	2%	140	2%	151	3%	8%	26%
	Black/African American	792	14%	839	15%	815	14%	829	14%	804	14%	-3%	2%
	Hispanic/Latino	103	2%	102	2%	97	2%	121	2%	126	2%	4%	22%
	Native Hawaiian or Other Pacific Islander	-	0%	-	0%	-	0%	1	0%	4	0%	300%	-
	Non Resident Alien	740	13%	632	11%	676	12%	753	13%	737	13%	-2%	0%
	Two or more races	-	0%	-	0%	-	0%	22	0%	37	1%	68%	-
	Unknown	652	12%	614	11%	736	13%	485	8%	419	7%	-14%	-36%
	White	3,166	57%	3,302	59%	3,318	57%	3,528	60%	3,442	60%	-2%	9%
<b>Total</b>		<b>5,585</b>	<b>100%</b>	<b>5,614</b>	<b>100%</b>	<b>5,798</b>	<b>100%</b>	<b>5,890</b>	<b>100%</b>	<b>5,725</b>	<b>100%</b>	<b>-3%</b>	<b>3%</b>

Table 3.24: Undergraduate Fall Enrollment by College & Load: 5-Year Trend

**Undergraduate Full-Time**

College							Percent Change	
	2007	2008	2009	2010	2011	1 Year	5 Year	
Business	1,291	1,333	1,434	1,514	1,401	-7%	9%	
CLASS	2,131	2,155	2,244	2,433	2,507	3%	18%	
Education	593	592	664	703	668	-5%	13%	
Nursing	320	364	416	437	435	0%	36%	
Engineering	541	577	665	736	807	10%	49%	
Science	1,298	1,347	1,521	1,795	1,985	11%	53%	
Urban Affairs	158	163	175	188	220	17%	39%	
Undergraduate Studies	578	393	418	254	312	23%	-46%	
Undergraduate Non-Degree	62	45	55	46	31	-33%	-50%	
Other	1	3	1	0	0	-	-100%	
<b>Total</b>	<b>6,973</b>	<b>6,972</b>	<b>7,593</b>	<b>8,106</b>	<b>8,366</b>	<b>3%</b>	<b>20%</b>	

**Undergraduate Part-Time**

College							Percent Change	
	2007	2008	2009	2010	2011	1 Year	5 Year	
Business	551	593	632	709	661	-7%	20%	
CLASS	512	542	599	637	626	-2%	22%	
Education	307	286	280	309	299	-3%	-3%	
Nursing	85	110	99	100	65	-35%	-24%	
Engineering	139	162	191	193	190	-2%	37%	
Science	313	338	421	545	593	9%	89%	
Urban Affairs	101	95	117	139	140	1%	39%	
Undergraduate Studies	468	391	420	408	427	5%	-9%	
Undergraduate Non-Degree	325	308	312	288	243	-16%	-25%	
Other	24	28	44	62	112	81%	367%	
<b>Total</b>	<b>2,825</b>	<b>2,853</b>	<b>3,115</b>	<b>3,390</b>	<b>3,356</b>	<b>-1%</b>	<b>19%</b>	

Table 3.25: Graduate & Law Fall Enrollment by College & Load: 5-Year Trend

Graduate & Law Full-Time

College	2007	2008	2009	2010	2011	Percent Change	
						1 Year	5 Year
Business	407	379	487	541	438	-19%	8%
CLASS	233	246	246	247	250	1%	7%
Education	291	330	299	276	278	1%	-4%
Nursing	5	8	8	10	5	-50%	0%
Engineering	143	136	122	129	80	-38%	-44%
Science	344	388	438	472	402	-15%	17%
Urban Affairs	96	89	95	105	74	-30%	-23%
Law	466	446	449	419	391	-7%	-16%
Graduate Studies	2	1	-	2	-	-100%	-100%
<b>Total</b>	<b>1,987</b>	<b>2,023</b>	<b>2,144</b>	<b>2,201</b>	<b>1,918</b>	<b>-13%</b>	<b>-3%</b>

Graduate & Law Part-Time

College	2007	2008	2009	2010	2011	Percent Change	
						1 Year	5 Year
Business	738	748	870	887	981	11%	33%
CLASS	301	300	336	341	353	4%	17%
Education	1,384	1,418	1,348	1,333	1,206	-10%	-13%
Nursing	25	40	35	45	54	20%	116%
Engineering	324	257	294	333	375	13%	16%
Science	234	282	297	260	388	49%	66%
Urban Affairs	253	268	234	256	255	0%	1%
Law	246	226	196	191	172	-10%	-30%
Graduate Studies	93	52	44	43	23	-47%	-75%
<b>Total</b>	<b>3,598</b>	<b>3,591</b>	<b>3,654</b>	<b>3,689</b>	<b>3,807</b>	<b>3%</b>	<b>6%</b>

## East and West Centers

The opening of Cleveland State University West Center (Westlake) in August 2003 and East Center (Solon) in August 2004 established a suburban presence for the University's thriving downtown campus. The mission of the centers is dedicated to serving all students and offering the highest level of customer service. Academic offerings include programs for educators (teachers and administrators), business and public service professionals seeking to complete their university degree, and traditional college-age students and high school students in post-secondary educational option programs. CSU has given high priority to strengthening relationships with local community colleges and supporting the rise of e-Learning. As such, the East Center in Solon closed in August of 2011.

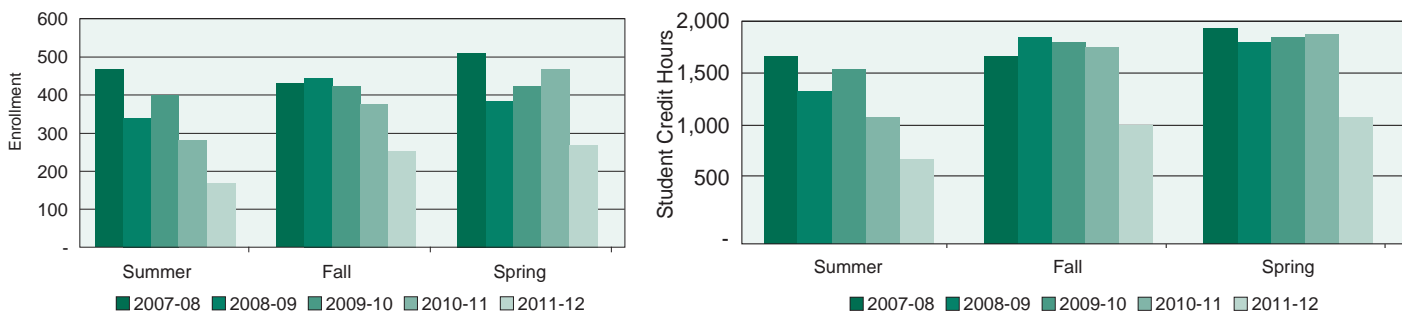
Table 3.26: West Center Student Credit Hours: Fall Semesters

College	West Center														
	Undergraduate					Graduate/Law					Total				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Business	309	528	472	493	243	534	500	540	288	310	843	1,028	1,012	781	553
CLASS	333	364	424	306	64	3	-	-	-	-	336	364	424	306	64
Education	51	27	39	42	54	290	267	263	421	224	341	294	302	463	278
Science	123	132	132	15	93	-	56	-	-	-	123	188	132	15	93
Nursing	-	-	-	80	-	-	-	-	-	-	-	-	-	80	-
Urban Affairs	-	-	-	-	-	-	8	-	-	-	-	8	-	-	-
<b>Total</b>	<b>816</b>	<b>1,051</b>	<b>1,067</b>	<b>936</b>	<b>454</b>	<b>827</b>	<b>831</b>	<b>803</b>	<b>709</b>	<b>534</b>	<b>1,643</b>	<b>1,882</b>	<b>1,870</b>	<b>1,645</b>	<b>988</b>

Table 3.26a: Annual West Center Historical Enrollment and SCH Trends

College	West Center														
	Enrollment					Percent Change		SCH					Percent Change		
	2007-08	2008-09	2009-10	2010-11	2011-12	1-Year	5-Year	2007-08	2008-09	2009-10	2010-11	2011-12	1-Year	5-Year	
Summer	462	343	398	280	179	-36%	-61%	1,736	1,308	1,590	1,087	644	-41%	-63%	
Fall	430	444	416	385	246	-36%	-43%	1,643	1,882	1,870	1,630	988	-39%	-40%	
Spring	513	376	434	486	280	-42%	-45%	1,969	1,648	1,773	1,830	1,086	-41%	-45%	
<b>Total</b>	<b>1,405</b>	<b>1,163</b>	<b>1,248</b>	<b>1,151</b>	<b>705</b>	<b>-39%</b>	<b>-50%</b>	<b>5,348</b>	<b>4,838</b>	<b>5,233</b>	<b>4,547</b>	<b>2,718</b>	<b>-40%</b>	<b>-49%</b>	

Figure 3.26a: Annual West Center Historical Enrollment and SCH Trends



### West Center Serves the Following Cleveland Suburbs

- Avon
- Avon Lake
- Bay Village
- Berea
- Brook Park
- Elyria
- Fairview Park
- Lakewood
- Lorain
- North Olmsted
- North Ridgeville
- Olmsted Falls
- Rocky River
- Sheffield
- Sheffield Lake
- Sheffield Township
- Westlake

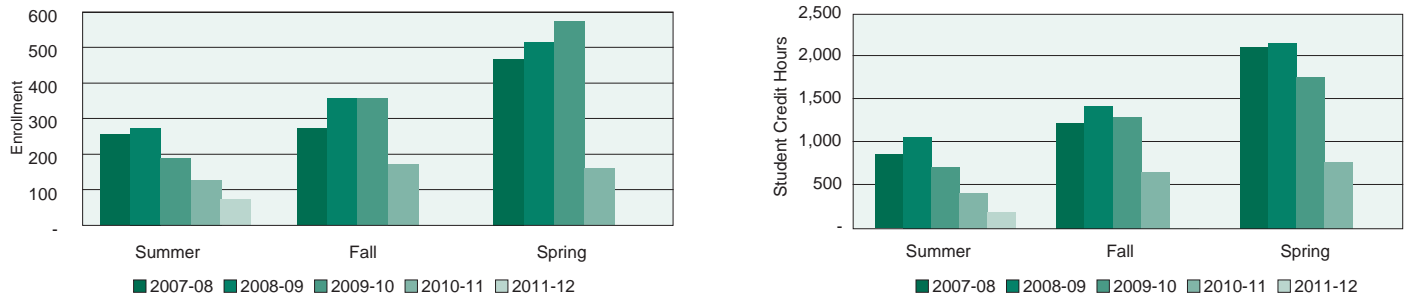
Table 3.27: East Center Student Credit Hours: Fall Semesters

East Center												
College	Undergraduate				Graduate/Law				Total			
	2007	2008	2009	2010	2007	2008	2009	2010	2007	2008	2009	2010
Business	180	21	21	-	258	426	245	112	438	447	266	112
CLASS	105	135	45	21	-	-	-	-	105	135	45	21
Education	3	52	21	18	407	409	443	239	410	461	464	257
Science	91	85	99	38	165	273	322	166	256	358	421	204
Urban Affairs	-	-	42	28	4	-	-	-	4	-	42	28
<b>Total</b>	<b>379</b>	<b>293</b>	<b>228</b>	<b>105</b>	<b>834</b>	<b>1,108</b>	<b>1,010</b>	<b>517</b>	<b>1,213</b>	<b>1,401</b>	<b>1,238</b>	<b>622</b>

Table 3.27a: Annual East Center Historical Enrollment and SCH Trends

East Center														
College	Enrollment					Percent Change		SCH					Percent Change	
	2007-08	2008-09	2009-10	2010-11	2011-12	1-Year	5-Year	2007-08	2008-09	2009-10	2010-11	2011-12	1-Year	5-Year
Summer	253	277	193	127	63	-50%	-75%	852	1,020	691	447	234	-48%	-73%
Fall	290	343	341	165	-	-100%	-100%	1,213	1,401	1,238	622	-	-100%	-100%
Spring	460	511	557	163	-	-100%	-100%	2,067	2,137	1,718	673	-	-100%	-100%
<b>Total</b>	<b>1,003</b>	<b>1,131</b>	<b>1,091</b>	<b>455</b>	<b>63</b>	<b>-86%</b>	<b>-94%</b>	<b>4,132</b>	<b>4,558</b>	<b>3,647</b>	<b>1,742</b>	<b>234</b>	<b>-87%</b>	<b>-94%</b>

Figure 3.27a: Annual East Center Historical Enrollment and SCH Trends



### East Center Serves the Following Cleveland Suburbs

- Aurora
- Bainbridge
- Beachwood
- Bedford
- Chagrin Falls
- Gates Mills
- Hudson
- Hunting Valley
- Macedonia
- Maple Heights
- Mayfield Heights
- Moreland Hills
- North Randall
- Northfield
- Oakwood
- Orange
- Solon
- Twinsburg
- Warrensville Heights
- Woodmere

Table 3.28a: Annual Historical Enrollment and SCH Trends at Lorain County Community College

Lorain County Community College														
Term	Enrollment					Percent Change		SCH					Percent Change	
	2007-08	2008-09	2009-10	2010-11	2011-12	1-Year	5-Year	2007-08	2008-09	2009-10	2010-11	2011-12	1-Year	5-Year
Summer	33	40	34	38	25	-34%	-24%	161	200	161	160	100	-38%	-38%
Fall	92	109	63	101	88	-13%	-4%	519	584	332	535	401	-25%	-23%
Spring	78	71	77	83	107	29%	37%	370	369	425	400	442	11%	19%
<b>Total</b>	<b>203</b>	<b>220</b>	<b>174</b>	<b>222</b>	<b>220</b>	<b>-1%</b>	<b>8%</b>	<b>1,050</b>	<b>1,153</b>	<b>918</b>	<b>1,095</b>	<b>943</b>	<b>-14%</b>	<b>-10%</b>

Figure 3.28a: Annual Lorain County Community College Historical Enrollment and SCH Trends

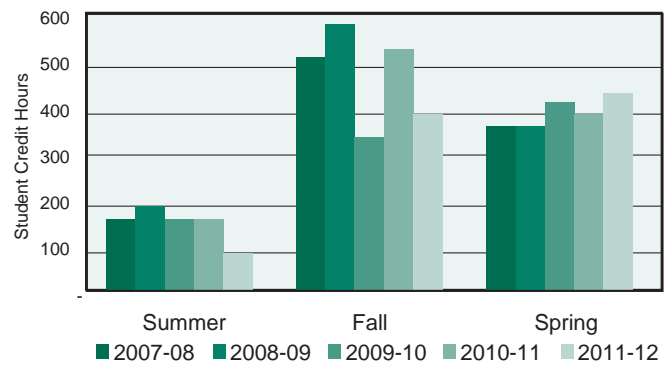
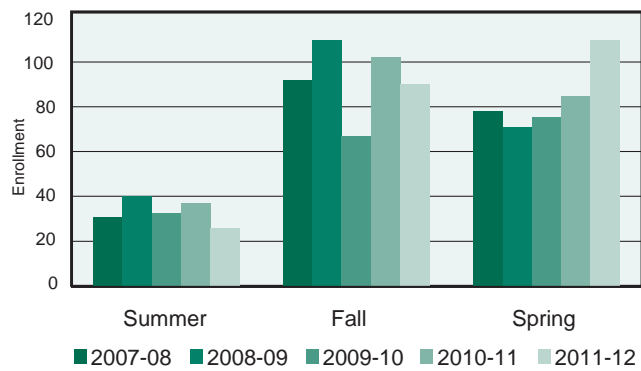


Table 3.28b: Annual Historical Enrollment and SCH Trends at Lakeland Community College

Lakeland Community College														
Term	Enrollment					Percent Change		SCH					Percent Change	
	2007-08	2008-09	2009-10	2010-11	2011-12	1-Year	5-Year	2007-08	2008-09	2009-10	2010-11	2011-12	1-Year	5-Year
Summer	36	83	56	73	36	-51%	0%	120	291	243	266	115	-57%	-4%
Fall	131	106	142	171	75	-56%	-43%	504	618	626	672	337	-50%	-33%
Spring	160	171	177	156	96	-38%	-40%	702	945	808	742	526	-29%	-25%
<b>Total</b>	<b>327</b>	<b>360</b>	<b>375</b>	<b>400</b>	<b>207</b>	<b>-48%</b>	<b>-37%</b>	<b>1,326</b>	<b>1,854</b>	<b>1,677</b>	<b>1,680</b>	<b>978</b>	<b>-42%</b>	<b>-26%</b>

### Partnerships with Lakeland Community College and Lorain County Community College

The partnerships foster direct collaboration with community colleges to offer degree programs on the community college campus in addition to easy transfer through dual admission and various articulation agreements. All locations have grown in popularity as transfer students recognize the value and convenience of gaining an associate's degree and a degree from CSU. Liaison with these community colleges has been well planned and highly successful due to a shared passion for educating students.

Figure 3.28b: Annual Lakeland Community College Historical Enrollment and SCH Trends

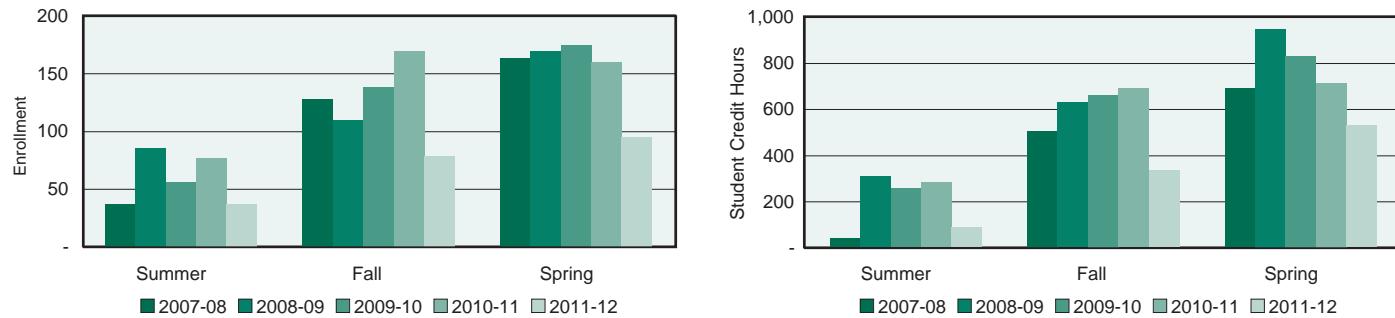
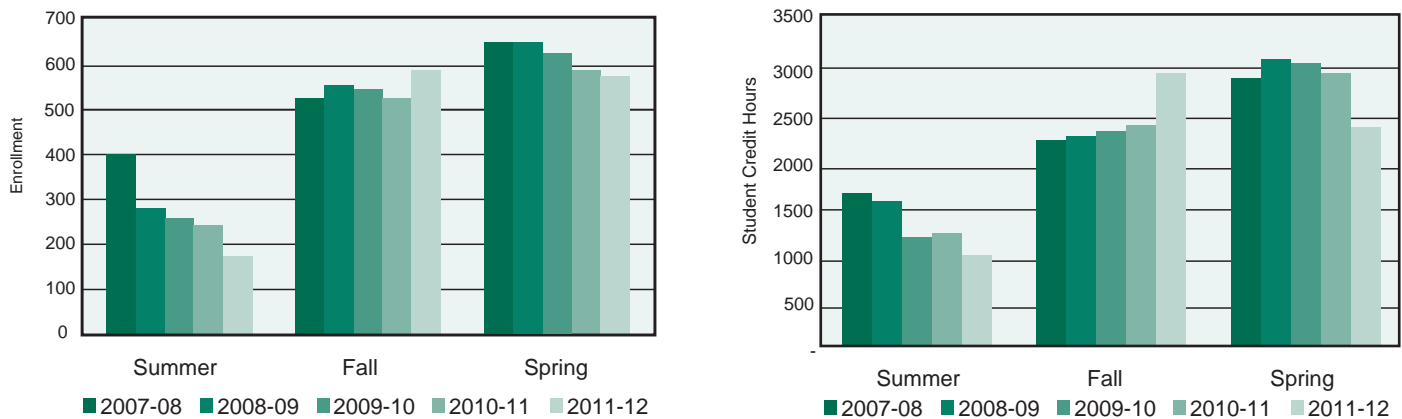


Table 3.28c: Annual Historical Enrollment and SCH Trends at Other Off-Campus Locations

Other Locations*														
	Enrollment					Percent Change		SCH					Percent Change	
	2007-08	2008-09	2009-10	2010-11	2011-12	1-Year	5-Year	2007-07	2007-09	2009-10	2010-11	2011-12	1-Year	5-Year
Summer	399	290	236	224	163	-27%	-59%	1,668	1,536	1,248	1,319	1,011	-23%	-39%
Fall	529	552	547	518	596	15%	13%	2,331	2,395	2,418	2,481	2,980	20%	28%
Spring	640	651	624	588	570	-3%	-11%	2,826	3,061	3,019	2,872	2,307	-20%	-18%
<b>Total</b>	<b>1,568</b>	<b>1,493</b>	<b>1,407</b>	<b>1,330</b>	<b>1,329</b>	<b>0%</b>	<b>-15%</b>	<b>6,825</b>	<b>6,992</b>	<b>6,685</b>	<b>6,672</b>	<b>6,298</b>	<b>-6%</b>	<b>-8%</b>

Note: Student is counted once even if attending multiple off-campus locations

Figure 3.28c: Annual Historical Enrollment and SCH Trends at Other Off-Campus Locations



\*Other Off-Campus Locations include all off campus locations except East, West, Lorain and Lakeland.

### CSU Top 10 Annual Off-Campus Locations In Greater Cleveland Area by Student Credit Hour

- Cleveland Clinic Foundation
- Progressive Insurance
- University Hospital
- Lake County Education Service Center
- MetroHealth
- Headstart
- Solon High School
- Defense Finance & Accounting Service
- Urban Design Center
- Fairview General Hospital





# Sponsored Research

# 4



# BOOK OF TRENDS

CLEVELAND STATE UNIVERSITY



## Sponsored Programs and Research at Cleveland State University

The University is committed to enhancing the research environment in support of its faculty and students. As such, efforts are underway to expand the research services currently offered to assist those seeking external funding for research, scholarship, and creative projects. Cleveland State University established a new office, the Office of Research, headed by the Vice President for Research and Graduate Studies, who is responsible for raising the research profile at Cleveland State University and for establishing the University as a recognized contributor to the local, regional, national and global research priorities. The creation of this expanding office will enable the University to achieve its mission, in which scholarship and research are held as major tenets.

Bringing discoveries from the laboratory to the classroom and to the world is a long and very expensive undertaking, one that is at the heart of what a university should do and do well. While Cleveland State is a “young” institution, it has committed itself to discovery and to becoming a research-focused university. And, while we are still in the early phases of that steep research incline, CSU has much to show for its initial efforts - efforts that presage a promising future.

It is important to note that the sponsored program proposals and awards that are described by the numbers and charts to follow would not have been possible without the drive, dedication and intellect of the University’s talented and diverse faculty and the contributions of graduate students and postdocs.

**Table 4.1: Sponsored Program Awards and Expenditures, Fiscal Years 2006-2011**

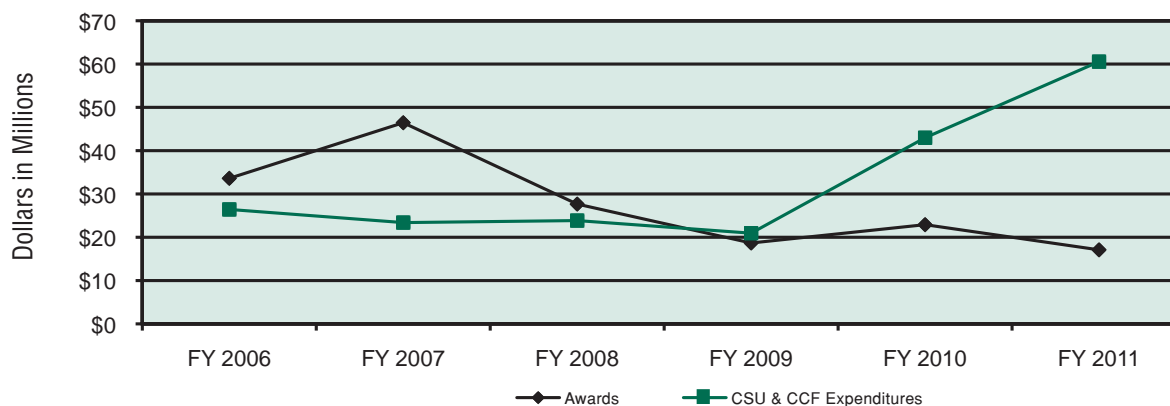
Source	Fiscal Year						Percent Change	
	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	1 Year	5 Year
Awards	\$33,610,661	\$46,453,388	\$27,661,642	\$18,677,794	\$22,909,197	\$17,093,917	-25%	-49%
CSU Expenditures	\$26,425,253	\$23,390,243	\$23,854,742	\$20,945,565	\$18,558,947	\$16,913,731	-9%	-36%
CCF Expenditures	N/A	N/A	N/A	N/A	\$24,422,152	\$43,642,969	79%	
CSU & CCF Total	N/A	N/A	N/A	N/A	\$42,981,099	\$60,556,700	41%	

**Notes:** 5 Year Percent Change is from the period 2006 to 2011.

The Total Award amount for FY 2010 & forward differs from that listed in the Monthly Activity Reports previously published by OSPR (<http://www.csuohio.edu/offices/spr/monthlyactivityreports/index.html>) for two reasons: 1) the reports in the Book of Trends include State Appropriations as a separate line-item while the Monthly Activity Reports do not. The amount stated here is higher because not all State Appropriation funding has been allocated to a Sponsored Program account. 2) The Award amount in the Monthly Activity Report for FY 2010 and the Award Amount numbers published in the Book of Trends for previous years were based on the Award amount received during that period for each project.

For FY 2010 and forward, the Total Project Award Amount is reported. For FY 2010, CSU is including research expenditures from the Lerner Research Institute (LRI) at the Cleveland Clinic Foundation. These expenditures are only for those grants held by LRI faculty who engage with Cleveland State University students.

**Figure 4.1: Sponsored Program Awards and Expenditures, Fiscal Years 2006-2011**



**Note:** The large increase in funding during Fiscal Year 2007 is due to the \$23.8 million award from the State of Ohio’s Third Frontier program that established the Wright Center for Sensor Systems Engineering. This Center involves a 33 member partnership led by the University.

Table 4.2: Sponsored Program Awards by Source, Fiscal Years 2006-2011

Source	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	Percent Change	
							1 Year	5 Year
Federal Grants	\$22,998,055	\$13,149,371	\$13,894,606	\$7,165,852	\$15,017,485	\$12,187,422	-19%	-47%
State Grants	\$3,728,005	\$26,308,453	\$7,466,819	\$3,756,471	\$1,212,245	\$479,032	-60%	-87%
Local Grants	\$243,971	\$664,999	\$735,848	\$801,757	\$822,273	\$416,185	-49%	71%
Private Grants	\$3,188,529	\$2,889,061	\$2,311,264	\$3,950,919	\$2,245,353	\$2,791,295	24%	-12%
State Appropriations	\$3,452,101	\$3,441,504	\$3,253,105	\$3,002,795	\$3,611,841	\$1,219,983	-66%	-65%
<b>Total</b>	<b>\$33,610,661</b>	<b>\$46,453,388</b>	<b>\$27,661,642</b>	<b>\$18,677,794</b>	<b>\$22,909,197</b>	<b>\$17,093,917</b>	<b>-25%</b>	<b>-49%</b>

Notes: 5 Year Percent Change is from the period 2006 to 2011.

The Total Award amount for FY 2010 & forward differs from that listed in the Monthly Activity Reports previously published by OSPR (<http://www.csuohio.edu/offices/spr/monthlyactivityreports/index.html>) for two reasons: 1) the reports in the Book of Trends include State Appropriations as a separate line-item while the Monthly Activity Reports do not. The amount stated here is higher because not all State Appropriation funding has been allocated to a Sponsored Program account. 2) The Award amount in the Monthly Activity Report for FY 2010 and the Award Amount numbers published in the Book of Trends for previous years were based on the Award amount received during that period for each project. For FY 2010 and forward, the Total Project Award Amount is reported.

Figure 4.2a: Sponsored Program Awards by Source, Fiscal Year 2011

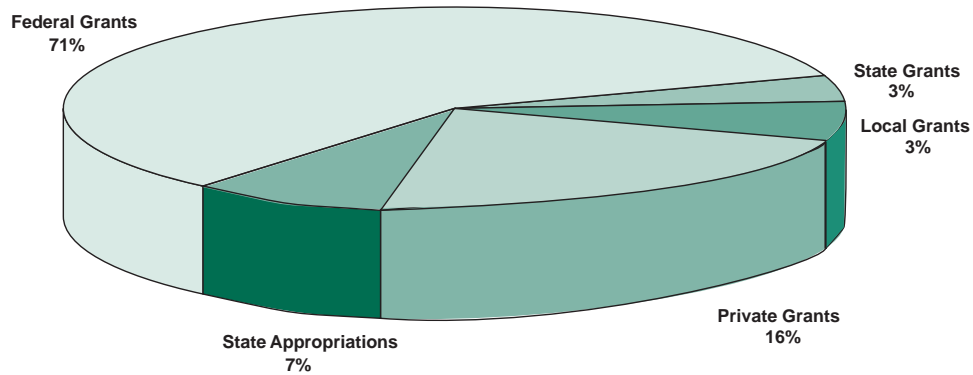
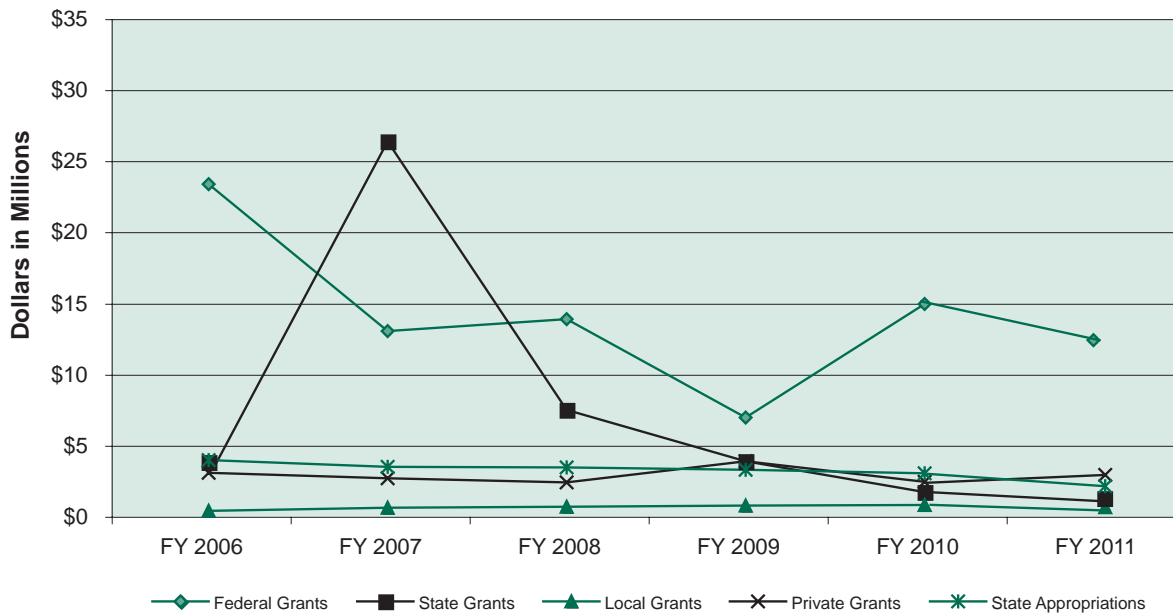


Figure 4.2b: Program Awards and Expenditures by Source, Fiscal Years 2006-2011



Source: CSU Office of Sponsored Programs and Research.

Appropriation: An authorization granted by the General Assembly to make budgetary expenditures and to incur obligations for specific purposes.

Grant: A financial assistance mechanism whereby money and/or direct assistance is provided to carry out approved activities.

Table 4.3: Sponsored Program Expenditures by Source, Fiscal Years 2006-2011

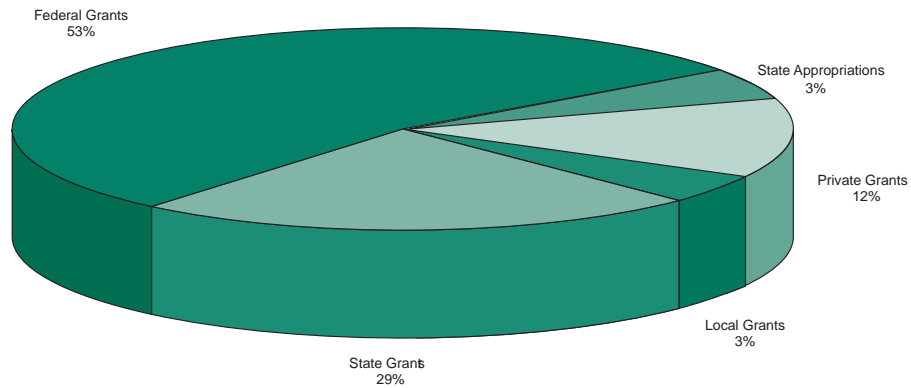
Source	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	Percent Change	
							1 Year	5 Year
Federal Grants	\$13,788,006	\$13,197,818	\$13,034,157	\$10,310,031	\$11,316,469	\$8,875,304	-22%	-36%
State Grants	\$6,090,677	\$3,038,309	\$4,508,061	\$5,024,183	\$3,824,824	\$4,837,728	26%	-21%
Local Grants	\$733,130	\$746,548	\$755,966	\$669,563	\$492,569	\$536,053	9%	-27%
Private Grants	\$2,663,791	\$2,792,794	\$2,293,476	\$2,509,684	\$1,979,982	\$2,105,142	6%	-21%
State Appropriations	\$3,149,649	\$3,614,774	\$3,263,082	\$2,432,104	\$945,103	\$559,504	-41%	-82%
LRI - CCF Expenditures					\$24,422,152	\$43,642,969	79%	N/A
<b>Total</b>	<b>\$26,425,253</b>	<b>\$23,390,243</b>	<b>\$23,854,742</b>	<b>\$20,945,565</b>	<b>\$42,981,099</b>	<b>\$60,556,700</b>	<b>41%</b>	<b>129%</b>

Note: 5 Year Percent Change is from the period 2006 to 2011.

For FY 2010 & forward, CSU is including research expenditures from the Lerner Research Institute (LRI) at the Cleveland Clinic Foundation. These expenditures are only for those grants held by by LRI faculty who engage with Cleveland State University students.

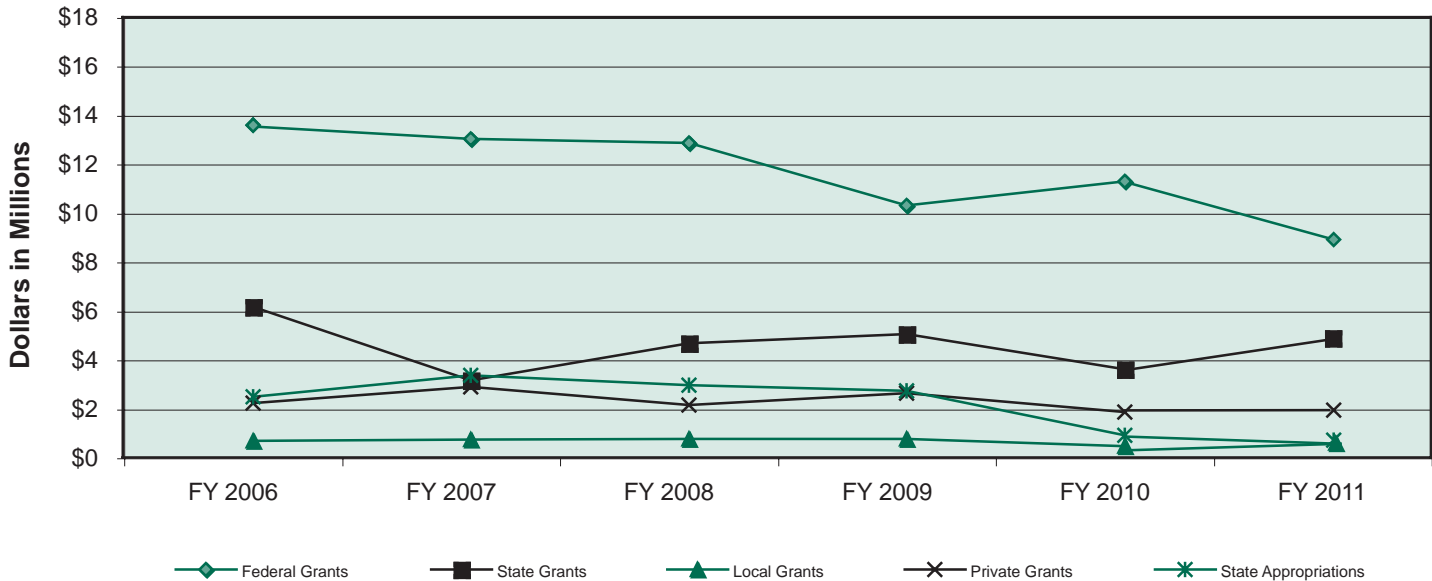
The figures below only detail Cleveland State University expenditures.

Figure 4.3a: Sponsored Program Expenditures by Source, Fiscal Year 2011



Source: CSU Office of Sponsored Programs and Research

Figure 4.3b: Sponsored Program Expenditures by Source, Fiscal Years 2006-2011



Source: CSU Office of Sponsored Programs and Research.

Appropriation: An authorization granted by the General Assembly to make budgetary expenditures and to incur obligations for specific purposes.

Grant: A financial assistance mechanism whereby money and/or direct assistance is provided to carry out approved activities.

**Table 4.4: Research Expenditures Reported by OBOR at Ohio Public Universities, Fiscal Years 2004-2009**

Institution	Total R&D Expenditures							
	Thousands of Constant 2009 Dollars						Percent Change	
	2004	2005	2006	2007	2008	2009	1 Year	5 Year
Bowling Green State University	\$9,409	\$10,763	\$10,545	\$9,455	\$10,712	\$8,279	-23%	-12%
Central State University	\$1,561	\$1,744	\$2,468	\$2,405	\$2,553	\$3,199	25%	105%
<b>Cleveland State University</b>	<b>\$19,211</b>	<b>\$17,541</b>	<b>\$15,421</b>	<b>\$16,534</b>	<b>\$14,131</b>	<b>\$13,236</b>	<b>-6%</b>	<b>-31%</b>
Kent State University	\$14,461	\$12,197	\$11,783	\$19,699	\$23,293	\$24,700	6%	71%
Miami University	\$17,492	\$19,907	\$20,456	\$24,601	\$25,052	\$29,391	17%	68%
Ohio Universities College of Medicine	\$6,371	\$6,298	\$5,632	\$5,167	\$9,165	\$9,936	8%	56%
Ohio State University	\$589,356	\$672,452	\$693,960	\$746,658	\$702,592	\$706,450	1%	20%
Ohio University	\$44,028	\$47,739	\$40,425	\$40,091	\$38,108	\$40,680	7%	-8%
University of Akron	\$31,269	\$29,693	\$30,255	\$28,135	\$27,182	\$34,025	25%	9%
University of Cincinnati	\$314,338	\$315,878	\$312,922	\$349,084	\$344,046	\$351,767	2%	12%
University of Toledo	\$54,452	\$58,955	\$55,382	\$64,374	\$59,583	\$65,212	9%	20%
Wright State University	\$43,286	\$44,535	\$50,756	\$51,539	\$47,770	\$47,480	-1%	10%
Youngstown State University	\$2,083	\$1,526	\$1,391	\$633	\$1,193	\$2,052	72%	-1%
<b>Total R&amp;D Expenditures</b>	<b>\$1,147,317</b>	<b>\$1,239,228</b>	<b>\$1,251,396</b>	<b>\$1,358,375</b>	<b>\$1,305,380</b>	<b>\$1,336,407</b>	<b>2%</b>	<b>16%</b>

Source: Ohio Board of Regents (OBOR), Research Expenditures for Ohio's Public and Private Institutions, FY 2000 to FY 2009, October 2010.

[http://regents.ohio.gov/perfrpt/statProfiles/NSF\\_Research\\_2009.pdf](http://regents.ohio.gov/perfrpt/statProfiles/NSF_Research_2009.pdf) Page 2

Note: OBOR is no longer supplying new data for this table.

## National Science Foundation Rankings of Cleveland State University and Other Selected Schools

The NSF rankings are widely recognized as a valuable benchmark in comparing the level of research taking place at institutions across the country. This survey, completed by over 690 institutions in 2010, compiles research and development expenditures only and is therefore a portion of the sponsored programs expenditures previously reported. The first table (4.5) below compares Cleveland State with other Northern Ohio institutions, while the second (4.5a) shows other institutions ranked similarly to Cleveland State. In addition to seeking and receiving funding for research and development, the University places a heavy emphasis on graduate education and involving those students in the research laboratory.

**Table 4.5: National Science Foundation Ranking of Research and Development Expenditures, Fiscal Years 2005-2010 (Northern Ohio Comparison)**

Institution	(Dollars in Thousands)						
	2010 Ranking	2005	2006	2007	2008	2009	2010
University of Toledo	168	\$32,351	\$30,493	\$52,448	\$59,583	\$66,136	\$70,399
University of Akron	185	\$26,888	\$28,440	\$27,138	\$27,182	\$34,507	\$52,884
<b>Cleveland State University</b>	<b>220</b>	<b>\$15,884</b>	<b>\$14,496</b>	<b>\$15,948</b>	<b>\$14,131</b>	<b>\$13,424</b>	<b>\$34,235</b>
Kent State University	248	\$11,045	\$11,076	\$19,001	\$23,293	\$25,050	\$26,331
Bowling Green State University	336	\$9,746	\$9,912	\$9,120	\$10,712	\$8,396	\$8,124
Youngstown State University	394	\$1,382	\$1,308	\$611	\$1,193	\$2,081	\$4,523

Source: Data supplied by National Science Foundation via a spreadsheet provided by direct email contact.

**Table 4.5a: National Science Foundation Ranking of Research Results, Fiscal Years 2008-2010**

2008		2009		2010	
Institution	Ranking	Institution	Ranking	Ranking	
California Polytechnic State University-San Luis Obispo	257	SD School of Mines and Technology	258	North Carolina Agricultural & Technical State University	217
Western Michigan University	258	Southern Methodist U.	259	University of New Orleans	218
University of Tulsa	259	TN Technological U.	260	Desert Research Institute	219
<b>Cleveland State University</b>	<b>260</b>	<b>Cleveland State University</b>	<b>261</b>	<b>Cleveland State University</b>	<b>220</b>
Texas A&M University-Kingsville	261	Rosalind Franklin U. of Medicine and Science	262	Brigham Young University	221
California State University-Northridge	262	Western MI U.	263	SUNY Health Science Center - Brooklyn	222
Polytechnic University	263	TX A&M U. Corpus Christi	264	University of the Virgin Islands	223

Source: Data supplied by National Science Foundation via a spreadsheet provided by direct email contact.

## Indirect Cost Recovery

Indirect cost recovery is defined as the agreed upon revenue received from a sponsoring agency to pay a grant or contract's share to reimburse the university for the indirect costs it incurs. Indirect costs are real costs. Indirect cost calculations are based upon such items as space, utilities, security, maintenance, custodial, payroll, purchasing, accounting, personnel and many other expenses associated with project administration and implementation. Indirect costs recovered at Cleveland State University (CSU) become part of the general fund budget for the entire university.

Half of all indirect costs returned on sponsored programs remain in the university's general fund. This money is set aside for covering administrative expenses for sponsored program administration. It is also used to cover costs of facilities, depreciation on buildings and equipment, operation and maintenance of facilities, and library expenses. The other half of the indirect costs recovered are distributed as follows: 5% to project director, 15% to project director's department, 10% to relevant dean's office, and 20% to the Vice President for Research & Graduate Studies.

**Table 4.6: Indirect Cost (IDC) Recovery and Total Sponsored Program Expenditures by Year, Fiscal Years 2006-2011**

Research Activities	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	Percent Change	
							1 Year	5 Year
Direct Sponsored Program Expenditures	\$24,308,453	\$21,530,163	\$22,227,857	\$19,544,345	\$17,027,376	\$15,351,047	-10%	-37%
Indirect Cost Recovered	\$2,116,800	\$1,860,080	\$1,626,885	\$1,401,220	\$1,531,571	\$1,562,684	2%	-26%
Total Sponsored Program Expenditures	\$26,425,253	\$23,390,243	\$23,854,742	\$20,945,565	\$18,558,947	\$16,913,731	-9%	-36%
% IDC of Direct Research Expenditures*	9%	9%	7%	7%	9%	10%		

**Notes:** 5 Year Percent Change is from the period 2006 to 2011.

\*The % IDC is calculated by dividing the actual indirect cost recovered by the actual direct expenditures for each year.

**Source:** CSU Office of Sponsored Programs and Research



## Proposal Submission and Success Rates for Externally Funded Programs

The three sections of Table 4.7 below show the Success Rates for Awards broken down by sponsor type.

