2017 BOT

Book of Trends

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Cleveland State University

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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.

Introduction

1

University Administration

Ronald M. Berkman

President

Jianping Zhu	*Provost and Senior Vice President for Academic Affairs*
Stephanie Y. McHenry	*Senior Vice President for Business Affairs and Finance*
Robert A. Spademan	*Interim Vice President for Enrollment Services*
Berinthia R. LeVine	*Vice President for University Advancement and Executive Director of CSU Foundation, Inc.*
Maurice A. Stinnett	*Vice President for University Engagement*
Sonali B. Wilson	*General Counsel and Counsel to the Board of Trustees*
William J. Napier	*Senior Advisor to President and Secretary to the Board of Trustees*

Jianping Zhu

Provost and Senior Vice President for Academic Affairs

Jerzy T. Sawicki	*Vice President for Research*
Lee Fisher	*Dean, Cleveland Marshall College of Law*
Meredith Bond	*Dean, College of Sciences and Health Professions*
Roland V. Anglin	*Dean, Maxine Goodman Levin College of Urban Affairs*
Anette Karlsson	*Dean, Washkewicz College of Engineering*
Timothy M. Gaspar	*Dean, School of Nursing*
Sanjay Putrevu	*Dean, Monte Ahuja College of Business Administration*
Gregory M. Sadlek	*Dean, College of Liberal Arts and Social Sciences*
Sajit Zachariah	*Dean, College of Education and Human Services*
Elizabeth A. Lehfeldt	*Dean, Jack, Joseph and Morton Mandel Honors College*
Nigamanth Sridhar	*Dean, College of Graduate Studies*
Marius Boboc	*Vice Provost for Academic Planning*
Edgar B. Jackson	*Special Assistant to the President for Health Affairs*
Peter F. Meiksins	*Vice Provost for Academic Programs*
Glenda A. Thornton	*Director, Michael Schwartz Library*
Boyd Yarbrough	*Vice President for Student Affairs*
William R. Morgan	*Vice Provost for Faculty Affairs*

Board of Trustees 2017-2018

Student Government Association Executive Board 2016-2017

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
2017	Rick Chiricosta	2010	Anand "Bill" Julka Dr. Neeraj Julka
2016	Steven Minter	2009	Mrs. Jean L. Elsner
2015	Albert B. Ratner	2008	Natalie Epstein Lainie Hadden
2014	Eric S. Gordon		
2013	Jennie Jones Trevor Jones	2007	Art J. Falco
2012	Donald E. Washkewicz	2006	James D. Ireland III Dr. William Hiller
2011	Monte Ahuja Dr. Usha Ahuja Ronald E. Weinberg	2005	Dr. Julian M. Earls Maria Miller Babs Glickman
		2004	Dr. Delos M. (Toby) Cosgrove

Distinguished Alumni Award

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

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

2017 Honorees

Dr. Christine Moravec	George B. Davis Award
Janet Kramer	Monte Ahuja College of Business
Mark Polatajko	College of Education and Human Services
Ted Beltavski	Fenn College of Engineering
Steve Potash	Cleveland-Marshall College of Law
Scott Raab	College of Liberal Arts and Social Sciences
Missi Zahoransky	College of Sciences and Health Professions
Dr. Kristine Gill	School of Nursing
Matt Zone	Maxine Goodman Levin College of Urban Affairs
Amanda Dennison	Jack, Joseph and Morton Mandel Honors College

Campus Enrollment Characteristics & Trends

2

Table 2.1: **Cleveland State University Enrollment by Level - Fall 1965 - 2016**

Year	Undergraduate	Graduate	Law	Total	Year	Undergraduate	Graduate	Law	Total
1965	6,026	N/A	N/A	6,026	1991	13,531	4,500	1,060	19,091
1966	7,853	N/A	N/A	7,853	1992	12,716	4,504	979	18,199
1967	8,431	184	N/A	8,615	1993	11,966	4,240	931	17,137
1968	8,836	248	N/A	9,084	1994	11,341	4,251	912	16,504
1969	9,442	1,220	775	11,437	1995	10,698	4,065	908	15,671
1970	10,734	1,171	742	12,647	1996	10,728	3,905	889	15,522
1971	11,257	1,760	772	13,789	1997	10,675	4,154	906	15,735
1972	11,758	2,045	909	14,712	1998	11,215	4,244	867	16,326
1973	11,986	2,212	1,003	15,201	1999	10,453	4,480	749	15,682
1974	12,895	2,300	1,066	16,261	2000	10,260	4,658	762	15,680
1975	13,278	2,568	1,128	16,974	2001	10,507	4,774	834	16,115
1976	13,401	2,808	1,138	17,347	2002	10,405	4,941	817	16,163
1977	13,896	2,851	1,168	17,915	2003	10,300	5,262	815	16,377
1978	13,143	3,125	1,164	17,432	2004	9,870	5,259	752	15,881
1979	13,154	3,242	1,184	17,580	2005	9,605	5,197	748	15,550
1980	14,330	3,751	1,169	19,250	2006	9,525	4,905	712	15,142
1981	14,167	3,883	1,090	19,140	2007	9,798	4,873	712	15,383
1982	14,177	3,715	1,052	18,944	2008	9,825	4,942	672	15,439
1983	14,195	3,768	979	18,942	2009	10,708	5,153	645	16,506
1984	13,426	3,589	1,018	18,033	2010	11,496	5,280	610	17,386
1985	12,502	3,347	917	16,766	2011	11,722	5,162	563	17,447
1986	13,220	4,005	1,016	18,241	2012	12,039	4,985	501	17,525
1987	13,236	3,945	1,006	18,187	2013	12,359	4,902	469	17,730
1988	12,971	3,850	1,000	17,821	2014	12,218	4,685	442	17,345
1989	13,409	4,115	1,011	18,535	2015	12,446	4,395	428	17,269
1990	13,825	4,331	1,064	19,220	2016	12,434	4,144	381	16,959

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

Figure 2.1: **Cleveland State University Enrollment Trend - Fall 1965 - 2016**
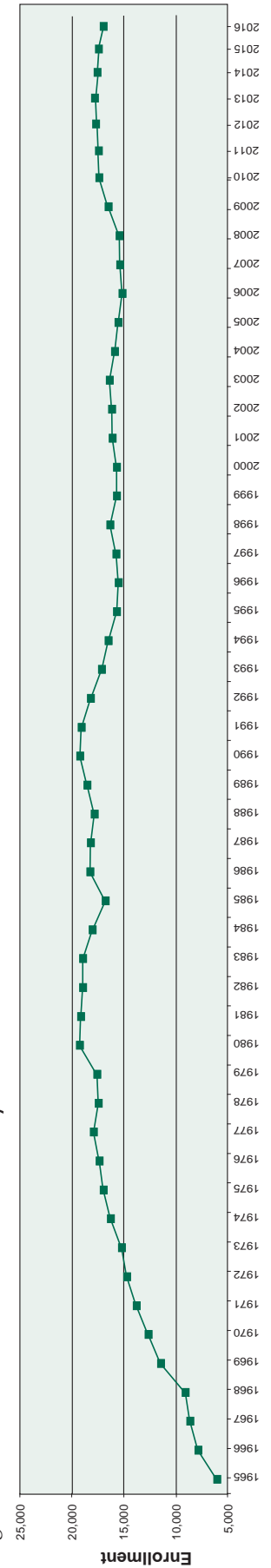
Table 2.2: **Enrollment by College, Level and Load - Fall 2016**

College	Undergraduate				Graduate & Law				Total			
	Full-Time	Part-Time	Undergraduate Total	Undergraduate % of Total	Full-Time	Part-Time	Graduate & Law Total	Graduate & Law % of Total	Full-Time	Part-Time	Total	% of Total
Business	1,704	477	2,181	18%	339	526	865	19%	2,043	1,003	3,046	18%
CLASS	1,929	563	2,492	20%	243	194	437	10%	2,172	757	2,929	17%
Education	467	216	683	5%	262	825	1,087	24%	729	1,041	1,770	10%
Nursing	497	104	601	5%	12	43	55	1%	509	147	656	4%
Engineering	1,570	324	1,894	15%	389	266	655	14%	1,959	590	2,549	15%
Science	2,228	660	2,888	23%	583	241	824	18%	2,811	901	3,712	22%
Urban Affairs	213	197	410	3%	51	146	197	4%	264	343	607	4%
Law	-	-	-	0%	241	140	381	8%	241	140	381	2%
Undergraduate Studies	602	447	1,049	8%	-	-	-	0%	602	447	1,049	6%
Undergraduate Non-Degree	11	159	170	1%	-	-	-	0%	11	159	170	1%
Graduate Studies	-	-	-	0%	1	23	24	1%	1	23	24	0%
Other[1]	-	66	66	1%	-	-	-	0%	-	66	66	0%
Total	**9,221**	**3,213**	**12,434**	**100%**	**2,121**	**2,404**	**4,525**	**100%**	**11,342**	**5,617**	**16,959**	**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 2.2a: **Enrollment by Level Fall 2016**

24%
3%
73%

■ Undergraduate   ■ Graduate   ■ Law
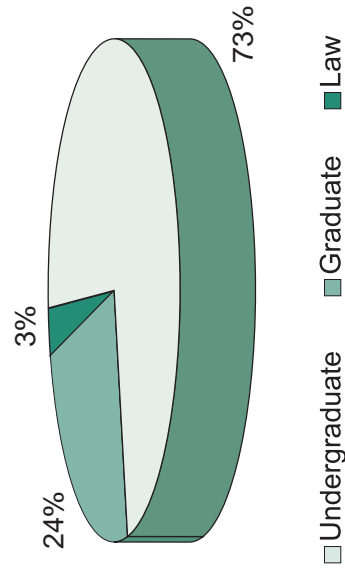
Figure 2.2b: **Enrollment by Load and Level Fall 2016**

14%
13%
19%
54%

■ Undergraduate Full-time   ■ Undergraduate Part-time
■ Graduate & Law Full-time   ■ Graduate & Law Part-time
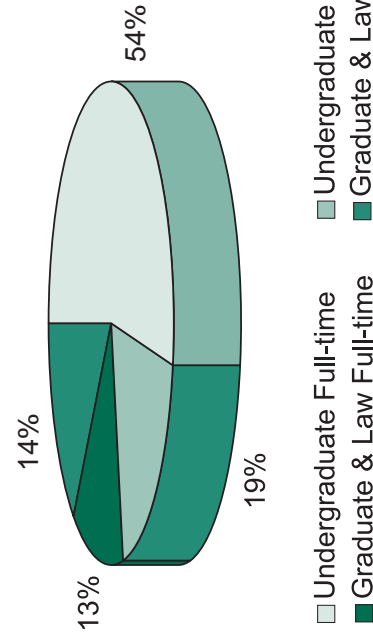
Table 2.3: **Full-Time Enrollment by Ethnicity and Gender - Fall 2016**

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		Total		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Undergraduate	11	11	185	136	479	905	223	297	2,862	3,074	3	7	121	196	448	127	68	67	4,400	4,820	9,220
Graduate	1	1	19	25	45	132	21	33	285	556	1	-	12	17	390	224	6	6	780	994	1,774
First Professional	-	-	4	1	6	9	5	10	139	155	-	-	4	2	-	2	9	-	167	179	346
Total Full-Time	12	12	208	162	530	1,046	249	340	3,286	3,785	4	7	137	215	838	353	83	73	5,347	5,993	11,340

Table 2.4: **Total Enrollment by Ethnicity and Gender - Fall 2016**

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		Total		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Undergraduate	13	15	257	200	717	1,423	276	372	3,808	3,979	5	9	149	244	509	163	150	142	5,884	6,547	12,431
Graduate	1	3	51	51	145	452	59	80	846	1,400	1	1	20	41	522	292	33	38	1,678	2,358	4,036
First Professional	-	-	7	3	15	25	8	13	177	208	-	-	5	5	1	4	12	4	225	262	487
Grand Total	14	18	315	254	877	1,900	343	465	4,831	5,587	6	10	174	290	1,032	459	195	184	7,787	9,167	16,954[1]

Figure 2.4a: **Total Enrollment by Ethnicity Fall 2016**

- 61.4% (WH)
- 2.7% (MR)
- 8.8% (NR)
- 2.2% (UK)
- 0.2% (IN)
- 3.4% (AS)
- 16.4% (BLK)
- 4.8% (HIS)
- 0.1% (NH)

☐ American Indian/Alaska Native (IN)   ☐ Asian (AS)   ■ Black/African American (BLK)
☐ Hispanic (HIS) / Latino   ☐ Native Hawaiian or Other Pacific Islander (NH)   ☐ White (WH)
☐ Two or more races (MR)   ■ Non-Resident Alien (NR)   ☐ Unknown (UK)
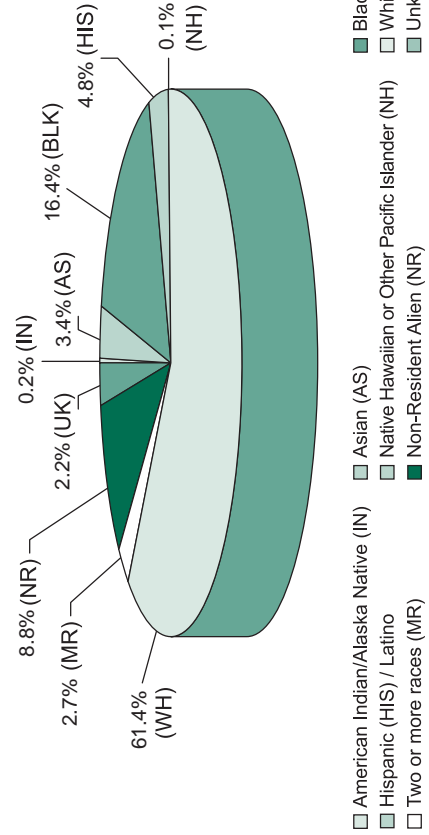
Figure 2.4b: **Total Enrollment by Gender Fall 2016**
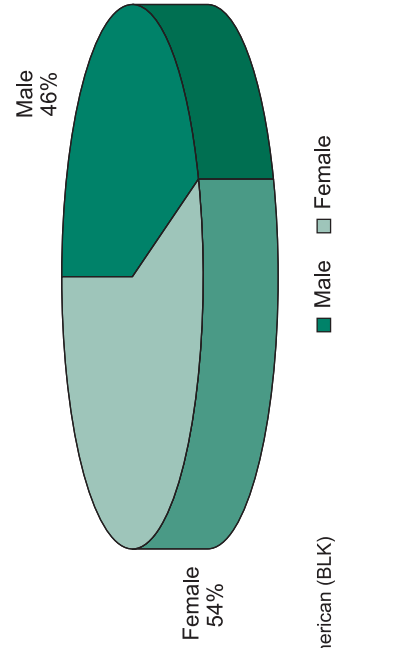
Male 46%
Female 54%

■ Male   ☐ Female

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] 5 students (2 full-time, 3 part-time) reported their gender as "unspecified"

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	
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	1-Year	5-Year
Business	196	243	234	232	250	324	323	349	294	284	24	21	11	3	3	544	587	594	529	537	2%	-1%
CLASS	464	520	434	293	324	466	449	339	322	311	37	24	12	16	8	967	993	785	631	643	2%	-34%
Education	70	97	56	87	82	113	129	103	115	64	21	30	31	16	7	204	256	190	218	153	-30%	-25%
Nursing	119	135	123	146	146	60	38	38	35	50	4	10	8	13	4	183	183	169	194	200	3%	9%
Engineering	215	225	226	287	314	137	147	143	181	148	15	19	8	15	11	367	391	377	483	473	-2%	29%
Science	406	421	361	454	448	407	442	354	354	368	125	97	77	97	102	938	960	792	905	918	1%	-2%
Urban Affairs	9	8	14	7	14	65	58	81	97	75	2	4	2	1	-	76	70	97	105	89	-15%	17%
Undergraduate Studies	110	104	143	341	328	74	72	111	130	87	234	259	260	196	166	418	435	514	667	581	-13%	39%
Undergraduate Non-Degree	-	-	-	-	-	-	-	-	-	-	129	114	88	127	94	129	114	88	127	94	-26%	-27%
Other[1]	-	-	-	1	-	-	-	-	-	-	83	58	86	51	36	83	58	86	52	36	-31%	-57%
UNIVERSITY	**1,589**	**1,753**	**1,591**	**1,848**	**1,906**	**1,646**	**1,658**	**1,518**	**1,528**	**1,387**	**674**	**636**	**583**	**535**	**431**	**3,909**	**4,047**	**3,692**	**3,911**	**3,724**	**-5%**	**-5%**

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	
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	1-Year	5-Year
Business	337	296	307	201	207	-	10	-	-	-	99	69	44	37	54	436	375	351	238	261	10%	-40%
CLASS	158	122	156	125	121	-	-	-	-	-	37	52	32	25	28	195	174	188	150	149	-1%	-24%
Education	279	243	262	272	229	6	8	7	6	7	58	59	51	47	51	343	310	320	325	287	-12%	-16%
Nursing	16	19	23	18	22	-	-	-	-	-	3	3	3	2	3	19	22	26	20	25	25%	32%
Engineering	94	144	134	244	149	6	7	10	11	3	7	3	8	5	5	107	154	152	260	157	-40%	47%
Science	187	176	194	191	194	17	19	13	9	21	36	35	37	37	41	240	230	244	237	256	8%	7%
Urban Affairs	48	32	45	42	30	2	2	4	1	2	16	34	23	25	26	66	68	72	68	58	-15%	-12%
Law	139	135	143	109	98	-	-	-	-	-	7	25	24	24	17	146	160	167	133	115	-14%	-21%
Graduate Studies	-	-	-	-	-	-	-	-	-	-	6	22	12	13	17	6	22	12	13	17	31%	183%
UNIVERSITY	**1,258**	**1,167**	**1,264**	**1,202**	**1,050**	**31**	**46**	**34**	**27**	**33**	**269**	**302**	**234**	**215**	**242**	**1,558**	**1,515**	**1,532**	**1,444**	**1,325**	**-8%**	**-15%**

[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.

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	
	2012	2013	2014	2015	2016	1-Year	5-Year	2012	2013	2014	2015	2016	1-Year	5-Year
Business	407	482	480	434	462	6%	14%	137	105	114	95	75	-21%	-45%
CLASS	821	864	700	538	556	3%	-32%	146	129	85	93	87	-6%	-40%
Education	179	202	145	167	127	-24%	-29%	25	54	45	51	26	-49%	4%
Nursing	164	169	145	162	175	8%	7%	19	14	24	32	25	-22%	32%
Engineering	311	314	338	440	426	-3%	37%	56	77	39	43	47	9%	-16%
Science	764	790	656	779	772	-1%	1%	174	170	136	126	146	16%	-16%
Urban Affairs	57	48	51	55	51	-7%	-11%	19	22	46	50	38	-24%	100%
Undergraduate Studies	207	202	233	460	409	-11%	98%	211	233	281	207	172	-17%	-18%
Undergraduate Non-Degree[2]	19	12	9	21	10	-52%	-47%	110	102	79	106	84	-21%	-24%
Other[1]	-	-	-	-	-	-	-	83	58	86	52	36	-31%	-57%
Total New Undergraduate	**2,929**	**3,083**	**2,757**	**3,056**	**2,988**	**-2%**	**2%**	**980**	**964**	**935**	**855**	**736**	**-14%**	**-25%**

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	
	2012	2013	2014	2015	2016	1-Year	5-Year	2012	2013	2014	2015	2016	1-Year	5-Year
Business	209	153	158	122	136	11%	-35%	227	222	193	116	125	8%	-45%
CLASS	88	77	115	88	96	9%	9%	107	97	73	62	53	-15%	-50%
Education	102	127	108	129	103	-20%	1%	241	183	212	196	184	-6%	-24%
Nursing	9	13	10	7	11	57%	22%	10	9	16	13	14	8%	40%
Engineering	29	32	38	225	127	-44%	338%	78	122	114	35	30	-14%	-62%
Science	137	138	149	179	185	3%	35%	103	92	95	58	71	22%	-31%
Urban Affairs	24	16	16	21	20	-5%	-17%	42	52	56	47	38	-19%	-10%
Law	109	114	117	74	78	5%	-28%	37	46	50	59	37	-37%	0%
Graduate Studies[2]	1	-	-	-	1	-	0%	5	22	12	13	16	23%	220%
Total New Graduate & Law	**708**	**670**	**711**	**845**	**757**	**-10%**	**7%**	**850**	**845**	**821**	**599**	**568**	**-5%**	**-33%**

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

College	2012	2013	2014	2015	2016	Percent Change 1-Year	Percent Change 5-Year
Business	980	962	945	767	798	4%	-19%
CLASS	1,162	1,167	973	781	792	1%	-32%
Education	547	566	510	543	440	-19%	-20%
Nursing	202	205	195	214	225	5%	11%
Engineering	474	545	529	743	630	-15%	33%
Science	1,178	1,190	1,036	1,142	1,174	3%	0%
Urban Affairs	142	138	169	173	147	-15%	4%
Law	146	160	167	133	115	-14%	-21%
Undergraduate Studies	418	435	514	667	581	-13%	39%
Undergraduate Non-Degree[2]	129	114	88	127	94	-26%	-27%
Graduate Studies	6	22	12	13	17	31%	183%
Other[1]	83	58	86	52	36	-31%	-57%
Total New Students	**5,467**	**5,562**	**5,224**	**5,355**	**5,049**	**-6%**	**-8%**

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

| | | | | | | | | | | | Percent Change | |
Class Standing	2012	%	2013	%	2014	%	2015	%	2016	%	1-Year	5-Year
Freshmen	3,175	18%	3,356	19%	3,156	18%	3,329	19%	3,110	18%	-7%	-2%
Sophomores	1,830	10%	1,937	11%	2,011	12%	1,963	11%	2,122	13%	8%	16%
Juniors	2,300	13%	2,410	14%	2,447	14%	2,533	15%	2,530	15%	0%	10%
Seniors	4,734	27%	4,656	26%	4,604	27%	4,621	27%	4,672	28%	1%	-1%
Masters	4,501	26%	4,393	25%	4,204	24%	3,947	23%	3,730	22%	-5%	-17%
Doctoral	484	3%	509	3%	481	3%	448	3%	414	2%	-8%	-14%
Law	501	3%	469	3%	442	3%	428	2%	381	2%	-11%	-24%
Total	**17,525**	**100%**	**17,730**	**100%**	**17,345**	**100%**	**17,269**	**100%**	**16,959**	**100%**	**-2%**	**-3%**

