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Cleveland State University is committed to the principle of equal opportunity in employment and education. No person at the university will be denied opportunity for employment or education or be subject to discrimination in any project, program, or activity because of race, color, religion, national origin, sex, age, sexual orientation, handicap or disability, disabled veteran, Vietnam-era veteran or other protected veteran status.

BOOK OF TRENDS 2008

Cleveland State University

Cleveland State University

# BOOK OF TRENDS 2008

2008  
DEMOCRATIC  
PRESIDENTIAL  
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★ FEBRUARY 26 ★





# BOOK OF TRENDS 2008

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# Cleveland State University

**We transform the People Who Transform the Economy**

*Cleveland State University is at the heart of the region's economic and civic life.*

CSU is the largest graduate school in Northeast Ohio with the greatest proportion of graduate and professional students in the entire state. We annually award more than 50% of our degrees to post-baccalaureate students. CSU's emphasis on professional education is integral to the economic vitality of the region, with 85% of the over 100,000 CSU grads staying in Ohio as leaders in business, finance, government, communications, engineering, education, information technology, law and health (core industries of Northeast Ohio). As Cleveland's only public university, we shape the fabric of civic life in the community. As an academic institution attuned to the region's needs, we concentrate on applied research, focused in the area's economic growth disciplines.

*Cleveland State University supplies both the infrastructure and leadership for business, government, and nonprofit organizations.*

Agile responsiveness to the so-called "brain drain" has led CSU to establish the largest portfolio of graduate business degrees in Ohio, unparalleled leadership in on-site corporate graduate business education, executive leadership training in both K-12 and community agencies. And the number two ranked program in the nation in city management. Successful entrepreneurship (and the revitalization of the Northeast Ohio economy) requires coupling transformational technology with translation business talent; this synergy defines CSU today.

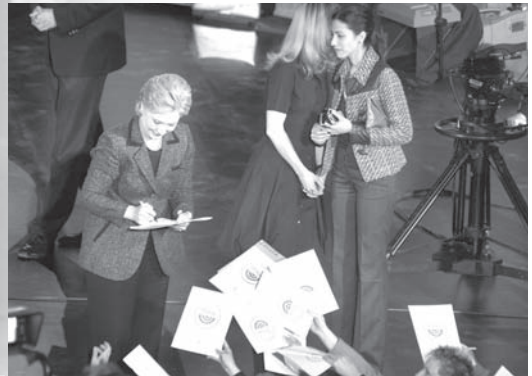
As the largest growing industry in Northeast Ohio, health care (and the supporting biomedical research community) is well served by professional programs in every CSU college: from nursing, physical therapy, biomedical engineering and medical physics to healthcare management, bioethics, health law and STEM teacher education. Large NIH, NSF and DOE grants support bench molecular medical research, STEM scholarships and graduate assistantships.

*Cleveland State University enables the "American Dream" to the region and the State by engaged learning.*

As the public university in the major metropolitan area of Northeast Ohio, our emphasis is on inclusiveness, access, hands-on education, real world experience, seamless transitions from undergraduate to professional programs, student success, and excellence. CSU graduates transform from "labor pool" to "talent pool".

# BOOK OF TRENDS 2008

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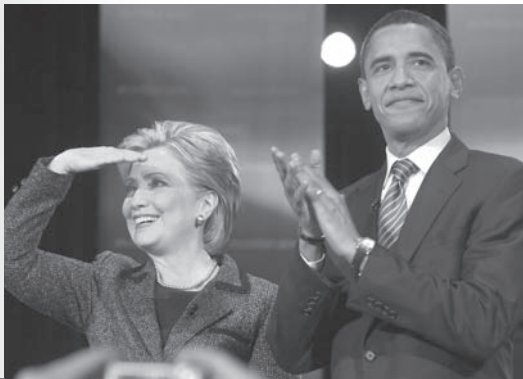
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# Introduction 1







# University Administration



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**Vera Vogelsang-Coombs**

*Dean of Graduate Studies*

**Barbara E. Hanniford**

*Dean, Division of Continuing Education*

# Board of Trustees 2007 – 2008

Trustee	Term
<b>Ronald E. Weinberg</b> <i>Chairman</i>	August 2001 – May 2014
<b>Peter R. Cavanagh, Ph.D.</b> <i>Vice Chairman</i>	May 2006 – May 2015
<b>Robert H. Rawson, Jr.</b> <i>Treasurer</i>	June 2007 – May 2016
<b>Sally Florkiewicz</b>	June 1998 – May 2012
<b>Carl D. Glickman</b>	June 1999 – May 2008
<b>Alex Machaskee</b>	June 2006 – May 2011
<b>Stephanie McHenry</b>	July 2007 – May 2009
<b>Samuel H. Miller</b>	May 1999 – May 2013
<b>Ernest L. Wilkerson, Jr.</b>	December 2005 – May 2010
<b>Trevor O. Jones</b> <i>Community Board Member</i>	September 2006 – June 2008
<b>Priscilla M. Luce</b> <i>Community Board Member</i>	November 2006 – end of term as Chair of the CSU Foundation
<b>Sheldon Gelman</b> <i>Faculty Representative</i>	September 2005 – September 2008
<b>Joyce M. Mastboom, Ph.D.</b> <i>Faculty Representative</i>	July 2006 – June 2008
<b>Huong Mai Nguyen</b> <i>Student Representative</i>	September 2006 – May 2008
<b>Jala Khateeb</b> <i>Student Representative</i>	September 2007 – May 2009
<b>Sonali B. Wilson</b> <i>Secretary</i>	



**Back Row (left to right):** Faculty Representative Sheldon Gelman; Trustee Sally Florkiewicz; Vice Chairman Peter R. Cavanagh, Ph.D.; President Michael Schwartz; Trustee Ernest L. Wilkerson, Jr.; Treasurer Robert H. Rawson, Jr.; and Board Secretary Sonali B. Wilson.

**Front Row (left to right):** Student Trustee Huong Mai Nguyen; Faculty Representative Joyce M. Mastboom, Ph.D.; Trustee Carl D. Glickman; Chairman Ronald E. Weinberg; Trustee Stephanie McHenry; Trustee Samuel H. Miller; and Community Board Member Trevor O. Jones (Trustee Alex Machaskee; Community Board Member Priscilla M. Luce; and Student Trustee Jala Khateeb are not pictured).



## 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

2008	Natalie Epstein (to be awarded in November) Lainie Hadden (to be awarded in November)
2007	Art J. Falco
2006	Jamie Ireland
2005	Dr. Julian Earls
2004	Babs Glickman Maria Miller Delos M. (Toby) Cosgrove

## Distinguished Alumni Award

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

### 2005 Honorees

Mary Grimm	College of Liberal Arts and Social Sciences
William J. Hunt	College of Science
Charlene Mancuso	College of Liberal Arts and Social Sciences Maxine Goodman Levin College of Urban Affairs
Cynthia Moore-Hardy	College of Business Administration
Dr. Benjamin J. Kearney	College of Education and Human Services
James A. Thomas	Cleveland-Marshall College of Law
P. Kelly Tompkins	George B. Davis Award

### 2007 Honorees

Charles R. Emrick Jr.	George B. Davis Award
Stephen F. Kirk	Nance College of Business Administration
Anthony J. Coyne	Maxine Goodman Levin College of Urban Affairs
Christopher W. Vasil	Cleveland-Marshall College of Law
Lisa Suarez-Caraballo	College of Education and Human Services
Eugene P. Baxendale	Fenn College of Engineering
Danielle N. Ripich	College of Science
Elaine Richardson	College of Liberal Arts and Social Sciences

### 2006 Honorees

Sheryl King Benford	George B. Davis Award
Mayor Frank G. Jackson	Maxine Goodman Levin College of Urban Affairs
Edward A. Bernetich	College of Education and Human Services
James MacMillan	Fenn College of Engineering
Justice Terrence O'Donnell	Cleveland-Marshall College of Law
Dr. Ralph DiFranco	College of Liberal Arts and Social Sciences
Dr. Michael Centanni	College of Science
Edson R. "Ted" Arneault	Nance College of Business Administration

### 2008 Honorees

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



# Campus Enrollment Characteristics & Trends **2**



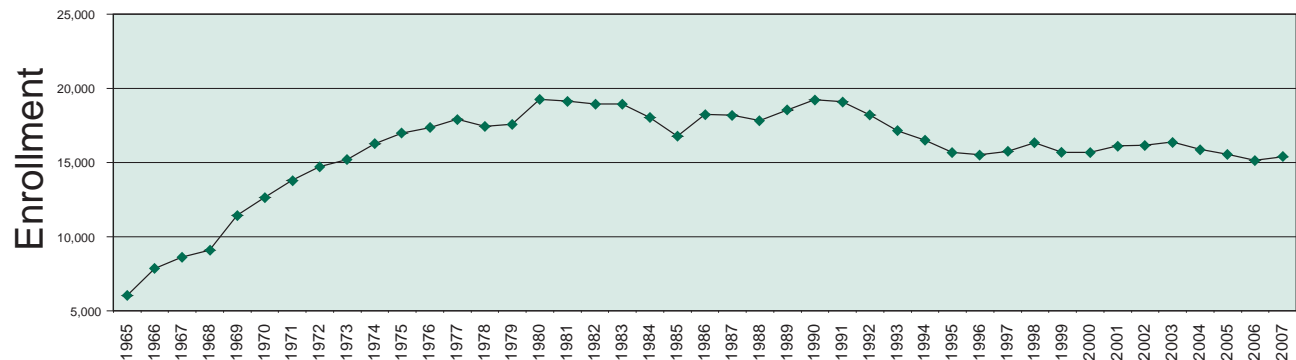




Table 2.1: **Cleveland State University Enrollment by Level**  
Fall 1965 - 2007

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

Figure 2.1: **Cleveland State University Enrollment Trend**  
Fall 1965 - 2007



### Highlights

- Total CSU Enrollment was highest between 1980-81 and 1990-91.
- Undergraduate enrollment peaked in 1980 and continued to drop except for a slight increase between 1989 and 1991. Fall 2007 also shows an increase.
- Graduate enrollment peaked in 2003 and has decreased since.
- Since Fall 2004 the College of Law has capped class size to promote an academically stronger incoming class.

**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.

Table 2.2: Enrollment by College, Level and Load  
Fall 2007

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	1,291	551	1,842	19%	407	738	1,145	21%	1,698	1,289	2,987	19%
CLASS	2,131	512	2,643	27%	233	301	534	10%	2,364	813	3,177	21%
Education	913	392	1,305	13%	296	1,412	1,708	31%	1,209	1,804	3,013	20%
Engineering	541	139	680	7%	143	324	467	8%	684	463	1,147	7%
Science	1,298	313	1,611	16%	344	231	575	10%	1,642	544	2,186	14%
Urban Affairs	158	101	259	3%	96	253	349	6%	254	354	608	4%
Law				0%	466	246	712	13%	466	246	712	5%
Undergraduate Studies <sup>1</sup>	578	468	1,046	11%				0%	578	468	1,046	7%
Undergraduate Non-Degree	62	325	387	4%				0%	62	325	387	3%
Graduate Studies				0%	2	93	95	2%	2	93	95	1%
Other <sup>2</sup>	1	24	25	0%				0%	1	24	25	0%
<b>Total</b>	<b>6,973</b>	<b>2,825</b>	<b>9,798</b>	<b>100%</b>	<b>1,987</b>	<b>3,598</b>	<b>5,585</b>	<b>100%</b>	<b>8,960</b>	<b>6,423</b>	<b>15,383</b>	<b>100%</b>

Figure 2.2a: Enrollment by Level  
Fall 2007

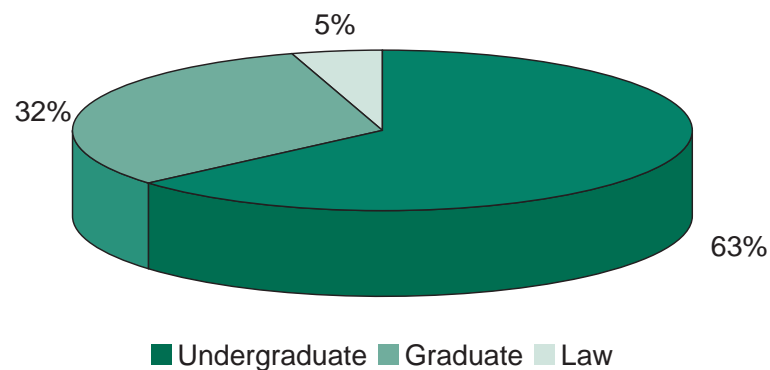
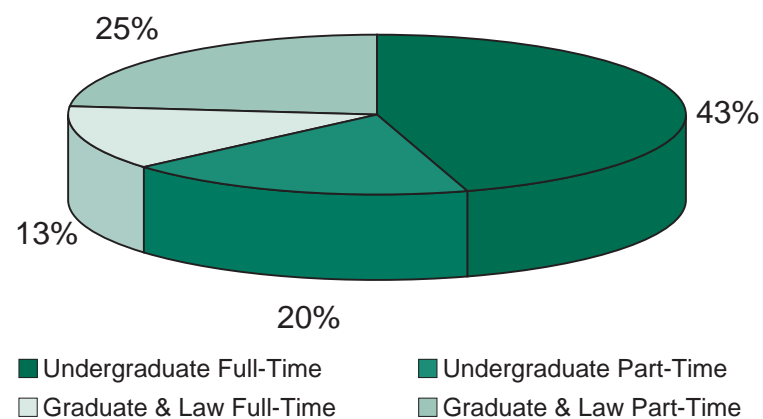


Figure 2.2b: Enrollment by Load and Level  
Fall 2007



<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, Special program and Study Abroad.

#### Highlights

- Colleges with the highest enrollment are CLASS, Education and Business.
- At the Graduate/Law level only the College of Science and the College of Law have more full-time students than part-time.

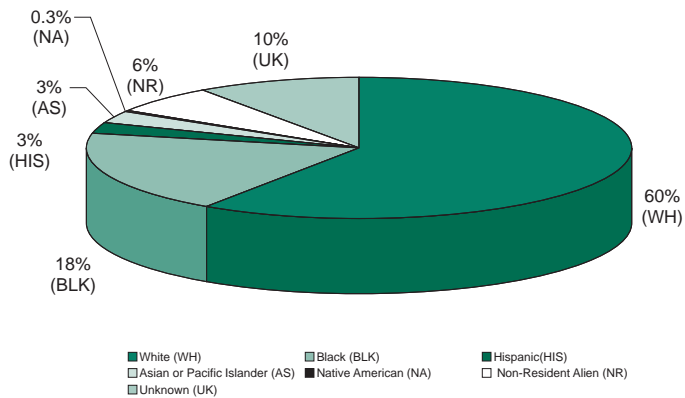
**Table 2.3: Full-Time Enrollment by Race and Gender  
Fall 2007**

Full-Time Students	White		Black		Hispanic		Asian or Pacific Islander		Native American		Non-Resident Alien		Unknown		Total		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Undergraduate	2,136	2,219	460	1,053	86	144	119	113	7	10	107	54	210	255	3,125	3,848	6,973
Graduate	287	478	39	130	6	16	10	25	2	1	202	152	75	98	621	900	1,521
Law	196	152	11	13	9	6	2	5	2		4	4	31	31	255	211	466
<b>Total Full-Time</b>	<b>2,619</b>	<b>2,849</b>	<b>510</b>	<b>1,196</b>	<b>101</b>	<b>166</b>	<b>131</b>	<b>143</b>	<b>11</b>	<b>11</b>	<b>313</b>	<b>210</b>	<b>316</b>	<b>384</b>	<b>4,001</b>	<b>4,959</b>	<b>8,960</b>

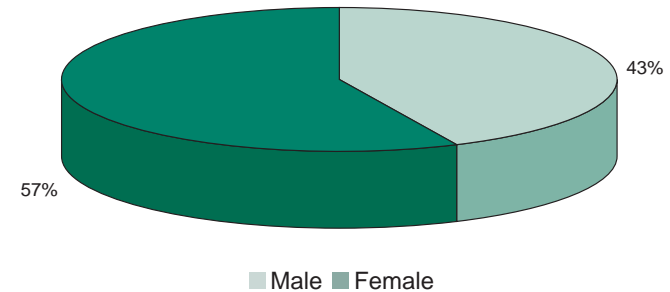
**Table 2.4: Total Enrollment by Race and Gender  
Fall 2007**

Total Students	White		Black		Hispanic		Asian or Pacific Islander		Native American		Non-Resident Alien		Unknown		Total		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Undergraduate	2,870	3,124	625	1,465	114	192	149	160	10	20	137	74	420	438	4,325	5,473	9,798
Graduate	986	1,657	170	572	26	57	37	64	4	4	472	258	216	350	1,911	2,962	4,873
Law	287	236	21	29	11	9	8	11	3	1	5	5	44	42	379	333	712
<b>Grand Total</b>	<b>4,143</b>	<b>5,017</b>	<b>816</b>	<b>2,066</b>	<b>151</b>	<b>258</b>	<b>194</b>	<b>235</b>	<b>17</b>	<b>25</b>	<b>614</b>	<b>337</b>	<b>680</b>	<b>830</b>	<b>6,615</b>	<b>8,768</b>	<b>15,383</b>

**Figure 2.4a: Total Enrollment by Race  
Fall 2007**



**Figure 2.4b: Total Enrollment by Gender  
Fall 2007**



**Highlights**

Black and Hispanic students have the highest ratio of females to males enrolled and Non-Resident Aliens have the highest ratio of males to females.

**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	
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007	1 Year	5 Year
Business	173	174	170	164	152	237	225	215	224	289	14	10	6	28	13	424	409	391	416	454	9%	7%
CLASS	373	246	243	214	285	562	333	266	326	369	84	12	29	44	22	1,019	591	538	584	676	16%	-34%
Education	62	74	106	100	118	115	125	180	176	194	75	67	51	68	68	252	266	337	344	380	10%	51%
Engineering	65	55	54	92	107	62	56	52	56	84	4	9	6	5	3	131	120	112	153	194	27%	48%
Science	26	197	200	181	194	58	194	190	196	218	6	23	48	47	39	90	414	438	424	451	6%	401%
Urban Affairs	12	19	6	5	11	32	20	29	46	42	5	3	4	6	49	42	39	57	53	-7%	8%	
Undergraduate Studies <sup>1</sup>	279	221	221	230	301	30	13	73	69	46	416	320	183	161	196	725	554	477	460	543	18%	-25%
Undergraduate Non-Degree								1			24	192	178	194	201	24	192	179	194	201	4%	738%
Other <sup>2</sup>													25	17	18			25	17	18	6%	
<b>University</b>	<b>990</b>	<b>986</b>	<b>1,000</b>	<b>986</b>	<b>1,168</b>	<b>1,096</b>	<b>966</b>	<b>1,006</b>	<b>1,093</b>	<b>1,242</b>	<b>628</b>	<b>636</b>	<b>530</b>	<b>570</b>	<b>560</b>	<b>2,714</b>	<b>2,588</b>	<b>2,536</b>	<b>2,649</b>	<b>2,970</b>	<b>12%</b>	<b>9%</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					New Graduate/Law Total					Total Percent Change	
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007	1 Year	5 Year
Business	294	239	231	250	258	14		5	5		163	133	95	110	92	471	372	331	365	350	-4%	-26%
CLASS	114	122	141	115	126						119	39	49	39	42	233	161	190	154	168	9%	-28%
Education	243	216	156	178	227	4	1	3	4	5	297	189	153	154	115	544	406	312	336	347	3%	-36%
Engineering	108	79	71	119	103	9	8	5	7	7	11	16	14	16	12	128	103	90	142	122	-14%	-5%
Science	95	89	90	126	121	8	13	15	13	12	3	38	35	39	35	106	140	140	178	168	-6%	58%
Urban Affairs	43	42	33	48	49		3	1	2	6	49	49	38	41	40	92	94	72	91	95	4%	3%
Law	262	237	232	218	212						14	7	11	6	11	276	244	243	224	223	0%	-19%
Graduate Studies*		2		1							25	7	140	33	48	25	9	140	34	48	41%	92%
Other <sup>2</sup>													1					1	0	0		
<b>University</b>	<b>1,159</b>	<b>1,026</b>	<b>954</b>	<b>1,055</b>	<b>1,096</b>	<b>35</b>	<b>25</b>	<b>29</b>	<b>31</b>	<b>30</b>	<b>681</b>	<b>478</b>	<b>536</b>	<b>438</b>	<b>395</b>	<b>1,875</b>	<b>1,529</b>	<b>1,519</b>	<b>1,524</b>	<b>1,521</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, Special program and Study Abroad.

\* The significant increases in Fall 2005 in Graduate Studies enrollment include 125 in graduate visiting (GSTVS) category.

### Highlights

- Overall, new undergraduate enrollment increased significantly (12%) in fall 2007 and represents a 5 year high.
- Education: Has experienced steady growth of new undergraduates over the last 5 years.
- College of Engineering: New undergraduate freshman enrollment increased in 2007.
- College of Science: Of all graduate programs Science appears to have the most growth over a 5 year period.
- College of Urban Affairs: New undergraduate enrollment shows a slight one year decrease, however, their 5 year enrollment trend appears to be healthy.

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	
	2003	2004	2005	2006	2007	1-Year	5-Year	2003	2004	2005	2006	2007	1-Year	5-Year
Business	344	343	321	337	363	8%	6%	80	66	70	79	91	15%	14%
CLASS	821	514	459	500	598	20%	-27%	198	77	79	84	78	-7%	-61%
Education	177	197	263	265	290	9%	64%	75	69	74	79	90	14%	20%
Engineering	107	95	89	130	173	33%	62%	24	25	23	23	21	-9%	-13%
Science	75	349	366	354	392	11%	423%	15	65	72	70	59	-16%	293%
Urban Affairs	36	33	27	29	35	21%	-3%	13	9	12	28	18	-36%	38%
Undergraduate Studies <sup>1</sup>	361	237	276	292	339	16%	-6%	364	317	201	168	204	21%	-44%
Undergraduate Non-Degree	5	59	33	38	40	5%	700%	19	133	146	156	161	3%	747%
Other <sup>2</sup>			6							19	17	18	6%	
<b>Total New Undergraduate</b>	<b>1,926</b>	<b>1,827</b>	<b>1,840</b>	<b>1,945</b>	<b>2,230</b>	<b>15%</b>	<b>16%</b>	<b>788</b>	<b>761</b>	<b>696</b>	<b>704</b>	<b>740</b>	<b>5%</b>	<b>-6%</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	
	2003	2004	2005	2006	2007	1-Year	5-Year	2003	2004	2005	2006	2007	1-Year	5-Year
Business	201	122	120	144	142	-1%	-29%	270	250	211	221	208	-6%	-23%
CLASS	83	79	94	80	84	5%	1%	150	82	96	74	84	14%	-44%
Education	131	114	76	99	100	1%	-24%	413	292	236	237	247	4%	-40%
Engineering	28	21	23	30	25	-17%	-11%	100	82	67	112	97	-13%	-3%
Science	67	86	89	111	105	-5%	57%	39	54	51	67	63	-6%	62%
Urban Affairs	39	27	24	24	33	38%	-15%	53	67	48	67	62	-7%	17%
Law	188	163	159	147	153	4%	-19%	88	81	84	77	70	-9%	-20%
Graduate Studies*	1	2	2		1		0%	24	7	138	34	47	38%	96%
Other <sup>2</sup>										1				
<b>Total New Graduate /Law</b>	<b>738</b>	<b>614</b>	<b>587</b>	<b>635</b>	<b>643</b>	<b>1%</b>	<b>-13%</b>	<b>1,137</b>	<b>915</b>	<b>932</b>	<b>889</b>	<b>878</b>	<b>-1%</b>	<b>-23%</b>

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

College	2003	2004	2005	2006	2007	Percent Change	
						1-Year	5-Year
Business	895	781	722	781	804	3%	-10%
CLASS	1,252	752	728	738	844	14%	-33%
Education	796	672	649	680	727	7%	-9%
Engineering	259	223	202	295	316	7%	22%
Science	196	554	578	602	619	3%	216%
Urban Affairs	141	136	111	148	148	0%	5%
Law	276	244	243	224	223	0%	-19%
Undergraduate Studies <sup>1</sup>	725	554	477	460	543	18%	-25%
Undergraduate Non-Degree	24	192	179	194	201	4%	738%
Graduate Studies*	25	9	140	34	48	41%	92%
Other <sup>2</sup>			26	17	18	6%	
<b>Total New Graduate /Law</b>	<b>4,589</b>	<b>4,117</b>	<b>4,055</b>	<b>4,173</b>	<b>4,491</b>	<b>8%</b>	<b>-2%</b>

Note: \*Undergraduate Non-Degree and Graduate Studies fluctuations are due to the reclassification of academic plans.

**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> 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, Special program and Study Abroad.

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

Table 2.10a: ENROLLMENT BY CLASS STANDING

Class Standing	2003		2004		2005		2006		2007		Percent Change	
	2003	%	2004	%	2005	%	2006	%	2007	%	1 Year	5 Year
First Year	3,057	19%	2,993	19%	2,751	18%	2,682	18%	2,880	19%	7%	-6%
Sophomores	1,630	10%	1,447	9%	1,438	9%	1,416	9%	1,430	9%	1%	-12%
Juniors	1,995	12%	1,930	12%	1,810	12%	1,833	12%	1,832	12%	0%	-8%
Seniors	3,618	22%	3,500	22%	3,606	23%	3,594	24%	3,656	24%	2%	1%
Masters	4,903	30%	4,910	31%	4,836	31%	4,531	30%	4,487	29%	-1%	-8%
Doctoral	359	2%	349	2%	361	2%	374	2%	386	3%	3%	8%
Law	815	5%	752	5%	748	5%	712	5%	712	5%	0%	-13%
<b>Total</b>	<b>16,377</b>	<b>100%</b>	<b>15,881</b>	<b>100%</b>	<b>15,550</b>	<b>100%</b>	<b>15,142</b>	<b>100%</b>	<b>15,383</b>	<b>100%</b>	<b>2%</b>	<b>-6%</b>

Table 2.10b: STUDENT CREDIT HOURS BY COURSE LEVEL

Class Standing	2003		2004		2005		2006		2007		Percent Change	
	2003	%	2004	%	2005	%	2006	%	2007	%	1 Year	5 Year
Developmental	4,316	3%	4,174	3%	4,144	3%	4,378	3%	4,732	3%	8%	10%
Lower (100-299)	69,864	42%	66,045	41%	63,426	40%	62,009	40%	66,153	41%	7%	-5%
Upper (300-499)	49,076	29%	48,380	30%	48,279	31%	47,717	30%	48,427	30%	1%	-1%
Masters (500-699)	31,285	19%	31,915	20%	30,003	19%	30,713	20%	30,809	19%	0%	-2%
Doctoral (700-899)	2,584	2%	2,188	1%	2,405	2%	2,538	2%	2,613	2%	3%	1%
Law (500-900)	10,526	6%	9,466	6%	9,302	6%	9,113	6%	9,204	6%	1%	-13%
<b>Total</b>	<b>167,651</b>	<b>100%</b>	<b>162,168</b>	<b>100%</b>	<b>157,559</b>	<b>100%</b>	<b>156,468</b>	<b>100%</b>	<b>161,938</b>	<b>100%</b>	<b>3%</b>	<b>-3%</b>

Note: Doctoral (700-899) includes 700 level courses in Psychology where the department does not offer a doctoral degree (48 units in Fall 2007). Study Abroad: Included in Developmental because its catalog number is below 100 (175 units in Fall 2007).

Figure 2.10a: Enrollment by Class Standing

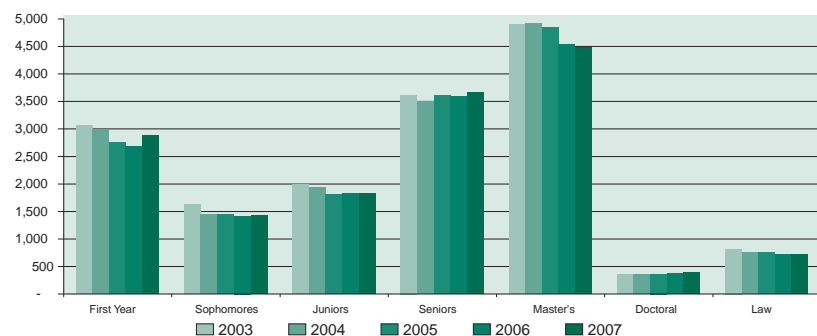
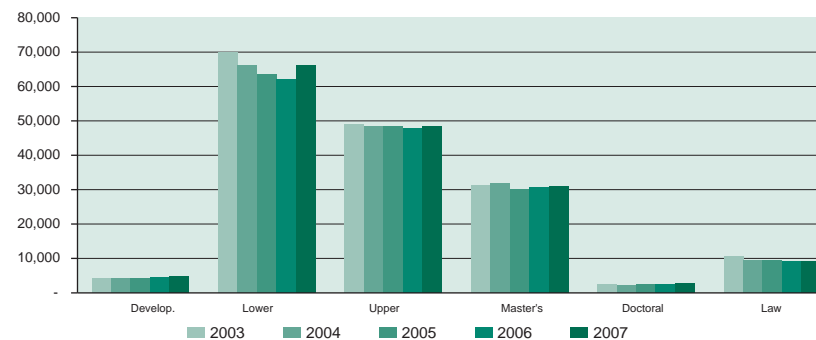


Figure 2.10b: Student Credit Hours by Course Level



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

Academic Level	2003	2004	2005	2006	2007	Percent Change	
						1 Year	5 Year
Bachelors	10,300	9,870	9,605	9,525	9,798	3%	-5%
Masters	4,903	4,910	4,836	4,531	4,487	-1%	-8%
Doctoral	359	349	361	374	386	3%	8%
Law	815	752	748	712	712	0%	-13%
<b>University Total</b>	<b>16,377</b>	<b>15,881</b>	<b>15,550</b>	<b>15,142</b>	<b>15,383</b>	<b>2%</b>	<b>-6%</b>

**Table 2.12: FTE Generated Internally and Externally by College  
Fall 2007**

Student's College	College Offering Course								FTE by Student College
	Business	CLASS	Education	Engineering	Science	Urban Affairs	Law	Additional Offers*	
Business	1,345.1	405.2	12.2	2.5	232.7	43.3		17.9	2,059.0
CLASS	41.3	1,913.5	77.0	0.9	442.3	77.7		30.1	2,582.9
Education	14.5	233.3	1,175.5	0.2	254.8	19.0		10.7	1,708.1
Engineering	22.3	106.3	1.4	503.3	173.0	8.4	0.2	10.5	825.4
Science	35.1	391.6	27.7	6.5	1,240.4	43.3		18.7	1,763.3
Urban Affairs	5.2	41.8	4.7	0.2	19.3	288.3	2.0	2.3	363.8
Law	2.7	1.1				6.9	610.2		620.8
Undergraduate Studies <sup>1</sup>	19.2	382.3	15.5	2.9	226.4	24.3	1.2	20.0	642.3
Undergraduate Non-Degree	25.4	46.0	11.7	1.5	67.4	4.8		1.4	158.2
Graduate Studies	2.5	2.8	12.9		1.5	1.8		0.1	21.7
<b>FTE Generated by College Offering Course</b>	<b>1,513.4</b>	<b>3,523.9</b>	<b>1,338.6</b>	<b>518.0</b>	<b>2,657.9</b>	<b>517.8</b>	<b>613.6</b>	<b>111.7</b>	<b>10,745.4</b>
<b>FTE Generated Internally</b>	<b>1,345.1</b>	<b>1,913.5</b>	<b>1,175.5</b>	<b>503.3</b>	<b>1,240.4</b>	<b>288.3</b>	<b>610.2</b>	<b>20.0</b>	<b>7,096.3</b>
<b>% Internal</b>	<b>89%</b>	<b>54%</b>	<b>88%</b>	<b>97%</b>	<b>47%</b>	<b>56%</b>	<b>99%</b>	<b>18%</b>	<b>66%</b>
<b>FTE Generated Externally</b>	<b>168.3</b>	<b>1,610.4</b>	<b>163.1</b>	<b>14.7</b>	<b>1,417.5</b>	<b>229.5</b>	<b>3.4</b>	<b>91.7</b>	<b>3,698.5</b>
<b>% External</b>	<b>11.1%</b>	<b>46%</b>	<b>12%</b>	<b>3%</b>	<b>53.3%</b>	<b>44%</b>	<b>1%</b>	<b>82%</b>	<b>34%</b>

<sup>1</sup> University Studies was replaced by the Office of Undergraduate Studies in August 2007.

\* Additional Offers represent courses offered by Honors, Undergraduate Studies, Graduate Studies and Air Force, Career Services, English as a Second Language, Military Science, Special Programs and Study Abroad.



Table 2.13: Fall Enrollment by College: 5-Year Trend

College	2003		2004		2005		2006		2007		Percent Change	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1-Year	5-Year
Business	3,226	20%	3,249	20%	2,975	19%	2,943	19%	2,987	19%	1%	-7%
CLASS	4,315	26%	3,184	20%	3,257	21%	3,215	21%	3,177	21%	-1%	-26%
Education	3,387	21%	3,460	22%	3,289	21%	3,038	20%	3,013	20%	-1%	-11%
Engineering	1,101	7%	1,103	7%	1,044	7%	1,046	7%	1,147	7%	10%	4%
Science	1,148	7%	1,922	12%	2,044	13%	2,116	14%	2,186	14%	3%	90%
Urban Affairs	639	4%	638	4%	588	4%	630	4%	608	4%	-3%	-5%
Law	815	5%	752	5%	748	5%	712	5%	712	5%	0%	-13%
Undergraduate Studies <sup>1</sup>	1,512	9%	1,229	8%	998	6%	959	6%	1,046	7%	9%	-31%
Undergraduate Non-Degree	78	0%	256	2%	370	2%	368	2%	387	3%	5%	396%
Graduate Studies	156	1%	88	1%	207	1%	87	1%	95	1%	9%	-39%
Other <sup>2</sup>		0%		0%	30	0%	28	0%	25	0.2%	-11%	
<b>Total Enrollment</b>	<b>16,377</b>	<b>100%</b>	<b>15,881</b>	<b>100%</b>	<b>15,550</b>	<b>100%</b>	<b>15,142</b>	<b>100%</b>	<b>15,383</b>	<b>100%</b>	<b>2%</b>	<b>-6%</b>

Table 2.14: Fall Student Credit Hours (SCH) by College: 5-Year Trend

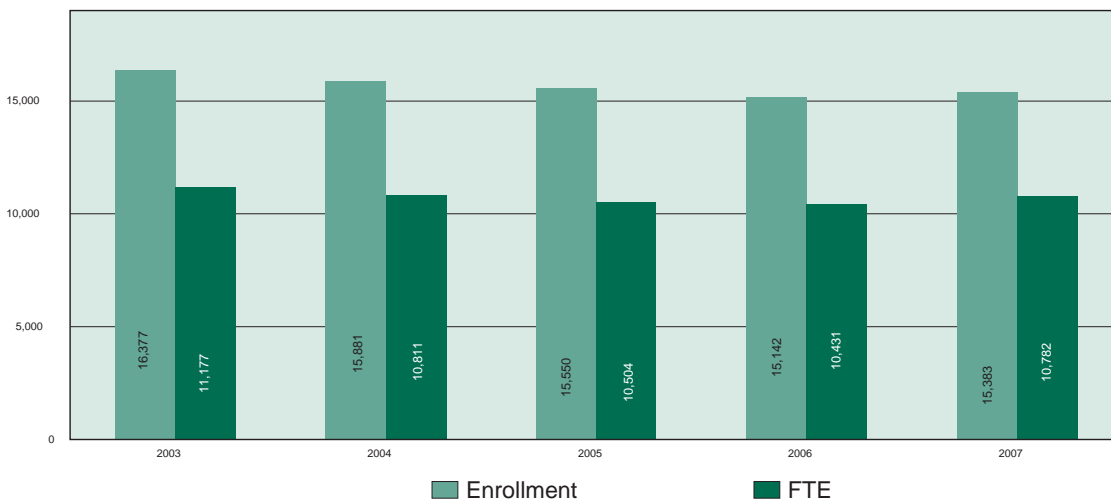
College	2003		2004		2005		2006		2007		Percent Change	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1-Year	5-Year
Business	22,807	14%	22,352	14%	21,415	14%	22,141	14%	22,702	14%	3%	0%
CLASS	54,759	33%	51,340	32%	51,001	32%	49,535	32%	52,869	33%	7%	-3%
Education	23,636	14%	24,560	15%	22,149	14%	20,683	13%	20,079	12%	-3%	-15%
Engineering	7,611	5%	7,812	5%	7,791	5%	7,228	5%	7,770	5%	7%	2%
Science	34,802	21%	34,016	21%	34,034	22%	34,961	22%	39,871	25%	14%	15%
Urban Affairs	7,438	4%	6,668	4%	6,548	4%	7,205	5%	7,767	5%	8%	4%
Law	10,526	6%	9,466	6%	9,302	6%	9,113	6%	9,204	6%	1%	-13%
Undergraduate Studies	5,841	3%	5,619	3%	4,823	3%	5,121	3%	1,039	1%	-80%	-82%
Graduate	3	0%	3	0%	4	0%	11	0%	21	0%	91%	600%
Honors		0%	40	0%	110	0%	96	0%	110	0%	15%	
Other <sup>2</sup>	228	0%	292	0%	382	0%	374	0%	292	0%	-22%	28%
<b>Total SCH</b>	<b>167,651</b>	<b>100%</b>	<b>162,168</b>	<b>100%</b>	<b>157,559</b>	<b>100%</b>	<b>156,468</b>	<b>100%</b>	<b>161,724</b>	<b>100%</b>	<b>3%</b>	<b>-4%</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, Special program 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. The significant increase in Fall 2005 and 2006 enrollment in the College of Science is due to the introduction of a new academic plan called "UNDCS" (Undecided College of Science). Undergraduate Non-Degree and Graduate Studies fluctuations are due to procedural changes.

Figure 2.13 & 2.14: Fall Enrollment and FTE (SCH/15) Trend: Fall 2003-2007



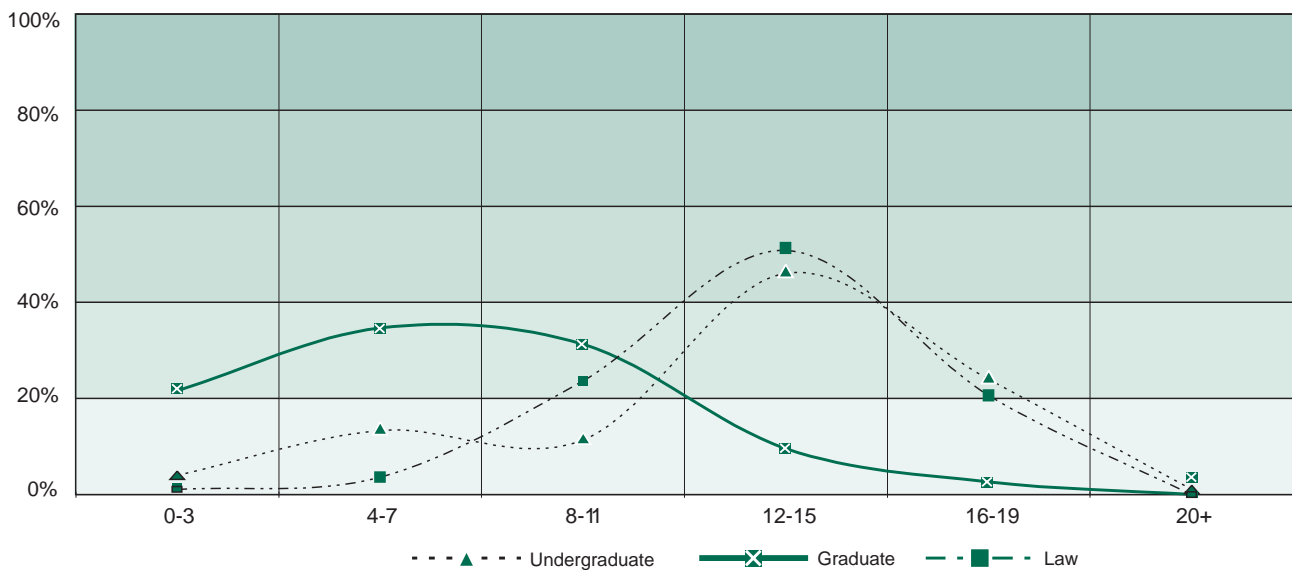
Highlights

■ The 3% Total SCH increase between Fall 2006 and Fall 2007 represents a reversal of a downward trend for the past 4 years.

**Table 2.15: Registered Student Credit Hours by Level  
Fall 2007**

Registered Credit	Undergraduate		Graduate		Law		All		
	Hours	Enrollment	Cumulative %	Enrollment	Cumulative %	Enrollment	Cumulative %	Enrollment	Cumulative %
0	29	0%	2	0%		0%	31	0%	
1	80	1%	313	7%	1	0%	394	3%	
2	59	2%	155	10%	2	0%	216	4%	
3	230	4%	584	22%	5	1%	819	10%	
4	575	10%	560	33%	2	1%	1,137	17%	
5	92	11%	109	35%	1	2%	202	18%	
6	314	14%	682	49%	14	4%	1,010	25%	
7	330	17%	340	56%	9	5%	679	29%	
8	535	23%	607	69%	6	6%	1,148	37%	
Grad FT >	9	207	25%	616	81%	99	20%	922	43%
10	205	27%	194	85%	33	24%	432	45%	
11	169	29%	109	88%	31	29%	309	47%	
Ugrd FT >	12	1,572	45%	233	92%	32	33%	1,837	59%
Law FT >	13	1,047	56%	75	94%	42	39%	1,164	67%
14	882	65%	63	95%	51	46%	996	73%	
15	1,013	75%	98	97%	237	79%	1,348	82%	
16	1,482	90%	124	100%	107	94%	1,713	93%	
17	488	95%	3	100%	26	98%	517	97%	
18	250	98%	2	100%	14	100%	266	98%	
19	133	99%	1	100%		100%	134	99%	
20	61	100%	3	100%		100%	64	100%	
21	19	100%		100%		100%	19	100%	
22	8	100%		100%		100%	8	100%	
23	8	100%		100%		100%	8	100%	
24+	10	100%		100%		100%	10	100%	
<b>Total</b>	<b>9,798</b>		<b>4,873</b>		<b>712</b>		<b>15,383</b>		

**Figure 2.15: Registered Student Credit Hours by Level  
Fall 2007**



**Table 2.16: Enrollment by Age Category  
Fall 2007**

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	8	130	178	288	362	133	80	88	33		1	27.1
	Male	9	136	215	464	415	186	125	97	37	1	1	27.1
	<b>Total</b>	<b>17</b>	<b>266</b>	<b>393</b>	<b>752</b>	<b>777</b>	<b>319</b>	<b>205</b>	<b>185</b>	<b>70</b>	<b>1</b>	<b>2</b>	<b>27.1</b>
CLASS	Female	12	263	324	411	355	170	109	193	101	8		28.0
	Male	7	167	242	298	236	103	70	68	39	1		26.2
	<b>Total</b>	<b>19</b>	<b>430</b>	<b>566</b>	<b>709</b>	<b>591</b>	<b>273</b>	<b>179</b>	<b>261</b>	<b>140</b>	<b>9</b>	<b>-</b>	<b>27.3</b>
Education	Female	9	175	171	330	565	281	257	354	205	2		31.9
	Male		33	54	85	146	114	82	92	56	2		32.5
	<b>Total</b>	<b>9</b>	<b>208</b>	<b>225</b>	<b>415</b>	<b>711</b>	<b>395</b>	<b>339</b>	<b>446</b>	<b>261</b>	<b>4</b>	<b>-</b>	<b>32.1</b>
Engineering	Female	2	21	26	48	38	15	8	9	1			25.4
	Male	14	135	167	301	188	71	36	51	15		1	25.2
	<b>Total</b>	<b>16</b>	<b>156</b>	<b>193</b>	<b>349</b>	<b>226</b>	<b>86</b>	<b>44</b>	<b>60</b>	<b>16</b>	<b>-</b>	<b>1</b>	<b>25.2</b>
Science	Female	12	216	266	389	269	104	77	69	36			25.6
	Male	6	126	122	187	148	77	34	31	17			25.6
	<b>Total</b>	<b>18</b>	<b>342</b>	<b>388</b>	<b>576</b>	<b>417</b>	<b>181</b>	<b>111</b>	<b>100</b>	<b>53</b>	<b>-</b>	<b>-</b>	<b>25.6</b>
Urban Affairs	Female		6	20	45	76	50	38	60	41	1		34.3
	Male		12	19	40	59	48	34	34	24		1	32.2
	<b>Total</b>	<b>-</b>	<b>18</b>	<b>39</b>	<b>85</b>	<b>135</b>	<b>98</b>	<b>72</b>	<b>94</b>	<b>65</b>	<b>1</b>	<b>1</b>	<b>33.4</b>
Law	Female			4	128	121	29	22	24	5			27.9
	Male			2	134	150	46	27	14	6			27.6
	<b>Total</b>	<b>-</b>	<b>-</b>	<b>6</b>	<b>262</b>	<b>271</b>	<b>75</b>	<b>49</b>	<b>38</b>	<b>11</b>	<b>-</b>	<b>-</b>	<b>27.8</b>
Undergraduate Studies <sup>1</sup>	Female	105	211	47	27	35	14	7	14	44	94	2	31.5
	Male	71	131	57	37	14	5	2	5	34	88	2	33.6
	<b>Total</b>	<b>176</b>	<b>342</b>	<b>104</b>	<b>64</b>	<b>49</b>	<b>19</b>	<b>9</b>	<b>19</b>	<b>78</b>	<b>182</b>	<b>4</b>	<b>32.4</b>
Undergraduate Non-Degree	Female		2	23	55	41	19	15	35	23	4	1	32.8
	Male		10	17	42	40	13	13	15	16	3		30.9
	<b>Total</b>	<b>-</b>	<b>12</b>	<b>40</b>	<b>97</b>	<b>81</b>	<b>32</b>	<b>28</b>	<b>50</b>	<b>39</b>	<b>7</b>	<b>1</b>	<b>32.0</b>
Graduate Studies	Female			1	4	10	12	10	11	21		1	40.7
	Male				2	3	6	6	4	4			36.8
	<b>Total</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>6</b>	<b>13</b>	<b>18</b>	<b>16</b>	<b>15</b>	<b>25</b>	<b>-</b>	<b>1</b>	<b>39.7</b>
Other <sup>2</sup>	Female			2	3		2	1					26.8
	Male	2	2	3	2	5	1		2				24.9
	<b>Total</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>25.5</b>
University	Female	148	1,024	1,062	1,728	1,872	829	624	857	510	109	5	29.2
	Male	109	752	898	1,592	1,404	670	429	413	248	95	5	27.8
	<b>Total</b>	<b>257</b>	<b>1,776</b>	<b>1,960</b>	<b>3,320</b>	<b>3,276</b>	<b>1,499</b>	<b>1,053</b>	<b>1,270</b>	<b>758</b>	<b>204</b>	<b>10</b>	<b>29.2</b>

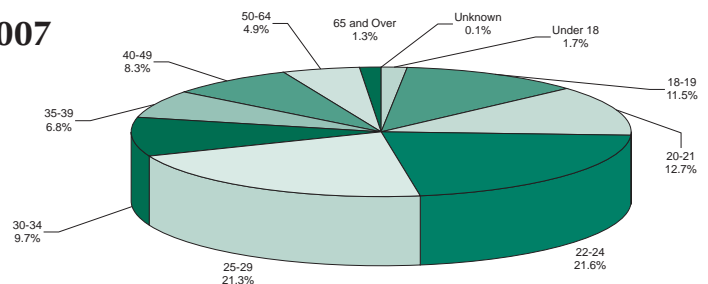
<sup>1</sup> University Studies was replaced by the Office of Undergraduate Studies in August 2007.

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

**Figure 2.16: Enrollment by Age Category Fall 2007**

**Median Age**

University	25
Undergraduate	23
Graduate	29
Law	26



Legend: Under 18, 18-19, 20-21, 22-24, 25-29, 30-34, 35-39, 40-49, 50-64, 65 and Over, Unknown

**Table 2.17: Enrollment by Level and Country of Residence  
Fall 2007**

Resident Type	Undergraduate	Undergraduate in %	Graduate	Graduate in %	Law	Law in %	Total
Ohio Resident	9,377	96%	4,048	83%	644	90%	14,069
Non-Ohio Resident	210	2%	95	2%	58	8%	363
Non-Resident Alien	211	2%	730	15%	10	1%	951
<b>Total</b>	<b>9,798</b>	<b>100%</b>	<b>4,873</b>	<b>100%</b>	<b>712</b>	<b>100%</b>	<b>15,383</b>

**Table 2.18: Enrollment by State  
Fall 2007**

State	Number of Students
Ohio (Resident of Ohio excluding Non-Resident Alien)	14,001
Ohio (Non-Ohio Resident)	198
Pennsylvania	31
New York	25
Michigan	18
Florida	13
Illinois, Texas (10/state)	20
Wisconsin	8
Maryland	7
Georgia, North Carolina (6/state)	12
Indiana, Minnesota, New Jersey (5/state)	15
California, District of Columbia, Virginia (4/state)	12
Arizona, Kentucky, West Virginia (3/state)	9
Alabama, Connecticut, Mississippi, Missouri, Oklahoma, Washington (2/state)	12
Idaho, Massachusetts, Nevada, Oregon, Puerto Rico, Rhode Island, South Carolina, South Dakota (1/state)	8
Unknown	43
Non-Resident Alien	951
<b>Total States</b>	<b>15,383</b>

**Note:** Table 2.17 is based on student's residency for fee purpose, while Table 2.18 is based on the student's address. Therefore, Ohio resident totals may not match between the two tables.

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

**Table 2.19: Enrollment by Ohio County  
Fall 2007**

County	Number of Students
Cuyahoga	11,288
Lake	1,073
Lorain	696
Medina	368
Summit	357
Geauga	297
Portage	110
Ashtabula	79
Erie	65
Mahoning	50
Stark	45
Trumbull	38
Huron	25
Franklin	17
Richland	13
Wayne	12
Ottawa	9
Lucas	8
Tuscarawas	8
Butler	5
Sandusky	4
Wood, Hancock, Warren (3/county)	9
Ashland, Columbiana, Fairfield, Knox, Guernsey, Licking(2/county)	12
Jefferson, Marion, Montgomery, Clermont, Hamilton, Morgan, Athens, Scioto, Shelby, Miami, Henry, Ross (1/county)	12
Other Unknown (Ohio County unknown, out of state or country)	783
<b>Total</b>	<b>15,383</b>



# Map of 2007 Enrollment by Ohio County

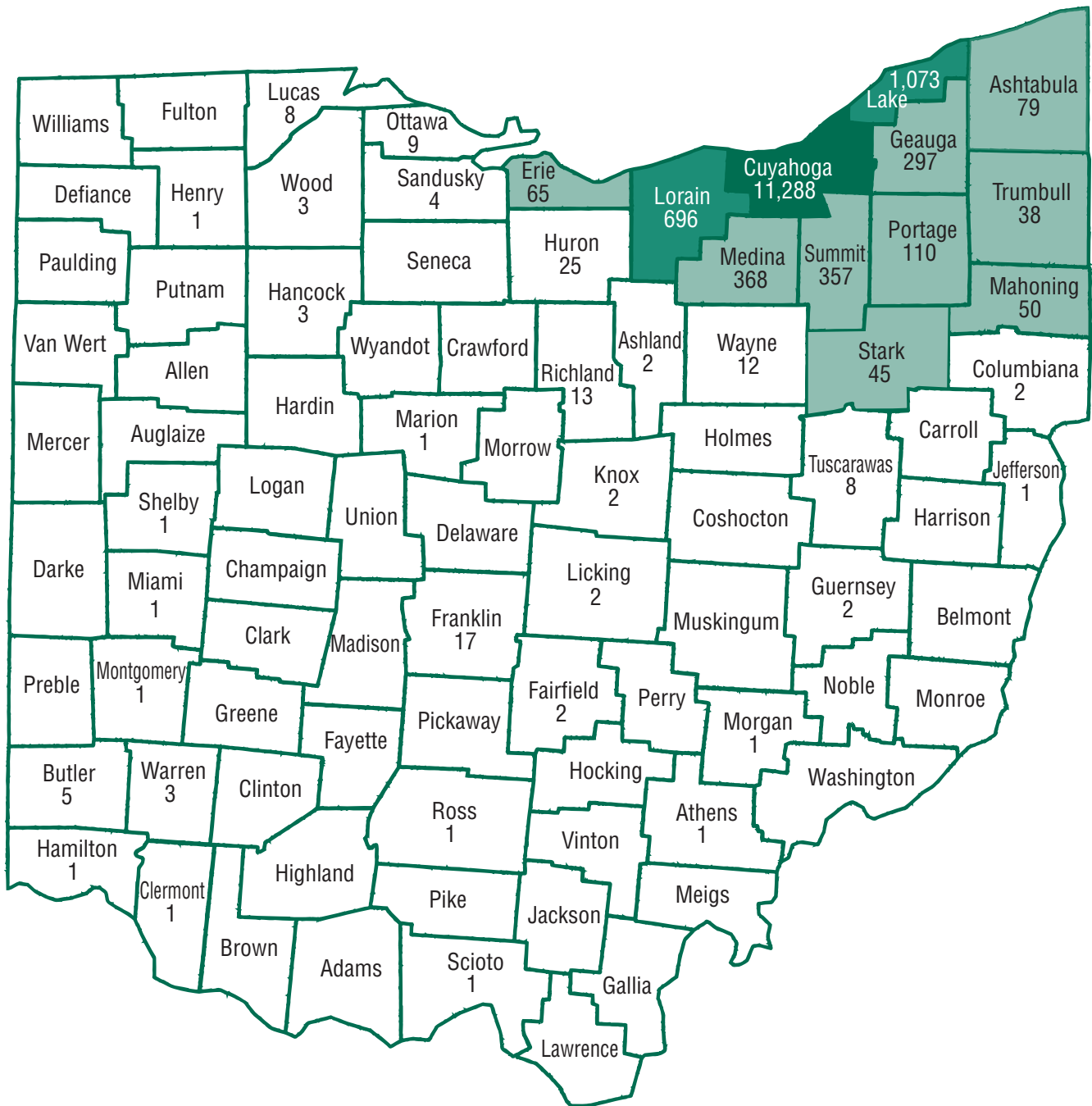


Table 2.20: Spring Enrollment by College: 5-Year Trend

College	2004		2005		2006		2007		2008		Percent Change	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1-Year	5-Year
Business	3,073	19%	3,090	19%	2,792	18%	2,806	19%	2,762	18%	-2%	-10%
CLASS	4,192	26%	3,286	21%	3,205	21%	3,029	21%	3,094	21%	2%	-26%
Education	3,532	22%	3,772	24%	3,343	22%	3,148	21%	3,327	22%	6%	-6%
Engineering	1,070	7%	1,064	7%	1,013	7%	1,021	7%	1,054	7%	3%	-1%
Science	1,155	7%	1,918	12%	1,953	13%	1,998	14%	2,121	14%	6%	84%
Urban Affairs	608	4%	631	4%	594	4%	594	4%	602	4%	1%	-1%
Law	756	5%	714	4%	698	5%	668	5%	665	4%	0%	-12%
Undergraduate Studies <sup>1</sup>	1,247	8%	1,025	6%	841	6%	864	6%	860	6%	0%	-31%
Undergraduate Non-Degree	84	1%	327	2%	409	3%	378	3%	364	2%	-4%	333%
Graduate Studies	129	1%	121	1%	298	2%	211	1%	102	1%	-52%	-21%
Other <sup>2</sup>			14		21		26		24	0.2%	-8%	
<b>Total Enrollment</b>	<b>15,846</b>	<b>100%</b>	<b>15,962</b>	<b>100%</b>	<b>15,167</b>	<b>100%</b>	<b>14,743</b>	<b>100%</b>	<b>14,975</b>	<b>100%</b>	<b>2%</b>	<b>-5%</b>

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

College	2004		2005		2006		2007		2008		Percent Change	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1-Year	5-Year
Business	22,718	14%	21,642	14%	20,690	14%	21,372	14%	21,158	14%	-1%	-7%
CLASS	53,177	33%	50,487	32%	48,745	32%	46,366	31%	49,172	32%	6%	-8%
Education	24,539	15%	25,202	16%	22,875	15%	21,125	14%	20,915	14%	-1%	-15%
Engineering	7,767	5%	7,782	5%	7,462	5%	7,465	5%	7,682	5%	3%	-1%
Science	32,441	20%	31,835	20%	32,076	21%	32,910	22%	35,987	24%	9%	11%
Urban Affairs	6,577	4%	7,215	5%	7,083	5%	7,866	5%	8,933	6%	14%	36%
Law	9,418	6%	8,805	6%	8,786	6%	8,607	6%	8,504	6%	-1%	-10%
Undergraduate Studies <sup>1</sup>	3,293	2%	2,718	2%	2,379	2%	2,181	1%	180	0%	-92%	-95%
Graduate Studies	6		5		12	0%	7	0%	7	0%	0%	17%
Honors			43		105		84	0%	95	0%	13%	
Other <sup>2</sup>	361	0%	488	0%	431	0%	457	0%	404	0.3%	-12%	12%
<b>Total SCH</b>	<b>160,297</b>	<b>100%</b>	<b>156,222</b>	<b>100%</b>	<b>150,644</b>	<b>100%</b>	<b>148,440</b>	<b>100%</b>	<b>153,037</b>	<b>100%</b>	<b>3%</b>	<b>-5%</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, Special Programs and Study Abroad.