Table 4.7: Proposals Submitted and Awards Received by Source, Fiscal Years 2006-2011

Source	Proposals Submitted	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Government Sources							
Federal		146	143	120	153	128	141
State		39	53	34	38	25	20
Local		21	28	23	15	24	13
<b>Total Government Sources</b>		<b>206</b>	<b>224</b>	<b>177</b>	<b>206</b>	<b>177</b>	<b>174</b>
Non-Government Sources							
Corporate Contracts		13	5	11	11	8	10
Foundation and Non-Profit		99	111	105	93	71	58
<b>Total Non-Government Sources</b>		<b>112</b>	<b>116</b>	<b>116</b>	<b>104</b>	<b>79</b>	<b>68</b>
<b>Sponsored Programs Total</b>		<b>318</b>	<b>340</b>	<b>293</b>	<b>310</b>	<b>256</b>	<b>242</b>

Source	Awards Received	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Government Sources							
Federal		113	92	82	86	57	45
State		35	31	32	27	25	19
Local		15	16	17	18	17	14
<b>Total Government Sources</b>		<b>163</b>	<b>139</b>	<b>131</b>	<b>131</b>	<b>99</b>	<b>78</b>
Non-Government Sources							
Corporate Contracts		15	9	13	8	5	5
Foundation and Non-Profit		58	71	66	63	55	48
<b>Total Non-Government Sources</b>		<b>73</b>	<b>80</b>	<b>79</b>	<b>71</b>	<b>60</b>	<b>53</b>
<b>Sponsored Programs Total</b>		<b>236</b>	<b>219</b>	<b>210</b>	<b>202</b>	<b>159</b>	<b>131</b>

Source	Success Rate*	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Government Sources							
Federal			63%	57%	72%	37%	35%
State			79%	60%	79%	66%	76%
Local			76%	61%	78%	113%	58%
<b>Total Government Sources</b>			<b>67%</b>	<b>58%</b>	<b>74%</b>	<b>48%</b>	<b>44%</b>
Non-Government Sources							
Corporate Contracts			69%	260%	73%	45%	63%
Foundation and Non-Profit			72%	59%	60%	59%	68%
<b>Total Non-Government Sources</b>			<b>71%</b>	<b>68%</b>	<b>61%</b>	<b>58%</b>	<b>67%</b>
<b>Sponsored Programs Total</b>			<b>69%</b>	<b>62%</b>	<b>69%</b>	<b>51%</b>	<b>51%</b>

Source: CSU Office of Sponsored Programs and Research

\* The success rate for each year is calculated by dividing the Awards Received for that year by the Proposals Submitted during the immediately preceding year. Although it is reasonable to assume that most Awards are based on Proposals submitted during the immediately preceding year, this can create instances where the Success Rate exceeds 100%. This is because some of those years' awards are based on Proposals submitted during both the prior and current year.

**Table 4.8: Proposals Submitted and Awards Received by College or Division, Fiscal Years 2006-2011**

Proposals and Grant Awards	Fiscal Year					
	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Proposals Submitted	318	340	293	310	256	242
Awards Received	236	219	210	202	159	131
<b>Success Rate</b>	<b>70%</b>	<b>69%</b>	<b>62%</b>	<b>69%</b>	<b>51%</b>	<b>51%</b>

Source: CSU Office of Sponsored Programs and Research

Note: The Success Rate for each year is calculated by dividing the Awards Received for that year by the Proposals Submitted during the immediately preceding year.

**Table 4.8a: Fiscal Year 2011 Proposals Submitted by College**

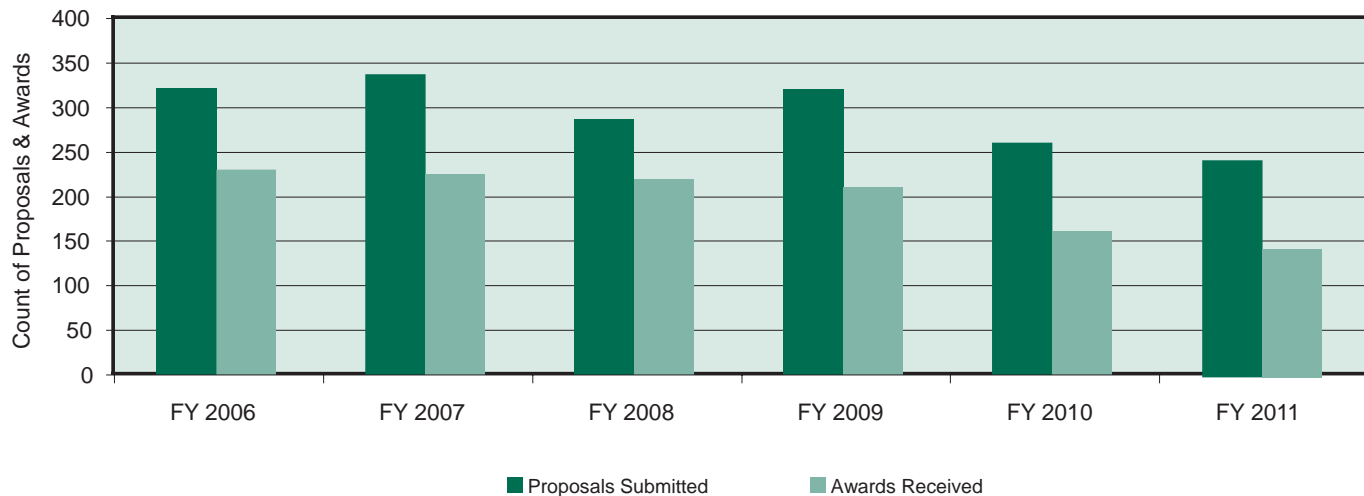
College or Division	Direct	Indirect	Total	Count
College of Business Administration	\$936,242	\$222,747	\$1,158,989	5
College of Education & Human Services	\$5,821,492	\$799,550	\$6,621,042	21
College of Engineering	\$12,864,474	\$3,498,913	\$16,363,387	59
College of Law	\$171,303	\$0	\$171,303	1
College of Liberal Arts & Social Sciences	\$1,886,344	\$462,994	\$2,349,338	20
School of Nursing	\$1,182,467	\$0	\$1,182,467	3
College of Sciences & Health Professions	\$29,422,310	\$8,287,876	\$37,710,186	72
College of Urban Affairs	\$4,012,049	\$896,412	\$4,908,461	52
Central Administration	\$4,427,389	\$956,995	\$5,384,384	9
Continuing Education	\$0	\$0	\$0	0
Undergraduate Studies	\$0	\$0	\$0	0
<b>Fiscal Year 2011 Totals</b>	<b>\$60,724,070</b>	<b>\$15,125,487</b>	<b>\$75,849,557</b>	<b>242</b>

Table 4.8b: Fiscal Year 2011 Awards Received by College

College or Division	Direct	Indirect	Total	Count
College of Business Administration	\$136,278	\$0	\$136,278	4
College of Education & Human Services	\$696,137	\$42,648	\$738,785	15
College of Engineering	\$1,462,021	\$362,313	\$1,824,334	15
College of Law	\$171,303	\$0	\$171,303	1
College of Liberal Arts & Social Sciences	\$177,911	\$40,973	\$218,884	13
School of Nursing	\$188,000	\$0	\$188,000	1
College of Sciences & Health Professions	\$3,519,798	\$1,267,190	\$4,786,988	27
College of Urban Affairs	\$1,731,007	\$287,805	\$2,018,812	42
Central Administration	\$5,496,343	\$294,203	\$5,790,546	13
Continuing Education	\$0	\$0	\$0	0
Undergraduate Studies	\$0	\$0	\$0	0
<b>Fiscal Year 2011 Totals</b>	<b>\$13,578,798</b>	<b>\$2,295,132</b>	<b>\$15,873,930</b>	<b>131</b>

**Notes:** The amounts above do not include State Appropriations. Due to the manner in which the State Appropriation line-item is included in Table 4.2, it is not possible to determine which College or Division received those funds.

Figure 4.8: Proposal Submissions and Grant Awards, Fiscal Years 2006-2011



## Ohio Research Incentive

Research Incentive (formerly Research Challenge) is a performance-based program in that funds are allocated among universities on the basis of their success in generating external research support in the previous fiscal year. Institutional allocations are made annually by the Board of Regents. All institutions are required to submit biennial plans for the expenditure of funds, prior to the allocation of such funds. The plans are reviewed jointly by the Research Officers Council and the Regents' staff. Individual research officers are responsible for the administration of Research Incentive funds allocated to each institution. See [http://regents.ohio.gov/rgp/rsch/research\\_incentive.php](http://regents.ohio.gov/rgp/rsch/research_incentive.php) for more information.

**Table 4.9: Ohio Board of Regents Research Challenge Distributions, Fiscal Years 2000-07 and Ohio Research Incentive Distributions, Fiscal Years 2008-11**

Institution							Percent Change	
	2000 & 2001	2002 & 2003	2004 & 2005	2006 & 2007	2008 & 2009	2010 & 2011	2 Year	5 Year
Bowling Green State University	\$539,869	\$501,849	\$498,016	\$570,077	\$466,357	\$220,278	-53%	-56%
Central State University	\$151,917	\$200,165	\$192,538	\$136,063	\$152,330	\$112,289	-26%	-44%
<b>Cleveland State University</b>	<b>\$746,199</b>	<b>\$650,417</b>	<b>\$509,906</b>	<b>\$601,125</b>	<b>\$479,541</b>	<b>\$166,732</b>	<b>-65%</b>	<b>-74%</b>
Kent State University	\$1,443,797	\$1,166,098	\$1,067,278	\$917,545	\$780,124	\$387,156	-50%	-67%
Miami University	\$746,078	\$632,476	\$578,209	\$612,310	\$587,217	\$370,560	-37%	-41%
Ohio University	\$1,850,027	\$1,569,960	\$1,645,864	\$1,545,402	\$1,284,256	\$454,988	-65%	-71%
Ohio State University	\$17,139,839	\$16,202,541	\$14,455,250	\$15,463,372	\$15,816,861	\$7,178,693	-55%	-56%
University of Akron	\$1,262,016	\$1,129,869	\$1,082,717	\$1,028,420	\$974,279	\$400,003	-59%	-65%
University of Cincinnati	\$7,612,135	\$6,584,391	\$6,147,083	\$6,268,441	\$7,109,728	\$3,623,652	-49%	-45%
University of Toledo	\$993,484	\$964,152	\$987,954	\$1,098,655	\$1,467,903	\$681,523	-54%	-29%
Youngstown State University	\$138,659	\$153,982	\$196,425	\$192,619	\$166,694	\$132,494	-21%	-14%
<b>Total</b>	<b>\$32,624,020</b>	<b>\$29,755,900</b>	<b>\$27,361,240</b>	<b>\$28,434,029</b>	<b>\$29,285,290</b>	<b>\$13,728,368</b>	<b>-53%</b>	<b>-54%</b>

**Note:** See the Ohio Board of Regents Research Incentive Program at <http://regents.ohio.gov/rgp/rsch/pdfs/ResearchIncentiveFY08-09.pdf> for universities planned use of funds during the FY 2008-2009 biennium. Because the Research Challenge was discontinued in 2011, this information has not changed since the printing of the 2011 Book of Trends.

**Source:** Ohio Board of Regents, Research Incentive Awards, FY 2010 & FY 2011

### Highlights

- The amount of Research Incentive funds received by the University is based on its level of research expenditures from Federal, Industrial, and Other (as defined in the NSF report) awards as compared to the State University System's total of such expenditures. In order to increase Research Incentive funds, the University must attract additional research funded by these sources. However, it should be noted that even if Cleveland State receives additional funding from these sources, its Research Incentive funding could decrease because other state universities funding increased by a greater amount. To determine our level of Research Incentive funding, the Ohio Board of Regents begins with data taken from the annual National Science Foundation report on Total Research and Development Expenditures.

## Intellectual Property

Contemporary universities committed to teaching, research, service, and dissemination of knowledge increasingly find themselves in a position of having created knowledge or materials with commercial value. Creation of such knowledge or materials, also referred to as intellectual property, is a much coveted outcome of any vibrant research program. Activities that result in the creation of intellectual property raise the reputation of the university and involved researchers. They also create rich educational opportunities for students participating in such programs. Universities may gain significant revenue through commercialized trademarks.

*Table 4.10: Intellectual Property: Patents and Disclosures, Fiscal Years 2006-2011*

Source	FISCAL YEAR						Percent Change	
	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	1 Year	5 Year
Disclosures	12	9	8	6	6	7	17%	-42%
Non-Provisional Patent Apps. Filed	2	2	6	4	4	3	-25%	50%
Provisional Patent Applications Filed	19	3	5	3	6	5	-17%	-74%
Licenses Approved	-	-	1	-	-	1	-	-

**Source:** CSU Office of Sponsored Programs and Research

**Notes:** 5 Year Percent Change is from the period 2006 to 2011.

The following definitions are from the US Patent and Trademark Office ([www.uspto.gov](http://www.uspto.gov))

**Disclosure:** Description of an invention in a patent or patent application.

**Patent:** Granting of a property right to the inventor, issued by the United States Patent and Trademark Office.

**Licenses approved:** The patent law provides for the transfer or sale of a patent, or of an application for a patent, by an instrument in writing. Such an instrument is referred to as an assignment of license.

## Growth in Graduate Education

Graduate education at Cleveland State has seen unprecedented growth in recent years, from 3,000 students in the 1980's, to 4,000 in the 1990's, to approximately 5,000 students pursuing graduate and post-graduate programs at the University. Such growth in graduate programs has implications for strengthening the quality of these offerings and seizing opportunities for supporting educational goals of students by creating new and tailored program offerings. Growth in graduate programs at CSU points to numerous research opportunities for future students and faculty researchers. Institutional investments in graduate education are closely linked with strategies for promoting sponsored research, which lead to an increased opportunity for the contributions of graduate, doctoral and post-doctoral students.

**Table 4.11: Percentage of Total Student Credit Hours Taken by Graduate Level Students at Selected Ohio 4-Year Institutions-Main Campuses Only, Fall Terms 2007-2011**

Institution	2007	2008	2009	2010	2011	Grad SCH
University of Akron	10%	10%	10%	10%	10%	31,582
Bowling Green State University	10%	11%	NA	NA	8%	18,324
University of Cincinnati	21%	20%	20%	20%	21%	84,641
<b>Cleveland State University</b>	<b>21%</b>	<b>21%</b>	<b>21%</b>	<b>20%</b>	<b>20%</b>	<b>37,490</b>
Central State University	0% <sup>†</sup>	1% <sup>†</sup>	NA	1%	1%	262
Kent State University	13% <sup>†</sup>	14% <sup>†</sup>	14% <sup>†</sup>	13% <sup>†</sup>	13%	46,044
Medical University of Ohio	79%	NA	NA	NA	NA	NA
Miami University	6%	6%	6%	8%	7%	16,178
Ohio State University	16% <sup>†</sup>	14% <sup>†</sup>	NA	NA	14%	109,208
Ohio University	12% <sup>†</sup>	12% <sup>†</sup>	12% <sup>†</sup>	12%	12%	41,896
Shawnee State University	1%	1%	2%	2% <sup>†</sup>	2%	1,094
University of Toledo	8%	10% <sup>†</sup>	10%	10%	10%	28,131
Wright State University	14%	13% <sup>†</sup>	14% <sup>†</sup>	NA	NA	NA
Youngstown State University	5%	5%	5%	NA	5%	7,932
<b>Total</b>	<b>13%</b>	<b>13%</b>	<b>13%</b>	<b>12%</b>	<b>12%</b>	<b>422,782</b>

**Note:** Graduate students include the following ranks: DS (Doctoral), MS (Master's), ND, NM and NG (non degree-seeking graduate students).

**Source:** The Ohio Board of Regents HEI Course Enrollment (CN) query. Run Date: July 13, 2012

<sup>†</sup> Indicates institutions that had not finalized enrollment data by query date.

### Highlights

■ Table 4.11 From 2007 to 2011 Cleveland State University has continued to hold steady in the percentage of total student credit hours taken by graduate students. At 20%, Cleveland State University's percentage of total student credits remains among the highest of Ohio's 4-year institutions.

**Table 4.12: Cleveland State University Graduate Student Support from Externally Funded Research, Fiscal Years 2007-2011**

Source	2007	2008	2009	2010	2011	Percent Change	
						1 Year	5 Year
Business	\$55,399	\$45,680	\$33,589	\$9,988	\$1,375	-86%	-98%
Education	\$127,574	\$180,097	\$86,525	\$57,217	\$137,717	141%	8%
Engineering	\$328,160	\$155,368	\$225,026	\$274,368	\$270,646	-1%	-18%
Liberal Arts/Social Science	\$8,076	\$21,485	\$12,480	\$7,907	\$0	-100%	-100%
Science	\$244,563	\$334,319	\$453,564	\$469,847	\$472,280	1%	93%
Urban Affairs	\$427,125	\$201,865	\$79,401	\$49,586	\$77,475	56%	-82%
<b>Total</b>	<b>\$1,190,897</b>	<b>\$938,814</b>	<b>\$890,585</b>	<b>\$868,913</b>	<b>\$959,493</b>	<b>10%</b>	<b>-19%</b>

**Source:** CSU Controller's Office

Table 4.13: Selected Research & Grant Highlights by College

College	Department	Project Description
Business	Outreach and Business Center	<p><b>Title VI-B Grant:</b> The Monte Ahuja College of Business is in its fourth year of a fourth consecutive Title VI-B grant from the U.S. Department of Education to integrate the principles of sustainability across all international business programs, partnerships, and alliances to ensure a high level of quality, sound financial stability and the capacity to prepare a new generation of leaders, educators, and practitioners with the skills and tools necessary to lead competitive businesses in terms of financial success, social value and environmental quality in today's global market place.</p>
		<p><b>Small Business Development Center (SBDC):</b> The College received \$90,000 from the State of Ohio to run the Small Business Development Center. The Cleveland State University (CSU) SBDC is funded by the Ohio Department of Development (ODOD) and the Small Business Administration (SBA). The CSU SBDC serves Cuyahoga County. The CSU SBDC provides high quality business and economic development assistance to small businesses and nascent entrepreneurs in order to promote growth, expansion, innovation, increased productivity and management improvement.</p>
		<p><b>Small Business Jobs Act:</b> The college received \$79,000 from the State of Ohio for the Small Business Jobs Act. The CSU SBDC is the recipient of additional funding made available through the Small Business Jobs Act to extend the Small Business Administration's (SBA) Recovery Loans for small business owners. These funds expand the current small business assistance services offered through the CSU SBDC at Shaker LaunchHouse.</p>
		<p><b>International Trade Assistance Center (ITAC):</b> The College received \$105,000 from the State of Ohio to run the International Trade Assistance Center. International trade specialists provide export assistance and focus new-to-export businesses and exporters on expanding overseas markets. They promote business development through international market opportunities, increase small business export transactions, export sales, and support future competitiveness.</p>
Education and Human Services	Counseling, Administration and Adult Learning	<p><b>Center for Educational Leadership:</b> Evolved from the nationally recognized First Ring Leadership Academy, the Center offers academic programs to develop and sustain inspired leaders for today's schools. Most notably is the Masters of Education in Organizational Leadership, Ohio's only interdisciplinary Masters Degree leading to Principal Licensure. Also offered are the Education Policy Fellowship Program and the innovative Inspired Leaders Principal Licensure Program.</p>
		<p><b>Career Passport Program:</b> A three year \$1,000,000 USDE, Institute of Education Sciences grant. Developed, refined, implemented and evaluated a career education program for use in urban high school settings as an intervention to prevent school dropouts. Key personnel, public high school teachers, graduate assistants and consultants designed the curriculum. Pilot testing sample lessons were implemented Fall 2011.</p>
		<p><b>Curriculum and Foundations</b></p> <p><b>Gifted Education Enters Cyberspace:</b> The graduate program in Gifted Education is offering all six required courses online, extending outreach to meet teachers' needs in serving gifted, talented, and advanced learners in schools across the country.</p>
		<p><b>Confucius Institute:</b> With the continued support of the Chinese Government, the Institute sponsored K-12 teachers of Chinese, hosted faculty and student exchanges and study abroad programs, provided workshops and materials for teachers, created educational opportunities to learn about Chinese business practices, and staged cultural events.</p>
		<p><b>The Urban Center:</b> Develops proposals and obtains grants for the benefit of the P-16 urban education community and conducts related project evaluations. During the first fiscal year of operation the Center obtained \$2,798,605 in funding from the following 7 awards:</p> <ul style="list-style-type: none"> <li>• MUST STEM Fellows (NSF)</li> <li>• NEO Goes to College . . Now! (OBOR)</li> <li>• Providing Access to the Profession of Nursing in Cleveland: Supporting Students from Disadvantaged Backgrounds (HRSA)</li> <li>• Parent School Climate Survey (Shaker Heights City Schools)</li> <li>• Flipping the Classrooms in NE Ohio (Martha Holden Jennings Foundation)</li> <li>• Careers in Health and Medical Professions (CHAMPS) Kaiser Foundation</li> <li>• Youth Technology Academy: Cleveland's Pathway to Engineering Degrees (NSF)</li> </ul>

College	Department	Project Description
Education and Human Services	Teacher Education	<p><b>Project Reach:</b> A major 5 year grant to improve Cleveland State University's ability to prepare all teachers to provide effective instruction for Limited English Proficient students, professional development for content area teachers to improve academic achievement of Limited English Proficient students, and to become a region that provides strong support in both language acquisition and content learning for all classrooms that serve Limited English Proficient students.</p> <p><b>Highly Qualified Teachers Program:</b> A five year U.S. Department of Education grant to enhance the Special Education Programs. The emphasis is on graduating candidates who meet the highly qualified teacher guidelines under the No Child Left Behind and Individuals with Disabilities Education Act legislation.</p> <p><b>CSUTeach:</b> With the support of the NSF Noyce Scholars Program and Cleveland State's partners (National Math and Science Initiative, UTeach Institute, Ohio STEM Learning Network, and the Cleveland Metropolitan School District) Cleveland State is bringing the UTeach model to Ohio transforming the teacher education experience for pre-service teachers to be licensed to teach grades 7-12, with an emphasis on preparing for underserved, urban classrooms. The Noyce Scholars will be eligible to become licensed STEM teachers.</p> <p><b>Careers in Health and Medical Professions (CHAMPS):</b> An ongoing program developed to recruit minorities into high skill level health care careers by increasing awareness and knowledge. The program provides two or more years of intensive academic enrichment by engaging high school students in skill enhancement, in-depth medical career experiences and thought-provoking science activities while developing them into a unified, cohesive cohort.</p>
Engineering	Chemical & Biomedical Engineering	<p><b>Material World Network: Synthesis and Characterization of Functional Molecular Building Blocks for Responsive Materials:</b> This NSF project has aimed at developing environmentally responsive materials that can generate larger responses with shorter response times than current materials.</p> <p><b>Optical Instrumentation, Non-Destructive Evaluation (NDE), High Temperature Materials and Structures and Numerical Modeling for Advanced Aerospace Application:</b> This NASA project has been carried out via four sub-tasks: propulsion health monitoring system development and instrumentation; integration of NDE and finite element modeling and image visualization; development of acoustics, tomography, and radiography sciences and facilities in operations; and planar optical diagnostics for flow field measurements and optical build up.</p> <p><b>Effect of Convection on Dendritic Array Morphology During Directional Solidification:</b> This NASA project has involved experiments on the International Space Station to understand the role that convection plays in determining the dendritic array morphology and homogeneity.</p> <p><b>Stem Cell Therapy Strategies for Prevention and Treatment of Pelvic Organ Prolapse:</b> This graduate research fellowship grant funded by NSF is investigating the potential for Mesenchymal Stem Cell therapy in the treatment and prevention of pelvic organ prolapse and urinary incontinence.</p> <p><b>Characterizing and Benchmarking Zeolite Absorbents for Oxygen Concentrators:</b> This project aims at improving oxygen concentrators for persons who need oxygen therapy. The heart of these devices is a "molecular sieve bed" which concentrates oxygen from ambient air at 21% to about 98%. CSU's research expertise in gas separation and storage by adsorption and in modeling chemical processes will perfect the next generation portable oxygen concentrators with higher efficiency.</p>
	Civil and Environmental Engineering	<p><b>Feasibility of Expanding Use of Steel Slag as a Concrete Pavement Aggregate:</b> The objective of this FHWA/USDOT project has been to provide guidance to state highway agencies, steel slag producers and suppliers, and paving contractors concerning the potential use of steel slag as an aggregate in concrete for paving applications.</p> <p><b>An Integrated Framework for Creation and Assessment of Sustainable Construction Processes:</b> This NSF project aimed toward reducing the carbon footprint of construction. The research has involved developing metrics, strategies, and case studies for sustainable development.</p> <p><b>Implementation and Assessment of Failure Case Studies in the Engineering Curriculum:</b> This NSF project has aimed at developing a series of failure case study workshops for faculty at many locations in the United States and abroad.</p>



College	Department/Program	Project Description
Engineering	Civil and Environmental Engineering	<p><b>Uncontrolled Concrete Bridge Parapet Cracking:</b> There appears to be wide-spread premature cracking of bridge concrete parapets on relatively recently constructed bridge decks. Cracked parapets are a safety concern and the potential cost to remove and replace parapets could be significant. This ODOT project aims at determining the reasons for uncontrolled bridge deck parapet cracking, and to provide recommendations to ODOT to prevent such cracking in the future.</p> <p><b>University Transportation Center for Work Zone Safety and Efficiency:</b> The goal of this USDOT project has been to better understand driving behaviors and motivations, and establish work zone traffic control best practices and design protocols to save lives.</p> <p><b>Modeling Stress-Strain Relationships and Predicting Failure Probabilities for Graphite Core Components:</b> The aim of this USDOE project has been to study the implementation of an inelastic constitutive model which would yield the requisite stress-strain information necessary for graphite component design using stochastic failure models.</p> <p><b>Elementary Flow at Boulevard: Seeding Inquiry into Engineering:</b> In this project funded by FHWA, elementary school students will be scientifically exposed to transportation engineering. Students will explore the “flow” around them in traffic, transport, and water. The project will also assist teachers to gain content and pedagogic experience in the area of STEM.</p>
	Electrical and Computer Engineering	<p><b>Development of Active Disturbance Rejection Based RF Control for Superconducting Cavities:</b> This project has been jointly conducted by the Center for Advanced Control Technologies (CACT) at Fenn College of Engineering and the National Superconducting Cyclotron Lab (NSCL) aiming at solving problems in superconducting cavities caused by ground vibrations.</p> <p><b>Mobility &amp; Security Support in Disadvantaged Cyber-Physical Systems:</b> This project has been modeling mobility of ground as well as aerial units, such as unmanned aerial vehicles, and proposing mobility support mechanisms and algorithms, and security measures implemented at the physical level of communication protocol as an effective anti-jamming method.</p> <p><b>Biogeography-Based Optimization:</b> This NSF project has aimed at developing new nature-inspired methods for the optimization of engineering systems with applications to power distribution, robot control, and cardiac disease diagnosis.</p> <p><b>Rapid Rehabilitation and Return to Function for Amputee Soldiers:</b> This ODOD project has investigated a new design for a hydraulic prosthetic knee for transfemoral amputees, and also aimed to derive control signals for the prosthesis.</p> <p><b>Automotive Engine Time-to-Torque Optimization:</b> Automobile manufacturers are interested in finding engine controls to take automotive engines from a given initial torque to a desired final torque. This project is using computer intelligence-based methods to solve this problem. This has resulted in an improved time-to-torque by over 75% from the best previously obtained solution.</p> <p><b>Wireless Gesture Recognition Using Inertial Navigation Systems:</b> This project involves the integration of miniaturized sensors in a ring that allows a user to remotely control a computer with finger movements. Potential applications include more convenient control of computer presentations, monitoring physical therapy and other exercises, and monitoring tremors due to Parkinson’s disease.</p> <p><b>Improving the Productivity of the Sensor Network Programmer:</b> This NSF project has investigated ways to make construction and maintenance of sensor network systems accessible to “non-programmer specialists” outside the field of computing, who are the real end users of sensor networks.</p> <p><b>Exercise Monitoring Using Wearable Sensors:</b> This NSF project supports undergraduate researchers who are designing software and hardware solutions for wearable sensors that can be used in a clinical therapy setting for monitoring patients engaged in physical exercise. The goal is to ensure that patients in rehab make positive progress using physical exercise.</p>

College	Department	Project Description
Engineering	Electrical and Computer Engineering	<p><b>Stabilization of Immobilized Enzymes for Implantable Glucose Monitoring Devices:</b> An obstacle for the development of implantable glucose biosensors is the instability of the enzyme immobilized on the electrodes of the sensors as the sensing element. This project funded by the American Diabetes Association has aimed to overcome this problem using a spatial confinement approach.</p>
		<p><b>US-Egypt Cooperative Research: Ultrasmall Silicon Nanoparticle Technology for Renewable Energy Applications:</b> This NSF project aims to substantially advance renewable energy technology. The prototype devices to be built are expected to show enhanced performance in terms of energy harvest efficiency and energy storage capacities.</p>
		<p><b>A Nationwide Consortium of Universities to Revitalize Electric Power Engineering Education by State-Of-The-Art Laboratories:</b> This research project, funded by USDOE, aims at developing state-of-the-art test benches in the field of power for both research and teaching purposes.</p>
		<p><b>EAGER: Towards Next Generation Anonymous Communication Networks:</b> The main objective of this NSF project is to study new architectures for anonymous communications in order to defeat privacy attacks, both passive and active privacy attacks.</p>
	Engineering Technology	<p><b>Wind Spires as an Alternative Energy Source:</b> The wind tower system is aligned with the small distributed wind energy systems initiative of the USDOE aimed for conversion of wind energy into electricity at geographic sites where the wind speed is relatively low. A functional prototype of the system has been installed at CSU campus and operates as predicted.</p>
	Mechanical Engineering	<p><b>Non-Destructive Evaluation and Structural Health Monitoring of Advanced Composite Materials and Propulsion Systems:</b> The goal of this NASA project is the development and application of nondestructive evaluation techniques for advanced aerospace materials and components. The techniques should distinguish and quantify the types and extent of material manufacturing defects and mission exposure damage.</p>
		<p><b>Smart Health Monitoring of Rotating Components Using Active Magnetic Force Actuators:</b> This NASA project has aimed at developing and experimentally demonstrating the feasibility of a new approach to smart health monitoring based on nonlinear vibration diagnosis using spectral non-synchronous excitation force.</p>
		<p><b>Robust Model-Based Fault Diagnosis for Propulsion System Components with Uncertainties:</b> This NASA project focuses on the identification of structural faults for propulsion components or entire system described by the model which can be uncertain. The model-based identification is based on derived transfer functions, generated from an analytical model or directly measured. To identify the structural damage, the robust control tools are applied to extract the missing component/system dynamics due to localized damage. Results of this research can find direct applications in structural health monitoring of aircraft engines or other propulsion systems.</p>
		<p><b>Adaptive Sliding Mode Control Strategies for Fast Engine Response:</b> This NASA project seeks to design control systems capable of covering the entire flight envelope under normal conditions, while allowing enhanced thrust modes to be activated for maneuvers such as yawing by differential thrust control. These maneuvers are used in emergency situations such as loss of rudder control.</p>
		<p><b>Commercialization of Inline Heater for Use in Photovoltaic Solar Cell Manufacturing:</b> This 3rd Frontier grant from the State of Ohio will use computational fluid dynamics to examine the performance of an ultrapure, low cost, intrinsically safe inline chemical/water heater utilizing PTC heating element. The heater will be designed to meet the specifications and requirements of the photovoltaic industry.</p>
		<p><b>Experimental and Computational Investigation of Unsteady Endwall and Tip Gap Flows in Gas Turbine:</b> This NASA – US Naval Academy project aims at better understanding complex flows in the endwall regions of gas turbine passages under a variety of tip gaps or endwall treatments. Computational unsteady 3D studies will be performed and validated by experimental studies.</p>

College	Department	Project Description
Liberal Arts and Social Sciences	Art	Two Art faculty members completed new work in photography and painting with the assistance of grants totaling \$60,000 from the Ohio Humanities Council and the Cuyahoga Arts and Culture program. Another Art faculty member presented her new sculpture at an exhibition in Venice, Italy. Music faculty members presented commissioned performances and compositions in a broad array of national and international sites, including Princeton University, Cornell University, Northwestern University, the University of Michigan, and St. Andrews, Scotland.
	Humanities	An American Council of Learned Societies academic year fellowship for \$51,000 has enabled a History faculty member to continue his study of the latent culture of homosexuality in China, about which he has already published one research monograph. The Center for Public History and Digital Humanities received a grant of \$50,000 from the National Endowment for the Humanities in order to develop and extend the technology of its novel "Cleveland historical" mobile application (now averaging over 7,000 hits per month) for public curatorial work in other localities. They are currently working on contracts from across the nation, ranging from Spokane in the West, New Orleans in the South, Baltimore in the East, and a number of nearby sites, including Shaker Heights and Medina.
	Social Sciences	The Criminology Research Center Director is co-investigator on a grant of \$198,000 from the National Institute of Justice in order to conduct a joint study in several urban locations of how forensic evidence is used in homicide investigations. Another criminologist has had his recent book on social control theory republished in Italian and Chinese. A Social Work faculty member completed the reporting of his study of a local population of youthful offenders with the publication this past year of one book and eight journal articles. The Director of the School of Communication received the best new book award from his national professional association.
School of Nursing	Nursing	<b>Nurse Faculty Loan Program (NFLP):</b> Funding from HRSA enables CSU to offer forgivable loans to MSN and PhD Nursing candidates who plan to embark upon a career in Nursing education after graduation.
		<b>Choose Ohio First Nursing Scholarship Initiative:</b> In partnership with Case Western Reserve University, University Hospitals and Cleveland Clinic, the School of Nursing provided scholarship support and mentorship for a select group of Fellows enrolled in master level programs for those students with the potential and commitment to go on to doctoral study.
		<b>Providing Access to the Profession of Nursing in Cleveland:</b> Supporting Students from Disadvantaged Backgrounds: This HRSA grant provided tuition assistance to eligible nursing students in support of their efforts to become outstanding professional nurses.
		<b>Partners Investing in Nursing's Future:</b> Expanding the Number of Non-traditional Nursing Educators Through On-Line Education: In partnership with Kent State University and the Cleveland Foundation, this grant provided tuition and program development funding for a graduate nursing class to teach professional nurses effective teaching techniques for on-line classes. The intention is to expand the number of Nursing Faculty available to teach in on-line Nursing programs.
		<b>Evaluating the Use of Human Patient Simulation to increase Critical Thinking Competencies and Perceived Self-Confidence of New Graduate Nurses in the Intensive Care Unit:</b> In partnership with The Cleveland Clinic this grant from the National Council of State Boards of Nursing aims to research the utilization of high-fidelity simulation to advance clinical reasoning and patient problem management in the ICU nurse.
		<b>Lecture: From Passive to Active Learning through Technology:</b> Three faculty members collaborated on this teaching innovation project to design and pilot a multimedia presentation approach to teaching nursing students how pathophysiology impacts normal physiology. Additional modules are being prepared.
		Through funding from the Donna Karan Urban Zen Foundation and in partnership with Kent State University, and Ursuline College, the School of Nursing is examining ways in which self-care practices can be taught to nursing students and the extent to which their use decreases the stress encountered in the profession.

College	Department	Project Description
Sciences and Health Professions	Mathematics	<b>Gutflora dependent metabolism of dietary phosphatidycholine contributes to cardiovascular disease.</b> Faculty publication in Nature as part of a collaboration with cardiology researchers at the Cleveland Clinic.
		<b>Topological Complexity, Fibrewise Homotopy, Rational Homotopy.</b> Travel supporting a research collaboration in algebraic topology for four years (Simons Foundation).
		<b>MUST STEM Fellows.</b> A collaboration with the College of Education to provide scholarships for students to retrain as secondary mathematics and science teachers (National Science Foundation).
		<b>Dual Credit Program Creation.</b> A partnership with the College of Education and Kent State University to develop an 18 credit graduate program to certify teachers to offer dual high school and college-level courses (Ohio Board of Regents).
Physics		<b>Partnership with Northern Ohio Trauma Systems at Metro Hospital.</b> Faculty and graduate students are collaborating with physicians at Metro Hospital on research related to trauma patients.
		<b>Fluid flow is an environmental modifier of ADPKD.</b> A study as to how the primary cilium senses the state of fluid flow to act as a complex signaling center (National Institutes of Health).
		<b>Synthesis, structure &amp; swelling properties of a potential drug delivery system: Polysaccharide microgel nanoparticles.</b> Development of non-carcinogenic, stable, reusable microgel nanoparticle that is sensitive to environmental stimuli and can serve as a reservoir for controlled drug delivery and release (Research Corporation).
		<b>Acquisition and operation of a field emission microscope (FE SEM) facility.</b> A Major Instrumentation Grant (National Science Foundation).
Chemistry		<b>Nonlinear Analysis of ECG Time Series of Patients with Epilepsy and Pseudoseizures.</b> Collaboration with Epilepsy Center, Dept of Neurology, CCF to use the mathematical theory of coupled phase oscillators [Kuramoto model] to characterize heart-rate variability of patients and physiological processes controlled by the autonomous nervous systems on times scales 10 s or longer.
		<b>The Role of RNase L in the Pathogenesis of Inflammatory Bowel Disease.</b> (National Institutes of Health)
		<b>Acquisition of an NMR Spectrometer.</b> A Major Research Instrumentation grant (National Science Foundation).
		<b>Acquisition of a Field Emission Scanning Electron Microscope for Multidisciplinary Nanotechnology Research.</b> A Major Research Instrumentation grant with Physics (National Science Foundation).
BGES		<b>Choose Ohio First for Improved Education of Pre-Medical Students at Cleveland State.</b> As part of a consortium grant of multiple Ohio universities (Ohio Board of Regents).
		<b>Immobilized Nanostructured Catalyst for Ultra-Sensitive Nitric Oxide Detection.</b> Patent awarded by the United States Patent and Trademark Office.
		<b>Structure of nascent peptides and kinetic control of co-translational folding on the ribosome.</b> A 3-year, interdisciplinary research program involving researchers from Max Planck Institute of Biophysical Chemistry (Goettingen, Germany) and Johann Wolfgang Goethe University (Frankfurt, Germany) and led by CSU that aims to understand the key mechanisms of the protein synthesis and folding in the cell (Human Frontiers Science Program).
		<b>Circadian clock and dietary restriction.</b> The role of an internal time keeping system, known as the circadian clock, in the regulation of longevity and age-associated pathology (National Institute on Aging).
		<b>Conservation of native freshwater mussel refuges in Great Lakes coastal zones.</b> (Great Lakes Fish and Wildlife Restoration Act).
		<b>Nikon A1RSI Confocal Microscope.</b> A state-of-the-art multiphoton-ready spectral confocal microscope system that will allow all cellular and molecular biological researchers to obtain hi-res images of live cells and their contents (National Institutes of Health).

College	Department	Project Description
Sciences and Health Professions	Psychology	<b>Partners in Dementia Care.</b> Study of psychosocial interventions for individuals with dementia/memory loss and their family caregivers (Alzheimer's Association, Veteran's Administration, Robert Wood Johnson Foundation).
		<b>Strength-Based Intervention for Dyads with Mild Dementia.</b> Examination of intervention with caretakers and patients with dementia (National Institute on Aging).
		<b>Examining Direct Service Worker Turnover in Ohio.</b> Study of factors predicting turnover of individuals providing direct care to the elderly and individuals with disabilities (Centers for Medicare and Medicaid).
		<b>Understanding PTSD in Pregnant Women.</b> An exploration of the impact of stress on mothers and newborns (Faculty Research Development Award).
		<b>Auditory perception of drug names.</b> Examination of neighborhood effects on perceptions of drug names (US Agency for Healthcare Research and Quality).
		<b>Spatial Navigation by Patients with Parkinson's Disease.</b> Neuroscience of impaired and preserved spatial navigation abilities (Faculty Research Development Award).
		<b>Project SHAKTI. Stigma Reduction and Transgender Issues.</b> Study of health care provider awareness and knowledge of transgender issues in India (National Institutes of Health).
Health Professions		<b>Assessment of Mood and Cognitive Functioning in Older Adults.</b> Examination of functioning in older adults with bipolar and unipolar depression who are undergoing electroconvulsive therapy (Morley Foundation).
		<b>Every Moment Counts: Promoting Mental Health Throughout the Day.</b> The focus of this project will be on preparing school-based occupational therapy practitioners to integrate a public health approach to mental health into practice (Ohio Dept of Education)
		<b>Validation of Traditional Medicine in a North-South Indigenous Collaboration.</b> CIET International, an aboriginal/indigenous people health promotion entity.
		<b>Mental health promotion, prevention, and intervention for children and youth: A guiding framework for occupational therapy.</b> Textbook published by the American Occupational Therapy Association, Inc.
		<b>Guided, activity-based gaming in neurorehabilitation post stroke.</b> Published in Stroke Research and Treatment. Use of computer gaming during outpatient stroke rehab including motion analysis evaluations (Faculty Research Development Grant).
		<b>Well-Being of College Students with Disabilities.</b> Study exploring the relationship between occupational engagement and well-being of college students with disabilities.
		<b>Balance Training.</b> Methods to rate components of balance training; comparisons of responses in balance control.
		<b>Obstacles in the Optimization of Bone Health Outcomes in the Female Athlete Triad.</b> Published in Sports Medicine.
		<b>Impact of body image on depression and quality of life among women with breast cancer.</b> Published in Journal of Psychosocial Oncology.

**Source:** Highlights provided by the Deans' Offices of the appropriate Colleges and reviewed by the Office of Research & Graduate Studies.

College	Department	Project Description
College Of Urban Affairs	Urban Research & Public Policy	<p><b>Center for Community Planning and Development</b> Revitalizing Distressed Older Suburbs, July 2011.</p> <p>This report focuses on predominantly minority suburbs of older, large industrial cities, communities that once were thriving but are now severely distressed and have limited capacities to respond to increasing needs. It supplements census information with a deeper understanding of the underlying forces shaping distressed, older suburbs. It also contributes to a growing body of literature on suburbia in general and on older, inner-ring suburbs in particular. Funded by the Urban Institute's What Works Collaborative; amount, \$45,000.</p>
		<p><b>Center for Community Planning and Development &amp; Center for Leadership Development</b> Sustainable Cities, Sustainable Communities (SC2) Fellowship program December 2011.</p> <p>The Levin College received a \$360,000 grant to be part of a national team with the German Marshall Fund and Virginia Tech to run the SC2 Fellowship Program. SC2 is a federal interagency pilot initiative that aims to strengthen neighborhoods, cities, and regions by enhancing the capacity of local governments to develop and implement economic visions and strategies. The fellowship program will place highly motivated, mid-career professionals in local government agencies in seven pilot cities for a two-year fellowship period.</p>
		<p><b>Center for Economic Development</b> An Analysis of The Economic Potential For Shale Formations In Ohio, May 2012.</p> <p>For the first time in over 100 years, Ohio finds itself on the threshold of not only being self-sufficient in the production of oil and gas, but also possibly even being a hydrocarbon exporter. This dramatic renaissance in Ohio's oil and gas industry comes courtesy of new drilling and completion technologies that has enabled oil and gas producers to extract hydrocarbons from shale reservoirs that heretofore were considered uneconomical to produce, due to the impermeability of the shale formations. Funded by Ohio Chamber of Commerce (on behalf of Ohio Shale Coalition); amount, \$125,000.</p>
		<p><b>Remix Cleveland: The Cleveland Music Sector and Its Economic Impact Executive Summary / Full Report</b>, October 2011.</p> <p>This study was commissioned by the Community Partnership for Arts and Culture (CPAC) as a starting point for gaining a deeper understanding of the different sectors of the Cleveland arts scene in Cuyahoga County. Its objective is to understand the Cleveland Music Sector, delineate its components, learn its dynamics, and assess the economic impact of music events and venues in Cuyahoga County. Funded by Community Partnership for Arts and Culture; amount, \$73,950.</p>
		<p><b>Center for Nonprofit Policy &amp; Practice</b> Youth Opportunities Unlimited Measureable Outcomes Project (Impact Study), December 2011.</p> <p>This project assessed the community efficacy of the YOU organization. The study also provided recommendations of tracing the impact of its program based upon long-term performance of its graduates. The project included a related Levin Forum on March 6, 2012, and was funded by Youth Opportunities Unlimited (YOU); amount, \$25,000.</p>
		<p><b>Center for Public Management Consolidated Dispatch Center Feasibility Study</b>, November 2011.</p> <p>The report provides an assessment of the feasibility of consolidation of public safety dispatch for three scenarios or combinations of entities in Ashland County, Ohio and Wayne County, Ohio, including the cities of Ashland and Wooster. The report describes the methodology used to assess the feasibility and provides an overview of four case studies of consolidation dispatch centers in Ohio.</p>

College	Department	Project Description
College Of Urban Affairs	Urban Research & Public Policy	<p><b>Case Studies for Consolidated Public Safety Dispatch Center Feasibility Study: The Next Steps</b>, August 2011.</p> <p>This report includes case studies of consolidated dispatch centers in the United States. The results suggest that, although the experiences among consolidated dispatch centers varied, the elements that should contribute to a successful transition are strong leadership, communication with affected employees, ability to compromise, consistency in treatment of employees, development of standard operating procedures, stakeholder inclusion, and beginning consolidation with a clear plan that treats all participants as equal partners.</p> <p>Both projects funded by the Ohio Dept of Development and City of Parma; amount: \$35,724.</p>
	Department of Urban Studies	<p><b>Department of Urban Studies Development of Vanadium Redox Battery Technology.</b> Funded by National Science Foundation; amount, \$80,000.</p> <hr/> <p><b>Establishing a Volunteer Center at CIS: Concept, Implementation, and Results: Addendum.</b> Funded by CSU Education; amount, \$5,000.</p> <hr/> <p><b>Establishing a Volunteer Center at CIS: Concept, Implementation, and Results.</b> Funded by CSU Education; amount, \$20,000.</p> <hr/> <p><b>Asset Education and Nonprofit Organizational Effectiveness.</b> Funded by Kresge Foundation; amount \$25,000.</p> <hr/> <p><b>Evaluation of Cleveland State University/NEOMED Education For Service Program.</b> Funded by Saint Luke's Foundation, \$18,000.</p> <hr/> <p><b>Shaker Heights School District Parent Climate Survey</b> Shaker Heights School District, \$20,000.</p> <hr/> <p><b>Cleveland's Food Swamps.</b> Funded by National Institutes of Health/MetroHealth/Case Western Reserve University Center for Reducing Health Disparities; amount, \$5,000.</p> <hr/> <p><b>Phase II Population Protection project.</b> Funded by Cuyahoga County Office of Emergency Management; amount, \$150,000.</p> <hr/> <p><b>GCRTA: Before and After.</b> Funded by Federal Transit Authority/GCRTA; amount, \$25,410.</p>

Source: Highlights provided by the Deans' Offices of the appropriate Colleges and reviewed by the Office of Research & Graduate Studies.

