



Cleveland State University

2013



Book of  
Trends

# Book of Trends 2013

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Cleveland State University

2013

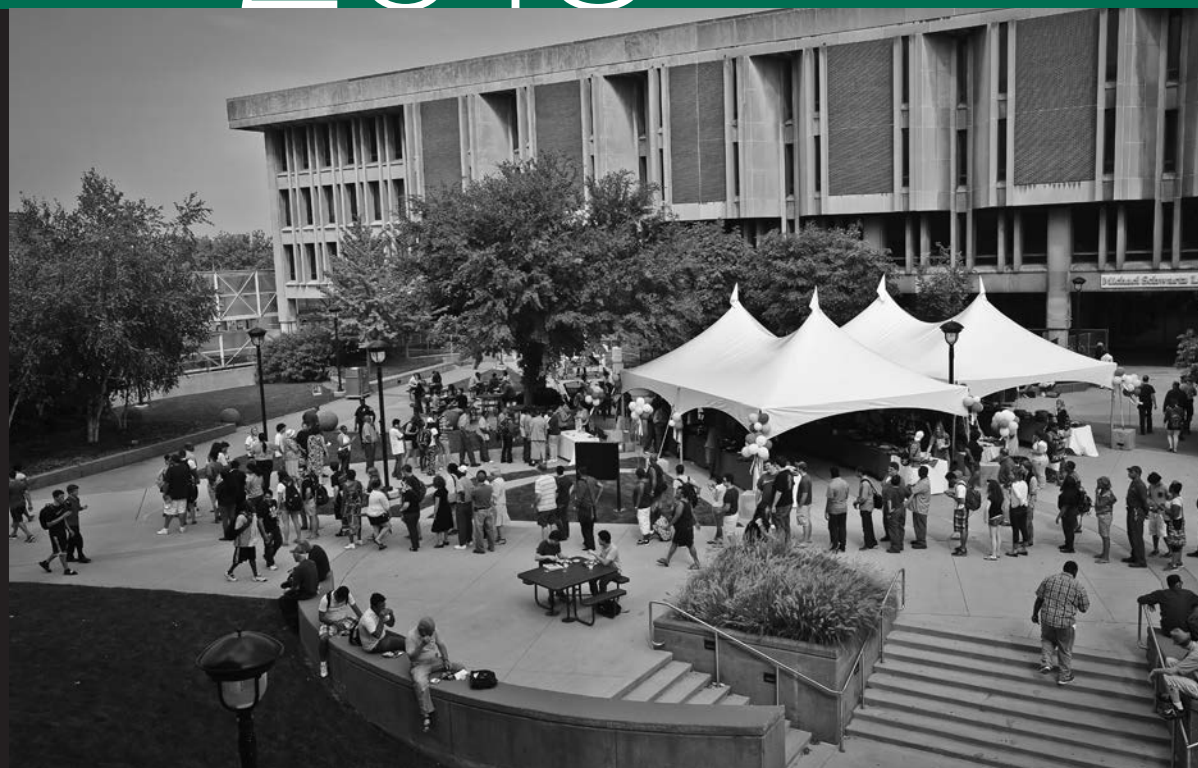


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# Diversity Index

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

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Cleveland State University



# 2013



Introduction

# 1

# Book of Trends



# University Administration



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*Chief Strategy Officer*

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*Vice President for Enrollment Services*

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

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*Vice President for University Engagement and Chief Diversity Officer*

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*General Counsel and Counsel to the Board of Trustees*

**William Napier**

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



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**Meredith Bond**

*Dean, College of Sciences and Health Professions*

**Edward W. Hill**

*Dean, Maxine Goodman Levin College of Urban Affairs*

**Anette Karlsson**

*Dean, Fenn College of Engineering*

**Vida Lock**

*Dean, School of Nursing*

**Joseph B. Mazzola**

*Dean, Monte Ahuja College of Business Administration*

**Gregory M. Sadlek**

*Dean, College of Liberal Arts and Sciences*

**Sajit Zachariah**

*Dean, College of Education and Human Services*

**Jainping Zhu**

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

**Teresa LaGrange**

*Vice Provost for Academic Planning*

**Sonja Harris-Haywood**

*Associate Vice Provost for Health Affairs*

**Peter Meiksins**

*Interim Vice Provost for Academic Programs*

**Glenda Thornton**

*Director, Michael Schwartz Library*



## Board of Trustees 2013-2014

Trustee	Term	Trustee	Term
<b>Robert H. Rawson, Jr.</b> <i>Chairperson</i>	June 2007-May 2016	<b>Amber M. Alt</b> <i>Student Trustee</i>	September 2011-May 2014
<b>Bernardo “Bernie” F. Moreno</b> <i>Vice Chairperson</i>	May 2011-May 2020	<b>Stephen F. Kirk</b> <i>Community Board Member</i>	June 2013-End of term as Chair of the CSU Foundation
<b>Morton Q. Levin</b> <i>Treasurer</i>	August 2008-May 2017	<b>Paul E. Dicorleto, Ph.D.</b> <i>Community Board Member</i>	July 2012-June 2014
<b>Thomas W. Adler</b> <i>Development Officer</i>	May 2013-May 2022	<b>Anand “Bill” Julka</b> <i>Community Board Member</i>	July 2012-June 2013
<b>Richard L. Bowen</b>	June 2010-May 2019	<b>Stephen F. Duffy, Ph.D.</b> <i>Faculty Representative</i>	July 2013-June 2014
<b>David H. Gunning II, Esq.</b>	September 2012-May 2021	<b>Joanne E. Goodell, Ph.D.</b> <i>Faculty Representative</i>	September 2011- September 2014
<b>June E. Taylor</b>	January 2012-May 2015		
<b>Ronald E. Weinberg</b>	April 2005-May 2014		
<b>Dan T. Moore III</b>	May 2011-May 2020		

William J. Napier, Ph.D., Secretary to the Board of Trustees

## Student Government Association Executive Board 2013-2014

Executive Member	Position	Executive Member	Position
<b>Jon Fedor</b>	President	<b>Jake Wehner</b>	Treasurer
<b>Allison Dumski</b>	Vice President	<b>Hazem Jadallah</b>	Speaker of the Senate
<b>Emily Halasah</b>	Secretary	<b>Robert Bergmann</b>	Advisor

## President's Medal

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



President's Medal

	Recipients		Recipients
2013	Jennie Jones Trevor Jones	2008	Natalie Epstein Lainie Hadden
2012	Donald E. Washkewicz	2007	Art J. Falco
2011	Monte Ahuja Dr. Usha Ahuja Ronald E. Weinberg	2006	James D. Ireland III Dr. William Hiller Stanley Miller
2010	Anand "Bill" Julka Dr. Neeraj Julka	2005	Dr. Julian M. Earls Maria Miller Babs Glickman
2009	Mrs. Jean L. Elsner	2004	Dr. Delos M. (Toby) Cosgrove

## Distinguished Alumni Award

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

### 2009 Honorees

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

### 2011 Honorees

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

### 2010 Honorees

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

### 2012 Honorees

Timothy F. Hagan	George B. Davis Award
William J. Centa	Monte Ahuja College of Business
Daniel J. Keenan	College of Education and Human Services
George J. Palko	Fenn College of Engineering
Larry H. James	Cleveland-Marshall College of Law
Dr. Ruth D. Peterson	College of Liberal Arts and Social Sciences
Thomas E. Hopkins	College of Sciences and Health Professions
Erin Dee Huber	Maxine Goodman Levin College of Urban Affairs
Sheila A. Niles	School of Nursing



Cleveland State University

2013



Campus Enrollment  
Characteristics & Trends

2

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Trends



Table 2.1: Cleveland State University Enrollment by Level - Fall 1965 - 2012

Year	Undergraduate	Graduate	Law	Total	Year	Undergraduate	Graduate	Law	Total
1965	6,026	N/A	N/A	6,026	1989	13,409	4,115	1,011	18,535
1966	7,853	N/A	N/A	7,853	1990	13,825	4,331	1,064	19,220
1967	8,431	184	N/A	8,615	1991	13,531	4,500	1,060	19,091
1968	8,836	248	N/A	9,084	1992	12,716	4,504	979	18,199
1969	9,442	1,220	775	11,437	1993	11,966	4,240	931	17,137
1970	10,734	1,171	742	12,647	1994	11,341	4,251	912	16,504
1971	11,257	1,760	772	13,789	1995	10,698	4,065	908	15,671
1972	11,758	2,045	909	14,712	1996	10,728	3,905	889	15,522
1973	11,986	2,212	1,003	15,201	1997	10,675	4,154	906	15,735
1974	12,895	2,300	1,066	16,261	1998	11,215	4,244	867	16,326
1975	13,278	2,568	1,128	16,974	1999	10,453	4,480	749	15,682
1976	13,401	2,808	1,138	17,347	2000	10,260	4,658	762	15,680
1977	13,896	2,851	1,168	17,915	2001	10,507	4,774	834	16,115
1978	13,143	3,125	1,164	17,432	2002	10,405	4,941	817	16,163
1979	13,154	3,242	1,184	17,580	2003	10,300	5,262	815	16,377
1980	14,330	3,751	1,169	19,250	2004	9,870	5,259	752	15,881
1981	14,167	3,883	1,090	19,140	2005	9,605	5,197	748	15,550
1982	14,177	3,715	1,052	18,944	2006	9,525	4,905	712	15,142
1983	14,195	3,768	979	18,942	2007	9,798	4,873	712	15,383
1984	13,426	3,589	1,018	18,033	2008	9,825	4,942	672	15,439
1985	12,502	3,347	917	16,766	2009	10,708	5,153	645	16,506
1986	13,220	4,005	1,016	18,241	2010	11,496	5,280	610	17,386
1987	13,236	3,945	1,006	18,187	2011	11,722	5,162	563	17,447
1988	12,971	3,850	1,000	17,821	2012	12,039	4,985	501	17,525

**Note:** CSU switched from quarter to semester terms in 1998. **Note:** Prior to 2000 enrollment figures represented opening census. Since 2000 enrollment figures represent closing census.

Figure 2.1: Cleveland State University Enrollment Trend - Fall 1965 - 2012

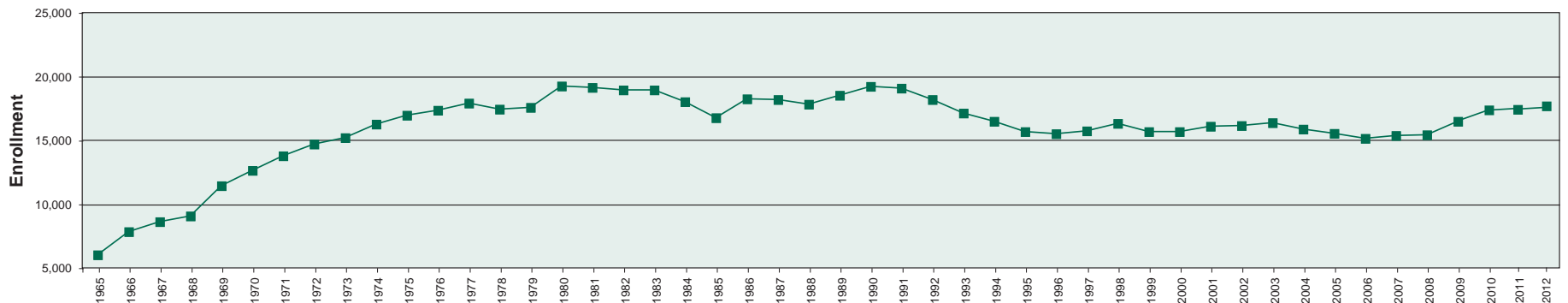


Table 2.2: Enrollment by College, Level and Load - Fall 2012

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	1,316	657	1,973	16%	457	939	1,396	25%	1,773	1,596	3,369	19%
CLASS	2,457	678	3,135	26%	237	359	596	11%	2,694	1,037	3,731	21%
Education	634	263	897	7%	241	1,128	1,369	25%	875	1,391	2,266	13%
Nursing	469	65	534	4%	19	39	58	1%	488	104	592	3%
Engineering	932	234	1,166	10%	74	329	403	7%	1,006	563	1,569	9%
Science	2,219	657	2,876	24%	436	415	851	16%	2,655	1,072	3,727	21%
Urban Affairs	197	130	327	3%	58	235	293	5%	255	365	620	4%
Law	-	-	-	0%	350	151	501	9%	350	151	501	3%
Undergraduate Studies	353	427	780	6%	-	-	-	0%	353	427	780	4%
Undergraduate Non-Degree	24	221	245	2%	-	-	-	0%	24	221	245	1%
Graduate Studies	-	-	-	0%	4	15	19	0%	4	15	19	0%
Other <sup>1</sup>	-	106	106	1%	-	-	-	0%	-	106	106	1%
<b>Total</b>	<b>8,601</b>	<b>3,438</b>	<b>12,039</b>	<b>100%</b>	<b>1,876</b>	<b>3,610</b>	<b>5,486</b>	<b>100%</b>	<b>10,477</b>	<b>7,048</b>	<b>17,525</b>	<b>100%</b>

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

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

Figure 2.2a: Enrollment by Level Fall 2012

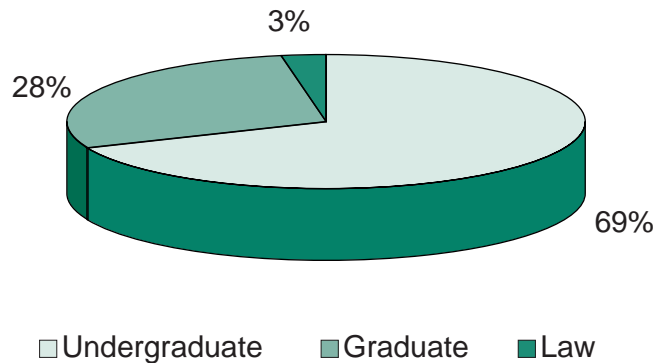
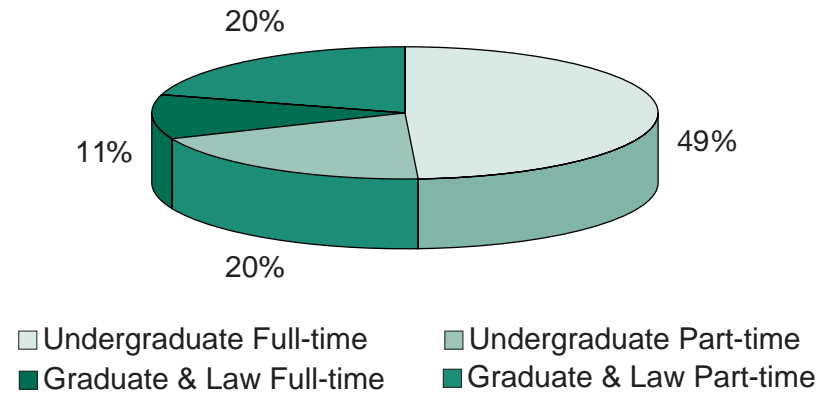


Figure 2.2b: Enrollment by Load and Level Fall 2012



Highlights:

Over 70% of undergraduates attend full-time. At the graduate level 66% of CSU students attend part-time. CLASS has the largest number of undergraduates and COEHS has the largest number of graduate students.

Table 2.3: Full-Time Enrollment by Ethnicity and Gender - Fall 2012

Full-Time Students	American Indian/Alaska Native		Asian		Black/African American		Hispanic/Latino		White		Hawaiian or Other Pacific Islander		Two or more races		Non Resident Alien		Unknown		Total		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Undergraduate	9	13	126	102	542	1,072	177	229	2,581	2,833	3	6	79	148	264	97	173	147	3,954	4,647	8,601
Graduate	1	-	21	21	41	132	12	31	329	574	1	-	6	12	131	132	24	58	566	960	1,526
First Professional	1	-	3	4	9	14	7	7	181	113	-	-	1	2	1	2	2	3	205	145	350
<b>Total Full-Time</b>	<b>11</b>	<b>13</b>	<b>150</b>	<b>127</b>	<b>592</b>	<b>1,218</b>	<b>196</b>	<b>267</b>	<b>3,091</b>	<b>3,520</b>	<b>4</b>	<b>6</b>	<b>86</b>	<b>162</b>	<b>396</b>	<b>231</b>	<b>199</b>	<b>208</b>	<b>4,725</b>	<b>5,752</b>	<b>10,477</b>

Table 2.4: Total Enrollment by Ethnicity and Gender - Fall 2012

Total Students	American Indian/Alaska Native		Asian		Black/African American		Hispanic/Latino		White		Hawaiian or Other Pacific Islander		Two or more races		Non Resident Alien		Unknown		Total		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Undergraduate	13	19	168	146	771	1,648	214	285	3,548	3,858	4	11	102	170	391	149	284	258	5,495	6,544	12,039
Graduate	1	3	61	67	206	539	41	76	1,235	1,723	2	1	10	31	386	310	113	180	2,055	2,930	4,985
First Professional	1	-	6	6	17	23	9	11	244	163	-	-	2	3	4	3	5	4	288	213	501
<b>Grand Total</b>	<b>15</b>	<b>22</b>	<b>235</b>	<b>219</b>	<b>994</b>	<b>2,210</b>	<b>264</b>	<b>372</b>	<b>5,027</b>	<b>5,744</b>	<b>6</b>	<b>12</b>	<b>114</b>	<b>204</b>	<b>781</b>	<b>462</b>	<b>402</b>	<b>442</b>	<b>7,838</b>	<b>9,687</b>	<b>17,525</b>

Figure 2.4a: Total Enrollment by Ethnicity - Fall 2012

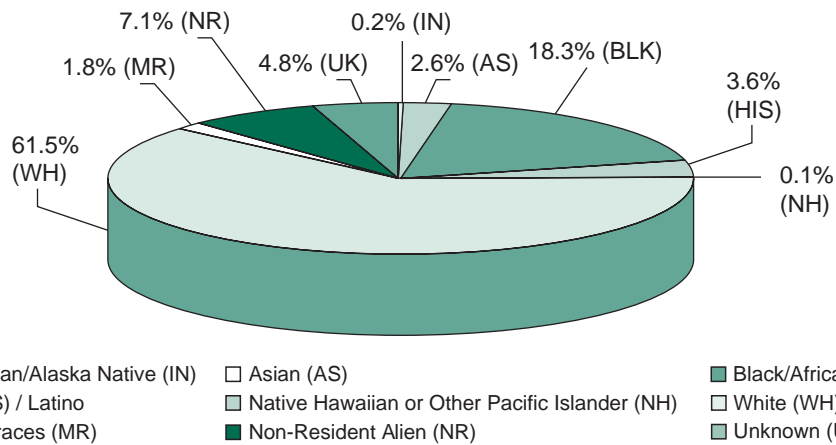
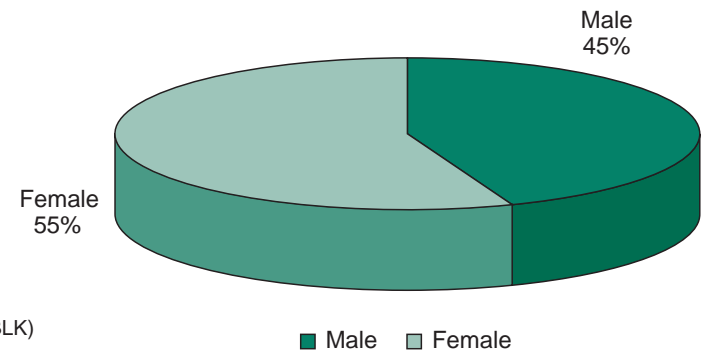


Figure 2.4b: Total Enrollment by Gender - Fall 2012



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



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

College	Freshmen					Transfers					Other Undergraduate					New Undergraduate Total					Total Percent Change	
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	1 Year	5 Year
Business	164	170	151	159	196	309	371	373	318	324	16	19	17	16	24	489	560	541	493	544	10%	11%
CLASS	281	330	379	488	464	389	389	442	417	466	16	27	27	23	37	686	746	848	928	967	4%	41%
Education	70	81	90	90	70	115	146	120	111	113	32	45	40	26	21	217	272	250	227	204	-10%	-6%
Nursing	96	90	124	83	119	66	78	100	63	60	29	35	7	8	4	191	203	231	154	183	19%	-4%
Engineering	115	133	148	157	215	74	100	109	109	137	9	12	7	7	15	198	245	264	273	367	34%	85%
Science	209	254	299	327	406	251	301	376	397	407	36	54	74	81	125	496	609	749	805	938	17%	89%
Urban Affairs	4	6	9	13	9	52	61	74	68	65	1	-	-	-	2	57	67	83	81	76	-6%	33%
Undergraduate Studies	112	117	42	76	110	53	42	28	52	74	154	197	169	176	234	319	356	239	304	418	38%	31%
Undergraduate Non-Degree	-	-	-	-	-	-	-	-	-	-	154	185	174	121	129	154	185	174	121	129	7%	-16%
Other <sup>1</sup>	-	1	-	-	-	-	-	-	-	-	25	35	52	87	83	25	36	52	87	83	-5%	232%
<b>UNIVERSITY</b>	<b>1,051</b>	<b>1,182</b>	<b>1,242</b>	<b>1,393</b>	<b>1,589</b>	<b>1,309</b>	<b>1,488</b>	<b>1,622</b>	<b>1,535</b>	<b>1,646</b>	<b>472</b>	<b>609</b>	<b>567</b>	<b>545</b>	<b>674</b>	<b>2,832</b>	<b>3,279</b>	<b>3,431</b>	<b>3,473</b>	<b>3,909</b>	<b>13%</b>	<b>38%</b>

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

College	Master's/Law					Doctoral					Other Graduate <sup>1</sup>					New Graduate/Law Total					Total Percent Change	
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	1 Year	5 Year
Business	240	355	320	306	337	-	26	-	-	-	90	112	99	105	99	330	493	419	411	436	6%	32%
CLASS	132	151	176	145	158	-	-	-	-	-	46	47	39	51	37	178	198	215	196	195	-1%	10%
Education	289	264	249	243	283	9	9	4	3	6	97	88	92	82	54	395	361	345	328	343	5%	-13%
Nursing	12	10	13	20	14	-	-	-	-	-	-	-	-	2	5	12	10	13	22	19	-14%	58%
Engineering	71	107	111	94	94	6	10	3	6	6	8	16	10	13	7	85	133	124	113	107	-5%	26%
Science	155	159	160	190	187	20	19	14	16	17	38	41	34	40	36	213	219	208	246	240	-2%	13%
Urban Affairs	56	50	52	44	47	2	-	2	7	2	39	44	42	31	17	97	94	96	82	66	-20%	-32%
Law	206	196	187	164	139	-	-	-	-	-	8	9	5	7	7	214	205	192	171	146	-15%	-32%
Graduate Studies*	-	-	-	-	-	-	-	-	-	-	17	14	24	10	6	17	14	24	10	6	-40%	-65%
<b>UNIVERSITY</b>	<b>1,161</b>	<b>1,292</b>	<b>1,268</b>	<b>1,206</b>	<b>1,259</b>	<b>37</b>	<b>64</b>	<b>23</b>	<b>32</b>	<b>310</b>	<b>343</b>	<b>371</b>	<b>345</b>	<b>341</b>	<b>268</b>	<b>1,541</b>	<b>1,727</b>	<b>1,636</b>	<b>1,579</b>	<b>1,558</b>	<b>-1%</b>	<b>1%</b>

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

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

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

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

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

College	Full-Time					% Change in Full-Time		Part-Time					% Change in Part-Time	
	2008	2009	2010	2011	2012	1-Year	5-Year	2008	2009	2010	2011	2012	1-Year	5-Year
Business	378	431	416	390	408	5%	8%	111	129	125	103	136	32%	23%
CLASS	608	644	723	804	823	2%	35%	78	102	125	124	144	16%	85%
Education	224	286	204	188	179	-5%	-20%	46	60	46	39	25	-36%	-46%
Nursing	113	107	197	134	166	24%	47%	25	22	34	20	17	-15%	-32%
Engineering	170	199	223	237	311	31%	83%	28	46	41	36	56	56%	100%
Science	413	517	612	659	765	16%	85%	83	92	137	146	173	18%	108%
Urban Affairs	39	41	59	57	57	0%	46%	18	26	24	24	19	-21%	6%
Undergraduate Studies	170	195	99	155	207	34%	22%	149	161	140	149	211	42%	42%
Undergraduate Non-Degree <sup>2</sup>	21	41	31	16	19	19%	-10%	133	144	143	105	110	5%	-17%
Other <sup>1</sup>	-	-	-	-	-	-	-	25	36	52	87	83	-5%	232%
<b>Total New Undergraduate</b>	<b>2,136</b>	<b>2,461</b>	<b>2,564</b>	<b>2,640</b>	<b>2,935</b>	<b>11%</b>	<b>37%</b>	<b>696</b>	<b>818</b>	<b>867</b>	<b>833</b>	<b>974</b>	<b>17%</b>	<b>40%</b>

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

College	Full-Time					% Change in Full-Time		Part-Time					% Change in Part-Time	
	2008	2009	2010	2011	2012	1-Year	5-Year	2008	2009	2010	2011	2012	1-Year	5-Year
Business	146	240	180	178	209	17%	43%	184	253	239	233	227	-3%	23%
CLASS	96	100	103	79	88	11%	-8%	82	98	112	117	107	-9%	30%
Education	144	102	93	95	102	7%	-29%	251	259	252	233	241	3%	-4%
Nursing	-	5	-	2	9	350%	-	12	5	13	20	10	-50%	-17%
Engineering	20	50	39	30	29	-3%	45%	65	83	85	83	78	-6%	20%
Science	133	124	140	142	137	-4%	3%	80	95	68	104	103	-1%	29%
Urban Affairs	33	36	34	30	24	-20%	-27%	64	58	62	52	42	-19%	-34%
Law	144	160	148	131	109	-17%	-24%	70	45	44	40	37	-8%	-47%
Graduate Studies <sup>2</sup>	-	-	1	-	1	-	-	17	14	23	10	5	-50%	-71%
<b>Total New Graduate &amp; Law</b>	<b>716</b>	<b>817</b>	<b>738</b>	<b>687</b>	<b>708</b>	<b>3%</b>	<b>-1%</b>	<b>825</b>	<b>910</b>	<b>898</b>	<b>892</b>	<b>850</b>	<b>-5%</b>	<b>3%</b>

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

College	2008	2009	2010	2011	2012	Percent Change	
						1-Year	5-Year
Business	819	1,053	960	904	980	8%	20%
CLASS	864	944	1,063	1,124	1,162	3%	34%
Education	665	707	595	555	547	-1%	-18%
Nursing	150	139	244	176	202	15%	35%
Engineering	283	378	388	386	474	23%	67%
Science	709	828	957	1,051	1,178	12%	66%
Urban Affairs	154	161	179	163	142	-13%	-8%
Law	214	205	192	171	146	-15%	-32%
Undergraduate Studies	319	356	239	304	418	38%	31%
Undergraduate Non-Degree <sup>2</sup>	154	185	174	121	129	7%	-16%
Graduate Studies	17	14	24	10	6	-40%	-65%
Other <sup>1</sup>	25	36	52	87	83	-5%	232%
<b>Total New Students</b>	<b>4,373</b>	<b>5,006</b>	<b>5,067</b>	<b>5,052</b>	<b>5,467</b>	<b>8%</b>	<b>25%</b>

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

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

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

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

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

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

Table 2.10a: ENROLLMENT BY CLASS STANDING

Class Standing	2008		2009		2010		2011		2012		Percent Change	
	Count	%	Count	%	Count	%	Count	%	Count	%	1 Year	5 Year
Freshmen	2,574	17%	2,783	17%	2,944	17%	2,988	17%	3,175	18%	6%	23%
Sophomores	1,490	10%	1,637	10%	1,636	9%	1,764	10%	1,830	10%	4%	23%
Juniors	1,914	12%	2,076	13%	2,386	14%	2,198	13%	2,300	13%	5%	20%
Seniors	3,847	25%	4,212	26%	4,530	26%	4,772	27%	4,734	27%	-1%	23%
Masters	4,571	30%	4,717	29%	4,810	28%	4,676	27%	4,501	26%	-4%	-2%
Doctoral	371	2%	436	3%	470	3%	486	3%	484	3%	0%	30%
Law	672	4%	645	4%	610	4%	563	3%	501	3%	-11%	-25%
<b>Total</b>	<b>15,439</b>	<b>100%</b>	<b>16,506</b>	<b>100%</b>	<b>17,386</b>	<b>100%</b>	<b>17,447</b>	<b>100%</b>	<b>17,525</b>	<b>100%</b>	<b>0%</b>	<b>14%</b>

Table 2.10b: STUDENT CREDIT HOURS BY COURSE LEVEL

Class Standing	2008		2009		2010		2011		2012		Percent Change	
	Count	%	Count	%	Count	%	Count	%	Count	%	1 Year	5 Year
Developmental	4,142	3%	4,019	2%	2,782	1%	2,986	2%	2,690	1%	-10%	-35%
Lower (100-299)	64,659	40%	72,735	41%	79,303	42%	79,157	42%	83,554	43%	6%	29%
Upper (300-499)	50,966	31%	53,156	30%	58,133	31%	61,316	32%	62,180	32%	1%	22%
Masters (500-699)	32,291	20%	33,892	19%	35,373	19%	35,500	19%	34,180	18%	-4%	6%
Doctoral (700-899)	2,608	2%	3,183	2%	3,320	2%	3,238	2%	3,306	2%	2%	27%
Law (500-900)	8,674	5%	8,496	5%	8,015	4%	7,425	4%	6,776	4%	-9%	-22%
<b>Total</b>	<b>163,340</b>	<b>100%</b>	<b>175,481</b>	<b>100%</b>	<b>186,926</b>	<b>100%</b>	<b>189,622</b>	<b>100%</b>	<b>192,686</b>	<b>100%</b>	<b>2%</b>	<b>18%</b>

**Study Abroad:** Study Abroad (SAB) courses are included in the course level of Upper rather than following the standard numeric values associated with the catalog number of the course.

**Note:** The lower number of units for Developmental courses reflects a recategorization of some English classes from Developmental to Lower.

Figure 2.10a: Enrollment by Class Standing

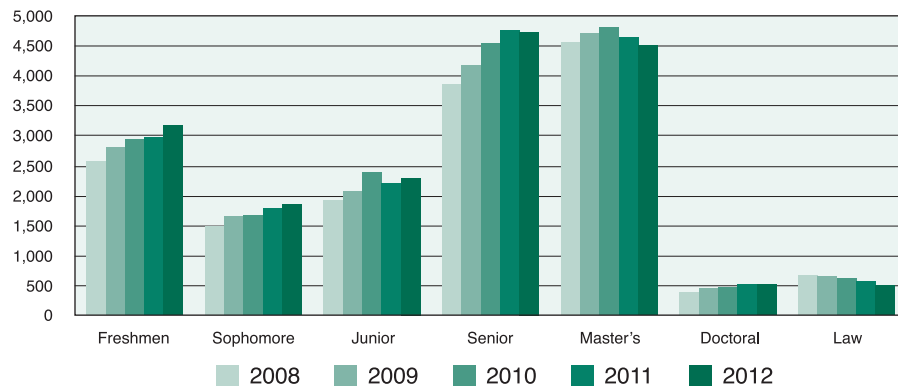
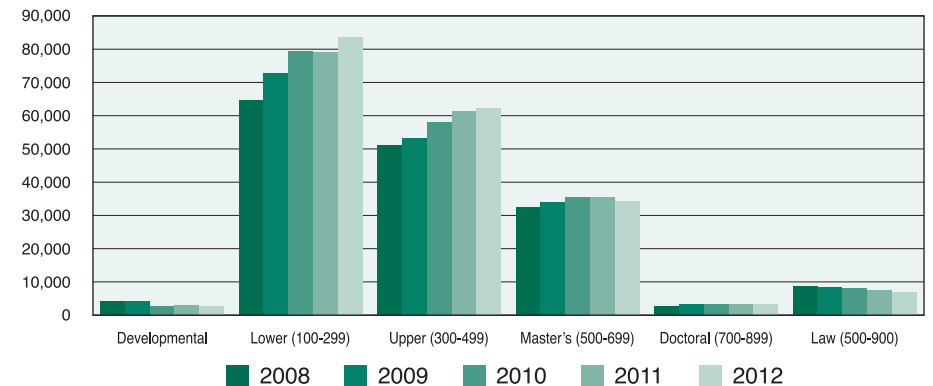


Figure 2.10b: Student Credit Hours by Course Level



*Table 2.11: Total Fall 2012 Enrollment by Academic Level: 5-Year Trend*

Academic Level	2008	2009	2010	2011	2012	Percent Change	
						1 Year	5 Year
Undergraduates	9,825	10,708	11,496	11,722	12,039	3%	23%
Masters	4,568	4,718	4,810	4,676	4,501	-4%	-1%
Doctoral	374	435	470	486	484	0%	29%
Law	672	645	610	563	501	-11%	-25%
<b>University Total</b>	<b>15,439</b>	<b>16,506</b>	<b>17,386</b>	<b>17,447</b>	<b>17,525</b>	<b>0%</b>	<b>14%</b>

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

College	2008		2009		2010		2011		2012		Percent Change	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1-Year	5-Year
Business	3,053	20%	3,423	21%	3,651	21%	3,481	20%	3,369	19%	-3%	10%
CLASS	3,243	21%	3,425	21%	3,658	21%	3,736	21%	3,731	21%	0%	15%
Education	2,626	17%	2,591	16%	2,621	15%	2,451	14%	2,266	13%	-8%	-14%
Nursing	522	3%	558	3%	592	3%	559	3%	592	3%	6%	13%
Engineering	1,132	7%	1,272	8%	1,391	8%	1,452	8%	1,569	9%	8%	39%
Science	2,355	15%	2,677	16%	3,072	18%	3,368	19%	3,727	21%	11%	58%
Urban Affairs	615	4%	621	4%	688	4%	689	4%	620	4%	-10%	1%
Law	672	4%	645	4%	610	4%	563	3%	501	3%	-11%	-25%
Undergraduate Studies	784	5%	838	5%	662	4%	739	4%	780	4%	6%	-1%
Undergraduate Non-Degree	353	2%	367	2%	334	2%	274	2%	245	1%	-11%	-31%
Graduate Studies	53	0%	44	0%	45	0%	23	0%	19	0%	-17%	-64%
Other <sup>1</sup>	31	0%	45	0%	62	0%	112	1%	106	1%	-5%	242%
<b>Total Enrollment</b>	<b>15,439</b>	<b>100%</b>	<b>16,506</b>	<b>100%</b>	<b>17,386</b>	<b>100%</b>	<b>17,447</b>	<b>100%</b>	<b>17,525</b>	<b>100%</b>	<b>0%</b>	<b>14%</b>

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

College	2008		2009		2010		2011		2012		Percent Change	
	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	1-Year	5-Year
Business	23,697	15%	25,804	15%	27,613	15%	27,156	14%	26,889	14%	-1%	13%
CLASS	51,263	31%	55,788	32%	58,906	32%	57,758	30%	58,808	31%	2%	15%
Education	17,326	11%	16,583	9%	17,296	9%	16,542	9%	16,165	8%	-2%	-7%
Nursing	3,328	2%	3,650	2%	3,447	2%	4,411	2%	4,564	2%	3%	37%
Engineering	7,807	5%	8,373	5%	10,011	5%	10,290	5%	10,054	5%	-2%	29%
Science	40,708	25%	45,346	26%	48,889	26%	52,560	28%	56,361	29%	7%	38%
Urban Affairs	8,935	5%	9,460	5%	10,722	6%	11,009	6%	10,245	5%	-7%	15%
Law	8,674	5%	8,496	5%	8,015	4%	7,425	4%	6,776	4%	-9%	-22%
Undergraduate Studies	928	1%	1,053	1%	1,060	1%	1,190	1%	1,419	1%	19%	53%
Honors	112	0%	121	0%	144	0%	141	0%	121	0%	-14%	8%
Other <sup>1</sup>	562	0%	807	0%	823	0%	1,140	1%	1,284	1%	13%	128%
<b>Total SCH</b>	<b>163,340</b>	<b>100%</b>	<b>175,481</b>	<b>100%</b>	<b>186,926</b>	<b>100%</b>	<b>189,622</b>	<b>100%</b>	<b>192,686</b>	<b>100%</b>	<b>2%</b>	<b>18%</b>

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

**Note:** Some SCH gain in CLASS and Science is attributed to the redistribution of developmental English & Math courses to these units from Undergraduate Studies.

This table uses units progress rather than units taken.

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

Figure 2.12 & 2.13: Fall Enrollment and FTE (SCH/15) Trend: Fall 2008-2012

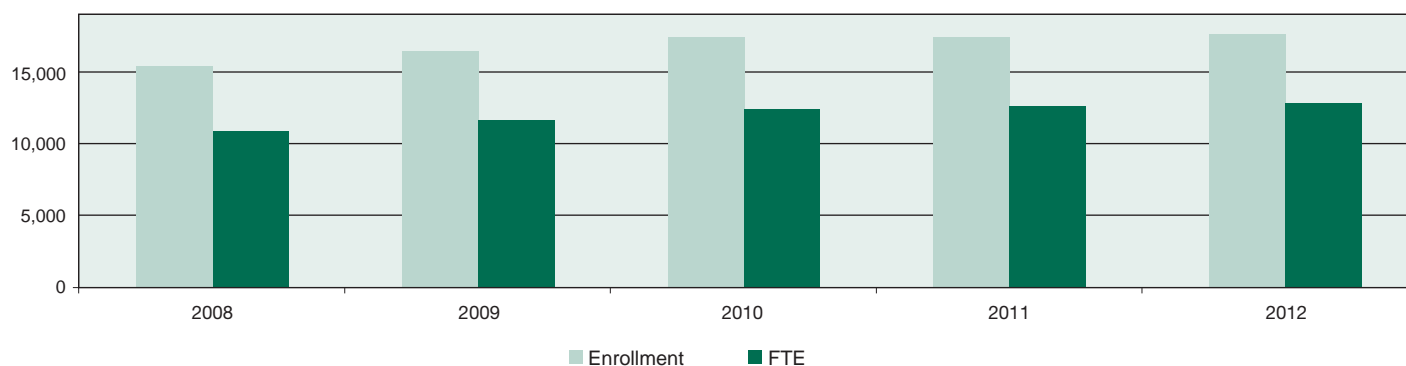


Table 2.14: Registered Student Credit Hours by Level - Fall 2012

Registered Credit Hours	Undergraduate		Graduate		Law		All		
	Enrollment	Cumulative %	Enrollment	Cumulative %	Enrollment	Cumulative %	Enrollment	Cumulative %	
0	164	1%	-	0%	-	0%	164	1%	
1	89	2%	172	3%	-	0%	261	2%	
2	39	2%	77	5%	2	0%	118	3%	
3	235	4%	403	13%	4	1%	642	7%	
4	534	9%	471	23%	2	2%	1,007	13%	
5	74	9%	61	24%	2	2%	137	13%	
6	332	12%	982	43%	6	3%	1,320	21%	
7	487	16%	350	50%	9	5%	846	26%	
8	682	22%	943	69%	7	6%	1,632	35%	
<b>GRAD FT</b>	<b>9</b>	<b>229</b>	<b>24%</b>	<b>420</b>	<b>78%</b>	<b>20</b>	<b>10%</b>	<b>669</b>	<b>39%</b>
10	285	26%	285	84%	10	12%	580	42%	
11	299	29%	125	86%	58	24%	482	45%	
<b>UGRD FT</b>	<b>12</b>	<b>1,803</b>	<b>44%</b>	<b>224</b>	<b>91%</b>	<b>25</b>	<b>29%</b>	<b>2,052</b>	<b>57%</b>
<b>LAW FT</b>	<b>13</b>	<b>1,032</b>	<b>52%</b>	<b>122</b>	<b>93%</b>	<b>32</b>	<b>35%</b>	<b>1,186</b>	<b>63%</b>
14	1,139	62%	83	95%	41	44%	1,263	71%	
15	1,549	75%	103	97%	169	77%	1,821	81%	
16	1,780	89%	99	99%	58	89%	1,937	92%	
17	644	95%	30	99%	32	95%	706	96%	
18	385	98%	4	99%	21	99%	410	98%	
19	169	99%	31	100%	2	100%	202	99%	
20	60	100%	-	100%	-	100%	60	100%	
21	12	100%	-	100%	-	100%	12	100%	
22	10	100%	-	100%	-	100%	10	100%	
23	4	100%	-	100%	-	100%	4	100%	
24+	3	100%	-	100%	1	100%	4	100%	
<b>TOTAL</b>	<b>12,039</b>		<b>4,985</b>		<b>501</b>		<b>17,525</b>		
<b>Average</b>	<b>12.3</b>		<b>7.5</b>		<b>13.6</b>		<b>11.0</b>		

Figure 2.14: Registered Student Credit Hours by Level - Fall 2012

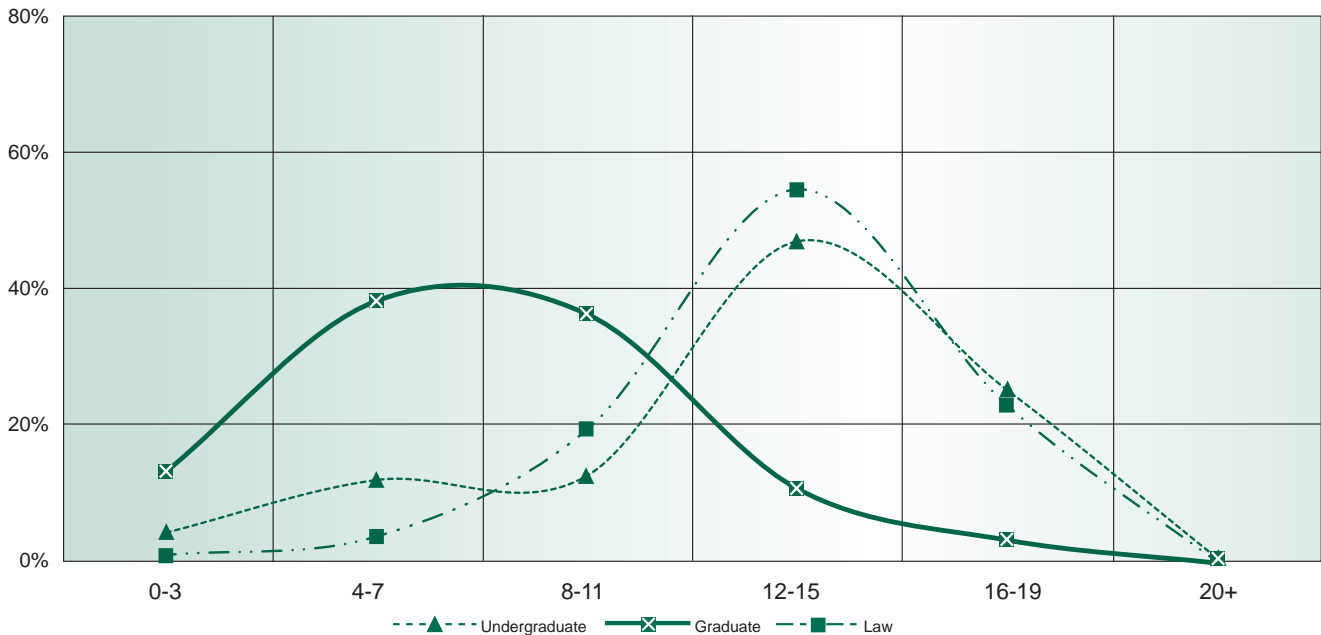


Table 2.15: Enrollment by Age Category - Fall 2012

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	3	107	140	337	383	195	83	112	52	1	-	28.3
	Male	5	171	260	431	524	250	165	110	39	1	-	27.4
	<b>Total</b>	<b>8</b>	<b>278</b>	<b>400</b>	<b>768</b>	<b>907</b>	<b>445</b>	<b>248</b>	<b>222</b>	<b>91</b>	<b>2</b>	<b>-</b>	<b>27.8</b>
CLASS	Female	19	438	394	411	327	181	104	193	138	3	1	27.4
	Male	12	293	294	313	260	116	61	90	76	7	-	26.5
	<b>Total</b>	<b>31</b>	<b>731</b>	<b>688</b>	<b>724</b>	<b>587</b>	<b>297</b>	<b>165</b>	<b>283</b>	<b>214</b>	<b>10</b>	<b>1</b>	<b>27.1</b>
Education	Female	2	105	113	291	356	229	151	241	146	7	-	31.9
	Male	1	30	55	96	134	100	76	79	52	2	-	31.9
	<b>Total</b>	<b>3</b>	<b>135</b>	<b>168</b>	<b>387</b>	<b>490</b>	<b>329</b>	<b>227</b>	<b>320</b>	<b>198</b>	<b>9</b>	<b>-</b>	<b>31.9</b>
Nursing	Female	4	152	90	94	62	37	24	28	16	1	-	25.1
	Male	2	18	14	22	11	8	1	5	3	-	-	25.2
	<b>Total</b>	<b>6</b>	<b>170</b>	<b>104</b>	<b>116</b>	<b>73</b>	<b>45</b>	<b>25</b>	<b>33</b>	<b>19</b>	<b>1</b>	<b>-</b>	<b>25.1</b>
Engineering	Female	3	49	53	64	37	22	5	8	3	-	-	24.2
	Male	9	275	229	335	273	101	35	54	14	-	-	24.5
	<b>Total</b>	<b>12</b>	<b>324</b>	<b>282</b>	<b>399</b>	<b>310</b>	<b>123</b>	<b>40</b>	<b>62</b>	<b>17</b>	<b>-</b>	<b>-</b>	<b>24.4</b>
Science	Female	20	471	472	599	482	169	94	117	48	1	-	25.0
	Male	14	202	217	301	286	100	54	56	24	-	-	25.4
	<b>Total</b>	<b>34</b>	<b>673</b>	<b>689</b>	<b>900</b>	<b>768</b>	<b>269</b>	<b>148</b>	<b>173</b>	<b>72</b>	<b>1</b>	<b>-</b>	<b>25.1</b>
Urban Affairs	Female	1	14	16	47	64	55	38	61	47	-	-	34.5
	Male	-	10	19	54	56	46	22	40	29	1	-	32.5
	<b>Total</b>	<b>1</b>	<b>24</b>	<b>35</b>	<b>101</b>	<b>120</b>	<b>101</b>	<b>60</b>	<b>101</b>	<b>76</b>	<b>1</b>	<b>-</b>	<b>33.5</b>
Law	Female	-	-	2	98	59	32	13	9	-	-	-	26.9
	Male	-	-	1	111	100	53	13	9	1	-	-	27.4
	<b>Total</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>209</b>	<b>159</b>	<b>85</b>	<b>26</b>	<b>18</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>27.1</b>
Undergraduate Studies	Female	138	113	43	19	17	14	7	9	37	73	1	31.5
	Male	88	41	16	26	18	9	2	5	29	75	-	36.7
	<b>Total</b>	<b>226</b>	<b>154</b>	<b>59</b>	<b>45</b>	<b>35</b>	<b>23</b>	<b>9</b>	<b>14</b>	<b>66</b>	<b>148</b>	<b>1</b>	<b>33.5</b>
Undergraduate Non-Degree	Female	-	2	11	40	20	10	6	14	15	2	-	32.0
	Male	-	2	7	44	24	20	7	11	9	1	-	30.1
	<b>Total</b>	<b>-</b>	<b>4</b>	<b>18</b>	<b>84</b>	<b>44</b>	<b>30</b>	<b>13</b>	<b>25</b>	<b>24</b>	<b>3</b>	<b>-</b>	<b>31.0</b>
Graduate Studies	Female	-	-	-	2	-	2	1	4	2	-	-	39.9
	Male	-	-	-	1	2	-	4	-	1	-	-	34.8
	<b>Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>37.7</b>
Other <sup>1</sup>	Female	-	5	3	15	14	1	2	1	-	-	-	25.0
	Male	-	14	8	19	9	13	1	1	-	-	-	24.5
	<b>Total</b>	<b>-</b>	<b>19</b>	<b>11</b>	<b>34</b>	<b>23</b>	<b>14</b>	<b>3</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>24.7</b>
University	Female	190	1,456	1,337	2,017	1,821	947	528	797	504	88	2	28.0
	Male	131	1,056	1,120	1,753	1,697	816	441	460	277	87	-	27.3
	<b>Total</b>	<b>321</b>	<b>2,512</b>	<b>2,457</b>	<b>3,770</b>	<b>3,518</b>	<b>1,763</b>	<b>969</b>	<b>1,257</b>	<b>781</b>	<b>175</b>	<b>2</b>	<b>27.7</b>

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

**Note:** Age is unknown for one male student in Engineering.

Figure 2.15: Enrollment by Age Category - Fall 2012

	Average	Median
University:	27.7	24
Undergraduate:	25.9	22
Graduate:	32.0	29
Law:	27.1	25

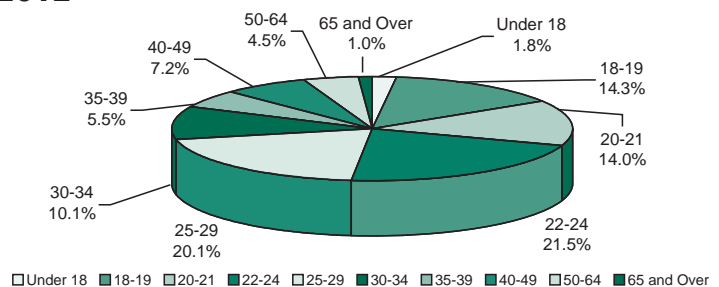


Table 2.16: Enrollment by Level and Residency Status - Fall 2012

Resident Type	Undergraduate	Undergraduate in %	Graduate	Graduate in %	Law	Law in %	Total
Ohio Resident	11,098	92	4161	84	469	92	15,728
Non-Ohio Resident	401	3	128	2	25	7	554
Non-Resident Alien	540	4	696	14	7	1	1,243
<b>Total</b>	<b>12,039</b>	<b>100%</b>	<b>4,985</b>	<b>100%</b>	<b>501</b>	<b>100%</b>	<b>17,525</b>

Table 2.17: Enrollment by State  
Fall 2012

State	Number of Students
Ohio.....	16,012
Pennsylvania.....	67
New York.....	41
Michigan .....	26
Illinois .....	20
Indiana, Virginia (11/state).....	22
Maryland, Florida (9/state) .....	18
California, Kentucky (8/state).....	16
New Jersey .....	6
Tennessee, Wisconsin (5/state).....	10
Oklahoma, North Carolina (4/state) .....	8
Connecticut, Washington, Idaho, Georgia, Texas, Massachusetts (3/state).....	18
Arizona, Oregon, District of Columbia (2/state).....	6
Missouri, Minnesota, Louisiana, West Virginia, Mississippi, Kansas, New Mexico, Armed Forces Europe, Delaware, North Dakota, Vermont.....	11
Unknown State .....	1
Non-Resident Alien .....	1,243
<b>Total States .....</b>	<b>17,525</b>

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

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

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

Table 2.18: Enrollment by Ohio County  
Fall 2012

County	Number of Students
Cuyahoga .....	11,733
Lake.....	1,313
Lorain.....	926
Summit .....	456
Medina.....	441
Geauga.....	307
Erie .....	106
Portage.....	95
Stark .....	88
Ashtabula .....	87
Trumbull.....	78
Franklin.....	38
Wayne.....	32
Lucas, Mahoning (28/county).....	56
Columbiana .....	23
Huron.....	18
Sandusky.....	16
Delaware.....	14
Wood .....	13
Hamilton .....	12
Ashland.....	12
Montgomery, Richland (11/county) .....	22
Tuscarawas.....	9
Seneca .....	7
Fairfield, Licking (6/county) .....	12
Washington.....	5
Allen, Crawford, Fayette, Greene, Hancock, Ottawa, Warren (4/county) .....	28
Butler, Carroll, Clermont, Fulton, Knox, Marion, Muskingum, Putnam, Union, Williams (3/county).....	30
Athens, Auglaize, Belmont, Henry, Jackson, Jefferson, Lawrence, Logan, Miami, Ross (2/county) .....	20
Champaign, Clark, Clinton, Coshocton, Defiance, Guernsey, Harrison, Holmes, Madison, Monroe, Paulding, Perry, Pickaway, Preble, Shelby, Van Wert (1/county) .....	16
<b>Total.....</b>	<b>16,013</b>

\* Excluding Non-Resident Aliens





Table 2.19: Enrollment by Country or Regions, Fall 2012

Country/Region	Number of Students	Country/Region	Number of Students
Saudi Arabia .....	409	Burkina Faso, Bangladesh, Colombia, Ethiopia, France, Ghana, Indonesia, Israel, Japan, Libyan Arab Jamahiriya, Netherlands, New Zealand, Poland, Sri Lanka, United Kingdom (3/country) .....	45
India.....	319	Bulgaria, Ecuador, Jamaica, Malaysia, Mexico, Mongolia, Philippines, Republic of Serbia, Romania, Syrian Arab Republic, Togo, United Arab Emirates (2/country) .....	24
China.....	187	Australia, Azerbaijan, Bosnia and Herzegovina, Botswana, Cameroon, Chile, Costa Rica, Cote D'Ivoire, Czech Republic, Denmark, Finland, Georgia, Hong Kong, Iraq, Kyrgyzstan, Peru, Romania, Slovenia, Sudan, United Republic of Tanzania, Tunisia, Uganda, Ukraine, Uzbekistan, Virgin Islands (British), Zimbabwe (1/country) .....	26
Republic of Korea, Turkey (27/country).....	54	Unknown.....	2
Kuwait.....	24	<b>Total .....</b>	<b>1,243</b>
Canada.....	20	<b>Note:</b> This list includes those students with Alien Temporary Status.	
Nigeria .....	18	<b>Source:</b> Institutional Research	
Province of China Taiwan .....	15		
Islamic Republic Of Iran.....	13		
Lebanon, Nepal (8/country) .....	16		
Egypt, Viet Nam (7/country) .....	14		
Sweden, Venezuela (6/country) .....	12		
Brazil.....	5		
Albania, Germany, Jordan, Kenya, Pakistan, Russian Federation, Senegal, Thailand, South Africa, Zambia (4/country) .....	40		

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

College	2009		2010		2011		2012		2013		Percent Change	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1-Year	5-Year
Business	2,995	19%	3,408	21%	3,401	20%	3,265	20%	3,201	19%	-2%	7%
CLASS	3,243	20%	3,298	20%	3,461	21%	3,499	21%	3,446	21%	-2%	6%
Education	2,554	16%	2,636	16%	2,556	15%	2,371	14%	2,285	14%	-4%	-11%
Nursing	545	3%	455	3%	641	4%	588	4%	630	4%	7%	16%
Engineering	1,067	7%	1,249	8%	1,334	8%	1,354	8%	1,534	9%	13%	44%
Science	2,312	14%	2,644	16%	2,957	18%	3,185	19%	3,484	21%	9%	51%
Urban Affairs	618	4%	623	4%	692	4%	641	4%	573	3%	-11%	-7%
Law	628	4%	606	4%	568	3%	525	3%	474	3%	-10%	-25%
Undergraduate Studies	690	4%	745	5%	577	3%	631	4%	763	5%	21%	11%
Undergraduate Non-Degree	365	2%	346	2%	285	2%	284	2%	220	1%	-23%	-40%
Graduate Studies	87	1%	50	0%	54	0%	46	0%	14	0%	-70%	-84%
Other <sup>1</sup>	33	0%	46	0%	74	0%	88	1%	86	1%	-2%	161%
<b>Total Enrollment</b>	<b>15,137</b>	<b>100%</b>	<b>16,106</b>	<b>100%</b>	<b>16,600</b>	<b>100%</b>	<b>16,477</b>	<b>100%</b>	<b>16,710</b>	<b>100%</b>	<b>1%</b>	<b>10%</b>

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

College	2009		2010		2011		2012		2013		Percent Change	
	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	1-Year	5-Year
Business	22,563	14%	25,932	14%	25,896	15%	25,618	15%	26,296	14%	3%	17%
CLASS	50,119	31%	53,720	33%	53,808	33%	52,789	32%	55,955	31%	6%	12%
Education	17,475	12%	17,277	12%	17,898	11%	16,980	10%	16,768	9%	-1%	-4%
Nursing	3,644	2%	4,026	2%	4,550	2%	5,063	2%	5,481	3%	8%	50%
Engineering	7,584	5%	8,778	5%	9,952	5%	10,024	5%	10,404	6%	4%	37%
Science	39,181	22%	41,834	24%	44,637	26%	47,147	25%	50,493	28%	7%	29%
Urban Affairs	9,740	5%	9,897	6%	10,629	6%	10,603	6%	9,993	5%	-6%	3%
Law	7,901	6%	7,801	6%	7,451	5%	6,844	5%	6,262	3%	-9%	-21%
Undergraduate Studies	202	1%	198	0%	179	0%	186	0%	229	0%	23%	13%
Graduate Studies	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
Honors	131	0%	102	0%	204	0%	101	0%	27	0%	-73%	-79%
Other <sup>1</sup>	585	0%	911	0%	975	0%	1,019	1%	855	0%	-16%	46%
<b>Total SCH</b>	<b>159,125</b>	<b>100%</b>	<b>170,476</b>	<b>100%</b>	<b>176,179</b>	<b>100%</b>	<b>176,374</b>	<b>100%</b>	<b>182,763</b>	<b>100%</b>	<b>4%</b>	<b>15%</b>

<sup>1</sup> Other includes students enrolled in Air Force, Career Services, English as a Second Language, Military Science, Physician Assistant, Special Programs and Study Abroad. This table uses units progress. The Graduate Studies category has been removed from this table as these courses are not offered in Spring.

