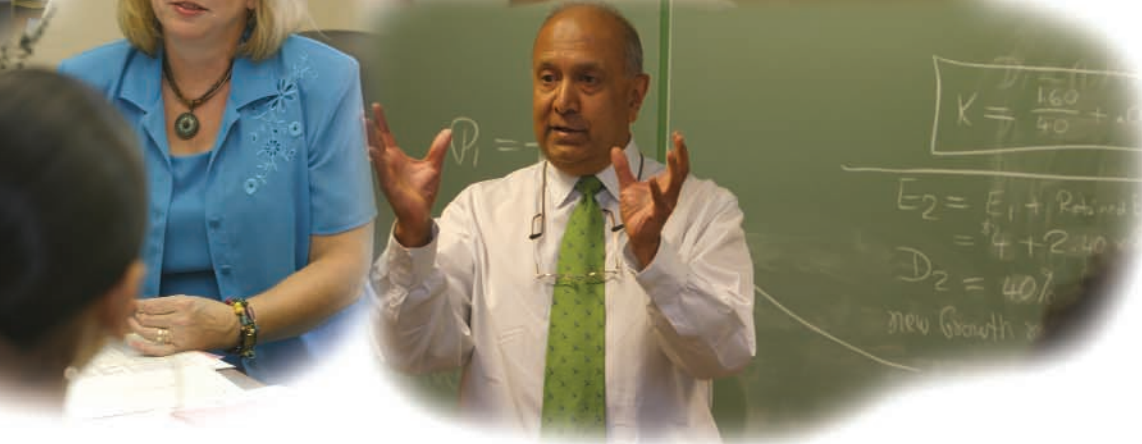


Cleveland State University

# B Book of Trends

2005





# Book of Trends

2005

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# Introduction



Cleveland State University

# University Administration



**Michael Schwartz**

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*Provost and Senior Vice President for Academic Affairs*

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*Vice President for Business Affairs and Finance*

**Michael Droney**

*Vice President for Information Services*

**Ned Hill**

*Vice President for Economic Development*

**Njeri Nuru-Holm**

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**Barbara Hanniford**

*Dean, Continuing Education*

**James McLoughlin**

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**Geoffrey S. Mearns**

*Dean, Cleveland-Marshall College of Law*

**Gregory M. Sadlek**

*Dean, College of Liberal Arts and Social Sciences*

**Mark S. Rosentraub**

*Dean, Maxine Goodman Levin College of Urban Affairs*

**Mary Jane Saunders**

*Dean, College of Science*

**Robert F. Scherer**

*Dean, Nance College of Business Administration*

**Gitanjali Kaul**

*Vice Provost for Planning, Assessment and Information Resource Management*

**Vijaya Konangi**

*Vice Provost for Academic Affairs and Faculty Relations*

**Edward Mills**

*Vice Provost for Enrollment Services*

**Mark A. Tumeo**

*Vice Provost for Research and Dean of Graduate Studies*

## Board of Trustees 2004 – 2005

Trustee	Term
Timothy J. Cosgrove <i>Chairman</i>	October 1997 – May 2007
Trevor O. Jones <i>Vice Chairman</i>	February 2001 – May 2011
Ronald E. Weinberg <i>Treasurer</i>	May 2005 – May 2014
Michael L. Climaco	January 1997 – May 2006
Sally Florkiewicz	June 1998 – May 2012
Carl D. Glickman	June 1999 – May 2008
David G. Hill	March 1996 – May 2010
Samuel H. Miller	May 1999 – May 2013
Vir K. Sondhi	June 2000 – May 2009
Vijaya K. Konangi <i>Faculty Representative</i>	Term expires September 2006
Edward G. Thomas <i>Faculty Representative</i>	July 2003 – June 2006
Katherine Cheng Li <i>Student Representative</i>	May 2004 – May 2006
J. Gregory Young <i>Student Representative</i>	May 2003 – May 2005
Sonali B. Wilson <i>Secretary</i>	



**Standing:** (left to right) Katherine Cheng Li (Student Rep), Sonali B. Wilson (Board Secretary), David G. Hill, Samuel H. Miller, Carl D. Glickman, Michael L. Climaco, J. Gregory Young (Student Rep), Dr. Edward G. Thomas (Faculty Rep).

**Seated:** (left to right) Ronald E. Weinberg (Treasurer), Trevor O. Jones (Vice Chairman), Dr. Michael Schwartz (President), Timothy J. Cosgrove (Chairman), Sally D. Florkiewicz, Dr. Vijaya K. Konangi (Faculty Rep).

**Not pictured:** Trustee Vir K. Sondhi

# Distinguished Alumni Award

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

<b>2004 Honorees</b>	
<b>Ronald Adrine</b>	<i>Cleveland-Marshall College of Law</i>
<b>Robert B. Jaquay</b>	<i>Maxine Goodman Levin College of Urban Affairs Cleveland-Marshall College of Law</i>
<b>Charles H. Joseph</b>	<i>Cleveland-Marshall College of Law</i>
<b>Ronald R. Ledin, P.E.</b>	<i>George B. Davis Award for Service to the University</i>
<b>Dr. Kofi Lomotey</b>	<i>College of Education and Human Services</i>
<b>David Reines</b>	<i>College of Liberal Arts and Social Sciences College of Business Administration</i>
<b>Dr. Catherine Rokicky</b>	<i>College of Liberal Arts and Social Sciences</i>

<b>2005 Honorees</b>	
<b>Mary Grimm</b>	<i>College of Liberal Arts and Social Sciences</i>
<b>William J. Hunt</b>	<i>College of Science</i>
<b>Charlene Mancuso</b>	<i>College of Liberal Arts and Social Sciences Maxine Goodman Levin College of Urban Affairs</i>
<b>Cynthia Moore-Hardy</b>	<i>College of Business Administration</i>
<b>Dr. Benjamin J. Kearney</b>	<i>College of Education and Human Services</i>
<b>James A. Thomas</b>	<i>Cleveland-Marshall College of Law</i>
<b>P. Kelly Tompkins</b>	<i>George B. Davis Award for Service to the University</i>

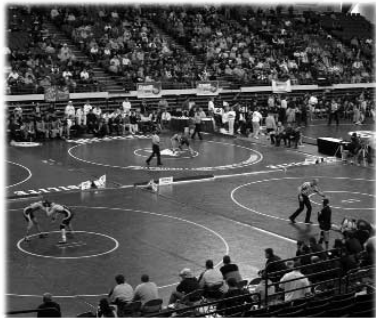
# President's Medal

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

<b>Recipients</b>	
<b>2004</b>	<i>Delos M. (Toby) Cosgrove</i>
<b>2005</b>	<i>Babs Glickman Maria Miller</i>
<b>2006</b>	<i>Dr. Julian Earls</i>



# Campus Enrollment Characteristics & Trends



Cleveland State University

**Table 1: Cleveland State University Enrollment by Level  
Fall 1965 – 2004**

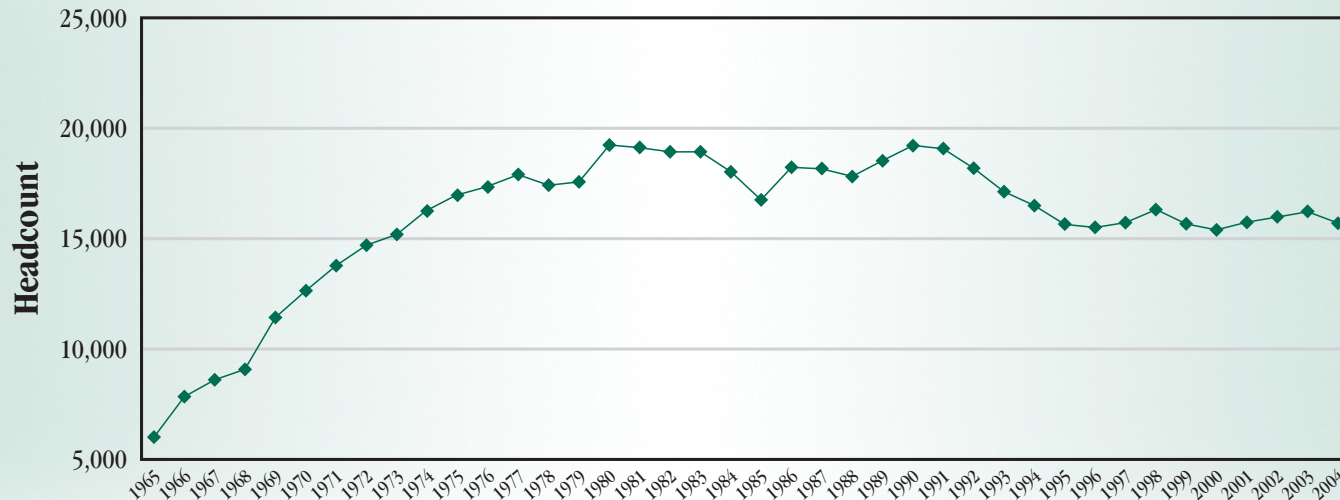
Year	Undergraduate	Graduate	Law	Total	Year	Undergraduate	Graduate	Law	Total
1965	6,026	N/A	N/A	6,026	1985	12,502	3,347	917	16,766
1966	7,853	N/A	N/A	7,853	1986	13,220	4,005	1,016	18,241
1967	8,431	184	N/A	8,615	1987	13,236	3,945	1,006	18,187
1968	8,836	248	N/A	9,084	1988	12,971	3,850	1,000	17,821
1969	9,442	1,220	775	11,437	1989	13,409	4,115	1,011	18,535
1970	10,734	1,171	742	12,647	1990	13,825	4,331	1,064	19,220
1971	11,257	1,760	772	13,789	1991	13,531	4,500	1,060	19,091
1972	11,758	2,045	909	14,712	1992	12,716	4,504	979	18,199
1973	11,986	2,212	1,003	15,201	1993	11,966	4,240	931	17,137
1974	12,895	2,300	1,066	16,261	1994	11,341	4,251	912	16,504
1975	13,278	2,568	1,128	16,974	1995	10,698	4,065	908	15,671
1976	13,401	2,808	1,138	17,347	1996	10,728	3,905	889	15,522
1977	13,896	2,851	1,168	17,915	1997	10,675	4,154	906	15,735
1978	13,143	3,125	1,164	17,432	1998	11,215	4,244	867	16,326
1979	13,154	3,242	1,184	17,580	1999	10,453	4,480	749	15,682
1980	14,330	3,751	1,169	19,250	2000	10,222	4,425	759	15,406
1981	14,167	3,883	1,090	19,140	2001	10,433	4,480	833	15,746
1982	14,177	3,715	1,052	18,944	2002	10,363	4,819	816	15,998
1983	14,195	3,768	979	18,942	2003	10,269	5,163	814	16,246
1984	13,426	3,589	1,018	18,033	2004	9,847	5,107	752	15,706

### Highlights

- Total CSU Enrollment was highest between 1980–81 and 1990–91.
- Undergraduate enrollment was at its peak in 1980 and continued to drop except for a slight increase between 1989 and 1991.
- Graduate enrollment continues to grow except for a slight decrease in 1987, 1988 and 1996.
- College of Law enrollment has been capped in recent years to decrease class size.

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

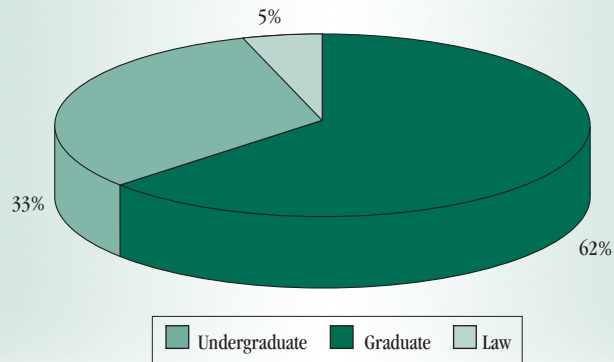
**Figure 1: Cleveland State University Enrollment Trend  
Fall 1965 – 2004**



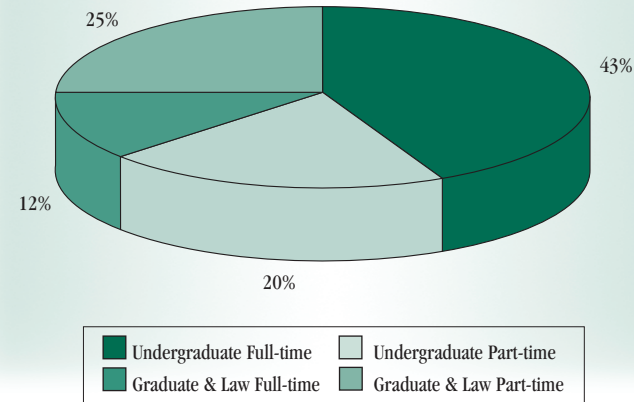
*Table 2: Enrollment by College, Level and Load  
Fall 2004*

College	Undergraduate				Graduate & Law				Total			
	Full-Time	Part-Time	Total	Undergraduate % of Total	Full-Time	Part-Time	Graduate & Law Total	Graduate & Law % Total	Full-Time	Part-Time	Total	% of Total
Business	1,368	584	1,952	20%	386	886	1,272	22%	1,754	1,470	3,224	21%
CLASS	2,005	613	2,618	27%	225	253	478	8%	2,230	866	3,096	20%
First College	54	20	74	1%	–	–	–	0%	54	20	74	0%
Education	974	441	1,415	14%	318	1,608	1,926	33%	1,292	2,049	3,341	21%
Engineering	459	189	648	7%	101	352	453	8%	560	541	1,101	7%
Science	1,048	332	1,382	14%	294	237	531	9%	1,342	569	1,913	12%
Urban Affairs	163	113	274	3%	92	269	361	6%	255	382	635	4%
Law	–	–	–	0%	466	286	752	13%	466	286	752	5%
University Studies	570	659	1,229	12%	–	–	–	0%	570	659	1,229	8%
Undergraduate Non-Degree	66	189	255	3%	–	–	–	0%	66	189	255	2%
Graduate Studies	–	–	–	0%	6	80	86	1%	6	80	86	1%
<b>Total</b>	<b>6,707</b>	<b>3,140</b>	<b>9,847</b>	<b>100%</b>	<b>1,888</b>	<b>3,971</b>	<b>5,859</b>	<b>100%</b>	<b>8,595</b>	<b>7,111</b>	<b>15,706</b>	<b>100%</b>

*Figure 2.1: Enrollment by Level  
Fall 2004*



*Figure 2.2: Enrollment by Load and Level  
Fall 2004*



**Note: 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.

## Highlights

- Colleges with the highest enrollment are the College of Business and the College of Education with 21% and CLASS with 20%.
- At the undergraduate level, CLASS (27%) and College of Business (20%) had the highest enrollment in Fall 2004.
- At the graduate level, College of Education (33%) and College of Business (22%) had the highest enrollment in Fall 2004.
- Full-time Students:** 78% of the students are enrolled at the undergraduate level and 22% are at the graduate level.
- Part-time Students:** 44% of the students are enrolled at the undergraduate level and 56% are at the graduate level.

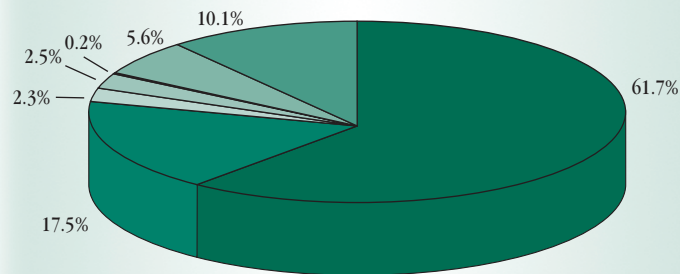
**Table 3: Full-Time Enrollment by Race and Gender  
Fall 2004**

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	2,066	2,150	414	951	85	109	92	89	4	7	111	56	279	294	3,051	3,656	6,707
Graduate	302	481	37	148	8	10	18	18	–	2	170	115	56	57	591	831	1,422
Law	228	155	9	11	8	7	9	7	1	–	–	4	15	12	270	196	466
<b>Total Full-Time</b>	<b>2,596</b>	<b>2,786</b>	<b>460</b>	<b>1,110</b>	<b>101</b>	<b>126</b>	<b>119</b>	<b>114</b>	<b>5</b>	<b>9</b>	<b>281</b>	<b>175</b>	<b>350</b>	<b>363</b>	<b>3,912</b>	<b>4,683</b>	<b>8,595</b>

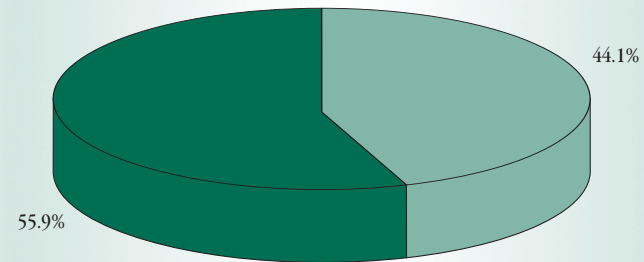
**Table 4: Total Enrollment by Race and Gender  
Fall 2004**

Total Students	White		Black		Hispanic		Asian or Pacific Islander		Native American		Non-Resident Alien		Unknown		Total		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Undergraduate	2,994	3,102	581	1,371	109	164	133	129	10	15	119	68	508	544	4,454	5,393	9,847
Graduate	1,136	1,853	177	575	25	47	46	58	3	5	446	229	224	283	2,057	3,050	5,107
Law	342	265	16	32	14	10	14	13	1	1	4	6	20	14	411	341	752
<b>Grand Total</b>	<b>4,472</b>	<b>5,220</b>	<b>774</b>	<b>1,978</b>	<b>148</b>	<b>221</b>	<b>193</b>	<b>200</b>	<b>14</b>	<b>21</b>	<b>569</b>	<b>303</b>	<b>752</b>	<b>841</b>	<b>6,922</b>	<b>8,784</b>	<b>15,706</b>

**Figure 4.1: Total Enrollment by Race  
Fall 2004**



**Figure 4.2: Total Enrollment by Gender  
Fall 2004**



**Note: 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.

■ Black students have the highest percentage of females enrolled and Non-Resident Aliens have the highest percentage of males.



**Table 5: New Undergraduate Fall Enrollment by College & Entrance Status: 5-Year Trend**

College	Freshmen					Transfers					Other Undergraduate					New Undergraduate Total					Total Percent Change	
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	1 Year	5 Year
Business	148	174	183	172	174	302	250	274	228	225	8	73	14	8	10	458	497	471	408	409	0%	-11%
CLASS	305	362	367	353	246	494	540	561	544	333	41	187	74	70	12	840	1,089	1,002	967	591	-39%	-30%
First College	24	21	11	19	0	11	9	4	7	0	0	0	6	0	0	35	30	21	26	0	-100%	-100%
Education	36	61	73	62	74	104	150	115	113	125	31	79	62	67	67	171	290	250	242	266	10%	56%
Engineering	55	71	46	65	55	78	59	61	60	56	10	24	0	4	9	143	154	107	129	120	-7%	-16%
Science	8	13	22	26	197	14	63	43	56	194	1	6	8	3	23	23	82	73	85	414	387%	1700%
Urban Affairs	5	6	9	12	19	28	45	29	30	20	0	7	9	5	3	33	58	47	47	42	-11%	27%
Law	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
University Studies	421	382	300	278	221	36	56	42	29	13	336	175	349	404	320	793	613	691	711	554	-22%	-30%
Undergraduate Non-Degree	0	0	0	0	0	0	0	0	0	0	149	22	11	23	192	149	22	11	23	192	735%	29%
Graduate Studies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
<b>UNIVERSITY</b>	<b>1,002</b>	<b>1,090</b>	<b>1,011</b>	<b>987</b>	<b>986</b>	<b>1,067</b>	<b>1,172</b>	<b>1,129</b>	<b>1,067</b>	<b>966</b>	<b>576</b>	<b>573</b>	<b>533</b>	<b>584</b>	<b>636</b>	<b>2,645</b>	<b>2,835</b>	<b>2,673</b>	<b>2,638</b>	<b>2,588</b>	<b>-2%</b>	<b>-2%</b>

**Table 6: New Graduate & Law Fall Enrollment by College & Entrance Status: 5-Year Trend**

College	Graduate					Doctoral					Other Graduate					New Graduate Total					Total Percent Change	
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	1 Year	5 Year
Business	191	204	235	281	238	5	1	1	14	0	86	79	99	148	134	282	284	335	443	372	-16%	32%
CLASS	76	57	127	106	123	0	0	0	0	0	59	62	91	101	38	135	119	218	207	161	-22%	19%
Education	95	144	213	225	209	7	5	2	4	1	109	111	199	227	196	211	260	414	456	406	-11%	92%
Engineering	40	64	97	108	80	9	2	4	8	8	10	4	17	7	15	59	70	118	123	103	-16%	75%
Science	65	39	88	90	96	9	7	4	7	7	0	0	6	1	37	74	46	98	98	140	43%	89%
Urban Affairs	23	24	41	40	46	4	4	2	0	2	34	28	77	44	46	61	56	120	84	94	12%	54%
Law	266	215	261	272	244	0	0	0	0	0	0	0	0	0	0	266	215	261	272	244	-10%	-8%
Graduate Studies	0	0	0	0	0	0	0	0	0	0	294	23	28	21	9	294	23	28	21	9	-57%	-97%
<b>UNIVERSITY</b>	<b>756</b>	<b>747</b>	<b>1,062</b>	<b>1,122</b>	<b>1,036</b>	<b>34</b>	<b>19</b>	<b>13</b>	<b>33</b>	<b>18</b>	<b>592</b>	<b>307</b>	<b>517</b>	<b>549</b>	<b>475</b>	<b>1,382</b>	<b>1,073</b>	<b>1,592</b>	<b>1,704</b>	<b>1,529</b>	<b>-10%</b>	<b>11%</b>

**Table 7: New Undergraduate Fall Enrollment by Academic Load: 5-Year Trend**

College	Full-Time					% Change is Full-Time		Part-Time					% Change in Part-Time	
	2000	2001	2002	2003	2004	1-Year	5-Year	2000	2001	2002	2003	2004	1-Year	5-Year
Business	330	350	366	338	343	1%	4%	128	147	105	70	66	-6%	-48%
CLASS	621	793	776	781	514	-34%	-17%	219	296	226	186	77	-59%	-65%
First College	31	24	20	24	-	-100%	-100%	4	6	1	2	-	-100%	-100%
Education	129	196	181	172	196	14%	52%	42	94	69	70	70	0%	67%
Engineering	101	111	89	107	95	-11%	-6%	42	43	18	22	25	14%	-40%
Science	20	64	59	74	348	372%	1645%	3	18	14	11	65	491%	2067%
Urban Affairs	16	25	26	35	34	-6%	106%	17	33	21	12	9	-25%	-47%
University Studies	488	430	383	355	237	-33%	-51%	305	183	308	356	317	-11%	4%
Undergraduate Non-Degree	41	2	1	5	59	1080%	44%	108	20	10	18	133	639%	23%
<b>Total New Undergraduate</b>	<b>1,777</b>	<b>1,995</b>	<b>1,901</b>	<b>1,891</b>	<b>1,826</b>	<b>-3%</b>	<b>3%</b>	<b>868</b>	<b>840</b>	<b>772</b>	<b>747</b>	<b>762</b>	<b>2%</b>	<b>-12%</b>

**Table 8: New Graduate & Law Fall Enrollment by Academic Load: 5-Year Trend**

College	Full-Time					% Change is Full-Time		Part-Time					% Change in Part-Time	
	2000	2001	2002	2003	2004	1-Year	5-Year	2000	2001	2002	2003	2004	1-Year	5-Year
Business	120	99	132	191	118	-38%	-2%	162	185	203	252	254	1%	57%
CLASS	40	39	97	76	79	4%	98%	95	80	121	131	82	-37%	-14%
Education	28	52	93	115	114	-1%	307%	183	208	321	341	292	-14%	60%
Engineering	31	39	37	28	21	-25%	-32%	28	31	81	95	82	-14%	193%
Science	54	33	72	63	86	37%	59%	20	13	26	35	54	54%	170%
Urban Affairs	23	19	24	37	27	-27%	17%	38	37	96	47	67	43%	76%
Law	157	148	181	185	163	-12%	4%	109	67	80	87	81	-7%	-26%
Graduate Studies	36	5	3	-	2	-	-94%	258	18	25	21	7	-67%	-97%
<b>Total New Graduate &amp; Law</b>	<b>489</b>	<b>434</b>	<b>639</b>	<b>695</b>	<b>610</b>	<b>-12%</b>	<b>25%</b>	<b>893</b>	<b>639</b>	<b>953</b>	<b>1009</b>	<b>919</b>	<b>-9%</b>	<b>3%</b>

**Table 9: New Fall Enrollment by College: 5-Year Trend**

College	2000	2001	2002	2003	2004	Percent Change	
						1-Year	5-Year
Business	740	781	806	851	781	-8%	6%
CLASS	975	1208	1220	1174	752	-36%	-23%
First College	35	30	21	26	-	-100%	-100%
Education	382	550	664	698	672	-4%	76%
Engineering	202	224	225	252	223	-12%	10%
Science	97	128	171	183	553	203%	471%
Urban Affairs	94	114	167	131	137	4%	45%
Law	266	215	261	272	244	-10%	-8%
University Studies	793	613	691	711	554	-22%	-30%
Undergraduate Non-Degree	149	22	11	23	192	735%	29%
Graduate Studies	294	23	28	21	9	-57%	-97%
<b>Total New Students</b>	<b>4,027</b>	<b>3,908</b>	<b>4,265</b>	<b>4,342</b>	<b>4,117</b>	<b>-5%</b>	<b>2%</b>

**Note:** The significant increase in Fall 2004 enrollment in College of Science is due to introduction of a new academic plan called "UNDCS" (Undecided College of Science) Undergraduate Non-Degree and Graduate Studies fluctuations are due to procedural changes.

**Table 10: Fall Enrollment by Class Standing and Student Credit Hours: 5-Year Trend**

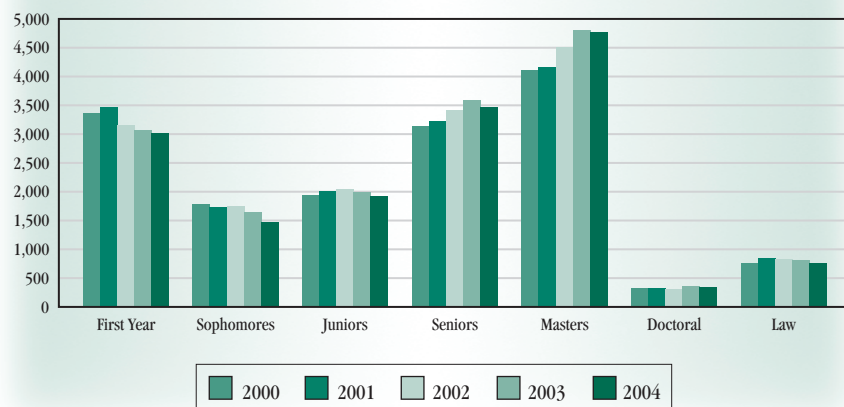
**Table 10.1: ENROLLMENT BY CLASS STANDING:**

											Percent Change	
	2000	%	2001	%	2002	%	2003	%	2004	%	1 Year	5 Year
First Year	3,366	22%	3,472	22%	3,159	20%	3,060	19%	3,009	19%	-2%	-11%
Sophomores	1,788	12%	1,734	11%	1,752	11%	1,636	10%	1,461	9%	-11%	-18%
Juniors	1,941	13%	2,011	13%	2,032	13%	1,984	12%	1,913	12%	-4%	-1%
Seniors	3,127	20%	3,216	20%	3,420	21%	3,589	22%	3,464	22%	-3%	11%
Masters	4,098	27%	4,161	26%	4,512	28%	4,804	30%	4,766	30%	-1%	16%
Doctoral	327	2%	318	2%	307	2%	359	2%	341	2%	-5%	4%
Law	759	5%	834	5%	816	5%	814	5%	752	5%	-8%	-1%
<b>Total</b>	<b>15,406</b>	<b>100%</b>	<b>15,746</b>	<b>100%</b>	<b>15,998</b>	<b>100%</b>	<b>16,246</b>	<b>100%</b>	<b>15,706</b>	<b>100%</b>	<b>-3%</b>	<b>2%</b>

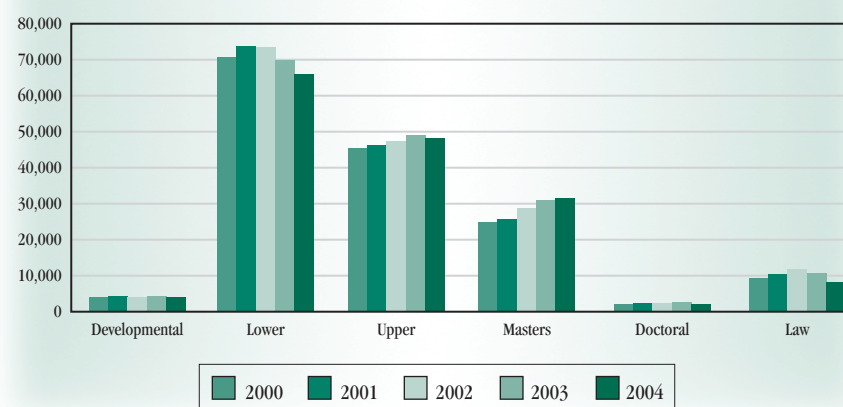
**Table 10.2: STUDENT CREDIT HOURS BY COURSE LEVEL:**

											Percent Change	
	2000	%	2001	%	2002	%	2003	%	2004	%	1 Year	5 Year
Developmental	3,996	3%	4,211	3%	4,153	2%	4,246	3%	4,030	2%	-5%	1%
Lower	70,738	45%	73,728	45%	73,585	44%	69,778	42%	66,012	41%	-5%	-7%
Upper	45,381	29%	46,294	28%	47,400	28%	49,003	29%	48,214	30%	-2%	6%
Masters	24,824	16%	25,724	16%	28,638	17%	30,838	18%	31,514	20%	2%	27%
Doctoral	2,166	1%	2,275	1%	2,250	1%	2,584	2%	2,188	1%	-15%	1%
Law	9,917	6%	10,460	6%	10,907	7%	10,523	6%	9,466	6%	-10%	-5%
<b>Total</b>	<b>157,022</b>	<b>100%</b>	<b>162,692</b>	<b>100%</b>	<b>166,933</b>	<b>100%</b>	<b>166,972</b>	<b>100%</b>	<b>161,424</b>	<b>100%</b>	<b>-3%</b>	<b>3%</b>

**Figure 10.1: Student Enrollment by Class Standing**



**Figure 10.2: Student Credit Hours by Course Level**



**Table 11: Total Enrollment  
Fall Enrollment by Academic Level: 5-Year Trend**

College	2000	2001	2002	2003	2004	Percent Change	
						1 Year	5 Year
Bachelors	10,222	10,433	10,363	10,269	9,847	-4%	-4%
Masters	4,095	4,159	4,506	4,804	4,759	-1%	16%
Doctoral	330	321	313	359	348	-3%	5%
Law	759	833	816	814	752	-8%	-1%
<b>University Total</b>	<b>15,406</b>	<b>15,746</b>	<b>15,998</b>	<b>16,246</b>	<b>15,706</b>	<b>-3%</b>	<b>2%</b>

**Table 12: FTE Generated Internally and Externally by College  
Fall 2004**

Student's College	College Offering Course								FTE by Student College
	Business	CLASS	Education	Engineering	Science	Urban Affairs	LAW	University Studies	
Business	1,327.1	480.9	12.7	3.5	249.9	35.3	0.0	55.4	2,164.7
CLASS	36.9	1,781.7	108.4	2.3	412.9	45.1	0.0	95.3	2,482.7
Education	10.4	218.9	1,406.8	0.0	229.6	13.3	0.2	18.7	1,897.8
Engineering	21.4	80.9	3.1	494.2	128.9	8.8	0.4	1.6	739.3
Science	24.5	333.3	40.4	10.6	977.9	25.8	0.2	52.3	1,465.1
Urban Affairs	5.4	54.9	2.1	0.0	25.4	275.0	1.5	7.7	372.1
Law	5.6	2.5	0.9	0.0	0.3	12.2	625.6	0.0	647.1
University Studies	35.6	374.7	13.9	6.7	173.7	17.9	3.1	140.5	766.0
First College	3.1	33.2	0.6	0.2	19.7	2.9	0.0	1.1	60.8
Undergraduate Non-Degree	9.9	55.7	6.8	2.3	41.7	6.8	0.0	1.7	124.9
Graduate Studies	2.3	4.9	16.4	0.7	2.1	0.8	0.0	0.3	27.5
FTE Generated by College Offering Course	1,482.3	3,421.5	1,612.1	520.5	2,262.1	443.9	631.0	374.6	10,748.0
<b>FTE Generated Internally</b>	<b>1,327.1</b>	<b>1,781.7</b>	<b>1,406.8</b>	<b>494.2</b>	<b>977.9</b>	<b>275.0</b>	<b>625.6</b>	<b>140.5</b>	<b>7,028.8</b>
<b>% Internal</b>	<b>90%</b>	<b>52%</b>	<b>87%</b>	<b>95%</b>	<b>43%</b>	<b>62%</b>	<b>99%</b>	<b>37%</b>	<b>65%</b>
<b>FTE Generated Externally</b>	<b>155.2</b>	<b>1,639.8</b>	<b>205.3</b>	<b>26.3</b>	<b>1,284.2</b>	<b>168.9</b>	<b>5.4</b>	<b>234.1</b>	<b>3,719.3</b>
<b>% External</b>	<b>10%</b>	<b>48%</b>	<b>13%</b>	<b>5%</b>	<b>57%</b>	<b>38%</b>	<b>1%</b>	<b>63%</b>	<b>35%</b>

**Table 13: Fall Enrollment by College: 5-Year Trend**

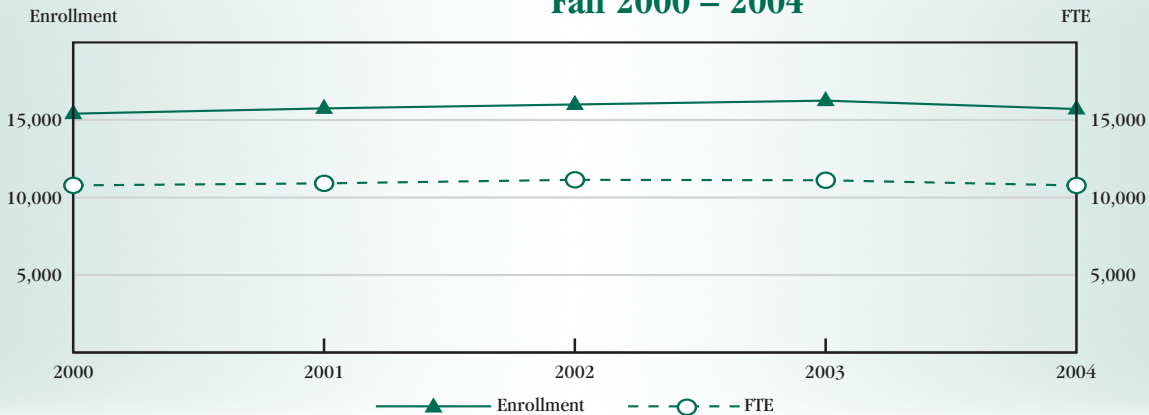
College	2000		2001		2002		2003		2004		Percent Change	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 Year	5 Year
Business	3,141	20%	3,360	21%	3,265	20%	3,208	20%	3,224	21%	1%	3%
CLASS	3,397	22%	4,016	26%	4,148	26%	4,149	26%	3,096	20%	-25%	-9%
First College	166	1%	148	1%	157	1%	143	1%	74	0%	-48%	-55%
Education	2,070	13%	2,778	18%	3,048	19%	3,320	20%	3,341	21%	1%	61%
Engineering	924	6%	1,031	7%	1,036	6%	1,098	7%	1,101	7%	0%	19%
Science	974	6%	994	6%	1,029	6%	1,146	7%	1,913	12%	67%	96%
Urban Affairs	436	3%	586	4%	669	4%	637	4%	635	4%	0%	46%
Law	759	5%	833	5%	816	5%	814	5%	752	5%	-8%	-1%
University Studies	1,653	11%	1,480	9%	1,522	10%	1,508	9%	1,229	8%	-19%	-26%
Undergraduate Non-Degree	590	4%	176	1%	87	1%	77	0%	255	2%	231%	-57%
Graduate Studies	1,296	8%	344	2%	221	1%	146	1%	86	1%	-41%	-93%
<b>TOTAL Headcount</b>	<b>15,406</b>	<b>100%</b>	<b>15,746</b>	<b>100%</b>	<b>15,998</b>	<b>100%</b>	<b>16,246</b>	<b>100%</b>	<b>15,706</b>	<b>100%</b>	<b>-3%</b>	<b>2%</b>

**Table 14: Fall Student Credit Hours (SCH) by College: 5-Year Trend**

College	2000		2001		2002		2003		2004		Percent Change	
	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	1-Year	5-Year
Business	24,606	16%	24,395	15%	23,834	14%	22,695	14%	22,235	14%	-2%	-10%
CLASS	52,183	33%	53,691	33%	54,455	33%	53,758	32%	51,330	32%	-5%	-2%
First College	1,209	1%	580	0%	1,030	1%	847	1%	0	0%		
Education	18,084	12%	19,769	12%	21,542	13%	23,436	14%	24,182	15%	3%	34%
Engineering	6,474	4%	7,411	5%	7,480	4%	7,609	5%	7,807	5%	3%	21%
Science	32,262	21%	33,334	20%	34,247	21%	34,735	21%	33,936	21%	-2%	5%
Urban Affairs	6,116	4%	6,991	4%	7,405	4%	7,370	4%	6,658	4%	-10%	9%
Law	9,917	6%	10,460	6%	10,907	7%	10,523	6%	9,466	6%	-10%	-5%
University Studies	5,963	4%	5,784	4%	5,783	3%	5,841	3%	5,620	3%	-4%	-6%
Graduate Studies	0	0%	0	0%	0	0%	0	0%	2	0%		
Other (AF-CSC-MSc)	208	0%	277	0%	250	0%	158	0%	148	0%	-6%	-29%
Other (Honors)	0	0%	0	0%	0	0%	0	0%	40	0%		
<b>TOTAL SCH</b>	<b>157,022</b>	<b>100%</b>	<b>162,692</b>	<b>100%</b>	<b>166,933</b>	<b>100%</b>	<b>166,972</b>	<b>100%</b>	<b>161,424</b>	<b>100%</b>	<b>-3%</b>	<b>3%</b>

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

**Figure 13 & 14: Fall Enrollment and FTE (SCH/15) Trend  
Fall 2000 – 2004**



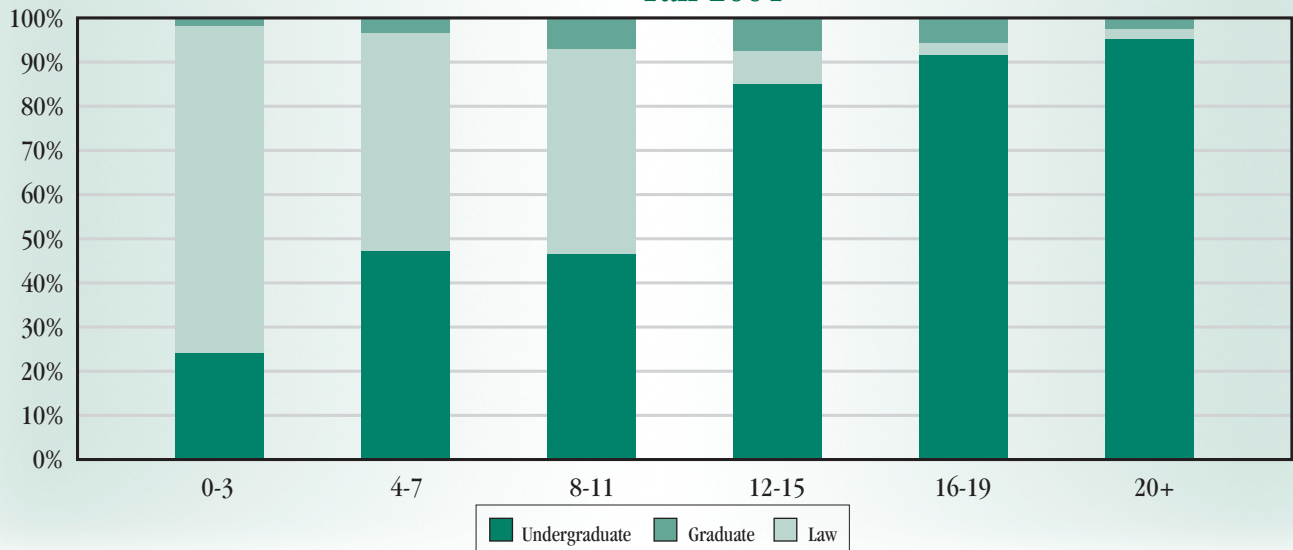
### Highlights

- Total enrollment and SCH have increased 2–3% in the past 5 years. However, both SCH and enrollment have declined 3% in the past year.
- During the period 2000 – 2004 enrollment and SCH in the College of Education have grown significantly.

**Table 15: Registered Student Credit Hours by Level  
Fall 2004**

Registered Credit Hours	Undergraduate		Graduate		Law		All	
	Enrollment	Cumulative %	Enrollment	Cumulative %	Enrollment	Cumulative %	Enrollment	Cumulative %
1	47	0%	282	6%			329	2%
2	45	1%	155	9%			200	3%
3	230	3%	725	23%	3	0%	958	9%
4	661	10%	646	35%	3	1%	1310	18%
5	121	11%	141	38%	2	1%	264	19%
6	286	14%	744	53%	14	3%	1044	26%
7	402	18%	315	59%	10	4%	727	31%
8	622	25%	677	72%	22	7%	1321	39%
9	235	27%	566	83%	119	23%	920	45%
10	246	29%	170	87%	28	27%	444	48%
11	245	32%	132	89%	29	31%	406	50%
12	1569	48%	208	93%	42	36%	1819	62%
13	1030	58%	100	95%	43	42%	1173	69%
14	939	68%	44	96%	57	49%	1040	76%
15	943	77%	133	99%	245	82%	1321	85%
16	1271	90%	56	100%	88	94%	1415	94%
17	468	95%	6	100%	32	98%	506	97%
18	280	98%	2	100%	12	100%	294	99%
19	127	99%	3	100%	1	100%	131	99%
20	52	100%	2	100%	1	100%	55	100%
21	8	100%		100%	1	100%	9	100%
22	13	100%		100%		100%	13	100%
23	4	100%		100%		100%	4	100%
24+	3	100%		100%		100%	3	100%
<b>TOTAL</b>	<b>9,847</b>		<b>5,107</b>		<b>752</b>		<b>15,706</b>	

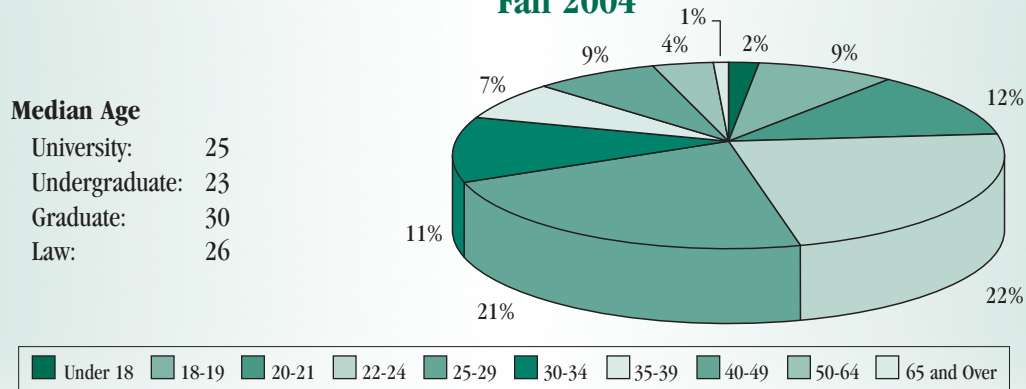
**Figure 15: Registered Credit Hours by Level  
Fall 2004**



**Table 16: Enrollment by Age Category  
Fall 2004**

College	Gender	Under 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65 and Over	Unknown	Average Age
Business	Female	4	117	164	333	316	170	99	104	29	0	0	27.6
	Male	4	179	251	507	408	228	138	131	40	1	1	27.2
	<b>Total</b>	<b>8</b>	<b>296</b>	<b>415</b>	<b>840</b>	<b>724</b>	<b>398</b>	<b>237</b>	<b>235</b>	<b>69</b>	<b>1</b>	<b>1</b>	<b>27.4</b>
CLASS	Female	11	234	353	438	353	161	106	190	72	1	4	27.4
	Male	3	143	189	334	229	102	74	58	37	3	1	26.5
	<b>Total</b>	<b>14</b>	<b>377</b>	<b>542</b>	<b>772</b>	<b>582</b>	<b>263</b>	<b>180</b>	<b>248</b>	<b>109</b>	<b>4</b>	<b>5</b>	<b>27.1</b>
First College	Female	0	5	6	7	3	3	2	5	3	1	0	30.8
	Male	0	5	11	8	5	4	2	3	1	0	0	25.8
	<b>Total</b>	<b>0</b>	<b>10</b>	<b>17</b>	<b>15</b>	<b>8</b>	<b>7</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>28.2</b>
Education	Female	7	81	180	460	617	372	234	359	183	3	11	31.5
	Male	0	26	37	104	209	171	95	136	54	1	1	32.6
	<b>Total</b>	<b>7</b>	<b>107</b>	<b>217</b>	<b>564</b>	<b>826</b>	<b>543</b>	<b>329</b>	<b>495</b>	<b>237</b>	<b>4</b>	<b>12</b>	<b>31.8</b>
Engineering	Female	0	12	29	62	44	14	16	15	1	0	0	26.6
	Male	2	105	112	280	200	76	54	63	12	1	3	26.4
	<b>Total</b>	<b>2</b>	<b>117</b>	<b>141</b>	<b>342</b>	<b>244</b>	<b>90</b>	<b>70</b>	<b>78</b>	<b>13</b>	<b>1</b>	<b>3</b>	<b>26.4</b>
Science	Female	7	183	213	291	243	121	74	81	27	1	1	26.3
	Male	6	99	90	138	160	74	43	42	16	1	2	26.9
	<b>Total</b>	<b>13</b>	<b>282</b>	<b>303</b>	<b>429</b>	<b>403</b>	<b>195</b>	<b>117</b>	<b>123</b>	<b>43</b>	<b>2</b>	<b>3</b>	<b>26.5</b>
Urban Affairs	Female	1	14	11	49	63	47	58	85	28	2	5	34.6
	Male	0	10	14	59	50	43	28	44	24	0	0	32.4
	<b>Total</b>	<b>1</b>	<b>24</b>	<b>25</b>	<b>108</b>	<b>113</b>	<b>90</b>	<b>86</b>	<b>129</b>	<b>52</b>	<b>2</b>	<b>5</b>	<b>33.6</b>
Law	Female	0	0	9	124	102	55	21	21	8	0	1	28.3
	Male	0	0	1	146	149	63	34	13	5	0	0	27.8
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>270</b>	<b>251</b>	<b>118</b>	<b>55</b>	<b>34</b>	<b>13</b>	<b>0</b>	<b>1</b>	<b>28.0</b>
University Studies	Female	175	120	74	58	55	30	10	28	38	72	2	29.7
	Male	94	136	85	62	45	23	5	12	17	85	3	30.3
	<b>Total</b>	<b>269</b>	<b>256</b>	<b>159</b>	<b>120</b>	<b>100</b>	<b>53</b>	<b>15</b>	<b>40</b>	<b>55</b>	<b>157</b>	<b>5</b>	<b>30.0</b>
Undergraduate Non-Degree	Female	0	7	17	25	24	13	15	16	8	1	1	30.8
	Male	0	16	22	27	21	13	9	9	7	0	4	27.7
	<b>Total</b>	<b>0</b>	<b>23</b>	<b>39</b>	<b>52</b>	<b>45</b>	<b>26</b>	<b>24</b>	<b>25</b>	<b>15</b>	<b>1</b>	<b>5</b>	<b>29.3</b>
Graduate Studies	Female	0	0	0	2	6	10	11	18	8	0	0	39.1
	Male	0	0	0	0	3	10	6	5	7	0	0	38.9
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>9</b>	<b>20</b>	<b>17</b>	<b>23</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>39.0</b>
UNIVERSITY	<b>Female</b>	<b>205</b>	<b>773</b>	<b>1,056</b>	<b>1,849</b>	<b>1,826</b>	<b>996</b>	<b>646</b>	<b>922</b>	<b>405</b>	<b>81</b>	<b>25</b>	<b>29.1</b>
	<b>Male</b>	<b>109</b>	<b>719</b>	<b>812</b>	<b>1,665</b>	<b>1,479</b>	<b>807</b>	<b>488</b>	<b>516</b>	<b>220</b>	<b>92</b>	<b>15</b>	<b>28.1</b>
	<b>Total</b>	<b>314</b>	<b>1,492</b>	<b>1,868</b>	<b>3,514</b>	<b>3,305</b>	<b>1,803</b>	<b>1,134</b>	<b>1,438</b>	<b>625</b>	<b>173</b>	<b>40</b>	<b>28.7</b>

**Figure 16: Enrollment by Age Category  
Fall 2004**



**Table 17: Enrollment by Level and Country of Residence  
Fall 2004**

Resident Type	Undergraduate	Graduate	Law	Total
Ohio Resident	9,526	4,365	693	14,584
Non Ohio Resident	134	67	49	250
Non-Resident Alien	187	675	10	872
<b>Total</b>	<b>9,847</b>	<b>5,107</b>	<b>752</b>	<b>15,706</b>

**Table 18: Enrollment by State  
Fall 2004**

State	Number of Students
Ohio (Resident of Ohio excluding Non-Resident Aliens)	14,545
Ohio (Non-Ohio Resident)	155
Pennsylvania	25
Michigan	14
New York	12
Texas	7
Indiana, Maryland	5
New Jersey, Wisconsin	4
California, Connecticut, District of Columbia, Florida, Illinois, Virginia	3
Hawaii, Missouri, North Carolina, Tennessee, Washington	2
Colorado, Georgia, Iowa, Kentucky, Maine, Minnesota, Montana, Nevada, Oregon, West Virginia	1
State Not Known	20
Non-Resident Alien	872
<b>TOTAL ENROLLMENT</b>	<b>15,706</b>

**Table 19: Enrollment by Ohio County  
Fall 2004**

County	Number of Students
Cuyahoga	11,721
Lake	1,083
Lorain	699
Summit	328
Medina	318
Geauga	298
Portage	95
Ashtabula	81
Erie	58
Trumbull	42
Mahoning	41
Stark	25
Huron	16
Richland	13
Franklin	12
Lucas	7
Tuscarawas	6
Columbiana	4
Hancock	4
Sandusky	4
Wayne	4
Wood	3
Allen, Butler, Defiance, Delaware, Hamilton, Montgomery, Morgan	2
Clermont, Guernsey, Jefferson, Knox, Marion, Ross, Warren	1
Counties Not Known	823
<b>TOTAL</b>	<b>15,706</b>

**Note:** Comparisons by residence groupings may not match due to the criteria used to assign residency status in CSU's information systems.