*Table 4.14: Cleveland State University Research Centers and Institutes*

Name	Established	Website
Bioethics Center	2002	<a href="http://www.csuohio.edu/class/bioethics/">http://www.csuohio.edu/class/bioethics/</a>
Center for Advanced Control Technologies (CACT)	1995	<a href="http://cact.csuohio.edu/">http://cact.csuohio.edu/</a>
Center for Advancements in Renewable Energy (CARE)	2010	<a href="http://www.csuohio.edu/engineering/care/home.html">http://www.csuohio.edu/engineering/care/home.html</a>
Center for Arts and Innovation	2005	<a href="http://www.csuohio.edu/class/cai/">http://www.csuohio.edu/class/cai/</a>
Center for Community Planning and Development	2009	<a href="http://www.urban.csuohio.edu/community_planning/">http://www.urban.csuohio.edu/community_planning/</a>
Center for Economic Development	1986	<a href="http://www.urban.csuohio.edu/economicdevelopment/">http://www.urban.csuohio.edu/economicdevelopment/</a>
Center for Gene Regulation in Health and Disease	2008	<a href="http://www.csuohio.edu/sciences/grhd.html/">http://www.csuohio.edu/sciences/grhd.html/</a>
Center for Healing Across Cultures	N/A	<a href="http://www.csuohio.edu/sciences/dept/chac/">http://www.csuohio.edu/sciences/dept/chac/</a>
Center for Health Law and Policy	2009	<a href="http://www.law.csuohio.edu/academics/chlp">http://www.law.csuohio.edu/academics/chlp</a>
Center for Leadership Development	1993	<a href="http://www.urban.csuohio.edu/professional_development/">http://www.urban.csuohio.edu/professional_development/</a>
Center for Nonprofit Policy and Practice	1970	<a href="http://www.urban.csuohio.edu/nonprofit/">http://www.urban.csuohio.edu/nonprofit/</a>
Center for Public Management	1982	<a href="http://www.urban.csuohio.edu/publicmanagement/">http://www.urban.csuohio.edu/publicmanagement/</a>
Center for Real Estate Brokerage and Markets	1992	<a href="http://www.csuohio.edu/business/realestate/">http://www.csuohio.edu/business/realestate/</a>
Center for Research in Electronics and Aerospace Technology (CREATE)	2003	<a href="http://www.csuohio.edu/engineering/create/">http://www.csuohio.edu/engineering/create/</a>
Center for Rotating Machinery Dynamics and Control (RoMaDyC)	2006	<a href="http://academic.csuohio.edu/romadyc/">http://academic.csuohio.edu/romadyc/</a>
Center for Urban Education	2010	<a href="http://www.csuohio.edu/cehs/centers/cue.html">http://www.csuohio.edu/cehs/centers/cue.html</a>
Communication Research Center	1976	<a href="http://www.csuohio.edu/class/com/CRChome.html">http://www.csuohio.edu/class/com/CRChome.html</a>
Criminology Research Center	2008	<a href="http://www.csuohio.edu/class/criminologyresearch/">http://www.csuohio.edu/class/criminologyresearch/</a>
Fenn Research and Development Institute (FRDI)	2009	<a href="http://www.csuohio.edu/engineering/frdi/home.html">http://www.csuohio.edu/engineering/frdi/home.html</a>
Global Business Center	N/A	<a href="http://www.csuohio.edu/business/global/">http://www.csuohio.edu/business/global/</a>
Great Lakes Environmental Finance Center	1995	<a href="http://www.urban.csuohio.edu/glefc/">http://www.urban.csuohio.edu/glefc/</a>
K'inál Winik Cultural Center	2003	<a href="http://www.csuohio.edu/class/kinalwinik/">http://www.csuohio.edu/class/kinalwinik/</a>
Northern Ohio Data and Information Service (NODIS)	1982	<a href="http://www.urban.csuohio.edu/nodis/">http://www.urban.csuohio.edu/nodis/</a>
Poetry Center	1962	<a href="http://www.csuohio.edu/poetrycenter/">http://www.csuohio.edu/poetrycenter/</a>
The Ohio Center for the Advancement of Women in Public Service	2001	<a href="http://www.urban.csuohio.edu/womenscenter/">http://www.urban.csuohio.edu/womenscenter/</a>
The Urban Center	1979	<a href="http://www.urban.csuohio.edu/urban_center/">http://www.urban.csuohio.edu/urban_center/</a>
Unger International Center for Local Government Leadership	2001	<a href="http://www.urban.csuohio.edu/unger_international/">http://www.urban.csuohio.edu/unger_international/</a>
University Transportation Center	2004	<a href="http://www.csuohio.edu/engineering/utc/">http://www.csuohio.edu/engineering/utc/</a>
Wright Center for Sensor System Engineering (WCSSE)	2007	<a href="http://www.csuohio.edu/research/wcsse/">http://www.csuohio.edu/research/wcsse/</a>

Source: <http://www.csuohio.edu/academic/centers.html>



**Table 4.15: Past Recipients of Distinguished Faculty Awards by Award Type 1994-2012**

Year	Type Award					
	Teaching		Service		Research	
	Name	Department	Name	Department	Name	Department
1994	Thomas W. Flechtner	Chemistry			Sidney Kraus	Communication
	Barbara B. Green	Political Science			Surendra N. Tewari	Chemical Engineering
1995	Rosemary E. Sutton	Curriculum & Foundations			Robert I. Abelman	Communication
	Robert A. Wheeler	History			Roger B. Manning	History
1996	Sherwood D. Silliman	Mathematics	Murali D. Nair	Social Work	Sarah Matthews	Sociology
1997	Ravindra R. Kamath	Finance	David F. Forte	Law	Jose J. Labrador	Modern Languages
			Robert N. Sollod	Psychology		
1998	William A. Beasley	Curriculum & Foundations	Valerie D. George	Nursing	Richard Bingham	Urban Studies
			Majid Rashidi	Mechanical Engineering	Edward W. Hill	Urban Studies
1999	Sanda Kaufman	Urban Studies	Lynn Deering	HPERD	Rama S. R. Gorla	Mechanical Engineering
			John P. Wilson	Psychology	Richard M. Perloff	Communication
2000			Edward G. Thomas	Marketing	David Atkin	Communication
					Michael J. Tevesz	BGES
2001	Lee A. Makala	History	Jill M. Black	HPERD	Thomas Donaldson	Art
	Heidi Meier	Accounting	Norman Krumholz	Urban Studies	John Greppin	English
2002	David W. Ball	Chemistry	Daniel D. Drake	CASAL	Mark Ashcraft	Psychology
					Carolyn Lin	Communication
2003	Glenn Goodman	Occupational Therapy	Patricia Falk	Law	Bahman Ghorashi	Chemical Engineering
	Ralph Mawdsley	CASAL	Bhushan Wadhwa	Mathematics	Baochuan Guo	Chemistry
2004	Rama S. R. Gorla	Mechanical Engineering	Susan E. Kogler Hill	Communication	Andrew Rindfleisch	Music
	Elizabeth Welfel	CASAL	Mieko K. Smith	Social Work	Jerzy T. Sawicki	Mechanical Engineering
2005	Eric Ziolk	Music	Ravindra R. Kamath	Finance	Michael Kalafatis	Chemistry
	John P. Holcomb, Jr.	Mathematics	Cheryl P. McCahon	Nursing	Catherine Hansman	CASAL
2006	Donald Ramos	History	Andrew Gross	Marketing	Leo W. Jeffres	Communication
	Eileen Berlin Ray	Communication			Orhan Talu	Chemical & Biomedical Engineering
2007	Stephen Lazarus	Law	Lily Ng	Chemistry	Miron Kaufman	Physics
			Mekki Bayachou	Chemistry		
2008	Elliot R. Ingersoll	CASAL	Sheldon Gelman	Law	Angelin Chang	Music
	David F. Forte	Law	Barbara H. Margolius	Mathematics	John F. Oprea	Mathematics
2009	Jearl D. Walker	Physics	Barbara K. Modney	BGES	Crystal M. Weyman	BGES
	Murali D. Nair	Social Work	William M. Bowen	Urban Studies	Dena S. Davis	Law
2010	Susan S. Bazyk	Health Sciences	David Bell	Chemistry	John A.C. Greppin	English
	Susan J. Becker	Law	Maggie Jackson	Social Work	Barsanjit Mazumder	BGES
2011	Dinah Volk	Teacher Education	Beth Ekelman	Health Sciences	James Lock	Physics
	Vera Vogelsang-Coombs	Urban Studies			Mary Ellen Waithe	Philosophy
2012	Kathryn C. MacCluskie	CASAL	Ronald J. Abate	Teacher Education	Xue-Long Sun	Chemistry
			John J. Jeziorowski	Health Sciences	Christopher A. Mallett	Social Work

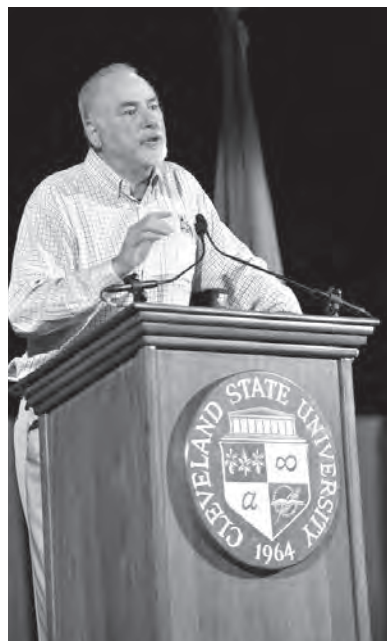
Source: CSU Provost's Office





# Retention & Graduation

# 5



SECTION 5

**BOOK OF TRENDS**  
CLEVELAND STATE UNIVERSITY



**Table 5.1: Fall to Fall Retention Rates for IPEDS Cohort by Ethnicity and Gender  
(New Degree-Seeking, Full-Time, First-Time First Year)  
Enrolled Fall 2006-2010 / Returned Fall 2007-2011**

	Fall 2006 Cohort			Fall 2007 Cohort			Fall 2008 Cohort			Fall 2009 Cohort			Fall 2010 Cohort		
	Fall 06	Fall 07	Ret. Rate	Fall 07	Fall 08	Ret. Rate	Fall 08	Fall 09	Ret. Rate	Fall 09	Fall 10	Ret. Rate	Fall 10	Fall 11	Ret. Rate
	Newly Enrolled	Return		Newly Enrolled	Return		Newly Enrolled	Return		Newly Enrolled	Return		Newly Enrolled	Return	
<b>White</b>	558	383	69%	612	396	65%	617	429	70%	662	456	69%	704	500	71%
Female	271	185	68%	293	186	63%	303	214	71%	323	234	72%	353	240	68%
Male	287	198	69%	319	210	66%	314	215	68%	339	222	65%	351	260	74%
<b>Black/African American</b>	234	111	47%	317	130	41%	201	111	55%	247	118	48%	224	100	45%
Female	165	83	50%	212	93	44%	137	77	56%	161	74	46%	151	66	44%
Male	69	28	41%	105	37	35%	64	34	53%	86	44	51%	73	34	47%
<b>Hispanic/Latino</b>	45	23	51%	63	29	46%	61	34	56%	51	32	63%	75	44	59%
Female	28	18	64%	40	16	40%	39	19	49%	34	19	56%	42	27	64%
Male	17	5	29%	23	13	57%	22	15	68%	17	13	76%	33	17	52%
<b>Asian</b>	29	19	66%	39	26	67%	32	23	72%	27	22	81%	26	18	69%
Female	17	13	76%	19	13	68%	16	12	75%	12	9	75%	15	10	67%
Male	12	6	50%	20	13	65%	16	11	69%	15	13	87%	11	8	73%
<b>American Indian/Alaska Native</b>	2	1	50%	3	2	67%	5	3	60%	7	4	57%	4	3	75%
Female	1	-	0%	3	2	67%	2	1	50%	5	3	60%	2	2	100%
Male	1	1	100%	-	-	-	3	2	67%	2	1	50%	2	1	50%
<b>Native Hawaiian or Other Pacific Islander</b>	-	-	-	-	-	-	-	-	-	-	-	-	1	-	0%
Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	1	-	0%
<b>Non Resident Alien</b>	14	13	93%	11	10	91%	17	13	76%	22	19	86%	31	27	87%
Female	6	6	100%	6	5	83%	8	6	75%	9	8	89%	8	7	88%
Male	8	7	88%	5	5	100%	9	7	78%	13	11	85%	23	20	87%
<b>Two or More Races</b>	-	-	-	-	-	-	-	-	-	-	-	-	15	11	73%
Female	-	-	-	-	-	-	-	-	-	-	-	-	9	6	67%
Male	-	-	-	-	-	-	-	-	-	-	-	-	6	5	83%
<b>Unknown</b>	65	37	57%	87	54	62%	74	52	70%	111	68	61%	68	54	79%
Female	33	21	64%	49	28	57%	44	31	70%	57	32	56%	35	28	80%
Male	32	16	50%	38	26	68%	30	21	70%	54	36	67%	33	26	79%
<b>Total</b>															
Female	521	326	63%	622	343	55%	549	360	66%	601	379	63%	615	386	63%
Male	426	261	61%	510	304	60%	458	305	67%	526	340	65%	533	371	70%
<b>Total Female &amp; Male</b>	<b>947</b>	<b>587</b>	<b>62%</b>	<b>1,132</b>	<b>647</b>	<b>57%</b>	<b>1,007</b>	<b>665</b>	<b>66%</b>	<b>1,127</b>	<b>719</b>	<b>64%</b>	<b>1,148</b>	<b>757</b>	<b>66%</b>

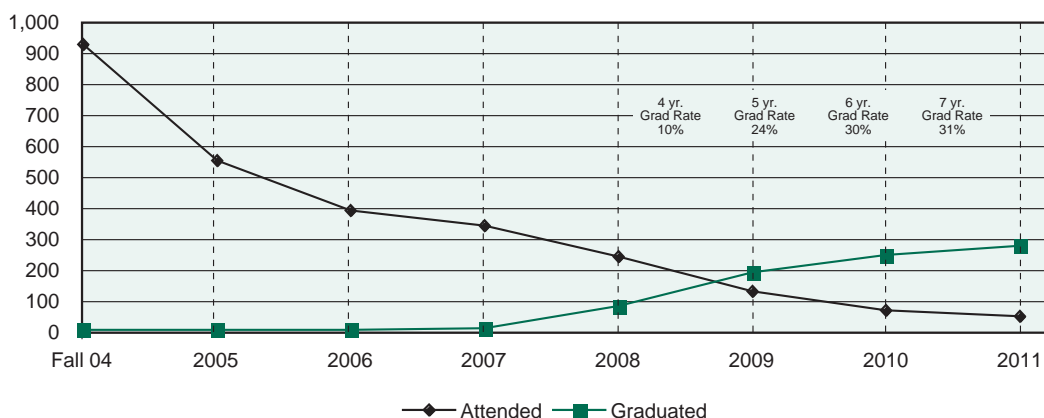
**Table 5.2: Fall to Fall Retention Rates for IPEDS Cohort (New Degree-Seeking, Full-Time) by College Enrolled Fall 2006-2010 / Returned Fall 2007-2011**

	Fall 2006 Cohort			Fall 2007 Cohort			Fall 2008 Cohort			Fall 2009 Cohort			Fall 2010 Cohort		
	Fall 06	Fall 07	Ret. Rate	Fall 07	Fall 08	Ret. Rate	Fall 08	Fall 09	Ret. Rate	Fall 09	Fall 10	Ret. Rate	Fall 10	Fall 11	Ret. Rate
	Enrolled	Return		Enrolled	Return		Enrolled	Return		Enrolled	Return		Enrolled	Return	
Business	154	95	62%	145	96	66%	148	105	71%	156	97	62%	132	87	66%
CLASS	209	137	66%	277	176	64%	272	169	62%	319	203	64%	344	221	64%
Education	96	63	66%	116	55	47%	160	104	65%	122	68	56%	85	50	59%
Engineering	87	69	79%	105	80	76%	108	86	80%	125	94	75%	137	101	74%
Nursing										41	21	51%	118	75	64%
Science	176	115	65%	194	120	62%	205	137	67%	246	169	69%	282	193	68%
Urban Affairs	2	1	50%	11	7	64%	4	4	100%	5	3	60%	9	8	89%
Undergraduate Studies	223	107	48%	284	113	40%	110	60	55%	113	64	57%	41	22	54%
<b>TOTAL</b>	<b>947</b>	<b>587</b>	<b>62%</b>	<b>1,132</b>	<b>647</b>	<b>57%</b>	<b>1,007</b>	<b>665</b>	<b>66%</b>	<b>1,127</b>	<b>719</b>	<b>64%</b>	<b>1,148</b>	<b>757</b>	<b>66%</b>

**Table 5.3: Attended, Graduated and Retained Fall to Fall Student Tracking (IPEDS Cohort)**

					4 Year	5 Year	6 Year	7 Year
	Fall							
	Fall 2004 Cohort	2005	2006	2007	2008	2009	2010	2011
Attended	922	549	427	370	258	120	71	38
Graduated	-	-	-	11	90	223	275	288
% Graduated of Cohort	0%	0%	0%	1%	10%	24%	30%	31%
% Retained	100%	60%	46%	41%	31%	17%	11%	6%

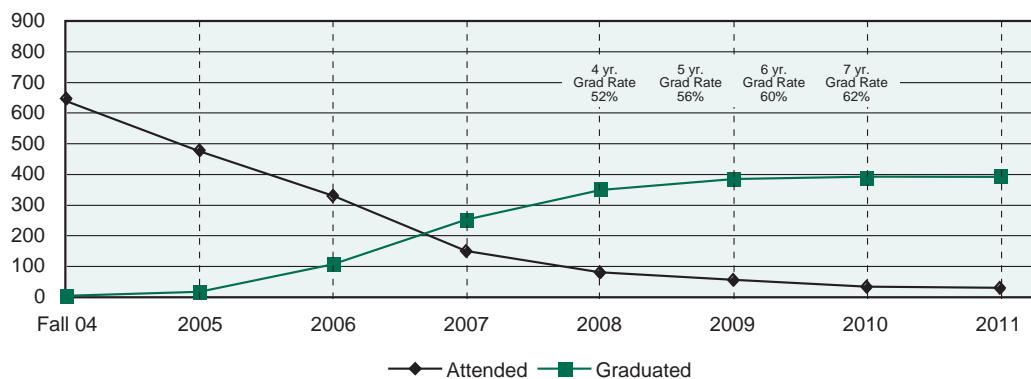
**Figure 5.3: Fall 2004 IPEDS Cohort Attended & Graduated**



**Table 5.4: Attended, Graduated and Retained Fall to Fall Student Tracking (Transfer Cohort\*)**

					4 Year	5 Year	6 Year	7 Year
	Fall							
	Fall 2004 Cohort	2005	2006	2007	2008	2009	2010	2011
Attended	661	480	322	145	58	42	22	12
Graduated	-	7	120	264	347	373	395	410
% Graduated of Cohort	0%	1%	18%	40%	52%	56%	60%	62%
% Retained	100%	73%	60%	37%	18%	15%	8%	5%

**Figure 5.4: Fall 2004 Full-Time Transfer Cohort Attended & Graduated**



**Notes:** Cohorts are First-Time, Full-Time, Degree-Seeking Freshmen or Transfers students as of Fall Semester 2004 enrollment file.

\*"Attended" or "Graduated" status is determined from the IR enrollment and graduation tables for each term listed.

Table 5.5a: Undergraduate First-Year, Full-Time Degree-Seeking IPEDS Cohort Graduation

Cohort	Cohort Size	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
<b>Fall 2003</b>	<b>925</b>								
	Graduated	0	1	5	86	211	266	303	320
	% Graduated	0%	0%	1%	9%	23%	29%	33%	35%
<b>Fall 2004</b>	<b>922</b>								
	Graduated	0	0	11	90	223	275	288	
	% Graduated	0%	0%	1%	10%	24%	30%	31%	
<b>Fall 2005</b>	<b>955</b>								
	Graduated	0	0	6	105	222	286		
	% Graduated	0%	0%	1%	11%	23%	30%		
<b>Fall 2006</b>	<b>947</b>								
	Graduated	0	0	5	107	241			
	% Graduated	0%	0%	1%	11%	25%			
<b>Fall 2007</b>	<b>1,132</b>								
	Graduated	0	1	15	94				
	% Graduated	0%	0%	1%	8%				
<b>Fall 2008</b>	<b>1,007</b>								
	Graduated	0	2	13					
	% Graduated	0%	0%	1%					
<b>Fall 2009</b>	<b>1,127</b>								
	Graduated	0	1						
	% Graduated	0%	0%						
<b>Fall 2010</b>	<b>1,148</b>								
	Graduated	0							
	% Graduated	0%							
<b>Fall 2011</b>	<b>1,328</b>								
	Graduated								
	% Graduated								

**Graduated:** represents the cumulative number of distinct cohort students receiving a CSU baccalaureate award between the student's first term and the term prior to a given year.



Table 5.5b: Undergraduate First-Year, Full-Time Degree-Seeking IPEDS Cohort Retention Rate

Cohort	Cohort Size	Year One	Year Two		Year Three		Year Four		Year Five		Year Six		Year Seven		Year Eight		Year Nine	
		1st Spring	2nd Fall	2nd Spring	3rd Fall	3rd Spring	4th Fall	4th Spring	5th Fall	5th Spring	6th Fall	6th Spring	7th Fall	7th Spring	8th Fall	8th Spring	9th Fall	
<b>Fall 2003 925</b>		Enrolled	797	546	478	399	385	367	348	263	222	136	103	78	64	45	37	30
	% Still Enrolled	86%	59%	52%	43%	42%	40%	38%	28%	24%	15%	11%	8%	7%	5%	4%	3%	
	% Total Retained	86%	59%	52%	43%	42%	40%	39%	38%	38%	37%	37%	37%	38%	38%	38%	38%	
	% Stopped-Out	14%	41%	48%	57%	58%	60%	61%	62%	62%	62%	63%	63%	63%	62%	62%	62%	
<b>Fall 2004 922</b>		Enrolled	796	549	495	427	401	370	338	258	198	120	103	71	58	38	31	
	% Still Enrolled	86%	60%	54%	46%	43%	40%	37%	28%	21%	13%	11%	8%	6%	4%	3%		
	% Total Retained	86%	60%	54%	46%	44%	41%	39%	38%	37%	37%	37%	38%	38%	35%	36%		
	% Stopped-Out	14%	40%	46%	54%	56%	59%	61%	62%	63%	63%	63%	62%	62%	65%	64%		
<b>Fall 2005 955</b>		Enrolled	804	552	473	417	397	365	356	245	200	125	94	45	36			
	% Still Enrolled	84%	58%	50%	44%	42%	38%	37%	26%	21%	13%	10%	5%	4%				
	% Total Retained	84%	58%	50%	44%	42%	39%	39%	37%	36%	36%	35%	35%	34%				
	% Stopped-Out	16%	42%	50%	56%	58%	61%	61%	63%	64%	64%	65%	65%	66%				
<b>Fall 2006 947</b>		Enrolled	795	587	513	448	438	396	394	292	231	127	100					
	% Still Enrolled	84%	62%	54%	47%	46%	42%	42%	42%	31%	24%	13%	11%					
	% Total Retained	84%	62%	54%	47%	46%	42%	43%	42%	41%	39%	38%						
	% Stopped-Out	16%	38%	46%	53%	54%	58%	57%	58%	59%	61%	62%						
<b>Fall 2007 1,132</b>		Enrolled	962	647	596	511	491	443	423	320	250							
	% Still Enrolled	85%	57%	53%	45%	43%	39%	37%	28%	22%								
	% Total Retained	85%	57%	53%	45%	44%	40%	39%	37%	33%								
	% Stopped-Out	15%	43%	47%	55%	56%	60%	61%	63%	67%								
<b>Fall 2008 1,007</b>		Enrolled	884	665	607	531	489	465	450									
	% Still Enrolled	88%	66%	60%	53%	49%	46%	45%										
	% Total Retained	88%	66%	60%	53%	49%	47%	46%										
	% Stopped-Out	12%	34%	40%	47%	51%	53%	54%										
<b>Fall 2009 1,127</b>		Enrolled	969	718	630	560	531											
	% Still Enrolled	86%	64%	56%	50%	47%												
	% Total Retained	86%	64%	56%	50%	47%												
	% Stopped-Out	14%	36%	44%	50%	53%												
<b>Fall 2010 1,148</b>		Enrolled	990	757	686													
	% Still Enrolled	86%	66%	60%														
	% Total Retained	86%	66%	60%														
	% Stopped-Out	14%	34%	40%														
<b>Fall 2010 1,328</b>		Enrolled	1157															
	% Still Enrolled	87%																
	% Total Retained	87%																
	% Stopped-Out	13%																

**Enrolled:** represents the number of cohort students enrolled as an undergraduate in a given term excluding those who have received a bachelor's degree from CSU prior to the reported term.

Note: Cohort Definition

1) A student attending any institution of higher learning for the first time at the undergraduate level includes students enrolled in the fall term who attended college for the first time in the prior summer term and students who entered CSU with advanced standing (college credits earned before graduation from high school).

2) By the university census date, the student has registered for 12 or more credit hours in the fall semester.

3) The student is seeking a baccalaureate degree.

**SECTION 5**

Table 5.6: Annual Degrees/Certificates Awarded by Academic Level and Gender - University Total

Degree Level											Percent Change	
	2006-07		2007-08		2008-09		2009-10		2010-11		1 Year	5 Year
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>Degree Totals</b>												
Bachelor's Degree	1,023	761	964	745	1,008	733	1,053	758	1,102	817	6%	8%
Post-Bachelor's Degree Certificate	39	30	60	29	43	28	40	17	27	14	-28%	-41%
Master's Degree	876	617	858	520	794	546	871	523	796	580	-1%	-8%
Post-Master's Certificate	8	6	11	2	20	4	16	6	16	7	5%	64%
Doctoral-Professional	86	97	95	103	103	103	77	97	96	125	27%	21%
Doctoral-Research	31	26	20	23	21	29	22	28	23	23	-8%	-19%
<b>Total</b>	<b>2,063</b>	<b>1,537</b>	<b>2,008</b>	<b>1,422</b>	<b>1,989</b>	<b>1,443</b>	<b>2,079</b>	<b>1,429</b>	<b>2,060</b>	<b>1,566</b>	<b>3%</b>	<b>1%</b>

Notes: Degrees/Certificates awarded summer through spring

Table 5.7: Annual Degrees/Certificates Awarded by Major and Gender - College of Business

Degree Level											Percent Change	
	2006-07		2007-08		2008-09		2009-10		2010-11		1 Year	5 Year
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>Bachelor's</b>												
Accounting	40	47	29	42	42	39	36	29	52	40	42%	6%
Business Administration	-	-	1	6	9	17	35	37	38	29	-7%	--
Business Administration (LK)	-	-	-	-	-	-	-	-	17	10	--	--
Business Economics	5	9	3	2	4	6	3	5	3	10	63%	-7%
Computer and Information Science	-	23	4	22	2	20	1	22	3	16	-17%	-17%
Computer Science	-	-	-	-	-	-	-	1	-	4	300%	--
Finance	28	50	22	69	27	55	23	43	22	39	-8%	-22%
Information Systems	3	20	3	23	5	15	6	15	1	21	5%	-4%
International Business	6	7	7	12	12	4	9	11	10	15	25%	92%
Management & Labor Relations	29	30	35	34	23	27	26	17	35	17	21%	-12%
Marketing	27	36	33	35	31	36	34	30	26	38	0%	2%
Operation Management and Business Statistics	6	14	5	11	4	10	7	10	-	-	-100%	-100%
Operations & Supply Chain Mgmt	-	-	-	-	-	-	-	-	3	16	--	--
<b>Total</b>	<b>144</b>	<b>236</b>	<b>142</b>	<b>256</b>	<b>159</b>	<b>229</b>	<b>180</b>	<b>220</b>	<b>210</b>	<b>255</b>	<b>16%</b>	<b>22%</b>

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Table 5.7: Annual Degrees/Certificates Awarded by Major and Gender - College of Business

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Degree Level	2006-07		2007-08		2008-09		2009-10		2010-11		Percent Change	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
<b>Post-Bachelor's Certificates</b>												
Data-Driven Marketing Planning	-	1	1	-	-	-	-	-	-	-	--	-100%
Marketing Analytics Certificate	-	-	-	-	-	-	1	1	1	-	-50%	--
<b>Total</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>-50%</b>	<b>0%</b>
<b>Master's Degree</b>												
Accelerated Business Administration	27	25	25	26	20	20	9	23	5	12	-47%	-67%
Business Administration	97	156	102	101	95	107	99	134	105	161	14%	5%
Computer and Information Science	8	26	19	35	18	34	7	21	10	22	14%	-6%
Executive Business Administration	5	9	3	11	6	13	4	14	5	12	-6%	21%
Finance	1	-	-	-	-	-	-	1	-	-	-100%	-100%
Financial Accounting & Audit	6	10	11	9	13	9	15	16	30	12	35%	163%
Labor Relations & Human Resources	21	11	19	5	17	9	13	7	21	5	30%	-19%
Marketing	1	1	-	-	-	-	-	-	-	-	--	-100%
MBA-Health Care	11	9	11	5	5	4	3	2	8	10	260%	-10%
Public Health	7	3	1	-	-	-	-	-	-	-	--	-100%
Tax Program	2	4	3	-	1	5	3	7	4	7	10%	83%
<b>Total</b>	<b>186</b>	<b>254</b>	<b>194</b>	<b>192</b>	<b>175</b>	<b>201</b>	<b>153</b>	<b>225</b>	<b>188</b>	<b>241</b>	<b>13%</b>	<b>-3%</b>
<b>Doctoral-Research</b>												
Business Administration-Doctoral	6	1	1	2	-	1	-	-	-	-	--	-100%
Computer and Information Science	-	-	-	-	-	-	-	1	-	1	0%	--
Finance	-	-	-	-	-	-	1	3	1	-	-75%	--
Marketing	-	-	-	-	2	1	1	1	-	-	-100%	--
Operation Management & Business Statistics	-	-	-	-	-	-	-	1	-	2	100%	--
<b>Total</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>6</b>	<b>1</b>	<b>3</b>	<b>-50%</b>	<b>-43%</b>
<b>Total Business</b>												
Bachelor's Degree	144	236	142	256	159	229	180	220	210	255	16%	22%
Post-Bachelor's Certificates	-	1	1	-	-	-	1	1	1	-	-50%	0%
Master's Degree	186	254	194	192	175	201	153	225	188	241	13%	-3%
Doctoral-Research	6	1	1	2	2	2	2	6	1	3	-50%	-43%
<b>Total</b>	<b>336</b>	<b>492</b>	<b>338</b>	<b>450</b>	<b>336</b>	<b>432</b>	<b>336</b>	<b>452</b>	<b>400</b>	<b>499</b>	<b>14%</b>	<b>9%</b>

Notes: Degrees/Certificates awarded summer through spring

Table 5.8: Annual Degrees/Certificates Awarded by Major and Gender - College of Liberal Arts and Social Sciences

Degree Level											Percent Change	
	2006-07		2007-08		2008-09		2009-10		2010-11		1 Year	5 Year
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>Bachelor's Degree</b>												
Anthropology	5	5	11	2	6	3	15	3	7	6	-28%	30%
Art	26	15	30	15	27	13	25	17	25	22	12%	15%
Classical and Medieval Studies	1	-	2	2	1	2	2	2	-	1	-75%	0%
Communication	64	45	47	41	34	37	45	26	47	36	17%	-24%
Communication Management	3	2	9	3	8	4	11	1	10	8	50%	260%
Criminology	6	5	20	7	33	14	16	14	29	25	80%	391%
Drama	2	-	3	-	3	3	5	7	4	5	-25%	350%
Economics	2	8	2	5	1	4		6	3	8	83%	10%
English	31	17	39	17	39	20	38	21	36	19	-7%	15%
Film and Digital Media	3	3	5	8	11	17	5	19	7	24	29%	417%
French	1	1	1	-	2	3	1	-	2	-	100%	0%
History	7	25	12	20	11	17	11	23	7	18	-26%	-22%
International Relations	9	7	7	10	7	3	6	4	6	4	0%	-38%
Journalism & Promotional Communication	19	6	25	10	40	14	25	18	29	12	-5%	64%
Liberal Studies	13	6	18	6	8	5	9	3	8	5	8%	-32%
Linguistics	1	1	4	1	3	1	1	5	5	1	0%	200%
Music	7	7	7	3	9	9	5	9	4	6	-29%	-29%
Philosophy	1	2	2	4	1	6	3	2	3	4	40%	133%
Philosophy-Ethics Track	-	-	-	-	-	-	-	-	1	-	--	--
Political Science	12	20	12	14	9	13	16	17	17	21	15%	19%
Religious Studies	3	5	1	1	2	2	6	1	1	9	43%	25%
Social Science	3	1	-	1	1	2	-	-	-	-	--	-100%
Social Studies	1	11	6	9	2	6	3	9	-	6	-50%	-50%
Social Work	62	13	65	14	70	12	71	15	69	12	-6%	8%
Sociology	38	10	29	14	25	14	31	10	19	12	-24%	-35%
Spanish	8	2	6	4	6	1	11	1	9	1	-17%	0%
Women's Studies	1	-	2	-	2	-	4	-	5	-	25%	400%
<b>Total</b>	<b>329</b>	<b>217</b>	<b>365</b>	<b>211</b>	<b>361</b>	<b>225</b>	<b>365</b>	<b>233</b>	<b>353</b>	<b>265</b>	<b>3%</b>	<b>13%</b>

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Table 5.8: Annual Degrees/Certificates Awarded by Major and Gender - College of Liberal Arts and Social Sciences

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Degree Level											Percent Change	
	2006-07		2007-08		2008-09		2009-10		2010-11		1 Year	5 Year
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>Post-Bachelor's Certificate</b>												
Advanced Study in Bioethics	2	2	1	1	-	-	2	1	1	2	0%	-25%
Appl Econ & Public Policy	-	1	-	-	-	-	-	-	-	-	--	-100%
Criminal Justice	1	-	-	-	1	-	-	-	-	-	--	-100%
Graphic Design	7	3	14	5	9	8	-	-	-	-	--	-100%
Journalism	1	-	-	-	2	-	-	-	-	-	--	-100%
Multimedia	-	1	1	-	-	-	-	-	-	-	--	-100%
Multimedia Advertising	-	-	-	-	1	-	-	-	-	-	--	--
Museum Studies Certificate	-	-	-	-	-	-	-	1	-	-	-100%	--
Professional Writing Certificate	1	1	4	1	2	2	-	-	-	-	--	-100%
<b>Total</b>	<b>12</b>	<b>8</b>	<b>20</b>	<b>7</b>	<b>15</b>	<b>10</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>-25%</b>	<b>-85%</b>
<b>Master's Degree</b>												
Art	2	--	--	--	--	--	--	--	--	--	--	-100%
Communication	16	5	10	3	5	1	7	-	10	5	114%	-29%
Economics	4	3	4	6	5	5	3	6	2	10	33%	71%
English	13	4	8	8	8	4	9	4	8	5	0%	-24%
History	6	6	7	7	10	6	4	12	7	7	-13%	17%
Master of Fine Arts-Creative Writing	-	-	-	-	5	2	1	2	5	2	133%	--
Music	5	3	7	3	2	8	8	10	9	9	0%	125%
Philosophy	3	3	2	3	3	2	1	4		1	-80%	-83%
Social Work	66	11	65	13	63	13	72	13	48	9	-33%	-26%
Sociology	5	2	12	5	7	2	12	3	10	4	-7%	100%
Spanish	6	3	3	1	10	2	7	1	7	2	13%	0%
<b>Total</b>	<b>124</b>	<b>40</b>	<b>118</b>	<b>49</b>	<b>118</b>	<b>45</b>	<b>124</b>	<b>55</b>	<b>106</b>	<b>54</b>	<b>-11%</b>	<b>-2%</b>
<b>Total CLASS</b>												
Bachelor's Degree	329	217	365	211	361	225	365	233	353	265	3%	13%
Post-Bachelor's Certificate	12	8	20	7	15	10	2	2	1	2	-25%	-85%
Master's Degree	124	40	118	49	118	45	124	55	106	54	-11%	-2%
<b>Total</b>	<b>465</b>	<b>265</b>	<b>503</b>	<b>267</b>	<b>494</b>	<b>280</b>	<b>491</b>	<b>290</b>	<b>460</b>	<b>321</b>	<b>0%</b>	<b>7%</b>
<b>First College-Bachelor's Degree</b>	<b>7</b>	<b>3</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>--</b>	<b>--</b>

Note: Degrees/Certificates awarded summer through spring. Student's graduating from First College are also included here.

Table 5.9: Annual Awards by Major and Gender - College of Education and Human Services

Degree Level	Major	2006-07		2007-08		2008-09		2009-10		2010-11		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
<b>Bachelor's Degree</b>													
	Early Childhood Education	65	2	58	4	48	3	46	3	61	2	29%	-6%
	Exercise/Fitness Specialist	1	2	1	3	5	2	3	1	2	2	0%	33%
	Health and Physical Education	2	8	3	3	-	-	-	-	-	-	--	-100%
	Middle Childhood Education	41	17	22	13	17	7	19	9	17	11	0%	-52%
	Mild/Moderate Educational Need	31	4	23	7	20	11	20	3	23	4	17%	-23%
	Moderate/Intensive Educational Needs	8	-	8	-	10	2	4	2	14	1	150%	88%
	Physical Education	-	-	-	-	2	2	2	6	4	5	13%	--
	Special Education	1	-	-	-	-	-	-	-	-	-	--	-100%
	Sports Management	2	6	-	5	1	7	3	8	2	5	-36%	-13%
	<b>Total</b>	<b>151</b>	<b>39</b>	<b>115</b>	<b>35</b>	<b>103</b>	<b>34</b>	<b>97</b>	<b>32</b>	<b>123</b>	<b>30</b>	<b>19%</b>	<b>-19%</b>
<b>Post-Bachelor's Certificate</b>													
	Adult Learning and Development	3	-	-	-	-	-	1	-	1	1	100%	-33%
	Certificate Program in TESOL	-	-	8	1	7	2	3	2	1	-	-80%	--
	Chemical Dependency Counseling Certificate	-	-	-	-	-	-	4	-	5	-	25%	--
	Early Childhood Mental Health	-	-	-	-	-	-	-	-	1	-	--	--
	Middle Child Math Education	-	-	5	-	1	1	5	1	-	-	-100%	--
	Middle Child Science Education	-	-	5	3	-	-	2	2	-	-	-100%	--
	TESOL Certificate Undergraduate	1	-	-	1	-	-	-	-	1	-	--	0%
	<b>Total</b>	<b>4</b>	<b>-</b>	<b>18</b>	<b>5</b>	<b>8</b>	<b>3</b>	<b>15</b>	<b>5</b>	<b>9</b>	<b>1</b>	<b>-50%</b>	<b>150%</b>
<b>Master's Degree</b>													
	Adult Learning and Development	26	8	46	5	46	6	37	4	32	4	-12%	6%
	Community Agency Counseling	8	6	15	4	19	1	22	3	17	3	-20%	43%
	Community Health Education	13	2	10	1	5	1	4	-	5	1	50%	-60%
	Counselor Education	29	6	32	5	-	-	-	-	24	4	--	-20%
	Curriculum & Instruction	256	69	224	65	192	52	225	58	183	51	-17%	-28%
	Educational Administration	25	23	25	13	12	17	22	10	19	13	0%	-33%
	Exercise Science	5	4	11	3	3	1	6	8	12	3	7%	67%
	Master of Public Health	-	-	2	1	-	-	-	-	5	5	--	--
	Organizational Leadership	-	-	-	-	9	3	18	5	4	3	-70%	--
	Public Health	-	-	-	-	5	3	4	5	-	-	-100%	--
	School Counseling	-	-	-	-	25	5	25	3	-	-	-100%	--
	Sports & Exercise Management	5	10	9	9	-	-	-	-	-	-	--	-100%
	Sports Management	-	-	-	-	-	9	6	5	3	8	0%	--
	Sports Management and Exercise Science	-	-	-	-	2	-	-	1	1	-	0%	--
	Supervision	4	-	2	1	6	1	3	-	1	-	-67%	-75%
	<b>Total</b>	<b>371</b>	<b>128</b>	<b>376</b>	<b>107</b>	<b>324</b>	<b>99</b>	<b>372</b>	<b>102</b>	<b>306</b>	<b>95</b>	<b>-15%</b>	<b>-20%</b>

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Table 5.9: Annual Awards by Major and Gender - College of Education and Human Services

*continued from previous page*

Degree Level	Major											Percent Change	
		2006-07		2007-08		2008-09		2009-10		2010-11		1 Year	5 Year
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>Post-Master's Certificate</b>													
	Education Specialist	-	1	-	-	-	-	-	-	-	-	--	-100%
	Education Administration Specialist	3	2	7	1	7	3	5	3	8	4	50%	140%
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>7</b>	<b>1</b>	<b>7</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>8</b>	<b>4</b>	<b>50%</b>	<b>100%</b>
<b>Doctoral-Research</b>													
	Ph.D. in Urb Edu: Counsel Psy	-	-	-	2	-	-	-	-	-	-	--	--
	Urban Education: Administration	1	-	2	2	1	-	-	-	3	1	--	300%
	Urban Education: Counseling	5	3	2	-	1	1	-	1	-	-	-100%	-100%
	Urban Education: Leadership & Life-Long Learning	-	-	-	-	-	1	-	-	3	1	--	--
	Urban Education: Learning & Development	5	2	2	2	6	1	4	1	2	2	-20%	-43%
	Urban Education: Policy	1	-	-	1	1	2	-	2	2	1	50%	200%
	<b>Total</b>	<b>12</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>9</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>10</b>	<b>5</b>	<b>88%</b>	<b>-12%</b>
<b>Total College of Education and Human Services</b>													
	Bachelor's Degree	151	39	115	35	103	34	97	32	123	30	19%	-19%
	Post-Bachelor's Degree Certificate	4	-	18	5	8	3	15	5	9	1	-50%	150%
	Master's Degree	371	128	376	107	324	99	372	102	306	95	-15%	-20%
	Post-Master's Certificate	3	3	7	1	7	3	5	3	8	4	50%	100%
	Doctoral-Research	12	5	6	7	9	5	4	4	10	5	88%	-12%
	<b>Total</b>	<b>541</b>	<b>175</b>	<b>522</b>	<b>155</b>	<b>451</b>	<b>144</b>	<b>493</b>	<b>146</b>	<b>456</b>	<b>135</b>	<b>-8%</b>	<b>-17%</b>

Notes: Degrees/Certificates awarded summer through spring

Table 5.10: Annual Degrees/Certificates Awarded by Major and Gender - College of Engineering

Degree Level	Major											Percent Change	
		2006-07		2007-08		2008-09		2009-10		2010-11		1 Year	5 Year
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>Bachelor's Degree</b>													
	Chemical Engineering	3	5	1	6	8	6	3	13	2	5	-56%	-13%
	Civil Engineering	1	7	2	11	2	16	2	6	1	13	75%	75%
	Computer Engineering	-	10	-	3	-	11	-	3	1	6	133%	-30%
	Electrical Engineering	2	37	4	21	-	21	3	26	5	26	7%	-21%
	Electronic Engineering Technology	-	9	-	9	1	4	1	13	3	11	0%	56%
	Industrial & Manufacturing Engineering	1	6	-	5	2	3	4	1	2	1	-40%	-57%
	Mechanical Engineering	5	34	1	28	1	13	3	30	3	22	-24%	-36%
	Mechanical Engineering Technology	1	10	-	7	-	9	2	9	2	8	-9%	-9%
	<b>Total</b>	<b>13</b>	<b>118</b>	<b>8</b>	<b>90</b>	<b>14</b>	<b>83</b>	<b>18</b>	<b>101</b>	<b>19</b>	<b>92</b>	<b>-7%</b>	<b>-15%</b>
<b>Post-Bachelor's Certificate</b>													
	Engineering Biotechnology	-	-	-	-	-	1	-	-	-	-	--	--
	<b>Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>--</b>	<b>--</b>
<b>Master's Degree</b>													
	Biomedical Engineering	-	-	-	-	-	-	-	-	3	3	--	--
	Chemical Engineering	6	9	1	8	2	14	1	5	1	5	0%	-60%
	Civil Engineering	1	6	3	11	-	10	3	8	2	20	100%	214%
	Electrical & Computer Engineering	-	-	-	-	-	-	9	27	-	-	-100%	--
	Electrical Engineering	25	45	7	50	10	42	-	-	10	39	--	-30%
	Engineering Mechanics	-	1	-	1	-	-	-	-	-	1	--	0%
	Environmental Engineering	1	4	1	4	-	2	-	4	-	2	-50%	-60%
	Industrial & Manufacturing Engineering	5	12	7	9	5	16	1	10	-	-	-100%	-100%
	Industrial Engineering	-	-	-	-	-	-	-	-	-	17	--	--
	Mechanical Engineering	2	23	4	14	2	17	-	7	3	15	157%	-28%
	Software Engineering	-	-	-	2	-	7	2	5	2	8	43%	--
	<b>Total</b>	<b>40</b>	<b>100</b>	<b>23</b>	<b>99</b>	<b>19</b>	<b>108</b>	<b>16</b>	<b>66</b>	<b>21</b>	<b>110</b>	<b>60%</b>	<b>-6%</b>
<b>Doctoral-Research</b>													
	Applied Biomedical Engineering	2	2	1	3	2	3	4	4	2	4	-25%	50%
	Chemical Engineering	-	1	-	-	1	2	-	-	-	-	--	-100%
	Civil Engineering	-	-	-	2	-	1	-	1	-	1	0%	--
	Electrical & Computer Engineering	-	-	-	-	-	-	2	-	-	-	-100%	--
	Electrical Engineering	-	3	-	1	-	1	-	-	-	1	--	-67%
	Industrial & Manufacturing Engineering	-	-	-	1	-	1	-	1	-	-	-100%	--
	Industrial Engineering	-	-	-	-	-	-	-	-	-	1	--	--
	Mechanical Engineering	-	-	-	-	-	-	1	-	-	-	-100%	--
	<b>Total</b>	<b>2</b>	<b>6</b>	<b>1</b>	<b>7</b>	<b>3</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>2</b>	<b>7</b>	<b>-31%</b>	<b>13%</b>
<b>Total Engineering</b>													
	Bachelor's Degree	13	118	8	90	14	83	18	101	19	92	-7%	-15%
	Post-Bachelor's Certificates	-	-	-	-	-	1	-	-	-	-	--	--
	Master's	40	100	23	99	19	108	16	66	21	110	60%	-6%
	Doctoral-Research	2	6	1	7	3	8	7	6	2	7	-31%	13%
	<b>Total</b>	<b>55</b>	<b>224</b>	<b>32</b>	<b>196</b>	<b>36</b>	<b>200</b>	<b>41</b>	<b>173</b>	<b>42</b>	<b>209</b>	<b>17%</b>	<b>-10%</b>