Figure 2.20 & 2.21: Spring Enrollment and FTE (SCH/15) Trend Spring 2009-2013

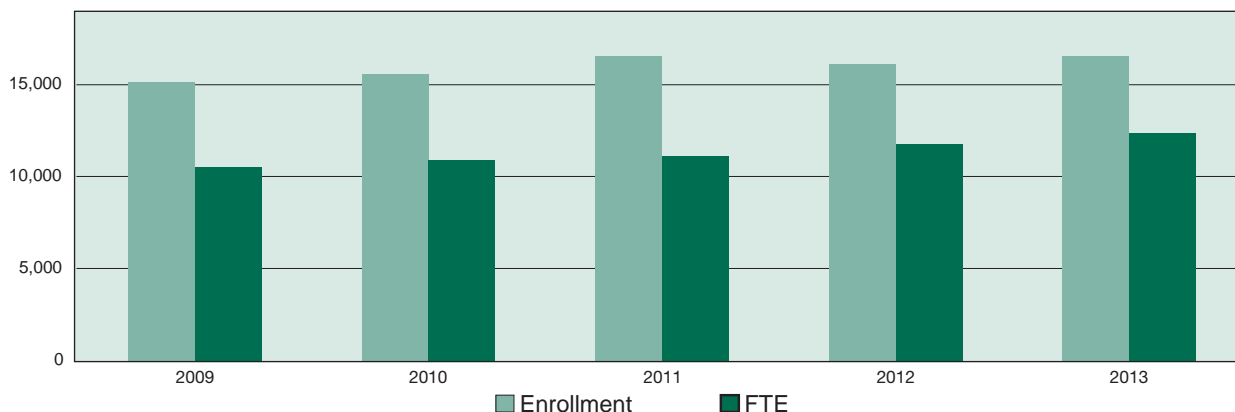


Table 2.22: Summer Enrollment by College: 5-Year Trend

College	2008		2009		2010		2011		2012		Percent Change	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1-Year	5-Year
Business	1,581	21%	1,650	23%	1,837	26%	1,783	24%	1,733	24%	-3%	10%
CLASS	1,007	13%	1,066	15%	1,162	17%	1,076	15%	1,066	15%	-1%	6%
Education	1,818	24%	1,616	22%	1,581	23%	1,420	19%	1,374	19%	-3%	-24%
Nursing	202	3%	223	3%	207	3%	209	3%	172	2%	-18%	-15%
Engineering	336	4%	239	3%	354	5%	366	5%	445	6%	22%	32%
Science	899	12%	962	13%	1,068	15%	1,242	17%	1,337	18%	8%	49%
Urban Affairs	215	3%	195	3%	225	3%	265	4%	218	3%	-18%	1%
Law	217	3%	216	3%	204	3%	207	3%	189	3%	-9%	-13%
Undergraduate Studies	204	3%	150	2%	155	2%	108	1%	155	2%	44%	-24%
Undergraduate Non-Degree	606	8%	618	9%	572	8%	529	7%	493	7%	-7%	-19%
Graduate Studies	99	1%	45	1%	50	1%	36	0%	19	0%	-47%	-81%
Other <sup>1</sup>	21	0%	36	0%	48	1%	73	1%	94	1%	29%	348%
<b>Total Enrollment</b>	<b>7,205</b>	<b>100%</b>	<b>7,016</b>	<b>100%</b>	<b>7,463</b>	<b>100%</b>	<b>7,314</b>	<b>100%</b>	<b>7,295</b>	<b>100%</b>	<b>0%</b>	<b>-3%</b>

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

College	2008		2009		2010		2011		2012		Percent Change	
	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	1-Year	5-Year
Business	10,093	21%	10,775	23%	11,043	22%	10,626	22%	10,594	22%	0%	5%
CLASS	9,743	21%	9,276	20%	10,989	22%	10,821	22%	10,490	22%	-3%	8%
Education	9,758	21%	9,493	20%	9,354	19%	8,582	17%	8,132	17%	-5%	-17%
Nursing	1,629	3%	1,968	4%	1,750	4%	1,436	3%	1,250	3%	-13%	-23%
Engineering	661	1%	189	0%	564	1%	435	1%	938	2%	116%	42%
Science	10,313	22%	10,189	22%	11,183	23%	12,236	25%	11,951	25%	-2%	16%
Urban Affairs	3,502	7%	3,454	7%	3,176	6%	3,774	8%	3,041	6%	-19%	-13%
Law	915	2%	944	2%	890	2%	992	2%	922	2%	-7%	1%
Other <sup>1</sup>	360	1%	723	2%	649	1%	503	1%	540	1.1%	7%	50%
<b>Total SCH</b>	<b>46,974</b>	<b>100%</b>	<b>47,011</b>	<b>100%</b>	<b>49,598</b>	<b>100%</b>	<b>49,405</b>	<b>100%</b>	<b>47,858</b>	<b>100%</b>	<b>-3%</b>	<b>2%</b>

<sup>1</sup> Other includes students enrolled in Air Force, Career Services, English as a Second Language, Military Science, Special Programs and Study Abroad. This table uses units progress rather than units taken.

Figure 2.22 &amp; 2.23: Summer Enrollment and FTE (SCH/15) Trend Summer 2008-2012

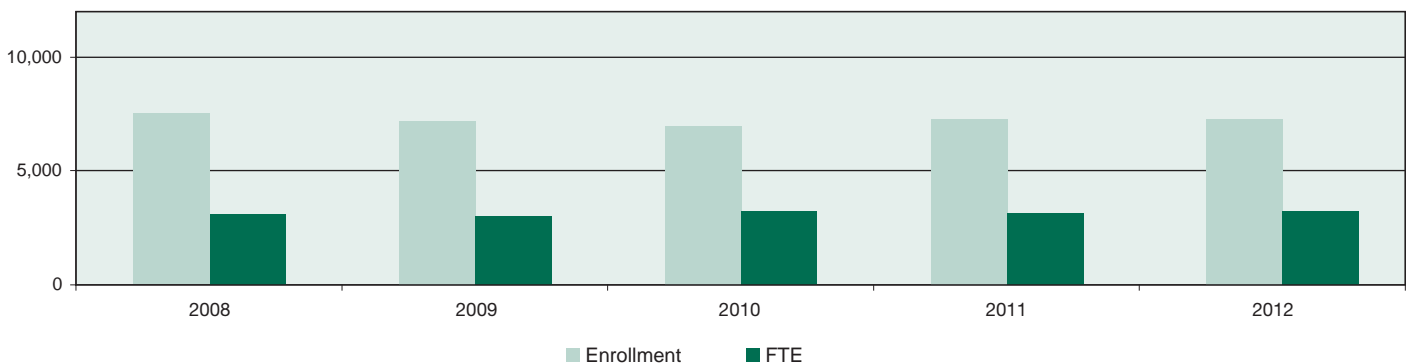


Table 2.24: Annualized Student Credit Hours (SCH) by College: 5-Year Trend

College	2008-09		2009-10		2010-11		2011-12		2012-13		Percent Change	
	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	1-Year	5-Year
Business	56,353	15%	62,511	16%	64,552	17%	63,400	15%	63,779	15%	1%	13%
CLASS	111,125	30%	118,784	30%	123,703	33%	121,368	29%	125,253	30%	3%	13%
Education	44,559	12%	43,353	11%	44,548	12%	42,104	10%	41,065	10%	-2%	-8%
Nursing	8,601	2%	9,644	2%	9,747	3%	10,910	3%	11,295	3%	4%	31%
Engineering	16,052	4%	17,340	4%	20,527	6%	20,749	5%	21,396	5%	3%	33%
Science	90,202	24%	97,369	25%	104,709	28%	111,943	27%	118,805	28%	6%	32%
Urban Affairs	22,177	6%	22,811	6%	24,527	7%	25,386	6%	23,279	5%	-8%	5%
Law	17,489	5%	17,240	4%	16,356	4%	15,261	4%	13,960	3%	-9%	-20%
Undergraduate Studies	1,130	0%	1,251	0%	1,239	0%	1,376	0%	1,648	0%	20%	46%
Graduate Studies	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
Honors	243	0%	223	0%	348	0%	242	0%	148	0%	-39%	-39%
Other <sup>1</sup>	1,507	0%	2,441	1%	2,447	1%	2,662	1%	2,679	1%	1%	78%
<b>Total Annualized SCH</b>	<b>369,438</b>	<b>100%</b>	<b>392,967</b>	<b>100%</b>	<b>412,703</b>	<b>100%</b>	<b>415,401</b>	<b>100%</b>	<b>423,307</b>	<b>100%</b>	<b>2%</b>	<b>15%</b>
<b>Annualized FTE (Annualized SCH/30)</b>	<b>12,314</b>		<b>13,099</b>		<b>13,757</b>		<b>13,847</b>		<b>14,110</b>		<b>2%</b>	<b>15%</b>
<b>Unduplicated Enrollment</b>	<b>20,109</b>		<b>21,035</b>		<b>21,717</b>		<b>21,319</b>		<b>21,510</b>		<b>1%</b>	<b>7%</b>

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

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

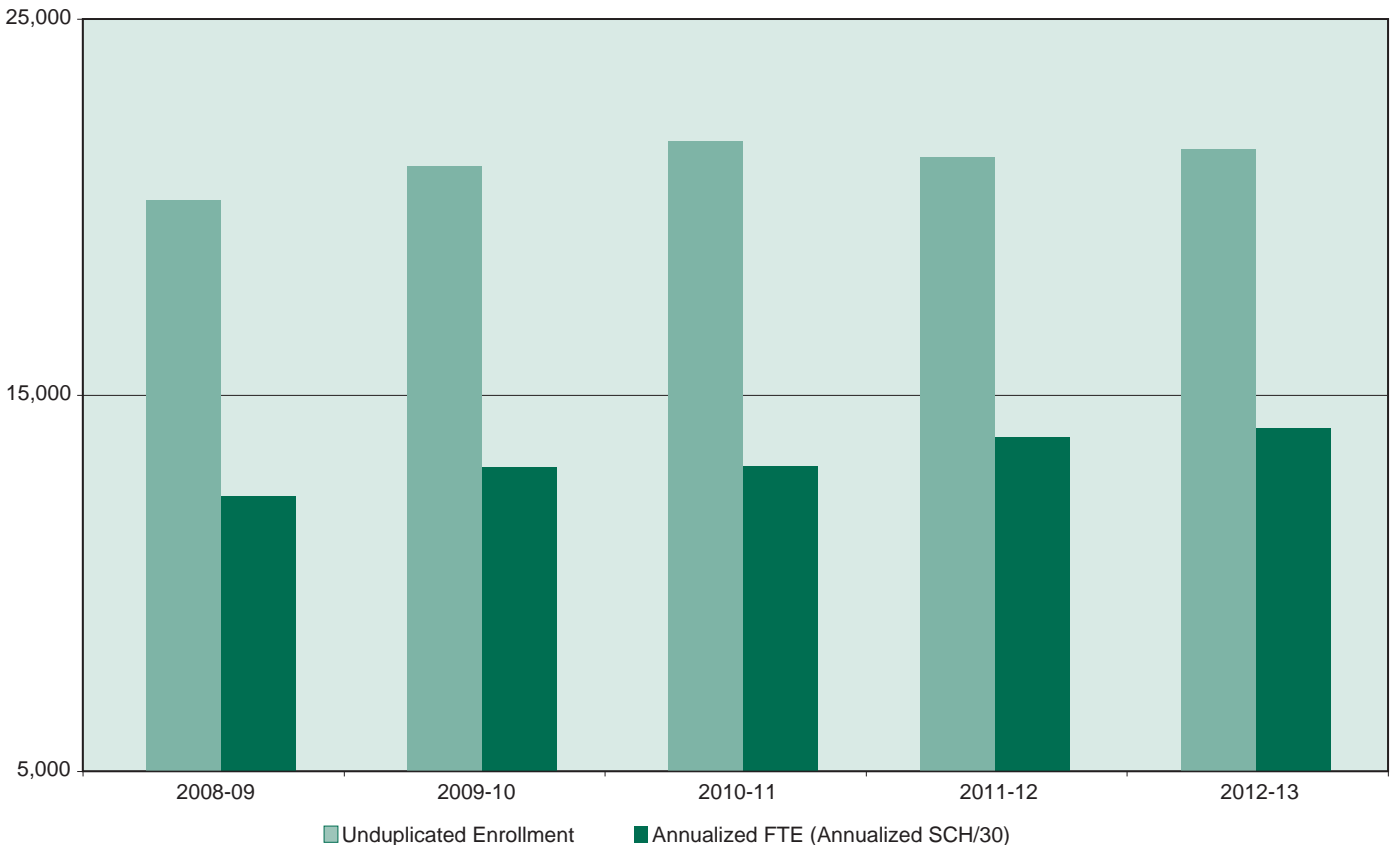


Table 2.25: Yearly Change in Enrollment by Campus Types for Ohio Institutions  
Fall 2008 – 2012

Campus Type	2008†	2009	2010	2011	2012	Percent Change	
						1-year	5-year
Community College	74,792	82,528	85,093	83,107	80,786	-2.8%	8.0%
State Community College	72,570	82,491	84,663	80,459	74,669	-7.2%	2.9%
Technical College	32,080	38,242	41,247	40,658	37,279	-8.3%	16.2%
University Branch Campus	48,815	54,999	58,714	57,389	55,013	-4.1%	12.7%
University Main Campus	262,506	274,449	286,753	289,882	287,306	-0.9%	9.4%

Note: (†) Medical University of Ohio was excluded because their data has not been finalized. Data for 2011 have now been finalized for Wright State University and Lorain County Community College, which has slightly increased some of the totals for 2011 that were reported in last year's Book of Trends. Run Date: 10/8/2013.

Figure 2.25: Yearly Change in Enrollment by Campus Types for Ohio Institutions  
Fall 2008 – 2012

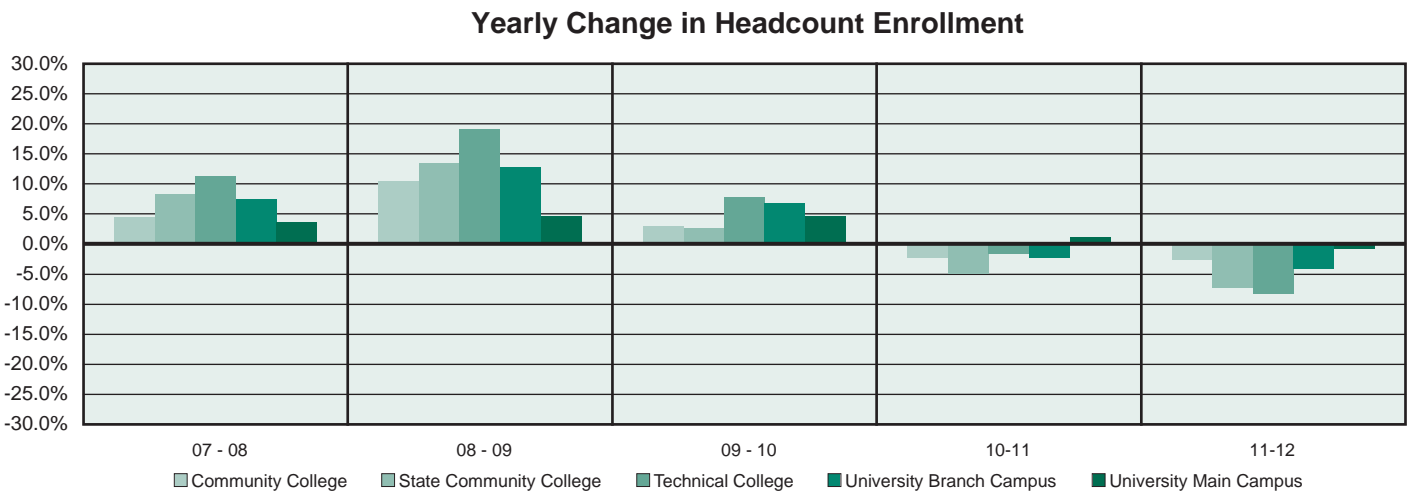


Table 2.26: Main Campus Enrollment for Select Ohio Four Year Institutions  
Fall 2008 – 2012

Institution	2008	2009	2010	2011	2012	Percent Change	
						1-year	5-year
University of Akron	24,722	26,395	27,718	27,998	26,930	-3.8%	8.9%
Bowling Green State University	17,877	17,350	17,666	17,502	17,276	-1.3%	-3.4%
University of Cincinnati	29,566	31,296	32,617	33,812	34,283	1.4%	16.0%
<b>Cleveland State University</b>	<b>15,438</b>	<b>16,506†</b>	<b>17,386</b>	<b>17,447</b>	<b>17,525</b>	<b>0.4%</b>	<b>13.5%</b>
Central State University	2,157†	2,423	2,272	2,476	2,125	-14.2%	-1.5%
Kent State University	23,174†	25,351†	26,841	28,064	28,827	2.7%	24.4%
Medical University of Ohio	NA	NA	NA	NA	NA	NA	NA
Miami University	16,815	16,767	18,243	17,926	18,107	1.0%	7.7%
Ohio State University	54,551†	55,687	57,360†	57,857†	57,516	-0.6%	5.4%
Ohio University	21,363†	22,640†	25,083	26,201	27,402	4.6%	28.3%
Shawnee State University	3,988	4,326	4,554	4,684	4,620	-1.4%	15.8%
University of Toledo	22,252†	23,119	23,144	22,679	21,715	-4.3%	-2.4%
Wright State University	16,626†	17,593†	18,354†	18,214†	16,665†	-8.5%	0.2%
Youngstown State University	13,683	14,649	15,100	14,496	13,769	-5.0%	0.6%

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

Source: The Ohio Board of Regents HEI Student Enrollment query. Run Date: October 8, 2013.



Cleveland State University



2013



Campus Enrollment  
Characteristics & Trends

3

Book of  
Trends



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

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

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

Department/Program	Description	Fall Term					Percent Change	
		Primary 2008	Primary 2009	All 2010	All 2011	All 2012	1 year	5 year
<b>Undergraduate</b>								
Accounting	Accounting	365	390	412	366	372	2%	2%
Business Administration	Business Administration	298	404	469	485	503	4%	69%
	Business Administration (LK)	21	49	55	51	43	-16%	105%
Computer & Information Science	Computer and Information Science	131	176	183	183	213	16%	63%
	Computer Science	25	20	21	23	26	13%	4%
	Information Systems	95	107	128	117	109	-7%	15%
Finance	Finance	218	185	186	158	131	-17%	-40%
Management & Labor Relations	Management & Labor Relations	118	100	137	119	95	-20%	-19%
Marketing	Marketing	197	196	238	221	214	-3%	9%
Operations & Supply Chain Management	Operations & Supply Chain Management	42	41	48	59	65	10%	55%
Other Business	Accelerated Bachelors of Business Administration	-	-	-	2	-	-100%	-
	Business Biotechnology	-	-	-	-	1	-	-
	Business Economics	61	58	61	56	52	-7%	-15%
	International Business	84	103	125	122	102	-16%	21%
	Pre-Business Administration	13	10	6	6	2	-67%	-85%
	Undecided Business	258	227	212	140	83	-41%	-68%
<b>Total</b>		<b>1,926</b>	<b>2,066</b>	<b>2,281</b>	<b>2,108</b>	<b>2,011</b>	<b>-5%</b>	<b>4%</b>
<b>Graduate (excluding Doctoral)</b>								
Accounting	Financial Accounting & Audit	80	161	205	224	243	8%	204%
	Tax Program	17	25	34	43	44	2%	159%
AMBA	Accelerated Business Administration	45	15	33	47	44	-6%	-2%
Business Administration	Business Administration	564	672	691	666	620	-7%	10%
Computer & Information Science	Computer and Information Science	93	99	110	87	91	5%	-2%
	Computer and Information Science (4+1)	-	-	-	1	1	0%	-
	Health Care Informatics Certificate	1	-	-	1	2	100%	100%
EMBA	Executive Business Administration	42	34	40	28	31	11%	-26%
Finance	Finance	1	-	-	-	-	-	-100%
Health Care Administration	MBA-Health Care	22	42	45	44	49	11%	123%
Labor Relations & Human Resources	Labor Relations & Human Resources	57	50	69	70	73	4%	28%
Marketing	Global Business	-	1	-	1	-	-100%	-
	Marketing Analytics Certificate	-	2	1	2	2	0%	-
Other Business	Graduate Business	169	194	174	199	184	-8%	9%
<b>Total</b>		<b>1,091</b>	<b>1,295</b>	<b>1,402</b>	<b>1,413</b>	<b>1,384</b>	<b>-2%</b>	<b>27%</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	Fall Term					Percent Change	
		Primary 2008	Primary 2009	All 2010	All 2011	All 2012	1 year	5 year
<b>Doctoral</b>								
Business Administration	Accounting	1	-	-	-	-	-	-100%
	Business Administration	21	-	-	-	-	-	-100%
	Computer and Information Science	-	13	12	10	8	-20%	-
	Finance	4	17	8	8	7	-13%	75%
	Labor Relations and Human Resources	-	2	2	2	-	-100%	-
	Marketing	5	16	12	11	9	-18%	80%
	Marketing-Global Business Specialization	-	3	3	2	1	-50%	-
	Operations & Supply Chain Management	5	11	10	5	5	0%	0%
<b>Total</b>		<b>36</b>	<b>62</b>	<b>47</b>	<b>38</b>	<b>30</b>	<b>-21%</b>	<b>-17%</b>
<b>Total Business</b>		<b>3,053</b>	<b>3,423</b>	<b>3,730</b>	<b>3,559</b>	<b>3,425</b>	<b>-4%</b>	<b>12%</b>

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

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

Department/Program	Description	Fall Term					Percent Change	
		Primary 2008	Primary 2009	All 2010	All 2011	All 2012	1 year	5 year
<b>Undergraduate</b>								
Anthropology	Anthropology	53	62	82	89	76	-15%	43%
	Linguistics	16	18	28	28	30	7%	88%
Art	Art	197	215	228	240	78	-68%	-60%
	Art Education	-	-	-	-	20	-	-
	Graphic Design	6	5	12	7	5	-29%	-17%
	Studio Art: Drawing	-	-	-	-	15	-	-
	Studio Art: Graphic Design	-	-	-	-	70	-	-
	Studio Art: Painting	-	-	-	-	10	-	-
	Studio Art: Photography	-	-	-	-	17	-	-
	Studio Art: Print Making	-	-	-	-	2	-	-
	Studio Art: Sculpture/Ceramics	-	-	-	-	4	-	-
	Communication	Certificate in Journalism	1	-	2	-	-	-
Communication		261	236	248	203	192	-5%	-26%
Communication Management		29	37	42	39	37	-5%	28%
Film and Digital Media		136	132	167	174	168	-3%	24%
Journalism		155	172	203	185	201	9%	30%
Multimedia Advertising		1	-	1	-	-	-	-100%
Economics	Economics	17	29	41	38	46	21%	171%
English	English	210	221	251	244	206	-16%	-2%
	Professional Writing Certificate	-	1	1	-	1	-	-
History	History	119	143	135	122	104	-15%	-13%
	Social Studies	23	28	52	43	39	-9%	70%
Interdisciplinary	Black Studies	-	-	-	4	10	150%	-
	Classical and Medieval Studies	11	11	7	9	9	0%	-18%
	Liberal Studies	54	48	65	46	36	-22%	-33%
	Women's Studies	10	7	12	8	7	-13%	-30%
Modern Languages	French	16	8	9	12	13	8%	-19%
	Spanish	39	45	60	55	52	-5%	33%
Music	Music	95	68	62	71	14	-80%	-85%
	Music Composition	-	-	-	-	8	-	-
	Music Education	-	-	-	3	35	1067%	-
	Music Performance	-	-	-	6	29	383%	-
	Music Therapy	-	-	-	4	38	850%	-
	Bachelor of Arts in Music	-	-	9	13	6	-54%	-
Other CLASS	Pre-Music	21	59	83	62	32	-48%	52%
	Other CLASS (FC)	2	-	2	2	1	-50%	-50%
	Pre-Education	14	7	2	2	-	-100%	-100%
	Pre-Social Work	61	101	79	107	143	34%	134%
	Undecided	134	216	248	253	191	-25%	43%
	Undecided CLASS	229	170	101	215	346	61%	51%

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

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	Fall Term					Percent Change	
		Primary	Primary	All	All	All	1 year	5 year
		2008	2009	2010	2011	2012		
Philosophy	Bioethics Certificate	-	1	3	3	1	-67%	-
	Philosophy	22	25	27	25	26	4%	18%
	Philosophy - Ethics Track	-	-	3	1	2	100%	-
Political Science/IR	International Relations	50	58	79	92	96	4%	92%
	Political Science	111	138	162	144	148	3%	33%
Religious Studies	Religious Studies	23	16	30	25	21	-16%	-9%
Social Work	Social Work	224	194	241	242	219	-10%	-2%
Sociology	Criminal Justice Certificate	-	-	-	1	1	0%	-
	Criminology	202	220	340	353	351	-1%	74%
	Social Science	10	8	12	13	8	-38%	-20%
	Sociology	100	95	145	178	166	-7%	66%
Theatre and Dance	Drama	45	49	52	54	63	17%	40%
<b>Total</b>		<b>2,697</b>	<b>2,843</b>	<b>3,326</b>	<b>3,415</b>	<b>3,393</b>	<b>-1%</b>	<b>26%</b>

Department/Program	Description	Fall Term					Percent Change	
		Primary	Primary	All	All	All	1 year	5 year
		2008	2009	2010	2011	2012		
<b>Graduate</b>								
Art	Art	-	1	-	1	-	-100%	-
Communication	Communication	25	35	36	30	23	-23%	-8%
Economics	Economics	16	27	24	31	29	-6%	81%
English	English	65	68	78	74	78	5%	20%
English	Master of Fine Arts-Creative Writing	19	17	23	24	20	-17%	5%
History	History	31	32	33	38	34	-11%	10%
Modern Languages	Spanish	18	21	16	11	7	-36%	-61%
Music	Music	46	43	44	28	32	14%	-30%
Other CLASS	Graduate CLASS Certificate	1	1	-	-	-	-	-100%
	Undecided CLASS	72	80	64	73	61	-16%	-15%
Philosophy	Advanced Studies in Bioethics	3	1	7	3	1	-67%	-67%
Philosophy	Philosophy	10	12	13	13	14	8%	40%
Political Science/IR	Global Interaction	-	4	24	46	33	-28%	-
Social Work	Social Work	205	197	193	206	246	19%	20%
Sociology	Sociology	35	43	38	32	26	-19%	-26%
<b>Total</b>		<b>546</b>	<b>582</b>	<b>593</b>	<b>610</b>	<b>604</b>	<b>-1%</b>	<b>11%</b>
<b>CLASS TOTAL</b>		<b>3,243</b>	<b>3,425</b>	<b>3,919</b>	<b>4,025</b>	<b>3,997</b>	<b>-1%</b>	<b>23%</b>

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

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

Department/Program	Description	Fall Term					Percent Change		
		Primary 2008	Primary 2009	All 2010	All 2011	All 2012	1 year	5 year	
<b>Undergraduate</b>									
Health And Physical Education	Exercise/Fitness Specialist	17	14	19	18	25	39%	47%	
	Physical Education	19	17	20	19	24	26%	26%	
	Sports Management	24	18	19	10	19	90%	-21%	
Teacher Education	Certificate Program in TESOL	-	-	3	2	3	50%	-	
	Early Childhood Education	180	171	210	204	198	-3%	10%	
	Mid Childhood Lang Arts & Math	-	-	-	-	18	-	-	
	Mid Childhood Lang Arts & Sci	-	-	-	-	6	-	-	
	Mid Childhood Lang Arts & SSt	-	-	-	-	18	-	-	
	Mid Childhood Math & Science	-	-	-	-	30	-	-	
	Mid Childhood Math & Soc St	-	-	-	-	19	-	-	
	Mid Childhood Science & SSt	-	-	-	-	7	-	-	
	Middle Childhood Education	93	78	102	116	2	-98%	-98%	
	Mild/Moderate Educational Needs	78	70	96	79	85	8%	9%	
	Moderate/Intensive Educational Needs	26	20	41	39	38	-3%	46%	
Other Education	Special Education	3	2	2	3	3	0%	0%	
	Pre-Education	314	444	383	379	329	-13%	5%	
	Teacher Certification	87	88	105	95	75	-21%	-14%	
	Undecided Education	37	22	19	13	6	-54%	-84%	
<b>Total</b>		<b>878</b>	<b>944</b>	<b>1,019</b>	<b>977</b>	<b>905</b>	<b>-7%</b>	<b>3%</b>	
<b>Graduate (excluding Doctoral)</b>									
CASAL	Adult Learning and Development	111	97	111	110	105	-5%	-5%	
	Chemical Dependency Counseling Certificate		8	3	3	3	0%	-	
	Community Agency Counseling	75	66	62	63	91	44%	21%	
	Counseling and Pupil Personnel Administration	1	-	1	1	2	100%	100%	
	Early Childhood Mental Health	-	7	12	2	-	-100%	-	
	Education Specialist	1	-	-	1	-	-100%	-100%	
	Educational Administration	82	94	76	75	70	-7%	-15%	
	Organizational Leadership	50	23	17	16	10	-38%	-80%	
	School Counseling	73	82	85	68	46	-32%	-37%	
	Supervision	12	6	4	2	4	100%	-67%	
	Health And Physical Education	Community Health Education	16	13	14	18	20	11%	25%
		Exercise Science	18	34	34	43	42	-2%	133%
		Health and Physical Education-Curric & Instruction	1	-	-	-	-	-	-100%
Master of Public Health		28	33	31	28	25	-11%	-11%	
Sports Management		26	30	32	37	29	-22%	12%	
	Sports Management and Exercise Science	10	3	4	6	8	33%	-20%	

continued on next page

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

Department/Program	Description	Fall Term					Percent Change	
		Primary 2008	Primary 2009	All 2010	All 2011	All 2012	1 year	5 year
Teacher Education	Autism Spectrum Disorder/Fdtn	-	-	-	-	1	-	-
	Certificate Program in TESOL	13	6	5	1	3	200%	-77%
	Curriculum & Instruction	684	642	598	498	445	-11%	-35%
	Middle Child Math Education	11	-	-	-	-	-	-100%
	Middle Child Science Education	4	-	-	-	-	-	-100%
	Teacher Leader Endorsement	-	-	-	-	1	-	-
Other Education	Education	2	-	-	-	-	-	-100%
	Graduate Education	250	213	219	167	125	-25%	-50%
	Graduate Education Licensure	170	178	218	246	247	0%	45%
<b>Total</b>		<b>1,638</b>	<b>1,535</b>	<b>1,526</b>	<b>1,385</b>	<b>1,277</b>	<b>-8%</b>	<b>-22%</b>
<b>Doctoral</b>								
Doctoral	Counseling	16	18	19	17	16	-6%	0%
	Counseling Psychology	14	16	19	22	16	-27%	14%
	Leadership and Lifelong Learning	17	22	20	23	15	-35%	-12%
	Learning and Development	35	29	26	26	31	19%	-11%
	Policy Studies	12	14	16	16	19	19%	58%
	School Administration	16	13	12	16	13	-19%	-19%
	Urban Education: Nursing	-	-	-	1	2	100%	-
<b>Total</b>		<b>110</b>	<b>112</b>	<b>112</b>	<b>121</b>	<b>112</b>	<b>-7%</b>	<b>2%</b>
<b>Education Total</b>		<b>2,626</b>	<b>2,591</b>	<b>2,657</b>	<b>2,483</b>	<b>2,294</b>	<b>-8%</b>	<b>-13%</b>

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

Department/Program	Description	Fall Term					Percent Change	
		Primary 2008	Primary 2009	All 2010	All 2011	All 2012	1 year	5 year
<b>Undergraduate</b>								
Nursing	Nursing, BSN - Accelerated	56	68	46	78	69	-12%	23%
	RN to BSN Track	48	20	20	11	15	36%	-69%
	Basic BSN Track	137	84	177	212	237	12%	73%
	Pre-Nursing <sup>1</sup>	233	343	-	-	-	-	-100%
	Pre-Nursing (Student does not have RN)	-	-	7	188	207	10%	-
	Pre-Nursing (Student has RN)	-	-	12	13	10	-23%	-
<b>Total</b>		<b>474</b>	<b>515</b>	<b>262</b>	<b>502</b>	<b>538</b>	<b>7%</b>	<b>14%</b>
<b>Graduate (excluding Doctoral)</b>								
Nursing	Graduate Nursing Nondegree	-	-	-	2	4	100%	-
	MS Nursing	45	41	52	53	50	-6%	11%
	MS Nursing & MBA Joint Degree	1	1	2	2	2	0%	100%
	Nursing Education Certificate	1	1	1	1	-	-100%	-100%
	School Nurse Licensure Preparation	-	-	-	1	2	100%	-
<b>Total</b>		<b>47</b>	<b>43</b>	<b>55</b>	<b>59</b>	<b>58</b>	<b>-2%</b>	<b>23%</b>
<b>Nursing Total</b>		<b>521</b>	<b>558</b>	<b>317</b>	<b>561</b>	<b>596</b>	<b>6%</b>	<b>14%</b>

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



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

Department/Program	Description	Fall Term					Percent Change	
		Primary 2008	Primary 2009	All 2010	All 2011	All 2012	1 year	5 year
<b>Undergraduate</b>								
Chemical & Biomedical Engineering	Chemical Engineering	66	76	92	101	112	11%	70%
Civil & Environmental Engineering	Civil Engineering	104	104	113	108	109	1%	5%
Electrical & Computer Engineering	Computer Engineering	68	70	75	71	89	25%	31%
	Electrical & Computer Engineering	-	-	-	-	-	-	-
	Electrical Engineer Technology	-	-	4	-	-	-	-
	Electrical Engineering	140	145	170	157	162	3%	16%
Engineering Technology	Electronic Engineering Technology	27	40	42	51	37	-27%	37%
	Mechanical Engineering Technology	25	38	42	38	35	-8%	40%
	Industrial & Manufacturing Engineering	19	12	2	-	-	-	-100%
Mechanical Engineering	Mechanical Engineering	169	193	194	215	243	13%	44%
Other Engineering	Engineering Tech - Undecided	16	34	32	24	26	8%	63%
	Pre-Engineering	91	120	164	226	343	52%	277%
	Undecided Engineering	14	24	15	15	12	-20%	-14%
<b>Total</b>		<b>739</b>	<b>856</b>	<b>945</b>	<b>1,006</b>	<b>1,168</b>	<b>16%</b>	<b>58%</b>
<b>Graduate (excluding Doctoral)</b>								
Chemical & Biomedical Engineering	Biomedical Engineering	-	9	29	33	40	21%	-
	Chemical Engineering	29	25	33	36	27	-25%	-7%
Civil & Environmental Engineering	Civil Engineering	37	50	42	31	28	-10%	-24%
	Engineering Mechanics	1	3	5	3	2	-33%	100%
	Environmental Engineering	10	9	3	5	7	40%	-30%
Electrical & Computer Engineering	Electrical Engineering	117	108	154	145	123	-15%	5%
	Software Engineering	27	26	27	34	36	6%	33%
Industrial & Manufacturing Engineering	Industrial Engineering	28	23	24	24	12	-50%	-57%
Mechanical Engineering	Mechanical Engineering	56	60	62	58	46	-21%	-18%
Other Engineering	Graduate Engineering	20	26	30	26	18	-31%	-10%
<b>Total</b>		<b>325</b>	<b>339</b>	<b>409</b>	<b>395</b>	<b>339</b>	<b>-14%</b>	<b>4%</b>
<b>Doctoral</b>								
Doctor of Engineering	Applied Biomedical Engineering	26	28	24	22	24	9%	-8%
	Chemical Engineering	8	5	3	3	1	-67%	-88%
	Civil Engineering	6	6	9	9	9	0%	50%
	Electrical Engineering	19	27	26	25	23	-8%	21%
	Industrial & Manufacturing Engineering	5	5	4	2	3	50%	-40%
	Mechanical Engineering	4	6	3	8	8	0%	100%
<b>Total</b>		<b>68</b>	<b>77</b>	<b>69</b>	<b>69</b>	<b>68</b>	<b>-1%</b>	<b>0%</b>
<b>Engineering Total</b>		<b>1,132</b>	<b>1,272</b>	<b>1,423</b>	<b>1,470</b>	<b>1,575</b>	<b>7%</b>	<b>39%</b>

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

Department/Program	Description	Fall Term					Percent Change	
		Primary 2008	Primary 2009	All 2010	All 2011	All 2012	1 year	5 year
<b>Undergraduate</b>								
Biology, Geology & Environmental Science	Biology	229	291	401	446	476	7%	108%
	Biology-Medical Technology	39	44	54	61	68	11%	74%
	Environmental Science	47	48	80	95	99	4%	111%
	Geological Science	6	19	26	17	23	35%	283%
Chemistry	Chemistry	83	89	115	104	112	8%	35%
	Pharmaceutical Science	-	-	13	24	31	29%	-
	Pre-Pharmacy	66	95	103	94	110	17%	67%
Health Sciences	Health Science	435	487	348	305	374	23%	-14%
	Health Science Physician Assistant	-	-	35	104	111	7%	-
	Pre-Occupational Therapy	-	-	-	147	143	-3%	-
	Pre-Therapy	-	-	214	214	224	5%	-
Speech & Hearing	76	80	90	110	127	15%	67%	
Mathematics	Mathematics	64	66	115	118	120	2%	88%
Physics	Physics	26	33	41	46	49	7%	88%
Psychology	Psychology	426	491	625	676	724	7%	70%
Other Science	Certificate Programs	-	-	4	7	1	-86%	-
	Pre-Professional	105	114	176	263	391	49%	272%
	Undecided Science	83	85	53	42	21	-50%	-75%
<b>Total</b>		<b>1,685</b>	<b>1,942</b>	<b>2,493</b>	<b>2,873</b>	<b>3,204</b>	<b>12%</b>	<b>90%</b>
<b>Graduate (excluding Doctoral)</b>								
Biology, Geology & Environmental Science	Biology	24	27	34	31	25	-19%	4%
	Environmental Science	11	14	11	8	9	13%	-18%
Chemistry	Chemistry	28	37	43	38	46	21%	64%
Health Sciences	Health Science	70	80	100	111	142	28%	103%
	Master of Occupational Therapy	90	93	93	97	103	6%	14%
	Master of Physical Therapy	28	-	-	-	-	-	-100%
	Speech Pathology and Audiology	55	52	49	53	54	2%	-2%
Mathematics	Applied Statistics	-	-	3	11	12	9%	-
	Mathematics	24	29	26	36	35	-3%	46%
Physics	Physics	14	16	13	15	21	40%	50%
	Diversity Management	-	-	-	-	2	-	-
Psychology	Psychology	128	120	102	115	114	-1%	-11%
Other Science	Graduate Certificates	3	3	7	1	-	-100%	-100%
	Non-Degree Science	51	83	57	59	61	3%	20%
<b>Total</b>		<b>526</b>	<b>554</b>	<b>538</b>	<b>575</b>	<b>624</b>	<b>9%</b>	<b>19%</b>

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

Department/Program	Description	Fall Term					Percent Change	
		Primary 2008	Primary 2009	All 2010	All 2011	All 2012	1 year	5 year
<b>Doctoral</b>								
Biology, Geology & Environmental Science	Regulatory Biology	66	64	64	63	69	10%	5%
Chemistry	Clinical Bioanalytical-Chemistry	45	52	57	71	60	-15%	33%
Health Sciences	Doctor of Physical Therapy	33	63	86	91	104	14%	215%
Psychology	Adult Development and Aging	-	2	4	4	7	75%	-
<b>Total</b>		<b>144</b>	<b>181</b>	<b>211</b>	<b>229</b>	<b>240</b>	<b>5%</b>	<b>67%</b>
<b>Science Total</b>		<b>2,355</b>	<b>2,677</b>	<b>3,242</b>	<b>3,677</b>	<b>4,068</b>	<b>11%</b>	<b>73%</b>

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

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

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

Department/Program	Description	Fall Term					Percent Change	
		Primary 2008	Primary 2009	All 2010	All 2011	All 2012	1 year	5 year
<b>Undergraduate</b>								
Urban Studies	Environmental Studies	15	14	22	26	16	-38%	7%
	Nonprofit Administration	64	63	50	77	60	-22%	-6%
	Nonprofit Administration (LR)	-	-	8	9	7	-22%	-
	Organizational Leadership	-	25	47	45	52	16%	-
	Organizational Leadership (LK)	-	-	19	22	17	-23%	-
	Public Safety Management	35	34	30	39	44	13%	26%
	Public Safety Management (LK)	-	-	10	10	1	-90%	-
	Public Safety Management (LR)	-	-	5	4	3	-25%	-
	Urban Studies	119	126	120	124	122	-2%	3%
	Urban Studies (LR)	-	-	16	13	8	-38%	-
Other Urban Affairs	Pre-Urban Affairs	2	-	-	-	1	-	-50%
	Undecided Urban Affairs	22	30	10	9	8	-11%	-64%
	Urban Affairs Certificate <sup>c</sup>	1	-	-	-	-	-	-100%
	Urban Geographic Information Systems <sup>c</sup>	-	-	3	-	2	-	-
<b>Total</b>	<b>258</b>	<b>292</b>	<b>340</b>	<b>378</b>	<b>341</b>	<b>-10%</b>	<b>32%</b>	
<b>Graduate (excluding Doctoral)</b>								
Urban Studies	Environmental Studies	19	29	32	27	15	-44%	-21%
	Local and Urban Management <sup>c</sup>	-	1	1	-	1	-	-
	Nonprofit Admin & Leadership	19	25	31	33	30	-9%	58%
	NonProfit Admin & Leadership Accel 4+1	-	-	2	-	1	-	-
	Nonprofit Management <sup>c</sup>	5	12	11	3	3	0%	-40%
	Public Administration (MPA)	92	80	103	104	101	-3%	10%
	Research Administration Certificate <sup>c</sup>	-	-	-	-	-	-	-
	Urban Economic Development <sup>c</sup>	3	1	2	1	2	100%	-33%
	Urban Geographic Information Systems <sup>c</sup>	2	2	1	3	3	0%	50%
	Urban Planning & Law	-	-	-	-	1	-	-
	Urban Planning and Design	74	61	58	56	46	-18%	-38%
	Urban Real Estate Development & Finance <sup>c</sup>	4	3	-	1	3	200%	-25%
	Urban Studies	17	11	15	14	24	71%	41%
Other Urban Affairs	Graduate Non-Degree Urban Affairs	76	68	75	53	25	-53%	-67%
<b>Total</b>		<b>311</b>	<b>293</b>	<b>331</b>	<b>295</b>	<b>255</b>	<b>-14%</b>	<b>-18%</b>
<b>Doctoral</b>								
Urban Studies and Public Affairs	Urban Studies and Public Affairs	46	36	36	38	40	5%	-13%
<b>Total</b>		<b>46</b>	<b>36</b>	<b>36</b>	<b>38</b>	<b>40</b>	<b>5%</b>	<b>-13%</b>
<b>Urban Affairs Total</b>		<b>615</b>	<b>621</b>	<b>707</b>	<b>711</b>	<b>636</b>	<b>-11%</b>	<b>3%</b>

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

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

Department/Program	Description	Fall Term					Percent Change	
		Primary 2008	Primary 2009	All 2010	All 2011	All 2012	1 year	5 year
<b>Law</b>								
	JD	620	591	578	537	481	-10%	-22%
	JD/MAES (Law and Environmental Studies)	5	6	5	3	1	-67%	-80%
	JD/MBA (Law and Business Administration)	25	26	16	12	10	-17%	-60%
	JD/MPA (Law and Public Administration)	14	13	12	9	10	11%	-29%
	JD/MSES (Law and Environmental Science)	1	-	-	-	-	-	-100%
	JD/MUPDD (Law & Urban Planning, Desgin & Develop.)	2	2	3	3	1	-67%	-50%
	LAWLLM (Master of Law)	5	5	5	5	5	0%	0%
	LAWVS (Visiting Students)		2	1	3	-	-100%	-
<b>Law Total</b>		<b>672</b>	<b>645</b>	<b>620</b>	<b>572</b>	<b>508</b>	<b>-11%</b>	<b>-24%</b>

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

Department/Program	Description	Fall Term					Percent Change	
		Primary 2008	Primary 2009	All 2010	All 2011	All 2012	1 year	5 year
<b>Undergraduate</b>								
Undergraduate Studies	University Studies Undecided	67	80	55	30	43	43%	-36%
	Pre-Business Administration	69	75	41	18	25	39%	-64%
	Pre-College of Engineering	17	15	7	3	8	167%	-53%
	Pre-Educ & Human Serv (Educ)	50	39	22	6	5	-17%	-90%
	Exploratory Nursing <sup>1</sup>	20	15	291	181	190	5%	850%
	Pre-Liberal Arts & Social Science	118	102	64	32	42	31%	-64%
	Pre-Music	2	6	-	2	1	-50%	-50%
	Pre-Science	63	78	47	20	23	15%	-63%
	Pre-Social Work	3	2	3	3	2	-33%	-33%
	Pre-Urban Affairs	1	4	2	4	1	-75%	0%
	Project 60	233	254	270	262	213	-19%	-9%
	Post-Secondary Enrollmt Option	141	168	150	179	230	28%	63%
	Senior Year Acceleration Prog	-	-	-	-	1	-	-
<b>Undergraduate Studies Total</b>		<b>784</b>	<b>838</b>	<b>952</b>	<b>740</b>	<b>784</b>	<b>6%</b>	<b>0%</b>

<sup>1</sup>Please see the footnote for Table 3.4 (p. 35) for an explanation of the difference between "Pre-Nursing" and "Exploratory Nursing."

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

Department/Program	Description	Primary	Primary	All	All	All	Percent Change	
		2008	2009	2010	2011	2012	1 year	5 year
<b>Undergraduate Non-Degree</b>								
Undergraduate Non-Degree	Cross Registration Undergraduate	33	28	22	17	11	-35%	-67%
	National Student Exchange	1	2	2	1	2	100%	100%
	Nondegree Post-baccalaureate	2	1	2	-	-	-	-100%
	Nondegree Undergraduate	255	274	239	184	183	-1%	-28%
	Undergraduate Transient	34	45	41	42	46	10%	35%
Other Non-Degree	Visiting	28	17	33	32	5	-84%	-82%
<b>Undergraduate Non-Degree Total</b>		<b>353</b>	<b>367</b>	<b>339</b>	<b>276</b>	<b>247</b>	<b>-11%</b>	<b>-30%</b>

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

Department/Program	Description	Primary	Primary	All	All	All	Percent Change	
		2008	2009	2010	2011	2012	1 year	5 year
<b>Graduate (excluding Doctoral)</b>								
Graduate Nondegree	Graduate Studies Visiting	3	1	2	-	-	-	-100%
	Graduate Transient	12	13	13	11	9	-18%	-25%
	Graduate Nondegree	38	30	32	13	12	-8%	-68%
<b>Graduate Studies Total</b>		<b>53</b>	<b>44</b>	<b>47</b>	<b>24</b>	<b>21</b>	<b>-13%</b>	<b>-60%</b>

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

Department/Program	Description	Primary	Primary	All	All	All	Percent Change	
		2008	2009	2010	2011	2012	1 year	5 year
<b>CSU</b>								
ESL Intensive Language Program	ESL Intensive Language Program	31	45	85	148	163	10%	426%
<b>Graduate Studies Total</b>		<b>31</b>	<b>45</b>	<b>85</b>	<b>148</b>	<b>163</b>	<b>10%</b>	<b>426%</b>

Note: English as a Second Language.

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

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

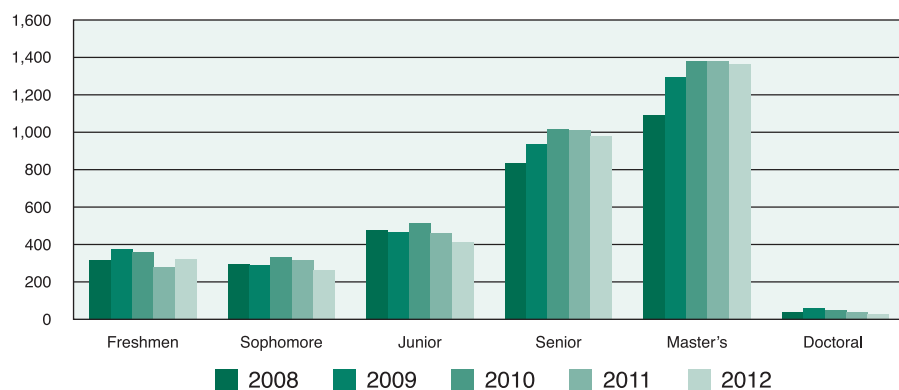
Class Standing											Percent Change	
	2008	%	2009	%	2010	%	2011	%	2012	%	1 Year	5 Year
Freshmen	318	10%	375	11%	360	10%	278	8%	320	9%	15%	1%
Sophomore	297	10%	290	8%	334	9%	315	9%	265	8%	-16%	-11%
Junior	478	16%	467	14%	514	14%	459	13%	410	12%	-11%	-14%
Senior	833	27%	934	27%	1,015	28%	1,010	29%	978	29%	-3%	17%
Master's	1,091	36%	1,295	38%	1,380	38%	1,381	40%	1,366	41%	-1%	25%
Doctoral	36	1%	62	2%	48	1%	38	1%	30	1%	-21%	-17%
<b>Total</b>	<b>3,053</b>	<b>100%</b>	<b>3,423</b>	<b>100%</b>	<b>3,651</b>	<b>100%</b>	<b>3,481</b>	<b>100%</b>	<b>3,369</b>	<b>100%</b>	<b>-3%</b>	<b>10%</b>

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

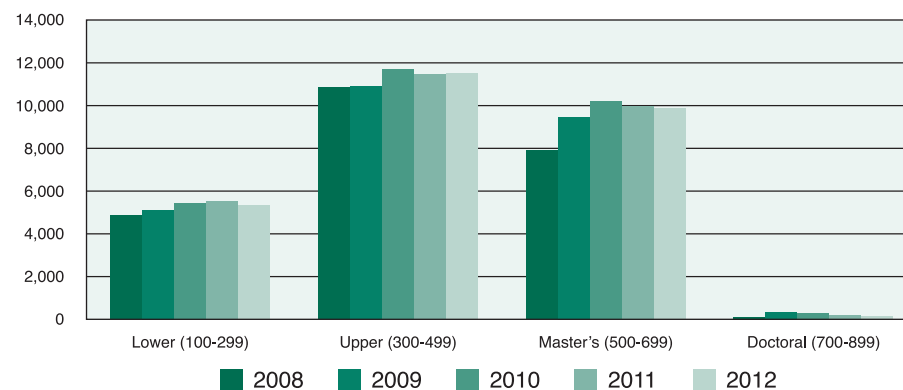
Course Level											Percent Change	
	2008	%	2009	%	2010	%	2011	%	2012	%	1 year	5 year
Lower (100-299)	4,851	20%	5,103	20%	5,431	20%	5,525	20%	5,363	20%	-3%	11%
Upper (300-499)	10,846	46%	10,889	42%	11,696	42%	11,449	42%	11,530	43%	1%	6%
Master's (500-699)	7,906	33%	9,460	37%	10,196	37%	9,974	37%	9,864	37%	-1%	25%
Doctoral (700-899)	94	0%	352	1%	290	1%	208	1%	132	0%	-37%	40%
<b>Total</b>	<b>23,697</b>	<b>100%</b>	<b>25,804</b>	<b>100%</b>	<b>27,613</b>	<b>100%</b>	<b>27,156</b>	<b>100%</b>	<b>26,889</b>	<b>100%</b>	<b>-1%</b>	<b>13%</b>

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

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



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



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

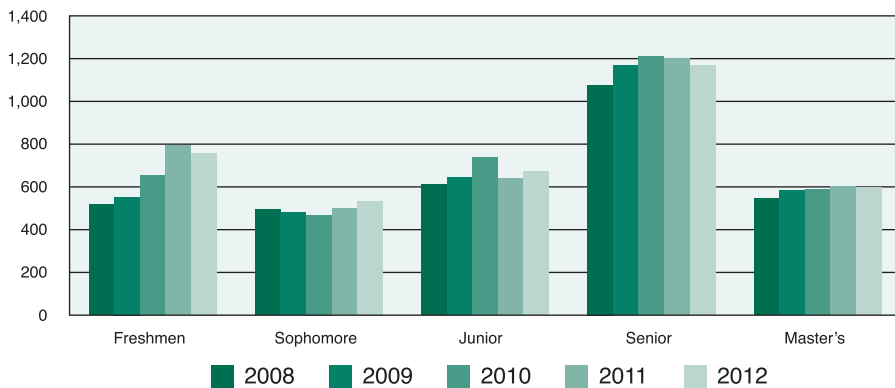
**Table 3.13a: Enrollment by Class Standing**

Class Standing											Percent Change	
	2008	%	2009	%	2010	%	2011	%	2012	%	1 Year	5 Year
Freshmen	517	16%	552	16%	652	18%	793	21%	759	20%	-4%	47%
Sophomore	494	15%	480	14%	468	13%	500	13%	534	14%	7%	8%
Junior	610	19%	643	19%	739	20%	640	17%	673	18%	5%	10%
Senior	1,076	33%	1,168	34%	1,211	33%	1,200	32%	1,169	31%	-3%	9%
Master's	546	17%	582	17%	588	16%	603	16%	596	16%	-1%	9%
<b>Total</b>	<b>3,243</b>	<b>100%</b>	<b>3,425</b>	<b>100%</b>	<b>3,658</b>	<b>100%</b>	<b>3,736</b>	<b>100%</b>	<b>3,731</b>	<b>100%</b>	<b>0%</b>	<b>15%</b>

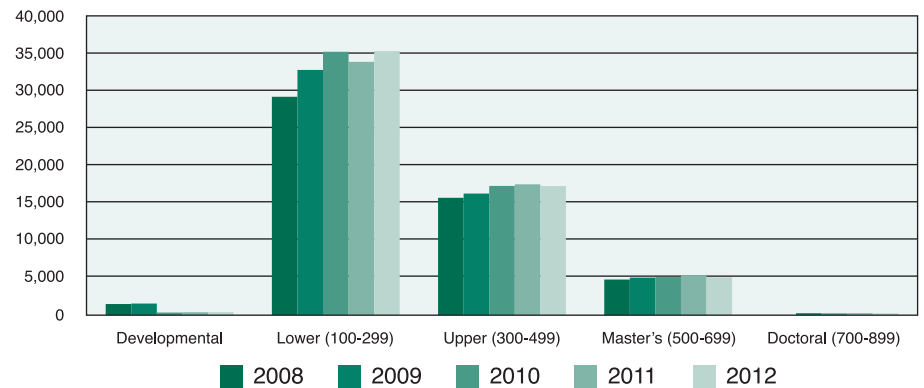
**Table 3.13b: Student Credit Hours by Course Level**

Course Level											Percent Change	
	2008	%	2009	%	2010	%	2011	%	2012	%	1 Year	5 Year
Developmental	1,486	3%	1,551	3%	342	1%	382	1%	394	1%	3%	-73%
Lower (100-299)	29,359	57%	32,969	59%	35,412	61%	34,056	59%	35,505	61%	4%	21%
Upper (300-499)	15,774	31%	16,344	29%	17,369	30%	17,586	31%	17,347	30%	-1%	10%
Master's (500-699)	4,781	9%	5,042	9%	5,111	9%	5,355	9%	5,083	9%	-5%	6%
Doctoral (700-899)	-	0%	28	0%	8	0%	24	0%	8	0%	-67%	-
<b>Total</b>	<b>51,400</b>	<b>100%</b>	<b>55,934</b>	<b>100%</b>	<b>58,242</b>	<b>100%</b>	<b>57,403</b>	<b>100%</b>	<b>58,337</b>	<b>100%</b>	<b>2%</b>	<b>13%</b>

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



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





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

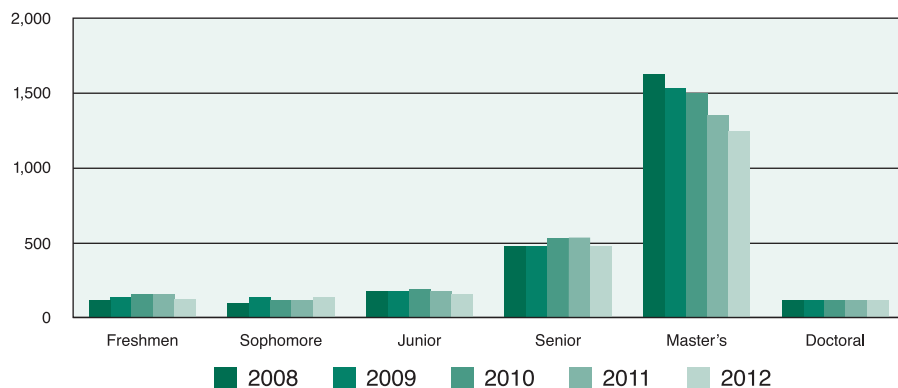
**Table 3.14a: Enrollment by Class Standing**

Class Standing											Percent Change	
	2008	%	2009	%	2010	%	2011	%	2012	%	1 Year	5 Year
Freshmen	125	5%	145	6%	156	6%	156	6%	120	5%	-23%	-4%
Sophomore	101	4%	135	5%	124	5%	111	5%	135	6%	22%	34%
Junior	168	6%	177	7%	197	8%	173	7%	158	7%	-9%	-6%
Senior	484	18%	487	19%	535	20%	527	22%	484	21%	-8%	0%
Master's	1,638	62%	1,535	59%	1,499	57%	1,365	56%	1,257	55%	-8%	-23%
Doctoral	110	4%	112	4%	110	4%	119	5%	112	5%	-6%	2%
<b>Total</b>	<b>2,626</b>	<b>100%</b>	<b>2,591</b>	<b>100%</b>	<b>2,621</b>	<b>100%</b>	<b>2,451</b>	<b>100%</b>	<b>2,266</b>	<b>100%</b>	<b>-8%</b>	<b>-14%</b>

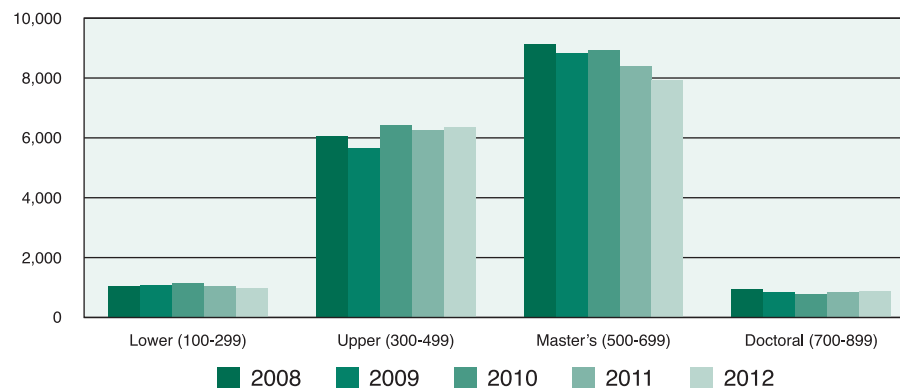
**Table 3.14b: Student Credit Hours by Course Level**

Course Level											Percent Change	
	2008	%	2009	%	2010	%	2011	%	2012	%	1 Year	5 Year
Lower (100-299)	1,039	6%	1,088	7%	1,155	7%	1,035	6%	981	6%	-5%	-6%
Upper (300-499)	6,065	35%	5,662	34%	6,416	37%	6,250	38%	6,360	39%	2%	5%
Master's (500-699)	9,143	53%	8,831	54%	8,943	52%	8,416	51%	7,925	49%	-6%	-13%
Doctoral (700-899)	942	5%	856	5%	782	5%	841	5%	899	6%	7%	-5%
<b>Total</b>	<b>17,189</b>	<b>100%</b>	<b>16,437</b>	<b>100%</b>	<b>17,296</b>	<b>100%</b>	<b>16,542</b>	<b>100%</b>	<b>16,165</b>	<b>100%</b>	<b>-2%</b>	<b>-6%</b>

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



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



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

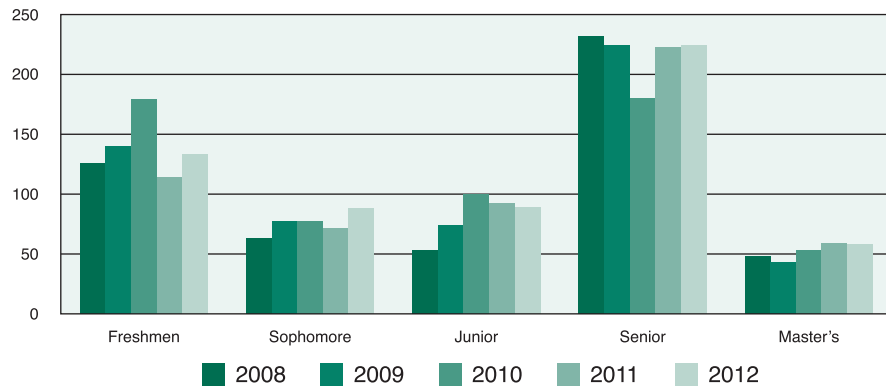
**Table 3.15a: Enrollment by Class Standing**

