



In Ohio,  
Maple  
trees  
send their

*Seeds*  
down

the half-wing of a pale bird

Consider the longing  
in one bud on a willow tree  
hope bound up

A mountain ash  
unfolds.  
It crooks and splays,  
it splashes  
its ferns

*B* 2006  
**Book of Trends**



# **Book of Trends**

2006

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# Book of Trends 2006

<http://www.csuohio.edu/iraa/bot/bookoftrends.html>

The Book of Trends 2006 represents the continuing commitment of the Office of Institutional Research, Assessment & Analysis (IRAA) to present updated information about Cleveland State University (CSU). A variety of tables and charts provide trend information over a five-year period as well as some key attributes and characteristics of the University for the current academic year.

## **Two major procedural changes have been made in the Book of Trends 2006.**

1. The Student information presented in the **Book of Trends 2006** is based on the **End of Semester Census files** specified by the Ohio Board of Regents (OBOR) unless specifically noted from a different data source. However, data presented in the **Book of Trends 2005** were based on the Census Date 15th day (<http://www.csuohio.edu/iraa/cfdef> for detailed explanation). *Therefore, please refrain comparing Book of Trends 2006 data with that of 2005.*
2. Students exclusively enrolled in English as a Second Language, Study Abroad or other 0 hour courses are **included** in the Book of Trends 2006. In the Book of Trends 2005, these types of students were **excluded**. *Again, please refrain comparing Book of Trends 2006 data with that of 2005.*

The purpose of this publication is to provide the readers with frequently requested statistical information used in planning, reporting, and assessment. In order to serve the campus community more efficiently, we welcome suggestions and comments. Please direct questions and/or suggestions to 216-687-4700. The entire Book of Trends is available on line via IRAA website (<http://www.csuohio.edu/iraa/bot/bookoftrends.html>).

We would like to take this opportunity to thank all members of the campus community for their contributions to this publication.

**Office of Institutional Research and Analysis**

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# Introduction



Cleveland State University

# University Administration



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*Interim Provost*

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# Board of Trustees 2005 – 2006

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>	August 2001 – May 2014
Michael L. Climaco	January 1997 – May 2006
Sally Florkiewicz	June 1998 – May 2012
Carl D. Glickman	June 1999 – May 2008
Samuel H. Miller	May 1999 – May 2013
Vir K. Sondhi	June 2000 – May 2009
Ernest L. Wilkerson	December 2005 – May 2010
Sheldon Gelman <i>Faculty Representative</i>	September 2005 – September 2006
Edward G. Thomas <i>Faculty Representative</i>	July 2003 – June 2006
Katherine Cheng Li <i>Student Representative</i>	May 2004 – May 2006
Brendan Healy <i>Student Representative</i>	May 2005 – May 2007
Sonali B. Wilson <i>Secretary</i>	



**Back Row (left to right):** Student Representative Brendan Healy; Faculty Representative Sheldon Gelman; Trustee Michael L. Climaco; Trustee Ernest L. Wilkerson, Jr.; Treasurer Ronald E. Weinberg; Trustee Vir K. Sondhi; Faculty Representative Edward G. Thomas; Board Secretary Sonali B. Wilson; and Student Representative Katherine Cheng Li.

**Front Row (left to right):** Trustee Carl D. Glickman; Chairman Timothy J. Cosgrove; President Michael Schwartz; Vice Chairman Trevor O. Jones; and Trustee Sally D. Florkiewicz. (Trustee Samuel H. Miller is not pictured).

# Distinguished Alumni Award

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

<i>2005 Honorees</i>		<i>2006 Honorees</i>	
<b>Mary Grimm</b>	<i>College of Liberal Arts and Social Sciences</i>	<b>Sheryl King Benford</b>	<i>George B. Davis Award</i>
<b>William J. Hunt</b>	<i>College of Science</i>	<b>Mayor Frank G. Jackson</b>	<i>Maxine Goodman Levin College of Urban Affairs</i>
<b>Charlene Mancuso</b>	<i>College of Liberal Arts and Social Sciences Maxine Goodman Levin College of Urban Affairs</i>	<b>Edward A. Bernetich</b>	<i>College of Education and Human Services</i>
<b>Cynthia Moore-Hardy</b>	<i>College of Business Administration</i>	<b>James MacMillan</b>	<i>Fenn College of Engineering</i>
<b>Dr. Benjamin J. Kearney</b>	<i>College of Education and Human Services</i>	<b>Justice Terrence O'Donnell</b>	<i>Cleveland-Marshall College of Law</i>
<b>James A. Thomas</b>	<i>Cleveland-Marshall College of Law</i>	<b>Dr. Ralph DiFranco</b>	<i>College of Liberal Arts and Social Sciences</i>
<b>P. Kelly Tompkins</b>	<i>George B. Davis Award for Service to the University</i>	<b>Dr. Michael Centanni</b>	<i>College of Science</i>
		<b>Edson R. "Ted" Arneault</b>	<i>Nance College of Business Administration</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

## *Recipients*

- 2006** *Jamie Ireland*
- 2005** *Dr. Julian Earls*
- 2004** *Babs Glickman  
Maria Miller  
  
Delos M. (Toby)  
Cosgrove*



# Campus Enrollment Characteristics & Trends



Cleveland State University

**Table 2.1: Cleveland State University Enrollment by Level  
Fall 1965 – 2005**

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
					2005	9,605	5,197	748	15,550

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

### Highlights

- Total CSU Enrollment was highest between 1980–81 and 1990–91.
- Undergraduate enrollment peaked in 1980 and continued to drop except for a slight increase between 1989 and 1991.
- 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.

**Figure 2.1: Cleveland State University Enrollment Trend  
Fall 1965 – 2005**

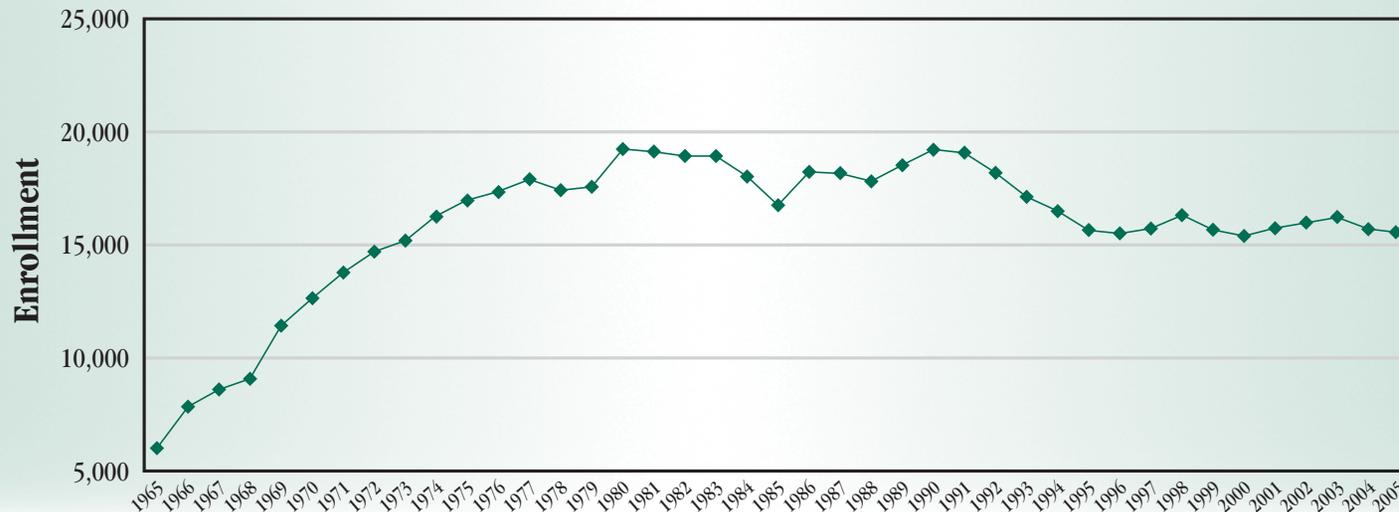


Table 2.2: Enrollment by College, Level and Load  
Fall 2005

College	Undergraduate				Graduate & Law				Total			
	Full-Time	Part-Time	Undergraduate Total	Undergraduate % of Total	Full-Time	Part-Time	Graduate & Law Total	Graduate & Law % of Total	Full-Time	Part-Time	Total	% of Total
Business	1,216	576	1,792	19%	356	827	1,183	20%	1,572	1,403	2,975	19%
CLASS	2,058	644	2,702	28%	239	316	555	9%	2,297	960	3,257	21%
Education	892	415	1,307	14%	240	1,742	1,982	33%	1,132	2,157	3,289	21%
Engineering	459	178	637	7%	100	307	407	7%	559	485	1,044	7%
Science	1,174	351	1,525	16%	276	243	519	9%	1,450	594	2,044	13%
Urban Affairs	138	107	245	3%	79	264	343	6%	217	371	588	4%
Law				0%	436	312	748	13%	436	312	748	5%
University Studies	528	470	998	10%					528	470	998	6%
Undergraduate Non-Degree	81	289	370	4%					81	289	370	2%
Graduate Studies					2	205	207	3%	2	205	207	1%
Other	6	23	29			1	1		6	24	30	
<b>Total</b>	<b>6,552</b>	<b>3,053</b>	<b>9,605</b>	<b>100%</b>	<b>1,728</b>	<b>4,217</b>	<b>5,945</b>	<b>100%</b>	<b>8,280</b>	<b>7,270</b>	<b>15,550</b>	<b>100%</b>

Figure 2.2a: Enrollment by Level  
Fall 2005

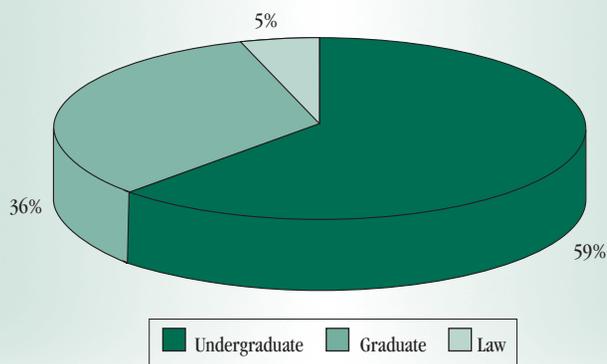
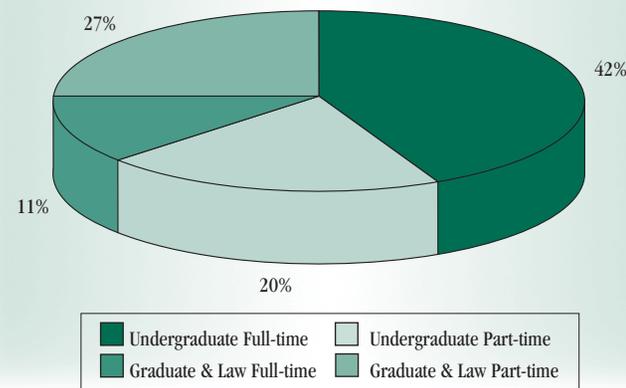


Figure 2.2b: Enrollment by Load and Level  
Fall 2005



**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.

**Note:** 'Other' includes students enrolled in Air Force, Career Services, English as a second language, Military Science, special program and Study Abroad.

## Highlights

- Colleges with the highest enrollment are the College of Education and the College of Liberal Arts & Social Sciences with 21% and College of Business with 19%.
- At the undergraduate level, CLASS (28%) and College of Business (19%) had the highest enrollment in Fall 2005.
- At the graduate level, College of Education (33%) and College of Business (20%) had the highest enrollment in Fall 2005.
- Full-time Students:** 79% of the students are enrolled at the undergraduate level and 21% are at the graduate level.
- Part-time Students:** 42% of the students are enrolled at the undergraduate level and 58% are at the graduate level.

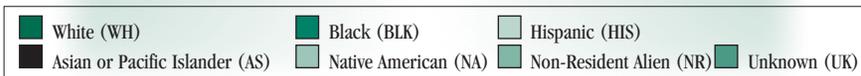
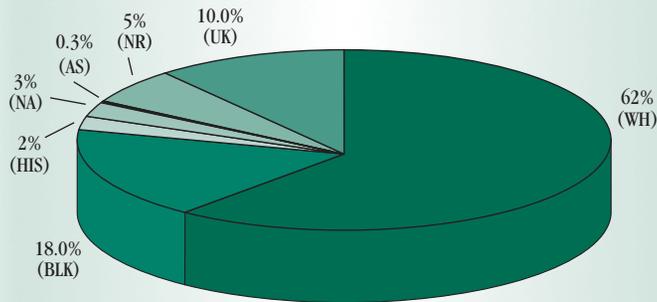
**Table 2.3: Full-Time Enrollment by Race and Gender  
Fall 2005**

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	2,035	2,091	447	948	93	106	112	97	6	12	112	56	218	219	3,023	3,529	6,552
Graduate	250	401	34	132	3	14	9	19	2	2	145	126	67	88	510	782	1,292
First Professional	182	172	5	6	7	3	6	9	2	2	2	5	18	17	222	214	436
<b>Total Full-Time</b>	<b>2,467</b>	<b>2,664</b>	<b>486</b>	<b>1,086</b>	<b>103</b>	<b>123</b>	<b>127</b>	<b>125</b>	<b>10</b>	<b>16</b>	<b>259</b>	<b>187</b>	<b>303</b>	<b>324</b>	<b>3,755</b>	<b>4,525</b>	<b>8,280</b>

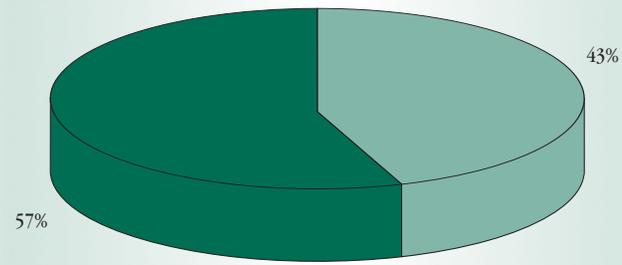
**Table 2.4: Total Enrollment by Race and Gender  
Fall 2005**

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	2,891	3,106	626	1,344	119	153	146	145	10	20	132	78	411	424	4,335	5,270	9,605
Graduate	1,061	1,887	152	630	20	66	41	56	3	4	380	229	255	413	1,912	3,285	5,197
First Professional	306	281	17	28	12	6	10	15	2	2	5	7	32	25	384	364	748
<b>Grand Total</b>	<b>4,258</b>	<b>5,274</b>	<b>795</b>	<b>2,002</b>	<b>151</b>	<b>225</b>	<b>197</b>	<b>216</b>	<b>15</b>	<b>26</b>	<b>517</b>	<b>314</b>	<b>698</b>	<b>862</b>	<b>6,631</b>	<b>8,919</b>	<b>15,550</b>

**Figure 2.4a: Total Enrollment by Race  
Fall 2005**



**Figure 2.4b: Total Enrollment by Gender  
Fall 2005**



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

College	Freshmen					Transfers					Other Undergraduate					New Undergraduate Total					Total Percent Change	
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	1 Year	5 Year
Business	174	183	173	174	170	251	276	237	225	215	72	13	14	10	6	497	472	424	409	391	-4%	-21%
CLASS	387	377	373	246	243	547	566	562	333	266	185	80	84	12	29	1,119	1,023	1,019	591	538	-9%	-52%
Education	63	75	62	74	106	152	115	115	125	180	75	61	75	67	51	290	251	252	266	337	27%	16%
Engineering	72	46	65	55	54	59	61	62	56	52	23		4	9	6	154	107	131	120	112	-7%	-27%
Science	14	22	26	197	200	62	43	58	194	190	6	8	6	23	48	82	73	90	414	438	6%	434%
Urban Affairs	6	9	12	19	6	45	29	32	20	29	7	9	5	3	4	58	47	49	42	39	-7%	-33%
University Studies	384	300	279	221	221	54	42	30	13	73	175	351	416	320	183	613	693	725	554	477	-14%	-22%
Undergraduate Non-Degree		1								1	22	11	24	192	178	22	12	24	192	179	-7%	714%
Other <sup>1</sup>															25					25		
University	1,100	1,013	990	986	1,000	1,170	1,132	1,096	966	1,006	565	533	628	636	530	2,835	2,678	2,714	2,588	2,536	-2%	-11%

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

College	Masters/Law					Doctoral					Other Graduate					New Graduate and Law Total					Total Percent Change	
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	1 Year	5 Year
Business	196	185	294	239	231	1	1	14		5	87	63	163	133	95	284	249	471	372	331	-11%	17%
CLASS	58	72	114	122	141						61	54	119	39	49	119	126	233	161	190	18%	60%
Education	135	143	243	216	156	5	1	4	1	3	120	135	297	189	153	260	279	544	406	312	-23%	20%
Engineering	62	85	108	79	71	2	3	9	8	5	6	8	11	16	14	70	96	128	103	90	-13%	29%
Science	38	57	95	89	90	7	3	8	13	15	1	4	3	38	35	46	64	106	140	140	0%	204%
Urban Affairs	23	30	43	42	33	4	2		3	1	29	46	49	49	38	56	78	92	94	72	-23%	29%
Law	209	206	262	237	232						6	5	14	7	11	215	211	276	244	243		13%
Graduate Studies*				2							23	15	25	7	140	23	15	25	9	140	1,456%	509%
Other <sup>1</sup>															1					1		
University	721	778	1,159	1,026	954	19	10	35	25	29	333	330	681	478	536	1,073	1,118	1,875	1,529	1,519	-1%	42%

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

**Notes:** \*The significant increases in Fall 2005 in Graduate Studies enrollment includes 125 students in the graduate visiting (GSTVS) category.

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

College	Full-Time					% Change in Full-Time		Part-Time					% Change in Part-Time	
	2001	2002	2003	2004	2005	1-Year	5-Year	2001	2002	2003	2004	2005	1-Year	5-Year
Business	350	366	344	343	321	-6%	-8%	147	106	80	66	70	6%	-52%
CLASS	817	797	821	514	459	-11%	-44%	302	227	198	77	79	3%	-74%
Education	196	181	177	197	263	34%	34%	94	70	75	69	74	7%	-21%
Engineering	111	89	107	95	89	-6%	-20%	43	18	24	25	23	-8%	-47%
Science	64	59	75	349	366	5%	472%	18	14	15	65	72	11%	300%
Urban Affairs	25	26	36	33	27	-18%	8%	33	21	13	9	12	33%	-64%
University Studies	430	383	361	237	276	16%	-36%	183	310	364	317	201	-37%	10%
Undergraduate Non-Degree	2	1	5	59	33	-44%	1,550%	20	10	19	133	146	10%	630%
Other <sup>1</sup>					6							19		
<b>Total New Undergraduate</b>	<b>1,995</b>	<b>1,902</b>	<b>1,926</b>	<b>1,827</b>	<b>1,840</b>	<b>1%</b>	<b>-8%</b>	<b>840</b>	<b>776</b>	<b>788</b>	<b>761</b>	<b>696</b>	<b>-9%</b>	<b>-17%</b>

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

College	Full-Time					% Change in Full-Time		Part-Time					% Change in Part-Time	
	2001	2002	2003	2004	2005	1-Year	5-Year	2001	2002	2003	2004	2005	1-Year	5-Year
Business	99	98	201	122	120	-2%	21%	185	151	270	250	211	-16%	14%
CLASS	39	52	83	79	94	19%	141%	80	74	150	82	96	17%	20%
Education	54	62	131	114	76	-33%	41%	206	217	413	292	236	-19%	15%
Engineering	39	30	28	21	23	10%	-41%	31	66	100	82	67	-18%	116%
Science	33	47	67	86	89	3%	170%	13	18	39	54	51	-6%	292%
Urban Affairs	19	14	39	27	24	-11%	26%	37	64	53	67	48	-28%	30%
Law	148	158	188	163	159	-2%	7%	67	53	88	81	84	4%	25%
Graduate Studies	5	3	1	2	2	0%	-60%	18	12	24	7	138	1,871%	667%
Other <sup>1</sup>												1		
<b>Total New Graduate &amp; Law</b>	<b>436</b>	<b>464</b>	<b>738</b>	<b>614</b>	<b>587</b>	<b>-4%</b>	<b>35%</b>	<b>637</b>	<b>655</b>	<b>1,137</b>	<b>915</b>	<b>932</b>	<b>2%</b>	<b>46%</b>

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

College	2001	2002	2003	2004	2005	Percent Change	
						1-Year	5-Year
Business	781	721	895	781	722	-8%	-8%
CLASS	1238	1150	1252	752	728	-3%	-41%
Education	550	530	796	672	649	-3%	18%
Engineering	224	203	259	223	202	-9%	-10%
Science	128	138	196	554	578	4%	352%
Urban Affairs	114	125	141	136	111	-18%	-3%
Law	215	211	276	244	243		13%
University Studies	613	693	725	554	477	-14%	-22%
Undergraduate Non-Degree	22	11	24	192	179	-7%	714%
Graduate Studies	23	15	25	9	140	1,456%	509%
Other <sup>1</sup>					26		
<b>Total New Students</b>	<b>3,908</b>	<b>3,797</b>	<b>4,589</b>	<b>4,117</b>	<b>4,055</b>	<b>-2%</b>	<b>4%</b>

**Note:** The significant increase in Fall 2005 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 reclassification of Academic Plan.

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

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

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

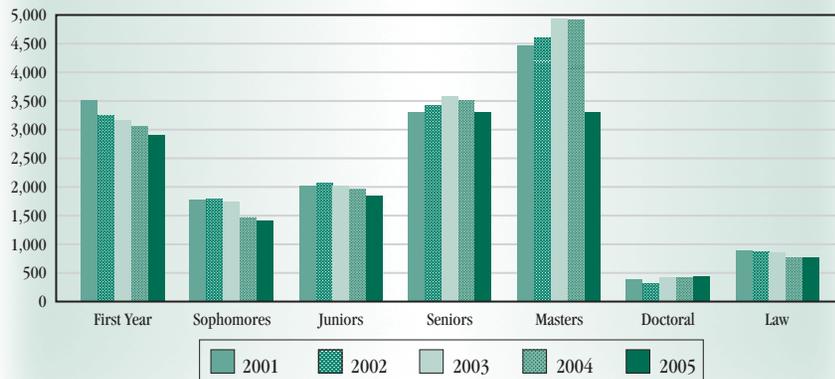
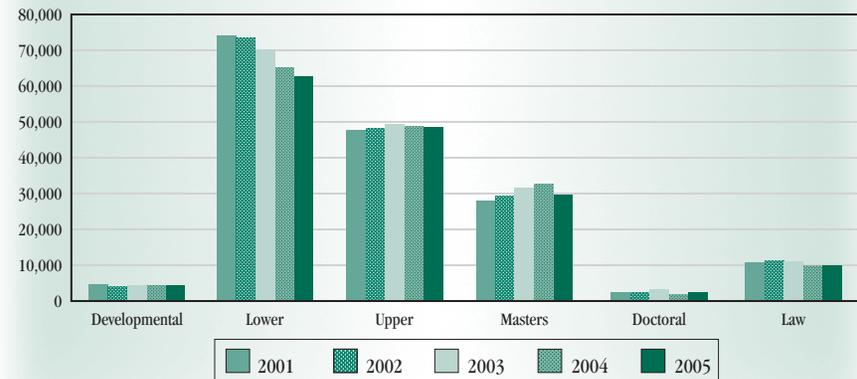
<sup>1</sup>Other includes students enrolled in Air Force, Career Services, English as a second language, Military Science, Special program and Study Abroad.

**Table 2.10: Fall Enrollment by Class Standing and Student Credit Hours: 5-Year Trend****Table 2.10a: ENROLLMENT BY CLASS STANDING:**

											Percent Change	
	2001	%	2002	%	2003	%	2004	%	2005	%	1 Year	5 Year
First Year	3,506	22%	3,171	20%	3,057	19%	2,993	19%	2,751	18%	-8%	-22%
Sophomores	1,747	11%	1,757	11%	1,630	10%	1,447	9%	1,438	9%	-1%	-18%
Juniors	2,016	13%	2,042	13%	1,995	12%	1,930	12%	1,810	12%	-6%	-10%
Seniors	3,238	20%	3,435	21%	3,618	22%	3,500	22%	3,606	23%	3%	11%
Masters	4,452	28%	4,636	29%	4,903	30%	4,911	31%	4,836	31%	-2%	9%
Doctoral	322	2%	305	2%	359	2%	348	2%	361	2%	4%	12%
Law	834	5%	817	5%	815	5%	752	5%	748	5%	-1%	-10%
<b>Total</b>	<b>16,115</b>	<b>100%</b>	<b>16,163</b>	<b>100%</b>	<b>16,377</b>	<b>100%</b>	<b>15,881</b>	<b>100%</b>	<b>15,550</b>	<b>100%</b>	<b>-2%</b>	<b>-4%</b>

**Table 2.10b: STUDENT CREDIT HOURS BY COURSE LEVEL:**

											Percent Change	
	2001	%	2002	%	2003	%	2004	%	2005	%	1 Year	5 Year
Developmental	4,294	3%	4,189	3%	4,316	3%	4,174	3%	4,144	3%	-1%	-3%
Lower (100-299)	74,007	45%	73,704	44%	69,864	42%	66,045	41%	63,426	40%	-4%	-14%
Upper (300-499)	46,502	28%	47,439	28%	49,076	29%	48,380	30%	48,279	31%	0%	4%
Masters (500-699)	26,480	16%	28,881	17%	31,285	19%	31,915	20%	30,003	19%	-6%	13%
Doctoral (700-899)	2,299	1%	2,250	1%	2,584	2%	2,188	1%	2,405	2%	10%	5%
Law (500-900)	10,492	6%	10,910	7%	10,526	6%	9,466	6%	9,302	6%	-2%	-11%
<b>Total</b>	<b>164,074</b>	<b>100%</b>	<b>167,373</b>	<b>100%</b>	<b>167,651</b>	<b>100%</b>	<b>162,168</b>	<b>100%</b>	<b>157,559</b>	<b>100%</b>	<b>-3%</b>	<b>-4%</b>

**Figure 2.10a: Enrollment by Class Standing****Figure 2.10b: Student Credit Hours by Course Level**

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

Academic Level	2001	2002	2003	2004	2005	Percent Change	
						1 Year	5 Year
Bachelors	10,507	10,405	10,300	9,870	9,605	-3%	-9%
Masters	4,452	4,636	4,903	4,911	4,836	-2%	9%
Doctoral	322	305	359	348	361	4%	12%
Law	834	817	815	752	748	-1%	-10%
<b>University Total</b>	<b>16,115</b>	<b>16,163</b>	<b>16,377</b>	<b>15,881</b>	<b>15,550</b>	<b>-2%</b>	<b>-4%</b>

**Table 2.12: FTE Generated Internally and Externally by College  
Fall 2005**

Student's College	College Offering Course								FTE by Student College
	Business	CLASS	Education	Engineering	Science	Urban Affairs	Law	University Studies	
Business	1,265.6	405.9	12.6	2.8	227.7	36	0.2	46.1	1,996.9
CLASS	45.7	1,858.9	113.9	0.7	416.9	60.3		79.5	2,575.8
Education	11.7	226.9	1,249.3		217.4	15.1		26.6	1,746.9
Engineering	21.2	73.3	2	494	113.5	9.1	0.4	4.1	717.5
Science	28	371.9	47.6	15.7	1,057.8	28.7	0.6	45.4	1,595.8
Urban Affairs	7.7	48.5	3.1		22.8	249.4	1	4.6	337.1
Law	5.2	1.1	1.3		1.1	8.5	614.4		631.8
University Studies	22.8	336.5	11.7	3.4	137.3	19.7	3.5	114.5	649.4
Undergraduate Non-Degree	16.5	69.2	8.3	2.8	67.1	8.2		0.8	172.9
Graduate Studies	2.5	4.4	26.8		4.1	1.5			39.4
Other <sup>1</sup>	0.8	3.5			3.1				7.5
<b>FTE Generated by College Offering Course</b>	<b>1,427.7</b>	<b>3,400.1</b>	<b>1,476.6</b>	<b>519.4</b>	<b>2,268.9</b>	<b>436.5</b>	<b>620.1</b>	<b>321.5</b>	<b>10,470.9</b>
<b>FTE Generated Internally</b>	<b>1,265.6</b>	<b>1,858.9</b>	<b>1,249.3</b>	<b>494</b>	<b>1,057.8</b>	<b>249.4</b>	<b>614.4</b>	<b>114.5</b>	<b>6,903.9</b>
<b>% Internal</b>	<b>89%</b>	<b>55%</b>	<b>85%</b>	<b>95%</b>	<b>47%</b>	<b>57%</b>	<b>99%</b>	<b>36%</b>	<b>66%</b>
<b>FTE Generated Externally</b>	<b>162.1</b>	<b>1,541.2</b>	<b>227.3</b>	<b>25.4</b>	<b>1,211.1</b>	<b>187.1</b>	<b>5.7</b>	<b>207</b>	<b>3,567.0</b>
<b>% External</b>	<b>11%</b>	<b>45%</b>	<b>15%</b>	<b>5%</b>	<b>53%</b>	<b>43%</b>	<b>1%</b>	<b>64%</b>	<b>34%</b>

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

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

College	2001		2002		2003		2004		2005		Percent Change	
	Enrollment	%	1 Year	5 Year								
Business	3,372	21%	3,286	20%	3,226	20%	3,249	20%	2,975	19%	-8%	-12%
CLASS	4,054	25%	4,173	26%	4,171	25%	3,109	20%	3,257	21%	5%	-20%
First College	150	1%	160	1%	144	1%	75			0%	-100%	-100%
Education	2,938	18%	3,107	19%	3,387	21%	3,460	22%	3,289	21%	-5%	12%
Engineering	1,036	6%	1,038	6%	1,101	7%	1,103	7%	1,044	7%	-5%	1%
Science	1,010	6%	1,035	6%	1,148	7%	1,922	12%	2,044	13%	6%	102%
Urban Affairs	608	4%	670	4%	639	4%	638	4%	588	4%	-8%	-3%
Law	834	5%	817	5%	815	5%	752	5%	748	5%	-1%	-10%
University Studies	1,499	9%	1,529	9%	1,512	9%	1,229	8%	998	6%	-19%	-33%
Undergraduate Non-Degree	177	1%	88	1%	78	0%	256	2%	370	2%	45%	109%
Graduate Studies	437	3%	260	2%	156	1%	88	1%	207	1%	135%	-53%
Other <sup>1</sup>									30			
<b>Total Enrollment</b>	<b>16,115</b>	<b>100%</b>	<b>16,163</b>	<b>100%</b>	<b>16,377</b>	<b>100%</b>	<b>15,881</b>	<b>100%</b>	<b>15,550</b>	<b>100%</b>	<b>-2%</b>	<b>-4%</b>

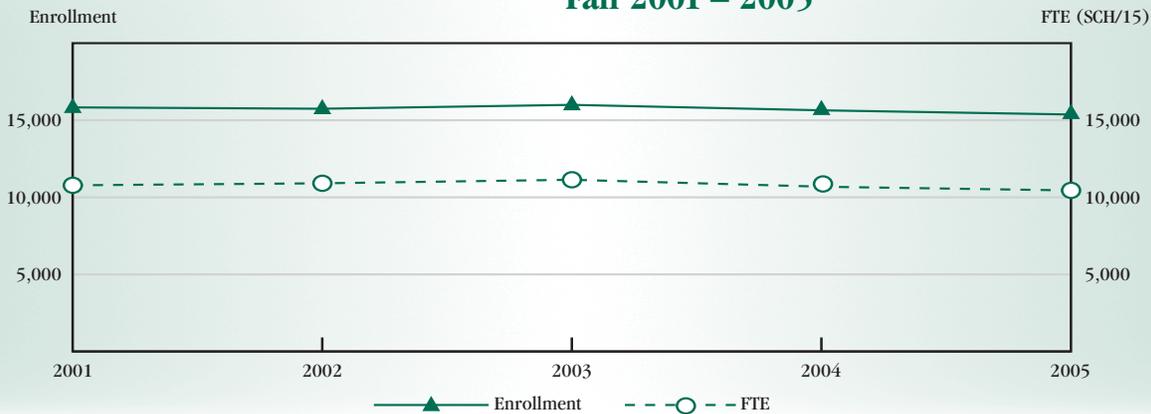
**Table 2.14: Fall Student Credit Hours (SCH) by College: 5-Year Trend**

College	2001		2002		2003		2004		2005		Percent Change	
	SCH	%	1-Year	5-Year								
Business	24,553	15%	23,926	14%	22,807	14%	22,352	14%	21,415	14%	-4%	-13%
CLASS	53,923	33%	54,493	33%	53,912	32%	51,340	32%	51,001	32%	-1%	-5%
First College	600		1,048	1%	847	1%						-100%
Education	20,370	12%	21,681	13%	23,636	14%	24,560	15%	22,149	14%	-10%	9%
Engineering	7,436	5%	7,480	4%	7,611	5%	7,812	5%	7,791	5%		5%
Science	33,488	20%	34,339	21%	34,802	21%	34,016	21%	34,034	22%		2%
Urban Affairs	7,058	4%	7,421	4%	7,438	4%	6,668	4%	6,548	4%	-2%	-7%
Law	10,492	6%	10,910	7%	10,526	6%	9,466	6%	9,302	6%	-2%	-11%
University Studies	5,793	4%	5,783	3%	5,841	3%	5,619	3%	4,823	3%	-14%	-17%
Graduate Studies			6		3		3		4			33%
Honors							40		110			175%
Other <sup>1</sup>	361	.2%	286	.2%	228	.1%	292	.2%	382	.2%	31%	6%
<b>Total SCH</b>	<b>164,074</b>	<b>100%</b>	<b>167,373</b>	<b>100%</b>	<b>167,651</b>	<b>100%</b>	<b>162,168</b>	<b>100%</b>	<b>157,559</b>	<b>100%</b>	<b>-3%</b>	<b>-4%</b>

**Note:** The significant increase in Fall 2005 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.

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

**Figure 2.13 & 2.14: Fall Enrollment and FTE (SCH/15) Trend  
Fall 2001 – 2005**



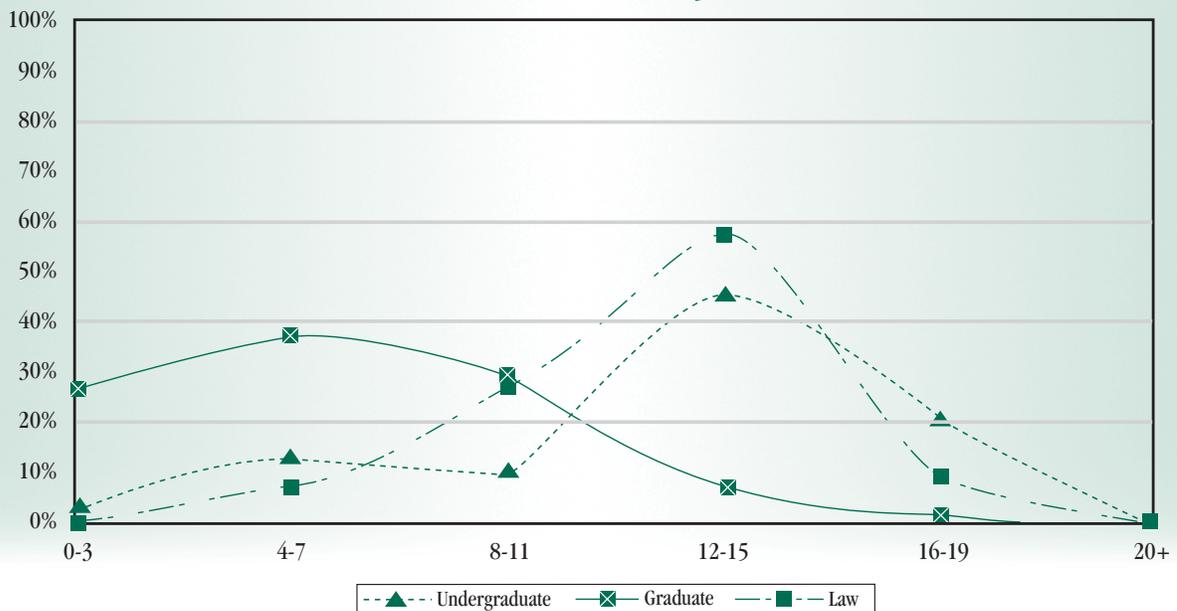
## Highlights

- During the period 2001 – 2005 enrollment and SCH in the College of Education and Human Services and the College of Science have grown significantly. However, increase in Student Credit Hours in both the colleges was less significant.

**Table 2.15: Registered Student Credit Hours by Level  
Fall 2005**

Registered Credit Hours	Undergraduate		Graduate		Law		All	
	Enrollment	Cumulative %	Enrollment	Cumulative %	Enrollment	Cumulative %	Enrollment	Cumulative %
1	78	1%	449	9%	1		528	3%
2	48	1%	261	14%			309	5%
3	253	4%	625	26%	7	1%	885	11%
4	616	10%	674	39%	4	2%	1,294	19%
5	96	11%	135	41%	1	2%	232	21%
6	297	14%	760	56%	16	4%	1,073	28%
7	365	18%	342	62%	21	7%	728	32%
8	574	24%	659	75%	28	10%	1,261	41%
9	221	27%	516	85%	100	24%	837	46%
10	262	29%	157	88%	36	29%	455	49%
11	243	32%	100	90%	30	33%	373	51%
12	1,447	47%	219	94%	68	42%	1,734	62%
13	970	57%	59	95%	69	51%	1,098	69%
14	826	66%	63	97%	60	59%	949	76%
15	937	75%	130	99%	225	89%	1,292	84%
16	1,465	91%	43	100%	49	96%	1,557	94%
17	441	95%	5	100%	24	99%	470	97%
18	254	98%		100%	5	100%	259	99%
19	140	99%		100%	2	100%	142	100%
20	47	100%		100%	1	100%	48	100%
21	9	100%		100%		100%	9	100%
22	9	100%		100%		100%	9	100%
23	2	100%		100%		100%	2	100%
24+	5	100%		100%	1	100%	6	100%
<b>TOTAL</b>	<b>9,605</b>		<b>5,197</b>		<b>748</b>		<b>15,550</b>	

**Figure 2.15: Registered Student Credit Hours by Level  
Fall 2005**

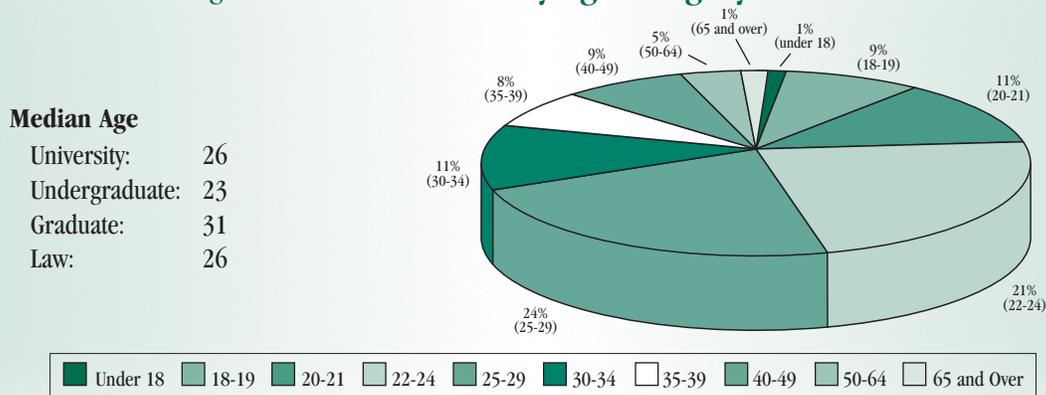


**Table 2.16: Enrollment by Age Category  
Fall 2005**

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	1	104	155	281	319	142	95	106	39	1		28.1
	Male	2	120	229	421	442	200	155	114	49			27.8
	<b>Total</b>	<b>3</b>	<b>224</b>	<b>384</b>	<b>702</b>	<b>761</b>	<b>342</b>	<b>250</b>	<b>220</b>	<b>88</b>	<b>1</b>		<b>27.9</b>
CLASS	Female	2	191	294	468	439	172	125	193	103	4		28.3
	Male	5	145	205	343	259	115	78	73	41	2		26.8
	<b>Total</b>	<b>7</b>	<b>336</b>	<b>499</b>	<b>811</b>	<b>698</b>	<b>287</b>	<b>203</b>	<b>266</b>	<b>144</b>	<b>6</b>		<b>27.7</b>
Education	Female	2	116	121	398	610	358	270	428	243	2	3	32.9
	Male		32	39	86	175	140	90	112	63	1		33
	<b>Total</b>	<b>2</b>	<b>148</b>	<b>160</b>	<b>484</b>	<b>785</b>	<b>498</b>	<b>360</b>	<b>540</b>	<b>306</b>	<b>3</b>	<b>3</b>	<b>32.9</b>
Engineering	Female		11	21	71	50	11	18	9	1			26.3
	Male	2	69	109	259	211	90	42	52	18			26.7
	<b>Total</b>	<b>2</b>	<b>80</b>	<b>130</b>	<b>330</b>	<b>261</b>	<b>101</b>	<b>60</b>	<b>61</b>	<b>19</b>			<b>26.6</b>
Science	Female	5	199	234	332	255	129	77	81	33			26.2
	Male	2	93	103	155	161	73	47	42	21	2		27.1
	<b>Total</b>	<b>7</b>	<b>292</b>	<b>337</b>	<b>487</b>	<b>416</b>	<b>202</b>	<b>124</b>	<b>123</b>	<b>54</b>	<b>2</b>		<b>26.5</b>
Urban Affairs	Female	1	5	19	38	76	42	41	67	43	3		34.8
	Male		5	10	42	66	41	28	39	22			33.1
	<b>Total</b>	<b>1</b>	<b>10</b>	<b>29</b>	<b>80</b>	<b>142</b>	<b>83</b>	<b>69</b>	<b>106</b>	<b>65</b>	<b>3</b>		<b>34.1</b>
Law	Female			3	129	132	46	28	21	5			28.1
	Male			2	101	170	59	31	15	6			28.3
	<b>Total</b>			<b>5</b>	<b>230</b>	<b>302</b>	<b>105</b>	<b>59</b>	<b>36</b>	<b>11</b>			<b>28.2</b>
University Studies	Female	80	122	62	42	39	28	10	11	32	103		34.2
	Male	48	127	79	52	29	10	7	5	26	85	1	32.7
	<b>Total</b>	<b>128</b>	<b>249</b>	<b>141</b>	<b>94</b>	<b>68</b>	<b>38</b>	<b>17</b>	<b>16</b>	<b>58</b>	<b>188</b>	<b>1</b>	<b>33.5</b>
Undergraduate Non-Degree	Female		3	28	45	40	10	18	29	16	2		31.4
	Male		4	23	38	38	23	14	23	14	1	1	31.2
	<b>Total</b>		<b>7</b>	<b>51</b>	<b>83</b>	<b>78</b>	<b>33</b>	<b>32</b>	<b>52</b>	<b>30</b>	<b>3</b>	<b>1</b>	<b>31.3</b>
Graduate Studies	Female				10	29	22	19	42	37	2	1	40.4
	Male	1			1	7	6	12	10	8			38.5
	<b>Total</b>	<b>1</b>			<b>11</b>	<b>36</b>	<b>28</b>	<b>31</b>	<b>52</b>	<b>45</b>	<b>2</b>	<b>1</b>	<b>40</b>
Other <sup>1</sup>	Female	1		3	3	5	2	2					26.7
	Male	1	4	1	4	3		1					22.9
	<b>Total</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>7</b>	<b>8</b>	<b>2</b>	<b>3</b>					<b>24.9</b>
University	Female	92	751	940	1,817	1,994	962	703	987	552	117	4	30.1
	Male	61	599	800	1,502	1,561	757	505	485	268	91	2	28.7
	<b>Total</b>	<b>153</b>	<b>1,350</b>	<b>1,740</b>	<b>3,319</b>	<b>3,555</b>	<b>1,719</b>	<b>1,208</b>	<b>1,472</b>	<b>820</b>	<b>208</b>	<b>6</b>	<b>29.5</b>

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

**Figure 2.16: Enrollment by Age Category Fall 2005**



**Table 2.17: Enrollment by Level and Country of Residence  
Fall 2005**

Resident Type	Undergraduate	Undergraduate in %	Graduate	Graduate in %	Law	Law in %	Total
Ohio Resident	9,220	96%	4,517	87%	673	90%	14,410
Non-Ohio Resident	175	2%	71	1%	63	8%	309
Non-Resident Alien	210	2%	609	12%	12	2%	831
<b>Total</b>	<b>9,605</b>	<b>100%</b>	<b>5,197</b>	<b>100%</b>	<b>748</b>	<b>100%</b>	<b>15,550</b>

**Table 2.18: Enrollment by State  
Fall 2005**

State	Number of Students
Ohio (Resident of Ohio excluding Non-Resident Alien)	14,375
Ohio (Non-Ohio Resident)	200
Pennsylvania	32
Michigan	21
New York	13
California	7
New Jersey	6
Texas	5
Georgia, Maryland, Tennessee, Wisconsin	16
Florida, Indiana, North Carolina	9
Alabama, District of Columbia, Illinois, West Virginia	8
Arizona, Connecticut, Hawaii, Kansas, Louisiana, Maine Massachusetts, Minnesota, Missouri, Nebraska, New Mexico Oregon, Puerto Rico, South Carolina, Virginia, Washington	16
Unknown	11
Non-Resident Alien	831
<b>Total States</b>	<b>15,550</b>

**Table 2.19: Enrollment by Ohio County  
Fall 2005**

County	Number of Students
Cuyahoga	11,514
Lake	1,092
Lorain	705
Medina	351
Summit	346
Geauga	302
Portage	102
Ashtabula	74
Erie	72
Trumbull	48
Mahoning	38
Stark	38
Huron	18
Franklin	12
Lucas	10
Wayne	8
Richland	6
Tuscarawas	6
Wood	4
Jefferson, Marion	6
Ashland, Butler, Columbiana, Hancock, Montgomery	10
Allen, Clermont, Defiance, Fairfield, Greene, Hamilton Knox, Morgan, Ottawa, Ross, Sandusky, Warren	17
Other Unknown Counties	776
<b>Total</b>	<b>15,550</b>

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



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

College	2002		2003		2004		2005		2006		Percent Change	
	Enrollment	%	1 Year	5 Year								
Business	3,279	20%	3,081	20%	3,073	19%	3,090	19%	2,792	18%	-10%	-15%
CLASS	4,164	26%	3,986	25%	4,067	26%	3,220	20%	3,205	21%		-23%
First College	158	1%	153	1%	125	1%	66	.4%			-100%	-100%
Education	3,006	19%	3,284	21%	3,532	22%	3,772	24%	3,343	22%	-11%	11%
Engineering	1,037	6%	1,038	7%	1,070	7%	1,064	7%	1,013	7%	-5%	-2%
Science	1,008	6%	1,114	7%	1,155	7%	1,918	12%	1,953	13%	2%	94%
Urban Affairs	635	4%	658	4%	608	4%	631	4%	594	4%	-6%	-6%
Law	784	5%	779	5%	756	5%	714	4%	698	5%	-2%	-11%
University Studies	1,422	9%	1,364	9%	1,247	8%	1,025	6%	841	6%	-18%	-41%
Undergraduate Non-Degree	146	1%	72		84	1%	327	2%	409	3%	25%	180%
Graduate Studies	406	3%	197	1%	129	1%	121	1%	298	2%	146%	-27%
Other <sup>1</sup>							14		21		50%	
<b>Total Enrollment</b>	<b>16,045</b>	<b>100%</b>	<b>15,726</b>	<b>100%</b>	<b>15,846</b>	<b>100%</b>	<b>15,962</b>	<b>100%</b>	<b>15,167</b>	<b>100%</b>	<b>-5%</b>	<b>-5%</b>

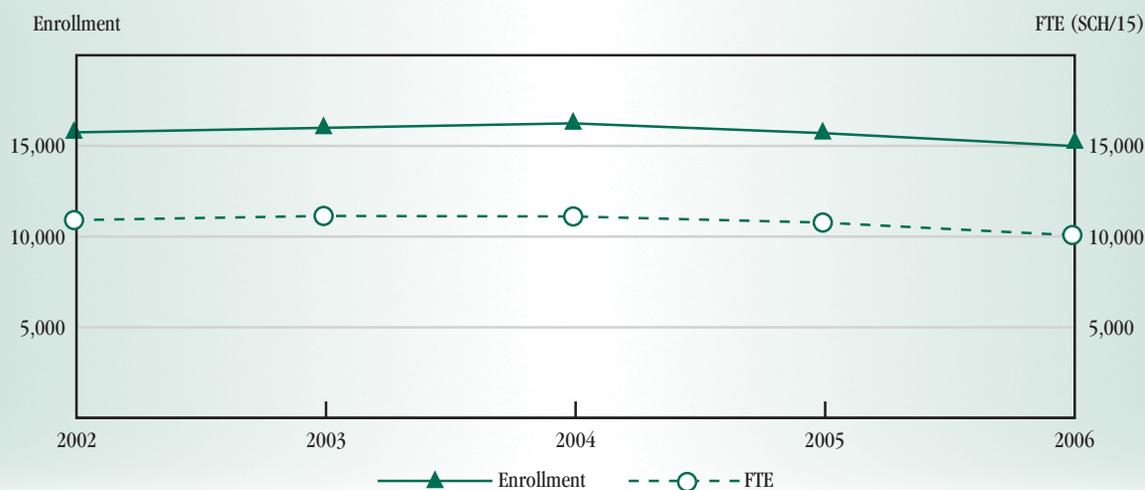
Note: <sup>1</sup>Other includes students enrolled in Air Force, Career Services, English as a second language, Military Science, Special program and Study Abroad.