Figure 2.20 &amp; 2.21: Spring Enrollment and FTE (SCH/15) Trend Spring 2004-2008

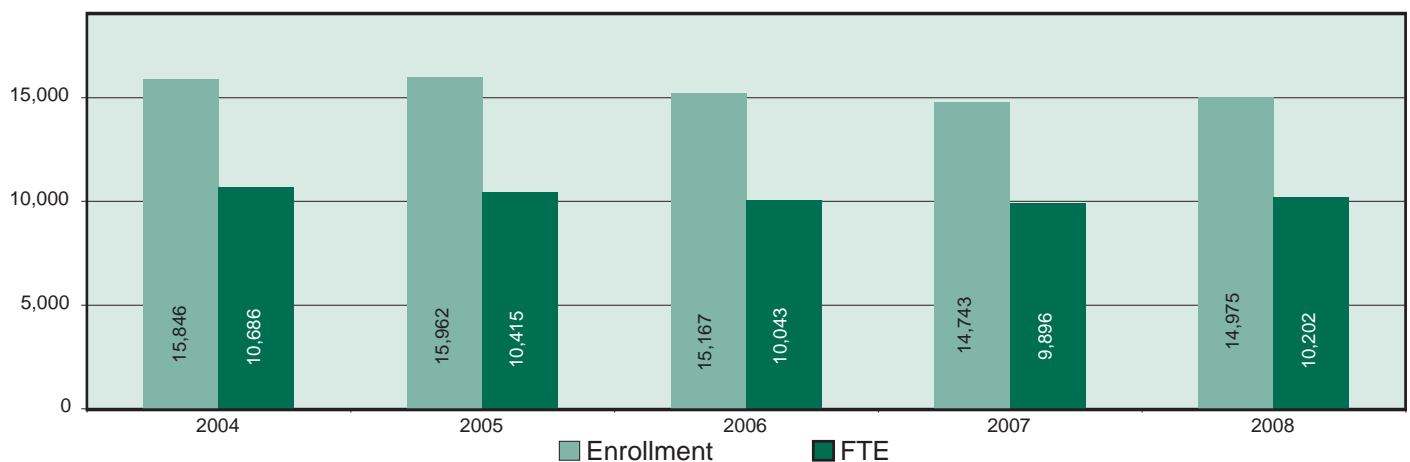


Table 2.22: Summer Enrollment by College: 5-Year Trend

College	2003		2004		2005		2006		2007		Percent Change	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1-Year	5-Year
Business	1,713	20%	1,708	20%	1,591	19%	1,612	21%	1,617	21%	0%	-6%
CLASS	1,624	19%	1,439	17%	1,243	15%	1,157	15%	1,086	14%	-6%	-33%
Education	2,774	32%	2,973	35%	2,702	33%	2,225	29%	2,002	27%	-10%	-28%
Engineering	316	4%	254	3%	269	3%	305	4%	286	4%	-6%	-9%
Science	563	7%	572	7%	767	9%	817	11%	881	12%	8%	56%
Urban Affairs	338	4%	263	3%	287	3%	260	3%	245	3%	-6%	-28%
Law	337	4%	286	3%	290	4%	276	4%	236	3%	-14%	-30%
Undergraduate Studies <sup>1</sup>	771	9%	761	9%	177	2%	207	3%	278	4%	34%	-64%
Undergraduate Non-Degree	32	0%	69	1%	652	8%	660	8%	694	9%	5%	2069%
Graduate Studies	147	2%	89	1%	264	3%	233	3%	187	2%	-20%	27%
Other <sup>2</sup>					14		18		12	0.2%	-33%	
<b>Total Enrollment</b>	<b>8,615</b>	<b>100%</b>	<b>8,414</b>	<b>100%</b>	<b>8,256</b>	<b>100%</b>	<b>7,770</b>	<b>100%</b>	<b>7,524</b>	<b>100%</b>	<b>-3%</b>	<b>-13%</b>

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

College	2003		2004		2005		2006		2007		Percent Change	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1-Year	5-Year
Business	11,102	20%	10,910	21%	9,816	19%	10,019	21%	10,458	21%	4%	-6%
CLASS	12,966	24%	1,426	22%	11,705	23%	11,288	23%	10,587	22%	-6%	-18%
Education	15,128	28%	15,958	30%	14,639	29%	12,327	25%	11,945	24%	-3%	-21%
Engineering	896	2%	625	1%	575	1%	523	1%	430	1%	-18%	-52%
Science	10,080	18%	10,020	19%	10,258	20%	10,149	21%	11,012	23%	9%	9%
Urban Affairs	2,734	5%	2,275	4%	2,487	5%	2,910	6%	3,281	7%	13%	20%
Law	1,298	2%	,111	2%	1,130	2%	1,049	2%	970	2%	-8%	-25%
Undergraduate Studies <sup>1</sup>	373	1%	312	1%	316	1%	60	0%		0.0%		
Graduate	2	0%	7	0%	6	0%	6	0%	20	0%	233%	900%
Other <sup>2</sup>	58	0%	91	0%	88	0%	129	0%	184	0.4%	43%	217%
<b>Total SCH</b>	<b>54,637</b>	<b>100%</b>	<b>52,735</b>	<b>100%</b>	<b>51,020</b>	<b>100%</b>	<b>48,460</b>	<b>100%</b>	<b>48,887</b>	<b>100%</b>	<b>1%</b>	<b>-11%</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, Special Programs and Study Abroad.

Figure 2.22 & 2.23: Summer Enrollment and FTE (SCH/15) Trend Summer 2003-2007

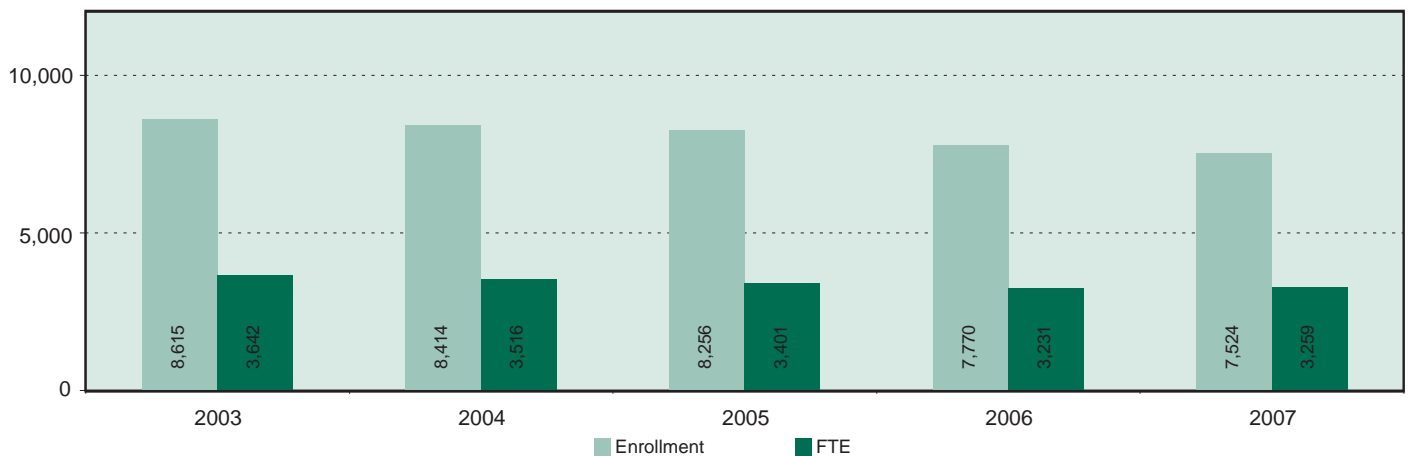


Table 2.24: Annualized Student Credit Hours (SCH) by College: 5-Year Trend

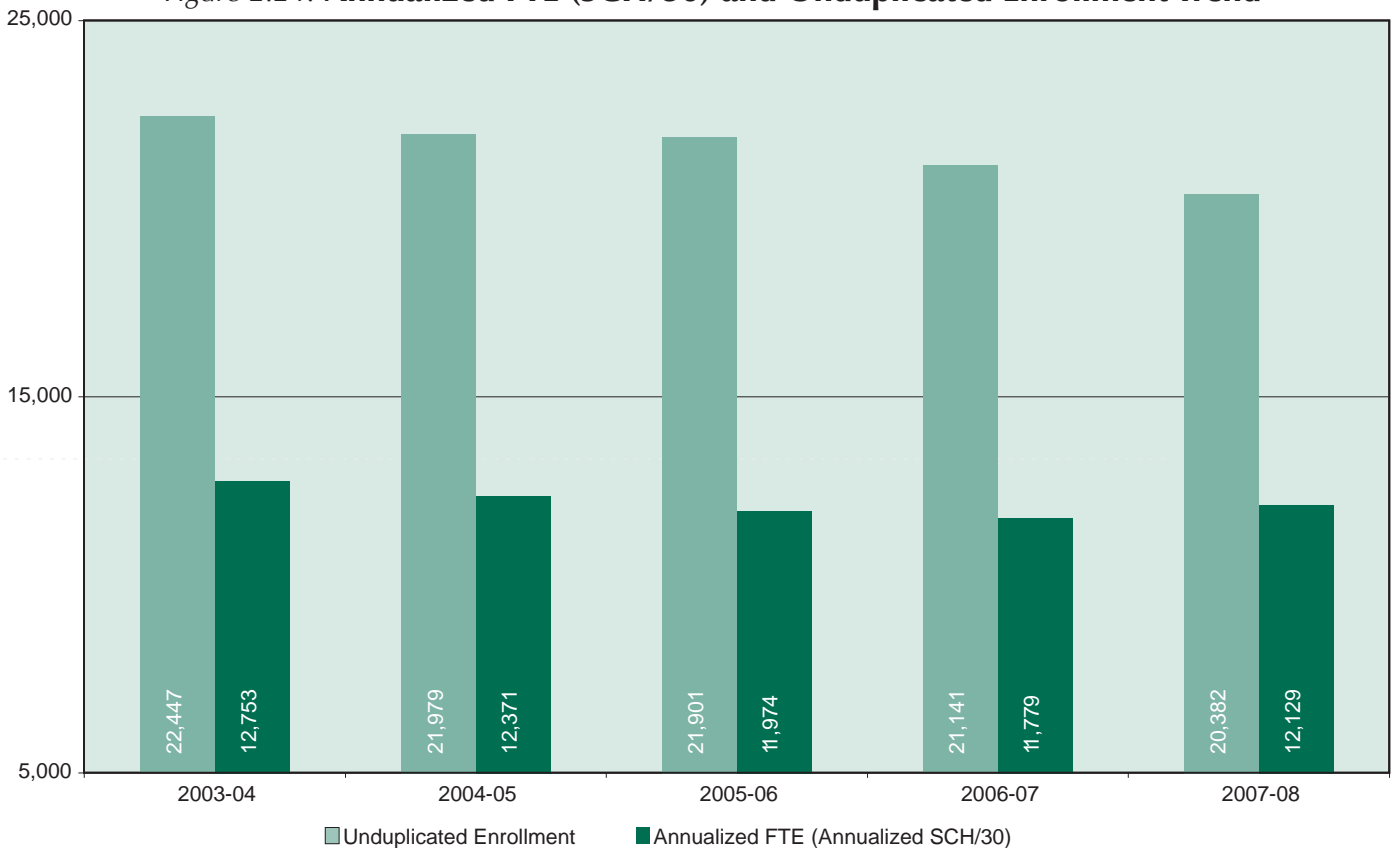
College	2003-04		2004-05		2005-06		2006-07		2007-08		Percent Change	
	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	1-Year	5-Year
Business	56,627	15%	54,904	15%	51,921	14%	53,532	15%	54,318	15%	1%	-4%
CLASS	120,902	32%	113,253	31%	111,451	31%	107,189	30%	112,628	31%	5%	-7%
Education	63,303	17%	65,720	18%	59,663	17%	54,135	15%	52,939	15%	-2%	-16%
Engineering	16,274	4%	16,219	4%	15,828	4%	15,216	4%	15,882	4%	4%	-2%
Science	77,323	20%	75,871	20%	76,368	21%	78,020	22%	86,870	24%	11%	12%
Urban Affairs	16,749	4%	16,158	4%	16,118	4%	17,981	5%	19,981	5%	11%	19%
Law	21,242	6%	19,382	5%	19,218	5%	18,768	5%	18,677	5%	0%	-12%
Undergraduate Studies <sup>1</sup>	9,507	2%	8,649	2%	7,518	2%	7,362	2%	1,219	0%	-83%	-87%
Graduate Studies	11	0%	15	0%	22	0%	24	0%	48	0%	100%	336%
Honors		0%	83	0%	215	0%	180	0%	205	0%	14%	
Other <sup>2</sup>	647	0%	871	0%	901	0%	960	0%	1,094	0%	14%	69%
<b>Total Annualized SCH*</b>	<b>382,585</b>	<b>100%</b>	<b>371,125</b>	<b>100%</b>	<b>359,223</b>	<b>100%</b>	<b>353,367</b>	<b>100%</b>	<b>363,861</b>	<b>100%</b>	<b>3%</b>	<b>-5%</b>
<b>Annualized FTE (Annualized SCH/30)</b>	<b>12,753</b>		<b>12,371</b>		<b>11,974</b>		<b>11,779</b>		<b>12,129</b>		<b>3%</b>	<b>-5%</b>
<b>Unduplicated Enrollment</b>	<b>22,447</b>		<b>21,979</b>		<b>21,901</b>		<b>21,141</b>		<b>20,382</b>		<b>-4%</b>	<b>-9%</b>

\* Summer through Spring

<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, Special Programs and Study Abroad.

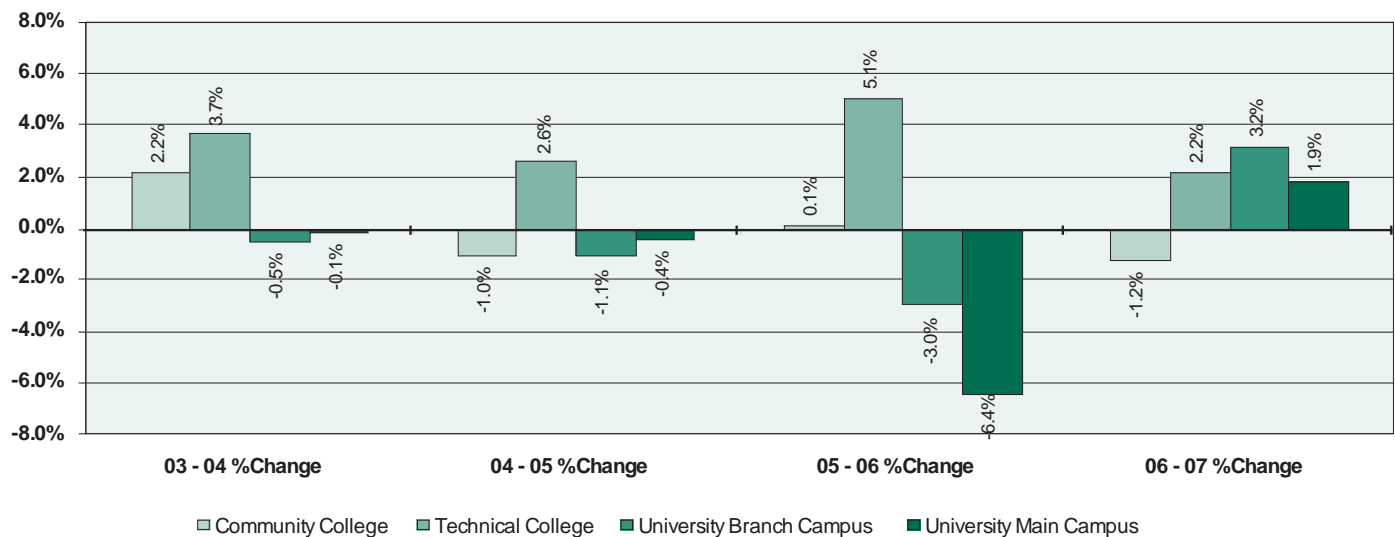
Figure 2.24: Annualized FTE (SCH/30) and Unduplicated Enrollment Trend



**Table 2.25: Yearly Change in Enrollment by Campus Types for Ohio Institutions  
Fall 2003 – 2007**

Campus Type	2003	2004	2005	2006	2007	Percent Change	
						1-year	5-year
Community College	70,742	72,279	71,531	71,636	70,767	-1.2%	0.0%
Technical College	25,775	26,723	27,417	28,811	29,438	2.2%	14.2%
University Branch	46,567	46,343	45,851	44,498	45,916	3.2%	-1.4%
University Main	254,529	254,281	253,225	237,060	241,456	1.9%	-5.1%

**Figure 2.25: Yearly Change in Enrollment by Campus Types for Ohio Institutions  
Fall 2003 – 2007**



**Table 2.26: Main Campus Enrollment Select Ohio Four Year Institutions  
Fall 2003 – 2007**

Institution	2003	2004	2005	2006	2007	Percent Change	
						1-year	5-year
University of Akron	22,650	22,314	22,961	22,476	23,439	4.1%	3.4%
Bowling Green State University	18,646	19,043	19,091	19,150	18,653	-2.7%	0.0%
University of Cincinnati	26,904	27,064	27,908	28,245	29,218	3.3%	7.9%
<b>Cleveland State University</b>	<b>16,377</b>	<b>15,881</b>	<b>15,530</b>	<b>15,119</b>	<b>15,370</b>	<b>1.6%</b>	<b>-6.6%</b>
Kent State University	24,410	24,494	23,874	22,869	22,978	0.5%	-6.2%
Miami University	17,411	17,590	16,574	16,198	16,406	1.3%	-6.1%
Ohio State University	51,677	51,723	51,333	52,512	53,408	1.7%	3.2%
Ohio University	20,452	20,143	20,461	20,610	21,089	2.3%	3.0%
University of Toledo	20,740	19,675	19,354	19,448	19,950	2.5%	-4.0%
Youngstown State University	12,878	13,166	12,920	13,279	13,603	2.4%	5.3%

**Note:** CSU Enrollment data excludes Study Abroad and Graduation Requirement course enrollments. Therefore, these numbers may not match numbers reported elsewhere in this book where these courses are included.

**Source:** The Ohio Board of Regents HEI Student Enrollment query - last rupdate: June 4, 2008



# Enrollment Characteristics of Students in CSU Colleges

# 3





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

Department/Program	Description	2003	2004	2005	2006	2007	Percent Change	
							1 year	5 year
<b>Bachelor's</b>								
Accounting	Accounting	147	127	165	260	334	28%	127%
Business Administration	Business Administration	-	-	-	2	132	6500%	-
Computer & Information Science	Computer and Information Science	90	83	85	93	127	37%	41%
	Computer Science	22	15	23	49	34	-31%	55%
	Information Systems	73	49	52	61	78	28%	7%
Finance	Finance	94	96	98	179	210	17%	123%
Management & Labor Relations	Management & Labor Relations	84	75	96	130	130	0%	55%
Marketing	Marketing	97	69	98	159	181	14%	87%
Operation Management & Business Statistics	Operation Management & Business Statistics	22	18	30	40	33	-18%	50%
Other Business	Accelerated Bachelors of Business Administration	-	-	2	14	-	-	-
	Business Economics	18	19	34	93	95	2%	428%
	International Business	-	2	13	52	72	38%	-
	Pre-Business Administration	-	140	119	73	31	-58%	-
	Undecided Business	1,283	1,266	977	535	385	-28%	-70%
<b>Total</b>		<b>1,930</b>	<b>1,959</b>	<b>1,792</b>	<b>1,740</b>	<b>1,842</b>	<b>6%</b>	<b>-5%</b>
<b>Master's</b>								
Accounting	Financial Accounting & Audit	70	69	61	77	71	-8%	1%
	Tax Program	4	7	9	16	19	19%	375%
AMBA	Accelerated Business Administration	65	52	61	65	46	-29%	-29%
Business Administration	Business Administration	544	569	510	514	527	3%	-3%
Computer & Information Science	Computer and Information Science	187	171	147	147	140	-5%	-25%
EMBA	Executive Business Administration	28	11	9	32	39	22%	39%
Finance	Finance	6	5	4	2	-	-	-
	Urban Real Estate Development & Finance	1	-	-	-	-	-	-
	Health Care Administration	1	-	-	-	-	-	-
Health Care Administration	Health Care Administration	1	-	-	-	-	-	-
	MBA-Health Care	42	60	49	48	30	-38%	-29%
	Public Health	16	24	32	23	-	-	-
Labor Relations and Human Resources	Management & Labor Relations	64	58	67	59	59	0%	-8%
Marketing	Data-Driven Marketing Planning Certificate	1	2	1	1	-	-	-
	Marketing	3	1	-	2	-	-	-
Other Business	Graduate Business	195	206	172	160	173	8%	-11%
	Pre Accelerated MBA	2	3	2	4	1	-75%	-50%
	Pre Accelerated MPH	6	5	-	-	-	-	-
	Pre Executive MBA	7	-	6	2	-	-	-
<b>Total</b>		<b>1,242</b>	<b>1,243</b>	<b>1,130</b>	<b>1,152</b>	<b>1,105</b>	<b>-4%</b>	<b>-11%</b>

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

							Percent Change	
Department/Program	Description	2003	2004	2005	2006	2007	1 year	5 year
<b>Doctoral</b>								
Business Administration	Accounting	-	-	1	-	-	-	-
	Business Administration	43	39	36	30	25	-17%	-42%
	Computer and Information Science	1	-	3	2	2	0%	100%
	Finance	2	2	5	5	5	0%	150%
	Marketing	4	3	3	9	4	-56%	0%
	Operation Management & Business Statistics	4	3	5	5	4	-20%	0%
<b>Total</b>		<b>54</b>	<b>47</b>	<b>53</b>	<b>51</b>	<b>40</b>	<b>-22%</b>	<b>-26%</b>
<b>Total Business</b>		<b>3,226</b>	<b>3,249</b>	<b>2,975</b>	<b>2,943</b>	<b>2,987</b>	<b>1.5%</b>	<b>-7%</b>

**Note:** Public Health transitioned from the College of Business to the College of Education during the 2007 reporting period.

## College of Business

### BACHELOR'S DEGREES

- The new, cross-functional general Business Administration major was launched to facilitate adult learners in completing the 4-year degree. This major's dramatic growth reflects the importance of this under-served but substantial market.
- Other majors that continue to show enrollment growth include Accounting, Finance, International Business, Computer and Information Science, and Information Systems. Students are also choosing double majors.
- Accounting remains the most popular major, a result of early job offers and strong placements of accounting majors. Finance and Marketing follow in popularity.
- Business Economics has grown from 18 in 2003 to 95 in 2007, resulting possibly from improved job prospects for graduates and interest in advanced study.
- Following three years of decline, enrollment grew 6 percent. Growth may be attributed to improved advising services, improved retention, and stronger relationships with students in area community colleges and satellite offerings at Lakeland Community College. The introduction of the Business Administration major and the popularity of the International Business major and minor may also have contributed to enrollment growth.

### MASTER'S DEGREES

- The MBA degree continues to be the most popular graduate business degree in the College, accounting for 66% of enrollment.
- The MBA's popularity is attributed to its versatility and suitability for careers in a wide range of professions. It is also offered in a variety of program options (e.g., Accelerated; Executive; Health Care; off-site).
- The Executive MBA program has shown solid growth with a new curriculum which can be completed in 19 months.
- Extended campus and corporate site MBA programs continue to be popular; these trends have benefited overall enrollment but caused declines in some specialized offerings on campus (e.g., AMBA).
- The Master of Accountancy's tax program has grown from 4 in 2003 to 19 in 2007; the more popular Financial Accounting & Audit track is maintaining generally steady enrollment over the past two years.
- The Management & Labor Relations program is a small but selective program with steady enrollment. The program prepares students for careers in human resources management and labor relations.

- The Master of Computer and Information Science program has declined over the past five years. It is speculated that international admissions have been affected because of new immigration laws and competition from programs in other nations.
- Overall enrollment in master's programs has held steady despite growing competition from many new entrants in the Cleveland market. Well-planned recruiting efforts and the offering of graduate programs at off-site locations, including corporate sites, have contributed to the stability of enrollments in our business programs.

### DOCTORAL DEGREES

- New cohorts are recruited every three years in order to provide full support for full-time students.
- Admission to the DBA program is currently restricted to four disciplines: Marketing, Finance, Operations Management, and Information Systems.
- Enrollment decline is due to degrees being completed. It will increase when a new class is admitted in 2009.

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

Department/Program	Description	2003	2004	2005	2006	2007	Percent Change	
							1 year	5 year
<b>Bachelor's</b>								
Anthropology	Anthropology	36	33	32	30	39	30%	8%
Art	Art	148	149	161	172	179	4%	21%
	Graphic Design	-	1	1	9	2	-78%	-
Communication	Communication	335	301	354	336	354	5%	6%
	Communication Management	-	-	-	18	37	106%	-
	Drama	10	9	20	32	37	16%	270%
	Film and Digital Media	-	-	-	55	94	71%	-
	Journalism	-	-	-	78	137	76%	-
Economics	Economics	29	23	28	31	20	-35%	-31%
English	English	130	148	164	184	211	15%	62%
History	History	92	70	89	101	99	-2%	8%
	Social Studies	34	33	27	31	26	-16%	-24%
Interdisciplinary	Classical and Medieval Studies	-	1	1	4	14	250%	-
	Liberal Studies	68	42	27	44	52	18%	-24%
	Linguistics	4	6	5	8	15	88%	275%
	Women's Studies	1	2	4	12	8	-33%	700%
	Modern Languages	French	5	6	12	12	11	-8%
Music	Spanish	20	15	24	34	34	0%	70%
	Music	52	75	84	96	95	-1%	83%
Philosophy	Pre-Music	-	-	5	12	18	50%	-
	Philosophy	17	18	24	18	22	22%	29%
Political Science/IR	International Relations	43	43	50	49	49	0%	14%
	Political Science	77	73	89	93	109	17%	42%
Religious Studies	Religious Studies	17	10	14	21	15	-29%	-12%
Social Work	Social Work	135	172	167	203	164	-19%	21%
Sociology	Criminology	-	-	-	61	158	159%	-
	Social Science	12	10	4	14	15	7%	25%
	Sociology	158	142	172	137	102	-26%	-35%
Other Class	Pre-Education	-	241	142	58	23	-60%	-
	Pre-Social Work	-	-	27	38	83	118%	-
	Other CLASS (FC)	144	75	41	20	8	-60%	-94%
	Undecided	-	-	57	107	165	54%	-
	Undecided CLASS	2,175	1,003	877	559	314	-44%	-86%
<b>Total</b>		<b>3,742</b>	<b>2,701</b>	<b>2,702</b>	<b>2,677</b>	<b>2,709</b>	<b>1%</b>	<b>-28%</b>

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

*continued from previous page*

Department/Program	Description	2003	2004	2005	2006	2007	Percent Change	
							1 year	5 year
<b>Master's</b>								
Art	Art	8	7	5	2	-	-	-
Communication	Communication	22	29	40	39	28	-28%	27%
Economics	Economics	12	15	13	15	24	60%	100%
English	English	69	64	73	68	66	-3%	-4%
	Master of Fine Arts-Creative Writing	-	-	8	14	18	29%	-
History	History	36	31	33	26	28	8%	-22%
Modern Languages	Spanish	13	11	12	13	11	-15%	-15%
Music	Music	45	46	59	49	39	-20%	-13%
Philosophy	Advanced Study in Bioethics	1	-	1	-	-	-	-
	Philosophy	13	16	16	24	16	-33%	23%
Social Work	Social Work	146	167	183	200	196	-2%	34%
Sociology	Sociology	32	29	32	28	40	43%	25%
Other CLASS	Graduate CLASS	176	-	-	-	-	-	-
	Undecided CLASS	-	68	80	65	68	5%	-
<b>Total</b>		<b>573</b>	<b>483</b>	<b>555</b>	<b>543</b>	<b>534</b>	<b>-2%</b>	<b>-7%</b>
<b>CLASS TOTAL</b>		<b>4,315</b>	<b>3,184</b>	<b>3,257</b>	<b>3,220</b>	<b>3,243</b>	<b>1%</b>	<b>-25%</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 Program Trends

#### UNDERGRADUATE PROGRAMS

- Undergraduate enrollments in several College programs increased based on both 1-year and 5-year trends. Students with a declared major in CLASS increased by 215 over a 1-year period, an increase of 11%.
- Established majors that achieved steady growth include Anthropology, English, and Political Science.
- College interdisciplinary programs including Classical and Medieval Studies, Liberal Studies, and Linguistics enrolled new majors over the 1-year period, benefiting from an administrative home and new leadership in the Interdisciplinary Programs Office.

- Several newly-established majors achieved significant growth over a 1-year period, including Communication Management (106%), Film and Digital Media (71%), and Journalism (76%). Criminology, housed in the Sociology Department, experienced the greatest overall increase, enrolling 97 new majors (159% increase over a 1-year period).
- Enrollment figures for the College as a whole are influenced by a continuing decline in “undecided” students; in 2007 there were 479 such students. Since the eventual program choice of these students cannot be determined, their inclusion in CLASS figures provides an inaccurate picture of enrollment trends overall.
- Other factors influencing overall trends in the College include the suspension of First College (FC) in 2004, leading to a steady decline through attrition as its students graduate or enroll in other programs.

#### GRADUATE PROGRAMS

- While the College as a whole enrolled fewer graduate students, several individual programs showed gains, including the MFA in Creative Writing program; first offered in 2005, the program increased by 29% from 2006 to 2007.
- MA programs in Economics and Sociology showed steady growth over both 1-year and 5-year periods, with Economics increasing 60% over 1 year, and Sociology 43%.
- Although Social Work enrollments dropped very slightly over a 1-year period, the MSW program remained the single largest graduate program in the College. Its 196 students in 2007 comprised 42% of the 466 degree-seeking students in the College.

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

Department/Program	Description	2003	2004	2005	2006	2007	Percent Change	
							1 year	5 year
<b>Bachelor's</b>								
Health And Physical Education	Physical Education	70	57	37	25	20	-20%	-71%
	Sports Management	3	4	10	23	18	-22%	500%
Nursing	Nursing Basic	171	163	163	185	191	3%	12%
	Nursing RN	47	55	54	70	60	-14%	28%
	Pre-Nursing	-	-	46	73	96	32%	-
Teachers Education	RN Nursing (LK)	-	-	-	-	4	-	-
	Early Childhood Education	390	318	228	199	180	-10%	-54%
	Elementary Education	15	10	10	16	16	0%	7%
	Middle Childhood Education	205	208	150	128	87	-32%	-58%
Other Education	Mild/Moderate Educational Need	-	24	79	88	75	-15%	-
	Special Education	118	97	30	42	36	-14%	-69%
	Education	19	9	8	8	29	263%	53%
	Pre-Educ & Human Serv (Nurs)	-	-	28	55	54	-2%	-
	Pre-Educ & Human Serv (Educ)	-	-	61	91	145	59%	-
	Pre-Education	-	-	85	111	165	49%	-
	Teacher Certification	92	63	47	65	53	-18%	-42%
Undecided Education	282	409	271	120	76	-37%	-73%	
<b>Total</b>		<b>1,412</b>	<b>1,417</b>	<b>1,307</b>	<b>1,299</b>	<b>1,305</b>	<b>0%</b>	<b>-8%</b>
<b>Master's</b>								
CASAL	Adult Learning and Development	83	100	97	97	111	14%	34%
	Community Agency Counseling	39	36	46	57	56	-2%	44%
	Counseling and Pupil Personnel Administration	9	5	1	1	1	0%	-89%
	Education Administration	19	20	12	12	14	17%	-26%
	Education Specialist	4	5	3	3	4	33%	0%
	Educational Administration	111	101	88	73	64	-12%	-42%
	Organizational Leadership	-	-	-	-	16	-	-
	School Counseling	114	115	92	88	83	-6%	-27%
	Supervision	15	10	8	16	13	-19%	-13%
	Health And Physical Education	Community Health Education	22	18	21	30	20	-33%
Exercise Science		25	15	18	17	16	-6%	-36%
Health and Physical Education		-	1	-	-	-	-	-
Public Health		-	-	-	-	25	-	-
Sports Management		18	27	31	32	30	-6%	67%
Nursing	Sports Management and Exercise Science	11	9	4	9	8	-11%	-27%
	Nursing	4	8	12	18	28	56%	600%
	Gerontological Studies	-	-	-	1	3	200%	-

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

*continued from previous page*

Department/Program	Description	2003	2004	2005	2006	2007	Percent Change	
							1 year	5 year
Teachers Education	Curriculum & Instruction	773	758	709	659	666	1%	-14%
	Certificate Program in TESOL	-	-	-	-	3	-	-
	Middle Child Math Education	-	-	3	6	8	33%	-
	Middle Child Science Education	-	-	-	10	3	-70%	-
	Nursing Education Cert	-	-	-	-	2	-	-
Other Education	Education	22	18	30	5	5	0%	-77%
	Graduate Education	531	607	572	347	299	-14%	-44%
	Graduate Education Licensure	77	93	141	156	122	-22%	58%
<b>Total</b>		<b>1,877</b>	<b>1,946</b>	<b>1,888</b>	<b>1,637</b>	<b>1,600</b>	<b>-2%</b>	<b>-15%</b>
<b>Doctoral</b>	Ph. D. in Urban Education	-	-	-	5	12	140%	-
	Urban Education: Administration	22	21	16	19	18	-5%	-18%
	Counseling	26	27	29	26	20	-23%	-23%
	Learning	38	37	39	44	49	11%	29%
	Policy	12	12	10	9	9	0%	-25%
<b>Total</b>		<b>98</b>	<b>97</b>	<b>94</b>	<b>98</b>	<b>108</b>	<b>10%</b>	<b>10%</b>
<b>Education Total</b>		<b>3,387</b>	<b>3,460</b>	<b>3,289</b>	<b>3,034</b>	<b>3,013</b>	<b>-1%</b>	<b>-11%</b>

**Note:** Public Health transitioned from the College of Business to the College of Education during the 2007 reporting period.

## College of Education & Human Services

### BACHELOR'S DEGREE PROGRAMS

- Failed levies and the downsizing of area schools that have had a negative impact on the local job market for teachers continue to account for enrollment declines in early and middle childhood education programs. These same factors would now appear to having an adverse affect on enrollment in special education.
- Observed increases in nursing programs are likely linked to the critical nursing shortage that make these programs appealing with excellent prospects for employment.

### MASTER'S DEGREE PROGRAMS

- The five-year increase in the Adult Learning and

Development Program stems from creation of a weekend and evening program and increased marketing. As regional demands for K-12 teachers have declined, it is also probable that students with an interest in teaching are exploring adult education as a viable alternative career path.

- As local job openings for teachers, school administrators and school counselors dwindle, interest in these programs has also declined.
- The recent enrollment increase in the Community Agency Counseling Program is likely a function of the waning job market for school counselors that continues to fuel a resurgence of interest in non-school settings where employment prospects for counselors would seem to be better.

- While community health and sports management enjoyed an increase in enrollment after intensified efforts to market these programs in 2006, both suffered a loss in 2007, suggesting the continued need to bolster marketing in these areas.
- Development of an on-line program to serve out-of-state students' needs has contributed to the observed increase in the MSN program as have changes in hospital accreditation standards that promote advanced education for nurses.

### DOCTORAL PROGRAM

- The addition of a counseling psychology track within the doctoral program has contributed to this program's overall gain in enrollment in 2007.

Table 3.4: College of Engineering: Fall Enrollment by Level and Major, 5-year Trend

Department/Program	Description	2003	2004	2005	2006	2007	Percent Change	
							1 year	5 year
<b>Bachelor's</b>								
Chemical & Biomedical Engineering	Chemical Engineering	51	53	50	58	56	-3%	10%
	Engineering Biotechnology	-	-	-	1	-	-	-
Civil & Environmental Engineering	Civil Engineering	79	79	85	76	101	33%	28%
Electrical & Computer Engineering	Computer Engineering	58	58	75	55	58	5%	0%
	Electrical & Computer Engineering	161	143	132	123	129	5%	-20%
Engineering Technology	Electronic Engineering Technology	29	21	24	23	23	0%	-21%
	Electronic Technology	1	-	-	-	-	-	-
	Industrial Engineering Technology	2	2	-	1	-	-	-
	Mechanical Engineering Technology	42	35	28	16	23	44%	-45%
Industrial & Manufacturing Engineering	Industrial & Manufacturing Engineering	26	21	19	20	26	30%	0%
Mechanical Engineering	Mechanical Engineering	147	132	147	160	170	6%	16%
Other Engineering	Pre-Engineering	24	33	32	62	81	31%	238%
	Undecided Engineering	50	73	45	25	13	-48%	-74%
<b>Total</b>		<b>670</b>	<b>650</b>	<b>637</b>	<b>620</b>	<b>680</b>	<b>10%</b>	<b>1%</b>
<b>Master's</b>								
Chemical & Biomedical Engineering	Chemical Engineering	58	57	40	35	38	9%	-34%
Civil & Environmental Engineering	Civil Engineering	23	32	36	25	33	32%	43%
	Engineering Mechanics	3	4	2	1	1	0%	-67%
	Environmental Engineering	17	16	14	11	15	36%	-12%
Electrical & Computer Engineering	Electrical & Computer Engineering	143	148	138	164	161	-2%	13%
	Software Engineering Certificate	2	1	1	11	25	127%	1150%
Industrial & Manufacturing Engineering	Industrial & Manufacturing Engineering	33	33	34	38	36	-5%	9%
Mechanical Engineering	Mechanical Engineering	63	64	51	61	58	-5%	-8%
Other Engineering	Graduate Engineering	17	35	26	18	17	-6%	0%
<b>Total</b>		<b>359</b>	<b>390</b>	<b>342</b>	<b>364</b>	<b>384</b>	<b>5%</b>	<b>7%</b>
<b>Doctoral</b>								
Doctor of Engineering	Applied Biomedical Engineering	14	18	24	21	32	52%	129%
	Chemical Engineering	13	7	8	6	6	0%	-54%
	Civil Engineering	9	9	7	7	7	0%	-22%
	Doctor of Engineering	-	1	1	-	-	-	-
	Electrical & Computer Engineering	21	20	14	16	21	31%	0%
	Industrial & Manufacturing Engineering	8	6	7	6	9	50%	13%
	Mechanical Engineering	7	2	4	6	8	33%	14%
<b>Total</b>		<b>72</b>	<b>63</b>	<b>65</b>	<b>62</b>	<b>83</b>	<b>34%</b>	<b>15%</b>
<b>Engineering Total</b>		<b>1,101</b>	<b>1,103</b>	<b>1,044</b>	<b>1,046</b>	<b>1,147</b>	<b>10%</b>	<b>4%</b>

## College of Engineering

### BACHELOR'S

- Compared with 2006 data, the College of Engineering shows a 13% turnaround (from -3% to 10%) at the undergraduate level. The increasing enrollment trend is expected to continue.
- Five of six engineering departments show a positive growth in undergraduate enrollment.
- Enrollment in Pre-Engineering continues to increase significantly (31% in Fall 07), on top of an unprecedented increase of 94% in Fall 06.

### MASTER'S AND DOCTORAL PROGRAMS

- Compared with 2006 data, the College of Engineering shows a significant increase of 34% in the doctoral program enrollment. More specifically, Applied Biomedical Engineering in collaboration with the Cleveland Clinic continues to grow at a rapid rate of 52%, followed by Industrial & Manufacturing Engineering (50%), Mechanical Engineering (33%) and Electrical & Computer Engineering (31%). These are significant increases compared to the general trend and the College's past history.
- The enrollment at the masters level for the College continues to grow with a 5% increase in Fall 07. In particular, Civil Engineering and Environmental Engineering show an impressive growth at 32% and 36%, respectively.

### OVERALL

- The recent gains both at the undergraduate and graduate levels look very promising for the future enrollment in the College of Engineering.



Table 3.5: College of Science: Fall Enrollment by Level and Major, 5-year Trend

Department/Program	Description	2003	2004	2005	2006	2007	Percent Change	
							1 year	5 year
<b>Bachelor's</b>								
Biology, Geology & Environmental Science	Biology	156	158	209	201	208	3%	33%
	Biology-Medical Technology	7	9	20	21	23	10%	229%
	Biotechnology Laboratory Track	-	-	-	-	1	-	-
	Environmental Science	12	15	27	27	36	33%	200%
	Environmental Studies	2	2	1	3	3	0%	50%
	Geological Science	14	12	11	10	7	-30%	-50%
Chemistry	Chemistry	51	40	43	60	73	22%	43%
	Pre Pharmacy	53	73	68	84	75	-11%	42%
Health Sciences	Health Science	4	20	91	178	226	27%	5550%
	Health Science Podiatry	-	-	-	-	1	-	-
	Health Science Pre-therapy	-	-	-	-	23	-	-
	Occupational Therapy	15	1	5	15	15	0%	0%
	Physical Therapy	4	-	-	-	-	-	-
	Pre-Health Science	2	2	6	10	13	30%	550%
	Speech & Hearing	37	27	32	56	65	16%	76%
	Mathematics	59	61	65	79	64	-19%	8%
Physics	17	14	14	17	28	65%	65%	
Psychology	269	239	335	384	396	3%	47%	
Other Science	Pre-Dentistry	-	-	2	9	17	89%	-
	Pre-Engineering	-	74	57	31	17	-45%	-
	Pre-Medicine	-	-	9	48	75	56%	-
	Pre-Nursing	-	81	66	30	10	-67%	-
	Pre-Physical Therapy	-	-	3	29	65	124%	-
	Pre-Veterinary Medicine	-	-	-	2	4	100%	-
	Undecided Science	-	555	461	268	166	-38%	-
<b>Total</b>		<b>702</b>	<b>1,383</b>	<b>1,525</b>	<b>1,562</b>	<b>1,611</b>	<b>3%</b>	<b>129%</b>

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Table 3.5: College of Science: Fall Enrollment by Level and Major, 5-year Trend

							Percent Change	
<i>continued from previous page</i>								
Department/Program	Description	2003	2004	2005	2006	2007	1 year	5 year
<b>Master's</b>								
Biology, Geology & Environmental Science	Biology	22	33	23	30	24	-20%	9%
	Environmental Science	9	11	15	9	9	0%	0%
Chemistry	Chemistry	17	15	9	15	17	13%	0%
Health Sciences	Health Science	52	45	41	46	33	-28%	-37%
	Health Science- Phy. A. Track	-	-	-	-	12	-	-
	Occupational Therapy	22	34	52	66	64	-3%	191%
	Physical Therapy	43	44	34	42	55	31%	28%
Interdisciplinary	Speech Pathology and Audiology	37	35	35	39	54	38%	46%
	Culture, Com and Health Care	-	1	1	1	-	-	-
	Mathematics	19	23	23	21	22	5%	16%
Physics	Physics	10	17	19	13	10	-23%	0%
Psychology	Diversity Professional	32	28	20	10	1	-90%	-97%
	Psychology	87	86	74	96	102	6%	17%
	Psychology Specialist	10	13	9	8	17	113%	70%
Other Science	Undecided Science	-	61	59	52	50	-4%	-
<b>Total</b>		<b>360</b>	<b>446</b>	<b>414</b>	<b>448</b>	<b>470</b>	<b>5%</b>	<b>31%</b>
<b>Doctoral</b>								
Biology, Geology & Environmental Science	Regulatory Biology	40	42	50	53	50	-6%	25%
Chemistry	Clinical Bioanalytical-Chemistry	46	51	55	53	55	4%	20%
<b>Total</b>		<b>86</b>	<b>93</b>	<b>105</b>	<b>106</b>	<b>105</b>	<b>-1%</b>	<b>22%</b>
<b>Science Total</b>		<b>1,148</b>	<b>1,922</b>	<b>2,044</b>	<b>2,116</b>	<b>2,186</b>	<b>3%</b>	<b>90%</b>

## College of Science

### GENERAL COMMENTS – GROWTH OF COLLEGE OF SCIENCE

- The data shows substantial enrollment growth in the College over the past five years.
- Growth is especially evident in the departments of Health Sciences, Chemistry, and Biological, Geological, and Environmental Sciences.
- New programs (e.g., Physician Assisting, Pharmacy) and initiatives (e.g., 2+2 agreements with Tri-C and Lakeland) are expected to sustain and accelerate growth for the foreseeable future.
- Present and future growth is supported by the excellent job opportunities in health related fields. Faster than average growth rates are projected through 2014 by the Bureau of Labor Statistics ([www.bls.gov](http://www.bls.gov)) for physical therapy, occupational therapy, physician assistants (Health Sciences Dept.), psychologists (Psychology Dept.), medical technologists (Biology Dept.), pharmacists (pre-pharmacy program in Chemistry), physicians (Biology, Chemistry, and Health Sciences), and medical scientists (graduate programs in Biology, Chemistry, and Physics).
- Enhanced advising efforts have significantly reduced the number of undecided students. This reduction likely accounts for some of the growth in majors.

### HEALTH SCIENCES PROGRAMS

- Undergraduate and graduate programs in Health Sciences have experienced steady double digit growth in SCH over the last several years.
- A major source of the increase in Health Science majors is a result of the articulation agreement with Tri-C (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.
- Growth in undergraduate enrollment is anticipated to continue, as an additional articulation agreement with Lakeland Community College will be soon initiated.
- Substantial growth in graduate programs is anticipated with the initiation of several new programs including: the CSU-CCC MSHS program with concentration in Physician Assisting Science (started Summer 2007) and the Doctorate in Physical Therapy (DPT, started Spring 2008).
- The DPT will replace the two year Masters in Physical Therapy program, adding a third year. The Masters program in Occupational Therapy will maintain a stable base of 50 to 60 students for its two year program.

### OTHER GROWTH PROGRAMS

- There has been steady 5-year growth in the Pre-Pharmacy program, with continued growth anticipated resulting from the initiation of the NEOUCOP pre-pharmacy program, preparing students for admittance into the NEOUCOP PharmD program (as well as others).
- Other programs showing growth in both the number of majors and the total SCH include undergraduate programs in Chemistry, Environmental Science, and Speech and Hearing. Graduate masters programs in Mathematics and Chemistry have also shown growth.
- Graduates of our professional programs (Occupational Therapy, Physical Therapy, Speech Pathology and Audiology, School Psychology) have a greater than 95% pass rates on their professional licensing exams.

### DOCTORAL BIOLOGY, DOCTORAL CHEMISTRY AND MASTERS IN MEDICAL PHYSICS

- Graduate programs in Biology, Chemistry, and Physics are nationally/internationally visible programs that partner with the Cleveland Clinic. Early gains in enrollment appear to have flattened out in the past 3 years, possibly due to the absence of increases (there was an actual decrease in AY 2007-2008) in assistantships and other resources in those programs. Future growth in these programs will be determined by the availability of resources. Continued success of faculty in securing external funding to support graduate students can only partially offset the need for student support.

Table 3.6: College of Urban Affairs: Fall Enrollment by Level and Major, 5-year Trend

Department/Program	Description	2003	2004	2005	2006	2007	Percent Change	
							1 year	5 year
<b>Bachelor's</b>								
Urban Studies	Environmental Studies	9	11	9	13	13	0%	44%
	Public Safety Management	36	28	35	45	40	-11%	11%
	Urban Services Administration	49	43	42	55	51	-7%	4%
	Urban Studies	102	109	88	121	133	10%	30%
Other Urban Affairs	Pre-Urban Affairs	-	-	2	1	1	0%	-
	Undecided Urban Affairs	57	84	69	42	21	-50%	-63%
	Urban Affairs Certificate	1	-	-	-	-	-	-
<b>Total</b>		<b>254</b>	<b>275</b>	<b>245</b>	<b>277</b>	<b>259</b>	<b>-6%</b>	<b>2%</b>
<b>Master's</b>								
Urban Studies	Environmental Studies	12	12	14	14	15	7%	25%
	Non-Profit Management	3	6	6	10	3	-70%	0%
	Non-Profit Admin & Leadership	-	-	-	-	8	-	-
	Public Administration (MPA)	154	138	135	114	98	-14%	-36%
	Urban Economic Development	1	2	3	3	-	-	-
	Urban Geographic Information Systems	-	1	1	2	4	100%	-
	Urban Planning & Law	4	-	-	-	-	-	-
	Urban Planning and Design	53	54	45	67	68	1%	28%
	Urban Real Estate Development & Finance	8	6	2	7	4	-43%	-50%
	Urban Studies	19	19	17	20	21	5%	11%
Other Urban Affairs	Graduate Urban Affairs	82	76	68	64	77	20%	-6%
	Research Administration Cert	-	-	-	-	1	-	-
	Local Urban Management Cert	-	-	1	-	-	-	-
<b>Total</b>		<b>336</b>	<b>314</b>	<b>292</b>	<b>301</b>	<b>299</b>	<b>-1%</b>	<b>-11%</b>
<b>Doctoral</b>								
Urban Studies	Urban Studies	49	49	51	52	50	-4%	2%
<b>Urban Affairs Total</b>		<b>639</b>	<b>638</b>	<b>588</b>	<b>630</b>	<b>608</b>	<b>-3%</b>	<b>-5%</b>

**Maxine Goodman Levin College of Urban Affairs**

- The enrollment in the MUPDD program continues to be strong over the past five years. Graduates are working in a variety of fields related to urban planning, design and development. The MUPDD program was re-accredited by the Planning Accreditation Board in 2006.
- Majors in the undergraduate Urban Studies program have increased, indicating a strong interest in this major.

- The Levin College has launched a new graduate degree in Nonprofit Administration and Leadership to meet demand in this field.
- The MPA program was re-accredited by NASPAA in 2005.
- The Maxine Goodman Levin College is Ohio's only College of Urban Affairs and is ranked among the top eight schools of urban affairs in the United States. The College is ranked second in the graduate specialty of City Management and Urban Policy in *U.S. News and World Report's* 1998, 2002, 2005, and 2008 editions of America's Best Graduate Schools.

Table 3.7: College of Law: Fall Enrollment by Level and Major, 5-year Trend

Department/Program	Description	2003	2004	2005	2006	2007	Percent Change	
							1 year	5 year
Law	Law	772	710	698	667	659	-1%	-15%
	JD/MBA	23	24	19	16	23	44%	0%
	JD/MPA	7	8	11	12	15	25%	114%
	JD/MSES	-	-	1	2	1	-50%	-
	LAWVS	7	2	5	5	2	-60%	-71%
	JD/MES (Law and Environmental Studies)	1	1	3	2	3	50%	200%
	JD/MUP (Law and Urban Planning)	1	4	6	5	6	20%	500%
	Master of Laws	4	3	5	3	3	0%	-25%
<b>Law Total</b>		<b>815</b>	<b>752</b>	<b>748</b>	<b>712</b>	<b>712</b>	<b>0%</b>	<b>-13%</b>

#### Cleveland-Marshall College of Law

- Last academic year, our graduates excelled on the Ohio bar examination. On the July 2007 exam, 90% of our graduates passed on the first attempt, a rate which ranked our law school second in the state. The passage rate of all of our graduates who took the February 2008 exam ranked us first in the state.
- 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.
- More than half of the law school's faculty have advanced degrees in addition to their law degree.
- The College of Law library now has more than a half million volumes in its collection.
- The law school conducts a faculty exchange program with Westminster University College of Law in London and co-sponsors a student summer law institute in St. Petersburg, Russia.

Table 3.8: Undergraduate Studies: Fall Enrollment by Level and Major, 5-year Trend

Department/Program	Description	2003	2004	2005	2006	2007	Percent Change	
							1 year	5 year
<b>Bachelor's</b>								
Undergraduate Studies	Undergraduate Studies	789	594	361	164	95	-42%	-88%
	Pre-Business Administration	-	-	57	100	107	7%	-
	Pre-College of Engineering	-	-	16	31	31	0%	-
	Pre-Educ & Human Serv (Educ)	-	-	36	57	74	30%	-
	Pre-Educ & Human Serv (Nurs)	-	-	19	33	23	-30%	-
	Pre-Liberal Arts & Social Sci	-	-	56	120	185	54%	-
	Pre-Music	-	-	-	3	1	-67%	-
	Pre-Science	-	-	33	77	94	22%	-
	Pre-Social Work	-	-	6	2	2	0%	-
	Pre-Urban Affairs	-	-	3	7	5	-29%	-
	Project 60	204	201	244	225	260	16%	27%
	PSEOP	215	272	166	139	144	4%	-33%
	SYAP	2	-	1	1	24	2,300%	1,100%
	Undergraduate Nondegree	290	116	-	-	1	-	-100%
	Undergraduate Visiting	12	46	-	-	-	-	-
<b>Undergraduate Studies Total</b>		<b>1,512</b>	<b>1,229</b>	<b>998</b>	<b>959</b>	<b>1,046</b>	<b>9%</b>	<b>-31%</b>

**Note:** The significant jump in SYAP is related to the formation of the Chinese Academy

#### Undergraduate Studies<sup>1</sup>

<sup>1</sup>University Studies was replaced by the Office of Undergraduate Studies in August 2007.

- Undergraduate Studies: All provisional students were admitted into Undergraduate Studies (previously known as University Studies) without specification. Beginning 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.
- PSEOP and SYAP: PSEOP enrollment has remained stable over the past two academic years. With the recent changes to Ohio's PSEOP policy for students attending non-public schools, the number of non-public school students participating will increase; however, the total number of courses enrolled should remain constant. With more summer programs being offered for high school students to earn college credit, the number of SYAP students will continue to increase as it did in 2007 as a result of a Chinese Language Academy, sponsored by the Board of Regents.



Table 3.9: Undergraduate Non-Degree: Fall Enrollment by Level and Major, 5-year Trend

Department/Program	Description	2003	2004	2005	2006	2007	Percent Change	
							1 year	5 year
Undergraduate Non-Degree	Cross Registration Undergraduate	18	18	26	20	31	55%	72%
	Nondegree Post-baccalaureate	-	-	6	3	1	-67%	-
	Undergraduate Transient	-	-	35	38	49	29%	-
	Undergraduate Non-Degree	60	238	288	280	279	0%	365%
Other Non-Degree	Visiting	-	-	15	27	27	0%	-
<b>Undergraduate Non-Degree Total</b>		<b>78</b>	<b>256</b>	<b>370</b>	<b>368</b>	<b>387</b>	<b>5%</b>	<b>396%</b>

Table 3.10: Graduate Studies: Fall Enrollment by Level and Major, 5-year Trend

Department/Program	Description	2003	2004	2005	2006	2007	Percent Change	
							1 year	5 year
Graduate Non-Degree	Graduate Transient	-	-	4	11	8	-27%	-
	Graduate Non-Degree	156	88	77	52	45	-13%	-71%
	Graduate Visiting	-	-	126	24	42	75%	-
<b>Graduate Studies Total</b>		<b>156</b>	<b>88</b>	<b>207</b>	<b>87</b>	<b>95</b>	<b>9%</b>	<b>-39%</b>

Table 3.10a: Other<sup>1</sup>: Fall Enrollment by Level and Major, 5-year Trend

Department/Program	Description	2003	2004	2005	2006	2007	Percent Change	
							1 year	5 year
CSU	ESL Intensive Language Program	-	-	21	27	25	-7%	-
	USPL	-	-	8	1	-	-	-
	Graduate Special Degree	-	-	1	-	-	-	-
<b>CSU Total</b>		<b>-</b>	<b>-</b>	<b>30</b>	<b>28</b>	<b>25</b>	<b>-11%</b>	<b>-</b>

<sup>1</sup> English as a second language and special programs related to hurricane Katrina aid.

