

Cleveland State University

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Book of Trends 2010

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Cleveland State University



BOOK OF TRENDS 2010

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Introduction

1



University Administration



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Vice Provost for Undergraduate Studies
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Interim Dean, Cleveland-Marshall College of Law
Dean, Fenn College of Engineering
Dean, Maxine Goodman Levin College of Urban Affairs
Interim Dean, College of Education and Human Services
Dean, College of Liberal Arts and Social Sciences
Dean, Nance College of Business Administration
Director, School of Nursing
Interim Dean, College of Graduate Studies
Dean, Division of Continuing Education

Board of Trustees 2009 – 2010

Trustee	Term	Trustee	Term
Ronald E. Weinberg <i>Chairperson</i>	August 2001 – May 2014	Paul E. DiCorleto, Ph.D. <i>Community Board Member</i>	September 2008 – June 2010
Robert H. Rawson, Jr. <i>Vice Chairperson</i>	June 2007 – May 2016	Jerzy T. Sawicki, Ph.D. <i>Faculty Representative</i>	September 2008 - March 2010
Stephanie McHenry <i>Treasurer</i>	July 2007 – May 2018	Crystal M. Weyman, Ph.D. <i>Faculty Representative</i>	July 2009 – June 2010
Thomas W. Adler	July 2009 – April 2013	James G. Wilson, J.D. <i>Faculty Representative</i>	March 2010 – September 2010
Sally Florkiewicz	June 1998 – May 2012	Janet M. Pitchford <i>Student Representative</i>	July 2009 – April 2011
Morton Q. Levin	August 2008 – May 2017	Heidi R. Vielhaber <i>Student Representative</i>	September 2008 – May 2010
Rev. Dr. Marvin A. McMickle	July 2008 – May 2015	Sonali B. Wilson, J.D. <i>General Counsel and Secretary to the Board of Trustees</i>	
Dan T. Moore III	July 2008 – May 2011		
Ernest L. Wilkerson, Jr.	December 2005 – May 2010		
Richard A. Barone <i>Community Board Member</i>	March 2008 – end of term as CSU Foundation Chair		



Front row (left to right): Trustee Dan T. Moore III, Treasurer Stephanie McHenry, Chairperson Ronald E. Weinberg, President Ronald M. Berkman, Vice Chairperson Robert H. Rawson, Jr., Trustee Sally Florkiewicz, and Trustee Ernest L. Wilkerson, Jr.

Back row (left to right): Faculty Representative Crystal M. Weyman, Ph.D.; Student Trustee Janet M. Pitchford, Student Trustee Heidi R. Vielhaber, Trustee Morton Q. Levin, Faculty Representative Jerzy T. Sawicki, Ph.D.; Trustee Thomas W. Adler, Community Board Member Richard A. Barone, Community Board Member Paul E. DiCorleto, Ph.D.; and Board Secretary Sonali B. Wilson.

Not Pictured: Trustee Rev. Dr. Marvin A. McMickle; and Faculty Representative James G. Wilson, J.D., who replaced Dr. Jerzy Sawicki as of March 2010.

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

2009	Mrs. Jean L. Elsner
2008	Natalie Epstein Lainie Hadden
2007	Art J. Falco
2006	Dr. William Hiller James D. Ireland III Stanley Miller
2005	Dr. Julian M. Earls Babs Glickman Maria Miller

Distinguished Alumni Award

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

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

2009 Honorees

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

2010 Honorees

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



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Campus Enrollment Characteristics & Trends

2

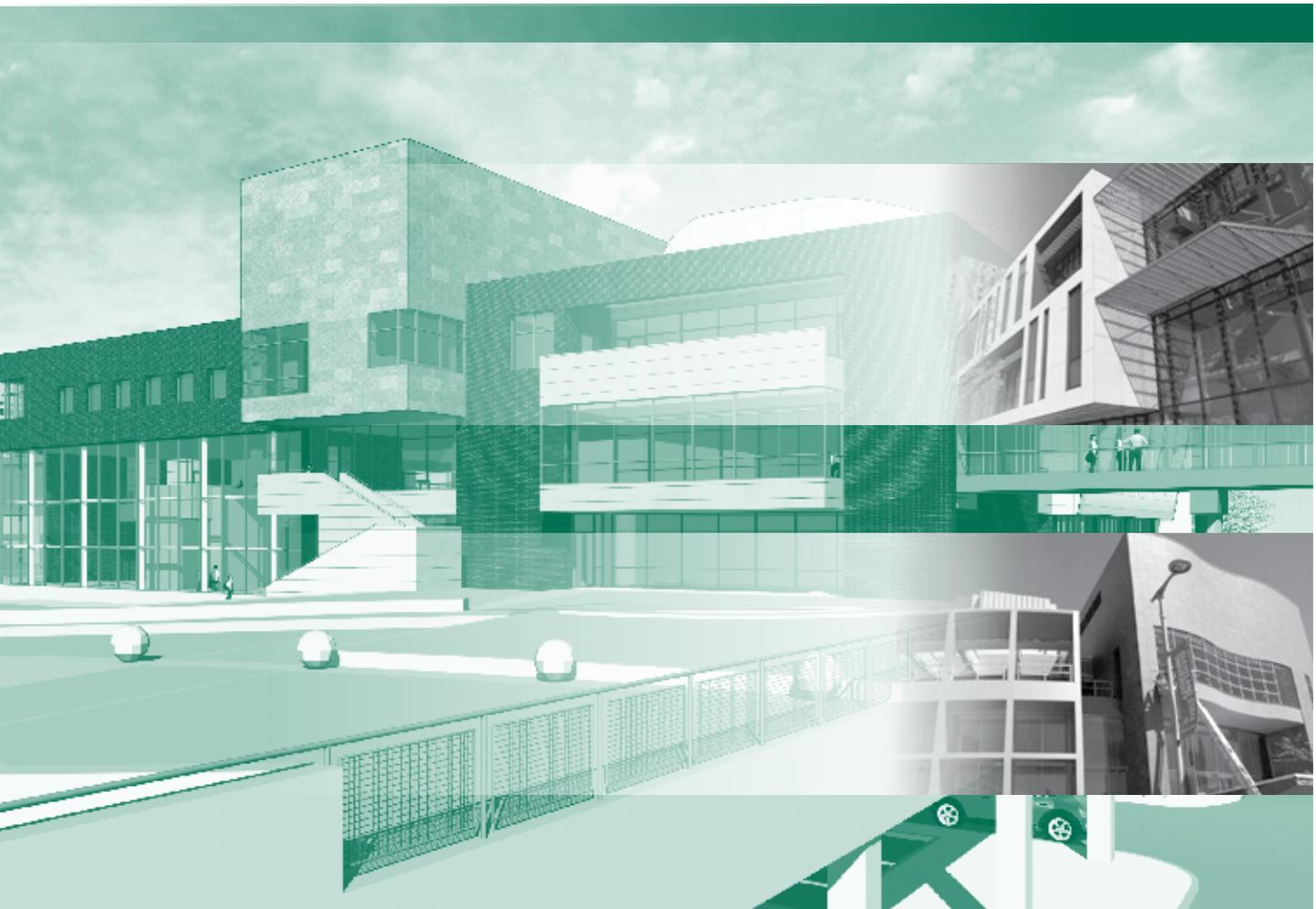


Table 2.1: Cleveland State University Enrollment by Level - Fall 1965 - 2009

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

Highlights

- Fall 2009 represents a 15-year enrollment high of 16,506.
- Enrollment has steadily increased since 2006.

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

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

Figure 2.1: Cleveland State University Enrollment Trend - Fall 1965 - 2009

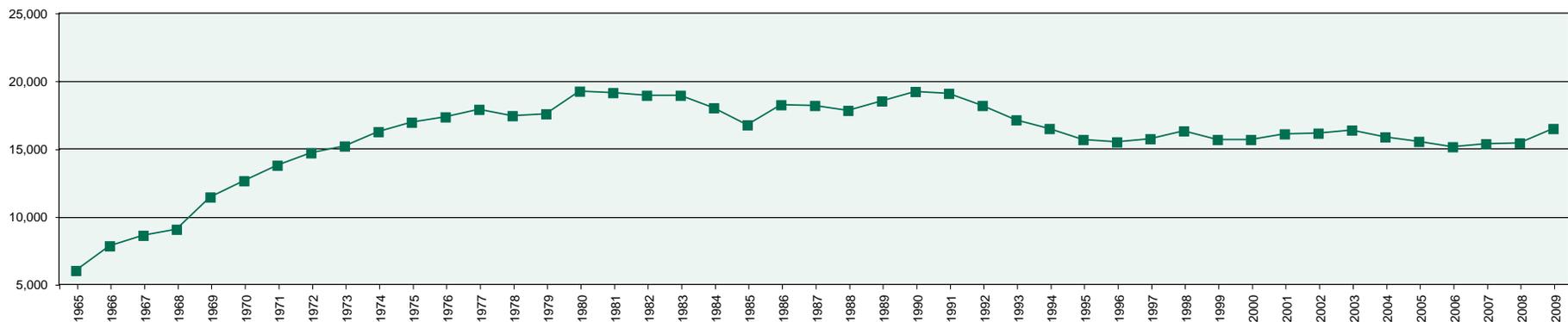


Table 2.2: Enrollment by College, Level and Load - Fall 2009

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	1,434	632	2,066	19%	487	870	1,357	23%	1,921	1,502	3,423	21%
CLASS	2,244	599	2,843	27%	246	336	582	10%	2,490	935	3,425	21%
Education	764	296	1,060	10%	299	1,349	1,648	28%	1,063	1,645	2,708	16%
Nursing	316	83	399	4%	8	34	42	1%	324	117	441	3%
Engineering	665	191	856	8%	122	294	416	7%	787	485	1,272	8%
Science	1,521	421	1,942	18%	438	297	735	13%	1,959	718	2,677	16%
Urban Affairs	175	117	292	3%	95	234	329	6%	270	351	621	4%
Law	-	-	-	0%	449	196	645	11%	449	196	645	4%
Undergraduate Studies	418	420	838	8%	-	-	-	0%	418	420	838	5%
Undergraduate Non-Degree	55	312	367	3%	-	-	-	0%	55	312	367	2%
Graduate Studies	-	-	-	0%	-	44	44	1%	-	44	44	0%
Other ¹	1	44	45	0%	-	-	-	0%	1	44	45	0%
Total	7,593	3,115	10,708	0%	2,144	3,654	5,798	100%	9,737	6,769	16,506	100%

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

Figure 2.2a: Enrollment by Level Fall 2009

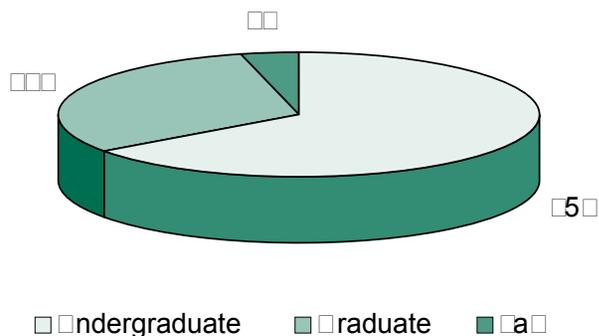
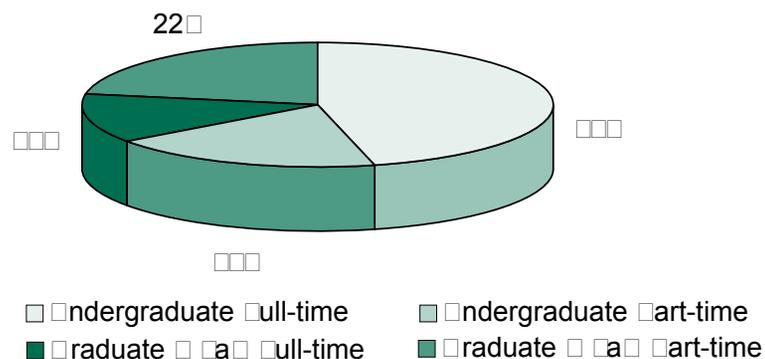


Figure 2.2b: Enrollment by Load and Level Fall 2009



¹ Other includes students enrolled in Air Force, Career Services, English as a Second Language, Military Science, Special programs and Study Abroad.

Highlights

■ CLASS has the largest number of full-time undergraduate students and the College of Education and Human Services has the largest number of graduate students.

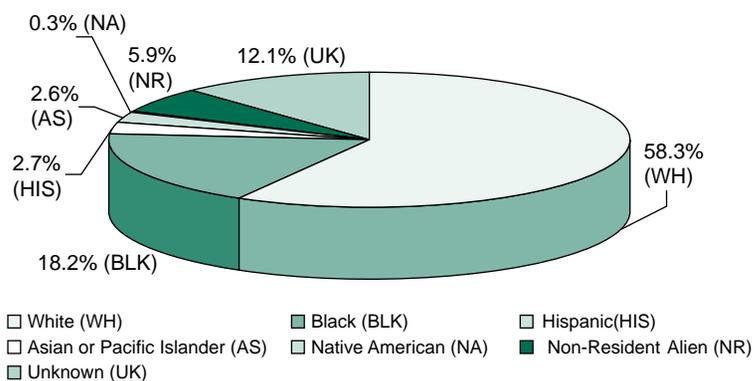
Table 2.3: Full-Time Enrollment by Race and Gender - Fall 2009

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	2,281	2,301	522	1,057	99	172	107	115	7	15	131	81	343	362	3,490	4,103	7,593
Graduate	356	551	42	142	6	16	26	24	-	7	178	145	75	127	683	1,012	1,695
First Professional	217	124	15	10	5	7	3	6	1	1	5	2	34	19	280	169	449
Total Full-Time	2,854	2,976	579	1,209	110	195	136	145	8	23	314	228	452	508	4,453	5,284	9,737

Table 2.4: Total Enrollment by Race and Gender - Fall 2009

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	3,094	3,212	695	1,491	136	215	130	154	10	21	184	111	618	637	4,867	5,841	10,708
Graduate	1,138	1,709	156	607	27	54	62	65	2	7	412	255	251	408	2,048	3,105	5,153
First Professional	279	192	25	27	6	10	7	10	1	2	5	4	51	26	374	271	645
Grand Total	4,511	5,113	876	2,125	169	279	199	229	13	30	601	370	920	1,071	7,289	9,217	16,506

Figure 2.4a: Total Enrollment by Race - Fall 2009



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

Figure 2.4b: Total Enrollment by Gender - Fall 2009



Highlights

Women continue to enroll in larger numbers than men in both full-time and total enrollment across all race and gender groups (except non-resident aliens).

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	
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	1 Year	5 Year
Business	170	164	152	164	170	215	225	289	309	371	6	27	13	16	19	391	416	454	489	560	15%	43%
CLASS	243	214	285	281	330	266	326	369	389	389	29	44	22	16	27	538	584	676	686	746	9%	39%
Education	77	49	69	70	81	123	114	129	115	146	28	35	42	32	45	228	198	240	217	272	25%	19%
Nursing	29	51	49	96	90	57	62	65	66	78	23	33	26	29	35	109	146	140	191	203	6%	86%
Engineering	54	92	107	115	133	52	57	84	74	100	6	4	3	9	12	112	153	194	198	245	24%	119%
Science	200	181	194	209	254	190	196	218	251	301	48	47	39	36	54	438	424	451	496	609	23%	39%
Urban Affairs	6	5	11	4	6	29	46	42	52	61	4	6	-	1	-	39	57	53	57	67	18%	72%
Undergraduate Studies	221	230	301	112	117	73	69	46	53	42	183	161	196	154	197	477	460	543	319	356	12%	-25%
Undergraduate Non-Degree	-	-	-	-	-	1	-	-	-	-	178	194	201	154	185	179	194	201	154	185	20%	3%
Other ¹	-	-	-	-	1	-	-	-	-	-	25	17	18	25	35	25	17	18	25	36	44%	44%
UNIVERSITY	1,000	986	1,168	1,051	1,182	1,006	1,095	1,242	1,309	1,488	530	568	560	472	609	2,536	2,649	2,970	2,832	3,279	16%	29%

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

College	Master's/Law					Doctoral					Other Graduate ¹					New Graduate/Law Total					Total Percent Change	
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	1 Year	5 Year
Business	231	251	258	239	355	6	5	-	-	35	94	109	92	90	112	331	365	350	329	502	53%	52%
CLASS	141	115	127	131	151	-	-	-	-	-	49	39	43	47	47	190	154	170	178	198	11%	4%
Education	156	175	227	289	264	4	4	5	9	13	146	153	105	97	88	306	332	337	395	365	-8%	19%
Nursing	6	4	9	12	10	-	-	-	-	-	-	-	-	-	-	6	4	9	12	10	-17%	67%
Engineering	71	120	106	71	107	7	7	7	6	13	12	15	9	8	16	90	142	122	85	136	60%	51%
Science	91	128	133	155	159	16	13	12	20	19	33	37	24	38	41	140	178	169	213	219	3%	56%
Urban Affairs	36	53	50	56	50	1	2	6	2	-	35	36	39	39	44	72	91	95	97	94	-3%	31%
Law	232	218	212	206	196	-	-	-	-	-	11	6	11	8	9	243	224	223	214	205	-4%	-16%
Graduate Studies*	-	1	-	-	-	-	-	-	-	-	141	33	48	17	14	141	34	48	17	14	-18%	-90%
UNIVERSITY	964	1,065	1,122	1,159	1,292	34	31	30	37	80	521	428	371	344	371	1,519	1,524	1,523	1,540	1,743	13%	15%

Note: A new methodology has been used to determine new Doctoral students beginning Fall 2009.

¹ Other Graduate includes students enrolled in Non-Degree Courses and Transfers.

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

Highlights

- New undergraduate fall enrollment has grown significantly year over year (16%) and over a 5 year period (29%).
- Enrollment of new freshman and new transfer students also continues to show significant increases.
- The College of Business leads in the area of graduate enrollment with both a year over year and 5-year enrollment high of 50% followed closely by the College of Engineering.

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	
	2005	2006	2007	2008	2009	1-Year	5-Year	2005	2006	2007	2008	2009	1-Year	5-Year
Business	321	337	363	378	431	14%	34%	70	79	91	111	129	16%	84%
CLASS	459	500	598	608	644	6%	40%	79	84	78	78	102	31%	29%
Education	198	194	202	224	286	28%	44%	53	45	61	46	60	30%	13%
Nursing	65	71	88	113	107	-5%	65%	21	34	29	25	22	-12%	5%
Engineering	89	130	173	170	199	17%	124%	23	23	21	28	46	64%	100%
Science	366	354	392	413	517	25%	41%	72	70	59	83	92	11%	28%
Urban Affairs	27	29	35	39	41	5%	52%	12	28	18	18	26	44%	117%
Undergraduate Studies	276	292	339	170	195	15%	-29%	201	168	204	149	161	8%	-20%
Undergraduate Non-Degree ¹	33	38	40	21	41	95%	24%	146	156	161	133	144	8%	-1%
Other ²	6	-	-	-	-	-	100%	19	17	18	25	36	44%	89%
Total New Undergraduate	1,840	1,945	2,230	2,136	2,461	15%	34%	696	704	740	696	818	18%	18%

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

College	Full-Time					% Change in Full-Time		Part-Time					% Change in Part-Time	
	2005	2006	2007	2008	2009	1-Year	5-Year	2005	2006	2007	2008	2009	1-Year	5-Year
Business	120	144	142	146	240	64%	100%	211	221	208	184	253	38%	20%
CLASS	94	80	84	96	100	4%	6%	96	74	84	82	98	20%	2%
Education	76	99	6	144	102	-29%	34%	230	233	238	251	259	3%	13%
Nursing	-	-	-	-	5	-	-	6	4	9	12	5	-58%	-17%
Engineering	23	30	25	20	50	150%	117%	67	112	97	65	83	28%	24%
Science	89	111	105	133	124	-7%	39%	51	67	63	80	95	19%	86%
Urban Affairs	24	24	33	33	36	9%	50%	48	67	62	64	58	-9%	21%
Law	159	147	153	144	160	11%	1%	84	77	70	70	45	-36%	-46%
Graduate Studies ¹	2	-	1	-	-	-	100%	138	34	47	17	14	-18%	-90%
Other ²	-	-	-	-	-	-	-	1	-	-	-	-	-	-100%
Total New Graduate & Law	587	635	549	716	817	14%	39%	932	889	878	825	910	10%	-2%

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

College	2005	2006	2007	2008	2009	Percent Change	
						1-Year	5-Year
Business	722	781	804	819	1,053	29%	46%
CLASS	728	738	844	864	944	9%	30%
Education	557	571	601	665	707	6%	27%
Nursing	92	109	126	150	139	-7%	51%
Engineering	202	295	316	283	378	34%	87%
Science	578	602	619	709	828	17%	43%
Urban Affairs	111	148	148	154	161	5%	45%
Law	243	224	223	214	205	-4%	-16%
Undergraduate Studies	477	460	543	319	356	12%	-25%
Undergraduate Non-Degree ¹	179	194	201	154	185	20%	3%
Graduate Studies	140	34	48	17	14	-18%	-90%
Other ²	26	17	18	25	36	44%	38%
Total New Students	4,055	4,173	4,491	4,373	5,006	14%	23%

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.

¹Undergraduate Non-Degree and Graduate Studies fluctuations are due to the reclassification of academic plans.

²Other includes students enrolled in Air Force, Career Services, English as a Second Language, Military Science, Special Programs 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											Percent Change	
	2005	%	2006	%	2007	%	2008	%	2009	%	1 Year	5 Year
First Year	2,751	18%	2,682	18%	2,880	19%	2,574	17%	2,783	17%	8%	1%
Sophomore	1,438	9%	1,416	9%	1,430	9%	1,490	10%	1,637	10%	10%	14%
Junior	1,810	12%	1,833	12%	1,832	12%	1,914	12%	2,076	13%	8%	15%
Senior	3,606	23%	3,594	24%	3,656	24%	3,847	25%	4,212	26%	9%	17%
Master's	4,836	31%	4,531	30%	4,487	29%	4,571	30%	4,720	29%	3%	-2%
Doctoral	361	2%	374	2%	386	3%	371	2%	433	3%	17%	20%
Law	748	5%	712	5%	712	5%	672	4%	645	4%	-4%	-14%
Total	15,550	100%	15,142	100%	15,383	100%	15,439	100%	16,506	100%	7%	6%

Table 2.10b: STUDENT CREDIT HOURS BY COURSE LEVEL

Class Standing											Percent Change	
	2005	%	2006	%	2007	%	2008	%	2009	%	1 Year	5 Year
Developmental	4,144	3%	4,378	3%	4,732	3%	4,256	3%	4,103	2%	-4%	-1%
Lower (100-299)	63,426	40%	62,009	40%	66,153	41%	64,659	40%	72,735	41%	12%	15%
Upper (300-499)	48,279	31%	47,717	30%	48,427	30%	50,852	31%	53,072	30%	4%	10%
Master's (500-699)	30,003	19%	30,713	20%	30,809	19%	32,291	20%	33,892	19%	5%	13%
Doctoral (700-899)	2,405	2%	2,538	2%	2,613	2%	2,608	2%	3,187	2%	22%	33%
Law (500-900)	9,302	6%	9,113	6%	9,204	6%	8,674	5%	8,496	5%	-2%	-9%
Total	157,559	100%	156,468	100%	161,938	100%	163,340	100%	175,485	100%	7%	11%

Study Abroad: Included in Developmental because its catalog number is below 100 (84 units in Fall 2009).

Figure 2.10a: Enrollment by Class Standing

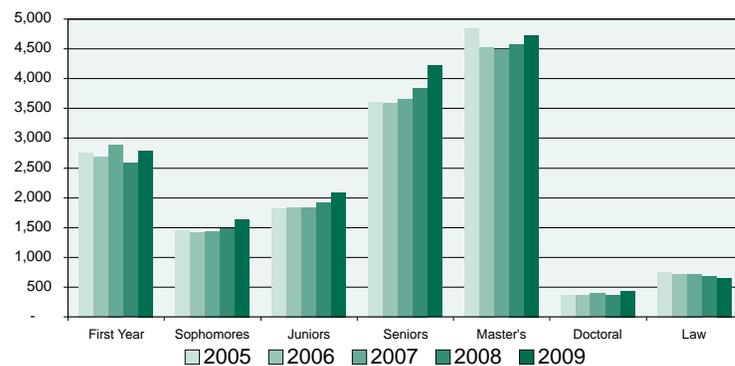


Figure 2.10b: Student Credit Hours by Course Level

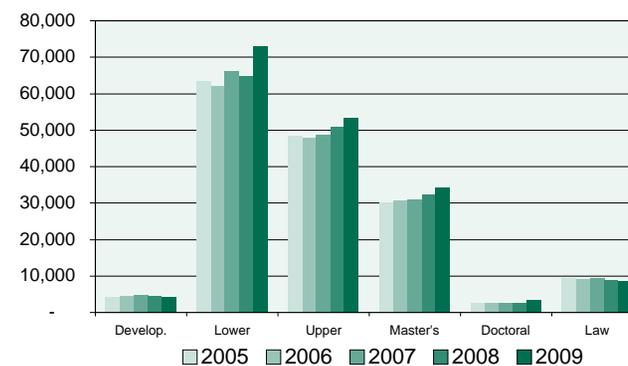


Table 2.11: Total Fall 2009 Enrollment by Academic Level: 5-Year Trend

Academic Level	2005	2006	2007	2008	2009	Percent Change	
						1 Year	5 Year
Bachelor	9,605	9,525	9,798	9,825	10,708	9%	11%
Master's	4,836	4,531	4,487	4,568	4,718	3%	-2%
Doctoral	361	374	386	374	435	16%	20%
Law	748	712	712	672	645	-4%	-14%
University Total	15,550	15,142	15,383	15,439	16,506	7%	6%

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

College	2005		2006		2007		2008		2009		Percent Change	
	Enrollment	%	1-Year	5-Year								
Business	2,975	19%	2,943	19%	2,987	19%	3,053	20%	3,423	21%	12%	15%
CLASS	3,257	21%	3,212	21%	3,177	21%	3,243	21%	3,425	21%	6%	5%
Education	2,986	21%	2,637	20%	2,575	20%	2,626	20%	2,591	16%	-1%	-13%
Nursing	303	2%	401	3%	435	3%	522	3%	558	3%	7%	84%
Engineering	1,044	7%	1,046	7%	1,147	7%	1,132	7%	1,272	8%	12%	22%
Science	2,044	13%	2,119	14%	2,189	14%	2,355	15%	2,677	16%	14%	31%
Urban Affairs	588	4%	630	4%	608	4%	615	4%	621	4%	1%	6%
Law	748	5%	712	5%	712	5%	672	4%	645	4%	-4%	-14%
Undergraduate Studies	998	6%	959	6%	1,046	7%	784	5%	838	5%	7%	-16%
Undergraduate Non-Degree	370	2%	368	2%	387	3%	353	2%	367	2%	4%	-1%
Graduate Studies	207	1%	87	1%	95	1%	53	0%	44	0%	-17%	-79%
Other ¹	30	0%	28	0%	25	0%	31	0%	45	0%	45%	50%
Total Enrollment	15,550	100%	15,142	100%	15,383	100%	15,439	100%	16,506	100%	7%	6%

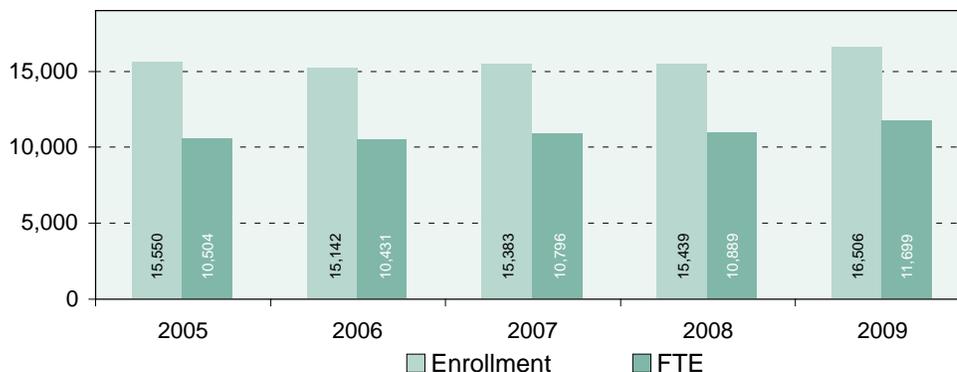
Table 2.13: Fall Student Credit Hours (SCH) by College: 5-Year Trend

College	2005		2006		2007		2008		2009		Percent Change	
	SCH	%	1-Year	5-Year								
Business	21,415	14%	22,141	14%	22,702	14%	23,697	15%	25,804	15%	9%	20%
CLASS	51,082	32%	49,625	32%	53,032	33%	51,400	31%	55,934	32%	9%	9%
Education	19,040	14%	17,629	13%	16,792	12%	17,189	13%	16,437	9%	-4%	-14%
Nursing	3,028	2%	2,964	2%	3,124	2%	3,328	2%	3,650	2%	10%	21%
Engineering	7,791	5%	7,228	5%	7,770	5%	7,807	5%	8,373	5%	7%	7%
Science	34,034	22%	34,961	22%	39,871	25%	40,708	25%	45,346	26%	11%	33%
Urban Affairs	6,548	4%	7,205	5%	7,767	5%	8,935	5%	9,460	5%	6%	44%
Law	9,302	6%	9,113	6%	9,204	6%	8,674	5%	8,496	5%	-2%	-9%
Undergraduate Studies	4,823	3%	5,121	3%	1,039	1%	928	1%	1,053	1%	13%	-78%
Graduate Studies	4	0%	11	0%	21	0%	-	-	-	-	-	-100%
Honors	110	0%	96	0%	110	0%	112	0%	121	-	8%	10%
Other ¹	382	0%	374	0%	506	0%	562	0%	807	0%	44%	111%
Total SCH	157,559	100%	156,468	100%	161,938	100%	163,340	100%	175,481	100%	7%	11%

¹ 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. Undergraduate Non-Degree and Graduate Studies fluctuations are due to procedural changes.

Figure 2.12 & 2.13: Fall Enrollment and FTE (SCH/15) Trend: Fall 2005-2009



Highlights

- Student credit hours have grown substantially in the College of Urban Affairs since 2005 and has shown a 5-year increase of 44% followed by COS with a 5-year increase of 33%.
- BUS, EGR and COSHP have shown increases in enrollment over a 5 year period.

Table 2.14: Registered Student Credit Hours by Level - Fall 2009

Registered Credit Hours	Undergraduate		Graduate		Law		All		
	Enrollment	Cumulative %	Enrollment	Cumulative %	Enrollment	Cumulative %	Enrollment	Cumulative %	
0	73	1%	1	0%	-	0%	74	0%	
1	71	1%	251	5%	-	0%	322	2%	
2	47	2%	108	7%	1	0%	156	3%	
3	228	4%	570	18%	8	1%	806	8%	
4	628	10%	508	28%	1	2%	1,137	15%	
5	84	11%	90	30%	-	2%	174	16%	
6	293	13%	857	46%	9	3%	1,159	23%	
7	392	17%	365	53%	2	3%	759	28%	
8	631	23%	708	67%	11	5%	1,350	36%	
GRAD FT	9	220	25%	683	80%	70	16%	973	42%
10	197	27%	221	85%	28	20%	446	45%	
11	251	29%	95	86%	24	24%	370	47%	
UGRD FT	12	1,805	46%	235	91%	32	29%	2,072	59%
LAW FT	13	1,038	56%	99	93%	39	35%	1,176	66%
14	981	65%	100	95%	44	42%	1,125	73%	
15	1,184	76%	128	97%	246	80%	1,558	83%	
16	1,649	91%	97	99%	87	93%	1,833	94%	
17	480	96%	28	100%	27	98%	535	97%	
18	243	98%	4	100%	14	100%	261	99%	
19	138	99%	2	100%	-	100%	140	100%	
20	43	100%	-	100%	-	100%	43	100%	
21	15	100%	2	100%	1	100%	18	100%	
22	10	100%	1	100%	1	100%	12	100%	
23	2	100%	-	100%	-	100%	2	100%	
24+	5	100%	-	100%	-	100%	5	100%	
Total	10,708		5,153		645		16,506		
Average	12.1		7.2		13.5		10.6		

Figure 2.14: Registered Student Credit Hours by Level - Fall 2009

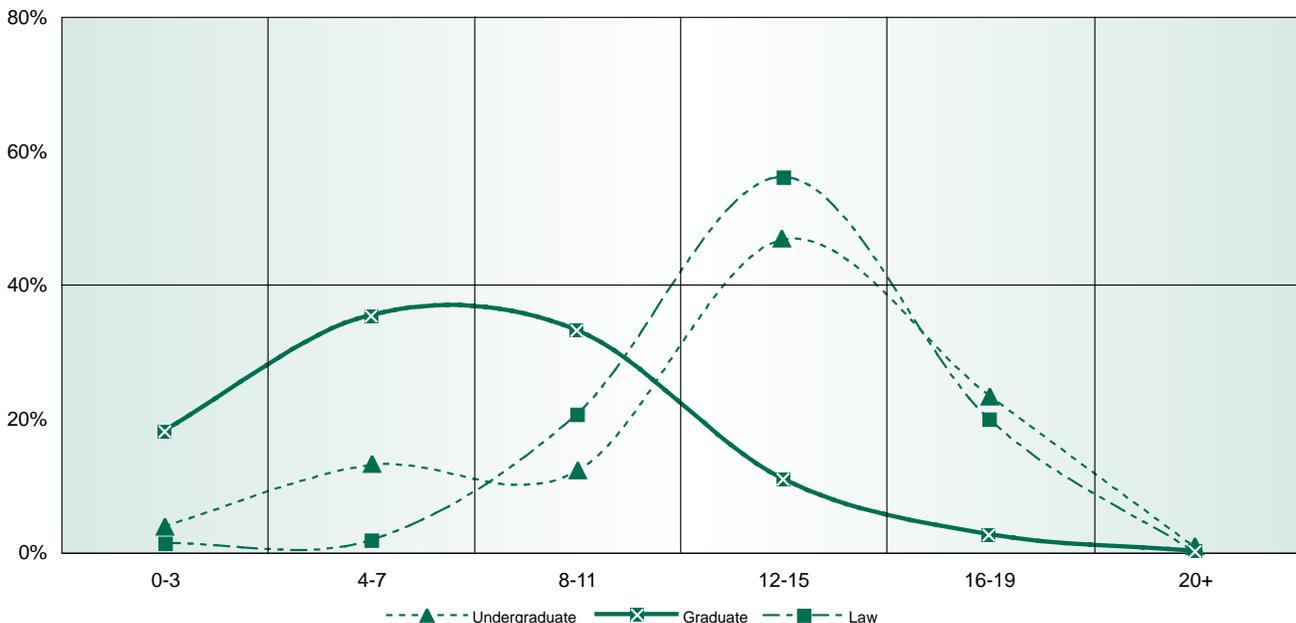


Table 2.15: Enrollment by Age Category - Fall 2009

College	Gender	Under 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65 and Over	Average Age
Business	Female	9	110	182	366	362	185	94	97	55	2	27.8
	Male	5	179	232	506	516	235	129	118	41	-	27.2
	Total	14	289	414	872	878	420	223	215	96	2	27.4
CLASS	Female	20	280	345	410	370	172	122	195	111	4	28.0
	Male	7	189	223	351	304	113	78	77	54	-	26.6
	Total	27	469	568	761	674	285	200	272	165	4	27.4
Education	Female	5	141	132	321	492	286	204	280	184	4	31.9
	Male	-	57	44	101	159	90	78	74	54	2	31.3
	Total	5	198	176	422	651	376	282	354	238	6	31.7
Nursing	Female	1	85	53	66	57	30	18	36	15	-	27.0
	Male	-	7	11	16	20	9	7	7	3	-	28.2
	Total	1	92	64	82	77	39	25	43	18	-	27.2
Engineering	Female	1	33	32	53	54	18	12	16	1	-	25.9
	Male	6	184	157	296	204	87	49	56	13	-	25.3
	Total	7	217	189	349	258	105	61	72	14	-	25.4
Science	Female	21	268	314	488	349	142	74	93	33	-	25.4
	Male	6	121	151	232	201	81	34	50	19	-	25.9
	Total	27	389	465	720	550	223	108	143	52	-	25.6
Urban Affairs	Female	-	3	22	50	80	53	39	69	43	-	34.4
	Male	-	10	18	39	70	35	34	30	25	1	32.3
	Total	-	13	40	89	150	88	73	99	68	1	33.5
Law	Female	-	-	4	103	105	35	8	13	3	-	27.3
	Male	-	-	4	145	142	49	21	10	2	1	27.1
	Total	-	-	8	248	247	84	29	23	5	1	27.2
Undergraduate Studies	Female	109	85	58	24	18	16	9	3	40	89	34.2
	Male	60	67	53	31	18	15	5	11	44	83	37.2
	Total	169	152	111	55	36	31	14	14	84	172	35.6
Undergraduate Non-Degree	Female	-	4	10	62	31	10	15	29	26	2	33.1
	Male	-	8	18	58	34	13	10	16	16	5	30.8
	Total	-	12	28	120	65	23	25	45	42	7	32.0
Graduate Studies	Female	-	-	-	3	2	2	6	6	6	-	40.3
	Male	-	-	-	5	1	5	3	3	2	-	35.1
	Total	-	-	-	8	3	7	9	9	8	-	38.0
Other	Female	1	-	-	8	7	-	2	1	-	-	26.7
	Male	1	3	1	8	6	4	2	-	-	1	27.1
	Total	2	3	1	16	13	4	4	1	-	1	26.9
University	Female	167	1,009	1,152	1,954	1,927	949	603	838	517	101	28.9
	Male	85	825	912	1,788	1,675	736	450	452	273	93	27.8
	Total	252	1,834	2,064	3,742	3,602	1,685	1,053	1,290	790	194	28.4

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

Figure 2.15: Enrollment by Age Category Fall 2009

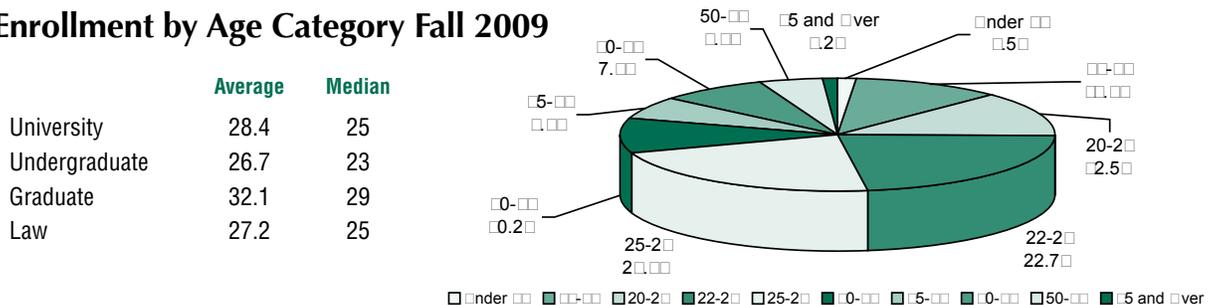


Table 2.16: Enrollment by Level and Residency Status - Fall 2009

Resident Type	Undergraduate	Undergraduate in %	Graduate	Graduate in %	Law	Law in %	Total
Ohio Resident	10,183	95%	4,387	85%	585	91%	15,155
Non-Ohio Resident	230	2%	99	2%	51	8%	380
Non-Resident Alien	295	3%	667	13%	9	1%	971
Total	10,708	100%	5,153	100%	645	100%	16,506

Table 2.17: Enrollment by State
Fall 2009

State	Number of Students
Ohio (Resident of Ohio excluding Non-Resident Alien)....	15,106
Ohio (Non-Ohio Resident).....	220
Pennsylvania	43
New York.....	28
Michigan	22
Wisconsin	11
Florida, Maryland (7/state).....	14
California, Indiana, New Jersey, Texas (6/state)	24
Illinois, Massachusetts (5/state).....	10
District of Columbia, Georgia, Kansas, Washington (4/state) ..	16
Arizona, South Dakota, Virginia (3/state).....	9
Alabama, Connecticut, Idaho, Kentucky, Nevada, Oklahoma, Rhode Island (2/state)	14
Delaware, Iowa, Louisiana, Minnesota, Montana, North Carolina, Oregon, Tennessee (1/state).....	8
Unknown.....	10
Non-Resident Alien.....	971
Total States	16,506

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

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

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

Table 2.18: Enrollment by Ohio County
Fall 2009

County	Number of Students
Cuyahoga	11,988
Lake	1,282
Lorain.....	736
Summit	377
Medina.....	374
Geauga.....	330
Portage	121
Ashtabula.....	83
Erie	67
Stark	50
Trumbull	49
Mahoning.....	46
Huron.....	27
Franklin, Lucas (17/county)	34
Richland.....	16
Tuscarawas.....	10
Wayne.....	9
Wood	8
Columbiana	6
Ashland, Butler, Montgomery, Sandusky (4/county).....	16
Greene, Hamilton (3/county).....	6
Carroll, Clermont, Guernsey, Licking, Logan, Miami, Morgan, Warren (2/county).....	16
Belmont, Crawford, Fairfield, Fulton, Hancock, Hardin, Henry, Holmes, Jefferson, Knox, Ottawa, Pickaway, Putnam, Scioto, Shelby, Washington (1/county)	16
Other unknown (Ohio county unknown, out of state or country).....	839
Total.....	16,506

Map of 2009 Fall Enrollment by Ohio County

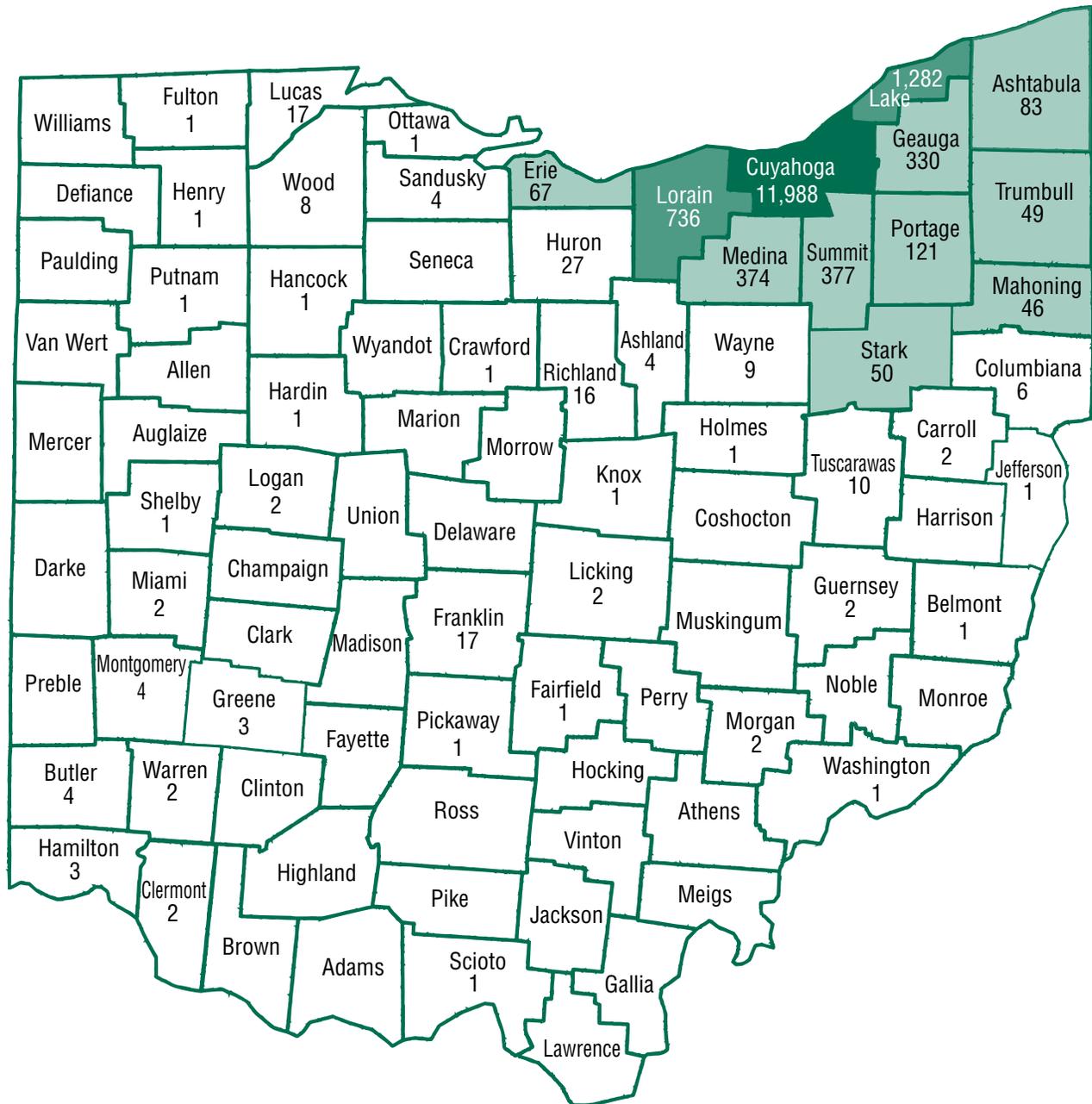


Table 2.19: Spring Enrollment by College: 5-Year Trend

College	2006		2007		2008		2009		2010		Percent Change	
	Enrollment	%	1-Year	5-Year								
Business	2,792	18%	2,806	19%	2,762	18%	2,995	20%	3,408	21%	14%	22%
CLASS	3,205	21%	3,029	21%	3,094	21%	3,244	21%	3,298	20%	2%	3%
Education	2,981	20%	2,739	19%	2,874	19%	2,554	17%	2,636	16%	3%	-12%
Nursing	362	2%	409	3%	450	3%	545	4%	455	3%	-17%	26%
Engineering	1,013	7%	1,021	7%	1,054	7%	1,067	7%	1,249	8%	17%	23%
Science	1,953	13%	1,998	14%	2,121	14%	2,312	15%	2,644	16%	14%	35%
Urban Affairs	594	4%	594	4%	602	4%	618	4%	623	4%	1%	5%
Law	698	5%	668	5%	665	4%	628	4%	606	4%	-4%	-13%
Undergraduate Studies	841	6%	864	6%	860	6%	690	5%	745	5%	8%	-11%
Undergraduate Non-Degree	409	3%	378	3%	364	2%	365	2%	346	2%	-5%	-15%
Graduate Studies	298	2%	211	1%	102	1%	87	1%	50	0%	-43%	-83%
Other	21	0%	26	0%	24	0%	33	0%	46	0%	39%	119%
Total Enrollment	15,167	100%	14,743	100%	14,975	100%	15,138	100%	16,106	100%	6%	6%

Table 2.20: Spring Student Credit Hours (SCH) by College: 5-Year Trend

College	2006		2007		2008		2009		2010		Percent Change	
	SCH	%	1-Year	5-Year								
Business	20,690	13%	21,372	14%	21,158	14%	22,563	15%	25,932	15%	15%	25%
CLASS	48,798	31%	46,432	31%	49,249	33%	50,271	33%	53,720	32%	7%	10%
Education	19,622	13%	17,793	12%	17,344	12%	17,323	11%	17,277	10%	0%	-12%
Nursing	3,200	2%	3,262	2%	3,494	2%	3,644	2%	4,026	2%	10%	26%
Engineering	7,462	5%	7,465	5%	7,682	5%	7,584	5%	8,778	5%	16%	18%
Science	32,076	21%	32,910	22%	35,987	24%	39,181	26%	41,834	25%	7%	30%
Urban Affairs	7,083	5%	7,866	5%	8,933	6%	9,740	6%	9,897	6%	2%	40%
Law	8,786	6%	8,607	6%	8,504	6%	7,901	5%	7,801	5%	-1%	-11%
Undergraduate Studies	2,379	2%	2,185	1%	180	0%	202	0%	198	0%	-2%	-92%
Graduate Studies	12	0%	7	0%	7	0%	7	0%	-	0%	-100%	-100%
Honors	105	0%	84	0%	95	0%	131	0%	102	0%	-22%	-3%
Other ¹	431	0%	457	0%	404	0%	585	0%	911	1%	56%	111%
Total SCH	156,222	100%	150,644	100%	148,440	100%	153,037	100%	170,476	100%	11%	9%

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

Figure 2.19 & 2.20: Spring Enrollment and FTE (SCH/15) Trend Spring 2006-2010

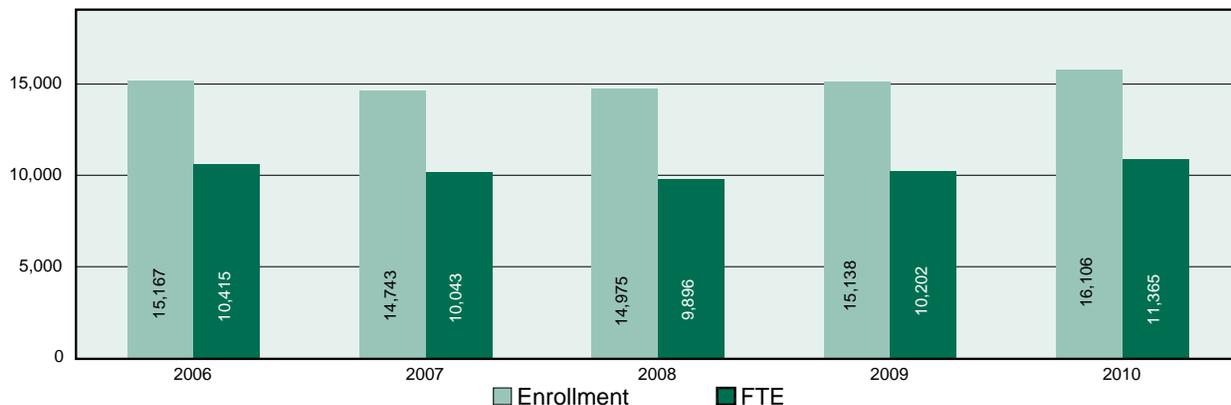


Table 2.21: Summer Enrollment by College: 5-Year Trend

College	2005		2006		2007		2008		2009		Percent Change	
	Enrollment	%	1-Year	5-Year								
Business	1,591	19%	1,612	21%	1,617	21%	1,581	22%	1,650	24%	4%	4%
CLASS	1,243	15%	1,157	15%	1,086	14%	1,007	14%	1,066	15%	6%	-14%
Education	2,569	31%	2,072	27%	1,836	24%	1,830	25%	1,635	23%	-11%	-36%
Nursing	133	2%	153	2%	166	2%	190	3%	204	3%	7%	53%
Engineering	269	3%	305	4%	286	4%	336	5%	239	3%	-29%	-11%
Science	767	9%	817	11%	881	12%	899	12%	962	14%	7%	25%
Urban Affairs	287	3%	260	3%	245	3%	215	3%	195	3%	-9%	-32%
Law	290	4%	276	4%	236	3%	217	3%	216	3%	0%	-26%
Undergraduate Studies	177	2%	207	3%	278	4%	204	3%	150	2%	-26%	-15%
Undergraduate Non-Degree	652	8%	660	8%	694	9%	606	8%	618	9%	2%	-5%
Graduate Studies	264	3%	233	3%	187	2%	99	1%	45	1%	-55%	-83%
Other ¹	14	0%	18	0%	12	0%	21	0.3%	36	0.5%	71%	157%
Total Enrollment	8,256	100%	7,770	100%	7,524	100%	7,205	100%	7,016	100%	-3%	-15%

Table 2.22: Summer Student Credit Hours (SCH) by College: 5-Year Trend

College	2005		2006		2007		2008		2009		Percent Change	
	SCH	%	1-Year	5-Year								
Business	9,816	19%	10,019	21%	10,458	21%	10,093	21%	10,775	23%	7%	10%
CLASS	11,705	23%	11,288	23%	10,587	22%	9,743	21%	9,276	20%	-5%	-21%
Education	13,168	26%	10,742	22%	10,405	21%	9,758	21%	9,493	20%	-3%	-28%
Nursing	1,471	3%	1,585	3%	1,540	3%	1,629	3%	1,968	4%	21%	34%
Engineering	575	1%	523	1%	430	1%	661	1%	189	0%	-71%	-67%
Science	10,258	20%	10,149	21%	11,012	23%	10,313	22%	10,189	22%	-1%	-1%
Urban Affairs	2,487	5%	2,910	6%	3,281	7%	3,502	7%	3,454	7%	-1%	39%
Law	1,130	2%	1,049	2%	970	2%	915	2%	944	2%	3%	-16%
Undergraduate Studies	316	1%	60	0%	-	-	-	-	-	-	-	-100%
Graduate Studies	6	0%	6	0%	20	0%	-	-	-	-	-	-100%
Other ¹	88	0%	129	0%	184	0%	360	0.8%	723	1.5%	101%	722%
Total SCH	51,020	100%	48,460	100%	48,887	100%	46,974	100%	47,011	100%	0%	-8%

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

Figure 2.21 & 2.22: Summer Enrollment and FTE (SCH/15) Trend Summer 2005-2009

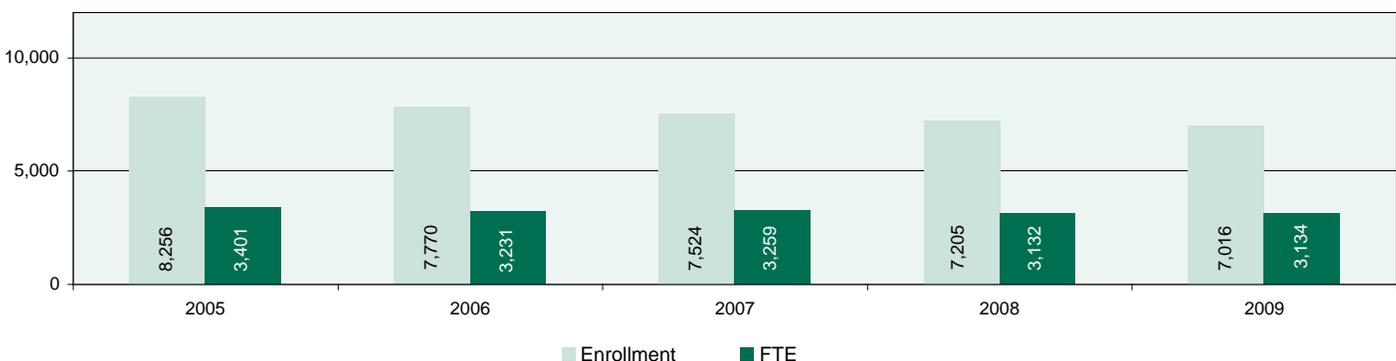


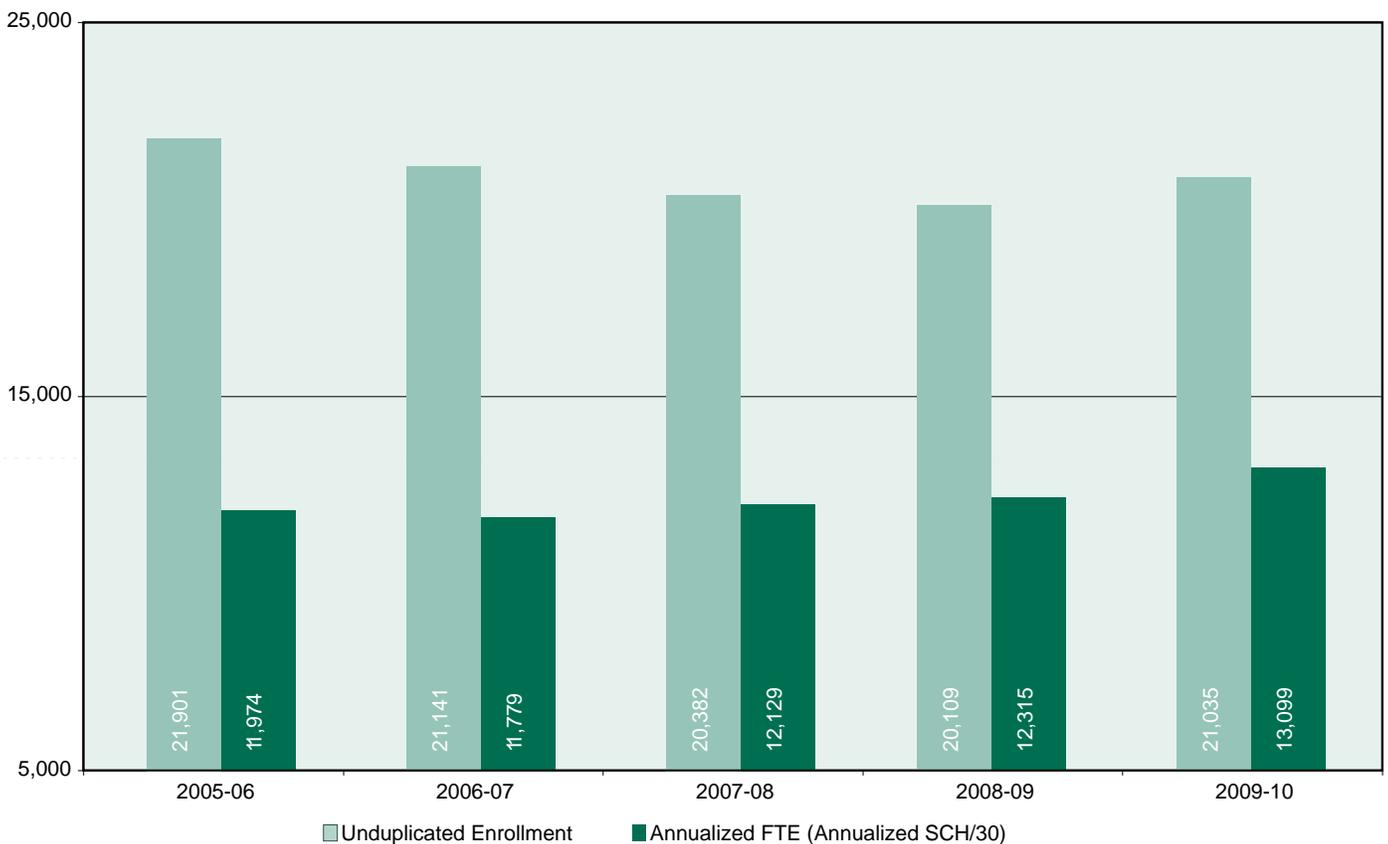
Table 2.23: Annualized Student Credit Hours (SCH) by College: 5-Year Trend

College	2005-06		2006-07		2007-08		2008-09		2009-10		Percent Change	
	SCH	%	1-Year	5-Year								
Business	51,921	14%	53,532	15%	54,318	15%	56,353	15%	62,511	16%	11%	20%
CLASS	111,451	31%	107,189	30%	112,628	31%	111,125	30%	118,784	30%	7%	7%
Education	59,663	17%	54,135	15%	52,939	15%	53,160	14%	52,997	13%	0%	-11%
Engineering	15,828	4%	15,216	4%	15,882	4%	16,052	4%	17,340	4%	8%	10%
Science	76,368	21%	78,020	22%	86,870	24%	90,202	24%	97,369	25%	8%	27%
Urban Affairs	16,118	4%	17,981	5%	19,981	5%	22,177	6%	22,811	6%	3%	42%
Law	19,218	5%	18,768	5%	18,677	5%	17,489	5%	17,240	4%	-1%	-10%
Undergraduate Studies ¹	7,518	2%	7,362	2%	1,219	0%	1,130	0%	1,251	0%	11%	-83%
Graduate Studies	22	0%	24	0%	48	0%	-	0%	-	0%	-	-100%
Honors	215	0%	180	0%	205	0%	243	0%	223	0%	-8%	4%
Other ²	901	0%	960	0%	1,094	0%	1,507	0%	2,441	1%	62%	171%
Total Annualized SCH	359,223	100%	353,367	100%	363,861	100%	369,438	100%	392,967	100%	6%	9%
Annualized FTE (Annualized SCH/30)	11,974		11,779		12,129		12,315		13,099		6%	9%
Unduplicated Enrollment	21,901		21,141		20,382		20,109		21,035		5%	-4%

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

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

Figure 2.23: Annualized FTE (SCH/30) and Unduplicated Enrollment Trend

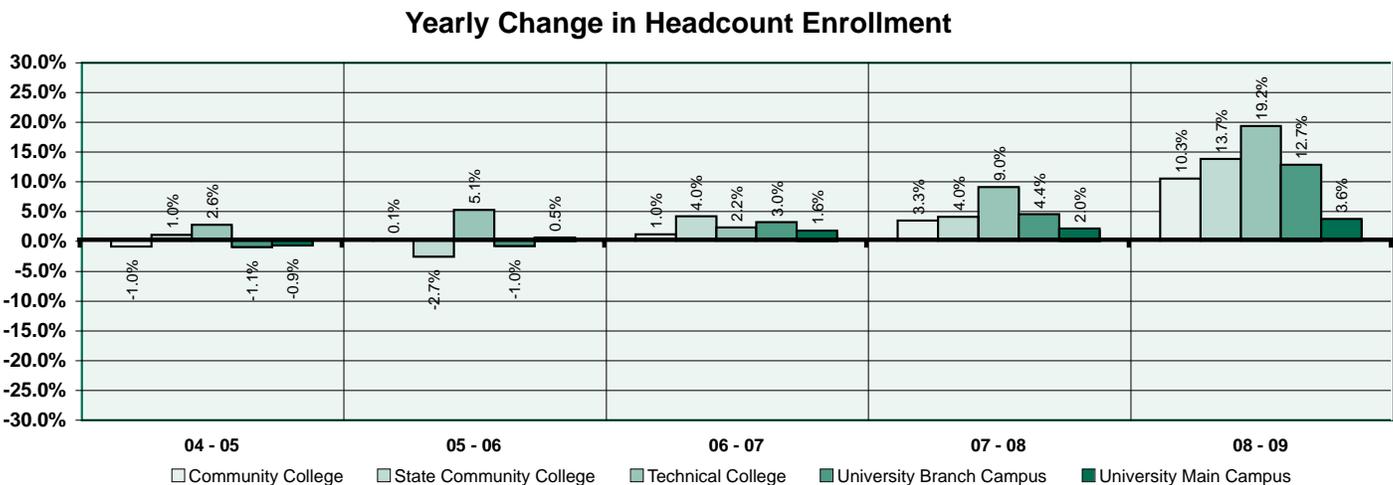


**Table 2.24: Yearly Change in Enrollment by Campus Types for Ohio Institutions
Fall 2005 – 2009**

Campus Type	2005	2006	2007	2008†	2009‡	Percent Change	
						1-year	5-year
Community College	71,531	71,636	72,374	74,792	82,528	10.3%	15.4%
State Community College	68,968	67,077	69,792	72,570	82,490	13.7%	19.6%
Technical College	27,417	28,811	29,443	32,080	38,242	19.2%	39.5%
University Branch Campus	45,829	45,381	46,758	48,815	54,999	12.7%	20.0%
University Main Campus	252,066	253,239	257,360	262,506	272,067	3.6%	7.9%

Note: (†) Medical University of Ohio was excluded because their data has not been finalized. (‡) Central State University has been excluded because its data has not been finalized. Central Ohio Technical College, Hocking Technical College, Kent State University, Shawnee State University, University of Cincinnati, University of Toledo and Wright State University have been included, but their data has been unfinalized to make corrections to their data. Run Date: 8/30/2010.