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

College	2002		2003		2004		2005		2006		Percent Change	
	SCH	%	1-Year	5-Year								
Business	24,221	15%	22,587	14%	22,718	14%	21,642	14%	20,690	14%	-4%	-15%
CLASS	54,881	34%	54,048	34%	52,196	33%	50,487	32%	48,745	32%	-3%	-11%
First College	1,246	1%	1,228	1%	981	1%						-100%
Education	21,104	13%	22,854	14%	24,539	15%	25,202	16%	22,875	15%	-9%	8%
Engineering	7,765	5%	7,500	5%	7,767	5%	7,782	5%	7,462	5%	-4%	-4%
Science	31,832	20%	32,132	20%	32,441	20%	31,835	20%	32,076	21%	1%	1%
Urban Affairs	7,146	4%	6,962	4%	6,577	4%	7,215	5%	7,083	5%	-2%	-1%
Law	9,806	6%	10,079	6%	9,418	6%	8,805	6%	8,786	6%		-10%
University Studies	3,504	2%	3,411	2%	3,293	2%	2,718	2%	2,379	2%	-12%	-32%
Graduate Studies					6		5		12		140%	
Honors							43		105		144%	
Other <sup>1</sup>	318	.2%	334	.2%	361	.2%	488	3%	431	3%	-12%	36%
<b>Total SCH</b>	<b>161,823</b>	<b>100%</b>	<b>161,135</b>	<b>100%</b>	<b>160,297</b>	<b>100%</b>	<b>156,222</b>	<b>100%</b>	<b>150,644</b>	<b>100%</b>	<b>-4%</b>	<b>-7%</b>

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

**Figure 2.20 & 2.21: Spring Enrollment and FTE (SCH/15) Trends**



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

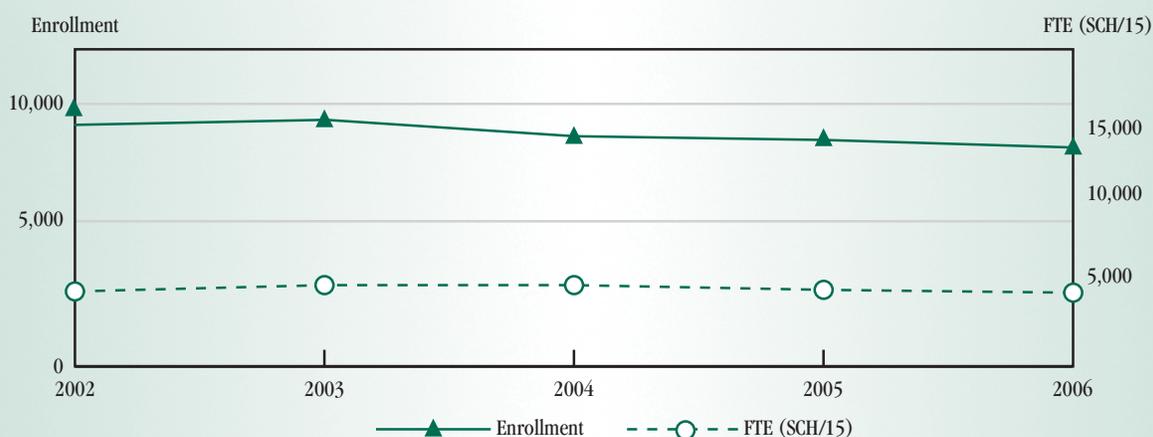
College	2001		2002		2003		2004		2005		Percent Change	
	Enrollment	%	1 Year	5 Year								
Business	1,994	21%	1,796	19%	1,713	20%	1,708	20%	1,591	19%	-7%	-20%
CLASS	1,889	20%	1,762	19%	1,571	18%	1,405	17%	1,227	15%	-13%	-35%
First College	51	1%	74	1%	53	2%	34	0%	16	0%	-53%	-69%
Education	2,392	26%	2,744	29%	2,774	32%	2,973	35%	2,702	33%	-9%	13%
Engineering	431	5%	392	4%	316	4%	254	3%	269	3%	6%	-38%
Science	575	6%	571	6%	563	7%	572	7%	767	9%	34%	33%
Urban Affairs	312	3%	367	4%	338	4%	263	3%	287	3%	9%	-8%
Law	322	3%	337	4%	337	4%	286	3%	290	4%	1%	-10%
University Studies	343	4%	725	8%	771	9%	761	9%	177	2%	-77%	-48%
Undergraduate Non-Degree	144	2%	53	1%	32	0%	69	1%	652	8%	845%	353%
Graduate Studies	927	10%	625	7%	147	2%	89	1%	264	3%	197%	-72%
Other <sup>1</sup>									14			
<b>Total Enrollment</b>	<b>9,380</b>	<b>100%</b>	<b>9,446</b>	<b>100%</b>	<b>8,615</b>	<b>100%</b>	<b>8,414</b>	<b>100%</b>	<b>8,256</b>	<b>100%</b>	<b>-2%</b>	<b>-12%</b>

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

College	2001		2002		2003		2004		2005		Percent Change	
	SCH	%	1-Year	5-Year								
Business	12,819	22%	11,075	19%	11,102	20%	10,910	21%	9,816	19%	-10%	-23%
CLASS	14,139	24%	14,083	24%	12,907	24%	11,402	22%	11,705	23%	3%	-17%
First College			193	.3%	59	.1%	24				-100%	
Education	14,212	24%	15,865	27%	15,128	28%	15,958	30%	14,639	29%	-8%	3%
Engineering	1,458	3%	1,173	2%	896	2%	625	1%	575	1%	-8%	-61%
Science	10,967	19%	12,138	20%	10,080	18%	10,020	19%	10,258	20%	2%	-6%
Urban Affairs	2,725	5%	2,983	5%	2,734	5%	2,275	4%	2,487	5%	9%	-9%
Law	1,242	2%	1,300	2%	1,298	2%	1,111	2%	1,130	2%	2%	-9%
University Studies	429	1%	442	1%	373	1%	312	1%	316	1%	1%	-26%
Graduate Studies			1		2		7		6		-14%	
Other <sup>1</sup>	258	.4%	113	.2%	58	.1%	91	.2%	88	.2%	-3%	-66%
<b>Total SCH</b>	<b>58,249</b>	<b>100%</b>	<b>59,366</b>	<b>100%</b>	<b>54,637</b>	<b>100%</b>	<b>52,735</b>	<b>100%</b>	<b>51,020</b>	<b>100%</b>	<b>-3%</b>	<b>-12%</b>

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

**Figure 2.22 & 2.23: Summer Enrollment and FTE (SCH/15) Trends**

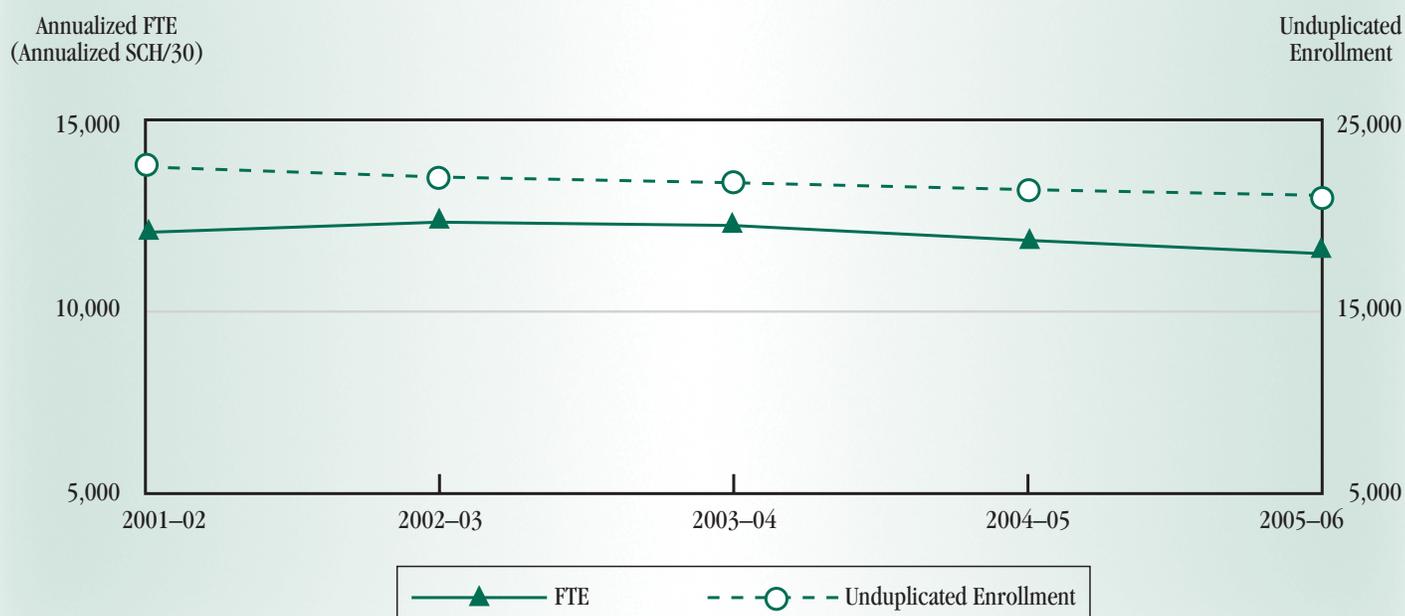


**Table 2.24: Annualized Student Credit Hours (SCH) by College: 5-Year Trends**

College	2001-02		2002-03		2003-04		2004-05		2005-06		Percent Change	
	SCH	%	1 Year	5 Year								
Business	61,593	16%	57,588	15%	56,627	15%	54,904	15%	51,921	14%	-5%	-16%
CLASS	122,943	32%	122,624	32%	119,015	31%	113,229	31%	111,451	31%	-2%	-9%
First College	1,848		2,489		1,887		24				-100%	-100%
Education	55,685	14%	60,400	15%	63,303	17%	65,720	18%	59,663	17%	-9%	7%
Engineering	16,659	4%	16,153	4%	16,274	4%	16,219	4%	15,828	4%	-2%	-5%
Science	76,287	20%	78,609	20%	77,323	20%	75,871	20%	76,368	21%	1%	
Urban Affairs	16,929	4%	17,386	4%	16,749	4%	16,158	4%	16,118	4%		-5%
Law	21,540	6%	22,289	6%	21,242	6%	19,382	5%	19,218	5%	-1%	-11%
University Studies	9,726	3%	9,636	2%	9,507	2%	8,649	2%	7,518	2%	-13%	-23%
Graduate Studies			7		11		15		22		47%	
Honors							83		215		159%	
Other <sup>1</sup>	937	.2%	733	.2%	647	.2%	871	.2%	901	.2%	3%	-4%
<b>Total Annualized SCH</b>	<b>384,145</b>	<b>100%</b>	<b>387,874</b>	<b>100%</b>	<b>382,585</b>	<b>100%</b>	<b>371,125</b>	<b>100%</b>	<b>359,223</b>	<b>100%</b>	<b>-3%</b>	<b>-6%</b>
<b>Annualized FTE (Annualized SCH/30)</b>	<b>12,805</b>		<b>12,929</b>		<b>12,753</b>		<b>12,371</b>		<b>11,974</b>		<b>-3%</b>	<b>-6%</b>
<b>Unduplicated Enrollment</b>	<b>22,840</b>		<b>22,447</b>		<b>21,979</b>		<b>21,901</b>		<b>21,141</b>		<b>-3%</b>	<b>-7%</b>

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

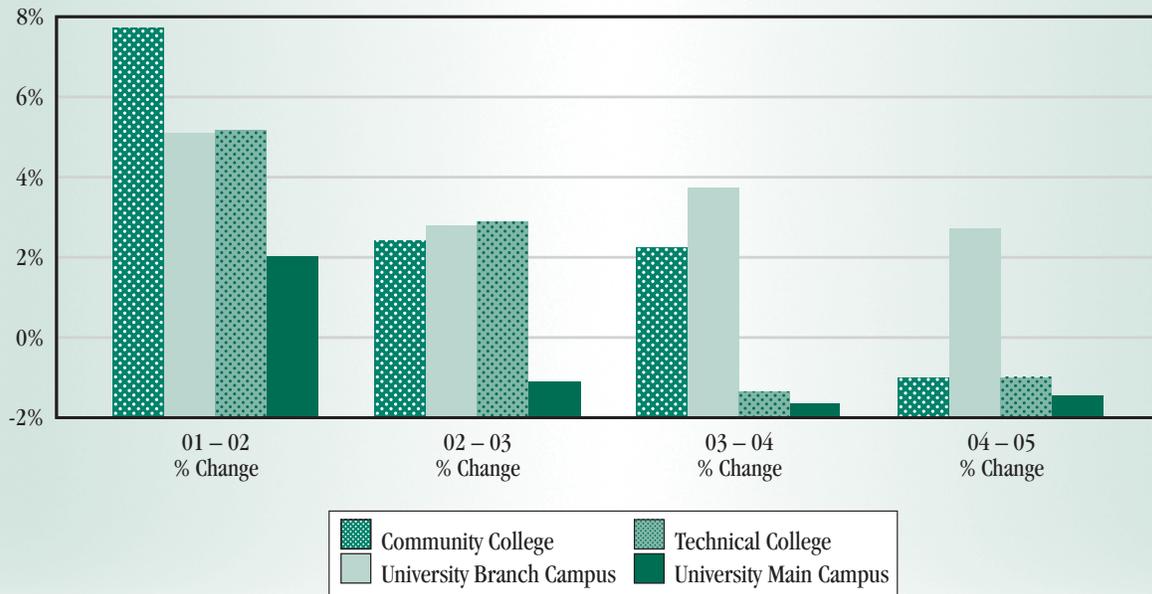
**Figure 2.24: Annualized FTE (SCH/30) and Unduplicated Enrollment Trends**



**Table 2.25: Yearly Change in Enrollment by Campus Types for Ohio Institutions  
Fall 2001 – 2005**

Campus Type	2001	2002	2003	2004	2005	Percent Change	
						1 Year	5 Year
Community College	64,161	69,106	70,742	72,279	71,531	-1.0%	11.5%
Technical College	23,861	25,092	25,775	26,723	27,417	2.6%	14.9%
University Branch Campus	43,075	45,322	46,567	46,343	45,851	-1.1%	6.4%
University Main Campus	247,843	252,650	254,529	254,281	253,225	-0.4%	2.2%

**Figure 2.25: Yearly Change in Enrollment by Campus Types for Ohio Institutions  
Fall 2001 – 2005**



**Table 2.26: Main Campus Enrollment  
Select Ohio Four Year Institutions  
Fall 2001 – 2005**

Institution	2001	2002	2003	2004	2005	Percent Change	
						1 Year	5 Year
University of Akron	22,718	22,907	22,650	22,314	22,961	2.9%	1.1%
Bowling Green State University	18,900	18,898	18,646	19,043	19,091	0.3%	1.0%
University of Cincinnati	27,132	26,725	26,904	27,064	27,908	3.1%	2.9%
<b>Cleveland State University</b>	<b>16,107</b>	<b>16,162</b>	<b>16,377</b>	<b>15,881</b>	<b>15,530</b>	<b>-2.2%</b>	<b>-3.6%</b>
Kent State University	23,026	23,674	24,410	24,494	23,874	-2.5%	3.7%
Miami University	16,754	17,486	17,411	17,590	16,574	-5.8%	-1.1%
Ohio State University	49,285	50,659	51,677	51,723	51,333	-0.8%	4.2%
Ohio University	20,288	20,548	20,452	20,143	20,461	1.6%	0.9%
University of Toledo	20,201	21,043	20,740	19,675	19,354	-1.6%	-4.2%
Youngstown State University	12,341	12,739	12,878	13,166	12,920	-1.9%	4.7%

Source: The Ohio Board of Regents HEI Student Enrollment query – run date: May 1, 2006

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

Department/Program	Description	2001	2002	2003	2004	2005	Percent Change	
							1 Year	5 Year
<b>Bachelors</b>								
Accounting	Accounting	136	108	147	127	165	30%	21%
Computer & Information Science	Computer and Information Science	129	108	90	83	85	2%	-34%
	Computer Science	24	24	22	15	23	53%	-4%
	Information Systems	84	74	73	49	52	6%	-38%
Finance	Finance	99	93	94	96	98	2%	-1%
Management & Labor Relations	Management	2	1					
	Management & Labor Relations	95	87	84	75	96	28%	1%
Marketing	Marketing	97	108	97	69	98	42%	1%
Operation Management & Business Statistics	Operation Management & Business Statistics	29	27	22	18	30	67%	3%
Other Business	Accelerated Bachelors of Business Administration					2		
	Business Certificate	1	1					
	Business Economics	11	6	18	19	34	79%	209%
	Business Education	1						
	General Business	3						
	International Business				2	13	550%	
	Pre-Business Administration				140	119	-15%	
	Undecided Business	1,433	1,431	1,283	1,266	977	-23%	-32%
<b>Total</b>		<b>2,144</b>	<b>2,068</b>	<b>1,930</b>	<b>1,959</b>	<b>1,792</b>	<b>-9%</b>	<b>-16%</b>
<b>Masters</b>								
Accounting	Financial Accounting & Audit	82	75	70	69	61	-12%	-26%
	Tax Program			4	7	9	29%	
AMBA	Accelerated Business Administration	50	57	65	52	61	17%	22%
Business Administration	Business Administration	498	490	544	569	510	-10%	2%
Computer & Information Science	Computer and Information Science	221	197	187	171	147	-14%	-33%
EMBA	Executive Business Administration	39	36	28	11	9	-18%	-77%
Finance	Finance	5	5	6	5	4	-20%	-20%
	Urban Real Estate Development & Finance		1	1				
Health Care Administration	Health Care Administration	1	4	1				
	MBA-Health Care	37	36	42	60	49	-18%	32%
	Public Health	21	23	16	24	32	33%	52%
Management & Labor Relations	Management & Labor Relations	49	54	64	58	67	16%	37%
Marketing	Data-Driven Marketing Planning Certificate			1	2	1	-50%	
	Marketing	2	6	3	1			
Other Business	Graduate Business	178	198	195	206	172	-17%	-3%
	Pre Accelerated MBA			2	3	2	-33%	
	Pre Accelerated MPH			6	5			
	Pre Executive MBA			7		6		
<b>Total</b>		<b>1,183</b>	<b>1,182</b>	<b>1,242</b>	<b>1,243</b>	<b>1,130</b>	<b>-9%</b>	<b>-4%</b>

(Continued on next page)

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

(Continued from previous page)

Department/Program	Description	2001	2002	2003	2004	2005	Percent Change	
							1 Year	5 Year
<b>Doctoral</b>								
Business Administration	Accounting		1			1		
	Business Administration	37	31	43	39	36	-8%	-3%
	Computer and Information Science	5	3	1		3		-40%
	Finance	1		2	2	5	150%	400%
	Management & Labor Relations	2	1					
	Marketing			4	3	3	0%	
	Operation Management & Business Statistics			4	3	5	67%	
<b>Total</b>		<b>45</b>	<b>36</b>	<b>54</b>	<b>47</b>	<b>53</b>	<b>13%</b>	<b>18%</b>
<b>Total Business</b>		<b>3,372</b>	<b>3,286</b>	<b>3,226</b>	<b>3,249</b>	<b>2,975</b>	<b>-8%</b>	<b>-12%</b>

## College of Business

### BACHELORS DEGREES

- Enrollments have increased in all of the major fields of study in business. Overall headcount was down among students classified as “undecided” or pre-business (usually students in the first two years of college) which may be attributed to increased competition in the area and strong articulation agreements for business degree completion programs with area community colleges.
- Accounting continues to be the most popular major, showing a 30% increase from 2004 and a steady 21% growth over the past five years. This growth trend may be explained by the strong demand in all sectors of the economy for accountants and the Accounting Department’s solid record of preparing students for the CPA examination (CSU ranked 8<sup>th</sup> nationally among first-time candidates with advanced degrees who took the CPA examination in 2005).
- Majors with historically low enrollments (OMS, IST, and Business Economics) have shown dramatic gains because of improved advising and program information efforts.
- Marketing recovery from its enrollment decline in 2004 may be attributed to improvements instituted in its curriculum and stronger focus on student services.
- CIS enrollments have stabilized and may improve with an upturn in the economy.
- Management and Labor Relations and Finance continue to show steady enrollments over the 5-year period.

### MASTERS DEGREES

- Some specialized programs (MPH, MLRHR, HCA-MBA) and the Accelerated MBA program have maintained a sustained level of growth.
- Enrollment declines in graduate business programs may be attributed to a flat prospect pool in NE Ohio, increased competition from new entrants (with many being proprietary, for-profit colleges) and improved job prospects for graduates of baccalaureate programs.
- Enrollments in off-campus sites remain strong.
- A steady decline continued in MCIS enrollments but the pattern is expected to reverse because of improved job placements for CIS graduates, an early indicator of an upturn in the region’s economy.

### DOCTORAL DEGREES

- Slight decline in student credit hours may be explained by curriculum changes (e.g., elimination of a minor) and staggered admission to majors within the DBA program (students are accepted only every three years).
- The DBA program is currently accepting new students in only selected business disciplines because of limited faculty resources and growth of various master’s degree programs.

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

Department/Program	Description	2001	2002	2003	2004	2005	Percent Change	
							1 Year	5 Year
<b>Bachelors</b>								
Anthropology	Anthropology	34	38	36	33	32	-3%	-6%
Art	Art	153	143	148	149	161	8%	5%
	Computer Graphics	1						
	Graphic Design	1			1	1	0%	0%
Communication	Communication	333	317	335	301	354	18%	6%
	Drama	18	17	10	9	20	122%	11%
Economics	Economics	28	29	29	23	28	22%	0%
English	English	121	125	130	148	164	11%	36%
First College	First College	150	160	144	75	41	-45%	-73%
History	History	72	70	92	70	89	27%	24%
	Social Studies	27	27	34	33	27	-18%	0%
Interdisciplinary	Classical and Medieval Studies	1	1		1	1	0%	0%
	Liberal Studies	66	64	68	42	27	-36%	-59%
	Linguistics		5	4	6	5	-17%	
Modern Languages	Women's Studies	3	2	1	2	4	100%	33%
	French	3	3	5	6	12	100%	300%
	Spanish	15	16	20	15	24	60%	60%
Music	Music	51	44	52	75	84	12%	65%
	Pre-Music					5		
Philosophy	Philosophy	19	11	17	18	24	33%	26%
Political Science/IR	International Relations	50	43	43	43	50	16%	0%
	Political Science	77	72	77	73	89	22%	16%
Religious Studies	Religious Studies	8	7	17	10	14	40%	75%
Social Work	Social Service	1						
	Social Work	164	126	135	172	167	-3%	2%
Sociology	Social Science	8	9	12	10	4	-60%	-50%
	Sociology	141	147	158	142	172	21%	22%
Other CLASS	Pre-Education				241	142	-41%	
	Pre-Social Work					27		
	Undecided					57		
	Undecided CLASS	2,203	2,336	2,175	1,003	877	-13%	-60%
<b>Total</b>		<b>3,748</b>	<b>3,812</b>	<b>3,742</b>	<b>2,701</b>	<b>2,702</b>	<b>0%</b>	<b>-28%</b>

*(Continued on next page)*

**Table 3.2: College of Liberal Arts and Social Sciences: Fall Enrollment by Level and Major, 5-Year Trend***(Continued from previous page)*

Department/Program	Description	2001	2002	2003	2004	2005	Percent Change	
							1 Year	5 Year
Masters								
Art	Art	1	3	8	7	5	-29%	400%
Communication	Communication	35	30	22	29	40	38%	14%
Economics	Economics	7	12	12	15	13	-13%	86%
English	English	67	66	69	64	73	14%	9%
	Master of Fine Arts-Creative Writing					8		
History	History	31	33	36	31	33	6%	6%
Modern Languages	Spanish	6	12	13	11	12	9%	100%
Music	Music	27	34	45	46	59	28%	119%
Philosophy	Advanced Study in Bioethics			1		1		
	Philosophy	21	25	13	16	16	0%	-24%
Social Work	Social Work	100	127	146	167	183	10%	83%
Sociology	Sociology	24	32	32	29	32	10%	33%
Other CLASS	Graduate CLASS	137	147	176				
	Undecided CLASS				68	80	18%	
<b>Total</b>		<b>456</b>	<b>521</b>	<b>573</b>	<b>483</b>	<b>555</b>	<b>15%</b>	<b>22%</b>
<b>CLASS TOTAL</b>		<b>4,204</b>	<b>4,333</b>	<b>4,315</b>	<b>3,184</b>	<b>3,257</b>	<b>2%</b>	<b>-23%</b>

## College of Liberal Arts and Social Sciences

### UNDERGRADUATE PROGRAMS

- Undergraduate enrollments have remained steady or increased in most programs. Several programs, including Communications, Modern Languages, English, Music, and Sociology, have seen significant increases in both 1-year and 5-year trends.
- Enrollment trends in the College as a whole are affected by the inclusion of “undecided” majors prior to the split of the College of Arts & Sciences into its current configuration of the Colleges of Science and Liberal Arts & Social Sciences. Since the eventual program choice of these students cannot be determined, their inclusion in CLASS figures provides a distorted picture of enrollment trends overall.
- Programs that reported a decline in enrollment include First College, which has been discontinued; and Liberal Studies, which was temporarily suspended pending a revision of the program. Admission to the program was reopened in Spring 2005. Inclusion of enrollment figures for these programs affects statistics for the College as a whole.
- Declines in Anthropology reflect shifts in program orientation and the departure of key faculty.
- The Social Science major, administered by Sociology, combining coursework from four departments (Sociology, Political Science, Economics, and Psychology) has become less attractive to students interested in a more focused major. The split of the departments involved into two colleges, with Psychology now part of the College of Science, is also a disincentive.
- Pre-Education was introduced in 2004 and enrollment trends have not stabilized.

### GRADUATE PROGRAMS

- Enrollment in graduate programs in the College have increased, showing steady gains of 15% compared to the previous year, and 22% over 5 years.
- Areas where graduate enrollments have declined include Philosophy, which has shifted some faculty resources to the Advanced Study of Bioethics, a relatively new program where enrollments are projected to increase.
- Art and Economics have also shown short-term declines in enrollment; both are relatively small programs where a drop in enrollment of one or two students results in a significant percentage change.

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

Department/Program	Description	2001	2002	2003	2004	2005	Percent Change		
							1 Year	5 Year	
<b>Bachelors</b>									
Health And Physical Education	Physical Education	52	57	73	61	47	-23%	-10%	
	Pre-Educ & Human Serv (Educ)					61			
	Pre-Education					85			
Nursing	Nursing Basic	132	137	167	162	163	1%	23%	
	Nursing Basic:Undeclared	11	6	4	1				
	Nursing RN	62	58	47	55	54	-2%	-13%	
	Nursing RN: Undeclared	2							
	Pre-Nursing					46			
Teachers Education	Early Childhood Education	315	381	390	318	228	-28%	-28%	
	Elementary Education	64	7	15	10	10	0%	-84%	
	Middle Childhood Education	121	169	205	208	150	-28%	24%	
	Mild/Moderate Educational Need				24	79	229%		
Other Education	Special Education	87	90	118	97	30	-69%	-66%	
	Education	60	14	19	9	8	-11%	-87%	
	Mathematics	4	2						
	Pre-Educ & Human Serv (Nurs)					28			
	Teacher Certification	105	95	92	63	47	-25%	-55%	
	Undecided Education	239	328	282	409	271	-34%	13%	
<b>Total</b>		<b>1,254</b>	<b>1,344</b>	<b>1,412</b>	<b>1,417</b>	<b>1,307</b>	<b>-8%</b>	<b>4%</b>	
<b>Masters</b>									
CASAL	Adult Learning and Development	46	59	83	100	97	-3%	111%	
	Community Agency Counseling	55	60	39	36	46	28%	-16%	
	Counseling and Pupil Personnel Administration	5	7	9	5	1	-80%	-80%	
	Education Administration	14	9	19	20	12	-40%	-14%	
	Education Specialist	11	13	4	5	3	-40%	-73%	
	Educational Administration	90	96	111	101	88	-13%	-2%	
	School Counseling	62	78	114	115	92	-20%	48%	
	Supervision	14	10	15	10	8	-20%	-43%	
	Health And Physical Education	Community Health Education	26	22	22	18	21	17%	-19%
		Exercise Science	17	22	25	15	18	20%	6%
Health and Physical Education		1	5		1				
Physical Education		37	27	18	27	31	15%	-16%	
Sports Management and Exercise Science		4	6	11	9	4	-56%	0%	
Nursing	Nursing	8	6	4	8	12	50%	50%	
Teachers Education	Curriculum & Instruction	609	673	773	758	709	-6%	16%	
	Middle Child Math Education					3			

*(Continued on next page)*

**Table 3.3: College of Education & Human Services: Fall Enrollment by Level and Major, 5-Year Trend***(Continued from previous page)*

Department/Program	Description	2001	2002	2003	2004	2005	Percent Change	
							1 Year	5 Year
Other Education	Education	113	54	22	18	30	67%	-73%
	Graduate Education	477	487	531	607	572	-6%	20%
	Graduate Education Licensure		37	77	93	141	52%	
<b>Total</b>		<b>1,589</b>	<b>1,671</b>	<b>1,877</b>	<b>1,946</b>	<b>1,888</b>	<b>-3%</b>	<b>19%</b>
<b>Doctoral</b>	Urban Ed: Administration	31	27	22	21	16	-24%	-48%
	Counseling	28	28	26	27	29	7%	4%
	Learning	24	26	38	37	39	5%	63%
	Policy	12	11	12	12	10	-17%	-17%
<b>Total</b>		<b>95</b>	<b>92</b>	<b>98</b>	<b>97</b>	<b>94</b>	<b>-3%</b>	<b>-1%</b>
<b>Education Total</b>		<b>2,938</b>	<b>3,107</b>	<b>3,387</b>	<b>3,460</b>	<b>3,289</b>	<b>-5%</b>	<b>12%</b>

## College of Education and Human Services

### BACHELORS DEGREE PROGRAMS

Fluctuating market demands for teachers and a lagging economy have contributed to the 7.8% decline in 2005 enrollment. Recent layoffs of practicing teachers and limited job opportunities have combined to make B.S. Ed. and teacher certification programs less appealing.

COEHS has eliminated its B.S. Ed. program in elementary education owing to the Ohio Department of Education's eradication of elementary teacher credentialing for grades 1–8 which occurred with the shift from certification to licensure. Hence, the 84% 5-year decline in elementary education and concomitant growth in the middle childhood program. The 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.

Conversely, in response to increased market demands from local schools and health care facilities, specially tailored programs in special education and the Basic Nursing Program have been instituted to help alleviate critical shortages in these areas.

Declines in post-baccalaureate "teacher certification" programs can partially be explained by revisions in several Curriculum & Instruction M.Ed. programs that now allow for initial teacher licensure in special education, early childhood education, and secondary education.

### MASTERS DEGREE PROGRAMS

As noted above, the prospect of obtaining both a master's degree and initial teacher licensure has ultimately proven more popular than that of only securing a teaching license as a post-baccalaureate student. Hence, with the addition of initial licensure provisions, enrollment in our M.Ed. Program in Curriculum and Instruction has increased by 16% over the past 5 years.

Targeted recruitment efforts have paid dividends as reflected by 5-year growth in the M.Ed. Program in Adult Learning and Development. Likewise, as regional demands for K-12 teachers have declined in some fields, students are exploring alternative career paths such as adult education.

Recent changes in licensure requirements now allow individuals to pursue careers as school counselors without having first taught for at least 2 years. Hence, the School Counseling Program has become a viable option for college graduates with baccalaureate degrees in fields other than education. This may account for increased interest and 5-year growth in this program.

### DOCTORAL PROGRAM

While interest in the various available tracks within the doctoral program has fluctuated over time, overall enrollment has remained relatively flat. This is attributable to the cap on admission which has been in place since the program's inception.

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

Department/Program	Description	2001	2002	2003	2004	2005	Percent Change	
							1 Year	5 Year
<b>Bachelors</b>								
Chemical & Biomedical Engineering	Chemical Engineering	58	54	51	53	50	-6%	-14%
Civil & Environmental Engineering	Civil Engineering	90	68	79	79	85	8%	-6%
Electrical & Computer Engineering	Computer Engineering	36	50	58	58	75	29%	108%
	Electrical & Computer Engineering	221	186	161	143	132	-8%	-40%
Engineering Technology	Electronic Engineering Technology	33	29	29	21	24	14%	-27%
	Electronic Technology	1	1	1				
	Industrial Engineering Technology	1	1	2	2			
Industrial & Manufacturing Engineering	Mechanical Engineering Technology	38	30	42	35	28	-20%	-26%
	Industrial & Manufacturing Engineering	46	31	26	21	19	-10%	-59%
Mechanical Engineering	Mechanical Engineering	200	176	147	132	147	11%	-27%
Other Engineering	Pre-Engineering	8	9	24	33	32	-3%	300%
	Undecided Engineering	38	33	50	73	45	-38%	18%
<b>Total</b>		<b>770</b>	<b>668</b>	<b>670</b>	<b>650</b>	<b>637</b>	<b>-2%</b>	<b>-17%</b>
<b>Masters</b>								
Chemical & Biomedical Engineering	Chemical Engineering	35	51	58	57	40	-30%	14%
Civil & Environmental Engineering	Civil Engineering	20	20	23	32	36	13%	80%
	Engineering Mechanics	1	4	3	4	2	-50%	100%
Electrical & Computer Engineering	Environmental Engineering	8	14	17	16	14	-13%	75%
	Electrical & Computer Engineering	46	87	143	148	138	-7%	200%
	Software Engineering					1		
	Software Engineering Certificate			2	1			
Industrial & Manufacturing Engineering	Industrial & Manufacturing Engineering	44	45	33	33	34	3%	-23%
Mechanical Engineering	Mechanical Engineering	28	63	63	64	51	-20%	82%
Other Engineering	Graduate Engineering	22	21	17	35	26	-26%	18%
<b>Total</b>		<b>204</b>	<b>305</b>	<b>359</b>	<b>390</b>	<b>342</b>	<b>-12%</b>	<b>68%</b>
<b>Doctoral</b>								
Doctor of Engineering	Applied Biomedical Engineering	3	7	14	18	24	33%	700%
	Chemical Engineering	23	21	13	7	8	14%	-65%
	Civil Engineering	9	8	9	9	7	-22%	-22%
	Doctor of Engineering				1	1	0%	
	Electrical & Computer Engineering				20	14	-30%	17%
	Industrial & Manufacturing Engineering				6	7	17%	-30%
	Mechanical Engineering				2	4	100%	-20%
<b>Total</b>		<b>62</b>	<b>65</b>	<b>72</b>	<b>63</b>	<b>65</b>	<b>3%</b>	<b>5%</b>
<b>Engineering Total</b>		<b>1,036</b>	<b>1,038</b>	<b>1,101</b>	<b>1,103</b>	<b>1,044</b>	<b>-5%</b>	<b>1%</b>

## College of Engineering

### **BACHELORS**

- The increase in Computer Engineering majors follows the market trends in that area.
- Civil and Environmental Engineering also experienced a healthy 8% positive growth in the last year.
- Mechanical Engineering enrollment has rebounded, showing a healthy 11% gain; again reflecting the market demands.

### **MASTERS AND DOCTORAL PROGRAMS**

- Most graduate programs showed a decline due to a drop in the number of applicants. A notable exception was the Applied Biomedical Engineering program which continues to successfully draw very qualified students. Our partnership with the Cleveland Clinic Foundation has been most helpful and, mutually beneficial to both institutions.
- The “Other Engineering” category as a whole takes account of non-degree students who take a course or two during the academic year.

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

Department/Program	Description	2001	2002	2003	2004	2005	Percent Change	
							1 Year	5 Year
<b>Bachelors</b>								
Biology, Geology & Environmental Science	Biology	154	143	156	158	209	32%	36%
	Biology-Medical Technology	13	15	7	9	20	122%	54%
	Environmental Science	6	6	12	15	27	80%	350%
	Geological Science	14	16	14	12	11	-8%	-21%
Chemistry	Chemistry	39	41	51	40	43	8%	10%
	Pre Pharmacy	21	35	53	73	68	-7%	224%
Health Sciences	Health Science			4	20	91	355%	
	Occupational Therapy	64	41	15	1	5	400%	-92%
	Physical Therapy	15	8	4				
	Pre-Health Science	2	1	2	2	6	200%	200%
Mathematics	Mathematics	46	49	59	61	65	7%	41%
Physics	Physics	14	14	17	14	14	0%	0%
Psychology	Psychology	265	248	269	239	335	40%	26%
Speech & Hearing	Speech & Hearing	23	32	37	27	32	19%	39%
Other Science	Pre-Dentistry					2		
	Pre-Engineering				74	57	-23%	
	Pre-Medicine					9		
	Pre-Nursing				81	66	-19%	
	Pre-Physical Therapy					3		
	Undecided Science				555	461	-17%	
	<b>Total</b>		<b>676</b>	<b>649</b>	<b>700</b>	<b>1,381</b>	<b>1,524</b>	<b>10%</b>
<b>Masters</b>								
Biology, Geology & Environmental Science	Biology	16	20	22	33	23	-30%	44%
	Environmental Science	4	11	9	11	15	36%	275%
Chemistry	Chemistry	27	26	17	15	9	-40%	-67%
Health Sciences	Health Science	30	43	52	45	41	-9%	37%
	Occupational Therapy		8	22	34	52	53%	
	Physical Therapy	20	42	43	44	34	-23%	70%
Interdisciplinary	Culture, Com and Health Care		1		1	1	0%	
Mathematics	Mathematics	13	14	19	23	23	0%	77%
Physics	Physics	5	9	10	17	19	12%	280%
Psychology	Diversity Professional	12	27	32	28	20	-29%	67%
	Psychology	94	78	87	86	74	-14%	-21%
	Psychology Specialist	8	15	10	13	9	-31%	13%
Speech & Hearing	Speech Pathology and Audiology	36	29	37	35	35	0%	-3%
Other Science	Undecided Science				61	59	-3%	
	<b>Total</b>	<b>265</b>	<b>323</b>	<b>360</b>	<b>446</b>	<b>414</b>	<b>-7%</b>	<b>56%</b>
<b>Doctoral</b>								
Biology, Geology & Environmental Science	Regulatory Biology	37	32	40	42	50	19%	35%
Chemistry	Clinical Bioanalytical-Chemistry	32	30	46	51	55	8%	72%
<b>Total</b>		<b>69</b>	<b>62</b>	<b>86</b>	<b>93</b>	<b>105</b>	<b>13%</b>	<b>52%</b>
<b>Science Total</b>		<b>1,010</b>	<b>1,034</b>	<b>1,146</b>	<b>1,920</b>	<b>2,043</b>	<b>6%</b>	<b>102%</b>

## College of Science

### **GROWTH OF COLLEGE OF SCIENCE**

There is an overall growth rate for the College of Science of 6% from year 2004 and a five year growth rate of 102%. This reflects the excellent job opportunities in health-related fields. Faster than average growth rates are projected through 2014 by the Bureau of Labor Statistics ([www.bls.gov](http://www.bls.gov)) for physical therapy, occupational therapy, physicians assistants (Health Sciences Dept), psychologists (Psychology Dept.), medical technologists (Biology Dept.), pharmacists (pre-pharmacy program in Chemistry), physicians (Biology and Chemistry), and medical scientists (graduate programs in Biology, Chemistry, and Physics). Most all these health-related programs show positive 1 year and 5 year growth in majors.

### **HEALTH SCIENCES PROGRAMS**

Health Sciences undergraduate and graduate masters programs are expected to continue to grow significantly because of the 2006 articulation agreement with CCC (with 20 CCC health sciences programs feeding students into the undergraduate BSHS program); and the proposed CSU-CCC MSHS program with concentration in Physician Assisting Scientist (to begin in Fall 2007), leading to an expected significant increase in the number of Masters in Health Sciences students. This program is expected to also increase undergraduate Health Sciences majors, as a Bachelors degree is required for admission. The Masters programs in PT and OT will each maintain a stable base of 50 to 60 students (the student number data for PT is in error, as both PT and OT programs are admitting 25-30 students per year for a 2 year program).

### **BIOLOGY AND PSYCHOLOGY PROGRAMS**

The spiked increases in 2005 for the two largest COS programs Biology (+32%) and Psychology (+40%) are curious. These programs have been consistently flat for 4 years (biology majors have been necessarily flat because of the limits of lab space and teaching assistants to teach in the undergraduate labs). Some of this increase may be a result of the university's concerted effort of having students declare a major earlier and more conveniently on-line. However, there is still 20% growth that is not accounted for in these departments, as there is only a 17% decline in the undecided science category from 2004 to 2005. Therefore there is probably a 20% increase in these programs.

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

These solid growth graduate programs are nationally/internationally visible programs that partner with the Cleveland Clinic Foundation. The steady growth in the doctoral programs are due to success of faculty in securing external funding to support graduate students. The high numbers of graduate students in these doctoral programs is also supported by CCF faculty appointed in the programs supporting students through grants.

### **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 3.6: College of Urban Affairs: Fall Enrollment by Level and Major, 5-Year Trend**

Department/Program	Description	2001	2002	2003	2004	2005	Percent Change	
							1 Year	5 Year
<b>Bachelors</b>								
Urban Studies	Environmental Sciences	4	2	2	1	1	0%	-75%
	Environmental Studies	18	16	9	12	9	-25%	-50%
	Public Safety Management	20	20	36	28	35	25%	75%
	Urban Services Administration	29	44	49	43	42	-2%	45%
Other Urban Affairs	Urban Studies	97	97	102	109	88	-19%	-9%
	Pre-Urban Affairs					2		
	Undecided Urban Affairs	71	68	57	84	69	-18%	-3%
	Urban Affairs Certificate			1				
<b>Total</b>		<b>239</b>	<b>247</b>	<b>256</b>	<b>277</b>	<b>246</b>	<b>-11%</b>	<b>3%</b>
<b>Masters</b>								
Urban Studies	Environmental Studies	14	16	12	12	14	17%	0%
	Environmental Studies and Law		1					
	Non-Profit Management	6	3	3	6	6	0%	0%
	Public Administration (MPA)	152	160	154	138	135	-2%	-11%
	Urban Economic Development			1	2	3	50%	
	Urban Geographic Information Systems	1	4		1	1	0%	0%
	Urban Planning & Law		4	4				
	Urban Planning and Design	39	34	53	54	45	-17%	15%
Other Urban Affairs	Urban Real Estate Development & Finance	8	6	8	6	2	-67%	-75%
	Urban Studies	27	26	19	19	17	-11%	-37%
	Graduate Urban Affairs	67	111	82	76	68	-11%	1%
	Local Urban Management Cert					1		
<b>Total</b>		<b>314</b>	<b>365</b>	<b>336</b>	<b>314</b>	<b>292</b>	<b>-7%</b>	<b>-7%</b>
<b>Doctoral</b>								
Urban Studies	Urban Studies	55	59	49	49	51	4%	-7%
<b>Urban Affairs Total</b>		<b>608</b>	<b>671</b>	<b>641</b>	<b>640</b>	<b>589</b>	<b>-8%</b>	<b>-3%</b>

### Maxine Goodman Levin College of Urban Affairs

- The College's focus on international partnership programs with the University of Botswana and Chung-Ang University in Seoul, South Korea enrich student experience and the College environment.
- The College has maintained its #2 US News & World Report ranking in the graduate specialty in City Management and Urban Policy.
- Undergraduate program degrees in Public Safety Management and Urban Services Administration have contributed to the 3% increase in 5-year undergraduate enrollment.
- Beginning in Fall 2006, the College will offer courses in executive Public Administration at Lakeland Community College.
- The College offers two new graduate certificate programs in Local and Urban Management and Research Administration.
- The Master of Science in Urban Studies curriculum has been revised to reflect current trends in the discipline.
- The suspension of the TOPS (Training Opportunities for Program Staff) program by the Ohio Department of Job and Family Services in 2003 contributed to the decline in MPA program enrollment, as TOPS participants graduated and were not replaced by new cohorts.

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

Department/Program	Description	2001	2002	2003	2004	2005	Percent Change	
							1 Year	5 Year
Law	Law	833	812	809	744	733	-1%	-12%
	Law and Environmental Studies		1	1	1	4	300%	
	Law and Urban Planning		2	1	4	6	50%	
	Master of Laws	1	2	4	3	5	67%	400%
<b>Law Total</b>		<b>834</b>	<b>817</b>	<b>815</b>	<b>752</b>	<b>748</b>	<b>-1%</b>	<b>-10%</b>

### Cleveland-Marshall College of Law

- The College of Law has instituted a class-reduction program that will result in lower 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 more than a half million volumes in its collection.
- More than half of the law school's faculty have advanced degrees other than their law degrees.
- The law school conducts a faculty exchange program with Westminster University College of Law in London and co-sponsors a student summer law institute in St. Petersburg, Russia.
- Graduates of the law school practice in 49 states, three territories, the District of Columbia and in the countries of Europe, Asia, Africa, and Central America.
- In 2005 the American Bar Association Student Division gave *The Gavel*, Cleveland-Marshall's student newspaper, its award as the best law school newspaper in the country.