**Table 3.11: Dual Major Enrollment by College and Academic Level  
Fall 2007**

Department/Program	Major	Undergraduate	Graduate	Total
<b>College of Business</b>				
Accounting	Accounting	3		3
	Financial Accounting & Audit		3	3
Business Administration	Business Administration	2	2	4
Computer & Information Science	Computer Science	2		2
	Computer and Information Science	2		2
	Information Systems	1		1
Finance	Finance	17		17
Management & Labor Relations	Management & Labor Relations	6		6
Marketing	Marketing	5		5
Operation Management & Business Statistics	Operation Management & Business Statistics	5		5
Other Business	Business Economics	2		2
	Graduate Business		3	3
	International Business	12		12
	Pre-Business Administration	1		1
<b>Total Business</b>		<b>58</b>	<b>8</b>	<b>66</b>
<b>College of Liberal Arts and Social Sciences</b>				
Anthropology	Anthropology	4		4
Art	Art	7		7
	Graphic Design	5		5
Communication	Communication	18		18
	Communication Management	1		1
	Dramatic Arts	3		3
	Film and Digital Media	10		10
	Journalism & Promotional Communication	12		12
	Multimedia Advertising Certificate	2		2
Economics	Economics	1		1
English	English	9		9
History	History	12		12
	Social Studies	19		19

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**Table 3.11: Dual Major Enrollment by College and Academic Level  
Fall 2007**

*continued from previous page*

Department/Program	Major	Undergraduate	Graduate	Total
Interdisciplinary	Classical And Medieval Studies	1		1
	Liberal Studies	2		2
	Linguistics	5		5
	Women's Studies	2		2
Modern Languages	Spanish	12		12
Music	Music	1		1
	Pre-Music	1		1
Other CLASS	Pre-Education	1		1
Philosophy	Advanced Study in Bioethics		1	1
	Philosophy	3	1	4
Political Science/IR	International Relations	3		3
	Political Science	14		14
Religious Studies	Religious Studies	4		4
Sociology	Criminology	13		13
	Social Science	3		3
	Sociology	36	1	37
<b>Total Class</b>		<b>204</b>	<b>3</b>	<b>207</b>
<b>College of Education and Human Services</b>				
CASAL	Adult Learning and Development		1	1
	Adult Learning and Development Certificate		1	1
	Educational Administration		1	1
Doctoral	Urban Education: Learning		2	2
Nursing	Basic Nursing	3		3
	Nursing RN	1		1
	Pre-Nursing	2		2
Other Education	Graduate Education		3	3
	Graduate Education Licensure		1	1
Teachers Education	Certificate Program in TESOL	1	1	2
	Curriculum and Instruction		1	1
	Middle Childhood Education	2		2
<b>Total College of Education and Human Services</b>		<b>9</b>	<b>11</b>	<b>20</b>

*continued on next page*

**Table 3.11: Dual Major Enrollment by College and Academic Level  
Fall 2007**

*continued from previous page*

Department/Program	Major	Undergraduate	Graduate	Total
<b>College of Engineering</b>				
Chemical & Biomedical Engineering	Chemical Engineering	2	2	4
Civil & Environmental Engineering	Civil Engineering	2		2
	Engineering Mechanics		1	1
	Environmental Engineering		1	1
Doctor of Engineering	Mechanical Engineering		1	1
Electrical & Computer Engineering	Computer Engineering	9		9
	Electrical Engineering	1		1
Engineering Technology	Mechanical Engineering Technology	1		1
Industrial & Manufacturing Engineering	Industrial & Manufacturing Engineering		1	1
Mechanical Engineering	Mechanical Engineering	1	1	2
<b>Total College of Engineering</b>		<b>16</b>	<b>7</b>	<b>23</b>
<b>College of Law</b>				
			<b>Law</b>	<b>Total</b>
Law	Law and Urban Planning		1	1
<b>Total College of Law</b>			<b>1</b>	<b>1</b>
<b>College of Science</b>				
		<b>Undergraduate</b>	<b>Graduate</b>	<b>Total</b>
Biology, Geology & Environmental Science	Biology	10	1	11
	Environmental Sciences	1		1
Chemistry	Chemistry	4		4
	Clinical Bioanalytical-Chemistry		8	8
	CSU/UT Pharmacy Partnership	1		1
	Pre-Pharmacy	2		2
Health Sciences	Gerontology Certificate	1		1
	Occupational Therapy	1		1
	Speech & Hearing	3		
Other Science	Pre-Medicine	5		5
	Pre-Nursing	1		1
	Undecided Science	1		1
Physics	Physics	5		5
Psychology	Psychology	27	2	29
<b>Total College of Science</b>		<b>69</b>	<b>12</b>	<b>81</b>

*continued on next page*

**Table 3.11: Dual Major Enrollment by College and Academic Level  
Fall 2007**

*continued from previous page*

Department/Program	Major	Undergraduate	Graduate	Total
<b>College of Urban Affairs</b>				
Other Urban Affairs	Graduate Urban Affairs		1	1
	Local Urban Management Cert		3	3
Urban Studies	Urban Economic Development		2	2
	Urban Geographic Information Systems	3		3
	Urban Services Administration	2		2
	Urban Studies	1	1	2
<b>Total College of Urban Affairs</b>		<b>6</b>	<b>7</b>	<b>13</b>
Other	ESL Intensive Language Program	2		2
<b>Total Other</b>		<b>2</b>		<b>2</b>
<b>University Total</b>		<b>364</b>	<b>49</b>	<b>413</b>

**Note:** Graduate Total Includes 1 Law Dual Major

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

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

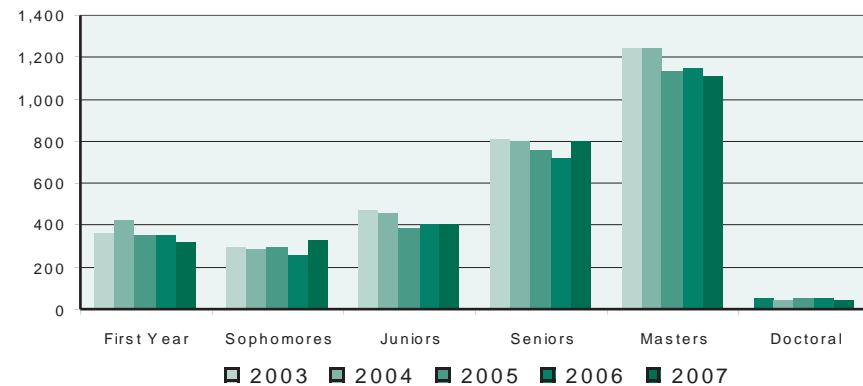
Class Standing	2003	%	2004	%	2005	%	2006	%	2007	%	Percent Change	
											1 year	5 year
First Year	360	11%	421	13%	355	12%	353	12%	315	11%	-11%	-13%
Sophomores	290	9%	285	9%	295	10%	259	9%	325	11%	25%	12%
Juniors	469	15%	454	14%	388	13%	405	14%	406	14%	0%	-13%
Seniors	811	25%	799	25%	754	25%	723	25%	796	27%	10%	-2%
Masters	1,242	38%	1,243	38%	1,130	38%	1,152	39%	1,105	37%	-4%	-11%
Doctoral	54	2%	47	1%	53	2%	51	2%	40	1%	-22%	-26%
<b>Total</b>	<b>3,226</b>	<b>100%</b>	<b>3,249</b>	<b>100%</b>	<b>2,975</b>	<b>100%</b>	<b>2,943</b>	<b>100%</b>	<b>2,987</b>	<b>100%</b>	<b>1%</b>	<b>-7%</b>

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

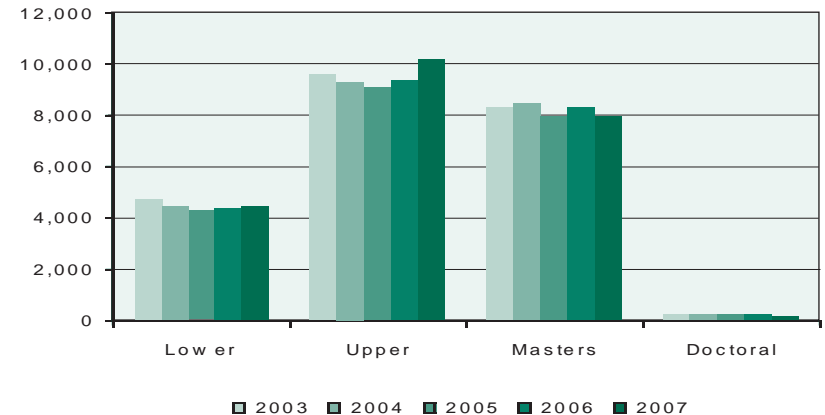
Class Standing	2003	%	2004	%	2005	%	2006	%	2007	%	Percent Change	
											1 year	5 year
Lower (100-299)	4,693	21%	4,453	20%	4,190	20%	4,359	20%	4,415	19%	1%	-6%
Upper (300-499)	9,600	42%	9,304	42%	9,090	42%	9,325	42%	10,176	45%	9%	6%
Masters (500-699)	8,318	36%	8,416	38%	7,953	37%	8,257	37%	7,960	35%	-4%	-4%
Doctoral (700-899)	196	1%	179	1%	182	1%	200	1%	151	1%	-25%	-23%
<b>Total</b>	<b>22,807</b>	<b>100%</b>	<b>22,352</b>	<b>100%</b>	<b>21,415</b>	<b>100%</b>	<b>22,141</b>	<b>100%</b>	<b>22,702</b>	<b>100%</b>	<b>3%</b>	<b>0%</b>

**Note:** In 2007 Public Health courses are reported under the College of Education and Human Services. In prior years they are reported 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 (Excluding First College)  
Fall Enrollment by Class Standing & Student Credit Hours: 5-Year Trend**

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

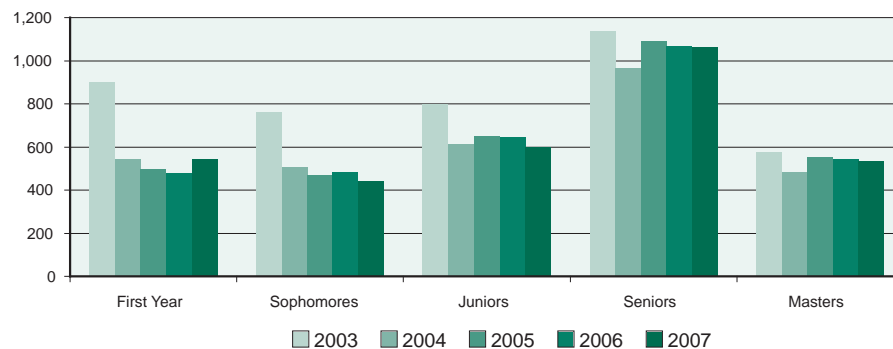
Class Standing	2003	%	2004	%	2005	%	2006	%	2007	%	Percent Change	
											1 year	5 year
First Year	899	22%	541	17%	497	15%	479	15%	544	17%	14%	-39%
Sophomores	763	18%	508	16%	467	14%	484	15%	440	14%	-9%	-42%
Juniors	797	19%	614	20%	648	20%	643	20%	598	19%	-7%	-25%
Seniors	1,139	27%	963	31%	1,090	33%	1,066	33%	1,061	33%	0%	-7%
Masters	573	14%	483	16%	555	17%	542	17%	534	17%	-1%	-7%
<b>Total</b>	<b>4,171</b>	<b>100%</b>	<b>3,109</b>	<b>100%</b>	<b>3,257</b>	<b>100%</b>	<b>3,214</b>	<b>100%</b>	<b>3,177</b>	<b>100%</b>	<b>-1%</b>	<b>-24%</b>

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

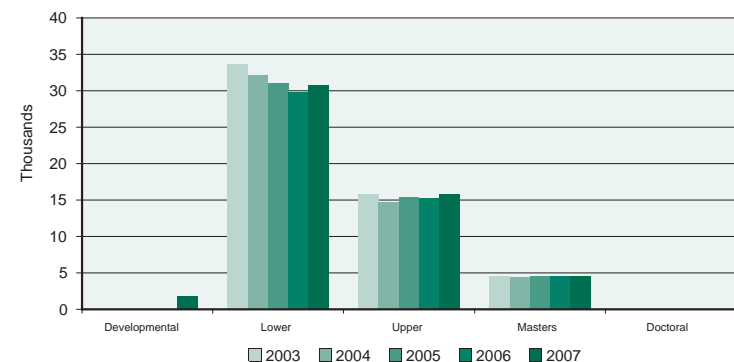
Class Standing	2003	%	2004	%	2005	%	2006	%	2007	%	Percent Change	
											1 year	5 year
Developmental									1,729			
Lower (100-299)	33,611	62%	32,241	63%	31,035	61%	29,808	60%	30,836	58%	3%	-8%
Upper (300-499)	15,775	29%	14,693	29%	15,357	30%	15,211	31%	15,807	30%	4%	0%
Masters (500-699)	4,503	8%	4,402	9%	4,577	9%	4,516	9%	4,497	9%	0%	0%
Doctoral (700-899)	23	0%	4	0%	32	0%	-	0%	-	0%	-	-
<b>Total</b>	<b>53,912</b>	<b>100%</b>	<b>51,340</b>	<b>100%</b>	<b>51,001</b>	<b>100%</b>	<b>49,535</b>	<b>100%</b>	<b>52,869</b>	<b>100%</b>	<b>7%</b>	<b>-2%</b>

**Note:** In 2007 developmental English courses are reported in CLASS. In prior years these credit hours are reported under Undergraduate Studies.

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



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



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

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

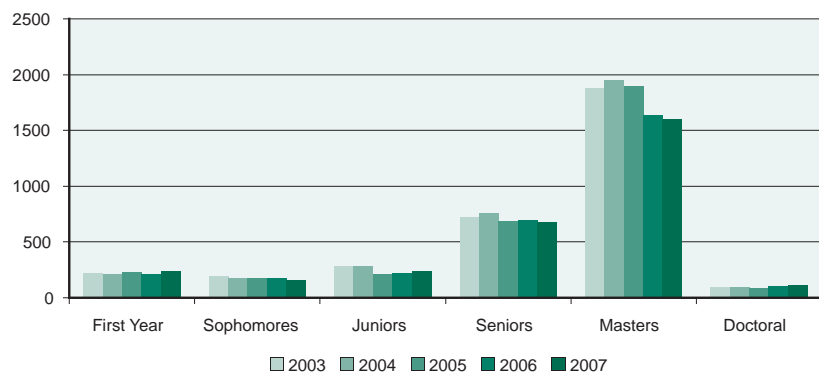
Class Standing											Percent Change	
	2003	%	2004	%	2005	%	2006	%	2007	%	1 year	5 year
First Year	219	6%	212	6%	234	7%	210	7%	237	8%	13%	8%
Sophomores	193	6%	169	5%	172	5%	175	6%	161	5%	-8%	-17%
Juniors	278	8%	276	8%	213	6%	221	7%	229	8%	4%	-18%
Seniors	722	21%	760	22%	688	21%	693	23%	678	23%	-2%	-6%
Masters	1,877	55%	1,946	56%	1,894	58%	1,637	54%	1,600	53%	-2%	-15%
Doctoral	98	3%	97	3%	88	3%	103	3%	108	4%	5%	10%
<b>Total</b>	<b>3,387</b>	<b>100%</b>	<b>3,460</b>	<b>100%</b>	<b>3,289</b>	<b>100%</b>	<b>3,039</b>	<b>100%</b>	<b>3,013</b>	<b>100%</b>	<b>-1%</b>	<b>-11%</b>

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

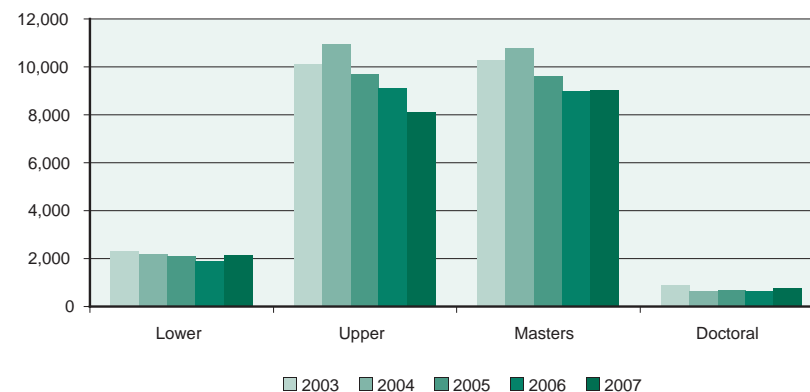
Class Standing											Percent Change	
	2003	%	2004	%	2005	%	2006	%	2007	%	1 year	5 year
Lower (100-299)	2,320	10%	2,194	9%	2,123	10%	1,911	9%	2,144	11%	12%	-8%
Upper (300-499)	10,125	43%	10,960	45%	9,722	44%	9,122	44%	8,111	40%	-11%	-20%
Masters (500-699)	10,291	44%	10,765	44%	9,610	43%	9,000	44%	9,041	45%	0%	-12%
Doctoral (700-899)	900	4%	641	3%	694	3%	650	3%	783	4%	20%	-13%
<b>Total</b>	<b>23,636</b>	<b>100%</b>	<b>24,560</b>	<b>100%</b>	<b>22,149</b>	<b>100%</b>	<b>20,683</b>	<b>100%</b>	<b>20,079</b>	<b>100%</b>	<b>-3%</b>	<b>-15%</b>

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

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



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



**Table 3.15: College of Engineering  
Fall Enrollment by Class Standing & Student Credit Hours: 5-Year Trend**

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

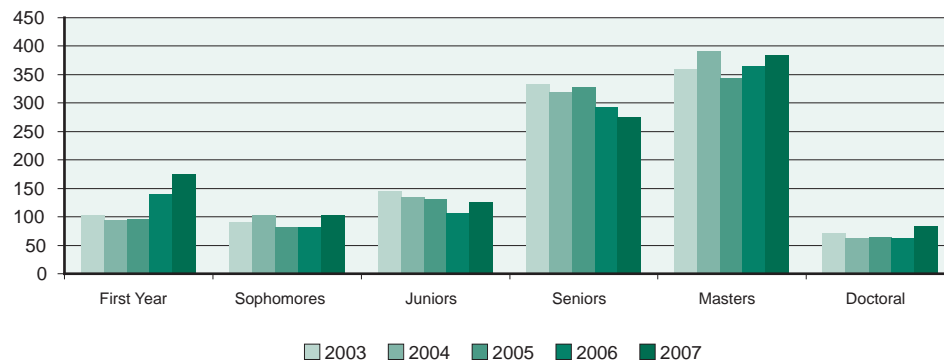
Course Level											Percent Change	
	2003	%	2004	%	2005	%	2006	%	2007	%	1 year	5 year
First Year	102	9%	94	9%	96	9%	141	13%	175	15%	24%	72%
Sophomores	90	8%	103	9%	81	8%	81	8%	104	9%	28%	16%
Juniors	145	13%	135	12%	132	13%	106	10%	125	11%	18%	-14%
Seniors	333	30%	318	29%	328	31%	292	28%	276	24%	-5%	-17%
Masters	359	33%	390	35%	343	33%	364	35%	384	33%	5%	7%
Doctoral	72	7%	63	6%	64	6%	62	6%	83	7%	34%	15%
<b>Total</b>	<b>1,101</b>	<b>100%</b>	<b>1,103</b>	<b>100%</b>	<b>1,044</b>	<b>100%</b>	<b>1,046</b>	<b>100%</b>	<b>1,147</b>	<b>100%</b>	<b>9.7%</b>	<b>4%</b>

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

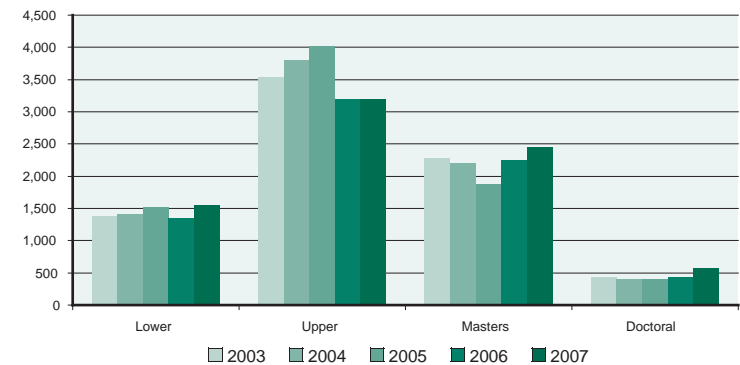
Course Level											Percent Change	
	2003	%	2004	%	2005	%	2006	%	2007	%	1 year	5 year
Lower (100-299)	1,372	18%	1,414	18%	1,515	19%	1,355	19%	1,550	20%	14%	13%
Upper (300-499)	3,538	46%	3,805	49%	4,012	51%	3,195	44%	3,191	41%	0%	-10%
Masters (500-699)	2,276	30%	2,197	28%	1,863	24%	2,249	31%	2,451	32%	9%	8%
Doctoral (700-899)	425	6%	396	5%	401	5%	429	6%	578	7%	35%	36%
<b>Total</b>	<b>7,611</b>	<b>100%</b>	<b>7,812</b>	<b>100%</b>	<b>7,791</b>	<b>100%</b>	<b>7,228</b>	<b>100%</b>	<b>7,770</b>	<b>100%</b>	<b>7%</b>	<b>2%</b>

**Note:** In 2007 developmental Math courses are reported in the College of Science. In prior years these credit hours are reported under Undergraduate Studies.

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



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



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

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

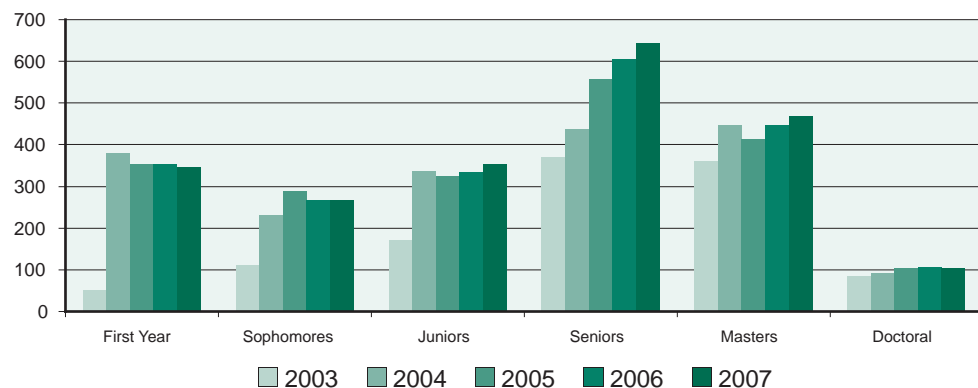
Class Standing											Percent Change	
	2003	%	2004	%	2005	%	2006	%	2007	%	1 year	5 year
First Year	50	4%	379	20%	353	17%	353	17%	346	16%	-2%	592%
Sophomores	110	10%	230	12%	289	14%	267	13%	267	12%	0%	143%
Juniors	172	15%	337	18%	325	16%	335	16%	354	16%	6%	106%
Seniors	370	32%	437	23%	558	27%	607	29%	644	29%	6%	74%
Masters	360	31%	447	23%	414	20%	448	21%	470	22%	5%	31%
Doctoral	86	7%	92	5%	105	5%	106	5%	105	5%	-1%	22%
<b>Total</b>	<b>1,148</b>	<b>100%</b>	<b>1,922</b>	<b>100%</b>	<b>2,044</b>	<b>100%</b>	<b>2,116</b>	<b>100%</b>	<b>2,186</b>	<b>100%</b>	<b>3%</b>	<b>90%</b>

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

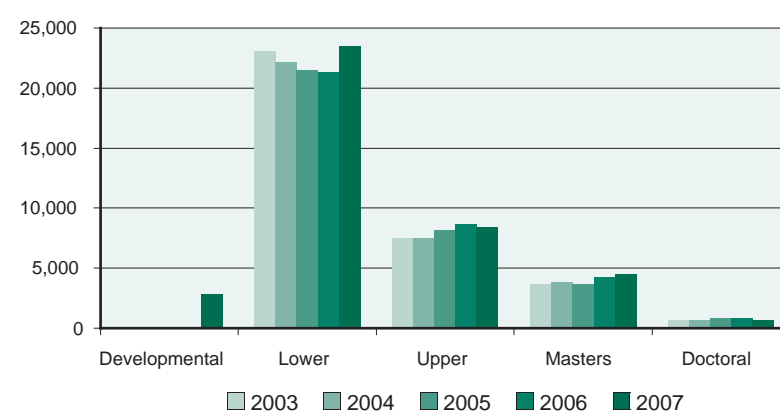
Class Standing											Percent Change	
	2003	%	2004	%	2005	%	2006	%	2007	%	1 year	5 year
Developmental									2,812	7%		
Lower (100-299)	23,005	66%	22,115	65%	21,482	63%	21,298	61%	23,443	59%	10%	2%
Upper (300-499)	7,493	22%	7,454	22%	8,162	24%	8,665	25%	8,437	21%	-3%	13%
Masters (500-699)	3,620	10%	3,803	11%	3,600	11%	4,205	12%	4,485	11%	7%	24%
Doctoral (700-899)	684	2%	644	2%	790	2%	793	2%	694	2%	-12.5%	1%
<b>Total</b>	<b>34,802</b>	<b>100%</b>	<b>34,016</b>	<b>100%</b>	<b>34,034</b>	<b>100%</b>	<b>34,961</b>	<b>100%</b>	<b>39,871</b>	<b>100%</b>	<b>14%</b>	<b>15%</b>

**Note:** In 2007 developmental Math courses are reported in the College of Science. In prior years these credit hours are reported under Undergraduate Studies.

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



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



**Table 3.17: College of Urban Affairs  
Fall Enrollment by Class Standing & Student Credit Hours: 5-Year Trend**

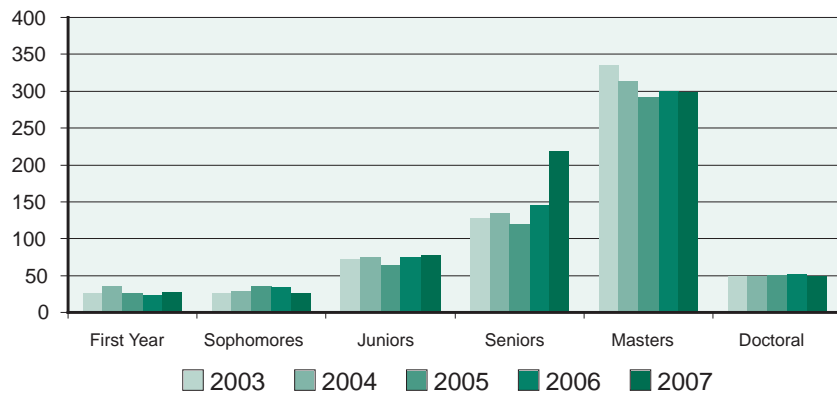
**Table 3.17a: Enrollment by Class Standing**

Class Standing	2003		2004		2005		2006		2007		Percent Change	
	Count	%	Count	%	Count	%	Count	%	Count	%	1 year	5 year
First Year	26	4%	35	5%	26	4%	23	4%	28	5%	22%	8%
Sophomores	27	4%	30	5%	35	6%	34	5%	26	4%	-24%	-4%
Juniors	73	11%	75	12%	64	11%	74	12%	77	13%	4%	5%
Seniors	128	20%	135	21%	120	20%	146	23%	219	36%	50%	71%
Masters	336	53%	314	49%	292	50%	301	48%	299	49%	-1%	-11%
Doctoral	49	8%	49	8%	51	9%	52	8%	50	8%	-4%	2%
<b>Total</b>	<b>639</b>	<b>100%</b>	<b>638</b>	<b>100%</b>	<b>588</b>	<b>100%</b>	<b>630</b>	<b>100%</b>	<b>608</b>	<b>100%</b>	<b>-3%</b>	<b>-5%</b>

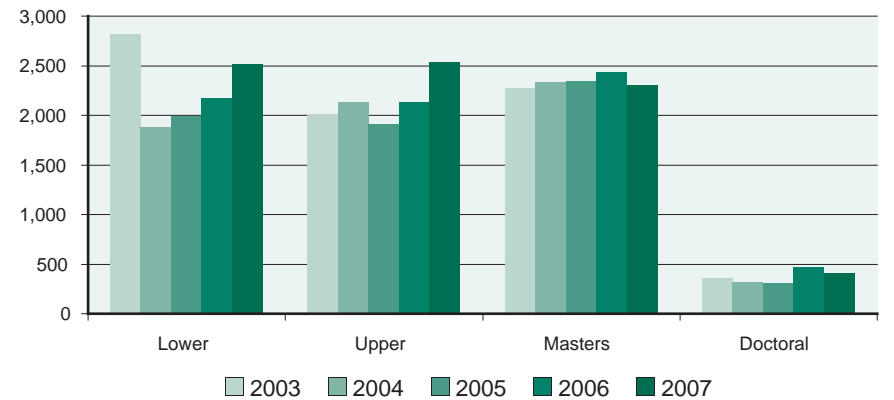
**Table 3.17b: Student Credit Hours by Course Level**

Class Standing	2003		2004		2005		2006		2007		Percent Change	
	Count	%	Count	%	Count	%	Count	%	Count	%	1 year	5 year
Lower (100-299)	2,810	38%	1,886	28%	1,985	30%	2,172	30%	2,517	32%	16%	-10%
Upper (300-499)	1,998	27%	2,129	32%	1,909	29%	2,132	30%	2,537	33%	19%	27%
Masters (500-699)	2,274	31%	2,329	35%	2,348	36%	2,435	34%	2,306	30%	-5%	1%
Doctoral (700-899)	356	5%	324	5%	306	5%	466	6%	407	5%	-13%	14%
<b>Total</b>	<b>7,438</b>	<b>100%</b>	<b>6,668</b>	<b>100%</b>	<b>6,548</b>	<b>100%</b>	<b>7,205</b>	<b>100%</b>	<b>7,767</b>	<b>100%</b>	<b>8%</b>	<b>4%</b>

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



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



**Table 3.18: College of Law  
Fall Enrollment by Class Standing & Student Credit Hours: 5-Year Trend**

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

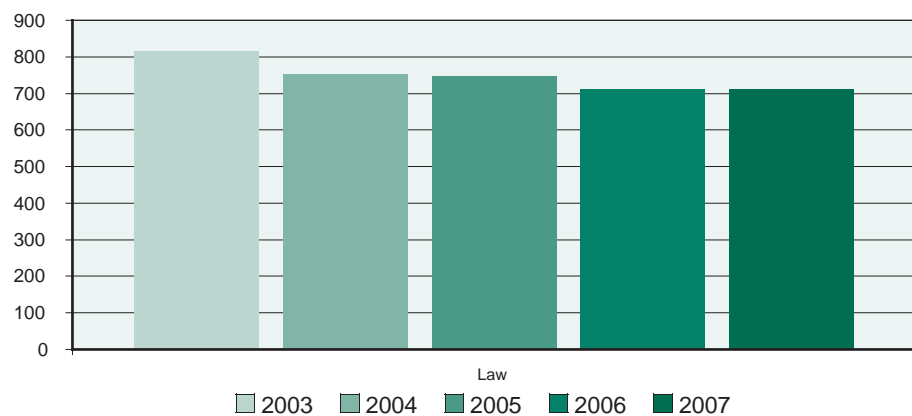
Class Standing	2003	%	2004	%	2005	%	2006	%	2007	%	Percent Change	
											1 year	5 year
Law	815	100%	752	100%	748	100%	712	100%	712	100%	0%	-13%
<b>Total</b>	<b>815</b>	<b>100%</b>	<b>752</b>	<b>100%</b>	<b>748</b>	<b>100%</b>	<b>712</b>	<b>100%</b>	<b>712</b>	<b>100%</b>	<b>0%</b>	<b>-13%</b>

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

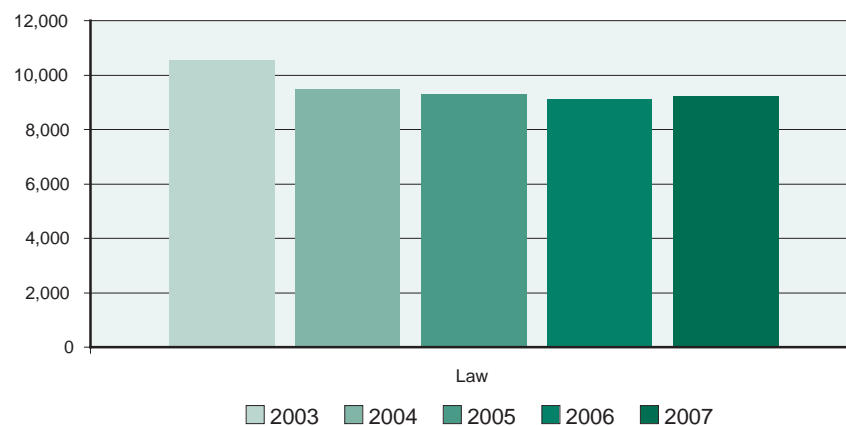
Class Standing	2003	%	2004	%	2005	%	2006	%	2007	%	Percent Change	
											1 year	5 year
Law	10,526	100%	9,466	100%	9,302	100%	9,113	100%	9,204	100%	1%	-13%
<b>Total</b>	<b>10,526</b>	<b>100%</b>	<b>9,466</b>	<b>100%</b>	<b>9,302</b>	<b>100%</b>	<b>9,113</b>	<b>100%</b>	<b>9,204</b>	<b>100%</b>	<b>1%</b>	<b>-13%</b>

**Note:** The significant drop in Fall 2004 enrollment is due to new selective admission criteria introduced that term.

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



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





**Table 3.19: Undergraduate Studies  
Fall Enrollment by Class Standing & Student Credit Hours: 5-Year Trend**

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

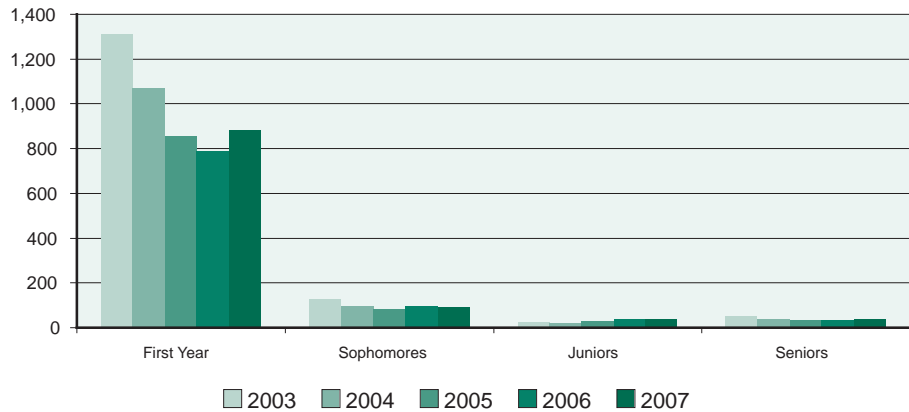
Class Standing											Percent Change	
	2003	%	2004	%	2005	%	2006	%	2007	%	1 year	5 year
First Year	1,310	87%	1,072	87%	853	85%	789	82%	880	84%	12%	-33%
Sophomores	125	8%	99	8%	83	8%	97	10%	93	9%	-4%	-26%
Juniors	26	2%	23	2%	29	3%	40	4%	37	4%	-8%	42%
Seniors	51	3%	35	3%	33	3%	33	3%	36	3%	9%	-29%
<b>Total</b>	<b>1,512</b>	<b>100%</b>	<b>1,229</b>	<b>100%</b>	<b>998</b>	<b>100%</b>	<b>959</b>	<b>100%</b>	<b>1,046</b>	<b>100%</b>	<b>9%</b>	<b>-31%</b>

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

Course Level											Percent Change	
	2003	%	2004	%	2005	%	2006	%	2007	%	1 year	5 year
Developmental	4,246	73%	4,030	72%	3,943	82%	4,218	82%	-	-	-	-
Lower (100-299)	1,595	27%	1,589	28%	880	18%	903	18%	1,039	100%	15%	-35%
<b>Total</b>	<b>5,841</b>	<b>100%</b>	<b>5,619</b>	<b>100%</b>	<b>4,823</b>	<b>100%</b>	<b>5,121</b>	<b>100%</b>	<b>1,039</b>	<b>100%</b>	<b>-80%</b>	<b>-82%</b>

**Note:** Remedial English moves to CLASS for 2007. Remedial Math moves to the College of Science.

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



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

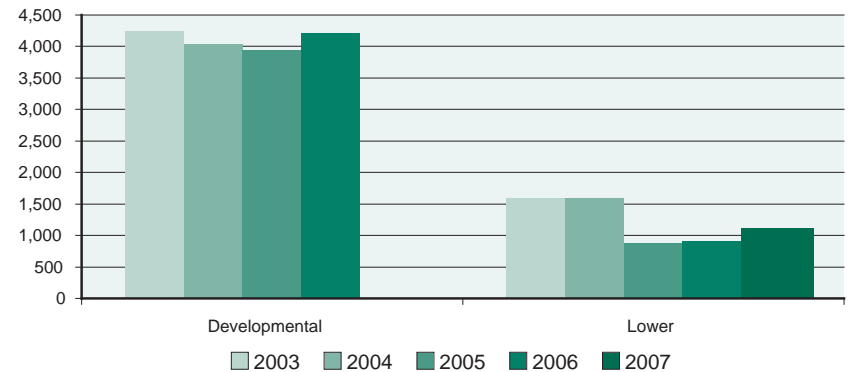


Table 3.20: CSU Total Fall Enrollment by College and Race: 5-Year Trend

College	Race	2003		2004		2005		2006		2007		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Business	White	1,946	60%	1,985	61%	1,797	60%	1,718	58%	1,781	60%	4%	-8%
	Black	417	13%	440	14%	416	14%	449	15%	454	15%	1%	9%
	Hispanic	74	2%	74	2%	53	2%	54	2%	63	2%	17%	-15%
	Asian or Pacific Islander	156	5%	129	4%	114	4%	112	4%	121	4%	8%	-22%
	Native American	9	0%	6	0%	7	0%	3	0%	3	0%	0%	-67%
	Non-Resident Alien	350	11%	336	10%	292	10%	318	11%	301	10%	-5%	-14%
	Unknown	274	8%	279	9%	296	10%	289	10%	264	9%	-9%	-4%
	<b>Total</b>	<b>3,226</b>	<b>100%</b>	<b>3,249</b>	<b>100%</b>	<b>2,975</b>	<b>100%</b>	<b>2,943</b>	<b>100%</b>	<b>2,987</b>	<b>100%</b>	<b>1%</b>	<b>-7%</b>
CLASS	White	2,591	62%	1,927	62%	1,973	61%	1,957	61%	1,961	62%	0%	-24%
	Black	920	22%	689	22%	784	24%	752	23%	735	23%	-2%	-20%
	Hispanic	134	3%	90	3%	95	3%	105	3%	102	3%	-3%	-24%
	Asian or Pacific Islander	71	2%	42	1%	52	2%	50	2%	50	2%	0%	-30%
	Native American	10	0%	11	0%	14	0%	11	0%	13	0%	18%	30%
	Non-Resident Alien	65	2%	48	2%	55	2%	65	2%	51	2%	-22%	-22%
	Unknown	380	9%	302	10%	284	9%	275	9%	265	8%	-4%	-30%
	<b>Total</b>	<b>4,171</b>	<b>100%</b>	<b>3,109</b>	<b>100%</b>	<b>3,257</b>	<b>100%</b>	<b>3,215</b>	<b>100%</b>	<b>3,177</b>	<b>100%</b>	<b>-1%</b>	<b>-24%</b>
First College	White	78	54%	36	48%	-	-	-	-	-	-	-	-
	Black	38	26%	28	37%	-	-	-	-	-	-	-	-
	Hispanic	2	1%	1	1%	-	-	-	-	-	-	-	-
	Asian or Pacific Islander	4	3%	3	4%	-	-	-	-	-	-	-	-
	Native American	2	1%	1	1%	-	-	-	-	-	-	-	-
	Non-Resident Alien		0%		0%	-	-	-	-	-	-	-	-
	Unknown	20	14%	6	8%	-	-	-	-	-	-	-	-
	<b>Total</b>	<b>144</b>	<b>100%</b>	<b>75</b>	<b>100%</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Education	White	2,327	69%	2,394	69%	2,260	69%	2,007	66%	1,919	64%	-4%	-18%
	Black	632	19%	575	17%	577	18%	577	19%	625	21%	8%	-1%
	Hispanic	87	3%	75	2%	79	2%	69	2%	73	2%	6%	-16%
	Asian or Pacific Islander	28	1%	26	1%	27	1%	38	1%	46	2%	21%	64%
	Native American	9	0%	5	0%	4	0%	8	0%	7	0%	-13%	-22%
	Non-Resident Alien	31	1%	26	1%	32	1%	34	1%	36	1%	6%	16%
	Unknown	273	8%	359	10%	310	9%	305	10%	307	10%	1%	12%
	<b>Total</b>	<b>3,387</b>	<b>100%</b>	<b>3,460</b>	<b>100%</b>	<b>3,289</b>	<b>100%</b>	<b>3,038</b>	<b>100%</b>	<b>3,013</b>	<b>100%</b>	<b>-1%</b>	<b>-11%</b>
Engineering	White	572	52%	568	51%	534	51%	510	49%	563	49%	10%	-2%
	Black	71	6%	63	6%	70	7%	65	6%	71	6%	9%	0%
	Hispanic	17	2%	15	1%	17	2%	17	2%	21	2%	24%	24%
	Asian or Pacific Islander	38	3%	47	4%	48	5%	56	5%	56	5%	0%	47%
	Native American	1	0%	1	0%	3	0%	3	0%	2	0%	-33%	100%
	Non-Resident Alien	321	29%	325	29%	295	28%	327	31%	367	32%	12%	14%
	Unknown	81	7%	84	8%	77	7%	68	7%	67	6%	-1%	-17%
	<b>Total</b>	<b>1,101</b>	<b>100%</b>	<b>1,103</b>	<b>100%</b>	<b>1,044</b>	<b>100%</b>	<b>1,046</b>	<b>100%</b>	<b>1,147</b>	<b>100%</b>	<b>10%</b>	<b>4%</b>

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Table 3.20: CSU Total Fall Enrollment by College and Race: 5-Year Trend

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College	Race	2003		2004		2005		2006		2007		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Science	White	763	66%	1,205	63%	1,322	65%	1,366	65%	1,396	64%	2%	83%
	Black	142	12%	330	17%	338	17%	344	16%	363	17%	6%	156%
	Hispanic	27	2%	46	2%	58	3%	61	3%	62	3%	2%	130%
	Asian or Pacific Islander	35	3%	72	4%	85	4%	87	4%	79	4%	-9%	126%
	Native American	3	0%	1	0%	5	0%	7	0%	4	0%	-43%	33%
	Non-Resident Alien	81	7%	98	5%	99	5%	112	5%	117	5%	4%	44%
	Unknown	97	8%	170	9%	137	7%	139	7%	165	8%	19%	70%
	<b>Total</b>		<b>1,148</b>	<b>100%</b>	<b>1,922</b>	<b>100%</b>	<b>2,044</b>	<b>100%</b>	<b>2,116</b>	<b>100%</b>	<b>2,186</b>	<b>100%</b>	<b>3%</b>
Urban Affairs	White	359	56%	354	55%	312	53%	346	55%	323	53%	-7%	-10%
	Black	182	28%	189	30%	169	29%	167	27%	161	26%	-4%	-12%
	Hispanic	17	3%	11	2%	18	3%	18	3%	16	3%	-11%	-6%
	Asian or Pacific Islander	6	1%	5	1%	6	1%	4	1%	4	1%	0%	-33%
	Native American		0%	1	0%		0%		0%	4	1%		
	Non-Resident Alien	21	3%	20	3%	25	4%	35	6%	39	6%	11%	86%
	Unknown	54	8%	58	9%	58	10%	60	10%	61	10%	2%	13%
	<b>Total</b>		<b>639</b>	<b>100%</b>	<b>638</b>	<b>100%</b>	<b>588</b>	<b>100%</b>	<b>630</b>	<b>100%</b>	<b>608</b>	<b>100%</b>	<b>-3%</b>
Law	White	704	86%	607	81%	587	78%	535	75%	523	73%	-2%	-26%
	Black	44	5%	48	6%	45	6%	50	7%	50	7%	0%	14%
	Hispanic	20	2%	24	3%	18	2%	19	3%	20	3%	5%	0%
	Asian or Pacific Islander	22	3%	27	4%	25	3%	22	3%	19	3%	-14%	-14%
	Native American	2	0%	2	0%	4	1%	4	1%	4	1%	0%	100%
	Non-Resident Alien	9	1%	10	1%	12	2%	8	1%	10	1%	25%	11%
	Unknown	14	2%	34	5%	57	8%	74	10%	86	12%	16%	514%
	<b>Total</b>		<b>815</b>	<b>100%</b>	<b>752</b>	<b>100%</b>	<b>748</b>	<b>100%</b>	<b>712</b>	<b>100%</b>	<b>712</b>	<b>100%</b>	<b>0%</b>
Undergraduate Studies <sup>1</sup>	White	708	87%	508	68%	415	55%	415	43%	396	38%	-5%	-44%
	Black	450	55%	365	49%	333	45%	310	32%	358	34%	15%	-20%
	Hispanic	48	6%	30	4%	29	4%	34	4%	43	4%	26%	-10%
	Asian or Pacific Islander	47	6%	34	5%	36	5%	20	2%	28	3%	40%	-40%
	Native American	3	0%	7	1%	4	1%	4	0%	2	0%	-50%	-33%
	Non-Resident Alien	9	1%	2	0%	1	0%	2	0%	3	0%	50%	-67%
	Unknown	247	30%	283	38%	180	24%	174	18%	216	21%	24%	-13%
	<b>Total</b>		<b>1,512</b>	<b>100%</b>	<b>1,229</b>	<b>100%</b>	<b>998</b>	<b>100%</b>	<b>959</b>	<b>100%</b>	<b>1,046</b>	<b>100%</b>	<b>9%</b>
Undergraduate Non-Degree	White	36	46%	148	58%	241	65%	225	61%	256	66%	14%	611%
	Black	13	17%	28	11%	33	9%	44	12%	45	12%	2%	246%
	Hispanic	1	1%	6	2%	7	2%	9	2%	8	2%	-11%	700%
	Asian or Pacific Islander	7	9%	9	4%	15	4%	20	5%	21	5%	5%	200%
	Native American	1	1%		0%		0%	1	0%	1	0%	0%	0%
	Non-Resident Alien		0%	8	3%	5	1%	6	2%	3	1%	-50%	

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Table 3.20: CSU Total Fall Enrollment by College and Race: 5-Year Trend

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College	Race	2003		2004		2005		2006		2007		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Undergraduate													
Non-Degree <i>(continued)</i>	Unknown	20	26%	57	22%	69	19%	63	17%	53	14%	-16%	165%
	<b>Total</b>	<b>78</b>	<b>100%</b>	<b>256</b>	<b>100%</b>	<b>370</b>	<b>100%</b>	<b>368</b>	<b>100%</b>	<b>387</b>	<b>100%</b>	<b>5%</b>	<b>396%</b>
Graduate Studies	White	79	51%	52	59%	86	42%	46	53%	40	42%	-13%	-49%
	Black	44	28%	21	24%	29	14%	13	15%	20	21%	54%	-55%
	Hispanic	4	3%	3	3%	2	1%	1	1%	1	1%	0%	-75%
	Asian or Pacific Islander	1	1%	2	2%	3	1%	3	3%	5	5%	67%	400%
	Native American		0%		0%		0%		0%	2	2%		
	Non-Resident Alien	1	1%	1	1%	1	0%	1	1%	1	1%	0%	0%
	Unknown	27	17%	9	10%	86	42%	23	26%	26	27%	13%	-4%
	<b>Total</b>	<b>156</b>	<b>100%</b>	<b>88</b>	<b>100%</b>	<b>207</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>95</b>	<b>100%</b>	<b>9%</b>	<b>-39%</b>
Other	White					5	17%	1	4%	2	8%	100%	
	Black					3	10%		0%		0%		
	Hispanic						0%		0%		0%		
	Asian or Pacific Islander					2	7%	1	4%		0%		
	Native American						0%		0%		0%		
	Non-Resident Alien					14	47%	19	68%	23	92%	21%	
	Unknown					6	20%	7	25%		0%		
	<b>Total</b>					<b>30</b>	<b>100%</b>	<b>28</b>	<b>100%</b>	<b>25</b>	<b>100%</b>	<b>-11%</b>	
University	White	10,163	62%	9,784	62%	9,532	61%	9,126	60%	9,160	60%	0%	-10%
	Black	2,953	18%	2,776	17%	2,797	18%	2,771	18%	2,882	19%	4%	-2%
	Hispanic	431	3%	375	2%	376	2%	387	3%	409	3%	6%	-5%
	Asian or Pacific Islander	415	3%	396	2%	413	3%	413	3%	429	3%	4%	3%
	Native American	40	0%	35	0%	41	0%	41	0%	42	0%	2%	5%
	Non-Resident Alien	888	5%	874	6%	831	5%	927	6%	951	6%	3%	7%
	Unknown	1,487	9%	1,641	10%	1,560	10%	1,477	10%	1,510	10%	2%	2%
	<b>Total</b>	<b>16,377</b>	<b>100%</b>	<b>15,881</b>	<b>100%</b>	<b>15,550</b>	<b>100%</b>	<b>15,142</b>	<b>100%</b>	<b>15,383</b>	<b>100%</b>	<b>2%</b>	<b>-6%</b>

<sup>1</sup> University Studies was replaced by the Office of Undergraduate Studies in August 2007.

#### 5-Year Change Highlights

- The College of Business has shown consistent growth for Black and Hispanic students since 2005.
- CLASS had a slight decrease in enrollment in Black, Hispanic and Non-resident Aliens between 2006-07.
- Education shows a one year increase in all race categories except Native Americans. In fall 2007, the College of Education had a sizable Black student population (21%).
- In fall 2007, Non-resident Aliens comprised 32% of the College of Engineering. Growth in the

Non-resident Aliens category has steadily increased over the last 5 years.

- In fall 2007 the College of Science experienced increases in White, Black, Hispanic and Non-resident Alien students. COS has a significant African American student body and makes up 17% of their total enrollment in fall 2007.
- Overall, the College of Urban Affairs had the highest percentage of African American students in all academic colleges within the university. However, this percentage has decreased in the last 5 years.

- In the College of Law the White population has continued to decrease over the 5 year trend. Identifying the increase in specific race categories is not possible because of the large proportion of students in the unknown race category in fall 2007.
- At the university level, enrollment has increased between 2% and 7% in all categories, except White, Black and Hispanics over a 5 year period.
- Between 2006-2007 student enrollment in all race categories except for White is on the increase.

Table 3.21: CSU Undergraduate Fall Enrollment by College & Race: 5-Year Trend

College	Race	2003		2004		2005		2006		2007		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Business	White	1,215	63%	1,264	65%	1,167	65%	1,120	64%	1,188	64%	6%	-2%
	Black	314	16%	347	18%	322	18%	335	19%	350	19%	4%	11%
	Hispanic	54	3%	56	3%	40	2%	41	2%	47	3%	15%	-13%
	Asian or Pacific Islander	96	5%	72	4%	72	4%	70	4%	73	4%	4%	-24%
	Native American	5	0%	3	0%	4	0%	1	0%	2	0%	100%	-60%
	Non-Resident Alien	84	4%	81	4%	79	4%	72	4%	66	4%	-8%	-21%
	Unknown	162	8%	136	7%	108	6%	101	6%	116	6%	15%	-28%
	<b>Total</b>		<b>1,930</b>	<b>100%</b>	<b>1,959</b>	<b>100%</b>	<b>1,792</b>	<b>100%</b>	<b>1,740</b>	<b>100%</b>	<b>1,842</b>	<b>100%</b>	<b>6%</b>
CLASS	White	2,222	62%	1,633	62%	1,648	61%	1,637	61%	1,645	62%	0%	-26%
	Black	816	23%	580	22%	664	25%	646	24%	625	24%	-3%	-23%
	Hispanic	121	3%	85	3%	84	3%	88	3%	92	3%	5%	-24%
	Asian or Pacific Islander	63	2%	37	1%	45	2%	40	1%	45	2%	13%	-29%
	Native American	8	0%	11	0%	13	0%	10	0%	13	0%	30%	63%
	Non-Resident Alien	46	1%	32	1%	37	1%	40	1%	27	1%	-33%	-41%
	Unknown	322	9%	248	9%	211	8%	211	8%	196	7%	-7%	-39%
	<b>Total</b>		<b>3,598</b>	<b>100%</b>	<b>2,626</b>	<b>100%</b>	<b>2,702</b>	<b>100%</b>	<b>2,672</b>	<b>100%</b>	<b>2,643</b>	<b>100%</b>	<b>-1%</b>
First College	White	78	54%	36	48%	-	-	-	-	-	-	-	-
	Black	38	26%	28	37%	-	-	-	-	-	-	-	-
	Hispanic	2	1%	1	1%	-	-	-	-	-	-	-	-
	Asian or Pacific Islander	4	3%	3	4%	-	-	-	-	-	-	-	-
	Native American	2	1%	1	1%	-	-	-	-	-	-	-	-
	Non-Resident Alien		0%		0%	-	-	-	-	-	-	-	-
	Unknown	20	14%	6	8%	-	-	-	-	-	-	-	-
	<b>Total</b>		<b>144</b>	<b>100%</b>	<b>75</b>	<b>100%</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Education	White	1,023	72%	1,046	74%	969	74%	937	72%	888	68%	-5%	-13%
	Black	216	15%	194	14%	187	14%	213	16%	250	19%	17%	16%
	Hispanic	31	2%	38	3%	38	3%	37	3%	35	3%	-5%	13%
	Asian or Pacific Islander	16	1%	15	1%	14	1%	20	2%	30	2%	50%	88%
	Native American	2	0%	1	0%	3	0%	4	0%	5	0%	25%	150%
	Non-Resident Alien	13	1%	14	1%	16	1%	9	1%	6	0%	-33%	-54%
	Unknown	111	8%	109	8%	80	6%	79	6%	91	7%	15%	-18%
	<b>Total</b>		<b>1,412</b>	<b>100%</b>	<b>1,417</b>	<b>100%</b>	<b>1,307</b>	<b>100%</b>	<b>1,299</b>	<b>100%</b>	<b>1,305</b>	<b>100%</b>	<b>0%</b>

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Table 3.21: CSU Undergraduate Fall Enrollment by College &amp; Race: 5-Year Trend

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College	Race	2003		2004		2005		2006		2007		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Engineering	White	473	71%	461	71%	430	68%	403	65%	440	65%	9%	-7%
	Black	63	9%	53	8%	58	9%	55	9%	60	9%	9%	-5%
	Hispanic	14	2%	13	2%	16	3%	17	3%	20	3%	18%	43%
	Asian or Pacific Islander	24	4%	28	4%	34	5%	43	7%	46	7%	7%	92%
	Native American	1	0%	1	0%	2	0%	2	0%	2	0%	0%	100%
	Non-Resident Alien	32	5%	30	5%	35	5%	45	7%	56	8%	24%	75%
	Unknown	63	9%	64	10%	62	10%	55	9%	56	8%	2%	-11%
	<b>Total</b>	<b>670</b>	<b>100%</b>	<b>650</b>	<b>100%</b>	<b>637</b>	<b>100%</b>	<b>620</b>	<b>100%</b>	<b>680</b>	<b>100%</b>	<b>10%</b>	<b>1%</b>
Science	White	467	67%	859	62%	989	65%	1,007	64%	1,034	64%	3%	121%
	Black	103	15%	268	19%	285	19%	299	19%	320	20%	7%	211%
	Hispanic	18	3%	40	3%	50	3%	55	4%	53	3%	-4%	194%
	Asian or Pacific Islander	26	4%	64	5%	72	5%	71	5%	66	4%	-7%	154%
	Native American	2	0%	1	0%	4	0%	6	0%	3	0%	-50%	50%
	Non-Resident Alien	17	2%	20	1%	22	1%	29	2%	27	2%	-7%	59%
	Unknown	69	10%	131	9%	103	7%	95	6%	108	7%	14%	57%
	<b>Total</b>	<b>702</b>	<b>100%</b>	<b>1,383</b>	<b>100%</b>	<b>1,525</b>	<b>100%</b>	<b>1,562</b>	<b>100%</b>	<b>1,611</b>	<b>100%</b>	<b>3%</b>	<b>129%</b>
Urban Affairs	White	140	55%	152	55%	133	54%	154	56%	145	56%	-6%	4%
	Black	80	31%	94	34%	85	35%	90	32%	82	32%	-9%	3%
	Hispanic	7	3%	7	3%	8	3%	8	3%	8	3%	0%	14%
	Asian or Pacific Islander	1	0%	2	1%	1	0%		0%		0%		
	Native American		0%		0%		0%		0%	2	1%		
	Non-Resident Alien		0%		0%	1	0%		0%		0%		
	Unknown	26	10%	20	7%	17	7%	25	9%	22	8%	-12%	-15%
	<b>Total</b>	<b>254</b>	<b>100%</b>	<b>275</b>	<b>100%</b>	<b>245</b>	<b>100%</b>	<b>277</b>	<b>100%</b>	<b>259</b>	<b>100%</b>	<b>-6%</b>	<b>2%</b>
Undergraduate Studies <sup>1</sup>	White	708	47%	508	41%	415	42%	415	43%	396	38%	-5%	-44%
	Black	450	30%	365	30%	333	33%	310	32%	358	34%	15%	-20%
	Hispanic	48	3%	30	2%	29	3%	34	4%	43	4%	26%	-10%
	Asian or Pacific Islander	47	3%	34	3%	36	4%	20	2%	28	3%	40%	-40%
	Native American	3	0%	7	1%	4	0%	4	0%	2	0%	-50%	-33%
	Non-Resident Alien	9	1%	2	0%	1	0%	2	0%	3	0%	50%	-67%
	Unknown	247	16%	283	23%	180	18%	174	18%	216	21%	24%	-13%
	<b>Total</b>	<b>1,512</b>	<b>100%</b>	<b>1,229</b>	<b>100%</b>	<b>998</b>	<b>100%</b>	<b>959</b>	<b>100%</b>	<b>1,046</b>	<b>100%</b>	<b>9%</b>	<b>-31%</b>

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Table 3.21: CSU Undergraduate Fall Enrollment by College &amp; Race: 5-Year Trend

*continued from previous page*

College	Race	2003		2004		2005		2006		2007		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Undergraduate	White	36	46%	148	58%	241	65%	225	61%	256	66%	14%	611%
Non-Degree	Black	13	17%	28	11%	33	9%	44	12%	45	12%	2%	246%
	Hispanic	1	1%	6	2%	7	2%	9	2%	8	2%	-11%	700%
	Asian or Pacific Islander	7	9%	9	4%	15	4%	20	5%	21	5%	5%	200%
	Native American	1	1%		0%		0%	1	0%	1	0%	0%	0%
	Non-Resident Alien		0%	8	3%	5	1%	6	2%	3	1%	-50%	
	Unknown	20	26%	57	22%	69	19%	63	17%	53	14%	-16%	165%
	<b>Total</b>	<b>78</b>	<b>100%</b>	<b>256</b>	<b>100%</b>	<b>370</b>	<b>100%</b>	<b>368</b>	<b>100%</b>	<b>387</b>	<b>100%</b>	<b>5%</b>	<b>396%</b>
Other <sup>2</sup>	White					5	20%	1	3%	2	7%	100%	
	Black					3	12%		0%		0%		
	Hispanic						0%		0%		0%		
	Asian or Pacific Islander					2	8%	1	3%		0%		
	Native American						0%		0%		0%		
	Non-Resident Alien					14	56%	19	63%	23	82%	21%	
	Unknown					6	24%	7	23%		0%		
	<b>Total</b>					<b>30</b>	<b>120%</b>	<b>28</b>	<b>93%</b>	<b>25</b>	<b>89%</b>	<b>-11%</b>	
University	White	6,362	62%	6,107	62%	5,997	62%	5,899	62%	5,994	61%	2%	-6%
	Black	2,093	20%	1,957	20%	1,970	21%	1,992	21%	2,090	21%	5%	0%
	Hispanic	296	3%	276	3%	272	3%	289	3%	306	3%	6%	3%
	Asian or Pacific Islander	284	3%	264	3%	291	3%	285	3%	309	3%	8%	9%
	Native American	24	0%	25	0%	30	0%	28	0%	30	0%	7%	25%
	Non-Resident Alien	201	2%	187	2%	210	2%	222	2%	211	2%	-5%	5%
	Unknown	1,040	10%	1,054	11%	836	9%	810	9%	858	9%	6%	-18%
	<b>Total</b>	<b>10,300</b>	<b>100%</b>	<b>9,870</b>	<b>100%</b>	<b>9,606</b>	<b>100%</b>	<b>9,525</b>	<b>100%</b>	<b>9,798</b>	<b>100%</b>	<b>3%</b>	<b>-5%</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, Special program and Study Abroad.