# Map of 2004 Enrollment by Ohio County:



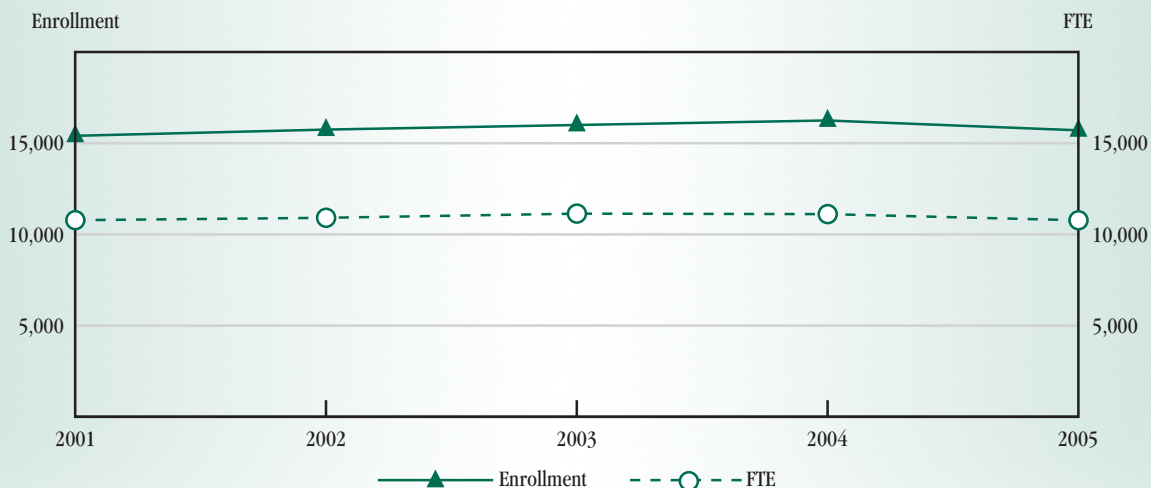
**Table 20: Spring Enrollment by College: 5-Year Trend**

College	2001		2002		2003		2004		2005		Percent Change	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 Year	5 Year
Business	3,084	21%	3,256	21%	3,078	20%	3,054	20%	3,069	20%	0%	0%
CLASS	3,522	24%	4,147	26%	4,034	26%	4,054	26%	3,190	21%	-21%	-9%
First College	148	1%	158	1%	148	1%	124	1%	66	0%	-47%	-55%
Education	2,378	16%	2,886	18%	3,133	20%	3,392	22%	3,263	21%	-4%	37%
Engineering	951	6%	1,033	7%	1,025	7%	1,065	7%	1,060	7%	0%	11%
Science	992	7%	1,005	6%	989	6%	1,151	7%	1,916	12%	66%	93%
Urban Affairs	512	3%	634	4%	639	4%	602	4%	629	4%	4%	23%
Law	750	5%	783	5%	787	5%	755	5%	714	5%	-5%	-5%
University Studies	1,440	10%	1,417	9%	1,537	10%	1,247	8%	1,025	7%	-18%	-29%
Undergraduate Non-Degree	322	2%	145	1%	84	1%	84	1%	327	2%	289%	2%
Graduate Studies	775	5%	385	2%	217	1%	112	1%	82	1%	-27%	-89%
<b>TOTAL Headcount</b>	<b>14,874</b>	<b>100%</b>	<b>15,849</b>	<b>100%</b>	<b>15,671</b>	<b>100%</b>	<b>15,640</b>	<b>100%</b>	<b>15,341</b>	<b>100%</b>	<b>-2%</b>	<b>3%</b>

**Table 21: Spring Student Credit Hours (SCH) Trends by College: 5-Year Trend**

College	2001		2002		2003		2004		2005		Percent Change	
	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	1-Year	5-Year
Business	23,913	16%	23,806	15%	22,733	14%	22,641	14%	21,489	14%	-5%	-10%
CLASS	51,522	34%	55,685	35%	55,344	34%	52,177	33%	50,457	33%	-3%	-2%
First College	963	1%	1,240	1%	1,266	1%	981	1%	0	0%		
Education	18,809	13%	20,863	13%	22,598	14%	24,217	15%	24,231	16%	0%	29%
Engineering	6,767	5%	7,765	5%	7,514	5%	7,767	5%	7,782	5%	0%	15%
Science	31,285	21%	33,554	21%	33,950	21%	32,382	20%	31,797	21%	-2%	2%
Urban Affairs	6,671	4%	7,138	4%	7,009	4%	6,554	4%	7,191	5%	10%	8%
Law	9,105	6%	9,798	6%	10,047	6%	9,419	6%	8,805	6%	-7%	-3%
University Studies	969	1%	951	1%	783	0%	3,293	2%	2,438	2%	-26%	152%
Graduate Studies	0	0%	0	0%	0	0%	1	0%	2	0%		
Other	23	0%	13	0%	25	0%	0	0%	0	0%		-100%
Other (AF-CSC-MSc)	0	0%	0	0%	0	0%	252	0%	216	0%		
Other (Honors)	0	0%	0	0%	0	0%	0	0%	43	0%		
<b>TOTAL</b>	<b>150,027</b>	<b>100%</b>	<b>160,813</b>	<b>100%</b>	<b>161,269</b>	<b>100%</b>	<b>159,684</b>	<b>100%</b>	<b>154,451</b>	<b>100%</b>		

**Figure 20 & 21: Spring Enrollment and FTE (SCH/15) Trends Spring 2001 – 2005**



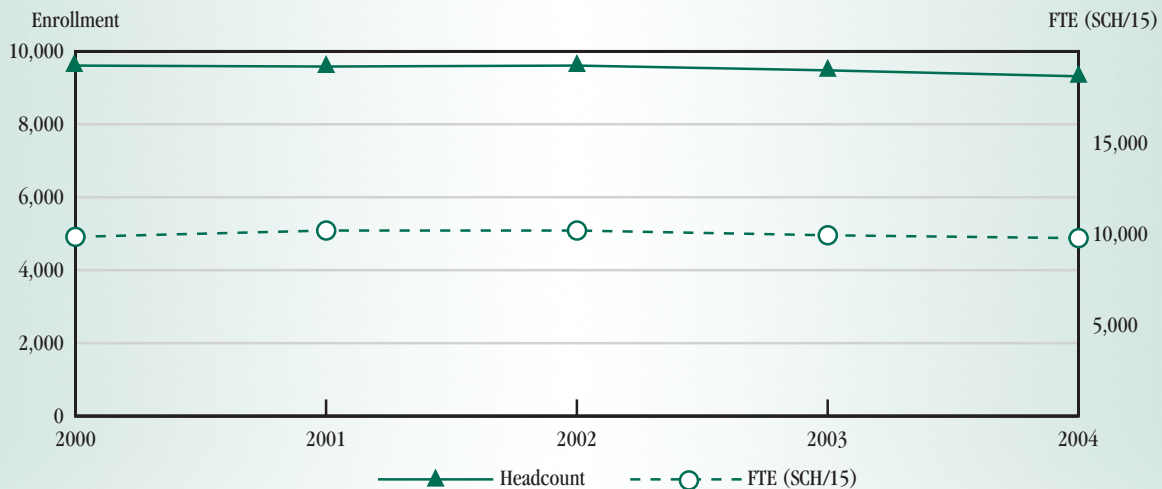
**Table 22: Summer Enrollment by College: 5-Year Trend**

College	2000		2001		2002		2003		2004		Percent Change	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 Year	5 Year
Business	1,680	19%	1,992	21%	1,794	19%	1,710	20%	1,706	20%	0%	2%
CLASS	1,249	14%	1,883	20%	1,757	19%	1,570	18%	1,393	17%	-11%	12%
First College	54	1%	51	1%	74	1%	53	1%	34	0%	-36%	-37%
Education	1,458	16%	2,391	26%	2,738	29%	2,773	32%	2,972	35%	7%	104%
Engineering	326	4%	413	4%	380	4%	309	4%	245	3%	-21%	-25%
Science	579	6%	575	6%	570	6%	562	7%	571	7%	2%	-1%
Urban Affairs	228	3%	312	3%	366	4%	338	4%	263	3%	-22%	15%
Law	288	3%	322	3%	337	4%	337	4%	286	3%	-15%	-1%
University Studies	333	4%	343	4%	724	8%	771	9%	761	9%	-1%	129%
Undergraduate Non-Degree	842	9%	144	2%	53	1%	32	0%	68	1%	113%	-92%
Graduate Studies	1,963	22%	925	10%	625	7%	147	2%	89	1%	-39%	-95%
<b>TOTAL Headcount</b>	<b>9,000</b>	<b>100%</b>	<b>9,351</b>	<b>100%</b>	<b>9,418</b>	<b>100%</b>	<b>8,602</b>	<b>100%</b>	<b>8,388</b>	<b>100%</b>	<b>-2%</b>	<b>-7%</b>

**Table 23: Summer Student Credit Hours (SCH) Trends by College: 5-Year Trend**

College	2000		2001		2002		2003		2004		Percent Change	
	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	1-Year	5-Year
Business	11,534	22%	12,819	22%	11,075	19%	11,102	20%	10,910	21%	-2%	-5%
CLASS	13,025	24%	14,256	25%	14,225	24%	12,907	24%	11,402	22%	-12%	-12%
First College	78	0%	0	0%	193	0%	59	0%	24	0%	-59%	-69%
Education	13,957	26%	14,212	24%	15,865	27%	15,128	28%	15,958	30%	5%	14%
Engineering	1,034	2%	1,458	3%	1,173	2%	896	2%	625	1%	-30%	-40%
Science	10,676	20%	11,215	19%	12,438	21%	10,080	18%	10,020	19%	-1%	-6%
Urban Affairs	2,066	4%	2,725	5%	2,983	5%	2,734	5%	2,275	4%	-17%	10%
Law	1,161	2%	1,242	2%	1,300	2%	1,298	2%	1,111	2%	-14%	-4%
University Studies	95	0%	132	0%	37	0%	399	1%	342	1%	-14%	260%
Graduate Studies	0	0%	0	0%	1	0%	2	0%	7	0%	250%	
Other	0	0%	0	0%	6	0%	0	0%	0	0%		
<b>TOTAL</b>	<b>53,626</b>	<b>100%</b>	<b>58,059</b>	<b>100%</b>	<b>59,296</b>	<b>100%</b>	<b>54,605</b>	<b>100%</b>	<b>52,674</b>	<b>100%</b>	<b>-4%</b>	<b>-2%</b>

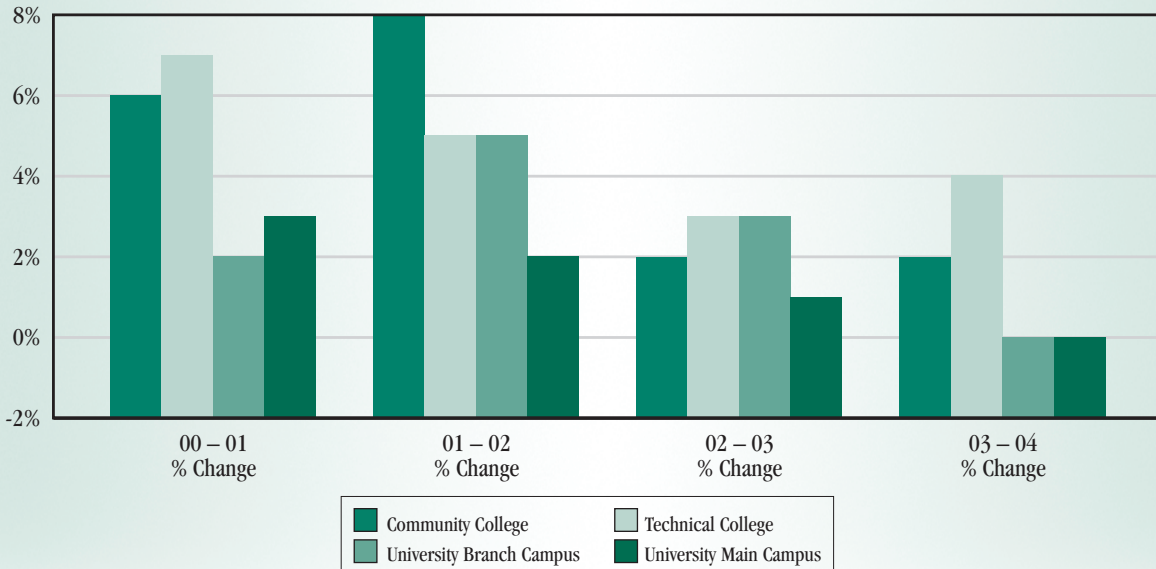
**Figure 22 & 23: Summer Enrollment and FTE (SCH/15) Trends Summer 2000 – 2004**



**Table 24: Yearly Change in Enrollment by Campus Types for Ohio Institutions  
Fall 2000 – 2004**

Campus Type	2000	2001	00 – 01 % Change	2002	01 – 02 % Change	2003	02 – 03 % Change	2004	03 – 04 % Change	5 Year % Change
Community College	60,585	64,161	6%	69,106	8%	70,742	2%	72,279	2%	19%
Technical College	22,216	23,861	7%	25,092	5%	25,775	3%	26,723	4%	20%
University Branch Campus	42,200	43,075	2%	45,322	5%	46,567	3%	46,343	0%	10%
University Main Campus	241,646	247,843	3%	252,650	2%	254,529	1%	254,281	0%	5%

**Figure 24: Yearly Change in Enrollment by Campus Types for Ohio Institutions  
Fall 2000 – 2004**

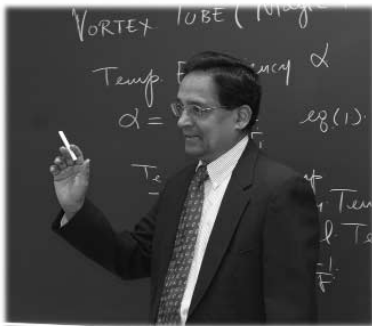


**Table 25: Main Campus Enrollment  
Select Ohio Four Year Institutions  
Fall 2000 – 2004**

Institution	2000	2001	2002	2003	2004	Percent Change	
						1 Year	5 Year
University of Akron	21,631	22,718	22,907	22,650	22,314	-1.5%	3.1%
Bowling Green State University	18,214	18,900	18,898	18,646	19,043	2.1%	4.4%
University of Cincinnati	27,227	27,132	26,725	26,904	27,064	0.6%	-0.6%
<b>Cleveland State University</b>	<b>15,686</b>	<b>16,107</b>	<b>16,162</b>	<b>16,377</b>	<b>15,881</b>	<b>-3.1%</b>	<b>1.2%</b>
Kent State University	22,084	23,026	23,674	24,410	24,494	0.3%	9.8%
Miami University	16,179	16,754	17,486	17,411	17,590	1.0%	8.0%
Ohio State University	48,823	49,285	50,659	51,677	51,723	0.1%	5.6%
Ohio University	19,920	20,288	20,548	20,452	20,143	-1.5%	1.1%
University of Toledo	19,797	20,201	21,043	20,740	19,675	-5.4%	-0.6%
Youngstown State University	11,808	12,341	12,739	12,878	13,166	2.2%	10.3%

Source: The Ohio Board of Regents HEI Student Enrollment query – run date: June 10, 2005

Note: Enrollment includes all flexibly scheduled courses not as of the 15th day (census date).



# **E** Enrollment Characteristics of Students in CSU Colleges



Cleveland State University

*Table 1: College of Business: Fall Enrollment by Level and Major, 5-Year Trend*

Department	Description	2000	2001	2002	2003	2004	Percent Change	
							1 Year	5 Year
<b>Bachelors</b>								
Accounting	Accounting	120	136	106	145	127	-12%	6%
Computer & Information Science	Computer and Information Science	137	128	108	90	83	-8%	-39%
	Computer Science	26	24	24	22	15	-32%	-42%
	Information Systems	56	84	74	73	49	-33%	-13%
Finance	Finance	69	98	93	94	95	1%	38%
Management & Labor Relations	Management	12	2	1				
	Management & Labor Relations	81	95	85	83	75	-10%	-7%
Marketing	Marketing	81	97	108	97	68	-30%	-16%
Operation Management & Business Statistics	Operation Management & Business Statistics	25	29	27	22	18	-18%	-28%
Other Business	Business Certificate	1	1	1				
	Business Economics	13	11	6	18	19	6%	46%
	Business Education	3	1					
	General Business	10	3					
	International Business					2		
	Pre-Business Administration					139		
	Undecided Business	1,390	1,431	1,422	1,277	1,262	-1%	-9%
<b>Total</b>		<b>2,024</b>	<b>2,140</b>	<b>2,055</b>	<b>1,921</b>	<b>1,952</b>	<b>2%</b>	<b>-4%</b>
<b>Masters</b>								
Accounting	Financial Audit	67	82	75	70	69	-1%	3%
	Tax Program				4	7	75%	
AMBA	Accelerated Business Administration	39	50	56	63	51	-19%	31%
Business Administration	Business Administration	453	497	488	543	562	3%	24%
Computer & Information Science	Computer and Information Science	217	221	197	186	171	-8%	-21%
EMBA	Executive Business Administration	33	39	36	28	11	-61%	-67%
Finance	Finance	5	5	5	6	5	-17%	0%
	Urban Real Estate Development & Finance			1	1			
Health Care Administration	Health Care Administration		1	4	1			
	MBA-Health Care	49	35	36	42	59	40%	20%
	Public Health	11	18	19	15	21	40%	91%
Management & Labor Relations	Management & Labor Relations	49	49	54	64	58	-9%	18%
Marketing	Data-Driven Marketing Planning Certificate				1	2	100%	
	Marketing		2	6	3	1	-67%	
Other Business	Graduate Business	109	177	197	192	201	5%	84%
	Pre Accelerated MBA				1	3	200%	
	Pre Accelerated MPH				6	4	-33%	
	Pre Executive MBA				7			
<b>Total</b>		<b>1,032</b>	<b>1,176</b>	<b>1,174</b>	<b>1,233</b>	<b>1,225</b>	<b>-1%</b>	<b>19%</b>

*(Continued on next page)*

**Table 1: College of Business: Fall Enrollment by Level and Major, 5-Year Trend**

*(Continued from previous page)*

Department	Description	2000	2001	2002	2003	2004	Percent Change	
							1 Year	5 Year
<b>Doctoral</b>								
Business Administration	Accounting	2	–	1	–	–	–	–
	Business Administration	52	36	31	43	39	-9%	-25%
	Computer and Information Science	20	5	3	1	–	–	–
	Finance	2	1	–	2	2	0%	0%
	Management & Labor Relations	6	2	1	–	–	–	–
	Marketing	3	–	–	4	3	-25%	0%
	Operation Management & Business Statistics	–	–	–	4	3	-25%	–
<b>Total</b>		<b>85</b>	<b>44</b>	<b>36</b>	<b>54</b>	<b>47</b>	<b>-13%</b>	<b>-45%</b>
<b>Total Business</b>		<b>3,141</b>	<b>3,360</b>	<b>3,265</b>	<b>3,208</b>	<b>3,224</b>	<b>0.5%</b>	<b>3%</b>

## College of Business

### BACHELORS DEGREES

- Enrollments for the bachelors degree programs in business administration have shown a modest decline because of increased competition from new entrants in the metro area.
- Accounting and finance have grown in popularity because of strong employment opportunities.
- The slump in high tech industries and their slow recovery continues to negatively affect the hiring of CIS majors which, in turn, has hurt CIS enrollments.

### MASTERS DEGREES

- Graduate business enrollments continue to show healthy growth.
- Accelerated MBA remains a popular option for students with undergraduate business degrees who want to complete the MBA in 11 months.
- Enrollment growth in the two health care programs (MBA-HCA and the MPH) may be a response to the emergence of the health care industry as one of the dominant components of the area's economy.
- The enrollment decline for the Executive MBA was a result of a decision to revise the curriculum and not recruit a new class in 2004 while curriculum revisions were in progress.
- Financial Accounting and Audit and the Tax Program are components of the Master of Accountancy degree program which shows a combined increase of 3% from Fall 2003.

### DOCTORAL DEGREES

- DBA program enrollment has been steady since Fall 2001 when a policy was instituted to “clear the pipeline” by encouraging current students to complete the program and graduate. Inactive students have been dismissed from the program.
- The DBA program is accepting new students in only selected business disciplines because of limited faculty resources and growth of other programs (e.g., AMBA; off-campus MBA; Master of Accountancy).

**Table 2: College of Liberal Arts and Social Sciences: Fall Enrollment by Level and Major, 5-Year Trend**

Department	Description	2000	2001	2002	2003	2004	Percent Change	
							1 Year	5 Year
<b>Bachelors</b>								
Anthropology	Anthropology	33	32	38	35	33	-6%	0%
Art	Art	114	153	143	148	148	0%	30%
	Computer Graphics		1					
	Graphic Design	2	1			1		-50%
Communication	Communication	311	332	316	334	300	-10%	-4%
	Drama	22	18	17	10	9	-10%	-59%
Economics	Economics	18	27	29	29	23	-21%	28%
English	English	115	120	125	130	147	13%	28%
History	History	90	70	70	91	70	-23%	-22%
	Social Studies	16	27	27	34	33	-3%	106%
Interdisciplinary	Classical and Medieval Studies	4	1	1		1		-75%
	Liberal Studies	52	66	63	68	42	-38%	-19%
	Linguistics	1		5	3	6	100%	500%
	Women's Studies		2	2	1	2	100%	
Modern Languages	French	3	3	3	5	6	20%	100%
	German	1						
	Spanish	18	15	16	20	14	-30%	-22%
Music	Music	54	51	43	52	75	44%	39%
Philosophy	Philosophy	20	19	10	17	18	6%	-10%
Political Science/IR	International Relations	53	50	43	42	43	2%	-19%
	Political Science	73	77	72	77	73	-5%	0%
Religious Studies	Religious Studies	10	8	7	17	10	-41%	0%
Social Work	Social Service		1					
	Social Work	147	163	126	134	172	28%	17%
	Sociology	Social Science	8	8	9	12	10	-17%
	Sociology	113	141	147	157	142	-10%	26%
Other CLASS	Pre-Education					240		
	Undecided CLASS	1,796	2,185	2,329	2,172	1,000	-54%	-44%
<b>Total</b>		<b>3,074</b>	<b>3,571</b>	<b>3,641</b>	<b>3,588</b>	<b>2,618</b>	<b>-27%</b>	<b>-15%</b>

*(Continued on next page)*



**Table 2: College of Liberal Arts and Social Sciences: Fall Enrollment by Level and Major, 5-Year Trend***(Continued from previous page)*

Department	Description	2000	2001	2002	2003	2004	Percent Change	
							1 Year	5 Year
<b>First College</b>	<b>First College</b>	<b>166</b>	<b>148</b>	<b>157</b>	<b>143</b>	<b>74</b>	<b>-48%</b>	<b>-55%</b>
<b>Masters</b>								
Art	Art		1	3	8	7	-13%	
Communication	Communication	27	33	30	22	29	32%	7%
Economics	Economics	7	7	12	12	15	25%	114%
English	English	53	66	66	69	64	-7%	21%
History	History	35	31	33	36	30	-17%	-14%
Modern Languages	Spanish	9	6	12	13	11	-15%	22%
Music	Music	31	25	34	45	46	2%	48%
Philosophy	Advanced Study in Bioethics				1			
	Philosophy	13	21	25	13	16	23%	23%
Social Work	Social Work	67	100	127	146	167	14%	149%
Sociology	Sociology	18	24	27	31	28	-10%	56%
Other CLASS	Graduate CLASS	63	131	138	165			
	Undecided CLASS					65		
<b>Total</b>		<b>323</b>	<b>445</b>	<b>507</b>	<b>561</b>	<b>478</b>	<b>-15%</b>	<b>48%</b>
<b>CLASS TOTAL</b>		<b>3,563</b>	<b>4,164</b>	<b>4,305</b>	<b>4,292</b>	<b>3,170</b>	<b>-26%</b>	<b>-11%</b>

## College of Liberal Arts and Social Sciences

- 1) In order to assess trends in the number of students majoring in CLASS programs, “undecided: and “pre-education” students should be excluded from the totals. There is no basis for splitting A&S students without declared majors between the two colleges prior to 2004-2005. The “pre-education” category did not exist before 2004-2005, and students admitted to A&S who intended to major in the business college appeared as A&S “undecided” prior to 2004 – 2005. According to the data reported in this table, the number of majors in CLASS programs increased by 7.8% between fall 2000 and fall 2004.
- 2) While this table reports the aggregate headcount of students majoring in the college, it does not accurately report the number of majors in individual programs since it counts students with a double major only once. To correct this, the number of majors reported in an individual program should be added to the “secondary major headcount” for that program as reported later in this section. See table entitled “Secondary Major enrollment by College of Liberal Arts and Social Sciences.”
- 3) In spite of the increase in the number of majors in the college over this period, undergraduate credit hour enrollment declined by 5.8% between fall 2000 and fall 2004. The discrepancy reflects the fact that undergraduate enrollment declines have been in the area of lower division coursework while upper division and graduate enrollments have remained strong.
- 4) The decline in liberal studies majors between fall 2003 and fall 2004 resulted from a college decision to temporarily suspend admissions of new majors to the program pending completion of a review of the requirements. Admission to the program was reopened in spring 2005.
- 5) International Relations is administered by the department of Political Science; Social Studies is administered by the department of History. The total number of majors for these departments (including double majors) in fall 2004 were 148 in History and 122 in Political Science.

**Table 3: College of Education & Human Services: Fall Enrollment by Level and Major, 5-Year Trend**

Department	Description	2000	2001	2002	2003	2004	Percent Change	
							1 Year	5 Year
<b>Bachelors</b>								
Health And Physical Education	Physical Education	33	52	57	73	61	-16%	85%
Nursing	Nursing Basic	140	132	136	165	162	-2%	16%
	Nursing Basic:Undeclared	8	11	6	4	1	-75%	-88%
	Nursing RN	59	62	58	47	55	17%	-7%
	Nursing RN: Undeclared	2	2					
	Teachers Education	Early Childhood Education	186	311	381	390	317	-19%
Other Education	Elementary Education	162	63	7	15	10	-33%	-94%
	Middle Childhood Education	45	121	168	205	208	1%	362%
	Mild/Moderate Educational Need					23		
	Special Education	64	86	90	117	97	-17%	52%
	Education	40	57	14	19	9	-53%	-78%
	Mathematics		4	2				
	Teacher Certification	110	105	95	92	63	-32%	-43%
	Undecided Education	260	238	327	282	409	45%	57%
<b>Total</b>		<b>1,109</b>	<b>1,244</b>	<b>1,341</b>	<b>1,409</b>	<b>1,415</b>	<b>0.4%</b>	<b>28%</b>
<b>Masters</b>								
CASAL	Adult Learning and Development	28	46	59	83	100	20%	257%
	Community Agency & Counseling	25	55	60	39	36	-8%	44%
	Counseling and Pupil Personnel Administration	5	4	7	9	5	-44%	0%
	School Counseling	45	62	78	114	115	1%	156%
	Education Administration	23	14	9	18	19	6%	-17%
	Education Specialist		11	13	4	5	25%	
	Educational Administration	37	86	96	110	100	-9%	170%
	Supervision	4	14	10	15	9	-40%	125%
Health And Physical Education	Community Health Education	22	25	22	22	18	-18%	-18%
	Exercise Science	9	17	22	25	15	-40%	67%
	Health and Physical Education	4	1	5		1		-75%
	Sports Management	11	37	27	18	27	50%	145%
	Sports Management and Exercise Science	5	4	6	11	9	-18%	80%
Nursing	Nursing		8	6	4	8	100%	
Teachers Education	Curriculum & Instruction	249	596	672	767	751	-2%	202%
Other Education	Education	237	105	54	21	17	-19%	-93%
	Graduate Education	165	354	432	476	501	5%	204%
	Graduate Education Licensure			37	77	93	21%	
<b>Total</b>		<b>869</b>	<b>1,439</b>	<b>1,615</b>	<b>1,813</b>	<b>1,829</b>	<b>1%</b>	<b>110%</b>

*(Continued on next page)*

**Table 3: College of Education & Human Services: Fall Enrollment by Level and Major, 5-Year Trend***(Continued from previous page)*

Department	Description	2000	2001	2002	2003	2004	Percent Change	
							1 Year	5 Year
<b>Doctoral</b>	Urban Education: Administration	29	31	27	22	21	-5%	-28%
	Counseling	29	28	28	26	27	4%	-7%
	Learning	22	24	26	38	37	-3%	68%
	Policy	12	12	11	12	12	0%	0%
<b>Total</b>		<b>92</b>	<b>95</b>	<b>92</b>	<b>98</b>	<b>97</b>	<b>-1%</b>	<b>5%</b>
<b>Education Total</b>		<b>2,070</b>	<b>2,778</b>	<b>3,048</b>	<b>3,320</b>	<b>3,341</b>	<b>1%</b>	<b>61%</b>

## College of Education and Human Services

### BACHELORS DEGREE PROGRAMS

- Ohio Department of Education replaced teacher credentialing in grades 1-8 with early childhood or middle school licensure. This led to the 94% 5-year decline in COEHS programs for elementary education and concomitant growth in early childhood and middle school programs.
- The 1-year decline in early childhood is attributable to a cap placed on that program's enrollment in AY 2003 – 04. In part, the cap was instituted to compensate for the existing regional oversupply of early childhood teachers that has been further exacerbated by recent layoffs of practicing teachers.
- Conversely, in response to increased market demands from local school districts and the Cleveland Clinic, specially tailored programs in special education and nursing have been instituted to help alleviate critical shortages in these areas.

### MASTERS DEGREE PROGRAMS

- Targeted recruitment efforts have paid dividends as reflected by recent growth in the M.Ed. program in Adult Learning and Development.
- Growth in the Educational Administration and the Educational Specialist program may be linked to the First Ring Leadership Academy which was developed to recruit, and prepare, principals for urban schools. The Academy has received national recognition and was selected by the U.S. Department of Education as one of six 'best practices' sites for leadership training in the country.

### DOCTORAL DEGREE PROGRAMS

- While interest in the various available tracks within the doctoral program has fluctuated over time, overall enrollment remains relatively flat due to a cap on admission.

Table 4: College of Engineering: Fall Enrollment by Level and Major, 5-Year Trend

Department	Description	2000	2001	2002	2003	2004	Percent Change	
							1 Year	5 Year
<b>Bachelors</b>								
Chemical & Biomedical Engineering	Chemical Engineering	49	58	53	51	53	4%	8%
Civil & Environmental Engineering	Civil Engineering	67	90	68	79	79	0%	18%
Doctor of Engineering	Chemical Engineering	1						
Electrical & Computer Engineering	Computer Engineering		36	49	57	58	2%	
	Electrical & Computer Engineering	148	220	186	160	143	-11%	-3%
Engineering Technology	Electronic Engineering Technology	53	33	29	29	21	-28%	-60%
	Electronic Technology	2	1	1	1			
	Industrial Engineering Technology		1	1	2	2	0%	
	Mechanical Engineering Technology	33	38	30	42	34	-19%	3%
Industrial & Manufacturing Engineering	Industrial & Manufacturing Engineering	34	46	31	26	21	-19%	-38%
Mechanical Engineering	Mechanical Engineering	151	199	176	147	131	-11%	-13%
Other Engineering	Pre-Engineering	39	7	9	24	33	38%	-15%
	Undecided Engineering	131	38	33	50	73	46%	-44%
<b>Total</b>		<b>708</b>	<b>767</b>	<b>666</b>	<b>668</b>	<b>648</b>	<b>-3%</b>	<b>-8%</b>
<b>Masters</b>								
Chemical & Biomedical Engineering	Chemical Engineering	27	35	51	58	57	-2%	111%
Civil & Environmental Engineering	Civil Engineering	21	20	20	23	32	39%	52%
	Engineering Mechanics	1	1	4	3	4	33%	300%
	Environmental Engineering	8	8	14	17	16	-6%	100%
Electrical & Computer Engineering	Electrical & Computer Engineering	34	46	87	143	148	3%	335%
	Software Engineering Certificate				2	1	-50%	
Industrial & Manufacturing Engineering	Industrial & Manufacturing Engineering	25	44	45	32	33	3%	32%
Mechanical Engineering	Mechanical Engineering	31	28	63	63	64	2%	106%
Other Engineering	Graduate Engineering	14	22	21	17	35	106%	150%
<b>Total</b>		<b>161</b>	<b>204</b>	<b>305</b>	<b>358</b>	<b>390</b>	<b>9%</b>	<b>142%</b>
<b>Doctoral</b>								
Chemical & Biomedical Engineering	Applied Biomedical Engineering		3					
Doctor of Engineering	Applied Biomedical Engineering			7	14	18	29%	
	Chemical Engineering	23	23	21	13	7	-46%	-70%
	Civil Engineering	4	9	8	9	9	0%	125%
	Doctor of Engineering					1		
	Electrical & Computer Engineering	11	12	15	21	20	-5%	82%
	Industrial & Manufacturing Engineering	13	10	8	8	6	-25%	-54%
	Mechanical Engineering	4	3	6	7	2	-71%	-50%
<b>Total</b>		<b>55</b>	<b>60</b>	<b>65</b>	<b>72</b>	<b>63</b>	<b>-13%</b>	<b>15%</b>
<b>Engineering Total</b>		<b>924</b>	<b>1,031</b>	<b>1,036</b>	<b>1,098</b>	<b>1,101</b>	<b>0%</b>	<b>19%</b>

## Fenn College of Engineering

### UNDERGRADUATE PROGRAM IN ENGINEERING

- Major variations in the headcount in the College of Engineering are due to trends in two departments, namely: Electrical and Computer Engineering and Mechanical Engineering.
- Starting in 2001, Computer Engineering became a separate entity and data shows that the total headcount for the combined Electrical and Computer Engineering program remained flat over this period. Viewed separately, there is a shift of student enrollment from Electrical Engineering to the Computer Engineering program.
- The trend for the undergraduate Mechanical Engineering program has declined during the 2001 – 04 period, which is primarily attributable to regional demands for graduates in this program.

### M.S. PROGRAM IN ENGINEERING

- The M.S. programs show a positive trend in almost all areas with a sharp and substantial increase in the Electrical and Computer Engineering program. Most of the students in these programs are international students. The availability of teaching and research assistantships attracts a large pool of qualified students. Faculty research funding which has increased in recent years provides the needed support for these students.

### DRE PROGRAM IN ENGINEERING

- The Doctor of Engineering is a college-wide program with specialization in various areas. Electrical and Computer Engineering has experienced a sharp increase, although it leveled off slightly in 2004.
- Computer Engineering and Software Engineering are very much in demand globally and attract many international students. Notably, Biomedical Engineering has experienced a healthy increase in students.
- The availability of teaching and research assistantships and a partnership with the world-renowned Cleveland Clinic Foundation has attracted a large pool of qualified students to the DRE program.

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

Department	Description	2000	2001	2002	2003	2004	Percent Change	
							1 Year	5 Year
<b>Bachelors</b>								
Biology, Geology & Environmental Science	Biology	156	151	143	155	158	2%	1%
	Biology-Medical Technology	9	13	14	7	9	29%	0%
	Environmental Science		6	6	12	15	25%	
	Geological Science	11	14	16	14	12	-14%	9%
Chemistry	Chemistry	51	39	41	51	40	-22%	-22%
Health Sciences	Pre Pharmacy		21	35	53	73	38%	
	Health Science				4	20	400%	
	Occupational Therapy	73	64	41	15	1	-93%	-99%
	Physical Therapy	55	15	8	4			
	Pre-Health Science	2	2	1	2	2	0%	0%
Mathematics	Mathematics	47	46	49	59	61	3%	30%
Physics	Physics	14	14	14	17	14	-18%	0%
Psychology	Psychology	263	261	248	269	239	-11%	-9%
Speech & Hearing	Speech & Hearing	29	23	32	37	27	-27%	-7%
Other Science	Pre-Engineering					74		
	Pre-Nursing					81		
	Undecided Science					554		
<b>Total</b>		<b>710</b>	<b>669</b>	<b>648</b>	<b>699</b>	<b>1,380</b>	<b>97%</b>	<b>94%</b>
<b>Masters</b>								
Biology, Geology & Environmental Science	Biology	18	16	20	22	33	50%	83%
	Environmental Sciences	4	4	10	9	11	22%	175%
Chemistry	Chemistry	26	27	26	17	16	-6%	-38%
	Clinical Bioanalytical Chemistry		1	1				
Health Sciences	Health Science	14	29	43	52	45	-13%	221%
	Occupational Therapy			8	22	34	55%	
	Physical Therapy		20	42	43	44	2%	
Interdisciplinary	Culture, Com and Health Care			1		1		
Mathematics	Mathematics	12	13	14	19	23	21%	92%
Physics	Physics	2	5	9	10	17	70%	750%
Psychology	Diversity Professional	2	10	23	31	23	-26%	1050%
	Psychology	87	90	78	87	85	-2%	-2%
	Psychology Specialist	5	8	15	10	13	30%	160%
Speech & Hearing	Speech Pathology and Audiology	42	35	29	37	35	-5%	-17%
Other Science	Undecided Science					59		
<b>Total</b>		<b>212</b>	<b>258</b>	<b>319</b>	<b>359</b>	<b>439</b>	<b>22%</b>	<b>107%</b>
<b>Doctoral</b>								
Biology, Geology & Environmental Science	Regulatory Biology	28	36	32	40	42	5%	50%
Chemistry	Clinical Bioanalytical Chemistry	24	31	29	46	50	9%	108%
<b>Total</b>		<b>52</b>	<b>67</b>	<b>61</b>	<b>86</b>	<b>92</b>	<b>7%</b>	<b>77%</b>
<b>Science Total</b>		<b>974</b>	<b>994</b>	<b>1,029</b>	<b>1,146</b>	<b>1,911</b>	<b>67%</b>	<b>96%</b>

## College of Science

### **OCCUPATIONAL THERAPY AND PHYSICAL THERAPY MASTERS PROGRAMS**

The Health Sciences masters programs in Occupational Therapy (OT) and Physical Therapy (PT) are expected to grow to a stable base of 50 to 60 students, with an excellent employment outlook for their graduates. These graduate degrees replaced undergraduate degrees in OT and PT because of changes in requirements for employment.

### **PRE-PROFESSIONAL PROGRAMS**

Such programs in the College of Science include Pre-Pharmacy, Biology and Chemistry Pre-med programs (undergraduate), a new joint program of Biology and Health Sciences in Pre-Podiatry (undergraduate), and the BS in Health Sciences program. Developing pre-professional health care programs is a high priority of the College because of the large growth potential of these programs as evidenced by the substantial increase in pre-pharmacy programs and a strong employment outlook for their graduates. This is being fostered by agreements with University of Toledo and NEOCOM pharmacy programs, the Ohio College of Podiatry, a revamped student pre-med organization, and pending 2+2 agreements with community colleges. All these initiatives are fueling a robust growth of the BS/MS degree in Health Sciences.

### **DOCTORAL REGULATORY BIOLOGY, DOCTORAL CLINICAL-BIOANALYTICAL CHEMISTRY, AND MASTERS IN MEDICAL PHYSICS PROGRAMS**

These solid growth graduate programs enjoy national and international visibility and are offered in partnership with the Cleveland Clinic Foundation.

### **ENVIRONMENTAL SCIENCES BS AND MS DEGREES**

The new undergraduate and graduate degree programs are based on a multi-disciplinary scientific field incorporating biology, chemistry and geology. This discipline has matured into an established field from its beginnings in the 1960s. The course offerings in BS and MS in Environmental Sciences are expected to continue to grow at high rates.

### **UNDERGRADUATE AND GRADUATE MATHEMATICS PROGRAMS**

Recent steady growth in these programs is attributed to the Math department's collaboration with the College of Education in delivering a program in Math Education.

Table 6: College of Urban Affairs: Fall Enrollment by Level and Major, 5-Year Trend

Department	Description	2000	2001	2002	2003	2004	Percent Change	
							1 Year	5 Year
<b>Bachelors</b>								
Urban Studies	Environmental Science	10	4	2	2	1	-50%	-90%
	Environmental Studies	18	17	16	9	12	33%	-34%
	Public Safety Management	4	20	20	36	28	-22%	600%
	Urban Services Administration	4	29	44	49	43	-12%	975%
Other Urban Affairs	Urban Studies	85	97	96	102	108	6%	27%
	Undecided Urban Affairs	67	71	68	57	84	47%	25%
	Urban Affairs Certificate				1			
<b>Total</b>		<b>188</b>	<b>238</b>	<b>246</b>	<b>256</b>	<b>276</b>	<b>8%</b>	<b>47%</b>
<b>Masters</b>								
Urban Studies	Environmental Studies	7	14	16	12	12	0%	71%
	Environmental Studies and Law			1				
	Non-Profit Management		6	3	3	6	100%	
	Public Administration (MPA)	99	138	160	153	138	-10%	39%
	Urban Economic Development				1	2	100%	
	Urban Geographic Information Systems		1	4		1		
	Urban Planning & Law			4	4			
	Urban Planning, Design & Development	28	39	34	53	53	0%	89%
Other Urban Affairs	Urban Real Estate Development & Finance		8	6	8	6	-25%	
	Urban Studies	29	27	26	18	18	0%	-38%
	Graduate Urban Affairs	39	60	111	82	76	-7%	95%
<b>Total</b>		<b>202</b>	<b>293</b>	<b>365</b>	<b>334</b>	<b>312</b>	<b>-7%</b>	<b>54%</b>
<b>Doctoral</b>								
Urban Studies	Urban Studies	46	55	59	49	49	0%	7%
<b>Urban Affairs Total</b>		<b>436</b>	<b>586</b>	<b>670</b>	<b>639</b>	<b>637</b>	<b>0%</b>	<b>46%</b>

### Maxine Goodman Levin College of Urban Affairs

- Overall, the College's enrollment increase for the 5-year period was 46%, compared to 2% for CSU.
- The undergraduate program degrees in Public Safety Management and Urban Services Administration contributed to the overall 27% increase in undergrad enrollment.
- Graduate enrollment increased by 54% (compared to CSU's 16%), led by the MUPDD (89%) and MPA (39%) programs.



Table 7: College of Law: Fall Enrollment by Level and Major, 5-Year Trend

Department	Description	2000	2001	2002	2003	2004	Percent Change	
							1 Year	5 Year
Law	Law	755	832	811	808	744	-8%	-1%
	Law and Environmental Studies			1	1	1	0%	
	Law and Urban Planning			2	1	4	300%	
	Master of Laws	4	1	2	4	3	-25%	-25%
<b>Law Total</b>		<b>759</b>	<b>833</b>	<b>816</b>	<b>814</b>	<b>752</b>	<b>-8%</b>	<b>-1%</b>

### Cleveland-Marshall College of Law

- The College of Law has instituted a class-reduction program to decrease class sizes. In conjunction with the class reduction program, last year's entering class was the strongest in the history of the law school: Law School Admission Test scores and undergraduate grade point averages were higher than any other year in the previous decade.
- The College of Law now has over one-half million books in its collection.
- More than half of the College's faculty have advanced degrees other than their law degrees.
- The National Jurist named Cleveland-Marshall College of Law the 21st top law school in the country for use of technology.
- The College conducts a faculty exchange program with Westminster University College of Law in London and co-sponsors a student summer law institute in St. Petersburg, Russia.
- Graduates of the College practice in 48 states, three territories, and the District of Columbia. They also practice in the countries of Europe, Asia, Africa, and Central America.
- Over the past six years the College of Law has held 22 symposia and conferences.
- During the past academic year the College of Law hosted 12 public lectures.

*Table 8: University Studies: Fall Enrollment by Level and Major, 5-Year Trend*

Department	Description	2000	2001	2002	2003	2004	Percent Change	
							1 Year	5 Year
Bachelors								
University Studies	University Studies	1,081	1,078	914	788	594	-25%	-45%
	Project 60	164	184	179	204	201	-1%	23%
	PSEOP	158	154	185	215	272	27%	72%
	SYAP	1			2			
	Undergraduate Nondegree	249	64	239	287	116	-60%	-53%
	Undergraduate Visiting			5	12	46	283%	
<b>University Studies Total</b>		<b>1,653</b>	<b>1,480</b>	<b>1,522</b>	<b>1,508</b>	<b>1,229</b>	<b>-19%</b>	<b>-26%</b>

## University Studies

### UNIVERSITY STUDIES

The University Studies is a classification assigned to students who do not meet minimum requirements for admission based on ACT/SAT scores and high school rank in specific Cleveland State University colleges. Students in this category may be at-risk or in need of remedial education. A substantive decline in this category is attributed to the publicity of new admission standards to begin in 2006. Some at-risk students may have chosen to attend other institutions.

### PROJECT 60

This program enables any Ohio resident, age 60 or older, to enroll in classes at Cleveland State University on a tuition-free basis. An increase in this student population may reflect the University's expanded efforts at community out-reach. Current policies promote attracting senior citizens with rich life experiences to campus in the hope that they will mentor younger students and contribute to the campus learning environment in numerous other ways.

### POST-SECONDARY ENROLLMENT OPTIONS PROGRAM (PSEOP)

This state-funded program offers qualified high school sophomores, juniors and seniors the opportunity to gain valuable college life experience and earn credit while supplementing their high school college preparatory curriculum. PSEOP student enrollment is increasing due to targeted recruitment and the pairing of the PESOP program with the new Honors Program. The dramatic rise in the enrollment of PSEOP students bodes well for the presence of prepared prospective students on campus.

### UNDERGRADUATE MAJOR IN THE DEPARTMENT OF UNIVERSITY STUDIES

This is a catch-all category for non-degree or undecided students, or for those with incomplete applications at the time of admission. A decline in this category reflects improvement in campus admissions and advising procedures, as well as the offering of pre-professional major categories in the Colleges of Science, Engineering and Business. These new categories do not denote acceptance in a program, only a desire on a student's part to pursue a field.