Table 2.10b: STUDENT CREDIT HOURS BY COURSE LEVEL

| | | | | | | | | | | | Percent Change | |
Class Standing	2012	%	2013	%	2014	%	2015	%	2016	%	1-Year	5-Year
Developmental	2,690	1%	2,898	1%	1,855	1%	1,783	1%	1,937	1%	9%	-28%
Lower	83,554	43%	89,337	45%	85,361	45%	89,544	46%	88,812	46%	-1%	6%
Upper	62,180	32%	63,338	32%	58,899	32%	63,407	33%	65,830	34%	4%	6%
Masters	34,180	18%	33,535	17%	32,617	17%	31,786	16%	29,473	15%	-7%	-14%
Doctoral	3,306	2%	3,566	2%	3,242	2%	3,057	2%	3,131	2%	2%	-5%
Law	6,776	4%	6,116	3%	5,720	3%	5,282	3%	4,877	3%	-8%	-28%
Total	**192,686**	**100%**	**198,790**	**100%**	**187,694**	**100%**	**194,859**	**100%**	**194,060**	**100%**	**0%**	**1%**

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**
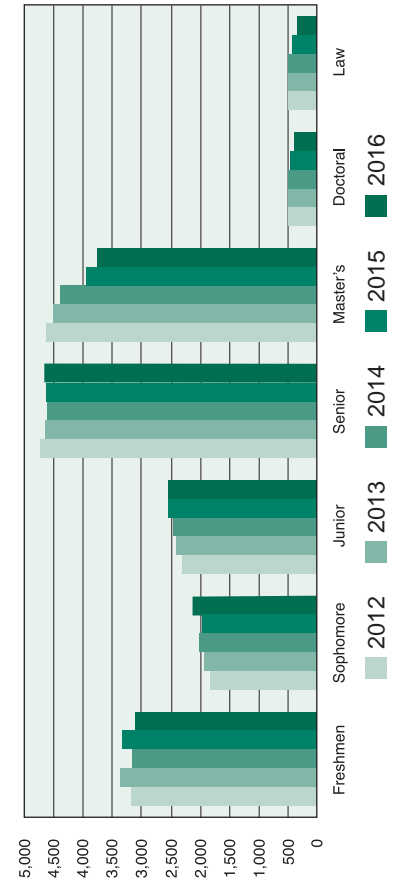
Figure 2.10b: **Student Credit Hours by Course Level**
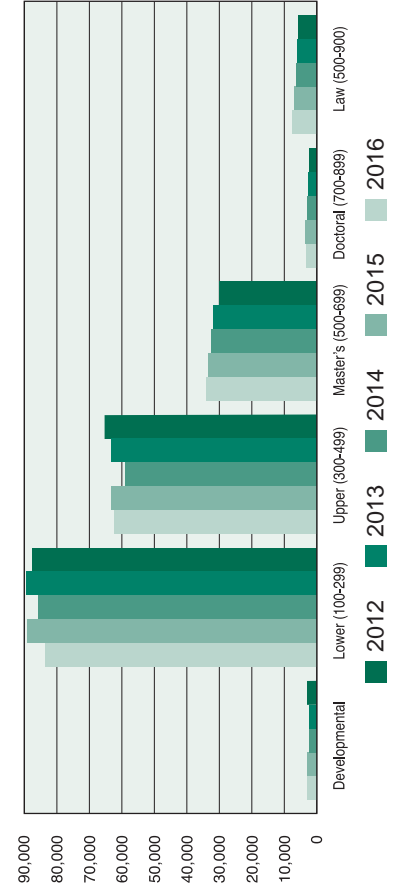
Table 2.11: **Total Fall 2016 Enrollment by Academic Level: 5-Year Trend**

Academic Level	2012	2013	2014	2015	2016	Percent Change	
						1 year	5 year
Undergraduates	12,039	12,359	12,218	12,446	12,434	0%	3%
Masters	4,501	4,393	4,204	3,947	3,730	-5%	-17%
Doctoral	484	509	481	448	414	-8%	-14%
Law	501	469	442	428	381	-11%	-24%
University Total	**17,525**	**17,730**	**17,345**	**17,269**	**16,959**	**-2%**	**-3%**

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

College	2012 Enrollment	%	2013 Enrollment	%	2014 Enrollment	%	2015 Enrollment	%	2016 Enrollment	%	Percent Change 1-Year	5-Year
Business	3,369	19%	3,301	19%	3,448	20%	3,009	17%	3,046	18%	1%	-10%
CLASS	3,731	21%	3,691	21%	3,252	19%	2,979	17%	2,929	17%	-2%	-21%
Education	2,266	13%	2,259	13%	2,052	12%	1,952	11%	1,770	10%	-9%	-22%
Nursing	592	3%	628	4%	600	3%	589	3%	656	4%	11%	11%
Engineering	1,569	9%	1,771	10%	1,948	11%	2,527	15%	2,549	15%	1%	62%
Science	3,727	21%	3,841	22%	3,687	21%	3,689	21%	3,712	22%	1%	0%
Urban Affairs	620	4%	576	3%	606	3%	653	4%	607	4%	-7%	-2%
Law	501	3%	469	3%	442	3%	428	2%	381	2%	-11%	-24%
Undergraduate Studies	780	4%	863	5%	965	6%	1,094	6%	1,049	6%	-4%	34%
Undergraduate Non-Degree	245	1%	220	1%	170	1%	209	1%	170	1%	-19%	-31%
Graduate Studies	19	0%	28	0%	24	0%	23	0%	24	0%	4%	26%
Other[1]	106	1%	83	0%	151	1%	117	1%	66	0%	-44%	-38%
Total Enrollment	**17,525**	**100%**	**17,730**	**100%**	**17,345**	**100%**	**17,269**	**100%**	**16,959**	**100%**	**-2%**	**-3%**

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

College	2012 SCH	%	2013 SCH	%	2014 SCH	%	2015 SCH	%	2016 SCH	%	Percent Change 1-Year	5-Year
Business	26,889	14%	27,276	14%	27,030	14%	25,519	13%	27,275	14%	7%	1%
CLASS	58,808	31%	60,416	30%	55,231	29%	55,511	28%	55,351	29%	0%	-6%
Education	16,165	8%	16,224	8%	15,009	8%	15,116	8%	13,606	7%	-10%	-16%
Nursing	4,564	2%	4,569	2%	4,364	2%	4,565	2%	4,918	3%	8%	8%
Engineering	10,054	5%	11,572	6%	14,192	8%	19,414	10%	19,613	10%	1%	95%
Science	56,361	29%	59,594	30%	54,556	29%	57,625	30%	56,929	29%	-1%	1%
Urban Affairs	10,245	5%	10,176	5%	8,870	5%	9,071	5%	8,780	5%	-3%	-14%
Law	6,776	4%	6,116	3%	5,720	3%	5,282	3%	4,877	3%	-8%	-28%
Undergraduate Studies	1,419	1%	1,596	1%	1,427	1%	1,499	1%	1,523	1%	2%	7%
Honors	121	0%	120	0%	114	0%	132	0%	128	0%	-3%	6%
Other[1]	1,284	1%	1,131	1%	1,181	1%	1,125	1%	1,060	1%	-6%	-17%
Total SCH	**192,686**	**100%**	**198,790**	**100%**	**187,694**	**100%**	**194,859**	**100%**	**194,060**	**100%**	**0%**	**1%**

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

Note: 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)**
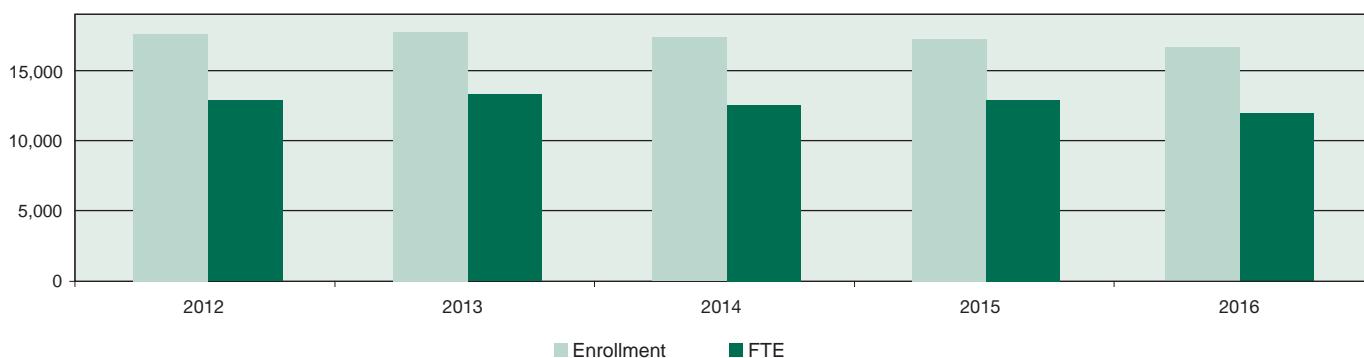
Table 2.14: **Registered Student Credit Hours by Level - Fall 2016**

Registered Credit Hours	Undergraduate		Graduate		Law		All	
	Enrollment	Cumulative %	Enrollment	Cumulative %	Enrollment	Cumulative %	Enrollment	Cumulative %
0	66	1%	0	0%	0	0%	66	0%
1	46	1%	142	3%	1	0%	189	2%
2	36	1%	37	4%	2	1%	75	2%
3	471	5%	402	14%	1	1%	874	7%
4	173	6%	296	21%	2	2%	471	10%
5	37	7%	31	22%	2	2%	70	10%
6	892	14%	840	42%	29	10%	1,761	21%
7	294	16%	191	47%	12	13%	497	24%
8	126	17%	325	55%	3	14%	454	26%
GRAD FT 9	628	22%	832	75%	15	18%	1,475	35%
10	284	25%	221	80%	17	22%	522	38%
11	160	26%	124	83%	32	30%	316	40%
UGRD FT 12	1,635	39%	271	90%	18	35%	1,924	51%
LAW FT 13	1,248	49%	79	91%	15	39%	1,342	59%
14	1,046	57%	101	94%	30	47%	1,177	66%
15	2,184	75%	124	97%	103	74%	2,411	80%
16	1,566	88%	61	98%	45	86%	1,672	90%
17	773	94%	55	100%	38	96%	866	95%
18	587	99%	5	100%	11	99%	603	99%
19	139	100%	4	100%	3	99%	146	100%
20	24	100%	2	100%	0	99%	26	100%
21	16	100%	1	100%	1	100%	18	100%
22	1	100%	0	100%	0	100%	1	100%
23	2	100%	0	100%	1	100%	3	100%
TOTAL	**12,434**		**4,144**		**381**		**16,959**	
Average	**12.6**		**7.8**		**13.1**		**11.4**	

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 2016**
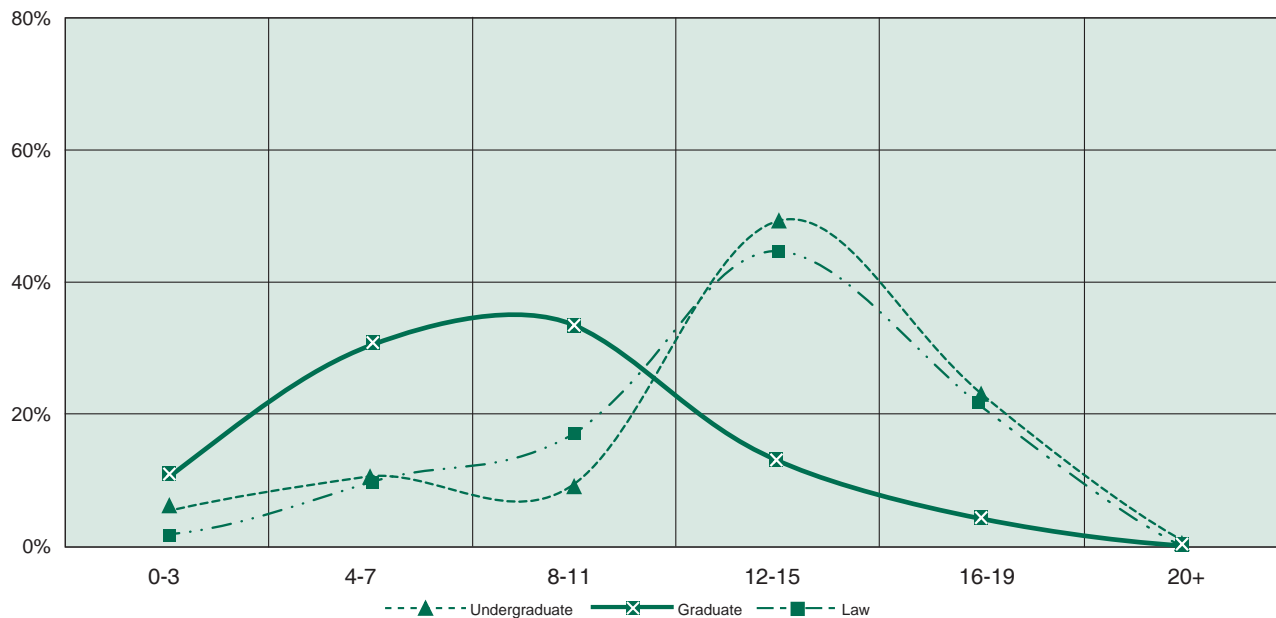
Table 2.15: **Enrollment by Age Category - Fall 2016**

College	Gender	Under 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65 and Over	Unknown	Average Age
Business	Female	3	180	227	282	276	119	63	79	33	2	-	26.3
	Male	2	281	375	418	371	149	81	65	37	2	-	25.3
	Total	5	461	602	700	647	268	144	144	70	4	-	25.7
CLASS	Female	13	387	417	366	233	118	85	106	94	6	-	26.1
	Male	-	198	267	259	161	69	45	60	37	7	-	25.7
	Total	13	585	684	625	394	187	130	166	131	13	-	26.0
Education	Female	2	83	112	276	301	146	103	162	98	4	-	30.7
	Male	1	48	36	101	98	65	53	50	30	1	-	30.1
	Total	3	131	148	377	399	211	156	212	128	5	-	30.6
Nursing	Female	7	202	116	77	48	40	19	35	15	-	-	24.3
	Male	-	35	14	8	14	8	8	9	1	-	-	25.8
	Total	7	237	130	85	62	48	27	44	16	-	-	24.6
Engineering	Female	6	88	81	122	65	23	9	7	2	-	-	23.2
	Male	6	432	415	641	406	134	56	37	17	1	-	23.7
	Total	12	520	496	763	471	157	65	44	19	1	-	23.6
Science	Female	12	588	590	657	386	149	72	78	40	-	-	23.9
	Male	2	238	222	270	221	93	35	40	17	2	-	24.7
	Total	14	826	812	927	607	242	107	118	57	2	-	24.1
Urban Affairs	Female	1	18	40	65	72	38	37	53	39	3	-	32.5
	Male	-	9	32	51	44	40	15	23	27	-	-	31.2
	Total	1	27	72	116	116	78	52	76	66	3	-	32.0
Law	Female	-	-	2	75	57	21	12	15	13	1	-	29.9
	Male	-	-	2	67	73	26	11	4	-	1	-	27.1
	Total	-	-	4	142	130	47	23	19	13	2	-	28.6
Undergraduate Studies	Female	123	248	42	22	15	6	2	6	34	66	-	27.8
	Male	70	193	33	34	19	9	6	6	36	79	-	31.5
	Total	193	441	75	56	34	15	8	12	70	145	-	29.5
Undergraduate Non-Degree	Female	-	5	16	27	12	9	4	5	12	1	-	30.1
	Male	-	3	6	26	11	4	7	10	11	-	-	32.6
	Total	-	8	22	53	23	13	11	15	23	1	-	31.2
Graduate Studies	Female	-	-	-	4	5	-	1	-	1	-	1	29.5
	Male	-	-	-	2	4	2	1	1	2	-	-	33.1
	Total	-	-	-	6	9	2	2	1	3	-	1	31.4
Other[1]	Female	-	5	2	9	7	2	1	2	-	-	-	25.8
	Male	2	12	6	6	4	5	-	3	-	-	-	24.0
	Total	2	17	8	15	11	7	1	5	-	-	-	24.8
University	Female	167	1,804	1,645	1,982	1,477	671	408	548	381	83	1	26.4
	Male	83	1,449	1,408	1,883	1,426	604	318	308	215	93	-	25.8
	Total	250	3,253	3,053	3,865	2,903	1,275	726	856	596	176	1	26.1

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

Figure 2.15: **Enrollment by Age Category - Fall 2016**

	Average	Median
University:	26.1	23
Undergraduate:	24.5	21
Graduate:	30.9	27
Law:	28.6	26

Table 2.16: Enrollment by Level and Residency Status - Fall 2016

Resident Type	Undergraduate	Undergraduate in %	Graduate	Graduate in %	Law	Law in %	Total
Ohio Resident	11,275	91	3,211	77	372	98	14,858
Non-Ohio Resident	487	4	118	3	5	1	610
Non-Resident Alien	672	5	815	20	4	1	1,491
Total	12,434	100%	4,144	100%	381	100%	16,959

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 2016

State	Number of Students
Ohio	15,094
Pennsylvania	100
New York	42
Michigan	31
California	19
Illinois	18
Wisconsin	15
Florida	15
Indiana	13
Maryland	10
New Jersey	10
North Carolina	9
Virginia	9
Kentucky	8
Texas	8
South Carolina	7
Georgia, Minnesota, Connecticut, Colorado (5/state)	20
Vermont, Washington, Arizona (4/state)	12
Nevada, Louisiana (3/state)	6
West Virginia, Missouri, Iowa, Nebraska, Kansas (2/state)	10
New Hampshire, Mississippi, South Dakota, Arkansas, Oklahoma, Massachusetts, Tennessee, Oregon (1/state)	8
Unknown State	4
Non-Resident Alien	1,491
Total States	16,959

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 2016

County	Number of Students
Cuyahoga	10,342
Lake	1,307
Lorain	965
Medina	496
Summit	452
Geauga	336
Ashtabula	156
Trumbull	130
Stark	108
Erie	102
Portage	95
Mahoning	64
Franklin	62
Wayne	51
Huron	47
Lucas	32
Sandusky	31
Richland	27
Ottawa	23
Tuscarawas	24
Ashland	19
Hamilton	17
Fairfield	15
Warren, Columbiana, Green (12/county)	36
Montgomery, Crawford (11/county)	22
Bulter, Wood, Delaware (10/county)	30
Allen, Seneca (7/county)	14
Foulton	6
Pickaway	5
Licking, Clermont, Highland, Muskingum, Van Wert (4/county)	20
Holmes, Darke, Perry, Defiance, Madison, Williams, Carroll, Belmont, Coshocton (3/county)	27
Hancock, Clark, Morrow, Hardin, Union, Knox, Miami, Hocking, Jefferson (2/county)	18
Scioto, Auglaize, Hardon, Henry, Clinton, Washington, Adams, Mercer, Harrison, Logan, Shelby, Wyandot, Ross, Megis, Putnam (1/county)	15
Total	15,094

* Excluding Non-Resident Aliens

Map of 2016 Fall Enrollment by Ohio County

County	Enrollment
Williams	3
Fulton	6
Lucas	32
Ottawa	23
Lake	1,307
Ashtabula	156
Defiance	3
Henry	1
Wood	10
Sandusky	31
Erie	102
Cuyahoga	10,342
Geauga	336
Paulding	—
Putnam	1
Hancock	2
Seneca	7
Huron	47
Lorain	965
Summit	452
Portage	95
Trumbull	130
Van Wert	4
Allen	7
Wyandot	1
Crawford	11
Richland	27
Ashland	19
Wayne	51
Medina	496
Mahoning	64
Mercer	1
Hardin	2
Marion	—
Morrow	2
Knox	2
Holmes	3
Stark	108
Carroll	3
Columbiana	12
Auglaize	1
Shelby	1
Logan	1
Union	2
Delaware	10
Coshocton	3
Tuscarawas	24
Harrison	1
Jefferson	2
Darke	3
Miami	2
Champaign	—
Clark	2
Madison	3
Franklin	62
Licking	4
Muskingum	4
Guernsey	—
Belmont	3
Preble	—
Montgomery	11
Greene	12
Fayette	—
Pickaway	5
Fairfield	15
Perry	3
Morgan	—
Noble	—
Monroe	—
Butler	10
Warren	12
Clinton	1
Ross	1
Hocking	2
Athens	—
Washington	1
Hamilton	17
Clermont	4
Highland	4
Pike	—
Vinton	—
Meigs	1
Brown	—
Adams	1
Scioto	1
Jackson	—
Gallia	—
Lawrence	—

Table 2.19: **Enrollment by Country or Regions, Fall 2016**

Country/Region	Number of Students	Country/Region	Number of Students
Saudi Arabia	612	Australia, Colombia, Ghana, Malaysia, New Zealand, Peru, Russian Federation (4/country)	28
India	479	Albania, Brazil, Georgia, Hong Kong, Jordan, Libyan Arab Jamahiriya, Netherlands, Poland, Senegal, Sri Lanka, Syrian Arab Republic, United Kingdom, Venezuela (3/country)	39
China	145		
Kuwait	31		
Nigeria	30	Austria, Ecuador, Ethiopia, Indonesia, Israel, Italy, Jamaica, Japan, Republic of Serbia, Romania, South Africa, Spain (2/country)	24
Korea, Republic of	25		
Iran (Islamic Republic Of)	23	Aruba, Azerbaijan, Bahamas, Bolivia, Bosnia and Herzegovina, Botswana, Bulgaria, Burkina Faso, Cameroon, Czech Republic, Denmark, El Salvador, England, Gambia, Guatemala, Iraq, Mongolia, Nicaragua, Palestinian Territory, Occupied, Panama, Philippines, Sweden, Switzerland, Tanzania, United Republic of, Uganda, Ukraine, United Arab Emirates, Uzbekistan, Virgin Islands (British), Zimbabwe (1/country)	30
Canada, Turkey (16/country)	32		
Province of China Taiwan	14		
Viet Nam	12		
Egypt	10		
Nepal	9		
Lebanon	7		
Germany, Mexico, Thailand (3/country)	18	Unknown	1
Bangladesh, France, Kenya, Pakistan, Zambia (5/country)	25	**Total**	**1,594**