Table 3.8: University Studies: Fall Enrollment by Level and Major, 5-Year Trend

Department/Program	Description	2001	2002	2003	2004	2005	Percent Change	
							1 Year	5 Year
<b>Bachelors</b>								
University Studies	University Studies	1,095	919	789	594	361	-39%	-67%
	Pre-Business Administration					57		
	Pre-College of Engineering					16		
	Pre-Educ & Human Serv (Educ)					36		
	Pre-Educ & Human Serv (Nurs)					19		
	Pre-Liberal Arts & Social Sci					56		
	Pre-Science					33		
	Pre-Social Work					6		
	Pre-Urban Affairs					3		
	Project 60	184	181	204	201	244	21%	33%
	PSEOP	154	185	215	272	166	-39%	8%
	SYAP			2		1		
	Undergraduate Nondegree	66	239	290	116			
	Undergraduate Visiting		5	12	46	15	-67%	
<b>University Studies Total</b>		<b>1,499</b>	<b>1,529</b>	<b>1,512</b>	<b>1,229</b>	<b>998</b>	<b>-19%</b>	<b>-33%</b>

## University Studies

### UNIVERSITY STUDIES

The University Studies is the entry point for all newly admitted students who are admitted to Cleveland State University on a provisional basis. These students do not meet the minimum requirement for admission to one of the degree-granting colleges based on high school GPA and ACT/SAT scores. While in University Studies, these students receive support service including academic advising, career exploration, skill development and are enrolled in courses that are tailored to fit their needs.

University Studies also provide specific academic advising and support services to all newly admitted freshmen students from all colleges and freshmen transfer student from all colleges. The departments comprising University Studies include The Advising Center, TRIO Student Support Services and the Department of Collegiate Instruction.

### THE ADVISING CENTER

The Advising Center offers a user-friendly environment and a staff of professional advisors who provide ongoing assistance in the areas of academic requirements and course selection, major and career exploration, petition assistance, graduation applications and a list of other services.

### TRIO STUDENT SUPPORT SERVICES

TRIO Student Support Services is a federally funded program that is staffed by a team of professional advisors who provide support in the areas of academic advising, academic skills sessions, career planning, cultural enrichment opportunities, financial aid guidance, peer mentoring and tutorial services.

### DEPARTMENT OF COLLEGIATE INSTRUCTION

The Department of Collegiate Instruction offers courses in the areas of English (ENG 085) and Mathematics (MTH 087, MTH 088). All courses are graded on a pass/fail basis, but students receive parenthetical letter grades; S(A), S(B), S(C), U(D), U(F). The letter grades in parentheses are not computed in the student's grade-point averages. These courses are not applied toward a degree, yet may be prerequisites for some students to achieve academic success.

### UNDERGRADUATE MAJOR IN UNIVERSITY STUDIES

This is a catch-all category for non-degree or undecided students, and for student who are offered pre-major advising for admission to the colleges of Science, Liberal Arts and Social Science, Education and Human Services, Engineering, Urban Affairs and Business Administration. These categories do not denote acceptance in a program, only a desire on a student's part to pursue a field. A decline in this category reflects improvement in campus admission and advising procedures.

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

Department/Program	Description	2001	2002	2003	2004	2005	Percent Change	
							1 Year	5 Year
Undergraduate Non-Degree	Cross Registration Undergraduate	20	19	18	18	26	44%	30%
	Nondegree Post-baccalaureate					6		
	Transient					35		
Other Non-Degree	Nondegree	157	69	60	238	288	21%	83%
	Visiting					15		
<b>Undergraduate Non-Degree Total</b>		<b>177</b>	<b>88</b>	<b>78</b>	<b>256</b>	<b>370</b>	<b>45%</b>	<b>109%</b>

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

Department/Program	Description	2001	2002	2003	2004	2005	Percent Change	
							1 Year	5 Year
Graduate Nondegree	Transient					4		
	Nondegree	436	260	156	88	77	-13%	-82%
	Visiting	1				126		
<b>Graduate Studies Total</b>		<b>437</b>	<b>260</b>	<b>156</b>	<b>88</b>	<b>207</b>	<b>135%</b>	<b>-53%</b>

*Table 3.10.a: Other: Fall Enrollment by Level and Major, 5-Year Trend*

Department/Program	Description	2001	2002	2003	2004	2005	Percent Change	
							1 Year	5 Year
	ESL Intensive Language Program					21		
	Undergraduate Special Degree					8		
	Graduate Special Degree					1		
<b>Other Total</b>						<b>30</b>		

**Table 3.11: Dual Major Enrollment by College and Academic Level  
Fall 2005**

Department/Program	Major	Undergraduate	Graduate	Total
<b>College of Business</b>				
Accounting	Accounting	1		1
	Financial Accounting & Audit		1	1
	Tax Program		1	1
Business Administration	Business Administration		3	3
Computer & Information Science	Comp & Info Science	2		2
	Information Systems	1		1
Finance	Finance	3		3
Marketing	Marketing	1		1
Operation Management & Business Statistics	Operation Management & Business Statistics	1		1
Other Business	International Business	5		5
<b>Total Business</b>		<b>14</b>	<b>5</b>	<b>19</b>
<b>College of Liberal Arts and Social Sciences</b>				
Anthropology	Anthropology	2		2
Art	Art	3		3
	Arts Management	1		1
	Communication	8		8
Economics	Economics	2		2
English	English		1	1
History	Social Studies	17		17
Interdisciplinary	Liberal Studies	1		1
	Linguistics	2		2
	Philosophy	1		1
Political Science/IR	International Relations	4		4
	Political Science	5		5
	Social Work	2		2
Sociology	Social Science	1		1
Other CLASS	Sociology	4	1	5
	Personally Designed Major	1		1
<b>Total CLASS</b>		<b>54</b>	<b>2</b>	<b>56</b>

*(Continued on next page)*

**Table 3.11: Dual Major Enrollment by College and Academic Level  
Fall 2005**

*(Continued from previous page)*

Department/Program	Major	Undergraduate	Graduate	Total
<b>College of Education and Human Services</b>				
CASAL	Supervision		1	1
Nursing	Basic Nursing	1		1
Teachers Education	Curriculum & Instruction		1	1
	Mild/Moderate Educational Need	1		1
	Special Education	1		1
<b>Total College of Education and Human Services</b>		<b>3</b>	<b>2</b>	<b>5</b>
<b>College of Engineering</b>				
Chemical & Biomedical Engineering	Chemical Engineering	1		1
Electrical & Computer Engineering	Computer Engineering	2		2
Mechanical Engineering	Mechanical Engineering		1	1
<b>Total College of Engineering</b>		<b>3</b>	<b>1</b>	<b>4</b>
<b>College of Science</b>				
Chemistry	Chemistry	2		2
Mathematics	Mathematics	3	1	4
Physics	Physics	2		2
Psychology	Psychology	13		13
<b>Total College of Science</b>		<b>20</b>	<b>1</b>	<b>21</b>
<b>College of Urban Affairs</b>				
Urban Studies	Urban Services Administration	2		2
<b>University Total</b>		<b>96</b>	<b>11</b>	<b>107</b>

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

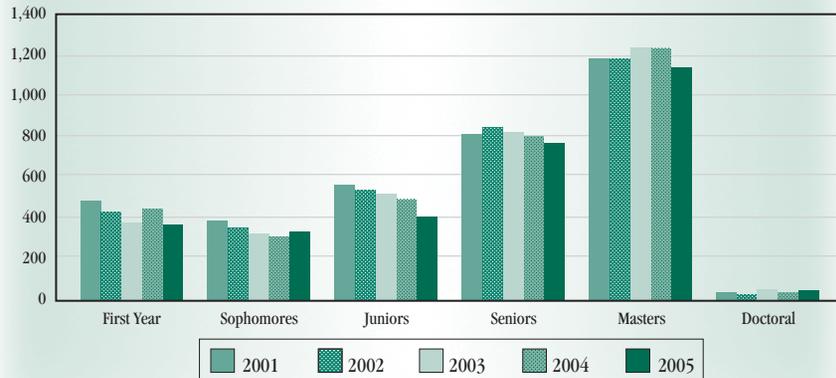
**Table 3.12a: ENROLLMENT BY CLASS STANDING:**

Class Standing											Percent Change	
	2001	%	2002	%	2003	%	2004	%	2005	%	1 Year	5 Year
First Year	463	14%	412	13%	360	11%	421	13%	355	12%	-16%	-23%
Sophomores	361	11%	323	10%	290	9%	285	9%	295	10%	4%	-18%
Juniors	516	15%	502	15%	469	15%	454	14%	388	13%	-15%	-25%
Seniors	804	24%	831	25%	811	25%	799	25%	754	25%	-6%	-6%
Masters	1,183	35%	1,182	36%	1,242	38%	1,243	38%	1,130	38%	-9%	-4%
Doctoral	45	1%	36	1%	54	2%	47	1%	53	2%	13%	18%
<b>Total</b>	<b>3,372</b>	<b>100%</b>	<b>3,286</b>	<b>100%</b>	<b>3,226</b>	<b>100%</b>	<b>3,249</b>	<b>100%</b>	<b>2,975</b>	<b>100%</b>	<b>-8%</b>	<b>-12%</b>

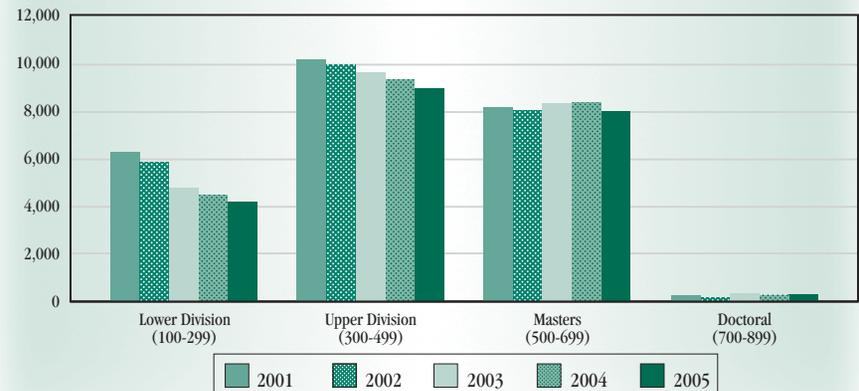
**Table 3.12b: STUDENT CREDIT HOURS BY COURSE LEVEL:**

Course Level											Percent Change	
	2001	%	2002	%	2003	%	2004	%	2005	%	1 Year	5 Year
Lower (100-299)	6,172	25%	5,775	24%	4,693	21%	4,453	20%	4,190	20%	-6%	-32%
Upper (300-499)	10,118	41%	9,963	42%	9,600	42%	9,304	42%	9,090	42%	-2%	-10%
Masters (500-699)	8,131	33%	8,105	34%	8,318	36%	8,416	38%	7,953	37%	-6%	-2%
Doctoral (700-899)	132	1%	83	0%	196	1%	179	1%	182	1%	2%	38%
<b>Total</b>	<b>24,553</b>	<b>100%</b>	<b>23,926</b>	<b>100%</b>	<b>22,807</b>	<b>100%</b>	<b>22,352</b>	<b>100%</b>	<b>21,415</b>	<b>100%</b>	<b>-4%</b>	<b>-13%</b>

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



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



**Table 3.13: College of Liberal Arts and Social Sciences (Excluding First College)  
Fall Enrollment by Class Standing and Student Credit Hours: 5-Year Trend**

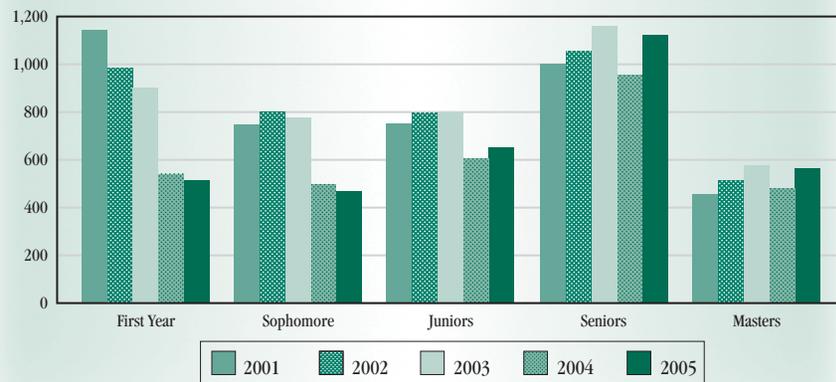
**Table 3.13a: ENROLLMENT BY CLASS STANDING:**

Class Standing											Percent Change	
	2001	%	2002	%	2003	%	2004	%	2005	%	1 Year	5 Year
First Year	1,133	28%	971	23%	899	22%	541	17%	497	15%	-8%	-56%
Sophomores	728	18%	803	19%	763	18%	508	16%	467	14%	-8%	-36%
Juniors	745	18%	799	19%	797	19%	614	20%	648	20%	6%	-13%
Seniors	992	24%	1,079	26%	1,139	27%	963	31%	1,090	33%	13%	10%
Masters	456	11%	521	12%	573	14%	483	16%	555	17%	15%	22%
<b>Total</b>	<b>4,054</b>	<b>100%</b>	<b>4,173</b>	<b>100%</b>	<b>4,171</b>	<b>100%</b>	<b>3,109</b>	<b>100%</b>	<b>3,257</b>	<b>100%</b>	<b>5%</b>	<b>-20%</b>

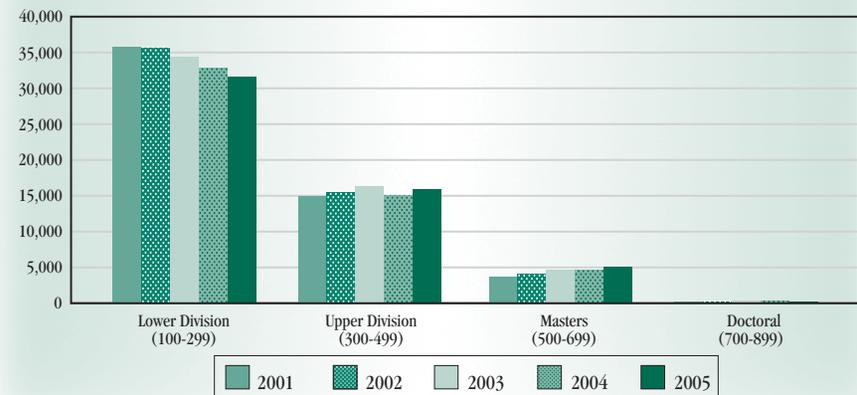
**Table 3.13b: STUDENT CREDIT HOURS BY COURSE LEVEL:**

Course Level											Percent Change	
	2001	%	2002	%	2003	%	2004	%	2005	%	1 Year	5 Year
Lower (100-299)	35,614	66%	35,625	65%	33,611	62%	32,241	63%	31,035	61%	-4	-13%
Upper (300-499)	14,898	28%	14,983	27%	15,775	29%	14,693	29%	15,357	30%	5	3%
Masters (500-699)	3,405	6%	3,885	7%	4,503	8%	4,402	9%	4,577	9%	4	34%
Doctoral (700-899)	6	0%	0	0%	23	0%	4	0%	32	0%	700	433%
<b>Total</b>	<b>53,923</b>	<b>100%</b>	<b>54,493</b>	<b>100%</b>	<b>53,912</b>	<b>100%</b>	<b>51,340</b>	<b>100%</b>	<b>51,001</b>	<b>100%</b>	<b>-1</b>	<b>-5%</b>

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



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



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

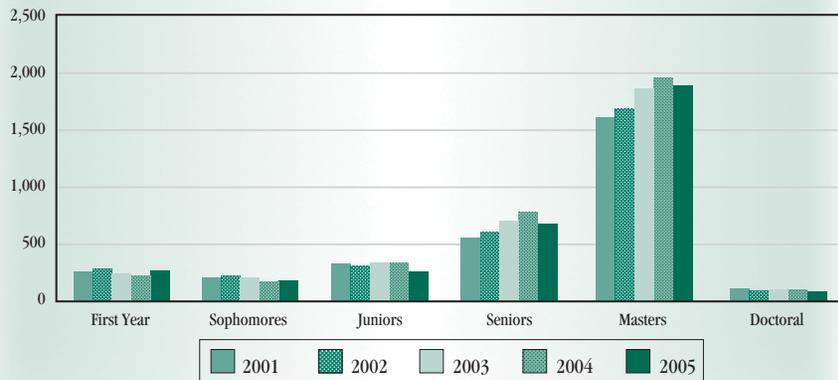
**Table 3.14a: ENROLLMENT BY CLASS STANDING:**

Class Standing											Percent Change	
	2001	%	2002	%	2003	%	2004	%	2005	%	1 Year	5 Year
First Year	233	8%	240	8%	219	6%	212	6%	234	7%	10%	0%
Sophomores	182	6%	202	7%	193	6%	169	5%	172	5%	2%	-5%
Juniors	273	9%	270	9%	278	8%	276	8%	213	6%	-23%	22%
Seniors	566	19%	632	20%	722	21%	760	22%	688	21%	-9%	-22%
Masters	1,589	54%	1,671	54%	1,877	55%	1,946	56%	1,894	58%	-3%	19%
Doctoral	95	3%	92	3%	98	3%	97	3%	88	3%	-9%	-7%
<b>Total</b>	<b>2,938</b>	<b>100%</b>	<b>3,107</b>	<b>100%</b>	<b>3,387</b>	<b>100%</b>	<b>3,460</b>	<b>100%</b>	<b>3,289</b>	<b>100%</b>	<b>-5%</b>	<b>12%</b>

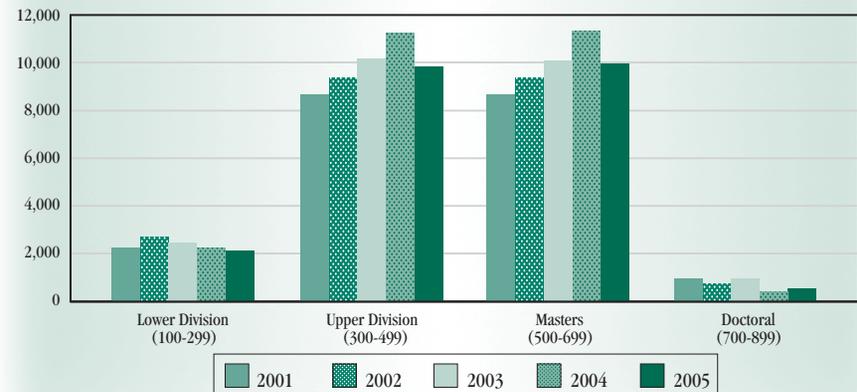
**Table 3.14b: STUDENT CREDIT HOURS BY COURSE LEVEL:**

Course Level											Percent Change	
	2001	%	2002	%	2003	%	2004	%	2005	%	1 Year	5 Year
Lower (100-299)	2,153	11%	2,388	11%	2,320	10%	2,194	9%	2,123	9%	-3%	-1%
Upper (300-499)	8,587	42%	9,195	42%	10,125	43%	10,960	45%	9,722	40%	-11%	13%
Masters (500-699)	8,766	43%	9,360	43%	10,291	44%	10,765	44%	9,610	39%	-11%	10%
Doctoral (700-899)	864	4%	738	3%	900	4%	641	3%	694	3%	8%	-20%
<b>Total</b>	<b>20,370</b>	<b>100%</b>	<b>21,681</b>	<b>100%</b>	<b>23,636</b>	<b>100%</b>	<b>24,560</b>	<b>100%</b>	<b>22,149</b>	<b>100%</b>	<b>-10%</b>	<b>9%</b>

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



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



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

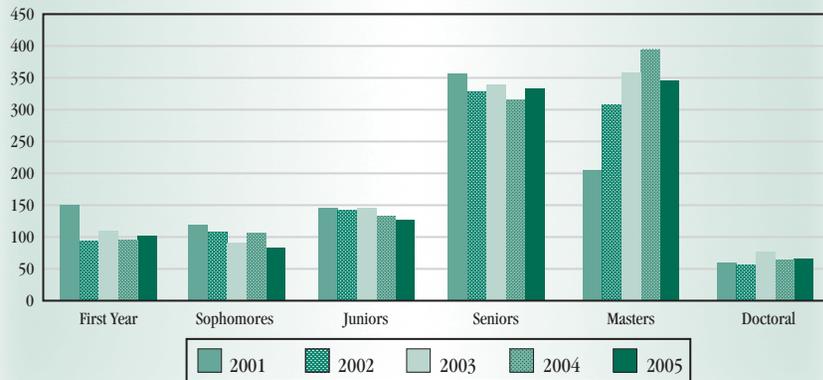
**Table 3.15a: ENROLLMENT BY CLASS STANDING:**

Class Standing											Percent Change	
	2001	%	2002	%	2003	%	2004	%	2005	%	1 Year	5 Year
First Year	147	14%	93	9%	102	9%	94	9%	96	9%	2%	-35%
Sophomores	120	12%	107	10%	90	8%	103	9%	81	8%	-21%	-33%
Juniors	146	14%	144	14%	145	13%	135	12%	132	13%	-2%	-10%
Seniors	357	34%	324	31%	333	30%	318	29%	328	31%	3%	-8%
Masters	207	20%	312	30%	359	33%	390	35%	343	33%	-12%	66%
Doctoral	59	6%	58	6%	72	7%	63	6%	64	6%	2%	8%
<b>Total</b>	<b>1,036</b>	<b>100%</b>	<b>1,038</b>	<b>100%</b>	<b>1,101</b>	<b>100%</b>	<b>1,103</b>	<b>100%</b>	<b>1,044</b>	<b>100%</b>	<b>-5%</b>	<b>1%</b>

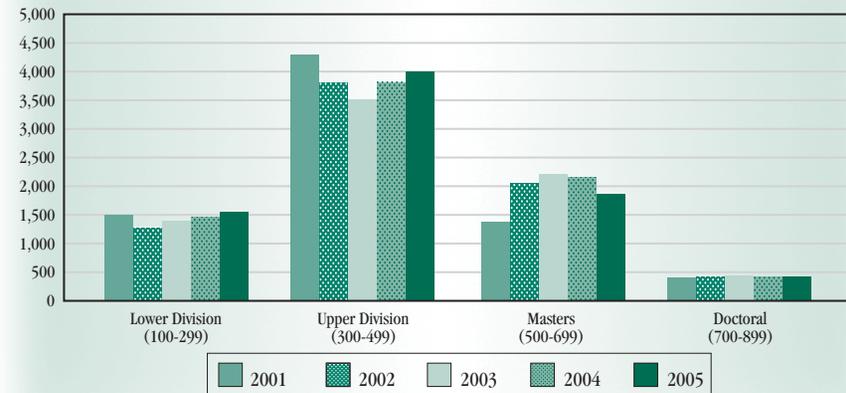
**Table 3.15b: STUDENT CREDIT HOURS BY COURSE LEVEL:**

Course Level											Percent Change	
	2001	%	2002	%	2003	%	2004	%	2005	% of Total	1 Year	5 Year
Lower (100-299)	1,484	20%	1,234	16%	1,372	18%	1,414	18%	1,515	19%	7%	2%
Upper (300-499)	4,295	58%	3,773	50%	3,538	46%	3,805	49%	4,012	51%	5%	-7%
Masters (500-699)	1,310	18%	2,057	28%	2,276	30%	2,197	28%	1,863	24%	-15%	42%
Doctoral (700-899)	347	5%	416	6%	425	6%	396	5%	401	5%	1%	16%
<b>Total</b>	<b>7,436</b>	<b>100%</b>	<b>7,480</b>	<b>100%</b>	<b>7,611</b>	<b>100%</b>	<b>7,812</b>	<b>100%</b>	<b>7,791</b>	<b>100%</b>	<b>0%</b>	<b>5%</b>

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



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



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

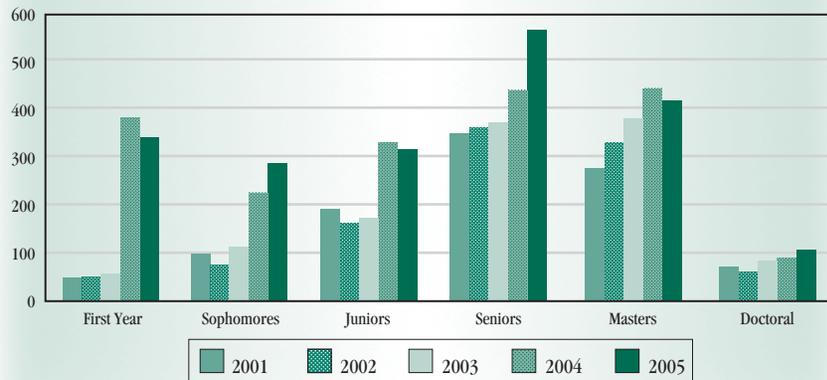
*Table 3.16a: ENROLLMENT BY CLASS STANDING:*

Class Standing	2001		2002		2003		2004		2005		Percent Change	
	Count	%	1 Year	5 Year								
First Year	46	5%	47	5%	50	4%	379	20%	353	17%	-7%	667%
Sophomores	98	10%	78	8%	110	10%	230	12%	289	14%	-26%	195%
Juniors	189	19%	164	16%	172	15%	337	18%	325	16%	-4%	72%
Seniors	343	34%	361	35%	370	32%	437	23%	558	27%	28%	63%
Masters	266	26%	325	31%	360	31%	447	23%	414	20%	-7%	56%
Doctoral	68	7%	60	6%	86	7%	92	5%	105	5%	14%	54%
<b>Total</b>	<b>1,010</b>	<b>100%</b>	<b>1,035</b>	<b>100%</b>	<b>1,148</b>	<b>100%</b>	<b>1,922</b>	<b>100%</b>	<b>2,044</b>	<b>100%</b>	<b>6%</b>	<b>102%</b>

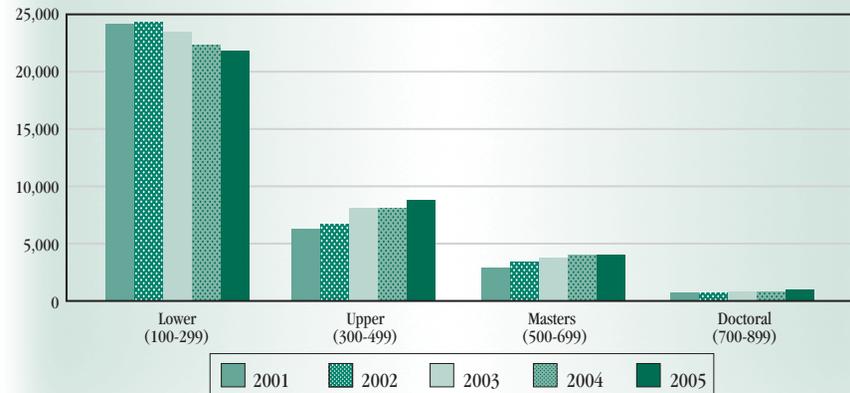
*Table 3.16b: STUDENT CREDIT HOURS BY COURSE LEVEL:*

Course Level	2001		2002		2003		2004		2005		Percent Change	
	Count	%	1 Year	5 Year								
Lower (100-299)	23,521	70%	23,630	69%	23,005	66%	22,115	65%	21,482	63%	-3%	-9%
Upper (300-499)	6,823	20%	7,015	20%	7,493	22%	7,454	22%	8,162	24%	9%	20%
Masters (500-699)	2,583	8%	3,109	9%	3,620	10%	3,803	11%	3,803	11%	0%	47%
Doctoral (700-899)	561	2%	585	2%	684	2%	644	2%	790	2%	23%	41%
<b>Total</b>	<b>33,488</b>	<b>100%</b>	<b>34,339</b>	<b>100%</b>	<b>34,802</b>	<b>100%</b>	<b>34,016</b>	<b>100%</b>	<b>34,237</b>	<b>100%</b>	<b>1%</b>	<b>2%</b>

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



**Figure 3.16b: 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 3.17: College of Urban Affairs  
Fall Enrollment by Class Standing and Student Credit Hours: 5-Year Trend**

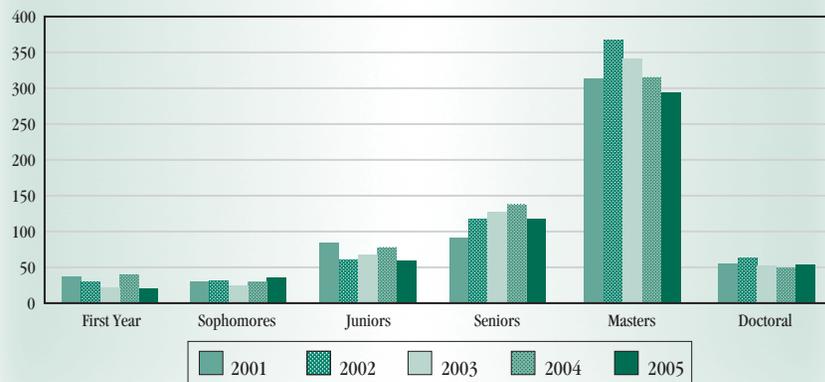
*Table 3.17a: ENROLLMENT BY CLASS STANDING:*

Class Standing											Percent Change	
	2001	%	2002	%	2003	%	2004	%	2005	%	1 Year	5 Year
First Year	34	6%	30	4%	26	4%	35	5%	26	4%	-26%	-24%
Sophomores	30	5%	32	5%	27	4%	30	5%	35	6%	17%	17%
Juniors	85	14%	68	10%	73	11%	75	12%	64	11%	-15%	-25%
Seniors	90	15%	116	17%	128	20%	135	21%	120	20%	-11%	33%
Masters	314	52%	365	54%	336	53%	314	49%	292	50%	-7%	-7%
Doctoral	55	9%	59	9%	49	8%	49	8%	51	9%	4%	-7%
<b>Total</b>	<b>608</b>	<b>100%</b>	<b>670</b>	<b>100%</b>	<b>639</b>	<b>100%</b>	<b>638</b>	<b>100%</b>	<b>588</b>	<b>100%</b>	<b>-8%</b>	<b>-3%</b>

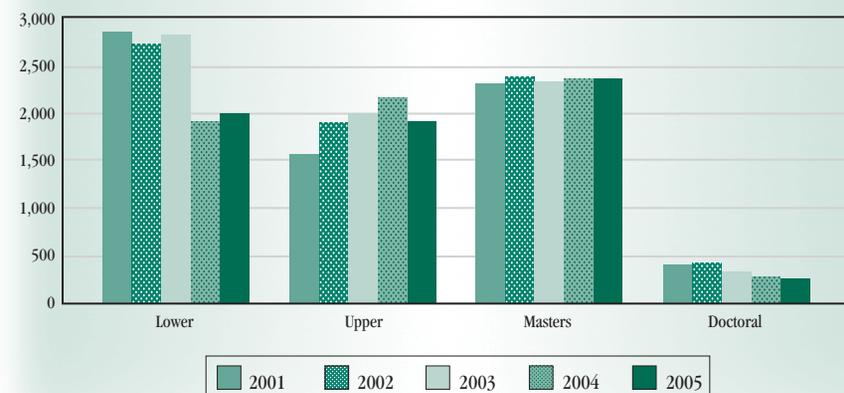
*Table 3.17b: STUDENT CREDIT HOURS BY COURSE LEVEL:*

Course Level											Percent Change	
	2001	%	2002	%	2003	%	2004	%	2005	%	1 Year	5 Year
Lower (100-299)	2,845	40%	2,745	37%	2,810	38%	1,886	28%	1,985	30%	5%	-30%
Upper (300-699)	1,539	22%	1,889	25%	1,998	27%	2,129	32%	1,909	29%	-10%	24%
Masters (500-699)	2,285	32%	2,359	32%	2,274	31%	2,329	35%	2,329	36%	0%	2%
Doctoral (700-899)	389	6%	428	6%	356	5%	324	5%	306	5%	-6%	-21%
<b>Total</b>	<b>7,058</b>	<b>100%</b>	<b>7,421</b>	<b>100%</b>	<b>7,438</b>	<b>100%</b>	<b>6,668</b>	<b>100%</b>	<b>6,529</b>	<b>100%</b>	<b>-2%</b>	<b>-7%</b>

*Figure 3.17a: Enrollment by Class Standing*



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



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

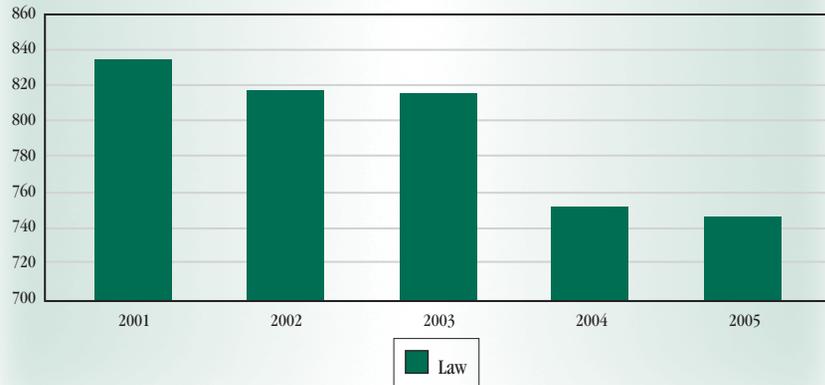
*Table 3.18a: ENROLLMENT BY CLASS STANDING:*

Class Standing											Percent Change	
	2001	%	2002	%	2003	%	2004	%	2005	%	1 Year	5 Year
Law	834	100%	817	100%	815	100%	752	100%	748	100%	-1%	-10%
<b>Total</b>	<b>834</b>	<b>100%</b>	<b>817</b>	<b>100%</b>	<b>815</b>	<b>100%</b>	<b>752</b>	<b>100%</b>	<b>748</b>	<b>100%</b>	<b>-1%</b>	<b>-10%</b>

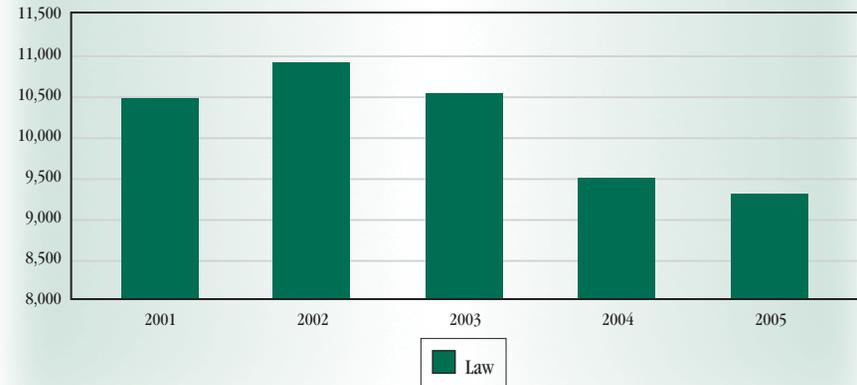
*Table 3.18b: STUDENT CREDIT HOURS BY COURSE LEVEL:*

Course Level											Percent Change	
	2001	%	2002	%	2003	%	2004	%	2005	%	1 Year	5 Year
Law	10,492	100%	10,910	100%	10,526	100%	9,466	100%	9,302	100%	-2%	-11%
<b>Total</b>	<b>10,492</b>	<b>100%</b>	<b>10,910</b>	<b>100%</b>	<b>10,526</b>	<b>100%</b>	<b>9,466</b>	<b>100%</b>	<b>9,302</b>	<b>100%</b>	<b>-2%</b>	<b>-11%</b>

*Figure 3.18a: Enrollment by Class Standing*



*Figure 3.18b: 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 3.19: University Studies  
Fall Enrollment by Class Standing and Student Credit Hours: 5-Year Trend**

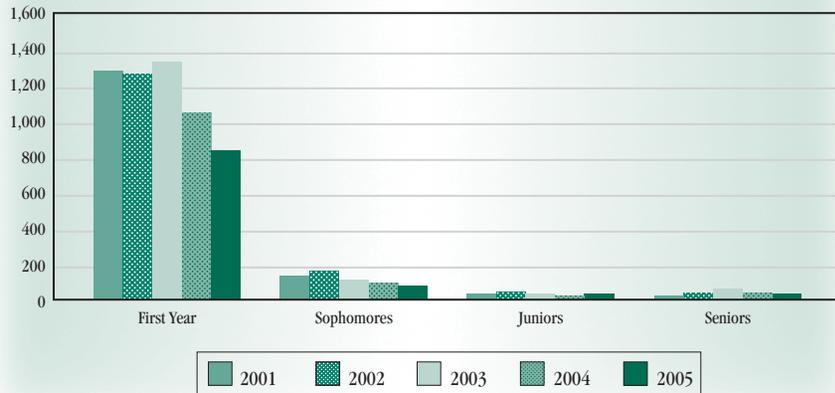
*Table 3.19a: ENROLLMENT BY CLASS STANDING:*

Class Standing											Percent Change	
	2001	%	2002	%	2003	%	2004	%	2005	%	1 Year	5 Year
First Year	1,286	86%	1,280	84%	1,310	87%	1,072	87%	853	85%	-20%	-34%
Sophomores	158	11%	169	11%	125	8%	99	8%	83	8%	-16%	-47%
Juniors	29	2%	37	2%	26	2%	23	2%	29	3%	26%	0%
Seniors	26	2%	43	3%	51	3%	35	3%	33	3%	-6%	27%
<b>Total</b>	<b>1,499</b>	<b>100%</b>	<b>1,529</b>	<b>100%</b>	<b>1,512</b>	<b>100%</b>	<b>1,229</b>	<b>100%</b>	<b>998</b>	<b>100%</b>	<b>-19%</b>	<b>-33%</b>

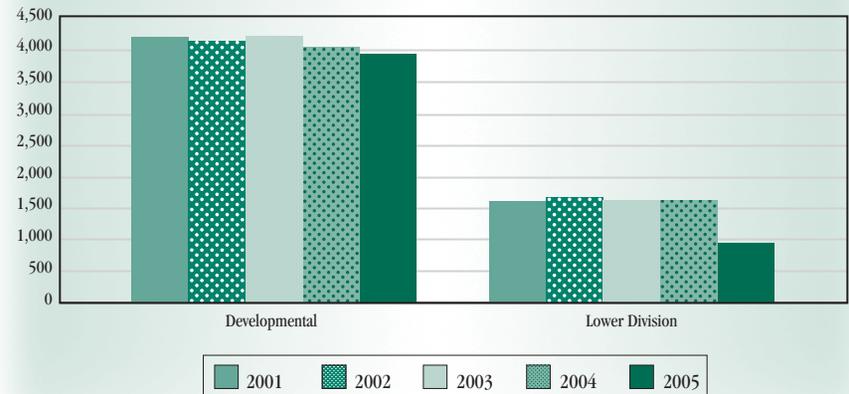
*Table 3.19b: STUDENT CREDIT HOURS BY COURSE LEVEL:*

Course Level											Percent Change	
	2001	%	2002	%	2003	%	2004	%	2005	%	1 Year	5 Year
Developmental	4,219	73%	4,153	72%	4,246	73%	4,030	72%	3,943	82%	-2%	-7%
Lower	1,574	27%	1,630	28%	1,595	27%	1,589	28%	880	18%	-45%	-44%
<b>Total</b>	<b>5,793</b>	<b>100%</b>	<b>5,783</b>	<b>100%</b>	<b>5,841</b>	<b>100%</b>	<b>5,619</b>	<b>100%</b>	<b>4,823</b>	<b>100%</b>	<b>-14%</b>	<b>-17%</b>

*Figure 3.19a: Enrollment by Class Standing*



*Figure 3.19b: 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 3.20: CSU Total Fall Enrollment by College and Race: 5-Year Trend

College	Race	2001		2002		2003		2004		2005		Percent Change	
		Enrollment	%	1 Year	5 Year								
Business	White	1,999	59%	1,950	59%	1,946	60%	1,985	61%	1,797	60%	-9%	-10%
	Black	412	12%	423	13%	417	13%	440	14%	416	14%	-5%	1%
	Hispanic	52	2%	64	2%	74	2%	74	2%	53	2%	-28%	2%
	Asian or Pacific Islander	153	5%	174	5%	156	5%	129	4%	114	4%	-12%	-25%
	Native American	6	0%	10	0%	9	0%	6	0%	7	0%	17%	17%
	Non-Resident Alien	426	13%	382	12%	350	11%	336	10%	292	10%	-13%	-31%
	Unknown	324	10%	283	9%	274	8%	279	9%	296	10%	6%	-9%
	<b>Total</b>	<b>3,372</b>	<b>100%</b>	<b>3,286</b>	<b>100%</b>	<b>3,226</b>	<b>100%</b>	<b>3,249</b>	<b>100%</b>	<b>2,975</b>	<b>100%</b>	<b>-8%</b>	<b>-12%</b>
CLASS	White	2,534	63%	2,612	63%	2,591	62%	1,927	62%	1,973	61%	2%	-22%
	Black	799	20%	878	21%	920	22%	689	22%	784	24%	14%	-2%
	Hispanic	112	3%	125	3%	134	3%	90	3%	95	3%	6%	-15%
	Asian or Pacific Islander	82	2%	86	2%	71	2%	42	1%	52	2%	24%	-37%
	Native American	12	0%	8	0%	10	0%	11	0%	14	0%	27%	17%
	Non-Resident Alien	72	2%	55	1%	65	2%	48	2%	55	2%	15%	-24%
	Unknown	443	11%	409	10%	380	9%	302	10%	284	9%	-6%	-36%
	<b>Total</b>	<b>4,054</b>	<b>100%</b>	<b>4,173</b>	<b>100%</b>	<b>4,171</b>	<b>100%</b>	<b>3,109</b>	<b>100%</b>	<b>3,257</b>	<b>100%</b>	<b>5%</b>	<b>-20%</b>
First College	White	90	60%	92	58%	78	54%	36	48%				
	Black	39	26%	40	25%	38	26%	28	37%				
	Hispanic	1	1%	2	1%	2	1%	1	1%				
	Asian or Pacific Islander	2	1%	2	1%	4	3%	3	4%				
	Native American	1	1%	1	1%	2	1%	1	1%				
	Non-Resident Alien		0%		0%		0%		0%				
	Unknown	17	11%	23	14%	20	14%	6	8%				
	<b>Total</b>	<b>150</b>	<b>100%</b>	<b>160</b>	<b>100%</b>	<b>144</b>	<b>100%</b>	<b>75</b>	<b>100%</b>				
Education	White	2,020	69%	2,132	69%	2,327	69%	2,394	69%	2,260	69%	-6%	12%
	Black	542	18%	583	19%	632	19%	575	17%	577	18%	0%	6%
	Hispanic	68	2%	75	2%	87	3%	75	2%	79	2%	5%	16%
	Asian or Pacific Islander	24	1%	29	1%	28	1%	26	1%	27	1%	4%	13%
	Native American	7	0%	7	0%	9	0%	5	0%	4	0%	-20%	-43%
	Non-Resident Alien	26	1%	29	1%	31	1%	26	1%	32	1%	23%	23%
	Unknown	251	9%	252	8%	273	8%	359	10%	310	9%	-14%	24%
	<b>Total</b>	<b>2,938</b>	<b>100%</b>	<b>3,107</b>	<b>100%</b>	<b>3,387</b>	<b>100%</b>	<b>3,460</b>	<b>100%</b>	<b>3,289</b>	<b>100%</b>	<b>-5%</b>	<b>12%</b>
Engineering	White	604	58%	539	52%	572	52%	568	51%	534	51%	-6%	-12%
	Black	58	6%	66	6%	71	6%	63	6%	70	7%	11%	21%
	Hispanic	25	2%	20	2%	17	2%	15	1%	17	2%	13%	-32%
	Asian or Pacific Islander	31	3%	26	3%	38	3%	47	4%	48	5%	2%	55%
	Native American	1	0%	2	0%	1	0%	1	0%	3	0%	200%	200%
	Non-Resident Alien	205	20%	292	28%	321	29%	325	29%	295	28%	-9%	44%
	Unknown	112	11%	93	9%	81	7%	84	8%	77	7%	-8%	-31%
	<b>Total</b>	<b>1,036</b>	<b>100%</b>	<b>1,038</b>	<b>100%</b>	<b>1,101</b>	<b>100%</b>	<b>1,103</b>	<b>100%</b>	<b>1,044</b>	<b>100%</b>	<b>-5%</b>	<b>1%</b>

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

College	Race	2001		2002		2003		2004		2005		Percent Change	
		Enrollment	%	1 Year	5 Year								
Science	White	656	65%	681	66%	761	66%	1,203	63%	1,321	65%	10%	102%
	Black	149	15%	133	13%	142	12%	330	17%	338	17%	2%	127%
	Hispanic	20	2%	24	2%	27	2%	46	2%	58	3%	26%	190%
	Asian or Pacific Islander	26	3%	30	3%	35	3%	72	4%	85	4%	18%	227%
	Native American	3	0%	2	0%	3	0%	1	0%	5	0%	400%	67%
	Non-Resident Alien	61	6%	71	7%	81	7%	98	5%	99	5%	1%	62%
	Unknown	95	9%	93	9%	97	8%	170	9%	137	7%	-19%	44%
<b>Total</b>		<b>1,010</b>	<b>100%</b>	<b>1,034</b>	<b>100%</b>	<b>1,146</b>	<b>100%</b>	<b>1,920</b>	<b>100%</b>	<b>2,043</b>	<b>100%</b>	<b>6%</b>	<b>102%</b>
Urban Affairs	White	325	53%	363	54%	361	56%	356	55%	313	53%	-12%	-4%
	Black	184	30%	210	31%	182	28%	189	30%	169	29%	-11%	-8%
	Hispanic	19	3%	20	3%	17	3%	11	2%	18	3%	64%	-5%
	Asian or Pacific Islander	4	1%	7	1%	6	1%	5	1%	6	1%	20%	50%
	Native American	2	0%		0%		0%	1	0%		0%		
	Non-Resident Alien	13	2%	16	2%	21	3%	20	3%	25	4%	25%	92%
	Unknown	61	10%	55	8%	54	8%	58	9%	58	10%	0%	-5%
<b>Total</b>		<b>608</b>	<b>100%</b>	<b>671</b>	<b>100%</b>	<b>641</b>	<b>100%</b>	<b>640</b>	<b>100%</b>	<b>589</b>	<b>100%</b>	<b>-8%</b>	<b>-3%</b>
Law	White	704	84%	693	85%	704	86%	607	81%	587	78%	-3%	-17%
	Black	56	7%	48	6%	44	5%	48	6%	45	6%	-6%	-20%
	Hispanic	17	2%	22	3%	20	2%	24	3%	18	2%	-25%	6%
	Asian or Pacific Islander	14	2%	21	3%	22	3%	27	4%	25	3%	-7%	79%
	Native American	1	0%	2	0%	2	0%	2	0%	4	1%	100%	300%
	Non-Resident Alien	10	1%	9	1%	9	1%	10	1%	12	2%	20%	20%
	Unknown	32	4%	22	3%	14	2%	34	5%	57	8%	68%	78%
<b>Total</b>		<b>834</b>	<b>100%</b>	<b>817</b>	<b>100%</b>	<b>815</b>	<b>100%</b>	<b>752</b>	<b>100%</b>	<b>748</b>	<b>100%</b>	<b>-1%</b>	<b>-10%</b>
University Studies	White	718	48%	733	48%	708	47%	508	41%	415	42%	-18%	-42%
	Black	472	31%	462	30%	450	30%	365	30%	333	33%	-9%	-29%
	Hispanic	58	4%	58	4%	48	3%	30	2%	29	3%	-3%	-50%
	Asian or Pacific Islander	54	4%	59	4%	47	3%	34	3%	36	4%	6%	-33%
	Native American	4	0%	2	0%	3	0%	7	1%	4	0%	-43%	0%
	Non-Resident Alien	7	0%	9	1%	9	1%	2	0%	1	0%	-50%	-86%
	Unknown	186	12%	206	13%	247	16%	283	23%	180	18%	-36%	-3%
<b>Total</b>		<b>1,499</b>	<b>100%</b>	<b>1,529</b>	<b>100%</b>	<b>1,512</b>	<b>100%</b>	<b>1,229</b>	<b>100%</b>	<b>998</b>	<b>100%</b>	<b>-19%</b>	<b>-33%</b>

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

College	Race	2001		2002		2003		2004		2005		Percent Change	
		Enrollment	%	1 Year	5 Year								
Undergraduate													
Non-Degree	White	112	63%	42	48%	36	46%	148	58%	241	65%	63%	115%
	Black	20	11%	14	16%	13	17%	28	11%	33	9%	18%	65%
	Hispanic	1	1%		0%	1	1%	6	2%	7	2%	17%	600%
	Asian or Pacific Islander	4	2%	4	5%	7	9%	9	4%	15	4%	67%	275%
	Native American	1	1%	1	1%	1	1%		0%		0%		-100%
	Non-Resident Alien	4	2%	1	1%		0%	8	3%	5	1%		25%
	Unknown	35	20%	26	30%	20	26%	57	22%	69	19%	21%	97%
	<b>Total</b>	<b>177</b>	<b>100%</b>	<b>88</b>	<b>100%</b>	<b>78</b>	<b>100%</b>	<b>256</b>	<b>100%</b>	<b>370</b>	<b>100%</b>	<b>45%</b>	<b>109%</b>
Graduate Studies	White	233	53%	127	49%	79	51%	52	59%	86	42%	65%	-63%
	Black	111	25%	80	31%	44	28%	21	24%	29	14%	38%	-74%
	Hispanic	11	3%	10	4%	4	3%	3	3%	2	1%	-33%	-82%
	Asian or Pacific Islander	3	1%	3	1%	1	1%	2	2%	3	1%	50%	0%
	Native American		0%	1	0%		0%		0%		0%		
	Non-Resident Alien	6	1%	3	1%	1	1%	1	1%	1	0%	0%	-83%
	Unknown	73	17%	36	14%	27	17%	9	10%	86	42%	856%	18%
	<b>Total</b>	<b>437</b>	<b>100%</b>	<b>260</b>	<b>100%</b>	<b>156</b>	<b>100%</b>	<b>88</b>	<b>100%</b>	<b>207</b>	<b>100%</b>	<b>135%</b>	<b>-53%</b>
Other <sup>1</sup>	White									5	17%		
	Black									3	10%		
	Asian or Pacific Islander									2	7%		
	Non-Resident Alien									14	47%		
	Unknown									6	20%		
	<b>Total</b>									<b>30</b>	<b>100%</b>		
University	White	9,995	62%	9,964	62%	10,163	62%	9,784	62%	9,532	61%	-3%	-5%
	Black	2,842	18%	2,937	18%	2,953	18%	2,776	17%	2,797	18%	1%	-2%
	Hispanic	384	2%	420	3%	431	3%	375	2%	376	2%	0%	-2%
	Asian or Pacific Islander	397	2%	441	3%	415	3%	396	2%	413	3%	4%	4%
	Native American	38	0%	36	0%	40	0%	35	0%	41	0%	17%	8%
	Non-Resident Alien	830	5%	867	5%	888	5%	874	6%	831	5%	-5%	0%
	Unknown	1,629	10%	1,498	9%	1,487	9%	1,641	10%	1,560	10%	-5%	-4%
	<b>Total</b>	<b>16,115</b>	<b>100%</b>	<b>16,163</b>	<b>100%</b>	<b>16,377</b>	<b>100%</b>	<b>15,881</b>	<b>100%</b>	<b>15,550</b>	<b>100%</b>	<b>-2%</b>	<b>-4%</b>

### 5-Year Change Highlights

- In the College of Business, Hispanic (2%), Black (1%) and Native American (17%) enrollment has increased between 2001 and 2005. Between 2004 and 2005 enrollment in all racial categories decreased except for Native American.
- In the College of Liberal Arts and Social Sciences, Black (14%), Asian or Pacific Islander (24%) and Non-Resident Alien (15%) enrollment increased significantly between 2004 and 2005.
- In COEHS enrollment in all racial categories increased or remained the same between 2001-2005 and 2004-2005 except Native American.
- In the College of Engineering, Black (21%), Asian (55%) and Non-Resident Alien (44%) enrollment increased between 2001-2005. Between 2004 and 2005 almost all racial categories experienced a healthy positive growth in enrollment except Non-resident Alien.
- In the College of Science, the highest growth is in Asian, Hispanic and Black enrollment. Overall the enrollment has increased in every racial category. (\*The significant increase in Fall 2004 and 2005 enrollment in the College of Science is due to the introduction of a new academic plan called "UNDCS" (Undecided College of Science), PENG (Pre Engineering), PNUR (Pre Nursing), CSPBUND (College of Science Undecided) and other new codes.
- College of Urban Affairs has experienced a significant growth in Non-Resident Alien and Asian enrollment between 2001-2005 and in Hispanic (64%) in the last year. Overall the College has experienced a (3%) negative growth.
- In the College of Law, Asian (79%) and Non-Resident Alien (20%) and Hispanic (6%) enrollment increased significantly between 2001 and 2004.
- At the University level, enrollment has decreased between 2% to 5% except for Asian, Native American and Non-Resident Alien.