*Table 9: Undergraduate Non-Degree: Fall Enrollment by Level and Major, 5-Year Trend*

Department	Description	2000	2001	2002	2003	2004	Percent Change	
							1 Year	5 Year
Undergraduate Nondegree	Cross Registration Undergraduate	35	20	19	18	18	0%	-49%
	Undergraduate Nondegree	555	156	68	59	237	302%	-57%
<b>Undergraduate Non-Degree Total</b>		<b>590</b>	<b>176</b>	<b>87</b>	<b>77</b>	<b>255</b>	<b>231%</b>	<b>-57%</b>

*Table 10: Graduate Studies: Fall Enrollment by Level and Major, 5-Year Trend*

Department	Description	2000	2001	2002	2003	2004	Percent Change	
							1 Year	5 Year
Graduate Nondegree	Graduate Nondegree	1,296	342	221	144	86	-40%	-93%
	Graduate Visiting		2					
	Pre Accelerated MBA				2			
<b>Graduate Studies Total</b>		<b>1,296</b>	<b>344</b>	<b>221</b>	<b>146</b>	<b>86</b>	<b>-41%</b>	<b>-93%</b>

**Table 11: Dual Major Enrollment by College and Academic Level  
Fall 2004**

<b>Department</b>	<b>Major</b>	<b>Undergraduate</b>	<b>Graduate</b>	<b>Total</b>
<b>College of Business</b>				
Accounting	Accounting	2		2
	Financial Accounting & Audit		2	2
	Tax Program		1	1
Finance	Finance	3		3
Management & Labor Relations	Management & Labor Relations	1		1
Marketing	Marketing	3		3
Other Business	Business Economics	2		2
	International Business	2		2
<b>Total Business</b>		<b>13</b>	<b>3</b>	<b>16</b>
<b>College of Liberal Arts and Social Sciences</b>				
Anthropology	Anthropology	2		2
Art	Art	6		6
Communication	Communication	7		7
Economics	Economics	4		4
English	English	4	1	5
History	History	16		16
	Social Studies	29		29
	Linguistics	3		3
Interdisciplinary	Women's Studies	2		2
	Spanish	3		3
Modern Languages	Spanish	3		3
Music	Music	2	1	3
Philosophy	Philosophy	8		8
Political Science/IR	International Relations	1		1
	Political Science	5		5
	Religious Studies	3		3
Sociology	Sociology	8		8
	Social Science	2		2
<b>Total CLASS</b>		<b>105</b>	<b>2</b>	<b>107</b>
<b>Total Undergraduate First College</b>	<b>First College</b>	<b>1</b>		<b>1</b>
<b>Total CLASS &amp; First College</b>		<b>106</b>	<b>2</b>	<b>108</b>

*(Continued on next page)*

*Table 11: Dual Major Enrollment by College and Academic Level  
Fall 2004*

*(Continued from previous page)*

Department	Major	Undergraduate	Graduate	Total
<b>College of Education and Human Services</b>				
Nursing	Nursing Basic	1		1
	Nursing RN	1		1
Teachers Education	Middle Childhood Education	1		1
	Special Education	1		1
	Mild/Moderate Educational Need	1		1
<b>Total College of Education and Human Services</b>		<b>5</b>		<b>5</b>
<b>College of Engineering</b>				
Chemical & Biomedical Engineering	Chemical Engineering	2	3	5
Civil & Environmental Engineering	Civil Engineering	2		2
Electrical & Computer Engineering	Computer Engineering	1		1
Industrial & Manufacturing Engineering	Industrial & Manufacturing Engineering	1		1
<b>Total Engineering</b>		<b>6</b>	<b>3</b>	<b>9</b>
<b>College of Science</b>				
Biology, Geology & Environmental Science			1	1
Chemistry	Chemistry	1	3	4
Mathematics	Mathematics	1		1
Physics	Physics	3		3
Psychology	Psychology	5	2	7
Speech & Hearing	Speech & Hearing	1		1
<b>Total Science</b>		<b>11</b>	<b>6</b>	<b>17</b>
<b>College of Urban Affairs</b>				
Urban Studies	Urban Services Administration	3		3
	Urban Studies	2	1	3
<b>Total Urban Affairs</b>		<b>5</b>	<b>1</b>	<b>6</b>
<b>University Total</b>				<b>161</b>

**Table 12: College of Business  
Fall Enrollment by Class Standing and Student Credit Hours: 5-Year Trend**

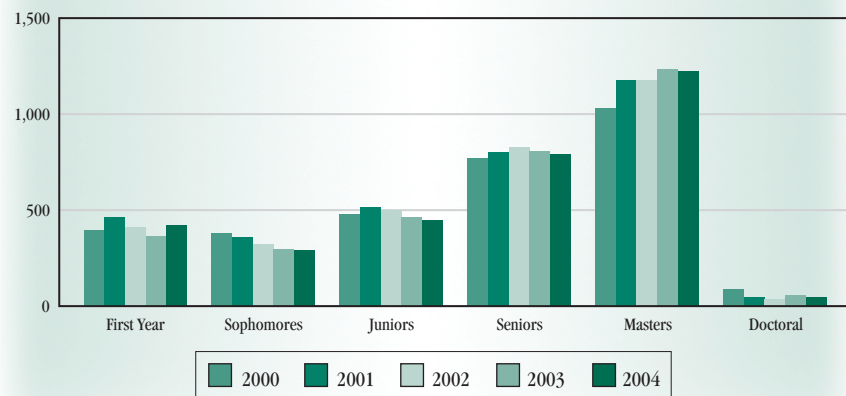
*Table 12.1: ENROLLMENT BY CLASS STANDING:*

Class Standing											Percent Change	
	2000	%	2001	%	2002	%	2003	%	2004	%	1 Year	5 Year
First Year	397	13%	461	14%	409	13%	361	11%	421	13%	17%	6%
Sophomores	378	12%	360	11%	322	10%	294	9%	291	9%	-1%	-23%
Juniors	480	15%	516	15%	499	15%	462	14%	449	14%	-3%	-6%
Seniors	769	24%	803	24%	825	25%	804	25%	791	25%	-2%	3%
Masters	1,032	33%	1,176	35%	1,174	36%	1,233	38%	1,225	38%	-1%	19%
Doctoral	85	3%	44	1%	36	1%	54	2%	47	1%	-13%	-45%
<b>Total</b>	<b>3,141</b>	<b>100%</b>	<b>3,360</b>	<b>100%</b>	<b>3,265</b>	<b>100%</b>	<b>3,208</b>	<b>100%</b>	<b>3,224</b>	<b>100%</b>	<b>0%</b>	<b>3%</b>

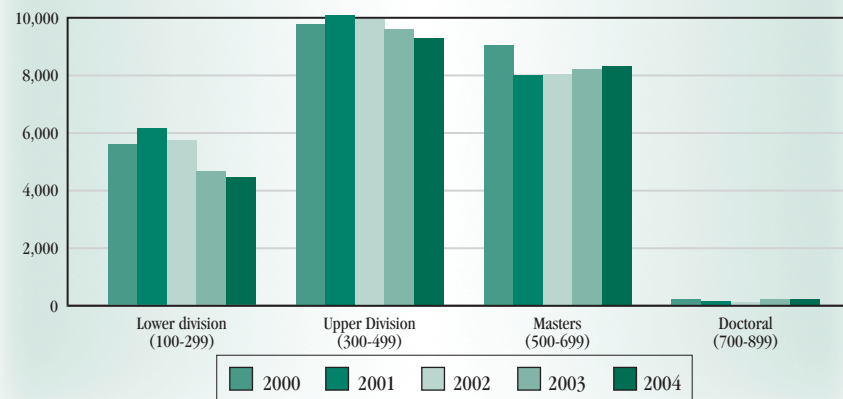
*Table 12.2: STUDENT CREDIT HOURS BY COURSE LEVEL:*

Course Level											Percent Change	
	2000	%	2001	%	2002	%	2003	%	2004	%	1 Year	5 Year
Lower (100–299)	5,599	23%	6,166	25%	5,760	24%	4,687	21%	4,450	20%	-5%	-21%
Upper (300–499)	9,767	40%	10,102	41%	9,953	42%	9,585	42%	9,301	42%	-3%	-5%
Masters (500–699)	9,042	37%	7,998	33%	8,038	34%	8,227	36%	8,305	37%	1%	-8%
Doctoral (700–899)	198	1%	129	1%	83	0%	196	1%	179	1%	-9%	-10%
<b>Total</b>	<b>24,606</b>	<b>100%</b>	<b>24,395</b>	<b>100%</b>	<b>23,834</b>	<b>100%</b>	<b>22,695</b>	<b>100%</b>	<b>22,235</b>	<b>100%</b>	<b>-2%</b>	<b>-10%</b>

*Figure 12.1: Student Enrollment by Class Standing*



*Figure 12.2: Student Credit Hours by Course Level*



**Table 13: College of Liberal Arts and Social Sciences  
Fall Enrollment by Class Standing and Student Credit Hours: 5-Year Trend**

**Table 13.1: ENROLLMENT BY CLASS STANDING:**

Class Standing											Percent Change	
	2000	%	2001	%	2002	%	2003	%	2004	%	1 Year	5 Year
First Year	789	23%	1,123	28%	972	23%	903	22%	542	18%	-40%	-31%
Sophomores	666	20%	724	18%	799	19%	760	18%	516	17%	-32%	-23%
Juniors	716	21%	742	18%	795	19%	797	19%	607	20%	-24%	-15%
Seniors	903	27%	982	24%	1,075	26%	1,128	27%	953	31%	-16%	6%
Masters	323	10%	445	11%	507	12%	561	14%	478	15%	-15%	48%
<b>Total</b>	<b>3,397</b>	<b>100%</b>	<b>4,016</b>	<b>100%</b>	<b>4,148</b>	<b>100%</b>	<b>4,149</b>	<b>100%</b>	<b>3,096</b>	<b>100%</b>	<b>-25%</b>	<b>-9%</b>

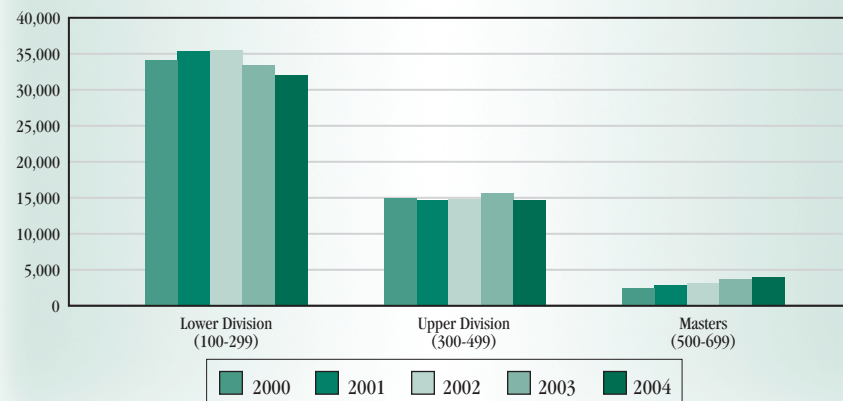
**Table 13.2: STUDENT CREDIT HOURS BY COURSE LEVEL:**

Course Level											Percent Change	
	2000	%	2001	%	2002	%	2003	%	2004	%	1 Year	5 Year
Lower (100 – 299)	34,133	65%	35,495	66%	35,610	65%	33,605	63%	32,243	63%	-4%	-6%
Upper (300 – 499)	15,125	29%	14,832	28%	14,979	28%	15,761	29%	14,690	29%	-7%	-3%
Masters (500 – 699)	2,925	6%	3,358	6%	3,866	7%	4,369	8%	4,393	9%	1%	50%
<b>Total</b>	<b>52,183</b>	<b>100%</b>	<b>53,691</b>	<b>100%</b>	<b>54,455</b>	<b>100%</b>	<b>53,758</b>	<b>100%</b>	<b>51,330</b>	<b>100%</b>	<b>-5%</b>	<b>-2%</b>

**Figure 13.1: Student Enrollment by Class Standing**



**Figure 13.2: Student Credit Hours by Course Level**



**Table 14: College of Education and Human Services  
Fall Enrollment by Class Standing and Student Credit Hours: 5-Year Trend**

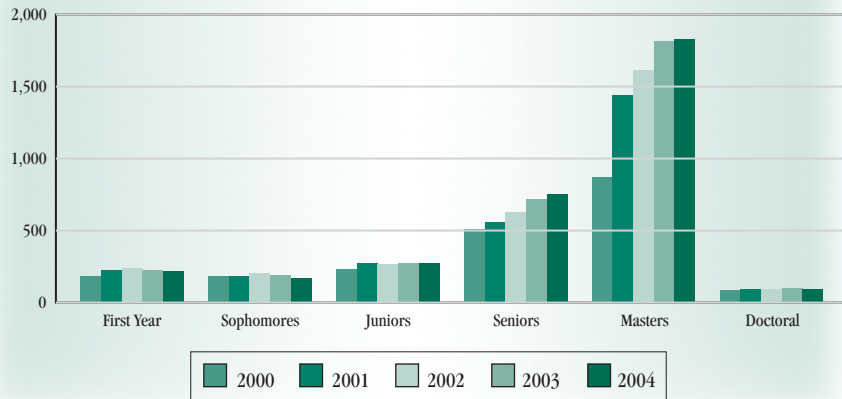
**Table 14.1: ENROLLMENT BY CLASS STANDING:**

Class Standing											Percent Change	
	2000	%	2001	%	2002	%	2003	%	2004	%	1 Year	5 Year
First Year	183	9%	228	8%	239	8%	224	7%	219	7%	-2%	20%
Sophomores	187	9%	181	7%	202	7%	193	6%	171	5%	-11%	-9%
Juniors	232	11%	273	10%	269	9%	276	8%	273	8%	-1%	18%
Seniors	507	24%	562	20%	631	21%	716	22%	752	23%	5%	48%
Masters	872	42%	1,439	52%	1,615	53%	1,813	55%	1,829	55%	1%	110%
Doctoral	89	4%	95	3%	92	3%	98	3%	97	3%	-1%	9%
<b>Total</b>	<b>2,070</b>	<b>100%</b>	<b>2,778</b>	<b>100%</b>	<b>3,048</b>	<b>100%</b>	<b>3,320</b>	<b>100%</b>	<b>3,341</b>	<b>100%</b>	<b>1%</b>	<b>61%</b>

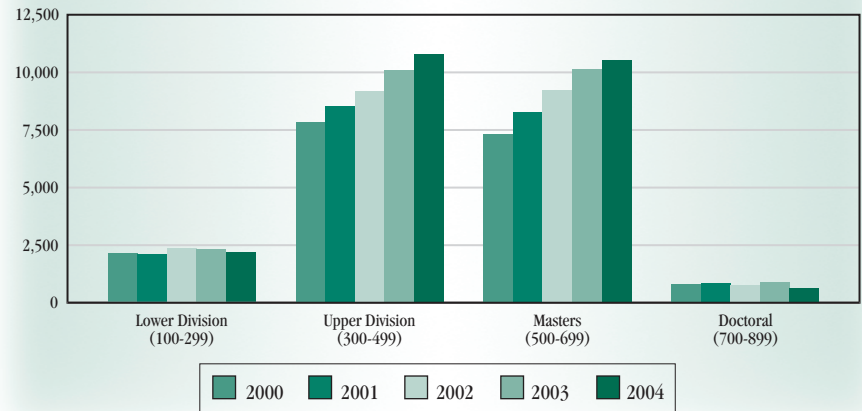
**Table 14.2: STUDENT CREDIT HOURS BY COURSE LEVEL:**

Course Level											Percent Change	
	2000	%	2001	%	2002	%	2003	%	2004	%	1 Year	5 Year
Lower (100 – 299)	2,141	12%	2,109	11%	2,371	11%	2,310	10%	2,193	9%	-5%	2%
Upper (300 – 499)	7,821	43%	8,519	43%	9,192	43%	10,087	43%	10,805	45%	7%	38%
Masters (500 – 699)	7,307	40%	8,277	42%	9,241	43%	10,139	43%	10,543	44%	4%	44%
Doctoral (700 – 899)	815	5%	864	4%	738	3%	900	4%	641	3%	-29%	-21%
<b>Total</b>	<b>18,084</b>	<b>100%</b>	<b>19,769</b>	<b>100%</b>	<b>21,542</b>	<b>100%</b>	<b>23,436</b>	<b>100%</b>	<b>24,182</b>	<b>100%</b>	<b>3%</b>	<b>34%</b>

**Figure 14.1: Student Enrollment by Class Standing**



**Figure 14.2: Student Credit Hours by Course Level**





**Table 15: College of Engineering  
Fall Enrollment by Class Standing and Student Credit Hours: 5-Year Trend**

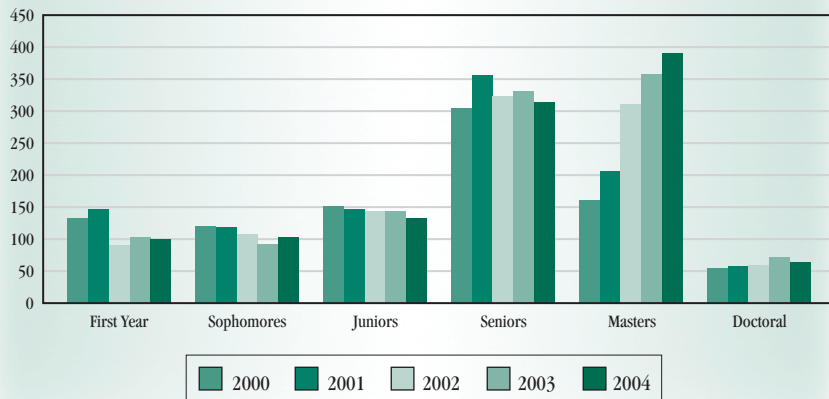
*Table 15.1: ENROLLMENT BY CLASS STANDING:*

Class Standing											Percent Change	
	2000	%	2001	%	2002	%	2003	%	2004	%	1 Year	5 Year
First Year	132	14%	146	14%	91	9%	102	9%	99	9%	-3%	-25%
Sophomores	120	13%	119	12%	108	10%	92	8%	103	9%	12%	-14%
Juniors	151	16%	146	14%	144	14%	143	13%	132	12%	-8%	-13%
Seniors	305	33%	356	35%	323	31%	331	30%	314	29%	-5%	3%
Masters	161	17%	206	20%	311	30%	358	33%	390	35%	9%	142%
Doctoral	55	6%	57	6%	59	6%	72	7%	63	6%	-13%	15%
<b>Total</b>	<b>924</b>	<b>100%</b>	<b>1,030</b>	<b>100%</b>	<b>1,036</b>	<b>100%</b>	<b>1,098</b>	<b>100%</b>	<b>1,101</b>	<b>100%</b>	<b>0%</b>	<b>19%</b>

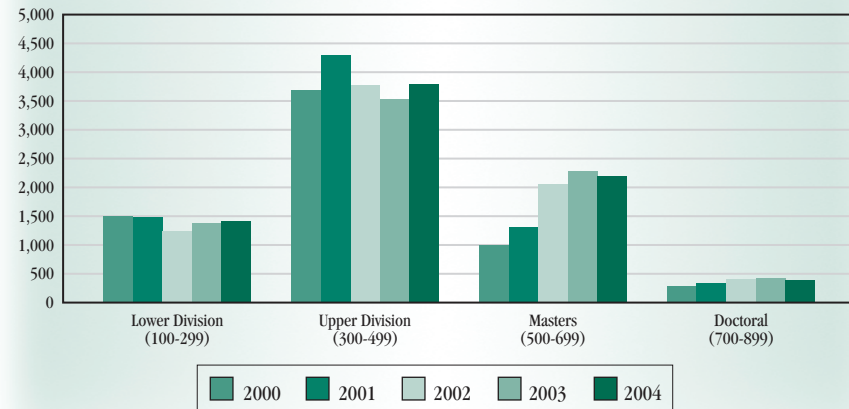
*Table 15.2: STUDENT CREDIT HOURS BY COURSE LEVEL:*

Course Level											Percent Change	
	2000	%	2001	%	2002	%	2003	%	2004	% of Total	1 Year	5 Year
Lower (100 – 299)	1,502	23%	1,484	20%	1,234	16%	1,372	18%	1,414	18%	3%	-6%
Upper (300 – 499)	3,692	57%	4,289	58%	3,773	50%	3,536	46%	3,800	49%	7%	3%
Masters (500 – 699)	990	15%	1,307	18%	2,057	28%	2,276	30%	2,197	28%	-3%	122%
Doctoral (700 – 899)	290	4%	331	4%	416	6%	425	6%	396	5%	-7%	37%
<b>Total</b>	<b>6,474</b>	<b>100%</b>	<b>7,411</b>	<b>100%</b>	<b>7,480</b>	<b>100%</b>	<b>7,609</b>	<b>100%</b>	<b>7,807</b>	<b>100%</b>	<b>3%</b>	<b>21%</b>

*Figure 15.1: Student Enrollment by Class Standing*



*Figure 15.2: Student Credit Hours by Course Level*



**Table 16: College of Science  
Fall Enrollment by Class Standing and Student Credit Hours: 5-Year Trend**

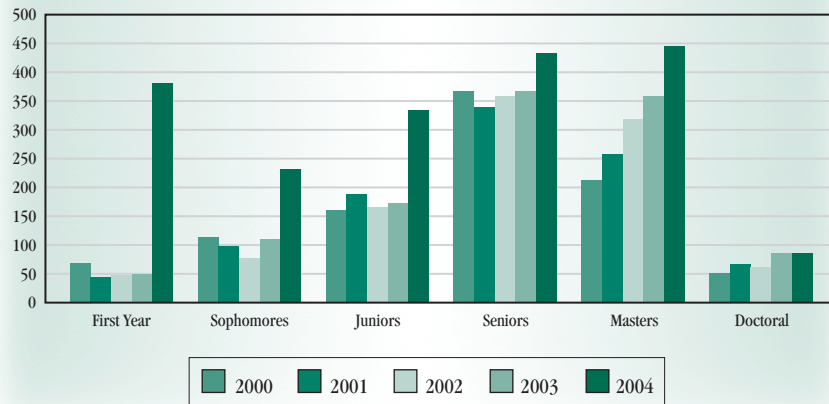
*Table 16.1: ENROLLMENT BY CLASS STANDING:*

Class Standing											Percent Change	
	2000	%	2001	%	2002	%	2003	%	2004	%	1 Year	5 Year
First Year	69	7%	44	4%	48	5%	49	4%	381	20%	678%	452%
Sophomores	113	12%	98	10%	76	7%	111	10%	231	12%	109%	105%
Juniors	161	17%	188	19%	165	16%	172	15%	335	18%	94%	108%
Seniors	367	38%	339	34%	359	35%	367	32%	433	23%	18%	18%
Masters	212	22%	258	26%	319	31%	359	31%	445	23%	24%	110%
Doctoral	52	5%	67	7%	61	6%	86	8%	86	4%	0%	65%
<b>Total</b>	<b>974</b>	<b>100%</b>	<b>994</b>	<b>100%</b>	<b>1,028</b>	<b>100%</b>	<b>1,144</b>	<b>100%</b>	<b>1,911</b>	<b>100%</b>	<b>67%</b>	<b>96%</b>

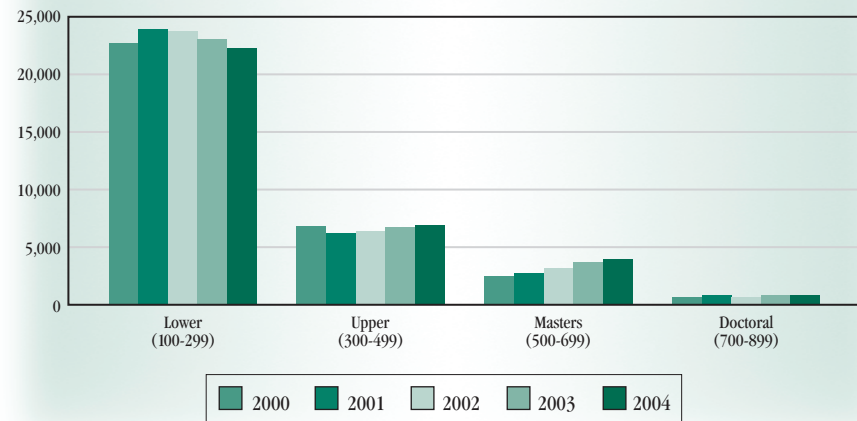
*Table 16.2: STUDENT CREDIT HOURS BY COURSE LEVEL:*

Course Level											Percent Change	
	2000	%	2001	%	2002	%	2003	%	2004	%	1 Year	5 Year
Lower (100 – 299)	22,330	69%	23,437	70%	23,570	69%	22,953	66%	22,085	65%	-4%	-2%
Upper (300 – 499)	7,246	22%	6,795	20%	7,015	20%	7,454	22%	7,454	22%	-1%	3%
Masters (500 – 699)	2,212	7%	2,542	8%	3,077	9%	3,605	10%	3,753	11%	4%	70%
Doctoral (700 – 899)	474	1%	560	2%	585	2%	684	2%	644	2%	-6%	36%
<b>Total</b>	<b>32,262</b>	<b>100%</b>	<b>33,334</b>	<b>100%</b>	<b>34,247</b>	<b>100%</b>	<b>34,735</b>	<b>100%</b>	<b>33,936</b>	<b>100%</b>	<b>-2%</b>	<b>5%</b>

*Figure 16.1: Student Enrollment by Class Standing*



*Figure 16.2: Student Credit Hours by Course Level*



\* The significant increase in Fall 2004 enrollment in College of Science is due to introduction of a new academic plan called “UNDCS” (Undecided College of Science)

**Table 17: College of Urban Affairs  
Fall Enrollment by Class Standing and Student Credit Hours: 5-Year Trend**

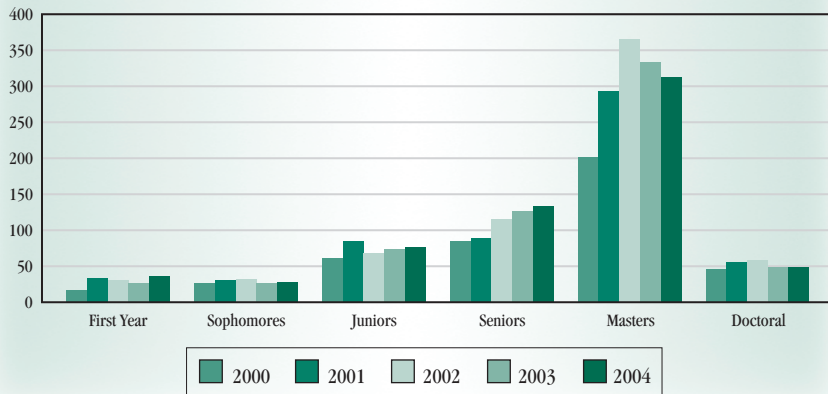
*Table 17.1: ENROLLMENT BY CLASS STANDING:*

Class Standing											Percent Change	
	2000	%	2001	%	2002	%	2003	%	2004	%	1 Year	5 Year
First Year	16	4%	34	6%	30	4%	27	4%	36	6%	33%	125%
Sophomores	26	6%	30	5%	33	5%	27	4%	29	4%	4%	8%
Juniors	61	14%	85	15%	68	10%	74	11%	76	12%	4%	25%
Seniors	85	19%	89	15%	115	17%	128	20%	135	21%	6%	58%
Masters	202	46%	293	50%	365	55%	334	52%	313	49%	-6%	55%
Doctoral	46	11%	55	9%	59	9%	49	8%	48	8%	-2%	4%
<b>Total</b>	<b>436</b>	<b>100%</b>	<b>586</b>	<b>100%</b>	<b>670</b>	<b>100%</b>	<b>639</b>	<b>100%</b>	<b>637</b>	<b>100%</b>	<b>0%</b>	<b>46%</b>

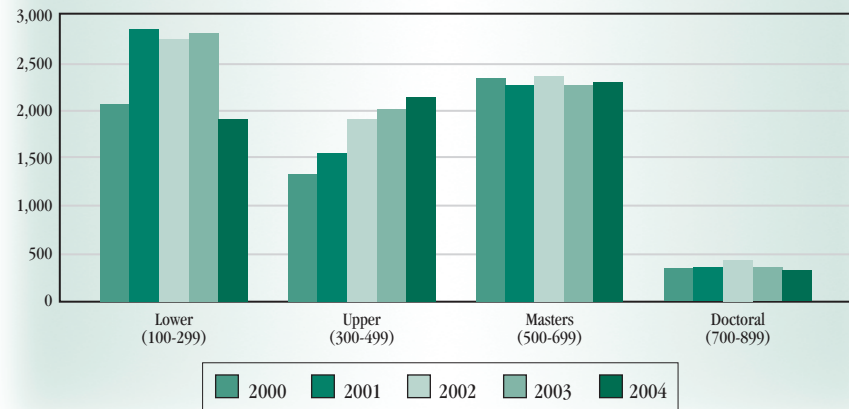
*Table 17.2: STUDENT CREDIT HOURS BY COURSE LEVEL:*

Course Level											Percent Change	
	2000	%	2001	%	2002	%	2003	%	2004	%	1 Year	5 Year
Lower (100 – 299)	2,031	33%	2,825	40%	2,733	37%	2,798	38%	1,884	28%	-33%	-7%
Upper (300 – 499)	1,348	22%	1,539	22%	1,885	25%	1,994	27%	2,129	32%	7%	58%
Masters (500 – 699)	2,348	38%	2,242	32%	2,359	32%	2,222	30%	2,321	35%	4%	-1%
Doctoral (700 – 899)	389	6%	385	6%	428	6%	356	5%	324	5%	-9%	-17%
<b>Total</b>	<b>6,116</b>	<b>100%</b>	<b>6,991</b>	<b>100%</b>	<b>7,405</b>	<b>100%</b>	<b>7,370</b>	<b>100%</b>	<b>6,658</b>	<b>100%</b>	<b>-10%</b>	<b>9%</b>

*Figure 17.1: Student Enrollment by Class Standing*



*Figure 17.2: Student Credit Hours by Course Level*



**Table 18: College of Law  
Fall Enrollment by Class Standing and Student Credit Hours: 5-Year Trend**

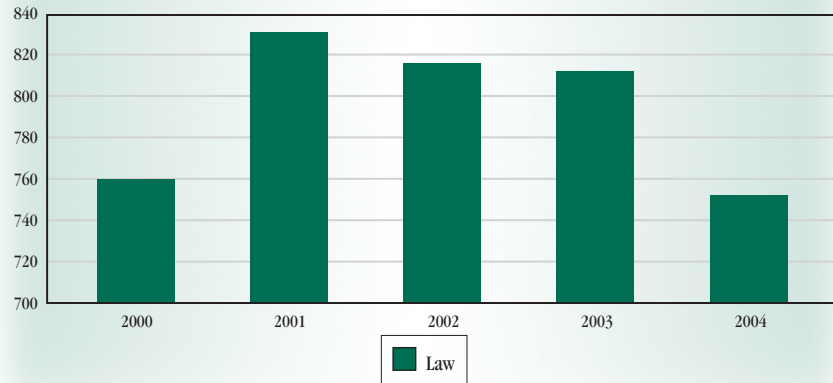
*Table 18.1: ENROLLMENT BY CLASS STANDING:*

Class Standing	2000		2001		2002		2003		2004		Percent Change	
	2000	%	2001	%	2002	%	2003	%	2004	%	1 Year	5 Year
Law	759	100%	833	100%	816	100%	814	100%	752	100%	-8%	-1%

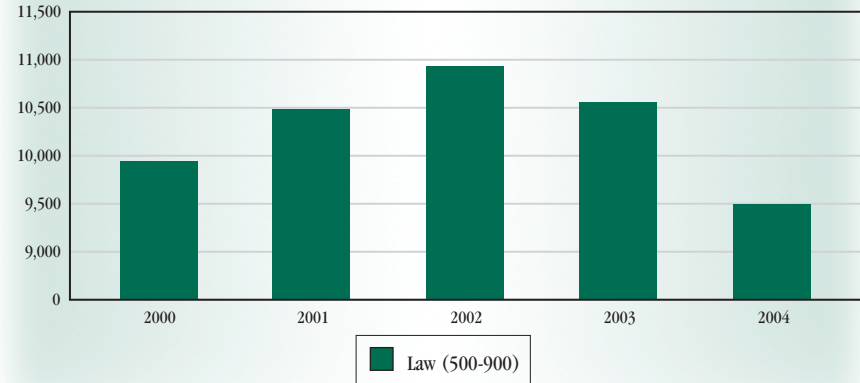
*Table 18.2: STUDENT CREDIT HOURS BY COURSE LEVEL:*

Course Level	2000		2001		2002		2003		2004		Percent Change	
	2000	%	2001	%	2002	%	2003	%	2004	%	1 Year	5 Year
Law (500-900)	9,917	100%	10,460	100%	10,907	100%	10,523	100%	9,466	100%	-10%	-5%

*Figure 18.1: Student Enrollment by Class Standing*



*Figure 18.2: Student Enrollment by Course Level*



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

*Table 19: University Studies*  
**Fall Enrollment by Class Standing and Student Credit Hours: 5-Year Trend**

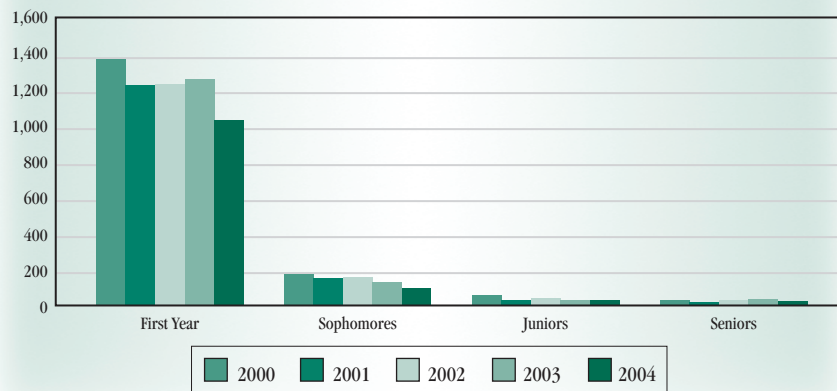
*Table 19.1: ENROLLMENT BY CLASS STANDING:*

Class Standing	2000	%	2001	%	2002	%	2003	%	2004	%	Percent Change	
											1 Year	5 Year
First Year	1,374	83%	1,272	86%	1,273	84%	1,305	87%	1,074	87%	-18%	-22%
Sophomores	178	11%	154	10%	169	11%	127	8%	97	8%	-24%	-46%
Juniors	62	4%	28	2%	37	2%	25	2%	25	2%	0%	-60%
Seniors	39	2%	26	2%	43	3%	51	3%	33	3%	-35%	-15%
<b>Total</b>	<b>1,653</b>	<b>100%</b>	<b>1,480</b>	<b>100%</b>	<b>1,522</b>	<b>100%</b>	<b>1,508</b>	<b>100%</b>	<b>1,229</b>	<b>100%</b>	<b>-19%</b>	<b>-26%</b>

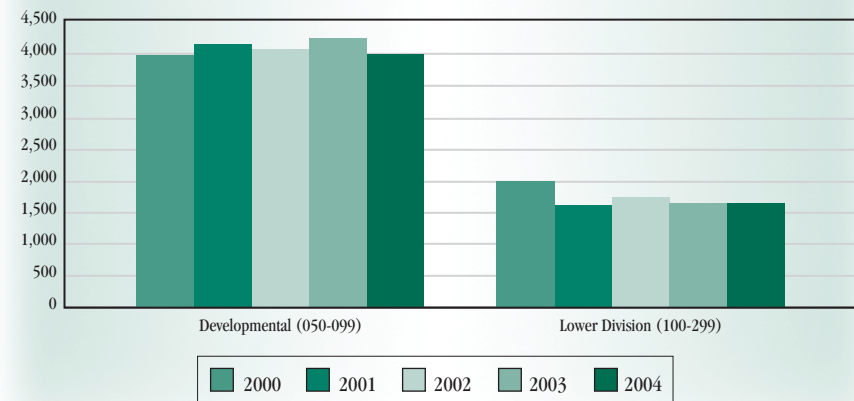
*Table 19.2: STUDENT CREDIT HOURS BY COURSE LEVEL:*

Course Level	2000	%	2001	%	2002	%	2003	%	2004	%	Percent Change	
											1 Year	5 Year
Developmental (050 – 099)	3,996	67%	4,211	73%	4,153	72%	4,246	73%	4,030	72%	-5%	0%
Lower (100 – 299)	1,967	33%	1,573	27%	1,630	28%	1,595	27%	1,590	28%	-2%	-10%
<b>Total</b>	<b>5,963</b>	<b>100%</b>	<b>5,784</b>	<b>100%</b>	<b>5,783</b>	<b>100%</b>	<b>5,841</b>	<b>100%</b>	<b>5,620</b>	<b>100%</b>	<b>-4%</b>	<b>-5%</b>

*Figure 19.1: Student Enrollment by Class Standing*



*Figure 19.2: Student Credit Hours by Course Level*



University Studies enrollment includes students enrolled in Project 60, PSEOP, SYAP, Undecided Non-Degree and regular University Studies Students.

Table 20: CSU Total Fall Enrollment by College and Race: 5-Year Trend

College	Race	2000		2001		2002		2003		2004		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 Year	5 Year
Business	White	1,837	58%	1,995	59%	1,932	59%	1,935	60%	1,973	61%	2%	7%
	Black	361	11%	407	12%	414	13%	415	13%	438	14%	6%	21%
	Hispanic	50	2%	52	2%	64	2%	74	2%	72	2%	-3%	44%
	Asian or Pacific Islander	129	4%	153	5%	173	5%	156	5%	129	4%	-17%	0%
	Native American	5	0%	6	0%	10	0%	9	0%	6	0%	-33%	20%
	Non-Resident Alien	417	13%	425	13%	382	12%	346	11%	334	10%	-3%	-20%
	Unknown	342	11%	322	10%	290	9%	273	9%	272	8%	-0%	-20%
	<b>Total</b>	<b>3,141</b>	<b>100%</b>	<b>3,360</b>	<b>100%</b>	<b>3,265</b>	<b>100%</b>	<b>3,208</b>	<b>100%</b>	<b>3,224</b>	<b>100%</b>	<b>0%</b>	<b>3%</b>
CLASS	White	2,121	62%	2,509	62%	2,591	62%	2,577	62%	1,922	62%	-25%	-9%
	Black	657	19%	792	20%	873	21%	917	22%	686	22%	-25%	4%
	Hispanic	87	3%	111	3%	125	3%	133	3%	89	3%	-33%	2%
	Asian or Pacific Islander	69	2%	81	2%	86	2%	71	2%	40	1%	-44%	-42%
	Native American	9	0%	12	0%	8	0%	10	0%	11	0%	10%	22%
	Non-Resident Alien	73	2%	71	2%	58	1%	65	2%	48	2%	-26%	-34%
	Unknown	381	11%	440	11%	407	10%	376	9%	300	10%	-20%	-21%
	<b>Total</b>	<b>3,397</b>	<b>100%</b>	<b>4,016</b>	<b>100%</b>	<b>4,148</b>	<b>100%</b>	<b>4,149</b>	<b>100%</b>	<b>3,096</b>	<b>100%</b>	<b>-25%</b>	<b>-9%</b>
First College	White	87	52%	90	61%	91	58%	78	55%	35	47%	-55%	-60%
	Black	47	28%	39	26%	38	24%	37	26%	28	38%	-24%	-40%
	Hispanic	4	2%	1	1%	2	1%	2	1%	1	1%	-50%	-75%
	Asian or Pacific Islander	0	0%	2	1%	2	1%	4	3%	3	4%	-25%	
	Native American	2	1%	1	1%	1	1%	2	1%	1	1%	-50%	-50%
	Non-Resident Alien	2	1%	0	0%	0	0%	0	0%	0	0%		-100%
	Unknown	24	14%	15	10%	23	15%	20	14%	6	8%	-70%	-75%
	<b>Total</b>	<b>166</b>	<b>100%</b>	<b>148</b>	<b>100%</b>	<b>157</b>	<b>100%</b>	<b>143</b>	<b>100%</b>	<b>74</b>	<b>100%</b>	<b>-48%</b>	<b>-55%</b>
Education	White	1,414	68%	1,912	69%	2,084	68%	2,286	69%	2,327	70%	2%	65%
	Black	387	19%	515	19%	574	19%	623	19%	564	17%	-9%	46%
	Hispanic	43	2%	67	2%	74	2%	86	3%	74	2%	-14%	72%
	Asian or Pacific Islander	22	1%	24	1%	27	1%	26	1%	25	1%	-4%	14%
	Native American	8	0%	7	0%	7	0%	9	0%	5	0%	-44%	-38%
	Non-Resident Alien	15	1%	26	1%	30	1%	31	1%	26	1%	-16%	73%
	Unknown	181	9%	227	8%	252	8%	259	8%	320	10%	24%	77%
	<b>Total</b>	<b>2,070</b>	<b>100.0%</b>	<b>2,778</b>	<b>100%</b>	<b>3,048</b>	<b>100%</b>	<b>3,320</b>	<b>100%</b>	<b>3,341</b>	<b>100%</b>	<b>1%</b>	<b>61%</b>
Engineering	White	570	62%	601	58%	537	52%	571	52%	566	51%	-1%	-1%
	Black	55	6%	58	6%	64	6%	70	6%	63	6%	-10%	15%
	Hispanic	20	2%	25	2%	20	2%	17	2%	15	1%	-12%	-25%
	Asian or Pacific Islander	37	4%	31	3%	26	3%	38	3%	47	4%	24%	27%
	Native American	3	0%	1	0%	2	0%	1	0%	1	0%	0%	-67%
	Non-Resident Alien	149	16%	203	20%	293	28%	320	29%	325	30%	2%	118%
	Unknown	90	10%	112	11%	94	9%	81	7%	84	7%	4%	-7%
	<b>Total</b>	<b>924</b>	<b>100%</b>	<b>1,031</b>	<b>100%</b>	<b>1,036</b>	<b>100.0%</b>	<b>1,098</b>	<b>100%</b>	<b>1,101</b>	<b>100%</b>	<b>0%</b>	<b>19%</b>

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Table 20: CSU Total Fall Enrollment by College and Race: 5-Year Trend

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College	Race	2000		2001		2002		2003		2004		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 Year	5 Year
Science	White	617	63%	651	65%	676	66%	761	67%	1,201	63%	58%	95%
	Black	139	14%	141	14%	129	13%	140	12%	324	17%	131%	133%
	Hispanic	22	2%	20	2%	24	2%	27	2%	45	2%	67%	105%
	Asian or Pacific Islander	30	3%	26	3%	30	3%	35	3%	72	4%	106%	140%
	Native American	4	0%	3	0%	2	0%	3	0%	1	0%	-67%	-75%
	Non-Resident Alien	60	6%	59	6%	72	7%	81	7%	98	5%	21%	63%
	Unknown	102	10%	94	9%	95	9%	97	8%	170	9%	75%	67%
	<b>Total</b>	<b>974</b>	<b>100%</b>	<b>994</b>	<b>100%</b>	<b>1,028</b>	<b>100%</b>	<b>1,144</b>	<b>100%</b>	<b>1,911</b>	<b>100%</b>	<b>67%</b>	<b>96%</b>
Urban Affairs	White	221	51%	308	53%	362	54%	360	56%	355	56%	-1%	60%
	Black	146	33%	182	31%	210	31%	181	28%	187	29%	3%	28%
	Hispanic	10	2%	17	3%	20	3%	17	3%	11	2%	-35%	10%
	Asian or Pacific Islander	2	0%	4	1%	8	1%	6	1%	5	1%	-17%	150%
	Native American	0	0%	2	0%	0	0%	0	0%	1	0%		
	Non-Resident Alien	11	3%	13	2%	15	2%	21	3%	20	3%	-5%	82%
	Unknown	46	11%	60	10%	55	8%	54	8%	58	9%	7%	26%
	<b>Total</b>	<b>436</b>	<b>100.0%</b>	<b>586</b>	<b>100%</b>	<b>670</b>	<b>100%</b>	<b>639</b>	<b>100%</b>	<b>637</b>	<b>100%</b>	<b>-0%</b>	<b>46%</b>
Law	White	619	82%	704	85%	692	85%	703	86%	607	81%	-14%	-2%
	Black	57	8%	55	7%	48	6%	44	5%	48	6%	9%	-16%
	Hispanic	14	2%	17	2%	22	3%	20	2%	24	3%	20%	71%
	Asian or Pacific Islander	11	1%	14	2%	21	3%	22	3%	27	4%	23%	145%
	Native American	2	0%	1	0%	2	0%	2	0%	2	0%	0%	0%
	Non-Resident Alien	12	2%	10	1%	9	1%	9	1%	10	1%	11%	-17%
	Unknown	44	6%	32	4%	22	3%	14	2%	34	5%	143%	-23%
	<b>Total</b>	<b>759</b>	<b>100%</b>	<b>833</b>	<b>100%</b>	<b>816</b>	<b>100%</b>	<b>814</b>	<b>100%</b>	<b>752</b>	<b>100%</b>	<b>-8%</b>	<b>-1%</b>
University Studies	White	820	50%	711	48%	730	48%	707	47%	508	41%	-28%	-38%
	Black	467	28%	464	31%	458	30%	450	30%	365	30%	-19%	-22%
	Hispanic	51	3%	58	4%	57	4%	48	3%	30	2%	-38%	-41%
	Asian or Pacific Islander	61	4%	52	4%	57	4%	46	3%	34	3%	-26%	-44%
	Native American	11	1%	4	0%	2	0%	3	0%	7	1%	133%	-36%
	Non-Resident Alien	11	1%	7	0%	9	1%	9	1%	2	0%	-78%	-82%
	Unknown	232	14%	184	12%	209	14%	245	16%	283	23%	16%	22%
	<b>Total</b>	<b>1,653</b>	<b>100%</b>	<b>1,480</b>	<b>100%</b>	<b>1,522</b>	<b>100%</b>	<b>1,508</b>	<b>100%</b>	<b>1,229</b>	<b>100%</b>	<b>-19%</b>	<b>-26%</b>

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Table 20: CSU Total Fall Enrollment by College and Race: 5-Year Trend

College	Race	2000		2001		2002		2003		2004		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 Year	5 Year
Undergraduate	White	352	60%	112	64%	42	48%	35	45%	147	58%	320%	-58%
Non-Degree	Black	78	13%	19	11%	14	16%	13	17%	28	11%	115%	-64%
	Hispanic	11	2%	1	1%	0	0%	1	1%	6	2%	500%	-45%
	Asian or Pacific Islander	19	3%	4	2%	4	5%	7	9%	9	4%	29%	-53%
	Native American	2	0%	1	1%	1	1%	1	1%	0	0%	-100%	-100%
	Non-Resident Alien	20	3%	4	2%	1	1%	0	0%	8	3%		-60%
	Unknown	108	18%	35	20%	25	29%	20	26%	57	22%	185%	-47%
	<b>Total</b>		<b>590</b>	<b>100%</b>	<b>176</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>77</b>	<b>100%</b>	<b>255</b>	<b>100%</b>	<b>231%</b>
Graduate Studies	White	734	57%	180	52%	101	46%	75	51%	51	59%	-32%	-93%
	Black	283	22%	99	29%	75	34%	41	28%	21	24%	-49%	-93%
	Hispanic	32	2%	11	3%	10	5%	4	3%	2	2%	-50%	-94%
	Asian or Pacific Islander	31	2%	2	1%	3	1%	1	1%	2	2%	100%	-94%
	Native American	2	0%	0	0%	1	0%	0	0%	0	0%		-100%
	Non-Resident Alien	31	2%	6	2%	3	1%	1	1%	1	1%	0%	-97%
	Unknown	183	14%	46	13%	28	13%	24	16%	9	10%	-63%	-95%
<b>Total</b>		<b>1,296</b>	<b>100%</b>	<b>344</b>	<b>100%</b>	<b>221</b>	<b>100%</b>	<b>146</b>	<b>100%</b>	<b>86</b>	<b>100%</b>	<b>-41%</b>	<b>-93%</b>
University	White	9,392	61%	9,773	62%	9,838	61%	10,088	62%	9,692	62%	-4%	3%
	Black	2,677	17%	2,771	18%	2,897	18%	2,931	18%	2,752	18%	-6%	3%
	Hispanic	344	2%	380	2%	418	3%	429	3%	369	2%	-14%	7%
	Asian or Pacific Islander	411	3%	393	2%	437	3%	412	3%	393	3%	-5%	-4%
	Native American	48	0%	38	0%	36	0%	40	0%	35	0%	-13%	-27%
	Non-Resident Alien	801	5%	824	5%	872	5%	883	5%	872	6%	-1%	9%
	Unknown	1,733	11%	1,567	10%	1,500	9%	1,463	9%	1,593	10%	9%	-8%
	<b>Total</b>		<b>15,406</b>	<b>100%</b>	<b>15,746</b>	<b>100%</b>	<b>15,998</b>	<b>100%</b>	<b>16,246</b>	<b>100%</b>	<b>15,706</b>	<b>100%</b>	<b>-3%</b>

### 5-Year Change Highlights

- In the College of Business, Black (21%) & Hispanic (44%) enrollment has increased significantly, whereas Non-Resident Alien dropped by 20%.
- In COEHS enrollment in all races have increased significantly except Native American.
- In the College of Engineering, Non-Resident Alien enrollment has increased by 118%. Asian (27%) & Black (15%) enrollment also increased.
- In the College of Science, the highest growth is in Black, Asian & Hispanic enrollment. Overall the enrollment has increased in every category except Native American (\*The significant increase in Fall 2004 enrollment in the College of Science is due to the introduction of a new academic plan called "UNDCS" (Undecided College of Science), PENGR (Pre Engineering), PNUR (Pre Nursing), CSPBUND (College of Science Undecided) and other new codes.
- In the College of Urban Affairs, the highest increase is in Asian enrollment. Overall the College has experienced a positive growth in every category.
- In the College of Law, Asian and Hispanic enrollment increased significantly.
- At the University level, enrollment has increased between 3% to 9% except for Native American and Asian.



Table 21: CSU Undergraduate Fall Enrollment by College &amp; Race

College	Race	2000		2001		2002		2003		2004		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 Year	5 Year
Business	White	1,263	62%	1,330	62%	1,275	62%	1,210	63%	1,261	65%	4%	-0%
	Black	289	14%	302	14%	296	14%	313	16%	345	18%	10%	19%
	Hispanic	40	2%	41	2%	45	2%	54	3%	55	3%	2%	38%
	Asian or Pacific Islander	80	4%	107	5%	122	6%	96	5%	72	4%	-25%	-10%
	Native American	3	0%	4	0%	7	0%	5	0%	3	0%	-40%	0%
	Non-Resident Alien	94	5%	121	6%	106	5%	82	4%	81	4%	-1%	-14%
	Unknown	255	13%	235	11%	204	10%	161	8%	135	7%	-16%	-47%
	<b>Total</b>		<b>2,024</b>	<b>100%</b>	<b>2,140</b>	<b>100%</b>	<b>2,055</b>	<b>100%</b>	<b>1,921</b>	<b>100%</b>	<b>1,952</b>	<b>100%</b>	<b>2%</b>
CLASS	White	1,901	62%	2,238	63%	2,267	62%	2,216	62%	1,630	62%	-26%	-14%
	Black	624	20%	708	20%	786	22%	814	23%	579	22%	-29%	-7%
	Hispanic	81	3%	101	3%	112	3%	120	3%	84	3%	-30%	4%
	Asian or Pacific Islander	65	2%	74	2%	71	2%	63	2%	35	1%	-44%	-46%
	Native American	6	0%	9	0%	6	0%	8	0%	11	0%	38%	83%
	Non-Resident Alien	51	2%	58	2%	44	1%	46	1%	32	1%	-30%	-37%
	Unknown	346	11%	383	11%	355	10%	321	9%	247	9%	-23%	-29%
	<b>Total</b>		<b>3,074</b>	<b>100%</b>	<b>3,571</b>	<b>100%</b>	<b>3,641</b>	<b>100%</b>	<b>3,588</b>	<b>100%</b>	<b>2,618</b>	<b>100%</b>	<b>-27%</b>
First College	White	87	52%	90	61%	91	58%	78	55%	35	47%	-55%	-60%
	Black	47	28%	39	26%	38	24%	37	26%	28	38%	-24%	-40%
	Hispanic	4	2%	1	1%	2	1%	2	1%	1	1%	-50%	-75%
	Asian or Pacific Islander	0	0%	2	1%	2	1%	4	3%	3	4%	-25%	0%
	Native American	2	1%	1	1%	1	1%	2	1%	1	1%	-50%	-50%
	Non-Resident Alien	2	1%	0	0%	0	0%	0	0%	0	0%	0%	-100%
	Unknown	24	14%	15	10%	23	15%	20	14%	6	8%	-70%	-75%
	<b>Total</b>		<b>166</b>	<b>100%</b>	<b>148</b>	<b>100%</b>	<b>157</b>	<b>100%</b>	<b>143</b>	<b>100%</b>	<b>74</b>	<b>100%</b>	<b>-48%</b>
Education	White	767	69%	859	69%	952	71%	1,020	72%	1,045	74%	2%	36%
	Black	179	16%	197	16%	196	15%	216	15%	194	14%	-10%	8%
	Hispanic	31	3%	37	3%	37	3%	31	2%	37	3%	19%	19%
	Asian or Pacific Islander	16	1%	15	1%	17	1%	16	1%	15	1%	-6%	-6%
	Native American	7	1%	5	0%	4	0%	2	0%	1	0%	-50%	-86%
	Non-Resident Alien	5	0%	12	1%	12	1%	13	1%	14	1%	8%	180%
	Unknown	104	9%	119	10%	123	9%	111	8%	109	8%	-2%	5%
	<b>Total</b>		<b>1,109</b>	<b>100%</b>	<b>1,244</b>	<b>100%</b>	<b>1,341</b>	<b>100%</b>	<b>1,409</b>	<b>100%</b>	<b>1,415</b>	<b>100%</b>	<b>0%</b>

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**Table 21: CSU Fall Undergraduate Enrollment by College & Race**

*(Continued from previous page)*

College	Race	2000		2001		2002		2003		2004		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 Year	5 Year
Engineering	White	499	70%	529	69%	458	69%	472	71%	459	71%	-3%	-8%
	Black	51	7%	50	7%	56	8%	62	9%	53	8%	-15%	4%
	Hispanic	14	2%	21	3%	15	2%	14	2%	13	2%	-7%	-7%
	Asian or Pacific Islander	31	4%	26	3%	19	3%	24	4%	28	4%	17%	-10%
	Native American	2	0%	1	0%	2	0%	1	0%	1	0%	0%	-50%
	Non-Resident Alien	32	5%	47	6%	39	6%	32	5%	30	5%	-6%	-6%
	Unknown	79	11%	93	12%	77	12%	63	9%	64	10%	2%	-19%
	<b>Total</b>	<b>708</b>	<b>100%</b>	<b>767</b>	<b>100%</b>	<b>666</b>	<b>100%</b>	<b>668</b>	<b>100%</b>	<b>648</b>	<b>100%</b>	<b>-3%</b>	<b>-8%</b>
Science	White	443	62%	423	63%	413	64%	465	67%	857	62%	84%	94%
	Black	121	17%	119	18%	100	15%	102	15%	267	19%	162%	121%
	Hispanic	20	3%	16	2%	16	2%	18	3%	40	3%	122%	100%
	Asian or Pacific Islander	28	4%	24	4%	25	4%	26	4%	64	5%	146%	129%
	Native American	4	1%	3	0%	2	0%	2	0%	1	0%	-50%	-75%
	Non-Resident Alien	10	1%	11	2%	17	3%	17	2%	20	1%	18%	100%
	Unknown	84	12%	73	11%	75	12%	69	10%	131	9%	90%	56%
	<b>Total</b>	<b>710</b>	<b>100%</b>	<b>669</b>	<b>100%</b>	<b>649</b>	<b>100%</b>	<b>699</b>	<b>100%</b>	<b>1,380</b>	<b>100%</b>	<b>97%</b>	<b>95%</b>
Urban Affairs	White	91	48%	124	52%	127	51%	142	55%	154	55%	9%	67%
	Black	64	34%	77	32%	90	37%	80	31%	93	34%	16%	45%
	Hispanic	3	2%	6	3%	7	3%	7	3%	7	3%	0%	133%
	Asian or Pacific Islander	0	0%	1	0%	1	0%	1	0%	2	1%	100%	0%
	Native American	0	0%	1	0%	0	0%	0	0%	0	0%	0%	0%
	Non-Resident Alien	1	1%	0	0%	0	0%	0	0%	0	0%	0%	-100%
	Unknown	29	15%	29	12%	21	9%	26	10%	20	7%	-23%	-31%
	<b>Total</b>	<b>188</b>	<b>100%</b>	<b>238</b>	<b>100%</b>	<b>246</b>	<b>100%</b>	<b>256</b>	<b>100%</b>	<b>276</b>	<b>100%</b>	<b>8%</b>	<b>46%</b>
University Studies	White	820	50%	711	48%	730	48%	707	47%	508	41%	-28%	-38%
	Black	467	28%	464	31%	458	30%	450	30%	365	30%	-19%	-22%
	Hispanic	51	3%	58	4%	57	4%	48	3%	30	2%	-38%	-41%
	Asian or Pacific Islander	61	4%	52	4%	57	4%	46	3%	34	3%	-26%	-44%
	Native American	11	1%	4	0%	2	0%	3	0%	7	1%	133%	-36%
	Non-Resident Alien	11	1%	7	0%	9	1%	9	1%	2	0%	-78%	-82%
	Unknown	232	14%	184	12%	209	14%	245	16%	283	23%	16%	22%
	<b>Total</b>	<b>1,653</b>	<b>100%</b>	<b>1,480</b>	<b>100%</b>	<b>1,522</b>	<b>100%</b>	<b>1,508</b>	<b>100%</b>	<b>1,229</b>	<b>100%</b>	<b>-19%</b>	<b>-26%</b>

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Table 21: CSU Undergraduate Fall Enrollment by College &amp; Race: 5-Year Trend

(Continued from previous page)