**Figure 2.24: Yearly Change in Enrollment by Campus Types for Ohio Institutions
Fall 2004 – 2009**



**Table 2.25: Main Campus Enrollment for Select Ohio Four Year Institutions
Fall 2005 – 2009**

Institution	2005	2006	2007	2008	2009	Percent Change	
						1-year	5-year
University of Akron	21,801	22,476	23,258	24,722	26,395	6.8%	21.1%
Bowling Green State University	19,091	19,150	18,653	17,877	—	—	—
University of Cincinnati	27,908	28,245	29,218	29,566	31,296	5.9%	12.1%
Cleveland State University	15,530	15,119	15,370	15,438	16,506†	6.9%	6.3%
Kent State University	23,874	22,869	22,978†	23,174†	25,351†	9.4%	6.2%
Miami University	16,574	16,198	16,406	16,815	16,767	-0.3%	1.2%
Ohio State University	51,333	52,512	53,408†	54,551†	—	—	—
Ohio University	20,461	20,610	21,089†	21,363†	22,640†	6.0%	10.6%
University of Toledo	19,354	19,448	19,950	22,252	23,119	3.9%	19.5%
Youngstown State University	12,920	13,279	13,603	13,683	—	—	—

Note: (†) Indicates institutions which had not finalized enrollment data by query date. Enrollment data excludes Study Abroad and Graduation Requirement course enrollments.
Source: The Ohio Board of Regents HEI Student Enrollment query. Run Date: April 27, 2010

Book of Trends 2010

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	2005	2006	2007	2008	2009	Percent Change	
							1 year	5 year
Bachelor's								
Accounting	Accounting	165	260	334	365	390	7%	136%
Business Administration	Business Administration	-	1	123	298	404	36%	-
	Business Administration (LK)	-	1	9	21	49	133%	-
Computer & Information Science	Computer and Information Science	85	93	127	131	176	34%	107%
	Computer Science	23	49	34	25	20	-20%	-13%
	Information Systems	52	61	78	95	107	13%	106%
Finance	Finance	98	179	210	218	185	-15%	89%
Management & Labor Relations	Management & Labor Relations	96	130	130	118	100	-15%	4%
Marketing	Marketing	98	159	181	197	196	-1%	100%
Operations & Supply Chain Management	Operations & Supply Chain Management	30	40	33	42	41	-2%	37%
Other Business	Accelerated Bachelors of Business Administration	2	14	-	-	-	-	-100%
	Business Economics	34	93	95	61	58	-5%	71%
	International Business	13	52	72	84	103	23%	692%
	Pre-Business Administration	119	73	31	13	10	-23%	-92%
	Undecided Business	977	535	385	258	227	-12%	-77%
Total		1,792	1,740	1,842	1,926	2,066	7%	15%
Master's								
Accounting	Financial Accounting & Audit	61	77	71	80	161	101%	164%
	Tax Program	9	16	19	17	25	47%	178%
AMBA	Accelerated Business Administration	61	65	46	45	15	-67%	-75%
Business Administration	Business Administration	510	514	527	564	672	19%	32%
Computer & Information Science	Computer and Information Science	147	147	140	93	99	6%	-33%
	Health Care Informatics Certification	-	-	-	1	-	-100%	-
EMBA	Executive Business Administration	9	32	39	42	34	-19%	278%
Finance	Finance	4	2	-	1	-	-100%	-100%
	MBA-Health Care	49	48	30	22	42	91%	-14%
Health Care Administration	Public Health	32	23	-	-	-	-	-100%
	Labor Relations & Human Resources	67	59	59	57	50	-12%	-25%
Marketing	Data-Driven Marketing Planning Certificate	1	1	-	-	-	-	-100%
	Global Business	-	-	-	-	1	-	-
	Marketing	-	2	-	-	-	-	-
	Marketing Analytics Certificate	-	-	-	-	2	-	-
Other Business	Graduate Business	172	160	173	169	194	15%	13%
	Pre Accelerated MBA	2	4	1	-	-	-	-100%
	Pre Executive MBA	6	2	-	-	-	-	-100%
Total		1,130	1,152	1,105	1,091	1,295	19%	15%

continued on next page

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

continued from previous page

Department/Program	Description	2005	2006	2007	2008	2009	Percent Change	
							1 year	5 year
Doctoral								
Business Administration	Accounting	1	-	-	1	-	-100%	-100%
	Business Administration	36	30	25	21	-	-100%	-100%
	Computer and Information Science	3	2	2	-	13	-	333%
	Finance	5	5	5	4	17	325%	240%
	Labor Relations and Human Resources	-	-	-	-	2	-	-
	Marketing	3	9	4	5	16	220%	433%
	Marketing-Global Business Specialization	-	-	-	-	3	-	-
	Operation Management & Business Statistics	5	5	4	5	11	120%	120%
Total		53	51	40	36	62	72%	17%
Total Business		2,975	2,943	2,987	3,053	3,423	12%	15%

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

- **Enrollment Growth.** Enrollment has continued to grow since 2006 with the College showing a 7% increase from 2008-09 and a robust 15% growth over a 5-year period. This growth is attributable to improved recruiting and advising programs at the College level, smooth transitions for transfer students from community colleges, and the introduction of new majors and curriculum improvements to encourage degree completion.
- **Nance-Lakeland Community College BBA Partnership.** Enrollment in the BBA degree completion program at Lakeland has proved to be a very popular option for students wishing to go beyond the associate's degree and work on the baccalaureate degree. Enrollment has grown from 21 in 2008 to 49 in 2009 (an increase of 133%).
- **Expanded BBA Curriculum.** In order to provide students with more depth and coverage in their major fields, the curriculum requirements for six majors within the BBA degree were increased by up to 8 credits effective Fall 2009.
- **Business Administration Major.** This cross-functional major has seen significant growth from 123 majors in 2007 to 298 in 2008 and to 404 in 2009, making it the most popular major in the College. This major, which requires the student to take elective courses in a minimum of four functional areas, appeals to many working adults who want to complete the business degree at the main campus and at convenient extended campus locations.
- **Other Popular Majors.** Other majors that continue to show enrollment growth include accounting, marketing, information systems, finance, international business, operations management, and business economics. Students are also continuing to choose double majors.
- **New Focus and Name for the OMS Department.** Responding to changing business conditions and needs of the corporate community, the Operations Management and Business Statistics Department (OMS) changed its name and the name of the major to Operations and Supply Chain Management (OSM). The department has developed new courses as well as a special track within the OSM major in supply chain management.
- **Viking Student-Managed Investment Fund:** Monetary support from the Key Bank Foundation, the University Foundation, and the Nance College created a \$250,000 fund dedicated to providing business students with hands-on experience in formulating strategy and selecting and managing an investment portfolio. A hand-picked group of highly-motivated undergraduate and graduate finance students are enrolled in this program and make investment decisions as a team. Competing against nearly 50 teams, the Viking Student Managed Investment Fund team won first place in the category of growth strategy among graduate level teams that participated in the R.I.S.E. Forum's international competition held in March, 2010, at the University of Dayton. The CSU team also won third place in the Global Investment Research Challenge conducted by the CFA Society of Cleveland.
- **New Consulting Course.** As an example of "engaged learning," Marketing and International Business students are matched up with target companies for consulting projects that result in fieldwork and hands-on learning.

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College of Business

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MASTER'S DEGREES

- The MBA degree continues to be the most popular graduate business degree in the College, accounting for 74% of graduate business enrollment.
- Enrollment for master's degree programs in business and CIS grew 19% from 2008 to 2009 and 15% over a five-year period. This increase has been attributed to improvements in the College's recruiting and enrollment management strategies and continuous commitments to student retention.
- A new **Global Accelerated MBA program** was launched in 2010. The program focuses on upper-division MBA courses and includes an international business study tour.
- A new MBA program was launched at the **Cleveland Clinic** in 2009 to permit employees to earn the MBA degree on site. Enrollment in the evening program is restricted to Cleveland Clinic employees. The lock-step program enrolls more than 35 students.
- **The Master of Accountancy program** almost doubled in size from 2008 to 2009. The program has grown in popularity because of attractive job prospects for accountants, strong leadership, curriculum improvements, and new admission requirements.

- **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.
- Enrollment for the **Master of Computer and Information Science program** increased 6%. An economic turnaround—with improved hiring and internship opportunities—is expected to drive enrollment for the MCIS program.
- Overall enrollment in master's degree programs grew 19% from 2008-09 or 15% over 5 years. Well-planned recruiting efforts and the offering of graduate programs at off-site locations including corporate sites have contributed to the growth of enrollments in our business programs.
- **Certificate in Global Sustainable Business Practices.** The Nance College was awarded a grant of \$189,449 from the U.S. Department of Education to integrate the principles of sustainability across all international business programs, partnerships, and alliances. The Global Certificate program was developed partly to fulfill the requirements of the grant but also to introduce sustainable business skills and practices to a new generation of business students. The certificate program is a partnership with **Groupe ESC Clermont Graduate School of Management in France** and incorporates an international study tour which will include site visits and interactive dialogue with company leaders recognized for their excellence in advancing sustainable management solutions in a global environment.

DOCTORAL DEGREES

- The DBA program recruited a new class of 33 students in the Fall 2009 semester.
- New cohorts are recruited every three years in order to provide full support for full-time students.
- Students in this flexible evening program specialize in five areas: finance, marketing, information systems, operations and supply chain management, and global business.
- Graduates of the DBA program are employed in faculty positions at universities in the U.S. and in various parts of the world including Canada, Taiwan, Zambia, Bangladesh, and Dubai.

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

Department/Program	Description	2005	2006	2007	2008	2009	Percent Change	
							1 year	5 year
Bachelor's								
Anthropology	Anthropology	32	30	39	53	62	17%	94%
Art	Art	161	172	179	197	215	9%	34%
	Graphic Design	1	9	2	6	5	-17%	400%
Communication	Communication	354	336	286	261	236	-10%	-33%
	Communication Management	-	18	37	29	37	28%	-
	Film and Digital Media	-	55	94	136	132	-3%	-
	Multimedia Advertising	-	-	-	1	-	-100%	-
	Journalism	-	78	137	155	172	11%	-
	Certificate in Journalism	-	-	-	1	-	-100%	-
Economics	Economics	28	31	20	17	29	71%	4%
English	English	164	184	211	210	221	5%	35%
	Professional Writing Certificate	-	-	-	-	1	-	-
History	History	89	101	99	119	143	20%	61%
	Social Studies	27	31	26	23	28	22%	4%
Interdisciplinary	Classical and Medieval Studies	1	4	14	11	11	0%	1000%
	Liberal Studies	27	44	52	54	48	-11%	78%
	Linguistics	5	8	15	16	18	13%	260%
	Women's Studies	4	12	8	10	7	-30%	75%
Modern Languages	French	12	12	11	16	8	-50%	-33%
	Spanish	24	34	34	39	45	15%	88%
Music	Music	84	96	95	95	68	-28%	-19%
	Pre-Music	5	12	18	21	59	181%	1080%
Philosophy	Bioethics Certificate	-	-	-	-	1	-	-
	Philosophy	24	18	22	22	25	14%	4%
Political Science/IR	International Relations	50	49	49	50	58	16%	16%
	Political Science	89	93	109	111	138	24%	55%
Religious Studies	Religious Studies	14	21	15	23	16	-30%	14%
Social Work	Social Work	167	203	164	224	194	-13%	16%
Sociology	Criminology	-	61	158	202	220	9%	-
	Social Science	4	14	15	10	8	-20%	100%
	Sociology	172	137	102	100	95	-5%	-45%
Theatre and Dance	Drama	20	32	39	45	49	9%	145%
Other CLASS	Pre-Education	142	58	23	14	7	-50%	-95%
	Pre-Social Work	27	38	83	61	101	66%	274%
	Other CLASS (FC)	41	13	8	2	-	-100%	-100%
	Exploratory	57	107	165	134	216	61%	279%
	Undecided CLASS	877	559	314	229	170	-26%	-81%
Total		2,702	2,670	2,643	2,697	2,843	5%	5%

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

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

Department/Program	Description	2005	2006	2007	2008	2009	Percent Change	
							1 year	5 year
Master's								
Art	Art	5	2	-	-	1	-	-80%
Communication	Communication	40	39	28	25	35	40%	-13%
Economics	Economics	13	15	24	16	27	69%	108%
English	English	72	67	66	65	68	5%	-6%
	Master of Fine Arts-Creative Writing	8	14	18	19	17	-11%	113%
History	History	33	26	28	31	32	3%	-3%
Modern Languages	Spanish	12	13	11	18	21	17%	75%
Music	Music	59	49	39	46	43	-7%	-27%
Philosophy	Advanced Study in Bioethics	1	-	-	3	1	-67%	0%
	Philosophy	16	24	16	10	12	20%	-25%
Political Science/IR	Global Interaction	-	-	-	-	4	-	-
Social Work	Social Work	183	200	196	205	197	-4%	8%
Sociology	Sociology	32	27	40	35	43	23%	34%
Other CLASS	Graduate CLASS Certificate	-	-	-	1	1	0%	-
	Undecided CLASS	81	66	68	72	80	11%	-1%
Total		555	542	534	546	582	7%	5%
CLASS TOTAL		3,257	3,212	3,177	3,243	3,425	6%	5%

Note: Corrected 4 incorrectly categorized GCADE students formerly under English by moving them to Undecided CLASS (1 in 2005, 1 in 2006, 1 in 2008 and 1 in 2009)

College of Liberal Arts and Social Sciences

UNDERGRADUATE TRENDS

- CLASS experienced substantial and steady growth in almost all degree-seeking programs during 2009. The college grew by 6% overall (1-year change), increasing by 5% at the undergraduate level and 7% at the graduate level.
- A new graduate degree program in Global Interactions, housed in the Political Science department, was introduced in 2009 and admitted its first cohort of students.
- Reorganization of existing programs and the addition of academic components from COEHS formed a new department of Theatre and Dance. Theatre, previously housed in the School of Communication as Drama, has grown from 20 declared majors in 2005 to 49 in 2009 – a 5-year increase of 145%.
- Undergraduates with declared majors in CLASS programs increased from 2,257 in 2008 to 2,349 in 2009, an increase of 92 new majors. This represents a 51% 5-year increase from 1,558 declared majors in 2005.
- More focused and consistent advising for undergraduate students continued to reduce the total number of students with no declared major. In 2005, there were a total of 1,144 students not admitted into a degree-seeking program; by 2009, this number had decreased to 494.
- Established majors that continued to exhibit steady growth over the 5-year period included Anthropology, Art, Economics, and Political Science.

- College interdisciplinary programs, supported by the College's Interdisciplinary Programs Office, continued to attract new majors, with 84 students declaring one of the interdisciplinary majors in 2009; this represents a 75% 5-year increase from the 37 students in these majors in 2005.

GROWTH AREAS

- Several recently-established majors continued to experience significant 1-year growth. These included Communication Management, which grew by 28%, and Journalism, which grew by 11%. Both were offered for the first time in 2006.
- Criminology, also introduced in 2006, continued to attract new majors. A 1-year increase of 9% brought the total number of Criminology majors to 220; combined with its other majors, this made the Department of Sociology and Criminology the 2nd largest department in the College, with 323 majors.
- While significant numbers of students declared these newly-established programs, traditional humanities disciplines experienced growth as well. These included History whose number of majors increased from 119 in 2008 to 143 in 2009, a 1-year increase of 20%; and English, which grew from 210 to 221 during the same time period, a 5% increase.

GRADUATE PROGRAMS

- The College gained in graduate enrollments in 2009, increasing by 7% from the previous year and 5% over 5 years.
- MA programs in Economics, Spanish, and Sociology showed significant and steady growth based on both 1-year and 5-year comparisons. Economics had a 1-year increase of 69% (a 5-year increase of 108%); Spanish had a 1-year increase of 17% (5-year increase of 75%); and Sociology a 1-year increase of 23% (5-year increase of 34%)
- While the number of students enrolled in the Master of Social Work program decreased slightly from the previous year, at 197 students the program remains the largest in the college, representing 39% of the total 502 degree-seeking graduate students.

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

Department/Program	Description	2005	2006	2007	2008	2009	Percent Change		
							1 year	5 year	
Bachelor's									
Health And Physical Education	Exercise/Fitness Specialist	3	12	14	17	14	-18%	367%	
	Physical Education	37	25	20	19	17	-11%	-54%	
	Sports Management	10	23	18	24	18	-25%	80%	
Teacher Education	Early Childhood Education	235	203	183	180	171	-5%	-27%	
	Middle Childhood Education	150	128	87	93	78	-16%	-48%	
	Mild/Moderate Educational Needs	79	88	74	78	70	-10%	-11%	
	Moderate/Intensive Educational Needs	20	31	27	26	20	-23%	0%	
Other Education	Special Education	10	11	9	3	2	-33%	-80%	
	Pre-Education	146	203	311	314	444	41%	204%	
	Teacher Certification	118	103	101	87	88	1%	-25%	
	Undecided Education	208	89	56	37	22	-41%	-89%	
Total		1,016	916	900	878	944	8%	-7%	
Master's									
CASAL	Adult Learning and Development	97	97	111	111	97	-13%	0%	
	Chemical Dependency Counseling Certificate	-	-	-	-	8	-	-	
	Community Agency Counseling	46	57	56	75	66	-12%	43%	
	Counseling and Pupil Personnel Administration	1	1	1	1	-	-100%	-100%	
	Early Childhood Mental Health	-	-	-	-	7	-	-	
	Educational Administration	100	85	78	82	94	15%	-6%	
	Education Specialist	3	3	4	1	-	-100%	-100%	
	Organizational Leadership	-	-	16	50	23	-54%	-	
	School Counseling	92	88	83	73	82	12%	-11%	
	Supervision	8	16	13	12	6	-50%	-25%	
	Health And Physical Education	Community Health Education	21	30	20	16	13	-19%	-38%
		Exercise Science	18	17	16	18	34	89%	89%
		Health and Physical Education-Curric. & Instruction	-	-	-	1	-	-100%	-
Master of Public Health		-	-	25	28	33	18%	-	
Sports Management		31	32	30	26	30	15%	-3%	
	Sports Management and Exercise Science	4	9	8	10	3	-70%	-25%	

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

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Department/Program	Description	2005	2006	2007	2008	2009	Percent Change	
							1 year	5 year
Teacher Education	Certificate Program in TESOL	-	-	3	13	6	-54%	-
	Curriculum & Instruction	709	659	666	684	642	-6%	-9%
	Middle Child Math Education	3	6	8	11	-	-100%	-100%
	Middle Child Science Education	-	10	3	4	-	-100%	-
Other Education	Education	30	5	5	2	-	-100%	-100%
	Graduate Education	572	347	299	250	213	-15%	-63%
	Graduate Education Licensure	141	156	122	170	178	5%	26%
Total		1,876	1,618	1,567	1,638	1,535	-6%	-18%
Doctoral								
	Counseling	29	26	20	16	18	13%	-38%
	Counseling Psychology	-	5	12	14	16	14%	-
	Leadership and Lifelong Learning	6	10	13	17	22	29%	267%
	Learning and Development	33	34	36	35	29	-17%	-12%
	Policy Studies	10	9	9	12	14	17%	40%
	School Administration	16	19	18	16	13	-19%	-19%
Total		94	103	108	110	112	2%	19%
Education Total		2,986	2,637	2,575	2,626	2,591	-1%	-13%

Note: COEHS has chosen to revise the way it rolls up individual plans to more effectively reflect its current programs. 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 are likely linked to the 5-year decline in teacher education programs. Since 2007 and 2008, overall enrollment in these programs has been fairly stable which may be the result of a more aggressive recruitment campaign in 2008-09. A significant increase in Pre-Education majors signals an expected upturn in teacher education program enrollments.
- Healthy five-year growth figures for the undergraduate Exercise/Fitness and Sports Management programs show an increasing demand for specialists in these areas.

MASTERS DEGREE PROGRAMS

- Exercise Science shows a significant increase in 2009, perhaps resulting from greater nationwide attention to health and wellness.
- As local job openings for teachers and school counselors dwindle, interest in these programs has declined.
- A 2009 upturn in School Administration enrollment may have resulted from a wave of school administrator retirements in the past few years.

DOCTORAL PROGRAM

- Overall gains in the doctoral program remain modest as there is a cap on enrollment in this cohort-based program.
- Enrollment in the fairly new Counseling Psychology program continues to grow as the program matures and potential students become aware of the quality of the program.

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

Department/Program	Description	2005	2006	2007	2008	2009	Percent Change	
							1 year	5 year
Bachelor's								
Nursing	Accelerated Option Nursing	50	51	51	56	68	21%	36%
	Basic Nursing	119	141	144	137	84	-39%	-29%
	Pre-Nursing	74	127	150	233	341	46%	361%
	RN Nursing	48	64	60	48	22	-54%	-54%
Total		291	383	405	474	515	9%	77%
Master's								
Nursing	MS Nursing	12	18	28	45	41	-9%	242%
	MS Nursing & MBA Joint Degree	-	-	-	2	1	-50%	-
	Nursing Education Certificate	-	-	2	1	1	0%	-
Total		12	18	30	48	43	-10%	258%
Nursing Total		303	401	435	522	558	7%	84%

Note: Counts for undergraduate nursing categories in the 2005-07 time frame have been shifted amongst the programs to reflect departmental records. This was missed in the printed Book of Trends but has been updated here.

School of Nursing

CHANGE IN STATUS

On July 1, 2010, the School of Nursing, which had been part of the College of Education and Human Services, became a free-standing unit reporting directly to the Provost. The nursing enrollment data shown in this publication have been extracted from what was reported as part of the College of Education and Human Services in previous years.

The School of Nursing is now housed in the newly constructed Julka Hall, which provides a wonderful environment for students, faculty and staff to work together to meet outcome goals. The Nursing Resource Laboratories, an essential component for clinical education, remain in the Chester Building. They have been expanded and updated and continue to provide outstanding learning opportunities for nursing students.

BACHELOR'S DEGREE PROGRAMS

- The School of Nursing offers three different tracks through which students can earn a Bachelor of Science in Nursing degree. These are the traditional BSN track, the Accelerated Option track, and the RN to BSN track. The first two tracks allow the graduate to seek licensure as a professional nurse. The third provides a route for licensed RNs to seek the baccalaureate degree in preparation for graduate study and/or career advancement.
- The protracted slowdown of the economy and its consequences have temporarily diminished the critical nursing shortage, as nurses are delaying retirement and part-time nurses are choosing to work full-time. However, the demand for nurses nationwide will continue to grow, making nursing an appealing career choice with excellent prospects for employment or promotion. The Accelerated Option (AO) track, which allows individuals with a bachelor's degree in another area to earn the BSN in four consecutive semesters, has been especially attractive to those seeking a change to a more stable career.
- Larger state-of-the-art classroom space in Julka Hall has allowed the School of Nursing to expand the number of qualified applicants accepted.

- Beginning in Fall 2008, the entire RN to BSN track has been offered online, allowing working nurses the flexibility to complete a degree around their demanding 24/7 schedules.
- A major revision of the undergraduate curriculum and course scheduling completed during this past year promises to improve the learning experience and enhance outcomes.

MASTERS DEGREE PROGRAMS

The MSN program has seen enrollment increase as a result of the resumption of recruiting efforts that had been previously nearly absent due to loss of staff.

The on-line delivery of this program serves not only working nurses, but also allows out-of state students to benefit from CSU's population health based graduate program. This has contributed to the observed increase in the MSN program, as have changes in professional standards that promote advanced education for nurses.

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

Department/Program	Description	2005	2006	2007	2008	2009	Percent Change	
							1 year	5 year
Bachelor's								
Chemical & Biomedical Engineering	Chemical Engineering	50	58	56	66	76	15%	52%
	Engineering Biotechnology	-	1	-	-	-	-	-
Civil & Environmental Engineering	Civil Engineering	85	76	101	104	104	0%	22%
Electrical & Computer Engineering	Computer Engineering	75	55	58	68	70	3%	-7%
	Electrical & Computer Engineering	-	1	1	-	-	-	-
Engineering Technology	Electrical Engineering	132	122	128	140	145	4%	10%
	Electronic Engineering Technology	24	23	23	27	40	48%	67%
	Industrial Engineering Technology	-	1	-	-	-	-	-
Industrial & Manufacturing Engineering	Mechanical Engineering Technology	28	16	23	25	38	52%	36%
	Industrial & Manufacturing Engineering	19	20	26	19	12	-37%	-37%
Mechanical Engineering	Mechanical Engineering	147	160	170	169	193	14%	31%
Other Engineering	Pre-Engineering	32	62	81	91	120	32%	275%
	Engineering Tech Undecided	-	-	-	16	34	113%	-
	Undecided Engineering	45	25	13	14	24	71%	-47%
Total		637	620	680	739	856	16%	34%
Master's								
Chemical & Biomedical Engineering	Biomedical Engineering	-	-	-	-	9	-	-
	Chemical Engineering	40	35	38	29	25	-14%	-38%
Civil & Environmental Engineering	Civil Engineering	36	25	33	37	50	35%	39%
	Engineering Mechanics	2	1	1	1	3	200%	50%
Electrical & Computer Engineering	Environmental Engineering	14	11	15	10	9	-10%	-36%
	Electrical & Computer Engineering	138	164	161	117	108	-8%	-22%
	Software Engineering Certificate	1	11	25	27	26	-4%	2500%
Industrial & Manufacturing Engineering	Industrial & Manufacturing Engineering	34	38	36	28	23	-18%	-32%
Mechanical Engineering	Mechanical Engineering	51	61	58	56	60	7%	18%
Other Engineering	Graduate Engineering	26	18	17	20	26	30%	0%
Total		342	364	384	325	339	4%	-1%
Doctoral								
Doctor of Engineering	Applied Biomedical Engineering	24	21	32	26	28	8%	17%
	Chemical Engineering	8	6	6	8	5	-38%	-38%
	Civil Engineering	7	7	7	6	6	0%	-14%
	Doctor of Engineering	1	-	-	-	-	-	-100%
	Electrical & Computer Engineering	14	16	21	19	27	42%	93%
	Industrial & Manufacturing Engineering	7	6	9	5	5	0%	-29%
	Mechanical Engineering	4	6	8	4	6	50%	50%
Total		65	62	83	68	77	13%	18%
Engineering Total		1,044	1,046	1,147	1,132	1,272	12%	22%

College of Engineering

BACHELOR'S

- Compared with 2008 data, the College shows a 16% increase. The increase in undergraduate enrollment can be attributed to Fenn Academy's involvement with local high schools.
- The increasing enrollment trend is expected to continue as the enrollment has increased by 34% over a five-year period.
- The College's new undergraduate enrollment shows a significant 119% increase over a five-year period (referring to Table 2.5). In particular, the new freshmen enrollment has realized an impressive 146% increase over the past five-year period. Furthermore, the new freshmen's high school mean GPA reached 3.55 in 2009.
- The enrollment decrease from the Industrial & Manufacturing Engineering was expected since its undergraduate program has been suspended.

MASTER'S AND DOCTORAL PROGRAMS

- The College's enrollment at the Master's level slowed down in Fall 2008 after two consecutive years of growth. But, it has turned around in Fall 2009.
- The newly established Master program of Biomedical Engineering has been successful in attracting a significant number of new students to the program.
- In comparison with Fall 2008 the enrollment of the College's Doctoral Program shows a 13% increase, and an overall 18% increase over the five-year period.

OVERALL

- The recent gains at the undergraduate level continue to look very promising for the future enrollment in the College of Engineering.
- The College was recently funded by OBOR under the Choose Ohio First Scholarships Program with approximately a half million dollars for the program entitled "Engineering across the Pipelines". The program is expected to improve the enrollment at the Master's level in the next five years.
- Our 4+1 Accelerated Masters Programs from four departments taking effect in Fall 2009 and the proposed M.S. in Biomedical Engineering are expected to attract our senior students into the graduate programs.
- The College's recent articulation agreement with Bahceshir University from Turkey will bring additional graduate students starting Fall 2009.
- Over a five-year period, the College has realized an overall enrollment gain of 22%.

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

Department/Program	Description	2005	2006	2007	2008	2009	Percent Change	
							1 year	5 year
Bachelor's								
Biology, Geology & Environmental Science	Biology	209	201	208	229	291	27%	39%
	Biology-Medical Technology	20	21	23	39	44	13%	120%
	Biotechnology Laboratory Track	-	-	1	-	-	-	-
	Environmental Science	28	30	39	47	48	2%	71%
	Geological Science	11	10	7	6	19	217%	73%
Chemistry	Chemistry	43	60	73	83	89	7%	107%
	Pre-Pharmacy	68	84	75	66	95	44%	40%
Health Sciences	Health Science	105	232	343	435	487	12%	364%
	Speech & Hearing	32	56	65	76	80	5%	150%
Mathematics	Mathematics	65	79	64	64	66	3%	2%
Physics	Physics	14	17	28	26	33	27%	136%
Psychology	Psychology	335	380	366	365	429	18%	28%
	Psychology (LR)	-	6	30	61	62	2%	-
Other Science	Pre-Professional	134	120	123	105	114	9%	-15%
	Undecided Science	461	268	166	83	85	2%	-82%
Total		1,525	1,564	1,611	1,685	1,942	15%	27%
Master's								
Biology, Geology & Environmental Science	Biology	23	30	24	24	27	13%	17%
	Environmental Science	15	9	9	11	14	27%	-7%
Chemistry	Chemistry	9	15	17	28	37	32%	311%
Health Sciences	Gerontological Studies	-	1	3	3	3	0%	-
	Health Science	41	46	45	70	80	14%	95%
	Physical Therapy	34	42	55	28	-	-100%	-100%
	Occupational Therapy	52	66	64	90	93	3%	79%
	Speech Pathology and Audiology	35	39	54	55	52	-5%	49%
Mathematics	Mathematics	23	21	22	24	29	21%	26%
Physics	Physics	19	13	10	14	16	14%	-16%
Psychology	Psychology	103	114	120	128	120	-6%	17%
Other Science	Culture, Com and Health Care	1	1	-	-	-	-	-100%
Other Science	Undecided Science	59	52	50	51	83	63%	41%
Total		414	449	473	526	554	5%	34%

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Table 3.6: College of Sciences and Health Professions: Fall Enrollment by Level and Major, 5-year Trend*continued from previous page*

Department/Program	Description	2005	2006	2007	2008	2009	Percent Change	
							1 year	5 year
Doctoral								
Biology, Geology & Environmental Science	Regulatory Biology	50	53	50	66	64	-3%	28%
Chemistry	Clinical Bioanalytical-Chemistry	55	53	55	45	52	16%	-5%
Health Sciences	Doctor of Physical Therapy	-	-	-	33	63	91%	-
Psychology	Doctor of Philosophy Adult Dev. & Aging	-	-	-	-	2	-	-
Total		105	106	105	144	181	26%	72%
Science Total		2,044	2,119	2,189	2,355	2,677	14%	31%

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

The College of Sciences and Health Professions has chosen to revise the way it rolls up individual plans to more effectively reflect its current programs.

College of Sciences and Health Professions

GENERAL COMMENTS – GROWTH OF COLLEGE OF SCIENCE

- The data show substantial enrollment growth in the College over the past five years.
- Steady growth in the number of majors is seen for almost every College of Science major over the five year period. Growth is strongest in the departments of Health Sciences (including Speech and Hearing), taking into account both number of majors and SCH. Psychology and Chemistry have also seen a significant growth in the number of students over the five year period both at the graduate and undergraduate level. Selective programs within the Department of Biological, Geological, and Environmental Sciences, medical technology and environmental sciences, have shown solid steady growth over the last five years.
- New programs (e.g., Bachelor of Science in Pharmaceutical Sciences) 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 (or much faster) than average growth rates are projected through 2016 by the Bureau of Labor Statistics (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).

SCIENCE 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 and Lakeland Community College (with 20 Tri-C health sciences programs feeding students into the undergraduate BSHS program). A greater awareness of excellent employment opportunities in health-related fields and an increasing use of the BSHS major as a pre-professional degree have contributed to this increase as well.
- An agreement to create a CSU psychology major at Lakeland Community College will also encourage enrollment growth.
- Substantial growth in graduate programs is anticipated with the initiation of several new programs including: 4+1 master's degree options in all COSHP Departments, a joint OT/PT expansion in collaboration with the Cleveland Clinic, and a proposed Ph.D. in Rehabilitation Science in collaboration with the Cleveland Clinic.
- The joint program with NEOUCOM will add a post-baccalaureate pre-medicine program with an emphasis on urban health.
- Speech and Hearing programs at both the undergraduate and graduate level have shown substantial growth.

DOCTORAL PROGRAMS

- Graduate programs in Biology, Chemistry, and Physics are nationally/internationally visible programs that partner with the Cleveland Clinic. Changes in enrollment are largely a function of available funding to support doctoral programs; the number of outstanding applicants has continued to increase.
- External funding in the College has increased to \$4.2M in AY 2010.

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

Department/Program	Description	2005	2006	2007	2008	2009	Percent Change	
							1 year	5 year
Bachelor's								
Urban Studies	Environmental Studies	9	13	13	15	14	-7%	56%
	Organizational Leadership	-	-	-	-	25	-	-
	Public Safety Management	35	45	40	35	34	-3%	-3%
	Nonprofit Administration	42	55	51	64	63	-2%	50%
Other Urban Affairs	Urban Studies	88	121	133	119	126	6%	43%
	Pre-Urban Affairs	2	1	1	2	-	-100%	-100%
	Undecided Urban Affairs	69	42	21	22	30	36%	-57%
	Urban Affairs Certificate ^c	-	-	-	1	-	-100%	-
Total		245	277	259	258	292	13%	19%
Master's								
Urban Studies	Environmental Studies	14	14	15	19	29	53%	107%
	Nonprofit Admin & Leadership	-	-	8	19	25	32%	-
	Public Administration (MPA)	135	114	98	92	80	-13%	-41%
	Urban Planning and Design	45	67	68	74	61	-18%	36%
	Urban Studies	17	20	21	17	11	-35%	-35%
	Local and Urban Management ^{c 1}	1	-	-	-	1	-	0%
	Nonprofit Management ^c	6	10	3	5	12	140%	100%
	Urban Economic Development ^c	3	3	-	3	1	-67%	-67%
	Urban Geographic Information Systems ^c	1	2	4	2	2	0%	100%
	Urban Real Estate Development & Finance ^c	2	7	4	4	3	-25%	50%
Other Urban Affairs	Research Administration Cert ^c	-	-	1	-	-	-	-
	Graduate NonDegree Urban Affairs	68	64	77	76	68	-11%	0%
Total		292	301	299	311	293	-6%	0%
Doctoral								
Urban Studies	Urban Studies	51	52	50	46	36	-22%	-29%
Urban Affairs Total		588	630	608	615	621	1%	6%

^c Certificate Program

¹ These numbers do not reflect degree-seeking students who also receive a certificate.

Maxine Goodman Levin College of Urban Affairs

- The 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 *U.S. News and World Report's* 1998, 2002, 2005, and 2008 editions of America's Best Graduate Schools for the graduate specialty in City Management and Urban Policy.
- The Levin College is "Changing America's Cities One Graduate at a Time". Levin alumni run cities, work for local, state, and federal government, manage community organizations, work in historic preservation, conduct urban research, and contribute to the economic development of urban regions.
- First-year enrollment is strong in the newly-developed undergraduate major in Organizational Leadership, a partnership between the Levin College, the Nance College of Business, and the College of Liberal Arts and Social Sciences.
- The Urban Studies major continues to grow and remains the largest major in the College.
- Nonprofit Administration is now the Levin College's second-largest undergraduate major.
- New offerings at the college include the addition of a minor and undergraduate certificate in Sustainable Urban Development, a Certificate in Public Management, and a new articulation agreement between the Environmental Studies major and Cuyahoga Community College's Environmental Health and Safety degrees. These programs are a response to growing student interest in urban sustainability programs in this region and across the nation.
- Graduate enrollment in the Environmental Studies program continues to increase, now with over 35 students enrolled.
- The PhD in Urban Studies was redesigned and updated in 2010 to include concentrations in Urban Policy and Development, Public Administration, and Communications.

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

Department/Program	Description	2005	2006	2007	2008	2009	Percent Change	
							1 year	5 year
Law	JD	698	667	659	620	591	-5%	-15%
	JD/MBA (Law and Business Administration)	19	16	23	25	26	4%	37%
	JD/MPA (Law and Public Administration)	11	12	15	14	13	-7%	18%
	JD/MSES (Law and Environmental Science)	1	2	1	1	-	-100%	-100%
	LAWVS (Visiting Students)	5	5	2	-	2	-	-60%
	JD/MAES (Law and Environmental Studies)	3	2	3	5	6	20%	100%
	JD/MUPDD (Law and Urban Planning, Design and Development)	6	5	6	2	2	0%	-67%
	LLM (Master of Law)	5	3	3	5	5	0%	0%
Law Total		748	712	712	672	645	-4%	-14%

Cleveland-Marshall College of Law

- 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.
- Based on LSAT scores and undergraduate GPAs, our law students rank among the top three public law schools in Ohio.
- According to *U.S. News & World Report*, our part-time program is the best in Ohio.
- According to *National Jurist*, our law school is ranked in the top 50 public interest programs in the country.
- More than half of the law school's faculty members have advanced degrees in addition to their law degree.
- The College of Law library has more than a half million volumes in its collection.
- The law school co-sponsors a student summer law institute in St. Petersburg, Russia.
- The Center for Health Law and Policy issues a Certificate in Health Law to JD students who complete a range of courses in Health Law Regulation, Policy & Ethics, or Business & Litigation and complete an externship or clinic in the field of health law, including the new Community Health Advocacy Law Clinic.
- The law school's pipeline programs – the Law and Leadership Program and the Summer Legal Academy – introduce high school students to the legal profession and provide motivation and mentoring.

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

Department/Program	Description	2005	2006	2007	2008	2009	Percent Change	
							1 year	5 year
Bachelor's								
Undergraduate Studies	Undergraduate Studies	361	164	95	67	80	19%	-78%
	Pre-Business Administration	57	100	107	69	75	9%	32%
	Pre-College of Engineering	16	31	31	17	15	-12%	-6%
	Pre-Educ & Human Serv (Educ)	36	57	74	50	39	-22%	8%
	Pre-Educ & Human Serv (Nurs)	19	33	23	20	15	-25%	-21%
	Pre-Liberal Arts & Social Science	56	120	185	118	102	-14%	82%
	Pre-Music	-	3	1	2	6	200%	-
	Pre-Science	33	77	94	63	78	24%	136%
	Pre-Social Work	6	2	2	3	2	-33%	-67%
	Pre-Urban Affairs	3	7	5	1	4	300%	33%
	Project 60	244	225	260	233	254	9%	4%
	PSEOP	166	139	144	141	168	19%	1%
	SYAP	1	1	24	-	-	-	-100%
	Undergraduate Nondegree	-	-	1	-	-	-	-
Undergraduate Studies Total		998	959	1,046	784	838	7%	-16%

Undergraduate Studies

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

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

Department/Program	Description	2005	2006	2007	2008	2009	Percent Change	
							1 year	5 year
Undergraduate Non-Degree	Cross Registration Undergraduate	26	20	31	33	28	-15%	8%
	National Student Exchange	-	-	-	1	2	100%	-
	Nondegree Post-baccalaureate	6	3	1	2	1	-50%	-83%
	Undergraduate Transient	35	38	49	34	45	32%	29%
	Undergraduate Nondegree	288	280	279	255	274	7%	-5%
Other Non-Degree	Visiting	15	27	27	28	17	-39%	13%
Undergraduate Non-Degree Total		370	368	387	353	367	4%	-1%

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

Department/Program	Description	2005	2006	2007	2008	2009	Percent Change	
							1 year	5 year
Graduate Non-degree	Graduate Transient	4	11	8	12	13	8%	225%
	Graduate Non-degree	77	52	45	38	30	-21%	-61%
	Graduate Visiting	126	24	42	3	1	-67%	-99%
Graduate Studies Total		207	87	95	53	44	-17%	-79%

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

Department/Program	Description	2005	2006	2007	2008	2009	Percent Change	
							1 year	5 year
CSU	ESL Intensive Language Program	21	27	25	31	45	45%	114%
	Undergrad Special Degree	8	1	-	-	-	-	-100%
	Graduate Special Degree	1	-	-	-	-	-	-100%
CSU Total		30	28	25	31	45	45%	50%

**Table 3.12: Dual Major Enrollment by College and Academic Level
Fall 2009**

Department/Program	Major	Undergraduate	Graduate	Total
Business				
Accounting	Accounting	4		4
	Financial Accounting-Audit		8	8
	Tax Program		2	2
Business Administration	Business Administration	2	8	10
Computer & Information Science	Comp & Info Science	1		1
	Computer Science	1		1
	Information Systems	9		9
Finance	Finance	5		5
Health Care Administration	MBA-Health Care		3	3
Management & Labor Relations	Management & Labor Relations	7		7
Marketing	Marketing	13		13
Operations & Supply Chain Management	Oper Mgmt & Business Statistics	1		1
Other Business	Business Economics	1		1
	Graduate Business		1	1
	International Business	7		7
Total College of Business		51	22	73
CLASS				
Anthropology	Anthropology	7		7
Art	Art	5		5
Communication	Communication	19		19
	Communication Management	1		1
	Film and Digital Media	13		13
	Journalism & Promotional Communications	6		6
	Multimedia Advertising	1		1
Economics	Economics	2	1	3
English	English	9	1	10
History	History	11		11
	Social Studies	24		24
	Classical and Medieval Studies	2		2
Interdisciplinary	Linguistics	4		4
	Women's Studies	2		2
	French	1		1
Modern Languages	Spanish	7		7

**Table 3.12: Dual Major Enrollment by College and Academic Level
Fall 2009**

continued from previous page

Department/Program	Major	Undergraduate	Graduate	Total
Music	Music	1	-	1
Philosophy	Philosophy	5	1	6
Political Science/IR	International Relations	10	-	10
	Political Science	11	-	11
Religious Studies	Religious Studies	6	-	6
Theatre and Dance	Dramatic Arts	3	-	3
Social Work	Social Work	1	2	3
Sociology	Criminology	19	-	19
	Sociology	36	-	36
Total Class		206	5	211
Education				
CASAL	Adult Learning and Development	-	1	1
	Community Agency Counseling	-	1	1
	Counseling and Pupil Personnel Admin.	-	1	1
	Education Specialist	-	1	1
	Educational Administration	-	3	3
	Supervision	-	1	1
Doctoral	Urban Education: Counseling	-	1	1
	Urban Education: L & L-L	-	1	1
Health And Physical Education	Community Health Education	-	1	1
	Pre-Educ & Human Serv (Educ)	1	-	1
	Sports Management	1	-	1
	Sports Management, Exercise/Fitness Spec.	-	1	1
Other Education	Graduate Education	-	2	2
	Graduate Education Licensure	-	1	1
	Health and Physical Education	-	1	1
Teacher Education	Curriculum and Instruction	-	5	5
	Early Childhood Education	2	-	2
Total College of Education and Human Services		4	21	25

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**Table 3.12: Dual Major Enrollment by College and Academic Level
Fall 2009**

continued from previous page

Department/Program	Major	Undergraduate	Graduate	Total
Engineering				
Chemical & Biomedical Engineering	Applied Biomedical Engineering	-	2	2
	Chemical Engineering	2	2	4
Civil & Environmental Engineering	Civil Engineering	2	-	2
	Environmental Engineering	-	2	2
Doctor of Engineering	Mechanical Engineering	-	1	1
Electrical & Computer Engineering	Computer Engineering	6	-	6
	Electrical Engineering	5	6	11
Industrial & Manufacturing Engineering	Industrial Engineering	-	2	2
Mechanical Engineering	Mechanical Engineering	3	1	4
Other Engineering	Graduate Engineering	-	2	2
Total College of Engineering		18	18	36
Science				
Biology, Geology & Environmental Science	Biology	5	5	10
	Environmental Sciences	2	-	2
Chemistry	Chemistry	6	6	12
Health Sciences	Health Science	-	2	2
	Health Science Pre-therapy	2	-	2
	Health Sciences BS	4	-	4
Mathematics	Mathematics	6	-	6
Other Science	Pre-Medicine	1	-	1
Physics	Physics	5	-	5
Psychology	Psychology	27	-	27
	Psychology - Clinical	-	1	1
	Psychology (LR)	1	-	1
	Psychology-Diversity Mgmt	-	1	1
	Psychology-Experimental	-	2	2
Speech & Hearing	Speech & Hearing	7	-	7
Total College of Science and Health Professions		66	17	83
Urban Affairs				
Other Urban Affairs	Graduate Urban Affairs	-	1	1
Urban Studies	Public Administration	-	2	2
	Urban Studies	5	-	5
	Urban Studies (LR)	1	-	1
Total College of Urban Affairs		6	3	9
University Total		351	86	437

**Table 3.13: College of Business
Fall Enrollment by Class Standing and Student Credit Hours by Course Level: 5-Year Trend**

Table 3.13a: Enrollment by Class Standing

Class Standing											Percent Change	
	2005	%	2006	%	2007	%	2008	%	2009	%	1 year	5 year
First Year	355	12%	353	12%	315	11%	318	10%	375	11%	18%	6%
Sophomore	295	10%	259	9%	325	11%	297	10%	290	8%	-2%	-2%
Junior	388	13%	405	14%	406	14%	478	16%	467	14%	-2%	20%
Senior	754	25%	723	25%	796	27%	833	27%	934	27%	12%	24%
Master's	1,130	38%	1,152	39%	1,105	37%	1,091	36%	1,295	38%	19%	15%
Doctoral	53	2%	51	2%	40	1%	36	1%	62	2%	72%	17%
Total	2,975	100%	2,943	100%	2,987	100%	3,053	100%	3,423	100%	12%	15%

Table 3.13b: Student Credit Hours by Course Level

Course Level											Percent Change	
	2005	%	2006	%	2007	%	2008	%	2009	%	1 year	5 year
Lower (100-299)	4,190	20%	4,359	20%	4,415	19%	4,851	20%	5,103	20%	5%	22%
Upper (300-499)	9,090	42%	9,325	42%	10,176	45%	10,846	46%	10,889	42%	0%	20%
Master's (500-699)	7,953	37%	8,257	37%	7,960	35%	7,906	33%	9,460	37%	20%	19%
Doctoral (700-899)	182	1%	200	1%	151	1%	94	0%	352	1%	274%	93%
Total	21,415	100%	22,141	100%	22,702	100%	23,697	100%	25,804	100%	9%	20%

Note: Since 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 3.13a: Enrollment by Class Standing

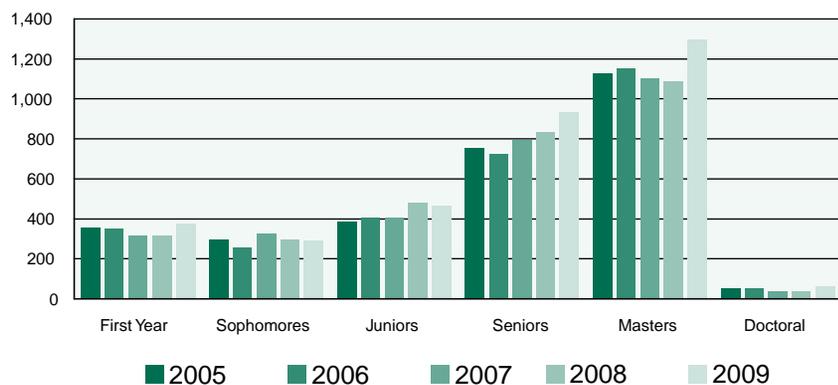
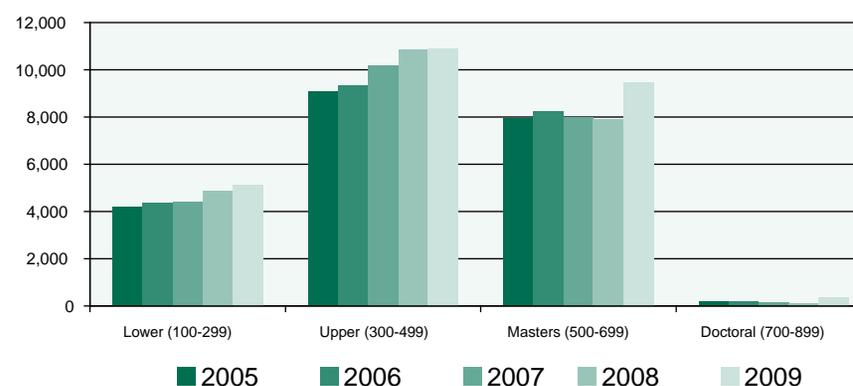


Figure 3.13b: Student Credit Hours by Course Level



**Table 3.14: College of Liberal Arts and Social Sciences
Fall Enrollment by Class Standing & Student Credit Hours by Course Level: 5-Year Trend**