Class Standing	2008		2009		2010		2011		2012		Percent Change	
	Count	%	Count	%	Count	%	Count	%	Count	%	1 Year	5 Year
Freshmen	126	24%	140	25%	179	30%	114	20%	133	22%	17%	6%
Sophomore	63	12%	77	14%	77	13%	71	13%	88	15%	24%	40%
Junior	53	10%	74	13%	100	17%	92	16%	89	15%	-3%	68%
Senior	232	44%	224	40%	180	31%	223	40%	224	38%	0%	-3%
Master's	48	9%	43	8%	53	9%	59	11%	58	10%	-2%	21%
<b>Total</b>	<b>522</b>	<b>100%</b>	<b>558</b>	<b>100%</b>	<b>589</b>	<b>100%</b>	<b>559</b>	<b>100%</b>	<b>592</b>	<b>100%</b>	<b>6%</b>	<b>13%</b>

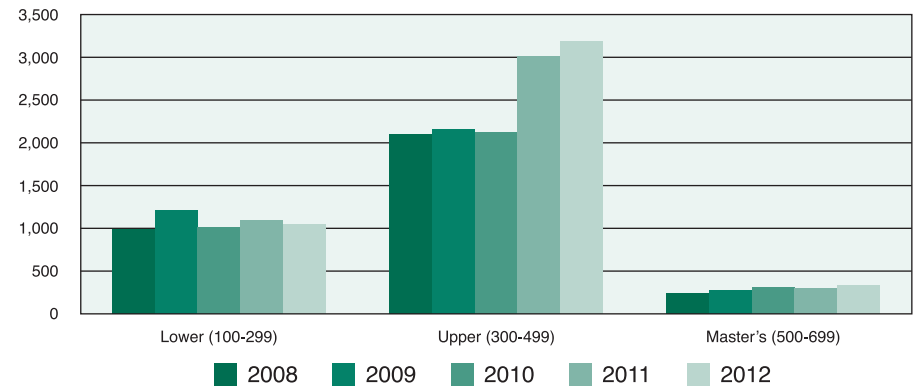
**Table 3.15b: Student Credit Hours by Course Level**

Course Level	2008		2009		2010		2011		2012		Percent Change	
	Count	%	Count	%	Count	%	Count	%	Count	%	1 Year	5 Year
Lower (100-299)	989	30%	1,215	33%	1,016	29%	1,097	25%	1,041	23%	-5%	5%
Upper (300-499)	2,101	63%	2,163	59%	2,119	61%	3,011	68%	3,192	70%	6%	52%
Master's (500-699)	238	7%	272	7%	312	9%	303	7%	331	7%	9%	39%
<b>Total</b>	<b>3,328</b>	<b>100%</b>	<b>3,650</b>	<b>100%</b>	<b>3,447</b>	<b>100%</b>	<b>4,411</b>	<b>100%</b>	<b>4,564</b>	<b>100%</b>	<b>3%</b>	<b>37%</b>

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



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



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

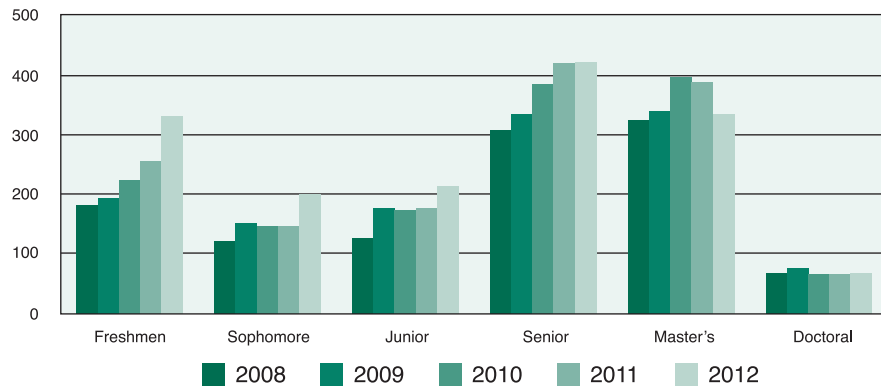
**Table 3.16a: Enrollment by Class Standing**

Class Standing											Percent Change	
	2008	%	2009	%	2010	%	2011	%	2012	%	1 Year	5 Year
Freshmen	182	16%	194	15%	222	16%	255	18%	331	21%	30%	82%
Sophomore	122	11%	151	12%	147	11%	147	10%	200	13%	36%	64%
Junior	127	11%	177	14%	174	13%	176	12%	213	14%	21%	68%
Senior	308	27%	334	26%	385	28%	419	29%	422	27%	1%	37%
Master's	325	29%	339	27%	397	29%	388	27%	335	21%	-14%	3%
Doctoral	68	6%	77	6%	67	5%	67	5%	68	4%	1%	0%
<b>Total</b>	<b>1,132</b>	<b>100%</b>	<b>1,272</b>	<b>100%</b>	<b>1,392</b>	<b>100%</b>	<b>1,452</b>	<b>100%</b>	<b>1,569</b>	<b>100%</b>	<b>8%</b>	<b>39%</b>

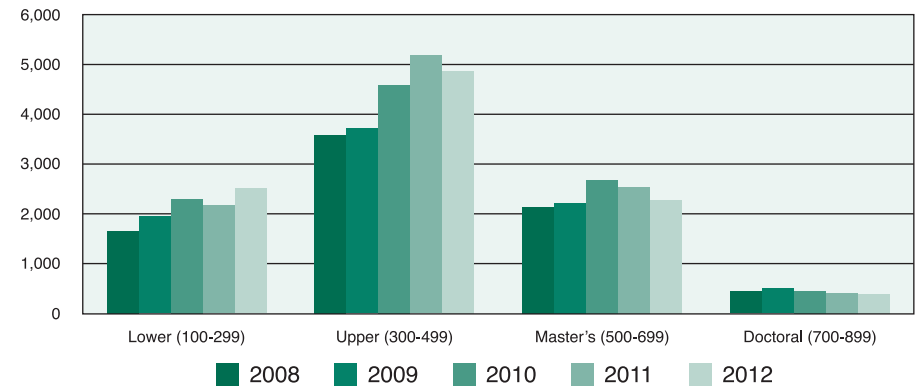
**Table 3.16b: Student Credit Hours by Course Level**

Course Level											Percent Change	
	2008	%	2009	%	2010	%	2011	%	2012	%	1 Year	5 Year
Lower (100-299)	1,655	21%	1,945	23%	2,298	23%	2,164	21%	2,507	25%	16%	51%
Upper (300-499)	3,580	46%	3,713	44%	4,592	46%	5,183	50%	4,876	48%	-6%	36%
Master's (500-699)	2,130	27%	2,217	26%	2,678	27%	2,533	25%	2,281	23%	-10%	7%
Doctoral (700-899)	442	6%	498	6%	443	4%	410	4%	390	4%	-5%	-12%
<b>Total</b>	<b>7,807</b>	<b>100%</b>	<b>8,373</b>	<b>100%</b>	<b>10,011</b>	<b>100%</b>	<b>10,290</b>	<b>100%</b>	<b>10,054</b>	<b>100%</b>	<b>-2%</b>	<b>29%</b>

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



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



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

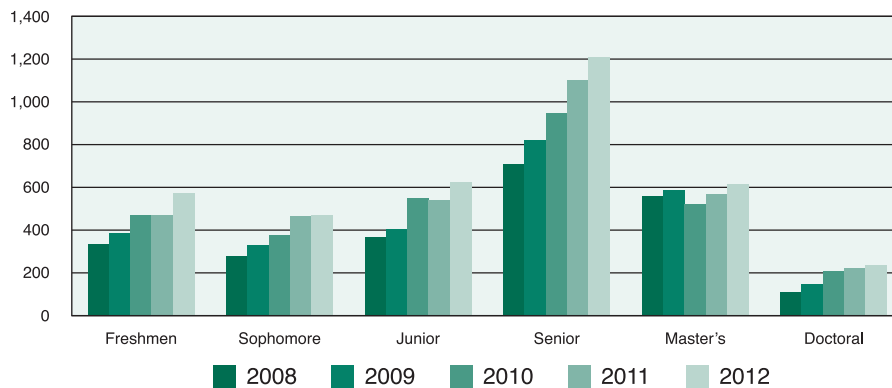
**Table 3.17a: Enrollment by Class Standing**

Class Standing											Percent Change	
	2008	%	2009	%	2010	%	2011	%	2012	%	1 Year	5 Year
Freshmen	333	14%	387	14%	469	15%	472	14%	571	15%	21%	71%
Sophomore	276	12%	328	12%	375	12%	464	14%	471	13%	2%	71%
Junior	366	16%	405	15%	548	18%	541	16%	624	17%	15%	70%
Senior	710	30%	822	31%	948	31%	1,101	33%	1,210	32%	10%	70%
Master's	559	24%	586	22%	522	17%	566	17%	617	17%	9%	10%
Doctoral	111	5%	149	6%	210	7%	224	7%	234	6%	4%	111%
<b>Total</b>	<b>2,355</b>	<b>100%</b>	<b>2,677</b>	<b>100%</b>	<b>3,072</b>	<b>100%</b>	<b>3,368</b>	<b>100%</b>	<b>3,727</b>	<b>100%</b>	<b>11%</b>	<b>58%</b>

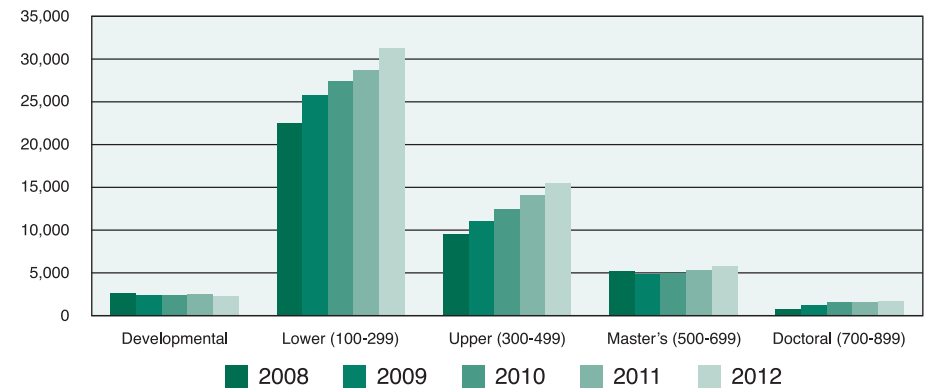
**Table 3.17b: Student Credit Hours by Course Level**

Course Level											Percent Change	
	2008	%	2009	%	2010	%	2011	%	2012	%	1 Year	5 Year
Developmental	2,640	6%	2,424	5%	2,396	5%	2,564	5%	2,232	4%	-13%	-15%
Lower (100-299)	22,536	55%	25,836	57%	27,435	56%	28,700	55%	31,226	55%	9%	39%
Upper (300-499)	9,496	23%	11,001	24%	12,505	26%	14,109	27%	15,458	27%	10%	63%
Master's (500-699)	5,243	13%	4,867	11%	4,944	10%	5,311	10%	5,769	10%	9%	10%
Doctoral (700-899)	793	2%	1,218	3%	1,609	3%	1,576	3%	1,676	3%	6%	111%
<b>Total</b>	<b>40,708</b>	<b>100%</b>	<b>45,346</b>	<b>100%</b>	<b>48,889</b>	<b>100%</b>	<b>52,260</b>	<b>100%</b>	<b>56,361</b>	<b>100%</b>	<b>8%</b>	<b>38%</b>

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



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



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

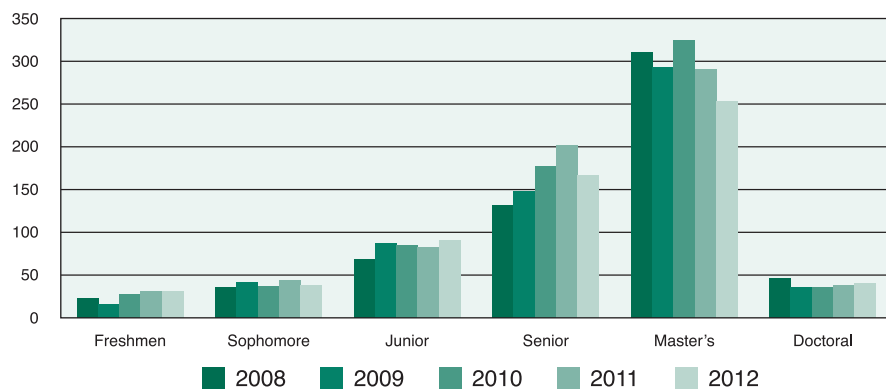
**Table 3.18a: Enrollment by Class Standing**

Class Standing	2008	%	2009	%	2010	%	2011	%	2012	%	Percent Change	
											1 Year	5 Year
Freshmen	23	4%	16	3%	28	4%	31	4%	31	5%	0%	35%
Sophomore	36	6%	41	7%	37	5%	44	6%	38	6%	-14%	6%
Junior	68	11%	87	14%	85	12%	83	12%	91	15%	10%	34%
Senior	131	21%	148	24%	177	26%	202	29%	167	27%	-17%	27%
Master's	311	51%	293	47%	325	47%	291	42%	253	41%	-13%	-19%
Doctoral	46	7%	36	6%	36	5%	38	6%	40	6%	5%	-13%
<b>Total</b>	<b>615</b>	<b>100%</b>	<b>621</b>	<b>100%</b>	<b>688</b>	<b>100%</b>	<b>689</b>	<b>100%</b>	<b>620</b>	<b>100%</b>	<b>-10%</b>	<b>1%</b>

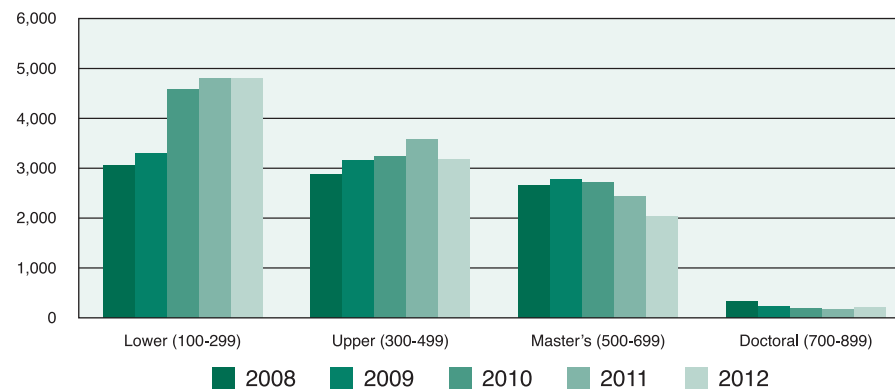
**Table 3.18b: Student Credit Hours by Course Level**

Course Level	2008	%	2009	%	2010	%	2011	%	2012	%	Percent Change	
											1 Year	5 Year
Lower (100-299)	3,065	34%	3,302	35%	4,589	43%	4,809	44%	4,811	47%	0%	57%
Upper (300-499)	2,870	32%	3,154	33%	3,235	30%	3,582	33%	3,188	31%	-11%	11%
Master's (500-699)	2,663	30%	2,773	29%	2,710	25%	2,439	22%	2,045	20%	-16%	-23%
Doctoral (700-899)	337	4%	231	2%	188	2%	179	2%	201	2%	12%	-40%
<b>Total</b>	<b>8,935</b>	<b>100%</b>	<b>9,460</b>	<b>100%</b>	<b>10,722</b>	<b>100%</b>	<b>11,009</b>	<b>100%</b>	<b>10,245</b>	<b>100%</b>	<b>-7%</b>	<b>15%</b>

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



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



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

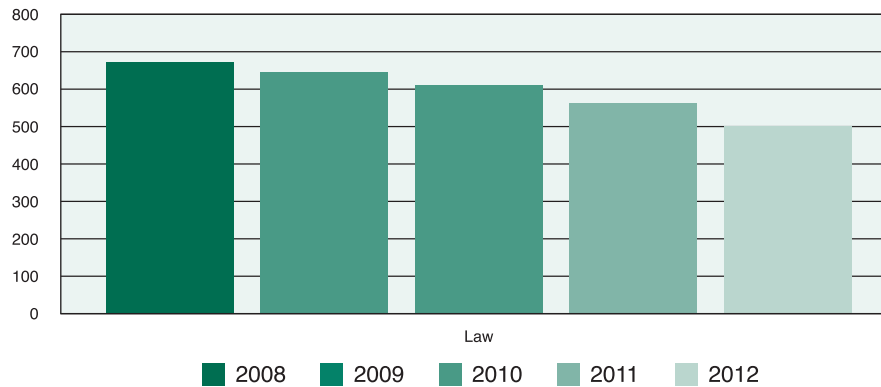
**Table 3.19a: Enrollment by Class Standing**

Class Standing	2008	%	2009	%	2010	%	2011	%	2012	%	Percent Change	
											1 Year	5 Year
Law	672	100%	645	100%	610	100%	563	100%	501	100%	-11%	-25%
<b>Total</b>	<b>672</b>	<b>100%</b>	<b>645</b>	<b>100%</b>	<b>610</b>	<b>100%</b>	<b>563</b>	<b>100%</b>	<b>501</b>	<b>100%</b>	<b>-11%</b>	<b>-25%</b>

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

Course Level	2008	%	2009	%	2010	%	2011	%	2012	%	Percent Change	
											1 Year	5 Year
Law	8,674	100%	8,496	100%	8,015	100%	7,425	100%	6,776	100%	-9%	-22%
<b>Total</b>	<b>8,674</b>	<b>100%</b>	<b>8,496</b>	<b>100%</b>	<b>8,015</b>	<b>100%</b>	<b>7,425</b>	<b>100%</b>	<b>6,776</b>	<b>100%</b>	<b>-9%</b>	<b>-22%</b>

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



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



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

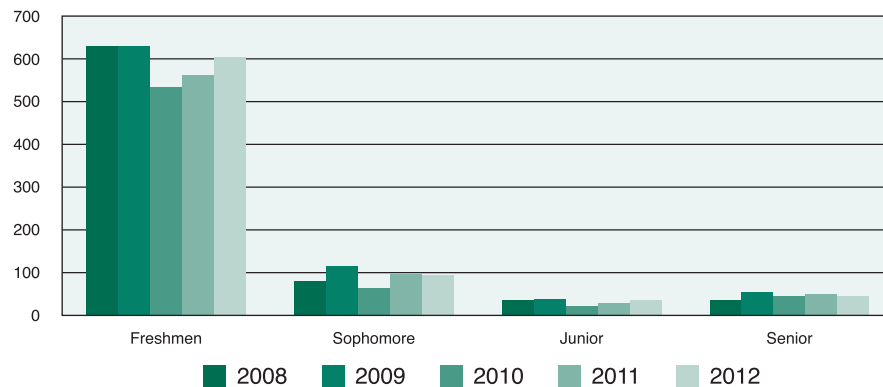
**Table 3.20a: Enrollment by Class Standing**

Class Standing	2008		2009		2010		2011		2012		Percent Change	
	2008	%	2009	%	2010	%	2011	%	2012	%	1 Year	5 Year
Freshmen	631	80%	629	75%	533	80%	562	76%	605	78%	8%	-4%
Sophomore	80	10%	116	14%	65	10%	97	13%	94	12%	-3%	18%
Junior	37	5%	39	5%	21	3%	29	4%	36	5%	24%	-3%
Senior	36	5%	54	6%	44	7%	51	7%	45	6%	-12%	25%
<b>Total</b>	<b>784</b>	<b>100%</b>	<b>838</b>	<b>100%</b>	<b>663</b>	<b>100%</b>	<b>739</b>	<b>100%</b>	<b>780</b>	<b>100%</b>	<b>6%</b>	<b>-1%</b>

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

Course Level	2008		2009		2010		2011		2012		Percent Change	
	2008	%	2009	%	2010	%	2011	%	2012	%	1 Year	5 Year
Lower (100-299)	928	100%	1,053	100%	1,060	100%	1,190	100%	1,419	100%	-5%	-6%
<b>Total</b>	<b>928</b>	<b>100%</b>	<b>1,053</b>	<b>100%</b>	<b>1,060</b>	<b>100%</b>	<b>1,190</b>	<b>100%</b>	<b>1,419</b>	<b>100%</b>	<b>-5%</b>	<b>-6%</b>

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



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

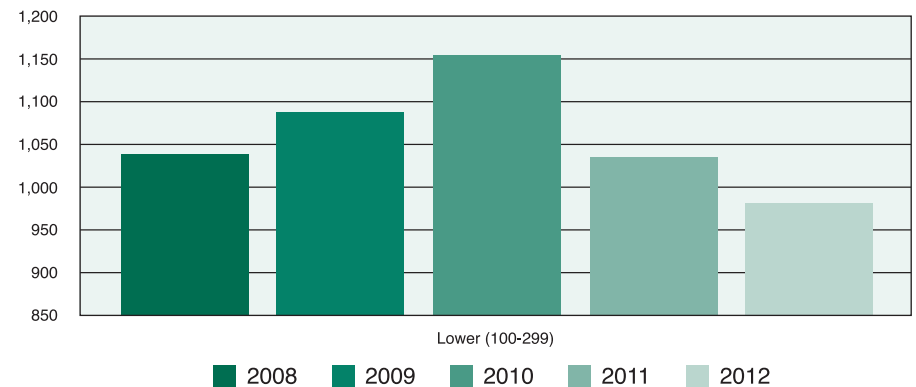


Table 3.21: CSU Total Fall Enrollment by College and Ethnicity: 5-Year Trend

College	Race	2008		2009		2010		2011		2012		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Business	American Indian/Alaska Native	3	0%	5	0%	9	0%	6	0%	6	0%	0%	100%
	Asian	125	4%	136	4%	142	4%	144	4%	128	4%	-11%	2%
	Black/African American	480	16%	525	15%	575	16%	547	16%	514	15%	-6%	7%
	Hispanic/Latino	55	2%	65	2%	104	3%	96	3%	108	3%	13%	96%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	1	0%	3	0%	3	0%	0%	-
	Non Resident Alien	259	8%	341	10%	387	11%	357	10%	396	12%	11%	53%
	Two or more races	-	0%	-	0%	16	0%	30	1%	38	1%	27%	-
	Unknown	233	8%	339	10%	215	6%	173	5%	130	4%	-25%	-44%
White	1,898	62%	2,012	59%	2,202	60%	2,125	61%	2,046	61%	-4%	8%	
<b>Total</b>		<b>3,053</b>	<b>100%</b>	<b>3,423</b>	<b>100%</b>	<b>3,651</b>	<b>100%</b>	<b>3,481</b>	<b>100%</b>	<b>3,369</b>	<b>100%</b>	<b>-3%</b>	<b>10%</b>
CLASS	American Indian/Alaska Native	10	0%	11	0%	12	0%	7	0%	11	0%	57%	10%
	Asian	54	2%	52	2%	44	1%	53	1%	50	1%	-6%	-7%
	Black/African American	783	24%	804	23%	918	25%	940	25%	929	25%	-1%	19%
	Hispanic/Latino	124	4%	147	4%	165	5%	171	5%	186	5%	9%	50%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	1	0%	1	0%	3	0%	200%	-
	Non Resident Alien	50	2%	46	1%	50	1%	54	1%	58	2%	7%	16%
	Two or more races	-	0%	-	0%	22	1%	66	2%	93	2%	41%	-
	Unknown	278	9%	357	10%	290	8%	225	6%	188	5%	-16%	-32%
White	1,944	60%	2,008	59%	2,156	59%	2,219	59%	2,213	59%	0%	14%	
<b>Total</b>		<b>3,243</b>	<b>100%</b>	<b>3,425</b>	<b>100%</b>	<b>3,658</b>	<b>100%</b>	<b>3,736</b>	<b>100%</b>	<b>3,731</b>	<b>100%</b>	<b>0%</b>	<b>15%</b>
Education	American Indian/Alaska Native	5	0%	6	0%	6	0%	3	0%	1	0%	-67%	-80%
	Asian	32	1%	31	1%	26	1%	25	1%	20	1%	-20%	-38%
	Black/African American	598	23%	573	22%	608	23%	587	24%	533	24%	-9%	-11%
	Hispanic/Latino	59	2%	58	2%	87	3%	74	3%	75	3%	1%	27%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	2	0%	2	0%	0%	-
	Non Resident Alien	40	2%	44	2%	61	2%	61	2%	65	3%	7%	63%
	Two or more races	-	0%	-	0%	7	0%	21	1%	26	1%	24%	-
	Unknown	290	11%	308	12%	247	9%	198	8%	141	6%	-29%	-51%
White	1,602	61%	1,571	61%	1,579	60%	1,480	60%	1,403	62%	-5%	-12%	
<b>Total</b>		<b>2,626</b>	<b>100%</b>	<b>2,591</b>	<b>100%</b>	<b>2,621</b>	<b>100%</b>	<b>2,451</b>	<b>100%</b>	<b>2,266</b>	<b>100%</b>	<b>-8%</b>	<b>-14%</b>
Nursing	American Indian/Alaska Native	2	0%	1	0%	2	0%	1	0%	-	0%	-100%	-100%
	Asian	18	3%	15	3%	20	3%	20	4%	21	4%	5%	17%
	Black/African American	77	15%	102	18%	122	21%	77	14%	79	13%	3%	3%
	Hispanic/Latino	14	3%	11	2%	22	4%	21	0%	23	4%	10%	64%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	-	0%	1	0%	-	-
	Non Resident Alien	2	0%	3	1%	9	2%	7	1%	12	2%	71%	500%
	Two or more races	-	0%	-	0%	5	1%	12	2%	14	2%	17%	-
	Unknown	26	5%	34	6%	23	4%	24	4%	18	3%	-25%	-31%
White	383	73%	392	70%	389	66%	397	71%	424	72%	7%	11%	
<b>Total</b>		<b>522</b>	<b>100%</b>	<b>558</b>	<b>100%</b>	<b>592</b>	<b>100%</b>	<b>559</b>	<b>100%</b>	<b>592</b>	<b>100%</b>	<b>6%</b>	<b>13%</b>

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

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College	Race	2008		2009		2010		2011		2012		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Engineering	American Indian/Alaska Native	2	0%	4	0%	3	0%	2	0%	1	0%	-50%	-50%
	Asian	55	5%	55	4%	52	4%	53	4%	54	3%	2%	-2%
	Black/African American	71	6%	88	7%	118	8%	111	8%	120	8%	8%	69%
	Hispanic/Latino	32	3%	36	3%	40	3%	38	3%	48	3%	26%	50%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	1	0%	3	0%	2	0%	-33%	-
	Non Resident Alien	304	27%	308	24%	340	24%	364	25%	369	24%	1%	21%
	Two or more races	-	0%	-	0%	6	0%	13	1%	16	1%	23%	-
	Unknown	74	7%	105	8%	92	7%	93	6%	63	4%	-32%	-15%
	White	594	52%	676	53%	739	53%	775	53%	896	57%	16%	51%
<b>Total</b>		<b>1,132</b>	<b>100%</b>	<b>1,272</b>	<b>100%</b>	<b>1,391</b>	<b>100%</b>	<b>1,452</b>	<b>100%</b>	<b>1,569</b>	<b>100%</b>	<b>8%</b>	<b>39%</b>
Science	American Indian/Alaska Native	3	0%	8	0%	10	0%	13	0%	13	0%	0%	333%
	Asian	79	3%	87	3%	94	3%	102	3%	113	3%	11%	43%
	Black/African American	376	16%	411	15%	480	16%	516	15%	573	15%	11%	52%
	Hispanic/Latino	66	3%	71	3%	107	3%	102	3%	127	3%	25%	92%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	1	0%	2	0%	6	0%	200%	-
	Non Resident Alien	133	6%	136	5%	151	5%	182	5%	192	5%	5%	44%
	Two or more races	-	0%	-	0%	18	1%	52	2%	95	3%	83%	-
	Unknown	199	8%	286	11%	209	7%	187	6%	153	4%	-18%	-23%
	White	1,499	64%	1,678	63%	2,002	65%	2,212	66%	2,455	66%	11%	64%
<b>Total</b>		<b>2,355</b>	<b>100%</b>	<b>2,677</b>	<b>100%</b>	<b>3,072</b>	<b>100%</b>	<b>3,368</b>	<b>100%</b>	<b>3,727</b>	<b>100%</b>	<b>11%</b>	<b>58%</b>
Urban Affairs	American Indian/Alaska Native	4	1%	3	0%	3	0%	2	0%	1	0%	-50%	-75%
	Asian	4	1%	5	1%	4	1%	3	0%	5	1%	67%	25%
	Black/African American	167	27%	174	28%	185	27%	178	26%	161	26%	-10%	-4%
	Hispanic/Latino	16	3%	17	3%	18	3%	22	3%	18	3%	-18%	13%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	2	0%	1	0%	-	0%	-100%	-
	Non Resident Alien	42	7%	31	5%	35	5%	31	4%	31	5%	0%	-26%
	Two or more races	-	0%	-	0%	3	0%	6	1%	7	1%	17%	-
	Unknown	60	10%	80	13%	63	9%	51	7%	33	5%	-35%	-45%
	White	322	52%	311	50%	375	55%	395	57%	364	59%	-8%	13%
<b>Total</b>		<b>615</b>	<b>100%</b>	<b>621</b>	<b>100%</b>	<b>688</b>	<b>100%</b>	<b>689</b>	<b>100%</b>	<b>620</b>	<b>100%</b>	<b>-10%</b>	<b>1%</b>

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

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College	Race	2008		2009		2010		2011		2012		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Law	American Indian/Alaska Native	2	0%	3	0%	2	0%	1	0%	1	0%	0%	-50%
	Asian	22	3%	17	3%	11	2%	14	2%	12	2%	-14%	-45%
	Black/African American	45	7%	52	8%	55	9%	54	10%	40	8%	-26%	-11%
	Hispanic/Latino	15	2%	16	2%	12	2%	17	3%	20	4%	18%	33%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	9	1%	9	1%	5	1%	6	1%	7	1%	17%	-22%
	Two or more races	-	0%	-	0%	1	0%	2	0%	5	1%	150%	-
	Unknown	59	9%	77	12%	29	5%	15	3%	9	2%	-40%	-85%
	White	520	77%	471	73%	495	81%	454	81%	407	81%	-10%	-22%
<b>Total</b>		<b>672</b>	<b>100%</b>	<b>645</b>	<b>100%</b>	<b>610</b>	<b>100%</b>	<b>563</b>	<b>100%</b>	<b>501</b>	<b>100%</b>	<b>-11%</b>	<b>-25%</b>
Undergraduate Studies	American Indian/Alaska Native	3	0%	1	0%	2	0%	1	0%	3	0%	200%	0%
	Asian	18	2%	16	2%	25	4%	38	5%	34	4%	-11%	89%
	Black/African American	215	27%	228	27%	166	25%	190	26%	227	29%	19%	6%
	Hispanic/Latino	34	4%	21	3%	27	4%	34	5%	24	3%	-29%	-29%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	-	0%	1	0%	-	-
	Non Resident Alien	2	0%	3	0%	3	0%	9	1%	7	1%	-22%	250%
	Two or more races	-	0%	-	0%	9	1%	18	2%	21	3%	17%	-
	Unknown	165	21%	278	33%	127	19%	107	14%	84	11%	-21%	-49%
	White	347	44%	291	35%	303	46%	342	46%	379	49%	11%	9%
<b>Total</b>		<b>784</b>	<b>100%</b>	<b>838</b>	<b>100%</b>	<b>662</b>	<b>100%</b>	<b>739</b>	<b>100%</b>	<b>780</b>	<b>100%</b>	<b>6%</b>	<b>-1%</b>
Undergraduate Non-Degree	American Indian/Alaska Native	-	0%	1	0%	-	0%	-	0%	-	0%	-	-
	Asian	26	7%	13	4%	17	5%	15	5%	15	6%	0%	-42%
	Black/African American	39	11%	36	10%	26	8%	15	5%	26	11%	73%	-33%
	Hispanic/Latino	8	2%	6	2%	8	2%	10	4%	7	3%	-30%	-13%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	2	1%	-	0%	-	0%	-	-
	Non Resident Alien	4	1%	7	2%	1	0%	3	1%	2	1%	-33%	-50%
	Two or more races	-	0%	-	0%	1	0%	3	1%	2	1%	-33%	-
	Unknown	43	12%	110	30%	64	19%	43	16%	22	9%	-49%	-49%
	White	233	66%	194	53%	215	64%	185	68%	171	70%	-8%	-27%
<b>Total</b>		<b>353</b>	<b>100%</b>	<b>367</b>	<b>100%</b>	<b>334</b>	<b>100%</b>	<b>274</b>	<b>100%</b>	<b>245</b>	<b>100%</b>	<b>-11%</b>	<b>-31%</b>

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

continued from previous page

College	Race	2008		2009		2010		2011		2012		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Graduate Studies	American Indian/Alaska Native	1	2%	-	0%	-	0%	-	0%	-	0%	-	-100%
	Asian	-	0%	-	0%	1	2%	2	9%	2	11%	0%	-
	Black/African American	17	32%	8	18%	13	29%	4	17%	2	11%	-50%	-88%
	Hispanic/Latino	1	2%	-	0%	1	2%	1	4%	-	0%	-100%	-100%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Two or more races	-	0%	-	0%	-	0%	-	0%	1	5%	-	-
	Unknown	6	11%	16	36%	10	22%	5	22%	1	5%	-80%	-83%
	White	28	53%	20	45%	20	44%	11	48%	13	68%	18%	-54%
<b>Total</b>		<b>53</b>	<b>100%</b>	<b>44</b>	<b>100%</b>	<b>45</b>	<b>100%</b>	<b>23</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>-17%</b>	<b>-64%</b>
Other	American Indian/Alaska Native	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Asian	1	3%	1	2%	1	2%	-	0%	-	0%	-	-100%
	Black/African American	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Hispanic/Latino	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	25	81%	43	96%	57	92%	111	99%	104	98%	-6%	316%
	Two or more races	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Unknown	5	16%	1	2%	4	6%	1	1%	2	2%	100%	-60%
	White	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
<b>Total</b>		<b>31</b>	<b>100%</b>	<b>45</b>	<b>100%</b>	<b>62</b>	<b>100%</b>	<b>112</b>	<b>100%</b>	<b>106</b>	<b>100%</b>	<b>-5%</b>	<b>242%</b>
University	American Indian/Alaska Native	35	0%	43	0%	49	0%	36	0%	37	0%	3%	6%
	Asian	434	3%	428	3%	437	3%	469	3%	454	3%	-3%	5%
	Black/African American	2,868	19%	3,001	18%	3,266	19%	3,219	18%	3,204	18%	0%	12%
	Hispanic/Latino	424	3%	448	3%	591	3%	586	3%	636	4%	9%	50%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	8	0%	12	0%	18	0%	50%	-
	Non Resident Alien	870	6%	971	6%	1,099	6%	1,185	7%	1,243	7%	5%	43%
	Two or more races	-	0%	-	0%	88	1%	223	1%	318	2%	43%	-
	Unknown	1,438	9%	1,991	12%	1,373	8%	1,122	6%	844	5%	-25%	-41%
	White	9,370	61%	9,624	58%	10,475	61%	10,595	61%	10,771	61%	2%	15%
<b>Total</b>		<b>15,439</b>	<b>100%</b>	<b>16,506</b>	<b>100%</b>	<b>17,386</b>	<b>100%</b>	<b>17,447</b>	<b>100%</b>	<b>17,525</b>	<b>100%</b>	<b>0%</b>	<b>14%</b>

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

College	Race	2008		2009		2010		2011		2012		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Business	American Indian/Alaska Native	2	0%	4	0%	8	0%	6	0%	3	0%	-50%	50%
	Asian	85	4%	74	4%	86	4%	77	4%	72	4%	-6%	-15%
	Black/African American	376	20%	402	19%	450	20%	423	21%	366	19%	-13%	-3%
	Hispanic/Latino	41	2%	50	2%	78	4%	68	3%	72	4%	6%	76%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	1	0%	3	0%	3	0%	0%	-
	Non Resident Alien	71	4%	88	4%	104	5%	112	5%	130	7%	16%	83%
	Two or more races	-	0%	-	0%	9	0%	18	1%	30	2%	67%	-
	Unknown	119	6%	178	9%	134	6%	99	5%	69	3%	-30%	-42%
	White	1,232	64%	1,270	61%	1,353	61%	1,256	61%	1,228	62%	-2%	0%
<b>Total</b>		<b>1,926</b>	<b>100%</b>	<b>2,066</b>	<b>100%</b>	<b>2,223</b>	<b>100%</b>	<b>2,062</b>	<b>100%</b>	<b>1,973</b>	<b>100%</b>	<b>-4%</b>	<b>2%</b>
CLASS	American Indian/Alaska Native	10	0%	11	0%	12	0%	7	0%	11	0%	57%	10%
	Asian	47	2%	47	2%	37	1%	47	2%	45	1%	-4%	-4%
	Black/African American	660	24%	675	24%	794	26%	813	26%	786	25%	-3%	19%
	Hispanic/Latino	111	4%	132	5%	153	5%	157	5%	168	5%	7%	51%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	1	0%	1	0%	3	0%	200%	-
	Non Resident Alien	32	1%	32	1%	31	1%	37	1%	40	1%	8%	25%
	Two or more races	-	0%	-	0%	18	1%	62	2%	85	3%	37%	-
	Unknown	204	8%	270	9%	233	8%	164	5%	145	5%	-12%	-29%
	White	1,633	61%	1,676	59%	1,791	58%	1,845	59%	1,852	59%	0%	13%
<b>Total</b>		<b>2,697</b>	<b>100%</b>	<b>2,843</b>	<b>100%</b>	<b>3,070</b>	<b>100%</b>	<b>3,133</b>	<b>100%</b>	<b>3,135</b>	<b>100%</b>	<b>0%</b>	<b>16%</b>
Education	American Indian/Alaska Native	2	0%	3	0%	3	0%	2	0%	1	0%	-50%	-50%
	Asian	12	1%	13	1%	10	1%	7	1%	6	1%	-14%	-50%
	Black/African American	195	22%	202	21%	245	24%	228	24%	214	24%	-6%	10%
	Hispanic/Latino	25	3%	31	3%	48	5%	34	4%	41	5%	21%	64%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	1	0%	1	0%	0%	-
	Non Resident Alien	3	0%	5	1%	5	0%	6	1%	12	1%	100%	300%
	Two or more races	-	0%	-	0%	3	0%	11	1%	13	1%	18%	-
	Unknown	55	6%	77	8%	57	6%	45	5%	35	4%	-22%	-36%
	White	586	67%	613	65%	641	63%	633	65%	574	64%	-9%	-2%
<b>Total</b>		<b>878</b>	<b>100%</b>	<b>944</b>	<b>100%</b>	<b>1,012</b>	<b>100%</b>	<b>967</b>	<b>100%</b>	<b>897</b>	<b>100%</b>	<b>-7%</b>	<b>2%</b>

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

continued from previous page

College	Race	2008		2009		2010		2011		2012		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Nursing	American Indian/Alaska Native	2	0%	1	0%	2	0%	1	0%	-	0%	-100%	-100%
	Asian	18	4%	15	3%	19	4%	19	4%	20	4%	5%	11%
	Black/African American	70	15%	100	19%	117	22%	70	14%	70	13%	0%	0%
	Hispanic/Latino	14	3%	10	2%	20	4%	20	4%	21	4%	5%	50%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	-	0%	1	0%	-	-
	Non Resident Alien	2	0%	3	1%	8	1%	6	1%	11	2%	83%	450%
	Two or more races	-	0%	-	0%	5	1%	12	2%	13	2%	8%	-
	Unknown	22	5%	30	6%	17	3%	17	3%	13	2%	-24%	-41%
	White	346	73%	356	69%	349	65%	355	71%	385	72%	8%	11%
<b>Total</b>		<b>474</b>	<b>100%</b>	<b>515</b>	<b>100%</b>	<b>537</b>	<b>100%</b>	<b>500</b>	<b>100%</b>	<b>534</b>	<b>100%</b>	<b>7%</b>	<b>13%</b>
Engineering	American Indian/Alaska Native	2	0%	3	0%	-	0%	-	0%	-	0%	-	-100%
	Asian	45	6%	43	5%	33	4%	34	3%	35	3%	3%	-22%
	Black/African American	61	8%	80	9%	101	11%	97	10%	109	9%	12%	79%
	Hispanic/Latino	29	4%	32	4%	36	4%	34	3%	40	3%	18%	38%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	1	0%	2	0%	1	0%	-50%	-
	Non Resident Alien	62	8%	78	9%	91	10%	117	12%	177	15%	51%	185%
	Two or more races	-	0%	-	0%	6	1%	13	1%	16	1%	23%	-
	Unknown	58	8%	79	9%	73	8%	63	6%	41	4%	-35%	-29%
	White	482	65%	541	63%	588	63%	637	64%	747	64%	17%	55%
<b>Total</b>		<b>739</b>	<b>100%</b>	<b>856</b>	<b>100%</b>	<b>929</b>	<b>100%</b>	<b>997</b>	<b>100%</b>	<b>1,166</b>	<b>100%</b>	<b>17%</b>	<b>58%</b>
Science	American Indian/Alaska Native	2	0%	6	0%	9	0%	12	0%	13	0%	8%	550%
	Asian	66	4%	62	3%	68	3%	80	3%	85	3%	6%	29%
	Black/African American	324	19%	357	18%	432	18%	465	18%	517	18%	11%	60%
	Hispanic/Latino	53	3%	58	3%	89	4%	89	3%	115	4%	29%	117%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	1	0%	1	0%	5	0%	400%	-
	Non Resident Alien	34	2%	33	2%	41	2%	42	2%	53	2%	26%	56%
	Two or more races	-	0%	-	0%	15	1%	48	2%	89	3%	85%	-
	Unknown	129	8%	197	10%	157	7%	141	5%	115	4%	-18%	-11%
	White	1,077	64%	1,229	63%	1,528	65%	1,700	66%	1,884	66%	11%	75%
<b>Total</b>		<b>1,685</b>	<b>100%</b>	<b>1,942</b>	<b>100%</b>	<b>2,340</b>	<b>100%</b>	<b>2,578</b>	<b>100%</b>	<b>2,876</b>	<b>100%</b>	<b>12%</b>	<b>71%</b>

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

*continued from previous page*

College	Race	2008		2009		2010		2011		2012		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Urban Affairs	American Indian/Alaska Native	3	1%	1	0%	2	1%	2	1%	1	0%	-50%	-67%
	Asian	-	0%	-	0%	1	0%	1	0%	2	1%	100%	-
	Black/African American	90	35%	106	36%	106	32%	114	32%	104	32%	-9%	16%
	Hispanic/Latino	7	3%	11	4%	11	3%	14	4%	11	3%	-21%	57%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	1	0%	-	0%	-	0%	-	-
	Non Resident Alien	3	1%	3	1%	5	2%	5	1%	4	1%	-20%	33%
	Two or more races	-	0%	-	0%	-	0%	1	0%	3	1%	200%	-
	Unknown	24	9%	35	12%	22	7%	23	6%	16	5%	-30%	-33%
	White	131	51%	136	47%	179	55%	200	56%	186	57%	-7%	42%
<b>Total</b>		<b>258</b>	<b>100%</b>	<b>292</b>	<b>100%</b>	<b>327</b>	<b>100%</b>	<b>360</b>	<b>100%</b>	<b>327</b>	<b>100%</b>	<b>-9%</b>	<b>27%</b>
Undergraduate Studies	American Indian/Alaska Native	3	0%	1	0%	2	0%	1	0%	3	0%	200%	0%
	Asian	18	2%	16	2%	25	4%	38	5%	34	4%	-11%	89%
	Black/African American	215	27%	228	27%	166	25%	190	26%	227	29%	19%	6%
	Hispanic/Latino	34	4%	21	3%	27	4%	34	5%	24	3%	-29%	-29%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	-	0%	1	0%	-	-
	Non Resident Alien	2	0%	3	0%	3	0%	9	1%	7	1%	-22%	250%
	Two or more races	-	0%	-	0%	9	1%	18	2%	21	3%	17%	-
	Unknown	165	21%	278	33%	127	19%	107	14%	84	11%	-21%	-49%
	White	347	44%	291	35%	303	46%	342	46%	379	49%	11%	9%
<b>Total</b>		<b>784</b>	<b>100%</b>	<b>838</b>	<b>100%</b>	<b>662</b>	<b>100%</b>	<b>739</b>	<b>100%</b>	<b>780</b>	<b>100%</b>	<b>6%</b>	<b>-1%</b>
Undergraduate Non-Degree	American Indian/Alaska Native	-	0%	1	0%	-	0%	-	0%	-	0%	-	-
	Asian	26	7%	13	4%	17	5%	15	5%	15	6%	0%	-42%
	Black/African American	39	11%	36	10%	26	8%	15	5%	26	11%	73%	-33%
	Hispanic/Latino	8	2%	6	2%	8	2%	10	4%	7	3%	-30%	-13%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	2	1%	-	0%	-	0%	-	-
	Non Resident Alien	4	1%	7	2%	1	0%	3	1%	2	1%	-33%	-50%
	Two or more races	-	0%	-	0%	1	0%	3	1%	2	1%	-33%	-
	Unknown	43	12%	110	30%	64	19%	43	16%	22	9%	-49%	-49%
	White	233	66%	194	53%	215	64%	185	68%	171	70%	-8%	-27%
<b>Total</b>		<b>353</b>	<b>100%</b>	<b>367</b>	<b>100%</b>	<b>334</b>	<b>100%</b>	<b>274</b>	<b>100%</b>	<b>245</b>	<b>100%</b>	<b>-11%</b>	<b>-31%</b>

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

continued from previous page

College	Race	2008		2009		2010		2011		2012		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Other	American Indian/Alaska Native	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Asian	1	3%	1	2%	1	2%	-	0%	-	0%	-	-100%
	Black/African American	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Hispanic/Latino	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	25	81%	43	96%	57	92%	111	99%	104	98%	-6%	316%
	Two or more races	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Unknown	5	16%	1	2%	4	6%	1	1%	2	2%	100%	-60%
	White	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
<b>Total</b>		<b>31</b>	<b>100%</b>	<b>45</b>	<b>100%</b>	<b>62</b>	<b>100%</b>	<b>112</b>	<b>100%</b>	<b>106</b>	<b>100%</b>	<b>-5%</b>	<b>242%</b>
University	American Indian/Alaska Native	26	0%	31	0%	38	0%	31	0%	32	0%	3%	23%
	Asian	318	3%	284	3%	297	3%	318	3%	314	3%	-1%	-1%
	Black/African American	2,030	21%	2,186	20%	2,437	21%	2,415	21%	2,419	20%	0%	19%
	Hispanic/Latino	322	3%	351	3%	470	4%	460	4%	499	4%	8%	55%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	7	0%	8	0%	15	0%	88%	-
	Non Resident Alien	238	2%	295	3%	346	3%	448	4%	540	4%	21%	127%
	Two or more races	-	0%	-	0%	66	1%	186	2%	272	2%	46%	-
	Unknown	824	8%	1,255	12%	888	8%	703	6%	542	5%	-23%	-34%
	White	6,067	62%	6,306	59%	6,947	60%	7,153	61%	7,406	62%	4%	22%
<b>Total</b>		<b>9,825</b>	<b>100%</b>	<b>10,708</b>	<b>100%</b>	<b>11,496</b>	<b>100%</b>	<b>11,722</b>	<b>100%</b>	<b>12,039</b>	<b>100%</b>	<b>3%</b>	<b>23%</b>

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

College	Race	2008		2009		2010		2011		2012		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Business	American Indian/Alaska Native	1	0%	1	0%	1	0%	-	0%	3	0%	-	200%
	Asian	40	4%	62	5%	56	4%	67	5%	56	4%	-16%	40%
	Black/African American	104	9%	123	9%	125	9%	124	9%	148	11%	19%	42%
	Hispanic/Latino	14	1%	15	1%	26	2%	28	2%	36	3%	29%	157%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	188	17%	253	19%	283	20%	245	17%	266	19%	9%	41%
	Two or more races	-	0%	-	0%	7	0%	12	1%	8	1%	-33%	-
	Unknown	114	10%	161	12%	81	6%	74	5%	61	4%	-18%	-46%
	White	666	59%	742	55%	849	59%	869	61%	818	59%	-6%	23%
<b>Total</b>		<b>1,127</b>	<b>100%</b>	<b>1,357</b>	<b>100%</b>	<b>1,428</b>	<b>100%</b>	<b>1,419</b>	<b>100%</b>	<b>1,396</b>	<b>100%</b>	<b>-2%</b>	<b>24%</b>
CLASS	American Indian/Alaska Native	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Asian	7	1%	5	1%	7	1%	6	1%	5	1%	-17%	-29%
	Black/African American	123	23%	129	22%	124	21%	127	21%	143	24%	13%	16%
	Hispanic/Latino	13	2%	15	3%	12	2%	14	2%	18	3%	29%	38%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	18	3%	14	2%	19	3%	17	3%	18	3%	6%	0%
	Two or more races	-	0%	-	0%	4	1%	4	1%	8	1%	100%	-
	Unknown	74	14%	87	15%	57	10%	61	10%	43	7%	-30%	-42%
	White	311	57%	332	57%	365	62%	374	62%	361	61%	-3%	16%
<b>Total</b>		<b>546</b>	<b>100%</b>	<b>582</b>	<b>100%</b>	<b>588</b>	<b>100%</b>	<b>603</b>	<b>100%</b>	<b>596</b>	<b>100%</b>	<b>-1%</b>	<b>9%</b>
Education	American Indian/Alaska Native	3	0%	3	0%	3	0%	1	0%	-	0%	-100%	-100%
	Asian	20	1%	18	1%	16	1%	18	1%	14	1%	-22%	-30%
	Black/African American	403	23%	371	23%	363	23%	359	24%	319	23%	-11%	-21%
	Hispanic/Latino	34	2%	27	2%	39	2%	40	3%	34	2%	-15%	0%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	1	0%	1	0%	0%	-
	Non Resident Alien	37	2%	39	2%	56	3%	55	4%	53	4%	-4%	43%
	Two or more races	-	0%	-	0%	4	0%	10	1%	13	1%	30%	-
	Unknown	235	13%	231	14%	190	12%	153	10%	106	8%	-31%	-55%
	White	1,016	58%	958	58%	938	58%	847	57%	829	61%	-2%	-18%
<b>Total</b>		<b>1,748</b>	<b>100%</b>	<b>1,647</b>	<b>100%</b>	<b>1,609</b>	<b>100%</b>	<b>1,484</b>	<b>100%</b>	<b>1,369</b>	<b>100%</b>	<b>-8%</b>	<b>-22%</b>

continued on next page



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

continued from previous page

College	Race	2008		2009		2010		2011		2012		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Nursing	American Indian/Alaska Native	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Asian	-	0%	-	0%	1	2%	1	2%	1	2%	0%	-
	Black/African American	7	15%	2	5%	5	9%	7	12%	9	16%	29%	29%
	Hispanic/Latino	-	0%	1	2%	2	4%	1	2%	2	3%	100%	-
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	-	0%	-	0%	1	2%	1	2%	1	2%	0%	-
	Two or more races	-	0%	-	0%	-	0%	-	0%	1	2%	-	-
	Unknown	4	8%	4	9%	6	11%	7	12%	5	9%	-29%	25%
	White	37	77%	36	84%	40	73%	42	71%	39	67%	-7%	5%
<b>Total</b>		<b>48</b>	<b>100%</b>	<b>43</b>	<b>100%</b>	<b>55</b>	<b>100%</b>	<b>59</b>	<b>100%</b>	<b>58</b>	<b>100%</b>	<b>-2%</b>	<b>21%</b>
Engineering	American Indian/Alaska Native	-	0%	1	0%	3	1%	2	0%	1	0%	-50%	-
	Asian	10	3%	12	3%	19	4%	19	4%	19	5%	0%	90%
	Black/African American	10	3%	8	2%	17	4%	14	3%	11	3%	-21%	10%
	Hispanic/Latino	3	1%	4	1%	4	1%	4	1%	8	2%	100%	167%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	1	0%	1	0%	0%	-
	Non Resident Alien	242	62%	230	55%	249	54%	247	54%	192	48%	-22%	-21%
	Two or more races	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Unknown	16	4%	26	6%	19	4%	30	7%	22	5%	-27%	38%
	White	112	28%	135	32%	151	33%	138	30%	149	37%	8%	33%
<b>Total</b>		<b>393</b>	<b>100%</b>	<b>416</b>	<b>100%</b>	<b>462</b>	<b>100%</b>	<b>455</b>	<b>100%</b>	<b>403</b>	<b>100%</b>	<b>-11%</b>	<b>3%</b>
Science	American Indian/Alaska Native	1	0%	2	0%	1	0%	1	0%	-	0%	-100%	-100%
	Asian	13	2%	25	3%	26	4%	22	3%	28	3%	27%	115%
	Black/African American	53	8%	54	7%	48	7%	51	6%	56	7%	10%	6%
	Hispanic/Latino	13	2%	13	2%	18	2%	13	2%	12	1%	-8%	-8%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	1	0%	1	0%	0%	-
	Non Resident Alien	99	15%	103	14%	110	15%	140	18%	139	16%	-1%	40%
	Two or more races	-	0%	-	0%	3	0%	4	1%	6	1%	50%	-
	Unknown	70	10%	89	12%	52	7%	46	6%	38	4%	-17%	-46%
	White	421	63%	449	61%	474	65%	512	65%	571	67%	12%	36%
<b>Total</b>		<b>670</b>	<b>100%</b>	<b>735</b>	<b>100%</b>	<b>732</b>	<b>100%</b>	<b>790</b>	<b>100%</b>	<b>851</b>	<b>100%</b>	<b>8%</b>	<b>27%</b>

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

continued from previous page

College	Race	2008		2009		2010		2011		2012		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Urban Affairs	American Indian/Alaska Native	1	0%	2	1%	1	0%	-	0%	-	0%	-	-100%
	Asian	4	1%	5	2%	3	1%	2	1%	3	1%	50%	-25%
	Black/African American	77	22%	68	21%	79	22%	64	19%	57	19%	-11%	-26%
	Hispanic/Latino	9	3%	6	2%	7	2%	8	2%	7	2%	-13%	-22%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	1	0%	1	0%	-	0%	-100%	-
	Non Resident Alien	39	11%	28	9%	30	8%	26	8%	27	9%	4%	-31%
	Two or more races	-	0%	-	0%	3	1%	5	2%	4	1%	-20%	-
	Unknown	36	10%	45	14%	41	11%	28	9%	17	6%	-39%	-53%
	White	191	54%	175	53%	196	54%	195	59%	178	61%	-9%	-7%
<b>Total</b>		<b>357</b>	<b>100%</b>	<b>329</b>	<b>100%</b>	<b>361</b>	<b>100%</b>	<b>329</b>	<b>100%</b>	<b>293</b>	<b>100%</b>	<b>-11%</b>	<b>-18%</b>
Law	American Indian/Alaska Native	2	0%	3	0%	2	0%	1	0%	1	0%	0%	-50%
	Asian	22	3%	17	3%	11	2%	14	2%	12	2%	-14%	-45%
	Black/African American	45	7%	52	8%	55	9%	54	10%	40	8%	-26%	-11%
	Hispanic/Latino	15	2%	16	2%	12	2%	17	3%	20	4%	18%	33%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	9	1%	9	1%	5	1%	6	1%	7	1%	17%	-22%
	Two or more races	-	0%	-	0%	1	0%	2	0%	5	1%	150%	-
	Unknown	59	9%	77	12%	29	5%	15	3%	9	2%	-40%	-85%
	White	520	77%	471	73%	495	81%	454	81%	407	81%	-10%	-22%
<b>Total</b>		<b>672</b>	<b>100%</b>	<b>645</b>	<b>100%</b>	<b>610</b>	<b>100%</b>	<b>563</b>	<b>100%</b>	<b>501</b>	<b>100%</b>	<b>-11%</b>	<b>-25%</b>
Graduate Studies	American Indian/Alaska Native	1	2%	-	0%	-	0%	-	0%	-	0%	-	-100%
	Asian	-	0%	-	0%	1	2%	2	9%	2	11%	0%	-
	Black/African American	17	32%	8	18%	13	29%	4	17%	2	11%	-50%	-88%
	Hispanic/Latino	1	2%	-	0%	1	2%	1	4%	-	0%	-100%	-100%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Two or more races	-	0%	-	0%	-	0%	-	0%	1	5%	-	-
	Unknown	6	11%	16	36%	10	22%	5	22%	1	5%	-80%	-83%
	White	28	53%	20	45%	20	44%	11	48%	13	68%	18%	-54%
<b>Total</b>		<b>53</b>	<b>100%</b>	<b>44</b>	<b>100%</b>	<b>45</b>	<b>100%</b>	<b>23</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>-17%</b>	<b>-64%</b>

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

continued from previous page

College	Race	2008		2009		2010		2011		2012		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
University	American Indian/Alaska Native	9	0%	12	0%	11	0%	5	0%	5	0%	0%	-44%
	Asian	116	2%	144	2%	140	2%	151	3%	140	3%	-7%	21%
	Black/African American	839	15%	815	14%	829	14%	804	14%	785	14%	-2%	-6%
	Hispanic/Latino	102	2%	97	2%	121	2%	126	2%	137	2%	9%	34%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	1	0%	4	0%	3	0%	-25%	-
	Non Resident Alien	632	11%	676	12%	753	13%	737	13%	703	13%	-5%	11%
	Two or more races	-	0%	-	0%	22	0%	37	1%	46	1%	24%	-
	Unknown	614	11%	736	13%	485	8%	419	7%	302	6%	-28%	-51%
	White	3,302	59%	3,318	57%	3,528	60%	3,442	60%	3,365	61%	-2%	2%
<b>Total</b>		<b>5,614</b>	<b>100%</b>	<b>5,798</b>	<b>100%</b>	<b>5,890</b>	<b>100%</b>	<b>5,725</b>	<b>100%</b>	<b>5,486</b>	<b>100%</b>	<b>-4%</b>	<b>-2%</b>

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

## Undergraduate Full-Time

College	2008	2009	2010	2011	2012	Percent Change	
						1 Year	5 Year
Business	1,333	1,434	1,509	1,402	1,316	-6%	-1%
CLASS	2,154	2,244	2,440	2,508	2,457	-2%	14%
Education	592	664	703	668	634	-5%	7%
Nursing	364	416	437	435	469	8%	29%
Engineering	577	665	736	808	932	15%	62%
Science	1,347	1,521	1,790	1,987	2,219	12%	65%
Urban Affairs	163	175	194	220	197	-10%	21%
Undergraduate Studies	393	418	255	312	353	13%	-10%
Undergraduate Non-Degree	45	55	46	31	24	-23%	-47%
Other	3	1	-	-	-	-	-
<b>Total</b>	<b>6,971</b>	<b>7,593</b>	<b>8,110</b>	<b>8,371</b>	<b>8,601</b>	<b>3%</b>	<b>23%</b>

## Undergraduate Part-Time

College	2008	2009	2010	2011	2012	Percent Change	
						1 Year	5 Year
Business	593	632	697	660	657	0%	11%
CLASS	543	599	639	625	678	8%	25%
Education	286	280	309	299	263	-12%	-8%
Nursing	110	99	100	65	65	0%	-41%
Engineering	162	191	192	189	234	24%	44%
Science	338	421	540	591	657	11%	94%
Urban Affairs	95	117	139	140	130	-7%	37%
Undergraduate Studies	391	420	408	427	427	0%	9%
Undergraduate Non-Degree	308	312	290	243	221	-9%	-28%
Other	28	44	72	112	106	-5%	279%
<b>Total</b>	<b>2,854</b>	<b>3,115</b>	<b>3,386</b>	<b>3,351</b>	<b>3,438</b>	<b>3%</b>	<b>20%</b>