College	Race	2000		2001		2002		2003		2004		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 Year	5 Year
Undergraduate	White	352	60%	112	64%	42	48%	35	45%	147	58%	320%	-58%
Non-Degree	Black	78	13%	19	11%	14	16%	13	17%	28	11%	115%	-64%
	Hispanic	11	2%	1	1%	0	0%	1	1%	6	2%	500%	-45%
	Asian or Pacific Islander	19	3%	4	2%	4	5%	7	9%	9	4%	29%	-53%
	Native American	2	0%	1	1%	1	1%	1	1%	0	0%	-100%	-100%
	Non-Resident Alien	20	3%	4	2%	1	1%	0	0%	8	3%	0%	-60%
	Unknown	108	18%	35	20%	25	29%	20	26%	57	22%	185%	-47%
	<b>Total</b>	<b>590</b>	<b>100%</b>	<b>176</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>77</b>	<b>100%</b>	<b>255</b>	<b>100%</b>	<b>231%</b>	<b>-57%</b>
<b>Undergraduate</b>	<b>White</b>	<b>6,223</b>	<b>61%</b>	<b>6,416</b>	<b>61%</b>	<b>6,355</b>	<b>61%</b>	<b>6,345</b>	<b>62%</b>	<b>6,096</b>	<b>62%</b>	<b>-4%</b>	<b>-2%</b>
<b>Total</b>	<b>Black</b>	<b>1,920</b>	<b>19%</b>	<b>1,975</b>	<b>19%</b>	<b>2,034</b>	<b>20%</b>	<b>2,087</b>	<b>20%</b>	<b>1,952</b>	<b>20%</b>	<b>-6%</b>	<b>2%</b>
	<b>Hispanic</b>	<b>255</b>	<b>2%</b>	<b>282</b>	<b>3%</b>	<b>291</b>	<b>3%</b>	<b>295</b>	<b>3%</b>	<b>273</b>	<b>3%</b>	<b>-7%</b>	<b>7%</b>
	<b>Asian or Pacific Islander</b>	<b>300</b>	<b>3%</b>	<b>305</b>	<b>3%</b>	<b>318</b>	<b>3%</b>	<b>283</b>	<b>3%</b>	<b>262</b>	<b>3%</b>	<b>-7%</b>	<b>-13%</b>
	<b>Native American</b>	<b>37</b>	<b>0%</b>	<b>29</b>	<b>0%</b>	<b>25</b>	<b>0%</b>	<b>24</b>	<b>0%</b>	<b>25</b>	<b>0%</b>	<b>4%</b>	<b>-32%</b>
	<b>Non-Resident Alien</b>	<b>226</b>	<b>2%</b>	<b>260</b>	<b>2%</b>	<b>228</b>	<b>2%</b>	<b>199</b>	<b>2%</b>	<b>187</b>	<b>2%</b>	<b>-6%</b>	<b>-17%</b>
	<b>Unknown</b>	<b>1,261</b>	<b>12%</b>	<b>1,166</b>	<b>11%</b>	<b>1,112</b>	<b>11%</b>	<b>1,036</b>	<b>10%</b>	<b>1,052</b>	<b>11%</b>	<b>2%</b>	<b>-17%</b>
	<b>Total</b>	<b>10,222</b>	<b>100%</b>	<b>10,433</b>	<b>100%</b>	<b>10,363</b>	<b>100%</b>	<b>10,269</b>	<b>100%</b>	<b>9,847</b>	<b>100%</b>	<b>-4%</b>	<b>-4%</b>

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

**Table 22: CSU Graduate and Law Fall Enrollment by College & Race: 5-Year Trend**

College	Race	2000		2001		2002		2003		2004		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 Year	5 Year
Business	White	574	51%	665	55%	657	54%	725	56%	712	56%	-2%	24%
	Black	72	6%	105	9%	118	10%	102	8%	93	7%	-9%	29%
	Hispanic	10	1%	11	1%	19	2%	20	2%	17	1%	-15%	70%
	Asian or Pacific Islander	49	4%	46	4%	51	4%	60	5%	57	4%	-5%	16%
	Native American	2	0%	2	0%	3	0%	4	0%	3	0%	-25%	50%
	Non-Resident Alien	323	29%	304	25%	276	23%	264	21%	253	20%	-4%	-22%
	Unknown	87	8%	87	7%	86	7%	112	9%	137	11%	22%	57%
	<b>Total</b>	<b>1,117</b>	<b>100%</b>	<b>1,220</b>	<b>100%</b>	<b>1,210</b>	<b>100%</b>	<b>1,287</b>	<b>100%</b>	<b>1,272</b>	<b>100%</b>	<b>-1%</b>	<b>14%</b>
CLASS	White	220	68%	271	61%	324	64%	361	64%	292	61%	-19%	33%
	Black	33	10%	84	19%	87	17%	103	18%	107	22%	4%	224%
	Hispanic	6	2%	10	2%	13	3%	13	2%	5	1%	-62%	-17%
	Asian or Pacific Islander	4	1%	7	2%	15	3%	8	1%	5	1%	-38%	25%
	Native American	3	1%	3	1%	2	0%	2	0%	0	0%	-100%	-100%
	Non-Resident Alien	22	7%	13	3%	14	3%	19	3%	16	3%	-16%	-27%
	Unknown	35	11%	57	13%	52	10%	55	10%	53	11%	-4%	51%
	<b>Total</b>	<b>323</b>	<b>100%</b>	<b>445</b>	<b>100%</b>	<b>507</b>	<b>100%</b>	<b>561</b>	<b>100%</b>	<b>478</b>	<b>100%</b>	<b>-15%</b>	<b>48%</b>
Education	White	647	67%	1,053	69%	1,132	66%	1,266	66%	1,282	67%	1%	98%
	Black	208	22%	318	21%	378	22%	407	21%	370	19%	-9%	78%
	Hispanic	12	1%	30	2%	37	2%	55	3%	37	2%	-33%	208%
	Asian or Pacific Islander	6	1%	9	1%	10	1%	10	1%	10	1%	0%	67%
	Native American	1	0%	2	0%	3	0%	7	0%	4	0%	-43%	300%
	Non-Resident Alien	10	1%	14	1%	18	1%	18	1%	12	1%	-33%	20%
	Unknown	77	8%	108	7%	129	8%	148	8%	211	11%	43%	174%
	<b>Total</b>	<b>961</b>	<b>100%</b>	<b>1,534</b>	<b>100%</b>	<b>1,707</b>	<b>100%</b>	<b>1,911</b>	<b>100%</b>	<b>1,926</b>	<b>100%</b>	<b>1%</b>	<b>100%</b>
Engineering	White	71	33%	72	27%	79	21%	99	23%	107	24%	8%	51%
	Black	4	2%	8	3%	8	2%	8	2%	10	2%	25%	150%
	Hispanic	6	3%	4	2%	5	1%	3	1%	2	0%	-33%	-67%
	Asian or Pacific Islander	6	3%	5	2%	7	2%	14	3%	19	4%	36%	217%
	Native American	1	0%	0	0%	0	0%	0	0%	0	0%	0%	-100%
	Non-Resident Alien	117	54%	156	59%	254	69%	288	67%	295	65%	2%	152%
	Unknown	11	5%	19	7%	17	5%	18	4%	20	4%	11%	82%
	<b>Total</b>	<b>216</b>	<b>100%</b>	<b>264</b>	<b>100%</b>	<b>370</b>	<b>100%</b>	<b>430</b>	<b>100%</b>	<b>453</b>	<b>100%</b>	<b>5%</b>	<b>110%</b>

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Table 22: CSU Graduate &amp; Law Fall Enrollment by College &amp; Race: 5-Year Trend

(Continued from previous page)

College	Race	2000		2001		2002		2003		2004		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 Year	5 Year
Science	White	174	66%	228	70%	263	69%	296	67%	344	65%	16%	98%
	Black	18	7%	22	7%	29	8%	38	9%	57	11%	50%	217%
	Hispanic	2	1%	4	1%	8	2%	9	2%	5	1%	-44%	150%
	Asian or Pacific Islander	2	1%	2	1%	5	1%	9	2%	8	2%	-11%	300%
	Native American	0	0%	0	0%	0	0%	1	0%	0	0%	-100%	0%
	Non-Resident Alien	50	19%	48	15%	55	14%	64	14%	78	15%	22%	56%
	Unknown	18	7%	21	6%	20	5%	28	6%	39	7%	39%	117%
	<b>Total</b>	<b>264</b>	<b>100%</b>	<b>325</b>	<b>100%</b>	<b>380</b>	<b>100%</b>	<b>445</b>	<b>100%</b>	<b>531</b>	<b>100%</b>	<b>19%</b>	<b>101%</b>
Urban Affairs	White	130	52%	184	53%	235	55%	218	57%	201	56%	-8%	55%
	Black	82	33%	105	30%	120	28%	101	26%	94	26%	-7%	15%
	Hispanic	7	3%	11	3%	13	3%	10	3%	4	1%	-60%	-43%
	Asian or Pacific Islander	2	1%	3	1%	7	2%	5	1%	3	1%	-40%	50%
	Native American	0	0%	1	0%	0	0%	0	0%	1	0%	0%	0%
	Non-Resident Alien	10	4%	13	4%	15	4%	21	5%	20	6%	-5%	100%
	Unknown	17	7%	31	9%	34	8%	28	7%	38	11%	36%	124%
	<b>Total</b>	<b>248</b>	<b>100%</b>	<b>348</b>	<b>100%</b>	<b>424</b>	<b>100%</b>	<b>383</b>	<b>100%</b>	<b>361</b>	<b>100%</b>	<b>-6%</b>	<b>46%</b>
Law	White	619	82%	704	85%	692	85%	703	86%	607	81%	-14%	-2%
	Black	57	8%	55	7%	48	6%	44	5%	48	6%	9%	-16%
	Hispanic	14	2%	17	2%	22	3%	20	2%	24	3%	20%	71%
	Asian or Pacific Islander	11	1%	14	2%	21	3%	22	3%	27	4%	23%	145%
	Native American	2	0%	1	0%	2	0%	2	0%	2	0%	0%	0%
	Non-Resident Alien	12	2%	10	1%	9	1%	9	1%	10	1%	11%	-17%
	Unknown	44	6%	32	4%	22	3%	14	2%	34	5%	143%	-23%
	<b>Total</b>	<b>759</b>	<b>100%</b>	<b>833</b>	<b>100%</b>	<b>816</b>	<b>100%</b>	<b>814</b>	<b>100%</b>	<b>752</b>	<b>100.0%</b>	<b>-8%</b>	<b>-1%</b>
Graduate Studies	White	734	57%	180	52%	101	46%	75	51%	51	59%	-32%	-93%
	Black	283	22%	99	29%	75	34%	41	28%	21	24%	-49%	-93%
	Hispanic	32	2%	11	3%	10	5%	4	3%	2	2%	-50%	-94%
	Asian or Pacific Islander	31	2%	2	1%	3	1%	1	1%	2	2%	100%	-94%
	Native American	2	0%	0	0%	1	0%	0	0%	0	0%	0%	-100%
	Non-Resident Alien	31	2%	6	2%	3	1%	1	1%	1	1%	0%	-97%
	Unknown	183	14%	46	13%	28	13%	24	16%	9	10%	-63%	-95%
	<b>Total</b>	<b>1,296</b>	<b>100%</b>	<b>344</b>	<b>100%</b>	<b>221</b>	<b>100%</b>	<b>146</b>	<b>100%</b>	<b>86</b>	<b>100%</b>	<b>-41%</b>	<b>-93%</b>

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**Table 22: CSU Graduate and Law Fall Enrollment by College & Race: 5-Year Trend**

*(Continued from previous page)*

College	Race	2000		2001		2002		2003		2004		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 Year	5 Year
Graduate and Law Total	White	3,169	61%	3,357	63%	3,483	62%	3,743	63%	3,596	61%	-4%	13%
	Black	757	15%	796	15%	863	15%	844	14%	800	14%	-5%	6%
	Hispanic	89	2%	98	2%	127	2%	134	2%	96	2%	-28%	8%
	Asian or Pacific Islander	111	2%	88	2%	119	2%	129	2%	131	2%	2%	18%
	Native American	11	0%	9	0%	11	0%	16	0%	10	0%	-38%	-9%
	Non-Resident Alien	575	11%	564	11%	644	11%	684	11%	685	12%	0%	19%
	Unknown	472	9%	401	8%	388	7%	427	7%	541	9%	27%	15%
	<b>Total</b>	<b>5,184</b>	<b>100%</b>	<b>5,313</b>	<b>100%</b>	<b>5,635</b>	<b>100%</b>	<b>5,977</b>	<b>100%</b>	<b>5,859</b>	<b>100%</b>	<b>-2%</b>	<b>13%</b>

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

Table 23: Undergraduate Fall Enrollment by College, Load: 5 Year Trend

**UNDERGRADUATE FULL-TIME:**

College	2000	2001	2002	2003	2004	Percent Change	
						1 Year	5 Year
Business	1,263	1,353	1,410	1,313	1,368	4%	8%
CLASS	2,178	2,444	2,626	2,657	2,005	-25%	-8%
First College	126	114	116	116	54	-53%	-57%
Education	721	828	933	952	974	2%	35%
Engineering	443	480	435	437	459	5%	4%
Science	509	453	456	505	1,050	108%	106%
Urban Affairs	89	101	130	154	161	5%	81%
University Studies	1,035	983	874	794	570	-28%	-45%
Undergraduate Non-Degree	214	38	14	14	66	371%	-69%
<b>Total</b>	<b>6,578</b>	<b>6,794</b>	<b>6,994</b>	<b>6,942</b>	<b>6,707</b>	<b>-3%</b>	<b>2%</b>

**UNDERGRADUATE PART-TIME:**

College	2000	2001	2002	2003	2004	Percent Change	
						1 Year	5 Year
Business	761	787	645	608	584	-4%	-23%
CLASS	896	1,127	1,015	931	613	-34%	-32%
First College	40	34	41	27	20	-26%	-50%
Education	388	416	408	457	441	-4%	14%
Engineering	265	287	231	231	189	-18%	-29%
Science	201	216	193	196	332	69%	65%
Urban Affairs	99	137	115	100	113	13%	14%
University Studies	618	497	648	714	659	-8%	7%
Undergraduate Non-Degree	376	138	73	63	189	200%	-50%
<b>Total</b>	<b>3,644</b>	<b>3,639</b>	<b>3,369</b>	<b>3,327</b>	<b>3,140</b>	<b>-6%</b>	<b>-14%</b>

*(Continued on next page)*

*Table 24: Graduate & Law Fall Enrollment by College, Load: 5 Year Trend*

**GRADUATE & LAW FULL-TIME:**

College						Percent Change	
	2000	2001	2002	2003	2004	1 Year	5 Year
Business	376	317	366	427	386	-10%	3%
CLASS	120	164	185	201	225	12%	88%
Education	135	217	276	306	318	4%	136%
Engineering	98	117	137	123	101	-18%	3%
Science	146	185	229	251	294	17%	101%
Urban Affairs	82	94	94	98	92	-6%	12%
Law	402	473	508	497	466	-6%	16%
Graduate Studies	108	20	13	4	6	50%	-94%
<b>Total</b>	<b>1,467</b>	<b>1,587</b>	<b>1,808</b>	<b>1,907</b>	<b>1,888</b>	<b>-1%</b>	<b>29%</b>

**GRADUATE & LAW PART-TIME:**

College						Percent Change	
	2000	2001	2002	2003	2004	1 Year	5 Year
Business	741	903	844	860	886	3%	20%
CLASS	203	281	322	360	253	-30%	25%
Education	826	1,317	1,431	1,605	1,608	0%	95%
Engineering	118	147	233	307	352	15%	198%
Science	118	140	151	194	237	22%	101%
Urban Affairs	166	254	330	285	269	-6%	62%
Law	357	360	308	317	286	-10%	-20%
Graduate Studies	1,188	324	208	142	80	-44%	-93%
<b>Total</b>	<b>3,717</b>	<b>3,726</b>	<b>3,827</b>	<b>4,070</b>	<b>3,971</b>	<b>-2%</b>	<b>7%</b>

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

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

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

The definition of Full-time and Part-time load at the Graduate and Law level has been changed. Reports published prior to Fall 2005 will be affected.



## East and West Centers

The opening of Cleveland State University West Center in August 2003 and East Center in August 2004 represents the creation of new educational opportunities for Cleveland area residents. The institution responded to student needs by creating a vision for the future in which CSU classes are offered in close proximity to prospective students. These Centers established a suburban presence for the University's thriving downtown campus. Both these Centers reach out to part-time students with a special appeal to busy adults. Academic offerings include programs for educators (teachers and administrators), business and public service professionals seeking to complete their university degree, traditional college-age students and high school students in post-secondary educational option programs. Continuing education courses include several professional certificate programs for health care professionals, public safety personnel and other professionals, as well as courses for noncredit students with a focus on job and career interests. Program offerings include a variety of undergraduate courses, Master's degree programs, a Bachelor of Business Administration, a Graduate Certificate Program in Local and Urban Management, Continuing Education courses in Business and Management, Computer Training, and Nursing and Healthcare.

Table 25: **West Center Student Credit Hours: Fall Semesters**

College	West Center					
	Undergraduate		Graduate/Law		Total	
	2003	2004	2003	2004	2003	2004
Business	132	197	195	562	327	759
CLASS	269	276	120	87	389	363
Education		18	616	708	616	726
Engineering			27	18	27	18
Science	4	67			4	67
Urban Affairs			28	94	28	94
<b>Total</b>	<b>405</b>	<b>558</b>	<b>986</b>	<b>1,469</b>	<b>1,391</b>	<b>2,027</b>

### West Center Serves the Following Cleveland Suburbs:

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

### West Center

- This campus was opened in Fall 2003 with the prospect of drawing in sufficient annual enrollment to generate 3,000 student credit hours (SCH). This expectation was far exceeded. The West Center academic year credit hours that include Fall, Spring, and Summer (not shown here) have exceeded 5,000 SCH. This robust growth is indicative of CSU's adopting entrepreneurial strategies in meeting the educational needs of the Cleveland area residents.

Table 26: East Center Student Credit Hours: Fall Semesters

East Center				
College	Undergraduate		Graduate/Law	Total
	2004			
Business	48		195	243
CLASS	164			164
Education			420	420
Engineering				
Science	121			121
Urban Affairs				
<b>Total</b>	<b>333</b>		<b>615</b>	<b>948</b>

**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

**East Center**

■ Launching the CSU East Center in Fall 2004 included an assumption that the Center would generate 2,500 credit hours in an academic year. The Fall 2004 semester, as shown above, met its expectation by generating 948 SCH. The following Spring and Summer semesters contributed the remaining SCH needed to successfully meet the goal.

Table 27: CSU Off-Campus Locations in Cleveland: Fall Student Credit Hours

College	Other Locations*										Total				
	Undergraduate					Graduate/Law									
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
Business				132	67	48	329	357	816	906	48	329	357	948	973
CLASS	466	587	337	521	263		36	45	132	15	466	623	382	653	278
Education	181	90	80	196	32	425	460	598	1,032	487	606	550	678	1,228	519
Engineering				49	28	6				12	6	0	0	49	40
Law											0	0	0	0	0
Science	260	476	240	220	271						260	476	240	220	271
Urban Affairs	56	168	164	128	164	270	140	230	154	130	326	308	394	282	294
Other (AF-CSC-MSc)					12						0	0	0	0	12
<b>Total</b>	<b>963</b>	<b>1,321</b>	<b>821</b>	<b>1,246</b>	<b>837</b>	<b>749</b>	<b>965</b>	<b>1,230</b>	<b>2,134</b>	<b>1,550</b>	<b>1,712</b>	<b>2,286</b>	<b>2,051</b>	<b>3,380</b>	<b>2,387</b>

**\*CSU Top 10 Off-Campus Locations in Greater Cleveland Area:**

- Cleveland Clinic Foundation
- Lakeland Community College
- Lorain County Community College
- Magnificat High School
- MetroHealth
- Moen, Inc.
- WVIZ
- Orange High School
- Progressive Insurance
- St. Joseph Academy

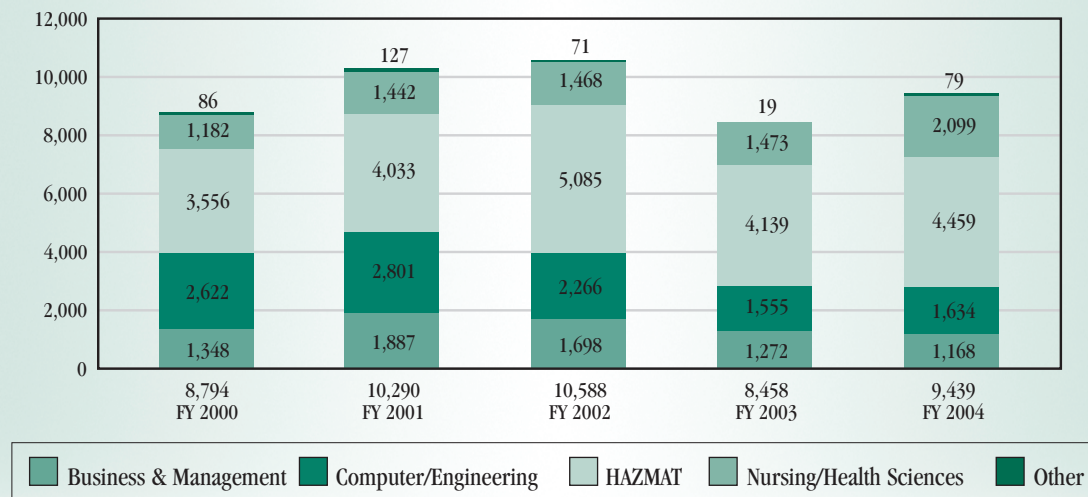
# Division of Continuing Education:

## Division of Continuing Education

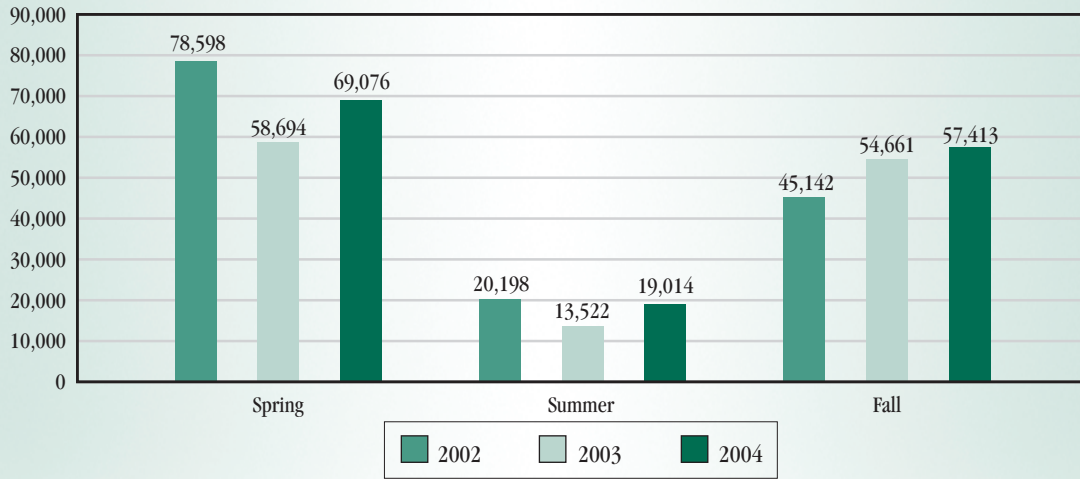
The Division of Continuing Education is the major educational outreach arm of Cleveland State, educating thousands of adults each year in this region and beyond. Many Division programs satisfy certification and licensing requirements. Others enable professionals to increase their job skills, train for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

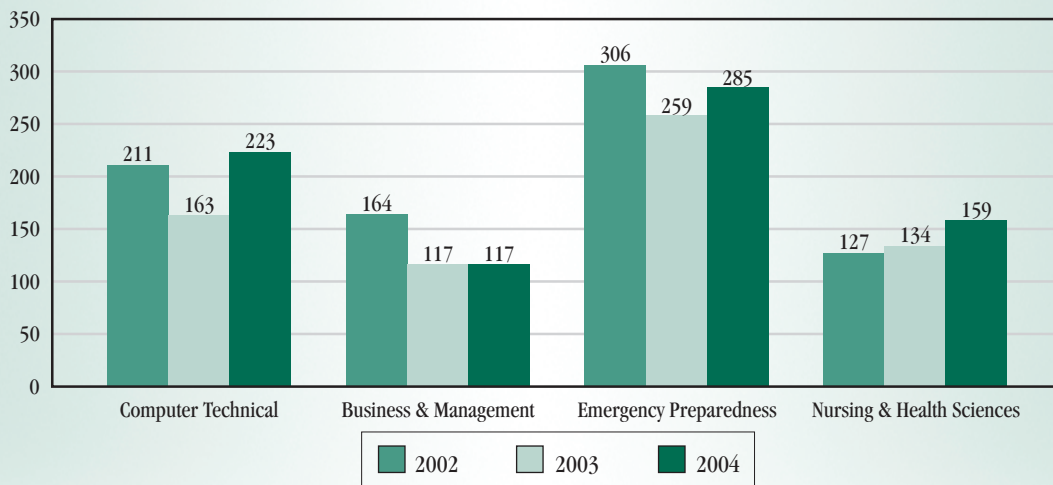
**Figure 20: Division of Continuing Education Enrollment by Program Area FY 2000 – 2004**



**Figure 21: Total Student Training Hours  
Spring 2002 – Fall 2004**



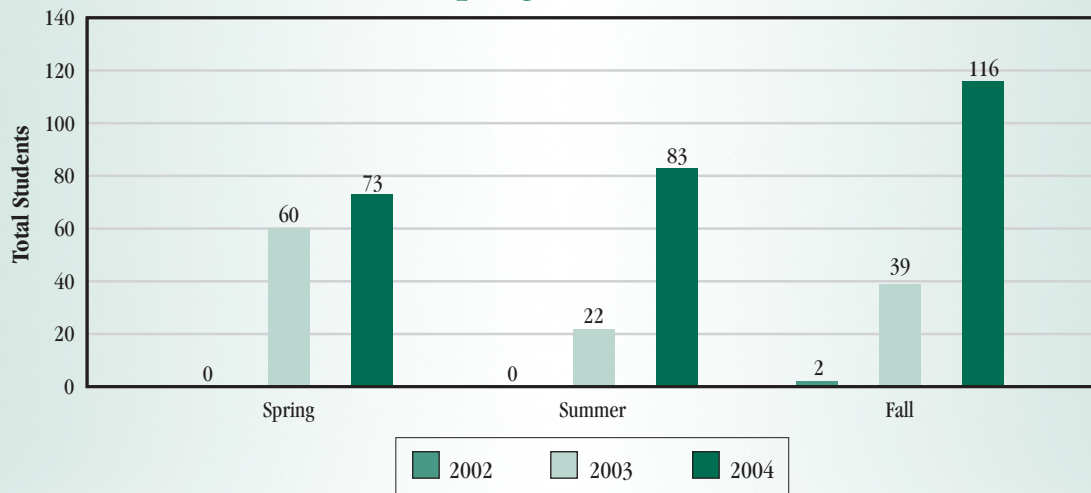
**Figure 22: Courses Offered by Program Area  
Summer 2001 – Spring 2004**

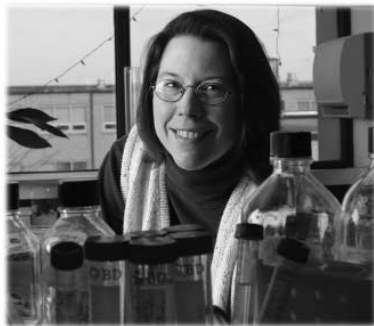


## Division of Continuing Education

- Continuing Education programs expanded to West Center in Fall 2003 and served 338 students that academic year. In Fall 2004, programs were added at the new East Center, and the Division served a total of 539 students at East and West Centers that semester.
- The Center for Emergency Preparedness celebrated its 20th anniversary in 2004. Its HAZMAT programs reach thousands of first responders throughout Ohio.
- The English as a Second Language Program began an Intensive English Language Program in Spring 2005, serving 15 students its first semester.
- The Division delivered over 100 custom training programs in 2003 – 2004. The largest training contract was 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 120 other University and external functions in FY 2004.
- Distance learning programs were added to the Division’s offerings in 2002 and have grown quickly, as the graph below shows. A new online program, the Patient Advocacy Certificate Program, has drawn participants from Hawaii to Maine.

**Figure 23: Total Distance Learning Students  
Spring 2002 – Fall 2004**





**R** Research



Cleveland State University

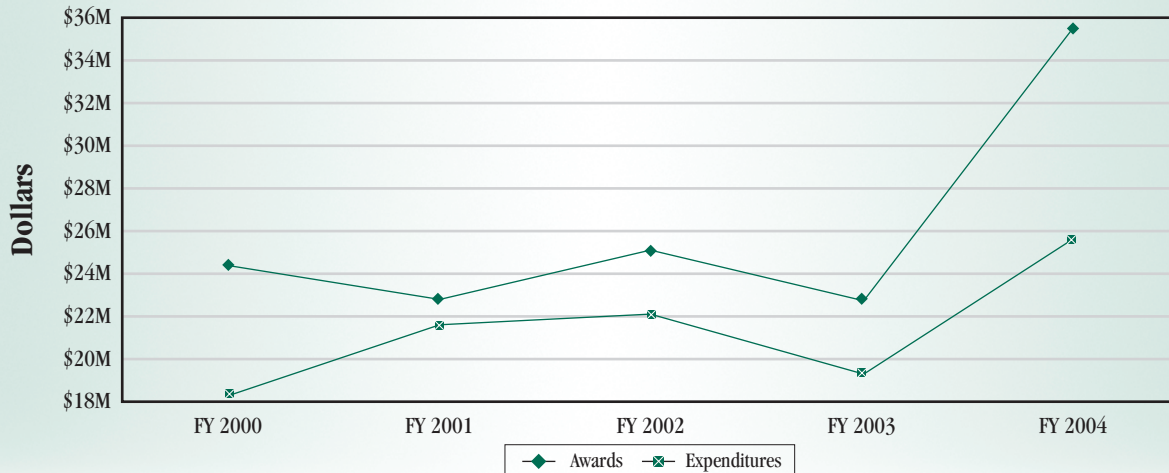
# Research

*Cleveland State University* is a young, Research Intensive, urban institution which has seen an impressive rise in research awards in recent years. In FY 2004 research awards crossed the \$30 million dollar mark, setting the stage for the target of \$50 million for the Research Extensive status in the future. The major drivers for this growth have been Cleveland State University's faculty and infrastructure, strategic location in the heart of Ohio's bio-technology corridor, and significant increases in graduate student enrollment. While CSU is not a research university, the current steady growth in funded research on campus clearly demonstrates the institutional priorities of promoting an intellectual university community engaged in discovery of knowledge and artistic works.

**Table 1: Research Awards and Expenditures  
Fiscal Year 2000 – 2004**

Source						Percent Change	
	2000	2001	2002	2003	2004	1 Year	5 Year
Awards	\$24,813,386	\$22,824,701	\$25,104,137	\$22,877,201	\$35,409,250	55%	43%
Expenditures	\$18,391,981	\$21,916,006	\$22,118,648	\$19,117,358	\$25,801,653	35%	40%

**Figure 1: Research Awards and Expenditures  
Fiscal Year 2000 – 2004**



## Highlights

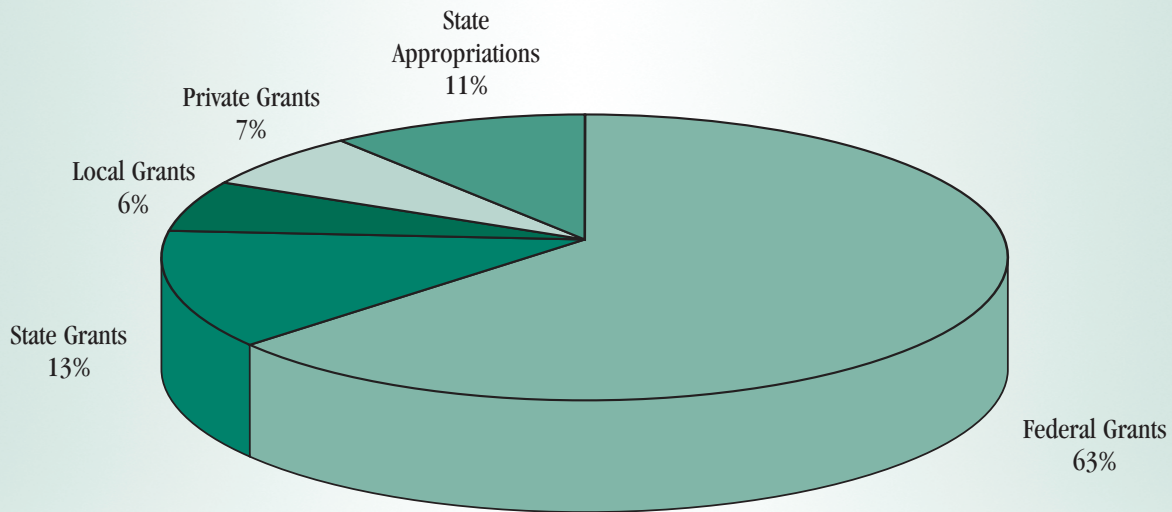
- Selected examples of projects that have been funded in recent years include the Innovation in Instruments/Controls and Electronics through NASA, and Advanced Materials and Manufacturing in the College of Engineering. Interdisciplinary research endeavors have included those between the Colleges of Engineering and Liberal Arts and Social Sciences in manufacturing innovations involving an ethics component. Another noteworthy program involves the College of Science and is entitled the Urbanization Impacts of Stream Ecosystems.

Source: CSU Office of Sponsored Programs and Research.

**Table 2: Research Awards by Source  
Fiscal Year 2000 – 2004**

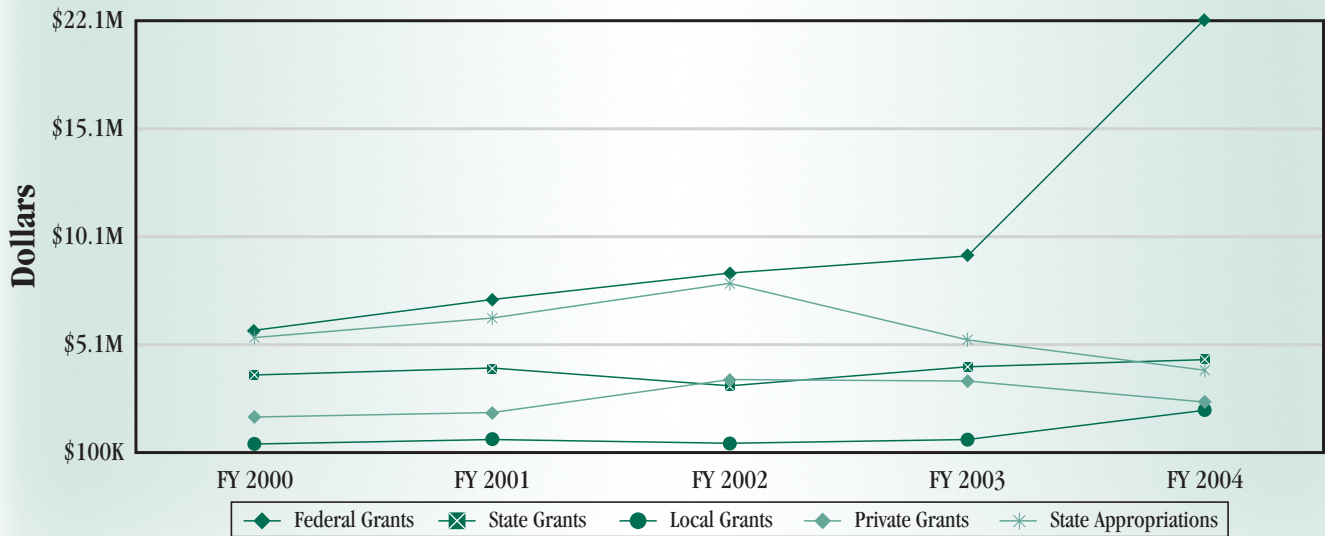
Source	2000	2001	2002	2003	2004	Percent Change	
						1 Year	5 Year
Federal grants	\$5,969,489	\$7,122,870	\$8,178,459	\$8,910,599	\$22,355,833	151%	275%
State grants	\$3,777,118	\$4,022,408	\$3,179,255	\$4,424,707	\$4,693,503	6%	24%
Local grants	\$331,011	\$513,546	\$428,814	\$634,668	\$2,024,769	219%	512%
Private grants	\$1,671,492	\$1,868,017	\$3,746,149	\$3,491,378	\$2,608,584	-25%	56%
State Appropriations	\$5,782,010	\$5,663,300	\$7,431,970	\$5,415,849	\$3,726,561	-31%	-36%
Advanced Manufacturing Center *	\$7,282,266	\$3,634,560	\$2,139,490	N/A	N/A	-	-
<b>Total</b>	<b>\$24,813,386</b>	<b>\$22,824,701</b>	<b>\$25,104,137</b>	<b>\$22,877,201</b>	<b>\$35,409,250</b>	<b>55%</b>	<b>43%</b>

**Figure 2.1: Research Awards by Source Only  
Fiscal Year 2004**





*Figure 2.2: Research Awards by Source and Year  
Fiscal Year 2000 – 2004*



**Notes:**

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

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

\*The Advanced Manufacturing Center was formally dissolved at the end of FY 2002. Income is reported through the appropriate funding sources in subsequent fiscal years.

## Highlights

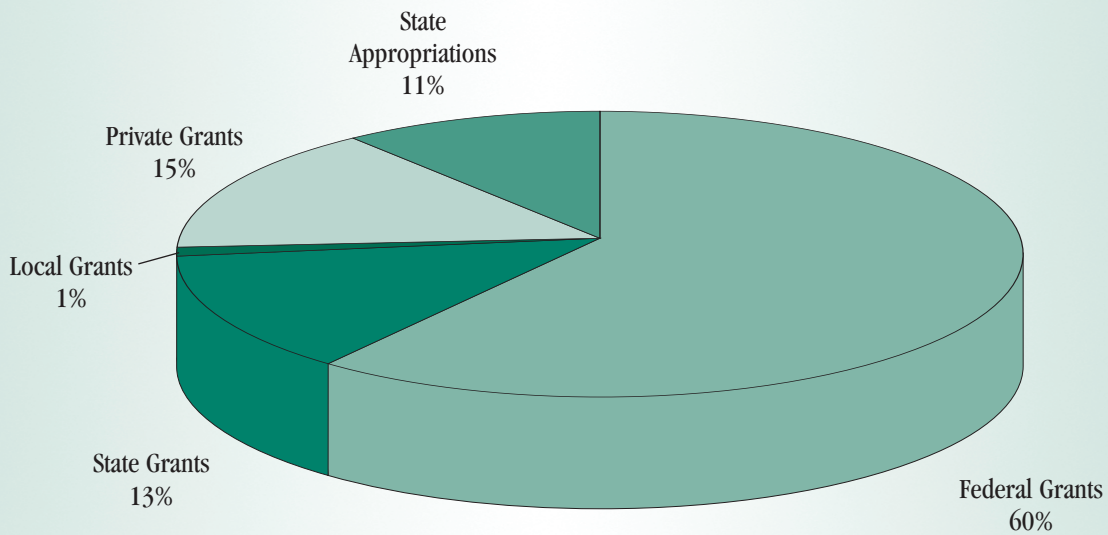
- Competition for scarce research dollars within the state has increased in recent years as evidenced by the 31% decline in state grant funding between FY 2003 and 2004. However, Cleveland State University grant seekers rose to the challenge. Despite the decrease in state funding, overall funding for the University has increased since FY 2003. Federal funding posted a record increase, which more than doubled the FY 2003 amount. Further, federal grant funding at CSU increased from \$9 million in FY 2003 to \$22 million in 2004. FY 2005 funding appears to be strong and is expected to surpass FY 2004's record of \$35 million.

Source: CSU Office of Sponsored Programs and Research.

**Table 3: Research Expenditures by Source  
Fiscal Year 2000 – 2004**

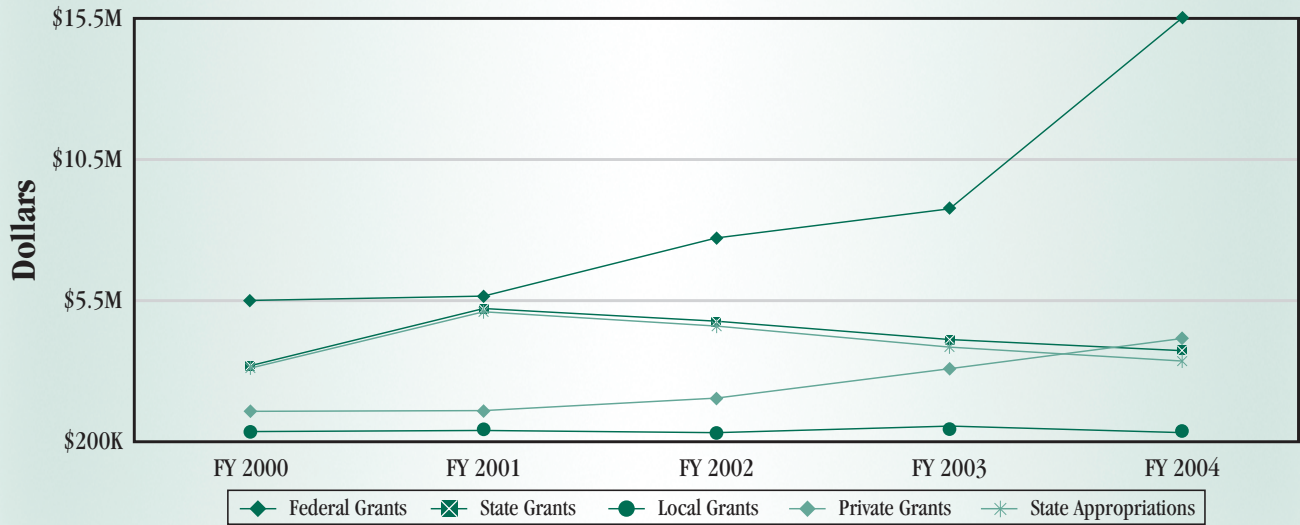
Source						Percent Change	
	2000	2001	2002	2003	2004	1 Year	5 Year
Federal grants	\$5,423,071	\$5,635,856	\$7,593,407	\$8,289,995	\$15,510,461	87%	186%
State grants	\$3,197,294	\$4,787,633	\$4,369,507	\$4,136,851	\$3,270,587	-21%	2%
Local grants	\$401,185	\$547,074	\$480,001	\$543,423	\$380,215	-30%	-5%
Private grants	\$1,479,398	\$1,671,457	\$1,804,745	\$2,567,685	\$3,901,735	52%	164%
State Appropriations	\$3,341,032	\$4,783,986	\$4,060,989	\$3,579,404	\$2,738,655	-23%	-18%
Advanced Manufacturing Center*	\$4,550,000	\$4,490,000	\$3,810,000	N/A	N/A	-	-
<b>Total</b>	<b>\$18,391,981</b>	<b>\$21,916,006</b>	<b>\$22,118,648</b>	<b>\$19,117,358</b>	<b>\$25,801,653</b>	<b>35%</b>	<b>40%</b>

**Figure 3.1: Fiscal Year 2004 Research Expenditures by Source**



Source: CSU Office of Sponsored Programs and Research.

**Figure 3.2: Research Expenditures by Source and Year  
Fiscal Year 2000 – 2004**



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

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

\*The Advanced Manufacturing Center was formally dissolved at the end of FY 2002. Income is reported through the appropriate funding sources in subsequent fiscal years.

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

**Table 4: Research Expenditures Reported by OBOR\*  
at Ohio Public Universities  
Fiscal Year 1987 – 2002**

Institution	Total R&D Expenditures			
	Thousands of 2002 Dollars			
	1987	1992	1997	2002
Bowling Green State University	\$3,907	\$4,423	\$3,972	\$5,327
<b>Cleveland State University</b>	<b>\$11,048</b>	<b>\$14,105</b>	<b>\$12,206</b>	<b>\$13,855</b>
Kent State University	\$7,325	\$15,028	\$12,828	\$12,868
Miami University	\$3,242	\$5,122	\$10,815	\$13,279
Ohio State University	\$197,414	\$262,130	\$324,215	\$432,387
Ohio University	\$13,692	\$19,097	\$23,560	\$36,601
University of Akron	\$11,517	\$19,115	\$20,185	\$28,080
University of Cincinnati	\$86,184	\$116,409	\$158,803	\$217,739
University of Toledo	\$4,725	\$9,395	\$9,790	\$24,825
Youngstown State University	\$321	\$243	\$843	\$1,259

\*Ohio Board of Regents

## Highlights

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

Source: Performance Report for Ohio's Colleges and Universities, 2004: Institutional Outcomes Measures, Ohio Board of Regents

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

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

**Table 5: Total R&D Expenditures at Universities and Colleges  
Ranked by Fiscal Year 2002 Total R&D Expenditures:  
Fiscal Year 1998 – 2002**

Institution	Ranking	(Dollars in Thousands)				
		1998	1999	2000	2001	2002
University of Akron	186	\$16,326	\$16,279	\$19,495	\$22,266	\$28,080
University of Toledo	197	\$11,512	\$11,819	\$13,694	\$16,278	\$24,825
Portland State University	217	\$10,507	\$13,940	\$16,494	\$16,838	\$17,683
<b>Cleveland State University</b>	<b>232</b>	<b>\$11,211<sup>e</sup></b>	<b>\$11,893<sup>e</sup></b>	<b>\$10,214</b>	<b>\$12,986</b>	<b>\$13,855</b>
Kent State University	241	\$12,690	\$11,083	\$10,817	\$11,316	\$12,868
University of Missouri – St. Louis	246	\$9,462	\$10,294	\$9,898	\$10,084	\$11,519
Bowling Green State University	307	\$3,392	\$3,454	\$3,454 <sup>e</sup>	\$5,028	\$5,327

**Note:** <sup>e</sup>Estimated

Because of rounding, detail may not add to totals.

## Highlights

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

**Source:** National Science Foundation/Division of Science Resources Statistics, Survey of Research and Development Expenditures at Universities and Colleges, Fiscal Year 2002.

# Indirect Cost Recovery

*Indirect cost recovery* is defined as the agreed upon revenue received from a sponsoring agency to pay a grant or contract's share to reimburse the university for the indirect costs it incurs. Indirect costs are real costs. Indirect cost calculations are based upon such items as space, utilities, security, maintenance, custodial, payroll, purchasing, accounting, personnel and many other expenses associated with project administration and implementation.

Indirect costs recovered at Cleveland State University (CSU) become part of the general fund budget for the entire university. Half of all indirect costs returned on sponsored programs remain in the university's general fund. This money is set aside for covering administrative expenses for sponsored program administration. It is also used to cover costs of facilities, depreciation on buildings and equipment, operation and maintenance of facilities, and library expenses. The other half of the indirect costs recovered are distributed as follows: 5% to project director, 15% to project director's department, 10% to relevant dean's office, and 20% to the Vice Provost for Research.

**Table 6: Indirect Cost (IDC) Recovery and Total Research Expenditures by Year  
Fiscal Year 2000 – 2004**

Research Activities	2000	2001	2002	2003	2004	Percent Change	
						1 Year	5 Year
Total Research Expenditures	\$18,391,981	\$21,916,006	\$22,118,698	\$19,117,358	\$25,801,653	35%	40%
Total Indirect Cost Recovered	\$1,367,359	\$1,425,100	\$1,442,908	\$1,493,286	\$1,940,223	30%	42%
Total CSU Income	\$11,868,308	\$14,067,120	\$15,690,568	\$20,610,644	\$27,741,876	35%	134%
% IDC of Total Research Expenditures	7.4%	6.5%	6.5%	7.8%	7.5%	–	–

## Highlights

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

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

# Leveraging Investments to Promote Growth in Research Programs

The Established Full-time Faculty Research Development Program (EFFRD) is Cleveland State University's program for providing seed grant money to support key research areas. Grants under the EFFRD program are intended for high quality projects leading to scholarship and creative expression that will likely increase the university's ability to attract external funding. EFFRD funds cannot be used for developing instructional materials or for supporting work leading to any academic degree for the applicant. The University Research Council (URC) considers grants under the EFFRD Program as active investments in the university's faculty, students, and basic research effectiveness.

**Table 7: Established Full-Time Faculty Research Development Program (EFFRD) Combined Investments and Awards Fiscal Year 2000 – 2005**

Department	CSU Investment	External Funding Attracted	Return on Investment per CSU \$1.00
Biology, Geology and Environmental Science (BGES)	\$34,816	\$753,791	\$21.65
Chemical and Biomedical Engineering (CHE)	\$69,400	\$748,515	\$10.79
Chemistry (CHEM)	\$129,680	\$3,428,135	\$26.44
Electrical and Computer Engineering (ECE)	\$22,743	\$183,564	\$8.07
Health Sciences (HSC)	\$8,490	\$254,406	\$29.97
Urban Studies (URB)	\$6,143	\$54,733	\$8.91
<b>Total</b>	<b>\$271,272</b>	<b>\$5,423,144</b>	<b>\$19.99</b>

## Highlights

- This table demonstrates successful leveraging of internal funding to attract external funding. Seed funding investments in key departments have yielded \$20 for each \$1 invested by the University. These strategic investments have also allowed university signature programs to grow beyond their initial investments.

Source: CSU Office of Sponsored Programs and Research.

## Expansion of Externally Funded Research

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

**Table 8: Fiscal Year 2004 Proposal Submission Awards by Source**

Award Sources	Awards 7/01/03 through 6/30/04		Proposals Submitted Number	Success Rate*
	Amount	Number		
<b>Government Sources</b>				
Federal	\$18,427,168	127	174	73%
State	\$4,693,503	44	46	96%
Local	\$2,024,769	9	15	60%
<b>Total Government Sources</b>	<b>\$25,145,440</b>	<b>180</b>	<b>235</b>	<b>77%</b>
<b>Non-Government Sources</b>				
Corporate Contracts	\$1,552,727	51	79	65%
Foundation and Non-Profit	\$1,055,857	30	44	68%
Total Non-Government Sources	\$2,608,584	81	123	66%
<b>Sponsored Programs Total</b>	<b>\$27,754,024</b>	<b>261</b>	<b>358</b>	<b>73%</b>

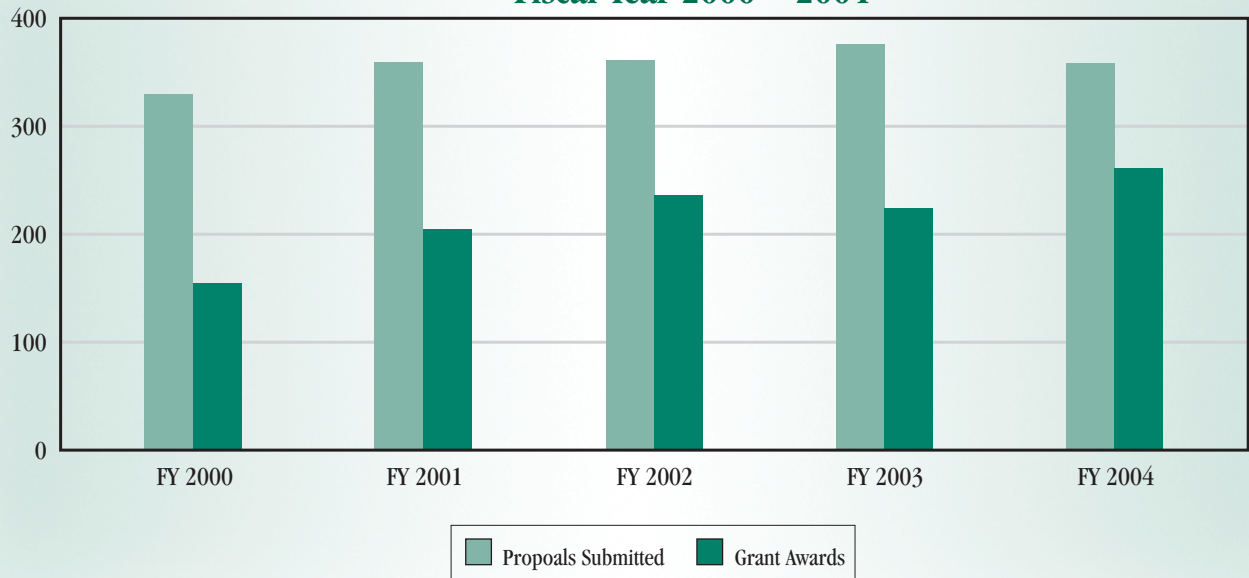
Note: \*Success rate is based on proposals submitted in FY 2004 and prior years.