Table 3.14a: Enrollment by Class Standing

Class Standing											Percent Change	
	2005	%	2006	%	2007	%	2008	%	2009	%	1 year	5 year
First Year	497	15%	479	15%	544	17%	517	16%	552	16%	7%	11%
Sophomore	467	14%	484	15%	440	14%	494	15%	480	14%	-3%	3%
Junior	648	20%	642	20%	598	19%	610	19%	643	19%	5%	-1%
Senior	1,090	33%	1,065	33%	1,061	33%	1,076	33%	1,168	34%	9%	7%
Master's	555	17%	542	17%	534	17%	546	17%	582	17%	7%	5%
Total	3,257	100%	3,214	100%	3,177	100%	3,243	100%	3,425	100%	6%	5%

Table 3.14b: Student Credit Hours by Course Level

Course Level											Percent Change	
	2005	%	2006	%	2007	%	2008	%	2009	%	1 year	5 year
Developmental	-	0%	-	0%	1,729	3%	1,486	3%	1,551	3%	4%	-
Lower (100-299)	31,067	61%	29,847	60%	30,950	58%	29,359	57%	32,969	59%	12%	6%
Upper (300-499)	15,405	30%	15,261	31%	15,855	30%	15,774	31%	16,344	29%	4%	6%
Master's (500-699)	4,578	9%	4,517	9%	4,498	9%	4,781	9%	5,042	9%	5%	10%
Doctoral (700-899)	32	0%	-	0%	-	0%	-	0%	28	0%	-	-13%
Total	51,082	100%	49,625	100%	53,032	100%	51,400	100%	55,934	100%	9%	9%

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

Figure 3.14a: Enrollment by Class Standing

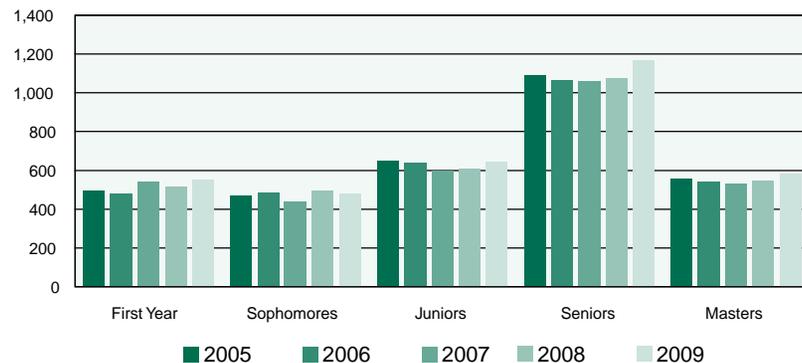
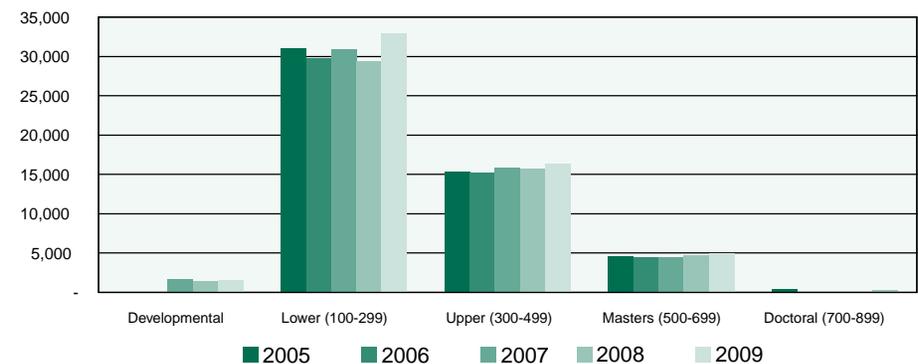


Figure 3.14b: Student Credit Hours by Course Level



**Table 3.15: College of Education and Human Services
Fall Enrollment by Class Standing & Student Credit Hours by Course Level: 5-Year Trend**

Table 3.15a: Enrollment by Class Standing

Class Standing											Percent Change	
	2005	%	2006	%	2007	%	2008	%	2009	%	1 year	5 year
First Year	176	6%	130	5%	144	6%	125	5%	145	6%	16%	-18%
Sophomore	133	4%	117	4%	112	4%	101	4%	135	5%	34%	2%
Junior	171	6%	167	6%	164	6%	168	6%	177	7%	5%	4%
Senior	536	18%	502	19%	480	19%	484	18%	487	19%	1%	-9%
Master's	1,882	63%	1,618	61%	1,567	61%	1,638	62%	1,535	59%	-6%	-18%
Doctoral	88	3%	103	4%	108	4%	110	4%	112	4%	2%	27%
Total	2,986	100%	2,637	100%	2,575	100%	2,626	100%	2,591	100%	-1%	-13%

Table 3.15b: Student Credit Hours by Course Level

Course Level											Percent Change	
	2005	%	2006	%	2007	%	2008	%	2009	%	1 year	5 year
Lower (100-299)	1,086	10%	962	9%	1,025	11%	1,039	6%	1,088	7%	5%	0%
Upper (300-499)	7,715	44%	7,139	44%	6,156	40%	6,065	35%	5,662	34%	-7%	-27%
Master's (500-699)	9,545	43%	8,878	44%	8,828	45%	9,143	53%	8,831	54%	-3%	-7%
Doctoral (700-899)	694	3%	650	3%	783	4%	942	5%	856	5%	-9%	23%
Total	19,040	100%	17,629	100%	16,792	100%	17,189	100%	16,437	100%	-4%	-14%

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 3.15a: Enrollment by Class Standing

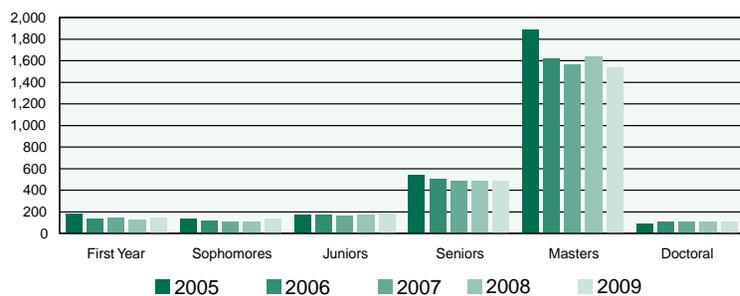
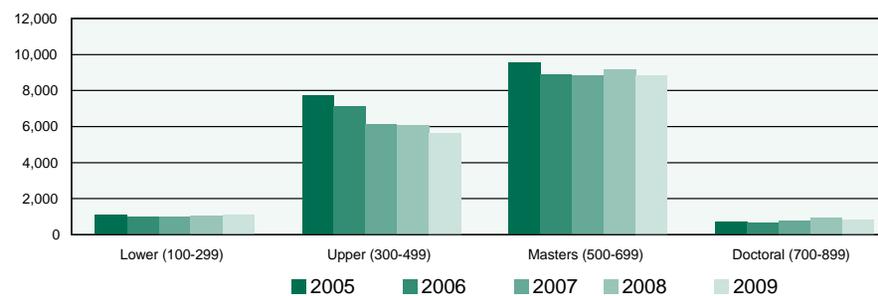


Figure 3.15b: Student Credit Hours by Course Level



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

Table 3.16a: Enrollment by Class Standing

Class Standing											Percent Change	
	2005	%	2006	%	2007	%	2008	%	2009	%	1 year	5 year
First Year	58	19%	80	20%	93	21%	126	24%	140	25%	11%	141%
Sophomore	39	13%	58	14%	49	11%	63	12%	77	14%	22%	97%
Junior	42	14%	54	13%	65	15%	53	10%	74	13%	40%	76%
Senior	152	50%	191	48%	198	46%	232	44%	224	40%	-3%	47%
Master's	12	4%	18	4%	30	7%	48	9%	43	8%	-10%	258%
Total	303	100%	401	100%	435	100%	522	100%	558	100%	7%	84%

Table 3.16b: Student Credit Hours by Course Level

Course Level											Percent Change	
	2005	%	2006	%	2007	%	2008	%	2009	%	1 year	5 year
Lower (100-299)	1,005	33%	910	31%	1,005	32%	989	30%	1,215	33%	23%	21%
Upper (300-499)	1,959	65%	1,933	65%	1,907	61%	2,101	63%	2,163	59%	3%	10%
Master's (500-699)	64	2%	121	4%	212	7%	238	7%	272	7%	14%	325%
Total	3,028	100%	2,964	100%	3,124	100%	3,328	100%	3,650	100%	10%	21%

Figure 3.16a: Enrollment by Class Standing

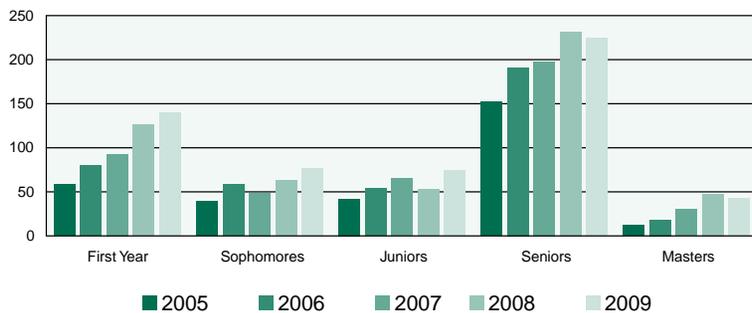
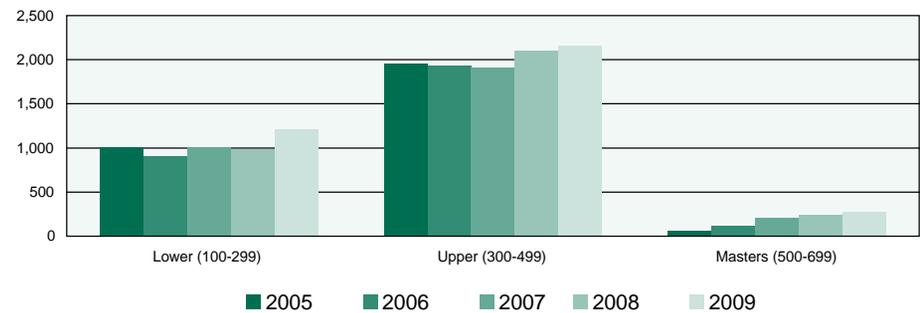


Figure 3.16b: Enrollment by Course Level



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

Table 3.17a: Enrollment by Class Standing

Class Standing											Percent Change	
	2005	%	2006	%	2007	%	2008	%	2009	%	1 year	5 year
First Year	96	9%	141	13%	175	15%	182	16%	194	15%	7%	102%
Sophomore	81	8%	81	8%	104	9%	122	11%	151	12%	24%	86%
Junior	132	13%	106	10%	125	11%	127	11%	177	14%	39%	34%
Senior	328	31%	292	28%	276	24%	308	27%	334	26%	8%	2%
Master's	343	33%	364	35%	384	33%	325	29%	339	27%	4%	-1%
Doctoral	64	6%	62	6%	83	7%	68	6%	77	6%	13%	20%
Total	1,044	100%	1,046	100%	1,147	100%	1,132	100%	1,272	100%	12%	22%

Table 3.17b: Student Credit Hours by Course Level

Course Level											Percent Change	
	2005	%	2006	%	2007	%	2008	%	2009	%	1 year	5 year
Lower (100-299)	1,515	19%	1,355	19%	1,550	20%	1,655	21%	1,945	23%	18%	28%
Upper (300-499)	4,012	51%	3,195	44%	3,191	41%	3,580	46%	3,713	44%	4%	-7%
Master's (500-699)	1,863	24%	2,249	31%	2,451	32%	2,130	27%	2,217	26%	4%	19%
Doctoral (700-899)	401	5%	429	6%	578	7%	442	6%	498	6%	13%	24%
Total	7,812	100%	7,791	100%	7,228	100%	7,770	100%	8,373	100%	8%	7%

Figure 3.17a: Enrollment by Class Standing

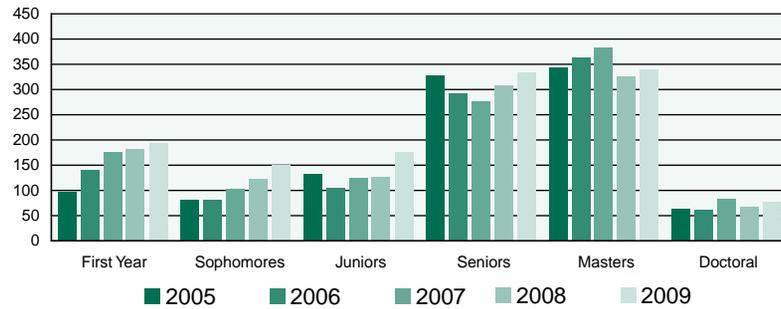
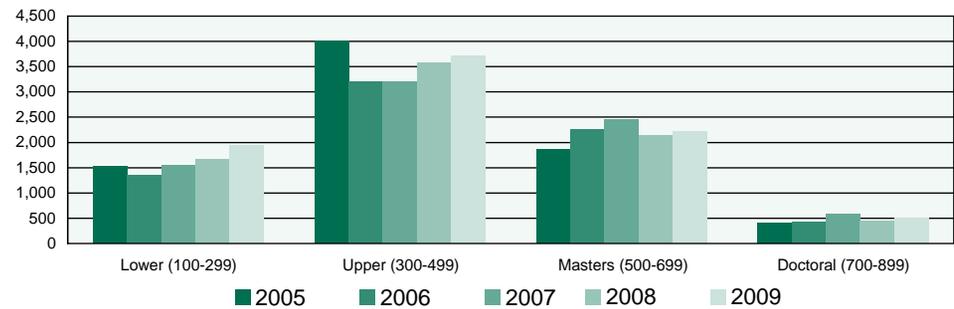


Figure 3.17b: Student Credit Hours by Course Level



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

Table 3.18a: Enrollment by Class Standing

Class Standing											Percent Change	
	2005	%	2006	%	2007	%	2008	%	2009	%	1 year	5 year
First Year	353	17%	353	17%	346	16%	333	14%	387	14%	16%	10%
Sophomore	289	14%	267	13%	267	12%	276	12%	328	12%	19%	13%
Junior	325	16%	336	16%	354	16%	366	16%	405	15%	11%	25%
Senior	558	27%	608	29%	644	29%	710	30%	822	31%	16%	47%
Master's	414	20%	449	21%	473	22%	559	24%	586	22%	5%	42%
Doctoral	105	5%	106	5%	105	5%	111	5%	149	6%	34%	42%
Total	2,044	100%	2,116	100%	2,186	100%	2,352	100%	2,677	100%	14%	31%

Table 3.18b: Student Credit Hours by Course Level

Course Level											Percent Change	
	2005	%	2006	%	2007	%	2008	%	2009	%	1 year	5 year
Developmental	-	-	-	-	2,812	7%	2,640	6%	2424	5%	-8%	-
Lower (100-299)	21,482	63%	21,298	61%	23,443	59%	22,536	55%	25,836	57%	15%	20%
Upper (300-499)	8,162	24%	8,665	25%	8,437	21%	9,496	23%	11,001	24%	16%	35%
Master's (500-699)	3,600	11%	4,205	12%	4,485	11%	5,243	13%	4,867	11%	-7%	35%
Doctoral (700-899)	790	2%	793	2%	694	2%	793	2%	1,218	3%	54%	54%
Total	34,034	100%	34,961	100%	39,871	100%	40,708	100%	45,346	100%	11%	33%

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 3.18a: Enrollment by Class Standing

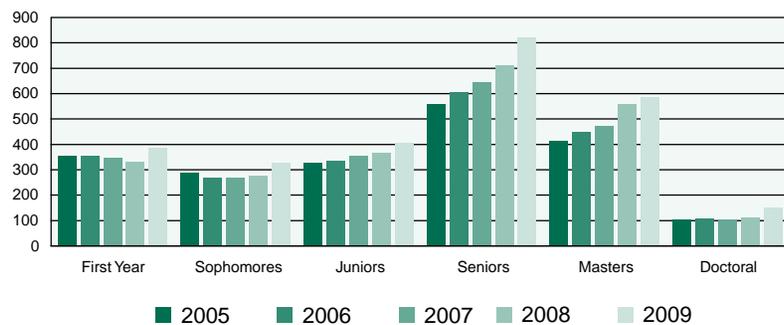
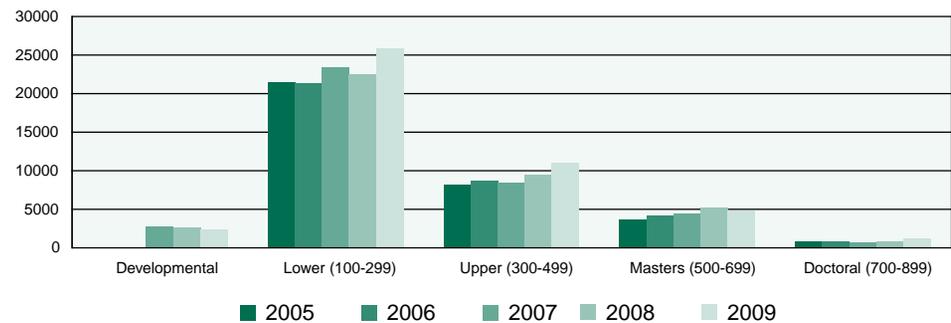


Figure 3.18b: Student Credit Hours by Course Level



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

Table 3.19a: Enrollment by Class Standing

Class Standing											Percent Change	
	2005	%	2006	%	2007	%	2008	%	2009	%	1 year	5 year
First Year	26	4%	23	4%	28	5%	23	4%	16	3%	-30%	-38%
Sophomore	35	6%	34	5%	26	4%	36	6%	41	7%	14%	17%
Junior	64	11%	74	12%	77	13%	68	11%	87	14%	28%	36%
Senior	120	20%	146	23%	128	21%	131	21%	148	24%	13%	23%
Master's	292	50%	301	48%	299	49%	311	51%	293	47%	-6%	0%
Doctoral	51	9%	52	8%	50	8%	46	7%	36	6%	-22%	-29%
Total	588	100%	630	100%	608	100%	615	100%	621	100%	1%	6%

Table 3.19b: Student Credit Hours by Course Level

Course Level											Percent Change	
	2005	%	2006	%	2007	%	2008	%	2009	%	1 year	5 year
Lower (100-299)	1,985	30%	2,172	30%	2,517	32%	3,065	34%	3,302	35%	8%	66%
Upper (300-499)	1,909	29%	2,132	30%	2,537	33%	2,870	32%	3,154	33%	10%	65%
Master's (500-699)	2,348	36%	2,435	34%	2,306	30%	2,663	30%	2,773	29%	4%	18%
Doctoral (700-899)	306	5%	466	6%	407	5%	337	4%	231	2%	-31%	-25%
Total	6,548	100%	7,205	100%	7,767	100%	8,935	100%	9,460	100%	6%	44%

Figure 3.19a: Enrollment by Class Standing

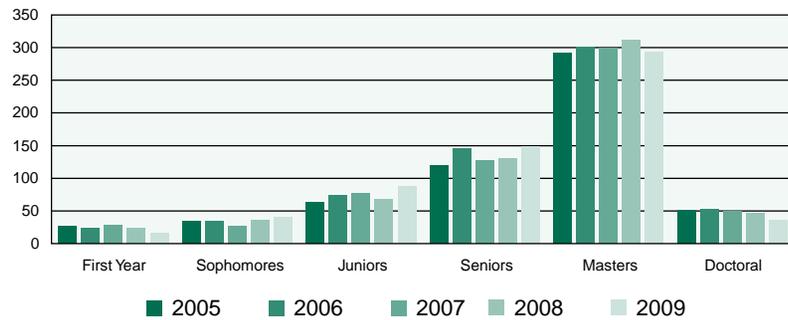
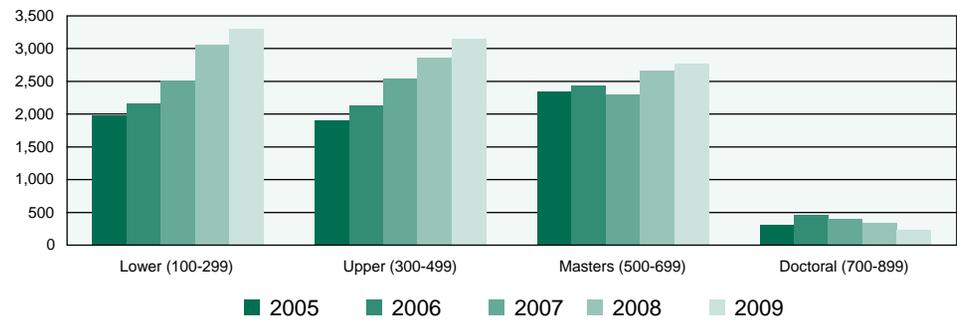


Figure 3.19b: Student Credit Hours by Course Level



**Table 3.20: College of Law
Fall Enrollment by Class Standing & Student Credit Hours by Course Level: 5-Year Trend**

Table 3.20a: Enrollment by Class Standing

Class Standing	2005	%	2006	%	2007	%	2008	%	2009	%	Percent Change	
											1 year	5 year
Law	748	100%	712	100%	712	100%	672	100%	645	100%	-4%	-14%
Total	748	100%	712	100%	712	100%	672	100%	645	100%	-4%	-14%

Table 3.20b: Student Credit Hours by Course Level

Course Level	2005	%	2006	%	2007	%	2008	%	2009	%	Percent Change	
											1 year	5 year
Law	9,302	100%	9,113	100%	9,204	100%	8,674	100%	8,496	100%	-2%	-9%
Total	9,302	100%	9,113	100%	9,204	100%	8,674	100%	8,496	100%	-2%	-9%

Figure 3.20a: Enrollment by Class Standing

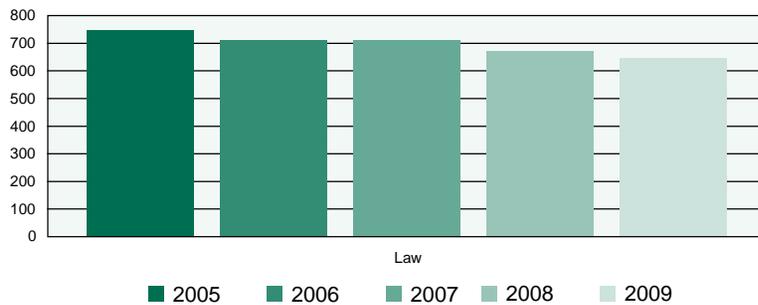
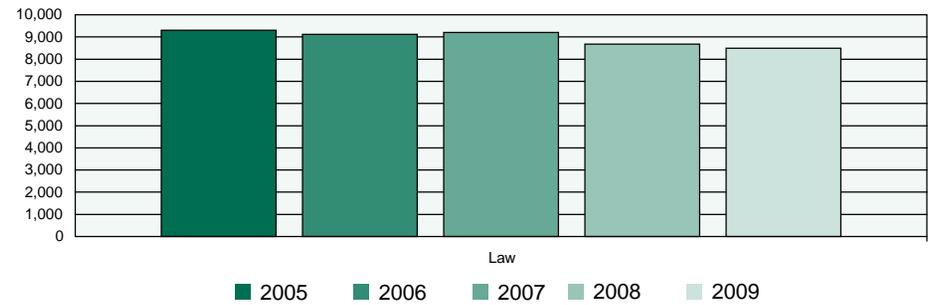


Figure 3.20b: Student Credit Hours by Course Level



**Table 3.21: Undergraduate Studies
Fall Enrollment by Class Standing & Student Credit Hours by Course Level: 5-Year Trend**

Table 3.21a: Enrollment by Class Standing

Class Standing											Percent Change	
	2005	%	2006	%	2007	%	2008	%	2009	%	1 year	5 year
First Year	853	85%	789	82%	880	84%	631	80%	629	75%	0%	-26%
Sophomore	83	8%	97	10%	93	9%	80	10%	116	14%	45%	40%
Junior	29	3%	40	4%	37	4%	37	5%	39	5%	5%	34%
Senior	33	3%	33	3%	36	3%	36	5%	54	6%	6%	64%
Total	998	100%	959	100%	1,046	100%	784	100%	838	100%	7%	-16%

Table 3.21b: Student Credit Hours by Course Level

Course Level											Percent Change	
	2005	%	2006	%	2007	%	2008	%	2009	%	1 year	5 year
Developmental	3,943	82%	4,218	82%	-	0%	-	0%	-	-	-	-100%
Lower (100-299)	880	18%	903	18%	1,039	100%	928	100%	1,053	100%	-13%	-20%
Total	4,823	100%	5,121	100%	1,039	100%	928	100%	1,053	100%	-13%	-78%

Note: Developmental Math and English moved to Science and CLASS respectively in 2007.

Figure 3.21a: Enrollment by Class Standing

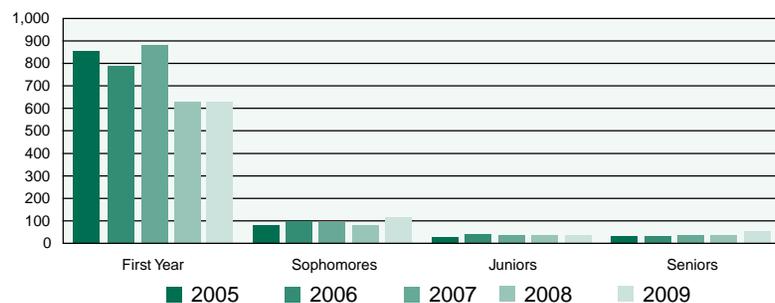


Figure 3.21b: Student Credit Hours by Course Level

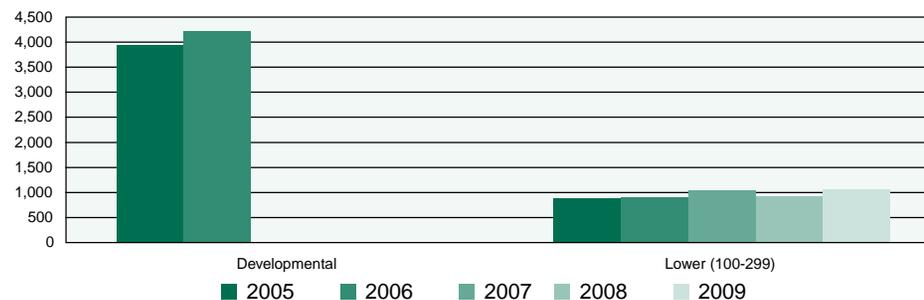


Table 3.22: CSU Total Fall Enrollment by College and Race: 5-Year Trend

College	Race	2005		2006		2007		2008		2009		Percent Change	
		Enrollment	%	1 year	5 year								
Business	White	1,797	60%	1,718	58%	1,781	60%	1,898	62%	2,012	59%	6%	12%
	Black	416	14%	449	15%	454	15%	480	16%	525	15%	9%	26%
	Hispanic	53	2%	54	2%	63	2%	55	2%	65	2%	18%	23%
	Asian or Pacific Islander	114	4%	112	4%	121	4%	125	4%	136	4%	9%	19%
	Native American	7	0%	3	0%	3	0%	3	0%	5	0%	67%	-29%
	Non-Resident Alien	292	10%	318	11%	301	10%	259	8%	341	10%	32%	17%
	Unknown	296	10%	289	10%	264	9%	233	8%	339	10%	45%	15%
Total		2,975	100%	2,943	100%	2,987	100%	3,053	100%	3,423	100%	12%	15%
CLASS	White	1,973	61%	1,954	61%	1,961	62%	1,944	60%	2,008	59%	3%	2%
	Black	784	24%	752	23%	735	23%	783	24%	804	23%	3%	3%
	Hispanic	95	3%	105	3%	102	3%	124	4%	147	4%	19%	55%
	Asian or Pacific Islander	52	2%	50	2%	50	2%	54	2%	52	2%	-4%	0%
	Native American	14	0%	11	0%	13	0%	10	0%	11	0%	10%	-21%
	Non-Resident Alien	55	2%	65	2%	51	2%	50	2%	46	1%	-8%	-16%
	Unknown	284	9%	275	9%	265	8%	278	9%	357	10%	28%	26%
Total		3,257	100%	3,212	100%	3,177	100%	3,243	100%	3,425	100%	6%	5%
Education	White	2,028	68%	1,729	66%	1,616	63%	1,602	61%	1,571	61%	-2%	-23%
	Black	542	18%	511	19%	547	21%	598	23%	573	22%	-4%	6%
	Hispanic	71	2%	54	2%	62	2%	59	2%	58	2%	-2%	-18%
	Asian or Pacific Islander	22	1%	27	1%	32	1%	32	1%	31	1%	-3%	41%
	Native American	4	0%	7	0%	6	0%	5	0%	6	0%	20%	50%
	Non-Resident Alien	26	1%	31	1%	35	1%	40	2%	44	2%	10%	69%
	Unknown	293	10%	278	11%	277	11%	290	11%	308	12%	6%	5%
Total		2,986	100%	2,637	100%	2,575	100%	2,626	100%	2,591	100%	-1%	-13%
Nursing	White	232	77%	278	69%	302	69%	383	73%	392	70%	2%	69%
	Black	35	12%	66	16%	76	17%	77	15%	102	18%	32%	191%
	Hispanic	8	3%	15	4%	11	3%	14	3%	11	2%	-21%	38%
	Asian or Pacific Islander	5	2%	11	3%	14	3%	18	3%	15	0%	-17%	200%
	Native American	0	0%	1	0%	1	0%	2	0%	1	0%	-50%	-
	Non-Resident Alien	6	2%	3	1%	1	0%	2	0%	3	1%	50%	-50%
	Unknown	17	6%	27	7%	30	7%	26	5%	34	6%	31%	100%
Total		303	100%	401	100%	435	100%	522	100%	558	100%	0%	0%
Engineering	White	534	51%	510	49%	563	49%	594	52%	676	53%	14%	27%
	Black	70	7%	65	6%	71	6%	71	6%	88	7%	24%	26%
	Hispanic	17	2%	17	2%	21	2%	32	3%	36	3%	13%	112%
	Asian or Pacific Islander	48	5%	56	5%	56	5%	55	5%	55	4%	0%	15%
	Native American	3	0%	3	0%	2	0%	2	0%	4	0%	100%	33%
	Non-Resident Alien	295	28%	327	31%	367	32%	304	27%	308	24%	1%	4%
	Unknown	77	7%	68	7%	67	6%	74	7%	105	8%	42%	36%
Total		1,044	100%	1,046	100%	1,147	100%	1,132	100%	1,272	100%	12%	22%

Table 3.22: CSU Total Fall Enrollment by College and Race: 5-Year Trend

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College	Race	2005		2006		2007		2008		2009		Percent Change	
		Enrollment	%	1 year	5 year								
Science	White	1,322	65%	1,369	65%	1,397	64%	1,499	64%	1,678	63%	12%	27%
	Black	338	17%	344	16%	365	17%	376	16%	411	15%	9%	22%
	Hispanic	58	3%	61	3%	62	3%	66	3%	71	3%	8%	22%
	Asian or Pacific Islander	85	4%	87	4%	79	4%	79	3%	87	3%	10%	2%
	Native American	5	0%	7	0%	4	0%	3	0%	8	0%	167%	60%
	Non-Resident Alien	99	5%	112	5%	117	5%	133	6%	136	5%	2%	37%
	Unknown	137	7%	139	7%	165	8%	199	8%	286	11%	44%	109%
Total		2,044	100%	2,119	100%	2,189	100%	2,355	100%	2,677	100%	14%	31%
Urban Affairs	White	312	53%	346	55%	323	53%	322	52%	311	50%	-3%	0%
	Black	169	29%	167	27%	161	26%	167	27%	174	28%	4%	3%
	Hispanic	18	3%	18	3%	16	3%	16	3%	17	3%	6%	-6%
	Asian or Pacific Islander	6	1%	4	1%	4	1%	4	1%	5	1%	25%	-17%
	Native American	-	0%	-	0%	4	1%	4	1%	3	0%	-25%	-
	Non-Resident Alien	25	4%	35	6%	39	6%	42	7%	31	5%	-26%	24%
	Unknown	58	10%	60	10%	61	10%	60	10%	80	13%	33%	38%
Total		588	100%	630	100%	608	100%	615	100%	621	100%	1%	6%
Law	White	587	78%	535	75%	523	73%	520	77%	471	73%	-9%	-20%
	Black	45	6%	50	7%	50	7%	45	7%	52	8%	16%	16%
	Hispanic	18	2%	19	3%	20	3%	15	2%	16	2%	7%	-11%
	Asian or Pacific Islander	25	3%	22	3%	19	3%	22	3%	17	3%	-23%	-32%
	Native American	4	1%	4	1%	4	1%	2	0%	3	0%	50%	-25%
	Non-Resident Alien	12	2%	8	1%	10	1%	9	1%	9	1%	0%	-25%
	Unknown	57	8%	74	10%	86	12%	59	9%	77	12%	31%	35%
Total		748	100%	712	100%	712	100%	672	100%	645	100%	-4%	-14%
Undergraduate Studies	White	415	42%	415	43%	396	38%	347	44%	291	35%	-16%	-30%
	Black	333	33%	310	32%	358	34%	215	27%	228	27%	6%	-32%
	Hispanic	29	3%	34	4%	43	4%	34	4%	21	3%	-38%	-28%
	Asian or Pacific Islander	36	4%	20	2%	28	3%	18	2%	16	2%	-11%	-56%
	Native American	4	0%	4	0%	2	0%	3	0%	1	0%	-67%	-75%
	Non-Resident Alien	1	0%	2	0%	3	0%	2	0%	3	0%	50%	200%
	Unknown	180	18%	174	18%	216	21%	165	21%	278	33%	68%	54%
Total		998	100%	959	100%	1,046	100%	784	100%	838	100%	7%	-16%

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Table 3.22: CSU Total Fall Enrollment by College and Race: 5-Year Trend

continued from previous page

College	Race	2005		2006		2007		2008		2009		Percent Change	
		Enrollment	%	1 year	5 year								
Undergraduate	White	241	65%	225	61%	256	66%	233	66%	194	53%	-17%	-20%
Non-Degree	Black	33	9%	44	12%	45	12%	39	11%	36	10%	-8%	9%
	Hispanic	7	2%	9	2%	8	2%	8	2%	6	2%	-25%	-14%
	Asian or Pacific Islander	15	4%	20	5%	21	5%	26	7%	13	4%	-50%	-13%
	Native American	-	0%	1	0%	1	0%	-	0%	1	0%	-	-
	Non-Resident Alien	5	1%	6	2%	3	1%	4	1%	7	2%	75%	40%
	Unknown	69	19%	63	17%	53	14%	43	12%	110	30%	156%	59%
Total		370	100%	368	100%	387	100%	353	100%	367	100%	4%	-1%
Graduate Studies	White	86	42%	46	53%	40	42%	28	53%	20	45%	-29%	-77%
	Black	29	14%	13	15%	20	21%	17	32%	8	18%	-53%	-72%
	Hispanic	2	1%	1	1%	1	1%	1	2%	-	0%	-100%	-100%
	Asian or Pacific Islander	3	1%	3	3%	5	5%	-	0%	-	0%	-	-100%
	Native American	-	0%	-	0%	2	2%	1	2%	-	0%	-100%	-
	Non-Resident Alien	1	0%	1	1%	1	1%	-	0%	-	0%	-	-100%
	Unknown	86	42%	23	26%	26	27%	6	11%	16	36%	167%	-81%
Total		207	100%	87	100%	95	100%	53	100%	44	100%	-17%	-79%
Other	White	5	17%	1	4%	2	8%	-	0%	-	0%	-	-100%
	Black	3	10%	-	0%	-	0%	-	0%	-	0%	-	-100%
	Hispanic	-	0%	-	0%	-	0%	-	0%	-	-	-	-
	Asian or Pacific Islander	2	7%	1	4%	-	0%	1	3%	1	0%	0%	-50%
	Native American	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non-Resident Alien	14	47%	19	68%	23	92%	25	81%	43	96%	72%	207%
	Unknown	6	20%	7	25%	-	0%	5	16%	1	0%	-80%	-83%
Total		30	100%	28	100%	25	100%	31	100%	45	100%	45%	50%
University	White	9,532	61%	9,126	60%	9,160	60%	9,370	61%	9,624	58%	3%	1%
	Black	2,797	18%	2,771	18%	2,882	19%	2,868	19%	3,001	18%	5%	7%
	Hispanic	376	2%	387	3%	409	3%	424	3%	448	3%	6%	19%
	Asian or Pacific Islander	413	3%	413	3%	429	3%	434	3%	428	3%	-1%	4%
	Native American	41	0%	41	0%	42	0%	35	0%	43	0%	23%	5%
	Non-Resident Alien	831	5%	927	6%	951	6%	870	6%	971	6%	12%	17%
	Unknown	1,560	10%	1,477	10%	1,510	10%	1,438	9%	1,991	12%	38%	28%
Total		15,550	100%	15,142	100%	15,383	100%	15,439	100%	16,506	100%	7%	6%

Table 3.23: CSU Undergraduate Fall Enrollment by College & Race: 5-Year Trend

College	Race	2005		2006		2007		2008		2009		Percent Change	
		Enrollment	%	1 year	5 year								
Business	White	1,167	65%	1,120	64%	1,188	64%	1,232	64%	1,270	61%	3%	9%
	Black	322	18%	335	19%	350	19%	376	20%	402	19%	7%	25%
	Hispanic	40	2%	41	2%	47	3%	41	2%	50	2%	22%	25%
	Asian or Pacific Islander	72	4%	70	4%	73	4%	85	4%	74	4%	-13%	3%
	Native American	4	0%	1	0%	2	0%	2	0%	4	0%	100%	0%
	Non-Resident Alien	79	4%	72	4%	66	4%	71	4%	88	4%	24%	11%
	Unknown	108	6%	101	6%	116	6%	119	6%	178	9%	50%	65%
Total		1,792	100%	1,740	100%	1,842	100%	1,926	100%	2,066	100%	7%	15%
CLASS	White	1,648	61%	1,635	61%	1,645	62%	1,633	61%	1,676	59%	3%	2%
	Black	664	25%	646	24%	625	24%	660	24%	675	24%	2%	2%
	Hispanic	84	3%	88	3%	92	3%	111	4%	132	5%	19%	57%
	Asian or Pacific Islander	45	2%	40	1%	45	2%	47	2%	47	2%	0%	4%
	Native American	13	0%	10	0%	13	0%	10	0%	11	0%	10%	-15%
	Non-Resident Alien	37	1%	40	1%	27	1%	32	1%	32	1%	0%	-14%
	Unknown	211	8%	211	8%	196	7%	204	8%	270	9%	32%	28%
Total		2,702	100%	2,670	100%	2,643	100%	2,697	100%	2,843	100%	5%	5%
Education	White	746	73%	670	73%	606	67%	586	67%	613	65%	5%	-18%
	Black	153	15%	150	16%	181	20%	195	22%	202	21%	4%	32%
	Hispanic	30	3%	23	3%	25	3%	25	3%	31	3%	24%	3%
	Asian or Pacific Islander	10	1%	10	1%	16	2%	12	1%	13	1%	8%	30%
	Native American	3	0%	3	0%	4	0%	2	0%	3	0%	50%	0%
	Non-Resident Alien	10	1%	6	1%	5	1%	3	0%	5	1%	67%	-50%
	Unknown	64	6%	54	6%	63	7%	55	6%	77	8%	40%	20%
Total		1,016	100%	916	100%	900	100%	878	100%	944	100%	8%	-7%
Nursing	White	223	77%	267	70%	282	70%	346	73%	356	69%	3%	60%
	Black	34	12%	63	16%	69	17%	70	15%	100	19%	43%	194%
	Hispanic	8	3%	14	4%	10	2%	14	23%	10	2%	-29%	25%
	Asian or Pacific Islander	4	1%	10	3%	14	3%	18	62%	15	3%	-17%	275%
	Native American	-	0%	1	0%	1	0%	2	4%	1	0%	-50%	-
	Non-Resident Alien	6	2%	3	1%	1	0%	2	100%	3	1%	50%	-50%
	Unknown	16	5%	25	7%	28	7%	22	35%	30	6%	36%	88%
Total		291	100%	383	100%	405	100%	474	817%	515	100%	9%	77%

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Table 3.23: CSU Undergraduate Fall Enrollment by College & Race: 5-Year Trend

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College	Race	2005		2006		2007		2008		2009		Percent Change	
		Enrollment	%	1 year	5 year								
Engineering	White	430	68%	403	65%	440	65%	482	65%	541	63%	12%	26%
	Black	58	9%	55	9%	60	9%	61	8%	80	9%	31%	38%
	Hispanic	16	3%	17	3%	20	3%	29	4%	32	4%	10%	100%
	Asian or Pacific Islander	34	5%	43	7%	46	7%	45	6%	43	5%	-4%	26%
	Native American	2	0%	2	0%	2	0%	2	0%	3	0%	50%	50%
	Non-Resident Alien	35	5%	45	7%	56	8%	62	8%	78	9%	26%	123%
	Unknown	62	10%	55	9%	56	8%	58	8%	79	9%	36%	27%
Total		637	100%	620	100%	680	100%	739	100%	856	100%	16%	34%
Science	White	989	65%	1,009	65%	1,034	64%	1,077	64%	1,229	63%	14%	24%
	Black	285	19%	299	19%	320	20%	324	19%	357	18%	10%	25%
	Hispanic	50	3%	55	4%	53	3%	53	3%	58	3%	9%	16%
	Asian or Pacific Islander	72	5%	71	5%	66	4%	66	4%	62	3%	-6%	-14%
	Native American	4	0%	6	0%	3	0%	2	0%	6	0%	200%	50%
	Non-Resident Alien	22	1%	29	2%	27	2%	34	2%	33	2%	-3%	50%
	Unknown	103	7%	95	6%	108	7%	129	8%	197	10%	53%	91%
Total		1,525	100%	1,564	100%	1,611	100%	1,685	100%	1,942	100%	15%	27%
Urban Affairs	White	133	54%	154	56%	145	56%	131	51%	136	47%	4%	2%
	Black	85	35%	90	32%	82	32%	90	35%	106	36%	18%	25%
	Hispanic	8	3%	8	3%	8	3%	7	3%	11	4%	57%	38%
	Asian or Pacific Islander	1	0%	-	0%	-	0%	-	0%	-	0%	-	-100%
	Native American	-	0%	-	0%	2	1%	3	1%	1	0%	-67%	-
	Non-Resident Alien	1	0%	-	0%	-	0%	3	1%	3	1%	0%	200%
	Unknown	17	7%	25	9%	22	8%	24	9%	35	12%	46%	106%
Total		245	100%	277	100%	259	100%	258	100%	292	100%	13%	19%
Undergraduate Studies	White	415	42%	415	43%	396	38%	347	44%	291	35%	-16%	-30%
	Black	333	33%	310	32%	358	34%	215	27%	228	27%	6%	-32%
	Hispanic	29	3%	34	4%	43	4%	34	4%	21	3%	-38%	-28%
	Asian or Pacific Islander	36	4%	20	2%	28	3%	18	2%	16	2%	-11%	-56%
	Native American	4	0%	4	0%	2	0%	3	0%	1	0%	-67%	-75%
	Non-Resident Alien	1	0%	2	0%	3	0%	2	0%	3	0%	50%	200%
	Unknown	180	18%	174	18%	216	21%	165	21%	278	33%	68%	54%
Total		998	100%	959	100%	1,046	100%	784	100%	838	100%	7%	-16%

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Table 3.23: CSU Undergraduate Fall Enrollment by College & Race: 5-Year Trend

continued from previous page

College	Race	2005		2006		2007		2008		2009		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Undergraduate	White	241	65%	225	61%	256	66%	233	66%	194	53%	-17%	-20%
Non-Degree	Black	33	9%	44	12%	45	12%	39	11%	36	10%	-8%	9%
	Hispanic	7	2%	9	2%	8	2%	8	2%	6	2%	-25%	-14%
	Asian or Pacific Islander	15	4%	20	5%	21	5%	26	7%	13	4%	-50%	-13%
	Native American	-	0%	1	0%	1	0%	-	0%	1	0%	-	-
	Non-Resident Alien	5	1%	6	2%	3	1%	4	1%	7	2%	75%	40%
	Unknown	69	19%	63	17%	53	14%	43	12%	110	30%	156%	59%
Total		370	100%	368	100%	387	100%	353	100%	367	100%	4%	-1%
Other	White	5	17%	1	4%	2	8%	-	0%	-	0%	-	-100%
	Black	3	10%	-	0%	-	0%	-	0%	-	0%	-	-100%
	Hispanic	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Asian or Pacific Islander	2	7%	1	4%	-	0%	1	3%	1	2%	0%	-50%
	Native American	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non-Resident Alien	14	48%	19	68%	23	92%	25	81%	43	96%	72%	207%
	Unknown	5	17%	7	25%	-	0%	5	16%	1	2%	-80%	-80%
Total		29	100%	28	100%	25	100%	31	100%	45	100%	45%	55%
University	White	5,997	62%	5,899	62%	5,994	61%	6,067	62%	6,306	59%	4%	5%
	Black	1,970	21%	1,992	21%	2,090	21%	2,030	21%	2,186	20%	8%	11%
	Hispanic	272	3%	289	3%	306	3%	322	3%	351	3%	9%	29%
	Asian or Pacific Islander	291	3%	285	3%	309	3%	318	3%	284	3%	-11%	-2%
	Native American	30	0%	28	0%	30	0%	26	0%	31	0%	19%	3%
	Non-Resident Alien	210	2%	222	2%	211	2%	238	2%	295	3%	24%	40%
	Unknown	835	9%	810	9%	858	9%	824	8%	1,255	12%	52%	50%
Total		9,605	100%	9,525	100%	9,798	100%	9,825	100%	10,708	100%	9%	11%

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

College	Race	2005		2006		2007		2008		2009		Percent Change	
		Enrollment	%	1 year	5 year								
Business	White	630	53%	598	50%	593	52%	666	59%	742	55%	11%	18%
	Black	94	8%	114	9%	104	9%	104	9%	123	9%	18%	31%
	Hispanic	13	1%	13	1%	16	1%	14	1%	15	1%	7%	15%
	Asian or Pacific Islander	42	4%	42	3%	48	4%	40	4%	62	5%	55%	48%
	Native American	3	0%	2	0%	1	0%	1	0%	1	0%	0%	-67%
	Non-Resident Alien	213	18%	246	20%	235	21%	188	17%	253	19%	35%	19%
	Unknown	188	16%	188	16%	148	13%	114	10%	161	12%	41%	-14%
Total		1,183	100%	1,203	100%	1,145	100%	1,127	100%	1,357	100%	20%	15%
CLASS	White	325	59%	319	59%	316	59%	311	57%	332	57%	7%	2%
	Black	120	22%	106	20%	110	21%	123	23%	129	22%	5%	8%
	Hispanic	11	2%	17	3%	10	2%	13	2%	15	3%	15%	36%
	Asian or Pacific Islander	7	1%	10	2%	5	1%	7	1%	5	1%	-29%	-29%
	Native American	1	0%	1	0%	-	0%	-	0%	-	0%	-	-100%
	Non-Resident Alien	18	3%	25	5%	24	4%	18	3%	14	2%	-22%	-22%
	Unknown	73	13%	64	12%	69	13%	74	14%	87	15%	18%	19%
Total		555	100%	542	100%	534	100%	546	100%	582	100%	7%	5%
Education	White	1,282	65%	1,059	62%	1,010	60%	1,016	58%	958	58%	-6%	-25%
	Black	389	20%	361	21%	366	22%	403	23%	371	23%	-8%	-5%
	Hispanic	41	2%	31	2%	37	2%	34	2%	27	2%	-21%	-34%
	Asian or Pacific Islander	12	1%	17	1%	16	1%	20	1%	18	1%	-10%	50%
	Native American	1	0%	4	0%	2	0%	3	0%	3	0%	0%	200%
	Non-Resident Alien	16	1%	25	1%	30	2%	37	2%	39	2%	5%	144%
	Unknown	229	12%	224	13%	214	13%	235	13%	231	14%	-2%	1%
Total		1,970	100%	1,721	100%	1,675	100%	1,748	100%	1,647	100%	-6%	-16%
Nursing	White	9	75%	11	61%	20	67%	37	77%	36	84%	-3%	300%
	Black	1	8%	3	17%	7	23%	7	15%	2	5%	-71%	100%
	Hispanic	-	0%	1	6%	1	3%	-	0%	1	0%	-	-
	Asian or Pacific Islander	1	8%	1	6%	-	0%	-	0%	-	0%	-	-100%
	Native American	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non-Resident Alien	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Unknown	1	8%	2	11%	2	7%	4	8%	4	9%	0%	300%
Total		12	100%	18	100%	30	100%	48	100%	43	100%	-10%	258%

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

		2005		2006		2007		2008		2009		Percent Change	
College	Race	Enrollment	%	1 year	5 year								
Engineering	White	104	26%	107	25%	123	26%	112	28%	135	32%	21%	30%
	Black	12	3%	10	2%	11	2%	10	3%	8	2%	-20%	-33%
	Hispanic	1	0%	-	0%	1	0%	3	1%	4	1%	33%	300%
	Asian or Pacific Islander	14	3%	13	3%	10	2%	10	3%	12	3%	20%	-14%
	Native American	1	0%	1	0%	-	0%	-	0%	1	0%	-	0%
	Non-Resident Alien	260	64%	282	66%	311	67%	242	62%	230	55%	-5%	-12%
	Unknown	15	4%	13	3%	11	2%	16	4%	26	6%	63%	73%
Total		407	100%	426	100%	467	100%	393	100%	416	100%	6%	2%
Science	White	333	64%	359	65%	362	63%	420	63%	449	61%	7%	35%
	Black	53	10%	45	8%	43	7%	51	8%	54	7%	6%	2%
	Hispanic	8	2%	6	1%	9	2%	13	2%	13	2%	0%	63%
	Asian or Pacific Islander	13	3%	16	3%	13	2%	13	2%	25	3%	92%	92%
	Native American	1	0%	1	0%	1	0%	1	0%	2	0%	100%	100%
	Non-Resident Alien	77	15%	83	15%	90	16%	99	15%	103	14%	4%	34%
	Unknown	34	7%	44	8%	57	10%	70	10%	89	12%	27%	162%
Total		519	100%	554	100%	575	100%	667	100%	735	100%	10%	42%
Urban Affairs	White	179	52%	192	54%	178	51%	191	54%	175	53%	-8%	-2%
	Black	84	24%	77	22%	79	23%	77	22%	68	21%	-12%	-19%
	Hispanic	10	3%	10	3%	8	2%	9	3%	6	2%	-33%	-40%
	Asian or Pacific Islander	5	1%	4	1%	4	1%	4	1%	5	2%	25%	0%
	Native American	-	0%	-	0%	2	1%	1	0%	2	1%	100%	-
	Non-Resident Alien	24	7%	35	10%	39	11%	39	11%	28	9%	-28%	17%
	Unknown	41	12%	35	10%	39	11%	36	10%	45	14%	25%	10%
Total		343	100%	353	100%	349	100%	357	100%	329	100%	-8%	-4%
Law	White	587	78%	535	75%	523	73%	520	77%	471	73%	-9%	-20%
	Black	45	6%	50	7%	50	7%	45	7%	52	8%	16%	16%
	Hispanic	18	2%	19	3%	20	3%	15	2%	16	2%	7%	-11%
	Asian or Pacific Islander	25	3%	22	3%	19	3%	22	3%	17	3%	-23%	-32%
	Native American	4	1%	4	1%	4	1%	2	0%	3	0%	50%	-25%
	Non-Resident Alien	12	2%	8	1%	10	1%	9	1%	9	1%	0%	-25%
	Unknown	57	8%	74	10%	86	12%	59	9%	77	12%	31%	35%
Total		748	100%	712	100%	712	100%	672	100%	645	100%	-4%	-14%

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

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College	Race	2005		2006		2007		2008		2009		Percent Change	
		Enrollment	%	1 year	5 year								
Graduate Studies	White	86	42%	46	53%	40	42%	28	53%	20	45%	-29%	-77%
	Black	29	14%	13	15%	20	21%	17	32%	8	18%	-53%	-72%
	Hispanic	2	1%	1	1%	1	1%	1	2%	-	0%	-100%	-100%
	Asian or Pacific Islander	3	1%	3	3%	5	5%	-	0%	-	0%	-	-100%
	Native American	-	0%	-	0%	2	2%	1	2%	-	0%	-100%	-
	Non-Resident Alien	1	0%	1	1%	1	1%	-	0%	-	0%	-	-100%
	Unknown	86	42%	23	26%	26	27%	6	11%	16	36%	167%	-81%
Total		207	100%	87	100%	95	100%	53	100%	44	100%	-17%	-79%
University	White	3,535	59%	3,227	57%	3,166	57%	3,303	59%	3,318	61%	0%	-6%
	Black	827	14%	779	14%	792	14%	838	15%	815	14%	-3%	-1%
	Hispanic	104	2%	98	2%	103	2%	102	2%	97	2%	-5%	-7%
	Asian or Pacific Islander	122	2%	128	2%	120	2%	116	2%	144	2%	24%	18%
	Native American	11	0%	13	0%	12	0%	9	0%	12	0%	33%	9%
	Non-Resident Alien	621	10%	705	13%	740	13%	632	11%	676	11%	7%	9%
	Unknown	725	12%	667	12%	652	12%	614	11%	736	10%	20%	2%
Total		5,945	100%	5,617	100%	5,585	100%	5,614	100%	5,798	100%	3%	-2%

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

Undergraduate Full-Time

College	2005	2006	2007	2008	2009	Percent Change	
						1 year	5 year
Business	1,216	1,184	1,291	1,333	1,434	8%	18%
CLASS	2,058	2,074	2,131	2,155	2,244	4%	9%
Education	688	607	593	592	664	12%	-3%
Nursing	204	269	320	364	416	14%	104%
Engineering	459	453	541	577	665	15%	45%
Science	1,174	1,198	1,298	1,347	1,521	13%	30%
Urban Affairs	138	154	158	163	175	7%	27%
Undergraduate Studies	528	524	578	393	418	6%	-21%
Undergraduate Non-Degree	81	63	62	45	55	22%	-32%
Other	6	3	1	3	1	-67%	-83%
Total	6,552	6,529	6,973	6,972	7,593	9%	16%

Full-Time: 12 or more credit hours.

Undergraduate Part-Time

College	2005	2006	2007	2008	2009	Percent Change	
						1 year	5 year
Business	576	556	551	593	632	7%	10%
CLASS	644	596	512	542	599	11%	-7%
Education	328	309	307	286	280	-2%	-15%
Nursing	87	114	85	110	99	-10%	14%
Engineering	178	167	139	162	191	18%	7%
Science	351	366	313	338	421	25%	20%
Urban Affairs	107	123	101	95	117	23%	9%
Undergraduate Studies	470	435	468	391	420	7%	-11%
Undergraduate Non-Degree	289	305	325	308	312	1%	8%
Other	23	25	24	28	44	57%	91%
Total	3,053	2,996	2,825	2,853	3,115	9%	2%

Table 3.26: Graduate & Law Fall Enrollment by College & Load: 5-Year Trend

Graduate & Law Full-Time

College	2005	2006	2007	2008	2009	Percent Change	
						1 year	5 year
Business	356	396	407	379	487	28%	37%
CLASS	239	233	233	246	246	0%	3%
Education	240	262	291	330	299	-9%	25%
Nursing	-	1	5	8	8	0%	-
Engineering	100	120	143	136	122	-10%	22%
Science	276	325	344	388	438	13%	59%
Urban Affairs	79	93	96	89	95	7%	20%
Law	436	461	466	446	449	1%	3%
Graduate Studies	2	2	2	1	-	-100%	-100%
Total	1,728	1,893	1,987	2,023	2,144	6%	24%

Graduate Full-Time: 9 or more credit hours

Law Full-Time: 13 or more credit hours.

