



2016 BOT

Book of Trends





2016 BOT

Book of Trends

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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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Introduction



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University Administration



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President

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Stephanie Y. McHenry
Cindy Skaruppa
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Byron P. White
Sonali B. Wilson
William J. Napier

Provost and Senior Vice President for Academic Affairs

Vice President for Business Affairs and Finance

Vice President for Enrollment Services

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

Vice President for University Engagement

General Counsel and Counsel to the Board of Trustees

Senior Advisor to President and Secretary to the Board of Trustees



Jianping Zhu

Provost and Senior Vice President for Academic Affairs

Jerzy T. Sawicki
Lee Fisher
Meredith Bond
Roland Anglin
Anette Karlsson
Timothy Gaspar
Richard Reed
Gregory M. Sadlek
Sajit Zachariah
Elizabeth A. Lehfeltd
Donna Schultheiss
Marius Boboc
Edgar Jackson
Peter Meiksins
Glenda Thornton
Boyd Yarbrough
William R. Morgan

Vice President for Research

Interim Dean, Cleveland Marshall College of Law

Dean, College of Sciences and Health Professions

Dean, Maxine Goodman Levin College of Urban Affairs

Dean, Washkewicz College of Engineering

Dean, School of Nursing

Interim Dean, Monte Ahuja College of Business Administration

Dean, College of Liberal Arts and Social Sciences

Dean, College of Education and Human Services

Dean, Jack, Joseph and Morton Mandel Honors College

Interim Dean, College of Graduate Studies

Vice Provost for Academic Planning

Special Assistant to the President for Health Affairs

Vice Provost for Academic Programs

Director, Michael Schwartz Library

Vice President for Student Affairs

Vice Provost for Faculty Affairs

Board of Trustees 2016-2017

Trustee	Term	
Bernardo “Bernie” F. Moreno <i>Chairperson</i>	June 1, 2011	May 1, 2018
Morton Q. Levin <i>Vice Chairperson</i>	August 14, 2008	May 1, 2017
Stephen F. Kirk <i>Treasurer</i>	July 16, 2015	May 1, 2023
Thomas W. Adler <i>Development Officer</i>	May 2, 2013	May 1, 2022
Todd C. Davidson, Ed.D., M.Div.	May 31, 2016	May 1, 2025
Dan T. Moore III	May 27, 2011	May 1, 2020
David H. Gunning II, Esq.	September 13, 2012	May 1, 2021
June E. Taylor	May 14, 2015	May 1, 2024
Deborah A. Vesny	June 21, 2016	May 1, 2019
Paul T. All <i>Student Trustee</i>	August 1, 2015	May 1, 2017
Sierra G. Davidson <i>Student Trustee</i>	July 7, 2016	May 1, 2018
Robyn Gordon <i>Community Board Member</i>	September 30, 2016	June 30, 2018
Len Komoroski <i>Community Board Member</i>	September 30, 2016	June 30, 2018
Nancy W. McCann <i>Community Board Member</i>	June 2, 2015	End of term as CSU Foundation Chair
Linda McHugh <i>Community Board Member</i>	September 30, 2016	June 30, 2018
David Reynolds <i>Community Board Member</i>	September 30, 2016	June 30, 2018
Joseph D. Roman <i>Community Board Member</i>	September 30, 2016	June 30, 2018
Mark Holtzblatt, Ph.D. <i>Faculty Representative</i>	July 1, 2016	June 30, 2017
Nigamanth Sridhar, Ph.D. <i>Faculty Representative</i>	September 10, 2014	August 31, 2016

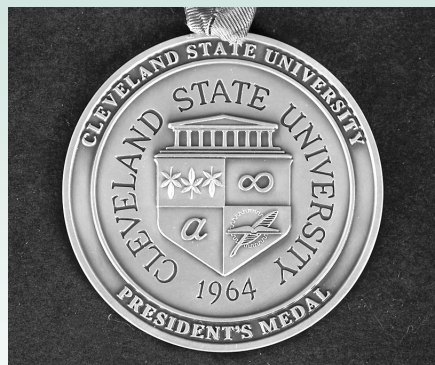
William J. Napier, Ph.D., Secretary to the Board of Trustees

Student Government Association Executive Board 2016-2017

Executive Member	Position	Executive Member	Position
Malek Khawam	President	Harinder Singh	Treasurer
Tyler Wilson	Vice President	Jamie Johnston	Advisor
Olga Grech	Secretary		

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

Year	Recipients	Year	Recipients
2016	Steven Minter	2009	Mrs. Jean L. Elsner
2015	Albert B. Ratner	2008	Natalie Epstein Lainie Hadden
2014	Eric S. Gordon	2007	Art J. Falco
2013	Jennie Jones Trevor Jones	2006	James D. Ireland III Dr. William Hiller
2012	Donald E. Washkewicz	2005	Dr. Julian M. Earls Maria Miller Babs Glickman
2011	Monte Ahuja Dr. Usha Ahuja Ronald E. Weinberg	2004	Dr. Delos M. (Toby) Cosgrove
2010	Anand "Bill" Julka Dr. Neeraj Julka		

Distinguished Alumni Award

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

2013 Honorees

Louis Stokes	George B. Davis Award
Joseph C. Krysh	Monte Ahuja College of Business
Dr. Robert A. Mengerink Jr.	College of Education and Human Services
Rebecca A. Bompiedi	Fenn College of Engineering
Teresa K. Demchak	Cleveland-Marshall College of Law
Thomas F. O'Toole	College of Liberal Arts and Social Sciences
John C. Vitullo	College of Sciences and Health Professions
Susan L. Collier	School of Nursing
Nickie J. Antonio	Maxine Goodman Levin College of Urban Affairs

2014 Honorees

Anthony S. Bakale	George B. Davis Award
Andrew Jackson	Monte Ahuja College of Business
Murray Winland	College of Education and Human Services
Kenneth P. Jayjack	Washkewicz College of Engineering
Elizabeth Pugh	Cleveland-Marshall College of Law
Richard Janus	College of Liberal Arts and Social Sciences
Cynthia Struk	School of Nursing
Paul J. Gemperline	College of Sciences and Health Professions
Sam McNulty	Maxine Goodman Levin College of Urban Affairs

2015 Honorees

Timothy J. Cosgrove	George B. Davis Award
Daria Roebuck	Monte Ahuja College of Business
Peter Lilienthal	College of Education and Human Services
Anthony Colnar	Washkewicz College of Engineering
Michael Gibbons	Cleveland-Marshall College of Law
Wayne Zachary	College of Liberal Arts and Social Sciences
Jo Manette Nousak	College of Sciences and Health Professions
Brant Russell	School of Nursing
Floun'say Caver	Maxine Goodman Levin College of Urban Affairs
Bruno Biasiotta	Athletics

2016 Honorees

Annette G. Butler	George B. Davis Award
David J. Fornari	Monte Ahuja College of Business
Zachary G. Green	College of Education and Human Services
James D. Heckelman	Fenn College of Engineering
Kenneth C. Ricci	Cleveland-Marshall College of Law
Bonnie E. Raquet	College of Liberal Arts and Social Sciences
Ann M. Frangos	College of Sciences and Health Professions
Susan L. Tullai-McGuinness	School of Nursing
Grace Gallucci	Maxine Goodman Levin College of Urban Affairs
Krista G. Freeman	Jack, Joseph and Morton Mandel Honors College



Campus Enrollment Characteristics & Trends



2

Book of Trends

Table 2.1: Cleveland State University Enrollment by Level - Fall 1965 - 2015

Year	Undergraduate	Graduate	Law	Total	Year	Undergraduate	Graduate	Law	Total
1965	6,026	N/A	N/A	6,026	1990	13,825	4,331	1,064	19,220
1966	7,853	N/A	N/A	7,853	1991	13,531	4,500	1,060	19,091
1967	8,431	184	N/A	8,615	1992	12,716	4,504	979	18,199
1968	8,836	248	N/A	9,084	1993	11,966	4,240	931	17,137
1969	9,442	1,220	775	11,437	1994	11,341	4,251	912	16,504
1970	10,734	1,171	742	12,647	1995	10,698	4,065	908	15,671
1971	11,257	1,760	772	13,789	1996	10,728	3,905	889	15,522
1972	11,758	2,045	909	14,712	1997	10,675	4,154	906	15,735
1973	11,986	2,212	1,003	15,201	1998	11,215	4,244	867	16,326
1974	12,895	2,300	1,066	16,261	1999	10,453	4,480	749	15,682
1975	13,278	2,568	1,128	16,974	2000	10,260	4,658	762	15,680
1976	13,401	2,808	1,138	17,347	2001	10,507	4,774	834	16,115
1977	13,896	2,851	1,168	17,915	2002	10,405	4,941	817	16,163
1978	13,143	3,125	1,164	17,432	2003	10,300	5,262	815	16,377
1979	13,154	3,242	1,184	17,580	2004	9,870	5,259	752	15,881
1980	14,330	3,751	1,169	19,250	2005	9,605	5,197	748	15,550
1981	14,167	3,883	1,090	19,140	2006	9,525	4,905	712	15,142
1982	14,177	3,715	1,052	18,944	2007	9,798	4,873	712	15,383
1983	14,195	3,768	979	18,942	2008	9,825	4,942	672	15,439
1984	13,426	3,589	1,018	18,033	2009	10,708	5,153	645	16,506
1985	12,502	3,347	917	16,766	2010	11,496	5,280	610	17,386
1986	13,220	4,005	1,016	18,241	2011	11,722	5,162	563	17,447
1987	13,236	3,945	1,006	18,187	2012	12,039	4,985	501	17,525
1988	12,971	3,850	1,000	17,821	2013	12,359	4,902	469	17,730
1989	13,409	4,115	1,011	18,535	2014	12,218	4,685	442	17,345
					2015	12,446	4,395	428	17,269

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 - 2015

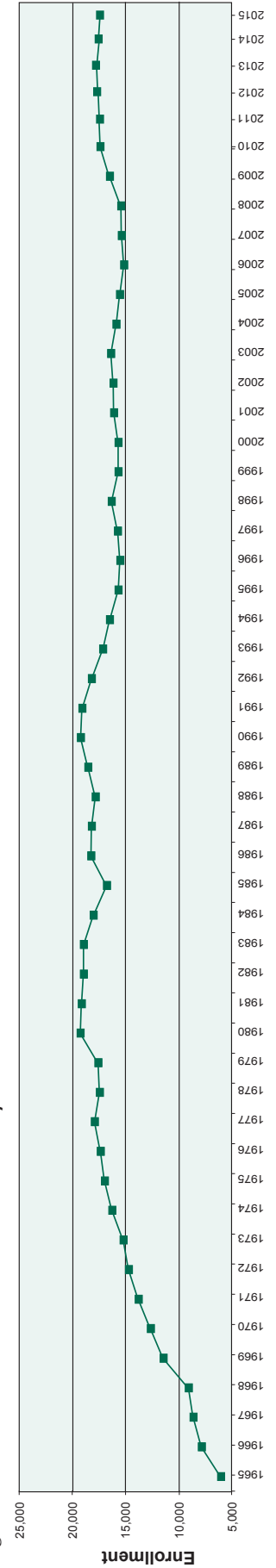


Table 2.2: Enrollment by College, Level and Load - Fall 2015

College	Undergraduate			Graduate & Law			Total			
	Full-Time	Part-Time	Undergraduate % of Total	Full-Time	Part-Time	Graduate & Law % of Total	Full-Time	Part-Time	Total	% of Total
Business	1,593	485	17%	314	617	19%	1,907	1,102	3,009	17%
CLASS	1,924	574	20%	266	215	10%	2,190	789	2,979	17%
Education	566	245	7%	307	834	24%	873	1,079	1,952	11%
Nursing	457	82	4%	7	43	1%	464	125	589	3%
Engineering	1,472	337	15%	479	239	15%	1,951	576	2,527	15%
Science	2,266	603	23%	595	225	17%	2,861	828	3,689	21%
Urban Affairs	221	201	3%	54	177	5%	275	378	653	4%
Law	-	-	0%	247	181	9%	247	181	428	2%
Undergraduate Studies	612	482	9%	-	-	0%	612	482	1,094	6%
Undergraduate Non-Degree	24	185	2%	-	-	0%	24	185	209	1%
Graduate Studies	-	-	0%	-	23	0%	-	23	23	0%
Other ¹	-	117	1%	-	-	0%	-	117	117	1%
Total	9,135	3,311	100%	2,269	2,554	100%	11,404	5,865	17,269	100%

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

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

Figure 2.2.a: Enrollment by Level Fall 2015

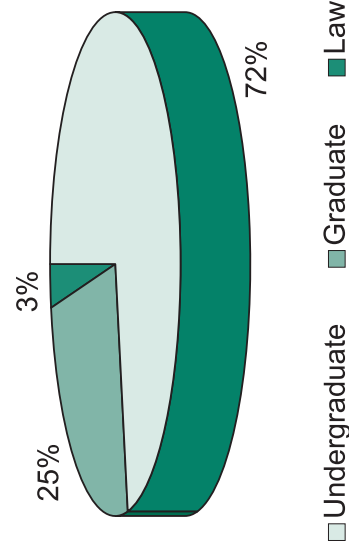


Figure 2.2.b: Enrollment by Load and Level Fall 2015

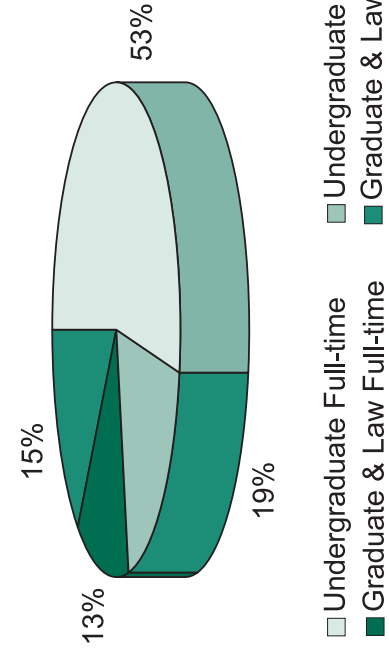


Table 2.3: Full-Time Enrollment by Ethnicity and Gender - Fall 2015

Full-Time Students	American Indian/Alaska Native		Asian		Black/African American		Hispanic/Latino		White		Native Hawaiian or Other Pacific Islander		Two or more races		Non Resident Alien		Unknown		Grand Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
Undergraduate	13	13	162	130	482	927	219	264	2,819	3,044	4	9	123	193	478	117	73	65	4,373	4,762	9,135
Graduate	-	-	13	31	49	170	16	33	286	569	-	-	2	16	476	237	6	13	848	1,069	1,917
First Professional	1	1	5	2	5	5	7	9	151	144	-	-	5	5	-	2	10	-	184	168	352
Total Full-Time	14	14	180	163	536	1,102	242	306	3,256	3,757	4	9	130	214	954	356	89	78	5,405	5,999	11,404

Table 2.4: Total Enrollment by Ethnicity and Gender - Fall 2015

Total Students	American Indian/Alaska Native		Asian		Black/African American		Hispanic/Latino		White		Native Hawaiian or Other Pacific Islander		Two or more races		Non Resident Alien		Unknown		Grand Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
Undergraduate	15	18	228	180	717	1,421	279	340	3,763	4,012	6	12	152	233	588	158	165	159	5,913	6,533	12,446
Graduate	1	2	49	63	164	537	49	77	899	1,399	-	2	21	38	572	322	48	47	1,803	2,487	4,290
First Professional	1	1	6	5	15	25	9	15	201	218	-	-	6	6	3	4	13	5	254	279	533
Grand Total	17	21	283	248	896	1,983	337	432	4,863	5,629	6	14	179	277	1,163	484	226	211	7,970	9,299	17,269

Figure 2.4a: Total Enrollment by Ethnicity Fall 2015

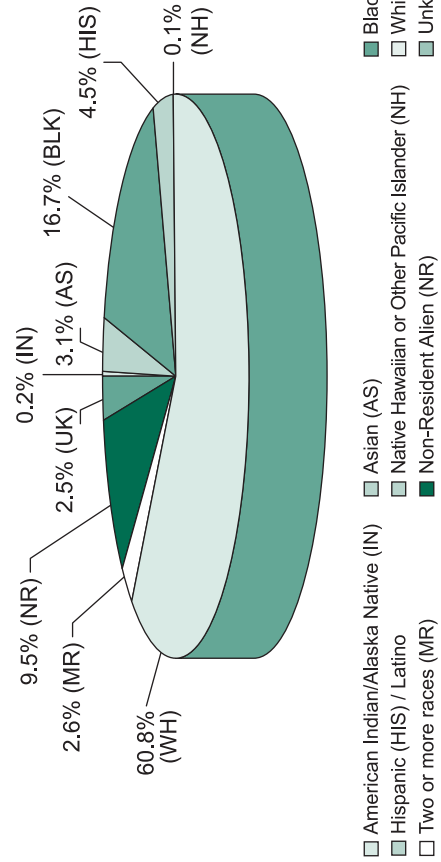
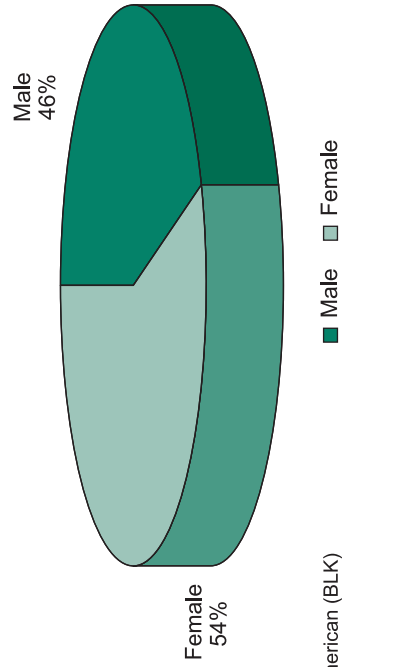


Figure 2.4b: Total Enrollment by Gender Fall 2015



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					
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	1-Year
Business	159	196	243	234	232	318	324	323	349	294	16	24	21	11	3	493	544	587	594	529	-11%	7%				
CLASS	488	464	520	434	293	417	466	449	339	322	23	37	24	12	16	928	967	993	785	631	-20%	-32%				
Education	90	70	97	56	87	111	113	129	103	115	26	21	30	31	16	227	204	256	190	218	15%	-4%				
Nursing	83	119	135	123	146	63	60	38	38	35	8	4	10	8	13	154	183	183	169	194	15%	26%				
Engineering	157	215	225	226	287	109	137	147	143	181	7	15	19	8	15	273	367	391	377	483	28%	77%				
Science	327	406	421	361	454	397	407	442	354	354	81	125	97	77	97	805	938	960	792	905	14%	12%				
Urban Affairs	13	9	8	14	7	68	65	58	81	97	-	2	4	2	1	81	76	70	97	105	8%	30%				
Undergraduate Studies	76	110	104	143	341	52	74	72	111	130	176	234	259	260	196	304	418	435	514	667	30%	119%				
Undergraduate Non-Degree	-	-	-	-	-	-	-	-	-	-	121	129	114	88	127	121	129	114	88	127	44%	5%				
Other ¹	-	-	-	-	1	-	-	-	-	-	87	83	58	86	51	87	83	58	86	52	-40%	-40%				
UNIVERSITY	1,393	1,589	1,753	1,591	1,848	1,535	1,646	1,658	1,518	1,528	545	674	636	583	535	3,473	3,909	4,047	3,692	3,911	6%	13%				

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

College	Master's/Law					Doctoral					Other Graduate					New Graduate/Law Total					Total Percent Change					
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	1-Year
Business	306	337	296	307	201	-	-	10	-	-	105	99	69	44	37	411	436	375	351	238	-32%	-42%				
CLASS	145	158	122	156	125	-	-	-	-	-	51	37	52	32	25	196	195	174	188	150	-20%	-23%				
Education	243	279	243	262	272	3	6	8	7	6	82	58	59	51	47	328	343	310	320	325	2%	-1%				
Nursing	20	16	19	23	18	-	-	-	-	-	2	3	3	3	2	22	19	22	26	20	-23%	-9%				
Engineering	94	94	144	134	244	6	6	7	10	11	13	7	3	8	5	113	107	154	152	260	71%	130%				
Science	190	187	176	194	191	16	17	19	13	9	40	36	35	37	37	246	240	230	244	237	-3%	-4%				
Urban Affairs	44	48	32	45	42	7	2	2	4	1	31	16	34	23	25	82	66	68	72	68	-6%	-17%				
Law	164	139	135	143	109	-	-	-	-	-	7	7	25	24	24	171	146	160	167	133	-20%	-22%				
Graduate Studies*	-	-	-	-	-	-	-	-	-	-	10	6	22	12	13	10	6	22	12	13	8%	30%				
UNIVERSITY	1,206	1,258	1,167	1,264	1,202	32	31	46	34	27	341	269	302	234	215	1,579	1,558	1,515	1,532	1,444	-6%	-9%				

¹ Other Graduate includes students enrolled in non-degree courses and transfers. Part-time new Masters and Doctoral students are also under Other Graduate now.
* See Note below.

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 License 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	
	2011	2012	2013	2014	2015	1-Year	5-Year	2011	2012	2013	2014	2015	1-Year	5-Year
Business	389	407	482	480	434	-10%	12%	104	137	105	114	95	-17%	-9%
CLASS	803	821	864	700	538	-23%	-33%	125	146	129	85	93	9%	-26%
Education	188	179	202	145	167	15%	-11%	39	25	54	45	51	13%	31%
Nursing	134	164	169	145	162	12%	21%	20	19	14	24	32	33%	60%
Engineering	236	311	314	338	440	30%	86%	37	56	77	39	43	10%	16%
Science	657	764	790	656	779	19%	19%	148	174	170	136	126	-7%	-15%
Urban Affairs	57	57	48	51	55	8%	-4%	24	19	22	46	50	9%	108%
Undergraduate Studies	155	207	202	233	460	97%	197%	149	211	233	281	207	-26%	39%
Undergraduate Non-Degree ²	16	19	12	9	21	133%	31%	105	110	102	79	106	34%	1%
Other ¹	-	-	-	-	-	-	-	87	83	58	86	52	-40%	-40%
Total New Undergraduate	2,635	2,929	3,083	2,757	3,056	11%	16%	838	980	964	935	855	-9%	2%

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

College	Full-Time					% Change in Full-Time		Part-Time					% Change in Part-Time	
	2011	2012	2013	2014	2015	1-Year	5-Year	2011	2012	2013	2014	2015	1-Year	5-Year
Business	178	209	153	158	122	-23%	-31%	233	227	222	193	116	-40%	-50%
CLASS	79	88	77	115	88	-23%	11%	117	107	97	73	62	-15%	-47%
Education	95	102	127	108	129	19%	36%	233	241	183	212	196	-8%	-16%
Nursing	2	9	13	10	7	-30%	250%	20	10	9	16	13	-19%	-35%
Engineering	30	29	32	38	225	492%	650%	83	78	122	114	35	-69%	-58%
Science	142	137	138	149	179	20%	26%	104	103	92	95	58	-39%	-44%
Urban Affairs	30	24	16	16	21	31%	-30%	52	42	52	56	47	-16%	-10%
Law	131	109	114	117	74	-37%	-44%	40	37	46	50	59	18%	48%
Graduate Studies ²	-	1	-	-	-	-	-	10	5	22	12	13	8%	30%
Total New Graduate & Law	687	708	670	711	845	19%	23%	892	850	845	821	599	-27%	-33%

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

College	2011	2012	2013	2014	2015	Percent Change	
						1-Year	5-Year
Business	904	980	962	945	767	-19%	-15%
CLASS	1,124	1,162	1,167	973	781	-20%	-31%
Education	555	547	566	510	543	6%	-2%
Nursing	176	202	205	195	214	10%	22%
Engineering	386	474	545	529	743	40%	92%
Science	1,051	1,178	1,190	1,036	1,142	10%	9%
Urban Affairs	163	142	138	169	173	2%	6%
Law	171	146	160	167	133	-20%	-22%
Undergraduate Studies	304	418	435	514	667	30%	119%
Undergraduate Non-Degree ²	121	129	114	88	127	44%	5%
Graduate Studies	10	6	22	12	13	8%	30%
Other ¹	87	83	58	86	52	-40%	-40%
Total New Students	5,052	5,467	5,562	5,224	5,355	3%	6%

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.

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

² 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	2011					2012					2013					2014					2015					Percent Change		
					%					%					%					%					%	1-Year	5-Year	5-Year
Freshmen	2,988	17%	3,175	18%	18%	3,356	19%	3,156	18%	18%	3,329	19%	3,329	19%	19%	3,329	19%	3,329	19%	19%	5%	5%	11%					
Sophomores	1,764	10%	1,830	10%	10%	1,937	11%	2,011	12%	12%	1,963	11%	1,963	11%	11%	1,963	11%	1,963	11%	11%	-2%	-2%	11%					
Juniors	2,198	13%	2,300	13%	13%	2,410	14%	2,447	14%	14%	2,533	15%	2,533	15%	15%	2,533	15%	2,533	15%	15%	4%	4%	15%					
Seniors	4,772	27%	4,734	27%	27%	4,656	26%	4,604	27%	27%	4,621	27%	4,621	27%	27%	4,621	27%	4,621	27%	27%	0%	0%	-3%					
Masters	4,676	27%	4,501	26%	26%	4,393	25%	4,204	24%	24%	3,947	23%	3,947	23%	23%	3,947	23%	3,947	23%	23%	-6%	-6%	-16%					
Doctoral	486	3%	484	3%	3%	509	3%	481	3%	3%	448	3%	448	3%	3%	448	3%	448	3%	3%	-7%	-7%	-8%					
Law	563	3%	501	3%	3%	469	3%	442	3%	3%	428	2%	428	2%	2%	428	2%	428	2%	2%	-3%	-3%	-24%					
Total	17,447	100%	17,525	100%	100%	17,730	100%	17,345	100%	100%	17,269	100%	100%	100%	17,269	100%	17,269	100%	100%	0%	0%	-1%						

Table 2.10b: STUDENT CREDIT HOURS BY COURSE LEVEL

Class Standing	2011					2012					2013					2014					2015					Percent Change		
					%					%					%					%					%	1-Year	5-Year	5-Year
Developmental	2,986	2%	2,690	1%	1%	2,898	1%	1,855	1%	1%	1,783	1%	1,783	1%	1%	1,783	1%	1,783	1%	1%	-4%	-4%	-40%					
Lower	79,157	42%	83,554	43%	43%	89,337	45%	85,361	45%	45%	89,544	46%	89,544	46%	46%	89,544	46%	89,544	46%	46%	5%	5%	13%					
Upper	61,316	32%	62,180	32%	32%	63,338	32%	58,899	31%	31%	63,407	33%	63,407	33%	33%	63,407	33%	63,407	33%	33%	8%	8%	3%					
Masters	35,500	19%	34,180	18%	18%	33,535	17%	32,617	17%	17%	31,786	16%	31,786	16%	16%	31,786	16%	31,786	16%	16%	-3%	-3%	-10%					
Doctoral	3,238	2%	3,306	2%	2%	3,566	2%	3,242	2%	2%	3,057	2%	3,057	2%	2%	3,057	2%	3,057	2%	2%	-6%	-6%	-6%					
Law	7,425	4%	6,776	4%	4%	6,116	3%	5,720	3%	3%	5,282	3%	5,282	3%	3%	5,282	3%	5,282	3%	3%	-8%	-8%	-29%					
Total	189,622	100%	192,686	100%	100%	198,790	100%	187,694	100%	100%	194,859	100%	100%	100%	194,859	100%	194,859	100%	100%	4%	4%	3%						

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

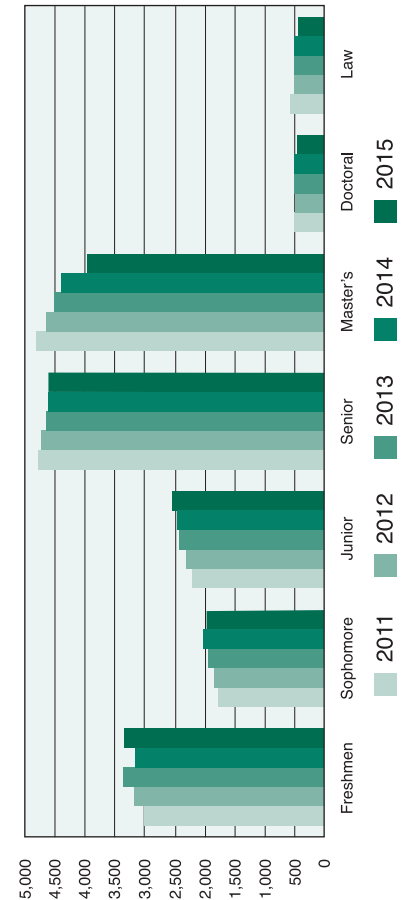


Figure 2.10b: Student Credit Hours by Course Level

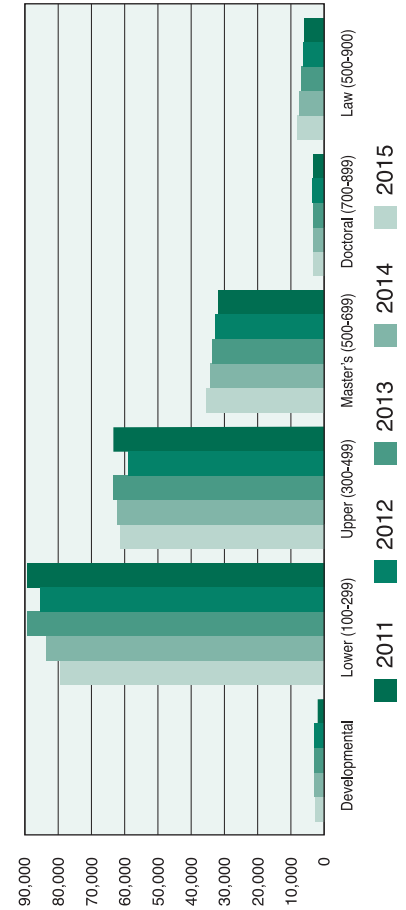


Table 2.11: Total Fall 2015 Enrollment by Academic Level: 5-Year Trend

Academic Level	Percent Change						
	2011	2012	2013	2014	2015	1 year	5 year
Undergraduates	11,722	12,039	12,359	12,218	12,446	2%	6%
Masters	4,676	4,501	4,393	4,204	3,947	-6%	-16%
Doctoral	486	484	509	481	448	-7%	-8%
Law	563	501	469	442	428	-3%	-24%
University Total	17,447	17,525	17,730	17,345	17,269	0%	-1%

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

College	2011		2012		2013		2014		2015		Percent Change	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1-Year	5-Year
Business	3,481	20%	3,369	19%	3,301	19%	3,448	20%	3,009	17%	-13%	-14%
CLASS	3,736	21%	3,731	21%	3,691	21%	3,252	19%	2,979	17%	-8%	-20%
Education	2,451	14%	2,266	13%	2,259	13%	2,052	12%	1,952	11%	-5%	-20%
Nursing	559	3%	592	3%	628	4%	600	3%	589	3%	-2%	5%
Engineering	1,452	8%	1,569	9%	1,771	10%	1,948	11%	2,527	15%	30%	74%
Science	3,368	19%	3,727	21%	3,841	22%	3,687	21%	3,689	21%	0%	10%
Urban Affairs	689	4%	620	4%	576	3%	606	3%	653	4%	8%	-5%
Law	563	3%	501	3%	469	3%	442	3%	428	2%	-3%	-24%
Undergraduate Studies	739	4%	780	4%	863	5%	965	6%	1,094	6%	13%	48%
Undergraduate Non-Degree	274	2%	245	1%	220	1%	170	1%	209	1%	23%	-24%
Graduate Studies	23	0%	19	0%	28	0%	24	0%	23	0%	-4%	0%
Other ¹	112	1%	106	1%	83	0%	151	1%	117	1%	-23%	4%
Total Enrollment	17,447	100%	17,525	100%	17,730	100%	17,345	100%	17,269	100%	0%	-1%

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

College	2011		2012		2013		2014		2015		Percent Change	
	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	1-Year	5-Year
Business	27,156	14%	26,889	14%	27,276	14%	27,030	14%	25,519	13%	-6%	-6%
CLASS	57,758	30%	58,808	31%	60,416	30%	55,231	29%	55,511	28%	1%	-4%
Education	16,542	9%	16,165	8%	16,224	8%	15,009	8%	15,116	8%	1%	-9%
Nursing	4,411	2%	4,564	2%	4,569	2%	4,364	2%	4,565	2%	5%	3%
Engineering	10,290	5%	10,054	5%	11,572	6%	14,192	8%	19,414	10%	37%	89%
Science	52,560	28%	56,361	29%	59,594	30%	54,556	29%	57,625	30%	6%	10%
Urban Affairs	11,009	6%	10,245	5%	10,176	5%	8,870	5%	9,071	5%	2%	-18%
Law	7,425	4%	6,776	4%	6,116	3%	5,720	3%	5,282	3%	-8%	-29%
Undergraduate Studies	1,190	1%	1,419	1%	1,596	1%	1,427	1%	1,499	1%	5%	26%
Honors	141	0%	121	0%	120	0%	114	0%	132	0%	16%	-6%
Other ¹	1,140	1%	1,284	1%	1,131	1%	1,181	1%	1,125	1%	-5%	-1%
Total SCH	189,622	100%	192,686	100%	198,790	100%	187,694	100%	194,859	100%	4%	3%

¹ 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)

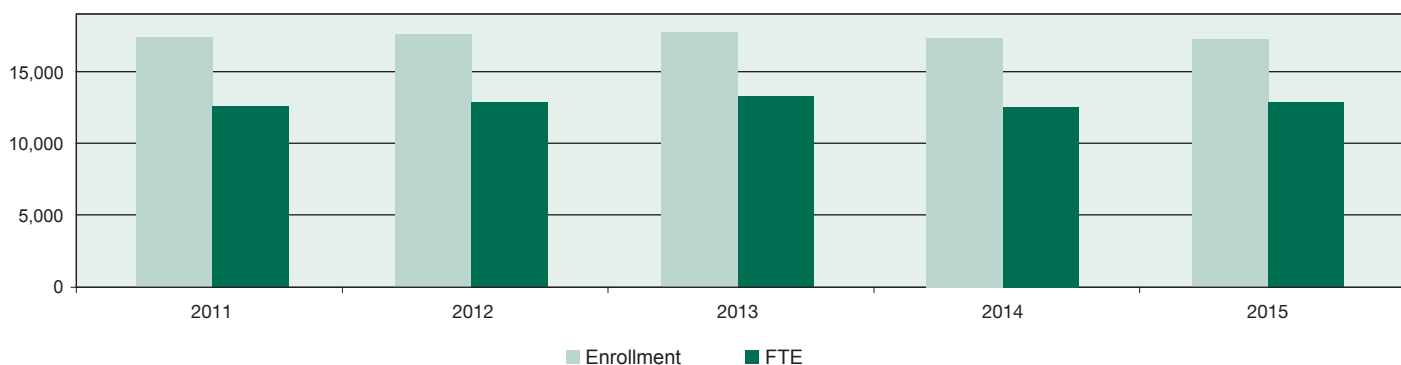


Table 2.14: Registered Student Credit Hours by Level - Fall 2015

Registered Credit Hours	Undergraduate		Graduate		Law		All	
	Enrollment	Cumulative %	Enrollment	Cumulative %	Enrollment	Cumulative %	Enrollment	Cumulative %
0	118	1%	0	0%	0	0%	118	1%
1	70	2%	164	4%	4	1%	238	2%
2	37	2%	46	5%	4	2%	87	3%
3	507	6%	435	15%	2	2%	944	8%
4	205	8%	291	21%	3	3%	499	11%
5	59	8%	36	22%	4	4%	99	11%
6	819	15%	848	41%	23	9%	1,690	21%
7	289	17%	234	47%	14	13%	537	24%
8	114	18%	319	54%	12	15%	445	27%
GRAD FT	9	23%	858	74%	13	18%	1,474	36%
10	318	25%	209	78%	25	24%	552	39%
11	172	27%	128	81%	48	36%	348	41%
UGRD FT	12	40%	342	89%	21	40%	2,039	53%
LAW FT	13	51%	94	91%	19	45%	1,486	61%
14	984	59%	105	93%	24	50%	1,113	68%
15	2,133	76%	135	97%	127	80%	2,395	81%
16	1,619	89%	77	98%	48	91%	1,744	92%
17	671	95%	63	100%	24	97%	758	96%
18	505	99%	7	100%	13	100%	525	99%
19	129	100%	4	100%	0	100%	133	100%
20	24	100%	0	100%	0	100%	24	100%
21	14	100%	0	100%	0	100%	14	100%
22	5	100%	0	100%	0	100%	5	100%
23	2	100%	0	100%	0	100%	2	100%
TOTAL	12,446		4,395		428		17,269	
Average	12.4		7.9		12.7		11.3	

Note: For Graduate students, IPEDS definition of full-time status = 9 or more student credit hours is used here.

Figure 2.14: Registered Student Credit Hours by Level - Fall 2015

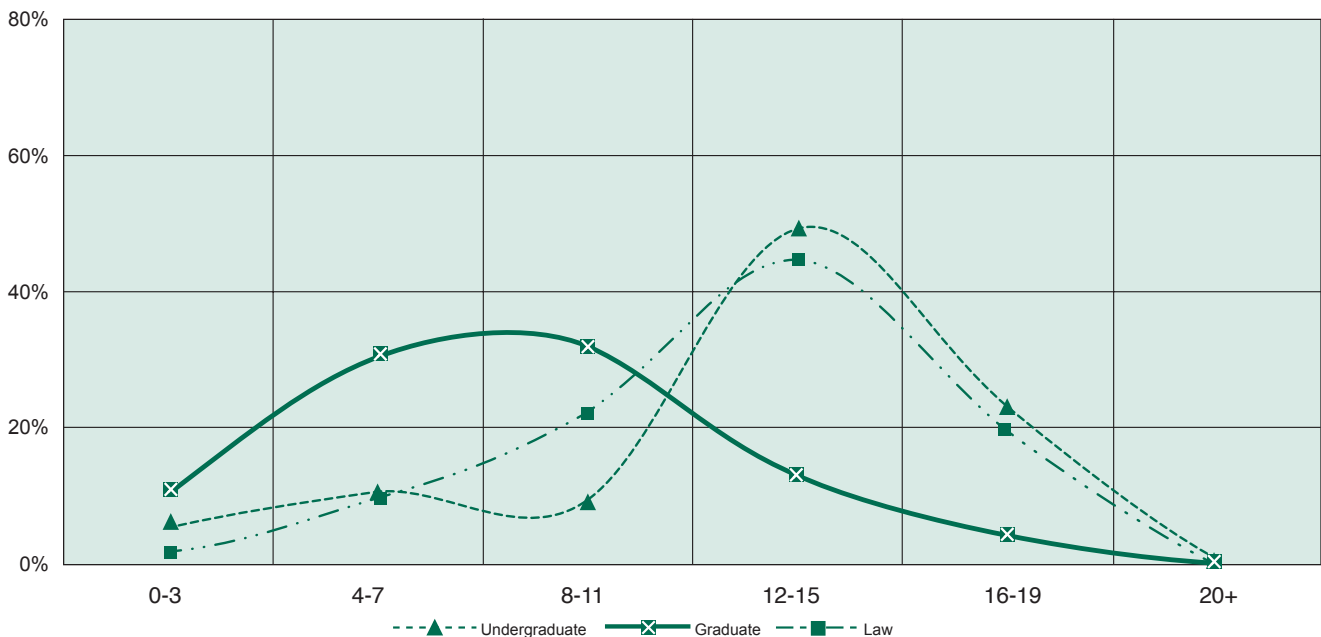


Table 2.15: Enrollment by Age Category - Fall 2015

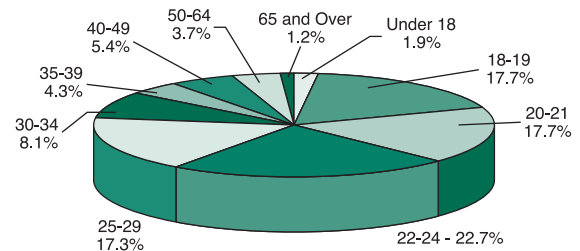
College	Gender	Under 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65 and Over	Unknown	Average Age
Business	Female	7	168	212	258	277	126	59	99	36	2	-	26.9
	Male	8	268	349	380	375	183	86	75	38	3	-	25.8
	Total	15	436	561	638	652	309	145	174	74	5	-	26.3
CLASS	Female	15	338	409	358	252	120	79	140	110	7	-	27.0
	Male	3	218	259	295	158	67	44	57	44	6	-	25.6
	Total	18	556	668	653	410	187	123	197	154	13	-	26.5
Education	Female	3	92	145	301	343	171	105	174	104	4	-	30.4
	Male	1	48	39	110	106	72	43	48	39	4	-	30.4
	Total	4	140	184	411	449	243	148	222	143	8	-	30.4
Nursing	Female	9	186	107	59	56	32	23	26	16	-	-	24.3
	Male	-	20	15	6	18	6	5	4	1	-	-	25.1
	Total	9	206	122	65	74	38	28	30	17	-	-	24.4
Engineering	Female	2	88	71	124	60	23	7	12	5	-	-	23.8
	Male	13	385	387	675	406	145	52	52	19	1	-	24.0
	Total	15	473	458	799	466	168	59	64	24	1	-	24.0
Science	Female	23	538	633	623	383	162	81	69	38	-	-	23.9
	Male	6	220	214	287	213	104	35	39	19	2	-	24.8
	Total	29	758	847	910	596	266	116	108	57	2	-	24.2
Urban Affairs	Female	-	17	47	52	78	47	40	64	51	1	-	33.3
	Male	-	13	27	66	47	33	20	31	18	1	-	30.6
	Total	-	30	74	118	125	80	60	95	69	2	-	32.3
Law	Female	-	-	4	86	70	18	16	11	12	3	-	29.2
	Male	-	-	1	82	69	33	12	6	5	-	-	27.9
	Total	-	-	5	168	139	51	28	17	17	3	-	28.5
Undergraduate Studies	Female	120	222	51	22	13	12	6	5	32	82	-	29.4
	Male	109	189	47	38	11	5	4	7	37	82	-	30.5
	Total	229	411	98	60	24	17	10	12	69	164	-	29.9
Undergraduate Non-Degree	Female	-	9	12	39	12	8	8	8	10	1	-	29.4
	Male	-	5	14	35	17	9	6	7	8	1	-	29.0
	Total	-	14	26	74	29	17	14	15	18	2	-	29.2
Graduate Studies	Female	-	-	-	1	4	-	2	-	-	1	-	33.8
	Male	-	-	-	3	7	1	1	1	1	1	-	32.8
	Total	-	-	-	4	11	1	3	1	1	2	-	33.1
Other ¹	Female	2	9	4	8	4	4	-	-	1	-	-	23.4
	Male	-	25	17	20	9	12	1	1	-	-	-	23.2
	Total	2	34	21	28	13	16	1	1	1	-	-	23.3
University	Female	181	1,667	1,695	1,931	1,552	723	426	608	415	101	-	26.9
	Male	140	1,391	1,369	1,997	1,436	670	309	328	229	101	-	26.0
	Total	321	3,058	3,064	3,928	2,988	1,393	735	936	644	202	-	26.5

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

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

Figure 2.15: Enrollment by Age Category - Fall 2015

	Average	Median
University:	26.5	23
Undergraduate:	24.8	21
Graduate:	30.1	28
Law:	28.5	25



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

Table 2.16: Enrollment by Level and Residency Status - Fall 2015

Resident Type	Undergraduate	Undergraduate in %	Graduate	Graduate in %	Law	Law in %	Total
Ohio Resident	11,274	91	3,393	77	414	97	15,081
Non-Ohio Resident	426	3	107	2	8	2	541
Non-Resident Alien	746	6	895	20	6	1	1,647
Total	12,446	100%	4,395	100%	428	100%	17,269

Note: Legal Studies (LGLS) who are associated with the College of Law, but working towards a graduate degree are shown in the Law column

Table 2.17: Enrollment by State
Fall 2015

State	Number of Students
Ohio.....	15,297
Pennsylvania.....	93
New York.....	28
Michigan	33
Illinois, California (15/state)	30
Indiana	17
Florida	13
New Jersey	12
North Carolina.....	11
Wisconsin	10
Maryland.....	9
Virginia.....	8
Kentucky.....	7
Texas.....	6
West Virginia	5
Washington, Connecticut, Georgia (4/state)	12
Vermont, Nebraska, Alabama, Idaho, Arizona, Oklahoma, Mississippi, Arkansas, New Hampshire, Colorado, Louisiana, Oregon (1/state).....	12
Missouri, Iowa, Massachusetts (3/state)	9
Tennessee, Kansas, South Carolina, Minnesota (2/state)	8
Unknown State.....	2
Non-Resident Alien	1,647
Total States	17,269

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 2015

County	Number of Students
Cuyahoga	10,771
Lake.....	1,274
Lorain.....	940
Medina.....	486
Summit	402
Geauga	332
Ashtabula	147
Trumbull.....	109
Erie	104
Portage.....	103
Stark	99
Mahoning.....	61
Franklin.....	48
Wayne.....	39
Huron.....	38
Richland	34
Lucas.....	33
Tuscarawas.....	23
Sandusky, Ottawa (21/county)	42
Hamilton	20
Wood	19
Montgomery	17
Columbiana	14
Fairfield.....	13
Seneca	7
Warren, Ashland (11/county)	22
Greene, Delaware (8/county).....	16
Jefferson, Licking (6/county)	12
Crawford, Butler (5/county)	10
Allen, Athens (4/county)	8
Union, Williams, Van Wert, Pickaway, Hancock (3/county).....	15
Knox, Putnam, Perry, Miami, Carroll, Belmont, Washington, Fulton, Holmes, Highland, Clermont, Defiance, Muskingum (2/county).....	26
Hocking, Henry, Auglaize, Lawrence, Guernsey, Darke, Madison, Clark, Meigs, Ross, Clinton, Hardin, Harrison (1/county)	13
Total.....	15,297

* Excluding Non-Resident Aliens

Map of 2015 Fall Enrollment by Ohio County

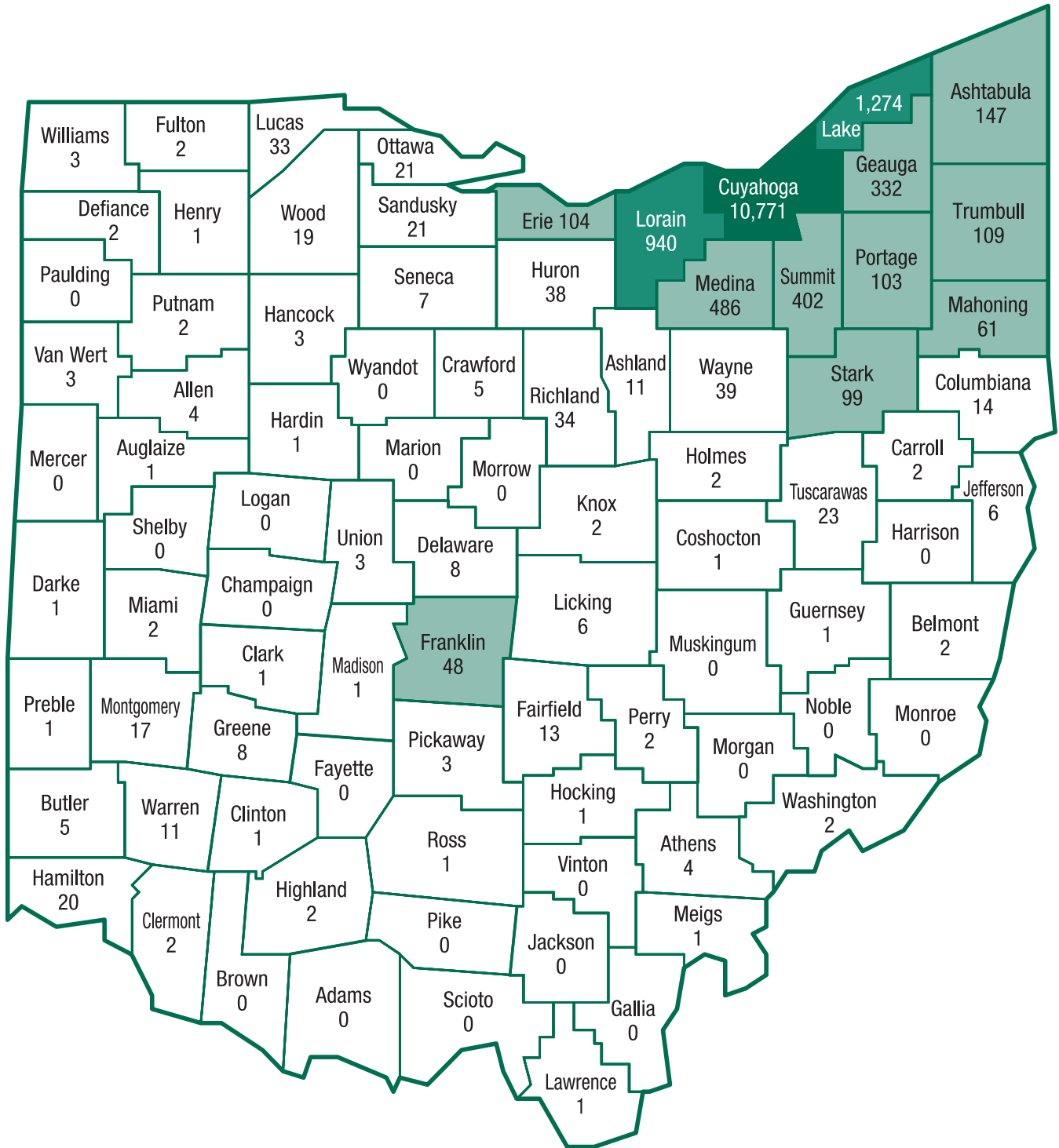


Table 2.19: Enrollment by Country or Regions, Fall 2015

Country/Region	Number of Students	Country/Region	Number of Students
India.....	578	France, Zambia, Australia, Germany (6/country).....	24
Saudi Arabia	574	Bangladesh, Ghana, New Zealand, Mexico, Thailand (5/country)	25
China.....	108	Syrian Arab Republic, Jamaica (4/country).....	8
Kuwait.....	43	Poland, Malaysia, Libyan Arab Jamahiriya, Israel, Albania, Romania, United Kingdom, Peru (3/country)	24
Nigeria	30	Hong Kong, Philippines, Italy, Spain, Ecuador, Republic of Serbia, Japan, Sweden, United Arab Emirates, Colombia, Georgia (2/country).....	22
Iran (Islamic Republic Of)	28	Tunisia, Madagascar, Palestinian Territory, Occupied, Angola, Aruba, Burkina Faso, Austria, Sri Lanka, Bulgaria, Ethiopia, Gambia, Netherlands, Bolivia, Azerbaijan, Czech Republic, Guatemala, Ukraine, Yugoslavia, Afghanistan, Tanzania, Zimbabwe, Honduras, Nicaragua, Chile, Bahamas, Barbados, Botswana, Indonesia, Kenya, El Salvador, Greece, Morocco, Panama, Qatar, Senegal, South Africa, Iraq (1/country)	37
Korea, Republic of	19	Unknown.....	2
Egypt.....	15	Total	1,647
Oman	14		
Taiwan, Province of China.....	13		
Brazil.....	11		
Turkey.....	10		
Lebanon.....	9		
Nepal, Russian Federation, Viet Nam, Canada (8/country)	32		
Jordan, Pakistan, Venezuela (7/country)	21		

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

Source: Institutional Research

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

College	2012		2013		2014		2015		2016		Percent Change	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1-Year	5-Year
Business	3,265	20%	3,201	19%	3,090	19%	3,290	20%	2,926	18%	-11%	-10%
CLASS	3,499	21%	3,446	21%	3,389	20%	3,023	18%	2,879	18%	-5%	-18%
Education	2,371	14%	2,285	14%	2,106	13%	1,894	12%	1,829	11%	-3%	-23%
Nursing	588	4%	630	4%	641	4%	586	4%	639	4%	9%	9%
Engineering	1,354	8%	1,534	9%	1,773	11%	1,931	12%	2,441	15%	26%	80%
Science	3,185	19%	3,484	21%	3,605	22%	3,386	21%	3,455	21%	2%	8%
Urban Affairs	641	4%	573	3%	562	3%	618	4%	617	4%	0%	-4%
Law	525	3%	474	3%	424	3%	417	3%	402	2%	-4%	-23%
Undergraduate Studies	631	4%	763	5%	811	5%	867	5%	901	5%	4%	43%
Undergraduate Non-Degree	284	2%	220	1%	192	1%	176	1%	184	1%	5%	-35%
Graduate Studies	46	0%	14	0%	27	0%	41	0%	23	0%	-44%	-50%
Other ¹	88	1%	86	1%	75	0%	156	1%	105	1%	-33%	19%
Total Enrollment	16,477	100%	16,710	100%	16,695	100%	16,385	100%	16,401	100%	0%	0%

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

College	2012		2013		2014		2015		2016		Percent Change	
	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	1-Year	5-Year
Business	25,618	15%	26,296	14%	26,563	14%	26,382	15%	25,431	14%	-4%	-1%
CLASS	52,789	30%	55,955	31%	56,247	30%	49,903	28%	51,674	28%	4%	-2%
Education	16,980	10%	16,768	9%	16,065	9%	15,303	9%	15,317	8%	0%	-10%
Nursing	5,063	3%	5,481	3%	5,293	3%	5,123	3%	5,591	3%	9%	10%
Engineering	10,024	6%	10,404	6%	12,606	7%	14,622	8%	18,991	10%	30%	89%
Science	47,147	27%	50,493	28%	53,318	29%	49,300	28%	51,050	28%	4%	8%
Urban Affairs	10,603	6%	9,993	5%	10,192	5%	9,028	5%	8,705	5%	-4%	-18%
Law	6,844	4%	6,262	3%	5,498	3%	5,169	3%	4,930	3%	-5%	-28%
Undergraduate Studies	186	0%	229	0%	215	0%	212	0%	258	0%	22%	39%
Honors	101	0%	27	0%	57	0%	87	0%	74	0%	-15%	-27%
Other ¹	1,019	1%	855	0%	935	1%	717	0%	887	0%	24%	-13%
Total SCH	176,374	100%	182,763	100%	186,989	100%	175,846	100%	182,908	100%	4%	4%

¹ Other includes students enrolled in Air Force, Career Services, English as a Second Language, Military Science, Special Program and Study Abroad.
Note: Some SCH gain in CLASS and Science is attributed to the redistribution of developmental English & Math courses to these units from Undergraduate Studies.
 This table uses units progress rather than units taken. Undergraduate Non-Degree and Graduate Studies fluctuations are due to procedural changes.