Table 3.22: CSU Graduate &amp; Law Fall Enrollment by College &amp; Race: 5-Year Trend

College	Race	2003		2004		2005		2006		2007		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Business	White	731	56%	721	56%	630	53%	598	50%	593	52%	-1%	-19%
	Black	103	8%	93	7%	94	8%	114	9%	104	9%	-9%	1%
	Hispanic	20	2%	18	1%	13	1%	13	1%	16	1%	23%	-20%
	Asian or Pacific Islander	60	5%	57	4%	42	4%	42	3%	48	4%	14%	-20%
	Native American	4	0%	3	0%	3	0%	2	0%	1	0%	-50%	-75%
	Non-Resident Alien	266	21%	255	20%	213	18%	246	20%	235	21%	-4%	-12%
	Unknown	112	9%	143	11%	188	16%	188	16%	148	13%	-21%	32%
	<b>Total</b>		<b>1,296</b>	<b>100%</b>	<b>1,290</b>	<b>100%</b>	<b>1,183</b>	<b>100%</b>	<b>1,203</b>	<b>100%</b>	<b>1,145</b>	<b>100%</b>	<b>-5%</b>
CLASS	White	369	64%	294	61%	325	59%	320	59%	316	59%	-1%	-14%
	Black	104	18%	109	23%	120	22%	106	20%	110	21%	4%	6%
	Hispanic	13	2%	5	1%	11	2%	17	3%	10	2%	-41%	-23%
	Asian or Pacific Islander	8	1%	5	1%	7	1%	10	2%	5	1%	-50%	-38%
	Native American	2	0%		0%	1	0%	1	0%		0%		
	Non-Resident Alien	19	3%	16	3%	18	3%	25	5%	24	4%	-4%	26%
	Unknown	58	10%	54	11%	73	13%	64	12%	69	13%	8%	19%
	<b>Total</b>		<b>573</b>	<b>100%</b>	<b>483</b>	<b>100%</b>	<b>555</b>	<b>100%</b>	<b>543</b>	<b>100%</b>	<b>534</b>	<b>100%</b>	<b>-2%</b>
Education	White	1,304	66%	1,348	66%	1,291	65%	1,070	62%	1,031	60%	-4%	-21%
	Black	416	21%	381	19%	390	20%	364	21%	375	22%	3%	-10%
	Hispanic	56	3%	37	2%	41	2%	32	2%	38	2%	19%	-32%
	Asian or Pacific Islander	12	1%	11	1%	13	1%	18	1%	16	1%	-11%	33%
	Native American	7	0%	4	0%	1	0%	4	0%	2	0%	-50%	-71%
	Non-Resident Alien	18	1%	12	1%	16	1%	25	1%	30	2%	20%	67%
	Unknown	162	8%	250	12%	230	12%	226	13%	216	13%	-4%	33%
	<b>Total</b>		<b>1,975</b>	<b>100%</b>	<b>2,043</b>	<b>100%</b>	<b>1,982</b>	<b>100%</b>	<b>1,739</b>	<b>100%</b>	<b>1,708</b>	<b>100%</b>	<b>-2%</b>
Engineering	White	99	23%	107	24%	104	26%	107	25%	123	26%	15%	24%
	Black	8	2%	10	2%	12	3%	10	2%	11	2%	10%	38%
	Hispanic	3	1%	2	0%	1	0%		0%	1	0%		-67%
	Asian or Pacific Islander	14	3%	19	4%	14	3%	13	3%	10	2%	-23%	-29%
	Native American		0%		0%	1	0%	1	0%		0%		
	Non-Resident Alien	289	67%	295	65%	260	64%	282	66%	311	67%	10%	8%
	Unknown	18	4%	20	4%	15	4%	13	3%	11	2%	-15%	-39%
	<b>Total</b>		<b>431</b>	<b>100%</b>	<b>453</b>	<b>100%</b>	<b>407</b>	<b>100%</b>	<b>426</b>	<b>100%</b>	<b>467</b>	<b>100%</b>	<b>10%</b>

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Table 3.22: CSU Graduate & Law Fall Enrollment by College & Race: 5-Year Trend

*continued from previous page*

College	Race	2003		2004		2005		2006		2007		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Science	White	296	66%	346	64%	333	64%	359	65%	362	63%	1%	22%
	Black	39	9%	62	12%	53	10%	45	8%	43	7%	-4%	10%
	Hispanic	9	2%	6	1%	8	2%	6	1%	9	2%	50%	0%
	Asian or Pacific Islander	9	2%	8	1%	13	3%	16	3%	13	2%	-19%	44%
	Native American	1	0%		0%	1	0%	1	0%	1	0%	0%	0%
	Non-Resident Alien	64	14%	78	14%	77	15%	83	15%	90	16%	8%	41%
	Unknown	28	6%	39	7%	34	7%	44	8%	57	10%	30%	104%
	<b>Total</b>		<b>446</b>	<b>100%</b>	<b>539</b>	<b>100%</b>	<b>519</b>	<b>100%</b>	<b>554</b>	<b>100%</b>	<b>575</b>	<b>100%</b>	<b>4%</b>
Urban Affairs	White	219	57%	202	56%	179	52%	192	54%	178	51%	-7%	-19%
	Black	102	26%	95	26%	84	24%	77	22%	79	23%	3%	-23%
	Hispanic	10	3%	4	1%	10	3%	10	3%	8	2%	-20%	-20%
	Asian or Pacific Islander	5	1%	3	1%	5	1%	4	1%	4	1%	0%	-20%
	Native American		0%	1	0%		0%		0%	2	1%		
	Non-Resident Alien	21	5%	20	6%	24	7%	35	10%	39	11%	11%	86%
	Unknown	28	7%	38	10%	41	12%	35	10%	39	11%	11%	39%
	<b>Total</b>		<b>385</b>	<b>100%</b>	<b>363</b>	<b>100%</b>	<b>343</b>	<b>100%</b>	<b>353</b>	<b>100%</b>	<b>349</b>	<b>100%</b>	<b>-1%</b>
Law	White	704	86%	607	81%	587	78%	535	75%	523	73%	-2%	-26%
	Black	44	5%	48	6%	45	6%	50	7%	50	7%	0%	14%
	Hispanic	20	2%	24	3%	18	2%	19	3%	20	3%	5%	0%
	Asian or Pacific Islander	22	3%	27	4%	25	3%	22	3%	19	3%	-14%	-14%
	Native American	2	0%	2	0%	4	1%	4	1%	4	1%	0%	100%
	Non-Resident Alien	9	1%	10	1%	12	2%	8	1%	10	1%	25%	11%
	Unknown	14	2%	34	5%	57	8%	74	10%	86	12%	16%	514%
	<b>Total</b>		<b>815</b>	<b>100%</b>	<b>752</b>	<b>100%</b>	<b>748</b>	<b>100%</b>	<b>712</b>	<b>100%</b>	<b>712</b>	<b>100%</b>	<b>0%</b>
Graduate Studies	White	79	51%	52	59%	86	41%	46	53%	40	42%	-13%	-49%
	Black	44	28%	21	24%	29	14%	13	15%	20	21%	54%	-55%
	Hispanic	4	3%	3	3%	2	1%	1	1%	1	1%	0%	-75%
	Asian or Pacific Islander	1	1%	2	2%	3	1%	3	3%	5	5%	67%	400%
	Native American		0%		0%		0%		0%	2	2%		
	Non-Resident Alien	1	1%	1	1%	1	0%	1	1%	1	1%	0%	0%
	Unknown	27	17%	9	10%	87	42%	23	26%	26	27%	13%	-4%
	<b>Total</b>		<b>156</b>	<b>100%</b>	<b>88</b>	<b>100%</b>	<b>208</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>95</b>	<b>100%</b>	<b>9%</b>

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Table 3.22: CSU Graduate &amp; Law Fall Enrollment by College &amp; Race: 5-Year Trend

*continued from previous page*

College	Race	2003		2004		2005		2006		2007		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Graduate and Law Total	White	3,801	63%	3,677	61%	3,535	59%	3,227	57%	3,166	57%	-2%	-17%
	Black	860	14%	819	14%	827	14%	779	14%	792	14%	2%	-8%
	Hispanic	135	2%	99	2%	104	2%	98	2%	103	2%	5%	-24%
	Asian or Pacific Islander	131	2%	132	2%	122	2%	128	2%	120	2%	-6%	-8%
	Native American	16	0%	10	0%	11	0%	13	0%	12	0%	-8%	-25%
	Non-Resident Alien	687	11%	687	11%	621	10%	705	13%	740	13%	5%	8%
	Unknown	447	7%	587	10%	725	12%	667	12%	652	12%	-2%	46%
	<b>Total</b>	<b>6,077</b>	<b>100%</b>	<b>6,011</b>	<b>100%</b>	<b>5,945</b>	<b>100%</b>	<b>5,617</b>	<b>100%</b>	<b>5,585</b>	<b>100%</b>	<b>-1%</b>	<b>-8%</b>

**Note:** The significant increase in Fall 2004 enrollment in the College of Science is due to the introduction of a new academic plan called "UNDCS" (Undecided College of Science). Graduate Non-Degree fluctuations are due to reclassification of the Academic Plan.

Table 3.23: Undergraduate Fall Enrollment by College &amp; Load: 5-Year Trend

## Undergraduate Full-Time

College	2003	2004	2005	2006	2007	Percent Change	
						1 year	5 year
Business	1,313	1,371	1,216	1,184	1,291	9%	-2%
CLASS	2,777	2,065	2,058	2,075	2,131	3%	-23%
Education	953	977	892	876	913	4%	-4%
Engineering	437	459	459	453	541	19%	24%
Science	505	1,051	1,174	1,197	1,298	8%	157%
Urban Affairs	154	162	138	154	158	3%	3%
Undergraduate Studies <sup>1</sup>	794	570	528	524	578	10%	-27%
Undergraduate Non-Degree	14	66	81	63	62	-2%	343%
Other <sup>2</sup>			6	3	1	-67%	
<b>Total</b>	<b>6,947</b>	<b>6,721</b>	<b>6,552</b>	<b>6,529</b>	<b>6,973</b>	<b>7%</b>	<b>0%</b>

## Undergraduate Part-Time

College	2003	2004	2005	2006	2007	Percent Change	
						1 year	5 year
Business	617	588	576	556	551	-1%	-11%
CLASS	965	636	644	597	512	-14%	-47%
Education	459	440	415	423	392	-7%	-15%
Engineering	233	191	178	167	139	-17%	-40%
Science	197	332	351	365	313	-14%	59%
Urban Affairs	100	113	107	123	101	-18%	1%
Undergraduate Studies <sup>1</sup>	718	659	470	435	468	8%	-35%
Undergraduate Non-Degree	64	190	289	305	325	7%	408%
Other <sup>2</sup>			23	25	24	-4%	
<b>Total</b>	<b>3,353</b>	<b>3,149</b>	<b>3,053</b>	<b>2,996</b>	<b>2,825</b>	<b>-6%</b>	<b>-16%</b>

**Note:** 1 full-time PSYFC student and 1 part-time PSYFC were moved from CLASS to Science for F06

<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, Special program and Study Abroad

**Undergraduate Full-time Load:** Student registered for a minimum of 12 hours

**Graduate Full-time Load:** Student registered for a minimum of 9 hours

**Law Full-time Load:** Student registered for a minimum of 13 hours

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

**Graduate & Law Full-Time**

College	2003	2004	2005	2006	2007	Percent Change	
						1 year	5 year
Business	433	395	356	396	407	3%	-6%
CLASS	205	225	239	233	233	0%	14%
Education	308	318	240	263	296	13%	-4%
Engineering	123	101	100	120	143	19%	16%
Science	254	294	276	325	344	6%	35%
Urban Affairs	100	92	79	93	96	3%	-4%
Law	497	466	436	461	466	1%	-6%
Graduate Studies	4	6	2	2	2	0%	-50%
<b>Total</b>	<b>1,924</b>	<b>1,897</b>	<b>1,728</b>	<b>1,893</b>	<b>1,987</b>	<b>5%</b>	<b>3%</b>

**Graduate & Law Part-Time**

College	2003	2004	2005	2006	2007	Percent Change	
						1 year	5 year
Business	863	895	827	807	738	-9%	-14%
CLASS	368	258	316	309	301	-3%	-18%
Education	1,667	1,725	1,742	1,477	1,412	-4%	-15%
Engineering	308	352	307	306	324	6%	5%
Science	192	245	243	229	231	1%	20%
Urban Affairs	285	271	264	260	253	-3%	-11%
Law	318	286	312	251	246	-2%	-23%
Graduate Studies	152	82	206	85	93	9%	-39%
<b>Total</b>	<b>4,153</b>	<b>4,114</b>	<b>4,217</b>	<b>3,724</b>	<b>3,598</b>	<b>-3%</b>	<b>-13%</b>

**Undergraduate Full-time Load:** Student registered for a minimum of 12 hours.

**Graduate Full-time Load:** Student registered for a minimum of 9 hours.

**Law Full-time Load:** Student registered for a minimum of 13 hours. The definition of Full-time and Part-time load at the Graduate and Law level has been changed. Reports published prior to Fall 2005 will be affected.

## East and West Centers

The opening of Cleveland State University West Center in August 2003 and East Center in August 2004 established a suburban presence for the University's thriving downtown campus. Both these extended campuses reach out to all students. 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. Program offerings include a variety of undergraduate courses and complete Masters degree programs. Continuing education courses include several professional certificate programs for health care professionals, public safety personnel and other professionals, as well as courses for noncredit students with a focus on job and career interests.

Both extended campus locations have seen consistent growth in student credit hours (SCH). Planned growth is a result of strong collaboration with academic departments for undergraduate and graduate programming, excellent community links, and strategies that focus on fresh ways of meeting student needs. Hallmarks of the centers include exceptional comprehensive student services including academic advising and facilities that treat student learning as a priority.

**Table 3.25: West Center Student Credit Hours: Fall Semesters**

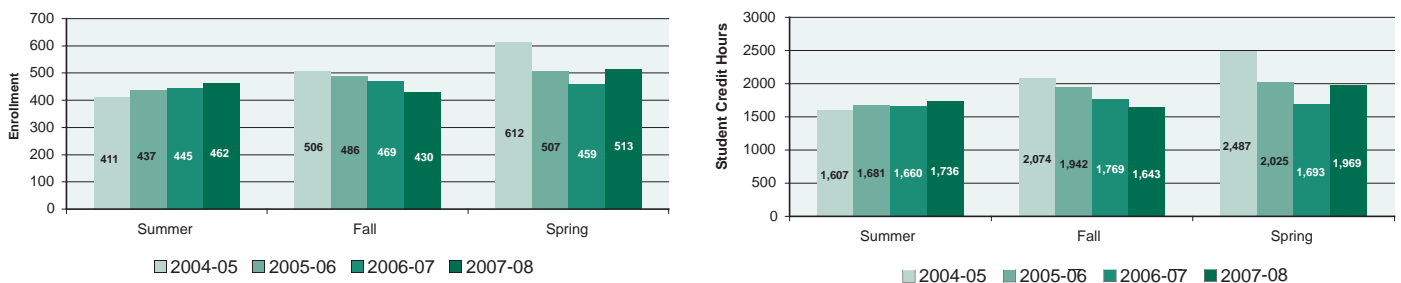
West Center															
College	Undergraduate					Graduate/Law					Total				
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
Business	132	197	306	351	309	195	562	546	351	534	327	759	852	702	843
CLASS	269	276	374	414	333	120	87		81	3	389	363	374	495	336
Education	-	18	24	57	51	616	708	540	409	290	616	726	564	466	341
Engineering	-	-	-	-	-	27	18	-	-	-	27	18	-	-	-
Science	4	67	148	98	123	-	-	-	-	-	4	67	148	98	123
Urban Affairs	-	-	-	-	-	28	94	4	8	-	28	94	4	8	-
<b>Total</b>	<b>405</b>	<b>558</b>	<b>852</b>	<b>920</b>	<b>816</b>	<b>986</b>	<b>1,469</b>	<b>1,090</b>	<b>849</b>	<b>827</b>	<b>1,391</b>	<b>2,027</b>	<b>1,942</b>	<b>1,769</b>	<b>1,643</b>

**Table 3.25a: Annual West Center Historical Enrollment and SCH Trends**

West Center													
Term	Enrollment				Percent Change		SCH				Percent Change		
	2004-05	2005-06	2006-07	2007-08	1-Year	4-Year	2004-05	2005-06	2006-07	2007-08	1-Year	4-Year	
Summer	411	437	445	462	4%	12%	1,607	1,681	1,660	1,736	5%	8%	
Fall	506	486	469	430	-8%	-15%	2,074	1,942	1,769	1,643	-7%	-21%	
Spring	612	507	459	513	12%	-16%	2,487	2,025	1,693	1,969	16%	-21%	
<b>Total*</b>	<b>1,529</b>	<b>1,430</b>	<b>1,373</b>	<b>1,405</b>	<b>2%</b>	<b>-8%</b>	<b>6,168</b>	<b>5,648</b>	<b>5,122</b>	<b>5,348</b>	<b>4%</b>	<b>-13%</b>	

\*Enrollment total is a duplicated total.

**Figure 3.25a: 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 3.26: East Center Student Credit Hours: Fall Semesters

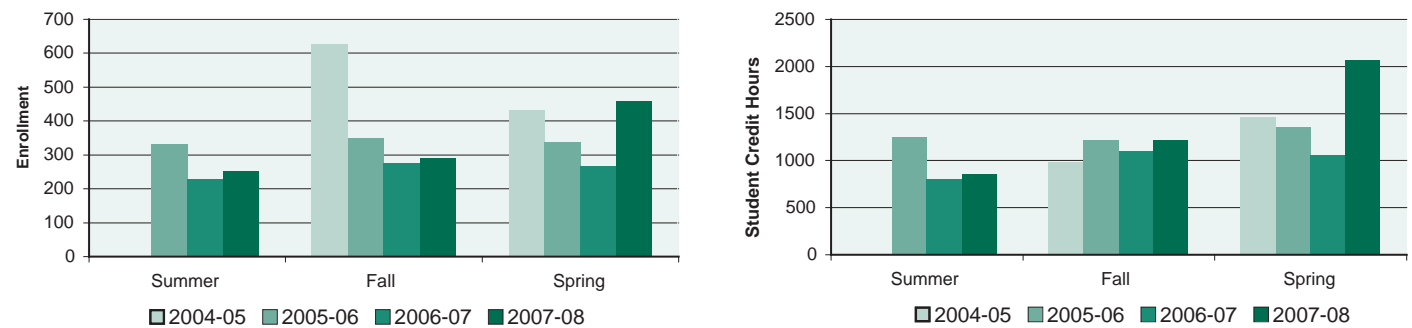
East Center												
College	Undergraduate				Graduate/Law				Total			
	2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007
Business	48	177	153	180	195	237	203	258	243	414	356	438
CLASS	164	192	116	105	-	-	69	-	164	192	185	105
Education	-	-	11	3	420	530	452	407	420	530	463	410
Engineering	-	-	4	-	-	8	-	-	-	8	4	-
Science	121	55	38	91	-	-	-	165	121	55	38	256
Urban Affairs	-	12	32	-	-	8	28	4	-	20	60	4
<b>Total</b>	<b>333</b>	<b>436</b>	<b>354</b>	<b>379</b>	<b>615</b>	<b>783</b>	<b>752</b>	<b>834</b>	<b>948</b>	<b>1,219</b>	<b>1,106</b>	<b>1,213</b>

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

East												
Term	Enrollment			Percent Change			SCH				Percent Change	
	2004-05	2005-06	2006-07	2007-08	1-Year	4-Year	2004-05	2005-06	2006-07	2007-08	1-Year	4-Year
Summer	-	332	227	253	11%			1,251	795	852	7%	-
Fall	626	349	275	290	5%	-54%	969	1,219	1,106	1,213	10%	25%
Spring	431	337	267	460	72%	7%	1,462	1,348	1,054	2,067	96%	41%
<b>Total*</b>	<b>1,057</b>	<b>1,018</b>	<b>769</b>	<b>1,003</b>	<b>30%</b>	<b>-5%</b>	<b>2,431</b>	<b>3,818</b>	<b>2,955</b>	<b>4,132</b>	<b>40%</b>	<b>70%</b>

\*Enrollment total is a duplicated total.

Figure 3.26a: 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 3.27: CSU Off-Campus Locations in Cleveland: Fall Student Credit Hours**

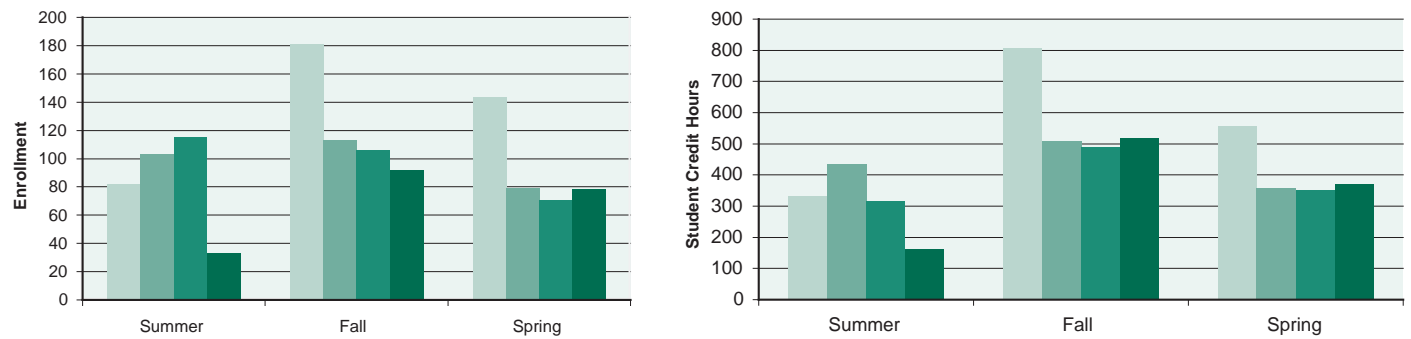
College	Other Locations														
	Undergraduate					Graduate/Law					Total				
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
Business	132	67	51	197	270	816	906	918	1,107	674	948	973	969	1,304	944
CLASS	521	263	2	305	102	132	15	66	41	54	653	278	68	346	156
Education	196	32	827	1,005	1,262	1,032	487	726	258	286	1,228	519	1,553	1,263	1,548
Engineering	49	28	21	-	-	-	12	28	-	-	49	40	49	-	-
Law	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science	220	271	367	459	236	-	-	-	30	21	220	271	367	489	257
Urban Affairs	128	164	171	258	300	154	130	16	109	120	282	294	187	367	420
Other		12	27	20	27	-	-	200	2	2	0	12	227	22	29
<b>Total</b>	<b>1,246</b>	<b>837</b>	<b>1,466</b>	<b>2,244</b>	<b>2,197</b>	<b>2,134</b>	<b>1,550</b>	<b>1,954</b>	<b>1,547</b>	<b>1,157</b>	<b>3,380</b>	<b>2,387</b>	<b>3,420</b>	<b>3,791</b>	<b>3,354</b>

**Table 3.27a: Annual Historical Enrollment and SCH Trends at Lorain County Community College**

Term	Lorain County Community College											
	Enrollment				Percent Change		SCH				Percent Change	
	2004-05	2005-06	2006-07	2007-08	1-Year	4-Year	2004-05	2005-06	2006-07	2007-08	1-Year	4-Year
Summer	82	103	115	33	-71%	-60%	332	434	316	161	-49%	-52%
Fall	181	113	106	92	-13%	-49%	807	507	489	519	6%	-36%
Spring	143	79	70	78	11%	-45%	558	358	350	370	6%	-34%
<b>Total*</b>	<b>406</b>	<b>295</b>	<b>291</b>	<b>203</b>	<b>-30%</b>	<b>-50%</b>	<b>1,697</b>	<b>1,299</b>	<b>1,155</b>	<b>1,050</b>	<b>-9%</b>	<b>-38%</b>

\*Enrollment total is a duplicated total.

**Figure 3.27a: Annual Lorain County Community College Historical Enrollment and SCH Trends**



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

- Cleveland Clinic Foundation
- Fairview General Hospital
- MetroHealth
- Cleveland Metropolitan School District
- Headstart
- Progressive Insurance
- Cuyahoga County Education Service Center
- Lakeland Community College
- St. Joseph Academy
- Lorain County Community College

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

Lakeland Community College													
Term	Enrollment				Percent Change		SCH				Percent Change		
	2004-05	2005-06	2006-07	2007-08	1-Year	4-Year	2004-05	2005-06	2006-07	2007-08	1-Year	4-Year	
Summer	17	11	57	36	-37%	112%	83	60	210	120	-43%	45%	
Fall	7	80	120	131	9%	1771%	28	335	504	504	0%	1700%	
Spring	22	87	96	160	67%	627%	142	353	353	702	99%	394%	
<b>Total*</b>	<b>46</b>	<b>178</b>	<b>273</b>	<b>327</b>	<b>20%</b>	<b>611%</b>	<b>253</b>	<b>748</b>	<b>1,067</b>	<b>1,326</b>	<b>24%</b>	<b>424%</b>	

\*Enrollment total is a duplicated total.

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

The partnerships are direct collaborations between CSU and Lakeland and Lorain with the purpose of offering complete degree programs on each community college campus. Both off-campus locations are growing with the addition of new academic programs and the availability of transfer advising. Recruitment efforts are highly successful due to joint marketing and full cooperation between the institutions.

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

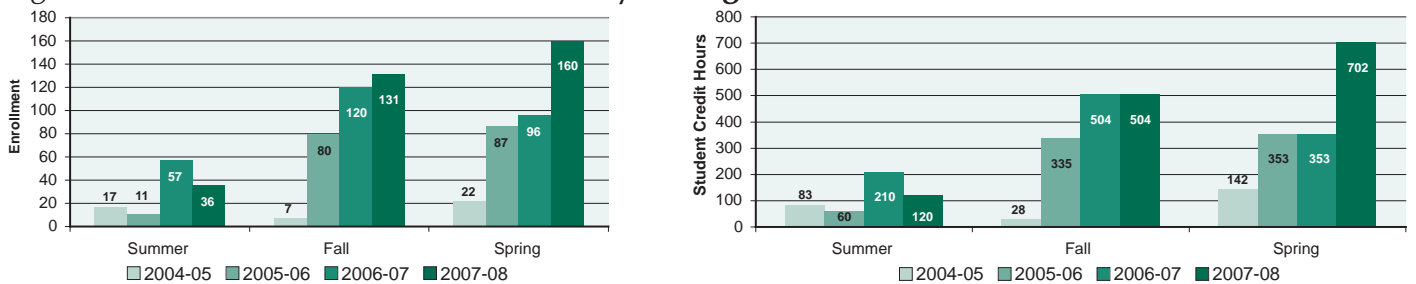


Table 3.29: Annual Web Historical Enrollment and SCH Trends

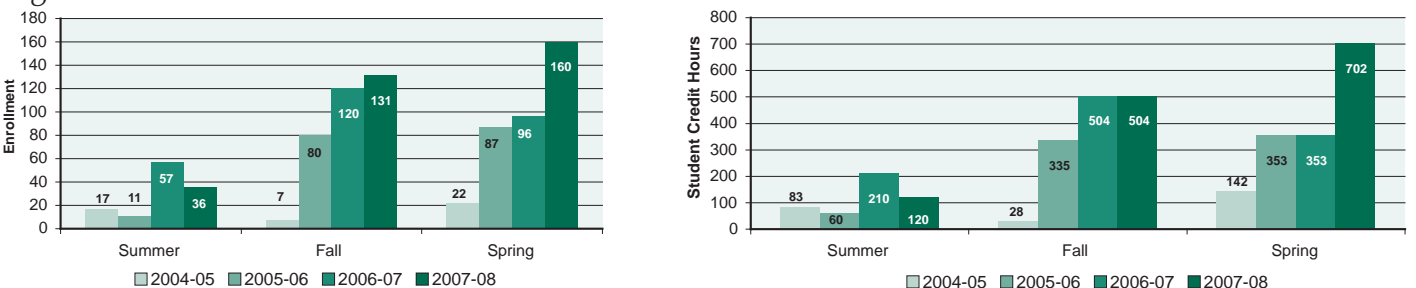
WEB														
Term	Enrollment					Percent Change		SCH					Percent Change	
	2003-04	2004-05	2005-06	2006-07	2007-08*	1-Year	5-Year	2003-04	2004-05	2005-06	2006-07	2007-08*	1-Year	5-Year
Summer	229	234	492	707	1,277	81%	458%	834	816	1,759	2,973	4,939	66%	492%
Fall	316	383	659	1,198	1,786	49%	465%	1,069	1,325	2,322	4,260	6,654	56%	522%
Spring	262	554	920	1,355	2,253	66%	760%	802	1,805	3,490	5,257	8,164	55%	918%
<b>Total*</b>	<b>807</b>	<b>1,171</b>	<b>2,071</b>	<b>3,260</b>	<b>5,316</b>	<b>63%</b>	<b>559%</b>	<b>2,705</b>	<b>3,946</b>	<b>7,571</b>	<b>12,490</b>	<b>19,757</b>	<b>58%</b>	<b>630%</b>

Web-Based courses are determined by the section number (501-509 and 530-539) for Summer and Fall.

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

\*Enrollment total is a duplicated total.

Figure 3.29: Annual Web Historical Enrollment and SCH Trends



**Table 3.30: Annual Student Credit Hours Generated via Interactive Video & Distance Learning**

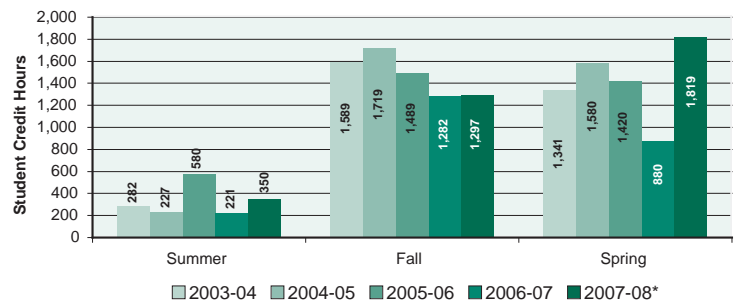
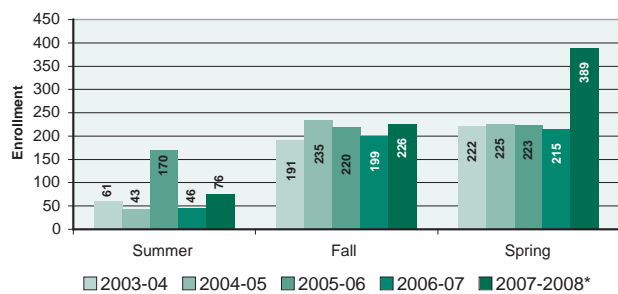
IVDL														
Term	Enrollment					Percent Change		SCH					Percent Change	
	2003-04	2004-05	2005-06	2006-07	2007-2008*	1-Year	5-Year	2003-04	2004-05	2005-06	2006-07	2007-08*	1-Year	5-Year
Summer	61	43	170	46	76	65%	25%	282	227	580	221	350	-40%	24%
Fall	191	235	220	199	226	14%	18%	1,589	1,719	1,489	1,282	1,297	-13%	-18%
Spring	222	225	223	215	389	81%	75%	1,341	1,580	1,420	880	1,819	28%	36%
<b>Total<sup>1</sup></b>	<b>474</b>	<b>503</b>	<b>613</b>	<b>460</b>	<b>691</b>	<b>50%</b>	<b>46%</b>	<b>3,212</b>	<b>3,526</b>	<b>3,489</b>	<b>2,383</b>	<b>3,466</b>	<b>-1%</b>	<b>8%</b>

Interactive Video and Telecourses are determined by the section number (701-709 and 780-789) for Summer and Fall.

\* In Spring 2008, the process was changed to use the Class Attribute Table for those Classes listed as IVDL.

<sup>1</sup> Enrollment total is a duplicated total.

**Figure 3.30: Annual Student Credit Hours Generated via Interactive Video & Distance Learning**



## Division of Continuing Education

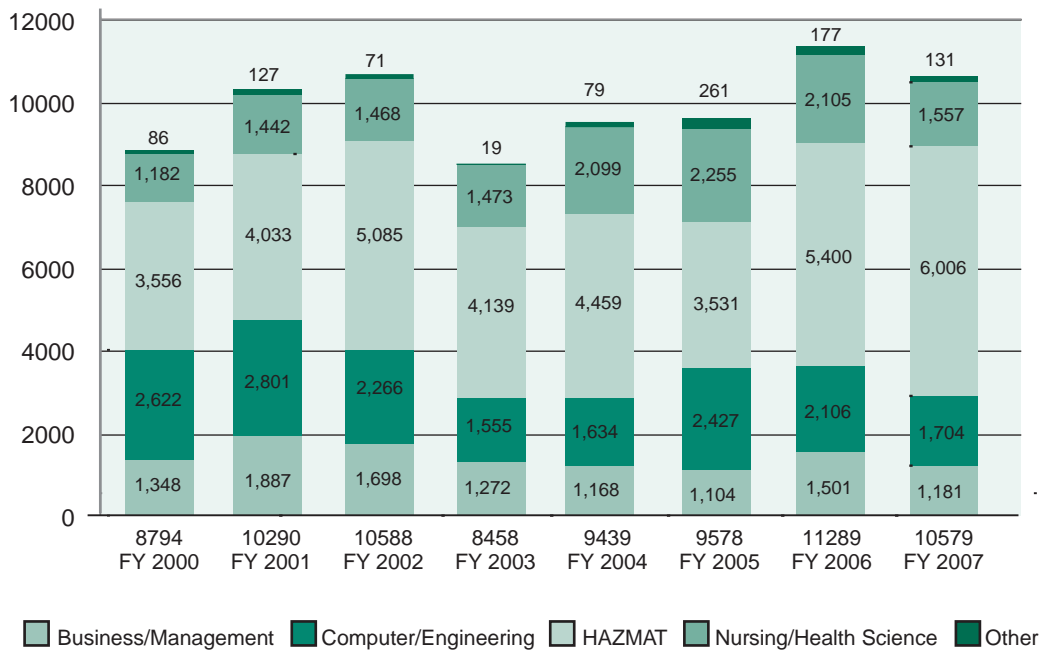
The Division of Continuing Education is the major educational outreach arm of Cleveland State, educating thousands of adults each year in this region and beyond. Many Division programs satisfy certification and licensing requirements. Others enable professionals to increase their job skills, train for new technologies, and build communication and leadership abilities. All of the Division's programs help individuals and organizations enhance their abilities and improve productivity.

The Division offers noncredit seminars, workshops, and other noncredit programs in several major program areas.

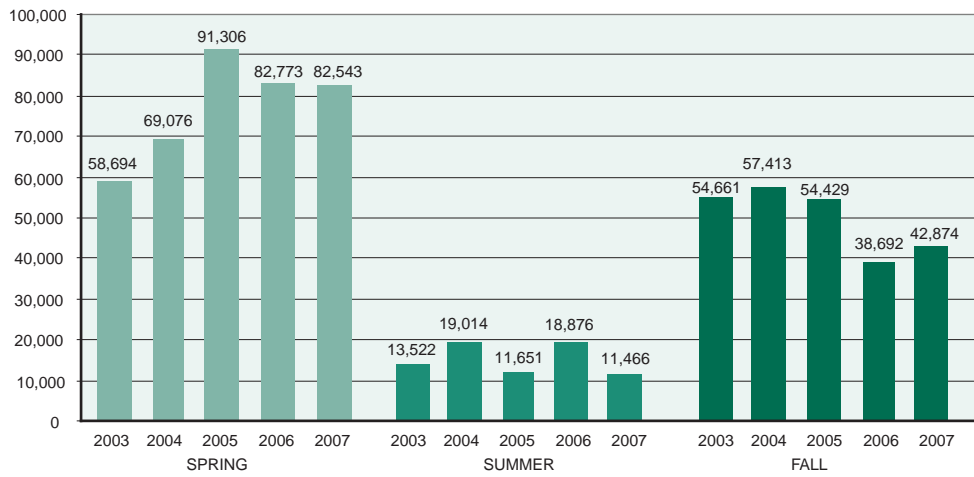
- Business and Management, including Test Preparation (GRE, GMAT, and LSAT)
- Computers and Information Technology, including Engineering and Construction and Landscape Horticulture
- Center for Emergency Preparedness, including Hazardous Materials
- Nursing and Health/Human Services
- English as a Second Language (shown in "other" category)

Enrollment trends, including total training hours, for the previous eight fiscal years (FY 2000-FY 2007) are shown below.

**Figure 3.31: Division of Continuing Education Enrollment By Program Area FY 2000 - FY 2007**

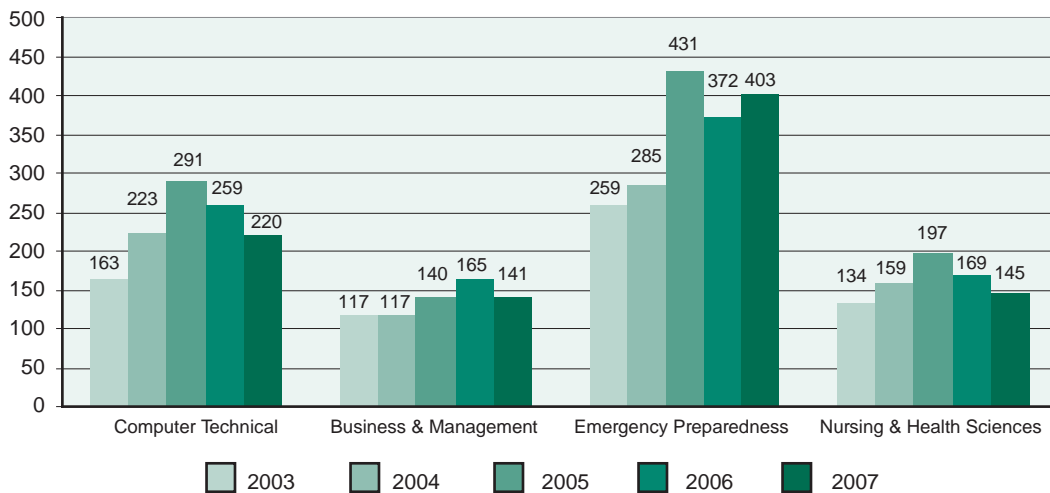


**Figure 3.32: Total Student Training Hours  
Spring 2003 - Fall 2007**



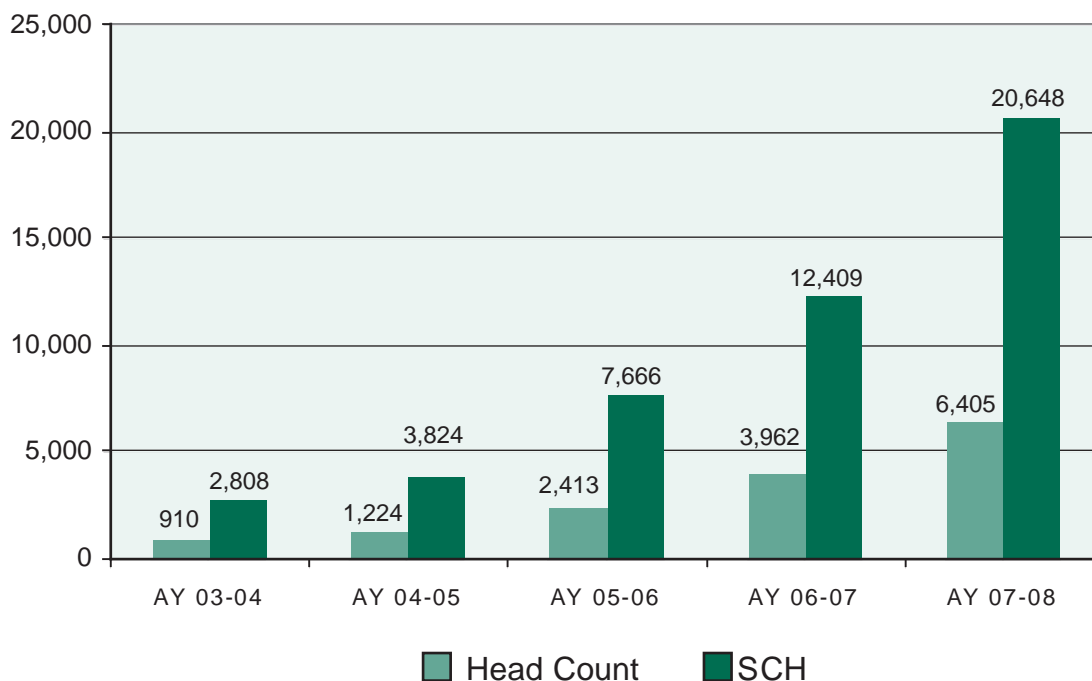
The graph below displays the number of courses offered in FY 2003-FY 2007. The Center for Emergency Preparedness offered the greatest number, largely due to grant funding that supports outreach to first responders throughout Ohio. The next largest program area is Computer and Technical Programs, followed by Nursing and Health/Human Services, and Business and Management.

**Figure 3.33: Courses Offered by Program Area  
Summer 2003 - Spring 2007**



- Programs offered at the East and West Centers attracted over 870 enrollments in FY 2007.
- The English as a Second Language Program has continued to grow. The Intensive English Language Program, begun in spring 2005 with 15 students, served over 50 individual students this year (unduplicated count).
- The Division delivered 86 custom training programs for client organizations in FY 2007. The largest contract was a continuing agreement with the City of Cleveland's Department of Public Utilities, to administer its technology training program.
- In addition to serving as the site for hundreds of Divisional offerings, the Cole Center for Continuing Education hosted over 100 other University and external functions in FY 2007.
- The Division's online noncredit programs are strong, with about 450 enrollments in 2007 compared with just 121 five years ago. The online Patient Advocacy Certificate Program continues to draw participants from Hawaii to Maine.
- In 2006, the Division assumed responsibility for the University's eLearning initiative and formed the Center for eLearning. This Center has the goals of increasing University enrollments and enhancing academic quality through providing leadership and support for eLearning. The University's current emphasis is on increasing the number of fully online degree and certificate programs available. As the graph below shows, substantial growth in learning enrollments has occurred in undergraduate and graduate credit courses, as more online and blended courses are being offered.

**Figure 3.34: Online and Web-Blended Course Enrollments and Credit Hours  
AY 2003-2004 through AY 2007-2008 (projected)**





# Research 4





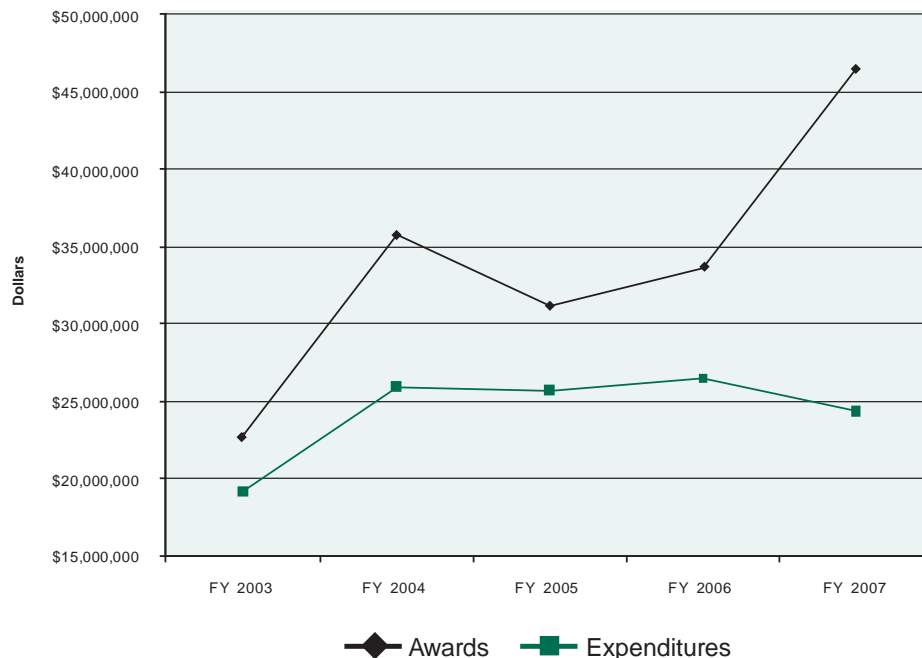
# Research

The Year 2008 can best be described as a year of planning and transformation for Cleveland State University and for its research enterprise. It is in this year that CSU established an independent Research Office headed by a Vice President with clear responsibility for raising the research profile of Cleveland State University and for establishing the University as a recognized contributor to the local, regional, national and global research priorities. It is the year the University committed itself to realigning its research mission and to shifting its emphasis from investigator initiated research to building collaborative multi-disciplinary University Centers capable of competing on the national stage for significant research funding as exemplified by the Center for Excellence for Gene Regulation in Health and Disease. It is the year that witnessed discovery going from the laboratory to application in the areas of advanced energy, in nano infused composite materials, in power beaming, in potential new drug designs for cancer, heart and neurodegenerative diseases. It is a year that several new patents with significant commercial potential were filed, and it was the year that Cleveland State University committed to attaining the research recognition and prominence it desires, deserves and is fully capable of achieving. Yes, it was a very good year.

**Table 4.1: Research Awards and Expenditures, Fiscal Year 2003 – 2007**

Source	2003	2004	2005	2006	2007	Percent Change	
						1 Year	5 Year
Awards	\$22,658,237	\$35,758,804	\$31,202,726	\$33,610,661	\$46,453,388	38%	105%
Expenditures	\$19,117,358	\$25,922,289	\$25,665,877	\$26,425,253	\$23,390,243	-11%	22%

**Figure 4.1: Research Awards and Expenditures, Fiscal Year 2003 – 2007**



Source: CSU Office of Sponsored Programs and Research.

### Highlights

- The large 2007 increase in research awards was primarily due to a \$23.8 million award from the State of Ohio’s Third Frontier program that established the Wright Center of Innovation for Ohio on Cleveland State’s downtown campus. This new Center involves a 33 member partnership led by Cleveland State University. The Wright Center for Sensor Systems Engineering – a statewide network of industry, higher education, and government agencies – will provide over \$51 million in matching funds to operate a “one-stop” for industry working on integrating sensor systems into their products.

*Table 4.2: Research Awards by Source and Year, Fiscal Year 2003 – 2007*

Source	2003	2004	2005	2006	2007	Percent Change	
						1 Year	5 Year
Federal grants	\$8,931,599	\$20,715,659	\$20,612,586	\$22,998,055	\$13,149,371	-43%	47%
State grants	\$4,385,077	\$5,557,372	\$3,809,529	\$3,728,005	\$26,308,453	606%	500%
Local grants	\$548,695	\$2,024,769	\$368,983	\$243,971	\$664,999	173%	21%
Private grants	\$3,861,248	\$2,803,662	\$2,170,075	\$3,188,529	\$2,889,061	-9%	-25%
State Appropriations	\$4,931,618	\$4,657,342	\$4,241,553	\$3,452,101	\$3,441,504	0%	-30%
<b>Total</b>	<b>\$22,658,237</b>	<b>\$35,758,804</b>	<b>\$31,202,726</b>	<b>\$33,610,661</b>	<b>\$46,453,388</b>	<b>38%</b>	<b>105%</b>

*Figure 4.2: Research Awards by Source Only, Fiscal Year 2003 – 2007*

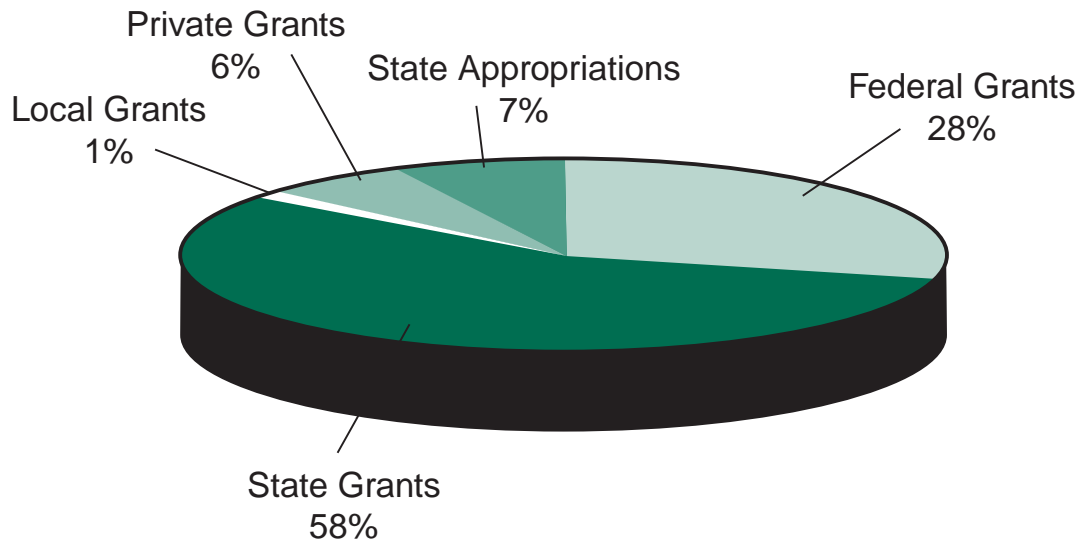
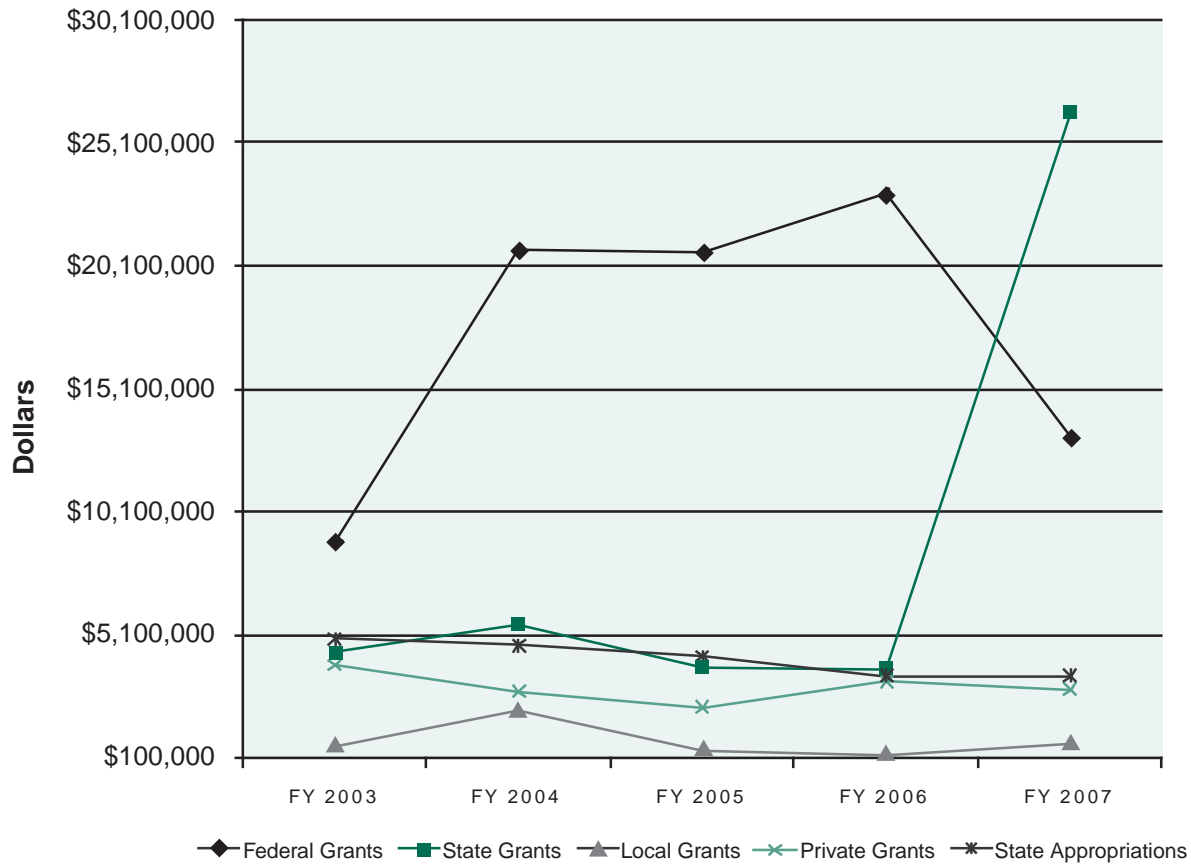


Table 4.2b: Research Awards by Source and Year, Fiscal Year 2003 – 2007



**Note:**

**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.

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

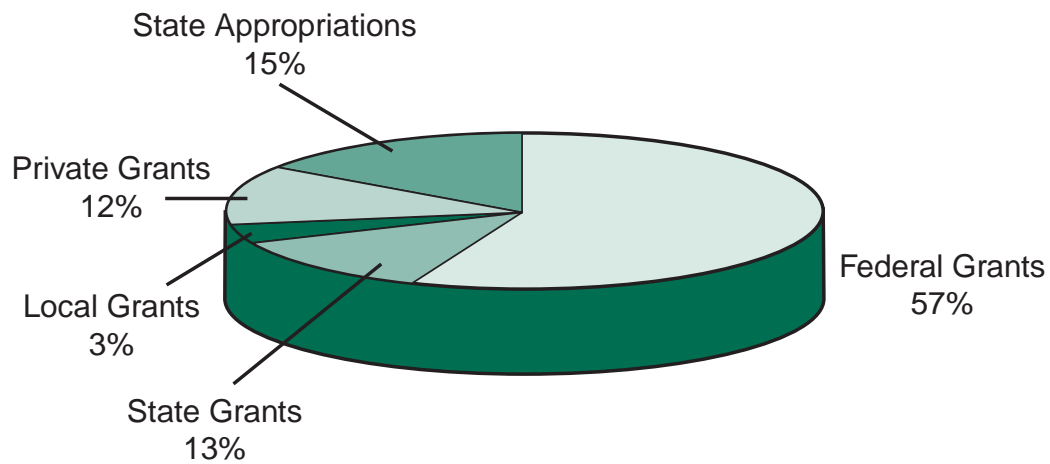
**Selected New Awards**

- Cleveland State University Assistant Professor of Computer and Electrical Engineering, Dr. Nigamant Sridhar, received a National Science Foundation CAREER award of \$450,000 for his project “Improving the Productivity of the Sensor Network Programmer”.
- National Institute of Health Grants
- Cleveland State University Assistant Professor in the Department of Biology, Geology and Environmental Science, Dr. Bibo Li for the project entitled “Characterization of Trypanosome Telomere Complex” in the amount of \$1,211,014.
- Cleveland State University Associate Professor in the Department of Biology, Geology and Environmental Science, Dr. Barsan Mazumder for the project entitled “Translation Silencing in Monocytes: Role of L13a” in the amount of \$1,340,538.
- Cleveland State was awarded \$1.3 million from the National Institute of Health to work in partnership with residents of Cleveland’s Central Neighborhood to fight obesity.
- Cleveland State University Department of History Associate Professor Dr. Mark Tebeau received a US Department of Education “Teaching American History” (Byrd) Grant in the amount of \$1,000,000.