Graduate & Law Part-Time

College	2005	2006	2007	2008	2009	Percent Change	
						1 year	5 year
Business	827	807	738	748	870	16%	5%
CLASS	316	309	301	300	336	12%	6%
Education	1,730	1,459	1,384	1,418	1,348	-5%	-22%
Nursing	12	17	25	40	35	-13%	192%
Engineering	307	306	324	257	294	14%	-4%
Science	243	230	234	282	297	5%	22%
Urban Affairs	264	260	253	268	234	-13%	-11%
Law	312	251	246	226	196	-13%	-37%
Graduate Studies	205	85	93	52	44	-15%	-79%
Other	1	-	-	-	-	-	-100%
Total	4,217	3,724	3,598	3,591	3,654	2%	-13%

East and West Centers

The opening of Cleveland State University West Center (Westlake) in August 2003 and East Center (Solon) in August 2004 established a suburban presence for the University's thriving downtown campus. Both centers have grown consistently and contribute significantly to overall CSU enrollment. The mission of the centers is dedicated to serving all students and offering the highest level of customer service. Academic offerings include programs for educators (teachers and administrators), business and public service professionals seeking to complete their university degree, and traditional college-age students and high school students in post-secondary educational option programs. Program offerings include a variety of undergraduate courses and complete Masters degree programs. Continuing education is also offered in the form of non-credit classes and workshops. Businesses in Westlake, Solon, and surrounding communities have been major contributors to attendance in these classes.

The growth of each center 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. The centers utilize accelerated programs and cohorts to serve a population of working adults who need convenience while pursuing a degree. Hallmarks of the centers include exceptional comprehensive student services including academic advising and facilities that treat student learning as a priority.

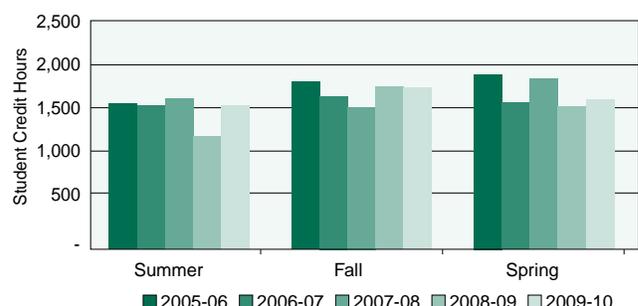
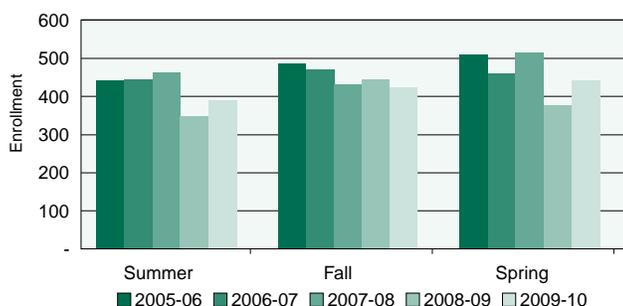
Table 3.27: West Center Student Credit Hours: Fall Semesters

College	West Center														
	Undergraduate					Graduate/Law					Total				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Business	306	351	309	528	472	546	351	534	500	540	852	702	843	1,028	1,012
CLASS	374	414	333	364	424	-	81	3	-	-	374	495	336	364	424
Education	24	57	51	27	39	540	409	290	267	263	564	466	341	294	302
Science	148	98	123	132	132	-	-	-	56	-	-	98	123	188	132
Urban Affairs	-	-	-	-	-	4	8	-	8	-	4	8	-	8	-
Total	852	920	816	1,051	1,067	1,090	849	827	831	803	1,942	1,769	1,643	1,882	1,870

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

College	West Center													
	Enrollment					Percent Change		SCH					Percent Change	
	2005-06	2006-07	2007-08	2008-09	2009-10	1-Year	5-Year	2005-06	2006-07	2007-08	2008-09	2009-10	1-Year	5-Year
Summer	437	445	462	343	398	16%	-9%	1681	1660	1736	1308	1590	22%	-5%
Fall	486	469	430	444	416	-6%	-14%	1942	1769	1643	1882	1870	-1%	-4%
Spring	507	459	513	376	434	15%	-14%	2025	1693	1969	1648	1773	8%	-12%
Total	1,430	1,373	1,405	1,163	1,248	7%	-13%	5,648	5,122	5,348	4,838	5,233	8%	-7%

Figure 3.27a: 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

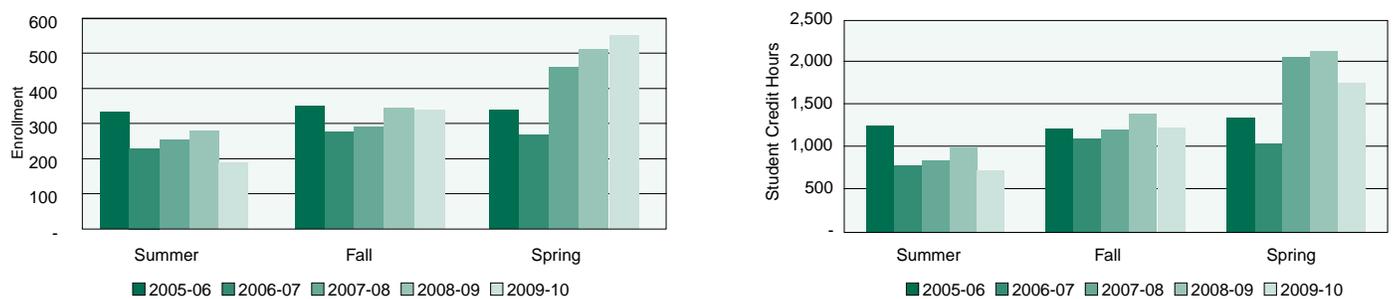
Table 3.28: East Center Student Credit Hours: Fall Semesters

East Center															
College	Undergraduate					Graduate/Law					Total				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Business	177	153	180	21	21	237	203	258	426	245	414	356	438	447	266
CLASS	192	116	105	135	45	-	69	-	-	-	192	185	105	135	45
Education	-	11	3	52	21	530	452	407	409	443	530	463	410	461	464
Engineering	-	4	-	-	-	8	-	-	-	-	-	4	-	-	-
Science	55	38	91	85	99	-	-	165	273	322	55	38	256	358	421
Urban Affairs	12	32	-	-	42	8	28	4	-	-	-	60	4	-	42
Total	436	354	379	293	228	783	752	834	1,108	1,010	1,219	1,106	1,213	1,401	1,238

Table 3.28a: Annual East Center Historical Enrollment and SCH Trends

East Center															
College	Enrollment					Percent Change		SCH					Percent Change		
	2005-06	2006-07	2007-08	2008-09	2009-10	1-Year	5-Year	2005-06	2006-07	2007-08	2008-09	2009-10	1-Year	5-Year	
Summer	332	227	253	277	193	-30%	-42%	1,251	795	852	1,020	691	-32%	-45%	
Fall	349	275	290	343	341	-1%	-2%	1,219	1,106	1,213	1,401	1,238	-12%	2%	
Spring	337	267	460	511	557	9%	65%	1,348	1,054	2,067	2,137	1,718	-20%	27%	
Total	1,018	769	1,003	1,131	1,091	-4%	7%	3,818	2,955	4,132	4,558	3,647	-20%	-4%	

Figure 3.28a: 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 3.29a: Annual Historical Enrollment and SCH Trends at Lorain County Community College

Lorain County Community College														
	Enrollment					Percent Change		SCH					Percent Change	
	2005-06	2006-07	2007-08	2008-09	2009-10	1-Year	5-Year	2005-06	2006-07	2007-08	2008-09	2009-10	1-Year	5-Year
Summer	103	115	33	40	34	-15%	-67%	434	316	161	200	161	-20%	-63%
Fall	113	106	92	109	63	-42%	-44%	507	489	519	584	332	-43%	-35%
Spring	79	70	78	71	77	8%	-3%	358	350	370	369	425	15%	19%
Total	295	291	203	220	174	-21%	-41%	1,299	1,155	1,050	1,153	918	-20%	-29%

Figure 3.29a: Annual Lorain County Community College Historical Enrollment and SCH Trends

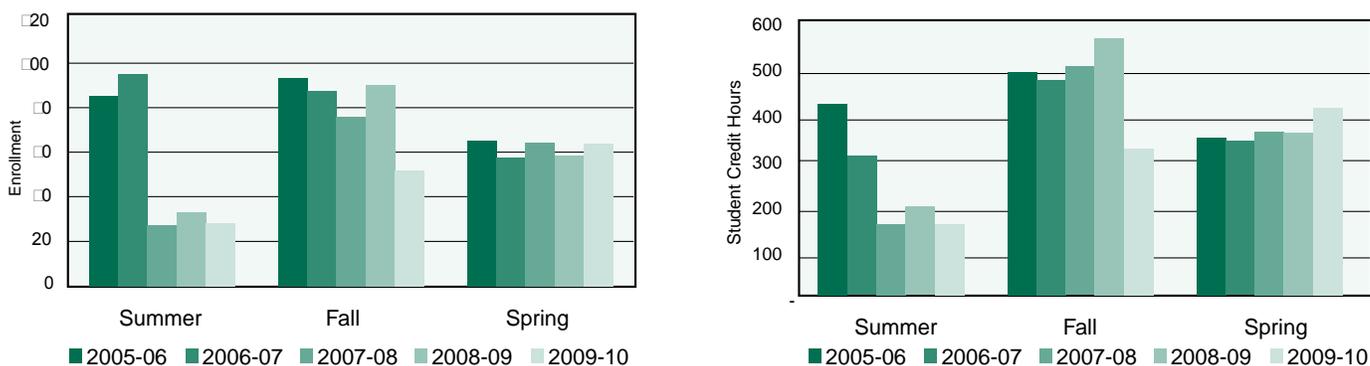


Table 3.29b: Annual Historical Enrollment and SCH Trends at Lakeland Community College

Lakeland Community College														
Term	Enrollment					Percent Change		SCH					Percent Change	
	2005-06	2006-07	2007-08	2008-09	2009-10	1-Year	5-Year	2005-06	2006-07	2007-08	2008-09	2009-10	1-Year	5-Year
Summer	11	57	36	83	56	-33%	409%	60	210	120	291	243	-16%	305%
Fall	80	120	131	106	142	34%	78%	335	504	504	618	626	1%	87%
Spring	87	96	160	171	177	4%	103%	353	353	702	945	808	-14%	129%
Total	178	273	327	360	375	4%	111%	748	1,067	1,326	1,854	1,677	-10%	124%

Partnerships with Lakeland Community College and Lorain County Community College

The partnerships foster direct collaboration with Lakeland and Lorain to offer complete degree programs on each community college campus. Both off-campus locations have grown significantly as transfer students recognize the value and convenience of gaining an associate's degree and a degree from CSU. Liaison with these community colleges has been well planned and highly successful due to a shared passion for educating students.

Figure 3.29b: Annual Lakeland Community College Historical Enrollment and SCH Trends

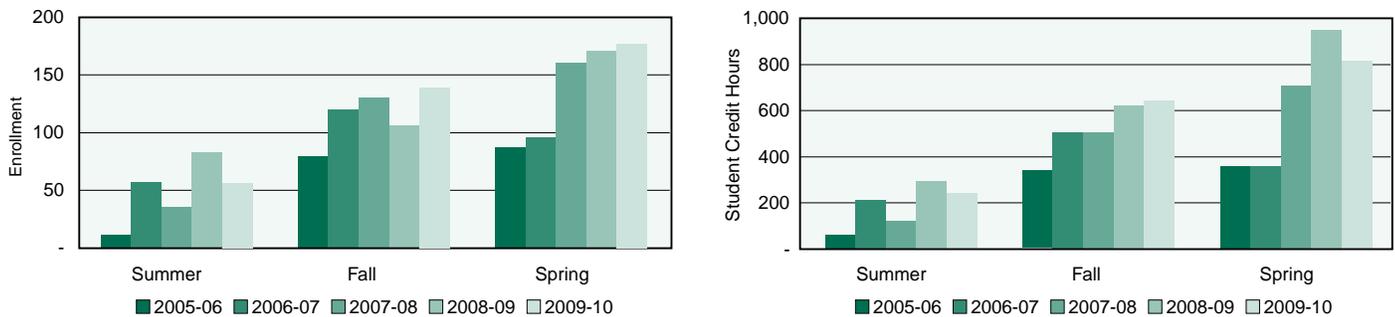
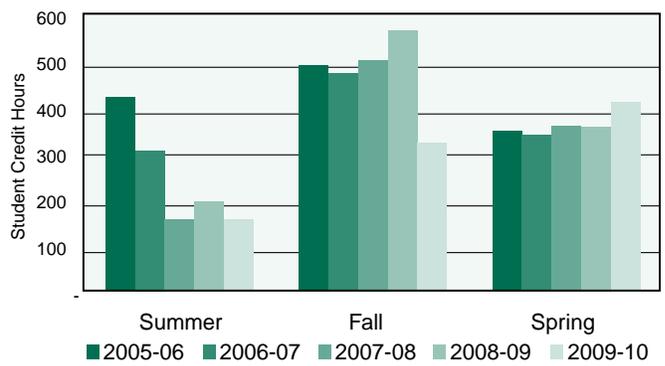
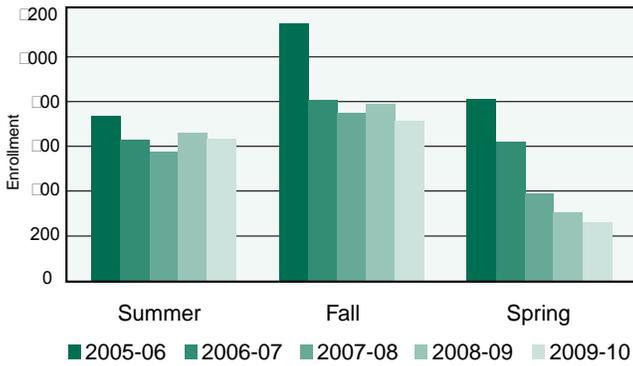


Table 3.29c: Annual Historical Enrollment and SCH Trends at Other Off-Campus Locations

Other Locations														
	Enrollment					Percent Change		SCH					Percent Change	
	2005-06	2006-07	2007-08	2008-09	2009-10	1-Year	5-Year	2005-06	2006-07	2007-08	2008-09	2009-10	1-Year	5-Year
Summer	751	643	586	673	645	-4%	-14%	434	316	161	200	161	-20%	-63%
Fall	1,168	822	763	806	728	-10%	-38%	507	489	519	584	332	-43%	-35%
Spring	826	634	399	312	268	-14%	-68%	358	350	370	369	425	15%	19%
Total	2,745	2,099	1,748	1,791	1,641	-8%	-40%	1,299	1,155	1,050	1,153	918	-20%	-29%

Figure 3.29c: Annual Historical Enrollment and SCH Trends at Other Off-Campus Locations



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

- Cleveland Clinic Foundation
- Progressive Insurance
- Magnificat High School
- Lakeland Community College
- MetroHealth
- Headstart
- Lorain County Community College
- Lake County Education Service Center
- Urban Design Center
- Fairview General Hospital

Division of Continuing Education

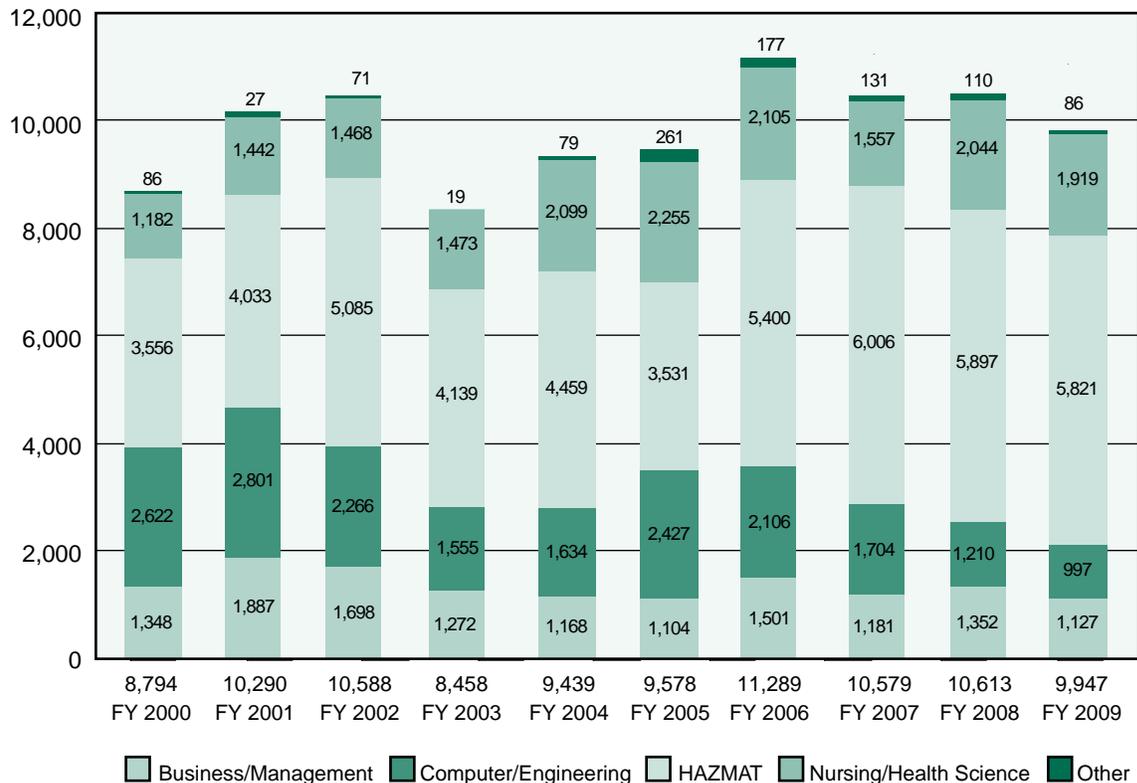
The Division of Continuing Education is the major educational outreach arm of Cleveland State, educating thousands of adults each year in this region and beyond. Many Division programs satisfy certification and licensing requirements. Others enable professionals to increase their job skills, train for 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.

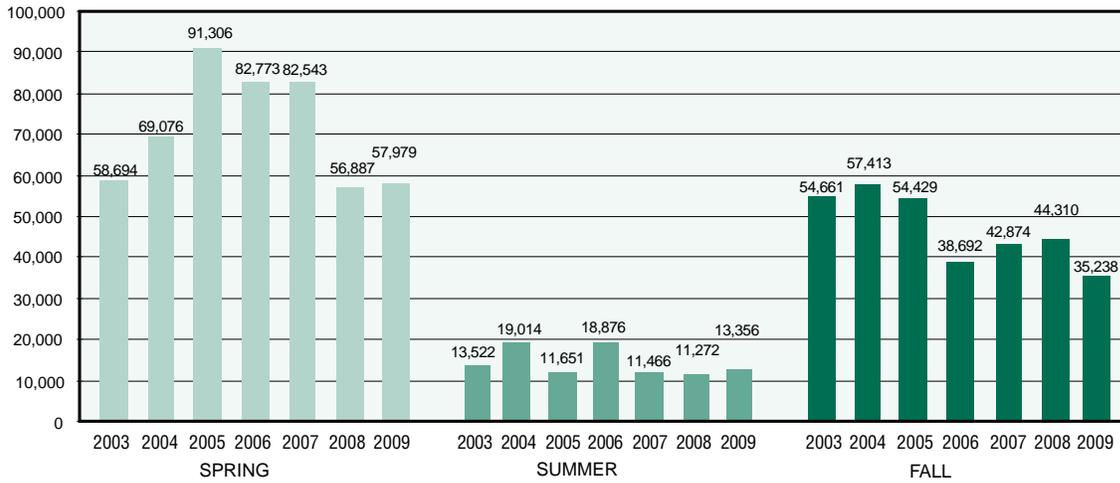
- Business and Management, including Test Preparation (GRE, GMAT, and LSAT)
- Computers and Information Technology, including Sustainability and Landscape Horticulture
- Center for Emergency Preparedness, including Hazardous Materials
- Nursing and Health/Human Services
- English as a Second Language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

Enrollment trends for the previous ten fiscal years (FY 2000-FY 2009), and total training hours from Spring 2003 through Fall 2009 are shown below.

Figure 3.30: Division of Continuing Education Enrollment By Program Area FY 2000 - FY 2009

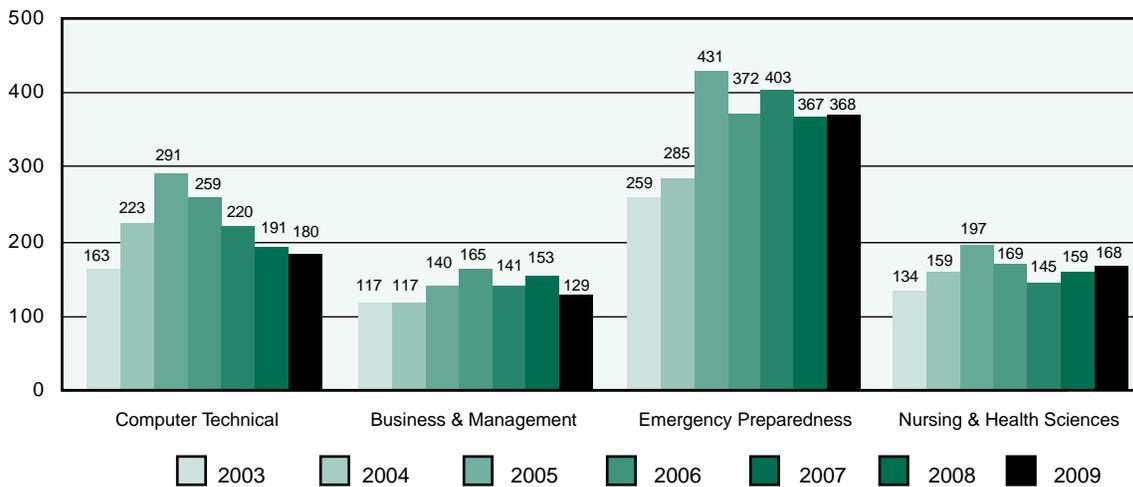


**Figure 3.31: Total Student Training Hours
Spring 2003 - Fall 2009**



The graph below displays the number of courses offered in FY 2003-FY 2009. 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 3.32: Courses Offered by Program Area
Summer 2003 - Spring 2009**



- Programs offered at the East and West Centers attracted over 650 enrollments in FY 2009.
- 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 100 individual students this year.
- The Division delivered over 40 custom training programs for client organizations in FY 2009. 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 2009.
- The Division's online noncredit programs are strong, with about 500 enrollments in 2009 compared with just 121 seven years ago. The online Patient Advocacy Certificate Program continues to draw participants from Hawaii to Maine.

Book of Trends 2010

Sponsored Research

4



Sponsored Programs and Research at Cleveland State University

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

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

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

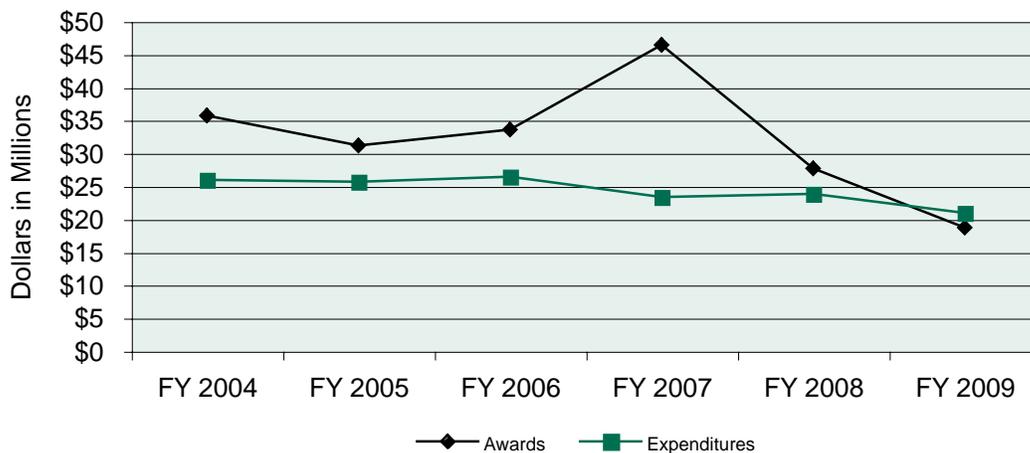
Table 4.1: Sponsored Program Awards and Expenditures, Fiscal Years 2004-2009

Source	Fiscal Year						Percent Change	
	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	1 Year	5 Year
Awards	\$35,758,804	\$31,202,726	\$33,610,661	\$46,453,388	\$27,661,642	\$18,677,794	-32%	-48%
Expenditures	\$25,922,289	\$25,665,877	\$26,425,253	\$23,390,243	\$23,854,742	\$20,945,565	-12%	-19%

Notes: 5 Year Percent Change is from the period 2004 to 2009.

The Total Award amount for FY2009 differs from that listed in the Monthly Activity Reports previously published by OSPR (<http://www.csuohio.edu/offices/spr/monthlyactivityreports/index.html>). This is because the reports in the Book of Trends include State Appropriations as a separate line-item while the Monthly Activity Reports do not. The amount stated here is higher because not all State Appropriation funding has been allocated to a Sponsored Program account.

Figure 4.1: Sponsored Program Awards and Expenditures, Fiscal Years 2004-2009



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

Table 4.2: Sponsored Program Awards by Source, Fiscal Years 2004-2009

Source	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	Percent Change	
							1 Year	5 Year
Federal Grants	\$20,715,659	\$20,612,586	\$22,998,055	\$13,149,371	\$13,894,606	\$7,165,852	-48%	-65%
State Grants	\$5,557,372	\$3,809,529	\$3,728,005	\$26,308,453	\$7,466,819	\$3,756,471	-50%	-32%
Local Grants	\$2,024,769	\$368,983	\$243,971	\$664,999	\$735,848	\$801,757	9%	-60%
Private Grants	\$2,803,662	\$2,170,075	\$3,188,529	\$2,889,061	\$2,311,264	\$3,950,919	71%	41%
State Appropriations	\$4,657,342	\$4,241,553	\$3,452,101	\$3,441,504	\$3,253,105	\$3,002,795	-8%	-36%
Total	\$35,758,804	\$31,202,726	\$33,610,661	\$46,453,388	\$27,661,642	\$18,677,794	-32%	-48%

Notes: 5 Year Percent Change is from the period 2004 to 2009.

The Total Award amount for FY2009 differs from that listed in the Monthly Activity Reports previously published by OSPR. This is because the reports in the Book of Trends include State Appropriations as a separate line-item while the Monthly Activity Reports do not. The amount stated here is higher because not all State Appropriation funding has been allocated to a Sponsored Program account.

Figure 4.2a: Sponsored Program Awards by Source, Fiscal Year 2009

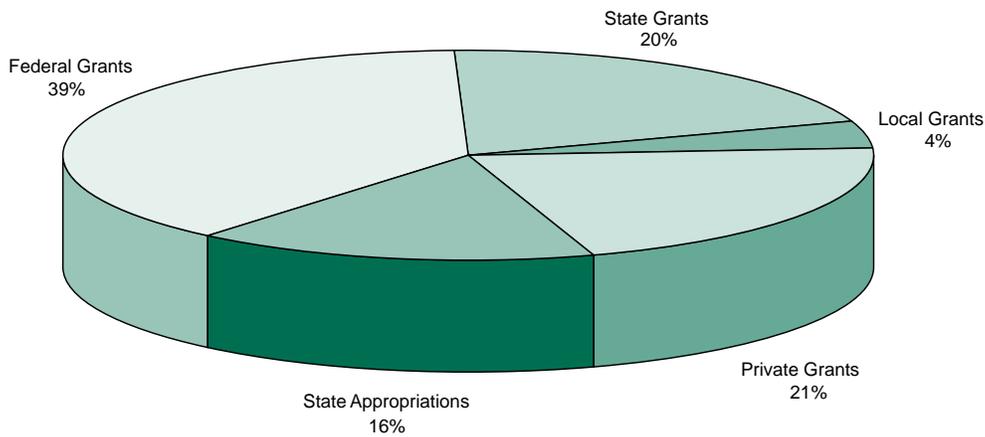
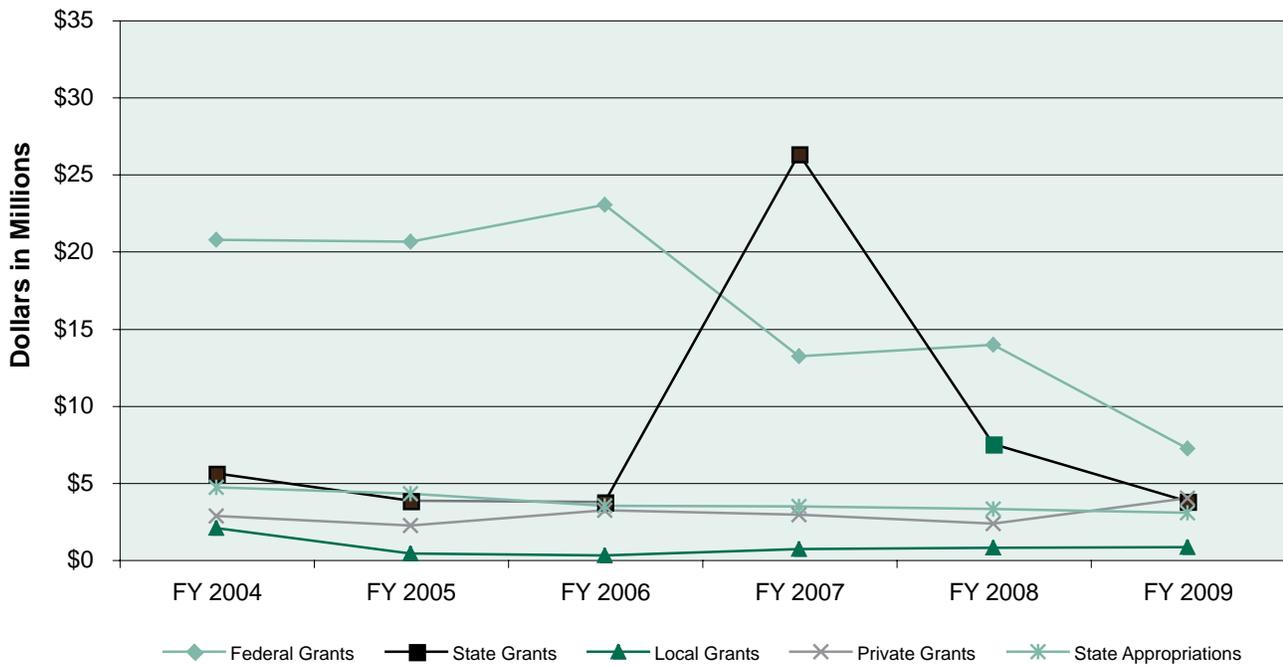


Figure 4.2b: Program Awards and Expenditures by Source, Fiscal Years 2004-2009



Source: CSU Office of Sponsored Programs and Research.

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

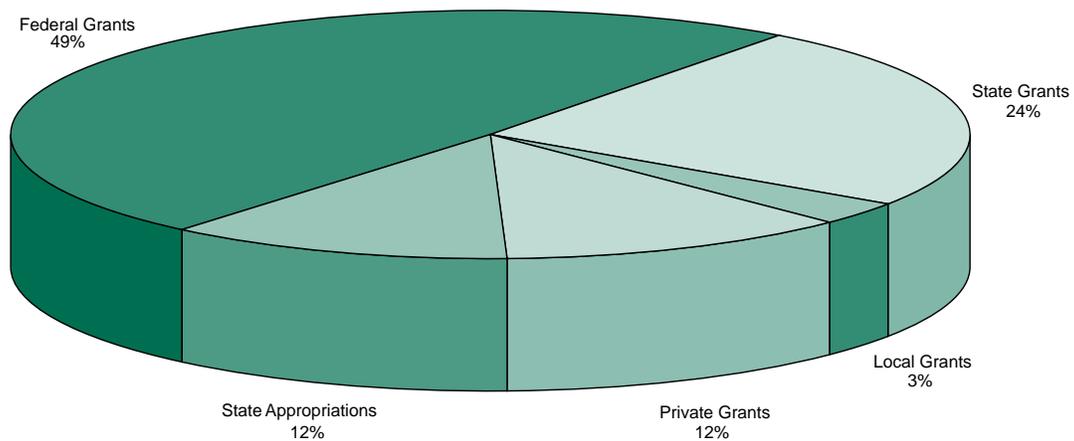
Grant: A financial assistance mechanism whereby money and/or direct assistance is provided to carry out approved activities.

Table 4.3: Sponsored Program Expenditures by Source, Fiscal Years 2004-2009

Source	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	Percent Change	
							1 Year	5 Year
Federal Grants	\$15,510,461	\$14,891,157	\$13,788,006	\$13,197,818	\$13,034,157	\$10,310,031	-21%	-34%
State Grants	\$3,270,587	\$3,967,160	\$6,090,677	\$3,038,309	\$4,508,061	\$5,024,183	11%	54%
Local Grants	\$380,215	\$684,898	\$733,130	\$746,548	\$755,966	\$669,563	-11%	76%
Private Grants	\$3,901,735	\$2,226,833	\$2,663,791	\$2,792,794	\$2,293,476	\$2,509,684	9%	-36%
State Appropriations	\$2,859,291	\$3,895,829	\$3,149,649	\$3,614,774	\$3,263,082	\$2,432,104	-25%	-15%
Total	\$25,922,289	\$25,665,877	\$26,425,253	\$23,390,243	\$23,854,742	\$20,945,565	-12%	-19%

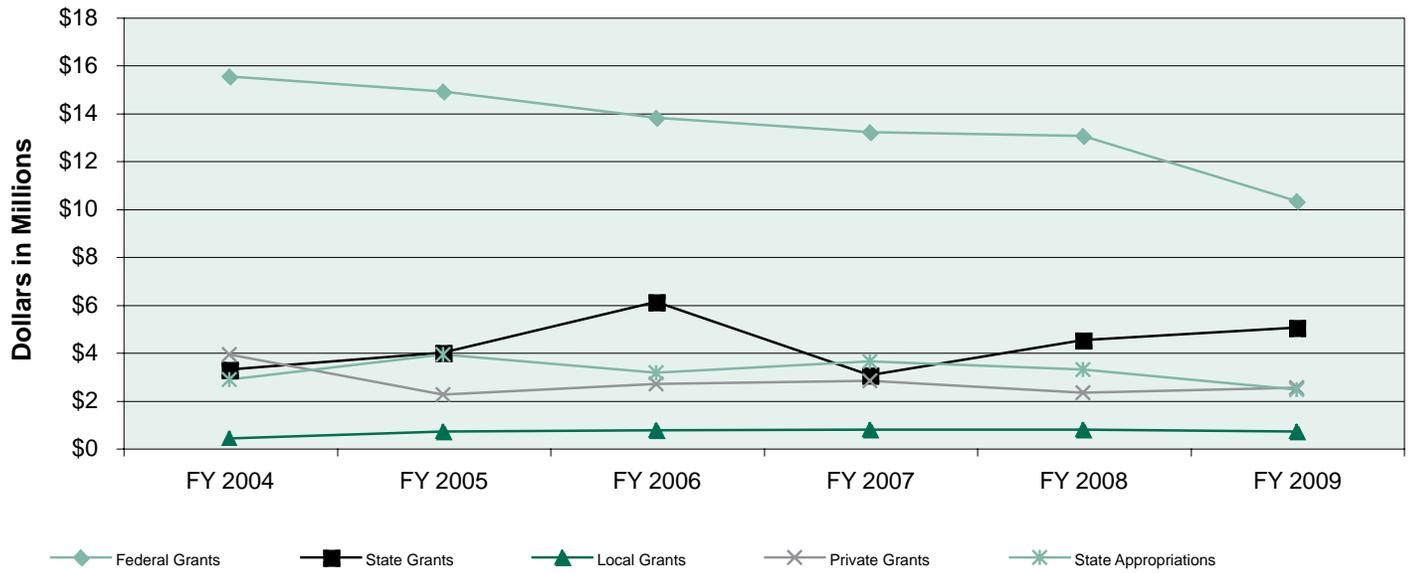
Note: 5 Year Percent Change is from the period 2004 to 2009.

Figure 4.3a: Sponsored Program Expenditures by Source, Fiscal Year 2009



Source: CSU Office of Sponsored Programs and Research

Figure 4.3b: Sponsored Program Expenditures by Source, Fiscal Year 2004-2009



Source: CSU Office of Sponsored Programs and Research.

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

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

Table 4.4: Research Expenditures Reported by OBOR at Ohio Public Universities, Fiscal Years 1993-2008

Institution	Total R&D Expenditures					
	Thousands of Constant 2008 Dollars					
	1993	1998	2003	2008	5 Year	15 Year
Bowling Green State University	\$5,092	\$4,438	\$8,528	\$10,712	26%	110%
Central State University	\$2,804	\$1,959	\$1,359	\$2,553	88%	-9%
Cleveland State University	\$14,553	\$14,669	\$16,406	\$14,131	-14%	-3%
Kent State University	\$17,926	\$16,604	\$16,914	\$23,293	38%	30%
Miami University	\$7,303	\$8,816	\$15,958	\$25,052	57%	243%
Ohio Universities College of Medicine	\$2,809	\$3,818	\$5,073	\$9,165	81%	226%
Ohio State University	\$328,773	\$394,508	\$577,133	\$702,592	22%	114%
Ohio University	\$22,940	\$28,090	\$43,627	\$38,108	-13%	66%
University of Akron	\$26,066	\$21,361	\$32,497	\$27,182	-16%	4%
University of Cincinnati	\$137,341	\$208,946	\$295,405	\$344,046	16%	151%
University of Toledo	\$30,769	\$30,011	\$49,241	\$59,583	21%	94%
Wright State University	\$29,381	\$25,744	\$40,526	\$47,770	18%	63%
Youngstown State University	\$255	\$1,175	\$1,625	\$1,193	-27%	368%
Total R&D Expenditures	\$626,013	\$760,138	\$1,104,293	\$1,305,380	18%	109%

Source: Ohio Board of Regents (OBOR), Research Expenditures for Ohio's Public and Private Institutions, FY 1993 to FY 2008. As of: February 2010.

http://regents.ohio.gov/perfrpt/statProfiles/Research_2008_Report.pdf Page 2

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

The NSF rankings are widely recognized as a valuable benchmark in comparing the level of research taking place at institutions across the country. This survey, completed by over 680 institutions in 2008, compiles research and development expenditures only and is therefore a portion of the sponsored programs expenditures previously reported. The first table (4.5) below compares Cleveland State with other Northern Ohio institutions, while the second (4.5a) shows other institutions ranked similarly to Cleveland State. In addition to seeking and receiving funding for research and development, the University places a heavy emphasis on graduate education and involving those students in the research laboratory.

Table 4.5: National Science Foundation Ranking of Research and Development Expenditures, Fiscal Years 2003-2008 (Northern Ohio Comparison)

Institution	2008	(Dollars in Thousands)					
	Ranking	2003	2004	2005	2006	2007	2008
University of Toledo	160	\$24,123	\$27,708	\$32,351	\$30,493	\$52,448	\$59,583
University of Akron	215	\$27,953	\$27,488	\$26,888	\$28,440	\$27,138	\$27,182
Kent State University	227	\$14,549	\$12,712	\$11,045	\$11,076	\$19,001	\$23,293
Cleveland State University	260	\$14,112	\$16,888	\$15,884	\$14,496	\$15,948	\$14,131
Bowling Green State University	276	\$7,336	\$8,271	\$9,746	\$9,912	\$9,120	\$10,712
Youngstown State University	502	\$1,398	\$1,831	\$1,382	\$1,308	\$611	\$1,193

Source: http://www.nsf.gov/statistics/nsf10311/content.cfm?pub_id=3944&id=2, Table 27

Table 4.5a: National Science Foundation Ranking of Research and Development Expenditures, Fiscal Years 2006-2008 (National Ranking Peer Comparison)

2006		2007		2008	
Institution	Ranking	Institution	Ranking	Institution	Ranking
Clarkson University	243	Northern Illinois University	243	California Polytechnic State Uni.-San Luis Obispo	257
Louisiana Tech University	244	Florida A&M University	244	Western Michigan University	258
University of North Texas	245	East Carolina University	245	University of Tulsa	259
Cleveland State University	246	Cleveland State University	246	Cleveland State University	260
Worcester Polytechnic Institute	247	Albany Medical College	247	Texas A&M University-Kingsville	261
Polytechnic University (Brooklyn, NY)	248	University of Tulsa	248	California State University-Northridge	262
Alabama A&M University	249	California Polytechnic State Uni.-San Luis Obispo	249	Polytechnic University (Brooklyn, NY)	263

Source: http://www.nsf.gov/statistics/nsf10311/content.cfm?pub_id=3944&id=2, Table 27

Indirect Cost Recovery

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

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

Table 4.6: Indirect Cost (IDC) Recovery and Total Sponsored Program Expenditures by Year, Fiscal Years 2004-2009

Research Activities	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	Percent Change	
							1 Year	5 Year
Direct Sponsored Program Expenditures	\$23,982,066	\$23,686,707	\$24,308,453	\$21,530,163	\$22,227,857	\$19,544,345	-12%	-19%
Indirect Cost Recovered	\$1,940,223	\$1,969,170	\$2,116,800	\$1,860,080	\$1,626,885	\$1,401,220	-14%	-28%
Total Sponsored Program Expenditures	\$25,922,289	\$25,655,877	\$26,425,253	\$23,390,243	\$23,854,742	\$20,945,565	-12%	-19%
% IDC of Direct Research Expenditures	8%	8%	9%	9%	7%	7%		

Notes: 5 Year Percent Change is from the period 2004 to 2009.

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

Source: CSU Office of Sponsored Programs and Research

Proposal Submission and Success Rates for Externally Funded Programs

The three sections of Table 4.7 below show the Success Rates for Awards broken down by sponsor type. Even though the overall number of proposals submitted over recent years has dipped, the overall Success Rate has remained consistent at approximately 66% from Fiscal Year 2005 through Fiscal Year 2009.

Table 4.7: Proposals Submitted and Awards Received by Source, Fiscal Years 2004-2009

Source	Proposals Submitted	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Government Sources							
Federal		174	168	146	143	120	153
State		46	41	39	53	34	38
Local		15	20	21	28	23	15
Total Government Sources		235	229	206	224	177	206
Non-Government Sources							
Corporate Contracts		79	14	13	5	11	11
Foundation and Non-Profit		44	93	99	111	105	93
Total Non-Government Sources		123	107	112	116	116	104
Sponsored Programs Total		358	336	318	340	293	310

Source	Awards Received	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Government Sources							
Federal		127	122	113	92	82	86
State		44	28	35	31	32	27
Local		9	14	15	16	17	18
Total Government Sources		180	164	163	139	131	131
Non-Government Sources							
Corporate Contracts		51	35	15	9	13	8
Foundation and Non-Profit		30	24	58	71	66	63
Total Non-Government Sources		81	59	73	80	79	71
Sponsored Programs Total		261	223	236	219	210	202

Source	Success Rate*	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Government Sources							
Federal			70%	67%	63%	57%	72%
State			61%	85%	79%	60%	79%
Local			93%	75%	76%	61%	78%
Total Government Sources			70%	71%	67%	58%	74%
Non-Government Sources							
Corporate Contracts			44%	107%	69%	260%	73%
Foundation and Non-Profit			55%	62%	72%	59%	60%
Total Non-Government Sources			48%	68%	71%	68%	61%
Sponsored Programs Total			62%	70%	69%	62%	69%

Source: CSU Office of Sponsored Programs and Research

Table 4.8: Proposals Submitted and Awards Received by College or Division, Fiscal Years 2004-2009

Proposals and Grant Awards	Fiscal Year					
	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Proposals Submitted	358	336	318	340	293	310
Awards Received	261	223	236	219	210	202
Success Rate		62%	70%	69%	62%	69%

Source: CSU Office of Sponsored Programs and Research

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

Table 4.8a: Fiscal Year 2009 Proposals Submitted by College

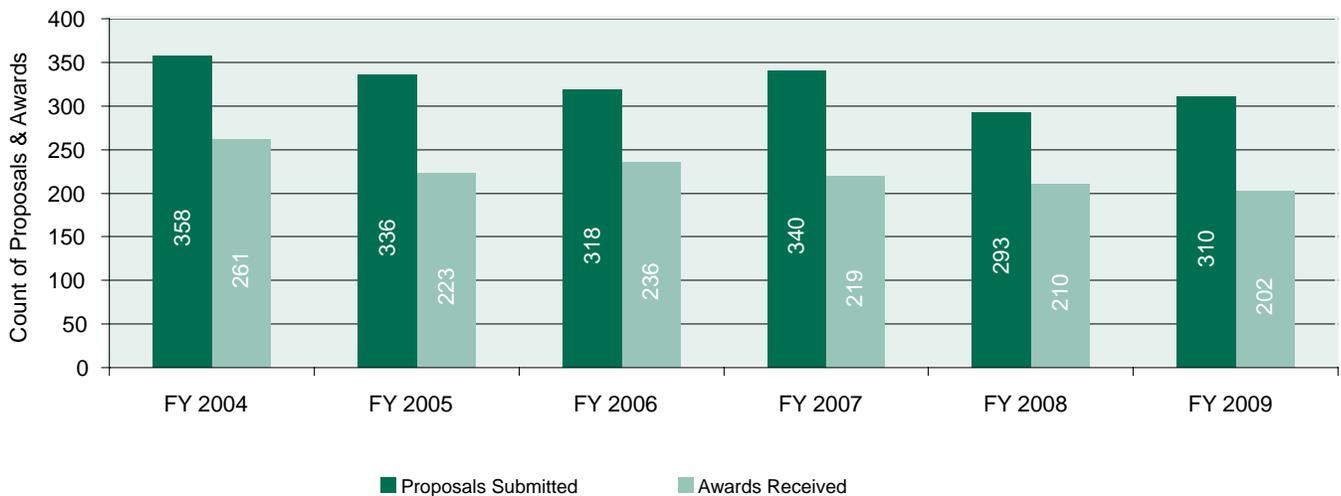
College or Division	Direct	Indirect	Total	Count
College of Business Administration	\$338,728	\$71,763	\$410,491	4
College of Education & Human Services	\$8,676,524	\$1,172,368	\$9,848,892	50
College of Engineering	\$23,033,459	\$3,351,186	\$26,384,645	58
College of Law	\$284,939	\$57,524	\$342,463	3
College of Liberal Arts & Social Sciences	\$806,222	\$187,636	\$993,858	17
College of Science	\$22,979,126	\$6,929,686	\$29,908,812	90
College of Urban Affairs	\$4,284,036	\$595,535	\$4,879,571	70
Central Administration	\$9,262,795	\$469,740	\$9,732,535	15
Continuing Education	\$443,752	\$0	\$443,752	1
Undergraduate Studies	\$90,195	\$7,056	\$97,251	2
Fiscal Year 2009 Totals	\$70,199,776	\$12,842,494	\$83,042,270	310

Table 4.8b: Fiscal Year 2009 Awards Received by College

College or Division	Direct	Indirect	Total	Count
College of Business Administration	\$118,932	\$15,951	\$134,883	3
College of Education & Human Services	\$2,663,266	\$97,811	\$2,761,077	29
College of Engineering	\$1,946,404	\$328,985	\$2,275,389	41
College of Law	\$147,976	\$0	\$147,976	2
College of Liberal Arts & Social Sciences	\$718,610	\$91,074	\$809,684	18
College of Science	\$3,181,384	\$391,067	\$3,572,451	32
College of Urban Affairs	\$2,411,136	\$363,005	\$2,774,141	62
Central Administration	\$3,013,529	\$90,618	\$3,104,147	14
Continuing Education	\$0	\$0	\$0	0
Undergraduate Studies	\$88,195	\$7,056	\$95,251	1
Fiscal Year 2009 Totals	\$14,289,432	\$1,385,567	\$15,674,999	202

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

Figure 4.8: Proposal Submissions and Grant Awards, Fiscal Year 2004-2009



Ohio Research Incentive

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

Table 4.9: Ohio Board of Regents Distributions of Research Challenge/Incentive, Fiscal Years 2000-2009

Institution	2000 & 01	2002 & 03	2004 & 05	2006 & 07	2008 & 09	Percent Change	
						2 Year	5 Year
Bowling Green State University	\$539,869	\$501,849	\$498,016	\$570,077	\$466,357	-18%	-14%
Central State University	\$151,917	\$200,165	\$192,538	\$136,063	\$152,330	12%	0%
Cleveland State University	\$746,199	\$650,417	\$509,906	\$601,125	\$479,541	-20%	-36%
Kent State University	\$1,443,797	\$1,166,098	\$1,067,278	\$917,545	\$780,124	-15%	-46%
Miami University	\$746,078	\$632,476	\$578,209	\$612,310	\$587,217	-4%	-21%
Ohio University	\$1,850,027	\$1,569,960	\$1,645,864	\$1,545,402	\$1,284,256	-17%	-31%
Ohio State University	\$17,139,839	\$16,202,541	\$14,455,250	\$15,463,372	\$15,816,861	2%	-8%
University of Akron	\$1,262,016	\$1,129,869	\$1,082,717	\$1,028,420	\$974,279	-5%	-23%
University of Cincinnati	\$7,612,135	\$6,584,391	\$6,147,083	\$6,268,441	\$7,109,728	13%	-7%
University of Toledo	\$993,484	\$964,152	\$987,954	\$1,098,655	\$1,467,903	34%	48%
Youngstown State University	\$138,659	\$153,982	\$196,425	\$192,619	\$166,694	-13%	20%
Total	\$32,624,020	\$29,755,900	\$27,361,240	\$28,434,029	\$29,285,290	3%	-10%

Note: See the Ohio Board of Regents Research Incentive Program at <http://regents.ohio.gov/rgp/rsch/pdfs/ResearchIncentiveFY08-09.pdf> for universities planned use of funds during the FY 2008-2009 biennium.

Source: Ohio Board of Regents, Research Incentive Awards, FY 2008 & FY 2009

Highlights

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

Intellectual Property

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

Table 4.10: Intellectual Property: Patents and Disclosures, Fiscal Years 2004-2009

Source	FISCAL YEAR						Percent Change	
	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	1 Year	5 Year
Disclosures	12	11	12	9	8	6	-25%	-50%
Patents Filed	3	-	2	2	6	4	-33%	33%
Provisional Patent Applications Filed	-	17	19	3	5	3	-40%	-
Licenses Approved	1	-	-	-	1	-	-100%	-100%

Source: CSU Office of Sponsored Programs and Research

Notes: 5 Year Percent Change is from the period 2004 to 2009.

The following definitions are from the US Patent and Trademark Office (www.uspto.gov)

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

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

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

Growth in Graduate Education

Graduate education at Cleveland State has seen unprecedented growth in recent years, from 3,000 students in the 1980's to approximately 5,000 students pursuing one of more than 80 graduate, certificate or licensure programs at the University. Such growth in graduate programs has implications for strengthening the quality of these offerings and seizing opportunities for supporting the 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. Institutional investments in graduate education are closely linked with strategies for promoting sponsored research, which lead to an increased opportunity for the contributions of graduate, doctoral and post-doctoral students.

Table 4.11: Percentage of Total Student Credit Hours Taken by Graduate Level Students at Selected Ohio 4-Year Institutions-Main Campuses Only, Fall Terms 2005-2009

Institution	2005	2006	2007	2008	2009	Grad SCH
University of Akron	11%	10%	10%	10%	10%	31,400
Bowling Green State University	10%	10%	10%	11%	NA	NA
University of Cincinnati	20%	20%	21%	20%	20%	74,058
Cleveland State University	21%	21%	21%	21%	21%	37,051
Central State University	0%	1%	0%†	1%†	NA	NA
Kent State University	13%	13%	13%†	14%†	14%†	42,630
Medical University of Ohio	91%†	84%	79%	NA	NA	NA
Miami University	6%	6%	6%	6%	6%	15,409
Ohio State University	18%	16%	16%†	14%†	NA	NA
Ohio University	11%	12%	12%†	12%†	12%†	39,238
Shawnee State University	0%	0%	1%	1%	2%	891
University of Toledo	9%	8%	8%	10%†	10%	29,098
Wright State University	14%	14%	14%	13%†	14%†	28,431
Youngstown State University	5%	5%	5%	5%	5%	8,036
Total	13%	13%	13%	13%	12%	306,242

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

Source: The Ohio Board of Regents HEI Course Enrollment (CN) query. Run Date: May 17, 2010

† Indicates institutions that had not finalized enrollment data by query date.

Highlights

- Table 4.11 From 2005 to 2009, Cleveland State University continued to hold steady in the percentage of total student credit hours taken by graduate students. At 21%, Cleveland State University's percentage of total student credits remains substantially higher than all other Ohio 4-year institutions.

Table 4.12: Cleveland State University Graduate Student Support from Externally Funded Research, Fiscal Years 2005-2009

Source	2005	2006	2007	2008	2009	Percent Change	
						1 Year	5 Year
Business	\$22,932	\$28,761	\$55,399	\$45,680	\$33,589	-26%	46%
Education	\$77,904	\$66,533	\$127,574	\$180,097	\$86,525	-52%	11%
Engineering	\$527,754	\$244,660	\$328,160	\$155,368	\$225,026	45%	-57%
Liberal Arts/Social Science	\$66,015	\$25,961	\$8,076	\$21,485	\$12,480	-42%	-81%
Science	\$267,146	\$164,780	\$244,563	\$334,319	\$453,564	36%	70%
Urban Affairs	\$295,143	\$374,967	\$427,125	\$201,865	\$79,401	-61%	-73%
Total	\$1,256,894	\$905,662	\$1,190,897	\$938,814	\$890,585	-5%	-29%

Source: CSU Controller's Office

Table 4.13: Selected Research & Grant Highlights by College

College	Department	Project Description
Business	Business	Title VI-B Grant: The Nance College of Business is in its second year of a fourth consecutive Title VI-B grant from the U.S. Department of Education to integrate the principles of sustainability across all international business programs, partnerships, and alliances to ensure a high level of quality, sound financial stability and the capacity to prepare a new generation of leaders, educators, and practitioners with the skills and tools necessary to lead competitive businesses in terms of financial success, social value, and environmental quality in today's global marketplace.
Education and Human Services	Counseling, Administration and Adult Learning	Center for Educational Leadership: Evolved from the nationally recognized First Ring Leadership Academy, the Center offers academic programs to develop and sustain inspired leaders for today's schools. Most notably is the Master of Education in Organizational Leadership, Ohio's only interdisciplinary masters degree leading to Principal Licensure. Also offered are the Education Policy Fellowship Program and the innovative Inspired Leaders Principal Licensure Program.
	Curriculum and Foundations	Gifted Education Enters Cyberspace: During 2008-2009 the Graduate Program in Gifted Education began offering all six required courses online, extending outreach to meet teachers' needs in serving gifted, talented, and advanced learners in schools across the country. Confucius Institute: With the continued support of the Chinese Government, the Institute sponsored K-12 teachers of Chinese, hosted faculty and student exchanges and study abroad programs, provided workshops and materials for teachers, created educational opportunities to learn about Chinese business practices, and staged cultural events.
	Office of the Dean	CORE Program: A multi-year program funded by H.B. 115 and H.B. 119 to recruit mid-career professionals into high-need, hard-to-staff positions within the teaching profession. The CORE Program was especially designed to allow participants to maintain their current jobs with classes and field experiences scheduled on evenings, weekends, and on-line. Individuals successfully completing all requirements qualify for teaching licenses in advanced mathematics, laboratory based sciences, Chinese, Arabic, and Spanish.
	Teacher Education	Project Reach: A major five-year grant to improve Cleveland State University's ability to prepare all teachers to provide effective instruction for Limited English Proficient students, professional development for content area teachers to improve academic achievement of Limited English Proficient students, and to become a region that provides strong support in both language acquisition and content learning for all classrooms that serve Limited English Proficient students. Highly Qualified Teachers Program: A five-year U.S. Department of Education grant to enhance the Special Education Programs. The emphasis is on graduating candidates who meet the highly qualified teacher guidelines under the No Child Left Behind and Individuals with Disabilities Education Act legislation. CSUTeach: With the support of the NSF Noyce Scholars Program and Cleveland State's partners (National Math and Science Initiative, UTeach Institute, Ohio STEM Learning Network, and the Cleveland Metropolitan School District), Cleveland State is bringing the UTeach model to Ohio transforming the teacher education experience for pre-service teachers to be licensed to teach grades 7-12, with an emphasis on preparing for underserved, urban classrooms. The Noyce Scholars will be eligible to become licensed STEM teachers. Ohio Reading First Center: This six year \$36 million dollar center coordinates the work of three universities to provide Ohio schools with the teacher and principal training, in-school technical support, and evaluation/research services resulting in significant reading achievement in Ohio's most struggling urban school districts' primary grades.