**Table 9: Proposal Submissions and Awards  
Fiscal Year 2000 – 2004**

<b>Proposals and Grant Awards</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
Proposals submitted	330	359	361	376	358
Grant awards	155	205	236	224	261
Success Rate*	47%	57%	65%	60%	73%

**Figure 9: Proposal Submission and Grant Awards  
Fiscal Year 2000 – 2004**



**Note:** \*Success rate is based on proposals submitted in FY 2000 – 2004.

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

# Ohio Research Challenge

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

**Table 10: Ohio Board of Regents Biennial Research Challenge Distributions  
Fiscal Year 2000 – 2005**

Institution				Percent Change	
	2000 & 2001	2002 & 2003	2004 & 2005	2 Year	5 Year
Bowling Green State University	\$ 539,869	\$ 501,849	\$ 498,016	-1%	-8%
<b>Cleveland State University</b>	<b>\$ 151,917</b>	<b>\$200,165</b>	<b>\$ 192,538</b>	<b>-4%</b>	<b>27%</b>
Kent State University	\$ 1,443,797	\$ 1,166,098	\$ 1,067,278	-8%	-26%
Miami University	\$ 746,078	\$ 632,476	\$ 578,209	-9%	-23%
Ohio University	\$ 1,850,027	\$ 1,569,960	\$ 1,645,864	5%	-11%
Ohio State University	\$17,139,839	\$16,202,541	\$14,455,250	-11%	-16%
University of Akron	\$ 1,262,016	\$ 1,129,869	\$ 1,082,717	-4%	-14%
University of Cincinnati	\$ 7,612,135	\$ 6,584,391	\$ 6,147,083	-7%	-19%
University of Toledo	\$ 993,484	\$ 964,152	\$ 987,954	2%	-1%
Youngstown State University	\$ 138,659	\$ 153,982	\$ 196,425	28%	42%
<b>Total</b>	<b>\$31,877,821</b>	<b>\$29,105,483</b>	<b>\$26,851,334</b>	<b>-8%</b>	<b>-16%</b>

## Highlights

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

Source: Ohio Board of Regents, April 2005 Summary of Biennial Distributions at [www.regents.state.oh.us/rsch/rschsupport.html#research](http://www.regents.state.oh.us/rsch/rschsupport.html#research)

# Intellectual Property

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

**Table 11: Intellectual Property: Patents and Disclosures  
Fiscal Year 2000 – 2004**

Source	2000	2001	2002	2003	2004	Percent Change	
						1 Year	5 Year
Disclosures	3	8	9	9	9	0%	200%
Patents Filed	3	2	4	2	2	0%	-33%
Licenses Approved	0	1	0	0	1	–	–

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

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

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

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

## Highlights

- The development of intellectual property at Cleveland State University (CSU) is a very recent development. Trend information for such activity in the past five years demonstrates the benefits of increased overall research activity on campus. The accumulation of intellectual property on campus is expected to grow in future years. CSU has a small cadre of extremely productive research faculty who have produced a respectable portfolio of patents. With the addition of CSU's Technology Transfer Officer position in 2005, CSU looks forward to an increase in disclosures, licenses and spin-off companies in the future.
- Currently, the primary generators of intellectual property at CSU include Zhiqiang Gao in Computer Engineering, Baochuan Guo and Michael Kalafatis in Chemistry, and Paul Sung in Health Sciences.

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

*Table 12: Cleveland State University Signature Research Programs*

Signature Programs	College	Departments	Project Description
Instruments, Controls and Electronics (ICE)	Engineering	Electrical and Computer Engineering	This high-tech growth area provides the support for many emerging industries, from biotechnology to aeronautics. At Cleveland State, a strong cadre of faculty has emerged as leaders in the ICE-area of advanced controls and robotics. They have developed processes to fly unmanned vehicles that have the ability to communicate and perform tasks. They have also significantly advanced the field of digital controls and communications, enabling distant control systems – such as those found in space – to function at a highly reliable level. In the next two years, the College of Engineering expects to increase the number of faculty with expertise in ICE.
	Business	Computer and Information Science	
Economic Development	Urban	Urban Affairs	Faculty are involved in various research activities such as the Regional Economic Indicators Project, identifying employment sub-centers highlighting occupational clusters, and examining Northeast Ohio migration patterns. These activities are intended to help increase the standard of living and wealth of Northeast Ohio and in the process make CSU an expert in economic development, research, teaching, and service outreach.
	Business	Dean's Office	
Molecular Medicine	Science	Biochemistry	Molecular Medicine is an emerging sub-field in the biotechnology realm in which researchers investigate the molecular approach to understanding the mechanisms and causes of diseases. Instead of treating symptoms, molecular medicine is moving toward understanding the fundamental molecular and genetic mechanisms of diseases and the body's response to them in order to address prevention and ultimate cures. Through various research efforts, faculty at Cleveland State are working on topics such as the treatment and prevention of thrombosis that could lead to stroke or heart attack; prospective therapy for autoimmune diseases including, multiple sclerosis, lupus, type I diabetes, and Crohn's disease; and treatment for muscular dystrophies and atrophies, metabolic deficiencies, acute myocardial infarction, and chronic end-stage heart failure.
		Biology	

Source: CSU Office of Sponsored Programs and Research

## Highlights

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

## Growth in Graduate Education

*Graduate Education at Cleveland State* has seen unprecedented growth in recent years. There were approximately 5,000 students pursuing graduate and post-graduate programs at the University in 2004. Graduate student credit hours have increased 27% in the past five years. Such growth in graduate programs has implications for strengthening the quality of these offerings and seizing opportunities for supporting educational goals of students by creating new and tailored program offerings. Further, growth in graduate programs at CSU points to numerous future student and faculty research opportunities. 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 as well.

**Table 13: Percentage of Total Student Credit Hours Taken by Graduate Level Students at Selected Ohio 4-Year Institutions – Main Campuses Only: Fall Terms 2000 – 2004**

Institution	2000	2001	2002	2003	2004	Grad SCH
Bowling Green State University	9%	9%	10%	10%	10%	27,246
<b>Cleveland State University</b>	<b>18%</b>	<b>18%</b>	<b>19%</b>	<b>21%</b>	<b>21%</b>	<b>34,321</b>
Kent State University	9%	9%	9%	9%	10%	40,818
Miami University	5%	5%	5%	5%	5%	15,175
Ohio State University	15%	15%	16%	16%	16%	130,083
Ohio University	10%	9%	10%	9%	9%	34,838
University of Akron	11%	10%	10%	10%	10%	26,981
University of Cincinnati	16%	17%	17%	18%	18%	69,993
University of Toledo	12%	10%	10%	9%	9%	20,785
Youngstown State University	5%	5%	5%	5%	5%	8,100

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

**Source:** The Ohio Board of Regents HEI Course Enrollment query – rundate: May 23, 2005.

**Table 14: Cleveland State University Graduate Student Support from Externally Funded Research, Fiscal Year 2001 – 2005**

Source						Percent Change	
	2001	2002	2003	2004	2005	1 Year	5 Year
Business	\$0	\$0	\$38,411	\$34,471	\$22,932	-33%	–
Education	\$39,682	\$87,482	\$67,411	\$45,497	\$77,904	71%	96%
Engineering	\$276,448	\$429,134	\$507,650	\$492,153	\$527,754	7%	91%
Liberal Arts/Social Science	\$41,108	\$27,275	\$37,560	\$51,423	\$66,015	28%	61%
Science	\$56,170	\$41,798	\$85,052	\$110,152	\$267,146	143%	376%
Urban Affairs	\$314,528	\$310,286	\$278,742	\$181,252	\$295,143	63%	-6%
<b>Total</b>	<b>\$727,936</b>	<b>\$895,976</b>	<b>\$1,014,826</b>	<b>\$914,948</b>	<b>\$1,256,894</b>	<b>37%</b>	<b>73%</b>

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

### Highlights

- For the past 5 years Cleveland State University has continued to offer the largest proportion of graduate student credit hours of any Ohio institution. This trend continues to grow and clearly outlines CSU's future priorities in response to the region's growing demands for graduate education.

**Source:** CSU College of Graduate Studies

**Table 15: Cleveland State University Centers and Institutions**

<b>Name</b>	<b>Established</b>	<b>Website</b>
Advanced Control Technologies, Center for (CACT)	1995	<a href="http://cact.csuohio.edu/">http://cact.csuohio.edu/</a>
Advanced Engineering Research Laboratory	1999	<a href="http://academic.csuohio.edu/aerl">http://academic.csuohio.edu/aerl</a>
Advancement of Women in Public Service, Ohio Center for the	2001	
Applied Control Research Laboratory (see CACT)	1995	<a href="http://academic.csuohio.edu/cact/research.htm">http://academic.csuohio.edu/cact/research.htm</a>
Bioethics Center	2002	<a href="http://academic.csuohio.edu/cact/research.htm">http://academic.csuohio.edu/cact/research.htm</a>
Biomedical and Health Institute	2002	<a href="http://www.csuohio.edu/bahi/">http://www.csuohio.edu/bahi/</a>
Communication Research Center	1976	<a href="http://academic.csuohio.edu/kneuendorf/crc/crc_web_page.htm">http://academic.csuohio.edu/kneuendorf/crc/crc_web_page.htm</a>
DNA Analysis Facility	2002	<a href="http://www.csuohio.edu/uored/dna/">http://www.csuohio.edu/uored/dna/</a>
Economic Development, Center for	1986	<a href="http://urban.csuohio.edu/economicdevelopment/index.htm">http://urban.csuohio.edu/economicdevelopment/index.htm</a>
Election Integrity Center	N/A	
Environment Institute	1995	<a href="http://urban.csuohio.edu/cestp/">http://urban.csuohio.edu/cestp/</a>
Great Lakes Environmental Finance Center	1995	<a href="http://urban.csuohio.edu/glefc/">http://urban.csuohio.edu/glefc/</a>
Health Equity Center	2005	
Housing Research & Policy, Center for	1982	<a href="http://urban.csuohio.edu/research/staff/bier_test.htm">http://urban.csuohio.edu/research/staff/bier_test.htm</a> <a href="http://urban.csuohio.edu/research/staff.shtml">http://urban.csuohio.edu/research/staff.shtml</a>
International Business Center	2003	<a href="http://www.csuohio.edu/cba/international/">http://www.csuohio.edu/cba/international/</a>
Ohio's Energy Efficiency Practitioners Network	2002	
Labor-Management Relations Center	1978	<a href="http://www.csuohio.edu/hca/edres.html">http://www.csuohio.edu/hca/edres.html</a>
Local Government Leadership, Unger Center for	2000	<a href="http://urban.csuohio.edu/unger_croatia/">http://urban.csuohio.edu/unger_croatia/</a>
Mass Spectrometry, Cleveland Center for	1997	<a href="http://www.csuohio.edu/gradcollege/gradbulletin/section01/1309">http://www.csuohio.edu/gradcollege/gradbulletin/section01/1309</a>
Maxine Goodman Levin College of Urban Affairs: Research Centers	*	<a href="http://urban.csuohio.edu/research/">http://urban.csuohio.edu/research/</a>
Modeling Integrated Metabolic Systems, Center for	N/A	<a href="http://www.csuohio.edu/mims/">http://www.csuohio.edu/mims/</a>
Neighborhood Development, Center for	1979	<a href="http://urban.csuohio.edu/research/cnd/">http://urban.csuohio.edu/research/cnd/</a>
Nonprofit Policy and Practice, Center for	1970	<a href="http://urban.csuohio.edu/nonprofit/">http://urban.csuohio.edu/nonprofit/</a>
Ohio's Energy Efficiency Practitioners Network	2002	<a href="http://www.csuohio.edu/energyefficiency/">http://www.csuohio.edu/energyefficiency/</a>
Poetry Center	1962	<a href="http://www.csuohio.edu/poetrycenter/">http://www.csuohio.edu/poetrycenter/</a>
Poverty Studies, Center for	2000	<a href="http://www.csuohio.edu/cps/">http://www.csuohio.edu/cps/</a>
Public Management, Center for	1982	<a href="http://urban.csuohio.edu/publicmanagement/index.htm">http://urban.csuohio.edu/publicmanagement/index.htm</a>
Real Estate Research Center	1992	<a href="http://www.csuohio.edu/cba/industry/realestate.html">http://www.csuohio.edu/cba/industry/realestate.html</a>
Ruth Ratner Miller Center for Greater Cleveland's Future	2002	<a href="http://urban.csuohio.edu/ruth_ratner_miller/">http://urban.csuohio.edu/ruth_ratner_miller/</a>
Sacred Landmarks, Center for	1986	<a href="http://urban.csuohio.edu/sacredlandmarks/personnel.htm">http://urban.csuohio.edu/sacredlandmarks/personnel.htm</a>
Social Science Research Center	N/A	
Transportation Center	N/A	
Urban Child Research Center	1991	<a href="http://urban.csuohio.edu/ucrc/">http://urban.csuohio.edu/ucrc/</a>

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

**Notes:**

N/A: data unavailable

\* See website [www.csuohio.edu/mims](http://www.csuohio.edu/mims) for individual listing of each center/institute and additional information.

**Table 16: Past Recipients of Distinguished Faculty Awards  
by Award Type 1986 – 2005**

Year	Type of Award					
	Teaching		Service		Research	
	Name	Department	Name	Department	Name	Department
1986	Albert N. Cousins	Sociology	Louis T. Milic	English	Allan Peskin	History
	Joseph A. Troccoli	Mathematics				
1993	Thomas F. Campbell	History	Roger W. Binkley	Richard C. Stephens	Chemistry	Sociology
	Jane L. McIntyre	Philosophy				
1994	Thomas W. Flechtner	Chemistry	Sidney Kraus	Surendra N. Tewari	Communication	Chemical Engineering
	Barbara B. Green	Political Science				
1995	Rosemary E. Sutton	Curriculum & Foundations	Robert I. Abelman	Roger B. Manning	Communication	History
	Robert A. Wheeler	History				
1996	Sherwood D. Silliman	Mathematics	Murali D. Nair	Social Work	Sarah Matthews	Sociology
1997	Ravindra R. Kamath	Finance	David F. Forte	Law	Jose J. Labrador	Modern Languages
			Robert N. Sollod	Psychology		
1998	William A. Beasley	Curriculum & Foundations	Valerie D. George	Nursing	Richard Bingham	Urban Studies
			Majid Rashidi	Mechanical Engineering	Edward W. Hill	Urban Studies
1999	Sanda Kaufman	Urban Studies	Lynn Deering	HPERD	Rama S. R. Gorla	Mechanical Engineering
			John P. Wilson	Psychology	Richard M. Perloff	Communication
2000			Edward G. Thomas	Marketing	David Atkin	Communication Biology, Geology, & Environmental Science
					Michael J. Tevesz	
2001	Lee A. Makala	History	Jill M. Black	HPERD	Thomas Donaldson	Art
	Heidi Meier	Accounting	Norman Krumholz	Urban Studies	John Greppin	English
2002	David W. Ball	Chemistry	Daniel D. Drake	CASAL	Mark Ashcraft	Psychology
2003	Glenn Goodman	Occupational Therapy	Patricia Falk	Law	Bahman Ghorashi	Chemical Engineering
	Ralph Mawdsley	CASAL	Bhushan Wadhwa	Mathematics	Baochuan Guo	Chemistry
2004	Rama S. R. Gorla	Mechanical Engineering	Susan E. Kogler Hill	Communication	Andrew Rindfleisch	Music
	Elizabeth Welfel	CASAL	Mieko K. Smith	Social Work	Jerzy T. Sawicki	Mechanical Engineering
2005	Eric Ziolek	Music	Ravindra R. Kamath	Finance	Michael Kalafatis	Chemistry
	John P. Holcomb, Jr.	Mathematics	Cheryl P. McCahon	Nursing	Catherine Hansman	CASAL

Source: CSU Provost's Office



# R Retention & Graduation



Cleveland State University



**Table 1: Fall to Fall Student Return Rate  
Enrolled Fall 1999 – 2003/Returned Fall 2000 – 2004**

	Fall 1999 Cohort			Fall 2000 Cohort			Fall 2001 Cohort			Fall 2002 Cohort			Fall 2003 Cohort							
	Reg.	Grad.	Return	Ret. Rate	Reg.	Grad.	Return	Ret. Rate	Reg.	Grad.	Return	Ret. Rate	Reg.	Grad.	Return	Ret. Rate				
<b>New Students</b>	<b>Fall 99</b>	<b>Fall 00</b>		<b>Fall 00</b>	<b>Fall 01</b>		<b>Fall 01</b>	<b>Fall 02</b>		<b>Fall 02</b>	<b>Fall 03</b>		<b>Fall 03</b>	<b>Fall 04</b>						
First Year Full-Time Only	1,048	0	630	60%	934	0	613	66%	1,008	0	633	63%	946	0	561	59%	925	0	544	59%
First Year All (Degree Seeking)	1,145	0	663	58%	1,002	0	636	63%	1,090	0	665	61%	1,011	0	592	59%	987	0	572	58%
Transfers (Degree Seeking)*	1,067	4	675	63%	1,067	4	721	68%	1,172	3	816	70%	1,129	4	768	68%	1,067	6	726	68%
Other Undergrads/Non-degree	556	0	147	26%	576	0	435	76%	573	0	315	55%	533	0	419	79%	584	0	474	81%
Masters	537	4	395	74%	490	2	339	69%	532	17	402	78%	801	18	594	76%	850	12	584	70%
Doctoral	32	0	25	78%	34	0	25	74%	19	0	16	84%	13	0	11	85%	33	0	19	58%
Law	211	0	179	85%	266	2	226	86%	215	0	184	86%	261	0	206	79%	272	0	211	78%
Other Grads-Law/Non-degree	655	6	256	39%	592	5			307	1			517	3			549	2		
<b>Sub-Total</b>	<b>4,203</b>	<b>14</b>	<b>2,340</b>	<b>56%</b>	<b>4,027</b>	<b>13</b>	<b>2,382</b>	<b>59%</b>	<b>3,908</b>	<b>21</b>	<b>2,398</b>	<b>62%</b>	<b>4,265</b>	<b>25</b>	<b>2,590</b>	<b>61%</b>	<b>4,342</b>	<b>20</b>	<b>2,586</b>	<b>60%</b>
<b>Returning Students</b>	<b>Fall 99</b>	<b>Fall 00</b>		<b>Fall 00</b>	<b>Fall 01</b>		<b>Fall 01</b>	<b>Fall 02</b>		<b>Fall 02</b>	<b>Fall 03</b>		<b>Fall 03</b>	<b>Fall 04</b>						
First Year	1,839	23	1,093	60%	1,069	2	605	57%	1,070	1	600	56%	985	0	549	56%	1,011	0	537	53%
Sophomores	1,414	55	945	70%	1,315	3	942	72%	1,295	0	919	71%	1,306	2	935	72%	1,231	0	854	69%
Juniors	1,257	19	899	73%	1,540	9	1,123	73%	1,641	14	1,234	76%	1,642	8	1,235	76%	1,629	9	1,252	77%
Seniors	2,663	905	1,175	67%	2,854	947	1,300	68%	2,946	1,056	1,284	68%	3,059	1,000	1,405	68%	3,354	1,179	1,531	70%
Other Undergrads/Non-degree	715	4	304	43%	799	20	402	52%	646	2	291	45%	698	8	346	50%	406	1	185	46%
Masters	1,969	560	821	58%	1,962	548	865	61%	2,572	767	1,173	65%	2,534	755	1,209	68%	2,849	858	1,286	65%
Doctoral	323	45	229	82%	293	32	206	79%	299	32	219	82%	294	28	227	85%	326	35	250	86%
Law	592	229	331	91%	490	200	271	93%	617	207	386	94%	554	205	324	93%	542	241	274	91%
Other Grads-Law/Non-degree	917	16	440	49%	1,057	95	482	50%	752	10	305	41%	661	8	291	45%	556	10	239	44%
<b>Sub-Total</b>	<b>11,689</b>	<b>1,856</b>	<b>6,237</b>	<b>63%</b>	<b>11,379</b>	<b>1,856</b>	<b>6,196</b>	<b>65%</b>	<b>11,838</b>	<b>2,089</b>	<b>6,411</b>	<b>66%</b>	<b>11,733</b>	<b>2,014</b>	<b>6,521</b>	<b>67%</b>	<b>11,904</b>	<b>2,334</b>	<b>6,408</b>	<b>67%</b>
<b>Overall</b>	<b>15,892</b>	<b>1,870</b>	<b>8,577</b>	<b>61%</b>	<b>15,406</b>	<b>1,869</b>	<b>8,578</b>	<b>63%</b>	<b>15,746</b>	<b>2,110</b>	<b>8,809</b>	<b>65%</b>	<b>15,998</b>	<b>2,039</b>	<b>9,111</b>	<b>65%</b>	<b>16,246</b>	<b>2,354</b>	<b>8,994</b>	<b>65%</b>
<b>% Graduating Annually</b>	<b>1999-00</b>	<b>11.8%</b>		<b>2000-01</b>	<b>12.1%</b>		<b>2001-02</b>	<b>13.4%</b>		<b>2002-03</b>	<b>12.7%</b>		<b>2003-04</b>	<b>14.5%</b>						

**Notes:** Cohort includes all degree-seeking students registered on the 15th day. "Grad." or "Return" status is determined for each member of the Registered (Reg.) cohort on the 15th day of the following Fall Term.

"Other Undergrads/Non-degree" includes Admit Type: PST and VST and Non-Degree Students.

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

*Table 2: Fall to Fall Retention Rates for IPEDS Cohort by Race and Gender  
(New Degree-Seeking, Full-Time, First-Time First Year)  
Enrolled Fall 1999 – 2003 / Returned Fall 2000 – 2004*

	Fall 1999 Cohort			Fall 2000 Cohort			Fall 2001 Cohort			Fall 2002 Cohort			Fall 2003 Cohort		
	Fall 99	Fall 00	Ret. Rate	Fall 00	Fall 01	Ret. Rate	Fall 01	Fall 02	Ret. Rate	Fall 02	Fall 03	Ret. Rate	Fall 03	Fall 04	Ret. Rate
	Newly Enrolled	Return		Newly Enrolled	Return		Newly Enrolled	Return		Newly Enrolled	Return		Newly Enrolled	Return	
<b>White</b>															
Female	268	184	69%	265	196	74%	264	191	72%	255	158	62%	220	148	67%
Male	393	236	60%	296	198	67%	350	224	64%	316	207	66%	310	201	65%
<b>Black</b>															
Female	130	63	48%	134	81	60%	154	86	56%	148	71	48%	186	83	45%
Male	77	38	49%	84	47	56%	90	43	48%	91	47	52%	86	32	37%
<b>Hispanic</b>															
Female	32	13	41%	19	9	47%	22	14	64%	20	10	50%	21	9	43%
Male	12	4	33%	19	9	47%	16	8	50%	14	6	43%	19	9	47%
<b>Asian or Pacific Islander</b>															
Female	13	10	77%	13	9	69%	15	9	60%	17	12	71%	14	13	93%
Male	16	11	69%	20	15	75%	18	13	72%	17	10	59%	21	16	76%
<b>Native American</b>															
Female	1	1	100%	2	1	50%	2	1	50%	1	0	0%	0	0	
Male	5	4	80%	1	1	100%	0	0		1	1	100%	1	0	0%
<b>Non-Resident Alien</b>															
Female	6	6	100%	6	5	83%	4	2	50%	2	0	0%	3	2	67%
Male	12	7	58%	7	6	86%	6	0	0%	8	6	75%	7	5	71%
<b>Unknown</b>															
Female	44	28	64%	32	16	50%	32	22	69%	20	13	65%	19	14	74%
Male	39	25	64%	36	20	56%	35	20	57%	36	20	56%	18	12	67%
<b>Total</b>															
Female	494	305	62%	471	317	67%	493	325	66%	463	264	57%	463	269	58%
Male	554	325	59%	463	296	64%	515	308	60%	483	297	61%	462	275	60%
<b>TOTAL Male &amp; Female</b>	<b>1,048</b>	<b>630</b>	<b>60%</b>	<b>934</b>	<b>613</b>	<b>66%</b>	<b>1,008</b>	<b>633</b>	<b>63%</b>	<b>946</b>	<b>561</b>	<b>59%</b>	<b>925</b>	<b>544</b>	<b>59%</b>

**Table 3: Fall to Fall Retention Rates for IPEDS Cohort (New Degree-Seeking, Full-Time, First-Time First Year)  
Enrolled Fall 1999 – 2003 / Returned Fall 2000 – 2004**

	Fall 1999 Cohort			Fall 2000 Cohort			Fall 2001 Cohort			Fall 2002 Cohort			Fall 2003 Cohort		
	Fall 99	Fall 00	Ret. Rate	Fall 00	Fall 01	Ret. Rate	Fall 01	Fall 02	Ret. Rate	Fall 02	Fall 03	Ret. Rate	Fall 03	Fall 04	Ret. Rate
	Enrolled	Returned		Enrolled	Returned		Enrolled	Returned		Enrolled	Returned		Enrolled	Returned	
Business	171	105	61%	137	95	69%	161	101	63%	166	98	59%	165	105	64%
CLASS	241	159	66%	281	185	66%	330	214	65%	340	209	61%	329	201	61%
First College	17	7	41%	22	16	73%	19	15	79%	11	7	64%	19	12	63%
Education	57	38	67%	34	25	74%	57	40	70%	73	42	58%	60	38	63%
Engineering	77	53	69%	55	44	80%	70	53	76%	46	38	83%	62	54	87%
Science	70	49	70%	8	5	63%	13	11	85%	21	15	71%	26	18	69%
Urban Affairs	5	3	60%	5	2	40%	5	3	60%	8	2	25%	12	8	67%
University Studies	410	216	53%	392	241	61%	353	196	56%	281	150	53%	252	108	43%
<b>TOTAL</b>	<b>1,048</b>	<b>630</b>	<b>60%</b>	<b>934</b>	<b>613</b>	<b>66%</b>	<b>1,008</b>	<b>633</b>	<b>63%</b>	<b>946</b>	<b>561</b>	<b>59%</b>	<b>925</b>	<b>544</b>	<b>59%</b>

**Table 4: Three-Year Mobility of Undergraduate Students Enrolled  
Spring Term 2004 by Institution**

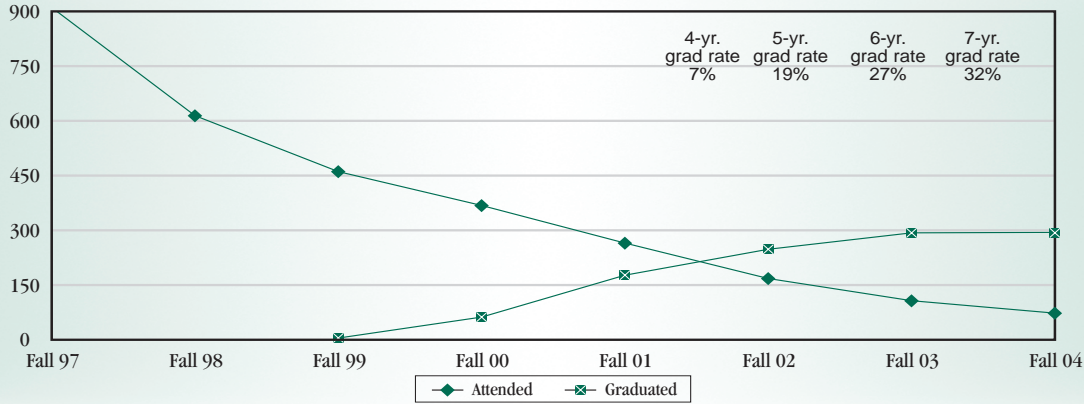
Institution	Under-graduate Students	Mobile Same Institution Different Campus	Mobile Different Institution	Total Mobility	Concurrent Same Institution Different Campus	Concurrent Different Institution	Total Concurrent
<b>University Main Campuses</b>							
Bowling Green State University	14,262	2%	22%	24%	0%	1%	2%
Cleveland State University	9,637	0%	31%	31%	0%	3%	3%
Kent State University	17,468	14%	16%	30%	4%	1%	5%
Miami University	14,629	22%	10%	32%	10%	0%	10%
Ohio State University	35,474	7%	22%	29%	1%	2%	3%
Ohio University	15,966	12%	13%	24%	4%	0%	4%
University of Akron	16,774	7%	14%	20%	2%	1%	3%
University of Cincinnati	16,849	10%	12%	22%	4%	1%	5%
University of Toledo	15,642	0%	18%	18%	0%	2%	2%
Youngstown State University	10,943	0%	9%	9%	0%	1%	1%

Source: Ohio Board of Regents, 7/7/05 Performance Consultation

**Table 5: Attended, Graduated and Retained  
Fall to Fall Student Tracking (IPEDS Cohort)**

	4 Year				5 Year				6 Year				7 Year			
	Fall															
	Fall 1997 Cohort	1998	1999	2000	2001	2002	2003	2004								
Attended	923	614	461	368	265	168	107	73								
Graduated			0	5	62	177	250	295								
% Graduated of Cohort			0%	1%	7%	19%	27%	32%								
% Retained		67%	50%	40%	31%	23%	16%	12%								

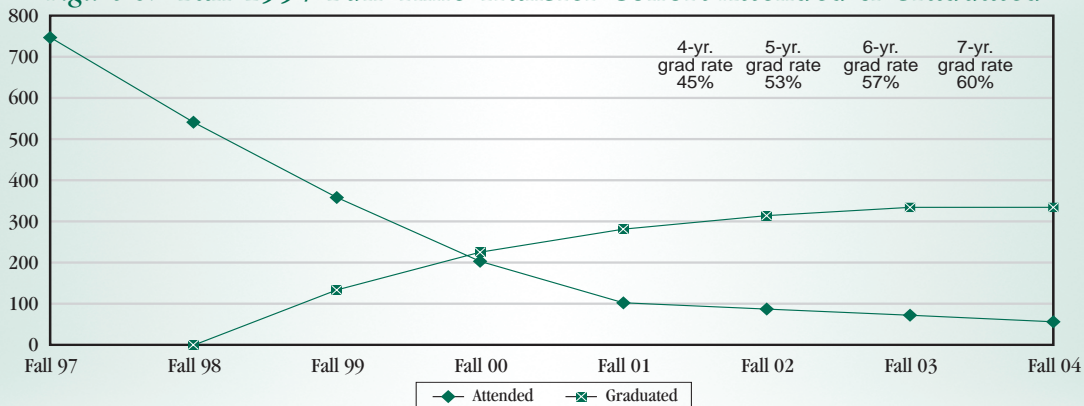
**Figure 5: Fall 1997 IPEDS Cohort Attended, Graduated and Retained**



**Table 6: Attended, Graduated and Retained  
Fall to Fall Student Tracking (Transfer Cohort\*)**

	4 Year				5 Year				6 Year				7 Year			
	Fall															
	Fall 1997 Transfer Cohort	1998	1999	2000	2001	2002	2003	2004								
Attended	750	541	358	203	102	87	72	56								
Graduated		77	116	248	341	397	430	450								
% Graduated of Cohort		10%	15%	33%	45%	53%	57%	60%								
% Retained		80%	56%	40%	25%	25%	23%	19%								

**Figure 6: Fall 1997 Full-Time Transfer Cohort Attended & Graduated\***



**Notes:**

Cohorts are First-Time, Full-Time, Degree-Seeking Freshmen or Transfers students as of the 15th day of Fall Quarter, 1997.

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

\*Includes all New Transfer students.

**Table 7: Fall to Fall Undergraduate First-Year Full-Time Degree-Seeking Cohort Graduation and Retention Rate**

	IPEDS Cohort	Graduated In								
		1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year	9th Year
<b>Fall 94 Cohort</b>	<b>885</b>									
Graduated					61	188	238	272	295	318
% Graduated					7%	22%	27%	31%	33%	36%
% Retained		59%	47%	39%	33%	17%	13%	10%	8%	6%
% Stopped-Out		41%	53%	61%	60%	61%	60%	59%	59%	58%
<b>Fall 95 Cohort</b>	<b>856</b>									
Graduated					58	177	233	270	288	301
% Graduated					7%	21%	27%	32%	34%	35%
% Retained		59%	45%	40%	29%	17%	12%	9%	5%	4%
% Stopped-Out		42%	55%	60%	64%	62%	61%	60%	61%	61%
<b>Fall 96 Cohort</b>	<b>845</b>									
Graduated					67	153	206	237	227	
% Graduated					8%	18%	24%	28%	27%	
% Retained		61%	47%	37%	25%	16%	11%	7%	5%	
% Stopped-Out		39%	53%	63%	67%	66%	65%	65%	68%	
<b>Fall 97 Cohort</b>	<b>923</b>									
Graduated					62	177	250	295		
% Graduated					7%	19%	27%	32%		
% Retained		67%	50%	40%	29%	18%	12%	5%		
% Stopped-Out		34%	50%	60%	65%	63%	61%	60%		
<b>Fall 98 Cohort</b>	<b>962</b>									
Graduated					64	171	260			
% Graduated					7%	18%	27%			
% Retained		60%	42%	38%	27%	16%	10%			
% Stopped-Out		40%	58%	63%	66%	66%	63%			
<b>Fall 99 Cohort</b>	<b>1,048</b>									
Graduated					84	231				
% Graduated					8%	22%				
% Retained		60%	47%	41%	32%	18%				
% Stopped-Out		40%	53%	59%	60%	60%				
<b>Fall 00 Cohort</b>	<b>934</b>									
Graduated										
% Graduated										
% Retained		66%	48%	42%	31%					
% Stopped-Out		34%	52%	58%	70%					
<b>Fall 01 Cohort</b>	<b>1,008</b>									
Graduated										
% Graduated										
% Retained		63%	47%	42%						
% Stopped-Out		37%	53%	58%						
<b>Fall 02 Cohort</b>	<b>946</b>									
Graduated										
% Graduated										
% Retained		59%	42%							
% Stopped-Out		41%	58%							
<b>Fall 03 Cohort</b>	<b>925</b>									
Graduated										
% Graduated										
% Retained		59%								
% Stopped-Out		41%								
<b>Fall 04 Cohort</b>	<b>922</b>									
Graduated										
% Graduated										
% Retained										
% Stopped-Out										

*Table 8: Annual Degrees Awarded by Major and Gender  
University Total*

Degree Level	Major											Percent Change	
		1999-00		2000-01		2001-02		2002-03		2003-04		1 Year	5 Year
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>Degree Totals</b>	Bachelors	799	605	874	553	862	655	914	681	987	694	5%	20%
	Masters	524	385	608	432	764	478	742	439	784	495	8%	41%
	Post-Masters Certificates	10	4	14	4	10	2	10	8	13	4	-6%	21%
	Doctoral Degrees	14	18	12	22	15	19	21	14	18	19	6%	21%
	Law (Juris Doctor)	102	129	98	129	100	98	103	108	108	142	18%	8%
	Master of Laws	0	1	0	2	0	0	1	0	0	1	0%	0%
	<b>ALL</b>	<b>1,449</b>	<b>1,142</b>	<b>1,606</b>	<b>1,142</b>	<b>1,751</b>	<b>1,252</b>	<b>1,791</b>	<b>1,250</b>	<b>1,910</b>	<b>1,355</b>	<b>7%</b>	<b>26%</b>

*Table 9: Annual Degrees Awarded by Major and Gender  
College of Business*

Degree Level	Major											Percent Change	
		1999-00		2000-01		2001-02		2002-03		2003-04		1 Year	5 Year
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>Bachelors Degree</b>	Accounting	36	35	37	30	45	27	33	28	35	33	11%	-4%
	Business Economics	3	7	3	5	2	4	1	2	3	10	333%	30%
	Business General	0	0	0	0	0	1	0	0	0	0	0%	
	Computer and Information Science	8	35	11	30	11	28	12	36	7	22	-40%	-33%
	Finance	20	31	22	32	26	32	17	41	23	45	17%	33%
	Information Systems	8	17	13	40	23	44	17	37	23	46	28%	176%
	Labor & Human Relations	21	23	26	31	25	31	42	40	36	24	-27%	36%
	Management	1	0	0	0	0	0	0	0	0	0	0%	-100%
	Marketing	29	43	33	41	26	31	35	42	25	43	-12%	-6%
	Operation Management and Business Statistics	9	12	4	11	8	10	4	16	5	10	-25%	-29%
	<b>Total</b>	<b>135</b>	<b>203</b>	<b>149</b>	<b>220</b>	<b>166</b>	<b>208</b>	<b>161</b>	<b>242</b>	<b>157</b>	<b>233</b>	<b>-3%</b>	<b>15%</b>

*(Continued on next page)*

**Table 9: Annual Degrees Awarded by Major and Gender  
College of Business**

*(Continued from previous page)*

Degree Level	Major	1999-00		2000-01		2001-02		2002-03		2003-04		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
<b>Masters Degree</b>	Accelerated Business Administration	8	10	10	20	27	49	10	14	26	29	129%	206%
	Business Administration	70	130	77	117	91	133	75	93	94	109	21%	2%
	Computer and Information Science	26	51	35	71	34	58	23	38	20	48	11%	-12%
	Executive Business Administration	0	0	8	27	9	14	4	14	7	15	22%	0%
	Finance	0	0	0	0	1	1	0	1	0	1	0%	0%
	Financial Audit	10	9	13	7	18	7	11	11	21	4	14%	32%
	JD/MBA	0	0	0	0	2	0	4	1	0	0	-100%	0%
	Labor & Human Relations	11	6	19	7	16	2	16	5	15	7	5%	29%
	Marketing	0	0	0	0	0	0	1	0	0	2	100%	
	Master of Business Administration	0	0	0	0	2		1	0	0	1	0%	
	MBA-Health Care	5	4	6	3	10	7	9	4	2	3	-62%	-44%
	Public Health	0	0	0	1	0	0	1	0	5	5	900%	
	Tax Program	0	0	0	0	0	0	0	5	1	1	-60%	
<b>Total</b>		<b>130</b>	<b>210</b>	<b>168</b>	<b>253</b>	<b>208</b>	<b>271</b>	<b>151</b>	<b>185</b>	<b>191</b>	<b>225</b>	<b>24%</b>	<b>22%</b>
<b>Doctoral Degree</b>	Business Administration-Doctoral	1	3	0	3	0	3	0	4	0	1	-75%	-75%
	Finance	0	1	0	0	0	0	0	0	0	0	0%	-100%
	Information Systems	2	1	0	2	0	0	0	0	0	0	0%	-100%
	Labor & Human Relations	0	0	1	0	0	0	0	0	0	0	0%	0%
<b>Total</b>		<b>3</b>	<b>5</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>-75%</b>	<b>-88%</b>
<b>Total Business</b>	Bachelors	135	203	149	220	166	208	161	242	157	233	-3%	15%
	Masters	130	210	168	253	208	271	151	185	191	225	24%	22%
	Doctoral	3	5	1	5		3	0	4	0	1	-75%	-88%
<b>ALL</b>		<b>268</b>	<b>418</b>	<b>318</b>	<b>478</b>	<b>374</b>	<b>482</b>	<b>312</b>	<b>431</b>	<b>348</b>	<b>459</b>	<b>9%</b>	<b>18%</b>

Note: Degrees awarded Summer through Spring

Table 10: Annual Degrees Awarded by Major and Gender  
College of Liberal Arts and Social Sciences

Degree Level	Major											Percent Change	
		1999-00		2000-01		2001-02		2002-03		2003-04		1 Year	5 Year
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>Bachelors Degree</b>	Anthropology	9	3	6	2	7	1	10	3	10	6	23%	33%
	Art	17	6	21	9	24	16	41	5	24	12	-22%	57%
	Classical and Medieval Studies	1								1			0%
	Communication	60	52	94	43	95	58	75	47	112	62	43%	55%
	Dramatic Arts	3	2	2	4	1		2	1	4		33%	-20%
	Economics	3	9	2	8	3	6	4	9		8	-39%	-33%
	English	20	14	18	14	29	19	23	22	24	11	-22%	3%
	French		1	1						2	1		200%
	German			1									
	History	11	17	13	15	9	13	12	14	9	16	-4%	-11%
	International Relations	4	4	6	5	8	8	11	8	10	9	0%	138%
	Liberal Studies	18	8	18	7	13	10	26	9	25	11	3%	39%
	Linguistics	1	1							2	2		100%
	Multimedia	1											-100%
	Music	4	3	4	5	6	5	5	2	2	9	57%	57%
	Philosophy	3	7	5	4	4	4	1	3	2	5	75%	-30%
	Political Science	10	13	11	12	12	18	11	17	14	9	-18%	0%
	Religious Studies	2	2	4	2	3		1	1	5		400%	25%
	Social Science	3	1	1	1	2	1	1	1	3	2	150%	25%
	Social Studies		3	1	1	3	8	2	3	3	7	100%	233%
Social Work	76	17	60	10	70	12	63	12	58	16	-1%	-20%	
Sociology	20	13	35	7	29	15	51	18	38	18	-19%	70%	
Spanish	1	3	3	1	3		4	2	4	1	-17%	25%	
Women's Studies									2				
	<b>Total</b>	<b>267</b>	<b>179</b>	<b>306</b>	<b>150</b>	<b>321</b>	<b>194</b>	<b>342</b>	<b>177</b>	<b>354</b>	<b>205</b>	<b>8%</b>	<b>25%</b>
<b>Masters Degree</b>	Art			2									
	Communication	7	8	7	3	8	4	7	8	4	2	-60%	-60%
	Economics	5	2	3	3	1	3	1	3	2	3	25%	-29%
	English	9	5	11	2	9	10	13	6	8	3	-42%	-21%
	History	6	9	4	5	5	7	5	4	11	9	122%	33%
	Music	4	4	4	5	6	4	3	8	5	1	-46%	-25%
	Philosophy	1	3	2	1	2	4	1	6	1	1	-71%	-50%
	Social Work	14	5	14	6	31	2	23	8	38	15	71%	179%
	Sociology	4		2	1	6	2	7	1	8	1	13%	125%
	Spanish	5	1	4		1	1	4	2	7	2	50%	50%
	<b>Total</b>	<b>55</b>	<b>37</b>	<b>53</b>	<b>26</b>	<b>69</b>	<b>37</b>	<b>64</b>	<b>46</b>	<b>84</b>	<b>37</b>	<b>10%</b>	<b>32%</b>
<b>Total CLASS</b>	Bachelors	267	179	306	150	321	194	342	177	354	205	8%	25%
	Masters	55	37	53	26	69	37	64	46	84	37	10%	32%
	<b>ALL</b>	<b>322</b>	<b>216</b>	<b>359</b>	<b>176</b>	<b>390</b>	<b>231</b>	<b>406</b>	<b>223</b>	<b>438</b>	<b>242</b>	<b>8%</b>	<b>26%</b>
Total First College	Bachelors	14	8	14	6	13	4	15	6	19	8	29%	23%



*Table 11: Annual Degrees Awarded by Major and Gender  
College of Education and Human Services*

Degree Level	Major	1999-00		2000-01		2001-02		2002-03		2003-04		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
<b>Bachelors Degree</b>	Early Childhood Education	13	1	35	3	57	5	99	4	99	3	-1%	629%
	Elementary Education	96	14	66	17	42	14	2	1	0	0	-100%	-100%
	Health and Physical Education	7	6	12	6	4	12	3	10	3	19	54%	54%
	Middle Childhood Education	3	0	3	2	12	2	22	9	33	7	29%	1233%
	Nursing Basic	34	3	30	5	41	8	25	5	52	10	107%	68%
	Nursing RN	14	0	17	0	10	1	19	1	20	2	10%	57%
	Special Education	13	0	17	1	21	6	17	5	24	5	32%	123%
	Sports Management										2		
<b>Total</b>		<b>180</b>	<b>24</b>	<b>180</b>	<b>34</b>	<b>187</b>	<b>48</b>	<b>187</b>	<b>35</b>	<b>231</b>	<b>46</b>	<b>25%</b>	<b>36%</b>
<b>Masters Degree</b>	Adult Learning and Development	24	4	20	3	24	3	21	1	30	12	91%	50%
	Community Agency Counseling	19	2	13	5	12	2	16	5	13	3	-24%	-24%
	Community Health Education	6	2	14	1	17		13	1	7	0	-50%	-13%
	School Counseling	16	2	12	5	16	5	18	3	22	5	29%	50%
	Curriculum & Instruction Education	130	33	176	40	247	46	249	40	229	62	1%	79%
	Educational Administration	3		2	0	0	2	1	0	1	0	0%	-67%
	Exercise Science	23	15	27	15	26	14	35	18	25	13	-28%	0%
	Nursing	8	1	5	3	2	0	3	3	9	3	100%	33%
	Physical Education-Professional	0	0	0	0	6	0	1	0	0	1	0%	0%
	Sports & Exercise Management		1										-100%
	Supervision	10	3	5	9	5	9	8	12	5	5	-50%	-23%
<b>Total</b>	2	0	3	0	4	0	6	0	4	0	-33%	100%	
<b>Total</b>		<b>241</b>	<b>63</b>	<b>277</b>	<b>81</b>	<b>359</b>	<b>81</b>	<b>371</b>	<b>83</b>	<b>345</b>	<b>104</b>	<b>35%</b>	<b>86%</b>
<b>Post-Masters</b>	Counseling and Pupil Education Specialist	0	0	2	0	0	0	0	1	1	0	0%	0%
	Educational Administration	0	0	0	1	1	2	2	2	2	2	0%	0%
	<b>Total</b>	3	2	1	0	2	0	1	0	3	0	200%	-40%
<b>Total</b>		<b>3</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>2</b>	<b>33%</b>	<b>60%</b>
<b>Doctoral Degree</b>	Urban Education: Administration	0	0	0	1	3	2	3	0	1	1	-33%	0%
	Counseling	6	1	2	0	2	1	6	0	1	0	-83%	-86%
	Learning	3	2	1	3	5	1	2	0	3	1	100%	-20%
	Policy	0	0	0	1	0	0	1	0	1	0	0%	0%
	<b>Total</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>10</b>	<b>4</b>	<b>12</b>	<b>0</b>	<b>6</b>	<b>2</b>	<b>-33%</b>	<b>-33%</b>
<b>Total College of Education and Human Services</b>	Bachelors	180	24	180	34	187	48	187	35	231	46	25%	36%
	Masters	241	63	277	81	359	81	371	83	345	104	-1%	48%
	Post-Masters	3	2	3	1	3	2	3	3	6	2	33%	60%
	Doctoral	9	3	3	5	10	4	12		6	2	-33%	-33%
<b>ALL</b>		<b>433</b>	<b>92</b>	<b>463</b>	<b>121</b>	<b>559</b>	<b>135</b>	<b>573</b>	<b>121</b>	<b>588</b>	<b>154</b>	<b>7%</b>	<b>41%</b>

*Table 12: Annual Degrees Awarded by Major and Gender*  
College of Engineering

Degree Level	Major											Percent Change		
		1999-00		2000-01		2001-02		2002-03		2003-04		1 Year	5 Year	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male			
<b>Bachelors Degree</b>	Chemical Engineering	7	15	3	4	3	6	3	8	2	5	-36%	-68%	
	Civil Engineering	6	14		6	3	15	4	15	5	17	16%	10%	
	Computer Engineering										2			
	Electrical & Computer Engineering	2	14	1	9	7	31	5	27	5	32	16%	131%	
	Electrical Engineering		8	1	7	1	5	2	1		2	-33%	-75%	
	Electronic Engineering Technology	1	10	1	9	1	8		6	1	7	33%	-27%	
	Electronic Technology		1		2									-100%
	Industrial and Manufacturing Engineering	1	6	3	9	2	10	1	8	4	8	33%	71%	
	Mechanical Engineering	5	24	3	13	4	33	4	37	8	21	-29%	0%	
	Mechanical Engineering Technology		10	1	6	1	15	1	5	2	7	50%	-10%	
<b>Total</b>		<b>22</b>	<b>102</b>	<b>13</b>	<b>65</b>	<b>22</b>	<b>123</b>	<b>20</b>	<b>107</b>	<b>27</b>	<b>101</b>	<b>1%</b>	<b>3%</b>	
<b>Masters Degree</b>	Chemical Engineering			1	4		4	1	6	3	10	86%		
	Civil Engineering	1	2	2	6	2	2	1	8	2	7	0%	200%	
	Electrical Engineering	1	11		4	2	9	3	15	7	19	44%	117%	
	Engineering Mechanics		1		1		1		1			-100%	-100%	
	Environmental Engineering		1	1		1		1	1	1	4	150%	400%	
	Industrial and Manufacturing Engineering	2	8	2	7	2	6	4	19	1	12	-44%	30%	
	Mechanical Engineering	1	6	1			2	1	10		9	-18%	29%	
	<b>Total</b>	<b>5</b>	<b>29</b>	<b>7</b>	<b>22</b>	<b>7</b>	<b>24</b>	<b>11</b>	<b>60</b>	<b>14</b>	<b>61</b>	<b>6%</b>	<b>121%</b>	
<b>Doctoral Degree</b>	Applied Biomedical Engineering							2	3	1	1	-60%		
	Chemical Engineering				2		1	1		1	2	200%		
	Civil Engineering	1	1		1		1		1			-100%	-100%	
	Electrical Engineering		3	1	2		2		1	1	2	200%	0%	
	Industrial and Manufacturing Engineering				1		4				3			
	Mechanical Engineering		2		2				2		1	-50%	-50%	
<b>Total</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>8</b>	<b>0</b>	<b>8</b>	<b>3</b>	<b>7</b>	<b>3</b>	<b>9</b>	<b>20%</b>	<b>71%</b>		
<b>Total Engineering</b>	Bachelors	22	102	13	65	22	123	20	107	27	101	1%	3%	
	Masters	5	29	7	22	7	24	11	60	14	61	6%	121%	
	Doctoral	1	6	1	8		8	3	7	3	9	20%	71%	
<b>ALL</b>		<b>28</b>	<b>137</b>	<b>21</b>	<b>95</b>	<b>29</b>	<b>155</b>	<b>34</b>	<b>174</b>	<b>44</b>	<b>171</b>	<b>3%</b>	<b>30%</b>	