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

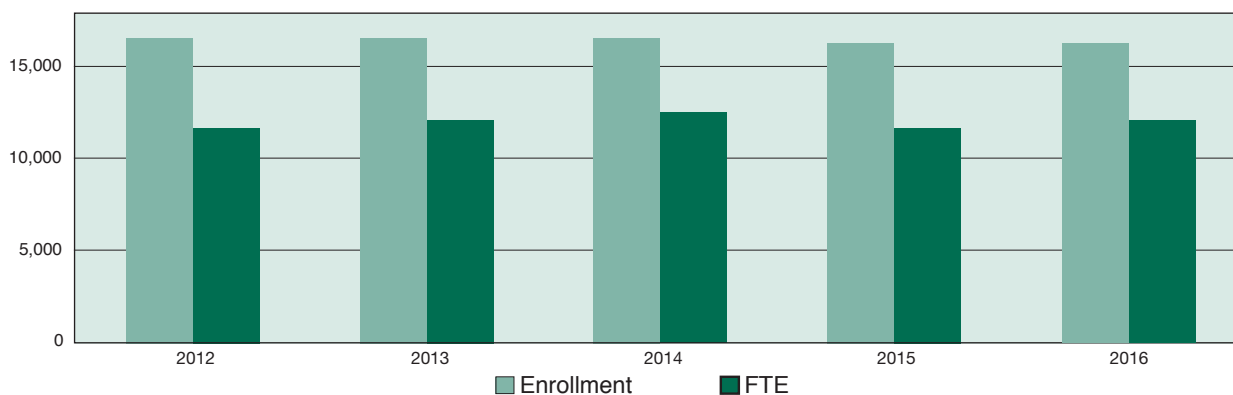


Table 2.22: Summer Enrollment by College: 5-Year Trend

College	2011		2012		2013		2014		2015		Percent Change	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1-Year	5-Year
Business	1,783	24%	1,733	24%	1,607	23%	1,684	25%	1,590	24%	-6%	-11%
CLASS	1,076	15%	1,066	15%	987	14%	875	13%	802	12%	-8%	-25%
Education	1,420	19%	1,374	19%	1,248	18%	1,082	16%	1,010	15%	-7%	-29%
Nursing	184	3%	172	2%	170	2%	156	2%	152	2%	-3%	-17%
Engineering	366	5%	445	6%	486	7%	495	7%	631	9%	27%	72%
Science	1,242	17%	1,337	18%	1,356	20%	1,304	20%	1,279	19%	-2%	3%
Urban Affairs	265	4%	218	3%	204	3%	206	3%	245	4%	19%	-8%
Law	207	3%	189	3%	142	2%	133	2%	136	2%	2%	-34%
Undergraduate Studies	133	2%	155	2%	165	2%	214	3%	239	4%	12%	80%
Undergraduate Non-Degree	529	7%	493	7%	463	7%	378	6%	473	7%	25%	-11%
Graduate Studies	36	0%	19	0%	16	0%	23	0%	12	0%	-48%	-67%
Other ¹	73	1%	94	1%	85	1%	99	1%	88	1%	-11%	21%
Total Enrollment	7,314	100%	7,295	100%	6,929	100%	6,649	100%	6,657	100%	0%	-9%

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

College	2011		2012		2013		2014		2015		Percent Change	
	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	1-Year	5-Year
Business	10,626	22%	10,594	22%	9,902	22%	10,349	24%	9,342	23%	-10%	-12%
CLASS	10,821	22%	10,490	22%	9,572	21%	9,170	21%	7,257	18%	-21%	-33%
Education	8,582	17%	8,132	17%	7,220	16%	6,486	15%	6,250	15%	-4%	-27%
Nursing	1,436	3%	1,250	3%	1,396	3%	1,312	3%	1,438	4%	10%	0%
Engineering	435	1%	938	2%	905	2%	942	2%	1,484	4%	58%	241%
Science	12,236	25%	11,951	25%	12,462	27%	11,367	26%	11,403	28%	0%	-7%
Urban Affairs	3,774	8%	3,041	6%	2,950	6%	2,783	6%	2,289	6%	-18%	-39%
Law	992	2%	922	2%	667	1%	737	2%	699	2%	-5%	-30%
Undergraduate Studies	-	0%	-	0%	-	0%	0	0%	0	0%	-	-
Honors	-	0%	-	0%	-	0%	0	0%	0	0%	-	-
Other ¹	503	1%	540	1%	461	1%	439	1%	473	1%	8%	-6%
Total SCH	49,405	100%	47,858	100%	45,535	100%	43,585	100%	40,635	100%	-7%	-18%

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

Note: Some SCH gain in CLASS and Science is attributed to the redistribution of developmental English & Math courses to these units from Undergraduate Studies. This table uses units progress rather than units taken. Undergraduate Non-Degree and Graduate Studies fluctuations are due to procedural changes.

Figure 2.22 & 2.23: Summer Enrollment and FTE (SCH/15) Trend Summer 2011-2015

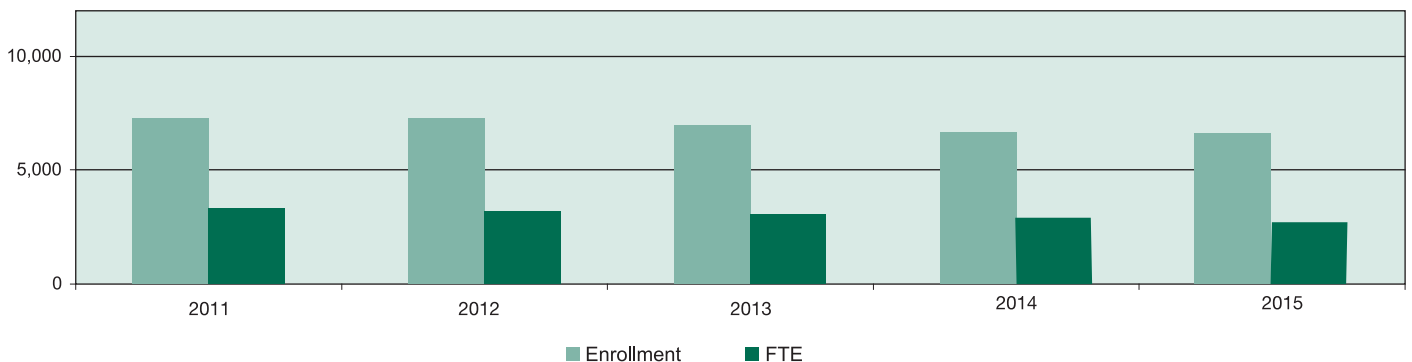
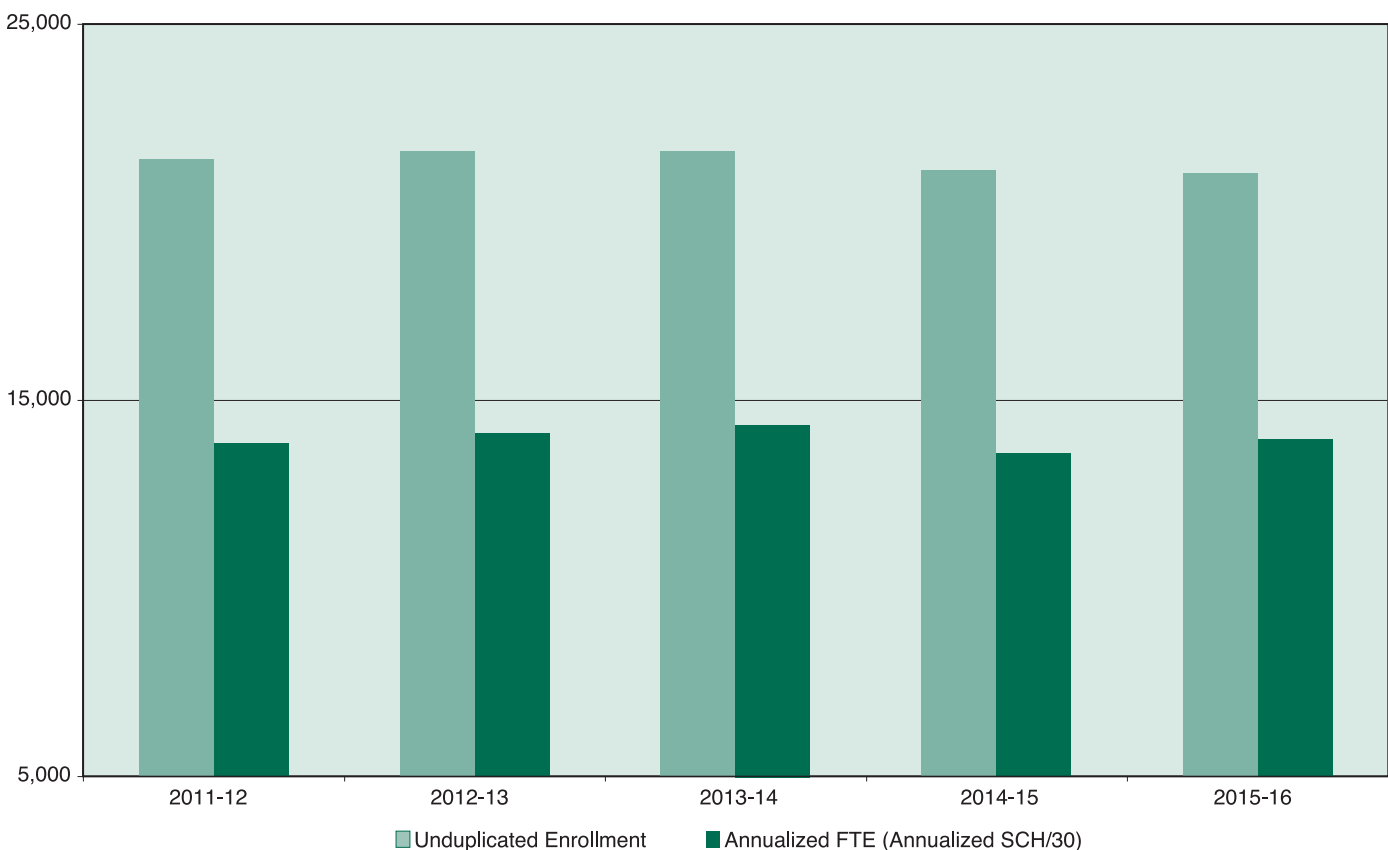


Table 2.24: Annualized Student Credit Hours (SCH) by College: 5-Year Trend

College	2011-12		2012-13		2013-14		2014-15		2015-16		Percent Change	
	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	1-Year	5-Year
Business	63,400	15%	63,779	15%	63,741	15%	63,761	16%	60,292	14%	-5%	-5%
CLASS	121,368	29%	125,253	29%	126,235	29%	114,304	28%	114,442	27%	0%	-6%
Education	42,104	10%	41,065	10%	39,509	9%	36,798	9%	36,683	9%	0%	-13%
Nursing	10,910	3%	11,295	3%	11,258	3%	10,799	3%	11,594	3%	7%	6%
Engineering	20,749	5%	21,396	5%	25,083	6%	29,756	7%	39,889	10%	34%	92%
Science	111,943	26%	118,805	28%	125,374	29%	115,223	28%	120,078	29%	4%	7%
Urban Affairs	25,386	6%	23,279	5%	23,318	5%	20,681	5%	20,065	5%	-3%	-21%
Law	15,261	4%	13,960	3%	12,281	3%	11,625	3%	10,910	3%	-6%	-29%
Undergraduate Studies	1,376	0%	1,648	0%	1,811	0%	1,639	0%	1,757	0%	7%	28%
Graduate Studies	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
Honors	242	0%	148	0%	177	0%	201	0%	206	0%	2%	-15%
Other ¹	2,662	1%	2,679	1%	2,527	1%	2,337	1%	2,485	1%	6%	-7%
Total Annualized SCH	415,401	98%	423,307	98%	431,314	100%	407,124	100%	418,401	100%	3%	1%
Annualized FTE (Annualized SCH/30)	13,847		14,110		14,377		13,571		13,947		3%	1%
Unduplicated Enrollment	21,319		21,510		21,523		21,025		20,922		0%	-2%

¹Other 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

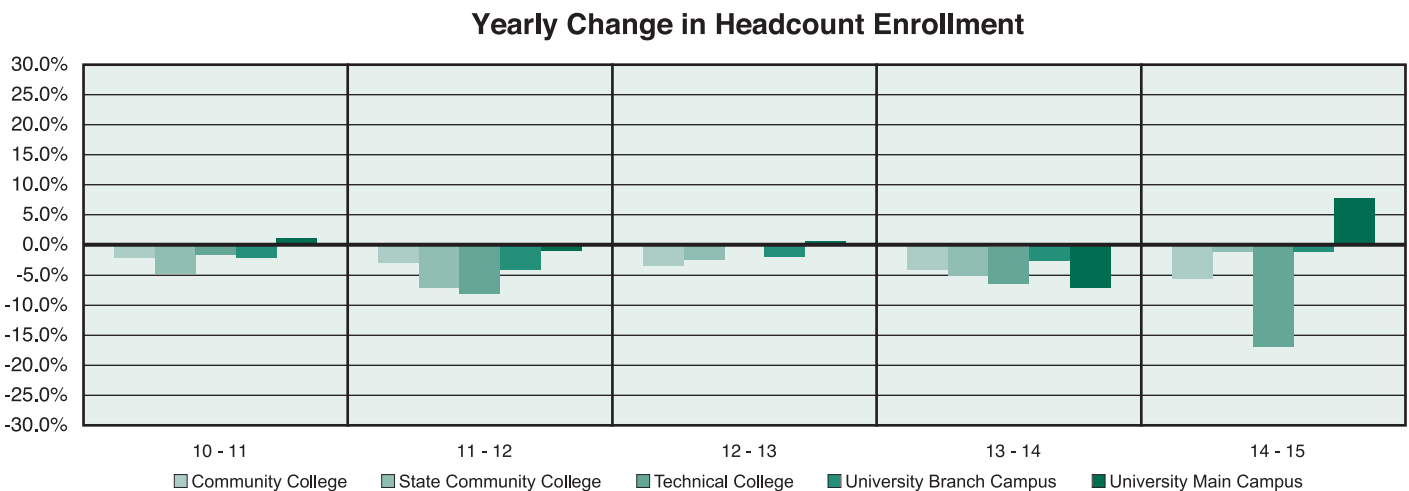


**Table 2.25: Yearly Change in Enrollment by Campus Types for Ohio Institutions
Fall 2011 – 2015**

Campus Type	2011	2012	2013	2014	2015	Percent Change	
						1-year	5-year
Community College	83,107	80,786	77,949	74,692	70,525	-5.6%	-15.1%
State Community College	80,459	74,669	72,805	68,994	68,262	-1.1%	-15.2%
Technical College	40,658	37,279	37,038	34,729	28,884	-16.8%	-29.0%
University Branch Campus	57,389	55,013	53,916	52,634	51,996	-1.2%	-9.4%
University Main Campus	289,882	287,306	288,452	267,923	289,099	7.9%	-0.3%

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: 10/6/2016.

**Figure 2.25: Yearly Change in Enrollment by Campus Types for Ohio Institutions
Fall 2011 – 2015**



**Table 2.26: Main Campus Enrollment for Select Ohio Four Year Institutions
Fall 2011 – 2015**

Institution	2011	2012	2013	2014	2015	Percent Change	
						1-year	5-year
University of Akron	27,998	26,930	25,573	24,563	23,505	-4.3%	-16.0%
Bowling Green State University	17,502	17,276	16,968	16,578	16,972	2.4%	-3.0%
University of Cincinnati	33,812	34,283	35,799†	36,976	37,102	0.3%	9.7%
Cleveland State University	17,447	17,525	17,730	17,194	17,151	-0.3%	-1.7%
Central State University	2,476	2,125	2,051	1,718	1,717	-0.1%	-30.7%
Kent State University	28,064	28,827	29,172†	29,674	30,215	1.8%	7.7%
Miami University	17,926	18,107	18,513	18,919	19,257	1.8%	7.4%
Ohio State University	57,857†	57,516	58,398	59,099	59,422	0.5%	2.7%
Ohio University	26,201	27,402	28,786	29,217	29,679	1.6%	13.3%
Shawnee State University	4,684	4,620	4,320	4,230	3,898	-7.8%	-16.8%
University of Toledo	22,679	21,715	20,814	20,595	20,347	-1.2%	-10.3%
Wright State University	18,214†	16,665†	16,444†	16,528	16,745	1.3%	-8.1%
Youngstown State University	14,496	13,769	13,363	12,512	12,432	-0.6%	-14.2%

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 6, 2016.



Enrollment Characteristics of Students in CSU Colleges



SECTION 3

3

Book of Trends

Tables 3.1 through 3.11a show the number of declared majors within a given department and school, *not the number of students*.

The rest of the tables in this chapter are at the school level and do follow the 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	
		2011	2012	2013	2014	2015	1 year	5 year		
Undergraduate										
Accounting	Accounting	366	372	393	426	413	-3%	13%		
Business Administration	Business Economics	56	52	42	44	67	52%	20%		
	General Business	536	546	544	523	504	-4%	-6%		
	General Business - Accelerated	2	-	-	-	-	--	-100%		
	General Business - Mobile	-	-	7	32	27	-16%	--		
	International Business	120	100	75	88	109	24%	-9%		
	Pre-General Business	6	2	1	3	1	-67%	-83%		
	Business Biotechnology (Certificate)	-	1	1	-	-	--	--		
Computer & Information Science	Computer and Information Science	183	213	206	250	-	-100%	-100%		
	Computer Science	23	26	28	12	-	-100%	-100%		
Finance	Finance	158	131	142	235	272	16%	72%		
Information Systems	Information Systems	117	109	108	131	156	19%	33%		
	Management & Labor Relations	119	95	84	110	157	43%	32%		
Marketing	International Business	2	2	1	-	-	--	-100%		
Operations and Supply Chain Management	Marketing	221	214	206	258	271	5%	23%		
	Operations & Supply Chain Mgmt	59	65	93	133	145	9%	146%		
Other Business	Manufacturing Management (Certificate)	-	-	-	-	7	--	--		
	Business Undecided	140	83	38	27	4	-85%	-97%		
Total		2,108	2,011	1,969	2,272	2,133	-6%	1%		
Graduate (excluding Doctoral)										
Accounting	Financial Accounting & Audit	224	243	243	198	141	-29%	-37%		
	Tax Program	43	44	42	41	33	-20%	-23%		
Business Administration	Accelerated Business Administration	46	44	33	33	16	-52%	-65%		
	Accelerated Mobile MBA	-	-	26	34	22	-35%	--		
	Business Administration	664	617	573	541	497	-8%	-25%		
	Executive Business Administration	28	31	41	43	27	-37%	-4%		
	Master of Business Administration	2	3	5	5	4	-20%	100%		
	MBA-Health Care	44	49	52	35	32	-9%	-27%		
	Global Business (Certificate)	1	-	-	-	1	--	0%		
	Health Care Informatics Cert (Certificate)	1	2	2	-	1	--	0%		
	Organizational Change (Certificate)	-	-	-	-	1	--	--		
	Strategic Business Analytics (Certificate)	-	-	-	-	11	--	--		
Computer & Information Science	Graduate Business (Non-Degree)	198	184	147	94	79	-16%	-60%		
	Computer and Information Science	88	91	102	111	-	-100%	-100%		
Information Systems	Information Systems	-	-	-	-	20	--	--		
	Labor Relations and HR	70	73	73	44	27	-39%	-61%		
Marketing	Marketing Analytics (Certificate)	2	2	2	1	-	-100%	-100%		
Total		1,411	1,383	1,341	1,180	912	-23%	-35%		

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	
		2011	2012	2013	2014	2015	1 year	5 year
Doctoral								
Business Administration	Finance	8	7	5	5	2	-60%	-75%
	Information Systems	10	8	12	10	11	10%	10%
	Marketing	11	9	5	4	3	-25%	-73%
	Marketing-Global Business Specialization	2	1	12	10	7	-30%	250%
Labor Relations and Human Resources	Management and Labor Relations	2	-	6	3	2	-33%	0%
Operation Management and Business Statistics	Oper Mgmt and Bus Stat	5	5	13	10	5	-50%	0%
Total		38	30	53	42	30	-29%	-21%
Business Total		3,557	3,424	3,363	3,494	3,075	-12%	-14%

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				
		2011	2012	2013	2014	2015	1 year	5 year			
Undergraduate											
Art											
	Art Education	-	20	18	14	8	-43%	--			
	Art History	238	77	78	22	19	-14%	-92%			
	Arts Management & Community De (Certificate)	1	1	1	1	3	200%	200%			
	Graphic Design (Certificate)	7	5	6	2	4	100%	-43%			
	Studio Art	-	-	-	36	59	64%	--			
	Studio Art: Drawing	-	15	15	9	9	0%	--			
	Studio Art: Graphic Design	-	70	74	82	84	2%	--			
	Studio Art: Painting	-	10	8	-	2	--	--			
	Studio Art: Photography	-	17	25	16	7	-56%	--			
	Studio Art: Print Making	-	2	1	1	-	-100%	--			
	Studio Art: Sculpture	-	4	6	2	1	-50%	--			
	Black Studies	4	10	7	8	11	38%	175%			
	Communication	203	192	200	191	184	-4%	-9%			
	Communication Management	39	37	53	52	50	-4%	28%			
	Film, TV and Interactive Media	174	168	180	195	205	5%	18%			
	Journalism & Promotional Comm	185	201	188	176	183	4%	-1%			
	Multimedia Advertising (Certificate)	-	-	1	1	-	-100%	--			
	Anthropology	89	76	88	81	69	-15%	-22%			
	Criminal Justice (Certificate)	1	1	-	-	-	--	-100%			
	Criminology	353	351	341	324	316	-2%	-10%			
	Linguistics	28	30	19	23	32	39%	14%			
	Sociology	178	166	161	146	134	-8%	-25%			
	Economics	38	46	46	39	46	18%	21%			
	English	244	206	209	106	100	-6%	-59%			
	English-Creative Writing Track	-	-	-	51	39	-24%	--			
	English-Intgrtd Language Arts	-	-	-	30	30	0%	--			
	Prof. Writing Certificate (Certificate)	-	1	-	1	-	-100%	--			
	History	122	104	90	96	100	4%	-18%			
	Social Studies	43	39	33	35	44	26%	2%			
	Social Studies - Integrated SS	-	-	-	-	3	--	--			
	Classical and Medieval Studies	9	9	12	9	6	-33%	-33%			
	Liberal Studies	46	36	48	30	33	10%	-28%			
	Music	82	20	17	27	26	-4%	-68%			
	Music Composition	-	8	7	9	15	67%	--			
	Music Education	3	35	29	47	42	-11%	1300%			
	Music Performance	6	29	19	26	30	15%	400%			
	Music Therapy	4	38	31	65	63	-3%	1475%			
	Pre-Music	62	32	68	16	18	13%	-71%			
	Lib Arts & Soc Sci Undecided	219	347	398	238	61	-74%	-72%			

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. continued on next page

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

continued from previous page

Department/Program	Description	Fall Term					Percent Change	
		2011	2012	2013	2014	2015	1 year	5 year
Philosophy	Exploratory Advising	253	191	120	15	5	-67%	-98%
	Bioethics Certificate (Certificate)	3	1	1	-	1	--	-67%
	Philosophy	25	26	27	19	16	-16%	-36%
	Philosophy - Ethics Track	1	2	2	4	5	25%	400%
Political Science	International Relations	92	96	94	71	54	-24%	-41%
	Political Science	143	148	126	135	124	-8%	-13%
Religious Studies	Comparative Religion	25	21	23	16	15	-6%	-40%
Social Work	Pre-Social Work	107	143	167	133	144	8%	35%
	Social Work	242	219	192	205	192	-6%	-21%
Sociology and Criminology	Social Science	13	8	11	6	6	0%	-54%
Theatre and Dance	Theatre Arts	54	63	81	86	85	-1%	57%
Women's Studies	Women's Studies	8	7	10	4	7	75%	-13%
World Languages, Literature and Culture	French	12	13	14	17	15	-12%	25%
	Spanish	55	52	56	50	50	0%	-9%
Total		3,411	3,393	3,401	2,968	2,755	-7%	-19%

Department/Program	Description	Fall Term					Percent Change	
		2011	2012	2013	2014	2015	1 year	5 year
Graduate (excluding Doctoral)								
Art	Art	1	-	2	5	3	-40%	200%
Communication	Communication Thry and Methdy	30	22	19	20	16	-20%	-47%
	Communication Thry and Methdy 4+1	-	1	1	-	-	--	--
Economics	Economics	31	29	27	22	16	-27%	-48%
English	English	74	77	70	52	44	-15%	-41%
Graduate Studies	Mstr of Fine Arts-Creative Wri	24	20	20	19	24	26%	0%
History	Grad LibArts&SocSci Non-degree (Non-Degree)	73	61	73	56	38	-32%	-48%
Music	History	38	34	30	27	25	-7%	-34%
	Music	28	32	25	24	20	-17%	-29%
	Music Performance (Certificate)	-	-	-	5	3	-40%	--
Philosophy	Advanced Study in Bioethics (Certificate)	3	1	4	1	1	0%	-67%
Political Science	Philosophy	13	14	8	7	8	14%	-38%
	Global Interaction	46	33	30	27	19	-30%	-59%
	Global Interaction 4+1	-	-	-	-	1	--	--
Social Work	Social Work	206	246	220	253	246	-3%	19%
Sociology	Sociology	32	26	25	15	8	-47%	-75%
World Languages, Literature and Culture	Spanish	11	7	11	16	10	-38%	-9%
Total		610	603	565	549	482	-12%	-21%
CLASS Total		4,021	3,996	3,966	3,517	3,237	-8%	-19%

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		
		2011	2012	2013	2014	2015	1 year	5 year	
Undergraduate Health and Human Performance	Exercise/Fitness Specialist	18	25	31	30	34	13%	89%	
	Physical Education	19	24	26	22	24	9%	26%	
	Sports Management	10	19	20	24	36	50%	260%	
	Physical Education PK-12 (Licensure)	-	-	-	-	3	--	--	
	Teacher Education	Early Childhood Education	198	194	218	224	215	-4%	9%
		Mid Childhood Lang Arts & Math	-	18	16	16	17	6%	--
		Mid Childhood Lang Arts & Sci	-	6	6	5	7	40%	--
		Mid Childhood Lang Arts & SSt	-	18	22	23	24	4%	--
		Mid Childhood Math & Science	-	30	28	26	26	0%	--
		Mid Childhood Math & Soc St	-	19	17	14	13	-7%	--
		Mid Childhood Science & SSt	-	7	12	6	9	50%	--
		Middle Childhood Education	116	2	3	-	-	--	-100%
		Mild/Moderate Educational Need	79	85	97	85	86	1%	9%
		Moderate/Intensive Educ'Needs	39	38	32	36	30	-17%	-23%
		Special Education	2	2	-	-	-	--	-100%
	Other Education	TESOL Certificate Undergrad (Certificate)	2	3	2	-	1	--	-50%
		Bilingual Endorsement (Licensure)	-	-	-	-	1	--	--
		Early Childhood Education PK-3 (Licensure)	-	-	-	-	5	--	--
		Education - Visual Art PK-12 (Licensure)	-	-	-	-	2	--	--
		Education (Licensure)	-	-	-	-	65	--	--
Education (Licensure)		-	-	-	-	53	--	--	
Foreign Language-French PK-12 (Licensure)		-	-	-	-	3	--	--	
Foreign Language-Spanish PK12 (Licensure)		-	-	-	-	2	--	--	
Integrated Language Arts 7-12 (Licensure)		-	-	-	-	6	--	--	
Integrated Math & Physics 7-12 (Licensure)		-	-	-	-	1	--	--	
Integrated Math 7-12 (Licensure)	-	-	-	-	3	--	--		
Integrated Science (BIO) 7-12 (Licensure)	-	-	-	-	13	--	--		
Integrated Science (CHM) 7-12 (Licensure)	-	-	-	-	1	--	--		
Integrated Science (PHY) 7-12 (Licensure)	-	-	-	-	1	--	--		
Integrated Science, Earth 7-12 (Licensure)	-	-	-	-	1	--	--		
Integrated Social Studies 7-12 (Licensure)	-	-	-	-	4	--	--		
Mid Childhood Lang Arts & Math (Licensure)	-	-	-	-	3	--	--		
Mid Childhood Lang Arts & Sci (Licensure)	-	-	-	-	1	--	--		
Mid Childhood Lang Arts & SSt (Licensure)	-	-	-	-	3	--	--		
Mid Childhood Math & Science (Licensure)	-	-	-	-	4	--	--		
Mid Childhood Science & SSt (Licensure)	-	-	-	-	5	--	--		
Mid Childhood Social Studies (Licensure)	-	-	-	-	1	--	--		
Music Education PK-12 (Licensure)	-	-	-	-	3	--	--		
TESOL Endorsement K-12 (Licensure)	-	-	-	-	2	--	--		
Educ & Human Serv Undecided	20	12	12	7	2	-71%	-89%		
Pre-Ed - Early Childhood Ed	6	4	2	-	-	--	-100%		

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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	
		2011	2012	2013	2014	2015	1 year	5 year
	Pre-Educ & Human Serv (Educ)	159	118	120	87	81	-7%	-49%
	Pre-Education	220	211	186	138	150	9%	-32%
	Pre-Education - Special Ed	1	1	1	1	1	0%	0%
	Education (Certificate)	2	2	1	2	-	-100%	-100%
	Teacher Certification (Certificate)	86	67	57	66	1	-98%	-99%
Total		977	905	909	812	943	16%	-3%
Graduate (excluding Doctoral)								
Counseling, Administration, Supervision and Adult Learning	Adult Learning and Development	105	99	90	78	92	18%	-12%
	Clinical Mental Health Crnsling	63	91	109	115	115	0%	83%
	Counseling and Pupil Per	1	2	3	1	1	0%	0%
	Counselor Education	68	46	55	55	55	0%	-19%
	Ed Sp in Ad - Pupil Svcs Admin	-	-	-	1	-	-100%	--
	Ed Sp in Admin-C,I & Prof Dev	-	-	-	1	-	-100%	--
	Educ Spec in Admin - Principal	-	-	-	4	-	-100%	--
	Education Admin Specialist	25	24	14	-	-	--	-100%
	Educational Administration	50	46	44	38	39	3%	-22%
	Health Professions Education	-	-	-	-	7	--	--
	Supervision	2	4	3	1	-	-100%	-100%
	Adult Learning and Development (Certificate)	5	6	3	2	2	-100%	-100%
	Chemical Dependency Counc (Certificate)	3	3	1	1	-	100%	-33%
	Early Childhood Mental Health (Certificate)	2	-	3	2	1	-50%	-50%
	Clinical Mental Hlth Counsel (Licensure)	-	-	-	-	1	--	--
	Inspired Leaders Principal (Licensure)	-	-	-	-	5	--	--
	Principal Licensure (Licensure)	-	-	-	-	2	--	--
	School Counseling (Licensure)	-	-	-	-	5	--	--
	Superintendent (Licensure)	-	-	-	9	13	44%	--
	Teacher Leader Endorsement (Licensure)	16	10	3	-	-	--	-100%
	Organizational Leadership (Specialist)	-	-	-	2	2	0%	--
	C&I-Advanced/Applied Teaching	-	-	8	13	22	69%	--
	C&I-Chinese Language	-	-	10	7	6	-14%	--
	C&I-Education Research	-	-	38	39	32	-18%	--
	C&I-Educational Technology	-	-	13	14	17	21%	--
	C&I-Gifted&TalentedLearners	-	-	4	4	5	25%	--
	C&I-Secondary-MUST-English	-	-	-	1	2	100%	--
	C&I-Secondary-MUST-Math	-	-	1	1	3	200%	--
	C&I-Secondary-MUST-Modern Lang	-	-	2	4	5	25%	--
	C&I-Secondary-MUST-Science	-	-	2	2	9	350%	--
	C&I-Secondary-MUST-Social Stud	497	445	50	9	6	-33%	-99%
	Curriculum and Instruction	-	-	-	-	7	--	--
	Gifted Endorsement (Licensure)	18	20	27	26	25	-4%	39%
	Community Health Promotion	43	42	59	61	57	-7%	33%
	Exercise Science							
Health and Human Performance								

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	
		2011	2012	2013	2014	2015	1 year	5 year
Teacher Education	Master of Public Health	28	25	-	-	-	--	-100%
	Sport Management	37	29	27	24	29	21%	-22%
	Sports Management, Exerc	6	8	1	-	1	--	-83%
	C&I-Early Child Interv Spec	-	-	19	27	25	-7%	--
	C&I-Early Childhood Educ	-	-	42	58	56	-3%	--
	C&I-Elementary	-	-	4	4	3	-25%	--
	C&I-Literacy Dev-Adult Lit	-	-	2	1	-	-100%	--
	C&I-Literacy Dev-Bilingual	-	-	-	-	1	--	--
	C&I-Literacy Development- TESOL	-	-	20	27	24	-11%	--
	C&I-Literacy Dev-Reading	-	-	40	47	46	-2%	--
	C&I-Mild / Moderate	-	-	110	107	75	-30%	--
	C&I-Moderate / Intensive	-	-	41	28	25	-11%	--
	C&I-School Health	-	-	2	1	1	0%	--
	C&I-Secondary-Art	-	-	3	1	-	-100%	--
	C&I-Secondary-English	-	-	2	2	2	0%	--
	C&I-Secondary-Math	-	-	2	3	1	-67%	--
	C&I-Secondary-Modern Language	-	-	1	-	-	--	--
	C&I-Secondary-Science	-	-	2	4	-	-100%	--
	C&I-Secondary-Social Studies	-	-	3	6	4	-33%	--
	Other Education	Autism Spectrum Disorder/Fdtn (Certificate)	-	1	-	-	-	--
Certificate Program in TESOL (Certificate)		1	3	4	4	3	-25%	200%
Early Child Inter Spec PreK-3 (Licensure)		-	-	-	1	5	400%	--
Early Childhood PreK-3 (Licensure)		-	-	-	-	2	--	--
Mild/Mod Intervention Spc K-12 (Licensure)		-	-	-	-	3	--	--
Mod/Intensive Spec K-12 (Licensure)		-	-	-	-	4	--	--
Reading Endorsement (Licensure)		-	-	-	-	7	--	--
Graduate Education		-	-	-	-	1	--	--
Graduate Education (Licensure)		244	245	254	197	116	-41%	-52%
Graduate Education (Non-Degree)		165	125	141	135	95	-30%	-42%
Total	1,379	1,275	1,265	1,168	1,065	-9%	-23%	
Doctoral	Urban Ed: Administration	16	13	9	8	11	38%	-31%
	Urban Ed: Adult Continuing & Higher Ed	-	-	-	6	9	50%	--
	Urban Ed: Counseling	17	16	21	11	6	-45%	-65%
	Urban Ed: Counseling Psychology	22	16	13	19	20	5%	-9%
	Urban Ed: Leadership and Lifelong Learning	23	15	12	9	5	-44%	-78%
	Urban Ed: Learning and Development	26	31	26	23	19	-17%	-27%
	Urban Ed: Nursing Education	1	2	2	2	3	50%	200%
	Urban Ed: Policy Studies	16	19	19	19	21	11%	31%
	Total	121	112	102	97	94	-3%	-22%
	Education Total	2,477	2,292	2,276	2,077	2,102	1%	-15%

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

Department/Program	Description	Fall Term					Percent Change	
		2011	2012	2013	2014	2015	1 year	5 year
Undergraduate								
Nursing	Nursing, Accelerated	-	65	70	66	70	6%	--
	Nursing, Basic	212	237	239	225	219	-3%	3%
	Preparatory/Pre-Nursing	200	218	249	238	221	-7%	11%
	RN to BSN	90	19	14	22	31	41%	-66%
Total		502	539	572	551	541	-2%	8%
Graduate (excluding Doctoral)								
Nursing	MS Nursing & MBA Joint Degree	2	2	3	5	5	0%	150%
	Nursing	53	50	45	43	41	-5%	-23%
	School Nurse Licenc Prep	-	2	2	-	-	--	--
	School Nurse Licenc Prep (Certificate)	1	-	-	-	-	--	-100%
	Nursing Education Cert (Certificate)	1	-	1	-	-	--	-100%
	Graduate Nursing Nondegree (Non-Degree)	2	4	4	3	4	33%	100%
Total		59	58	55	51	50	-2%	-15%
Nursing Total		561	597	627	602	591	-2%	5%

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

Department/Program	Description	Fall Term					Percent Change	
		2011	2012	2013	2014	2015	1 year	5 year
Undergraduate								
Chemical and Biomedical Engineering	Chemical Engineering	101	112	148	203	216	6%	114%
Civil and Environmental Engineering	Civil Engineering	108	109	110	129	148	15%	37%
Electrical Engineering and Computer Science	Computer Engineering	71	89	108	111	115	4%	62%
	Computer Science	-	-	-	-	277	--	--
Engineering Technology	Electrical Engineering	157	162	158	166	166	0%	6%
	Electronic Egr Technology	51	37	42	52	68	31%	33%
	Mechanical Egr Technology	38	35	51	94	99	5%	161%
Mechanical Engineering	Mechanical Engineering	215	243	300	355	425	20%	98%
	Engineering Undecided	39	38	40	20	11	-45%	-72%
Other Engineering	Pre-Engineering	226	344	362	264	295	12%	31%
Total		1,006	1,169	1,319	1,394	1,820	31%	81%
Graduate (excluding Doctoral)								
Chemical and Biomedical Engineering	Biomedical Engineering	33	40	35	34	30	-12%	-9%
	Chemical Engineering	36	27	30	31	32	3%	-11%
Civil and Environmental Engineering	Civil Engineering	31	28	41	55	60	9%	94%
	Engineering Mechanics	3	2	3	3	4	33%	33%
Electrical Engineering and Computer Science	Environmental Engineering	5	7	6	3	6	100%	20%
	Computer Science	-	-	-	-	80	--	--
	Electrical Engineering	145	123	160	227	291	28%	101%
Mechanical Engineering	Software Engineering	33	35	35	28	36	29%	9%
	Mechanical Engineering	82	58	75	96	100	4%	22%
	Graduate Engineering (Non-Degree)	26	18	11	16	10	-38%	-62%
Total		394	338	396	493	649	32%	65%
Doctoral								
Doctor of Engineering	Applied Biomedical Engineering	22	24	26	29	20	-31%	-9%
	Chemical Engineering	3	1	3	5	7	40%	133%
	Civil Engineering	9	9	5	6	6	0%	-33%
	Electrical Engineering	25	23	22	22	24	9%	-4%
Mechanical Engineering	10	11	13	12	16	33%	60%	
Total		69	68	69	74	73	-1%	6%
Engineering Total		1,469	1,575	1,784	1,961	2,542	30%	73%

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		
		2011	2012	2013	2014	2015	1 year	5 year			
Undergraduate											
Biology, Geology and Environmental Science	Biology	446	475	533	541	535	-1%	20%			
	Biology - Integrated Science	-	-	-	-	9	--	--			
	Biology Pre-Podiatry	-	1	1	-	-	--	--			
	Biology-Medical Technology	61	68	87	77	69	-10%	13%			
	Environmental Sciences	95	99	106	104	106	2%	12%			
	Geological Sciences	17	22	18	7	4	-43%	-76%			
	Health Science Podiatry	4	2	2	-	-	--	-100%			
Chemistry	Chemistry	104	112	118	127	145	14%	39%			
	Chemistry - Integrated Science	-	-	-	-	2	--	--			
	Pharmaceutical Sci Admin Track	1	3	4	5	3	-40%	200%			
	Pharmaceutical Science	23	28	27	26	35	35%	52%			
	Forensic Chemistry Certificate (Certificate)	2	-	-	1	2	100%	0%			
Health Sciences	Health Science Pre-Occ Thrpy	147	143	167	153	129	-16%	-12%			
	Health Science Pre-Phys Asst	104	111	117	132	143	8%	38%			
	Health Science Pre-Phys Thrpy	208	219	238	240	182	-24%	-13%			
	Health Sciences	305	374	373	399	445	12%	46%			
	Health Sciences-Physical Thpy	6	5	2	2	2	0%	-67%			
	Pre-HealthScience/OccThpyPrep	-	-	-	2	21	950%	--			
	Pre-HealthScience/PhysThpyPrep	-	-	-	2	35	1650%	--			
	Culture Comm & Health Cert (Certificate)	-	-	1	-	1	--	--			
	Gerontology Certificate (Certificate)	4	1	1	-	1	--	-75%			
Mathematics	Mathematics	118	120	110	119	123	3%	4%			
	Mathematics - Integrated Math	-	-	-	-	7	--	--			
Physics	Physics	46	49	52	42	45	7%	-2%			
	Physics - Integrated Science	-	-	-	-	1	--	--			
Psychology	Psychology	676	724	772	731	673	-8%	0%			
Speech and Hearing	Speech & Hearing	110	127	125	111	112	1%	2%			
Other Science	Pre-Dentistry	35	50	60	43	54	26%	54%			
	Pre-Dentistry (Undecided)	-	-	1	4	5	25%	--			
	Pre-Medicine	200	312	350	356	390	10%	95%			
	Pre-Medicine (Undecided)	-	-	8	31	54	74%	--			
	Pre-Pharmacy	94	110	87	46	63	37%	-33%			
	Pre-Pharmacy (Undecided)	-	-	1	11	17	55%	--			
	Pre-Veterinary	24	27	33	28	34	21%	42%			
	Pre-Veterinary (Undecided)	-	-	-	4	8	100%	--			
	Science Undecided	41	20	32	8	6	-25%	-85%			
	College of Science Certificate (Certificate)	2	1	-	-	-	--	-100%			
Total		2,873	3,203	3,426	3,352	3,461	3%	20%			

continued on next page

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	
		2011	2012	2013	2014	2015	1 year	5 year
Graduate (excluding Doctoral)								
Biology, Geology and Environmental Science	Biology	31	25	17	15	18	20%	-42%
	Environmental Science	8	9	9	10	5	-50%	-38%
Chemistry	Chemistry	38	46	43	32	25	-22%	-34%
Health Sciences	Health Science	71	76	76	47	35	-26%	-51%
	Health Science- Phy. A. Track	40	66	61	83	92	11%	130%
	Master of Occupational Therapy	97	103	118	132	133	1%	37%
	Master of Public Health	-	-	24	22	23	5%	--
	Physics Optics and Medical Img	1	2	2	1	-	-100%	-100%
	Speech Pathology and Aud	53	54	53	53	59	11%	11%
	Gerontological Studies (Certificate)	1	-	1	1	1	0%	0%
Mathematics	Applied Statistics	11	12	10	14	15	7%	36%
	Mathematics	36	35	31	29	30	3%	-17%
Physics	Medical Physics	-	-	-	-	3	--	--
	Physics	14	19	20	17	11	-35%	-21%
	Physics Optics and Materials	-	-	-	-	3	--	--
	Medical Physics (Certificate)	-	-	-	-	2	--	--
Psychology	Psychology	3	4	2	1	2	100%	-33%
	Psychology - Clinical	28	24	17	21	24	14%	-14%
	Psychology Specialist	12	9	13	9	6	-33%	-50%
	Psychology-Diversity Mgmt	20	23	15	15	12	-20%	-40%
	Psychology-Experimental	12	17	11	14	12	-14%	0%
	Psychology-Industrial/Org Rsch	17	13	10	11	13	18%	-24%
	Psychology-School	23	24	20	20	22	10%	-4%
	Diversity Management (Certificate)	-	2	1	2	-	-100%	--
Other Science	Grad Coll of Science Non-degree (Non-Degree)	59	61	70	63	57	-10%	-3%
Total		575	624	624	612	603	-1%	5%
Doctoral								
Biology, Geology and Environmental Science	Regulatory Biology	63	69	67	49	46	-6%	-27%
Chemistry	Clinical Bioanalytical Chem	71	59	70	74	63	-15%	-11%
Health Sciences	Doctor of Physical Therapy	91	103	111	110	105	-5%	15%
Psychology	Adult Development & Aging PhD	4	7	8	9	8	-11%	100%
Total		229	238	256	242	222	-8%	-3%
Science Total		3,677	4,065	4,306	4,206	4,286	2%	17%

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

Department/Program	Description	Fall Term					Percent Change	
		2011	2012	2013	2014	2015	1 year	5 year
Undergraduate								
Economic Development	Economic Development	-	-	-	2	20	900%	--
Environmental Studies	Environmental Studies	26	16	22	36	33	-8%	27%
Nonprofit Administration & Leadership	Nonprofit Administration (LR)	9	7	2	3	6	100%	-33%
	Nonprofit Administration	77	60	64	82	77	-6%	0%
Organizational Leadership	Nonprofit Administration - 4+1	-	-	1	-	-	--	--
	Organizational Leadership	45	52	54	68	96	41%	113%
	Organizational Leadership (LK)	22	17	24	34	38	12%	73%
Public Safety Management	Organizational Leadership (Online)	-	-	-	-	3	--	--
	Public Safety Management	39	44	48	46	35	-24%	-10%
	Public Safety Management (LK)	10	1	3	5	8	60%	-20%
Urban Studies	Public Safety Management (LR)	4	3	3	2	5	150%	25%
	Urban Studies	133	129	108	108	101	-6%	-24%
	Urban Studies (LK)	-	2	2	11	7	-36%	--
	Urban Studies (LR)	13	8	5	8	13	63%	0%
Certificate	Undergrad Cert (Certificate)	-	2	1	-	2	--	--
Total		378	341	337	405	444	10%	17%
Graduate (excluding Doctoral)								
Environmental Studies	Environmental Studies	27	15	8	8	4	-50%	-85%
Nonprofit Administration & Leadership	Environmental Studies - JD/MAES	-	-	-	-	1	-	-
	Nonprofit Administration & Leadership	33	30	22	20	14	-30%	-58%
Public Administration	Nonprofit Administration & Leadership - 4+1	-	1	-	1	-	-100%	--
	Public Administration	103	99	79	62	65	5%	-37%
	Public Administration - 4+1	1	2	1	2	-	-100%	-100%
	Public Administration - JD/MPA	-	-	-	-	1	--	--
Urban Planning	Public Admin - Economic Development	-	-	-	-	1	--	--
	Public Admin - Health Care Admin	-	-	-	-	1	--	--
	Public Admin - Nonprofit Management	-	-	-	-	4	--	--
	Public Admin - Public Financial Mgmt	-	-	-	-	1	--	--
	Urban Planning & Development	56	46	36	41	49	20%	-13%
	Urban Planning & Development - JD/MUPD	-	1	1	-	2	--	--
Urban Studies	Urban Studies	14	24	13	14	14	0%	0%
Certificate	Local and Urban Management (Certificate)	-	1	-	-	3	--	--
	Nonprofit Management (Certificate)	3	3	2	5	4	-20%	33%
Non-Degree	Urban Economic Development (Certificate)	1	2	1	-	1	--	0%
	Urban Geographic Information Systems (Certificate)	3	3	-	-	2	--	-33%
	Urban Real Estate Development & Finance (Certificate)	1	3	3	-	-	--	-100%
	Non-Degree (Non-Degree)	53	25	53	38	38	0%	-28%
Total		295	255	219	191	205	7%	-31%
Doctoral								
Urban Studies	Urban Studies	38	40	37	32	32	0%	-16%
Total		38	40	37	32	32	0%	-16%
Urban Affairs Total		711	636	593	628	681	8%	-4%

Note: © Certificate Program

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

Department/Program	Description	Fall Term					Percent Change	
		2011	2012	2013	2014	2015	1 year	5 year
Law								
	Law	553	497	442	405	375	-7%	-32%
	Law and Environmental Studies	3	1	-	-	-	--	-100%
	Law and Urban Planning	3	1	2	1	2	100%	-33%
	Master of Laws	5	5	10	10	11	10%	120%
	Health Care Compliance (Certificate)	-	-	-	-	2	--	--
	Health Law (Certificate)	-	-	2	1	2	100%	--
	Law (Non-Degree)	2	-	2	-	1	--	-50%
Total		566	504	458	417	393	-6%	-31%
Graduate								
	Law	-	-	12	26	37	42%	--
Total				12	26	37	42%	--
Law Total		566	504	470	443	430	-3%	-24%

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

Department/Program	Description	Fall Term					Percent Change	
		2011	2012	2013	2014	2015	1 year	5 year
Undergraduate								
	College Credit Plus	179	230	289	284	221	-22%	23%
	Exploratory Nursing	181	190	194	73	15	-79%	-92%
	Pre-Business Administration	18	25	24	18	26	44%	44%
	Pre-College of Engineering	3	8	5	7	18	157%	500%
	Pre-Educ & Human Serv (Educ)	6	5	4	2	6	200%	0%
	Pre-Liberal Arts & Social Sci	32	42	60	37	28	-24%	-13%
	Pre-Music	2	1	1	-	-	--	-100%
	Pre-Science	20	23	22	16	18	13%	-10%
	Pre-Social Work	3	2	3	1	-	-100%	-100%
	Pre-Urban Affairs	4	1	2	1	2	100%	-50%
	Project 60 (Non-Degree)	262	212	214	231	227	-2%	-13%
	Senior Year Acceleration Prog	-	1	-	-	-	--	--
	Transitional Business	-	-	-	15	3	-80%	--
	Transitional Education	-	-	-	11	4	-64%	--
	Transitional Engineering	-	-	-	23	19	-17%	--
	Transitional Exploratory	-	-	-	121	367	203%	--
	Transitional Lib Arts/Soc Sci	-	-	-	13	10	-23%	--
	Transitional Nursing	-	-	-	72	93	29%	--
	Transitional Science	-	-	-	6	8	33%	--
	Transitional Urban	-	-	-	4	5	25%	--
	University Studies Undecided	30	43	47	33	25	-24%	-17%
Undergraduate Studies Total		740	783	865	968	1,095	13%	48%

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

Department/Program	Description	Year					Percent Change	
		2011	2012	2013	2014	2015	1 year	5 year
Undergraduate Non-Degree								
	Cross Registration Undergraduate	17	11	14	12	15	25%	-12%
	Nondegree Post-baccalaureate	-	-	1	-	-	--	--
	Nondegree Undergraduate	184	183	169	119	156	31%	-15%
	Ugrd Transient	42	46	37	39	39	0%	-7%
	Visiting	32	5	-	-	-	--	-100%
	National Student Exchange	1	2	-	-	1	--	0%
Undergraduate Non-Degree Total		276	247	221	170	211	24%	-24%

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

Department/Program	Description	Year					Percent Change	
		2011	2012	2013	2014	2015	1 year	5 year
Graduate (excluding Doctoral)								
	Graduate Non-degree	13	12	6	3	3	0%	-77%
	Cross Registration Graduate	-	-	13	14	16	14%	--
	Grad Transient	11	9	10	7	4	-43%	-64%
Graduate Studies Total		24	21	29	24	23	-4%	-4%

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

Department/Program	Description	Year					Percent Change	
		2011	2012	2013	2014	2015	1 year	5 year
Undergraduate								
	ESL Intensive Language Program	148	163	150	152	122	-20%	-18%
Total		148	163	150	152	122	-20%	-18%

Note: ESL = 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	Enrollment					Percent Change						
	2011	%	2012	%	2013	%	2014	%	2015	%	1 Year	5 Year
Freshmen	278	8%	320	9%	399	12%	385	11%	379	13%	-2%	36%
Sophomores	315	9%	265	8%	232	7%	378	11%	357	12%	-6%	13%
Juniors	459	13%	410	12%	387	12%	472	14%	447	15%	-5%	-3%
Seniors	1,010	29%	978	29%	923	28%	1,010	29%	895	30%	-11%	-11%
Master's	1,381	40%	1,366	41%	1,307	40%	1,161	34%	901	30%	-22%	-35%
Doctoral	38	1%	30	1%	53	2%	42	1%	30	1%	-29%	-21%
Grand Total	3,481	100%	3,369	100%	3,301	100%	3,448	100%	3,009	100%	-13%	-14%

Table 3.12b: Student Credit Hours by Course Level

Class Level	Student Credit Hours					Percent Change						
	2011	%	2012	%	2013	%	2014	%	2015	%	1 Year	5 Year
Lower	5,525	20%	5,363	20%	5,839	21%	6,544	24%	6,233	24%	-5%	13%
Upper	11,449	42%	11,530	43%	11,420	42%	11,805	44%	12,533	49%	6%	9%
Master's	9,974	37%	9,864	37%	9,745	36%	8,493	31%	6,614	26%	-22%	-34%
Doctoral	208	1%	132	0%	272	1%	188	1%	139	1%	-26%	-33%
Grand Total	27,156	100%	26,889	100%	27,276	100%	27,030	100%	25,519	100%	-6%	-6%

Figure 3.12a: Enrollment by Class Standing

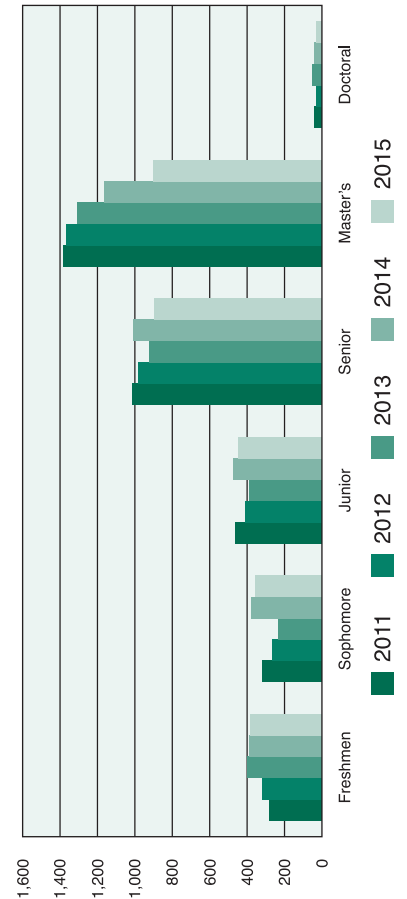
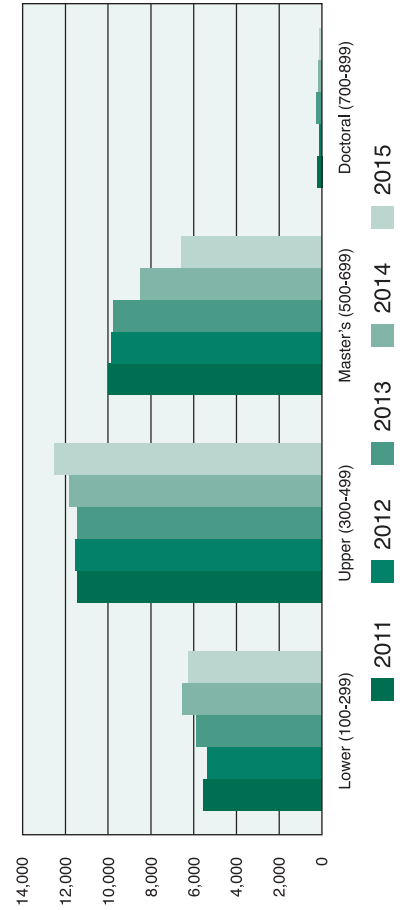


Figure 3.12b: Student Credit Hours by Course Level



**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	Enrollment					Percent Change						
	2011	2012	2013	2014	2015	%	2014	%	2015	%	1 Year	5 Year
Freshmen	793	759	757	617	490	21%	617	19%	490	16%	-21%	-38%
Sophomores	500	534	584	477	431	13%	477	15%	431	14%	-10%	-14%
Juniors	640	673	687	642	633	17%	642	19%	633	21%	-1%	-1%
Seniors	1,200	1,169	1,114	979	944	32%	979	30%	944	32%	-4%	-21%
Master's	603	596	549	537	481	16%	537	15%	481	16%	-10%	-20%
Grand Total	3,736	3,731	3,691	3,252	2,979	100%	3,252	100%	2,979	100%	-8%	-20%

Table 3.13b: Student Credit Hours by Course Level

Course Level	Credit Hours					Percent Change						
	2011	2012	2013	2014	2015	%	2014	%	2015	%	1 Year	5 Year
Developmental	382	394	386	370	418	1%	370	1%	418	1%	13%	9%
Lower	34,411	35,976	37,504	35,074	35,799	60%	35,074	62%	35,799	64%	2%	4%
Upper	17,586	17,347	17,860	14,928	15,105	30%	14,928	27%	15,105	27%	1%	-14%
Master's	5,355	5,083	4,662	4,859	4,185	9%	4,859	8%	4,185	8%	-14%	-22%
Doctoral	24	8	4	-	4	0%	-	0%	4	0%	--	-83%
Grand Total	57,758	58,908	60,416	55,231	55,511	100%	55,231	100%	55,511	100%	1%	-4%

Figure 3.13a: Enrollment by Class Standing

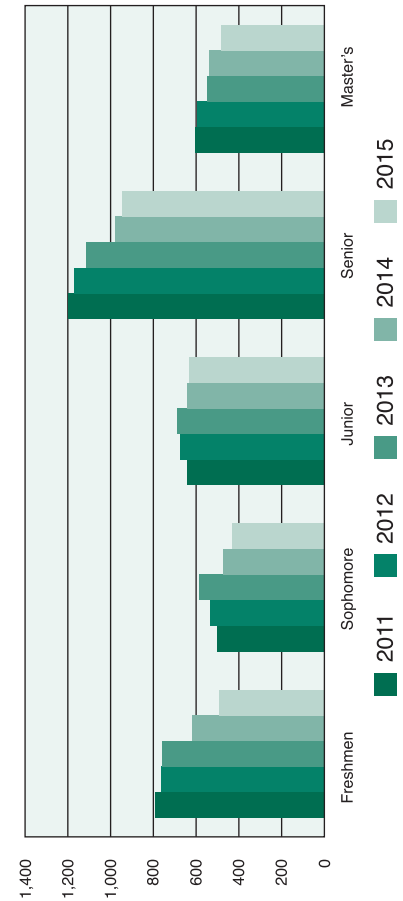
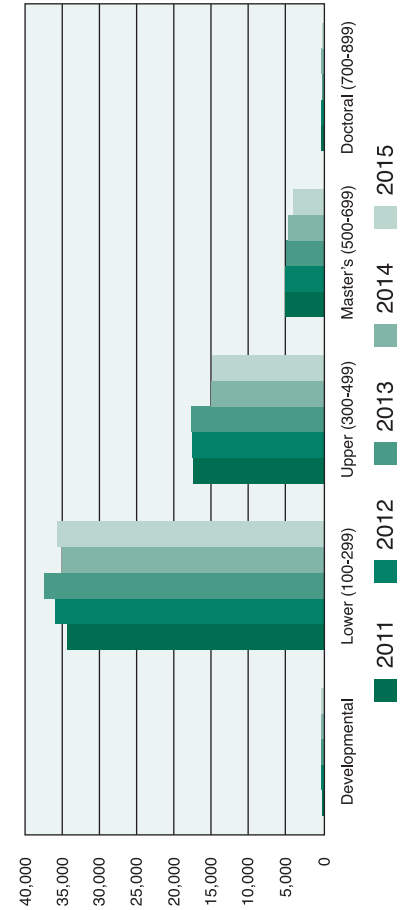