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

Source: Institutional Research

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

College	2013 Enrollment	%	2014 Enrollment	%	2015 Enrollment	%	2016 Enrollment	%	2017 Enrollment	%	Percent Change 1-Year	5-Year
Business	3,201	19%	3,090	19%	3,290	20%	2,925	18%	2,934	18%	0%	-8%
CLASS	3,446	21%	3,389	20%	3,023	18%	2,879	18%	2,781	17%	-3%	-19%
Education	2,285	14%	2,106	13%	1,894	12%	1,829	11%	1,705	11%	-7%	-25%
Nursing	630	4%	641	4%	586	4%	639	4%	696	4%	9%	10%
Engineering	1,534	9%	1,773	11%	1,931	12%	2,442	15%	2,390	15%	-2%	56%
Science	3,484	21%	3,605	22%	3,386	21%	3,455	21%	3,444	21%	0%	-1%
Urban Affairs	573	3%	562	3%	618	4%	617	4%	604	4%	-2%	5%
Law	474	3%	424	3%	417	3%	402	2%	359	2%	-11%	-24%
Undergraduate Studies	763	5%	811	5%	867	5%	901	5%	865	5%	-4%	13%
Undergraduate Non-Degree	220	1%	192	1%	176	1%	184	1%	160	1%	-13%	-27%
Graduate Studies	14	0%	27	0%	41	0%	23	0%	35	0%	52%	150%
Other[1]	86	1%	75	0%	156	1%	105	1%	60	0%	-43%	-30%
Total Enrollment	**16,710**	**100%**	**16,695**	**100%**	**16,385**	**100%**	**16,401**	**100%**	**16,033**	**100%**	**-2%**	**-4%**

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

College	2013 SCH	%	2014 SCH	%	2015 SCH	%	2016 SCH	%	2017 SCH	%	Percent Change 1-Year	5-Year
Business	26,296	14%	26,563	14%	26,382	15%	25,431	14%	26,717	15%	5%	2%
CLASS	55,955	31%	56,247	30%	49,903	28%	51,674	28%	50,165	28%	-3%	-10%
Education	16,768	9%	16,065	9%	15,303	9%	15,317	8%	14,514	8%	-5%	-13%
Nursing	5,481	3%	5,293	3%	5,123	3%	5,591	3%	5,791	3%	4%	6%
Engineering	10,404	6%	12,606	7%	14,622	8%	18,991	10%	18,999	10%	0%	83%
Science	50,493	28%	53,318	29%	49,300	28%	51,050	28%	51,345	28%	1%	2%
Urban Affairs	9,993	5%	10,192	5%	9,028	5%	8,705	5%	8,384	5%	-4%	-16%
Law	6,262	3%	5,498	3%	5,169	3%	4,930	3%	4,365	2%	-11%	-30%
Undergraduate Studies	229	0%	215	0%	212	0%	258	0%	215	0%	-17%	-6%
Honors	27	0%	57	0%	87	0%	74	0%	99	0%	34%	267%
Other[1]	855	0%	935	1%	717	0%	887	0%	801	0%	-10%	-6%
Total SCH	**182,763**	**100%**	**186,989**	**100%**	**175,846**	**100%**	**182,908**	**100%**	**181,395**	**100%**	**-1%**	**-1%**

[1] Other includes students enrolled in Air Force, Career Services, English as a Second Language, Military Science, Special Program and Study Abroad.
Note: 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	2012 Enrollment	%	2013 Enrollment	%	2014 Enrollment	%	2015 Enrollment	%	2016 Enrollment	%	Percent Change 1-Year	5-Year
Business	1,733	24%	1,607	23%	1,684	25%	1,590	24%	1,357	21%	-15%	-22%
CLASS	1,066	15%	987	14%	875	13%	802	12%	864	13%	8%	-19%
Education	1,374	19%	1,248	18%	1,082	16%	1,010	15%	898	14%	-11%	-35%
Nursing	172	2%	170	2%	156	2%	152	2%	190	3%	25%	10%
Engineering	445	6%	486	7%	495	7%	631	9%	853	13%	35%	92%
Science	1,337	18%	1,356	20%	1,304	20%	1,279	19%	1,316	20%	3%	-2%
Urban Affairs	218	3%	204	3%	206	3%	245	4%	239	4%	-2%	10%
Law	189	3%	142	2%	133	2%	136	2%	96	1%	-29%	-49%
Undergraduate Studies	155	2%	165	2%	214	3%	239	4%	279	4%	17%	80%
Undergraduate Non-Degree	493	7%	463	7%	378	6%	473	7%	444	7%	-6%	-10%
Graduate Studies	19	0%	16	0%	23	0%	12	0%	13	0%	8%	-32%
Other1	94	1%	85	1%	99	1%	88	1%	25	0%	-72%	-73%
Total Enrollment	**7,295**	**100%**	**6,929**	**100%**	**6,649**	**100%**	**6,657**	**100%**	**6,574**	**100%**	**-1%**	**-10%**

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

College	2012 SCH	%	2013 SCH	%	2014 SCH	%	2015 SCH	%	2016 SCH	%	Percent Change 1-Year	5-Year
Business	10,594	22%	9,902	22%	10,349	24%	9,342	23%	8,436	21%	-10%	-20%
CLASS	10,490	22%	9,572	21%	9,170	21%	7,257	18%	8,023	20%	11%	-24%
Education	8,132	17%	7,220	16%	6,486	15%	6,250	15%	5,786	14%	-7%	-29%
Nursing	1,250	3%	1,396	3%	1,312	3%	1,438	4%	1,539	4%	7%	23%
Engineering	938	2%	905	2%	942	2%	1,484	4%	2,939	7%	98%	213%
Science	11,951	25%	12,462	27%	11,367	26%	11,403	28%	10,872	27%	-5%	-9%
Urban Affairs	3,041	6%	2,950	6%	2,783	6%	2,289	6%	2,074	5%	-9%	-32%
Law	922	2%	667	1%	737	2%	699	2%	490	1%	-30%	-47%
Undergraduate Studies	-	0%	-	0%	-	0%	0	0%	0	0%	-	-
Honors	-	0%	-	0%	-	0%	0	0%	0	0%	-	-
Other1	540	1%	461	1%	439	1%	473	1%	403	1%	-15%	-25%
Total SCH	**47,858**	**100%**	**45,535**	**100%**	**43,585**	**100%**	**40,635**	**100%**	**40,562**	**100%**	**0%**	**-15%**

[1] Other includes students enrolled in Air Force, Career Services, English as a Second Language, Military Science, Special Program and Study Abroad.
Note: 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)**
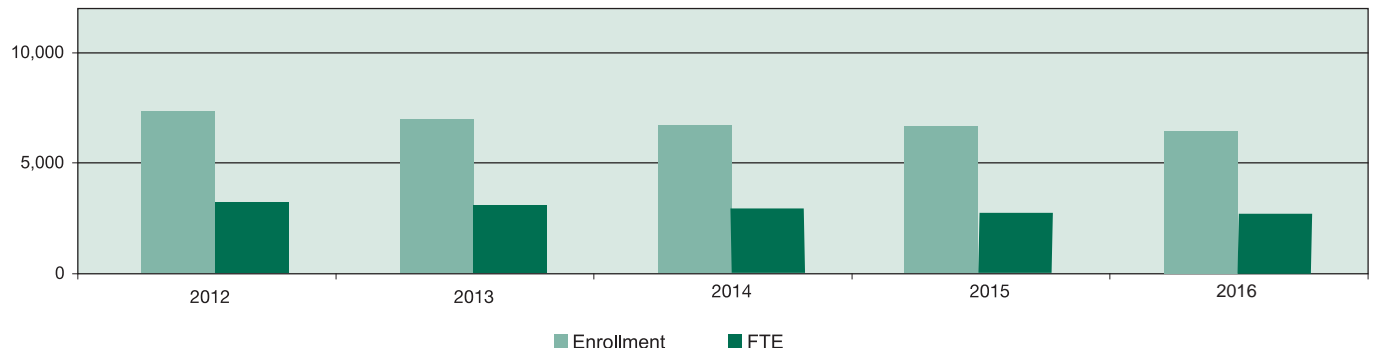
Table 2.24: **Annualized Student Credit Hours (SCH) by College: 5-Year Trend**

College	2012-13 SCH	%	2013-14 SCH	%	2014-15 SCH	%	2015-16 SCH	%	2016-17 SCH	%	Percent Change 1-Year	5-Year
Business	63,779	16%	63,741	15%	63,761	16%	60,292	14%	62,428	15%	4%	-2%
CLASS	125,253	31%	126,235	29%	114,304	28%	114,442	27%	113,539	27%	-1%	-9%
Education	41,065	10%	39,509	9%	36,798	9%	36,683	9%	33,906	8%	-8%	-17%
Nursing	11,295	3%	11,258	3%	10,799	3%	11,594	3%	12,248	3%	6%	8%
Engineering	21,396	5%	25,083	6%	29,756	7%	39,889	10%	41,551	10%	4%	94%
Science	118,805	29%	125,374	29%	115,223	28%	120,078	29%	119,146	29%	-1%	0%
Urban Affairs	23,279	6%	23,318	5%	20,681	5%	20,065	5%	19,238	5%	-4%	-17%
Law	13,960	3%	12,281	3%	11,625	3%	10,910	3%	9,732	2%	-11%	-30%
Undergraduate Studies	1,648	0%	1,811	0%	1,639	0%	1,757	0%	1,852	0%	5%	12%
Graduate Studies	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
Honors	148	0%	177	0%	201	0%	206	0%	227	0%	10%	53%
Other[1]	2,679	1%	2,527	1%	2,337	1%	2,485	1%	2,264	1%	-9%	-15%
Total Annualized SCH	**423,307**	**100%**	**431,314**	**100%**	**407,124**	**100%**	**418,401**	**100%**	**416,131**	**100%**	**-1%**	**-2%**
Annualized FTE (Annualized SCH/30)	**14,110**		**14,377**		**13,571**		**13,947**		**13,871**		**-1%**	**-2%**
Unduplicated Enrollment	**21,510**		**21,523**		**21,025**		**20,922**		**20,394**		**-3%**	**-5%**

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

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

Legend: ☐ Unduplicated Enrollment ■ Annualized FTE (Annualized SCH/30)
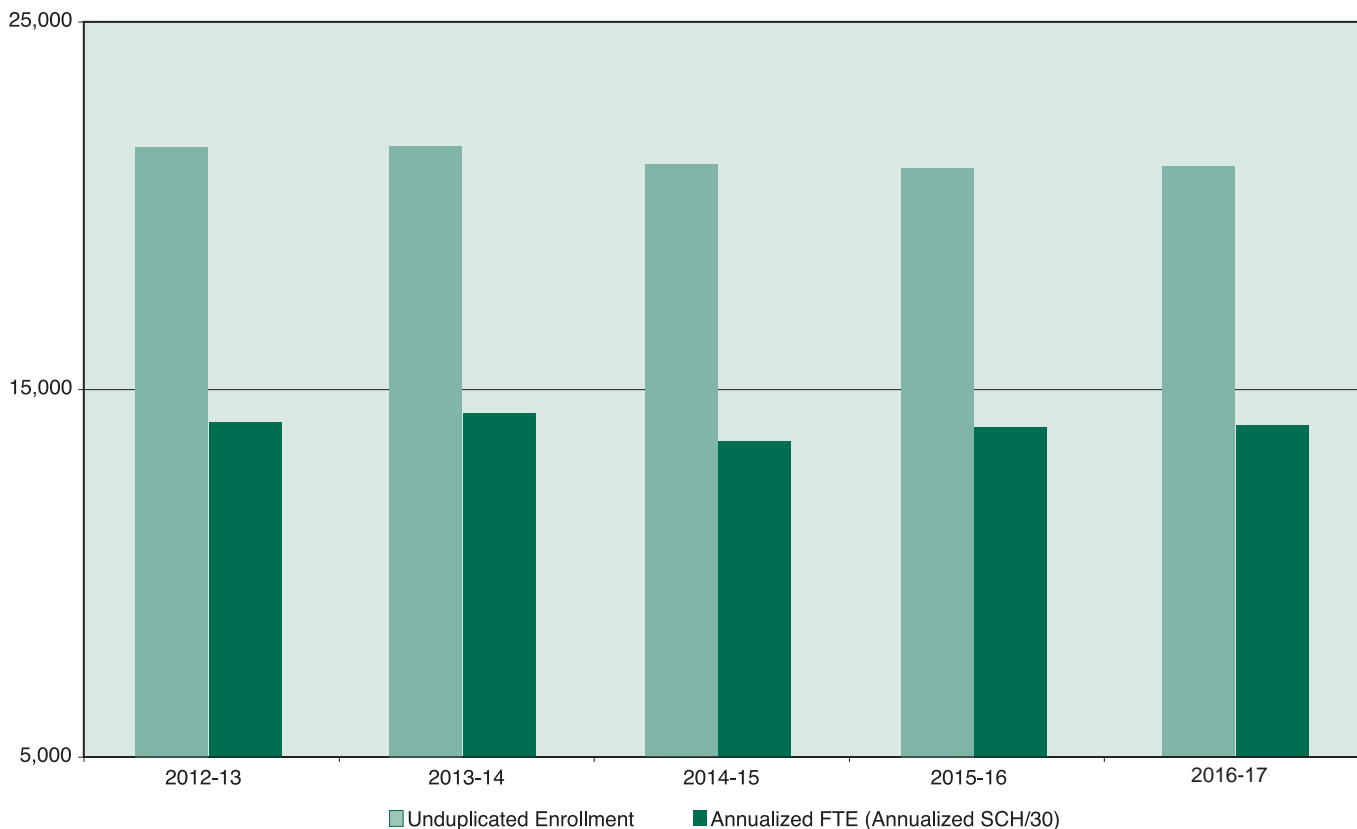
Table 2.25: **Yearly Change in Enrollment by Campus Types for Ohio Institutions**

Campus Type	2012	2013	2014	2015	2016	Percent Change	
						1-year	5-year
Community College	80,787	77,950	74,693	70,526	71,053	0.7%	-12.0%
State Community College	74,665	72,805	68,993	68,261	68,043	-0.3%	-8.9%
Technical College†	37,279	37,038	34,729	31,866	19,837	-37.7%	-46.8%
University Branch Campus	55,013	53,916	52,634	51,996	51,996	0.0%	-5.5%
University Main Campus	287,306	288,452	288,428	289,098	289,099	0.0%	0.6%

Note: (†) Stark State College of Technology was not included in Fall 2016 because their data had not yet been finalized. This likely accounts for most of the change observed for the Technical College category from 2015 to 2016. Because this lack of data creates a very misleading chart, we have chosen not to include Figure 2.25 from this year's Book of Trends.
Run Date: 10/12/2017.

Table 2.26: **Main Campus Enrollment for Select Ohio Four Year Institutions**

Institution	2012	2013	2014	2015	2016	Percent Change	
						1-year	5-year
UUniversity of Akron	26,930	25,573	24,563	23,505	21,511	-8.5%	-20.1%
Bowling Green State University	17,276	16,968	16,578	16,972	17,670	4.1%	2.3%
University of Cincinnati	34,283	35,799†	36,976	37,102	37,452	0.9%	9.2%
Cleveland State University	**17,525**	**17,730**	**17,194**	**17,151**	**16,892**	**-1.5%**	**-3.6%**
Central State University	2,125	2,051	1,718	1,717	1,679	-2.2%	-21.0%
Kent State University	28,827	29,172†	29,674	30,215	30,272	0.2%	5.0%
Miami University	18,107	18,513	18,919	19,257	19,852	3.1%	9.6%
Ohio State University	57,516	58,398	59,099	59,422	60,267	1.4%	4.8%
Ohio University	27,402	28,786	29,217	29,679	30,168	1.6%	10.1%
Shawnee State University	4,620	4,320	4,230	3,898	3,764	-3.4%	-18.5%
University of Toledo	21,715	20,814	20,595	20,347	20,542	1.0%	-5.4%
Wright State University	16,665†	16,444†	16,528	16,745	16,401	-2.1%	-1.6%
Youngstown State University	13,769	13,363	12,512	12,432	12,649	1.7%	-8.1%

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 12, 2017.

Enrollment Characteristics
of Students in CSU Colleges

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	
		2012	2013	2014	2015	2016	1 year	5 year
Undergraduate								
Accounting	Accounting	372	393	426	413	391	-5%	5%
Business Administration	Business Economics	52	42	44	67	81	21%	56%
	General Business	546	544	523	504	513	2%	-6%
	General Business - Mobile	-	7	32	27	33	22%	--
	International Business	100	75	88	109	81	-26%	-19%
	Pre-General Business	2	1	3	1	-	-100%	-100%
	Business Biotechnology (Certificate)	1	1	-	-	-	--	-100%
Computer & Information Science	Computer and Information Science	213	206	250	-	-	--	-100%
	Computer Science	26	28	12	-	-	--	-100%
Finance	Finance	131	142	235	272	301	11%	130%
Information Systems	Information Systems	109	108	131	156	161	3%	48%
Management	Management & Labor Relations	95	84	110	157	205	31%	116%
	International Business	2	1	-	-	1	--	-50%
Marketing	Marketing	214	206	258	271	300	11%	40%
Operations and Supply Chain Management	Operations & Supply Chain Mgmt	65	93	133	145	166	14%	155%
	Manufacturing Management (Certificate)	-	-	-	7	5	-29%	--
Other Business	Business Undecided	83	38	27	4	1	-75%	-99%
Total		2,011	1,969	2,272	2,133	2,239	5%	11%
Graduate (excluding Doctoral)								
Accounting	Financial Accounting & Audit	243	243	198	141	111	-21%	-54%
	Tax Program	44	42	41	33	24	-27%	-45%
Business Administration	Accelerated Business Administration	44	33	33	16	9	-44%	-80%
	Accelerated Mobile MBA	-	26	34	22	14	-36%	--
	Business Administration	617	573	541	497	440	-11%	-29%
	Executive Business Administration	31	41	43	27	20	-26%	-35%
	Master of Business Administration	3	5	5	4	5	25%	67%
	MBA-Health Care	49	52	35	32	41	28%	-16%
	Global Business (Certificate)	-	-	-	1	-	-100%	--
	Health Care Informatics Cert (Certificate)	2	2	-	1	-	-100%	-100%
	Organizational Change (Certificate)	-	-	-	1	-	-100%	--
	Strategic Business Analytics (Certificate)	-	-	-	11	5	-55%	--
	Graduate Business (Non-Degree)	184	147	94	79	81	3%	-56%
Computer & Information Science	Computer and Information Science	91	102	111	-	-	--	-100%
Information Systems	Information Systems	-	-	-	20	70	250%	--
Management	Labor Relations and HR	73	73	44	27	26	-4%	-64%
Marketing	Marketing Analytics (Certificate)	2	2	1	-	-	--	-100%
Total		1,383	1,341	1,180	912	846	-7%	-39%

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	
		2012	2013	2014	2015	2016	1 year	5 year
Doctoral								
Business Administration	Finance	7	5	5	2	2	0%	-71%
	Information Systems	8	12	10	11	7	-36%	-13%
	Marketing	9	5	4	3	2	-33%	-78%
	Marketing-Global Business Specialization	1	12	10	7	4	-43%	300%
Labor Relations and Human Resources	Management and Labor Relations	-	6	3	2	2	0%	--
Operation Management and Business Statistics	Oper Mgmt and Bus Stat	5	13	10	5	4	-20%	-20%
	Total	30	53	42	30	21	-30%	-30%
Total Business		3,424	3,363	3,494	3,075	3,106	1%	-9%

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	
		2012	2013	2014	2015	2016	1 year	5 year
Undergraduate								
Art	Art Education	20	18	14	8	5	-38%	-75%
	Art History	77	78	22	19	19	0%	-75%
	Arts Management & Community De (Certificate)	1	1	1	3	5	67%	400%
	Graphic Design (Certificate)	5	6	2	4	3	-25%	-40%
	Studio Art	-	-	36	59	75	27%	--
	Studio Art: Drawing	15	15	9	9	3	-67%	-80%
	Studio Art: Graphic Design	70	74	82	84	70	-17%	0%
	Studio Art: Painting	10	8	-	2	-	-100%	-100%
	Studio Art: Photography	17	25	16	7	6	-14%	-65%
	Studio Art: Print Making	2	1	1	-	-	--	-100%
	Studio Art: Sculpture	4	6	2	1	-	-100%	-100%
Black Studies	Black Studies	10	7	8	11	14	27%	40%
Communication	Communication	192	200	191	184	190	3%	-1%
	Communication Management	37	53	52	50	76	52%	105%
	Film, TV and Interactive Media	168	180	195	205	247	20%	47%
	Journalism & Promotional Comm	201	188	176	183	208	14%	3%
	Multimedia Advertising (Certificate)	-	1	1	-	1	--	--
Criminology, Anthropology, and Sociology	Anthropology	76	88	81	69	64	-7%	-16%
	Criminal Justice (Certificate)	1	-	-	-	-	--	-100%
	Criminology	351	341	324	316	311	-2%	-11%
	Linguistics	30	19	23	32	30	-6%	0%
	Social Science	8	11	6	6	3	-50%	-63%
	Sociology	166	161	146	134	124	-7%	-25%
Economics	Economics	46	46	39	46	37	-20%	-20%
English	English	206	209	106	100	96	-4%	-53%
	English-Creative Writing Track	-	-	51	39	50	28%	--
	English-Intgrted Language Arts	-	-	30	30	29	-3%	--
	Prof. Writing Certificate (Certificate)	1	-	1	-	-	--	-100%
History	History	104	90	96	100	108	8%	4%
	Social Studies	39	33	35	44	55	25%	41%
	Social Studies - Integrated SS	-	-	-	3	4	33%	--
	American Studies Certificate (Certificate)	-	-	-	-	1	--	--
Interdisciplinary Studies	Classical and Medieval S	9	12	9	6	4	-33%	-56%
	Liberal Studies	36	48	30	33	24	-27%	-33%
Music	Music	20	17	27	26	35	35%	75%
	Music Composition	8	7	9	15	15	0%	88%
	Music Education	35	29	47	42	40	-5%	14%
	Music Performance	29	19	26	30	31	3%	7%
	Music Therapy	38	31	65	63	67	6%	76%
	Pre-Music	32	68	16	18	15	-17%	-53%
Other CLASS	Lib Arts & Soc Sci Undecided	347	398	238	61	24	-61%	-93%

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.