Note: Degrees awarded Summer through Spring

**Table 13: Annual Degrees Awarded by Major and Gender  
College of Science**

Degree Level	Major											Percent Change	
		1999-00		2000-01		2001-02		2002-03		2003-04		1 Year	5 Year
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>Bachelors Degree</b>	Biology	26	18	22	6	16	14	18	11	23	9	10%	-27%
	Biology-Medical Technology	2	0	2	2	0	1	0	2	0	0	-100%	-100%
	Chemistry	3	4	5	6	6	4	5	11	4	8	-25%	71%
	Environmental Sciences	0	0	0	0	0	1	1	5	2	0	-67%	
	Geological Sciences	5	5	0	4	1	1	2	5	2	3	-29%	-50%
	Health Science	0	0	0	0	0	0	0	0	0	1		
	Mathematics	5	9	13	9	3	6	10	12	8	9	-23%	21%
	Occupational Therapy	3	1	20	0	18	1	15	3	9	0	-50%	125%
	Physical Therapy	8	4	12	4	0	0	0	0	0	0	0%	-100%
	Physics	2	1	3	4	3	2	1	7		9	13%	200%
	Psychology	98	26	86	25	79	26	88	28	90	27	1%	-6%
	Speech & Hearing	9	0	9	0	3	0	10	2	5		-58%	-44%
<b>Total</b>		<b>161</b>	<b>68</b>	<b>172</b>	<b>60</b>	<b>129</b>	<b>56</b>	<b>150</b>	<b>86</b>	<b>143</b>	<b>66</b>	<b>-11%</b>	<b>-9%</b>
<b>Masters Degree</b>	Biology	3	2	6	3	2	1	2	1	2	2	33%	-20%
	Chemistry	0	4	2	4	0	5	2	4	3	3	0%	50%
	Environmental Sciences	0	0	0	0	0	0	1	1	1	0	-50%	0%
	Health Science	0	0	0	1	3	1	4	2	9	0	50%	0%
	Mathematics	5	1	5	3	6	3	1	5	6	6	100%	100%
	Occupational Therapy	0	0	0	0	0	0	0	0	5	1	0%	0%
	Physical Therapy	0	0	0	0	0	0	12	4	17	3	25%	0%
	Physics	0	2	0	0	0	5		1	1	5	500%	200%
	Psychology	30	6	21	5	29	10	21	5	24	7	19%	-14%
	Psychology Specialist					7							
Speech & Hearing	16		24		12		22		13	2	-32%	-6%	
<b>Total</b>		<b>54</b>	<b>15</b>	<b>58</b>	<b>16</b>	<b>59</b>	<b>25</b>	<b>65</b>	<b>23</b>	<b>81</b>	<b>29</b>	<b>25%</b>	<b>59%</b>
<b>Post-Masters</b>	Psychology Specialist	7	2	11	3	0	0	7	5	7	2	-25%	0%
<b>Doctoral Degree</b>	Biology	1	0	4	1	1	1	3	2	3	1	-20%	300%
	Clinical Bioanalytical Chemistry	0	4	3	3	4	2	1	0	3	3	500%	50%
	<b>Total</b>	<b>1</b>	<b>4</b>	<b>7</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>4</b>	<b>67%</b>	<b>100%</b>
<b>Specialist</b>	Psychology Specialist	7	2	11	3			7	5	7	2	-25%	0%
<b>Total</b>		<b>7</b>	<b>2</b>	<b>11</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>5</b>	<b>7</b>	<b>2</b>	<b>-25%</b>	<b>0%</b>
<b>Total Science</b>	Bachelors	161	68	172	60	129	56	150	86	143	66	-11%	-9%
	Masters	54	15	58	16	59	25	65	23	81	29	25%	59%
	Doctoral	1	4	7	4	5	3	4	2	6	4	67%	100%
<b>ALL</b>		<b>223</b>	<b>89</b>	<b>248</b>	<b>83</b>	<b>193</b>	<b>84</b>	<b>226</b>	<b>116</b>	<b>237</b>	<b>101</b>	<b>-1%</b>	<b>8%</b>

Note: Degrees awarded Summer through Spring

*Table 14: Annual Degrees Awarded by Major and Gender  
College of Urban Affairs*

Degree Level	Major	1999-00		2000-01		2001-02		2002-03		2003-04		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
<b>Bachelors Degree</b>	Environmental Science	1	1	1	2			1	1			-100%	-100%
	Environmental Studies	3	4	5	2	1	2	1	4	5	3	60%	14%
	Public Safety Management					1	5	2	8	2	10	20%	
	Urban Services Administration			1		1	1	6	2	18	2	150%	
	Urban Studies	16	16	33	14	21	14	29	13	31	20	21%	59%
<b>Total</b>		<b>20</b>	<b>21</b>	<b>40</b>	<b>18</b>	<b>24</b>	<b>22</b>	<b>39</b>	<b>28</b>	<b>56</b>	<b>35</b>	<b>36%</b>	<b>122%</b>
<b>Masters Degree</b>	Environmental Studies			1				3	2	3	2	0%	
	JD/MPA			1	1			1	3				
	Public Administration	30	19	28	19	53	27	60	21	52	23	-7%	53%
	Urban Planning and Design	1	7	8	7	10	9	3	10	7	8	15%	88%
	Urban Planning and Law								1		2	100%	
Urban Studies	8	5	7	7	4	4	9	4	7	4	-15%	-15%	
<b>Total</b>		<b>39</b>	<b>31</b>	<b>45</b>	<b>34</b>	<b>67</b>	<b>40</b>	<b>76</b>	<b>41</b>	<b>69</b>	<b>39</b>	<b>-4%</b>	<b>54%</b>
<b>Doctoral Degree</b>	Urban Studies						1	2	1	3	3	100%	
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>100%</b>	
<b>Total Urban</b>	Bachelors	20	21	40	18	24	22	39	28	56	35	36%	122%
	Masters	39	31	44	34	67	40	75	38	69	39	-4%	54%
	Doctoral						1	2	1	3	3	100%	
<b>ALL</b>		<b>59</b>	<b>52</b>	<b>84</b>	<b>52</b>	<b>91</b>	<b>63</b>	<b>116</b>	<b>67</b>	<b>128</b>	<b>77</b>	<b>12%</b>	<b>85%</b>

*Table 15: Annual Degrees Awarded by Major and Gender – College of Law*

Degree Level	Major	1999-00		2000-01		2001-02		2002-03		2003-04		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
<b>First Professional Degrees</b>													
	Law (Juris Doctor)	102	129	98	129	100	98	103	108	108	142	18%	8%
	Master of Laws	0	1	0	2	0	0	1	0	0	1	0%	0%
<b>Total Law</b>		<b>102</b>	<b>130</b>	<b>98</b>	<b>131</b>	<b>100</b>	<b>98</b>	<b>104</b>	<b>108</b>	<b>108</b>	<b>143</b>	<b>18%</b>	<b>8%</b>

Note: Degrees awarded Summer through Spring

Table 16: Annual Degrees Awarded by Race and Gender

	1999 – 00		2000 – 01		2001 – 02		2002 – 03		2003 – 04		Percent Change	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
<b>White</b>												
Bachelors	527	435	580	393	558	443	578	456	644	468	8%	16%
Masters	303	205	369	226	469	314	475	265	473	279	2%	48%
Post-Masters	6	3	13	4	7	0	8	6	11	3	0%	56%
Doctoral	10	7	6	8	11	8	12	1	4	4	-38%	-53%
Juris Doctor	82	117	70	106	74	87	82	96	92	128	24%	11%
Master of Laws	0	0	0	2	0	0	1	0	0	1		
<b>ALL</b>	<b>928</b>	<b>767</b>	<b>1,038</b>	<b>739</b>	<b>1,119</b>	<b>852</b>	<b>1,156</b>	<b>824</b>	<b>1,224</b>	<b>883</b>	<b>6%</b>	<b>24%</b>
<b>Black</b>												
Bachelors	154	58	133	41	164	66	188	74	197	78	5%	30%
Masters	95	32	111	38	144	27	135	37	147	45	12%	51%
Post-Masters	3	1	0	0	2	2	0	2	1	1	0%	-50%
Doctoral	1	0	2	1	1	0	0	1	5	2	600%	600%
Juris Doctor	12	6	14	8	13	7	11	5	4	6	-38%	-44%
<b>ALL</b>	<b>265</b>	<b>97</b>	<b>260</b>	<b>88</b>	<b>324</b>	<b>102</b>	<b>334</b>	<b>119</b>	<b>354</b>	<b>132</b>	<b>7%</b>	<b>34%</b>
<b>Hispanic</b>												
Bachelors	17	15	21	14	20	15	24	11	25	14	11%	22%
Masters	12	2	2	4	14	4	19	5	19	11	25%	114%
Post-Masters	0	0	0	0	0	0	1	0	0	0		
Doctoral	0	0	2	1	1	1	0	2	2	2	100%	
Juris Doctor	2	3	3	3	2	1	2	0	2	4	200%	20%
<b>ALL</b>	<b>31</b>	<b>20</b>	<b>28</b>	<b>22</b>	<b>37</b>	<b>21</b>	<b>46</b>	<b>18</b>	<b>48</b>	<b>31</b>	<b>23%</b>	<b>55%</b>
<b>Asian or Pacific Islander</b>												
Bachelors	24	20	32	23	27	22	34	36	27	29	-20%	27%
Masters	12	25	19	24	14	10	17	16	45	31	130%	105%
Doctoral	0	2	1	5	0	1	1	1	2	1	50%	50%
Juris Doctor	3	3	5	4	1	0	4	1	3	2	0%	-17%
<b>ALL</b>	<b>39</b>	<b>50</b>	<b>57</b>	<b>56</b>	<b>42</b>	<b>33</b>	<b>56</b>	<b>54</b>	<b>77</b>	<b>63</b>	<b>27%</b>	<b>57%</b>
<b>Native American</b>												
Masters	1	1	2	1	3	2	0	2	0	1	-50%	-50%
Doctoral	0	5	0	0	0	0	1	0	2	1		-40%
Juris Doctor	0	0	0	0	0	0	1	0	0	0		
<b>ALL</b>	<b>1</b>	<b>6</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0%</b>	<b>-43%</b>

Note: Degrees awarded Summer through Spring

(Continued on next page)

Table 16: Annual Degrees Awarded by Race and Gender

(Continued from previous page)

	1999 – 00		2000 – 01		2001 – 02		2002 – 03		2003 – 04		Percent Change	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
<b>Minority Total</b>												
Bachelors	196	94	188	79	214	105	246	123	249	122	1%	28%
Masters	119	64	132	66	172	41	172	58	213	88	31%	64%
Post-Masters	3	1	0	0	2	2	1	2	1	1	-33%	-50%
Doctoral	1	2	5	7	2	2	1	4	9	5	180%	367%
Juris Doctor	17	12	22	15	16	8	18	6	9	12	-13%	-28%
<b>ALL</b>	<b>336</b>	<b>173</b>	<b>347</b>	<b>167</b>	<b>406</b>	<b>158</b>	<b>438</b>	<b>193</b>	<b>481</b>	<b>228</b>	<b>12%</b>	<b>39%</b>
<b>Unknown</b>												
Bachelors	76	76	106	81	90	107	90	107	94	104	3%	30%
Masters	102	116	107	140	123	123	95	116	98	128	7%	4%
Post-Masters	1	0	1	0	1	0	1	0	1	0	0%	0%
Doctoral	3	9	1	7	2	9	8	9	5	10	-12%	25%
Juris Doctor	3	0	6	8	10	3	3	6	7	2	0%	200%
Master of Laws	0	1	0	0	0	0	0	0	0	0		-100%
<b>ALL</b>	<b>185</b>	<b>202</b>	<b>221</b>	<b>236</b>	<b>226</b>	<b>242</b>	<b>197</b>	<b>233</b>	<b>205</b>	<b>244</b>	<b>4%</b>	<b>16%</b>
<b>University Total</b>												
Bachelors	799	605	874	553	862	655	914	681	987	694	5%	20%
Masters	524	385	608	432	764	478	742	439	784	495	8%	41%
Post-Masters	10	4	14	4	10	2	10	8	13	4	-6%	21%
Doctoral	14	18	12	22	15	19	21	14	18	19	6%	16%
Juris Doctor	102	129	98	129	100	98	103	108	108	142	18%	8%
Master of Laws	0	1	0	2	0	0	1	0	0	1	0%	0%
<b>ALL</b>	<b>1,449</b>	<b>1,142</b>	<b>1,606</b>	<b>1,142</b>	<b>1,751</b>	<b>1,252</b>	<b>1,791</b>	<b>1,250</b>	<b>1,910</b>	<b>1,355</b>	<b>7%</b>	<b>26%</b>

Note: Degrees awarded Summer through Spring



# S Selected Strategic Indicators: Academic and Administrative Programs



Cleveland State University

# Honors Program

Cleveland State University inaugurated its new Honors Program in fall 2004 with a class of 40 highly motivated, academically talented first-year students. In Fall 2005, the enrollment in this program has grown to 113 students, which includes 71 new students.

All new students admitted to the program as freshmen receive scholarships covering their tuition, academic fees and books. Honors students accept the challenge of participating in intensive and specialized versions of general education classes, and are granted special consideration in several areas including preference in registration and extended university library borrowing privileges.

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.

## Major Features of the Honors Program

- Enriched curriculum
- Leadership development
- Special seminars and colloquia
- Strong peer community
- Scholarship support
- Faculty mentors
- Honors residence living

*Table 1: Characteristics of Inaugural Class of Honors Students  
Fall 2004 – 2005*

College	New Enrollment		Total Students in Program*
	2004	2005	
Business	3	11	15
CLASS	9	17	26
Education	3	7	10
Engineering	8	14	22
Science	17	19	37
Urban Affairs	–	3	3
<b>Total</b>	<b>40</b>	<b>71</b>	<b>113</b>
In top 10 % of High School Rank	58%	62%	
High School GPA	3.9	3.9	
ACT Composite	28	27	
SAT Composite	1,240	1,230	

\*Includes students admitted in both fall & spring semester of the prior year

*Table 2: Scholarship Aid for Honors Students in Fiscal Year 2005*

Type of Financial Aid	Enrollment	Total	Average
Need Based Tuition	26	\$165,968	\$6,383
Merit Based Tuition	13	\$82,291	\$6,330
Books	39	\$37,000	\$949
On-Campus Housing	14	\$34,072	\$2,434
<b>Total</b>	<b>39</b>	<b>\$319,331</b>	<b>\$8,188</b>

Source: Cleveland State University Financial Aid Office



*Table 3: ACT Composite Score by College and Gender: 5-Year Trend*

College	2000		2001		2002		2003		2004	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Business	21.1	20.8	21.3	20.5	21.1	20.2	21.0	19.9	21.0	19.5
CLASS	21.3	20.4	20.9	20.5	20.6	20.0	20.7	20.0	21.2	20.0
First College	22.1	20.9	23.4	21.0	22.8	20.7	20.9	20.1	19.7	18.7
Education	20.6	20.1	20.6	20.6	20.8	20.0	20.3	19.7	21.1	19.9
Engineering	23.6	23.2	23.3	23.7	23.1	23.4	22.6	23.0	22.7	24.3
Science	22.6	21.6	21.9	21.6	22.0	21.6	21.5	21.2	21.3	20.1
Urban Affairs	19.7	18.8	20.6	21.4	20.7	20.2	21.7	19.0	21.0	19.4
University Studies	16.9	16.5	16.8	17.0	16.5	16.7	16.5	16.5	17.8	16.6
Undergraduate Non-Degree	20.5	20.9	20.6	23.0	20.8	20.0	27.0		22.2	17.8
<b>Average ACT Composite Score</b>	<b>20.4</b>	<b>19.5</b>	<b>20.4</b>	<b>19.8</b>	<b>20.4</b>	<b>19.5</b>	<b>20.3</b>	<b>19.4</b>	<b>20.8</b>	<b>19.5</b>

### Highlights

- On the average, female students have slightly lower ACT Composite scores than male students.

*Table 4: ACT Composite Score by College: 5-Year Trend*

College	2000	2001	2002	2003	2004
	ACT Composite Score				
Business	21.0	21.0	20.8	20.6	20.5
CLASS	20.7	20.7	20.3	20.3	20.5
First College	21.4	22.1	21.8	20.6	19.3
Education	20.2	20.6	20.1	19.8	20.1
Engineering	23.5	23.4	23.2	22.7	22.9
Science	21.9	21.7	21.7	21.3	20.5
Urban Affairs	19.1	21.0	20.5	20.4	20.2
University Studies	16.7	16.9	16.6	16.5	17.2
Undergraduate Non-Degree	20.6	21.0	20.7	27.0	21.1
<b>University Average ACT Score</b>	<b>20.0</b>	<b>20.1</b>	<b>19.9</b>	<b>19.9</b>	<b>20.1</b>

*(Continued on next page)*

### Highlights

- Students in the College of Education and Urban Affairs have higher Cumulative GPAs than those in other Colleges.

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

College	2000	2001	2002	2003	2004
<b>Cumulative Average GPA</b>					
Business	2.73	2.75	2.79	2.77	2.75
CLASS	2.78	2.81	2.80	2.79	2.87
First College	2.78	2.92	2.86	2.84	2.69
Education	3.20	3.21	3.20	3.23	3.25
Engineering	2.87	2.90	2.90	2.90	2.91
Science	2.95	2.92	2.92	2.95	2.89
Urban Affairs	2.97	3.08	3.09	3.07	3.01
University Studies	2.46	2.44	2.56	2.58	2.62
Undergraduate Non-Degree	2.91	2.82	2.94	3.05	3.16
University Average	2.56	2.55	2.60	2.62	2.64

**Note:** All figures are taken from census files (registered as of the 15th day). Students registered with zero credit hours are excluded.

**Table 6: Top 15 Majors by Academic Level  
Fall 2004**

**UNDERGRADUATE:**

Description	Enrollment
Early Childhood Education	317
Communication	300
Pre-Education	240
Psychology	239
Middle Childhood Education	208
Social Work	172
Nursing Basic	162
Biology	158
Art	148
English	147
Electrical & Computer Engineering	143
Sociology	142
Pre-Business Administration	139
Mechanical Engineering	131
Accounting	127
<b>Total Degree Seeking Undergraduate Students</b>	<b>8,953</b>

**GRADUATE EXCLUDING LAW:**

Description	Enrollment
Curriculum & Instruction	751
Business Administration	601
Graduate Education	501
Graduate Business	201
Computer and Information Science	171
Electrical & Computer Engineering	168
Social Work	167
Public Administration	138
School Counseling	115
Adult Learning and Development	100
Educational Administration	100
Graduate Education Licensure	93
Psychology	85
Graduate Urban Affairs	76
Financial Accounting & Audit	69
<b>Total Degree Seeking Graduate Students</b>	<b>6,097</b>

**Table 7: Top 15 Programs with Highest Minority Students Enrollment by Academic Level  
Fall 2004**

**UNDERGRADUATE**

Major	Minority Enrollment	Total Major Enrollment	Minority as a % of Total Major Enrollment
Urban Services Administration	26	43	60%
Pre-Nursing	47	81	58%
Social Work	76	169	45%
Urban Studies	44	106	42%
Pre-Education	93	240	39%
Psychology	72	236	31%
Sociology	42	141	30%
Pre-Engineering	31	107	29%
Communication	82	298	28%
Pre-Business Administration	38	139	27%
Accounting	30	122	25%
Biology	34	158	22%
Art	27	145	19%
English	26	147	18%
Early Childhood Education	51	317	16%

**GRADUATE**

Major	Minority Enrollment	Total Major Enrollment	Minority as a % of Total Major Enrollment
Sociology	11	28	39%
Adult Learning and Development	35	96	36%
Social Work	55	167	33%
Public Administration	40	136	29%
Accelerated Business Administration	15	51	29%
Health Science	13	45	29%
Educational Administration	26	100	26%
MBA-Health Care	13	59	22%
Urban Studies	12	59	20%
Curriculum & Instruction	137	751	18%
Management & Labor Relations	10	58	17%
Counselor Education	17	115	15%
Graduate Education Licensure	13	93	14%
Business Administration	56	561	10%
Computer and Information Science	12	171	7%

**Table 8: Top 15 Major with Highest Female Student Enrollment by Academic Level  
Fall 2004**

**UNDERGRADUATE**

Major	Female Enrollment	Total Major Enrollment	Female as a % of Total Major Enrollment
Nursing Basic	94	100	94%
Pre-Nursing	73	81	90%
Social Work	145	169	86%
Special Education	76	90	84%
Early Childhood Education	300	371	81%
Psychology	182	236	77%
Sociology	102	141	72%
Pre-Education	169	240	70%
English	102	147	69%
Biology	102	150	68%
Middle Childhood Education	131	198	66%
Art	89	140	64%
Urban Studies	62	106	58%
Communication	169	298	57%
Accounting	69	122	57%

**GRADUATE**

Major	Female Enrollment	Total Major Enrollment	Female as a % of Total Major Enrollment
Speech Pathology and Audiology	35	35	100%
Social Work	143	167	86%
Counselor Education	97	115	84%
Adult Learning and Development	80	96	83%
Curriculum & Instruction	601	751	80%
Health Science	35	45	78%
Graduate Education Licensure	70	93	75%
Management & Labor Relations	43	58	74%
Psychology	59	85	69%
English	44	64	69%
Public Administration	88	138	64%
Educational Administration	55	100	55%
Business Administration	204	561	36%
Electrical & Computer Engineering	43	148	29%
Computer and Information Science	45	171	26%

Table 9: Delaware Study Benchmarks

Student Credit Hours (SCH) & FTE Students Taught Per FTE Faculty  
for Tenured and Tenure-Track Full-Time Faculty, Fall 2002

Introduction

The Delaware Study grew out of FIPSE and TIAA-CREF research grants in 1992 to support the development of national data-sharing consortium on faculty teaching loads, direct instructional costs and student faculty ratios by discipline. Over the years more than 400 institutions, both public and private, from all types of Carnegie institutions have participated in the study. The study has focused on instructional costs and productivity at the level of analysis of academic disciplines. The concept of creating benchmarks by discipline is accomplished by grouping faculty and the student credit hours (SCH) they produce by CIP codes. A complete discussion of the content, instruments, and methodology used in the Delaware Study can be found at <http://www.udel.edu/ir/cost>, and a copy of report Instructional Cost and Productivity of Academic Departments at CSU: Delaware Study Benchmarks 2004 can be obtained from the Office of Institutional Research at Cleveland State University.

Classification of Instructional Programs (CIP)	Discipline	# of Peers with (CIP)	FTE Instructional Faculty			Total SCH/Faculty FTE			FTE Student/FTE Faculty		
			CSU	Peer	Difference from Peer %	CSU	Peer	Difference from Peer %	CSU	Peer	Difference from Peer %
<b>College of Business</b>											
11.01	Computer and Information Sciences, General	19	15.5	14.9	4%	193.7	173.0	12%	16.6	13.8	20%
51.07	Health and Medical Administrative Services	8	0.7	3.3	-79%	85.1	170.1	-50%	9.5	13.1	-28%
52.03	Accounting and Related Services	25	8.5	10.3	-18%	198.6	270.5	-27%	17.9	19.8	-10%
52.08	Finance and Financial Management Services	19	7.0	9.5	-26%	254.3	262.1	-3%	21.7	19.9	9%
52.12	Management Information Systems and Services	18	7.0	9.5	-26%	207.0	277.8	-25%	17.7	20.8	-15%
52.14	Marketing	19	12.2	10.1	22%	206.5	275.7	-25%	18.5	20.2	-9%
52.07	Operations Management and Business Statistics		3.5			232.7			19.3		
<b>College of Liberal Arts &amp; Social Sciences</b>											
09.01	Communication and Media Studies	28	14.0	12.3	14%	185.5	233.1	-20%	13.1	16.3	-19%
16.01	Linguistic, Comparative, & Related Language Stud & Services	30	8.5	12.6	-32%	131.4	148.3	-11%	9.4	10.2	-9%
23.01	English Language and Literature, General	36	12.6	23.5	-46%	175.2	165.6	6%	13.1	11.9	10%
38.01	Philosophy	32	10.3	8.2	26%	192.0	236.8	-19%	13.9	16.3	-15%
38.02	Religion/Religious Studies	12	3.5	11.4	-69%	247.0	183.3	35%	16.5	13.1	25%
44.07	Social Work	25	10.2	8.5	20%	89.1	145.2	-39%	7.1	12.0	-41%
45.02	Anthropology	19	5.0	7.5	-34%	245.6	237.1	4%	16.4	16.6	-1%
45.06	Economics	19	6.5	10.1	-36%	297.7	262.2	14%	20.6	18.8	9%
45.10	Political Science and Government	33	7.4	10.4	-29%	295.7	262.2	13%	20.2	18.3	10%
45.11	Sociology	31	7.5	10.3	-28%	276.2	281.0	-2%	19.9	19.2	4%
50.07	Fine and Studio Art	31	10.5	14.8	-29%	163.5	168.3	-3%	11.2	11.6	-3%
50.09	Music	30	10.0	22.7	-56%	95.7	121.0	-21%	7.1	8.7	-18%
54.01	History	35	12.3	15.5	-21%	323.7	282.1	15%	22.6	19.5	16%
<b>College of Science</b>											
26.01	Biology, General	35	19.3	17.6	10%	280.2	232.2	21%	19.5	16.5	18%
27.01	Mathematics	36	19.3	19.0	1%	304.9	211.8	44%	20.7	14.9	39%
40.05	Chemistry	36	10.9	12.0	-10%	152.5	252.7	-40%	12.1	17.8	-32%
40.08	Physics	36	5.0	9.5	-47%	238.4	220.2	8%	16.5	15.1	9%
42.01	Psychology, General	37	17.7	16.8	6%	234.8	238.2	-1%	18.3	17.5	4%
51.02	Speech and Hearing	16	3.5	6.1	-43%	96.8	151.6	-36%	8.4	12.4	-32%
51.23	Rehabilitation and Therapeutic Professions (Health Science)	11	10.2	6.3	62%	141.0	133.5	6%	12.3	12.7	-3%

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Table 9: Delaware Study Benchmarks

Student Credit Hours (SCH) & FTE Students Taught Per FTE Faculty,  
for Tenured and Tenure-Track Full-Time Faculty, Fall 2002

(Continued from previous page)

Classification of Instructional Programs (CIP)	Discipline	# of Peers with (CIP)	FTE Instructional Faculty			Total SCH/Faculty FTE			FTE Student/FTE Faculty		
			CSU	Peer	Difference from Peer %	CSU	Peer	Difference from Peer %	CSU	Peer	Difference from Peer %
<b>College of Education</b>											
13.01	Education, General	15	24.2	31.2	-22%	166.8	146.6	14%	14.8	12.4	20%
13.03	Curriculum and Instruction	17	13.0	18.2	-28%	155.3	184.1	-16%	14.8	15.1	-2%
13.04	Educational Administration and Supervision	16	12.5	11.3	10%	149.2	160.1	-7%	16.5	15.7	5%
31.05	Health and Physical Education/Fitness	14	9.5	14.2	-33%	161.4	198.2	-19%	14.0	14.9	-6%
51.16	Nursing	30	9.5	14.5	-34%	83.0	128.1	-35%	5.7	9.7	-42%
<b>College of Engineering</b>											
14.07	Chemical Engineering	9	7.6	8.2	-7%	142.8	160.7	-11%	11.8	11.9	-1%
14.08	Civil Engineering	18	8.2	9.3	-12%	103.0	123.9	-17%	8.3	9.4	-11%
14.10	Electrical, Electronics and Communications Engineering	19	12.3	11.0	12%	144.2	164.6	-12%	12.2	12.9	-6%
14.19	Mechanical Engineering	19	10.5	10.2	3%	139.8	163.8	-15%	11.2	12.5	-10%
14.35	Industrial Engineering	4	4.9	10.7	-54%	181.7	209.5	-13%	15.7	16.7	-6%
15.08	Engineering Technology		5.0			93.0			6.2		
22.01	Law (LL.B., J.D.)	12	31.0	25.6	21%	254.0	248.6	2%	28.2	26.6	6%
45.12	Urban Affairs		16.4			168.7			15.4		

### Delaware Study Notes

- For a complete Delaware Study report contact Institutional Research at (216) 687-4700.
- Peer comparisons are unavailable for CIP 14.35 Industrial Engineering, 15.08 Engineering Technology, 45.12 Urban Studies, and 52.07 Operations Management and Business Statistics.
- Undergraduate FTE= undergrad student credit hours/15. Graduate or law FTE = graduate or law student credit hours/9.
- FTE Instructional faculty excludes separately budgeted FTEs.
- Peers are Doctoral I and Doctoral II institutions.
  - Doctoral I institutions include:** Bowling Green State University, Catholic University of America, Georgia State University, Loyola University of Chicago, Northern Arizona University, Old Dominion University, Southern Methodist University, University of Akron, University of Alabama – Tuscaloosa, University of Memphis, University of Missouri – Kansas City, University of Missouri – Rolla, University of North Carolina – Greensboro, Western Michigan University.
  - Doctoral II institutions include:** Baylor University, Clarkson University, DePaul University, East Carolina University, Florida International University, Indiana State University, Indiana Univ – Purdue Univ at Indianapolis, Louisiana Tech University, Middle Tennessee State University, Montana State University-Bozeman, Seton Hall University, Tennessee State University, University of Central Florida, University of Colorado – Denver, University of Louisiana – Lafayette, University of Maine, University of Missouri – St. Louis, University of Montana – Missoula, University of New Hampshire, University of San Francisco, University of South Dakota, Wichita State University, Wright State University.
- N/A not applicable
- Regular tenured/tenure track faculty are full-time.

Table 10: Fall Section Enrollment by Time of Day and College: 5-Year Trend

College	2000		2001		2002		2003		2004		Percent Change			
	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	1 Year		5 Year	
											Sections	Avg. Size	Sections	Avg. Size
<b>Business</b>														
Day	89	32	97	32	95	30	88	31	91	30	3%	-5%	2%	-7%
Evening	151	25	139	23	136	23	121	24	144	24	19%	1%	-5%	-5%
Other*	34	22	36	2	34	23	37	22	37	18	0%	-16%	9%	-18%
<b>TOTAL</b>	<b>274</b>	<b>27</b>	<b>272</b>	<b>26</b>	<b>265</b>	<b>26</b>	<b>246</b>	<b>26</b>	<b>272</b>	<b>25</b>	<b>11%</b>	<b>-4%</b>	<b>-1%</b>	<b>-7%</b>
<b>CLASS</b>														
Day	343	30	302	33	300	34	288	33	296	30	3%	-9%	-14%	2%
Evening	123	21	116	22	124	23	144	22	137	21	-5%	-5%	11%	0%
Other*	36	19	37	12	33	13	27	14	26	13	-4%	-5%	-28%	-29%
<b>TOTAL</b>	<b>502</b>	<b>26</b>	<b>455</b>	<b>29</b>	<b>457</b>	<b>29</b>	<b>459</b>	<b>28</b>	<b>459</b>	<b>26</b>	<b>0%</b>	<b>-6%</b>	<b>-9%</b>	<b>1%</b>
<b>Education</b>														
Day	145	21	141	17	115	21	125	21	134	20	7%	-6%	-8%	-6%
Evening	157	17	160	17	180	17	185	18	188	16	2%	-8%	20%	-6%
Other*	29	15	30	17	27	15	7	19	23	17	229%	-11%	-21%	11%
<b>TOTAL</b>	<b>331</b>	<b>17</b>	<b>331</b>	<b>18</b>	<b>322</b>	<b>19</b>	<b>317</b>	<b>19</b>	<b>345</b>	<b>18</b>	<b>9%</b>	<b>-7%</b>	<b>4%</b>	<b>5%</b>
<b>Engineering</b>														
Day	47	18	49	21	40	20	41	19	34	20	-17%	5%	-28%	11%
Evening	65	14	62	16	50	17	52	16	63	16	21%	-3%	-3%	9%
Other*	0	-	4	10	5	8	3	15	5	10	67%	-29%		
<b>TOTAL</b>	<b>112</b>	<b>16</b>	<b>115</b>	<b>18</b>	<b>95</b>	<b>18</b>	<b>96</b>	<b>18</b>	<b>102</b>	<b>17</b>	<b>6%</b>	<b>-3%</b>	<b>-9%</b>	<b>6%</b>
<b>Science</b>														
Day	204	36	176	37	177	42	164	43	175	43	7%	-1%	-14%	21%
Evening	60	30	54	28	61	30	62	28	69	27	11%	-1%	15%	-9%
Other*	13	13	10	16	15	17	16	19	24	15	50%	-22%	85%	13%
<b>TOTAL</b>	<b>277</b>	<b>33</b>	<b>240</b>	<b>34</b>	<b>253</b>	<b>37</b>	<b>242</b>	<b>38</b>	<b>268</b>	<b>36</b>	<b>11%</b>	<b>-4%</b>	<b>-3%</b>	<b>9%</b>
<b>Urban Affairs</b>														
Day	13	38	17	38	16	39	18	35	16	28	-11%	-22%	23%	-28%
Evening	34	15	29	16	37	17	35	15	34	17	-3%	7%	0%	9%
Other*	8	22	8	26	7	21	7	16	6	17	-14%	6%	-25%	-23%
<b>TOTAL</b>	<b>55</b>	<b>22</b>	<b>54</b>	<b>24</b>	<b>60</b>	<b>23</b>	<b>60</b>	<b>21</b>	<b>56</b>	<b>20</b>	<b>-7%</b>	<b>-8%</b>	<b>2%</b>	<b>-9%</b>

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(Continued from previous page) **Table 10: Fall Section Enrollment by Time of Day and College: 5-Year Trend**

College	2000		2001		2002		2003		2004		Percent Change				
	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	1 Year		5 Year		
											Sections	Avg. Size	Sections	Avg. Size	
<b>Law</b>															
Day	53	34	50	34	53	40	53	38	51	37	-4%	-2%	-4%	10%	
Evening	43	29	43	29	46	30	46	29	38	28	-17%	-2%	-12%	-3%	
Other*	12	17	8	17	7	14	1	43	1	25	0%	-42%	-92%	46%	
<b>TOTAL</b>	<b>108</b>	<b>30</b>	<b>101</b>	<b>34</b>	<b>106</b>	<b>34</b>	<b>100</b>	<b>34</b>	<b>90</b>	<b>33</b>	<b>-10%</b>	<b>-2%</b>	<b>-17%</b>	<b>10%</b>	
<b>University Studies</b>															
Day	81	25	79	25	78	26	80	25	80	24	0%	-3%	-1%	-4%	
Evening	7	21	8	21	8	21	8	21	8	18	0%	-12%	14%	-14%	
Other*	0	-	0	-	0	-	0	-	0	-					
<b>TOTAL</b>	<b>88</b>	<b>25</b>	<b>87</b>	<b>24</b>	<b>86</b>	<b>25</b>	<b>88</b>	<b>25</b>	<b>88</b>	<b>24</b>	<b>0%</b>	<b>-4%</b>	<b>0%</b>	<b>-5%</b>	
<b>CAR SVC / MIL SCI</b>															
Day	4	29	6	25	6	23	4	19	3	23	-25%	21%	-25%	-21%	
Evening	2	11	2	16	3	13	2	12	2	13	0%	4%	0%	18%	
Other*	3	26	1	14	1	10	0	-	0	-			-100%	-100%	
<b>TOTAL</b>	<b>9</b>	<b>21</b>	<b>9</b>	<b>22</b>	<b>10</b>	<b>19</b>	<b>6</b>	<b>17</b>	<b>5</b>	<b>19</b>	<b>-17%</b>	<b>13%</b>	<b>-44%</b>	<b>-10%</b>	
<b>University Total</b>															
Day	979	28	917	30	880	32	861	32	882	30	2%	-4%	-10%	7%	
Evening	642	21	613	22	645	22	655	21	683	21	4%	-3%	6%	-3%	
Other*	135	19	134	17	129	17	98	18	122	16	24%	-14%	-10%	-16%	
<b>TOTAL</b>	<b>1,756</b>	<b>25</b>	<b>1,664</b>	<b>26</b>	<b>1,654</b>	<b>27</b>	<b>1,614</b>	<b>27</b>	<b>1,687</b>	<b>25</b>	<b>5%</b>	<b>-5%</b>	<b>-4%</b>	<b>1%</b>	

**Notes:**

First College is reported under College of Liberal Arts & Social Sciences.

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

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.

\*Other\* includes weekends and unknown (sections with no class time) sections. Cross listed courses counted once only.

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

Table 11: Spring Section Enrollment by Time of Day and College: 5-Year Trend

College	2000		2001		2002		2003		2004		Percent Change			
	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	1 Year		5 Year	
											Sections	Avg. Size	Sections	Avg. Size
<b>Business</b>														
Day	81	33	78	34	77	33	71	34	77	31	8%	-11%	-5%	-7%
Evening	143	26	140	25	147	24	132	24	145	23	10%	-6%	1%	-11%
Other*	39	19	37	22.	37	22	41	22	37	21	-10%	-7%	-5%	6%
<b>TOTAL</b>	<b>263</b>	<b>27</b>	<b>255</b>	<b>27</b>	<b>261</b>	<b>27</b>	<b>244</b>	<b>27</b>	<b>259</b>	<b>25</b>	<b>6%</b>	<b>-7%</b>	<b>-2%</b>	<b>-8%</b>
<b>CLASS</b>														
Day	287	32	300	33	291	33	302	30	284	30	-6%	0%	-1%	-6%
Evening	120	22	134	21	133	22	131	20	137	20	5%	2%	14%	-7%
Other*	45	14	38	14	43	13	38	14	36	15	-5%	3%	-20%	5%
<b>TOTAL</b>	<b>452</b>	<b>28</b>	<b>472</b>	<b>28</b>	<b>467</b>	<b>28</b>	<b>471</b>	<b>26</b>	<b>457</b>	<b>26</b>	<b>-3%</b>	<b>0%</b>	<b>1%</b>	<b>-5%</b>
<b>Education</b>														
Day	137	21	105	17	122	21	132	20	135	18	2%	-9%	-1%	-13%
Evening	152	18	166	18	201	18	180	19	188	17	4%	-7%	24%	-3%
Other*	48	16	33	14	33	16	17	18	21	16	24%	-7%	-56%	3%
<b>TOTAL</b>	<b>337</b>	<b>17</b>	<b>304</b>	<b>19</b>	<b>356</b>	<b>19</b>	<b>329</b>	<b>19</b>	<b>344</b>	<b>18</b>	<b>5%</b>	<b>-8%</b>	<b>2%</b>	<b>4%</b>
<b>Engineering</b>														
Day	52	18	41	22	41	19	40	20	37	20	-8%	0%	-29%	10%
Evening	54	16	57	15	67	14	52	14	53	14	2%	0%	-2%	-11%
Other*	2	14	2	11	1	17	5	10	1	6	-80%	-40%		
<b>TOTAL</b>	<b>108</b>	<b>17</b>	<b>100</b>	<b>18</b>	<b>109</b>	<b>16</b>	<b>97</b>	<b>16</b>	<b>91</b>	<b>17</b>	<b>-6%</b>	<b>1%</b>	<b>-16%</b>	<b>-3%</b>
<b>Science</b>														
Day	181	33	156	36	165	47	140	45	151	42	8%	-7%	-17%	28%
Evening	55	26	59	26	66	31	69	27	78	26	13%	-3%	42%	1%
Other*	20	12	13	13	15	18	15	17	20	17	33%	-1%	0%	40%
<b>TOTAL</b>	<b>256</b>	<b>30</b>	<b>228</b>	<b>32</b>	<b>246</b>	<b>41</b>	<b>224</b>	<b>38</b>	<b>249</b>	<b>35</b>	<b>11%</b>	<b>-7%</b>	<b>-3%</b>	<b>18%</b>
<b>Urban Affairs</b>														
Day	11	54	11	55	11	50	12	39	12	37	0%	-7%	9%	-32%
Evening	33	15	34	15	36	16	34	15	33	16	-3%	7%	0%	8%
Other*	16	18	14	21	12	20	9	18	11	25	22%	39%	-31%	42%
<b>TOTAL</b>	<b>60</b>	<b>23</b>	<b>59</b>	<b>24</b>	<b>59</b>	<b>23</b>	<b>55</b>	<b>21</b>	<b>56</b>	<b>22</b>	<b>2%</b>	<b>7%</b>	<b>-7%</b>	<b>-2%</b>

(Continued on next page)



Table 11: Spring Section Enrollment by Time of Day and College: 5-Year Trend

(Continued from previous page)

College													Percent Change			
	2000		2001		2002		2003		2004		1 Year		5 Year			
	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size		
<b>Law</b>																
Day	50	31	49	31	54	35	49	35	48	35	-2%	1%	-4%	12%		
Evening	46	28	49	28	51	27	47	25	45	24	-4%	-6%	-2%	-16%		
Other*	15	25	10	25	15	20	5	25	5	19	0%	-22%	-67%	-21%		
<b>TOTAL</b>	<b>111</b>	<b>29</b>	<b>108</b>	<b>30</b>	<b>120</b>	<b>30</b>	<b>101</b>	<b>30</b>	<b>98</b>	<b>29</b>	<b>-3%</b>	<b>-3%</b>	<b>-12%</b>	<b>0%</b>		
<b>University Studies</b>																
Day	44	20	43	23	43	23	42	22	47	17	12%	-23%	7%	-14%		
Evening	6	18	5	22	6	21	5	20	5	17	0%	-14%	-17%	-6%		
Other*	0	-	0	-	0	-	0	-	0	-						
<b>TOTAL</b>	<b>50</b>	<b>20</b>	<b>48</b>	<b>23</b>	<b>49</b>	<b>23</b>	<b>47</b>	<b>22</b>	<b>52</b>	<b>17</b>	<b>11%</b>	<b>-22%</b>	<b>4%</b>	<b>-13%</b>		
<b>Career Services &amp; Military Science</b>																
Day	6	37	6	30	4	35	4	33	4	28	0%	-16%	-33%	-24%		
Evening	2	20	2	18	2	15	2	20	1	37	-50%	80%	-50%	80%		
Other*	2	28	2	33	3	29	0	-	0	-			-100%	-100%		
<b>TOTAL</b>	<b>10</b>	<b>21</b>	<b>10</b>	<b>28</b>	<b>9</b>	<b>28</b>	<b>6</b>	<b>29</b>	<b>5</b>	<b>30</b>	<b>-17%</b>	<b>3%</b>	<b>-50%</b>	<b>41%</b>		
<b>University Total</b>																
Day	849	29	789	32	808	33	792	31	797	30	1%	-5%	-6%	3%		
Evening	611	22	646	21	709	22	652	21	685	20	5%	-3%	12%	-7%		
Other*	187	16	149	17	159	18	130	18	131	18	1%	0%	-30%	11%		
<b>TOTAL</b>	<b>1,647</b>	<b>25</b>	<b>1,584</b>	<b>26</b>	<b>1,676</b>	<b>27</b>	<b>1,574</b>	<b>27</b>	<b>1,613</b>	<b>25</b>	<b>2%</b>	<b>-5%</b>	<b>-2%</b>	<b>1%</b>		

**Notes:**

First College is reported under College of Liberal Arts &amp; Social Sciences.

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

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.

\*Other\* includes weekends and unknown (sections with no class time). Cross listed courses counted once only.

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

Table 12: Summer Section Enrollment by Time of Day and College: 5-Year Trend

College	2000		2001		2002		2003		2004		Percent Change			
	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	1 Year		5 Year	
											Sections	Avg. Size	Sections	Avg. Size
<b>Business</b>														
Day	46	24	52	25	49	24	46	21	34	19	-26%	-10%	-26%	-22%
Evening	87	23	80	26	78	24	78	25	94	25	21%	1%	8%	-9%
Other*	12	22	21	18	10	22	14	24	14	21	0%	-10%	17%	-2%
<b>TOTAL</b>	<b>145</b>	<b>23</b>	<b>153</b>	<b>24</b>	<b>137</b>	<b>23</b>	<b>138</b>	<b>23</b>	<b>142</b>	<b>23</b>	<b>3%</b>	<b>-1%</b>	<b>-2%</b>	<b>0%</b>
<b>CLASS</b>														
Day	92	19	102	22	95	23	90	21	83	20	-8%	-5%	-10%	6%
Evening	45	17	39	18	34	20	32	18	34	15	6%	-14%	-24%	-9%
Other*	22	12	20	12	18	12	15	15	17	12	13%	-19%	23%	-2%
<b>TOTAL</b>	<b>159</b>	<b>17</b>	<b>161</b>	<b>19</b>	<b>147</b>	<b>21</b>	<b>137</b>	<b>20</b>	<b>134</b>	<b>18</b>	<b>-2%</b>	<b>-9%</b>	<b>-16%</b>	<b>3%</b>
<b>Education</b>														
Day	91	18	72	27	82	18	93	22	89	17	-4%	-23%	-2%	-1%
Evening	83	21	82	18	80	21	89	19	91	18	2%	-6%	10%	-12%
Other*	21	44	38	15	26	44	10	12	19	42	90%	263%	-10%	-5%
<b>TOTAL</b>	<b>195</b>	<b>22</b>	<b>192</b>	<b>21</b>	<b>188</b>	<b>23</b>	<b>192</b>	<b>20</b>	<b>199</b>	<b>20</b>	<b>4%</b>	<b>-2%</b>	<b>2%</b>	<b>-9%</b>
<b>Engineering</b>														
Day	7	13	5	20	5	16	3	16	3	19	0%	19%	-57%	41%
Evening	5	19	9	20	10	17	9	15	4	16	-56%	5%	-20%	-14%
Other*	1	14	3	17	0	-	1	11	0	-	-100%	-100%		
<b>TOTAL</b>	<b>13</b>	<b>15</b>	<b>17</b>	<b>19</b>	<b>15</b>	<b>16</b>	<b>13</b>	<b>15</b>	<b>7</b>	<b>17</b>	<b>-46%</b>	<b>14%</b>	<b>-46%</b>	<b>12%</b>
<b>Science</b>														
Day	98	20	103	21	88	26	96	22	95	21	-1%	-7%	-3%	3%
Evening	16	23	16	24	20	24	18	21	19	18	6%	-15%	19%	-22%
Other*	10	14	10	17	18	17	8	20	13	18	63%	-11%	30%	29%
<b>TOTAL</b>	<b>124</b>	<b>20</b>	<b>129</b>	<b>21</b>	<b>126</b>	<b>24</b>	<b>122</b>	<b>22</b>	<b>127</b>	<b>20</b>	<b>4%</b>	<b>-9%</b>	<b>2%</b>	<b>0%</b>
<b>Urban Affairs</b>														
Day	7	21	8	20	6	18	3	18	4	10	33%	-45%	-43%	-53%
Evening	16	17	16	17	15	14	16	14	11	16	-31%	19%	-31%	-3%
Other*	7	11	8	11	4	18	5	19	5	17	0%	-8%	-29%	63%
<b>TOTAL</b>	<b>30</b>	<b>16</b>	<b>32</b>	<b>16</b>	<b>25</b>	<b>16</b>	<b>24</b>	<b>15</b>	<b>20</b>	<b>15</b>	<b>-17%</b>	<b>0%</b>	<b>-33%</b>	<b>-7%</b>

(Continued on next page)

Table 12: Summer Section Enrollment by Time of Day and College: 5-Year Trend

(Continued from previous page)

College	2000		2001		2002		2003		2004		Percent Change			
	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	1 Year		5 Year	
											Sections	Avg. Size	Sections	Avg. Size
<b>Law</b>														
Day	5	20	2	20	5	19	1	15	2	19	100%	27%	-60%	-7%
Evening	10	30	11	30	11	30	9	37	11	25	22%	-32%	10%	-16%
Other*	5	9	5	9	2	12	4	17	5	11	25%	-36%	0%	23%
<b>Total</b>	<b>20</b>	<b>22</b>	<b>18</b>	<b>25</b>	<b>18</b>	<b>25</b>	<b>14</b>	<b>30</b>	<b>18</b>	<b>20</b>	<b>29%</b>	<b>-31%</b>	<b>-10%</b>	<b>-8%</b>
<b>University Studies</b>														
Day	7	12	7	14	6	16	5	14	5	13	0%	-7%	-29%	8%
Evening	1	15	1	13	1	20	1	19	1	14	0%	-26%	0%	-7%
Other*	0	-	0	-	0	-	0	-	0	-				
<b>Total</b>	<b>8</b>	<b>13</b>	<b>8</b>	<b>14</b>	<b>7</b>	<b>16</b>	<b>6</b>	<b>15</b>	<b>6</b>	<b>13</b>	<b>0%</b>	<b>-11%</b>	<b>-25%</b>	<b>6%</b>
<b>CAR SVC / MIL SCI</b>														
Day	1	18	1	32	2	16	1	16	1	13	0%	-19%	0%	-28%
Evening	1	22	1	19	1	10	0	-	1	13			0%	-41%
Other*	3	50	2	27	3	14	0	-	0	-			-100%	-100%
<b>Total</b>	<b>5</b>	<b>21</b>	<b>4</b>	<b>26</b>	<b>6</b>	<b>14</b>	<b>1</b>	<b>16</b>	<b>2</b>	<b>13</b>	<b>100%</b>	<b>-19%</b>	<b>-60%</b>	<b>-39%</b>
<b>University Total</b>														
Day	354	22	352	21	338	22	338	22	316	19	-7%	-11%	-11%	-13%
Evening	264	20	255	22	250	22	252	21	266	20	6%	-3%	1%	0%
Other*	81	16	107	23	81	25	57	18	73	23	28%	30%	-10%	46%
<b>Total</b>	<b>699</b>	<b>21</b>	<b>714</b>	<b>22</b>	<b>669</b>	<b>22</b>	<b>647</b>	<b>21</b>	<b>655</b>	<b>20</b>	<b>1%</b>	<b>-5%</b>	<b>-6%</b>	<b>-2%</b>

**Notes:**

First College is reported under College of Liberal Arts &amp; Social Sciences.

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

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.

\*Other\* includes weekends and unknown (sections with no class time). Cross listed courses counted once only.

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

**Table 13: Fall Undergraduate Student FTE by College and Class Time: 5-Year Trend  
Fall 2000 – 2004**

College	Day					Percent Change		Evenings & Weekends					Percent Change		Unknown*					Percent Change	
	2000	2001	2002	2003	2004	1 Year	5 Year	2000	2001	2002	2003	2004	1 Year	5 Year	2000	2001	2002	2003	2004	1 Year	5 Year
Business	571	605	579	556	531	-4%	-7%	436	463	456	382	369	-4%	-16%	6	16	13	14	17	25%	178%
CLASS	2,508	2,674	2,647	2,485	2,386	-4%	-5%	616	598	647	729	673	-8%	9%	158	83	78	77	70	-9%	-56%
First College	79	35	61	40	0	-100%	-100%	0	0	5	16	0	-100%	0	1	3	2	0	0	-100%	-100%
Education	381	407	444	481	515	7%	35%	180	200	232	250	252	1%	40%	91	101	94	96	100	4%	9%
Engineering	182	199	184	191	186	-3%	2%	158	184	146	134	157	18%	0%	1	2	3	2	4	91%	205%
Science	1,592	1,597	1,596	1,616	1,531	-5%	-4%	369	394	404	378	408	8%	11%	7	25	39	36	30	-18%	318%
Urban Affairs	136	178	174	177	126	-29%	-8%	80	109	131	139	134	-4%	67%	9	4	3	4	8	117%	-5%
University Studies	371	354	355	360	347	-4%	-6%	26	31	30	29	27	-6%	3%	0	0	0	0	0		
Other (Honors)	0	0	0	0	3			0	0	0	0	0			0	0	0	0	0		
Other (AF-CSC-MSC)	10	16	14	9	7	-16%	-28%	2	3	3	2	2	0%	21%	2	0	0	0	1		
<b>TOTAL</b>	<b>5,831</b>	<b>6,066</b>	<b>6,055</b>	<b>5,913</b>	<b>5,632</b>	<b>-5%</b>	<b>-3%</b>	<b>1,867</b>	<b>1,983</b>	<b>2,055</b>	<b>2,059</b>	<b>2,022</b>	<b>-2%</b>	<b>8%</b>	<b>276</b>	<b>234</b>	<b>233</b>	<b>229</b>	<b>230</b>	<b>0%</b>	<b>-17%</b>

**Table 14: Fall Graduate & Law Student FTE by College and Class Time: 5-Year Trend  
Fall 2000 – 2004**

College	Day					Percent Change		Evenings & Weekends					Percent Change		Unknown*					Percent Change	
	2000	2001	2002	2003	2004	1 Year	5 Year	2000	2001	2002	2003	2004	1 Year	5 Year	2000	2001	2002	2003	2004	1 Year	5 Year
Business	72	74	57	55	52	-5%	-27%	532	451	465	491	496	1%	-7%	23	16	19	16	17	12%	-25%
CLASS	28	37	45	44	44	0%	59%	139	155	171	202	197	-2%	42%	31	32	41	46	51	11%	68%
Education	12	1	11	21	27	26%	128%	503	558	615	666	675	1%	34%	38	50	39	49	44	-10%	17%
Engineering	3	2	3	7	4	-47%	31%	64	77	122	129	126	-2%	98%	24	31	40	44	43	-3%	79%
Science	68	92	104	107	119	11%	75%	66	56	67	86	92	7%	39%	49	59	74	93	82	-12%	69%
Urban Affairs	4	0	0	0	2	433%	-43%	162	160	170	158	161	2%	0%	17	15	16	13	13	-2%	-25%
Law	375	398	424	406	386	-5%	3%	270	283	284	274	224	-18%	-17%	16	16	19	21	21	-3%	28%
Graduate Studies	0.0	0.0	0.0	0.0	0.0			0.0	0.0	0.0	0.0	0.0			0.0	0.0	0.0	0.0	0.1		
<b>TOTAL</b>	<b>561</b>	<b>605</b>	<b>644</b>	<b>640</b>	<b>634</b>	<b>-1%</b>	<b>13%</b>	<b>1,735</b>	<b>1,740</b>	<b>1,894</b>	<b>2,006</b>	<b>1,971</b>	<b>-2%</b>	<b>14%</b>	<b>198</b>	<b>220</b>	<b>248</b>	<b>283</b>	<b>272</b>	<b>-4%</b>	<b>37%</b>

**Notes:**

First College is reported under College of Liberal Arts & Social Sciences.