Table 4.3: Research Expenditures by Source, Fiscal Year 2003-2007

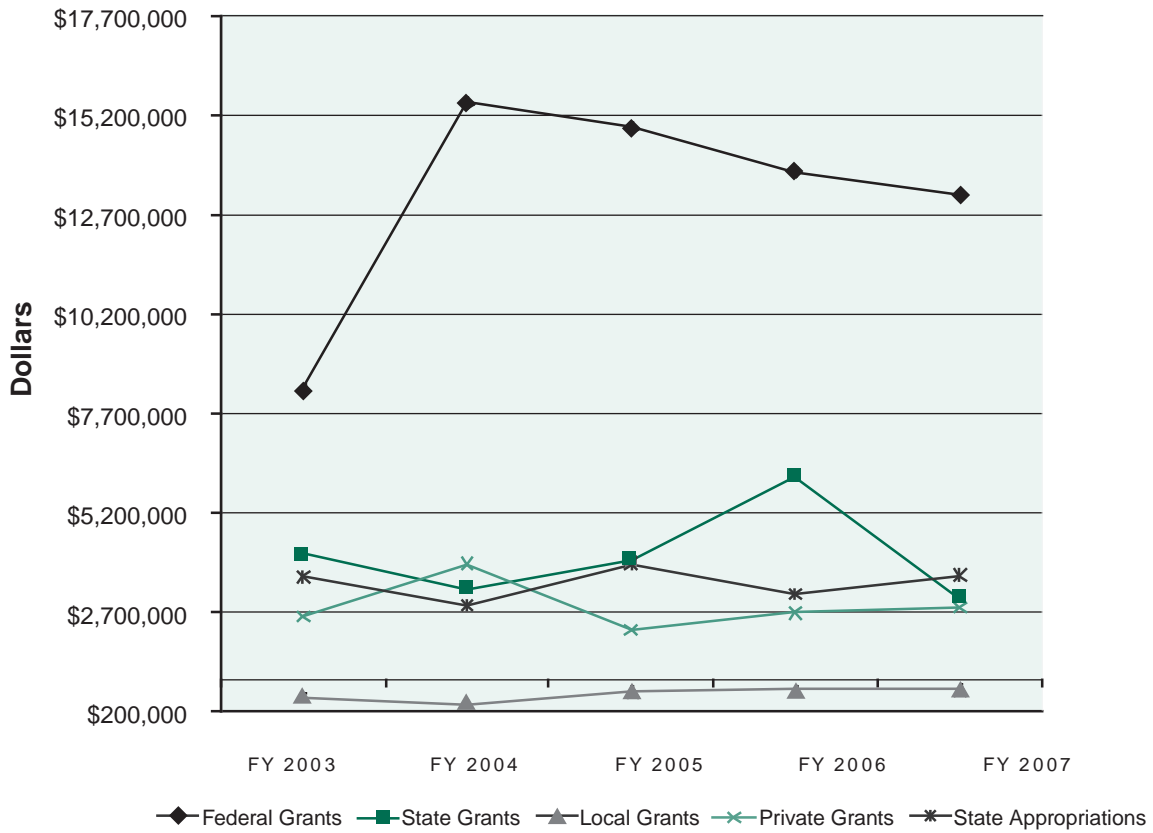
Source	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	Percent Change	
						1 year	5 Year
Federal grants	\$8,289,995	\$15,510,461	\$14,891,157	\$13,788,006	\$13,197,818	-4%	59%
State grants	\$4,136,851	\$3,270,587	\$3,967,160	\$6,090,677	3,038,309	-50%	-27%
Local grants	\$543,423	\$380,215	\$684,898	\$733,130	\$746,548	2%	37%
Private grants	\$2,567,685	\$3,901,735	\$2,226,833	\$2,663,791	\$2,792,794	5%	9%
State Appropriations	\$3,579,404	\$2,859,291	\$3,895,829	\$3,149,649	\$3,614,774	15%	1%
<b>Total</b>	<b>\$19,117,358</b>	<b>\$25,922,289</b>	<b>\$25,665,877</b>	<b>\$26,425,253</b>	<b>\$23,390,243</b>	<b>-11%</b>	<b>22%</b>

Figure 4.3a: Fiscal Year 2007 Research Expenditures by Source



Source: CSU Office of Sponsored Programs and Research

Figure 4.3b: Research Expenditures by Source and Year, Fiscal Year 2003-2007



**Notes:**

**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.

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



**Table 4.4: Research Expenditures Reported by OBOR\* at Ohio Public Universities, Fiscal Year 1990-2005**

Institution	Total R&D Expenditures			
	Thousands of Constant 2005 Dollars			
	1990	1995	2000	2005
Bowling Green State University	\$5,132	\$4,716	\$3,911	\$9,746
<b>Cleveland State University</b>	<b>\$13,131</b>	<b>\$13,378</b>	<b>\$11,565</b>	<b>\$15,884</b>
Kent State University	\$10,826	\$13,768	\$12,248	\$11,045
Miami University	\$3,325	\$9,097	\$12,086	\$18,026
Ohio State University	\$269,541	\$313,918	\$409,216	\$608,923
Ohio University	\$19,596	\$25,126	\$26,912	\$43,229
University of Akron	\$15,656	\$19,870	\$22,074	\$26,888
University of Cincinnati	\$112,395	\$116,191	\$194,651	\$286,036
University of Toledo	\$8,379	\$9,478	\$15,506	\$32,351
Youngstown State University	\$323	\$589	\$602	\$1,382

\* Ohio Board of Regents

Source: Performance Report for Ohio's Colleges and Universities

#### Highlights

- Tracing Cleveland State University's 5-year record of research awards and dollars in the context of other Ohio institutions is of interest on two accounts. First, such trends provide an understanding of the overall scope of such activity on campus, and second, they provide a comparative magnitude of growth in funding. Recent increases in sponsored research programs point to a campus focused on supporting the core instructional mission of the University with research activities, and one that is making significant contributions to the economic and social development of Cleveland and Northeast Ohio.

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

NSF rankings are of primary significance for major research institutions. Cleveland State University, although not designated as a major research institution continues to build a foundation in cross-disciplinary research, focusing on high level support for graduate education, and a commitment to engaging the private sector in building research partnerships. As a university emerging in the field of sponsored research, it seeks to strategically invest scarce research dollars and prized faculty resources in targeted areas to maximize the impact for the university.

**Table 4.5: Total R&D Expenditures at Universities and Colleges Ranked by Fiscal Year 2006 Total R&D Expenditures: Fiscal Year 2002-2006**

Institution	2006	(Dollars in Thousands)				
	Ranking	2002	2003	2004	2005	2006
University of Toledo	200	\$24,825	\$24,123	\$27,708	\$32,351	\$30,493
Portland State University	205	\$17,683	\$21,433	\$21,433e	\$28,940	\$28,763
University of Akron	209	\$28,080	\$27,953	\$27,488	\$26,888	\$28,440
<b>Cleveland State University</b>	<b>246</b>	<b>\$13,855</b>	<b>\$14,112</b>	<b>\$16,888</b>	<b>\$15,884</b>	<b>\$14,496</b>
University of Missouri-St. Louis	262	\$11,519	\$12,819	\$12,429	\$12,056	\$11,713
Kent State University	268	\$12,868	\$14,549	\$12,712	\$11,045	\$11,076
Bowling Green State University	274	\$5,327	\$7,336	\$8,271	\$9,746	\$9,912

**Source:** National Science Foundation/Division of Science Resources Statistics, Survey of Research and Development Expenditures at Universities and Colleges, TABLE 27. R&D expenditures at universities and colleges, ranked by FY 2006 R&D expenditures: FY 1999-2006

### Highlights

Cleveland State University is ranked among other academically rigorous universities within the state and across the country. CSU expects to continually improve in rank based on continuing efforts to expand research development initiatives.

- Cleveland State University is ranked tenth among the top 20 Specialized Research Universities – Business, Education, and Social Sciences in the third annual Faculty Scholarly Productivity Index compiled by Academic Analytics and reported recently in the Chronicle of Higher Education.

## 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 Provost for Research.

**Table 4.6: Indirect Cost (IDC) Recovery and Total Research Expenditures by Year, Fiscal Year 2003-2007**

Research Activities						Percent Change	
	2003	2004	2005	2006	2007	1 Year	5 Year
Total Research Expenditures	\$19,117,358	\$25,922,289	\$25,665,877	\$26,425,253	\$23,390,243	-11%	22%
Total Indirect Cost Recovered	\$1,493,286	\$1,940,223	\$1,969,170	\$2,116,800	\$1,860,080	-12%	25%
Total CSU Income	\$20,610,644	\$27,862,512	\$27,635,047	\$28,542,053	\$25,250,323	-12%	23%
% IDC of Total Research Expenditures	8%	7%	8%	8%	8%		

Source: CSU Controller's Office and CSU Office of Sponsored Programs and Research

### Highlights

- At CSU, indirect costs recovered are used for internal incentive programs such as the Faculty Research Development Program (FRD), and are used to stimulate and enhance research at all levels. As federal funding grows, so does the indirect cost recovery, and federal government provides the bulk of the indirect costs recovered by CSU.

## Leveraging Investments to Promote Growth in Research Programs

The Faculty Research Development Program (FRD) is Cleveland State University's program for providing seed grant money to support key research areas. Grants under the FRD program are intended for high quality projects leading to scholarship and creative expression that will likely increase the university's ability to attract external funding.

FRD funds cannot be used for developing instructional materials or for supporting work leading to any academic degree for the applicant. The University Research Council (URC) considers grants under the FRD Program as active investments in the university's faculty, students, and basic research effectiveness.

**Table 4.7: Faculty Research Development Program (FRD) Combined Investments and Awards Fiscal Year 2003 - 2007**

College	CSU Investment	External Funding Attracted	Return on Investment Per CSU \$1.00
Nance College of Business Administration	14,780	0	0.00
College of Education and Human Services	32,213	170,000	5.28
Fenn College of Engineering	164,950	394,177	2.39
College of Liberal Arts and Social Sciences	66,374	60,000	0.90
College of Science	327,689	1,072,170	3.27
Maxine Goodman Levin College of Urban Affairs	32,148	454,741	14.15
Cleveland-Marshall College of Law	27,287	55,000	2.02
<b>Total</b>	<b>665,441</b>	<b>2,206,088</b>	<b>3.32</b>

Source: CSU Office of Sponsored Programs and Research

### Highlights

- This table demonstrates successful leveraging of internal funding to attract external funding. Seed funding investments in key departments have yielded \$3.32 for each \$1 invested by the University. These strategic investments have also allowed university signature programs to grow beyond their initial investments.

## Expansion of Externally Funded Research

Several factors have contributed to the expansion of externally funded research at Cleveland State University. A university-wide hiring strategy has been implemented in recent years requiring most new faculty to pursue external grants as a part of their regular workload. Additionally, many promotion and tenure committees across campus have raised their research expectations and are placing considerable weight on grant funded projects. As faculty hires continue to rise, particularly in the Colleges of Science, Education and Human Services, and Engineering, so too will the number of scholars seeking and receiving external funding.

Table 4.8: Fiscal Year 2007 Proposal Submission Awards by Source

Award Sources	Awards 7/01/06 through 6/30/07		Proposals Submitted	Success Rate*
	Amount	Number	Number	
Government Sources				
Federal	\$13,149,371	92	143	64%
State	\$29,749,957	31	53	58%
Local	\$664,999	16	28	57%
<b>Total Government Sources</b>	<b>\$43,564,327</b>	<b>139</b>	<b>224</b>	<b>62%</b>
Non-Government Sources				
Corporate Contracts	\$1,319,360	9	5	180%
Foundation and Non-Profit	\$1,569,701	71	111	64%
<b>Total Non-Government Sources</b>	<b>\$2,889,061</b>	<b>80</b>	<b>116</b>	<b>69%</b>
<b>Sponsored Programs Total</b>	<b>\$46,453,388</b>	<b>219</b>	<b>340</b>	<b>64%</b>

\* Success rate is based on proposals submitted in FY 2007

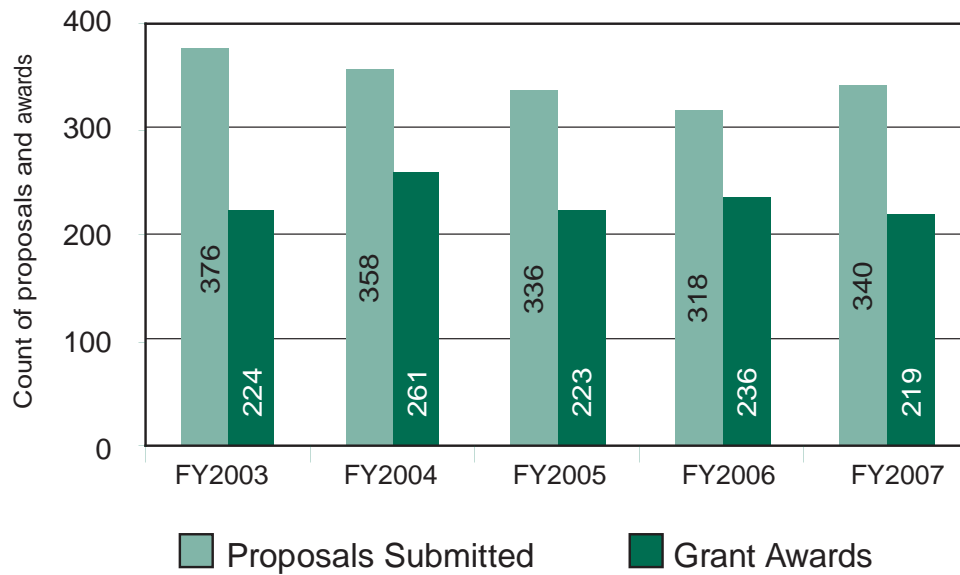
Table 4.9 Proposal Submissions and Awards, Fiscal Year 2003-2007

Proposals and Grant Awards	2003	2004	2005	2006	2007
Proposals Submitted	376	358	336	318	340
Grant Awards	224	261	223	236	219
Success Rate*	60%	73%	66%	74%	64%

\* Success rate is based on proposals submitted in FY 2007 and prior years

Source: CSU Office of Sponsored Programs and Research

Table 4.9 Proposal Submissions and Grant Awards, Fiscal Year 2003-2007



## Ohio Research Challenge

Since 1985 the Ohio Board of Regents has administered a program that directly rewards Ohio universities for their success in securing external funding for research. The objectives of this program include improving the quality of basic research programs at Ohio universities, increasing the state's share of nationally contested research funds, and providing seed money for the state's economic growth. Institutional allocations are made annually by the Regents and the money is used by campuses as unrestricted funds for research.

**Table 4.10: Ohio Board of Regents Biennial Research Challenge Distributions, Fiscal Year 2000-2007**

Institution					Percent Change	
	2000 & 01	2002 & 03	2004 & 05	2006 & 07	2 Year	4 Year
Bowling Green State University	\$539,869	\$501,849	\$498,016	\$570,077	14%	6%
Central State University	\$151,917	\$200,165	\$192,538	\$136,063	-29%	-10%
<b>Cleveland State University</b>	<b>\$746,199</b>	<b>\$650,417</b>	<b>\$509,906</b>	<b>\$601,125</b>	<b>18%</b>	<b>-19%</b>
Kent State University	\$1,443,797	\$1,166,098	\$1,067,278	\$917,545	-14%	-36%
Miami University	\$746,078	\$632,476	\$578,209	\$612,310	6%	-18%
Ohio University	\$1,850,027	\$1,569,960	\$1,645,864	\$1,545,402	-6%	-16%
Ohio State University	\$17,139,839	\$16,202,541	\$14,455,250	\$15,463,372	7%	10%
University of Akron	\$1,262,016	\$1,129,869	\$1,082,717	\$1,028,420	-5%	-19%
University of Cincinnati	\$7,612,135	\$6,584,391	\$6,147,083	\$6,268,441	2%	-18%
University of Toledo	\$993,484	\$964,152	\$987,954	\$1,098,655	11%	11%
Youngstown State University	\$138,659	\$153,982	\$196,425	\$192,619	-2%	39%
<b>Total</b>	<b>\$32,624,020</b>	<b>\$29,755,900</b>	<b>\$27,361,240</b>	<b>\$28,434,029</b>	<b>4%</b>	<b>-13%</b>

**Note:** Due to the biennial nature of this report 2008 & 2009 data will not be available until next year's Book of Trends

**Source:** Ohio Board of Regents <http://regents.ohio.gov/rgp/rsch/pdfs/rcbiendist012207.pdf>

### Highlights

- Research Challenge is set on an incremental formula with a rolling average based on the percentage of the entire state's external funding. The mechanism for Cleveland State University (CSU) to increase its Research Challenge funding is to attract more federal dollars. Based on a formula of rolling averages for allocation, CSU has increased the overall percentage of dollars received from the Research Challenge program. The increase is small but significant in terms of the fact that the university is moving its "margin" against such high research volume institutions as Ohio State and the University of Cincinnati.
- The Research Challenge program does not take into account any Ohio institution's awards or expenditures stemming from state, local and foundation funding. CSU has successfully attracted awards from state and local agencies that have augmented the size and scope of overall research activity on campus. While CSU research dollars rose from state and local sources are of no consequence in attracting a higher proportion of the Ohio Research Challenge funds to campus, such extramural funding does account for the increase in the university's NSF rankings.



## 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 4.11: Intellectual Property: Patents and Disclosures, Fiscal Year 2003-2007*

Source						Percent Change	
	2003	2004	2005	2006	2007	1 Year	5 Year
Disclosures	7	12	11	12	9	-25%	29%
Patents Filed	2	3	-	2	2	-	0%
Provisional Patent Applications Filed	-	-	17	19	3	-84%	
Licenses Approved	-	1	-	-	-		

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

**Notes:** 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 patent, by an instrument in writing. Such an instrument is referred to as an assignment of license.

### Highlights

- The development of intellectual property at Cleveland State University (CSU) is a very recent development. Trend information for such activity in the past five years demonstrates the benefits of increased overall research activity on campus. The accumulation of intellectual property on campus is expected to grow in future years. CSU has a small cadre of extremely productive research faculty who have produced a respectable portfolio of patents. With the addition of CSU's Technology Transfer Officer position in 2005, CSU looks forward to an increase in disclosures, licenses and spin-off companies in the future.
- Currently, the primary generators of intellectual property at CSU include Dr. Majid Rashidi in Mechanical Engineering, Dr. Zhiqiang Gao and his research team in Electrical and Computer Engineering, Dr. Michael Kalafatis, Department of Chemistry and Dr. Baochuan Guo, Department of Chemistry. New faculty hires in the FY 2006-2007 academic year hold promise for the generation of additional intellectual property, as many of them have already-established research agendas and many will bring federal research grants with them to CSU.

Table 4.12: Cleveland State University Signature Research Programs

Signature Programs	College	Departments	Project Description
Instruments, Controls and Electronics (ICE)	Engineering	Electrical and Computer Engineering	This high-tech growth area provides the support for many emerging industries, from biotechnology to aeronautics. At Cleveland State, a strong cadre of faculty has emerged as leaders in the ICE-area of advanced controls and robotics. They have developed processes to fly unmanned vehicles that have the ability to communicate and perform tasks. They have also significantly advanced the field of digital controls and communications, enabling distant control systems—such as those found in space—to function at a highly reliable level. In the next two years, the College of Engineering expects to increase the number of faculty with expertise in ICE.
	Business	Computer and Information Science	
Economic Development	Urban	Urban Affairs	Faculty are involved in various research activities such as the Regional Economic Indicators Project, identifying employment sub-centers, highlighting occupational clusters, and examining Northeast Ohio migration patterns. These activities are intended to help increase the standard of living and wealth of Northeast Ohio, and in the process make CSU an expert in economic development, research, teaching, and service outreach.
	Business	Dean's Office	
Molecular Medicine	Science	Biology	Cleveland State was recently awarded a prestigious federal award from the U.S. Department of Education. The "Graduate Assistantships in Areas of National Need" program will respond to many needs in the life sciences industry, helping to fill a shortage of appropriately trained scientists in interdisciplinary areas.
		Chemistry	
Electronic Power	Engineering	Industrial and Manufacturing Engineering	Cleveland State has built a strong cadre of experts and supporting programs in power systems and power electronics. With NASA-Glenn Research Center support, eleven research teams (four power researchers and seven researchers in related technologies) have worked on electric power issues in relation to space.  <b>Power Beaming:</b> a use of high energy density photocells developed at NASA Glenn to receive and convert laser power. <b>Advanced Distributed Power Systems:</b> modify themselves to make sure that the power supply is uninterrupted even those a device may be failing. <b>Stirling Engines:</b> drive electrical generators through the use of nuclear energy. <b>Engineer in the Computer:</b> help maintain power systems on long distance space missions. <b>VIKSAT:</b> an electric-powered satellite system that was developed for space use.
		Dean's Office	
		Mechanical Engineering, Chemical Engineering	

Source: CSU Office of Sponsored Programs and Research

#### Highlights

- Over the last few years, the four Signature Programs described above, developed through faculty efforts, show promise of moving Cleveland State University into the regional and national spotlight.

## 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 and now there are 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 4.13: Percentage of Total Student Credit Hours Taken by Graduate Level Students at Selected Ohio 4-Year Institutions-Main Campuses Only, Fall Terms 2003-2007**

Institution	2003	2004	2005	2006	2007	Grad SCH
Bowling Green State University	10%	10%	9%	10%	10%	25,644
<b>Cleveland State University</b>	<b>21%</b>	<b>21%</b>	<b>21%</b>	<b>27%</b>	<b>21%</b>	<b>33,411</b>
Kent State University	9%	10%	10%	10%	13%	37,854
Miami University	5%	5%	5%	5%	6%	13,696
Ohio State University	16%	16%	16%	17%	16%	118,082
Ohio University	9%	9%	9%	10%	12%	38,511
University of Akron	10%	10%	10%	12%	10%	26,800
University of Cincinnati	18%	18%	16%	18%	21%	71,345
University of Toledo	9%	9%	9%	12%	8%	20,396
Youngstown State University	5%	5%	5%	5%	5%	8,379

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

**Source:** The Ohio Board of Regents HEI Course Enrollment query-urdate: May 27, 2008

**Table 4.14: Cleveland State University Graduate Student Support from Externally Funded Research, Fiscal Year 2003-2007**

Source	2003	2004	2005	2006	2007	Percent Change	
						1 Year	5 Year
Business	\$38,411	\$34,471	\$22,932	\$28,761	\$55,399	93%	44%
Education	\$67,411	\$45,497	\$77,904	\$66,533	\$127,574	92%	89%
Engineering	\$507,650	\$492,153	\$527,754	\$244,660	\$328,160	34%	-35%
Liberal Arts/Social Science	\$37,560	\$51,423	\$66,015	\$25,961	\$8,076	-69%	-78%
Science	\$85,052	\$110,152	\$267,146	\$164,780	\$244,563	48%	188%
Urban Affairs	\$278,742	\$181,252	\$295,143	\$374,967	\$427,125	14%	53%
<b>Total</b>	<b>\$1,014,826</b>	<b>\$914,948</b>	<b>\$1,256,894</b>	<b>\$905,663</b>	<b>\$1,190,897</b>	<b>31%</b>	<b>17%</b>

**Note:** Extramural support: Funding from any source external to the Cleveland State University.

**Source:** College of Graduate Studies

### Highlights

- For the past 5 years Cleveland State University has continued to offer the largest proportion of graduate student credit hours of any Ohio institution. This trend continues to grow and clearly outlines CSU's future priorities in response to the region's growing demands for graduate education.
- Cleveland State University College of Science doctoral student in Chemistry, Michael Bukys received the prestigious 2007 J. Edgar Hoover Foundation "Scientific Scholarship" to advance law enforcement as the sole recipient of this award in the United States.

The \$25,000 scholarship is nationally, competitive and awarded each year to just one student from an exclusive pool of candidates. The scholarship recognizes the essential role that science plays in the work of law enforcement professionals, and the need to support students who are pursuing degrees relevant to the field.

- The undergraduate research program created by CSU Provost Mary Jane Saunders recently completed its second summer with 75 undergraduate students engaging in a variety of research projects with CSU faculty. Investments of over \$289,400 were made in the program.

## New Collaborative Agreements in 2007-08

- Cleveland State University and the University of Akron signed agreements to share resources under the auspices of the University of Akron Research Foundation, aimed at promoting technology development and economic growth in Northeast Ohio.
- Cleveland State University and the University of Akron began cooperating in offering a collaborative Ph.D program in Adult Development and Aging. The program commenced in the Fall 2008 academic year.
- The Chinese Ambassador to the U.S. announced the awarding of the title of Confucius Institute at Cleveland State University on the occasion of his visit to Cleveland in April 2008. This is a partnership with the Capital University of Economics and Business in Beijing, promoting the use of the Chinese language and appreciation of Chinese culture as well as economic development in Ohio. Central to the work of the Institute is to continue to prepare up to 60 teachers of Chinese for public and private schools, colleges and other organizations. CSU is planning an International Academy of Cleveland with three local school systems and other organizations to attract Chinese professionals to the region. The Institute coordinates short and extended exchanges of faculty, teachers, and students from both China and Ohio to pursue degrees and have enriching experiences through a network of Chinese universities and school systems. In cooperation with The School of Business Administration at CSU, the Institute will offer professional development and technical assistance to Ohio companies doing business in China and assist Chinese businesses interested in expanding to Ohio.
- A partnership between the Key Foundation, the Cleveland State University Foundation and the Nance College of Business will allow business students to gain real-world experience in investments and portfolio management through a \$300,000 Student Managed Investment Fund, boosting their academic credentials and career opportunities.

Table 4.15: Cleveland State University Research Centers and Institutes

Name	Established	Website
Advanced Control Technologies, Center for (CACT)	1995	<a href="http://cact.csuohio.edu/">http://cact.csuohio.edu/</a>
Advancement of Women in Public Service, Ohio Center for the	2001	<a href="http://urban.csuohio.edu/womenscenter/">http://urban.csuohio.edu/womenscenter/</a>
Arts and Innovation, Center for	2005	<a href="http://www.csuohio.edu/class/cai/">http://www.csuohio.edu/class/cai/</a>
Bioethics Center	2002	<a href="http://www.csuohio.edu/class/bioethics/">http://www.csuohio.edu/class/bioethics/</a>
Civic Education, Center for	N/A	<a href="http://urban.csuohio.edu/civic_education/">http://urban.csuohio.edu/civic_education/</a>
Communication Research Center	1976	<a href="http://academic.csuohio.edu/crc/">http://academic.csuohio.edu/crc/</a>
Economic Development, Center for	1986	<a href="http://urban.csuohio.edu/economicdevelopment/">http://urban.csuohio.edu/economicdevelopment/</a>
Election Integrity, Center for	2005	<a href="http://urban.csuohio.edu/cei/">http://urban.csuohio.edu/cei/</a>
Electronics and Aerospace Technology, Center for Research in (CREATE)	2003	<a href="http://www.csuohio.edu/engineering/create/">http://www.csuohio.edu/engineering/create/</a>
Gene Regulation in Health and Disease, Center for	2008	<a href="http://www.csuohio.edu/sciences/generegctr.html">http://www.csuohio.edu/sciences/generegctr.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://urban.csuohio.edu/glefc/">http://urban.csuohio.edu/glefc/</a>
Healing Across Cultures, Center for	N/A	<a href="http://www.csuohio.edu/sciences/dept/chac/">http://www.csuohio.edu/sciences/dept/chac/</a>
Health Equity, The Center for	2005	<a href="http://urban.csuohio.edu/che/">http://urban.csuohio.edu/che/</a>
Housing Research & Policy, Center for	1982	<a href="http://urban.csuohio.edu/housing/">http://urban.csuohio.edu/housing/</a>
K'inál Winik Cultural Center	2003	<a href="http://www.csuohio.edu/kinalwinik/">http://www.csuohio.edu/kinalwinik/</a>
Leadership Development, Center for	1993	<a href="http://urban.csuohio.edu/leadership/">http://urban.csuohio.edu/leadership/</a>
Local Government Leadership, Unger International Center for	2001	<a href="http://urban.csuohio.edu/unger_croatia/">http://urban.csuohio.edu/unger_croatia/</a>
Maxine Goodman Levin College of Urban Affairs Research Centers	*	<a href="http://urban.csuohio.edu/research/">http://urban.csuohio.edu/research/</a>
Modeling Integrated Metabolic Systems, Center for	N/A	<a href="http://www.csuohio.edu/engineering/mims/">http://www.csuohio.edu/engineering/mims/</a>
Neighborhood Development, Center for	1979	<a href="http://urban.csuohio.edu/cnd/">http://urban.csuohio.edu/cnd/</a>
Nonprofit Policy and Practice, Center for	1970	<a href="http://urban.csuohio.edu/nonprofit/">http://urban.csuohio.edu/nonprofit/</a>
Planning Research and Practice, Center for	2006	<a href="http://urban.csuohio.edu/planningcenter/">http://urban.csuohio.edu/planningcenter/</a>
Poetry Center	1962	<a href="http://www.csuohio.edu/poetrycenter/">http://www.csuohio.edu/poetrycenter/</a>
Poverty Studies, Center for	2000	<a href="http://www.csuohio.edu/class/cps/">http://www.csuohio.edu/class/cps/</a>
Public Management, Center for	1982	<a href="http://urban.csuohio.edu/publicmanagement/">http://urban.csuohio.edu/publicmanagement/</a>
Real Estate Brokerage and Markets, Center for	1992	<a href="http://www.csuohio.edu/business/realestate/">http://www.csuohio.edu/business/realestate/</a>
Rotating Machinery Dynamics and Control, Center for	2006	<a href="http://academic.csuohio.edu/romadyc/">http://academic.csuohio.edu/romadyc/</a>
Sacred Landmarks, Center for	1986	<a href="http://urban.csuohio.edu/sacredlandmarks">http://urban.csuohio.edu/sacredlandmarks</a>
University Transportation Center	N/A	<a href="http://www.csuohio.edu/engineering/utc/">http://www.csuohio.edu/engineering/utc/</a>
Urban Child Research Center	1991	<a href="http://urban.csuohio.edu/ucrc/">http://urban.csuohio.edu/ucrc/</a>
Wright Center for Sensor System Engineering (WCSSE)		<a href="http://www.csuohio.edu/research/wcsse/">http://www.csuohio.edu/research/wcsse/</a>

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

**Notes:** N/A Data unavailable

\* See <http://urban.csuohio.edu/research/> for center/institute listings and to obtain date established and additional information.

Table 4.16: Past Recipients of Distinguished Faculty Awards by Award Type 1986, 1993-2008

Type of Award						
Teaching			Service		Research	
Year	Name	Department	Name	Department	Name	Department
1986	Albert N. Cousins	Sociology	Louis T. Milic	English	Allan Peskin	History
	Joseph A. Troccoli	Mathematics				
1993	Thomas F. Campbell	History	Roger W. Binkley	Chemistry	Richard C. Stephens	Sociology
	Jane L. McIntyre	Philosophy				
1994	Thomas W. Flechtner	Chemistry	Sidney Kraus	Communication	Surendra N. Tewari	Chemical Engineering
	Barbara B. Green	Political Science				
1995	Rosemary E. Sutton	Curriculum & Foundations	Robert I. Abelman	Communication	Roger B. Manning	History
	Robert A. Wheeler	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
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 Ziolek	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. Jeffers	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
	John F. Oprea	Mathematics	Barbara H. Margolius	Mathematics	David F. Forte	Law

Source: CSU Provost's Office







**Table 5.1: Fall to Fall Student Return Rate  
Enrolled Fall 2002 – 2006 / Returned Fall 2003 – 2007**

	Fall 2002 Cohort				Fall 2003 Cohort				Fall 2004 Cohort				Fall 2005 Cohort				Fall 2006 Cohort			
	Reg	Grad	Return	Ret. Rate	Reg	Grad	Return	Ret. Rate	Reg	Grad	Return	Ret. Rate	Reg	Grad	Return	Ret. Rate	Reg	Grad	Return	Ret. Rate
<b>New Students</b>	Fall 02	Fall 03			Fall 03	Fall 04			Fall 04	Fall 05			Fall 05	Fall 06			Fall 06	Fall 07		
<b>First Year Full-time Only</b>	<b>946</b>	<b>0</b>	<b>561</b>	<b>59%</b>	<b>925</b>	<b>0</b>	<b>544</b>	<b>59%</b>	<b>922</b>	<b>0</b>	<b>549</b>	<b>60%</b>	<b>955</b>	<b>0</b>	<b>552</b>	<b>58%</b>	<b>947</b>	<b>0</b>	<b>587</b>	<b>62%</b>
Freshmen All (Degree Seeking)	1,012	0	593	59%	989	0	575	58%	986	0	574	58%	1,000	0	569	57%	986	0	611	62%
Transfers (Degree Seeking)*	1,130	4	768	68%	1,096	6	743	68%	966	2	687	71%	1,006	3	700	70%	1,095	4	774	71%
Other Undergrads/Non-degree	536	0	174	32%	627	0	192	31%	636	2	214	34%	536	1	176	33%	567	0	187	33%
Masters	571	5	415	73%	966	34	655	70%	782	38	563	76%	730	44	533	78%	846	35	610	75%
Doctoral	12	0	10	83%	37	0	30	81%	28	0	26	93%	34	0	31	91%	31	0	25	81%
Law	206	0	157	76%	262	3	209	81%	237	2	191	81%	232	3	199	87%	218	1	184	85%
Other Grads-Law/Non-degree	330	0	122	37%	612	2	260	43%	482	0	214	44%	517	9	198	39%	427	0	170	40%
<b>Sub-Total</b>	<b>3,797</b>	<b>9</b>	<b>2,239</b>	<b>59%</b>	<b>4,589</b>	<b>45</b>	<b>2,664</b>	<b>59%</b>	<b>4,117</b>	<b>44</b>	<b>2,469</b>	<b>61%</b>	<b>4,055</b>	<b>60</b>	<b>2,406</b>	<b>60%</b>	<b>4,170</b>	<b>40</b>	<b>2,561</b>	<b>62%</b>
<b>Returning Students</b>	<b>Fall 02</b>	<b>Fall 03</b>			<b>Fall 03</b>	<b>Fall 04</b>			<b>Fall 04</b>	<b>Fall 05</b>			<b>Fall 05</b>	<b>Fall 06</b>			<b>Fall 06</b>	<b>Fall 07</b>		
First Year	994	2	549	55%	993	1	521	53%	943	0	536	57%	801	0	463	58%	777	1	408	53%
Sophomores	1,310	1	942	72%	1,211	0	845	70%	1,099	8	779	71%	1,095	8	806	74%	1,015	8	748	74%
Juniors	1,652	8	1,227	75%	1,617	7	1,242	77%	1,548	10	1,208	79%	1,424	17	1,116	79%	1,426	9	1,095	77%
Seniors	3,071	1,108	1,249	64%	3,363	1,193	1,345	62%	3,298	1,227	1,585	77%	3,331	1,413	1,523	79%	3,267	1,296	1,278	65%
Other Undergrads/Non-degree	700	20	310	46%	402	3	167	42%	394	4	194	50%	418	2	191	46%	391	2	186	48%
Masters	2,800	801	1,365	68%	2,782	865	1,238	65%	2,996	949	1,311	64%	2,919	998	1,271	66%	2,870	1,001	1,225	66%
Doctoral	295	32	228	87%	324	38	249	87%	323	27	248	84%	332	31	254	84%	343	47	265	90%
Law	602	208	352	89%	539	242	271	91%	508	194	301	96%	503	214	276	96%	486	175	289	93%
Other Grads-Law/Non-degree	942	35	310	34%	557	17	223	41%	655	17	247	39%	672	16	218	33%	394	6	141	36%
<b>Sub-Total</b>	<b>12,366</b>	<b>2,215</b>	<b>6,532</b>	<b>64%</b>	<b>11,788</b>	<b>2,366</b>	<b>6,101</b>	<b>65%</b>	<b>11,764</b>	<b>2,436</b>	<b>6,409</b>	<b>69%</b>	<b>11,495</b>	<b>2,699</b>	<b>6,118</b>	<b>70%</b>	<b>10,969</b>	<b>2,545</b>	<b>5,635</b>	<b>67%</b>
<b>Overall</b>	<b>16,163</b>	<b>2,224</b>	<b>8,771</b>	<b>63%</b>	<b>16,377</b>	<b>2,411</b>	<b>8,765</b>	<b>63%</b>	<b>15,881</b>	<b>2,480</b>	<b>8,878</b>	<b>66%</b>	<b>15,550</b>	<b>2,759</b>	<b>8,524</b>	<b>67%</b>	<b>15,142</b>	<b>2,585</b>	<b>8,196</b>	<b>65%</b>
<b>% Graduating Annually</b>	<b>2002-03</b>	<b>13.8%</b>			<b>2003-04</b>	<b>14.7%</b>			<b>2004-05</b>	<b>15.6%</b>			<b>2005-06</b>	<b>17.7%</b>			<b>2006-07</b>	<b>17.1%</b>		

**Notes:** Cohort includes all degree-seeking students registered (Reg.) on the 15th day. "Grad." or "Return" status is determined for each member of the Registered (Reg.) cohort on the 15th day of the following Fall Term. Other Undergrads/Non-degree" includes Admit Type: PST and VST and Non-Degree Students

\*Academic Levels may have been coded incorrectly in the system due to a delay in the processing of transfer hours.

**Table 5.2: Fall to Fall Retention Rates for IPEDS Cohort by Race and Gender  
(New Degree-Seeking, Full-Time, First-Time First Year)  
Enrolled Fall 2002 – 2006 / Returned Fall 2003 – 2007**

	Fall 2002 Cohort			Fall 2003 Cohort			Fall 2004 Cohort			Fall 2005 Cohort			Fall 2006 Cohort		
	Fall 02	Fall 03	Ret. Rate	Fall 03	Fall 04	Ret. Rate	Fall 04	Fall 05	Ret. Rate	Fall 05	Fall 06	Ret. Rate	Fall 06	Fall 07	Ret. Rate
	Newly Enrolled	Return		Newly Enrolled	Return		Newly Enrolled	Return		Newly Enrolled	Return		Newly Enrolled	Return	
<b>White</b>															
Female	255	158	62%	220	148	67%	226	151	67%	262	166	63%	271	185	68%
Male	316	207	66%	310	201	65%	301	201	67%	291	187	64%	287	198	69%
<b>Black</b>															
Female	148	71	48%	186	83	45%	161	76	47%	171	76	44%	165	83	50%
Male	91	47	52%	86	32	37%	68	28	41%	88	31	35%	69	28	41%
<b>Hispanic</b>															
Female	20	10	50%	21	9	43%	17	7	41%	22	13	59%	28	18	64%
Male	14	6	43%	19	9	47%	14	5	36%	24	11	46%	17	5	29%
<b>Asian or Pacific Islander</b>															
Female	17	12	71%	14	13	93%	9	4	44%	24	18	75%	17	13	76%
Male	17	10	59%	21	16	76%	15	13	87%	19	13	68%	12	6	50%
<b>Native American</b>															
Female	1	0		0	0		1	1	100%	2	2	100%	1		
Male	1	1	100%	1	0		0	0		1	1	100%	1	1	100%
<b>Non-Resident Alien</b>															
Female	2	0		3	2	67%	6	4	67%	8	8	100%	6	6	100%
Male	8	6	75%	7	5	71%	11	10	91%	12	9	75%	8	7	88%
<b>Unknown</b>															
Female	20	13	65%	19	14	74%	44	23	52%	18	11	61%	33	21	64%
Male	36	20	56%	18	12	67%	49	26	53%	13	5	38%	32	16	50%
<b>Total</b>															
Female	463	264	57%	463	269	58%	464	266	57%	507	294	58%	521	326	63%
Male	483	297	61%	462	275	60%	458	283	62%	448	257	57%	426	261	61%
<b>Total Male &amp; Female</b>	<b>946</b>	<b>561</b>	<b>59%</b>	<b>925</b>	<b>544</b>	<b>59%</b>	<b>922</b>	<b>549</b>	<b>60%</b>	<b>955</b>	<b>551</b>	<b>58%</b>	<b>947</b>	<b>587</b>	<b>62%</b>

**Table 5.3: Fall to Fall Retention Rates for IPEDS Cohort (New Degree-Seeking, Full-Time, First Year) by College Enrolled Fall 2002 – 2006 / Returned Fall 2003 – 2007**

	Fall 2002 Cohort			Fall 2003 Cohort			Fall 2004 Cohort			Fall 2005 Cohort			Fall 2006 Cohort		
	Fall 02	Fall 03	Ret. Rate	Fall 03	Fall 04	Ret. Rate	Fall 04	Fall 05	Ret. Rate	Fall 05	Fall 06	Ret. Rate	Fall 06	Fall 07	Ret. Rate
	Enrolled	Return		Enrolled	Return		Enrolled	Return		Enrolled	Return		Enrolled	Return	
Business	166	98	59%	165	105	64%	165	105	64%	160	98	61%	154	95	62%
CLASS	340	209	61%	329	201	61%	329	201	61%	231	153	66%	209	137	66%
First College	11	7	64%	19	12	63%	19	12	63%	-	-	-	-	-	-
Education	73	42	58%	60	38	63%	60	38	63%	102	53	52%	96	63	66%
Engineering	46	38	83%	62	54	87%	62	54	87%	49	34	69%	87	69	79%
Science	21	15	71%	26	18	69%	26	18	69%	199	133	67%	176	115	65%
Urban Affairs	8	2	25%	12	8	67%	12	8	67%	6	4	67%	2	1	50%
Undergraduate Studies <sup>1</sup>	281	150	53%	252	108	43%	252	108	43%	208	77	37%	223	107	48%
<b>Total</b>	<b>946</b>	<b>561</b>	<b>59%</b>	<b>925</b>	<b>544</b>	<b>59%</b>	<b>925</b>	<b>544</b>	<b>59%</b>	<b>955</b>	<b>552</b>	<b>58%</b>	<b>947</b>	<b>587</b>	<b>62%</b>

<sup>1</sup> University Studies was replaced by the Office of Undergraduate Studies in August 2007.

**Table 5.4: Three-Year Mobility of Undergraduate Students Enrolled Spring Term 2006 by Institution**

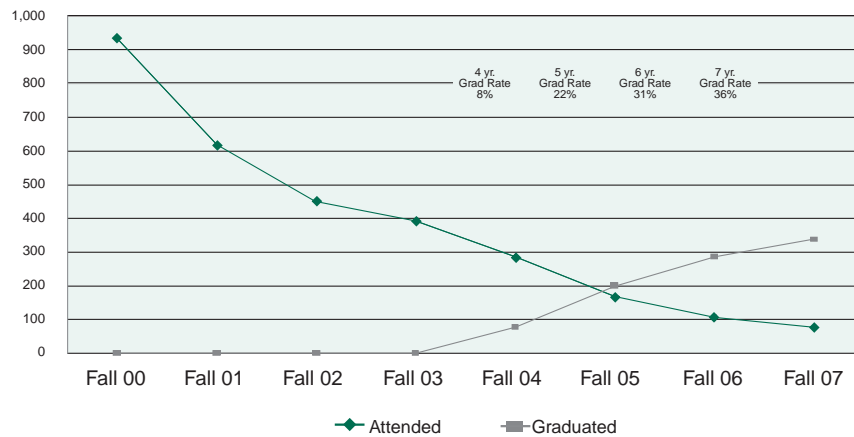
Institution	Undergraduate Student	Mobile Same Institution Different Campus	Mobile Different Institution	Total Mobility	Concurrent Same Institution Different Campus	Concurrent Different Institution	Total Concurrent
<b>University Main Campuses</b>							
Bowling Green State University	14,924	3%	21%	24%	1%	1%	2%
<b>Cleveland State University</b>	<b>9,073</b>	<b>0%</b>	<b>31%</b>	<b>31%</b>	<b>0%</b>	<b>3%</b>	<b>3%</b>
Kent State University	17,066	15%	16%	31%	5%	1%	6%
Miami University	14,288	20%	10%	31%	9%	0%	9%
Ohio State University	35,488	7%	23%	29%	1%	2%	3%
Ohio University	15,660	11%	12%	23%	4%	0%	5%
University of Akron	16,509	7%	15%	22%	2%	1%	3%
University of Cincinnati	17,497	13%	11%	24%	5%	1%	5%
University of Toledo	14,395	0%	20%	20%	0%	2%	2%
Youngstown State University	10,836	0%	9%	9%	0%	0%	0%

Source: Ohio Board of Regents, <http://regents.ohio.gov/perfrpt/statProfiles/TransferReport08.pdf>

**Table 5.5: Attended, Graduated and Retained  
Fall to Fall Student Tracking (IPEDS Cohort)**

					4 Year	5 Year	6 Year	7 Year
	Fall							
	Fall 2000 Cohort	2001	2002	2003	2004	2005	2006	2007
Attended	934	618	452	393	286	168	106	78
Graduated					77	201	286	338
% Graduated of Cohort					8%	22%	31%	36%
%Still Enrolled		66%	48%	42%	33%	23%	16%	13%

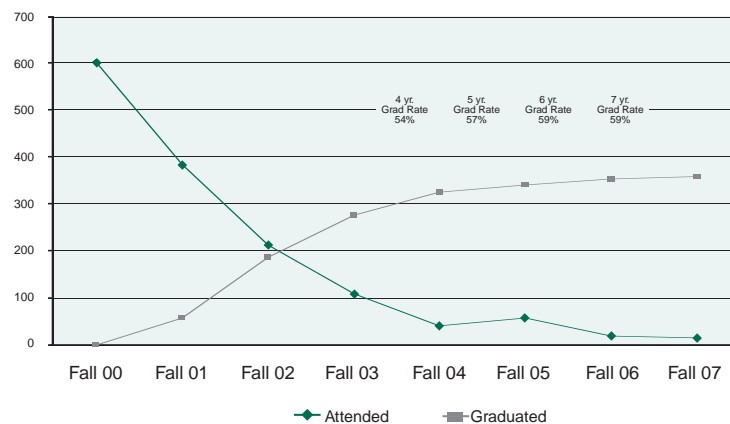
**Figure 5.5: Fall 2000 IPEDS Cohort Attended & Graduated**



**Table 5.6: Attended, Graduated and Retained  
Fall to Fall Student Tracking (Transfer Cohort\*)**

					4 Year	5 Year	6 Year	7 Year
	Fall							
	Fall 2000 Cohort	2001	2002	2003	2004	2005	2006	2007
Attended	603	383	212	88	37	25	14	18
Graduated		57	186	277	325	341	354	358
% Graduated of Cohort		9%	31%	46%	54%	57%	59%	59%
%Still Enrolled		70%	51%	27%	13%	10%	4%	7%

**Figure 5.6: Fall 2000 Full-Time Transfer Cohort Attended & Graduated\***



**Notes:** Cohorts are First-Time, Full-Time, Degree-Seeking Freshmen or Transfers students as of the 15th day of Fall Quarter, 2000.

"Attended" or "Graduated" status is determined from the 15th day records and graduation table for each term listed.

\*Includes all New Transfer students.

**Table 5.7: Fall to Fall Undergraduate First-Year Full-Time Degree-Seeking Cohort Graduation and Retention Rate Returning to CSU as Undergraduate**

		Graduated In								
IPEDS Cohort		1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year	9th Year
<b>Fall 98 Cohort</b>	<b>962</b>									
Graduated					64	171	260	315	339	344
% Graduated of Cohort					7%	18%	27%	33%	35%	36%
% Still Enrolled <sup>1</sup>		60%	42%	38%	27%	16%	10%	8%	7%	3%
% Total Retained		60%	42%	38%	34%	32%	37%	41%	42%	39%
% Stopped-Out		40%	58%	62%	66%	66%	63%	59%	58%	61%
<b>Fall 99 Cohort</b>	<b>1,048</b>									
Graduated					84	231	310	354	383	
% Graduated of Cohort					8%	22%	30%	34%	37%	
% Still Enrolled <sup>1</sup>		60%	47%	42%	32%	18%	12%	9%	3%	
% Total Retained		60%	47%	42%	40%	40%	42%	43%	40%	
% Stopped-Out		40%	53%	58%	60%	60%	58%	57%	60%	
<b>Fall 00 Cohort</b>	<b>934</b>									
Graduated					77	201	286	338		
% Graduated of Cohort					8%	22%	31%	36%		
% Still Enrolled <sup>1</sup>		64%	47%	34%	29%	14%	9%	5%		
% Total Retained		64%	47%	34%	38%	36%	39%	41%		
% Stopped-Out		36%	53%	66%	62%	64%	61%	59%		
<b>Fall 01 Cohort</b>	<b>1,008</b>									
Graduated					84	242	315			
% Graduated of Cohort					8%	24%	31%			
% Still Enrolled <sup>1</sup>		62%	46%	35%	30%	15%	6%			
% Total Retained		62%	46%	35%	39%	39%	38%			
% Stopped-Out		36%	54%	65%	61%	61%	62%			
<b>Fall 02 Cohort</b>	<b>946</b>									
Graduated					73	170				
% Graduated of Cohort					8%	18%				
% Still Enrolled <sup>1</sup>		59%	41%	36%	26%	14%				
% Total Retained		59%	41%	36%	34%	32%				
% Stopped-Out		41%	59%	64%	66%	68%				
<b>Fall 03 Cohort</b>	<b>925</b>									
Graduated					67					
% Graduated of Cohort					7%					
% Still Enrolled <sup>1</sup>		58%	42%	39%	28%					
% Total Retained		58%	42%	39%	36%					
% Stopped-Out		42%	58%	61%	64%					
<b>Fall 04 Cohort</b>	<b>922</b>									
Graduated				7						
% Graduated of Cohort				1%						
% Still Enrolled <sup>1</sup>		60%	47%	40%						
% Total Retained		60%	47%	41%						
% Stopped-Out		40%	53%	59%						

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**Table 5.7: Fall to Fall Undergraduate First-Year Full-Time Degree-Seeking Cohort Graduation and Retention Rate Returning to CSU as Undergraduate**

<i>continued from previous page</i>		Graduated In								
	IPEDS Cohort	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year	9th Year
<b>Fall 05 Cohort</b>	<b>955</b>									
Graduated										
% Graduated of Cohort										
% Still Enrolled <sup>1</sup>		60%	44%							
% Total Retained		60%	44%							
% Stopped-Out		40%	56%							
<b>Fall 06 Cohort</b>	<b>947</b>									
Graduated										
% Graduated of Cohort										
% Still Enrolled <sup>1</sup>		62%								
% Total Retained		62%								
% Stopped-Out		38%								
<b>Fall 07 Cohort</b>	<b>1,132</b>									
Graduated										
% Graduated of Cohort										
% Still Enrolled <sup>1</sup>										
% Total Retained										
% Stopped-Out										

<sup>1</sup>“Still Enrolled” are those enrolled in fall semester and not graduated by the end of the academic year.

Table 5.8: Annual Degrees Awarded by Academic Level and Gender - University Total

Degree Level											Percent Change	
	2002-03		2003-04		2004-05		2005-06		2006-07		1 Year	5 Year
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>Degree Totals</b>												
Bachelor's	914	681	983	692	986	700	1,015	687	1,023	761	5%	12%
Post-Bachelor's Certificates	-	-	-	-	11	14	56	38	39	30	-27%	-94%
Master's	737	435	784	495	790	591	847	586	876	617	4%	27%
Post-Master's Certificates	10	8	13	4	13	2	12	4	8	6	-13%	-22%
Doctoral Degrees	21	14	18	19	14	21	19	11	31	26	90%	63%
Law (Juris Doctor)	108	112	108	142	71	125	110	107	86	97	-16%	-17%
Master of Laws	1	-	-	1	-	-	3	-	-	-		
<b>Total Degrees Awarded</b>	<b>1,791</b>	<b>1,250</b>	<b>1,906</b>	<b>1,353</b>	<b>1,885</b>	<b>1,453</b>	<b>2,062</b>	<b>1,433</b>	<b>2,063</b>	<b>1,537</b>	<b>3%</b>	<b>18%</b>

Note: Degrees awarded Summer through Spring.