Figure 3.13b: Student Credit Hours by Course Level



**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	2011					2012					2013					2014					2015					Percent Change		
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	1 Year	5 Year				
Freshmen	156	6%	120	5%	149	7%	115	7%	135	6%	115	7%	135	6%	135	7%	135	6%	135	7%	135	7%	17%	-13%				
Sophomores	111	5%	135	6%	114	5%	109	5%	109	5%	109	6%	109	5%	109	6%	109	5%	109	6%	109	6%	0%	-2%				
Juniors	173	7%	158	7%	193	9%	155	9%	162	8%	155	8%	162	8%	162	8%	162	8%	162	8%	162	8%	5%	-6%				
Seniors	527	22%	484	21%	448	20%	424	21%	405	21%	424	21%	405	21%	405	21%	405	21%	405	21%	405	21%	-4%	-23%				
Master's	1,365	56%	1,257	55%	1,253	55%	1,153	55%	1,048	54%	1,153	54%	1,048	54%	1,048	54%	1,048	54%	1,048	54%	1,048	54%	-9%	-23%				
Doctoral	119	5%	112	5%	102	5%	96	5%	93	5%	96	5%	93	5%	93	5%	93	5%	93	5%	93	5%	-3%	-22%				
Total	2,451	100%	2,266	100%	2,259	100%	2,052	100%	1,952	100%	2,052	100%	1,952	100%	1,952	100%	1,952	100%	1,952	100%	1,952	-5%	-20%					

Table 3.14b: Student Credit Hours by Course Level

Course Level	2011					2012					2013					2014					2015					Percent Change		
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	1 Year	5 Year				
Lower	1,035	6%	981	6%	1,501	9%	1,451	9%	1,208	10%	1,451	10%	1,208	8%	1,208	8%	1,208	8%	1,208	8%	1,208	8%	-17%	17%				
Upper	6,250	38%	6,360	39%	5,938	37%	5,721	37%	6,384	38%	5,721	38%	6,384	42%	6,384	42%	6,384	42%	6,384	42%	6,384	42%	12%	2%				
Master's	8,416	51%	7,925	49%	7,884	49%	7,168	49%	6,886	48%	7,168	48%	6,886	46%	6,886	46%	6,886	46%	6,886	46%	6,886	46%	-4%	-18%				
Doctoral	841	5%	899	6%	901	6%	669	6%	638	4%	669	4%	638	4%	638	4%	638	4%	638	4%	638	4%	-5%	-24%				
Total	16,542	100%	16,165	100%	16,224	100%	15,009	100%	15,116	100%	15,009	100%	15,116	100%	15,116	100%	15,116	100%	15,116	100%	15,116	1%	-9%					

Figure 3.14a: Enrollment by Class Standing

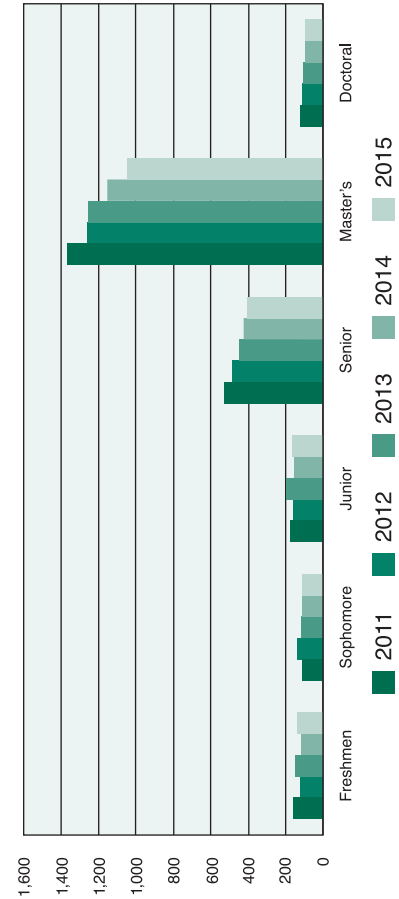
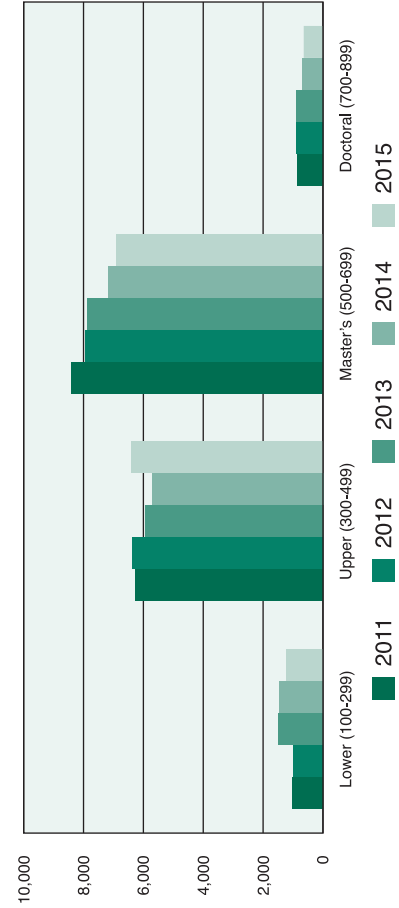


Figure 3.14b: Student Credit Hours by Course Level



**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	Enrollment					Percent Change						
	2011	%	2012	%	2013	%	2014	%	2015	%	1 Year	5 Year
Freshmen	114	20%	133	22%	156	25%	141	24%	160	27%	13%	40%
Sophomores	71	13%	88	15%	101	16%	101	17%	85	14%	-16%	20%
Juniors	92	16%	89	15%	88	14%	82	14%	71	12%	-13%	-23%
Seniors	223	40%	224	38%	228	36%	225	38%	223	38%	-1%	0%
Master's	59	11%	58	10%	55	9%	51	9%	50	8%	-2%	-15%
Total	559	100%	592	100%	628	100%	600	100%	589	100%	-2%	5%

Table 3.15b: Student Credit Hours by Course Level

Course Level	Enrollment					Percent Change						
	2011	%	2012	%	2013	%	2014	%	2015	%	1 Year	5 Year
Lower	1,097	25%	1,041	23%	1,056	23%	1,005	23%	1,092	24%	9%	0%
Upper	3,011	68%	3,192	70%	3,177	70%	3,092	71%	3,207	70%	4%	7%
Master's	303	7%	331	7%	328	7%	267	6%	266	6%	0%	-12%
Doctoral	-	0%	-	0%	8	0%	-	0%	-	0%	-	-
Total	4,411	100%	4,564	100%	4,569	100%	4,364	100%	4,565	100%	5%	3%

Figure 3.15a: Enrollment by Class Standing

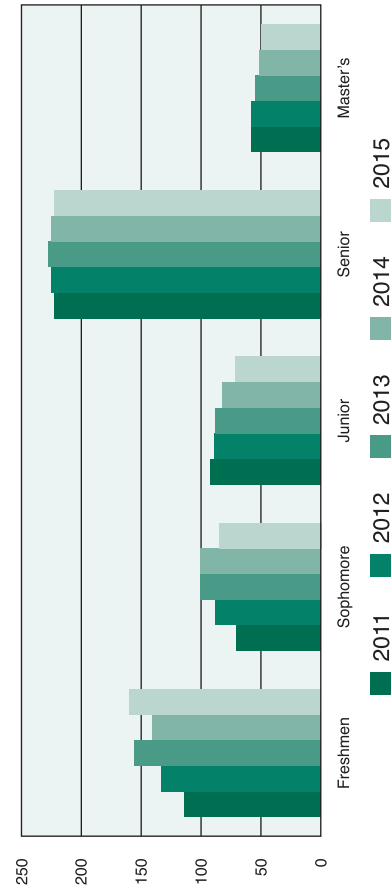


Figure 3.15b: Enrollment by Course Level

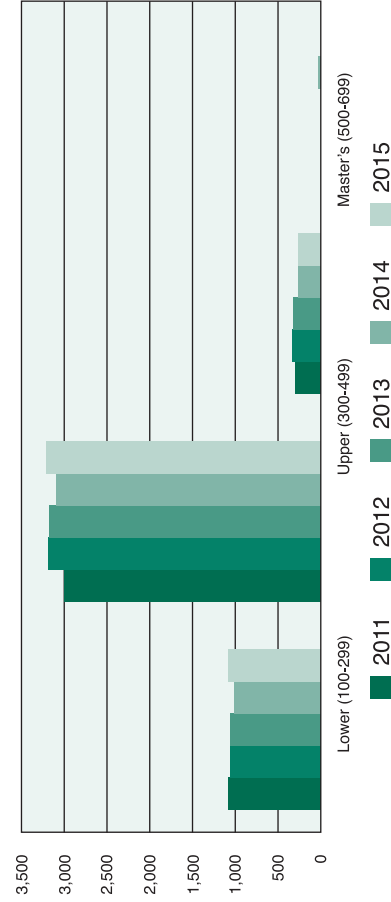


Table 3.16: College of Engineering Fall Enrollment by Class Standing & Student Credit Hours by Course Level: 5-Year Trend

Table 3.16a: Enrollment by Class Standing										
Class Standing	2011	%	2012	%	2013	%	2014	%	2015	Percent Change
Freshmen	255	18%	331	21%	359	20%	338	17%	414	22%
Sophomores	147	10%	200	13%	244	14%	233	12%	301	29%
Juniors	176	12%	213	14%	260	15%	289	15%	354	22%
Seniors	419	29%	422	27%	452	26%	529	27%	740	40%
Master's	388	27%	335	21%	391	22%	489	25%	646	32%
Doctoral	67	5%	68	4%	65	4%	70	4%	72	3%
Total	1,452	100%	1,569	100%	1,771	100%	1,948	100%	2,527	30%

Table 3.16b: Student Credit Hours by Course Level										
Course Level	2011	%	2012	%	2013	%	2014	%	2015	Percent Change
Lower	2,164	21%	2,507	25%	3,167	27%	4,138	29%	5,444	32%
Upper	5,183	50%	4,876	48%	5,287	46%	5,763	41%	7,930	38%
Master's	2,533	25%	2,281	23%	2,831	24%	3,905	28%	5,651	45%
Doctoral	410	4%	390	4%	287	2%	386	3%	389	1%
Total	10,290	100%	10,054	100%	11,572	100%	14,192	100%	19,414	37%

Figure 3.16a: Enrollment by Class Standing

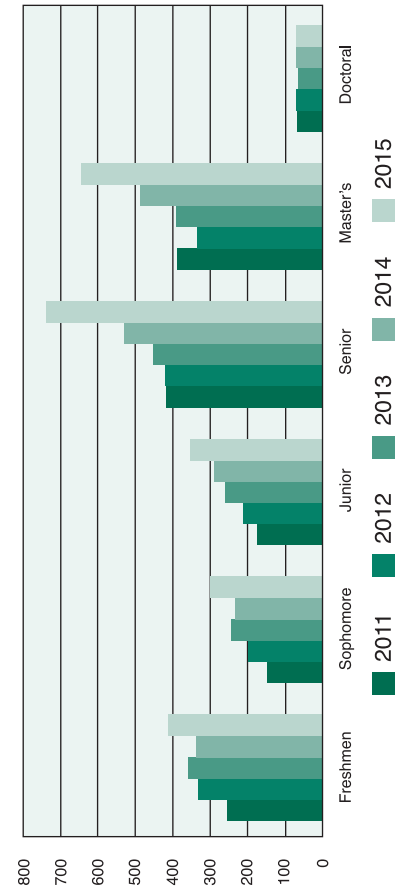
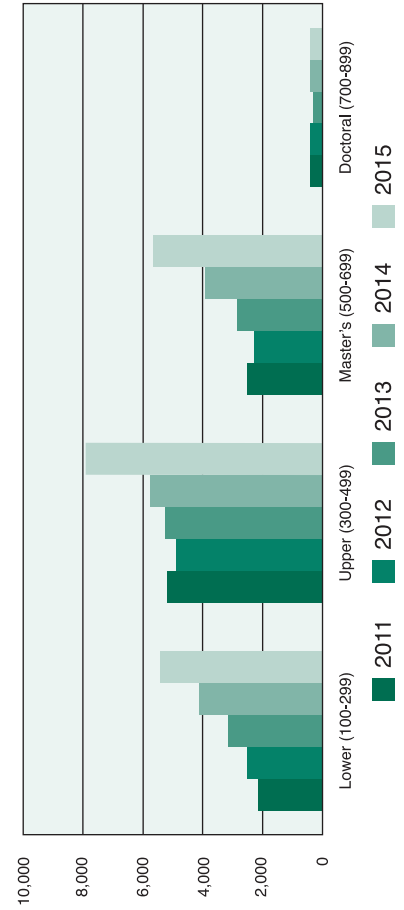


Figure 3.16b: Student Credit Hours by Course Level



**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	Enrollment					Percent					Percent Change	
	2011	2012	2013	2014	2015	%	%	%	%	%	1 Year	5 Year
Freshmen	472	571	629	513	583	14%	16%	16%	14%	16%	14%	24%
Sophomores	464	471	510	512	496	14%	13%	14%	14%	13%	-3%	7%
Juniors	541	624	630	644	663	16%	17%	17%	17%	18%	3%	23%
Seniors	1,101	1,210	1,225	1,175	1,127	33%	32%	32%	32%	31%	-4%	2%
Master's	566	617	594	602	599	17%	17%	15%	16%	16%	0%	6%
Doctoral	224	234	253	241	221	7%	7%	7%	7%	6%	-8%	-1%
Total	3,368	3,727	3,841	3,687	3,689	100%	100%	100%	100%	100%	0%	10%

Table 3.17b: Student Credit Hours by Course Level

Course Level	Enrollment					Percent					Percent Change	
	2011	2012	2013	2014	2015	%	%	%	%	%	1 Year	5 Year
Developmental	2,564	2,232	2,464	1,485	1,365	5%	4%	4%	3%	3%	-8%	-47%
Lower	28,700	31,226	33,589	31,561	34,173	55%	56%	56%	58%	59%	8%	19%
Upper	14,109	15,458	16,147	14,198	14,710	27%	27%	27%	26%	26%	4%	4%
Master's	5,611	5,769	5,511	5,478	5,616	11%	9%	9%	10%	10%	3%	0%
Doctoral	1,576	1,676	1,883	1,834	1,761	3%	3%	3%	3%	3%	-4%	12%
Total	52,560	56,361	59,594	54,556	57,625	100%	100%	100%	100%	100%	6%	10%

Figure 3.17a: Enrollment by Class Standing

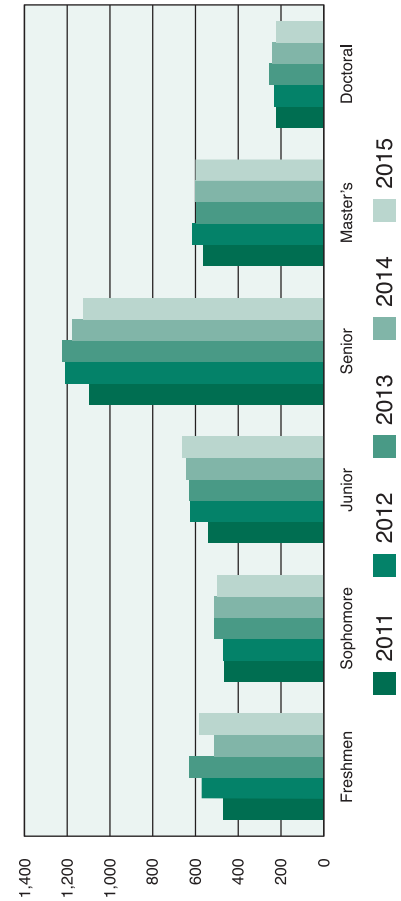
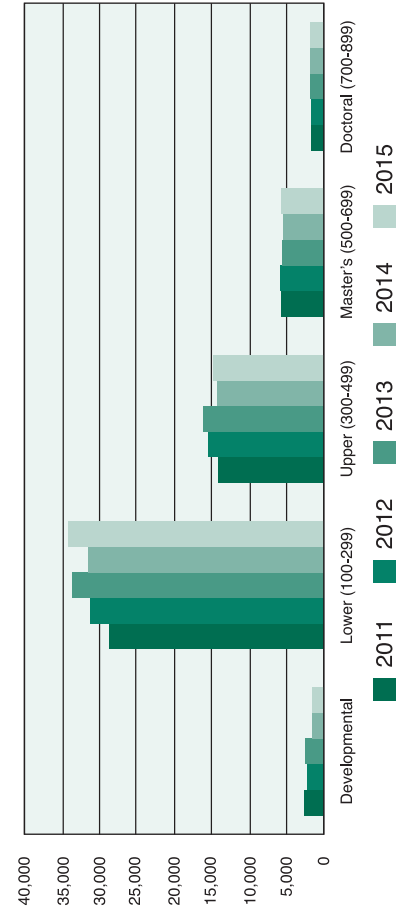


Figure 3.17b: Student Credit Hours by Course Level



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

Class Standing	Enrollment by Class Standing					Student Credit Hours by Course Level					Percent Change	
	2011	%	2012	%	2013	%	2014	%	2015	%	1 Year	5 Year
Freshmen	31	4%	31	5%	20	3%	27	4%	28	4%	4%	-10%
Sophomores	44	6%	38	6%	35	6%	54	9%	51	8%	-6%	16%
Juniors	83	12%	91	15%	105	18%	107	18%	137	21%	28%	65%
Seniors	202	29%	167	27%	164	28%	199	33%	206	32%	4%	2%
Master's	291	42%	253	41%	216	38%	187	31%	199	30%	6%	-32%
Doctoral	38	6%	40	6%	36	6%	32	5%	32	5%	0%	-16%
Total	689	100%	620	100%	576	100%	606	100%	653	100%	8%	-5%

Table 3.18b: Student Credit Hours by Course Level

Course Level	Enrollment by Class Standing					Student Credit Hours by Course Level					Percent Change	
	2011	%	2012	%	2013	%	2014	%	2015	%	1 Year	5 Year
Lower	4,809	44%	4,811	47%	4,844	48%	3,980	45%	3,900	43%	-2%	-19%
Upper	3,582	33%	3,188	31%	3,303	32%	3,148	35%	3,309	36%	5%	-8%
Master's	2,439	22%	2,045	20%	1,818	18%	1,577	18%	1,736	19%	10%	-29%
Doctoral	179	2%	201	2%	211	2%	165	2%	126	1%	-24%	-30%
Total	11,009	100%	10,245	100%	10,176	100%	8,870	100%	9,071	100%	2%	-18%

Figure 3.18a: Enrollment by Class Standing

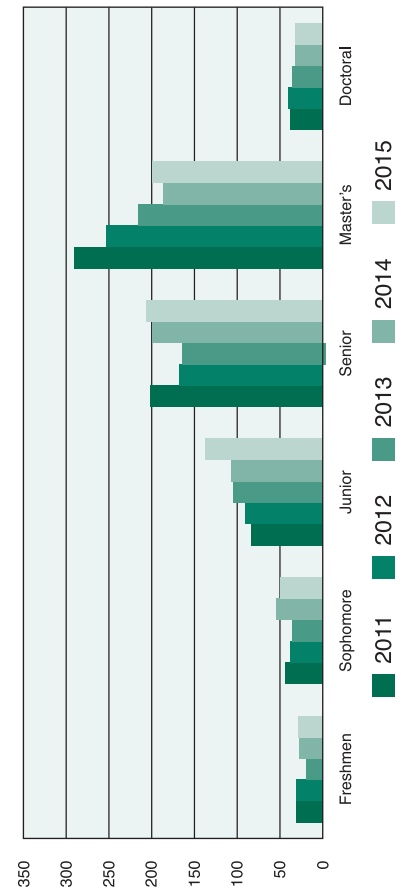
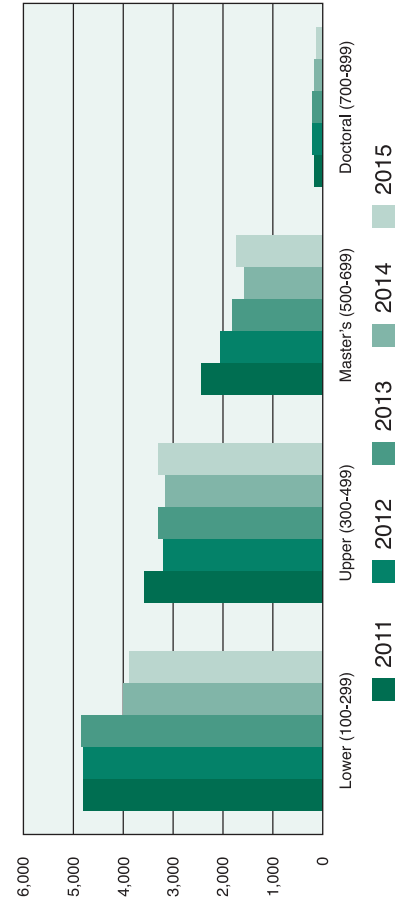


Figure 3.18b: Student Credit Hours by Course Level



**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	Enrollment					Percent Change						
	2011	%	2012	%	2013	%	2014	%	2015	%	1 Year	5 Year
Law	563	100%	501	100%	469	100%	442	100%	428	100%	-3%	-24%
Total	563	100%	501	100%	469	100%	442	100%	428	100%	-3%	-24%

Table 3.19b: Student Credit Hours by Course Level

Course Level	Student Credit Hours					Percent Change						
	2011	%	2012	%	2013	%	2014	%	2015	%	1 Year	5 Year
Law	7,425	100%	6,776	100%	6,116	100%	5,720	100%	5,282	100%	-8%	-29%
Total	7,425	100%	6,776	100%	6,116	100%	5,720	100%	5,282	100%	-8%	-29%

Figure 3.19a: Enrollment by Class Standing

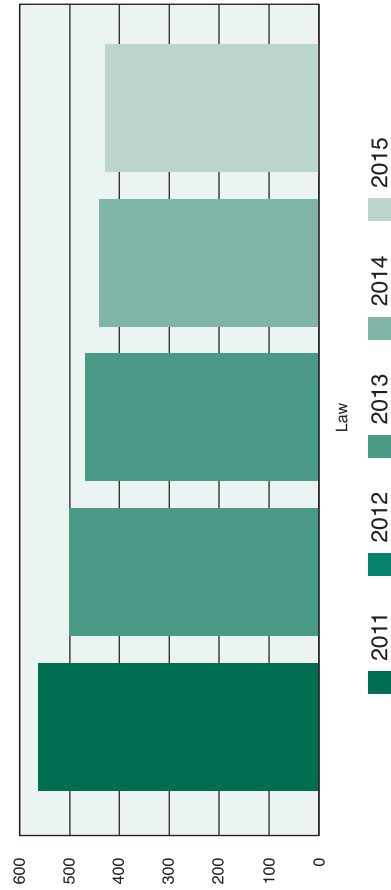
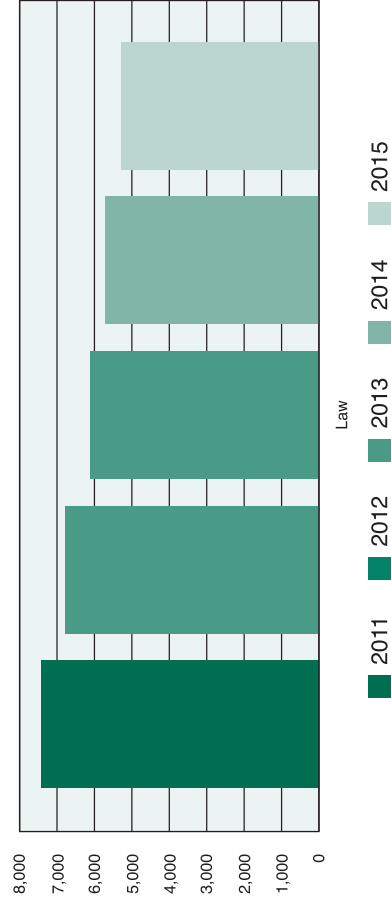


Figure 3.19b: Student Credit Hours by Course Level



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

Class Standing	Enrollment by Class Standing					Student Credit Hours by Course Level					Percent Change	
	2011	%	2012	%	2013	%	2014	%	2015	%	1 Year	5 Year
Freshmen	562	76%	605	78%	632	73%	728	75%	845	77%	16%	50%
Sophomores	97	13%	94	12%	110	13%	142	15%	126	12%	-11%	30%
Juniors	29	4%	36	5%	56	6%	52	5%	65	6%	25%	124%
Seniors	51	7%	45	6%	65	8%	43	4%	58	5%	35%	14%
Total	739	100%	780	100%	863	100%	965	100%	1,094	100%	13%	48%

Course Level	Enrollment by Class Standing					Student Credit Hours by Course Level					Percent Change	
	2011	%	2012	%	2013	%	2014	%	2015	%	1 Year	5 Year
Lower	1,190	100%	1,419	100%	1,596	100%	1,427	100%	1,499	100%	5%	26%
Total	1,190	100%	1,419	100%	1,596	100%	1,427	100%	1,499	100%	5%	26%

Figure 3.20a: Enrollment by Class Standing

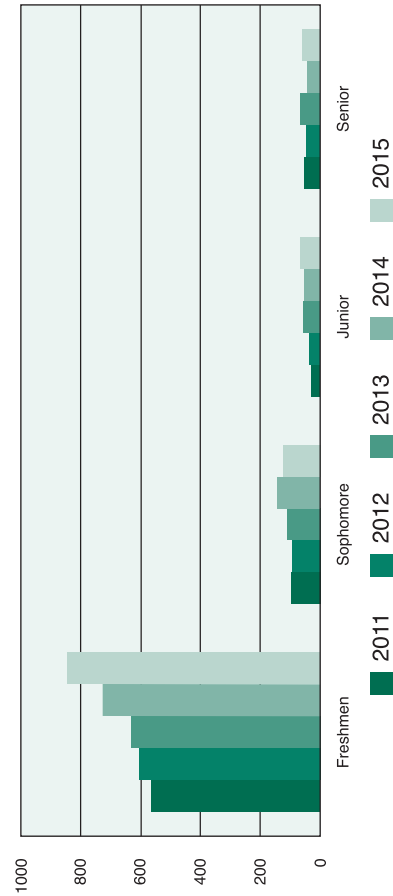


Figure 3.20b: Student Credit Hours by Course Level

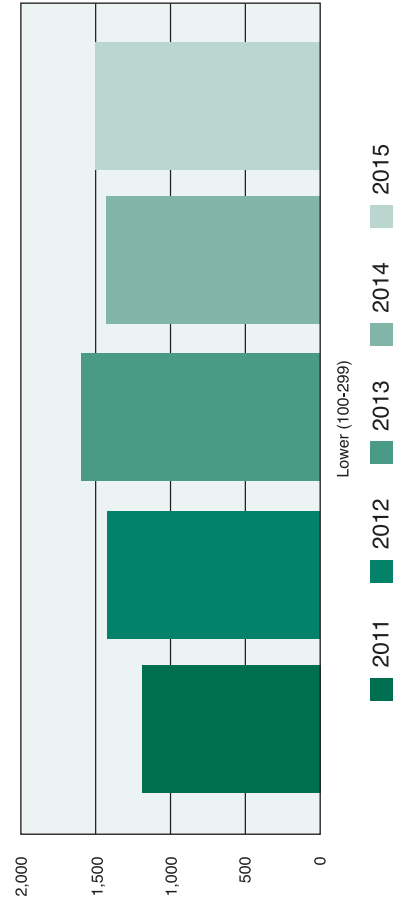


Table 3.21: CSU Total Fall Enrollment by College and Ethnicity: 5-Year Trend

College	Race	2011		2012		2013		2014		2015		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Business	American Indian/Alaska Native	6	0%	6	0%	4	0%	3	0%	5	0%	67%	-17%
	Asian	144	4%	128	4%	122	4%	151	4%	126	4%	-17%	-13%
	Black/African American	547	16%	514	15%	462	14%	466	14%	405	13%	-13%	-26%
	Hispanic/Latino	96	3%	108	3%	116	4%	127	4%	120	4%	-6%	25%
	Native Hawaiian or Other Pacific Island	3	0%	3	0%	5	0%	4	0%	2	0%	-50%	-33%
	Non Resident Alien	357	10%	396	12%	459	14%	427	12%	305	10%	-29%	-15%
	Two or more races	30	1%	38	1%	50	2%	62	2%	57	2%	-8%	90%
	Unknown	173	5%	130	4%	75	2%	73	2%	55	2%	-25%	-68%
	White	2,125	61%	2,046	61%	2,008	61%	2,135	62%	1,934	64%	-9%	-9%
	Business Total	3,481	100%	3,369	100%	3,301	100%	3,448	100%	3,009	100%	-13%	-14%
CLASS	American Indian/Alaska Native	7	0%	11	0%	9	0%	4	0%	7	0%	75%	0%
	Asian	53	1%	50	1%	63	2%	44	1%	32	1%	-27%	-40%
	Black/African American	940	25%	929	25%	907	25%	829	25%	760	26%	-8%	-19%
	Hispanic/Latino	171	5%	186	5%	213	6%	190	6%	173	6%	-9%	1%
	Native Hawaiian or Other Pacific Island	1	0%	3	0%	3	0%	3	0%	4	0%	33%	300%
	Non Resident Alien	54	1%	58	2%	52	1%	51	2%	53	2%	4%	-2%
	Two or more races	66	2%	93	2%	108	3%	121	4%	106	4%	-12%	61%
	Unknown	225	6%	188	5%	139	4%	80	2%	42	1%	-48%	-81%
	White	2,219	59%	2,213	59%	2,197	60%	1,930	59%	1,802	60%	-7%	-19%
	CLASS Total	3,736	100%	3,731	100%	3,691	100%	3,252	100%	2,979	100%	-8%	-20%
Education	American Indian/Alaska Native	3	0%	1	0%	3	0%	6	0%	4	0%	-33%	33%
	Asian	25	1%	20	1%	20	1%	23	1%	16	1%	-30%	-36%
	Black/African American	587	24%	533	24%	503	22%	477	23%	479	25%	0%	-18%
	Hispanic/Latino	74	3%	75	3%	83	4%	85	4%	82	4%	-4%	11%
	Native Hawaiian or Other Pacific Island	2	0%	2	0%	2	0%	4	0%	4	0%	0%	100%
	Non Resident Alien	61	2%	65	3%	89	4%	98	5%	103	5%	5%	69%
	Two or more races	21	1%	26	1%	40	2%	42	2%	46	2%	10%	119%
	Unknown	198	8%	141	6%	80	4%	62	3%	39	2%	-37%	-80%
	White	1,480	60%	1,403	62%	1,439	64%	1,255	61%	1,179	60%	-6%	-20%
	Education Total	2,451	100%	2,266	100%	2,259	100%	2,052	100%	1,952	100%	-5%	-20%
Engineering	American Indian/Alaska Native	2	0%	1	0%	-	0%	1	0%	4	0%	300%	100%
	Asian	53	4%	54	3%	58	3%	63	3%	99	4%	57%	87%
	Black/African American	111	8%	120	8%	119	7%	127	7%	151	6%	19%	36%
	Hispanic/Latino	38	3%	48	3%	54	3%	56	3%	77	3%	38%	103%
	Native Hawaiian or Other Pacific Island	3	0%	2	0%	1	0%	1	0%	1	0%	0%	-67%
	Non Resident Alien	364	25%	369	24%	508	29%	639	33%	857	34%	34%	135%
	Two or more races	13	1%	16	1%	25	1%	31	2%	41	2%	32%	215%
	Unknown	93	6%	63	4%	59	3%	39	2%	40	2%	3%	-57%
	White	775	53%	896	57%	947	53%	991	51%	1,257	50%	27%	62%
	Engineering Total	1,452	100%	1,569	100%	1,771	100%	1,948	100%	2,527	100%	30%	74%

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Table 3.21: CSU Total Fall Enrollment by College and Ethnicity: 5-Year Trend
continued from previous page

College	Race	2011		2012		2013		2014		2015		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Graduate Studies	Asian	2	9%	2	11%	4	14%	1	4%	-	0%	-100%	-100%
	Black/African American	4	17%	2	11%	2	7%	1	4%	3	13%	200%	-25%
	Hispanic/Latino	1	4%	-	0%	-	0%	-	0%	-	0%	-	-100%
	Non Resident Alien	-	0%	-	0%	1	4%	1	4%	1	4%	0%	0%
	Two or more races	-	0%	1	5%	-	0%	-	0%	-	0%	-	-
	Unknown	5	22%	1	5%	14	50%	15	63%	17	74%	13%	240%
White	11	48%	13	68%	7	25%	6	25%	2	9%	-67%	-82%	
Graduate Studies Total		23	100%	19	100%	28	100%	24	100%	23	100%	-4%	0%
Law	American Indian/Alaska Native	1	0%	1	0%	3	1%	2	0%	2	0%	0%	100%
	Asian	14	2%	12	2%	14	3%	8	2%	10	2%	25%	-29%
	Black/African American	54	10%	40	8%	41	9%	36	8%	40	9%	11%	-26%
	Hispanic/Latino	17	3%	20	4%	21	4%	16	4%	21	5%	31%	24%
	Non Resident Alien	6	1%	7	1%	9	2%	9	2%	6	1%	-33%	0%
	Two or more races	2	0%	5	1%	8	2%	8	2%	10	2%	25%	400%
	Unknown	15	3%	9	2%	11	2%	13	3%	16	4%	23%	7%
	White	454	81%	407	81%	362	77%	350	79%	323	75%	-8%	-29%
	Law Total	563	100%	501	100%	469	100%	442	100%	428	100%	-3%	-24%
	Nursing	American Indian/Alaska Native	1	0%	-	0%	1	0%	1	0%	1	0%	0%
Asian		20	4%	21	4%	18	3%	19	3%	29	5%	53%	45%
Black/African American		77	14%	79	13%	86	14%	80	13%	63	11%	-21%	-18%
Hispanic/Latino		21	4%	23	4%	34	5%	27	5%	26	4%	-4%	24%
Native Hawaiian or Other Pacific Island		-	0%	1	0%	1	0%	-	0%	-	0%	-	-
Non Resident Alien		7	1%	12	2%	15	2%	14	2%	7	1%	-50%	0%
Two or more races		12	2%	14	2%	18	3%	15	3%	17	3%	13%	42%
Unknown		24	4%	18	3%	10	2%	6	1%	7	1%	17%	-71%
White		397	71%	424	72%	445	71%	438	73%	439	75%	0%	11%
Nursing Total		559	100%	592	100%	628	100%	600	100%	589	100%	-2%	5%
Other	Asian	-	0%	-	0%	-	0%	-	0%	1	1%	-	-
	Non Resident Alien	111	99%	104	98%	82	99%	149	99%	115	98%	-23%	4%
	Unknown	1	1%	2	2%	-	0%	1	1%	-	0%	-100%	-100%
	White	-	0%	-	0%	1	1%	1	1%	1	1%	0%	-
Other Total	112	100%	106	100%	83	100%	151	100%	117	100%	-23%	4%	

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Table 3.21: CSU Total Fall Enrollment by College and Ethnicity: 5-Year Trend
continued from previous page

College	Race	2011		2012		2013		2014		2015		Percent Change		
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year	
Science	American Indian/Alaska Native	13	0%	13	0%	10	0%	8	0%	10	0%	25%	-23%	
	Asian	102	3%	113	3%	116	3%	136	4%	152	4%	12%	49%	
	Black/African American	516	15%	573	15%	556	14%	529	14%	542	15%	2%	5%	
	Hispanic/Latino	102	3%	127	3%	143	4%	148	4%	179	5%	21%	75%	
	Native Hawaiian or Other Pacific Island	2	0%	6	0%	2	0%	5	0%	7	0%	40%	250%	
	Non Resident Alien	182	5%	192	5%	198	5%	173	5%	156	4%	-10%	-14%	
	Two or more races	52	2%	95	3%	100	3%	118	3%	118	3%	0%	127%	
	Unknown	187	6%	153	4%	112	3%	86	2%	79	2%	-8%	-58%	
	White	2,212	66%	2,455	66%	2,604	68%	2,484	67%	2,446	66%	-2%	11%	
	Science Total	3,368	100%	3,727	100%	3,841	100%	3,687	100%	3,689	100%	0%	10%	
Undergraduate Non-Degree	Asian	15	5%	15	6%	11	5%	13	8%	8	4%	-38%	-47%	
	Black/African American	15	5%	26	11%	26	12%	21	12%	22	11%	5%	47%	
	Hispanic/Latino	10	4%	7	3%	10	5%	8	5%	8	4%	0%	-20%	
	Non Resident Alien	3	1%	2	1%	4	2%	3	2%	14	7%	367%	367%	
	Two or more races	3	1%	2	1%	4	2%	3	2%	7	3%	133%	133%	
	Unknown	43	16%	22	9%	15	7%	13	8%	18	9%	38%	-58%	
	White	185	68%	171	70%	150	68%	109	64%	132	63%	21%	-29%	
	Undergraduate Non-Degree Total	274	100%	245	100%	220	100%	170	100%	209	100%	23%	-24%	
	Undergraduate Studies	American Indian/Alaska Native	1	0%	3	0%	1	0%	1	0%	4	0%	300%	300%
		Asian	38	5%	34	4%	40	5%	46	5%	52	5%	13%	37%
Black/African American		190	26%	227	29%	242	28%	236	24%	236	22%	0%	24%	
Hispanic/Latino		34	5%	24	3%	31	4%	46	5%	49	4%	7%	44%	
Native Hawaiian or Other Pacific Island		-	0%	1	0%	1	0%	-	0%	2	0%	-	-	
Non Resident Alien		9	1%	7	1%	5	1%	6	1%	5	0%	-17%	-44%	
Two or more races		18	2%	21	3%	21	2%	24	2%	40	4%	67%	122%	
Unknown		107	14%	84	11%	95	11%	105	11%	117	11%	11%	9%	
White		342	46%	379	49%	427	49%	501	52%	589	54%	18%	72%	
Undergraduate Studies Total		739	100%	780	100%	863	100%	965	100%	1,094	100%	13%	48%	

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Table 3.2.1: CSU Total Fall Enrollment by College and Ethnicity: 5-Year Trend
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College	Race	2011		2012		2013		2014		2015		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Urban Affairs	American Indian/Alaska Native	2	0%	1	0%	-	0%	-	0%	1	0%	-	-50%
	Asian	3	0%	5	1%	7	1%	7	1%	6	1%	-14%	100%
	Black/African American	178	26%	161	26%	163	28%	156	26%	178	27%	14%	0%
	Hispanic/Latino	22	3%	18	3%	16	3%	28	5%	34	5%	21%	55%
	Native Hawaiian or Other Pacific Island	1	0%	-	0%	-	0%	1	0%	-	0%	-100%	-100%
	Non Resident Alien	31	4%	31	5%	26	5%	24	4%	25	4%	4%	-19%
	Two or more races	6	1%	7	1%	10	2%	11	2%	14	2%	27%	133%
	Unknown	51	7%	33	5%	19	3%	16	3%	7	1%	-56%	-86%
	White	395	57%	364	59%	335	58%	363	60%	388	59%	7%	-2%
	Urban Affairs Total	689	100%	620	100%	576	100%	606	100%	653	100%	8%	-5%
Grand Total	17,447		17,525		17,730		17,345		17,269		0%	-1%	

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

College	Race	2011		2012		2013		2014		2015		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Business	American Indian/Alaska Native	6	0%	3	0%	1	0%	2	0%	5	0%	150%	-17%
	Asian	77	4%	72	4%	62	3%	88	4%	74	4%	-16%	-4%
	Black/African American	423	21%	366	19%	327	17%	329	15%	287	14%	-13%	-32%
	Hispanic/Latino	68	3%	72	4%	82	4%	95	4%	91	4%	-4%	34%
	Native Hawaiian or Other Pacific Island	3	0%	3	0%	5	0%	4	0%	2	0%	-50%	-33%
	Non Resident Alien	112	5%	130	7%	156	8%	163	7%	151	7%	-7%	35%
	Two or more races	18	1%	30	2%	34	2%	45	2%	43	2%	-4%	139%
	Unknown	99	5%	69	3%	43	2%	42	2%	34	2%	-19%	-66%
	White	1,256	61%	1,228	62%	1,231	63%	1,477	66%	1,391	67%	-6%	11%
	Business Total		2,062	100%	1,973	100%	1,941	100%	2,245	100%	2,078	100%	-7%
CLASS	American Indian/Alaska Native	7	0%	11	0%	8	0%	3	0%	7	0%	133%	0%
	Asian	47	2%	45	1%	55	2%	38	1%	28	1%	-26%	-40%
	Black/African American	813	26%	786	25%	745	24%	666	25%	626	25%	-6%	-23%
	Hispanic/Latino	157	5%	168	5%	191	6%	167	6%	148	6%	-11%	-6%
	Native Hawaiian or Other Pacific Island	1	0%	3	0%	3	0%	3	0%	4	0%	33%	300%
	Non Resident Alien	37	1%	40	1%	36	1%	30	1%	28	1%	-7%	-24%
	Two or more races	62	2%	85	3%	103	3%	108	4%	95	4%	-12%	53%
	Unknown	164	5%	145	5%	115	4%	66	2%	37	1%	-44%	-77%
	White	1,845	59%	1,852	59%	1,886	60%	1,634	60%	1,525	61%	-7%	-17%
	CLASS Total		3,133	100%	3,135	100%	3,142	100%	2,715	100%	2,498	100%	-8%
Education	American Indian/Alaska Native	2	0%	1	0%	3	0%	4	0%	3	0%	-25%	50%
	Asian	7	1%	6	1%	7	1%	8	1%	5	1%	-38%	-29%
	Black/African American	228	24%	214	24%	196	22%	162	20%	166	20%	2%	-27%
	Hispanic/Latino	34	4%	41	5%	47	5%	47	6%	43	5%	-9%	26%
	Native Hawaiian or Other Pacific Island	1	0%	1	0%	1	0%	2	0%	2	0%	0%	100%
	Non Resident Alien	6	1%	12	1%	13	1%	11	1%	11	1%	0%	83%
	Two or more races	11	1%	13	1%	22	2%	24	3%	25	3%	4%	127%
	Unknown	45	5%	35	4%	23	3%	17	2%	14	2%	-18%	-69%
	White	633	65%	574	64%	592	65%	528	66%	542	67%	3%	-14%
	Education Total		967	100%	897	100%	904	100%	803	100%	811	100%	1%

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

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College	Race	2011		2012		2013		2014		2015		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Engineering	American Indian/Alaska Native	-	0%	-	0%	-	0%	1	0%	4	0%	300%	-
	Asian	34	3%	35	3%	40	3%	50	4%	82	5%	64%	141%
	Black/African American	97	10%	109	9%	103	8%	112	8%	138	8%	23%	42%
	Hispanic/Latino	34	3%	40	3%	49	4%	49	4%	74	4%	51%	118%
	Native Hawaiian or Other Pacific Island	2	0%	1	0%	1	0%	1	0%	1	0%	0%	-50%
	Non Resident Alien	117	12%	177	15%	262	20%	293	21%	355	20%	21%	203%
	Two or more races	13	1%	16	1%	22	2%	26	2%	37	2%	42%	185%
	Unknown	63	6%	41	4%	40	3%	24	2%	28	2%	17%	-56%
	White	637	64%	747	64%	798	61%	833	60%	1,090	60%	31%	71%
	Engineering Total		997	100%	1,166	100%	1,315	100%	1,389	100%	1,809	100%	30%
Nursing	American Indian/Alaska Native	1	0%	-	0%	1	0%	1	0%	1	0%	0%	0%
	Asian	19	4%	20	4%	17	3%	17	3%	28	5%	65%	47%
	Black/African American	70	14%	70	13%	77	13%	69	13%	51	9%	-26%	-27%
	Hispanic/Latino	20	4%	21	4%	31	5%	25	5%	25	5%	0%	25%
	Native Hawaiian or Other Pacific Island	-	0%	1	0%	1	0%	-	0%	-	0%	-	-
	Non Resident Alien	6	1%	11	2%	14	2%	14	3%	7	1%	-50%	17%
	Two or more races	12	2%	13	2%	17	3%	14	3%	17	3%	21%	42%
	Unknown	17	3%	13	2%	7	1%	6	1%	7	1%	17%	-59%
	White	355	71%	385	72%	408	71%	403	73%	403	75%	0%	14%
	Nursing Total		500	100%	534	100%	573	100%	549	100%	539	100%	-2%
Other	Asian	-	0%	-	0%	-	0%	-	0%	1	1%	-	-
	Non Resident Alien	111	99%	104	98%	82	99%	149	99%	115	98%	-23%	4%
	Unknown	1	1%	2	2%	-	0%	1	1%	-	0%	-100%	-100%
	White	-	0%	-	0%	1	1%	1	1%	1	1%	0%	-
Other Total		112	100%	106	100%	83	100%	151	100%	117	100%	-23%	4%
Science	American Indian/Alaska Native	12	0%	13	0%	10	0%	6	0%	9	0%	50%	-25%
	Asian	80	3%	85	3%	92	3%	112	4%	128	4%	14%	60%
	Black/African American	465	18%	517	18%	510	17%	482	17%	486	17%	1%	5%
	Hispanic/Latino	89	3%	115	4%	132	4%	133	5%	155	5%	17%	74%
	Native Hawaiian or Other Pacific Island	1	0%	5	0%	2	0%	5	0%	7	0%	40%	600%
	Non Resident Alien	42	2%	53	2%	56	2%	50	2%	49	2%	-2%	17%
	Two or more races	48	2%	89	3%	94	3%	112	4%	110	4%	-2%	129%
	Unknown	141	5%	115	4%	89	3%	70	2%	65	2%	-7%	-54%
	White	1,700	66%	1,884	66%	2,009	67%	1,874	66%	1,860	65%	-1%	9%
	Science Total		2,578	100%	2,876	100%	2,994	100%	2,844	100%	2,869	100%	1%

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

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College	Race	2011		2012		2013		2014		2015		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Undergraduate Non-Degree	Asian	15	5%	15	6%	11	5%	13	8%	8	4%	-38%	-47%
	Black/African American	15	5%	26	11%	26	12%	21	12%	22	11%	5%	47%
	Hispanic/Latino	10	4%	7	3%	10	5%	8	5%	8	4%	0%	-20%
	Non Resident Alien	3	1%	2	1%	4	2%	3	2%	14	7%	367%	367%
	Two or more races	3	1%	2	1%	4	2%	3	2%	7	3%	133%	133%
	Unknown	43	16%	22	9%	15	7%	13	8%	18	9%	38%	-58%
	White	185	68%	171	70%	150	68%	109	64%	132	63%	21%	-29%
Undergraduate Non-Degree Total		274	100%	245	100%	220	100%	170	100%	209	100%	23%	-24%
Undergraduate Studies	American Indian/Alaska Native	1	0%	3	0%	1	0%	1	0%	4	0%	300%	300%
	Asian	38	5%	34	4%	40	5%	46	5%	52	5%	13%	37%
	Black/African American	190	26%	227	29%	242	28%	236	24%	236	22%	0%	24%
	Hispanic/Latino	34	5%	24	3%	31	4%	46	5%	49	4%	7%	44%
	Native Hawaiian or Other Pacific Island	-	0%	1	0%	1	0%	-	0%	2	0%	-	-
	Non Resident Alien	9	1%	7	1%	5	1%	6	1%	5	0%	-17%	-44%
	Two or more races	18	2%	21	3%	21	2%	24	2%	40	4%	67%	122%
	Unknown	107	14%	84	11%	95	11%	105	11%	117	11%	11%	9%
	White	342	46%	379	49%	427	49%	501	52%	589	54%	18%	72%
Undergraduate Studies Total		739	100%	780	100%	863	100%	965	100%	1,094	100%	13%	48%
Urban Affairs	American Indian/Alaska Native	2	1%	1	0%	-	0%	-	0%	-	0%	-	-100%
	Asian	1	0%	2	1%	2	1%	3	1%	2	0%	-33%	100%
	Black/African American	114	32%	104	32%	109	34%	117	30%	126	30%	8%	11%
	Hispanic/Latino	14	4%	11	3%	7	2%	18	5%	26	6%	44%	86%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	1	0%	-	0%	-100%	-
	Non Resident Alien	5	1%	4	1%	7	2%	8	2%	11	3%	38%	120%
	Two or more races	1	0%	3	1%	3	1%	8	2%	11	3%	38%	1000%
	Unknown	23	6%	16	5%	13	4%	9	2%	4	1%	-56%	-83%
	White	200	56%	186	57%	183	56%	223	58%	242	57%	9%	21%
Urban Affairs Total		360	100%	327	100%	324	100%	387	100%	422	100%	9%	17%
Grand Total		11,722		12,039		12,359		12,218		12,446		2%	6%

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

College	Race	2011		2012		2013		2014		2015		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Business	American Indian/Alaska Native	-	0%	3	0%	3	0%	1	0%	-	0%	-100%	-
	Asian	67	5%	56	4%	60	4%	63	5%	52	6%	-17%	-22%
	Black/African American	124	9%	148	11%	135	10%	137	11%	118	13%	-14%	-5%
	Hispanic/Latino	28	2%	36	3%	34	3%	32	3%	29	3%	-9%	4%
	Non Resident Alien	245	17%	266	19%	303	22%	264	22%	154	17%	-42%	-37%
	Two or more races	12	1%	8	1%	16	1%	17	1%	14	2%	-18%	17%
	Unknown	74	5%	61	4%	32	2%	31	3%	21	2%	-32%	-72%
	White	869	61%	818	59%	777	57%	658	55%	543	58%	-17%	-38%
	Business Total	1,419	100%	1,396	100%	1,360	100%	1,203	100%	931	100%	-23%	-34%
	CLASS	American Indian/Alaska Native	-	0%	-	0%	1	0%	1	0%	-	0%	-100%
Asian		6	1%	5	1%	8	1%	6	1%	4	1%	-33%	-33%
Black/African American		127	21%	143	24%	162	30%	163	30%	134	28%	-18%	6%
Hispanic/Latino		14	2%	18	3%	22	4%	23	4%	25	5%	9%	79%
Non Resident Alien		17	3%	18	3%	16	3%	21	4%	25	5%	19%	47%
Two or more races		4	1%	8	1%	5	1%	13	2%	11	2%	-15%	175%
Unknown		61	10%	43	7%	24	4%	14	3%	5	1%	-64%	-92%
White		374	62%	361	61%	311	57%	296	55%	277	58%	-6%	-26%
CLASS Total		603	100%	596	100%	549	100%	537	100%	481	100%	-10%	-20%
Education		American Indian/Alaska Native	1	0%	-	0%	-	0%	2	0%	1	0%	-50%
	Asian	18	1%	14	1%	13	1%	15	1%	11	1%	-27%	-39%
	Black/African American	359	24%	319	23%	307	23%	315	25%	313	27%	-1%	-13%
	Hispanic/Latino	40	3%	34	2%	36	3%	38	3%	39	3%	3%	-3%
	Native Hawaiian or Other Pacific Island	1	0%	1	0%	1	0%	2	0%	2	0%	0%	100%
	Non Resident Alien	55	4%	53	4%	76	6%	87	7%	92	8%	6%	67%
	Two or more races	10	1%	13	1%	18	1%	18	1%	21	2%	17%	110%
	Unknown	153	10%	106	8%	57	4%	45	4%	25	2%	-44%	-84%
	White	847	57%	829	61%	847	63%	727	58%	637	56%	-12%	-25%
	Education Total	1,484	100%	1,369	100%	1,355	100%	1,249	100%	1,141	100%	-9%	-23%

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

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College	Race	2011		2012		2013		2014		2015		Percent Change		
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year	
Engineering	American Indian/Alaska Native	2	0%	1	0%	-	0%	-	0%	-	0%	-	-100%	
	Asian	19	4%	19	5%	18	4%	13	2%	17	2%	31%	-11%	
	Black/African American	14	3%	11	3%	16	4%	15	3%	13	2%	-13%	-7%	
	Hispanic/Latino	4	1%	8	2%	5	1%	7	1%	3	0%	-57%	-25%	
	Native Hawaiian or Other Pacific Island	1	0%	1	0%	-	0%	-	0%	-	0%	-	-100%	
	Non Resident Alien	247	54%	192	48%	246	54%	346	62%	502	70%	45%	103%	
	Two or more races	-	0%	-	0%	3	1%	5	1%	4	1%	-20%	-	
	Unknown	30	7%	22	5%	19	4%	15	3%	12	2%	-20%	-60%	
	White	138	30%	149	37%	149	33%	158	28%	167	23%	6%	21%	
	Engineering Total		455	100%	403	100%	456	100%	559	100%	718	100%	28%	58%
Graduate Studies	Asian	2	9%	2	11%	4	14%	1	4%	-	0%	-100%	-100%	
	Black/African American	4	17%	2	11%	2	7%	1	4%	3	13%	200%	-25%	
	Hispanic/Latino	1	4%	-	0%	-	0%	-	0%	-	0%	-	-100%	
	Non Resident Alien	-	0%	-	0%	1	4%	1	4%	1	4%	0%	-	
	Two or more races	-	0%	1	5%	-	0%	-	0%	-	0%	-	-	
	Unknown	5	22%	1	5%	14	50%	15	63%	17	74%	13%	240%	
	White	11	48%	13	68%	7	25%	6	25%	2	9%	-67%	-82%	
Graduate Studies Total		23	100%	19	100%	28	100%	24	100%	23	100%	-4%	0%	
Law	American Indian/Alaska Native	1	0%	1	0%	3	1%	2	0%	2	0%	0%	100%	
	Asian	14	2%	12	2%	14	3%	8	2%	10	2%	25%	-29%	
	Black/African American	54	10%	40	8%	41	9%	36	8%	40	9%	11%	-26%	
	Hispanic/Latino	17	3%	20	4%	21	4%	16	4%	21	5%	31%	24%	
	Non Resident Alien	6	1%	7	1%	9	2%	9	2%	6	1%	-33%	0%	
	Two or more races	2	0%	5	1%	8	2%	8	2%	10	2%	25%	400%	
	Unknown	15	3%	9	2%	11	2%	13	3%	16	4%	23%	7%	
	White	454	81%	407	81%	362	77%	350	79%	323	75%	-8%	-29%	
	Law Total		563	100%	501	100%	469	100%	442	100%	428	100%	-3%	-24%