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

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 classtime.

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

# Trends in Interactive Video and Telecourse Instructional Delivery

Rapid growth of distance delivered student credit hours are attributable to new technology, equipment, and service at CSU which have led to smoother instructional delivery in this area. Faculty development through a series of workshops has enabled faculty to feel comfortable in handling minor technical problems. 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.

**Table 15: 5-Year Trends in Interactive Video and Telecourse Instructional Delivery  
STUDENT CREDIT HOURS GENERATED**

**UNDERGRADUATE:**

Interactive Video and Telecourse	Fall					Percent Change	
	2000	2001	2002	2003	2004	1 Year	5 Year
Business					60	-	-
CLASS	52	63	28		60	-	15%
Science		148	92			-	-
Urban Affairs		28	24	68		-100%	-
<b>Total</b>	<b>52</b>	<b>239</b>	<b>144</b>	<b>68</b>	<b>120</b>	<b>76%</b>	<b>131%</b>

**GRADUATE:**

Interactive Video and Telecourse	Fall					Percent Change	
	2000	2001	2002	2003	2004	1 Year	5 Year
Business					33	-	-
CLASS				1,398	1,416	1%	-
Education	128	72	107	56	68	21%	-47%
Engineering					12	-	-
Urban Affairs			68	16	12	-25%	-
<b>Total</b>	<b>128</b>	<b>72</b>	<b>175</b>	<b>1,470</b>	<b>1,541</b>	<b>5%</b>	<b>1104%</b>

**TOTAL:**

Interactive Video and Telecourse	Fall					Percent Change	
	2000	2001	2002	2003	2004	1 Year	5 Year
Business					93	-	-
CLASS	52	63	28	1,398	1,476	6%	2738%
Education	128	72	107	56	68	21%	-47%
Engineering					12	-	-
Science		148	92			-	-
Urban Affairs		28	92	84	12	-86%	-
<b>Total</b>	<b>180</b>	<b>311</b>	<b>319</b>	<b>1,538</b>	<b>1,661</b>	<b>8%</b>	<b>823%</b>

**Table 16: 5-Year Trends in Web Based Instructional Delivery  
Student Credit Hours Generated**

**UNDERGRADUATE:**

Web-Based	Fall					Percent Change	
	2000	2001	2002	2003	2004	1 Year	5 Year
Business		147	117	108	111	3%	–
CLASS	56	36	28	64	84	31%	50%
Education	4	12	32	42	70	67%	1650%
Engineering			22	10	10	0%	–
Science		15	260	244	120	-51%	–
Urban Affairs				196	620	216%	–
University Studies	80					–	–
Other (AF-CSC-MSc)			17			–	–
<b>Total</b>	<b>140</b>	<b>210</b>	<b>476</b>	<b>664</b>	<b>1,015</b>	<b>53%</b>	<b>625%</b>

**GRADUATE:**

Web-Based	Fall					Percent Change	
	2000	2001	2002	2003	2004	1 Year	5 Year
Business				28		–	–
CLASS	52	52	66	77	36	-53%	-31%
Education	92	76	76	88	108	23%	17%
Engineering		82	48	84	28	-67%	–
Science	30	61	90	111	129	16%	330%
<b>Total</b>	<b>174</b>	<b>271</b>	<b>280</b>	<b>388</b>	<b>301</b>	<b>-22%</b>	<b>73%</b>

**TOTAL:**

Web-Based	Fall					Percent Change	
	2000	2001	2002	2003	2004	1 Year	5 Year
Business		147	117	136	111	-18%	–
CLASS	108	88	94	141	120	-15%	11%
Education	96	88	108	130	178	37%	85%
Engineering		82	70	94	38	-60%	–
Science	30	76	350	355	249	-30%	730%
Urban Affairs				196	620	216%	–
University Studies	80					–	–
Other (AF-CSC-MSc)			17			–	–
<b>Total</b>	<b>314</b>	<b>481</b>	<b>756</b>	<b>1,052</b>	<b>1,316</b>	<b>25%</b>	<b>319%</b>

**Notes:**

Interactive video: courses delivered via interactive television at two or more sites simultaneously.

Telecourse: Courses involving home viewing of videotaped programs, use of reading materials and some class interaction with the instructor.

Web-based: Courses delivered primarily using the Internet.

## 5-Year Trends in Interactive Video and Telecourse Instructional Delivery

- New technologically enhanced classrooms in Rhodes Tower will offer state-of-the-art transmission of distance learning courses.
- CSU's Bioethics program, offered on-line through the Philosophy Department, has received nationwide recognition.
- The Department of Social Work in partnership with the University of Akron has very successfully offered graduate social work classes for many years through interactive video and other distance learning approaches.
- College of Engineering meets the needs of students at Ohio Aerospace Institute and NASA by offering on-site interactive video courses.
- Requests for specific online courses have come from all over Ohio, the United States, various correctional facilities, and foreign countries.
- The CSU E-Learning committee is currently discussing plans to increase the number of online classes, provide incentives for faculty to use non-traditional instructional delivery formats, and to consider issues around using a "flat" fee to attract more out-of-state students, to consider eLearning courses for general education requirements as well as specific courses leading to a major. Preliminary recommendations of this committee include managing a university repository of reusable eLearning units to reduce redundant development of courses; acquiring portions of a university's eLearning content via external organizations and from consortia partnerships; providing full degrees and credential programs; and moving towards hybrid web/classroom models as well as 100% anytime, anywhere eLearning models. Evidence of the future role of distance delivery can often be found in universities negotiating contracts for faculty encouraging teaching and designing of new distance learning classes as part of their regular work-load.

**Table 17: Cleveland State University Main Library Collections 2004**

	Main Library	
	Total Titles	Total Volumes/ Units
<b>Print Volumes:</b>		
Monographs	484,787	621,570
Classed Serials	10,536	201,060
Periodicals	9,242	188,841
<b>Total Print Volumes</b>	<b>504,565</b>	<b>1,011,471</b>
<b>Other Print Collections</b>		
Annual Reports		19,022
Maps		61,287
<b>Total Print Items</b>		<b>80,309</b>
<b>Electronic Access</b>		
E-books	34,263	
E-Journals	24,753	
Databases	79	
<b>Total Electronic Items</b>	<b>59,095</b>	
<b>Digitized holdings</b>		
Text		4,778
Images		43,350
<b>Total Digitized Holdings</b>		<b>48,128</b>
<b>Microformats</b>		<b>724,365</b>
<b>Audiovisual materials</b>		
Cataloged	24,643	44,737
Art Slides		96,172
<b>Total AV Materials</b>	<b>24,643</b>	<b>140,909</b>
<b>Archives</b>		
	<b>Number</b>	<b>Total Linear Feet</b>
Active Periodicals	2,550	
Active other serials	1,719	
<b>Total active serials</b>	<b>4,269</b>	
Archival Materials	355	2,971

Source: University Main and Law Libraries

*(Continued on next page)*



**Table 18: Cleveland State University Main Library Statistics**

	Main Library	
	FY01	FY04
Number of books checked out	198,362	310,506
Hits and downloads of Electronic Course Reserves	249,578	534,725
Hits and downloads of Electronic Journals	87,053	116,913
Reference & Technical questions answered	22,133	71,099
Instructions sessions provided by the Library	202	259
LCLC (Library Computer Learning Center) walk-in users	23,121	32,626
Visitors to the Library	561,897	647,449
Visitors (hits) to the Library's Website	6,447,507	16,151,251
Electronic books, journals, and databases	24,773	59,095
Percent of materials budget spent on electronic resources	38%	50%

**Table 19: Cleveland State University Law Library Collections 2004**

	Law Library	
	Total Titles	Total Volumes/ Units
<b>Print Volumes:</b>		
Titles(Excluding non-book titles )	76,619	
Other non-book title	519	
Microformats	70,925	
Number of active serial subscriptions		3,299
Number of active serial titles		2,691
Volumes (excluding microforms)		283,818
Volumes equivalent of microforms		231,346

**Table 20: Cleveland State University Law Library Statistics 2004**

	Filled	
Number of material request were <b>sent</b> by Law Library	3,184	3,180
Number of material request were <b>received</b> by Law Library	3,080	2,593

**Source:** University Main and Law Libraries



# Faculty & Staff



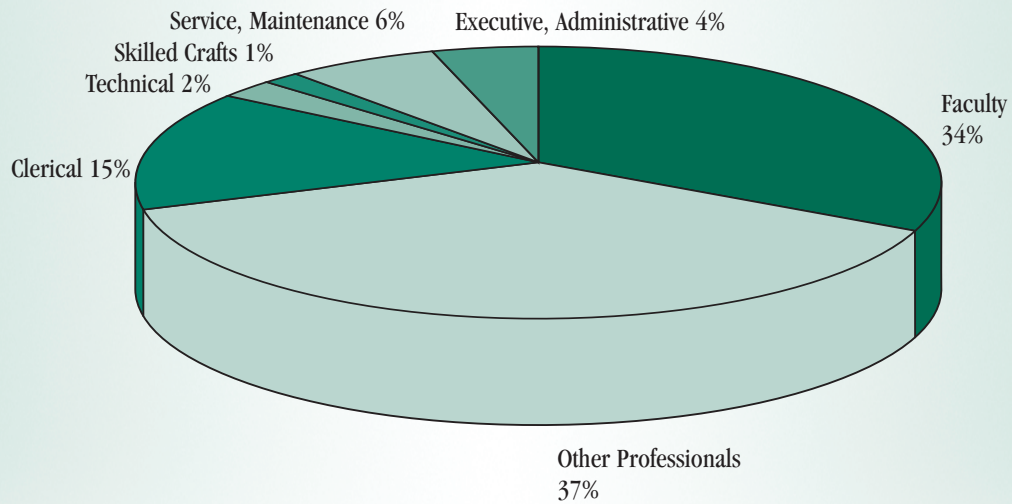
Cleveland State University

**Table 1: Full-Time Employee by Equal Employment Opportunity Category 6 (EEO6) Fall 2004**

	Count	% of Total
Executive, Administrative	70	4%
Faculty	564	34%
Other Professionals	617	37%
Clerical	247	15%
Technical	39	2%
Skilled Crafts	22	1%
Service, Maintenance	103	6%
<b>Total Full-Time Employees</b>	<b>1,662</b>	

Source: All figures are taken from the census files as of October 31, 2004.

**Figure 1: Full-Time Employees by EEO6 Category Fall 2004**



**Table 2: Full-Time Employee by Gender, Race  
and Equal Employment Opportunity Category 6 (EE06)  
Fall 2000 – 2004**

EE06 Category/Race	2000		2001		2002		2003		2004		Percent Change	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	1 Year	5 Year
<b>Executive, Administrative</b>												
White	47	17	45	14	39	8	40	9	38	10	-2%	-25%
Black	12	6	8	6	8	6	8	6	7	8	7%	-17%
Hispanic	0	1		1		1	0	1	0	1	0%	0%
Asian/Pacific Islander	2	1	4	1	3	1	5	2	5	1	-14%	100%
Native American/Alaskan Native	0	1		1								-100%
Unknown							1					
<b>Total</b>	<b>61</b>	<b>26</b>	<b>57</b>	<b>23</b>	<b>50</b>	<b>16</b>	<b>54</b>	<b>18</b>	<b>50</b>	<b>20</b>	<b>-3%</b>	<b>-20%</b>
<b>Faculty</b>												
White	277	143	271	140	269	145	271	146	287	150	5%	4%
Black	17	19	16	19	17	19	17	24	17	22	-5%	8%
Hispanic	8	8	7	8	9	8	9	7	8	8	0%	0%
Asian/Pacific Islander	50	12	48	15	51	14	52	14	56	14	6%	13%
Native American/Alaskan Native						1						
Unknown	0	0		1	1		1		1	1	100%	
<b>Total</b>	<b>352</b>	<b>182</b>	<b>342</b>	<b>183</b>	<b>347</b>	<b>187</b>	<b>351</b>	<b>191</b>	<b>369</b>	<b>195</b>	<b>4%</b>	<b>5%</b>
<b>Other Professionals</b>												
White	172	220	174	230	189	241	205	255	207	268	3%	21%
Black	22	73	22	70	22	75	23	74	25	75	3%	5%
Hispanic	2	3	1	3	3	3	3	3	2	5	17%	40%
Asian/Pacific Islander	17	8	18	7	15	7	16	9	22	8	20%	20%
Native American/Alaskan Native	1	1	1	1	1	1						-100%
Unknown					1		1		3	2	400%	
<b>Total</b>	<b>214</b>	<b>305</b>	<b>216</b>	<b>311</b>	<b>231</b>	<b>326</b>	<b>248</b>	<b>341</b>	<b>259</b>	<b>358</b>	<b>5%</b>	<b>19%</b>
<b>Clerical</b>												
White	20	117	25	113	21	118	23	117	24	115	-1%	1%
Black	8	95	9	92	9	89	9	92	10	89	-2%	-4%
Hispanic		3		4		4		3		2	-0%	-33%
Asian/Pacific Islander	1	2	1	4	1	4	1	4	1	4	0%	67%
Native American/Alaskan Native		1		2		2		2		2	0%	100%
Unknown												
<b>Total</b>	<b>29</b>	<b>218</b>	<b>35</b>	<b>215</b>	<b>31</b>	<b>217</b>	<b>33</b>	<b>217</b>	<b>35</b>	<b>212</b>	<b>-1%</b>	<b>0%</b>
<b>Technical</b>												
White	24	3	22	3	25	6	24	5	24	5	0%	7%
Black	7	5	5	3	5	4	5	4	4	3	-22%	-42%
Hispanic	1		2		1		2		2		0%	100%
Asian/Pacific Islander	1		1		1		1		1		0%	0%
Native American/Alaskan Native				1								
Unknown												
<b>Total</b>	<b>33</b>	<b>8</b>	<b>30</b>	<b>7</b>	<b>32</b>	<b>10</b>	<b>32</b>	<b>9</b>	<b>31</b>	<b>8</b>	<b>-5%</b>	<b>-5%</b>

*(Continued on next page)*

**Table 2: Full-Time Employee by Gender, Race  
and Equal Employment Opportunity Category 6 (EE06), in Percentage  
Fall 2000 – 2004**

*(Continued from previous page)*

EE06 Category/Race	2000		2001		2002		2003		2004		Percent Change	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	1 Year	5 Year
<b>Skilled Crafts</b>												
White	15		14		14		14		13		-7%	-13%
Black	10		10		7		7		7		0%	-30%
Hispanic	2		2		2		2		2		0%	0%
Asian/Pacific Islander	1		1		1							-100%
Native American/Alaskan Native	0											
Not Applicable	0											
<b>Total</b>	<b>28</b>	<b>0</b>	<b>27</b>	<b>0</b>	<b>24</b>	<b>0</b>	<b>23</b>	<b>0</b>	<b>22</b>	<b>0</b>	<b>-4%</b>	<b>-21%</b>
<b>Service, Maintenance</b>												
White	24	2	24	2	26	2	23	1	26	1	13%	4%
Black	40	37	43	33	45	29	46	26	42	27	-4%	-10%
Hispanic	4	3	4	3	3	3	3	2	3	3	20%	-14%
Asian/Pacific Islander	1		1		1		1		1		0%	0%
Native American/Alaskan Native												
Not Applicable												
<b>Total</b>	<b>69</b>	<b>42</b>	<b>72</b>	<b>38</b>	<b>75</b>	<b>34</b>	<b>73</b>	<b>29</b>	<b>72</b>	<b>31</b>	<b>1%</b>	<b>-7%</b>
<b>Total Full-Time Employees</b>												
<b>White</b>	<b>579</b>	<b>502</b>	<b>575</b>	<b>502</b>	<b>583</b>	<b>520</b>	<b>600</b>	<b>533</b>	<b>619</b>	<b>549</b>	<b>3%</b>	<b>8%</b>
<b>Black</b>	<b>116</b>	<b>235</b>	<b>113</b>	<b>223</b>	<b>113</b>	<b>223</b>	<b>115</b>	<b>226</b>	<b>112</b>	<b>224</b>	<b>-1%</b>	<b>-4%</b>
<b>Hispanic</b>	<b>17</b>	<b>18</b>	<b>16</b>	<b>19</b>	<b>18</b>	<b>19</b>	<b>19</b>	<b>15</b>	<b>17</b>	<b>19</b>	<b>6%</b>	<b>3%</b>
<b>Asian/Pacific Islander</b>	<b>73</b>	<b>23</b>	<b>74</b>	<b>27</b>	<b>73</b>	<b>26</b>	<b>76</b>	<b>29</b>	<b>86</b>	<b>27</b>	<b>8%</b>	<b>18%</b>
<b>Native American/Alaskan Native</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0%</b>	<b>-50%</b>
<b>Not Applicable</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>4</b>	<b>3</b>	<b>133%</b>	
<b>Total</b>	<b>786</b>	<b>781</b>	<b>779</b>	<b>777</b>	<b>790</b>	<b>791</b>	<b>813</b>	<b>805</b>	<b>838</b>	<b>824</b>	<b>2%</b>	<b>6%</b>

**Table 3: Full-Time Employee by Gender, Race  
and Equal Employment Opportunity Category 6 (EE06), in Percentage  
Fall 2000 – 2004**

**Women and Minorities as Percent of Total**

	2000	2001	2002	2003	2004
<b>Executive, Administrative</b>					
Women	30%	29%	25%	25%	29%
Black	21%	17%	21%	20%	21%
Hispanic	1%	1%	1%	1%	1%
Asian	3%	6%	6%	10%	9%
Native American	1%	1%	0%	0%	0%
Minorities	26%	26%	28%	31%	31%
<b>Faculty</b>					
Women	34%	35%	35%	35%	34%
Black	7%	7%	7%	8%	7%
Hispanic	3%	3%	3%	3%	3%
Asian	12%	12%	12%	12%	12%
Native American	0%	0%	0%	0%	0%
Minorities	21%	22%	22%	23%	22%
<b>Other Professionals</b>					
Women	59%	59%	59%	58%	58%
Black	18%	17%	17%	16%	16%
Hispanic	1%	1%	1%	1%	1%
Asian	5%	5%	4%	4%	5%
Native American	0%	0%	0%	0%	0%
Minorities	24%	23%	23%	22%	23%
<b>Clerical</b>					
Women	88%	86%	87%	87%	86%
Black	42%	40%	40%	40%	40%
Hispanic	1%	2%	2%	1%	1%
Asian	1%	2%	2%	2%	2%
Native American	0%	1%	1%	1%	1%
Minorities	44%	45%	44%	44%	44%
<b>Technical</b>					
Women	19%	19%	24%	24%	20%
Black	29%	22%	21%	21%	18%
Hispanic	2%	5%	2%	5%	5%
Asian	2%	3%	2%	2%	3%
Native American	0%	3%	0%	0%	0%
Minorities	34%	32%	26%	29%	26%
<b>Skilled Crafts</b>					
Women	0%	0%	0%	0%	0%
Black	36%	37%	29%	30%	32%
Hispanic	7%	7%	8%	9%	9%
Asian	4%	4%	4%	0%	0%
Native American	0%	0%	0%	0%	0%
Minorities	46%	48%	42%	39%	41%

*(Continued on next page)*

**Table 3: Full-Time Employee by Gender, Race  
and Equal Employment Opportunity Category 6 (EE06), in Percentage  
Fall 2000 – 2004**

**Women and Minorities as Percent of Total**

*(Continued from previous page)*

	2000	2001	2002	2003	2004
<b>Service, Maintenance</b>					
Women	39%	34%	31%	28%	30%
Black	69%	69%	68%	71%	67%
Hispanic	6%	6%	5%	5%	6%
Asian	1%	1%	1%	1%	1%
Native American	0%	0%	0%	0%	0%
Minorities	77%	76%	74%	76%	74%
<b>Total Full-Time Employees</b>					
<b>Women</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>
<b>Blacks</b>	<b>22%</b>	<b>22%</b>	<b>21%</b>	<b>21%</b>	<b>20%</b>
<b>Hispanics</b>	<b>2%</b>	<b>2%</b>	<b>2%</b>	<b>2%</b>	<b>2%</b>
<b>Asian</b>	<b>6%</b>	<b>6%</b>	<b>6%</b>	<b>7%</b>	<b>7%</b>
<b>Native American</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Minorities</b>	<b>31%</b>	<b>31%</b>	<b>30%</b>	<b>30%</b>	<b>30%</b>

**Notes:** Fall 2000 & 2001 date may not exactly match with IPEDS faculty report.  
Fall 2002 – 2004 date is same as IPEDS report.

**Source:** All figures are taken from census files as of October 31, 2004.

**Table 4: Full-Time Employee by Equal Employment Opportunity Category 6 (EE06)  
Fall 2000 – 2004**

EE06 Category Description	2000	2001	2002	2003	2004	Percent Change	
						1 Year	5 Year
Executive/Administrative	87	80	66	72	70	-3%	-20%
Faculty	534	525	534	541	564	4%	6%
Other Professional	519	527	557	589	617	5%	19%
Clerical	247	250	248	250	247	-1%	0%
Tech/Paraprofessional	41	37	42	41	39	-5%	-5%
Skilled Crafts	28	27	24	23	22	-4%	-21%
Service/Maintenance	111	110	110	102	103	1%	-7%
<b>Total Full-Time Employee</b>	<b>1,567</b>	<b>1,556</b>	<b>1,581</b>	<b>1,618</b>	<b>1,662</b>	<b>3%</b>	<b>6%</b>

**Table 5: Part-Time Employee by Equal Employment Opportunity Category 6 (EE06)  
Fall 2000 – 2004**

EE06 Category Description	2000	2001	2002	2003	2004	Percent Change	
						1 Year	5 Year
Executive/Administrative		1	1				
Faculty	376	386	445	379	414	9%	10%
Other Professional	199	192	179	165	157	-5%	-21%
Clerical	32	35	33	28	25	-11%	-22%
Tech/Paraprofessional	1	2			2		100%
Skilled Crafts							
Service/Maintenance	26		15	19	17	-11%	-35%
<b>Total Part-Time Employee</b>	<b>634</b>	<b>616</b>	<b>673</b>	<b>591</b>	<b>615</b>	<b>4%</b>	<b>-3%</b>

**Table 6: Total Employee by Equal Employment Opportunity Category 6 (EE06)  
Fall 2000 – 2004**

EE06 Category Description	2000	2001	2002	2003	2004	Percent Change	
						1 Year	5 Year
Executive/Administrative	87	81	67	72	70	-3%	-20%
Faculty	910	911	979	920	978	6%	7%
Other Professional	718	719	743	754	774	3%	8%
Clerical	279	285	283	278	272	-2%	-3%
Tech/Paraprofessional	42	39	42	41	41	0%	-2%
Skilled Crafts	28	27	24	23	22	-4%	-21%
Service/Maintenance	137	110	125	121	120	-1%	-12%
<b>Total Employee</b>	<b>2,201</b>	<b>2,172</b>	<b>2,263</b>	<b>2,209</b>	<b>2,277</b>	<b>3%</b>	<b>3%</b>

Source: All figures are taken from the census files as of October 31, 2004.



**Table 7: Full-Time Faculty by Rank  
Fall 2004**

College	Professor		Associate Professor		Assistant Professor		Instructor		Term Faculty		Total
	N	%	N	%	N	%	N	%	N	%	N
Business	28	33%	27	32%	14	17%	2	2%	13	15%	84
CLASS	34	22%	69	44%	45	28%		0%	10	6%	158
Education	15	14%	26	25%	42	39%	8	8%	16	15%	107
Engineering	23	40%	24	42%	10	18%		0%		0%	57
Science	44	43%	33	32%	20	20%	1	1%	4	4%	102
Urban Affairs	12	55%	5	23%	4	18%		0%	1	5%	22
Law	17	50%	13	38%	4	12%		0%		0%	34
<b>TOTAL</b>	<b>173</b>	<b>31%</b>	<b>197</b>	<b>35%</b>	<b>139</b>	<b>25%</b>	<b>11</b>	<b>2%</b>	<b>44</b>	<b>8%</b>	<b>564</b>

Note: Includes only standard academic ranks.

**Table 8: Full-Time Faculty by Gender  
Fall 2004**

College	Regular Faculty				Term Faculty				Total	
	Male		Female		Male		Female		N	%
	N	%	N	%	N	%	N	%		
Business	53	63%	11	13%	18	21%	2	2%	84	15%
CLASS	93	59%	52	33%	6	4%	7	4%	158	28%
Education	31	29%	49	46%	5	5%	22	21%	107	19%
Engineering	54	95%	3	5%				0%	57	10%
Science	73		23	0%			2		98	17%
Urban Affairs	11	50%	10	45%		0%	1	5%	22	4%
Law	21	55%	12	32%	4	11%	1	3%	38	7%
<b>TOTAL</b>	<b>336</b>	<b>60%</b>	<b>160</b>	<b>28%</b>	<b>33</b>	<b>6%</b>	<b>35</b>	<b>6%</b>	<b>564</b>	<b>100%</b>

**Table 9: Full-Time Faculty by Highest Degree  
Fall 2004**

College	Degree				Terminal
	Bachelors	Masters	Doctorate	Professional	Degree
Business	0%	12%	85%	4%	88%
CLASS	1%	15%	84%	0%	94%
Education	0%	26%	74%	0%	75%
Engineering	0%	7%	93%	0%	93%
Science	0%	8%	91%	1%	93%
Urban Affairs	0%	14%	86%	0%	86%
Law	0%	0%	9%	91%	100%
<b>TOTAL</b>	<b>0%</b>	<b>13%</b>	<b>80%</b>	<b>6%</b>	<b>89%</b>

Source: All figures are taken from the census files as of October 31, 2004.

**Table 10: Women and Minorities as a Percent of Tenured/Tenure-Track Faculty  
Selected Ohio 4-Year Institutions  
Fiscal Year 2000 – 2004**

Institution	2000		2001		2002		2003		2004	
	Women	Minorities	Women	Minorities	Women	Minorities	Women	Minorities	Women	Minorities
University of Akron	37%	18%	38%	19%	38%	19%	37%	19%	37%	20%
Bowling Green State University	34%	16%	35%	16%	36%	16%	37%	16%	37%	17%
University of Cincinnati	28%	17%	30%	18%	30%	18%	31%	19%	33%	20%
<b>Cleveland State University</b>	<b>31%</b>	<b>22%</b>	<b>30%</b>	<b>23%</b>	<b>33%</b>	<b>25%</b>	<b>34%</b>	<b>25%</b>	<b>33%</b>	<b>25%</b>
Kent State University	37%	15%	37%	14%	38%	15%	39%	16%	40%	17%
Miami University	33%	12%	32%	13%	34%	14%	35%	15%	36%	17%
Ohio State University	27%	16%	28%	17%	28%	18%	28%	19%	28%	19%
Ohio University	31%	14%	30%	15%	29%	14%	30%	15%	30%	16%
University of Toledo	28%	16%	30%	16%	30%	15%	30%	16%	30%	18%
Youngstown State University	31%	11%	31%	12%	31%	13%	32%	18%	33%	18%
<b>Total</b>	<b>30%</b>	<b>16%</b>	<b>31%</b>	<b>17%</b>	<b>31%</b>	<b>17%</b>	<b>32%</b>	<b>18%</b>	<b>33%</b>	<b>19%</b>

Source: The Ohio Board of Regents HEI Faculty Demographic (FD) query – rundate: June 16, 2005

**Table 11: Percentage of Full-Time Faculty to Full-Time Employees  
Selected Ohio 4-Year Institutions  
Fall 2000 – 2004**

Institution	2000	2001	2002	2003	2004
Youngstown State University	39%	38%	37%	38%	39%
Bowling Green State University	35%	36%	36%	38%	38%
University of Toledo	38%	36%	37%	38%	38%
University of Cincinnati	35%	34%	35%	34%	35%
<b>Cleveland State University</b>	<b>34%</b>	<b>34%</b>	<b>34%</b>	<b>33%</b>	<b>34%</b>
University of Akron	36%	35%	35%	33%	32%
Kent State University	29%	30%	29%	30%	31%
Ohio University	27%	27%	27%	28%	28%
Miami University	26%	26%	25%	26%	25%
Ohio State University	19%	19%	19%	21%	21%
<b>Total</b>	<b>28%</b>	<b>27%</b>	<b>27%</b>	<b>28%</b>	<b>28%</b>

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

Source: The Ohio Board of Regents HEI All Employee (AM) query – rundate: May 25, 2005

**Table 12: Rate of Annual Student FTE to Number of Tenured/Tenure-Track Faculty  
Selected Ohio 4-Year Institutions  
Fall 2000 – 2004**

Institution	2000	2001	2002	2003	2004	Percent Change	
						1 Year	5 Year
University of Cincinnati	16.4	16.2	17.8	17.4	16.8	-3.6%	2.6%
Ohio State University	16.1	16.7	16.8	18.9	19.5	3.2%	21.5%
Ohio University	28.5	25.8	24.9	25.2	24.8	-1.5%	-13.0%
<b>Cleveland State University</b>	<b>24.5</b>	<b>24.0</b>	<b>25.6</b>	<b>26.1</b>	<b>25.5</b>	<b>-2.3%</b>	<b>3.8%</b>
University of Akron	25.0	26.0	26.5	27.4	27.5	0.4%	9.9%
University of Toledo	28.0	27.4	27.3	28.2	28.0	-0.7%	0.2%
Miami University	28.0	27.5	28.7	28.5	28.2	-1.1%	0.6%
Youngstown State University	25.7	25.6	28.7	29.7	29.8	0.3%	15.7%
Bowling Green State University	31.6	30.9	30.6	30.0	30.5	1.6%	-3.5%
Kent State University	27.3	28.0	28.7	31.5	34.2	8.6%	25.3%

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

**Source:** The Ohio Board of Regents HEI Faculty Demographics (FD) and Course Enrollment queries – rupdate: May 24, 2005.

**Table 13: Student FTE to Full-Time Staff Ratio  
Selected Ohio 4-Year Institutions – Main Campuses Only  
Fall 2000 – 2004**

Institution	2000	2001	2002	2003	2004	Percent Change	
						1 Year	5 Year
Ohio State University	3.5	3.5	3.7	3.6	3.5	-3.2%	-1.9%
University of Cincinnati	5.9	5.9	5.8	5.8	5.7	-1.3%	-4.4%
Miami University	7.0	6.9	7.0	6.9	6.6	-4.0%	-5.4%
Ohio University	8.1	8.1	8.0	8.5	8.5	-0.3%	5.0%
<b>Cleveland State University</b>	<b>10.2</b>	<b>10.6</b>	<b>10.5</b>	<b>10.4</b>	<b>9.8</b>	<b>-5.1%</b>	<b>-4.1%</b>
Kent State University	9.7	9.7	9.8	10.5	10.5	0.7%	7.5%
University of Akron	11.6	11.3	11.5	11.1	10.9	-1.9%	-6.5%
University of Toledo	12.0	11.3	11.7	12.1	11.5	-5.0%	-4.6%
Bowling Green State University	11.4	11.8	11.5	11.7	11.8	1.6%	4.1%
Youngstown State University	14.4	15.0	15.2	15.7	15.6	-0.2%	7.9%

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

**Source:** The Ohio Board of Regents HEI All Employees (AM) and Course Enrollment queries – rupdate: May 24, 2005

*Table 14: Percentage of Undergraduate Student Credit Hour (SCH)  
Generated by Part-Time Faculty  
Fall 2004*

Department	Description	SCH Generated by Full-Time Faculty	SCH Generated by Part-Time Faculty	Total SCH Generated	% of SCH Generated by Part-Time Faculty
<b>Business</b>					
Accounting	Accounting	2,268	405	2,673	15%
	Business Law	252	87	339	26%
Computer & Information Science	Computer and Information Science	925	172	1,097	16%
	Information Science	1,442	729	2,171	34%
Finance	Finance	1,034	465	1,499	31%
Management & Labor Relations	Management & Labor Relations	1,434	381	1,815	21%
Marketing	General Administration	–	711	711	100%
	Marketing	1,595	224	1,819	12%
Operation Management & Business Statistics	Operation Management & Business Statistics	1,380	237	1,617	15%
<b>Business Total</b>		<b>10,330</b>	<b>3,411</b>	<b>13,741</b>	<b>25%</b>
<b>CLASS</b>					
Anthropology	Anthropology	812	168	980	17%
Art	Art	2,032	1,001	3,033	33%
Communication	Communication	4,346	2,116	6,462	33%
	Drama	218	277	495	56%
Economics	Economics	1,213	1,195	2,408	50%
English	English	2,380	5,362	7,742	69%
History	History	3,842	2,684	6,526	41%
Interdisciplinary	Linguistics	16	4	20	20%
	National Student Exchange	–	15	15	100%
	Women's Studies	100	92	192	48%
Modern Languages	Arabic	55	90	145	62%
	English Translations of Foreign Literatures	16	–	16	0%
	French	411	10	421	2%
	German	68	155	223	70%
	Greek	–	–	8	0%
	Italian	–	135	135	100%
	Japanese	–	169	169	100%
	Latin	64	68	132	52%
	Modern Languages	–	20	20	100%
Music	Spanish	1,223	485	1,708	28%
	Applied Music	59	280	339	83%
Philosophy	Music	1,009	1,567	2,576	61%
	Philosophy	1,622	379	2,001	19%

*(Continued on next page)*

**Table 14: Percentage of Undergraduate Student Credit Hour (SCH)  
Generated by Part-Time Faculty  
Fall 2004**

*(Continued from previous page)*

Department	Description	SCH Generated by Full-Time Faculty	SCH Generated by Part-Time Faculty	Total SCH Generated	% of SCH Generated by Part-Time Faculty
Political Science/IR	Political Science	1,555	1,440	2,995	48%
Religious Studies	Religious Studies	1,338	624	1,962	32%
Social Work	Social Work	1,078	1,087	2,165	50%
Sociology	Sociology	2,382	1,665	4,047	41%
<b>CLASS Total</b>		<b>25,847</b>	<b>21,088</b>	<b>46,935</b>	<b>45%</b>
<b>Education</b>					
CASAL	Education Specialist	140	128	268	48%
Curriculum and Foundations	Curriculum & Instruction	1,018	1,231	2,249	55%
Health And Physical Education	Dance	55	31	86	36%
	Health and Physical Education	838	19	857	2%
	Health Education	235	–	235	0%
	HPER-Core Curriculum	32	28	60	47%
	Physical Education-Service	66	277	343	81%
Nursing	Nursing RN	2,273	332	2,605	13%
Teachers Education	Early Childhood Education	757	389	1,146	34%
	Education-SIP	72	628	700	90%
	Middle Childhood Education	388	52	440	12%
	Special Education	613	182	795	23%
	Specialized Instructional/Teacher Education	924	402	1,326	30%
	Specialized Study & Field Experience	1,843	27	1,870	1%
<b>Education Total</b>		<b>9,254</b>	<b>3,726</b>	<b>12,980</b>	<b>29%</b>
<b>Engineering</b>					
Chemical & Biomedical Engineering	Chemical Engineering	255	–	255	0%
	Engineering Science	321	–	321	0%
Civil & Environmental Engineering	Civil Engineering	271	148	419	35%
	Engineering Science	147	98	245	40%
Dean's Office	Engineering Science	305	–	305	0%
Electrical & Computer Engineering	Electrical & Computer Engineering	1,082	326	1,408	23%
	Engineering Science	33	–	33	0%
Engineering Technology	Electronic Engineering Technology	116	–	116	0%
	General Engineering Technology	81	–	81	0%
	Math Technology	60	–	60	0%
Industrial & Manufacturing Engineering	Mechanical Engineering Technology	133	148	281	53%
	Industrial & Manufacturing Engineering	188	12	200	6%

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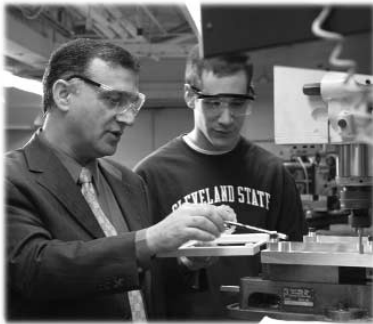
**Table 14: Percentage of Undergraduate Student Credit Hour (SCH)  
Generated by Part-Time Faculty  
Fall 2004**

(Continued from previous page)

Department	Description	SCH Generated by Full-Time Faculty	SCH Generated by Part-Time Faculty	Total SCH Generated	% of SCH Generated by Part-Time Faculty
Mechanical Engineering	Engineering Science	102	360	462	78%
	Mechanical Engineering	635	96	731	13%
	Engineering Science	297	-	297	0%
<b>Engineering Total</b>		<b>4,026</b>	<b>1,188</b>	<b>5,214</b>	<b>23%</b>
<b>Science</b>					
Biology, Geology & Environmental Science	Biology	3,350	1,340	4,690	29%
	Environmental Sciences	197	184	381	48%
	Geological Sciences	776	388	1,164	33%
Chemistry	Chemistry	2,811	375	3,186	12%
Health Sciences	Pre-Health Science	303	536	839	64%
	Perfusion	63	-	63	0%
Mathematics	Mathematics	6,070	3,279	9,349	35%
Physics	Physics	1,505	878	2,383	37%
Psychology	Psychology	3,797	2,315	6,112	38%
Speech & Hearing	Speech & Hearing	524	848	1,372	62%
<b>Science Total</b>		<b>19,396</b>	<b>10,143</b>	<b>29,539</b>	<b>34%</b>
<b>Urban Affairs</b>					
Urban Studies	Environmental Studies	-	56	56	100%
	Public Safety Management	32	140	172	81%
	Urban Services Administration	56	220	276	80%
	Urban Studies	1,420	2,089	3,509	60%
<b>Urban Affairs Total</b>		<b>1,508</b>	<b>2,505</b>	<b>4,013</b>	<b>62%</b>
<b>University Studies</b>					
	ASC	-	742	742	100%
	Business Freshman Orientation	-	116	116	100%
	Curriculum & Instruction	-	732	732	100%
	English	-	1,406	1,406	100%
	Mathematics	-	2,624	2,624	100%
<b>University Studies Total</b>		<b>-</b>	<b>5,620</b>	<b>5,620</b>	<b>100%</b>
<b>Total SCH</b>		<b>70,361</b>	<b>47,681</b>	<b>118,042</b>	<b>40%</b>

Total SCH generated in this report may vary with other published reports.

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



# S Selected Administrative Centers, Departments & Offices



Cleveland State University

**Table 1: New First Year Undergraduate Application Trends  
for Degree-Seeking Students by College  
Fall 2000 – 2004**

	First Year					Percent Change	
	2000	2001	2002	2003	2004	1 Year	5 Year
<b>Business</b>							
Applied	435	428	476	531	569	7%	31%
Admitted	314	339	362	380	369	-3%	18%
Enrolled	156	173	186	175	169	-3%	8%
Yield	49.7%	51.0%	51.4%	46.1%	45.8%		
<b>CLASS</b>							
Applied	825	932	1,018	1,105	997	-10%	21%
Admitted	667	768	831	881	748	-15%	12%
Enrolled	334	377	400	391	236	-40%	-29%
Yield	50.1%	49.1%	48.1%	44.4%	31.6%		
<b>Education</b>							
Applied	121	160	261	265	357	35%	195%
Admitted	90	117	159	152	203	34%	126%
Enrolled	38	61	76	64	67	5%	76%
Yield	42.2%	52.1%	47.8%	42.1%	33.0%		
<b>Engineering</b>							
Applied	155	147	143	185	168	-9%	8%
Admitted	123	123	109	132	106	-20%	-14%
Enrolled	72	73	48	68	57	-16%	-21%
Yield	58.5%	59.3%	44.0%	51.5%	53.8%		
<b>Science</b>							
Applied	30	28	72	106	302	185%	907%
Admitted	24	20	36	51	231	353%	863%
Enrolled	10	15	23	37	202	446%	1920%
Yield	41.7%	75.0%	63.9%	72.5%	87.4%		
<b>Urban Affairs</b>							
Applied	7	13	27	27	40	48%	471%
Admitted	7	12	22	20	28	40%	300%
Enrolled	5	6	11	12	19	58%	280%
Yield	71.4%	50.0%	50.0%	60.0%	67.9%		
<b>University Studies</b>							
Applied	819	661	612	588	435	-26%	-47%
Admitted	819	660	611	588	416	-29%	-49%
Enrolled	421	371	306	280	207	-26%	-51%
Yield	51.4%	56.2%	50.1%	47.6%	49.8%		
<b>TOTAL</b>							
<b>Applied</b>	<b>2,392</b>	<b>2,369</b>	<b>2,609</b>	<b>2,807</b>	<b>2,868</b>	<b>2%</b>	<b>20%</b>
<b>Admitted</b>	<b>2,044</b>	<b>2,039</b>	<b>2,130</b>	<b>2,204</b>	<b>2,101</b>	<b>-5%</b>	<b>3%</b>
<b>Enrolled</b>	<b>1,036</b>	<b>1,076</b>	<b>1,050</b>	<b>1,027</b>	<b>957</b>	<b>-7%</b>	<b>-8%</b>
Yield	50.7%	52.8%	49.3%	46.6%	45.5%		

**Notes:**

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

Fall 2004 showed a significant increase in the applied, admitted & enrolled in the College Science due to the creation of new academic plans UNDCA and UNDCS. Consequently, number of students applied, admitted and enrolled in University Studies has decreased.



**Table 2: New Transfer Undergraduate Application Trends  
for Degree-Seeking Students by College  
Fall 2000 – 2004**

	Transfer					Percent Change	
	2000	2001	2002	2003	2004	1 Year	5 Year
<b>Business</b>							
Applied	635	542	613	648	663	2%	4%
Admitted	489	432	458	406	375	-8%	-23%
Enrolled	313	266	317	277	225	-19%	-28%
Yield	64.0%	61.6%	69.2%	68.2%	60.0%		
<b>CLASS</b>							
Applied	1,100	997	1,179	1,297	990	-24%	-10%
Admitted	911	870	1,017	977	606	-38%	-33%
Enrolled	571	573	661	635	323	-49%	-43%
Yield	62.7%	65.9%	65.0%	65.0%	53.3%		
<b>Education</b>							
Applied	290	264	311	396	480	21%	66%
Admitted	222	223	228	227	225	-1%	1%
Enrolled	147	151	141	141	129	-9%	-12%
Yield	66.2%	67.7%	61.8%	62.1%	57.3%		
<b>Engineering</b>							
Applied	170	112	183	174	152	-13%	-11%
Admitted	127	84	147	113	83	-27%	-35%
Enrolled	92	63	73	81	55	-32%	-40%
Yield	72.4%	75.0%	49.7%	71.7%	66.3%		
<b>Science</b>							
Applied	56	81	106	161	313	94%	459%
Admitted	49	66	61	81	194	140%	296%
Enrolled	39	61	51	71	192	170%	392%
Yield	79.6%	92.4%	83.6%	87.7%	99.0%		
<b>Urban Affairs</b>							
Applied	57	71	81	85	86	1%	51%
Admitted	69	69	73	44	16	-64%	-77%
Enrolled	38	52	44	30	10	-67%	-74%
Yield	55.1%	75.4%	60.3%	68.2%	62.5%		
<b>University Studies</b>							
Applied	74	70	75	49	22	-55%	-70%
Admitted	51	64	70	60	40	-33%	-22%
Enrolled	34	55	48	46	20	-57%	-41%
Yield	66.7%	85.9%	68.6%	76.7%	50.0%		
<b>TOTAL</b>							
Applied	2,382	2,137	2,548	2,810	2,706	-4%	14%
Admitted	1,918	1,808	2,054	1,908	1,539	-19%	-20%
Enrolled	1,234	1,221	1,335	1,281	954	-26%	-23%
Yield	64.3%	67.5%	65.0%	67.1%	62.0%		

**Notes:**

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

Fall 2004 showed significant increases in the Colleges of Liberal Arts & Social Sciences and Science due to the creation of new academic plans UNCA and UNDCS. Consequently, the number of students applied, admitted and enrolled in University Studies has decreased.