Table 5.9: Annual Degrees Awarded by Major and Gender - College of Business

Degree Level											Percent Change	
	2002-03		2003-04		2004-05		2005-06		2006-07		1 Year	5 Year
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>Bachelor's</b>												
Accounting	33	28	35	33	48	34	39	32	40	47	23%	43%
Business Economics	1	2	3	10	1	5	4	5	5	9	56%	367%
Business General	0	0	0	0								
Computer and Information Science	12	36	7	22	7	24	6	20		23	-12%	-52%
Finance	17	41	23	45	28	43	20	40	28	50	30%	34%
Information Systems	17	37	23	46	12	32	5	25	3	20	-23%	-57%
International Business					2	3	7	3	6	7	30%	
Management and Labor Resources	42	40	36	24	26	35	34	42	29	30	-22%	-28%
Marketing	35	42	25	43	32	36	32	33	27	36	-3%	-18%
Operation Management and Business Statistics	4	16	5	10	4	13	8	9	6	14	18%	0%
<b>Total</b>	<b>161</b>	<b>242</b>	<b>157</b>	<b>233</b>	<b>160</b>	<b>225</b>	<b>155</b>	<b>209</b>	<b>144</b>	<b>236</b>	<b>4%</b>	<b>-6%</b>
<b>Post-Bachelors Certificates</b>												
Data-Driven Marketing Planning							1			1	0%	
Health Care Administration					1							
Total Quality Mgt/Cont Quality						1						
<b>Total</b>					<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0%</b>	

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Table 5.9: Annual Degrees Awarded by Major and Gender - College of Business

*continued from previous page*

Degree Level											Percent Change	
	2002-03		2003-04		2004-05		2005-06		2006-07		1 Year	5 Year
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>Master's Degree</b>												
Accelerated Business Administration	10	14	26	29	26	34	17	29	27	25	13%	117%
Business Administration	75	93	94	109	77	130	89	149	97	156	6%	51%
Computer and Information Science		38	2320	48	20	51	12	41	8	26	-36%	-44%
Executive Business Administration	4	14	7	15	2	9		1	5	9	1300%	-22%
Finance	0	1	0	1	0	2		2	1		-50%	0%
Financial Audit	11	11	21	4	21	6	13	6	6	10	-16%	-27%
Labor Relations and Human Resources	16	5	15	7	16	6	16	5	21	11	52%	52%
Marketing	1	0	0	2					1	1		100%
Master of Business Administration	1	0	0	1								
MBA-Health Care	9	4	2	3	16	7	8	10	11	9	11%	54%
Public Health	1	0	5	5	4	1	4	3	7	3	43%	900%
Tax Program	0	5	1	1	1	2	1	4	2	4	20%	20%
<b>Total</b>	<b>151</b>	<b>185</b>	<b>191</b>	<b>225</b>	<b>183</b>	<b>248</b>	<b>160</b>	<b>250</b>	<b>186</b>	<b>254</b>	<b>7%</b>	<b>31%</b>
<b>Doctoral Degree</b>												
Business Administration-Doctoral	0	4	0	1	1	2	2	1	6	1	133%	75%
<b>Total Business</b>												
Bachelor's	161	242	157	233	160	225	155	209	144	236	4%	-6%
Post-Bachelor's Certificates	0	0	0	0	1	1	1	0	0	1	0%	
Master's	151	185	191	225	183	248	160	250	186	254	7%	31%
Doctoral	0	4	0	1	1	2	2	1	6	1	133%	75%
<b>Business Total</b>	<b>312</b>	<b>431</b>	<b>348</b>	<b>459</b>	<b>345</b>	<b>476</b>	<b>318</b>	<b>460</b>	<b>336</b>	<b>492</b>	<b>6%</b>	<b>11%</b>

**Note:** Degrees awarded Summer through Spring



Table 5.10: Annual Degrees Awarded by Major and Gender - College of Liberal Arts and Social Sciences

Degree Level											Percent Change	
	2002-03		2003-04		2004-05		2005-06		2006-07		1 Year	5 Year
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>Bachelor's Degree</b>												
Anthropology	10	3	10	6	13	4	9	3	5	5	-17%	-23%
Art	41	5	24	12	27	13	27	14	26	15	0%	-11%
Classical and Medieval Studies	0	0	1	0				1	1		0%	
Communication	75	47	112	62	74	68	66	58	64	45	-12%	-11%
Communication Management							3		3	2	67%	
Criminology									6	5		
Dramatic Arts	2	1	4	0	5	2	3		2		-33%	-33%
Economics	4	9	0	8	5	8	6	7	2	8	-23%	-23%
Film and Digital Media									3	3		
English	23	22	24	11	32	29	43	9	31	17	-8%	7%
French	0	0	2	1	1		1	3	1	1	-50%	
German	0	0	0	0			1	1				
History	12	14	9	16	17	15	14	24	7	25	-16%	23%
International Relations	11	8	10	9	11	2	8	13	9	7	-24%	-16%
Journalism & Promotional Comm							12	4	19	6	56%	
Liberal Studies	26	9	25	11	12	7	9	3	13	6	58%	-46%
Linguistics	0	0	2	2		2	2	1	1	1	-33%	
Music	5	2	2	9	11	8	6	8	7	7	0%	100%
Philosophy	1	3	2	5	5	4	3	8	1	2	-73%	-25%
Political Science	11	17	14	9	8	9	16	21	12	20	-14%	14%
Religious Studies	0	1	5	0	6	2	7	5	3	5	-33%	700%
Social Science	1	1	3	2	4	3	3	2	3	1	-20%	100%
Social Studies	2	3	3	7	3	7	5	6	1	11	9%	140%
Social Work	63	12	58	16	49	7	55	9	62	13	17%	0%
Sociology	51	18	38	18	39	18	57	14	38	10	-32%	-30%
Spanish	4	2	4	1	6	3	3		8	2	233%	67%
Women's Studies	0	0	2	0	1		1		1		0%	
<b>Total</b>	<b>342</b>	<b>177</b>	<b>354</b>	<b>205</b>	<b>329</b>	<b>211</b>	<b>360</b>	<b>214</b>	<b>329</b>	<b>217</b>	<b>-5%</b>	<b>5%</b>

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Table 5.10: Annual Degrees Awarded by Major and Gender - College of Liberal Arts and Social Sciences

Degree Level											Percent Change	
	2002-03		2003-04		2004-05		2005-06		2006-07		1 Year	5 Year
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>Post-Bachelor's Certificates</b>												
Advanced Study in Bioethics									2	2		
African Diaspora							1					
Appl Econ & Public Policy										1		
Art					1		1	1				
Criminal Justice									1			
Graphic Deisgn							12	13	7	3		
Journalism					2	3	1		1		0%	
Latin Amer. Studies						1						
Multimedia					1	1	2			1	-50%	
Prof. Writing Certificate								1	1	1	100%	
<b>Total</b>							<b>17</b>	<b>15</b>	<b>10</b>	<b>6</b>	<b>-50%</b>	
<b>Master's Degree</b>												
Art	0	0	0	0	1	1	2					
Communication	7	8	4	2	1	1	14	2	16	5	31%	40%
Economics	1	3	2	3	2	5	4	2	4	3	17%	75%
English	13	6	8	3	8	5	12	3	13	4	13%	-11%
History	5	4	11	9	7	7	9	4	6	6	-8%	33%
Music	3	8	5	1	5	7	10	7	5	3	-53%	-27%
Philosophy	1	6	1	1	2	1	1	3	3	3	50%	-14%
Social Work	23	8	38	15	49	10	54	9	66	11	22%	148%
Sociology	7	1	8	1	4		12	2	5	2	-50%	-13%
Spanish	4	2	7	2	5		6	1	6	3	29%	50%
<b>Total</b>	<b>64</b>	<b>46</b>	<b>84</b>	<b>37</b>	<b>84</b>	<b>37</b>	<b>124</b>	<b>33</b>	<b>124</b>	<b>40</b>	<b>4%</b>	<b>49%</b>
<b>Total CLASS</b>												
Bachelor's	342	177	354	205	329	211	360	214	329	217	-5%	5%
Post-Bachelor's Certificates	0	0	0	0	0	0	17	15	10	6	-50%	
Master's	64	46	84	37	84	37	124	33	124	40	4%	49%
<b>CLASS TOTAL</b>	<b>406</b>	<b>223</b>	<b>438</b>	<b>242</b>	<b>413</b>	<b>248</b>	<b>501</b>	<b>262</b>	<b>463</b>	<b>263</b>	<b>-5%</b>	<b>15%</b>
First College	13	4	15	6	19	8	16	15	7	3	-68%	-41%

Note: Degrees awarded Summer through Spring

Table 5.11: Annual Degrees Awarded by Major and Gender - College of Education and Human Services

Degree Level	Major	2002-03		2003-04		2004-05		2005-06		2006-07		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
<b>Bachelor's Degree</b>													
	Early Childhood Education	99	4	99	3	97	6	96	2	65	2	-32%	-35%
	Elementary Education	2	1	0	0	0	0						
	Exercise/Fitness Specialist	0	0	0	0	0	1			1	2		
	Health and Physical Education	3	10	3	19	7	8	6	7	2	8	-23%	-23%
	Middle Childhood Education	22	9	33	7	29	24	37	11	41	17	21%	87%
	Mild/Moderate Educational Need					21	4	23	4	31	4	30%	
	Moderate/Intensive Educational Needs							5	1	8			
	Nursing Basic	25	5	52	10	76	10	74	12	78	13	6%	203%
	Nursing RN	19	1	20	2	15	4	8		27	2	263%	45%
	Special Education	17	5	24	5	9	3	3		1		-67%	-95%
	Sports Management							1	5	2	6	33%	
	<b>Total</b>	<b>187</b>	<b>35</b>	<b>231</b>	<b>46</b>	<b>254</b>	<b>60</b>	<b>253</b>	<b>42</b>	<b>256</b>	<b>54</b>	<b>5%</b>	<b>40%</b>
<b>Post-Bachelor's Certificates</b>													
	Adult Learning and Development									3			
	Gerontological Studies							1		1		0%	
	Middle Child Math Education					7	3	8	2				
	Middle Child Science Education					8	3	7	1				
	TESOL Certificate Undergrad									1			
	<b>Total</b>							<b>16</b>	<b>3</b>	<b>5</b>	<b>0</b>	<b>-74%</b>	
<b>Master's Degree</b>													
	Adult Learning and Development	21	1	30	12	36	7	38	10	26	8	-29%	55%
	Community Agency Counseling	16	5	13	3	7	2	6	4	8	6	40%	-33%
	Community Health Education	13	1	7	0	10	1	4		13	2	275%	7%
	Counselor Education							25	9	29	6	3%	
	Curr & Instruc-Literacy Dev							2					
	Curriculum & Instruction	249	40	229	62	241	83	263	64	256	69	-1%	12%
	Education	1	0	1	0								
	Educational Administration	35	18	25	13	18	21	28	22	25	23	-4%	-9%
	Exercise Science	3	3	9	3	9	3	2	5	5	4	29%	50%
	Nursing	1	0	0	1	0	1	2		2	1	50%	200%
	Physical Education-Professional	0	0	0	0	0	0						
	School Counseling	18	3	22	5	31	8						
	Sports & Exercise Management	8	12	5	5	9	4	8	10	5	10	-17%	-25%
	Supervision	6	0	4	0	5	1			4			-33%
	<b>Total</b>	<b>371</b>	<b>83</b>	<b>345</b>	<b>104</b>	<b>366</b>	<b>131</b>	<b>378</b>	<b>124</b>	<b>373</b>	<b>129</b>	<b>0%</b>	<b>11%</b>

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Table 5.11: Annual Degrees Awarded by Major and Gender - College of Education and Human Services

*continued from previous page*

Degree Level	Major											Percent Change	
		2002-03		2003-04		2004-05		2005-06		2006-07		1 Year	5 Year
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>Post-Master's Certificates</b>													
	Counseling and Pupil	0	1	1	0	0	0	1					
	Education Specialist	2	2	2	2	1	2	1	1		1	-50%	-75%
	Educational Administration	1	0	3	0	3		3	1	3	2	25%	400%
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>-14%</b>	<b>0%</b>
<b>Doctoral Degree</b>													
	Urban Education:												
	Administration	3	0	1	1	1	2			1			-67%
	Counseling	6	0	1	0	1	1	2		5	3	300%	33%
	Learning	2	0	2	1	2		2		5	2	250%	250%
	Policy	1	0	2	0	2		3		1		-67%	0%
	<b>Total</b>	<b>12</b>	<b>0</b>	<b>6</b>	<b>2</b>	<b>6</b>	<b>3</b>	<b>7</b>	<b>0</b>	<b>12</b>	<b>5</b>	<b>143%</b>	<b>42%</b>
<b>Total College of Education and Human Services</b>													
	Bachelor's	187	35	231	46	254	60	253	42	256	54	5%	40%
	Post-Bachelor's Certificates	0	0	0	0	0	0	16	3	5	0	-74%	
	Master's	371	83	345	104	366	131	378	124	373	129	0%	11%
	Post-Master's Certificates	3	3	6	2	4	2	5	2	3	3	-14%	0%
	Doctoral	12	0	6	2	6	3	7	0	12	5	143%	42%
	<b>Education Total</b>	<b>573</b>	<b>121</b>	<b>588</b>	<b>154</b>	<b>630</b>	<b>196</b>	<b>659</b>	<b>171</b>	<b>649</b>	<b>191</b>	<b>1%</b>	<b>21%</b>

**Note:** Degrees awarded Summer through Spring

Table 5.12: Annual Degrees Awarded by Major and Gender - College of Engineering

Degree Level	Major											Percent Change	
		2002-03		2003-04		2004-05		2005-06		2006-07		1 Year	5 Year
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>Bachelor's Degree</b>													
	Chemical Engineering	3	8	2	5	2	6	4	15	3	5	-58%	-27%
	Civil Engineering	4	15	5	17	1	8	3	18	1	7	-62%	-58%
	Computer Engineering	0	0	0	2	1	10		9		10	11%	
	Electrical & Computer Engineering	5	27	5	32		2						
	Electrical Engineering	2	1	0	2		16	7	32	2	37	0%	1200%
	Electronic Engineering Technology	0	6	1	7		9		7		9	29%	50%
	Electronic Technology	0	0	0	0								
	Industrial and Manufacturing Engineering	1	8	4	8	3	4	2	3	1	6	40%	-22%
	Mechanical Engineering	4	37	8	21	2	25	4	20	5	34	63%	-5%
	Mechanical Engineering Technology	1	5	2	7		11	1	13	1	10	-21%	83%
	<b>Total</b>	<b>20</b>	<b>107</b>	<b>27</b>	<b>101</b>	<b>9</b>	<b>91</b>	<b>21</b>	<b>117</b>	<b>13</b>	<b>118</b>	<b>-5%</b>	<b>3%</b>
<b>Master's Degree</b>													
	Chemical Engineering	1	6	3	10	5	21	3	14	6	9	-12%	114%
	Civil Engineering	1	8	2	7	2	3	4	11	1	6	-53%	-22%
	Electrical Engineering	3	15	7	19	14	39	13	39	25	45	35%	289%
	Engineering Mechanics	0	1	0	0	1			1		1	0%	0%
	Environmental Engineering	1	1	1	4	2	8	3	8	1	4	-55%	150%
	Industrial and Manufacturing Engineering	4	19	1	12		18	5	8	5	12	31%	-26%
	Mechanical Engineering	1	10	0	9	2	18	1	10	2	23	127%	127%
	<b>Total</b>	<b>11</b>	<b>60</b>	<b>14</b>	<b>61</b>	<b>26</b>	<b>107</b>	<b>29</b>	<b>91</b>	<b>40</b>	<b>100</b>	<b>17%</b>	<b>97%</b>
<b>Doctoral Degree</b>													
	Applied Biomedical Engineering	2	3	1	1		3	1		2	2	300%	-20%
	Chemical Engineering	1	0	1	2		2		1		1	0%	0%
	Civil Engineering	0	1	0	0				1				
	Electrical Engineering	0	1	1	2		3	1	2		3	0%	200%
	Industrial and Manufacturing Engineering	0	0	0	3				1				
	Mechanical Engineering	0	2	0	1	1	1						
	<b>Total</b>	<b>3</b>	<b>7</b>	<b>3</b>	<b>9</b>	<b>1</b>	<b>9</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>6</b>	<b>14%</b>	<b>-20%</b>
<b>Total Engineering</b>													
	Bachelor's	20	107	27	101	9	91	21	117	13	118	-5%	3%
	Master's	11	60	14	61	26	107	29	91	40	100	17%	97%
	Doctoral	3	7	3	9	1	9	2	5	2	6	14%	-20%
	<b>Engineering Total</b>	<b>34</b>	<b>174</b>	<b>44</b>	<b>171</b>	<b>36</b>	<b>207</b>	<b>52</b>	<b>213</b>	<b>55</b>	<b>224</b>	<b>5%</b>	<b>34%</b>

Note: Degrees awarded Summer through Spring

Table 5.13: Annual Degrees Awarded by Major and Gender - College of Science

Degree Level	Major	2002-03		2003-04		2004-05		2005-06		2006-07		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
<b>Bachelor's Degree</b>													
	Biology	18	11	23	9	25	13	39	9	26	18	-8%	52%
	Biology-Medical Technology	0	2	0	0	3		4	1		1	-80%	-50%
	Chemistry	5	11	4	8	4	5	5	5	7	3	0%	-38%
	Environmental Sciences	1	5	2	0	2	3	1	3	4	2	50%	0%
	Geological Sciences	2	5	2	3	1	1	2	2	1	2	-25%	-57%
	Health Science	0	0	0	1	6	2	16	6	40	18	164%	
	Mathematics	10	12	8	9	6	11	8	13	7	18	19%	14%
	Occupational Therapy	15	3	9	0								
	Physical Therapy	0	0	0	0								
	Physics	1	7	0	9	2	3	4	9				
	Psychology	88	28	90	27	99	26	97	23	125	35	33%	38%
	Speech & Hearing	10	2	5	0	18		5		9	1	100%	-17%
	<b>Total</b>	<b>150</b>	<b>86</b>	<b>143</b>	<b>66</b>	<b>166</b>	<b>64</b>	<b>181</b>	<b>71</b>	<b>219</b>	<b>98</b>	<b>26%</b>	<b>34%</b>
<b>Master's Degree</b>													
	Biology	2	1	2	2	1		3	3	1	1	-67%	-33%
	Chemistry	2	4	3	3	1	1	6	4	2	5	-30%	17%
	Diversity Professional							1	1				
	Environmental Sciences	1	1	1	0				1	2	2	300%	100%
	Health Science	4	2	9	0	12	2	9	1	9	5	40%	133%
	Mathematics	1	5	6	6	5	8	4	9	5	6	-15%	83%
	Occupational Therapy	0	0	5	1	11	1	16	1	29	3	88%	
	Physical Therapy	12	4	17	3	13	7	16	3	9	6	-21%	-6%
	Physics	0	1	1	5	1	2	3	2	4	7	120%	1000%
	Psychology	21	5	24	7	21	5	21	15	25	8	-8%	27%
	Speech & Hearing	22	0	13	2	15		17		14		-18%	-36%
	<b>Total</b>	<b>65</b>	<b>23</b>	<b>81</b>	<b>29</b>	<b>80</b>	<b>26</b>	<b>96</b>	<b>40</b>	<b>100</b>	<b>43</b>	<b>5%</b>	<b>63%</b>
<b>Post-Master's Certificates</b>													
	Psychology Specialist	7	5	7	2	9	0	7	2	5	3	-11%	-33%
<b>Doctoral Degree</b>													
	Clinical Bioanalytical Chemistry	1	0	3	3	1	2	3	1	4	7	175%	1000%
	Regulatory Biology	3	2	3	1	3	2	3	3	2	3	-17%	0%
	<b>Total</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>6</b>	<b>10</b>	<b>60%</b>	<b>167%</b>
<b>Total Science</b>													
	Bachelor's	150	86	143	66	166	64	181	71	219	98	26%	34%
	Master's	65	23	81	29	80	26	96	40	100	43	5%	63%
	Post-Master's Certificates	7	5	7	2	9	0	7	2	5	3	-11%	-33%
	Doctoral	4	2	6	4	4	4	6	4	6	10	60%	167%
	<b>Science Total</b>	<b>226</b>	<b>116</b>	<b>237</b>	<b>101</b>	<b>259</b>	<b>94</b>	<b>290</b>	<b>117</b>	<b>330</b>	<b>154</b>	<b>19%</b>	<b>42%</b>

Note: Degrees awarded Summer through Spring

Table 5.14: Annual Degrees Awarded by Major and Gender - College of Urban Affairs

Degree Level	Major											Percent Change	
		2002-03		2003-04		2004-05		2005-06		2006-07		1 Year	5 Year
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>Bachelor's Degree</b>													
	Environmental Science	1	1	0	0	0	0						
	Environmental Studies	1	4	5	3		2		3	1	1	-33%	-60%
	Public Safety Management	2	8	2	10	8	13	4	7	6	12	64%	80%
	Urban Services Administration	6	2	18	2	16	5	15	3	24	3	50%	238%
	Urban Studies	29	13	31	20	25	21	20	15	24	19	23%	2%
	<b>Total</b>	<b>39</b>	<b>28</b>	<b>56</b>	<b>35</b>	<b>49</b>	<b>41</b>	<b>39</b>	<b>28</b>	<b>55</b>	<b>35</b>	<b>34%</b>	<b>34%</b>
<b>Post-Bachelor's Certificates</b>													
	Geographic Information Systems					6	9	4	4	4	6	25%	
	Local Urban Management Certificate						1	6	4	5	5	0%	
	Non-Profit Management					3		5	3	10	2	50%	
	Urban Economic Development					1	2	7	4		2	-82%	
	Urban Geographic Information System									2	1		
	Urban Real Estate Dev & Finance						1		3	2	5	133%	
	<b>Total</b>					<b>10</b>	<b>13</b>	<b>22</b>	<b>20</b>	<b>22</b>	<b>21</b>	<b>2%</b>	
<b>Master's Degree</b>													
	Environmental Studies	3	2	3	2	2	3	1	4	8	4	140%	140%
	Public Administration	60	20	52	21	36	21	42	30	36	32	-6%	-15%
	Urban Planning and Design	3	11	7	10	10	15	9	12	5	9	-33%	0%
	Urban Planning and Law	0	1	0	2			2	1		3	0%	200%
	Urban Studies	9	4	7	4	3	3	6	3	4	3	-22%	-46%
	<b>Total</b>	<b>75</b>	<b>38</b>	<b>69</b>	<b>39</b>	<b>51</b>	<b>42</b>	<b>60</b>	<b>50</b>	<b>53</b>	<b>51</b>	<b>-5%</b>	<b>-8%</b>
<b>Doctoral Degree</b>													
	<b>Urban Studies</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>5</b>	<b>4</b>	<b>200%</b>	<b>200%</b>
<b>Total Urban</b>													
	Bachelor's	39	28	56	35	49	41	39	28	55	35	34%	34%
	Post-Bachelor's Certificates	0	0	0	0	10	13	22	20	22	21	2%	
	Master's	75	38	69	39	51	42	60	50	53	51	-5%	-8%
	Doctoral	2	1	3	3	2	3	2	1	5	4	200%	200%
	<b>Urban Total</b>	<b>116</b>	<b>67</b>	<b>128</b>	<b>77</b>	<b>112</b>	<b>99</b>	<b>123</b>	<b>99</b>	<b>135</b>	<b>111</b>	<b>11%</b>	<b>34%</b>

Table 5.15: Annual Degrees Awarded by Major and Gender – College of Law

Degree Level											Percent Change	
	2002-03		2003-04		2004-05		2005-06		2006-07		1 Year	5 Year
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>First Professional Degrees</b>												
Law (Juris Doctor)	108	112	108	142	71	125	110	107	86	97	-16%	-17%
Master of Laws	1			1			3					
<b>Law Total</b>	<b>109</b>	<b>112</b>	<b>108</b>	<b>143</b>	<b>71</b>	<b>125</b>	<b>113</b>	<b>107</b>	<b>86</b>	<b>97</b>	<b>-17%</b>	<b>-17%</b>

**Note:** Degrees awarded Summer through Spring



Table 5.16: Annual Degrees Awarded by Race and Gender

Race	Degree Level	2002-03		2003-04		2004-05		2005-06		2006-07		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
<b>White</b>													
	Bachelor's	574	450	641	462	647	508	688	489	705	566	8%	24%
	Post-Bachelor's Certificates					13	16	37	30	23	20	-36%	
	Master's	468	257	468	277	495	319	556	344	517	347	-4%	19%
	Post-Master's Certificates	8	6	11	3	8	2	8	3	5	4	-18%	-36%
	Doctoral Degrees	12	1	4	3	7	5	10	6	18	12	88%	131%
	Law (Juris Doctor)	87	100	92	128	51	107	96	92	68	85	-19%	-18%
	Master of Laws	0		0	1								
	<b>Total</b>	<b>1,149</b>	<b>814</b>	<b>1,216</b>	<b>874</b>	<b>1,221</b>	<b>957</b>	<b>1,395</b>	<b>964</b>	<b>1,336</b>	<b>1,034</b>	<b>0%</b>	<b>21%</b>
<b>Black</b>													
	Bachelor's	188	74	197	78	187	72	180	64	190	64	4%	-3%
	Post-Bachelor's Certificates					12	5	10	2	9	3	0%	
	Master's	133	37	146	44	140	42	142	34	146	39	5%	9%
	Post-Master's Certificates		2	1	1	5		4		2	2	0%	100%
	Doctoral Degrees		1	5	2	3		1		8	1	800%	800%
	Law (Juris Doctor)	11	5	4	6	10	5	6	4	5	3	-20%	-50%
	Master of Laws												
	<b>Total</b>	<b>332</b>	<b>119</b>	<b>353</b>	<b>131</b>	<b>357</b>	<b>124</b>	<b>343</b>	<b>104</b>	<b>360</b>	<b>112</b>	<b>6%</b>	<b>5%</b>
<b>Hispanic</b>													
	Bachelor's	24	10	25	13	28	17	29	14	28	19	9%	38%
	Post-Bachelor's Certificates						2	3		2		-33%	
	Master's	19	5	17	10	14	9	17	8	16	7	-8%	-4%
	Post-Master's Certificates	1								1			0%
	Doctoral Degrees		2	2	2						1		-50%
	Law (Juris Doctor)	2		2	4	3	3	3	3	1	3	-33%	100%
	Master of Laws												
	<b>Total</b>	<b>46</b>	<b>17</b>	<b>46</b>	<b>29</b>	<b>45</b>	<b>31</b>	<b>52</b>	<b>25</b>	<b>48</b>	<b>30</b>	<b>1%</b>	<b>24%</b>
<b>Asian or Pacific Islander</b>													
	Bachelor's	28	31	26	25	26	24	37	18	22	29	-7%	-14%
	Post-Bachelor's Certificates							1	1		1	-50%	
	Master's	11	5	25	11	17	9	12	15	29	18	74%	194%
	Post-Master's Certificates												
	Doctoral Degrees					1							
	Law (Juris Doctor)	3	1	3	2	3	5	3	2	3	3	20%	50%
	Master of Laws												
	<b>Total</b>	<b>42</b>	<b>37</b>	<b>54</b>	<b>38</b>	<b>47</b>	<b>38</b>	<b>53</b>	<b>36</b>	<b>54</b>	<b>51</b>	<b>18%</b>	<b>33%</b>

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Table 5.16: Annual Degrees Awarded by Race and Gender

												Percent Change	
		2002-03		2003-04		2004-05		2005-06		2006-07		1 Year	5 Year
Race	Degree Level	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>Native American</b>													
	Bachelor's		2		1	1	2	2			1	-50%	-50%
	Post-Bachelor's Certificates							1		1		0%	
	Master's	1		2	1	2	2	1		3	2	400%	400%
	Post-Master's Certificates												
	Doctoral Degrees						1	1					
	Law (Juris Doctor)	1					1			1			0%
	Master of Laws												
	<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>6</b>	<b>5</b>	<b>0</b>	<b>5</b>	<b>3</b>	<b>60%</b>	<b>100%</b>
<b>Minority Total</b>													
	Bachelor's	240	117	248	117	242	115	248	96	240	113	3%	-1%
	Post-Bachelor's Certificates	0	0	0	0	12	7	15	3	12	4	-11%	
	Master's	164	47	190	66	173	62	172	57	194	66	14%	23%
	Post-Master's Certificates	1	2	1	1	5	0	4	0	3	2	25%	67%
	Doctoral Degrees	0	3	7	4	4	1	2	0	8	2	400%	233%
	Law (Juris Doctor)	17	6	9	12	16	14	12	9	10	9	-10%	-17%
	Master of Laws	0	0	0	0	0	0	0	0	0	0		
	<b>Total</b>	<b>422</b>	<b>175</b>	<b>455</b>	<b>200</b>	<b>452</b>	<b>199</b>	<b>453</b>	<b>165</b>	<b>467</b>	<b>196</b>	<b>7%</b>	<b>11%</b>
<b>Non-Resident Alien</b>													
	Bachelor's	23	35	19	32	19	18	23	38	13	26	-36%	-33%
	Post-Bachelor's Certificates							1	1	1	2	50%	
	Master's	56	99	81	115	69	163	63	139	76	125	0%	30%
	Post-Master's Certificates												
	Doctoral Degrees	4	8	7	12	3	13	7	4	5	10	36%	25%
	Law (Juris Doctor)	1	2			2	1	1	2	2		-33%	-33%
	Master of Laws	1						2					
	<b>Total</b>	<b>85</b>	<b>144</b>	<b>107</b>	<b>159</b>	<b>93</b>	<b>195</b>	<b>97</b>	<b>184</b>	<b>97</b>	<b>163</b>	<b>-7%</b>	<b>14%</b>

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Table 5.16: Annual Degrees Awarded by Race and Gender

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Race	Degree Level											Percent Change	
		2002-03		2003-04		2004-05		2005-06		2006-07		1 Year	5 Year
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>Unknown</b>													
	Bachelor's	77	79	79	83	75	66	56	64	65	56	1%	-22%
	Post-Bachelor's Certificates					5	2	3	4	3	4	0%	
	Master's	49	32	45	37	53	47	56	46	89	79	65%	107%
	Post-Master's Certificates	1		1					1				
	Doctoral Degrees	5	2				2		1		2	100%	-71%
	Law (Juris Doctor)	3	4	7	2	2	3	1	4	6	3	80%	29%
	Master of Laws							1					
	<b>Total</b>	<b>135</b>	<b>117</b>	<b>132</b>	<b>122</b>	<b>135</b>	<b>120</b>	<b>117</b>	<b>120</b>	<b>163</b>	<b>144</b>	<b>30%</b>	<b>22%</b>
<b>University Totals</b>													
	Bachelor's	914	681	987	694	983	707	1,015	687	1,023	761	5%	12%
	Post-Bachelor's Certificates	0	0	0	0	30	25	56	38	39	30	-27%	
	Master's	737	435	784	495	790	591	847	586	876	617	4%	27%
	Post-Master's Certificates	10	8	13	4	13	2	12	4	8	6	-13%	-22%
	Doctoral Degrees	21	14	18	19	14	21	19	11	31	26	90%	63%
	Law (Juris Doctor)	108	112	108	142	71	125	110	107	86	97	-16%	-17%
	Master of Laws	1	0	0	1	0	0	3	0	0	0		
	<b>Total</b>	<b>1,791</b>	<b>1,250</b>	<b>1,910</b>	<b>1,355</b>	<b>1,901</b>	<b>1,471</b>	<b>2,062</b>	<b>1,433</b>	<b>2,063</b>	<b>1,537</b>	<b>3%</b>	<b>18%</b>

Note: Degrees awarded Summer through Spring



# Selected Strategic Indicators: Academic and Administrative Programs **6**





## 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. For Fall 2008, the enrollment in this program has grown to 200 students.

All new students admitted to the program as freshmen receive scholarships covering their tuition, academic fees and books. 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 2007 and 2008, many Honors students are 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 have at least a 30 on the ACT (97th percentile).

### Major Features of the Honors Program

- Enriched curriculum
- Leadership development
- Special seminars and colloquia

**Table 6.1: Characteristics of New Honors Students  
Fall 2004-2007**

College	New Enrollment by Cohort Year					One-year Change
	2004	2005	2006	2007		
Business	3	11	11	10	-9%	
CLASS	9	17	23	20	-13%	
Education	3	7		7		
Engineering	8	14	14	15	7%	
Science	17	19	21	15	-29%	
Undergraduate Studies				1		
Urban Affairs		3	2	2	0%	
<b>Total *</b>	<b>40</b>	<b>71</b>	<b>70</b>	<b>70</b>	<b>0%</b>	
In Top 10% of High School Rank	58%	62%	65%	59%		
High School GPA	3.90	3.90	3.86	3.92		
ACT Composite	28	27	28	28		
SAT (math & verbal)	1,240	1,230	1,267	1,235		

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

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

Honor students are identified by the Honors Program Office.

\* Total is not the sum of the colleges due to "dual" majors.

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

Type of Financial Aid	Financial Aid Year											
	2004-2005			2005-2006			2006-2007			2007-2008		
	Enrollment	Total	Average	Enrollment	Total	Average	Enrollment	Total	Average	Enrollment	Total	Average
Need Based Tuition	28	\$173,863	\$6,209	79	\$873,364	\$11,055	112	\$1,188,745	\$10,614	108	\$1,002,680	\$9,284
Merit Based Tuition	22	\$104,194	\$4,736	34	\$374,299	\$11,009	57	\$585,501	\$10,272	87	\$771,181	\$8,864
Books	29	\$23,200	\$800	113	\$90,400	\$800	169	\$135,200	\$800	195	\$156,000	\$800
On-Campus Housing	11	\$25,300	\$2,300	21	\$93,000	\$4,429	52	\$179,772	\$3,457	71	\$182,217	\$2,566
<b>Total</b>	<b>51</b>	<b>\$326,557</b>	<b>\$6,403</b>	<b>113</b>	<b>\$1,431,063</b>	<b>\$12,664</b>	<b>169</b>	<b>\$2,089,218</b>	<b>\$12,362</b>	<b>195</b>	<b>\$2,112,078</b>	<b>\$10,831</b>

Source: Cleveland State University Financial Aid Office

Table 6.3: Average ACT Composite Score by College and Gender: 5-Year Trend

College	2003		2004		2005		2006		2007	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Business	21.0	19.9	21.0	19.5	21.1	19.5	20.9	19.8	21.4	20.1
CLASS	20.7	20.0	21.2	20.0	21.3	19.8	21.5	20.7	21.6	20.7
First College	20.9	20.1	19.6	18.7	-	-	-	-	-	-
Education	20.3	19.7	21.1	19.9	20.8	20.4	20.9	20.2	20.9	20.3
Engineering	22.6	23.0	22.7	24.3	23.1	24.8	22.9	24.3	22.8	23.8
Science	21.5	21.2	21.3	20.1	21.4	20.2	21.7	20.5	21.9	20.8
Urban Affairs	21.7	19.0	21.0	19.4	21.7	20.2	20.2	19.5	21.9	20.8
Undergraduate Studies <sup>1</sup>	16.5	16.5	17.8	16.6	17.2	16.7	18.2	16.8	18.4	16.8
Undergraduate Non-Degree	27.0		22.2	17.8	21.5	19.5	23.8	23.9	25.0	17.0
<b>Average ACT Composite Score</b>	<b>20.3</b>	<b>19.4</b>	<b>20.8</b>	<b>19.5</b>	<b>20.9</b>	<b>19.6</b>	<b>21.1</b>	<b>19.9</b>	<b>21.3</b>	<b>20.0</b>

**Highlights**

■ On average female students have slightly lower ACT composite score than male students

Table 6.4: Average ACT Composite Score by College: 5-Year Trend

College	ACT Composite Score				
	2003	2004	2005	2006	2007
Business	20.6	20.4	20.5	20.4	20.8
CLASS	20.3	20.4	20.4	21.0	21.0
First College	20.6	19.2	-	-	-
Education	19.8	20.1	20.5	20.3	20.4
Engineering	22.7	22.9	23.3	23.0	22.9
Science	21.3	20.5	20.6	20.9	21.2
Urban Affairs	20.4	20.2	20.8	19.9	21.0
Undergraduate Studies <sup>1</sup>	16.5	17.2	17.0	17.4	17.5
Undergraduate Non-Degree	27.0	21.1	20.6	23.8	23.0
<b>University Average ACT Score</b>	<b>19.9</b>	<b>20.1</b>	<b>20.2</b>	<b>20.5</b>	<b>20.6</b>

<sup>1</sup> University Studies is replaced by the Office of Undergraduate Studies

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

College	Cumulative Average GPA				
	2003	2004	2005	2006	2007
Business	2.80	2.78	2.76	2.77	2.73
CLASS	2.81	2.88	2.87	2.83	2.92
First College	2.86	2.71	-	-	-
Education	3.24	3.26	3.22	3.22	3.12
Engineering	2.92	2.93	2.92	2.92	2.92
Science	2.97	2.91	2.93	2.93	2.96
Urban Affairs	3.08	3.03	3.00	3.06	3.10
Undergraduate Studies	2.62	2.65	2.49	2.55	2.52
Undergraduate Non-Degree	3.05	3.16	3.20	3.05	3.29
<b>University Average</b>	<b>2.88</b>	<b>2.91</b>	<b>2.90</b>	<b>2.87</b>	<b>2.90</b>

**Highlights**

■ College of Education, Urban Affairs and Undergraduate Non-Degree students have the highest Cumulative GPAs.



Table 6.6a: Fall 2007 Top 15 Majors by Academic Level

**Undergraduate:**

Description	Enrollment
Psychology	358
Accounting	298
Communication	283
Health Science	215
English	205
Finance	205
Biology	190
Marketing	181
Early Childhood Education	177
Art	174
Mechanical Engineering	167
Social Work	161
Criminology	156
Journalism & Promotional Communication	134
Nursing Basic	131
<b>Total Degree Seeking Undergraduate Students</b>	<b>8,957</b>

Note: EDUC-LIC has 122

**Graduate:**

Description	Enrollment
Curriculum & Instruction	666
Business Administration	527
Social Work	196
Electrical & Computer Engineering	161
Computer and Information Science	140
Psychology	102
Public Administration	97
School Counseling	83
Financial Accounting & Audit	68
Urban Planning and Design	68
English	66
Educational Administration	64
Occupational Therapy	64
Management & Labor Relations	59
<b>Total Degree Seeking Graduate Students</b>	<b>4,108</b>

Table 6.6b: Top 15 Departments by Academic Level

**Undergraduate:**

Description	Enrollment
Communication	593
Psychology	396
Teachers Education	394
Nursing	351
Health And Physical Education	348
Accounting	334
Biology, Geology & Environmental Science	278
Health Sciences	278
Sociology	275
Computer & Information Science	239
Urban Studies	237
English	211
Finance	210
Electrical & Computer Engineering	187
Art, Marketing (181/dept)	362
<b>Total Degree Seeking Undergraduate Students</b>	<b>4,693</b>

Note: Excludes Preparation and Other virtual departments

**Graduate:**

Description	Enrollment
Teachers Education	682
Business Administration	567
CASAL	362
Urban Studies	272
Electrical & Computer Engineering	207
Social Work	196
Health Sciences	152
Computer & Information Science	140
Psychology	120
Doctoral (Education)	108
Health And Physical Education	99
Accounting	90
English	84
Biology, Geology & Environmental Science	83
Chemical & Biomedical Engineering	76
<b>Total Degree Seeking Graduate Students</b>	<b>3,238</b>

**Table 6.7: Top 15 Degree Seeking Programs with Highest Minority Students Enrollment by Level  
Fall 2007**

**Undergraduate:**

Major/Program	Minority Enrollment	Total Major Enrollment	Minority as a % of Total Major Enrollment
Urban Services Administration - USA	33	41	80%
Social Work - SWK	85	161	53%
Spanish - SPN	14	30	47%
Communication Management - COMM MGT	16	37	43%
Sociology - SOC	38	101	38%
Education - EDCER	10	28	36%
Criminology - CRIM	55	156	35%
Urban Studies - UST	43	123	35%
Business Administration - BADM	41	121	34%
Psychology - PSY	119	358	33%
Computer Engineering - CE	18	58	31%
Communication - COM	81	283	29%
Mild/Moderate Educational Need - SEDMM	21	74	28%
Anthropology - ANT	11	39	28%
Accounting - ACTPB	10	36	28%

**Graduate:**

Major/Program	Minority Enrollment	Total Major Enrollment	Minority as a % of Total Major Enrollment
Adult Learning and Development - ALD	45	106	42%
Educational Administration - EAD	23	64	36%
Public Administration - MPA	32	97	33%
Social Work - GSW	59	196	30%
Sociology - GSO	12	40	30%
Sports Management - GSM	9	30	30%
Nursing - GNR	8	28	29%
Graduate Education Licensure - EDUC-LIC	33	122	27%
School Counseling - CNS	21	83	25%
Community Agency Counseling - CAC	13	56	23%
Financial Accounting & Audit - ACCAUDIT	15	68	22%
Curriculum & Instruction - C&I	143	666	21%
Urban Planning and Design - UPD	14	68	21%
Management & Labor Relations - GLR	12	59	20%
MBA-Health Care - MBH	6	30	20%

**Undergraduate - (Pre-Major/Program)**

Major/Program	Minority Enrollment	Total Major Enrollment	Minority as a % of Total Major Enrollment
Pre-Business Administration - PBUSUS	65	107	61%
Pre-Liberal Arts & Social Science - PLASS	111	185	60%
Pre-Education & Human Services (Nursing) - PEHSN	31	53	58%
Pre-Science - PSCI	54	94	57%
Pre-Education & Human Services (Education) - PEDUS	42	74	57%
Pre-College of Engineering - PENGUS	16	31	52%
Pre-Business Administration - PBUS	16	31	52%
Pre-Social Work - PSWK	38	80	48%
Pre-Medicine - PREMED	32	75	43%
Pre-Education & Human Services (Education) - PEHSE	59	139	42%
Pre-College of Engineering - PENG	19	50	38%
Pre-Nursing - PNURS	30	85	35%
Pre-Pharmacy - PREPHAR	17	55	31%
Pre-Engineering - PE	8	31	26%
Pre-Education - PEDU	32	138	23%

**Notes:** Only includes those majors with more than 25 total enrollment.  
Minority defined as all races excluding White, Unknown and Non-Resident Alien.

**Table 6.8: Top 15 Degree Seeking Programs with Highest Female Students Enrollment by Level  
Fall 2007**

**Undergraduate:**

Major/Program	Minority Enrollment	Total Major Enrollment	Minority as a % of Total Major Enrollment
Speech & Hearing - SPH	50	53	94%
Early Childhood Education - ECE	165	177	93%
Nursing Basic - NUB	111	131	85%
Social Work - SWK	136	161	84%
Nursing RN - NUR	46	56	82%
Nursing Basic - NUBPB	48	60	80%
Urban Services Administration - USA	33	41	80%
Psychology - PSYLR	24	30	80%
Mild/Moderate Educational Need - SEDMM	57	74	77%
Psychology - PSY	267	358	75%
Sociology - SOC	74	101	73%
Health Science - HSCBS	152	215	71%
Liberal Studies - LIB	37	52	71%
Moderate/Intensive Educational Needs - SEDMI	19	27	70%
Teacher Certification - TEACH CERT	36	53	68%
Communication Management - COMM MGT	25	37	68%

**Graduate:**

Major/Program	Minority Enrollment	Total Major Enrollment	Minority as a % of Total Major Enrollment
Nursing - GNR	26	28	93%
Speech Pathology and Audiology - GSP	49	54	91%
Adult Learning and Development - ALD	94	106	89%
Occupational Therapy - MOT	55	64	86%
School Counseling - CNS	71	83	86%
Social Work - GSW	163	196	83%
Curriculum & Instruction - C&I	552	666	83%
Urban Education: Learning - UEL	29	36	81%
Community Agency Counseling - CAC	45	56	80%
Health Science - GHE	26	33	79%
Graduate Education Licensure - EDUC-LIC	96	122	79%
Communication - GCM	22	28	79%
Sociology - GSO	30	40	75%
Psychology - GPY	76	102	75%
MBA-Health Care - MBH	22	30	73%

**Undergraduate - (Pre-Major/Program)**

Major/Program	Minority Enrollment	Total Major Enrollment	Minority as a % of Total Major Enrollment
Pre-Education & Human Services (Nursing) - PEHSN	52	53	98%
Pre-Nursing - PNURS	73	85	86%
Pre-Social Work - PSWK	68	80	85%
Pre-Education - PEDU	107	138	78%
Pre-Education & Human Services (Education)-PEHSE	100	139	72%
Pre-Science - PSCI	66	94	70%
Pre-Education - PEDUPB	19	27	70%
Pre-Education & Human Services (Education) - PEDUS	51	74	69%
Pre-Medicine - PREMED	50	75	67%
Pre-Physical Therapy - PREPT	40	65	62%
Pre-Liberal Arts & Social Sciences - PLASS	109	185	59%
Pre-Pharmacy - PREPHAR	31	55	56%
Pre-Business Administration - PBUSUS	57	107	53%
Pre-Business Administration - PBUS	13	31	42%
Pre-Engineering - PE	6	31	19%

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

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

College	2003		2004		2005		2006		2007		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	91	32	92	30	89	30	89	31	88	31	-1%	-1%	-3%	-2%	
Evening	131	26	149	24	141	23	142	23	133	25	-6%	8%	2%	-4%	
Other*	38	21	32	19	33	23	36	23	43	20	19%	-13%	13%	-6%	
<b>Total</b>	<b>260</b>	<b>27</b>	<b>273</b>	<b>26</b>	<b>263</b>	<b>25</b>	<b>267</b>	<b>26</b>	<b>264</b>	<b>26</b>	<b>-1%</b>	<b>1%</b>	<b>2%</b>	<b>-4%</b>	
<b>CLASS</b>															
Day	318	32	326	29	323	30	337	28	354	28	5%	1%	11%	-12%	
Evening	161	22	156	21	155	20	144	20	148	20	3%	-4%	-8%	-12%	
Other*	37	11	36	11	28	15	35	16	42	17	20%	7%	14%	48%	
<b>Total</b>	<b>516</b>	<b>27</b>	<b>518</b>	<b>26</b>	<b>506</b>	<b>26</b>	<b>516</b>	<b>25</b>	<b>544</b>	<b>25</b>	<b>5%</b>	<b>0%</b>	<b>5%</b>	<b>-9%</b>	
<b>Education</b>															
Day	131	19	144	21	150	19	129	18	101	20	-22%	12%	-23%	4%	
Evening	193	17	201	20	190	17	173	17	143	17	-17%	0%	-26%	3%	
Other*	8	12	23	17	50	12	37	15	51	13	38%	-12%	538%	12%	
<b>Total</b>	<b>332</b>	<b>21</b>	<b>368</b>	<b>19</b>	<b>390</b>	<b>17</b>	<b>339</b>	<b>17</b>	<b>295</b>	<b>18</b>	<b>-13%</b>	<b>2%</b>	<b>-11%</b>	<b>-14%</b>	
<b>Engineering</b>															
Day	42	19	40	19	41	21	41	19	39	22	-5%	17%	-7%	15%	
Evening	66	16	70	16	66	16	55	17	54	18	-2%	3%	-18%	10%	
Other*	4	12	7	8	5	8	2	11	3	7	50%	-33%	-25%	-40%	
<b>Total</b>	<b>112</b>	<b>17</b>	<b>117</b>	<b>16</b>	<b>112</b>	<b>17</b>	<b>98</b>	<b>18</b>	<b>96</b>	<b>19</b>	<b>-2%</b>	<b>8%</b>	<b>-14%</b>	<b>12%</b>	
<b>Science</b>															
Day	166	44	170	41	163	43	172	41	197	40	15%	-3%	19%	-10%	
Evening	65	29	73	28	74	25	77	26	76	26	-1%	-3%	17%	-13%	
Other*	16	19	20	16	21	15	24	15	33	21	38%	45%	106%	11%	
<b>Total</b>	<b>247</b>	<b>39</b>	<b>263</b>	<b>36</b>	<b>258</b>	<b>36</b>	<b>273</b>	<b>34</b>	<b>306</b>	<b>34</b>	<b>12%</b>	<b>-1%</b>	<b>24%</b>	<b>-12%</b>	
<b>Urban Affairs</b>															
Day	19	36	16	30	15	32	16	35	14	37	-13%	6%	-26%	5%	
Evening	53	18	50	19	52	18	49	21	29	19	-41%	-8%	-45%	7%	
Other*	10	18	9	18	6	28	8	24	7	24	-13%	1%	-30%	30%	
<b>Total</b>	<b>82</b>	<b>22</b>	<b>75</b>	<b>22</b>	<b>73</b>	<b>22</b>	<b>73</b>	<b>24</b>	<b>50</b>	<b>34</b>	<b>-32%</b>	<b>42%</b>	<b>-39%</b>	<b>56%</b>	

(continued on next page)

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

(continued from previous page)

College	2003		2004		2005		2006		2007		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	54	38	50	38	52	37	53	36	51	37	-4%	4%	-6%	-2%	
Evening	46	29	38	29	39	26	34	26	42	23	24%	-11%	-9%	-20%	
Other*	1	44	1	44	3	21	3	17	3	18	0%	6%	200%	-58%	
<b>Total</b>	<b>101</b>	<b>34</b>	<b>89</b>	<b>34</b>	<b>94</b>	<b>32</b>	<b>90</b>	<b>32</b>	<b>96</b>	<b>31</b>	<b>7%</b>	<b>-3%</b>	<b>-5%</b>	<b>-10%</b>	
<b>Undergraduate Studies<sup>1</sup></b>															
Day	56	23	56	23	49	22	43	23	44	22	2%	-4%	-21%	-4%	
Evening	8	18	5	17	3	19	3	23	3	16	0%	-31%	-63%	-11%	
Other*	-	-	-	-	-	-	-	-	-	-					
<b>Total</b>	<b>64</b>	<b>25</b>	<b>61</b>	<b>24</b>	<b>52</b>	<b>24</b>	<b>46</b>	<b>23</b>	<b>47</b>	<b>22</b>	<b>2%</b>	<b>-6%</b>	<b>-27%</b>	<b>-11%</b>	
<b>Honors</b>															
Day	-	-	2	20	5	22	5	17	6	20	20%	16%			
Evening	-	-	-	-	-	-	-	-	2	21					
Other*	-	-	-	-	-	-	-	-	4	11					
<b>Total</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>20</b>	<b>5</b>	<b>22</b>	<b>5</b>	<b>17</b>	<b>12</b>	<b>17</b>	<b>140%</b>	<b>-1%</b>			
<b>University Total</b>															
Day	877	32	896	30	887	30	885	29	894	30	1.0%	3%	2%	-5%	
Evening	723	23	742	21	720	20	677	21	630	21	-7%	1%	-13%	-7%	
Other*	114	17	128	16	146	16	145	18	186	17	28%	-4%	63%	-1%	
<b>Total</b>	<b>1,714</b>	<b>27</b>	<b>1,766</b>	<b>25</b>	<b>1,753</b>	<b>25</b>	<b>1,707</b>	<b>25</b>	<b>1,710</b>	<b>25</b>	<b>0%</b>	<b>2%</b>	<b>0%</b>	<b>-5%</b>	

<sup>1</sup> University Studies is replaced by the Office of Undergraduate Studies.

Independent study, lab, theses, student orientation courses, and courses with less than 6 enrolled are excluded.

\*'Other' includes weekends 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: Spring Class Section and Average Class Size by Time of Day and College: 5-Year Trend

College	2003		2004		2005		2006		2007		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	71	35	79	30	72	32	77	32	73	33	-5%	5%	3%	-5%	
Evening	140	26	151	24	140	24	141	23	123	23	-13%	-1%	-12%	-13%	
Other*	38	23	35	20	30	23	33	23	41	24	24%	2%	8%	3%	
<b>Total</b>	<b>249</b>	<b>28</b>	<b>265</b>	<b>25</b>	<b>242</b>	<b>26</b>	<b>251</b>	<b>26</b>	<b>237</b>	<b>26</b>	<b>-6%</b>	<b>2%</b>	<b>-5%</b>	<b>-8%</b>	
<b>CLASS</b>															
Day	336	30	307	30	318	28	291	29	320	28	10%	-2%	-5%	-6%	
Evening	151	19	154	20	154	20	153	20	145	18	-5%	-9%	-4%	-7%	
Other*	44	13	47	14	29	15	38	15	46	15	21%	1%	5%	14%	
<b>Total</b>	<b>531</b>	<b>26</b>	<b>508</b>	<b>26</b>	<b>501</b>	<b>25</b>	<b>482</b>	<b>25</b>	<b>511</b>	<b>24</b>	<b>6%</b>	<b>-2%</b>	<b>-4%</b>	<b>-5%</b>	
<b>Education</b>															
Day	144	17	155	20	150	17	124	19	109	19	-12%	0%	-24%	10%	
Evening	191	17	203	20	198	17	173	18	146	17	-16%	-5%	-24%	3%	
Other*	17	14	28	19	53	14	37	15	66	17	78%	9%	288%	24%	
<b>Total</b>	<b>352</b>	<b>20</b>	<b>386</b>	<b>19</b>	<b>401</b>	<b>16</b>	<b>334</b>	<b>18</b>	<b>321</b>	<b>18</b>	<b>-4%</b>	<b>-2%</b>	<b>-9%</b>	<b>-12%</b>	
<b>Engineering</b>															
Day	46	19	40	20	46	20	40	19	39	21	-3%	10%	-15%	7%	
Evening	63	15	67	16	61	15	59	18	50	19	-15%	5%	-21%	22%	
Other*	6	9	2	6	3	7	3	7	3	13	0%	73%			
<b>Total</b>	<b>115</b>	<b>17</b>	<b>109</b>	<b>17</b>	<b>110</b>	<b>17</b>	<b>102</b>	<b>18</b>	<b>92</b>	<b>19</b>	<b>-10%</b>	<b>8%</b>	<b>-20%</b>	<b>16%</b>	
<b>Science</b>															
Day	148	44	155	39	153	40	153	39	172	37	12%	-5%	16%	-15%	
Evening	77	27	81	25	73	27	91	24	88	24	-3%	1%	14%	-12%	
Other*	15	18	20	17	27	18	32	18	47	21	47%	14%	213%	18%	
<b>Total</b>	<b>240</b>	<b>37</b>	<b>256</b>	<b>33</b>	<b>253</b>	<b>34</b>	<b>276</b>	<b>32</b>	<b>307</b>	<b>31</b>	<b>11%</b>	<b>-2%</b>	<b>28%</b>	<b>-16%</b>	
<b>Urban Affairs</b>															
Day	13	39	15	36	14	38	14	39	11	38	-21%	-4%	-15%	-2%	
Evening	50	17	51	18	55	16	54	18	26	20	-52%	11%	-48%	16%	
Other*	12	18	13	24	9	33	13	28	15	43	15%	55%	25%	137%	
<b>Total</b>	<b>75</b>	<b>21</b>	<b>79</b>	<b>23</b>	<b>78</b>	<b>22</b>	<b>81</b>	<b>23</b>	<b>52</b>	<b>30</b>	<b>-36%</b>	<b>31%</b>	<b>-31%</b>	<b>44%</b>	

(continued on next page)

**Table 6.10: Spring Class Section and Average Class Size by Time of Day and College: 5-Year Trend**

(continued from previous page)

College	2003		2004		2005		2006		2007		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	49	35	49	35	54	37	54	34	51	36	-6%	6%	4%	3%	
Evening	47	25	45	25	38	22	44	22	42	23	-5%	5%	-11%	-9%	
Other*	6	22	5	22	6	24	6	23	4	26	-33%	13%	-33%	18%	
<b>Total</b>	<b>102</b>	<b>30</b>	<b>99</b>	<b>29</b>	<b>98</b>	<b>31</b>	<b>104</b>	<b>28</b>	<b>97</b>	<b>30</b>	<b>-7%</b>	<b>6%</b>	<b>-5%</b>	<b>1%</b>	
<b>Undergraduate Studies<sup>1</sup></b>															
Day	33	22	33	18	25	20	32	18	7	22	-78%	26%	-79%	1%	
Evening	5	16	4	17	4	17	4	14	1	25	-75%	75%	-80%	56%	
Other*	-	-	-	-	-	-	-	-	-	-					
<b>Total</b>	<b>38</b>	<b>21</b>	<b>37</b>	<b>18</b>	<b>29</b>	<b>19</b>	<b>36</b>	<b>17</b>	<b>8</b>	<b>23</b>	<b>-78%</b>	<b>30%</b>	<b>-79%</b>	<b>6%</b>	
<b>Honors</b>															
Day	-	-	-	-	5	21	6	16	8	13	33%	-19%			
Evening	-	-	-	-	0	-	-	-	1	25					
Other*	-	-	-	-	0	-	-	-	3	18					
<b>Total</b>					<b>5</b>	<b>21</b>	<b>10</b>	<b>16</b>	<b>12</b>	<b>15</b>	<b>20%</b>				
<b>University Total</b>															
Day	840	31	833	29	837	29	791	29	790	29	0%	1%	-6%	-4%	
Evening	724	22	756	21	723	20	720	20	622	20	-13%	-1%	-14%	-7%	
Other*	138	18	150	17	157	18	165	19	225	20	39%	10%	63%	15%	
<b>Total</b>	<b>1,702</b>	<b>26</b>	<b>1,739</b>	<b>26</b>	<b>1,717</b>	<b>25</b>	<b>1,676</b>	<b>24</b>	<b>1,637</b>	<b>25</b>	<b>-2%</b>	<b>3%</b>	<b>-4%</b>	<b>-5%</b>	

<sup>1</sup> University Studies was replaced by the Office of Undergraduate Studies in August 2007.

Independent study, lab, theses, student orientation courses, and courses with less than 6 enrolled are excluded.

\*'Other' includes weekends 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 6.11: Summer Class Section and Average Class Size by Time of Day and College: 5-Year Trend

College	2003		2004		2005		2006		2007		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	51	20	39	18	40	18	37	17	37	17	0%	-1%	-27%	-15%
Evening	79	27	95	25	93	23	100	21	95	21	-5%	2%	20%	-21%
Other*	14	24	16	19	10	22	17	18	26	17	53%	-3%	86%	-28%
<b>Total</b>	<b>144</b>	<b>24</b>	<b>150</b>	<b>22</b>	<b>143</b>	<b>21</b>	<b>154</b>	<b>20</b>	<b>158</b>	<b>20</b>	<b>3%</b>	<b>0%</b>	<b>10%</b>	<b>-19%</b>
<b>CLASS</b>														
Day	106	21	103	19	105	19	109	17	111	15	2%	-10%	5%	-28%
Evening	41	19	44	17	51	17	44	19	48	16	9%	-13%	17%	-16%
Other*	17	14	19	10	10	13	12	16	9	19	-25%	18%	-47%	38%
<b>Total</b>	<b>164</b>	<b>20</b>	<b>166</b>	<b>18</b>	<b>166</b>	<b>18</b>	<b>165</b>	<b>17</b>	<b>168</b>	<b>16</b>	<b>2%</b>	<b>-9%</b>	<b>2%</b>	<b>-21%</b>
<b>Education</b>														
Day	106	16	112	23	159	16	94	19	73	16	-22%	-16%	-31%	1%
Evening	107	17	111	20	121	17	120	16	98	16	-18%	-1%	-8%	-5%
Other*	15	14	21	13	12	14	16	11	30	18	88%	71%	100%	27%
<b>Total</b>	<b>228</b>	<b>21</b>	<b>244</b>	<b>21</b>	<b>292</b>	<b>16</b>	<b>230</b>	<b>17</b>	<b>201</b>	<b>16</b>	<b>-13%</b>	<b>-4%</b>	<b>-12%</b>	<b>-23%</b>
<b>Engineering</b>														
Day	3	16	3	19	1	32	1	30	1	32	0%	7%	-67%	104%
Evening	9	15	5	15	6	19	4	21	3	20	-25%	-1%	-67%	32%
Other*	1	11	1	5	-	-	-	-	1	6				
<b>Total</b>	<b>13</b>	<b>15</b>	<b>9</b>	<b>15</b>	<b>7</b>	<b>21</b>	<b>5</b>	<b>22</b>	<b>5</b>	<b>20</b>	<b>0%</b>	<b>-12%</b>	<b>-62%</b>	<b>31%</b>
<b>Science</b>														
Day	97	22	101	21	86	24	70	25	93	22	33%	-13%	-4%	0%
Evening	18	22	20	18	21	16	18	20	24	16	33%	-20%	33%	-25%
Other*	8	20	13	18	23	15	31	17	26	18	-16%	6%	225%	-9%
<b>Total</b>	<b>123</b>	<b>22</b>	<b>134</b>	<b>20</b>	<b>130</b>	<b>21</b>	<b>119</b>	<b>22</b>	<b>143</b>	<b>20</b>	<b>20%</b>	<b>-9%</b>	<b>16%</b>	<b>-7%</b>
<b>Urban Affairs</b>														
Day	4	17	5	10	5	11	7	25	8	25	14%	-3%	100%	47%
Evening	30	15	25	15	28	15	25	17	11	21	-56%	21%	-63%	35%
Other*	6	20	7	15	4	23	5	18	6	16	20%	-10%	0%	-17%
<b>Total</b>	<b>40</b>	<b>16</b>	<b>37</b>	<b>14</b>	<b>37</b>	<b>15</b>	<b>37</b>	<b>19</b>	<b>25</b>	<b>21</b>	<b>-32%</b>	<b>11%</b>	<b>-38%</b>	<b>30%</b>

(continued on next page)



Table 6.11: Summer Class Section and Average Class Size by Time of Day and College: 5-Year Trend

(continued from previous page)

College	2003		2004		2005		2006		2007		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	1	15	2	15	3	19	2	21	2	18	0%	-14%	100%	20%
Evening	9	37	11	37	11	23	7	29	7	28	0%	-6%	-22%	-25%
Other*	4	17	5	17	5	16	3	23	2	35	-33%	54%	-50%	106%
<b>Total</b>	<b>14</b>	<b>30</b>	<b>18</b>	<b>20</b>	<b>19</b>	<b>20</b>	<b>12</b>	<b>26</b>	<b>11</b>	<b>27</b>	<b>-8%</b>	<b>3%</b>	<b>-21%</b>	<b>-8%</b>
<b>Undergraduate Studies<sup>1</sup></b>														
Day	6	13	5	13	4	13	5	10	-	-	-100%	-100%	-100%	-100%
Evening	1	19	1	14	2	14	1	15	-	-	-100%	-100%	-100%	-100%
Other*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>7</b>	<b>14</b>	<b>6</b>	<b>14</b>	<b>6</b>	<b>13</b>	<b>6</b>	<b>11</b>	<b>-</b>	<b>-</b>	<b>-100%</b>	<b>-100%</b>	<b>-100%</b>	<b>-100%</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>University Total</b>														
Day	374	22	370	20	403	18	325	20	325	18	0%	-8%	-13%	-17%
Evening	294	22	312	20	333	19	319	19	286	18	-10%	-2%	-3%	-16%
Other*	65	17	82	15	64	16	84	16	100	18	19%	12%	54%	5%
<b>Total</b>	<b>733</b>	<b>21</b>	<b>764</b>	<b>20</b>	<b>800</b>	<b>18</b>	<b>728</b>	<b>19</b>	<b>711</b>	<b>18</b>	<b>-2%</b>	<b>-2%</b>	<b>-3%</b>	<b>-15%</b>

<sup>1</sup> University Studies was replaced by the Office of Undergraduate Studies in August 2007.

Independent study, lab, theses, student orientation courses, and courses with less than 6 enrolled are excluded.