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

continued from previous page

College	Race	2011		2012		2013		2014		2015		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Nursing	Asian	1	2%	1	2%	1	2%	2	4%	1	2%	-50%	0%
	Black/African American	7	12%	9	16%	9	16%	11	22%	12	24%	9%	71%
	Hispanic/Latino	1	2%	2	3%	3	5%	2	4%	1	2%	-50%	0%
	Non Resident Alien	1	2%	1	2%	1	2%	-	0%	-	0%	-	-100%
	Two or more races	-	0%	1	2%	1	2%	1	2%	-	0%	-100%	-
	Unknown	7	12%	5	9%	3	5%	-	0%	-	0%	-	-100%
	White	42	71%	39	67%	37	67%	35	69%	36	72%	3%	-14%
Nursing Total		59	100%	58	100%	55	100%	51	100%	50	100%	-2%	-15%
Science	American Indian/Alaska Native	1	0%	-	0%	-	0%	2	0%	1	0%	-50%	0%
	Asian	22	3%	28	3%	24	3%	24	3%	24	3%	0%	9%
	Black/African American	51	6%	56	7%	46	5%	47	6%	56	7%	19%	10%
	Hispanic/Latino	13	2%	12	1%	11	1%	15	2%	24	3%	60%	85%
	Native Hawaiian or Other Pacific Island	1	0%	1	0%	-	0%	-	0%	-	0%	-	-100%
	Non Resident Alien	140	18%	139	16%	142	17%	123	15%	107	13%	-13%	-24%
	Two or more races	4	1%	6	1%	6	1%	6	1%	8	1%	33%	100%
	Unknown	46	6%	38	4%	23	3%	16	2%	14	2%	-13%	-70%
	White	512	65%	571	67%	595	70%	610	72%	586	71%	-4%	14%
	Science Total		790	100%	851	100%	847	100%	843	100%	820	100%	-3%
Urban Affairs	American Indian/Alaska Native	-	0%	-	0%	-	0%	-	0%	1	0%	-	-
	Asian	2	1%	3	1%	5	2%	4	2%	4	2%	0%	100%
	Black/African American	64	19%	57	19%	54	21%	39	18%	52	23%	33%	-19%
	Hispanic/Latino	8	2%	7	2%	9	4%	10	5%	8	3%	-20%	0%
	Native Hawaiian or Other Pacific Island	1	0%	-	0%	-	0%	-	0%	-	0%	-	-100%
	Non Resident Alien	26	8%	27	9%	19	8%	16	7%	14	6%	-13%	-46%
	Two or more races	5	2%	4	1%	7	3%	3	1%	3	1%	0%	-40%
	Unknown	28	9%	17	6%	6	2%	7	3%	3	1%	-57%	-89%
	White	195	59%	178	61%	152	60%	140	64%	146	63%	4%	-25%
	Urban Affairs Total		329	100%	293	100%	252	100%	219	100%	231	100%	5%
Grand Total		5,725		5,486		5,371		5,127		4,823		-6%	-16%

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

Undergraduate Full-Time

College	2011	2012	2013	2014	2015	Percent Change	
						1 Year	5 Year
Business	1,401	1,313	1,340	1,648	1,593	-3%	14%
CLASS	2,507	2,454	2,529	2,079	1,924	-7%	-23%
Education	668	634	646	553	566	2%	-15%
Engineering	807	930	1,045	1,136	1,472	30%	82%
Nursing	435	467	502	458	457	0%	5%
Other	-	-	-	1	-	-	-
Science	1,985	2,218	2,332	2,165	2,266	5%	14%
Undergraduate Non-Degree	31	24	14	16	24	50%	-23%
Undergraduate Studies	312	353	383	412	612	49%	96%
Urban Affairs	220	197	209	206	221	7%	0%
Full-Time Total	8,366	8,590	9,000	8,674	9,135	5%	9%

Undergraduate Part-Time

College	2011	2012	2013	2014	2015	Percent Change	
						1 Year	5 Year
Business	661	660	601	597	485	-19%	-27%
CLASS	626	681	613	636	574	-10%	-8%
Education	299	263	258	250	245	-2%	-18%
Engineering	190	236	270	253	337	33%	77%
Nursing	65	67	71	91	82	-10%	26%
Other	112	106	83	150	117	-22%	4%
Science	593	658	662	679	603	-11%	2%
Undergraduate Non-Degree	243	221	206	154	185	20%	-24%
Undergraduate Studies	427	427	480	553	482	-13%	13%
Urban Affairs	140	130	115	181	201	11%	44%
Part-Time Total	3,356	3,449	3,359	3,544	3,311	-7%	-1%

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

Graduate & Law Full-Time

College	2011	2012	2013	2014	2015	Percent Change	
						1 Year	5 Year
Business	438	457	444	400	314	-22%	-28%
CLASS	250	237	227	267	266	0%	6%
Education	278	241	290	241	307	27%	10%
Engineering	80	74	78	131	479	266%	499%
Graduate Studies	-	4	-	-	-	-	-
Law	391	350	308	288	247	-14%	-37%
Nursing	5	19	20	12	7	-42%	40%
Science	402	436	408	442	595	35%	48%
Urban Affairs	74	58	52	37	54	46%	-27%
Full-Time Total	1,918	1,876	1,827	1,818	2,269	25%	18%

Graduate & Law Part-Time

College	2011	2012	2013	2014	2015	Percent Change	
						1 Year	5 Year
Business	981	939	916	803	617	-23%	-37%
CLASS	353	359	322	270	215	-20%	-39%
Education	1,206	1,128	1,065	1,008	834	-17%	-31%
Engineering	375	329	378	428	239	-44%	-36%
Graduate Studies	23	15	28	24	23	-4%	0%
Law	172	151	161	154	181	18%	5%
Nursing	54	39	35	39	43	10%	-20%
Science	388	415	439	401	225	-44%	-42%
Urban Affairs	255	235	200	182	177	-3%	-31%
Part-Time Total	3,807	3,610	3,544	3,309	2,554	-23%	-33%

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

West Center															
College	Undergraduate					Graduate/Law					Total				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Business	243	272	-	-	-	310	131	-	222	107	553	403	-	222	107
CLASS	64	-	-	-	-	-	-	-	-	-	64	-	-	-	-
Education	54	-	-	-	-	224	204	194	157	60	278	204	194	157	60
Science	93	112	-	-	15	-	-	-	-	-	93	112	-	-	15
Grand Total	454	384	-	-	15	534	335	194	379	167	988	719	194	379	182

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

West Center															
College	Enrollment					Percent Change		SCH					Percent Change		
	2011-12	2012-13	2013-14	2014-15	2015-16	1-Year	5-Year	2011-12	2012-13	2013-14	2014-15	2015-16	1-Year	5-Year	
Summer	179	173	137	13	30	131%	-83%	644	540	476	46	101	120%	-84%	
Fall	246	170	42	99	57	-42%	-77%	988	719	194	379	182	-52%	-82%	
Spring	280	188	58	175	80	-54%	-71%	1,086	694	221	566	234	-59%	-78%	
Grand Total	705	531	237	287	167	-42%	-76%	2,718	1,953	891	991	517	-48%	-81%	

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

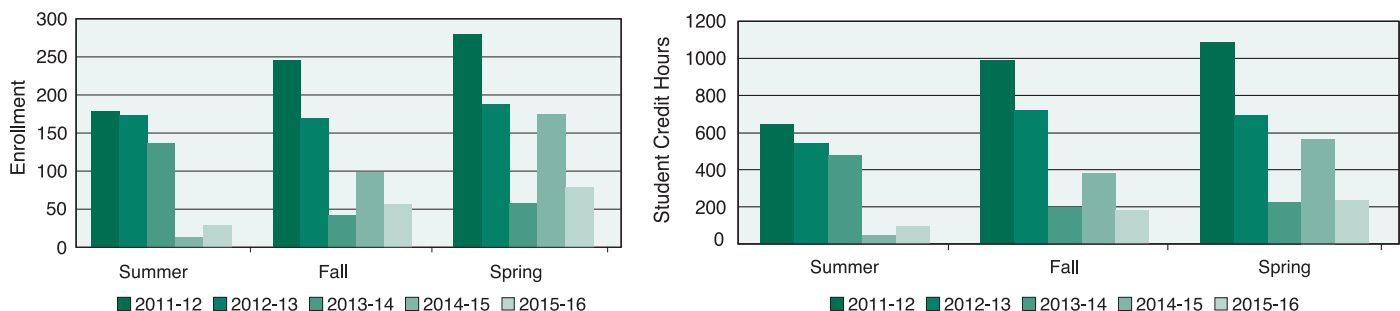


Table 3.27a: Annual Historical Enrollment and SCH Trends at Lorain County Community College

Lorain County Community College														
Term	Enrollment					Percent Change		SCH					Percent Change	
	2011-12	2012-13	2013-14	2014-15	2015-16	1-Year	5-Year	2011-12	2012-13	2013-14	2014-15	2015-16	1-Year	5-Year
Summer	25	9	3	8	10	25%	-60%	100	36	12	32	30	-6%	-70%
Fall	88	65	82	71	65	-8%	-26%	401	332	424	336	327	-3%	-18%
Spring	107	88	84	86	76	-12%	-29%	442	487	461	387	357	-8%	-19%
Grand Total	220	162	169	165	151	-8%	-31%	943	855	897	755	714	-5%	-24%

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

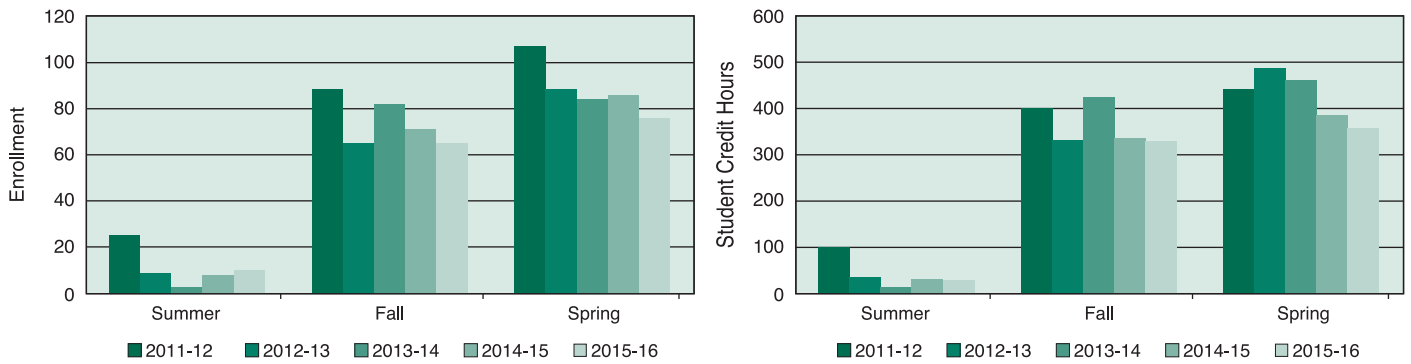


Table 3.27b: Annual Historical Enrollment and SCH Trends at Lakeland Community College

Lakeland Community College														
Term	Enrollment					Percent Change		SCH					Percent Change	
	2011-12	2012-13	2013-14	2014-15	2015-16	1-Year	5-Year	2011-12	2012-13	2013-14	2014-15	2015-16	1-Year	5-Year
Summer	36	29	61	68	7	-90%	-81%	115	91	228	251	21	-92%	-82%
Fall	75	92	90	77	93	21%	24%	337	447	466	391	374	-4%	11%
Spring	88	112	118	98	94	-4%	7%	489	500	673	424	355	-16%	-27%
Grand Total	199	233	269	243	194	-20%	-3%	941	1,038	1,367	1,066	750	-30%	-20%

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 3.27b: Annual Lakeland Community College Historical Enrollment and SCH Trends

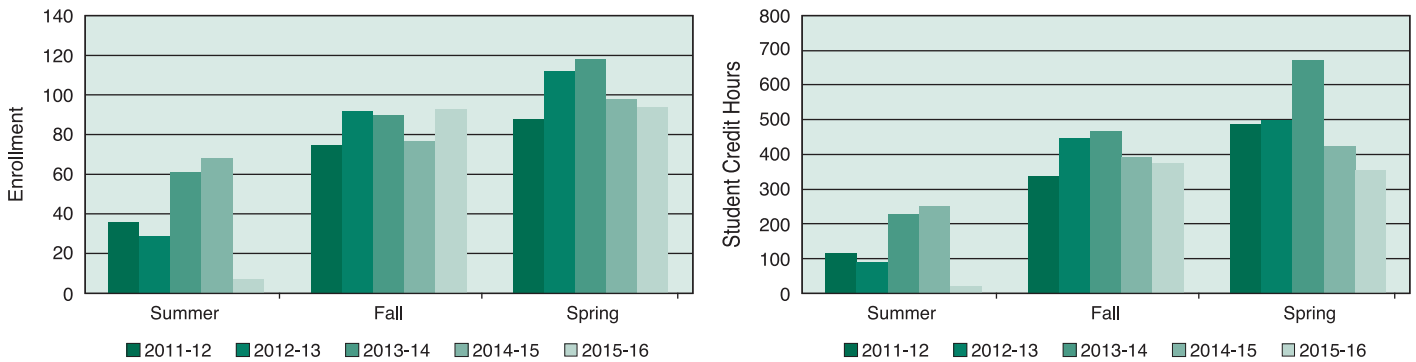
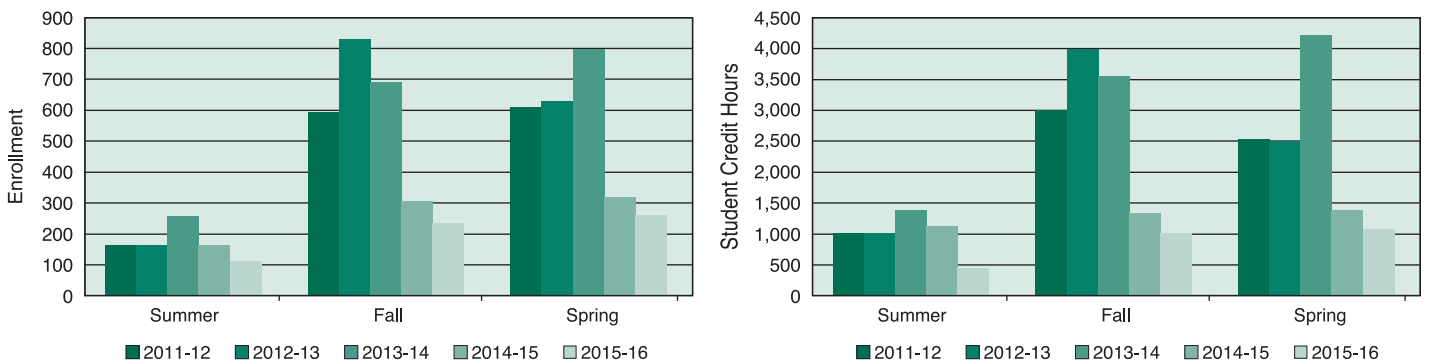


Table 3.27c: Annual Historical Enrollment and SCH Trends at Other Off-Campus Locations

Other Locations*														
Term	Enrollment					Percent Change		SCH					Percent Change	
	2011-12	2012-13	2013-14	2014-15	2015-16	1-Year	5-Year	2011-12	2012-13	2013-14	2014-15	2015-16	1-Year	5-Year
Summer	163	165	259	163	113	-31%	-31%	1,011	1,008	1,400	1,106	443	-60%	-56%
Fall	596	832	691	307	232	-24%	-61%	2,980	4,018	3,557	1,326	982	-26%	-67%
Spring	609	630	799	320	261	-18%	-57%	2,531	2,510	4,215	1,371	1,068	-22%	-58%
Grand Total	1,368	1,627	1,749	790	606	-23%	-56%	6,522	7,536	9,172	3,803	2,493	-34%	-62%

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

Figure 3.27c: 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



Sponsored Research



SECTION 4

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, Sponsored Programs & Research Services (SPRS). By merging Grants Accounting of the Controller's Office and the Office of Sponsored Programs we are now able to serve faculty as a "one-stop-shop" SPRS is headed by the Vice President for Research, 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 2010-2015

Source	Fiscal Year						Percent Change	
	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	1 Year	5 Year
Awards	\$22,909,197	\$17,093,917	\$13,483,748	\$12,047,738	\$12,900,819	\$9,655,599	-25%	-58%
CSU Expenditures	\$18,558,947	\$16,913,731	\$20,617,912	\$16,707,432	\$22,027,038	\$13,456,328	-39%	-27%
CCF Expenditures	\$24,422,152	\$43,642,969	\$44,925,258	\$51,124,607	\$44,570,226	\$43,877,270	-2%	80%
CSU & CCF Exp Total	\$42,981,099	\$60,556,700	\$65,543,170	\$67,832,039	\$66,597,264	\$57,333,598	-14%	33%

Notes:

¹ The Total Award amount for FY 2010 & forward differs from that listed in the Monthly Activity Reports previously published by SPRS (<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.

² From 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 2010-2015

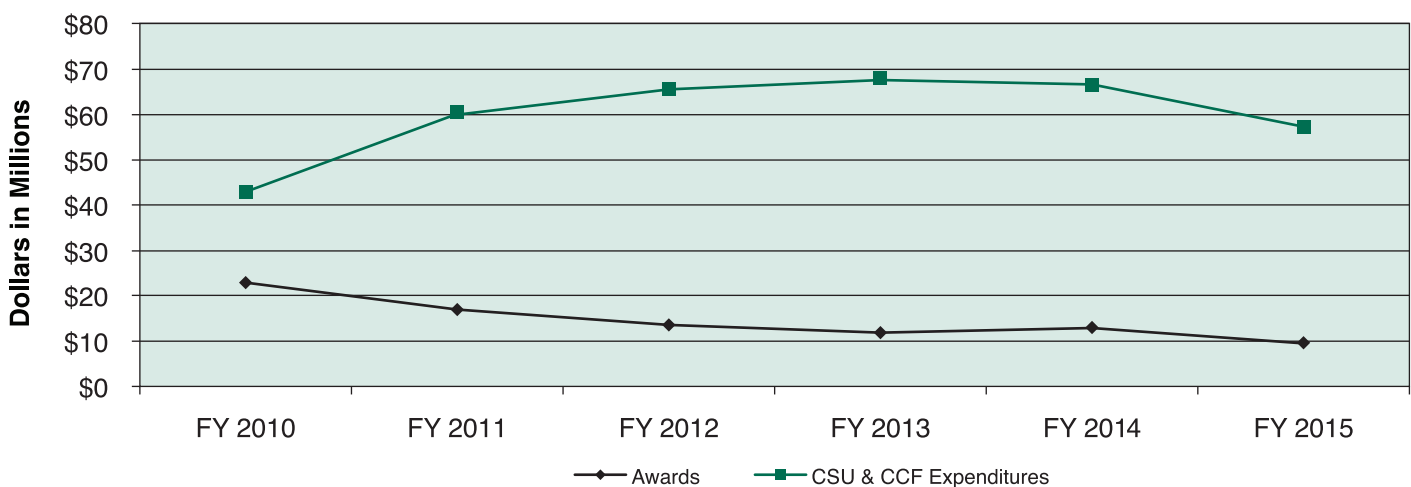


Table 4.2: Sponsored Program Awards by Source, Fiscal Years 2010-2015

Source	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Percent Change	
							1 Year	5 Year
Federal Grants	\$15,017,485	\$12,187,422	\$8,696,479	\$6,338,894	\$7,083,836	\$4,957,413	-30%	-67%
State Grants	\$1,212,245	\$479,032	\$589,860	\$1,408,899	\$3,283,590	\$2,157,929	-34%	78%
Local Grants	\$822,273	\$416,185	\$253,289	\$494,172	\$382,518	\$128,671	-66%	-84%
Private Grants	\$2,245,353	\$2,791,295	\$3,944,120	\$3,805,774	\$2,150,875	\$2,411,588	12%	7%
State Appropriations	\$3,611,841	\$1,219,983	\$360,551	\$458,182	\$822,317	\$817,317	-1%	-77%
Total	\$22,909,197	\$17,093,917	\$13,844,299	\$12,505,921	\$13,723,136	\$10,472,918	-24%	-54%

Notes:
¹ 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 2015

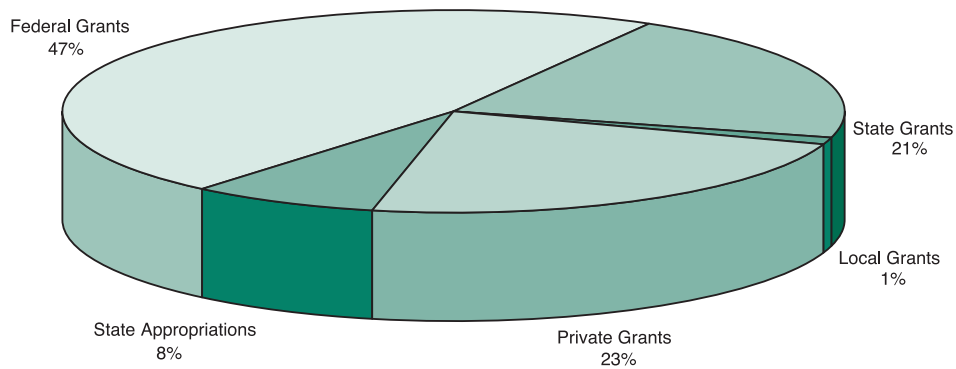
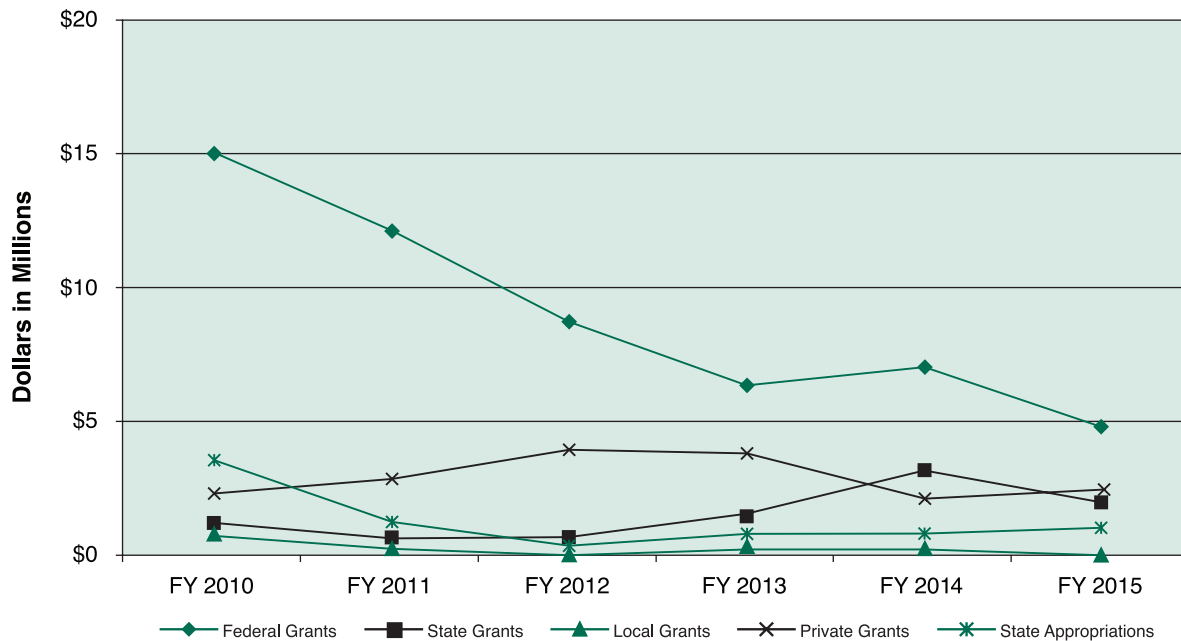


Figure 4.2b: Program Awards and Expenditures by Source, Fiscal Years 2010-2015



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 2010-2015

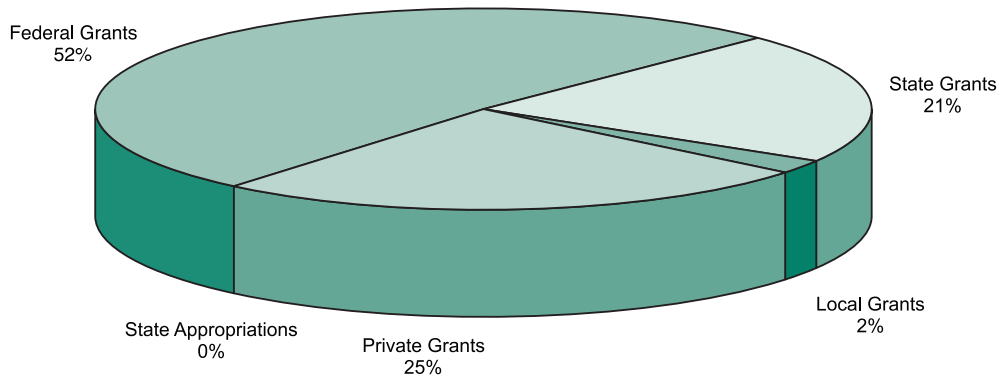
Source	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Percent Change	
							1 Year	5 Year
Federal Grants	\$11,316,469	\$8,875,304	\$10,128,616	\$8,956,841	\$7,665,390	\$6,904,644	-10%	-22%
State Grants	\$3,824,824	\$4,837,728	\$6,807,950	\$4,838,751	\$10,593,078	\$2,846,101	-73%	-41%
Local Grants	\$492,569	\$536,053	\$514,801	\$463,756	\$515,601	\$297,326	-42%	-45%
Private Grants	\$1,979,982	\$2,105,142	\$2,648,247	\$2,227,770	\$3,171,219	\$3,394,620	7%	61%
State Appropriations	\$945,103	\$559,504	\$518,299	\$220,314	\$81,750	\$13,638	-83%	-98%
LRI - CCF Expenditures	\$24,422,152	\$43,642,969	\$44,925,258	\$51,124,607	\$44,570,226	\$43,877,270	-2%	1%
Total	\$42,981,099	\$60,556,700	\$65,543,171	\$67,832,038	\$66,597,264	\$57,333,599	-14%	33%

Notes:

¹ 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.

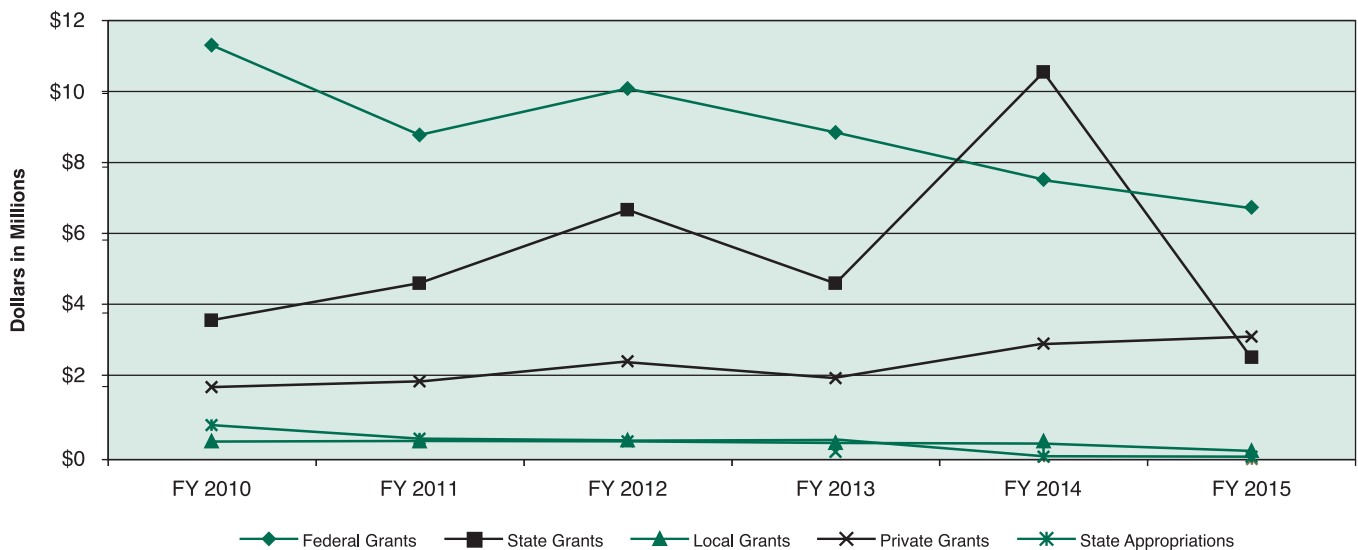
² The figures below only detail Cleveland State University expenditures.

Figure 4.3a: Sponsored Program Expenditures by Source, Fiscal Year 2015



Source: CSU Office of Sponsored Programs and Research

Figure 4.3b: Sponsored Program Expenditures by Source, Fiscal Years 2010-2015



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. The first table (4.4) below compares Cleveland State with other Northern Ohio institutions, while Table 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 2009-2014

Institution	2014		(Dollars in Thousands)					
	Ranking		2009	2010	2011	2012	2013	2014
University of Akron	162		\$34,507	\$52,884	\$65,536	\$66,413	\$69,640	\$69,528
University of Toledo	175		\$66,136	\$70,399	\$74,149	\$68,228	\$69,072	\$61,900
Cleveland State University	176		\$13,424	\$34,235	\$55,502	\$61,111	\$67,378	\$61,783
Kent State University	238		\$25,050	\$26,331	\$27,455	\$26,507	\$23,149	\$25,666
Bowling Green State University	328		\$8,396	\$8,124	\$8,999	\$8,566	\$13,157	\$8,861
Youngstown State University	432		\$2,081	\$4,523	\$4,732	\$3,598	\$3,785	\$3,464

Source: Data retrieved from the National Science Foundation website on June 30, 2016 at the following link: https://ncesdata.nsf.gov/herd/2014/html/HERD2014_DST_17.html

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.

40% 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: 10% to project director, 10% to project director's department, 10% to relevant dean's office, and 30% to the Vice President for Research & Graduate Studies.

Table 4.5: Indirect Cost (IDC) Recovery and Total Sponsored Program Expenditures by Year, Fiscal Years 2010-2015

Research Activities	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Percent Change	
							1 Year	5 Year
Direct Sponsored Program Expenditures	\$17,027,376	\$15,351,047	\$18,844,807	\$15,197,977	\$20,518,525	\$11,913,435	-42%	-30%
Indirect Cost Recovered	\$1,531,571	\$1,562,684	\$1,773,105	\$1,509,455	\$1,508,513	\$1,542,893	2%	1%
Total Sponsored Program Expenditures	\$18,558,947	\$16,913,731	\$20,617,912	\$16,707,432	\$22,027,038	\$13,456,328	-39%	-27%
% IDC of Direct Research Expenditures*	9%	10%	9%	10%	7%	13%		

Notes:

¹ 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 2012-2014

Institution	2012		2013		2014	
	Ranking	Institution	Ranking	Institution	Ranking	Institution
University of Wisconsin - Milwaukee	180	University of North Dakota	171	Georgia Regents University	173	
Wichita State University	181	University of Tennessee, The Agricultural Institute	172	American University	174	
Texas Tech University Health Sciences Center, Lubbock	182	University of California, Office of the President	173	University of Toledo	175	
Cleveland State University	183	Cleveland State University	174	Cleveland State University	176	
University of Massachusetts, Lowell	184	University of Wyoming	175	University of Massachusetts, Boston	177	
University of Massachusetts, Boston	185	Georgia Regents University	176	Ohio University	178	
University of Southern Mississippi	186	South Dakota State University	177	University of Wisconsin, Milwaukee	179	

Source: Data retrieved from the National Science Foundation website on June 30, 2016 at the following link:

<https://ncesdata.nsf.gov/profiles/site?method=rankingBySource&ds=herd>

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 2009-2015

Source	Proposals Submitted	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Government Sources								
Federal		153	128	141	128	107	120	145
State		38	25	20	21	21	25	34
Local		15	24	13	14	9	16	12
Total Government Sources		206	177	174	163	137	161	191
Non-Government Sources								
Corporate Contracts		11	8	10	13	7	9	12
Foundation and Non-Profit		93	71	58	81	62	73	79
Total Non-Government Sources		104	79	68	94	69	82	91
Sponsored Programs Total		310	256	242	257	206	243	282

Source	Awards Received	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Government Sources								
Federal		86	57	45	48	49	29	35
State		27	25	19	20	14	24	12
Local		18	17	14	11	8	13	10
Total Government Sources		131	99	78	79	71	66	57
Non-Government Sources								
Corporate Contracts		8	5	5	8	10	4	3
Foundation and Non-Profit		63	55	48	62	51	37	64
Total Non-Government Sources		71	60	53	70	61	41	67
Sponsored Programs Total		202	159	131	149	132	107	124

Source	Success Rate*	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Government Sources								
Federal		72%	37%	35%	34%	38%	27%	29%
State		79%	66%	76%	100%	67%	114%	48%
Local		78%	113%	58%	85%	57%	144%	63%
Total Government Sources		74%	48%	44%	45%	44%	48%	35%
Non-Government Sources								
Corporate Contracts		73%	45%	63%	80%	77%	57%	33%
Foundation and Non-Profit		60%	59%	68%	107%	63%	60%	88%
Total Non-Government Sources		61%	58%	67%	103%	65%	59%	82%
Sponsored Programs Total		69%	51%	51%	62%	51%	52%	51%

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 2010-2015

Proposals and Grant Awards	Fiscal Year					
	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Proposals Submitted	256	242	257	206	243	282
Awards Received	159	131	149	132	107	124
Success Rate	51%	51%	62%	51%	52%	51%

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 2015 Proposals Submitted by College

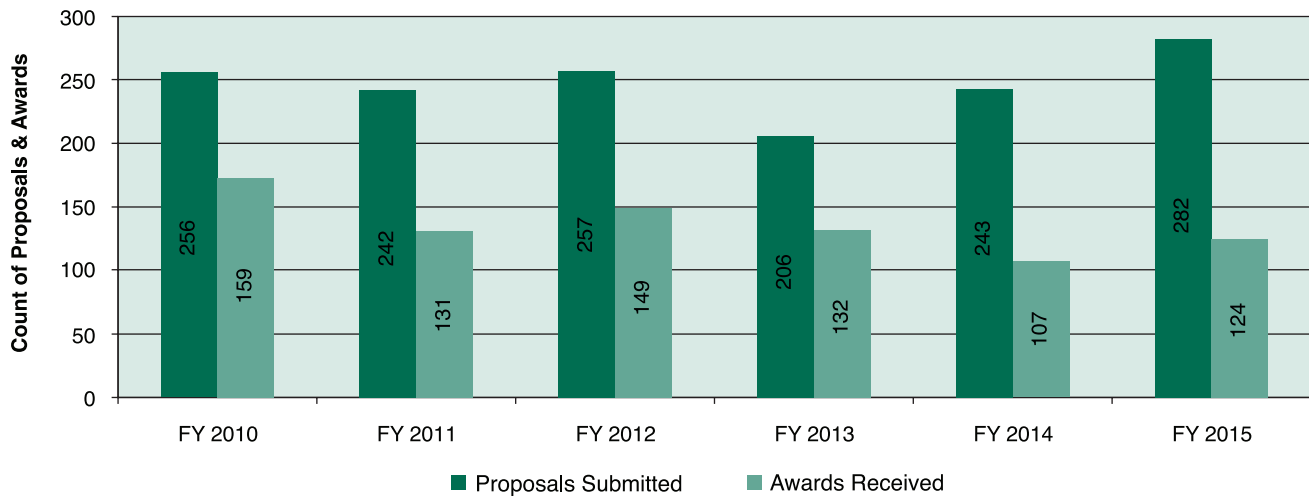
College or Division	Direct	Indirect	Total	Count
College of Business Administration	\$202,000	\$0	\$202,000	2
College of Education & Human Services	\$4,279,588	\$945,921	\$5,225,509	19
College of Engineering	\$18,754,955	\$5,413,761	\$24,168,716	61
College of Law	\$0	\$0	\$0	0
College of Liberal Arts & Social Sciences	\$664,522	\$168,008	\$832,530	15
School of Nursing	\$1,174,617	\$121,449	\$1,296,066	10
College of Sciences & Health Professions	\$22,872,254	\$8,902,700	\$31,774,954	88
College of Urban Affairs	\$3,386,803	\$769,683	\$4,156,486	69
Central Administration	\$11,573,668	\$1,713,648	\$13,287,316	18
Continuing Education	\$0	\$0	\$0	0
Undergraduate Studies	\$0	\$0	\$0	0
Fiscal Year 2015 Totals	\$62,908,407	\$18,035,170	\$80,943,577	282

Table 4.7b: Fiscal Year 2015 Awards Received by College

College or Division	Direct	Indirect	Total	Count
College of Business Administration	\$138,500	\$0	\$138,500	1
College of Education & Human Services	\$277,736	\$20,583	\$298,319	9
College of Engineering	\$2,591,262	\$690,921	\$3,282,183	17
College of Law	\$0	\$0	\$0	0
College of Liberal Arts & Social Sciences	\$265,162	\$21,782	\$286,944	12
School of Nursing	\$522,710	\$53,003	\$575,713	6
College of Sciences & Health Professions	\$1,498,192	\$475,223	\$1,973,415	17
College of Urban Affairs	\$1,200,819	\$183,213	\$1,384,032	49
Central Administration	\$1,660,605	\$55,888	\$1,716,493	13
Continuing Education	\$0	\$0	\$0	0
Undergraduate Studies	\$0	\$0	\$0	0
Fiscal Year 2015 Totals	\$8,154,986	\$1,500,613	\$9,655,599	124

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 2010-2015



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 through patents, copyrights, and/or trademarks. 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 intellectual property.

Table 4.8: Intellectual Property: Patents and Disclosures, Fiscal Years 2010-2015

Source	FISCAL YEAR						Percent Change	
	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	1 Year	5 Year
Disclosures	6	7	3	5	10	3	-70%	-50%
Non-Provisional Patent Apps. Filed	4	3	6	4	3	2	-33%	-50%
Provisional Patent Applications Filed	6	3	1	2	7	3	-57%	-50%
Licenses Approved	-	-	1	-	1	3	200%	-

Source: Technology Transfer Office

5 Year Percent Change is from the period 2010 to 2015.

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

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

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

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

Table 4.9: Cleveland State University Graduate Student Support from Externally Funded Research, Fiscal Years 2010-2015

Source							Percent Change	
	2010	2011	2012	2013	2014	2015	1 Year	5 Year
Business	\$9,988	\$1,375	\$0	\$5,768	\$17,278	\$16,529	-4%	65%
Education	\$57,217	\$137,717	\$174,568	\$126,740	\$44,969	\$88,092	96%	54%
Engineering	\$274,368	\$270,646	\$175,893	\$209,268	\$334,208	\$256,582	-23%	-6%
Liberal Arts/Social Science	\$7,907	\$0	\$6,300	\$1,600	\$1,600	\$6,026	277%	-24%
Science	\$469,847	\$472,280	\$293,496	\$456,115	\$365,324	\$266,440	-27%	-43%
Nursing	\$0	\$0	\$0	\$0	\$0	\$13,920	-	-
Urban Affairs	\$49,586	\$77,475	\$48,786	\$115,308	\$120,842	\$51,830	-57%	5%
Total	\$868,913	\$959,493	\$699,043	\$914,799	\$884,221	\$699,419	-21%	-20%

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 2011-2015

Institution	2011	2012	2013	2014	2015	Grad SCH
University of Akron	10%	10%	11%	11%	10%	28,885
Bowling Green State University	8%	8%	8%	8%	9%	19,573
University of Cincinnati	21%	20%	20%	20%	20%	83,439
Cleveland State University	20%	19%	18%	18%	17%	33,632
Central State University	1%	1%	1%	0%	0%	48
Kent State University	13%	13%	13%	13%	14%	51,609
Miami University	7%	7%	7%	6%	6%	15,291
Ohio State University	14%	13%	12%	13%	12%	93,784
Ohio University	12%	11%	12%	13%	12%	43,507
Shawnee State University	2%	2%	2%	3%	3%	1,658
University of Toledo	10%	11%	11%	11%	10%	25,021
Wright State University	12%	12%	13%	14%	14%	26,898
Youngstown State University	5%	5%	5%	6%	6%	9,048
Total	12%	12%	12%	12%	12%	432,393

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 3, 2016.

Highlights

- Table 4.10 From 2011 to 2015, Cleveland State University has consistently been near the top in the percentage of total student credit hours taken by graduate students among Ohio's 4-year institutions.

Table 4.11: Selected Research & Grant Highlights by College

College	Department	Project Description
Business	Centers for Outreach and Engagement	<p>Small Business Development Center (SBDC): The College received \$75,000 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 and the Small Business Administration (SBA). The CSU SBDC serves Cuyahoga County and 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.</p>
		<p>MOCA Fellowship Collaboration: The Museum of Contemporary Art Cleveland (MOCA) and the Cleveland State University Monte Ahuja College of Business are partnering to connect the classroom to the workplace through experiential learning. CSU and MOCA work together annually to select four outstanding individuals who will spend 12 months at MOCA Cleveland serving as part-time, junior staff members in the MOCA-CSU Fellowship Program. The Program grant is for \$400,000 from July 2015 through July 2017.</p>
		<p>Civic Engagement Grant: The Civic Engagement Grant provides \$2,500 to support the SBDC with the development of curriculum and materials to support self-paced learning as well as group workshops and training of entrepreneurs. The SBDC addresses the need of economic development and job creation within the Cleveland area. In 2015, 49 jobs were created, 20 new businesses started, and total capital formation (loans and owner investment) of \$1,389,145 was acquired by local entrepreneurs. We serve the community by offering free advising and workshops that educate anyone interested in business topics that help entrepreneurs to start businesses as well as continue to grow their businesses. With our new materials, workshops and self-paced learning stations, our entrepreneurs will have access to the newest up to date materials and curriculum to help assist them in their business ventures.</p>
Education and Human Services	Counseling, Administration and Adult Learning	<p>Export Assistance Center (EAN): The College received \$130,000 from the State of Ohio to run the Export Assistance Center (EAN) for Regions 8 and 9. International trade specialists provide export assistance and focus new-to-export businesses and exporters in expanding overseas markets. They promote business development and support future competitiveness through international market opportunities, increased small business export transactions and export sales.</p>
		<p>Center for Educational Leadership: 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. The Center also coordinates the First Ring Leadership Academy that is funded by a grant from the Martha Holden Jennings Foundation. This is 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>
		<p>Career Passport Program currently called Making My Future Work: 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.</p>
Curriculum and Foundations		<p>Gifted Education Enters Cyberspace: 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. This is the only program in the state to receive National Recognition from the National Association of Gifted Children.</p>
		<p>The Center for Urban Education 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. The Center is currently involved in 18 projects. During the 2015-16 academic year, the Center was awarded a research grant from the Spencer Foundation, led by Center Director Adam Voight, for a project that investigates how young people analyze and understand social issues that affect their lives. This academic year, the Center also led the evaluation of the "Project PASS" reading tutoring program in Youngstown City Schools, supported by the Ohio Department of Education. With support from the CSU Office of Research, the Center also conducted a research study of a district-wide student voice initiative in the Cleveland Metropolitan School District (CMSD) during the 2015-16</p>

College	Department	Project Description
		<p>school year to understand the effects of the initiative on participating students and schools. In spring 2016, the Center partnered with CMSD to create a research policy fellowship for a CSU doctoral student in the Research and Evaluation Department at the district that will be renewed in the upcoming year.</p> <hr/> <p>Master of Urban Secondary Teaching Residency Program – This graduate-level licensure program offers a yearlong residency in an urban secondary school to fully prepare teachers for successful classroom teaching. The MUST Residency Program partners with the Cleveland Metropolitan School District and the Euclid School District to develop teachers who are committed to social justice and the success of students in urban schools.</p>
	Center for Excellence and Innovation in Education (CEIE)	<p>The Cleveland Schools Book Fund: This 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 teachers professional development to increase young students’ interest in and ability to read, comprehend and enjoy.</p> <hr/> <p>The Stocker Foundation grant - Lorain Reads: The grant provides home library building activities through an interactive web-site for all children in Lorain City Schools in grades Pre-K through 3.</p> <hr/> <p>Martha Holden Jennings Foundation grant: “Building a Better On-Ramp for Advanced High School Mathematics” provides over 50 teachers and principals from the Innovative Network of Cleveland Metropolitan School District with professional learning activities in a year-round blended program.</p> <hr/> <p>United Way/CEIE Community Wrap-Around School (Walton) grant provides support for the community wrap-around model at Walton School. The grant provides support for CSU involvement in coordinating partner services and engages CSU students in a range of service and outreach activities. In addition, the grant provides support in identifying school needs and locating service providers as potential partners.</p> <hr/> <p>CMSD/CEIE Tutor Partnership provides CSU students the opportunity to serve as tutors – and CMSD early elementary classrooms the opportunity to have additional supports for early literacy. Hundreds of hours of tutoring has been provided to CMSD through CSU students while CMSD has provided the CSU students with an opportunity for student employment.</p> <hr/> <p>Children’s Museum of Cleveland/CEIE partnership funded through the State of Ohio provides the Children’s Museum of Cleveland with CSU interns to support programming, development and marketing.</p>
	Teacher Education	<p>Project Reach: A major five-year grant to improve Cleveland State University’s ability to prepare all teachers to provide effective instruction for Limited English Proficient students, professional development for content area teachers to improve academic achievement of Limited English Proficient students, and to become a region that provides strong support in both language acquisition and content learning for all classrooms that serve Limited English Proficient students.</p> <hr/> <p>Highly Qualified Teachers Program: A five-year U.S. Department of Education grant to enhance the Special Education Programs. The emphasis is on graduating candidates who meet the highly qualified teacher guidelines under the No Child Left Behind and Individuals with Disabilities Education Act legislation.</p> <hr/> <p>CSU Teach: 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> <hr/> <p>Choose Ohio First: This scholarship program which provides renewable scholarships of up to \$4,700 per year is designed to attract and graduate qualified STEMM 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> <hr/> <p>The Masters of Urban Secondary Teaching (MUST) STEM Fellows Program: 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>

Careers in Health and Medical Professions (CHAMPS): 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. The program is funded by the Martha Holden Jennings Foundation.

The Campus International School (CIS): 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.

Differentiating Instruction at the Campus International School: 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 the 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.

The Community Learning Center: 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.

MOCA Fellowship Collaboration: The Museum of Contemporary Art Cleveland (MOCA) and the Cleveland State University College of Education, Department of Teacher Education are partnering to connect the classroom to the workplace through experiential learning. Early Childhood Education program has been identified to be a part of a fellowship program that partners with the Museum of Contemporary Art. The fellowship is classified as an internship and MOCA Cleveland will fund this part time position for ECE teacher candidates in the amount of \$15,600.00. The internships are for 12 months and begin September 2016.

Multicultural Learning and Teaching International Journal: Multicultural Learning and Teaching, a De Gruyter publication, is now housed in CoEHS, Department of Teacher Education. Multicultural Learning and Teaching (MLT) is a multidisciplinary international journal that explores the education of people from diverse multicultural backgrounds in a variety of learning environments, inside and outside the classroom. The journal focuses on the broad implications of multicultural learning and teaching practices around the world, going beyond traditional education journals to offer analysis and practical recommendations of interest to teachers, counseling and community-service providers, school administrators, urban program specialists,

College	Department	Project Description
		education policymakers, and any professionals who grapple with questions of multicultural communication. The journal will provide national and international recognition, and will support efforts to build a distinctive image for CSU, CoEHS and the Department of Teacher Education. The journal publishes two issues a year.
	STEMM Center	The STEMM Education Center at Cleveland State University includes faculty members from the Colleges of Education and Human Services, Science and Health Professions and the Washkewicz College of Engineering. The STEMM Education Center provides a mechanism for connecting the STEMM education efforts across campus, not as a gatekeeper, but as a place to connect and collaborate across the colleges, disciplines, and with K-12 and other outside STEMM entities. In recent years the faculty associated with the center have received over \$10 million in external grant funds with collaboration of over 20 faculty members from across the colleges. MC2STEM High School is also a major partner in the center. MC2STEM High School was created in 2008 as the platform school for northeast Ohio. In addition to the on campus agenda, the STEMM Education Center also houses the Center for Innovation in STEM Education (CISE) and the northeast Ohio hub of the Ohio STEM Learning Network (OSLN). CISE provides professional development around project-based instruction and fabrication laboratories to K-12 administrators and teachers, providing support for state STEM initiatives and STEM schools across the state of Ohio and also has connections to the national STEMx Network.
	Health and Human Performance	Workplace Health Programs: 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. Human Performance Laboratory: 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.
Engineering	College-Wide and Interdepartmental	Additive Manufacturing Instructional and Training Laboratory at Cleveland State University: This project, funded by the State of Ohio, will lead to the establishment of a laboratory for additive manufacturing (3D printing) in the Washkewicz College of Engineering. The aim is to train employees from regional industry and to educate students to develop a workforce in the field of additive manufacturing and contribute to the economic development of the region and State. CPS-Synergy: Cyber-enabled repetitive motions in rehabilitation: Researchers from Mechanical Engineering, Electrical Engineering & Computer Science, and Health and Human Performance (College of Education and Human Services) are collaborating in a National Science Foundation project on advanced machines for exercise and rehabilitation. The machines measure and process biomechanical variables and generate adjustments to their own resistance, providing users with cues that will ultimately maximize training or rehabilitation effectiveness and guarantee safety. The machines will be reconfigurable by software, permitting a wide range of exercises with the same hardware. Optimal Prosthesis Design with Energy Regeneration: This collaborative project between Electrical Engineering & Computer Science, and Mechanical Engineering, funded by the NSF, includes human motion, control, optimization, estimation, robotics, and mechatronics. Its objective is to develop innovative prosthetic legs which enable natural gait with low power consumption.
	Chemical and Biomedical Engineering	Microstructural Analysis of MICAST2-12: Al-7wt% Si Alloy Directionally Solidified on the International Space Station: The purpose of this project is to characterize the dendritic microstructure of Al-7wt% Si samples directionally solidified on the International Space Station in the low gravity environment of space. Primary dendrite spacing and primary dendrite trunk diameters are being measured for steady-state and transient growth conditions. Comparison of terrestrially and space processed sample microstructures will help us understand the role of convection in the formation of defects during casting of metallic alloys. Mechanistic Study of Developmental Neurotoxicity on 3D Cultured Stem Cell Microarrays: There is a critical need for improved human toxicology testing to rapidly advance therapeutic drug candidates to preclinical evaluation or to prioritize potential environmental toxicants. The ability to predict developmental neurotoxicity in vivo is of particular importance in identifying drug candidates and environmental toxicants that should be flagged as potentially harmful to the developing brain. The primary objective of this NIH-funded research project is to investigate the mechanisms of neurotoxicity on human neural stem cells

College	Department	Project Description
		<p>(NSCs) cultured in three dimension (3D) on a high-throughput microarray chip platform. The outcomes from this work could help in precisely measuring various cellular and molecular pathways involved in human developmental toxicology.</p> <hr/> <p>Directional Solidification Experiments on The International Space Station-MICAST12: The purpose of this project is to study the role of convection on microstructure development during directional solidification of metallic alloys. Al-7% dendritic monocrystal samples grown at Cleveland State University are being compared with those processed under similar conditions on the International Space Station in a convection-free environment. This is a joint NASA-ESA research project between Cleveland State University and the University of Arizona. The third sample processed on the Space Station (MICAST2-12) has just been received and will be characterized under this project.</p> <hr/> <p>Effect of Varying Convection on Dendrite Morphology and Macrosegregation: This NASA 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>Acquisition of an Integrated Atomic Force Microscope/Inverted Optical Microscope for Interdisciplinary Research at Cleveland State University: CSU researchers were awarded a Major Research Instrumentation grant from the NSF to acquire an integrated atomic force microscope. This equipment will enable sub-molecular high-resolution imaging, low-noise precision force spectroscopy measurements, and epi-fluorescence imaging capabilities. Students and faculty whose research and teaching include materials science (biomedical, electronics, energy applications), biosensors, thermo-responsive polymers, nano-scale systems, biomechanics, and soft materials, will immensely benefit from this equipment.</p> <hr/> <p>Next Generation Oxygen Concentrators: This project, funded by the 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> <hr/>
	Civil and Environmental Engineering	<p>Evaluation of Safety Practices for Short Duration Work Zones: This research project is a collaboration with the Texas A&M Transportation Institute for the Ohio Department of Transportation. It involves observing maintenance crews in Columbus and Cleveland to evaluate the use of new strategies and technologies to improve the safety of work zone operations. During Phase I, several key pieces of equipment were identified for further analysis. Phase II includes the field evaluation of a mobile barrier, a worker basket for the setup and removal of temporary traffic control, and equipment mounted lighting. It is expected that the use of this equipment will add to the continued safe and efficient flow of traffic in short duration work zones.</p> <hr/> <p>Clinical Trial Systems Project: This project utilizes systems thinking and design principles to identify and map the current clinical trial process, identify breakdowns in the process, and develop strategies to address those breakdowns. By taking a broad view of the system, the goal is to identify areas that have not been addressed which will have a major impact on the system as a whole. The project uses the tools on which engineers and architects are trained to visualize the current system, a potential future state and pathways to get there. A critical component of this strategy is that instead of using the traditional hypothesis-testing approach, the current state is modeled and is worked back to identify critical breakdowns, subsequently moving forward to address those breakdowns.</p> <hr/> <p>STAND Social Norming Survey: The Partnership for a Healthy North Royalton, a drug and alcohol prevention group, conducted a Social Norming survey among 9th-12th grade students in North Royalton High School in collaboration with STAND (Students Together Against Negative Decisions). The survey data was recently sent to Cleveland State University, was transcribed into electronic format, and is currently being analyzed for trends and insights.</p> <hr/> <p>A Practical Approach for Remediation Performance Assessment and Optimization at DNAPL Sites for Early Identification and Correction of Problems Considering Uncertainty: The goal of this project, funded by USDOD, is to develop and test a methodology to periodically assess and optimize remediation systems and monitoring of USDOD’s dense non-aqueous phase liquid contaminated sites with remedies in place. Methods will be developed and tested to periodically estimate the value of additional characterization data in terms of life cycle cost savings; to refine model calibration taking into account new data from monitoring; to assess the probability of the current operations to meet cleanup objectives; and to re-optimize system operation and monitoring variables to minimize expected life cycle cost taking into consideration performance and cost uncertainty.</p>

College	Department	Project Description
		<p>Evaluation of Traffic Flow Analysis and Road User Tools Applied to Work Zones: 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>
		<p>Development, Field Testing and Implementation of Improved Bridge Parapet Designs: CSU researchers developed a number of methods to reduce or prevent cracking of bridge parapets under a previous research project. In this follow-on USDOT project, these concepts are being tested in the field, primarily with newly constructed bridges along Interstate 90 east of Cleveland. The field observations and testing will document performance of the improved bridge parapet designs.</p>
		<p>Evaluation of High Performance Pavement and Bridge Deck Wearing Surface Repair Materials: In order to improve repairs of concrete bridge decks and concrete and asphalt pavements, different repair materials are being installed and analyzed along field test sections near Xenia, Ohio. Approximately 100 repair patches with six different repair materials were installed in March and June 2014. The performance of the patching materials will be monitored over two winters to determine which are suitable for adoption by ODOT.</p>
Electrical Engineering and Computer Science		<p>A Spiral Computer Engineering Lab Framework: This project is establishing a “spiral” laboratory framework for a computer engineering curriculum in which the key concepts are revisited at increasing levels of sophistication and interconnection. Instead of treating each course as an isolated topic, the project is developing a sequence of laboratory experiments and projects weaving through the entire curriculum, from freshman engineering to senior capstone design. This approach will help students see the “big picture” of the discipline and enhance their “integration skills” to address complex and realistic problems.</p>
		<p>Usable, Memorable, and Secure Mobile Authentication: As mobile devices such as smartphones are becoming increasingly popular, so has the realization that security is an important requirement for the use of mobile devices in our daily life. Authentication, the first defense mechanism preventing unauthorized access to a mobile device, allows owners of mobile devices to unlock and use their devices. This project investigates approaches for mobile authentication. The approaches are applicable to a wide range of electronic platforms, including smartphones, computers, ATMs, and other high-risk electronic gateways. Consequently, the potential to benefit society with more secure systems should have an enormous impact.</p>
		<p>Characterization of Grander Water System: In this project, field effect enzymatic detection (FEED) is used to characterize the bacterial growth in water treated using Grander Water Revitalization Devices. It has been found that the devices have an instantaneous suppressive effect on the growth of the organism. With low concentration samples, the suppressive effect tends to last beyond the 24-hour period. This observation may imply that the Grander devices are capable of reducing bacteria concentration below the infectious dose of typical pathogenic bacteria (<100 CFU/mL) given a longer operation time.</p>
		<p>US-Egypt Cooperative Research: Ultrasmall Silicon Nanoparticle Technology for Renewable Energy Applications: 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>Acquisition of a 4G/LTE Wireless Communications Test Set: This Major Research Instrumentation grant from NSF is to acquire an E6621A PXT 4G/LTE wireless communication test set. The aim is to enable studies on security and privacy of 4G communications, fast indoor positioning in large-scale, chaotic venues, efficient modulation and coding for 4G mobile communications, characterization of noise in wireless channels with statistical physics approaches, and security of medical communication systems. The system will also enable research on complex topics that require multidisciplinary approaches.</p>
		<p>Computing in Secondary Schools: Computer Science is a subject area that all of our high school graduates need at least some knowledge and familiarity with; yet the quality of Computer Science instruction in the United States high schools is far lower than necessary. The Computing in Secondary Schools program, funded by the NSF, is aimed at providing teacher professional development and online curriculum support to teachers across Ohio to teach the new Computer Science Principles course. The project is also exploring research questions surrounding the delivery of such professional development using online instruction.</p>
		<p>The Game Changer: A New Model for Password Security: The motivation for this EAGER NSF project was the fact that existing systems are either memorable or secure, but not both. The plan is to develop a new model for password security which is secure, memorable, and usable.</p>