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

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

College	Race	2001		2002		2003		2004		2005		Percent Change	
		Enrollment	%	1 Year	5 Year								
Business	White	1,332	62%	1,289	62%	1,215	63%	1,264	65%	1,167	65%	-8%	-12%
	Black	304	14%	304	15%	314	16%	347	18%	322	18%	-7%	6%
	Hispanic	41	2%	45	2%	54	3%	56	3%	40	2%	-29%	-2%
	Asian or Pacific Islander	107	5%	124	6%	96	5%	72	4%	72	4%	0%	-33%
	Native American	4		7		5		3		4		33%	0%
	Non-Resident Alien	121	6%	103	5%	84	4%	81	4%	79	4%	-2%	-35%
	Unknown	235	11%	196	9%	162	8%	136	7%	108	6%	-21%	-54%
	<b>Total</b>	<b>2,144</b>	<b>100%</b>	<b>2,068</b>	<b>100%</b>	<b>1,930</b>	<b>100%</b>	<b>1,959</b>	<b>100%</b>	<b>1,792</b>	<b>100%</b>	<b>-9%</b>	<b>-16%</b>
CLASS	White	2,257	63%	2,276	62%	2,222	62%	1,633	62%	1,648	61%	1%	-27%
	Black	713	20%	788	22%	816	23%	580	22%	664	25%	14%	-7%
	Hispanic	102	3%	112	3%	121	3%	85	3%	84	3%	-1%	-18%
	Asian or Pacific Islander	74	2%	71	2%	63	2%	37	1%	45	2%	22%	-39%
	Native American	9		6		8		11		13		18%	44%
	Non-Resident Alien	58	2%	43	1%	46	1%	32	1%	37	1%	16%	-36%
	Unknown	385	11%	356	10%	322	9%	248	9%	211	8%	-15%	-45%
	<b>Total</b>	<b>3,598</b>	<b>100%</b>	<b>3,652</b>	<b>100%</b>	<b>3,598</b>	<b>100%</b>	<b>2,626</b>	<b>100%</b>	<b>2,702</b>	<b>100%</b>	<b>3%</b>	<b>-25%</b>
First College	White	90	60%	92	58%	78	54%	36	48%				
	Black	39	26%	40	25%	38	26%	28	37%				
	Hispanic	1	1%	2	1%	2	1%	1	1%				
	Asian or Pacific Islander	2	1%	2	1%	4	3%	3	4%				
	Native American	1	1%	1	1%	2	1%	1	1%				
	Non-Resident Alien												
	Unknown	17	11%	23	14%	20	14%	6	8%				
	<b>Total</b>	<b>150</b>	<b>100%</b>	<b>160</b>	<b>100%</b>	<b>144</b>	<b>100%</b>	<b>75</b>	<b>100%</b>				
Education	White	863	69%	957	71%	1,023	72%	1,046	74%	969	74%	-7%	12%
	Black	202	16%	196	15%	216	15%	194	14%	187	14%	-4%	-7%
	Hispanic	37	3%	37	3%	31	2%	38	3%	38	3%	0%	3%
	Asian or Pacific Islander	15	1%	17	1%	16	1%	15	1%	14	1%	-7%	-7%
	Native American	5		4		2		1		3		200%	-40%
	Non-Resident Alien	12	1%	10	1%	13	1%	14	1%	16	1%	14%	33%
	Unknown	120	10%	123	9%	111	8%	109	8%	80	6%	-27%	-33%
	<b>Total</b>	<b>1,254</b>	<b>100%</b>	<b>1,344</b>	<b>100%</b>	<b>1,412</b>	<b>100%</b>	<b>1,417</b>	<b>100%</b>	<b>1,307</b>	<b>100%</b>	<b>-8%</b>	<b>4%</b>

*(Continued on next page)*

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

*(Continued from previous page)*

College	Race	2001		2002		2003		2004		2005		Percent Change	
		Enrollment	%	1 Year	5 Year								
Engineering	White	531	69%	460	69%	473	71%	461	71%	430	68%	-7%	-19%
	Black	50	6%	58	9%	63	9%	53	8%	58	9%	9%	16%
	Hispanic	21	3%	15	2%	14	2%	13	2%	16	3%	23%	-24%
	Asian or Pacific Islander	26	3%	19	3%	24	4%	28	4%	34	5%	21%	31%
	Native American	1	0%	2	0%	1	0%	1	0%	2	0%	100%	100%
	Non-Resident Alien	48	6%	39	6%	32	5%	30	5%	35	5%	17%	-27%
	Unknown	93	12%	75	11%	63	9%	64	10%	62	10%	-3%	-33%
<b>Total</b>		<b>770</b>	<b>100%</b>	<b>668</b>	<b>100%</b>	<b>670</b>	<b>100%</b>	<b>650</b>	<b>100%</b>	<b>637</b>	<b>100%</b>	<b>-2%</b>	<b>-17%</b>
Science	White	426	63%	417	64%	465	66%	857	62%	988	65%	15%	132%
	Black	122	18%	100	15%	103	15%	268	19%	285	19%	6%	134%
	Hispanic	16	2%	16	2%	18	3%	40	3%	50	3%	25%	213%
	Asian or Pacific Islander	24	4%	25	4%	26	4%	64	5%	72	5%	13%	200%
	Native American	3	0%	2	0%	2	0%	1	0%	4	0%	300%	33%
	Non-Resident Alien	11	2%	17	3%	17	2%	20	1%	22	1%	10%	100%
	Unknown	74	11%	72	11%	69	10%	131	9%	103	7%	-21%	39%
<b>Total</b>		<b>676</b>	<b>100%</b>	<b>649</b>	<b>100%</b>	<b>700</b>	<b>100%</b>	<b>1,381</b>	<b>100%</b>	<b>1,524</b>	<b>100%</b>	<b>10%</b>	<b>126%</b>
Urban Affairs	White	125	52%	128	52%	142	55%	154	56%	134	54%	-13%	6%
	Black	77	32%	90	37%	80	31%	94	34%	85	35%	-10%	10%
	Hispanic	6	3%	7	3%	7	3%	7	3%	8	3%	14%	33%
	Asian or Pacific Islander	1	0%	1	0%	1	0%	2	1%	1	0%	-50%	0%
	Native American	1	0%		0%		0%		0%		0%		
	Non-Resident Alien		0%		0%		0%		0%	1	0%		
	Unknown	29	12%	21	9%	26	10%	20	7%	17	7%	-15%	-41%
<b>Total</b>		<b>239</b>	<b>100%</b>	<b>247</b>	<b>100%</b>	<b>256</b>	<b>100%</b>	<b>277</b>	<b>100%</b>	<b>246</b>	<b>100%</b>	<b>-11%</b>	<b>3%</b>
University Studies	White	718	48%	733	48%	708	47%	508	41%	415	42%	-18%	-42%
	Black	472	31%	462	30%	450	30%	365	30%	333	33%	-9%	-29%
	Hispanic	58	4%	58	4%	48	3%	30	2%	29	3%	-3%	-50%
	Asian or Pacific Islander	54	4%	59	4%	47	3%	34	3%	36	4%	6%	-33%
	Native American	4	0%	2	0%	3	0%	7	1%	4	0%	-43%	0%
	Non-Resident Alien	7	0%	9	1%	9	1%	2	0%	1	0%	-50%	-86%
	Unknown	186	12%	206	13%	247	16%	283	23%	180	18%	-36%	-3%
<b>Total</b>		<b>1,499</b>	<b>100%</b>	<b>1,529</b>	<b>100%</b>	<b>1,512</b>	<b>100%</b>	<b>1,229</b>	<b>100%</b>	<b>998</b>	<b>100%</b>	<b>-19%</b>	<b>-33%</b>

*(Continued on next page)*

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

(Continued from previous page)

College	Race	2001		2002		2003		2004		2005		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 Year	5 Year
Undergraduate Non-Degree	White	112	63%	42	48%	36	46%	148	58%	241	65%	63%	115%
	Black	20	11%	14	16%	13	17%	28	11%	33	9%	18%	65%
	Hispanic	1	1%		0%	1	1%	6	2%	7	2%	17%	600%
	Asian or Pacific Islander	4	2%	4	5%	7	9%	9	4%	15	4%	67%	275%
	Native American	1	1%	1	1%	1	1%		0%		0%		-100%
	Non-Resident Alien	4	2%	1	1%		0%	8	3%	5	1%		25%
	Unknown	35	20%	26	30%	20	26%	57	22%	69	19%	21%	97%
	<b>Total</b>		<b>177</b>	<b>100%</b>	<b>88</b>	<b>100%</b>	<b>78</b>	<b>100%</b>	<b>256</b>	<b>100%</b>	<b>370</b>	<b>100%</b>	<b>45%</b>
Other <sup>1</sup>	White									5	17%		
	Black									3	10%		
	Asian or Pacific Islander									2	7%		
	Non-Resident Alien									14	48%		
	Unknown									5	17%		
	<b>Total</b>									<b>29</b>	<b>100%</b>		
University	White	6,454	61%	6,394	61%	6,362	62%	6,107	62%	5,997	62%	-2%	-7%
	Black	1,999	19%	2,052	20%	2,093	20%	1,957	20%	1,970	21%	1%	-1%
	Hispanic	283	3%	292	3%	296	3%	276	3%	272	3%	-1%	-4%
	Asian or Pacific Islander	307	3%	322	3%	284	3%	264	3%	291	3%	10%	-5%
	Native American	29	0%	25	0%	24	0%	25	0%	30	0%	20%	3%
	Non-Resident Alien	261	2%	222	2%	201	2%	187	2%	210	2%	12%	-20%
	Unknown	1,174	11%	1,098	11%	1,040	10%	1,054	11%	835	9%	-21%	-29%
	<b>Total</b>	<b>10,507</b>	<b>100%</b>	<b>10,405</b>	<b>100%</b>	<b>10,300</b>	<b>100%</b>	<b>9,870</b>	<b>100%</b>	<b>9,605</b>	<b>100%</b>	<b>-3%</b>	<b>-9%</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 reclassification of Academic Plan.

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

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

College	Race	2001		2002		2003		2004		2005		Percent Change	
		Enrollment	%	1 Year	5 Year								
Business	White	667	54%	661	54%	731	56%	721	56%	630	53%	-13%	-6%
	Black	108	9%	119	10%	103	8%	93	7%	94	8%	1%	-13%
	Hispanic	11	1%	19	2%	20	2%	18	1%	13	1%	-28%	18%
	Asian or Pacific Islander	46	4%	50	4%	60	5%	57	4%	42	4%	-26%	-9%
	Native American	2	0%	3	0%	4	0%	3	0%	3	0%	0%	50%
	Non-Resident Alien	305	25%	279	23%	266	21%	255	20%	213	18%	-16%	-30%
	Unknown	89	7%	87	7%	112	9%	143	11%	188	16%	31%	111%
<b>Total</b>		<b>1,228</b>	<b>100%</b>	<b>1,218</b>	<b>100%</b>	<b>1,296</b>	<b>100%</b>	<b>1,290</b>	<b>100%</b>	<b>1,183</b>	<b>100%</b>	<b>-8%</b>	<b>-4%</b>
CLASS	White	277	61%	336	64%	369	64%	294	61%	325	59%	11%	17%
	Black	86	19%	90	17%	104	18%	109	23%	120	22%	10%	40%
	Hispanic	10	2%	13	2%	13	2%	5	1%	11	2%	120%	10%
	Asian or Pacific Islander	8	2%	15	3%	8	1%	5	1%	7	1%	40%	-13%
	Native American	3	1%	2	0%	2	0%		0%	1	0%		-67%
	Non-Resident Alien	14	3%	12	2%	19	3%	16	3%	18	3%	13%	29%
	Unknown	58	13%	53	10%	58	10%	54	11%	73	13%	35%	26%
<b>Total</b>		<b>456</b>	<b>100%</b>	<b>521</b>	<b>100%</b>	<b>573</b>	<b>100%</b>	<b>483</b>	<b>100%</b>	<b>555</b>	<b>100%</b>	<b>15%</b>	<b>22%</b>
Education	White	1,157	69%	1,175	67%	1,304	66%	1,348	66%	1,291	65%	-4%	12%
	Black	340	20%	387	22%	416	21%	381	19%	390	20%	2%	15%
	Hispanic	31	2%	38	2%	56	3%	37	2%	41	2%	11%	32%
	Asian or Pacific Islander	9	1%	12	1%	12	1%	11	1%	13	1%	18%	44%
	Native American	2	0%	3	0%	7	0%	4	0%	1	0%	-75%	-50%
	Non-Resident Alien	14	1%	19	1%	18	1%	12	1%	16	1%	33%	14%
	Unknown	131	8%	129	7%	162	8%	250	12%	230	12%	-8%	76%
<b>Total</b>		<b>1,684</b>	<b>100%</b>	<b>1,763</b>	<b>100%</b>	<b>1,975</b>	<b>100%</b>	<b>2,043</b>	<b>100%</b>	<b>1,982</b>	<b>100%</b>	<b>-3%</b>	<b>18%</b>
Engineering	White	73	27%	79	21%	99	23%	107	24%	104	26%	-3%	42%
	Black	8	3%	8	2%	8	2%	10	2%	12	3%	20%	50%
	Hispanic	4	2%	5	1%	3	1%	2	0%	1	0%	-50%	-75%
	Asian or Pacific Islander	5	2%	7	2%	14	3%	19	4%	14	3%	-26%	180%
	Native American		0%		0%		0%		0%	1	0%		
	Non-Resident Alien	157	59%	253	68%	289	67%	295	65%	260	64%	-12%	66%
	Unknown	19	7%	18	5%	18	4%	20	4%	15	4%	-25%	-21%
<b>Total</b>		<b>266</b>	<b>100%</b>	<b>370</b>	<b>100%</b>	<b>431</b>	<b>100%</b>	<b>453</b>	<b>100%</b>	<b>407</b>	<b>100%</b>	<b>-10%</b>	<b>53%</b>

*(Continued on next page)*

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

(Continued from previous page)

College	Race	2001		2002		2003		2004		2005		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 Year	5 Year
Science	White	230	69%	264	69%	296	66%	346	64%	333	64%	-4%	45%
	Black	27	8%	33	9%	39	9%	62	12%	53	10%	-15%	96%
	Hispanic	4	1%	8	2%	9	2%	6	1%	8	2%	33%	100%
	Asian or Pacific Islander	2	1%	5	1%	9	2%	8	1%	13	3%	63%	550%
	Native American		0%		0%	1	0%		0%	1	0%		
	Non-Resident Alien	50	15%	54	14%	64	14%	78	14%	77	15%	-1%	54%
	Unknown	21	6%	21	5%	28	6%	39	7%	34	7%	-13%	62%
	<b>Total</b>		<b>334</b>	<b>100%</b>	<b>385</b>	<b>100%</b>	<b>446</b>	<b>100%</b>	<b>539</b>	<b>100%</b>	<b>519</b>	<b>100%</b>	<b>-4%</b>
Urban Affairs	White	200	54%	235	55%	219	57%	202	56%	179	52%	-11%	-11%
	Black	107	29%	120	28%	102	26%	95	26%	84	24%	-12%	-21%
	Hispanic	13	4%	13	3%	10	3%	4	1%	10	3%	150%	-23%
	Asian or Pacific Islander	3	1%	6	1%	5	1%	3	1%	5	1%	67%	67%
	Native American	1	0%		0%		0%	1	0%		0%		
	Non-Resident Alien	13	4%	16	4%	21	5%	20	6%	24	7%	20%	85%
	Unknown	32	9%	34	8%	28	7%	38	10%	41	12%	8%	28%
	<b>Total</b>		<b>369</b>	<b>100%</b>	<b>424</b>	<b>100%</b>	<b>385</b>	<b>100%</b>	<b>363</b>	<b>100%</b>	<b>343</b>	<b>100%</b>	<b>-6%</b>
Law	White	704	84%	693	85%	704	86%	607	81%	587	78%	-3%	-17%
	Black	56	7%	48	6%	44	5%	48	6%	45	6%	-6%	-20%
	Hispanic	17	2%	22	3%	20	2%	24	3%	18	2%	-25%	6%
	Asian or Pacific Islander	14	2%	21	3%	22	3%	27	4%	25	3%	-7%	79%
	Native American	1	0%	2	0%	2	0%	2	0%	4	1%	100%	300%
	Non-Resident Alien	10	1%	9	1%	9	1%	10	1%	12	2%	20%	20%
	Unknown	32	4%	22	3%	14	2%	34	5%	57	8%	68%	78%
	<b>Total</b>		<b>834</b>	<b>100%</b>	<b>817</b>	<b>100%</b>	<b>815</b>	<b>100%</b>	<b>752</b>	<b>100%</b>	<b>748</b>	<b>100%</b>	<b>-1%</b>
Graduate Studies	White	233	53%	127	49%	79	51%	52	59%	86	42%	65%	-63%
	Black	111	25%	80	31%	44	28%	21	24%	29	14%	38%	-74%
	Hispanic	11	3%	10	4%	4	3%	3	3%	2	1%	-33%	-82%
	Asian or Pacific Islander	3	1%	3	1%	1	1%	2	2%	3	1%	50%	0%
	Native American		0%	1	0%		0%		0%		0%		
	Non-Resident Alien	6	1%	3	1%	1	1%	1	1%	1	0%	0%	-83%
	Unknown	73	17%	36	14%	27	17%	9	10%	86	42%	856%	18%
	<b>Total</b>		<b>437</b>	<b>100%</b>	<b>260</b>	<b>100%</b>	<b>156</b>	<b>100%</b>	<b>88</b>	<b>100%</b>	<b>207</b>	<b>100%</b>	<b>135%</b>

(Continued on next page)

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

*(Continued from previous page)*

College	Race	2001		2002		2003		2004		2005		Percent Change	
		Enrollment	%	1 Year	5 Year								
Graduate and Law Total	White	3,541	63%	3,570	62%	3,801	63%	3,677	61%	3,535	59%	-4%	0%
	Black	843	15%	885	15%	860	14%	819	14%	827	14%	1%	-2%
	Hispanic	101	2%	128	2%	135	2%	99	2%	104	2%	5%	3%
	Asian or Pacific Islander	90	2%	119	2%	131	2%	132	2%	122	2%	-8%	36%
	Native American	9	0%	11	0%	16	0%	10	0%	11	0%	10%	22%
	Non-Resident Alien	569	10%	645	11%	687	11%	687	11%	621	10%	-10%	9%
	Unknown	455	8%	400	7%	447	7%	587	10%	725	12%	24%	59%
<b>Total</b>		<b>5,608</b>	<b>100%</b>	<b>5,758</b>	<b>100%</b>	<b>6,077</b>	<b>100%</b>	<b>6,011</b>	<b>100%</b>	<b>5,945</b>	<b>100%</b>	<b>-1%</b>	<b>6%</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 reclassification of Academic Plan.

Table 3.23: Undergraduate Fall Enrollment by College, Load: 5 Year Trend

## UNDERGRADUATE FULL-TIME:

College						Percent Change	
	2001	2002	2003	2004	2005	1 Year	5 Year
Business	1,355	1,410	1,313	1,371	1,216	-11%	-10%
CLASS	2,567	2,744	2,777	2,065	2,058	0%	-20%
Education	833	936	953	977	892	-9%	7%
Engineering	480	435	437	459	459	0%	-4%
Science	455	456	505	1,051	1,174	12%	158%
Urban Affairs	103	131	154	162	138	-15%	34%
University Studies	983	874	794	570	528	-7%	-46%
Undergraduate Non-Degree	38	14	14	66	81	23%	113%
Other <sup>1</sup>					6		
<b>Total</b>	<b>6,814</b>	<b>7,000</b>	<b>6,947</b>	<b>6,721</b>	<b>6,552</b>	<b>-3%</b>	<b>-4%</b>

## UNDERGRADUATE PART-TIME:

College						Percent Change	
	2001	2002	2003	2004	2005	1 Year	5 Year
Business	789	658	617	588	576	-2%	-27%
CLASS	1,181	1,068	965	636	644	1%	-45%
Education	421	408	459	440	415	-6%	-1%
Engineering	290	233	233	191	178	-7%	-39%
Science	221	194	197	332	351	6%	59%
Urban Affairs	136	115	100	113	107	-5%	-21%
University Studies	516	655	718	659	470	-29%	-9%
Undergraduate Non-Degree	139	74	64	190	289	52%	108%
Other <sup>1</sup>					23		
<b>Total</b>	<b>3,693</b>	<b>3,405</b>	<b>3,353</b>	<b>3,149</b>	<b>3,053</b>	<b>-3%</b>	<b>-17%</b>

<sup>1</sup>Other includes students enrolled in Air Force, Career Services, English as a foreign language, Military Science, Special Program and Study Abroad.*(Continued on next page)*

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

**GRADUATE & LAW FULL-TIME:**

College						Percent Change	
	2001	2002	2003	2004	2005	1 Year	5 Year
Business	321	370	433	395	356	-10%	11%
CLASS	164	186	205	225	239	6%	46%
Education	224	276	308	318	240	-25%	7%
Engineering	121	137	123	101	100	-1%	-17%
Science	186	229	254	294	276	-6%	48%
Urban Affairs	95	94	100	92	79	-14%	-17%
Law	474	508	497	466	436	-6%	-8%
Graduate Studies	22	13	4	6	2	-67%	-91%
<b>Total</b>	<b>1,607</b>	<b>1,813</b>	<b>1,924</b>	<b>1,897</b>	<b>1,728</b>	<b>-9%</b>	<b>8%</b>

**GRADUATE & LAW PART-TIME:**

College						Percent Change	
	2001	2002	2003	2004	2005	1 Year	5 Year
Business	907	848	863	895	827	-8%	-9%
CLASS	292	335	368	258	316	22%	8%
Education	1,460	1,487	1,667	1,725	1,742	1%	19%
Engineering	145	233	308	352	307	-13%	112%
Science	148	156	192	245	243	-1%	64%
Urban Affairs	274	330	285	271	264	-3%	-4%
Law	360	309	318	286	312	9%	-13%
Graduate Studies	415	247	152	82	206	151%	-50%
<b>Total</b>	<b>4,001</b>	<b>3,945</b>	<b>4,153</b>	<b>4,114</b>	<b>4,217</b>	<b>3%</b>	<b>5%</b>

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

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

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

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

# East and West Centers

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

Table 3.25: West Center Student Credit Hours: Fall Semesters

College	West Center								
	Undergraduate			Graduate/Law			Total		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Business	132	197	306	195	562	546	327	759	852
CLASS	269	276	374	120	87		389	363	374
Education		18	24	616	708	540	616	726	564
Engineering				27	18		27	18	0
Science	4	67	148				4	67	148
Urban Affairs				28	94	4	28	94	4
<b>Total</b>	<b>405</b>	<b>558</b>	<b>852</b>	<b>986</b>	<b>1,469</b>	<b>1,090</b>	<b>1,391</b>	<b>2,027</b>	<b>1,942</b>

## West Center Serves the Following Cleveland Suburbs:

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

## 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 3.26: East Center Student Credit Hours: Fall Semesters

College	East Center					
	Undergraduate		Graduate		Total	
	2004	2005	2004	2005	2004	2005
Business	48	177	195	237	243	414
CLASS	164	192			164	192
Education			420	530	420	530
Engineering				8		8
Science	121	55			121	55
Urban Affairs		12		8		20
<b>Total</b>	<b>333</b>	<b>436</b>	<b>615</b>	<b>783</b>	<b>948</b>	<b>1,219</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 East Center academic year student credit hours (include Fall 04, Spring 05, and Summer 05) have exceeded 3,500.

Table 3.27: CSU Off-Campus Locations in Cleveland: Fall Student Credit Hours

College	Other Locations*										Total				
	Undergraduate					Graduate/Law									
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
Business			132	67	51	329	357	816	906	918	329	357	948	973	969
CLASS	587	337	521	263	2	36	45	132	15	66	623	382	653	278	68
Education	90	80	196	32	827	460	598	1,032	487	726	550	678	1,228	519	1,553
Engineering			49	28	21				12	28			49	40	49
Science	476	240	220	271	367						476	240	220	271	367
Urban Affairs	168	164	128	164	171	140	230	154	130	16	308	394	282	294	187
Other				12	27					200				12	227
<b>Total</b>	<b>1,321</b>	<b>821</b>	<b>1,246</b>	<b>837</b>	<b>1,466</b>	<b>965</b>	<b>1,230</b>	<b>2,134</b>	<b>1,550</b>	<b>1,954</b>	<b>2,286</b>	<b>2,051</b>	<b>3,380</b>	<b>2,387</b>	<b>3,420</b>

\* Top 10 locations for fall 2005 include: Progressive, Cleveland Clinic, Lorain County Community College, Lakeland Community College, Metrohealth, WVIZ, Moen, Urban Design Center, St. Joseph Academy, NEORS Environmental Service Center.

**\*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

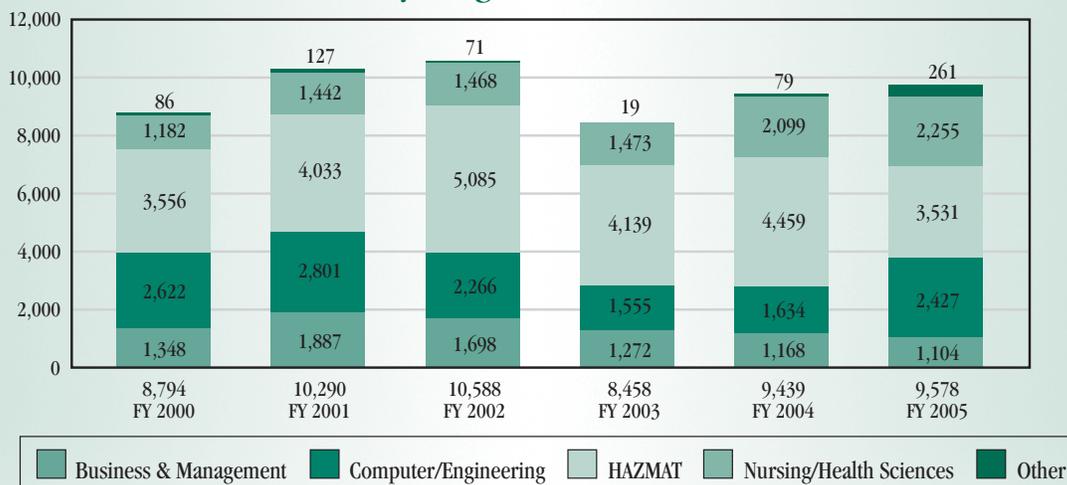
The Division of Continuing Education is the major educational outreach arm of Cleveland State, educating thousands of adults each year in this region and beyond. Many Division programs satisfy certification and licensing requirements. Others enable professionals to increase their job skills, train for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

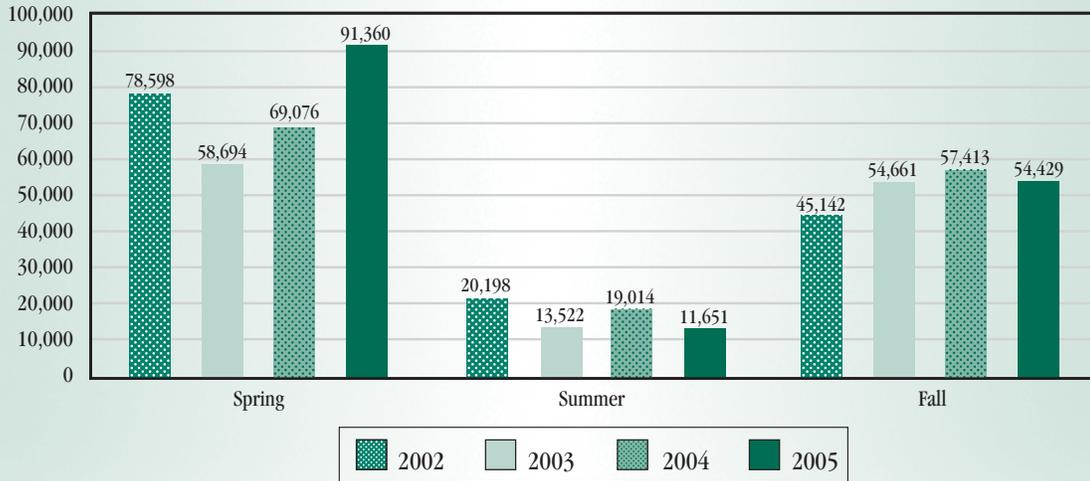
- Business and Management, including Test Preparation (GRE, GMAT, and LSAT)
- Computers and Information Technology, including Engineering and Construction and Landscape Horticulture
- Center for Emergency Preparedness, including Hazardous Materials
- Nursing and Health/Human Services

Enrollment trends for the previous five fiscal years (FY 2000-FY 2005) are shown below.

**Figure 3.20: Division of Continuing Education Enrollment by Program Area FY 2000 – 2005**

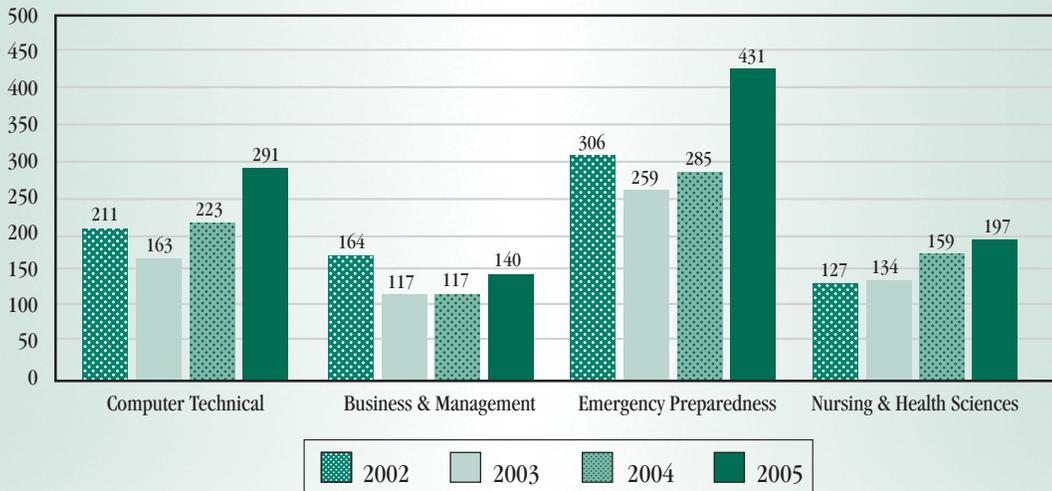


**Figure 3.21: Total Student Training Hours  
Spring 2002 – Fall 2005**



The graph below displays the number of courses offered in FY 2002 – FY 2005. The Center for Emergency Preparedness offered the greatest number, followed by Computer and Technical Programs, Nursing and Health/Human Services, and Business and Management.

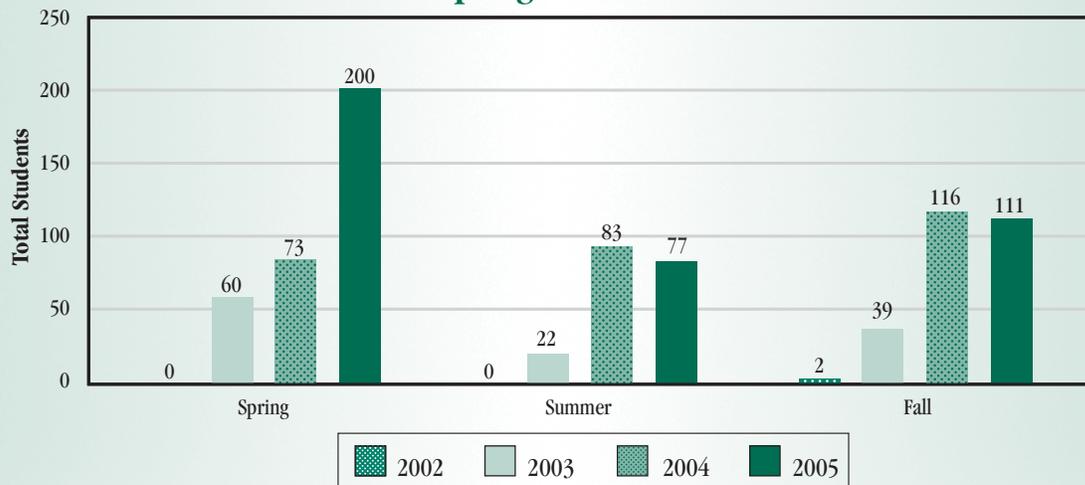
**Figure 3.22: Courses Offered by Program Area  
Summer 2002 – Spring 2005**



## Division of Continuing Education

- The Division was named a Center for Public Health Preparedness, thanks to a major grant from the Centers for Disease Control. Grant funding is supporting training throughout Ohio on bioterrorism, hazardous materials, and other public health and safety topics.
- Programs offered at the East and West Centers attracted over 1,100 enrollments in FY 2005.
- The English as a Second Language Program has continued to grow. The Intensive English Language Program, begun in 2004, attracted students from Asia, South America, Europe, and Africa. Workplace ESL programs were conducted at two local companies.
- The Division delivered 109 custom training programs for client organizations in FY 2005. The largest contract was with the City of Cleveland's Department of Public Utilities, to administer its technology training program. Another large training contract was with the Cleveland Fire Department, for whom the Division provided Hazmat Refresher Training to over 300 people.
- In addition to serving as the site for hundreds of Divisional offerings, the Cole Center for Continuing Education hosted over 160 other University and external functions in FY 2005.
- The Division's online programs are strong, as the graph below shows. The online Patient Advocacy Certificate Program continues to draw participants from Hawaii to Maine.

**Figure 3.23: Total Distance Learning Students  
Spring 2002 – Fall 2005**





**R** Research



Cleveland State University

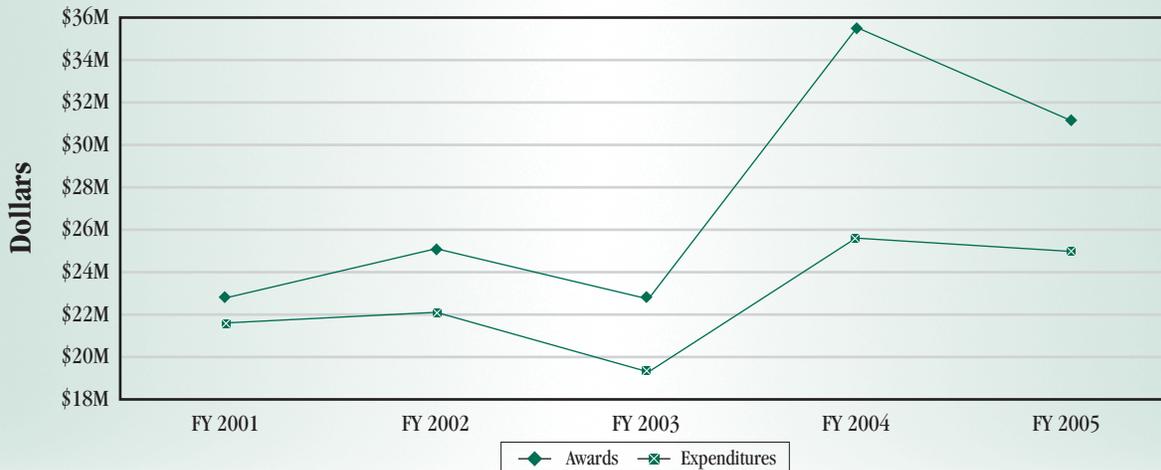
# Research

*Cleveland State University* is a young, Doctoral Research urban institution which has seen an impressive rise in research awards in recent years. In FY 2005, research awards totaled over \$30 million, 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 4.1: Research Awards and Expenditures  
Fiscal Year 2001 – 2005**

Source						Percent Change	
	2001	2002	2003	2004	2005	1 Year	5 Year
Awards	\$22,824,701	\$25,104,137	\$22,658,237	\$35,758,804	\$31,202,726	-13%	37%
Expenditures	\$21,916,006	\$22,118,648	\$19,117,358	\$25,922,289	\$25,665,877	-1%	17%
Economic Impact*	\$29,805,768	\$30,081,361	\$25,999,607	\$35,254,313	\$34,905,592	-1%	17%

**Figure 4.1: Research Awards and Expenditures  
Fiscal Year 2001 – 2005**



\*Using CSU report of 1.36 per \$ spent.

## Highlights

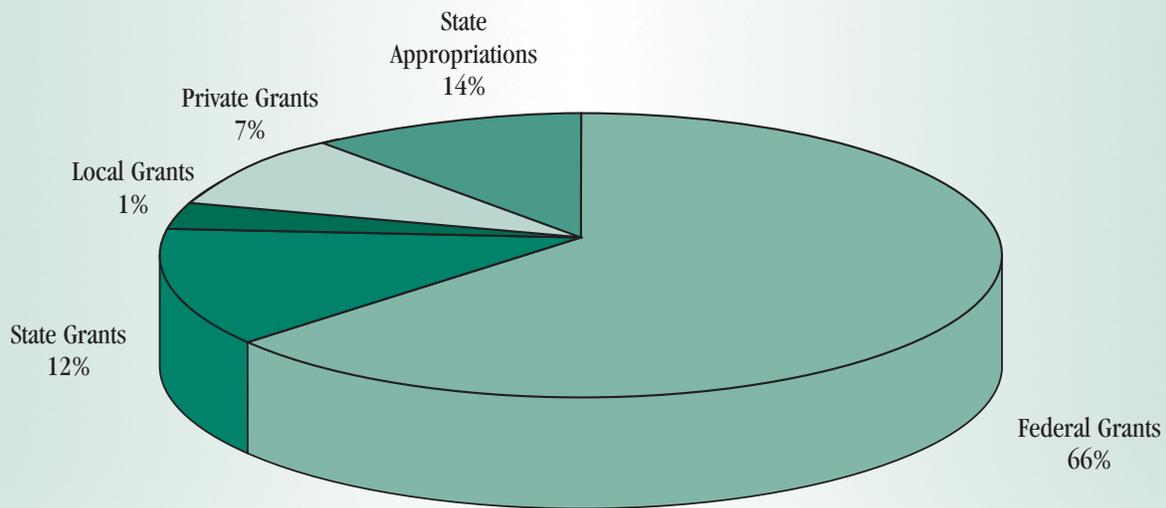
- Selected examples of projects that have been funded in recent years include the establishment of an Engineering Research Facility funded by the U.S. Department of Commerce, Economic Development Administration; a University Transportation Center focusing on work zone safety funded by the U.S. Department of Transportation; and NASA and industrial funding focusing on power systems and power electronics.

Source: CSU Office of Sponsored Programs and Research.

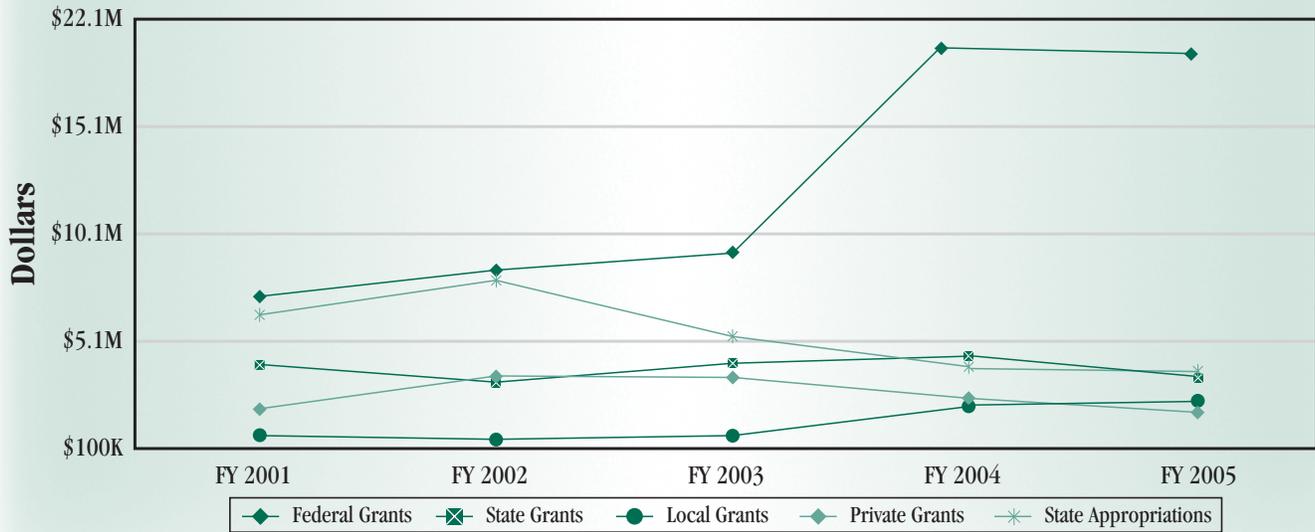
**Table 4.2: Research Awards by Source  
Fiscal Year 2001 – 2005**

Source	2001	2002	2003	2004	2005	Percent Change	
						1 Year	5 Year
Federal grants	\$7,122,870	\$8,178,459	\$8,931,599	\$20,715,659	\$20,612,586	0%	189%
State grants	\$4,022,408	\$3,179,255	\$4,385,077	\$5,557,372	\$3,809,529	-31%	-5%
Local grants	\$513,546	\$428,814	\$548,695	\$2,024,769	\$368,983	-82%	-28%
Private grants	\$1,868,017	\$3,746,149	\$3,861,248	\$2,803,662	\$2,170,075	-23%	16%
State Appropriations	\$5,663,300	\$7,431,970	\$4,931,618	\$4,657,342	\$4,241,553	-9%	-25%
Advanced Manufacturing Center *	\$3,634,560	\$2,139,490					
<b>Total</b>	<b>\$22,824,701</b>	<b>\$25,104,137</b>	<b>\$22,658,237</b>	<b>\$35,758,804</b>	<b>\$31,202,726</b>	<b>-13%</b>	<b>37%</b>

**Figure 4.2a: Research Awards by Source Only  
Fiscal Year 2005**



**Figure 4.2b: Research Awards by Source and Year  
Fiscal Year 2001 – 2005**



**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

## Highlights

- Competition for scarce research dollars within the State of Ohio has increased in recent years, as state research funding continues to decline. However, Cleveland State University grant seekers have risen to the challenge. Despite the decreasing state support, overall funding for the University remained constant in FY 05. Although Federal funding was flat at approximately \$20 million in FY 05 as compared to FY 04, that figure represents over double the federal funding received in FY 03. FY 06 funding continues the upward trend, with \$30 plus million in external funding expected.