College	Department	Project Description
Engineering	Chemical & Biomedical Engineering	<p>Effect of Convection on Dendritic Array Morphology During Directional Solidification: This project aims at understanding the role convection plays in determining the dendritic array morphology and homogeneity. Al-7% Si alloy samples directionally solidified on earth and the same alloy samples directionally solidified on the International Space Station are being compared under a joint NASA-ESA program. The research team consists of scientists from NASA, the University of Arizona and CSU.</p>
		<p>Strain-Tolerant Self-Sensing Environmental Barrier Coating for SiC/SiC Ceramic Matrix Composites and Si3N4: Silicon-based ceramics, such as SiC/SiC composites and monolithic Si3N4 ceramics are leading candidate materials for next generation gas turbine engine hot section structural components. However, their use is not possible without the availability of effective environmental barrier coatings (EBC). This project aims at developing non-line-of-sight solution-based EBC processes and incorporating built-in microstructural textures to eliminate the room temperature strength debit.</p>
		<p>Optical Instrumentation, Non-Destructive Evaluation, High Temperature Materials and Structures and Numerical Modeling for Advanced Aerospace Application: This NASA-funded project has been carried out via four sub-tasks: propulsion health monitoring system development and instrumentation; integration of NDE and finite element modeling and image visualization; development of acoustics, tomography, and radiography sciences and facilities in operations; and planar optical diagnostics for flow field measurements and optical build up.</p>
		<p>An Energy Efficient Method for Algae Dewatering: One of the major limitations to the cost-effective production of biofuels from algae at the commercial scale is the high cost of harvesting the algae from the water in which it is grown. The inclined gravity settler has low energy consumption and is inexpensive to manufacture. The effectiveness of this device in harvesting algae is being investigated.</p>
	Civil and Environmental Engineering	<p>University Transportation Center for Work Zone Safety and Efficiency: This project is sponsored by the US Department of Transportation. The goal is to better understand driving behaviors and motivations, and establish work zone traffic control best practices and design protocols to save lives.</p>
		<p>Pervious Concrete: Technology Demonstration and Information Needs: This project was funded by the Chesapeake Bay Foundation via the University of Maryland Baltimore County (UMBC). As part of this project, two demonstration pervious concrete test sites were built on the UMBC campus, and their performance is being jointly monitored by CSU and UMBC researchers.</p>
		<p>Redesign of a Nondestructive Evaluation Course for Blended Learning: This faculty grant from the American Society for Nondestructive Testing provided for the conversion of the CVE 424/524 and MME 524 Nondestructive Evaluation course to a blended learning format. While the traditional laboratory exercises were essentially unchanged, the lecture portion of the course was delivered online through Blackboard.</p>
		<p>Pollution Prevention and Sustainable Systems Development: The objectives of this project include the investigation of a wide range of sustainability alternatives and potential pollution prevention activities for NASA Glenn Research Center, the development and implementation of the Environmentally Preferable Purchasing Plus (EPP+) program, and the development, testing and implementation of life-cycle assessment tools for NASA personnel.</p>
		<p>Software Infrastructure for a Universal Smart Sensor Interface: This project involved the design and implementation of software for capture and processing of sensor signals in high-temperature settings such as turbine engines. The software interface is designed in a plug-and-play manner so as to be able to work with any sensor hardware that may be used. This project was supported by NASA through Orbital Research, Inc.</p>

College	Department	Project Description
Engineering	Civil and Environmental Engineering	<p>Biogeography-Based Optimization: This NSF sponsored research is developing new nature-inspired methods for the optimization of engineering systems. Applications of this research include the optimization of power distribution, robot control, and the early diagnosis of cardiac disease.</p>
		<p>Pilot Studies of Active Disturbance Rejection Control in Industrial Processes: The active disturbance rejection control (ADRC) technology has been successfully implemented in a production line at a Fortune 100 company, with a third party verified energy saving of 58%, together with significant improvement to the product quality index. Currently, the technology is being deployed in other production lines as well.</p>
		<p>Stabilization of Immobilized Enzymes for Implantable Glucose Monitoring Devices: One of the main obstacles for the development of implantable glucose biosensors is the inherent instability of the enzyme immobilized on the electrodes of the sensors as the sensing element. This project aims to overcome this problem using a spatial confinement approach. Successful completion will be a substantial advancement toward making implantable glucose-sensing devices.</p>
		<p>Visual Utility Monitor: This privately funded research is designing a system that attaches to a utility meter and wirelessly transmits data to a remote computer. This system allows the customer to track utility use and reduce costs.</p>
		<p>NEDG: Exploring Data Access in Internet-based Wireless Mobile Networks: Due to the high mobility of vehicles and the limited wireless bandwidth in Internet-based vehicular ad hoc networks (IVANET), data caching is an effective technique to improve information accessibility and availability. This project studied cache management, cache invalidation, and cache consistency in the context of IVANET.</p>
Mechanical Engineering		<p>Improved Control for Micro Electro-Mechanical Systems (MEMS) Gyroscopes: This research project focuses on developing a novel control strategy for high-performance and low-cost MEMS gyroscopes for commercial applications based on Active Disturbance Rejection Control (ADRC) technology.</p>
		<p>Non-Destructive Evaluation and Structural Health Monitoring of Advanced Composite Materials and Propulsion Systems: Development and application of nondestructive evaluation techniques for advanced aerospace materials and components. The techniques should distinguish and quantify the types and extent of material manufacturing defects and mission exposure damage (e.g., aging, vibration and impact) to support the assessment of damage on material properties.</p>
		<p>Smart Health Monitoring of Rotating Components Using Active Magnetic Force Actuators: This NASA sponsored project aims to develop and experimentally demonstrate the feasibility of a new approach to smart health monitoring based on nonlinear vibration diagnosis using spectral non-synchronous excitation force.</p>
Active Flow Control in Low Pressure Gas Turbines:		<p>Boundary layer separation on the suction side of low-pressure turbine (LPT) airfoils can occur due to strong adverse pressure gradients. Active flow control would provide a means for minimizing separation and thus will allow for improved designs with fewer stages and fewer airfoils per stage to generate the same power, i.e., more efficient and lower cost turbines.</p>
		<p>Law</p> <p>In the summer and fall of 2009, Professor Alan Weinstein was the lead investigator and primary author of a report on “Barriers to Intergovernmental Cooperation in Ohio” commissioned by the Brookings Institution. Clinical Professor Kermit Lind was the co-author. This work was integrated into a Brookings publication titled “Restoring Prosperity: Transforming Ohio’s Communities for the Next Economy,” published in April 2010.</p>
Liberal Arts and Social Sciences	Economics	<p>A National Endowment for the Humanities Summer Institute Award has been given for pedagogical study at the Duke University Center for History of Political Economy.</p>

College	Department	Project Description
Liberal Arts and Social Sciences	History	<p>The Center for Public History and Digital Humanities has partnered with the Cuyahoga Valley National Park and the Phyllis Wheatley Association, with funds from the National Park Service, to do an oral history project called “The Park and the City: Building a Common Ground Oral History Project.”</p> <p>The Center has also partnered with the Ohio Humanities Council’s Ohio Civil War 150 Project. They are facilitating the use of open-source archival tools to extend OHC outreach across the state, related to the sesquicentennial celebration of Civil War events in Ohio.</p> <p>A Fulbright scholarship has been awarded for the study of sacred oral traditions in Ile-Ife, Nigeria.</p>
	Music	<p>The piano section has been awarded a \$160,000 Concert Grand Piano from the Yamaha Corp.</p> <p>The Kulas Foundation has granted two awards to the strings section for the fostering of string education in the public schools.</p>
	Sociology and Criminology	<p>The Criminology Research Center, through a partnership grant with the County from the Federal Office of Violence Against Women, is examining the use of computerized case management systems and data bases by major U.S. police departments in order to improve domestic violence case processing in Cuyahoga County.</p> <p>The Center, in collaboration with Levin College researchers, is conducting a study as part of a Cuyahoga County Prosecutor’s Office review of the Cuyahoga County criminal justice system, from arrest through prosecution and case disposition. The study involves riding with patrol officers in several cities to observe how police apply discretion in the course of interacting with citizens.</p>
School of Nursing	Accelerated Nursing	<p>New Careers in Nursing: With the support of the Visiting Nurse Association, Care Alliance Health Center, Cleveland Clinic Nursing Institute, and the scholarship support of the Robert Wood Johnson Foundation the Accelerated Nursing Program provides opportunities for economically disadvantaged and under-represented racial groups in nursing the opportunity to obtain Bachelors and Masters in the Nursing field.</p> <p>Choose Ohio First Nursing Scholarship Initiative: In partnership with Case Western Reserve University, University Hospital and Cleveland Clinic, the School of Nursing addresses the nursing faculty shortage by providing mentorship for a select group of Fellows and provides master’s level programs for those students with the potential and commitment who select the DNP doctoral option.</p>
Sciences and Health Professions	Biological, Geological and Environmental Sciences	<p>Molecular Cardiovascular Innovation Research: Funding from the Ohio Board of Regents for the Ohio Research Scholars Center of Research Excellence in Molecular Cardiovascular Innovation.</p>
		<p>Characterization of Trypanosome Telomere Complex: This National Institute of Allergy and Infectious Diseases funded study is to explore the function of telomeres, the substances at the ends of each chromosome.</p>
		<p>Novel Approach to Create Chimeric Proteins for Therapeutic Applications: This American Heart Association study focuses on understanding protein folding in genetic expression.</p>
		<p>Translational Silencing in Monocytes: This National Institutes of Health/National Heart, Lung, and Blood Institute (R01) funded study focuses on the role of L13a.</p>
		<p>Small Nuclear (SN) RNAs: Funding from the Department of Defense to study splicing interference (SPLICE) by small nuclear (SN) RNAs in breast cancer.</p>
		<p>Functional Analysis of the Synaptonemal Complex: A study of the synaptonemal complex funded by the NIH.</p>

College	Department	Project Description
Sciences and Health Professions	Biological, Geological and Environmental Sciences	<p>Lake Erie Bioavailable Phosphorus Studies: Funded by the EPA through Heidelberg College, this study provides information concerning Lake Erie from the phosphorus saturation index.</p> <p>Completion: Evapotranspiration in Lower Colorado River Valley: This U.S. Bureau of Reclamation thru Central State University is a project that explores the evapotranspiration in the Lower Colorado River Valley.</p> <p>NEOECO, funded currently by an Urban Long-Term Research Areas Exploratory Grant (ULTRA-ex) is a CSU-led partnership of environmental scientists, social scientists, natural resource managers, urban planners, landscape designers, and policy-makers representing multiple institutions and agencies that have organized to provide state-of-the-art scientific and technical support for: (1) protection of the region's natural capital and the valuable ecosystem services these assets provide; and (2) revitalization of economically-stressed and environmentally-degraded urban communities.</p>
	Chemistry	<p>Modulating Base Excision Repair in Tumor Drug Resistance: An NIH (National Cancer Institute) through Case Western Reserve University) funded study of tumor drug resistance.</p> <p>Ohio Consortium for Undergraduate Research: Funding by the National Science Foundation through Ohio State University Research Foundation, this program provides Research Experiences to Enhance Learning (REEL).</p> <p>Factor Va Regulation of Prothrombinase Activity: An NIH funded study of novel mechanisms for encouraging or discouraging blood clotting.</p> <p>Role of Rnase L in Type I Diabetes: Funding by the Diabetes Association of Greater Cleveland.</p>
	Health Sciences	<p>Geriatric Education Centers: Funding by the U.S. Department of Health and Human Services through Case Western Reserve University</p>
	Mathematics	<p>CBMS Regional Conference in Mathematics: NSF funding to provide a conference on Aspects of Applied Topology.</p> <p>Ohio Math and Science Alliance: Funding by the NSF through Ohio State University Research Foundation.</p>
	Psychology	<p>Strength-based approaches to care for Alzheimer's Disease patients and families: NIA and Alzheimer's Association funded.</p> <p>National Science Foundation (Behavioral and Cognitive Sciences; Program: Social Psychology). Strength and safety in numbers: Group influences on approach and avoidance motivation</p> <p>National Institutes of Health: National Institute on Deafness and Other Communication Disorders (NIH: NIDCD): Representations and processes involved in the perception of spoken language.</p>
Physics	<p>The role of sensory cilia in cellular mechanosensation and optical probes of matter. NIH funded.</p>	
Urban Affairs	Dean's Office	<p>Regional Economic Resilience As part of the MacArthur Foundation's project on regional resilience, this study identifies economically resilient and economically non-resilient regions, examines whether regions that have experienced negative economic shocks recover, and explores the role of structure and agency in that process.</p>
	Research & Public Policy	<p>Redistricting Data Funded by the Ohio Legislative Services Commission, this project develops a common and unified database for redistricting in the State of Ohio after the 2010 Census.</p>

College	Department	Project Description
Urban Affairs	Research & Public Policy	<p>FY2008 University Center Economic Development Program Competition An investment from the Economic Development Administration funds the first year of a three-year University Center program that focuses on providing technical assistance, research, and development tools to help increase productivity, spur innovation and entrepreneurship, and increase long-term regional competitiveness and economic diversification in the most distressed areas of Northeast Ohio.</p>
		<p>Dashboard Update 2009 A report that updates the Dashboard of Economic Indicators – which monitors the economic performance of Northeast Ohio’s metropolitan areas over time and in comparison to other metropolitan areas across the United States, particularly leading metropolitan areas and other large metro areas located in the Midwest.</p>
		<p>Finance Fund Market Assessment This study describes and quantifies the needs of Finance Fund clients and assesses potential markets.</p>
		<p>Evaluation of the Cuyahoga County Foreclosure Initiative, 2008 This project continues to evaluate and track the progress of Cuyahoga County foreclosure prevention activities.</p>
		<p>The University as Innovation Driver and Knowledge Center This research, completed for the Fulbright New Century Scholars program, is an in-depth study on the impact of research-related products on creating and commercializing new technology, supporting formation of emerging science industries, and building innovative industrial clusters on a regional, national, and global scale. The example of optics as an emerging and constantly evolving science industry will be employed to conduct quantitative research and potentially to generalize the results of the study to any emerging industry.</p>
Department of Urban Studies		<p>A National Scan of Best Practices in County Government (Re)Organization Applied research with the Commission on County Government Reform that explores the alternative structural models of county government, and to profile organizational structures with attributes that may provide guidance to the commission.</p>
		<p>The City of Cleveland Public Management Development Program Funded by the Cleveland Foundation via the City of Cleveland, this program creates and implements a customized management development program for City of Cleveland managers.</p>
Division of Continuing Education	Continuing Education	<p>Best Local Land Use Practices – 2008/2009 (Year Three) With the Ohio Lake Erie Commission, this project will continue to promote the Best Local Land Use Practices in the Ohio Lake Erie Watershed to move implementation of recommended practices closer to the goal of broad adoption by all levels of local government.</p>
		<p>Hazardous Materials Training: The Public Utilities Commission of Ohio awards \$400,000 annually to the Division of Continuing Education’s Center for Emergency Preparedness to conduct hazardous materials training programs to emergency responders throughout Ohio. The training is provided at no charge to the participating agencies.</p>
		<p>Development of Training Content for Population Protection Educational Modules: The Cuyahoga County Department of Justice Affairs, Emergency Management Agency, awarded a contract of nearly \$100,000 to the Center for Emergency Preparedness to develop training content on evacuation and shelter-in-place in the event of an emergency in the county.</p>
		<p>Alternative Fueled Vehicle Training Program: The Public Utilities Commission of Ohio awarded \$42,000 to the Center for Emergency Preparedness to develop and deliver an awareness training program to first responders and road workers on alternative fueled vehicles.</p>

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

Table 4.14: Cleveland State University Research Centers and Institutes

Name	Established	Website
Bioethics Center	2002	http://www.csuohio.edu/class/bioethics/
Center for Advanced Control Technologies (CACT)	1995	http://cact.csuohio.edu/
Center for Advancements in Renewable Energy (CARE)	2010	http://www.csuohio.edu/engineering/care/home.html
Center for Arts and Innovation	2005	http://www.csuohio.edu/class/cai/
Center for Community Planning and Development	2009	http://www.urban.csuohio.edu/urban_center/
Center for Economic Development	1986	http://www.urban.csuohio.edu/urban_center/
Center for Gene Regulation in Health and Disease	2008	http://www.csuohio.edu/sciences/grhd.html
Center for Healing Across Cultures	2005	http://www.csuohio.edu/sciences/dept/chac/
Center for Health Law and Policy	2009	http://www.law.csuohio.edu/academics/centerforhlp/
Center for Leadership Development	1993	http://www.urban.csuohio.edu/professional_development/
Center for Nonprofit Policy and Practice	1970	http://www.urban.csuohio.edu/urban_center/
Center for Poverty Studies	2000	http://www.csuohio.edu/class/cps/
Center for Public Management	1982	http://www.urban.csuohio.edu/urban_center/
Center for Real Estate Brokerage and Markets	1992	http://www.csuohio.edu/business/realestate/
Center for Research in Electronics and Aerospace Technology (CREATE)	2003	http://www.csuohio.edu/engineering/create/
Center for Rotating Machinery Dynamics and Control (RoMaDyC)	2006	http://academic.csuohio.edu/romadyc/
Communication Research Center	1976	http://www.csuohio.edu/class/com/CRChome.html
Criminology Research Center	2008	http://www.csuohio.edu/class/criminologyresearch/
Fenn Research and Development Institute (FRDI)	2009	http://www.csuohio.edu/engineering/frdi/home.html
Global Business Center	2003	http://www.csuohio.edu/business/global/
Great Lakes Environmental Finance Center	1995	http://www.urban.csuohio.edu/urban_center/
K'inál Winik Cultural Center	2003	http://www.csuohio.edu/kinalwinik/
Northern Ohio Data and Information Service (NODIS)	1982	http://www.urban.csuohio.edu/professional_development/
Poetry Center	1962	http://www.csuohio.edu/poetrycenter/
The Ohio Center for the Advancement of Women in Public Service	2001	http://www.urban.csuohio.edu/professional_development/
The Urban Center	1979	http://www.urban.csuohio.edu/urban_center/
Unger International Center for Local Government Leadership	2001	http://www.urban.csuohio.edu/professional_development/
University Transportation Center	2004	http://www.csuohio.edu/engineering/utc/
Wright Center for Sensor System Engineering (WCSSE)	2007	http://www.csuohio.edu/research/wcsse/

Table 4.15: Past Recipients of Distinguished Faculty Awards by Award Type 1993-2010

Type Award						
Teaching			Service		Research	
Year	Name	Department	Name	Department	Name	Department
1993	Thomas F. Campbell	History			Roger W. Binkley	Chemistry
	Jane L. McIntyre	Philosophy			Richard C. Stephens	Sociology
1994	Thomas W. Flechtner	Chemistry			Sidney Kraus	Communication
	Barbara B. Green	Political Science			Surendra N. Tewari	Chemical Engineering
1995	Rosemary E. Sutton	Curriculum & Foundations			Robert I. Abelman	Communication
	Robert A. Wheeler	History			Roger B. Manning	History
1996	Sherwood D. Silliman	Mathematics	Murali D. Nair	Social Work	Sarah Matthews	Sociology
1997	Ravindra R. Kamath	Finance	David F. Forte	Law	Jose J. Labrador	Modern Languages
			Robert N. Sollod	Psychology		
1998	William A. Beasley	Curriculum & Foundations	Valerie D. George	Nursing	Richard Bingham	Urban Studies
			Majid Rashidi	Mechanical Engineering	Edward W. Hill	Urban Studies
1999	Sanda Kaufman	Urban Studies	Lynn Deering	HPERD	Rama S. R. Gorla	Mechanical Engineering
			John P. Wilson	Psychology	Richard M. Perloff	Communication
2000			Edward G. Thomas	Marketing	David Atkin	Communication
					Michael J. Tevesz	BGES
2001	Lee A. Makala	History	Jill M. Black	HPERD	Thomas Donaldson	Art
	Heidi Meier	Accounting	Norman Krumholz	Urban Studies	John A.C. Greppin	English
2002	David W. Ball	Chemistry	Daniel D. Drake	CASAL	Mark Ashcraft	Psychology
					Carolyn Lin	Communication
2003	Glenn Goodman	Occupational Therapy	Patricia Falk	Law	Bahman Ghorashi	Chemical Engineering
	Ralph Mawdsley	CASAL	Bhushan Wadhwa	Mathematics	Baochuan Guo	Chemistry
2004	Rama S. R. Gorla	Mechanical Engineering	Susan E. Kogler Hill	Communication	Andrew Rindfleisch	Music
	Elizabeth Welfel	CASAL	Mieko K. Smith	Social Work	Jerzy T. Sawicki	Mechanical Engineering
2005	Eric Ziolk	Music	Ravindra R. Kamath	Finance	Michael Kalafatis	Chemistry
	John P. Holcomb, Jr.	Mathematics	Cheryl P. McCahon	Nursing	Catherine Hansman	CASAL
2006	Donald Ramos	History	Andrew Gross	Marketing	Leo W. Jeffres	Communication
	Eileen Berlin Ray	Communication			Orhan Talu	Chemical & Biomedical Engineering
2007	Stephen Lazarus	Law	Lily Ng	Chemistry	Miron Kaufman	Physics
			Mekki Bayachou	Chemistry		
2008	Elliot R. Ingersoll	CASAL	Sheldon Gelman	Law	Angelin Chang	Music
	David F. Forte	Law	Barbara H. Margolius	Mathematics	John F. Oprea	Mathematics
2009	Jearl D. Walker	Physics	Barbara K. Modney	BGES	Crystal M. Weyman	BGES
	Murali D. Nair	Social Work	William M. Bowen	Urban Studies	Dena S. Davis	Law
2010	Susan S. Bazyk	Health Sciences	David Ball	Chemistry	John A.C. Greppin	English
	Susan J. Becker	Law	Maggie Jackson	Social Work	Barsanjit Mazumder	BGES

Source: CSU Provost's Office

Book of Trends 2010

Retention & Graduation

5



**Table 5.1: Fall to Fall Student Return Rate
Enrolled Fall 2004-2008 / Returned Fall 2005-2009**

	Fall 2004 Cohort				Fall 2005 Cohort				Fall 2006 Cohort				Fall 2007 Cohort				Fall 2008 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
New Students	Fall 04		Fall 05		Fall 05		Fall 06		Fall 06		Fall 07		Fall 07		Fall 08		Fall 08		Fall 09	
First Year Full-Time Only	922	0	549	60%	955	0	552	58%	947	0	587	62%	1,132	0	647	57%	1,007	0	665	66%
Freshmen All (Degree Seeking)	986	0	574	58%	1,000	0	569	57%	986	0	611	62%	1,168	0	666	57%	1,051	0	695	66%
Transfers (Degree Seeking)*	966	2	687	71%	1,006	3	700	70%	1,095	4	774	71%	1,242	6	894	72%	1,309	33	958	75%
Other Undergrads/Non-Degree	636	2	214	34%	536	1	176	33%	567	0	187	33%	560	0	150	27%	472	16	143	31%
Masters	782	38	563	76%	730	44	533	78%	846	35	610	75%	908	21	656	74%	955	83	693	79%
Doctoral	28	0	26	93%	34	0	31	91%	31	0	25	81%	30	0	25	83%	37	0	35	95%
Law	237	2	191	81%	232	3	199	87%	218	1	184	85%	212	0	178	84%	206	0	173	84%
Other Grads-Law/Non-Degree	482	0	214	44%	517	9	198	39%	427	0	170	40%	371	0	170	46%	343	0	175	51%
Sub-Total	4,117	44	2,469	61%	4,055	60	2,406	60%	4,170	40	2,561	62%	4,491	27	2,739	61%	4,373	132	2,872	68%
Returning Students	Fall 04		Fall 05		Fall 05		Fall 06		Fall 06		Fall 07		Fall 07		Fall 08		Fall 08		Fall 09	
Freshmen	943	0	536	57%	801	0	463	58%	777	1	408	53%	758	0	445	59%	706	0	433	61%
Sophomores	1,099	8	779	71%	1,095	8	806	74%	1,015	8	748	74%	1,000	3	730	73%	1,052	1	823	78%
Juniors	1,548	10	1,208	79%	1,424	17	1,116	79%	1,426	9	1,095	77%	1,387	15	1,100	80%	1,380	45	1,123	84%
Seniors	3,298	1,227	1,585	77%	3,331	1,413	1,523	79%	3,267	1,296	1,278	65%	3,257	1,244	1,332	66%	3,430	1,306	1,421	67%
Other Undergrads/Non-Degree	394	4	194	50%	418	2	191	46%	391	2	186	48%	426	7	233	56%	425	3	213	50%
Masters	2,996	949	1,311	64%	2,919	998	1,271	66%	2,870	1,001	1,225	66%	2,814	1,082	1,222	71%	2,934	1,190	1,223	70%
Doctoral	323	27	248	84%	332	31	254	84%	343	47	265	90%	356	39	270	85%	334	43	260	89%
Law	508	194	301	96%	503	214	276	96%	486	175	289	93%	488	195	267	91%	458	198	251	97%
Other Grads-Law/Non-Degree	655	17	247	39%	672	16	218	33%	394	6	141	36%	406	16	172	44%	347	2	145	42%
Sub-Total	11,764	2,436	6,409	69%	11,495	2,699	6,118	70%	10,969	2,545	5,635	67%	10,892	2,601	5,771	70%	11,066	2,788	5,892	71%
Overall	15,881	2,480	8,878	66%	15,550	2,759	8,524	67%	15,139	2,585	8,196	65%	15,383	2,628	8,510	67%	15,439	2,920	8,764	70%
% Graduating Annually	2004-05			15.6%	2005-06			17.7%	2006-07			17.1%	2007-08			17.1%	2008-09			18.9%

Notes: Cohort includes all degree-seeking students registered (Reg.) on the census point. "Grad." or "Return" status is determined for each member of the registered (Reg.) cohort on the census point of the following Fall Term.

Other Undergrads/Non-Degree includes Admit Types: PST, 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)
Enrolled Fall 2004-2008 / Returned Fall 2005-2009**

	Fall 2004 Cohort			Fall 2005 Cohort			Fall 2006 Cohort			Fall 2007 Cohort			Fall 2008 Cohort		
	Fall 04	Fall 05	Ret. Rate	Fall 05	Fall 06	Ret. Rate	Fall 06	Fall 07	Ret. Rate	Fall 07	Fall 08	Ret. Rate	Fall 08	Fall 09	Ret. Rate
	Newly Enrolled	Return		Newly Enrolled	Return		Newly Enrolled	Return		Newly Enrolled	Return		Newly Enrolled	Return	
White															
Female	226	151	67%	262	166	63%	271	185	68%	293	186	63%	303	214	71%
Male	301	201	67%	291	187	64%	287	198	69%	319	210	66%	314	215	68%
Black															
Female	161	76	47%	171	76	44%	165	83	50%	212	93	44%	137	77	56%
Male	68	28	41%	88	32	35%	69	28	41%	105	37	35%	64	34	53%
Hispanic															
Female	17	7	41%	22	13	59%	28	18	64%	40	16	40%	39	19	49%
Male	14	5	36%	24	11	46%	17	5	29%	23	13	57%	22	15	68%
Asian or Pacific Islander															
Female	9	4	44%	24	18	75%	17	13	76%	19	13	68%	16	12	75%
Male	15	13	87%	19	13	68%	12	6	50%	20	13	65%	16	11	69%
Native American															
Female	1	1	100%	2	2	100%	1	0		3	2	67%	2	1	50%
Male	0	0		1	1	100%	1	1	100%	0	0		3	2	67%
Non-Resident Alien															
Female	6	4	67%	8	8	100%	6	6	100%	6	5	83%	8	6	75%
Male	11	10	91%	12	9	75%	8	7	88%	5	5	100%	9	7	78%
Unknown															
Female	44	23	52%	18	11	61%	33	21	64%	49	28	57%	44	31	70%
Male	49	26	53%	13	5	38%	32	16	50%	38	26	68%	30	21	70%
Total															
Female	464	266	57%	507	294	58%	521	326	63%	622	343	55%	549	360	66%
Male	458	283	62%	448	257	57%	426	261	61%	510	304	60%	458	305	67%
Total Male & Female	922	549	60%	955	552	58%	947	587	62%	1,132	647	57%	1,007	665	66%

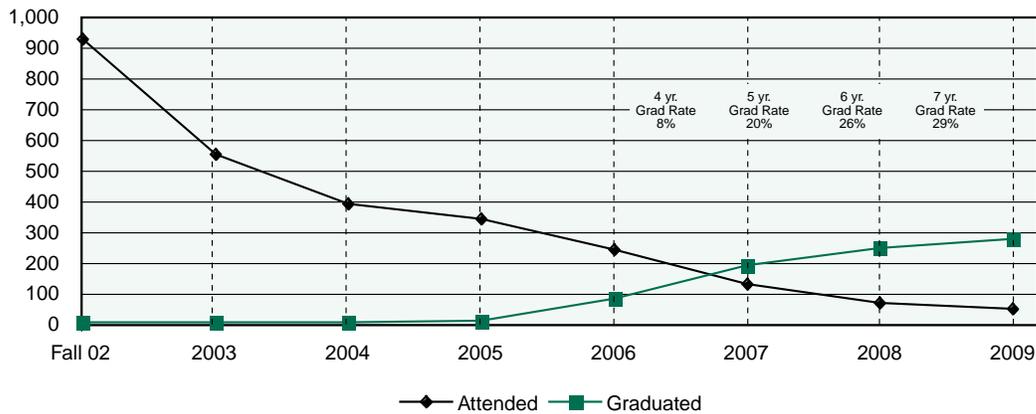
Table 5.3: Fall to Fall Retention Rates for IPEDS Cohort (New Degree-Seeking, Full-Time) by College Enrolled Fall 2004-2008 / Returned Fall 2005-2009

	Fall 2004 Cohort			Fall 2005 Cohort			Fall 2006 Cohort			Fall 2007 Cohort			Fall 2008 Cohort		
	Fall 04	Fall 05	Ret. Rate	Fall 05	Fall 06	Ret. Rate	Fall 06	Fall 07	Ret. Rate	Fall 07	Fall 08	Ret. Rate	Fall 08	Fall 09	Ret. Rate
	Enrolled	Return		Enrolled	Return		Enrolled	Return		Enrolled	Return		Enrolled	Return	
Business	165	106	64%	160	98	61%	154	95	62%	145	96	65%	148	105	71%
CLASS	232	140	60%	231	153	66%	209	137	66%	277	176	64%	272	169	62%
Education	71	49	69%	102	53	52%	96	63	66%	116	55	47%	160	104	65%
Engineering	55	42	76%	49	34	69%	87	69	79%	105	80	76%	108	86	80%
Science	188	120	64%	199	133	67%	176	115	65%	194	120	62%	205	137	67%
Urban Affairs	17	10	59%	6	4	67%	2	1	50%	11	7	64%	4	4	100%
Undergraduate Studies	194	82	42%	208	77	37%	223	107	48%	284	113	40%	110	60	55%
Total	922	549	60%	955	552	58%	947	587	62%	1,132	647	57%	1,007	665	66%

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

	Fall							
	Fall 2002 Cohort	2003	2004	2005	2006	2007	2008	2009
Attended	946	561	396	346	243	127	65	45
Graduated	-	-	-	6	80	191	248	279
% Graduated of Cohort	0%	0%	0%	1%	8%	20%	26%	29%
% Retained	100%	59%	42%	37%	28%	17%	9%	7%

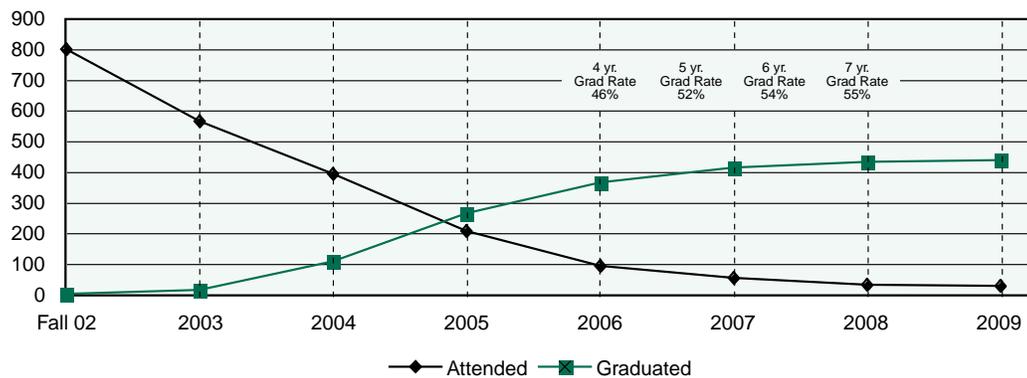
Figure 5.4: Fall 2002 IPEDS Cohort Attended & Graduated



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

	Fall							
	Fall 2002 Cohort	2003	2004	2005	2006	2007	2008	2009
Attended	805	569	396	207	92	52	31	27
Graduated	-	13	107	266	367	416	434	441
% Graduated of Cohort	0%	2%	13%	33%	46%	52%	54%	55%
% Retained	100%	72%	57%	38%	21%	13%	8%	7%

Figure 5.5: Fall 2002 Full-Time Transfer Cohort Attended & Graduated



Notes: Cohorts are First-Time, Full-Time, Degree-Seeking Freshmen or Transfers students as of Fall Semester 2001 enrollment file. "Attended" or "Graduated" status is determined from the IR enrollment and graduation tables for each term listed.

Table 5.6a: Undergraduate First-Year, Full-Time Degree-Seeking IPEDS Cohort Graduation

Cohort	Cohort Size	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
Fall 2001	1,008								
Graduated		0	0	10	94	257	322	352	370
% Graduated		0%	0%	1%	9%	25%	32%	35%	37%
Fall 2002	946								
Graduated		0	0	6	80	191	248	279	
% Graduated		0%	0%	1%	8%	20%	26%	29%	
Fall 2003	925								
Graduated		0	1	5	86	211	266		
% Graduated		0%	0%	1%	9%	23%	29%		
Fall 2004	922								
Graduated		0	0	11	90	223			
% Graduated		0%	0%	1%	10%	24%			
Fall 2005	955								
Graduated		0	0	6	105				
% Graduated		0%	0%	1%	11%				
Fall 2006	947								
Graduated		0	0	5					
% Graduated		0%	0%	1%					
Fall 2007	1,132								
Graduated		0	1						
% Graduated		0%	0%						
Fall 2008	1,007								
Graduated		0							
% Graduated		0%							
Fall 2009	1,127								
Graduated									
% Graduated									

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

Table 5.6b: Undergraduate First-Year, Full-Time Degree-Seeking IPEDS Cohort Retention Rate

Cohort	Cohort Size	Year One		Year Two		Year Three		Year Four		Year Five		Year Six		Year Seven		Year Eight		Year Nine
		1st Spring	2nd Fall	2nd Spring	3rd Fall	3rd Spring	4th Fall	4th Spring	5th Fall	5th Spring	6th Fall	6th Spring	7th Fall	7th Spring	8th Fall	8th Spring	9th Fall	
Fall 2001	1,008																	
Enrolled		845	638	568	477	459	427	397	307	249	141	113	80	62	47	41	41	41
% Still Enrolled		84%	63%	56%	47%	46%	42%	39%	30%	25%	14%	11%	8%	6%	5%	4%	4%	4%
% Total Retained		84%	63%	56%	47%	46%	43%	41%	40%	40%	39%	39%	40%	40%	40%	40%	40%	41%
% Stopped-Out		16%	37%	44%	53%	54%	57%	59%	60%	60%	61%	61%	60%	60%	60%	60%	60%	59%
Fall 2002	946																	
Enrolled		799	561	488	396	381	346	329	243	206	127	101	65	53	45	33	33	33
% Still Enrolled		84%	59%	52%	42%	40%	37%	35%	26%	22%	13%	11%	7%	6%	5%	3%	3%	3%
% Total Retained		84%	59%	52%	42%	40%	37%	36%	34%	34%	34%	34%	33%	33%	34%	34%	34%	34%
% Stopped-Out		16%	41%	48%	58%	60%	63%	64%	66%	66%	66%	66%	67%	67%	66%	66%	66%	66%
Fall 2003	925																	
Enrolled		797	546	478	399	385	367	348	263	222	136	103	78	64				
% Still Enrolled		86%	59%	52%	43%	42%	40%	38%	28%	24%	15%	11%	8%	7%				
% Total Retained		86%	59%	52%	43%	42%	40%	39%	38%	38%	38%	37%	37%	37%				
% Stopped-Out		14%	41%	48%	57%	58%	60%	61%	62%	62%	62%	63%	63%	63%				
Fall 2004	922																	
Enrolled		796	549	495	427	401	370	338	258	198	120	103						
% Still Enrolled		86%	60%	54%	46%	43%	40%	37%	28%	21%	13%	11%						
% Total Retained		86%	60%	54%	46%	44%	41%	39%	38%	37%	37%	37%						
% Stopped-Out		14%	40%	46%	54%	56%	59%	61%	62%	63%	63%	63%						
Fall 2005	955																	
Enrolled		804	552	473	417	397	365	356	245	200								
% Still Enrolled		84%	58%	50%	44%	42%	38%	37%	26%	21%								
% Total Retained		84%	58%	50%	44%	42%	39%	39%	37%	36%								
% Stopped-Out		16%	42%	50%	56%	58%	61%	61%	63%	64%								
Fall 2006	947																	
Enrolled		795	587	513	448	438	396	394										
% Still Enrolled		84%	62%	54%	47%	46%	42%	42%										
% Total Retained		84%	62%	54%	47%	46%	42%	43%										
% Stopped-Out		16%	38%	46%	53%	54%	58%	57%										
Fall 2007	1,132																	
Enrolled		962	647	596	511	491												
% Still Enrolled		85%	57%	53%	45%	43%												
% Total Retained		85%	57%	53%	45%	44%												
% Stopped-Out		15%	43%	47%	55%	56%												
Fall 2008	1,007																	
Enrolled		884	665	607														
% Still Enrolled		88%	66%	60%														
% Total Retained		88%	66%	60%														
% Stopped-Out		12%	34%	40%														
Fall 2009	1,127																	
Enrolled		969																
% Still Enrolled		86%																
% Total Retained		86%																
% Stopped-Out		14%																

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

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

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

3) The student is seeking a baccalaureate degree.

Table 5.7: Annual Degrees/Certificates Awarded by Academic Level and Gender - University Total

Degree Level											Percent Change	
	2004-05		2005-06		2006-07		2007-08		2008-09		1 Year	5 Year
	Female	Male										
Degree Totals												
Bachelor's Degrees	983	707	1,015	687	1,023	761	964	745	1,008	733	2%	3%
Post-Bachelor's Certificates	30	25	56	38	39	30	60	29	43	28	-20%	29%
Master's Degrees	790	591	847	586	876	617	858	520	794	546	-3%	-3%
Post Master's Certificates	13	2	12	4	8	6	10	2	19	3	83%	47%
Doctoral	14	21	19	11	31	26	20	23	21	29	16%	43%
Juris Doctor	71	125	110	107	86	97	95	103	103	103	4%	5%
Master of Laws	-	-	3	-	-	-	1	-	1	1	100%	-
Total	1,901	1,471	2,062	1,433	2,063	1,537	2,008	1,422	1,989	1,443	0%	2%

Notes: Degrees/Certificates awarded summer through spring

Table 5.8: Annual Degrees/Certificates Awarded by Major and Gender - College of Business

Degree Level											Percent Change	
	2004-05		2005-06		2006-07		2007-08		2008-09		1 Year	5 Year
	Female	Male										
Bachelor's												
Accounting	48	34	39	32	40	47	29	42	42	39	14%	-1%
Business Administration	-	-	-	-	-	-	1	6	9	17	271%	-
Business Economics	1	5	4	5	5	9	3	2	4	6	100%	67%
Computer and Information Science	7	24	6	20		23	4	22	2	20	-15%	-29%
Finance	28	43	20	40	28	50	22	69	27	55	-10%	15%
Information Systems	12	32	5	25	3	20	3	23	5	15	-23%	-55%
International Business	2	3	7	3	6	7	7	12	12	4	-16%	220%
Management & Labor Relations	26	35	34	42	29	30	35	34	23	27	-28%	-18%
Marketing	32	36	32	33	27	36	33	35	31	36	-1%	-1%
Operation Management and Business Statistics	4	13	8	9	6	14	5	11	4	10	-13%	-18%
Total	160	225	155	209	144	236	142	256	159	229	-3%	1%
Post-Bachelor's Certificates												
Data-Driven Marketing Planning	-	-	1	-	-	1	1	-	-	-	-100%	-
Health Care Administration	1	-	-	-	-	-	-	-	-	-	-	-100%
Total Quality Mgt/Cont Quality	-	1	-	-	-	-	-	-	-	-	-	-100%
Total	1	1	1	-	-	1	1	-	-	-	-100%	-100%

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Table 5.8: Annual Degrees/Certificates Awarded by Major and Gender - College of Business

continued from previous page

Degree Level												Percent Change	
	2004-05		2005-06		2006-07		2007-08		2008-09		1 Year	5 Year	
	Female	Male											
Master's Degree													
Accelerated Business Administration	26	34	17	29	27	25	25	26	20	20	-22%	-33%	
Business Administration	77	130	89	149	97	156	102	101	95	107	0%	-2%	
Computer and Information Science	20	51	12	41	8	26	19	35	18	34	-4%	-27%	
Executive Business Administration	2	9	-	1	5	9	3	11	6	13	36%	73%	
Finance	-	2	-	2	1	-	-	-	-	-	-	-100%	
Financial Audit	21	6	13	6	6	10	11	9	13	9	10%	-19%	
Labor Relations & Human Resources	16	6	16	5	21	11	19	5	17	9	8%	18%	
Marketing	-	-	-	-	1	1	-	-	-	-	-	-	
MBA-Health Care	16	7	8	10	11	9	11	5	5	4	-44%	-61%	
Public Health	4	1	4	3	7	3	1	-	-	-	-100%	-100%	
Tax Program	1	2	1	2	2	4	3	-	1	5	100%	100%	
Total	183	248	160	248	186	254	194	192	175	201	-3%	-13%	
Doctoral Degree													
Business Administration-Doctoral	1	2	2	1	6	1	1	2	-	1	-67%	-67%	
Marketing	-	-	-	-	-	-	-	-	2	1	-	-	
Total	1	2	2	1	6	1	1	2	2	2	33%	33%	
Total Business													
Bachelor's Degree	160	225	155	209	144	236	142	256	159	229	-3%	1%	
Post Bachelor's Certificate	1	1	1	-	-	1	1	-	-	-	-100%	-100%	
Master's Degree	183	248	160	248	186	254	194	192	175	201	-3%	-13%	
Doctoral Degree	1	2	2	1	6	1	1	2	2	2	33%	33%	
Business Total	345	476	318	458	336	492	338	450	336	432	-3%	-6%	

Notes: Degrees/Certificates awarded summer through spring

Table 5.9: Annual Degrees/Certificates Awarded by Major and Gender - College of Liberal Arts and Social Sciences

Degree Level											Percent Change	
	2004-05		2005-06		2006-07		2007-08		2008-09		1 Year	5 Year
	Female	Male										
Bachelor's Degree												
Anthropology	13	4	9	3	5	5	11	2	6	3	-31%	-47%
Art	27	13	27	14	26	15	30	15	27	13	-11%	0%
Classical & Medieval Studies	-	-	-	1	1	-	2	2	1	2	-25%	-
Communication	74	68	66	58	64	45	47	41	34	37	-19%	-50%
Communication Management	-	-	3	-	3	2	9	3	8	4	0%	-
Criminology	-	-	-	-	6	5	20	7	33	14	74%	-
Dramatic Arts	5	2	3	-	2	-	3	-	3	3	100%	-14%
Economics	5	8	6	7	2	8	2	5	1	4	-29%	-62%
English	32	29	43	9	31	17	39	17	39	20	5%	-3%
Film & Digital Media	-	-	1	3	3	3	5	8	11	17	115%	-
French	1	-	1	1	1	1	1	-	2	3	400%	400%
History	17	15	14	24	7	25	12	20	11	17	-13%	-13%
International Relations	11	2	8	13	9	7	7	10	7	3	-41%	-23%
Journalism & Promotional Comm	-	-	12	4	19	6	25	10	40	14	54%	-
Liberal Studies	12	7	9	3	13	6	18	6	8	5	-46%	-32%
Linguistics	-	2	2	1	1	1	4	1	3	1	-20%	100%
Music	11	8	6	8	7	7	7	3	9	9	80%	-5%
Philosophy	5	4	3	8	1	2	2	4	1	6	17%	-22%
Political Science	8	9	16	21	12	20	12	14	9	13	-15%	29%
Religious Studies	6	2	7	5	3	5	1	1	2	2	100%	-50%
Social Science	4	3	3	2	3	1	-	1	1	2	200%	-57%
Social Studies	3	7	5	6	1	11	6	9	2	6	-47%	-20%
Social Work	49	7	55	9	62	13	65	14	70	12	4%	46%
Sociology	39	18	57	14	38	10	29	14	25	14	-9%	-32%
Spanish	6	3	3	-	8	2	6	4	6	1	-30%	-22%
Women's Studies	1	-	1	-	1	-	2	-	2	-	0%	100%
Total	329	211	360	214	329	217	365	211	361	225	2%	9%

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Table 5.9: Annual Degrees/Certificates Awarded by Major and Gender - College of Liberal Arts and Social Sciences

continued from previous page

Degree Level											Percent Change	
	2004-05		2005-06		2006-07		2007-08		2008-09		1 Year	5 Year
	Female	Male										
Post-Bachelor's Certificate												
Advanced Study in Bioethics	-	-	-	-	2	2	1	1	-	-	-100%	-
African Diaspora	-	-	1	-	-	-	-	-	-	-	-	-
Applied Econ & Public Policy	-	-	-	-	-	1	-	-	-	-	-	-
Art	1	-	1	1	-	-	-	-	-	-	-	-100%
Criminal Justice	-	-	-	-	1	-	-	-	1	-	-	-
Graphic Design	-	-	12	13	7	3	14	5	9	8	-11%	-
Journalism	2	3	1	-	1	-	-	-	2	-	-	-60%
Latin American Studies	-	1	-	-	-	-	-	-	-	-	-	-100%
Multimedia	1	1	2	-	-	1	1	-	1	-	0%	-50%
Professional Writing Certificate	-	-	-	1	1	1	4	1	2	2	-20%	-
Total	4	5	17	15	12	8	20	7	15	10	-7%	178%
Master's Degree												
Art	1	1	2	-	-	-	-	-	-	-	-	-100%
Communication	1	1	14	2	16	5	10	3	5	1	-54%	200%
Economics	2	5	4	2	4	3	4	6	5	5	0%	43%
English	8	5	12	3	13	4	8	8	8	4	-25%	-8%
History	7	7	9	4	6	6	7	7	10	6	14%	14%
Master of Fine Arts-Creative Writing	-	-	-	-	-	-	-	-	5	2	-	-
Music	5	7	10	7	5	3	7	3	2	8	0%	-17%
Philosophy	2	1	1	3	3	3	2	3	3	2	0%	67%
Social Work	49	10	54	9	66	11	65	13	63	13	-3%	29%
Sociology	4	-	12	2	5	2	12	5	7	2	-47%	125%
Spanish	5	-	6	1	6	3	3	1	10	2	200%	140%
Total	84	37	124	33	124	40	118	49	118	45	-2%	35%
Total CLASS												
Bachelor's Degree	329	211	360	214	329	217	365	211	361	225	2%	9%
Post Bachelor's Certificate	4	5	17	15	12	8	20	7	15	10	-7%	178%
Master's Degree	84	37	124	33	124	40	118	49	118	45	-2%	35%
CLASS Total	417	253	501	262	465	265	503	267	494	280	1%	16%
First College	16	15	6	6	7	3	1	-	-	-	-100%	-100%

Note: Degrees/Certificates awarded summer through spring

Table 5.10: Annual Degrees/Certificates Awarded by Major and Gender - College of Education and Human Services

Degree Level	Major	2004-05		2005-06		2006-07		2007-08		2008-09		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
Bachelor's Degree													
	Early Childhood Education	97	6	96	2	65	2	58	4	48	3	-18%	-50%
	Exercise/Fitness Specialist	-	1	-	-	1	2	1	3	5	2	75%	600%
	Health and Physical Education	7	8	6	7	2	8	3	3	-	-	-100%	-100%
	Middle Childhood Education	29	24	37	11	41	17	22	13	17	7	-31%	-55%
	Mild/Moderate Educational Needs	21	4	23	4	31	4	23	7	20	11	3%	24%
	Moderate/Intensive Educational Needs	-	-	5	1	8	-	8	-	10	2	50%	-
	Physical Education	-	-	-	-	-	-	-	-	2	2	-	-
	Special Education	9	3	3	-	1	-	-	-	-	-	-	-100%
	Sports Management	-	-	1	5	2	6	-	5	1	7	60%	-
	Total	163	46	171	30	151	39	115	35	103	34	-9%	-34%
Post-Bachelor's Certificate													
	Adult Learning & Development	-	-	-	-	3	-	-	-	-	-	-	-
	Middle Child Math Education	7	3	8	2	-	-	5	-	1	1	-60%	-80%
	Middle Child Science Education	8	3	7	1	-	-	5	3	-	-	-100%	-100%
	TESOL Certificate Undergrad	-	-	-	-	1	-	8	2	7	2	-10%	-
	Total	15	6	15	3	4	-	18	5	8	3	-52%	-48%
Master's Degree													
	Adult Learning & Development	36	7	38	10	26	8	46	5	46	6	2%	21%
	Community Agency Counseling	7	2	6	4	8	6	15	4	19	1	5%	122%
	Community Health Education	10	1	4	-	13	2	10	1	5	1	-45%	-45%
	Counselor Education	31	8	25	9	29	6	32	5	-	-	-100%	-100%
	Curr & Instruc-Literacy Dev	-	-	2	-	-	-	-	-	-	-	-	-
	Curriculum & Instruction	241	83	263	64	256	69	224	65	192	52	-16%	-25%
	Educational Administration	18	21	28	22	25	23	25	13	12	17	-24%	-26%
	Exercise Science	9	3	2	5	5	4	11	3	3	1	-71%	-67%
	Master of Public Health	-	-	-	-	-	-	2	1	-	-	-100%	-
	Organizational Leadership	-	-	-	-	-	-	-	-	9	3	-	-
	Public Health	-	-	-	-	-	-	-	-	5	3	-	-
	School Counseling	-	-	-	-	-	-	-	-	25	5	-	-
	Sports & Exercise Management	9	4	8	10	5	10	9	9	-	-	-100%	-100%
	Sports Management	-	-	-	-	-	-	-	-	-	9	-	-
	Sports Management and Exercise Science	-	-	-	-	-	-	-	-	2	-	-	-
	Supervision	5	1	-	-	4	-	2	1	6	1	133%	17%
	Total	366	130	376	124	371	128	376	107	324	99	-12%	-15%

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Table 5.10: Annual Degrees/Certificates Awarded by Major and Gender - College of Education and Human Services

												Percent Change	
		2004-05		2005-06		2006-07		2007-08		2008-09		1 Year	5 Year
Degree Level	Major	Female	Male										
Post-Master's Certificate													
	Counseling & Pupil	-	-	1	-	-	-	-	-	-	-	-	-
	Education Administration	-	-	-	-	-	-	-	-	7	3	-	-
	Education Specialist	1	2	1	1	-	1	-	-	-	-	-	-100%
	Educational Administration	3		3	1	3	2	7	1	-	-	-100%	-100%
	Total	4	2	5	2	3	3	7	1	7	3	25%	67%
Doctoral Degree													
Urban Education:													
	Administration	1	2	-	-	1	-	2	2	1	-	-75%	-67%
	Counseling	1	1	2	-	5	3	2	2	1	1	-50%	0%
	Learning	2	-	2	-	5	2	2	2	6	2	100%	300%
	Policy	2	-	3	-	1	-	-	1	1	2	200%	50%
	Total	6	3	7	-	12	5	6	7	9	5	8%	56%
Total College of Education and Human Services													
	Bachelor's Degree	163	46	171	30	151	39	115	35	103	34	-9%	-34%
	Post Bachelor's Certificate	15	6	15	3	4	-	18	5	8	3	-52%	-48%
	Master's Degree	366	130	376	124	371	128	376	107	324	99	-12%	-15%
	Post Master's Certificate	4	2	5	2	3	3	7	1	7	3	25%	67%
	Doctoral Degree	6	3	7	-	12	5	6	7	9	5	8%	56%
	COEHS Total	554	187	574	159	541	175	522	155	451	144	-12%	-20%

Notes: Degrees/Certificates awarded summer through spring

Table 5.11: Annual Degrees/Certificates Awarded by Major and Gender - College of Engineering

Degree Level	Major											Percent Change		
		2004-05		2005-06		2006-07		2007-08		2008-09		1 Year	5 Year	
		Female	Male											
Bachelor's Degree														
	Chemical Engineering	2	6	4	15	3	5	1	6	8	6	100%	75%	
	Civil Engineering	1	8	3	18	1	7	2	11	2	16	38%	100%	
	Computer Engineering	1	10	-	9	-	10	-	3	-	11	267%	0%	
	Electrical & Computer Engineering	-	2	-	-	-	-	-	-	-	-	-	-100%	
	Electrical Engineering	-	16	7	32	2	37	4	21	-	21	-16%	31%	
	Electronic Engineering Technology	-	9	-	7	-	9	-	9	1	4	-44%	-44%	
	Industrial & Manufacturing Engineering	3	4	2	3	1	6	-	5	2	3	0%	-29%	
	Mechanical Engineering	2	25	4	20	5	34	1	28	1	13	-52%	-48%	
	Mechanical Engineering Technology	-	11	1	13	1	10	-	7	-	9	29%	-18%	
	Total	9	91	21	117	13	118	8	90	14	83	-1%	-3%	
Post Bachelor's Certificate														
	Engineering Biotechnology	-	-	-	-	-	-	-	-	-	1	-	-	
	Total	-	-	-	-	-	-	-	-	-	1	-	-	
Master's Degree														
	Chemical Engineering	5	21	3	14	6	9	1	8	2	14	78%	-38%	
	Civil Engineering	2	3	4	11	1	6	3	11	-	10	-29%	100%	
	Electrical Engineering	14	39	13	39	25	45	7	50	10	42	-9%	-2%	
	Engineering Mechanics	1	-	-	1	-	1	-	1	-	-	-100%	-100%	
	Environmental Engineering	2	8	3	8	1	4	1	4	-	2	-60%	-80%	
	Industrial & Manufacturing Engineering	-	18	5	8	5	12	7	9	5	16	31%	17%	
	Mechanical Engineering	2	18	1	10	2	23	4	14	2	17	6%	-5%	
	Software Engineering	-	-	-	-	-	-	-	2	-	7	250%	-	
	Total	26	107	29	91	40	100	23	99	19	108	4%	-5%	
Doctoral Degree														
	Applied Biomedical Engineering	-	3	1	-	2	2	1	3	2	3	25%	67%	
	Chemical Engineering	-	2	-	1	-	1	-	-	1	2	-	50%	
	Civil Engineering	-	-	-	1	-	-	-	2	-	1	-50%	-	
	Electrical Engineering	-	3	1	2	-	3	-	1	-	1	0%	-67%	
	Industrial & Manufacturing Engineering	-	-	-	1	-	-	-	1	-	1	0%	-	
	Mechanical Engineering	1	1	-	-	-	-	-	-	-	-	-	-100%	
	Total	1	9	2	5	2	6	1	7	3	8	38%	10%	
Total Engineering														
	Bachelor's Degree	9	91	21	117	13	118	8	90	14	83	-1%	-3%	
	Post Bachelor's Certificate	-	-	-	-	-	-	-	-	-	1	-	-	
	Master's Degree	26	107	29	91	40	100	23	99	19	108	4%	-5%	
	Doctoral Degree	1	9	2	5	2	6	1	7	3	8	38%	10%	
	Engineering Total	36	207	52	213	55	224	32	196	36	200	4%	-3%	

Note: Degrees/Certificates awarded summer through spring

Table 5.12: Annual Degrees/Certificates Awarded by Major and Gender - School of Nursing

Degree Level	Major											Percent Change		
		2004-05		2005-06		2006-07		2007-08		2008-09		1 Year	5 Year	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male			
Bachelor's Degree														
	Nursing Basic	76	10	74	12	78	13	76	19	61	10	-25%	-17%	
	Nursing RN	15	4	8	-	27	2	16	1	34	7	141%	116%	
	RN Nursing (LK)	-	-	-	-	-	-	-	-	12	1	-	-	
	Total	91	14	82	12	105	15	92	20	107	18	12%	19%	
Post Bachelor's Certificate														
	Gerontological Studies	-	-	1	-	1	-	1	-	-	-	-100%	-	
	Total	-	-	1	-	1	-	1	-	-	-	-100%	-	
Master's Degree														
	Nursing	-	1	2	-	2	1	-	-	11	1	-	11%	
	Total	-	1	2	-	2	1	-	-	11	1	-	11%	
Total Nursing														
	Bachelor's Degree	91	14	82	12	105	15	92	20	107	18	12%	19%	
	Post Bachelor's Certificate	-	-	1	-	1	-	1	-	-	-	-100%	-	
	Master's Degree	-	1	2	-	2	1	-	-	11	1	-	11%	
	Nursing Total	91	15	85	12	108	16	93	20	118	19	21%	29%	

Note: Degrees/Certificates awarded Summer through Spring.
Corrections made after publication.