College	Department	Project Description
	Mechanical Engineering	<p>Hot Extrusion of Ultraconductive Nanocomposite Copper: 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>Ultraconductive Copper Wire: The Ultraconductive Copper (UCC) research team at Cleveland State University was successful at the development of nanocomposite Copper/Mg/MWCNT lab scale wire segments exhibiting higher electrical conductivity (<i>ultraconductivity</i>) at room temperature than pure metals including silver. The objective of this project funded by the Ohio Board of Regents is to develop a stable platform technology of UCC with a tangible program deliverable of a long length of UCC wire (several inches-foot), which can carry at least 10Amps at a conductivity of at least 40% above that of pure copper. Once refined and fully developed, this revolutionary, cost effective technology will have the disruptive potential to dramatically improve the performance and reduce the energy consumption of virtually all-electrical machines/devices. Much as carbon transformed iron to steel, carbon nanotubes are poised to transform copper and other metals into revolutionary ultraconductive materials.</p> <p>Real-Time Simulation of Arm and Hand Movements: This project is part of a larger research program directed by the Rehabilitation Institute of Chicago. The ultimate goal is to control a robotic arm-hand prosthesis through simulation of a computer model of the intact musculoskeletal system. The model is driven in real time by electromyographical (EMG) recordings from the user's residual muscles, supplemented by statistical models that generate EMG of the amputated muscles. The resulting control system is expected to provide a user interface that produces faster and more natural movements of the prosthetic arm.</p> <p>Experimental and Computational Examination for a Direct Drive Cartridge Valve Used in Industrial Gas Turbine Fuel Control: This project, funded by the Parker Hannifin Corporation, utilizes state-of-the-art multi-dimensional Computational Fluid Dynamics (CFD) codes such as ANSYS Fluent and Simulink. These codes are used to determine the force needed to operate the main cartridge of the proportional valve validated by experimental data under different industrial operating conditions. This will result in a working prototype of a motor driven valve that can be utilized to explore options for improved valve performance.</p> <p>Design, Control and Optimization of Robotic Systems with Energy Regeneration: This National Science Foundation project focuses on research in advanced methods for robot motion control with explicit regard to energy efficiency. The control theories being developed allow for optimal energy redistribution and storage among robotic joints and across robots in a manner compatible with motion control requirements. The technologies resulting from this research can be used in biomedical, industrial, and mobile robots.</p> <p>ASHRAE Level II Commercial Energy Audits: This project has been sub-contracted from the University of Dayton Research Institute under the State of Ohio Development Services Agency for participating in the State Energy Program. It involves conducting and completing eight ASHRAE Level II commercial energy audits using faculty and students from CSU. The program aims at identifying clients, helping buildings become more energy efficient, and training students in energy efficiency.</p>
Liberal Arts and Social Sciences		<p>In AY 2015-2016 CLASS faculty published or sent to the press a total of 13 books and 44 book chapters. Departments represented include Art, Communication, English, History, Music, Philosophy and Comparative Religion, Political Science, and World Languages, Literatures and Cultures. CLASS faculty also published 82 journal articles and gave 121 presentations at conferences and meetings. CLASS faculty from its Arts departments gave 79 creative performances and produced 54 creative works. New and continuing research was funded by 96 grants, some internal and others by the Cyrus Eaton Foundation for a Kennedy Center ACTF Student Coordinator and CAEC Project Support; Nord Family Foundation for CAEC Strengthening the Arts; DC Preservation League for Historic DC Web Platform; Ohio Arts Council; Cuyahoga County for Evaluation of Children Who Witness Violence Program; US Department of Education to Develop a Major in Arabic with an Emphasis on Translation; Teagle Foundation; the Char and Chuck Fowler Family Foundation for Inclusion in the Arts; and the State Library of Ohio for State Library of Ohio Bicentennial.</p>
School of Nursing	Nursing	<p>Geriatric Work Force Enhancement Program: Funding for three years from the Health Resources & Services Administration (HRSA) has established multi-site education initiative aimed at teaching health professions students to work in interprofessional teams. Students from various health care professions including nursing, physical therapy, occupational therapy, social work, speech and hearing, pharmacy, medicine, and spiritual care learn to work together through simulation, case studies, and the use of standardized patients. The program also works with professionals already working in health care to improve interprofessional team work and its application to management of patient health care.</p> <p>Ohio Medicaid Technical Assistance & Policy Program (MedTAPP) Healthcare Access (HCA) Initiative: This continuing program is sponsored by the Ohio Department of Medicaid and administered by The Ohio State University. The CSU School of Nursing, working with project partners (the CSU School of Social Work, Sisters of Charity Foundation, St. Vincent Charity Medical Center, CareSource, Care Alliance, The MetroHealth</p>

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		<p>System, and University Hospitals), trained 15 mentors and 39 mentees from the Schools of Nursing and Social Work (both undergraduate and graduate students) through a mentor training project. The objectives included 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> <hr/> <p>Educating for the Future of Nursing: Building Capacity with Nursing Educators - Nurse Faculty Loan Program (NFLP): Funding from the Health Resources & Services Administration (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. Up to 85% of the loan is cancelled if the borrower completes four years of full-time employment as a faculty member at an accredited school of nursing.</p> <hr/> <p>Healing Hands at Home (3H): Preparing Nurses for Home Care Practice: Funding from The McGregor Foundation allows the CSU School of Nursing, in partnership with University Hospitals, to 1) develop a home care curriculum for nursing students, 2) develop a workforce-ready cadre of registered nurses prepared to practice in the care of geriatric patients in their home, and 3) to expose nursing students to geriatric home care experiences so that, through this experience, they may be more likely to choose home care and geriatrics as an employment option.</p> <hr/> <p>Area Health Education Center (AHEC): Continued funding for the Cleveland Regional Interprofessional (CRI) AHEC at Cleveland State University (CSU) addresses health concerns and well-being of the Northeast (NE) Ohio population through recruiting and advancing of education for students and health professionals by, (1) Provision of academic quality in order to succeed in the health professions (2), Commitment to primary care and preventative care health professions, (3) Commitment to serve the medically under-served who lack access to health care and (4) Provision of a student body and health professionals that represent the diversity and value of northeast Ohio. The purpose of the AHEC proposal was to bring an AHEC to the Cleveland area and surrounding counties.</p> <hr/> <p>MedTAPP Healthcare Access (HCA) Initiative Community Health Worker Program: Year two of funding from the Department of Health and Human Services, through the Ohio Department of Medicaid (ODM), allowed the CSU School of Nursing to develop sustainable curriculum and training programs to recruit, train, and retain quality future healthcare professional to care for the underserved. Called I-Hope (Improved Health Outcomes of Populations through Education), the program is an interdisciplinary initiative designed to empower low-income residents with a high prevalence of chronic disease. Funding is being used to create a sustainable community support network of Community Health Workers which has additional training in chronic disease self-management concepts designed by Stanford University.</p> <hr/> <p>Choose Ohio First (COF) Nursing Scholarship Initiative: Funding from the State of Ohio provided scholarship support and mentoring for ten senior and ten junior nursing students. Criteria was based on financial need and academic merit. Each scholarship recipient is required to provide ten hours of service to the School of Nursing each semester during which a COF award is received.</p>
Sciences and Health Professions	Center for Gene Regulation in Health and Disease (GRHD)	<p>Anton Komar and colleagues recently published a manuscript entitled “Synonymous Codons Direct Cotranslational Folding toward Different Protein Conformations” in the prestigious journal <i>Molecular Cell</i> (Impact factor 14). This manuscript has been recommended in F1000Prime as being of special significance in its field.</p> <hr/> <p>Roman Kondratov and colleagues recently published a manuscript entitled “Deficiency of circadian clock protein BMAL1 in mice results in a low bone mass phenotype” in <i>Bone</i> (Impact factor 3.7). This manuscript has been highlighted in <i>Nature Reviews Rheumatology</i> (Impact factor 35).</p> <hr/> <p>Bibo Li has renewed her NIH R01 grant for the second time. The grant entitled “Mechanisms of RAP1 functions in monoallelic VSG expression in <i>Trypanosoma brucei</i>” has been funded for \$2.2M and focuses on identifying novel therapeutic targets for anti-parasitic drugs.</p> <hr/> <p>Barsanjit Mazumder has renewed his NIH R01 grant for the second time. The grant entitled “Translational silencing in monocytes: role of L13a” has been funded for \$1.45M and focuses on identifying novel therapeutic targets to help resolve the chronic inflammation associated with etiology of heart disease.</p> <hr/> <p>Aaron Severson has been awarded an NIH R15 grant entitled “Specification of meiotic cohesin function by divergent alpha-kleisin subunits”. This funding of \$349,200 will support research to understand the mechanism controlling appropriate chromosome segregation and reveal how defects in this machinery can lead to infertility.</p>

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		<p>Xue-Long Sun published a single-editor book in 2015: “Methods in Molecular Biology 1367: Macro-Glycoligand Methods and Protocols”, Xue-Long Sun, Editor (ISBN 978-1-4939-3130-9, Humana Press/ Springer Science), 2015. In its first year of publication, it had over 2300 downloads.</p>
		<p>Bin Su was awarded The National Institute of Allergy and Infectious Diseases (NIAID), NIH awarded an AREA (R15) grant (second in a row) in the total amount of \$436,500 for his research on discovery and development of novel antiprotozoal drugs. The title of the grant is “Selective tubulin inhibitors with improved cell uptake for kinetoplastid infections.” The research will help create novel drugs for treatment of trypanosomiasis, also known as sleeping sickness, a widespread tropical disease, caused by protozoan parasites belonging to the genus <i>Trypanosoma</i>. This grant involves collaboration with Dr. Bibo Li, BGES.</p>
		<p>Aimin Zhou published a groundbreaking study devoted to the mechanism of maintenance of Ca²⁺ homeostasis in the endoplasmic reticulum (ER) with his colleagues from the Chinese Academy of Sciences in the top journal <i>Cell</i>. The authors uncovered the function of the transmembrane protein (TMC01) and showed that it is responsible for protecting Ca²⁺ stores from Ca²⁺ overload. Mutations in <i>TMC01</i> gene are known to be associated with TMC01-defect syndrome, which is commonly leading to distinctive craniofacial dysmorphism, skeletal anomalies, mental retardation, ataxia, and many other clinical symptoms.</p>
		<p>Anthony Berdis gave a platform presentation at “The Controlling the Cancer Summit 2016” in London, UK (May 17-19th) on “Non-Natural Nucleosides as Therapeutic Agents Against Glioblastoma”. The annual Controlling Cancer Summit is an international academic event attended by clinicians, academics and members of the pharmaceutical industry, representing a wide spectrum of cancer research, development and healthcare professionals.</p>
Mathematics		<p>Leah Gold Stella is coordinating a \$600,000 program (funded by the National Science Foundation and the State of Ohio) entitled <i>University Scholars in STEM and Choose Ohio First Success in Math</i>, which provides scholarships for students majoring in a STEM-related field.</p>
		<p>John Holcomb received \$875,000 in funding from the National Science Foundation to conduct Operation STEM, an initiative to help students who begin mathematics classes at the pre-calculus level complete their mathematics requirements to obtain a STEM degree.</p>
		<p>Carol Phillips-Bey is developing and conducting a professional development program, <i>Building a Better On-Ramp for Advanced High School Mathematics</i>, for mathematics teachers, to help them promote deep learning of mathematical content.</p>
		<p>John Oprea received funding from the Simons Foundation for collaborative research in mathematics (<i>Lie Models, Mapping Theorems, C-Kahler Manifolds and Topological Complexity</i>).</p>
		<p>Daniel Munther is working with colleagues on a NIMBIOS Conference grant to study pre-harvest produce food safety at the interface between mathematical modeling and empirical data.</p>
		<p>Jenna Van Sickle received a \$693,000 grant from the Ohio Department of Higher Education to develop a program (<i>College Credit Plus Teacher Credentialing</i>) to enable high school teachers to teach college-level courses.</p>
		<p>A study published in <i>Health Affairs</i>, co-authored by Linda Quinn (<i>Workers without Paid Sick Leave Less Likely to Take Time Off for Illness or Injury Compared to Those with Paid Sick Leave</i>) is receiving national attention.</p>
		<p>Yuping Wu received a \$175,000 grant from the National Institutes of Health to study factors related to heart failure, and published findings (“Gut Microbial Metabolite TMAO Enhances Platelet Hyperreactivity and Thrombosis Risk”) in the highly regarded journal <i>Cell</i>.</p>
Physics		<p>Ulrich Zurcher - Studies of physiological time series, in particular the studies of noise or fluctuations. General topics in theoretical physics and physics education research.</p>
		<p>Jacqueline Vitali - Crystallographic and EPR studies of copper dynamics in biological systems- Colaneri, M.J., Teat, S. J. and Vitali, J. (2015) Models for Copper Dynamic Behavior in Doped Cadmium DL-Histidine Crystals: Electron Paramagnetic Resonance and Crystallographic Analysis. <i>Journal of Physical Chemistry A</i> 119, 11119-11127.</p>
		<p>Structural and enzymatic studies of pyrimidine biosynthesis - presented and authored abstract: Vitali, J., Singh, A.K. and Colaneri, M.J. (2015) Characterization of Dihydroorotase from <i>Methanococcus jannaschii</i>. Amer. Cryst. Assoc. Annual meeting at Philadelphia, PA. Abstract M28.</p>

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		<p>Thijs Heus is a co-author of “Overlap Statistics of Shallow Boundary Layer Clouds: Comparing Ground-Based Observations with Large-Eddy Simulations,” published recently in the American Geophysical Union journal <i>Geophysical Research Letters</i> and featured as a Research Spotlight on Eos, a leading source for news about the Earth and space sciences.</p> <hr/> <p>Thijs Heus received a US Department of Energy grant for his research in characterizing the turbulent structure of the convective boundary layer using AR-/ASR observation and LES modeling. To perform these computer simulations, a grant worth 100,000 node hours was acquired from the Ohio Supercomputer Center (OSC).</p>
	Chemistry (Except GRHD Faculty)	<p>Valentin Gogonea received three NIH subcontracts from Cleveland Clinic totaling \$203,918/year. His research involves structural and proteomics studies of oxidative modifications of high-density lipoproteins and their contribution to cardiovascular disease.</p> <hr/> <p>David Anderson had two papers published, in the <i>Journal of Analytical and Bioanalytical Technique</i> and the <i>Journal of Steroid Biochemistry and Molecular Biology</i>. Doctoral clinical chemistry students received six awards at the 2015 national meeting of the American Association for Clinical Chemistry, including four research/presentation awards and two \$2000 travel awards.</p> <hr/> <p>David W. Ball continues his collaboration with researchers at the US Air Force Academy, contributing to one paper and one presentation at the ACS National Meeting in San Diego in March 2016. Also, he and an undergraduate student, Lisa Ina, published a paper on new potential high-energy materials in the <i>Journal of Undergraduate Chemistry Research</i>; a second paper with Lisa is currently being reviewed for publication. Dr. Ball and a graduate student, Will Martin, are collaborating with Dr. Michael Kalafatis on the structural changes in mutated thrombin proteins.</p> <hr/> <p>Mekki Bayachou received an R15 grant (\$421,307) from the NIH on the topic of “Nitric Oxide Synthase-based Thin Films as Antithrombotic Coatings.” Nitric oxide (NO) is known to counteract thrombosis. NO-releasing materials have the potential to prolong vascular graft and stent potency without adverse results.</p> <hr/> <p>Yana Sandler published a paper on the pathogenesis of Barth Syndrome in <i>PLoS One</i>. Her collaborators include researchers from Research Triangle International in North Carolina and the Johns Hopkins University Institute of Genetic Medicine.</p> <hr/> <p>Jerry Mundell hosted the 5th Annual Conference on General Chemistry in Mather Mansion in March 2016. Plenary speakers included Dr. John Hutchinson, Dean of Students, Rice University, and Norbert Pienta, director of freshman chemistry at the University of Georgia and editor-in-chief of the <i>Journal of Chemical Education</i>. Funding for the conference is provided by several textbook companies.</p>
	Biological, Geological & Environmental Sciences (BGES) (except GRHD faculty)	<p>Fasong Yuan has received \$120,000 in funding from the National Sea Grant Program for his proposal entitled “Anthropogenic phosphorus storage, bioavailability, and cycling in the Maumee Bay and western Lake Erie.” Dr. Yuan’s research will use seismic, geochemical, and isotopic tools to characterize the distribution of unconsolidated sediments, estimate the degree of phosphorus storage, and evaluate the extent of phosphorus availability and cycling</p> <hr/> <p>Emily Rauschert received a \$5,983 grant from Geauga Park district to study the invasive plant species Lesser Celandine.</p>
	Psychology	<p>Katherine Judge and collaborators published a study of the impact of the care coordination program “Partners in Dementia Care” on Veterans’ Hospital admissions and emergency department visits, in the journal <i>Alzheimer’s & Dementia: Translational Research & Clinical Interventions</i>.</p> <hr/> <p>Katherine Judge is adapting a successful intervention protocol (Project ANSWERS) for veterans who have suffered a stroke or traumatic brain injury (TBI) and their informal family caregivers, with funding from the Veterans Administration Health Services Research and Development Service (\$1.1 M, 2013-2017).</p> <hr/> <p>Conor McLennan and recent Adult Development & Aging program graduate Sara Incera published several studies that used innovative research technology to shed new light on language and attentional processes.</p> <hr/> <p>Conor McLennan received funding from the Association for Psychological Science to create a video series of accessible talks on popular topics, given by prominent researchers in the Psychology of Language.</p> <hr/> <p>Michael Horvath is collaborating with Drs. Joanne Goodell and Bill Kosteas on a Multi-College Interdisciplinary Research Program: STEM Teacher Turnover and Identity. The project seeks to identify factors that lead preservice teachers to enter and continue in the teaching profession.</p>

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		<p>Kathy McNamara collaborated with colleagues in conducting and reporting the results of a comprehensive national assessment of the characteristics, employment circumstances, and professional activities of school psychologists (National Association of School Psychologists).</p>
		<p>Albert F. Smith and colleagues published a study of factors correlated with the accuracy of children's dietary reporting; such factors include cognitive ability, social desirability, body mass index, and socioeconomic status.</p>
		<p>Ilya Yaroslavsky and collaborators at the University of Pittsburgh are studying attention and physiologic inflexibility as mechanisms for emotion regulation deficits, and their role in dysphoria, depressive symptoms, and risk for first-onset clinical depression among youth at high- and low-risk for depressive disorders; funding provided by the National Institute of Health.</p>
		<p>Chieh-Chen Bowen recently published (Sage Publishing) a comprehensive textbook (<i>Straightforward Statistics</i>) offering a clear explanation of statistics and statistical analyses.</p>
		<p>Albert F. Smith continued his study of the cognitive processes involved in perceiving words during reading, with funding from the Undergraduate Student Research Award program.</p>
		<p>Glenn Goodman (PI), Beth Ekelman, Ann Reinthal and Debbie Espy: Safe Patient Handling among STNA's in Nursing Homes: Compliance, Monitoring, and Continuous Quality Improvement of Best Practices. A grant from the Ohio Bureau of Worker's Compensation to develop an innovative real-time monitoring system with haptic feedback to help STNA's to recognize correct and incorrect postures and movements while performing patient handling tasks at bedside. Outcomes will be used to design and implement a pilot safe handling program at the Jennings Center for Older Adults.</p>
		<p>Tony Sahley published Basic Fundamentals in Hearing Science. An approachable and straightforward textbook written primarily for undergraduate students preparing for graduate programs in speech therapy. Hearing science and speech therapy are multidisciplinary subjects rooted in physics, engineering, anatomy, physiology, cell biology and psychology.</p>
		<p>Project AWARE (Advancing Wellness and Resilience in Education). Ohio Department of Education (ODE) 5 year grant from SAMHSA (Substance Abuse and Mental Health Services Administration) for \$1,924,316. Sue Bazyk is one of 6 regional affiliates and certified YMHFA (Youth Mental Health First Aid) instructors.</p>
School of Health Sciences		<p>Susan Bazyk is PI for Mental health promotion, prevention and intervention in schools. <i>Every Moment Counts</i> is a mental health promotion initiative funded by the Ohio Department of Education, Office of Exceptional Children (\$720,000). Building capacity of school personnel to meet mental health needs of students.</p>
		<p>Mary Milidonis and Jane Keehan - Physical Therapy for Medically Underserved Adults, Faculty Scholarship Initiative, Cleveland State University.</p>
		<p>Don Allensworth-Davies - (5/1/2015 – 6/30/2016) Examining Midwestern Rural and Urban Healthcare Provider Stigma Towards HIV Care, CEOMPH Intra-Partner Research Program, Co-PI, for \$10,000.</p>
		<p>Peer Reviewed Publications: Smith PC, Cheng DM, Allensworth-Davies D, Winter MR, Saitz R. Use of a single alcohol screening question to identify other drug use. <i>Drug Alcohol Depend.</i> 2014; 139:178-80.</p>
		<p>Mary Milidonis, Violet Cox, Robin Chilton, Suzanne Giuffre - Tai Chi Light and Music Impact on Self Efficacy, Balance and Pain in Older Adults. Engaged Learning Grant, Cleveland State University</p>
		<p>Madalynn Wendland - Advancing Locomotion in Young Children with Downs Syndrome. A clinical research program funded by an NIH R21 grant (via University of Delaware) to provide infants with Down syndrome with the training and technology to independently explore their world to the same degree as their typically developing peers.</p>
		<p>Maureen Whitford and Glenn Goodman - Thrive Where You Are: A Collaborative Senior/Student Video Project to Promote Home Exercise and Activities in the Elderly. A collaborative study with the City of Cleveland Department of Aging focused on development of a series of activity and exercise videos for homebound seniors by an interdisciplinary intergenerational team; funded by a Community Based Participatory Research Grant from the CSU Civic Engagement Office.</p>
		<p>Maureen Whitford - Effects of Short-Term High Dose Accelerometer-Based Feedback on Paretic Upper Extremity Use in Subjects Post-Stroke. An in-home study exploring the effect of accelerometer-based feedback on weaker arm use in people post-stroke; funded by a Research Grant from the Ohio Physical Therapy Association.</p>

College	Department	Project Description
		<p>Karen Keptner – Keptner, K., Harris, A., Mellyn, J., Neff, N., Rassie, N., & Thompson, K. Occupational therapy services to promote occupational performance, performance satisfaction, and quality of life in university freshmen: A pilot study. <i>Occupational Therapy in Mental Health</i>, 32(2), 185-202. doi:10.1080/0164212X.2015.1135094.</p> <p>Colleen Walsh - Darcy, F. A., Vaudrin, N., Schneider, C., Trapl, E., Ohri-Vachaspati, P., Taggart, M., Cascio, M.A., Walsh, C., Flocke, S. (2016). Systematic Review of Factors Influencing Farmers' Market Use Overall and among Low-Income Populations. <i>Journal of the Academy of Nutrition and Dietetics</i>.</p> <p>Walsh, C., Taggart, M., Freedman, D. A., Trapl, E. S., & Borawski, E. A. (2015). The Cleveland-Cuyahoga County Food Policy Coalition: "We Have Evolved" <i>Preventing Chronic Disease</i>, 12(14053). Additions 2016.</p>
Maxine Goodman Levin College of Urban Affairs	Center for Leadership Development	<p>Ladders to Success Federal Transit Authority Grant. The Federal Transit Authority in partnership with the Greater Cleveland Regional Transit Authority (GCRTA) awarded a grant to the Levin College of Urban Affairs, Center for Leadership Development, to conduct professional development training for 60 employees. The two-year grant supports two cohorts of 30 employees each to attend 15 full-day sessions. The purpose of the grant is to improve the supervisory and managerial skills of GCRTA employees thereby increasing their chances for promotion into leadership positions and creating a career path for the management staff. Lisa Thomas, PhD is the principal investigator.</p> <p>Lean Ohio Boot Camp, Ohio Department of Administrative Services. The Ohio Department of Administrative Services awarded a grant to the Levin College of Urban Affairs, Center for Leadership Development to provide Lean/Six Sigma training to local municipal government employees. More than 100 employees representing over 20 public agencies attended the 40-hour training program. Lean Ohio Boot Camp teaches the principles of Lean and Six Sigma, originally intended for manufacturing industries, but now applied to public sector organizations. Lisa Thomas, PhD is the principal investigator.</p> <p>Newly Elected Officials Training, State Auditor's Office. The Auditor of the State provided a grant to the Center for Leadership Development to conduct a two-day training program for newly-elected city council members. The training included public records law, ethics, public finance and the role and responsibilities of the legislature. Over 50 recently elected public officials from three northeast Ohio counties attended the training program. Lisa Thomas, PhD is the principal investigator.</p>
	Center for Emergency Preparedness	<p>The Center for Emergency Preparedness annually receives funding from the Public Utilities Commission of Ohio (PUCO) to deliver hazmat classes at no charge to first responders in Ohio. The Center for Emergency Preparedness provides quality hazardous material, homeland security and business continuity training, taught by professionals utilizing industry standards and best practices.</p>
	Center for Economic Development	<p>City of Green: Fiscal and Economic Impact Analysis of Proposed Nexus Natural Gas Pipeline on the City of Green, Ohio. The Center investigated the likely impact of building a segment of the Nexus pipeline through properties in the City of Green. The study found that placement of the pipeline would lead to substantial losses in property taxes and income tax for the City of Green.</p> <p>NASA Glenn Research Center: The NASA Glenn Research Center: An Economic Impact Study Fiscal Year 2015. This study uses an input-output (I-O) model to estimate the effect of NASA Glenn's FY 2015 spending on the economies of Northeast Ohio and Ohio. This model assesses economic impact in terms of five measures: output (sales), value added (output less intermediary goods), number of new and existing jobs, labor income, and tax revenues.</p> <p>Ohio Manufacturing Institute, OSU: Best Practices of Creating Innovation Exchange Web Portals Across the States. The challenges to promoting innovative economic development practices using university-based web portals were studied. The study analyzed existing web portals in various states, addressed the role economic development agencies play in enhancing the successful utilization of a web portal.</p> <p>JobsOhio: Economic Impact of Potential Expansions and Relocations. The Center partnered with JobsOhio, a private, non-profit economic development organization to assess the potential economic impact of companies looking to expand or relocate in Ohio. Potential economic impact was measured through new construction as well as operations of existing facilities (ranging from IT companies to manufacturing operations). The Center also assisted JobsOhio in preparing data for use in their annual report.</p> <p>Economic Development Administration (EDA): University Center. As an EDA University Center, the Center focuses on providing technical assistance to local and state public and non-profit agencies, assisting in the advancement of innovation and high-tech clusters, strengthening the competitiveness of advanced manufacturers, advancing entrepreneurship and early-stage investments, promoting regional collaboration, supporting workforce development and strengthening the connection of distressed communities to economic drivers within the Northeast Ohio region.</p>

College	Department	Project Description
		<p>Kauffman Foundation/JumpStart: Measuring Entrepreneurial Ecosystems. This project is a partnership between the Center and JumpStart Solutions funded by the Kauffman Foundation. JumpStart and CSU are assessing the entrepreneurial ecosystem framework offered by the Kauffman Foundation's Stangler and Bell-Masterson (2015). In this mixed methods study, CSU is performing a statistical analysis to assess how different groups of high-growth firms are associated with economic growth. Jumpstart is interviewing entrepreneurs to validate the framework and assess entrepreneurial connectivity in the region.</p> <p>JumpStart: Economic Impact 2015. This report measures the economic impact of early-stage companies that have been supported by JumpStart Inc. and its partners in the Northeast Ohio Entrepreneurial Signature Program in 2015. Companies included in this report have received significant technical assistance and often direct investment funding from entrepreneurial support organizations in the Entrepreneurial Signature Program.</p> <p>Ohio Development Service Agency: Ohio Historic Preservation Tax Credit (OHPTC) Economic Impact Study. The study includes a number of analyses assessing different aspects of the OHPTC program. The descriptive analyses illustrate characteristics of the projects funded by the OHPTC program, address employment and population changes that occurred in areas surrounding the properties completed before 2015, and investigates property valuations and taxes collected from the properties before and after renovation. The economic impact analysis assesses the realized and expected economic impacts of these projects through employment, payroll, output, and value added data. The financial cost-benefit analysis evaluates the return on investment from the projects at the local and state level and addresses prospective analysis until 2030. In addition, the case studies provide a qualitative analysis of the impacts of OHPTC-funded projects on their communities.</p> <p>Ohio Aerospace Institute: Economic Impact of Ohio Aerospace Institute, FY 1998-2015. This report assesses the contributions of the Ohio Aerospace Institute (OAI) to the economy of the State of Ohio during the specific period of its 1998-2015 Fiscal Years. The impacts of OAI's four main operating functions were assessed, including OAI operating expenses, OAI employee compensation, support to industry research and development and support for students and universities.</p> <p>Forward Cities: The Forward Cities Cleveland Experience: Overview and Analysis. The City of Cleveland is part of Forward Cities, a four-city initiative focused on inclusive innovation and entrepreneurship. Forward Cities is a national learning collaborative, and its two-year pilot project includes the cities of Cleveland, Detroit, Durham, and New Orleans. Forward Cities gives participating cities an opportunity to: 1) explore issues of inclusive innovation (so that the city/region's current entrepreneurial boom does not leave the most vulnerable behind); 2) identify the most effective ways for supporting and developing leaders, entrepreneurs and businesses in low income neighborhoods; and, 3) discuss strategies to build innovative leadership and an entrepreneurial workforce, especially in traditionally disconnected communities.</p> <p>Cleveland Development Advisors: Analysis of the New Market Tax Credits. The Center prepared several reports for the Cleveland Development Advisors detailing four areas of study: economic impact of New Markets Tax Credit (NMTC) projects, demographics of census tracts of NMTC projects, and payroll and employment data for regions around projects.</p> <p>Cleveland Foundation: Evaluation of the Greater University Circle Community Wealth Building Initiative. The primary focus of the evaluation of this Initiative of the Greater University Circle Leadership Committee was to assess progress toward four goals: buy local, hire local, live local, and community engagement. The Center's study assessed the overall governance, identified strengths and challenges, and measured the progress of specific strategies and programs implemented under each goal. Kathryn Hexter was the principal investigator.</p>
	Center for Community Planning and Development	<p>The Center for Community Planning and Development worked with The Cleveland Foundation to create the Cleveland Foundation Public Service Fellowship program for recent College graduates. This year-long fellowship offers emerging young leaders from across the country the skills and experience they will need to launch careers in the public sector. Nine Fellows will be in residence yearlong in paid Fellowship placements in September 2016 with six public sector organizations in Greater Cleveland. The College is also developing a professional development training program for the fellows. Kathryn Hexter is the principal investigator.</p> <p>Economic Inclusion of Greater University Circle Initiative: This grant has supported the Economic Inclusion Program of Greater University Circle, which works closely with the Cleveland Foundation and community partners to increase jobs, income and ownership opportunities for the residents of the Greater University Circle neighborhoods of Hough, Glenville, Fairfax, Central, Buckeye-Shaker, Little Italy and East Cleveland. In the past two years, numerous residents have been connected to jobs, entrepreneurship opportunities, training, and to one another, leveraging the economic might of the Cleveland Clinic, University Hospitals, and Case Western Reserve University to improve neighborhoods. As the data and evaluation partner, CSU has</p>

College	Department	Project Description
		<p>tracked metrics and published a summary of the work in collaboration with the Democracy Collaborative (see <i>Cleveland's Greater University Circle Initiative: An Anchor Based Strategy for Change</i>; Wright, Hexter and Downer, 2016). Kathryn Hexter is the principal investigator.</p>
	Center for Nonprofit Policy & Practice	<p>The Center has led a set of projects funded by the Nonprofit Academic Centers Council, including board leadership and development and service as host institution for national member organizations of Universities. Projects in 2016 include program development involving accreditation processes for nonprofit academic program pedagogy, and building the field as an autonomous body of research, education and service.</p>
	Urban Studies	<p>Professor Alan Weinstein published the article “Sign Regulation After Reed: Suggestions for Coping with Legal Uncertainty,” in <i>47 Urb. Law. 569</i> (2015) with co-author Brian J. Connolly. The article explores the Supreme Court’s 2014 <i>Reed</i> decision and its implications for local government sign regulation. Professor Weinstein also extended his work on the <i>Reed</i> case to summarize the significance of the case for local government practice with an article co-authored with Ms. Wendy Moeller, professional planner, entitled “Practice: Temporary Signs” in the professional journal <i>Zoning Practice</i> (February 2016) of the American Planning Association. The article discusses the best practices communities can use to regulate temporary signs in a post-<i>Reed</i> legal environment.</p>
		<p>Dr. Rosie Tighe and Dr. Joanna Ganning published “Do Shrinking Cities Allow Redevelopment without Displacement? An Analysis of Affordability Based on Housing and Transportation Costs for Redeveloping, Declining, and Stable Neighborhoods” in a special issue of <i>Housing Policy Debate</i>. Based on the research done for that paper, the authors applied for and received a grant from the National Institute for Transportation and Communities to continue their work on housing and transportation. The current research will determine how accurate existing transportation and affordable housing estimates are for “shrinking cities,” using Cleveland as a case.</p>
		<p>Dr. Robert Simons received funding from the Commercial Real Estate Services to complete a study to develop scoring methodologies to assess green buildings. Phase one of the study was funded by the same organization the previous year.</p>
		<p>Associate Dean Wendy Kellogg received funding from the George Gund Foundation to support conceptual design and organization of a conference on Water Resilient Cities, held at the Levin College in April 2016. The conference focused on adaptation of urban water systems to climate change and was attended by 150 water-sector professionals and university researchers from across the Great Lakes basin.</p>
		<p>Dr. Tatyana Guzman has published online “Does Local Government Coproduction Lead to Budget Adjustments? An Investigation of Boston, MA and San Francisco, CA” in the <i>American Review of Public Administration</i>. With co-author Ben Clark, the article demonstrates that information generated through 3-1-1 call centers has little to no effect for budget allocations in two cities, Boston and San Francisco. There is no resource benefit for the departments that use 3-1-1 systems compared to those who do not use 3-1-1.</p>
		<p>Dr. Guzman also published “Economic Crises, Economic Structure, and State Credit Quality Through-the-Cycle” in <i>Public Budgeting and Finance</i> that found that state credit ratings from Standard & Poor’s and Moody’s are stable through-the-cycle, i.e. robust to ups and downs in national or state-specific business cycles. Economic concentration is inversely associated with state credit quality and remains significant for the period of an average business cycle.</p>
		<p>Dr. Guzman also conducted a study on “Ohio Historic Preservation Tax Credit Economic Impact Study” (published by the Levin College) in Urban Publications. Paper 1334. The study was funded by the Development Service Agency of Ohio and found that Ohio Historic Preservation Tax Credit (OHPTC) has had a high economic/development impact in Ohio and has encouraged hundreds of rehabilitation projects of historic buildings in the state. The credit has not, however, generated positive net benefits for the government sector yet. Net positive returns are expected by the year 2023. Co-authors from the Urban Center include: Dr. Iryna Lendel, Candi Clouse, Ellen Cyran, Merissa Piazza, Dr. Stephanie Ryberg-Webster, Charlie Post, and Kenneth Kalynchuk.</p>
		<p>Dr. Megan Hatch published “Statutory Protection For Renters: Classification of State Landlord-Tenant Policy Approaches” in <i>Housing Policy Debate</i> (online first at http://www.tandfonline.com/doi/abs/10.1080/10511482.2016.1155073). This research finds that there is significant variation among state landlord-tenant statutory policies, with states’ laws generally reflecting one of three philosophies: protectionist (states that adopt pro-renter legislation), pro-business (states that adopt pro-landlord legislation), and contradictory (states that adopt both pro-renter and pro-landlord legislation). These results are important for future studies on rental housing because treating all state rental environments the same masks important differences in rental experiences. Furthermore, understanding where renters have more or less legal protection allows policymakers and advocates to focus their efforts on areas where assistance is most needed.</p>

College	Department	Project Description
		<p>Joseph Mead, JD, published a series of articles this past year. The “First Amendment Protection of Charitable Speech” in the <i>Ohio State Law Journal</i> furthermore developed the argument for giving Constitutional protection to speech requesting donations. The argument has since been used to change laws in Akron and Youngstown. Mead also published, with M. Pollack, an article on “Courts, Constituencies, and Nonprofit Corporations: Judicial Enforcement of Fiduciary Duties in the Nonprofit Sector” in the <i>University of Pittsburgh Law Review</i>; an article on “Law and the Volunteer: The Uncertain Employment and Tort Law Implications of the Altruistic Worker” in <i>Nonprofit Policy Forum</i>; and with N. Fromherz, the article “Choosing a Court to Review the Executive” in the <i>Administrative Law Review</i>.</p>
		<p>Dr. William Bowen and co-author Dr. Michael Schwartz published a book chapter entitled “Higher Education, Governance, and Academic Freedom” in <i>(Re) Discovering University Autonomy: The Global Market Paradox of Stakeholder and Educational Values in Higher Education</i>, published by Palgrave McMillan.</p>
		<p>Dr. Nancy Meyer-Emerick’s book <i>Using Social Marketing for Public Emergency Preparedness: Social Change for Resilient Communities</i> was published by Routledge. This book applies the process of social marketing, which has been used widely in public health and other disciplines, to the lack of public preparedness in the U.S. Written for emergency managers in government and nonprofit agencies, students, and volunteers, the book provides enough background and resources to enable the user to carry out an effective emergency preparedness campaign in their community and maintain it over time.</p>
		<p>Dr. Brian Mikelbank published with co-authors Kathy Hexter, Dr. Ben Clark, Charlie Post and Dr. Edward Hill, a book chapter “Revitalizing Distressed Older Suburbs,” in <i>The New American Suburb: Poverty, Race and the Economic Crisis</i>, Routledge. Dr. Mikelbank also received several grants for research on housing.</p>
		<p>Dr. Stephanie Ryberg-Webster published three papers: “Beyond Rust and Rockefeller: Preserving Cleveland’s African American Heritage” in <i>Preservation Education & Research</i>; “The Landscape of Urban Preservation: A Spatial Analysis of Federal Rehabilitation Tax Credits in Richmond, Virginia” in the <i>Journal of Urban Affairs, on-line first</i>; and “Urban Policy in Disguise: A History of Federal Tax Incentives for Historic Preservation” in the <i>Journal of Planning History, on-line first</i>.</p>
		<p>Dr. Nick Zingale published with co-author Dr. Justin Piccorelli, “From Grout to Grip: Intentionality and the Freedom to Gain a Feel for the Work” in the journal <i>Administration and Society</i>.</p>

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

Table 4.12: Cleveland State University Research Centers and Institutes

Name	Established	Website
Bioethics Center	2002	http://www.csuohio.edu/class/bioethics/
Center for Advanced Control Technologies (CACT)	1995	http://cact.csuohio.edu/
Center for Advancements in Renewable Energy (CARE)	2010	http://www.csuohio.edu/engineering/care/home.html
Center for Arts and Innovation	2005	http://www.csuohio.edu/class/cai/
Center for Community Planning and Development	2009	http://www.urban.csuohio.edu/community_planning/
Center for Economic Development	1986	http://www.urban.csuohio.edu/economicdevelopment/
Center for Emergency Preparedness	1984	http://urban.csuohio.edu/cep/
Center for Gene Regulation in Health and Disease	2008	http://www.csuohio.edu/sciences/grhd.html
Center for Healing Across Cultures	2005	http://www.csuohio.edu/sciences/dept/chac/
Center for Health Law and Policy	2009	http://www.law.csuohio.edu/academics/chlp
Center for Innovation and Entrepreneurship	2008	http://www.csuohio.edu/business/business-centers/center-for-innovation-and-entrepreneurship
Center for Leadership Development	1993	http://www.urban.csuohio.edu/leadership/
Center for Nonprofit Policy and Practice	1970	http://www.urban.csuohio.edu/nonprofit/
Center for Population Dynamics	2014	http://urban.csuohio.edu/cpd/
Center for Public History and Digital Humanities	2008	http://csudigitalhumanities.org
Center for Public Management	1982	http://www.urban.csuohio.edu/publicmanagement/
Center for Research in Electronics and Aerospace Technology (CREATE)	2003	http://www.csuohio.edu/engineering/create/
Center for Rotating Machinery Dynamics and Control (RoMaDyC)	2006	http://academic.csuohio.edu/romadyc/
Center for Urban Education (CUE)	2010	http://www.csuohio.edu/cehs/centers/cue.html
Communication Research Center	1976	http://csuw3.csuohio.edu/class/com/CRChome.html
Criminology Research Center	2008	http://www.csuohio.edu/class/criminologyresearch/
Fenn Research and Development Institute (FRDI)	2009	http://www.csuohio.edu/engineering/frdi/home.html
Global Business Center	2002	http://www.csuohio.edu/business/global/
Great Lakes Environmental Finance Center	1995	http://www.urban.csuohio.edu/glefc/
Housing Research and Policy Program	1982	http://urban.csuohio.edu/housing/
Northern Ohio Data and Information Service (NODIS)	1982	http://www.urban.csuohio.edu/nodis/
Paul J. Everson Center for the Study of Real Estate Brokerage/Agency and Markets	1992	http://www.csuohio.edu/business/realestate/
Poetry Center	1962	http://www.csuohio.edu/poetrycenter/
The Ohio Center for the Advancement of Women in Public Service	2001	http://www.urban.csuohio.edu/womenscenter/
The Sustainable Business Center	2005	http://www.csuohio.edu/business/sustainability
The Urban Center	1979	http://www.urban.csuohio.edu/urban_center/
University Transportation Center	2004	http://www.csuohio.edu/engineering/utc/
Wright Center for Sensor System Engineering (WCSSE)	2007	http://www.csuohio.edu/research/wcsse/

Notes: N/A Data unavailable; Source: <http://www.csuohio.edu/research/centers.html>

Table 4.13: Past Recipients of Distinguished Faculty Awards by Award Type 1995-2015

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

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Table 4.13: Past Recipients of Distinguished Faculty Awards by Award Type 1995-2015

Year	Teaching			Service			Research		
	Name	Department	Name	Department	Name	Department	Name	Department	
2012	Kathryn C. MacCluskie	CASAL	Ronald J. Abate John J. Jeziorowski	Teacher Education Health Sciences	Xue-Long Sun Christopher a. Maller	Chemistry Social Work			
2013	Peter S. Dunham Catherine H. Monaghan	Anthropology CASAL	Ashutosh Dixit Kenneth E. Sparks	Marketing Health, Physical Education, Recreation, and Dance	Siu-Tung Yau Justin Clement Perry	Electrical & Computer Engineering CASAL			
2014	Mekki Bayachou Jill E. Rudd	Chemistry Communication	Joanne Elizabeth Goodell Michael J. Geither	Teacher Education English	Amin Zhou Samantha Baskind	Chemistry Art			
2015	Holly A. Holsinger Brian E. Harper	Theater and Dance Curriculum and Foundations	Jorge E. Gatica	Chemical and Biomedical Engineering	Daniel Simon Christopher L. Sagers	Electrical and Computer Engineering Law			
2016	Michael Borden Pong Chu	Law Electrical and Computer Engineering	Cheryl Bracken Joan Thoman	Communication Nursing	Anton Komar Katherine Judge	Biology, Geology & Environmental Science Psychology			

Source: CSU Provost's Office



Retention & Graduation



SECTION 5

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 2010-2014 / Returned Fall 2011-2015**

	Fall 2010 Cohort			Fall 2011 Cohort			Fall 2012 Cohort			Fall 2013 Cohort			Fall 2014 Cohort		
	Newly Enrolled	Return	Ret. Rate	Newly Enrolled	Return	Ret. Rate	Newly Enrolled	Return	Ret. Rate	Newly Enrolled	Return	Ret. Rate	Newly Enrolled	Return	Ret. Rate
White	704	500	71%	861	604	70%	973	697	72%	1,114	809	73%	1,018	752	74%
F	353	240	68%	465	315	68%	520	369	71%	613	434	71%	535	391	73%
M	351	260	74%	396	289	73%	453	328	72%	501	375	75%	483	361	75%
Black/African American	224	100	45%	266	123	46%	291	152	52%	301	174	58%	243	143	59%
F	151	66	44%	171	81	47%	199	104	52%	213	117	55%	149	87	58%
M	73	34	47%	95	42	44%	92	48	52%	88	57	65%	94	56	60%
Hispanic/Latino	75	44	59%	62	35	56%	91	55	60%	106	70	66%	95	57	60%
F	42	27	64%	34	20	59%	41	23	56%	59	40	68%	56	32	57%
M	33	17	52%	28	15	54%	50	32	64%	47	30	64%	39	25	64%
Asian	26	18	69%	28	20	71%	49	40	82%	48	42	88%	47	39	83%
F	15	10	67%	12	9	75%	22	17	77%	22	20	91%	21	18	86%
M	11	8	73%	16	11	69%	27	23	85%	26	22	85%	26	21	81%
American Indian/Alaska Native	4	3	75%	1	1	100%	5	2	40%	5	2	40%	2	2	100%
F	2	2	100%	0	0	0%	3	2	67%	3	1	33%	1	1	100%
M	2	1	50%	1	1	100%	2	0	0%	2	1	50%	1	1	100%
Native Hawaiian or Other Pacific Island	1	-	0%	-	-	-	2	2	100%	2	1	50%	2	1	50%
F	-	-	-	-	-	-	2	2	100%	2	1	50%	1	-	0%
M	1	-	0%	-	-	-	-	-	-	-	-	-	1	1	100%
Non Resident Alien	31	27	87%	23	22	96%	33	25	76%	62	57	92%	61	49	80%
F	8	7	88%	8	8	100%	8	7	88%	6	5	83%	15	12	80%
M	23	20	87%	15	14	93%	25	18	72%	56	52	93%	46	37	80%
Two or more races	15	11	73%	64	39	61%	65	39	60%	70	36	51%	73	46	63%
F	9	6	67%	38	21	55%	50	29	58%	43	21	49%	44	25	57%
M	6	5	83%	26	18	69%	15	10	67%	27	15	56%	29	21	72%
Unknown	68	54	79%	23	16	70%	22	17	77%	21	14	67%	21	15	71%
F	35	28	80%	14	9	64%	8	5	63%	10	6	60%	9	6	67%
M	33	26	79%	9	7	78%	14	12	86%	11	8	73%	12	9	75%
Total Female & Male	1,148	757	66%	1,328	860	65%	1,531	1,029	67%	1,729	1,205	70%	1,562	1,104	71%
F	615	386	63%	742	463	62%	853	558	65%	971	645	66%	831	572	69%
M	533	371	70%	586	397	68%	678	471	69%	758	560	74%	731	532	73%

**Table 5.2: Fall to Fall Retention Rates for IPEDS Cohort (New Degree-Seeking, Full-Time) by College
Enrolled Fall 2010-2014 / Returned Fall 2011-2015**

	Fall 2010 Cohort				Fall 2011 Cohort				Fall 2012 Cohort				Fall 2013 Cohort				Fall 2014 Cohort				
	Fall 10		Fall 11		Fall 11		Fall 12		Fall 12		Fall 13		Fall 13		Fall 14		Fall 14		Fall 15		
	Enrolled	Return	Ret. Rate	Enrolled	Return	Ret. Rate	Enrolled	Return	Ret. Rate	Enrolled	Return	Ret. Rate	Enrolled	Return	Ret. Rate	Enrolled	Return	Ret. Rate	Enrolled	Return	Ret. Rate
Business	132	87	66%	139	79	57%	185	118	64%	239	173	72%	227	170	75%	227	170	75%	227	170	75%
CLASS	344	221	64%	465	287	62%	448	289	65%	517	355	69%	431	306	71%	431	306	71%	431	306	71%
Education	85	50	59%	89	51	57%	69	43	62%	97	57	59%	55	38	69%	55	38	69%	55	38	69%
Engineering	137	101	74%	148	119	80%	203	162	80%	215	179	83%	223	170	76%	223	170	76%	223	170	76%
Nursing	118	75	64%	82	57	70%	116	80	69%	135	92	68%	121	79	65%	121	79	65%	121	79	65%
Science	282	193	68%	316	223	71%	393	283	72%	416	288	69%	357	256	72%	357	256	72%	357	256	72%
Urban Affairs	9	8	89%	13	9	69%	9	7	78%	8	5	63%	12	10	83%	12	10	83%	12	10	83%
Undergraduate Studies	41	22	54%	76	35	46%	108	47	44%	102	56	55%	136	75	55%	136	75	55%	136	75	55%
TOTAL	1,148	757	66%	1,328	860	65%	1,531	1,029	67%	1,729	1,205	70%	1,562	1,104	71%	1,562	1,104	71%	1,562	1,104	71%

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

	Fall							
	Fall 2008 Cohort	2009	2010	2011	2012	2013	2014	2015
Attended	1,007	665	529	453	240	89	36	21
Graduated	-	-	4	27	226	351	402	419
% Graduated of Cohort	0%	0%	0%	3%	22%	35%	40%	42%
% Retained	100%	66%	53%	46%	31%	14%	6%	4%

Figure 5.3: Fall 2008 IPEDS Cohort Attended, Graduated and Retained

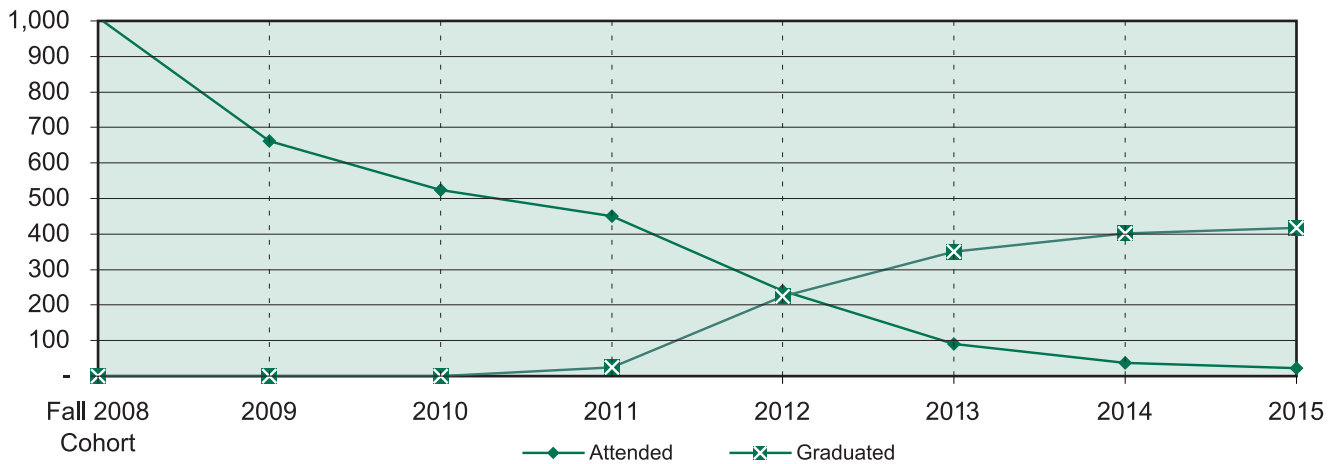
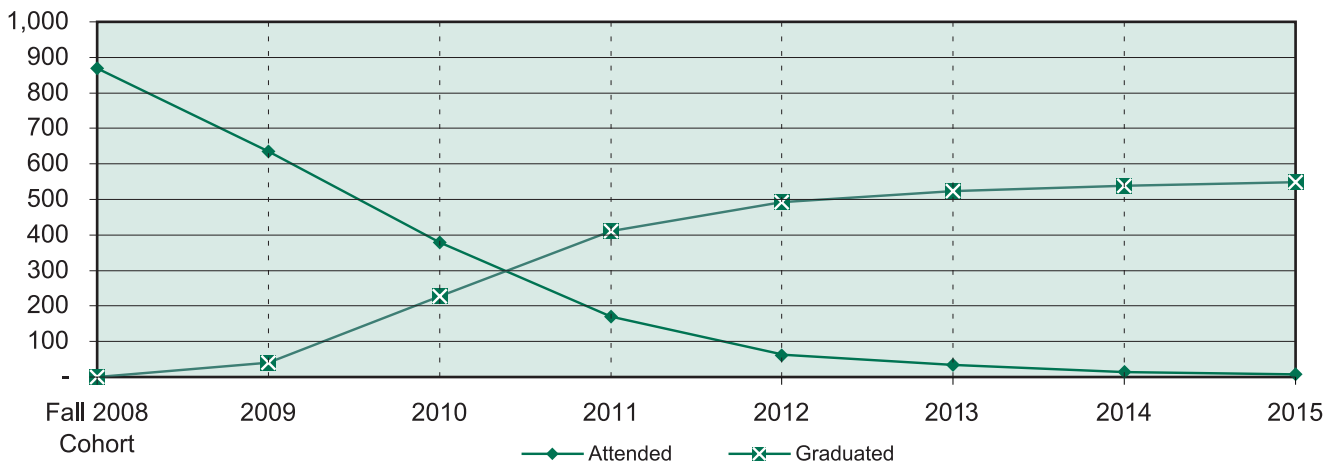


Table 5.4: Attended, Graduated and Retained Fall to Fall Student Tracking (Transfer Cohort*)

	Fall							
	Fall 2008 Cohort	2009	2010	2011	2012	2013	2014	2015
Attended	872	635	382	170	63	35	14	8
Graduated	-	43	227	410	492	523	538	548
% Graduated of Cohort	0%	5%	26%	47%	56%	60%	62%	63%
% Retained	100%	77%	59%	37%	17%	10%	4%	2%

Figure 5.4: Fall 2008 Full-Time Transfer Cohort Attended & Graduated*



Notes: Cohorts are First-Time, Full-Time, Degree-Seeking Freshmen or Transfers students as of Fall Semester 2008 enrollment file. "Attended" or "Graduated" status is determined from the IR enrollment and graduation tables for each term listed. These charts measure the number of students who have graduated by the end of a given fall semester. Official IPEDS graduation rates are based on the number of students who graduate by the end of each summer semester. See table 5.5a for official 6 year grad rates.

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
Fall 2005	955								
Graduated		0	0	6	108	222	286	308	315
% Graduated		0%	0%	1%	11%	23%	30%	32%	33%
Fall 2006	947								
Graduated		0	0	6	107	259	318	350	363
% Graduated		0%	0%	1%	11%	27%	34%	37%	38%
Fall 2007	1,132								
Graduated		0	1	15	121	276	361	385	401
% Graduated		0%	0%	1%	11%	24%	32%	34%	35%
Fall 2008	1,007								
Graduated		0	2	14	150	324	395	415	
% Graduated		0%	0%	1%	15%	32%	39%	41%	
Fall 2009	1,127								
Graduated		0	2	10	181	361	437		
% Graduated		0%	0%	1%	16%	32%	39%		
Fall 2010	1,148								
Graduated		0	5	25	237	416			
% Graduated		0%	0%	2%	21%	36%			
Fall 2011	1,328								
Graduated		0	3	25	292				
% Graduated		0%	0%	2%	22%				
Fall 2012	1,531								
Graduated		0	3	48					
% Graduated		0%	0%	3%					
Fall 2013	1,729								
Graduated		0	4						
% Graduated		0%	0%						
Fall 2014	1,562								
Graduated		0							
% Graduated		0%							

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 2007	1,132	962 85%	647 57%	595 53%	510 45%	482 43%	435 38%	352 31%	261 23%	176 16%	107 9%	74 7%	50 4%	34 3%	23 2%	14 1%	
		% Still Enrolled															
		Graduated		1 0%	2 0%	11 1%	23 2%	94 8%	182 16%	255 23%	324 29%	349 31%	372 33%	384 34%	393 35%	399 35%	
		Stopped Out		536 47%	620 55%	639 56%	674 60%	686 61%	689 61%	701 62%	701 62%	709 63%	710 63%	714 63%	716 63%	719 64%	
Fall 2008	1,007	884 88%	665 66%	606 60%	529 53%	482 48%	453 45%	349 35%	240 24%	141 14%	89 9%	59 6%	36 4%	28 3%			
		% Still Enrolled															
		Graduated		1 0%	4 0%	13 1%	27 3%	128 13%	226 22%	313 31%	351 35%	386 38%	402 40%	411 41%			
		Stopped Out		400 40%	474 47%	512 51%	527 52%	530 53%	541 54%	553 55%	567 56%	562 56%	569 57%	568 56%			
Fall 2009	1,127	969 86%	718 64%	630 56%	559 50%	524 46%	504 45%	355 31%	260 23%	147 13%	96 9%	62 6%					
		% Still Enrolled															
		Graduated		1 0%	3 0%	9 1%	22 2%	158 14%	249 22%	345 31%	401 36%	429 38%					
		Stopped Out		496 44%	565 50%	594 53%	601 53%	614 54%	618 55%	635 56%	630 56%	636 56%					
Fall 2010	1,148	991 86%	757 66%	681 59%	619 54%	582 51%	525 46%	347 30%	224 20%	124 11%							
		% Still Enrolled															
		Graduated		4 0%	7 1%	20 2%	41 4%	200 17%	311 27%	406 35%							
		Stopped Out		391 34%	463 40%	522 48%	582 51%	601 52%	614 53%	619 54%							
Fall 2011	1,328	1157 87%	860 65%	810 61%	722 54%	681 51%	632 48%	405 30%	268 22%	111 11%							
		% Still Enrolled															
		Graduated		1 0%	2 0%	6 2%	49 4%	268 20%	499 37%	619 48%							
		Stopped Out		467 35%	516 39%	600 45%	647 48%	655 49%	655 49%								
Fall 2012	1,531	1373 90%	1029 67%	927 61%	823 54%	759 50%											
		% Still Enrolled															
		Graduated		2 0%	7 3%	40 3%											
		Stopped Out		502 33%	602 39%	701 46%											
Fall 2013	1,729	1557 90%	1205 70%	1062 61%													
		% Still Enrolled															
		Graduated		0 0%	3 0%												
		Stopped Out		524 30%	664 38%												
Fall 2014	1,562	1380 88%															
		% Still Enrolled															
		Graduated															
		Stopped Out															
Fall 2015	1,847	1655 90%															
		% Still Enrolled															
		Graduated		0 0%	664 36%												
		Stopped Out		192 10%													
		% 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.