Note: Degrees/Certificates awarded summer through spring



Table 5.11: Annual Degrees/Certificates Awarded by Major and Gender - School of Nursing

Degree Level	Major											Percent Change		
		2006-07		2007-08		2008-09		2009-10		2010-11		1 Year	5 Year	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male			
<b>Bachelor's Degree</b>														
	Nursing, BSN	23	1	15	1	12	2	8	4	16	2	50%	-25%	
	Nursing, BSN - Accelerated	4	1	1	-	22	5	44	10	63	16	46%	1480%	
	Nursing, BSN (LK)	-	-	-	-	12	1	10	2	1	-	-92%	--	
	Nursing, BSN/RN	78	13	76	19	61	10	32	9	30	9	-5%	-57%	
	<b>Total</b>	<b>105</b>	<b>15</b>	<b>92</b>	<b>20</b>	<b>107</b>	<b>18</b>	<b>94</b>	<b>25</b>	<b>110</b>	<b>27</b>	<b>15%</b>	<b>14%</b>	
<b>Post-Bachelor's Certificate</b>														
	Gerontological Studies	1	-	1	-	-	-	-	-	-	-	--	-100%	
	<b>Total</b>	<b>1</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>--</b>	<b>-100%</b>	
<b>Master's Degree</b>														
	Nursing	2	1	-	-	11	1	11	1	17	1	50%	500%	
	<b>Total</b>	<b>2</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>11</b>	<b>1</b>	<b>11</b>	<b>1</b>	<b>17</b>	<b>1</b>	<b>50%</b>	<b>500%</b>	
<b>Total Nursing</b>														
	Bachelor's Degree	105	15	92	20	107	18	94	25	110	27	15%	14%	
	Post-Bachelor's Certificates	1	-	1	-	-	-	-	-	-	-	--	-100%	
	Master's	2	1	-	-	11	1	11	1	17	1	50%	500%	
	<b>Total</b>	<b>108</b>	<b>16</b>	<b>93</b>	<b>20</b>	<b>118</b>	<b>19</b>	<b>105</b>	<b>26</b>	<b>127</b>	<b>28</b>	<b>18%</b>	<b>25%</b>	

Note: Degrees/Certificates awarded summer through spring

Table 5.12: Annual Awards by Major and Gender - College of Sciences and Health Professions

Degree Level	Major											Percent Change		
		2006-07		2007-08		2008-09		2009-10		2010-11		1 Year	5 Year	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male			
<b>Bachelor's Degree</b>														
	Biology	26	18	25	14	24	18	26	14	32	15	18%	7%	
	Biology-Medical Technology	-	1	1	-	2	1	9	1	2	-	-80%	100%	
	Chemistry	7	3	6	8	4	8	9	11	7	7	-30%	40%	
	Environmental Sciences	4	2	4	2	5	5	6	6	6	4	-17%	67%	
	Geological Sciences	1	2	-	1	1	1	-	-	1	1	--	-33%	
	Health Science	38	18	45	13	66	20	51	24	-	-	-100%	-100%	
	Health Science Podiatry	-	-	-	-	-	1	-	-	-	-	--	--	
	Health Science Pre-Occupational Therapy	-	-	-	-	-	-	-	-	5	2	--	--	
	Health Science Pre-Physician Assistant	-	-	-	-	-	-	1	1	2	2	100%	--	
	Health Science Pre-Physical Therapy	-	-	-	-	-	-	-	-	15	7	--	--	
	Health Science Pre-Therapy	-	-	8	5	12	5	23	6	-	-	-100%	--	
	Health Sciences BS	2	-	-	1	-	-	-	-	45	16	--	2950%	
	Mathematics	7	18	8	20	2	12	6	10	5	11	0%	-36%	
	Pharmaceutical Science	-	-	-	-	-	-	-	-	1	1	--	--	
	Physics	-	-	4	3	1	4	1	8	-	3	-67%	--	
	Psychology	125	35	95	32	95	33	104	28	99	41	6%	-13%	
	Psychology (LR)	-	-	-	-	-	-	-	-	14	5	--	--	
	Speech & Hearing	9	1	11	-	12	-	13	-	6	1	-46%	-30%	
	<b>Total</b>	<b>219</b>	<b>98</b>	<b>207</b>	<b>99</b>	<b>224</b>	<b>108</b>	<b>249</b>	<b>109</b>	<b>240</b>	<b>116</b>	<b>-1%</b>	<b>12%</b>	

continued on next page

Table 5.12: Annual Awards by Major and Gender - College of Sciences and Health Professions

*continued from previous page*

Degree Level	Major	2006-07		2007-08		2008-09		2009-10		2010-11		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
<b>Post-Bachelor's Certificate</b>													
	Biotechnology	-	-	-	-	1	-	-	-	-	-	--	--
	Biotechnology Laboratory Track	-	-	2	-	-	-	-	-	-	-	--	--
	Culture, Com and Health Care	-	-	-	-	2	-	-	-	-	-	--	--
	Gerontological Studies	-	-	-	-	1	-	4	-	4	-	0%	--
	Gerontology Certificate	-	-	-	-	6	1	-	-	-	-	--	--
	OT-PT School Certification	-	-	-	-	-	-	2	1	-	-	-100%	--
	<b>Total</b>	-	-	<b>2</b>	-	<b>10</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>4</b>	-	<b>-43%</b>	<b>--</b>
<b>Master's Degree</b>													
	Applied Statistics	-	-	-	-	-	-	-	-	-	1	--	--
	Biology	1	1	9	2	3	4	1	3	5	2	75%	250%
	Chemistry	2	5	3	6	3	1	5	1	7	5	100%	71%
	Environmental Science	2	2	-	-	1	1	1	1	1	-	-50%	-75%
	Health Science	9	5	7	4	7	1	10	2	24	8	167%	129%
	Health Science-Phy. Assistant Track	-	-	-	-	-	-	10	4	1	1	-86%	--
	Master of Occupational Therapy	29	3	1	-	25	3	24	5	28	1	0%	-9%
	Mathematics	5	6	5	4	4	6	5	4	4	8	33%	9%
	MS in Physics Optical Medical	-	-	-	-	-	-	-	-	1	1	--	--
	Physical Therapy	9	6	18	6	17	11	-	1	-	-	-100%	-100%
	Physics	4	7	2	7	2	2	4	7	3	1	-64%	-64%
	Psychology	25	8	36	3	23	12	9	3	1	1	-83%	-94%
	Psychology-Clinical	-	-	-	-	-	-	10	-	3	1	-60%	--
	Psychology-Cons.Indus.Research	-	-	-	-	-	-	1	-	-	-	-100%	--
	Psychology-Diversity Management	-	-	1	-	2	-	12	3	6	1	-53%	--
	Psychology-Experimental	-	-	-	-	-	-	-	-	3	5	--	--
	Psychology-School	-	-	-	-	-	-	4	2	8	2	67%	--
	Speech Pathology and Audiology	14	-	15	1	12	2	43	-	13	-	-70%	-7%
	<b>Total</b>	<b>100</b>	<b>43</b>	<b>97</b>	<b>33</b>	<b>99</b>	<b>43</b>	<b>139</b>	<b>36</b>	<b>108</b>	<b>38</b>	<b>-17%</b>	<b>2%</b>
<b>Post-Master's Certificate</b>													
	Psychology Specialist	5	3	3	1	12	-	8	3	8	3	0%	38%
	<b>Total</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>12</b>	<b>-</b>	<b>8</b>	<b>3</b>	<b>8</b>	<b>3</b>	<b>0%</b>	<b>38%</b>
<b>Doctoral-Professional</b>													
	Doctor of Physical Therapy	-	-	-	-	-	-	-	-	22	9	--	--
	<b>Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>22</b>	<b>9</b>	<b>--</b>	<b>--</b>
<b>Total Science</b>													
	Bachelor's Degree	219	98	207	99	224	108	249	109	240	116	-1%	12%
	Post-Bachelor's Certificates	-	-	2	-	10	1	6	1	4	-	-43%	--
	Master's Degree	100	43	97	33	99	43	139	36	108	38	-17%	2%
	Post-Master's Certificates	5	3	3	1	12	-	8	3	8	3	0%	38%
	Doctoral-Research	6	10	7	5	5	12	7	6	8	6	8%	-13%
	Doctoral-Professional	-	-	-	-	-	-	-	-	22	9	--	--
	<b>Total</b>	<b>330</b>	<b>154</b>	<b>316</b>	<b>138</b>	<b>350</b>	<b>164</b>	<b>409</b>	<b>155</b>	<b>390</b>	<b>172</b>	<b>0%</b>	<b>16%</b>

Note: Degrees/Certificates awarded Summer through Spring.

Table 5.13: Annual Degrees/Certificates Awarded by Major and Gender - College of Urban Affairs

Degree Level	Major	2006-07		2007-08		2008-09		2009-10		2010-11		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
<b>Bachelor's Degree</b>													
	Environmental Studies	1	1	2	-	1	2	-	-	2	1	--	50%
	Nonprofit Administration	-	-	-	-	6	1	22	5	15	2	-37%	--
	Organizational Leadership	-	-	-	-	-	-	3	1	9	6	275%	--
	Public Administration	-	-	-	-	-	-	-	-	1	-	--	--
	Public Safety Management	6	12	4	15	4	15	3	10	1	5	-54%	-67%
	Urban Services Administration	24	3	10	4	11	-	-	-	-	-	--	-100%
	Urban Studies	24	19	18	15	18	18	22	21	19	18	-14%	-14%
	<b>Total</b>	<b>55</b>	<b>35</b>	<b>34</b>	<b>34</b>	<b>40</b>	<b>36</b>	<b>50</b>	<b>37</b>	<b>47</b>	<b>32</b>	<b>-9%</b>	<b>-12%</b>
<b>Post-Bachelor's Certificate</b>													
	Geographic Information Systems	4	6	4	4	6	5	-	-	-	-	--	-100%
	Local Urban Management Certificate	5	5	7	5	1	2	5	3	2	2	-50%	-60%
	Nonprofit Management	10	2	1	-	-	-	8	1	5	3	-11%	-33%
	Urban Economic Development	-	2	2	1	2	3	1	1	5	1	200%	200%
	Urban Geographic Information System	1	1	2	2	1	1	-	-	-	1	--	-50%
	Urban Real Estate Development & Finance	2	5	2	5	-	2	2	3	-	-	-100%	-100%
	<b>Total</b>	<b>22</b>	<b>21</b>	<b>18</b>	<b>17</b>	<b>10</b>	<b>13</b>	<b>16</b>	<b>8</b>	<b>12</b>	<b>7</b>	<b>-21%</b>	<b>-56%</b>
<b>Master's Degree</b>													
	Environmental Studies	8	4	5	-	3	1	3	6	3	4	-22%	-42%
	Environmental Studies and Law	-	-	-	-	1	-	-	-	1	1	--	--
	Nonprofit Admin & Leadership	-	-	-	-	-	-	9	1	6	2	-20%	--
	Public Administration	36	32	30	18	24	23	27	18	27	18	0%	-34%
	Urban Planning & Law	-	3	-	1	-	2	-	3	-	-	-100%	-100%
	Urban Planning, Design and Development	5	9	10	15	17	19	14	10	10	13	-4%	64%
	Urban Studies	4	3	5	6	3	4	3	1	3	3	50%	-14%
	<b>Total</b>	<b>53</b>	<b>51</b>	<b>50</b>	<b>40</b>	<b>48</b>	<b>49</b>	<b>56</b>	<b>39</b>	<b>50</b>	<b>41</b>	<b>-4%</b>	<b>-13%</b>
<b>Doctoral-Research</b>													
	Urban Studies & Public Affairs	5	4	5	2	2	2	2	6	2	2	-50%	-56%
	<b>Total</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>-50%</b>	<b>-56%</b>
<b>Total Urban Affairs</b>													
	Bachelor's Degree	55	35	34	34	40	36	50	37	47	32	-9%	-12%
	Post-Bachelor's Certificates	22	21	18	17	10	13	16	8	12	7	-21%	-56%
	Master's	53	51	50	40	48	49	56	39	50	41	-4%	-13%
	Doctoral-Research	5	4	5	2	2	2	2	6	2	2	-50%	-56%
	<b>Total</b>	<b>135</b>	<b>111</b>	<b>107</b>	<b>93</b>	<b>100</b>	<b>100</b>	<b>124</b>	<b>90</b>	<b>111</b>	<b>82</b>	<b>-10%</b>	<b>-22%</b>

Note: Degrees/Certificates awarded summer through spring

Table 5.14: Annual Degrees/Certificates Awarded by Major and Gender - College of Law

Degree Level											Percent Change	
	2006-07		2007-08		2008-09		2009-10		2010-11		1 Year	5 Year
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>Post Master's Certificate</b>												
Master of Laws	-	-	1	-	1	1	3	-	-	-	-100%	--
<b>Total</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-100%</b>	<b>--</b>
<b>Doctoral-Professional</b>												
Juris Doctor	86	97	95	103	103	103	77	97	74	116	9%	4%
<b>Total</b>	<b>86</b>	<b>97</b>	<b>95</b>	<b>103</b>	<b>103</b>	<b>103</b>	<b>77</b>	<b>97</b>	<b>74</b>	<b>116</b>	<b>9%</b>	<b>4%</b>
<b>Total Law</b>												
Post Master's Certificate	-	-	1	-	1	1	3	-	-	-	-100%	--
Doctoral-Professional	86	97	95	103	103	103	77	97	74	116	9%	4%
<b>Total</b>	<b>86</b>	<b>97</b>	<b>96</b>	<b>103</b>	<b>104</b>	<b>104</b>	<b>80</b>	<b>97</b>	<b>74</b>	<b>116</b>	<b>7%</b>	<b>4%</b>

Note: Degrees/Certificates awarded summer through spring.

Table 5.15: Annual Awards by Ethnicity and Gender

Race	Degree Level	2006-07		2007-08		2008-09		2009-10		2010-11		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
<b>Black/African American</b>													
	Bachelor's Degree	190	64	185	82	189	70	189	84	247	80	20%	29%
	Post-Bachelor's Degree Certificate	9	3	9	3	6	5	16	3	3	1	-79%	-67%
	Master's Degree	146	39	141	34	134	45	150	44	129	29	-19%	-15%
	Post-Master's Certificate	2	2	5	-	5	-	5	1	5	1	0%	50%
	Doctoral-Research	8	1	2	3	1	2	2	-	2	-	0%	-78%
	Doctoral-Professional	5	3	8	4	6	6	3	6	7	5	33%	50%
	<b>Total</b>	<b>360</b>	<b>112</b>	<b>350</b>	<b>126</b>	<b>341</b>	<b>128</b>	<b>365</b>	<b>138</b>	<b>393</b>	<b>116</b>	<b>1%</b>	<b>8%</b>
<b>Hispanic/Latino</b>													
	Bachelor's Degree	28	19	25	17	31	16	32	14	34	26	30%	28%
	Post-Bachelor's Degree Certificate	2	-	2	1	3	-	-	-	1	-	--	-50%
	Master's Degree	16	7	16	9	20	6	24	7	16	9	-19%	9%
	Post-Master's Certificate	1	-	-	-	-	-	1	-	1	1	100%	100%
	Doctoral-Research	-	1	-	-	-	-	-	-	-	-	--	-100%
	Doctoral-Professional	1	3	1	5	1	3	6	2	1	3	-50%	0%
	<b>Total</b>	<b>48</b>	<b>30</b>	<b>44</b>	<b>32</b>	<b>55</b>	<b>25</b>	<b>63</b>	<b>23</b>	<b>53</b>	<b>39</b>	<b>7%</b>	<b>18%</b>
<b>Asian</b>													
	Bachelor's Degree	22	29	21	26	30	30	23	23	36	21	24%	12%
	Post-Bachelor's Degree Certificate	-	1	1	1	-	-	1	-	1	-	0%	0%
	Master's Degree	29	18	13	9	14	8	25	9	14	18	-6%	-32%
	Post-Master's Certificate	-	-	-	-	-	-	-	-	-	1	--	--
	Doctoral-Research	-	-	1	-	1	1	1	1	-	-	-100%	--
	Doctoral-Professional	3	3	4	2	4	2	3	2	3	4	40%	17%
	<b>Total</b>	<b>54</b>	<b>51</b>	<b>40</b>	<b>38</b>	<b>49</b>	<b>41</b>	<b>53</b>	<b>35</b>	<b>54</b>	<b>44</b>	<b>11%</b>	<b>-7%</b>
<b>American Indian/Alaska Native</b>													
	Bachelor's Degree	-	1	3	1	6	2	1	3	-	1	-75%	0%
	Post-Bachelor's Degree Certificate	1	-	-	-	-	-	-	-	1	-	--	0%
	Master's Degree	3	2	2	-	-	2	2	1	6	1	133%	40%
	Post-Master's Certificate	-	-	-	-	-	-	-	-	-	-	--	--
	Doctoral-Research	-	-	-	-	-	-	-	-	-	-	--	--
	Doctoral-Professional	1	-	-	3	-	-	2	-	-	-	-100%	-100%
	<b>Total</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>7</b>	<b>2</b>	<b>0%</b>	<b>13%</b>

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Table 5.15: Annual Awards by Ethnicity and Gender

		<i>continued from previous page</i>										Percent Change	
Race	Degree Level	2006-07		2007-08		2008-09		2009-10		2010-11		1 Year	5 Year
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>Native Hawaiian or Other Pacific Islander</b>													
	Bachelor's Degree	-	-	-	-	-	-	1	1	-	-	-100%	--
	Post-Bachelor's Degree Certificate	-	-	-	-	-	-	-	-	-	-	--	--
	Master's Degree	-	-	-	-	-	-	-	-	-	-	--	--
	Post-Master's Certificate	-	-	-	-	-	-	-	-	-	-	--	--
	Doctoral-Research	-	-	-	-	-	-	-	-	-	-	--	--
	Doctoral-Professional	-	-	-	-	-	-	-	-	-	-	--	--
	<b>Total</b>	-	-	-	-	-	-	<b>1</b>	<b>1</b>	-	-	<b>-100%</b>	<b>--</b>
<b>Two or More Races</b>													
	Bachelor's Degree	-	-	-	-	-	-	3	-	9	3	300%	--
	Post-Bachelor's Degree Certificate	-	-	-	-	-	-	-	-	-	-	--	--
	Master's Degree	-	-	-	-	-	-	2	2	-	-	-100%	--
	Post-Master's Certificate	-	-	-	-	-	-	-	-	-	-	--	--
	Doctoral-Research	-	-	-	-	-	-	-	-	-	-	--	--
	Doctoral-Professional	-	-	-	-	-	-	-	-	-	1	--	--
	<b>Total</b>	-	-	-	-	-	-	<b>5</b>	<b>2</b>	<b>9</b>	<b>4</b>	<b>86%</b>	<b>--</b>
<b>Total Minority*</b>													
	Bachelor's Degree	240	113	234	126	256	118	249	125	326	131	22%	29%
	Post-Bachelor's Degree Certificate	12	4	12	5	9	5	17	3	6	1	-65%	-56%
	Master's Degree	194	66	172	52	168	61	203	63	165	57	-17%	-15%
	Post-Master's Certificate	3	2	5	-	5	-	6	1	6	3	29%	80%
	Doctoral-Research	8	2	3	3	2	3	3	1	2	-	-50%	-80%
	Doctoral-Professional	10	9	13	14	11	11	14	10	11	13	0%	26%
	<b>Total</b>	<b>467</b>	<b>196</b>	<b>439</b>	<b>200</b>	<b>451</b>	<b>198</b>	<b>492</b>	<b>203</b>	<b>516</b>	<b>205</b>	<b>4%</b>	<b>9%</b>
<b>Non-Resident Alien</b>													
	Bachelor's Degree	13	26	9	24	19	31	20	27	20	22	-11%	8%
	Post-Bachelor's Degree Certificate	1	2	9	2	4	2	1	-	2	1	200%	0%
	Master's Degree	76	125	84	142	74	146	60	82	68	132	41%	0%
	Post-Master's Certificate	-	-	-	-	-	1	1	-	-	-	-100%	--
	Doctoral-Research	5	10	6	13	7	13	11	15	12	9	-19%	40%
	Doctoral-Professional	2	-	-	2	1	1	1	3	2	1	-25%	50%
	<b>Total</b>	<b>97</b>	<b>163</b>	<b>108</b>	<b>183</b>	<b>105</b>	<b>194</b>	<b>94</b>	<b>127</b>	<b>104</b>	<b>165</b>	<b>22%</b>	<b>3%</b>

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Table 5.15: Annual Awards by Ethnicity and Gender

*continued from previous page*

Race	Degree Level											Percent Change	
		2006-07		2007-08		2008-09		2009-10		2010-11		1 Year	5 Year
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>Unknown</b>													
	Bachelor's Degree	65	56	60	66	79	43	60	49	60	54	5%	-6%
	Post-Bachelor's Degree Certificate	3	4	4	2	2	6	3	3	1	2	-50%	-57%
	Master's Degree	89	79	78	69	69	49	107	66	76	48	-28%	-26%
	Post-Master's Certificate	-	-	-	-	2	-	-	1	1	-	0%	--
	Doctoral-Research	-	2	1	-	-	-	-	1	2	-	100%	0%
	Doctoral-Professional	6	3	16	10	10	14	8	10	7	11	0%	100%
	<b>Total</b>	<b>163</b>	<b>144</b>	<b>159</b>	<b>147</b>	<b>162</b>	<b>112</b>	<b>178</b>	<b>130</b>	<b>147</b>	<b>115</b>	<b>-15%</b>	<b>-15%</b>
<b>White</b>													
	Bachelor's Degree	705	566	661	529	654	541	724	556	696	610	2%	3%
	Post-Bachelor's Degree Certificate	23	20	35	20	28	15	19	11	18	10	-7%	-35%
	Master's Degree	517	347	524	257	483	290	501	313	487	343	2%	-4%
	Post-Master's Certificate	5	4	6	2	13	3	9	4	9	4	0%	44%
	Doctoral-Research	18	12	10	7	12	13	8	11	7	14	11%	-30%
	Doctoral-Professional	68	85	66	77	81	77	54	74	76	100	38%	15%
	<b>Total</b>	<b>1,336</b>	<b>1,034</b>	<b>1,302</b>	<b>892</b>	<b>1,271</b>	<b>939</b>	<b>1,315</b>	<b>969</b>	<b>1,293</b>	<b>1,081</b>	<b>4%</b>	<b>0%</b>
<b>University Totals</b>													
	Bachelor's Degree	1,023	761	964	745	1,008	733	1,053	757	1,102	817	6%	8%
	Post-Bachelor's Degree Certificate	39	30	60	29	43	28	40	17	27	14	-28%	-41%
	Master's Degree	876	617	858	520	794	546	871	524	796	580	-1%	-8%
	Post-Master's Certificate	8	6	11	2	20	4	16	6	16	7	5%	64%
	Doctoral-Research	31	26	20	23	21	29	22	28	23	23	-8%	-19%
	Doctoral-Professional	86	97	95	103	103	103	77	97	96	125	27%	21%
	<b>Total</b>	<b>2,063</b>	<b>1,537</b>	<b>2,008</b>	<b>1,422</b>	<b>1,989</b>	<b>1,443</b>	<b>2,079</b>	<b>1,429</b>	<b>2,060</b>	<b>1,566</b>	<b>3%</b>	<b>1%</b>

Note: Degrees/Certificates awarded summer through spring

\*Total Minority excludes White, Unknown and Non-Resident Alien.

**Table 5.16: University System of Ohio Accountability Measures Access Goal #4 - Associate and Bachelor's Degrees Awarded to First Generation College Students**

Institution	Total First Generation Degrees					Total Associates & Bachelors Degrees					% First Generation of Total Associates & Bachelors Degrees				
	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
<b>University Main and Regional Campuses</b>															
Bowling Green	1,003	1,110	1,034	975	1,014	3,166	3,516	3,432	3,244	2,928	32%	32%	30%	30%	35%
Central State University	72	76	70	81	82	169	170	182	212	228	43%	45%	38%	38%	36%
<b>Cleveland State University</b>	<b>747</b>	<b>720</b>	<b>701</b>	<b>766</b>	<b>855</b>	<b>1,770</b>	<b>1,695</b>	<b>1,741</b>	<b>1,810</b>	<b>1,919</b>	<b>42%</b>	<b>42%</b>	<b>40%</b>	<b>42%</b>	<b>45%</b>
Kent State University	1,785	1,790	1,934	1,875	1,991	4,582	4,595	4,710	4,703	4,985	39%	39%	41%	40%	40%
Miami University	680	624	583	665	721	4,065	3,913	3,895	4,042	4,153	17%	16%	15%	16%	17%
Ohio State University	2,461	2,509	2,599	2,504	2,661	9,776	9,700	10,112	10,403	11,300	25%	26%	26%	24%	24%
Ohio University	1,274	1,295	1,306	1,349	1,567	4,522	4,631	4,537	4,666	5,318	28%	28%	29%	29%	29%
Shawnee State University	363	235	276	276	273	692	502	589	578	561	52%	47%	47%	48%	49%
University of Akron	1,149	1,097	1,134	1,176	1,433	2,765	2,674	2,860	2,995	3,411	42%	41%	40%	39%	42%
University of Cincinnati	1,217	1,326	1,392	1,357	1,492	4,038	4,464	4,588	4,601	5,050	30%	30%	30%	29%	30%
University of Toledo	964	835	856	808	930	2,858	2,591	2,639	2,521	2,839	34%	32%	32%	32%	33%
Wright State University	789	859	791	849	876	2,218	2,344	2,189	2,264	2,230	36%	37%	36%	38%	39%
Youngstown State University	719	778	712	801	769	1,641	1,703	1,651	1,698	1,669	44%	46%	43%	47%	46%
<b>Selected Statewide Totals</b>	<b>13,223</b>	<b>13,254</b>	<b>13,388</b>	<b>13,482</b>	<b>14,664</b>	<b>42,262</b>	<b>42,498</b>	<b>43,125</b>	<b>43,737</b>	<b>46,591</b>	<b>31%</b>	<b>31%</b>	<b>31%</b>	<b>31%</b>	<b>31%</b>

Source: Ohio Board of Regents - computed based on "Associate and Bachelor's Degrees Awarded to First-Generation College Students" and Total Associate and Bachelor's Degrees Awarded.





# Selected Strategic Indicators – Academic & Administrative Programs

6



**BOOK OF TRENDS**  
CLEVELAND STATE UNIVERSITY



## Honors Program

Cleveland State University inaugurated its new Honors Program in Fall 2004 with a class of 40 highly motivated, academically talented first-year students. As of Fall 2011, the enrollment in this program has grown to approximately 200 students.

Freshmen admitted to the program receive renewable scholarships covering up to 16 hours of tuition. Juniors admitted to the program receive renewable scholarships of \$5000 per academic year. Honors students accept the challenge of participating in intensive and specialized versions of general education classes, and are granted special consideration in several areas including preference in registration and extended university library borrowing privileges. During Summer 2011 and 2012, many Honors students were engaged in paid on-campus undergraduate research experiences. Honors students enroll in at least four honors core courses during their freshman and sophomore years at CSU. These courses offer greater breadth or depth than standard university general education classes. Enrollment is limited to Honors students and class sizes are small.

As juniors and seniors, Honors students focus on their majors. Upper division Honors students have the opportunity to do additional honors work under faculty supervision in established courses, enroll in graduate courses, participate in a faculty member's research project or laboratory, do an independent research project, a service learning project, and/or an internship, job, or engage in a co-op experience. The specific program depends on the student's major.

Beginning Fall 2005, transfer students and current CSU students entering their junior year have been admitted.

First year students admitted in Fall 2004 were chosen from among applicants who were in the top 10% of their high school class or had a composite ACT score of at least 27 (90th percentile). New first year admits for Fall 2007 and later must be in the top 10% of their high school class or score at least a 30 on the ACT (97th percentile).

### Major Features of the Honors Program

- Enriched curriculum
- Leadership development
- Honors community and experiences

**Table 6.1: Characteristics of New Honors Students - Fall 2007-2011**

College	New Enrollment by Cohort Year					Percent Change	
	2007	2008	2009	2010	2011	1-year	5-year
Business	10	7	8	13	7	-46%	-30%
CLASS	20	15	19	18	14	-22%	-30%
Education	7	9	5	1	1	0%	-86%
Nursing	0	0	0	0	7	-	-
Engineering	15	11	16	14	5	-64%	-67%
Science	15	22	9	23	30	30%	100%
Urban Affairs	2	1	0	2	2	0%	0%
Undergraduate Studies	1	0	2	0	2	-	100%
<b>Total<sup>1</sup></b>	<b>70</b>	<b>65</b>	<b>59</b>	<b>71</b>	<b>68</b>	<b>-4%</b>	<b>-3%</b>
In Top 10% of High School Rank <sup>2</sup>	59%	55%	67%	77%	55%	-29%	-7%
High School GPA	3.92	4.00	3.80	4.21	3.99	-5%	2%
ACT Composite	28	28	29	29	30	4%	7%
SAT Composite <sup>3</sup>	1235	1802	1953	1815	1943	7%	57%

Notes: Honor student data reported in this table are provided by the Honors Program Office.

Cohort Year includes newly admitted students in both lower and upper levels.

High School ranking, GPA, ACT and SAT scores reported are for "active" and "lower level" students only.

<sup>1</sup> Total is not the sum of the students due to "dual" majors.

<sup>2</sup> For cohort year 2008, although top 10% HS ranking is indicated as 55% there were 10 students who came from schools that do not rank their students.

For Cohort 2011, 17 students came from Schools that do not rank their students.

<sup>3</sup> SAT Composite score are the sum of "Math & Verbal" for years 2005 to 2007, for subsequent years, all three components (Math, Verbal, & Writing) are included.

**Table 6.2: Scholarship Aid for Honors Students by Financial Aid Year**

Type of Financial Aid	Financial Aid Year											
	2008-2009			2009-2010			2010-2011			2011-2012		
	Enrollment	Total	Average	Enrollment	Total	Average	Enrollment	Total	Average	Enrollment	Total	Average
Need Based Tuition	119	\$1,337,192	\$11,237	99	\$937,829	\$9,473	78	\$783,822	\$10,049	81	\$678,002	\$8,370
Merit Based Tuition	68	\$910,462	\$13,389	96	\$1,033,145	\$10,762	118	\$1,185,782	\$10,049	110	\$1,112,019	\$10,109
Books	187	\$184,400	\$986	195	\$195,000	\$1,000	196	\$163,200	\$833	191	\$143,600	\$752
On-Campus Housing	65	\$137,790	\$2,120	34	\$60,086	\$1,767	7	\$53,592	\$7,656	3	\$27,374	\$9,125
<b>Total</b>	<b>187</b>	<b>\$2,569,844</b>	<b>\$13,742</b>	<b>195</b>	<b>\$2,226,060</b>	<b>\$11,416</b>	<b>196</b>	<b>\$2,186,396</b>	<b>\$11,155</b>	<b>191</b>	<b>\$1,960,995</b>	<b>\$10,266.99</b>

Source: Cleveland State University Financial Aid Office

**Table 6.3: IPEDS Cohort Characteristics**

According to the U.S. Department of Education, and the Integrated Postsecondary Education Data System (IPEDS), the Freshmen Cohort Definition must meet the following criteria: 1) A student attending any institution of higher learning for the first time at the undergraduate level, includes students enrolled in the fall term who attended college for the first time in the prior summer term, also includes students who entered CSU with advanced standing (college credits earned before graduation from high school). 2) By the university census date, the student has registered for 12 or more credit hours in the fall semester. 3) The student is seeking a baccalaureate degree.

**Table 6.3a: Average ACT Composite Scores by College for IPEDS Cohort Students**

Cohort		Business	CLASS	Education	Engineering	Nursing	Science	Undergraduate Studies	Urban Affairs	University	Total Cohort	% of Cohort with ACT/SAT
Fall 2007	Total Students	141	265	83	104	32	187	272	10	1,094	1,132	97%
	Average ACT	21.0	20.8	19.1	22.9	22.3	21.1	16.4	20.2	19.9		
Fall 2008	Total Students	139	261	105	103	52	199	107	3	969	1,007	96%
	Average ACT	20.7	21.2	19.4	23.4	22.5	21.6	17.6	20.0	20.9		
Fall 2009	Total Students	142	297	119	117	41	240	106	5	1,067	1,127	95%
	Average ACT	20.8	20.8	19.5	23.5	22.1	21.3	17.4	17.6	20.8		
Fall 2010	Total Students	122	332	83	126	115	274	35	7	1,094	1,148	95%
	Average ACT	21.7	20.8	19.9	22.8	20.5	22.3	17.1	23.7	21.4		
Fall 2011	Total Students	130	451	87	139	80	302	66	10	1,265	1,328	95%
	Average ACT	21.2	21.5	20.4	23.5	22.2	22.3	18.3	22.5	21.7		

**Note:** The average ACT Composite score reported is calculated using whichever is the highest of each student's ACT, IACT, or converted SAT scores (Verbal + Math scores only).

Table 6.3b: Fall IPEDS Cohort by Gender, 5 Year Trend

Gender	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	N	%	N	%	N	%	N	%	N	%
Female	622	55%	549	55%	601	53%	615	54%	742	56%
Male	510	45%	458	45%	526	47%	533	46%	586	44%
<b>COHORT</b>	<b>1,132</b>	<b>100%</b>	<b>1,007</b>	<b>100%</b>	<b>1,127</b>	<b>100%</b>	<b>1,148</b>	<b>100%</b>	<b>1,328</b>	<b>100%</b>

Table 6.3c: Fall IPEDS Cohort by Ethnicity, 5 Year Trend

Ethnicity	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	N	%	N	%	N	%	N	%	N	%
White	612	54%	617	61%	662	59%	704	61%	861	65%
African American	317	28.0%	201	20%	247	22%	224	20%	266	20%
Hispanic	63	6%	61	6%	51	5%	75	7%	62	5%
Asian	39	3%	32	3%	27	2%	26	2%	28	2%
Native Hawaiian/ Other Pacific Islander	0	0%	0	0%	0	0%	1	0%	0	0%
Native American	3	0%	5	0%	7	1%	4	0%	1	0%
Two or More Races	0	0%	0	0%	0	0%	15	1%	64	5%
<b>Minority Total</b>	<b>422</b>	<b>37%</b>	<b>299</b>	<b>30%</b>	<b>332</b>	<b>29%</b>	<b>345</b>	<b>30%</b>	<b>421</b>	<b>32%</b>
Non-Resident Alien	11	1%	17	2%	22	2%	31	3%	23	2%
Unknown	87	8%	74	7%	111	10%	68	6%	23	2%
<b>COHORT</b>	<b>1,132</b>	<b>100%</b>	<b>1,007</b>	<b>100%</b>	<b>1,127</b>	<b>100%</b>	<b>1,148</b>	<b>100%</b>	<b>1,328</b>	<b>100%</b>

Table 6.3d: Fall IPEDS Cohort by Age Group, 5 Year Trend

Age	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	N	%	N	%	N	%	N	%	N	%
Under 18	82	7%	76	8%	73	6%	77	7%	67	5%
18-19	942	83%	843	84%	963	85%	984	86%	1,162	88%
20-21	52	5%	39	4%	24	2%	32	3%	33	2%
22-24	26	2%	23	2%	30	3%	18	2%	27	2%
25-29	19	2%	20	2%	19	2%	24	2%	20	2%
30 and above	11	1%	6	1%	18	2%	13	1%	19	1%
<b>COHORT</b>	<b>1,132</b>	<b>100%</b>	<b>1,007</b>	<b>100%</b>	<b>1,127</b>	<b>100%</b>	<b>1,148</b>	<b>100%</b>	<b>1,328</b>	<b>100%</b>

Table 6.3e: Fall IPEDS Cohort by Selected Major, 5 Year Trend

Academic Major Type	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	N	%	N	%	N	%	N	%	N	%
Major Selected	1,000	88%	885	88%	950	84%	1,001	87%	1,095	82%
Major Undeclared	132	12%	122	12%	177	16%	147	13%	233	18%
<b>COHORT</b>	<b>1,132</b>	<b>100%</b>	<b>1,007</b>	<b>100%</b>	<b>1,127</b>	<b>100%</b>	<b>1,148</b>	<b>100%</b>	<b>1,328</b>	<b>100%</b>

Table 6.3f: Fall IPEDS Cohort by Notable Student Groups, 5 Year Trend

Student Groups	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	N	%	N	%	N	%	N	%	N	%
Living in										
University Housing	344	30%	322	32%	353	31%	353	31%	523	39%
Honors	40	4%	39	4%	28	2%	47	4%	40	3%
Learning Community	136	12%	158	16%	142	13%	152	13%	72	5%
Ohio Resident	1,063	94%	936	93%	1,041	92%	1,048	91%	1,226	92%
Pell Grant Recipient	569	50%	447	44%	630	56%	617	54%	685	52%
Taking Developmental Class	595	53%	520	52%	516	46%	369	32%	412	31%
<b>COHORT</b>	<b>1,132</b>		<b>1,007</b>		<b>1,127</b>		<b>1,148</b>		<b>1,328</b>	

Note: Groups are not exclusive; for instance, a single student might be an Ohio Resident, Living in University Housing and be in Honors.

Table 6.4a: Average High School GPA by College for IPEDS Cohort Students, 5 Year Trend

Cohort		Business	CLASS	Education	Engineering	Nursing	Science	Undergraduate Studies	Urban Affairs	University	Total Cohort	% of Cohort with HS GPA
Fall 2007	Total Students	144	269	83	102	33	190	272	10	1,103	1,132	97%
	Average GPA	3.15	3.12	3.02	3.31	3.32	3.22	2.51	3.03	3.01		
Fall 2008	Total Students	144	264	107	106	52	202	110	3	988	1,007	98%
	Average GPA	3.10	3.15	3.03	3.39	3.48	3.27	2.55	2.80	3.13		
Fall 2009	Total Students	148	306	118	122	41	242	113	5	1,095	1,127	97%
	Average GPA	3.07	3.11	3.03	3.35	3.38	3.36	2.47	3.10	3.12		
Fall 2010	Total Students	129	339	84	134	117	279	41	9	1,132	1,148	99%
	Average GPA	3.21	3.10	3.06	3.39	3.30	3.40	2.67	3.23	3.22		
Fall 2011	Total Students	134	457	89	145	82	311	74	11	1,303	1,328	98%
	Average GPA	3.14	3.14	3.08	3.34	3.48	3.33	2.59	3.05	3.19		

Note: High School GPAs between 'greater than 0' and 'less or equal to 5.0' were used to calculate the average. GEDs were excluded.