SECTION 3

Department/Program	Description	Fall Term					Percent Change	
		2012	2013	2014	2015	2016	1 year	5 year
	Lib Arts & Soc Sci Cert (Certificate)	-	-	-	-	1	--	--
	Exploratory	191	120	15	5	2	-60%	-99%
Philosophy and Comparative Religion	Bioethics Certificate (Certificate)	1	1	-	1	2	100%	100%
	Comparative Religion	21	23	16	15	4	-73%	-81%
	Philosophy	26	27	19	16	15	-6%	-42%
	Philosophy - Ethics Track	2	2	4	5	5	0%	150%
	International Relations	96	94	71	54	61	13%	-36%
Political Science	Political Science	148	126	135	124	132	6%	-11%
Social Work	Pre-Social Work	143	167	133	144	133	-8%	-7%
	Social Work	219	192	205	192	182	-5%	-17%
Theatre and Dance	Theatre Arts	63	81	86	85	90	6%	43%
Women's Studies	Women's Studies	7	10	4	7	8	14%	14%
World Languages, Literature and Culture	Arabic	-	-	-	-	3	--	--
	French	13	14	17	15	9	-40%	-31%
	Spanish	52	56	50	50	39	-22%	-25%
Total		3,393	3,401	2,968	2,755	2,775	1%	-18%
Graduate (excluding Doctoral)								
Art	Art	-	2	5	3	-	-100%	--
Communication	Communication Thry and Methdy	22	19	20	16	16	0%	-27%
	Communication Thry and Methdy 4+1	1	1	-	-	1	--	0%
Economics	Economics	29	27	22	16	12	-25%	-59%
English	English	77	70	52	44	34	-23%	-56%
	Mstr of Fine Arts-Creative Wri	20	20	19	24	29	21%	45%
Graduate Studies	Grad LibArts&SocSci Non-degree (Non-Degree)	61	73	56	38	56	47%	-8%
History	History	34	30	27	25	16	-36%	-53%
	History - Art History	-	-	-	-	1	--	--
Music	Music	32	25	24	20	29	45%	-9%
	Music Performance (Certificate)	-	-	5	3	3	0%	--
Philosophy	Philosophy	1	4	1	1	1	0%	0%
	Advanced Study in Bioethics (Certificate)	14	8	7	8	5	-38%	-64%
Political Science	Global Interaction	33	30	27	19	20	5%	-39%
	Global Interaction 4+1	-	-	-	1	2	100%	--
Social Work	Social Work	246	220	253	246	200	-19%	-19%
Sociology	Sociology	26	25	15	8	-	-100%	-100%
World Languages, Literature and Culture	Spanish	7	11	16	10	12	20%	71%
Total		603	565	549	482	437	-9%	-28%
Total		3,996	3,966	3,517	3,237	3,212	-1%	-20%

Department/Program	Description	Fall Term					Percent Change	
		2012	2013	2014	2015	2016	1 year	5 year
Undergraduate								
Health and Human Performance	Exercise/Fitness Specialist	25	31	30	34	34	0%	36%
	Physical Education	24	26	22	24	16	-33%	-33%
	Sports Management	19	20	24	36	38	6%	100%
	Physical Education PK-12 (Licensure)	-	-	-	3	2	-33%	--
Teacher Education	Early Childhood Education	194	218	224	215	153	-29%	-21%
	Mid Childhood Lang Arts & Math	18	16	16	17	11	-35%	-39%
	Mid Childhood Lang Arts & Sci	6	6	5	7	4	-43%	-33%
	Mid Childhood Lang Arts & SSt	18	22	23	24	18	-25%	0%
	Mid Childhood Math & Science	30	28	26	26	19	-27%	-37%
	Mid Childhood Math & Soc St	19	17	14	13	14	8%	-26%
	Mid Childhood Science & SSt	7	12	6	9	5	-44%	-29%
	Middle Childhood Education	2	3	-	-	-	--	-100%
	Mild/Moderate Educational Need	85	97	85	86	62	-28%	-27%
	Moderate/Intensive Educ'lNeeds	38	32	36	30	23	-23%	-39%
	Special Education	2	-	-	-	-	--	-100%
	TESOL Certificate Undergrad (Certificate)	3	2	-	1	-	-100%	-100%
	Bilingual Endorsement (Licensure)	-	-	-	1	-	-100%	--
	Early Childhood Education PK-3 (Licensure)	-	-	-	5	3	-40%	--
	Education - Visual Art PK-12 (Licensure)	-	-	-	2	-	-100%	--
	Education (Licensure)	-	-	-	118	96	-19%	--
	Foreign Language-French PK-12 (Licensure)	-	-	-	3	-	-100%	--
	Foreign Language-Spanish PK12 (Licensure)	-	-	-	2	1	-50%	--
	Integrated Language Arts 7-12 (Licensure)	-	-	-	6	6	0%	--
	Integrated Math & Physics 7-12 (Licensure)	-	-	-	1	1	0%	--
	Integrated Math 7-12 (Licensure)	-	-	-	3	4	33%	--
	Integrated Science (BIO) 7-12 (Licensure)	-	-	-	13	4	-69%	--
	Integrated Science (CHM) 7-12 (Licensure)	-	-	-	1	1	0%	--
	Integrated Science (PHY) 7-12 (Licensure)	-	-	-	1	-	-100%	--
	Integrated Science, Earth 7-12 (Licensure)	-	-	-	1	3	200%	--
	Integrated Social Studies 7-12 (Licensure)	-	-	-	4	4	0%	--
	Mid Childhood Gen-LangArt/Sci (Licensure)	-	-	-	-	1	--	--
	Mid Childhood Lang Arts & Math (Licensure)	-	-	-	3	1	-67%	--
	Mid Childhood Lang Arts & Sci (Licensure)	-	-	-	1	-	-100%	--
	Mid Childhood Lang Arts & SSt (Licensure)	-	-	-	3	1	-67%	--
	Mid Childhood Math & Science (Licensure)	-	-	-	4	3	-25%	--
	Mid Childhood Math & Social St (Licensure)	-	-	-	-	1	--	--
	Mid Childhood Science & SSt (Licensure)	-	-	-	5	1	-80%	--
	Mid Childhood Social Studies (Licensure)	-	-	-	1	-	-100%	--
	Music Education PK-12 (Licensure)	-	-	-	3	4	33%	--
	TESOL Endorsement K-12 (Licensure)	-	-	-	2	-	-100%	--
Other Education	Educ & Human Serv Undecided	12	12	7	2	-	-100%	-100%
	Pre-Ed - Early Childhood Ed	4	2	-	-	-	--	-100%
	Pre-Educ & Human Serv (Educ)	118	120	87	81	77	-5%	-35%

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Department/Program	Description	Fall Term					Percent Change	
		2012	2013	2014	2015	2016	1 year	5 year
	Pre-Education	211	186	138	150	172	15%	-18%
	Pre-Education - Special Ed	1	1	1	1	-	-100%	-100%
	Education (Certificate)	2	1	2	-	1	--	-50%
	Teacher Certification (Certificate)	67	57	66	1	-	-100%	-100%
Total		**905**	**909**	**812**	**943**	**784**	**-17%**	**-13%**
Graduate (excluding Doctoral)								
Counseling, Administration, Supervision and Adult Learning	Adult Learning and Development	99	90	78	92	94	2%	-5%
	Clinical Mental Health Cnsling	91	109	115	115	122	6%	34%
	Counseling and Pupil Per	2	3	1	1	1	0%	-50%
	Counselor Education	46	55	55	55	60	9%	30%
	Ed Sp in Ad - Pupil Svcs Admin	-	-	1	-	-	--	--
	Ed Sp in Admin-C,I & Prof Dev	-	-	1	-	-	--	--
	Educ Spec in Admin - Principal	-	-	4	-	-	--	--
	Education Admin Specialist	24	14	-	-	-	--	-100%
	Educational Administration	46	44	38	39	67	72%	46%
	Health Professions Education	-	-	-	7	7	0%	--
	Supervision	4	3	1	-	-	--	-100%
	Adult Learning and Development (Certificate)	6	3	2	-	1	--	-83%
	Chemical Dependency Counc Cert (Certificate)	3	1	1	2	6	200%	100%
	Early Childhood Mental Health (Certificate)	-	-	2	1	1	0%	--
	Clinical Mental Hlth Counsel (Licensure)	-	-	-	1	-	-100%	--
	Inspired Leaders Principal (Licensure)	-	-	-	5	58	1060%	--
	Principal Licensure (Licensure)	-	-	-	2	1	-50%	--
	School Counseling (Licensure)	-	-	-	5	5	0%	--
	Superintendent (Licensure)	-	-	9	13	14	8%	--
	Teacher Leader Endorsement (Licensure)	1	3	-	-	-	--	-100%
	Organizational Leadership (Specialization)	10	3	-	-	-	--	-100%
	Data-Based Decision Making (Certificate)	-	-	-	-	1	--	--
Curriculum and Foundations	C&I-Advanced/Applied Teaching	-	-	2	2	5	150%	--
	C&I-Chinese Language	-	8	13	22	12	-45%	--
	C&I-Education Research	-	10	7	6	8	33%	--
	C&I-Educational Technology	-	38	39	32	20	-38%	--
	C&I-Gifted&TalentedLearners	-	13	14	17	21	24%	--
	C&I-Secondary-MUST-English	-	4	4	5	8	60%	--
	C&I-Secondary-MUST-Math	-	-	1	2	3	50%	--
	C&I-Secondary-MUST-Modern Lang	-	1	1	3	1	-67%	--
	C&I-Secondary-MUST-Science	-	2	4	5	6	20%	--
	C&I-Secondary-MUST-Social Stud	-	2	2	9	3	-67%	--
	Curriculum and Instruction	445	50	9	6	2	-67%	-100%
	Gifted Endorsement (Licensure)	-	-	-	7	10	43%	--
Health and Human Performance	Community Health Promotion	20	27	26	25	23	-8%	15%
	Exercise Science	42	59	61	57	54	-5%	29%
	Sport Management	29	27	24	29	25	-14%	-14%
	Sports Management, Exerc	8	1	-	1	-	-100%	-100%

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	
		2012	2013	2014	2015	2016	1 year	5 year
Teacher Education	C&I-Early Child Interv Spec	-	19	27	25	15	-40%	--
	C&I-Early Childhood Educ	-	42	58	56	45	-20%	--
	C&I-Elementary	-	4	4	3	3	0%	--
	C&I-Literacy Dev-Adult Lit	-	2	1	-	1	-100%	--
	C&I-Literacy Dev-Bilingual	-	-	-	1	-	--	--
	C&I-Literacy Development-TESOL	-	20	27	24	18	-25%	--
	C&I-Literacy Dev-Reading	-	40	47	46	48	4%	--
	C&I-Mild / Moderate	-	110	107	75	56	-25%	--
	C&I-Moderate / Intensive	-	41	28	25	20	-20%	--
	C&I-School Health	-	2	1	1	1	0%	--
	C&I-Secondary-Art	-	3	1	-	-	--	--
	C&I-Secondary-English	-	2	2	2	1	-50%	--
	C&I-Secondary-Math	-	2	3	1	-	-100%	--
	C&I-Secondary-Modern Language	-	1	-	-	1	--	--
	C&I-Secondary-Science	-	2	4	-	-	--	--
	C&I-Secondary-Social Studies	-	3	6	4	2	-50%	--
	Autism Spectrum Disorder/Fdtn (Certificate)	1	-	-	-	-	--	-100%
	Certificate Program in TESOL (Certificate)	3	4	4	3	1	-67%	-67%
	TESOL Endorsement (Licensure)	-	-	-	-	3	--	--
	Early Child Inter Spec PreK-3 (Licensure)	-	-	1	5	4	-20%	--
	Early Childhood PreK-3 (Licensure)	-	-	-	2	1	-50%	--
	Computer/Tech Endorsement (Licensure)	-	-	-	-	4	--	--
	Mod/Intensive Spec K-12 (Licensure)	-	-	-	4	1	-75%	--
	Mild/Mod Intervention Spc K-12 (Licensure)	-	-	-	3	4	33%	--
	Reading Endorsement (Licensure)	-	-	-	7	15	114%	--
Other Education	Graduate Education	-	-	-	1	-	-100%	--
	Graduate Education Licensure (Licensure)	245	254	197	116	42	-63%	-83%
	Graduate Education (Nondegree)	125	141	135	95	84	-12%	-35%
Total		**1,275**	**1,265**	**1,168**	**1,065**	**1,009**	**-5%**	**-19%**
Doctoral								
Doctoral	Urban Ed: Administration	13	9	8	11	8	-27%	-38%
	Urban Ed: Adult Continuing & Higher Ed	-	-	6	9	10	11%	--
	Urban Ed: Counseling	16	21	11	6	1	-83%	-94%
	Urban Ed: Counseling Psychology	16	13	19	20	27	35%	69%
	Urban Ed: Leadership and Lifelong Learning	15	12	9	5	2	-60%	-87%
	Urban Ed: Learning and Development	31	26	23	19	12	-37%	-61%
	Urban Ed: Nursing Education	2	2	2	3	2	-33%	0%
	Urban Ed: Policy Studies	19	19	19	21	22	5%	16%
Total		**112**	**102**	**97**	**94**	**84**	**-11%**	**-25%**
Total		**2,292**	**2,276**	**2,077**	**2,102**	**1,877**	**-11%**	**-17%**

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

| Department/Program | Description | Fall Term | | | | | Percent Change | |
		2012	2013	2014	2015	2016	1 year	5 year
Undergraduate								
Nursing	Nursing, Accelerated	65	70	66	70	71	1%	9%
	Nursing, Basic	237	239	225	219	225	3%	-5%
	Preparatory/Pre-Nursing	218	249	238	221	242	10%	11%
	RN to BSN	19	14	22	31	65	110%	242%
Total		**539**	**572**	**551**	**541**	**603**	**11%**	**12%**
Graduate (excluding Doctoral)								
Nursing	MS Nursing & MBA Joint Degree	2	3	5	5	4	-20%	100%
	Nursing	50	45	43	41	48	17%	-4%
	School Nurse Licence Prep (Licensure)	2	2	-	-	-	--	-100%
	Nursing Education Cert (Certificate)	-	1	-	-	-	--	--
	Graduate Nursing Nondegree (Nondegree)	4	4	3	4	3	-25%	-25%
Total		**58**	**55**	**51**	**50**	**55**	**10%**	**-5%**
Total		**597**	**627**	**602**	**591**	**658**	**11%**	**10%**

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

Department/Program	Description	Fall Term					Percent Change	
		2012	2013	2014	2015	2016	1 year	5 year
Undergraduate								
Chemical and Biomedical Engineering	Chemical Engineering	112	148	203	216	215	0%	92%
Civil and Environmental Engineering	Civil Engineering	109	110	129	148	167	13%	53%
Electrical Engineering and Computer Science	Computer Engineering	89	108	111	115	131	14%	47%
	Computer Science	-	-	-	277	231	-17%	--
	Electrical Engineering	162	158	166	166	163	-2%	1%
Engineering Technology	Electronic Egr Technology	37	42	52	68	71	4%	92%
	Mechanical Egr Technology	35	51	94	99	85	-14%	143%
Mechanical Engineering	Mechanical Engineering	243	300	355	425	472	11%	94%
Other Engineering	Engineering Undecided	38	40	20	11	5	-55%	-87%
	Pre-Engineering	344	362	264	295	366	24%	6%
Total		**1,169**	**1,319**	**1,394**	**1,820**	**1,906**	**5%**	**63%**
Graduate (excluding Doctoral)								
Chemical and Biomedical Engineering	Biomedical Engineering	40	35	34	30	32	7%	-20%
	Chemical Engineering	27	30	31	32	41	28%	52%
Civil and Environmental Engineering	Civil Engineering	28	41	55	60	64	7%	129%
	Engineering Mechanics	2	3	3	4	-	-100%	-100%
	Environmental Engineering	7	6	3	6	17	183%	143%
Electrical Engineering and Computer Science	Computer Science	-	-	-	80	71	-11%	--
	Electrical Engineering	123	160	227	291	259	-11%	111%
	Software Engineering	35	35	28	36	18	-50%	-49%
Mechanical Engineering	Mechanical Engineering	58	75	96	100	81	-19%	40%
Other Engineering	Graduate Engineering (Nondegree)	18	11	16	10	8	-20%	-56%
Total		**338**	**396**	**493**	**649**	**591**	**-9%**	**75%**
Doctoral								
Doctor of Engineering	Applied Biomedical Engineering	24	26	29	20	16	-20%	-33%
	Chemical Engineering	1	3	5	7	8	14%	700%
	Civil Engineering	9	5	6	6	3	-50%	-67%
	Electrical Engineering	23	22	22	24	24	0%	4%
	Mechanical Engineering	11	13	12	16	15	-6%	36%
Total		**68**	**69**	**74**	**73**	**66**	**-10%**	**-3%**
Total		**1,575**	**1,784**	**1,961**	**2,542**	**2,563**	**1%**	**63%**

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	
		2012	2013	2014	2015	2016	1 year	5 year
Undergraduate								
Biology, Geology and Environmental Science	Biology	475	533	541	535	507	-5%	7%
	Biology - Integrated Science	-	-	-	9	13	44%	--
	Biology Pre-Podiatry	1	1	-	-	-	--	-100%
	Biology-Medical Technology	68	87	77	69	58	-16%	-15%
	Environmental Sciences	99	106	104	106	100	-6%	1%
	Environmental Sciences-Intgrtd	-	-	-	-	2	--	--
	Geological Sciences	22	18	7	4	1	-75%	-95%
	Health Science Podiatry	2	2	-	-	-	--	-100%
Chemistry	Chemistry	112	118	127	145	126	-13%	13%
	Chemistry - Integrated Science	-	-	-	2	1	-50%	--
	Pharmaceutical Sci Admin Track	3	4	5	3	1	-67%	-67%
	Pharmaceutical Science	28	27	26	35	40	14%	43%
	Forensic Chemistry Certificate (Certificate)	-	-	1	2	1	-50%	--
Health Sciences	Health Science Pre-Occ Thrpy	143	167	153	129	120	-7%	-16%
	Health Science Pre-Phys Asst	111	117	132	143	159	11%	43%
	Health Science Pre-Phys Thrpy	219	238	240	182	149	-18%	-32%
	Health Sciences	374	373	399	445	473	6%	26%
	Health Sciences-Physical Thpy	5	2	2	2	1	-50%	-80%
	Pre-HealthScience/OccThpyPrep	-	-	2	21	39	86%	--
	Pre-HealthScience/PhysThpyPrep	-	-	2	35	63	80%	--
	Health Science Comp Prog	-	-	-	-	7	--	--
	Speech & Hearing	127	125	111	112	114	2%	-10%
	Culture Comm & Health Cert (Certificate)	-	1	-	1	3	200%	--
	Gerontology Certificate (Certificate)	1	1	-	1	-	-100%	-100%
Mathematics	Mathematics	120	110	119	123	118	-4%	-2%
	Mathematics - Integrated Math	-	-	-	7	6	-14%	--
Physics	Physics	49	52	42	45	40	-11%	-18%
	Physics - Integrated Science	-	-	-	1	-	-100%	--
Psychology	Psychology	724	772	731	673	712	6%	-2%
Other Science	Pre-Dentistry	50	60	43	54	56	4%	12%
	Pre-Dentistry (Undecided)	-	1	4	5	3	-40%	--
	Pre-Medicine	312	350	356	390	451	16%	45%
	Pre-Medicine (Undecided)	-	8	31	54	40	-26%	--
	Pre-Pharmacy	110	87	46	63	67	6%	-39%
	Pre-Pharmacy (Undecided)	-	1	11	17	13	-24%	--
	Pre-Veterinary	27	33	28	34	45	32%	67%
	Pre-Veterinary (Undecided)	-	-	4	8	10	25%	--
	Science Undecided	20	32	8	6	2	-67%	-90%
	College of Science Certificate (Certificate)	1	-	-	-	2	--	100%
Total		3,203	3,426	3,352	3,461	3,543	2%	11%

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	
		2012	2013	2014	2015	2016	1 year	5 year
Graduate (excluding Doctoral)								
Biology, Geology and Environmental Science	Biology	25	17	15	18	21	17%	-16%
	Environmental Science	9	9	10	5	4	-20%	-56%
Chemistry	Chemistry	46	43	32	25	15	-40%	-67%
Health Sciences	Health Science	76	76	47	35	39	11%	-49%
	Health Science- Phy. A. Track	66	61	83	92	89	-3%	35%
	Master of Occupational Therapy	103	118	132	133	136	2%	32%
	Master of Public Health	-	24	22	23	20	-13%	-20%
	Physics Optics and Medical Img	2	2	1	-	1	--	-50%
	Speech Pathology and Aud	54	53	53	59	67	14%	24%
	Gerontological Studies (Certificate)	-	1	1	1	-	-100%	--
Mathematics	Applied Statistics	12	10	14	15	11	-27%	-8%
	Mathematics	35	31	29	30	30	0%	-14%
	Applied Predictive Modeling (Certificate)	-	-	-	-	1	--	--
Physics	Medical Physics	-	-	-	3	9	200%	--
	Physics	19	20	17	11	-	-100%	-100%
	Physics Optics and Materials	-	-	-	3	7	133%	--
	Medical Physics (Certificate)	-	-	-	2	3	50%	--
Psychology	Psychology	4	2	1	2	2	0%	-50%
	Psychology - Clinical	24	17	21	24	19	-21%	-21%
	Psychology Specialist	9	13	9	6	11	83%	22%
	Psychology-Diversity Mgmt	23	15	15	12	8	-33%	-65%
	Psychology-Experimental	17	11	14	12	12	0%	-29%
	Psychology-Industrial/Org Rsch	13	10	11	13	13	0%	0%
	Psychology-School	24	20	20	22	24	9%	0%
	Diversity Management (Certificate)	2	1	2	-	1	--	-50%
Other Science	Grad Coll of Science Non-degre (Nondegree)	61	70	63	57	64	12%	5%
Total		**624**	**624**	**612**	**603**	**607**	**1%**	**-6%**
Doctoral								
Biology, Geology and Environmental Science	Regulatory Biology	69	67	49	46	48	4%	-30%
Chemistry	Clinical Bioanalytical Chem	59	70	74	63	58	-8%	-2%
Health Sciences	Doctor of Physical Therapy	103	111	110	105	107	2%	4%
Psychology	Adult Development & Aging PhD	7	8	9	8	6	-25%	-14%
Total		**238**	**256**	**242**	**222**	**219**	**-1%**	**-8%**
Total		**4,065**	**4,306**	**4,206**	**4,286**	**4,369**	**2%**	**7%**