Graduation: We have decided to add graduation data to this table. Unlike enrollment numbers, which represent the discrete number of students enrolled in a given term, graduation numbers represent the total number of students from the cohort who have graduated up to a given point in time. Additionally, graduation data lags behind enrollment data; as such, there are typically two semesters for a given cohort which we have complete enrollment data but incomplete graduation data. In these two semesters, we do not calculate the "% Grad," "% Enrolled/Grad," or the "% Stopped Out" rates.

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

Degree Level	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		1 Year	5 Year	Percent Change
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male			
Bachelor's Degree	1,100	817	1,192	874	1,210	907	1,288	964	1,355	962	3%	21%	
Master's Degree	798	580	830	633	798	628	806	550	838	622	8%	6%	
Post-Master's Certificate	16	7	19	4	12	7	19	2	13	7	-5%	-13%	
Doctoral-Research	23	23	13	22	24	20	22	16	34	25	55%	28%	
Doctoral-Professional	96	125	98	106	79	99	92	100	70	77	-23%	-33%	
Total	2,033	1,552	2,152	1,639	2,123	1,661	2,227	1,632	2,310	1,693	4%	12%	

Notes: Degrees/Certificates awarded summer through spring. Includes Alternate Degrees

Two students' levels were corrected from 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	Major	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		1 Year	5 Year	Percent Change
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male			
Bachelor's Degree	Accounting	53	41	42	36	40	39	32	38	31	41	3%	-23%	
	Business Economics	4	11	3	8	2	8	3	10	1	5	-54%	-60%	
	Computer and Information Science	3	16	2	8	3	18	2	16	5	20	39%	32%	
	Computer Science	-	4	-	1	-	7	1	3	-	2	-50%	-50%	
	Finance	22	39	13	28	16	31	8	25	13	35	45%	-21%	
	General Business	55	41	47	59	57	54	54	47	60	54	13%	19%	
	General Business - Mobile	-	-	-	-	-	-	1	1	6	7	550%	--	
	Information Systems	1	23	8	27	7	18	2	21	4	19	0%	-4%	
	International Business	14	18	20	20	13	13	10	5	7	9	7%	-50%	
	Management & Labor Relations	36	17	23	18	24	7	16	13	16	8	-17%	-55%	
	Marketing	27	42	28	33	30	28	21	29	21	25	-8%	-33%	
	Operations & Supply Chain Management	3	17	4	13	7	25	11	26	19	23	14%	110%	
Total		218	269	190	251	199	248	161	234	183	248	9%	-11%	

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

continued from previous page

Degree Level	Major	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
Master's Degree													
	Accelerated Business Administration	5	12	16	14	11	24	13	12	11	13	-4%	41%
	Accelerated Mobile MBA	-	-	-	-	2	6	8	11	8	9	-11%	--
	Business Administration	105	161	95	147	99	150	111	111	96	132	3%	-14%
	Computer and Information Science	10	22	8	18	6	18	10	12	12	9	-5%	-34%
	Executive Business Administration	5	12	6	12	8	15	4	12	9	14	44%	35%
	Financial Accounting and Audit	30	12	27	31	42	32	29	41	35	37	3%	71%
	Labor Relations & Human Resources	21	5	12	10	21	8	26	9	26	4	-14%	15%
	MBA-Health Care	8	10	10	9	8	2	8	2	10	7	70%	-6%
	Tax Program	4	7	6	9	8	9	4	7	12	9	91%	91%
Total		188	241	180	250	205	264	213	217	219	234	5%	6%
Doctoral-Research													
	Computer and Information Science	-	1	-	-	-	-	-	-	-	-	--	-100%
	Finance	1	-	1	-	-	1	-	1	1	-	0%	0%
	Information Systems	-	-	-	-	-	-	-	1	-	-	-100%	--
	Labor Relations and Human Resc	-	-	-	1	-	-	-	-	-	-	--	--
	Marketing	-	-	-	1	-	-	-	1	1	-	0%	--
	Marketing-Global Business Specialization	-	-	-	-	-	-	1	-	-	2	100%	--
	Operation Management & Business Statistics	-	2	-	1	-	-	-	1	2	2	300%	100%
Total		1	3	1	3	-	1	1	4	4	4	60%	100%
Total Business													
	Bachelor's Degree	218	269	190	251	199	248	161	234	183	248	9%	-11%
	Master's Degree	188	241	180	250	205	264	213	217	219	234	5%	6%
	Doctoral-Professional	1	3	1	3	-	1	1	4	4	4	60%	100%
Total		407	513	371	504	404	513	375	455	406	486	7%	-3%

Notes: Degrees/Certificates awarded summer through spring.
Includes Alternate Degrees

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

Degree Level	Major	Percent Change												
		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		1 Year	5 Year	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male			
Bachelor's Degree														
	Anthropology	7	7	14	7	12	11	7	7	5	21	7	133%	100%
	Art	26	23	21	6	4	2	-	-	-	-	-	--	-100%
	Art Education	-	-	2	1	2	1	8	-	-	1	1	-75%	--
	Art History	-	-	-	-	-	-	4	1	-	-	2	-60%	--
	Black Studies	-	-	-	1	-	-	1	-	-	-	-	-100%	--
	Classical and Medieval Studies	1	1	-	1	-	-	-	3	1	1	2	0%	50%
	Communication	48	42	34	26	27	23	31	19	26	23	23	-2%	-46%
	Communication Management	11	8	8	2	15	4	9	8	11	7	7	6%	-5%
	Comparative Religion	2	11	3	-	4	5	6	4	-	-	-	-100%	-100%
	Criminology	38	32	41	25	32	35	36	41	41	41	30	-8%	1%
	Dramatic Arts	4	5	-	-	3	3	-	-	-	-	-	--	-100%
	Economics	3	8	6	4	3	6	2	11	2	2	12	8%	27%
	English	38	19	46	16	42	23	25	16	25	25	10	-15%	-39%
	English-Creative Writing Track	-	-	-	-	-	-	4	5	9	7	7	78%	--
	English-Secondary Lic Track	-	-	-	-	-	-	-	2	4	5	5	350%	--
	Film, TV and Interactive Media	9	27	12	20	7	26	10	21	13	18	18	0%	-14%
	French	2	-	1	-	1	1	1	2	6	3	3	200%	350%
	History	7	21	7	24	9	33	12	17	8	11	11	-34%	-32%
	International Relations	6	4	5	11	7	14	21	11	10	8	8	-44%	80%
	Journalism & Promotional	34	14	27	25	32	15	28	25	37	18	18	4%	15%
	Communication	8	5	7	6	6	4	13	5	8	6	6	-22%	8%
	Liberal Studies	6	1	5	2	7	1	2	1	3	1	1	33%	-43%
	Linguistics	4	6	2	4	-	-	-	4	2	3	3	25%	-50%
	Music	-	-	-	-	1	-	-	3	-	-	-	-100%	--
	Music Composition	-	-	2	1	5	1	4	2	2	3	3	-50%	--
	Music Education	-	-	-	2	3	3	3	3	1	1	1	-67%	--
	Music Performance	-	-	-	-	3	8	2	1	3	3	3	0%	--
	Music Therapy	3	5	-	3	1	1	2	1	2	5	5	0%	-13%
	Philosophy	1	-	-	-	-	-	-	6	2	1	1	0%	0%
	Philosophy - Ethics Track	18	23	23	17	17	17	11	22	12	19	19	-6%	-24%
	Political Science	-	-	2	-	2	-	1	1	1	-	-	-50%	--
	Social Science	-	9	1	7	3	9	2	11	2	4	4	-54%	-33%
	Social Studies	68	12	69	15	76	18	80	25	71	20	20	-13%	14%
	Social Work	33	16	46	24	31	27	41	27	54	15	15	1%	41%
	Sociology	9	1	8	3	7	8	16	2	14	3	3	-6%	70%
	Spanish	-	-	-	-	-	-	-	1	-	-	-	-100%	--
	Studio Art	-	-	-	-	3	-	5	2	-	1	1	-86%	--
	Studio Art: Drawing	-	-	4	1	7	1	8	14	10	7	7	-23%	--
	Studio Art: Graphic Design	-	-	-	-	-	-	-	-	-	-	-	-	-

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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	Major	2010-2011				2011-2012				2012-2013				2013-2014				2014-2015		Percent Change	
		Female		Male		Female		Male		Female		Male		Female		Male		1 Year	5 Year		
Bachelor's Degree continued																					
	Studio Art: Painting	-	-	1	2	4	1	2	2	2	2	-	2	2	-	2	-	0%	--		
	Studio Art: Photography	-	-	-	-	3	2	3	3	3	3	3	5	5	1	5	1	0%	--		
	Studio Art: Print Making	-	-	-	-	-	-	-	-	-	-	-	1	1	-	1	-	0%	--		
	Studio Art: Sculpture	-	-	-	-	-	-	-	-	-	-	3	3	1	1	1	1	-60%	--		
	Theatre Arts	-	-	4	-	-	-	-	-	-	-	1	1	4	4	2	2	-14%	--		
	Women's Studies	5	-	3	-	2	-	-	-	-	-	-	1	1	-	-	-	-80%	-3%		
Total		391	300	404	256	381	302	404	333	412	257	412	257	412	257	412	257	-9%	-3%		
Master's Degree																					
	Communication Theory and Methodology	10	5	7	6	2	3	3	2	3	4	2	1	1	4	1	4	0%	-67%		
	Economics	2	10	5	5	4	6	3	8	3	5	5	5	5	13	8	13	64%	50%		
	English	8	5	6	3	7	3	3	3	13	6	8	8	8	6	8	6	-13%	8%		
	Global Interaction	-	-	6	9	9	7	5	6	5	6	8	8	8	6	8	6	27%	--		
	History	7	7	6	11	6	8	3	7	3	4	3	4	4	3	3	3	-30%	-50%		
	History - Museum Studies																	--	--		
	Master of Fine Arts-Creative Writing	5	2	1	2	7	3	3	2	3	2	2	2	2	2	2	2	-20%	-43%		
	Music	9	9	6	11	4	5	4	3	8	3	4	4	4	6	4	6	-9%	-44%		
	Philosophy	-	1	4	5	-	3	-	6	-	1	1	1	1	1	1	1	-67%	100%		
	Social Work	49	9	52	13	62	16	74	15	87	13	87	13	87	13	13	12%	72%			
	Sociology	10	4	9	2	11	2	9	2	12	1	12	1	12	1	1	18%	-7%			
	Spanish	7	2	4	-	1	5	5	-	5	1	2	2	2	1	1	1	-40%	-67%		
Total		107	54	106	67	113	61	126	54	136	57	136	57	136	57	136	57	7%	20%		
Total CLASS																					
	Bachelor's Degree	391	300	404	256	381	302	404	333	412	257	412	257	412	257	412	257	-9%	-3%		
	Master's Degree	107	54	106	67	113	61	126	54	136	57	136	57	136	57	136	57	7%	20%		
Total		498	354	510	323	494	363	530	387	548	314	548	314	548	314	548	314	-6%	1%		

Note: Degrees/Certificates awarded summer through spring. Includes Alternate Degrees

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

continued from previous page

Degree Level	Major	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
Bachelor's Degree													
Early Childhood Education		61	2	60	7	48	5	58	6	61	8	8%	10%
Exercise/Fitness Specialist		2	2	1	5	5	4	4	7	4	3	-36%	75%
Middle Childhood Education		17	11	6	4	-	-	-	-	-	-	--	-100%
Middle Childhood Language Arts and Math		-	-	4	-	2	-	5	-	6	1	40%	--
Middle Childhood Language Arts and Science		-	-	1	-	3	-	2	-	1	-	-50%	--
Middle Childhood Language Arts and Social Studies		-	-	2	1	6	1	5	1	3	4	17%	--
Middle Childhood Math and Science		-	-	3	3	6	4	9	5	5	7	-14%	--
Middle Childhood Math and Social Studies		-	-	2	1	1	3	2	6	3	4	-13%	--
Middle Childhood Science and Social Studies		-	-	-	1	1	-	2	3	1	1	-60%	--
Mild/Moderate Educational Need		23	4	24	4	24	5	22	7	21	4	-14%	-7%
Moderate/Intensive Educational Needs		14	1	13	-	16	1	12	1	7	3	-23%	-33%
Physical Education		4	5	1	6	1	4	3	1	2	2	0%	-56%
Sports Management		2	5	1	5	2	6	3	3	1	2	-50%	-57%
Total		123	30	118	37	115	33	127	40	115	39	-8%	1%
Master's Degree													
Adult Learning and Development		32	4	45	6	38	10	30	4	38	11	44%	36%
Curriculum and Instruction Total		183	51	187	51	141	51	137	43	142	45	4%	-20%
Curriculum and Instruction		183	51	187	51	141	51	-	-	-	-	--	--
C&I-Chinese Language		-	-	-	-	-	-	6	1	4	1	-29%	--
C&I-Early Child Interv Spec		-	-	-	-	-	-	10	1	7	4	0%	--
C&I-Early Childhood Educ		-	-	-	-	-	-	17	1	16	1	-6%	--
C&I-Education Research		-	-	-	-	-	-	1	2	1	2	0%	--
C&I-Educational Technology		-	-	-	-	-	-	7	13	27	10	85%	--
C&I-Elementary		-	-	-	-	-	-	-	-	1	-	--	--
C&I-Gifted & Talented Learners		-	-	-	-	-	-	9	-	10	1	22%	--
C&I-Literacy Development- TESOL		-	-	-	-	-	-	6	1	10	3	86%	--
C&I-Literacy Dev-Reading		-	-	-	-	-	-	19	3	14	-	-36%	--
C&I-Mild / Moderate		-	-	-	-	-	-	37	8	30	14	-2%	--
C&I-Moderate / Intensive		-	-	-	-	-	-	16	4	14	2	-20%	--
C&I-School Health		-	-	-	-	-	-	-	2	-	1	-50%	--
C&I-Secondary-Art		-	-	-	-	-	-	-	1	1	-	0%	--
C&I-Secondary-English		-	-	-	-	-	-	1	1	1	-	-50%	--
C&I-Secondary-Math		-	-	-	-	-	-	-	-	1	-	-	--
C&I-Secondary-MUST-English		-	-	-	-	-	-	5	-	1	3	-20%	--
C&I-Secondary-MUST-Math		-	-	-	-	-	-	-	-	-	1	100%	--
C&I-Secondary-MUST-Modern Lang		-	-	-	-	-	-	1	-	2	-	100%	--
C&I-Secondary-MUST-Science		-	-	-	-	-	-	-	1	-	2	-50%	--
C&I-Secondary-MUST-Social Stud		-	-	-	-	-	-	-	4	2	-	-100%	--
C&I-Secondary-Science		-	-	-	-	-	-	2	-	-	-	--	--

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

Degree Level	Major	2010-2011				2011-2012				2012-2013				2013-2014				2014-2015		Percent Change	
		Female		Male		Female		Male		Female		Male		Female		Male		1 Year	5 Year		
Master's Degree continued																					
	Clinical Mental Health Cnsling	-	-	2	-	-	-	3	10	2	-	-	21	3	3	13	3	3	-33%	--	
	Community Agency Counseling	17	3	-	14	2	-	-	-	-	2	-	-	-	-	-	-	-	--	-100%	
	Community Health Education	5	1	1	2	-	-	5	6	1	-	5	-	-	9	9	3	3	140%	100%	
	Counselor Education	24	4	4	-	-	-	9	30	4	-	9	2	2	12	12	2	2	27%	-50%	
	Educational Administration	19	13	9	5	8	13	15	13	8	13	15	15	12	14	18	9	3	-37%	-47%	
	Exercise Science	12	3	4	11	13	4	13	9	4	11	13	13	13	18	18	9	4	4%	80%	
	Master of Public Health	5	5	6	4	1	4	1	4	6	1	5	5	-	-	-	-	-	-100%	-100%	
	Organizational Leadership	4	3	3	3	4	4	1	9	3	4	1	1	-	-	-	-	-	-100%	-100%	
	School Counseling	-	-	-	10	5	-	-	-	-	5	-	-	-	-	-	-	-	--	--	
	Sports Management	3	8	10	4	4	4	3	5	10	4	3	3	8	3	3	10	18%	18%	18%	
	Sports Management & Exercise Science	1	-	-	-	-	1	-	-	-	1	-	-	-	-	-	-	-	--	-100%	
	Supervision	1	-	-	-	-	-	-	2	-	-	-	-	1	1	1	-	-	0%	0%	
Total		306	95	320	232	99	238	87	250	86	86	250	86	86	250	86	86	3%	-16%		
Post-Master's Certificate																					
	Ed Sp in Ad - Pupil Svcs Admin	-	-	-	-	-	1	-	-	-	-	1	-	-	-	-	1	1	0%	--	
	Ed Sp in Ad - Superintendent	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1	1	--	--	
	Ed Sp in Ad - Principal	-	-	-	-	-	2	-	-	-	2	-	-	2	2	1	1	1	50%	--	
	Education Admin Specialist	-	-	1	-	-	1	-	9	1	-	1	-	-	1	1	-	-	0%	--	
	Education Administration	8	4	-	4	3	-	3	-	-	4	-	-	-	-	-	-	-	--	-100%	
Total		8	4	9	4	3	4	3	4	3	4	4	4	3	4	3	3	75%	-42%		
Doctoral-Research																					
	Urban Ed: Administration	3	1	2	1	1	-	1	2	1	1	-	-	1	-	-	-	-	-100%	-100%	
	Urban Education: Counseling Psychology	-	-	-	-	-	1	1	-	-	1	1	1	1	1	1	-	-	-50%	--	
	Urban Education: Counseling Psychology	-	-	-	4	1	2	-	1	1	1	2	2	5	2	2	2	2	250%	--	
	Urban Education: Policy	2	1	1	2	-	1	-	1	-	2	1	1	2	2	1	-	-	100%	-33%	
	Urban Education: Learning & Development	2	2	1	3	1	3	1	1	1	3	1	3	2	2	1	2	1	-25%	-25%	
	Urban Education: Leadership & Life-long Learning	3	1	1	5	-	1	1	1	1	1	1	1	2	2	1	1	1	50%	-25%	
Total		10	5	5	15	3	8	4	15	3	8	8	4	12	4	4	4	33%	7%		
Total College of Education and Human Services																					
	Bachelor's Degree	123	30	118	115	33	127	40	115	33	127	40	115	39	115	39	39	8%	1%	1%	
	Master's Degree	306	95	320	232	99	238	87	250	86	250	86	250	86	250	86	86	3%	3%	-16%	
	Post-Master's Certificate	8	4	9	4	3	4	-	4	3	4	-	4	3	4	3	3	75%	-42%	-42%	
	Doctoral-Research	10	5	5	15	3	8	4	15	3	8	4	12	4	12	4	4	33%	7%	7%	
Total		447	134	452	366	138	377	131	381	132	381	132	381	132	381	132	1%	1%	-12%		

Notes: Degrees/Certificates awarded summer through spring. Includes Alternate Degrees

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

Degree Level	Major	2010-2011										2011-2012										2012-2013										2013-2014										2014-2015										Percent Change	
		2010-2011					2011-2012					2012-2013					2013-2014					2014-2015					Percent Change																										
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year																										
Bachelor's Degree																																																					
	Chemical Engineering	2	5	6	13	5	18	8	17	12	15	8%	286%																																								
	Civil Engineering	1	13	7	18	6	16	3	18	6	15	0%	50%																																								
	Computer Engineering	1	6	-	14	-	5	-	7	3	17	186%	186%																																								
	Electrical Engineering	5	26	5	31	6	30	3	32	4	27	-11%	0%																																								
	Electronic Engineering Technology	3	11	1	21	1	13	1	12	-	13	0%	-7%																																								
	Industrial Engineering	2	1	-	-	-	1	-	1	-	-	-100%	-100%																																								
	Mechanical Engineering	3	22	5	37	3	46	5	43	13	37	4%	100%																																								
	Mechanical Engineering Technology	2	8	1	16	-	9	2	12	1	12	-7%	30%																																								
Total		19	92	25	150	21	138	22	142	39	136	7%	58%																																								
Master's Degree																																																					
	Biomedical Engineering	3	3	5	7	3	10	5	10	5	8	-13%	117%																																								
	Chemical Engineering	1	5	5	8	2	4	2	5	4	8	71%	100%																																								
	Civil Engineering	2	20	3	11	2	9	6	11	6	19	47%	14%																																								
	Electrical & Computer Engineering	-	-	-	-	16	35	-	-	-	-	--	--																																								
	Electrical Engineering	10	39	12	55	-	-	7	50	18	102	111%	145%																																								
	Engineering Mechanics	-	1	-	-	-	-	-	1	-	-	-100%	-100%																																								
	Environmental Engineering	-	2	1	-	-	-	-	-	1	1	--	0%																																								
	Industrial Engineering	-	17	3	13	-	7	-	4	3	10	225%	-24%																																								
	Mechanical Engineering	3	15	10	12	-	14	5	11	3	12	-6%	-17%																																								
	Software Engineering	2	8	1	4	1	15	3	11	8	8	14%	60%																																								
Total		21	110	40	110	24	94	28	103	48	168	65%	65%																																								
Doctoral-Research																																																					
	Applied Biomedical Engineering	2	4	-	1	2	4	-	-	-	5	--	-17%																																								
	Chemical Engineering	-	-	-	1	-	-	-	-	-	-	--	--																																								
	Civil Engineering	-	1	-	-	-	-	-	2	-	-	-100%	-100%																																								
	Electrical & Computer Engineering	-	-	-	-	-	-	-	-	-	-	--	--																																								
	Electrical Engineering	-	1	1	5	-	-	-	2	2	2	100%	300%																																								
	Industrial Engineering	-	1	-	-	-	-	-	-	-	-	--	-100%																																								
	Mechanical Engineering	-	-	-	1	-	1	-	1	-	-	-100%	--																																								
Total		2	7	1	8	2	5	-	5	2	7	80%	0%																																								
Total Engineering																																																					
	Bachelor's Degree	19	92	25	150	21	138	22	142	39	136	7%	58%																																								
	Master's Degree	21	110	40	110	24	94	28	103	48	168	65%	65%																																								
	Doctoral-Research	2	7	1	8	2	5	-	5	2	7	33%	59%																																								
Total		42	209	66	268	47	237	50	250	89	311	33%	59%																																								

Note: Degrees/Certificates awarded summer through spring.
Includes Alternate Degrees

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

Degree Level	Major	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
		Bachelor's Degree											
	Nursing, BSN (NUR, NURBCCC)	16	2	11	1	7	1	9	2	6	3	-18%	-50%
	Nursing, BSN - Accelerated	63	16	52	11	55	12	54	10	50	12	-3%	-22%
	Nursing, BSN (LK) (NURLK)	1	-	2	-	1	-	1	-	-	-	-100%	-100%
	Nursing, BSN/RN (NUB,NUBBCCC,NUBPB)	30	9	43	9	61	8	63	12	55	15	-7%	79%
Total		110	27	108	21	124	21	127	24	111	30	-7%	3%
Master's Degree													
	Nursing (GNR)	17	1	13	-	5	1	19	1	12	-	-40%	-33%
Total		17	1	13	-	5	1	19	1	12	-	-40%	-33%
Total Nursing													
	Bachelor's Degree	110	27	108	21	124	21	127	24	111	30	-7%	3%
	Master's Degree	17	1	13	-	5	1	19	1	12	-	-40%	-33%
Total		127	28	121	21	129	22	146	25	123	30	-11%	-1%

Note: Degrees/Certificates awarded summer through spring. Includes Alternate Degrees

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

Degree Level	Major	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
		Bachelor's Degree											
	Biology	32	15	46	30	51	44	53	34	52	34	-1%	83%
	Biology - Integrated Science	2	-	10	2	10	1	5	2	8	-	86%	550%
	Biology-Medical Technology	7	8	3	11	10	8	6	10	11	10	31%	40%
	Chemistry	6	4	2	9	6	11	9	14	10	12	-4%	120%
	Environmental Sciences	1	1	2	3	-	2	2	1	-	3	0%	50%
	Geological Sciences	-	-	1	-	-	-	-	-	-	-	--	--
	Health Science Podiatry	5	2	26	7	23	7	25	7	33	2	9%	400%
	Health Science Pre-Occupational Therapy	15	7	17	13	16	11	16	18	19	19	12%	73%
	Health Science Pre-Physical Therapy	2	2	14	2	17	6	17	6	19	13	39%	700%
	Health Science Pre-Physician Assistant	45	16	47	20	57	18	92	32	98	46	16%	136%
	Health Sciences BS	5	11	9	13	3	12	9	19	9	17	-7%	63%
	Mathematics	1	1	-	-	1	-	1	1	2	3	150%	150%
	Pharmaceutical Science	-	-	-	-	1	-	-	-	-	2	--	--
	Pharmaceutical Sciences Administration	-	-	-	-	-	-	-	-	-	-	--	--
	Track	-	-	-	-	-	-	-	-	-	-	--	--
	Physics	105	43	121	34	157	52	179	49	165	47	17%	40%
	Psychology	14	5	21	9	-	-	-	-	40	10	-7%	43%
	Psychology (LR)	7	1	16	2	21	-	31	3	23	3	--	163%
	Speech & Hearing	247	121	337	164	373	178	448	199	492	231	-24%	225%
Total		247	121	337	164	373	178	448	199	492	231	12%	96%

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

continued from previous page

Degree Level	Major	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
Master's Degree													
	Applied Statistics	-	1	-	3	2	5	3	2	3	4	40%	600%
	Biology	5	2	4	6	4	5	3	3	3	3	0%	-14%
	Chemistry	7	5	3	12	11	8	9	7	8	9	6%	42%
	Environmental Sciences	1	-	3	-	2	1	2	-	-	-	-100%	-100%
	Health Science	24	8	25	12	10	5	30	10	10	5	-63%	-53%
	Health Science- Phy. A. Track	1	1	1	-	25	10	4	2	18	6	300%	1100%
	Mathematics	4	8	4	12	6	5	9	5	3	4	-50%	-42%
	Medical Physics										1		
	Occupational Therapy	28	1	23	5	28	4	25	4	38	6	52%	52%
	Physical Therapy	-	-	-	-	-	-	-	-	-	-	--	--
	Physics	3	1	-	3	2	5	-	9	1	2	-67%	-25%
	Physics - Optics and Medical Imaging	1	1	-	-	-	-	1	-	1	-	0%	-50%
	Specialization												
	Psychology	1	1	2	-	3	1	2	1	-	-	-100%	-100%
	Psychology - Clinical	3	1	5	2	11	5	8	3	5	1	-45%	50%
	Psychology-Cons.Indus.Research	-	-	1	1	1	-	4	2	-	-	-100%	--
	Psychology-Diversity Mgmt	6	1	7	2	9	3	7	2	8	3	22%	57%
	Psychology-Experimental	3	5	3	2	4	1	2	1	3	1	33%	-50%
	Psychology-Industrial/Org Rsch												
	Psychology-School	8	2	5	2	12	2	8	1	6	1	-22%	-30%
	Public Health (MPH-CEO)	-	-	-	-	-	-	5	2	9	2	57%	--
	Speech Pathology and Audiology	13	-	30	1	28	-	17	2	24	-	26%	85%
Total		108	38	116	63	158	60	139	56	142	48	-3%	30%
Post-Master's Certificate													
	Psychology Specialist	8	3	9	2	6	2	13	1	7	1	-43%	-27%
Total		8	3	9	2	6	2	13	1	7	1	-43%	-27%
Doctoral-Research													
	Adult Development & Aging PhD	-	-	-	-	-	-	1	-	1	-	0%	--
	Clinical-Bioanalytical Chemistry	4	4	2	3	3	6	7	1	6	5	38%	38%
	Regulatory Biology	4	2	4	2	2	2	3	1	8	4	200%	100%
Total		8	6	6	5	5	8	11	2	15	9	85%	71%
Doctoral-Professional													
	Doctor of Physical Therapy	22	9	22	9	16	7	26	11	21	16	0%	19%
Total		22	9	22	9	16	7	26	11	21	16	0%	19%
Total Science													
	Bachelor's Degree	247	121	337	164	373	178	448	199	492	231	12%	96%
	Master's Degree	108	38	116	63	158	60	139	56	142	48	-3%	30%
	Post-Master's Certificate	8	3	9	2	6	2	13	1	7	1	-43%	-27%
	Doctoral-Research	8	6	6	5	5	8	11	2	15	9	85%	71%
	Doctoral-Professional	22	9	22	9	16	7	26	11	21	16	0%	19%
Total		393	177	490	243	558	255	637	269	677	305	8%	72%

Note: Degrees/Certificates awarded Summer through Spring.
Includes Alternate Degrees

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

Degree Level	Major	2010-2011				2011-2012				2012-2013				2013-2014				2014-2015		Percent Change	
		Female		Male		Female		Male		Female		Male		Female		Male		1 Year	5 Year		
Bachelor's Degree																					
	Environmental Studies	2	1	5	4	1	-	5	44	57	5	1	4	5	50%	200%					
	NonProfit Administration	15	2	23	4	16	5	12	4	23	4	23	4	69%	59%						
	Organizational Leadership	9	6	16	8	14	7	6	3	6	2	6	2	-11%	-47%						
	Organizational Leadership Com	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
	Organizational Leadership Mgmt	-	-	-	-	3	2	8	6	13	5	13	5	29%	--						
	Public Safety Management	-	4	6	8	-	11	4	10	3	19	3	19	57%	450%						
	Public Safety Management (LK)	1	1	2	4	1	1	-	-	-	3	-	3	--	50%						
	Urban Studies	-	-	-	-	-	-	1	-	-	-	-	-	-100%	--						
	Urban Studies (LR)	3	1	5	1	2	2	3	2	-	2	-	2	-100%	-100%						
	Urban Studies - Env Pol & Mgmt	-	-	-	-	-	-	-	-	2	-	2	-	--	--						
	Urban Studies - Public Mgmt	16	17	17	20	15	16	18	22	14	7	14	7	-48%	-36%						
	Urban Studies - Regional Plng	-	-	-	-	-	-	-	-	-	-	5	6	--	--						
Total		46	32	74	49	52	44	57	48	74	53	74	53	21%	63%						
Master's Degree																					
	Economic Development	3	4	-	-	8	3	-	-	0	3	-	-	-	--	-100%					
	Environmental Studies	1	1	-	1	-	-	-	-	-	-	-	-	-	--	-100%					
	Environmental Studies and Law	-	-	6	10	-	-	-	4	2	1	2	1	-25%	--						
	Environmental Studies M.A.	-	-	-	-	-	-	-	-	-	2	-	2	--	--						
	Environmental Sustainability	-	-	-	-	-	-	-	-	-	2	-	2	--	--						
	Geographic Information Systems	-	-	-	-	-	-	-	-	1	-	1	-	--	--						
	Historic Preservation Specialist	-	-	-	-	-	-	-	-	-	1	-	1	--	--						
	Housing & Neighborhood Develop	-	-	-	-	-	-	-	-	-	-	-	-	--	--						
	NonProfit Admin & Leadership	6	2	13	1	10	2	8	1	5	2	5	2	-22%	-13%						
	NonProfit Management	-	-	-	-	-	-	-	-	4	-	4	-	--	--						
	Public Admin Accel 4+1	-	1	-	1	-	-	-	-	1	1	1	1	--	100%						
	Public Administration	28	17	22	17	30	26	26	16	11	6	11	6	-60%	-62%						
	Real Estate Dev & Finance	-	-	-	-	-	-	-	-	3	1	3	1	--	--						
	Urban Planning & Law	3	3	3	4	4	4	3	1	1	7	1	7	100%	33%						
	Urban Studies	10	13	11	13	9	14	6	10	3	2	3	2	-69%	-78%						
	Urban Planning and Development	-	-	-	-	-	-	-	-	-	-	-	-	--	--						
Total		51	41	55	47	61	49	43	32	31	28	31	28	-21%	-36%						
Doctoral-Research																					
	Urban Studies	-	-	-	-	2	3	-	-	-	-	-	-	-	--	--					
	Urban Studies & Public Affairs	2	2	-	3	-	-	2	1	1	1	1	1	-33%	-50%						
Total		2	2	-	3	2	3	2	1	1	1	1	1	-33%	-50%						
Total Urban Affairs																					
	Bachelor's Degree	46	32	74	49	52	44	57	48	74	53	74	53	21%	63%						
	Master's Degree	51	41	55	47	61	49	43	32	31	28	31	28	-21%	-36%						
	Doctoral-Research	2	2	-	3	2	3	2	1	1	1	1	1	-33%	-50%						
Total		99	75	129	99	115	96	102	81	106	82	106	82	3%	8%						

Note: Degrees/Certificates awarded summer through spring. Includes Alternate Degrees

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

Degree Level	Major	2010-2011				2011-2012				2012-2013				2013-2014				2014-2015		Percent Change	
		Female		Male		Female		Male		Female		Male		Female		Male		1 Year	5 Year		
Post Master's Certificate																					
	Master of Laws	-	-	1	1	2	2	2	2	2	2	2	2	2	2	2	3	3	67%	--	
Total		-	-	1	1	2	2	2	2	2	2	2	2	2	2	3	3	67%	--		
Master's Degree																					
	Legal Studies	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1	1	--	--	
Total		-	-	-	-	-	-	-	-	-	-	-	-	1	1	1	1	--	--		
Doctoral-Professional																					
	Juris Doctor	74	116	76	97	63	92	66	89	66	89	66	89	49	61	61	61	-29%	-42%		
Total		74	116	76	97	63	92	66	89	66	89	66	89	49	61	61	61	-29%	-42%		
Total Law																					
	Post Master's Certificate	-	-	1	1	2	2	2	2	2	2	2	2	2	3	3	3	67%	--		
	Master's Degree	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1	1	-29%	-42%		
	Doctoral-Professional	74	116	76	97	63	92	66	89	66	89	66	89	49	61	61	61	-29%	-42%		
Total		74	116	77	98	65	94	68	90	68	90	68	90	52	65	65	65	-26%	-38%		

Note: Degrees/Certificates awarded summer through spring. Includes Alternate Degrees

Table 5.15: Annual Awards by Ethnicity and Gender

Race	Degree Level	2010-2011				2011-2012				2012-2013				2013-2014				2014-2015		Percent Change	
		Female		Male		Female		Male		Female		Male		Female		Male		1 Year	5 Year		
Black/African American																					
	Bachelor's Degree	247	80	250	102	258	99	249	113	230	104	-8%	2%								
	Master's Degree	129	29	119	34	116	46	116	36	119	53	13%	9%								
	Post-Master's Certificate	5	1	6	-	1	-	2	1	2	-	-33%	-67%								
	Doctoral-Research	2	-	2	2	3	2	2	2	4	-	0%	100%								
	Doctoral-Professional	7	5	10	8	5	4	8	8	6	3	-44%	-25%								
Total		390	115	387	146	383	151	377	160	361	160	-3%	3%								
Hispanic/Latino																					
	Bachelor's Degree	34	26	52	24	51	21	68	25	76	30	14%	77%								
	Master's Degree	16	9	21	10	18	17	18	13	27	12	26%	56%								
	Post-Master's Certificate	1	1	2	-	-	-	-	-	-	-	--	-100%								
	Doctoral-Research	-	-	-	-	-	-	-	-	1	-	--	--								
	Doctoral-Professional	1	3	2	1	2	1	3	4	2	1	-57%	-25%								
Total		52	39	77	35	71	39	89	42	106	43	14%	64%								
Asian																					
	Bachelor's Degree	36	21	31	29	30	27	30	28	33	23	-3%	-2%								
	Master's Degree	14	18	22	20	27	20	14	16	16	21	23%	16%								
	Post-Master's Certificate	-	1	-	-	-	-	-	-	-	-	--	-100%								
	Doctoral-Research	-	-	-	1	-	-	2	-	1	-	-50%	--								
	Doctoral-Professional	3	4	3	2	2	-	3	4	1	2	-57%	-57%								
Total		53	44	56	52	59	47	49	48	51	46	0%	0%								
American Indian/Alaska Native																					
	Bachelor's Degree	-	1	6	2	5	3	4	3	2	1	-57%	200%								
	Master's Degree	6	1	1	-	-	-	-	1	2	2	300%	-43%								
	Post-Master's Certificate	-	-	1	-	-	-	-	-	-	-	--	--								
	Doctoral-Research	-	-	-	-	-	-	-	-	-	-	--	--								
	Doctoral-Professional	-	-	-	-	-	-	1	1	-	-	-100%	--								
Total		6	2	8	2	5	3	5	5	4	3	-30%	-13%								
Native Hawaiian or Other Pacific Island																					
	Bachelor's Degree	-	-	-	-	1	-	2	1	-	1	-67%	--								
	Master's Degree	-	-	-	-	-	-	1	1	-	-	-100%	--								
	Post-Master's Certificate	-	-	-	-	-	-	-	-	-	-	--	--								
	Doctoral-Research	-	-	-	-	-	-	-	-	-	-	--	--								
	Doctoral-Professional	-	-	-	-	-	-	-	-	-	-	--	--								
Total		-	-	-	-	1	-	3	2	-	1	-80%	--								

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Table 5.15: Annual Awards by Ethnicity and Gender

		continued from previous page										Percent Change	
Race	Degree Level	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		1 Year	5 Year
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
Two or More Races													
	Bachelor's Degree	9	3	5	3	10	7	23	13	29	17	28%	283%
	Master's Degree	-	-	3	5	4	1	9	5	9	8	21%	--
	Post-Master's Certificate	-	-	-	-	-	-	-	-	-	-	--	--
	Doctoral-Research	-	-	-	-	-	-	-	-	-	-	--	--
	Doctoral-Professional	-	1	-	-	-	-	1	-	2	1	200%	200%
Total		9	4	8	8	14	8	33	18	40	26	29%	408%
Total Minority*													
	Bachelor's Degree	326	131	344	160	355	157	376	183	370	176	-2%	19%
	Master's Degree	165	57	166	69	165	84	158	72	173	96	17%	21%
	Post-Master's Certificate	6	3	9	-	1	-	2	1	2	-	-33%	-78%
	Doctoral-Research	2	-	2	3	3	2	4	2	6	-	0%	200%
	Doctoral-Professional	11	13	15	11	9	5	16	17	11	7	-45%	-25%
Total		510	204	536	243	533	248	556	275	562	279	1%	18%
Non-Resident Alien													
	Bachelor's Degree	20	22	22	29	22	29	25	48	29	60	22%	112%
	Master's Degree	68	132	96	153	86	138	106	126	135	192	41%	64%
	Post-Master's Certificate	-	-	-	1	1	1	1	1	2	3	150%	--
	Doctoral-Research	12	9	5	10	6	12	9	5	17	12	107%	38%
	Doctoral-Professional	2	1	-	-	-	1	2	-	-	1	-50%	-67%
Total		102	164	123	193	115	181	143	180	183	268	40%	70%
Unknown													
	Bachelor's Degree	60	54	69	58	55	65	38	45	47	45	11%	-19%
	Master's Degree	76	48	77	47	61	39	56	30	35	12	-45%	-62%
	Post-Master's Certificate	1	-	1	1	1	1	-	-	-	-	--	-100%
	Doctoral-Research	2	-	2	1	-	-	1	-	2	-	100%	0%
	Doctoral-Professional	7	11	4	7	1	1	1	1	3	1	100%	-78%
Total		146	113	153	114	118	106	96	76	87	58	-16%	-44%
White													
	Bachelor's Degree	694	610	757	627	778	656	849	688	909	681	3%	22%
	Master's Degree	489	343	491	364	486	367	486	322	495	322	1%	-2%
	Post-Master's Certificate	9	4	9	2	9	5	16	-	9	4	-19%	0%
	Doctoral-Research	7	14	4	8	15	6	8	9	9	13	29%	5%
	Doctoral-Professional	76	100	79	88	69	92	73	82	56	68	-20%	-30%
Total		1,275	1,071	1,340	1,089	1,357	1,126	1,432	1,101	1,478	1,088	1%	9%

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Table 5.15: Annual Awards by Ethnicity and Gender

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Race	Degree Level	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
University Totals													
	Bachelor's Degree	1,100	817	1,192	874	1,210	907	1,288	964	1,355	962	3%	21%
	Master's Degree	798	580	830	633	798	628	806	550	838	622	8%	6%
	Post-Master's Certificate	16	7	19	4	12	7	19	2	13	7	-5%	-13%
	Doctoral-Research	23	23	13	22	24	20	22	16	34	25	55%	28%
	Doctoral-Professional	96	125	98	106	79	99	92	100	70	77	-23%	-33%
Total		2,033	1,552	2,152	1,639	2,123	1,661	2,227	1,632	2,310	1,693	4%	12%

Note: Degrees/Certificates awarded summer through spring.

*Total Minority excludes White, Unknown and Non-Resident/Allen.



Academic & Administrative Programs



SECTION 6

6

Book of Trends

Honors Program

Jack, Joseph & Morton Mandel Honors College

Cleveland State University inaugurated its new Honors Program in Fall 2004 with a class of 40 highly motivated, academically talented first-year students. In 2014 the Program was reconstituted as the Jack, Joseph & Morton Mandel Honors College. There are currently approximately 250 students in the Honors Program.

Freshmen admitted to the program receive renewable scholarships covering tuition and academic fees. Most 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, advanced curricula in their chosen majors, and are granted special consideration in several areas including preference in registration and extended university library borrowing privileges.

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.

First year students admitted in Fall 2014 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 30. The Program also has an Upper-Division admission pathway for transfer students or rising CSU juniors with a GPA in college coursework of at least 3.5.

Major Features of the Honors Program

- Enriched curriculum
- Leadership development
- Honors community and experiences

Table 6.1: Characteristics of New Honors Students - Fall 2011-2015

College	New Enrollment by Cohort Year					Percent Change	
	2011	2012	2013	2014	2015	1-year	5-year
Business	7	4	8	7	4	-43%	-69%
CLASS	14	14	21	16	9	-44%	-50%
Education	1	2	0	2	0	-100%	-100%
Nursing	7	5	4	1	4	300%	-
Engineering	5	13	13	11	18	64%	29%
Science	30	23	26	31	20	-35%	-13%
Urban Affairs	2	0	5	1	3	200%	50%
Undergraduate Studies	2	0	0	0	3	-	-
Total¹	68	61	77	69	61	-12%	-14%
In Top 10% of High School Rank ²	55%	91%	77%	94%	87%	-7%	13%
High School GPA	3.99	4.15	4.02	4.03	4.10	2%	-3%
ACT Composite	30	30	30	30	30	0%	3%
SAT Composite ³	1,943	1,930	1,922	1,983	1,932	-3%	6%

Honor student data reported in this table are provided by the Jack, Joseph & Morton Mandel Honors College.

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.

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

² 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. For cohort year 2013, although top 10% HS ranking is indicated as 77% there were 15 students who came

from schools that do not rank their students. For cohort year 2014, although top 10% HS ranking is indicated as 94% there were 8 students who came from schools that do not rank their students. For cohort year 2015, although top 10% HS ranking is indicated as 87% there were 9 students who came from schools that do not rank their students.

³ SAT Composite score are the sum of "Math & Verbal" for years 2005 to 2007, for subsequent years, all three components (Math, Verbal, & Writing) are included. Not all students report SAT scores.

⁴ Starting in 2014 some upper division honors students were admitted without scholarship, thus more students were admitted then in previous years. In 2014 there were 9 upper division students were admitted without scholarship. In 2015 there were 2 upper division students admitted without scholarship.

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

Type of Financial Aid	Financial Aid Year								
	2013-14			2014-15			2015-16		
	Enrollment	Total	Average	Enrollment	Total	Average	Enrollment	Total	Average
Need Based Tuition	89	\$827,461	\$9,297	77	\$658,343	\$8,550	74	\$627,237	\$8,476
Merit Based Tuition	115	\$1,196,001	\$10,400	118	\$1,151,753	\$9,761	120	\$1,082,920	\$9,024
Books	93	\$66,400	\$714	29	\$23,200	\$800	0	\$0	
On-Campus Housing	40	\$83,666	\$2,092	53	\$107,636	\$2,031	19	\$36,000	\$1,895
Total	204	\$2,173,528	\$10,655	195	\$1,940,932	\$9,953	194	\$1,746,157	\$9,001

Source: Cleveland State University Financial Aid Office

Table 6.3: IPEDS Cohort Characteristics

US Department of Education, Integrated Postsecondary Education Data System (IPEDS) Freshmen 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, 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 2011	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	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		
Fall 2013	221	504	95	185	134	409	100	8	1,656	1,729	96%
Average	22.0	21.6	20.3	24.0	22.1	22.1	18.8	22.9	21.9		
Fall 2014	215	425	51	196	120	352	130	12	1,501	1,562	96%
Average	21.7	21.9	19.6	23.9	21.7	22.4	19.7	19.3	21.9		
Fall 2015	225	287	84	271	141	443	334	6	1,791	1,847	97%
Average	22.0	22.0	20.4	23.9	22.2	22.3	20.9	24.8	22.1		

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 converted). Fall 2013 converted SAT scores are calculated with new conversion table provided by the Admissions Office.

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

Gender	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	N	%	N	%	N	%	N	%	N	%
Female	742	56%	853	56%	971	56%	831	53%	996	54%
Male	586	44%	678	44%	758	44%	731	47%	851	46%
COHORT	1,328	100%	1,531	100%	1,729	100%	1,562	100%	1,847	100%

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

Ethnicity	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	N	%	N	%	N	%	N	%	N	%
White	861	65%	973	64%	1114	64%	1018	65%	1210	66%
African American	266	20%	291	19%	301	17%	243	16%	265	14%
Hispanic	62	5%	91	6%	106	6%	95	6%	118	6%
Asian	28	2%	49	3%	48	3%	47	3%	59	3%
Native Hawaiian/Other Pacific Islander	0	0%	2	0%	2	0%	2	0%	2	0%
Native American	1	0%	5	0%	5	0%	2	0%	3	0%
Two or More Races	64	5%	65	4%	70	4%	73	5%	83	4%
Minority Total	421	32%	503	33%	532	31%	462	30%	530	29%
Non-Resident Alien	23	2%	33	2%	62	4%	61	4%	71	4%
Unknown	23	2%	22	1%	21	1%	21	1%	36	2%
COHORT	1,328	100%	1,531	100%	1,729	100%	1,562	100%	1,847	100%

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

Age	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	N	%	N	%	N	%	N	%	N	%
Under 18	67	5%	90	6%	103	6%	77	5%	104	6%
18-19	1,162	88%	1,372	90%	1,529	88%	1,414	91%	1,690	91%
20-21	33	2%	21	1%	42	2%	33	2%	26	1%
22-24	27	2%	16	1%	27	2%	21	1%	18	1%
25-29	20	2%	19	1%	18	1%	10	1%	6	0%
30 and above	19	1%	13	1%	10	1%	7	0%	3	0%
COHORT	1,328	100%	1,531	100%	1,729	100%	1,562	100%	1,847	100%

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

Academic Major Type	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	N	%	N	%	N	%	N	%	N	%
Major Selected	716	54%	839	55%	981	57%	971	62%	1,076	58%
"Pre" Major	379	29%	474	31%	507	29%	312	20%	390	21%
Major Undeclared	233	18%	218	14%	241	14%	279	18%	381	21%
COHORT	1,328	100%	1,531	100%	1,729	100%	1,562	100%	1,847	100%

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

Student Groups	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	N	%	N	%	N	%	N	%	N	%
Living in University Housing	523	39%	568	37%	586	34%	481	31%	544	29%
Honors	40	3%	41	3%	44	3%	39	2%	38	2%
Ohio Resident	1,226	92%	1,397	91%	1,569	91%	1,422	91%	1,670	90%
Pell Grant Recipient	685	52%	797	52%	852	49%	713	46%	839	45%
Taking Developmental Class	424	32%	417	27%	463	27%	409	26%	420	23%
COHORT	1,328		1,531		1,729		1,562		1,847	

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 2011	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	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		
Fall 2013	237	508	95	213	135	410	100	8	1,706	1,729	99%
Average	3.14	3.20	3.00	3.45	3.50	3.34	2.58	3.22	3.23		
Fall 2014	227	427	54	222	121	354	135	12	1,552	1,562	99%
Average	3.18	3.21	2.97	3.39	3.57	3.37	2.80	2.98	3.25		
Fall 2015	240	290	86	295	141	448	334	8	1,842	1,847	100%
Average	3.20	3.24	3.13	3.40	3.54	3.44	3.06	3.46	3.29		

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

Fall Cumulative Average GPA					
College	2011	2012	2013	2014	2015
Business	2.74	2.78	2.82	2.86	2.88
CLASS	2.86	2.88	2.90	2.90	2.93
Education	3.08	3.13	3.10	3.13	3.13
Engineering	2.90	2.88	2.89	2.95	2.91
Nursing	3.34	3.38	3.32	3.30	3.34
Science	2.99	3.00	3.03	3.05	3.05
Urban Affairs	3.05	3.06	3.06	3.06	3.05
Undergraduate Studies	2.75	2.79	2.86	2.77	2.71
Undergraduate Non-Degree	3.22	3.35	3.34	3.34	3.36
University Average	2.92	2.94	2.96	2.97	2.97

Source: Institutional Research

Table 6.6a: Fall 2015 Top 15 Majors by Academic Level

Undergraduate:		Graduate (excluding Law):	
Description	Total	Description	Total
Psychology-PSY	547	Business Administration-MBA	497
Biology-BIO	483	Electrical Engineering-ELG	278
General Business-BADM	445	Social Work-GSW	246
Mechanical Engineering-MCE	398	Financial Accounting_Audit-ACCAUDIT	141
Accounting-ACT	380	Master of Occupational Therapy-MOT	133
Health Sciences-HSCBS	338	Graduate Education Licensure-EDUC-LIC	116
Criminology-CRIM	312	Clinical Mental Health Counseling-CAC	115
Marketing-MKT	265	Doctor of Physical Therapy-DPT	105
Finance-FIN	264	Health Science- Phy. A. Track-GHE-PA	93
Early Childhood Education-ECE	204	Adult Learning and Development-ALD	92
Film, TV and Interactive Media-FILM/DGTAL	199	Mechanical Engineering-MCG	89
Chemical Engineering-CHE	191	Computer and Information Science-GCS	80
Nursing, BSN/RN-NUB	187	C&I-Mild / Moderate-C&IMM	75
Social Work-SWK	183	Public Administration-MPA	65
Communication-COM	181	Clinical Bioanalytical Chem-CBC	63

Table 6.6b: Fall 2015 Top 15 Departments by Academic Level

Undergraduate:		Graduate (excluding Law):	
Description	Total	Description	Total
Health Sciences	901	Business Administration	531
Biology, Geology & Environmental Science	724	Electrical Engineering and Computer Science	431
Psychology	673	Teacher Education	419
Communication	625	Health Sciences	389
Criminology, Anthropology, and Sociology	558	CASAL	316
Electrical Engineering and Computer Science	558	Social Work	246
Business Administration	531	Urban Studies	189
Teacher Education	461	Accounting	174
Urban Studies	441	Health And Physical Education	112
Mechanical Engineering	425	Mechanical Engineering	100
Accounting	413	Psychology	99
Nursing	319	Doctoral	94
Finance	272	Chemical & Biomedical Engineering	89
Marketing	271	Chemistry	88
Chemical & Biomedical Engineering	216	Civil & Environmental Engineering	76

Table 6.7: Fall 2015 Top 15 Degree Seeking Programs with Highest Minority Student Enrollment by Academic Level

Undergraduate:

Major/Program	Minority		Total		Minority as a % of	
	Enrollment	Enrollment	Major Enrollment	Major Enrollment	Total Major Enrollment	Total Major Enrollment
Organizational Leadership-ORL	20	31	65%			
Social Work-SWK	104	183	57%			
Urban Studies - Public Mgmt-UST	21	37	57%			
Sociology-SOC	72	128	56%			
Spanish-SPN	20	39	51%			
Communication Management-COMM MGT	24	48	50%			
Urban Studies - Regional Ping-USTRPL	17	37	46%			
Studio Art-ART STUDIO	26	57	46%			
Organizational Leadership Mgmt-ORL MGMT	22	50	44%			
Liberal Studies-LIB	13	30	43%			
Nonprofit Administration-NAD	31	73	42%			
Chemistry-CHMPP	22	52	42%			
Criminology-CRIM	131	312	42%			
Health Sciences-HSCBS-PB	29	70	41%			
Health Sciences-HSCBS	134	338	40%			

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

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

Graduate (excluding LAW):

Major/Program	Minority		Total		Minority as a % of	
	Enrollment	Enrollment	Major Enrollment	Major Enrollment	Total Major Enrollment	Total Major Enrollment
Adult Learning and Development-ALD	56	92	61%			
Social Work-GSW	123	246	50%			
Health Science-GHE	16	35	46%			
Clinical Mental Health Cnslng-CAC	52	115	45%			
Educational Administration-EAD	16	39	41%			
Executive Business Admin-EBA	11	27	41%			
C&I-Early Childhood Educ-C&IECE	21	56	38%			
C&I-Mild / Moderate-C&IMM	28	75	37%			
Tax Program-TAXATION	12	33	36%			
C&I-Literacy Dev-Reading-C&ILITRDG	16	46	35%			
Sport Management-GSM	10	29	34%			
Public Administration-MPA	22	65	34%			
Labor Relations and Huma-GLR	9	27	33%			
Graduate Education Licensure-EDUC-LIC	34	116	29%			
Counselor Education-CNS	16	55	29%			

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

Major/Program	Minority		Total		Minority as a % of	
	Enrollment	Enrollment	Major Enrollment	Major Enrollment	Total Major Enrollment	Total Major Enrollment
Pre-Social Work-PSWK	75	139	54%			
College Credit Plus-PSEOP	117	222	53%			
Pre-Liberal Arts & Social Sci-PLASS	12	28	43%			
Pre-Medicine-PREMED	138	334	41%			
Pre-Educ & Human Serv (Educ)-PEHSE	32	79	41%			
Pre-Medicine-PREMEDPB	21	55	38%			
Pre-Education-PEDU	44	134	33%			
Pre-HealthScience/PhysThyPrep-PRETHP	11	34	32%			
Pre-Veterinary Medicine-PREVET	10	32	31%			
Pre-Business Administration-PBUSUS	8	26	31%			

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 2015 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
Early Childhood Education-ECE	192	204	94%
Speech & Hearing-SPH	90	97	93%
Nursing, BSN/RN-NUB	167	187	89%
Nonprofit Administration-NAD	63	73	86%
Health Science Pre-Occ ThrpY-HSTHO	99	117	85%
Social Work-SWK	150	183	82%
Anthropology-ANT	54	67	81%
Moderate/Intensive Educ' Needs-SEDMI	24	30	80%
Psychology-PSYLR	56	70	80%
Mild/Moderate Educational Need-SEDMM	67	84	80%
English-Creative Writing Track-ENG CW	31	39	79%
Music Therapy-MUS THPY	44	56	79%
Organizational Leadership-ORL	24	31	77%
Nursing, BSN-NUBAPB	54	70	77%
Mild Childhood Math & Science-EDMMTSC	20	26	77%