*Table 6.5: Undergraduate Cumulative GPA by College: 5-Year Trend*

College	Fall Cumulative Average GPA				
	2007	2008	2009	2010	2011
Business	2.73	2.71	2.70	2.70	2.74
CLASS	2.92	2.94	2.91	2.89	2.86
Education	3.05	3.04	3.04	3.08	3.08
Engineering	2.92	2.93	2.92	2.89	2.90
Nursing	3.32	3.37	3.27	3.06	3.34
Science	2.96	2.98	2.93	2.94	2.99
Urban Affairs	3.10	3.00	3.00	3.07	3.05
Undergraduate Studies	2.52	2.67	2.63	2.68	2.75
Undergraduate Non-Degree	3.29	3.24	3.27	3.30	3.22
<b>University Average</b>	<b>2.90</b>	<b>2.93</b>	<b>2.90</b>	<b>2.90</b>	<b>2.92</b>

Source: Institutional Research



Table 6.6a: Fall 2011 Top 15 Majors by Academic Level

**Undergraduate:**

Description	Primary	Alternate	Total
Psychology-PSY	518	51	569
Business Administration-BADM	463	2	465
Biology-BIO	403	7	410
Criminology-CRIM	320	23	343
Accounting-ACT	318	4	322
Health Sciences BS-HSCBS	258	5	263
English-ENG	237	2	239
Art-ART	219	10	229
Marketing-MKT	207	7	214
Health Science Pre-PhysThrpy-HSTHP	205	1	206
Social Work-SWK	197	4	201
Communication-COM	183	16	199
Nursing, BSN/RN-NUB	198	-	198
Early Childhood Education-ECE	196	1	197
Mechanical Engineering-MCE	193	1	194
<b>Duplicated Totals for Top 15 Undergrad Degree Seeking Majors</b>	<b>4,115</b>	<b>134</b>	<b>4,249</b>
<b>Total Degree Seeking Undergrad Students</b>			<b>10,805*</b>

\* Unduplicated total

**Graduate (excluding Law):**

Description	Primary	Alternate	Total
Business Administration-MBA	659	5	664
Curriculum and Instruction-C&I	496	2	498
Financial Accounting Audit-ACCAUDIT	224	-	224
Social Work-GSW	203	3	206
Electrical Engineering-ELG	136	1	137
Adult Learning and Development-ALD	105	-	105
Public Administration-MPA	103	-	103
Master of Occupational Therapy-MOT	97	-	97
Doctor of Physical Therapy-DPT	91	-	91
Computer and Information Science-GCS	87	-	87
English-GEG	74	-	74
Clinical Bioanalytical Chem-CBC	67	4	71
Health Science-GHE	71	-	71
Labor Relations and Huma-GLR	70	-	70
Counselor Education-CNS	68	-	68
<b>Duplicated Totals for Top 15 Grad Degree Seeking Majors</b>	<b>2,551</b>	<b>15</b>	<b>2,566</b>
<b>Total Degree Seeking Graduate Students</b>			<b>4,336*</b>

Table 6.6b: Top 15 Departments by Academic Level

**Undergraduate:**

Description	Primary	Alternate	Total
Health Sciences	761	13	774
Psychology	623	53	676
Biology, Geology & Environmental Science	608	12	620
Communication	565	41	606
Sociology	431	114	545
Business Administration	536	2	538
Teacher Education	450	4	454
Urban Studies	352	17	369
Accounting	362	4	366
Computer & Information Science	321	2	323
Nursing	301	-	301
Art	232	15	247
English	242	2	244
Social Work	238	4	242
Political Science/IR	209	27	236
<b>Duplicated Totals for Top 15 Undergrad Degree Seeking Dept.</b>	<b>6,231</b>	<b>310</b>	<b>6,541</b>
<b>Total Degree Seeking Undergraduate Students</b>			<b>10,805*</b>

Note: Excludes preparation, Undecided and virtual departments

\* Unduplicated total

**Graduate (excluding Law):**

Description	Primary	Alternate	Total
Business Administration	699	5	704
Teacher Education	497	2	499
CASAL	339	1	340
Health Sciences	299	-	299
Urban Studies	278	2	280
Accounting	267	-	267
Social Work	203	3	206
Electrical & Computer Engineering	201	3	204
Health And Physical Education	131	1	132
Doctoral (Education)	120	1	121
Psychology	115	4	119
Chemistry	104	5	109
Biology, Geology & Environmental Science	100	2	102
English	98	-	98
Chemical & Biomedical Engineering	92	2	94
<b>Duplicated Totals for Top 15 Grad Degree Seeking Dept.</b>	<b>3,543</b>	<b>31</b>	<b>3,574</b>
<b>Total Degree Seeking Graduate Students</b>			<b>4,336*</b>

Table 6.7: Fall 2011 Top 15 Degree Seeking Programs with Highest Minority Student Enrollment by Academic Level

**Undergraduate:**

Major/Program	Minority Enrollment	Total Major Enrollment	Minority as a % of Total Major Enrollment
Social Work-SWKCCC	26	35	74%
Social Work-SWK	120	201	60%
NonProfit Administration-NAD	37	68	54%
Spanish-SPN	28	52	54%
Organizational Leadership-ORL	19	41	46%
Sociology-SOC	72	171	42%
Criminology-CRIM	137	343	40%
Communication-COM	74	199	37%
Management & Labor Relat-MLR	42	113	37%
Economics-ECN	13	35	37%
Communication Management-COMM MGT	13	36	36%
Psychology-PSY	193	569	34%
Liberal Studies-LIB	15	45	33%
Art-ART	76	229	33%
Business Administration-BADM	151	465	32%

**Notes:** Only includes those majors with more than 25 total enrollment.

**Minority:** All races excluding White, Unknown and Non-Resident Alien.

**Top 10 Undergraduate Degree-Seeking (Pre-Majors/ Programs)**

Major/Program	Minority Enrollment	Total Major Enrollment	Minority as a % of Total Major Enrollment
Pre-Liberal Arts & Social Sci-PLASS	42	64	66%
Pre-Business Administration-PBUSUS	25	41	61%
Pre-Social Work-PSWK	46	76	61%
Pre-Science-PSCI	25	47	53%
Pre-Educ & Human Serv (Nurs)-PEHSN	50	98	51%
Pre-Educ & Human Serv (Educ)-PEHSE	66	159	42%
Pre-Medicine-PREMEDPB	12	31	39%
Pre-Nursing-PNURS	65	186	35%
Pre-College of Engineering-PENG	33	96	34%
Pre-Engineering-PE	22	66	33%

**Notes:** Only includes those majors with more than 25 total enrollment.

**Minority:** All races excluding White, Unknown and Non-Resident Alien.

**Graduate Excluding Law:**

Major/Program	Minority Enrollment	Total Major Enrollment	Minority as a % of Total Major Enrollment
Adult Learning and Development-ALD	58	105	55%
Social Work-GSW	82	206	40%
Clinical Mental Health Cnslng-CAC	21	63	33%
Nonprofit Admin & Leadership-NAL	11	33	33%
Sociology-GSO	10	32	31%
Graduate Education Licensure-EDUC-LIC	74	246	30%
Accelerated Business Adm-AMB	13	47	28%
Urban Education: Learning-UEL	7	26	27%
Health Science-GHE	18	71	25%
Curriculum and Instruction-C&I	126	498	25%
Public Administration-MPA	25	103	24%
English-GEG	17	74	23%
MBA-Health Care-MBH	9	44	20%
Economics-GEC	6	31	19%
Counselor Education-CNS	13	68	19%

**Notes:** Only includes those majors with more than 25 total enrollment.

**Minority:** All races excluding White, Unknown and Non-Resident Alien.

Table 6.8: Fall 2011 Top 15 Degree Seeking Programs with Highest Female Student Enrollment by Academic Level

**Undergraduate:**

Major/Program	Female Enrollment	Total Major Enrollment	Female as a % of Total Major Enrollment
Moderate/Intensive Educ'Needs-SEDMI	37	39	95%
Speech & Hearing-SPH	80	86	93%
Early Childhood Education-ECE	179	197	91%
Nursing, BSN/RN-NUB	167	198	84%
Nursing, BSN - Accelerated-NURPB	65	78	83%
Health Science Pre-Occ Thrpy-HSTHO	118	142	83%
Social Work-SWK	165	201	82%
NonProfit Administration-NAD	55	68	81%
Mild/Moderate Educational Need-SEDMI	62	79	78%
Psychology (LR)-PSYLR	51	67	76%
Communication Management-COMM MGT	27	36	75%
Psychology-PSY	423	569	74%
Health Science Pre-Phys Asst-HSPHA	68	92	74%
Health Sciences BS-HSCBS	193	263	73%
Health Sciences BS-HSCBS-PB	22	31	71%

Notes: Only includes those plans (MAJ,SP) with more than 25 total enrollment

**Graduate:**

Major/Program	Female Enrollment	Total Major Enrollment	Female as a % of Total Major Enrollment
Speech Pathology and Aud-GSP	52	53	98%
Nursing-GNR	48	53	91%
Clinical Mental Health Cnslng-CAC	56	63	89%
Counselor Education-CNS	59	68	87%
Adult Learning and Development-ALD	91	105	87%
Master of Occupational Therapy-MOT	83	97	86%
Nonprofit Admin & Leadership-NAL	28	33	85%
Sociology-GSO	27	32	84%
Social Work-GSW	170	206	83%
Curriculum and Instruction-C&I	385	498	77%
Health Science-GHE	54	71	76%
English-GEG	53	74	72%
Graduate Education Licensure-EDUC-LIC	174	246	71%
Doctor of Physical Therapy-DPT	64	91	70%
Health Science-Phy. A. Track-GHE-PA	28	40	70%

Notes: Only includes those plans (MAJ,SP) with more than 25 total enrollment

**Top 10 Undergraduate Degree Seeking (Pre-Majors/Programs)**

Major/Program	Female Enrollment	Total Major Enrollment	Female as a % of Total Major Enrollment
Preparatory Nursing-PSNUR	156	187	83%
Exploratory Nursing-PEHSN	60	72	83%
Pre-Social Work-PSWK	75	94	80%
Pre-Education-PEDU	157	197	80%
Exploratory Nursing-PNURS	81	103	79%
Pre-Educ & Human Serv (Educ)-PEHSE	93	143	65%
Pre-Medicine-PREMED	97	154	63%
Pre-Medicine-PREMEDPB	28	45	62%
Pre-Pharmacy-PREPHAR	50	86	58%
Pre-Dentistry-PREIDENT	16	32	50%

Notes: Only includes those plans (PRP) with more than 25 total enrollment

Table 6.9: Summer Class Section and Average Class Size by Time of Day and College: 5-Year Trend

College	2007		2008		2009		2010		2011		Percent Change				
	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	1-Year		5-Year		
											Sections	Avg. Size	Sections	Avg. Size	
<b>Business</b>															
Day	37	17	33	16	38	17	44	17	41	17	-7%	4%	11%	2%	
Evening	95	21	88	20	88	21	87	22	91	19	5%	-11%	-4%	-8%	
Other*	26	17	26	25	30	28	26	28	29	27	12%	-4%	12%	57%	
<b>Total</b>	<b>158</b>	<b>20</b>	<b>147</b>	<b>20</b>	<b>156</b>	<b>21</b>	<b>157</b>	<b>21</b>	<b>161</b>	<b>20</b>	<b>3%</b>	<b>-6%</b>	<b>2%</b>	<b>3%</b>	
<b>CLASS</b>															
Day	111	15	87	16	77	17	74	18	52	23	-30%	32%	-53%	53%	
Evening	48	16	44	15	43	14	46	16	20	19	-57%	24%	-58%	19%	
Other*	9	19	18	18	22	23	33	24	54	23	64%	-2%	500%	21%	
<b>Total</b>	<b>168</b>	<b>16</b>	<b>149</b>	<b>16</b>	<b>142</b>	<b>17</b>	<b>153</b>	<b>18</b>	<b>126</b>	<b>23</b>	<b>-18%</b>	<b>24%</b>	<b>-25%</b>	<b>43%</b>	
<b>Education</b>															
Day	73	16	68	16	49	21	29	17	22	19	-24%	14%	-70%	19%	
Evening	98	16	81	16	66	17	63	15	50	16	-21%	3%	-49%	-2%	
Other*	30	18	47	17	60	19	69	21	75	20	9%	-3%	150%	10%	
<b>Total</b>	<b>201</b>	<b>16</b>	<b>196</b>	<b>16</b>	<b>175</b>	<b>19</b>	<b>161</b>	<b>18</b>	<b>147</b>	<b>18</b>	<b>-9%</b>	<b>3%</b>	<b>-27%</b>	<b>13%</b>	
<b>Nursing</b>															
Day	-	-	-	-	-	-	7	40	2	68	-71%	70%	-	-	
Evening	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other*	-	-	-	-	-	-	7	15	8	19	14%	27%	-	-	
<b>Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>14</b>	<b>27</b>	<b>10</b>	<b>29</b>	<b>-29%</b>	<b>5%</b>	<b>-</b>	<b>-</b>	
<b>Engineering</b>															
Day	1	32	2	24	-	-	1	17	3	14	200%	-	200%	-57%	
Evening	3	20	3	21	1	5	4	30	2	32	-50%	5%	-33%	55%	
Other*	1	6	1	5	-	-	-	-	-	-	-	-	-	-	
<b>Total</b>	<b>5</b>	<b>20</b>	<b>6</b>	<b>20</b>	<b>1</b>	<b>5</b>	<b>5</b>	<b>27</b>	<b>5</b>	<b>21</b>	<b>0%</b>	<b>-24%</b>	<b>0%</b>	<b>5%</b>	
<b>Science</b>															
Day	93	22	72	22	67	25	87	24	76	27	-13%	10%	-18%	21%	
Evening	24	16	25	17	25	19	19	19	15	20	-21%	6%	-38%	23%	
Other*	26	18	35	18	28	18	17	24	34	21	100%	-12%	31%	15%	
<b>Total</b>	<b>143</b>	<b>20</b>	<b>132</b>	<b>20</b>	<b>120</b>	<b>22</b>	<b>123</b>	<b>23</b>	<b>125</b>	<b>24</b>	<b>2%</b>	<b>5%</b>	<b>-13%</b>	<b>20%</b>	
<b>Urban Affairs</b>															
Day	8	25	3	51	-	-	-	-	-	-	-	-	-100%	-100%	
Evening	11	21	11	25	8	19	9	20	10	22	11%	8%	-9%	6%	
Other*	6	16	5	41	18	39	17	35	20	35	18%	0%	233%	115%	
<b>Total</b>	<b>25</b>	<b>21</b>	<b>19</b>	<b>33</b>	<b>26</b>	<b>33</b>	<b>26</b>	<b>30</b>	<b>30</b>	<b>31</b>	<b>15%</b>	<b>2%</b>	<b>20%</b>	<b>47%</b>	

(continued on next page)

**Table 6.9: Summer Class Section and Average Class Size by Time of Day and College: 5-Year Trend**

(continued from previous page)

College	2007		2008		2009		2010		2011		Percent Change				
	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	1-Year		5-Year		
											Sections	Avg. Size	Sections	Avg. Size	
<b>Law</b>															
Day	2	18	1	34	1	24	2	8	3	25	50%	208%	50%	37%	
Evening	7	28	9	20	8	25	8	21	7	19	-13%	-7%	0%	-31%	
Other*	2	35	2	31	2	19	2	28	3	25	50%	-10%	50%	-28%	
<b>Total</b>	<b>11</b>	<b>27</b>	<b>12</b>	<b>23</b>	<b>11</b>	<b>23</b>	<b>12</b>	<b>20</b>	<b>13</b>	<b>22</b>	<b>8%</b>	<b>11%</b>	<b>18%</b>	<b>-20%</b>	
<b>Undergraduate Studies</b>															
Day	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Evening	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Honors</b>															
Day	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Evening	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>University Total</b>															
Day	325	18	266	18	232	17	244	20	199	23	-18%	15%	-39%	30%	
Evening	286	18	261	18	239	16	236	19	195	19	-17%	0%	-32%	4%	
Other*	100	18	134	20	160	23	171	24	223	23	30%	-3%	123%	29%	
<b>Total</b>	<b>711</b>	<b>18</b>	<b>661</b>	<b>18</b>	<b>631</b>	<b>20</b>	<b>651</b>	<b>21</b>	<b>617</b>	<b>22</b>	<b>-5%</b>	<b>6%</b>	<b>-13%</b>	<b>21%</b>	

**Notes:** This table only reflects lecture, seminar and studio courses with 5 or more students enrolled.

\*'Other' includes weekends (Friday after 4pm, Saturday and Sunday) and sections with no class time. Cross listed courses are counted once only.

Day, Evening and Weekends are determined by meeting time. Some web courses may be included due to available meeting time.

**Day:** Monday – Friday 7 am to 4 pm.

**Evening:** Monday – Thursday 4 pm to 12 am.

Table 6.10: Fall Section Enrollment by Time of Day and College: 5-Year Trend

College	2007		2008		2009		2010		2011		Percent Change				
	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	1-Year		5-Year		
											Sections	Avg. Size	Sections	Avg. Size	
<b>Business</b>															
Day	88	31	91	32	89	33	94	34	96	33	2%	-4%	9%	6%	
Evening	133	25	129	25	143	25	156	25	156	24	0%	-5%	17%	-3%	
Other*	43	20	49	26	50	28	47	30	45	31	-4%	5%	5%	55%	
<b>Total</b>	<b>264</b>	<b>26</b>	<b>269</b>	<b>27</b>	<b>282</b>	<b>28</b>	<b>297</b>	<b>29</b>	<b>297</b>	<b>28</b>	<b>0%</b>	<b>-3%</b>	<b>13%</b>	<b>7%</b>	
<b>CLASS</b>															
Day	354	28	355	27	360	29	365	29	336	30	-8%	3%	-5%	9%	
Evening	148	20	159	19	138	23	153	24	148	23	-3%	-1.2%	0%	19%	
Other*	42	17	42	18	43	19	51	19	61	22	20%	14%	45%	30%	
<b>Total</b>	<b>544</b>	<b>25</b>	<b>556</b>	<b>24</b>	<b>541</b>	<b>27</b>	<b>569</b>	<b>27</b>	<b>545</b>	<b>28</b>	<b>-4%</b>	<b>2%</b>	<b>0%</b>	<b>11%</b>	
<b>Education</b>															
Day	101	20	100	22	83	24	54	22	48	23	-11%	2%	-52%	13%	
Evening	143	17	141	18	118	21	114	20	100	21	-12%	4%	-30%	21%	
Other*	51	13	69	17	72	20	71	21	74	22	4%	3%	45%	63%	
<b>Total</b>	<b>295</b>	<b>18</b>	<b>310</b>	<b>19</b>	<b>273</b>	<b>22</b>	<b>239</b>	<b>21</b>	<b>222</b>	<b>22</b>	<b>-7%</b>	<b>3%</b>	<b>-25%</b>	<b>22%</b>	
<b>Nursing</b>															
Day	-	-	-	-	-	-	13	57	14	73	8%	8%	-	-	
Evening	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other*	-	-	-	-	-	-	11	19	13	15	18%	-20%	-	-	
<b>Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>24</b>	<b>40</b>	<b>27</b>	<b>45</b>	<b>13%</b>	<b>14%</b>	<b>-</b>	<b>-</b>	
<b>Engineering</b>															
Day	39	22	41	23	34	27	39	29	41	30	5%	2%	5%	33%	
Evening	54	18	60	17	59	20	72	18	64	21	-11%	16%	19%	21%	
Other*	3	7	2	6	5	13	10	11	8	17	-20%	63%	167%	134%	
<b>Total</b>	<b>96</b>	<b>19</b>	<b>103</b>	<b>19</b>	<b>98</b>	<b>22</b>	<b>121</b>	<b>21</b>	<b>113</b>	<b>24</b>	<b>-7%</b>	<b>14%</b>	<b>18%</b>	<b>25%</b>	
<b>Science</b>															
Day	197	40	201	39	218	41	217	41	201	47	-7%	14%	2%	18%	
Evening	76	26	82	28	90	29	88	30	81	31	-8%	1%	7%	20%	
Other*	33	21	43	22	42	23	37	23	43	27	16%	14%	30%	26%	
<b>Total</b>	<b>306</b>	<b>34</b>	<b>326</b>	<b>34</b>	<b>350</b>	<b>36</b>	<b>342</b>	<b>36</b>	<b>325</b>	<b>40</b>	<b>-5%</b>	<b>10%</b>	<b>6%</b>	<b>17%</b>	

(continued on next page)

Table 6.10: Fall Section Enrollment by Time of Day and College: 5-Year Trend

(continued from previous page)

College	2007		2008		2009		2010		2011		Percent Change				
	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	1-Year		5-Year		
											Sections	Avg. Size	Sections	Avg. Size	
<b>Urban Affairs</b>															
Day	14	37	11	30	10	34	8	45	11	39	38%	-12%	-21%	5%	
Evening	29	19	40	21	30	26	42	23	43	23	2%	-1%	48%	23%	
Other*	7	24	25	41	28	43	31	42	29	44	-6%	6%	314%	84%	
<b>Total</b>	<b>50</b>	<b>25</b>	<b>76</b>	<b>29</b>	<b>68</b>	<b>34</b>	<b>81</b>	<b>33</b>	<b>83</b>	<b>33</b>	<b>2%</b>	<b>1%</b>	<b>66%</b>	<b>32%</b>	
<b>Law</b>															
Day	51	37	51	35	48	35	48	34	50	29	4%	-13%	-2%	-21%	
Evening	42	23	45	22	45	22	43	20	38	21	-12%	1%	-10%	-12%	
Other*	3	18	4	12	3	13	4	17	29	14	625%	-18%	867%	-26%	
<b>Total</b>	<b>96</b>	<b>31</b>	<b>100</b>	<b>28</b>	<b>96</b>	<b>28</b>	<b>95</b>	<b>27</b>	<b>117</b>	<b>25</b>	<b>23%</b>	<b>-8%</b>	<b>22%</b>	<b>-18%</b>	
<b>Undergraduate Studies</b>															
Day	44	22	44	20	43	24	47	22	45	25	-4%	16%	2%	13%	
Evening	3	16	3	8	4	8	3	13	3	18	0%	45%	0%	15%	
Other*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Total</b>	<b>47</b>	<b>22</b>	<b>47</b>	<b>20</b>	<b>47</b>	<b>22</b>	<b>50</b>	<b>21</b>	<b>48</b>	<b>25</b>	<b>-4%</b>	<b>17%</b>	<b>2%</b>	<b>13%</b>	
<b>Honors</b>															
Day	6	20	5	20	5	18	8	18	7	16	-13%	-9%	17%	-16%	
Evening	2	21	-	-	1	11	-	-	-	-	-	-	-	-	
Other*	4	11	1	10	1	18	-	-	1	24	-	-	-	-	
<b>Total</b>	<b>12</b>	<b>17</b>	<b>6</b>	<b>18</b>	<b>7</b>	<b>17</b>	<b>8</b>	<b>18</b>	<b>8</b>	<b>17</b>	<b>0%</b>	<b>-5%</b>	<b>-33%</b>	<b>3%</b>	
<b>University Total</b>															
Day	894	30	899	30	890	30	893	32	849	34	-5%	6%	-5%	15%	
Evening	630	21	659	21	628	23	671	23	633	24	-6%	1%	0%	13%	
Other*	186	17	235	23	244	19	262	25	303	26	16%	6%	63%	49%	
<b>Total</b>	<b>1,710</b>	<b>25</b>	<b>1,793</b>	<b>26</b>	<b>1,762</b>	<b>28</b>	<b>1,826</b>	<b>28</b>	<b>1,785</b>	<b>29</b>	<b>-2%</b>	<b>4%</b>	<b>4%</b>	<b>17%</b>	

Notes: This table only reflects lecture, seminar and studio courses with 5 or more students enrolled.

\*Other includes weekends (Friday after 4 pm, Saturday and Sunday) and sections with no class time. Cross listed courses are counted once only.

Day, Evening and Weekend courses are determined by meeting time. Some web courses may be included due to available meeting time.

**Day:** Monday – Friday 7 am to 4 pm.

**Evening:** Monday – Thursday 4 pm to 12 am.

Table 6.11: Spring Section Enrollment by Time of Day and College: 5-Year Trend

College	2008		2009		2010		2011		2012		Percent Change			
	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	1 Year Sections	1 Year Avg. Size	5 Year Sections	5 Year Avg. Size
<b>Business</b>														
Day	73	33	81	33	91	34	93	31	87	32	-6%	2%	19%	-3%
Evening	123	23	131	25	135	27	160	24	159	23	-1%	-3%	29%	1%
Other*	41	24	39	24	40	29	42	27	46	26	10%	-2%	12%	12%
<b>Total</b>	<b>237</b>	<b>26</b>	<b>251</b>	<b>27</b>	<b>266</b>	<b>30</b>	<b>295</b>	<b>27</b>	<b>292</b>	<b>26</b>	<b>-1%</b>	<b>-1%</b>	<b>23%</b>	<b>1%</b>
<b>CLASS</b>														
Day	320	28	323	28	326	29	335	28	308	30	-8%	8%	-4%	8%
Evening	145	18	161	19	162	21	150	21	131	23	-13%	10%	-10%	26%
Other*	46	15	44	18	48	19	61	23	52	26	-15%	13%	13%	68%
<b>Total</b>	<b>511</b>	<b>24</b>	<b>528</b>	<b>24</b>	<b>536</b>	<b>26</b>	<b>546</b>	<b>25</b>	<b>491</b>	<b>28</b>	<b>-10%</b>	<b>9%</b>	<b>-4%</b>	<b>15%</b>
<b>Education</b>														
Day	109	19	97	22	76	25	53	22	55	21	4%	-4%	-50%	10%
Evening	146	17	143	18	117	20	103	21	102	19	-1%	-7%	-30%	12%
Other*	66	17	75	17	75	22	69	24	77	22	12%	-9%	17%	30%
<b>Total</b>	<b>321</b>	<b>18</b>	<b>315</b>	<b>19</b>	<b>268</b>	<b>22</b>	<b>225</b>	<b>22</b>	<b>234</b>	<b>20</b>	<b>4%</b>	<b>-7%</b>	<b>-27%</b>	<b>16%</b>
<b>Nursing</b>														
Day	-	-	-	-	-	-	14	59	14	72	-7%	0%	-	-
Evening	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other*	-	-	-	-	-	-	15	16	14	13	-18%	22%	-	-
<b>Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>29</b>	<b>36</b>	<b>28</b>	<b>42</b>	<b>-3%</b>	<b>16%</b>	<b>-</b>	<b>-</b>
<b>Engineering</b>														
Day	39	21	41	21	42	23	44	24	43	27	-2%	13%	10%	31%
Evening	50	19	58	16	60	19	65	21	56	22	-14%	7%	12%	19%
Other*	3	13	4	9	3	12	3	19	6	18	100%	-5%	100%	45%
<b>Total</b>	<b>92</b>	<b>19</b>	<b>103</b>	<b>18</b>	<b>105</b>	<b>21</b>	<b>112</b>	<b>22</b>	<b>105</b>	<b>24</b>	<b>-6%</b>	<b>8%</b>	<b>14%</b>	<b>23%</b>
<b>Science</b>														
Day	172	37	189	38	187	42	181	41	189	42	4%	3%	10%	14%
Evening	88	24	101	24	89	31	96	30	87	31	-9%	6%	-1%	31%
Other*	47	21	54	22	37	25	38	27	45	27	18%	-1%	-4%	28%
<b>Total</b>	<b>307</b>	<b>31</b>	<b>344</b>	<b>32</b>	<b>313</b>	<b>37</b>	<b>315</b>	<b>36</b>	<b>321</b>	<b>37</b>	<b>2%</b>	<b>4%</b>	<b>5%</b>	<b>20%</b>

(continued on next page)



Table 6.11: Spring Section Enrollment by Time of Day and College: 5-Year Trend

(continued from previous page)

College	2008		2009		2010		2011		2012		Percent Change			
	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	1 Year		5 Year	
											Sections	Avg. Size	Sections	Avg. Size
<b>Urban Affairs</b>														
Day	11	38	14	31	11	37	10	40	13	39	30%	-2%	18%	3%
Evening	26	20	40	21	40	21	44	22	44	19	0%	-14%	69%	-5%
Other*	15	43	27	42	28	42	29	42	28	45	-3%	7%	87%	5%
<b>Total</b>	<b>52</b>	<b>30</b>	<b>81</b>	<b>30</b>	<b>79</b>	<b>31</b>	<b>83</b>	<b>31</b>	<b>85</b>	<b>31</b>	<b>2%</b>	<b>-2%</b>	<b>63%</b>	<b>1%</b>
<b>Law</b>														
Day	51	36	47	34	50	33	46	34	44	31	-4%	-7%	-14%	-14%
Evening	42	23	44	21	40	21	39	19	39	21	0%	8%	-7%	-8%
Other*	4	26	5	27	3	23	4	30	2	19	-50%	-36%	-50%	-27%
<b>Total</b>	<b>97</b>	<b>30</b>	<b>96</b>	<b>28</b>	<b>93</b>	<b>27</b>	<b>89</b>	<b>27</b>	<b>85</b>	<b>26</b>	<b>-4%</b>	<b>-4%</b>	<b>-12%</b>	<b>-13%</b>
<b>Undergraduate Studies</b>														
Day	7	22	7	25	9	19	7	23	8	23	14%	1%	14%	5%
Evening	1	25	1	27	1	29	1	18	-	-	-100%	-100%	-100%	-100%
Other*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>8</b>	<b>23</b>	<b>8</b>	<b>25</b>	<b>10</b>	<b>20</b>	<b>8</b>	<b>22</b>	<b>8</b>	<b>23</b>	<b>0%</b>	<b>4%</b>	<b>0%</b>	<b>3%</b>
<b>Honors</b>														
Day	8	13	4	18	3	18	5	20	4	16	-20%	-22%	-50%	18%
Evening	1	25	-	-	-	-	-	-	-	-	-	-	-	-
Other*	3	18	2	30	3	15	2	16	3	13	50%	-19%	-	-
<b>Total</b>	<b>12</b>	<b>15</b>	<b>6</b>	<b>22</b>	<b>6</b>	<b>16</b>	<b>7</b>	<b>19</b>	<b>7</b>	<b>14</b>	<b>0%</b>	<b>-23%</b>	<b>-42%</b>	<b>-6%</b>
<b>University Total</b>														
Day	790	29	803	30	795	30	788	32	765	33	-3%	5%	-3%	14%
Evening	622	20	679	21	644	21	658	23	618	23	-6%	1%	-1%	15%
Other*	225	20	250	22	237	19	263	26	273	26	4%	-1%	21%	26%
<b>Total</b>	<b>1,637</b>	<b>25</b>	<b>1,732</b>	<b>25</b>	<b>1,676</b>	<b>28</b>	<b>1,709</b>	<b>27</b>	<b>1,656</b>	<b>28</b>	<b>-3%</b>	<b>3%</b>	<b>1%</b>	<b>13%</b>

Notes: This table only reflects lecture, seminar and studio courses with 5 or more students enrolled.

\*'Other' includes weekends (Friday after 4pm, Saturday and Sunday) and sections with no class time. Cross listed courses are counted once only.

Day, Evening and Weekends are determined by meeting time. Some web courses may be included due to available meeting time.

Day: Monday – Friday 7 am to 4 pm.

Evening: Monday – Thursday 4 pm to 12 am.

**Table 6.12: Fall Undergraduate Student FTE by College and Class Time: 5-Year Trend  
Fall 2007 – 2011**

College	Day					Percent Change		Evening & Weekends					Percent Change		Unknown*					Percent Change	
	2007	2008	2009	2010	2011	1-Year	5-Year	2007	2008	2009	2010	2011	1-Year	5-Year	2007	2008	2009	2010	2011	1-Year	5-Year
Business	535	577	598	631	626	-1%	17%	379	376	380	414	407	-2%	7%	59	93	88	97	99	2%	68%
CLASS	2,455	2,326	2,552	2,609	2,467	-5%	0%	641	603	632	698	687	-2%	7%	129	170	197	235	315	34%	145%
Education	424	413	385	213	180	-15%	-57%	191	172	171	153	140	-8%	-27%	68	103	129	139	165	19%	143%
Nursing	-	-	-	186	246	-	-	-	-	-	-	4	-	-	-	-	-	23	24	-	-
Engineering	195	207	206	262	281	7%	44%	114	137	166	182	189	3%	66%	8	5	5	15	20	34%	164%
Science	1,826	1,765	1,970	2,100	2,258	8%	24%	420	450	529	580	532	-8%	27%	67	97	118	142	235	65%	249%
Urban Affairs	168	89	99	105	122	17%	-27%	163	78	80	122	141	16%	-13%	6	229	252	295	296	0%	4827%
Undergraduate Studies	66	60	68	68	76	11%	15%	3	2	2	3	4	45%	15%	-	-	-	-	-	-	-
Honors	6	7	6	10	8	-19%	36%	2	-	1	-	-	-	-	-	1	1	-	2	0%	-
Other <sup>1</sup>	9	10	10	10	7	-32%	-24%	-	1	1	-	2	357%	357%	21	15	14	13	9	-27%	-57%
<b>Total</b>	<b>5,683</b>	<b>5,452</b>	<b>5,895</b>	<b>6,193</b>	<b>6,271</b>	<b>1%</b>	<b>10%</b>	<b>1,913</b>	<b>1,820</b>	<b>1,961</b>	<b>2,153</b>	<b>2,105</b>	<b>-2%</b>	<b>10%</b>	<b>358</b>	<b>713</b>	<b>805</b>	<b>958</b>	<b>1,164</b>	<b>22%</b>	<b>225%</b>

<sup>1</sup> Other includes students enrolled in Air Force, Career Services, English as a Second Language, Military Science, Special program and Study Abroad

\*Unknown includes sections with no class time.

**Table 6.13: Fall Graduate & Law Student FTE by College and Class Time: 5-Year Trend  
Fall 2007 – 2011**

College	Day					Percent Change		Evening & Weekends					Percent Change		Unknown*					Percent Change	
	2007	2008	2009	2010	2011	1-Year	5-Year	2007	2008	2009	2010	2011	1-Year	5-Year	2007	2008	2009	2010	2011	1-Year	5-Year
Business	64	54	59	64	56	-12%	-12%	449	402	500	522	521	0%	16%	28	77	94	113	102	-10%	257%
CLASS	50	59	51	58	60	3%	20%	188	201	229	218	233	7%	24%	61	59	58	64	65	2%	7%
Education	18	16	28	18	14	-22%	-22%	520	488	442	428	382	-11%	-26%	117	184	194	203	221	9%	89%
Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	21	20	-	-
Engineering	24	19	20	19	12	-36%	-49%	139	117	121	148	144	-3%	4%	39	35	41	40	40	0%	3%
Science	153	181	201	221	227	3%	49%	84	100	98	90	121	34%	45%	109	121	107	125	131	4%	20%
Urban Affairs	-	-	1	-	1	-	233%	159	161	148	170	144	-15%	-9%	22	39	51	24	29	25%	34%
Law	389	360	346	328	299	-9%	-23%	216	207	214	194	185	-5%	-14%	9	12	7	12	11	-2%	22%
Graduate Studies	3	1	-	-	-	-100%	-100%	-	-	-	-	-	-	-	1	-	-	-	-	-	-
Other	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	12	27	31	58	-	-
<b>Total</b>	<b>700</b>	<b>689</b>	<b>708</b>	<b>709</b>	<b>669</b>	<b>-6%</b>	<b>-4%</b>	<b>1,754</b>	<b>1,677</b>	<b>1,752</b>	<b>1,771</b>	<b>1,731</b>	<b>-2%</b>	<b>-1%</b>	<b>387</b>	<b>539</b>	<b>577</b>	<b>633</b>	<b>677</b>	<b>7%</b>	<b>75%</b>

**Notes:**

**Days:** Monday – Friday 7 a.m. to 4 p.m.

**Evenings:** Monday – Thursday 4 p.m. to 12 a.m.

**Weekends:** Classes start after Friday 4 p.m., Saturday and Sunday.

\*Unknown includes sections with no class time.

**Source:** All figures are taken from census files.

## Center for eLearning

In 2006 the Center for eLearning was established to lead the University's eLearning initiative. The Center has the goals of increasing University enrollments and enhancing academic quality through fully online degree and certificate programs available.

The Center's major roles are to:

- Provide leadership for the University's eLearning initiative
- Support and train faculty in designing and developing fully online, blended, and Web-enhanced courses
- Work with academic units on eLearning program development and marketing
- Lead in the use of emerging eLearning technologies
- Ensure availability of information and services for online students

Since its establishment, the Center has worked energetically to create a solid support infrastructure for eLearning and to expand the number of programs and courses offered in online or blended formats. As the charts below show, substantial growth in eLearning enrollments has occurred as more online and blended courses are being offered. Enrollments in eLearning courses have continued to grow rapidly, new programs have joined the group of programs already offered online, and support for both faculty and students is strong.

Table 6.14a: Annual Web Historical Enrollment and SCH Trends

WEB														
Term	Enrollment					Percent Change		SCH					Percent Change	
	2007-08*	2008-09**	2009-10	2010-11	2011-12	1-Year	5-Year	2007-08*	2008-09**	2009-10	2010-11	2011-12	1-Year	5-Year
Summer	1,277	1,721	2,105	2,533	3,012	19%	136%	4,939	7,194	9,261	11,711	14,919	27%	202%
Fall	1,786	2,605	3,104	3,589	4,064	13%	128%	6,654	10,546	12,646	15,127	18,159	20%	173%
Spring	2,253	2,598	3,128	3,770	4,176	11%	85%	8,164	10,727	14,470	16,563	19,073	15%	134%
<b>Total</b>	<b>5,316</b>	<b>6,924</b>	<b>8,337</b>	<b>9,892</b>	<b>11,252</b>	<b>14%</b>	<b>112%</b>	<b>19,757</b>	<b>28,467</b>	<b>36,377</b>	<b>43,401</b>	<b>52,151</b>	<b>20%</b>	<b>164%</b>

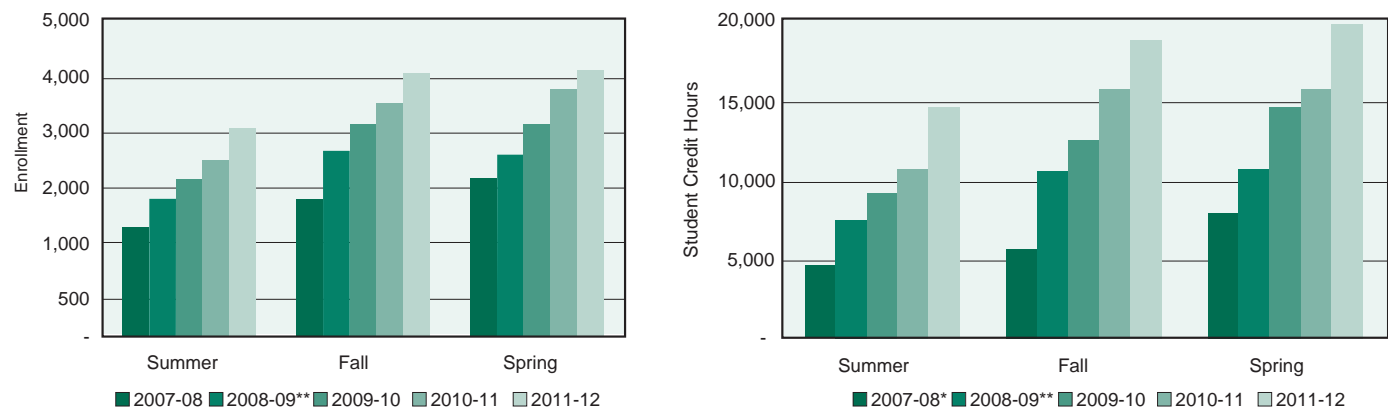
\* In Spring 2008, the process was changed to use the Class Attribute Table for those Classes listed as ONLINE and/or BLENDED.

\*\* In 2008-09 and going forward, the process will use the Class Attribute Table for extracting Enrollment and SCH information for Annual Web Enrollment and SCH Trends.

**Note:** Enrollment and SCH is based on those students who did not have a withdrawal date for a Web Based Course.

Enrollment within each semester is unduplicated, but Total may be duplicated if a student was enrolled in multiple terms over the year.

Figure 6.14a: Annual Web Historical Enrollment and SCH Trends



**Table 6.14b: 5-Year Trends in Web-Based Instructional Delivery  
Student Credit Hours Generated**

<b>Undergraduate</b>							
<b>Web-Based**</b>	<b>Fall</b>					<b>Percent Change</b>	
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>1-Year</b>	<b>5-Year</b>
Business	750	1,104	1,146	1,137	1,301	14%	73%
CLASS	852	1,472	1,588	2,089	2,975	42%	249%
Education	169	397	1,083	1,443	1,330	-8%	687%
Engineering	-	-	6	140	236	69%	-
Nursing	-	-	-	-	316	-	-
Science	671	966	1,227	1,726	2,806	63%	318%
Urban Affairs	1,985	2,974	3,307	3,769	3,982	6%	101%
Other (AF-CSC-MSC)	38	48	82	72	65	-10%	71%
<b>Total</b>	<b>4,465</b>	<b>6,961</b>	<b>8,439</b>	<b>10,376</b>	<b>13,011</b>	<b>25%</b>	<b>191%</b>

<b>Graduate</b>							
<b>Web-Based**</b>	<b>Fall</b>					<b>Percent Change</b>	
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>1-Year</b>	<b>5-Year</b>
Business	189	823	1,079	1,196	1,203	1%	537%
CLASS	64	92	84	166	134	-19%	109%
Education	1,636	2,092	2,054	2,718	2,683	-1%	64%
Engineering	-	-	45	100	88	-12%	-
Nursing	-	-	-	-	282	-	-
Science	145	264	373	368	438	19%	202%
Urban Affairs	152	312	571	196	320	63%	111%
Other (AF-CSC-MSC)	3	2	1	7	-	-	-
<b>Total</b>	<b>2,189</b>	<b>3,585</b>	<b>4,207</b>	<b>4,751</b>	<b>5,148</b>	<b>8%</b>	<b>153%</b>

<b>Totals</b>							
<b>Web-Based**</b>	<b>Fall</b>					<b>Percent Change</b>	
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>1-Year</b>	<b>5-Year</b>
Business	939	1,927	2,225	2,333	2,504	7%	167%
CLASS	916	1,564	1,672	2,255	3,109	38%	239%
Education	1,805	2,489	3,137	4,161	4,013	-4%	122%
Engineering	-	-	51	240	324	35%	-
Nursing	-	-	-	-	598	-	-
Science	816	1,230	1,600	2,094	3,244	55%	298%
Urban Affairs	2,137	3,286	3,878	3,965	4,302	8%	101%
Other (AF-CSC-MSC)	41	50	83	79	65	-18%	59%
<b>Total</b>	<b>6,654</b>	<b>10,546</b>	<b>12,646</b>	<b>15,127</b>	<b>18,159</b>	<b>20%</b>	<b>173%</b>

\*\* Web-based: Courses delivered primarily using the Internet. These courses are identified by section number (501-509) for Fall 2004-2007, or by their class attribute (Online and/or Blended) for Fall 2008 and going forward.

## Trends in Interactive Video and Telecourse Instructional Delivery

The rapid growth in distance delivered student credit hours illustrates the important role distance learning plays today at many institutions, including Cleveland State. New technology, equipment, growing faculty interest, and support services at CSU have led to an increase in courses offered, the number of students enrolled, and smoother instructional delivery. Faculty development workshops and individual training and support in conducting interactive video classes along with creating web-based classes have been instrumental in developing these courses. Interactive video hook-ups now link our extended campuses and partner schools with the Main Campus, providing students the opportunity to take a class at another site which might not have been possible in the past. Web-based courses provide even more scheduling flexibility.

Table 6.15: 5-Year Trends in Interactive Video and Telecourse Delivery  
Student Credit Hours Generated

### Undergraduate

Interactive Video and Telecourse*	2007	2008	Fall			Percent Change	
			2009	2010	2011	1-Year	5-Year
Business	-	-	-	78	-	-	-
CLASS	-	28	131	20	48	140%	-
Education	-	8	-	4	-	-	-
Engineering	-	-	-	183	-	-	-
Science	108	168	126	120	75	-38%	-31%
Urban Affairs	72	112	348	296	776	162%	978%
<b>Total</b>	<b>180</b>	<b>316</b>	<b>605</b>	<b>701</b>	<b>899</b>	<b>28%</b>	<b>399%</b>

### Graduate

Interactive Video and Telecourse*	2007	2008	Fall			Percent Change	
			2009	2010	2011	1-Year	5-Year
Business	-	-	-	-	-	-	-
CLASS	885	1,056	925	993	1,119	13%	26%
Education	216	234	246	364	213	-41%	-1%
Engineering	-	-	-	-	-	-	-
Science	-	-	-	-	-	-	-
Urban Affairs	16	68	104	12	28	133%	75%
<b>Total</b>	<b>1,117</b>	<b>1,358</b>	<b>1,275</b>	<b>1,369</b>	<b>1,360</b>	<b>-1%</b>	<b>22%</b>

### Total

Interactive Video and Telecourse*	2007	2008	Fall			Percent Change	
			2009	2010	2011	1-Year	5-Year
Business	-	-	-	78	-	-	-
CLASS	885	1,084	1,056	1,013	1,167	15%	32%
Education	216	242	246	368	213	-42%	-1%
Engineering	-	-	-	183	-	-	-
Science	108	168	126	120	75	-38%	-31%
Urban Affairs	88	180	452	308	804	161%	814%
<b>Total</b>	<b>1,297</b>	<b>1,674</b>	<b>1,880</b>	<b>2,070</b>	<b>2,259</b>	<b>9%</b>	<b>74%</b>

\* Interactive video: Courses delivered via interactive television at two or more sites simultaneously and are identified by their section number (701-709 and 780-789) for Fall 2004-2007 or by their class attribute (IDVL) for Fall 2008 and going forward.

\* Telecourse: Courses involving home viewing of videotaped programs, use of reading materials and some class interaction with the instructor and determined by the section number (530-539) for Fall 2005-2007, but telecourses are not offered for Fall 2008 and going forward.

Table 6.16: Cleveland State University Michael Schwartz Library Collections, and Instructional Media Services, FY 2011

Resources	Library FY 2011	
	Total Titles	Total Volumes/Items
<b>Print Resources in Scholar</b>		
Monographs	487,048	576,836
Scores	13,802	22,509
Periodicals and books (to be added to Scholar)		261,928
Classed Serials	7,348	66,216
Periodicals	28,459	186,418
Theses and Dissertations	3,027	3,835
Print Resources in Microform	13,494	731,559
<b>Total Print Resources</b>	<b>553,178</b>	<b>1,849,301</b>
<b>Media Resources in Scholar</b>		
Audio Resources	16,721	21,439
Video Resources	11,551	14,428
Other Resources	842	2,704
<b>Total Media Resources</b>	<b>29,114</b>	<b>38,571</b>
<b>Total Physical Resources</b>	<b>582,292</b>	<b>1,887,872</b>
<b>Electronic Resources in Scholar</b>		
Electronic Books	82,858	82,888
Electronic Journals	56,838	56,838
Electronic Serials	151	151
Databases	772	772
Websites	1,745	1,745
Streaming Video	8,435	8,435
<b>Total Electronic Resources</b>	<b>150,799</b>	<b>150,829</b>
<b>Locally Digitized Resources in CONTENTdm</b>		
Total number of images (jpegs, tifs)	46,900	46,900
Total number of documents (PDF, compound objects, docs)	1,552	1,552
Total number of multimedia objects (wmv, rm, mp3)	26	26
<b>Total Locally Digitized Resources</b>	<b>48,478</b>	<b>48,478</b>
<b>Total Digital Resources</b>	<b>199,277</b>	<b>199,307</b>
<b>GRAND TOTAL</b>	<b>781,569</b>	<b>2,087,179</b>
<b>Archival Resources</b>		
	<b>Number of Collections</b>	<b>Linear Feet</b>
Special Collections	345	7,026
University Archives	413	3,132
<b>Total Archival Resources</b>	<b>758</b>	<b>10,158</b>
<b>Current Subscriptions</b>		
		<b>Number of Titles</b>
		<b>FY11</b>
Paper Periodical		445
Electronic Periodicals (paid subscriptions, including EJC)		10,066
Other Paper Continuing Resources		195
Other Electronic Continuing Resources (not journals)		447
<b>Total Subscriptions</b>		<b>11,153</b>

Table 6.17: Cleveland State University Michael Schwartz Library and Instructional Media Services Use Statistics

	Michael Schwartz Library				
	FY 07	FY 08	FY 09	FY 10	FY 11
<b>Digital Resource Use Trends</b>					
Searches on Scholar catalog	1,737,307	1,843,513	2,275,195	1,394,654	1,623,618
Electronic resource searches (OhioLINK )	670,081	659,835	963,866	1,580,449	1,608,342
Electronic resource searches (CSU purchased)	147,398	120,733	189,202	519,676	307,958
Electronic resource downloads (OhioLINK)	455,179	499,087	482,965	344,685	370,527
Electronic resource downloads (CSU purchased)	94,340	79,468	74,939	71,534	76,950
Electronic books use (OhioLINK & netLibrary downloaded)	7,584	34,940	29,699	34,137	37,099
Electronic books use (ebrary section requests - CSU purchased)	19,520	33,520	29,150	74,958	108,167
Electronic books use (ebrary section requests - CSU produced)	n/a	n/a	n/a	1,852	56,168
Electronic theses/dissertations use (downloaded from ProQuest and OhioLINK ETD)	n/a	1,115	15,671	54,161	132,800
Electronic course reserve (ECR - documents downloaded)	731,601	721,807	742,465	840,837	1,162,275
OhioLINK Digital Resource Center use (downloads)	2,428	6,029	4,845	1,791	1,179
OhioLINK digital video use (uses=hits on files)	876	1,335	946	481	596
OhioLINK digital audio use (Naxos music downloads)	2,946	5,394	11,535	12,562	15,410
ARTstor searches and browse	n/a	n/a	29,442	28,161	18,913
ARTstor access events (view, print, download, etc.)	n/a	n/a	34,653	20,954	21,322
Hits on Cleveland Memory (webpage hits & file hits)	10,242,375	13,727,806	19,763,385	27,125,236	33,157,836
Hits to Library-produced Mediasite presentations	9,736	4,969	5,313	6,365	12,261
Hits to the Library's streaming media files	17,356	27,452	21,659	18,828	4,258
Hits on the Library's webpage	13,291,000	14,779,847	26,078,788	25,804,303	39,341,890
Hits on Library's Virtual Reference webpages	72,959	60,416	53,666	52,150	48,746
Hits on Library's Subject Portal webpages	179,648	144,452	133,216	135,438	128,188
Hits on the Library's servers	38,033,096	62,157,314	82,556,732	117,640,625	115,871,418
<b>OTHER TRENDS</b>					
Items checked out	205,713	183,212	168,021	164,980	147,152
Items borrowed from other OhioLINK libraries	28,861	29,624	30,332	29,893	27,300
Items loaned to other OhioLINK libraries	18,544	23,557	21,445	21,779	16,430
Items borrowed from libraries through ILL (beyond Ohio)	4,553	3,540	2,871	2,718	2,229
Items loaned to libraries through ILL (beyond Ohio)	7,024	8,776	8,781	9,639	8,475
IMS media equipment circulations to faculty	13,756	11,716	9,228	9,590	12,552
Reference and technical questions answered	41,528	45,024	47,227	39,591	30,219
Librarian led instructional sessions	357	390	403	392	425
In-house faculty led instructional sessions	690	781	907	973	1,318
Number of IVDL sessions managed	1,059	1,589	1,921	1,907	1,539
Other Library facility bookings for campus activities	770	648	616	644	658
Visitors (virtual) to Cleveland Memory	1,691,414	2,537,358	1,445,630	1,014,411	750,846
Visitors (virtual) to the Library webpage	904,458	795,939	786,843	926,182	1,038,114
Visitors to the Library	482,731	464,360	500,092	509,945	490,120
Percent of materials budget spent on electronic resources	64%	69%	67%	80%	83%

Source: Michael Schwartz Library

Table 6.18: Cleveland State University Law Library Collections 2008-2011

	2008		2009		2010		2011	
	Total Titles	Total Vol./Units	Total Titles	Total Vol./Units	Total Titles	Total Vol./Units	Total Titles	Total Vol./Units
<b>Titles and Volumes:</b>								
Print titles	85,086	-	86,517	-	87,296	-	86,733	-
Non-book and Electronic Titles	1,315	-	12,651	-	14,235	-	14,978	-
Microformats	71,066	-	71,068	-	71,068	-	71,082	-
Volumes (excluding microforms)	-	303,150	-	304,895	-	303,317	-	299,131
Volumes equivalent of microforms	-	233,840	-	234,094	-	234,922	-	235,284

Source: Law Library

Table 6.19: Cleveland State University Law Library Statistics 2008-2011

	2008		2009		2010		2011	
	Requests	Filled	Requests	Filled	Requests	Filled	Requests	Filled
Number of material requests <i>sent</i> by Law library	4,026	4,165	3,032	2,996	3,478	3,462	2,652	2,612
Number of material requests <i>received</i> by Law library	4,240	3,881	4,207	3,865	3,206	2,983	2,153	1,951

Source: Law Library

## Learning Communities – Cleveland Transfer Connection

CSU launched an impressive and successful Learning Communities initiative in 2007 with the award of a \$2.5 million Title III grant from the US Department of Education. These funds enabled us to research, develop and pilot 50 Thematic Learning Communities featuring innovative approaches to teaching and learning for the digital age and global society. The implementation involved over 200 CSU courses from five undergraduate colleges that were enhanced using cross-disciplinary collaborations, interdisciplinary pedagogical strategies, new instructional technology, service learning and undergraduate research adding sustainable value to students and to the University. Over 800 CSU students had the benefit of participating in a high impact learning community.