**Table 3: New First Year Undergraduate Application Trends  
for Degree-Seeking Students by Race  
Fall 2000 – 2004**

	First Year					Percent Change	
	2000	2001	2002	2003	2004	1 Year	5 Year
<b>White</b>							
Applied	1,370	1,324	1,404	1,461	1,445	-1%	5%
Admitted	1,253	1,219	1,266	1,255	1,205	-4%	-4%
Enrolled	629	662	640	593	551	-7%	-12%
Yield	50.2%	54.3%	50.6%	47.3%	45.7%		
<b>African-American</b>							
Applied	635	658	819	910	909	0%	43%
Admitted	498	514	574	638	538	-16%	8%
Enrolled	251	259	264	296	235	-21%	-6%
Yield	50.4%	50.4%	46.0%	46.4%	43.7%		
<b>Hispanic</b>							
Applied	96	86	103	132	122	-8%	27%
Admitted	76	71	81	106	91	-14%	20%
Enrolled	42	39	37	46	34	-26%	-19%
Yield	55.3%	54.9%	45.7%	43.4%	37.4%		
<b>Asian</b>							
Applied	74	73	67	87	87	0%	18%
Admitted	69	65	63	77	74	-4%	7%
Enrolled	39	33	37	36	26	-28%	-33%
Yield	56.5%	50.8%	58.7%	46.8%	35.1%		
<b>Native American</b>							
Applied	10	12	7	11	9	-18%	-10%
Admitted	7	9	5	4	4	0%	-43%
Enrolled	4	3	2	1	1	0%	-75%
Yield	57.1%	33.3%	40.0%	25.0%	25.0%		
<b>Total Minority</b>							
Applied	815	829	996	1,140	1,127	-1%	38%
Admitted	650	659	723	825	707	-14%	9%
Enrolled	336	334	340	379	296	-22%	-12%
Yield	51.7%	50.7%	47.0%	45.9%	41.9%		
<b>Race Unknown</b>							
Applied	131	141	136	128	201	57%	53%
Admitted	108	121	102	94	147	56%	36%
Enrolled	60	72	60	43	94	119%	57%
Yield	55.6%	59.5%	58.8%	45.7%	63.9%		
<b>Non-Resident Alien</b>							
Applied	76	75	73	78	95	22%	25%
Admitted	33	40	39	30	42	40%	27%
Enrolled	11	8	10	12	16	33%	45%
Yield	33.3%	20.0%	25.6%	40.0%	38.1%		
<b>TOTAL</b>							
Applied	2,392	2,369	2,609	2,807	2,868	2%	20%
Admitted	2,044	2,039	2,130	2,204	2,101	-5%	3%
Enrolled	1,036	1,076	1,050	1,027	957	-7%	-8%
Yield	50.7%	52.8%	49.3%	46.6%	45.5%		

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

**Table 4: New Transfer Undergraduate Application Trends  
for Degree-Seeking Students by Race  
Fall 2000 – 2004**

	Transfers					Percent Change	
	2000	2001	2002	2003	2004	1 Year	5 Year
<b>White</b>							
Applied	1,389	1,228	1,521	1,671	1,586	-5%	14%
Admitted	1,178	1,082	1,280	1,223	1,007	-18%	-15%
Enrolled	775	741	855	827	619	-25%	-20%
Yield	65.8%	68.5%	66.8%	67.6%	61.5%		
<b>African-American</b>							
Applied	531	435	549	677	708	5%	33%
Admitted	381	334	376	352	277	-21%	-27%
Enrolled	231	222	231	234	176	-25%	-24%
Yield	60.6%	66.5%	61.4%	66.5%	63.5%		
<b>Hispanic</b>							
Applied	57	77	81	82	75	-9%	32%
Admitted	49	65	66	56	44	-21%	-10%
Enrolled	29	40	44	35	28	-20%	-3%
Yield	59.2%	61.5%	66.7%	62.5%	63.6%		
<b>Asian</b>							
Applied	72	53	50	56	49	-13%	-32%
Admitted	66	44	43	40	32	-20%	-52%
Enrolled	49	33	34	28	16	-43%	-67%
Yield	74.2%	75.0%	79.1%	70.0%	50.0%		
<b>Native American</b>							
Applied	12	9	6	8	10	25%	-17%
Admitted	10	6	5	4	6	50%	-40%
Enrolled	8	3	0	4	4	0%	-50%
Yield	80.0%	50.0%	0.0%	100.0%	66.7%		
<b>Total Minority</b>							
Applied	672	574	686	823	842	2%	25%
Admitted	506	449	490	452	359	-21%	-29%
Enrolled	317	298	309	301	224	-26%	-29%
Yield	62.6%	66.4%	63.1%	66.6%	62.4%		
<b>Race Unknown</b>							
Applied	205	240	245	204	214	5%	4%
Admitted	168	214	218	159	137	-14%	-18%
Enrolled	110	144	130	110	87	-21%	-21%
Yield	65.5%	67.3%	59.6%	69.2%	63.5%		
<b>Non-Resident Alien</b>							
Applied	116	95	96	112	64	-43%	-45%
Admitted	66	63	66	74	36	-51%	-45%
Enrolled	32	38	41	43	24	-44%	-25%
Yield	48.5%	60.3%	62.1%	58.1%	66.7%		
<b>TOTAL</b>							
<b>Applied</b>	<b>2,382</b>	<b>2,137</b>	<b>2,548</b>	<b>2,810</b>	<b>2,706</b>	<b>-4%</b>	<b>14%</b>
<b>Admitted</b>	<b>1,918</b>	<b>1,808</b>	<b>2,054</b>	<b>1,908</b>	<b>1,539</b>	<b>-19%</b>	<b>-20%</b>
<b>Enrolled</b>	<b>1,234</b>	<b>1,221</b>	<b>1,335</b>	<b>1,281</b>	<b>954</b>	<b>-26%</b>	<b>-23%</b>
Yield	64.3%	67.5%	65.0%	67.1%	62.0%		

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

**Table 5: New Graduate & Law Application Trends  
for Degree-Seeking Students by College  
Fall 2001 – 2004**

	Graduate and Law				Percent Change	
	2001	2002	2003	2004	1 Year	4 Year
<b>Business</b>						
Applied	619	934	975	867	-11%	40%
Admitted	387	601	666	517	-22%	34%
Enrolled	214	315	316	232	-27%	8%
Yield	55.3%	52.4%	47.4%	44.9%		
<b>CLASS</b>						
Applied	238	333	330	399	21%	68%
Admitted	164	231	220	234	6%	43%
Enrolled	106	155	133	142	7%	34%
Yield	64.6%	67.1%	60.5%	60.7%		
<b>Education</b>						
Applied	356	600	782	763	-2%	114%
Admitted	287	470	491	314	-36%	9%
Enrolled	211	394	405	206	-49%	-2%
Yield	73.5	83.8	82.5	65.6		
<b>Engineering</b>						
Applied	560	825	950	643	-32%	15%
Admitted	315	487	554	341	-38%	8%
Enrolled	71	113	114	90	-21%	27%
Yield	22.5%	23.2%	20.6%	26.4%		
<b>Science</b>						
Applied	250	307	323	376	16%	50%
Admitted	146	172	179	181	1%	24%
Enrolled	76	104	108	91	-16%	20%
Yield	52.1%	60.5%	60.3%	50.3%		
<b>Urban Affairs</b>						
Applied	150	157	182	167	-8%	11%
Admitted	119	121	135	102	-24%	-14%
Enrolled	75	77	78	58	-26%	-23%
Yield	63.0%	63.6%	57.8%	56.9%		
<b>Law</b>						
Applied	1,181	1,316	1,555	1,816	17%	54%
Admitted	607	572	581	526	-9%	-13%
Enrolled	271	259	263	218	-17%	-20%
Yield	44.6%	45.3%	45.3%	41.4%		
<b>TOTAL</b>						
<b>Applied</b>	<b>3,354</b>	<b>4,472</b>	<b>5,097</b>	<b>5,031</b>	<b>-1%</b>	<b>50%</b>
<b>Admitted</b>	<b>2,025</b>	<b>2,654</b>	<b>2,826</b>	<b>2,215</b>	<b>-22%</b>	<b>9%</b>
<b>Enrolled</b>	<b>1,024</b>	<b>1,417</b>	<b>1,417</b>	<b>1,037</b>	<b>-27%</b>	<b>1%</b>
Yield	50.6%	53.4%	50.1%	46.8%		

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

**Table 6: New Graduate & Law Applications Trends  
for New Degree-Seeking Students by Race  
Fall 2001 – 2004**

	Graduate and Law				Percent Change	
	2001	2002	2003	2004	1 Year	4 Year
<b>White</b>						
Applied	792	1,162	1,340	1,326	-1%	67%
Admitted	607	884	906	663	-27%	9%
Enrolled	427	684	692	429	-38%	0%
Yield	70.3%	77.4%	76.4%	64.7%		
<b>African-American</b>						
Applied	208	298	338	344	2%	65%
Admitted	136	194	194	154	-21%	13%
Enrolled	110	160	149	118	-21%	7%
Yield	80.9%	82.5%	76.8%	76.6%		
<b>Hispanic</b>						
Applied	27	49	48	38	-21%	41%
Admitted	19	33	33	13	-61%	-32%
Enrolled	14	23	27	4	-85%	-71%
Yield	73.7%	69.7%	81.8%	30.8%		
<b>Asian</b>						
Applied	28	40	52	58	12%	107%
Admitted	23	28	37	30	-19%	30%
Enrolled	15	22	26	17	-35%	13%
Yield	65.2%	78.6%	70.3%	56.7%		
<b>Native American</b>						
Applied	4	3	5	4	-20%	0%
Admitted	4	1	4	2	-50%	-50%
Enrolled	1	1	3	1	-67%	0%
Yield	25.0%	100.0%	75.0%	50.0%		
<b>Total Minority</b>						
Applied	267	390	443	444	0%	66%
Admitted	182	256	268	199	-26%	9%
Enrolled	140	206	205	140	-32%	0%
Yield	76.9%	80.5%	76.5%	70.4%		
<b>Race Unknown</b>						
Applied	97	115	140	257	84%	165%
Admitted	76	86	91	130	43%	71%
Enrolled	52	69	68	88	29%	69%
Yield	68.4%	80.2%	74.7%	67.7%		
<b>Non-Resident Alien</b>						
Applied	1,017	1,489	1,619	1,188	-27%	17%
Admitted	553	856	980	697	-29%	26%
Enrolled	134	199	189	162	-14%	21%
Yield	24.2%	23.2%	19.3%	23.2%		
<b>TOTAL</b>						
<b>Applied</b>	<b>2,173</b>	<b>3,156</b>	<b>3,542</b>	<b>3,215</b>	<b>-9%</b>	<b>48%</b>
<b>Admitted</b>	<b>1,418</b>	<b>2,082</b>	<b>2,245</b>	<b>1,689</b>	<b>-25%</b>	<b>19%</b>
<b>Enrolled</b>	<b>753</b>	<b>1,158</b>	<b>1,154</b>	<b>819</b>	<b>-29%</b>	<b>9%</b>
Yield	53.1%	55.6%	51.4%	48.5%		

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

## 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 7: CSU Foundation: 5-Year Giving History by College/Division

College/Division	Endowment (Program Giving & Scholarship)					Percent Change	
	2001	2002	2003	2004	2005	1 Year	5 Year
Business	2,170,734	2,072,113	2,165,665	2,669,591	2,899,291	9%	34%
Arts & Sciences <sup>1</sup>	2,612,883	2,112,372	1,840,350	2,013,076	2,010,577	0%	-23%
Education	150,665	128,617	122,348	456,422	1,377,706	202%	814%
Engineering	216,215	183,554	226,085	1,526,333	1,563,151	2%	623%
Urban Affairs	3,630,094	3,149,705	3,780,387	4,419,997	4,488,599	2%	24%
Law	3,273,745	2,975,492	3,180,440	4,038,463	4,433,144	10%	35%
Athletics	1,012,931	904,559	955,066	1,310,687	1,353,712	3%	34%
General University	992,483	1,015,013	1,666,517	2,746,043	3,265,074	19%	229%
Library	8,109,673	7,497,483	8,589,899	11,705,759	13,515,846	15%	67%
Office of the President	548,233	377,839	281,994	327,242	302,066	-8%	-45%
<b>Total Endowment</b>	<b>\$ 15,415,923</b>	<b>\$ 13,611,750</b>	<b>\$14,895,233</b>	<b>\$20,286,943</b>	<b>\$22,485,164</b>	<b>11%</b>	<b>46%</b>

College/Division	Program Giving <sup>2</sup>					Percent Change	
	2001	2002	2003	2004	2005	1 Year	5 Year
Business	672,973	584,365	564,694	652,669	653,711	0%	-3%
Arts & Sciences <sup>1</sup>	1,552,970	1,176,693	877,442	664,919	644,234	-3%	-59%
Education	21,032	17,894	17,331	329,262	650,130	97%	2991%
Engineering	-	-	-	1,037,562	1,057,119	2%	-
Urban Affairs	2,877,934	2,476,212	3,075,118	3,541,574	3,553,935	0%	23%
Law	1,621,896	1,468,406	1,466,408	2,001,485	2,070,501	3%	28%
Athletics	-	1,700	10,850	11,682	21,682	86%	-
General University	11,212	11,156	11,497	14,789	15,940	8%	42%
Library	807,940	692,486	676,382	779,089	791,845	2%	-2%
Office of the President	548,233	377,839	281,994	327,242	302,066	-8%	-45%
<b>Total Program</b>	<b>\$8,114,190</b>	<b>\$6,806,753</b>	<b>\$6,981,716</b>	<b>\$9,360,273</b>	<b>\$9,761,163</b>	<b>4%</b>	<b>20%</b>

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

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

Source: CSU Office of Advancement

(Continued on next page)

Table 7: CSU Foundation:  
5-Year Giving History by College/Division

(Continued from previous page)

College/Division	Scholarship					Percent Change	
	2001	2002	2003	2004	2005	1 Year	5 Year
Business	1,497,761	1,487,748	1,600,971	2,016,922	2,245,580	11%	50%
Arts & Sciences <sup>1</sup>	1,059,913	935,679	962,908	1,348,157	1,366,343	1%	29%
Education	129,633	110,723	105,017	127,160	727,576	472%	461%
Engineering	216,215	183,554	226,085	488,770	506,032	4%	134%
Urban Affairs	752,160	673,493	705,269	878,423	934,664	6%	24%
Law	1,651,849	1,507,086	1,714,032	2,036,978	2,362,642	16%	43%
Athletics	1,012,931	902,859	944,216	1,299,004	1,332,031	3%	32%
General University	981,271	1,003,857	1,655,020	2,731,254	3,249,133	19%	231%
<b>Total Scholarships</b>	<b>\$ 7,301,733</b>	<b>\$ 6,804,997</b>	<b>\$ 7,913,517</b>	<b>\$ 10,926,670</b>	<b>\$ 12,724,001</b>	<b>16%</b>	<b>74%</b>

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

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

Table 8: CSU Foundation: Endowed Scholarship, Donors & Giving

Endowed:	FY2001	FY2005	Percent Increase	Average Increase
			1 Year	Per Year
Chairs	2	4	–	–
Scholarships	99	157	59%	12%
<b>Donors:</b>				
Alumni	3,956	4,635	17%	3%
<b>Total</b>	<b>6,233</b>	<b>6,966</b>	<b>12%</b>	<b>2%</b>
<b>Giving:</b>				
Alumni	\$782,189	\$998,107	28%	6%
<b>Total</b>	<b>\$4,753,339</b>	<b>\$7,077,741</b>	<b>49%</b>	<b>10%</b>

### Philanthropic Highlights: 2004 – 2005

- Iris S. Wolstein, in loving memory of her husband, Bert L. Wolstein, a distinguished 1953 graduate of Cleveland State's Cleveland-Marshall College of Law, created the Bert L. Wolstein Building Fund and the Bert L. and Iris S. Wolstein Endowed Scholarship Fund at the Cleveland State University Foundation with a commitment of \$6.25 million. The Wolstein Building Fund and Wolstein Scholarship Fund are being created with a \$5 million gift to support the Law Building upgrade project and a \$1.25 million challenge-pledge to support the creation of an endowed scholarship fund, the Bert L. and Iris S. Wolstein Endowed Scholarship Fund.
- Parker Hannifin Corporation has made a \$4 million philanthropic gift commitment to the University in support of student scholarships and building improvements. The gift is the largest corporate endowment the University has ever received, as well as the largest gift ever made by the Parker Hannifin Foundation. Parker Hannifin has directed \$3 million to the creation of an endowment fund for undergraduate and graduate scholarships in Cleveland State's Fenn College of Engineering. In addition, \$1 million will be directed to the creation of an endowment fund for building improvements for the Cleveland State University Administration Center and the structure formerly known as Howe Mansion.

**Table 9: Athletic Sports at Cleveland State University  
Enrollment**

Men's	2000 – 2001		2001 – 2002		2002 – 2003		2003 – 2004		2004 – 2005	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%
Baseball	33	26%	27	24%	43	25%	38	24%	39	24%
Basketball	12	9%	13	12%	17	10%	15	10%	18	11%
Fencing	11	9%	9	8%	12	7%	9	6%	12	7%
Golf	10	8%	7	6%	12	7%	12	8%	10	6%
Soccer	14	11%	12	11%	21	12%	22	14%	22	14%
Swimming & Diving	17	13%	15	13%	25	15%	21	13%	27	17%
Tennis	7	6%	9	8%	8	5%	8	5%	9	6%
Wrestling	23	18%	21	19%	33	19%	32	20%	24	15%
Total Male	127	100%	113	100%	171	100%	157	100%	161	100%
Cumulative GPA, Males	2.76		2.82		N/A		N/A		2.80	
<b>Women's</b>										
Basketball	14	19%	14	17%	14	14%	16	15%	16	15%
Cross Country	0	0%	12	15%	11	11%	10	9%	6	6%
Fencing	10	13%	4	5%	8	8%	12	11%	10	9%
Golf	3	4%	4	5%	8	8%	6	6%	8	7%
Soccer	0	0%	0	0%	0	0%	11	10%	20	19%
Softball	15	20%	17	21%	21	21%	16	15%	14	13%
Swimming & Diving	16	21%	13	16%	18	18%	16	15%	13	12%
Tennis	6	8%	7	9%	9	9%	5	5%	7	7%
Volleyball	11	15%	10	12%	13	13%	14	13%	13	12%
Total Female	75	100%	81	100%	102	100%	106	100%	107	100%
Cumulative GPA, Females	3.07		3.04		N/A		N/A		3.20	
Total All Athletes	202		194		273		263		268	
Cumulative GPA, All Athletes	2.87		2.90		N/A		2.97		2.98	

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

**Source:** CSU Athletics Department

**N/A:** data not available

**Table 10: Athletic Sports at Cleveland State University  
4, 5, or 6 Year Graduation Rate**

New Undergraduate First-Time, Full-Time Degree-Seeking, First Year Athletes	Fall									
	1994		1995		1996		1997		1998	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%
Total Athletes	54		35		34		45		42	
Athletes Graduated in 4 years	8	15%	3	9%	5	15%	7	16%	4	10%
Athletes Graduated in 5 years	15	28%	16	46%	4	12%	10	22%	9	21%
Athletes Graduated in 6 years	5	9%	1	3%	3	9%	1	2%	4	10%
Total Graduated within 6 years	28	52%	20	57%	12	35%	18	40%	17	40%

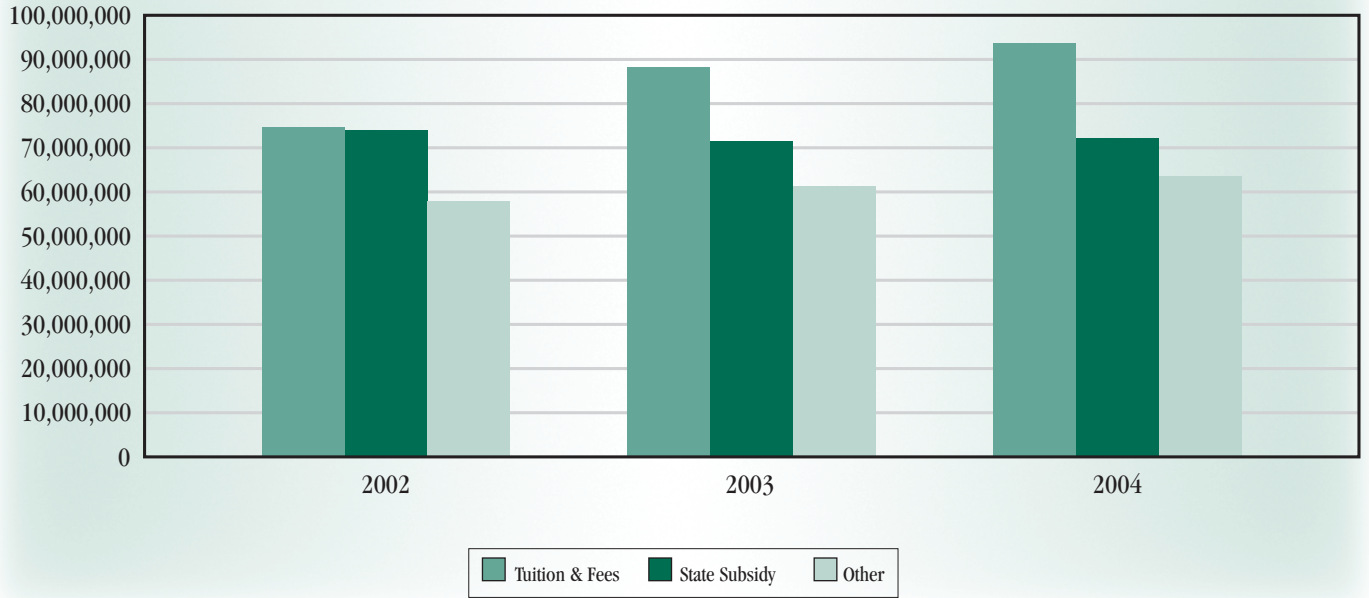


Table 11: Statement of Revenues, Expenditures and Other Changes  
Fiscal Year 2002 – 2004

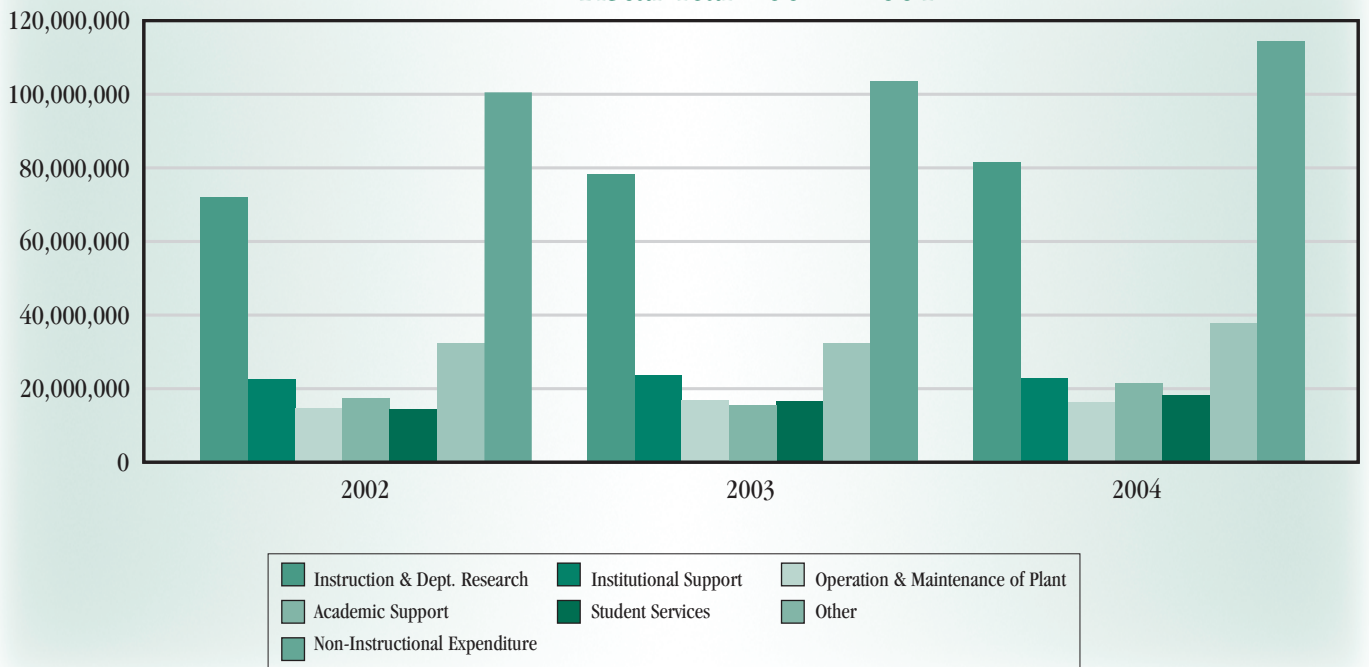
	2002		2003		2004		Percent Change	
	Amount	%	Amount	%	Amount	%	1 Year	5 Year
<b>Operating Revenues</b>								
Student Tuition and Fees, Net	75,005,194	70%	87,476,820	73%	94,218,733	70%	8%	26%
Federal Grants & Contracts	8,715,781	8%	9,573,688	8%	16,855,658	13%	76%	93%
State Grants & Contracts	5,795,513	5%	4,950,773	4%	4,917,905	4%	-1%	-15%
Local Grants & Contracts	666,628	1%	412,511	7%	454,970	0%	10%	-32%
Private Gifts, Grants & Contracts	3,743,207	4%	3,271,610	3%	3,650,183	3%	12%	-2%
Sales & Services	3,051,843	3%	3,524,384	3%	3,740,626	3%	6%	23%
Auxiliary Enterprises	9,373,135	9%	9,737,716	8%	10,086,036	8%	4%	8%
Other Sources	562,050	1%	440,062	0%	440,350	0%	0%	-22%
<b>Total Operating Revenues</b>	<b>\$106,913,351</b>	<b>100%</b>	<b>119,387,564</b>	<b>100%</b>	<b>134,364,461</b>	<b>100%</b>	<b>13%</b>	<b>26%</b>
<b>Operating Expenses</b>								
Instruction	72,191,351	36%	77,629,017	37%	80,475,402	36%	4%	11%
Research	13,677,414	7%	13,493,627	6%	15,036,515	7%	11%	10%
Public Service	7,780,852	4%	7,842,716	4%	11,982,936	5%	53%	54%
Academic Support	17,544,043	9%	15,459,491	7%	20,344,432	9%	32%	16%
Student Services	14,604,875	7%	16,051,512	8%	18,006,608	8%	12%	23%
Institutional Support	22,225,254	11%	22,115,999	11%	23,513,279	10%	6%	6%
Operation & Maintenance of Plant	14,327,574	7%	16,886,095	8%	16,017,335	7%	-5%	12%
Scholarships and Fellowships	10,046,991	5%	11,003,580	5%	10,580,518	5%	-4%	5%
Auxiliary Enterprises	11,965,027	6%	13,081,920	6%	14,939,356	7%	14%	25%
Depreciation and Amortization	15,668,985	8%	15,166,745	7%	15,045,070	7%	-1%	-4%
<b>Total Operating Expenses</b>	<b>\$200,032,366</b>	<b>100%</b>	<b>208,730,702</b>	<b>100%</b>	<b>225,941,451</b>	<b>100%</b>	<b>8%</b>	<b>13%</b>
<b>Non-Operating Items</b>								
State Appropriations	74,131,715	75%	72,246,181	72%	71,982,028	75%	0%	-3%
Federal Grants and Contracts	10,283,740	10%	10,622,713	11%	10,837,343	11%	2%	5%
State Grants and Contracts	3,376,991	3%	3,429,428	3%	3,557,298	4%	4%	5%
Gifts	3,389,263	3%	4,281,426	4%	3,942,821	4%	-8%	16%
Investment Income	2,839,644	3%	1,893,283	2%	1,342,775	1%	-29%	-53%
Interest on Debt	[581,163]	-1%	[685,952]	-1%	[445,808]	0%	-35%	-23%
State Capital Appropriations	6,007,809	6%	6,185,883	6%	4,459,787	5%	-28%	-26%
Capital Gifts	20,500	0%	526,463	1%	133,659	0%	-75%	552%
Workers Compensation Adjustment	0	0%	2,217,110	2%	0	0%	-100%	0%
<b>Total Non-Operating Items</b>	<b>\$99,468,499</b>	<b>100%</b>	<b>100,716,535</b>	<b>100%</b>	<b>95,809,903</b>	<b>100%</b>	<b>-5%</b>	<b>-4%</b>
<b>Net Assets</b>								
Increase in Net Assets	6,349,484	2%	11,373,397	4%	4,232,913	1%	-63%	-33%
Net Assets at Beginning of Year	279,910,245	98%	286,259,729	96%	297,633,126	99%	4%	6%
<b>Net Assets at End of Year</b>	<b>\$286,259,729</b>	<b>100%</b>	<b>297,633,126</b>	<b>100%</b>	<b>301,866,039</b>	<b>100%</b>	<b>1%</b>	<b>5%</b>

Source: Controllers Office

**Figure 11.1: Statement of Operating Revenues  
Fiscal Year 2002 – 2004**



**Figure 11.2: Statement of Operating Expenses  
Fiscal Year 2002 – 2004**



Source: Controllers Office

**Table 12: Public Service Expenditures as a Percentage of Total Expenditures  
Selected Ohio 4-Year Institutions – Main Campuses Only  
Fiscal Year 2000 – 2004**

Institution	2000	2001	2002	2003	2004
University of Cincinnati	7%	7%	6%	6%	6%
<b>Cleveland State University</b>	<b>3%</b>	<b>4%</b>	<b>4%</b>	<b>4%</b>	<b>5%</b>
Youngstown State University	4%	4%	4%	5%	5%
University of Akron	4%	4%	4%	4%	5%
Ohio State University	5%	5%	5%	5%	4%
Ohio University	3%	3%	3%	3%	4%
Kent State University	4%	4%	4%	4%	3%
Bowling Green State University	4%	4%	3%	3%	3%
University of Toledo	2%	2%	2%	2%	1%
Miami University	1%	1%	1%	1%	0%
<b>Totals</b>	<b>4%</b>	<b>4%</b>	<b>4%</b>	<b>4%</b>	<b>4%</b>

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

**Source:** The Ohio Board of Regents HEI Current Fund Expenditures (CF) queries rupdate: June 14, 2005.

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

**Table 13: Benefit Expenditures as a Percentage of Total Expenditures  
Selected Ohio 4-Year Institutions – Main Campuses Only  
Fiscal Year 2000 – 2004**

Institution	2000	2001	2002	2003	2004
Ohio State University	9%	9%	13%	15%	25%
University of Toledo	20%	17%	19%	20%	22%
Youngstown State University	17%	17%	18%	18%	20%
<b>Cleveland State University</b>	<b>25%</b>	<b>14%</b>	<b>14%</b>	<b>17%</b>	<b>17%</b>
Ohio University	15%	16%	12%	15%	17%
University of Cincinnati	17%	15%	16%	16%	16%
University of Akron	12%	13%	12%	15%	15%
Miami University	14%	14%	14%	15%	15%
Bowling Green State University	10%	11%	12%	12%	13%
Kent State University	15%	15%	12%	12%	13%
<b>Totals</b>	<b>13%</b>	<b>13%</b>	<b>14%</b>	<b>15%</b>	<b>19%</b>

**Note:** Percentage equals the expenditures for benefits for the fiscal year divided by the total expenditures (salary and other) for instructional units as defined by the Ohio Board of Regents.

**Source:** The Ohio Board of Regents HEI Funding Unit Expenditures (FX) queries – run date: June 14, 2005.

**Table 14: Scholarship and Fellowship Expenditures as a Percentage of Total Expenditures  
Selected Ohio 4-Year Institutions – Main Campuses Only  
Fiscal Year 2000 – 2004**

<b>Institution</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
Bowling Green State University	12%	12%	14%	15%	16%
<b>Cleveland State University</b>	<b>8%</b>	<b>8%</b>	<b>9%</b>	<b>9%</b>	<b>9%</b>
Kent State University	8%	9%	10%	11%	12%
Miami University	7%	7%	8%	9%	9%
Ohio State University	4%	5%	5%	5%	5%
Ohio University	7%	7%	10%	9%	9%
University of Akron	7%	7%	8%	9%	9%
University of Cincinnati	9%	9%	10%	10%	11%
University of Toledo	9%	10%	11%	11%	11%
Youngstown State University	15%	15%	16%	17%	16%

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

**Source:** The Ohio Board of Regents HEI Current Fund Expenditures (CF) queries – rupdate: June 14, 2005.

## Cleveland State University's Financial Aid Programs

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

**Table 15: Financial Aid Awards to Undergraduate Students by Full-Time/Part-Time Status  
Average Aid Package and Academic Year**

	2000 – 01	2001 – 02	2002 – 03	2003 – 04	2004 – 05	Percent Change	
						1 Year	5 Year
<b>Full-time Students with Financial Aid:</b>							
Headcount	4,233	2,957	4,256	4,660	4,779	3%	13%
Average Aid Package	\$6,029	\$5,526	\$6,557	\$6,893	\$7,070	3%	17%
<b>Part-time Students with Financial Aid:</b>							
Headcount	1,639	2,294	872	925	768	-17%	-53%
Average Aid Package	\$5,934	\$6,006	\$5,487	\$5,942	\$6,351	7%	7%

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

**Table 16: Financial Aid Awards Fall Cohort, Full-Time, First-Time, Degree-Seeking Undergraduate Students**

						Percent Change	
	2000 – 2001	2001 – 2002	2002 – 2003	2003 – 2004	2004 – 2005	1 Year	5 Year
<b>Federal Grants:</b>							
Headcount	342	407	443	450	428	-5%	25%
Average Aid Package	\$2,455	\$3,058	\$3,131	\$3,029	\$3,187	5%	30%
<b>State Grants:</b>							
Headcount	465	573	354	352	359	2%	-23%
Average Aid Package	\$1,107	\$1,167	\$1,449	\$1,276	\$1,700	33%	54%
<b>Scholarships/Institutional Grants:</b>							
Headcount	320	339	281	329	337	2%	5%
Average Aid Package	\$2,687	\$2,960	\$2,583	\$3,064	\$4,209	37%	57%
<b>Federal Student Loans:</b>							
Headcount	325	375	434	523	582	11%	79%
Average Aid Package	\$3,108	\$3,473	\$4,176	\$4,109	\$3,759	-9%	21%
<b>Total Cohort</b>	<b>N=934</b>	<b>N=1,008</b>	<b>N=946</b>	<b>N=925</b>	<b>N=922</b>		

Source: IPEDS Financial Aid Survey ([http://www.nces.ed.gov/ipeds/pdf/webbase2003/sfa\\_public\\_form.pdf](http://www.nces.ed.gov/ipeds/pdf/webbase2003/sfa_public_form.pdf))

**Table 17: Financial Aid Awards to Fall Term Undergraduate Students**

Types of Financial Aid						Percent Change	
	2000 – 01	2001 – 02	2002 – 03	2003 – 04	2004 – 05	1 Year	5 Year
Federal Grants	\$ 6,713,194	\$ 8,016,614	\$ 9,975,480	\$10,796,340	\$ 10,510,202	-3%	57%
State Grants	\$ 2,551,510	\$ 3,045,818	\$ 3,253,147	\$ 3,466,864	\$ 3,669,003	6%	44%
Institutional Grants / Scholarships	\$ 952,432	\$ 1,809,095	\$ 1,816,869	\$ 1,922,391	\$ 2,645,487	38%	178%
Athletic Grants	\$ 948,315	\$ 1,155,681	\$ 1,437,017	\$ 1,604,388	\$ 1,778,844	11%	88%
Non-Institutional Assistance	\$ 1,310,356	\$ 1,350,179	\$ 1,370,441	\$ 1,105,335	\$ 1,576,205	43%	20%
Federal Student Loans and Federal Work Study (FWS)	\$ 19,717,703	\$27,408,603	\$29,622,729	\$35,005,307	\$36,724,673	5%	86%
<b>Total</b>	<b>\$32,193,510</b>	<b>\$42,785,990</b>	<b>\$47,475,683</b>	<b>\$53,900,625</b>	<b>\$56,904,414</b>	<b>6%</b>	<b>77%</b>

Source: Common data Set, H1

See notes at the end of Financial Aid section

**Table 18: Graduate Student Financial Aid Awards by Full-Time/Part-Time Status and Average Aid Package**

						Percent Change	
	2000	2001	2002	2003	2004	1 Year	5 Year
<b>Full-time Students with Financial Aid:</b>							
Headcount	353	386	429	464	422	-9%	20%
Average Aid Package	\$10,032	\$11,390	\$12,872	\$13,352	\$14,287	7%	42%
<b>Part-time Students with Financial Aid:</b>							
Headcount	891	919	1,241	1,509	1,530	1%	72%
Average Aid Package	\$ 7,383	\$ 9,499	\$10,246	\$10,918	\$11,500	5%	56%

Source: CSU Financial Aid Office

**Table 19: Graduate Student Financial Aid Awards by Types of Financial Aid Fall 2000 – 2004**

Types of Financial Aid						Percent Change	
	2000	2001	2002	2003	2004	1 Year	5 Year
State Fellowship	\$ 14,150	\$ 7,000	\$ 5,250	\$7,000	\$5,250	-25%	-63%
Scholarships/Institutional Grants	\$3,175,358	\$3,942,474	\$ 4,403,008	\$ 4,646,633	\$ 4,167,408	-10%	31%
Non-Institutional Assistance	\$ 407,814	\$ 431,916	\$ 707,433	\$ 862,866	\$ 598,666	-31%	47%
Federal Student Loans and Federal Work Study (FWS)	\$6,110,892	\$8,766,965	\$13,150,877	\$17,187,052	\$18,842,082	10%	208%

**Table 20: Law Student Financial Aid Awards Full-Time/Part-Time Status and Average Aid Package**

						Percent Change	
	2000	2001	2002	2003	2004	1 Year	5 Year
<b>Full-time Students with Financial Aid:</b>							
Headcount	435	449	504	513	473	-8%	9%
Average Aid Package	\$14,495	\$15,632	\$17,104	\$17,779	\$19,763	11%	36%
<b>Part-time Students with Financial Aid:</b>							
Headcount	218	219	201	191	180	-6%	-17%
Average Aid Package	\$11,704	\$13,246	\$14,146	\$15,023	\$15,548	3%	33%

Source: CSU Financial Aid Office

See notes at the end of Financial Aid section

**Table 21: Law Student Financial Aid Awards by Types of Financial Aid Fall 2000 – 2004**

Types of Financial Aid						Percent Change	
	2000	2001	2002	2003	2004	1 Year	5 Year
State Fellowship	\$ 5,250	\$ 3,500	\$ 3,500	\$ 7,000	\$ 10,500	50%	100%
Scholarships/Institutional Grants	\$ 826,705	\$ 844,262	\$ 914,408	\$ 868,253	\$ 1,088,141	25%	32%
Non-Institutional Assistance	\$ 115,951	\$ 194,302	\$ 351,311	\$ 302,052	\$ 295,451	-2%	155%
Federal Student Loans and Federal Work Study (FWS)	\$7,908,791	\$8,877,575	\$10,194,602	\$10,812,678	\$10,746,545	-1%	36%

See notes at the end of Financial Aid section

**Table 22: Undergraduate Cost of Attendance (COA)**

	Academic Year				
	2000 – 01	2001 – 02	2002 – 03	2003 – 04	2004 – 05
Tuition/Fees	\$ 4,110	\$ 4,464	\$ 5,184	\$ 6,040	\$ 6,820
Books and Supplies	\$ 700	\$ 800	\$ 800	\$ 800	\$ 800
Room/Board	\$ 5,200	\$ 5,550	\$ 5,880	\$ 6,236	\$ 6,392
Personal/Miscellaneous	\$ 850	\$ 1,824	\$ 2,376	\$ 2,376	\$ 2,376
Transportation	\$ 1,260	\$ 852	\$ 1,400	\$ 1,400	\$ 1,400
Loan Fees	\$ 360	\$ 360	\$ 360	\$ 360	\$ 360
<b>Total</b>	<b>\$12,480</b>	<b>\$13,850</b>	<b>\$16,000</b>	<b>\$17,212</b>	<b>\$18,148</b>

See notes at the end of Financial Aid section

**Table 23: Annualized Full-Time Undergraduate In-State Tuition and Fees for Selected Main Campuses of Ohio 4-Year Institutions 2004 – 2005**

University Main Campuses	Undergraduate	
	In-State Fees	Out-Of-State
Bowling Green State University <sup>(A)</sup>	\$7,784	\$15,092
Bowling Green State University <sup>(B)</sup>	\$8,072	\$15,380
<b>Cleveland State University<sup>(A)</sup></b>	<b>\$6,474</b>	<b>\$17,910</b>
<b>Cleveland State University<sup>(B)</sup></b>	<b>\$6,822</b>	<b>\$18,942</b>
University of Akron <sup>(A)</sup>	\$7,147	\$15,378
University of Akron <sup>(B)</sup>	\$7,510	\$15,741
Kent State University	\$7,504	\$14,516
Ohio University <sup>(A)</sup>	\$7,404	\$15,396
Ohio University <sup>(B)</sup>	\$7,770	\$16,734
Miami University <sup>(1)</sup>	\$19,642	\$19,662
Ohio State University <sup>(A)</sup>	\$6,828	\$17,415
Ohio State University <sup>(B)</sup>	\$7,446	\$18,033
Ohio State University <sup>(C)</sup>	\$7,542	\$18,129
University of Cincinnati	\$8,379	\$21,351
University of Toledo	\$7,054	\$15,865
Youngstown State University	\$5,884	\$11,092

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

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

(C) Denotes fees charged to new students entering autumn term 2003, if different than fees charged to continuing students

(1) Miami's in-state students receive an Ohio Resident Scholarship and an Ohio Leader Scholarship. These scholarships reduce Miami's resident undergraduate tuition to an average of \$9,042 per year Numbers from OBOR



**Table 24: Award of Financial Aid at Ohio's Public and Private Title IV Postsecondary Institutions**

**Percent of First-Time, Full-Time, Degree-Seeking First Year Student Receiving Aid  
Average Award Amounts, Academic Year 2003 – 2004**

Institution	Any Aid %	Federal Grants		State Grants		Institution Grants		Federal Loans	
		%	Avg. Grant \$	%	Avg. Grant \$	%	Avg. Grant \$	%	Avg. Grant \$
<b>University Main Campuses</b>	<b>79</b>	<b>26</b>	<b>2,940</b>	<b>20</b>	<b>1,560</b>	<b>40</b>	<b>3,811</b>	<b>53</b>	<b>4,166</b>
Bowling Green State University	84	23	2,770	19	2,546	35	5,238	68	5,005
<b>Cleveland State University</b>	<b>80</b>	<b>49</b>	<b>3,029</b>	<b>38</b>	<b>1,276</b>	<b>36</b>	<b>3,064</b>	<b>57</b>	<b>4,109</b>
Kent State University	82	27	2,907	22	1,813	39	3,935	62	4,236
Miami University	64	8	3,288	7	1,612	30	4,108	47	5,404
Ohio State University	87	20	2,844	16	1,780	77	3,907	44	4,047
Ohio University	69	16	2,802	12	1,515	32	3,955	48	4,018
University of Akron	87	39	3,014	31	1,292	23	3,269	61	3,825
University of Cincinnati	87	27	3,302	20	1,358	34	4,189	61	3,241
University of Toledo	74	24	3,018	19	1,315	36	2,931	53	4,622
Youngstown State University	87	44	3,003	44	1,416	31	2,874	55	3,938

Source: Integrated Postsecondary Education Data system (IPEDS) as reported by Ohio Board of Regents

**Table 25: Scholarship & Fellowship Expenditures as a Percentage of Total Expenditures  
Selected Ohio 4-Year Institutions – Main Campuses Only  
Fiscal Year 2000 – 2004**

Institution	2000	2001	2002	2003	2004
Youngstown State University	15%	15%	16%	17%	16%
Bowling Green State University	12%	12%	14%	15%	16%
Kent State University	8%	9%	10%	11%	12%
University of Toledo	9%	10%	11%	11%	11%
University of Cincinnati	9%	9%	10%	10%	11%
<b>Cleveland State University</b>	<b>8%</b>	<b>8%</b>	<b>9%</b>	<b>9%</b>	<b>9%</b>
Ohio University	7%	7%	10%	9%	9%
University of Akron	7%	7%	8%	9%	9%
Miami University	7%	7%	8%	9%	9%
Ohio State University	4%	5%	5%	5%	5%
<b>Totals</b>	<b>7%</b>	<b>7%</b>	<b>8%</b>	<b>8%</b>	<b>9%</b>

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

Source: The Ohio Board of Regents HEI Current Fund Expenditures (CF) queries – run date: June 14, 2005

## Notes

*The undergraduate financial aid* reported reflects awards to undergraduate students enrolled in the fall semester of the academic year. The university awards financial aid on a continuous basis throughout the academic year. However, this data reflects a specific point and time as defined by IPEDS ([http://www.nces.ed.gov/ipeds/pdf/webbase2003/sfa\\_public\\_form.pdf](http://www.nces.ed.gov/ipeds/pdf/webbase2003/sfa_public_form.pdf)) and the Common Data Set ([www.commondataset.org](http://www.commondataset.org)), generally accepted as the 15th day of fall semester.

Full-time undergraduate, graduate and law students are those enrolled for 12 or more credit hours. Part-time undergraduate students are enrolled for 11 or fewer credit hours. Part-time graduate and law student enrollment ranges from 6 to 11 credit hours.

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

### *Types of Financial Aid*

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

**State Grants for Undergraduates:** Ohio Instructional Grant, Part-Time Instructional Grant, Other State tuition grant programs.

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

**Scholarship/Institutional Grants for Undergraduates:** Refer to <http://www.csuohio.edu/fao/scholarships.htm> for listing.

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

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

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

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

## International Services

*"The Center for International Services & Programs (CISP) seeks to build a globally oriented, metropolitan university where students, faculty and staff gain international knowledge and experience. Established in 1996 as a separate department, CISP provides international students and visitors with a wide array of support services to help them achieve a positive learning experience while in the U.S. CISP is designed to help international students and visitors transition into the campus both academically and personally. Support services range from admissions advising, immigration advising, individualized counseling, study abroad programs, faculty exchanges, Fulbright Scholar advising, and various international academic initiatives. A full description of services can be found at: <http://www.csuohio.edu/internat/>*

The university international enrollment remains steady over the past 5 years despite the tightened visa approval process after September 11th, and the SARS epidemic in 2004. CSU currently has approximately 800 international students from over 80 different countries."

**Table 26: Enrollment by Country or Region  
Fall 2004**

Country	Number of Students	Country	Number of Students
India	404	Yugoslavia, Nepal, New Zealand, Malawi, Malaysia,	2
China	76	Poland, Qatar, Norway, Australia, Brazil, Belarus,	
Taiwan, Republic of China	48	Israel, Italy, Georgia, Germany	
Republic of Korea	35	Ghana, Greece, Hong Kong, Hungary, Islamic	1
Turkey	25	Republic of Iran, Chile, Democratic People's Republic	
Canada	21	of Korea, Kazakhstan, Bahamas, Bangladesh,	
Lebanon	15	Ethiopia, Finland, Fmr Yugoslav Rep of Macedonia,	
Indonesia, Kenya	11	The Democratic Republic of Congo, Costa Rica, Croatia,	
Romania	10	Czech Republic, Palastine, Panama, Kuwait, Morocco,	
Thailand, Nigeria	9	Singapore, United Arab Emirates, Trinidad and	
Pakistan	8	Tobago, Uzbekistan, Yemen	
Russian Federation, Senegal	7	<b>TOTAL</b>	<b>.872</b>
South Africa, Saudi Arabia, Bulgaria	6		
United Republic of Tanzania, Sweden, Zambia	5		
United Kingdom, Philippines, Botswana, Albania,	4		
Colombia, Ireland, Jamaica, France			
Japan, Jordan, Egypt, Mexico, Peru, Ukraine, Syrian	3		
Arab Republic, Sri Lanka, Venezuela, Viet Nam			
Countries not known	.25		

# Center for International Services & Programs:

**Table 27: CSU Fulbright Scholar Awards 1973 – 2006**

Year	Scholar	Countries/Regions Visited
1973 – 1974	1	Ivory Coast
1978 – 1979	1	Netherlands, Belgium
1983 – 1984	2	Philippines, France, England
1985 – 1986	2	China, India
1986 – 1987	2	Brazil, Greece
1987 – 1988	1	Greece
1988 – 1989	5	Hungary, Korea, Botswana, Yugoslavia, India
1990 – 1991	1	Portugal
1992 – 1993	2	Hungary, Czechoslovakia
1993 – 1994	3	India, Ethiopia, China
1994 – 1995	2	El 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
<b>TOTAL</b>	<b>58</b>	

**Table 28: Cleveland State University International Academic Initiatives**

College	Academic Initiatives	Activities
College of Business	Expand International Business Education and Outreach Services in Northeast Ohio	<b>Title VI Grant:</b> \$200,857 to create the Great Lakes Regional Consortium and expand existing partnerships; add a “Global Trade Scholar” program; Provide market research, international trade and investment assistance; improve credit transfer between community colleges and CSU for international business degree programs
College of Liberal Arts and Social Sciences	Middle Eastern Studies Program	<b>Title VI Grant:</b> \$139,754 to establish a minor and courses in Middle Eastern Studies; Teach Arabic language and culture; Promote international understanding and diplomacy; Support security and military requirements.
	International Relations Major (BA)	This major is designed to give students the opportunity to engage in a multi-disciplinary study of the variety of subjects related to international affairs. International relations majors will concentrate in an in-depth study of one of the following areas: International Business and Economics, Asia Studies, Central and Post-Soviet States, Africa and the Middle East, or Latin America and the Caribbean.
	Modern Languages	Arabic courses, Chinese courses, English Translations of Foreign Literature (ENF) courses, French (B.A.), German (B.A. – suspended) minor, Greek courses, Italian courses, Japanese courses, Latin courses, Modern Language (culture; or languages such as Portuguese, Russian, or Quechua) courses, Spanish (B.A.)
Business & CLASS	Faculty Led Short Programs	Language and Culture in Mexico Contemporary Social Issues in India Language and Culture in Spain A Changing Political Landscape in China International Marketing and Business Research in England

**Table 29: Study Abroad Student Headcount by Academic Year (Summer, Fall & Spring) and Program Type**

Program Type	2002 – 03	2003 – 04	2004 – 05	Percent Change	
				1 Year	3 Year
Faculty Led	75	64	60	-6%	-20%
Exchange	4	2	4	100%	0%
Internship	5	0	4		-20%
Independent	12	10	35	250%	192%
Law Institute	11	17	12	-29%	9%
<b>TOTAL</b>	<b>107</b>	<b>93</b>	<b>115</b>	<b>24%</b>	<b>7%</b>

**Table 30: Study Abroad Student Headcount by Academic Year (Summer, Fall & Spring) and College**

Program Type	2002 – 03	2003 – 04	2004 – 05	Percent Change	
				1 Year	3 Year
Business	13	16	33	106%	154%
CLASS	46	43	58	35%	26%
COS	2	0	1		-50%
Education	31	10	6	-40%	-81%
Engineering	1	0	2		100%
Urban	3	6	3	-50%	0%
Law	11	18	12	-33%	9%
<b>TOTAL</b>	<b>107</b>	<b>93</b>	<b>115</b>	<b>24%</b>	<b>7%</b>

**Table 31: Study Abroad Student Headcount by Academic Year (Summer, Fall & Spring) and Course Level**

Program Type	2002 – 03	2003 – 04	2004 – 05	Percent Change	
				1 Year	3 Year
Undergraduate	64	46	84	83%	31%
Graduate	32	30	19	-37%	-41%
Law	11	17	12	-29%	9%
<b>TOTAL</b>	<b>107</b>	<b>93</b>	<b>115</b>	<b>24%</b>	<b>7%</b>

## Center for International Services & Programs:

Table 32: Key International Links

Country	Institution	Year Introduced
Germany	Berufsakademie Heidenheim (www.ba-heidenheim.de)	1980
Russia	St. Petersburg State (www.spbu.ru/e/)	1983
Botswana	University of Botswana http://www.ub.bw/	1985
Taiwan	Chung Yuan Christian University (www.cycu.edu.tw)	1986
France	Clermont-Ferrand (www.univ-bpclermont.fr)	1994
Korea	Chung Ang University (www.cau.ac.kr)	1997
India	Loyola University Kerala State	1998
United Kingdom	Sunderland University (www.sunderland.ac.uk)	1998
Zambia	Copperbelt University	1998
Croatia	University of Rijeka	2000
Eastern Europe	International Research and Exchange Board (http://www.irex.org)	2000
Kyrgyzstan	University of Peoples Friendship Jalalabat Commercial Institute Osh State University	2001
Mexico	Center for Bilingual Multicultural Studies: Cuernavaca	2001
Chile	Universidad de Concepcion	2002
China	Jiangxi Shifan University	2002
France	Groupe ESSCA	2003
Guatemala	Universidad de Rafael Landivar	2003

Source: CISP Center for International Services and Programs.

**Table 33: Cleveland State University  
Fall 2004 Building Inventory**

Building Code	Building	Year Acquired	Assignable	[1] Non-Assignable	Total Gross Square Feet
AM	Advanced Manufacturing Center	1984	16,909	6,096	23,005
AA	Advance Manufacturing Annex	1993	9,400	400	9,800
AB	Art Building	1973	29,554	11,609	41,163
AX	Advance Manufacturing Extension – CAMP [5]	1928	80,070	2,400	82,470
BB	Bakers Building [2] [5]	1946	19,834	5,003	24,837
BS	Bookstore	1966	16,349	1,386	17,735
BU	Business College	1998	72,680	53,565	126,245
CB	Chester Building	1970	67,930	41,798	109,728
CE	Cole Center for Continuing Education	1990	34,167	22,486	56,653
CC	Convocation Center	1989	213,548	75,452	289,000
CL	Corlett [4] [5]	1920	30,563	22,487	53,050
DE	Doan Electric [6]	1912	55,100	6,259	61,359
EST	East Campus Extension [3]	2004	9,717	2,978	12,695
FC	Faculty Club Building [2]	1984	17,293	3,787	21,080
FT	Fenn Tower	1964	94,330	94,416	188,746
FL	Field Locker Building	1985	1,554	640	2,194
FS	Field Service Building	1985	684	621	1,305
HS	Health Sciences	1998	13,626	10,028	23,654
IS	Intramural Sports Center [4]	1970	23,829	8,094	31,923
KB	Keith Building [3]	2003	23,080	4,734	27,814
KI	Kinko Building	1997	14,414	1,498	15,912
LB	Law Building [2]	1977	74,061	39,677	113,738
LL	Law Library	1997	80,128	31,742	111,870
MC	Main Classroom Building	1970	163,776	162,566	326,342
MM	Mather Mansion	1967	21,641	22,297	43,938
UA	University Annex [4]	1966	21,640	7,629	29,269
MU	Music & Communication Building	1988	76,447	75,086	151,533
PE	Physical Education	1973	123,867	77,993	201,860
PA	Plant Annex Building	1985	5,384	3,195	8,579
PS	Plant Services	1970	107,101	27,489	134,590
PF	University Parking Facilities	1979	192,939	76,655	269,594
PR	Presidents Residence	1995	3,470	1,663	5,133
RT	James A. Rhodes Tower & West	1971	311,915	182,053	493,968
SI	Science Building	1969	107,722	63,520	171,242
SR	Science and Research Center	1978	80,868	61,611	142,479
SH	Stilwell Hall	1964	127,373	68,406	195,779
TA	Theater Arts Building	1967	16,330	6,086	22,416
UC	University Center	1974	111,232	88,252	199,484
UR	Urban College	2000	52,901	34,891	87,792
VH	Viking Hall	1986	120,695	51,396	172,091
WST	West Center Campus Extension [3]	2003	9,378	2,690	12,068
WG	University West Garage	1996	197,015	2,584	199,599
<b>Grand Total</b>			<b>2,850,514</b>	<b>1,463,218</b>	<b>4,313,732</b>

[1] Non assignable square footage includes recorded circulation, mechanical, and structural spaces

[2] Currently being renovated.

[3] Leased spaces

[4] Plan for demolition

[5] Non-Institutional Use

[6] Currently being renovated



## 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 Master of Business Administration	AACSB International, The Association to Advance Collegiate Schools of Business
	Accounting	AACSB International, The Association to Advance Collegiate Schools of Business
	Health Care Administration	Accrediting Commission of Education for Health Services Administration (ACEHSA)
Science	Chemistry (undergraduate) Clinical Chemistry (graduate)	American Chemical Society Commission on Accreditation in Clinical Chemistry (ComACC)
	Occupational Therapy	Accreditation Council for Occupational Therapy Education
	Physical Therapy	Commission on Accreditation in Physical Therapy Education
	Academic and clinical programs in Speech-Language Pathology	American Speech-Language and Hearing Association (ASHA)
	Academic Program Clinical Program	ASHA Council on Academic Accreditation (CAA) Professional Services Board (PSB)
College of Education and Human Services	Ohio Department of Education and The National Council for the Accreditation of Teacher Education (NCATE)	
Education and Human Services	Community Agency Counseling and School Counseling	Council for Accreditation of Counseling and Related Educational Programs (CACREP)
	Psychology Specialist (School Psychology)	National Association of School Psychologists (NASP) and NCATE
	Nursing (undergraduate)	National League for Nursing Accreditation Commission (NLN-AC) and Ohio Board of Nursing
	Nursing (graduate)	Commission on Collegiate Nursing Education (CCNE)
Engineering	Chemical, Civil, Electrical, Industrial, and Mechanical Engineering (undergraduate)	Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET)
	Electronic Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
College	Degree Program	Accreditation
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
	Social Work	Council of Social Work Education (CSWE)
Urban	Master of Public Administration	National Association of Schools of Public Affairs and Administration (NASPAA)
	Master of Urban Planning, Design, and Development	Planning Accreditation Board



# *L*ist of College Acronyms and Abbreviations

**Nance College of Business Administration:** *College of Business, Business*

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

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

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

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

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

**College of Science:** *COS, Science*

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

# *O*ther Acronyms and Abbreviations

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

**EE06:** *Equal Employment Opportunity*

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

**GPA:** *Grade Point Average*

**IPEDS:** *Integrated Post Secondary Education Data System*

**N/A:** *Not applicable or Not available*

**OBOR:** *Ohio Board of Regents*

**SCH:** *Student Credit Hour*

## *Affirmative Action Statement*

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

Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/H/V

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