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

Graduate & Law Full-Time

College	2008	2009	2010	2011	2012	Percent Change	
						1 Year	5 Year
Business	379	487	541	438	457	4%	21%
CLASS	246	246	247	250	237	-5%	-4%
Education	330	299	276	278	241	-13%	-27%
Nursing	8	8	10	5	19	280%	138%
Engineering	136	122	129	80	74	-8%	-46%
Science	388	438	472	402	436	8%	12%
Urban Affairs	89	95	105	74	58	-22%	-35%
Law	446	449	419	391	350	-10%	-22%
Graduate Studies	1	-	2	-	4	-	300%
<b>Total</b>	<b>2,023</b>	<b>2,144</b>	<b>2,201</b>	<b>1,918</b>	<b>1,876</b>	<b>-2%</b>	<b>-7%</b>

Graduate & Law Part-Time

College	2008	2009	2010	2011	2012	Percent Change	
						1 Year	5 Year
Business	748	870	887	981	939	-4%	26%
CLASS	300	336	341	353	359	2%	20%
Education	1,418	1,348	1,333	1,206	1,128	-6%	-20%
Nursing	40	35	45	54	39	-28%	-3%
Engineering	257	294	333	375	329	-12%	28%
Science	282	297	260	388	415	7%	47%
Urban Affairs	268	234	256	255	235	-8%	-12%
Law	226	196	191	172	151	-12%	-33%
Graduate Studies	52	44	43	23	15	-35%	-71%
<b>Total</b>	<b>3,591</b>	<b>3,654</b>	<b>3,689</b>	<b>3,807</b>	<b>3,610</b>	<b>-5%</b>	<b>1%</b>

## East and West Centers

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

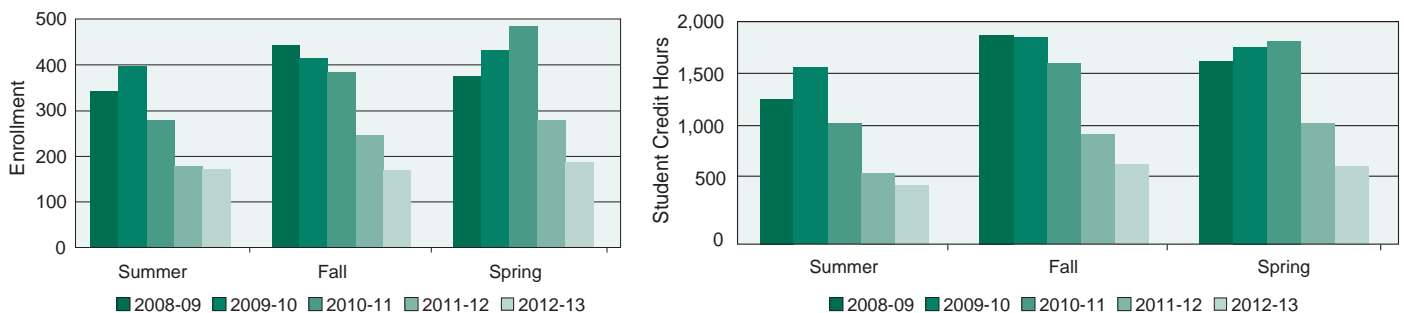
Table 3.26: West Center Student Credit Hours: Fall Semesters

College	West Center														
	Undergraduate					Graduate/Law					Total				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Business	528	472	493	243	268	500	540	288	310	135	1,028	1,012	781	553	403
CLASS	364	424	306	64	-	-	-	-	-	-	364	424	306	64	-
Education	27	39	42	54	-	267	263	421	224	204	294	302	463	278	204
Science	132	132	15	93	112	56	-	-	-	-	188	132	15	93	112
Nursing	-	-	80	-	-	-	-	-	-	-	-	-	80	-	-
Urban Affairs	-	-	-	-	-	8	-	-	-	-	8	-	-	-	-
<b>Total</b>	<b>1,051</b>	<b>1,067</b>	<b>936</b>	<b>454</b>	<b>380</b>	<b>831</b>	<b>803</b>	<b>709</b>	<b>534</b>	<b>339</b>	<b>1,882</b>	<b>1,870</b>	<b>1,645</b>	<b>988</b>	<b>719</b>

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

College	West Center														
	Enrollment					Percent Change		SCH					Percent Change		
	2008-09	2009-10	2010-11	2011-12	2012-13	1-Year	5-Year	2008-09	2009-10	2010-11	2011-12	2012-13	1-Year	5-Year	
Summer	343	398	280	179	173	-3%	-50%	1,308	1,590	1,087	644	540	-16%	-59%	
Fall	444	416	385	246	170	-31%	-62%	1,882	1,870	1,630	988	719	-27%	-62%	
Spring	376	434	486	280	188	-33%	-50%	1,648	1,773	1,830	1,086	694	-36%	-58%	
<b>Total</b>	<b>1,163</b>	<b>1,248</b>	<b>1,151</b>	<b>705</b>	<b>531</b>	<b>-25%</b>	<b>-54%</b>	<b>4,838</b>	<b>5,233</b>	<b>4,547</b>	<b>2,718</b>	<b>1,953</b>	<b>-28%</b>	<b>-60%</b>	

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



## West Center Serves the Following Cleveland Suburbs

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

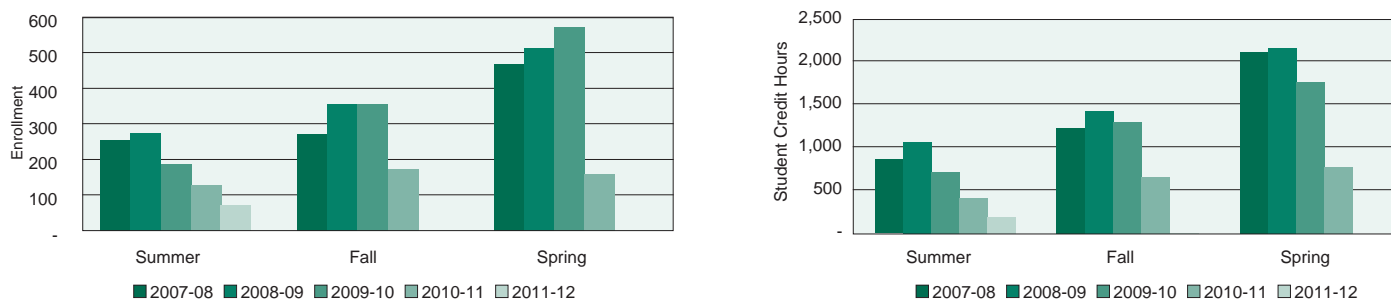
Table 3.27: East Center Student Credit Hours: Fall Semesters

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

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

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

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



## East Center Serves the Following Cleveland Suburbs

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

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

Lorain County Community College														
Term	Enrollment					Percent Change		SCH					Percent Change	
	2008-09	2009-10	2010-11	2011-12	2012-13	1-Year	5-Year	2008-09	2009-10	2010-11	2011-12	2012-13	1-Year	5-Year
Summer	40	34	38	25	9	-64%	-78%	200	161	160	100	36	-64%	-82%
Fall	109	63	101	88	65	-26%	-40%	584	332	535	401	332	-17%	-43%
Spring	71	77	83	107	88	-18%	24%	369	425	400	442	487	10%	32%
<b>Total</b>	<b>220</b>	<b>174</b>	<b>222</b>	<b>220</b>	<b>162</b>	<b>-26%</b>	<b>-26%</b>	<b>1,153</b>	<b>918</b>	<b>1,095</b>	<b>943</b>	<b>855</b>	<b>-9%</b>	<b>-26%</b>

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

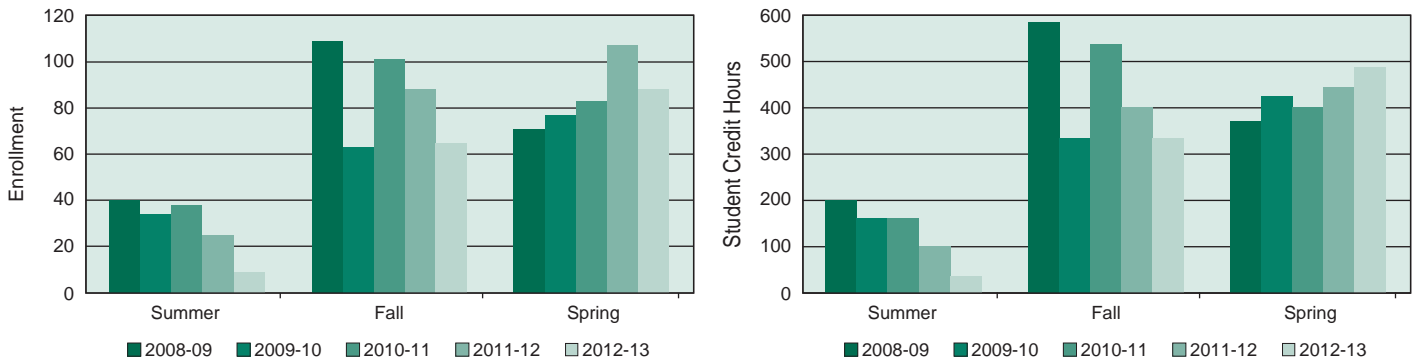




Table 3.28b: Annual Historical Enrollment and SCH Trends at Lakeland Community College

Lakeland Community College														
Term	Enrollment					Percent Change		SCH					Percent Change	
	2008-09	2009-10	2010-11	2011-12	2012-13	1-Year	5-Year	2008-09	2009-10	2010-11	2011-12	2012-13	1-Year	5-Year
Summer	83	56	73	36	29	-19%	-65%	291	243	266	115	91	-21%	-69%
Fall	106	142	171	75	92	23%	-13%	618	626	672	337	447	33%	-28%
Spring	171	177	156	96	112	17%	-35%	945	808	742	526	500	-5%	-47%
<b>Total</b>	<b>360</b>	<b>375</b>	<b>400</b>	<b>207</b>	<b>233</b>	<b>13%</b>	<b>-35%</b>	<b>1,854</b>	<b>1,677</b>	<b>1,680</b>	<b>978</b>	<b>1,038</b>	<b>6%</b>	<b>-44%</b>

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

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

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

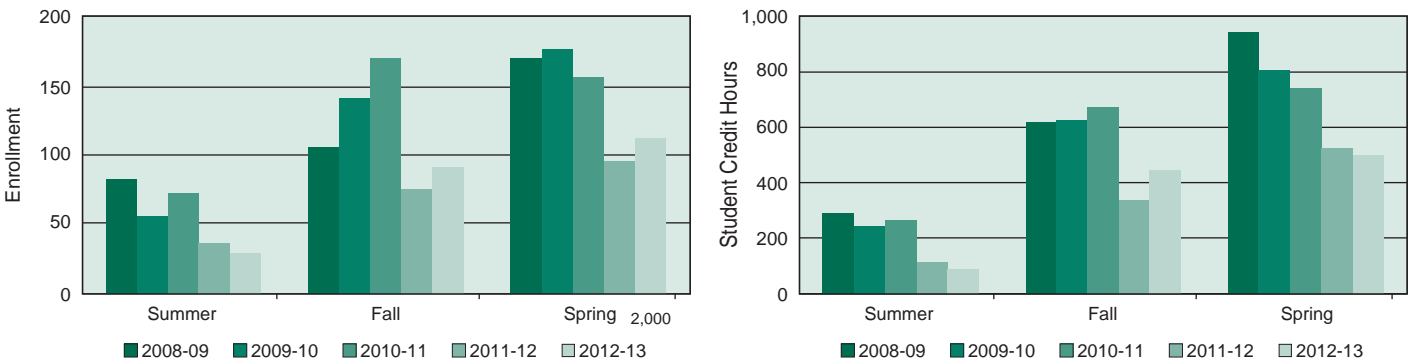
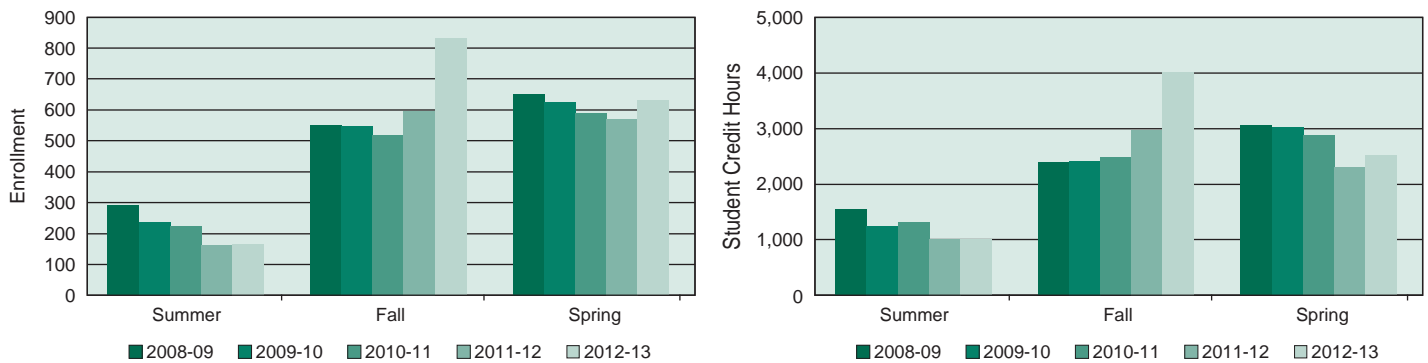


Table 3.28c: Annual Historical Enrollment and SCH Trends at Other Off-Campus Locations

Other Locations*														
	Enrollment					Percent Change		SCH					Percent Change	
	2008-09	2009-10	2010-11	2011-12	2012-13	1-Year	5-Year	2008-09	2009-10	2010-11	2011-12	2012-13	1-Year	5-Year
Summer	290	236	224	163	165	1%	-43%	1,536	1,248	1,319	1,011	1,008	0%	-34%
Fall	552	547	518	596	832	40%	51%	2,395	2,418	2,481	2,980	4,018	35%	68%
Spring	651	624	588	570	630	11%	-3%	3,061	3,019	2,872	2,307	2,510	9%	-18%
<b>Total</b>	<b>1,493</b>	<b>1,407</b>	<b>1,330</b>	<b>1,329</b>	<b>1,627</b>	<b>22%</b>	<b>9%</b>	<b>6,992</b>	<b>6,685</b>	<b>6,672</b>	<b>6,298</b>	<b>7,536</b>	<b>20%</b>	<b>8%</b>

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

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



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

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

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



Cleveland State University



2013



Sponsored Research

4

Book of  
Trends



## Sponsored Programs and Research at Cleveland State University

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

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

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

**Table 4.1: Sponsored Program Awards and Expenditures, Fiscal Years 2007-2012**

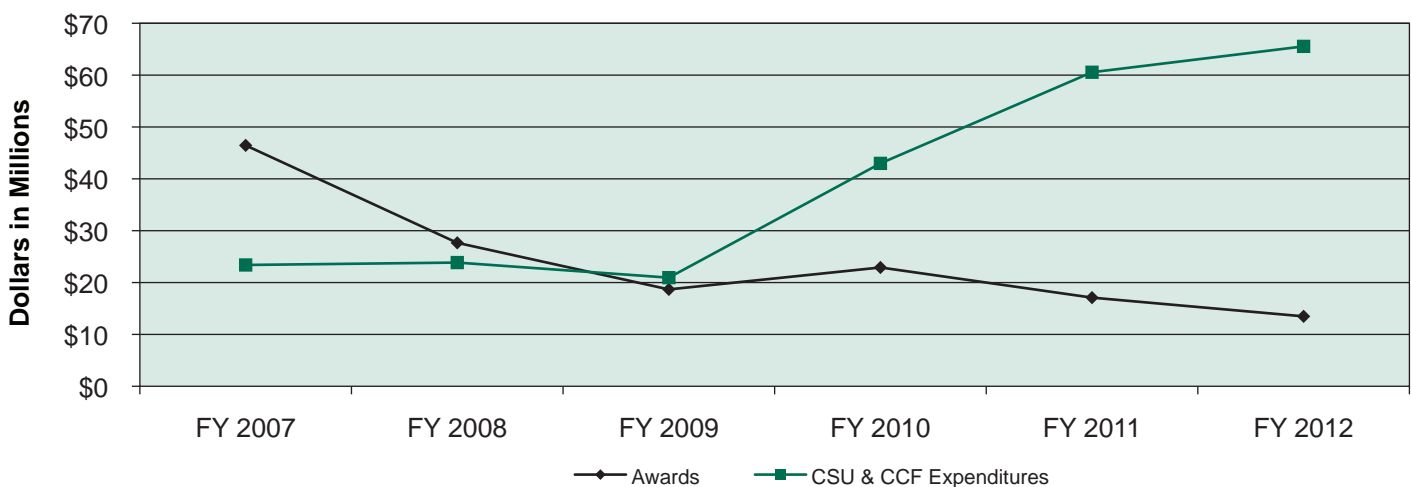
Source	Fiscal Year						Percent Change	
	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	1 Year	5 Year
Awards	\$46,453,388	\$27,661,642	\$18,677,794	\$22,909,197	\$17,093,917	\$13,483,748	-21%	-71%
CSU Expenditures	\$23,390,243	\$23,854,742	\$20,945,565	\$18,558,947	\$16,913,731	\$20,617,912	22%	-12%
CCF Expenditures	N/A	N/A	N/A	\$24,422,152	\$43,642,969	\$44,925,258	3%	
<b>CSU &amp; CCF Exp Total</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>\$42,981,099</b>	<b>\$60,556,700</b>	<b>\$65,543,170</b>	<b>8%</b>	

**Notes:**

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

<sup>2</sup> FY 2010 forward, CSU is including research expenditures from the Lerner Research Institute(LRI) at the Cleveland Clinic Foundation. These expenditures are only for those grants held by LRI faculty who engage with Cleveland State University students.

**Figure 4.1: Sponsored Program Awards and Expenditures, Fiscal Years 2007-2012**



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

Table 4.2: Sponsored Program Awards by Source, Fiscal Years 2007-2012

Source	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	Percent Change	
							1 Year	5 Year
Federal Grants	\$13,149,371	\$13,894,606	\$7,165,852	\$15,017,485	\$12,187,422	\$8,696,479	-29%	-34%
State Grants	\$26,308,453	\$7,466,819	\$3,756,471	\$1,212,245	\$479,032	\$589,860	23%	-98%
Local Grants	\$664,999	\$735,848	\$801,757	\$822,273	\$416,185	\$253,289	-39%	-62%
Private Grants	\$2,889,061	\$2,311,264	\$3,950,919	\$2,245,353	\$2,791,295	\$3,944,120	41%	37%
State Appropriations	\$3,441,504	\$3,253,105	\$3,002,795	\$3,611,841	\$1,219,983	\$360,551	-70%	-90%
<b>Total</b>	<b>\$46,453,388</b>	<b>\$27,661,642</b>	<b>\$18,677,794</b>	<b>\$22,909,197</b>	<b>\$17,093,917</b>	<b>\$13,844,299</b>	<b>-19%</b>	<b>-70%</b>

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

Figure 4.2a: Sponsored Program Awards by Source, Fiscal Year 2012

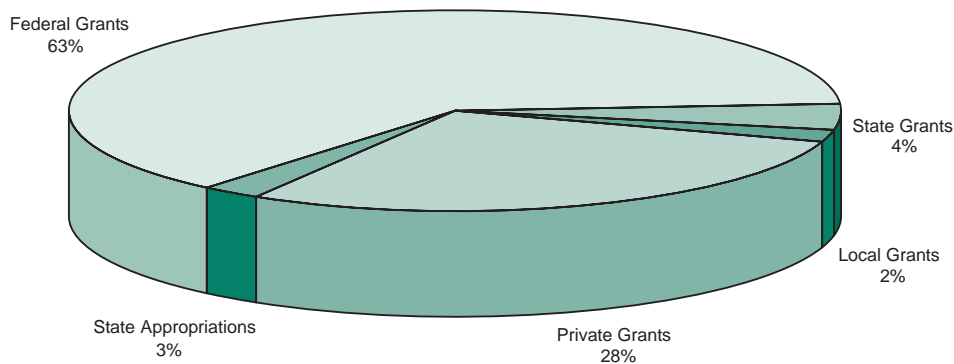
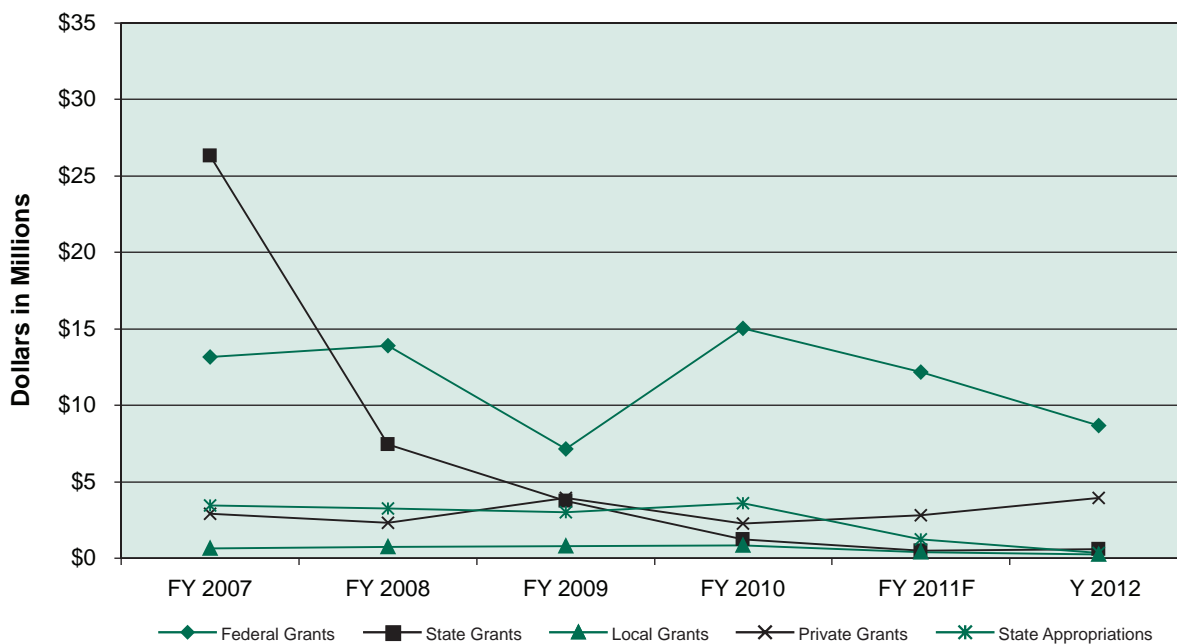


Figure 4.2b: Program Awards and Expenditures by Source, Fiscal Years 2007-2012



Source: CSU Office of Sponsored Programs and Research.

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

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

Table 4.3: Sponsored Program Expenditures by Source, Fiscal Years 2007-2012

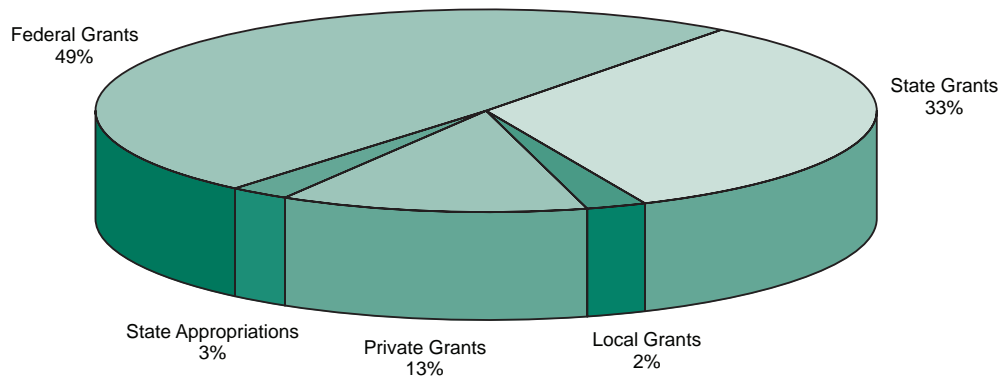
Source	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	Percent Change	
							1 Year	5 Year
Federal Grants	\$13,197,818	\$13,034,157	\$10,310,031	\$11,316,469	\$8,875,304	\$10,128,616	14%	-23%
State Grants	\$3,038,309	\$4,508,061	\$5,024,183	\$3,824,824	\$4,837,728	\$6,807,950	41%	124%
Local Grants	\$746,548	\$755,966	\$669,563	\$492,569	\$536,053	\$514,801	-4%	-31%
Private Grants	\$2,792,794	\$2,293,476	\$2,509,684	\$1,979,982	\$2,105,142	\$2,648,247	26%	-5%
State Appropriations	\$3,614,774	\$3,263,082	\$2,432,104	\$945,103	\$559,504	\$518,299	-7%	-86%
LRI - CCF Expenditures				\$24,422,152	\$43,642,969	\$44,925,258	3%	N/A
<b>Total</b>	<b>\$23,390,243</b>	<b>\$23,854,742</b>	<b>\$20,945,565</b>	<b>\$42,981,099</b>	<b>\$60,556,700</b>	<b>\$65,543,171</b>	<b>8%</b>	<b>180%</b>

**Notes:**

<sup>1</sup> For FY 2010 & forward, CSU is including research expenditures from the Lerner Research Institute (LRI) at the Cleveland Clinic Foundation. These expenditures are only for those grants held by LRI faculty who engage with Cleveland State University students.

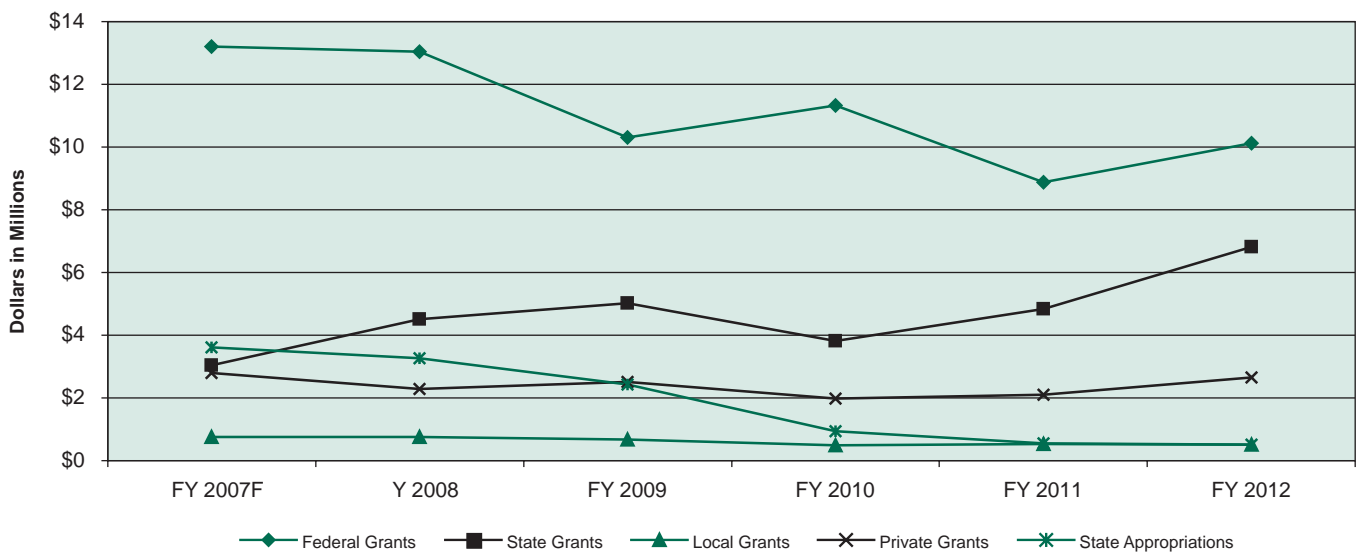
<sup>2</sup> The figures below only detail Cleveland State University expenditures.

Figure 4.3a: Sponsored Program Expenditures by Source, Fiscal Year 2012



Source: CSU Office of Sponsored Programs and Research

Figure 4.3b: Sponsored Program Expenditures by Source, Fiscal Years 2007-2012



Source: CSU Office of Sponsored Programs and Research.

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

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



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

The NSF rankings are widely recognized as a valuable benchmark in comparing the level of research taking place at institutions across the country. This survey, completed by more than 900 institutions in 2011, compiles research and development expenditures only and is therefore a portion of the sponsored programs expenditures previously reported. The first table (4.5) below compares Cleveland State with other Northern Ohio institutions, while the second (4.5a) shows other institutions ranked similarly to Cleveland State. In addition to seeking and receiving funding for research and development, the University places a heavy emphasis on graduate education and involving those students in the research laboratory.

*Table 4.4: National Science Foundation Ranking of Research and Development Expenditures, Fiscal Years 2006-2011 (Northern Ohio Comparison)*

Institution	2011	(Dollars in Thousands)					
	Ranking	2006	2007	2008	2009	2010	2011
University of Toledo	166	\$30,493	\$52,448	\$59,583	\$66,136	\$70,399	\$74,149
University of Akron	177	\$28,440	\$27,138	\$27,182	\$34,507	\$52,884	\$65,536
<b>Cleveland State University</b>	<b>193</b>	<b>\$14,496</b>	<b>\$15,948</b>	<b>\$14,131</b>	<b>\$13,424</b>	<b>\$34,235</b>	<b>\$55,502</b>
Kent State University	251	\$11,076	\$19,001	\$23,293	\$25,050	\$26,331	\$27,455
Bowling Green State University	336	\$9,912	\$9,120	\$10,712	\$8,396	\$8,124	\$8,999
Youngstown State University	402	\$1,308	\$611	\$1,193	\$2,081	\$4,523	\$4,732

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

## Indirect Cost Recovery

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

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

**Table 4.5: Indirect Cost (IDC) Recovery and Total Sponsored Program Expenditures by Year, Fiscal Years 2007-2012**

Research Activities	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	Percent Change	
							1 Year	5 Year
Direct Sponsored Program Expenditures	\$21,530,163	\$22,227,857	\$19,544,345	\$17,027,376	\$15,351,047	\$18,844,807	23%	-12%
Indirect Cost Recovered	\$1,860,080	\$1,626,885	\$1,401,220	\$1,531,571	\$1,562,684	\$1,773,105	13%	-5%
Total Sponsored Program Expenditures	\$23,390,243	\$23,854,742	\$20,945,565	\$18,558,947	\$16,913,731	\$20,617,912	22%	-12%
% IDC of Direct Research Expenditures*	9%	7%	7%	9%	10%	9%		

**Notes:**

<sup>1</sup> The % IDC is calculated by dividing the actual indirect cost recovered by the actual direct expenditures for each year.

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

**Table 4.5a: National Science Foundation Ranking of Research Results, Fiscal Years 2009-2011**

Institution	2009		2010		2011	
	Ranking	Institution	Ranking	Institution	Ranking	Institution
SD School of Mines and Technology Technical State University	258	North Carolina Agricultural &	217	University of Wyoming	190	
Southern Methodist U.	259	University of New Orleans	218	University of Massachusetts, Boston	191	
TN Technological U.	260	Desert Research Institute	219	LA State U., Health Sciences Ctr., New Orleans	192	
<b>Cleveland State University</b>	<b>261</b>	<b>Cleveland State University</b>	<b>220</b>	<b>Cleveland State University</b>	<b>193</b>	
Rosalind Franklin U. of Medicine and Science	262	Brigham Young University	221	U. AL., Tuscaloosa	194	
Western MI U.	263	SUNY Health Science Center - Brooklyn	222	Florida A&M University	195	
TX A&M U. Corpus Christi	264	University of the Virgin Islands	223	Saint Louis University	196	

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

## Proposal Submission and Success Rates for Externally Funded Programs

The three sections of Table 4.6 below show the Success Rates for Awards broken down by sponsor type.

Table 4.6: Proposals Submitted and Awards Received by Source, Fiscal Years 2007-2012

Source	Proposals Submitted	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
<b>Government Sources</b>							
Federal		143	120	153	128	141	128
State		53	34	38	25	20	21
Local		28	23	15	24	13	14
<b>Total Government Sources</b>		<b>224</b>	<b>177</b>	<b>206</b>	<b>177</b>	<b>174</b>	<b>163</b>
<b>Non-Government Sources</b>							
Corporate Contracts		5	11	11	8	10	13
Foundation and Non-Profit		111	105	93	71	58	81
<b>Total Non-Government Sources</b>		<b>116</b>	<b>116</b>	<b>104</b>	<b>79</b>	<b>68</b>	<b>94</b>
<b>Sponsored Programs Total</b>		<b>340</b>	<b>293</b>	<b>310</b>	<b>256</b>	<b>242</b>	<b>257</b>

Source	Awards Received	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
<b>Government Sources</b>							
Federal		92	82	86	57	45	48
State		31	32	27	25	19	20
Local		16	17	18	17	14	11
<b>Total Government Sources</b>		<b>139</b>	<b>131</b>	<b>131</b>	<b>99</b>	<b>78</b>	<b>79</b>
<b>Non-Government Sources</b>							
Corporate Contracts		9	13	8	5	5	8
Foundation and Non-Profit		71	66	63	55	48	62
<b>Total Non-Government Sources</b>		<b>80</b>	<b>79</b>	<b>71</b>	<b>60</b>	<b>53</b>	<b>70</b>
<b>Sponsored Programs Total</b>		<b>219</b>	<b>210</b>	<b>202</b>	<b>159</b>	<b>131</b>	<b>149</b>

Source	Success Rate*	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
<b>Government Sources</b>							
Federal		64%	68%	56%	45%	32%	38%
State		58%	94%	71%	100%	95%	95%
Local		57%	74%	120%	71%	108%	79%
<b>Total Government Sources</b>		<b>62%</b>	<b>74%</b>	<b>64%</b>	<b>56%</b>	<b>45%</b>	<b>48%</b>
<b>Non-Government Sources</b>							
Corporate Contracts		180%	118%	73%	63%	50%	62%
Foundation and Non-Profit		64%	63%	68%	77%	83%	77%
<b>Total Non-Government Sources</b>		<b>69%</b>	<b>68%</b>	<b>68%</b>	<b>76%</b>	<b>78%</b>	<b>74%</b>
<b>Sponsored Programs Total</b>		<b>64%</b>	<b>72%</b>	<b>65%</b>	<b>62%</b>	<b>54%</b>	<b>58%</b>

Source: CSU Office of Sponsored Programs and Research

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

**Table 4.7: Proposals Submitted and Awards Received by College or Division, Fiscal Years 2007-2012**

Proposals and Grant Awards	Fiscal Year					
	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Proposals Submitted	340	293	310	256	242	257
Awards Received	219	210	202	159	131	149
<b>Success Rate</b>	<b>64%</b>	<b>72%</b>	<b>65%</b>	<b>62%</b>	<b>54%</b>	<b>58%</b>

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

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

**Table 4.7a: Fiscal Year 2012 Proposals Submitted by College**

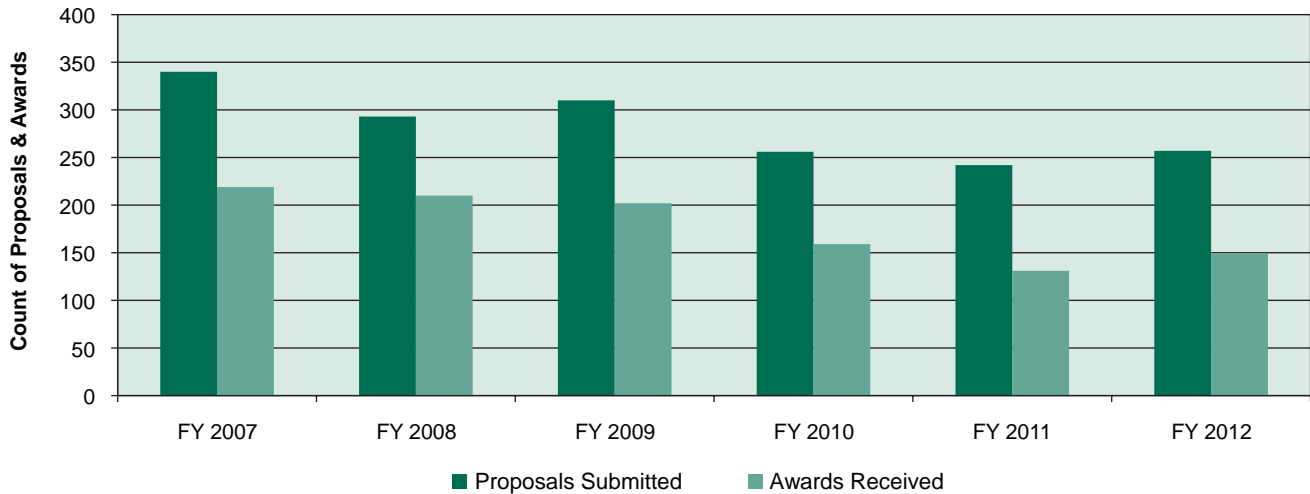
College or Division	Direct	Indirect	Total	Count
College of Business Administration	\$1,251,992	\$239,443	\$1,491,435	8
College of Education & Human Services	\$4,630,088	\$262,309	\$4,892,397	20
College of Engineering	\$17,320,178	\$4,372,631	\$21,692,809	58
College of Law	\$5,000	\$0	\$5,000	1
College of Liberal Arts & Social Sciences	\$3,038,504	\$910,228	\$3,948,732	35
School of Nursing	\$7,810,370	\$2,839,009	\$10,649,379	4
College of Sciences & Health Professions	\$18,543,074	\$4,576,306	\$23,119,380	58
College of Urban Affairs	\$2,440,677	\$500,459	\$2,941,136	61
Central Administration	\$4,374,155	\$288,205	\$4,662,360	12
Continuing Education	\$0	\$0	\$0	0
Undergraduate Studies	\$0	\$0	\$0	0
<b>Fiscal Year 2012 Totals</b>	<b>\$59,414,038</b>	<b>\$13,988,590</b>	<b>\$73,402,628</b>	<b>257</b>

**Table 4.7b: Fiscal Year 2012 Awards Received by College**

College or Division	Direct	Indirect	Total	Count
College of Business Administration	\$259,750	\$0	\$259,750	9
College of Education & Human Services	\$1,784,051	\$144,478	\$1,928,529	9
College of Engineering	\$831,800	\$165,845	\$997,645	21
College of Law	\$5,000	\$0	\$5,000	1
College of Liberal Arts & Social Sciences	\$536,224	\$101,044	\$637,268	25
School of Nursing	\$121,262	\$0	\$121,262	4
College of Sciences & Health Professions	\$3,538,840	\$754,999	\$4,293,839	22
College of Urban Affairs	\$2,629,283	\$467,856	\$3,097,139	51
Central Administration	\$2,141,042	\$2,273	\$2,143,315	7
Continuing Education	\$0	\$0	\$0	0
Undergraduate Studies	\$0	\$0	\$0	0
<b>Fiscal Year 2012 Totals</b>	<b>\$11,847,252</b>	<b>\$1,636,495</b>	<b>\$13,483,747</b>	<b>149</b>

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

**Figure 4.7: Proposal Submissions and Grant Awards, Fiscal Years 2007-2012**



## 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 4.8: Intellectual Property: Patents and Disclosures, Fiscal Years 2007-2012**

Source	FISCAL YEAR						Percent Change	
	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	1 Year	5 Year
Disclosures	9	8	6	6	7	3	-57%	-67%
Non-Provisional Patent Apps. Filed	2	6	4	4	3	6	100%	200%
Provisional Patent Applications Filed	3	5	3	6	3	1	-67%	-67%
Licenses Approved	-	1	-	-	-	1	-	-

**Source:** Technology Transfer Office

5 Year Percent Change is from the period 2007 to 2012.

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

**Table 4.9: Cleveland State University Graduate Student Support from Externally Funded Research, Fiscal Years 2008-2012**

Source						Percent Change	
	2008	2009	2010	2011	2012	1 Year	5 Year
Business	\$45,680	\$33,589	\$9,988	\$1,375	\$0	-100%	-100%
Education	\$180,097	\$86,525	\$57,217	\$137,717	\$174,568	27%	-3%
Engineering	\$155,368	\$225,026	\$274,368	\$270,646	\$175,893	-35%	13%
Liberal Arts/Social Science	\$21,485	\$12,480	\$7,907	\$0	\$6,300	-	-71%
Science	\$334,319	\$453,564	\$469,847	\$472,280	\$293,496	-38%	-12%
Urban Affairs	\$201,865	\$79,401	\$49,586	\$77,475	\$48,786	-37%	-76%
<b>Total</b>	<b>\$938,814</b>	<b>\$890,585</b>	<b>\$868,913</b>	<b>\$959,493</b>	<b>\$699,044</b>	<b>-27%</b>	<b>-26%</b>

**Source:** CSU Controller's Office

## Growth in Graduate Education

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

**Table 4.10: Percentage of Total Student Credit Hours Taken by Graduate Level Students at Selected Ohio 4-Year Institutions-Main Campuses Only, Fall Terms 2008-2012**

Institution	2008	2009	2010	2011	2012	Grad SCH
University of Akron	10%	10%	10%	10%	10%	31,367
Bowling Green State University	11%	11%	10%	8%	8%	18,119
University of Cincinnati	20%	20%	20%	21%	20%	78,820
<b>Cleveland State University</b>	<b>21%</b>	<b>21%</b>	<b>20%</b>	<b>20%</b>	<b>19%</b>	<b>35,994</b>
Central State University	1% <sup>†</sup>	1%	1%	1%	1%	170
Kent State University	14% <sup>†</sup>	14% <sup>†</sup>	13% <sup>†</sup>	13%	13%	46,994
Medical University of Ohio	NA	NA	NA	NA	NA	NA
Miami University	6%	6%	8%	7%	7%	18,522
Ohio State University	14% <sup>†</sup>	14%	14%	14%	13%	91,641
Ohio University	12% <sup>†</sup>	12% <sup>†</sup>	12%	12%	11%	38,677
Shawnee State University	1%	2%	2% <sup>†</sup>	2%	2%	994
University of Toledo	10% <sup>†</sup>	10%	10%	10%	11%	29,526
Wright State University	13% <sup>†</sup>	14% <sup>†</sup>	13%	12%	12%	22,859
Youngstown State University	5%	5%	4%	5%	5%	82,642
<b>Total</b>	<b>13%</b>	<b>13%</b>	<b>12%</b>	<b>12%</b>	<b>12%</b>	<b>422,125</b>

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

**Source:** The Ohio Board of Regents HEI Course Enrollment (CN) query. Run Date: October 7, 2013

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

### Highlights

- Table 4.10 From 2008 to 2012 Cleveland State University has continued to hold steady in the percentage of total student credit hours taken by graduate students. At 19%, Cleveland State University's percentage of total student credits remains among the highest of Ohio's 4-year institutions.

Table 4.11: Selected Research &amp; Grant Highlights by College

College	Department	Project Description
Business	Outreach and Business Center	<p><b>Small Business Development Center (SBDC):</b> The College received \$70,000 from the State of Ohio to run the Small Business Development Center. The Cleveland State University (CSU) SBDC is funded by the Ohio Department of Development (ODOD) and the Small Business Administration (SBA). The CSU SBDC serves Cuyahoga County. The CSU SBDC provides high quality business and economic development assistance to small businesses and nascent entrepreneurs in order to promote growth, expansion, innovation, increased productivity and management improvement. In addition, the SBA, SBDC, City of Cleveland Heights and the Cleveland Heights Library provided \$70,000 to set up a new SBDC office and hire a P/T SBDC counselor.</p>
		<p><b>Small Business Jobs Act:</b> The college received \$69,389 from the State of Ohio for the Small Business Jobs Act. The CSU SBDC is the recipient of additional funding made available through the Small Business Jobs Act to extend the Small Business Administration's (SBA) Recovery Loans for small business owners. These funds expand the current small business assistance services offered through the CSU SBDC at Shaker LaunchHouse.</p>
		<p><b>International Trade Assistance Center (ITAC):</b> The College received \$125,000 from the State of Ohio to run the International Trade Assistance Center for Region 8 and Region 5. International trade specialists provide export assistance and focus new-to-export businesses and exporters on expanding overseas markets. They promote business development through international market opportunities, increase small business export transactions, export sales, and support future competitiveness.</p>
Education and Human Services	Counseling, Administration and Adult Learning	<p><b>Center for Educational Leadership:</b> Evolved from the nationally recognized First Ring Leadership Academy, the Center for Educational Leadership partners with urban school districts to offer professional development for principals and academic programs to develop and sustain inspired leaders for today's schools. Most notably is the Inspired Leaders Principal Licensure Program, which is launching its fifth cohort. Also offered are the Master of Education in Organizational Leadership, the Empowered Leaders Teacher Endorsement Program and the Education Policy Fellowship Program.</p>
		<p><b>Career Passport Program currently called Making My Future Work:</b> A three year \$1,000,000 USDE, Institute of Education Sciences grant. It continues to develop, refine, implement and evaluate a college and career readiness program for use in urban secondary schools as an intervention to prevent school dropouts. A state-of-the art, user friendly curriculum manual consisting of 100 lessons and four modules has been created by key personnel, public high school teachers, graduate assistants and a graphics design consultant. A training and orientation video to accompany the manual is being developed in collaboration with the Center for Educational Technology. During the FY12-13 school year the program was delivered in seven different high schools.</p>
	Curriculum and Foundations	<p><b>Gifted Education Enters Cyberspace:</b> The graduate program in Gifted Education is offering all six required courses online, extending outreach to meet teachers' needs in serving gifted, talented, and advanced learners in schools across the country.</p>
		<p><b>The Center for Urban Education:</b> Carries out part of its mission by assisting faculty at CSU and external partners in P-20 education with the identification, development and/or submission of grant proposals including the execution and management of grants at post-award. During the second fiscal year of operation the Center helped obtain and/or serve on 10 grants which total to \$4,461,472 in aggregate funding. The Center is awaiting official award notification for an 11th grant which was recommended for funding by NSF.</p>
Greater Cleveland Educational Development Center		<p><b>The Cleveland Schools Book Fund:</b> The program is designed to supply all Pre-K through Grade 3 classrooms in the Cleveland Municipal School District with libraries of children's literature as well as provide teacher professional development to increase young students' interest in and ability to read, comprehend and enjoy.</p> <p><b>The Stocker Foundation, Reading Adventure!:</b> The grant targets students in two low-performing Cleveland schools, provides each student with 20 books, both non-fiction and fiction, and imparts parental instructions to develop literacy within their homes and provide enrichment of the English Language Arts common core standards.</p>



College	Department	Project Description
		<p><b>First Ring Leadership Academy:</b> Coordinates the design and delivery of a year long training program promoting transformational leadership in the teachers and administrators working in the Cleveland Municipal School District and the thirteen inner ring school districts bordering Cleveland.</p>
	Teacher Education	<p><b>Project Reach:</b> A major five year grant to improve Cleveland State University's ability to prepare all teachers to provide effective instruction for Limited English Proficient students, professional development for content area teachers to improve academic achievement of Limited English Proficient students, and to become a region that provides strong support in both language acquisition and content learning for all classrooms that serve Limited English Proficient students.</p>
		<p><b>Highly Qualified Teachers Program:</b> A five year U.S. Department of Education grant to enhance the Special Education Programs. The emphasis is on graduating candidates who meet the highly qualified teacher guidelines under the No Child Left Behind and Individuals with Disabilities Education Act legislation.</p>
		<p><b>CSUTeach:</b> With the support of the NSF Noyce Scholars Program and Cleveland State's partners (National Math and Science Initiative, UTeach Institute, Ohio STEM Learning Network, and the Cleveland Metropolitan School District) Cleveland State is bringing the UTeach model to Ohio transforming the teacher education experience for pre-service teachers to be licensed to teach grades 7-12, with an emphasis on preparing for underserved, urban classrooms. The program provides project-based instruction and inquiry design in mathematics and science classrooms. Students participate in internships with local schools and non-profit organizations. Scholarship funds are available to eligible STEM students. Noyce Scholars will be eligible to become licensed STEM teachers.</p>
		<p><b>Choose Ohio First:</b> This scholarship program which provides renewable scholarships of up to \$4,700 per year is designed to attract and graduate qualified STEM Education students. Scholarship recipients are required to tutor in an academic environment to support classroom education. As part of the Ohio Innovation Partnership and funded through the Ohio Board of Regents, the scholarships are designed to significantly strengthen Ohio's competitiveness in science, technology, engineering, mathematics and medicine (STEMM) and STEM education.</p>
		<p><b>The Masters of Urban Secondary Teaching (MUST) STEM Fellows Program:</b> The program awards full tuition scholarships to eligible students pursuing licensure in math or science and will also fund up to 8 hours of undergraduate credit for students who need to complete pre or co-requisites for the MUST program.</p>
		<p><b>Careers in Health and Medical Professions (CHAMPS):</b> An ongoing year round program developed to recruit minorities into high skill level health care careers by increasing awareness and knowledge. The program provides two or more years of intensive academic enrichment by engaging high school students in skill enhancement, in-depth medical career experiences and thought-provoking science activities while helping them develop into a unified, cohesive cohort.</p>
		<p><b>The Campus International School (CIS):</b> Conceived as a professional development school with the Cleveland Metropolitan School District (CMSD), Campus International School is a public school currently offering instruction in Kindergarten through 5th grade to an economically and socially diverse population of students. The aim of the school is to develop well-rounded, knowledgeable, internationally minded students who recognize their common humanity and shared guardianship of the planet. In all areas of the school, the teachers and staff model the learners' profiles to help teachers and students establish goals, plan units of inquiry, and assess performance. CIS teachers collaborate within and across grade levels to ensure that each student's instructional needs are met. Professional development is institutionalized with two hours of professional development each week with varied topics based on need. Cleveland State provides a Professor-in-Residence to the school staff and serves as an intermediary between the school and university. Interactions with the university include student field experiences, speech, hearing, psychology and occupational therapy assessments, regular after-school physical science experiences, daily Mandarin language and cultural instruction, facilities for physical education classes, administrative support and grant funding to support school instruction.</p>

College	Department	Project Description
		<p><b>Differentiating Instruction at the Campus International School:</b> Supported by the Martha Holden Jennings Foundation the project was developed by an observation that some of the CIS teachers were tracking students by dividing them into static ability groups rather than differentiating instruction by developing multilevel activities that provide opportunities for all children to participate and achieve. The CSU project team introduced and/or extended their knowledge of and ability to implement specific ways to differentiate instruction. The project consisted of numerous phases during school year and included two levels of evaluation: a formative evaluation and an external evaluation. The resulting summary and recommendations were ways Differentiated Instruction can be sustained at the Campus International School and transferred to other CMSD schools. The teachers assessed their students' learning and the faculty members and external evaluator assessed teacher learning.</p>
		<p><b>The Community Learning Center:</b> Formerly the Educational Services Center, the Community Learning Center for Children and Youth (CLC) provides an engaged-learning experience for students at Cleveland State while serving the community by offering free assessment and tutoring programs for children at the elementary and middle-school grade levels who have difficulties with reading, math, or learning in general. The children's positive learning experiences with the CLC have been recognized both by their families at home and their teachers at school. Under the supervision of the Department of Teacher Education, the CLC has grown from supporting two classes serving thirty children from the community to nine serving 180 children from the community. Continuously expanding, the CLC now offers a program for children learning English as a second or foreign language for university students pursuing a degree or endorsement in TESOL (Teaching English to Speakers of Other Languages). As an integral part of the teacher-education program, the CLC allows for both undergraduate and graduate students to engage in real-life experiences assessing and teaching children from diverse backgrounds. Through interactions with the children at the CLC, faculty provides supervised opportunities in their courses for university students pursuing licenses and/or degrees in education to explore the links between research, theory, and practice. Additionally, the CLC hosts a range of educational resources, including assessment and curriculum materials and assistive technology devices, for faculty to demonstrate in classes and for students to examine and use.</p>
	Health and Human Performance	<p><b>Workplace Health Programs:</b> Working in collaboration with CSU's VikeHealth program, Departmental faculty in Health and Exercise Physiology oversee the Fitness for Life employee fitness program and offer a multitude of health promotion and fitness programs for the Journey to Wellness program for CSU employees.</p> <p><b>Human Performance Laboratory:</b> The Human Performance Laboratory is a state of the art facility designed for teaching and research. Currently the laboratory is working on several projects with Orbital Research Inc., including a pilot physiological assessment system aimed to monitor hypoxia (lack of oxygen) in the Air Force's F-22 Raptor pilots. The lab is equipped to simulate flight physiology of pilots up to 25,000 feet altitude and is testing Orbital's sensors to predict hypoxia before the pilots become impaired and unable to fly. Another Orbital Research project is the development and testing of a microsystem to sense and control warfighter physiology, in particular Special Forces in extreme military dive operations. During this research, the lab will test sensors developed by Orbital that can monitor and deliver proper breathing gas mixtures during rapid descent from altitude. Currently several graduate students are conducting research involving devices to enhance recovery in athletes, prevent hyperthermia, and to correlate power with speed and agility. The lab will be expanding into new areas for subcellular research.</p>
Engineering	Chemical and Biomedical Engineering	<p><b>Material World Network: Synthesis and Characterization of Functional Molecular Building Blocks for Responsive Materials:</b> This NSF project has aimed at developing environmentally responsive materials that can generate larger responses with shorter response times than current materials.</p> <p><b>Optical Instrumentation, Non-Destructive Evaluation (NDE), High Temperature Materials and Structures and Numerical Modeling for Advanced Aerospace Application:</b> This NASA project has been carried out via four sub-tasks: propulsion health monitoring system development and instrumentation; integration of NDE and finite element modeling and image visualization; development of acoustics, tomography, and radiography sciences and facilities in operations; and planar optical diagnostics for flow field measurements and optical build up.</p> <p><b>Effect of Convection on Dendritic Array Morphology During Directional Solidification:</b> This NASA project has involved experiments on the International Space Station to understand the role that convection plays in determining the dendritic array morphology and homogeneity.</p>

College	Department	Project Description
		<p><b>Stem Cell Therapy Strategies for Prevention and Treatment of Pelvic Organ Prolapse:</b> This graduate research fellowship grant funded by NSF is investigating the potential for Mesenchymal Stem Cell therapy in the treatment and prevention of pelvic organ prolapse and urinary incontinence.</p> <hr/> <p><b>Effect of Varying Convection on Dendrite Morphology and Macrosegregation:</b> This project aims to: (a) study directional solidification of Al-Cu alloys that are compatible with the Space Station facilities; (b) conduct experiments involving solidification through cross-section decrease and through cross-section increase; and (c) examine array morphology changes and macrosegregation associated with DS through cross-section changes.</p> <hr/> <p><b>Characterizing and Benchmarking Zeolite Absorbents for Oxygen Concentrators:</b> This project in collaboration with Invacare corporation aims at improving oxygen concentrators for persons who need oxygen therapy. The heart of these devices is a “molecular sieve bed” which concentrates oxygen from ambient air at 21% to about 98%. CSU’s research expertise in gas separation and storage by adsorption and in modeling chemical processes will perfect the next generation portable oxygen concentrators with higher efficiency.</p>
	Civil and Environmental Engineering	<p><b>An Integrated Framework for Creation and Assessment of Sustainable Construction Processes:</b> This NSF project has aimed toward reducing the carbon footprint of construction. The research has involved developing metrics, strategies, and case studies for sustainable development.</p> <hr/> <p><b>Implementation and Assessment of Failure Case Studies in the Engineering Curriculum:</b> This NSF project has aimed at developing a series of failure case study workshops for faculty at many locations in the United States and abroad.</p> <hr/> <p><b>Uncontrolled Concrete Bridge Parapet Cracking:</b> There appears to be wide-spread premature cracking of bridge concrete parapets on relatively recently constructed bridge decks. Cracked parapets are a safety concern and the potential cost to remove and replace parapets could be significant. This ODOT project aims at determining the reasons for uncontrolled bridge deck parapet cracking, and to provide recommendations to ODOT to prevent such cracking in the future.</p> <hr/> <p><b>University Transportation Center for Work Zone Safety and Efficiency:</b> The goal of this USDOT project has been to better understand driving behaviors and motivations, and establish work zone traffic control best practices and design protocols to save lives.</p> <hr/> <p><b>Evaluation of Traffic Flow Analysis and Road User Tools Applied to Work Zones:</b> When a construction or maintenance project on an ODOT interstate or freeway violates the Permitted Lane Closure Schedule, a queue analysis must be completed. The objective of this ODOT project is to establish a reliable, user-friendly procedure for analyzing work zone queuing and calculating road user costs that is reflective of current traffic conditions and technologies.</p> <hr/> <p><b>Evaluation of Ohio Work Zone Speed Zones Process:</b> In April 2011, the ODOT published a new process for the use and determination of speed zones in an effort to enhance the safety of the traveling public and workers while providing efficient flow of traffic through work zones. The objectives of this research are to determine the effectiveness of the new ODOT process for establishing work zone speed zones as compared to the previous ODOT process and previous NCHRP recommendations and recommend improvements to ensure the safe and efficient flow of traffic in work zones.</p>
	Electrical and Computer Engineering	<p><b>Mobility &amp; Security Support in Disadvantaged Cyber-Physical Systems:</b> This project has been modeling mobility of ground as well as aerial units, such as unmanned aerial vehicles, and proposing mobility support mechanisms and algorithms, and security measures implemented at the physical level of communication protocol as an effective anti-jamming method.</p> <hr/> <p><b>Biogeography-Based Optimization:</b> This NSF project has aimed at developing new nature-inspired methods for the optimization of engineering systems with applications to power distribution, robot control, and cardiac disease diagnosis.</p> <hr/> <p><b>Rapid Rehabilitation and Return to Function for Amputee Soldiers:</b> This ODOD project has investigated a new design for a hydraulic prosthetic knee for transfemoral amputees, and also aimed to derive control signals for the prosthesis.</p> <hr/> <p><b>Automotive Engine Time-to-Torque Optimization:</b> Automobile manufacturers are interested in finding engine controls to take automotive engines from a given initial torque to a desired final torque. This project is using computer intelligence-based methods to solve this problem. This has resulted in an improved time-to-torque by over 75% from the best previously-obtained solution.</p>