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

Department/Program	Description	Fall Term					Percent Change	
		2012	2013	2014	2015	2016	1 year	5 year
Undergraduate								
Economic Development	Economic Development	-	-	2	20	21	5%	--
Environmental Studies	Environmental Studies	16	22	36	33	24	-27%	50%
Nonprofit Administration	Non-Profit Admin (LR)	7	2	3	6	11	83%	57%
	Nonprofit Administration	60	64	82	77	70	-9%	17%
	Nonprofit Administration 4+1	-	1	-	-	2	--	--
Organizational Leadership	Organizational Leadership (CSU)	52	54	68	96	108	13%	108%
	Organizational Leadership (LK)	17	24	34	38	41	8%	141%
	Organizational Leadership (LR)	-	-	-	-	2	--	--
	Organizational Leadership (OL)	-	-	-	3	6	100%	--
Public Safety Management	Public Safety Management	44	48	46	35	37	6%	-16%
	Public Safety Management (LK)	1	3	5	8	2	-75%	100%
	Public Safety Management (LR)	3	3	2	5	5	0%	67%
Urban Studies	Urban Studies (CSU)	129	108	108	101	99	-2%	-23%
	Urban Studies (LK)	2	2	11	7	6	-14%	200%
	Urban Studies (LR)	8	5	8	13	8	-38%	0%
Certificate	Undergrad Cert (Certificate)	2	1	-	2	1	-50%	-50%
Total		**341**	**337**	**405**	**444**	**443**	**0%**	**30%**
Graduate (excluding Doctoral)								
Environmental Studies	Environmental Studies	15	8	8	5	11	120%	-27%
Nonprofit Administration & Leadership	Nonprofit Administration & Leadership	30	22	20	14	19	36%	-37%
	Nonprofit Administration & Leadership 4+1	1	-	1	-	-	--	-100%
Public Administration	Public Administration	99	79	62	65	56	-14%	-43%
	Public Admin - 4+1	2	1	2	-	2	--	0%
	Public Admin - Economic Development	-	-	-	1	-	-100%	--
	Public Admin - Health Care Admin	-	-	-	1	-	-100%	--
	Public Admin - JD/MPA	-	-	-	1	2	100%	--
	Public Admin - Nonprofit Management	-	-	-	4	1	-75%	--
	Public Admin - Public Financial Mgmt	-	-	-	1	-	-100%	--
Urban Planning & Development	Urban Planning & Development	46	36	41	49	31	-37%	-33%
	Urban Planning & Law	1	1	-	2	1	-50%	0%
Urban Studies	Urban Studies	23	13	14	14	8	-43%	-65%
Certificate	Local and Urban Management (Certificate)	1	-	-	3	-	-100%	-100%
	Nonprofit Management (Certificate)	3	2	5	4	3	-25%	0%
	Urban Economic Development (Certificate)	2	1	-	1	2	100%	0%
	Urban Geographic Information Systems (Certificate)	3	-	-	2	3	50%	0%
	Urban Real Estate Development & Finance (Certificate)	3	3	-	-	1	--	-67%
Non-Degree	Non-Degree (Nondegree)	25	53	38	38	36	-5%	44%
Total		**254**	**219**	**191**	**205**	**176**	**-14%**	**-31%**
Doctoral								
Urban Studies & Public Affairs	Urban Studies & Public Affairs	41	37	32	32	26	-19%	-37%
Total		**41**	**37**	**32**	**32**	**26**	**-19%**	**-37%**
Total		**636**	**593**	**628**	**681**	**645**	**-5%**	**1%**

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

Department/Program	Description	Fall Term					Percent Change	
		2012	2013	2014	2015	2016	1 year	5 year
Law								
	Law	497	442	405	375	333	-11%	-33%
	Law and Environmental Studies	1	-	-	-	-	--	-100%
	Law and Urban Planning	1	2	1	2	2	0%	100%
	Master of Laws	5	10	10	11	8	-27%	60%
	Health Care Compliance (Certificate)	-	-	-	2	-	-100%	--
	Health Law (Certificate)	-	2	1	2	1	-50%	--
	Law (Non-Degree)	-	2	-	1	1	0%	--
Total		504	458	417	393	345	-12%	-32%
Graduate (excluding Doctoral)								
	Legal Studies	-	12	26	37	36	-3%	--
Total		-	12	26	37	36	-3%	--
Total		504	470	443	430	381	-11%	-24%

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

Department/Program	Description	Fall Term					Percent Change	
		2012	2013	2014	2015	2016	1 year	5 year
Undergraduate								
	College Credit Plus	230	289	284	221	190	-14%	-17%
	Exploratory Nursing	190	194	73	15	5	-67%	-97%
	Pre-Business Administration	25	24	18	26	8	-69%	-68%
	Pre-College of Engineering	8	5	7	18	34	89%	325%
	Pre-Educ & Human Serv (Educ)	5	4	2	6	6	0%	20%
	Pre-Liberal Arts & Social Sci	42	60	37	28	19	-32%	-55%
	Pre-Music	1	1	-	-	-	--	-100%
	Pre-Science	23	22	16	18	17	-6%	-26%
	Pre-Social Work	2	3	1	-	2	--	0%
	Pre-Urban Affairs	1	2	1	2	5	150%	400%
	Project 60 (Non-Degree)	212	214	231	227	209	-8%	-1%
	Senior Year Acceleration Prog	1	-	-	-	-	--	-100%
	Transitional Business	-	-	15	3	19	533%	--
	Transitional Education	-	-	11	4	12	200%	--
	Transitional Engineering	-	-	23	19	18	-5%	--
	Transitional Exploratory	-	-	121	367	335	-9%	--
	Transitional Lib Arts/Soc Sci	-	-	13	10	16	60%	--
	Transitional Nursing	-	-	72	93	126	35%	--
	Transitional Science	-	-	6	8	6	-25%	--
	Transitional Urban	-	-	4	5	4	-20%	--
	University Studies Undecided	43	47	33	25	20	-20%	-53%
Total		783	865	968	1,095	1,051	-4%	34%

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

Department/Program	Description	2012	2013	2014	2015	2016	Percent Change	
							1 year	5 year
Undergraduate Non-Degree								
	Cross Registration Undergraduate (Non-Degree)	11	14	12	15	13	-13%	18%
	Nondegree Post-baccalaureate (Non-Degree)	-	1	-	-	-	--	--
	Nondegree Undergraduate (Non-Degree)	183	169	119	156	123	-21%	-33%
	Ugrd Transient (Non-Degree)	46	37	39	39	36	-8%	-22%
	Visiting (Non-Degree)	5	-	-	-	-	--	-100%
	National Student Exchange (Non-Degree)	2	-	-	1	-	-100%	-100%
Total		**247**	**221**	**170**	**211**	**172**	**-18%**	**-30%**

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

Department/Program	Description	2012	2013	2014	2015	2016	Percent Change	
							1 year	5 year
Graduate (excluding Doctoral)								
Graduate Nondegree	Graduate Nondegree (Non-Degree)	12	6	3	3	2	-33%	-83%
	Cross Registration Graduate (Non-Degree)	-	13	14	16	19	19%	--
	Grad Transient (Non-Degree)	9	10	7	4	3	-25%	-67%
Total		**21**	**29**	**24**	**23**	**24**	**4%**	**14%**

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

Department/Program	Description	2012	2013	2014	2015	2016	Percent Change	
							1 year	5 year
Undergraduate								
ESL Intensive Language Program	ESL Intensive Language Program	163	150	152	122	68	-44%	-58%
Total		**163**	**150**	**152**	**122**	**68**	**-44%**	**-58%**

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	2012	%	2013	%	2014	%	2015	%	2016	%	Percent Change 1 Year	5 Year
Freshmen	320	9%	399	12%	385	11%	379	13%	370	12%	-2%	16%
Sophomores	265	8%	232	7%	378	11%	357	12%	390	13%	9%	47%
Juniors	410	12%	387	12%	472	14%	447	15%	466	15%	4%	14%
Seniors	978	29%	923	28%	1,010	29%	895	30%	955	31%	7%	-2%
Master's	1,366	41%	1,307	40%	1,161	34%	901	30%	844	28%	-6%	-38%
Doctoral	30	1%	53	2%	42	1%	30	1%	21	1%	-30%	-30%
Grand Total	**3,369**	**100%**	**3,301**	**100%**	**3,448**	**100%**	**3,009**	**100%**	**3,046**	**100%**	**1%**	**-10%**

Table 3.12b: Student Credit Hours by Course Level

Class Level	2012	%	2013	%	2014	%	2015	%	2016	%	Percent Change 1 Year	5 Year
Lower	5,363	20%	5,839	21%	6,544	24%	6,233	24%	6,588	24%	6%	23%
Upper	11,530	43%	11,420	42%	11,805	44%	12,533	49%	14,251	52%	14%	24%
Master's	9,864	37%	9,745	36%	8,493	31%	6,614	26%	6,334	23%	-4%	-36%
Doctoral	132	0%	272	1%	188	1%	139	1%	102	0%	-27%	-23%
Grand Total	**26,889**	**100%**	**27,276**	**100%**	**27,030**	**100%**	**25,519**	**100%**	**27,275**	**100%**	**7%**	**1%**

Figure 3.12a: **Enrollment by Class Standing**
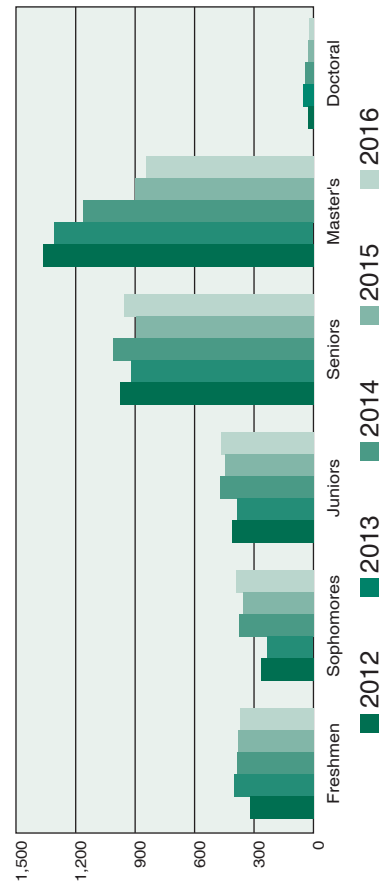
Figure 3.12b: **Student Credit Hours by Course Level**
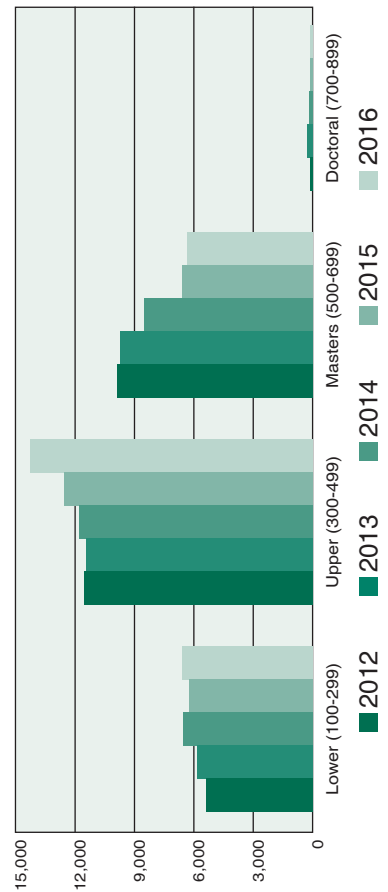
Table 3.13: **College of Liberal Arts and Social Sciences**
Fall Enrollment by Class Standing & Student Credit Hours by Course Level: 5-Year Trend

Table 3.13a: Enrollment by Class Standing

Class Standing	2012	%	2013	%	2014	%	2015	%	2016	%	Percent Change	
											1 Year	5 Year
Freshmen	759	20%	757	21%	617	19%	490	16%	466	16%	-5%	-39%
Sophomores	534	14%	584	16%	477	15%	431	15%	452	15%	5%	-15%
Juniors	673	18%	687	19%	642	20%	633	21%	632	22%	0%	-6%
Seniors	1,169	31%	1,114	30%	979	30%	944	32%	942	32%	0%	-19%
Master's	596	16%	549	15%	537	17%	481	16%	437	15%	-9%	-27%
Grand Total	**3,731**	**100%**	**3,691**	**100%**	**3,252**	**100%**	**2,979**	**100%**	**2,929**	**100%**	**-2%**	**-21%**

Table 3.13b: Student Credit Hours by Course Level

Course Level	2012	%	2013	%	2014	%	2015	%	2016	%	Percent Change	
											1 Year	5 Year
Developmental	394	1%	386	1%	370	1%	418	1%	398	1%	-5%	1%
Lower	35,976	61%	37,504	62%	35,074	64%	35,799	64%	35,322	64%	-1%	-2%
Upper	17,347	29%	17,860	30%	14,928	27%	15,105	27%	15,849	29%	5%	-9%
Master's	5,083	9%	4,662	8%	4,859	9%	4,185	8%	3,781	7%	-10%	-26%
Doctoral	8	0%	4	0%	-	0%	4	0%	1	0%	-75%	-88%
Grand Total	**58,808**	**100%**	**60,416**	**100%**	**55,231**	**100%**	**55,511**	**100%**	**55,351**	**100%**	**0%**	**-6%**

Figure 3.13a: **Enrollment by Class Standing**
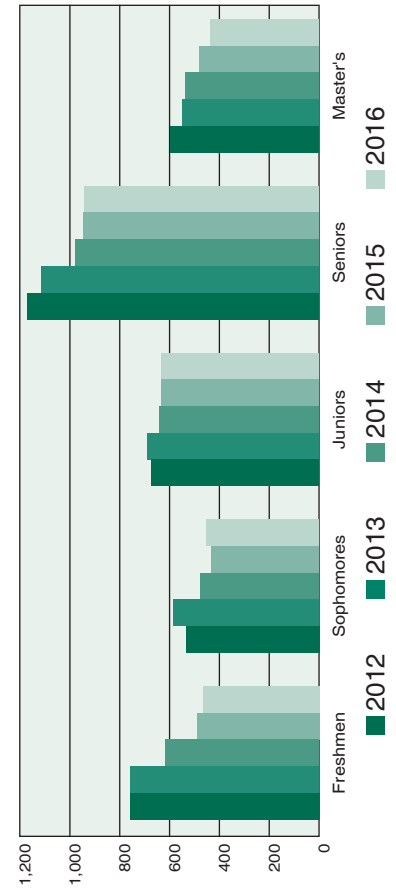
Figure 3.13b: **Student Credit Hours by Course Level**
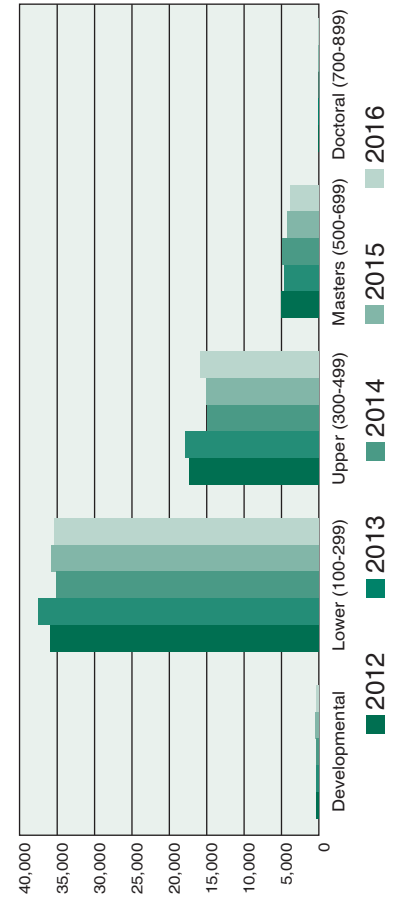
Table 3.14: **College of Education and Human Services**
Fall Enrollment by Class Standing & Student Credit Hours by Course Level: 5-Year Trend

Table 3.14a: Enrollment by Class Standing

Class Standing	2012	%	2013	%	2014	%	2015	%	2016	%	Percent Change	
											1 Year	5 Year
Freshmen	120	5%	149	7%	115	6%	135	7%	118	7%	-13%	-2%
Sophomores	135	6%	114	5%	109	5%	109	6%	88	5%	-19%	-35%
Juniors	158	7%	193	9%	155	8%	162	8%	135	8%	-17%	-15%
Seniors	484	21%	448	20%	424	21%	405	21%	342	19%	-16%	-29%
Master's	1,257	55%	1,253	55%	1,153	56%	1,048	54%	1,003	57%	-4%	-20%
Doctoral	112	5%	102	5%	96	5%	93	5%	84	5%	-10%	-25%
Grand Total	2,266	100%	2,259	100%	2,052	100%	1,952	100%	1,770	100%	-9%	-22%

Table 3.14b: Student Credit Hours by Course Level

Course Level	2012	%	2013	%	2014	%	2015	%	2016	%	Percent Change	
											1 Year	5 Year
Lower	981	6%	1,501	9%	1,451	10%	1,208	8%	1,173	9%	-3%	20%
Upper	6,360	39%	5,938	37%	5,721	38%	6,384	42%	5,237	38%	-18%	-18%
Master's	7,925	49%	7,884	49%	7,168	48%	6,886	46%	6,449	47%	-6%	-19%
Doctoral	899	6%	901	6%	669	4%	638	4%	747	5%	17%	-17%
Total	16,165	100%	16,224	100%	15,009	100%	15,116	100%	13,606	100%	-10%	-16%

Figure 3.14a: **Enrollment by Class Standing**
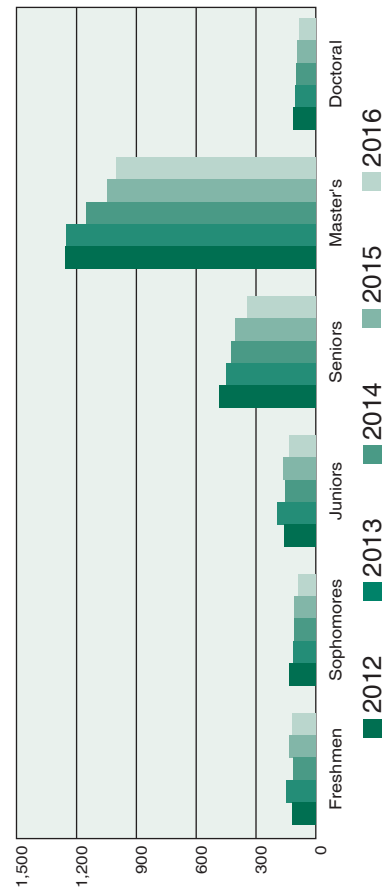
Figure 3.14b: **Student Credit Hours by Course Level**
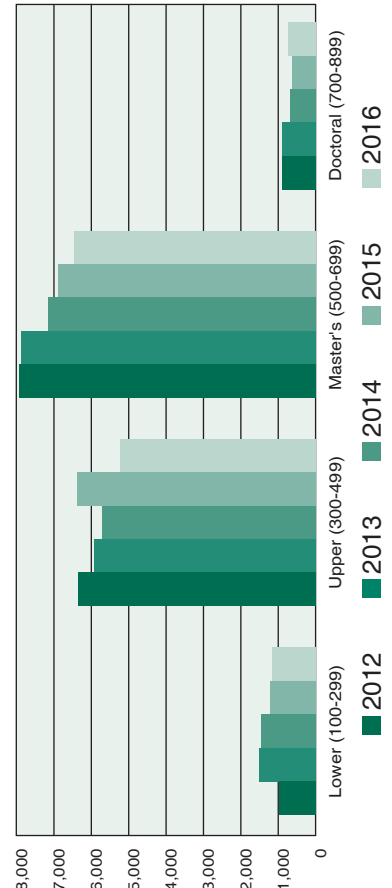
Table 3.15: **School of Nursing**
Fall Enrollment by Class Standing & Student Credit Hours by Course Level: 5-Year Trend

Table 3.15a: Enrollment by Class Standing

Class Standing	2012	%	2013	%	2014	%	2015	%	2016	%	Percent Change 1 Year	5 Year
Freshmen	133	22%	156	25%	141	24%	160	27%	163	25%	2%	23%
Sophomores	88	15%	101	16%	101	17%	85	14%	113	17%	33%	28%
Juniors	89	15%	88	14%	82	14%	71	12%	91	14%	28%	2%
Seniors	224	38%	228	36%	225	38%	223	38%	234	36%	5%	4%
Master's	58	10%	55	9%	51	9%	50	8%	55	8%	10%	-5%
Grand Total	**592**	**100%**	**628**	**100%**	**600**	**100%**	**589**	**100%**	**656**	**100%**	**11%**	**11%**

Table 3.15b: Student Credit Hours by Course Level

Course Level	2012	%	2013	%	2014	%	2015	%	2016	%	Percent Change 1 Year	5 Year
Lower	1,041	23%	1,056	23%	1,005	23%	1,092	24%	1,114	23%	2%	7%
Upper	3,192	70%	3,177	70%	3,092	71%	3,207	70%	3,525	72%	10%	10%
Master's	331	7%	328	7%	267	6%	266	6%	276	6%	4%	-17%
Doctoral	-	0%	8	0%	-	0%	-	0%	3	0%	--	--
Grand Total	**4,564**	**100%**	**4,569**	**100%**	**4,364**	**100%**	**4,565**	**100%**	**4,918**	**100%**	**8%**	**8%**

Figure 3.15a: **Enrollment by Class Standing**
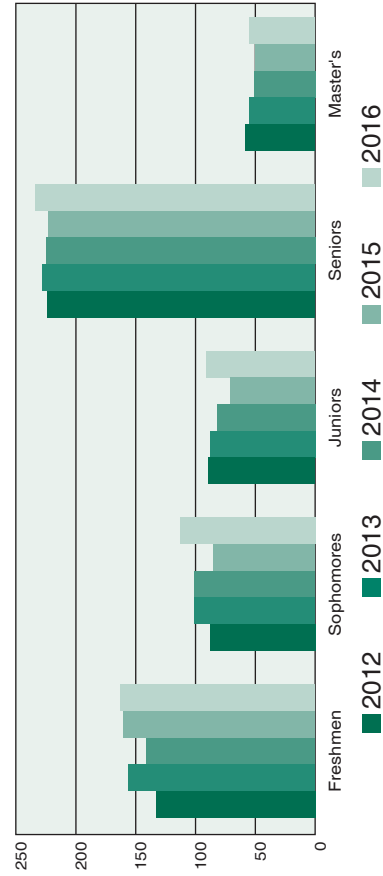
Figure 3.15b: **Enrollment by Course Level**
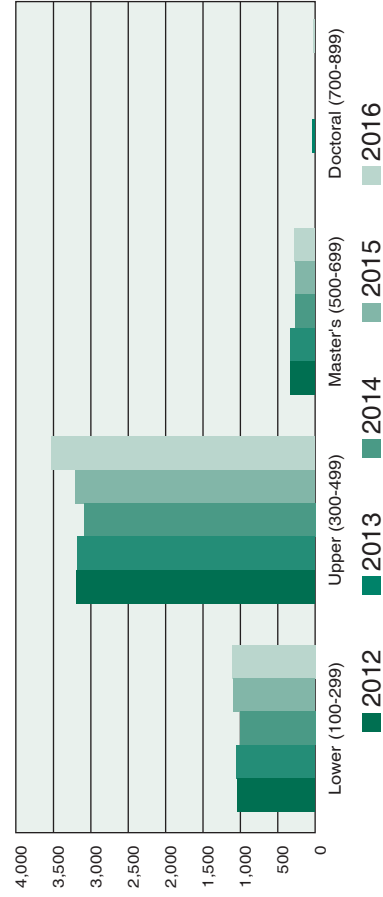
Table 3.16: College of Engineering
Fall Enrollment by Class Standing & Student Credit Hours by Course Level: 5-Year Trend