\*'Other' includes weekends 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 2003 – 2007**

College	Day					Percent Change		Evening & Weekends					Percent Change		Unknown*					Percent Change	
	2003	2004	2005	2006	2007	1 Year	5 Year	2003	2004	2005	2006	2007	1 Year	5 Year	2003	2004	2005	2006	2007	1 Year	5 Year
Business	556	531	512	534	535	0%	-4%	384	369	358	350	379	8%	-1%	14	17	15	29	59	106%	335%
CLASS	2,485	2,385	2,381	2,308	2,455	6%	-1%	731	673	625	591	641	9%	-12%	77	70	86	103	129	25%	67%
First College	40							16													
Education	483	521	495	440	424	-3%	-12%	239	256	218	201	191	-5%	-20%	107	100	77	95	68	-29%	-36%
Engineering	191	186	210	194	195	0%	2%	134	158	154	104	114	9%	-15%	2	4	4	5	8	58%	208%
Science	1,617	1,533	1,567	1,554	1,826	18%	13%	378	409	381	416	420	1%	11%	38	30	29	28	67	142%	77%
Urban Affairs	177	126	130	149	168	13%	-5%	140	134	126	134	163	21%	17%	4	8	4	4	6	61%	55%
Undergraduate Studies <sup>1</sup>	360	347	302	318	66	-79%	-82%		29	27	19	23	3	-86%	-89%						0
Honors		3	7	6	6	-9%		0	0	0		2			-	-	-		0		
Other <sup>2</sup>	9	7	6	9	9	-1%	4%	2	2	2	2	0	-77%	-76%	0	1	1	12	21	78%	
<b>Total</b>	<b>5,917</b>	<b>5,639</b>	<b>5,611</b>	<b>5,511</b>	<b>5,683</b>	<b>3%</b>	<b>-4%</b>	<b>2,053</b>	<b>2,028</b>	<b>1,883</b>	<b>1,821</b>	<b>1,913</b>	<b>5%</b>	<b>-7%</b>	<b>242</b>	<b>230</b>	<b>216</b>	<b>275</b>	<b>358</b>	<b>30%</b>	<b>48%</b>

<sup>1</sup> University Studies is replaced by the Office of Undergraduate Studies

<sup>2</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 times

**Table 6.13: Fall Graduate & Law Student FTE by College and Class Time: 5-Year Trend  
Fall 2003 – 2007**

College	Day					Percent Change		Evening & Weekends					Percent Change		Unknown*					Percent Change	
	2003	2004	2005	2006	2007	1 Year	5 Year	2003	2004	2005	2006	2007	1 Year	5 Year	2003	2004	2005	2006	2007	1 Year	5 Year
Business	55	52	52	62	64	3%	16%	497	503	464	477	449	-6%	-10%	16	17	27	25	28	13%	77%
CLASS	47	44	46	42	50	18%	7%	206	198	210	198	188	-5%	-8%	49	51	52	61	61	1%	24%
Education	32	37	54	34	18	-48%	-45%	658	680	577	541	520	-4%	-21%	56	44	57	69	117	69%	109%
Engineering	7	4	6	13	24	82%	249%	129	126	112	130	139	7%	8%	45	43	33	35	39	9%	-14%
Science	107	119	114	148	153	3%	43%	86	92	92	94	84	-11%	-3%	94	86	86	91	109	19%	16%
Urban Affairs	0	2	0	2	0	-76%	0%	154	162	162	178	159	-11%	3%	21	13	14	13	22	64%	2%
Law	406	386	386	393	389	-1%	-4%	274	224	220	203	216	6%	-21%	22	21	14	12	9	-22%	-57%
Graduate Studies				3	3	20%									0.2	0.2	0.3	1	1	91%	600%
<b>Total</b>	<b>653</b>	<b>644</b>	<b>658</b>	<b>696</b>	<b>700</b>	<b>1%</b>	<b>7%</b>	<b>2,003</b>	<b>1,985</b>	<b>1,836</b>	<b>1,821</b>	<b>1,754</b>	<b>-4%</b>	<b>-12%</b>	<b>304</b>	<b>276</b>	<b>283</b>	<b>308</b>	<b>387</b>	<b>26%</b>	<b>28%</b>

**Notes:**

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

**Evenings:** Monday – Thursday 4 p.m. – 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.

## Trends in Interactive Video and Telecourse Instructional Delivery

The rapid growth in distance delivered student credit hours illustrates the important role distance learning plays at many institutions, including Cleveland State, today. New technology, equipment, growing faculty interest, and support services at CSU have led to an increase in courses offered and students enrolled and to smoother instructional delivery. Faculty development workshops and individual training and support in conducting interactive video classes and in creating web-based classes have been instrumental. 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 6.14: 5-Year Trends in Interactive Video and Telecourse Delivery  
Student Credit Hours Generated

### Undergraduate

Interactive Video and Telecourse*	Fall					Percent Change	
	2003	2004	2005	2006	2007	1 Year	5 Year
Business CLASS		60					
Education							
Engineering				4			
Science			44	32	108	238%	
Urban Affairs	68		36	84	72	-14%	6%
<b>Total</b>	<b>68</b>	<b>120</b>	<b>80</b>	<b>120</b>	<b>180</b>	<b>50%</b>	<b>165%</b>

### Graduate

Interactive Video and Telecourse*	Fall					Percent Change	
	2003	2004	2005	2006	2007	1 Year	5 Year
Business CLASS		33					
Education	1,398	1,416	1,185	1,023	885	-13%	-37%
Engineering	56	68	164	127	216		286%
Science		12	36				
Urban Affairs	16	12	28	12	16	33%	0%
<b>Total</b>	<b>1,470</b>	<b>1,541</b>	<b>1,413</b>	<b>1,162</b>	<b>1,117</b>	<b>-4%</b>	<b>-24%</b>

### Total

Interactive Video and Telecourse*	Fall					Percent Change	
	2003	2004	2005	2006	2007	1 Year	5 Year
Business CLASS		93					
Education	1,398	1,476	1,185	1,023	885	-13%	-37%
Engineering	56	68	164	127	216	70%	286%
Science		12	36	4			
Urban Affairs			44	32	108	238%	
Urban Affairs	84	12	64	96	88	-8%	5%
<b>Total</b>	<b>1,538</b>	<b>1,661</b>	<b>1,493</b>	<b>1,282</b>	<b>1,297</b>	<b>1%</b>	<b>-16%</b>

\*Interactive video: courses delivered via interactive television at two or more sites simultaneously and determined by the section number (701-709 and 780-789).

\*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).

Table 6.15: 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>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>1 Year</b>	<b>5 Year</b>
Business	108	111	120	345	750	117%	594%
CLASS	64	84	276	292	852	192%	1,231%
Education	42	70	32	91	169	86%	302%
Engineering	10	10					
Science	244	120	117	157	671	327%	175%
Urban Affairs	196	620	1,141	1,868	1,985	6%	913%
Other					38		
<b>Total</b>	<b>664</b>	<b>1,015</b>	<b>1,686</b>	<b>2,753</b>	<b>4,465</b>	<b>62%</b>	<b>572%</b>

<b>Graduate</b>							
<b>Web-Based**</b>	<b>Fall</b>					<b>Percent Change</b>	
	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>1 Year</b>	<b>5 Year</b>
Business	28			123	189	54%	575%
CLASS	77	36	44	120	64	-47%	-17%
Education	88	108	475	998	1,636	64%	1,759%
Engineering	84	28					
Science	111	129	117	170	145	-15%	31%
Urban Affairs				96	152		
Other					3		
<b>Total</b>	<b>388</b>	<b>301</b>	<b>636</b>	<b>1,411</b>	<b>2,189</b>	<b>55%</b>	<b>464%</b>

<b>Totals</b>							
<b>Web-Based**</b>	<b>Fall</b>					<b>Percent Change</b>	
	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>1 Year</b>	<b>5 Year</b>
Business	136	111	120	468	939	101%	590%
CLASS	141	120	320	412	916	122%	550%
Education	130	178	507	1,089	1,805	66%	1,288%
Engineering	94	38	-	-	-		
Science	355	249	234	327	816	150%	130%
Urban Affairs	196	620	1,141	1,964	2,137	9%	990%
Other	-	-	-	-	41		
<b>Total</b>	<b>1,052</b>	<b>1,316</b>	<b>2,322</b>	<b>4,260</b>	<b>6,654</b>	<b>56%</b>	<b>533%</b>

\*\*Web-based: Courses delivered primarily using the Internet and these courses are determined by the section number (501-509).

## 5-Year Trends in Interactive Video and Web-Based Instructional Delivery

- The University has organized its resources for e-learning under the leadership of the Dean of Continuing Education, who reports to the University Provost. A Center for eLearning was created in 2006, and a director was hired in 2007. This move is aimed at providing an increased strategic focus on e-learning, enhanced faculty support, and greater student services, with the overall goal of increasing program options and enrollments.
- New technologically enhanced classrooms in Rhodes Tower will offer state-of-the-art transmission of interactive video courses.
- CSU's Bioethics certificate program, offered online through the Philosophy Department, has received nationwide recognition.
- The Department of Social Work, in partnership with the University of Akron, has very successfully offered graduate social work classes for many years through interactive video and other distance learning approaches.
- The M.S. in Health Science degree program offers a 100% online option. The Master of Science in Nursing degree now offers online options for the classroom component.
- The Master of Education in Educational Technology now offers an online option.
- Other online courses and degree programs are under development, including a Master's Degree in Philosophy, with a bioethics emphasis.
- Requests for specific online courses have come from all over Ohio, the United States, various correctional facilities, and foreign countries.

Table 6.16: **Cleveland State University Main Library Collections and Instructional Media Services, 2007**

	Main Library 2007	
	Total Titles	Total Volumes/Items
<b>Print Resources</b>		
Monographs	488,779	583,065
Classed Serials	6,594	60,483
Periodicals	28,509	167,442
Theses and Dissertations	2,453	2,516
Print Resources in Microform	12,931	725,405
<b>Total Print Resources</b>	<b>539,266</b>	<b>1,538,911</b>
<b>Media Resources</b>		
Audio Resources	16,231	20,915
Video Resources	10,432	13,107
Other Resources	709	2,295
Art Slides	97,022	97,022
<b>Total Media Resources</b>	<b>124,394</b>	<b>133,339</b>
<b>Total Physical Resources</b>	<b>663,660</b>	<b>1,672,250</b>
<b>Archival Resources</b>		
	<b>Number of collections</b>	<b>Linear Feet</b>
Special Collections	136	5,351
University Archives	367	3,001
<b>Total Archival Resources</b>	<b>503</b>	<b>8,352</b>
<b>Electronic Resources</b>		
Electronic Books	23,409	
Electronic Journals	22,164	
Electronic Serials	31	
Databases	754	
Websites	1,168	
Streaming Video	1,993	
<b>Total Electronic Resources</b>	<b>49,519</b>	
<b>Locally Digitized Resources</b>		
Total number of images (jpegs, tifs)	24,569	
Total number of documents (PDF, compound objects, docs)	238	
Total number of multimedia objects (wmv, rm, mp3)	24	
<b>Total Locally Digitized Resources</b>	<b>24,831</b>	
<b>Current Subscriptions</b>		
	<b>Number of Titles</b>	
Paper Periodical	942	
Electronic Periodicals	8,145	
Other Paper Continuing Resources	861	
Other Electronic Continuing Resources (not journals)	529	
<b>Total Subscriptions</b>	<b>10,477</b>	

**Table 6.17: Cleveland State University Main Library and Instructional Media Services Use Statistics**

	Main Library				
	FY 03	FY 04	FY 05	FY 06	FY 07
<b>Digital Resource Use Trends</b>					
Searches on Scholar catalog	n/a	n/a	n/a	n/a	1,737,307
OhioLINK journal and database use	87,053	116,913	309,557	535,557	573,104
Electronic books use (downloaded, accessed or viewed)	n/a	n/a	5,350	5,486	8,496
Electronic course reserve (ECR) documents downloaded	n/a	n/a	n/a	800,693	731,601
Hits on Cleveland Memory (webpage hits & file hits)	n/a	n/a	n/a	4,825,725	10,242,375
Hits to Mediasite	n/a	n/a	n/a	977	9,736
Hits to streaming media files	n/a	n/a	n/a	15,319	17,356
Hits on the Library's webpage	n/a	n/a	n/a	4,144,634	13,291,000
Hits on the Library's servers	6,447,507	16,151,251	17,050,582	20,782,140	38,033,096
Percent of materials budget spent on electronic resources	38%	50%	58%	59%	64%
<b>Other Trends</b>					
Items checked out	198,362	310,506	325,119	289,497	205,713
IMS media equipment circulations	n/a	n/a	n/a	13,005	13,756
Reference and technical questions answered	22,133	71,099	53,507	46,190	41,528
Librarian led instructional sessions	202	259	564	463	357
In-house faculty led instructional sessions, including IVDL	n/a	n/a	n/a	1,884	1,749
Other Library facility bookings for campus activities	n/a	240	275	449	770
Visitors (virtual) to Cleveland Memory	n/a	n/a	n/a	1,021,879	1,691,414
Visitors (virtual) to the Library webpage	n/a	n/a	n/a	832,916	904,458
Visitors to the Library	561,897	647,449	348,806	601,044	482,731

Source: University Main Library

**Table 6.18: Cleveland State University Law Library Collections 2006 & 2007**

	2006		2007	
	Total Titles	Total Volumes/ Units	Total Titles	Total Volumes/ Units
<b>Print Volumes:</b>				
Titles(Excluding non-book titles )	82,119		83,612	
Other non-book title	1,188		1,280	
Microformats	71,055		71,055	
Volumes (excluding microforms)		292,183		297,894
Volumes equivalent of microforms		233,085		233,396

**Table 6.19: Cleveland State University Law Library Statistics 2006 & 2007**

	2006		2007	
		Filled		Filled
Number of material request were sent by Law library	3,719	3,698	4,125	4,099
Number of material request received by Law library	3,873	3,480	3,432	3,037

Source: Law Library

# Learning Communities

<http://www.csuohio.edu/academic/learningcommunities.html>

In Fall 2007 CSU launched a Learning Communities Program as a powerful new academic option for all admitted first-year students. The program, funded by a Department of Education Title III grant, helps students make a smooth and successful transition from high school to the rigors of University life by facilitating the integration into both the academic and social culture of the institution.

Learning Communities are groups of 25-30 students who share academic interests and a sense of engagement in intellectually stimulating experiences. They attend the same classes and a variety of complementary instructional activities together. Two or three lower-division courses from different disciplines comprise a cluster. These are linked around a provocative theme or question. Faculty who teach in Learning Communities engage in intensive collaboration to provide pedagogically distinctive approaches to the integrated interdisciplinary study of the theme. This promotes thoughtful analysis, information literacy and academic competency among students. Studying the theme from multiple perspectives, in small classes, helps students learn and move confidently through the semester as a group.

Seven Learning Communities were offered during the Fall 2007 launch with total enrollment of 155 students. Enrollment in each community ranged from ten to 25 students.

Eleven new Learning Communities are planned for the Fall 2008 semester with almost 200 students enrolled as of July 2008. All admitted first-year students are eligible to enroll. Check the CSU Website for a complete description of new Learning Communities options.

**Table 6.20: Enrollment by Learning Community**

	Fall 2007		Fall 2008
Astronomy, Philosophy and Science Fiction	23	Cities, Sanctuaries and Social Change	23
Cities, Sanctuaries and Social Change	25	Colors of Mind; History, Culture and Social Life	13
Energy and the City	25	Demystifying Math and Science: Unveiling Secrets to Success	6
How We Know What We Know	25	Energy and the City	7
Human Language, Human Reason	25	Gender Matters: Exploring the Social Significance of Sex	26
Understanding Culture through the Expressive Arts	22	Images, Social Action and Change	30
Wizards of Light and Sound	10	Life, Leadership and Logic	28
		Navigating the Digital Divide: Computers & Information Science	7
		Politics of the Global Market Place	22
		Power, Passion and Privilege	10
		Science in Service to Society	23
<b>Total Fall 2007</b>	<b>155</b>	<b>Total Fall 2008 as of July 31, 2008</b>	<b>195</b>

Racial composition of Learning Communities participants reflects the rich diversity of the larger CSU campus community. Females comprised 64% of the inaugural cohort and the average ACT Composite score for participants was 19.

**Table 6.21: Learning Community Enrollment by Race**

Race	Percent of Program	Distinguishing Characteristics of CSU Learning Communities
White	45%	<ul style="list-style-type: none"> <li>• Small classes create a sense of small college</li> <li>• Enriched curriculum with distinctive pedagogy for interdisciplinary study</li> <li>• Co-curricular activities, guest speakers and field trips foster engaged learning</li> <li>• Embedded Librarians serve in each Learning Community</li> <li>• Peer Mentor Coaches facilitate study groups and learning activities</li> <li>• Leadership development and service learning opportunities in each community</li> </ul>
Black	35%	
Hispanic	5%	
Asian or Pacific Islander	4%	
Native American	1%	
Unknown	9%	



# Faculty & Staff 7



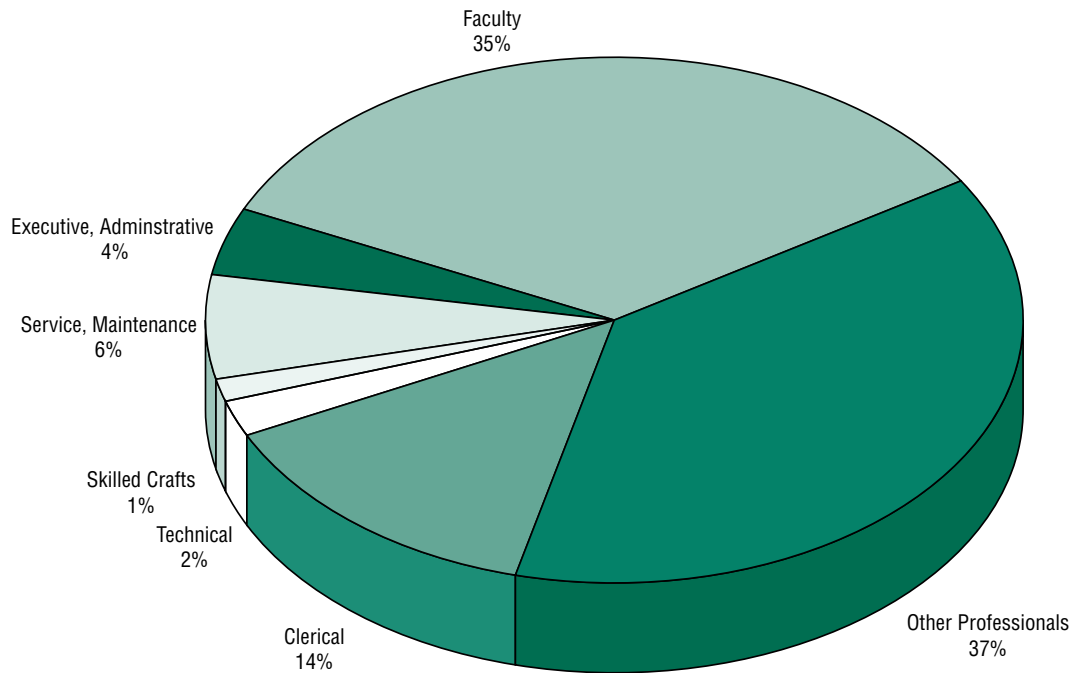


**Table 7.1: Full-Time Employees by Equal Employment Opportunity Category 6 (EEO6)  
Fall 2007**

<b>EEO6 Category</b>	<b>Count</b>	<b>% of Total</b>
Executive, Administrative	71	4%
Faculty	571	34%
Other Professionals	628	38%
Clerical	231	14%
Technical	39	2%
Skilled Crafts	23	1%
Service, Maintenance	106	6%
<b>Total Full-time Employees</b>	<b>1,669</b>	

**Source:** All figures are taken from the IPEDS files as of November 1, 2007.

**Figure 7.1: Full-Time Employees by EEO6 Category  
Fall 2007**



**Table 7.2: Full-Time Employees by Gender, Race, and Equal Employment Opportunity Category 6 (EEO6) Fall 2003 - 2007**

EEO6 Category/Race	2003		2004		2005		2006		2007		Percent Change	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	1 year	5 year
<b>Executive, Administrative</b>												
White	40	9	38	10	39	10	40	12	37	15	0%	6%
Black	8	6	7	8	7	8	6	7	5	5	-23%	-29%
Hispanic		1		1		1		1	1	1	100%	100%
Asian/Pacific Islander	5	2	5	1	6	1	6	1	6	1	0%	0%
American Indian/Alaskan Native												
Unknown	1											
<b>Total</b>	<b>54</b>	<b>18</b>	<b>50</b>	<b>20</b>	<b>52</b>	<b>20</b>	<b>52</b>	<b>21</b>	<b>49</b>	<b>22</b>	<b>-3%</b>	<b>-1%</b>
<b>Faculty</b>												
White	271	146	287	150	286	167	279	168	276	165	-1%	6%
Black	17	24	17	22	18	20	15	18	16	18	3%	-17%
Hispanic	9	7	8	8	8	5	8	4	8	4	0%	-25%
Asian/Pacific Islander	52	14	56	14	54	16	57	21	59	24	6%	26%
American Indian/Alaskan Native						1		1		1	0%	0%
Unknown	1		1	1	0		1		1		0%	0%
<b>Total</b>	<b>350</b>	<b>191</b>	<b>369</b>	<b>195</b>	<b>366</b>	<b>209</b>	<b>360</b>	<b>212</b>	<b>360</b>	<b>212</b>	<b>0%</b>	<b>6%</b>
<b>Other Professionals</b>												
White	205	255	207	268	204	262	201	271	211	271	2%	5%
Black	23	74	25	75	29	74	27	77	26	80	2%	9%
Hispanic	3	3	2	5	2	6	3	5	2	5	-13%	17%
Asian/Pacific Islander	16	9	22	8	21	7	14	9	18	12	30%	20%
American Indian/Alaskan Native						2		2		2	0%	0%
Unknown	1		3	2	1	1	1	2		1	-67%	0%
<b>Total</b>	<b>248</b>	<b>341</b>	<b>259</b>	<b>358</b>	<b>257</b>	<b>352</b>	<b>246</b>	<b>366</b>	<b>257</b>	<b>371</b>	<b>3%</b>	<b>7%</b>
<b>Clerical</b>												
White	23	117	24	115	27	120	21	110	21	113	2%	-4%
Black	9	92	10	89	9	87	10	80	9	78	-3%	-14%
Hispanic		2		2	1	3	1	3	1	3	0%	100%
Asian/Pacific Islander	1	4	1	4	1	3	1	2	1	2	0%	-40%
American Indian/Alaskan Native		2		2		1		1		2	100%	0%
Unknown						0			1			
<b>Total</b>	<b>33</b>	<b>217</b>	<b>35</b>	<b>212</b>	<b>38</b>	<b>214</b>	<b>33</b>	<b>196</b>	<b>33</b>	<b>198</b>	<b>1%</b>	<b>-8%</b>
<b>Technical</b>												
White	24	5	24	5	21	5	20	6	23	5	8%	-3%
Black	5	4	4	3	4	4	3	4	3	5	14%	-11%
Hispanic	2		2		3		3		2		-33%	0%
Asian/Pacific Islander	1		1					1		1	0%	0%
American Indian/Alaskan Native												
Unknown												
<b>Total</b>	<b>32</b>	<b>9</b>	<b>31</b>	<b>8</b>	<b>28</b>	<b>9</b>	<b>26</b>	<b>11</b>	<b>28</b>	<b>11</b>	<b>5%</b>	<b>-5%</b>

(continued on next page)

**Table 7.2: Full-Time Employees by Gender, Race, and Equal Employment Opportunity Category 6 (EEO6) Fall 2003 - 2007**

(continued from previous page)

EEO6 Category/Race	2003		2004		2005		2006		2007		Percent Change	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	1 year	5 year
<b>Skilled Crafts</b>												
White	14		13		13		15		15		0%	7%
Black	7		7		6		6		6		0%	-14%
Hispanic	2		2		1		2		2		0%	0%
Asian/Pacific Islander												
American Indian/Alaskan Native												
Unknown												
<b>Total</b>	<b>23</b>	<b>0</b>	<b>22</b>	<b>0</b>	<b>20</b>	<b>0</b>	<b>23</b>	<b>0</b>	<b>23</b>	<b>0</b>	<b>0%</b>	<b>0%</b>
<b>Service, Maintenance</b>												
White	23	1	26	1	26	1	28	1	28	1	0%	21%
Black	46	26	42	27	40	28	42	28	41	27	-3%	-6%
Hispanic	3	2	3	3	3	3	3	3	4	4	33%	60%
Asian/Pacific Islander	1		1		1		1		1		0%	0%
American Indian/Alaskan Native							1					
Unknown												
<b>Total</b>	<b>73</b>	<b>29</b>	<b>72</b>	<b>31</b>	<b>70</b>	<b>32</b>	<b>75</b>	<b>32</b>	<b>74</b>	<b>32</b>	<b>-1%</b>	<b>4%</b>
<b>Total Full-Time Employees</b>												
White	600	533	619	549	616	565	604	568	611	570	1%	4%
Black	115	226	112	224	113	221	109	214	106	213	-1%	-6%
Hispanic	19	15	17	19	18	18	20	16	20	17	3%	9%
Asian/Pacific Islander	76	29	86	27	83	27	79	34	85	40	11%	19%
American Indian/Alaskan Native	0	2	0	2	0	4	1	4	0	5	0%	150%
Unknown	3	0	4	3	1	1	2	2	2	1	-25%	0%
<b>Total</b>	<b>813</b>	<b>805</b>	<b>838</b>	<b>824</b>	<b>831</b>	<b>836</b>	<b>815</b>	<b>838</b>	<b>824</b>	<b>846</b>	<b>1%</b>	<b>3%</b>

Source: All figures are taken from the census files as of November 1, 2007.

**Table 7.3: Full-Time Employees by Gender, Race, and Equal Employment Opportunity Category 6 (EEO6), in Percentage Fall 2003 - 2007**  
**Women and Minorities as Percent of Total**

	2003	2004	2005	2006	2007
<b>Executive, Administrative</b>					
Women	25%	29%	28%	29%	31%
Black	19%	21%	21%	18%	14%
Hispanic	1%	1%	1%	1%	3%
Asian/Pacific Islander	10%	9%	10%	10%	10%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Minorities	32%	31%	32%	29%	27%
<b>Faculty</b>					
Women	35%	35%	36%	37%	37%
Black	8%	7%	7%	6%	6%
Hispanic	3%	3%	2%	2%	2%
Asian/Pacific Islander	12%	12%	12%	14%	15%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Minorities	23%	23%	21%	22%	23%
<b>Other Professionals</b>					
Women	58%	58%	58%	60%	59%
Black	16%	16%	17%	17%	17%
Hispanic	1%	1%	1%	1%	1%
Asian/Pacific Islander	4%	5%	5%	4%	5%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Minorities	22%	23%	23%	23%	23%
<b>Clerical</b>					
Women	87%	86%	85%	86%	86%
Black	40%	40%	38%	39%	38%
Hispanic	1%	1%	2%	2%	2%
Asian/Pacific Islander	2%	2%	2%	1%	1%
Native American/Alaskan Native	1%	1%	0%	0%	1%
Minorities	44%	44%	42%	43%	42%

*(continued on next page)*

**Table 7.3: Full-Time Employees by Gender, Race, and Equal Employment Opportunity Category 6 (EEO6), in Percentage Fall 2003 - 2007**  
**Women and Minorities as Percent of Total**

(continued from previous page)

	2003	2004	2005	2006	2007
<b>Technical</b>					
Women	22%	21%	24%	30%	28%
Black	22%	18%	22%	19%	21%
Hispanic	5%	5%	8%	8%	5%
Asian/Pacific Islander	2%	3%	0%	3%	3%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Minorities	29%	26%	30%	30%	28%
<b>Skilled Crafts</b>					
Women	0%	0%	0%	0%	0%
Black	30%	32%	30%	26%	26%
Hispanic	9%	9%	5%	9%	9%
Asian/Pacific Islander	0%	0%	0%	0%	0%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Minorities	39%	41%	35%	35%	35%
<b>Service, Maintenance</b>					
Women	28%	30%	31%	30%	30%
Black	71%	67%	67%	65%	64%
Hispanic	5%	6%	6%	6%	7%
Asian/Pacific Islander	1%	1%	1%	1%	1%
Native American/Alaskan Native	0%	0%	0%	1%	1%
Minorities	76%	74%	74%	73%	73%
<b>Total Full-Time Employees</b>					
<b>Women</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>51%</b>	<b>51%</b>
<b>Black</b>	<b>21%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>19%</b>
<b>Hispanic</b>	<b>2%</b>	<b>2%</b>	<b>2%</b>	<b>2%</b>	<b>2%</b>
<b>Asian/Pacific Islander</b>	<b>6%</b>	<b>7%</b>	<b>7%</b>	<b>7%</b>	<b>7%</b>
<b>Native American/Alaskan Native</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Minorities</b>	<b>30%</b>	<b>30%</b>	<b>29%</b>	<b>29%</b>	<b>29%</b>

Source: All figures are taken from the census files as of November 1, 2007.

**Table 7.4: Full-Time Employees by Equal Employment Opportunity Category 6 (EEO6)  
Fall 2003 - 2007**

EEO6 Category Description	2003	2004	2005	2006	2007	Percent Change	
						1 Year	5 Year
Executive/Administrative	72	70	72	73	71	-3%	-1%
Faculty	541	564	575	572	571	-0%	6%
Other Professional	589	617	609	612	628	3%	7%
Clerical	250	247	252	229	231	1%	-8%
Tech/Paraprofessional	41	39	37	37	39	5%	-5%
Skilled Crafts	23	22	20	23	23	0%	0%
Service/Maintenance	102	103	102	107	106	-1%	4%
<b>Total Full-time Employees</b>	<b>1,618</b>	<b>1,662</b>	<b>1,667</b>	<b>1,653</b>	<b>1,669</b>	<b>1%</b>	<b>3%</b>

**Table 7.5: Part-Time Employees by Equal Employment Opportunity Category 6 (EEO6)  
Fall 2003 - 2007**

EEO6 Category Description	2003	2004	2005	2006	2007	Percent Change	
						1 Year	5 Year
Executive/Administrative							
Faculty	379	414	430	404	453	12%	20%
Other Professional	165	157	151	137	135	-1%	-18%
Clerical	28	25	24	24	26	8%	-7%
Tech/Paraprofessional		2	1	1	1	0%	
Skilled Crafts							
Service/Maintenance	19	17	12	6	4	-33%	-79%
<b>Total Part-time Employees</b>	<b>591</b>	<b>615</b>	<b>618</b>	<b>572</b>	<b>619</b>	<b>8%</b>	<b>5%</b>

**Table 7.6: Total Employees by Equal Employment Opportunity Category 6 (EEO6)  
Fall 2003 - 2007**

EEO6 Category Description	2003	2004	2005	2006	2007	Percent Change	
						1 Year	5 Year
Executive/Administrative	72	70	72	73	71	-3%	-1%
Faculty	920	978	1,005	976	1,024	5%	11%
Other Professional	754	774	760	749	763	2%	1%
Clerical	278	272	276	253	257	2%	-8%
Tech/Paraprofessional	41	41	38	38	40	5%	-2%
Skilled Crafts	23	22	20	23	23	0%	0%
Service/Maintenance	121	120	114	113	110	-3%	-9%
<b>Total Employees</b>	<b>2,209</b>	<b>2,277</b>	<b>2,285</b>	<b>2,225</b>	<b>2,288</b>	<b>3%</b>	<b>4%</b>

Source: All figures are taken from the IPEDS files as of November 1, 2007.



Table 7.7: Full-Time Faculty by Rank and College  
Fall 2007

College	Professor		Associate Professor		Assistant Professor		Instructor		Term Faculty		Total
	N	%	N	%	N	%	N	%	N	%	
Business	26	33%	26	33%	12	15%	4	5%	12	15%	80
CLASS	34	22%	66	42%	41	26%	3	2%	14	9%	158
Education	15	15%	30	30%	44	44%	3	3%	9	9%	101
Engineering	22	39%	25	44%	10	18%		0%		0%	57
Science	36	33%	37	34%	27	25%	1	1%	7	6%	108
Urban Affairs	12	50%	6	25%	5	21%		0%	1	4%	24
Law	16	37%	12	28%	4	9%		0%	11	26%	43
<b>Total</b>	<b>161</b>	<b>28%</b>	<b>202</b>	<b>35%</b>	<b>143</b>	<b>25%</b>	<b>11</b>	<b>2%</b>	<b>54</b>	<b>9%</b>	<b>571</b>

Note: Includes only standard academic ranks.

Table 7.8: Full-Time Faculty by Gender and College  
Fall 2007

College	Regular Faculty				Term Faculty				Total	
	Male		Female		Male		Female			
	N	%	N	%	N	%	N	%	N	%
Business	54	68%	14	18%	10	13%	2	3%	80	14%
CLASS	89	56%	55	35%	5	3%	9	6%	158	28%
Education	34	34%	58	57%	1	1%	8	8%	101	18%
Engineering	51	89%	6	11%				0%	57	10%
Science	72	67%	29	27%	3		4		108	19%
Urban Affairs	15	63%	8	33%		0%	1	4%	24	4%
Law	21	49%	11	26%	4	9%	7	16%	43	8%
<b>Total</b>	<b>336</b>	<b>59%</b>	<b>181</b>	<b>32%</b>	<b>23</b>	<b>4%</b>	<b>31</b>	<b>5%</b>	<b>571</b>	<b>100%</b>

Table 7.9: Full-Time Faculty by Highest Degree and College  
Fall 2007

College	Degree				Terminal Degree
	Bachelors	Masters	Doctorate	Professional	
Business	0%	16%	80%	4%	84%
CLASS	1%	17%	83%	0%	93%
Education	0%	24%	76%	0%	87%
Engineering	0%	7%	93%	0%	100%
Science	0%	9%	90%	1%	94%
Urban Affairs	0%	13%	88%	0%	88%
Law	0%	2%	2%	95%	100%
<b>Total</b>	<b>0%</b>	<b>14%</b>	<b>78%</b>	<b>8%</b>	<b>92%</b>

Source: All figures are taken from the census files as of November 1, 2007.

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

College/Department	2003			2004			2005			2006			2007			Percent Change	
	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	10	3	13	10	4	14	10	3	13	9	4	13	9	4	13	0%	0%
Computer & Information Science	17	4	21	17	5	22	16	6	22	16	4	20	16	4	20	0%	-5%
Finance	8		8	8	2	10	7	1	8	8	1	9	8	2	10	11%	25%
Health Care Administration	1	1	2	1		1	2		2	2		2	2		2	0%	0%
Management & Labor Management	10	3	13	10	4	14	12	1	13	11	2	13	8	4	12	-8%	-8%
Marketing	11	1	12	12	2	14	13	2	15	13	2	15	13	2	15	0%	25%
Operation Management & Business Statistics	6	3	9	6	3	9	6	3	9	6	2	8	6	2	8	0%	-11%
<b>Business Total</b>	<b>63</b>	<b>15</b>	<b>78</b>	<b>64</b>	<b>20</b>	<b>84</b>	<b>66</b>	<b>16</b>	<b>82</b>	<b>65</b>	<b>15</b>	<b>80</b>	<b>62</b>	<b>18</b>	<b>80</b>	<b>0%</b>	<b>3%</b>
<b>Liberal Arts &amp; Social Sciences</b>																	
Anthropology	6		6	6		6	6	1	7	5	1	6	5	1	6	0%	0%
Art	13		13	13		13	13	1	14	13		13	11		11	-15%	-15%
Economics	7		7	7		7	6		6	7		7	5	1	6	-14%	-14%
English	14	4	18	14	2	16	15	2	17	16	2	18	17	2	19	6%	6%
First College	1		1														-100%
History	16	1	17	17	1	18	18		18	18		18	18		18	0%	6%
Liberal Studies							1		1								
Modern Languages	12	4	16	13	2	15	11	3	14	12	2	14	11	2	13	-7%	-19%
Music	11	1	12	11	1	12	12		12	12		12	12	1	13	8%	8%
Philosophy	12		12	12		12	11		11	10		10	9		9	-10%	-25%
Political Science	9		9	9		9	8	1	9	8		8	8		8	0%	-11%
Religious Studies	5	1	6	4	1	5	4		4	2	1	3	1	1	2	-33%	-67%
School of Communication	16	5	21	17	5	22	18	5	23	19	5	24	17	6	23	-4%	10%
Social Work	13		13	13		13	13	1	14	12	2	14	13	3	16	14%	23%
Sociology	10		10	10	1	11	10	1	11	10	2	12	11	3	14	17%	40%
<b>Liberal Arts &amp; Social Sciences Total</b>	<b>145</b>	<b>16</b>	<b>161</b>	<b>146</b>	<b>13</b>	<b>159</b>	<b>146</b>	<b>15</b>	<b>161</b>	<b>144</b>	<b>15</b>	<b>159</b>	<b>138</b>	<b>20</b>	<b>158</b>	<b>-1%</b>	<b>-2%</b>

(continued on next page)

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

(continued from previous page)

College/Department	2003			2004			2005			2006			2007			Percent Change	
	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>Education and Human Resources</b>																	
CASAL	16		16	17	1	18	16	1	17	17	1	18	18	1	19	6%	19%
Curriculum & Foundations	14	6	20	17	4	21	20	3	23	20	1	21	16	2	18	-14%	-10%
Health And Physical Education	10	2	12	10	3	13	11	2	13	12	1	13	11	1	12	-8%	0%
School of Nursing	10	6	16	11	10	21	16	7	23	17	4	21	15	6	21	0%	31%
Teachers Education	24	8	32	26	9	35	27	7	34	31	2	33	28	3	31	-6%	-3%
<b>Education and Human Resources Total</b>	<b>74</b>	<b>22</b>	<b>96</b>	<b>81</b>	<b>27</b>	<b>108</b>	<b>90</b>	<b>20</b>	<b>110</b>	<b>97</b>	<b>9</b>	<b>106</b>	<b>88</b>	<b>13</b>	<b>101</b>	<b>-5%</b>	<b>5%</b>
<b>Engineering</b>																	
Chemical Engineering	8	1	9	10		10	9		9	9		9	9		9	0%	0%
Civil & Environmental Engineering	8		8	8		8	9		9	9		9	11		11	22%	38%
Electrical & Computer Engineering	13		13	15		15	14		14	16		16	17		17	6%	31%
Engineering Technology	5		5	5		5	4		4	4		4	5		5	25%	0%
Industrial & Manufacturing Engineering	6		6	7		7	8		8	6		6	6		6	0%	0%
Mechanical Engineering	11		11	12		12	12		12	12		12	9		9	-25%	-18%
<b>Engineering Total</b>	<b>51</b>	<b>1</b>	<b>52</b>	<b>57</b>	<b>0</b>	<b>57</b>	<b>56</b>	<b>0</b>	<b>56</b>	<b>56</b>	<b>0</b>	<b>56</b>	<b>57</b>	<b>0</b>	<b>57</b>	<b>2%</b>	<b>10</b>
<b>Law</b>	<b>36</b>	<b>1</b>	<b>37</b>	<b>36</b>	<b>2</b>	<b>38</b>	<b>33</b>	<b>1</b>	<b>34</b>	<b>32</b>	<b>12</b>	<b>44</b>	<b>32</b>	<b>11</b>	<b>43</b>	<b>-2%</b>	<b>16%</b>
<b>Science</b>																	
Biology, Geology & Environmental Science	20		20	19		19	19		19	23		23	21		21	-9%	5%
Chemistry	13	1	14	13	1	14	12	1	13	13		13	12		12	-8%	-14%
Health Sciences	12		12	10	1	11	14	1	15	16	1	17	17	2	19	12%	58%
Mathematics	21	2	23	21	2	23	21	2	23	23	2	25	21	4	25	0%	9%
Physics	9		9	9		9	9		9	10		10	10		10	0%	11%
Psychology	18	1	19	20	1	21	18	3	21	18	1	19	20	1	21	11%	11%
Speech & Hearing	4	1	5	5	1	6	3		3								-100%
<b>Science Total</b>	<b>97</b>	<b>5</b>	<b>102</b>	<b>97</b>	<b>6</b>	<b>103</b>	<b>96</b>	<b>7</b>	<b>103</b>	<b>103</b>	<b>4</b>	<b>107</b>	<b>101</b>	<b>7</b>	<b>108</b>	<b>1%</b>	<b>6%</b>
<b>Urban Affairs</b>	<b>19</b>	<b>1</b>	<b>20</b>	<b>22</b>	<b>1</b>	<b>23</b>	<b>21</b>	<b>1</b>	<b>22</b>	<b>21</b>	<b>1</b>	<b>22</b>	<b>23</b>	<b>1</b>	<b>24</b>	<b>9%</b>	<b>20%</b>
<b>University Total</b>	<b>485</b>	<b>61</b>	<b>546</b>	<b>503</b>	<b>69</b>	<b>572</b>	<b>508</b>	<b>60</b>	<b>568</b>	<b>518</b>	<b>56</b>	<b>574</b>	<b>501</b>	<b>70</b>	<b>571</b>	<b>-1%</b>	<b>5%</b>

Table 7.11: **Percentage of Undergraduate Student Credit Hours (SCH) Generated by Part-Time Faculty and Staff Fall 2007**

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	2,196	543	2,739	20%
	Business Law	273	126	399	32%
Business Administration	Business Administration		6	6	100%
Computer & Information Science	Computer and Information Science	903	28	931	3%
	Information Science	1,416	519	1,935	27%
Finance	Finance	1,701	392	2,093	19%
Health Care Administration	Health Care Administration	9		9	0%
Management & Labor Relations	Management & Labor Relations	1,551	405	1,956	21%
Marketing	General Administration	66	672	738	91%
Marketing	Marketing	1,854	150	2,004	7%
Operation Management & Business Statistics	Operation Management & Business Statistics	1,323	347	1,670	21%
Other Business	International Business	107	15	122	12%
<b>Business Total</b>		<b>11,399</b>	<b>3,203</b>	<b>14,602</b>	<b>22%</b>
<b>College of Liberal Arts and Social Sciences</b>					
Anthropology	Anthropology	1,504	276	1,780	16%
Art	Art	1,262	1,480	2,742	54%
Communication	Communication	4,218	2,500	6,718	37%
	Drama	400	215	615	35%
Economics	Economics	772	1,449	2,221	65%
English	English	2,879	5,995	8,874	68%
History	History	3,096	2,548	5,644	45%
Interdisciplinary	Classical and Medieval Studies	3		3	0%
	Linguistics	82	12	94	13%
	Women's Studies	144	164	308	53%
Modern Languages	Arabic	168	95	263	36%
	Chinese		114	114	100%
	French	199	135	334	40%
	German	102		102	0%
	Greek	12		12	0%
	Italian	161		161	0%
	Japanese		110	110	100%
	Latin		106	106	100%
	Spanish	897	690	1,587	43%
Music	Applied Music	50	295	345	86%
	Music	1,019	1,132	2,151	53%
Philosophy	Philosophy	1,201	1,059	2,260	47%
Political Science/IR	Political Science	1,341	999	2,340	43%
Religious Studies	Religious Studies	646	1,144	1,790	64%
Social Work	Social Work	1,036	1,218	2,254	54%
Sociology	Sociology	3,740	990	4,730	21%
<b>College of Liberal Arts and Social Sciences Total</b>		<b>24,932</b>	<b>22,726</b>	<b>47,658</b>	<b>48%</b>

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**Table 7.11: Percentage of Undergraduate Student Credit Hours (SCH) Generated by Part-Time Faculty and Staff Fall 2007**

(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	Adult Learning and Development	4		4	0%
	Education Specialist	136		136	0%
Curriculum and Foundations	Curriculum & Instruction	918	513	1,431	36%
Health And Physical Education	Dance	129	29	158	18%
	Health and Physical Education	483	228	711	32%
	Health Education	173		173	0%
	HPER-Core Curriculum	34	30	64	47%
	HPERD- Special Topics	3		3	0%
	Physical Education-Service	66	251	317	79%
Nursing	Nursing RN	2,433	479	2,912	16%
Teachers Education	Early Childhood Education	463	219	682	32%
	Education-SIP	26	503	529	95%
	Education-Special Offerings	18		18	0%
	Middle Childhood Education	276	60	336	18%
	Special Education	390	328	718	46%
	Specialized Instructional/Teacher Education	327	444	771	58%
	Specialized Study & Field Experiences	1,168		1,168	0%
<b>Education Total</b>		<b>7,047</b>	<b>3,084</b>	<b>10,131</b>	<b>30%</b>
<b>College of Engineering</b>					
Chemical & Biomedical Engineering	Chemical Engineering	253		253	0%
Chemical & Biomedical Engineering	Engineering Science	384		384	0%
Civil & Environmental Engineering	Civil Engineering	394	48	442	11%
	Engineering Science	331	99	430	23%
Dean's Office	Engineering Science	343		343	0%
Electrical & Computer Engineering	Electrical & Computer Engineering	812	170	982	17%
	Engineering Science	3		3	0%
Engineering Technology	Electronic Engineering Technology	68		68	0%
	Engineering Science	120		120	0%
	General Engineering Technology	36		36	0%
	Math Technology	68		68	0%
	Mechanical Engineering Technology	195		195	0%
Industrial & Manufacturing Engineering	Engineering Science	174	129	303	43%
	Industrial & Manufacturing Engineering	152	34	186	18%
Mechanical Engineering	Engineering Science	221		221	0%
	Mechanical Engineering	642		642	0%
<b>Engineering Total</b>		<b>4,196</b>	<b>480</b>	<b>4,676</b>	<b>10%</b>

(continued on next page)

**Table 7.11: Percentage of Undergraduate Student Credit Hours (SCH) Generated by Part-Time Faculty and Staff Fall 2007**

(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 Science</b>					
Biology, Geology & Environmental Science	Biology	4,048	748	4,796	16%
	Environmental Sciences	280	35	315	11%
	Geological Sciences	476	677	1,153	59%
	Science	40		40	0%
Chemistry	Chemistry	1,046	3,155	4,201	75%
Health Sciences	Pre-Health Science	1,293	333	1,626	20%
Mathematics	Mathematics	5,689	3,665	9,354	39%
Other Science	Developmental Mathematics	912	2,724	3,636	75%
Physics	Physics	1,703	658	2,361	28%
Psychology	Psychology	3,728	2,618	6,346	41%
Speech & Hearing	Speech & Hearing	548	1,177	1,725	68%
<b>College of Science Total</b>		<b>19,763</b>	<b>15,790</b>	<b>35,553</b>	<b>44%</b>
<b>College of Urban Affairs</b>					
Urban Studies	Environmental Studies	36	64	100	64%
	Public Safety Management	124	92	216	43%
	Urban Services Administration	76	120	196	61%
	Urban Studies	1,562	2,972	4,534	66%
<b>College of Urban Affairs Total</b>		<b>1,798</b>	<b>3,248</b>	<b>5,046</b>	<b>64%</b>
<b>Undergraduate Studies/ Other</b>					
Honors	Honors	87	23	110	21%
Other	Career Services	71	121	192	63%
	Military Science		13	13	100%
Undergraduate Studies	ASC	529	292	821	36%
	Business Freshmen Orientation	91		91	0%
<b>Undergraduate Studies Total</b>		<b>778</b>	<b>449</b>	<b>1,227</b>	<b>37%</b>
<b>Total SCH</b>		<b>69,913</b>	<b>48,980</b>	<b>118,893</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 Percent of Tenured/Tenure-Track Faculty Selected Ohio 4-Year Institutions Fiscal Year 2003 - 2007**

Institution	2003		2004		2005		2006		2007	
	Women	Minorities	Women	Minorities	Women	Minorities	Women	Minorities	Women	Minorities
University of Akron	37%	19%	37%	20%	36%	20%	37%	20%	37%	20%
Bowling Green State University	37%	16%	37%	17%	37%	17%	40%	22%	41%	21%
University of Cincinnati	31%	19%	33%	20%	33%	20%	32%	20%	32%	21%
<b>Cleveland State University</b>	<b>34%</b>	<b>25%</b>	<b>33%</b>	<b>25%</b>	<b>32%</b>	<b>25%</b>	<b>34%</b>	<b>24%</b>	<b>35%</b>	<b>25%</b>
Kent State University	39%	16%	40%	17%	41%	17%	42%	19%	42%	19%
Miami University	35%	15%	36%	17%	36%	17%	37%	17%	38%	18%
Ohio State University	28%	19%	28%	19%	29%	19%	29%	22%	30%	23%
Ohio University	30%	15%	30%	16%	32%	16%	35%	20%	34%	19%
University of Toledo	30%	16%	30%	18%	29%	18%	32%	19%	31%	19%
Youngstown State University	32%	18%	33%	18%	34%	18%	35%	17%	35%	19%
<b>Total</b>	<b>32%</b>	<b>18%</b>	<b>33%</b>	<b>19%</b>	<b>33%</b>	<b>19%</b>	<b>34%</b>	<b>20%</b>	<b>34%</b>	<b>21%</b>

Source: The Ohio Board of Regents HEI Faculty Demographic (FD) query - rundate: May 9, 2008.

Table 7.13: **Percentage of Full-Time Faculty to Full-Time Employees Selected Ohio 4-Year Institutions Fall 2003 - 2007**

Institution	2003	2004	2005	2006	2007
University of Akron	33%	32%	32%	32%	35%
Bowling Green State University	38%	38%	36%	37%	38%
University of Cincinnati	34%	35%	35%	36%	39%
<b>Cleveland State University</b>	<b>33%</b>	<b>34%</b>	<b>34%</b>	<b>35%</b>	<b>34%</b>
Kent State University	30%	31%	31%	31%	30%
Miami University	26%	25%	25%	25%	24%
Ohio State University	21%	21%	20%	21%	21%
Ohio University	28%	28%	29%	29%	29%
University of Toledo	38%	38%	38%	41%	40%
Youngstown State University	38%	39%	38%	39%	38%
<b>Total</b>	<b>28%</b>	<b>28%</b>	<b>28%</b>	<b>28%</b>	<b>33%</b>

Source: The Ohio Board of Regents HEI All Employee (AM) query - rundate: May 15, 2008.

Note: Percentage is the total number of full-time faculty divided by the total number of full-time employees.

**Table 7.14: Rate of Annual Student FTE to Number of Tenured/Tenure-Track Faculty Selected Ohio 4-Year Institutions Fiscal Year 2003 - 2007**

Institution	2003	2004	2005	2006	2007	Percent Change	
						1 Year	5 Year
University of Akron	27.4	27.5	27.8	26.0	26.0	-0.2%	-5.2%
Bowling Green State University	30.0	30.5	32.1	30.7	27.8	-9.4%	-7.3%
University of Cincinnati	17.4	16.8	17.5	12.9	11.6	-10.4%	-33.4%
<b>Cleveland State University</b>	<b>26.1</b>	<b>25.5</b>	<b>25.3</b>	<b>24.2</b>	<b>23.5</b>	<b>-3.0%</b>	<b>-10.0%</b>
Kent State University	31.5	34.2	33.0	33.2	22.2	-33.1%	-29.5%
Miami University	28.5	28.2	27.8	27.0	21.7	-19.5%	-23.8%
Ohio State University	18.9	19.5	19.4	13.7	17.7	29.8%	-6.3%
Ohio University	25.2	24.8	24.2	19.5	21.6	10.7%	-14.4%
University of Toledo	28.2	28.0	27.7	26.8	28.2	5.3%	-0.1%
Youngstown State University	29.7	29.8	29.3	29.0	30.0	3.6%	1.3%

**Source:** The Ohio Board of Regents HEI Faculty Demographics (FD) and Course Enrollment queries: run date: June, 6, 2008.

**Note:** Ratio equals the annualized student FTE for the fiscal year divided by the number of tenured or tenure-track faculty.

**Table 7.15: Student FTE to Full-Time Staff Ratio Selected Ohio 4-Year Institutions Main Campuses Only Fall 2003 - 2007**

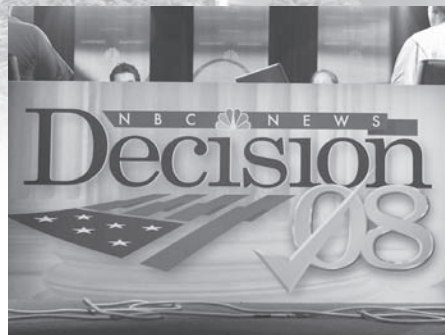
Institution	2003	2004	2005	2006	2007	Percent Change	
						1 Year	5 Year
University of Akron	11.1	10.9	10.5	11.8	11.9	1.3%	7.1%
Bowling Green State University	11.7	11.8	10.6	12.0	11.0	-8.6%	-5.6%
University of Cincinnati	5.8	5.7	5.7	7.5	6.5	-13.1%	13.1%
<b>Cleveland State University</b>	<b>10.4</b>	<b>9.8</b>	<b>9.6</b>	<b>9.6</b>	<b>9.8</b>	<b>1.9%</b>	<b>-5.3%</b>
Kent State University	10.5	10.5	10.5	10.5	8.8	-16.1%	-15.9%
Miami University	6.9	6.6	6.3	6.3	5.9	-6.1%	-14.5%
Ohio State University	3.6	3.5	3.3	3.3	3.3	0.6%	-7.6%
Ohio University	8.5	8.5	8.7	8.7	9.2	5.9%	8.3%
University of Toledo	12.1	11.5	11.4	15.1	13.0	-14.4%	7.3%
Youngstown State University	15.7	15.6	14.9	15.7	15.5	-1.5%	-1.2%

**Source:** The Ohio Board of Regents HEI All Employees (AM) and Course Enrollment queries - run date: Jun 4, 2008.

**Note:** Ratio equals the student FTE for the term divided by the number of non-faculty employees employed on November 1 of each year.



# Selected Administrative Centers, Departments & Offices **8**





# Application, Admission, and Yield:

Table 8.0: University Totals Application Trends Unduplicated for Degree-Seeking Students Fall 2003 - 2007

TABLE 8.0a: NEW FIRST YEAR UNDERGRADUATE APPLICATION TREND FOR DEGREE-SEEKING STUDENTS, FALL 2003 - 2007

	First Year					Percent Change	
	2003	2004	2005	2006	2007*	1 year	5 year
<b>Total</b>							
Applied	2,760	2,868	3,145	3,222	3,559	10%	29%
Admitted	2,173	2,101	2,514	2,380	2,646	11%	22%
Enrolled	1,010	957	1,042	986	1,079	9%	7%
<b>Yield</b>	<b>46.5%</b>	<b>45.5%</b>	<b>41.4%</b>	<b>41.4%</b>	<b>40.8%</b>		

TABLE 8.0b: NEW TRANSFER UNDERGRADUATE APPLICATION TREND FOR DEGREE-SEEKING STUDENTS, FALL 2003 - 2007

	Transfer					Percent Change	
	2003	2004	2005	2006	2007*	1 year	5 year
<b>Total</b>							
Applied	2,872	2,707	2,864	3,054	2,667	-13%	-7%
Admitted	1,930	1,539	1,996	2,106	1,853	-12%	-4%
Enrolled	1,300	954	1,218	1,095	1,082	-1%	-17%
<b>Yield</b>	<b>67.4%</b>	<b>62.0%</b>	<b>61.0%</b>	<b>52.0%</b>	<b>58.4%</b>		

TABLE 8.0c: NEW LAW APPLICATION TREND FOR DEGREE-SEEKING STUDENTS, FALL 2003 - 2007

	Law					Percent Change	
	2003	2004	2005	2006	2007*	1 year	5 year
<b>Total</b>							
Applied	1,555	1,816	1,744	1,661	1,348	-19%	-13%
Admitted	581	526	535	598	489	-18%	-16%
Enrolled	263	218	232	218	195	-11%	-26%
<b>Yield</b>	<b>45.3%</b>	<b>41.4%</b>	<b>43.4%</b>	<b>36.5%</b>	<b>39.9%</b>		

TABLE 8.0d: NEW GRADUATE APPLICATION TREND FOR DEGREE-SEEKING STUDENTS, FALL 2003 - 2007

	Graduate					Percent Change	
	2003	2004	2005	2006	2007*	1 year	5 year
<b>Total</b>							
Applied	3,764	3,417	3,338	3,509	3,224	-8%	-14%
Admitted	2,360	1,772	2,077	2,166	1,888	-13%	-20%
Enrolled	1,207	858	1,054	840	953	13%	-21%
<b>Yield</b>	<b>51.1%</b>	<b>48.4%</b>	<b>50.7%</b>	<b>38.8%</b>	<b>50.5%</b>		

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

\*The Fall 2007 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 Fall 2007 count 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 a University Level.

**Source:** Institutional Research

# Application, Admission, and Yield:

Table 8.1: New First Year Undergraduate Application Trend for Degree-Seeking Students by College Fall 2003 – 2007

	First Year					Percent Change	
	2003	2004	2005	2006	2007*	1 year	5 year
<b>Business</b>							
Applied	531	569	573	589	636	8%	20%
Admitted	380	369	414	383	344	-10%	-9%
Enrolled	176	169	176	164	142	-13%	-19%
Yield	46.3%	45.8%	42.5%	42.8%	41.3%		
<b>CLASS</b>							
Applied	1,056	997	787	730	1,226	68%	16%
Admitted	849	748	605	493	641	30%	-24%
Enrolled	372	236	252	214	262	22%	-30%
Yield	43.8%	31.6%	41.7%	43.4%	40.9%		
<b>Education</b>							
Applied	265	357	403	485	685	41%	158%
Admitted	152	203	281	299	347	16%	128%
Enrolled	64	67	111	100	108	8%	69%
Yield	42.1%	33.0%	39.5%	33.4%	31.1%		
<b>Engineering</b>							
Applied	185	168	218	294	320	9%	73%
Admitted	132	106	153	223	221	-1%	67%
Enrolled	68	57	59	92	89	-3%	31%
Yield	51.5%	53.8%	38.6%	41.3%	40.3%		
<b>Science</b>							
Applied	106	302	595	568	695	22%	556%
Admitted	51	231	510	433	440	2%	763%
Enrolled	37	202	214	181	176	-3%	376%
Yield	72.5%	87.4%	42.0%	41.8%	40.0%		
<b>Urban Affairs</b>							
Applied	27	40	37	21	15	-29%	-44%
Admitted	20	28	22	17	15	-12%	-25%
Enrolled	12	19	7	5	9	80%	-25%
Yield	60.0%	67.9%	31.8%	29.4%	60.0%		
<b>Undergraduate Studies</b>							
Applied	590	435	532	535	4	-99%	-99%
Admitted	589	416	529	532	646	21%	10%
Enrolled	281	207	223	230	293	27%	4%
Yield	47.7%	49.8%	42.2%	43.2%	45.4%		
<b>Total</b>							
Applied	2,760	2,868	3,145	3,222	3,581	11%	30%
Admitted	2,173	2,101	2,514	2,380	2,654	12%	22%
Enrolled	1,010	957	1,042	986	1,079	9%	7%
Yield	46.5%	45.5%	41.4%	41.4%	40.7%		

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

For Fall 2004 & 2005, a significant increase in applied, admitted & enrolled in College of Science is due to creation of a new academic plan UNDCa and UNDCS.

\*The Fall 2007 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 Fall 2007 count 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. The new definition should not be used to gauge headcount alone as a small proportion of students have multiple records. To gauge headcount, go to tables 8.0a-d for the unduplicated applied, admitted, and enrolled at a University Level.