College	Department	Project Description
		<p><b>Improving the Productivity of the Sensor Network Programmer:</b> This NSF project has investigated ways to make construction and maintenance of sensor network systems accessible to “non-programmer specialists”, outside the field of computing, who are the real end users of sensor networks.</p> <p><b>Stabilization of Immobilized Enzymes for Implantable Glucose Monitoring Devices:</b> An obstacle for the development of implantable glucose biosensors is the instability of the enzyme immobilized on the electrodes of the sensors as the sensing element. This project funded by the American Diabetes Association has aimed to overcome this problem using a spatial confinement approach.</p> <p><b>US-Egypt Cooperative Research: Ultrasmall Silicon Nanoparticle Technology for Renewable Energy Applications:</b> This NSF project aims to substantially advance renewable energy technology. The prototype devices to be built are expected to show enhanced performance in terms of energy harvest efficiency and energy storage capacities.</p> <p><b>A Nationwide Consortium of Universities to Revitalize Electric Power Engineering Education by State-Of-The-Art Laboratories:</b> This research project, funded by USDOE, aims at developing state-of-the-art test benches in the field of power for both research and teaching purposes.</p> <p><b>EAGER: Towards Next Generation Anonymous Communication Networks:</b> The main objective of this NSF project is to study new architectures for anonymous communications in order to defeat privacy attacks, both passive and active privacy attacks.</p>
	Mechanical Engineering	<p><b>Non-Destructive Evaluation and Structural Health Monitoring of Advanced Composite Materials and Propulsion Systems:</b> The goal of this NASA project is the development and application of nondestructive evaluation techniques for advanced aerospace materials and components. The techniques should distinguish and quantify the types and extent of material manufacturing defects and mission exposure damage.</p> <p><b>Robust Model-Based Fault Diagnosis for Propulsion System Components with Uncertainties:</b> This NASA project focuses on the identification of structural faults for propulsion components or entire system described by the model which can be uncertain. The model-based identification is based on derived transfer functions, generated from an analytical model or directly measured. To identify the structural damage, the robust control tools are applied to extract the missing component/ system dynamics due to localized damage. Results of this research can find direct applications in structural health monitoring of aircraft engines or other propulsion systems.</p> <p><b>US-Germany collaboration: Achieving breakthroughs in the mechanics of high-temperature ceramic coatings with novel thermal-gradient mechanical fatigue studies:</b> This work aims to enable breakthroughs in the understanding of degradation and failure mechanisms in high temperature ceramic coatings. Synchrotron X-ray diffraction (XRD) and piezospectroscopic (PS) techniques are used for high resolution measurements to quantify the in situ evolution of strain in these coatings under thermal gradient-mechanical fatigue conditions. These measurements are matched with numerical simulations. This is a collaborative effort between Cleveland State University, University of Central Florida and the German Aerospace Center.</p> <p><b>Hot Extrusion of Ultraconductive Nanocomposite Copper:</b> The project seeks to extend the ultra conductivity results achieved in our patented (US Patent 8,347,944) work from the millimeter scale to longer ultra conductive wire on the meter-Kilometer scale. The project also aims to perfect the manufacturing process that will be used to mass produce the ultra conductive copper wire.</p> <p><b>Experimental and Computational Investigation of Unsteady Endwall and Tip Gap Flows in Gas Turbine:</b> This NASA – US Naval Academy project aims at better understanding complex flows in the endwall regions of gas turbine passages under a variety of tip gaps or endwall treatments. Computational unsteady 3D studies will be performed and validated by experimental studies.</p>
Liberal Arts and Social Sciences		<p>In AY 2012-2013 CLASS faculty published or sent to the press a total of 12 books, including seven academic press research monographs or collections and five new textbooks. Departments represented include Art (2), Communication (2), English (1), History (3), Modern Languages (1), Music (2), and Sociology (1). CLASS faculty also published 76 scholarly journal articles and gave over one hundred conference presentations. CLASS faculty from the Arts departments (Music, Art, and Theatre/Dance) gave 78 creative performances (in music or drama) and made 80 creative productions (music, art work, and new drama), variously presented in local, national or international venues. New research grants included one in Political Science from the US Agency for International Development. The Criminology Research Center filed its final report to the Cuyahoga County Prosecutor’s Office on “Discretion in Police Decision-Making.” This year Sociology also contributed to the conceptualization for a significant university patent application for new digital device software.</p>

College	Department	Project Description
School of Nursing	Nursing	<p><b>Preventing Diabetes Using the Stanford Chronic Disease Self-Management (CDSM) Model:</b> Funding from the Ohio Commission on Minority Health allowed the School of Nursing to address the prevention of type 2 diabetes and obesity through the Stanford University Chronic Disease Diabetes Self-Management (CDDSM) program. The health promotion and disease prevention focused program was provided to intergenerational and diverse groups in the community. For those with chronic illness, CDSM has been shown to improve health, and better manage symptoms, while reducing distress and cost.</p>
		<p><b>Ohio Department of Job &amp; Family Services/Ohio Medicaid Technical Assistance &amp; Policy Program (MedTAPP) Healthcare Access Initiative:</b> Working with project partners (the CSU School of Social Work, Sisters of Charity Foundation, St. Vincent Charity Medical Center, CareSource, Care Alliance, The MetroHealth System, University Hospitals, and the Cleveland Metropolitan School District), this project trained 50 mentors and 50 mentees from the Schools of Nursing and Social Work (both undergraduate and graduate students) through a newly designed mentor training project. The objectives include increasing the health care practitioners working with Medicaid patients; facilitating interdisciplinary collaboration; and fostering readiness and knowledge of entry-level health care practitioners to meet the needs of the Medicaid population.</p>
		<p><b>Choose Ohio First Nursing Scholarship Initiative:</b> Funding from the State of Ohio provided scholarship support and mentoring for a group of nursing students.</p>
		<p><b>Nurse Faculty Loan Program (NFLP):</b> Funding from HRSA enables CSU to offer forgivable loans to MSN and PhD Nursing candidates who plan to embark upon a career in Nursing education after graduation.</p>
Sciences and Health Professions	Mathematics	<p><b>Operation STEM.</b> \$875,000 NSF-funded initiative to help students who begin mathematics classes at the precalculus level complete their mathematics requirements to obtain a STEM degree.</p>
		<p><b>University Scholars in STEM and Choose Ohio First Success in Math.</b> \$600,000 NSF and State of Ohio initiative for scholarships for students majoring in a STEM-related major.</p>
		<p><b>Statistical Inferences from Topology of Complex Networks.</b> \$279,000 U.S. Air Force initiative for research at the interplay of mathematics and statistics in complex networks.</p>
		<p><b>Lie Models, Mapping Theorems, C-Kahler Manifolds and Topological Complexity.</b> \$35,000 Simons Foundation initiative for collaborative research in mathematics.</p>
	Physics	<p><b>Fluid flow is an environmental modifier of ADPKD.</b> Study how the primary cilium senses the state of fluid flow to act as a complex signaling center (National Institutes of Health).</p>
		<p><b>Synthesis, structure &amp; swelling properties of a potential drug delivery system: polysaccharide microgel nanoparticles.</b> Development of non-carcinogenic, stable, reusable microgel nanoparticle that is sensitive to environmental stimuli and can serve as a reservoir for controlled drug delivery and release (Research Corporation).</p>
		<p><b>Implementation and operation of a field emission scanning electron microscope (FE SEM) facility.</b> Funded by a Major Instrumentation Grant (National Science Foundation).</p>
Chemistry	<p><b>Nonlinear Analysis of ECG Time Series of Patients with Epilepsy and Pseudoseizures.</b> Collaboration with Epilepsy Center, Dept of Neurology, CCF to use the mathematical theory of coupled phase oscillators [Kuramoto model] to characterize heart-rate variability of patients and physiological processes controlled by the autonomous nervous systems on times scales 10 s or longer.</p>	
	<p><b>Equation of state from the Potts-percolation model of a solid.</b> Published collaboration in premier journal (Physical Review) with Professor H. T. Diep of the Institute of Advanced Studies of the University of Cergy-Pontoise, France.</p>	
		<p><b>Multi-User Biosensor Integrated Platform.</b> \$15,000; State of Ohio 3rd Frontier Program (via Cleveland Clinic). The project aims at the creation of a multi-user center (consortium) for the development of biosensor devices based on microfluidics that allow for rapid electrokinetic separation and detection of clinically important cellular biomarkers and for in vivo analysis of bacterial cells. State-of-the-art equipment will allow for designing, prototyping, and fabrication of needed devices in a one-stop within the multi-user center.</p>

College	Department	Project Description
		<p><b>Novel Biophotonic Probes to Monitor Cellular Metabolism of Nucleosides.</b> \$82,649; National Science Foundation (via Case Western Reserve University). This project uses metal-containing nucleosides as spectroscopic probes to further define the mechanism of how nucleosides enter cells. These non-invasive probes can be used to measure the activity of membrane proteins involved in the uptake of natural nucleosides.</p>
		<p><b>Development of LC-MS/MS Method for Determination of NGP-01 Biological Samples.</b> \$5,526; NEOMED. Aberrant calcium levels are thought to play a large role in the pathogenesis of neurodegenerative diseases such as Parkinson's, Alzheimer's, and Huntington's diseases. In the present work, a quantitative HPLC/mass spectrometry method has been developed for a candidate neuroprotective drug, NGP1-01, a heterocyclic cage compound with multifunctional calcium channel blocking activity, to determine its pharmacokinetics in blood, brain and retina in a mouse model.</p>
		<p><b>OBOR Scholarship Programs of Innovation.</b> \$75,000; Ohio Board of Regents. This "Choose Ohio First" type of grant from the Ohio Board of Regents is meant to provide tuition assistance to pre-medical students.</p>
		<p><b>Drug Development of Orally Active Anti-Trypanosomiasis Agents.</b> \$436,500; National Institutes of Health. African trypanosomiasis, also known as sleeping sickness, threatens over 60 million people in 36 countries of sub-Saharan Africa. There are no effective vaccines and satisfactory drugs for its treatment. Dr. Su and biologist Dr. Bibo Li will work together to develop new, small molecule drugs to treat this neglected disease.</p>
		<p><b>Investigating Promoter Interactions with Various RNA Polymerases.</b> \$5,079; NSF (via Case Western Reserve University) This project employs biophysical and biochemical techniques to understand the role of specific proteins involved in the initiation of RNA transcription in bacteria. Site-directed mutagenesis is also used to probe the role of specific amino acids with DNA substrates.</p>
		<p><b>Targeting Tyrosine Phosphatase SHP2 (PTPN11) for the Treatment of Pediatric Leukemias.</b> \$108,610; National Institutes of Health (via CWRU). Ptpn11 (Shp2) which is a Src homology 2 (SH2) domain containing protein tyrosine phosphatase (PTP) and implicated in multiple intracellular signaling processes, has emerged as a critical regulator of embryonic development and hematopoiesis. In this proposal, our specific aims include: 1) to validate the efficacy and specificity of the Shp2 inhibitors through the use of the Ptpn11 E76K animal disease model; 2) to test the efficacy of the Shp2 inhibitors using human JMML bone marrow cells; and 3) to optimize Shp2 inhibitors to increase the potency and specificity.</p>
BGES		<p><b>Structure of nascent peptides and kinetic control of co-translational folding on the ribosome.</b> A three year, interdisciplinary research program involving researchers from Max Planck Institute of Biophysical Chemistry (Goettingen, Germany) and Johann Wolfgang Goethe University (Frankfurt, Germany) and led by CSU that aims to understand the key mechanisms of the protein synthesis and folding in the cell (Human Frontiers Science Program).</p>
		<p><b>Stalking the wild Tetrahymena.</b> Publication in Molecular Ecology received commentary on the fundamental importance of population data to understanding the origin and diversification of microbial lineages.</p>
		<p><b>Hemophilia B.</b> A comparative study of nonsynonymous and synonymous mutations causing hemophilia B. (American Heart Association).</p>
		<p><b>Circadian clock and dietary restriction.</b> The role of an internal time keeping system, known as the circadian clock, in the regulation of longevity and age-associated pathology (National Institute on Aging).</p>
Psychology		<p><b>Strength-Based Intervention for Dyads with Mild Dementia.</b> Examination of intervention with caretakers and patients with dementia (National Institute on Aging).</p>
		<p><b>Examining Direct Service Worker Turnover in Ohio.</b> Study of factors predicting turnover of individuals providing direct care to the elderly and individuals with disabilities (Centers for Medicare and Medicaid).</p>
		<p><b>Understanding PTSD in Pregnant Women.</b> An exploration of the impact of stress on mothers and newborns (Faculty Research Development Award).</p>

College	Department	Project Description
		<p><b>Factors Influencing School Psychologist Engagement in Preventive Services.</b> Demographic, professional, and workplace features associated with service provision in K-12 schools (Ohio School Psychologists Association).</p> <hr/> <p><b>Spatial Navigation by Patients with Parkinson's Disease.</b> Neuroscience of impaired and preserved spatial navigation abilities (Faculty Research Development Award).</p> <hr/> <p><b>Project SHAKTI.</b> Stigma Reduction and Transgender Issues. Study of health care provider awareness and knowledge of transgender issues in India (National Institutes of Health).</p> <hr/> <p><b>Assessment of Mood and Cognitive Functioning in Older Adults.</b> Examination of functioning in older adults with bipolar and unipolar depression who are undergoing electroconvulsive therapy (Morley Foundation).</p> <hr/> <p><b>Holistic Aspects of Word Perception.</b> Cognitive processes in perceiving words during act of reading (Engaged Learning Award).</p> <hr/> <p><b>Motor System Markers of Depression Severity.</b> Neuroscience of impairments associated with clinical depression (Engaged Learning Award).</p>
	School of Health Sciences	<p><b>Innovations in Integrated OT Services [Every Moment Counts: Promoting Children's Mental Health Throughout the Day].</b> A three-year \$600,000 grant was renewed for Year 2 by the Ohio Department of Education to promote the inclusion of children with disabilities in all school activities and environments and to change the culture in schools throughout Ohio to promote children's mental health. A number of positive outcomes were reported by principals, teachers, parents, children, and occupational therapists for Year 1.</p> <hr/> <p><b>Education Core for NIMHD P60 grant.</b> A five-year \$600,000 grant to engage institutions in the community to reduce health disparities in Cleveland.</p> <hr/> <p><b>Culture in Clinical Care: Strategies for Competence, 2nd ed.</b> This text is used to introduce students in healthcare fields to the cultural dimensions of health, beliefs about health, and health practices.</p> <hr/> <p><b>Preventing occupational dysfunction secondary to aging.</b> Chapter published in Occupational Therapy for Physical Dysfunction, 7th ed. Provides a health promotion perspective on keeping aging adults active, productive, and healthy.</p> <hr/> <p><b>The relationship between occupational engagement and wellbeing from the perspective of university students with disabilities.</b> Published in the Journal of Occupational Science, this study describes the experience of students with disabilities as they attempt to navigate curricular and extracurricular university life.</p> <hr/> <p><b>Potent anti-inflammatory activity of sesquiterpene lactones from <i>Neurolaena lobata</i> (L.) R. Br. ex Cass., a Q'eqchi' Maya traditional medicine.</b> Published in <i>Phytochemistry</i>. The widespread use of the leaf of this plant among the Maya of the Caribbean led to a controlled study of its efficacy. The results provide a pharmacological and phytochemical basis for the traditional use of this leaf for inflammatory conditions.</p> <hr/> <p><b>Endogenous dynorphins, glutamate and N-Methyl-D-Aspartate (NMDA) receptors may participate in a stress-mediated type-I auditory neural exacerbation of tinnitus.</b> This study, published in Brain Research, sets the stage for determining the mechanisms in the nervous system in bringing about or exacerbating tinnitus.</p>
Maxine Goodman Levin College of Urban Affairs	Urban Research & Public Policy	<p><b>Center for Community Planning and Development</b>  Framing Paper and Roundtable on Suburban Poverty, U.S. Department of Health and Human Services (Westat). Draft report submitted to HHS in April 2013; roundtable discussion September 6, 2013 in Washington, DC.</p> <p>This research frames the issue of suburban poverty using customized census data, existing research and interviews. It is the only research on suburban poverty that looks at all suburban places across the country, not just those in major metropolitan areas. It builds on our previous research looking at predominantly minority suburbs of older, large industrial cities, communities that once were thriving but are now severely distressed and have limited capacities to respond to increasing needs. Funded by the U.S. Department of Health and Human Services.</p>

College	Department	Project Description
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**Center for Community Planning and Development & Center for Leadership Development**  
Sustainable Cities, Sustainable Communities (SC2) Fellowship program. December 2011 through 2014.

The Levin College received a \$360,000 grant to be part of a national team with the German Marshall Fund and Virginia Tech to run the SC2 Fellowship Program. SC2 is a federal interagency pilot initiative that aims to strengthen neighborhoods, cities, and regions by enhancing the capacity of local governments to develop and implement economic visions and strategies. The fellowship program will place highly motivated, mid-career professionals in local government agencies in seven pilot cities for a two-year fellowship period. This project continues through 2014.

**Center for Community Planning and Development**  
Russell Township Land Use Guide Plan Survey - September 2012

The Center completed a land use guide plan survey for the Russell Township Trustees and Zoning Commission. The survey will be used to update the Township's guide plan which will guide development for the next 20 years.

**Center for Community Planning and Development**  
Rethinking the Future of Community Development - 2011-2013

The Center for Community Planning and Development received two grants, one from the George Gund Foundation and one from Key Bank Foundation to undertake a two-year study of the community development system in Cleveland and make recommendations for the future direction of community development corporations (CDCs). The study includes implementation strategies and will be used to inform the community development/planning curriculum of the Levin College.

**Center for Community Planning and Development**  
Evaluation of the Cuyahoga County Foreclosure Prevention Program - September 2012

The Center for Community Planning and Development completed its seventh year evaluating the County's innovative and effective foreclosure prevention program. The program helps Cuyahoga County families prevent foreclosure through counseling, mediation and financial assistance. As the cause of foreclosures shifted from predatory loans to unemployment and under-employment, the evaluation helped the County adjust the program to meet constantly changing needs, \$40,000 for the 6-month period ending May 31, 2013.

**Center for Community Planning and Development and Center for Economic Development**  
Evaluation of Living Cities Integration Initiative in Cleveland - 2010-2013

The Centers for Community Planning and Development and Economic Development have been working with The Cleveland Foundation since 2010 as the local evaluators for The Integration Initiative (TII). Cleveland is one of five cities that have received funding through this three-year initiative. The other cities are Detroit, MI; Baltimore, MD; Twin Cities, MN; and Newark, NJ. Each city has a local evaluator and all of the local evaluators work closely with a single national evaluator. The goal of the Cleveland TII is to harness the collective power of the anchor institutions, the city, and other key players in Greater University Circle to develop jobs, income and ownership opportunities for residents of the Greater University Circle neighborhoods.

**Center for Community Planning and Development - Community Planning Program**  
Ongoing

This ongoing program provides training and technical assistance to local communities and is home to Best Local Land Use Practices, the local government outreach component of the Ohio Balanced Growth Program, a project of the Ohio Lake Erie Commission and the Ohio Water Resources Council.

**Center for Nonprofit Policy & Practice**  
Welcome House Strategic Plan Update - July 2012

This project reviewed and assessed the 2008 Strategic progress toward benchmark measures and offers board of directors development strategies for further implementation of the updated plan, \$10,000.



College	Department	Project Description
		<p><b>Center for Public Management</b> Feasibility Study for Consolidation of 9-1-1 Dispatch Centers in Richland County, Ohio – December 2012</p> <p>This report assessed the feasibility of consolidating the 9-1-1 public safety answering points located in Richland County, Ohio. The study found that consolidation is feasible, but would not result in a significant savings at this time. Funded by the Richland County Board of Commissioners, \$35,917.</p>
		<p><b>Center for Public Management</b> Feasibility Study for Consolidation of 9-1-1 Dispatch Centers in Cuyahoga County - September 2012-March 2014</p> <p>This project includes three separate feasibility studies for different groups of communities interested in assessing the feasibility of consolidating public safety answering points. These studies will be completed in 2013 and 2014. Funded by Cuyahoga County, \$240,618</p>
		<p><b>Ohio Center for the Advancement of Women in Public Service</b> Fiscal Year 2012</p> <p>The State of Ohio awarded the Center with \$75,000 to continue the Mentoring Program, which places University students with Mentors from public, private, and nonprofit organizations in the Cleveland area. The Center focuses on tracking program participants during and after the conclusion of the program. Additionally, the Center showcases College Majors by holding various speaker panels for students to gain insight into possible career tracks. For example, panels of Elected Officials, Economic Development Specialists, as well as Environmental Planners helped students learn about career opportunities. The Center also hosted in conjunction with the Cleveland Council on World Affairs the “Women as Political Leaders Program.” Women from South America, the Middle East, and Africa engaged in a conversation with leaders from Ohio on how American Government works, \$75,000 in FY12.</p>
		<p><b>Center for Emergency Preparedness</b> Public Utilities Commission of Ohio (PUCO) - July 2012</p> <p>The delivery of Hazardous Material associated programs for public sector agencies who respond to hazardous material related incidents within the jurisdiction of the PUCO, \$400,000.</p>
		<p><b>The Voinovich Collections</b> (<a href="http://www.voinovichcollections.library.ohio.edu">www.voinovichcollections.library.ohio.edu</a>) Ongoing</p> <p>Available through an innovative digital home, the Omeka-based archival website allows users to explore exhibits comprised of material from the collections, view multimedia pieces, and learn about George Voinovich’s impressive 45-year career in public service. This site is a partnership between Cleveland State University’s Levin College of Urban Affairs and Center for Public History and Digital Humanities and Ohio University’s Voinovich School of Leadership and Public Affairs and the Ohio University Libraries. Through an incremental approach, The Voinovich Collections digital archive document selection is driven by student &amp; professor demand. The Voinovich Collections was awarded \$10,000 in April 2012 to support the costs of the Phase 1 &amp; 2 of building and maintaining the website. As well, through the partnership the Voinovich Fellowship was created to grant \$1,000 to a faculty member utilizing the archives in their classroom. Dr. Vera Vogelsang Coombs from the Levin College was granted the award in May 2013. Finally, the project was highlighted by the United States Senate Archivist, encouraging current Senators to utilize the model of our website as it follows the best practices for digitization of archives of this type, \$10,000.</p>
		<p><b>The Northern Ohio Data Information Service (NODIS) Center</b> Summit County Abandoned and Vacant Database - Completed July 31, 2012</p> <p>NODIS provided Summit County with a property-based database, along with software and database updating procedures for identifying and profiling potential abandoned and vacant properties in the county. The database system will enable the county’s Department of Development, the City of Akron’s Economic Development Department, and other county and city agencies to address economic, community, and neighborhood development issues related to property abandonment and vacancy. Data from county property and service records are combined and a program produces a profile of important characteristics of selected properties or addresses, \$10,000.</p>

**Northern Ohio Data Information Service (NODIS)**

Completed August 31, 2012

Demographic and Socioeconomic Conditions and a Patron Borrowing Analysis of Cleveland Heights – University Heights Public Library Main and Branch Libraries -

NODIS provided an analysis of the demographic and socioeconomic characteristics of the Cleveland Heights - University Heights Public Library's (CH-UHPL) service area and those of the neighborhoods in which the library's patrons live. The project also described the borrowing patterns for the branch and Main libraries and the residential areas in which the libraries are the patrons' primary service facility. The census-based demographic and socioeconomic data included income, number of children, race, Hispanic ethnicity, language spoken at home, ability to speak English, public-versus-private school attendance by grade level, housing tenure (owner/ renter), educational attainment, employment status, and place of employment (Cleveland versus other). Data from the 2010 census and the Census Bureau's 2006-2010 American Community Survey are used. The analysis included projected population to 2015 and 2020. Rates of patronage by neighborhood provided insights into the market penetration of library services in each neighborhood and revealed potential issues of accessibility and quality of service among the branch locations. A matrix of borrower counts by lending branch and residential service area of the patrons provided insight into how a branch draws patronage from its own and other library service areas, \$17,000.

**Northern Ohio Data Information Service (NODIS)**

The NEO Data Collaboration's Enhancement and Updating of NEO CANDO - Completed May 31, 2012

The NEO Data Collaborative is a partnership among three Cleveland institutions – CWRU's Center on Urban Poverty and Community Development, CSU's NODIS, and The Center for Community Solutions-- that collectively have a long history of providing data, information and analysis related to the wellbeing of residents and communities in Northeast Ohio. Although these entities have shared data and worked collaboratively in the past, they have now established a joint program that is providing a unified port of entry and a seamless set of data products and services for the region. See <http://urban.csuohio.edu/nodis/nodc/>

Among the Collaborative's early projects, it received 10 small grants to create NEO CANDO 2010+, which updates the legacy NEO CANDO data with 2010 Census and American Community Survey data. See <http://neocando.case.edu/>

NODIS provided the data for all census and local geographies, while CWRU developed the web interface, \$28,000.

**Northern Ohio Data Information Service (NODIS)**

Cleveland Municipal School District - September 30, 2012

NODIS produced student enrollment projections at the neighborhood level for the Cleveland Municipal School District in order to effectively plan for its facilities. The projections must provide a sufficient level of geographic detail (i.e. census blocks) to enable the District to develop alternative school service (catchment) areas and any transportation requirements necessary for the facilities planning and implementation process. Thus the objective of the project was to provide enrollment projections by census block which can be aggregated to school catchment area for a five-year period. The project generated projections for each grade level, \$19,000.

**Northern Ohio Data Information Service (NODIS)**

Medina County - October 10, 2012

NODIS assisted the Medina County Board of Elections (BOE) in revising precinct geography in the county that was required due to recent congressional, Ohio General Assembly, and city ward boundary changes. The project also assisted the BOE in reducing the number of precincts in the county, \$9,000.

**Northern Ohio Data Information Service (NODIS)**

Ohio Manufacturers' Association - June 30, 2012

NODIS provided demographic, socioeconomic, and election results data for the new Ohio General Assembly and congressional districts. Maps for the Ohio Manufacturers' Association's 2010 Election Guide, \$11,000.

College	Department	Project Description
		<p><b>Leadership Programs</b> Strong Cities, Strong Communities (SC2) - Jan. 2012 - May 2014; Dec. 2011 - May 2014</p> <p>The Levin College, Center for Leadership Development received a grant from the U.S. Department of Housing and Urban Development (HUD) to design and deliver the SC2 Fellowship Management Academy. This White House initiative is a federal inter-agency initiative housed at HUD that aims to strengthen neighborhoods, cities, and regions by enhancing the capacity of local governments to develop and implement economic visions and strategies. A gift from the Rockefeller Foundation funds the fellowship program. The seventeen SC2 fellows are highly motivated mid-career professionals working in local government agencies for a two-year (24 month) fellowship period, \$360,680.</p>
		<p><b>Leadership Programs</b> Public Transit Management Academy (PTMA) - Jan. 2012 - July 2013</p> <p>The Levin College, Center for Leadership Development received a grant from the Federal Transit Administration to run the Public Transit Management Academy for the Greater Cleveland Regional Transit Authority (GCRTA). This program provides a customized professional development program that will improve GCRTA employees' management and leadership skills. In addition, this program guarantees delivery of innovative solutions to agency problems through required participant projects. These projects are designed to disseminate innovative solutions and transform its organizational culture. Ninety employees will participate in the program and be eligible for continuing education credit and/or academic credit at the Levin College, \$286,688.</p>
		<p><b>Leadership Programs</b> Neighborhood Leadership Cleveland (Class #28) – Feb. 2012 – Offered Annually</p> <p>The Levin College Center for Leadership Development offers the Neighborhood Leadership Cleveland program in collaboration with the Neighborhood Leadership Institute. Its 14-week curriculum includes class sessions on leadership topics ranging from personal goal setting to neighborhood development. In addition to the weekly classes, participants also attend an opening two-day retreat, organize tours of their neighborhoods, and work with their classmates on group projects. Through their participation in Neighborhood Leadership Cleveland, grassroots leaders learn a wide variety of skills, including how to: serve as advocates for their families and communities, collaborate with others to get things done, make public presentations, work with government agencies and social service providers, and find and utilize resources. The program is funded through a City of Cleveland block grant, \$28,000.</p>
		<p><b>Great Lakes Environmental Finance Center</b> GLEFC 2012 – 2013: U.S. EPA: April 1, 2012 to March 31, 2013, \$190,000. GLEFC 2013 – 2014: U.S. EPA: April 1, 2013 to March 31, 2014, \$165,000.</p> <p>Training and Technical Assistance for Small Public Water Systems in U.S. EPA Region 5, New Mexico Tech./Environmental Finance Center Network/EPA: \$83,000. Valuation of Public Assets, Cincinnati Streetcar System, The Superlative Group \$6,000. Valuation of Public Assets, Playhouse Square Theatre District, The Superlative Group, \$9,000. Valuation of Public Assets, Dallas (Tx.) Area Rapid Transit (DART), The Superlative Group, \$9,000. Valuation of Public Assets, Ohio Department of Transportation: Four Services, The Superlative Group, \$9,000.</p>
	Department of Urban Studies	<p><b>Skills, regions and entrepreneurship.</b> Funded by Regional Studies Association. Dr. Qian's research examines the effects of geographically bounded skills on entrepreneurship. A recent U.S. Department of Labor dataset (O*NET) identifies 87 skills related to specific occupations. The principal outcome of this research is to identify the subset of these skills associated with regional entrepreneurial activity. From the policy perspective, this research aims to provide a skills-enhancing alternative to direct subsidies or incentives as a way to encourage entrepreneurship, \$15,000.</p>

College	Department	Project Description
		<p><b>“Historic rehabilitation tax credits and urban development: A comparative analysis of U.S. cities.”</b> Faculty Scholarship Initiative. Dr. Webster’s research examines the role that federal historic rehabilitation tax credits (RTCs) are playing in the transformation of 21st century U.S. cities. The project is the first cross-city comparison using address-level RTC data and employing a mixed-methods approach. The funds are supporting graduate student assistance, \$4,635. Research and planning for the 2014 CSU-hosted conference on historic preservation. The grant is supporting research that will contribute to the substantive content of the conference and Dr. Webster’s time to coordinate conference planning. The research project supported by these funds focuses on the use of historic preservation as a community development and neighborhood revitalization tool throughout the City of Cleveland. The research analyzes the intersection between preservation and community development in Cleveland by exploring how the city’s community development corporations (CDCs) have utilized preservation to advance their generally socially-oriented missions, \$51,370.</p>
		<p><b>“Effects of Persistently Distressed Economic Conditions on Health Disparities,”</b> Principal Investigator Dr. Clark. 2013-2014. Levin College of Urban Affairs, Junior Faculty Mini-Grant Program, supported by a NIH grant (P60 MD002265) through the MetroHealth/Case Western Reserve University Center for Reducing Health Disparities, \$5,000.</p>
		<p><b>“Identifying Health Disparities Using Individual Electronic Medical Records (EMR),”</b> Principal Investigator Dr. Clark. 2013-2014. Faculty Research Development Grant, Cleveland State University, \$23,343.</p>

Source: Highlights submitted to the Office of Research by the Deans’ Offices of the appropriate Colleges.

Table 4.12: Cleveland State University Research Centers and Institutes

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

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

Table 4.13: Past Recipients of Distinguished Faculty Awards by Award Type 1995-2013

Year	Type Award					
	Teaching		Service		Research	
	Name	Department	Name	Department	Name	Department
1995	Rosemary E. Sutton	Curriculum & Foundations			Robert I. Abelman	Communication
	Robert A. Wheeler	History			Roger B. Manning	History
1996	Sherwood D. Silliman	Mathematics	Murali D. Nair	Social Work	Sarah Matthews	Sociology
1997	Ravindra R. Kamath	Finance	David F. Forte	Law	Jose J. Labrador	Modern Languages
			Robert N. Sollod	Psychology		
1998	William A. Beasley	Curriculum & Foundations	Valerie D. George	Nursing	Richard Bingham	Urban Studies
			Majid Rashidi	Mechanical Engineering	Edward W. Hill	Urban Studies
1999	Sanda Kaufman	Urban Studies	Lynn Deering	HPERD	Rama S. R. Gorla	Mechanical Engineering
			John P. Wilson	Psychology	Richard M. Perloff	Communication
2000			Edward G. Thomas	Marketing	David Atkin	Communication
					Michael J. Tevesz	BGES
2001	Lee A. Makala	History	Jill M. Black	HPERD	Thomas Donaldson	Art
	Heidi Meier	Accounting	Norman Krumholz	Urban Studies	John Greppin	English
2002	David W. Ball	Chemistry	Daniel D. Drake	CASAL	Mark Ashcraft	Psychology
					Carolyn Lin	Communication
2003	Glenn Goodman	Occupational Therapy	Patricia Falk	Law	Bahman Ghorashi	Chemical Engineering
	Ralph Mawdsley	CASAL	Bhushan Wadhwa	Mathematics	Baochuan Guo	Chemistry
2004	Rama S. R. Gorla	Mechanical Engineering	Susan E. Kogler Hill	Communication	Andrew Rindfleisch	Music
	Elizabeth Welfel	CASAL	Mieko K. Smith	Social Work	Jerzy T. Sawicki	Mechanical Engineering
2005	Eric Ziolek	Music	Ravindra R. Kamath	Finance	Michael Kalafatis	Chemistry
	John P. Holcomb, Jr.	Mathematics	Cheryl P. McCahon	Nursing	Catherine Hansman	CASAL
2006	Donald Ramos	History	Andrew Gross	Marketing	Leo W. Jeffres	Communication
	Eileen Berlin Ray	Communication			Orhan Talu	Chemical & Biomedical Engineering
2007	Stephen Lazarus	Law	Lily Ng	Chemistry	Miron Kaufman	Physics
			Mekki Bayachou	Chemistry		
2008	Elliot R. Ingersoll	CASAL	Sheldon Gelman	Law	Angelin Chang	Music
	David F. Forte	Law	Barbara H. Margolius	Mathematics	John F. Oprea	Mathematics
2009	Jearl D. Walker	Physics	Barbara K. Modney	BGES	Crystal M. Weyman	BGES
	Murali D. Nair	Social Work	William M. Bowen	Urban Studies	Dena S. Davis	Law
2010	Susan S. Bazyk	Health Sciences	David Bell	Chemistry	John A.C. Greppin	English
	Susan J. Becker	Law	Maggie Jackson	Social Work	Barsanjit Mazumder	BGES
2011	Dinah Volk	Teacher Education	Beth Ekelman	Health Sciences	James Lock	Physics
	Vera Vogelsang-Coombs	Urban Studies			Mary Ellen Waithe	Philosophy
2012	Kathryn C. MacCluskie	CASAL	Ronald J. Abate	Teacher Education	Xue-Long Sun	Chemistry
			John J. Jeziorowski	Health Sciences	Christopher a. Maller	Social Work
2013	Peter S. Dunham	Anthropology	Ashutosh Dixit	Marketing	Siu-Tung Yau	Electrical & Computer Engineering
	Catherine H. Monaghan	CASAL	Kenneth E. Sparks	Health, Physical Education, Recreation, and Dance	Justin Clement Perry	CASAL

Source: CSU Provost's Office



Cleveland State University



2013



Retention & Graduation

5

Book of  
Trends





**Table 5.1: Fall to Fall Retention Rates for IPEDS Cohort by Ethnicity and Gender  
(New Degree-Seeking, Full-Time, First-Time First Year)  
Enrolled Fall 2007-2011 / Returned Fall 2008-2012**

	Fall 2007 Cohort			Fall 2008 Cohort			Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort		
	Fall 07	Fall 08	Ret. Rate	Fall 08	Fall 09	Ret. Rate	Fall 09	Fall 10	Ret. Rate	Fall 10	Fall 11	Ret. Rate	Fall 11	Fall 12	Ret. Rate
	Newly Enrolled	Return		Newly Enrolled	Return		Newly Enrolled	Return		Newly Enrolled	Return		Newly Enrolled	Return	
<b>White</b>	<b>612</b>	<b>396</b>	<b>65%</b>	<b>617</b>	<b>429</b>	<b>70%</b>	<b>662</b>	<b>456</b>	<b>69%</b>	<b>704</b>	<b>500</b>	<b>71%</b>	<b>861</b>	<b>604</b>	<b>70%</b>
F	293	186	63%	303	214	71%	323	234	72%	353	240	68%	465	315	68%
M	319	210	66%	314	215	68%	339	222	65%	351	260	74%	396	289	73%
<b>Black/African American</b>	<b>317</b>	<b>130</b>	<b>41%</b>	<b>201</b>	<b>111</b>	<b>55%</b>	<b>247</b>	<b>118</b>	<b>48%</b>	<b>224</b>	<b>100</b>	<b>45%</b>	<b>266</b>	<b>123</b>	<b>46%</b>
F	212	93	44%	137	77	56%	161	74	46%	151	66	44%	171	81	47%
M	105	37	35%	64	34	53%	86	44	51%	73	34	47%	95	42	44%
<b>Hispanic/Latino</b>	<b>63</b>	<b>29</b>	<b>46%</b>	<b>61</b>	<b>34</b>	<b>56%</b>	<b>51</b>	<b>32</b>	<b>63%</b>	<b>75</b>	<b>44</b>	<b>59%</b>	<b>62</b>	<b>35</b>	<b>56%</b>
F	40	16	40%	39	19	49%	34	19	56%	42	27	64%	34	20	59%
M	23	13	57%	22	15	68%	17	13	76%	33	17	52%	28	15	54%
<b>Asian</b>	<b>39</b>	<b>26</b>	<b>67%</b>	<b>32</b>	<b>23</b>	<b>72%</b>	<b>27</b>	<b>22</b>	<b>81%</b>	<b>26</b>	<b>18</b>	<b>69%</b>	<b>28</b>	<b>20</b>	<b>71%</b>
F	19	13	68%	16	12	75%	12	9	75%	15	10	67%	12	9	75%
M	20	13	65%	16	11	69%	15	13	87%	11	8	73%	16	11	69%
<b>American Indian/ Alaska Native</b>	<b>3</b>	<b>2</b>	<b>67%</b>	<b>5</b>	<b>3</b>	<b>60%</b>	<b>7</b>	<b>4</b>	<b>57%</b>	<b>4</b>	<b>3</b>	<b>75%</b>	<b>1</b>	<b>1</b>	<b>100%</b>
F	3	2	67%	2	1	50%	5	3	60%	2	2	100%	-	-	-
M	-	-	-	3	2	67%	2	1	50%	2	1	50%	1	1	100%
<b>Native Hawaiian or Other Pacific Island</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>0%</b>	<b>-</b>	<b>-</b>	<b>-</b>
F	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	-	-	-	-	-	-	-	-	-	1	-	0%	-	-	-
<b>Non Resident Alien</b>	<b>11</b>	<b>10</b>	<b>91%</b>	<b>17</b>	<b>13</b>	<b>76%</b>	<b>22</b>	<b>19</b>	<b>86%</b>	<b>31</b>	<b>27</b>	<b>87%</b>	<b>23</b>	<b>22</b>	<b>96%</b>
F	6	5	83%	8	6	75%	9	8	89%	8	7	88%	8	8	100%
M	5	5	100%	9	7	78%	13	11	85%	23	20	87%	15	14	93%
<b>Two or more races</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>15</b>	<b>11</b>	<b>73%</b>	<b>64</b>	<b>39</b>	<b>61%</b>
F	-	-	-	-	-	-	-	-	-	9	6	67%	38	21	55%
M	-	-	-	-	-	-	-	-	-	6	5	83%	26	18	69%
<b>Unknown</b>	<b>87</b>	<b>54</b>	<b>62%</b>	<b>74</b>	<b>52</b>	<b>70%</b>	<b>111</b>	<b>68</b>	<b>61%</b>	<b>68</b>	<b>54</b>	<b>79%</b>	<b>23</b>	<b>16</b>	<b>70%</b>
F	49	28	57%	44	31	70%	57	32	56%	35	28	80%	14	9	64%
M	38	26	68%	30	21	70%	54	36	67%	33	26	79%	9	7	78%
<b>Total</b>															
F	622	343	55%	549	360	66%	601	379	63%	615	386	63%	742	463	62%
M	510	304	60%	458	305	67%	526	340	65%	533	371	70%	586	397	68%
<b>Total Female &amp; Male</b>	<b>1,132</b>	<b>647</b>	<b>57%</b>	<b>1,007</b>	<b>665</b>	<b>66%</b>	<b>1,127</b>	<b>719</b>	<b>64%</b>	<b>1,148</b>	<b>757</b>	<b>66%</b>	<b>1,328</b>	<b>860</b>	<b>65%</b>

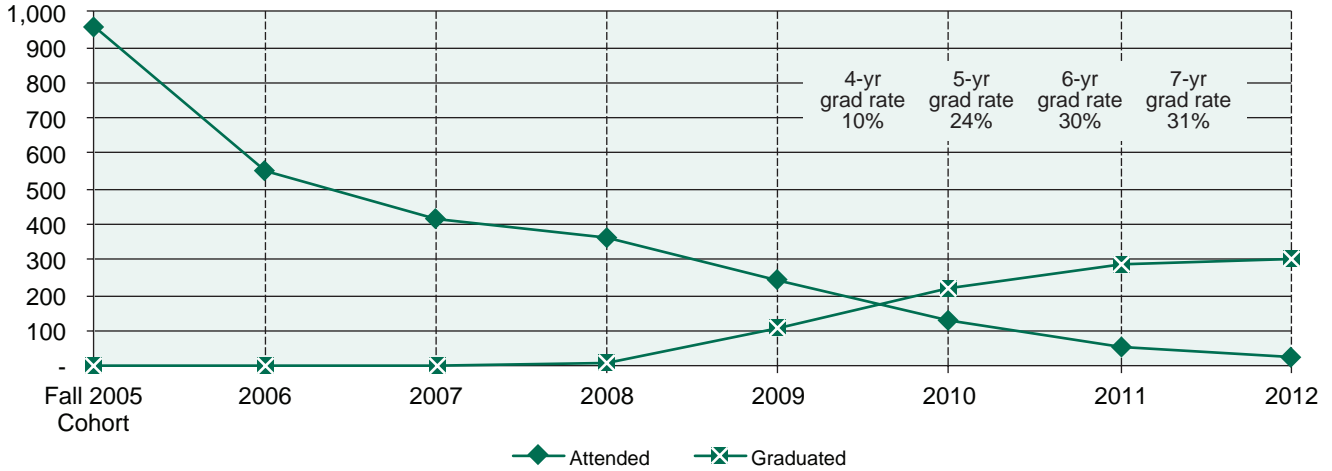
**Table 5.2: Fall to Fall Retention Rates for IPEDS Cohort (New Degree-Seeking, Full-Time) by College Enrolled Fall 2007-2011 / Returned Fall 2008-2012**

	Fall 2007 Cohort			Fall 2008 Cohort			Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort			
		Fall 07	Fall 08		Fall 08	Fall 09		Fall 09	Fall 10		Fall 10	Fall 11		Fall 11	Fall 12	
	Ret. Rate	Enrolled	Return	Ret. Rate	Enrolled	Return	Ret. Rate	Enrolled	Return	Ret. Rate	Enrolled	Return	Ret. Rate	Enrolled	Return	Ret. Rate
Business	62%	145	96	66%	148	105	71%	156	97	62%	132	87	66%	139	79	57%
CLASS	66%	277	176	64%	272	169	62%	319	203	64%	344	221	64%	465	287	62%
Education	66%	116	55	47%	160	104	65%	122	68	56%	85	50	59%	89	51	57%
Engineering	79%	105	80	76%	108	86	80%	125	94	75%	137	101	74%	148	119	80%
Nursing								41	21	51%	118	75	64%	82	57	70%
Science	65%	194	120	62%	205	137	67%	246	169	69%	282	193	68%	316	223	71%
Urban Affairs	50%	11	7	64%	4	4	100%	5	3	60%	9	8	89%	13	9	69%
Undergraduate Studies	48%	284	113	40%	110	60	55%	113	64	57%	41	22	54%	76	35	46%
<b>TOTAL</b>	<b>62%</b>	<b>1,132</b>	<b>647</b>	<b>57%</b>	<b>1,007</b>	<b>665</b>	<b>66%</b>	<b>1,127</b>	<b>719</b>	<b>64%</b>	<b>1,148</b>	<b>757</b>	<b>66%</b>	<b>1,328</b>	<b>860</b>	<b>65%</b>

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

					4 Year	5 Year	6 Year	7 Year
				Fall				
	Fall 2005 Cohort	2006	2007	2008	2009	2010	2011	2012
Attended	955	552	417	365	245	128	56	25
Graduated	-	-	-	6	108	222	286	305
% Graduated of Cohort	0%	0%	0%	1%	11%	23%	30%	32%
% Retained	100%	58%	44%	38%	29%	17%	8%	4%

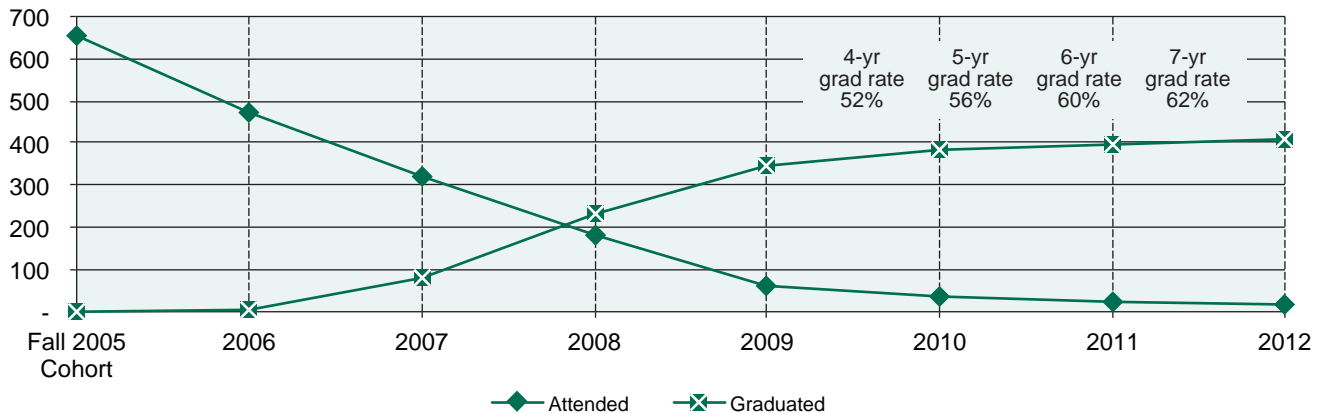
**Figure 5.3: Fall 2005 IPEDS Cohort Attended, Graduated and Retained**



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

					4 Year	5 Year	6 Year	7 Year
				Fall				
	Fall 2005 Cohort	2006	2007	2008	2009	2010	2011	2012
Attended	656	470	320	180	64	34	21	16
Graduated	-	2	82	234	346	383	399	408
% Graduated of Cohort	0%	0%	13%	36%	53%	58%	61%	62%
% Retained	100%	72%	56%	43%	21%	12%	8%	6%

**Figure 5.4: Fall 2005 Full-Time Transfer Cohort Attended & Graduated\***



**Notes:** Cohorts are First-Time, Full-Time, Degree-Seeking Freshmen or Transfers students as of Fall Semester 2004 enrollment file. "Attended" or "Graduated" status is determined from the IR enrollment and graduation tables for each term listed.

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

Cohort	Cohort Size	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
<b>Fall 2004</b>	<b>922</b>								
Graduated		0	0	11	92	224	275	310	319
% Graduated		0%	0%	1%	10%	24%	30%	34%	35%
<b>Fall 2005</b>	<b>955</b>								
Graduated		0	0	6	108	222	286	305	
% Graduated		0%	0%	1%	11%	23%	30%	32%	
<b>Fall 2006</b>	<b>947</b>								
Graduated		0	0	5	107	259	313		
% Graduated		0%	0%	1%	11%	27%	33%		
<b>Fall 2007</b>	<b>1,132</b>								
Graduated		0	1	15	121	255			
% Graduated		0%	0%	1%	11%	23%			
<b>Fall 2008</b>	<b>1,007</b>								
Graduated		0	2	13	128				
% Graduated		0%	0%	1%	13%				
<b>Fall 2009</b>	<b>1,127</b>								
Graduated		0	2	9					
% Graduated		0%	0%	1%					
<b>Fall 2010</b>	<b>1,148</b>								
Graduated		0	4						
% Graduated		0%	0%						
<b>Fall 2011</b>	<b>1,328</b>								
Graduated		0							
% Graduated		0%							
<b>Fall 2012</b>	<b>1,531</b>								
Graduated									
% Graduated									

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

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

TERM		Cohort Size	Year One		Year Two		Year Three		Year Four		Year Five		Year Six		Year Seven		Year Eight	
			1st Spring	2nd Fall	2nd Spring	3rd Fall	3rd Spring	4th Fall	4th Spring	5th Fall	5th Spring	6th Fall	6th Spring	7th Fall	7th Spring	8th Fall	8th Spring	
Fall 2004	Enrolled	922	796	549	495	427	401	370	338	259	200	125	106	73	62	40	34	
	% Still Enrolled		86%	60%	54%	46%	43%	40%	37%	28%	22%	14%	11%	8%	7%	4%	4%	
	Graduated		0	0	0	2	7	23	81	141	211	243	270	288	298	310	319	
	% Graduated		0%	0%	0%	0%	1%	2%	9%	15%	23%	26%	29%	31%	32%	34%	35%	
	% Enrolled/Grad		86%	60%	54%	47%	44%	43%	45%	43%	45%	40%	41%	39%	39%	38%	38%	
Fall 2004	% Stopped Out		14%	40%	46%	53%	56%	57%	55%	57%	55%	60%	59%	61%	61%	62%	62%	
Fall 2005	Enrolled	955	804	552	473	417	397	365	357	245	201	128	97	56	43	25	23	
	% Still Enrolled		84%	58%	50%	44%	42%	38%	37%	26%	21%	13%	10%	6%	5%	3%	2%	
	Graduated		0	0	0	0	3	18	90	148	211	242	274	293	305			
	% Graduated		0%	0%	0%	0%	0%	2%	9%	15%	22%	25%	29%	31%	32%			
	% Enrolled/Grad		84%	58%	50%	44%	42%	40%	47%	41%	43%	39%	39%	37%	36%			
Fall 2005	% Stopped Out		16%	42%	50%	56%	58%	60%	53%	59%	57%	61%	61%	63%	64%			
Fall 2006	Enrolled	947	795	587	513	448	438	397	395	294	233	131	105	74	59	37		
	% Still Enrolled		84%	62%	54%	47%	46%	42%	42%	31%	25%	14%	11%	8%	6%	4%		
	Graduated		0	0	0	0	2	14	95	158	241	285	313					
	% Graduated		0%	0%	0%	0%	0%	1%	10%	17%	25%	30%	33%					
	% Enrolled/Grad		84%	62%	54%	47%	46%	43%	52%	48%	50%	44%	44%					
Fall 2006	% Stopped Out		16%	38%	46%	53%	54%	57%	48%	52%	50%	56%						
Fall 2007	Enrolled	1131	962	646	596	511	491	443	423	321	254	159	103	66				
	% Still Enrolled		85%	57%	53%	45%	43%	39%	37%	28%	22%	14%	9%	6%				
	Graduated		0	0	1	2	11	23	94	182	255							
	% Graduated		0%	0%	0%	0%	1%	2%	8%	16%	23%							
	% Enrolled/Grad		85%	57%	53%	45%	44%	41%	46%	44%	45%							
Fall 2007	% Stopped Out		15%	43%	47%	55%	56%	59%	54%	56%	55%							
Fall 2008	Enrolled	1007	884	665	607	531	491	465	450	315	229	115						
	% Still Enrolled		88%	66%	60%	53%	49%	46%	45%	31%	23%	11%						
	Graduated		0	0	1	4	13	27	128									
	% Graduated		0%	0%	0%	0%	1%	3%	13%									
	% Enrolled/Grad		88%	66%	60%	53%	50%	49%	57%									
Fall 2008	% Stopped Out		12%	34%	40%	47%	50%	51%	43%									
Fall 2009	Enrolled	1127	969	718	631	560	530	517	492	334								
	% Still Enrolled		86%	64%	56%	50%	47%	46%	44%	30%								
	Graduated		0	0	1	3	9											
	% Graduated		0%	0%	0%	0%	1%											
	% Enrolled/Grad		86%	64%	56%	50%	48%											
Fall 2009	% Stopped Out		14%	36%	44%	50%	52%											
Fall 2010	Enrolled	1148	991	757	685	621	595	542										
	% Still Enrolled		86%	66%	60%	54%	52%	47%										
	Graduated		0	0	4													
	% Graduated		0%	0%	0%													
	% Enrolled/Grad		86%	66%	60%													
Fall 2010	% Stopped Out		14%	34%	40%													
Fall 2011	Enrolled	1328	1157	860	811	725												
	% Still Enrolled		87%	65%	61%	55%												
	Graduated		0															
	% Graduated		0%															
	% Enrolled/Grad		87%															
Fall 2011	% Stopped Out		13%															
Fall 2012	Enrolled	1531	1373	1030														
	% Still Enrolled		90%	67%														
	Graduated																	
	% Graduated																	
	% Enrolled/Grad																	
Fall 2012	% Stopped Out																	

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

Note: Cohort Definition

- 1) A student attending any institution of higher learning for the first time at the undergraduate level includes students enrolled in the fall term who attended college for the first time in the prior summer term and students who entered CSU with advanced standing (college credits earned before graduation from high school).
- 2) By the university census date, the student has registered for 12 or more credit hours in the fall semester.
- 3) The student is seeking a baccalaureate degree.