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

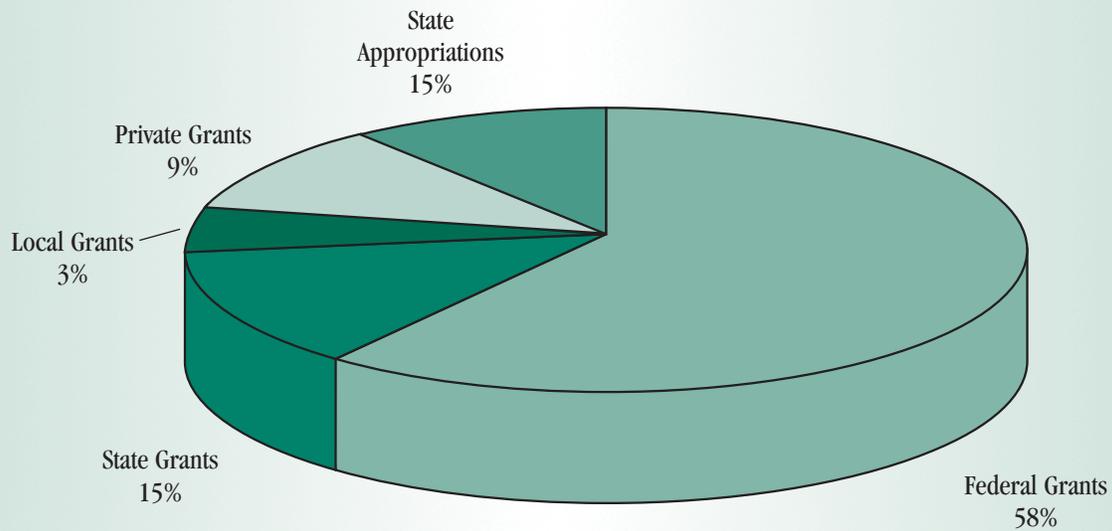
**Table 4.3: Research Expenditures by Source  
Fiscal Year 2001 – 2005**

Source						Percent Change	
	2001	2002	2003	2004	2005	1 Year	5 Year
Federal grants	\$5,635,856	\$7,593,407	\$8,289,995	\$15,510,461	\$14,891,157	-4%	164%
State grants	\$4,787,633	\$4,369,507	\$4,136,851	\$3,270,587	\$3,967,160	21%	-17%
Local grants	\$547,074	\$480,001	\$543,423	\$380,215	\$684,898	80%	25%
Private grants	\$1,671,457	\$1,804,745	\$2,567,685	\$3,901,735	\$2,226,833	-43%	33%
State Appropriations	\$4,783,986	\$4,060,989	\$3,579,404	\$2,859,291	\$3,895,829	36%	-19%
Advanced Manufacturing Center *	\$4,490,000	\$3,810,000	N/A	N/A	N/A		
<b>Total</b>	<b>\$21,916,006</b>	<b>\$22,118,648</b>	<b>\$19,117,358</b>	<b>\$25,922,289</b>	<b>\$25,665,877</b>	<b>-1%</b>	<b>17%</b>

\*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.

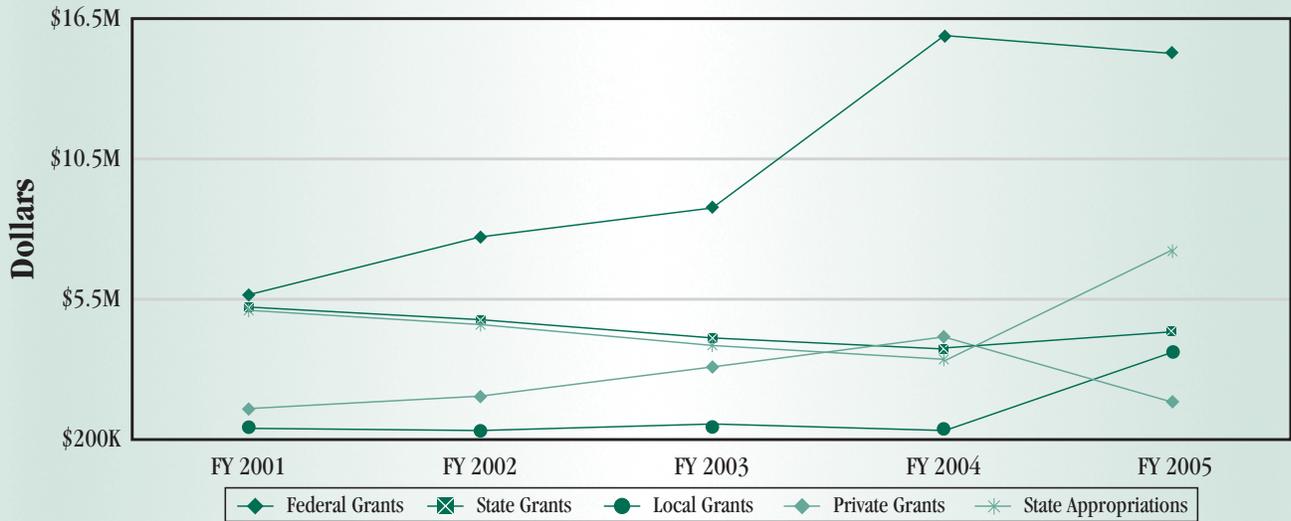
Source: CSU Office of Sponsored Programs and Research

**Figure 4.3a: Fiscal Year 2005 Research Expenditures by Source**



Source: CSU Office of Sponsored Programs and Research.

**Figure 4.3b: Research Expenditures by Source and Year  
Fiscal Year 2001 – 2005**



**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 4.4: Research Expenditures Reported by OBOR\* at Ohio Public Universities Fiscal Year 1988 – 2003*

Institution	Total R&D Expenditures			
	Thousands of Constant 2003 Dollars			
	1988	1993	1998	2003
Bowling Green State University	\$4,939	\$4,382	\$3,819	\$7,336
<b>Cleveland State University</b>	<b>\$11,528</b>	<b>\$12,523</b>	<b>\$12,621</b>	<b>\$14,112</b>
Kent State University	\$7,994	\$15,425	\$14,287	\$14,549
Miami University	\$3,449	\$6,284	\$7,586	\$13,727
Ohio State University	\$243,091	\$282,903	\$339,452	\$496,438
Ohio University	\$17,075	\$19,739	\$24,170	\$37,527
University of Akron	\$11,182	\$22,429	\$18,380	\$27,953
University of Cincinnati	\$95,065	\$118,179	\$179,786	\$255,083
University of Toledo	\$6,041	\$10,783	\$12,960	\$24,123
Youngstown State University	\$377	\$220	\$1,011	\$1,398

\*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 and Northeast Ohio.

Source: Performance Report for Ohio's Colleges and Universities, 2005: 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 4.5: Total R&D Expenditures at Universities and Colleges  
Ranked by Fiscal Year 2003 Total R&D Expenditures:  
Fiscal Year 1999 – 2003**

Institution	Ranking	(Dollars in Thousands)				
		1999	2000	2001	2002	2003
University of Akron	193	\$16,279	\$19,495	\$22,266	\$28,080	\$27,953
University of Toledo	207	\$11,819	\$13,694	\$16,278	\$24,825	\$24,123
Portland State University	215	\$13,940	\$16,494	\$16,838	\$17,683	\$21,433
Kent State University	236	\$11,083	\$10,817	\$11,316	\$12,868	\$14,549
<b>Cleveland State University</b>	<b>238</b>	<b>\$ 11,893<sup>e</sup></b>	<b>\$10,214</b>	<b>\$12,986</b>	<b>\$13,855</b>	<b>\$14,112</b>
University of Missouri-St. Louis	248	\$10,294	\$9,898	\$10,084	\$11,519	\$12,819
Bowling Green State University	289	\$3,454	\$3,454 <sup>e</sup>	\$5,028	\$5,327	\$7,336

Note: <sup>e</sup>Estimated

## 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 2003.

# Indirect Cost Recovery

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

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

**Table 4.6: Indirect Cost (IDC) Recovery and Total Research Expenditures by Year  
Fiscal Year 2001 – 2005**

Research Activities						Percent Change	
	2001	2002	2003	2004	2005	1 Year	5 Year
Total Research Expenditures	\$12,642,020	\$14,247,660	\$19,117,358	\$25,922,289	\$25,665,877	-1%	103%
Total Indirect Cost Recovered	\$1,425,100	\$1,442,908	\$1,493,286	\$1,940,223	\$1,969,170	1%	38%
Total CSU Income	\$14,067,120	\$15,690,568	\$20,610,644	\$27,862,512	\$27,635,047	-1%	96%
% IDC of Total Research Expenditures	11%	10%	8%	8%	8%		

## Highlights

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

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

# Leveraging Investments to Promote Growth in Research Programs

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

**Table 4.7: Faculty Research Development Program (FRD) Combined Investments and Awards Fiscal Year 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	\$749,515	\$10.79
Chemistry (CHEM)	\$129,680	\$3,428,135	\$26.44
Electrical and Computer Engineering (ECE)	\$22,749	\$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>\$271,278</b>	<b>\$5,424,144</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 4.8: Fiscal Year 2005 Proposal Submission Awards by Source**

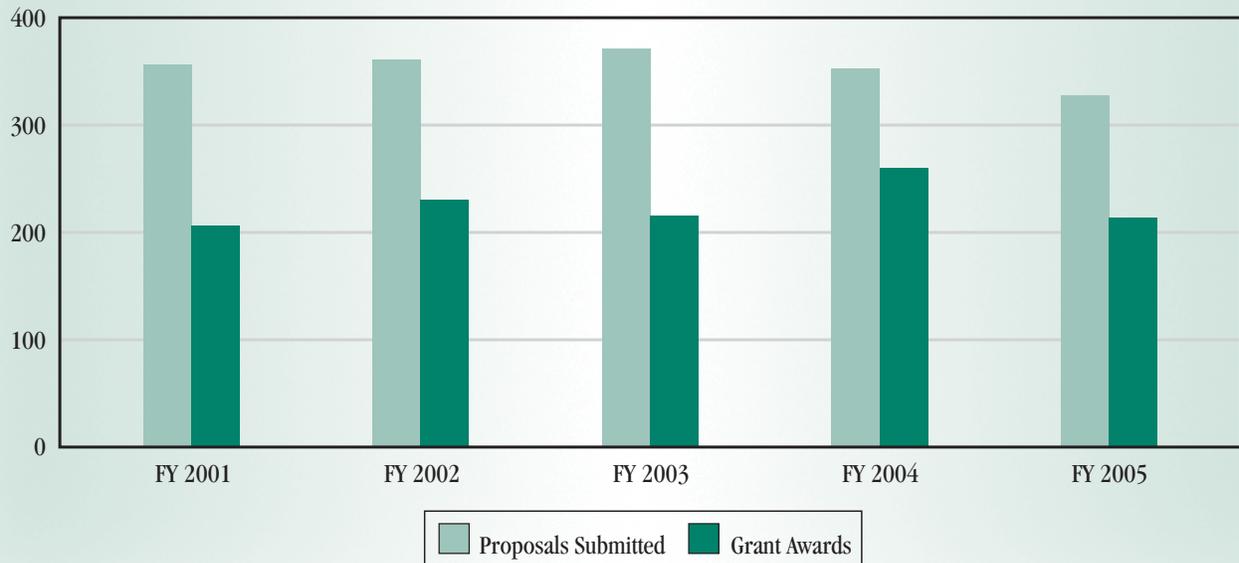
Award Sources	Awards 7/01/04 through 6/30/05		Proposals Submitted Number	Success Rate*
	Amount	Number		
Government Sources				
Federal	\$20,612,586	122	168	73%
State	\$3,809,529	28	41	68%
Local	\$368,983	14	20	70%
<b>Total Government Sources</b>	<b>\$24,791,098</b>	<b>164</b>	<b>229</b>	<b>72%</b>
Non-Government Sources				
Corporate Contracts	\$832,763	35	14	250%
Foundation and Non-Profit	\$1,337,312	24	93	26%
<b>Total Non-Government Sources</b>	<b>\$2,170,075</b>	<b>59</b>	<b>107</b>	<b>55%</b>
<b>Sponsored Programs Total</b>	<b>\$26,961,173</b>	<b>223</b>	<b>336</b>	<b>66%</b>

Note: \*Success rate is based on proposals submitted in FY 2005 and prior years.

**Table 4.9: Proposal Submission and Grant Awards  
Fiscal Year 2001 – 2005**

Proposals and Grant Awards	2001	2002	2003	2004	2005
Proposals submitted	359	361	376	358	336
Grant awards	205	236	224	261	223
Success Rate*	57%	65%	60%	73%	66%

**Figure 4.9: Proposal Submission and Grant Awards  
Fiscal Year 2001 – 2005**



**Note:** \*Success rate is based on proposals submitted in FY 2005 and prior years.

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

Institution	2000 & 2001	2002 & 2003	2004 & 2005	Percent Change	
				2 Year	4 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 4.11: Intellectual Property: Patents and Disclosures  
Fiscal Year 2001 – 2005**

Source	2001	2002	2003	2004	2005	Percent Change	
						1 Year	5 Year
Disclosures	8	9	7	12	11	-8%	38%
Patents Filed	2	4	2	3	0	-100%	-100%
Provisional Patent Applications Filed	0	1	0	0	17		
Licenses Approved	1	0	0	1	0	-100%	-100%

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

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

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

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

## Highlights

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

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

*Table 4.12: Cleveland State University Signature Research Programs*

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

Source: CSU Office of Sponsored Programs and Research

## Highlights

- Over the last few years, the four 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 2005. Graduate student credit hours have increased 13% 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 4.13: Percentage of Total Student Credit Hours Taken by Graduate Level Students at Selected Ohio 4-Year Institutions – Main Campuses Only: Fall Terms 2001 – 2005**

Institution	2001	2002	2003	2004	2005	Grad SCH
Bowling Green State University	9%	10%	10%	10%	9%	26,461
<b>Cleveland State University</b>	<b>18%</b>	<b>19%</b>	<b>21%</b>	<b>21%</b>	<b>21%</b>	<b>32,744</b>
Kent State University	9%	9%	9%	10%	10%	39,204
Miami University	5%	5%	5%	5%	5%	14,297
Ohio State University	15%	16%	16%	16%	16%	128,238
Ohio University	9%	10%	9%	9%	9%	35,941
University of Akron	10%	10%	10%	10%	10%	25,810
University of Cincinnati	17%	17%	18%	18%	16%	66,542
University of Toledo	10%	10%	9%	9%	9%	22,353
Youngstown State University	5%	5%	5%	5%	5%	7,505

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

Source	2001	2002	2003	2004	2005	Percent Change	
						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 4.15: 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	<a href="http://urban.csuohio.edu/womenscenter/outreach.htm">http://urban.csuohio.edu/womenscenter/outreach.htm</a>
African American Cultural Center	N/A	<a href="http://www.csuohio.edu/blackstudies/afam.html">http://www.csuohio.edu/blackstudies/afam.html</a>
Applied Control Research Laboratory (see CACT)	1995	<a href="http://academic.csuohio.edu/cact/research.htm">http://academic.csuohio.edu/cact/research.htm</a>
Arts and Innovation, Center for	2005	<a href="http://www.csuohio.edu/music/cai">http://www.csuohio.edu/music/cai</a>
Bioethics Center	2002	<a href="http://www.csuohio.edu/bioethics/">http://www.csuohio.edu/bioethics/</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	2001	<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/">http://urban.csuohio.edu/economicdevelopment/</a>
Election Integrity, Center for	2005	<a href="http://www.urban.csuohio.edu/cei">http://www.urban.csuohio.edu/cei</a>
Emergency Preparedness, Center for	N/A	<a href="http://www.csuohio.edu/ce/programs/cemergprep.html">http://www.csuohio.edu/ce/programs/cemergprep.html</a>
Environmental Institute	1995	<a href="http://csuw3.csuohio.edu/ei/">http://csuw3.csuohio.edu/ei/</a>
Global Business Center	N/A	<a href="http://www.csuohio.edu/cba/global/index.html">http://www.csuohio.edu/cba/global/index.html</a>
Great Lakes Environmental Finance Center	1995	<a href="http://urban.csuohio.edu/glefc/">http://urban.csuohio.edu/glefc/</a>
Greater Cleveland Educational Development Center	N/A	<a href="http://www.csuohio.edu/coehs/gcedc/">http://www.csuohio.edu/coehs/gcedc/</a>
Healing Across Cultures, Center for	N/A	<a href="http://www.csuohio.edu/bahi/chac/">http://www.csuohio.edu/bahi/chac/</a>
Health Equity, The Center for	2005	<a href="http://www.csuohio.edu/bahi/che">http://www.csuohio.edu/bahi/che</a>
Housing Research & Policy, Center for	1982	<a href="http://urban.csuohio.edu/housing/research.shtml">http://urban.csuohio.edu/housing/research.shtml</a>
International Service and Programs, Center for (CISP)	2003	<a href="http://www.csuohio.edu/internat/index.html">http://www.csuohio.edu/internat/index.html</a>
K'inial Winik Cultural Center	N/A	<a href="http://www.csuohio.edu/kinalwinik/">http://www.csuohio.edu/kinalwinik/</a>
Ohio's Energy Efficiency Practitioners Network	2002	<a href="http://www.csuohio.edu/energyefficiency/">http://www.csuohio.edu/energyefficiency/</a>
Labor Management Relations Center	1978	<a href="http://www.csuohio.edu/cba/edc/lmrc.html">http://www.csuohio.edu/cba/edc/lmrc.html</a>
Library Computer Learning Center	N/A	<a href="http://www.ulib.csuohio.edu/services/labs.html#lclc">http://www.ulib.csuohio.edu/services/labs.html#lclc</a>
Mass Spectrometry Facility, Cleveland State	1997	<a href="http://www.csuohio.edu/chemistry/msfacility.htm">http://www.csuohio.edu/chemistry/msfacility.htm</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/cnd/">http://urban.csuohio.edu/cnd/</a>
Nonprofit Policy and Practice, Center for	1970	<a href="http://urban.csuohio.edu/nonprofit/">http://urban.csuohio.edu/nonprofit/</a>
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>
Rotating Machinery Dynamics and Control	2006	<a href="http://www.csuohio.edu/romadyc">http://www.csuohio.edu/romadyc</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">http://urban.csuohio.edu/sacredlandmarks</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>
University Center for Teaching and Learning	N/A	<a href="http://www.csuohio.edu/uctl">http://www.csuohio.edu/uctl</a>
Unger International Center for Local Government Leadership	2000	<a href="http://urban.csuohio.edu/unger_croatia/">http://urban.csuohio.edu/unger_croatia/</a>
Urban School Collaboration, Center for	N/A	<a href="http://www.csuohio.edu/cusc/">http://www.csuohio.edu/cusc/</a>
Writing Center, The	N/A	<a href="http://www.csuohio.edu/writingcenter/">http://www.csuohio.edu/writingcenter/</a>

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

**Notes:** N/A Data unavailable

\* See website <http://urban.csuohio.edu/research/> for individual listing of each center/institute to obtain the date established and additional information.

**Table 4.16: Past Recipients of Distinguished Faculty Awards  
by Award Type 1986, 1993-2006**

Year	Type of Award					
	Teaching		Service		Research	
Name	Department	Name	Department	Name	Department	
<b>1986</b>	Albert N. Cousins Joseph A. Troccoli	Sociology Mathematics	Louis T. Milic	English	Allan Peskin	History
<b>1993</b>	Thomas F. Campbell Jane L. McIntyre	History Philosophy			Roger W. Binkley Richard C. Stephens	Chemistry Sociology
<b>1994</b>	Thomas W. Flechtner Barbara B. Green	Chemistry Political Science			Sidney Kraus Surendra N. Tewari	Communication Chemical Engineering
<b>1995</b>	Rosemary E. Sutton Robert A. Wheeler	Curriculum & Foundations History			Robert I. Abelman Roger B. Manning	Communication History
<b>1996</b>	Sherwood D. Silliman	Mathematics	Murali D. Nair	Social Work	Sarah Matthews	Sociology
<b>1997</b>	Ravindra R. Kamath	Finance	David F. Forte Robert N. Sollod	Law Psychology	Jose J. Labrador	Modern Languages
<b>1998</b>	William A. Beasley	Curriculum & Foundations	Valerie D. George Majid Rashidi	Nursing Mechanical Engineering	Richard Bingham Edward W. Hill	Urban Studies Urban Studies
<b>1999</b>	Sanda Kaufman	Urban Studies	Lynn Deering John P. Wilson	HPERD Psychology	Rama S. R. Gorla Richard M. Perloff	Mechanical Engineering Communication
<b>2000</b>			Edward G. Thomas	Marketing	David Atkin Michael J. Tevesz	Communication Biology, Geology, & Environmental Science
<b>2001</b>	Lee A. Makala Heidi Meier	History Accounting	Jill M. Black Norman Krumholz	HPERD Urban Studies	Thomas Donaldson John Greppin	Art English
<b>2002</b>	David W. Ball	Chemistry	Daniel D. Drake	CASAL	Mark Ashcraft Carolyn Lin	Psychology Communication
<b>2003</b>	Glenn Goodman Ralph Mawdsley	Occupational Therapy CASAL	Patricia Falk Bhushan Wadhwa	Law Mathematics	Bahman Ghorashi Baochuan Guo	Chemical Engineering Chemistry
<b>2004</b>	Rama S. R. Gorla Elizabeth Welfel	Mechanical Engineering CASAL	Susan E. Kogler Hill Mieko K. Smith	Communication Social Work	Andrew Rindfleisch Jerzy T. Sawicki	Music Mechanical Engineering
<b>2005</b>	Eric Ziolek John P. Holcomb, Jr.	Music Mathematics	Ravindra R. Kamath Cheryl P. McCahon	Finance Nursing	Michael Kalafatis Catherine Hansman	Chemistry CASAL
<b>2006</b>	Donald Ramos Eileen Berlin Ray	History Communication	Andrew Gross	Marketing	Leo W. Jeffres Orhan Talu	Communication Chemical & Biomedical Engineering

Source: CSU Provost's Office



# R Retention & Graduation



Cleveland State University

**Table 5.1: Fall to Fall Student Return Rate  
Enrolled Fall 2000 – 2004 / Returned Fall 2001 – 2005**

	Fall 2000 Cohort			Fall 2001 Cohort			Fall 2002 Cohort			Fall 2003 Cohort			Fall 2004 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 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>		<b>Fall 04</b>	<b>Fall 05</b>		
First Year Full-Time Only	934	613	66%	1,008	633	63%	946	561	59%	925	544	59%	922	549	60%	
Freshmen All (Degree Seeking)	992	639	64%	1,100	673	61%	1,012	593	59%	989	575	58%	986	574	58%	
Transfers (Degree Seeking)*	910	4 619	68%	1,162	3 809	70%	1,130	4 768	68%	1,096	6 743	68%	966	2 687	71%	
Other Undergrads/Non-degree	680	218	32%	573	163	28%	536	174	32%	627	192	31%	636	2 214	34%	
Masters	546	2 363	67%	509	17 379	77%	571	5 415	73%	966	34 655	70%	782	38 563	76%	
Doctoral	40	30	75%	19	16	84%	12	10	83%	37	30	81%	28	26	93%	
Law	260	2 226	88%	209	171	82%	206	157	76%	262	3 209	81%	237	2 191	81%	
Other Grads-Law/Non-degree	653	5 282	44%	336	1 142	42%	330	122	37%	612	2 260	43%	482	214	44%	
<b>Sub-Total</b>	<b>4,081</b>	<b>13 2,377</b>	<b>58%</b>	<b>3,908</b>	<b>21 2,353</b>	<b>61%</b>	<b>3,797</b>	<b>9 2,239</b>	<b>59%</b>	<b>4,589</b>	<b>45 2,664</b>	<b>59%</b>	<b>4,117</b>	<b>44 2,469</b>	<b>61%</b>	
<b>Returning Students</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>		<b>Fall 04</b>	<b>Fall 05</b>		
First Year	1,087	3 611	56%	1,098	1 614	56%	994	2 549	55%	993	1 521	53%	943	536	57%	
Sophomores	1,336	3 949	71%	1,307	933	71%	1,310	1 942	72%	1,211	845	70%	1,099	8 779	71%	
Juniors	1,561	8 1,129	73%	1,645	14 1,221	75%	1,652	8 1,227	75%	1,617	7 1,242	77%	1,548	10 1,208	79%	
Seniors	2,888	971 1,166	61%	2,965	1,074 1,154	61%	3,071	1,108 1,249	64%	3,363	1,193 1,345	62%	3,298	1,227 1,585	77%	
Other Undergrads/Non-degree	802	21 381	49%	657	8 260	40%	700	20 310	46%	402	3 167	42%	394	4 194	50%	
Masters	1,964	587 837	61%	2,633	823 1,187	66%	2,800	801 1,365	68%	2,782	865 1,238	65%	2,996	949 1,311	64%	
Doctoral	291	33 204	79%	303	36 222	83%	295	32 228	87%	324	38 249	87%	323	27 248	84%	
Law	491	200 268	92%	618	215 363	90%	602	208 352	89%	539	242 271	91%	508	194 301	96%	
Other Grads-Law/Non-degree	1,179	102 513	48%	981	29 322	34%	942	35 310	34%	557	17 223	41%	655	17 247	39%	
<b>Sub-Total</b>	<b>11,599</b>	<b>1,928 6,058</b>	<b>63%</b>	<b>12,207</b>	<b>2,200 6,276</b>	<b>63%</b>	<b>12,366</b>	<b>2,215 6,532</b>	<b>64%</b>	<b>11,788</b>	<b>2,366 6,101</b>	<b>65%</b>	<b>11,764</b>	<b>2,436 6,409</b>	<b>69%</b>	
<b>Overall</b>	<b>15,680</b>	<b>1,941 8,435</b>	<b>61%</b>	<b>16,115</b>	<b>2,221 8,629</b>	<b>62%</b>	<b>16,163</b>	<b>2,224 8,771</b>	<b>63%</b>	<b>16,377</b>	<b>2,411 8,765</b>	<b>63%</b>	<b>15,881</b>	<b>2,480 8,878</b>	<b>66%</b>	
<b>% Graduating Annually</b>	<b>2000-01</b>	<b>12.4%</b>	<b>2001-02</b>	<b>13.8%</b>	<b>2002-03</b>	<b>13.8%</b>	<b>2003-04</b>	<b>14.7%</b>	<b>2004-05</b>	<b>15.6%</b>						

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

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

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

**Table 5.2: Fall to Fall Retention Rates for IPEDS Cohort by Race and Gender  
(New Degree-Seeking, Full-Time, First-Time First Year)  
Enrolled Fall 2000 – 2004 / Returned Fall 2001 – 2005**

	Fall 2000 Cohort			Fall 2001 Cohort			Fall 2002 Cohort			Fall 2003 Cohort			Fall 2004 Cohort		
	Fall 00	Fall 01	Ret. Rate	Fall 01	Fall 02	Ret. Rate	Fall 02	Fall 03	Ret. Rate	Fall 03	Fall 04	Ret. Rate	Fall 04	Fall 05	Ret. Rate
	Newly Enrolled	Return		Newly Enrolled	Return		Newly Enrolled	Return		Newly Enrolled	Return		Newly Enrolled	Return	
<b>White</b>															
Female	265	196	74%	264	191	72%	255	158	62%	220	148	67%	226	151	67%
Male	296	198	67%	350	224	64%	316	207	66%	310	201	65%	301	201	67%
<b>Black</b>															
Female	134	81	60%	154	86	56%	148	71	48%	186	83	45%	161	76	47%
Male	84	47	56%	90	43	48%	91	47	52%	86	32	37%	68	28	41%
<b>Hispanic</b>															
Female	19	9	47%	22	14	64%	20	10	50%	21	9	43%	17	7	41%
Male	19	9	47%	16	8	50%	14	6	43%	19	9	47%	14	5	36%
<b>Asian or Pacific Islander</b>															
Female	13	9	69%	15	9	60%	17	12	71%	14	13	93%	9	4	44%
Male	20	15	75%	18	13	72%	17	10	59%	21	16	76%	15	13	87%
<b>Native American</b>															
Female	2	1	50%	2	1	50%	1	0	0%				1	1	100%
Male	1	1	100%				1	1		1	0	0%			
<b>Non-Resident Alien</b>															
Female	6	5	83%	4	2	50%	2	0	0%	3	2	67%	6	4	67%
Male	7	6	86%	6	0	0%	8	6	75%	7	5	71%	11	10	91%
<b>Unknown</b>															
Female	32	16	50%	32	22	69%	20	13	65%	19	14	74%	44	23	52%
Male	36	20	56%	35	20	57%	36	20	56%	18	12	67%	49	26	53%
<b>Total</b>															
Female	471	317	67%	493	325	66%	463	264	57%	463	269	58%	464	266	57%
Male	463	296	64%	515	308	60%	483	297	61%	462	275	60%	458	283	62%
<b>Total Male &amp; Female</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>	<b>922</b>	<b>549</b>	<b>60%</b>

**Table 5.3: Fall to Fall Retention Rates for IPEDS Cohort (New Degree-Seeking, Full-Time, First-Time First Year by College) Enrolled Fall 2000 – 2004 / Returned Fall 2001 – 2005**

	Fall 2000 Cohort			Fall 2001 Cohort			Fall 2002 Cohort			Fall 2003 Cohort			Fall 2004 Cohort		
	Fall 00	Fall 01	Ret. Rate	Fall 01	Fall 02	Ret. Rate	Fall 02	Fall 03	Ret. Rate	Fall 03	Fall 04	Ret. Rate	Fall 04	Fall 05	Ret. Rate
	Enrolled	Returned		Enrolled	Returned		Enrolled	Returned		Enrolled	Returned		Enrolled	Returned	
Business	137	95	69%	161	101	63%	166	98	59%	165	105	64%	165	106	64%
CLASS	281	185	66%	330	214	65%	340	209	61%	329	201	61%	232	140	60%
First College	22	16	73%	19	15	79%	11	7	64%	19	12	63%			
Education	34	25	74%	57	40	70%	73	42	58%	60	38	63%	71	49	69%
Engineering	55	44	80%	70	53	76%	46	38	83%	62	54	87%	55	42	76%
Science	8	5	63%	13	11	85%	21	15	71%	26	18	69%	188	120	64%
Urban Affairs	5	2	40%	5	3	60%	8	2	25%	12	8	67%	17	10	59%
University Studies	392	241	61%	353	196	56%	281	150	53%	252	108	43%	194	82	42%
<b>Total</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>	<b>922</b>	<b>549</b>	<b>60%</b>

**Table 5.4: Three-Year Mobility of Undergraduate Students Enrolled Spring Term 2004 by Institution**

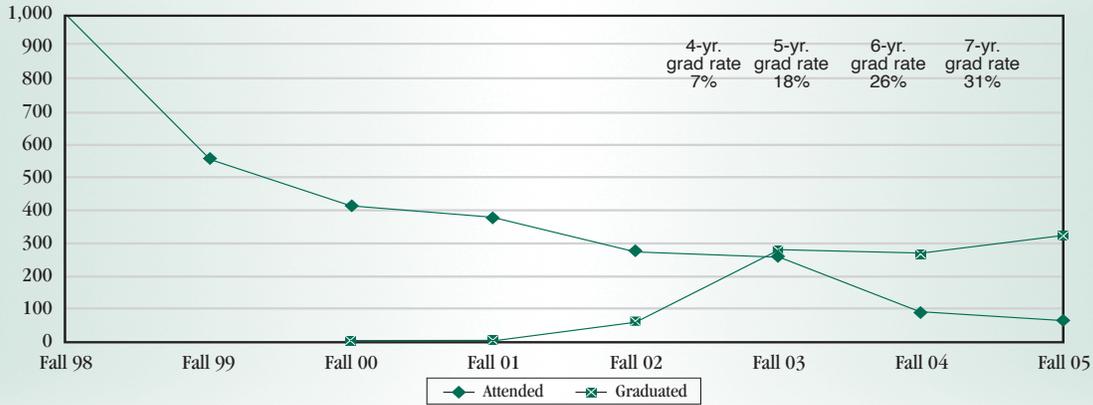
Institution	Under-graduate Students	Mobile Same Institution Different Campus	Mobile Different Institution	Total Mobility	Concurrent Same Institution Different Campus	Concurrent Different Institution	Total Concurrent
<b>University Main Campuses</b>							
Bowling Green State University	14,262	2%	22%	24%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

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

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

		4 Year	5 Year	6 Year	7 Year			
		Fall						
	Fall 1998 Cohort	1999	2000	2001	2002	2003	2004	2005
Attended	962	578	405	362	263	157	98	78
Graduated				3	64	171	254	303
% Graduated of Cohort				0%	7%	18%	26%	31%
% Retained		60.1%	42%	38%	29%	20%	14%	12%

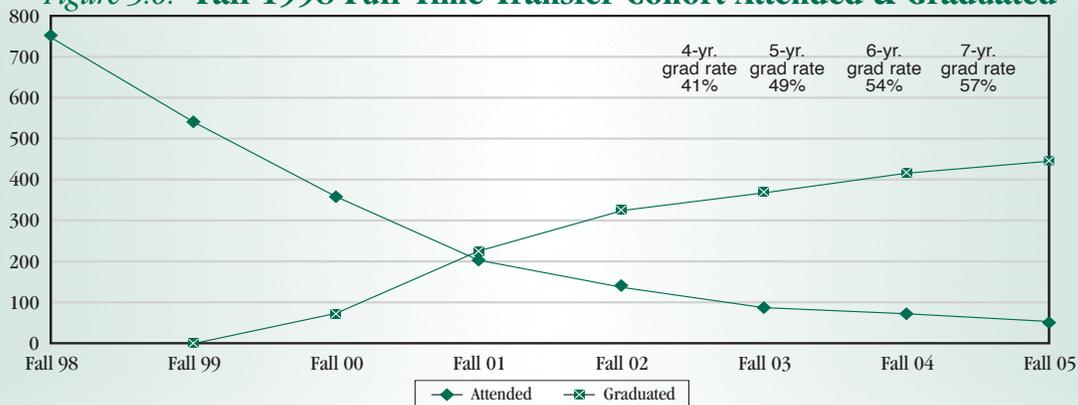
**Figure 5.5: Fall 1998 IPEDS Cohort Attended, Graduated and Retained**



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

		4 Year	5 Year	6 Year	7 Year			
		Fall						
	Fall 1998 Transfer Cohort	1999	2000	2001	2002	2003	2004	2005
Attended	771	533	366	222	141	95	68	53
Graduated			70	210	317	374	419	439
% Graduated of Cohort			9%	27%	41%	49%	54%	57%
% Retained		69%	52%	40%	31%	24%	19%	16%

**Figure 5.6: Fall 1998 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, 1998.

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

\*Includes all New Transfer students.

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

		Graduated In								
	IPEDS Cohort	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year	9th Year
<b>Fall 95 Cohort</b>	<b>856</b>									
Graduated					58	177	233	270	288	301
% Graduated of Cohort					7%	21%	27%	32%	34%	35%
% Retained		59%	45%	40%	29%	17%	12%	9%	5%	4%
% Stopped-Out		41%	55%	60%	64%	62%	61%	60%	61%	61%
<b>Fall 96 Cohort</b>	<b>845</b>									
Graduated					67	153	206	237	258	273
% Graduated of Cohort					8%	18%	24%	28%	31%	32%
% Retained		61%	47%	37%	25%	16%	11%	7%	5%	4%
% Stopped-Out		39%	53%	63%	67%	66%	65%	65%	64%	63%
<b>Fall 97 Cohort</b>	<b>923</b>									
Graduated					62	177	250	295	313	
% Graduated of Cohort					7%	19%	27%	32%	34%	
% Retained		67%	50%	40%	29%	18%	12%	8%	6%	
% Stopped-Out		33%	50%	60%	65%	63%	61%	60%	60%	
<b>Fall 98 Cohort</b>	<b>962</b>									
Graduated					64	171	260	315		
% Graduated of Cohort					7%	18%	27%	33%		
% Retained		60%	42%	38%	27%	16%	10%	8%		
% Stopped-Out		40%	58%	62%	66%	66%	63%	59%		
<b>Fall 99 Cohort</b>	<b>1,048</b>									
Graduated					84	231	288			
% Graduated of Cohort					8%	22%	27%			
% Retained		60%	47%	42%	32%	18%	12%			
% Stopped-Out		40%	53%	58%	60%	60%	60%			
<b>Fall 00 Cohort</b>	<b>934</b>									
Graduated					78	207				
% Graduated of Cohort					8%	22%				
% Retained		66%	48%	42%	31%	18%				
% Stopped-Out		34%	52%	58%	61%	60%				
<b>Fall 01 Cohort</b>	<b>1,008</b>									
Graduated					78					
% Graduated of Cohort					8%					
% Retained		63%	47%	42%	32%					
% Stopped-Out		37%	53%	58%	60%					
<b>Fall 02 Cohort</b>	<b>946</b>									
Graduated										
% Graduated of Cohort										
% Retained		42%	37%	0%						
% Stopped-Out		58%	63%	100%						
<b>Fall 03 Cohort</b>	<b>925</b>									
Graduated										
% Graduated of Cohort										
% Retained		59%	43%							
% Stopped-Out		41%	57%							
<b>Fall 04 Cohort</b>	<b>922</b>									
Graduated										
% Graduated of Cohort										
% Retained		50%								
% Stopped-Out		50%								
<b>Fall 05 Cohort</b>	<b>955</b>									
Graduated										
% Graduated of Cohort										
% Retained										
% Stopped-Out										

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

Degree Level											Percent Change		
	2000-01		2001-02		2002-03		2003-04		2004-05		1 Year	5 Year	
	Female	Male											
<b>Degree Totals</b>													
Bachelors	874	553	862	655	914	681	987	694	983	707	1%	18%	
Post-Bachelors Certificates									30	25			
Masters	607	433	762	478	737	435	784	495	790	591	8%	33%	
Post-Masters Certificates	14	4	10	2	10	8	13	4	13	2	-12%	-17%	
Doctoral Degrees	12	22	15	19	21	14	18	19	14	21	-5%	3%	
Law (Juris Doctor)	99	129	102	98	108	112	108	142	71	125	-22%	-14%	
Master of Laws		2			1			1			-100%	-100%	
<b>Total Degrees Awarded</b>	<b>1,606</b>	<b>1,143</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>1,901</b>	<b>1,471</b>	<b>3%</b>	<b>23%</b>	

Note: Degrees awarded Summer through Spring

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

Degree Level	Major											Percent Change	
		2000-01		2001-02		2002-03		2003-04		2004-05		1 Year	5 Year
		Female	Male										
<b>Bachelors Degree</b>	Accounting	37	30	45	27	33	28	35	33	48	34	21%	22%
	Business Economics	3	5	2	4	1	2	3	10	1	5	-54%	-25%
	Business General				1								
	Computer and Information Science	11	30	11	28	12	36	7	22	7	24	7%	-24%
	Finance	22	32	26	32	17	41	23	45	28	43	4%	31%
	Information Systems	13	40	23	44	17	37	23	46	12	32	-36%	-17%
	International Business									2	3		
	Labor & Human Relations	26	31	25	31	42	40	36	24	26	35	2%	7%
	Marketing	33	41	26	31	35	42	25	43	32	36		-8%
	Operation Management and Business Statistics	4	11	8	10	4	16	5	10	4	13	13%	13%
	<b>Total</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>160</b>	<b>225</b>	<b>-1%</b>	<b>4%</b>
<b>Post-Bachelors</b>	Health Care Administration									1			
	Total Quality Mgt/Cont Quality										1		
	<b>Total</b>									<b>1</b>	<b>1</b>		

(Continued on next page)

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

*(Continued from previous page)*

Degree Level	Major	2000-01		2001-02		2002-03		2003-04		2004-05		Percent Change	
		Female	Male	1 Year	5 Year								
<b>Masters Degree</b>	Accelerated Business Administration	10	20	27	49	10	14	26	29	26	34	9%	100%
	Business Administration	77	117	93	133	75	93	94	109	77	130	2%	7%
	Computer and Information Science	35	71	34	58	23	38	20	48	20	51	4%	-33%
	Executive Business Administration	8	27	9	14	4	14	7	15	2	9	-50%	
	Finance			1	1		1		1		2	100%	
	Financial Audit	13	7	18	7	11	11	21	4	21	6	8%	35%
	Labor & Human Relations	19	7	16	2	16	5	15	7	16	6	0%	-15%
	Marketing					1			2			-100%	
	Master of Business Administration					1			1			-100%	
	MBA-Health Care	6	3	10	7	9	4	2	3	16	7	360%	156%
	Public Health		1			1		5	5	4	1	-50%	
	Tax Program						5	1	1	1	2	50%	
	<b>Total</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>183</b>	<b>248</b>	<b>4%</b>	<b>2%</b>
<b>Doctoral Degree</b>	Business Administration	1	5		3		4		1	1	2	200%	-50%
	Finance												
	Information Systems		2										-100%
	Labor & Human Relations	1											
	<b>Total</b>	<b>1</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>200%</b>	<b>-50%</b>	
<b>Total Business</b>	Bachelors	149	220	166	208	161	242	157	233	160	225	-1%	4%
	Post-Bachelors Certificates									1	1		
	Masters	168	253	208	271	151	185	191	225	183	248	4%	2%
	Doctoral	1	5		3		4		1	1	2	200%	-50%
	<b>Business Total</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>345</b>	<b>476</b>	<b>2%</b>	<b>3%</b>

Note: Degrees awarded Summer through Spring

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

Degree Level	Major	2000-01		2001-02		2002-03		2003-04		2004-05		Percent Change	
		Female	Male	1 Year	5 Year								
<b>Bachelors Degree</b>	Anthropology	6	2	7	1	10	3	10	6	13	4	6%	113%
	Art	21	9	24	16	41	5	24	12	27	13	11%	33%
	Classical and Medieval Studies							1					
	Communication	94	43	95	58	75	47	112	62	74	68	-18%	4%
	Dramatic Arts	2	4	1		2	1	4		5	2	75%	17%
	Economics	2	8	3	6	4	9		8	5	8	63%	30%
	English	18	14	29	19	23	22	24	11	32	29	74%	91%
	French	1						2	1	1			
	German	1											
	History	13	15	9	13	12	14	9	16	17	15	28%	14%
	International Relations	6	5	8	8	11	8	10	9	11	2	-32%	18%
	Liberal Studies	18	7	13	10	26	9	25	11	12	7	-47%	-24%
	Linguistics							2	2		2		
	Music	4	5	6	5	5	2	2	9	11	8	73%	111%
	Philosophy	5	4	4	4	1	3	2	5	5	4	29%	
	Political Science	11	12	12	18	11	17	14	9	8	9	-26%	-26%
	Religious Studies	4	2	3			1	5		6	2	60%	33%
	Social Science	1	1	2	1	1	1	3	2	4	3	40%	250%
	Social Studies	1	1	3	8	2	3	3	7	3	7		400%
	Social Work	60	10	70	12	63	12	58	16	49	7	-24%	-20%
Sociology	35	7	29	15	51	18	38	18	39	18	2%	36%	
Spanish	3	1	3		4	2	4	1	6	3	80%	125%	
Women's Studies							2		1				
<b>Total</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>329</b>	<b>211</b>	<b>-3%</b>	<b>18%</b>
<b>Post-Bachelors Certificates</b>	Art									1			
	Journalism									2	3		
	Latin Amer. Studies										1		
	Multimedia									1	1		
<b>Total</b>									<b>4</b>	<b>5</b>			
<b>Masters Degree</b>	Art	2								1	1		
	Communication	7	4	8	4	7	8	4	2	1	1	-67%	-82%
	Economics	3	3	1	3	1	3	2	3	2	5	40%	17%
	English	11	2	9	10	13	6	8	3	8	5	18%	
	History	4	5	5	7	5	4	11	9	7	7	-30%	56%
	Music	4	5	6	4	3	8	5	1	5	7	100%	33%
	Philosophy	2	1	2	4	1	6	1	1	2	1	50%	
	Social Work	14	6	31	2	23	8	38	15	49	10	11%	195%
	Sociology	2	1	6	2	7	1	8	1	4		-56%	33%
	Spanish	4		1	1	4	2	7	2	5		-44%	25%
<b>Total</b>	<b>53</b>	<b>27</b>	<b>69</b>	<b>37</b>	<b>64</b>	<b>46</b>	<b>84</b>	<b>37</b>	<b>84</b>	<b>37</b>		<b>51%</b>	
<b>Total CLASS</b>	Bachelors	306	150	321	194	342	177	354	205	329	211	-3%	18%
	Post-Bachelors Certificates									4	5		
	Masters	53	27	69	37	64	46	84	37	84	37		51%
<b>CLASS Total</b>	<b>359</b>	<b>177</b>	<b>390</b>	<b>231</b>	<b>406</b>	<b>223</b>	<b>438</b>	<b>242</b>	<b>417</b>	<b>253</b>	<b>-1%</b>	<b>25%</b>	
First College	14	6	13	4	15	6	19	8	16	15	15%	55%	