Table 5.13: Annual Degrees/Certificates Awarded by Major and Gender - College of Science and Health Professions

Degree Level	Major											Percent Change		
		2004-05		2005-06		2006-07		2007-08		2008-09		1 Year	5 Year	
		Female	Male											
Bachelor's Degree														
	Biology	25	13	39	9	26	18	25	14	24	18	8%	11%	
	Biology-Medical Technology	3	-	4	1	-	1	1	-	2	1	200%	0%	
	Chemistry	4	5	5	5	7	3	6	8	4	8	-14%	33%	
	Environmental Science	2	3	1	3	4	2	4	2	5	5	67%	100%	
	Geological Sciences	1	1	2	2	1	2	-	1	1	1	100%	0%	
	Health Science	3	2	16	6	38	18	45	13	66	20	48%	1620%	
	Health Science Podiatry	-	-	-	-	-	-	-	-	-	1	-	-	
	Health Science Pre-therapy	-	-	-	-	-	-	8	5	12	5	31%	-	
	Health Sciences BS	3	-	-	-	2	-	-	1	-	-	-100%	-100%	
	Mathematics	6	11	8	13	7	18	8	20	2	12	-50%	-18%	
	Physics	2	3	4	9	-	-	4	3	1	4	-29%	0%	
	Psychology	99	26	97	23	125	35	95	32	95	33	1%	2%	
	Speech & Hearing	18	-	5	-	9	1	11	-	12	-	9%	-33%	
	Total	166	64	181	71	219	98	207	99	224	108	8%	44%	

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Table 5.13: Annual Degrees/Certificates Awarded by Major and Gender - College of Sciences and Health Professions

continued from previous page

Degree Level	Major											Percent Change		
		2004-05		2005-06		2006-07		2007-08		2008-09		1 Year	5 Year	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male			
Post-Bachelor's Certificate														
	Biotechnology	-	-	-	-	-	-	-	-	1	-	-	-	
	Biotechnology Laboratory Track	-	-	-	-	-	-	2	-	-	-	-100%	-	
	Culture, Comm and Health Care	-	-	-	-	-	-	-	-	2	-	-	-	
	Gerontological Studies	-	-	-	-	-	-	-	-	1	-	-	-	
	Gerontology Certificate	-	-	-	-	-	-	-	-	6	1	-	-	
	Total	-	-	-	-	-	-	2	-	10	1	450%	-	
Master's Degree														
	Biology	1	-	3	3	1	1	9	2	3	4	-36%	600%	
	Chemistry	1	1	6	4	2	5	3	6	3	1	-56%	100%	
	Diversity Professional	-	-	1	1	-	-	-	-	-	-	-	-	
	Environmental Science	-	-	-	1	2	2	-	-	1	1	-	-	
	Health Science	12	2	9	1	9	5	7	4	7	1	-27%	-43%	
	Mathematics	5	8	4	9	5	6	5	4	4	6	11%	-23%	
	Occupational Therapy	11	1	16	1	29	3	1	-	25	3	2700%	133%	
	Physical Therapy	13	7	16	3	9	6	18	6	17	11	17%	40%	
	Physics	1	2	3	2	4	7	2	7	2	2	-56%	33%	
	Psychology	21	5	21	15	25	8	36	3	23	12	-10%	35%	
	Psychology-Diversity Mgmt	-	-	-	-	-	-	1	-	2	-	100%	-	
	Speech & Hearing	15	-	17	-	14	-	15	1	-	-	-100%	-100%	
	Speech Pathology & Audiology	-	-	-	-	-	-	-	-	12	2	-	-	
	Total	80	26	96	40	100	43	97	33	99	43	9%	34%	
Post-Master's Certificate														
	Psychology Specialist	9	-	7	2	5	3	3	1	12	-	200%	33%	
	Total	9	-	7	2	5	3	3	1	12	-	200%	33%	
Doctoral Degree														
	Clinical-Bioanalytical Chemistry	3	2	3	1	4	7	4	3	4	10	100%	180%	
	Regulatory Biology	1	2	3	3	2	3	3	2	1	2	-40%	0%	
	Total	4	4	6	4	6	10	7	5	5	12	42%	113%	
Total Science														
	Bachelor's Degree	166	64	181	71	219	98	207	99	224	108	8%	44%	
	Post Bachelor's Certificate	-	-	-	-	-	-	2	-	10	1	450%	-	
	Master's Degree	80	26	96	40	100	43	97	33	99	43	9%	34%	
	Post Master's Certificate	9	-	7	2	5	3	3	1	12	-	200%	33%	
	Doctoral Degree	4	4	6	4	6	10	7	5	5	12	42%	113%	
	Science Total	259	94	290	117	330	154	316	138	350	164	13%	46%	

Note: Degrees/Certificates awarded Summer through Spring

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

Degree Level	Major											Percent Change	
		2004-05		2005-06		2006-07		2007-08		2008-09		1 Year	5 Year
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
Bachelor's Degree													
	Environmental Studies	-	2	-	3	1	1	2	-	1	2	50%	50%
	Non-Profit Administration	-	-	-	-	-	-	-	-	6	1	-	-
	Public Safety Management	8	13	4	7	6	12	4	15	4	15	0%	-10%
	Urban Services Administration	16	5	15	3	24	3	10	4	11	-	-21%	-48%
	Urban Studies	25	21	20	15	24	19	18	15	18	18	9%	-22%
	Total	49	41	39	28	55	35	34	34	40	36	12%	-16%
Post-Bachelor's Certificate													
	Geographic Information Systems	6	9	4	4	4	6	4	4	6	5	38%	-27%
	Local Urban Management Certificate		1	6	4	5	5	7	5	1	2	-75%	200%
	Non-Profit Management	3	-	5	3	10	2	1	-	-	-	-100%	-100%
	Urban Economic Development	1	2	7	4	-	2	2	1	2	3	67%	67%
	Urban Geographic Information System	-	-	-	2	1	1	2	2	1	1	-50%	-
	Urban Real Estate Development & Finance	-	1	-	3	2	5	2	5	-	2	-71%	100%
	Total	10	13	22	20	22	21	18	17	10	13	-34%	0%
Master's Degree													
	Environmental Studies	2	3	1	4	8	4	5	-	3	1	-20%	-20%
	Environmental Studies and Law	-	-	-	-	-	-	-	-	1	-	-	-
	Public Administration	36	21	42	30	36	32	30	18	24	23	-2%	-18%
	Urban Planning & Law	-	-	2	1	-	3	-	1	-	2	100%	-
	Urban Planning and Design	10	15	9	12	5	9	10	15	17	19	44%	44%
	Urban Studies	3	3	6	3	4	3	5	6	3	4	-36%	17%
	Total	51	42	60	50	53	51	50	40	48	49	8%	4%
Doctoral Degree													
	Urban Studies	2	3	2	1	5	4	5	2	2	2	-43%	-20%
	Total	2	3	2	1	5	4	5	2	2	2	-43%	-20%
Total Urban Affairs													
	Bachelor's Degree	49	41	39	28	55	35	34	34	40	36	12%	-16%
	Post Bachelor's Certificate	10	13	22	20	22	21	18	17	10	13	-34%	0%
	Master's Degree	51	42	60	50	53	51	50	40	48	49	8%	4%
	Doctoral Degree	2	3	2	1	5	4	5	2	2	2	-43%	-20%
	Urban Affairs Total	112	99	123	99	135	111	107	93	100	100	0%	-5%

Note: Degrees/Certificates awarded summer through spring

Table 5.15: Annual Degrees/Certificates Awarded by Major and Gender - College of Law

Degree Level											Percent Change	
	2004-05		2005-06		2006-07		2007-08		2008-09		1 Year	5 Year
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
First Professional Degree												
Juris Doctor	71	125	110	107	86	97	95	103	103	103	4%	5%
Master of Laws	-	-	3	-	-	-	1	-	1	1	100%	-
Law Total	71	125	113	107	86	97	96	103	104	104	5%	6%

Note: Degrees awarded summer through spring

Table 5.16: Annual Awards by Ethnicity and Gender

Race	Degree Level	2004-05		2005-06		2006-07		2007-08		2008-09		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
White													
	Bachelor's Degree	647	508	688	489	705	566	661	529	654	541	0%	3%
	Post-Bachelor's Certificate	13	16	37	30	23	20	35	20	28	15	-22%	48%
	Master's Degree	495	319	556	344	517	347	524	257	483	290	-1%	-5%
	Post-Master's Certificate	8	2	8	3	5	4	5	2	12	3	114%	50%
	Doctoral	7	5	10	6	18	12	10	7	12	13	47%	108%
	Juris Doctor	51	107	96	92	68	85	66	77	81	77	10%	0%
	Master of Laws	-	-	-	-	-	-	1	-	1	-	0%	-
	Total	1,221	957	1,395	964	1,336	1,034	1,302	892	1,271	939	1%	1%
Black													
	Bachelor's Degree	187	72	180	64	190	64	185	82	189	70	-3%	0%
	Post-Bachelor's Certificate	12	5	10	2	9	3	9	3	6	5	-8%	-35%
	Master's Degree	140	42	142	34	146	39	141	34	134	45	2%	-2%
	Post-Master's Certificate	5	-	4	-	2	2	5	-	5	-	0%	0%
	Doctoral	3	-	1	-	8	1	2	3	1	2	-40%	0%
	Juris Doctor	10	5	6	4	5	3	8	4	6	6	0%	-20%
	Master of Laws	-	-	-	-	-	-	-	-	-	-	-	-
	Total	357	124	343	104	360	112	350	126	341	128	-1%	-2%
Hispanic													
	Bachelor's Degree	28	17	29	14	28	19	25	17	31	16	12%	4%
	Post-Bachelor's Certificate	-	2	3	-	2	-	2	1	3	-	0%	50%
	Master's Degree	14	9	17	8	16	7	16	9	20	6	4%	13%
	Post-Master's Certificate	-	-	-	-	1	-	-	-	-	-	-	-
	Doctoral	-	-	-	-	-	1	-	-	-	-	-	-
	Juris Doctor	3	3	3	3	1	3	1	5	1	3	-33%	-33%
	Master of Laws	-	-	-	-	-	-	-	-	-	-	-	-
	Total	45	31	52	25	48	30	44	32	55	25	5%	5%
Asian or Pacific Islander													
	Bachelor's Degree	26	24	37	18	22	29	21	26	30	30	28%	20%
	Post-Bachelor's Certificate	-	-	1	1	-	1	1	1	-	-	-100%	-
	Master's Degree	17	9	12	15	29	18	13	9	14	8	0%	-15%
	Post-Master's Certificate	-	-	-	-	-	-	-	-	-	-	-	-
	Doctoral	1	-	-	-	-	-	1	-	1	1	100%	100%
	Juris Doctor	3	5	3	2	3	3	4	2	4	2	0%	-25%
	Master of Laws	-	-	-	-	-	-	-	-	-	-	-	-
	Total	47	38	53	36	54	51	40	38	49	41	15%	6%

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Table 5.16: Annual Awards by Ethnicity and Gender

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Race	Degree Level											Percent Change	
		2004-05		2005-06		2006-07		2007-08		2008-09		1 Year	5 Year
		Female	Male										
Native American													
	Bachelor's Degree	1	2	2	-	-	1	3	1	6	2	100%	167%
	Post-Bachelor's Certificate	-	-	1	-	1	-	-	-	-	-	-	-
	Master's Degree	2	2	1	-	3	2	2	-	-	2	0%	-50%
	Post-Master's Certificate	-	-	-	-	-	-	-	-	-	-	-	-
	Doctoral	-	1	1	-	-	-	-	-	-	-	-	-100%
	Juris Doctor	-	1	-	-	1	-	-	3	-	-	-100%	-100%
	Master of Laws	-	-	-	-	-	-	-	-	-	-	-	-
	Total	3	6	5		5	3	5	4	6	4	11%	11%
Minority Total													
	Bachelor's Degree	242	115	248	96	240	113	234	126	256	118	4%	5%
	Post-Bachelor's Certificate	12	7	15	3	12	4	12	5	9	5	-18%	-26%
	Master's Degree	173	62	172	57	194	66	172	52	168	61	2%	-3%
	Post-Master's Certificate	5	-	4	-	3	2	5	-	5	-	0%	0%
	Doctoral	4	1	2	-	8	2	3	3	2	3	-17%	0%
	Juris Doctor	16	14	12	9	10	9	13	14	11	11	-19%	-27%
	Master of Laws	-	-	-	-	-	-	-	-	-	-	-	-
	Total	452	199	453	165	467	196	439	200	451	198	2%	0%
Non-Resident Alien													
	Bachelor's Degree	19	18	23	38	13	26	9	24	19	31	52%	35%
	Post-Bachelor's Certificate	-	-	1	1	1	2	9	2	4	2	-45%	-
	Master's Degree	69	163	63	139	76	125	84	142	74	146	-3%	-5%
	Post-Master's Certificate	-	-	-	-	-	-	-	-	-	-	-	-
	Doctoral	3	13	7	4	5	10	6	13	7	13	5%	25%
	Juris Doctor	2	1	1	2	2	-	-	2	1	1	0%	-33%
	Master of Laws	-	-	2	-	-	-	-	-	-	1	-	-
	Total	93	195	97	184	97	163	108	183	105	194	3%	4%

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Table 5.16: Annual Awards by Ethnicity and Gender

continued from previous page

Race	Degree Level											Percent Change	
		2004-05		2005-06		2006-07		2007-08		2008-09		1 Year	5 Year
		Female	Male										
Unknown													
	Bachelor's Degrees	75	66	56	64	65	56	60	66	79	43	-3%	-13%
	Post-Bachelor's Certificates	5	2	3	4	3	4	4	2	2	6	33%	14%
	Master's Degrees	53	47	56	46	89	79	78	69	69	49	-20%	18%
	Post Master's Certificates	-	-	-	1	-	-	-	-	2	-	-	-
	Doctoral	-	2	-	1	-	2	1	-	-	-	-100%	-100%
	Juris Doctor	2	3	1	4	6	3	16	10	10	14	-8%	380%
	Master of Laws	-	-	1	-	-	-	-	-	-	-	-	-
	Total	135	120	117	120	163	144	159	147	162	112	-10%	7%
University Totals													
	Bachelor's Degrees	983	707	1,015	687	1,023	761	964	745	1,008	733	2%	3%
	Post-Bachelor's Certificates	30	25	56	38	39	30	60	29	43	28	-20%	29%
	Master's Degrees	790	591	847	586	876	617	858	520	794	546	-3%	-3%
	Post Master's Certificates	13	2	12	4	8	6	10	2	19	3	83%	47%
	Doctoral	14	21	19	11	31	26	20	23	21	29	16%	43%
	Juris Doctor	71	125	110	107	86	97	95	103	103	103	4%	5%
	Master of Laws	-	-	3	-	-	-	1	-	1	1	100%	-
	Total	1,901	1,471	2,062	1,433	2,063	1,537	2,008	1,422	1,989	1,443	0%	2%

Note: Degrees/Certificates awarded summer through spring

Table 5.17: University System of Ohio Accountability Measures Access Goal #4 - Associate and Bachelor's Degrees Awarded to First Generation College Students

Institution	Total First Generation Degrees					Total Associates & Bachelors Degrees					% First Generation to Total Associates & Bachelors Degrees				
	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
University Main and Regional Campuses															
Bowling Green State University			1,003	1,110	1,034			3,166	3,516	3,432			32%	32%	30%
Central State University			72	76	70			169	170	182			43%	45%	38%
Cleveland State University	648	668	747	720	701	1,690	1,701	1,770	1,695	1,741	38%	39%	42%	43%	40%
Kent State University			1,785	1,790	1,934			4,582	4,595	4,710			39%	39%	41%
Miami University			680	624	583			4,065	3,913	3,895			17%	16%	15%
Ohio State University			2,461	2,509	2,599			9,776	9,700	10,112			25%	26%	26%
Ohio University			1,274	1,295	1,306			4,522	4,631	4,537			28%	28%	29%
Shawnee State University			363	235	276			692	502	589			52%	47%	47%
University of Akron			1,149	1,097	1,134			2,765	2,674	2,860			42%	41%	40%
University of Cincinnati			1,217	1,326	1,392			4,038	4,464	4,588			30%	30%	30%
University of Toledo			964	835	856			2,858	2,591	2,639			34%	32%	32%
Wright State University			789	859	791			2,218	2,344	2,189			36%	37%	36%
Youngstown State University			719	778	712			1,641	1,703	1,651			44%	46%	43%
University System Total	648	668	13,223	13,254	13,388	1,690	1,701	42,262	42,498	43,125	38%	39%	31%	31%	31%

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

Book of Trends 2010

Selected Strategic Indicators – Academic & 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. As of Fall 2010, the enrollment in this program has grown to 200 students.

All new students admitted to the program as freshman 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 2008 and 2009, many Honors students were engaged in paid on-campus undergraduate research experiences.

Honors students enroll in at least four Honors core courses during their freshman and sophomore years at CSU. These courses offer greater breadth or depth than standard university general education classes. Enrollment is limited to Honors students and class sizes are small.

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

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

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

Major Features of the Honors Program

■ Enriched curriculum ■ Leadership development ■ Special seminars and colloquia

Table 6.1: Characteristics of New Honors Students Fall 2005-2009

College	New Enrollment by Cohort Year					Percent Change	
	2005	2006	2007	2008	2009	1-year	5-year
Business	11	11	10	7	8	14%	-27%
CLASS	17	23	20	15	19	27%	12%
Education	7	-	7	9	5	-44%	-29%
Engineering	14	14	15	11	16	45%	14%
Science	19	21	15	22	9	-59%	-53%
Urban Affairs	3	2	2	1	-	-100%	-100%
Undergraduate Studies	-	-	1	-	2	-	-
Total¹	71	70	70	65	59	-9%	-17%
In Top 10% of High School Rank ²	62%	65%	59%	55%	67%	22%	8%
High School GPA	3.90	3.86	3.92	4.00	3.80	-5%	-3%
ACT Composite	27	28	28	28	29	3%	7%
SAT Composite ³	1,230	1,267	1,235	1,802	1,953	8%	-

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

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.

¹ Total is not the sum of the students due to "dual" majors.

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

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

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

Type of Financial Aid	Financial Aid Year											
	2006-2007			2007-2008			2008-2009			2009-2010		
	Enrollment	Total	Average	Enrollment	Total	Average	Enrollment	Total	Average	Enrollment	Total	Average
Need Based Tuition	112	\$1,188,745	\$10,614	108	\$1,002,680	\$9,284	119	\$1,337,192	\$11,237	99	\$937,829	\$9,473
Merit Based Tuition	57	\$585,501	\$10,272	87	\$771,181	\$8,864	68	\$910,462	\$13,389	96	\$1,033,145	\$10,762
Books	169	\$135,200	\$800	195	\$156,000	\$800	187	\$184,400	\$986	195	\$195,000	\$1,000
On-Campus Housing	52	\$179,772	\$3,457	71	\$182,217	\$2,566	65	\$137,790	\$2,120	34	\$60,086	\$1,767
Total	169	\$2,089,218	\$12,362	195	\$2,112,078	\$10,831	187	\$2,569,844	\$13,742	195	\$2,226,060	\$11,416

Source: Cleveland State University Financial Aid Office

Table 6.3: IPEDS Cohort Characteristics

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

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

Cohort		Business	CLASS	Education	Engineering	Nursing	Science	Undergraduate Studies	Urban Affairs	University	Total Cohort	% of Cohort with ACT/SAT
Fall 2005	Total Students	153	222	83	47	13	195	178	6	897	955	94%
	Average ACT	20.0	20.5	20.5	22.5	22.2	20.4	15.1	18.7	19.5		
Fall 2006	Total Students	142	197	70	83	20	167	211	2	892	947	94%
	Average ACT	20.7	21.9	19.4	22.1	21.2	20.6	16.1	18.0	19.9		
Fall 2007	Total Students	141	265	83	104	32	187	272	10	1,094	1,132	97%
	Average ACT	21.0	20.8	19.1	22.9	22.3	21.1	16.4	20.2	19.9		
Fall 2008	Total Students	139	261	105	103	52	199	107	3	969	1,007	96%
	Average ACT	20.7	21.2	19.4	23.4	22.5	21.6	17.6	20.0	20.9		
Fall 2009	Total Students	142	297	119	117	41	240	106	5	1,067	1,127	95%
	Average ACT	20.8	20.8	19.5	23.5	22.1	21.3	17.4	17.6	20.8		

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

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

Gender	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	N	%	N	%	N	%	N	%	N	%
Female	507	53%	521	55%	622	55%	549	55%	601	53%
Male	448	47%	426	45%	510	45%	458	45%	526	47%
COHORT	955	100%	947	100%	1,132	100%	1,007	100%	1,127	100%

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

Ethnicity	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	N	%	N	%	N	%	N	%	N	%
White	553	58%	558	59%	612	54%	617	61%	662	59%
African American	259	27%	234	24.7%	317	28%	201	20%	247	22%
Hispanic	46	5%	45	5%	63	6%	61	6%	51	5%
Asian/Pacific Islander	43	5%	29	3%	39	3%	32	3%	27	2%
Native American	3	0%	2	0%	3	0%	5	0%	7	1%
Minority Total	351	37%	310	33%	422	37%	299	30%	332	29%
Non-Resident Alien	20	2%	14	1%	11	1%	17	2%	22	2%
Unknown	31	3%	65	7%	87	8%	74	7%	111	10%
COHORT	955	100%	947	100%	1,132	100%	1,007	100%	1,127	100%

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

Age	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	N	%	N	%	N	%	N	%	N	%
Under 18	10	1%	29	3%	82	7%	76	8%	73	6%
18-19	823	86%	799	84%	942	83%	843	84%	963	85%
20-21	59	6%	51	5%	52	5%	39	4%	24	2%
22-24	23	2%	32	3%	26	2%	23	2%	30	3%
25-29	19	2%	21	2%	19	2%	20	2%	19	2%
30 and above	21	2%	15	2%	11	1%	6	1%	18	2%
COHORT	955	100%	947	100%	1,132	100%	1,007	100%	1,127	100%

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

Major Type	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	N	%	N	%	N	%	N	%	N	%
Major Selected	480	50%	797	84%	1000	88%	885	88%	950	84%
Major Undeclared	475	50%	150	16%	132	12%	122	12%	177	16%
COHORT	955	100%	947	100%	1,132	100%	1,007	100%	1,127	100%

Note: There is a push in linking more first year students with the academic departments beginning in 2005-06.

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

Student Groups	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	N	%	N	%	N	%	N	%	N	%
Living in University Housing	238	25%	255	27%	344	30%	322	32%	353	31%
Honors Program	34	4%	39	4%	40	4%	39	4%	28	2%
Learning Community	NA	NA	NA	NA	136	12%	158	16%	142	13%
Ohio Resident	888	93%	894	94%	1,063	94%	936	93%	1,055	94%
Pell Grant Recipient	461	48%	419	44%	569	50%	447	44%	630	56%
Taking Developmental Class	508	53%	553	58%	595	53%	520	52%	516	46%
COHORT	955		947		1,132		1,007		1,127	

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

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

Cohort		Business	CLASS	Education	Engineering	Nursing	Science	Undergraduate Studies	Urban Affairs	University	Total Cohort	% of Cohort with HS GPA
Fall 2005	Total Students	147	222	85	44	13	188	185	6	890	955	93%
	Average GPA	3.01	2.95	3.09	3.35	3.25	3.16	2.22	2.97	2.89		
Fall 2006	Total Students	148	198	73	83	22	171	216	2	913	947	96%
	Average GPA	3.13	3.15	3.07	3.35	3.07	3.20	2.48	3.23	3.01		
Fall 2007	Total Students	144	269	83	102	33	190	272	10	1,103	1,132	97%
	Average GPA	3.15	3.12	3.02	3.31	3.32	3.22	2.51	3.03	3.01		
Fall 2008	Total Students	144	264	107	106	52	202	110	3	988	1,007	98%
	Average GPA	3.10	3.15	3.03	3.39	3.48	3.27	2.55	2.80	3.13		
Fall 2009	Total Students	148	306	118	122	41	242	113	5	1,095	1,127	97%
	Average GPA	3.07	3.11	3.03	3.35	3.38	3.36	2.47	3.10	3.12		

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

Table 6.4b: Average High School Percentile Ranking by College for IPEDS Cohort Students, 5 Year Trend

Cohort		Business	CLASS	Education	Engineering	Nursing	Science	Undergraduate Studies	Urban Affairs	University	Total Cohort	% of Cohort with ACT/SAT
Fall 2005	Total Students	123	188	76	32	12	160	162	5	758	955	79%
	Student Average											
	%tile Ranking	59%	55%	62%	69%	70%	63%	35%	48%	55%		
	% in the top											
Fall 2006	Total Students	129	162	60	74	18	147	181	2	773	947	82%
	Student Average											
	%tile Ranking	63%	60%	63%	68%	64%	65%	43%	70%	59%		
	% in the top											
Fall 2007	Total Students	130	236	74	92	27	166	237	8	970	1,132	86%
	Student Average											
	%tile Ranking	63%	61%	59%	67%	68%	64%	44%	51%	58%		
	% in the top											
Fall 2008	Total Students	123	217	97	83	46	172	86	1	825	1,007	82%
	Student Average											
	%tile Ranking	57%	61%	58%	70%	74%	65%	42%	71%	60%		
	% in the top											
Fall 2009	Total Students	114	249	95	89	36	207	99	3	892	1,127	79%
	Student Average											
	%tile Ranking	57%	61%	58%	68%	70%	69%	41%	40%	61%		
	% in the top											
Fall 2009	Total Students	114	249	95	89	36	207	99	3	892	1,127	79%
	Student Average											
	%tile Ranking	57%	61%	58%	68%	70%	69%	41%	40%	61%		
	% in the top											
Fall 2009	Total Students	114	249	95	89	36	207	99	3	892	1,127	79%
	Student Average											
	%tile Ranking	57%	61%	58%	68%	70%	69%	41%	40%	61%		
	% in the top											
Fall 2009	Total Students	114	249	95	89	36	207	99	3	892	1,127	79%
	Student Average											
	%tile Ranking	57%	61%	58%	68%	70%	69%	41%	40%	61%		
	% in the top											
Fall 2009	Total Students	114	249	95	89	36	207	99	3	892	1,127	79%
	Student Average											
	%tile Ranking	57%	61%	58%	68%	70%	69%	41%	40%	61%		
	% in the top											
Fall 2009	Total Students	114	249	95	89	36	207	99	3	892	1,127	79%
	Student Average											
	%tile Ranking	57%	61%	58%	68%	70%	69%	41%	40%	61%		
	% in the top											

Note: High School Rank percentiles are based on the class ranking and size; for example, Student A has a rank of 66 out of a class size of 105, which puts him/her at the 37th percentile $(105-66)/105=37\%$.

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

College	Fall Cumulative Average GPA				
	2005	2006	2007	2008	2009
Business	2.76	2.77	2.73	2.71	2.70
CLASS	2.87	2.83	2.92	2.94	2.91
Education	3.18	3.15	3.05	3.04	3.04
Engineering	2.92	2.92	2.92	2.93	2.92
Nursing	3.35	3.38	3.32	3.37	3.27
Science	2.93	2.93	2.96	2.98	2.93
Urban Affairs	3.00	3.06	3.10	3.00	3.00
Undergraduate Studies	2.49	2.55	2.52	2.67	2.63
Undergraduate Non-Degree	3.20	3.05	3.29	3.24	3.27
University Average	2.90	2.87	2.90	2.93	2.90

Source: Institutional Research

Table 6.6a: Fall 2009 Top 15 Majors by Academic Level

Undergraduate:

Description	Enrollment
Psychology (Psy)	416
Business Administration-BADM	394
Accounting-ACT	342
Biology-BIO	260
Health Sciences BS-HSCBS	251
Communication-COM	234
English-ENG	219
Criminology-CRIM	217
Art-ART	201
Health Science Pre-therapy-HSTHP	196
Marketing-MKT	196
Social Work-SWK	186
Finance-FIN	182
Mechanical Engineering-MCE	177
Computer & Information Science-CIS	171
Journalism & Promotional Communication-JRN/PROMOT	169
Total Degree Seeking Undergraduate Students	9,874

Graduate Excluding Law:

Description	Enrollment
Business Administration - MBA	670
Curriculum & Instruction-C&I	642
Social Work-GSW	197
Financial Accounting & Audit-ACCAUDIT	161
Electrical Engineering-ELG	108
Computer and Information-GCS	99
Occupational Therapy-MOT	93
Adult Learning and Development-ALD	91
Counselor Education-CNS	82
Public Administration-MPA	78
Health Science-GHE	77
English-GEG	68
Educational Administration-EAD	66
Community Agency Counseling-CAC	66
Regulatory Biology-DBI	64
Urban Planning, Design and Development-UPD	61
Total Degree Seeking Graduate Students	4,450

Note: EDUC-LIC has 178

Table 6.6b: Top 15 Departments by Academic Level

Undergraduate:

Description	Enrollment
Communication	626
Psychology	491
Health Sciences	487
Business Administration	453
Biology, Geology & Environmental Science	402
Accounting	390
Teachers Education	355
Sociology	323
Computer & Information Science	303
Urban Studies	261
English	222
Art	220
Electrical & Computer Engineering	215
Marketing	196
Political Science/IR	196
Total Degree Seeking Undergraduate Students	9,874

Note: Excludes preparation, Undecided and virtual departments.

Graduate:

Description	Enrollment
Business Administration	732
Teacher Education	649
CASAL	383
Urban Studies	260
Health Sciences	202
Social Work	197
Accounting	186
Electrical & Computer Engineering	161
Psychology	122
Health And Physical Education	113
Doctoral (Education)	112
Biology, Geology & Environmental Science	105
Computer & Information Science	99
Chemistry	89
English	85
Total Degree Seeking Graduate Students	4,450

Table 6.7: Fall 2009 Top 15 Degree Seeking Programs with Highest Minority Student Enrollment by Level

Undergraduate:

Major/Program	Minority Enrollment	Total Major Enrollment	Minority as a % of Total Major Enrollment
Nonprofit Administration-NAD	44	59	75%
Spanish-SPN	21	40	53%
Social Work-SWK	95	186	51%
Sociology-SOC	34	92	37%
Criminology-CRIM	75	217	35%
Political Science-PSC	47	138	34%
Urban Studies-UST	38	112	34%
Communication Management-COMM MGT	12	36	33%
Business Administration-BADM	129	394	33%
Drama-DRA	14	46	30%
Early Childhood Education-ECE	50	166	30%
Communication-COM	70	234	30%
Psychology-PSY	121	416	29%
Liberal Studies-LIB	12	44	27%
Economics-ECN	7	26	27%

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

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

Undergraduate - (Pre-Major/Program)

Major/Program	Minority Enrollment	Total Major Enrollment	Minority as a % of Total Major Enrollment
Pre-Business Administration-PBUSUS	43	75	57%
Pre-Educ & Human Serv (Educ)-PEDUS	22	39	56%
Pre-Social Work-PSWK	54	96	56%
Pre-Liberal Arts & Social Sci-PLASS	56	102	55%
Pre-Science-PSCI	42	78	54%
Pre-Educ & Human Serv (Nurs)-PEHSN	54	114	47%
Pre-College of Engineering-PENG	31	72	43%
Pre-Medicine-PREMED	29	74	39%
Pre Pharmacy-PREPHAR	36	94	38%
Pre-Educ & Human Serv (Educ)-PEHSE	54	175	31%

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

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

Graduate Excluding Law:

Major/Program	Minority Enrollment	Total Major Enrollment	Minority as a % of Total Major Enrollment
Adult Learning and Development-ALD	46	91	51%
Education Administration-EAS	14	28	50%
Public Administration-MPA	29	78	37%
Social Work-GSW	73	197	37%
Community Agency Counseling-CAC	21	66	32%
Sociology-GSO	11	43	26%
School Counseling-CNS	20	82	24%
Health Science-GHE	18	77	23%
Management & Labor Relations-GLR	11	50	22%
Financial Accounting & Audit-ACCAUDIT	35	161	22%
Curriculum & Instruction-C&I	137	642	21%
Educational Administration-EAD	14	66	21%
Urban Planning and Design-UPD	10	61	16%
Software Engineering-GSWE	4	26	15%
Executive Business Administration-EBA	5	34	15%

Table 6.8: Fall 2009 Top 15 Degree Seeking Programs with Highest Female Student Enrollment by Level

Undergraduate:

Major/Program	Female Enrollment	Total Major Enrollment	Female as a % of Total Major Enrollment
Speech & Hearing-SPH	59	61	97%
Early Childhood Education-ECE	156	166	94%
Mild/Moderate Educational Need-SEMM	59	70	84%
Social Work-SWK	155	186	83%
Spanish-SPN	33	40	83%
Non Profit Administration-NAD	48	59	81%
Nursing Basic-NUB	55	72	76%
Health Science-HSCBS-PB	29	38	76%
Health Science Pre-therapy-HSTHP	145	196	74%
Nursing RN-NURPB	50	68	74%
Psychology-PSY	305	416	73%
Middle Childhood Education-EDM	56	77	73%
Biology-Medical Technology-BIT	30	42	71%
Psychology-PSYLR	44	62	71%
Biology-BIOPB	22	31	71%

Graduate Excluding Law:

Major/Program	Female Enrollment	Total Major Enrollment	Female as a % of Total Major Enrollment
Speech Pathology and Audiology-GSP	52	52	100%
Nursing-GNR	38	41	93%
School Counseling-CNS	73	82	89%
Adult Learning and Development-ALD	81	91	89%
Occupational Therapy-MOT	82	93	88%
Community Agency Counseling-CAC	56	66	85%
Social Work-GSW	165	197	84%
Sociology-GSO	36	43	84%
Curriculum & Instruction-C&I	514	642	80%
Health Science-GHE	58	77	75%
Physical Therapy-MPT	24	32	75%
Communication-GCM	26	35	74%
Management & Labor Relations-GLR	37	50	74%
Urban Education: Learning-UEL	20	29	69%
Education Administration-EAS	19	28	68%

Undergraduate - (Pre-Major/Program)

Major/Program	Female Enrollment	Total Major Enrollment	Female as a % of Total Major Enrollment
Pre-Educ & Human Serv (Nurs)-PEHSN	102	114	89%
Pre-Nursing-PNURS	168	196	86%
Pre-Social Work-PSWK	79	96	82%
Pre-Education-PEDU	180	235	77%
Pre-Nursing-PNURPB	22	29	76%
Pre-Medicine-PREMED	50	74	68%
Pre-Science-PSCI	51	78	65%
Pre-Educ & Human Serv (Educ)-PEHSE	111	175	63%
Pre-Educ & Human Serv (Educ)-PEDUS	23	39	59%
Pre Pharmacy-PREPHAR	54	94	57%

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

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

College	2005		2006		2007		2008		2009		Percent Change			
	Sections	Avg. Size	1-Year		5-Year									
											Sections	Avg. Size	Sections	Avg. Size
Business														
Day	40	18	37	17	37	17	33	16	38	17	15%	8%	-5%	-1%
Evening	93	23	100	21	95	21	88	20	88	21	0%	2%	-5%	-9%
Other*	10	22	17	18	26	17	26	25	30	28	15%	11%	200%	28%
Total	143	21	154	20	158	20	147	20	156	21	6%	5%	9%	0%
CLASS														
Day	105	19	109	17	111	15	87	16	77	17	-11%	3%	-27%	-11%
Evening	51	17	44	19	48	16	44	15	43	14	-2%	-4%	-16%	-19%
Other*	10	13	12	16	9	19	18	18	22	23	22%	25%	120%	71%
Total	166	18	165	17	168	16	149	16	142	17	-5%	6%	-14%	-7%
Education														
Day	159	16	94	19	73	16	68	16	49	21	-28%	28%	-69%	33%
Evening	121	17	120	16	98	16	81	16	66	17	-19%	12%	-45%	3%
Other*	12	14	16	11	30	18	47	17	60	19	28%	10%	400%	29%
Total	292	16	230	17	201	16	196	16	175	19	-11%	16%	-40%	16%
Engineering														
Day	1	32	1	30	1	32	2	24	-	-	-100%	-100%	-100%	-100%
Evening	6	19	4	21	3	20	3	21	1	5	-67%	-77%	-83%	-73%
Other*	-	-	-	-	1	6	1	5	-	-	-100%	-100%	-	-
Total	7	21	5	22	5	20	6	20	1	5	-83%	-74%	-86%	-76%
Science														
Day	86	24	70	25	93	22	72	22	67	25	-7%	13%	-22%	7%
Evening	21	16	18	20	24	16	25	17	25	19	0%	13%	19%	21%
Other*	23	15	31	17	26	18	35	18	28	18	-20%	-3%	22%	15%
Total	130	21	119	22	143	20	132	20	120	22	-9%	10%	-8%	6%
Urban Affairs														
Day	5	11	7	25	8	25	3	51	-	-	-100%	-100%	-100%	-100%
Evening	28	15	25	17	11	21	11	25	8	19	-27%	-26%	-71%	22%
Other*	4	23	5	18	6	16	5	41	18	39	260%	-5%	350%	67%
Total	37	15	37	19	25	21	19	33	26	33	37%	-2%	-30%	111%

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

(continued from previous page)

College	2005		2006		2007		2008		2009		Percent Change				
	Sections	Avg. Size	1-Year		5-Year										
											Sections	Avg. Size	Sections	Avg. Size	
Law															
Day	3	19	2	21	2	18	1	34	1	24	0%	-29%	-67%	29%	
Evening	11	23	7	29	7	28	9	20	8	25	-11%	20%	-27%	7%	
Other*	5	16	3	23	2	35	2	31	2	19	0%	-39%	-60%	22%	
Total	19	20	12	26	11	27	12	23	11	23	-8%	1%	-42%	15%	
Undergraduate Studies															
Day	4	13	5	10	-	0	-	0	-	0	-	-	-	-	
Evening	2	14	1	15	-	0	-	0	-	0	-	-	-	-	
Other*	-	0	-	0	-	0	-	0	-	0	-	-	-	-	
Total	6	13	6	11	-	0	-	0	-	0	-	-	-	-	
Honors															
Day	-	0	-	0	-	0	-	0	-	0	-	-	-	-	
Evening	-	0	-	0	-	0	-	0	-	0	-	-	-	-	
Other*	-	0	-	0	-	0	-	0	-	0	-	-	-	-	
Total	-	0	-	-	-	-									
University Total															
Day	403	18	325	20	325	18	266	18	232	17	-13%	-9%	-42%	-9%	
Evening	333	19	319	19	286	18	261	18	239	16	-8%	-12%	-28%	-15%	
Other*	64	16	84	16	100	18	134	20	160	23	19%	13%	150%	38%	
Total	800	18	728	19	711	18	661	18	631	20	-5%	10%	-21%	11%	

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

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

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

Day: Monday – Friday 7 am to 4 pm.

Evening: Monday – Thursday 4 pm to 12 am.

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

College	2005		2006		2007		2008		2009		Percent Change				
	Sections	Avg. Size	1-Year		5-Year										
											Section	Avg. Size	Section	Avg. Size	
Business															
Day	89	30	89	31	88	31	91	32	89	33	-2%	3%	0%	8%	
Evening	141	23	142	23	133	25	129	25	143	25	11%	2%	1%	10%	
Other*	33	23	36	23	43	20	49	26	50	28	2%	7%	52%	23%	
Total	263	25	267	26	264	26	269	27	282	28	5%	3%	7%	11%	
CLASS															
Day	323	30	337	28	354	28	355	27	360	29	1%	8%	11%	-2%	
Evening	155	20	144	20	148	20	159	19	138	23	-13%	20.7%	-11%	17%	
Other*	28	15	35	16	42	17	42	18	43	19	2%	4%	54%	26%	
Total	506	26	516	25	544	25	556	24	541	27	-3%	11%	7%	3%	
Education															
Day	150	19	129	18	101	20	100	22	83	24	-17%	10%	-45%	22%	
Evening	190	17	173	17	143	17	141	18	118	21	-16%	17%	-38%	24%	
Other*	50	12	37	15	51	13	69	17	72	20	4%	16%	44%	69%	
Total	390	17	339	17	295	18	310	19	273	22	-12%	14%	-30%	25%	
Engineering															
Day	41	21	41	19	39	22	41	23	34	27	-17%	18%	-17%	26%	
Evening	66	16	55	17	54	18	60	17	59	20	-2%	13%	-11%	26%	
Other*	5	8	2	11	3	7	2	6	5	13	150%	113%	0%	52%	
Total	112	17	98	18	96	19	103	19	98	22	-5%	13%	-13%	25%	
Science															
Day	163	43	172	41	197	40	201	39	218	41	8%	5%	34%	-5%	
Evening	74	25	77	26	76	26	82	28	90	29	10%	4%	22%	15%	
Other*	21	15	24	15	33	21	43	22	42	23	-2%	4%	100%	49%	
Total	258	36	273	34	306	34	326	34	350	36	7%	5%	36%	0%	
Urban Affairs															
Day	15	32	16	35	14	37	11	30	10	34	-9%	11%	-33%	6%	
Evening	52	18	49	21	29	19	40	21	30	26	-25%	24%	-42%	42%	
Other*	6	28	8	24	7	24	25	41	28	43	12%	7%	367%	57%	
Total	73	22	73	24	50	25	76	29	68	34	-11%	19%	-7%	58%	

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

(continued from previous page)

College	2004		2005		2006		2007		2008		Percent Change				
	Sections	Avg. Size	1-Year		5-Year										
											Sections	Avg. Size	Sections	Avg. Size	
Law															
Day	52	37	53	36	51	37	51	35	48	35	-6%	1%	-8%	-5%	
Evening	39	26	34	26	42	23	45	22	45	22	0%	0%	15%	-17%	
Other*	3	21	3	17	3	18	4	12	3	13	-25%	11%	0%	-39%	
Total	94	32	90	32	96	31	100	28	96	28	-4%	0%	2%	-12%	
Undergraduate Studies															
Day	49	22	43	23	44	22	44	20	43	24	-2%	16%	-12%	7%	
Evening	3	19	3	23	3	16	3	8	4	8	33%	0%	33%	-59%	
Other*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total	52	24	46	23	47	22	47	20	47	22	0%	14%	-10%	-7%	
Honors															
Day	5	22	5	17	6	20	5	20	5	18	0%	-11%	0%	-20%	
Evening	-	-	-	-	2	21	-	-	1	11	-	-	-	-	
Other*	-	-	-	-	4	11	1	10	1	18	0%	80%	-	-	
Total	5	22	22	17	12	17	6	18	7	17	17%	-8%	40%	-24%	
University Total															
Day	887	30	885	29	894	30	899	30	890	30	-1%	-1%	0%	0%	
Evening	720	20	677	21	630	21	659	21	628	23	-5%	8%	-13%	14%	
Other*	146	16	145	18	186	17	235	23	244	19	4%	-18%	67%	13.86%	
Total	1,753	25	1,707	25	1,710	25	1,793	26	1,762	28	-2%	8%	1%	13%	

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

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

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

Day: Monday – Friday 7 am to 4 pm.

Evening: Monday – Thursday 4 pm to 12 am.

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

College	2005		2006		2007		2008		2009		Percent Change			
	Sections	Avg. Size	1-Year		5-Year									
											Sections	Avg. Size	Sections	Avg. Size
Business														
Day	72	32	77	32	73	33	81	33	91	34	12%	4%	26%	5%
Evening	140	24	141	23	123	23	131	25	135	27	3%	8%	-4%	13%
Other*	30	23	33	23	41	24	39	24	40	29	3%	19%	33%	28%
Total	242	26	251	26	237	26	251	27	266	30	6%	8%	10%	13%
CLASS														
Day	318	28	291	29	320	28	323	28	326	29	1%	3%	3%	3%
Evening	154	20	153	20	145	18	161	19	162	21	1%	11%	5%	7%
Other*	29	15	38	15	46	15	44	18	48	19	9%	7%	66%	23%
Total	501	25	482	25	511	24	528	24	536	26	2%	5%	7%	3%
Education														
Day	150	17	124	19	109	19	97	22	76	25	-22%	17%	-49%	49%
Evening	198	17	173	18	146	17	143	18	117	20	-18%	15%	-41%	22%
Other*	53	14	37	15	66	17	75	17	75	22	0%	29%	42%	59%
Total	401	16	334	18	321	18	315	19	268	22	-15%	18%	-33%	35%
Engineering														
Day	46	20	40	19	39	21	41	21	42	23	2%	12%	-9%	19%
Evening	61	15	59	18	50	19	58	16	60	19	3%	17%	-2%	27%
Other*	3	7	3	7	3	13	4	9	3	12	-25%	37%	0%	85%
Total	110	17	102	18	92	19	103	18	105	21	2%	17%	-5%	25%
Science														
Day	153	40	153	39	172	37	189	38	187	42	-1%	8%	22%	5%
Evening	73	27	91	24	88	24	101	24	89	31	-12%	28%	22%	18%
Other*	27	18	32	18	47	21	54	22	37	25	-31%	12%	37%	39%
Total	253	34	276	32	307	31	344	32	313	37	-9%	16%	24%	10%
Urban Affairs														
Day	14	38	14	39	11	38	14	31	11	37	-21%	21%	-21%	-1%
Evening	55	16	54	18	26	20	40	21	40	21	0%	2%	-27%	36%
Other*	9	33	13	28	15	43	27	42	28	42	4%	-2%	211%	25%
Total	78	22	81	23	52	30	81	30	79	31	-2%	3%	1%	42%

(continued on next page)

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

(continued from previous page)

College	2005		2006		2007		2008		2009		Percent Change				
	Sections	Avg. Size	1-Year		5-Year										
											Sections	Avg. Size	Sections	Avg. Size	
Law															
Day	54	37	54	34	51	36	47	34	50	33	6%	-3%	-7%	-12%	
Evening	38	22	44	22	42	23	44	21	40	21	-9%	-2%	5%	-6%	
Other*	6	24	6	23	4	26	5	27	3	23	-40%	-14%	-50%	-5%	
Total	98	31	104	28	97	30	96	28	93	27	-3%	-1%	-5%	-10%	
Undergraduate Studies															
Day	25	20	32	18	7	22	7	25	9	19	29%	-24%	-64%	-4%	
Evening	4	17	4	14	1	25	1	27	1	29	0%	7%	-75%	68%	
Other*	0	0	0	0	0	0	0	0	0	0	-	-	-	-	
Total	29	19	36	17	8	23	8	25	10	20	25%	-21%	-66%	3%	
Honors															
Day	5	21	6	16	8	13	4	18	3	18	-25%	0%	-40%	-14%	
Evening	0	0	0	0	1	25	0	0	0	0	-	-	-	-	
Other*	0	0	0	0	3	18	2	30	3	15	50%	-50%	-	-	
Total	5	21	6	16	12	15	6	22	6	16	0%	-25%	20%	-22%	
University Total															
Day	837	29	791	29	790	29	803	30	795	30	-1%	-2%	-5%	3%	
Evening	723	20	720	20	622	20	679	21	644	21	-5%	1%	-11%	6%	
Other*	157	18	165	19	225	20	250	22	237	19	-5%	-13%	51%	8%	
Total	1,717	25	1,676	24	1,637	25	1,732	25	1,676	28	-3%	10%	-2%	11%	

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

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

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

Day: Monday – Friday 7 am to 4 pm.

Evening: Monday – Thursday 4 pm to 12 am.

**Table 6.12: Fall Undergraduate Student FTE by College and Class Time: 5-Year Trend
Fall 2005 – 2009**

College	Day					Percent Change		Evening & Weekends					Percent Change		Unknown*					Percent Change	
	2005	2006	2007	2008	2009	1-Year	5-Year	2005	2006	2007	2008	2009	1-Year	5-Year	2005	2006	2007	2008	2009	1-Year	5-Year
Business	512	534	535	577	598	4%	17%	358	350	379	376	380	1%	6%	15	29	59	93	88	-6%	473%
CLASS	2,381	2,308	2,455	2,326	2,552	10%	7%	625	591	641	603	632	5%	1%	86	103	129	170	197	16%	128%
Education	495	440	424	413	385	-7%	-22%	218	201	191	172	171	-1%	-22%	77	95	68	103	129	25%	68%
Engineering	210	194	195	207	206	0%	-2%	154	104	114	137	166	21%	8%	4	5	8	5	5	-5%	36%
Science	1,567	1,554	1,826	1,765	1,970	12%	26%	381	416	420	450	529	18%	39%	29	28	67	97	118	22%	311%
Urban Affairs	130	149	168	89	99	11%	-24%	126	134	163	78	80	2%	-37%	4	4	6	229	252	10%	6650%
Undergraduate Studies	302	318	66	60	68	13%	-77%	19	23	3	2	2	14%	-89%	0	0	0	0	0	-	-
Honors	7	6	6	7	6	-6%	-16%	-	-	2	-	1	-	-	-	0	-	1	1	0%	-
Other ¹	6	9	9	10	10	8%	86%	2	2	0	1	1	-17%	-66%	15	12	21	15	14	-3%	-4%
Total	5,611	5,511	5,683	5,452	5,895	8%	5%	1,883	1,821	1,913	1,820	1,961	8%	4%	229	275	358	713	805	13%	251%

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

*Unknown includes sections with no class time.

**Table 6.13: Fall Graduate & Law Student FTE by College and Class Time: 5-Year Trend
Fall 2005 – 2009**

College	Day					Percent Change		Evening & Weekends					Percent Change		Unknown*					Percent Change	
	2005	2006	2007	2008	2009	1-Year	5-Year	2005	2006	2007	2008	2009	1-Year	5-Year	2005	2006	2007	2008	2009	1-Year	5-Year
Business	52	62	64	54	59	10%	15%	464	477	449	402	500	24%	8%	27	25	28	77	94	23%	254%
CLASS	46	42	50	59	51	-13%	12%	210	198	188	201	229	14%	9%	52	61	61	59	58	-2%	11%
Education	54	34	18	16	28	75%	-48%	577	541	520	488	442	-9%	-23%	57	69	117	184	194	5%	242%
Engineering	6	13	24	19	20	7%	226%	112	130	139	117	121	3%	8%	33	35	39	35	40	14%	22%
Science	114	148	153	181	201	11%	76%	92	94	84	100	98	-2%	7%	86	91	109	121	107	-12%	24%
Urban Affairs	0	2	0		1	-	567%	162	178	159	161	148	-8%	-9%	14	13	22	39	51	32%	255%
Law	386	393	389	360	346	-4%	-10%	220	203	216	207	214	3%	-3%	14	12	9	12	7	-43%	-53%
Graduate Studies	3	3	3	1	-	-100%	-100%	-	-	-	-	-	-	-	0	1	1	0	-	-	-
Other	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	12	27	-	-
Total	661	696	700	689	708	3%	7%	1,836	1,821	1,754	1,677	1,752	5%	-5%	283	308	387	539	577	7%	104%

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.

Center for eLearning

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

The Center's major roles are to:

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

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

Table 6.14a: Annual Web Historical Enrollment and SCH Trends

WEB														
Term	Enrollment					Percent Change		SCH					Percent Change	
	2005-06	2006-07	2007-08	2008-09*	2009-10	1-Year	5-Year	2005-06	2006-07	2007-08	2008-09*	2009-10	1-Year	5-Year
Summer	492	707	1,277	1,721	2,105	22%	328%	1,759	2,973	4,939	7,194	9,261	29%	426%
Fall	659	1,198	1,786	2,605	3,104	19%	371%	2,322	4,260	6,654	10,546	12,646	20%	445%
Spring	920	1,355	2,253	2,598	3,128	20%	240%	3,490	5,257	8,164	10,727	14,470	35%	315%
Total	2,071	3,260	5,316	6,924	8,337	20%	303%	7,571	12,490	19,757	28,467	36,377	28%	380%

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

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

Note: Enrollment and SCH is based on those students who did not have a withdraw from a Web Based Course.

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

Figure 6.14a: Annual Web Historical Enrollment and SCH Trends

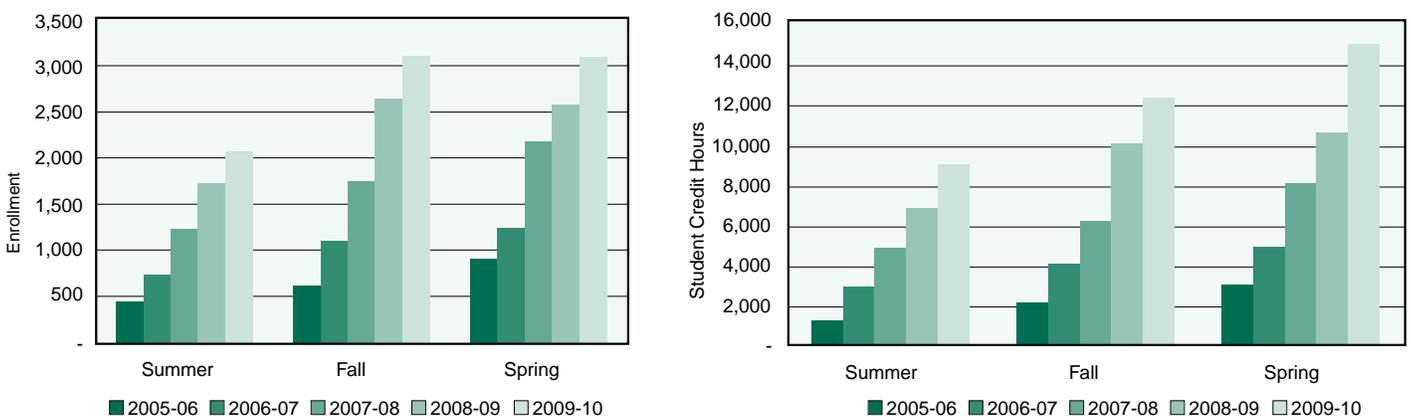


Table 6.14b: 5-Year Trends in Web-Based Instructional Delivery Student Credit Hours Generated

Undergraduate

Web-Based**	Fall					Percent Change	
	2005	2006	2007	2008	2009	1-Year	5-Year
Business	120	345	750	1,104	1,146	4%	855%
CLASS	276	292	852	1,472	1,588	8%	475%
Education	32	91	169	397	1,083	173%	3284%
Engineering	-	-	-	-	6	-	-
Science	117	157	671	966	1,227	27%	949%
Urban Affairs	1,141	1,868	1,985	2,974	3,307	11%	190%
Other (AF-CSC-MSC)	-	-	38	48	82	71%	-
Total	1,686	2,753	4,465	6,961	8,439	21%	401%

Graduate

Web-Based**	Fall					Percent Change	
	2005	2006	2007	2008	2009	1-Year	5-Year
Business	-	123	189	823	1,079	31%	-
CLASS	44	120	64	92	84	-9%	91%
Education	475	998	1,636	2,092	2,054	-2%	332%
Engineering	-	-	-	-	45	-	-
Science	117	170	145	264	373	41%	219%
Urban Affairs	-	96	152	312	571	83%	-
Other (AF-CSC-MSC)	-	-	3	2	1	-50%	-
Total	636	1,411	2,034	3,585	4,207	17%	561%

Totals

Web-Based**	Fall					Percent Change	
	2005	2006	2007	2008	2009	1-Year	5-Year
Business	120	468	939	1,927	2,225	15%	1754%
CLASS	320	412	916	1,564	1,672	7%	423%
Education	507	1,089	1,805	2,489	3,137	26%	519%
Engineering	-	-	-	-	51	-	-
Science	234	327	816	1,230	1,600	30%	584%
Urban Affairs	1,141	1,964	2,137	3,286	3,878	18%	240%
Other (AF-CSC-MSC)	-	-	41	50	83	66%	-
Total	2,322	4,260	6,654	10,546	12,646	20%	445%

** Web-based: Courses delivered primarily using the Internet. These courses are identified by section number (501-509) for Fall 2004-2007, or by their class attribute (Online and/or Blended) for Fall 2008 and Fall 2009.