Table 3.16a: Enrollment by Class Standing

Class Standing	2012	%	2013	%	2014	%	2015	%	2016	%	Percent Change	
											1 Year	5 Year
Freshmen	331	21%	359	20%	338	17%	414	16%	415	16%	0%	25%
Sophomores	200	13%	244	14%	233	12%	301	12%	350	14%	16%	75%
Juniors	213	14%	260	15%	289	15%	354	14%	377	15%	6%	77%
Seniors	422	27%	452	26%	529	27%	740	29%	752	30%	2%	78%
Master's	335	21%	391	22%	489	25%	646	26%	590	23%	-9%	76%
Doctoral	68	4%	65	4%	70	4%	72	3%	65	3%	-10%	-4%
Total	**1,569**	**100%**	**1,771**	**100%**	**1,948**	**100%**	**2,527**	**100%**	**2,549**	**100%**	**1%**	**62%**

Table 3.16b: Student Credit Hours by Course Level

Course Level	2012	%	2013	%	2014	%	2015	%	2016	%	Percent Change	
											1 Year	5 Year
Lower	2,507	25%	3,167	27%	4,138	29%	5,444	28%	5,989	31%	10%	139%
Upper	4,876	48%	5,287	46%	5,763	41%	7,930	41%	8,436	43%	6%	73%
Master's	2,281	23%	2,831	24%	3,905	28%	5,651	29%	4,800	24%	-15%	110%
Doctoral	390	4%	287	2%	386	3%	389	2%	388	2%	0%	-1%
Total	**10,054**	**100%**	**11,572**	**100%**	**14,192**	**100%**	**19,414**	**100%**	**19,613**	**100%**	**1%**	**95%**

Figure 3.16a: **Enrollment by Class Standing**
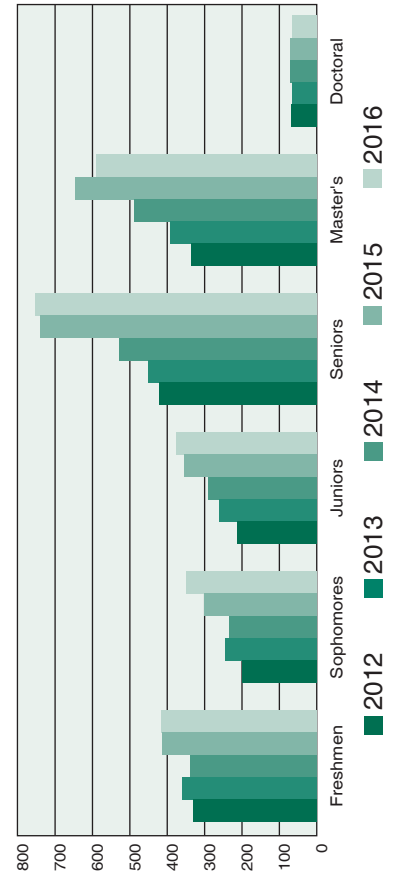
Figure 3.16b: **Student Credit Hours by Course Level**

SECTION 3
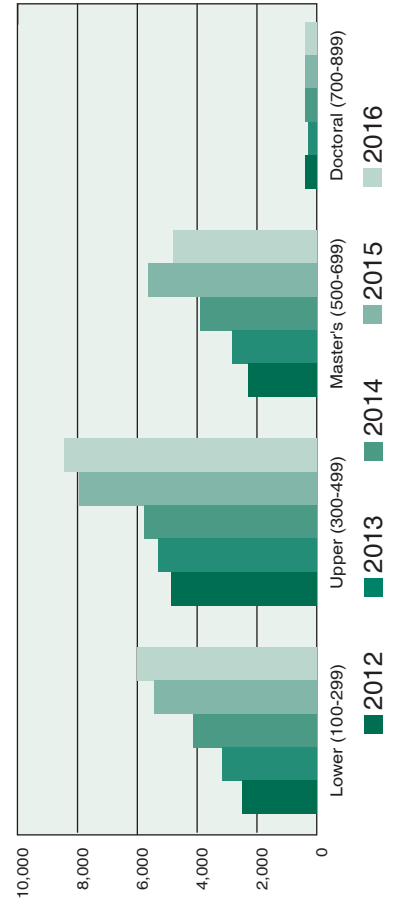
Table 3.17: **College of Sciences & Health Professions**
Fall Enrollment by Class Standing & Student Credit Hours by Course Level: 5-Year Trend

Table 3.17a: Enrollment by Class Standing

Class Standing	2012	%	2013	%	2014	%	2015	%	2016	%	Percent Change	
											1 Year	5 Year
Freshmen	571	15%	629	16%	513	14%	583	15%	540	15%	-7%	-5%
Sophomores	471	13%	510	13%	512	14%	496	13%	549	15%	11%	17%
Juniors	624	17%	630	16%	644	17%	663	17%	645	17%	-3%	3%
Seniors	1,210	32%	1,225	32%	1,175	32%	1,127	31%	1,154	31%	2%	-5%
Master's	617	17%	594	15%	602	16%	599	16%	605	16%	1%	-2%
Doctoral	234	6%	253	7%	241	7%	221	6%	219	6%	-1%	-6%
Grand Total	**3,727**	**100%**	**3,841**	**100%**	**3,687**	**100%**	**3,689**	**100%**	**3,712**	**100%**	**1%**	**0%**

Table 3.17b: Student Credit Hours by Course Level

Course Level	2012	%	2013	%	2014	%	2015	%	2016	%	Percent Change	
											1 Year	5 Year
Developmental	2,232	4%	2,464	4%	1,485	3%	1,365	2%	1,539	3%	13%	-31%
Lower	31,226	55%	33,589	56%	31,561	58%	34,173	59%	33,075	58%	-3%	6%
Upper	15,458	27%	16,147	27%	14,198	26%	14,710	26%	14,863	26%	1%	-4%
Master's	5,769	10%	5,511	9%	5,478	10%	5,616	10%	5,670	10%	1%	-2%
Doctoral	1,676	3%	1,883	3%	1,834	3%	1,761	3%	1,782	3%	1%	6%
Grand Total	**56,361**	**100%**	**59,594**	**100%**	**54,556**	**100%**	**57,625**	**100%**	**56,929**	**100%**	**-1%**	**1%**

Figure 3.17a: **Enrollment by Class Standing**
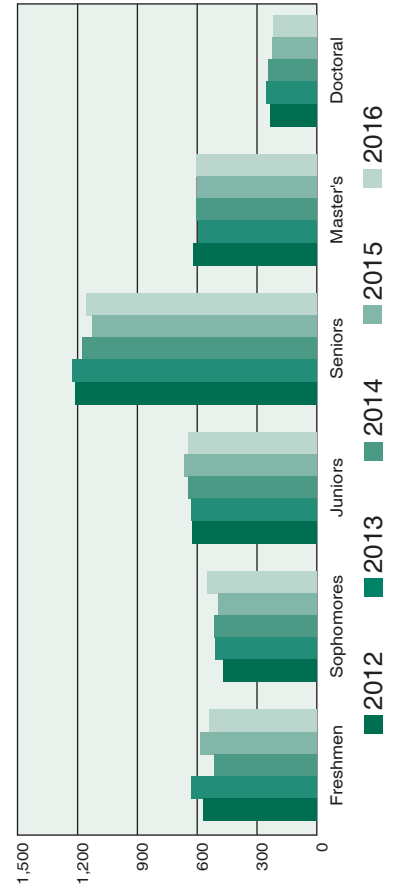
Figure 3.17b: **Student Credit Hours by Course Level**
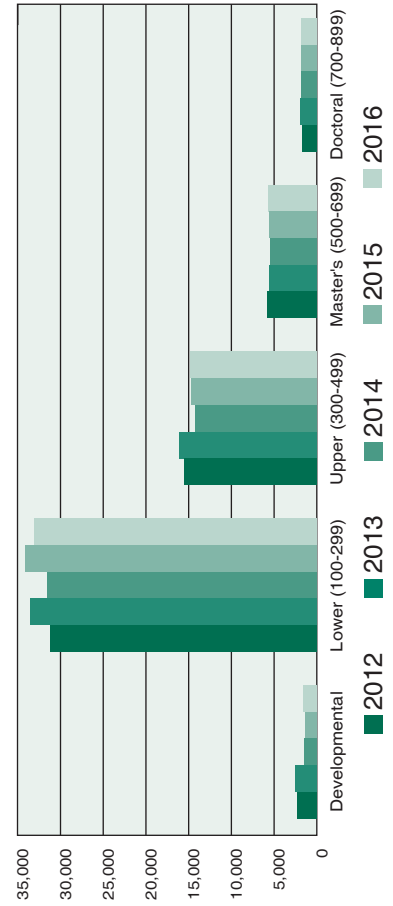
Table 3.18: College of Urban Affairs
Fall Enrollment by Class Standing & Student Credit Hours by Course Level: 5-Year Trend

Table 3.18a: Enrollment by Class Standing

Class Standing	2012	%	2013	%	2014	%	2015	%	2016	%	Percent Change	
											1 Year	5 Year
Freshmen	31	5%	20	3%	27	4%	28	4%	22	4%	-21%	-29%
Sophomores	38	6%	35	6%	54	9%	51	8%	53	9%	4%	39%
Juniors	91	15%	105	18%	107	18%	137	21%	124	20%	-9%	36%
Seniors	167	27%	164	28%	199	33%	206	32%	211	35%	2%	26%
Master's	253	41%	216	38%	187	31%	199	30%	172	28%	-14%	-32%
Doctoral	40	6%	36	6%	32	5%	32	5%	25	4%	-22%	-38%
Grand Total	620	100%	576	100%	606	100%	653	100%	607	100%	-7%	-2%

Table 3.18b: Student Credit Hours by Course Level

Course Level	2012	%	2013	%	2014	%	2015	%	2016	%	Percent Change	
											1 Year	5 Year
Lower	4,811	47%	4,844	48%	3,980	45%	3,900	43%	3,726	42%	-4%	-23%
Upper	3,188	31%	3,303	32%	3,148	35%	3,309	36%	3,517	40%	6%	10%
Master's	2,045	20%	1,818	18%	1,577	18%	1,736	19%	1,429	16%	-18%	-30%
Doctoral	201	2%	211	2%	165	2%	126	1%	108	1%	-14%	-46%
Grand Total	10,245	100%	10,176	100%	8,870	100%	9,071	100%	8,780	100%	-3%	-14%

Figure 3.18a: **Enrollment by Class Standing**
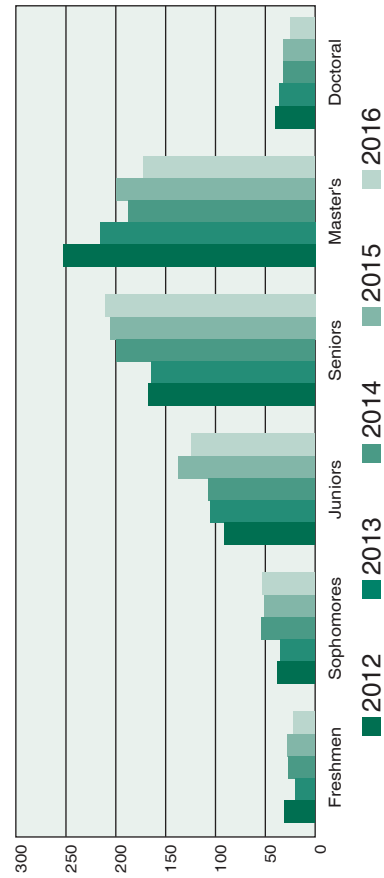
Figure 3.18b: **Student Credit Hours by Course Level**
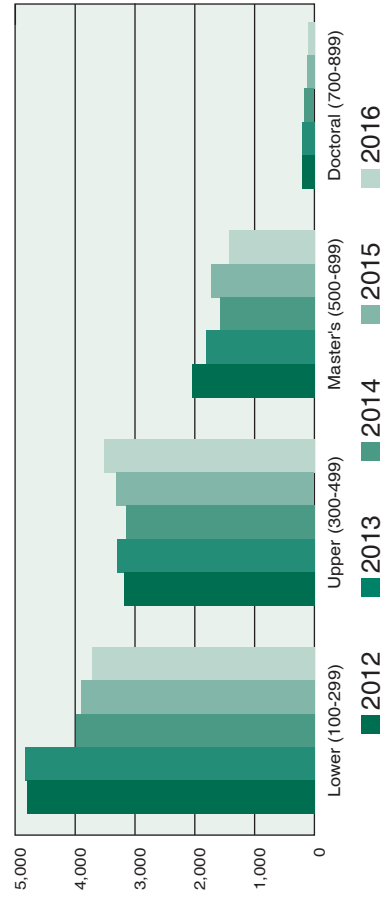
Table 3.19: **College of Law**
Fall Enrollment by Class Standing & Student Credit Hours by Course Level: 5-Year Trend

Table 3.19a: Enrollment by Class Standing

| Class Standing | 2012 | % | 2013 | % | 2014 | % | 2015 | % | 2016 | % | Percent Change | |
											1 Year	5 Year
Law	501	100%	469	100%	442	100%	428	100%	381	100%	-11%	-24%
Grand Total	**501**	**100%**	**469**	**100%**	**442**	**100%**	**428**	**100%**	**381**	**100%**	**-11%**	**-24%**

Table 3.19b: Student Credit Hours by Course Level

| Course Level | 2012 | % | 2013 | % | 2014 | % | 2015 | % | 2016 | % | Percent Change | |
											1 Year	5 Year
Law	6,776	100%	6,116	100%	5,720	100%	5,282	100%	4,877	100%	-8%	-28%
Grand Total	**6,776**	**100%**	**6,116**	**100%**	**5,720**	**100%**	**5,282**	**100%**	**4,877**	**100%**	**-8%**	**-28%**

Figure 3.19a: **Enrollment by Class Standing**
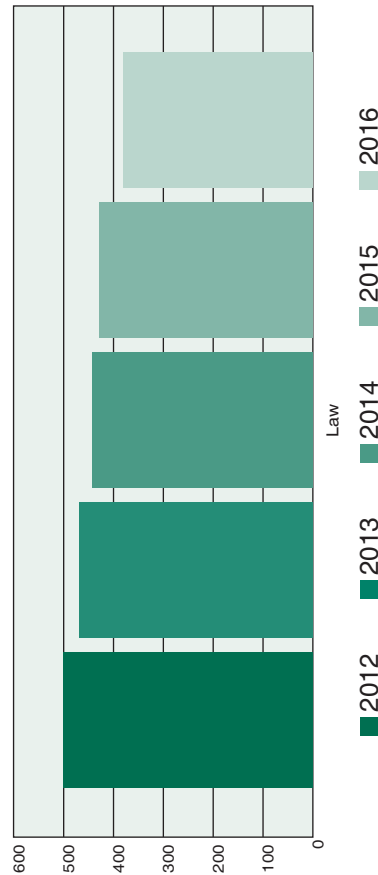
Figure 3.19b: **Student Credit Hours by Course Level**
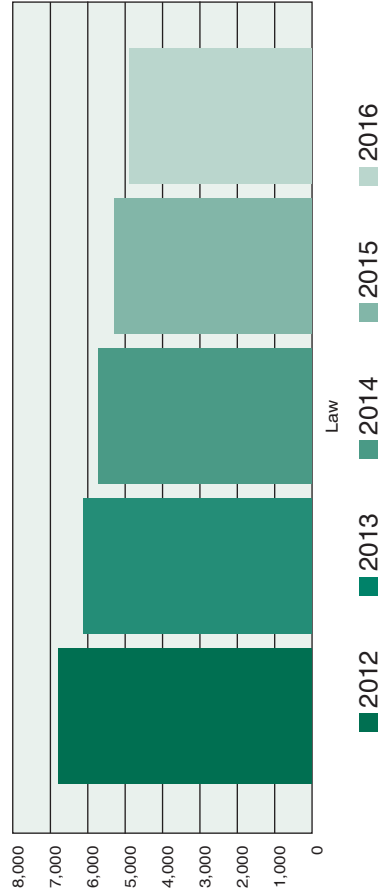
Table 3.20: **Undergraduate Studies**
Fall Enrollment by Class Standing & Student Credit Hours by Course Level: 5-Year Trend

Table 3.20a: Enrollment by Class Standing

Class Standing	2012	%	2013	%	2014	%	2015	%	2016	%	Percent Change	
											1 Year	5 Year
Freshmen	605	78%	632	73%	728	75%	845	77%	816	78%	-3%	35%
Sophomores	94	12%	110	13%	142	15%	126	12%	120	11%	-5%	28%
Juniors	36	5%	56	6%	52	5%	65	6%	59	6%	-9%	64%
Seniors	45	6%	65	8%	43	4%	58	5%	54	5%	-7%	20%
Grand Total	**780**	**100%**	**863**	**100%**	**965**	**100%**	**1,094**	**100%**	**1,049**	**100%**	**-4%**	**34%**

Table 3.20b: Student Credit Hours by Course Level

Course Level	2012	%	2013	%	2014	%	2015	%	2016	%	Percent Change	
											1 Year	5 Year
Lower	1,419	100%	1,596	100%	1,427	100%	1,499	100%	1,523	100%	2%	7%
Grand Total	**1,419**	**100%**	**1,596**	**100%**	**1,427**	**100%**	**1,499**	**100%**	**1,523**	**100%**	**2%**	**7%**

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	2012 Enrollment	2012 %	2013 Enrollment	2013 %	2014 Enrollment	2014 %	2015 Enrollment	2015 %	2016 Enrollment	2016 %	Percent Change 1 year	Percent Change 5 year
Business	American Indian/Alaska Native	6	0%	4	0%	3	0%	5	0%	5	0%	0%	-17%
	Asian	128	4%	122	4%	151	4%	126	4%	133	4%	6%	4%
	Black/African American	514	15%	462	14%	466	14%	405	13%	390	13%	-4%	-24%
	Hispanic/Latino	108	3%	116	4%	127	4%	120	4%	140	5%	17%	30%
	Native Hawaiian or Other Pacific Island	3	0%	5	0%	4	0%	2	0%	5	0%	150%	67%
	Non Resident Alien	396	12%	459	14%	427	12%	305	10%	303	10%	-1%	-23%
	Two or more races	38	1%	50	2%	62	2%	57	2%	53	2%	-7%	39%
	Unknown	130	4%	75	2%	73	2%	55	2%	54	2%	-2%	-58%
	White	2,046	61%	2,008	61%	2,135	62%	1,934	64%	1,963	64%	1%	-4%
Business Total		**3,369**	**100%**	**3,301**	**100%**	**3,448**	**100%**	**3,009**	**100%**	**3,046**	**100%**	**1%**	**-10%**
CLASS	American Indian/Alaska Native	11	0%	9	0%	4	0%	7	0%	8	0%	14%	-27%
	Asian	50	1%	63	2%	44	1%	32	1%	32	1%	0%	-36%
	Black/African American	929	25%	907	25%	829	25%	760	26%	733	25%	-4%	-21%
	Hispanic/Latino	186	5%	213	6%	190	6%	173	6%	163	6%	-6%	-12%
	Native Hawaiian or Other Pacific Island	3	0%	3	0%	3	0%	4	0%	2	0%	-50%	-33%
	Non Resident Alien	58	2%	52	1%	51	2%	53	2%	50	2%	-6%	-14%
	Two or more races	93	2%	108	3%	121	4%	106	4%	107	4%	1%	15%
	Unknown	188	5%	139	4%	80	2%	42	1%	43	1%	2%	-77%
	White	2,213	59%	2,197	60%	1,930	59%	1,802	60%	1,791	61%	-1%	-19%
CLASS Total		**3,731**	**100%**	**3,691**	**100%**	**3,252**	**100%**	**2,979**	**100%**	**2,929**	**100%**	**-2%**	**-21%**
Education	American Indian/Alaska Native	1	0%	3	0%	6	0%	4	0%	4	0%	0%	300%
	Asian	20	1%	20	1%	23	1%	16	1%	11	1%	-31%	-45%
	Black/African American	533	24%	503	22%	477	23%	479	25%	411	23%	-14%	-23%
	Hispanic/Latino	75	3%	83	4%	85	4%	82	4%	90	5%	10%	20%
	Native Hawaiian or Other Pacific Island	2	0%	2	0%	4	0%	4	0%	2	0%	-50%	0%
	Non Resident Alien	65	3%	89	4%	98	5%	103	5%	74	4%	-28%	14%
	Two or more races	26	1%	40	2%	42	2%	46	2%	46	3%	0%	77%
	Unknown	141	6%	80	4%	62	3%	39	2%	20	1%	-49%	-86%
	White	1,403	62%	1,439	64%	1,255	61%	1,179	60%	1,112	63%	-6%	-21%
Education Total		**2,266**	**100%**	**2,259**	**100%**	**2,052**	**100%**	**1,952**	**100%**	**1,770**	**100%**	**-9%**	**-22%**
Engineering	American Indian/Alaska Native	1	0%	-	0%	1	0%	4	0%	3	0%	-25%	200%
	Asian	54	3%	58	3%	63	3%	99	4%	118	5%	19%	119%
	Black/African American	120	8%	119	7%	127	7%	151	6%	179	7%	19%	49%
	Hispanic/Latino	48	3%	54	3%	56	3%	77	3%	83	3%	8%	73%
	Native Hawaiian or Other Pacific Island	2	0%	1	0%	1	0%	1	0%	1	0%	0%	-50%
	Non Resident Alien	369	24%	508	29%	639	33%	857	34%	785	31%	-8%	113%
	Two or more races	16	1%	25	1%	31	2%	41	2%	49	2%	20%	206%
	Unknown	63	4%	59	3%	39	2%	40	2%	35	1%	-13%	-44%
	White	896	57%	947	53%	991	51%	1,257	50%	1,296	51%	3%	45%
Engineering Total		**1,569**	**100%**	**1,771**	**100%**	**1,948**	**100%**	**2,527**	**100%**	**2,549**	**100%**	**1%**	**62%**