Note: Degrees awarded Summer through Spring

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

Degree Level	Major	2000-01		2001-02		2002-03		2003-04		2004-05		Percent Change	
		Female	Male	1 Year	5 Year								
<b>Bachelors Degree</b>	Early Childhood Education	35	3	57	5	99	4	99	3	97	6	1%	171%
	Elementary Education	66	17	42	14	2	1						-100%
	Exercise/Fitness Specialist										1		
	Health and Physical Education	12	6	4	12	3	10	3	19	7	8	-32%	-17%
	Middle Childhood Education	3	2	12	2	22	9	33	7	29	24	33%	960%
	Mild/Moderate Educational Need									21	4		
	Nursing Basic	30	5	41	8	25	5	52	10	76	10	39%	146%
	Nursing RN	17		10	1	19	1	20	2	15	4	-14%	12%
	Special Education	17	1	21	6	17	5	24	5	9	3	-59%	-33%
<b>Total</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>254</b>	<b>60</b>	<b>13%</b>	<b>47%</b>
<b>Post-Bachelors</b>	Middle Child Math Education									7	3		
	Middle Child Science Education									8	3		
<b>Total</b>										<b>15</b>	<b>6</b>		
<b>Masters Degree</b>	Adult Learning and Development	20	3	24	3	21	1	30	12	36	7	2%	87%
	Community Agency Counseling	13	5	12	2	16	5	13	3	7	2	-44%	-50%
	Community Health Education	14	1	17		13	1	7		10	1	57%	-27%
	School Counseling	12	5	16	5	18	3	22	5	31	8	44%	129%
	Curriculum & Instruction	176	40	247	46	249	40	229	62	241	83	11%	50%
	Education	2			2	1		1				-100%	-100%
	Educational Administration	27	15	26	14	35	18	25	13	18	21	3%	-7%
	Exercise Science	5	3	2		3	3	9	3	9	3		50%
	Nursing			6		1			1		1		
	Physical Education-Professional												
	Sports & Exercise Management	5	9	5	9	8	12	5	5	9	4	30%	-7%
	Supervision	3		4		6		4		5	1	50%	100%
<b>Total</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>366</b>	<b>131</b>	<b>11%</b>	<b>39%</b>
<b>Post-Masters</b>	Counseling and Pupil	2					1	1				-100%	
	Education Specialist		1	1	2	2	2	2	2	1	2	-25%	
	Educational Administration	1		2		1		3		3			200%
<b>Total</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>4</b>	<b>2</b>	<b>-25%</b>	<b>50%</b>
<b>Doctoral Degree</b>	Urban Education:												
	Administration		1	3	2	3		1	1	1	2	50%	
	Counseling	2		2	1	6		1		1	1	100%	
	Learning	1	3	5	1	2		3	1	2		-50%	-50%
	Policy		1			1		1		2		100%	
<b>Total</b>		<b>3</b>	<b>5</b>	<b>10</b>	<b>4</b>	<b>12</b>		<b>6</b>	<b>2</b>	<b>6</b>	<b>3</b>	<b>13%</b>	<b>13%</b>
<b>Total Education</b>	Bachelors	180	34	187	48	187	35	231	46	254	60	13%	47%
	Post-Bachelors Certificates									15	6		
	Masters	277	81	359	81	371	83	345	104	366	131	11%	39%
	Post-Masters Certificates	3	1	3	2	3	3	6	2	4	2	-25%	50%
	Doctoral	3	5	10	4	12		6	2	6	3	13%	13%
	<b>Education Total</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>645</b>	<b>202</b>	<b>14%</b>

Note: Degrees awarded Summer through Spring

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

Degree Level	Major	2000-01		2001-02		2002-03		2003-04		2004-05		Percent Change		
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year	
<b>Bachelors Degree</b>	Chemical Engineering	3	4	3	6	3	8	2	5	2	6	14%	14%	
	Civil Engineering		6	3	15	4	15	5	17	1	8	-59%	50%	
	Computer Engineering								2	1	10			
	Electrical & Computer Engineering	1	9	7	31	5	27	5	32		2	-95%	-80%	
	Electrical Engineering	1	7	1	5	2	1		2		16	700%	100%	
	Electronic Engineering Technology	1	9	1	8		6	1	7		9	13%	-10%	
	Electronic Technology		2											-100%
	Industrial and Manufacturing Engineering	3	9	2	10	1	8	4	8	3	4	-42%	-42%	
	Mechanical Engineering	3	13	4	33	4	37	8	21	2	25	-7%	69%	
	Mechanical Engineering Technology	1	6	1	15	1	5	2	7		11	22%	57%	
<b>Total</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>9</b>	<b>91</b>	<b>-22%</b>	<b>28%</b>	
<b>Masters Degree</b>	Chemical Engineering	1	4		4	1	6	3	10	5	21	100%		
	Civil Engineering	2	6	2	2	1	8	2	7	2	3	-44%	-38%	
	Electrical Engineering		4	2	9	3	15	7	19	14	39	104%	1225%	
	Engineering Mechanics		1		1		1			1				
	Environmental Engineering	1		1		1	1	1	4	2	8	100%	900%	
	Industrial and Manufacturing Engineering	2	7	2	6	4	19	1	12		18	38%	100%	
	Mechanical Engineering	1			2	1	10		9	2	18	122%	1900%	
<b>Total</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>26</b>	<b>107</b>	<b>77%</b>	<b>359%</b>	
<b>Doctoral Degree</b>	Applied Biomedical Engineering					2	3	1	1		3	50%		
	Chemical Engineering		2		1	1		1	2		2	-33%		
	Civil Engineering		1		1		1						-100%	
	Electrical Engineering	1	2		2		1	1	2		3		0%	
	Industrial and Manufacturing Engineering		1		4				3					
	Mechanical Engineering		2				2		1	1	1	100%		
<b>Total</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>1</b>	<b>9</b>	<b>-17%</b>	<b>11%</b>	
<b>Total Engineering</b>	Bachelors	13	65	22	123	20	107	27	101	9	91	-22%	28%	
	Masters	7	22	7	24	11	60	14	61	26	107	77%	359%	
	Doctoral	1	8		8	3	7	3	9	1	9	-17%	11%	
<b>Engineering Total</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>36</b>	<b>207</b>	<b>13%</b>	<b>109%</b>	

Note: Degrees awarded Summer through Spring

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

Degree Level	Major	2000-01		2001-02		2002-03		2003-04		2004-05		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
<b>Bachelors Degree</b>	Biology	22	6	16	14	18	11	23	9	25	13	19%	36%
	Biology-Medical Technology	2	2		1		2			3			-25%
	Chemistry	5	6	6	4	5	11	4	8	4	5	-25%	-18%
	Environmental Sciences				1	1	5	2		2	3	150%	
	Geological Sciences		4	1	1	2	5	2	3	1	1	-60%	-50%
	Health Science								1	6	2		
	Mathematics	13	9	3	6	10	12	8	9	6	11		-23%
	Occupational Therapy	20		18	1	15	3	9				-100%	-100%
	Physical Therapy	12	4										-100%
	Physics	3	4	3	2	1	7		9	2	3	-44%	-29%
	Psychology	86	25	79	26	88	28	90	27	99	26	7%	13%
	Speech & Hearing	9		3		10	2	5		18		260%	100%
<b>Total</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>166</b>	<b>64</b>	<b>10%</b>	<b>-1%</b>
<b>Masters Degree</b>	Biology	6	3	2	1	2	1	2	2	1		-75%	-89%
	Chemistry	2	4		5	2	4	3	3	1	1	-67%	-67%
	Environmental Sciences					1	1	1				-100%	
	Health Science		1	3	1	4	2	9		12	2	56%	
	Mathematics	5	3	6	3	1	5	6	6	5	8	8%	63%
	Occupational Therapy							5	1	11	1		
	Physical Therapy					12	4	17	3	13	7		
	Physics				5		1	1	5	1	2	-50%	
	Psychology	21	5	29	10	21	5	24	7	21	5	-16%	
	Speech & Hearing	24		12		22		13	2	15			-38%
<b>Total</b>		<b>58</b>	<b>16</b>	<b>52</b>	<b>25</b>	<b>65</b>	<b>23</b>	<b>81</b>	<b>29</b>	<b>80</b>	<b>26</b>	<b>-4%</b>	<b>43%</b>
<b>Post-Masters</b>	<b>Psychology Specialist</b>	<b>11</b>	<b>3</b>	<b>7</b>		<b>7</b>	<b>5</b>	<b>7</b>	<b>2</b>	<b>9</b>		<b>-36%</b>	
<b>Doctoral Degree</b>	Biology	4	1	1	1	3	2	3	1	3	2	25%	
	Clinical Bioanalytical Chemistry	3	3	4	2	1		3	3	1	2	-50%	-50%
	<b>Total</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>4</b>	<b>4</b>	<b>-20%</b>	<b>-27%</b>
<b>Total Science</b>	Bachelors	172	60	129	56	150	86	143	66	166	64	10%	-1%
	Masters	58	16	52	25	65	23	81	29	80	26	-4%	43%
	Post-Masters Certificates	11	3	7		7	5	7	2	9			-36%
	Doctoral	7	4	5	3	4	2	6	4	4	4	-20%	-27%
<b>Science Total</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>259</b>	<b>94</b>	<b>4%</b>	<b>7%</b>

Note: Degrees awarded Summer through Spring

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

Degree Level	Major	2000-01		2001-02		2002-03		2003-04		2004-05		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
<b>Bachelors Degree</b>	Environmental Science	1	2			1	1						
	Environmental Studies	5	2	1	2	1	4	5	3		2	-75%	-71%
	Public Safety Management			1	5	2	8	2	10	8	13	75%	
	Urban Services Administration	1		1	1	6	2	18	2	16	5	5%	
	Urban Studies	33	14	21	14	29	13	31	20	25	21	-10%	-2%
<b>Total</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>49</b>	<b>41</b>	<b>-1%</b>	<b>55%</b>
<b>Post-Bachelors</b>	Geographic Information Systems									6	9		
	Local Urban Management Certificate										1		
	Non-Profit Management									3			
	Urban Economic Development									1	2		
	Urban Real Estate Dev & Finance										1		
<b>Total</b>										<b>10</b>	<b>13</b>		
<b>Masters Degree</b>	Environmental Studies	1				3	2	3	2	2	3		
	Public Administration	28	20	53	27	60	20	52	21	36	21	-22%	19%
	Urban Planning and Design	8	7	10	9	3	11	7	10	10	15	47%	67%
	Urban Planning and Law						1		2			-100%	
	Urban Studies	7	7	4	4	9	4	7	4	3	3	-45%	-57%
<b>Total</b>		<b>44</b>	<b>34</b>	<b>67</b>	<b>40</b>	<b>75</b>	<b>38</b>	<b>69</b>	<b>39</b>	<b>51</b>	<b>42</b>	<b>-14%</b>	<b>19%</b>
<b>Total Urban</b>	Bachelors	40	18	24	22	39	28	56	35	49	41	-1%	55%
	Post-Bachelors Certificates									10	13		
	Masters	44	34	67	40	75	38	69	39	51	42	-14%	19%
	Doctoral				1	2	1	3	3	2	3	-17%	
<b>Urban Affairs Total</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>112</b>	<b>99</b>	<b>3%</b>	<b>55%</b>

Note: Degrees awarded Summer through Spring

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

Degree Level	Major	2000-01		2001-02		2002-03		2003-04		2004-05		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
<b>First Professional Degrees</b>	Law (Juris Doctor)	99	129	102	98	108	112	108	142	71	125	-22%	-14%
	Master of Laws		2			1		1				-100%	-100%
<b>Law Total</b>		<b>99</b>	<b>131</b>	<b>102</b>	<b>98</b>	<b>109</b>	<b>112</b>	<b>108</b>	<b>143</b>	<b>71</b>	<b>125</b>	<b>-22%</b>	<b>-15%</b>

Note: Degrees awarded Summer through Spring

Table 5.16: Annual Degrees Awarded by Race and Gender

	2000 – 01		2001 – 02		2002 – 03		2003 – 04		2004 – 05		Percent Change	
	Female	Male	1 Year	5 Year								
<b>White</b>												
Bachelors	579	388	558	439	574	450	641	462	647	508	5%	19%
Post-Bachelors									13	16		
Masters	368	225	464	311	468	257	468	277	495	319	9%	37%
Post-Masters	13	4	7		8	6	11	3	8	2	-29%	-41%
Doctoral	6	8	11	7	12	1	4	3	7	5	71%	-14%
Juris Doctor	71	105	76	87	87	100	92	128	51	107	-28%	-10%
Master of Laws								1				
<b>Total</b>	<b>1,037</b>	<b>730</b>	<b>1,116</b>	<b>844</b>	<b>1,149</b>	<b>814</b>	<b>1,216</b>	<b>874</b>	<b>1,221</b>	<b>957</b>	<b>4%</b>	<b>23%</b>
<b>Black</b>												
Bachelors	132	41	164	66	188	74	197	78	187	72	-6%	50%
Post-Bachelors									12	5		
Masters	109	38	144	26	133	37	146	44	140	42	-4%	24%
Post-Masters			2	2		2	1	1	5		150%	
Doctoral	2	1	1			1	5	2	3		-57%	0%
Juris Doctor	14	8	13	7	11	5	4	6	10	5	50%	-32%
Master of Laws												
<b>Total</b>	<b>257</b>	<b>88</b>	<b>324</b>	<b>101</b>	<b>332</b>	<b>119</b>	<b>353</b>	<b>131</b>	<b>357</b>	<b>124</b>	<b>-1%</b>	<b>39%</b>
<b>Hispanic</b>												
Bachelors	21	14	20	14	24	10	25	13	28	17	18%	29%
Post-Bachelors										2		
Masters	2	4	14	4	19	5	17	10	14	9	-15%	283%
Post-Masters					1							
Doctoral				1		2	2	2			-100%	
Juris Doctor	3	3	2	1	2		2	4	3	3		0%
Master of Laws												
<b>Total</b>	<b>26</b>	<b>21</b>	<b>36</b>	<b>20</b>	<b>46</b>	<b>17</b>	<b>46</b>	<b>29</b>	<b>45</b>	<b>31</b>	<b>1%</b>	<b>62%</b>
<b>Asian or Pacific Islander</b>												
Bachelors	31	20	25	19	28	31	26	25	26	24	-2%	-2%
Post-Bachelors												
Masters	16	17	9	8	11	5	25	11	17	9	-28%	-21%
Post-Masters												
Doctoral	1	2							1			-67%
Juris Doctor	4	2	1		3	1	3	2	3	5	60%	33%
Master of Laws												
<b>Total</b>	<b>52</b>	<b>41</b>	<b>35</b>	<b>27</b>	<b>42</b>	<b>37</b>	<b>54</b>	<b>38</b>	<b>47</b>	<b>38</b>	<b>-8%</b>	<b>-9%</b>
<b>Native American</b>												
Bachelors	2	1	3	2		2		1	1	2	200%	
Post-Bachelors												
Masters					1		2	1	2	2	33%	
Post-Masters												
Doctoral										1		
Juris Doctor					1					1		
Master of Laws												
<b>Total</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>3</b>	<b>6</b>	<b>125%</b>	<b>200%</b>

(Continued on next page)

Table 5.16: Annual Degrees Awarded by Race and Gender

(Continued from previous page)

	2000 – 01		2001 – 02		2002 – 03		2003 – 04		2004 – 05		Percent Change	
	Female	Male	1 Year	5 Year								
<b>Minority Total</b>												
Bachelors	186	76	212	101	240	117	248	117	242	115	-2%	36%
Post-Bachelors									12	7		
Masters	127	59	167	38	164	47	190	66	173	62	-8%	26%
Post-Masters			2	2	1	2	1	1	5		150%	
Doctoral	3	3	1	1		3	7	4	4	1	-55%	-17%
Juris Doctor	21	13	16	8	17	6	9	12	16	14	43%	-12%
Master of Laws												
<b>Total</b>	<b>337</b>	<b>151</b>	<b>398</b>	<b>150</b>	<b>422</b>	<b>175</b>	<b>455</b>	<b>200</b>	<b>452</b>	<b>199</b>	<b>-1%</b>	<b>33%</b>
<b>Non-Resident Alien</b>												
Bachelors	12	30	6	33	23	35	19	32	19	18	-27%	-12%
Post-Bachelors												
Masters	60	112	78	87	56	99	81	115	69	163	18%	35%
Post-Masters												
Doctoral	2	8	3	11	4	8	7	12	3	13	-16%	60%
Juris Doctor	2	3			1	2			2	1		-40%
Master of Laws		2			1							-100%
<b>Total</b>	<b>76</b>	<b>155</b>	<b>87</b>	<b>131</b>	<b>85</b>	<b>144</b>	<b>107</b>	<b>159</b>	<b>93</b>	<b>195</b>	<b>8%</b>	<b>25%</b>
<b>Unknown</b>												
Bachelors	97	59	86	82	77	79	79	83	75	66	-13%	-10%
Post-Bachelors									5	2		
Masters	52	36	53	42	49	32	45	37	53	47	22%	14%
Post-Masters	1		1		1		1				-100%	-100%
Doctoral	1	3			5	2				2		-50%
Juris Doctor	5	8	10	3	3	4	7	2	2	3	-44%	-62%
Master of Laws												
<b>Total</b>	<b>156</b>	<b>106</b>	<b>150</b>	<b>127</b>	<b>135</b>	<b>117</b>	<b>132</b>	<b>122</b>	<b>135</b>	<b>120</b>	<b>0%</b>	<b>-3%</b>
<b>University Total</b>												
Bachelors	874	553	862	655	914	681	987	694	983	707	1%	18%
Post-Bachelors									30	25		
Masters	607	432	762	478	737	435	784	495	790	591	8%	33%
Post-Masters	14	4	10	2	10	8	13	4	13	2	-12%	-17%
Doctoral	12	22	15	19	21	14	18	19	14	21	-5%	3%
Juris Doctor	99	129	102	98	108	112	108	142	71	125	-22%	-14%
Master of Laws		2			1			1			-100%	-100%
<b>Total</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>1,901</b>	<b>1,471</b>	<b>3%</b>	<b>23%</b>

Note: Degrees awarded Summer through Spring



# **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. For Fall 2006, the enrollment in this program has grown to approximately 170 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.

The Honors Program first junior cohort was admitted Fall 2005. Over the past two years, 52 students have joined the program with junior standing. At the end of academic year 2005-06, all students in this cohort are in good academic standing.

## 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 6.1: 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 6.2: 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 6.3: Average ACT Composite Score by College and Gender: 5-Year Trend*

College	2001		2002		2003		2004		2005	
	Male	Female								
Business	21.3	20.5	21.1	20.2	21.0	19.9	21.0	19.5	21.1	19.5
CLASS	20.9	20.5	20.6	20.1	20.7	20.0	21.2	20.0	21.3	19.8
First College	23.4	21.0	22.8	20.7	20.9	20.1	19.6	18.7		
Education	20.6	20.6	20.8	20.0	20.3	19.7	21.1	19.9	20.8	20.4
Engineering	23.3	23.7	23.1	23.4	22.6	23.0	22.7	24.3	23.1	24.8
Science	21.9	21.6	22.0	21.6	21.5	21.2	21.3	20.1	21.4	20.2
Urban Affairs	20.6	21.4	20.7	20.2	21.7	19.0	21.0	19.4	21.7	20.2
University Studies	16.8	17.0	16.5	16.7	16.5	16.5	17.8	16.6	17.2	16.7
Undergraduate Non-Degree	20.6	23.0	20.8	20.0	27.0		22.2	17.8	21.5	19.5
<b>Average ACT Composite Score</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>	<b>20.9</b>	<b>19.6</b>

### Highlights

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

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

College	2001	2002	2003	2004	2005
	ACT Composite Score				
Business	21.0	20.8	20.6	20.4	20.5
CLASS	20.7	20.3	20.3	20.4	20.4
First College	22.1	21.8	20.6	19.2	
Education	20.6	20.1	19.8	20.1	20.5
Engineering	23.4	23.2	22.7	22.9	23.3
Science	21.7	21.7	21.3	20.5	20.6
Urban Affairs	21.0	20.5	20.4	20.2	20.8
University Studies	16.9	16.6	16.5	17.2	17.0
Undergraduate Non-Degree	21.0	20.7	27.0	21.1	20.6
<b>University Average ACT Score</b>	<b>20.1</b>	<b>19.9</b>	<b>19.9</b>	<b>20.1</b>	<b>20.2</b>

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

College	2001	2002	2003	2004	2005
<b>Cumulative Average GPA</b>					
Business	2.76	2.81	2.80	2.78	2.76
CLASS	2.82	2.83	2.81	2.88	2.87
First College	2.92	2.90	2.86	2.71	
Education	3.21	3.21	3.24	3.26	3.22
Engineering	2.92	2.93	2.92	2.93	2.92
Science	2.92	2.93	2.97	2.91	2.93
Urban Affairs	3.09	3.11	3.08	3.03	3.00
University Studies	2.47	2.61	2.62	2.65	2.49
Undergraduate Non-Degree	2.81	2.97	3.05	3.16	3.20
<b>University Average</b>	<b>2.84</b>	<b>2.87</b>	<b>2.88</b>	<b>2.91</b>	<b>2.90</b>

**Note:** All figures are taken from census files. Students registered with zero credit hours are excluded.

## Highlights

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

*Table 6.6: Top 15 Majors by Academic Level  
Fall 2005*

<b>UNDERGRADUATE:</b>		<b>GRADUATE EXCLUDING LAW:</b>	
Description	Enrollment	Description	Enrollment
Communication	350	Curriculum & Instruction	709
Psychology	332	Business Administration	510
Early Childhood Education	228	Social Work	183
Biology	198	Computer and Information Science	147
Sociology	172	Graduate Education Licensure	141
Social Work	162	Electrical & Computer Engineering	138
English	161	Public Administration	135
Art	158	Adult Learning and Development	93
Accounting	156	School Counseling	92
Middle Childhood Education	143	Educational Administration	88
Pre-Education	142	Psychology	74
Mechanical Engineering	141	English	72
Electrical Engineering	130	Management & Labor Relations	67
Pre-Business Administration	119	Accelerated Business Administration	61
Nursing Basic	99	Music	59
<b>Total Degree Seeking Undergraduate Students</b>	<b>8,821</b>	<b>Total Degree Seeking Graduate Students</b>	<b>4,015</b>

**Table 6.7: Top 15 Degree Seeking Programs with Highest Minority Students Enrollment by Academic Level  
Fall 2005**

**UNDERGRADUATE**

Major/Program	Minority Enrollment	Total Major Enrollment	Minority as a % of Total Major Enrollment
Urban Services Administration	26	42	62%
Pre-Nursing	40	66	61%
Pre-Liberal Arts & Social Sciences	31	56	55%
Social Work	80	162	49%
Sociology	83	172	48%
Pre-Education	59	142	42%
Urban Studies	32	86	37%
Pre-Business Administration	41	119	34%
Psychology	94	332	28%
Communication	96	350	27%
Biology	48	198	24%
Electrical Engineering	30	130	23%
Accounting	35	156	22%
English	32	161	20%
Early Childhood Education	42	228	18%

**GRADUATE**

Major/Program	Minority Enrollment	Total Major Enrollment	Minority as a % of Total Major Enrollment
Diversity Professional	12	20	60%
Sociology	14	32	44%
Social Work	71	183	39%
Public Administration	47	135	35%
Adult Learning and Development	31	93	33%
Health Science	11	41	27%
Educational Administration	23	88	26%
Graduate Education Licensure	30	141	21%
School Counseling	19	92	21%
MBA-Health Care	10	49	20%
Curriculum & Instruction	144	709	20%
Urban Studies	10	51	20%
Financial Accounting & Audit	10	57	18%
Management & Labor Relations	11	67	16%
Business Administration	57	510	11%

**Table 6.8: Top 15 Degree Seeking Major with Highest Female Student Enrollment by Academic Level  
Fall 2005**

**UNDERGRADUATE**

Major/Program	Female Enrollment	Total Major Enrollment	Female as a % of Total Major Enrollment
Pre-Nursing	63	66	95%
Early Childhood Education	217	228	95%
Nursing Basic	87	99	88%
Mild/Moderate Educational Need	68	79	86%
Social Work	129	162	80%
Psychology	253	332	76%
Sociology	122	172	71%
Pre-Education	100	142	70%
Middle Childhood Education	97	143	68%
English	106	161	66%
Biology	128	198	65%
Art	101	158	64%
Communication	207	350	59%
Pre-Business Administration	55	119	46%
Accounting	71	156	46%

**GRADUATE**

Major/Program	Female Enrollment	Total Major Enrollment	Female as a % of Total Major Enrollment
Occupational Therapy	48	52	92%
School Counseling	79	92	86%
Social Work	157	183	86%
Curriculum & Instruction	580	709	82%
Adult Learning and Development	72	93	77%
Graduate Education Licensure	109	141	77%
Psychology	55	74	74%
Educational Administration	64	88	73%
Management & Labor Relations	48	67	72%
English	51	72	71%
Public Administration	85	135	63%
Music	37	59	63%
Business Administration	199	510	39%
Electrical & Computer Engineering	39	138	28%
Computer and Information Science	39	147	27%

Table 6.9: Delaware Study Benchmarks

**Student Credit Hours (SCH) & FTE Students Taught Per FTE Faculty  
for Tenured and Tenure-Track Full-Time Faculty, Fall 2004**

*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	20	13.4	13.5	-1%	174.0	141.4	23%	15.2	11.3	35%
51.07	Health and Medical Administrative Services	6	1.0	3.3	-70%	84.0	125.8	-33%	9.3	10.2	-8%
52.03	Accounting and Related Services	21	8.8	11.0	-20%	220.0	251.4	-12%	18.0	18.7	-3%
52.08	Finance and Financial Management Services	15	5.0	9.6	-48%	195.0	226.3	-14%	18.3	17.2	7%
52.10	Management Information Systems and Services			6.7		241.0			23.0		
52.13	Marketing	6	5.5	9.8	-44%	136.0	237.7	-43%	12.3	17.5	-30%
52.14	Operations Management and Business Statistics	16	10.5	10.3		235.0	276.4		20.6	19.9	
<b>College of Liberal Arts &amp; Social Sciences</b>											
09.01	Communication and Media Studies	26	10.4	10.7	-2%	264.0	207.2	27%	18.7	14.4	30%
16.01	Linguistic, Comparative and Related Language Studies & Services	27	7.6	13.7	-45%	213.0	169.6	26%	14.8	11.8	26%
23.01	English Language and Literature, General	32	9.0	23.9	-62%	234.0	155.3	51%	17.2	11.3	52%
38.01	Philosophy	30	5.4	9.4	-43%	329.0	228.4	44%	23.3	15.7	48%
38.02	Religion/Religious Studies	9	2.0	13.8	-85%	516.0	222.1	132%	34.4	15.8	118%
44.07	Social Work	24	12.0	8.7	38%	102.0	139.7	-27%	8.5	12.1	-30%
45.02	Anthropology	17	3.5	8.7	-60%	232.0	225.6	3%	15.5	16.1	-4%
45.06	Economics	18	4.3	11.6	-63%	297.0	234.1	27%	23.7	16.9	40%
45.10	Political Science and Government	31	5.2	10.8	-52%	303.0	261.2	16%	21.1	18.2	16%
45.11	Sociology	27	5.5	11.3	-51%	375.0	262.3	43%	26.9	18.2	48%
50.07	Fine and Studio Art	28	6.9	14.1	-51%	300.0	159.4	88%	20.3	11.0	84%
50.09	Music	25	7.0	23.4	-70%	152.0	137.6	10%	11.3	9.8	15%
54.01	History	32	9.7	16.4	-41%	332.0	235.1	41%	23.4	16.5	42%
<b>College of Science</b>											
26.01	Biology, General	31	15.8	19.2	-18%	312.0	221.4	41%	22.9	16.0	43%
27.01	Mathematics	30	18.0	18.3	-2%	284.0	201.2	41%	19.6	14.1	39%
40.05	Chemistry	33	10.8	12.5	-14%	169.0	255.7	-34%	13.3	17.9	-26%
40.08	Physics	33	7.8	10.0	-22%	211.0	225.2	-6%	14.9	15.6	-4%
42.01	Psychology, General	33	18.9	16.9	12%	192.0	236.3	-19%	14.5	17.1	-15%
51.02	Speech and Hearing	17	3.5	5.6	-38%	164.0	165.5	-1%	12.9	14.4	-10%
51.23	Rehabilitation and Therapeutic Professions (Health Science)	11	9.5	8.0	19%	129.0	178.4	-28%	12.6	16.0	-21%

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Table 6.9: 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	11	22.5	26.3	-14%	150.0	152.4	-2%	12.5	13.0	-4%
13.03	Curriculum and Instruction	13	15.2	18.6	-18%	128.0	153.3	-17%	11.8	13.1	-10%
13.04	Educational Administration and Supervision	17	15.7	10.2	54%	108.0	121.1	-11%	11.8	12.1	-3%
31.05	Health and Physical Education/Fitness	12	8.8	13.7	-36%	141.0	182.1	-23%	12.5	13.3	-6%
51.16	Nursing	29	9.5	13.3	-29%	109.0	151.8	-28%	7.4	11.4	-35%
<b>College of Engineering</b>											
14.07	Chemical Engineering	8	9.1	8.2	11%	108.0	127.5	-15%	9.1	9.3	-3%
14.08	Civil Engineering	14	6.7	10.9	-39%	101.0	131.9	-23%	9.1	9.7	-6%
14.10	Electrical, Electronics and Communications Engineering	16	13.8	12.3	12%	150.0	153.7	-2%	13.2	11.8	12%
14.19	Mechanical Engineering	15	11.3	11.5	-2%	112.0	152.9	-27%	8.8	11.2	-21%
14.35	Industrial Engineering	5	7.0	13.7	-49%	74.0	136.0	-46%	7.0	10.9	-36%
15.08	Engineering Technology			5.0		110.0			7.3		
22.01	Law (LL.B., J.D.)	11	29.0	27.0	7%	227.0	237.4	-4%	25.2	25.8	-2%
45.12	Urban Affairs			16.7		161.0			15.7		

## Delaware Study Notes

- For a complete Delaware Study report contact Institutional Research at (216) 687-4700.
- Peer comparisons are unavailable for CIP 52.10 Management Information Systems and Services, 15.08 Engineering Technology, 45.12 Urban Studies.
- CIP code 52.12 (Management Information System has changed to 52.10 and 52.07 (Operation Management and Business Statistics changed to 52.14.
- 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.
- Outliers (two standard deviations above/below the initial mean) are excluded in calculation of ratios. Process implemented by Delaware Study.
- Peers are Doctoral I and Doctoral II institutions.  
**Doctoral I institutions include:** Adelphi University, Andrews University, Bowling Green State University, Catholic University of America, Georgia State University, Loyola University of Chicago, Marquette University, Northern Arizona University, SUNY – Binghamton University, University of Alabama – Tuscaloosa, University of Memphis, University of Missouri – Kansas City, University of Missouri – Rolla, University of North Carolina – Greensboro, University of Southern Mississippi, Western Michigan University.  
**Doctoral II institutions include:** Baylor University, Clarkson University, Cleveland State University, DePaul University, Duquesne University, East Carolina University, Florida International University, Indiana State University, Middle Tennessee State University, Montana State University – Bozeman, The University of Montana, University of Alabama – Huntsville, University of Colorado – Denver, University of Louisiana – Lafayette, University of Maine, University of Missouri – St. Louis, University of New Hampshire, University of San Francisco, Wright State University.
- N/A not applicable
- Regular tenured/tenure track faculty are full-time.

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

College											Percent Change			
	2001		2002		2003		2004		2005		1 Year		5 Year	
	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size								
<b>Business</b>														
Business														
Day	99	32	99	30	91	32	92	30	89	30	-3%	0%	-10%	-5%
Evening	148	24	143	25	131	26	149	24	141	23	-5%	-5%	-5%	-6%
Other*	42	20	36	23	38	21	32	19	33	23	3%	22%	-21%	17%
<b>Total</b>	<b>289</b>	<b>26</b>	<b>278</b>	<b>27</b>	<b>260</b>	<b>27</b>	<b>273</b>	<b>26</b>	<b>263</b>	<b>25</b>	<b>-4%</b>	<b>0%</b>	<b>-9%</b>	<b>-3%</b>
<b>CLASS</b>														
Day	340	33	341	32	318	32	326	29	323	30	-1%	1%	-5%	-9%
Evening	130	23	135	23	161	22	156	21	155	20	-1%	-5%	19%	-12%
Other*	42	12	41	12	37	11	36	11	28	15	-22%	38%	-33%	26%
<b>Total</b>	<b>512</b>	<b>28</b>	<b>517</b>	<b>28</b>	<b>516</b>	<b>27</b>	<b>518</b>	<b>26</b>	<b>506</b>	<b>26</b>	<b>-2%</b>	<b>1%</b>	<b>-1%</b>	<b>-9%</b>
<b>Education</b>														
Day	145	21	121	18	131	21	144	20	150	19	4%	-1%	3%	-7%
Evening	181	20	192	19	193	20	201	19	190	17	-5%	-9%	5%	-18%
Other*	41	17	30	16	8	17	23	19	50	12	117%	-35%	22%	-31%
<b>Total</b>	<b>367</b>	<b>19</b>	<b>343</b>	<b>20</b>	<b>332</b>	<b>21</b>	<b>368</b>	<b>19</b>	<b>390</b>	<b>17</b>	<b>6%</b>	<b>-9%</b>	<b>6%</b>	<b>-7%</b>
<b>Engineering</b>														
Day	51	20	43	20	42	19	40	19	41	21	3%	14%	-20%	4%
Evening	74	16	66	17	66	16	70	16	66	16	-6%	-3%	-11%	-2%
Other*	5	10	6	9	4	12	7	8	5	8	-29%	1%		
<b>Total</b>	<b>130</b>	<b>17</b>	<b>115</b>	<b>17</b>	<b>112</b>	<b>17</b>	<b>117</b>	<b>16</b>	<b>112</b>	<b>17</b>	<b>-4%</b>	<b>5%</b>	<b>-14%</b>	<b>-1%</b>
<b>Science</b>														
Day	182	43	179	42	166	44	170	41	163	43	-4%	5%	-10%	-1%
Evening	64	31	71	29	65	29	73	28	74	25	1%	-10%	16%	-20%
Other*	12	16	17	16	16	19	20	16	21	15	5%	-5%	75%	-2%
<b>Total</b>	<b>258</b>	<b>39</b>	<b>267</b>	<b>37</b>	<b>247</b>	<b>39</b>	<b>263</b>	<b>36</b>	<b>258</b>	<b>36</b>	<b>-2%</b>	<b>0%</b>	<b>0%</b>	<b>-9%</b>
<b>Urban Affairs</b>														
Day	18	37	16	41	19	36	16	30	15	32	-6%	6%	-17%	-14%
Evening	43	19	50	20	53	18	50	19	52	18	4%	-7%	21%	-6%
Other*	11	24	8	22	10	18	9	18	6	28	-33%	50%	-45%	15%
<b>Total</b>	<b>72</b>	<b>24</b>	<b>74</b>	<b>25</b>	<b>82</b>	<b>22</b>	<b>75</b>	<b>22</b>	<b>73</b>	<b>22</b>	<b>-3%</b>	<b>0%</b>	<b>1%</b>	<b>-11%</b>

(Continued on next page)

(Continued from previous page) **Table 6.10: Fall Section Enrollment by Time of Day and College: 5-Year Trend**

College	2001		2002		2003		2004		2005		Percent Change				
	Sections	Avg. Size	1 Year		5 Year										
											Sections	Avg. Size	Sections	Avg. Size	
<b>Law</b>															
Day	49	40	53	40	54	38	50	39	52	37	4%	-4%	6%	-8%	
Evening	47	30	47	30	46	29	38	29	39	26	3%	-9%	-17%	-12%	
Other*	7	15	7	15	1	44	1	25	3	21	200%	-15%	-57%	41%	
<b>Total</b>	<b>103</b>	<b>34</b>	<b>107</b>	<b>34</b>	<b>101</b>	<b>34</b>	<b>89</b>	<b>34</b>	<b>94</b>	<b>32</b>	<b>6%</b>	<b>-7%</b>	<b>-9%</b>	<b>-5%</b>	
<b>University Studies</b>															
Day	79	25	78	26	80	25	80	24	73	25	-9%	1%	-8%	-1%	
Evening	8	21	8	21	8	21	8	19	6	19	-25%	4%	-25%	-9%	
Other*															
<b>Total</b>	<b>87</b>	<b>25</b>	<b>86</b>	<b>25</b>	<b>88</b>	<b>25</b>	<b>88</b>	<b>24</b>	<b>79</b>	<b>24</b>	<b>-10%</b>	<b>2%</b>	<b>-9%</b>	<b>-2%</b>	
<b>Honors</b>															
Day							2	20	5	22	150%	10%			
Evening															
Other*															
<b>Total</b>							<b>2</b>	<b>20</b>	<b>5</b>	<b>22</b>	<b>150%</b>	<b>10%</b>			
<b>Career Services &amp; Military Science</b>															
Day	6	28	6	25	5	17	3	23	3	19	0%	-20%	-50%	-34%	
Evening	2	20	2	20	2	15	2	13	1	21	-50%	62%	-50%	8%	
Other*	1	15	1	11									-100%	-100%	
<b>Total</b>	<b>9</b>	<b>21</b>	<b>9</b>	<b>22</b>	<b>7</b>	<b>16</b>	<b>5</b>	<b>19</b>	<b>4</b>	<b>19</b>	<b>-20%</b>	<b>0%</b>	<b>-56%</b>	<b>-10%</b>	
<b>University Total</b>															
Day	969	32	936	32	906	32	923	30	914	30	-1%	1%	-6%	-5%	
Evening	697	22	714	23	725	23	747	21	724	20	-3%	-6%	4%	-11%	
Other*	161	16	146	16	114	17	128	16	146	16	14%	4%	-9%	1%	
<b>Total</b>	<b>1,827</b>	<b>27</b>	<b>1,796</b>	<b>27</b>	<b>1,745</b>	<b>27</b>	<b>1,798</b>	<b>25</b>	<b>1,784</b>	<b>25</b>	<b>-1%</b>	<b>-2%</b>	<b>-2%</b>	<b>-7%</b>	

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

CSU, Graduate Studies course, Independent study, lab, theses, student orientation courses, and courses with less than 5 enrolled are excluded.

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

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

**Day:** Monday -Friday 7:am to 4:pm

**Evening:** Monday -Thursday 4 Pm to 12 AM

**Weekend:** Classes starts after Friday 4 PM, Saturday and Sunday

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

College											Percent Change			
	2001		2002		2003		2004		2005		1 Year		5 Year	
	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size								
<b>Business</b>														
Day	79	35	80	34	71	35	79	30	72	32	-9%	6%	-9%	-6%
Evening	148	26	139	25	140	26	151	24	140	24	-7%	2%	-5%	-7%
Other*	45	21	42	19	38	23	35	20	30	23	-14%	11%	-33%	7%
<b>Total</b>	<b>272</b>	<b>28</b>	<b>261</b>	<b>27</b>	<b>249</b>	<b>28</b>	<b>265</b>	<b>25</b>	<b>242</b>	<b>26</b>	<b>-9%</b>	<b>5%</b>	<b>-11%</b>	<b>-4%</b>
<b>CLASS</b>														
Day	339	32	332	32	336	30	307	30	318	28	4%	-6%	-6%	-12%
Evening	149	22	146	22	151	19	154	20	154	20	0%	-3%	3%	-9%
Other*	46	14	54	13	44	13	47	14	29	15	-38%	12%	-37%	13%
<b>Total</b>	<b>534</b>	<b>28</b>	<b>532</b>	<b>27</b>	<b>531</b>	<b>26</b>	<b>508</b>	<b>26</b>	<b>501</b>	<b>25</b>	<b>-1%</b>	<b>-3%</b>	<b>-6%</b>	<b>-10%</b>
<b>Education</b>														
Day	111	20	130	21	144	20	155	20	150	17	-3%	-16%	35%	-15%
Evening	185	20	190	20	191	20	203	19	198	17	-2%	-12%	7%	-18%
Other*	46	19	43	14	17	19	28	14	53	14	89%	0%	15%	-30%
<b>Total</b>	<b>342</b>	<b>20</b>	<b>363</b>	<b>20</b>	<b>352</b>	<b>20</b>	<b>386</b>	<b>19</b>	<b>401</b>	<b>16</b>	<b>4%</b>	<b>-14%</b>	<b>17%</b>	<b>-17%</b>
<b>Engineering</b>														
Day	42	22	43	19	46	19	40	20	46	20	15%	-4%	10%	-11%
Evening	69	16	74	15	63	15	67	16	61	15	-9%	-3%	-12%	-3%
Other*	3	9	4	10	6	9	2	6	3	7	50%	21%		
<b>Total</b>	<b>114</b>	<b>18</b>	<b>121</b>	<b>16</b>	<b>115</b>	<b>17</b>	<b>109</b>	<b>17</b>	<b>110</b>	<b>17</b>	<b>1%</b>	<b>-2%</b>	<b>-4%</b>	<b>-6%</b>
<b>Science</b>														
Day	163	43	165	42	148	44	155	39	153	40	-1%	1%	-6%	-8%
Evening	69	29	70	29	77	27	81	25	73	27	-10%	4%	6%	-10%
Other*	16	13	21	16	15	18	20	17	27	18	35%	5%	69%	33%
<b>Total</b>	<b>248</b>	<b>37</b>	<b>256</b>	<b>36</b>	<b>240</b>	<b>37</b>	<b>256</b>	<b>33</b>	<b>253</b>	<b>34</b>	<b>-1%</b>	<b>1%</b>	<b>2%</b>	<b>-11%</b>
<b>Urban Affairs</b>														
Day	11	56	12	49	13	39	15	36	14	38	-7%	6%	27%	-32%
Evening	47	17	53	17	50	17	51	18	55	16	8%	-15%	17%	-10%
Other*	17	20	14	19	12	18	13	24	9	33	-31%	38%	-47%	63%
<b>Total</b>	<b>75</b>	<b>24</b>	<b>79</b>	<b>22</b>	<b>75</b>	<b>21</b>	<b>79</b>	<b>23</b>	<b>78</b>	<b>22</b>	<b>-1%</b>	<b>-4%</b>	<b>4%</b>	<b>-9%</b>

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(Continued from previous page) **Table 6.11: Spring Section Enrollment by Time of Day and College: 5-Year Trend**

College											Percent Change			
	2001		2002		2003		2004		2005		1 Year		5 Year	
	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size								
<b>Law</b>														
Day	49	36	55	36	49	35	49	35	54	37	10%	7%	10%	3%
Evening	50	26	47	26	47	25	45	24	38	22	-16%	-7%	-24%	-15%
Other*	12	17	13	17	6	22	5	19	6	24	20%	25%	-50%	45%
<b>Total</b>	<b>111</b>	<b>30</b>	<b>115</b>	<b>29</b>	<b>102</b>	<b>30</b>	<b>99</b>	<b>29</b>	<b>98</b>	<b>31</b>	<b>-1%</b>	<b>5%</b>	<b>-12%</b>	<b>3%</b>
<b>University Studies</b>														
Day	44	23	43	23	43	22	41	18	33	21	-20%	12%	-25%	-9%
Evening	5	22	6	21	6	17	5	17	5	18		7%		-16%
Other*														
<b>Total</b>	<b>49</b>	<b>23</b>	<b>49</b>	<b>23</b>	<b>49</b>	<b>21</b>	<b>46</b>	<b>18</b>	<b>38</b>	<b>20</b>	<b>-17%</b>	<b>11%</b>	<b>-22%</b>	<b>-10%</b>
<b>Honors</b>														
Day							2	22	5	21	150%	-2%		
Evening														
Other*														
<b>Total</b>							<b>2</b>	<b>22</b>	<b>5</b>	<b>21</b>	<b>150%</b>	<b>-2%</b>		
<b>Career Services &amp; Military Science</b>														
Day	5	36	4	36	4	34	5	24	4	30	-20%	28%	-20%	-17%
Evening	2	20	2	18	2	23	2	21	2	20		-7%		-3%
Other*	2	35	3	30									-100%	-100%
<b>Total</b>	<b>9</b>	<b>21</b>	<b>9</b>	<b>30</b>	<b>6</b>	<b>30</b>	<b>7</b>	<b>23</b>	<b>6</b>	<b>27</b>	<b>-14%</b>	<b>17%</b>	<b>-33%</b>	<b>25%</b>
<b>University Total</b>														
Day	843	33	864	32	854	31	848	29	849	29		-2%	1%	-12%
Evening	724	22	727	22	727	22	759	21	726	20	-4%	-5%		-11%
Other*	187	17	194	16	138	18	150	17	157	18	5%	7%	-16%	7%
<b>Total</b>	<b>1,754</b>	<b>27</b>	<b>1,785</b>	<b>26</b>	<b>1,719</b>	<b>26</b>	<b>1,757</b>	<b>25</b>	<b>1,732</b>	<b>24</b>	<b>-1%</b>	<b>-2%</b>	<b>-1%</b>	<b>-10%</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.

\*'Other' includes weekends and sections with no class time. Cross listed courses are counted once only.