Trends in Interactive Video and Telecourse Instructional Delivery

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

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

Undergraduate							
Interactive Video and Telecourse*	Fall					Percent Change	
	2005	2006	2007	2008	2009	1-Year	5-Year
Business	-	-	-	-	-	-	-
CLASS	-	-	-	28	131	368%	-
Education	-	-	-	8	-	-	-
Engineering	-	4	-	-	-	-	-
Science	44	32	108	168	126	-25%	186%
Urban Affairs	36	84	72	112	348	211%	867%
Total	80	120	180	316	605	91%	656%

Graduate							
Interactive Video and Telecourse*	Fall					Percent Change	
	2005	2006	2007	2008	2009	1-Year	5-Year
Business	-	-	-	-	-	-	-
CLASS	1,185	1,023	885	1,056	925	-12%	-22%
Education	164	127	216	234	246	5%	50%
Engineering	36	-	-	-	-	-	-
Science	-	-	-	-	-	-	-
Urban Affairs	28	12	16	68	104	53%	271%
Total	1,413	1,162	1,117	1,358	1,275	-6%	-10%

Total							
Interactive Video and Telecourse*	Fall					Percent Change	
	2005	2006	2007	2008	2009	1-Year	5-Year
Business	-	-	-	-	-	-	-
CLASS	1,185	1,023	885	1,084	1,056	-3%	-11%
Education	164	127	216	242	246	2%	50%
Engineering	36	4	-	-	-	-	-
Science	44	32	108	168	126	-25%	186%
Urban Affairs	64	96	88	180	452	151%	606%
Total	1,493	1,282	1,297	1,674	1,880	12%	26%

* **Interactive video:** Courses delivered via interactive television at two or more sites simultaneously and are identified by their section number (701-709 and 780-789) for Fall 2005-2007 or by their class attribute (IDVL) for Fall 2008 and 2009.

* **Telecourse:** Courses involving home viewing of videotaped programs, use of reading materials and some class interaction with the instructor and determined by the section number (530-539) for Fall 2005-2007. Telecourses were not offered for Fall 2008 and 2009.

Table 6.16: **Cleveland State University Main Library Collections, and Instructional Media Services, FY 2009**

Resources	Main Library FY 2009	
	Total Titles	Total Volumes/Items
Print Resources in Scholar		
Monographs	482,807	571,076
Scores	13,685	22,378
Periodicals and books (to be added to Scholar)	-	268,417
Classed Serials	7,353	65,694
Periodicals	28,565	180,758
Theses and Dissertations	2,752	3,191
Print Resources in Microform	13,518	732,218
Total Print Resources	535,329	1,821,703
Media Resources in Scholar		
Audio Resources	16,581	21,296
Video Resources	11,070	13,863
Other Resources	767	2,582
Art Slides (uncataloged) ¹	0	0
Total Media Resources	28,418	37,741
Total Physical Resources	563,747	1,859,444
¹ 97,022 art slides transferred to Art Department		
Electronic Resources in Scholar		
Electronic Books	42,813	42,829
Electronic Journals	46,876	46,876
Electronic Serials	81	81
Databases	785	785
Websites	1,297	1,297
Streaming Video	2,519	2,519
Total Electronic Resources	94,371	94,387
Locally Digitized Resources in CONTENT^{dm}		
Total number of images (jpegs, tifs)	34,551	34,551
Total number of documents (PDF, compound objects, docs)	356	356
Total number of multimedia objects (wmv, rm, mp3)	26	26
Total Locally Digitized Resources	34,933	34,933
Total Digital Resources	129,304	129,320
GRAND TOTAL	693,051	1,988,764
Archival Resources		
	Number of Collections	Linear Feet
Special Collections	220	6,162
University Archives	377	3,034
Total Archival Resources	597	9,196
Current Subscriptions		
	Number of Titles	
	FY08	FY09
Paper Periodical	716	686
Electronic Periodicals (paid subscriptions, including EJC)	8,624	9,583
Other Paper Continuing Resources	234	242
Other Electronic Continuing Resources (not journals)	610	624
Total Subscriptions	10,184	11,135

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

	Main Library				
	FY 05	FY 06	FY 07	FY 08	FY 09
Digital Resource Use Trends					
Searches on Scholar catalog	n/a	n/a	1,737,307	1,843,513	2,275,195
OhioLINK electronic resource downloads	407,374	496,672	455,179	499,087	482,965
OhioLINK electronic resource searches	551,355	684,539	670,081	659,835	963,866
OhioLINK Digital Resource Center use (downloads)	5,859	4,137	2,428	6,029	4,845
OhioLINK digital video use (uses=hits on files)	509	432	876	1,335	946
OhioLINK digital audio use (Naxos downloads)	n/a	n/a	2,946	5,394	11,535
Electronic text usage:					
- Electronic books use (ebrary, netLibrary, OhioLINK EBC downloaded)	5,350	5,486	8,496	36,243	58,845
- CSU electronic theses/dissertations use (downloaded from ProQuest and OhioLINK ETD)	n/a	n/a	260	1,325	16,448
- Electronic course reserve (ECR) documents downloaded	n/a	800,693	731,601	721,807	742,465
Hits on Cleveland Memory (webpage hits & file hits)	n/a	4,825,725	10,242,375	13,727,806	19,763,385
Hits to the Library's Mediasite	n/a	977	9,736	4,969	5,313
Hits to the Library's streaming media files	n/a	15,319	17,356	27,452	21,659
Hits on the Library's webpage	n/a	4,144,634	13,291,000	14,779,847	26,078,788
Hits on Library's Virtual Reference webpages	n/a	93,725	72,959	60,416	53,666
Hits on Library's Subject Portal webpages	n/a	208,355	179,648	144,452	133,216
Hits on the Library's servers	17,050,582	20,782,140	38,033,096	62,157,314	82,556,732
OTHER TRENDS					
Items checked out	325,119	289,497	205,713	183,212	168,021
IMSS media equipment circulations to faculty	n/a	13,005	13,756	11,716	9,228
Reference and technical questions answered	53,507	46,190	41,528	45,024	47,227
Librarian led instructional sessions	564	463	357	390	403
In-house faculty led instructional sessions	n/a	34	690	781	907
Number of IVDL sessions managed	n/a	1,542	1,059	1,589	1,921
Other Library facility bookings for campus activities	275	449	770	648	616
Visitors (virtual) to Cleveland Memory	n/a	1,021,879	1,691,414	2,537,358	1,445,630
Visitors (virtual) to the Library webpage	n/a	832,916	904,458	795,939	786,843
Visitors to the Library	348,806	601,044	482,731	464,360	500,092
Percent of materials budget spent on electronic resources	58%	59%	64%	69%	67%

Source: University Main Library

Table 6.18: Cleveland State University Law Library Collections 2007-2009

	2007		2008		2009	
	Total Titles	Total Volumes/ Units	Total Titles	Total Volumes/ Units	Total Titles	Total Volumes/ Units
Titles and Volumes:						
Print titles	83,612	-	85,086	-	86,517	-
Non-book and Electronic Titles	1,280	-	1,315	-	12,651	-
Microformats	71,055	-	71,066	-	71,068	-
Volumes (excluding microforms)	-	297,894	-	303,150	-	304,895
Volumes equivalent of microforms	-	233,396	-	233,840	-	234,094

Source: Law Library

Table 6.19: Cleveland State University Law Library Statistics 2007-2009

	2007		2008		2009	
	Requests	Filled	Requests	Filled	Requests	Filled
Number of material requests <i>sent</i> by Law library	4,125	4,099	4,026	4,165	3,032	2,996
Number of material requests <i>received</i> by Law library	3,432	3,037	4,240	3,881	4,207	3,865

Source: Law Library

Learning Communities

The CSU Learning Communities Program was initiated in Fall 2007 with seven Learning Communities and 155 students enrolled. Enrollment increased by over 17 % in the 2008 and 2009 Fall semesters. Since the inaugural group, over 500 students representing over 30 majors have participated in a Learning Community and interest continues to grow. From the inaugural 2007 Learning Community cohort, 70 students (51%) continue to be enrolled at CSU and are on track for graduation. When surveyed, these students report that four key strategies, acquired in the Learning Community experience have helped them to be successful and persist to junior status; developing effective study skills, learning time management, developing comfort communicating with professors, and using the library and other University resources.

CSU Learning Communities are clusters of courses which are organized around an interdisciplinary theme, scheduled in blocks and last for one semester. A small group of 25 first-year students, select, co-enroll and attend the courses as a cohort. Faculty who teach in Learning Communities receive training in interdisciplinary teaching and other pedagogically distinctive strategies including service learning, discovery-based learning and undergraduate research. As a result, Learning Community classes offer greater opportunities for making cognitive connections across disciplines that lead to deeper understanding and success. This year the training was conducted by internationally known scholar Dr. Vincent Tinto, Distinguished University Professor, Syracuse University who shared some of his extensive research supporting the use of Learning Communities as a powerful strategy for student retention and success.

Enrollment is open to all CSU students and therefore augments the University mission to provide accessible and exceptional opportunities for scholarly work and service to the diverse population of students we serve. Students who participate in the Learning Community are supported by an Embedded Librarian, Peer Mentor Coaches, and a variety of other University resources and services that help them to make a smooth transition from high school to college.

Table 6.20: Fall 2009 Learning Community Enrollment by Race

Race	Percent of Program	Distinguishing Characteristics of CSU Learning Communities
White	41%	<ul style="list-style-type: none"> Engaged Faculty includes three Fulbright Scholars Peer Mentor Coaches serve as informal coaches and supporters Strong Community Partnerships including PlayhouseSquare Commitment to Service Learning and Leadership - 32 Learning Community students have completed all components of the CSU Center for Leadership and Service Leadership Certification Commitment to Academic Excellence – Over 50 students have been invited to join Alpha Lambda Delta Freshman Honor Society since the Learning Communities Program was initiated.
Black	39%	
Hispanic	6%	
Asian or Pacific Highlander	1%	
Native American	2%	
Unknown	12%	

Racial composition of Learning Communities participants reflects the rich diversity of the larger CSU campus community. Females comprised 64% of the Fall 2009 cohort and the average ACT Composite score for participants was 19. Twelve new Learning Communities are planned for Fall 2010, including the Undergraduate Research Experience, through which a community of CSU faculty conduct research and mentor individual students using a variety of research processes.

Table 6.21: Enrollment by Learning Community

2009 Learning Communities	Enrolled	2010 Learning Communities	Enrolled
Cultures and Other Complexities of Diversity	15	Diversity on the Page & the Stage	24
Entrepreneurial Business & the Global Marketplace	23	Enterprise in the Global Marketplace	15
Experiences in Global Cultures & Class	15	Intercultural Realities in a Multicultural World	22
Global Leaders in Community Service: Living Learning	25	Linguistic Diversity & Human Interactions	25
Images, Realities & Constructions of Society	20	Matters of Gender and Race in Modern Society	14
Phenomenal Physics	18	Mystery and Learning in the City	11
Science with Soul	23	Scholars in Global Society	6
Virtues, Voices, and Vibes in the Spoken Word	23	Scholars in Technological Society	10
Women in Society: Gender Still Matters	14	Science of Life & Health	22
Weekend Learning Community	5	Sustainability & Stewardship: Protecting the Future	4
Undergraduate Research Experience	7	Undergraduate Research Experience	16
		Vital Signs: Understanding the Ecology of Health	27
Total Enrolled in Fall 2009 LCs	181	Total Enrolled in Fall 2010 LCs (As of 8/24/10)	195

Book of Trends 2010

Faculty & Staff

7



Table 7.1: Full-Time Employees by Equal Employment Opportunity Category 6 (EEO6) Fall 2009

EEO6 Category	Count	% of Total
Executive, Administrative	72	4.4%
Faculty	537	33.2%
Other Professionals	626	38.7%
Clerical	216	13.3%
Technical	36	2.2%
Skilled Crafts	23	1.4%
Service, Maintenance	108	6.7%
Total Full-Time Employees	1,618	100%

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

Figure 7.1: Full-Time Employees by EEO6 Category Fall 2009

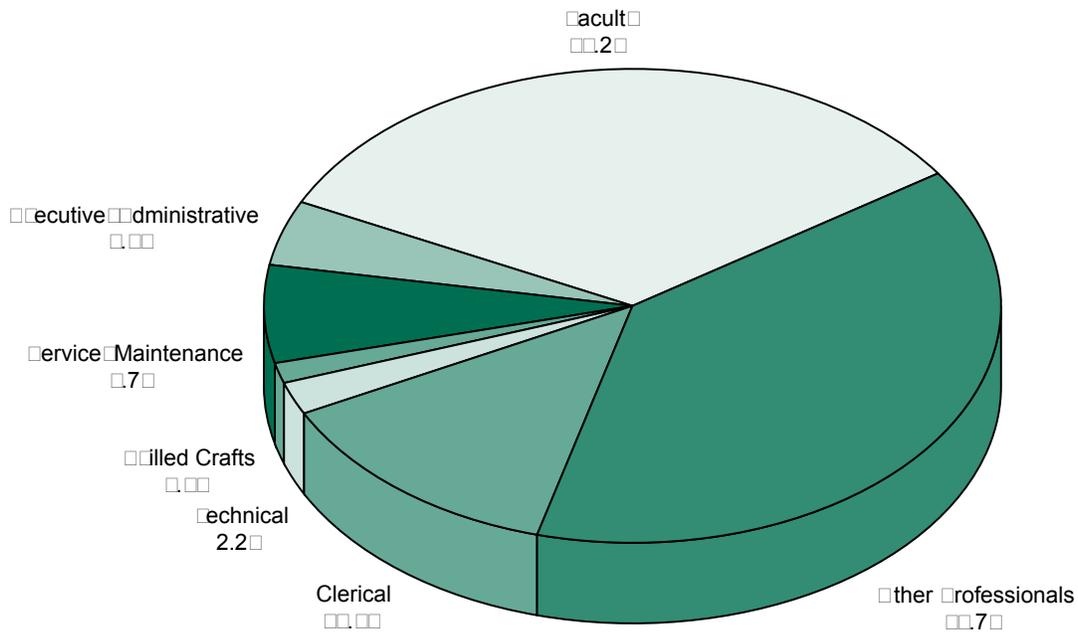


Table 7.2: Full-Time Employees by Gender, Race, and (EEO6) Category
Fall 2005 - 2009

EEO6 Category/Race	2005		2006		2007		2008		2009		Percent Change	
	Male	Female	1 year	5 year								
Executive, Administrative												
White	39	10	40	12	37	15	36	18	39	19	7%	18%
Black	7	8	6	7	5	5	4	4	3	3	-25%	-60%
Hispanic	-	1	-	1	1	1	1	1	1	1	0%	100%
Asian/Pacific Islander	6	1	6	1	6	1	5	1	5	1	0%	-14%
American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-	-	-	-
Unknown	-	-	-	-	-	-	-	-	-	-	-	-
Total	52	20	52	21	49	22	46	24	48	24	3%	0%
Faculty												
White	286	167	279	168	276	165	249	160	235	162	-3%	-12%
Black	18	20	15	18	16	18	17	19	16	22	6%	0%
Hispanic	8	5	8	4	8	4	8	3	8	3	0%	-15%
Asian/Pacific Islander	54	16	57	21	59	24	62	29	64	26	-1%	29%
American Indian/Alaskan Native	-	1	-	1	-	1	-	1	-	1	0%	0%
Unknown	-	-	1	-	1	-	1	-	-	-	-	-
Total	366	209	360	212	360	212	337	212	323	214	-2%	-7%
Other Professionals												
White	204	262	201	271	211	271	205	279	204	282	0%	4%
Black	29	74	27	77	26	80	25	83	26	78	-4%	1%
Hispanic	2	6	3	5	2	5	2	4	3	3	0%	-25%
Asian/Pacific Islander	21	7	14	9	18	12	19	10	18	11	0%	4%
American Indian/Alaskan Native	-	2	-	2	-	2	-	1	-	1	0%	-50%
Unknown	1	1	1	2	-	1	-	1	-	-	-	-
Total	257	352	246	366	257	371	251	378	251	375	0%	3%
Clerical												
White	27	120	21	110	21	113	19	110	18	108	-2%	-14%
Black	9	87	10	80	9	78	8	75	6	72	-6%	-19%
Hispanic	1	3	1	3	1	3	1	3	2	3	25%	25%
Asian/Pacific Islander	1	3	1	2	1	2	1	2	1	3	33%	0%
American Indian/Alaskan Native	-	1	-	1	-	2	-	2	-	2	0%	100%
Unknown	-	-	-	-	1	-	-	-	1	-	-	-
Total	38	214	33	196	33	198	29	192	28	188	-2%	-14%
Technical												
White	21	5	20	6	23	5	23	5	25	5	7%	15%
Black	4	4	3	4	3	5	3	2	2	2	-20%	-50%
Hispanic	3	-	3	-	2	-	2	-	2	-	0%	-33%
Asian/Pacific Islander	-	-	-	1	-	1	-	1	-	-	-	-
American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-	-	-	-
Unknown	-	-	-	-	-	-	-	-	-	-	-	-
Total	28	9	26	11	28	11	28	8	29	7	0%	-3%

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**Table 7.2: Full-Time Employees by Gender, Race, and (EEO6) Category
Fall 2005 - 2009**

(continued from previous page)

EEO6 Category/Race	2005		2006		2007		2008		2009		Percent Change	
	Male	Female	1 year	5 year								
Skilled Crafts												
White	13	-	15	-	15	-	15	-	15	-	0%	15%
Black	6	-	6	-	6	-	6	-	6	-	0%	0%
Hispanic	1	-	2	-	2	-	2	-	2	-	0%	100%
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-	-	-	-
Unknown	-	-	-	-	-	-	-	-	-	-	-	-
Total	20	-	23	-	23	-	23	-	23	-	0%	15%
Service, Maintenance												
White	26	1	28	1	28	1	29	4	27	4	-6%	15%
Black	40	28	42	28	41	27	44	27	45	24	-3%	1%
Hispanic	3	3	3	3	4	4	4	4	3	4	-13%	17%
Asian/Pacific Islander	1	-	1	-	1	-	1	-	1	-	0%	0%
American Indian/Alaskan Native	-	-	1	-	-	-	-	-	-	-	-	-
Unknown	-	-	-	-	-	-	-	-	-	-	-	-
Total	70	32	75	32	74	32	78	35	76	32	-4%	6%
Total Full-Time Employees												
White	616	565	604	568	611	570	576	576	563	580	-1%	-3%
Black	113	221	109	214	106	213	107	210	104	201	-4%	-9%
Hispanic	18	18	20	16	20	17	20	15	21	14	0%	-3%
Asian/Pacific Islander	83	27	79	34	85	40	88	43	89	41	-1%	18%
Native American/Alaskan Native	-	4	1	4	-	5	-	4	-	4	0%	0%
Unknown	1	1	2	2	2	1	1	1	1	-	-50%	-50%
Total	831	836	815	838	824	846	792	849	778	840	-1%	-3%

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

Note: Non Resident Alien are reported in the actual race categories.

Table 7.3: **Full-Time Employees: Women and Minorities as a Percentage of Total by EEO6 Category
Fall 2005 - 2009**

	2005	2006	2007	2008	2009
Executive, Administrative					
Women	28%	29%	31%	34%	33%
Black	21%	18%	14%	11%	8%
Hispanic	1%	1%	3%	3%	3%
Asian/Pacific Islander	10%	10%	10%	9%	8%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Minorities	32%	29%	27%	23%	19%
Faculty					
Women	36%	37%	37%	39%	40%
Black	7%	6%	6%	7%	7%
Hispanic	2%	2%	2%	2%	2%
Asian/Pacific Islander	12%	14%	15%	17%	17%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Minorities	21%	22%	23%	26%	26%
Other Professionals					
Women	58%	60%	59%	60%	60%
Black	17%	17%	17%	17%	17%
Hispanic	1%	1%	1%	1%	1%
Asian/Pacific Islander	5%	4%	5%	5%	5%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Minorities	23%	23%	23%	23%	22%
Clerical					
Women	85%	86%	86%	87%	87%
Black	38%	39%	38%	38%	36%
Hispanic	2%	2%	2%	2%	2%
Asian/Pacific Islander	2%	1%	1%	1%	2%
Native American/Alaskan Native	0%	0%	1%	1%	1%
Minorities	42%	43%	42%	42%	42%

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**Table 7.3: Full-Time Employees: Women and Minorities as a Percentage of Total by EEO6 Category
Fall 2005 - 2009**

(continued from previous page)

	2005	2006	2007	2008	2009
Technical					
Women	24%	30%	28%	22%	19%
Black	22%	19%	21%	14%	11%
Hispanic	8%	8%	5%	6%	6%
Asian/Pacific Islander	0%	3%	3%	3%	0%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Minorities	30%	30%	28%	22%	17%
Skilled Crafts					
Women	0%	0%	0%	0%	0%
Black	30%	26%	26%	26%	26%
Hispanic	5%	9%	9%	9%	9%
Asian/Pacific Islander	0%	0%	0%	0%	0%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Minorities	35%	35%	35%	35%	35%
Service, Maintenance					
Women	31%	30%	30%	31%	30%
Black	67%	65%	64%	63%	64%
Hispanic	6%	6%	8%	7%	6%
Asian/Pacific Islander	1%	1%	1%	1%	1%
Native American/Alaskan Native	0%	1%	0%	0%	0%
Minorities	74%	73%	73%	71%	71%
Total Full-Time Employees					
Women	50%	51%	51%	52%	52%
Black	20%	20%	19%	19%	19%
Hispanic	2%	2%	2%	2%	2%
Asian/Pacific Islander	7%	7%	7%	8%	8%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Minorities	29%	29%	29%	30%	29%

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

Note: Minorities include Black, Hispanic, Asian/Pacific Islander and Native American/Alaskan Native.

**Table 7.4: Full-Time Employees by EEO6 Category
Fall 2005 - 2009**

EEO6 Category Description	2005	2006	2007	2008	2009	Percent Change	
						1 Year	5 Year
Executive/Administrative	72	73	71	70	72	3%	0%
Faculty	575	572	571	549	537	-2%	-7%
Other Professional	609	612	628	629	626	0%	3%
Clerical	252	229	231	221	216	-2%	-14%
Tech/Paraprofessional	37	37	39	36	36	0%	-3%
Skilled Crafts	20	23	23	23	23	0%	15%
Service/Maintenance	102	107	106	113	108	-4%	6%
Total Full-time Employees	1,667	1,653	1,669	1,641	1,618	-1%	-3%

**Table 7.5: Part-Time Employees by EEO6 Category
Fall 2005 - 2009**

EEO6 Category Description	2005	2006	2007	2008	2009	Percent Change	
						1 Year	5 Year
Executive/Administrative	-	-	-	-	-	-	-
Faculty	430	404	453	486	487	0%	13%
Other Professional	151	137	135	126	106	-16%	-30%
Clerical	24	24	26	23	25	9%	4%
Tech/Paraprofessional	1	1	1	1	3	200%	200%
Skilled Crafts	-	-	-	-	-	-	-
Service/Maintenance	12	6	4	6	8	33%	-33%
Total Part-time Employees	618	572	619	642	629	-2%	2%

**Table 7.6: Total Employees by EEO6 Category
Fall 2005 - 2009**

EEO6 Category Description	2005	2006	2007	2008	2009	Percent Change	
						1 Year	5 Year
Executive/Administrative	72	73	71	70	72	3%	0%
Faculty	1,005	976	1,024	1,035	1,024	-1%	2%
Other Professional	760	749	763	755	732	-3%	-4%
Clerical	276	253	257	244	241	-1%	-13%
Tech/Paraprofessional	38	38	40	37	39	5%	3%
Skilled Crafts	20	23	23	23	23	0%	15%
Service/Maintenance	114	113	110	119	116	-3%	2%
Total Employees	2,285	2,225	2,288	2,283	2,247	-2%	-2%

Source: All figures are taken from the IPEDS Human Resources Report.

Table 7.7: Full-Time Faculty by Rank and College, Fall 2009

College	Professor		Associate Professor		Assistant Professor		Instructor		Term Faculty		Total
	N	%	N	%	N	%	N	%	N	%	N
Business	22	30%	23	31%	11	15%	6	8%	12	16%	74
CLASS	34	22%	62	41%	42	28%	3	2%	11	7%	152
Education	10	17%	31	52%	19	32%	-	0%	-	0%	60
Engineering	22	44%	23	46%	5	10%	-	0%	-	0%	50
Nursing	-	0%	3	13%	11	48%	4	17%	5	22%	23
Science	34	31%	37	33%	34	31%	-	0%	6	5%	111
Urban Affairs	9	36%	6	24%	8	32%	1	4%	1	4%	25
Law	15	36%	9	21%	6	14%	-	0%	12	29%	42
TOTAL	146	27%	194	36%	136	25%	14	3%	47	9%	537

Note: Includes only standard academic ranks.

Table 7.8: Full-Time Faculty by Gender and College, Fall 2009

College	Regular Faculty				Term Faculty				Total	
	Male		Female		Male		Female		N	%
	N	%	N	%	N	%	N	%		
Business	46	62%	16	22%	8	11%	4	5%	74	14%
CLASS	85	56%	56	37%	5	3%	6	4%	152	28%
Education	24	40%	36	60%	-	0%	-	0%	60	11%
Engineering	46	92%	4	8%	-	0%	-	0%	50	9%
Nursing	-	0%	14	61%	-	0%	9	39%	23	4%
Science	71	64%	34	31%	1	1%	5	5%	111	21%
Urban Affairs	14	56%	10	40%	-	0%	1	4%	25	5%
Law	19	45%	11	26%	4	10%	8	19%	42	8%
TOTAL	305	57%	181	34%	18	3%	33	6%	537	100%

Table 7.8a: Full-Time Faculty by College, Gender and Rank, Fall 2009

College	Gender	Professor		Associate Professor		Assistant Professor		Instructor		Term Faculty		Total
		N	%	N	%	N	%	N	%	N	%	N
Business	F	3	15%	5	25%	5	25%	3	15%	4	20%	20
	M	19	35%	18	33%	6	11%	3	6%	8	15%	54
CLASS	F	13	21%	22	35%	19	31%	2	3%	6	10%	62
	M	21	23%	40	44%	23	26%	1	1%	5	6%	90
Education	F	4	11%	19	53%	13	36%	-	0%	-	0%	36
	M	6	25%	12	50%	6	25%	-	0%	-	0%	24
Engineering	F	1	25%	2	50%	1	25%	-	0%	-	0%	4
	M	21	46%	21	46%	4	9%	-	0%	-	0%	46
Nursing	F	-	0%	3	13%	11	48%	4	17%	5	22%	23
	M	-	0%	-	0%	-	0%	-	0%	-	0%	-
Science	F	6	15%	14	36%	14	36%	-	0%	5	13%	39
	M	28	39%	23	32%	20	28%	-	0%	1	1%	72
Urban Affairs	F	2	18%	4	36%	3	27%	1	9%	1	9%	11
	M	7	50%	2	14%	5	36%	-	0%	-	0%	14
Law	F	6	32%	3	16%	2	11%	-	0%	8	42%	19
	M	9	39%	6	26%	4	17%	-	0%	4	17%	23
TOTAL		146	27%	194	36%	136	25%	14	3%	47	9%	537

Note: Includes only standard academic ranks.

Table 7.9: Full-Time Faculty by Highest Degree Attained, Fall 2009

College	Degree				Total	Terminal Degree
	Bachelor's	Master's	Doctorate	Professional		
Business	0%	23%	74%	3%	14%	78%
CLASS	1%	16%	83%	0%	28%	93%
Education	0%	5%	95%	0%	11%	100%
Engineering	0%	6%	94%	0%	9%	100%
Nursing	0%	74%	26%	0%	4%	83%
Science	0%	6%	92%	2%	21%	95%
Urban Affairs	0%	12%	88%	0%	5%	84%
Law	0%	0%	2%	98%	8%	100%
TOTAL	0%	14%	77%	8%	100%	93%

Source: All figures are taken from the IPEDS/EAP files as of November 1, 2009

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

College/Department	Fall															Percent Change	
	2005			2006			2007			2008			2009			1 year	5 year
	Tenured & Tenure Track	Non Tenure Track	Total														
Business																	
Accounting	10	3	13	9	4	13	9	4	13	9	4	13	10	4	14	8%	8%
Computer & Information Science	16	6	22	16	4	20	16	4	20	15	3	18	13	3	16	-11%	-27%
Finance	7	1	8	8	1	9	8	2	10	8	2	10	7	2	9	-10%	13%
Health Care Administration	2	-	2	2	-	2	2	-	2	2	-	2	-	-	-	-100%	-100%
Management & Labor Relations	12	1	13	11	2	13	8	4	12	7	5	12	9	4	13	8%	0%
Marketing	13	2	15	13	2	15	13	2	15	12	3	15	10	3	13	-13%	-13%
Operation and Supply Chain Management	6	3	9	6	2	8	6	2	8	6	2	8	6	3	9	13%	0%
Business Total	66	16	82	65	15	80	62	18	80	59	19	78	55	19	74	-5%	-10%
Liberal Arts & Social Sciences																	
Anthropology	6	1	7	5	1	6	5	1	6	5	-	5	5	-	5	0%	-29%
Art	13	1	14	13	-	13	11	-	11	12	-	12	12	-	12	0%	-14%
Economics	6	-	6	7	-	7	5	1	6	7	-	7	7	-	7	0%	17%
English	15	2	17	16	2	18	17	2	19	17	2	19	15	3	18	-5%	6%
History	18	-	18	18	-	18	18	-	18	16	2	18	16	-	16	-11%	-11%
Liberal Studies	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-100%
Modern Languages	11	3	14	12	2	14	11	2	13	10	2	12	9	2	11	-8%	-21%
Music	12	-	12	12	-	12	12	1	13	12	1	13	11	1	12	-8%	0%
Philosophy	11	-	11	10	-	10	9	-	9	8	-	8	6	-	6	-25%	-45%
Political Science	8	1	9	8	-	8	8	-	8	8	-	8	8	-	8	0%	-11%
Religious Studies	4	-	4	2	1	3	1	1	2	2	1	3	4	-	4	33%	0%
School of Communication	17	4	23	18	4	24	16	4	20	19	1	20	20	2	22	10%	-4%
School of Social Work	13	1	14	12	2	14	13	3	16	14	1	15	13	2	15	0%	7%
Sociology	10	1	11	10	2	12	11	3	14	10	3	13	9	3	12	-8%	9%
Theatre and Dance	2	1	3	2	1	3	2	2	4	3	1	4	3	1	4	0%	33%
Liberal Arts & Social Sciences Total	147	15	164	145	15	162	139	20	159	143	14	157	138	14	152	-3%	-7%

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

(continued from previous page)

College/Department	Fall															Percent Change	
	2005			2006			2007			2008			2009			1 year	5 year
	Tenured & Tenure Track	Non Tenure Track	Total														
Education and Human Services																	
CASAL	16	1	17	17	1	18	18	1	19	16	-	16	15	-	15	-6%	-12%
Curriculum & Foundations	20	3	23	20	1	21	16	2	18	16	-	16	14	-	14	-13%	-39%
Health and Physical Education	10	2	12	11	1	12	10	1	11	8	-	8	8	-	8	0%	-33%
Teacher Education	27	7	34	31	2	33	28	3	31	25	1	26	23	-	23	-12%	-32%
Education and Human Services Total	73	13	86	79	5	84	72	7	79	65	1	66	60	-	60	-9%	-30%
Engineering																	
Chemical Engineering	9	-	9	9	-	9	9	-	9	9	-	9	8	-	8	-11%	-11%
Civil & Environmental Engineering	9	-	9	9	-	9	11	-	11	11	-	11	10	-	10	-9%	11%
Electrical & Computer Engineering	14	-	14	16	-	16	17	-	17	15	-	15	15	-	15	0%	7%
Engineering Technology	4	-	4	4	-	4	5	-	5	5	-	5	4	-	4	-20%	0%
Industrial & Manufacturing Engineering	8	-	8	6	-	6	6	-	6	5	-	5	-	-	-	-100%	-100%
Mechanical Engineering	12	-	12	12	-	12	9	-	9	9	-	9	13	-	13	44%	8%
Engineering Total	56	-	56	56	-	56	57	-	57	54	-	54	50	-	50	-7%	-11%
Law	33	1	34	32	12	44	32	11	43	30	12	42	30	12	42	0%	24%
Nursing	16	7	23	17	4	21	15	6	21	15	4	19	17	6	23	21%	0%
Science																	
Biology, Geology & Environmental Science	19	-	19	23	-	23	21	-	21	21	-	21	20	-	20	-5%	5%
Chemistry	12	1	13	13	-	13	12	-	12	13	-	13	14	-	14	8%	8%
Health Sciences	14	1	15	16	1	17	17	2	19	17	-	17	20	3	23	35%	53%
Mathematics	21	2	23	23	2	25	21	4	25	23	2	25	20	3	23	-8%	0%
Physics	9	-	9	10	-	10	10	-	10	10	-	10	10	-	10	0%	11%
Psychology	18	3	21	18	1	19	20	1	21	19	1	20	20	1	21	5%	0%
Speech & Hearing	3	-	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-100%
Science Total	96	7	103	103	4	107	101	7	108	103	3	106	104	7	111	5%	8%
Urban Affairs	21	1	22	21	1	22	23	1	24	22	4	26	21	4	25	-4%	14%
University Total	508	60	568	518	56	574	501	70	571	491	57	548	475	62	537	-2%	-5%

Table 7.11: **Percentage of Undergraduate Student Credit Hours (SCH) Generated by Part-Time Faculty Fall 2009**

Department	Description	SCH Generated by Full-time Faculty	SCH Generated by Part-time Faculty	Total SCH Generated	% of SCH Generated Part-time Faculty
College of Business					
Accounting	Accounting	2,546	324	2,870	11%
	Business Law	219	174	393	44%
Business Administration	Business Administration	-	6	6	100%
Computer & Information Science	Computer and Information Science	582	555	1,137	49%
	Information Science	1,634	583	2,217	26%
Finance	Finance	1,146	608	1,754	35%
Health Care Administration	Health Care Administration	-	-	-	-
Management & Labor Relations	Management & Labor Relations	1,599	429	2,028	21%
Marketing	General Administration	-	750	750	100%
	Marketing	2,076	206	2,282	9%
Operation Management & Business Statistics	Operation Management & Business Statistics	1,498	314	1,812	17%
Other Business	International Business	138	-	138	0%
	Other Business	494	228	722	32%
Business Total		11,932	4,177	16,109	26%
College of Liberal Arts and Social Sciences					
Anthropology	Anthropology	2,072	957	3,029	32%
Art	Art	1,450	1,640	3,090	53%
Communication	Communication	4,529	1,788	6,317	28%
Economics	Economics	1,245	1,281	2,526	51%
English	English	3,276	5,560	8,836	63%
History	History	3,977	1,540	5,517	28%
Interdisciplinary	Black Studies	120	-	120	0%
	Classical and Medieval Studies	-	-	-	-
	Linguistics	4	48	52	92%
	National Student Exchange	-	-	-	-
	Women's Studies	152	172	324	53%
Modern Languages	Arabic	17	327	344	95%
	Chinese	8	105	113	93%
	French	200	105	305	34%
	German	90	112	202	55%
	Greek	12	-	12	0%
	Italian	130	115	245	47%
	Japanese	-	104	104	100%
	Latin	-	138	138	100%
	Modern Languages	102	135	237	57%
	Spanish	925	921	1,846	50%
Music	Applied Music	41	310	351	88%
	Music	760	2,081	2,841	73%
Philosophy	Philosophy	821	1,205	2,026	59%
Political Science/IR	Political Science	1,463	927	2,390	39%
Religious Studies	Religious Studies	770	805	1,575	51%
Social Work	Social Work	1,259	1,013	2,272	45%
Sociology	Sociology	3,920	1,071	4,991	21%
Theatre and Dance	Dance	109	33	142	23%
	Drama	324	430	754	57%
CLASS Total		27,776	22,923	50,699	45%

(continued on next page)

Table 7.11: Percentage of Undergraduate Student Credit Hours (SCH) Generated by Part-Time Faculty Fall 2009

(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
College of Education & Human Services					
CASAL	Adult Learning and Development	-	-	-	-
	Counseling, Administration, Supervision, and Adult Learning	-	-	-	-
	Education Specialist	128	-	128	0%
Curriculum and Foundations	Curriculum & Instruction	996	378	1,374	28%
Health And Physical Education	Health and Physical Education	562	278	840	33%
	Health Education	197	18	215	8%
	HPER-Core Curriculum	69	43	112	38%
	HPERD- Special Topics	-	84	84	100%
	Physical Education-Service	91	203	294	69%
Teachers Education	Early Childhood Education	221	392	613	64%
	Education-SIP	203	426	629	68%
	Middle Childhood Education	196	-	196	0%
	Special Education	172	464	636	73%
	Specialized Instructional/Teacher Education	375	432	807	54%
	Specialized Study & Field Experiences	803	-	803	0%
Education Total		4,013	2,718	6,731	40%
College of Engineering					
Chemical & Biomedical Engineering	Chemical Engineering	198	64	262	24%
	Engineering Science	466	158	624	25%
Civil & Environmental Engineering	Civil Engineering	454	-	454	0%
	Engineering Science	273	162	435	37%
	Environmental Engineering	8	-	8	0%
Dean's Office	Engineering Science	119	50	169	30%
Electrical & Computer Engineering	Electrical & Computer Engineering	1,212	175	1,387	13%
	Engineering Science	105	-	105	0%
Engineering Technology	Electronic Engineering Technology	64	202	266	76%
	Engineering Science	180	-	180	0%
	General Engineering Technology	42	-	42	0%
	Math Technology	120	-	120	0%
	Mechanical Engineering Technology	161	14	175	8%
Industrial & Manufacturing Engineering	Engineering Science	150	-	150	0%
	Industrial & Manufacturing Engineering	202	3	205	1%
Mechanical Engineering	Engineering Science	300	99	399	25%
	Mechanical Engineering	576	168	744	23%
Engineering Total		4,630	1,095	5,725	19%

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Table 7.11: Percentage of Undergraduate Student Credit Hours (SCH) Generated by Part-Time Faculty Fall 2009

(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
College of Sciences & Health Professions					
Biology, Geology & Environmental Science	Biology	3,783	1,383	5,166	27%
	Environmental Sciences	316	120	436	28%
	Geological Sciences	836	198	1,034	19%
Chemistry	Chemistry	2,978	1,540	4,518	34%
Health Sciences	Pre-Health Science	2,550	124	2,674	5%
Mathematics	Mathematics	6,596	4,631	11,227	41%
Physics	Physics	1,912	755	2,667	28%
Psychology	Psychology	4,417	2,804	7,221	39%
Speech & Hearing	Speech & Hearing	619	1,185	1,804	66%
Other Science	Developmental Mathematics	1,256	1,168	2,424	48%
COSHP Total		25,263	13,908	36,747	38%
College of Urban Affairs					
Urban Studies	Environmental Studies	200	-	200	0%
	Planning, Designing, and Development	-	-	-	-
	Nonprofit Administration	192	8	200	4%
	Public Safety Management	68	-	68	0%
	Urban Services Administration	-	-	-	-
	Urban Studies	4,664	1,320	5,984	22%
Urban Affairs Total		5,124	1,328	6,452	21%
Undergraduate Studies/ Other					
Honors	Honors	88	33	121	27%
Other	Air Force	-	31	31	100%
	Career Services	186	-	186	0%
	ESL - Program	-	36	36	100%
	Military Science	-	24	24	100%
	Study Abroad	84	-	84	0%
Undergraduate Studies	ASC	778	135	913	15%
Undergraduate Studies Total		1,136	259	1,395	19%
Total SCH		79,874	46,408	123,858	37%

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

Table 7.12: Women and Minorities as a Percentage of Full-Time Faculty Selected Ohio 4-Year Institutions Fall 2005-2009

Institution	2005		2006		2007		2008		2009	
	Women	Minorities								
University of Akron	41%	16%	41%	16%	41%	16%	42%	16%	42%	16%
Bowling Green State University	44%	16%	45%	10%	43%	10%	44%	10%	45%	11%
University of Cincinnati	34%	16%	35%	17%	36%	18%	37%	17%	38%	17%
Cleveland State University	36%	21%	37%	18%	37%	19%	39%	21%	40%	22%
Central State University	34%	70%	35%	68%	34%	65%	36%	64%	36%	64%
Kent State University	48%	10%	49%	10%	50%	14%	50%	14%	49%	14%
Medical University of Ohio	40%	19%	39%	19%	41%	19%	NA	NA	NA	NA
Miami University	38%	13%	37%	13%	40%	14%	41%	15%	41%	13%
Ohio State University	33%	17%	34%	18%	35%	16%	36%	16%	36%	18%
Ohio University	35%	14%	35%	15%	36%	15%	36%	16%	37%	14%
Shawnee State University	40%	7%	40%	9%	39%	8%	40%	8%	40%	8%
University of Toledo*	33%	18%	37%	18%	36%	20%	38%	20%	39%	18%
Wright State University	39%	11%	41%	18%	41%	19%	42%	20%	44%	21%
Youngstown State University	37%	14%	37%	15%	40%	16%	40%	16%	40%	15%
Total	37%	16%	37%	16%	38%	17%	39%	17%	39%	17%

Source:The Ohio Board of Regents HEI All Employee (AM) query - rundate: May 12, 2010.

Note: Non-resident aliens as well as individuals whose race and ethnicity was unknown are assumed not to be a minority. Individuals who have two or more races are considered to be a minority.

*University of Toledo numbers reflect changes for their merger with Medical University of Ohio in 2008.

Table 7.13: Full-Time Faculty as a Percentage of Total Full-Time Employees Selected Ohio 4-Year Institutions Fall 2005 - 2009

Institution	2005	2006	2007	2008	2009
University of Akron	32%	32%	35%	34%	33%
Bowling Green State University	36%	37%	38%	38%	37%
University of Cincinnati	35%	36%	39%	39%	40%
Cleveland State University	34%	35%	34%	33%	33%
Central State University	26%	27%	27%	26%	28%
Kent State University	31%	31%	30%	29%	31%
Medical University of Ohio	17%	17%	16%	NA	NA
Miami University	25%	25%	24%	24%	25%
Ohio State University	20%	21%	21%	21%	21%
Ohio University	29%	29%	29%	29%	31%
Shawnee State University	39%	34%	39%	35%	38%
University of Toledo*	38%	41%	40%	22%	24%
Wright State University	34%	36%	36%	35%	36%
Youngstown State University	38%	39%	38%	38%	38%
Total	27%	28%	28%	27%	28%

Source: The Ohio Board of Regents HEI All Employee (AM) query. Run Date: May 13, 2010

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

* University of Toledo numbers reflect changes for their merger with Medical University of Ohio in 2008.

Table 7.14: Rate of Annual Student FTE to Number of Full-Time Faculty Selected Ohio 4-Year Institutions Fiscal Year 2005 - 2009

Institution	2005	2006	2007	2008	2009	Percent Change	
						1 Year	5 Year
University of Akron	24.6	23.8	23.1	23.4	24.5	4.5%	-0.6%
Bowling Green State University	20.1	20.4	19.8	19.8	20.3	2.4%	0.9%
University of Cincinnati	10.4	10.4	7.1	10.3†	10.2	-1.2%	-2.4%
Cleveland State University	21.5	20.9	20.6	22.1	22.9	3.7%	6.5%
Central State University	18.7	14.7	15.4‡	18.2‡	18.3‡	0.7%	-2.2%
Kent State University	24.5	23.8	21.5‡	21.7‡	22.8‡	5.2%	-7.1%
Medical University of Ohio	1.1	1.2‡	1.5	NA	NA	NA	NA
Miami University	20.1	22.2	20.1	19.4	20.1	4.0%	0.3%
Ohio State University	13.6‡	12.9‡	12.8‡	12.7‡	12.5‡	-1.8%	-8.2%
Ohio University	21.9	21.8	22.6‡	22.3‡	22.2‡	-0.3%	1.5%
Shawnee State University	24.0	23.7‡	23.9‡	23.6	26.7	13.1%	10.9%
University of Toledo	20.3	23.4	20.1	14.8‡	15.6‡	5.2%	-23.4%
Wright State University	19.1	17.0	16.9	16.7‡	17.3‡	3.6%	-9.6%
Youngstown State University	26.2	25.9	26.0	26.1	25.9	-0.7%	-1.1%
Total	17.1	16.8	15.9	16.4	16.6	0.9%	-3.3%

Source: The Ohio Board of Regents HEI All Employee (AM) and Course Enrollment queries: run date: May 13, 2010

Note: Ratio equals the annualized student FTE for the fiscal year divided by the number of full-time faculty.

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

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

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

Table 7.15: Student FTE to Full-Time Staff Ratio Selected Ohio 4-Year Institutions Main Campuses Only Fall 2005 - 2009

Institution	2005	2006	2007	2008	2009	Percent Change	
						1 Year	5 Year
University of Akron	10.5	11.1	11.9	11.6	12.4	6.2%	18.0%
Bowling Green State University	10.6	11.2	11.0	10.7	NA	NA	NA
University of Cincinnati	5.7	5.9	6.5	6.6	7.0	6.1%	22.0%
Cleveland State University	9.6	9.6	9.8	10.0	10.8	8.7%	12.7%
Central State University	5.6	6.3	6.4†	6.6†	NA	NA	NA
Kent State University	10.5	10.1	8.8†	8.5†	10.6†	25.3%	0.5%
Medical University of Ohio	0.2†	0.3	0.3	NA	NA	NA	NA
Miami University	6.3	7.1	5.9	5.9	6.4	7.5%	0.4%
Ohio State University	3.3	3.3	3.3†	3.2†	NA	NA	NA
Ohio University	8.7	8.8	9.2	9.1	9.7	7.3%	11.9%
Shawnee State University	15.4	12.3	14.3	13.8	17.0	23.5%	10.3%
University of Toledo	11.4	15.1	13.0	4.3†	4.7	10.6%	-58.3%
Wright State University	9.6	9.0	9.0	8.9†	9.5†	6.5%	-1.4%
Youngstown State University	14.9	15.7	15.5	15.5	16.1	4.0%	7.7%
Total	6.1	6.3	6.2	5.9	8.4	42.0%	37.9%

Source: The Ohio Board of Regents HEI All Employees (AM) and Course Enrollment (CN) queries - Run Date: May 20, 2010

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

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

Book of Trends 2010

Selected Administrative Centers, Departments & Offices

8



Application, Admission, and Yield

Table 8.0: University Totals Application Trends Unduplicated for Degree-Seeking Students Fall 2005 - 2009

TABLE 8.0a: NEW FIRST YEAR UNDERGRADUATE APPLICATION TREND FOR DEGREE-SEEKING STUDENTS, FALL 2005 - 2009

	First Year					Percent Change	
	2005	2006	2007*	2008	2009	1 year	5 year
Total							
Applied	3,145	3,222	3,559	3,957	4,347	10%	38%
Admitted	2,514	2,380	2,646	2,573	2,850	11%	13%
Enrolled	1,042	986	1,079	1,006	1,139	13%	9%
Yield	41.4%	41.4%	40.8%	39.1%	40.0%		

TABLE 8.0b: NEW TRANSFER UNDERGRADUATE APPLICATION TREND FOR DEGREE-SEEKING STUDENTS, FALL 2005-2009

	Transfer					Percent Change	
	2005	2006	2007*	2008	2009	1 year	5 year
Total							
Applied	2,864	3,054	2,667	2,906	3,199	10%	12%
Admitted	1,996	2,106	1,853	2,046	2,128	4%	7%
Enrolled	1,218	1,095	1,082	1,068	1,394	31%	14%
Yield	61.0%	52.0%	58.4%	52.2%	65.5%		

TABLE 8.0c: NEW LAW APPLICATION TREND FOR DEGREE-SEEKING STUDENTS, FALL 2005-2009

	Law					Percent Change	
	2005	2006	2007*	2008	2009	1 year	5 year
Total							
Applied	1,744	1,661	1,348	1,580	1,831	16%	5%
Admitted	535	598	489	575	561	-2%	5%
Enrolled	232	218	195	192	183	-5%	-21%
Yield	43.4%	36.5%	39.9%	33.4%	32.6%		

TABLE 8.0d: NEW GRADUATE APPLICATION TRENDS FOR DEGREE-SEEKING STUDENTS, FALL 2005-2009

	Graduate					Percent Change	
	2005	2006	2007*	2008	2009	1 year	5 year
Total							
Applied	3,338	3,509	3,224	3,352	3,702	10%	11%
Admitted	2,077	2,166	1,888	1,864	2,079	12%	0%
Enrolled	1,054	840	953	1,004	1,180	18%	12%
Yield	50.7%	38.8%	50.5%	53.9%	56.8%		

Source: Institutional Research

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

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

Application, Admission, and Yield

Table 8.1: New First Year Undergraduate Application Trends for Degree-Seeking Students by College, Fall 2005-2009

	First Year					Percent Change	
	2005	2006	2007*	2008	2009	1 year	5 year
Business							
Applied	573	589	636	705	737	5%	29%
Admitted	414	383	344	403	430	7%	4%
Enrolled	176	164	142	158	161	2%	-9%
Yield	42.5%	42.8%	41.3%	39.2%	37.4%		
CLASS							
Applied	787	730	1,226	1,300	1,514	16%	92%
Admitted	605	493	641	709	844	19%	40%
Enrolled	252	214	262	271	318	17%	26%
Yield	41.7%	43.4%	40.9%	38.2%	37.7%		
Education							
Applied	403	485	685	766	856	12%	112%
Admitted	281	299	347	418	476	14%	69%
Enrolled	111	100	108	161	165	2%	49%
Yield	39.5%	33.4%	31.1%	38.5%	34.7%		
Engineering							
Applied	218	294	320	396	422	7%	94%
Admitted	153	223	221	276	314	14%	105%
Enrolled	59	92	89	111	126	14%	114%
Yield	38.6%	41.3%	40.3%	40.2%	40.1%		
Science							
Applied	595	568	695	760	810	7%	36%
Admitted	510	433	440	507	555	9%	9%
Enrolled	214	181	176	202	248	23%	16%
Yield	42.0%	41.8%	40.0%	39.8%	44.7%		
Urban Affairs							
Applied	37	21	15	22	17	-23%	-54%
Admitted	22	17	15	15	10	-33%	-55%
Enrolled	7	5	9	3	6	100%	-14%
Yield	31.8%	29.4%	60.0%	20.0%	60.0%		
Undergraduate Studies							
Applied	532	535	4	25	4	-84%	-99%
Admitted	529	532	646	252	232	-8%	-56%
Enrolled	223	230	293	100	115	15%	-48%
Yield	42.2%	43.2%	45.4%	39.7%	49.6%		
TOTAL							
Applied	3,145	3,222	3,581	3,974	4,360	10%	39%
Admitted	2,514	2,380	2,654	2,580	2,861	11%	14%
Enrolled	1,042	986	1,079	1,006	1,139	13%	9%
Yield	41.4%	41.4%	40.7%	39.0%	39.8%		

Source: Institutional Research

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

*With the start of Fall 2007, the definition of students counted in applied, admitted and enrolled categories represents a departure from the past and has been expanded to include multiple applications and admit records for each student. The new counting process provides a more complete picture of students' interest in CSU programs and an accurate representation of all the programs to which a student is admitted. The new definition should not be used to gauge headcount alone as a small proportion of students have multiple records.

The enrolled numbers reflect only those students who applied for fall term only; therefore direct comparisons to the IPEDS Cohort may appear misleading as IPEDS includes both those who apply in fall term as well as those who start during the preceeding summer.

To gauge headcount, go to tables 8.0a-d for the unduplicated applied, admitted, and enrolled at the University Level.

Application, Admission, and Yield

Table 8.2: New Transfer Undergraduate Application Trends for Degree-Seeking Students by College, Fall 2005-2009

	Transfer					Percent Change	
	2005	2006	2007*	2008	2009	1 year	5 year
Business							
Applied	676	683	648	673	741	10%	10%
Admitted	448	452	413	449	515	15%	15%
Enrolled	254	225	261	240	348	45%	37%
Yield	56.7%	49.8%	63.2%	53.5%	67.6%		
CLASS							
Applied	990	772	803	885	874	-1%	-12%
Admitted	606	528	519	588	525	-11%	-13%
Enrolled	323	335	317	322	356	11%	10%
Yield	53.3%	63.4%	61.1%	54.8%	67.8%		
Education							
Applied	480	574	537	554	673	21%	40%
Admitted	225	395	360	359	415	16%	84%
Enrolled	129	213	166	147	218	48%	69%
Yield	57.3%	53.9%	46.1%	40.9%	52.5%		
Engineering							
Applied	152	151	154	189	219	16%	44%
Admitted	83	97	106	126	151	20%	82%
Enrolled	55	64	73	74	94	27%	71%
Yield	66.3%	66.0%	68.9%	58.7%	62.3%		
Science							
Applied	313	479	470	542	615	13%	96%
Admitted	194	340	337	388	415	7%	114%
Enrolled	192	225	196	196	285	45%	48%
Yield	99.0%	66.2%	58.2%	50.5%	68.7%		
Urban Affairs							
Applied	86	73	66	73	83	14%	-3%
Admitted	40	56	49	60	54	-10%	35%
Enrolled	20	40	25	35	49	40%	145%
Yield	50.0%	71.4%	51.0%	58.3%	90.7%		
Undergraduate Studies							
Applied	23	139	0	5	0	-	-
Admitted	16	132	78	85	54	-36%	238%
Enrolled	10	87	44	54	44	-19%	340%
Yield	62.5%	65.9%	56.4%	63.5%	81.5%		
TOTAL							
Applied	2,720	2,871	2,678	2,921	3,205	10%	18%
Admitted	1,612	2,000	1,862	2,055	2,129	4%	32%
Enrolled	983	1,189	1,082	1,068	1,394	31%	42%
Yield	61.0%	59.5%	58.1%	52.0%	65.5%		

Source: Institutional Research

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

*With the start of Fall 2007, the definition of students counted in applied, admitted and enrolled categories represents a departure from the past and has been expanded to include multiple applications and admit records for each student. The new counting process provides a more complete picture of students' interest in CSU programs and an accurate representation of all the programs to which a student is admitted. 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 the University Level.