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

Degree Level											Percent Change	
	2007-08		2008-09		2009-10		2010-11		2011-12		1 Year	5 Year
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
Bachelor's Degree	964	745	1,008	733	1,053	758	1,100	817	1,192	874	8%	21%
Master's Degree	858	520	794	546	871	523	798	580	830	633	6%	6%
Post-Master's Certificate	11	2	20	4	16	6	16	7	19	4	0%	77%
Doctoral-Professional	95	103	103	103	77	97	96	125	98	106	-8%	3%
Doctoral-Research	20	23	21	29	22	28	23	23	13	22	-24%	-19%
<b>Total</b>	<b>1,948</b>	<b>1,393</b>	<b>1,946</b>	<b>1,415</b>	<b>2,039</b>	<b>1,412</b>	<b>2,033</b>	<b>1,552</b>	<b>2,152</b>	<b>1,639</b>	<b>6%</b>	<b>13%</b>

Notes: Degrees/Certificates awarded summer through spring

Two students level were corrected from last years book for 2010-2011 (1 Bachelor's Public Administration was moved to Master's Public Administration and 1 Bachelor's in Social Work was moved to Master's Social Work)

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

Degree Level											Percent Change	
	2007-08		2008-09		2009-10		2010-11		2011-12		1 Year	5 Year
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>Bachelor's Degree</b>												
Accounting	29	42	42	39	36	29	52	40	39	36	-18%	6%
Business Administration	1	6	9	17	35	37	38	29	36	50	28%	1129%
Business Administration (LK)	-	-	-	-	-	-	17	10	10	8	-33%	-
Business Economics	3	2	4	6	3	5	3	10	2	8	-23%	100%
Computer and Information Science	4	22	2	20	1	22	3	16	2	8	-47%	-62%
Computer Science	-	-	-	-	-	1	-	4	-	1	-75%	-
Finance	22	69	27	55	23	44	22	39	13	28	-33%	-55%
Information Systems	3	23	5	15	6	15	1	21	7	27	55%	31%
International Business	7	12	12	4	9	11	10	15	16	16	28%	68%
Management & Labor Relations	35	34	23	27	26	17	35	17	23	17	-23%	-42%
Marketing	33	35	31	36	34	30	26	38	26	30	-13%	-18%
Operations & Supply Chain Mgmt	5	11	4	10	7	10	3	16	4	12	-16%	0%
<b>Total</b>	<b>142</b>	<b>256</b>	<b>159</b>	<b>229</b>	<b>180</b>	<b>221</b>	<b>210</b>	<b>255</b>	<b>178</b>	<b>241</b>	<b>-10%</b>	<b>5%</b>

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

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Degree Level	2007-08		2008-09		2009-10		2010-11		2011-12		Percent Change	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
<b>Master's Degree</b>												
Accelerated Business Administration	25	26	20	20	9	23	5	12	16	14	76%	-41%
Business Administration	102	101	95	107	99	134	105	161	95	147	-9%	19%
Computer and Information Science	19	35	18	34	7	21	10	22	16	18	6%	-37%
Executive Business Administration	3	11	6	13	4	14	5	12	6	12	6%	29%
Financial Accounting And Audit	11	9	13	9	15	16	30	12	27	31	38%	190%
Labor Relations & Human Resources	19	5	17	9	13	7	21	5	12	10	-15%	-8%
MBA-Health Care	11	5	5	4	3	2	8	10	10	9	6%	19%
Public Health	1	-	-	-	-	-	-	-	-	-	-	-100%
Tax Program	3	-	1	5	3	7	4	7	6	9	36%	400%
<b>Total</b>	<b>194</b>	<b>192</b>	<b>175</b>	<b>201</b>	<b>153</b>	<b>224</b>	<b>188</b>	<b>241</b>	<b>180</b>	<b>250</b>	<b>0%</b>	<b>11%</b>
<b>Doctoral-Research</b>												
Business Administration-Doctoral	1	2	-	1	-	-	-	-	-	-	-	-100%
Computer and Information Science	-	-	-	-	-	1	-	1	-	-	-100%	-
Finance	-	-	-	-	1	3	1	-	1	-	0%	-
Labor Relations & Human Resources	-	-	-	-	-	-	-	-	-	1	-	-
Marketing	-	-	2	1	1	1	-	-	-	1	-	-
Operations & Supply Chain Mgmt	-	-	-	-	-	1	-	2	-	1	-50%	-
<b>Total</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>6</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>0%</b>	<b>33%</b>
<b>Total Business</b>												
Bachelor's Degree	142	256	159	229	180	221	210	255	178	241	-10%	5%
Master's Degree	194	192	175	201	153	224	188	241	180	250	0%	11%
Doctoral-Research	1	2	2	2	2	6	1	3	1	3	0%	33%
<b>Total</b>	<b>337</b>	<b>450</b>	<b>336</b>	<b>432</b>	<b>335</b>	<b>451</b>	<b>399</b>	<b>499</b>	<b>359</b>	<b>494</b>	<b>-5%</b>	<b>8%</b>

Notes: Degrees/Certificates awarded summer through spring



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

Degree Level											Percent Change	
	2007-08		2008-09		2009-10		2010-11		2011-12		1 Year	5 Year
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>Bachelor's Degree</b>												
Anthropology	11	2	6	3	15	3	7	6	14	7	62%	62%
Art	30	15	27	13	25	17	25	22	21	6	-43%	-40%
Art Education	-	-	-	-	-	-	-	-	2	1	-	-
Black Studies	-	-	-	-	-	-	-	-	-	1	-	-
Classical and Medieval Studies	2	2	1	2	2	2	-	1	-	1	0%	-75%
Communication	47	41	34	37	45	26	47	36	30	24	-35%	-39%
Communication Management	9	3	8	4	11	1	10	8	7	1	-56%	-33%
Criminology	20	7	33	14	16	14	29	25	22	21	-20%	59%
Drama	3	-	3	3	5	7	4	5	-	-	-100%	-100%
Economics	2	5	1	4	-	6	3	8	5	3	-27%	14%
English	39	17	39	20	38	21	36	19	45	16	11%	9%
Film and Digital Media	5	8	11	17	5	19	7	24	11	18	-6%	123%
French	1	-	2	3	1	-	2	-	1	-	-50%	0%
History	12	20	11	17	11	23	7	18	7	17	-4%	-25%
International Relations	7	10	7	3	6	4	6	4	4	9	30%	-24%
Journalism & Promotional Communication	25	10	40	14	25	18	29	12	26	21	15%	34%
Liberal Studies	18	6	8	5	9	3	8	5	7	5	-8%	-50%
Linguistics	4	1	3	1	1	5	5	1	4	2	0%	20%
Music	7	3	9	9	5	9	4	6	2	4	-40%	-40%
Music Education	-	-	-	-	-	-	-	-	2	1	-	-
Music Performance	-	-	-	-	-	-	-	-	-	2	-	-
Philosophy	2	4	1	6	3	2	3	4	-	2	-71%	-67%
Philosophy - Ethics Track	-	-	-	-	-	-	1	-	-	-	-100%	-
Political Science	12	14	9	13	16	17	17	21	21	15	-5%	38%
Religious Studies	1	1	2	2	6	1	1	9	3	-	-70%	50%
Social Science	-	1	1	2	-	-	-	-	2	-	-	100%
Social Studies	6	9	2	6	3	9	-	6	-	3	-50%	-80%
Social Work	65	14	70	12	71	15	68	12	69	15	5%	6%
Sociology	29	14	25	14	31	10	19	12	29	18	52%	9%
Spanish	6	4	6	1	11	1	9	1	8	3	10%	10%
Studio Art: Graphic Design	-	-	-	-	-	-	-	-	4	1	-	-
Studio Art: Painting	-	-	-	-	-	-	-	-	1	2	-	-
Theatre Arts	-	-	-	-	-	-	-	-	4	-	-	-
Women's Studies	2	-	2	-	4	-	5	-	3	-	-40%	50%
<b>Total</b>	<b>365</b>	<b>211</b>	<b>361</b>	<b>225</b>	<b>365</b>	<b>233</b>	<b>352</b>	<b>265</b>	<b>354</b>	<b>219</b>	<b>-7%</b>	<b>-1%</b>

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

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Degree Level											Percent Change	
	2007-08		2008-09		2009-10		2010-11		2011-12		1 Year	5 Year
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>Master's Degree</b>												
Communication	10	3	5	1	7	-	10	5	7	6	-13%	0%
Economics	4	6	5	5	3	6	2	10	5	5	-17%	0%
English	8	8	8	4	9	4	8	5	6	3	-31%	-44%
Global Interaction	-	-	-	-	-	-	-	-	6	9	-	-
History	7	7	10	6	4	12	7	7	6	11	21%	21%
Master of Fine Arts-Creative Writing	-	-	5	2	1	2	5	2	1	2	-57%	-
Music	7	3	2	8	8	10	9	9	6	11	-6%	70%
Philosophy	2	3	3	2	1	4	-	1	4	5	800%	80%
Social Work	65	13	63	13	72	13	49	9	52	13	12%	-17%
Sociology	12	5	7	2	12	3	10	4	9	2	-21%	-35%
Spanish	3	1	10	2	7	1	7	2	4	-	-56%	0%
<b>Total</b>	<b>118</b>	<b>49</b>	<b>118</b>	<b>45</b>	<b>124</b>	<b>55</b>	<b>107</b>	<b>54</b>	<b>106</b>	<b>67</b>	<b>7%</b>	<b>4%</b>
<b>Total CLASS</b>												
Bachelor's Degree	365	211	361	225	365	233	352	265	354	219	-7%	-1%
Master's Degree	118	49	118	45	124	55	107	54	106	67	7%	4%
<b>Total</b>	<b>483</b>	<b>260</b>	<b>479</b>	<b>270</b>	<b>489</b>	<b>288</b>	<b>459</b>	<b>319</b>	<b>460</b>	<b>286</b>	<b>-4%</b>	<b>0%</b>
<b>First College Bachelor's Degree</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-100%</b>

**Note:** Degrees/Certificates awarded summer through spring.

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

Degree Level	Major	2007-08		2008-09		2009-10		2010-11		2011-12		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
<b>Bachelor's Degree</b>													
	Early Childhood Education	58	4	48	3	46	3	61	2	60	7	6%	8%
	Exercise/Fitness Specialist	1	3	5	2	3	1	2	2	1	5	50%	50%
	Health and Physical Education	3	3	-	-	-	-	-	-	-	-	-	-100%
	Mid Childhood Lang Arts & Math	-	-	-	-	-	-	-	-	4	-	-	-
	Mid Childhood Lang Arts & Sci	-	-	-	-	-	-	-	-	1	-	-	-
	Mid Childhood Lang Arts & SSt	-	-	-	-	-	-	-	-	2	1	-	-
	Mid Childhood Math & Science	-	-	-	-	-	-	-	-	3	3	-	-
	Mid Childhood Math & Soc St	-	-	-	-	-	-	-	-	2	1	-	-
	Mid Childhood Science & SSt	-	-	-	-	-	-	-	-	-	1	-	-
	Middle Childhood Education	22	13	17	7	19	9	17	11	6	4	-64%	-71%
	Mild/Moderate Educational Need	23	7	20	11	20	3	23	4	24	4	4%	-7%
	Moderate/Intensive Educational Needs	8	-	10	2	4	2	14	1	13	-	-13%	63%
	Physical Education	-	-	2	2	2	6	4	5	1	6	-22%	-
	Sports Management	-	5	1	7	3	8	2	5	1	5	-14%	20%
	<b>Total</b>	<b>115</b>	<b>35</b>	<b>103</b>	<b>34</b>	<b>97</b>	<b>32</b>	<b>123</b>	<b>30</b>	<b>118</b>	<b>37</b>	<b>1%</b>	<b>3%</b>
<b>Master's Degree</b>													
	Adult Learning and Development	46	5	46	6	37	4	32	4	45	6	42%	0%
	Clinical Mental Health Cnslng	-	-	-	-	-	-	-	-	10	2	-	-
	Community Agency Counseling	15	4	19	1	22	3	17	3	-	-	-100%	-100%
	Community Health Education	10	1	5	1	4	-	5	1	6	1	17%	-36%
	Counselor Education	32	5	-	-	-	-	24	4	30	4	21%	-8%
	Curriculum and Instruction	224	65	192	52	225	58	183	51	187	51	2%	-18%
	Educational Administration	25	13	12	17	22	10	19	13	13	9	-31%	-42%
	Exercise Science	11	3	3	1	6	8	12	3	9	4	-13%	-7%
	Master of Public Health	2	1	9	3	18	5	5	5	4	6	0%	233%
	Organizational Leadership	-	-	5	3	4	5	4	3	9	3	71%	-
	School Counseling	-	-	25	5	25	3	-	-	-	-	-	-
	Sports & Exercise Management	9	9	-	-	-	-	-	-	-	-	-	-100%
	Sports Management	-	-	-	9	6	5	3	8	5	10	36%	-
	Sports Management and Exercise Science	-	-	2	-	-	1	1	-	-	-	-100%	-
	Supervision	2	1	6	1	3	-	1	-	2	-	100%	-33%
	<b>Total</b>	<b>376</b>	<b>107</b>	<b>324</b>	<b>99</b>	<b>372</b>	<b>102</b>	<b>306</b>	<b>95</b>	<b>320</b>	<b>96</b>	<b>4%</b>	<b>-14%</b>

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

*continued from previous page*

Degree Level	Major											Percent Change	
		2007-08		2008-09		2009-10		2010-11		2011-12		1 Year	5 Year
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>Post-Master's Certificate</b>													
	Educational Administration Specialist	7	1	7	3	5	3	8	4	9	1	-17%	25%
	<b>Total</b>	<b>7</b>	<b>1</b>	<b>7</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>8</b>	<b>4</b>	<b>9</b>	<b>1</b>	<b>-17%</b>	<b>25%</b>
<b>Doctoral-Research</b>													
	Ph.D. in Urb Edu: Counsel Psy	-	2	-	-	-	-	-	-	1	-	-	-50%
	Urban Ed: Administration	2	2	1	-	-	-	3	1	2	1	-25%	-25%
	Urban Education: Counseling	2	-	1	1	-	1	-	-	-	-	-	-100%
	Urban Education: Leadership & Life-long Learning	-	-	-	1	-	-	3	1	1	1	-50%	-
	Urban Education: Learning & Development	2	2	6	1	4	1	2	2	-	1	-75%	-75%
	Urban Education: Policy	-	1	1	2	-	2	2	1	1	-	-67%	0%
	<b>Total</b>	<b>6</b>	<b>7</b>	<b>9</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>-47%</b>	<b>-38%</b>
<b>Total College of Education and Human Services</b>													
	Bachelor's Degree	115	35	103	34	97	32	123	30	118	37	1%	3%
	Master's Degree	376	107	324	99	372	102	306	95	320	96	4%	-14%
	Post-Master's Certificates	7	1	7	3	5	3	8	4	9	1	-17%	25%
	Doctoral-Research	6	7	9	5	4	4	10	5	5	3	-47%	-38%
	<b>Total</b>	<b>504</b>	<b>150</b>	<b>443</b>	<b>141</b>	<b>478</b>	<b>141</b>	<b>447</b>	<b>134</b>	<b>452</b>	<b>137</b>	<b>1%</b>	<b>-10%</b>

Notes: Degrees/Certificates awarded summer through spring

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

Degree Level	Major											Percent Change	
		2007-08		2008-09		2009-10		2010-11		2011-12		1 Year	5 Year
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>Bachelor's Degree</b>													
	Chemical Engineering	1	6	8	6	3	13	2	5	6	13	171%	171%
	Civil Engineering	2	11	2	16	2	6	1	13	7	18	79%	92%
	Computer Engineering	-	3	-	11	-	3	1	6	-	14	100%	367%
	Electrical Engineering	4	21	-	21	3	26	5	26	5	31	16%	44%
	Electronic Engineering Technology	-	9	1	4	1	13	3	11	1	21	57%	144%
	Industrial and Manufacturing Engineering	-	5	2	3	4	1	2	1	-	-	-100%	-100%
	Mechanical Engineering	1	28	1	13	3	30	3	22	5	37	68%	45%
	Mechanical Engineering Technology	-	7	-	9	2	9	2	8	1	16	70%	143%
	<b>Total</b>	<b>8</b>	<b>90</b>	<b>14</b>	<b>83</b>	<b>18</b>	<b>101</b>	<b>19</b>	<b>92</b>	<b>25</b>	<b>150</b>	<b>58%</b>	<b>79%</b>
<b>Master's Degree</b>													
	Biomedical Engineering	-	-	-	-	-	-	3	3	5	7	100%	-
	Chemical Engineering	1	8	2	14	1	5	1	5	5	8	117%	44%
	Civil Engineering	3	11	-	10	3	8	2	20	3	11	-36%	0%
	Electrical & Computer Engineering	-	-	-	-	9	27	-	-	-	-	-	-
	Electrical Engineering	7	50	10	42	-	-	10	39	12	55	37%	18%
	Engineering Mechanics	-	1	-	-	-	-	-	1	-	-	-100%	-100%
	Environmental Engineering	1	4	-	2	-	4	-	2	1	-	-50%	-80%
	Industrial and Manufacturing Engineering	7	9	5	16	1	10	-	-	-	-	-	-100%
	Industrial Engineering	-	-	-	-	-	-	-	17	3	13	-6%	-
	Mechanical Engineering	4	14	2	17	-	7	3	15	10	12	22%	22%
	Software Engineering	-	2	-	7	2	5	2	8	1	4	-50%	150%
	<b>Total</b>	<b>23</b>	<b>99</b>	<b>19</b>	<b>108</b>	<b>16</b>	<b>66</b>	<b>21</b>	<b>110</b>	<b>40</b>	<b>110</b>	<b>15%</b>	<b>23%</b>
<b>Doctoral-Research</b>													
	Applied Biomedical Engineering	1	3	2	3	4	4	2	4	-	1	-83%	-75%
	Chemical Engineering	-	-	1	2	-	-	-	-	-	1	-	-
	Civil Engineering	-	2	-	1	-	1	-	1	-	-	-100%	-100%
	Electrical & Computer Engineering	-	-	-	-	2	-	-	-	-	-	-	-
	Electrical Engineering	-	1	-	1	-	-	-	1	1	5	500%	500%
	Industrial and Manufacturing Engineering	-	1	-	1	-	1	-	-	-	-	-	-100%
	Industrial Engineering	-	-	-	-	-	-	-	1	-	-	-100%	-
	Mechanical Engineering	-	-	-	-	1	-	-	-	-	1	-	-
	<b>Total</b>	<b>1</b>	<b>7</b>	<b>3</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>2</b>	<b>7</b>	<b>1</b>	<b>8</b>	<b>0%</b>	<b>13%</b>
<b>Total Engineering</b>													
	Bachelor's Degree	8	90	14	83	18	101	19	92	25	150	58%	79%
	Master's Degree	23	99	19	108	16	66	21	110	40	110	15%	23%
	Doctoral-Research	1	7	3	8	7	6	2	7	1	8	0%	13%
	<b>Total</b>	<b>32</b>	<b>196</b>	<b>36</b>	<b>199</b>	<b>41</b>	<b>173</b>	<b>42</b>	<b>209</b>	<b>66</b>	<b>268</b>	<b>33%</b>	<b>46%</b>

Note: Degrees/Certificates awarded summer through spring

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

Degree Level	Major	2007-08		2008-09		2009-10		2010-11		2011-12		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
<b>Bachelor's Degree</b>													
	Nursing, BSN	15	1	12	2	8	4	16	2	11	1	-33%	-25%
	Nursing, BSN - Accelerated	1	-	22	5	44	10	63	16	52	11	-20%	6200%
	Nursing, BSN (LK)	-	-	12	1	10	2	1	-	2	-	100%	-
	Nursing, BSN/RN	76	19	61	10	32	9	30	9	43	9	33%	-45%
	<b>Total</b>	<b>92</b>	<b>20</b>	<b>107</b>	<b>18</b>	<b>94</b>	<b>25</b>	<b>110</b>	<b>27</b>	<b>108</b>	<b>21</b>	<b>-6%</b>	<b>15%</b>
<b>Master's Degree</b>													
	Nursing	-	-	11	1	11	1	17	1	13	-	-28%	-
	<b>Total</b>	<b>-</b>	<b>-</b>	<b>11</b>	<b>1</b>	<b>11</b>	<b>1</b>	<b>17</b>	<b>1</b>	<b>13</b>	<b>-</b>	<b>-28%</b>	<b>-</b>
<b>Total Nursing</b>													
	Bachelor's Degree	92	20	107	18	94	25	110	27	108	21	-6%	15%
	Master's Degree	-	-	11	1	11	1	17	1	13	-	-28%	-
	<b>Total</b>	<b>92</b>	<b>20</b>	<b>118</b>	<b>19</b>	<b>105</b>	<b>26</b>	<b>127</b>	<b>28</b>	<b>121</b>	<b>21</b>	<b>-8%</b>	<b>27%</b>

Note: Degrees/Certificates awarded summer through spring

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

Degree Level	Major	2007-08		2008-09		2009-10		2010-11		2011-12		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
<b>Bachelor's Degree</b>													
	Biology	25	14	24	18	26	14	32	15	46	28	57%	90%
	Biology-Medical Technology	1	-	2	1	9	1	2	-	10	2	500%	1100%
	Chemistry	6	8	4	8	9	11	7	7	3	10	-7%	-7%
	Environmental Sciences	4	2	5	5	6	6	6	4	2	9	10%	83%
	Geological Sciences	-	1	1	1	-	-	1	1	2	3	150%	400%
	Health Science Podiatry	-	-	-	1	-	-	-	-	1	-	-	-
	Health Science Pre-Occupational Therapy	-	-	-	-	-	-	5	2	26	7	371%	-
	Health Science Pre-Physical Therapy	8	5	12	5	23	6	15	7	17	13	36%	131%
	Health Science Pre-Physician Assistant	-	-	-	-	1	1	2	2	14	2	300%	-
	Health Sciences BS	45	14	66	20	51	24	45	16	47	20	10%	14%
	Mathematics	8	20	2	12	6	10	5	11	9	12	31%	-25%
	Pharmaceutical Science	-	-	-	-	-	-	1	1	-	-	-100%	-
	Physics	4	3	1	4	1	8	-	3	2	8	233%	43%
	Psychology	95	32	95	33	104	28	99	41	119	32	8%	19%
	Psychology (LR)	-	-	-	-	-	-	14	5	21	9	58%	-
	Speech & Hearing	11	-	12	-	13	-	6	1	16	2	157%	64%
	<b>Total</b>	<b>207</b>	<b>99</b>	<b>224</b>	<b>108</b>	<b>249</b>	<b>109</b>	<b>240</b>	<b>116</b>	<b>335</b>	<b>157</b>	<b>38%</b>	<b>61%</b>

continued on next page

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

*continued from previous page*

Degree Level	Major	2007-08		2008-09		2009-10		2010-11		2011-12		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
<b>Master's Degree</b>													
	Applied Statistics	-	-	-	-	-	-	-	1	-	3	200%	-
	Biology	9	2	3	4	1	3	5	2	4	6	43%	-9%
	Chemistry	3	6	3	1	5	1	7	5	3	12	25%	67%
	Environmental Science	-	-	1	1	1	1	1	-	3	-	200%	-
	Health Science	7	4	7	1	10	2	24	8	25	12	16%	236%
	Health Science- Phy. Assistant Track	-	-	-	-	10	4	1	1	1	-	-50%	-
	Master of Occupational Therapy	1	-	25	3	24	5	28	1	23	5	-3%	2700%
	Mathematics	5	4	4	6	5	4	4	8	4	12	33%	78%
	MS in Physics Optical Medical	-	-	-	-	-	-	1	1	-	-	-100%	-
	Physical Therapy	18	6	17	11	-	1	-	-	-	-	-	-100%
	Physics	2	7	2	2	4	7	3	1	-	3	-25%	-67%
	Psychology	36	3	23	12	9	3	1	1	2	-	0%	-95%
	Psychology - Clinical	-	-	-	-	10	-	3	1	5	2	75%	-
	Psychology-Cons.Indus.Research	-	-	-	-	1	-	-	-	1	1	-	-
	Psychology-Diversity Managementt	1	-	2	-	12	3	6	1	7	2	29%	800%
	Psychology-Experimental	-	-	-	-	-	-	3	5	3	2	-38%	-
	Psychology-School	-	-	-	-	4	2	8	2	5	2	-30%	-
	Speech Pathology and Audiology	15	1	12	2	43	-	13	-	30	1	138%	94%
	<b>Total</b>	<b>97</b>	<b>33</b>	<b>99</b>	<b>43</b>	<b>139</b>	<b>36</b>	<b>108</b>	<b>38</b>	<b>116</b>	<b>63</b>	<b>23%</b>	<b>38%</b>
<b>Post-Master's Certificate</b>													
	Psychology Specialist	3	1	12	-	8	3	8	3	9	2	0%	175%
	<b>Total</b>	<b>3</b>	<b>1</b>	<b>12</b>	<b>-</b>	<b>8</b>	<b>3</b>	<b>8</b>	<b>3</b>	<b>9</b>	<b>2</b>	<b>0%</b>	<b>175%</b>
<b>Doctoral-Research</b>													
	Clinical-Bioanalytical Chemistry	4	3	4	10	2	2	4	4	2	3	-38%	-29%
	Regulatory Biology	3	2	1	2	5	4	4	2	4	2	0%	20%
	<b>Total</b>	<b>7</b>	<b>5</b>	<b>5</b>	<b>12</b>	<b>7</b>	<b>6</b>	<b>8</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>-21%</b>	<b>-8%</b>
<b>Doctoral-Professional</b>													
	Doctor of Physical Therapy	-	-	-	-	-	-	22	9	22	9	0%	-
	<b>Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>22</b>	<b>9</b>	<b>22</b>	<b>9</b>	<b>0%</b>	<b>-</b>
<b>Total Science</b>													
	Bachelor's Degree	207	99	224	108	249	109	240	116	335	157	38%	61%
	Master's Degree	97	33	99	43	139	36	108	38	116	63	23%	38%
	Post-Master's Certificates	3	1	12	-	8	3	8	3	9	2	0%	175%
	Doctoral-Research	7	5	5	12	7	6	8	6	6	5	-21%	-8%
	Doctoral-Professional	-	-	-	-	-	-	22	9	22	9	0%	-
	<b>Total</b>	<b>314</b>	<b>138</b>	<b>340</b>	<b>163</b>	<b>403</b>	<b>154</b>	<b>386</b>	<b>172</b>	<b>488</b>	<b>236</b>	<b>30%</b>	<b>60%</b>

Note: Degrees/Certificates awarded Summer through Spring.

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

Degree Level	Major											Percent Change	
		2007-08		2008-09		2009-10		2010-11		2011-12		1 Year	5 Year
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>Bachelor's Degree</b>													
	Environmental Studies	2	-	1	2	-	-	2	1	5	4	200%	350%
	Nonprofit Administration	-	-	6	1	22	5	15	2	23	4	59%	-
	Organizational Leadership	-	-	-	-	3	1	9	6	16	8	60%	-
	Public Safety Management	4	15	4	15	3	10	-	4	6	8	250%	-26%
	Public Safety Management (LK)	-	-	-	-	-	-	1	1	2	4	200%	-
	Urban Services Administration	10	4	11	-	-	-	-	-	-	-	-	-100%
	Urban Studies	18	15	18	18	22	21	19	18	17	20	0%	12%
	Urban Studies (LR)	-	-	-	-	-	-	-	-	5	1	-	-
	<b>Total</b>	<b>34</b>	<b>34</b>	<b>40</b>	<b>36</b>	<b>50</b>	<b>37</b>	<b>46</b>	<b>32</b>	<b>74</b>	<b>49</b>	<b>58%</b>	<b>81%</b>
<b>Master's Degree</b>													
	Environmental Studies	5	-	3	1	3	6	3	4	-	-	-100%	-100%
	Environmental Studies and Law	-	-	1	-	-	-	1	1	-	1	-50%	-
	Environmental Studies M.A.	-	-	-	-	-	-	-	-	6	10	-	-
	Nonprofit Admin & Leadership	-	-	-	-	9	1	6	2	13	1	75%	-
	Public Admin Accel 4+1	-	-	-	-	-	-	-	-	-	1	-	-
	Public Administration	30	18	24	23	27	18	28	18	22	17	-15%	-19%
	Urban Planning & Law	-	1	-	2	-	3	-	-	-	-	-	-100%
	Urban Planning, Design and Development	10	15	17	19	14	10	10	13	11	13	4%	-4%
	Urban Studies	5	6	3	4	3	1	3	3	3	4	17%	-36%
	<b>Total</b>	<b>50</b>	<b>40</b>	<b>48</b>	<b>49</b>	<b>56</b>	<b>39</b>	<b>51</b>	<b>41</b>	<b>55</b>	<b>47</b>	<b>11%</b>	<b>13%</b>
<b>Doctoral-Research</b>													
	Urban Studies & Public Affairs	5	2	2	2	2	6	2	2	-	3	-25%	-57%
	<b>Total</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>3</b>	<b>-25%</b>	<b>-57%</b>
<b>Total Urban Affairs</b>													
	Bachelor's Degree	34	34	40	36	50	37	46	32	74	49	58%	81%
	Master's Degree	50	40	48	49	56	39	51	41	55	47	11%	13%
	Doctoral-Research	5	2	2	2	2	6	2	2	-	3	-25%	-57%
	<b>Total</b>	<b>89</b>	<b>76</b>	<b>90</b>	<b>87</b>	<b>108</b>	<b>82</b>	<b>99</b>	<b>75</b>	<b>129</b>	<b>99</b>	<b>31%</b>	<b>38%</b>

Note: Degrees/Certificates awarded summer through spring



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

Degree Level											Percent Change	
	2007-08		2008-09		2009-10		2010-11		2011-12		1 Year	5 Year
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>Post Master's Certificate</b>												
Master of Laws	1	-	1	1	3	-	-	-	1	1	-	100%
<b>Total</b>	<b>1</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>100%</b>
<b>Doctoral-Professional</b>												
Juris Doctor	95	103	103	103	77	97	74	116	76	97	-9%	-13%
<b>Total</b>	<b>95</b>	<b>103</b>	<b>103</b>	<b>103</b>	<b>77</b>	<b>97</b>	<b>74</b>	<b>116</b>	<b>76</b>	<b>97</b>	<b>-9%</b>	<b>-13%</b>
<b>Total Law</b>												
Post Master's Certificate	1	-	1	1	3	-	-	-	1	1	-	100%
Doctoral-Professional	95	103	103	103	77	97	74	116	76	97	-9%	-13%
<b>Total</b>	<b>96</b>	<b>103</b>	<b>104</b>	<b>104</b>	<b>80</b>	<b>97</b>	<b>74</b>	<b>116</b>	<b>77</b>	<b>98</b>	<b>-8%</b>	<b>-12%</b>

Note: Degrees/Certificates awarded summer through spring.

Table 5.15: Annual Awards by Ethnicity and Gender

Race	Degree Level	2007-08		2008-09		2009-10		2010-11		2011-12		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
<b>Black/African American</b>													
	Bachelor's Degree	185	82	189	70	189	84	247	80	250	102	8%	32%
	Master's Degree	141	34	134	45	150	44	129	29	119	34	-3%	-13%
	Post-Master's Certificates	5	-	5	-	5	1	5	1	6	-	0%	20%
	Doctoral-Research	2	3	1	2	2	-	2	-	2	2	100%	-20%
	Doctoral-Professional	8	4	6	6	3	6	7	5	10	8	50%	50%
<b>Total</b>		<b>341</b>	<b>123</b>	<b>335</b>	<b>123</b>	<b>349</b>	<b>135</b>	<b>390</b>	<b>115</b>	<b>387</b>	<b>146</b>	<b>6%</b>	<b>15%</b>
<b>Hispanic/Latino</b>													
	Bachelor's Degree	25	17	31	16	32	14	34	26	52	24	27%	81%
	Master's Degree	16	9	20	6	24	7	16	9	21	10	24%	24%
	Post-Master's Certificates	-	-	-	-	1	-	1	1	2	-	0%	--
	Doctoral-Research	-	-	-	-	-	-	-	-	-	-	--	--
	Doctoral-Professional	1	5	1	3	6	2	1	3	2	1	-25%	-50%
<b>Total</b>		<b>42</b>	<b>31</b>	<b>52</b>	<b>25</b>	<b>63</b>	<b>23</b>	<b>52</b>	<b>39</b>	<b>77</b>	<b>35</b>	<b>23%</b>	<b>53%</b>
<b>Asian</b>													
	Bachelor's Degree	21	26	30	30	23	23	36	21	31	29	5%	28%
	Master's Degree	13	9	14	8	25	9	14	18	22	20	31%	91%
	Post-Master's Certificates	-	-	-	-	-	-	-	1	-	-	-100%	--
	Doctoral-Research	1	-	1	1	1	1	-	-	-	1	--	0%
	Doctoral-Professional	4	2	4	2	3	2	3	4	3	2	-29%	-17%
<b>Total</b>		<b>39</b>	<b>37</b>	<b>49</b>	<b>41</b>	<b>52</b>	<b>35</b>	<b>53</b>	<b>44</b>	<b>56</b>	<b>52</b>	<b>11%</b>	<b>42%</b>
<b>American Indian/Alaska Native</b>													
	Bachelor's Degree	3	1	6	2	1	3	-	1	6	2	700%	100%
	Master's Degree	2	-	-	2	2	1	6	1	1	-	-86%	-50%
	Post-Master's Certificates	-	-	-	-	-	-	-	-	1	-	--	--
	Doctoral-Research	-	-	-	-	-	-	-	-	-	-	--	--
	Doctoral-Professional	-	3	-	-	2	-	-	-	-	-	--	-100%
<b>Total</b>		<b>5</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>6</b>	<b>2</b>	<b>8</b>	<b>2</b>	<b>25%</b>	<b>11%</b>
<b>Native Hawaiian or Other Pacific Island</b>													
	Bachelor's Degree	-	-	-	-	1	1	-	-	-	-	--	--
	Master's Degree	-	-	-	-	-	-	-	-	-	-	--	--
	Post-Master's Certificates	-	-	-	-	-	-	-	-	-	-	--	--
	Doctoral-Research	-	-	-	-	-	-	-	-	-	-	--	--
	Doctoral-Professional	-	-	-	-	-	-	-	-	-	-	--	--
<b>Total</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>--</b>	<b>--</b>

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Table 5.15: Annual Awards by Ethnicity and Gender

												Percent Change	
		2007-08		2008-09		2009-10		2010-11		2011-12		1 Year	5 Year
Race	Degree Level	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>Two or More Races</b>													
	Bachelor's Degree	-	-	-	-	3	-	9	3	5	3	-33%	--
	Master's Degree	-	-	-	-	2	2	-	-	3	5	--	--
	Post-Master's Certificates	-	-	-	-	-	-	-	-	-	-	--	--
	Doctoral-Research	-	-	-	-	-	-	-	-	-	-	--	--
	Doctoral-Professional	-	-	-	-	-	-	-	1	-	-	-100%	--
<b>Total</b>		-	-	-	-	5	2	9	4	8	8	23%	--
<b>Total Minority*</b>													
	Bachelor's Degree	234	126	256	118	249	125	326	131	344	160	10%	40%
	Master's Degree	172	52	168	61	203	63	165	57	166	69	6%	5%
	Post-Master's Certificates	5	-	5	-	6	1	6	3	9	-	0%	80%
	Doctoral-Research	3	3	2	3	3	1	2	-	2	3	150%	-17%
	Doctoral-Professional	13	14	11	11	14	10	11	13	15	11	8%	-4%
<b>Total</b>		427	195	442	193	475	200	510	204	536	243	9%	25%
<b>Non-Resident Alien</b>													
	Bachelor's Degree	9	24	19	31	20	27	20	22	22	29	21%	55%
	Master's Degree	84	142	74	146	60	82	68	132	96	153	25%	10%
	Post-Master's Certificates	-	-	-	1	1	-	-	-	-	1	--	--
	Doctoral-Research	6	13	7	13	11	15	12	9	5	10	-29%	-21%
	Doctoral-Professional	-	2	1	1	1	3	2	1	-	-	-100%	-100%
<b>Total</b>		99	181	101	192	93	127	102	164	123	193	19%	13%
<b>Unknown</b>													
	Bachelor's Degree	60	66	79	43	60	49	60	54	69	58	11%	1%
	Master's Degree	78	69	69	49	107	66	76	48	77	47	0%	-16%
	Post-Master's Certificates	-	-	2	-	-	1	1	-	1	1	100%	--
	Doctoral-Research	1	-	-	-	-	1	2	-	2	1	50%	200%
	Doctoral-Professional	16	10	10	14	8	10	7	11	4	7	-39%	-58%
<b>Total</b>		155	145	160	106	175	127	146	113	153	114	3%	-11%
<b>White</b>													
	Bachelor's Degree	661	529	654	541	724	557	694	610	757	627	6%	16%
	Master's Degree	524	257	483	290	501	312	489	343	491	364	3%	9%
	Post-Master's Certificates	6	2	13	3	9	4	9	4	9	2	-15%	38%
	Doctoral-Research	10	7	12	13	8	11	7	14	4	8	-43%	-29%
	Doctoral-Professional	66	77	81	77	54	74	76	100	79	88	-5%	17%
<b>Total</b>		1,267	872	1,243	924	1,296	958	1,275	1,071	1,340	1,089	4%	14%

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Table 5.15: Annual Awards by Ethnicity and Gender

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Race	Degree Level											Percent Change	
		2007-08		2008-09		2009-10		2010-11		2011-12		1 Year	5 Year
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
<b>University Totals</b>													
	Bachelor's Degree	964	745	1,008	733	1,053	758	1,100	817	1,192	874	8%	21%
	Master's Degree	858	520	794	546	871	523	798	580	830	633	6%	6%
	Post-Master's Certificates	11	2	20	4	16	6	16	7	19	4	0%	77%
	Doctoral-Research	20	23	21	29	22	28	23	23	13	22	-24%	-19%
	Doctoral-Professional	95	103	103	103	77	97	96	125	98	106	-8%	3%
<b>Total</b>		<b>1,948</b>	<b>1,393</b>	<b>1,946</b>	<b>1,415</b>	<b>2,039</b>	<b>1,412</b>	<b>2,033</b>	<b>1,552</b>	<b>2,152</b>	<b>1,639</b>	<b>6%</b>	<b>13%</b>

Note: Degrees/Certificates awarded summer through spring.

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

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

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

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

**Note:** The Ohio Board of Regents had not reported any new data for degrees awarded to first generation college students at the time of publication. As such, Table 5.16 has been re-printed unchanged from the 2012 Book of Trends.

Cleveland State University



# 2013



Selected Strategic Indicators –  
Academic & Administrative Programs

# 6

# Book of Trends



# Honors Program

Cleveland State University inaugurated its new Honors Program in Fall 2004 with a class of 40 highly motivated, academically talented first-year students. As of Fall 2012, the enrollment in this program has grown to approximately 200 students.

Freshmen admitted to the program receive renewable scholarships covering tuition and academic fees. Juniors admitted to the program receive renewable scholarships of \$5000 per academic year. Honors students accept the challenge of participating in intensive and specialized versions of general education classes, and are granted special consideration in several areas including preference in registration and extended university library borrowing privileges. During Summer 2012 and 2013, many Honors students were engaged in paid on-campus undergraduate research experiences. Honors students enroll in at least four honors core courses during their freshman and sophomore years at CSU. These courses offer greater breadth or depth than standard university general education classes. Enrollment is limited to Honors students and class sizes are small.

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

Beginning Fall 2005, transfer students and current CSU students entering their junior year have been admitted. First year students admitted in Fall 2004 were chosen from among applicants who were in the top 10% of their high school class or had a composite ACT score of at least 27 (90th percentile). New first year admits for Fall 2007 and later must be in the top 10% of their high school class or score at least a 30 on the ACT (97th percentile).

## Major Features of the Honors Program

- Enriched curriculum
- Leadership development
- Honors community and experiences

Table 6.1: Characteristics of New Honors Students - Fall 2008-2012

College	New Enrollment by Cohort Year					Percent Change	
	2008	2009	2010	2011	2012	1-year	5-year
Business	7	8	13	7	4	-43%	-43%
CLASS	15	19	18	14	14	0%	-7%
Education	9	5	1	1	2	100%	-78%
Nursing	0	0	0	7	5	-29%	-
Engineering	11	16	14	5	13	160%	18%
Science	22	9	23	30	23	-23%	5%
Urban Affairs	1	0	2	2	0	-200%	-100%
Undergraduate Studies	0	2	0	2	0	-200%	-
<b>Total<sup>1</sup></b>	<b>65</b>	<b>59</b>	<b>71</b>	<b>68</b>	<b>61</b>	<b>-10%</b>	<b>-6%</b>
In Top 10% of High School Rank <sup>2</sup>	55%	67%	77%	55%	91%	65%	65%
High School GPA	4.00	3.80	4.21	3.99	4.15	4%	4%
ACT Composite	28	29	29	30	30	0%	7%
SAT Composite <sup>3</sup>	1802	1953	1815	1943	1930	-1%	7%

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

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

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

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

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

For Cohort 2011, 17 students came from Schools that do not rank their students. For Cohort 2012, 8 students came from schools that do not rank.

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

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

Type of Financial Aid	2011-2012			2012-2013		
	Enrollment	Total	Average	Enrollment	Total	Average
Need Based Tuition	81	\$678,002	\$8,370	49	\$939,184	\$19,167
Merit Based Tuition	110	\$1,112,019	\$10,109	142	\$1,275,713	\$8,984
Books	191	\$143,600	\$752	130	\$98,800	\$760
On-Campus Housing	3	\$27,374	\$9,125	25	\$64,652	\$2,586
<b>Total</b>	<b>191</b>	<b>\$1,960,995</b>	<b>\$10,267</b>	<b>191</b>	<b>\$2,378,349</b>	<b>\$12,452</b>

Source: Cleveland State University Financial Aid Office



### Table 6.3: IPEDS Cohort Characteristics

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

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

Cohort		Business	CLASS	Education	Engineering	Nursing	Science	Undergraduate Studies	Urban Affairs	University	Total Cohort	% of Cohort with ACT/SAT
Fall 2008	Total Students	139	261	105	103	52	199	107	3	969	1,007	96%
	Average	20.7	21.2	19.4	23.4	22.5	21.6	17.6	20.0	20.9		
Fall 2009	Total Students	142	297	119	117	41	240	106	5	1,067	1,127	95%
	Average	20.8	20.8	19.5	23.5	22.1	21.3	17.4	17.6	20.8		
Fall 2010	Total Students	122	332	83	126	115	274	35	7	1,094	1,148	95%
	Average	21.7	20.8	19.9	22.8	20.5	22.3	17.1	23.7	21.4		
Fall 2011	Total Students	130	451	87	139	80	302	66	10	1,265	1,328	95%
	Average	21.2	21.5	20.4	23.5	22.2	22.3	18.3	22.5	21.7		
Fall 2012	Total Students	175	435	66	188	116	386	105	8	1,479	1,531	97%
	Average	21.4	21.6	20.8	23.9	22.1	22.2	18.6	23.8	21.8		

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

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

Gender	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%
Female	549	55%	601	53%	615	54%	742	56%	678	44%
Male	458	45%	526	47%	533	46%	586	44%	853	56%
<b>COHORT</b>	<b>1,007</b>	<b>100%</b>	<b>1,127</b>	<b>100%</b>	<b>1,148</b>	<b>100%</b>	<b>1,328</b>	<b>100%</b>	<b>1,531</b>	<b>100%</b>

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

Ethnicity	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%
White	617	61%	662	59%	704	61%	861	65%	973	64%
African American	201	20%	247	22%	224	20%	266	20%	291	19%
Hispanic	61	6%	51	5%	75	7%	62	5%	91	6%
Asian	32	3%	27	2%	26	2%	28	2%	49	3%
Native Hawaiian/ Other Pacific Islander	0	0%	0	0%	1	0%	0	0%	2	0%
Native American	5	0%	7	1%	4	0%	1	0%	5	0%
Two or More Races	0	0%	0	0%	15	1%	64	5%	65	4%
Minority Total	299	30%	332	29%	345	30%	421	32%	503	33%
Non-Resident Alien	17	2%	22	2%	31	3%	23	2%	33	2%
Unknown	74	7%	111	10%	68	6%	23	2%	22	1%
<b>COHORT</b>	<b>1,007</b>	<b>100%</b>	<b>1,127</b>	<b>100%</b>	<b>1,148</b>	<b>100%</b>	<b>1,328</b>	<b>100%</b>	<b>1,531</b>	<b>100%</b>

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

Age	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%
Under 18	76	8%	73	6%	77	7%	67	5%	90	6%
18-19	843	84%	963	85%	984	86%	1,162	88%	1,372	90%
20-21	39	4%	24	2%	32	3%	33	2%	21	1%
22-24	23	2%	30	3%	18	2%	27	2%	16	1%
25-29	20	2%	19	2%	24	2%	20	2%	19	1%
30 and above	6	1%	18	2%	13	1%	19	1%	13	1%
<b>COHORT</b>	<b>1,007</b>	<b>100%</b>	<b>1,127</b>	<b>100%</b>	<b>1,148</b>	<b>100%</b>	<b>1,328</b>	<b>100%</b>	<b>1,531</b>	<b>100%</b>

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

Academic Major Type	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%
Major Selected	885	88%	950	84%	1,001	87%	1,095	82%	1,313	86%
Major Undeclared	122	12%	177	16%	147	13%	233	18%	218	14%
<b>COHORT</b>	<b>1,007</b>	<b>100%</b>	<b>1,127</b>	<b>100%</b>	<b>1,148</b>	<b>100%</b>	<b>1,328</b>	<b>100%</b>	<b>1,531</b>	<b>100%</b>

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

Student Groups	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%
Living in University Housing	322	32%	353	31%	353	31%	523	39%	568	37%
Honors	39	4%	28	2%	47	4%	40	3%	41	3%
Ohio Resident	936	93%	1,041	92%	1,048	91%	1,226	92%	1,226	80%
Pell Grant Recipient	447	44%	630	56%	617	54%	685	52%	797	52%
Taking Developmental Class	520	52%	516	46%	369	32%	412	31%	497	32%
<b>COHORT</b>	<b>1,007</b>		<b>1,127</b>		<b>1,148</b>		<b>1,328</b>		<b>1,531</b>	

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

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

Cohort		Business	CLASS	Education	Engineering	Nursing	Science	Undergraduate Studies	Urban Affairs	University	Total Cohort	% of Cohort with HS GPA
Fall 2008	Total Students	144	264	107	106	52	202	110	3	988	1,007	98%
	Average	3.10	3.15	3.03	3.39	3.48	3.27	2.55	2.80	3.13		
Fall 2009	Total Students	148	306	118	122	41	242	113	5	1,095	1,127	97%
	Average	3.07	3.11	3.03	3.35	3.38	3.36	2.47	3.10	3.12		
Fall 2010	Total Students	129	339	84	134	117	279	41	9	1,132	1,148	99%
	Average	3.21	3.10	3.06	3.39	3.30	3.40	2.67	3.23	3.22		
Fall 2011	Total Students	134	456	89	146	82	309	75	11	1,302	1,328	98%
	Average	3.13	3.14	3.08	3.35	3.48	3.33	2.59	3.05	3.19		
Fall 2012	Total Students	181	439	67	201	116	389	106	9	1,508	1,531	98%
	Average	3.10	3.14	3.22	3.45	3.45	3.29	2.65	3.37	3.21		

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

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

College	Fall Cumulative Average GPA				
	2008	2009	2010	2011	2012
Business	2.71	2.70	2.70	2.74	2.74
CLASS	2.94	2.91	2.89	2.86	2.86
Education	3.04	3.04	3.08	3.08	3.08
Engineering	2.93	2.92	2.89	2.90	2.90
Nursing	3.37	3.27	3.06	3.34	3.34
Science	2.98	2.93	2.94	2.99	2.99
Urban Affairs	3.00	3.00	3.07	3.05	3.05
Undergraduate Studies	2.67	2.63	2.68	2.75	2.75
Undergraduate Non-Degree	3.24	3.27	3.30	3.22	3.22
<b>University Average</b>	<b>2.93</b>	<b>2.90</b>	<b>2.90</b>	<b>2.92</b>	<b>2.92</b>

Source: Institutional Research

Table 6.6a: Fall 2012 Top 15 Majors by Academic Level

Undergraduate:		Graduate (excluding Law):	
Description	Total	Description	Total
Psychology-PSY	593	Business Administration-MBA	617
Business Administration-BADM	483	Curriculum and Instruction-C&I	445
Biology-BIO	445	Social Work-GSW	246
Criminology-CRIM	340	Financial Accounting Audit-ACCAUDIT	243
Accounting-ACT	330	Electrical Engineering-ELG	110
Health Sciences BS-HSCBS	322	Doctor of Physical Therapy-DPT	104
Mechanical Engineering-MCE	228	Master of Occupational Therapy-MOT	103
Nursing, BSN/RN-NUB	225	Public Administration-MPA	99
Marketing-MKT	211	Adult Learning and Development-ALD	99
English-ENG	198	Clinical Mental Health Cnslng-CAC	91
Journalism & Promotional Comm-JRN/PROMOT	198	Computer and Information-GCS	91
Health Science Pre-PhysThrpy-HSTHP	196	English-GEG	78
Computer & Information Science-CIS	196	Health Science-GHE	76
Early Childhood Education-ECE	193	Labor Relations and Huma-GLR	73
Communication-COM	188	Regulatory Biology-DBI	69

Table 6.6b: Fall 2012 Top 15 Departments by Academic Level

Undergraduate:		Graduate (excluding Law):	
Description	Total	Description	Total
Health Sciences	854	Business Administration	650
Psychology	724	Teacher Education	445
Biology, Geology & Environmental Science	664	Health Sciences	349
Communication	602	CASAL	312
Business Administration	546	Accounting	287
Sociology	525	Urban Studies	257
Teacher Education	444	Social Work	246
Accounting	372	Electrical & Computer Engineering	182
Computer & Information Science	348	Health And Physical Education	124
Urban Studies	330	Doctoral (Education)	112
Nursing	321	Chemistry	106
Electrical & Computer Engineering	251	Biology, Geology & Environmental Science	103
Political Science/IR	244	Psychology	101
Mechanical Engineering	243	English	98
Social Work	219	Computer & Information Science	92
		Chemical & Biomedical Engineering	92

Table 6.7: Fall 2012 Top 15 Degree Seeking Programs with Highest Minority Student Enrollment by Academic Level

**Undergraduate:**

Major/Program	Minority Enrollment	Total Major Enrollment	Minority as a % of Total Major Enrollment
Social Work-SWKCCC	17	28	61%
Social Work-SWK	48	108	44%
Business Economics-BEC	14	32	44%
Criminology-CRIM	100	263	38%
Sociology-SOC	36	98	37%
Journalism & Promotional Comm-JRN/PROMOT	52	146	36%
Business Administration-BADM	121	341	35%
Psychology-PSY	158	461	34%
Communication-COM	37	112	33%
Art-ART	18	56	32%
Studio Art: Graphic Design-ART DSGN	13	41	32%
Biology-BIO	109	347	31%
Economics-ECN	9	29	31%
Mild/Moderate Educational Need-SEDMM	16	58	28%
Management & Labor Relat-MLR	14	51	27%

**Graduate (excluding LAW):**

Major/Program	Minority Enrollment	Total Major Enrollment	Minority as a % of Total Major Enrollment
Adult Learning and Development-ALD	52	99	53%
Social Work-GSW	108	246	44%
Nonprofit Admin & Leadership-NAL	12	30	40%
Accelerated Business Adm-AMB	13	44	30%
Public Administration-MPA	29	99	29%
Health Science-GHE	21	76	28%
Clinical Mental Health Cnslng-CAC	25	91	27%
Sociology-GSO	7	26	27%
Nursing-GNR	13	50	26%
Urban Education: Learnin-UEL	8	31	26%
Curriculum and Instruction-C&I	110	445	25%
Sports Management-GSM	7	29	24%
Counselor Education-CNS	11	46	24%
Executive Business Admin-EBA	7	31	23%
Urban Planning, Design a-UPD	10	46	22%

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

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

Major/Program	Minority Enrollment	Total Major Enrollment	Minority as a % of Total Major Enrollment
Pre-Social Work-PSWK	72	129	56%
Exploratory Nursing-PNURS	92	169	54%
Pre-Educ & Human Serv (Educ)-PEHSE	55	108	51%
Pre-Liberal Arts & Social Sci-PLASS	21	42	50%
Pre-Pharmacy-PREPHAR	43	99	43%
Post-Secondary Enrollmt Option-PSEOP	97	230	42%
Pre-Medicine-PREMEDPB	25	70	36%
Pre-Education-PEDU	69	194	36%
Pre-Medicine-PREMED	84	241	35%
Pre-Dentistry-PREDENT	14	43	33%

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

Table 6.8: Fall 2012 Top 15 Degree Seeking Programs with Highest Female Student Enrollment by Academic Level

**Undergraduate:**

Major/Program	Female Enrollment	Total Major Enrollment	Female as a % of Total Major Enrollment
Speech & Hearing-SPH	100	107	93%
Moderate/Intensive Educ'Needs-SEDMI	35	38	92%
Early Childhood Education-ECE	177	193	92%
Health Science Pre-Occ Thrpy-HSTHO	116	137	85%
Nursing, BSN - Accelerated-NUBAPB	55	65	85%
Nursing, BSN/RN-NUB	189	225	84%
Psychology (LR)-PSYLR	66	82	80%
Social Work-SWK	144	181	80%
Nonprofit Administration-NAD	42	54	78%
Mild/Moderate Educational Need-SEMM	65	85	76%
Psychology-PSY	453	593	76%
Music Therapy-MUS THPY	28	37	76%
Spanish-SPN	34	45	76%
Communication Management-COMM MGT	27	36	75%
Biology-BIOPB	20	27	74%

Notes: Only includes majors with more than 25 total enrollment    **Minority:** All races excluding White, Unknown and Non-Resident Alien

**Graduate (excluding LAW):**

Major/Program	Female Enrollment	Total Major Enrollment	Female as a % of Total Major Enrollment
Nursing-GNR	49	50	98%
Speech Pathology and Aud-GSP	52	54	96%
Master of Occupational Therapy-MOT	90	103	87%
Nonprofit Admin & Leadership-NAL	26	30	87%
Social Work-GSW	201	246	82%
Sociology-GSO	21	26	81%
Clinical Mental Health Cnslng-CAC	73	91	80%
Adult Learning and Development-ALD	79	99	80%
Curriculum and Instruction-C&I	346	445	78%
Labor Relations and Huma-GLR	56	73	77%
Counselor Education-CNS	35	46	76%
Health Science-GHE	56	76	74%
Health Science- Phy. A. Track-GHE-PA	48	66	73%
English-GEG	53	78	68%
Urban Education: Learnin-UEL	21	31	68%

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

Major/Program	Female Enrollment	Total Major Enrollment	Female as a % of Total Major Enrollment
Exploratory Nursing-PNURS	145	169	86%
Preparatory Nursing-PSNUR	177	207	86%
Pre-Social Work-PSWK	104	129	81%
Pre-Education-PEDU	154	194	79%
Pre-Educ & Human Serv (Educ)-PEHSE	71	108	66%
Post-Secondary Enrollmt Option-PSEOP	140	230	61%
Pre-Medicine-PREMED	146	241	61%
Pre-Dentistry-PREDENT	25	43	58%
Pre-Medicine-PREMEDPB	38	70	54%
Pre-Pharmacy-PREPHAR	52	99	53%

Notes: Only includes majors with more than 25 total enrollment    **Minority:** All races excluding White, Unknown and Non-Resident Alien

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

College	2008		2009		2010		2011		2012		Percent Change				
	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	1-Year		5-Year		
											Sections	Avg. Size	Sections	Avg. Size	
<b>Business</b>															
Day	33	16	38	17	44	17	41	17	42	15	2%	-11%	27%	-4%	
Evening	88	20	88	21	87	22	91	19	88	19	-3%	-3%	0%	-9%	
Other*	26	25	30	28	26	28	29	27	36	22	24%	-18%	38%	-12%	
<b>Total</b>	<b>147</b>	<b>20</b>	<b>156</b>	<b>21</b>	<b>157</b>	<b>21</b>	<b>161</b>	<b>20</b>	<b>166</b>	<b>19</b>	<b>3%</b>	<b>-5%</b>	<b>13%</b>	<b>-6%</b>	
<b>CLASS</b>															
Day	87	16	77	17	74	18	52	23	40	22	-23%	-6%	-54%	37%	
Evening	44	15	43	14	46	16	20	19	22	20	10%	2%	-50%	34%	
Other*	18	18	22	23	33	24	54	23	62	25	15%	7%	244%	34%	
<b>Total</b>	<b>149</b>	<b>16</b>	<b>142</b>	<b>17</b>	<b>153</b>	<b>18</b>	<b>126</b>	<b>23</b>	<b>124</b>	<b>22</b>	<b>-2%</b>	<b>-3%</b>	<b>-17%</b>	<b>38%</b>	
<b>Education</b>															
Day	68	16	49	21	29	17	22	19	25	13	14%	-33%	-63%	-23%	
Evening	81	16	66	17	63	15	50	16	50	13	0%	-17%	-38%	-16%	
Other*	47	17	60	19	69	21	75	20	80	17	7%	-18%	70%	-2%	
<b>Total</b>	<b>196</b>	<b>16</b>	<b>175</b>	<b>19</b>	<b>161</b>	<b>18</b>	<b>147</b>	<b>18</b>	<b>155</b>	<b>17</b>	<b>5%</b>	<b>-9%</b>	<b>-21%</b>	<b>4%</b>	
<b>Nursing</b>															
Day	-	-	-	-	7	40	2	68	3	64	50%	-5%	-	-	
Evening	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other*	-	-	-	-	7	15	8	19	4	13	-50%	-32%	-	-	
<b>Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>14</b>	<b>27</b>	<b>10</b>	<b>29</b>	<b>7</b>	<b>35</b>	<b>-30%</b>	<b>22%</b>	<b>-</b>	<b>-</b>	
<b>Engineering</b>															
Day	2	24	-	-	1	17	3	14	5	23	67%	68%	150%	-4%	
Evening	3	21	1	5	4	30	2	32	5	29	150%	-8%	67%	36%	
Other*	1	5	-	-	-	-	-	-	2	-	-	-	100%	-100%	
<b>Total</b>	<b>6</b>	<b>20</b>	<b>1</b>	<b>5</b>	<b>5</b>	<b>27</b>	<b>5</b>	<b>21</b>	<b>12</b>	<b>23</b>	<b>140%</b>	<b>10%</b>	<b>100%</b>	<b>17%</b>	
<b>Science</b>															
Day	72	22	67	25	87	24	76	27	80	23	5%	-14%	11%	3%	
Evening	25	17	25	19	19	19	15	20	15	17	0%	-16%	-40%	-1%	
Other*	35	18	28	18	17	24	34	21	37	22	9%	6%	6%	21%	
<b>Total</b>	<b>132</b>	<b>20</b>	<b>120</b>	<b>22</b>	<b>123</b>	<b>23</b>	<b>125</b>	<b>24</b>	<b>132</b>	<b>23</b>	<b>6%</b>	<b>-7%</b>	<b>0%</b>	<b>13%</b>	
<b>Urban Affairs</b>															
Day	3	51	-	-	-	-	-	-	-	-	-	-	-100%	-100%	
Evening	11	25	8	19	9	20	10	22	11	23	10%	5%	0%	-8%	
Other*	5	41	18	39	17	35	20	35	23	26	15%	-26%	360%	-36%	
<b>Total</b>	<b>19</b>	<b>33</b>	<b>26</b>	<b>33</b>	<b>26</b>	<b>30</b>	<b>30</b>	<b>31</b>	<b>34</b>	<b>21</b>	<b>13%</b>	<b>-31%</b>	<b>79%</b>	<b>-36%</b>	

(continued on next page)



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

(continued from previous page)

College	2008		2009		2010		2011		2012		Percent Change				
	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	1-Year		5-Year		
											Sections	Avg. Size	Sections	Avg. Size	
<b>Law</b>															
Day	1	34	1	24	2	8	3	25	3	30	0%	23%	200%	-11%	
Evening	9	20	8	25	8	21	7	19	7	15	0%	-19%	-22%	-25%	
Other*	2	31	2	19	2	28	3	25	2	24	-33%	-5%	0%	-23%	
<b>Total</b>	<b>12</b>	<b>23</b>	<b>11</b>	<b>23</b>	<b>12</b>	<b>20</b>	<b>13</b>	<b>22</b>	<b>12</b>	<b>21</b>	<b>-8%</b>	<b>-6%</b>	<b>0%</b>	<b>-12%</b>	
<b>Undergraduate Studies</b>															
Day	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Evening	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Honors</b>															
Day	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Evening	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>University Total</b>															
Day	266	18	232	17	244	20	199	23	198	21	-1%	-9%	-26%	15%	
Evening	261	18	239	16	236	19	195	19	198	18	2%	-4%	-24%	1%	
Other*	134	20	160	23	171	24	223	23	246	21	10%	-8%	84%	7%	
<b>Total</b>	<b>661</b>	<b>18</b>	<b>631</b>	<b>20</b>	<b>651</b>	<b>21</b>	<b>617</b>	<b>22</b>	<b>642</b>	<b>20</b>	<b>4%</b>	<b>-7%</b>	<b>-3%</b>	<b>10%</b>	

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

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

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

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

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

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

College	2008		2009		2010		2011		2012		Percent Change				
	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	1-Year		5-Year		
											Sections	Avg. Size	Sections	Avg. Size	
<b>Business</b>															
Day	91	32	89	33	94	34	96	33	88	33	-8%	2%	-3%	4%	
Evening	129	25	143	25	156	25	156	24	152	24	-3%	0%	18%	-2%	
Other*	49	26	50	28	47	30	45	31	59	25	31%	-20%	20%	-6%	
<b>Total</b>	<b>269</b>	<b>27</b>	<b>282</b>	<b>28</b>	<b>297</b>	<b>29</b>	<b>297</b>	<b>28</b>	<b>299</b>	<b>27</b>	<b>1%</b>	<b>-3%</b>	<b>11%</b>	<b>-1%</b>	
<b>CLASS</b>															
Day	355	27	360	29	365	29	336	30	352	28	5%	-7%	-1%	5%	
Evening	159	19	138	23	153	24	148	23	140	26	-5%	9.9%	-12%	32%	
Other*	42	18	43	19	51	19	61	22	51	26	-16%	19%	21%	45%	
<b>Total</b>	<b>556</b>	<b>24</b>	<b>541</b>	<b>27</b>	<b>569</b>	<b>27</b>	<b>545</b>	<b>28</b>	<b>543</b>	<b>28</b>	<b>0%</b>	<b>2%</b>	<b>-2%</b>	<b>17%</b>	
<b>Education</b>															
Day	100	22	83	24	54	22	48	23	43	23	-10%	0%	-57%	7%	
Evening	141	18	118	21	114	20	100	21	105	18	5%	-14%	-26%	2%	
Other*	69	17	72	20	71	21	74	22	82	19	11%	-13%	19%	9%	
<b>Total</b>	<b>310</b>	<b>19</b>	<b>273</b>	<b>22</b>	<b>239</b>	<b>21</b>	<b>222</b>	<b>22</b>	<b>230</b>	<b>21</b>	<b>4%</b>	<b>-2%</b>	<b>-26%</b>	<b>12%</b>	
<b>Nursing</b>															
Day	-	-	-	-	13	57	14	73	13	72	-7%	-1%	-	-	
Evening	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other*	-	-	-	-	11	19	13	15	12	17	-8%	11%	-	-	
<b>Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>24</b>	<b>40</b>	<b>27</b>	<b>45</b>	<b>25</b>	<b>47</b>	<b>-7%</b>	<b>4%</b>	<b>-</b>	<b>-</b>	
<b>Engineering</b>															
Day	41	23	34	27	39	29	41	30	41	32	0%	7%	0%	40%	
Evening	60	17	59	20	72	18	64	21	64	22	0%	2%	7%	25%	
Other*	2	6	5	13	10	11	8	17	3	14	-63%	-18%	50%	133%	
<b>Total</b>	<b>103</b>	<b>19</b>	<b>98</b>	<b>22</b>	<b>121</b>	<b>21</b>	<b>113</b>	<b>24</b>	<b>108</b>	<b>25</b>	<b>-4%</b>	<b>4%</b>	<b>5%</b>	<b>30%</b>	
<b>Science</b>															
Day	201	39	218	41	217	41	201	47	219	42	9%	-10%	9%	9%	
Evening	82	28	90	29	88	30	81	31	89	33	10%	9%	9%	20%	
Other*	43	22	42	23	37	23	43	27	41	31	-5%	15%	-5%	39%	
<b>Total</b>	<b>326</b>	<b>34</b>	<b>350</b>	<b>36</b>	<b>342</b>	<b>36</b>	<b>325</b>	<b>40</b>	<b>349</b>	<b>42</b>	<b>7%</b>	<b>5%</b>	<b>7%</b>	<b>24%</b>	

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

(continued from previous page)

College	2008		2009		2010		2011		2012		Percent Change				
	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	1-Year		5-Year		
											Sections	Avg. Size	Sections	Avg. Size	
<b>Urban Affairs</b>															
Day	11	30	10	34	8	45	11	39	13	32	18%	-18%	18%	7%	
Evening	40	21	30	26	42	23	43	23	48	21	12%	-11%	20%	1%	
Other*	25	41	28	43	31	42	29	44	23	43	-21%	-2%	-8%	7%	
<b>Total</b>	<b>76</b>	<b>29</b>	<b>68</b>	<b>34</b>	<b>81</b>	<b>33</b>	<b>83</b>	<b>33</b>	<b>84</b>	<b>30</b>	<b>1%</b>	<b>-8%</b>	<b>11%</b>	<b>5%</b>	
<b>Law</b>															
Day	51	35	48	35	48	34	50	29	41	28	-18%	-4%	-20%	-19%	
Evening	45	22	45	22	43	20	38	21	41	20	8%	-5%	-9%	-10%	
Other*	4	12	3	13	4	17	29	14	4	14	-86%	0%	0%	15%	
<b>Total</b>	<b>100</b>	<b>28</b>	<b>96</b>	<b>28</b>	<b>95</b>	<b>27</b>	<b>117</b>	<b>25</b>	<b>86</b>	<b>23</b>	<b>-26%</b>	<b>-7%</b>	<b>-14%</b>	<b>-16%</b>	
<b>Undergraduate Studies</b>															
Day	44	20	43	24	47	22	45	25	53	25	18%	0%	20%	23%	
Evening	3	8	4	8	3	13	3	18	2	23	-33%	23%	-33%	181%	
Other*	-	-	-	-	-	-	0	-	2	20	-	-	-	-	
<b>Total</b>	<b>47</b>	<b>20</b>	<b>47</b>	<b>22</b>	<b>50</b>	<b>21</b>	<b>48</b>	<b>25</b>	<b>57</b>	<b>25</b>	<b>19%</b>	<b>0%</b>	<b>21%</b>	<b>27%</b>	
<b>Honors</b>															
Day	5	20	5	18	8	18	7	16	7	16	0%	-1%	40%	-18%	
Evening	0	0	1	11	-	-	-	-	-	-	-	-	-	-	
Other*	1	10	1	18	0	0	1	24	1	20	0%	-17%	0%	100%	
<b>Total</b>	<b>6</b>	<b>18</b>	<b>7</b>	<b>17</b>	<b>8</b>	<b>18</b>	<b>8</b>	<b>17</b>	<b>8</b>	<b>16</b>	<b>0%</b>	<b>-6%</b>	<b>33%</b>	<b>-11%</b>	
<b>University Total</b>															
Day	899	30	890	30	893	32	849	34	870	21	2%	-38%	-3%	-29%	
Evening	659	21	628	23	671	23	633	24	641	18	1%	-24%	-3%	-16%	
Other*	235	23	244	19	262	25	303	26	278	21	-8%	-18%	18%	-5%	
<b>Total</b>	<b>1,793</b>	<b>26</b>	<b>1,762</b>	<b>28</b>	<b>1,826</b>	<b>28</b>	<b>1,785</b>	<b>29</b>	<b>1,789</b>	<b>28</b>	<b>0%</b>	<b>-2%</b>	<b>0%</b>	<b>11%</b>	