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

**Day:** Monday – Friday 7 am to 4 pm

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

Table 6.12: Summer Section Enrollment by Time of Day and College: 5-Year Trend

College											Percent Change			
	2001		2002		2003		2004		2005		1 Year		5 Year	
	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size								
<b>Business</b>														
Day	49	25	46	24	46	21	34	19	32	19	-6%	0%	-35%	-26%
Evening	73	26	69	24	72	26	85	25	80	23	-6%	-10%	10%	-13%
Other*	25	17	15	17	14	24	16	19	10	22	-38%	12%	-60%	29%
<b>Total</b>	<b>147</b>	<b>24</b>	<b>130</b>	<b>23</b>	<b>132</b>	<b>24</b>	<b>135</b>	<b>23</b>	<b>122</b>	<b>22</b>	<b>-10%</b>	<b>-6%</b>	<b>-17%</b>	<b>-11%</b>
<b>CLASS</b>														
Day	94	22	95	23	88	21	87	20	89	19	2%	-3%	-5%	-15%
Evening	36	19	34	20	31	18	32	15	38	16	19%	1%	6%	-17%
Other*	26	12	21	11	17	14	19	10	10	13	-47%	31%	-62%	8%
<b>Total</b>	<b>156</b>	<b>20</b>	<b>150</b>	<b>21</b>	<b>136</b>	<b>20</b>	<b>138</b>	<b>17</b>	<b>137</b>	<b>18</b>	<b>-1%</b>	<b>2%</b>	<b>-12%</b>	<b>-11%</b>
<b>Education</b>														
Day	63	24	73	18	79	24	82	24	135	16	65%	-33%	114%	-35%
Evening	67	20	71	21	75	20	77	19	78	16	1%	-16%	16%	-19%
Other*	37	9	30	34	11	9	19	16	11	13	-42%	-19%	-70%	40%
<b>Total</b>	<b>167</b>	<b>23</b>	<b>174</b>	<b>23</b>	<b>165</b>	<b>21</b>	<b>178</b>	<b>21</b>	<b>224</b>	<b>16</b>	<b>26%</b>	<b>-24%</b>	<b>34%</b>	<b>-30%</b>
<b>Engineering</b>														
Day	5	20	5	16	3	16	3	19	1	32	-67%	71%	-80%	58%
Evening	9	20	10	17	9	15	4	16	5	17	25%	7%	-44%	-13%
Other*	3	22	1	5	1	11	1	5	-	-				
<b>Total</b>	<b>17</b>	<b>21</b>	<b>16</b>	<b>16</b>	<b>13</b>	<b>15</b>	<b>8</b>	<b>16</b>	<b>6</b>	<b>20</b>	<b>-25%</b>	<b>26%</b>	<b>-65%</b>	<b>-3%</b>
<b>Science</b>														
Day	102	21	90	25	91	23	91	21	78	24	-14%	12%	-24%	12%
Evening	14	25	19	25	18	22	19	18	19	16	0%	-12%	36%	-37%
Other*	10	15	17	18	8	20	13	18	23	15	77%	-12%	130%	4%
<b>Total</b>	<b>126</b>	<b>21</b>	<b>126</b>	<b>24</b>	<b>117</b>	<b>22</b>	<b>123</b>	<b>20</b>	<b>120</b>	<b>21</b>	<b>-2%</b>	<b>3%</b>	<b>-5%</b>	<b>-1%</b>
<b>Urban Affairs</b>														
Day	8	20	6	19	3	18	4	10	4	11	0%	15%	-50%	-44%
Evening	12	19	13	15	15	14	12	16	11	15	-8%	-1%	-8%	-18%
Other*	10	13	5	16	5	19	6	15	2	29	-67%	86%	-80%	119%
<b>Total</b>	<b>30</b>	<b>17</b>	<b>24</b>	<b>16</b>	<b>23</b>	<b>15</b>	<b>22</b>	<b>14</b>	<b>17</b>	<b>16</b>	<b>-23%</b>	<b>10%</b>	<b>-43%</b>	<b>-8%</b>

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Table 6.12: Summer Section Enrollment by Time of Day and College: 5-Year Trend

(Continued from previous page)

College	2001		2002		2003		2004		2005		Percent Change				
	Sections	Avg. Size	1 Year		5 Year										
											Sections	Avg. Size	Sections	Avg. Size	
<b>Law</b>															
Day	2	22	4	22	1	15	2	19	3	19	50%	-2%	50%	-13%	
Evening	11	30	11	30	9	37	11	25	11	23		-8%		-24%	
Other*	5	14	3	14	4	17	5	11	5	16		44%		10%	
<b>Total</b>	<b>18</b>	<b>25</b>	<b>18</b>	<b>24</b>	<b>14</b>	<b>30</b>	<b>18</b>	<b>20</b>	<b>19</b>	<b>20</b>	<b>6%</b>		<b>6%</b>	<b>-18%</b>	
<b>University Studies</b>															
Day	7	14	6	16	6	13	5	13	4	13	-20%	-5%	-43%	-7%	
Evening	1	13	1	20	1	19	1	14	2	14	100%		100%	8%	
Other*															
<b>Total</b>	<b>8</b>	<b>14</b>	<b>7</b>	<b>16</b>	<b>7</b>	<b>14</b>	<b>6</b>	<b>14</b>	<b>6</b>	<b>13</b>	<b>0%</b>	<b>-2%</b>	<b>-25%</b>	<b>-3%</b>	
<b>Honors</b>															
Day															
Evening															
Other*															
<b>Total</b>															
<b>Career Services &amp; Military Science</b>															
Day	1	32	1	16	1	16	1	13	1	7		-46%		-78%	
Evening	1	19	1	10			1	13	1	8		-38%		-58%	
Other*	2	27	3	14									-100%	-100%	
<b>Total</b>	<b>4</b>	<b>26</b>	<b>5</b>	<b>13</b>	<b>1</b>	<b>16</b>	<b>2</b>	<b>13</b>	<b>2</b>	<b>8</b>		<b>-42%</b>	<b>-50%</b>	<b>-71%</b>	
<b>University Total</b>															
Day	331	21	326	22	318	22	309	21	347	19	12%	-10%	5%	-13%	
Evening	224	23	229	22	230	22	242	21	245	18	1%	-11%	9%	-19%	
Other*	118	21	95	22	60	17	79	15	61	16	-23%	7%	-48%	-22%	
<b>Total</b>	<b>673</b>	<b>22</b>	<b>650</b>	<b>22</b>	<b>608</b>	<b>21</b>	<b>630</b>	<b>20</b>	<b>653</b>	<b>18</b>	<b>4%</b>	<b>-9%</b>	<b>-3%</b>	<b>-16%</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 6.13: Fall Undergraduate Student FTE by College and Class Time: 5-Year Trend  
Fall 2001 – 2005**

College	Day					Percent Change		Evenings & Weekends					Percent Change		Unknown*					Percent Change	
	2001	2002	2003	2004	2005	1 Year	5 Year	2001	2002	2003	2004	2005	1 Year	5 Year	2001	2002	2003	2004	2005	1 Year	5 Year
Business	605	579	556	531	512	-4%	-15%	464	457	384	369	358	-3%	-23%	17	13	14	17	15	-10%	-10%
CLASS	2,680	2,647	2,485	2,385	2,381		-11%	600	649	731	673	625	-7%	4%	88	78	77	70	86	23%	-2%
First College	35	61	40				-100%		6	16				5	2						-100%
Education	410	446	483	521	495	-5%	21%	201	232	239	256	218	-15%	9%	105	94	107	100	77	-23%	-27%
Engineering	199	184	191	186	210	13%	6%	184	146	134	158	154	-2%	-16%	2	3	2	4	4	-18%	53%
Science	1,603	1,599	1,617	1,533	1,567	2%	-2%	395	405	378	409	381	-7%	-3%	26	39	38	30	29	-3%	12%
Urban Affairs	179	174	177	126	130	4%	-27%	109	132	140	134	126	-6%	15%	4	3	4	8	4	-56%	-5%
University Studies	355	355	360	347	302	-12%	-15%	31	30	29	27	19	-29%	-38%							
Honors				3	7																
Other <sup>1</sup>	16	14	9	7	6	-23%	-56%	3	3	2	2	2		-26%				1	1	91%	
<b>Total</b>	<b>6,083</b>	<b>6,059</b>	<b>5,917</b>	<b>5,639</b>	<b>5,611</b>	<b>-1%</b>	<b>-8%</b>	<b>1,986</b>	<b>2,061</b>	<b>2,053</b>	<b>2,028</b>	<b>1,883</b>	<b>-7%</b>	<b>-5%</b>	<b>246</b>	<b>233</b>	<b>242</b>	<b>230</b>	<b>216</b>	<b>-6%</b>	<b>-12%</b>

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

**Table 6.14: Fall Graduate & Law Student FTE by College and Class Time: 5-Year Trend  
Fall 2001 – 2005**

College	Day					Percent Change		Evenings & Weekends					Percent Change		Unknown*					Percent Change	
	2001	2002	2003	2004	2005	1 Year	5 Year	2001	2002	2003	2004	2005	1 Year	5 Year	2001	2002	2003	2004	2005	1 Year	5 Year
Business	75	57	55	52	52	-1%	-31%	454	470	497	503	464	-8%	2%	22	19	16	17	27	52%	22%
CLASS	37	45	47	44	46	3%	23%	155	172	206	198	210	6%	35%	35	41	49	51	52	1%	48%
Education	1	13	32	37	54	46%	3,555%	574	616	658	680	577	-15%	1%	67	44	56	44	57	28%	-15%
Engineering	2	3	7	4	6	69%	221%	77	122	129	126	112	-11%	45%	32	40	45	43	33	-23%	4%
Science	92	104	107	119	114	-4%	24%	56	67	86	92	92		65%	62	76	94	86	86	1%	40%
Urban Affairs				2		-91%		162	170	154	162	162			16	16	21	13	14	10%	-10%
Law	398	424	406	386	386		-3%	284	284	274	224	220	-2%	-22%	18	19	22	21	14		
Graduate Studies															.4	.2	.2	.3			
<b>Total</b>	<b>606</b>	<b>646</b>	<b>653</b>	<b>644</b>	<b>658</b>	<b>2%</b>	<b>9%</b>	<b>1,762</b>	<b>1,900</b>	<b>2,003</b>	<b>1,985</b>	<b>1,836</b>	<b>-7%</b>	<b>4%</b>	<b>251</b>	<b>256</b>	<b>304</b>	<b>276</b>	<b>283</b>	<b>3%</b>	<b>13%</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

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

**Table 6.15: 5-Year Trends in Interactive Video and Telecourse Instructional Delivery  
STUDENT CREDIT HOURS GENERATED**

**UNDERGRADUATE:**

Interactive Video and Telecourse	Fall					Percent Change	
	2001	2002	2003	2004	2005	1 Year	5 Year
Business CLASS	63	28		60			
Science	148	92			44		-70%
Urban Affairs	28	24	68		36		-29%
<b>Total</b>	<b>239</b>	<b>144</b>	<b>68</b>	<b>120</b>	<b>80</b>	<b>-33%</b>	<b>-67%</b>

**GRADUATE:**

Interactive Video and Telecourse	Fall					Percent Change	
	2001	2002	2003	2004	2005	1 Year	5 Year
Business CLASS				33			
Education	72	107	1,398	68	1,185	141%	128%
Engineering				12	36	200%	
Urban Affairs		68	16	12	28	133%	
<b>Total</b>	<b>72</b>	<b>175</b>	<b>1,470</b>	<b>1,541</b>	<b>1,413</b>	<b>-8%</b>	<b>1863%</b>

**TOTAL:**

Interactive Video and Telecourse	Fall					Percent Change	
	2001	2002	2003	2004	2005	1 Year	5 Year
Business CLASS	63	28		93			
Education	72	107	1,398	68	1,185	141%	128%
Engineering				12	36	200%	
Science	148	92			44		-70%
Urban Affairs	28	92	84	12	64	433%	129%
<b>Total</b>	<b>311</b>	<b>319</b>	<b>1,538</b>	<b>1,661</b>	<b>1,493</b>	<b>-10%</b>	<b>380%</b>

**Table 6.16: 5-Year Trends in Web Based Instructional Delivery  
Student Credit Hours Generated**

**UNDERGRADUATE:**

Web-Based	Fall					Percent Change	
	2001	2002	2003	2004	2005	1 Year	5 Year
Business	147	117	108	111	120	8%	-18%
CLASS	36	28	64	84	276	229%	667%
Education	12	32	42	70	32	-54%	167%
Engineering		22	10	10		-100%	
Science	15	260	244	120	117	-3%	680%
Urban Affairs			196	620	1141	84%	
University Studies							
Other <sup>1</sup>		17					
<b>Total</b>	<b>210</b>	<b>476</b>	<b>664</b>	<b>1,015</b>	<b>1,686</b>	<b>66%</b>	<b>703%</b>

**GRADUATE:**

Web-Based	Fall					Percent Change	
	2001	2002	2003	2004	2005	1 Year	5 Year
Business			28				
CLASS	52	66	77	36	44	22%	-15%
Education	76	76	88	108	475	340%	525%
Engineering	82	48	84	28		-100%	-100%
Science	61	90	111	129	117	-9%	92%
<b>Total</b>	<b>271</b>	<b>280</b>	<b>388</b>	<b>301</b>	<b>636</b>	<b>111%</b>	<b>135%</b>

**TOTAL:**

Web-Based	Fall					Percent Change	
	2001	2002	2003	2004	2005	1 Year	5 Year
Business	147	117	136	111	120	8%	-18%
CLASS	88	94	141	120	320	167%	264%
Education	88	108	130	178	507	185%	476%
Engineering	82	70	94	38		-100%	-100%
Science	76	350	355	249	234	-6%	208%
Urban Affairs			196	620	1141	84%	
University Studies							
Other <sup>1</sup>		17					
<b>Total</b>	<b>481</b>	<b>756</b>	<b>1,052</b>	<b>1,316</b>	<b>2,322</b>	<b>76%</b>	<b>383%</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.

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

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

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

**Table 6.17: Cleveland State University Main Library Collections 2005**

	Main Library	
	Total Titles	Total Volumes/ Units
<b>Print Volumes:</b>		
Monographs	495,242	633,714
Classed Serials	10,606	201,832
Periodicals	9,268	190,246
<b>Total Print Volumes</b>	<b>515,116</b>	<b>1,025,792</b>
<b>Other Print Collections</b>		
Annual Reports		19,285
Maps		61,287
<b>Total Print Items</b>		<b>80,347</b>
<b>Electronic Access</b>		
E-books	61,820	
E-Journals	23,914	
Databases	88	
<b>Total Electronic Items</b>	<b>61,908</b>	
<b>Digitized holdings</b>		
Text		43,880
Images		45,454
<b>Total Digitized Holdings</b>		<b>89,334</b>
<b>Microformats</b>		<b>724,627</b>
<b>Audiovisual Materials</b>		
Cataloged	25,797	46,269
Art Slides		97,051
<b>Total AV Materials</b>	<b>25,797</b>	<b>143,320</b>

	Number	Total Linear Feet
<b>Archives</b>		
Active Periodicals	2,731	
Active Other Serials	2,044	
<b>Total Active Serials</b>	<b>4,775</b>	
Archival Materials	361	2,990

Source: University Main and Law Libraries

*(Continued on next page)*

**Table 6.18: Cleveland State University Main Library Statistics**

	Main Library		
	FY01	FY04	FY05
Number of books checked out	198,362	310,506	325,119
Hits and downloads of Electronic Course Reserves	249,578	534,725	921,998
Hits and downloads of Electronic Journals	87,053	116,913	309,557
Reference & Technical questions answered	22,133	71,099	53,507
Instructions sessions provided by the Library	202	259	564
LCLC( Library Computer Learning Center) walk-in users	23,121	32,626	27,724
Visitors to the Library	561,897	647,449	348,806
Visitors (hits) to the Library's Website	6,447,507	16,151,251	17,050,582
Electronic Books, journals, and databases	24,773	59,095	61,908
Percent of materials budget spent on electronic resources	38%	50%	

**Table 6.19: Cleveland State University Law Library Collections 2005**

	Law Library	
	Total Titles	Total Volumes/ Units
<b>Print Volumes:</b>		
Titles(Excluding non-book titles )	78,959	
Other non-book title	578	
Microformats	71,049	
Number of active serial subscriptions		3,243
Number of active serial titles		2,911
Volumes (excluding microforms)		287,483
Volumes equivalent of microforms		231,693

**Table 6.20: Cleveland State University Law Library Statistics 2005**

		Filled
Number of material requests were sent by Law library	3,465	3,450
Number of material requests received by Law library	3,433	3,020

Source: University Main and Law Libraries



# 7 Faculty & Staff

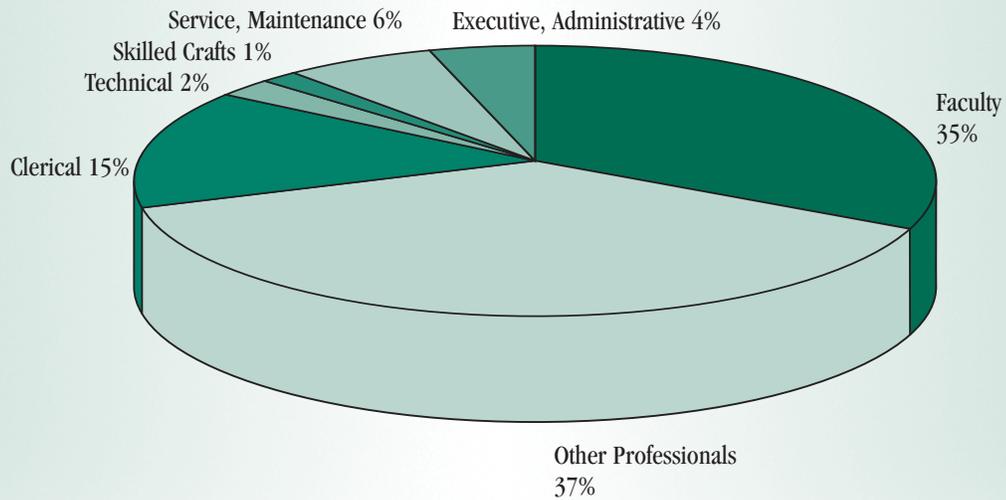


**Table 7.1: Full-Time Employees by Equal Employment Opportunity Category 6 (EEO6) Fall 2005**

	Count	% of Total
Executive, Administrative	72	4%
Faculty	575	35%
Other Professionals	609	37%
Clerical	252	15%
Technical	37	2%
Skilled Crafts	20	1%
Service, Maintenance	102	6%
<b>Total Full-Time Employees</b>	<b>1,667</b>	

Source: All figures are taken from the census files as of November 1, 2005

**Figure 7.1: Full-Time Employees by EEO6 Category Fall 2005**



**Table 7.2: Full-Time Employees by Gender, Race  
and Equal Employment Opportunity Category 6 (EE06)  
Fall 2001 – 2005**

EE06 Category/Race	2001		2002		2003		2004		2005		Percent Change	
	Male	Female	1 Year	5 Year								
<b>Executive, Administrative</b>												
White	45	14	39	8	40	9	38	10	39	10	2%	-17%
Black	8	6	8	6	8	6	7	8	7	8	0%	7%
Hispanic		1		1		1		1		1	0%	0%
Asian/Pacific Islander	4	1	3	1	5	2	5	1	6	1	17%	40%
Native American/Alaskan Native		1										-100%
Unknown					1							
<b>Total</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>52</b>	<b>20</b>	<b>3%</b>	<b>-10%</b>
<b>Faculty</b>												
White	271	140	269	145	271	146	287	150	286	167	4%	10%
Black	16	19	17	19	17	24	17	22	18	20	-3%	9%
Hispanic	7	8	9	8	9	7	8	8	8	5	-19%	-13%
Asian/Pacific Islander	48	15	51	14	52	14	56	14	54	16	0%	11%
Native American/Alaskan Native				1						1		
Unknown		1	1		1		1	1			-100%	-100%
<b>Total</b>	<b>342</b>	<b>183</b>	<b>347</b>	<b>187</b>	<b>350</b>	<b>191</b>	<b>369</b>	<b>195</b>	<b>366</b>	<b>209</b>	<b>2%</b>	<b>10%</b>
<b>Other Professionals</b>												
White	174	230	189	241	205	255	207	268	204	262	-2%	15%
Black	22	70	22	75	23	74	25	75	29	74	3%	12%
Hispanic	1	3	3	3	3	3	2	5	2	6	14%	100%
Asian/Pacific Islander	18	7	15	7	16	9	22	8	21	7	-7%	12%
Native American/Alaskan Native	1	1	1							2		0%
Unknown			1		1		3	2	1	1	-60%	
<b>Total</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>257</b>	<b>352</b>	<b>-1%</b>	<b>16%</b>
<b>Clerical</b>												
White	25	113	21	118	23	117	24	115	27	120	6%	7%
Black	9	92	9	89	9	92	10	89	9	87	-3%	-5%
Hispanic		4		4		2		2	1	3	100%	-0%
Asian/Pacific Islander	1	4	1	4	1	4	1	4	1	3	-20%	-20%
Native American/Alaskan Native		2		2		2		2		1	-50%	-50%
Unknown												
<b>Total</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>38</b>	<b>214</b>	<b>2%</b>	<b>1%</b>
<b>Technical</b>												
White	22	3	25	6	24	5	24	5	21	5	-10%	4%
Black	5	3	5	4	5	4	4	3	4	4	14%	0%
Hispanic	2		1		2		2		3		50%	50%
Asian/Pacific Islander	1		1		1		1				-100%	-100%
Native American/Alaskan Native		1										
Unknown												
<b>Total</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>28</b>	<b>9</b>	<b>-5%</b>	<b>0%</b>

*(Continued on next page)*

**Table 7.2: Full-Time Employees by Gender, Race  
and Equal Employment Opportunity Category 6 (EE06), in Percentage  
Fall 2001 – 2005**

*(Continued from previous page)*

EE06 Category/Race	2001		2002		2003		2004		2005		Percent Change	
	Male	Female	1 Year	5 Year								
<b>Skilled Crafts</b>												
White	14		14		14		13		13		0%	-7%
Black	10		7		7		7		6		-14%	-40%
Hispanic	2		2		2		2		1		-50%	-50%
Asian/Pacific Islander	1		1									-100%
Native American/Alaskan Native												
Unknown												
<b>Total</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>20</b>	<b>0</b>	<b>-9%</b>	<b>-26%</b>
<b>Service, Maintenance</b>												
White	24	2	26	2	23	1	26	1	26	1	0%	4%
Black	43	33	45	30	46	26	42	27	40	28	-1%	-11%
Hispanic	4	3	3	3	3	2	3	3	3	3	0%	-14%
Asian/Pacific Islander	1		1		1		1		1		0%	0%
Native American/Alaskan Native												
Unknown												
<b>Total</b>	<b>72</b>	<b>38</b>	<b>75</b>	<b>35</b>	<b>73</b>	<b>29</b>	<b>72</b>	<b>31</b>	<b>70</b>	<b>32</b>	<b>-1%</b>	<b>-7%</b>
<b>Total Full-Time Employees</b>												
<b>White</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>616</b>	<b>565</b>	<b>1%</b>	<b>10%</b>
<b>Black</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>113</b>	<b>221</b>	<b>-1%</b>	<b>-1%</b>
<b>Hispanic</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>18</b>	<b>18</b>	<b>0%</b>	<b>3%</b>
<b>Asian/Pacific Islander</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>83</b>	<b>27</b>	<b>-3%</b>	<b>9%</b>
<b>Native American/Alaskan Native</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>4</b>	<b>100%</b>	<b>-33%</b>
<b>Unknown</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>1</b>	<b>1</b>	<b>-71%</b>	<b>100%</b>
<b>Total</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>831</b>	<b>836</b>	<b>0%</b>	<b>7%</b>

**Note:** Fall 2001 data may not exactly match with IPEDS faculty report  
Fall 2002 -2004 data is same as IPEDS report

**Source:** All figures are taken from the census files as of November 1, 2005

**Table 7.3: Full-Time Employees by  
Equal Employment Opportunity Category 6 (EE06), in Percentage  
Fall 2001 – 2005**

**Women and Minorities as Percent of Total**

	2001	2002	2003	2004	2005
<b>Executive, Administrative</b>					
Women	29%	24%	25%	29%	28%
Black	18%	21%	19%	21%	21%
Hispanic	1%	2%	1%	1%	1%
Asian/Pacific Islander	6%	6%	10%	9%	10%
Native American/Alaskan Native	1%	0%	0%	0%	0%
Minorities	26%	29%	32%	31%	32%
<b>Faculty</b>					
Women	35%	35%	35%	35%	36%
Black	7%	7%	8%	7%	7%
Hispanic	3%	3%	3%	3%	2%
Asian/Pacific Islander	12%	12%	12%	12%	12%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Minorities	22%	22%	23%	23%	21%
<b>Other Professionals</b>					
Women	59%	59%	58%	58%	58%
Black	17%	17%	16%	16%	17%
Hispanic	1%	1%	1%	1%	1%
Asian/Pacific Islander	5%	4%	4%	5%	5%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Minorities	23%	23%	22%	23%	23%
<b>Clerical</b>					
Women	86%	88%	87%	86%	85%
Black	40%	40%	40%	40%	38%
Hispanic	2%	2%	1%	1%	2%
Asian/Pacific Islander	2%	2%	2%	2%	2%
Native American/Alaskan Native	1%	1%	1%	1%	0%
Minorities	45%	44%	44%	44%	42%
<b>Technical</b>					
Women	19%	24%	22%	21%	24%
Black	22%	21%	22%	18%	22%
Hispanic	5%	2%	5%	5%	8%
Asian/Pacific Islander	3%	2%	2%	3%	0%
Native American/Alaskan Native	3%	0%	0%	0%	0%
Minorities	32%	26%	29%	26%	30%
<b>Skilled Crafts</b>					
Women	0%	0%	0%	0%	0%
Black	37%	29%	30%	32%	30%
Hispanic	7%	8%	9%	9%	5%
Asian/Pacific Islander	4%	4%	0%	0%	0%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Minorities	48%	42%	39%	41%	35%

*(Continued on next page)*

**Table 7.3: Full-Time Employees by Gender, Race  
and Equal Employment Opportunity Category 6 (EE06), in Percentage  
Fall 2001 – 2005**

**Women and Minorities as Percent of Total**

*(Continued from previous page)*

	2001	2002	2003	2004	2005
<b>Service, Maintenance</b>					
Women	35%	32%	28%	30%	31%
Black	69%	68%	71%	67%	67%
Hispanic	6%	5%	5%	6%	6%
Asian/Pacific Islander	1%	1%	1%	1%	1%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Minorities	76%	75%	76%	74%	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>Black</b>	<b>22%</b>	<b>21%</b>	<b>21%</b>	<b>20%</b>	<b>20%</b>
<b>Hispanic</b>	<b>2%</b>	<b>2%</b>	<b>2%</b>	<b>2%</b>	<b>2%</b>
<b>Asian/Pacific Islander</b>	<b>6%</b>	<b>6%</b>	<b>6%</b>	<b>7%</b>	<b>7%</b>
<b>Native American/Alaskan Native</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Minorities</b>	<b>31%</b>	<b>30%</b>	<b>30%</b>	<b>30%</b>	<b>29%</b>

**Note:** Fall 2001 data may not exactly match with IPEDS faculty report  
Fall 2002 -2005 data is same as IPEDS report

**Source:** All figures are taken from the census files as of November 1, 2005

**Table 7.4: Full-Time Employees by Equal Employment Opportunity Category 6 (EE06)  
Fall 2001 – 2005**

EE06 Category Description	2001	2002	2003	2004	2005	Percent Change	
						1 Year	5 Year
Executive/Administrative	80	66	72	70	72	3%	-10%
Faculty	525	534	541	564	575	2%	10%
Other Professional	527	557	589	617	609	-1%	16%
Clerical	250	248	250	247	252	2%	1%
Tech/Paraprofessional	37	42	41	39	37	-5%	0%
Skilled Crafts	27	24	23	22	20	-9%	-26%
Service/Maintenance	110	110	102	103	102	-1%	-7%
<b>Total Full-time Employees</b>	<b>1,556</b>	<b>1,581</b>	<b>1,618</b>	<b>1,662</b>	<b>1,667</b>	<b>0%</b>	<b>7%</b>

**Table 7.5: Part-Time Employees by Equal Employment Opportunity Category 6 (EE06)  
Fall 2001 – 2005**

EE06 Category Description	2001	2002	2003	2004	2005	Percent Change	
						1 Year	5 Year
Executive/Administrative	1	1					
Faculty	386	445	379	414	430	4%	11%
Other Professional	192	179	165	157	151	-4%	-21%
Clerical	35	33	28	25	24	-4%	-31%
Tech/Paraprofessional	2			2	1		-50%
Skilled Crafts							
Service/Maintenance		15	19	17	12	-29%	
<b>Total Part-time Employees</b>	<b>616</b>	<b>673</b>	<b>591</b>	<b>615</b>	<b>618</b>	<b>0%</b>	<b>0%</b>

**Table 7.6: Total Employees by Equal Employment Opportunity Category 6 (EE06)  
Fall 2001 – 2005**

EE06 Category Description	2001	2002	2003	2004	2005	Percent Change	
						1 Year	5 Year
Executive/Administrative	81	67	72	70	72	3%	-11%
Faculty	911	979	920	978	1,005	3%	10%
Other Professional	719	736	754	774	760	-2%	6%
Clerical	285	281	278	272	276	1%	-3%
Tech/Paraprofessional	39	42	41	41	38	-7%	-3%
Skilled Crafts	27	24	23	22	20	-9%	-26%
Service/Maintenance	110	125	121	120	114	-5%	4%
<b>Total Employees</b>	<b>2,172</b>	<b>2,254</b>	<b>2,209</b>	<b>2,277</b>	<b>2,285</b>	<b>0%</b>	<b>5%</b>

Source: All figures are taken from the census files as of November 1, 2005

**Table 7.7: Full-Time Faculty by Rank  
Fall 2005**

College	Professor		Associate Professor		Assistant Professor		Instructor		Term Faculty		Total
	N	%	N	%	N	%	N	%	N	%	N
Business	29	35%	26	32%	12	15%	4	5%	11	13%	82
CLASS	36	23%	70	44%	40	25%	2	1%	12	8%	160
Education	16	15%	30	28%	45	41%	6	6%	12	11%	109
Engineering	20	36%	27	48%	9	16%					56
Science	40	39%	36	35%	21	21%	2	2%	3	3%	102
Urban Affairs	10	45%	6	27%	5	23%			1	5%	22
Law	18	55%	11	33%	4	12%			11	25%	44
<b>Total</b>	<b>169</b>	<b>30%</b>	<b>206</b>	<b>37%</b>	<b>136</b>	<b>24%</b>	<b>14</b>	<b>2%</b>	<b>50</b>	<b>9%</b>	<b>575</b>

Note: Includes only standard academic ranks.

**Table 7.8: Full-Time Faculty by Gender  
Fall 2005**

College	Regular Faculty				Term Faculty				Total	
	Male		Female		Male		Female		N	%
	N	%	N	%	N	%	N	%		
Business	57	70%	14	17%	10	12%	1	1%	82	14%
CLASS	98	61%	50	31%	4	3%	8	5%	160	28%
Education	36	33%	61	56%			12	11%	109	19%
Engineering	51	91%	5	9%					56	10%
Science	70	69%	29	28%	3				102	18%
Urban Affairs	12	55%	9	41%			1	5%	22	4%
Law	21	48%	12	27%	4	9%	7	16%	44	8%
<b>Total</b>	<b>345</b>	<b>60%</b>	<b>180</b>	<b>31%</b>	<b>21</b>	<b>4%</b>	<b>29</b>	<b>5%</b>	<b>575</b>	<b>100%</b>

**Table 7.9: Full-Time Faculty by Highest Degree  
Fall 2005**

College	Degree				Total	Terminal Degree
	Bachelors	Masters	Doctorate	Professional		
Business		13%	83%	4%	14%	87%
CLASS	1%	17%	83%		28%	93%
Education		25%	75%		19%	77%
Engineering		7%	93%		10%	93%
Science		8%	91%	1%	18%	93%
Urban Affairs		14%	86%		4%	86%
Law			5%	95%	7%	100%
<b>Total</b>		<b>14%</b>	<b>79%</b>	<b>7%</b>	<b>100%</b>	<b>89%</b>

Source: All figures are taken from the census files as of November 1, 2005

*Table 7.10: Women and Minorities as a Percent of Tenured/Tenure-Track Faculty  
Selected Ohio 4-Year Institutions  
Fiscal Year 2001 – 2005*

Institution	2001		2002		2003		2004		2005	
	Women	Minorities								
University of Akron	38%	19%	38%	19%	37%	19%	37%	20%	36%	20%
Bowling Green State University	35%	16%	36%	16%	37%	16%	37%	17%	37%	17%
University of Cincinnati	30%	18%	30%	18%	31%	19%	33%	20%	33%	20%
<b>Cleveland State University</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>	<b>32%</b>	<b>25%</b>
Kent State University	37%	14%	38%	15%	39%	16%	40%	17%	41%	17%
Miami University	32%	13%	34%	14%	35%	15%	36%	17%	36%	17%
Ohio State University	28%	17%	28%	18%	28%	19%	28%	19%	29%	19%
Ohio University	30%	15%	29%	14%	30%	15%	30%	16%	32%	16%
University of Toledo	30%	16%	30%	15%	30%	16%	30%	18%	29%	18%
Youngstown State University	31%	12%	31%	13%	32%	18%	33%	18%	34%	18%
<b>Total</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>	<b>33%</b>	<b>19%</b>

Source: The Ohio Board of Regents HEI Faculty Demographic (FD) query - rundate: April 26, 2006

*Table 7.11: Percentage of Full-Time Faculty to Full-Time Employees  
Selected Ohio 4-Year Institutions  
Fall 2001 – 2005*

Institution	2001	2002	2003	2004	2005
University of Akron	35%	35%	33%	32%	32%
Bowling Green State University	36%	36%	38%	38%	36%
University of Cincinnati	34%	35%	34%	35%	35%
<b>Cleveland State University</b>	<b>34%</b>	<b>34%</b>	<b>33%</b>	<b>34%</b>	<b>34%</b>
Kent State University	30%	29%	30%	31%	31%
Miami University	26%	25%	26%	25%	25%
Ohio State University	19%	19%	21%	21%	20%
Ohio University	27%	27%	28%	28%	29%
University of Toledo	36%	37%	38%	38%	38%
Youngstown State University	38%	37%	38%	39%	38%
<b>Total</b>	<b>27%</b>	<b>27%</b>	<b>28%</b>	<b>28%</b>	<b>28%</b>

Source: The Ohio Board of Regents HEI All Employee (AM) query - rundate: April 27, 2006

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

**Table 7.12: Rate of Annual Student FTE to Number of Tenured/Tenure-Track Faculty  
Selected Ohio 4-Year Institutions  
Fall 2001 – 2005**

Institution	2001	2002	2003	2004	2005	Percent Change	
						1 Year	5 Year
University of Akron	26.0	26.5	27.4	27.5	27.8	1.0%	7.1%
Bowling Green State University	30.9	30.6	30.0	30.5	32.1	5.5%	3.9%
University of Cincinnati	16.2	17.8	17.4	16.8	17.5	4.0%	7.9%
<b>Cleveland State University</b>	<b>24.0</b>	<b>25.6</b>	<b>26.1</b>	<b>25.5</b>	<b>25.3</b>	<b>-0.7%</b>	<b>5.5%</b>
Kent State University	28.0	28.7	31.5	34.2	33.0	-3.6%	17.7%
Miami University	27.5	28.7	28.5	28.2	27.8	-1.3%	1.0%
Ohio State University	16.7	16.8	18.9	19.5	19.4	-0.7%	16.2%
Ohio University	25.8	24.9	25.2	24.8	24.2	-2.6%	-6.3%
University of Toledo	27.4	27.3	28.2	28.0	27.7	-1.3%	1.0%
Youngstown State University	25.6	28.7	29.7	29.8	29.3	-1.7%	14.3%

**Source:** The Ohio Board of Regents HEI Faculty Demographics (FD) and Course Enrollment queries; run date: April 27, 2006

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

**Table 7.13: Student FTE to Full-Time Staff Ratio  
Selected Ohio 4-Year Institutions – Main Campuses Only  
Fall 2001 – 2005**

Institution	2001	2002	2003	2004	2005	Percent Change	
						1 Year	5 Year
University of Akron	11.3	11.5	11.1	10.9	10.5	-4.2%	-7.7%
Bowling Green State University	11.8	11.5	11.7	11.8	10.6	-10.3%	-9.8%
University of Cincinnati	5.9	5.8	5.8	5.7	5.7	0.7%	-2.8%
<b>Cleveland State University</b>	<b>10.6</b>	<b>10.5</b>	<b>10.4</b>	<b>9.8</b>	<b>9.6</b>	<b>-2.4%</b>	<b>-9.1%</b>
Kent State University	9.7	9.8	10.5	10.5	10.5	0.1%	9.1%
Miami University	6.9	7.0	6.9	6.6	6.3	-4.7%	-7.8%
Ohio State University	3.5	3.7	3.6	3.5	3.3	-5.2%	-6.7%
Ohio University	8.1	8.0	8.5	8.5	8.7	2.3%	7.4%
University of Toledo	11.3	11.7	12.1	11.5	11.4	-1.0%	0.5%
Youngstown State University	15.0	15.2	15.7	15.6	14.9	-4.5%	-0.7%

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

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

**Table 7.14: Percentage of Undergraduate Student Credit Hour (SCH)  
Generated by Part-Time Faculty  
Fall 2005**

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>College of Business</b>					
Accounting	Accounting	1,965	501	2,466	20%
	Business Law	273	75	348	22%
Computer & Information Science	Computer and Information Science	879	48	927	5%
	Information Science	1,473	390	1,863	21%
Finance	Finance	1,312	216	1,528	14%
Management & Labor Relations	Management & Labor Relations	1,597	273	1,870	15%
Marketing	General Administration	183	609	792	77%
	Marketing	1,774	140	1,914	7%
Operation Management & Business Statistics	Operation Management & Business Statistics	1,142	321	1,463	22%
Other Business	International Business	15		15	0%
	Special Topics		24	24	100%
<b>Business Total</b>		<b>10,613</b>	<b>2,597</b>	<b>13,210</b>	<b>20%</b>
<b>College of Liberal Arts And Social Sciences</b>					
Anthropology	Anthropology	1,087	196	1,283	15%
Art	Art	1,910	976	2,886	34%
Communication	Communication	4,446	2,132	6,578	32%
	Drama	306	151	457	33%
Economics	Economics	906	1,393	2,299	61%
English	English	2,515	4,446	6,961	64%
History	History	4,056	2,444	6,500	38%
Interdisciplinary	Linguistics	48		48	0%
	Women's Studies	94	196	290	68%
Modern Languages	Arabic	351		351	0%
	Chinese		115	115	100%
	English Translations of Foreign Literatures	20		20	0%
	French	274	114	388	29%
	German	60	170	230	74%
	Greek	4		4	0%
	Italian	150		150	0%
	Japanese		100	100	100%
	Latin	76	33	109	30%
	Modern Languages	55		55	0%
	Spanish	902	895	1,797	50%
Music	Applied Music	49	271	320	85%
	Music	701	1,760	2,461	72%

(Continued on next page)

**Table 7.14: Percentage of Undergraduate Student Credit Hour (SCH)  
Generated by Part-Time Faculty  
Fall 2005**

*(Continued from previous page)*

<b>Department</b>	<b>Description</b>	<b>SCH Generated by Full-Time Faculty</b>	<b>SCH Generated by Part-Time Faculty</b>	<b>Total SCH Generated</b>	<b>% of SCH Generated by Part-Time Faculty</b>
Philosophy	Philosophy	1,269	958	2,227	43%
Political Science	Political Science	1,872	844	2,716	31%
Religious Studies	Religious Studies	572	760	1,332	57%
Social Work	Social Work	885	1,358	2,243	61%
Sociology	Sociology	2,885	1,587	4,472	35%
<b>CLASS Total</b>		<b>25,493</b>	<b>20,899</b>	<b>46,392</b>	<b>45%</b>
<b>College of Education &amp; Human Services</b>					
CASAL	Education Specialist	208		208	0%
Curriculum and Foundations	Curriculum & Instruction	1,359	321	1,680	19%
Health And Physical Education	Dance	47	29	76	38%
	Health and Physical Education	798		798	0%
	Health Education	213		213	0%
	HPER-Core Curriculum		50	50	100%
	Physical Education-Service	55	276	331	83%
Nursing	Nursing RN	2,701	215	2,916	7%
Teachers Education	Early Childhood Education	530	409	939	44%
	Education-SIP	61	667	728	92%
	Middle Childhood Education	256		256	0%
	Special Education	510	404	914	44%
	Specialized Instructional/Teacher Education	517	600	1,117	54%
	Specialized Study & Field Experiences	1,542		1,542	0%
<b>Education Total</b>		<b>8,797</b>	<b>2,971</b>	<b>11,768</b>	<b>25%</b>
<b>College of Engineering</b>					
Chemical & Biomedical Engineering	Chemical Engineering	328		328	0%
	Engineering Science	245	168	413	41%
Civil & Environmental Engineering	Civil Engineering	459	38	497	8%
	Engineering Science	307	110	417	26%
Dean's Office	Engineering Science	70		70	0%
Electrical & Computer Engineering	Electrical & Computer Engineering	1,044	374	1,418	26%
	Engineering Science	109		109	0%

*(Continued on next page)*

**Table 7.14: Percentage of Undergraduate Student Credit Hour (SCH)  
Generated by Part-Time Faculty  
Fall 2005**

(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
Engineering Technology	Electronic Engineering Technology	158		158	0%
	General Engineering Technology	73		73	0%
	Math Technology	28		28	0%
	Mechanical Engineering Technology	24	145	169	86%
Industrial & Manufacturing Engineering	Engineering Science	178	174	352	49%
	Industrial & Manufacturing Engineering	169	33	202	16%
Mechanical Engineering	Engineering Science	431		431	0%
	Mechanical Engineering	698	76	774	10%
<b>Engineering Total</b>		<b>4,321</b>	<b>1,118</b>	<b>5,439</b>	<b>21%</b>
<b>College of Science</b>					
Biology, Geology & Environmental Science	Biology	3,192	1,110	4,302	26%
	Environmental Sciences	157	192	349	55%
	Geological Sciences	685	388	1,073	36%
Chemistry	Chemistry	2,650	489	3,139	16%
Health Sciences	Pre-Health Science	1,025	290	1,315	22%
Mathematics	Mathematics	6,899	1,817	8,716	21%
Physics	Physics	1,637	812	2,449	33%
Psychology	Psychology	3,790	2,856	6,646	43%
Speech & Hearing	Speech & Hearing	385	1,015	1,400	73%
<b>Science Total</b>		<b>20,420</b>	<b>8,969</b>	<b>29,389</b>	<b>31%</b>
<b>College of Urban Affairs</b>					
Urban Studies	Environmental Studies	4	64	68	94%
	Public Safety Management	96	84	180	47%
	Urban Services Administration	120	56	176	32%
	Urban Studies	1,718	1,728	3,446	50%
<b>Urban Affairs Total</b>		<b>1,938</b>	<b>1,932</b>	<b>3,870</b>	<b>50%</b>
<b>University Studies</b>					
	ASC	767		767	0%
	Business Freshman Orientation	113		113	0%
	English	372	979	1,351	72%
	Mathematics	1,372	1,220	2,592	47%
<b>University Studies Total</b>		<b>2,624</b>	<b>2,199</b>	<b>4,823</b>	<b>46%</b>
<b>Total SCH</b>		<b>74,206</b>	<b>40,685</b>	<b>114,891</b>	<b>35%</b>

Total SCH generated reported 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 8.1: New First Year Undergraduate Application Trends  
for Degree-Seeking Students by College Fall 2001 – 2005**

	First Year					Percent Change	
	2001	2002	2003	2004	2005	1 Year	5 Year
<b>Business</b>							
Applied	428	476	531	569	573	1%	34%
Admitted	339	362	380	369	414	12%	22%
Enrolled	174	186	176	169	176	4%	1%
Yield	51.3%	51.4%	46.3%	45.8%	42.5%		
<b>CLASS</b>							
Applied	879	978	1,056	997	787	-21%	-10%
Admitted	727	804	849	748	605	-19%	-17%
Enrolled	362	388	372	236	252	7%	-30%
Yield	49.8%	48.3%	43.8%	31.6%	41.7%		
<b>Education</b>							
Applied	160	261	265	357	403	13%	152%
Admitted	117	159	152	203	281	38%	140%
Enrolled	62	77	64	67	111	66%	79%
Yield	53.0%	48.4%	42.1%	33.0%	39.5%		
<b>Engineering</b>							
Applied	147	143	185	168	218	30%	48%
Admitted	123	109	132	106	153	44%	24%
Enrolled	73	48	68	57	59	4%	-19%
Yield	59.3%	44.0%	51.5%	53.8%	38.6%		
<b>Science</b>							
Applied	28	72	106	302	595	97%	2025%
Admitted	20	36	51	231	510	121%	2450%
Enrolled	15	23	37	202	214	6%	1327%
Yield	75.0%	63.9%	72.5%	87.4%	42.0%		
<b>Urban Affairs</b>							
Applied	13	27	27	40	37	-8%	185%
Admitted	12	22	20	28	22	-21%	83%
Enrolled	6	11	12	19	7	-63%	17%
Yield	50.0%	50.0%	60.0%	67.9%	31.8%		
<b>University Studies</b>							
Applied	662	613	590	435	532	22%	-20%
Admitted	660	611	589	416	529	27%	-20%
Enrolled	375	306	281	207	223	8%	-41%
Yield	56.8%	50.1%	47.7%	49.8%	42.2%		
<b>Total</b>							
Applied	2,317	2,570	2,760	2,868	3,145	10%	36%
Admitted	1,998	2,103	2,173	2,101	2,514	20%	26%
Enrolled	1,067	1,039	1,010	957	1,042	9%	-2%
Yield	53.4%	49.4%	46.5%	45.5%	41.4%		

**Notes:**

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

There are significant percentage changes in applications, admitted and enrolled numbers by college when comparing the Fall 2004 and Fall 2005 semesters. These fluctuations are due to a major change in processing undergraduate admissions applications. Instead of placing a large number of students who might not immediately qualify for their direct major into an undecided category (in CLASS), new academic pre-majors were created (i.e. pre nursing, pre pharmacy, pre engineering). This allows the students area of interest to be tracked from the time of initial admission.

This fluctuation will also be seen in College level comparisons for Fall 2005 to Fall 2006. After that year, the comparisons should become stable again. The overall increase for applications and admitted students (across all colleges) is correct.

**Table 8.2: New Transfer Undergraduate Application Trends  
for Degree-Seeking Students by College  
Fall 2001 – 2005**

	Transfer					Percent Change	
	2001	2002	2003	2004	2005	1 Year	5 Year
<b>Business</b>							
Applied	555	614	649	663	676	2%	22%
Admitted	444	459	406	375	448	19%	1%
Enrolled	275	319	279	225	254	13%	-8%
Yield	61.9%	69.5%	68.7%	60.0%	56.7%		
<b>CLASS</b>							
Applied	992	1,172	1,284	990	772	-22%	-22%
Admitted	868	1,011	966	606	528	-13%	-39%
Enrolled	578	656	631	323	335	4%	-42%
Yield	66.6%	64.9%	65.3%	53.3%	63.4%		
<b>Education</b>							
Applied	270	313	396	480	574	20%	113%
Admitted	228	229	227	225	395	76%	73%
Enrolled	154	141	141	129	213	65%	38%
Yield	67.5%	61.6%	62.1%	57.3%	53.9%		
<b>Engineering</b>							
Applied	113	183	174	152	151	-1%	34%
Admitted	85	147	113	83	97	17%	14%
Enrolled	64	73	81	55	64	16%	0%
Yield	75.3%	49.7%	71.7%	66.3%	66.0%		
<b>Science</b>							
Applied	81	106	161	313	479	53%	491%
Admitted	66	61	81	194	340	75%	415%
Enrolled	61	51	71	192	225	17%	269%
Yield	92.4%	83.6%	87.7%	99.0%	66.2%		
<b>Urban Affairs</b>							
Applied	71	82	85	86	73	-15%	3%
Admitted	64	71	60	40	56	40%	-13%
Enrolled	55	49	46	20	40	100%	-27%
Yield	85.9%	69.0%	76.7%	50.0%	71.4%		
<b>University Studies</b>							
Applied	71	103	123	23	139	504%	96%
Admitted	70	100	77	16	132	725%	89%
Enrolled	53	61	51	10	87	770%	64%
Yield	75.7%	61.1%	66.2%	62.5%	65.9%		
<b>Total</b>							
<b>Applied</b>	<b>2,153</b>	<b>2,573</b>	<b>2,872</b>	<b>2,707</b>	<b>2,864</b>	<b>6%</b>	<b>33%</b>
<b>Admitted</b>	<b>1,825</b>	<b>2,078</b>	<b>1,930</b>	<b>1,539</b>	<b>1,996</b>	<b>30%</b>	<b>9%</b>
<b>Enrolled</b>	<b>1,240</b>	<b>1,350</b>	<b>1,300</b>	<b>954</b>	<b>1,218</b>	<b>28%</b>	<b>-2%</b>
<b>Yield</b>	<b>67.9%</b>	<b>65.0%</b>	<b>67.4%</b>	<b>62.0%</b>	<b>61.0%</b>		

**Notes:**

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

For Fall 2004 & 2005, significant increase in applied, admitted & enrolled of College Science due to creation of a new academic plan UNDCa and UNDCS. Consequently, number of students applied, admitted and enrolled in University Studies has decreased.