Faculty engagement was very high with over 125 CSU faculty instructors, including eight Fulbright Scholars, participating in professional development experiences. Having the opportunity to interact with colleagues contributed to creative and collective action and deep learning for student success. It also reflects a strong commitment and investment in faculty development as a component of student retention and success. Capacity building was an important consideration and was achieved through the use of various formative and summative assessments identifying “best practices” for expanded use. Three presentations were accepted and delivered at different annual National Learning Communities Conferences. A Journal of Engaged Learning was published including eleven reflective articles written by learning community instructors making knowledge gained accessible to the larger community of higher education.

## Cleveland Transfer Connection (CTC)

Building upon the experiences and success of the CSU learning community initiative, in 2009 we successfully launched the Cleveland Transfer Connection Program, a cooperative initiative between CSU and Cuyahoga Community College designed to promote academic success and increase college graduation rates. Cleveland Transfer Connection offers the benefit of a systematic process of course completion that leads to transfer-readiness and contributes to retention and degree completion. In this unique partnership program students begin their college years enrolled in learning communities at the community college to earn an Associate's Degree then transfer to CSU to complete the Bachelor's Degree in a total of 4-5 years. The program is customized for students who are entering advance level course work. The first cohort of 87 Cleveland Transfer Connection students entered the program in 2009 and 57 (66%) will transfer to CSU for Fall 2012 classes.







# Faculty & Staff

# 7



## BOOK OF TRENDS

CLEVELAND STATE UNIVERSITY



**Table 7.1: Full-Time Employees by Equal Employment Opportunity Category 6 (EEO6) Fall 2011**

<b>EEO6 Category</b>	<b>Count</b>	<b>% of Total</b>
Executive, Administrative	68	4.4%
Faculty	524	34.0%
Other Professionals	606	39.3%
Clerical	180	11.7%
Technical	37	2.4%
Skilled Crafts	22	1.4%
Service, Maintenance	106	6.9%
<b>Total Full-time Employees</b>	<b>1,543</b>	<b>100%</b>

Source: All figures are taken from the IPEDS/EAP files as of November 1.

**Figure 7.1: Full-Time Employees by EEO6 Category Fall 2011**

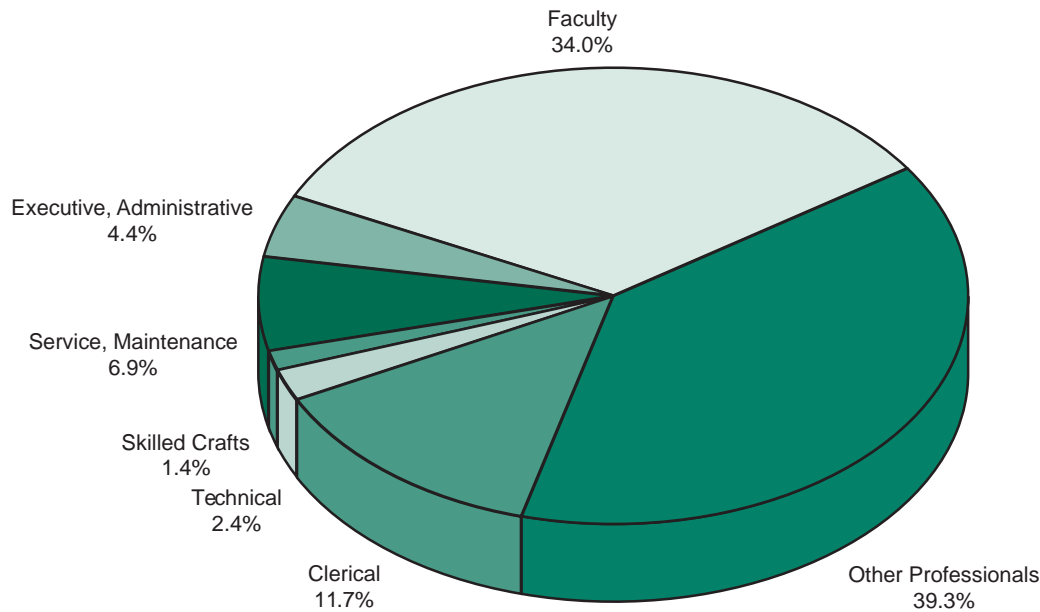


Table 7.2: Full-Time Employees by Gender, Ethnicity, and (EEO6) Category  
Fall 2007 - 2011

EEO6 Category/Ethnicity	2007		2008		2009		2010		2011		Percent Change	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	1 year	5 year
<b>Executive, Administrative</b>												
White	37	15	36	18	39	19	37	20	32	20	-9%	0%
Black/African American	5	5	4	4	3	3	2	3	2	5	40%	-30%
Hispanic/Latino	1	1	1	1	1	1	-	1	-	1	0%	-50%
Asian	6	1	5	1	5	1	6	-	8	-	33%	14%
American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-
Unknown	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>49</b>	<b>22</b>	<b>46</b>	<b>24</b>	<b>48</b>	<b>24</b>	<b>45</b>	<b>24</b>	<b>42</b>	<b>26</b>	<b>-1%</b>	<b>-4%</b>
<b>Faculty</b>												
White	276	165	249	160	235	162	230	167	225	161	-3%	-12%
Black/African American	16	18	17	19	16	22	16	22	16	18	-11%	0%
Hispanic/Latino	8	4	8	3	8	3	8	3	9	3	9%	0%
Asian	59	24	62	29	64	26	65	26	60	21	-11%	-2%
American Indian/Alaskan Native	-	1	-	1	-	1	-	-	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	1	-	1	-	0%	-
Two or More Races	-	-	-	-	-	-	-	-	5	5	-	-
Unknown	-	-	1	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>359</b>	<b>212</b>	<b>337</b>	<b>212</b>	<b>323</b>	<b>214</b>	<b>320</b>	<b>218</b>	<b>316</b>	<b>208</b>	<b>-3%</b>	<b>-8%</b>
<b>Other Professionals</b>												
White	211	271	205	279	204	282	212	291	194	283	-5%	-1%
Black/African American	26	80	25	83	26	78	21	75	23	71	-2%	-11%
Hispanic/Latino	2	5	2	4	3	3	3	3	3	4	17%	0%
Asian	18	12	19	10	18	11	18	11	14	7	-28%	-30%
American Indian/Alaskan Native	-	2	-	1	-	1	-	1	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	2	4	3	250%	-
Unknown	-	1	-	1	-	-	-	1	-	-	-	-
<b>Total</b>	<b>257</b>	<b>371</b>	<b>251</b>	<b>378</b>	<b>251</b>	<b>375</b>	<b>254</b>	<b>384</b>	<b>238</b>	<b>368</b>	<b>-5%</b>	<b>-4%</b>
<b>Clerical</b>												
White	21	113	19	110	18	108	16	101	15	87	-13%	-24%
Black/African American	9	78	8	75	6	72	7	69	7	60	-12%	-23%
Hispanic/Latino	1	3	1	3	2	3	3	3	2	3	-17%	25%
Asian	1	2	1	2	1	3	1	4	1	4	0%	67%
American Indian/Alaskan Native	-	2	-	2	-	2	-	2	-	1	-50%	-50%
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-
Unknown	1	-	-	-	1	-	-	2	-	-	-	-
<b>Total</b>	<b>33</b>	<b>198</b>	<b>29</b>	<b>192</b>	<b>28</b>	<b>188</b>	<b>27</b>	<b>181</b>	<b>25</b>	<b>155</b>	<b>-13%</b>	<b>-22%</b>

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Table 7.2: **Full-Time Employees by Gender, Ethnicity, and (EEO6) Category**  
**Fall 2007 - 2011**

(continued from previous page)

EEO6 Category/Ethnicity	2007		2008		2009		2010		2011		Percent Change	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	1 year	5 year
<b>Technical</b>												
White	23	5	23	5	25	5	25	4	26	6	10%	14%
Black/African American	3	5	3	2	2	2	2	1	2	1	0%	-63%
Hispanic/Latino	2	-	2	-	2	-	1	-	1	-	0%	-50%
Asian	-	1	-	1	-	-	-	-	-	-	-	-
American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	1	-	-	-
Unknown	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>28</b>	<b>11</b>	<b>28</b>	<b>8</b>	<b>29</b>	<b>7</b>	<b>28</b>	<b>5</b>	<b>30</b>	<b>7</b>	<b>12%</b>	<b>-5%</b>
<b>Skilled Crafts</b>												
White	15	-	15	-	15	-	15	-	15	-	0%	0%
Black/African American	6	-	6	-	6	-	6	-	6	-	0%	0%
Hispanic/Latino	2	-	2	-	2	-	2	-	1	-	-50%	-50%
Asian	-	-	-	-	-	-	-	-	-	-	-	-
American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-
Unknown	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>23</b>	<b>-</b>	<b>23</b>	<b>-</b>	<b>23</b>	<b>-</b>	<b>23</b>	<b>-</b>	<b>22</b>	<b>-</b>	<b>-4%</b>	<b>-4%</b>
<b>Service, Maintenance</b>												
White	28	1	29	4	27	4	30	3	30	3	0%	14%
Black/African American	41	27	44	27	45	24	46	27	43	25	-7%	0%
Hispanic/Latino	4	4	4	4	3	4	3	3	4	1	-17%	-38%
Asian	1	-	1	-	1	-	1	-	-	-	-	-
American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-
Unknown	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>74</b>	<b>32</b>	<b>78</b>	<b>35</b>	<b>76</b>	<b>32</b>	<b>80</b>	<b>33</b>	<b>77</b>	<b>29</b>	<b>-6%</b>	<b>0%</b>
<b>Total Full-Time Employees</b>												
White	611	570	576	576	563	580	565	586	537	560	-5%	-7%
Black/African American	106	213	107	210	104	201	100	197	99	180	-6%	-13%
Hispanic/Latino	20	17	20	15	21	14	20	13	20	12	-3%	-14%
Asian	85	40	88	43	89	41	91	41	83	32	-13%	-8%
Native American/Alaskan Native	-	5	-	4	-	4	-	3	-	1	-67%	-80%
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	1	-	1	-	0%	-
Two or More Races	-	-	-	-	-	-	-	2	10	8	800%	-
Unknown	1	1	1	1	1	-	-	3	-	-	-	-
<b>Total</b>	<b>823</b>	<b>846</b>	<b>792</b>	<b>849</b>	<b>778</b>	<b>840</b>	<b>777</b>	<b>845</b>	<b>750</b>	<b>793</b>	<b>-5%</b>	<b>-8%</b>

**Source:** All figures are taken from the IPEDS/EAP files as of November 1.

**Note:** Non Resident Aliens are reported in the actual ethnicity categories.

Please see that Asian/Pacific Islander was split into two categories.

Also a new category of two or more races was added per Federal Reporting Rule Changes.

**Table 7.3: Full-Time Employees: Women and Minorities as a Percentage of Total by EEO6 Category  
Fall 2007 - 2011**

	2007	2008	2009	2010	2011
<b>Executive, Administrative</b>					
Women	31%	34%	33%	35%	38%
Black/African American	14%	11%	8%	7%	10%
Hispanic/Latino	3%	3%	3%	1%	1%
Asian	10%	9%	8%	9%	12%
American Indian/Alaskan Native	0%	0%	0%	0%	0%
Other Pacific Islander/Native Hawaiian	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	0%
Minorities	27%	23%	19%	17%	24%
<b>Faculty</b>					
Women	37%	39%	40%	41%	40%
Black/African American	6%	7%	7%	7%	6%
Hispanic/Latino	2%	2%	2%	2%	2%
Asian	15%	17%	17%	17%	15%
American Indian/Alaskan Native	0%	0%	0%	0%	0%
Other Pacific Islander/Native Hawaiian	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	2%
Minorities	23%	26%	26%	26%	26%
<b>Other Professionals</b>					
Women	59%	60%	60%	60%	61%
Black/African American	17%	17%	17%	15%	16%
Hispanic/Latino	1%	1%	1%	1%	1%
Asian	5%	5%	5%	5%	3%
American Indian/Alaskan Native	0%	0%	0%	0%	0%
Other Pacific Islander/Native Hawaiian	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	1%
Minorities	23%	23%	22%	21%	21%
<b>Clerical</b>					
Women	86%	87%	87%	87%	86%
Black/African American	38%	38%	36%	37%	37%
Hispanic/Latino	2%	2%	2%	3%	3%
Asian	1%	1%	2%	2%	3%
American Indian/Alaskan Native	1%	1%	1%	1%	1%
Other Pacific Islander/Native Hawaiian	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	0%
Minorities	42%	42%	41%	43%	43%

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**Table 7.3: Full-Time Employees: Women and Minorities as a Percentage of Total by EEO6 Category  
Fall 2007 - 2011**

(continued from previous page)

	2007	2008	2009	2010	2011
<b>Technical</b>					
Women	28%	22%	19%	15%	19%
Black/African American	21%	14%	11%	9%	8%
Hispanic/Latino	5%	6%	6%	3%	3%
Asian	3%	3%	0%	0%	0%
American Indian/Alaskan Native	0%	0%	0%	0%	0%
Other Pacific Islander/Native Hawaiian	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	3%
Minorities	28%	22%	17%	12%	14%
<b>Skilled Crafts</b>					
Women	0%	0%	0%	0%	0%
Black/African American	26%	26%	26%	26%	27%
Hispanic/Latino	9%	9%	9%	9%	5%
Asian	0%	0%	0%	0%	0%
American Indian/Alaskan Native	0%	0%	0%	0%	0%
Other Pacific Islander/Native Hawaiian	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	0%
Minorities	35%	35%	35%	35%	32%
<b>Service, Maintenance</b>					
Women	30%	31%	30%	29%	27%
Black/African American	64%	63%	64%	65%	64%
Hispanic/Latino	8%	7%	6%	5%	5%
Asian	1%	1%	1%	1%	0%
American Indian/Alaskan Native	0%	0%	0%	0%	0%
Other Pacific Islander/Native Hawaiian	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	0%
Minorities	73%	71%	71%	71%	69%
<b>Total Full-Time Employees</b>					
<b>Women</b>	<b>51%</b>	<b>52%</b>	<b>52%</b>	<b>52%</b>	<b>51%</b>
<b>Black/African American</b>	<b>19%</b>	<b>19%</b>	<b>19%</b>	<b>18%</b>	<b>18%</b>
<b>Hispanic/Latino</b>	<b>2%</b>	<b>2%</b>	<b>2%</b>	<b>2%</b>	<b>2%</b>
<b>Asian</b>	<b>7%</b>	<b>8%</b>	<b>8%</b>	<b>8%</b>	<b>7%</b>
<b>American Indian/Alaskan Native</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Other Pacific Islander/Native Hawaiian</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Two or More Races</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>1%</b>
<b>Minorities</b>	<b>29%</b>	<b>30%</b>	<b>29%</b>	<b>29%</b>	<b>29%</b>

**Source:** All figures are taken from the IPEDS/EAP files as of November 1.

**Note:** Minorities include those who identify as Black/African American, Hispanic/Latino, Asian, American Indian/Alaskan Native, Other Pacific Islander/Native Hawaiian, and Two or More Races.

**Table 7.4: Full-Time Employees by EEO6 Category  
Fall 2007 - 2011**

EEO6 Category Description	2007	2008	2009	2010	2011	Percent Change	
						1 Year	5 Year
Executive/Administrative	71	70	72	69	68	-1%	-4%
Faculty	571	549	537	538	524	-3%	-8%
Other Professional	628	629	626	638	606	-5%	-4%
Clerical	231	221	216	208	180	-13%	-22%
Tech/Paraprofessional	39	36	36	33	37	12%	-5%
Skilled Crafts	23	23	23	23	22	-4%	-4%
Service/Maintenance	106	113	108	113	106	-6%	0%
<b>Total Full-time Employees</b>	<b>1,669</b>	<b>1,641</b>	<b>1,618</b>	<b>1,622</b>	<b>1,543</b>	<b>-5%</b>	<b>-8%</b>

**Table 7.5: Part-Time Employees by EEO6 Category  
Fall 2007 - 2011**

EEO6 Category Description	2007	2008	2009	2010	2011	Percent Change	
						1 Year	5 Year
Executive/Administrative	-	-	-	1	1	0%	-
Faculty	453	486	487	531	508	-4%	12%
Other Professional	135	126	106	106	108	2%	-20%
Clerical	26	23	25	30	25	-17%	-4%
Tech/Paraprofessional	1	1	3	3	6	100%	500%
Skilled Crafts	-	-	-	-	-	-	-
Service/Maintenance	4	6	8	12	8	-33%	100%
<b>Total Part-time Employees</b>	<b>619</b>	<b>642</b>	<b>629</b>	<b>683</b>	<b>656</b>	<b>-4%</b>	<b>6%</b>

**Table 7.6: Total Employees by EEO6 Category  
Fall 2007 - 2011**

EEO6 Category Description	2007	2008	2009	2010	2011	Percent Change	
						1 Year	5 Year
Executive/Administrative	71	70	72	70	69	-1%	-3%
Faculty	1,024	1,035	1,024	1,069	1,032	-3%	1%
Other Professional	763	755	732	744	714	-4%	-6%
Clerical	257	244	241	238	205	-14%	-20%
Tech/Paraprofessional	40	37	39	36	43	19%	8%
Skilled Crafts	23	23	23	23	22	-4%	-4%
Service/Maintenance	110	119	116	125	114	-9%	4%
<b>Total Employees</b>	<b>2,288</b>	<b>2,283</b>	<b>2,247</b>	<b>2,305</b>	<b>2,199</b>	<b>-5%</b>	<b>-4%</b>

Source: All figures are taken from the IPEDS/EAP files as of November 1.



Table 7.7: **Full-Time Faculty by Rank and College  
Fall 2011**

College	Professor		Associate Professor		Assistant Professor		Instructor		Term Faculty		Total
	N	%	N	%	N	%	N	%	N	%	N
Business	20	27%	20	27%	16	21%	9	12%	10	13%	75
CLASS	34	23%	68	47%	35	24%	2	1%	7	5%	146
Education	14	23%	38	62%	9	15%	-	0%	-	0%	61
Engineering	19	41%	24	52%	3	7%	-	0%	-	0%	46
Nursing	-	0%	5	26%	10	53%	-	0%	4	21%	19
Science	37	33%	43	38%	25	22%	1	1%	6	5%	112
Urban Affairs	7	28%	7	28%	8	32%	1	4%	2	8%	25
Law	14	35%	10	25%	4	10%	-	0%	12	30%	40
<b>TOTAL</b>	<b>145</b>	<b>28%</b>	<b>215</b>	<b>41%</b>	<b>110</b>	<b>21%</b>	<b>13</b>	<b>2%</b>	<b>41</b>	<b>8%</b>	<b>524</b>

Note: Includes only standard academic ranks.

Table 7.8: **Full-Time Faculty by Gender and College  
Fall 2011**

College	Regular Faculty				Term Faculty				Total	
	Male		Female		Male		Female		N	%
	N	%	N	%	N	%	N	%		
Business	48	64%	17	23%	5	7%	5	7%	75	14%
CLASS	86	59%	53	36%	4	3%	3	2%	146	28%
Education	26	43%	35	57%	-	0%	-	0%	61	12%
Engineering	41	89%	5	11%	-	0%	-	0%	46	9%
Nursing	-	0%	15	79%	-	0%	4	21%	19	4%
Science	71	63%	35	31%	1	1%	5	4%	112	21%
Urban Affairs	14	56%	9	36%	1	4%	1	4%	25	5%
Law	17	43%	11	28%	2	5%	10	25%	40	8%
<b>TOTAL</b>	<b>303</b>	<b>58%</b>	<b>180</b>	<b>34%</b>	<b>13</b>	<b>2%</b>	<b>28</b>	<b>5%</b>	<b>524</b>	<b>100%</b>

Table 7.8a: Full-Time Faculty by College, Gender and Rank, Fall 2011

College	Gender	Professor		Associate Professor		Assistant Professor		Instructor		Term Faculty		Total
		N	%	N	%	N	%	N	%	N	%	N
Business	F	3	14%	5	23%	7	32%	2	9%	5	23%	22
	M	17	32%	15	28%	9	17%	7	13%	5	9%	53
CLASS	F	13	23%	22	39%	16	29%	2	4%	3	5%	56
	M	21	23%	46	51%	19	21%	-	0%	4	4%	90
Education	F	6	17%	23	66%	6	17%	-	0%	-	0%	35
	M	8	31%	15	58%	3	12%	-	0%	-	0%	26
Engineering	F	1	20%	3	60%	1	20%	-	0%	-	0%	5
	M	18	44%	21	51%	2	5%	-	0%	-	0%	41
Nursing	F	-	0%	5	26%	10	53%	-	0%	4	21%	19
	M	-	0%	-	0%	-	0%	-	0%	-	0%	-
Science	F	7	18%	16	40%	12	30%	-	0%	5	13%	40
	M	30	42%	27	38%	13	18%	1	1%	1	1%	72
Urban Affairs	F	2	20%	4	40%	2	20%	1	10%	1	10%	10
	M	5	33%	3	20%	6	40%	-	0%	1	7%	15
Law	F	6	29%	4	19%	1	5%	-	0%	10	48%	21
	M	8	42%	6	32%	3	16%	-	0%	2	11%	19
<b>TOTAL</b>		<b>145</b>	<b>28%</b>	<b>215</b>	<b>41%</b>	<b>110</b>	<b>21%</b>	<b>13</b>	<b>2%</b>	<b>41</b>	<b>8%</b>	<b>524</b>

Note: Includes only standard academic ranks.

Source: All figures are taken from the IPEDS/EAP files as of November 1.

Table 7.9: Full-Time Faculty by Highest Degree Attained, Fall 2011

College	Degree				Total	Terminal Degree
	Bachelor's	Master's	Doctorate	Professional		
Business	0%	25%	71%	4%	14%	73%
CLASS	1%	16%	83%	0%	28%	91%
Education	0%	5%	95%	0%	12%	100%
Engineering	0%	7%	93%	0%	9%	100%
Nursing	0%	68%	32%	0%	4%	79%
Science	0%	10%	89%	1%	21%	92%
Urban Affairs	0%	8%	92%	0%	5%	92%
Law	0%	0%	3%	98%	8%	100%
<b>TOTAL</b>	<b>0%</b>	<b>14%</b>	<b>77%</b>	<b>8%</b>	<b>100%</b>	<b>91%</b>

Source: All figures are taken from the IPEDS/EAP files as of November 1.

Table 7.10: Full-Time Tenured/Tenure-Track and Non-Tenure Track Faculty by College/Department: 5-Year Trend

College/Department	Fall															Percent Change	
	2007			2008			2009			2010			2011				
	Tenured & Tenure Track	Non Tenure Track	Total	Tenured & Tenure Track	Non Tenure Track	Total	Tenured & Tenure Track	Non Tenure Track	Total	Tenured & Tenure Track	Non Tenure Track	Total	Tenured & Tenure Track	Non Tenure Track	Total	1 year	5 year
<b>Business</b>																	
Accounting	9	4	13	9	4	13	10	4	14	10	5	15	9	6	15	0%	15%
Computer & Information Science	16	4	20	15	3	18	13	3	16	14	3	17	12	4	16	-6%	-20%
Finance	8	2	10	8	2	10	7	2	9	7	2	9	4	5	9	0%	-10%
Health Care Administration	2	-	2	2	-	2	-	-	-	-	-	-	-	-	-	-	-100%
Management & Labor Relations	8	4	12	7	5	12	9	4	13	10	3	13	11	1	12	-8%	0%
Marketing	13	2	15	12	3	15	10	3	13	11	4	15	11	4	15	0%	0%
Operations and Supply Chain Management	6	2	8	6	2	8	6	3	9	6	3	9	6	2	8	-11%	0%
<b>Business Total</b>	<b>62</b>	<b>18</b>	<b>80</b>	<b>59</b>	<b>19</b>	<b>78</b>	<b>55</b>	<b>19</b>	<b>74</b>	<b>58</b>	<b>20</b>	<b>78</b>	<b>53</b>	<b>22</b>	<b>75</b>	<b>-4%</b>	<b>-6%</b>
<b>Liberal Arts &amp; Social Sciences</b>																	
Anthropology	5	1	6	5	-	5	5	-	5	5	-	5	5	-	5	0%	-17%
Art	11	-	11	12	-	12	12	-	12	11	1	12	11	-	11	-8%	0%
Economics	5	1	6	7	-	7	7	-	7	7	-	7	5	1	6	-14%	0%
English	17	2	19	17	2	19	15	3	18	14	3	17	14	4	18	6%	-5%
History	18	-	18	16	2	18	16	-	16	15	-	15	15	-	15	0%	-17%
Liberal Studies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Modern Languages	11	2	13	10	2	12	9	2	11	9	2	11	9	2	11	0%	-15%
Music	12	1	13	12	1	13	11	1	12	11	1	12	10	2	12	0%	-8%
Philosophy	9	-	9	8	-	8	6	-	6	6	-	6	6	-	6	0%	-33%
Political Science	8	-	8	8	-	8	8	-	8	9	-	9	9	-	9	0%	13%
Religious Studies	1	1	2	2	1	3	4	-	4	4	-	4	4	-	4	0%	100%
School of Communication	16	4	20	19	1	20	20	2	22	19	2	21	19	2	21	0%	5%
School of Social Work	13	3	16	14	1	15	13	2	15	13	2	15	10	2	12	-20%	-25%
Sociology	11	3	14	10	3	13	9	3	12	8	3	11	9	3	12	9%	-14%
Theatre and Dance	2	2	4	3	1	4	3	1	4	5	-	5	4	-	4	-20%	0%
<b>Liberal Arts &amp; Social Sciences Total</b>	<b>139</b>	<b>20</b>	<b>159</b>	<b>143</b>	<b>14</b>	<b>157</b>	<b>138</b>	<b>14</b>	<b>152</b>	<b>136</b>	<b>14</b>	<b>150</b>	<b>130</b>	<b>16</b>	<b>146</b>	<b>-3%</b>	<b>-8%</b>

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Table 7.10: Full-Time Tenured/Tenure-Track and Non-Tenure Track Faculty by College/Department:  
5-Year Trend

(continued from previous page)

College/Department	Fall															Percent Change	
	2007			2008			2009			2010			2011			1 year	5 year
	Tenured & Tenure Track	Non Tenure Track	Total	Tenured & Tenure Track	Non Tenure Track	Total	Tenured & Tenure Track	Non Tenure Track	Total	Tenured & Tenure Track	Non Tenure Track	Total	Tenured & Tenure Track	Non Tenure Track	Total		
<b>Education and Human Services</b>																	
CASAL	18	1	19	16	-	16	15	-	15	15	-	15	16	-	16	7%	-16%
Curriculum & Foundations	16	2	18	16	-	16	14	-	14	13	-	13	13	-	13	0%	-28%
Health and Physical Education	10	1	11	8	-	8	8	-	8	8	-	8	8	-	8	0%	-27%
Teachers Education	28	3	31	25	1	26	23	-	23	24	-	24	24	-	24	0%	-23%
<b>Education and Human Services Total</b>	<b>72</b>	<b>7</b>	<b>79</b>	<b>65</b>	<b>1</b>	<b>66</b>	<b>60</b>	<b>-</b>	<b>60</b>	<b>60</b>	<b>-</b>	<b>60</b>	<b>61</b>	<b>-</b>	<b>61</b>	<b>2%</b>	<b>-23%</b>
<b>Engineering</b>																	
Chemical Engineering	9	-	9	9	-	9	8	-	8	8	-	8	10	-	10	25%	11%
Civil & Environmental Engineering	11	-	11	11	-	11	10	-	10	10	-	10	9	-	9	-10%	-18%
Electrical & Computer Engineering	17	-	17	15	-	15	15	-	15	15	-	15	15	-	15	0%	-12%
Engineering Technology	5	-	5	5	-	5	4	-	4	4	-	4	4	-	4	0%	-20%
Industrial & Manufacturing Engineering	6	-	6	5	-	5	-	-	-	-	-	-	-	-	-	-	-
Mechanical Engineering	9	-	9	9	-	9	13	-	13	10	-	10	8	-	8	-20%	-11%
<b>Engineering Total</b>	<b>57</b>	<b>-</b>	<b>57</b>	<b>54</b>	<b>-</b>	<b>54</b>	<b>50</b>	<b>-</b>	<b>50</b>	<b>47</b>	<b>-</b>	<b>47</b>	<b>46</b>	<b>-</b>	<b>46</b>	<b>-2%</b>	<b>-19%</b>
<b>Law</b>	<b>32</b>	<b>11</b>	<b>43</b>	<b>30</b>	<b>12</b>	<b>42</b>	<b>30</b>	<b>12</b>	<b>42</b>	<b>30</b>	<b>12</b>	<b>42</b>	<b>28</b>	<b>12</b>	<b>40</b>	<b>-5%</b>	<b>-7%</b>
<b>Nursing</b>	<b>15</b>	<b>6</b>	<b>21</b>	<b>15</b>	<b>4</b>	<b>19</b>	<b>17</b>	<b>6</b>	<b>23</b>	<b>17</b>	<b>5</b>	<b>22</b>	<b>15</b>	<b>4</b>	<b>19</b>	<b>-14%</b>	<b>-10%</b>
<b>Science</b>																	
Biology, Geology & Environmental Science	21	-	21	21	-	21	20	-	20	19	-	19	19	-	19	0%	-10%
Chemistry	12	-	12	13	-	13	14	-	14	14	-	14	14	-	14	0%	17%
School of Health Sciences	17	2	19	17	-	17	20	3	23	22	2	24	21	3	24	0%	26%
Mathematics	21	4	25	23	2	25	20	3	23	20	4	24	21	4	25	4%	0%
Physics	10	-	10	10	-	10	10	-	10	10	-	10	10	-	10	0%	0%
Psychology	20	1	21	19	1	20	20	1	21	19	2	21	18	2	20	-5%	-5%
Speech & Hearing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Science Total</b>	<b>101</b>	<b>7</b>	<b>108</b>	<b>103</b>	<b>3</b>	<b>106</b>	<b>104</b>	<b>7</b>	<b>111</b>	<b>104</b>	<b>8</b>	<b>112</b>	<b>103</b>	<b>9</b>	<b>112</b>	<b>0%</b>	<b>4%</b>
<b>Urban Affairs</b>	<b>23</b>	<b>1</b>	<b>24</b>	<b>22</b>	<b>4</b>	<b>26</b>	<b>21</b>	<b>4</b>	<b>25</b>	<b>23</b>	<b>4</b>	<b>27</b>	<b>21</b>	<b>4</b>	<b>25</b>	<b>-7%</b>	<b>4%</b>
<b>University Total</b>	<b>501</b>	<b>70</b>	<b>571</b>	<b>491</b>	<b>57</b>	<b>548</b>	<b>475</b>	<b>62</b>	<b>537</b>	<b>475</b>	<b>63</b>	<b>538</b>	<b>457</b>	<b>67</b>	<b>524</b>	<b>-3%</b>	<b>-8%</b>

**Table 7.11: Percentage of Undergraduate Student Credit Hours (SCH) Generated by Part-Time Faculty Fall 2011**

Department	Description	SCH Generated by Full-time Faculty	SCH Generated by Part-time Faculty	Total SCH Generated	% of SCH Generated Part-time Faculty
<b>College of Business</b>					
Accounting	Accounting	2,507	432	2,939	15%
	Business Law	204	177	381	46%
Computer & Information Science	Computer and Information Science	1,108	302	1,410	21%
	Information Science	1,753	442	2,195	20%
Finance	Finance	1,603	88	1,691	5%
Management & Labor Relations	Management & Labor Relations	1,269	960	2,229	43%
Marketing	General Administration	-	786	786	100%
	Marketing	2,175	372	2,547	15%
Operations & Supply Chain Management	Operations & Supply Chain Management	1,262	708	1,970	36%
Other Business	International Business	89	60	149	40%
	Other Business	236	429	665	65%
<b>Business Total</b>		<b>12,206</b>	<b>4,756</b>	<b>16,962</b>	<b>28%</b>
<b>College of Liberal Arts and Social Sciences</b>					
Anthropology	Anthropology	2,737	736	3,473	21%
	Linguistics	-	86	86	100%
Art	Art	1,413	1,908	3,321	57%
Communication	Communication	4,237	1,808	6,045	30%
Economics	Economics	856	1,515	2,371	64%
English	English	3,077	4,806	7,883	61%
	Developmental English	-	380	380	100%
History	History	3,876	1,192	5,068	24%
Interdisciplinary	Black Studies	128	-	128	0%
	National Student Exchange	15	-	15	0%
	Women's Studies	16	468	484	97%
Modern Languages	Arabic	52	258	310	83%
	Chinese	-	198	198	100%
	French	136	255	391	65%
	German	-	201	201	100%
	Greek	24	-	24	0%
	Italian	156	110	266	41%
	Japanese	-	110	110	100%
	Latin	-	104	104	100%
	Modern Languages	162	34	196	17%
	Spanish	1,094	825	1,919	43%
Music	Applied Music	35	372	407	91%
	Music	689	2,190	2,879	76%
Philosophy	Philosophy	1,000	1,405	2,405	58%
Political Science/IR	Political Science	1,469	588	2,057	29%
Religious Studies	Religious Studies	884	888	1,772	50%
Social Work	Social Work	1,535	1,607	3,142	51%
Sociology	Sociology	4,858	521	5,379	10%
Theatre and Dance	Dance	145	107	252	42%
	Theatre and Dance	376	216	592	36%
<b>CLASS Total</b>		<b>28,970</b>	<b>22,888</b>	<b>51,858</b>	<b>44%</b>

(continued on next page)

**Table 7.11: Percentage of Undergraduate Student Credit Hours (SCH) Generated by Part-Time Faculty Fall 2011**

(continued from previous page)

Department	Description	SCH Generated by Full-time Faculty	SCH Generated by Part-time Faculty	Total SCH Generated	% of SCH Generated Part-time Faculty
<b>College of Education &amp; Human Services</b>					
CASAL	Counseling, Administration, Supervision, & Adult Learning Education Specialist	3	1	4	25%
Curriculum and Foundations	Curriculum & Instruction	686	688	1,374	50%
Health and Physical Education	Health and Physical Education	420	329	749	44%
	Health Education	111	33	144	23%
	HPER-Core Curriculum	75	61	136	45%
	Physical Education-Service	113	153	266	58%
Other Education	Physical Education	-	17	17	100%
Teachers Education	Early Childhood Education	312	487	799	61%
	Education U Teach	162	-	162	0%
	Education-SIP	66	577	643	90%
	Middle Childhood Education	248	56	304	18%
	Special Education	284	482	766	63%
	Specialized Instructional/Teacher Education	168	726	894	81%
	Specialized Study & Field Experiences	945	-	945	0%
<b>Education Total</b>		<b>3,638</b>	<b>3,621</b>	<b>7,259</b>	<b>50%</b>
<b>College of Engineering</b>					
Chemical & Biomedical Engineering	Biomedical Engineering	33	-	33	0%
	Chemical Engineering	509	-	509	0%
	Engineering Science	636	105	741	14%
Civil & Environmental Engineering	Civil Engineering	661	156	817	19%
	Engineering Science	290	96	386	25%
Dean's Office	Engineering Science	132	90	222	41%
Electrical & Computer Engineering	Electrical & Computer Engineering	1,396	268	1,664	16%
	Engineering Science	114	-	114	0%
Engineering Technology	Electronic Engineering Technology	260	87	347	25%
	Engineering Science	168	-	168	0%
	General Engineering Technology	98	-	98	0%
	Math Technology	140	-	140	0%
	Mechanical Engineering Technology	241	47	288	16%
Industrial & Manufacturing Engineering	Industrial & Manufacturing Engineering	-	104	104	100%
Mechanical Engineering	Engineering Science	395	237	632	38%
	Mechanical Engineering	724	524	1,248	42%
<b>Engineering Total</b>		<b>5,797</b>	<b>1,714</b>	<b>7,511</b>	<b>23%</b>

(continued on next page)

**Table 7.11: Percentage of Undergraduate Student Credit Hours (SCH) Generated by Part-Time Faculty Fall 2011**

(continued from previous page)

Department	Description	SCH Generated by Full-time Faculty	SCH Generated by Part-time Faculty	Total SCH Generated	% of SCH Generated Part-time Faculty
<b>Nursing</b>					
Nursing	Nursing RN	3,462	646	4,108	16%
<b>Nursing Total</b>		<b>3,462</b>	<b>646</b>	<b>4,108</b>	<b>16%</b>
<b>College of Science</b>					
Biology, Geology & Environmental Science	Biology	4,634	1,856	6,490	29%
	Environmental Sciences	418	318	736	43%
	Geological Sciences	787	-	787	0%
Chemistry	Chemistry	2,591	2,825	5,416	52%
School of Health Sciences	Pre-Health Science	2,238	888	3,126	28%
Mathematics	Mathematics	7,308	5,396	12,704	42%
Physics	Physics	1,959	990	2,949	34%
Psychology	Psychology	5,249	3,306	8,555	39%
Speech & Hearing	Speech & Hearing	805	1,162	1,967	59%
Other Science	Developmental Mathematics	1,136	1,424	2,560	56%
<b>College of Science Total</b>		<b>27,125</b>	<b>18,165</b>	<b>42,730</b>	<b>43%</b>
<b>College of Urban Affairs</b>					
Urban Studies	Environmental Studies	148	112	260	43%
	Nonprofit Administration	84	260	344	76%
	Nonprofit Administration and Leadership	-	4	4	100%
	Public Administration	8	8	16	50%
	Public Safety Management	132	24	156	15%
	Urban Studies	4,378	3,249	7,627	43%
<b>College of Urban Affairs Total</b>		<b>4,750</b>	<b>3,657</b>	<b>8,407</b>	<b>43%</b>
<b>Undergraduate Studies/ Other</b>					
Honors	Honors	90	51	141	36%
Other	Air Force	-	18	18	100%
	Career Services	140	14	154	9%
	English as a Second Language	-	40	40	100%
	Military Science	-	15	15	100%
	Study Abroad	36	-	36	0%
	Undergraduate Studies	ASC	676	369	1,045
Business Freshman Orientation		144	-	144	0%
<b>Undergraduate Studies Total</b>		<b>1,086</b>	<b>507</b>	<b>1,593</b>	<b>32%</b>
<b>Total SCH</b>		<b>83,572</b>	<b>55,308</b>	<b>136,320</b>	<b>41%</b>

This report includes only the SCH generated by instructors who have a valid I.D. available in the CSU employee database system.

**Table 7.12: Women and Minorities as a Percentage of Full-Time Faculty  
Selected Ohio 4-Year Institutions  
Fall 2007-2011**

Institution	2007		2008		2009		2010		2011	
	Women	Minorities	Women	Minorities	Women	Minorities	Women	Minorities	Women	Minorities
University of Akron	41%	16%	42%	16%	42%	16%	48%	12%	43%	17%
Bowling Green State University	43%	10%	44%	10%	45%	11%	47%	10%	48%	11%
University of Cincinnati	36%	18%	37%	17%	38%	17%	39%	17%	39%	17%
<b>Cleveland State University</b>	<b>37%</b>	<b>19%</b>	<b>39%</b>	<b>21%</b>	<b>40%</b>	<b>22%</b>	<b>41%</b>	<b>23%</b>	<b>40%</b>	<b>23%</b>
Central State University	34%	65%	36%	64%	36%	64%	40%	66%	40%	65%
Kent State University	50%	14%	50%	14%	49%	14%	50%	16%	50%	17%
Medical University of Ohio	41%	19%	NA	NA	NA	NA	NA	NA	NA	NA
Miami University	40%	14%	41%	15%	41%	13%	41%	15%	43%	14%
Ohio State University	35%	16%	36%	16%	36%	18%	37%	18%	38%	20%
Ohio University	36%	15%	36%	16%	37%	14%	38%	15%	38%	15%
Shawnee State University	39%	8%	40%	8%	40%	8%	44%	9%	47%	5%
University of Toledo	36%	20%	38%	20%	39%	18%	39%	17%	39%	17%
Wright State University	41%	19%	42%	20%	44%	21%	44%	21%	45%	21%
Youngstown State University	40%	16%	40%	16%	40%	15%	41%	17%	41%	17%
<b>Total</b>	<b>38%</b>	<b>17%</b>	<b>39%</b>	<b>17%</b>	<b>39%</b>	<b>17%</b>	<b>41%</b>	<b>17%</b>	<b>41%</b>	<b>18%</b>

**Source:** The Ohio Board of Regents HEI All Employee (AM) query - rundate: June 14, 2012

**Note:** Non-resident aliens as well as individuals whose race and ethnicity was unknown are assumed not to be a minority. Individuals who have two or more races are considered to be a minority. University of Toledo numbers reflect changes for their merger with Medical University of Ohio in 2008.

**Table 7.13: Full-Time Faculty as a Percentage of Total Full-Time Employees  
Selected Ohio 4-Year Institutions  
Fall 2007 - 2011**

Institution	2007	2008	2009	2010	2011
University of Akron	35%	34%	33%	34%	33%
Bowling Green State University	38%	38%	37%	39%	40%
University of Cincinnati	39%	39%	40%	38%	38%
<b>Cleveland State University</b>	<b>34%</b>	<b>33%</b>	<b>33%</b>	<b>33%</b>	<b>34%</b>
Central State University	27%	26%	28%	26%	27%
Kent State University	30%	29%	31%	31%	31%
Medical University of Ohio	16%	NA	NA	NA	NA
Miami University	24%	24%	25%	26%	27%
Ohio State University	21%	21%	21%	21%	21%
Ohio University	29%	29%	31%	31%	31%
Shawnee State University	39%	35%	38%	40%	39%
University of Toledo	40%	22%	24%	25%	41%
Wright State University	36%	35%	36%	35%	36%
Youngstown State University	38%	38%	38%	39%	39%
<b>Total</b>	<b>28%</b>	<b>27%</b>	<b>28%</b>	<b>28%</b>	<b>29%</b>

**Source:** The Ohio Board of Regents HEI All Employee (AM) query. Run Date: June 25, 2012.

**Note:** Percentage is the total number of full-time faculty divided by the total number of full-time employees. University of Toledo numbers reflect changes for their merger with Medical University of Ohio.