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

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

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

**Day:** Monday – Friday 7 am to 4 pm.**Evening:** Monday – Thursday 4 pm to 12 am.

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

College	2009		2010		2011		2012		2013		Percent Change				
	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	1 Year		5 Year		
											Sections	Avg. Size	Sections	Avg. Size	
<b>Business</b>															
Day	81	33	91	34	93	31	87	32	82	34	-6%	5%	1%	4%	
Evening	131	25	135	27	160	24	159	23	153	25	-4%	9%	17%	0%	
Other*	39	24	40	29	42	27	46	26	52	25	13%	-7%	33%	1%	
<b>Total</b>	<b>251</b>	<b>27</b>	<b>266</b>	<b>30</b>	<b>295</b>	<b>27</b>	<b>292</b>	<b>26</b>	<b>287</b>	<b>28</b>	<b>-2%</b>	<b>4%</b>	<b>14%</b>	<b>0%</b>	
<b>CLASS</b>															
Day	323	28	326	29	335	28	308	30	329	30	7%	0%	2%	8%	
Evening	161	19	162	21	150	21	131	23	134	24	2%	5%	-17%	27%	
Other*	44	18	48	19	61	23	52	26	61	24	17%	-5%	39%	37%	
<b>Total</b>	<b>528</b>	<b>24</b>	<b>536</b>	<b>26</b>	<b>546</b>	<b>25</b>	<b>491</b>	<b>28</b>	<b>524</b>	<b>28</b>	<b>7%</b>	<b>1%</b>	<b>-1%</b>	<b>14%</b>	
<b>Education</b>															
Day	97	22	76	25	53	22	55	21	46	22	-16%	5%	-53%	0%	
Evening	143	18	117	20	103	21	102	19	104	20	2%	2%	-27%	11%	
Other*	75	17	75	22	69	24	77	22	84	22	9%	-2%	12%	29%	
<b>Total</b>	<b>315</b>	<b>19</b>	<b>268</b>	<b>22</b>	<b>225</b>	<b>22</b>	<b>234</b>	<b>20</b>	<b>234</b>	<b>21</b>	<b>0%</b>	<b>1%</b>	<b>-26%</b>	<b>11%</b>	
<b>Nursing</b>															
Day	-	-	-	-	14	59	14	72	14	70	0%	-2%	-	-	
Evening	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other*	-	-	-	-	15	16	14	13	9	22	-36%	70%	-	-	
<b>Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>29</b>	<b>36</b>	<b>28</b>	<b>42</b>	<b>23</b>	<b>53</b>	<b>-18%</b>	<b>25%</b>	<b>-</b>	<b>-</b>	
<b>Engineering</b>															
Day	41	21	42	23	44	24	43	27	48	28	12%	5%	17%	35%	
Evening	58	16	60	19	65	21	56	22	55	23	-2%	1%	-5%	37%	
Other*	4	9	3	12	3	19	6	18	2	32	-67%	75%	-50%	256%	
<b>Total</b>	<b>103</b>	<b>18</b>	<b>105</b>	<b>21</b>	<b>112</b>	<b>22</b>	<b>105</b>	<b>24</b>	<b>105</b>	<b>25</b>	<b>0%</b>	<b>6%</b>	<b>2%</b>	<b>41%</b>	
<b>Science</b>															
Day	189	38	187	42	181	41	189	42	204	42	8%	0%	8%	10%	
Evening	101	24	89	31	96	30	87	31	87	31	0%	-2%	-14%	25%	
Other*	54	22	37	25	38	27	45	27	47	29	4%	9%	-13%	33%	
<b>Total</b>	<b>344</b>	<b>32</b>	<b>313</b>	<b>37</b>	<b>315</b>	<b>36</b>	<b>321</b>	<b>37</b>	<b>338</b>	<b>38</b>	<b>5%</b>	<b>1%</b>	<b>-2%</b>	<b>18%</b>	

(continued on next page)

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

(continued from previous page)

College	2009		2010		2011		2012		2013		Percent Change			
	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	1 Year Sections	1 Year Avg. Size	5 Year Sections	5 Year Avg. Size
<b>Urban Affairs</b>														
Day	14	31	11	37	10	40	13	39	11	41	-15%	4%	-21%	32%
Evening	40	21	40	21	44	22	44	19	42	20	-5%	7%	5%	-2%
Other*	27	42	28	42	29	42	28	45	25	46	-11%	2%	-7%	8%
<b>Total</b>	<b>81</b>	<b>30</b>	<b>79</b>	<b>31</b>	<b>83</b>	<b>31</b>	<b>85</b>	<b>31</b>	<b>78</b>	<b>31</b>	<b>-8%</b>	<b>2%</b>	<b>-4%</b>	<b>5%</b>
<b>Law</b>														
Day	47	34	50	33	46	34	44	31	41	28	-7%	-10%	-13%	-16%
Evening	44	21	40	21	39	19	39	21	28	19	-28%	-10%	-36%	-12%
Other*	5	27	3	23	4	30	2	19	4	27	100%	39%	-20%	-1%
<b>Total</b>	<b>96</b>	<b>28</b>	<b>93</b>	<b>27</b>	<b>89</b>	<b>27</b>	<b>85</b>	<b>26</b>	<b>73</b>	<b>25</b>	<b>-14%</b>	<b>-7%</b>	<b>-24%</b>	<b>-12%</b>
<b>Undergraduate Studies</b>														
Day	7	25	9	19	7	23	8	23	8	26	0%	11%	14%	4%
Evening	1	27	1	29	1	18	-	-	1	21	-	-	0%	-22%
Other*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>8</b>	<b>25</b>	<b>10</b>	<b>20</b>	<b>8</b>	<b>22</b>	<b>8</b>	<b>23</b>	<b>9</b>	<b>25</b>	<b>13%</b>	<b>8%</b>	<b>13%</b>	<b>1%</b>
<b>Honors</b>														
Day	4	18	3	18	5	19.8	4	16	4	17	0%	10%	0%	-6%
Evening	0	0	-	-	-	-	-	-	-	-	-	-	-	-
Other*	2	30	3	15	2	16	3	13	-	0	-100%	-100%	-100%	-100%
<b>Total</b>	<b>6</b>	<b>22</b>	<b>6</b>	<b>16</b>	<b>7</b>	<b>19</b>	<b>7</b>	<b>14</b>	<b>4</b>	<b>17</b>	<b>-43%</b>	<b>18%</b>	<b>-33%</b>	<b>-22%</b>
<b>University Total</b>														
Day	803	30	795	30	788	32	765	33	787	34	3%	1%	-2%	12%
Evening	679	21	644	21	658	23	618	23	604	24	-2%	4%	-11%	15%
Other*	250	22	237	19	263	26	273	26	284	26	4%	2%	14%	19%
<b>Total</b>	<b>1,732</b>	<b>25</b>	<b>1,676</b>	<b>28</b>	<b>1,709</b>	<b>27</b>	<b>1,656</b>	<b>28</b>	<b>1,675</b>	<b>29</b>	<b>1%</b>	<b>2%</b>	<b>-3%</b>	<b>14%</b>

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

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

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

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

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

**Table 6.12: Fall Undergraduate Student FTE by College and Class Time: 5-Year Trend  
Fall 2008 – 2012**

College	Day					Percent Change		Evening & Weekends					Percent Change		Unknown*					Percent Change	
	2008	2009	2010	2011	2012	1-Year	5-Year	2008	2009	2010	2011	2012	1-Year	5-Year	2008	2009	2010	2011	2012	1-Year	5-Year
Business	577	598	631	626	581	-7%	1%	376	380	414	407	400	-2%	6%	93	88	97	99	145	46%	56%
CLASS	2,326	2,552	2,648	2,489	2,548	2%	10%	603	632	703	687	720	5%	19%	170	197	235	315	314	0%	84%
Education	413	385	213	180	164	-9%	-60%	172	171	153	140	153	9%	-11%	103	129	139	165	172	4%	66%
Nursing	-	-	186	246	258	5%	-	-	-	-	4	2	-	-	-	-	23	24	22	-	-
Engineering	207	206	262	281	275	-2%	33%	137	166	182	189	201	7%	47%	5	5	15	20	16	-21%	200%
Science	1,765	1,970	2,100	2,258	2,390	6%	35%	450	529	580	532	611	15%	36%	97	118	142	235	261	11%	169%
Urban Affairs	89	99	105	122	129	5%	45%	78	80	122	141	120	-15%	54%	229	252	295	296	284	-4%	24%
Undergraduate Studies	60	68	68	76	89	18%	48%	2	2	3	4	3	-18%	61%	-	-	-	-	3	-	-
Honors	7	6	10	8	7	-14%	3%	-	1	-	-	-	-	-	1	1	-	2	1	0%	-
Other1	10	10	10	7	11	66%	17%	1	1	-	2	-	-81%	-50%	15	14	13	9	15	65%	4%
<b>Total</b>	<b>5,452</b>	<b>5,895</b>	<b>6,233</b>	<b>6,294</b>	<b>6,452</b>	<b>3%</b>	<b>18%</b>	<b>1,820</b>	<b>1,961</b>	<b>2,158</b>	<b>2,105</b>	<b>2,211</b>	<b>5%</b>	<b>21%</b>	<b>713</b>	<b>805</b>	<b>958</b>	<b>1,164</b>	<b>1,233</b>	<b>6%</b>	<b>73%</b>

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

\*Unknown includes sections with no class time.

**Table 6.13: Fall Graduate & Law Student FTE by College and Class Time: 5-Year Trend  
Fall 2008 – 2012**

College	Day					Percent Change		Evening & Weekends					Percent Change		Unknown*					Percent Change	
	2008	2009	2010	2011	2012	1-Year	5-Year	2008	2009	2010	2011	2012	1-Year	5-Year	2008	2009	2010	2011	2012	1-Year	5-Year
Business	54	59	64	56	48	-13%	-10%	402	500	522	521	488	-6%	21%	77	94	113	102	131	28%	70%
CLASS	59	51	58	60	61	1%	4%	201	229	218	233	201	-14%	0%	59	58	64	65	78	19%	32%
Education	16	28	18	14	2	-83%	-86%	488	442	428	382	348	-9%	-29%	169	176	203	221	238	8%	41%
Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	16	18	21	20	22	-	-
Engineering	19	20	19	12	18	50%	-2%	117	121	148	144	123	-15%	5%	35	40	40	40	37	-7%	4%
Science	181	201	221	227	26	-89%	-86%	100	98	90	121	124	2%	25%	121	107	125	131	126	-4%	4%
Urban Affairs	-	1	-	1	-	-	-	161	148	170	144	132	-9%	-19%	39	51	24	29	18	-38%	-53%
Law	360	346	328	299	262	-12%	-27%	207	214	194	185	171	-8%	-17%	12	7	12	11	19	67%	62%
Graduate Studies	1	-	-	-	-	-100%	-100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other2	1	1	1	-	1	-	-	-	-	-	-	-	-	-	12	27	31	58	58	-	-
<b>Total</b>	<b>690</b>	<b>708</b>	<b>709</b>	<b>669</b>	<b>419</b>	<b>-37%</b>	<b>-39%</b>	<b>1,677</b>	<b>1,752</b>	<b>1,771</b>	<b>1,731</b>	<b>1,586</b>	<b>-8%</b>	<b>-5%</b>	<b>539</b>	<b>577</b>	<b>633</b>	<b>677</b>	<b>726</b>	<b>7%</b>	<b>35%</b>

**Notes:**

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

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

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

\*Unknown includes sections with no class time.

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

## Center for eLearning

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

The Center's major roles are to:

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

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

Table 6.14a: Annual Web Historical Enrollment and SCH Trends

WEB														
Term	Enrollment					Percent Change		SCH					Percent Change	
	2008-09*	2009-10**	2010-11	2011-12	2012-13	1-Year	5-Year	2008-09*	2009-10**	2010-11	2011-12	2012-13	1-Year	5-Year
Summer	1,721	2,105	2,533	3,012	3,044	1%	77%	7,194	9,261	11,711	14,919	15,348	3%	113%
Fall	2,605	3,104	3,589	4,064	4,287	5%	65%	10,546	12,646	15,127	18,159	19,659	8%	86%
Spring	2,598	3,128	3,770	4,176	4,305	3%	66%	10,727	14,470	16,563	19,073	19,674	3%	83%
<b>Total</b>	<b>6,924</b>	<b>8,337</b>	<b>9,892</b>	<b>11,252</b>	<b>11,636</b>	<b>3%</b>	<b>119%</b>	<b>28,467</b>	<b>36,377</b>	<b>43,401</b>	<b>52,151</b>	<b>54,681</b>	<b>5%</b>	<b>92%</b>

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

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

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

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

Figure 6.14a: Annual Web Historical Enrollment and SCH Trends

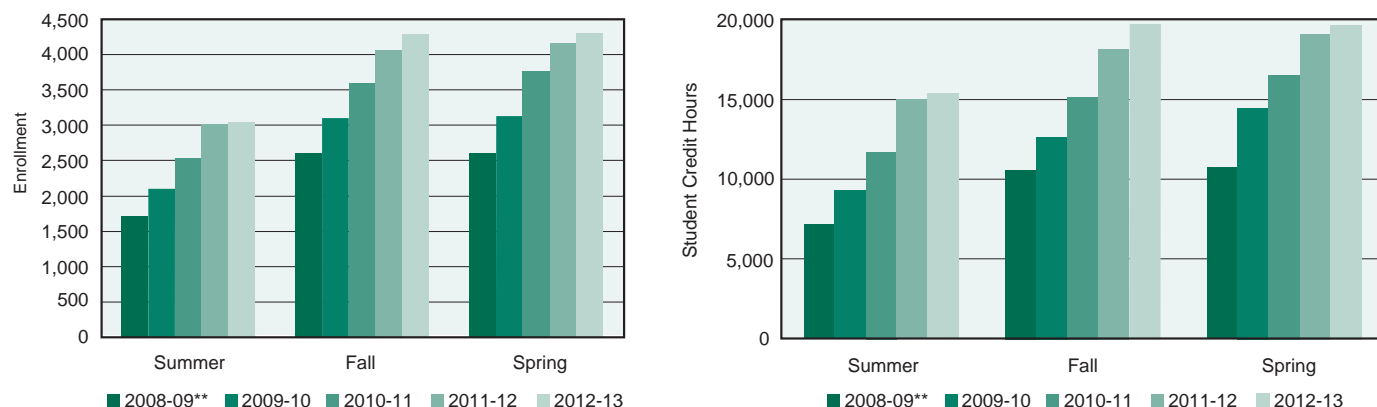


Table 6.14b: 5-Year Trends in Web-Based Instructional Delivery  
Student Credit Hours Generated

**Undergraduate**

Web-Based**	Fall					Percent Change	
	2008	2009	2010	2011	2012	1-Year	5-Year
Business	1,104	1,146	1,137	1,301	1,819	40%	65%
CLASS	1,472	1,588	2,089	2,975	3,230	9%	119%
Education	397	1,083	1,443	1,330	1,391	5%	250%
Engineering	-	6	140	236	203	-14%	-
Nursing	-	-	-	316	316	0%	-
Science	966	1,227	1,726	2,806	3,329	19%	245%
Urban Affairs	2,974	3,307	3,769	3,982	3,633	-9%	22%
Other (AF-CSC-MSC)	48	82	72	65	86	32%	79%
<b>Total</b>	<b>6,961</b>	<b>8,439</b>	<b>10,376</b>	<b>13,011</b>	<b>14,007</b>	<b>8%</b>	<b>101%</b>

**Graduate**

Web-Based**	Fall					Percent Change	
	2008	2009	2010	2011	2012	1-Year	5-Year
Business	823	1,079	1,196	1,203	1,432	19%	74%
CLASS	92	84	166	134	283	111%	208%
Education	2,092	2,054	2,718	2,683	2,738	2%	31%
Engineering	-	45	100	88	84	-5%	-
Nursing	-	-	-	282	303	7%	-
Science	264	373	368	438	662	51%	151%
Urban Affairs	312	571	196	320	144	-55%	-54%
Other (AF-CSC-MSC)	2	1	7	-	6	-	200%
<b>Total</b>	<b>3,585</b>	<b>4,207</b>	<b>4,751</b>	<b>5,148</b>	<b>5,652</b>	<b>10%</b>	<b>73%</b>

**Totals**

Web-Based**	Fall					Percent Change	
	2008	2009	2010	2011	2012	1-Year	5-Year
Business	1,927	2,225	2,333	2,504	3,251	30%	69%
CLASS	1,564	1,672	2,255	3,109	3,513	13%	125%
Education	2,489	3,137	4,161	4,013	4,129	3%	66%
Engineering	-	51	240	324	287	-11%	-
Nursing	-	-	-	-	619	-	-
Science	1,230	1,600	2,094	3,244	3,991	23%	224%
Urban Affairs	3,286	3,878	3,965	4,302	3,777	-12%	15%
Other (AF-CSC-MSC)	50	83	79	65	92	42%	84%
<b>Total</b>	<b>10,546</b>	<b>12,646</b>	<b>15,127</b>	<b>17,561</b>	<b>19,659</b>	<b>12%</b>	<b>86%</b>

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



## Trends in Interactive Video and Telecourse Instructional Delivery

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

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

### Undergraduate

Interactive Video and Telecourse*	Fall					Percent Change	
	2008	2009	2010	2011	2012	1-Year	5-Year
Business	-	-	78	-	-	-	-
CLASS	28	131	20	48	-	-	-
Education	8	-	4	-	-	-	-
Engineering	-	-	183	-	92	-	-
Science	168	126	120	75	93	24%	-45%
Urban Affairs	112	348	296	776	400	-48%	257%
<b>Total</b>	<b>316</b>	<b>605</b>	<b>701</b>	<b>899</b>	<b>585</b>	<b>-35%</b>	<b>85%</b>

### Graduate

Interactive Video and Telecourse*	Fall					Percent Change	
	2008	2009	2010	2011	2012	1-Year	5-Year
Business	-	-	-	-	-	-	-
CLASS	1,056	925	993	1,119	489	-56%	-54%
Education	234	246	364	213	136	-36%	-42%
Engineering	-	-	-	-	-	-	-
Science	-	-	-	-	-	-	-
Urban Affairs	68	104	12	28	4	-86%	-94%
<b>Total</b>	<b>1,358</b>	<b>1,275</b>	<b>1,369</b>	<b>1,360</b>	<b>629</b>	<b>-54%</b>	<b>-54%</b>

### Total

Interactive Video and Telecourse*	Fall					Percent Change	
	2008	2009	2010	2011	2012	1-Year	5-Year
Business	-	-	78	-	-	-	-
CLASS	1,084	1,056	1,013	1,167	489	-58%	-55%
Education	242	246	368	213	136	-36%	-44%
Engineering	-	-	183	-	92	-	-
Science	168	126	120	75	93	24%	-45%
Urban Affairs	180	452	308	804	404	-50%	124%
<b>Total</b>	<b>1,674</b>	<b>1,880</b>	<b>2,070</b>	<b>2,259</b>	<b>1,214</b>	<b>-46%</b>	<b>-27%</b>

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

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

Table 6.16: Michael Schwartz Library Collections, FY 2012

Resources	Library FY 2012	
	Total Titles	Total Volumes/Items
<b>Print Resources in Scholar</b>		
Monographs	484,533	573,496
Scores	13,800	22,508
Periodicals and books (to be added to Scholar)		255,802
Classed Serials	6,945	63,721
Periodicals	27,369	187,474
Theses and Dissertations	3,194	4,047
Print Resources in Microform	10,737	725,281
<b>Total Print Resources</b>	<b>546,578</b>	<b>1,832,329</b>
<b>Media Resources in Scholar</b>		
Audio Resources	16,734	21,455
Video Resources	11,710	14,642
Other Resources	859	2,725
<b>Total Media Resources</b>	<b>29,303</b>	<b>38,822</b>
<b>Total Physical Resources</b>	<b>575,881</b>	<b>1,871,151</b>
<b>Electronic Resources in Scholar</b>		
Electronic Books	96,905	96,905
Electronic Journals	57,882	57,882
Electronic Serials	206	206
Databases	772	772
Websites	2,191	2,191
Streaming Audio	4,018	4,018
Streaming Video	8,435	8,435
<b>Total Electronic Resources</b>	<b>170,409</b>	<b>170,409</b>
Total digital resources in CONTENTdm	50,740	50,740
Total digital resources in EngagedScholarship@CSU	1,154	1,154
<b>Total Locally Digitized Resources</b>	<b>51,894</b>	<b>51,894</b>
<b>Total Digital Resources</b>	<b>274,197</b>	<b>274,197</b>
<b>GRAND TOTAL</b>	<b>850,078</b>	<b>2,106,526</b>
<b>Archival Resources</b>		
	<b>Number of Collections</b>	<b>Linear Feet</b>
Special Collections	406	7,153
University Archives	427	3,183
<b>Total Archival Resources</b>	<b>758</b>	<b>10,158</b>
<b>Current Subscriptions</b>		
	<b>Number of Titles FY12</b>	
Paper Periodical	42	
Electronic Periodicals (paid subscriptions, including EJC)	10,585	
Other Paper Continuing Resources	99	
Other Electronic Continuing Resources (not journals)	422	
<b>Total Subscriptions</b>	<b>11,148</b>	

Table 6.17: Michael Schwartz Library Use Statistics

DIGITAL RESOURCE USE TRENDS	FY 08	FY 09	FY 10	FY 11	FY 12
Searches on Scholar catalog	1,843,513	2,275,195	1,394,654	1,623,618	1,224,802
Electronic resource searches (OhioLINK )	659,835	963,866	1,580,449	1,608,342	1,826,607
Electronic resource searches (CSU purchased)	120,733	189,202	519,676	307,958	402,968
Electronic resource downloads (OhioLINK)	499,087	482,965	344,685	370,527	476,861
Electronic resource downloads (CSU purchased)	79,468	74,939	71,534	76,950	127,418
Electronic books use (OhioLINK)	34,940	29,699	34,137	37,099	28,279†
Electronic books use (ebrary section requests - CSU purchased)	33,520	29,150	74,958	108,167	78,831
Electronic books use (ebrary section requests - CSU produced)	n/a	n/a	1,852	56,168	64,239
Electronic theses/dissertations use (downloaded from ProQuest and OhioLINK ETD)	1,115	15,671	54,161	132,800	123,999
OhioLINK Digital Resource Center use (downloads)	6,029	4,845	1,791	1,179	531
OhioLINK digital video use (uses=hits on files)	1,335	946	481	596	447
Films on Demand (titles viewed)	n/a	n/a	n/a	45 (partial)	1,699
OhioLINK digital audio use (Naxos music downloads)	5,394	11,535	12,562	15,410	n/a
ARTstor searches and browse	n/a	29,442	28,161	18,913	25,071
ARTstor access events (view, print, download, etc.)	n/a	34,653	20,954	21,322	28,066
EngagedScholarship@CSU (downloads)	n/a	n/a	n/a	n/a	6,520
Hits to the Library's streaming media files	27,452	21,659	18,828	4,258	13,388
Page Views on Cleveland Memory	13,727,806	19,763,385	27,125,236	33,157,836	450,157†
Page Views on the Library website	14,779,847	26,078,788	25,804,303	39,341,890	1,487,765†
Page Views on Library's Virtual Reference webpages	60,416	53,666	52,150	48,746	25,363†
Page Views on Library's Subject Portal webpages	144,452	133,216	135,438	128,188	53,544†
<b>OTHER TRENDS</b>					
Percent of materials budget spent on electronic resources	69%	67%	80%	83%	96%
Items checked out	183,212	168,021	164,980	147,152	130,874
Visitors to the Library	464,360	500,092	509,945	490,120	527,989
Visitors (virtual) to the Library webpage	795,939	786,843	926,182	1,038,114	411,326†
Visitors (virtual) to Cleveland Memory	2,537,358	1,445,630	1,014,411	750,846	97,613†
Items borrowed from other OhioLINK libraries	29,624	30,332	29,893	27,300	24,485
Items loaned to other OhioLINK libraries	23,557	21,445	21,779	16,430	12,869
Items borrowed from libraries through ILL (beyond Ohio)	3,540	2,871	2,718	2,229	2,273
Items loaned to libraries through ILL (beyond Ohio)	8,776	8,781	9,639	8,475	7,096
Reference and technical questions answered	45,024	47,227	39,591	30,219	34,546
Librarian led instructional sessions	390	403	392	425	413
In-house faculty led instructional sessions	781	907	973	1,318	1,032
Other Library facility bookings for campus activities	648	616	644	658	650
IMS media equipment circulations to faculty	11,716	9,228	9,590	12,552	13,861

† Method of statistics gathering changed to use of Google Analytic  
 ‡Ebooks not loaded in EBC and statistics not yet available from vendors websites

Table 6.18: Cleveland State University Law Library Collections 2009-2012

	2009		2010		2011		2012	
	Total Titles	Total Vol./ Units	Total Titles	Total Vol./ Units	Total Titles	Total Vol./ Units	Total Titles	Total Vol./ Units
<b>Titles and Volumes:</b>								
Print titles	86,517	-	87,296	-	86,733	-	78,730	-
Non-book and Electronic Titles	12,651	-	14,235	-	14,978	-	20,662	-
Microformats	71,068	-	71,068	-	71,082	-	71,082	-
Volumes (excluding microforms)	-	304,895	-	303,317	-	299,131	-	290,850
Volumes equivalent of microforms	-	234,094	-	234,922	-	235,284	-	235,776

Source: Law Library

Table 6.19: Cleveland State University Law Library Statistics 2009-2012

	2009		2010		2011		2012	
	Requests	Filled	Requests	Filled	Requests	Filled	Requests	Filled
Number of material requests <i>sent</i> by Law library	3,032	2,996	3,478	3,462	2,652	2,612	2,329	2,286
Number of material request <i>received</i> by Law library	4,207	3,865	3,206	2,983	2,153	1,951	2,596	2,012

Source: Law Library

## Cleveland Transfer Connection (CTC)

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





Cleveland State University



2013



Faculty & Staff

7

Book of  
Trends



**Table 7.1: Full-Time Employees by Standard Occupational Classification (SOC) Fall 2012**

SOC Category	Count	% of Total
Management	229	15.0%
Faculty	520	34.1%
Archivists/Curators/Museum Technicians	17	1.1%
Non-Postsecondary Teaching	78	5.1%
Business/Financial Operations	84	5.5%
Computer/Engineering/Science	137	9.0%
Comm Service/Legal/Arts/Media	63	4.1%
Health Practioners & Technical Occupations	13	0.9%
Service	102	6.7%
Sales and Related	3	0.2%
Office/Administrative Support	239	15.7%
Natural Resources/Construct/Mnt	28	1.8%
Production/Transport/Material	11	0.7%
<b>Total Full-time Employees</b>	<b>1,524</b>	<b>100%</b>

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

**Figure 7.1: Full-Time Employees by SOC Category Fall 2012**

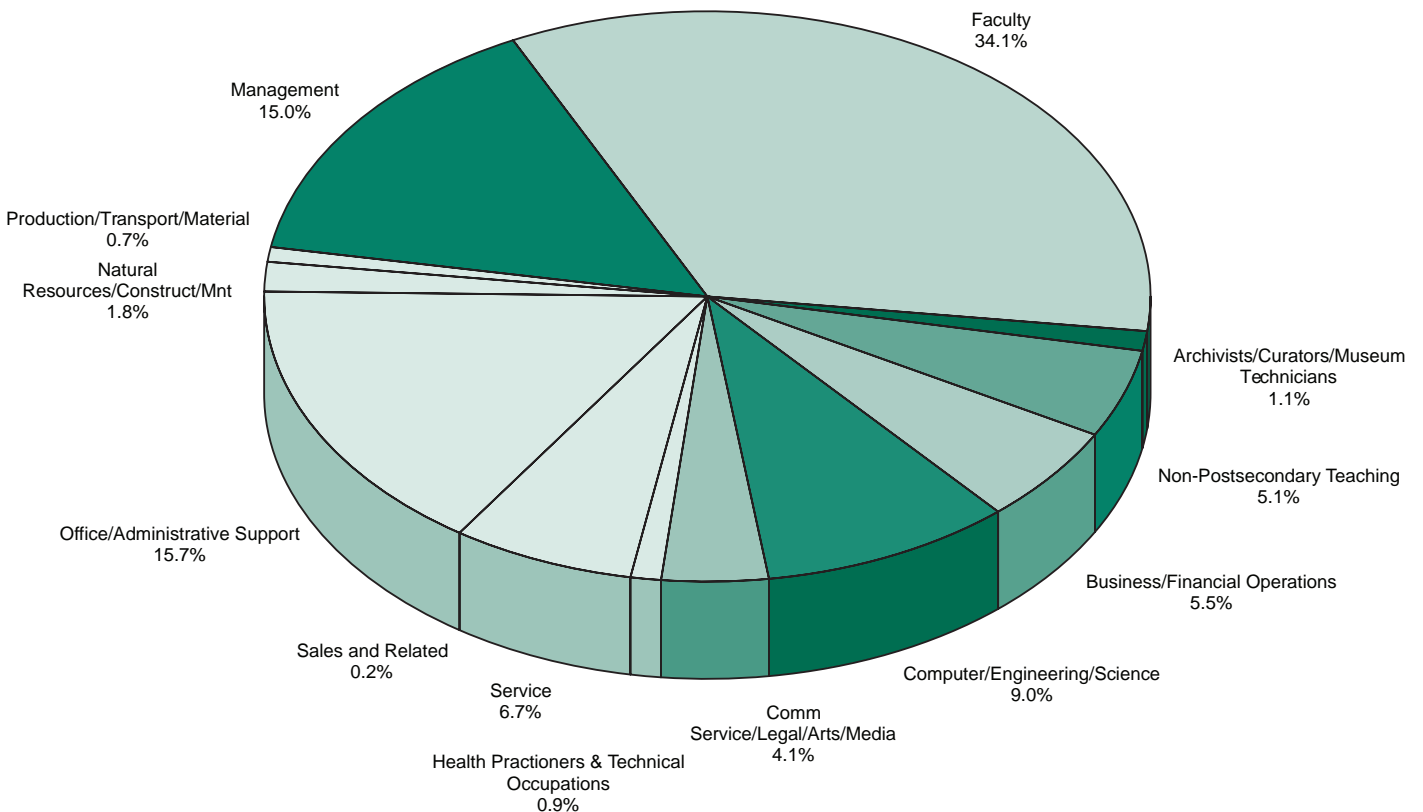




Table 7.2: Full-Time Employees by Gender, Ethnicity, and (SOC) Category  
Fall 2012

SOC Category/Ethnicity	2012	
	Male	Female
<b>Management</b>		
Non Resident Alien	-	-
White	86	91
Black/African American	7	27
Hispanic/Latino	4	1
Asian	10	2
American Indian/Alaskan Native	-	-
Other Pacific Islander/Native Hawaiian	-	-
Two or More Races	1	-
Unknown	-	-
<b>Total</b>	<b>108</b>	<b>121</b>

<b>Faculty</b>		
Non Resident Alien	9	3
White	220	160
Black/African American	15	20
Hispanic/Latino	9	3
Asian	56	23
American Indian/Alaskan Native	-	-
Other Pacific Islander/Native Hawaiian	1	-
Two or More Races	-	-
Unknown	-	1
<b>Total</b>	<b>310</b>	<b>210</b>

<b>Archivists/Curators/Museum Technicians</b>		
Non Resident Alien	-	-
White	3	13
Black/African American	-	-
Hispanic/Latino	-	-
Asian	-	1
American Indian/Alaskan Native	-	-
Other Pacific Islander/Native Hawaiian	-	-
Two or More Races	-	-
Unknown	-	-
<b>Total</b>	<b>3</b>	<b>14</b>

<b>Non-Postsecondary Teaching</b>		
Non Resident Alien	-	1
White	16	45
Black/African American	1	9
Hispanic/Latino	-	3
Asian	-	-
American Indian/Alaskan Native	-	1
Other Pacific Islander/Native Hawaiian	-	-
Two or More Races	-	2
Unknown	-	-
<b>Total</b>	<b>17</b>	<b>61</b>

SOC Category/Ethnicity	2012	
	Male	Female
<b>Business/Financial Operations</b>		
Non Resident Alien	1	-
White	23	42
Black/African American	3	13
Hispanic/Latino	-	2
Asian	-	-
American Indian/Alaskan Native	-	-
Other Pacific Islander/Native Hawaiian	-	-
Two or More Races	-	-
Unknown	-	-
<b>Total</b>	<b>27</b>	<b>57</b>

<b>Computer/Engineering/Science</b>		
Non Resident Alien	3	2
White	74	35
Black/African American	5	5
Hispanic/Latino	-	2
Asian	9	2
American Indian/Alaskan Native	-	-
Other Pacific Islander/Native Hawaiian	-	-
Two or More Races	-	-
Unknown	-	-
<b>Total</b>	<b>91</b>	<b>46</b>

<b>Comm Service/Legal/Arts/Media</b>		
Non Resident Alien	1	-
White	23	22
Black/African American	8	8
Hispanic/Latino	1	-
Asian	-	-
American Indian/Alaskan Native	-	-
Other Pacific Islander/Native Hawaiian	-	-
Two or More Races	-	-
Unknown	-	-
<b>Total</b>	<b>33</b>	<b>30</b>

<b>Health Practitioners &amp; Technical Occupations</b>		
Non Resident Alien	-	-
White	2	8
Black/African American	-	1
Hispanic/Latino	-	-
Asian	1	1
American Indian/Alaskan Native	-	-
Other Pacific Islander/Native Hawaiian	-	-
Two or More Races	-	-
Unknown	-	-
<b>Total</b>	<b>3</b>	<b>10</b>

(continued on next page)

Table 7.2: Full-Time Employees by Gender, Ethnicity, and (SOC) Category  
Fall 2012

SOC Category/Ethnicity	2012		SOC Category/Ethnicity	2012	
	Male	Female		Male	Female
<b>Service</b>			<b>Production/Transport/Material</b>		
Non Resident Alien	-	-	Non Resident Alien	-	-
White	27	4	White	8	-
Black/African American	39	25	Black/African American	1	1
Hispanic/Latino	4	1	Hispanic/Latino	1	-
Asian	-	-	Asian	-	-
American Indian/Alaskan Native	-	-	American Indian/Alaskan Native	-	-
Other Pacific Islander/Native Hawaiian	-	-	Other Pacific Islander/Native Hawaiian	-	-
Two or More Races	-	-	Two or More Races	-	-
Unknown	2	-	Unknown	-	-
<b>Total</b>	<b>72</b>	<b>30</b>	<b>Total</b>	<b>10</b>	<b>1</b>
<b>Sales and Related</b>			<b>Total Full-Time Employees</b>		
Non Resident Alien	-	-	Non Resident Alien	14	6
White	2	-	White	519	555
Black/African American	1	-	Black/African American	94	182
Hispanic/Latino	-	-	Hispanic/Latino	21	14
Asian	-	-	Asian	77	32
American Indian/Alaskan Native	-	-	Native American/Alaskan Native	-	1
Other Pacific Islander/Native Hawaiian	-	-	Other Pacific Islander/Native Hawaiian	1	-
Two or More Races	-	-	Two or More Races	1	4
Unknown	-	-	Unknown	2	1
<b>Total</b>	<b>3</b>	<b>-</b>	<b>Total</b>	<b>729</b>	<b>795</b>
<b>Office/Administrative Support</b>			<b>Source:</b> All figures are taken from the IPEDS/EAP files as of November 1.		
Non Resident Alien	-	-	<b>Note:</b> Please see that Asian/Pacific Islander was split into two categories.		
White	14	135	Also a new category of two or more races was added per Federal Reporting Rule Changes.		
Black/African American	8	73			
Hispanic/Latino	1	2			
Asian	1	3			
American Indian/Alaskan Native	-	-			
Other Pacific Islander/Native Hawaiian	-	-			
Two or More Races	-	2			
Unknown	-	-			
<b>Total</b>	<b>24</b>	<b>215</b>			
<b>Natural Resources/Construct/Mnt</b>					
Non Resident Alien	-	-			
White	21	-			
Black/African American	6	-			
Hispanic/Latino	1	-			
Asian	-	-			
American Indian/Alaskan Native	-	-			
Other Pacific Islander/Native Hawaiian	-	-			
Two or More Races	-	-			
Unknown	-	-			
<b>Total</b>	<b>28</b>	<b>-</b>			

Table 7.3: **Full-Time Employees: Women and Minorities as a Percentage of Total by SOC Category Fall 2012**

	2012		2012
<b>Management</b>		<b>Business/Financial Operations</b>	
Women	53%	Women	68%
Black/African American	15%	Black/African American	19%
Hispanic/Latino	2%	Hispanic/Latino	2%
Asian	5%	Asian	0%
Native American/Alaskan Native	0%	Native American/Alaskan Native	0%
Other Pacific Islander/Native Hawaiian	0%	Other Pacific Islander/Native Hawaiian	0%
Two or More Races	0%	Two or More Races	0%
Minorities	23%	Minorities	21%
<b>Faculty</b>		<b>Computer/Engineering/Science</b>	
Women	40%	Women	34%
Black/African American	7%	Black/African American	7%
Hispanic/Latino	2%	Hispanic/Latino	1%
Asian	15%	Asian	8%
Native American/Alaskan Native	0%	Native American/Alaskan Native	0%
Other Pacific Islander/Native Hawaiian	0%	Other Pacific Islander/Native Hawaiian	0%
Two or More Races	0%	Two or More Races	0%
Minorities	24%	Minorities	17%
<b>Archivists/Curators/Museum Technicians</b>		<b>Comm Service/Legal/Arts/Media</b>	
Women	82%	Women	48%
Black/African American	0%	Black/African American	25%
Hispanic/Latino	0%	Hispanic/Latino	2%
Asian	6%	Asian	0%
Native American/Alaskan Native	0%	Native American/Alaskan Native	0%
Other Pacific Islander/Native Hawaiian	0%	Other Pacific Islander/Native Hawaiian	0%
Two or More Races	0%	Two or More Races	0%
Minorities	6%	Minorities	27%
<b>Non-Postsecondary Teaching</b>		<b>Health Practitioners &amp; Technical Occupations</b>	
Women	78%	Women	77%
Black/African American	13%	Black/African American	8%
Hispanic/Latino	4%	Hispanic/Latino	0%
Asian	0%	Asian	15%
Native American/Alaskan Native	1%	Native American/Alaskan Native	0%
Other Pacific Islander/Native Hawaiian	0%	Other Pacific Islander/Native Hawaiian	0%
Two or More Races	3%	Two or More Races	0%
Minorities	21%	Minorities	23%

(continued on next page)

Table 7.3: **Full-Time Employees: Women and Minorities as a Percentage of Total by SOC Category**  
Fall 2012

	2012		2012
<b>Service</b>		<b>Production/Transport/Material</b>	
Women	29%	Women	9%
Black/African American	63%	Black/African American	18%
Hispanic/Latino	5%	Hispanic/Latino	9%
Asian	0%	Asian	0%
Native American/Alaskan Native	0%	Native American/Alaskan Native	0%
Other Pacific Islander/Native Hawaiian	0%	Other Pacific Islander/Native Hawaiian	0%
Two or More Races	0%	Two or More Races	0%
Minorities	68%	Minorities	27%
<b>Sales and Related</b>		<b>Total Full-Time Employees</b>	
Women	0%	Women	52%
Black/African American	33%	Black/African American	18%
Hispanic/Latino	0%	Hispanic/Latino	2%
Asian	0%	Asian	7%
Native American/Alaskan Native	0%	Native American/Alaskan Native	0%
Other Pacific Islander/Native Hawaiian	0%	Other Pacific Islander/Native Hawaiian	0%
Two or More Races	0%	Two or More Races	0%
Minorities	33%	Minorities	28%
<b>Office/Administrative Support</b>		<b>Source:</b> All figures are taken from the IPEDS/EAP files as of November 1.	
Women	90%	<b>Note:</b> Minorities include Black, Hispanics, Asian, Native American/Alaskan Native, Other Pacific Islander/Native Hawaiian, and Two or More Races.	
Black/African American	34%		
Hispanic/Latino	1%		
Asian	2%		
Native American/Alaskan Native	0%		
Other Pacific Islander/Native Hawaiian	0%		
Two or More Races	1%		
Minorities	38%		
<b>Natural Resources/Construct/Mnt</b>			
Women	0%		
Black/African American	21%		
Hispanic/Latino	4%		
Asian	0%		
Native American/Alaskan Native	0%		
Other Pacific Islander/Native Hawaiian	0%		
Two or More Races	0%		
Minorities	25%		

Table 7.4: **Total Employees by SOC Category**  
**Fall 2012**

SOC Category Description	Employees		
	Full Time	Part Time	Total Time
Management	229	16	245
Faculty	520	521	1,041
Archivists/Curators/Museum Technicians	17	-	17
Non-Postsecondary Teaching	78	5	83
Business/Financial Operations	84	6	90
Computer/Engineering/Science	137	6	143
Comm Service/Legal/Arts/Media	63	35	98
Health Practitioners & Technical Occupations	13	1	14
Service	102	31	133
Sales and Related	3	2	5
Office/Administrative Support	239	30	269
Natural Resources/Construct/Mnt	28	-	28
Production/Transport/Material	11	1	12
<b>Total Employees</b>	<b>1,524</b>	<b>654</b>	<b>2,178</b>

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

Table 7.5 Full-Time Faculty by Rank and College  
Fall 2012

College	Professor		Associate Professor		Assistant Professor		Instructor		Term Faculty		Total
	N	%	N	%	N	%	N	%	N	%	N
Business	17	24%	21	29%	13	18%	4	6%	17	24%	72
CLASS	34	23%	66	44%	28	19%	2	1%	20	13%	150
Education	13	22%	37	64%	7	12%	-	0%	1	2%	58
Engineering	22	47%	21	45%	2	4%	-	0%	2	4%	47
Nursing	-	0%	6	29%	8	38%	-	0%	7	33%	21
Science	39	34%	44	39%	20	18%	-	0%	11	10%	114
Urban Affairs	7	30%	6	26%	6	26%	1	4%	3	13%	23
Law	12	34%	9	26%	4	11%	-	0%	10	29%	35
<b>TOTAL</b>	<b>144</b>	<b>28%</b>	<b>210</b>	<b>40%</b>	<b>88</b>	<b>17%</b>	<b>7</b>	<b>1%</b>	<b>71</b>	<b>14%</b>	<b>520</b>

Note: Includes only standard academic ranks.

Table 7.6: Full-Time Faculty by Gender and College  
Fall 2012

College	Regular Faculty				Term Faculty				Total	
	Male		Female		Male		Female		N	%
	N	%	N	%	N	%	N	%		
Business	41	57%	14	19%	10	14%	7	10%	72	14%
CLASS	79	53%	51	34%	9	6%	11	7%	150	29%
Education	23	40%	34	59%	-	0%	1	2%	58	11%
Engineering	40	85%	5	11%	2	4%	-	0%	47	9%
Nursing	-	0%	13	62%	2	10%	6	29%	21	4%
Science	68	60%	35	31%	4	4%	7	6%	114	22%
Urban Affairs	12	52%	8	35%	1	4%	2	9%	23	4%
Law	16	46%	9	26%	3	9%	7	20%	35	7%
<b>TOTAL</b>	<b>279</b>	<b>54%</b>	<b>169</b>	<b>33%</b>	<b>31</b>	<b>6%</b>	<b>41</b>	<b>8%</b>	<b>520</b>	<b>100%</b>

Table 7.6a: Full-Time Faculty by College, Gender and Rank, Fall 2012

College	Gender	Professor		Associate Professor		Assistant Professor		Instructor		Term Faculty		Total
		N	%	N	%	N	%	N	%	N	%	N
Business	F	3	14%	6	29%	5	24%	-	0%	7	33%	21
	M	14	27%	15	29%	8	16%	4	8%	10	20%	51
CLASS	F	14	23%	22	35%	14	23%	1	2%	11	18%	62
	M	20	23%	44	50%	14	16%	1	1%	9	10%	88
Education	F	6	17%	24	69%	4	11%	-	0%	1	3%	35
	M	7	30%	13	57%	3	13%	-	0%	-	0%	23
Engineering	F	2	40%	2	40%	1	20%	-	0%	-	0%	5
	M	20	48%	19	45%	1	2%	-	0%	2	5%	42
Nursing	F	-	0%	6	32%	7	37%	-	0%	6	32%	19
	M	-	0%	-	0	-	0	-	0	2	100%	2
Science	F	8	19%	18	43%	9	21%	-	0%	7	17%	42
	M	31	43%	26	36%	11	15%	-	0%	4	6%	72
Urban Affairs	F	3	30%	3	30%	2	20%	-	0%	2	20%	10
	M	4	31%	3	23%	4	31%	1	8%	1	8%	13
Law	F	5	31%	3	19%	1	6%	-	0%	7	44%	16
	M	7	37%	6	32%	3	16%	-	0%	3	16%	19
<b>TOTAL</b>		<b>144</b>	<b>28%</b>	<b>210</b>	<b>40%</b>	<b>87</b>	<b>17%</b>	<b>7</b>	<b>1%</b>	<b>72</b>	<b>14%</b>	<b>520</b>

Note: Includes only standard academic ranks.

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

Table 7.7: Full-Time Faculty by Highest Degree Attained, Fall 2012

College	Degree				Total	%
	Bachelor's	Master's	Doctorate	Professional		Terminal Degree
Business	0%	22%	74%	4%	14%	75%
CLASS	1%	18%	81%	0%	29%	89%
Education	0%	7%	93%	0%	11%	98%
Engineering	0%	6%	94%	0%	9%	100%
Nursing	0%	71%	29%	0%	4%	67%
Science	0%	11%	88%	1%	22%	90%
Urban Affairs	0%	13%	87%	0%	4%	87%
Law	0%	0%	3%	97%	7%	100%
<b>TOTAL</b>	<b>0%</b>	<b>16%</b>	<b>77%</b>	<b>7%</b>	<b>100%</b>	<b>89%</b>

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

Table 7.8: Full-Time Tenured/Tenure-Track and Non-Tenure Track Faculty by College/Department:  
5-Year Trend

College/Department	Fall															Percent Change	
	2008			2009			2010			2011			2012			1 year	5 year
	Tenured & Tenure Track	Non Tenure Track	Total	Tenured & Tenure Track	Non Tenure Track	Total	Tenured & Tenure Track	Non Tenure Track	Total	Tenured & Tenure Track	Non Tenure Track	Total	Tenured & Tenure Track	Non Tenure Track	Total		
<b>Business</b>																	
Accounting	9	4	13	10	4	14	10	5	15	9	6	15	11	6	17	13%	31%
Computer & Information Science	15	3	18	13	3	16	14	3	17	12	4	16	12	3	15	-6%	-17%
Finance	8	2	10	7	2	9	7	2	9	4	5	9	2	5	7	-22%	-30%
Health Care Administration	2	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-100%
Management & Labor Relations	7	5	12	9	4	13	10	3	13	11	1	12	10	3	13	8%	8%
Marketing	12	3	15	10	3	13	11	4	15	11	4	15	8	4	12	-20%	-20%
Operation and Supply Chain Management	6	2	8	6	3	9	6	3	9	6	2	8	6	2	8	0%	0%
<b>Business Total</b>	<b>59</b>	<b>19</b>	<b>78</b>	<b>55</b>	<b>19</b>	<b>74</b>	<b>58</b>	<b>20</b>	<b>78</b>	<b>53</b>	<b>22</b>	<b>75</b>	<b>49</b>	<b>23</b>	<b>72</b>	<b>-4%</b>	<b>-8%</b>
<b>Liberal Arts &amp; Social Sciences</b>																	
Anthropology	5	-	5	5	-	5	5	-	5	5	-	5	5	1	6	20%	20%
Art	12	-	12	12	-	12	11	1	12	11	-	11	11	-	11	0%	-8%
Economics	7	-	7	7	-	7	7	-	7	5	1	6	5	2	7	17%	0%
English	17	2	19	15	3	18	14	3	17	14	4	18	12	7	19	6%	0%
History	16	2	18	16	-	16	15	-	15	15	-	15	15	-	15	0%	-17%
Liberal Studies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Modern Languages	10	2	12	9	2	11	9	2	11	9	2	11	10	2	12	9%	0%
Music	12	1	13	11	1	12	11	1	12	10	2	12	9	4	13	8%	0%
Philosophy	8	-	8	6	-	6	6	-	6	6	-	6	6	-	6	0%	-25%
Political Science	8	-	8	8	-	8	9	-	9	9	-	9	7	2	9	0%	13%
Religious Studies	2	1	3	4	-	4	4	-	4	4	-	4	3	-	3	-25%	0%
School of Communication	19	1	20	20	2	22	19	2	21	19	2	21	17	3	20	-5%	0%
Social Work	14	1	15	13	2	15	13	2	15	10	2	12	8	3	11	-8%	-27%
Sociology	10	3	13	9	3	12	8	3	11	9	3	12	10	4	14	17%	8%
Theatre and Dance	3	1	4	3	1	4	5	-	5	4	-	4	4	-	4	0%	0%
<b>Liberal Arts &amp; Social Sciences Total</b>	<b>143</b>	<b>14</b>	<b>157</b>	<b>138</b>	<b>14</b>	<b>152</b>	<b>136</b>	<b>14</b>	<b>150</b>	<b>130</b>	<b>16</b>	<b>146</b>	<b>122</b>	<b>28</b>	<b>150</b>	<b>3%</b>	<b>-4%</b>

(continued on next page)



Table 7.8: Full-Time Tenured/Tenure-Track and Non-Tenure Track Faculty by College/Department:  
5-Year Trend

(continued from previous page)

College/Department	Fall															Percent Change	
	2008			2009			2010			2011			2012			1 year	5 year
	Tenured & Tenure Track	Non Tenure Track	Total	Tenured & Tenure Track	Non Tenure Track	Total	Tenured & Tenure Track	Non Tenure Track	Total	Tenured & Tenure Track	Non Tenure Track	Total	Tenured & Tenure Track	Non Tenure Track	Total		
<b>Education and Human Services</b>																	
CASAL	16	-	16	15	-	15	15	-	15	16	-	16	14	-	14	-13%	-13%
Curriculum & Foundations	16	-	16	14	-	14	13	-	13	13	-	13	11	1	12	-8%	-25%
Health And Physical Education	8	-	8	8	-	8	8	-	8	8	-	8	7	1	8	0%	0%
Teachers Education	25	1	26	23	-	23	24	-	24	24	-	24	24	-	24	0%	-8%
<b>Education and Human Services Total</b>	<b>65</b>	<b>1</b>	<b>66</b>	<b>60</b>	<b>-</b>	<b>60</b>	<b>60</b>	<b>-</b>	<b>60</b>	<b>61</b>	<b>-</b>	<b>61</b>	<b>56</b>	<b>2</b>	<b>58</b>	<b>-5%</b>	<b>-12%</b>
<b>Engineering</b>																	
Chemical Engineering	9	-	9	8	-	8	8	-	8	10	-	10	10	-	10	0%	11%
Civil & Environmental Engineering	11	-	11	10	-	10	10	-	10	9	-	9	9	-	9	0%	-18%
Electrical & Computer Engineering	15	-	15	15	-	15	15	-	15	15	-	15	15	-	15	0%	0%
Engineering Technology	5	-	5	4	-	4	4	-	4	4	-	4	4	1	5	25%	0%
Industrial & Manufacturing Engineering	5	-	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mechanical Engineering	9	-	9	13	-	13	10	-	10	8	-	8	7	1	8	0%	-11%
<b>Engineering Total</b>	<b>54</b>	<b>-</b>	<b>54</b>	<b>50</b>	<b>-</b>	<b>50</b>	<b>47</b>	<b>-</b>	<b>47</b>	<b>46</b>	<b>-</b>	<b>46</b>	<b>45</b>	<b>2</b>	<b>47</b>	<b>2%</b>	<b>-13%</b>
<b>Law</b>	<b>30</b>	<b>12</b>	<b>42</b>	<b>30</b>	<b>12</b>	<b>42</b>	<b>30</b>	<b>12</b>	<b>42</b>	<b>28</b>	<b>12</b>	<b>40</b>	<b>25</b>	<b>10</b>	<b>35</b>	<b>-13%</b>	<b>-17%</b>
<b>Nursing</b>	<b>15</b>	<b>4</b>	<b>19</b>	<b>17</b>	<b>6</b>	<b>23</b>	<b>17</b>	<b>5</b>	<b>22</b>	<b>15</b>	<b>4</b>	<b>19</b>	<b>14</b>	<b>7</b>	<b>21</b>	<b>11%</b>	<b>11%</b>
<b>Science</b>																	
Biology, Geology & Environmental Science	21	-	21	20	-	20	19	-	19	19	-	19	21	-	21	11%	0%
Chemistry	13	-	13	14	-	14	14	-	14	14	-	14	14	-	14	0%	8%
Health Sciences	17	-	17	20	3	23	22	2	24	21	3	24	23	3	26	8%	53%
Mathematics	23	2	25	20	3	23	20	4	24	21	4	25	20	7	27	8%	8%
Physics	10	-	10	10	-	10	10	-	10	10	-	10	8	1	9	-10%	-10%
Psychology	19	1	20	20	1	21	19	2	21	18	2	20	16	1	17	-15%	-15%
Speech & Hearing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Science Total</b>	<b>103</b>	<b>3</b>	<b>106</b>	<b>104</b>	<b>7</b>	<b>111</b>	<b>104</b>	<b>8</b>	<b>112</b>	<b>103</b>	<b>9</b>	<b>112</b>	<b>102</b>	<b>12</b>	<b>114</b>	<b>2%</b>	<b>8%</b>
<b>Urban Affairs</b>	<b>22</b>	<b>4</b>	<b>26</b>	<b>21</b>	<b>4</b>	<b>25</b>	<b>23</b>	<b>4</b>	<b>27</b>	<b>21</b>	<b>4</b>	<b>25</b>	<b>18</b>	<b>5</b>	<b>23</b>	<b>-8%</b>	<b>-12%</b>
<b>University Total</b>	<b>491</b>	<b>57</b>	<b>548</b>	<b>475</b>	<b>62</b>	<b>537</b>	<b>475</b>	<b>63</b>	<b>538</b>	<b>457</b>	<b>67</b>	<b>524</b>	<b>431</b>	<b>89</b>	<b>520</b>	<b>-1%</b>	<b>-5%</b>

Table 7.9: Percentage of Undergraduate Student Credit Hours (SCH) Generated by Full-Time Faculty Fall 2012

Department	Description	SCH Generated by Full-time Faculty	SCH Generated by Part-time Faculty	SCH Generated by Other Instructors	Total SCH Generated	% of SCH Generated Full-time Faculty
<b>College of Business</b>						
Accounting	Accounting	2,625	267	-	2,892	91%
	Business Law	240	159	-	399	60%
Computer & Information Science	Computer and Information Science	967	562	100	1,629	59%
	Information Science	1,590	87	157	1,834	87%
Finance	Finance	1,356	140	160	1,656	82%
Health Care Administration	Health Care Administration	78	-	-	78	100%
Management & Labor Relations	Management & Labor Relations	1,479	507	42	2,028	73%
Marketing	General Administration	207	516	-	723	29%
	Marketing	1,203	548	220	1,971	61%
Operations & Supply Chain Management	Operations & Supply Chain Management	1,432	649	24	2,105	68%
Other Business	International Business	151	-	96	247	61%
	Other Business	524	657	150	1,331	39%
<b>Business Total</b>		<b>11,852</b>	<b>4,092</b>	<b>949</b>	<b>16,893</b>	<b>70%</b>
<b>College of Liberal Arts and Social Sciences</b>						
Anthropology	Anthropology	2,528	864	-	3,392	75%
	Linguistics	96	-	-	96	100%
Art	Art	1,657	800	52	2,509	66%
Communication	Communication	4,658	1,356	176	6,190	75%
Economics	Economics	1,462	798	-	2,260	65%
English	English	2,826	4,793	903	8,522	33%
	Developmental English	-	240	154	394	0%
History	History	2,692	2,008	364	5,064	53%
Interdisciplinary	Black Studies	-	-	296	296	0%
	Classical and Medieval Studies	3	-	-	3	100%
	National Student Exchange	-	-	60	60	0%
	Women's Studies	12	244	160	416	3%
Modern Languages	Arabic	116	235	-	351	33%
	Chinese	-	173	-	173	0%
	French	120	260	-	380	32%
	German	-	231	-	231	0%
	Greek	-	-	72	72	0%
	Italian	235	-	-	235	100%
	Japanese	-	134	-	134	0%
	Latin	-	120	-	120	0%
	Modern Languages	84	33	-	117	72%
	Spanish	1,160	-	545	1,705	68%
Music	Applied Music	37	360	18	415	9%
	Music	703	2,345	43	3,091	23%
Philosophy	Philosophy	988	1,474	-	2,462	40%
Political Science/IR	Political Science	1,850	180	-	2,030	91%
Religious Studies	Religious Studies	988	740	240	1,968	50%
Social Work	Social Work	1,697	975	595	3,267	52%
Sociology	Sociology	5,679	897	122	6,698	85%
Theatre and Dance	Dance	173	37	112	322	54%
	Theatre and Dance	393	315	36	744	53%
<b>College of Liberal Arts and Social Sciences Total</b>		<b>30,157</b>	<b>19,612</b>	<b>3,948</b>	<b>53,717</b>	<b>56%</b>

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**Table 7.9: Percentage of Undergraduate Student Credit Hours (SCH) Generated by Full-Time Faculty Fall 2012**

(continued from previous page)

Department	Description	SCH Generated by Full-time Faculty	SCH Generated by Part-time Faculty	SCH Generated by Other Instructors	Total SCH Generated	% of SCH Generated Full-time Faculty
<b>College of Education &amp; Human Services</b>						
CASAL	Education Specialist	88	-	-	88	100%
Curriculum and Foundations	Curriculum & Instruction	495	437	253	1,185	42%
Health And Physical Education	Health and Physical Education	342	160	372	874	39%
	Health Education	115	30	-	145	79%
	HPER-Core Curriculum	75	94	78	247	30%
	HPERD-Special Topics	-	75	-	75	0%
	Physical Education-Service	-	43	173	216	0%
Other Education	Physical Education	-	-	17	17	0%
Teachers Education	Early Childhood Education	320	515	-	835	38%
	Education U Teach	105	-	38	143	73%
	Education-SIP	54	487	40	581	9%
	Middle Childhood Education	136	200	-	336	40%
	Special Education	224	387	132	743	30%
	Specialized Instructional/Teacher Education	420	447	-	867	48%
	Specialized Study & Field Experiences	989	-	-	989	100%
<b>Education Total</b>		<b>3,363</b>	<b>2,875</b>	<b>1,103</b>	<b>7,341</b>	<b>46%</b>
<b>College of Engineering</b>						
Chemical & Biomedical Engineering	Chemical Engineering	418	-	-	418	100%
	Engineering Science	549	54	-	603	91%
Civil & Environmental Engineering	Civil Engineering	578	-	84	662	87%
	Engineering Science	461	-	-	461	100%
Dean's Office	Engineering Science	-	-	244	244	0%
Electrical & Computer Engineering	Electrical & Computer Engineering	1,082	472	141	1,695	64%
	Engineering Science	62	-	54	116	53%
Engineering Technology	Electronic Engineering Technology	201	84	-	285	71%
	Engineering Science	225	-	-	225	100%
	General Engineering Technology	191	-	-	191	100%
	Math Technology	152	-	-	152	100%
	Mechanical Engineering Technology	305	-	-	305	100%
Industrial & Manufacturing Engineering	Engineering Science	-	-	183	183	0%
Mechanical Engineering	Engineering Science	465	-	156	621	75%
	Mechanical Engineering	756	88	378	1,222	62%
<b>Engineering Total</b>		<b>5,445</b>	<b>698</b>	<b>1,240</b>	<b>7,383</b>	<b>74%</b>
<b>Honors</b>						
Honors	Honors	3	35	83	121	2%
<b>Honors Total</b>		<b>3</b>	<b>35</b>	<b>83</b>	<b>121</b>	<b>2%</b>

(continued on next page)

Table 7.9: **Percentage of Undergraduate Student Credit Hours (SCH) Generated by Full-Time Faculty Fall 2012**

(continued from previous page)

Department	Description	SCH Generated by Full-time Faculty	SCH Generated by Part-time Faculty	SCH Generated by Other Instructors	Total SCH Generated	% of SCH Generated Full-time Faculty
<b>Nursing</b>						
Nursing	Nursing RN	3,505	478	250	4,233	83%
<b>Nursing Total</b>		<b>3,505</b>	<b>478</b>	<b>250</b>	<b>4,233</b>	<b>83%</b>
<b>College of Science</b>						
Biology, Geology & Environmental Science	Biology	4,539	3,156	-	7,695	59%
	Environmental Sciences	405	-	210	615	66%
	Geological Sciences	469	117	87	673	70%
	Science	56	72	-	128	44%
Chemistry	Chemistry	1,066	3,145	2,397	6,608	16%
Health Sciences	Pre-Health Science	1,665	1,272	347	3,284	51%
Mathematics	Mathematics	6,600	6,154	436	13,190	50%
Physics	Physics	1,934	889	200	3,023	64%
Psychology	Psychology	4,525	4,138	682	9,345	48%
Speech & Hearing	Speech & Hearing	337	1,574	212	2,123	16%
Other Science	Developmental Mathematics	1,220	1,012	-	2,232	55%
<b>College of Science Total</b>		<b>22,816</b>	<b>21,529</b>	<b>4,571</b>	<b>48,916</b>	<b>47%</b>
<b>College of Urban Affairs</b>						
Urban Studies	Urban Studies	3,502	3,297	1,200	7,999	44%
<b>College of Urban Affairs Total</b>		<b>3,502</b>	<b>3,297</b>	<b>1,200</b>	<b>7,999</b>	<b>44%</b>
<b>Undergraduate Studies/ Other</b>						
Undergraduate Studies	ASC	24	419	820	1,263	2%
	Business Freshman Orientation	78	-	78	156	50%
<b>Undergraduate Studies Total</b>		<b>102</b>	<b>419</b>	<b>898</b>	<b>1,419</b>	<b>7%</b>
<b>Total SCH</b>		<b>80,745</b>	<b>53,099</b>	<b>14,580</b>	<b>148,424</b>	<b>36%</b>

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

**Table 7.10: Women and Minorities as a Percentage of Full-Time Faculty  
Selected Ohio 4-Year Institutions  
Fall 2008 - 2012**

Institution	2008		2009		2010		2011		2012	
	Women	Minorities	Women	Minorities	Women	Minorities	Women	Minorities	Women	Minorities
University of Akron	42%	16%	42%	16%	48%	12%	43%	17%	44%	18%
Bowling Green State University	44%	10%	45%	11%	47%	10%	48%	11%	47%	12%
University of Cincinnati	37%	17%	38%	17%	39%	17%	39%	17%	39%	18%
<b>Cleveland State University</b>	<b>39%</b>	<b>21%</b>	<b>40%</b>	<b>22%</b>	<b>41%</b>	<b>23%</b>	<b>40%</b>	<b>23%</b>	<b>40%</b>	<b>24%</b>
Central State University	36%	64%	36%	64%	40%	66%	40%	65%	41%	60%
Kent State University	50%	14%	49%	14%	50%	16%	50%	17%	51%	21%
Miami University	41%	15%	41%	13%	41%	15%	43%	14%	NA	NA
Ohio State University	36%	16%	36%	18%	37%	18%	38%	20%	38%	19%
Ohio University	36%	16%	37%	14%	38%	15%	38%	15%	39%	16%
Shawnee State University	40%	8%	40%	8%	44%	9%	47%	5%	46%	7%
University of Toledo	38%	20%	39%	18%	39%	17%	39%	17%	40%	18%
Wright State University	42%	20%	44%	21%	44%	21%	45%	21%	46%	22%
Youngstown State University	40%	16%	40%	15%	41%	17%	41%	17%	42%	17%
<b>Total</b>	<b>39%</b>	<b>17%</b>	<b>39%</b>	<b>17%</b>	<b>41%</b>	<b>17%</b>	<b>41%</b>	<b>18%</b>	<b>41%</b>	<b>19%</b>

Source: The Ohio Board of Regents HEI All Employee (AM) query - rundate: August 9, 2013

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

**Table 7.11: Full-Time Faculty as a Percentage of Total Full-Time Employees  
Selected Ohio 4-Year Institutions  
Fall 2008 - 2012**

Institution	2008	2009	2010	2011	2012
University of Akron	34%	33%	34%	33%	32%
Bowling Green State University	38%	37%	39%	40%	41%
University of Cincinnati	39%	40%	38%	38%	37%
<b>Cleveland State University</b>	<b>33%</b>	<b>33%</b>	<b>33%</b>	<b>34%</b>	<b>34%</b>
Central State University	26%	28%	26%	27%	27%
Kent State University	29%	31%	31%	31%	30%
Miami University	24%	25%	26%	27%	NA
Ohio State University	21%	21%	21%	21%	17%
Ohio University	29%	31%	31%	31%	30%
Shawnee State University	35%	38%	40%	39%	40%
University of Toledo	22%	24%	25%	41%	34%
Wright State University	35%	36%	35%	36%	40%
Youngstown State University	38%	38%	39%	39%	38%
<b>Total</b>	<b>27%</b>	<b>28%</b>	<b>28%</b>	<b>29%</b>	<b>27%</b>

Source: The Ohio Board of Regents HEI All Employee (AM) query. Run Date: August 9, 2013.