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

College	Race	2012 Enrollment	2012 %	2013 Enrollment	2013 %	2014 Enrollment	2014 %	2015 Enrollment	2015 %	2016 Enrollment	2016 %	Percent Change 1 year	Percent Change 5 year
Graduate Studies	Asian	2	11%	4	14%	1	4%	-	0%	2	8%	-	0%
	Black/African American	2	11%	2	7%	1	4%	3	13%	1	4%	-67%	-50%
	Hispanic/Latino	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	-	0%	1	4%	1	4%	1	4%	1	4%	0%	-
	Two or more races	1	5%	-	0%	-	0%	-	0%	-	0%	-	-100%
	Unknown	1	5%	14	50%	15	63%	17	74%	20	83%	18%	1900%
	White	13	68%	7	25%	6	25%	2	9%	-	0%	-100%	-100%
Graduate Studies Total		**19**	**100%**	**28**	**100%**	**24**	**100%**	**23**	**100%**	**24**	**100%**	**4%**	**26%**
Law	American Indian/Alaska Native	1	0%	3	1%	2	0%	2	0%	-	0%	-100%	-100%
	Asian	12	2%	14	3%	8	2%	10	2%	10	3%	0%	-17%
	Black/African American	40	8%	41	9%	36	8%	40	9%	40	10%	0%	0%
	Hispanic/Latino	20	4%	21	4%	16	4%	21	5%	17	4%	-19%	-15%
	Non Resident Alien	7	1%	9	2%	9	2%	6	1%	4	1%	-33%	-43%
	Two or more races	5	1%	8	2%	8	2%	10	2%	8	2%	-20%	60%
	Unknown	9	2%	11	2%	13	3%	16	4%	14	4%	-13%	56%
	White	407	81%	362	77%	350	79%	323	75%	288	76%	-11%	-29%
Law Total		**501**	**100%**	**469**	**100%**	**442**	**100%**	**428**	**100%**	**381**	**100%**	**-11%**	**-24%**
Nursing	American Indian/Alaska Native	-	0%	1	0%	1	0%	1	0%	1	0%	0%	-
	Asian	21	4%	18	3%	19	3%	29	5%	32	5%	10%	52%
	Black/African American	79	13%	86	14%	80	13%	63	11%	76	12%	21%	-4%
	Hispanic/Latino	23	4%	34	5%	27	5%	26	4%	35	5%	35%	52%
	Native Hawaiian or Other Pacific Island	1	0%	1	0%	-	0%	-	0%	1	0%	-	0%
	Non Resident Alien	12	2%	15	2%	14	2%	7	1%	11	2%	57%	-8%
	Two or more races	14	2%	18	3%	15	3%	17	3%	19	3%	12%	36%
	Unknown	18	3%	10	2%	6	1%	7	1%	9	1%	29%	-50%
	White	424	72%	445	71%	438	73%	439	75%	472	72%	8%	11%
Nursing Total		**592**	**100%**	**628**	**100%**	**600**	**100%**	**589**	**100%**	**656**	**100%**	**11%**	**11%**
Other	Asian	-	0%	-	0%	-	0%	1	1%	-	0%	-100%	-
	Non Resident Alien	104	98%	82	99%	149	99%	115	98%	65	98%	-43%	-38%
	Unknown	2	2%	-	0%	1	1%	-	0%	1	2%	-	-50%
	White	-	0%	1	1%	1	1%	1	1%	-	0%	-100%	-
Other Total		**106**	**100%**	**83**	**100%**	**151**	**100%**	**117**	**100%**	**66**	**100%**	**-44%**	**-38%**

College	Race	2012 Enrollment	2012 %	2013 Enrollment	2013 %	2014 Enrollment	2014 %	2015 Enrollment	2015 %	2016 Enrollment	2016 %	1 year	5 year
Science	American Indian/Alaska Native	13	0%	10	0%	8	0%	10	0%	9	0%	-10%	-31%
	Asian	113	3%	116	3%	136	4%	152	4%	161	4%	6%	42%
	Black/African American	573	15%	556	14%	529	14%	542	15%	551	15%	2%	-4%
	Hispanic/Latino	127	3%	143	4%	148	4%	179	5%	182	5%	2%	43%
	Native Hawaiian or Other Pacific Island	6	0%	2	0%	5	0%	7	0%	3	0%	-57%	-50%
	Non Resident Alien	192	5%	198	5%	173	5%	156	4%	160	4%	3%	-17%
	Two or more races	95	3%	100	3%	118	3%	118	3%	127	3%	8%	34%
	Unknown	153	4%	112	3%	86	2%	79	2%	64	2%	-19%	-58%
	White	2,455	66%	2,604	68%	2,484	67%	2,446	66%	2,455	66%	0%	0%
Science Total		**3,727**	**100%**	**3,841**	**100%**	**3,687**	**100%**	**3,689**	**100%**	**3,712**	**100%**	**1%**	**0%**
Undergraduate Non-Degree	Asian	15	6%	11	5%	13	8%	8	4%	14	8%	75%	-7%
	Black/African American	26	11%	26	12%	21	12%	22	11%	12	7%	-45%	-54%
	Hispanic/Latino	7	3%	10	5%	8	5%	8	4%	6	4%	-25%	-14%
	Non Resident Alien	2	1%	4	2%	3	2%	14	7%	5	3%	-64%	150%
	Two or more races	2	1%	4	2%	3	2%	7	3%	4	2%	-43%	100%
	Unknown	22	9%	15	7%	13	8%	18	9%	16	9%	-11%	-27%
	White	171	70%	150	68%	109	64%	132	63%	113	66%	-14%	-34%
Undergraduate Non-Degree Total		**245**	**100%**	**220**	**100%**	**170**	**100%**	**209**	**100%**	**170**	**100%**	**-19%**	**-31%**
Undergraduate Studies	American Indian/Alaska Native	3	0%	1	0%	1	0%	4	0%	1	0%	-75%	-67%
	Asian	34	4%	40	5%	46	5%	52	5%	51	5%	-2%	50%
	Black/African American	227	29%	242	28%	236	24%	236	22%	231	22%	-2%	2%
	Hispanic/Latino	24	3%	31	4%	46	5%	49	4%	56	5%	14%	133%
	Native Hawaiian or Other Pacific Island	1	0%	1	0%	-	0%	2	0%	2	0%	0%	100%
	Non Resident Alien	7	1%	5	1%	6	1%	5	0%	8	1%	60%	14%
	Two or more races	21	3%	21	2%	24	2%	40	4%	37	4%	-8%	76%
	Unknown	84	11%	95	11%	105	11%	117	11%	101	10%	-14%	20%
	White	379	49%	427	49%	501	52%	589	54%	562	54%	-5%	48%
Undergraduate Studies Total		**780**	**100%**	**863**	**100%**	**965**	**100%**	**1,094**	**100%**	**1,049**	**100%**	**-4%**	**34%**

College	Race	2012		2013		2014		2015		2016		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Urban Affairs	American Indian/Alaska Native	1	0%	-	0%	-	0%	1	0%	1	0%	0%	0%
	Asian	5	1%	7	1%	7	1%	6	1%	5	1%	-17%	0%
	Black/African American	161	26%	163	28%	156	26%	178	27%	154	25%	-13%	-4%
	Hispanic/Latino	18	3%	16	3%	28	5%	34	5%	36	6%	6%	100%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	1	0%	-	0%	-	0%	-	-
	Non Resident Alien	31	5%	26	5%	24	4%	25	4%	25	4%	0%	-19%
	Two or more races	7	1%	10	2%	11	2%	14	2%	14	2%	0%	100%
	Unknown	33	5%	19	3%	16	3%	7	1%	3	0%	-57%	-91%
	White	364	59%	335	58%	363	60%	388	59%	369	61%	-5%	1%
Urban Affairs Total		**620**	**100%**	**576**	**100%**	**606**	**100%**	**653**	**100%**	**607**	**100%**	**-7%**	**-2%**
Grand Total		**17,525**		**17,730**		**17,345**		**17,269**		**16,959**			**-2%**	**-3%**

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

College	Race	2012 Enrollment	2012 %	2013 Enrollment	2013 %	2014 Enrollment	2014 %	2015 Enrollment	2015 %	2016 Enrollment	2016 %	Percent Change 1 year	Percent Change 5 year
Business	American Indian/Alaska Native	3	0%	1	0%	2	0%	5	0%	4	0%	-20%	33%
	Asian	72	4%	62	3%	88	4%	74	4%	89	4%	20%	24%
	Black/African American	366	19%	327	17%	329	15%	287	14%	297	14%	3%	-19%
	Hispanic/Latino	72	4%	82	4%	95	4%	91	4%	111	5%	22%	54%
	Native Hawaiian or Other Pacific Island	3	0%	5	0%	4	0%	2	0%	4	0%	100%	33%
	Non Resident Alien	130	7%	156	8%	163	7%	151	7%	139	6%	-8%	7%
	Two or more races	30	2%	34	2%	45	2%	43	2%	42	2%	-2%	40%
	Unknown	69	3%	43	2%	42	2%	34	2%	38	2%	12%	-45%
	White	1,228	62%	1,231	63%	1,477	66%	1,391	67%	1,457	67%	5%	19%
Business Total		**1,973**	**100%**	**1,941**	**100%**	**2,245**	**100%**	**2,078**	**100%**	**2,181**	**100%**	**5%**	**11%**
CLASS	American Indian/Alaska Native	11	0%	8	0%	3	0%	7	0%	8	0%	14%	-27%
	Asian	45	1%	55	2%	38	1%	28	1%	27	1%	-4%	-40%
	Black/African American	786	25%	745	24%	666	25%	626	25%	619	25%	-1%	-21%
	Hispanic/Latino	168	5%	191	6%	167	6%	148	6%	145	6%	-2%	-14%
	Native Hawaiian or Other Pacific Island	3	0%	3	0%	3	0%	4	0%	2	0%	-50%	-33%
	Non Resident Alien	40	1%	36	1%	30	1%	28	1%	30	1%	7%	-25%
	Two or more races	85	3%	103	3%	108	4%	95	4%	91	4%	-4%	7%
	Unknown	145	5%	115	4%	66	2%	37	1%	37	1%	0%	-74%
	White	1,852	59%	1,886	60%	1,634	60%	1,525	61%	1,533	62%	1%	-17%
CLASS Total		**3,135**	**100%**	**3,142**	**100%**	**2,715**	**100%**	**2,498**	**100%**	**2,492**	**100%**	**0%**	**-21%**
Education	American Indian/Alaska Native	1	0%	3	0%	4	0%	3	0%	2	0%	-33%	100%
	Asian	6	1%	7	1%	8	1%	5	1%	3	0%	-40%	-50%
	Black/African American	214	24%	196	22%	162	20%	166	20%	139	20%	-16%	-35%
	Hispanic/Latino	41	5%	47	5%	47	6%	43	5%	42	6%	-2%	2%
	Native Hawaiian or Other Pacific Island	1	0%	1	0%	2	0%	2	0%	1	0%	-50%	0%
	Non Resident Alien	12	1%	13	1%	11	1%	11	1%	9	1%	-18%	-25%
	Two or more races	13	1%	22	2%	24	3%	25	3%	26	4%	4%	100%
	Unknown	35	4%	23	3%	17	2%	14	2%	10	1%	-29%	-71%
	White	574	64%	592	65%	528	66%	542	67%	451	66%	-17%	-21%
Education Total		**897**	**100%**	**904**	**100%**	**803**	**100%**	**811**	**100%**	**683**	**100%**	**-16%**	**-24%**

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

College	Race	2012 Enrollment	2012 %	2013 Enrollment	2013 %	2014 Enrollment	2014 %	2015 Enrollment	2015 %	2016 Enrollment	2016 %	Percent Change 1 year	Percent Change 5 year
Engineering	American Indian/Alaska Native	-	0%	-	0%	1	0%	4	0%	3	0%	-25%	-
	Asian	35	3%	40	3%	50	4%	82	5%	99	5%	21%	183%
	Black/African American	109	9%	103	8%	112	8%	138	8%	166	9%	20%	52%
	Hispanic/Latino	40	3%	49	4%	49	4%	74	4%	78	4%	5%	95%
	Native Hawaiian or Other Pacific Island	1	0%	1	0%	1	0%	1	0%	1	0%	0%	0%
	Non Resident Alien	177	15%	262	20%	293	21%	355	20%	332	18%	-6%	88%
	Two or more races	16	1%	22	2%	26	2%	37	2%	48	3%	30%	200%
	Unknown	41	4%	40	3%	24	2%	28	2%	27	1%	-4%	-34%
	White	747	64%	798	61%	833	60%	1,090	60%	1,140	60%	5%	53%
Engineering Total		**1,166**	**100%**	**1,315**	**100%**	**1,389**	**100%**	**1,809**	**100%**	**1,894**	**100%**	**5%**	**62%**
Nursing	American Indian/Alaska Native	-	0%	1	0%	1	0%	1	0%	1	0%	0%	-
	Asian	20	4%	17	3%	17	3%	28	5%	31	5%	11%	55%
	Black/African American	70	13%	77	13%	69	13%	51	9%	62	10%	22%	-11%
	Hispanic/Latino	21	4%	31	5%	25	5%	25	5%	32	5%	28%	52%
	Native Hawaiian or Other Pacific Island	1	0%	1	0%	-	0%	-	0%	1	0%	-	0%
	Non Resident Alien	11	2%	14	2%	14	3%	7	1%	11	2%	57%	0%
	Two or more races	13	2%	17	3%	14	3%	17	3%	19	3%	12%	46%
	Unknown	13	2%	7	1%	6	1%	7	1%	8	1%	14%	-38%
	White	385	72%	408	71%	403	73%	403	75%	436	73%	8%	13%
Nursing Total		**534**	**100%**	**573**	**100%**	**549**	**100%**	**539**	**100%**	**601**	**100%**	**12%**	**13%**
Other	Asian	-	0%	-	0%	-	0%	1	1%	-	0%	-100%	-
	Non Resident Alien	104	98%	82	99%	149	99%	115	98%	65	98%	-43%	-38%
	Unknown	2	2%	-	0%	1	1%	-	0%	1	2%	-	-50%
	White	-	0%	1	1%	1	1%	1	1%	-	0%	-100%	-
Other Total		**106**	**100%**	**83**	**100%**	**151**	**100%**	**117**	**100%**	**66**	**100%**	**-44%**	**-38%**
Science	American Indian/Alaska Native	13	0%	10	0%	6	0%	9	0%	8	0%	-11%	-38%
	Asian	85	3%	92	3%	112	4%	128	4%	140	5%	9%	65%
	Black/African American	517	18%	510	17%	482	17%	486	17%	496	17%	2%	-4%
	Hispanic/Latino	115	4%	132	4%	133	5%	155	5%	151	5%	-3%	31%
	Native Hawaiian or Other Pacific Island	5	0%	2	0%	5	0%	7	0%	3	0%	-57%	-40%
	Non Resident Alien	53	2%	56	2%	50	2%	49	2%	62	2%	27%	17%
	Two or more races	89	3%	94	3%	112	4%	110	4%	117	4%	6%	31%
	Unknown	115	4%	89	3%	70	2%	65	2%	52	2%	-20%	-55%
	White	1,884	66%	2,009	67%	1,874	66%	1,860	65%	1,859	64%	0%	-1%
Science Total		**2,876**	**100%**	**2,994**	**100%**	**2,844**	**100%**	**2,869**	**100%**	**2,888**	**100%**	**1%**	**0%**

SECTION 3

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

College	Race	2012 Enrollment	%	2013 Enrollment	%	2014 Enrollment	%	2015 Enrollment	%	2016 Enrollment	%	Percent Change 1 year	5 year
Undergraduate Non-Degree	Asian	15	6%	11	5%	13	8%	8	4%	14	8%	75%	-7%
	Black/African American	26	11%	26	12%	21	12%	22	11%	12	7%	-45%	-54%
	Hispanic/Latino	7	3%	10	5%	8	5%	8	4%	6	4%	-25%	-14%
	Non Resident Alien	2	1%	4	2%	3	2%	14	7%	5	3%	-64%	150%
	Two or more races	2	1%	4	2%	3	2%	7	3%	4	2%	-43%	100%
	Unknown	22	9%	15	7%	13	8%	18	9%	16	9%	-11%	-27%
	White	171	70%	150	68%	109	64%	132	63%	113	66%	-14%	-34%
Undergraduate Non-Degree Total		**245**	**100%**	**220**	**100%**	**170**	**100%**	**209**	**100%**	**170**	**100%**	**-19%**	**-31%**
Undergraduate Studies	American Indian/Alaska Native	3	0%	1	0%	1	0%	4	0%	1	0%	-75%	-67%
	Asian	34	4%	40	5%	46	5%	52	5%	51	5%	-2%	50%
	Black/African American	227	29%	242	28%	236	24%	236	22%	231	22%	-2%	2%
	Hispanic/Latino	24	3%	31	4%	46	5%	49	4%	56	5%	14%	133%
	Native Hawaiian or Other Pacific Island	1	0%	1	0%	-	0%	2	0%	2	0%	0%	100%
	Non Resident Alien	7	1%	5	1%	6	1%	5	0%	8	1%	60%	14%
	Two or more races	21	3%	21	2%	24	2%	40	4%	37	4%	-8%	76%
	Unknown	84	11%	95	11%	105	11%	117	11%	101	10%	-14%	20%
	White	379	49%	427	49%	501	52%	589	54%	562	54%	-5%	48%
Undergraduate Studies Total		**780**	**100%**	**863**	**100%**	**965**	**100%**	**1,094**	**100%**	**1,049**	**100%**	**-4%**	**34%**
Urban Affairs	American Indian/Alaska Native	1	0%	-	0%	-	0%	-	0%	1	0%	-	0%
	Asian	2	1%	2	1%	3	1%	2	0%	3	1%	50%	50%
	Black/African American	104	32%	109	34%	117	30%	126	30%	119	29%	-6%	14%
	Hispanic/Latino	11	3%	7	2%	18	5%	26	6%	27	7%	4%	145%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	1	0%	-	0%	-	0%	-	-
	Non Resident Alien	4	1%	7	2%	8	2%	11	3%	11	3%	0%	175%
	Two or more races	3	1%	3	1%	8	2%	11	3%	9	2%	-18%	200%
	Unknown	16	5%	13	4%	9	2%	4	1%	3	1%	-25%	-81%
	White	186	57%	183	56%	223	58%	242	57%	237	58%	-2%	27%
Urban Affairs Total		**327**	**100%**	**324**	**100%**	**387**	**100%**	**422**	**100%**	**410**	**100%**	**-3%**	**25%**
Grand Total		**12,039**		**12,359**		**12,218**		**12,446**		**12,434**		**0%**	**3%**

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

College	Race	2012 Enrollment	%	2013 Enrollment	%	2014 Enrollment	%	2015 Enrollment	%	2016 Enrollment	%	Percent Change 1 year	5 year
Business	American Indian/Alaska Native	3	0%	3	0%	1	0%	-	0%	1	0%	-	-67%
	Asian	56	4%	60	4%	63	5%	52	6%	44	5%	-15%	-21%
	Black/African American	148	11%	135	10%	137	11%	118	13%	93	11%	-21%	-37%
	Hispanic/Latino	36	3%	34	3%	32	3%	29	3%	29	3%	0%	-19%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	-	0%	1	0%	-	-
	Non Resident Alien	266	19%	303	22%	264	22%	154	17%	164	19%	6%	-38%
	Two or more races	8	1%	16	1%	17	1%	14	2%	11	1%	-21%	38%
	Unknown	61	4%	32	2%	31	3%	21	2%	16	2%	-24%	-74%
	White	818	59%	777	57%	658	55%	543	58%	506	58%	-7%	-38%
Business Total		**1,396**	**100%**	**1,360**	**100%**	**1,203**	**100%**	**931**	**100%**	**865**	**100%**	**-7%**	**-38%**
CLASS	American Indian/Alaska Native	-	0%	1	0%	1	0%	-	0%	-	0%	-	-
	Asian	5	1%	8	1%	6	1%	4	1%	5	1%	25%	0%
	Black/African American	143	24%	162	30%	163	30%	134	28%	114	26%	-15%	-20%
	Hispanic/Latino	18	3%	22	4%	23	4%	25	5%	18	4%	-28%	0%
	Non Resident Alien	18	3%	16	3%	21	4%	25	5%	20	5%	-20%	11%
	Two or more races	8	1%	5	1%	13	2%	11	2%	16	4%	45%	100%
	Unknown	43	7%	24	4%	14	3%	5	1%	6	1%	20%	-86%
	White	361	61%	311	57%	296	55%	277	58%	258	59%	-7%	-29%
CLASS Total		**596**	**100%**	**549**	**100%**	**537**	**100%**	**481**	**100%**	**437**	**100%**	**-9%**	**-27%**
Education	American Indian/Alaska Native	-	0%	-	0%	2	0%	1	0%	2	0%	100%	-
	Asian	14	1%	13	1%	15	1%	11	1%	8	1%	-27%	-43%
	Black/African American	319	23%	307	23%	315	25%	313	27%	272	25%	-13%	-15%
	Hispanic/Latino	34	2%	36	3%	38	3%	39	3%	48	4%	23%	41%
	Native Hawaiian or Other Pacific Island	1	0%	1	0%	2	0%	2	0%	1	0%	-50%	0%
	Non Resident Alien	53	4%	76	6%	87	7%	92	8%	65	6%	-29%	23%
	Two or more races	13	1%	18	1%	18	1%	21	2%	20	2%	-5%	54%
	Unknown	106	8%	57	4%	45	4%	25	2%	10	1%	-60%	-91%
	White	829	61%	847	63%	727	58%	637	56%	661	61%	4%	-20%
Education Total		**1,369**	**100%**	**1,355**	**100%**	**1,249**	**100%**	**1,141**	**100%**	**1,087**	**100%**	**-5%**	**-21%**

continued on next page

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

College	Race	2012 Enrollment	2012 %	2013 Enrollment	2013 %	2014 Enrollment	2014 %	2015 Enrollment	2015 %	2016 Enrollment	2016 %	Percent Change 1 year	Percent Change 5 year
Engineering	American Indian/Alaska Native	1	0%	-	0%	-	0%	-	0%	-	0%	-	-100%
	Asian	19	5%	18	4%	13	2%	17	2%	19	3%	12%	0%
	Black/African American	11	3%	16	4%	15	3%	13	2%	13	2%	0%	18%
	Hispanic/Latino	8	2%	5	1%	7	1%	3	0%	5	1%	67%	-38%
	Native Hawaiian or Other Pacific Island	1	0%	-	0%	-	0%	-	0%	-	0%	-	-100%
	Non Resident Alien	192	48%	246	54%	346	62%	502	70%	453	69%	-10%	136%
	Two or more races	-	0%	3	1%	5	1%	4	1%	1	0%	-75%	-
	Unknown	22	5%	19	4%	15	3%	12	2%	8	1%	-33%	-64%
	White	149	37%	149	33%	158	28%	167	23%	156	24%	-7%	5%
Engineering Total		**403**	**100%**	**456**	**100%**	**559**	**100%**	**718**	**100%**	**655**	**100%**	**-9%**	**63%**
Graduate Studies	Asian	2	11%	4	14%	1	4%	-	0%	2	8%	-	0%
	Black/African American	2	11%	2	7%	1	4%	3	13%	1	4%	-67%	-50%
	Non Resident Alien	-	0%	1	4%	1	4%	1	4%	1	4%	0%	-
	Two or more races	1	5%	-	0%	-	0%	-	0%	-	0%	-	-100%
	Unknown	1	5%	14	50%	15	63%	17	74%	20	83%	18%	1900%
	White	13	68%	7	25%	6	25%	2	9%	-	0%	-100%	-100%
Graduate Studies Total		**19**	**100%**	**28**	**100%**	**24**	**100%**	**23**	**100%**	**24**	**100%**	**4%**	**26%**
Law	American Indian/Alaska Native	1	0%	3	1%	2	0%	2	0%	-	0%	-100%	-100%
	Asian	12	2%	14	3%	8	2%	10	2%	10	3%	0%	-17%
	Black/African American	40	8%	41	9%	36	8%	40	9%	40	10%	0%	0%
	Hispanic/Latino	20	4%	21	4%	16	4%	21	5%	17	4%	-19%	-15%
	Non Resident Alien	7	1%	9	2%	9	2%	6	1%	4	1%	-33%	-43%
	Two or more races	5	1%	8	2%	8	2%	10	2%	8	2%	-20%	60%
	Unknown	9	2%	11	2%	13	3%	16	4%	14	4%	-13%	56%
	White	407	81%	362	77%	350	79%	323	75%	288	76%	-11%	-29%
Law Total		**501**	**100%**	**469**	**100%**	**442**	**100%**	**428**	**100%**	**381**	**100%**	**-11%**	**-24%**