**Table 7.14: Rate of Annual Student FTE to Number of Full-Time Faculty  
Selected Ohio 4-Year Institutions  
Fiscal Years 2007 - 2011**

Institution	2007	2008	2009	2010	2011	Percent Change	
						1 Year	5 Year
University of Akron	23.1	23.4	24.5	26.0	27.4	5.3%	18.6%
Bowling Green State University	19.8	19.8	20.3	19.5	19.1	-2.0%	-3.4%
University of Cincinnati	7.1 <sup>†</sup>	10.3	10.2	12.3	13.1	6.0%	82.9%
<b>Cleveland State University</b>	<b>20.6</b>	<b>22.1</b>	<b>22.9</b>	<b>24.3</b>	<b>26.2</b>	<b>7.5%</b>	<b>27.0%</b>
Central State University	15.4 <sup>‡</sup>	18.2 <sup>‡</sup>	18.3 <sup>‡</sup>	20.3	20.0	-1.2%	30.1%
Kent State University	21.5 <sup>‡</sup>	21.7 <sup>‡</sup>	22.8 <sup>‡</sup>	25.0	26.8	7.3%	24.9%
Medical University of Ohio	1.5	NA	NA	NA	NA	NA	NA
Miami University	20.1	19.4	20.1	21.3	20.0	-6.0%	-0.5%
Ohio State University	12.8 <sup>‡</sup>	12.7 <sup>‡</sup>	12.5 <sup>‡</sup>	12.5	12.7	1.4%	-1.0%
Ohio University	22.6 <sup>‡</sup>	22.3 <sup>‡</sup>	22.2 <sup>‡</sup>	23.5	26.3	11.7%	16.2%
Shawnee State University	23.9 <sup>‡</sup>	23.6	26.7	26.4	28.2	6.7%	18.1%
University of Toledo	20.1	14.8 <sup>‡</sup>	15.6 <sup>‡</sup>	17.0 <sup>‡</sup>	17.4	2.2%	-13.5%
Wright State University	16.9	16.7 <sup>‡</sup>	17.3 <sup>‡</sup>	18.3 <sup>‡</sup>	18.3	-0.1%	8.1%
Youngstown State University	26.0	26.1	25.9	26.8	28.5	6.2%	9.5%
<b>Total</b>	<b>15.9</b>	<b>16.4</b>	<b>16.6</b>	<b>17.6</b>	<b>18.1</b>	<b>3.2%</b>	<b>14.4%</b>

**Source:** The Ohio Board of Regents HEI All Employee (AM) and Course Enrollment queries: run date: June 14, 2012

**Note:** Ratio equals the annualized student FTE for the fiscal year divided by the number of full-time faculty. University of Toledo numbers reflect changes for their merger with Medical University of Ohio.

† Indicates that portions of the data for the year are not available from the institution.

‡ Indicates that unfinalized data has been included in this result.

**Table 7.15: Student FTE to Full-Time Staff Ratio  
Selected Ohio 4-Year Institutions Main Campuses Only  
Fall 2007 - 2011**

Institution	2007	2008	2009	2010	2011	Percent Change	
						1 Year	5 Year
University of Akron	11.9	11.6	12.4	12.9	12.7	-1.2%	6.5%
Bowling Green State University	11.0	10.7	10.7	12.0	12.0	-0.1%	8.9%
University of Cincinnati	6.5	6.6	7.0	7.7	8.2	7.7%	26.5%
<b>Cleveland State University</b>	<b>9.8</b>	<b>10.0</b>	<b>10.8</b>	<b>11.5</b>	<b>12.4</b>	<b>8.1%</b>	<b>26.1%</b>
Central State University	6.4	6.6 <sup>†</sup>	7.5 <sup>†</sup>	6.6	7.6	14.9%	18.1%
Kent State University	8.8	8.5 <sup>†</sup>	10.6 <sup>†</sup>	10.9 <sup>†</sup>	11.8	7.4%	33.5%
Medical University of Ohio	0.3	NA	NA	NA	NA	NA	NA
Miami University	5.9	5.9	6.4	7.7	7.0	-9.1%	18.6%
Ohio State University	3.3	3.2 <sup>†</sup>	3.2 <sup>†</sup>	3.2	3.2 <sup>†</sup>	0.1%	-3.7%
Ohio University	9.2	9.1	9.7	10.8	11.3	4.8%	23.1%
Shawnee State University	14.3	12.9	16.8	17.8	18.0	1.0%	26.2%
University of Toledo	13.0	4.3	4.7 <sup>†</sup>	5.4	11.2	106.8%	-13.4%
Wright State University	9.0	8.9	9.5 <sup>†</sup>	9.6 <sup>†</sup>	NA <sup>†</sup>	NA	NA
Youngstown State University	15.5	15.5	16.1	16.7	17.0	2.0%	9.8%
<b>Total</b>	<b>6.5</b>	<b>5.9</b>	<b>6.3</b>	<b>6.6</b>	<b>6.9</b>	<b>4.6%</b>	<b>6.4%</b>

**Source:** The Ohio Board of Regents HEI All Employees (AM) and Course Enrollment (CN) queries - Run Date: July 12, 2012

Updated data for 2009 that was not available last year has now been added to this year's table.

University of Toledo numbers reflect changes for their merger with Medical University of Ohio.

**Note:** †Indicates institutions which had not finalized enrollment data by query date. Ratio equals the student FTE for the term divided by the number of full-time non-faculty employees employed on November 1 of each year.





# Selected Administrative Centers, Departments & Offices

8



## BOOK OF TRENDS

CLEVELAND STATE UNIVERSITY



# Application, Admission, and Yield

Table 8.0: University Totals Application Trends Unduplicated for Degree-Seeking Students, Fall 2007 - 2011

TABLE 8.0a: NEW FIRST YEAR UNDERGRADUATE APPLICATION TREND FOR DEGREE-SEEKING STUDENTS, FALL 2007 - 2011

	First Year					Percent Change	
	2007	2008	2009	2010	2011	1 year	5 year
<b>Total</b>							
Applied	3,559	3,957	4,347	4,366	4,838	11%	36%
Admitted	2,646	2,573	2,850	2,830	3,059	8%	16%
Enrolled	1,079	1,006	1,139	1,199	1,324	10%	23%
<b>Yield</b>	<b>40.8%</b>	<b>39.1%</b>	<b>40.0%</b>	<b>42.4%</b>	<b>43.3%</b>		

TABLE 8.0b: NEW TRANSFER UNDERGRADUATE APPLICATION TREND FOR DEGREE-SEEKING STUDENTS, FALL 2007 - 2011

	Transfer					Percent Change	
	2007	2008	2009	2010	2011	1 year	5 year
<b>Total</b>							
Applied	2,667	2,906	3,199	3,223	3,198	-1%	20%
Admitted	1,853	2,046	2,128	2,228	2,059	-8%	11%
Enrolled	1,082	1,068	1,394	1,517	1,358	-10%	26%
<b>Yield</b>	<b>58.4%</b>	<b>52.2%</b>	<b>65.5%</b>	<b>68.1%</b>	<b>66.0%</b>		

TABLE 8.0c: NEW LAW APPLICATION TREND FOR DEGREE-SEEKING STUDENTS, FALL 2007 - 2011

	Law					Percent Change	
	2007	2008	2009	2010	2011	1 year	5 year
<b>Total</b>							
Applied	1,348	1,580	1,831	1,712	1,571	-8%	17%
Admitted	489	575	561	223	579	160%	18%
Enrolled	195	192	183	173	149	-14%	-24%
<b>Yield</b>	<b>39.9%</b>	<b>33.4%</b>	<b>32.6%</b>	<b>77.6%</b>	<b>25.7%</b>		

TABLE 8.0d: NEW GRADUATE APPLICATION TRENDS FOR DEGREE-SEEKING STUDENTS, FALL 2007 - 2011

	Graduate					Percent Change	
	2007	2008	2009	2010	2011	1 year	5 year
<b>Total</b>							
Applied	3,224	3,352	3,702	3,814	3,973	4%	23%
Admitted	1,888	1,864	2,079	2,171	2,185	1%	16%
Enrolled	953	1,004	1,180	1,165	1,018	-13%	7%
<b>Yield</b>	<b>50.5%</b>	<b>53.9%</b>	<b>56.8%</b>	<b>53.7%</b>	<b>46.6%</b>		

Source: Institutional Research

Notes: Yield is calculated as the percent of those enrolled from the total admitted.

## Application, Admission, and Yield

Table 8.1: New First Year Undergraduate Application Trends for Degree-Seeking Students by College, Fall 2007-2011

	First Year					Percent Change	
	2007	2008	2009	2010	2011	1 year	5 year
<b>Business</b>							
Applied	636	705	737	650	587	-10%	-8%
Admitted	344	403	430	396	358	-10%	4%
Enrolled	142	158	161	145	153	6%	8%
<b>Yield</b>	<b>41.3%</b>	<b>39.2%</b>	<b>37.4%</b>	<b>36.6%</b>	<b>42.7%</b>		
<b>CLASS</b>							
Applied	1,226	1,300	1,514	1,428	1,863	30%	52%
Admitted	641	709	844	837	1,095	31%	71%
Enrolled	262	271	318	360	464	29%	77%
<b>Yield</b>	<b>40.9%</b>	<b>38.2%</b>	<b>37.7%</b>	<b>43.0%</b>	<b>42.4%</b>		
<b>Education</b>							
Applied	685	766	856	929	328	-65%	-52%
Admitted	347	418	476	542	207	-62%	-40%
Enrolled	108	161	165	210	83	-60%	-23%
<b>Yield</b>	<b>31.1%</b>	<b>38.5%</b>	<b>34.7%</b>	<b>38.7%</b>	<b>40.1%</b>		
<b>Engineering</b>							
Applied	320	396	422	413	462	12%	44%
Admitted	221	276	314	321	339	6%	53%
Enrolled	89	111	126	142	158	11%	78%
<b>Yield</b>	<b>40.3%</b>	<b>40.2%</b>	<b>40.1%</b>	<b>44.2%</b>	<b>46.6%</b>		
<b>Nursing</b>							
Applied	-	-	-	-	585		
Admitted	-	-	-	-	323		
Enrolled	-	-	-	-	142		
<b>Yield</b>					<b>44.0%</b>		
<b>Science</b>							
Applied	695	760	810	947	987	4%	42%
Admitted	440	507	555	666	685	3%	56%
Enrolled	176	202	248	292	300	3%	70%
<b>Yield</b>	<b>40.0%</b>	<b>39.8%</b>	<b>44.7%</b>	<b>43.8%</b>	<b>43.8%</b>		
<b>Urban Affairs</b>							
Applied	15	22	17	23	26	13%	73%
Admitted	15	15	10	18	17	-6%	13%
Enrolled	9	3	6	9	12	33%	33%
<b>Yield</b>	<b>60.0%</b>	<b>20.0%</b>	<b>60.0%</b>	<b>50.0%</b>	<b>70.6%</b>		
<b>Undergraduate Studies</b>							
Applied	4	25	4	-	-		
Admitted	646	252	232	67	35	-48%	-95%
Enrolled	293	100	115	41	12	-71%	-96%
<b>Yield</b>	<b>45.4%</b>	<b>39.7%</b>	<b>49.6%</b>	<b>61.2%</b>	<b>34.3%</b>		
<b>TOTAL</b>							
<b>Applied</b>	<b>3,581</b>	<b>3,974</b>	<b>4,360</b>	<b>4,390</b>	<b>4,838</b>	<b>10%</b>	<b>35%</b>
<b>Admitted</b>	<b>2,654</b>	<b>2,580</b>	<b>2,861</b>	<b>2,847</b>	<b>3,059</b>	<b>7%</b>	<b>15%</b>
<b>Enrolled</b>	<b>1,079</b>	<b>1,006</b>	<b>1,139</b>	<b>1,199</b>	<b>1,324</b>	<b>10%</b>	<b>23%</b>
<b>Yield</b>	<b>40.7%</b>	<b>39.0%</b>	<b>39.8%</b>	<b>42.1%</b>	<b>43.3%</b>		

Source: Institutional Research

Note: Yield is calculated as the percent of those enrolled from the total admitted.

Note: Nursing includes all Pre-Nursing Plans (PNURS & PEHSN).

Note: Students in this table are grouped based on their intended major at the time of application. The "admitted" and "enrolled" numbers reflect those who were admitted to the university, and those who enrolled at the university, not necessarily to a given school.

# Application, Admission, and Yield

Table 8.2: New Transfer Undergraduate Application Trends for Degree-Seeking Students by College, Fall 2007-2011

	Transfer					Percent Change	
	2007	2008	2009	2010	2011	1 year	5 year
<b>Business</b>							
Applied	648	673	741	681	654	-4%	1%
Admitted	413	449	515	506	421	-17%	2%
Enrolled	261	240	348	323	269	-17%	3%
<b>Yield</b>	<b>63.2%</b>	<b>53.5%</b>	<b>67.6%</b>	<b>63.8%</b>	<b>63.9%</b>		
<b>CLASS</b>							
Applied	803	885	874	938	963	3%	20%
Admitted	519	588	525	605	579	-4%	12%
Enrolled	317	322	356	419	383	-9%	21%
<b>Yield</b>	<b>61.1%</b>	<b>54.8%</b>	<b>67.8%</b>	<b>69.3%</b>	<b>66.1%</b>		
<b>Education</b>							
Applied	537	554	673	614	254	-59%	-53%
Admitted	360	359	415	365	158	-57%	-56%
Enrolled	166	147	218	205	101	-51%	-39%
<b>Yield</b>	<b>46.1%</b>	<b>40.9%</b>	<b>52.5%</b>	<b>56.2%</b>	<b>63.9%</b>		
<b>Engineering</b>							
Applied	154	189	219	206	233	13%	51%
Admitted	106	126	151	157	160	2%	51%
Enrolled	73	74	94	108	104	-4%	42%
<b>Yield</b>	<b>68.9%</b>	<b>58.7%</b>	<b>62.3%</b>	<b>68.8%</b>	<b>65.0%</b>		
<b>Nursing</b>							
Applied	-	-	-	-	338		
Admitted	-	-	-	-	200		
Enrolled	-	-	-	-	98		
<b>Yield</b>					<b>49.0%</b>		
<b>Science</b>							
Applied	470	542	615	711	665	-6%	41%
Admitted	337	388	415	513	454	-12%	35%
Enrolled	196	196	285	375	330	-12%	68%
<b>Yield</b>	<b>58.2%</b>	<b>50.5%</b>	<b>68.7%</b>	<b>73.1%</b>	<b>72.7%</b>		
<b>Urban Affairs</b>							
Applied	66	73	83	92	90	-2%	36%
Admitted	49	60	54	64	69	8%	41%
Enrolled	25	35	49	60	59	-2%	136%
<b>Yield</b>	<b>51.0%</b>	<b>58.3%</b>	<b>90.7%</b>	<b>93.8%</b>	<b>85.5%</b>		
<b>Undergraduate Studies</b>							
Applied	0	5	0	0	1		
Admitted	78	85	54	29	18	-38%	-77%
Enrolled	44	54	44	27	14	-48%	-68%
<b>Yield</b>	<b>56.4%</b>	<b>63.5%</b>	<b>81.5%</b>	<b>93.1%</b>	<b>77.8%</b>		
<b>TOTAL</b>							
<b>Applied</b>	<b>2,678</b>	<b>2,921</b>	<b>3,205</b>	<b>3,242</b>	<b>3,198</b>	<b>-1%</b>	<b>19%</b>
<b>Admitted</b>	<b>1,862</b>	<b>2,055</b>	<b>2,129</b>	<b>2,239</b>	<b>2,059</b>	<b>-8%</b>	<b>11%</b>
<b>Enrolled</b>	<b>1,082</b>	<b>1,068</b>	<b>1,394</b>	<b>1,517</b>	<b>1,358</b>	<b>-10%</b>	<b>26%</b>
<b>Yield</b>	<b>58.1%</b>	<b>52.0%</b>	<b>65.5%</b>	<b>67.8%</b>	<b>66.0%</b>		

Source: Institutional Research

Note: Yield is calculated as the percent of those enrolled from the total admitted. Note: Nursing includes all Pre-Nursing Plans (PNURS & PEHSN).

Note: Students in this table are grouped based on their intended major at the time of application. The "admitted" and "enrolled" numbers reflect those who were admitted to the university, and those who enrolled at the university, not necessarily to a given school.

## Application, Admission, and Yield

Table 8.3: New First Year Undergraduate Application Trends for Degree-Seeking Students by Race, Fall 2007-2011

Race	First Year					Percent Change	
	2007	2008	2009	2010**	2011	1 year	5 year
<b>White</b>							
Applied	1,684	1,895	1,938	2,001	2,317	16%	38%
Admitted	1,425	1,503	1,543	1,629	1,824	12%	28%
Enrolled	574	608	660	721	851	18%	48%
<b>Yield</b>	<b>40.3%</b>	<b>40.5%</b>	<b>42.8%</b>	<b>44.3%</b>	<b>46.7%</b>		
<b>African-American</b>							
Applied	1,274	1,338	1,521	1,447	1,606	11%	26%
Admitted	774	584	738	618	679	10%	-12%
Enrolled	308	197	252	242	259	7%	-16%
<b>Yield</b>	<b>39.8%</b>	<b>33.7%</b>	<b>34.1%</b>	<b>39.2%</b>	<b>38.1%</b>		
<b>Hispanic</b>							
Applied	186	198	206	300	271	-10%	46%
Admitted	137	131	146	169	159	-6%	16%
Enrolled	58	57	50	78	64	-18%	10%
<b>Yield</b>	<b>42.3%</b>	<b>43.5%</b>	<b>34.2%</b>	<b>46.2%</b>	<b>40.3%</b>		
<b>Asian</b>							
Applied	96	94	90	85	104	22%	8%
Admitted	81	81	67	69	79	14%	-2%
Enrolled	37	34	26	26	29	12%	-22%
<b>Yield</b>	<b>45.7%</b>	<b>42.0%</b>	<b>38.8%</b>	<b>37.7%</b>	<b>36.7%</b>		
<b>Native Hawaiian or Other Pacific Islander</b>							
Applied	-	-	-	3	6	100%	
Admitted	-	-	-	2	1	-50%	
Enrolled	-	-	-	1	-	-100%	
<b>Yield</b>				<b>50.0%</b>			
<b>Two or More Races</b>							
Applied	-	-	-	93	216	132%	
Admitted	-	-	-	60	127	112%	
Enrolled	-	-	-	18	61	239%	
<b>Yield</b>				<b>30.0%</b>	<b>48.0%</b>		
<b>Native American</b>							
Applied	14	17	23	13	8	-38%	-43%
Admitted	11	9	17	10	4	-60%	-64%
Enrolled	3	5	7	5	1	-80%	-67%
<b>Yield</b>	<b>27.3%</b>	<b>55.6%</b>	<b>41.2%</b>	<b>50.0%</b>	<b>25.0%</b>		
<b>Total Minority</b>							
Applied	1,570	1,647	1,840	1,941	2,211	14%	41%
Admitted	1,003	805	968	928	1,049	13%	5%
Enrolled	406	293	335	370	414	12%	2%
<b>Yield</b>	<b>40.5%</b>	<b>36.4%</b>	<b>34.6%</b>	<b>39.9%</b>	<b>39.5%</b>		
<b>Race Unknown</b>							
Applied	233	250	388	233	89	-62%	-62%
Admitted	186	159	228	147	60	-59%	-68%
Enrolled	87	77	108	69	21	-70%	-76%
<b>Yield</b>	<b>46.8%</b>	<b>48.4%</b>	<b>47.4%</b>	<b>46.9%</b>	<b>35.0%</b>		
<b>Non-Resident Alien</b>							
Applied	94	182	194	215	221	3%	135%
Admitted	40	113	122	143	126	-12%	215%
Enrolled	12	28	36	39	38	-3%	217%
<b>Yield</b>	<b>30.0%</b>	<b>24.8%</b>	<b>29.5%</b>	<b>27.3%</b>	<b>30.2%</b>		
<b>TOTAL</b>							
<b>Applied</b>	<b>3,581</b>	<b>3,974</b>	<b>4,360</b>	<b>4,390</b>	<b>4,838</b>	<b>10%</b>	<b>35%</b>
<b>Admitted</b>	<b>2,654</b>	<b>2,580</b>	<b>2,861</b>	<b>2,847</b>	<b>3,059</b>	<b>7%</b>	<b>15%</b>
<b>Enrolled</b>	<b>1,079</b>	<b>1,006</b>	<b>1,139</b>	<b>1,199</b>	<b>1,324</b>	<b>10%</b>	<b>23%</b>
<b>Yield</b>	<b>40.7%</b>	<b>39.0%</b>	<b>39.8%</b>	<b>42.1%</b>	<b>43.3%</b>		

Source: Institutional Research Notes: Yield is calculated as the percent of those enrolled from the total admitted. \*\*New races were added this year.



## Application, Admission, and Yield

Table 8.4: New Transfer Undergraduate Application Trends for Degree-Seeking Students by Race, Fall 2007-2011

Race	First Year					Percent Change	
	2007	2008	2009	2010**	2011	1 year	5 year
<b>White</b>							
Applied	1,558	1,686	1,693	1,760	1,818	3%	17%
Admitted	1,197	1,314	1,233	1,359	1,336	-2%	12%
Enrolled	699	683	812	945	884	-6%	26%
<b>Yield</b>	<b>58.4%</b>	<b>52.0%</b>	<b>65.9%</b>	<b>69.5%</b>	<b>66.2%</b>		
<b>African-American</b>							
Applied	685	742	772	907	889	-2%	30%
Admitted	360	403	392	475	417	-12%	16%
Enrolled	222	219	273	347	290	-16%	31%
<b>Yield</b>	<b>61.7%</b>	<b>54.3%</b>	<b>69.6%</b>	<b>73.1%</b>	<b>69.5%</b>		
<b>Hispanic</b>							
Applied	93	99	83	164	139	-15%	49%
Admitted	67	64	56	107	92	-14%	37%
Enrolled	32	33	34	64	62	-3%	94%
<b>Yield</b>	<b>47.8%</b>	<b>51.6%</b>	<b>60.7%</b>	<b>59.8%</b>	<b>67.4%</b>		
<b>Asian</b>							
Applied	68	55	48	61	48	-21%	-29%
Admitted	51	42	38	44	33	-25%	-35%
Enrolled	30	21	23	26	29	12%	-3%
<b>Yield</b>	<b>58.8%</b>	<b>50.0%</b>	<b>60.5%</b>	<b>59.1%</b>	<b>87.9%</b>		
<b>Native Hawaiian or Other Pacific Islander</b>							
Applied	-	-	-	-	4		
Admitted	-	-	-	-	3		
Enrolled	-	-	-	-	3		
<b>Yield</b>					<b>100.0%</b>		
<b>Two or More Races</b>							
Applied	-	-	-	59	106	80%	
Admitted	-	-	-	37	58	57%	
Enrolled	-	-	-	23	40	74%	
<b>Yield</b>				<b>62.2%</b>	<b>69.0%</b>		
<b>Native American</b>							
Applied	13	10	7	16	7	-56%	-46%
Admitted	11	4	5	10	3	-70%	-73%
Enrolled	3	2	3	7	-	-100%	-100%
<b>Yield</b>	<b>27.3%</b>	<b>50.0%</b>	<b>60.0%</b>	<b>70.0%</b>			
<b>Total Minority</b>							
Applied	859	906	910	1,207	1,193	-1%	39%
Admitted	489	513	491	673	606	-10%	24%
Enrolled	287	275	333	467	424	-9%	48%
<b>Yield</b>	<b>58.7%</b>	<b>53.6%</b>	<b>67.8%</b>	<b>69.4%</b>	<b>70.0%</b>		
<b>Race Unknown</b>							
Applied	178	201	448	158	62	-61%	-65%
Admitted	131	150	313	123	45	-63%	-66%
Enrolled	76	84	213	71	31	-56%	-59%
<b>Yield</b>	<b>58.0%</b>	<b>56.0%</b>	<b>68.1%</b>	<b>57.7%</b>	<b>68.9%</b>		
<b>Non-Resident Alien</b>							
Applied	83	128	154	117	125	7%	51%
Admitted	45	78	92	84	72	-14%	60%
Enrolled	20	26	36	34	19	-44%	-5%
<b>Yield</b>	<b>44.4%</b>	<b>33.3%</b>	<b>39.1%</b>	<b>40.5%</b>	<b>26.4%</b>		
<b>TOTAL</b>							
<b>Applied</b>	<b>2,678</b>	<b>2,921</b>	<b>3,205</b>	<b>3,242</b>	<b>3,198</b>	<b>-1%</b>	<b>19%</b>
<b>Admitted</b>	<b>1,862</b>	<b>2,055</b>	<b>2,129</b>	<b>2,239</b>	<b>2,059</b>	<b>-8%</b>	<b>11%</b>
<b>Enrolled</b>	<b>1,082</b>	<b>1,068</b>	<b>1,394</b>	<b>1,517</b>	<b>1,358</b>	<b>-10%</b>	<b>26%</b>
<b>Yield</b>	<b>58.1%</b>	<b>52.0%</b>	<b>65.5%</b>	<b>67.8%</b>	<b>66.0%</b>		

Source: Institutional Research Notes: Yield is calculated as the percent of those enrolled from the total admitted. \*\*New races were added this year.

# Application, Admission, and Yield

Table 8.5: New Graduate & Law Application Trends  
for Degree-Seeking Students by College, Fall 2007-2011

College	Graduate & Law					Percent Change	
	2007	2008	2009	2010	2011	1 Year	5 Year
<b>Business</b>							
Applied	916	849	1,164	1,128	1,181	5%	29%
Admitted	570	523	678	729	721	-1%	26%
Enrolled	260	234	350	341	285	-16%	10%
<b>Yield</b>	<b>45.6%</b>	<b>44.7%</b>	<b>51.6%</b>	<b>46.8%</b>	<b>39.5%</b>		
<b>CLASS</b>							
Applied	406	431	439	532	498	-6%	23%
Admitted	223	213	245	303	263	-13%	18%
Enrolled	133	150	172	208	165	-21%	24%
<b>Yield</b>	<b>59.6%</b>	<b>70.4%</b>	<b>70.2%</b>	<b>68.6%</b>	<b>62.7%</b>		
<b>Education</b>							
Applied	514	707	658	455	357	-22%	-31%
Admitted	360	454	480	346	281	-19%	-22%
Enrolled	262	336	317	230	176	-23%	-33%
<b>Yield</b>	<b>72.8%</b>	<b>74.0%</b>	<b>66.0%</b>	<b>66.5%</b>	<b>62.6%</b>		
<b>Engineering</b>							
Applied	786	612	580	631	657	4%	-16%
Admitted	381	325	349	398	412	4%	8%
Enrolled	102	76	113	126	102	-19%	0%
<b>Yield</b>	<b>26.8%</b>	<b>23.4%</b>	<b>32.4%</b>	<b>31.7%</b>	<b>24.8%</b>		
<b>Nursing</b>							
Applied	-	-	-	-	37		
Admitted	-	-	-	-	27		
Enrolled	-	-	-	-	20		
<b>Yield</b>					<b>74.1%</b>		
<b>Science</b>							
Applied	527	632	671	884	992	12%	88%
Admitted	244	252	214	275	360	31%	48%
Enrolled	127	154	166	182	199	9%	57%
<b>Yield</b>	<b>52.0%</b>	<b>61.1%</b>	<b>77.6%</b>	<b>66.2%</b>	<b>55.3%</b>		
<b>Urban Affairs</b>							
Applied	197	209	223	268	251	-6%	27%
Admitted	118	103	113	145	121	-17%	3%
Enrolled	69	54	62	78	71	-9%	3%
<b>Yield</b>	<b>58.5%</b>	<b>52.4%</b>	<b>54.9%</b>	<b>53.8%</b>	<b>58.7%</b>		
<b>Law</b>							
Applied	1,348	1,580	1,831	1,712	1,571	-8%	17%
Admitted	489	575	561	224	579	158%	18%
Enrolled	195	192	183	173	149	-14%	-24%
<b>Yield</b>	<b>39.9%</b>	<b>33.4%</b>	<b>32.6%</b>	<b>77.2%</b>	<b>25.7%</b>		
<b>TOTAL</b>							
<b>Applied</b>	<b>4,694</b>	<b>5,020</b>	<b>5,566</b>	<b>5,610</b>	<b>5,544</b>	<b>-1%</b>	<b>18%</b>
<b>Admitted</b>	<b>2,385</b>	<b>2,445</b>	<b>2,640</b>	<b>2,420</b>	<b>2,764</b>	<b>14%</b>	<b>16%</b>
<b>Enrolled</b>	<b>1,148</b>	<b>1,196</b>	<b>1,363</b>	<b>1,338</b>	<b>1,167</b>	<b>-13%</b>	<b>2%</b>
<b>Yield</b>	<b>48.1%</b>	<b>48.9%</b>	<b>51.6%</b>	<b>55.3%</b>	<b>42.2%</b>		

**Source:** Institutional Research **Notes:** Yield is calculated as the percent of those enrolled from the total admitted. \*With the start of Fall 2007, the definition of students counted in applied, admitted and enrolled categories represents a departure from the past and has been expanded to include multiple applications and admit records for each student. The new counting process provides a more complete picture of students' interest in CSU programs and an accurate representation of all the programs to which a student is admitted as seen in tables 8.1 to 8.6. The above tables should be used to gauge headcount for the unduplicated applied, admitted, and enrolled at the University Level.

# Application, Admission, and Yield

Table 8.6: New Graduate & Law Application Trends for Degree-Seeking Students by Race, Fall 2007-2011

Race	First Year					Percent Change	
	2007	2008	2009	2010**	2011	1 year	5 year
<b>White</b>							
Applied	2,179	2,467	2,486	2,851	2,567	-10%	18%
Admitted	1,143	1,265	1,288	1,186	1,367	15%	20%
Enrolled	665	736	763	863	740	-14%	11%
<b>Yield</b>	<b>58.2%</b>	<b>58.2%</b>	<b>59.2%</b>	<b>72.8%</b>	<b>54.1%</b>		
<b>African-American</b>							
Applied	467	680	600	622	667	7%	43%
Admitted	162	221	216	174	198	14%	22%
Enrolled	111	162	164	136	131	-4%	18%
<b>Yield</b>	<b>68.5%</b>	<b>73.3%</b>	<b>75.9%</b>	<b>78.2%</b>	<b>66.2%</b>		
<b>Hispanic</b>							
Applied	101	124	102	147	181	23%	79%
Admitted	38	46	43	45	59	31%	55%
Enrolled	22	22	16	28	25	-11%	14%
<b>Yield</b>	<b>57.9%</b>	<b>47.8%</b>	<b>37.2%</b>	<b>62.2%</b>	<b>42.4%</b>		
<b>Asian</b>							
Applied	145	169	139	170	173	2%	19%
Admitted	48	63	59	43	75	74%	56%
Enrolled	25	27	25	35	36	3%	44%
<b>Yield</b>	<b>52.1%</b>	<b>42.9%</b>	<b>42.4%</b>	<b>81.4%</b>	<b>48.0%</b>		
<b>Native Hawaiian or Other Pacific Islander</b>							
Applied	-	-	-	3	4	33%	
Admitted	-	-	-	1	2	100%	
Enrolled	-	-	-	-	2		
<b>Yield</b>					<b>100.0%</b>		
<b>Native American</b>							
Applied	19	12	18	17	21	24%	11%
Admitted	9	7	10	2	8	300%	-11%
Enrolled	5	2	6	2	-	-100%	-100%
<b>Yield</b>	<b>55.6%</b>	<b>28.6%</b>	<b>60.0%</b>	<b>100.0%</b>			
<b>Two or More Races</b>							
Applied	-	-	-	41	46	12%	
Admitted	-	-	-	14	22	57%	
Enrolled	-	-	-	7	14	100%	
<b>Yield</b>				<b>50.0%</b>	<b>63.6%</b>		
<b>Total Minority</b>							
Applied	732	985	859	1,000	1,092	9%	49%
Admitted	257	337	328	279	364	30%	42%
Enrolled	163	213	211	208	208	0%	28%
<b>Yield</b>	<b>63.4%</b>	<b>63.2%</b>	<b>64.3%</b>	<b>74.6%</b>	<b>57.1%</b>		
<b>Race Unknown</b>							
Applied	402	337	842	225	213	-5%	-47%
Admitted	236	161	247	103	114	11%	-52%
Enrolled	154	103	180	66	68	3%	-56%
<b>Yield</b>	<b>65.3%</b>	<b>64.0%</b>	<b>72.9%</b>	<b>64.1%</b>	<b>59.6%</b>		
<b>Non-Resident Alien</b>							
Applied	1,381	1,231	1,379	1,534	1,672	9%	21%
Admitted	749	682	777	852	919	8%	23%
Enrolled	166	144	209	201	151	-25%	-9%
<b>Yield</b>	<b>22.2%</b>	<b>21.1%</b>	<b>26.9%</b>	<b>23.6%</b>	<b>16.4%</b>		
<b>Total</b>							
<b>Applied</b>	<b>4,694</b>	<b>5,020</b>	<b>5,566</b>	<b>5,610</b>	<b>5,544</b>	<b>-1%</b>	<b>18%</b>
<b>Admitted</b>	<b>2,385</b>	<b>2,445</b>	<b>2,640</b>	<b>2,420</b>	<b>2,764</b>	<b>14%</b>	<b>16%</b>
<b>Enrolled</b>	<b>1,148</b>	<b>1,196</b>	<b>1,363</b>	<b>1,338</b>	<b>1,167</b>	<b>-13%</b>	<b>2%</b>
<b>Yield</b>	<b>48.1%</b>	<b>48.9%</b>	<b>51.6%</b>	<b>55.3%</b>	<b>42.2%</b>		

Source: Institutional Research Notes: Yield is calculated as the percent of those enrolled from the total admitted. \*\*New races were added this year.

# Office of Advancement

## CSU Foundation

Alumni, faculty, staff, friends, corporations and foundations support Cleveland State University each year with philanthropic gifts. These gifts provide additional resources that are necessary for sustaining a high quality educational experience for the University's diverse student body. Various appeals and initiatives are conducted through the Annual Giving Program, including direct mailings to all alumni, student phonathon drives, specialized mailings from various departments within the University, an annual appeal among the faculty and staff of Cleveland State University, and collaboration with multiple special events held both on and off campus.

Table 8.7: CSU Foundation: 5-Year Endowment Growth by College/Division

College/Division	Endowment (Program Giving & Scholarship)					Percent Change	
	2007	2008	2009	2010	2011	1 Year	5 Year
Business	3,660,672	3,686,995	3,141,323	3,572,103	6,497,561	82%	77%
CLASS	2,062,273	1,961,787	1,718,310	1,743,532	2,048,334	17%	-1%
Education	6,159,427	6,082,783	4,897,851	5,289,436	6,105,603	15%	-1%
Engineering	3,090,388	3,356,288	3,369,490	4,642,145	6,360,505	37%	106%
Science	401,594	456,336	475,965	571,390	707,652	24%	76%
Urban Affairs	5,435,311	4,833,990	3,809,094	4,207,683	4,906,531	17%	-10%
Law	6,182,971	6,781,211	5,999,966	7,466,503	8,773,829	18%	42%
Athletics	1,615,428	1,497,619	1,346,880	1,516,901	1,756,498	16%	9%
General University	4,944,638	5,249,049	6,264,903	7,242,975	9,396,696	30%	90%
Library	966,048	883,573	658,761	711,654	819,034	15%	-15%
Office of the President	354,662	350,141	296,490	320,338	369,127	15%	4%
<b>Total Endowment</b>	<b>\$34,873,412</b>	<b>\$35,139,773</b>	<b>\$31,979,031</b>	<b>\$37,284,660</b>	<b>\$47,741,370</b>	<b>28%</b>	<b>37%</b>

College/Division	Program Giving <sup>1</sup>					Percent Change	
	2007	2008	2009	2010	2011	1 Year	5 Year
Business	749,772	687,012	530,635	573,510	659,975	15%	-12%
CLASS	521,994	487,750	623,558	437,129	503,771	15%	-3%
Education	5,255,478	5,256,437	4,115,267	4,565,273	5,260,712	15%	0%
Engineering	1,182,929	1,078,417	801,862	1,460,579	1,778,371	22%	50%
Science	241,436	237,151	182,842	218,515	256,636	17%	6%
Urban Affairs	4,146,370	3,748,663	2,816,477	2,988,607	3,436,645	15%	-17%
Law	2,455,108	2,331,635	1,512,999	2,021,873	2,331,886	15%	-5%
Athletics	42,512	41,022	39,362	34,641	40,416	17%	-5%
General University	393,456	665,155	694,302	1,012,040	1,353,675	34%	244%
Library	966,048	883,573	658,761	711,654	819,034	15%	-15%
Office of the President	354,662	350,141	296,490	320,338	369,127	15%	4%
<b>Total Program</b>	<b>16,309,765</b>	<b>15,766,954</b>	<b>12,272,555</b>	<b>14,344,159</b>	<b>16,810,248</b>	<b>17%</b>	<b>3%</b>

College/Division	Scholarship					Percent Change	
	2007	2008	2008	2010	2011	1 Year	5 Year
Business	2,910,900	2,999,983	2,610,687	2,998,593	5,837,586	95%	101%
CLASS	1,540,279	1,474,038	1,094,752	1,306,403	1,544,563	18%	0%
Education	903,949	826,346	782,584	724,163	844,891	17%	-7%
Engineering	1,907,459	2,277,871	2,567,628	3,181,566	4,582,134	44%	140%
Science	160,157	219,184	293,123	352,875	451,016	28%	182%
Urban Affairs	1,288,941	1,085,328	992,617	1,219,076	1,469,886	21%	14%
Law	3,727,863	4,449,576	4,486,966	5,444,630	6,441,943	18%	73%

(continued on next page)

## Office of Advancement

Table 8.7: CSU Foundation: 5-Year Endowment Growth by College/Division

(continued on next page)

College/Division	Scholarship					Percent Change	
	2007	2008	2009	2010	2011	1 Year	5 Year
Athletics	1,572,916	1,456,598	1,307,518	1,482,260	1,716,082	16%	9%
General University	4,551,183	4,583,895	5,570,601	6,230,935	8,043,021	29%	77%
<b>Total Scholarships</b>	<b>18,563,647</b>	<b>19,372,819</b>	<b>19,706,476</b>	<b>22,940,501</b>	<b>30,931,122</b>	<b>35%</b>	<b>67%</b>
<b>TOTAL ENDOWMENTS</b>	<b>\$34,873,412</b>	<b>\$35,139,773</b>	<b>\$31,979,031</b>	<b>\$37,284,660</b>	<b>\$47,741,370</b>	<b>28%</b>	<b>37%</b>

<sup>1</sup>Program giving includes gifts for academic programs, support for colleges, faculty and staff development, technological upgrades, and facilities and equipment. **Source:** CSU Controller's Office and University Advancement.

Table 8.8: CSU Foundation: Endowed Scholarship, Donors & Giving

Endowed:						Percent Change	
	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	1 Year	5 Year
Chairs	4	4	4	5	6	20%	50%
Scholarships	191	195	234	261	272	4%	42%
Alumni Donors	4,541	4,213	3,806	3,697	3,395	-8%	-25%
<b>Total Donors</b>	<b>7,251</b>	<b>6,858</b>	<b>5,790</b>	<b>5,922</b>	<b>5,265</b>	<b>-11%</b>	<b>-27%</b>
Alumni Giving	\$1,384,243	\$900,735	\$917,973	\$2,389,455	\$1,314,620	-45%	-5%
<b>Total Giving</b>	<b>\$8,030,066</b>	<b>\$8,265,579</b>	<b>\$5,460,113</b>	<b>\$10,233,273</b>	<b>\$5,239,065</b>	<b>-49%</b>	<b>-35%</b>

**Source:** CSU Controller's Office and CSU Office of Advancement

### Philanthropic Highlights: 2011-2012

- Cleveland State University secured more than \$2.4 million for scholarships; the number of endowed scholarships increased from 261 to 272.
- Radiance, CSU Realizing the Promise raised \$504,300 for student scholarships, surpassing its first year total of \$377,000. Radiance scholarships will be awarded to undergraduate students in good academic standing who are at risk for dropping out of school because of finances.
- Alumnus Robert P. Campanella made a \$2.5 million will commitment to benefit students in engineering, business and the physical sciences.
- The Parker Hannifin Corporation pledged \$1.5 million to establish the Parker Hannifin Chair in Human Motion and Control in the Fenn College of Engineering.
- The Urban Primary Care Initiative, a CSU/Northeast Ohio Medical University (NEOMED) collaboration to educate primary care physicians to serve urban areas, received generous community support. Funds include \$1.5 million from the Cleveland Foundation, \$500,000 from the Mt. Sinai Health Care Foundation, \$198,000 from Kaiser Permanente, \$35,000 from the Martha Holden Jennings Foundation and \$25,000 from St. Vincent Charity Medical Center.

# Athletics

Table 8.9: Athletic Sports at Cleveland State University by Enrollment

## MEN'S SPORTS

	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%
Baseball	36	29%	31	25%	25	21%	23	19%	5	5%
Basketball	14	11%	13	11%	13	11%	13	11%	13	14%
Fencing	6	5%	4	3%	2	2%	0	0%	0	0%
Golf	5	4%	9	7%	8	7%	11	9%	7	7%
Soccer	20	16%	19	16%	23	20%	26	21%	22	23%
Swimming & Diving	17	14%	19	16%	19	16%	24	20%	19	20%
Tennis	8	6%	8	7%	8	7%	9	7%	8	8%
Wrestling	19	15%	19	16%	19	16%	17	14%	22	23%
<b>Total Men</b>	<b>125</b>	<b>100%</b>	<b>122</b>	<b>100%</b>	<b>117</b>	<b>100%</b>	<b>123</b>	<b>100%</b>	<b>96</b>	<b>100%</b>
<b>Cumulative GPA, Males</b>	<b>2.77</b>		<b>2.83</b>		<b>2.91</b>		<b>2.95</b>		<b>2.88</b>	

## WOMEN'S SPORTS

	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%
Basketball	13	12%	15	14%	14	13%	12	11%	13	11%
Cross Country	6	6%	8	7%	6	6%	9	8%	12	10%
Fencing	3	3%	3	3%	1	1%	0	0%	0	0%
Golf	7	7%	7	7%	6	6%	6	5%	7	6%
Soccer	19	18%	19	18%	19	18%	20	18%	23	20%
Softball	21	20%	19	18%	21	20%	19	17%	19	16%
Swimming & Diving	17	16%	17	16%	17	16%	25	22%	23	20%
Tennis	8	8%	6	6%	7	7%	8	7%	7	6%
Volleyball	12	11%	13	12%	13	13%	13	12%	12	10%
<b>Total Women</b>	<b>106</b>	<b>100%</b>	<b>107</b>	<b>100%</b>	<b>104</b>	<b>100%</b>	<b>112</b>	<b>100%</b>	<b>116</b>	<b>100%</b>
<b>Cumulative GPA, Females</b>	<b>3.16</b>		<b>3.26</b>		<b>3.26</b>		<b>3.29</b>		<b>3.26</b>	
<b>Total All Athletes</b>	<b>231</b>		<b>229</b>		<b>221</b>		<b>235</b>		<b>212</b>	
<b>Cumulative GPA, All Athletes</b>	<b>3.02</b>		<b>3.01</b>		<b>3.08</b>		<b>3.11</b>		<b>3.08</b>	

Note: Enrollment reflects students who received athletic financial aid. GPA reflects fall term.

Source: CSU Athletics Department

Table 8.10: Athletic Sports at Cleveland State University 4, 5, and 6 Year Graduation Rate

New Undergraduate First-time, Degree-Seeking, First Year Athletes	Fall									
	2001		2002		2003		2004		2005	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%
<b>Total Athletes</b>	<b>48</b>		<b>34</b>		<b>40</b>		<b>55</b>		<b>56</b>	
Athletes graduated in 4 years	7	15%	15	44%	12	30%	10	18%	19	34%
Athletes graduated in 5 years	16	33%	7	21%	11	28%	19	35%	11	20%
Athletes graduated in 6 years	4	8%	4	12%	1	3%	2	4%	0	0%
<b>Total Athletes Graduated ≤ 6 Years</b>	<b>27</b>	<b>56%</b>	<b>26</b>	<b>76%</b>	<b>24</b>	<b>60%</b>	<b>31</b>	<b>56%</b>	<b>30</b>	<b>54%</b>

### Highlights

- The men's basketball team advanced to the postseason for the fourth time in the last five years under head coach Gary Waters. Led by second team All-Horizon League selection Trey Harmon, the Vikings played in the NIT and won 22 games, the ninth 20-win season in program history.
- The women's tennis team finished as the Horizon League runner-up for the second straight season and tied the school-record by going 7-1 in the Horizon League for the second consecutive season.
- The women's soccer team won a program-record 10 matches as senior Natalie Daniels earned all-league honors for the fourth time in her career. She finished her time at CSU as the program leader in goals (19), assists (19) and points (57).
- The women's cross country squad recorded its highest finish in school history at the Horizon League Championship, placing fourth overall. In addition, the team was recognized by the NCAA for an Academic Progress Rate score in the top 100% nationally and the 34th highest grade point average among cross country teams in the nation.
- Both the men's and women's swimming and diving teams claimed runner-up finishes at the Horizon League Championship. The teams combined to have six student-athletes earn Mid-Major All-America honors.
- A total of 135 student-athletes were honored at the 22nd annual John Konstantinos Athletic Academic Honors Luncheon in March for maintaining a cumulative grade point average of 3.0. Volleyball senior Megan Barhorst received the President's Award as the graduating senior with the highest grade point average, sporting a 3.95 GPA as an art major.