Table 8.3: New First Year Undergraduate Application Trends for Degree-Seeking Students by Race  
Fall 2001 – 2005

	First Year					Percent Change	
	2001	2002	2003	2004	2005	1 Year	5 Year
<b>White</b>							
Applied	1,297	1,384	1,433	1,445	1,639	13%	26%
Admitted	1,195	1,248	1,232	1,205	1,429	19%	20%
Enrolled	658	632	580	551	610	11%	-7%
Yield	55.1%	50.6%	47.1%	45.7%	42.7%		
<b>African-American</b>							
Applied	645	806	897	909	1,021	12%	58%
Admitted	506	569	635	538	712	32%	41%
Enrolled	259	263	295	235	283	20%	9%
Yield	51.2%	46.2%	46.5%	43.7%	39.7%		
<b>Hispanic</b>							
Applied	85	103	131	122	163	34%	92%
Admitted	70	81	105	91	141	55%	101%
Enrolled	39	37	45	34	49	44%	26%
Yield	55.7%	45.7%	42.9%	37.4%	34.8%		
<b>Asian</b>							
Applied	71	67	85	87	101	16%	42%
Admitted	63	63	75	74	85	15%	35%
Enrolled	32	37	35	26	45	73%	41%
Yield	50.8%	58.7%	46.7%	35.1%	52.9%		
<b>Native American</b>							
Applied	10	7	10	9	13	44%	30%
Admitted	8	5	3	4	8	100%	0%
Enrolled	3	2	0	1	4	300%	33%
Yield	37.5%	40.0%	0.0%	25.0%	50.0%		
<b>Total Minority</b>							
Applied	811	983	1,123	1,127	1,298	15%	60%
Admitted	647	718	818	707	946	34%	46%
Enrolled	333	339	375	296	381	29%	14%
Yield	51.5%	47.2%	45.8%	41.9%	40.3%		
<b>Race Unknown</b>							
Applied	134	130	126	201	130	-35%	-3%
Admitted	116	98	93	147	106	-28%	-9%
Enrolled	68	58	43	94	42	-55%	-38%
Yield	58.6%	59.2%	46.2%	63.9%	39.6%		
<b>Non-Resident Alien</b>							
Applied	75	73	78	95	78	-18%	4%
Admitted	40	39	30	42	33	-21%	-18%
Enrolled	8	10	12	16	9	-44%	13%
Yield	20.0%	25.6%	40.0%	38.1%	27.3%		
<b>Total</b>							
Applied	2,317	2,570	2,760	2,868	3,145	10%	36%
Admitted	1,998	2,103	2,173	2,101	2,514	20%	26%
Enrolled	1,067	1,039	1,010	957	1,042	9%	-2%
Yield	53.4%	49.4%	46.5%	45.5%	41.4%		

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

**Table 8.4: New Transfer Undergraduate Application Trends  
for Degree-Seeking Students by Race  
Fall 2001 – 2005**

	Transfers					Percent Change	
	2001	2002	2003	2004	2005	1 Year	5 Year
<b>White</b>							
Applied	1,243	1,536	1,713	1,586	1,723	9%	39%
Admitted	1,098	1,294	1,240	1,007	1,320	31%	20%
Enrolled	756	864	844	619	827	34%	9%
Yield	68.9%	66.8%	68.1%	61.5%	62.7%		
<b>African-American</b>							
Applied	434	558	687	709	777	10%	79%
Admitted	333	385	355	277	406	47%	22%
Enrolled	220	235	235	176	229	30%	4%
Yield	66.1%	61.0%	66.2%	63.5%	56.4%		
<b>Hispanic</b>							
Applied	78	80	82	75	84	12%	8%
Admitted	66	65	56	44	60	36%	-9%
Enrolled	41	43	35	28	38	36%	-7%
Yield	62.1%	66.2%	62.5%	63.6%	63.3%		
<b>Asian</b>							
Applied	53	51	61	49	75	53%	42%
Admitted	44	44	41	32	64	100%	45%
Enrolled	33	35	28	16	36	125%	9%
Yield	75.0%	79.5%	68.3%	50.0%	56.3%		
<b>Native American</b>							
Applied	8	6	8	10	13	30%	63%
Admitted	5	5	4	6	6	0%	20%
Enrolled	3	0	4	4	4	0%	33%
Yield	60.0%	0.0%	100.0%	66.7%	66.7%		
<b>Total Minority</b>							
Applied	573	695	838	843	949	13%	66%
Admitted	448	499	456	359	536	49%	20%
Enrolled	297	313	302	224	307	37%	3%
Yield	66.3%	62.7%	66.2%	62.4%	57.3%		
<b>Race Unknown</b>							
Applied	240	245	209	214	143	-33%	-40%
Admitted	216	218	160	137	107	-22%	-50%
Enrolled	149	131	110	87	66	-24%	-56%
Yield	69.0%	60.1%	68.8%	63.5%	61.7%		
<b>Non-Resident Alien</b>							
Applied	97	97	112	64	49	-23%	-49%
Admitted	63	67	74	36	33	-8%	-48%
Enrolled	38	42	44	24	18	-25%	-53%
Yield	60.3%	62.7%	59.5%	66.7%	54.5%		
<b>Total</b>							
<b>Applied</b>	<b>2,153</b>	<b>2,573</b>	<b>2,872</b>	<b>2,707</b>	<b>2,864</b>	<b>6%</b>	<b>33%</b>
<b>Admitted</b>	<b>1,825</b>	<b>2,078</b>	<b>1,930</b>	<b>1,539</b>	<b>1,996</b>	<b>30%</b>	<b>9%</b>
<b>Enrolled</b>	<b>1,240</b>	<b>1,350</b>	<b>1,300</b>	<b>954</b>	<b>1,218</b>	<b>28%</b>	<b>-2%</b>
<b>Yield</b>	<b>67.9%</b>	<b>65.0%</b>	<b>67.4%</b>	<b>62.0%</b>	<b>61.0%</b>		

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

**Table 8.5: New Graduate & Law Application Trends for Degree-Seeking Students by College  
Fall 2001 – 2005**

	Graduate & Law					Percent Change	
	2001	2002	2003	2004	2005	1 Year	5 Year
<b>Business</b>							
Applied	621	967	1,034	911	1,010	11%	63%
Admitted	388	603	689	517	619	20%	60%
Enrolled	216	318	328	236	291	23%	35%
Yield	55.7%	52.7%	47.6%	45.6%	47.0%		
<b>CLASS</b>							
Applied	238	333	330	399	370	-7%	55%
Admitted	164	231	220	234	266	14%	62%
Enrolled	106	156	133	142	169	19%	59%
Yield	64.6%	67.5%	60.5%	60.7%	63.5%		
<b>Education</b>							
Applied	383	635	819	792	691	-13%	80%
Admitted	302	482	510	323	496	54%	64%
Enrolled	225	404	424	211	319	51%	42%
Yield	74.5%	83.8%	83.1%	65.3%	64.3%		
<b>Engineering</b>							
Applied	564	864	1,021	702	691	-2%	23%
Admitted	319	509	603	380	377	-1%	18%
Enrolled	74	119	123	101	91	-10%	23%
Yield	23.2%	23.4%	20.4%	26.6%	24.1%		
<b>Science</b>							
Applied	256	334	360	413	402	-3%	57%
Admitted	150	185	197	205	217	6%	45%
Enrolled	80	112	118	106	127	20%	59%
Yield	53.3%	60.5%	59.9%	51.7%	58.5%		
<b>Urban Affairs</b>							
Applied	153	182	200	200	174	-13%	14%
Admitted	122	132	141	113	102	-10%	-16%
Enrolled	78	83	81	62	57	-8%	-27%
Yield	63.9%	62.9%	57.4%	54.9%	55.9%		
<b>Law</b>							
Applied	1,181	1,316	1,555	1,816	1,744	-4%	48%
Admitted	607	572	581	526	535	2%	-12%
Enrolled	271	259	263	218	232	6%	-14%
Yield	44.6%	45.3%	45.3%	41.4%	43.4%		
<b>Total</b>							
<b>Applied</b>	<b>3,396</b>	<b>4,631</b>	<b>5,319</b>	<b>5,233</b>	<b>5,082</b>	<b>-3%</b>	<b>50%</b>
<b>Admitted</b>	<b>2,052</b>	<b>2,714</b>	<b>2,941</b>	<b>2,298</b>	<b>2,612</b>	<b>14%</b>	<b>27%</b>
<b>Enrolled</b>	<b>1,050</b>	<b>1,451</b>	<b>1,470</b>	<b>1,076</b>	<b>1,286</b>	<b>20%</b>	<b>22%</b>
<b>Yield</b>	<b>51.2%</b>	<b>53.5%</b>	<b>50.0%</b>	<b>46.8%</b>	<b>49.2%</b>		

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

**Table 8.6: New Graduate & Law Applications Trends  
for New Degree-Seeking Students by Race  
Fall 2001 – 2005**

	Graduate & Law					Percent Change	
	2001	2002	2003	2004	2005	1 Year	5 Year
<b>White</b>							
Applied	1,693	2,185	2,600	2,558	2,365	-8%	40%
Admitted	1,144	1,369	1,436	1,073	1,210	13%	6%
Enrolled	687	914	958	611	744	22%	8%
Yield	60.1%	66.8%	66.7%	56.9%	61.5%		
<b>African-American</b>							
Applied	363	490	546	581	567	-2%	56%
Admitted	163	224	227	183	259	42%	59%
Enrolled	122	182	164	130	173	33%	42%
Yield	74.8%	81.3%	72.2%	71.0%	66.8%		
<b>Hispanic</b>							
Applied	72	95	95	107	84	-21%	17%
Admitted	37	56	50	29	39	34%	5%
Enrolled	21	34	33	12	15	25%	-29%
Yield	56.8%	60.7%	66.0%	41.4%	38.5%		
<b>Asian</b>							
Applied	64	90	107	146	528	262%	725%
Admitted	38	59	59	54	268	396%	605%
Enrolled	20	34	32	27	80	196%	300%
Yield	52.6%	57.6%	54.2%	50.0%	29.9%		
<b>Native American</b>							
Applied	7	9	11	7	19	171%	171%
Admitted	5	3	7	3	9	200%	80%
Enrolled	1	2	5	1	5	400%	400%
Yield	20.0%	66.7%	71.4%	33.3%	55.6%		
<b>Total Minority</b>							
Applied	506	684	759	841	1,198	42%	137%
Admitted	243	342	343	269	575	114%	137%
Enrolled	164	252	234	170	273	61%	66%
Yield	67.5%	73.7%	68.2%	63.2%	47.5%		
<b>Race Unknown</b>							
Applied	118	147	183	480	813	69%	589%
Admitted	87	100	105	190	427	125%	391%
Enrolled	59	75	75	111	182	64%	208%
Yield	67.8%	75.0%	71.4%	58.4%	42.6%		
<b>Non-Resident Alien</b>							
Applied	1,079	1,615	1,777	1,354	706	-48%	-35%
Admitted	578	903	1,057	766	400	-48%	-31%
Enrolled	140	210	203	184	87	-53%	-38%
Yield	24.2%	23.3%	19.2%	24.0%	21.8%		
<b>Total</b>							
<b>Applied</b>	<b>3,396</b>	<b>4,631</b>	<b>5,319</b>	<b>5,233</b>	<b>5,082</b>	<b>-3%</b>	<b>50%</b>
<b>Admitted</b>	<b>2,052</b>	<b>2,714</b>	<b>2,941</b>	<b>2,298</b>	<b>2,612</b>	<b>14%</b>	<b>27%</b>
<b>Enrolled</b>	<b>1,050</b>	<b>1,451</b>	<b>1,470</b>	<b>1,076</b>	<b>1,286</b>	<b>20%</b>	<b>22%</b>
<b>Yield</b>	<b>51.2%</b>	<b>53.5%</b>	<b>50.0%</b>	<b>46.8%</b>	<b>49.2%</b>		

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

College/Division	Endowment (Program Giving & Scholarship)					Percent Change	
	2002	2003	2004	2005	2006	1 Year	5 Year
Business	2,072,113	2,165,665	2,669,591	2,899,291	3,388,980	17%	64%
Arts & Sciences <sup>1</sup>	2,112,372	1,840,350	2,013,076				-100%
CLASS				1,710,087	1,908,446	12%	
Education	128,617	122,348	456,422	1,377,706	1,803,765	31%	1302%
Engineering	183,554	226,085	1,526,333	1,563,151	2,358,942	51%	1185%
Science				300,489	338,565	13%	
Urban Affairs	3,149,705	3,780,387	4,419,997	4,488,599	5,183,857	15%	65%
Law	2,975,492	3,180,440	4,038,463	4,433,144	5,173,875	17%	74%
Athletics	904,559	955,066	1,310,687	1,353,712	1,523,262	13%	68%
General University	1,015,013	1,666,517	2,746,043	3,265,074	4,199,599	29%	314%
Library	7,499,485	8,591,902	11,707,763	13,517,851	16,724,915	24%	123%
Office of the President	377,839	281,994	327,242	302,066	330,191	9%	-13%
<b>Total Endowment</b>	<b>\$20,418,749</b>	<b>\$22,810,753</b>	<b>\$31,215,616</b>	<b>\$35,211,170</b>	<b>\$42,934,396</b>	<b>22%</b>	<b>110%</b>

College/Division	Program Giving <sup>2</sup>					Percent Change	
	2002	2003	2004	2005	2006	1 Year	5 Year
Business	584,365	564,694	652,669	653,711	709,989	9%	21%
Arts & Sciences <sup>1</sup>	1,176,693	877,442	664,919				-100%
CLASS				451,719	494,532	9%	
Education	17,894	17,331	329,262	650,130	1,017,334	56%	5585%
Engineering			1,037,562	1,057,119	1,144,595	8%	
Science				192,514	215,902	12%	
Urban Affairs	2,476,212	3,075,118	3,541,574	3,553,935	3,970,769	12%	60%
Law	1,468,406	1,466,408	2,001,485	2,070,501	2,269,257	10%	55%
Athletics	1,700	10,850	11,682	21,682	38,828	79%	
General University	11,156	11,497	14,789	15,940	201,836	1166%	1709%
Library	692,486	676,382	779,089	791,845	906,662	14%	31%
Office of the President	377,839	281,994	327,242	302,066	330,191	9%	-13%
<b>Total Program</b>	<b>6,222,387</b>	<b>6,417,022</b>	<b>8,707,604</b>	<b>9,107,452</b>	<b>10,589,906</b>	<b>16%</b>	<b>70%</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 8.7: CSU Foundation:  
5-Year Giving History by College/Division

(Continued from previous page)

College/Division	Scholarship					Percent Change	
	2002	2003	2004	2005	2006	1 Year	5 Year
Business	1,487,748	1,600,971	2,016,922	2,245,580	2,678,991	19%	80%
Arts & Sciences <sup>1</sup>	935,679	962,908	1,348,157				
CLASS				1,258,368	1,413,915	12%	
Education	110,723	105,017	127,160	727,576	786,431	8%	610%
Engineering	183,554	226,085	488,770	506,032	1,214,346	140%	562%
Science				107,975	122,662	14%	
Urban Affairs	673,493	705,269	878,423	934,664	1,213,087	30%	80%
Law	1,507,086	1,714,032	2,036,978	2,362,642	2,904,619	23%	93%
Athletics	902,859	944,216	1,299,004	1,332,031	1,484,434	11%	64%
General University	1,003,857	1,655,020	2,731,254	3,249,133	3,997,762	23%	298%
<b>Total Scholarships</b>	<b>6,806,999</b>	<b>7,915,520</b>	<b>10,928,674</b>	<b>12,726,006</b>	<b>15,818,253</b>	<b>24%</b>	<b>132%</b>
<b>Total Endowments</b>	<b>\$13,029,387</b>	<b>\$14,332,542</b>	<b>\$19,636,278</b>	<b>\$21,833,458</b>	<b>\$26,408,159</b>	<b>21%</b>	<b>103%</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 8.8: CSU Foundation: Endowed Scholarship, Donors & Giving

Endowed:	FY2002	FY2006	Percent Increase	Average Increase
			1 Year	Per Year
Chairs	2	4	100%	20%
Scholarships	111	172	74%	15%
<b>Donors:</b>				
Alumni	4,520	5,118	13%	3%
<b>Total</b>	<b>6,930</b>	<b>7,890</b>	<b>14%</b>	<b>3%</b>
<b>Giving:</b>				
Alumni	\$812,608	\$2,136,488	163%	33%
<b>Total</b>	<b>\$4,510,831</b>	<b>\$6,707,266</b>	<b>49%</b>	<b>10%</b>

## Philanthropic Highlights: 2005 – 2006

- 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 8.9: Athletic Sports at Cleveland State University  
Enrollment

Men's	2000 – 2001		2001 – 2002		2002 – 2003		2003 – 2004		2004 – 2005		2005 – 2006	
	Enrollment	%										
Baseball	33	26%	27	24%	43	25%	38	24%	39	24%	32	27%
Basketball	12	9%	13	12%	17	10%	15	10%	18	11%	13	11%
Fencing	11	9%	9	8%	12	7%	9	6%	12	7%	7	6%
Golf	10	8%	7	6%	12	7%	12	8%	10	6%	7	6%
Soccer	14	11%	12	11%	21	12%	22	14%	22	14%	12	10%
Swimming & Diving	17	13%	15	13%	25	15%	21	13%	27	17%	24	20%
Tennis	7	6%	9	8%	8	5%	8	5%	9	6%	5	4%
Wrestling	23	18%	21	19%	33	19%	32	20%	24	15%	19	16%
<b>Total Men</b>	<b>127</b>	<b>100%</b>	<b>113</b>	<b>100%</b>	<b>171</b>	<b>100%</b>	<b>157</b>	<b>100%</b>	<b>161</b>	<b>100%</b>	<b>119</b>	<b>100%</b>
<b>Cumulative GPA Males</b>	<b>2.76</b>		<b>2.82</b>		<b>N/A</b>		<b>N/A</b>		<b>2.80</b>		<b>2.80</b>	
<b>Women's</b>												
Basketball	14	19%	14	17%	14	14%	16	15%	16	15%	18	17%
Cross Country			12	15%	11	11%	10	9%	6	6%	4	4%
Fencing	10	13%	4	5%	8	8%	12	11%	10	9%	2	2%
Golf	3	4%	4	5%	8	8%	6	6%	8	7%	9	9%
Soccer							11	10%	20	19%	15	14%
Softball	15	20%	17	21%	21	21%	16	15%	14	13%	20	19%
Swimming & Diving	16	21%	13	16%	18	18%	16	15%	13	12%	18	17%
Tennis	6	8%	7	9%	9	9%	5	5%	7	7%	7	7%
Volleyball	11	15%	10	12%	13	13%	14	13%	13	12%	12	11%
<b>Total Women</b>	<b>75</b>	<b>100%</b>	<b>81</b>	<b>100%</b>	<b>102</b>	<b>100%</b>	<b>106</b>	<b>100%</b>	<b>107</b>	<b>100%</b>	<b>105</b>	<b>100%</b>
<b>Cumulative GPA Females</b>	<b>3.07</b>		<b>3.04</b>		<b>N/A</b>		<b>N/A</b>		<b>3.2</b>		<b>3.27</b>	
<b>Total All Athletes</b>	<b>202</b>		<b>194</b>		<b>273</b>		<b>263</b>		<b>268</b>		<b>224</b>	
<b>Cumulative GPA, All Athletes</b>	<b>2.87</b>		<b>2.90</b>		<b>N/A</b>		<b>2.97</b>		<b>2.98</b>		<b>3.03</b>	

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

Source: CSU Athletics Department

N/A: data not available

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

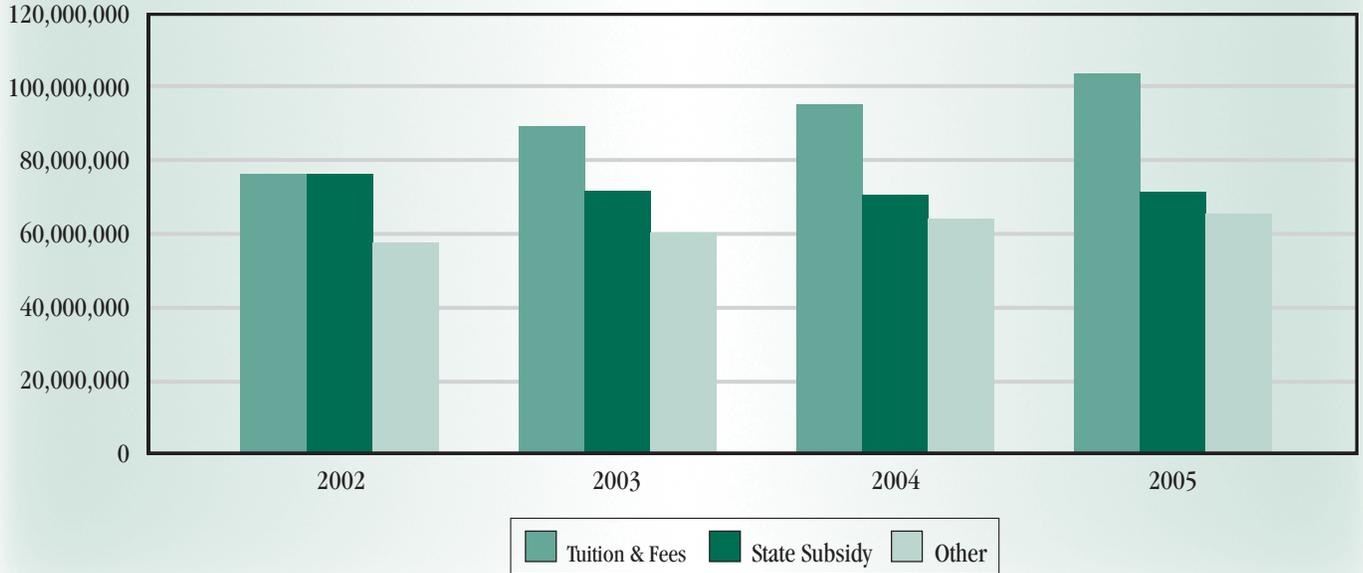
New Undergraduate First-Time, Full-Time Degree-Seeking, First Year Athletes	Fall									
	1995		1996		1997		1998		1999	
	Enrollment	%								
Total Athletes	35		34		45		42		50	
Athletes Graduated in 4 years	3	9%	5	15%	7	16%	4	10%	10	20%
Athletes Graduated in 5 years	16	46%	4	12%	10	22%	9	21%	11	22%
Athletes Graduated in 6 years	1	3%	3	9%	1	2%	4	10%	2	4%
<b>Total Graduated within 6 years</b>	<b>20</b>	<b>57%</b>	<b>12</b>	<b>35%</b>	<b>18</b>	<b>40%</b>	<b>17</b>	<b>40%</b>	<b>23</b>	<b>46%</b>

Table 8.11: Statement of Revenues, Expenditures and Other Changes  
Fiscal Year 2002 – 2005

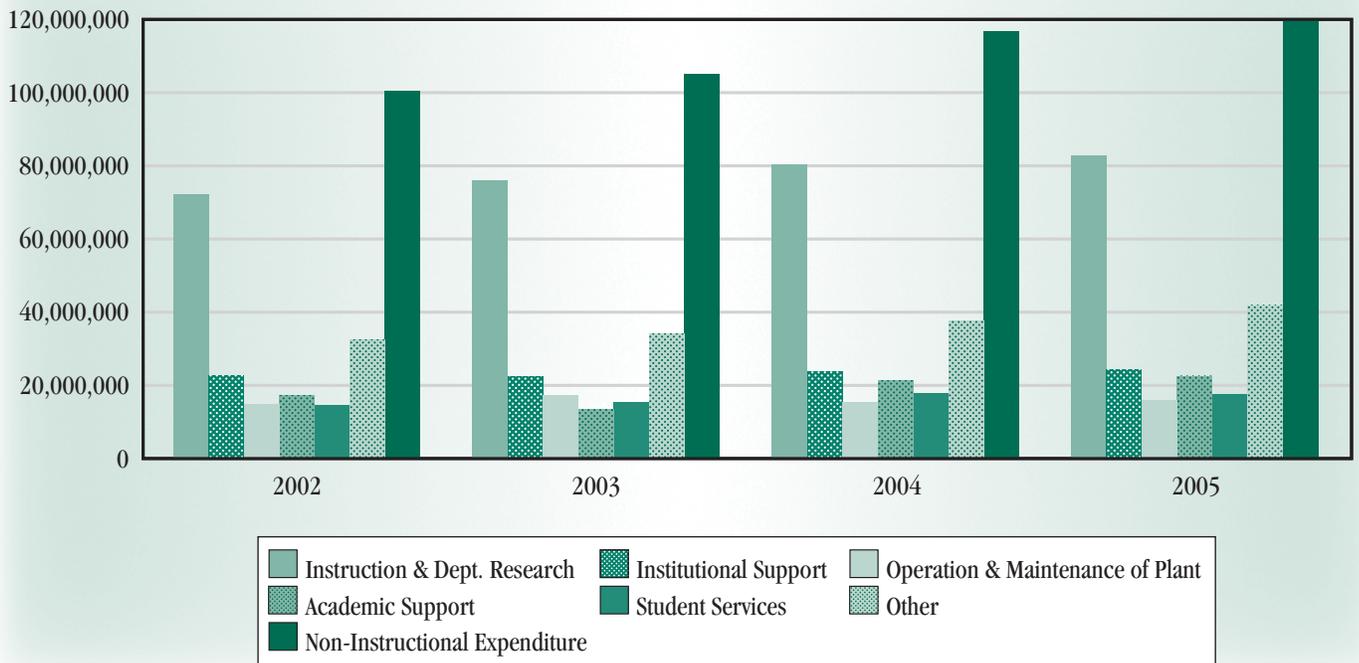
	2002		2003		2004		2005		Percent Change	
	\$ Amount	%	1 Year	4 Year						
<b>Operating Revenues</b>										
Student Tuition and Fees, Net	75,005,194	70%	87,476,820	73%	94,218,733	70%	101,993,591	71%	8%	36%
Federal Grants & Contracts	8,715,781	8%	9,573,688	8%	16,855,658	13%	17,523,555	12%	4%	101%
State Grants & Contracts	5,795,513	5%	4,950,773	4%	4,917,905	4%	6,239,897	4%	27%	8%
Local Grants & Contracts	666,628	1%	412,511	7%	454,970		1,005,353	1%	121%	51%
Private Gifts, Grants & Contracts	3,743,207	4%	3,271,610	3%	3,650,183	3%	2,357,913	2%	-35%	-37%
Sales & Services	3,051,843	3%	3,524,384	3%	3,740,626	3%	4,267,629	3%	14%	40%
Auxiliary Enterprises	9,373,135	9%	9,737,716	8%	10,086,036	8%	10,400,368	7%	3%	11%
Other Sources	562,050	1%	440,062		440,350		529,133		20%	-6%
<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>144,317,439</b>	<b>100%</b>	<b>7%</b>	<b>35%</b>
<b>Operating Expenses</b>										
Instruction	72,191,351	36%	77,629,017	37%	80,475,402	36%	84,586,586	59%	5%	17%
Research	13,677,414	7%	13,493,627	6%	15,036,515	7%	14,415,812	10%	-4%	5%
Public Service	7,780,852	4%	7,842,716	4%	11,982,936	5%	15,772,621	11%	32%	103%
Academic Support	17,544,043	9%	15,459,491	7%	20,344,432	9%	21,497,685	15%	6%	23%
Student Services	14,604,875	7%	16,051,512	8%	18,006,608	8%	17,882,807	12%	-1%	22%
Institutional Support	22,225,254	11%	22,115,999	11%	23,513,279	10%	24,366,609	17%	4%	10%
Operation & Maintenance of Plant	14,327,574	7%	16,886,095	8%	16,017,335	7%	15,973,865	108%		11%
Scholarships and Fellowships	10,046,991	5%	11,003,580	5%	10,580,518	5%	11,116,158	8%	5%	11%
Auxiliary Enterprises	11,965,027	6%	13,081,920	6%	14,939,356	7%	14,819,276	10%	-1%	24%
Depreciation and Amortization	15,668,985	8%	15,166,745	7%	15,045,070	7%	15,051,884	10%		-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>235,483,303</b>	<b>163%</b>	<b>4%</b>	<b>18%</b>
<b>Non-Operating Items</b>										
State Appropriations	74,131,715	75%	72,246,181	72%	71,982,028	75%	70,512,253	49%	-2%	-5%
Federal Grants and Contracts	10,283,740	10%	10,622,713	11%	10,837,343	11%	10,486,828	7%	-3%	2%
State Grants and Contracts	3,376,991	3%	3,429,428	3%	3,557,298	4%	3,625,749	3%	2%	7%
Gifts	3,389,263	3%	4,281,426	4%	3,942,821	4%	3,740,658	3%	-5%	10%
Investment Income	2,839,644	3%	1,893,283	2%	1,342,775	1%	2,246,285	2%	67%	-21%
Interest on Debt	581,163	-1%	685,952	-1%	445,808		404,415		-9%	-30%
State Capital Appropriations	6,007,809	6%	6,185,883	6%	4,459,787	5%	1,298,863	31%	-71%	-78%
Capital Gifts	20,500		526,463	1%	133,659		337,160	0%	152%	1,545%
Other Nonoperating Items			2,217,110	2%			4,250,000	3%		
<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>96,093,381</b>	<b>67%</b>		<b>-3%</b>
<b>Net Assets</b>										
Increase in Net Assets	6,349,484	2%	11,373,397	4%	4,232,913	1%	4,927,517	3%	16%	-22%
Net Assets at Beginning of Year	279,910,245	98%	286,259,729	96%	297,633,126	99%	301,866,039	209%	1%	8%
<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>306,793,556</b>	<b>213%</b>	<b>2%</b>	<b>7%</b>

Source: Controllars Office

**Figure 8.11a: Total Revenues  
Fiscal Year 2002 – 2005**



**Figure 8.11b: Operating Expenses  
Fiscal Year 2002 – 2005**



Source: Controllers Office

**Table 8.12: Public Service Expenditures as a Percentage of Total Expenditures  
Selected Ohio 4-Year Institutions – Main Campuses Only  
Fiscal Year 2001 – 2005**

Institution	2001	2002	2003	2004	2005
<b>Cleveland State University</b>	<b>4%</b>	<b>4%</b>	<b>4%</b>	<b>5%</b>	<b>7%</b>
University of Cincinnati	7%	6%	6%	6%	6%
Youngstown State University	4%	4%	5%	5%	5%
University of Akron	4%	4%	4%	5%	4%
Ohio University	3%	3%	3%	4%	4%
Kent State University	4%	4%	4%	3%	3%
Ohio State University	5%	5%	5%	4%	3%
Bowling Green State University	4%	3%	3%	3%	3%
University of Toledo	2%	2%	2%	1%	2%
Miami University	1%	1%	1%		
<b>Total</b>	<b>4%</b>	<b>4%</b>	<b>4%</b>	<b>4%</b>	<b>4%</b>

Source: The Ohio Board of Regents HEI Current Fund Expenditures (CF) queries: run date: April 27, 2006

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

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

**Table 8.13: Benefit Expenditures as a Percentage of Total Expenditures  
Selected Ohio 4-Year Institutions – Main Campuses Only  
Fiscal Year 2001 – 2005**

Institution	2001	2002	2003	2004	2005
Ohio State University	9%	13%	15%	25%	26%
University of Toledo	17%	19%	20%	22%	21%
Youngstown State University	17%	18%	18%	20%	19%
Miami University	14%	14%	15%	15%	17%
University of Cincinnati	15%	16%	16%	16%	16%
Ohio University	16%	12%	15%	17%	15%
University of Akron	13%	12%	15%	15%	15%
<b>Cleveland State University</b>	<b>14%</b>	<b>14%</b>	<b>17%</b>	<b>17%</b>	<b>15%</b>
Bowling Green State University	11%	12%	12%	13%	13%
Kent State University	15%	12%	12%	13%	13%
<b>Total</b>	<b>13%</b>	<b>14%</b>	<b>15%</b>	<b>19%</b>	<b>19%</b>

Source: The Ohio Board of Regents HEI Funding Unit Expenditures (FX) queries. Rundef: May 1, 2006

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

**Table 8.14: Scholarship and Fellowship Expenditures as a Percentage of Total Expenditures  
Selected Ohio 4-Year Institutions – Main Campuses Only  
Fiscal Year 2001 – 2005**

<b>Institution</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
University of Akron	7%	8%	9%	9%	9%
Bowling Green State University	12%	14%	15%	16%	18%
University of Cincinnati	9%	10%	10%	11%	11%
<b>Cleveland State University</b>	<b>8%</b>	<b>9%</b>	<b>9%</b>	<b>9%</b>	<b>9%</b>
Kent State University	9%	10%	11%	12%	11%
Miami University	7%	8%	9%	9%	8%
Ohio State University	5%	5%	5%	5%	5%
Ohio University	7%	10%	9%	9%	10%
University of Toledo	10%	11%	11%	11%	11%
Youngstown State University	15%	16%	17%	16%	16%

**Source:** The Ohio Board of Regents HEI Current Fund Expenditures (CF) queries

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

## Cleveland State University's Financial Aid Programs

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

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

	2001 – 02	2002 – 03	2003 – 04	2004 – 05	2005 – 06	Percent Change	
						1 Year	5 Year
<b>Full-time Students with Financial Aid:</b>							
Enrollment	2,957	4,256	4,660	4,779	4,656	-3%	57%
Average Aid Package	\$5,526	\$6,557	\$6,893	\$7,070	\$7,247	3%	31%
<b>Part-time Students with Financial Aid:</b>							
Enrollment	2,294	872	925	768	969	26%	-58%
Average Aid Package	\$6,006	\$5,487	\$5,942	\$6,351	\$5,788	-9%	-4%

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

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

	2000 – 2001	2001 – 2002	2002 – 2003	2003 – 2004	2004 – 2005	Percent Change	
						1 Year	5 Year
<b>Federal Grants:</b>							
Enrollment	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>							
Enrollment	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>							
Enrollment	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>							
Enrollment	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/webbase2005/sfa\\_public\\_form.pdf](http://www.nces.ed.gov/ipeds/pdf/webbase2005/sfa_public_form.pdf))

**Table 8.17: Financial Aid Awards to Fall Term Undergraduate Students**

Types of Financial Aid	2001 – 02	2002 – 03	2003 – 04	2004 – 05	2005 – 06	Percent Change	
						1 Year	5 Year
Federal Grants	\$8,016,614	\$9,975,480	\$10,796,340	\$10,510,202	\$10,740,865	2%	34%
State Grants	\$3,045,818	\$3,253,147	\$3,466,864	\$3,669,003	\$3,639,726	-1%	19%
Institutional Grants/Scholarships	\$1,809,095	\$1,816,869	\$1,922,391	\$2,645,487	\$3,809,689	44%	111%
Athletic Grants	\$1,155,681	\$1,437,017	\$1,604,388	\$1,778,844	\$1,965,892	11%	70%
Non-Institutional Assistance	\$1,350,179	\$1,370,441	\$1,105,335	\$1,576,205		-100%	-100%
Federal Student Loans and Federal Work Study (FWS)	\$27,408,603	\$29,622,729	\$35,005,307	\$36,724,673	\$37,992,769	3%	39%
<b>Total</b>	<b>\$42,785,990</b>	<b>\$47,475,683</b>	<b>\$53,900,625</b>	<b>\$56,904,414</b>	<b>\$58,148,941</b>	<b>2%</b>	<b>36%</b>

Source: Common Data Set, H1

See notes at the end of Financial Aid section

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

						Percent Change	
	2001	2002	2003	2004	2005	1 Year	5 Year
<b>Full-time Students with Financial Aid:</b>							
Enrollment	386	429	464	422	420	-1%	9%
Average Aid Package	\$11,390	\$12,872	\$13,352	\$14,287	\$14,440	1%	27%
<b>Part-time students with Financial Aid:</b>							
Enrollment	919	1241	1509	1530	1516	-1%	65%
Average Aid Package	\$9,499	\$10,246	\$10,918	\$11,500	\$11,680	2%	23%

Source: CSU Financial Aid Office

**Table 8.19: Graduate Student Financial Aid Awards by Types of Financial Aid Fall 2001 – 2005**

Types of Financial Aid						Percent Change	
	2001	2002	2003	2004	2005	1 Year	5 Year
State Fellowship	\$7,000	\$5,250	\$7,000	\$5,250	\$5,250		-25%
Scholarships/Institutional Grants	\$3,942,474	\$4,403,008	\$4,646,633	\$4,167,408	\$4,155,637	-1%	5%
Non-Institutional Assistance	\$431,916	\$707,433	\$862,866	\$598,666	\$586,742	-2%	36%
Federal Student Loans and Federal Work Study (FWS)	\$8,766,965	\$13,150,877	\$17,187,052	\$18,842,082	\$18,658,326	-1%	113%

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

						Percent Change	
	2001	2002	2003	2004	2005	1 Year	5 Year
<b>Full-time Students with Financial Aid:</b>							
Enrollment	449	504	513	473	474	1%	5.6%
Average Aid Package	\$15,632	\$17,104	\$17,779	\$19,763	\$19,728	-1%	26%
<b>Part-time students with Financial Aid:</b>							
Enrollment	219	201	191	180	181	1%	-17%
Average Aid Package	\$13,246	\$14,146	\$15,023	\$15,548	\$15,452	-1%	17%

Source: CSU Financial Aid Office

See notes at the end of Financial Aid section

**Table 8.21: Law Student Financial Aid Awards by Types of Financial Aid Fall 2001 – 2005**

Types of Financial Aid						Percent Change	
	2001	2002	2003	2004	2005	1 Year	5 Year
State Fellowship	\$3,500	\$3,500	\$7,000	\$10,500	\$10,500		200%
Scholarships/Institutional Grants	\$844,262	\$914,408	\$868,253	\$1,088,141	\$1,092,137	1%	29%
Non-Institutional Assistance	\$194,302	\$351,311	\$302,052	\$295,451	\$297,851	1%	53%
Federal Student Loans and Federal Work Study (FWS)	\$8,877,575	\$10,194,602	\$10,812,678	\$10,746,545	\$10,191,028	-5%	15%

See notes at the end of Financial Aid section

**Table 8.22: Undergraduate Cost of Attendance (COA)**

	Academic Year					
	2000 – 01	2001 – 02	2002 – 03	2003 – 04	2004 – 05	2005 – 2006
Tuition/Fees	\$4,110	\$4,464	\$5,184	\$6,040	\$6,820	\$7,344
Books and Supplies	\$700	\$800	\$800	\$800	\$800	\$800
Room/Board	\$5,200	\$5,550	\$5,880	\$6,236	\$6,392	\$6,809
Personal/Miscellaneous	\$850	\$1,824	\$2,376	\$2,376	\$2,376	\$2,376
Transportation	\$1,260	\$852	\$1,400	\$1,400	\$1,400	\$1,400
Loan Fees	\$360	\$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>	<b>\$19,089</b>

See notes at the end of Financial Aid section

**Table 8.23: Annualized Full-Time Undergraduate Tuition and Fees for Selected Main Campuses of Ohio 4-Year Institutions 2005 – 2006**

University Main Campuses	Undergraduate	
	In-State Fees	Out-Of-State
Bowling Green State University <sup>(A)</sup>	\$8,248	\$15,556
Bowling Green State University <sup>(B)</sup>	\$8,560	\$15,868
<b>Cleveland State University<sup>(A)</sup></b>	<b>\$7,022</b>	<b>\$9,456</b>
<b>Cleveland State University<sup>(B)</sup></b>	<b>\$7,394</b>	<b>\$9,976</b>
University of Akron <sup>(A)</sup>	\$7,573	\$16,298
University of Akron <sup>(B)</sup>	\$7,958	\$16,682
Kent State University	\$7,954	\$15,386
Ohio University <sup>(A)</sup>	\$7,848	\$15,840
Ohio University <sup>(B)</sup>	\$8,235	\$17,199
Miami University <sup>(1)</sup>	\$21,410	\$21,430
Ohio State University <sup>(A)</sup>	\$7,323	\$18,546
Ohio State University <sup>(B)</sup>	\$7,980	\$19,203
Ohio State University <sup>(C)</sup>	\$8,082	\$19,305
University of Cincinnati	\$8,877	\$22,629
University of Toledo	\$7,478	\$16,290
Youngstown State University	\$6,333	\$11,541

(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 \$9,542 per year. Data from OBOR

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

**Percent of First-Time, Full-Time, Degree-Seeking First Year Student Receiving Aid  
Average Award Amounts, Academic Year 2004 – 2005**

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	37	2,907	22	1,918	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

### 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/>

**Table 8.25: Enrollment by Country or Region  
Fall 2005**

Country	Number of Students	Country	Number of Students
India	378	South Africa	5
China	62	Germany	5
Taiwan, Republic of China	41	Nepal	5
Korea, Republic of	36	Tanzania, United Republic of	5
Turkey	22	Saudi Arabia	5
Lebanon	21	Japan, Zambia, Viet Nam, Venezuela, Ukraine, Peru, Chile, Sri Lanka, Colombia, United Kingdom	4
Canada	17	Ireland, Kuwait, Egypt, Botswana, Jamaica, Mexico, Poland, Philippines, Hong King	3
Thailand	14	Italy, Bangladesh, France, Norway, Latvia, Syrian Arab Republic, Albania, Malawi, Yugoslavia	2
Romania	11	Singapore, United Arab Emirates, Palestine	2
Pakistan	10	Switzerland, Trinidad and Tobago, Uzbekistan	1
Russian Federation	8	Czech Republic, Bosnia and Herzegovina, Georgia, Belarus, Bahamas, Australia, Argentina	
Nigeria	8	Yemen, Ecuador, Malaysia, Spain	
Senegal	6	Korea, Democratic Peoples Republic, Panama, Greece, Hungary, New Zealand, Netherlands, Morocco	
Kenya	6	Mongolia, Madagascar, Kazakhstan, St. Vincent and the Grenadines	1
Indonesia	6		
Israel	6		
Sweden	6		
Bulgaria	5		
Jordan	5		
		<b>Total</b>	<b>831</b>

# Center for International Services & Programs:

**Table 8.26: 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	3	Kenya, Nigeria, Japan, Lithuania
1998 – 1999	4	Kenya, Nigeria, Russia, Germany, Norway
1999 – 2000	4	Kyrgyzstan, India, Germany
2000 – 2001	3	Sri Lanka, Germany, Brazil
2001 – 2002	1	Israel
2002 – 2003	6	Botswana, Zambia, Uganda, India, Nepal, Russia
2003 – 2004	4	Croatia, Guatemala, South Africa
2004 – 2005	2	Bulgaria, United Arab Emirates
2005 – 2006	6	Morocco, South Africa, Zambia, Latvia, Taiwan
2006 – 2007		
<b>Total</b>	<b>56</b>	

**Table 8.27: 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 8.28: Study Abroad Student Enrollment by Academic Year (Summer, Fall & Spring) and Program Type**

Program Type	2002 – 03	2003 – 04	2004 – 05	2005 – 2006	Percent Change	
					1 Year	4 Year
Faculty Led	75	64	60	73	22%	-3%
Exchange	4	2	4	4		
Internship	5		4	2	-50%	-60%
Independent	12	10	35	36	3%	200%
Law Institute	11	17	12	22	83%	100%
<b>Total</b>	<b>107</b>	<b>93</b>	<b>115</b>	<b>137</b>	<b>19%</b>	<b>28%</b>

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

College	2002 – 03	2003 – 04	2004 – 05	2005 – 2006	Percent Change	
					1 Year	4 Year
Business	13	16	33	18	-46%	39%
CLASS	46	43	58	66	14%	44%
COS	2		1	7	600%	250%
Education	31	10	6	4	-33%	-87%
Engineering	1		2	1	-50%	
Urban	3	6	3	5	67%	67%
Law	11	18	12	36	200%	227%
<b>Total</b>	<b>107</b>	<b>93</b>	<b>115</b>	<b>137</b>	<b>19%</b>	<b>28%</b>

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

Academic Level	2002 – 03	2003 – 04	2004 – 05	2005 – 2006	Percent Change	
					1 Year	4 Year
Undergraduate	64	46	84	81	-4%	27%
Graduate	32	30	19	20	5%	-38%
Law	11	17	12	36	200%	227%
<b>Total</b>	<b>107</b>	<b>93</b>	<b>115</b>	<b>137</b>	<b>19%</b>	<b>28%</b>

# Center for International Services & Programs:

**Table 8.31: Key International Links**

Country	Institution	Year Introduced
GERMANY	Weingarten Hochschule	1976
UNITED KINGDOM	Buckinghamshire College	1978
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
GERMANY	Berufsakademie Heidenheim (www.ba-heidenheim.de)	1996
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
NIGERIA	Bayero University	1999
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
CHINA	Dalian Institute of Foreign Languages	2003
FRANCE	Groupe ESSCA	2003
GUATEMALA	Universidad de Rafael Landivar	2003
SWEDEN	UMEA University	2003
CHINA	East China Normal University	2005

Source: CISP Center for International Services and Programs.

**Table 8.32: Cleveland State University  
Fall 2005 Building Inventory**

Notes	Building Code	Building	Year Acquired	Total Gross Square Feet
	AA	Advance Manufacturing Annex	1993	9,800
	AB	Art Building	1973	41,163
	AM	Advanced Manufacturing Center	1984	23,005
	BB	Bakers Building	2003	24,837
	BS	Bookstore	1966	17,735
	BU	Business College	1998	126,245
	CB	Chester Building	1970	109,728
	CE	Cole Center for Continuing Education	1990	56,653
[4] [5]	CL	Corlett	1974	53,050
[5] [6]	CM	CAMP Building	1994	82,470
[2]	DE	Doan Electric	2002	61,359
[3]	EST	East Campus Extension	2004	12,695
	FL	Field Locker Building	1985	2,194
	FS	Field Service Building	1985	1,305
[2]	FT	Fenn Tower	1964	188,746
[2] [6]	HH	Parker Hannifin Hall	1984	27,600
	HS	Health Sciences	1998	23,654
[3]	KB	Keith Building	2003	32,369
[4]	KI	Kinko Building	1997	15,912
[2]	LB	Law Building	1977	113,738
	LL	Law Library	1997	111,870
	MC	Main Classroom Building	1970	326,342
	MM	Mather Mansion	1967	43,938
	MU	Music & Communication Building	1988	151,533
	PA	Plant Annex Building	1985	8,579
	PE	Physical Education	1973	201,860
	PF	University Parking Facilities	1979	269,594
	PR	Presidents Residence	1995	5,133
	PS	Plant Services	1970	134,590
	RT	Rhodes Tower	1971	493,968
[1]	RW	Rhodes West		
	SH	Stilwell Hall	1964	195,779
	SI	Science Building	1969	171,242
	SR	Science and Research Center	1978	142,479
	TA	Theater Arts Building	1967	22,416
	UC	University Center	1974	199,484
	UR	Urban College	2000	87,792
	VH	Viking Hall	1986	172,091
	WG	University West Garage	1996	199,599
[6]	WO	Wolstein Center	1989	289,000
[3]	WST	West Center Campus Extension	2003	12,068
<b>Grand Total</b>				<b>4,263,615</b>

**Notes:**

- [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)	American Chemical Society
	Clinical Chemistry (graduate)	Commission on Accreditation in Clinical Chemistry (ComACC)
	Occupational Therapy	Accreditation Council for Occupational Therapy Education
	Physical Therapy	Commission on Accreditation in Physical Therapy Education
	Academic and clinical programs in Speech-Language Pathology	American Speech-Language and Hearing Association (ASHA)
Academic Program	ASHA Council on Academic Accreditation (CAA)	
Clinical Program	Professional Services Board (PSB)	
College of Education and Human Services		Ohio Department of Education and The National Council for the Accreditation of Teacher Education (NCATE)
	Community Agency Counseling and School Counseling	Council for Accreditation of Counseling and Related Educational Programs (CACREP)
	Psychology Specialist (School Psychology)	National Association of School Psychologists (NASP) and NCATE
	Nursing (undergraduate)	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)
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 Postsecondary 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.