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

Table 7.12: **Rate of Annual Student FTE to Number of Full-Time Faculty Selected Ohio 4-Year Institutions Fiscal Years 2008 - 2012**

Institution	2008	2009	2010	2011	2012	Percent Change	
						1 Year	5 Year
University of Akron	23.4	24.5	26.0	27.4	28.3	3.6%	21.1%
Bowling Green State University	19.8	20.3	19.5	19.1	18.8	-1.5%	-4.9%
University of Cincinnati	10.3	10.2	12.3	13.1	13.8	6.0%	34.4%
<b>Cleveland State University</b>	<b>22.1</b>	<b>22.9</b>	<b>24.3</b>	<b>26.2</b>	<b>26.6</b>	<b>1.6%</b>	<b>20.5%</b>
Central State University	18.2‡	18.3‡	20.3	20.0	22.1	10.3%	21.6%
Kent State University	21.7†	22.8†	25.0	26.8	27.5	2.3%	26.7%
Miami University	19.4	20.1	21.3	20.0	20.1	0.5%	3.8%
Ohio State University	12.7‡	12.5‡	12.5	12.7	15.1	19.4%	19.0%
Ohio University	22.3‡	22.2‡	23.5	26.3	27.5	4.6%	23.5%
Shawnee State University	23.6	26.7	26.4	28.2	28.0	-0.9%	18.6%
University of Toledo	14.8‡	15.6‡	17.0‡	17.4	18.6	7.3%	26.1%
Wright State University	16.7†	17.3‡	18.3‡	18.3	16.3	-10.6%	-1.9%
Youngstown State University	26.1	25.9	26.8	28.5	28.2	-0.9%	8.1%
<b>Total</b>	<b>16.4</b>	<b>16.6</b>	<b>17.6</b>	<b>18.1</b>	<b>19.4</b>	<b>6.7%</b>	<b>18.0%</b>

Source: The Ohio Board of Regents HEI All Employee (AM) and Course Enrollment queries: run date: October 8, 2013

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

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

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

Table 7.13: **Student FTE to Full-Time Staff Ratio Selected Ohio 4-Year Institutions Main Campuses Only Fall 2008 - 2012**

Institution	2008	2009	2010	2011	2012	Percent Change	
						1 Year	5 Year
University of Akron	11.6	12.4	12.9	12.7	12.1	-5.1%	3.6%
Bowling Green State University	10.7	10.7	12.0	12.0	12.2	1.7%	13.7%
University of Cincinnati	6.6	7.0	7.7	8.2	7.6	-7.9%	15.3%
<b>Cleveland State University</b>	<b>10.0</b>	<b>10.8</b>	<b>11.5</b>	<b>12.4</b>	<b>12.8</b>	<b>3.0%</b>	<b>28.2%</b>
Central State University	6.6†	7.5†	6.6	7.6	6.6	-13.3%	-1.0%
Kent State University	8.5†	10.6†	10.9†	11.8	11.4	-2.9%	35.0%
Miami University	5.9	6.4	7.7	7.0	7.0	0.5%	19.2%
Ohio State University	3.2†	3.2†	3.2	3.2†	2.7	-15.4%	-15.7%
Ohio University	9.1	9.7	10.8	11.3	10.7	-5.6%	18.3%
Shawnee State University	12.9	16.8	17.8	18.0	17.7	-1.7%	37.1%
University of Toledo	4.3	4.7†	5.4	11.2	8.4	-25.0%	96.4%
Wright State University	8.9	9.5†	9.6†	9.7†	9.2	-5.2%	3.8%
Youngstown State University	15.5	16.1	16.7	17.0	16.1	-5.3%	4.0%
<b>Total</b>	<b>5.9</b>	<b>6.3</b>	<b>6.6</b>	<b>7.0</b>	<b>6.4</b>	<b>-9.0%</b>	<b>8.0%</b>

Source: The Ohio Board of Regents HEI All Employees (AM) and Course Enrollment (CN) queries - run date: October 9, 2013.

Updated data for 2011 that was not available last year has now been added to this year's table.

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

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



Cleveland State University



# 2013



Selected Administrative Centers,  
Departments & Offices

# 8

# Book of Trends





# Application, Admission, and Yield

Table 8.1: University Totals Application Trends Unduplicated for Degree-Seeking Students, Fall 2008 - 2012

TABLE 8.1a: NEW FIRST YEAR UNDERGRADUATE APPLICATION TREND FOR DEGREE-SEEKING STUDENTS, FALL 2008 - 2012

	First Year					Percent Change	
	2008	2009	2010	2011	2012	1 year	5 year
<b>Total</b>							
Applied	3,957	4,347	4,366	4,838	5,819	20%	47%
Admitted	2,573	2,850	2,830	3,059	3,721	22%	45%
Enrolled	1,006	1,139	1,199	1,324	1,562	18%	55%
Yield	39.1%	40.0%	42.4%	43.3%	42.0%		

TABLE 8.1b: NEW TRANSFER UNDERGRADUATE APPLICATION TREND FOR DEGREE-SEEKING STUDENTS, FALL 2008 - 2012

	Transfer					Percent Change	
	2008	2009	2010	2011	2012	1 year	5 year
<b>Total</b>							
Applied	2,906	3,199	3,223	3,198	3,769	18%	30%
Admitted	2,046	2,128	2,228	2,059	2,288	11%	12%
Enrolled	1,068	1,394	1,517	1,358	1,539	13%	44%
Yield	52.2%	65.5%	68.1%	66.0%	67.3%		

TABLE 8.1c: NEW LAW APPLICATION TREND FOR DEGREE-SEEKING STUDENTS, FALL 2008 - 2012

	Law					Percent Change	
	2008	2009	2010	2011	2012	1 year	5 year
<b>Total</b>							
Applied	1,580	1,831	1,712	1,571	1,114	-29%	-29%
Admitted	575	561	223	579	471	-19%	-18%
Enrolled	192	183	173	149	124	-17%	-35%
Yield	33.4%	32.6%	77.6%	25.7%	26.3%		

TABLE 8.1d: NEW GRADUATE APPLICATION TRENDS FOR DEGREE-SEEKING STUDENTS, FALL 2008 - 2012

	Graduate					Percent Change	
	2008	2009	2010	2011	2012	1 year	5 year
<b>Total</b>							
Applied	3,352	3,702	3,814	3,973	4,108	3%	23%
Admitted	1,864	2,079	2,171	2,185	2,206	1%	18%
Enrolled	1,004	1,180	1,165	1,018	1,079	6%	7%
Yield	53.9%	56.8%	53.7%	46.6%	48.9%		

Source: Institutional Research

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

# Office of Advancement

## CSU Foundation

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

Table 8.2: CSU Foundation: 5-Year Endowment Growth by College/Division

College/Division	Endowment (Program Giving & Scholarship)					Percent Change	
	2008	2009	2010	2011	2012	1 Year	5 Year
Business	3,686,995	3,141,323	3,572,103	6,497,561	6,751,369	4%	83%
CLASS	1,961,787	1,718,310	1,743,532	2,048,334	2,105,107	3%	7%
Education	6,082,783	4,897,851	5,289,436	6,105,603	5,979,224	-2%	-2%
Engineering	3,356,288	3,369,490	4,642,145	6,360,505	6,861,201	8%	104%
Science	456,336	475,965	571,390	707,652	760,010	7%	67%
Urban Affiars	4,833,990	3,809,094	4,207,683	4,906,531	5,091,246	4%	5%
Law	6,781,211	5,999,966	7,466,503	8,773,829	9,048,175	3%	33%
Athletics	1,497,619	1,346,880	1,516,901	1,756,498	1,733,176	-1%	16%
General University	5,249,049	6,264,903	7,242,975	9,396,696	9,639,669	3%	84%
Library	883,573	658,761	711,654	819,034	801,651	-2%	-9%
Office of the President	350,141	296,490	320,338	369,127	724,927	96%	107%
<b>Total Endowment</b>	<b>\$35,139,773</b>	<b>\$31,979,031</b>	<b>\$37,284,660</b>	<b>\$47,741,370</b>	<b>\$49,495,755</b>	<b>4%</b>	<b>41%</b>

College/Division	Program Giving <sup>1</sup>					Percent Change	
	2008	2009	2010	2011	2012	1 Year	5 Year
Business	687,012	530,635	573,510	659,975	677,030	3%	-1%
CLASS	487,750	623,558	437,129	503,771	521,181	3%	7%
Education	5,256,437	4,115,267	4,565,273	5,260,712	5,147,654	-2%	-2%
Engineering	1,078,417	801,862	1,460,579	1,778,371	1,880,219	6%	74%
Science	237,151	182,842	218,515	256,636	261,279	2%	10%
Urban Affiars	3,748,663	2,816,477	2,988,607	3,436,645	3,459,679	1%	-8%
Law	2,331,635	1,512,999	2,021,873	2,331,886	2,388,876	2%	2%
Athletics	41,022	39,362	34,641	40,416	39,064	-3%	-5%
General University	665,155	694,302	1,012,040	1,353,675	1,442,663	7%	117%
Library	883,573	658,761	711,654	819,034	801,651	-2%	-9%
Office of the President	350,141	296,490	320,338	369,127	724,927	96%	107%
<b>Total Program</b>	<b>\$15,766,954</b>	<b>\$12,272,555</b>	<b>\$14,344,159</b>	<b>\$16,810,248</b>	<b>\$17,344,223</b>	<b>3%</b>	<b>10%</b>

(continued on next page)

## Office of Advancement

Table 8.2: CSU Foundation: 5-Year Endowment Growth by College/Division

(continued from previous page)

College/Division	Scholarship					Percent Change	
	2008	2009	2010	2011	2012	1 Year	5 Year
Business	2,999,983	2,610,687	2,998,593	5,837,586	6,074,339	4%	102%
CLASS	1,474,038	1,094,752	1,306,403	1,544,563	1,583,926	3%	7%
Education	826,346	782,584	724,163	844,891	831,570	-2%	1%
Engineering	2,277,871	2,567,628	3,181,566	4,582,134	4,980,982	9%	119%
Nursing	-	-	-	-	137,193		
Science	219,184	293,123	352,875	451,016	498,731	11%	128%
Urban Affairs	1,085,328	992,617	1,219,076	1,469,886	1,631,567	11%	50%
Law	4,449,576	4,486,966	5,444,630	6,441,943	6,659,299	3%	50%
Athletics	1,456,598	1,307,518	1,482,260	1,716,082	1,694,112	-1%	16%
General University	4,583,895	5,570,601	6,230,935	8,043,021	8,197,006	2%	79%
<b>Total Scholarships</b>	<b>\$19,372,819</b>	<b>\$19,706,476</b>	<b>\$22,940,501</b>	<b>\$30,931,122</b>	<b>\$32,288,725</b>	<b>4%</b>	<b>67%</b>
<b>TOTAL ENDOWMENTS</b>	<b>\$35,139,773</b>	<b>\$31,979,031</b>	<b>\$37,284,660</b>	<b>\$47,741,370</b>	<b>\$49,632,948</b>	<b>4%</b>	<b>41%</b>

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

Source: CSU Controller's Office and University Advancement.

Table 8.3: CSU Foundation: Endowed Scholarship, Donors & Giving

Endowed:						Percent Change	
	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	1 Year	5 Year
Chairs	4	4	5	6	6	0%	50%
Scholarships	195	234	261	272	281	3%	44%
Alumni Donors	4,213	3,806	3,697	3,395	3,621	6%	-14%
<b>Total Donors</b>	<b>6,858</b>	<b>5,790</b>	<b>5,922</b>	<b>5,265</b>	<b>5,877</b>	<b>10%</b>	<b>-14%</b>
Alumni Giving	\$900,735	\$917,973	\$2,389,455	\$1,314,620	\$1,513,849	13%	68%
<b>Total Giving</b>	<b>\$8,265,579</b>	<b>\$5,460,113</b>	<b>\$10,233,273</b>	<b>\$5,239,065</b>	<b>\$6,162,823</b>	<b>15%</b>	<b>-25%</b>

Source: CSU Office of Advancement

### Philanthropic Highlights: 2012-2013

- Cleveland State University secured more than **\$2.9 million** for **scholarships**; the number of endowed scholarships increased from 272 to 281.
- **Radiance, CSU Realizing the Promise** raised **\$782,000** for student scholarships, surpassing its second year total of \$504,300. Radiance scholarships will be awarded to undergraduate students in good academic standing who are at risk for dropping out of school because of finances.
- Established a donor recognition program by creating Lifetime Donor Recognition and Legacy Giving Societies of over 700 donors at \$10,000+ and 85 Legacy Society benefactors.
- Secured 40 major gift commitments (\$25,000 and up) and an additional 63 gifts from \$10,000 - \$24,999.
- Increased our alumni donors by 18%.

# Athletics

Table 8.4: Athletic Sports at Cleveland State University by Enrollment

## MEN'S SPORTS

	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%
Baseball	31	25%	25	21%	23	19%	5	5%	5	5%
Basketball	13	11%	13	11%	13	11%	13	14%	12	13%
Fencing	4	3%	2	2%	0	0%	0	0%	0	0%
Golf	9	7%	8	7%	11	9%	7	7%	9	10%
Soccer	19	16%	23	20%	26	21%	22	23%	20	21%
Swimming & Diving	19	16%	19	16%	24	20%	19	20%	19	20%
Tennis	8	7%	8	7%	9	7%	8	8%	8	9%
Wrestling	19	16%	19	16%	17	14%	22	23%	21	22%
<b>Total Men</b>	<b>122</b>	<b>100%</b>	<b>117</b>	<b>100%</b>	<b>123</b>	<b>100%</b>	<b>96</b>	<b>100%</b>	<b>94</b>	<b>100%</b>
<b>Cumulative GPA, Males</b>	<b>2.83</b>		<b>2.91</b>		<b>2.95</b>		<b>2.88</b>		<b>2.96</b>	

## WOMEN'S SPORTS

	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%
Basketball	15	14%	14	13%	12	11%	13	11%	13	11%
Cross Country	8	7%	6	6%	9	8%	12	10%	9	8%
Fencing	3	3%	1	1%	0	0%	0	0%	0	0%
Golf	7	7%	6	6%	6	5%	7	6%	8	7%
Soccer	19	18%	19	18%	20	18%	23	20%	22	19%
Softball	19	18%	21	20%	19	17%	19	16%	21	18%
Swimming & Diving	17	16%	17	16%	25	22%	23	20%	22	19%
Tennis	6	6%	7	7%	8	7%	7	6%	8	7%
Volleyball	13	12%	13	13%	13	12%	12	10%	12	10%
<b>Total Women</b>	<b>107</b>	<b>100%</b>	<b>104</b>	<b>100%</b>	<b>112</b>	<b>100%</b>	<b>116</b>	<b>100%</b>	<b>115</b>	<b>100%</b>
<b>Cumulative GPA, Females</b>	<b>3.26</b>		<b>3.26</b>		<b>3.29</b>		<b>3.26</b>		<b>3.31</b>	
<b>Total All Athletes</b>	<b>229</b>		<b>221</b>		<b>235</b>		<b>212</b>		<b>209</b>	
<b>Cumulative GPA, All Athletes</b>	<b>3.01</b>		<b>3.08</b>		<b>3.11</b>		<b>3.08</b>		<b>3.16</b>	

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

Source: CSU Athletics Department

Table 8.5: Athletic Sports at Cleveland State University 4, 5, and 6 Year Graduation Rate

New Undergraduate First-time, Degree-Seeking, First Year Athletes	Fall									
	2002		2003		2004		2005		2006	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%
<b>Total Athletes</b>	<b>34</b>		<b>40</b>		<b>55</b>		<b>56</b>		<b>50</b>	
Athletes graduated in 4 years	15	44%	12	30%	10	18%	19	34%	17	34%
Athletes graduated in 5 years	7	21%	11	28%	19	35%	11	20%	14	28%
Athletes graduated in 6 years	4	12%	1	3%	2	4%	0	0%	1	2%
<b>Total Athletes Graduated ≤ 6 Years</b>	<b>26</b>	<b>76%</b>	<b>24</b>	<b>60%</b>	<b>31</b>	<b>56%</b>	<b>30</b>	<b>54%</b>	<b>32</b>	<b>64%</b>

## Highlights

- Cleveland State captured the 2012-13 James J. McCafferty Trophy, presented annually by the Horizon League in recognition of the league's all-sport champion. It is the second time CSU won the award (2007-08).
- CSU also won the Men's All-Sports Award, scoring the most points among the men's sports among the nine schools in the Horizon League.
- The Vikings won four Horizon League Championships this year; men's soccer, volleyball, men's swimming and diving and men's tennis.
- In addition, women's swimming and diving and men's golf finished as Horizon League runner-up.
- Cross country runner Kelly Zaleski was named the Spring 2013 College of Nursing Valedictorian as well as the Spring 2013 Class Valedictorian.
- Junior wrestler Ben Willeford captured the 125-pound title at the EWL Championship and advanced to the NCAA Championship. He was joined at nationals by freshman heavyweight Riley Shaw who finished third at the EWL Championship.
- Senior softball standout Dara Toman was named the Horizon League Player of the Year and concluded her career as the all-time leader in home runs in Horizon League history with 60.
- The cross country team earned All-Academic Team honors from the United States Track and Field/Cross Country Coaches Association.
- Both the men's and women's swimming and diving teams were named Scholar All-America Teams by the College Swimming Coaches Association of America.
- Seniors Kara Koch (volleyball) and Dara Toman (softball) and juniors Andrew Bailey (men's golf) and Al Shillito (men's swimming) were all named Horizon League Player of the Year in their respective sports.
- Three head coaches - Chuck Voss of volleyball, Ali Kazemiani from men's soccer and Wally Morton of men's swimming and diving - were honored as Horizon League Coaches of the Year.

# Finance

Table 8.6: Statement of Revenues, Expenditures and Other Changes  
Fiscal Years 2008 – 2012

	2008		2009		2010		2011		2012		Percent Change	
	\$ Amount	%	\$ Amount	%	\$ Amount	%	\$ Amount	%	\$ Amount	%	1 year	5 year
<b>OPERATING REVENUES</b>												
Student Tuition and Fees, Net	116,662,514	73%	115,263,410	74%	126,182,341	75%	140,713,140	76%	148,869,484	75%	6%	28%
Federal Grants & Contracts	15,876,339	10%	9,681,219	6%	11,992,099	7%	9,944,701	5%	10,584,556	5%	6%	-33%
State Grants & Contracts	4,713,781	3%	5,504,478	4%	6,296,917	4%	5,726,269	3%	8,973,341	5%	57%	90%
Local Grants & Contracts	655,670	0%	681,071	0%	490,186	0%	765,192	0%	263,589	0%	-66%	-60%
Private Gifts, Grants & Contracts	2,260,372	1%	2,922,127	2%	1,701,310	1%	2,772,540	1%	2,695,376	1%	-3%	19%
Sales & Services	4,567,254	3%	4,709,650	3%	4,773,836	3%	4,297,708	2%	4,524,083	2%	5%	-1%
Auxiliary Enterprises	15,289,171	10%	15,433,175	10%	15,912,209	9%	20,845,190	11%	22,458,921	11%	8%	47%
Other Sources	454,031	0%	569,657	0%	417,549	0%	500,246	0%	377,838	0%	-24%	-17%
<b>TOTAL OPERATING REVENUES</b>	<b>160,479,132</b>	<b>100%</b>	<b>154,764,787</b>	<b>100%</b>	<b>167,766,447</b>	<b>100%</b>	<b>185,564,986</b>	<b>100%</b>	<b>198,747,188</b>	<b>100%</b>	<b>7%</b>	<b>24%</b>
<b>OPERATING EXPENSES</b>												
Instruction	92,620,024	36%	95,209,808	35%	92,025,220	34%	94,507,110	32%	91,932,544	33%	-3%	-1%
Research	13,768,194	5%	12,880,105	5%	9,688,834	4%	12,295,867	4%	14,961,949	5%	22%	9%
Public Service	12,505,036	5%	11,357,482	4%	11,186,289	4%	8,193,701	3%	5,997,307	2%	-27%	-52%
Academic Support	22,213,611	9%	24,067,498	9%	22,934,405	9%	23,531,908	8%	23,017,435	8%	-2%	4%
Student Services	18,225,802	7%	19,781,003	7%	20,105,695	7%	20,953,129	7%	17,787,324	6%	-15%	-2%
Institutional Support	25,885,712	10%	29,714,486	11%	28,300,239	10%	30,856,817	11%	27,057,901	10%	-12%	5%
Operation & Maintenance of Plant	18,331,523	7%	22,711,537	8%	24,816,384	9%	26,045,710	9%	27,975,181	10%	7%	53%
Scholarships and Fellowships	12,134,617	5%	10,876,936	4%	17,572,385	7%	19,842,144	7%	18,018,604	6%	-9%	48%
Auxiliary Enterprises	23,215,882	9%	25,553,858	9%	23,386,092	9%	31,200,532	11%	29,152,533	10%	-7%	26%
Depreciation and Amortization	18,363,172	7%	17,742,326	7%	19,722,338	7%	24,818,443	8%	24,203,824	9%	-2%	32%
<b>TOTAL OPERATING EXPENSES</b>	<b>257,263,573</b>	<b>100%</b>	<b>269,895,039</b>	<b>100%</b>	<b>269,737,881</b>	<b>100%</b>	<b>292,245,361</b>	<b>100%</b>	<b>280,104,602</b>	<b>100%</b>	<b>-4%</b>	<b>9%</b>

(Continued on next page)

## Finance

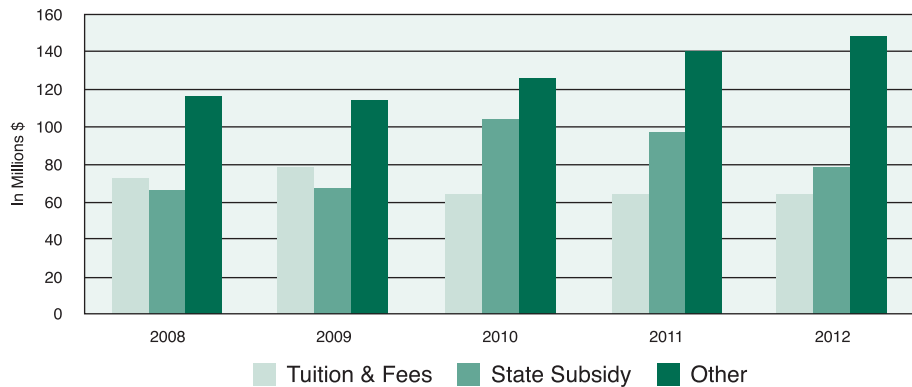
**Table 8.6: Statement of Revenues, Expenditures and Other Changes  
Fiscal Years 2008 – 2012**

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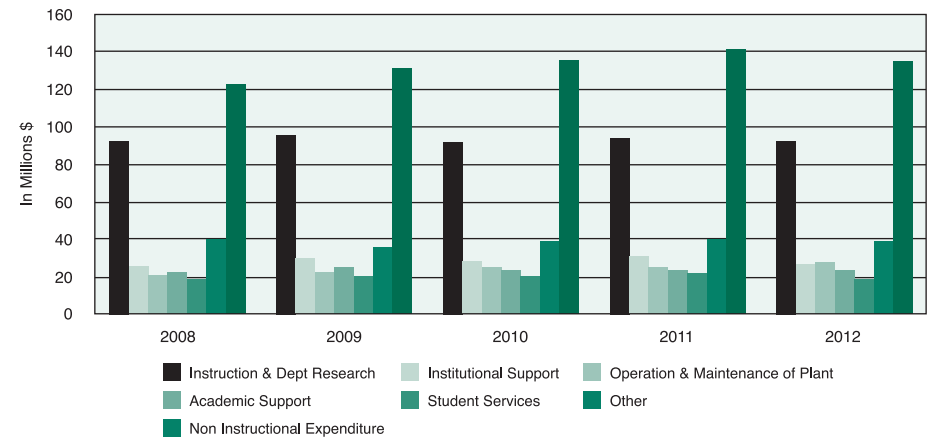
	2008		2009		2010		2011		2012		Percent Change	
	\$ Amount	%	\$ Amount	%	\$ Amount	%	\$ Amount	%	\$ Amount	%	1-year	5-year
<b>NON-OPERATING ITEMS</b>												
State Appropriations	72,934,809	76%	79,056,333	74%	63,692,313	51%	63,544,555	55%	64,434,747	69%	1%	-12%
Federal Appropriations	0		0		10,367,388		10,567,874		-	0%		
Federal Grants and Contracts	12,551,220	13%	13,998,357	13%	21,555,446	17%	26,129,061	22%	23,453,217	25%	-10%	87%
State Grants and Contracts	3,886,127	4%	4,015,508	4%	3,279,699	3%	3,392,498	3%	2,646,337	3%	-22%	-32%
Gifts	6,371,709	7%	4,557,213	4%	4,477,080	4%	4,390,082	4%	7,196,632	8%	64%	13%
Investment Income	-552,911	-1%	-6,546,238	-6%	7,698,092	6%	13,179,158	11%	1,048,743	1%	-92%	-290%
Interest on Debt	-2,908,053	-3%	-3,360,216	-3%	-5,275,459	-4%	-9,460,196	-8%	(9,034,400)	-10%	-5%	211%
State Capital Appropriations	3,384,009	4%	15,069,316	14%	19,978,296	16%	4,615,439	4%	3,179,823	3%	-31%	-6%
Capital Gifts	233,450	0%	12,245	0%	0	0%	0	0%	0	0%		
Other Nonoperating Items	0	0%	0	0%	0	0%	0	0%	0	0%		
<b>TOTAL NONOPERATING ITEMS</b>	<b>95,900,360</b>	<b>100%</b>	<b>106,802,518</b>	<b>100%</b>	<b>125,772,855</b>	<b>100%</b>	<b>116,358,471</b>	<b>100%</b>	<b>92,925,099</b>	<b>100%</b>	<b>-20%</b>	<b>-3%</b>
<b>NET ASSETS</b>												
Increase in Net Assets	-884,081	0%	-8,327,734	-3%	23,801,421	7%	9,678,096	3%	11,567,685	3%	20%	-1408%
Net Assets at Beginning of Year	322,469,511	100%	321,585,430	103%	313,257,696	93%	337,059,117	97%	346,737,213	97%	3%	8%
<b>NET ASSETS AT END OF YEAR</b>	<b>321,585,430</b>	<b>100%</b>	<b>313,257,696</b>	<b>100%</b>	<b>337,059,117</b>	<b>100%</b>	<b>346,737,213</b>	<b>100%</b>	<b>358,304,898</b>	<b>100%</b>	<b>3%</b>	<b>11%</b>

Source: CSU Controller's Office

**Figure 8.6a: Total Revenues  
Fiscal Years 2008 - 2012**



**Figure 8.6b: Operating Expenses  
Fiscal Years 2008 - 2012**



# Finance

**Table 8.7: Public Service Expenditures as a Percentage of Total Expenditures Selected Ohio 4-Year Institutions - Main Campuses Only Fiscal Years 2008 - 2012**

Institution	2008	2009	2010	2011	2012
University of Akron	5.3%	4.7%	4.0%	3.6%	3.1%
Bowling Green State University	2.2%	2.1%	2.0%	1.7%	1.4%
University of Cincinnati	6.1%	6.0%	5.7%	5.5%	5.8%
<b>Cleveland State University</b>	<b>5.0%</b>	<b>4.2%</b>	<b>4.2%</b>	<b>2.9%</b>	<b>2.2%</b>
Central State University	3.7%	3.6%	2.7%	2.9%	4.4%
Kent State University	3.2%	3.5%	3.4%	2.8%	2.7%
Medical University of Ohio	NA	NA	NA	NA	NA
Miami University	0.6%	0.6%	0.5%	0.4%	0.2%
Ohio State University	3.2%	3.0%	2.8%	2.5%	2.4%
Ohio University	4.0%	4.1%	3.8%	4.4%	4.4%
Shawnee State University	5.4%	5.6%	5.6%	4.0%	2.9%
University of Toledo	2.2%	0.8%	1.6%	0.8%	0.7%
Wright State University	3.4%	3.3%	3.3%	3.2%	3.7%
Youngstown State University	2.4%	2.2%	2.2%	2.3%	2.6%
<b>Totals</b>	<b>3.3%</b>	<b>3.2%</b>	<b>3.0%</b>	<b>2.7%</b>	<b>2.7%</b>

Source: The Ohio Board of Regents HEI Current Fund Expenditures (CF) queries. Run Date: June 25, 2013.

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

### Highlight

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

**Table 8.8: Benefit Expenditures as a Percentage of Total Funding Unit Expenditures Selected Ohio 4-Year Institutions - Main Campuses Only Fiscal Years 2008 - 2012**

Institution	2008	2009	2010	2011	2012
University of Akron	15.0%	15.7%	16.2%	16.1%	15.9%
Bowling Green State University	12.8%	13.2%	12.7%	13.0%	14.4%
University of Cincinnati	14.6%	13.5%	15.0%	15.4%	16.2%
<b>Cleveland State University</b>	<b>15.4%</b>	<b>15.5%</b>	<b>15.7%</b>	<b>15.7%</b>	<b>15.1%</b>
Central State University	24.9%	27.4%	27.0%	27.3%	25.6%
Kent State University	12.0%	11.8%	12.1%	12.4%	12.5%
Medical University of Ohio	15.9%	NA	NA	NA	NA
Miami University	16.8%	17.4%	17.1%	18.9%	17.8%
Ohio State University	24.2%	23.7%	22.5%	23.6%	26.6%
Ohio University	26.3%	25.7%	27.3%	26.2%	23.5%
Shawnee State University	25.8%	25.7%	28.4%	27.1%	25.5%
University of Toledo	15.4%	15.4%	17.0%	17.3%	17.5%
Wright State University	13.8%	14.3%	15.5%	14.8%	12.0%
Youngstown State University	21.1%	19.3%	21.3%	20.9%	23.0%
<b>Totals</b>	<b>19.1%</b>	<b>18.9%</b>	<b>19.1%</b>	<b>19.6%</b>	<b>20.5%</b>

Source: The Ohio Board of Regents HEI Funding Unit Expenditures (FX) queries. Rundate: July 24, 2013.

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



## Finance

**Table 8.9: Scholarship & Fellowship Expenditures as a Percentage of Total Expenditures Selected Ohio 4-Year Institutions - Main Campuses Only Fiscal Years 2008 - 2012**

Institution	2008	2009	2010	2011	2012
University of Akron	9.1%	10.0%	13.6%	15.5%	14.7%
Bowling Green State University	20.3%	19.5%	20.1%	22.1%	20.0%
University of Cincinnati	11.5%	11.7%	12.8%	13.4%	13.4%
<b>Cleveland State University</b>	<b>10.1%</b>	<b>9.8%</b>	<b>12.7%</b>	<b>13.0%</b>	<b>12.6%</b>
Central State University	16.6%	18.2%	21.1%	24.0%	22.5%
Kent State University	12.0%	12.6%	16.2%	17.8%	17.2%
Medical University of Ohio	0.4%	NA	NA	NA	NA
Miami University	9.5%	11.4%	12.9%	14.6%	15.8%
Ohio State University	5.0%	5.0%	5.6%	5.7%	5.8%
Ohio University	9.9%	10.6%	12.7%	13.7%	12.4%
Shawnee State University	20.8%	22.7%	25.3%	26.8%	26.4%
University of Toledo	14.1%	8.9%	10.9%	12.3%	11.9%
Wright State University	10.7%	11.9%	14.3%	15.6%	14.2%
Youngstown State University	16.6%	17.7%	20.4%	20.6%	20.7%
<b>Totals</b>	<b>8.6%</b>	<b>8.9%</b>	<b>10.3%</b>	<b>11.0%</b>	<b>10.8%</b>

**Source:**The Ohio Board of Regents HEI Current Fund Expenditures (CF) queries. Run Date: July 26, 2013.

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

## Financial Aid Office

### Cleveland State University's Financial Aid Programs

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

**Table 8.10: Financial Aid Awards to Undergraduate Students by Full-Time/Part-Time Status, Average Aid Package and Academic Year**

	Academic Year					Percent Change	
	2008-09	2009-10	2010-11	2011-12	2012-13	1 year	5 year
<b>Full-time Students with Financial Aid:</b>							
Enrollment	5,185	5,666	6,580	6,647	6,434	-3%	24%
Average Aid Package	\$8,136	\$8,565	\$8,950	\$8,755	\$8,821	1%	8%
<b>Part-time Students with Financial Aid:</b>							
Enrollment	862	1,017	1,111	1,292	1,631	26%	89%
Average Aid Package	\$6,231	\$6,528	\$6,955	\$6,652	\$5,896	-11%	-5%

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

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

## Financial Aid Office

Table 8.11: Financial Aid Awards Fall Cohort, Full-Time, First-Time, Degree-Seeking Undergraduate Students

	2008-09	2009-10	2010-11	2011-12	2012-13	Percent Change	
						1 year	5 year
<b>Federal Grants:</b>							
Enrollment	569	447	615	624	690	11%	21%
Average Aid Package	\$3,671	\$4,210	\$5,011	\$5,831	\$4,359	-25%	19%
<b>State Grants:</b>							
Enrollment	434	366	487	481	506	5%	17%
Average Aid Package	\$2,003	\$2,109	\$1,155	\$959	\$823	-14%	-59%
<b>Scholarships/Institutional Grants:</b>							
Enrollment	362	353	749	561	618	10%	71%
Average Aid Package	\$4,830	\$5,288	\$3,354	\$4,300	\$5,155	20%	7%
<b>Federal Student Loans:</b>							
Enrollment	688	601	722	799	919	15%	34%
Average Aid Package	\$5,187	\$6,710	\$5,604	\$5,492	\$5,772	5%	11%
<b>Prior Year Cohort</b>	<b>N=1,132</b>	<b>N=1,007</b>	<b>N=1,127</b>	<b>N=1,148</b>	<b>N=1,328</b>		

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

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

Table 8.12: Financial Aid Awards to Fall Term Undergraduate Students

	2008-09	2009-10	2010-11	2011-12	2012-13	Percent Change	
						1 year	5 year
Federal Grants	\$14,309,605	\$20,223,437	\$25,159,208	\$24,562,122	\$22,854,234	-7%	60%
State Grants	\$4,038,747	\$3,445,400	\$3,707,710	\$3,033,671	\$3,940,423	30%	-2%
Institutional Grants/Scholarships	\$4,447,726	\$5,087,249	\$4,905,236	\$5,698,155	\$7,334,909	29%	65%
Athletic Grants	\$2,250,069	\$2,104,185	\$2,523,061	\$2,554,462	\$2,610,354	2%	16%
Federal Student Loans and Federal Work Study (FWS)	\$49,298,229	\$56,887,973	\$66,911,925	\$65,273,792	\$66,171,387	1%	34%
<b>Total</b>	<b>\$74,344,376</b>	<b>\$87,748,244</b>	<b>\$103,207,140</b>	<b>\$101,122,202</b>	<b>\$102,911,307</b>	<b>2%</b>	<b>38%</b>

Source: Common Data Set, H1 (based on estimated award year 2012-2013)

# Financial Aid Office

**Table 8.13: Graduate Student Financial Aid Awards by Full-Time/Part-Time Status and Average Aid Package**

	2007-08	2008-09	2009-10	2010-11	2011-12	Percent Change	
						1 year	5 year
<b>Full-time students with Financial Aid:</b>							
Enrollment	442	459	531	528	593	12.3%	34.2%
Average Aid Package	\$18,423	\$17,804	\$18,993	\$18,708	\$20,106	7.5%	9.1%
<b>Part-time students with Financial Aid:</b>							
Enrollment	1406	1615	1783	2044	2033	-0.5%	44.6%
Average Aid Package	\$14,207	\$14,956	\$14,720	\$15,220	\$15,089	-0.9%	6.2%

Source: CSU Financial Aid Office

**Table 8.14: Graduate Student Financial Aid Awards by Types of Financial Aid Fall 2008 - 2012**

Types of Financial Aid	2007-08	2008-09	2009-10	2010-11	2011-12	Percent Change	
						1 year	5 year
State Fellowship	\$21,000	\$42,530	\$95,734	\$134,297	\$92,439	-31.2%	340.2%
Scholarships/Institutional Grants	\$3,371,126	\$3,415,556	\$3,421,145	\$4,454,489	\$4,300,000	-3.5%	27.6%
Non-Institutional Assistance	\$277,806	\$266,696	\$325,532	\$411,982	\$315,577	-23.4%	13.6%
Federal Student Loans and Federal Work Study (FWS)	\$24,449,124	\$28,619,640	\$32,505,934	\$35,861,289	\$37,801,004	5.4%	54.6%

Source: CSU Financial Aid Office

**Table 8.15: Law Student Financial Aid Awards Full-Time/Part-Time Status and Average Aid Package**

	2007-08	2008-09	2009-10	2010-11	2011-12	Percent Change	
						1 year	5 year
<b>Full-time students with Financial Aid:</b>							
Enrollment	452	425	435	420	391	-6.9%	-13.5%
Average Aid Package	\$24,656	\$26,026	\$28,369	\$29,734	\$31,387	5.6%	27.3%
<b>Part-time students with Financial Aid:</b>							
Enrollment	161	160	128	133	122	-8.3%	-24.2%
Average Aid Package	\$18,870	\$21,753	\$22,714	\$23,378	\$24,353	4.2%	29.1%

Source: CSU Financial Aid Office

See notes at the end of Financial Aid Section

**Table 8.16: Law Student Financial Aid Awards by Types of Financial Aid Fall 2008 - 2012**

Types of Financial Aid	2007-08	2008-09	2009-10	2010-11	2011-12	Percent Change	
						1 year	5 year
State Fellowship	\$0	\$0	\$0	0	0	-	-
Scholarships/Institutional Grants	\$1,397,029	\$1,481,970	\$1,875,318	1,941,719	1,959,025	0.9%	40.2%
Non-Institutional Assistance	\$235,963	\$268,645	\$251,051	88,912	66,819	-24.8%	-71.7%
Federal Student Loans and Federal Work Study (FWS)	\$12,549,770	\$12,790,953	\$13,121,684	13,567,000	13,217,639	-2.6%	5.3%

Source: CSU Financial Aid Office

See notes at the end of Financial Aid Section

## Financial Aid Office

Table 8.17: Undergraduate Cost of Attendance (COA)

	Academic Year					
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Tuition/Fees	\$7,920	\$7,970	\$7,970	\$8,660	\$9,002	\$9,316
Books and Supplies	\$800	\$800	\$800	\$800	\$800	\$800
Room/Board	\$8,098	\$8,700	\$9,230	\$9,470	\$11,842	\$11,662
Personal/Miscellaneous	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$1,700
Transportation	\$1,400	\$1,800	\$1,800	\$1,800	\$1,800	\$1,460
Loan Fees	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$20,718</b>	<b>\$21,770</b>	<b>\$22,300</b>	<b>\$23,230</b>	<b>\$25,944</b>	<b>\$24,938</b>

Source: CSU Financial Aid Office

Table 8.18: Annualized Full-Time Undergraduate Tuition & Fees for Selected Main Campuses of Ohio 4-Year Institutions 2012 - 2013\*

University Main Campuses	In-State	Out-Of-State
Bowling Green State University	\$10,394	\$17,702
<b>Cleveland State University</b>	<b>\$9,314</b>	<b>\$12,436</b>
Kent State University	\$9,672	\$17,632
Miami University	\$13,523	\$29,087
Ohio State University	\$10,037	\$25,445
Ohio University	\$10,282	\$19,246
University of Akron	\$9,862	\$18,063
University of Cincinnati	\$10,784	\$25,816
University of Toledo	\$9,196	\$18,316
Youngstown State University	\$7,712	\$10,467

Source: Data from Ohio Board of Regents Fall 2012 Survey of Student Charges for Academic Year 2012-2013  
[http://www.ohiohighered.org/files/uploads/financial/Fall\\_12\\_SurveyofChanges.pdf](http://www.ohiohighered.org/files/uploads/financial/Fall_12_SurveyofChanges.pdf)

## Financial Aid Office

Table 8.19: Award of Financial Aid at Ohio's Public Title IV Postsecondary Institutions  
Percent of First-Time, Full-Time, Degree-Seeking Students Receiving Aid  
Average Award Amounts, Academic Year 2010 - 2011

Institution	Any Grant			Federal Grants		State Grants		Institutions Grants		Federal and Other Loans	
	Any Aid %	%	Avg. Grant \$	%	Avg. Grant \$	%	Avg. Grant \$	%	Avg. Grant \$	%	Avg. Grant \$
Bowling Green State University	96%	88%	\$6,201	41%	\$4,580	26%	\$1,119	75%	\$4,410	73%	\$6,630
Central State University	97%	93%	\$8,156	85%	\$5,610	NC	NC	79%	\$3,571	90%	\$6,840
<b>Cleveland State University</b>	<b>92%</b>	<b>80%</b>	<b>\$7,063</b>	<b>54%</b>	<b>\$5,831</b>	<b>42%</b>	<b>\$959</b>	<b>49%</b>	<b>\$4,300</b>	<b>70%</b>	<b>\$5,888</b>
Kent State University	90%	74%	\$6,053	40%	\$4,944	27%	\$1,068	57%	\$3,850	71%	\$6,940
Miami University	75%	70%	\$7,211	21%	\$5,478	10%	\$861	67%	\$5,702	47%	\$6,719
Ohio State University	82%	70%	\$7,543	20%	\$4,618	12%	\$1,434	69%	\$6,075	44%	\$6,662
Ohio University	89%	60%	\$6,171	30%	\$4,768	18%	\$1,334	58%	\$3,588	70%	\$6,575
Shawnee State University	94%	81%	\$4,966	65%	\$4,431	50%	\$574	32%	\$2,781	74%	\$5,772
University of Akron	91%	75%	\$6,002	50%	\$4,689	37%	\$860	36%	\$5,152	71%	\$6,560
University of Cincinnati	83%	58%	\$7,287	24%	\$5,101	15%	\$952	53%	\$5,471	62%	\$5,743
University of Toledo	99%	97%	\$7,334	52%	\$5,117	37%	\$1,022	87%	\$4,703	69%	\$6,304
Wright State University	89%	71%	\$5,939	48%	\$4,893	37%	\$1,090	53%	\$2,664	71%	\$6,593
Youngstown State University	96%	75%	\$6,490	60%	\$4,921	50%	\$1,015	35%	\$4,069	71%	\$6,241
<b>University Main Campuses</b>	<b>89%</b>	<b>74%</b>	<b>\$6,674</b>	<b>39%</b>	<b>\$4,912</b>	<b>26%</b>	<b>\$1,032</b>	<b>59%</b>	<b>\$4,726</b>	<b>64%</b>	<b>\$6,473</b>

Source: [https://www.ohiohighered.org/sites/ohiohighered.org/files/Finaid\\_2010-11\\_report.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/Finaid_2010-11_report.pdf)

# Financial Aid Office

## Notes

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

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

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

## Types of Financial Aid

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

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

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

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

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

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

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

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

# Center for International Services & Programs

## International Services

The Center for International Services & Programs (CISP) seeks to build a globally oriented, metropolitan university community where students, faculty and staff gain and share international knowledge and experience. Established in 1996 as a separate university entity and now a part of the Division of Enrollment Services, the Center provides CSU international students and visitors with a wide array of support services to help them achieve a positive learning experience while in the United States and Ohio. A second focus of the Center is supporting and facilitating education abroad opportunities for CSU students. This is accomplished by supporting Faculty-led (short term) courses and programs, assisting students in identifying education abroad options, administering scholarships and other related education abroad initiatives. A third area of focus is to facilitate, develop, and support international academic initiatives within each department and college, including faculty Fulbright Program participation.

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

## Center for International Services & Programs

Table 8.20: CSU Fulbright Scholar Awards 1973-2013

Year	Scholar	Countries/Regions Visited
1973-1989	14	
1990-1991	1	Portugal
1992-1993	2	Hungary, Czechoslovakia
1993-1994	3	India, Ethiopia, China
1994-1995	2	Salvador, Ethiopia
1995-1996	1	China
1997-1998	4	Kenya, Nigeria, Japan, Lithuania
1998-1999	5	Kenya, Nigeria, Russia, Germany, Norway
1999-2000	4	Kyrgyzstan, India, Germany
2000-2001	3	Sri Lanka, Germany, Brazil
2001-2002	1	Israel
2002-2003	6	Botswana, Zambia, Uganda, India, Nepal, Russia
2003-2004	4	Croatia, Guatemala, South Africa
2004-2005	2	Bulgaria, United Arab Emirates
2005-2006	6	Morocco, South Africa, Zambia, Latvia, Taiwan
2006-2007	1	Kyrgyzstan
2007-2008	2	Nepal, Sri Lanka
2008-2009	4	Argentina, Chile, Nepal, Slovakia
2009-2010	2	Australia, Nigeria
2010-2011	7	Costa Rica, Finland, India, Kenya, Taiwan, Turkey
2011-2012	2	Columbia, Turkey
2012-2013	6	Azerbaijan, South Africa, Montenegro, India, Taiwan, Turkey
<b>TOTAL</b>	<b>82</b>	

Source: Center for International Services & Programs

**Table 8.21: Cleveland State University International Academic Initiatives**

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



# Center for International Services & Programs

Table 8.22: Study Abroad Student Headcount by Academic Year (Summer, Fall & Spring) and Program Type

Program Type	2008-09	2009-10	2010-11	2011-12	2012-13	Percent Change	
						1 year	5 year
Faculty Led	117	119	146	167	168	1%	44%
Exchange	5	4	4	4	3	-25%	-40%
Internship	2	5	7	4	4	0%	100%
Independent	41	23	33	28	18	-36%	-56%
Law Institute*	-	-	-	-	-		
<b>TOTAL</b>	<b>165</b>	<b>151</b>	<b>190</b>	<b>203</b>	<b>193</b>	<b>-5%</b>	<b>17%</b>

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

Table 8.23: Study Abroad Student Headcount by Academic Year (Summer, Fall & Spring) and College

College	2008-09	2009-10	2010-11	2011-12	2012-13	Percent Change	
						1 year	5 year
Business	80	83	96	131	122	-7%	53%
CLASS	60	37	53	41	51	24%	-15%
Science	10	10	6	8	17	113%	70%
Education	4	13	23	11	4	-64%	0%
Engineering	-	2	-	5	2	-60%	#DIV/0!
Urban	2	1	5	4	2	-50%	0%
Law	12	6	9	5	-	-100%	-100%
<b>TOTAL</b>	<b>168</b>	<b>152</b>	<b>192</b>	<b>205</b>	<b>198</b>	<b>-3%</b>	<b>18%</b>

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

Table 8.24: Study Abroad Student Headcount by Academic Year (Summer, Fall & Spring) and Course Level

Course Level	2008-09	2009-10	2010-11	2011-12	2012-13	Percent Change	
						1 year	5 year
Undergraduate	97	80	104	77	114	48%	18%
Graduate	56	65	77	121	79	-35%	41%
Law	12	6	9	5	0	-100%	-100%
<b>TOTAL</b>	<b>165</b>	<b>151</b>	<b>190</b>	<b>203</b>	<b>193</b>	<b>-5%</b>	<b>17%</b>

Source: Center for International Services & Programs

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

# Center for International Services & Programs

Table 8.25: Key International Links

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

Source: Center for International Services and Programs.

# Office of Space Management

Table 8.26 Cleveland State University  
Fall 2012 Building Inventory

Notes	Building Code	Building	Year Acquired	Total Gross Square Feet
	AA	Advance Manufacturing Annex	1993	9,800
	AC	Parker Hannifin Administration Center	2007	37,500
[3], [5]	AG	Art Gallery	2012	17,515
	BU	Business College	1998	126,245
	CB	Chester Building	1970	109,728
[5]	CE	Cole Center - *New Campus International School	1990	56,653
	CG	Central Garage	1979	269,594
[5]	CM	CAMP Building	1994	82,470
	CS	Campus Safety	2004	25,056
	EA	Eaton Place	2009	4,474
[3], [5]	EC	Euclid Commons Complex Buildings 1-4	2010	225,811
	EG	East Garage	2006	124,300
	FL	Field Locker Building	1985	2,194
	FS	Field Service Building	1985	1,305
	FT	Fenn Tower	1964	188,746
	HS	Health Sciences	1998	23,654
	JH	Julka Hall	2010	104,747
[3]	KB	Keith Building	2003	36,688
	LB	Law Building	1977	118,438
	LL	Law Library	1997	111,870
[3], [5]	MB	Middough Building	2011	303,845
	MC	Main Classroom Building	1970	386,489
	MM	Mather Mansion	1967	43,938
	MU	Music & Communication Building	1988	151,533
	PA	Plant Annex Building	1985	8,579
	PE	Physical Education	1973	201,860
[3]	PG	Prospect Garage	2010	97,489
	PH	Parker Hannifin Hall	1984	27,252
[5], [6]	PR	Shaker Residence	2002	4,440
	PS	Plant Services	1970	134,590
	RC	Recreation Center	2006	135,167
	RT	Rhodes Tower	1971	493,968
[1]	RW	Rhodes West		---
	SC	Student Center	2010	160,677
[3], [5]	SG	South Garage	2010	208,000
	SH	Stilwell Hall	1964	195,779
	SI	Science Building	1969	171,242
	SR	Science and Research Center	1978	142,479
[2], [5]	UN	Union Building	2011	84,515
	UR	Urban College	2000	87,792
[3]	WA	Wallingford	2008	8,916
	WG	University West Garage	1996	199,599
	WO	Wolstein Center	1989	289,000
[3]	WST	West Center Campus Extension	2003	12,068
[7]		<b>Grand Total</b>		<b>5,226,005</b>

Source: Office of University Architect

**Notes:**

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

[5] May include Non-Institutional Uses  
[6] Building Name Change  
[7] Total does not include Heritage Apartments, Langston Apartments, Viking Hall or Kinkos

# Accreditation

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

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

## List of College Acronyms and Abbreviations

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

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

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

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

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

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

**School of Nursing:** *Nursing*

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

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

## Other Acronyms and Abbreviations

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

**EEO6:** *Equal Employment Opportunity*

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

**GPA:** *Grade Point Average*

**IPEDS:** *Integrated Postsecondary Education Data System*

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

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

**SCH:** *Student Credit Hour*

# Book of Trends 2013

[http://www.csuohio.edu/offices/iraa/bot/BOT\\_13.pdf](http://www.csuohio.edu/offices/iraa/bot/BOT_13.pdf)

The Book of Trends (BOT) 2013 represents the continuing commitment of the Office of Institutional Research and Analysis (IRA) to present updated information about Cleveland State University (CSU). A variety of tables and charts provide trend information over a five-year period as well as some key attributes and characteristics of the University for the most recently completed academic year.

The purpose of this publication is to provide readers with frequently requested statistical information used in planning, reporting, and assessment. In order to serve the campus community more effectively, we welcome suggestions and comments.

1. The student information presented in the Book of Trends 2013 is based on the End of Semester files used for Ohio Board of Regents (OBOR) reports unless specifically noted from a different data source.
2. Students exclusively enrolled in English as a Second Language, Study Abroad or other zero credit hour courses are included in the Book of Trends for years 2006-10.
3. The various Deans' offices provided IRA with a set of grant/highlight information used to produce Table 4.13. IRA limited these selections in order to meet space requirements. This table is not intended to be a comprehensive listing, but merely to reflect some of the interesting activities of our faculty, staff and students.
4. Each year we attempt to provide comparative data to other colleges and universities in Ohio. These comparisons are typically centered on information available from the Ohio Board of Regents' Higher Education Information System (HEI) <http://regents.ohio.gov/hei/index.php>. At the time of publication a few of the tables normally presented here were not available due to some schools updating prior years' data, or changes to the HEI system. Please be aware that the HEI tables presented in this year's book represent various states of completion:
  - a. The data may be complete for the reporting year and can be used accordingly.
  - b. The data may be complete for most institutions, but a few may be unfinalized, in which case only finalized ones are reported or in some cases unfinalized numbers are included but footnoted as such.
  - c. In some cases many schools had unfinalized the type of data being reviewed and in those cases we have simply reproduced the prior year's data with appropriate titles and footnotes.

**Note:** Based on feedback received from the campus community, we have removed some selected tables from the Book of Trends. If you require data from any of these missing tables, please contact our office and we can provide you with the requisite information.

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

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

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

**Office of Institutional Research and Analysis**











## **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, genetic information, sexual orientation, disability, disabled veteran, Vietnam-era veteran or other protected veteran status.