Application, Admission, and Yield

Table 8.3: New First Year Undergraduate Application Trends for Degree-Seeking Students by Race, Fall 2005-2009

Race	First Year					Percent Change	
	2005	2006	2007*	2008	2009	1 year	5 year
White							
Applied	1,639	1,562	1,684	1,895	1,938	2%	18%
Admitted	1,429	1,340	1,425	1,503	1,543	3%	8%
Enrolled	610	579	574	608	660	9%	8%
Yield	42.7%	43.2%	40.3%	40.5%	42.8%		
African-American							
Applied	1,021	1,087	1,274	1,338	1,521	14%	49%
Admitted	712	629	774	584	738	26%	4%
Enrolled	283	241	308	197	252	28%	-11%
Yield	39.7%	38.3%	39.8%	33.7%	34.1%		
Hispanic							
Applied	163	152	186	198	206	4%	26%
Admitted	141	119	137	131	146	11%	4%
Enrolled	49	46	58	57	50	-12%	2%
Yield	34.8%	38.7%	42.3%	43.5%	34.2%		
Asian							
Applied	101	102	96	94	90	-4%	-11%
Admitted	85	77	81	81	67	-17%	-21%
Enrolled	45	31	37	34	26	-24%	-42%
Yield	52.9%	40.3%	45.7%	42.0%	38.8%		
Native American							
Applied	13	12	14	17	23	35%	77%
Admitted	8	9	11	9	17	89%	113%
Enrolled	4	2	3	5	7	40%	75%
Yield	50.0%	22.2%	27.3%	55.6%	41.2%		
Total Minority							
Applied	1,298	1,353	1,570	1,647	1,840	12%	42%
Admitted	946	834	1,003	805	968	20%	2%
Enrolled	381	320	406	293	335	14%	-12%
Yield	40.3%	38.4%	40.5%	36.4%	34.6%		
Race Unknown							
Applied	130	219	233	250	388	55%	198%
Admitted	106	160	186	159	228	43%	115%
Enrolled	42	65	87	77	108	40%	157%
Yield	39.6%	40.6%	46.8%	48.4%	47.4%		
Non-Resident Alien							
Applied	78	88	94	182	194	7%	149%
Admitted	33	46	40	113	122	8%	270%
Enrolled	9	22	12	28	36	29%	300%
Yield	27.3%	47.8%	30.0%	24.8%	29.5%		
TOTAL							
Applied	3,145	3,222	3,581	3,974	4,360	10%	39%
Admitted	2,514	2,380	2,654	2,580	2,861	11%	14%
Enrolled	1,042	986	1,079	1,006	1,139	13%	9%
Yield	41.4%	41.4%	40.7%	39.0%	39.8%		

Source: Institutional Research

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

*With the start of Fall 2007, the definition of students counted in applied, admitted and enrolled categories represents a departure from the past and has been expanded to include multiple applications and admit records for each student. The new counting process provides a more complete picture of students' interest in CSU programs and an accurate representation of all the programs to which a student is admitted. 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 the University Level.

Application, Admission, and Yield

Table 8.4: New Transfer Undergraduate Application Trends for Degree-Seeking Students by Race, Fall 2005-2009

Race	Transfer					Percent Change	
	2005	2006	2007*	2008	2009	1 year	5 year
White							
Applied	1,723	1,739	1,558	1,686	1,693	0%	-2%
Admitted	1,320	1,338	1,197	1,314	1,233	-6%	-7%
Enrolled	827	721	699	683	812	19%	-2%
Yield	62.7%	53.9%	58.4%	52.0%	65.9%		
African-American							
Applied	777	857	685	742	772	4%	-1%
Admitted	406	443	360	403	392	-3%	-3%
Enrolled	229	217	222	219	273	25%	19%
Yield	56.4%	49.0%	61.7%	54.3%	69.6%		
Hispanic							
Applied	84	100	93	99	83	-16%	-1%
Admitted	60	74	67	64	56	-13%	-7%
Enrolled	38	32	32	33	34	3%	-11%
Yield	63.3%	43.2%	47.8%	51.6%	60.7%		
Asian							
Applied	75	85	68	55	48	-13%	-36%
Admitted	64	69	51	42	38	-10%	-41%
Enrolled	36	31	30	21	23	10%	-36%
Yield	56.3%	44.9%	58.8%	50.0%	60.5%		
Native American							
Applied	13	14	13	10	7	-30%	-46%
Admitted	6	12	11	4	5	25%	-17%
Enrolled	4	6	3	2	3	50%	-25%
Yield	66.7%	50.0%	27.3%	50.0%	60.0%		
Total Minority							
Applied	949	1,056	859	906	910	0%	-4%
Admitted	536	598	489	513	491	-4%	-8%
Enrolled	307	286	287	275	333	21%	8%
Yield	57.3%	47.8%	58.7%	53.6%	67.8%		
Race Unknown							
Applied	143	191	178	201	448	123%	213%
Admitted	107	126	131	150	313	109%	193%
Enrolled	66	59	76	84	213	154%	223%
Yield	61.7%	46.8%	58.0%	56.0%	68.1%		
Non-Resident Alien							
Applied	49	68	83	128	154	20%	214%
Admitted	33	44	45	78	92	18%	179%
Enrolled	18	29	20	26	36	38%	100%
Yield	54.5%	65.9%	44.4%	33.3%	39.1%		
TOTAL							
Applied	2,864	3,054	2,678	2,921	3,205	10%	12%
Admitted	1,996	2,106	1,862	2,055	2,129	4%	7%
Enrolled	1,218	1,095	1,082	1,068	1,394	31%	14%
Yield	61.0%	52.0%	58.1%	52.0%	65.5%		

Source: Institutional Research

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

*With the start of Fall 2007, the definition of students counted in applied, admitted and enrolled categories represents a departure from the past and has been expanded to include multiple applications and admit records for each student. The new counting process provides a more complete picture of students' interest in CSU programs and an accurate representation of all the programs to which a student is admitted. 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 the University Level.

Application, Admission, and Yield

Table 8.5: New Graduate & Law Application Trends
for Degree-Seeking Students by College, Fall 2005-2009

College	Graduate & Law					Percent Change	
	2005	2006	2007*	2008	2009	1 Year	5 Year
Business							
Applied	1,010	978	916	849	1,164	37%	15%
Admitted	619	608	570	523	678	30%	10%
Enrolled	291	250	260	234	350	50%	20%
Yield	47.0%	41.1%	45.6%	44.7%	51.6%		
CLASS							
Applied	370	421	406	431	439	2%	19%
Admitted	266	276	223	213	245	15%	-8%
Enrolled	169	115	133	150	172	15%	2%
Yield	63.5%	41.7%	59.6%	70.4%	70.2%		
Education							
Applied	691	610	514	707	658	-7%	-5%
Admitted	496	470	360	454	480	6%	-3%
Enrolled	319	178	262	336	317	-6%	-1%
Yield	64.3%	37.9%	72.8%	74.0%	66.0%		
Engineering							
Applied	691	861	786	612	580	-5%	-16%
Admitted	377	473	381	325	349	7%	-7%
Enrolled	91	119	102	76	113	49%	24%
Yield	24.1%	25.2%	26.8%	23.4%	32.4%		
Science							
Applied	402	457	527	632	671	6%	67%
Admitted	217	221	244	252	214	-15%	-1%
Enrolled	127	130	127	154	166	8%	31%
Yield	58.5%	58.8%	52.0%	61.1%	77.6%		
Urban Affairs							
Applied	174	182	197	209	223	7%	28%
Admitted	102	118	118	103	113	10%	11%
Enrolled	57	48	69	54	62	15%	9%
Yield	55.9%	40.7%	58.5%	52.4%	54.9%		
Law							
Applied	1,744	1,661	1,348	1,580	1,831	16%	5%
Admitted	535	598	489	575	561	-2%	5%
Enrolled	232	218	195	192	183	-5%	-21%
Yield	43.4%	36.5%	39.9%	33.4%	32.6%		
TOTAL							
Applied	5,082	5,170	4,694	5,020	5,566	11%	10%
Admitted	2,612	2,764	2,385	2,445	2,640	8%	1%
Enrolled	1,286	1,058	1,148	1,196	1,363	14%	6%
Yield	49.2%	38.3%	48.1%	48.9%	51.6%		

Source: Institutional Research

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

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

Application, Admission, and Yield

Table 8.6: New Graduate & Law Application Trends for Degree-Seeking Students by Race, Fall 2005-2009

Race	Graduate & Law					Percent Change	
	2005	2006	2007*	2008	2009	1 Year	5 Year
White							
Applied	2,365	2,374	2,179	2,467	2,486	1%	5%
Admitted	1,210	1,274	1,143	1,265	1,288	2%	6%
Enrolled	744	575	665	736	763	4%	3%
Yield	61.5%	45.1%	58.2%	58.2%	59.2%		
African-American							
Applied	567	554	467	680	600	-12%	6%
Admitted	259	235	162	221	216	-2%	-17%
Enrolled	173	89	111	162	164	1%	-5%
Yield	66.8%	37.9%	68.5%	73.3%	75.9%		
Hispanic							
Applied	84	95	101	124	102	-18%	21%
Admitted	39	50	38	46	43	-7%	10%
Enrolled	15	16	22	22	16	-27%	7%
Yield	38.5%	32.0%	57.9%	47.8%	37.2%		
Asian							
Applied	528	625	145	169	139	-18%	-74%
Admitted	268	331	48	63	59	-6%	-78%
Enrolled	80	22	25	27	25	-7%	-69%
Yield	29.9%	6.6%	52.1%	42.9%	42.4%		
Native American							
Applied	19	14	19	12	18	50%	-5%
Admitted	9	6	9	7	10	43%	11%
Enrolled	5	1	5	2	6	200%	20%
Yield	55.6%	16.7%	55.6%	28.6%	60.0%		
Total Minority							
Applied	1,198	1,288	732	985	859	-13%	-28%
Admitted	575	622	257	337	328	-3%	-43%
Enrolled	273	128	163	213	211	-1%	-23%
Yield	47.5%	20.6%	63.4%	63.2%	64.3%		
Race Unknown							
Applied	813	753	402	337	842	150%	4%
Admitted	427	416	236	161	247	53%	-42%
Enrolled	182	136	154	103	180	75%	-1%
Yield	42.6%	32.7%	65.3%	64.0%	72.9%		
Non-Resident Alien							
Applied	706	755	1,381	1,231	1,379	12%	95%
Admitted	400	452	749	682	777	14%	94%
Enrolled	87	219	166	144	209	45%	140%
Yield	21.8%	48.5%	22.2%	21.1%	26.9%		
Total							
Applied	5,082	5,170	4,694	5,020	5,566	11%	10%
Admitted	2,612	2,764	2,385	2,445	2,640	8%	1%
Enrolled	1,286	1,058	1,148	1,196	1,363	14%	6%
Yield	49.2%	38.3%	48.1%	48.9%	51.6%		

Source: Institutional Research

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

*With the start of Fall 2007, the definition of students counted in applied, admitted and enrolled categories represents a departure from the past and has been expanded to include multiple applications and admit records for each student. The new counting process provides a more complete picture of students' interest in CSU programs and an accurate representation of all the programs to which a student is admitted. 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 the University Level.

Office of Advancement

CSU Foundation

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

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

College/Division	Endowment (Program Giving & Scholarship)					Percent Change	
	2005	2006	2007	2008	2009	1 Year	5 Year
Business	2,899,291	3,388,980	3,660,672	3,686,995	3,141,323	-15%	8%
CLASS	1,710,087	1,908,446	2,062,273	1,961,787	1,718,310	-12%	0%
Education	1,377,706	1,803,765	6,159,427	6,082,783	4,897,851	-19%	256%
Engineering	1,563,151	2,358,942	3,090,388	3,356,288	3,369,490	0%	116%
Science	300,489	338,565	401,594	456,336	475,965	4%	58%
Urban Affairs	4,488,599	5,183,857	5,435,311	4,833,990	3,809,094	-21%	-15%
Law	4,433,144	5,173,875	6,182,971	6,781,211	5,999,966	-12%	35%
Athletics	1,353,712	1,523,262	1,615,428	1,497,619	1,346,880	-10%	-1%
General University	3,265,074	4,199,599	4,944,638	5,249,049	6,264,903	19%	92%
Library	791,845	906,662	966,048	883,573	658,761	-25%	-17%
Office of the President	302,066	330,191	354,662	350,141	296,490	-15%	-2%
Total Endowment	\$22,485,164	\$27,116,142	\$34,873,412	\$35,139,773	\$31,979,031	-9%	42%

College/Division	Program Giving ²					Percent Change	
	2005	2006	2007	2008	2009	1 Year	5 Year
Business	653,711	709,989	749,772	687,012	530,635	-23%	-19%
CLASS	451,719	494,532	521,994	487,750	623,558	28%	38%
Education	650,130	1,017,334	5,255,478	5,256,437	4,115,267	-22%	533%
Engineering	1,057,119	1,144,595	1,182,929	1,078,417	801,862	-26%	-24%
Science	192,514	215,902	241,436	237,151	182,842	-23%	-5%
Urban Affairs	3,553,935	3,970,769	4,146,370	3,748,663	2,816,477	-25%	-21%
Law	2,070,501	2,269,257	2,455,108	2,331,635	1,512,999	-35%	-27%
Athletics	21,682	38,828	42,512	41,022	39,362	-4%	82%
General University	15,940	201,836	393,456	665,155	694,302	4%	4,256%
Library	791,845	906,662	966,048	883,573	658,761	-25%	-17%
Office of the President	302,066	330,191	354,662	350,141	296,490	-15%	-2%
Total Program	9,761,163	11,299,895	16,309,765	15,766,954	12,272,555	-22%	26%

College/Division	Scholarship					Percent Change	
	2005	2006	2007	2008	2009	1 Year	5 Year
Business	2,245,580	2,678,991	2,910,900	2,999,983	2,610,687	-13%	16%
CLASS	1,258,368	1,413,915	1,540,279	1,474,038	1,094,752	-26%	-13%
Education	727,576	786,431	903,949	826,346	782,584	-5%	8%
Engineering	506,032	1,214,346	1,907,459	2,277,871	2,567,628	13%	407%
Science	107,975	122,662	160,157	219,184	293,123	34%	171%
Urban Affairs	934,664	1,213,087	1,288,941	1,085,328	992,617	-9%	6%
Law	2,362,642	2,904,619	3,727,863	4,449,576	4,486,966	1%	90%

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Office of Advancement

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

(Continued from previous page)

College/Division	Scholarship					Percent Change	
	2005	2006	2007	2008	2009	1 Year	5 Year
Athletics	1,332,031	1,484,434	1,572,916	1,456,598	1,307,518	-10%	-2%
General University	3,249,133	3,997,762	4,551,183	4,583,895	5,570,601	22%	71%
Total Scholarships	12,724,001	15,816,247	18,563,647	19,372,819	19,706,476	2%	55%
TOTAL ENDOWMENTS	\$22,485,164	\$27,116,142	\$34,873,412	\$35,139,773	\$31,979,031	-9%	42%

¹Program giving includes gifts for academic programs, support for colleges, faculty and staff development, technological upgrades, and facilities and equipment.

Source: CSU Controller's Office

FY 2010 data is not available at the time of publication.

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

Endowed:	Percent Increase					1 Year	5 Year
	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010		
Chairs	4	4	4	4	4	0%	0%
Scholarships	172	180	191	195	234	17%	36%
Alumni Donors	5,263	4,215	4,541	4,213	3,806	-11%	-28%
Total Donors	7,883	6,817	7,251	6,858	5,790	-18%	-27%
Alumni Giving	\$1,165,048	\$928,413	\$1,384,243	\$900,735	\$917,973	2%	-21%
Total Giving	\$6,710,078	\$8,130,961	\$8,030,066	\$8,265,579	\$5,460,113	-51%	-19%

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

Philanthropic Highlights: 2009-2010

- Cleveland State University secured more than **\$8 million** for **scholarships**, doubling the amount raised in FY '09 and quadrupling the funds raised in FY '08.
- Alumnus **Bill Julka**, founder and president of Smart Solutions, Inc., made the largest single scholarship gift in the University's history -- **\$6 million** -- to support local students pursuing degrees in teaching, nursing, engineering and computer science. Julka earned his master's degree in mechanical engineering in 1974 from CSU's Fenn College of Engineering.

Other significant gifts received in 2009-10 include:

- **\$366,000** from the **Mrs. Margaret C. Smith Trust** for the **Joseph D. Smith Endowment Fund** for scholarships and student aid;
- **\$278,000** from **Capital University of Economics and Business** in China to support CSU's **Confucius Institute** in CSU's College of Education and Human Services;
- **\$250,000** from **CSU Professor Roberta Steinbacher** to support student scholarships through the **Campbell-Steinbacher Fellows Endowment**;
- **\$193,000** from the **Cleveland Foundation's Fenn Educational Fund** for various scholarships;
- **\$150,000** from **Ronald Weinberg**, chairman of the CSU Board of Trustees, for the **President's Discretionary Fund**;
- **\$100,200** from the **Fund for Our Economic Future of Northeast Ohio** for the **Dashboard of Economic Indicators** project in CSU's Maxine Goodman Levin College of Urban Affairs;
- **\$100,000** from the **William J. & Dorothy K. O'Neill Foundation** for the **Allen Theatre Project**;
- **\$100,000** from the **Robert Wood Johnson Foundation** for New Careers in Nursing scholarships.

Athletics

Table 8.9: Athletic Sports at Cleveland State University by Enrollment

MEN'S SPORTS

	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
	Enrollment	%								
Baseball	32	27%	33	28%	36	29%	31	25%	25	21%
Basketball	13	11%	13	11%	14	11%	13	11%	13	11%
Fencing	7	6%	8	7%	6	5%	4	3%	2	2%
Golf	7	6%	7	6%	5	4%	9	7%	8	7%
Soccer	12	10%	11	9%	20	16%	19	16%	23	20%
Swimming & Diving	24	20%	24	20%	17	14%	19	16%	19	16%
Tennis	5	4%	5	4%	8	6%	8	7%	8	7%
Wrestling	19	16%	19	16%	19	15%	19	16%	19	16%
Total Men	119	100%	120	100%	125	100%	122	100%	117	100%
Cumulative GPA, Males	2.80		2.70		2.77		2.83		2.91	

WOMEN'S SPORTS

	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
	Enrollment	%								
Basketball	18	17%	18	17%	13	12%	15	14%	14	13%
Cross Country	4	4%	6	6%	6	6%	8	7%	6	6%
Fencing	2	2%	2	2%	3	3%	3	3%	1	1%
Golf	9	9%	9	9%	7	7%	7	7%	6	6%
Soccer	15	14%	15	14%	19	18%	19	18%	19	18%
Softball	20	19%	19	18%	21	20%	19	18%	21	20%
Swimming & Diving	18	17%	17	16%	17	16%	17	16%	17	16%
Tennis	7	7%	8	8%	8	8%	6	6%	7	7%
Volleyball	12	11%	11	10%	12	11%	13	12%	13	13%
Total Women	105	100%	105	100%	106	100%	107	100%	104	100%
Cumulative GPA, Females	3.27		3.16		3.16		3.26		3.26	
Total All Athletes	224		225		231		229		221	
Cumulative GPA, All Athletes	3.03		2.91		3.02		3.01		3.08	

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

Source: CSU Athletics Department

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

New Undergraduate First-time, Degree-Seeking, First Year Athletes	Fall									
	1999		2000		2001		2002		2003	
	Enrollment	%								
Total Athletes	50		45		48		34		40	
Athletes graduated in 4 years	10	20%	7	16%	7	15%	15	44%	12	30%
Athletes graduated in 5 years	11	22%	13	29%	16	33%	7	21%	11	28%
Athletes graduated in 6 years	2	4%	2	4%	4	8%	4	12%	1	3%
Total Athletes Graduated ≤ 6 Years	23	46%	22	49%	27	56%	26	76%	24	60%

Highlights

Viking athletic teams again celebrated great success as four teams won league championships in 2009-2010--volleyball, women's basketball, men's tennis and softball. In addition to these successes, the following achievements were also realized in 2009-2010.

- In 2009, men's soccer was undefeated at home (5-0-1) for the second consecutive season.
- Men's swimming tied a school record with 14 dual meet wins in 2009-2010.
- Women's cross-country and fencing were recognized by the NCAA for Academic Progress Rate scores in the top 10% nationally.
- Men's tennis became the first CSU team in 30 years to advance to the NCAA Tournament three straight seasons.
- Softball set records this season for overall victories (44) and Horizon League (22) wins.

Finance

Table 8.11: Statement of Revenues, Expenditures and Other Changes
Fiscal Year 2005 – 2009

	2005		2006		2007		2008		2009		Percent Change	
	\$ Amount	%	1 year	5 year								
OPERATING REVENUES												
Student Tuition and Fees, Net	101,993,591	71%	105,435,745	71%	111,443,432	74%	116,662,514	73%	115,263,410	74%	-1%	13%
Federal Grants & Contracts	17,523,555	12%	16,166,211	11%	15,397,584	10%	15,876,339	10%	9,681,219	6%	-39%	-45%
State Grants & Contracts	6,239,897	4%	6,444,889	4%	3,844,052	3%	4,713,781	3%	5,504,478	4%	17%	-12%
Local Grants & Contracts	1,005,353	1%	565,416	0%	710,880	0%	655,670	0%	681,071	0%	4%	-32%
Private Gifts, Grants & Contracts	2,357,913	2%	2,793,000	2%	2,444,233	2%	2,260,372	1%	2,922,127	2%	29%	24%
Sales & Services	4,267,629	3%	4,412,667	3%	4,343,482	3%	4,567,254	3%	4,709,650	3%	3%	10%
Auxiliary Enterprises	10,400,368	7%	11,510,285	8%	12,459,588	8%	15,289,171	10%	15,433,175	10%	1%	48%
Other Sources	529,133	0%	600,354	0%	460,690	0%	454,031	0%	569,657	0%	25%	8%
TOTAL OPERATING REVENUES	144,317,439	100%	147,928,567	100%	151,103,941	100%	160,479,132	100%	154,764,787	100%	-4%	7%
OPERATING EXPENSES												
Instruction	84,586,586	36%	86,756,552	36%	89,712,836	36%	92,620,024	36%	95,209,808	35%	3%	13%
Research	14,415,812	6%	12,480,204	5%	13,848,298	6%	13,768,194	5%	12,880,105	5%	-6%	-11%
Public Service	15,772,621	7%	16,974,128	7%	11,879,739	5%	12,505,036	5%	11,357,482	4%	-9%	-28%
Academic Support	21,497,685	9%	23,082,980	10%	21,731,234	9%	22,213,611	9%	24,067,498	9%	8%	12%
Student Services	17,882,807	8%	18,452,112	8%	18,574,001	8%	18,225,802	7%	19,781,003	7%	9%	11%
Institutional Support	24,366,609	10%	24,588,976	10%	24,548,102	10%	25,885,712	10%	29,714,486	11%	15%	22%
Operation & Maintenance of Plant	15,973,865	7%	16,795,203	7%	17,411,061	7%	18,331,523	7%	22,711,537	8%	24%	42%
Scholarships and Fellowships	11,116,158	5%	11,765,722	5%	11,430,822	5%	12,134,617	5%	10,876,936	4%	-10%	-2%
Auxiliary Enterprises	14,819,276	6%	15,581,267	6%	20,267,901	8%	23,215,882	9%	25,553,858	9%	10%	72%
Depreciation and Amortization	15,051,884	6%	15,102,608	6%	16,888,402	7%	18,363,172	7%	17,742,326	7%	-3%	18%
TOTAL OPERATING EXPENSES	235,483,303	100%	241,579,752	100%	246,292,396	100%	257,263,573	100%	269,895,039	100%	5%	15%

(Continued on next page)

Finance

Table 8.11: Statement of Revenues, Expenditures and Other Changes
Fiscal Year 2005 – 2009

(Continued from previous page)

	2005		2006		2007		2008		2009		Percent Change	
	\$ Amount	%	1-year	5-year								
NON-OPERATING ITEMS												
State Appropriations	70,512,253	73%	69,978,333	72%	69,739,627	65%	72,934,809	76%	79,056,333	74%	8%	12%
Federal Grants and Contracts	10,486,828	11%	10,579,828	11%	11,076,772	10%	12,551,220	13%	13,998,357	13%	12%	33%
State Grants and Contracts	3,625,749	4%	3,796,202	4%	3,784,350	4%	3,886,127	4%	4,015,508	4%	3%	11%
Gifts	3,740,658	4%	3,797,905	4%	6,728,117	6%	6,371,709	7%	4,557,213	4%	-28%	22%
Investment Income	2,246,285	2%	3,456,712	4%	10,369,966	10%	(552,911)	-1%	(6,546,238)	-6%	1,084%	-391%
Interest on Debt	(404,415)	0%	(365,059)	0%	(1,881,710)	-2%	(2,908,053)	-3%	(3,360,216)	-3%	16%	731%
State Capital Appropriations	1,298,863	1%	6,525,659	7%	6,847,883	6%	3,384,009	4%	15,069,316	14%	345%	1,060%
Capital Gifts	337,160	0%	38,210	0%	42,800	0%	233,450	0%	12,245	0%	-95%	-96%
Other Nonoperating Items	4,250,000	4%	0	0%	0	0%	0	0%	0	0%		
TOTAL NON-OPERATING ITEMS	96,093,381	100%	97,807,790	100%	106,707,805	100%	95,900,360	100%	106,802,518	100%	11%	11%
NET ASSETS												
Increase in Net Assets	4,927,517	2%	4,156,605	1%	11,519,350	4%	(884,081)	0%	(8,327,734)	-3%	842%	-269%
Net Assets at Beginning of Year	301,866,039	98%	306,793,556	99%	310,950,161	96%	322,469,511	100%	321,585,430	103%	0%	7%
NET ASSETS AT END OF YEAR	306,793,556	100%	310,950,161	100%	322,469,511	100%	321,585,430	100%	313,257,696	100%	-3%	2%

Source: CSU Controller's Office

Figure 8.11a: Total Revenues
Fiscal Year 2005 - 2009

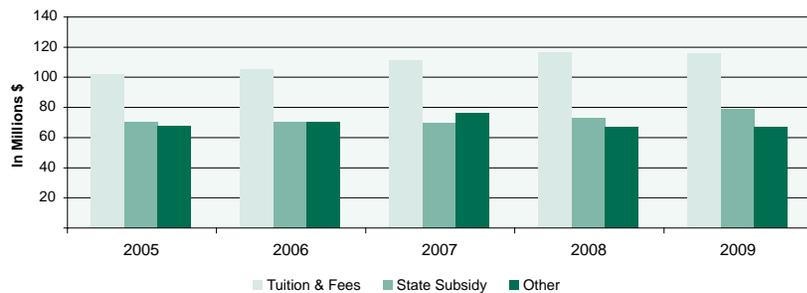
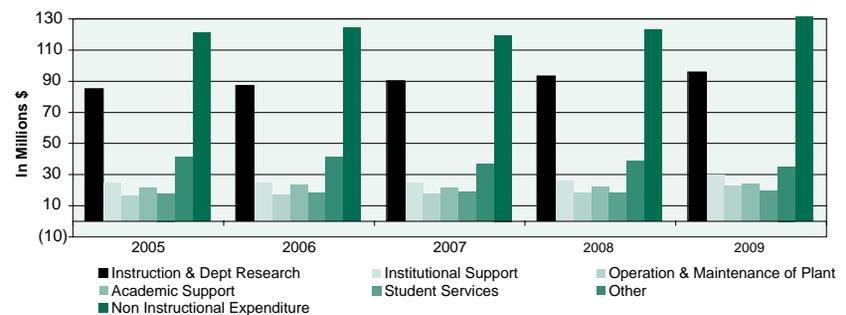


Figure 8.11b: Operating Expenses
Fiscal Year 2005 - 2009



Finance

**Table 8.12: Public Service Expenditures as a Percentage of Total Expenditures
Selected Ohio 4-Year Institutions - Main Campuses Only
Fiscal Year 2005 - 2009**

Institution	2005	2006	2007	2008	2009
University of Akron	4.2%	4.5%	4.3%	5.3%	4.7%
Bowling Green State University	2.5%	2.5%	2.4%	2.2%	2.1%
University of Cincinnati	6.1%	6.1%	6.1%	6.1%	6.0%
Cleveland State University	6.7%	7.2%	4.9%	5.0%	4.2%
Central State University	16.3%	12.4%	5.4%	3.7%	3.6%
Kent State University	3.4%	3.3%	3.2%	3.2%	3.5%
Medical University of Ohio	0.4%	0.4%	0.4%	NA	NA
Miami University	0.5%	0.6%	0.6%	0.6%	0.6%
Ohio State University	3.3%	3.6%	3.3%	3.2%	3.0%
Ohio University	4.0%	4.0%	3.9%	4.0%	4.1%
Shawnee State University	7.1%	6.6%	6.0%	5.4%	5.6%
University of Toledo	1.6%	1.4%	1.2%	2.2%	0.8%
Wright State University	2.5%	2.5%	3.5%	3.4%	3.3%
Youngstown State University	5.3%	2.6%	2.3%	2.4%	2.2%
Totals	3.6%	3.6%	3.3%	3.3%	3.2%

Source: The Ohio Board of Regents HEI Current Fund Expenditures (CF) queries. Run Date: May 14, 2010.

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

Highlight

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

**Table 8.13: Benefit Expenditures as a Percentage of Total Funding Unit Expenditures
Selected Ohio 4-Year Institutions - Main Campuses Only
Fiscal Year 2005 - 2009**

Institution	2005	2006	2007	2008	2009
University of Akron	14.9%	14.7%	14.7%	15.0%	15.7%
Bowling Green State University	13.1%	11.0%	12.9%	12.8%	13.2%
University of Cincinnati	16.2%	15.0%	13.2%	14.6%	13.5%
Cleveland State University	14.5%	14.7%	15.2%	15.4%	15.5%
Central State University	24.6%	29.4%	23.9%	24.9%	27.4%
Kent State University	12.5%	13.4%	12.0%	12.0%	11.8%
Medical University of Ohio	15.7%	16.8%	17.0%	15.9%	NA
Miami University	16.9%	16.3%	16.4%	16.8%	17.4%
Ohio State University	25.9%	26.4%	24.1%	24.2%	23.7%
Ohio University	15.0%	15.2%	15.2%	26.3%	25.7%
Shawnee State University	24.8%	25.0%	27.2%	25.8%	25.7%
University of Toledo	20.9%	20.4%	21.2%	15.4%	NA
Wright State University	12.8%	13.9%	14.1%	13.8%	14.3%
Youngstown State University	19.2%	19.2%	19.1%	21.1%	19.3%
Totals	18.9%	18.9%	18.3%	19.1%	19.2%

Source: The Ohio Board of Regents HEI Funding Unit Expenditures (FX) queries. Rundate: May 17, 2010.

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

Finance

Table 8.14: Scholarship & Fellowship Expenditures as a Percentage of Total Expenditures Selected Ohio 4-Year Institutions - Main Campuses Only Fiscal Year 2005 - 2009

Institution	2005	2006	2007	2008	2009
University of Akron	9.3%	8.8%	9.0%	9.1%	10.0%
Bowling Green State University	18.0%	18.7%	20.1%	20.3%	19.5%
University of Cincinnati	11.2%	10.8%	11.3%	11.5%	11.7%
Cleveland State University	9.0%	9.6%	9.9%	10.1%	9.8%
Central State University	15.2%	15.2%	17.7%	16.6%	18.2%
Kent State University	11.4%	10.9%	11.5%	12.0%	12.6%
Medical University of Ohio	0.5%	0.5%	0.4%	0.4%	NA
Miami University	8.4%	8.3%	8.4%	9.5%	11.4%
Ohio State University	4.8%	4.9%	5.1%	5.0%	5.0%
Ohio University	9.8%	9.9%	9.3%	9.9%	10.6%
Shawnee State University	22.1%	20.8%	21.8%	20.8%	22.7%
University of Toledo	10.9%	11.8%	13.0%	14.1%	8.9%
Wright State University	10.8%	10.9%	10.2%	10.7%	11.9%
Youngstown State University	15.7%	15.7%	16.7%	16.6%	17.7%
Totals	8.3%	8.3%	8.5%	8.6%	8.9%

Source: The Ohio Board of Regents HEI Current Fund Expenditures (CF) queries. Run Date: May 17, 2010.

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

Financial Aid Office

Cleveland State University's Financial Aid Programs

Financial aid is money that is provided to help bridge the gap between students' own resources and the amount of money needed to pay the cost of attending college. Approximately 70 percent of Cleveland State's students receive some form of financial assistance. The University participates in or administers all of the major federal and state grant and loan programs. In addition, Cleveland State provides University grants and scholarships.

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

	Academic Year					Percent Change	
	2005-06	2006-07	2007-08	2008-09	2009-10	1 year	5 year
Full-time Students with Financial Aid:							
Enrollment	4,656	4,729	5,210	5,185	5,666	9%	22%
Average Aid Package	\$7,247	\$7,803	\$8,050	\$8,136	\$8,565	5%	18%
Part-time Students with Financial Aid:							
Enrollment	969	900	828	862	1,017	18%	5%
Average Aid Package	\$5,788	\$6,272	\$5,988	\$6,231	\$6,528	5%	13%

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

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

Financial Aid Office

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

	2005-06	2006-07	2007-08	2008-09	2009-10	Percent Change	
						1 year	5 year
Federal Grants:							
Enrollment	428	461	419	569	447	-21%	4%
Average Aid Package	\$3,187	\$3,171	\$3,406	\$3,671	\$4,210	15%	32%
State Grants:							
Enrollment	359	347	349	434	366	-16%	2%
Average Aid Package	\$1,700	\$1,457	\$1,839	\$2,003	\$2,109	5%	24%
Scholarships/Institutional Grants:							
Enrollment	337	384	445	362	353	-2%	5%
Average Aid Package	\$4,209	\$4,507	\$4,958	\$4,830	\$5,288	9%	26%
Federal Student Loans:							
Enrollment	582	589	634	688	601	-13%	3%
Average Aid Package	\$3,759	\$4,126	\$4,172	\$5,187	\$6,710	29%	79%
Prior Year Cohort	N=922	N=955	N=947	N=1,132	N=1,007		

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

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

Highlight

- Average aid package increased for full-time students.

Table 8.17: Financial Aid Awards to Fall Term Undergraduate Students

	2005-06	2006-07	2007-08	2008-09	2009-10	Percent Change	
						1 year	5 year
Federal Grants	\$10,740,865	\$11,317,432	\$13,065,889	\$14,309,605	\$20,223,437	41%	88%
State Grants	\$3,639,726	\$3,775,648	\$4,080,412	\$4,038,747	\$3,445,400	-15%	-5%
Institutional Grants/Scholarships	\$3,809,689	\$4,840,485	\$4,863,116	\$4,447,726	\$5,087,249	14%	34%
Athletic Grants	\$1,965,892	\$2,036,686	\$2,199,263	\$2,250,069	\$2,104,185	-6%	7%
Federal Student Loans and Federal Work Study (FWS)	\$37,992,769	\$40,824,290	\$44,470,297	\$49,298,229	\$56,887,973	15%	50%
Total	\$58,148,941	\$62,794,541	\$68,678,977	\$74,344,376	\$87,748,244	18%	51%

Source: Common Data Set, H1 (based on estimated award year 2009-2010)

Financial Aid Office

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

	2004-05	2005-06	2006-07	2007-08	2008-09	Percent Change	
						1 year	5 year
Full-time students with Financial Aid:							
Enrollment	420	391	436	442	459	3.8%	9.3%
Average Aid Package	\$14,440	\$14,294	\$15,751	\$18,423	\$17,804	-3.4%	23.3%
Part-time students with Financial Aid:							
Enrollment	1516	1448	1387	1406	1615	14.9%	6.5%
Average Aid Package	\$11,680	\$12,171	\$12,956	\$14,207	\$14,956	5.3%	28.0%

Source: CSU Financial Aid Office

Table 8.19: Graduate Student Financial Aid Awards by Types of Financial Aid Fall 2005-2009

Types of Financial Aid	2004-05	2005-06	2006-07	2007-08	2008-09	Percent Change	
						1 year	5 year
State Fellowship	\$5,250	\$7,000	\$17,500	\$21,000	\$42,530	102.5%	710.1%
Scholarships/Institutional Grants	\$4,155,637	\$3,501,710	\$2,969,637	\$3,371,126	\$3,415,556	1.3%	-17.8%
Non-Institutional Assistance	\$586,742	\$345,682	\$425,060	\$277,806	\$266,696	-4.0%	-54.5%
Federal Student Loans and Federal Work Study (FWS)	\$18,658,326	\$19,357,639	\$21,428,304	\$24,449,124	\$28,619,640	17.1%	53.4%

Source: CSU Financial Aid Office

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

	2004-05	2005-06	2006-07	2007-08	2008-09	Percent Change	
						1 year	5 year
Full-time students with Financial Aid:							
Enrollment	474	455	439	452	425	-6.0%	-10.3%
Average Aid Package	\$19,728	\$19,407	\$21,644	\$24,656	\$26,026	5.6%	31.9%
Part-time students with Financial Aid:							
Enrollment	181	186	169	161	160	-0.6%	-11.6%
Average Aid Package	\$15,452	\$16,273	\$17,869	\$18,870	\$21,753	15.3%	40.8%

Source: CSU Financial Aid Office

See notes at the end of Financial Aid Section

Table 8.21: Law Student Financial Aid Awards by Types of Financial Aid Fall 2005-2009

Types of Financial Aid	2004-05	2005-06	2006-07	2007-08	2008-09	Percent Change	
						1 year	5 year
State Fellowship	\$10,500	\$1,750	\$0	\$0	\$0	-	-
Scholarships/Institutional Grants	\$1,092,137	\$1,315,029	\$1,337,878	\$1,397,029	\$1,481,970	6.1%	35.7%
Non-Institutional Assistance	\$297,851	\$230,760	\$230,549	\$235,963	\$268,645	13.9%	-9.8%
Federal Student Loans and Federal Work Study (FWS)	\$10,191,028	\$10,309,593	\$10,952,978	\$12,549,770	\$12,790,953	1.9%	25.5%

Source: CSU Financial Aid Office

See notes at the end of Financial Aid Section

Financial Aid Office

Table 8.22: Undergraduate Cost of Attendance (COA)

	Academic Year					
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Tuition/Fees	\$6,820	\$7,344	\$7,920	\$7,920	\$7,970	\$7,970
Books and Supplies	\$800	\$800	\$800	\$800	\$800	\$800
Room/Board	\$6,392	\$6,809	\$7,800	\$8,098	\$8,700	\$9,230
Personal/Miscellaneous	\$2,376	\$2,376	\$2,376	\$2,500	\$2,500	\$2,500
Transportation	\$1,400	\$1,400	\$1,400	\$1,400	\$1,800	\$1,800
Loan Fees	\$360	\$360	\$360	\$0	\$0	\$0
Total	\$18,148	\$19,089	\$20,656	\$20,718	\$21,770	\$22,300

Source: CSU Financial Aid Office

Table 8.23: Annualized Full-Time Undergraduate Tuition & Fees for Selected Main Campuses of Ohio 4-Year Institutions 2009 - 2010*

University Main Campuses	In-State	Out-Of-State
Bowling Green State University	\$9,060	\$16,368
Cleveland State University	\$7,970	\$10,713
Kent State University	\$8,726	\$16,418
Miami University (1)	\$12,312	\$26,670
Ohio State University (2)	\$8,706	\$22,278
Ohio University	\$8,973	\$17,937
University of Akron (3)	\$8,752	\$18,000
University of Cincinnati	\$9,399	\$23,922
University of Toledo (4)	\$8,203	\$17,015
Youngstown State University	\$6,956	\$12,629

* Based on Fall 2009 full-time charges or 15 credit hours and either 2 semesters or 3 quarters. Amounts shown include both instructional and general/facilities fees.

(1) These fees represent the maximum amount that an in-state, undergraduate student will be billed. Miami's in-state students receive scholarships that produce an average net tuition of \$9,900.

(2) Effective Spring quarter 2010, a new student union facility fee will be charged to all students such that a full-time undergraduate student will pay \$27 per quarter.

(3) The University of Akron has approved a mid year fee increase, effective Spring Term 2010. Beginning Spring 2010, the in-state, undergraduate instructional fee for a full-time student will be \$3,736 per term and the general fee will be \$372 per term.

(4) The University of Toledo has approved a mid year fee increase, effective Spring Term 2010. Beginning Spring 2010, the in-state, undergraduate instructional fee for a full-time student will be \$3,527 per term and the general fee will be \$644 per term.

Source: Data from Ohio Board of Regents Fall 2009 Survey of Student Charges.

<http://regents.ohio.gov/financial/tuition/Fall09-Survey-Student-Charges.pdf>

Financial Aid Office

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

Percent of First-Time, Full-Time, Degree-Seeking Students Receiving Aid Average Award Amounts, Academic Year 2007-08

Institution	Any Grant			Federal Grants		State Grants		Institutions Grants		Federal and Other Loans	
	Any Aid %	%	Avg. Grant \$	%	Avg. Grant \$	%	Avg. Grant \$	%	Avg. Grant \$	%	Avg. Grant \$
Bowling Green State University	87%	62%	\$7,012	28%	\$3,652	18%	\$2,023	51%	\$5,738	65%	\$7,908
Central State University	94%	85%	\$6,925	76%	\$4,067	34%	\$1,948	50%	\$4,301	86%	\$5,805
Cleveland State University	85%	68%	\$6,081	50%	\$3,671	38%	\$2,003	32%	\$4,830	61%	\$5,708
Kent State University	87%	68%	\$5,681	29%	\$3,881	23%	\$1,911	55%	\$4,178	63%	\$6,494
Miami University	83%	76%	\$7,687	11%	\$4,422	9%	\$1,955	76%	\$6,906	41%	\$7,491
Ohio State University	95%	87%	\$6,898	17%	\$3,872	37%	\$2,736	81%	\$5,365	76%	\$4,805
Ohio University	75%	54%	\$6,098	18%	\$4,065	13%	\$2,006	52%	\$4,421	54%	\$6,377
Shawnee State University	92%	75%	\$4,302	54%	\$3,182	38%	\$1,806	37%	\$2,175	58%	\$5,436
University of Akron	87%	60%	\$4,876	32%	\$3,673	24%	\$1,068	33%	\$4,495	64%	\$4,915
University of Cincinnati	84%	57%	\$6,648	22%	\$4,037	14%	\$1,949	51%	\$5,082	59%	\$6,369
University of Toledo	91%	90%	\$4,885	30%	\$3,884	22%	\$2,101	88%	\$3,132	60%	\$6,247
Wright State University	84%	76%	\$4,088	31%	\$3,490	23%	\$1,992	55%	\$2,840	59%	\$5,504
Youngstown State University	89%	73%	\$4,775	42%	\$3,499	49%	\$1,682	33%	\$3,623	58%	\$5,533
University Main Campuses	87%	71%	\$6,017	26%	\$3,802	24%	\$2,042	59%	\$4,740	62%	\$5,981

Source: http://regents.ohio.gov/perfrpt/statProfiles/Financial_Aid_2007-08_Report.pdf, page 3

Financial Aid Office

Notes

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

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

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

Types of Financial Aid

Federal Grants: Pell Grant, Supplemental Opportunity Educational Grant (SEOG), Academic Competitiveness Grant (ACG) National Science and Mathematics Access to Retain Talent Grant (National SMART Grant).

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/financialaid/scholarships/> 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.

Center for International Services & Programs

International Services

The Center for International Services & Programs (CISP) seeks to build a globally oriented, metropolitan university where students, faculty and staff gain international knowledge and experience. Established in 1996 as a separate department, CISP provides international students and visitors with a wide array of support services to help them achieve a positive learning experience while in the U.S. 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 2009**

Country/Region	Number of Students	Country/Region	Number of Students
India.....	382	Albania, Burkina Faso, Jamaica, Netherlands, Palestine, Republic of Serbia, Syrian Arab Republic, Zimbabwe (3/country)	27
China.....	161	Croatia, Denmark, Ethiopia, France, Islamic Republic of Iran, Israel, Mexico, Mongolia, Peru, Poland, Serbia and Montenegro, United Republic of Tanzania, Trinidad and Tobago, Yemen (2/country)	28
Saudi Arabia.....	68	Azerbaijan, Bahamas, Bangladesh, Belarus, Benin, Bermuda, Bosnia and Herzegovina, Bulgaria, Chile, The Democratic Republic of Congo, Cote D'Ivoire, Ecuador, Finland, Georgia, Hong Kong, Hungary, Indonesia, Kazakhstan, Kyrgyzstan, Libyan Arab Jamahiriya, Malawi, Mali, Mauritania, New Zealand, Philippines, Saint Lucia, Singapore, Spain, St Vincent and the Grenadines, Switzerland, Togo, Ukraine, Uruguay, Uzbekistan (1/country).....	34
Korea, Republic of.....	36	Unknown.....	5
Turkey	35	Total	971
Canada	26		
Taiwan, Province of China	24		
Nigeria	13		
Pakistan, Viet Nam (9/country)	18		
Jordan, Lebanon, Nepal, Thailand (8/country)	32		
Japan, Kuwait (7/country).....	14		
Germany, Ghana, Sri Lanka (6/country)	18		
Egypt, Russian Federation, South Africa, Sweden, United Kingdom, Venezuela (5/country)	30		
Brazil, Columbia, Kenya, Romania, Zambia (4/country)	20		

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

Source: Institutional Research

Center for International Services & Programs

Table 8.26: CSU Fulbright Scholar Awards 1973-2009

Year	Scholar	Countries/Regions Visited
1973-1989	14	
1990-1991	1	Portugal
1992-1993	2	Hungary, Czechoslovakia
1993-1994	3	India, Ethiopia, China
1994-1995	2	Salvador, Ethiopia
1995-1996	1	China
1997-1998	4	Kenya, Nigeria, Japan, Lithuania
1998-1999	5	Kenya, Nigeria, Russia, Germany, Norway
1999-2000	4	Kyrgyzstan, India, Germany
2000-2001	3	Sri Lanka, Germany, Brazil
2001-2002	1	Israel
2002-2003	6	Botswana, Zambia, Uganda, India, Nepal, Russia
2003-2004	4	Croatia, Guatemala, South Africa
2004-2005	2	Bulgaria, United Arab Emirates
2005-2006	6	Morocco, South Africa, Zambia, Latvia, Taiwan
2006-2007	1	Kyrgyzstan
2007-2008	2	Nepal, Sri Lanka
2008-2009	4	Argentina, Chile, Nepal, Slovakia
2009-2010	2	Australia, Nigeria
2010-2011	7	Costa Rica, Finland, India, Kenya, Taiwan, Turkey
TOTAL	74	

Source: Center for International Research & Programs

Table 8.27: Cleveland State University International Academic Initiatives

College	Academic Initiatives	Activities
College of Liberal Arts and Social Sciences (CLASS)	Middle Eastern Studies Program	Title VI Grant: \$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.
	Masters Program in Global Interactions	Prepares students for a career in a Global Environment through an Interdisciplinary set of courses. International relations majors will concentrate in an in-depth study of one of the following areas: International Business and Economics, Asia Studies, Central and Post-Soviet States, Africa and the Middle East, or Latin America and the Caribbean.
	Modern Languages	Arabic courses, Chinese courses, English Translations of Foreign Literature (ENF) courses, French (B.A.), German (B.A. - suspended) minor, Greek courses, Italian courses, Japanese courses, Latin courses, Modern Language (culture; or languages such as Portuguese, Russian, or Quechua) courses, Spanish (B.A.).
	Interdisciplinary Studies	Slovenian Studies Center is created in conjunction with the government of Slovenia, CSU, LLC, KSU, and BGSU. Courses will be offered in Slovenian culture and language.
Business	Expand international business education and outreach services in Northeast Ohio	Global Trade Scholar program; Provide market research, international trade and investment assistance; Improve credit transfer between community colleges and CSU for international business degree programs.
Business & CLASS	Faculty Led Short Programs	Study Tour of Chile Study Tour of Germany Study Tour of Paris Explore the Auvergne Region and Paris International Marketing and Business Research in England
Education	Confucius Institute	Providing programming in Chinese Language K-12 instruction throughout the greater Cleveland area. Special Program to China for Students of Leadership Academy and Cleveland Heights School District.
Engineering	New academic Program	Developed a 3+1+1 academic program in Electrical engineering, Applied Biomedical Engineering and Software Engineering with Bahcesehir University in Turkey.
Law	Indian Certification	CSU Law School Degree recognized in India.

Center for International Services & Programs

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

Program Type	2005-06	2006-07	2007-08	2008-09	2009-10	Percent Change	
						1 year	5 year
Faculty Led	73	94	97	117	119	2%	63%
Exchange	4	3	4	5	4	-20%	0%
Internship	2	-	2	2	5	150%	150%
Independent	36	31	34	41	23	-44%	-36%
Law Institute*	22	-	-	-	-	-	-100%
TOTAL	137	128	137	165	151	-8%	10%

*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

College	2005-06	2006-07	2007-08	2008-09	2009-10	Percent Change	
						1 year	5 year
Business	18	53	52	80	83	4%	361%
CLASS	66	52	57	60	37	-38%	-44%
Science	7	7	5	10	10	0%	43%
Education	4	5	8	4	13	225%	225%
Engineering	1	1	1	-	2	-	100%
Urban	5	6	9	2	1	-50%	-80%
Law	36	4	9	12	6	-50%	-83%
TOTAL	137	128	141	168	152	-10%	11%

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

Course Level	2005-06	2006-07	2007-08	2008-09	2009-10	Percent Change	
						1 year	5 year
Undergraduate	81	71	105	97	80	-18%	-1%
Graduate	20	53	23	56	65	16%	225%
Law	36	4	9	12	6	-50%	-83%
TOTAL	137	128	137	165	151	-8%	10%

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	1986
FRANCE	Clermont-Ferrand (www.univ-bpclermont.fr)	1994
KOREA	Chung Ang University (www.cau.ac.kr)	1997
INDIA	Loyola University Kerala State	1998
UNITED KINGDOM	Sunderland University (www.sunderland.ac.uk)	1998
ZAMBIA	Copperbelt University	1998
CROATIA	University of Rijeka	2000
NIGERIA	Bayero University	2000
MEXICO	Center for Bilingual Multicultural Studies: Cuernavaca	2001
CHILE	Universidad de Concepcion	2002
CHINA	Dalian University	2003
FRANCE	Groupe ESSCA	2003
SWEDEN	UMEA University	2003
CHINA	East China Normal University	2005
TURKEY	Anadolu University	2006
CHINA	Tsinghua University	2007
GERMANY	Zeppelin University	2007
INDIA	Gayatri Vidya Parishad College of Engineering	2007
INDIA	International Institute of Info Tech Pune	2007
KOREA	Honan University	2007
CHINA	Capital University of Business and Economics	2008
CHINA	Chongqing Institute of Technology	2008
NEPAL	Kathmandu University	2008
TURKEY	Bahcesehir University	2008
FRANCE	University of Rouen	2009
POLAND	Bialystok Technical University	2009
SLOVENIA	Government of Slovenia	2009

Source: Center for International Services and Programs.

Office of Space Management

Table 8.32 Cleveland State University
Fall 2009 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	2007	37,500
[2]	BB	Bakers Building	2004	24,840
	BS	Bookstore	1966	17,735
	BU	Business College	1998	126,245
	CB	Chester Building	1970	109,728
[5]	CE	Cole Center for Continuing Education	1990	56,653
[5]	CM	CAMP Building	1994	82,470
[2]	DE	Doan Electric	2002	53,072
	EA	Eaton Place	2009	4,474
[2]	EB	Education Building	2010	100,412
	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]	IB	Innerbelt Building	2007	3,400
[3]	KB	Keith Building	2003	45,018
[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
	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		---
[2]	SC	Student Center	2010	138,385
	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
	UR	Urban College	2000	87,792
	VH	Viking Hall	1986	172,091
	WA	Wallingford	2008	8,916
	WG	University West Garage	1996	199,599
	WO	Wolstein Center	1989	289,000
[3]	WST	West Center Campus Extension	2003	12,068
Grand Total				4,608,801

Source: Office of University Architect

Notes:

[1] RW - Rhodes West designation is used for way finding. This space is included in Rhodes Tower totals.

[2] Vacant-Planned Construction/Renovation.

[3] Leased spaces

[4] Vacant- Planned Demolition

[5] Includes Some Non-Institutional Uses

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

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*

School of Nursing: *Nursing*

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

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

Other Acronyms and Abbreviations

CIP: *Classification of Instructional Program*

EEO6: *Equal Employment Opportunity*

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

GPA: *Grade Point Average*

IPEDS: *Integrated Postsecondary Education Data System*

N/A: *Not applicable or Not available*

OBOR: *Ohio Board of Regents*

SCH: *Student Credit Hour*

Book of Trends 2010

http://www.csuohio.edu/offices/iraa/bot/BoT_10.pdf

The Book of Trends (BOT) 2010 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 most recently completed academic year.

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.

1. The student information presented in the **Book of Trends 2010** is based on the **End of Semester files** used for Ohio Board of Regents (OBOR) reports unless specifically noted from a different data source.
2. Students exclusively enrolled in English as a Second Language, Study Abroad or other zero credit hour courses are included in the Book of Trends for years 2006-10. In the Book of Trends 2005, such students were **excluded**. Again, please note that due to changes and updates the numbers published might be different between publication years.
3. This year's BOT begins to reflect recent changes in the University's organization by breaking the School of Nursing out of the College of Education and Human Services in many (but not all) tables; hence one may notice a shift in prior year's numbers for those units. We have also shifted numbers to reflect the new Theatre & Dance Department in CLASS. The new Department is composed of Drama (formerly under Communication) and Dance (formerly in the Health, Physical Education, Recreation, and Dance Department). The College of Science has changed its name to the College of Sciences and Health Professions.
4. Tables 5.6a & b have been split out of last year's table 5.7. Please review the notes on these pages for details.
5. New tables 6.3-6.4 provide more detailed information on our incoming IPEDS Cohort.
6. The various Deans' offices provided IRAA with a set of grant/highlight information used to produce Table 4.13. IRAA was forced to restrict these selections somewhat to meet space requirements. This table is not intended to be a comprehensive listing, but merely to reflect some of the interesting activities of our faculty, staff and students.
7. Each year we attempt to provide comparative data to other colleges and universities in Ohio. These comparisons are typically centered on information available from the Ohio Board of Regents' Higher Education Information System (HEI) <http://regents.ohio.gov/hei/index.php>. At the time of publication a few of the tables normally presented here were not available due to some schools updating prior years' data, or changes to the HEI system. Please be aware that the HEI tables presented in this year's book represent various states of completion:
 - a. The data may be complete for the reporting year and can be used accordingly.
 - b. The data may be complete for most institutions, but a few may be unfinalized, in which case only finalized ones are reported or in some cases unfinalized numbers are included but footnoted as such.
 - c. In some cases many schools had unfinalized the type of data being reviewed and in those cases we have simply reproduced the prior year's data with appropriate titles and footnotes.
 - d. The Three-Year Mobility of Undergraduate Students Enrolled Spring 2007 by Institution has been discontinued because the Ohio Board of Regents has chosen not to continue producing that particular table.
8. Administratively, eLearning has split from Continuing Education, as a result, eLearning related tables are reported in Section 6.
9. The procedure used to recognize New Doctoral students has changed this year. New Doctoral Students are categorized by IRAA and Graduate Admissions.
10. The procedure used to identify CSU's IPEDS cohort has been updated to be a more collaborative effort between IRAA and the Registrar's Office.
11. This is the last year we will report Ethnicity data using the old definitions. Next year's Book will use the new definitions provided by IPEDS.

Please direct questions and/or suggestions to 216-687-4700. The entire Book of Trends series is available online on the IRAA website (<http://www.csuohio.edu/iraa/bot/bookoftrends.html>).

We encourage you to reference the web version of the Book of Trends because we can easily make changes/updates if necessary. By the same token, if a URL is provided in the book such as the ones linked to Research Centers & Institutes, the Ohio Board of Regents, etc., we encourage you to refer to the linked site for the most up-to-date information.

We would like to take this opportunity to thank all members of the campus community as well as our graduate assistants for their support and contributions to this publication.

Office of Institutional Research and Analysis