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	40	41	98%
Speech Pathology and Aud-GSP	57	59	97%
C&I-Literacy Dev-Reading-C&ILITRDG	43	46	93%
C&I-Early Childhood Educ-C&IECE	52	56	93%
Master of Occupational Therapy-MOT	120	133	90%
Counselor Education-CNS	49	55	89%
Labor Relations and Huma-GLR	24	27	89%
Social Work-GSW	203	246	83%
Clinical Mental Health Crnsing-CAC	94	115	82%
Adult Learning and Development-ALD	75	92	82%
Graduate Education Licensure-EDUC-LIC	92	116	79%
Health Science-GHE	27	35	77%
Educational Administration-EAD	30	39	77%
Health Science- Phy. A. Track-GHE-PA	71	93	76%
C&I-Educational Technology-C&IETE	23	32	72%

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

Major/Program	Female Enrollment	Total Major Enrollment	Female as a % of Total Major Enrollment
Pre-Veterinary Medicine-PREVET	32	32	100%
Preparatory Nursing-PSNUR	182	206	88%
Pre-Social Work-PSWK	114	139	82%
Pre-Dentistry-PREIDENT	32	44	73%
Pre-Pharmacy-PREPHAR	39	54	72%
Pre-Education-PEDU	96	134	72%
Pre-Medicine-PREMED	225	334	67%
Pre-Medicine-PREMEDPB	33	55	60%
Pre-Educ & Human Serv (Educ)-PEHSE	45	79	57%
Pre-HealthScience/PhysThpyPrep-PRETHP	18	34	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	2011			2012			2013			2014			2015			Percent Change		
	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	5-Year	
Business																		
Day	41	17	42	14	36	16	31	17	38	15	23%	-8%	-7%	-11%				
Evening	93	19	92	19	88	19	81	18	82	16	1%	-13%	-12%	-17%				
Other	31	25	37	23	34	21	49	23	46	24	-6%	3%	48%	-5%				
Total	165	20	171	19	158	19	161	19	166	18	3%	-8%	1%	-9%				
CLASS																		
Day	53	23	41	20	46	19	36	20	36	18	0%	-9%	-32%	-22%				
Evening	19	20	21	20	24	16	21	16	23	15	10%	-5%	21%	-25%				
Other	55	23	64	23	53	24	56	25	64	21	14%	-16%	16%	-10%				
Total	127	23	126	22	123	21	113	21	123	19	9%	-12%	-3%	-16%				
Education																		
Day	22	19	25	15	20	14	18	13	17	15	-6%	12%	-23%	-24%				
Evening	50	15	47	14	39	15	39	11	46	13	18%	13%	-8%	-17%				
Other	80	19	83	18	90	16	80	17	80	15	0%	-16%	0%	-22%				
Total	152	18	155	16	149	15	137	15	143	14	4%	-7%	-6%	-21%				
Engineering																		
Day	3	14	5	23	5	24	6	24	6	24	0%	2%	100%	77%				
Evening	2	32	5	29	4	33	4	31	7	27	75%	-12%	250%	-14%				
Other							1	5	1	33	-	560%	-	-				
Total	5	21	10	26	9	28	11	25	14	26	27%	7%	180%	26%				
Law																		
Day	3	25	5	25	6	8	5	16	6	14	20%	-14%	100%	-44%				
Evening	8	18	7	15	9	14	8	10	9	13	13%	28%	13%	-31%				
Other	3	25	2	24	2	15	6	11	2	13	-67%	15%	-33%	-49%				
Total	14	21	14	20	17	12	19	12	17	13	-11%	10%	21%	-38%				
Nursing																		
Day	2	68	3	64	3	65	3	65	4	52	33%	-20%	100%	-23%				
Other	8	19	4	13	6	12	6	11	5	12	-17%	13%	-38%	-35%				
Total	10	29	7	35	9	30	9	29	9	30	0%	3%	-10%	5%				
Other																		
Day	22	17	25	15	42	12	41	12	36	12	-12%	0%	64%	-33%				
Other	2	26	1	21	1	39	1	29	1	25	0%	-14%	-50%	-4%				
Total	24	18	26	15	43	13	42	12	37	12	-12%	0%	54%	-33%				

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

(continued from previous page)

College	2011			2012			2013			2014			2015			Percent Change				
	Sections	Avg. Size	Avg. Size	Sections	Avg. Size	Avg. Size	Sections	Avg. Size	Avg. Size	Sections	Avg. Size	Avg. Size	Sections	Avg. Size	Avg. Size	1-Year Sections	1-Year Avg. Size	5-Year Sections	5-Year Avg. Size	
Science																				
Day	79	26	24	82	24	24	76	24	20	82	20	108	19	19	32%	-7%	37%	-30%		
Evening	15	16	17	15	17	13	13	17	15	17	15	10	11	11	-41%	-32%	-33%	-36%		
Other	38	21	22	42	22	58	20	56	19	56	19	55	20	20	-2%	3%	45%	-4%		
Total	132	24	22	139	22	147	22	155	19	155	19	173	18	18	12%	-4%	31%	-22%		
Urban Affairs																				
Evening	11	19	13	11	13	11	11	11	13	11	13	14	12	12	27%	-6%	27%	-38%		
Other	20	35	25	23	25	22	22	27	25	21	25	20	25	25	-5%	1%	0%	-29%		
Total	31	29	21	34	21	33	21	32	21	32	21	34	20	20	6%	-5%	10%	-34%		
University Total																				
Day	225	23	20	228	20	234	19	222	18	222	18	251	17	17	13%	-6%	12%	-26%		
Evening	198	18	17	198	17	188	17	181	16	181	16	191	15	15	6%	-6%	-4%	-17%		
Other	237	22	21	256	21	266	20	276	20	276	20	274	19	19	-1%	-5%	16%	-14%		
Total	660	21	20	682	20	688	19	679	18	679	18	716	17	17	5%	-6%	8%	-19%		

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	2011			2012			2013			2014			2015			Percent Change		
	Sections	Avg. Size	Sections	Avg. Size	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
Business																		
Day	96	33	87	33	87	34	98	34	101	36	3%	7%	5%	11%	3%	7%	5%	11%
Evening	159	24	157	24	152	25	152	25	119	24	-22%	-2%	-25%	0%	-22%	-2%	-25%	0%
Other	46	30	59	25	58	28	58	29	66	28	14%	-5%	43%	-9%	14%	-5%	43%	-9%
Total	301	28	303	27	297	28	308	28	286	29	-7%	3%	-5%	5%	-7%	3%	-5%	5%
CLASS																		
Day	336	30	354	30	386	29	395	32	399	30	1%	-4%	19%	0%	1%	-4%	19%	0%
Evening	150	23	141	25	129	25	153	22	146	24	-5%	11%	-3%	7%	-5%	11%	-3%	7%
Other	60	22	53	25	51	25	54	24	61	24	13%	2%	2%	9%	13%	2%	2%	9%
Total	546	28	548	28	566	28	602	28	606	28	1%	-1%	11%	3%	1%	-1%	11%	3%
Education																		
Day	52	22	44	23	41	24	50	21	87	18	74%	-11%	67%	-15%	74%	-11%	67%	-15%
Evening	101	21	101	20	106	19	98	17	98	17	0%	-3%	-3%	-20%	0%	-3%	-3%	-20%
Other	78	21	88	20	98	20	91	21	99	20	9%	-2%	27%	-1%	9%	-2%	27%	-1%
Total	231	21	233	21	245	20	239	19	284	19	19%	-5%	23%	-12%	19%	-5%	23%	-12%
Engineering																		
Day	41	30	43	29	45	32	70	31	85	35	21%	11%	107%	17%	21%	11%	107%	17%
Evening	65	21	64	21	69	23	59	29	82	31	39%	8%	26%	48%	39%	8%	26%	48%
Other	13	11	5	15	1	54	2	49	3	6	50%	-88%	-77%	-46%	50%	-88%	-77%	-46%
Total	119	23	112	24	115	27	131	31	170	33	30%	7%	43%	42%	30%	7%	43%	42%
Honors																		
Day	9	15	8	17	8	21	10	14	7	18	-30%	23%	-22%	15%	-30%	23%	-22%	15%
Other	3	18	4	13	2	18	4	15	5	13	25%	-13%	67%	-28%	25%	-13%	67%	-28%
Total	12	16	12	15	10	20	14	15	12	16	-14%	8%	0%	-2%	-14%	8%	0%	-2%
Law																		
Day	50	29	42	28	40	28	39	26	36	27	-8%	1%	-28%	-9%	-8%	1%	-28%	-9%
Evening	41	20	41	20	41	15	38	16	32	17	-16%	10%	-22%	-14%	-16%	10%	-22%	-14%
Other	4	14	6	16	4	12	2	12	3	23	50%	89%	-25%	68%	50%	89%	-25%	68%
Total	95	25	89	23	85	21	79	21	71	22	-10%	6%	-25%	-10%	-10%	6%	-25%	-10%
Nursing																		
Day	14	67	13	73	14	69	13	70	14	68	8%	-3%	0%	2%	8%	-3%	0%	2%
Evening	-	-	-	-	-	-	-	-	1	22	-	-	-	-	-	-	-	-
Other	13	16	13	17	12	17	12	16	10	22	-17%	38%	-23%	45% ^{0%}	-17%	38%	-23%	45% ^{0%}
Total	27	42	26	45	26	45	25	44	25	48	0%	8%	-7%	14%	0%	8%	-7%	14%

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

(continued from previous page)

College	2011			2012			2013			2014			2015			Percent Change	
	Sections	Avg. Size	Sections	Avg. Size	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	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	
Nursing																	
Day	14	67	14	70	14	70	17	57	14	71	14	71	14	71	-18%	25%	
Other	14	13	13	17	11	16	10	19	15	19	15	19	15	19	50%	3%	
Total	28	40	27	44	25	46	27	43	29	44	29	44	29	44	7%	4%	
Other																	
Day	42	18	45	17	49	14	49	15	3	14	3	14	3	14	-94%	-5%	
Evening	2	20	9	20	6	18	5	16	5	16	5	16	5	16	-100%	-100%	
Other	3	33	3	44	2	49	2	46	2	48	2	48	2	48	0%	4%	
Total	47	19	57	19	57	15	56	16	5	28	5	28	5	28	-91%	71%	
Science																	
Day	194	40	207	42	210	43	252	39	236	42	236	42	236	42	-6%	7%	
Evening	94	30	88	31	91	32	84	30	93	30	93	30	93	30	11%	0%	
Other	54	27	53	28	58	28	67	26	74	28	74	28	74	28	10%	4%	
Total	342	35	348	37	359	38	403	35	403	36	403	36	403	36	0%	3%	
Undergraduate Studies																	
Day	8	23	8	26	8	24	8	24	8	29	8	29	8	29	0%	21%	
Evening	-	-	1	21	1	20	1	23	1	29	1	29	1	29	0%	26%	
Total	8	23	9	25	9	24	9	24	9	29	9	29	9	29	0%	22%	
Urban Affairs																	
Day	14	37	11	41	13	37	10	44	11	44	11	44	11	44	10%	-1%	
Evening	50	17	46	18	50	17	55	18	52	18	52	18	52	18	-5%	-3%	
Other	28	45	26	44	28	41	31	41	32	38	32	38	32	38	3%	-7%	
Total	92	29	83	29	91	27	96	28	95	28	95	28	95	28	-1%	-2%	
University Total																	
Day	817	32	842	33	861	33	920	32	924	33	924	33	924	33	0%	3%	
Evening	637	23	624	23	627	23	627	24	613	24	613	24	613	24	-2%	0%	
Other	293	26	301	26	310	26	338	26	369	26	369	26	369	26	9%	0%	
Total	1,747	27	1,767	28	1,798	28	1,885	28	1,906	29	1,906	29	1,906	29	1%	4%	

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 6.12: Fall Undergraduate Student FTE by College and Class Time: 5-Year Trend
Fall 2011 – 2015**

College	Day					Evening					Weekends					Unknown							
	Percent Change					Percent Change					Percent Change					Percent Change							
	2011	2012	2013	2014	2015	1 Year	5 Year	1 Year	5 Year	1 Year	5 Year	1 Year	5 Year	1 Year	5 Year	2011	2012	2013	2014	2015	1 Year	5 Year	
Business	626	581	607	630	722	15%	15%	-24%	-23%	5	1	1	-	-	-	-	99	145	157	187	220	18%	122%
CLASS	2489	2548	2755	2633	2475	-2%	-1%	12%	-10%	9	3	2	-	-	-	-	315	314	314	277	333	20%	6%
Education	181	164	150	162	174	8%	-3%	1%	-13%	4	4	3	9	10	16%	163%	165	172	197	191	204	7%	24%
Nursing	246	258	261	246	255	3%	3%	-4%	-	2	2	-	-	1	-	-	24	22	20	24	28	15%	18%
Engineering	281	275	320	443	552	25%	96%	54%	77%	5	-	-	-	-	-	-	20	16	12	6	14	122%	-30%
Science	2258	2390	2539	2292	2445	7%	8%	-1%	9%	17	13	20	6	7	6%	-60%	235	261	311	284	337	19%	43%
Urban Affairs	122	129	121	99	108	9%	-12%	10%	0%	16	7	7	16	16	1%	4%	296	284	283	245	231	-6%	-22%
Undergraduate Studies	76	89	98	89	93	4%	22%	46%	97%	-	-	-	-	-	-	-	-	3	2	1	-	-100%	-
Honors	8	7	8	6	7	13%	-9%	-	-	-	-	-	-	-	-	-	2	1	0	1	2	-	-
Other	7	11	12	4	4	-8%	-45%	40%	-67%	-	-	-	-	-	-	-	9	15	13	16	15	-7%	64%
Total	6,294	6,451	6,872	6,504	6,833	9%	5%	5%	1%	57	27	33	31	34	10%	-40%	1,164	1,233	1,308	1,233	1,384	12%	19%

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

**Table 6.13: Fall Graduate & Law Student FTE by College and Class Time: 5-Year Trend
Fall 2011 – 2015**

College	Day					Evening					Weekends					Unknown							
	Percent Change					Percent Change					Percent Change					Percent Change							
	2011	2012	2013	2014	2015	1 Year	5 Year	1 Year	5 Year	1 Year	5 Year	1 Year	5 Year	1 Year	5 Year	2011	2012	2013	2014	2015	1 Year	5 Year	
Business	56	48	36	43	16	-64%	-72%	-24%	-36%	81	43	46	47	32	-32%	-60%	102	131	141	122	122	0%	20%
CLASS	60	61	52	64	51	-20%	-15%	-15%	-32%	43	42	43	33	29	-13%	-33%	66	78	64	76	70	-7%	7%
Education	14	2	8	16	11	-30%	-18%	-9%	-33%	30	21	19	14	22	61%	-26%	221	238	242	233	232	-1%	5%
Engineering	12	18	18	35	93	165%	655%	38%	90%	-	-	-	-	-	-	-	40	37	40	52	36	-31%	-10%
Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	20	22	22	18	18	-1%	-12%
Science	227	246	228	233	238	2%	5%	-2%	-21%	-	-	-	6	8	-	-	131	126	144	150	149	-1%	14%
Urban Affairs	1	-	-	-	-	-	-	6%	-23%	6	-	-	-	-	-	-	30	18	17	16	18	12%	-38%
Law	299	262	255	243	216	-11%	-28%	-8%	-38%	7	8	6	6	1	-82%	-86%	11	19	16	12	25	103%	121%
Other	-	1	0	1	-	-100%	-	-	-	-	-	-	-	-	-	-	58	58	50	57	56	-3%	-4%
Total	669	639	598	635	625	-2%	-7%	-5%	-21%	166	113	114	106	92	-13%	-45%	678	726	736	736	725	-2%	7%

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	
	2011-12	2012-13	2013-14	2014-15	2015-16	1-Year	5-Year	2011-12	2012-13	2013-14	2014-15	2015-16	1-Year	5-Year
Summer	3,153	3,203	3,085	3,195	3,186	0%	1%	16,045	16,575	16,023	17,195	15,193	-12%	-5%
Fall	4,402	4,622	4,785	4,960	5,351	8%	22%	20,027	21,585	22,575	21,208	23,784	12%	19%
Spring	4,469	4,592	4,502	5,000	5,527	11%	24%	20,675	21,359	21,042	21,885	24,319	11%	18%
Total	12,024	12,417	12,372	13,155	14,064	7%	17%	56,747	59,519	59,640	60,288	63,296	5%	12%

* Web-based: Courses deliver primarily using the Internet. These courses are identified by their class attribute (Online and/or Blended).

Note: In prior years, enrollment and SCH was based on those students who did not have a withdrawal date for a Web Based Course. This was inconsistent with the rest of the Book of Trends and has been changed this year to maintain better consistency within the book.

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

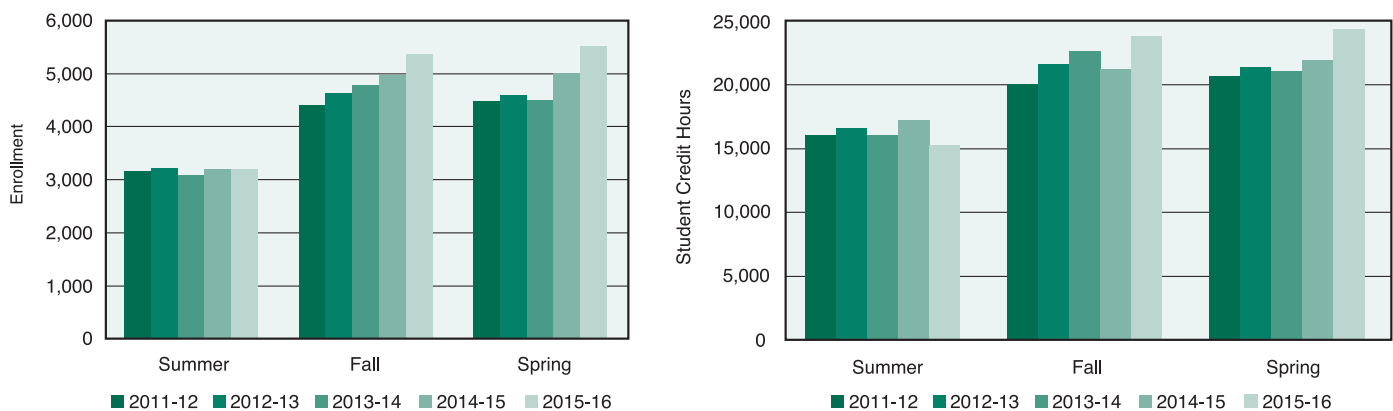


Table 6.14b: 5-Year Trends in Web-Based Instructional Delivery
Student Credit Hours Generated

Undergraduate

Web-Based**	Fall					Percent Change	
	2011	2012	2013	2014	2015	1-Year	5-Year
Business	1,412	2,001	2,294	2,634	3,225	22%	128%
CLASS	3,396	3,619	3,460	2,901	3,621	25%	7%
Education	1,433	1,504	2,023	2,027	2,174	7%	52%
Engineering	253	227	64	-	110	-	-57%
Nursing	354	327	298	315	417	32%	18%
Science	3,084	3,589	3,932	3,777	4,648	23%	51%
Urban Affairs	4,509	4,181	4,152	3,579	3,369	-6%	-25%
Other (AF-CSC-MSC)	92	100	90	88	97	10%	5%
Total	14,533	15,548	16,313	15,321	17,861	-6%	28%

Graduate

Web-Based**	Fall					Percent Change	
	2011	2012	2013	2014	2015	1-Year	5-Year
Business	1,320	1,540	1,767	1,390	1,618	16%	23%
CLASS	163	305	144	246	243	-1%	49%
Education	2,821	2,927	3,079	2,886	3,047	6%	8%
Engineering	92	84	152	388	-	-	-
Law	-	-	-	-	154	-	-
Nursing	303	331	320	267	266	0%	-12%
Science	459	674	622	606	651	7%	42%
Urban Affairs	336	168	160	104	144	38%	-57%
Other (AF-CSC-MSC)	-	8	18	-	-	-	-
Total	5,494	6,037	6,262	5,887	6,123	-6%	15%

Totals

Web-Based**	Fall					Percent Change	
	2011	2012	2013	2014	2015	1-Year	5-Year
Business	2,732	3,541	4,061	4,024	4,843	20%	77%
CLASS	3,559	3,924	3,604	3,147	3,864	23%	9%
Education	4,254	4,431	5,102	4,913	5,221	6%	23%
Engineering	345	311	216	388	110	-72%	-68%
Law	-	-	-	-	154	-	-
Nursing	-	-	618	582	683	17%	-
Science	3,543	4,263	4,554	4,383	5,299	21%	50%
Urban Affairs	4,845	4,349	4,312	3,683	3,513	-5%	-27%
Other (AF-CSC-MSC)	92	108	108	88	97	10%	5%
Total	19,370	20,927	22,575	21,208	23,784	12%	23%

** Web-based: Courses delivered primarily using the Internet. These courses are identified by their class attribute (Online and/or Blended).

Note: In prior years these figures were calculated using end of term enrollment numbers, as opposed to census date numbers. Because these tables were the only tables in the entire book to use this methodology, for consistency's sake we have decided to recalculate these tables using census data.

Trends in Interactive Video 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 Delivery
Student Credit Hours Generated

Undergraduate							
	Fall					Percent Change	
Interactive Video*	2011	2012	2013	2014	2015	1-Year	5-Year
CLASS	52	-	-	33	48	45%	-8%
Engineering	-	108	124	-	-	-	-
Science	81	99	20	-	-	-	-
Urban Affairs	828	436	548	393	314	-20%	-62%
Total	961	643	692	426	362	0%	-56%

Graduate							
	Fall					Percent Change	
Interactive Video*	2011	2012	2013	2014	2015	1-Year	5-Year
CLASS	1,170	501	453	438	309	-29%	-74%
Education	213	140	225	-	-	-	-
Science	-	-	-	87	-	-	-
Urban Affairs	28	4	-	-	4	-	-86%
Total	1,411	645	678	525	313	-40%	-78%

Total							
	Fall					Percent Change	
Interactive Video*	2011	2012	2013	2014	2015	1-Year	5-Year
CLASS	1,222	501	453	471	357	-24%	-71%
Education	213	140	225	-	-	-	-
Engineering	-	108	124	-	-	-	-
Science	81	99	20	87	-	-	-
Urban Affairs	856	440	548	393	318	-19%	-63%
Total	2,372	1,288	1,370	951	675	-29%	-72%

* Interactive video: Courses delivered via interactive television at two or more sites simultaneously and are identified by their class attribute (IDVL).

Table 6.16: Cleveland State University Michael Schwartz Library Collections, FY 2015

Resources	Library FY 2015	
	Total Titles	Total Volumes/Items
Print Resources in Scholar		
Monographs	464,653	541,661
Scores	13,793	22,465
Periodicals and books (to be added to Scholar)	0	0
Classed Serials	6,155	55,266
Periodicals	25,831	160,447
Theses and Dissertations	3,445	4,493
Print Resources in Microform	10,679	224,504
Total Print Resources	524,556	1,008,836
Media Resources in Scholar		
Audio Resources	16,792	21,514
Video Resource	17,126	20,098
Other Resources	888	2,755
Total Media Resources	34,806	44,367
Total Physical Resources	559,362	1,053,203
Electronic Resources in Scholar		
Electronic Books	228,118	228,146
Electronic Journals	53,015	53,015
Electronic Serials	194	194
Databases	733	729
Websites	1,272	1,255
Streaming Audio	4,772	4,772
Streaming Video	9,823	9,823
Total Electronic Resources	297,927	297,934
Total digital resources in CONTENTdm	60,793	60,793
Total digital resources in EngagedScholarship@CSU	11,284	11,284
Total Locally Digitized Resources	72,077	72,077
Total Digital Resources	370,004	370,011
GRAND TOTAL	929,366	1,423,214
Archival Resources		
	Number of Collections	Linear Feet
Special Collections	510	7,696
University Archives	450	3,493
Total Archival Resources	960	11,189
Current Subscriptions		
	Number of Titles FY15	
Paper Periodical	18	
Electronic Periodicals (paid subscriptions, including EJC)	11,422	
Other Paper Continuing Resources	73	
Other Electronic Continuing Resources (not journals)	410	
Total Subscriptions	11,923	

Table 6.17: Michael Schwartz Library Use Statistics

DIGITAL RESOURCE USE TRENDS	FY 12	FY 13	FY 14	FY 15
Searches on Scholar catalog	1,623,618	1,921,510	3,045,695	1,679,457
Electronic resource searches (OhioLINK)	1,608,342	2,682,681	2,497,713	2,153,954
Electronic resource searches (CSU purchased)	307,958	369,815	393,248	285,528
Electronic resource downloads (OhioLINK)	370,527	410,995	436,465	428,858
Electronic resource downloads (CSU purchased)	76,950	113,563	95,680	81,246
Electronic books use (OhioLINK)	37,099	21,665	21,062	21,907
Electronic books use (ebrary section requests - CSU purchased)	108,167	82,772	68,688	74,071
Electronic books use (ebrary section requests - CSU produced)	56,168	n/a*	n/a*	n/a*
Electronic theses/dissertations use (downloaded from ProQuest and OhioLINK ETD)	132,800	71,676	47,060	52,133
OhioLINK Digital Resource Center use (downloads)	1,179	4,109	4,109	5,101
OhioLINK digital video use (uses=hits on files)	596	n/a	n/a	n/a
Films on Demand (titles viewed)	45 (partial)	3,527	3,726	3,918
OhioLINK digital audio use (Naxos music downloads)	15,410	20,274	6,201	3,416
ARTstor searches and browse	18,913	15,899	24,200	4,873
ARTstor access events (view, print, download, etc.)	21,322	33,101	52,743	11,090
EngagedScholarship@CSU (downloads)	n/a	68,937	198,762	376,358
Hits to the Library's streaming media files	4,258	80,478	82,567	89,864
Page Views on Cleveland Memory	33,157,836	279,082†	280,149	285,502
Page Views on the Library website	39,341,890	1,397,600†	1,274,545	1,194,213
Page Views on Library's Virtual Reference webpages	48,746	19,241	17,940	15,350
Page Views on Library's Subject Portal webpages	128,188	n/a**	n/a**	n/a**
OTHER TRENDS	FY 12	FY 13	FY 14	FY 15
Percent of materials budget spent on electronic resources	96%	95%	95%	96%
Items checked out	130,874	122,596	107,446	89,374
Visitors to the Library	527,989	542,473	532,126	531,063
Visitors (virtual) to the Library webpage	411,326†	440,548	350,523	391,583
Visitors (virtual) to Cleveland Memory	97,613†	130,511	116,825	121,443
Items borrowed from other OhioLINK libraries	24,485	21,810	17,697	14,651
Items loaned to other OhioLINK libraries	12,869	10,667	9,303	8,374
Items borrowed from libraries through ILL (beyond Ohio)	2,273	2,235	4,209	6,082
Items loaned to libraries through ILL (beyond Ohio)	7,096	5,376	3,434	2,984
Reference and technical questions answered	34,546	25,624	30,737	28,002
Librarian led instructional sessions	413	394	382	378
In-house faculty led instructional sessions	1,032	942	1,036	1,188
Other Library facility bookings for campus activities	650	823	984	1,011
IMS media equipment circulations to faculty	13,861	n/a***	n/a***	n/a***

† Method of statistics gathering changed to use of Google Analytics ‡ Ebooks not loaded in EBC and statistics not yet available from vendors websites
 * Moved to new platform ** Subject portals have been retired *** IMS is no longer part of the Library

Table 6.18: Cleveland State University Law Library Collections 2012-2015

	2012		2013		2014		2015	
	Total Titles	Total Vol./ Units	Total Titles	Total Vol./ Units	Total Titles	Total Vol./ Units	Total Titles	Total Vol./ Units
Titles and Volumes:								
Print titles	78,730	-	72,167	-	72,234	-	69,816	-
Non-book and Electronic Titles	20,662	-	23,429	-	24,035	-	41,686	-
Microformats	71,082	-	71,082	-	71,082	-	71,082	-
Volumes (excluding microforms)	-	290,850	-	273,783	-	273,406	-	265,410
Volumes equivalent of microforms	-	235,776	-	235,769	-	235,768	-	235,647

Source: Law Library

Table 6.19: Cleveland State University Law Library Statistics 2012-2015

	2012		2013		2014		2015	
	Requests	Filled	Requests	Filled	Requests	Filled	Requests	Filled
Number of material requests sent by Law library	2,329	2,286	2,386	2,374	1,797	1,763	1,250	1,238
Number of material request received by Law library	2,596	2,012	1,803	1,554	1,680	1,481	1,346	1,178

Source: Law Library





Faculty & Staff



7

Book of Trends

Table 7.1: Full-Time Employees by Standard Occupational Classification (SOC) Fall 2015

SOC Category	Count	% of Total
Management	261	16.8%
Faculty	524	33.8%
Archivists/Curators/Museum Technicians	17	1.1%
Non-Postsecondary Teaching	81	5.2%
Business/Financial Operations	88	5.7%
Computer/Engineering/Science	137	8.8%
Comm Service/Legal/Arts/Media	64	4.1%
Health Practitioners & Technical Occupations	15	1.0%
Service	105	6.8%
Sales and Related	3	0.2%
Office/Administrative Support	222	14.3%
Natural Resources/Construct/Mnt	23	1.5%
Production/Transport/Material	11	0.7%
Total Full-time Employees	1,551	100%

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

Figure 7.1: Full-Time Employees by SOC Category Fall 2015

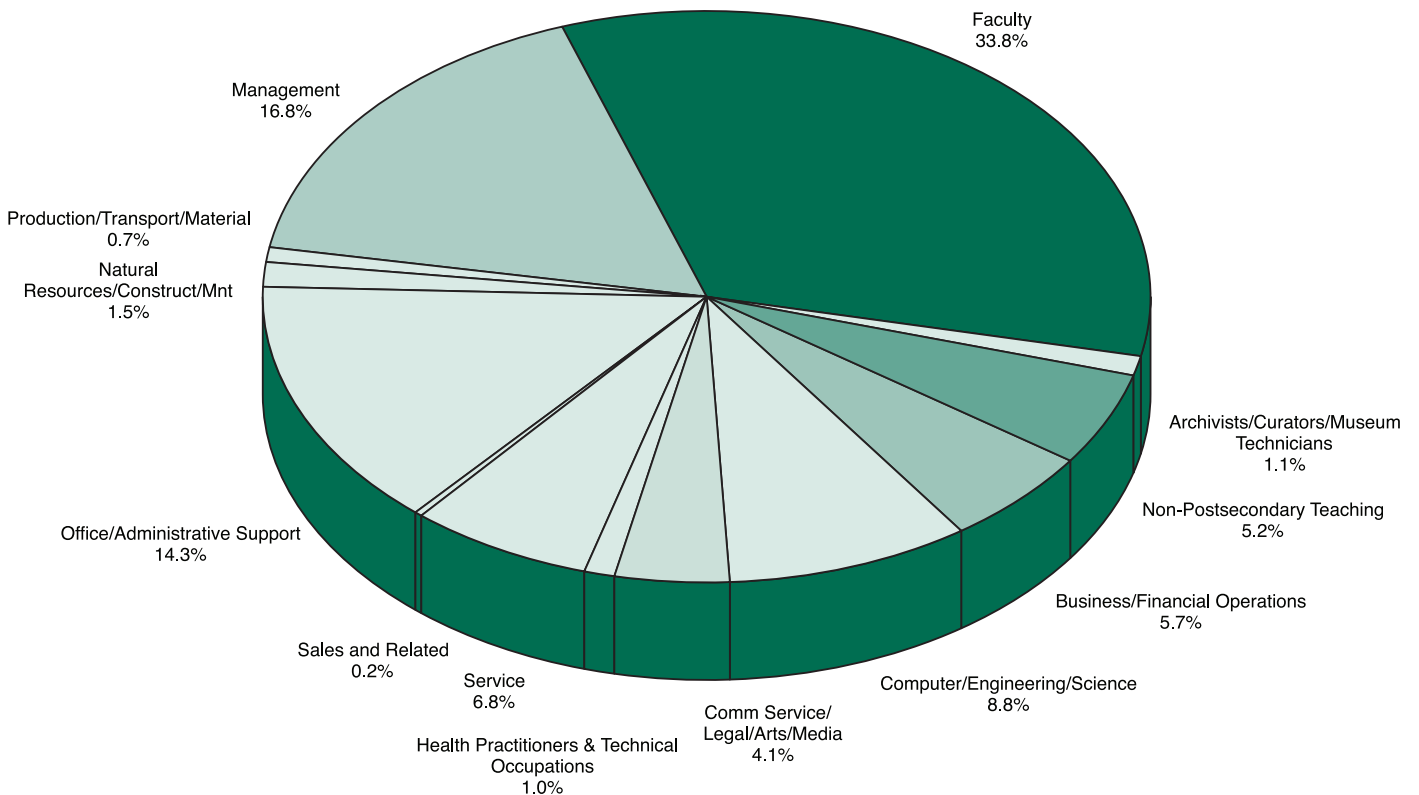


Table 7.2: Full-Time Employees by Gender, Ethnicity, and (SOC) Category
Fall 2012 - Fall 2015

SOC Category/Ethnicity	2012		2013		2014		2015	
	Male	Female	Male	Female	Male	Female	Male	Female
Management								
Non Resident Alien	-	-	-	-	-	-	-	-
White	86	91	86	100	87	109	87	118
Black/African American	7	27	7	26	9	23	9	23
Hispanic/Latino	4	1	6	2	7	3	6	3
Asian	10	2	8	3	7	3	8	3
American Indian/Alaskan Native	-	-	1	-	1	1	1	1
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-
Two or More Races	1	-	1	1	1	1	-	2
Unknown	-	-	-	1	-	-	-	-
Total	108	121	109	133	112	140	111	150
Faculty								
Non Resident Alien	9	3	13	4	11	5	16	6
White	220	160	206	161	213	170	209	172
Black/African American	15	20	17	21	17	20	14	18
Hispanic/Latino	9	3	9	3	9	4	8	5
Asian	56	23	54	20	54	19	53	19
American Indian/Alaskan Native	-	-	-	-	-	1	-	1
Other Pacific Islander/Native Hawaiian	1	-	-	-	-	-	-	-
Two or More Races	-	-	-	1	-	1	-	2
Unknown	-	1	-	2	-	1	-	1
Total	310	210	299	212	304	221	300	224
Archivists/Curators/Museum Technicians								
Non Resident Alien	-	-	-	-	-	-	-	-
White	3	13	3	13	2	13	4	11
Black/African American	-	-	-	-	-	-	-	-
Hispanic/Latino	-	-	1	-	1	-	-	-
Asian	-	1	-	1	-	1	-	2
American Indian/Alaskan Native	-	-	-	-	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
Unknown	-	-	-	-	-	-	-	-
Total	3	14	4	14	3	14	4	13
Non-Postsecondary Teaching								
Non Resident Alien	-	1	-	-	-	-	-	-
White	16	45	15	46	18	48	16	42
Black/African American	1	9	1	10	3	11	3	11
Hispanic/Latino	-	3	-	3	1	5	2	4
Asian	-	-	-	-	-	-	-	1
American Indian/Alaskan Native	-	1	-	-	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-
Two or More Races	-	2	-	2	-	3	-	2
Unknown	-	-	-	-	-	-	-	-
Total	17	61	16	61	22	67	21	60

Table 7.2: Full-Time Employees by Gender, Ethnicity, and (SOC) Category
Fall 2012 - Fall 2015

SOC Category/Ethnicity	2012		2013		2014		2015	
	Male	Female	Male	Female	Male	Female	Male	Female
Business/Financial Operations								
Non Resident Alien	1	-	1	-	1	-	1	-
White	23	42	23	45	16	45	18	45
Black/African American	3	13	7	14	4	18	4	18
Hispanic/Latino	-	2	1	1	-	-	-	1
Asian	-	-	-	-	-	-	-	-
American Indian/Alaskan Native	-	-	-	-	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	1	-	1
Unknown	-	-	-	-	-	-	-	-
Total	27	57	32	60	21	64	23	65
Computer/Engineering/Science								
Non Resident Alien	3	2	4	2	2	2	2	2
White	74	35	75	29	81	27	77	26
Black/African American	5	5	6	5	6	5	6	6
Hispanic/Latino	-	2	1	2	1	2	1	3
Asian	9	2	9	2	9	2	10	3
American Indian/Alaskan Native	-	-	-	-	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	1	-
Unknown	-	-	-	-	-	-	-	-
Total	91	46	95	40	99	38	97	40
Comm Service/Legal/Arts/Media								
Non Resident Alien	1	-	-	1	-	2	-	2
White	23	22	24	20	22	23	23	23
Black/African American	8	8	7	7	6	6	5	5
Hispanic/Latino	1	-	1	-	1	-	1	2
Asian	-	-	-	-	1	-	1	-
American Indian/Alaskan Native	-	-	-	-	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	1	-	1	1
Unknown	-	-	-	-	-	-	-	-
Total	33	30	32	28	31	31	31	33
Health Practitioners & Technical Occupations								
Non Resident Alien	-	-	-	-	-	-	-	-
White	2	8	2	8	2	8	2	9
Black/African American	-	1	-	2	1	2	1	2
Hispanic/Latino	-	-	-	-	-	-	-	1
Asian	1	1	1	-	-	-	-	-
American Indian/Alaskan Native	-	-	-	-	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
Unknown	-	-	-	-	-	-	-	-
Total	3	10	3	10	3	10	3	12

Table 7.2: Full-Time Employees by Gender, Ethnicity, and (SOC) Category
Fall 2012 - Fall 2015

SOC Category/Ethnicity	2012		2013		2014		2015	
	Male	Female	Male	Female	Male	Female	Male	Female
Service								
Non Resident Alien	-	-	-	-	-	-	-	-
White	27	4	24	4	27	4	26	4
Black/African American	39	25	38	24	39	30	35	32
Hispanic/Latino	4	1	4	1	5	1	6	2
Asian	-	-	-	-	1	-	-	-
American Indian/Alaskan Native	-	-	-	-	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
Unknown	2	-	2	-	-	-	-	-
Total	72	30	68	29	72	35	67	38
Sales and Related								
Non Resident Alien	-	-	-	-	-	-	-	-
White	2	-	1	1	3	1	3	-
Black/African American	1	-	1	-	-	-	-	-
Hispanic/Latino	-	-	-	-	1	-	-	-
Asian	-	-	-	-	-	-	-	-
American Indian/Alaskan Native	-	-	-	-	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
Unknown	-	-	-	-	-	-	-	-
Total	3	-	2	1	4	1	3	-
Office/Administrative Support								
Non Resident Alien	-	-	-	-	-	-	1	-
White	14	135	14	136	16	125	17	116
Black/African American	8	73	9	67	7	72	4	73
Hispanic/Latino	1	2	1	4	1	5	1	4
Asian	1	3	1	2	-	2	-	2
American Indian/Alaskan Native	-	-	-	2	-	1	-	2
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-
Two or More Races	-	2	-	2	-	1	-	2
Unknown	-	-	-	-	-	-	-	-
Total	24	215	25	213	24	206	23	199
Natural Resources/Construct/Mnt								
Non Resident Alien	-	-	-	-	-	-	-	-
White	21	-	15	-	18	-	18	-
Black/African American	6	-	6	-	4	-	4	-
Hispanic/Latino	1	-	1	-	1	-	1	-
Asian	-	-	-	-	-	-	-	-
American Indian/Alaskan Native	-	-	-	-	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
Unknown	-	-	-	-	-	-	-	-
Total	28	-	22	-	23	-	23	-

Table 7.2: Full-Time Employees by Gender, Ethnicity, and (SOC) Category
Fall 2012 - Fall 2015

SOC Category/Ethnicity	2012		2013		2014		2015	
	Male	Female	Male	Female	Male	Female	Male	Female
Production/Transport/Material								
Non Resident Alien	-	-	-	-	-	-	-	-
White	8	-	6	1	7	1	6	1
Black/African American	1	1	-	-	-	-	1	1
Hispanic/Latino	1	-	1	-	1	-	1	-
Asian	-	-	-	-	1	-	1	-
American Indian/Alaskan Native	-	-	-	-	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
Unknown	-	-	-	-	-	-	-	-
Total	10	1	7	1	9	1	9	2
Total Full-Time Employees								
Non Resident Alien	14	6	18	7	14	9	20	10
White	519	555	494	564	512	574	506	567
Black/African American	94	182	99	176	96	187	86	189
Hispanic/Latino	21	14	26	16	29	20	27	25
Asian	77	32	73	28	73	27	73	30
Native American/Alaskan Native	-	1	1	2	1	3	1	4
Other Pacific Islander/Native Hawaiian	1	-	-	-	-	-	-	-
Two or More Races	1	4	1	6	2	7	2	10
Unknown	2	1	2	3	-	1	-	1
Total	729	795	714	802	727	828	715	836

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

Note: Non Resident Alien are put into the actual race categories.

Note: Please see that Asian/Pacific Islander was split into two categories. Also a new category of two or more races was added per Federal Reporting Rule Changes.

Table 7.3: **Full-Time Employees: Women and Minorities as a Percentage of Total by SOC Category**
Fall 2012 - Fall 2015

	2012	2013	2014	2015		2012	2013	2014	2015
Management					Business/Financial Operations				
Women	53%	55%	56%	57%	Women	68%	65%	75%	74%
Blacks/African American	15%	14%	13%	12%	Blacks/African American	19%	23%	26%	25%
Hispanic/Latino	2%	3%	4%	3%	Hispanic/Latino	2%	2%	0%	1%
Asian	5%	5%	4%	4%	Asian	0%	0%	0%	0%
Native American/Alaskan Native	0%	0%	1%	1%	Native American/Alaskan Native	0%	0%	0%	0%
Other Pacific Islander/Native Hawaiian	0%	0%	0%	0%	Other Pacific Islander/Native Hawaiian	0%	0%	0%	0%
Two or More Races	0%	1%	1%	1%	Two or More Races	0%	0%	1%	1%
Minorities	23%	23%	22%	21%	Minorities	21%	25%	27%	27%
Faculty					Computer/Engineering/Science				
Women	40%	41%	42%	43%	Women	34%	30%	28%	29%
Blacks/African American	7%	7%	7%	6%	Blacks/African American	7%	8%	8%	9%
Hispanic/Latino	2%	2%	2%	2%	Hispanic/Latino	1%	2%	2%	3%
Asian	15%	14%	14%	14%	Asian	8%	8%	8%	9%
Native American/Alaskan Native	0%	0%	0%	0%	Native American/Alaskan Native	0%	0%	0%	0%
Other Pacific Islander/Native Hawaiian	0%	0%	0%	0%	Other Pacific Islander/Native Hawaiian	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	Two or More Races	0%	0%	0%	1%
Minorities	24%	24%	24%	23%	Minorities	17%	19%	18%	22%
Archivists/Curators/Museum Technicians					Comm Service/Legal/Arts/Media				
Women	82%	78%	82%	76%	Women	48%	47%	50%	52%
Blacks/African American	0%	0%	0%	0%	Blacks/African American	25%	23%	19%	16%
Hispanic/Latino	0%	6%	6%	0%	Hispanic/Latino	2%	2%	2%	5%
Asian	6%	6%	6%	12%	Asian	0%	0%	2%	2%
Native American/Alaskan Native	0%	0%	0%	0%	Native American/Alaskan Native	0%	0%	0%	0%
Other Pacific Islander/Native Hawaiian	0%	0%	0%	0%	Other Pacific Islander/Native Hawaiian	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	Two or More Races	0%	0%	2%	3%
Minorities	6%	11%	12%	12%	Minorities	27%	25%	24%	25%
Non-Postsecondary Teaching					Health Practitioners & Technical Occupations				
Women	78%	79%	75%	74%	Women	77%	77%	77%	80%
Blacks/African American	13%	14%	16%	17%	Blacks/African American	8%	15%	23%	20%
Hispanic/Latino	4%	4%	7%	7%	Hispanic/Latino	0%	0%	0%	7%
Asian	0%	0%	0%	1%	Asian	15%	8%	0%	0%
Native American/Alaskan Native	1%	0%	0%	0%	Native American/Alaskan Native	0%	0%	0%	0%
Other Pacific Islander/Native Hawaiian	0%	0%	0%	0%	Other Pacific Islander/Native Hawaiian	0%	0%	0%	0%
Two or More Races	3%	3%	3%	2%	Two or More Races	0%	0%	0%	0%
Minorities	21%	21%	26%	28%	Minorities	23%	23%	23%	27%

Table 7.3: **Full-Time Employees: Women and Minorities as a Percentage of Total by SOC Category**
Fall 2012 - Fall 2015

	2012	2013	2014	2015
Service				
Women	29%	30%	33%	36%
Blacks/African American	63%	64%	64%	64%
Hispanic/Latino	5%	5%	6%	8%
Asian	0%	0%	1%	0%
Native American/Alaskan Native	0%	0%	0%	0%
Other Pacific Islander/Native Hawaiian	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%
Minorities	68%	69%	71%	71%
Sales and Related				
Women	0%	33%	20%	0%
Blacks/African American	33%	33%	0%	0%
Hispanic/Latino	0%	0%	20%	0%
Asian	0%	0%	0%	0%
Native American/Alaskan Native	0%	0%	0%	0%
Other Pacific Islander/Native Hawaiian	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%
Minorities	33%	33%	20%	0%
Office/Administrative Support				
Women	90%	89%	90%	90%
Blacks/African American	34%	32%	34%	35%
Hispanic/Latino	1%	2%	3%	2%
Asian	2%	1%	1%	1%
Native American/Alaskan Native	0%	1%	0%	1%
Other Pacific Islander/Native Hawaiian	0%	0%	0%	0%
Two or More Races	1%	1%	0%	1%
Minorities	38%	37%	39%	40%
Natural Resources/Construct/Mnt				
Women	0%	0%	0%	0%
Blacks/African American	21%	27%	17%	17%
Hispanic/Latino	4%	5%	4%	4%
Asian	0%	0%	0%	0%
Native American/Alaskan Native	0%	0%	0%	0%
Other Pacific Islander/Native Hawaiian	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%
Minorities	25%	32%	22%	22%

	2012	2013	2014	2015
Production/Transport/Material				
Women	9%	13%	10%	18%
Blacks/African American	18%	0%	0%	18%
Hispanic/Latino	9%	13%	10%	9%
Asian	0%	0%	10%	9%
Native American/Alaskan Native	0%	0%	0%	0%
Other Pacific Islander/Native Hawaiian	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%
Minorities	27%	13%	20%	36%
Total Full-Time Employees				
Women	52%	53%	53%	54%
Blacks/African American	18%	18%	18%	18%
Hispanic/Latino	2%	3%	3%	3%
Asian	7%	7%	6%	7%
Native American/Alaskan Native	0%	0%	0%	0%
Other Pacific Islander/Native Hawaiian	0%	0%	0%	0%
Two or More Races	0%	0%	1%	1%
Minorities	28%	28%	29%	29%

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

Note: Minorities include Black, Hispanics, Asian, Native American/Alaskan Native, Other Pacific Islander/Native Hawaiian, and Two or More Races.

Table 7.4: **Total Employees by SOC Category**
Fall 2012 - Fall 2015

SOC Category Description	Employees											
	2012			2013			2014			2015		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Management	229	16	245	242	21	263	252	24	276	261	19	280
Faculty	520	521	1,041	511	558	1,069	525	608	1,133	524	595	1,119
Archivists/Curators/Museum Technicians	17	-	17	18	-	18	17	-	17	17	-	17
Non-Postsecondary Teaching	78	5	83	77	5	82	89	5	94	81	7	88
Business/Financial Operations	84	6	90	92	7	99	85	6	91	88	6	94
Computer/Engineering/Science	137	6	143	135	9	144	137	9	146	137	10	147
Comm Service/Legal/Arts/Media	63	35	98	60	34	94	62	37	99	64	82	146
Health Practitioners & Technical Occupations	13	1	14	13	1	14	13	1	14	15	-	15
Service	102	31	133	97	36	133	107	30	137	105	25	130
Sales and Related	3	2	5	3	1	4	5	-	5	3	-	3
Office/Administrative Support	239	30	269	238	33	271	230	26	256	222	24	246
Natural Resources/Construct/Mnt	28	-	28	22	-	22	23	-	23	23	-	23
Production/Transport/Material	11	1	12	8	-	8	10	-	10	11	-	11
Total Employees	1,524	654	2,178	1,516	705	2,221	1,555	746	2,301	1,551	768	2,319

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 2015

College	Professor		Associate Professor		Assistant Professor		Instructor		Term Faculty		Total
	N	%	N	%	N	%	N	%	N	%	N
Business	12	19%	16	25%	14	22%	4	6%	17	27%	63
CLASS	33	23%	61	43%	24	17%	1	1%	22	16%	141
Education	10	17%	30	52%	16	28%	1	2%	1	2%	58
Engineering	21	33%	21	33%	15	23%	2	3%	5	8%	64
Nursing	-	0%	11	41%	5	19%	-	0%	11	41%	27
Science	32	27%	44	37%	25	21%	-	0%	19	16%	120
Urban Affairs	4	19%	7	33%	8	38%	-	0%	2	10%	21
Law	13	43%	7	23%	-	0%	-	0%	10	33%	30
TOTAL	125	24%	197	38%	107	20%	8	2%	87	17%	524

Note: Includes only standard academic ranks.