**Source:** Institutional Research

# Application, Admission, and Yield:

Table 8.2: New Transfer Undergraduate Application Trend for Degree-Seeking Students by College Fall 2003 – 2007

	First Year					Percent Change	
	2003	2004	2005	2006	2007*	1 year	5 year
<b>Business</b>							
Applied	649	663	676	683	648	-5%	0%
Admitted	406	375	448	452	413	-9%	2%
Enrolled	279	225	254	225	261	16%	-6%
Yield	68.7%	60.0%	56.7%	49.8%	63.2%		
<b>CLASS</b>							
Applied	1,284	990	772	857	803	-6%	-37%
Admitted	966	606	528	583	519	-11%	-46%
Enrolled	631	323	335	326	317	-3%	-50%
Yield	65.3%	53.3%	63.4%	55.9%	61.1%		
<b>Education</b>							
Applied	396	480	574	599	537	-10%	36%
Admitted	227	225	395	392	360	-8%	59%
Enrolled	141	129	213	176	166	-6%	18%
Yield	62.1%	57.3%	53.9%	44.9%	46.1%		
<b>Engineering</b>							
Applied	174	152	151	173	154	-11%	-11%
Admitted	113	83	97	110	106	-4%	-6%
Enrolled	81	55	64	57	73	28%	-10%
Yield	71.7%	66.3%	66.0%	51.8%	68.9%		
<b>Science</b>							
Applied	161	313	479	510	470	-8%	192%
Admitted	81	194	340	368	337	-8%	316%
Enrolled	71	192	225	196	196	0%	176%
Yield	87.7%	99.0%	66.2%	53.3%	58.2%		
<b>Urban Affairs</b>							
Applied	85	86	73	104	66	-37%	-22%
Admitted	60	40	56	79	49	-38%	-18%
Enrolled	46	20	40	46	25	-46%	-46%
Yield	76.7%	50.0%	71.4%	58.2%	51.0%		
<b>Undergraduate Studies</b>							
Applied	123	23	139	128	0		
Admitted	77	16	132	122	78	-36%	1%
Enrolled	51	10	87	69	44	-36%	-14%
Yield	66.2%	62.5%	65.9%	56.6%	56.4%		
<b>Total</b>							
Applied	2,872	2,707	2,864	3,054	2,678	-12%	-7%
Admitted	1,930	1,539	1,996	2,106	1,862	-12%	-4%
Enrolled	1,300	954	1,218	1,095	1,082	-1%	-17%
Yield	67.4%	62.0%	61.0%	52.0%	58.1%		

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

For Fall 2004 & 2005, a significant increase in applied, admitted & enrolled in College of Science is due to creation of a new academic plan UNDCS and UNDCS.

\*The Fall 2007 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 Fall 2007 count 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. The new definition should not be used to gauge headcount alone as a small proportion of students have multiple records. To gauge headcount, go to tables 8.0a-d for the unduplicated applied, admitted, and enrolled at a University Level.

**Source:** Institutional Research

# Application, Admission, and Yield:

Table 8.3: New First Year Undergraduate Application Trend for Degree-Seeking Students by Race Fall 2003 – 2007

Race	First Year					Percent Change	
	2003	2004	2005	2006	2007*	1 year	5 year
<b>White</b>							
Applied	1,433	1,445	1,639	1,562	1,684	8%	18%
Admitted	1,232	1,205	1,429	1,340	1,425	6%	16%
Enrolled	580	551	610	579	574	-1%	-1%
Yield	47.1%	45.7%	42.7%	43.2%	40.3%		
<b>African-American</b>							
Applied	897	909	1,021	1,087	1,274	17%	42%
Admitted	635	538	712	629	774	23%	22%
Enrolled	295	235	283	241	308	28%	4%
Yield	46.5%	43.7%	39.7%	38.3%	39.8%		
<b>Hispanic</b>							
Applied	131	122	163	152	186	22%	42%
Admitted	105	91	141	119	137	15%	30%
Enrolled	45	34	49	46	58	26%	29%
Yield	42.9%	37.4%	34.8%	38.7%	42.3%		
<b>Asian</b>							
Applied	85	87	101	102	96	-6%	13%
Admitted	75	74	85	77	81	5%	8%
Enrolled	35	26	45	31	37	19%	6%
Yield	46.7%	35.1%	52.9%	40.3%	45.7%		
<b>Native American</b>							
Applied	10	9	13	12	14	17%	40%
Admitted	3	4	8	9	11	22%	267%
Enrolled	0	1	4	2	3	50%	
Yield	0.0%	25.0%	50.0%	22.2%	27.3%		
<b>Total Minority</b>							
Applied	1,123	1,127	1,298	1,353	1,570	16%	40%
Admitted	818	707	946	834	1,003	20%	23%
Enrolled	375	296	381	320	406	27%	8%
Yield	45.8%	41.9%	40.3%	38.4%	40.5%		
<b>Race Unknown</b>							
Applied	126	201	130	219	233	6%	85%
Admitted	93	147	106	160	186	16%	100%
Enrolled	43	94	42	65	87	34%	102%
Yield	46.2%	63.9%	39.6%	40.6%	46.8%		
<b>Non-Resident Alien</b>							
Applied	78	95	78	88	94	7%	21%
Admitted	30	42	33	46	40	-13%	33%
Enrolled	12	16	9	22	12	-45%	0%
Yield	40.0%	38.1%	27.3%	47.8%	30.0%		
<b>Total</b>							
Applied	2,760	2,868	3,145	3,222	3,581	11%	30%
Admitted	2,173	2,101	2,514	2,380	2,654	12%	22%
Enrolled	1,010	957	1,042	986	1,079	9%	7%
Yield	46.5%	45.5%	41.4%	41.4%	40.7%		

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

\*The Fall 2007 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 Fall 2007 count 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. The new definition should not be used to gauge headcount alone as a small proportion of students have multiple records. To gauge headcount, go to tables 8.0a-d for the unduplicated applied, admitted, and enrolled at a University Level.

Source: Institutional Research

# Application, Admission, and Yield:

Table 8.4: New Transfer Undergraduate Application Trend for Degree-Seeking Students by Race Fall 2003 – 2007

Race	Transfer					Percent Change	
	2003	2004	2005	2006	2007*	1 year	5 year
<b>White</b>							
Applied	1,713	1,586	1,723	1,739	1,558	-10%	-9%
Admitted	1,240	1,007	1,320	1,338	1,197	-11%	-3%
Enrolled	844	619	827	721	699	-3%	-17%
Yield	68.1%	61.5%	62.7%	53.9%	58.4%		
<b>African-American</b>							
Applied	687	709	777	857	685	-20%	0%
Admitted	355	277	406	443	360	-19%	1%
Enrolled	235	176	229	217	222	2%	-6%
Yield	66.2%	63.5%	56.4%	49.0%	61.7%		
<b>Hispanic</b>							
Applied	82	75	84	100	93	-7%	13%
Admitted	56	44	60	74	67	-9%	20%
Enrolled	35	28	38	32	32	0%	-9%
Yield	62.5%	63.6%	63.3%	43.2%	47.8%		
<b>Asian</b>							
Applied	61	49	75	85	68	-20%	11%
Admitted	41	32	64	69	51	-26%	24%
Enrolled	28	16	36	31	30	-3%	7%
Yield	68.3%	50.0%	56.3%	44.9%	58.8%		
<b>Native American</b>							
Applied	8	10	13	14	13	-7%	63%
Admitted	4	6	6	12	11	-8%	175%
Enrolled	4	4	4	6	3	-50%	-25%
Yield	100.0%	66.7%	66.7%	50.0%	27.3%		
<b>Total Minority</b>							
Applied	838	843	949	1,056	859	-19%	3%
Admitted	456	359	536	598	489	-18%	7%
Enrolled	302	224	307	286	287	0%	-5%
Yield	66.2%	62.4%	57.3%	47.8%	58.7%		
<b>Race Unknown</b>							
Applied	209	214	143	191	178	-7%	-15%
Admitted	160	137	107	126	131	4%	-18%
Enrolled	110	87	66	59	76	29%	-31%
Yield		68.8%	63.5%	61.7%	46.8%	58.0%	
<b>Non-Resident Alien</b>							
Applied	112	64	49	68	83	22%	-26%
Admitted	74	36	33	44	45	2%	-39%
Enrolled	44	24	18	29	20	-31%	-55%
Yield	59.5%	66.7%	54.5%	65.9%	44.4%		
<b>Total</b>							
Applied	2,872	2,707	2,864	3,054	2,678	-12%	-7%
Admitted	1,930	1,539	1,996	2,106	1,862	-12%	-4%
Enrolled	1,300	954	1,218	1,095	1,082	-1%	-17%
Yield	67.4%	62.0%	61.0%	52.0%	58.1%		

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

\*The Fall 2007 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 Fall 2007 count 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. The new definition should not be used to gauge headcount alone as a small proportion of students have multiple records. To gauge headcount, go to tables 8.0a-d for the unduplicated applied, admitted, and enrolled at a University Level.

Source: Institutional Research

# Application, Admission, and Yield:

Table 8.5: New Graduate & Law Application Trend  
for Degree-Seeking Students by College Fall 2003 – 2007

College	Graduate & Law					Percent Change	
	2003	2004	2005	2006	2007*	1 Year	5 Year
<b>Business</b>							
Applied	1,034	911	1,010	978	916	-6%	-11%
Admitted	689	517	619	608	570	-6%	-17%
Enrolled	328	236	291	250	260	4%	-21%
Yield	47.6%	45.6%	47.0%	41.1%	45.6%		
<b>CLASS</b>							
Applied	330	399	370	421	406	-4%	23%
Admitted	220	234	266	276	223	-19%	1%
Enrolled	133	142	169	115	133	16%	0%
Yield	60.5%	60.7%	63.5%	41.7%	59.6%		
<b>Education</b>							
Applied	819	792	691	610	514	-16%	-37%
Admitted	510	323	496	470	360	-23%	-29%
Enrolled	424	211	319	178	262	47%	-38%
Yield	83.1%	65.3%	64.3%	37.9%	72.8%		
<b>Engineering</b>							
Applied	1,021	702	691	861	786	-9%	-23%
Admitted	603	380	377	473	381	-19%	-37%
Enrolled	123	101	91	119	102	-14%	-17%
Yield	20.4%	26.6%	24.1%	25.2%	26.8%		
<b>Science</b>							
Applied	360	413	402	457	527	15%	46%
Admitted	197	205	217	221	244	10%	24%
Enrolled	118	106	127	130	127	-2%	8%
Yield	59.9%	51.7%	58.5%	58.8%	52.0%		
<b>Urban Affairs</b>							
Applied	200	200	174	182	197	8%	-2%
Admitted	141	113	102	118	118	0%	-16%
Enrolled	81	62	57	48	69	44%	-15%
Yield	57.4%	54.9%	55.9%	40.7%	58.5%		
<b>Law</b>							
Applied	1,555	1,816	1,744	1,661	1,348	-19%	-13%
Admitted	581	526	535	598	489	-18%	-16%
Enrolled	263	218	232	218	195	-11%	-26%
Yield	45.3%	41.4%	43.4%	36.5%	39.9%		
<b>Total</b>							
Applied	5,319	5,233	5,082	5,170	4,694	-9%	-12%
Admitted	2,941	2,298	2,612	2,764	2,385	-14%	-19%
Enrolled	1,470	1,076	1,286	1,058	1,148	9%	-22%
Yield	50.0%	46.8%	49.2%	38.3%	48.1%		

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

\*The Fall 2007 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 Fall 2007 count 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. The new definition should not be used to gauge headcount alone as a small proportion of students have multiple records. To gauge headcount, go to tables 8.0a-d for the unduplicated applied, admitted, and enrolled at a University Level.

**Source:** Institutional Research



# Application, Admission, and Yield:

Table 8.6: New Graduate & Law Application Trend for Degree-Seeking Students by Race Fall 2003 – 2007

Race	Graduate & Law					Percent Change	
	2003	2004	2005	2006	2007*	1 Year	5 Year
<b>White</b>							
Applied	2,600	2,558	2,365	2,374	2,179	-8%	-16%
Admitted	1,436	1,073	1,210	1,274	1,143	-10%	-20%
Enrolled	958	611	744	575	665	16%	-31%
Yield	66.7%	56.9%	61.5%	45.1%	58.2%		
<b>African-American</b>							
Applied	546	581	567	554	467	-16%	-14%
Admitted	227	183	259	235	162	-31%	-29%
Enrolled	164	130	173	89	111	25%	-32%
Yield	72.2%	71.0%	66.8%	37.9%	68.5%		
<b>Hispanic</b>							
Applied	95	107	84	95	101	6%	6%
Admitted	50	29	39	50	38	-24%	-24%
Enrolled	33	12	15	16	22	38%	-33%
Yield	66.0%	41.4%	38.5%	32.0%	57.9%		
<b>Asian</b>							
Applied	107	146	528	625	145	-77%	36%
Admitted	59	54	268	331	48	-85%	-19%
Enrolled	32	27	80	22	25	14%	-22%
Yield	54.2%	50.0%	29.9%	6.6%	52.1%		
<b>Native American</b>							
Applied	11	7	19	14	19	36%	73%
Admitted	7	3	9	6	9	50%	29%
Enrolled	5	1	5	1	5	400%	0%
Yield	71.4%	33.3%	55.6%	16.7%	55.6%		
<b>Total Minority</b>							
Applied	759	841	1,198	1,288	732	-43%	-4%
Admitted	343	269	575	622	257	-59%	-25%
Enrolled	234	170	273	128	163	27%	-30%
Yield	68.2%	63.2%	47.5%	20.6%	63.4%		
<b>Race Unknown</b>							
Applied	183	480	813	753	402	-47%	120%
Admitted	105	190	427	416	236	-43%	125%
Enrolled	75	111	182	136	154	13%	105%
Yield	71.4%	58.4%	42.6%	32.7%	65.3%		
<b>Non-Resident Alien</b>							
Applied	1,777	1,354	706	755	1,381	83%	-22%
Admitted	1,057	766	400	452	749	66%	-29%
Enrolled	203	184	87	219	166	-24%	-18%
Yield	19.2%	24.0%	21.8%	48.5%	22.2%		
<b>Total</b>							
<b>Applied</b>	<b>5,319</b>	<b>5,233</b>	<b>5,082</b>	<b>5,170</b>	<b>4,694</b>	<b>-9%</b>	<b>-12%</b>
<b>Admitted</b>	<b>2,941</b>	<b>2,298</b>	<b>2,612</b>	<b>2,764</b>	<b>2,385</b>	<b>-14%</b>	<b>-19%</b>
<b>Enrolled</b>	<b>1,470</b>	<b>1,076</b>	<b>1,286</b>	<b>1,058</b>	<b>1,148</b>	<b>9%</b>	<b>-22%</b>
<b>Yield</b>	<b>50.0%</b>	<b>46.8%</b>	<b>49.2%</b>	<b>38.3%</b>	<b>48.1%</b>		

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

\*The Fall 2007 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 Fall 2007 count 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. The new definition should not be used to gauge headcount alone as a small proportion of students have multiple records. To gauge headcount, go to tables 8.0a-d for the unduplicated applied, admitted, and enrolled at a University Level.

## 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	
	2004	2005	2006	2007	2008	1 Year	5 Year
Business	2,669,591	2,899,291	3,388,980	3,660,672	3,686,995	1%	38%
Arts & Sciences <sup>1</sup>	2,013,076						
CLASS		1,710,087	1,908,446	2,062,273	1,961,787	-5%	
Education	456,422	1,377,706	1,803,765	6,159,427	6,082,783	-1%	1,233%
Engineering	1,526,333	1,563,151	2,358,942	3,090,388	3,356,288	9%	120%
Science		300,489	338,565	401,594	456,336	14%	
Urban Affairs	4,419,997	4,488,599	5,183,857	5,435,311	4,833,990	-11%	9%
Law	4,038,463	4,433,144	5,173,875	6,182,971	6,781,211	10%	68%
Athletics	1,310,687	1,353,712	1,523,262	1,615,428	1,497,619	-7%	14%
General University	2,746,043	3,265,074	4,199,599	4,944,638	5,249,049	6%	91%
Library	779,089	791,845	906,662	966,048	883,573	-9%	13%
Office of the President	327,242	302,066	330,191	354,662	350,141	-1%	7%
<b>Total Endowment</b>	<b>\$20,286,943</b>	<b>\$22,485,164</b>	<b>\$27,116,142</b>	<b>\$34,873,412</b>	<b>\$35,139,773</b>	<b>1%</b>	<b>73%</b>

College/Division	Program Giving <sup>2</sup>					Percent Change	
	2004	2005	2006	2007	2008	1 Year	5 Year
Business	652,669	653,711	709,989	749,772	687,012	-8%	5%
Arts & Sciences <sup>1</sup>	664,919						
CLASS		451,719	494,532	521,994	487,750	-7%	
Education	329,262	650,130	1,017,334	5,255,478	5,256,437	0%	1,496%
Engineering	1,037,562	1,057,119	1,144,595	1,182,929	1,078,417	-9%	4%
Science		192,514	215,902	241,436	237,151	-2%	
Urban Affairs	3,541,574	3,553,935	3,970,769	4,146,370	3,748,663	-10%	6%
Law	2,001,485	2,070,501	2,269,257	2,455,108	2,331,635	-5%	16%
Athletics	11,682	21,682	38,828	42,512	41,022	-4%	251%
General University	14,789	15,940	201,836	393,456	665,155	69%	4,398%
Library	779,089	791,845	906,662	966,048	883,573	-9%	13%
Office of the President	327,242	302,066	330,191	354,662	350,141	-1%	7%
<b>Total Program</b>	<b>9,360,273</b>	<b>9,761,163</b>	<b>11,299,895</b>	<b>16,309,765</b>	<b>15,766,954</b>	<b>-3%</b>	<b>68%</b>

(continued on next page)

**Note:**

<sup>1</sup>Prior to 2005 Arts & Sciences data includes combined data of the College of Liberal Arts & Social Sciences and the College of Science.

<sup>2</sup>Program giving includes gifts for academic programs, support for colleges, faculty and staff development, technological upgrades and facilities and equipment.

**Source:** CSU Office of Advancement

# Office of Advancement:

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

(Continued from previous page)

College/Division	Scholarship					Percent Change	
	2004	2005	2006	2007	2008	1 Year	5 Year
Business	2,016,922	2,245,580	2,678,991	2,910,900	2,999,983	3%	49%
Arts & Sciences <sup>1</sup>	1,348,157						
CLASS		1,258,368	1,413,915	1,540,279	1,474,038	-4%	
Education	127,160	727,576	786,431	903,949	826,346	-9%	550%
Engineering	488,770	506,032	1,214,346	1,907,459	2,277,871	19%	366%
Science		107,975	122,662	160,157	219,184	37%	
Urban Affairs	878,423	934,664	1,213,087	1,288,941	1,085,328	-16%	24%
Law	2,036,978	2,362,642	2,904,619	3,727,863	4,449,576	19%	118%
Athletics	1,299,004	1,332,031	1,484,434	1,572,916	1,456,598	-7%	12%
General University	2,731,254	3,249,133	3,997,762	4,551,183	4,583,895	1%	68%
Total Scholarships	10,926,670	12,724,001	15,816,247	18,563,647	19,372,819	4%	77%
<b>TOTAL ENDOWMENTS</b>	<b>\$20,286,943</b>	<b>\$22,485,164</b>	<b>\$27,116,142</b>	<b>\$34,873,412</b>	<b>\$35,139,773</b>	<b>1%</b>	<b>73%</b>

**Note:** <sup>1</sup>Prior to 2005 Arts & Sciences data includes combined data of the College of Liberal Arts & Social Sciences and the College of Science.

<sup>2</sup>Program giving includes gifts for academic programs, support for colleges, faculty and staff development, technological upgrades and facilities and equipment.

**Source:** CSU Office of Advancement

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

Endowed:							Percent Increase
	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	1 Year
Chairs			4	4	4	4	0%
Scholarships			157	172	180	191	6%
Donors:							
Alumni	4,265	4,351	4,724	5,263	4,214	4,541	7%
<b>Total</b>	<b>6,826</b>	<b>6,761</b>	<b>6,976</b>	<b>7,883</b>	<b>6,817</b>	<b>7,251</b>	<b>6%</b>
Giving:							
Alumni	\$ 750,846	\$ 1,279,657	\$ 924,859	\$ 1,165,048	\$ 928,413	\$ 1,384,243	33%
<b>Total</b>	<b>\$ 4,956,261</b>	<b>\$ 8,357,423</b>	<b>\$ 7,145,421</b>	<b>\$ 6,710,078</b>	<b>\$ 8,130,961</b>	<b>\$ 8,030,066</b>	<b>-1%</b>

**Source:** CSU Office of Advancement

### Philanthropic Highlights: 2007-2008

- Paul J. Everson's \$1 million gift will create the Paul J. Everson Center for the Study of Real Estate Brokerage/Agency and Markets in the Nance College of Business Administration at Cleveland State University and the Paul J. Everson Endowed Distinguished Professorship within the Center.
- Betty L. Gordon's \$1 million gift will create the Betty L. Gordon Alternative Energy Research Endowment and the Betty L. Gordon Endowed Distinguished Professorship, both in the Fenn College of Engineering at Cleveland State University.
- Cleveland State University raised \$340,000 on short notice, to cover the costs/expenses of hosting the nationally broadcast 2008 Democratic Presidential Debate between Senators Hillary Clinton and Barack Obama. The debate was co moderated by Cleveland State University, Cleveland-Marshall College of Law graduate and host of the Sunday News Program "Meet the Press," Tim Russert.
- Cleveland State University has been awarded \$480,000 in funding support from the Ohio College Access Network (OCAN) – the largest grant made to any Ohio college through the competitive

*Ohio Can! Go to College* funding process, a statewide initiative to help expand the number of individuals preparing to enter postsecondary education during the next two years. The award will enable CSU to significantly increase student scholarship support and strengthen its Division of University Advancement in preparation for a comprehensive campaign. "A priority of Cleveland State University is to ensure our educational programs are accessible and affordable to all students. This is consistent with OCAN's statewide emphasis on building scholarship support for first generation students, underrepresented minorities, veterans and economically underprivileged students" said Peter K. Anagnostos, vice president of University Advancement and executive director of the CSU Foundation, Inc.

- Supported by \$600,000 in scholarships from the National Science Foundation, Cleveland State is improving the region's work force by graduating students with science, technology, engineering and math degrees

## Athletics:

Table 8.9: Athletic Sports at Cleveland State University Enrollment

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%
<b>Men's</b>										
Baseball	38	24%	39	24%	32	27%	33	26%	36	29%
Basketball	15	10%	18	11%	13	11%	13	10%	14	11%
Fencing	9	6%	12	7%	7	6%	8	6%	6	5%
Golf	12	8%	10	6%	7	6%	7	6%	5	4%
Soccer	22	14%	22	14%	12	10%	11	9%	20	16%
Swimming & Diving	21	13%	27	17%	24	20%	24	19%	17	14%
Tennis	8	5%	9	6%	5	4%	5	4%	8	6%
Wrestling	32	20%	24	15%	19	16%	19	15%	19	15%
<b>Total Men</b>	<b>157</b>	<b>100%</b>	<b>161</b>	<b>100%</b>	<b>119</b>	<b>100%</b>	<b>120</b>	<b>100%</b>	<b>125</b>	<b>100%</b>
<b>Cumulative GPA, Males</b>	<b>N/A</b>		<b>2.80</b>		<b>2.80</b>		<b>2.70</b>		<b>2.77</b>	
<b>Women's</b>										
Basketball	16	15%	16	15%	18	17%	18	17%	13	12%
Cross Country	10	9%	6	6%	4	4%	6	6%	6	6%
Fencing	12	11%	10	9%	2	2%	2	2%	3	3%
Golf	6	6%	8	7%	9	9%	9	8%	7	7%
Soccer	11	10%	20	19%	15	14%	15	14%	19	18%
Softball	16	15%	14	13%	20	19%	19	18%	21	20%
Swimming & Diving	16	15%	13	12%	18	17%	17	16%	17	16%
Tennis	5	5%	7	7%	7	7%	8	8%	8	8%
Volleyball	14	13%	13	12%	12	11%	11	10%	12	11%
<b>Total Women</b>	<b>106</b>	<b>100%</b>	<b>107</b>	<b>100%</b>	<b>105</b>	<b>100%</b>	<b>105</b>	<b>100%</b>	<b>106</b>	<b>100%</b>
<b>Cumulative GPA, Females</b>	<b>N/A</b>		<b>3.20</b>		<b>3.27</b>		<b>3.16</b>		<b>3.16</b>	
<b>Total All Athletes</b>	<b>263</b>		<b>268</b>		<b>224</b>		<b>225</b>		<b>231</b>	
<b>Cumulative GPA, All Athletes</b>	<b>2.97</b>		<b>2.98</b>		<b>3.03</b>		<b>2.91</b>		<b>3.02</b>	

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

Source: CSU Athletics Department

N/A: data not available

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									
	1997		1998		1999		2000		2001	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%
<b>Total Athletes</b>	<b>45</b>		<b>42</b>		<b>50</b>		<b>45</b>		<b>48</b>	
Athletes Graduated in 4 years	7	16%	4	10%	10	20%	7	16%	7	15%
Athletes Graduated in 5 years	10	22%	9	21%	11	22%	13	29%	16	33%
Athletes Graduated in 6 years	1	2%	4	10%	2	4%	2	4%	4	8%
<b>Total Graduated within 6 years</b>	<b>18</b>	<b>40%</b>	<b>17</b>	<b>40%</b>	<b>23</b>	<b>46%</b>	<b>22</b>	<b>49%</b>	<b>27</b>	<b>56%</b>

### Highlights

- The Vikings won five team championships in 2007-08 — women's basketball, volleyball and softball, and men's tennis and golf. For the first time, CSU took home the James J. McCafferty Trophy as Horizon League all-sports champion.

## Finance:

Table 8.11: Statement of Revenues, Expenditures and Other Changes  
Fiscal Year 2003 – 2007

	2003		2004		2005		2006		2007		Percent Change	
	\$ Amount	%	\$ Amount	%	\$ Amount	%	\$ Amount	%	\$ Amount	%	1 year	5 year
<b>OPERATING REVENUES</b>												
Student Tuition and Fees, Net	87,476,820	73%	94,218,733	70%	101,993,591	71%	105,435,745	71%	111,443,432	74%	6%	27%
Federal Grants & Contracts	9,573,688	8%	16,855,658	13%	17,523,555	12%	16,166,211	11%	15,397,584	10%	-5%	61%
State Grants & Contracts	4,950,773	4%	4,917,905	4%	6,239,897	4%	6,444,889	4%	3,844,052	3%	-40%	-22%
Local Grants & Contracts	412,511	0%	454,970	0%	1,005,353	1%	565,416	0%	710,880	0%	26%	72%
Private Gifts, Grants & Contracts	3,271,610	3%	3,650,183	3%	2,357,913	2%	2,793,000	2%	2,444,233	2%	-12%	-25%
Sales & Services	3,524,384	3%	3,740,626	3%	4,267,629	3%	4,412,667	3%	4,343,482	3%	-2%	23%
Auxiliary Enterprises	9,737,716	8%	10,086,036	8%	10,400,368	7%	11,510,285	8%	12,459,588	8%	8%	28%
Other Sources	440,062	0%	440,350	0%	529,133	0%	600,354	0%	460,690	0%	-23%	5%
<b>TOTAL OPERATING REVENUES</b>	<b>119,387,564</b>	<b>100%</b>	<b>134,364,461</b>	<b>100%</b>	<b>144,317,439</b>	<b>100%</b>	<b>147,928,567</b>	<b>100%</b>	<b>151,103,941</b>	<b>100%</b>	<b>2%</b>	<b>27%</b>
<b>OPERATING EXPENSES</b>												
Instruction	77,629,017	37%	80,475,402	36%	84,586,586	36%	86,756,552	36%	89,712,836	36%	3%	16%
Research	13,493,627	6%	15,036,515	7%	14,415,812	6%	12,480,204	5%	13,848,298	6%	11%	3%
Public Service	7,842,716	4%	11,982,936	5%	15,772,621	7%	16,974,128	7%	11,879,739	5%	-30%	51%
Academic Support	15,459,491	7%	20,344,432	9%	21,497,685	9%	23,082,980	10%	21,731,234	9%	-6%	41%
Student Services	16,051,512	8%	18,006,608	8%	17,882,807	8%	18,452,112	8%	18,574,001	8%	1%	16%
Institutional Support	22,115,999	11%	23,513,279	10%	24,366,609	10%	24,588,976	10%	24,548,102	10%	0%	11%
Operation & Maintenance of Plant	16,886,095	8%	16,017,335	7%	15,973,865	7%	16,795,203	7%	17,411,061	7%	4%	3%
Scholarships and Fellowships	11,003,580	5%	10,580,518	5%	11,116,158	5%	11,765,722	5%	11,430,822	5%	-3%	4%
Auxiliary Enterprises	13,081,920	6%	14,939,356	7%	14,819,276	6%	15,581,267	6%	20,267,901	8%	30%	55%
Depreciation and Amortization	15,166,745	7%	15,045,070	7%	15,051,884	6%	15,102,608	6%	16,888,402	7%	11.8%	11%
<b>TOTAL OPERATING EXPENSES</b>	<b>208,730,702</b>	<b>100%</b>	<b>225,941,451</b>	<b>100%</b>	<b>235,483,303</b>	<b>100%</b>	<b>241,579,752</b>	<b>100%</b>	<b>246,292,396</b>	<b>100%</b>	<b>2%</b>	<b>18%</b>

(Continued on next page)

## Finance:

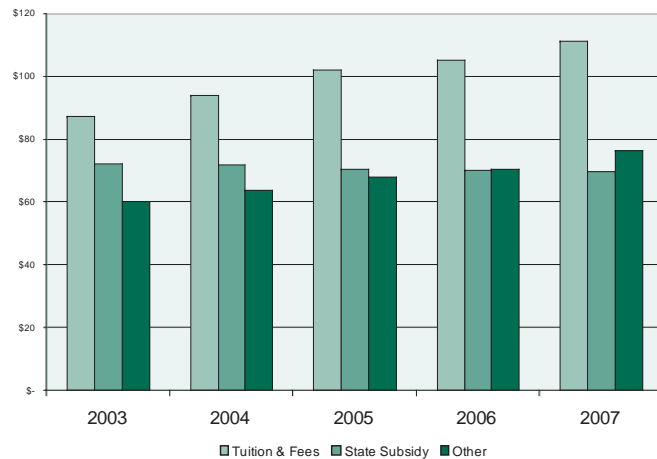
**Table 8.11: Statement of Revenues, Expenditures and Other Changes**  
**Fiscal Year 2003 – 2007**

(Continued from previous page)

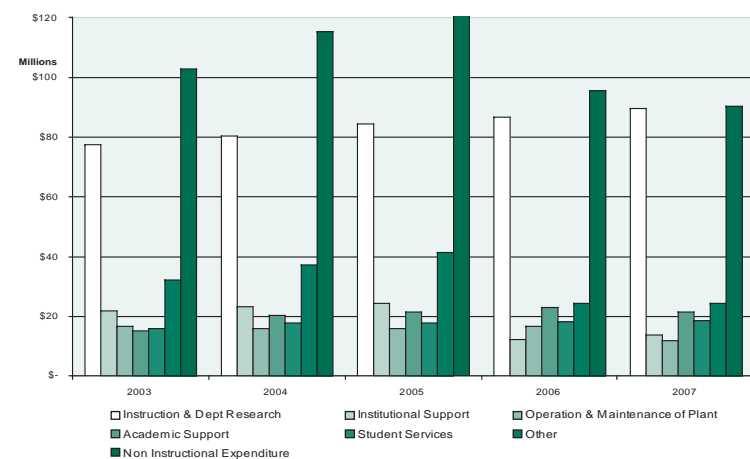
	2003		2004		2005		2006		2007		Percent Change	
	\$ Amount	%	\$ Amount	%	\$ Amount	%	\$ Amount	%	\$ Amount	%	1-year	5-year
<b>NON-OPERATING ITEMS</b>												
State Appropriations	72,246,181	72%	71,982,028	75%	70,512,253	73%	69,978,333	72%	69,739,627	65%	0%	-3%
Federal Grants and Contracts	10,622,713	11%	10,837,343	11%	10,486,828	11%	10,579,828	11%	11,076,772	10%	5%	4%
State Grants and Contracts	3,429,428	3%	3,557,298	4%	3,625,749	4%	3,796,202	4%	3,784,350	4%	0%	10%
Gifts	4,281,426	4%	3,942,821	4%	3,740,658	4%	3,797,905	4%	6,728,117	6%	77%	57%
Investment Income	1,893,283	2%	1,342,775	1%	2,246,285	2%	3,456,712	4%	10,369,966	10%	200%	448%
Interest on Debt	(685,952)	-1%	(445,808)	0%	(404,415)	0%	(365,059)	0%	(1,881,710)	-2%	415%	174%
State Capital Appropriations	6,185,883	6%	4,459,787	5%	1,298,863	1%	6,525,659	7%	6,847,883	6%	5%	11%
Capital Gifts	526,463	1%	133,659	0%	337,160	0%	38,210	0%	42,800	0%	12%	-92%
Other Non-operating Items	2,217,110	2%	0	0%	4,250,000	4%	0	0%	0	0%		
<b>TOTAL NON-OPERATING ITEMS</b>	<b>100,716,535</b>	<b>100%</b>	<b>95,809,903</b>	<b>100%</b>	<b>96,093,381</b>	<b>100%</b>	<b>97,807,790</b>	<b>100%</b>	<b>106,707,805</b>	<b>100%</b>	<b>9%</b>	<b>6%</b>
<b>NET ASSETS</b>												
Increase in Net Assets	11,373,397	4%	4,232,913	1%	4,927,517	2%	4,156,605	1%	11,519,350	4%	177%	1%
Net Assets at Beginning of Year	286,259,729	96%	297,633,126	99%	301,866,039	98%	306,793,556	99%	310,950,161	96%	1%	9%
<b>NET ASSETS AT END OF YEAR</b>	<b>297,633,126</b>	<b>100%</b>	<b>301,866,039</b>	<b>100%</b>	<b>306,793,556</b>	<b>100%</b>	<b>310,950,161</b>	<b>100%</b>	<b>322,469,511</b>	<b>100%</b>	<b>4%</b>	<b>8%</b>

Source: CSU Controller's Office

**Figure 8.11a: Total Revenues**  
**Fiscal Year 2003 - 2007**



**Figure 8.11b: Operating Expenses**  
**Fiscal Year 2003 - 2007**



## Finance:

**Table 8.12: Public Service Expenditures as a Percentage of Total Expenditures  
Selected Ohio 4-Year Institutions - Main Campuses Only  
Fiscal Year 2003 - 2007**

Institution	2003	2004	2005	2006	2007
University of Akron	4%	5%	4%	5%	4%
Bowling Green State University	3%	3%	3%	3%	2%
University of Cincinnati	6%	6%	6%	6%	6%
<b>Cleveland State University</b>	<b>4%</b>	<b>5%</b>	<b>7%</b>	<b>7%</b>	<b>5%</b>
Kent State University	4%	3%	3%	3%	3%
Miami University	1%	0%	0%	1%	1%
Ohio State University	5%	4%	3%	4%	3%
Ohio University	3%	4%	4%	4%	4%
University of Toledo	2%	1%	2%	1%	1%
Youngstown State University	5%	5%	5%	3%	2%
<b>Totals</b>	<b>4%</b>	<b>4%</b>	<b>4%</b>	<b>4%</b>	<b>3%</b>

**Source:** The Ohio Board of Regents HEI Current Fund Expenditures (CF) queries: run date: May 27, 2008.

**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 Instructional Expenditures  
Selected Ohio 4-Year Institutions - Main Campuses Only  
Fiscal Year 2003 - 2007**

Institution	2003	2004	2005	2006	2007
University of Akron	15%	15%	15%	15%	15%
Bowling Green State University	12%	13%	13%	11%	13%
University of Cincinnati	16%	16%	16%	15%	13%
<b>Cleveland State University</b>	<b>17%</b>	<b>17%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>
Kent State University	12%	13%	13%	13%	12%
Miami University	15%	15%	17%	16%	16%
Ohio State University	15%	25%	26%	26%	24%
Ohio University	15%	17%	15%	15%	15%
University of Toledo	20%	22%	21%	20%	21%
Youngstown State University	18%	20%	19%	19%	19%
<b>Totals</b>	<b>15%</b>	<b>19%</b>	<b>19%</b>	<b>19%</b>	<b>18%</b>

**Source:** The Ohio Board of Regents HEI Funding Unit Expenditures (FX) queries. Rupdate: May 27, 2008.

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

## Finance:

*Table 8.14: Scholarship & Fellowship Expenditures as a Percentage of Total Expenditures Selected Ohio 4-Year Institutions - Main Campuses Only Fiscal Year 2003 - 2007*

<b>Institution</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
University of Akron	9%	9%	9%	9%	9%
Bowling Green State University	15%	16%	18%	19%	20%
University of Cincinnati	10%	11%	11%	11%	11%
<b>Cleveland State University</b>	<b>9%</b>	<b>9%</b>	<b>9%</b>	<b>10%</b>	<b>10%</b>
Kent State University	11%	12%	11%	11%	11%
Miami University	9%	9%	8%	8%	8%
Ohio State University	5%	5%	5%	5%	5%
Ohio University	9%	9%	10%	10%	9%
University of Toledo	11%	11%	11%	12%	13%
Youngstown State University	17%	16%	16%	16%	17%

**Source:** The Ohio Board of Regents HEI Current Fund Expenditures (CF) queries. Run Date: May 27, 2008.

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



## Cleveland State University's Financial Aid Programs

Cleveland State University's financial aid programs are of help to students who might otherwise be unable to attend the University. Over two-thirds of CSU students receive some form of financial assistance. The University participates in all of the major federal and state grant and loan programs. In addition, CSU provides university grants and scholarships to many of our students. Our goal is to reduce the difference between educational costs related to attendance and the amount that parents and students can reasonably be expected to contribute towards the student's education.

**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	
	2003-04	2004-05	2005-06	2006-07	2007-08	1 year	5 year
<b>Full-time Students with Financial Aid:</b>							
Enrollment	4,660	4,779	4,656	4,729	5,210	10%	12%
Average Aid Package	\$6,893	\$7,070	\$7,247	\$7,803	\$8,050	3%	17%
<b>Part-time Students with Financial Aid:</b>							
Enrollment	925	768	969	900	828	-8%	-10%
Average Aid Package	\$5,942	\$6,351	\$5,788	\$6,272	\$5,988	-5%	1%

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

## Financial Aid Office:

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

	2003-04	2004-05	2005-06	2006-07	2007-08	Percent Change	
						1 year	5 year
<b>Federal Grants:</b>							
Enrollment	443	450	428	461	419	-9%	-5%
Average Aid Package	\$3,131	\$3,029	\$3,187	\$3,171	\$3,406	7%	9%
<b>State Grants:</b>							
Enrollment	354	352	359	347	349	1%	-1%
Average Aid Package	\$1,449	\$1,276	\$1,700	\$1,457	\$1,839	26%	27%
<b>Scholarships/Institutional Grants:</b>							
Enrollment	281	329	337	384	445	16%	58%
Average Aid Package	\$2,583	\$3,064	\$4,209	\$4,507	\$4,958	10%	92%
<b>Federal Student Loans:</b>							
Enrollment	434	523	582	589	634	8%	46%
Average Aid Package	\$4,176	\$4,109	\$3,759	\$4,126	\$4,172	1%	0%
<b>Prior Year Cohort</b>	<b>N=946</b>	<b>N=925</b>	<b>N=922</b>	<b>N=955</b>	<b>N=947</b>		

Source: IPEDS Financial Aid Survey ([http://www.nces.ed.gov/ipeds/pdf/webbase2007/sfa\\_public\\_form.pdf](http://www.nces.ed.gov/ipeds/pdf/webbase2007/sfa_public_form.pdf))

Table 8.17: Financial Aid Awards to Fall Term Undergraduate Students

Types of Financial Aid	2003-04	2004-05	2005-06	2006-07	2007-08	Percent Change	
						1 year	5 year
Federal Grants	\$10,796,340	\$10,510,202	\$10,740,865	\$11,317,432	\$13,065,889	15%	21%
State Grants	\$3,466,864	\$3,669,003	\$3,639,726	\$3,775,648	\$4,080,412	8%	18%
Institutional Grants/Scholarships	\$1,922,391	\$2,645,487	\$3,809,689	\$4,840,485	\$4,863,116	0%	153%
Athletic Grants	\$1,604,388	\$1,778,844	\$1,965,892	\$2,036,686	\$2,199,263	8%	37%
Non-Institutional Assistance	\$1,105,335	\$1,576,205					
Federal Student Loans and Federal Work Study (FWS)	\$35,005,307	\$36,724,673	\$37,992,769	\$40,824,290	\$44,470,297	9%	27%
<b>Total</b>	<b>\$53,900,625</b>	<b>\$56,904,414</b>	<b>\$58,148,941</b>	<b>\$62,794,541</b>	<b>\$68,678,977</b>	<b>9%</b>	<b>27%</b>

Source: Common Data Set, H1

See notes at the end of Financial Aid section.

## Financial Aid Office:

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

	2003	2004	2005	2006	2007	Percent Change	
						1 year	5 year
<b>Full-time Students with Financial Aid:</b>							
Enrollment	464	422	420	391	436	11.5%	-6.0%
Average Aid Package	\$13,352	\$14,287	\$14,440	\$14,294	\$15,754	10.2%	18.0%
<b>Part-time students with Financial Aid:</b>							
Enrollment	1509	1530	1516	1448	1387	-4.2%	-8.1%
Average Aid Package	\$10,918	\$11,500	\$11,680	\$12,171	\$12,956	6.4%	18.7%

Source: CSU Financial Aid Office

**Table 8.19: Graduate Student Financial Aid Awards by Types of Financial Aid Fall 2003-2007**

Types of Financial Aid	2003	2004	2005	2006	2007	Percent Change	
						1 year	5 year
State Fellowship	\$7,000	\$5,250	\$5,250	\$7,000	\$17,500	150.0%	150.0%
Scholarships/Institutional Grants	\$4,646,633	\$4,167,408	\$4,155,637	\$3,501,710	\$2,969,637	-15.2%	-36.1%
Non-Institutional Assistance	\$862,866	\$598,666	\$586,742	\$345,682	\$425,060	23.0%	-50.7%
Federal Student Loans and Federal Work Study (FWS)	\$17,187,052	\$18,842,082	\$18,658,326	\$19,357,639	\$21,428,304	10.7%	24.7%

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

	2003	2004	2005	2006	2007	Percent Change	
						1 year	5 year
<b>Full-time Students with Financial Aid:</b>							
Enrollment	513	473	474	455	439	-3.5%	-14.4%
Average Aid Package	\$17,779	\$19,763	\$19,728	\$19,407	\$21,644	11.5%	21.7%
<b>Part-time students with Financial Aid:</b>							
Enrollment	191	180	181	186	169	-9.1%	-11.5%
Average Aid Package	\$15,023	\$15,548	\$15,452	\$16,273	\$17,869	9.8%	18.9%

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 2003-2007**

Types of Financial Aid	2003	2004	2005	2006	2007	Percent Change	
						1 year	5 year
State Fellowship	\$7,000	\$10,500	\$10,500	\$1,750	\$0		
Scholarships/Institutional Grants	\$868,253	\$1,088,141	\$1,092,137	\$1,315,029	\$1,337,878	1.7%	54.1%
Non-Institutional Assistance	\$302,052	\$295,451	\$297,851	\$230,760	\$230,549	-0.1%	-23.7%
Federal Student Loans and Federal Work Study (FWS)	\$10,812,678	\$10,746,545	\$10,191,028	\$10,309,593	\$10,952,978	6.2%	1.3%

See notes at the end of Financial Aid Section

## Financial Aid Office:

Table 8.22: Undergraduate Cost of Attendance (COA)

	Academic Year					
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Tuition/Fees	\$5,184	\$6,040	\$6,820	\$7,344	\$7,920	\$7,920
Books and Supplies	\$800	\$800	\$800	\$800	\$800	\$800
Room/Board	\$5,880	\$6,236	\$6,392	\$6,809	\$7,800	\$8,098
Personal/Miscellaneous	\$2,376	\$2,376	\$2,376	\$2,376	\$2,376	\$2,500
Transportation	\$1,400	\$1,400	\$1,400	\$1,400	\$1,400	\$1,400
Loan Fees	\$360	\$360	\$360	\$360	\$360	\$0
<b>Total</b>	<b>\$16,000</b>	<b>\$17,212</b>	<b>\$18,148</b>	<b>\$19,089</b>	<b>\$20,656</b>	<b>\$20,718</b>

Table 8.23: Annualized Full-Time Undergraduate In-State Tuition & Fees for Selected Main Campuses of Ohio 4-Year Institutions 2007 - 2008

University Main Campuses	In-State	Out-Of-State
Bowling Green State University <sup>(A)</sup>	\$8,746	\$16,054
Bowling Green State University <sup>(B)</sup>	\$9,060	\$16,368
<b>Cleveland State University</b>	<b>\$7,970</b>	<b>\$10,713</b>
University of Akron <sup>(A)</sup>	\$7,976	\$17,224
University of Akron <sup>(B)</sup>	\$8,383	\$17,631
Kent State University	\$8,430	\$15,862
Ohio University	\$8,907	\$17,871
Miami University <sup>(1)</sup>	\$9,900	\$23,895
Ohio State University <sup>(C)</sup>	\$8,568	\$21,177
Ohio State University <sup>(D)</sup>	\$8,676	\$21,285
University of Cincinnati	\$9,399	\$23,922
University of Toledo	\$7,948	\$16,760
Youngstown State University	\$6,721	\$12,394

(A) Denotes fees charged to continuing students who enrolled before the 2002 summer term.

(B) Denotes fees charged to continuing students who enrolled after the 2002 summer term.

(C) Denotes fees charged to continuing students enrolled prior to Summer term 2002.

(D) Denotes fees charged to new students entering summer term 2003, if different than fees charged to continuing students.

(1) These fees represent the estimated average net tuition for undergraduates at Miami University. While Miami's published in-state tuition is \$11,937.36 per semester, all Ohio undergraduates receive an Ohio Resident Scholarship and an Ohio Leader Scholarship for a minimum of \$6,216 per semester (\$12,432 per year). These scholarships reduce Miami's net instructional and general fees for resident undergraduates to a maximum of \$5,721.36 per semester (\$11,442.72 per year). Approximately 60% of all in-state undergraduate students pay below this maximum amount.

Source: Data from Ohio Board of Regents Fall 2007 Survey of Student Charges [http://regents.ohio.gov/financial/tuition/Tuition\\_08.pdf](http://regents.ohio.gov/financial/tuition/Tuition_08.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 First Year Student Receiving Aid Average Award Amounts, Academic Year 2005-06

Institution	Any Aid %	Federal Grants		State Grants		Institutions Grants		Federal Loans	
		%	Avg. Grant \$	%	Avg. Grant \$	%	Avg. Grant \$	%	Avg. Grant \$
<b>University Main Campuses</b>	<b>84</b>	<b>25</b>	<b>2,923</b>	<b>20</b>	<b>1,597</b>	<b>53</b>	<b>5,565</b>	<b>55</b>	<b>5,089</b>
Bowling Green State University	85	23	2,944	20	2,370	49	6,268	62	6,002
<b>Cleveland State University</b>	<b>85</b>	<b>48</b>	<b>3,171</b>	<b>36</b>	<b>1,457</b>	<b>40</b>	<b>4,507</b>	<b>2</b>	<b>4,126</b>
Kent State University	85	26	2,897	22	1,907	9	4,035	64	5,599
Miami University	86	7	3,317	6	1,530	79	12,360	55	5,277
Ohio State University	90	18	2,903	15	1,995	80	4,906	45	3,499
Ohio University	75	14	3,050	11	1,570	50	4,108	52	5,501
University of Akron	85	40	2,964	29	1,350	33	4,270	63	5,172
University of Cincinnati	83	25	2,898	18	1,123	51	5,204	54	4,815
University of Toledo	85	24	2,699	22	1,463	58	3,506	60	5,562
Youngstown State University	84	41	2,887	44	1,303	23	4,156	60	4,601

Source: <http://regents.ohio.gov/perfrpt/statProfiles/AffordabilityReport08.pdf> page 4

### 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://www.nces.ed.gov/ipeds/pdf/webbase2003/sfa\\_public\\_form.pdf](http://www.nces.ed.gov/ipeds/pdf/webbase2003/sfa_public_form.pdf)) and the Common Data Set ([www.commondataset.org](http://www.commondataset.org)), generally accepted as the 15th day of fall semester.

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, and allowances for room and board, transportation and loan fees.

### Types of Financial Aid

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

**State Grants for Undergraduates:** Ohio Instructional Grant, Part-Time Instructional Grant, 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/fao/scholarships.htm> for listing.

**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.

## 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. CISP is designed to help international students and visitors transition into the campus both academically and personally. Support services range from admissions advising, immigration advising, individualized counseling, study abroad programs, faculty exchanges, Fulbright Scholar advising, and various international academic initiatives. A full description of services can be found at: <http://www.csuohio.edu/offices/international>

**Table 8.25: Enrollment by Country or Regions  
Fall 2007**

Country/Region	Number of Students
India.....	432
China.....	64
Taiwan.....	40
Korea, Republic of.....	32
Saudi Arabia.....	26
Canada.....	21
Turkey.....	18
Thailand.....	17
Lebanon.....	16
Nigeria.....	11
Pakistan.....	10
Jordan, Viet Nam (7/country).....	14
Romania, Sri Lanka (6/country).....	12
Ghana, Kuwait, Nepal, Russian Federation, United Republic of Tanzania (5/country).....	25
Poland, United Kingdom, Venezuela (4/country).....	12
Kenya, Germany, Egypt, South Africa, Sweden (3/country).....	15
Albania, Burkina Faso, Bulgaria, Colombia, Jamaica, Japan, Indonesia, Islamic Republic Of Iran, Israel, Malawi, Mexico, Palestine, Peru, Serbia and Montenegro, Ukraine, Zambia (2/country).....	32
Argentina, Australia, Bahamas, Bangladesh, Bosnia and Herzegovina, Brazil, Chile, The Democratic Republic of Congo, Croatia, Denmark, El Salvador, Ethiopia, Finland, Georgia, Greece, Hungary, Ireland, Italy, Kazakhstan, Lithuania, Madagascar, Malaysia, Mongolia, Netherlands, New Zealand, Saint Lucia, Senegal, St Vincent and the Grenadines, Switzerland, Syrian Arab Republic, Uganda, Zimbabwe (1/country).....	32
<b>Total.....</b>	<b>829</b>

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

*Table 8.26: CSU Fulbright Scholar Awards 1973-2008*

Year	Scholar	Countries/Regions Visited
1973-1974	1	Ivory Coast
1978-1979	1	Netherlands, Belgium
1983-1984	2	Philippines, France, England
1985-1986	2	China, India
1986-1987	2	Brazil, Greece
1987-1988	1	Greece
1988-1989	5	Hungary, Korea, Botswana, Yugoslavia, India
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
<b>TOTAL</b>	<b>65</b>	

*Table 8.27: Cleveland State University International Academic Initiatives*

College	Academic Initiatives	Activities
College of Liberal Arts and Social Sciences	Middle Eastern Studies program	<b>Title VI Grant:</b> \$139,754 to establish a minor and courses in Middle Eastern Studies; Teach Arabic language and culture; Promote international understanding and diplomacy; Support security and military requirements.
	International Relations major (BA)	This major is designed to give students the opportunity to engage in a multi-disciplinary study of the variety of subjects related to international affairs. 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, LLC, KSU, BGSU. Courses will be offered in Slovenian culture and language.
College of Business	Expand international business education and outreach services on Northeast Ohio	<b>Title VI Grant:</b> \$200,857 to create the Great Lakes Regional Consortium and expand existing partnerships; Add a "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
Business & CLASS	Faculty Led Short Programs	Study Tour of Chile; Language and Culture in Mexico Study Tour of Germany; Language and Culture in Costa Rica Study Tour of Paris Explore the Auvergne Region and Paris International Marketing and Business Research in England
College of Education	Chinese teaching K-12	Development of a Confucius Institute



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

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

Program Type	2003-04	2004-05	2005-06	2006-07	2007-08	Percent Change	
						1 year	5 year
Faculty Led	64	60	73	94	97	3%	52%
Exchange	2	4	4	3	4	33%	100%
Internship	0	4	2	0	2		
Independent	10	35	36	31	34	10%	240%
Law Institute*	17	12	22	0	0		
<b>TOTAL</b>	<b>93</b>	<b>115</b>	<b>137</b>	<b>128</b>	<b>137</b>	<b>7%</b>	<b>47%</b>

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

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

Program Type	2003-04	2004-05	2005-06	2006-07	2007-08	Percent Change	
						1 year	5 year
Business	16	33	18	53	52	-2%	225%
CLASS	43	58	66	52	57	10%	33%
Science	0	1	7	7	5	-29%	
Education	10	6	4	5	8	60%	-20%
Engineering	0	2	1	1	1	0%	
Urban	6	3	5	6	9	50%	50%
Law	18	12	36	4	9	125%	-50%
<b>TOTAL</b>	<b>93</b>	<b>115</b>	<b>137</b>	<b>128</b>	<b>141</b>	<b>10%</b>	<b>52%</b>

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

**Table 8.30: Study Abroad Student Headcount by Academic Year (Summer, Fall & Spring) and Course Level**

Program Type	2003-04	2004-05	2005-06	2006-07	2007-08	Percent Change	
						1 year	5 year
Undergraduate	46	84	81	71	105	48%	128%
Graduate	30	19	20	53	23	-57%	-23%
Law	17	12	36	4	9	125%	-47%
<b>TOTAL</b>	<b>93</b>	<b>115</b>	<b>137</b>	<b>128</b>	<b>137</b>	<b>7%</b>	<b>47%</b>

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

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

Table 8.31: **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 (www.cycu.edu.tw)	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

Source: Center for International Services and Programs.

# Office of Space Management:

Table 8.32 Cleveland State University  
Fall 2007 Building Inventory

Notes	Building Code	Building	Year Acquired	Total Gross Square Feet
	AA	Advance Manufacturing Annex	1993	9,800
	AB	Art Building	1973	41,163
	AC	Parker Hannifin Administration Center	2006	37,500
	AM	Advanced Manufacturing Center	1984	23,005
[2]	BB	Bakers Building	2004	24,840
	BS	Bookstore	1966	17,735
	BU	Business College	1998	126,245
	CB	Chester Building	1970	109,728
	CE	Cole Center for Continuing Education	1990	56,653
[4]	CL	Corlett	1974	53,050
[5] [6]	CM	CAMP Building	1994	82,470
[2]	DE	Doan Electric	2002	58,510
	EG	East Garage	2006	124,300
[3]	EST	East Campus Extension	2004	12,695
	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	32,369
[4]	KI	Kinko Building	1997	15,912
	LB	Law Building	1977	118,438
	LL	Law Library	1997	111,870
	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
	PF	University Parking Facilities	1979	269,594
[6]	PH	Parker Hannifin Hall	1984	27,252
	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		---
	SE	SEIU Building	2006	13,794
	SH	Stilwell Hall	1964	195,779
	SI	Science Building	1969	171,242
	SR	Science and Research Center	1978	142,479
	TA	Theater Arts Building	1967	22,416
[4]	UC	University Center	1974	199,484
	UR	Urban College	2000	87,792
	VH	Viking Hall	1986	172,091
	WG	University West Garage	1996	199,599
[5]	WO	Wolstein Center	1989	289,000
[3]	WST	West Center Campus Extension	2003	12,068
<b>Grand Total</b>				<b>4,635,336</b>

**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] Non-Institutional Use
- [6] Building has been renamed

## 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	AACSB International, The Association to Advance Collegiate Schools of Business
	Accounting	AACSB International, The Association to Advance Collegiate Schools of Business
<b>Science</b>	Chemistry (undergraduate)	American Chemical Society
	Clinical Chemistry (graduate)	Commission on Accreditation in Clinical Chemistry (ComACC)
	Occupational Therapy	Accreditation Council for Occupational Therapy Education
	Physical Therapy	Commission on Accreditation in Physical Therapy Education
	Academic and Clinical Programs in Speech-Language Pathology	American Speech-Language and Hearing Association (ASHA)
	Academic Program	ASHA Council on Academic Accreditation (CAA)
Clinical Program	Professional Services Board (PSB)	
<b>Education and Human Services</b>	College of Education and Human Services	Ohio Department of Education and The National Council for the Accreditation of Teacher Education (NCATE)
	Community Agency Counseling and School Counseling	Council for Accreditation of Counseling and Related Educational Programs (CACREP)
	Psychology Specialist (School Psychology)	National Association of School Psychologists (NASP) and NCATE
	Nursing (undergraduate)	Commission on Collegiate Nursing Education (CCNE) and Ohio Board of Nursing
	Nursing (graduate)	Commission on Collegiate Nursing Education (CCNE)
<b>Engineering</b>	Chemical, Civil, 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 Social Work	National Association of Schools of Music Council of Social Work Education (CSWE)
<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

**Nance 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

**College of Science:** COS, Science

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

## Other Acronyms and Abbreviations

**CIP:** Classification of Instructional Program

**EEO6:** Equal Employment Opportunity

**FTE:** Full-Time Equivalent (Student Credit Hour/15) for a semester or for annualized FTE (Annualized SCH/30)

**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 2008

[http://www.csuohio.edu/offices/iraa/bot/BOT\\_08.pdf](http://www.csuohio.edu/offices/iraa/bot/BOT_08.pdf)

The Book of Trends 2008 represents the continuing commitment of the Office of Institutional Research and Analysis (IRAA) 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 current academic year.

1. The Student information presented in the **Book of Trends 2008 (as well as 2007 and 2006)** is based on the **End of Semester files** specified by the Ohio Board of Regents (OBOR) 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 2008, 2007 & 2006. In the Book of Trends 2005, such students were **excluded**. *Again, please note that the numbers published might be different between publication years.*

For 2007-08 reporting Developmental Math courses are reported under the College of Science under Other Science in prior years they were reported under Undergraduate Studies.

For 2007-08 reporting Developmental English courses are reported under the College of Liberal Arts and Social Sciences under the English department in prior years they were reported under Undergraduate Studies.

Learning Community information has been added to the book this year

During the course of this reporting year Public Health was moved from the College of Business to the College of Education and Human Services.

The purpose of this publication is to provide the 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. Please direct questions and/or suggestions to 216-687-4700. The entire Book of Trends is available on line via IRAA the 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 there 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**