## Finance

Table 8.11: Statement of Revenues, Expenditures and Other Changes  
Fiscal Years 2007 – 2011

	2007		2008		2009		2010		2011		Percent Change	
	\$ Amount	%	\$ Amount	%	\$ Amount	%	\$ Amount	%	\$ Amount	%	1 year	5 year
<b>OPERATING REVENUES</b>												
Student Tuition and Fees, Net	111,443,432	74%	116,662,514	73%	115,263,410	74%	126,182,341	75%	140,713,140	76%	12%	26%
Federal Grants & Contracts	15,397,584	10%	15,876,339	10%	9,681,219	6%	11,992,099	7%	9,944,701	5%	-17%	-35%
State Grants & Contracts	3,844,052	3%	4,713,781	3%	5,504,478	4%	6,296,917	4%	5,726,269	3%	-9%	49%
Local Grants & Contracts	710,880	0%	655,670	0%	681,071	0%	490,186	0%	765,192	0%	56%	8%
Private Gifts, Grants & Contracts	2,444,233	2%	2,260,372	1%	2,922,127	2%	1,701,310	1%	2,772,540	1%	63%	13%
Sales & Services	4,343,482	3%	4,567,254	3%	4,709,650	3%	4,773,836	3%	4,297,708	2%	-10%	-1%
Auxiliary Enterprises	12,459,588	8%	15,289,171	10%	15,433,175	10%	15,912,209	9%	20,845,190	11%	31%	67%
Other Sources	460,690	0%	454,031	0%	569,657	0%	417,549	0%	500,246	0%	20%	9%
<b>TOTAL OPERATING REVENUES</b>	<b>151,103,941</b>	<b>100%</b>	<b>160,479,132</b>	<b>100%</b>	<b>154,764,787</b>	<b>100%</b>	<b>167,766,447</b>	<b>100%</b>	<b>185,564,986</b>	<b>100%</b>	<b>11%</b>	<b>23%</b>
<b>OPERATING EXPENSES</b>												
Instruction	89,712,836	36%	92,620,024	36%	95,209,808	35%	92,025,220	34%	94,507,110	32%	3%	5%
Research	13,848,298	6%	13,768,194	5%	12,880,105	5%	9,688,834	4%	12,295,867	4%	27%	-11%
Public Service	11,879,739	5%	12,505,036	5%	11,357,482	4%	11,186,289	4%	8,193,701	3%	-27%	-31%
Academic Support	21,731,234	9%	22,213,611	9%	24,067,498	9%	22,934,405	9%	23,531,908	8%	3%	8%
Student Services	18,574,001	8%	18,225,802	7%	19,781,003	7%	20,105,695	7%	20,953,129	7%	4%	13%
Institutional Support	24,548,102	10%	25,885,712	10%	29,714,486	11%	28,300,239	10%	30,856,817	11%	9%	26%
Operation & Maintenance of Plant	17,411,061	7%	18,331,523	7%	22,711,537	8%	24,816,384	9%	26,045,710	9%	5%	50%
Scholarships and Fellowships	11,430,822	5%	12,134,617	5%	10,876,936	4%	17,572,385	7%	19,842,144	7%	13%	74%
Auxiliary Enterprises	20,267,901	8%	23,215,882	9%	25,553,858	9%	23,386,092	9%	31,200,532	11%	33%	54%
Depreciation and Amortization	16,888,402	7%	18,363,172	7%	17,742,326	7%	19,722,338	7%	24,818,443	8%	26%	47%
<b>TOTAL OPERATING EXPENSES</b>	<b>246,292,396</b>	<b>100%</b>	<b>257,263,573</b>	<b>100%</b>	<b>269,895,039</b>	<b>100%</b>	<b>269,737,881</b>	<b>100%</b>	<b>292,245,361</b>	<b>100%</b>	<b>8%</b>	<b>19%</b>

(Continued on next page)

## Finance

Table 8.11: Statement of Revenues, Expenditures and Other Changes  
Fiscal Years 2007 – 2011

(Continued from previous page)

	2007		2008		2009		2010		2011		Percent Change	
	\$ Amount	%	\$ Amount	%	\$ Amount	%	\$ Amount	%	\$ Amount	%	1-year	5-year
<b>NON-OPERATING ITEMS</b>												
State Appropriations	69,739,627	65%	72,934,809	76%	79,056,333	74%	63,692,313	51%	63,544,555	55%	0%	-9%
Federal Appropriations	0		0		0		10,367,388		10,567,874	9%	2%	
Federal Grants and Contracts	11,076,772	10%	12,551,220	13%	13,998,357	13%	21,555,446	17%	26,129,061	22%	21%	136%
State Grants and Contracts	3,784,350	4%	3,886,127	4%	4,015,508	4%	3,279,699	3%	3,392,498	3%	3%	-10%
Gifts	6,728,117	6%	6,371,709	7%	4,557,213	4%	4,477,080	4%	4,390,082	4%	-2%	-35%
Investment Income	10,369,966	10%	-552,911	-1%	-6,546,238	-6%	7,698,092	6%	13,179,158	11%	71%	27%
Interest on Debt	-1,881,710	-2%	-2,908,053	-3%	-3,360,216	-3%	-5,275,459	-4%	-9,460,196	-8%	79%	403%
State Capital Appropriations	6,847,883	6%	3,384,009	4%	15,069,316	14%	19,978,296	16%	4,615,439	4%	-77%	-33%
Capital Gifts	42,800	0%	233,450	0%	12,245	0%	0	0%	0	0%		
Other Nonoperating Items	0	0%	0	0%	0	0%	0	0%	0	0%		
<b>TOTAL NONOPERATING ITEMS</b>	<b>106,707,805</b>	<b>100%</b>	<b>95,900,360</b>	<b>100%</b>	<b>106,802,518</b>	<b>100%</b>	<b>125,772,855</b>	<b>100%</b>	<b>116,358,471</b>	<b>100%</b>	<b>-7%</b>	<b>9%</b>
<b>NET ASSETS</b>												
Increase in Net Assets	11,519,350	4%	-884,081	0%	-8,327,734	-3%	23,801,421	7%	9,678,096	3%	-59%	-16%
Net Assets at Beginning of Year	310,950,161	96%	322,469,511	100%	321,585,430	103%	313,257,696	93%	337,059,117	97%	8%	8%
<b>NET ASSETS AT END OF YEAR</b>	<b>322,469,511</b>	<b>100%</b>	<b>321,585,430</b>	<b>100%</b>	<b>313,257,696</b>	<b>100%</b>	<b>337,059,117</b>	<b>100%</b>	<b>346,737,213</b>	<b>100%</b>	<b>3%</b>	<b>8%</b>

Source: CSU Controller's Office

Figure 8.11a: Total Revenues  
Fiscal Years 2007 - 2011

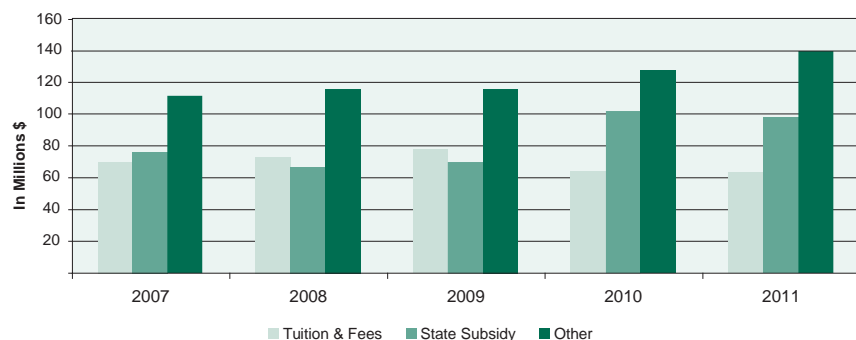
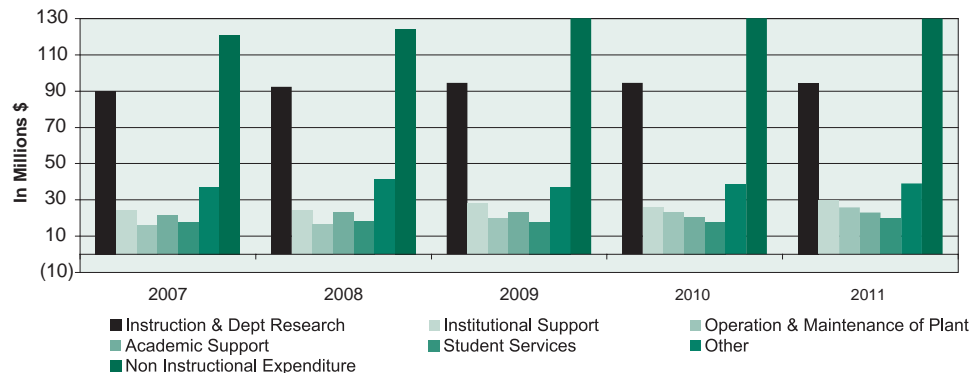


Figure 8.11b: Operating Expenses  
Fiscal Years 2007 - 2011





## Finance

**Table 8.12: Public Service Expenditures as a Percentage of Total Expenditures Selected Ohio 4-Year Institutions - Main Campuses Only Fiscal Years 2007 - 2011**

Institution	2007	2008	2009	2010	2011
University of Akron	4.5%	4.3%	5.3%	4.7%	4.0%
Bowling Green State University	2.5%	2.4%	2.2%	2.1%	2.0%
University of Cincinnati	6.1%	6.1%	6.1%	6.0%	5.7%
<b>Cleveland State University</b>	<b>7.2%</b>	<b>4.9%</b>	<b>5.0%</b>	<b>4.2%</b>	<b>4.2%</b>
Central State University	12.4%	5.4%	3.7%	3.6%	2.7%
Kent State University	3.3%	3.2%	3.2%	3.5%	3.4%
Medical University of Ohio	0.4%	0.4%	NA	NA	1.0%
Miami University	0.6%	0.6%	0.6%	0.6%	0.5%
Ohio State University	3.6%	3.3%	3.2%	3.0%	2.8%
Ohio University	4.0%	3.9%	4.0%	4.1%	3.8%
Shawnee State University	6.6%	6.0%	5.4%	5.6%	5.6%
University of Toledo	1.4%	1.2%	2.2%	0.8%	1.6%
Wright State University	2.5%	3.5%	3.4%	3.3%	3.3%
Youngstown State University	2.6%	2.3%	2.4%	2.2%	2.2%
<b>Totals</b>	<b>3.6%</b>	<b>3.3%</b>	<b>3.3%</b>	<b>3.2%</b>	<b>3.0%</b>

**Source:** The Ohio Board of Regents HEI Current Fund Expenditures (CF) queries. Run Date: June 27, 2012.

**Note:** Percentage equals the expenditures for public service for the fiscal year divided by the total expenditures.

### Highlight

**In proportion to total spending, Cleveland State University's Public Service expenditures have consistently remained among the highest in the state of Ohio.**

**Table 8.13: Benefit Expenditures as a Percentage of Total Funding Unit Expenditures Selected Ohio 4-Year Institutions - Main Campuses Only Fiscal Years 2007 - 2011**

Institution	2007	2008	2009	2010	2011
University of Akron	14.7%	15.0%	15.7%	16.2%	16.1%
Bowling Green State University	12.9%	12.8%	13.2%	12.7%	13.0%
University of Cincinnati	13.2%	14.6%	13.5%	15.0%	15.4%
<b>Cleveland State University</b>	<b>15.2%</b>	<b>15.4%</b>	<b>15.5%</b>	<b>15.7%</b>	<b>15.7%</b>
Central State University	23.9%	24.9%	27.4%	27.0%	27.3%
Kent State University	12.0%	12.0%	11.8%	12.1%	12.4%
Medical University of Ohio	17.0%	15.9%	NA	NA	NA
Miami University	16.4%	16.8%	17.4%	17.1%	18.9%
Ohio State University	24.1%	24.2%	23.7%	22.5%	23.6%
Ohio University	15.2%	26.3%	25.7%	27.3%	26.2%
Shawnee State University	27.2%	25.8%	25.7%	28.4%	27.1%
University of Toledo	21.2%	15.4%	15.4%	17.0%	17.3%
Wright State University	14.1%	13.8%	14.3%	15.5%	14.8%
Youngstown State University	19.1%	21.1%	19.3%	21.3%	20.9%
<b>Totals</b>	<b>18.3%</b>	<b>19.1%</b>	<b>18.9%</b>	<b>19.1%</b>	<b>19.6%</b>

**Source:** The Ohio Board of Regents HEI Funding Unit Expenditures (FX) queries. Runday: June 27, 2012.

**Note:** Percentage equals the expenditures for benefits during the fiscal year divided by total funding unit expenditures.

## Finance

**Table 8.14: Scholarship & Fellowship Expenditures as a Percentage of Total Expenditures Selected Ohio 4-Year Institutions - Main Campuses Only Fiscal Years 2007 - 2011**

Institution	2007	2008	2009	2010	2011
University of Akron	9.0%	9.1%	10.0%	13.6%	15.5%
Bowling Green State University	20.1%	20.3%	19.5%	20.1%	22.1%
University of Cincinnati	11.3%	11.5%	11.7%	12.8%	13.4%
<b>Cleveland State University</b>	<b>9.9%</b>	<b>10.1%</b>	<b>9.8%</b>	<b>12.7%</b>	<b>13.0%</b>
Central State University	17.7%	16.6%	18.2%	21.1%	24.0%
Kent State University	11.5%	12.0%	12.6%	16.2%	17.8%
Medical University of Ohio	0.4%	0.4%	NA	NA	NA
Miami University	8.4%	9.5%	11.4%	12.9%	14.6%
Ohio State University	5.1%	5.0%	5.0%	5.6%	5.7%
Ohio University	9.3%	9.9%	10.6%	12.7%	13.7%
Shawnee State University	21.8%	20.8%	22.7%	25.3%	26.8%
University of Toledo	13.0%	14.1%	8.9%	10.9%	12.3%
Wright State University	10.2%	10.7%	11.9%	14.3%	15.6%
Youngstown State University	16.7%	16.6%	17.7%	20.4%	20.6%
<b>Totals</b>	<b>8.5%</b>	<b>8.6%</b>	<b>8.9%</b>	<b>10.4%</b>	<b>11.0%</b>

**Source:**The Ohio Board of Regents HEI Current Fund Expenditures (CF) queries. Run Date: June 27, 2012.

**Note:** Percentage equals the expenditures for scholarships and fellowships divided by total expenditures.

## Financial Aid Office

### Cleveland State University's Financial Aid Programs

Financial aid is money that is provided to help bridge the gap between students' own resources and the amount of money needed to pay the cost of attending college. Approximately 71 percent of Cleveland State's students receive some form of financial assistance. The University participates in or administers all of the major federal and state grant and loan programs. In addition, Cleveland State provides University grants and scholarships.

**Table 8.15: Financial Aid Awards to Undergraduate Students by Full-Time/Part-Time Status, Average Aid Package and Academic Year**

	Academic Year					Percent Change	
	2007-08	2008-09	2009-10	2010-11	2011-12	1 year	5 year
<b>Full-time Students with Financial Aid:</b>							
Enrollment	5,210	5,185	5,666	6,580	6,647	1%	28%
Average Aid Package	\$8,050	\$8,136	\$8,565	\$8,950	\$8,755	-2%	9%
<b>Part-time Students with Financial Aid:</b>							
Enrollment	828	862	1,017	1,111	1,292	16%	56%
Average Aid Package	\$5,988	\$6,231	\$6,528	\$6,955	\$6,652	-4%	11%

**Source:** Common Data Set, H2-row D and row J

Financial aid reported reflects awards to undergraduates enrolled in the fall term of the academic year. Although the university awards a substantial amount of financial aid to additional students, this data reflects a particular point in time by using standard figures as defined by IPEDS (<http://nces.ed.gov/ipeds/>) and the Common Data Set ([www.commondataset.org](http://www.commondataset.org)).

## Financial Aid Office

Table 8.16: Financial Aid Awards Fall Cohort, Full-Time, First-Time, Degree-Seeking Undergraduate Students

	2007-08	2008-09	2009-10	2010-11	2011-12	Percent Change	
						1 year	5 year
<b>Federal Grants:</b>							
Enrollment	419	569	447	615	624	1%	49%
Average Aid Package	\$3,406	\$3,671	\$4,210	\$5,011	\$5,831	16%	71%
<b>State Grants:</b>							
Enrollment	349	434	366	487	481	-1%	38%
Average Aid Package	\$1,839	\$2,003	\$2,109	\$1,155	\$959	-17%	-48%
<b>Scholarships/Institutional Grants:</b>							
Enrollment	445	362	353	749	561	-25%	26%
Average Aid Package	\$4,958	\$4,830	\$5,288	\$3,354	\$4,300	28%	-13%
<b>Federal Student Loans:</b>							
Enrollment	634	688	601	722	799	11%	26%
Average Aid Package	\$4,172	\$5,187	\$6,710	\$5,604	\$5,492	-2%	32%
<b>Prior Year Cohort</b>	<b>N=947</b>	<b>N=1,132</b>	<b>N=1,007</b>	<b>N=1,127</b>	<b>N=1,148</b>		

Source: IPEDS Financial Aid Survey (<http://nces.ed.gov/ipeds/>)

Financial aid reported reflects awards to undergraduates enrolled in the fall term of the academic year. Although the university awards a substantial amount of financial aid to additional students, this data reflects a particular point in time by using standard figures as defined by IPEDS (<http://nces.ed.gov/ipeds/>) and the Common Data Set ([www.commondataset.org](http://www.commondataset.org)).

### Highlight

- Average aid package increased for full-time students.

Table 8.17: Financial Aid Awards to Fall Term Undergraduate Students

	2007-08	2008-09	2009-10	2010-11	2011-12	Percent Change	
						1 year	5 year
Federal Grants	\$13,065,889	\$14,309,605	\$20,223,437	\$25,159,208	\$24,562,122	-2%	88%
State Grants	\$4,080,412	\$4,038,747	\$3,445,400	\$3,707,710	\$3,033,671	-18%	-26%
Institutional Grants/Scholarships	\$4,863,116	\$4,447,726	\$5,087,249	\$4,905,236	\$5,698,155	16%	17%
Athletic Grants	\$2,199,263	\$2,250,069	\$2,104,185	\$2,523,061	\$2,554,462	1%	16%
Federal Student Loans and Federal Work Study (FWS)	\$44,470,297	\$49,298,229	\$56,887,973	\$66,911,925	\$65,273,792	-2%	47%
<b>Total</b>	<b>\$68,678,977</b>	<b>\$74,344,376</b>	<b>\$87,748,244</b>	<b>\$103,207,140</b>	<b>\$101,122,202</b>	<b>-2%</b>	<b>47%</b>

Source: Common Data Set, H1 (based on estimated award year 2011-2012)

## Financial Aid Office

**Table 8.18: Graduate Student Financial Aid Awards by Full-Time/Part-Time Status and Average Aid Package**

	2006-07	2007-08	2008-09	2009-10	2010-11	Percent Change	
						1 year	5 year
<b>Full-time students with Financial Aid:</b>							
Enrollment	436	442	459	531	528	-0.6%	21.1%
Average Aid Package	\$15,751	\$18,423	\$17,804	\$18,993	\$18,708	-1.5%	18.8%
<b>Part-time students with Financial Aid:</b>							
Enrollment	1387	1406	1615	1783	2044	14.6%	47.4%
Average Aid Package	\$12,956	\$14,207	\$14,956	\$14,720	\$15,220	3.4%	17.5%

Source: CSU Financial Aid Office

**Table 8.19: Graduate Student Financial Aid Awards by Types of Financial Aid Fall 2007-2011**

Types of Financial Aid	2006-07	2007-08	2008-09	2009-10	2010-11	Percent Change	
						1 year	5 year
State Fellowship	\$17,500	\$21,000	\$42,530	\$95,734	\$134,297	40.3%	667.4%
Scholarships/Institutional Grants	\$2,969,637	\$3,371,126	\$3,415,556	\$3,421,145	\$4,454,489	30.2%	50.0%
Non-Institutional Assistance	\$425,060	\$277,806	\$266,696	\$325,532	\$411,982	26.6%	-3.1%
Federal Student Loans and Federal Work Study (FWS)	\$21,428,304	\$24,449,124	\$28,619,640	\$32,505,934	\$35,861,289	10.3%	67.4%

Source: CSU Financial Aid Office

**Table 8.20: Law Student Financial Aid Awards Full-Time/Part-Time Status and Average Aid Package**

	2006-07	2007-08	2008-09	2009-10	2010-11	Percent Change	
						1 year	5 year
<b>Full-time students with Financial Aid:</b>							
Enrollment	439	452	425	435	420	-3.4%	-4.3%
Average Aid Package	\$21,644	\$24,656	\$26,026	\$28,369	\$29,734	4.8%	37.4%
<b>Part-time students with Financial Aid:</b>							
Enrollment	169	161	160	128	133	3.9%	-21.3%
Average Aid Package	\$17,869	\$18,870	\$21,753	\$22,714	\$23,378	2.9%	30.8%

Source: CSU Financial Aid Office

See notes at the end of Financial Aid Section

**Table 8.21: Law Student Financial Aid Awards by Types of Financial Aid Fall 2007-2011**

Types of Financial Aid	2006-07	2007-08	2008-09	2009-10	2010-11	Percent Change	
						1 year	5 year
State Fellowship	\$0	\$0	\$0	\$0	\$0	-	-
Scholarships/Institutional Grants	\$1,337,878	\$1,397,029	\$1,481,970	\$1,875,318	\$1,941,719	3.5%	45.1%
Non-Institutional Assistance	\$230,549	\$235,963	\$268,645	\$251,051	\$88,912	-64.6%	-61.4%
Federal Student Loans and Federal Work Study (FWS)	\$10,952,978	\$12,549,770	\$12,790,953	\$13,121,684	\$13,567,000	3.4%	23.9%

Source: CSU Financial Aid Office

See notes at the end of Financial Aid Section

## Financial Aid Office

Table 8.22: Undergraduate Cost of Attendance (COA)

	Academic Year					
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Tuition/Fees	\$7,920	\$7,920	\$7,970	\$7,970	\$8,660	\$9,002
Books and Supplies	\$800	\$800	\$800	\$800	\$800	\$800
Room/Board	\$7,800	\$8,098	\$8,700	\$9,230	\$9,470	\$11,842
Personal/Miscellaneous	\$2,376	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Transportation	\$1,400	\$1,400	\$1,800	\$1,800	\$1,800	\$1,800
Loan Fees	\$360	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$20,656</b>	<b>\$20,718</b>	<b>\$21,770</b>	<b>\$22,300</b>	<b>\$23,230</b>	<b>\$25,944</b>

Source: CSU Financial Aid Office

Table 8.23: Annualized Full-Time Undergraduate Tuition & Fees for Selected Main Campuses of Ohio 4-Year Institutions 2011 - 2012\*

University Main Campuses	In-State	Out-Of-State
Bowling Green State University	\$10,044	\$17,352
<b>Cleveland State University</b>	<b>\$9,002</b>	<b>\$12,024</b>
Kent State University	\$9,346	\$17,306
Miami University	\$13,081	\$28,253
Ohio State University	\$9,735	\$24,630
Ohio University	\$9,936	\$18,900
University of Akron	\$9,545	\$17,468
University of Cincinnati	\$10,419	\$24,942
University of Toledo	\$8,926	\$18,046
Youngstown State University	\$7,451	\$13,408

\* Based on Fall 2011 full-time charges or 15 credit hours and either 2 semesters or 3 quarters. Amounts shown include both instructional and general/facilities fees.

Source: Data from Ohio Board of Regents Fall 2011 Survey of Student Charges for Academic Year 2011-2012

[http://www.ohiohighered.org/files/uploads/financial/Fall\\_Survey\\_Student\\_Charges\\_Fall11.pdf](http://www.ohiohighered.org/files/uploads/financial/Fall_Survey_Student_Charges_Fall11.pdf)

## Financial Aid Office

Table 8.24: Award of Financial Aid at Ohio's Public Title IV Postsecondary Institutions

### Percent of First-Time, Full-Time, Degree-Seeking Students Receiving Aid Average Award Amounts, Academic Year 2009-10

Institution	Any Grant			Federal Grants		State Grants		Institutions Grants		Federal and Other Loans	
	Any Aid %	%	Avg. Grant \$	%	Avg. Grant \$	%	Avg. Grant \$	%	Avg. Grant \$	%	Avg. Grant \$
Bowling Green State University	96%	87%	\$6,319	34%	\$4,646	23%	\$1,308	78%	\$4,635	74%	\$6,478
Central State University	99%	93%	\$7,883	87%	\$5,320	5%	\$5,888	72%	\$3,378	99%	\$12,114
<b>Cleveland State University</b>	<b>91%</b>	<b>78%</b>	<b>\$6,980</b>	<b>55%</b>	<b>\$5,011</b>	<b>43%</b>	<b>\$1,156</b>	<b>66%</b>	<b>\$3,354</b>	<b>64%</b>	<b>\$6,038</b>
Kent State University	88%	72%	\$6,141	35%	\$4,989	26%	\$1,137	64%	\$3,774	69%	\$6,701
Miami University	70%	63%	\$6,788	18%	\$5,675	9%	\$1,007	61%	\$5,166	41%	\$6,237
Ohio State University	88%	75%	\$7,093	18%	\$5,006	12%	\$1,610	74%	\$5,741	47%	\$6,376
Ohio University	83%	58%	\$5,513	25%	\$4,791	17%	\$1,050	55%	\$3,277	65%	\$6,248
Shawnee State University	95%	79%	\$4,630	58%	\$4,261	43%	\$506	35%	\$2,685	75%	\$5,437
University of Akron	89%	70%	\$6,075	42%	\$4,790	32%	\$1,067	37%	\$4,991	70%	\$6,765
University of Cincinnati	81%	55%	\$6,676	26%	\$4,795	17%	\$929	51%	\$4,375	61%	\$6,496
University of Toledo	99%	97%	\$6,419	47%	\$5,082	36%	\$1,167	87%	\$3,915	71%	\$6,257
Wright State University	89%	68%	\$5,920	38%	\$4,915	32%	\$1,365	53%	\$3,234	69%	\$6,810
Youngstown State University	93%	91%	\$4,524	53%	\$4,444	45%	\$1,013	34%	\$3,695	70%	\$3,711
<b>University Main Campuses</b>	<b>88%</b>	<b>74%</b>	<b>\$6,263</b>	<b>34%</b>	<b>\$4,877</b>	<b>24%</b>	<b>\$1,149</b>	<b>61%</b>	<b>\$4,384</b>	<b>63%</b>	<b>\$6,400</b>

Source: <http://www.ohiohighered.org/files/uploads/data/statistical-profiles/tuition-finaid/Financial%20Aid%20FY%202009-10.pdf>, pages 5-6.

# Financial Aid Office

## Notes

The undergraduate financial aid reported reflects awards to undergraduate students enrolled in the fall semester of the academic year. The university awards financial aid on a continuous basis throughout the academic year. However, this data reflects a specific point and time as defined by IPEDS <http://nces.ed.gov/ipeds/datacenter> and the Common Data Set ([www.commondataset.org](http://www.commondataset.org)), generally accepted as the 15th day of fall semester.

For financial aid calculations; full-time undergraduate, graduate and law students are those enrolled for 12 or more credit hours. Part-time undergraduate students are enrolled for 11 or fewer credit hours. Part-time graduate and law student enrollment ranges from 6 to 11 credit hours.

The "Cost of Attendance" tables reflect the estimated average cost of attendance for a full-time, in-state student attending CSU for two (2) semesters during the academic year, and includes estimated tuition and fee charges, books, allowances for room and board, transportation and personal/miscellaneous.

## Types of Financial Aid

**Federal Grants:** Pell Grant, Supplemental Opportunity Educational Grant (SEOG), TEACH Grant.

**State Grants for Undergraduates:** Ohio College Opportunity Grant (OCOG) and Other State tuition grant programs.

**State Aid for Graduate/Law Students:** Graduate and Professional Fellowship.

**Scholarship/Institutional Grants for Undergraduates:** Refer to <http://www.csuohio.edu/enrollmentservices/financialaid/scholarships>.

**Scholarship/Institutional Grants for Graduate/Law Students:** Includes Graduate Assistantships, Tuition Waiver and Scholarships.

**Non-Institutional Aid:** Assistance awarded from external agencies.

**Federal Student Loans:** Stafford subsidized/unsubsidized and Federal Perkins loans.

**FWS:** A federally-funded student employment program established to assist students through part-time, on-campus positions or off-campus community service positions.

## Center for International Services & Programs

### International Services

The Center for International Services & Programs (CISP) seeks to build a globally oriented, metropolitan university where students, faculty and staff gain international knowledge and experience. Established in 1996 as a separate department, CISP provides international students and visitors with a wide array of support services to help them achieve a positive learning experience while in the U.S. A second focus for CISP is supporting Study Abroad opportunities for U.S. students. This is accomplished by supporting Faculty led short term programs, assisting students in identifying study abroad options, administering scholarships and other related education abroad initiatives. Thirdly is to develop and support international academic initiatives within each department and college. The department is key to advising faculty and students on Fulbright opportunities.

A full description of services can be found at: <http://www.csuohio.edu/offices/international>.

## Center for International Services & Programs

Table 8.25: CSU Fulbright Scholar Awards 1973-2012

Year	Scholar	Countries/Regions Visited
1973-1989	14	
1990-1991	1	Portugal
1992-1993	2	Hungary, Czechoslovakia
1993-1994	3	India, Ethiopia, China
1994-1995	2	Salvador, Ethiopia
1995-1996	1	China
1997-1998	4	Kenya, Nigeria, Japan, Lithuania
1998-1999	5	Kenya, Nigeria, Russia, Germany, Norway
1999-2000	4	Kyrgyzstan, India, Germany
2000-2001	3	Sri Lanka, Germany, Brazil
2001-2002	1	Israel
2002-2003	6	Botswana, Zambia, Uganda, India, Nepal, Russia
2003-2004	4	Croatia, Guatemala, South Africa
2004-2005	2	Bulgaria, United Arab Emirates
2005-2006	6	Morocco, South Africa, Zambia, Latvia, Taiwan
2006-2007	1	Kyrgyzstan
2007-2008	2	Nepal, Sri Lanka
2008-2009	4	Argentina, Chile, Nepal, Slovakia
2009-2010	2	Australia, Nigeria
2010-2011	7	Costa Rica, Finland, India, Kenya, Taiwan, Turkey
2011-2012	2	Columbia, Turkey
<b>TOTAL</b>	<b>76</b>	

Source: Center for International Services & Programs



**Table 8.26: Cleveland State University International Academic Initiatives**

College	Academic Initiatives	Activities
Liberal Arts & Social Sciences (CLASS)	Middle Eastern Studies Program	Presently developing a Study Abroad option which will include language and culture studies. Have applied for a Fulbright Scholar in residence grant.
	Masters Program in Global Interactions	Prepares students for a career in a global environment through an interdisciplinary set of courses. International Relations majors will concentrate in an in-depth study of one of the following areas: International Business and Economics, Asia Studies, Central and Post-Soviet States, Africa and the Middle East, or Latin America and the Caribbean.
	Modern Languages	Arabic courses, Chinese courses, English Translations of Foreign Literature (ENF) courses, French (B.A.), German (B.A. - suspended) minor, Greek courses, Italian courses, Japanese courses, Latin courses, Modern Language (culture; or languages such as Portuguese, Russian, or Quechua) courses, Spanish (B.A.).
	Interdisciplinary Studies	Slovenian Studies Center is created in conjunction with the government of Slovenia, CSU, LCC, KSU, BGSU. Courses will be offered in Slovenian culture and language.
Business	Expand international business education and outreach services in Northeast Ohio	Global Trade Scholar program; Provide market research, international trade and investment assistance; Improve credit transfer between community colleges and CSU for international business degree programs. Recently signed agreements with Friedrich Alexander University, University of Lubjana School of Economics.
Business & CLASS	Faculty Led Short Programs	Study Tour of Chile Study Tour of German Study Tour of Paris Explore the Auvergne Region and Paris International Marketing and Business Research in England Study trip to Japan, they have also added trips to Abu Dhabia and China Language and Culture in Mexico Language and Culture in Costa Rica Study in Spain
Education & Human Services	Confucius Institute	Providing programming in Chinese Language K-12 Instruction throughout the greater Cleveland area. Special Program to China for Students of Leadership Academy and Cleveland Heights School District. They continue to develop a Chinese as a Second Language Certificate
Engineering	New Academic Program	Developed a 3+1+1 academic program in Electrical Engineering, Applied Biomedical Engineering and Software Engineering with Bahcesehir University in Turkey. A group of students have done Engineers without Borders to Belize.
Law	Indian Certification	CSU Law School Degree recognized in India.
Sciences & Health Professions	China Joint Degrees	Shenyang Pharmaceutical, Three Gorges University, Guangxi Teacher Education, and Guangxi University

## Center for International Services & Programs

Table 8.27: Study Abroad Student Headcount by Academic Year (Summer, Fall & Spring) and Program Type

Program Type	2007-08	2008-09	2009-10	2010-11	2011-12	Percent Change	
						1 year	5 year
Faculty Led	97	117	119	146	167	14%	72%
Exchange	4	5	4	4	4	0%	0%
Internship	2	2	5	7	4	-43%	100%
Independent	34	41	23	33	28	-15%	-18%
Law Institute*	-	-	-	-	-	-	-
<b>TOTAL</b>	<b>137</b>	<b>165</b>	<b>151</b>	<b>190</b>	<b>203</b>	<b>7%</b>	<b>48%</b>

\*No longer administered through Cleveland State (moved to the University of Arkansas summer 2007)

Table 8.28: Study Abroad Student Headcount by Academic Year (Summer, Fall & Spring) and College

College	2007-08	2008-09	2009-10	2010-11	2011-12	Percent Change	
						1 year	5 year
Business	52	80	83	96	131	36%	152%
CLASS	57	60	37	53	41	-23%	-28%
Science	5	10	10	6	8	33%	60%
Education	8	4	13	23	11	-52%	38%
Engineering	1	-	2	-	5	-	400%
Urban	9	2	1	5	4	-20%	-56%
Law	9	12	6	9	5	-44%	-44%
<b>TOTAL</b>	<b>141</b>	<b>168</b>	<b>152</b>	<b>192</b>	<b>205</b>	<b>7%</b>	<b>45%</b>

**Note:** Includes duplicate counts for students who were double majors across two different colleges.

Table 8.29: Study Abroad Student Headcount by Academic Year (Summer, Fall & Spring) and Course Level

Course Level	2007-08	2008-09	2009-10	2010-11	2011-12	Percent Change	
						1 year	5 year
Undergraduate	105	97	80	104	77	-26%	-27%
Graduate	23	56	65	77	121	57%	426%
Law	9	12	6	9	5	-44%	-44%
<b>TOTAL</b>	<b>137</b>	<b>165</b>	<b>151</b>	<b>190</b>	<b>203</b>	<b>7%</b>	<b>48%</b>

**Source:** Center for International Services & Programs

**Note:** 1 Project 60 student not included by level; 1 student earning both JD and MPA

# Center for International Services & Programs

Table 8.30: Key International Links

Country	Institution	Year Introduced
GERMANY	Weingarten	1976
UNITED KINGDOM	Buckinghamshire College	1978
GERMANY	Berufsakademie Heidenheim (www.ba-heidenheim.de)	1980
BOTSWANA	University of Botswana (www.ub.bw/)	1985
TAIWAN	Chung Yuan Christian University	1986
FRANCE	Clermont-Ferrand (www.univ-bpclermont.fr)	1994
KOREA	Chung Ang University (www.cau.ac.kr)	1997
INDIA	Loyola University Kerala State	1998
UNITED KINGDOM	Sunderland University (www.sunderland.ac.uk)	1998
ZAMBIA	Copperbelt University	1998
CROATIA	University of Rijeka	2000
NIGERIA	Bayero University	2000
MEXICO	Center for Bilingual Multicultural Studies: Cuernavaca	2001
CHILE	Universidad de Concepcion	2002
CHINA	Dalian University	2003
FRANCE	Groupe ESSCA	2003
SWEDEN	UMEA University	2003
CHINA	East China Normal University	2005
TURKEY	Anadolu University	2006
CHINA	Tsinghua University	2007
GERMANY	Zeppelin University	2007
INDIA	Gayatri Vidya Parishad College of Engineering	2007
INDIA	International Institute of Info Tech Pune	2007
KOREA	Honan University	2007
CHINA	Capital University of Business and Economics	2008
CHINA	Chongqing Institute of Technology	2008
NEPAL	Kathmandu University	2008
TURKEY	Bahcesehir University	2008
FRANCE	University of Rouen	2009
POLAND	Bialystok Technical University	2009
SLOVENIA	Government of Slovenia	2009
GERMANY	Hochshule Offenburg	2010
GERMANY	Freidrich Alexander University	2010
SERBIA	University of Belgrade	2010
CHINA	GuangXi University	2010
CHINA	Shenyang Pharmaceutical	2010
CHINA	Chongqing Three Gorges	2010
POLAND	University of Warsaw	2011
HUNGARY	University of Szedeg	2011
ITALY	University of Vicenza	2011

Source: Center for International Services and Programs.

# Office of Space Management

Table 8.31 Cleveland State University  
Fall 2011 Building Inventory

Notes	Building Code	Building	Year Acquired	Total Gross Square Feet
	AA	Advance Manufacturing Annex	1993	9,800
[4]	AB	Art Building	1973	41,163
	AC	Parker Hannifin Administration Center	2007	37,500
[6]	CS	Campus Safety	2004	25,056
	BU	Business College	1998	126,245
	CB	Chester Building	1970	109,728
[5], [2]	CE	Cole Center for Continuing Education	1990	56,653
[5], [2]	CH	Cowell Hubbard	NA	NA
[5]	CM	CAMP Building	1994	82,470
[4]	DE	Doan Electric	2002	53,072
	EA	Eaton Place	2009	4,474
[3]	EC	Euclid Commons Complex Buildings 1-4	2010	225,811
[6]	JH	Julka Hall	2010	104,747
	EG	East Garage	2006	124,300
	FL	Field Locker Building	1985	2,194
	FS	Field Service Building	1985	1,305
	FT	Fenn Tower	1964	188,746
	HS	Health Sciences	1998	23,654
[3]	KB	Keith Building	2003	36,688
[4]	KI	Kinko Building	1997	15,912
	LB	Law Building	1977	118,438
	LL	Law Library	1997	111,870
[5], [2]	MB	Middough Building	2011	303,845
	MC	Main Classroom Building	1970	386,489
	MM	Mather Mansion	1967	43,938
	MU	Music & Communication Building	1988	151,533
	PA	Plant Annex Building	1985	8,579
	PE	Physical Education	1973	201,860
[6]	CG	Central Garage	1979	269,594
	PH	Parker Hannifin Hall	1984	27,252
[2]	PR	President's Residence	2002	4,440
	PS	Plant Services	1970	134,590
	RC	Recreation Center	2006	135,167
	RT	Rhodes Tower	1971	493,968
[1]	RW	Rhodes West		---
	SC	Student Center	2010	160,677
	SG	South Garage	2010	208,000
	SH	Stilwell Hall	1964	195,779
	SI	Science Building	1969	171,242
	SR	Science and Research Center	1978	142,479
[4]	TA	Theater Arts Building	1967	22,416
[5], [2]	UN	Union Building	2011	84,515
	UR	Urban College	2000	87,792
[4]	VH	Viking Hall	1986	172,091
	WA	Wallingford	2008	8,916
	WG	University West Garage	1996	199,599
	WO	Wolstein Center	1989	289,000
[3]	WST	West Center Campus Extension	2003	12,068
<b>Grand Total</b>				<b>5,415,655</b>

Source: Office of University Architect

**Notes:**

[1] RW - Rhodes West designation is used for way finding. This space is included in Rhodes Tower totals.  
[2] Vacant-Planned Construction/Renovation.

[3] Leased spaces

[4] Vacant- Planned Demolition

[5] Includes Some Non-Institutional Uses

[6] Building Name Change

# Accreditation

Cleveland State University is accredited by the Higher Learning Commission, a commission of the North Central Association of Colleges and Schools (NCA).

College	Degree/Program	Accreditation
<b>Business</b>	Bachelor of Business Administration	AACSB International, The Association to Advance Collegiate Schools of Business
	Master of Business Administration	
	Doctor of Business Administration	
	Master of Labor Relations & Human Resources	AACSB International, The Association to Advance Collegiate Schools of Business
	Accounting (undergraduate & graduate)	
<b>Education and Human Services</b>	College of Education and Human Services	The National Council for the Accreditation of Teacher Education (NCATE) and approved by the Ohio Department of Education
	Community Agency Counseling and School Counseling	Council for Accreditation of Counseling and Related Educational Programs (CACREP)
	Master of Public Health	Council on Education for Public Health (CEPH)
	Doctor of Urban Education in Counseling Psychology	American Psychological Association (APA)
<b>Engineering</b>	Chemical, Civil, Computer, Electrical, Industrial, and Mechanical Engineering (undergraduate)	Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET)
	Electronic Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
<b>Law</b>	Law	American Bar Association and member of the Association of American Law Schools
<b>Liberal Arts and Social Sciences</b>	Music	National Association of Schools of Music
	Bachelor of Social Work	Council of Social Work Education (CSWE)
	Master of Social Work	
<b>Nursing</b>	Nursing (undergraduate)	Commission on Collegiate Nursing Education (CCNE) and approved by the Ohio Board of Nursing
	Nursing (graduate)	Commission on Collegiate Nursing Education (CCNE)
<b>Sciences and Health Professions</b>	Chemistry (undergraduate)	American Chemical Society
	Doctor of Clinical/ Bioanalytical Chemistry	Commission on Accreditation in Clinical Chemistry (ComACC)
	Master of Occupational Therapy	Accreditation Council for Occupational Therapy Education
	Doctor of Physical Therapy	Commission on Accreditation in Physical Therapy Education
	Psychology Specialist (School Psychology)	National Association of School Psychologists (NASP) and NCATE
	Master of Speech Pathology and Audiology	American Speech-Language-Hearing Association (ASHA) Council on Academic Accreditation (CAA)
<b>Urban</b>	Master of Public Administration	National Association of Schools of Public Affairs and Administration (NASPAA)
	Master of Urban Planning, Design, and Development	Planning Accreditation Board

## List of College Acronyms and Abbreviations

**Monte Ahuja College of Business Administration:** *College of Business, Business, Bus*

**College of Education and Human Services:** *COEHS, College of Education, Education, Edu*

**Fenn College of Engineering:** *College of Engineering, Engineering, Egr*

**College of Graduate Studies:** *Graduate Studies*

**Cleveland-Marshall College of Law:** *Law*

**College of Liberal Arts and Social Sciences:** *CLASS*

**School of Nursing:** *Nursing*

**College of Sciences and Health Professions:** *COSHP, Science*

**Maxine Goodman Levin College of Urban Affairs:** *College of Urban Affairs, Urban Affairs, Urban*

## Other Acronyms and Abbreviations

**CIP:** *Classification of Instructional Program*

**EEO6:** *Equal Employment Opportunity*

**FTE:** *Full-Time Equivalent (Student Credit Hour/15)*

**GPA:** *Grade Point Average*

**IPEDS:** *Integrated Postsecondary Education Data System*

**N/A:** *Not applicable or Not available*

**OBOR:** *Ohio Board of Regents*

**SCH:** *Student Credit Hour*

# Book of Trends 2012

[http://www.csuohio.edu/offices/iraa/bot/BOT\\_12.pdf](http://www.csuohio.edu/offices/iraa/bot/BOT_12.pdf)

The Book of Trends (BOT) 2012 represents the continuing commitment of the Office of Institutional Research and Analysis (IRA) to present updated information about Cleveland State University (CSU). A variety of tables and charts provide trend information over a five-year period as well as some key attributes and characteristics of the University for the most recently completed academic year.

The purpose of this publication is to provide readers with frequently requested statistical information used in planning, reporting, and assessment. In order to serve the campus community more effectively, we welcome suggestions and comments.

1. The student information presented in the Book of Trends 2012 is based on the End of Semester files used for Ohio Board of Regents (OBOR) reports unless specifically noted from a different data source.
2. Students exclusively enrolled in English as a Second Language, Study Abroad or other zero credit hour courses are included in the Book of Trends for years 2006-10.
3. Based on feedback received from the campus community, we have removed Table 5.1 in last year's BOT as it was judged to be misleading. Though not included in the Book of Trends, if required, this table is still available upon request.
4. Tables 5.6c & 5.6d in last year's BOT, which represented New Masters and Doctoral cohorts, have been removed after discussions with the College of Graduate Studies.
5. The various Deans' offices provided IRA with a set of grant/highlight information used to produce Table 4.13. IRA limited these selections in order to meet space requirements. This table is not intended to be a comprehensive listing, but merely to reflect some of the interesting activities of our faculty, staff and students.
6. Each year we attempt to provide comparative data to other colleges and universities in Ohio. These comparisons are typically centered on information available from the Ohio Board of Regents' Higher Education Information System (HEI) <http://regents.ohio.gov/hei/index.php>. At the time of publication a few of the tables normally presented here were not available due to some schools updating prior years' data, or changes to the HEI system. Please be aware that the HEI tables presented in this year's book represent various states of completion:
  - a. The data may be complete for the reporting year and can be used accordingly.
  - b. The data may be complete for most institutions, but a few may be unfinalized, in which case only finalized ones are reported or in some cases unfinalized numbers are included but footnoted as such.
  - c. In some cases many schools had unfinalized the type of data being reviewed and in those cases we have simply reproduced the prior year's data with appropriate titles and footnotes.
7. Though this change was highlighted in chapter 3, we feel it bears repeating here: For this year's Book of Trends we have made an adjustment in how we group students within a given department (tables 3.1 through 3.11a). Students with multiple majors are now reported in each major. Tables 3.1 through 3.11a show the number of declared majors within a given department and school, not the number of students. We were only able to apply this new method to Fall 2010 and Fall 2011 enrollment numbers; therefore numbers using the old method are reported from 2007, 2008, and 2009. The rest of the tables in chapter 3 are at the school level and do follow the old rubric of selecting students based on their primary major, as determined by state reporting rules. As such, these tables do represent headcounts.

Please direct questions and/or suggestions to 216-687-4700. The entire Book of Trends series is available online on the IRA website (<http://www.csuohio.edu/iraa/bot/bookoftrends.html>).

We encourage you to reference the web version of the Book of Trends because we can easily make changes/updates if necessary. By the same token, if a URL is provided in the book such as the ones linked to Research Centers & Institutes, the Ohio Board of Regents, etc., we encourage you to refer to the linked site for the most up-to-date information.

We would like to take this opportunity to thank all members of the campus community as well as our graduate assistants for their support and contributions to this publication.

**Office of Institutional Research and Analysis**