Table 7.6: Full-Time Faculty by Gender and College
Fall 2015

College	Regular Faculty				Term Faculty				Total	
	Male		Female		Male		Female			
	N	%	N	%	N	%	N	%	N	%
Business	30	48%	16	25%	12	19%	5	8%	63	12%
CLASS	70	50%	49	35%	10	7%	12	9%	141	27%
Education	25	43%	32	55%	-	0%	1	2%	58	11%
Engineering	53	83%	6	9%	3	5%	2	3%	64	12%
Nursing	-	0%	16	59%	2	7%	9	33%	27	5%
Science	60	50%	41	34%	9	8%	10	8%	120	23%
Urban Affairs	9	43%	10	48%	1	5%	1	5%	21	4%
Law	13	43%	7	23%	3	10%	7	23%	30	6%
TOTAL	260	50%	177	34%	40	8%	47	9%	524	100%

Table 7.6a: Full-Time Faculty by College, Gender and Rank, Fall 2015

College	Gender	Professor		Associate Professor		Assistant Professor		Instructor		Term Faculty		Total
		N	%	N	%	N	%	N	%	N	%	N
Business	F	3	14%	4	19%	6	29%	3	14%	5	24%	21
	M	9	21%	12	29%	8	19%	1	2%	12	29%	42
CLASS	F	14	23%	23	38%	12	20%	-	0%	12	20%	61
	M	19	24%	38	48%	12	15%	1	1%	10	13%	80
Education	F	4	12%	17	52%	11	33%	-	0%	1	3%	33
	M	6	24%	13	52%	5	20%	1	4%	-	0%	25
Engineering	F	2	25%	3	38%	1	13%	-	0%	2	25%	8
	M	19	34%	18	32%	14	25%	2	4%	3	5%	56
Nursing	F	-	0%	11	44%	5	20%	-	0%	9	36%	25
	M	-	0%	-	0%	-	0%	-	0%	2	100%	2
Science	F	7	14%	18	35%	16	31%	-	0%	10	20%	51
	M	25	36%	26	38%	9	13%	-	0%	9	13%	69
Urban Affairs	F	2	18%	3	27%	5	45%	-	0%	1	9%	11
	M	2	20%	4	40%	3	30%	-	0%	1	10%	10
Law	F	7	50%	-	0%	-	0%	-	0%	7	50%	14
	M	6	38%	7	44%	-	0%	-	0%	3	19%	16
TOTAL		125	24%	197	38%	107	20%	8	2%	87	17%	524

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 2015

College	Degree				
	Bachelor's	Master's	Doctorate	Professional	Terminal Degree
Business	0%	25%	73%	2%	78%
CLASS	0%	22%	77%	0%	88%
Education	0%	9%	91%	0%	98%
Engineering	0%	9%	89%	0%	94%
Nursing	0%	74%	22%	0%	56%
Science	0%	13%	86%	1%	93%
Urban Affairs	0%	10%	86%	5%	90%
Law	0%	3%	7%	90%	100%
TOTAL	0%	18%	75%	6%	89%

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				
	2011		2012		2013		2014		2015		2015		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	Total	Total			
Business																	
Accounting	9	6	15	11	6	17	10	5	15	10	5	15	10	4	14	-7%	-7%
Computer & Information Science	12	4	16	12	3	15	12	3	15	12	3	15	4	2	6	-60%	-63%
Finance	4	5	9	2	5	7	3	3	6	2	4	6	2	4	6	0%	-33%
Management	11	1	12	10	3	13	10	2	12	11	2	13	10	4	14	8%	17%
Marketing	11	4	15	8	4	12	9	5	14	8	6	14	8	7	15	7%	0%
Operation and Supply Chain Management	6	2	8	6	2	8	5	2	7	6	2	8	6	2	8	0%	0%
Business Total	53	22	75	49	23	72	49	20	69	49	22	71	40	23	63	-11%	-16%
Liberal Arts & Social Sciences																	
Art	11	-	11	11	-	11	11	-	11	11	-	11	10	-	10	-9%	-9%
Criminology, Anthropology, and Sociology	14	3	17	15	5	20	15	6	21	14	6	20	12	7	19	-5%	12%
Economics	5	1	6	5	2	7	6	1	7	6	1	7	4	3	7	0%	17%
English	14	4	18	12	7	19	12	5	17	12	5	17	13	5	18	6%	0%
History	15	-	15	15	-	15	13	-	13	12	1	13	11	2	13	0%	-13%
Music	10	2	12	9	4	13	9	3	12	9	2	11	9	3	12	9%	0%
Philosophy & Comparative Religion	10	-	10	9	-	9	7	1	8	7	1	8	5	3	8	0%	-20%
Political Science	9	-	9	7	2	9	6	2	8	7	1	8	6	2	8	0%	-11%
School of Communication	19	2	21	17	3	20	15	5	20	16	4	20	16	4	20	0%	-5%
Social Work	10	2	12	8	3	11	8	3	11	9	3	12	8	2	10	-17%	-17%
Theatre and Dance	4	-	4	4	-	4	4	-	4	4	-	4	4	-	4	0%	0%
World Languages, Literature & Culture	9	2	11	10	2	12	10	2	12	9	2	11	9	3	12	9%	9%
Liberal Arts & Social Sciences Total	130	16	146	122	28	150	116	28	144	116	26	142	107	34	141	-1%	-3%

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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		
	2011		2012		2013		2014		2015		2016		1 year	5 year	
	Tenured & Tenure Track	Non Tenure Track	Tenured & Tenure Track	Non Tenure Track	Tenured & Tenure Track	Non Tenure Track	Tenured & Tenure Track	Non Tenure Track	Tenured & Tenure Track	Non Tenure Track	Tenured & Tenure Track	Non Tenure Track	Total	Total	
Education and Human Services															
CASAL	16	-	14	-	14	14	-	14	14	13	1	14	13	-7%	-19%
Curriculum & Foundations	13	-	11	1	11	11	2	13	11	11	3	13	14	8%	8%
Health And Physical Education	8	-	7	1	7	7	1	8	7	7	2	9	9	0%	13%
Teachers Education	24	-	24	-	24	21	1	22	21	21	4	22	22	0%	-8%
Education and Human Services Total	61	-	56	2	58	53	4	57	52	6	58	58	58	0%	-5%
Engineering															
Chemical Engineering	10	-	10	-	10	10	1	11	11	1	12	11	11	-8%	10%
Civil & Environmental Engineering	9	-	9	-	9	9	1	10	9	1	10	9	10	0%	11%
Electrical Engineering and Computer Science	15	-	15	-	15	15	-	15	15	15	5	15	26	73%	73%
Engineering Technology	4	-	4	1	5	3	2	5	3	2	5	3	5	0%	25%
Mechanical Engineering	8	-	7	1	8	9	1	10	11	1	12	10	12	0%	50%
Engineering Total	46	-	45	2	47	46	5	51	49	5	54	53	64	19%	39%
Law	28	12	25	10	35	23	11	34	22	10	32	20	30	-6%	-25%
Nursing	15	4	14	7	21	15	9	24	18	7	25	16	27	8%	42%
Science															
Biology, Geology & Environmental Science	19	-	21	-	21	19	1	20	20	1	21	19	20	-5%	5%
Chemistry	14	-	14	-	14	13	-	13	15	2	17	15	17	0%	21%
Health Sciences	21	3	23	3	26	22	4	26	24	4	28	25	29	4%	21%
Mathematics	21	4	20	7	27	20	8	28	18	8	26	19	27	4%	8%
Physics	10	-	8	1	9	8	1	9	9	2	11	8	10	-9%	0%
Psychology	18	2	16	1	17	12	3	15	13	3	16	14	17	6%	-15%
Science Total	103	9	102	12	114	94	17	111	99	20	119	100	120	1%	7%
Urban Affairs	21	4	18	5	23	16	5	21	18	6	24	16	21	-13%	-16%
University Total	457	67	431	89	520	412	99	511	423	102	525	400	524	0%	0%

Table 7.9: Percentage of Undergraduate Student Credit Hours (SCH) Generated by Full-Time Faculty Fall 2015

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 by Full-time Faculty
College of Business						
Accounting	Accounting	2,622	753	27	3,402	77%
	Business Law	0	471	0	471	0%
Finance	Finance	1,393	363	3	1,759	79%
Health Care Administration	Health Care Administration	0	108	0	108	0%
Information Systems	Information Science	1,264	732	210	2,206	57%
Management	Management	2,125	444	27	2,596	82%
Marketing	General Administration	405	516	0	921	44%
	Marketing	1,752	279	126	2,157	81%
Operations & Supply Chain Management	Operations & Supply Chain Management	1,544	538	216	2,298	67%
Other Business	Business	1,122	1,242	301	2,665	42%
	International Business	183	0	0	183	100%
College of Business Total		12,410	5,446	910	18,766	66%
College of Liberal Arts and Social Sciences						
Art	Art	1,071	795	36	1,902	56%
Communication	Communication	4,895	1,440	51	6,386	77%
Criminology, Anthropology and Sociology	Anthropology	1,947	1,149	0	3,096	63%
	Linguistics	96	0	3	99	97%
	Sociology	5,424	756	96	6,276	86%
Economics	Economics	2,070	234	0	2,304	90%
English	Developmental English	0	302	116	418	0%
	English	2,439	5,110	520	8,069	30%
History	History	3,057	1,884	0	4,941	62%
Interdisciplinary	Black Studies	0	105	369	474	0%
	Classical and Medieval Studies	1	0	0	1	100%
	Natl Student Exchange	0	0	60	60	0%
	Women's Studies	0	393	0	393	0%
Music	Applied Music	13	400	3	416	3%
	Music	922	2,007	1	2,930	31%
Philosophy and Comparative Religion	Philosophy	1,041	1,671	0	2,712	38%
	Religious Studies	917	687	0	1,604	57%
Political Science/IR	Political Science	1,254	321	0	1,575	80%
Social Work	Social Work	1,311	1,681	120	3,112	42%
Theatre and Dance	Dance	153	90	33	276	55%
	Theatre & Dance	498	391	31	920	54%
World Languages, Literature and Culture	Arabic	374	204	0	578	65%
	Chinese	0	0	118	118	0%
	French	225	116	0	341	66%
	German	0	160	0	160	0%
	Italian	96	120	0	216	44%
	Japanese	0	176	0	176	0%
	Latin	0	102	0	102	0%
	Modern Languages	81	126	0	207	39%
	Slovenian	0	104	0	104	0%
Spanish	918	170	268	1,356	68%	
College of Liberal Arts and Social Sciences Total		28,803	20,694	1825	51,322	56%

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Table 7.9: Percentage of Undergraduate Student Credit Hours (SCH) Generated by Full-Time Faculty Fall 2015

(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 by Full-time Faculty
College of Education & Human Services						
CASAL	Education Specialist	18	45	0	63	29%
Curriculum and Foundations	Curriculum & Instruction	331	233	223	787	42%
Health And Physical Education	Health and Physical Education	546	488	16	1,050	52%
	Health Education	156	927	0	1,083	14%
	HPER-Core Curriculum	0	159	62	221	0%
	Physical Education-Service	28	49	85	162	17%
Teacher Education	Early Childhood Education	642	183	0	825	78%
	Education U Teach	174	0	19	193	90%
	Education-SIP	87	463	0	550	16%
	Education-Special Offerings	0	41	0	41	0%
	ESL-Program	0	0	0	0	
	Middle Childhood Education	183	0	0	183	100%
	Special Education	291	270	0	561	52%
	Specialized Instructional/Teacher Education	498	546	0	1,044	48%
	Specialized Study & Field Experiences	95	719	3	817	12%
Theatre and Dance	Dance	0	12	0	12	0%
College of Education & Human Services Total		3,049	4,135	408	7,592	40%
College of Engineering						
Chemical & Biomedical Engineering	Chemical Engineering	1,019	0	0	1,019	100%
	Engineering Science	779	238	0	1,017	77%
Civil & Environmental Engineering	Civil Engineering	811	35	34	880	92%
	Engineering Science	592	0	0	592	100%
Dean's Office	Engineering Science	0	0	325	325	0%
Electrical Engineering & Computer Science	Computer and Information Science	1,457	339	0	1,796	81%
	Electrical & Computer Engineering	1,518	54	147	1,719	88%
	Engineering Science	184	87	0	271	68%
Engineering Technology	Electronic Engineering Technology	351	0	0	351	100%
	Engineering Science	264	0	0	264	100%
	General Engineering Technology	297	39	0	336	88%
	Math Technology	108	0	0	108	100%
	Mechanical Engineering Technology	566	0	0	566	100%
Mechanical Engineering	Engineering Science	957	711	0	1,668	57%
	Mechanical Engineering	1,336	1,126	0	2,462	54%
College of Engineering Total		10,239	2,629	506	13,374	77%
Honors College						
Honors	Honors	0	51	81	132	0%
Honors College Total		0	51	81	132	0%

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Table 7.9: Percentage of Undergraduate Student Credit Hours (SCH) Generated by Full-Time Faculty Fall 2015

(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 by Full-time Faculty
School of Nursing						
Nursing	Nursing RN	3,574	520	205	4,299	83%
School of Nursing Total		3,574	520	205	4,299	83%
College of Science						
Biology, Geology & Environmental Science	Biology	5,443	2,868	0	8,311	65%
	Environmental Sciences	430	613	0	1,043	41%
	Geological Sciences	318	258	87	663	48%
Chemistry	Chemistry	3,834	417	2,703	6,954	55%
Health Sciences	Pre-Health Science	2,096	1,757	377	4,230	50%
	Speech & Hearing	505	1,088	225	1,818	28%
Mathematics	Mathematics	5,744	6,087	1,291	13,122	44%
Other Science	Developmental Math	843	156	366	1,365	62%
	Science	63	36	168	267	24%
Physics	Physics	2,112	1,902	213	4,227	50%
Psychology	Psychology	2,591	5,303	354	8,248	31%
College of Science Total		23,979	20,485	5784	50,248	48%
College of Urban Affairs						
Urban Studies	Urban Studies	3,217	3,351	641	7,209	45%
College of Urban Affairs Total		3,217	3,351	641	7,209	45%
Undergraduate Studies						
Undergraduate Studies	ASC	153	107	1,086	1,346	11%
	Business Freshman Orientation	0	0	153	153	0%
Undergraduate Studies Total		153	107	1239	1,499	10%
Other						
Other	Air Force	0	0	28	28	0%
	Career Services	0	0	132	132	0%
	Military Science	0	0	13	13	0%
	Study Abroad	0	0	120	120	0%
Other Total		0	293	293	0%	0%
Total SCH		85,424	57,418	11892	154,734	55%

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 2011 - 2015**

Institution	2011		2012		2013		2014		2015	
	Women	Minorities	Women	Minorities	Women	Minorities	Women	Minorities	Women	Minorities
University of Akron	43%	17%	44%	18%	44%	20%	44%	21%	43%	22%
Bowling Green State University	48%	11%	47%	12%	NA	NA	49%	12%	49%	11%
University of Cincinnati	39%	17%	39%	18%	39%	17%	39%	17%	40%	17%
Cleveland State University	40%	23%	40%	24%	41%	24%	42%	24%	43%	23%
Central State University	40%	65%	41%	60%	39%	62%	42%	63%	42%	73%
Kent State University	50%	17%	51%	21%	52%	25%	52%	19%	54%	11%
Miami University	43%	14%	44%	14%	43%	14%	43%	15%	44%	16%
Ohio State University	38%	20%	38%	19%	39%	19%	40%	19%	41%	20%
Ohio University	38%	15%	39%	16%	39%	16%	40%	16%	41%	16%
Shawnee State University	47%	5%	46%	7%	45%	6%	42%	7%	42%	8%
University of Toledo	39%	17%	40%	18%	40%	20%	41%	22%	NA	NA
Wright State University	45%	21%	46%	22%	45%	21%	45%	22%	46%	22%
Youngstown State University	41%	17%	42%	17%	43%	16%	45%	14%	45%	16%
Total	40%	18%	41%	18%	41%	18%	42%	18%	43%	18%

Source: The Ohio Board of Regents HEI All Employee (AM) query - rundate: August 25, 2016.

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 2011 - 2015**

Institution	2011	2012	2013	2014	2015
University of Akron	33%	31%	32%	35%	43%
Bowling Green State University	40%	41%	38%	40%	37%
University of Cincinnati	38%	37%	37%	38%	39%
Cleveland State University	34%	34%	34%	34%	39%
Central State University	27%	27%	28%	28%	35%
Kent State University	31%	30%	31%	30%	34%
Miami University	27%	26%	26%	28%	32%
Ohio State University	21%	17%	17%	18%	20%
Ohio University	31%	30%	30%	30%	34%
Shawnee State University	39%	40%	39%	39%	40%
University of Toledo	41%	34%	37%	42%	NA
Wright State University	36%	40%	36%	37%	36%
Youngstown State University	39%	38%	37%	40%	43%
Total	28%	27%	26%	26%	23%

Source: The Ohio Board of Regents HEI All Employee (AM) query. Run Date: August 26, 2016.

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 2011 - 2015

Institution	2011	2012	2013	2014	2015	Percent Change	
						1 Year	5 Year
University of Akron	27.4	28.3	27.9	25.4	25.9	1.9%	-5.4%
Bowling Green State University	19.1	18.8	20.4	20.2	21.5	6.5%	12.5%
University of Cincinnati	13.1	13.8	13.6	14.2	14.2	0.0%	8.7%
Cleveland State University	26.2	26.6	27.5	27.3	25.8	-5.4%	-1.2%
Central State University	20.0 [‡]	22.1	19.9	22.0	17.8	-19.0%	-11.1%
Kent State University	26.8 [†]	27.5	26.5	26.3	26.9	2.4%	0.4%
Miami University	20.0	20.1	20.4	19.5	18.9	-3.2%	-5.7%
Ohio State University	12.7 [†]	15.1	13.2	13.5	13.7	1.3%	7.9%
Ohio University	26.3 [†]	27.5	25.6	25.5	25.5	0.1%	-2.8%
Shawnee State University	28.2	28.0	27.8	30.0	27.5	-8.3%	-2.5%
University of Toledo	17.4	18.6 [†]	17.0	17.3	NA	NA	NA
Wright State University	18.3	16.3 [†]	16.4	15.8	16.2	2.8%	-11.1%
Youngstown State University	28.5	28.2	27.3	25.8	25.8	0.1%	-9.3%
Total	18.1	17.8	18.5	18.4	20.0	8.3%	10.1%

Source: The Ohio Board of Regents HEI All Employee (AM) and Course Enrollment queries; run date: September 26, 2016.

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 2011 - 2015

Institution	2011	2012	2013	2014	2015	Percent Change	
						1 Year	5 Year
University of Akron	12.7	12.1	11.9	12.5	13.7	9.3%	7.5%
Bowling Green State University	12.0	12.2	11.9	12.5	12.4	-0.8%	3.5%
University of Cincinnati	8.2	7.6	8.0	8.2	8.0	-2.3%	-2.7%
Cleveland State University	12.4	12.8	13.1	12.1	12.7	4.6%	2.2%
Central State University	7.6	6.6	7.1	7.3	8.1	11.5%	7.5%
Kent State University	11.8 [†]	11.4	11.0	10.8	11.0	2.0%	-6.2%
Miami University	7.0	7.0	7.2	7.3	7.6	4.3%	8.5%
Ohio State University	3.2 [†]	2.7	2.8	2.8	2.7	-2.6%	-15.2%
Ohio University	11.3	10.7	10.5	10.1	9.6	-4.8%	-15.2%
Shawnee State University	18.0	17.7	16.8	16.8	15.7	-6.3%	-12.7%
University of Toledo	11.2	8.4	8.9	8.4	NA	NA	NA
Wright State University	9.7 [†]	9.2	8.6	8.4	8.2	-1.9%	-15.4%
Youngstown State University	17.0	16.1	15.4	15.4	15.4	0.0%	-9.4%
Total	7.0	6.4	6.4	6.3	6.1	-3.9%	-14.9%

Source: The Ohio Board of Regents HEI All Employees (AM) and Course Enrollment (CN) queries - run date: October 17, 2016.

* 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.



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 2011 - 2015

TABLE 8.1a: NEW FIRST YEAR UNDERGRADUATE APPLICATION TREND FOR DEGREE-SEEKING STUDENTS, FALL 2011 - 2015

	First Year		Percent Change				
	2011	2012	2013	2014	2015	1 year	5 year
Total							
Applied	4,838	5,819	6,768	6,407	10,679	67%	121%
Admitted	3,059	3,721	4,255	4,272	6,858	61%	124%
Enrolled	1,324	1,562	1,727	1,601	1,903	19%	44%
Yield	43.3%	42.0%	40.6%	37.5%	27.7%		

TABLE 8.1b: NEW TRANSFER UNDERGRADUATE APPLICATION TREND FOR DEGREE-SEEKING STUDENTS, FALL 2011 - 2015

	Transfer		Percent Change				
	2011	2012	2013	2014	2015	1 year	5 year
Total							
Applied	3,198	3,769	4,076	3,904	3,753	-4%	17%
Admitted	2,059	2,288	2,488	2,300	2,221	-3%	8%
Enrolled	1,358	1,539	1,466	1,406	1,366	-3%	1%
Yield	66.0%	67.3%	58.9%	61.1%	61.5%		

TABLE 8.1c: NEW LAW APPLICATION TREND FOR DEGREE-SEEKING STUDENTS, FALL 2011 - 2015

	Law		Percent Change				
	2011	2012	2013	2014	2015	1 year	5 year
Total							
Applied	1,571	1,114	783	560	685	22%	-56%
Admitted	579	471	384	303	289	-5%	-50%
Enrolled	149	124	124	135	95	-30%	-36%
Yield	25.7%	26.3%	32.3%	44.6%	32.9%		

TABLE 8.1d: NEW GRADUATE APPLICATION TRENDS FOR DEGREE-SEEKING STUDENTS, FALL 2011 - 2015

	Graduate		Percent Change				
	2011	2012	2013	2014	2015	1 year	5 year
Total							
Applied	3,973	4,108	4,448	5,196	4,928	-5%	24%
Admitted	2,185	2,206	2,087	2,141	2,259	6%	3%
Enrolled	1,018	1,079	976	1,206	1,149	-5%	13%
Yield	46.6%	48.9%	46.8%	56.3%	50.9%		

Source: Institutional Research

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

Office of Advancement

CSU Foundation

Alumni, friends, faculty, staff, corporations and foundations support Cleveland State University each year with philanthropic gifts to the CSU Foundation. These gifts provide additional resources that are necessary for sustaining a high quality educational and engaged learning experience for CSU students and the University. The CSU Foundation manages an endowment, a collection of hundreds of individually named funds that are invested for growth. Each year, endowment earnings are distributed, providing private support, as determined by donors, for student scholarships, faculty research, academic programs, athletics and more. Through prudent stewardship of donors' gifts, the CSU Foundation is able to ensure stability for programs and provide scholarships for students.

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

College/Division	Endowment (Program Giving & Scholarship)					Percent Change	
	2011	2012	2013	2014	2015	1 Year	5 Year
Business	6,497,561	6,941,913	8,109,456	9,653,444	9,751,200	1%	50%
CLASS	2,048,334	2,105,108	2,442,725	2,792,437	3,238,449	16%	58%
Education	6,105,603	5,979,224	6,354,353	7,162,761	6,754,110	-6%	11%
Engineering	6,360,505	6,861,201	8,039,244	10,073,832	10,681,966	6%	68%
Nursing	-	205,357	251,899	286,744	260,448	-9%	-
Science	707,652	760,011	1,030,055	1,335,640	1,321,929	-1%	87%
Urban Affairs	4,906,531	5,091,246	5,722,322	6,949,941	6,578,450	-5%	34%
Law	8,773,829	9,048,175	10,263,188	11,752,707	11,272,838	-4%	28%
Athletics	1,756,498	1,733,176	1,853,272	2,265,390	2,311,366	2%	32%
General University	9,396,696	9,567,987	10,502,010	12,424,350	13,327,716	7%	42%
Library	819,034	801,651	876,692	983,914	953,282	-3%	16%
Office of the President	369,127	400,706	457,870	519,771	446,661	-14%	21%
Total Endowment	\$47,741,370	\$49,495,755	\$55,903,086	\$66,200,929	\$66,898,415	1%	40%

College/Division	Program Giving ¹					Percent Change	
	2011	2012	2013	2014	2015	1 Year	5 Year
Business	659,975	684,415	865,238	976,134	945,278	-3%	43%
CLASS	503,771	521,181	591,844	654,909	707,491	8%	40%
Education	5,260,712	5,147,654	5,401,062	6,065,016	5,688,922	-6%	8%
Engineering	1,778,371	1,880,219	2,179,047	2,810,636	2,791,861	-1%	57%
Science	256,636	261,279	278,656	321,837	282,027	-12%	10%
Urban Affairs	3,436,645	3,459,679	3,887,379	4,524,652	4,202,757	-7%	22%
Law	2,331,886	2,388,876	2,721,361	3,157,240	2,825,574	-11%	21%
Athletics	40,416	39,064	43,295	48,180	47,236	-2%	17%
General University	1,353,675	1,442,663	1,652,205	1,940,912	2,194,458	13%	62%
Library	819,034	801,651	876,692	983,914	953,282	-3%	16%
Office of the President	369,127	400,706	457,870	519,771	446,661	-14%	21%
Total Program	\$16,810,248	\$17,027,387	\$18,954,649	\$22,003,200	\$21,085,547	-4%	25%

(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	
	2011	2012	2013	2014	2015	1 Year	5 Year
Business	5,837,586	6,257,499	7,244,218	8,677,310	8,805,922	1%	51%
CLASS	1,544,563	1,583,927	1,850,881	2,137,529	2,530,958	18%	64%
Education	844,891	831,570	953,291	1,097,744	1,065,188	-3%	26%
Engineering	4,582,134	4,980,982	5,860,197	7,263,196	7,890,105	9%	72%
Nursing	-	205,357	251,899	286,744	260,448	-9%	-
Science	451,016	498,732	751,399	1,013,803	1,039,902	3%	131%
Urban Affairs	1,469,886	1,631,567	1,834,943	2,425,288	2,375,693	-2%	62%
Law	6,441,943	6,659,299	7,541,827	8,595,467	8,447,264	-2%	31%
Athletics	1,716,082	1,694,112	1,809,977	2,217,210	2,264,130	2%	32%
General University	8,043,021	8,125,324	8,849,805	10,483,438	11,133,258	6%	38%
Total Scholarships	\$30,931,122	\$32,468,369	\$36,948,437	\$44,197,729	\$45,812,868	4%	48%
TOTAL ENDOWMENTS	\$47,741,370	\$49,495,756	\$55,903,086	\$66,200,929	\$66,898,415	1%	40%

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

Some totals for 2012 have been adjusted for this year's edition of the Book of Trends, and may differ slightly from those reported last year.

Source: CSU Controller's Office and University Advancement.

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

Endowed:						Percent Change	
	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	1 Year	5 Year
Chairs	6	6	6	6	7	17%	17%
Scholarships	272	281	303	317	337	6%	24%
Alumni Donors	3,395	3,621	4,298	4,591	4,357	-5%	28%
Total Donors	5,265	5,877	6,322	6,748	6,367	-6%	21%
Alumni Giving	\$1,314,620	\$1,513,849	\$7,422,352	\$6,663,921	\$2,051,690	-69%	56%
Total Giving	\$5,239,065	\$6,162,823	\$14,179,161	\$17,731,954	\$11,801,520	-33%	125%

Source: CSU Office of Advancement

Philanthropic Highlights: 2015-2016

- **ENGAGE:** The Campaign for Cleveland State University reached \$87 million of its \$100 million goal. ENGAGE, CSU's first-ever comprehensive campaign, supports student success.
- Secured more than \$4.2 million for scholarships; the number of endowments increased from 320 to 345.
- Secured \$14.1 million in attainment (gifts and pledges) and \$11.8 million in cash (gifts and pledge payments).
- Radiance, *CSU Realizing the Promise* raised \$1.1 million for Radiance scholarships, which are awarded primarily to students in good academic standing who are at risk for dropping out of school because of finances and need a few "last dollars" to graduate.
- Secured 58 major gift commitments (\$25,000 and up) and an additional 71 gifts from \$10,000 to \$24,999. Transformational gifts included \$5.5 million from the Cleveland Foundation for the NEOMED/CSU Partnership for Urban Health and \$1 million from KeyBank Foundation for the KeyBank Scholars Program.
- Raised \$55,600 in 24 hours as part of CSU's third-annual Giving Day.

Athletics

Table 8.4: Athletic Sports at Cleveland State University by Enrollment

MEN'S SPORTS

	2011-2012		2012-2013		2013-2014		2014-2015		2015-16	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%
Baseball	5	5%	5	5%	0	0%	0	0%	0	0%
Basketball	13	14%	12	13%	13	15%	13	15%	13	14%
Fencing	0	0%	0	0%	0	0%	0	0%	0	0%
Golf	7	7%	9	10%	8	9%	8	9%	9	10%
Soccer	22	23%	20	21%	18	21%	19	22%	19	21%
Swimming & Diving	19	20%	19	20%	19	22%	18	20%	22	24%
Tennis	8	8%	8	9%	8	9%	8	9%	7	8%
Wrestling	22	23%	21	22%	19	22%	22	25%	22	24%
Total Men	96	100%	94	100%	85	100%	88	100%	92	100%
Cumulative GPA, Males	2.88		2.96		2.99		2.94		3.02	

WOMEN'S SPORTS

	2011-2012		2012-2013		2013-2014		2014-2015		2015-16	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%
Basketball	13	11%	13	11%	12	11%	14	13%	13	11%
Cross Country	12	10%	9	8%	12	11%	14	13%	10	8%
Fencing	0	0%	0	0%	2	2%	2	2%	2	2%
Golf	7	6%	8	7%	7	6%	6	6%	7	6%
Soccer	23	20%	22	19%	22	19%	21	19%	24	20%
Softball	19	16%	21	18%	16	14%	16	15%	20	17%
Swimming & Diving	23	20%	22	19%	22	19%	16	15%	24	20%
Tennis	7	6%	8	7%	9	8%	7	6%	8	7%
Volleyball	12	10%	12	10%	12	11%	12	11%	12	10%
Total Women	116	100%	115	100%	114	100%	108	100%	120	100%
Cumulative GPA, Females	3.26		3.31		3.35		3.33		3.32	
Total All Athletes	212		209		199		196		212	
Cumulative GPA, All Athletes	3.08		3.16		3.16		3.17		3.20	

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									
	2005		2006		2007		2008		2009	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%
Total Athletes	56		50		62		54		54	
Athletes graduated in 4 years	10	18%	19	38%	17	27%	14	26%	15	28%
Athletes graduated in 5 years	19	34%	11	22%	14	23%	18	33%	19	35%
Athletes graduated in 6 years	2	4%	0	0%	1	2%	3	6%	0	0%
Total Athletes Graduated ≤ 6 Years	31	55%	30	60%	32	52%	35	65%	34	63%

2015-16 Athletic Department Highlights:

- The men's golf team won its third straight Horizon League Championship and its seventh league title over the last 11 seasons.
- The volleyball team captured the Horizon League Championship and advanced to the NCAA tournament for the third time in program history.
- A total of 166 student-athletes were honored at the John Konstantinos's Academic Honors Luncheon for maintaining a cumulative grade point average of 3.0 or better.
- The cross country team was named a USTFCCCA All-Academic Team for the eighth straight season.
- The men's golf, women's cross country and indoor/outdoor track and field, and women's tennis teams all received public recognition by the NCAA for their latest multiyear Academic Progress Rate (APR) scores, posting multiyear APR's in the top-10 percent of their respective sport.
- Riley Shaw won the EWL heavyweight championship for the second straight year and advanced to the NCAA Championships along with teammate Sam Wheeler who was the runner-up at 197 pounds at the EWL Championship.
- The wrestling team had a 3.237 grade point average, which was the 11th-highest team GPA in the nation.
- Men's soccer junior Sergio Manesio and volleyball junior Grace Kauth were named the Horizon League Scholar-Athletes of the Fall season.
- The Cleveland State men's and women's swimming and diving teams both earned the 2016 Spring College Swimming Coaches Association of America (CSCAA) Team Scholar All-America Award.
- Junior men's swimmer Philipp Sikatzki earned All-American honors at the NCAA Championship after finishing fourth in the 100 butterfly.
- Senior Erica McNew was named the Horizon League Softball Player of the Year after leading the League in batting average (.474), home runs (15) and RBI (51).
- The women's tennis team captured the Horizon League regular season title for the second time in the last three years.
- Senior Allyson Hackman, sophomores Sophie Kelner and Emily Turski and freshman Rayna Oosterhuis were all named Women's Golf Coaches Association (WGCA) All-American Scholars for their success in the classroom.
- Junior men's soccer player Sergio Manesio and sophomore volleyball player Alexis Middlebrooks were named 2016 Arthur Ashe Jr. Sports Scholars by *Diverse: Issues in Higher Education*.

Finance

Table 8.6: Statement of Revenues, Expenditures and Other Changes
Fiscal Years 2011 – 2015

	2011		2012		2013		2014		2015		Percent Change	
	\$ Amount	%	\$ Amount	%	\$ Amount	%	\$ Amount	%	\$ Amount	%	1 year	5 year
NON-OPERATING ITEMS												
Student Tuition and Fees, Net	140,713,140	76%	148,869,484	75%	153,869,978	74%	159,789,368	74%	155,373,567	78%	-3%	10%
Federal Grants & Contracts	9,944,701	5%	10,584,556	5%	9,527,734	5%	8,770,261	4%	7,533,873	4%	-14%	-24%
State Grants & Contracts	5,726,269	3%	8,973,341	5%	8,519,937	4%	11,577,824	5%	2,721,558	1%	-76%	-52%
Local Grants & Contracts	765,192	0%	263,589	0%	689,022	0%	822,171	0%	442,622	0%	-46%	-42%
Private Gifts, Grants & Contracts	2,772,540	1%	2,695,376	1%	2,714,471	1%	4,250,446	2%	3,194,953	2%	-25%	15%
Sales & Services	4,297,708	2%	4,524,083	2%	9,703,993	5%	7,069,797	3%	6,267,613	3%	-11%	46%
Auxiliary Enterprises	20,845,190	11%	22,458,921	11%	22,240,518	11%	23,450,596	11%	22,780,060	11%	-3%	9%
Other Sources	500,246	0%	377,838	0%	258,889	0%	1,171,455	1%	1,006,633	1%	-14%	101%
TOTAL OPERATING REVENUES	185,564,986	100%	198,747,188	100%	207,524,542	100%	216,901,918	100%	199,320,879	100%	-8%	7%
OPERATING EXPENSES												
Instruction	94,507,111	32%	91,932,544	33%	96,849,118	33%	99,014,244	33%	100,959,714	35%	2%	7%
Research	12,295,867	4%	14,961,949	5%	13,159,579	4%	16,635,509	6%	7,707,904	3%	-54%	-37%
Public Service	8,193,701	3%	5,997,307	2%	7,470,471	3%	8,193,344	3%	6,110,528	2%	-25%	-25%
Academic Support	23,531,908	8%	23,017,435	8%	23,844,470	8%	25,135,935	8%	26,229,750	9%	4%	11%
Student Services	20,953,129	7%	17,787,324	6%	19,921,498	7%	19,692,624	7%	19,174,987	7%	-3%	-8%
Institutional Support	30,856,817	11%	27,057,901	10%	32,619,875	11%	30,924,222	10%	28,889,582	10%	-7%	-6%
Operation & Maintenance of Plant	26,045,710	9%	27,975,181	10%	28,223,485	10%	28,700,394	10%	27,868,495	10%	-3%	7%
Scholarships and Fellowships	19,842,144	7%	18,018,604	6%	15,887,129	5%	14,381,902	5%	15,941,248	5%	11%	-20%
Auxiliary Enterprises	31,200,532	11%	29,152,533	10%	31,594,198	11%	32,448,832	11%	32,884,041	11%	1%	5%
Depreciation and Amortization	24,818,443	8%	24,203,824	9%	26,550,715	9%	26,657,857	9%	26,666,434	9%	0%	7%
TOTAL OPERATING EXPENSES	292,245,362	100%	280,104,602	100%	296,120,538	100%	301,784,863	100%	292,432,683	100%	-3%	0%
NONOPERATING ITEMS												
State Appropriations	63,544,555	55%	64,434,747	69%	65,061,745	65%	68,079,520	62%	71,018,135	68%	4%	12%
Federal Appropriations	10,567,874	9%	-	0%	-	0%	-	0%	-	0%	-	-
Federal Grants and Contracts	26,129,061	22%	23,453,217	25%	22,186,001	22%	22,422,637	20%	21,679,494	21%	-3%	-17%
State Grants and Contracts	3,392,498	3%	2,646,337	3%	3,533,938	4%	1,413,312	1%	3,937,636	4%	179%	16%
Gifts	4,390,082	4%	7,196,632	8%	7,306,397	7%	13,841,028	13%	15,071,455	14%	9%	243%
Investment Income	13,179,158	11%	1,048,743	1%	9,395,509	9%	11,850,709	11%	545,519	1%	-95%	-96%
Interest on Debt	(9,460,196)	-8%	(9,034,400)	-10%	(7,861,712)	-8%	(7,971,449)	-7%	(7,909,704)	-8%	-1%	-16%
State Capital Appropriations	4,615,439	4%	3,179,823	3%	335,459	0%	237,013	0%	59,621	0%	-75%	-99%
Capital Gifts	-	-	-	-	-	-	-	-	-	-	-	-
Other Nonoperating Items	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NONOPERATING ITEMS	116,359,471	100%	92,925,099	100%	99,957,337	100%	109,872,770	100%	104,402,156	100%	-5%	-10%

(Continued on next page)

Table 8.6: Statement of Revenues, Expenditures and Other Changes
Fiscal Years 2011 – 2015

(Continued from previous page)

	2011	2012	2013	2014	2015	Percent Change	
	\$ Amount	\$ Amount	\$ Amount	\$ Amount	\$ Amount	1-year	5-year
NET ASSETS AT END OF YEAR							
Increase in Net Assets	9,678,095	11,567,685	11,361,341	24,989,825	11,290,352	-55%	17%
Net Assets at Beginning of Year	-	-	358,304,898	367,677,983	392,667,808	7%	-
Restatement FY13*, FY15**	-	-	(1,988,256)	-	(180,522,393)	-	-
Net Assets at Beginning of Year	337,059,118	346,737,213	356,316,642	367,677,983	212,145,415	-42%	-37%
NET ASSETS AT END OF YEAR	346,737,213	358,304,898	367,677,983	392,667,808	223,435,767	-43%	-36%

Source: CSU Controller's Office

* Change in Accounting Principal: Effective with the fiscal year ended 6/30/13 the University adopted GASB 65 resulting in a reduction of Beginning Net Assets of \$1,988,256.

** Change in Accounting Principal: Effective with the fiscal year ended 6/30/15 the University adopted GASB 68 resulting in a reduction of Beginning Net Assets of \$180,522,393.

Figure 8.6a: Total Revenues - FY 2011 - 2015

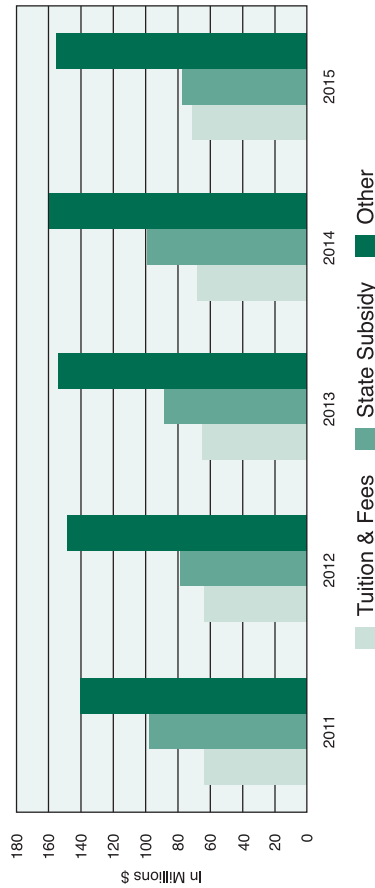
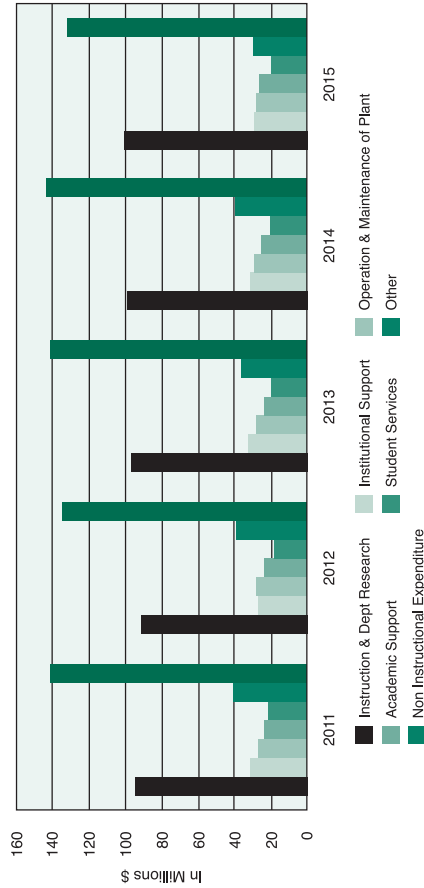


Figure 8.6b: Operating Expenses - FY 2011 - 2015



Finance

Table 8.7: Public Service Expenditures as a Percentage of Total Expenditures Selected Ohio 4-Year Institutions - Main Campuses Only Fiscal Years 2011 - 2015

Institution	2011	2012	2013	2014	2015
University of Akron	3.6%	3.1%	2.8%	2.0%	1.5%
Bowling Green State University	1.7%	1.4%	1.2%	1.3%	1.2%
University of Cincinnati	5.5%	5.8%	5.9%	6.3%	5.9%
Cleveland State University	2.9%	2.2%	2.6%	2.8%	2.1%
Central State University	2.9%	4.4%	4.0%	3.5%	3.9%
Kent State University	2.8%	2.7%	2.4%	2.4%	2.1%
Miami University	0.4%	0.2%	0.4%	0.5%	0.6%
Ohio State University	2.5%	2.4%	2.3%	2.8%	3.0%
Ohio University	4.4%	4.4%	4.2%	4.1%	3.9%
Shawnee State University	4.0%	2.9%	3.1%	3.5%	3.2%
University of Toledo	0.8%	0.7%	0.8%	0.9%	1.0%
Wright State University	3.2%	3.7%	3.8%	4.1%	4.2%
Youngstown State University	2.3%	2.6%	2.3%	2.2%	2.3%
Totals	2.7%	2.7%	2.6%	2.9%	2.9%

Source: The Ohio Board of Regents HEI Current Fund Expenditures (CF) queries. Run Date: August 17, 2016.

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

Table 8.8: Benefit Expenditures as a Percentage of Total Funding Unit Expenditures Selected Ohio 4-Year Institutions - Main Campuses Only Fiscal Years 2011 - 2015

Institution	2011	2012	2013	2014	2015
University of Akron	16.1%	15.9%	27.2%	28.9%	29.7%
Bowling Green State University	13.0%	14.4%	16.9%	14.7%	14.2%
University of Cincinnati	15.4%	16.2%	17.0%	17.1%	16.6%
Cleveland State University	15.7%	15.1%	14.6%	15.1%	15.0%
Central State University	27.3%	25.6%	26.9%	26.5%	25.8%
Kent State University	12.4%	12.5%	12.5%	12.5%	12.6%
Miami University	18.9%	17.8%	18.6%	17.2%	19.4%
Ohio State University	23.6%	26.6%	29.1%	29.1%	29.2%
Ohio University	26.2%	23.5%	23.7%	13.0%	17.9%
Shawnee State University	27.1%	25.5%	26.6%	25.8%	26.2%
University of Toledo	17.3%	17.5%	17.5%	17.4%	17.7%
Wright State University	14.8%	12.0%	13.4%	16.0%	15.1%
Youngstown State University	20.9%	23.0%	20.9%	17.2%	NA
Totals	19.6%	20.5%	22.3%	21.4%	22.1%

Source: The Ohio Board of Regents HEI Funding Unit Expenditures (FX) queries. Rupdate: August 17, 2016.

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 2011 - 2015

Institution	2011	2012	2013	2014	2015
University of Akron	15.5%	14.7%	14.6%	14.1%	14.4%
Bowling Green State University	22.1%	20.0%	18.6%	18.6%	18.6%
University of Cincinnati	13.4%	13.4%	13.3%	13.2%	13.5%
Cleveland State University	13.0%	12.6%	12.5%	11.9%	13.2%
Central State University	24.0%	22.5%	20.6%	20.9%	20.9%
Kent State University	17.8%	17.2%	16.0%	16.1%	16.2%
Miami University	14.6%	15.8%	16.6%	16.9%	17.3%
Ohio State University	5.7%	5.8%	5.9%	5.9%	5.8%
Ohio University	13.7%	12.4%	12.1%	11.9%	11.0%
Shawnee State University	26.8%	26.4%	25.3%	25.7%	24.8%
University of Toledo	12.3%	11.9%	11.3%	11.4%	11.2%
Wright State University	15.6%	14.2%	14.3%	14.9%	15.4%
Youngstown State University	20.6%	20.7%	19.7%	18.9%	18.8%
Totals	11.0%	10.8%	10.5%	10.4%	10.3%

Source: The Ohio Board of Regents HEI Current Fund Expenditures (CF) queries. Run Date: August 23, 2016.

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 68 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	
	2011-12	2012-13	2013-14	2014-15	2015-16	1 year	5 year
Full-time Students with Financial Aid:							
Enrollment	6,647	6,434	6,892	6,428	6,547	2%	-2%
Average Aid Package	\$8,755	\$8,821	\$8,707	\$8,935	\$8,839	-1%	1%
Part-time Students with Financial Aid:							
Enrollment	1,292	1,631	1,259	1,471	1,417	-4%	10%
Average Aid Package	\$6,652	\$5,896	\$6,566	\$6,660	\$6,544	-2%	-2%

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

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

Financial Aid Office

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

	Percent Change						
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	1 year	5 year
Federal Grants:							
Enrollment	624	690	818	861	727	-16%	17%
Average Aid Package	\$5,831	\$4,359	\$4,539	\$4,604	\$4,629	1%	-21%
State Grants:							
Enrollment	481	506	611	645	530	-18%	10%
Average Aid Package	\$959	\$823	\$935	\$1,087	\$1,125	3%	17%
Scholarships/Institutional Grants:							
Enrollment	561	618	684	706	622	-12%	11%
Average Aid Package	\$4,300	\$5,155	\$5,442	\$5,325	\$5,258	-1%	22%
Federal Student Loans:							
Enrollment	799	919	1,063	1,189	1,021	-14%	28%
Average Aid Package	\$5,492	\$5,772	\$5,644	\$5,814	\$6,074	4%	11%
Prior Year Cohort	N=1,148	N=1,328	N=1,531	N=1,729	N=1,562		

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).

Table 8.12: Financial Aid Awards to Fall Term Undergraduate Students

	Percent Change						
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	1 year	5 year
Federal Grants	\$24,562,122	\$22,854,234	\$23,390,675	\$22,928,474	\$22,387,513	-2%	-9%
State Grants	\$3,033,671	\$3,940,423	\$4,372,629	\$4,559,067	\$5,543,166	22%	83%
Institutional Grants/Scholarships	\$5,698,155	\$7,334,909	\$7,334,092	\$6,941,713	\$10,172,591	47%	79%
Athletic Grants	\$2,554,462	\$2,610,354	\$2,602,035	\$2,626,103	\$2,724,128	4%	7%
Federal Student Loans and Federal Work Study	\$65,273,792	\$66,171,387	\$65,071,270	\$62,856,104	\$59,932,183	-5%	-8%
Total	\$101,122,202	\$102,911,307	\$102,770,701	\$99,911,461	\$100,759,581	1%	0%

Source: Common Data Set, H1 (based on estimated award year 2015-2016)

Financial Aid Office

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

	Percent Change						
	2010-11	2011-12	2012-13	2013-14	2014-15	1 year	5 year
Full-time students with Financial Aid:							
Enrollment	528	593	545	544	526	-3.3%	-0.4%
Average Aid Package	\$18,708	\$20,106	\$21,336	\$21,549	\$21,875	1.5%	16.9%
Part-time students with Financial Aid:							
Enrollment	2044	2033	2004	1833	1756	-4.2%	-14.1%
Average Aid Package	\$15,220	\$15,089	\$15,880	\$15,757	\$16,119	2.3%	5.9%

Source: CSU Financial Aid Office

Table 8.14: Graduate Student Financial Aid Awards by Types of Financial Aid Fall 2011 - 2015

Types of Financial Aid	Percent Change						
	2010-11	2011-12	2012-13	2013-14	2014-15	1 year	5 year
State Fellowship	\$134,297	\$92,439	\$55,072	\$73,798	\$83,618	13.3%	-37.7%
Scholarships/Institutional Grants	\$4,454,489	\$4,300,000	\$5,074,831	\$4,079,315	\$4,100,650	0.5%	-7.9%
Non-Institutional Assistance	\$411,982	\$315,577	\$308,971	\$502,041	\$646,576	28.8%	56.9%
Federal Student Loans and Federal Work Study (FWS)	\$35,861,289	\$37,801,004	\$37,943,017	\$35,900,446	\$34,920,044	-2.7%	-2.6%

Source: CSU Financial Aid Office

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

	Percent Change						
	2010-11	2011-12	2012-13	2013-14	2014-15	1 year	5 year
Full-time students with Financial Aid:							
Enrollment	420	391	345	297	284	-4.4%	-32.4%
Average Aid Package	\$29,734	\$31,387	\$31,547	\$32,790	\$34,124	4.1%	14.8%
Part-time students with Financial Aid:							
Enrollment	133	122	92	102	101	9.8%	-21.1%
Average Aid Package	\$23,378	\$24,353	\$27,551	\$27,039	\$28,117	2.1%	23.8%

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 2011 - 2015

Types of Financial Aid	Percent Change						
	2010-11	2011-12	2012-13	2013-14	2014-15	1 year	5 year
State Fellowship	\$0	\$0	\$0	0	0	-	-
Scholarships/Institutional Grants	\$1,941,719	\$1,959,025	\$2,096,603	2,543,201	3,516,730	38.3%	81.1%
Non-Institutional Assistance	\$88,912	\$66,819	\$26,340	\$66,858	\$47,281	-29.3%	-46.8%
Federal Student Loans and Federal Work Study (FWS)	\$13,567,000	\$13,217,639	\$11,295,287	\$9,886,606	\$8,967,146	-9.3%	-33.9%

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					
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Tuition/Fees	\$8,660	\$9,002	\$9,316	\$9,498	\$9,688	\$9,848
Books and Supplies	\$800	\$800	\$800	\$800	\$800	\$800
Room/Board	\$9,470	\$11,842	\$11,662	\$11,858	\$12,100	\$12,464
Personal/Miscellaneous	\$2,500	\$2,500	\$1,700	\$1,700	\$1,700	\$1,700
Transportation	\$1,800	\$1,800	\$1,460	\$1,460	\$1,726	\$1,740
Loan Fees	\$0	\$0	\$0	\$0	\$72	\$72
Total	\$23,230	\$25,944	\$24,938	\$25,316	\$26,086	\$26,624

Source: CSU Financial Aid Office

Table 8.18: Annualized Full-Time Undergraduate Tuition & Fees for Selected Main Campuses of Ohio 4-Year Institutions 2015

University Main Campuses	In-State	Out-Of-State
Bowling Green State University	\$10,590	\$18,126
Cleveland State University	\$9,696	\$12,938
Kent State University	\$10,012	\$18,212
Miami University	\$14,013	\$30,713
Ohio State University	\$10,037	\$27,365
Ohio University	\$10,602	\$19,500
University of Akron	\$9,920	\$18,802
University of Cincinnati	\$11,000	\$26,334
University of Toledo	\$9,242	\$18,580
Youngstown State University	\$8,087	\$14,087

Source: Data from Ohio Board of Regents Fall 2015 Survey of Student Charges for Academic Year 2015-2016
https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/statistical-profiles/tuition-finaid/FY16%20Tuition%20and%20Fees%20Survey_final_1.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 2013 - 2014

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	95%	83%	\$6,809	35%	\$4,198	21%	\$1,217	70%	\$5,603	69%	\$7,232
Central State University	91%	91%	\$7,647	80%	\$5,606	24%	\$241	57%	\$4,292	78%	\$7,262
Cleveland State University	89%	73%	\$6,670	50%	\$4,604	37%	\$1,087	41%	\$5,325	69%	\$6,479
Kent State University	94%	83%	\$6,564	35%	\$4,445	23%	\$1,143	75%	\$4,784	69%	\$7,540
Miami University	78%	66%	\$10,055	12%	\$4,526	5%	\$910	64%	\$9,546	39%	\$7,707
Ohio State University	86%	79%	\$9,318	18%	\$4,268	11%	\$1,298	78%	\$8,174	44%	\$7,182
Ohio University	87%	70%	\$5,893	27%	\$4,194	18%	\$989	68%	\$4,127	63%	\$7,375
Shawnee State University	94%	79%	\$4,896	59%	\$4,278	46%	\$813	34%	\$2,885	73%	\$7,531
University of Akron	91%	76%	\$6,036	43%	\$4,400	33%	\$954	47%	\$5,127	65%	\$7,369
University of Cincinnati	84%	59%	\$6,917	23%	\$4,904	14%	\$1,133	54%	\$5,169	58%	\$6,796
University of Toledo	95%	94%	\$7,563	41%	\$4,815	27%	\$1,152	85%	\$5,653	63%	\$6,565
Wright State University	89%	80%	\$6,044	40%	\$4,649	34%	\$1,338	67%	\$3,705	62%	\$7,081
Youngstown State University	96%	71%	\$7,106	56%	\$4,656	43%	\$1,038	45%	\$4,476	68%	\$6,061
University Main Campuses	90%	77%	\$7,040	40%	\$4,580	26%	\$1,024	60%	\$5,297	63%	\$7,091

Source: <https://nces.ed.gov/ipeds/datacenter/Data.aspx>
Data retrieved August 9, 2016.

Financial Aid Office

Notes

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

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

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

Types of Financial Aid

Federal Grants: Pell Grant, Supplemental Opportunity Educational Grant (SEOG). 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 Office of the Provost, 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/international>

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Table 8.20: CSU Fulbright Scholar Awards 1973-2016

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
2013-2014	1	Israel
2014-2015	3	Switzerland, India, Jordan
2015-2016	1	United Kingdom
TOTAL	87	

Source: Center for International Services & Programs

Table 8.21: Cleveland State University International Initiatives

College	International Initiatives	Activities
The College of Liberal Arts and Social Sciences (CLASS)	Faculty-led Programs Abroad	Faculty-led programs were delivered in Spain and France.
	Visiting Faculty	Hosted Fulbright and Kosciuszko fellows.
The Monte Ahuja College of Business	Faculty-led Programs Abroad	Faculty-led programs were delivered in the UK and Spain.
The School of Nursing	Student Organization Volunteer Activities	Student Nurses Association members engaged in a service-learning program in the Dominican Republic.
The Department of Athletics	Teams Competition	The Men's basketball team engaged in international tournament competition in Mexico.
The Confucius Institute	Language and Cultural Programs	Delivered programming in Chinese Language K-12 Instruction throughout the greater Cleveland area; facilitated the placement of 6 Chinese language teachers with partner schools in the Northeast Ohio region.
The Division of Enrollment Services	International Agreement Development	Facilitated academic relationships with ISEC (Dongfang International Center for Educational Exchange), Jilin Institute of Chemical Technology, and Hubei Polytechnic University.

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

Program Type	2011-12	2012-13	2013-14	2014-15	2015-16	Percent Change	
						1 year	5 year
Faculty Led	167	168	171	111	60	-46%	-64%
Exchange	4	3	5	4	4	0%	0%
Internship	4	4	1	4	3	-25%	-25%
Independent	28	18	21	24	37	54%	32%
TOTAL	203	193	198	143	104	-27%	-49%

*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	2011-12	2012-13	2013-14	2014-15	2015-16	Percent Change	
						1 year	5 year
Business	131	122	133	93	54	-42%	-59%
CLASS	41	51	43	36	29	-19%	-29%
Science	8	17	16	11	12	9%	50%
Education	11	4	3	1	2	100%	-82%
Engineering	5	2	4	3	6	100%	20%
Urban	4	2	-	2	4	100%	0%
Law	5	-	1	-	-	-	-100%
TOTAL	205	198	200	146	107	-27%	-48%

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	2011-12	2012-13	2013-14	2014-15	2015-16	Percent Change	
						1 year	5 year
Undergraduate	77	114	99	75	68	-9%	-12%
Graduate	121	79	98	67	36	-46%	-70%
Law	5	-	1	-	-	-	-100%
TOTAL	203	193	198	142	104	-27%	-49%

Source: Center for International Services & Programs

Center for International Services & Programs

Table 8.25: International Partnerships - Active and In Development (alphabetical by country)

Country	Institution	Type of Linkage(s)
Argentina	Universidad Nacional de Tucumen	Memorandum of Understanding
China	Dongfang International Center for Educational Exchange	Dual-degree/Direct Enrollment Program
China	Jilin Institute of Chemical Technology	Dual-degree
China	Hubei Polytechnic Univeristy	Dual-degree
China	Capital University of Economics and Business	Memorandum of Understanding Reciprocal Student Exchange Agreement
China	Guangzi Teachers Education University	Dual Degree Program - Master of Science in Chemistry Memorandum of Understanding Direct Enrollment Program
China	Northeast Normal University	Memorandum of Understanding
China	Jilin University	Memorandum of Understanding Reciprocal Student Exchange Program Direct Enrollment Program
China	Nanjing Normal University	Memorandum of Understanding Direct Enrollment Agreement
China	Shanghai Dianji University	Memorandum of Understanding Reciprocal Student Exchange Agreement
China	South China University of Technology, Sino-U.S. College	Memorandum of Understanding Dual Degree Program 2+2 Program
China	Southwest University of Political Science and Law	Memorandum of Understanding
China	Confucius Institute (HANBAN)	Memorandum of Understanding
France	Ecole Superieure de Commerce de Clermont-Ferrand	Memorandum of Understanding Reciprocal Student Exchange Agreement
France	Universite de Rouen	Memorandum of Understanding Reciprocal Student Exchange Agreement
Germany	Hochschule Offenburg, University of Applied Sciences	Memorandum of Understanding
Hungary	Hungarian-American Commission for Educational Exchange (Fulbright)	Memorandum of Understanding
India	International School of Engineering (INSOFE)	Direct Enrollment Program
Iraq	Higher Committee for Education Development, Government of Iraq and the State of Ohio Board of Regents	Memorandum of Understanding Direct Enrollment Program
Ireland	University of Ulster	Memorandum of Understanding Reciprocal Student Exchange Agreement
Ireland	University of Limerick	Memorandum of Understanding Reciprocal Student Exchange Agreement
Israel	University of Haifa	Memorandum of Understanding Reciprocal Student Exchange Agreement
Israel	Tel Aviv University	Memorandum of Understanding Reciprocal Student Exchange Agreement
Kenya	Maseno University	Memorandum of Understanding Grant-funded Partnership Agreement
Lebanon	American University of Science and Technology	Memorandum of Understanding
Poland	Gdansk University of Technology Univesity of Warsaw	Memorandum of Understanding Memorandum of Understanding
South Korea	Chung-Ang University	Memorandum of Understanding Reciprocal Student Exchange Agreement Direct Enrollment Program
Serbia	University of Belgrade University of Novi Sad	Memorandum of Understanding Memorandum of Understanding
Slovenia	Republic of Slovenia University of Ljubljana	Memorandum of Understanding Memorandum of Understanding Reciprocal Student Exchange Agreement
South Africa Program	University of the Free State	Student Hosting Agreement w/Leadership for Change
United Kingdom	Buckingham New University	Memorandum of Understanding
United Kingdom	University of Sunderland	Reciprocal Student Exchange Agreement

Source: Source: Center for International Services and Programs. For a complete list of historical international partnerships, please contact the Center for International Services & Programs.

Office of the University Architect

Table 8.26 Cleveland State University Fall 2015 Building Inventory

Notes	Building Code	Building	Year Acquired	Total Gross Square Feet
	AA	Advance Manufacturing Annex	1993	8,213
	AC	Parker Hannifin Administration Center	2007	37,610
[3], [5], [8]	AG	Art Gallery	2012	17,519
	BU	Business College	1998	126,245
[4]	CB	Chester Building	1970	109,728
[5]	CE	Cole Center *CMSD Campus International School	1990	56,653
	CG	Central Garage	1979	269,594
[5]	CM	Magnet Building (Magnet, Ceramics & Sculpture)	1994	82,470
	CS	Campus Safety	2004	25,056
[3], [5], [7]	EC	Euclid Commons Complex Buildings 1-4	2010	225,811
	EG	East Garage	2006	124,300
	FH	Fenn Hall	1964	195,779
	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
[5]	IM	Center for Innovations in Medical Professions	2015	103,295
	JH	Julka Hall	2010	104,747
	KF	Krenslor Field Dome (protective structure up from Oct-Apr)	2005	99,035
[5]	LA	Langston Court	2012	NA
	LB	Law Building	1977	118,438
[5]	LL	Law Library	1997	111,870
[3], [5], [8]	MB	Middough Building	2011	303,845
[2]	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], [7]	PG	Prospect Garage	2010	97,489
	PH	Parker Hannifin Hall	1984	27,252
	PS	Plant Services	1970	134,590
[7]	PR	Presidents Residence on the 9's	2015	1,817
[5]	RC	Recreation Center	2006	135,167
	RT	Rhodes Tower	1971	493,968
[1], [5]	RW	Rhodes West * CMSD STEMM High School		---
	SC	Student Center	2010	160,677
[3], [7]	SG	South Garage	2010	208,000
	SI	Science Building	1969	171,242
	SR	Science and Research Center	1978	142,479
[11]	ST	Stephanie Tubbs Jones Transit Center	2010	NA
[3], [10]	TC	Trinity Commons	2013	1,185
[3], [5], [9]	UN	Union Building	2011	84,688
	UR	Urban College	2000	87,792
	WA	Wallingford	2008	8,916
	WG	University West Garage	1996	199,599
[5]	WO	Wolstein Center	1989	289,000
[3]	WST	West Center Campus Extension	2003	9,607
Grand Total				5,381,974

Notes:

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

[5] Includes Some Non-Institutional Uses

- [6] Building Name Change
- [7] Owned or leased by Euclid Avenue Housing Development Corporation
- [8] Owned by Playhouse Square Development Corporation
- [9] Owned by Liberty Development Corporation

[10] Owned by Trinity Diocese

[11] Owned by RTA Regional Transit Authority

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)
	Graduate Academic Program	ASHA Council on Academic Accreditation (CAA)
Graduate Clinical Program	ASHA Professional Services Board (PSB)	
Urban	Master of Public Administration	National Association of Schools of Public Affairs and Administration (NASPAA)
	Master of Urban Planning, Design, and Development	Planning Accreditation Board

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*
- Washkewicz 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 2016

<http://www.csuohio.edu/offices/iraa/OnlineBookOfTrends.html>

The Book of Trends (BOT) 2016 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 2016 is based on the Semester Census files used for Ohio Board of Regents (OBOR) reports unless specifically noted from a different data source.
2. 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.
3. 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) <https://www.ohiohigheredjobs.org/hei>. 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/offices/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 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.