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

continued from previous page

College	Race	2012 Enrollment	2012 %	2013 Enrollment	2013 %	2014 Enrollment	2014 %	2015 Enrollment	2015 %	2016 Enrollment	2016 %	Percent Change 1 year	Percent Change 5 year
Nursing	Asian	1	2%	1	2%	2	4%	1	2%	1	2%	0%	0%
	Black/African American	9	16%	9	16%	11	22%	12	24%	14	25%	17%	56%
	Hispanic/Latino	2	3%	3	5%	2	4%	1	2%	3	5%	200%	50%
	Non Resident Alien	1	2%	1	2%	-	0%	-	0%	-	0%	-	-100%
	Two or more races	1	2%	1	2%	1	2%	-	0%	-	0%	-	-100%
	Unknown	5	9%	3	5%	-	0%	-	0%	1	2%	-	-80%
	White	39	67%	37	67%	35	69%	36	72%	36	65%	0%	-8%
Nursing Total		**58**	**100%**	**55**	**100%**	**51**	**100%**	**50**	**100%**	**55**	**100%**	**10%**	**-5%**
Science	American Indian/Alaska Native	-	0%	-	0%	2	0%	1	0%	1	0%	0%	-
	Asian	28	3%	24	3%	24	3%	24	3%	21	3%	-13%	-25%
	Black/African American	56	7%	46	5%	47	6%	56	7%	55	7%	-2%	-2%
	Hispanic/Latino	12	1%	11	1%	15	2%	24	3%	31	4%	29%	158%
	Native Hawaiian or Other Pacific Island	1	0%	-	0%	-	0%	-	0%	-	0%	-	-100%
	Non Resident Alien	139	16%	142	17%	123	15%	107	13%	98	12%	-8%	-29%
	Two or more races	6	1%	6	1%	6	1%	8	1%	10	1%	25%	67%
	Unknown	38	4%	23	3%	16	2%	14	2%	12	1%	-14%	-68%
	White	571	67%	595	70%	610	72%	586	71%	596	72%	2%	4%
Science Total		**851**	**100%**	**847**	**100%**	**843**	**100%**	**820**	**100%**	**824**	**100%**	**0%**	**-3%**
Urban Affairs	American Indian/Alaska Native	-	0%	-	0%	-	0%	1	0%	-	0%	-100%	-
	Asian	3	1%	5	2%	4	2%	4	2%	2	1%	-50%	-33%
	Black/African American	57	19%	54	21%	39	18%	52	23%	35	18%	-33%	-39%
	Hispanic/Latino	7	2%	9	4%	10	5%	8	3%	9	5%	13%	29%
	Non Resident Alien	27	9%	19	8%	16	7%	14	6%	14	7%	0%	-48%
	Two or more races	4	1%	7	3%	3	1%	3	1%	5	3%	67%	25%
	Unknown	17	6%	6	2%	7	3%	3	1%	-	0%	-100%	-100%
	White	178	61%	152	60%	140	64%	146	63%	132	67%	-10%	-26%
Urban Affairs Total		**293**	**100%**	**252**	**100%**	**219**	**100%**	**231**	**100%**	**197**	**100%**	**-15%**	**-33%**
Grand Total		**5,486**		**5,371**		**5,127**		**4,823**		**4,525**		**-6%**	**-18%**

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

Undergraduate Full-Time

College	2012	2013	2014	2015	2016	Percent Change 1 Year	Percent Change 5 Year
Business	1,313	1,340	1,648	1,593	1,704	7%	30%
CLASS	2,454	2,529	2,079	1,924	1,929	0%	-21%
Education	634	646	553	566	467	-17%	-26%
Engineering	930	1,045	1,136	1,472	1,570	7%	69%
Nursing	467	502	458	457	497	9%	6%
Other	-	-	1	-	-	--	--
Science	2,218	2,332	2,165	2,266	2,228	-2%	0%
Undergraduate Non-Degree	24	14	16	24	11	-54%	-54%
Undergraduate Studies	353	383	412	612	602	-2%	71%
Urban Affairs	197	209	206	221	213	-4%	8%
Full-Time Total	**8,590**	**9,000**	**8,674**	**9,135**	**9,221**	**1%**	**7%**

Undergraduate Part-Time

College	2012	2013	2014	2015	2016	Percent Change 1 Year	Percent Change 5 Year
Business	660	601	597	485	477	-2%	-28%
CLASS	681	613	636	574	563	-2%	-17%
Education	263	258	250	245	216	-12%	-18%
Engineering	236	270	253	337	324	-4%	37%
Nursing	67	71	91	82	104	27%	55%
Other	106	83	150	117	66	-44%	-38%
Science	658	662	679	603	660	9%	0%
Undergraduate Non-Degree	221	206	154	185	159	-14%	-28%
Undergraduate Studies	427	480	553	482	447	-7%	5%
Urban Affairs	130	115	181	201	197	-2%	52%
Part-Time Total	**3,449**	**3,359**	**3,544**	**3,311**	**3,213**	**-3%**	**-7%**

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

Graduate & Law Full-Time

College	2012	2013	2014	2015	2016	Percent Change 1 Year	Percent Change 5 Year
Business	457	444	400	314	339	8%	-26%
CLASS	237	227	267	266	243	-9%	3%
Education	241	290	241	307	262	-15%	9%
Engineering	74	78	131	479	389	-19%	426%
Graduate Studies	4	-	-	-	1	--	--
Law	350	308	288	247	241	-2%	-31%
Nursing	19	20	12	7	12	71%	-37%
Science	436	408	442	595	583	-2%	34%
Urban Affairs	58	52	37	54	51	-6%	-12%
Full-Time Total	**1,876**	**1,827**	**1,818**	**2,269**	**2,121**	**-7%**	**13%**

Graduate & Law Part-Time

College	2012	2013	2014	2015	2016	Percent Change 1 Year	Percent Change 5 Year
Business	939	916	803	617	526	-15%	-44%
CLASS	359	322	270	215	194	-10%	-46%
Education	1,128	1,065	1,008	834	825	-1%	-27%
Engineering	329	378	428	239	266	11%	-19%
Graduate Studies	15	28	24	23	23	0%	53%
Law	151	161	154	181	140	-23%	-7%
Nursing	39	35	39	43	43	0%	10%
Science	415	439	401	225	241	7%	-42%
Urban Affairs	235	200	182	177	146	-18%	-38%
Part-Time Total	**3,610**	**3,544**	**3,309**	**2,554**	**2,404**	**-6%**	**-33%**

SECTION 3

West Center

The opening of Cleveland State University West Center (Westlake) in August 2003 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.

Table 3.26: West Center Student Credit Hours: Fall Semesters

West Center															
	Undergraduate					Graduate/Law					Total				
College	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Business	272	-	-	-	-	131	-	222	107	-	403	-	222	107	-
Education	-	-	-	-	-	204	194	157	60	63	204	194	157	60	63
Science	112	-	-	15	-	-	-	-	-	93	112	-	-	15	93
Law	-	-	-	-	-	-	-	-	-	51	-	-	-	-	51
Grand Total	384	-	-	15	-	335	194	379	167	207	719	194	379	182	207

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

West Center														
	Enrollment					Percent Change		SCH					Percent Change	
College	2012-13	2013-14	2014-15	2015-16	2016-17	1-Year	5-Year	2012-13	2013-14	2014-15	2015-16	2016-17	1-Year	5-Year
Summer	173	137	13	30	22	-27%	-87%	540	476	46	101	66	-35%	-88%
Fall	170	42	99	57	52	-9%	-69%	719	194	379	182	207	14%	-71%
Spring	188	58	175	80	46	-43%	-76%	694	221	566	234	208	-11%	-70%
Grand Total	531	237	287	167	120	-28%	-77%	1953	891	991	517	481	-7%	-75%

Figure 3.26a: Annual West Center Historical Enrollment and SCH Trends
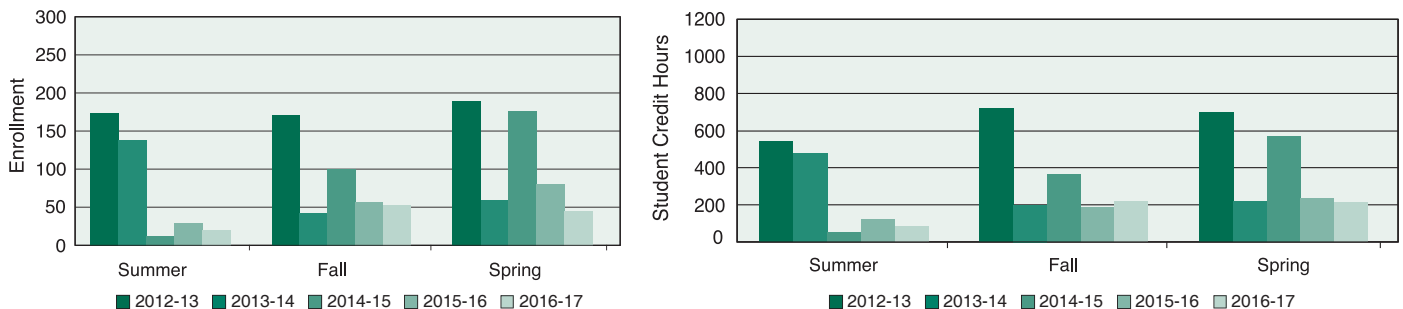
Table 3.27a: **Annual Historical Enrollment and SCH Trends at Lorain County Community College**

	Lorain County Community College													
	Enrollment					**Percent Change**		**SCH**					**Percent Change**	
Term	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**1-Year**	**5-Year**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**1-Year**	**5-Year**
Summer	9	3	8	10	7	-30%	-22%	36	12	32	30	21	-30%	-42%
Fall	65	82	71	65	64	-2%	-2%	332	424	336	327	321	-2%	-3%
Spring	88	84	86	76	69	-9%	-22%	487	461	387	357	366	3%	-25%
Grand Total	**162**	**169**	**165**	**151**	**140**	**-7%**	**-14%**	**855**	**897**	**755**	**714**	**708**	**-1%**	**-17%**

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

SECTION 3
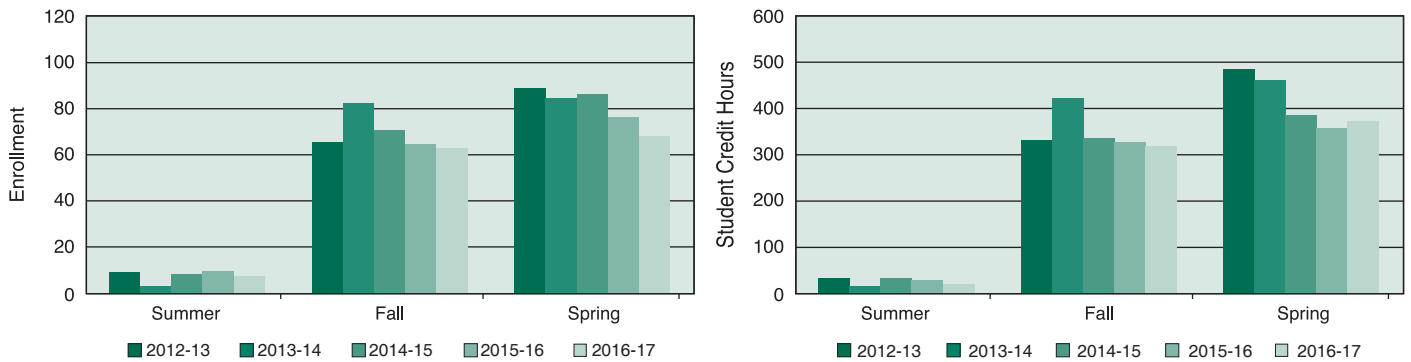
Table 3.27b: **Annual Historical Enrollment and SCH Trends at Lakeland Community College**

| | Lakeland Community College | | | | | | | | | | | | | |
| | Enrollment | | | | | Percent Change | | SCH | | | | | Percent Change | |
Term	2012-13	2013-14	2014-15	2015-16	2016-17	1-Year	5-Year	2012-13	2013-14	2014-15	2015-16	2016-17	1-Year	5-Year
Summer	29	61	68	7	3	-57%	-90%	91	228	251	21	9	-57%	-90%
Fall	92	90	77	93	65	-30%	-29%	447	466	391	374	306	-18%	-32%
Spring	112	118	98	94	69	-27%	-38%	500	673	424	355	312	-12%	-38%
Grand Total	233	269	243	194	137	-29%	-41%	1,038	1,367	1,066	750	627	-16%	-40%

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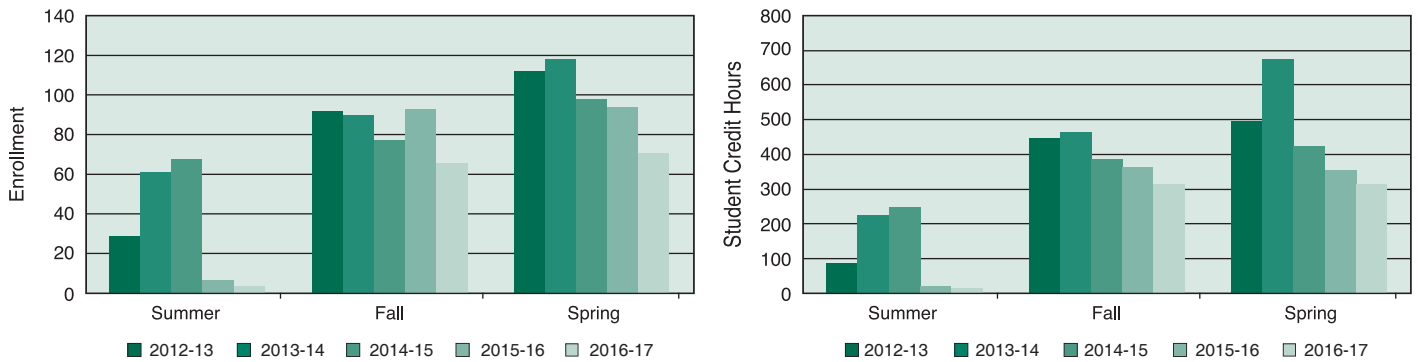
Table 3.27c: **Annual Historical Enrollment and SCH Trends at Other Off-Campus Locations**

	Other Locations*														
	Enrollment					**Percent Change**		**SCH**					**Percent Change**	
Term	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**1-Year**	**5-Year**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**1-Year**	**5-Year**
Summer	165	259	163	113	74	-35%	-55%	1,008	1,400	1,106	443	182	-59%	-82%
Fall	832	691	307	232	254	9%	-69%	4,018	3,557	1,326	982	934	-5%	-77%
Spring	630	799	320	261	304	16%	-52%	2,510	4,215	1,371	1,068	1,441	35%	-43%
Grand Total	**1,627**	**1,749**	**790**	**606**	**632**	**4%**	**-61%**	**7,536**	**9,172**	**3,803**	**2,493**	**2,557**	**3%**	**-66%**

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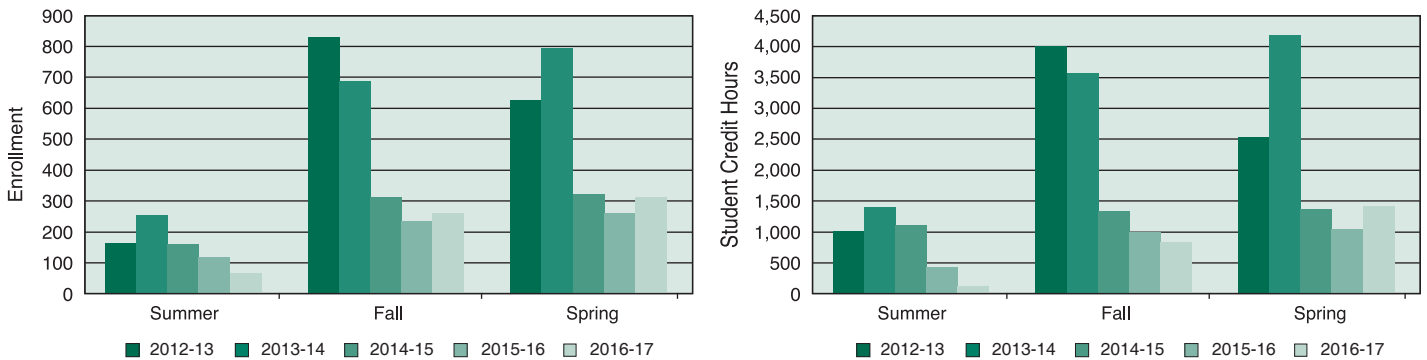
*Other Off-Campus Locations include all off campus locations except East, West, Lorain and Lakeland.

Sponsored Research

4

Book of Trends

Sponsored Programs and Research at Cleveland State University

The University is committed to enhancing the research environment in support of its faculty and students. As such, efforts are underway to expand the research services currently offered to assist those seeking external funding for research, scholarship, and creative projects. Cleveland State University established a new office, 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 2011-2016**

Source	Fiscal Year						Percent Change	
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FT 2016	1 Year	5 Year
Awards	$17,093,917	$13,483,748	$12,047,738	$12,900,819	$9,655,599	$24,676,110	156%	44%
CSU Expenditures	$16,913,731	$20,617,912	$16,707,432	$22,027,038	$13,456,328	$12,786,385	-5%	-24%
CCF Expenditures	$43,642,969	$44,925,258	$51,124,607	$44,570,226	$43,877,270	$51,360,079	17%	18%
CSU & CCF Exp Total	**$60,556,700**	**$65,543,170**	**$67,832,039**	**$66,597,264**	**$57,333,598**	**$64,146,464**	**12%**	**-6%**

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 2011-2016**
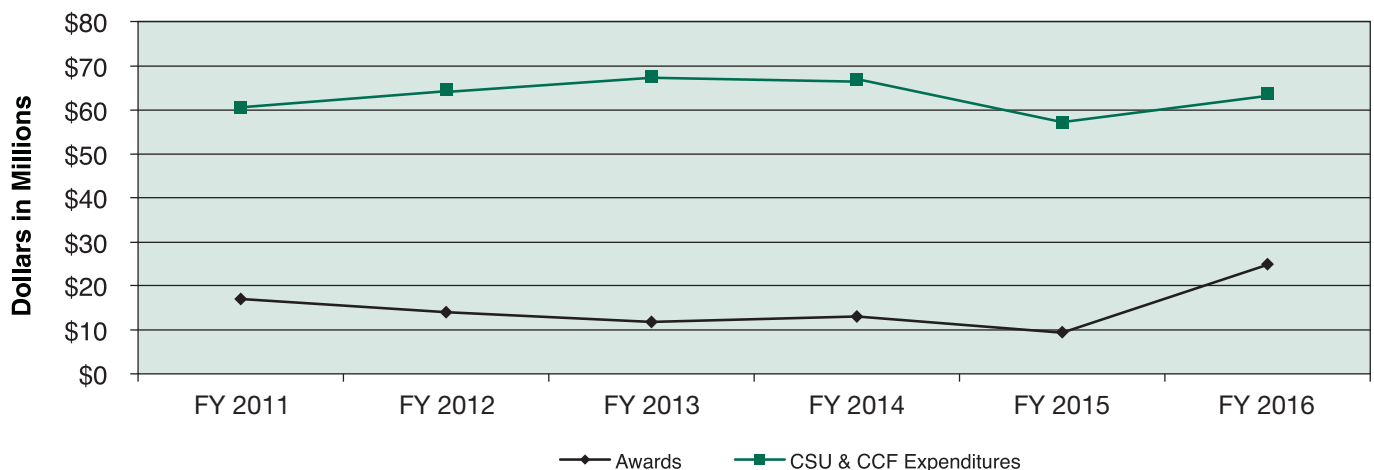
Table 4.2: **Sponsored Program Awards by Source, Fiscal Years 2011-2016**

							Percent Change	
Source	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**1 Year**	**5 Year**
Federal Grants	$12,187,422	$8,696,479	$6,338,894	$7,083,836	$4,957,413	$12,032,249	143%	-1%
State Grants	$479,032	$589,860	$1,408,899	$3,283,590	$2,157,929	$3,645,403	69%	661%
Local Grants	$416,185	$253,289	$494,172	$382,518	$128,671	$270,978	111%	-35%
Private Grants	$2,791,295	$3,944,120	$3,805,774	$2,150,875	$2,411,588	$8,727,480	262%	213%
State Appropriations	$1,219,983	$360,551	$458,182	$822,317	$817,317	$442,743	-46%	-64%
Total	**$17,093,917**	**$13,844,299**	**$12,505,921**	**$13,723,136**	**$10,472,918**	**$25,118,853**	**140%**	**47%**

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 2016**
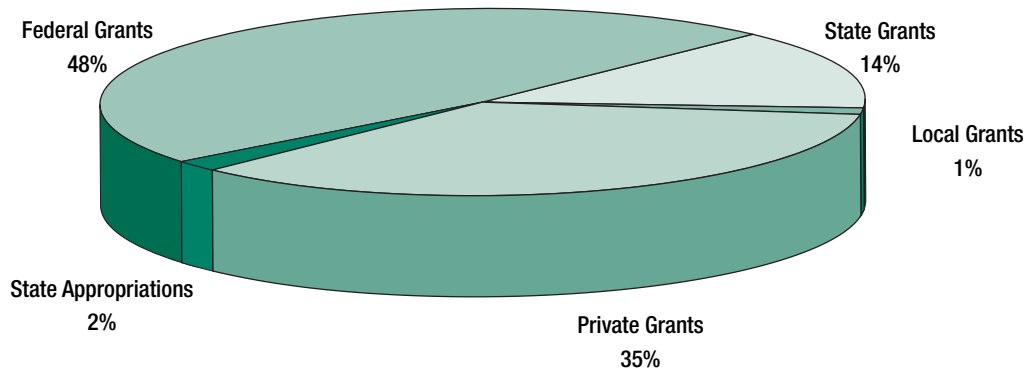
Figure 4.2b: **Program Awards and Expenditures by Source, Fiscal Years 2011-2016**
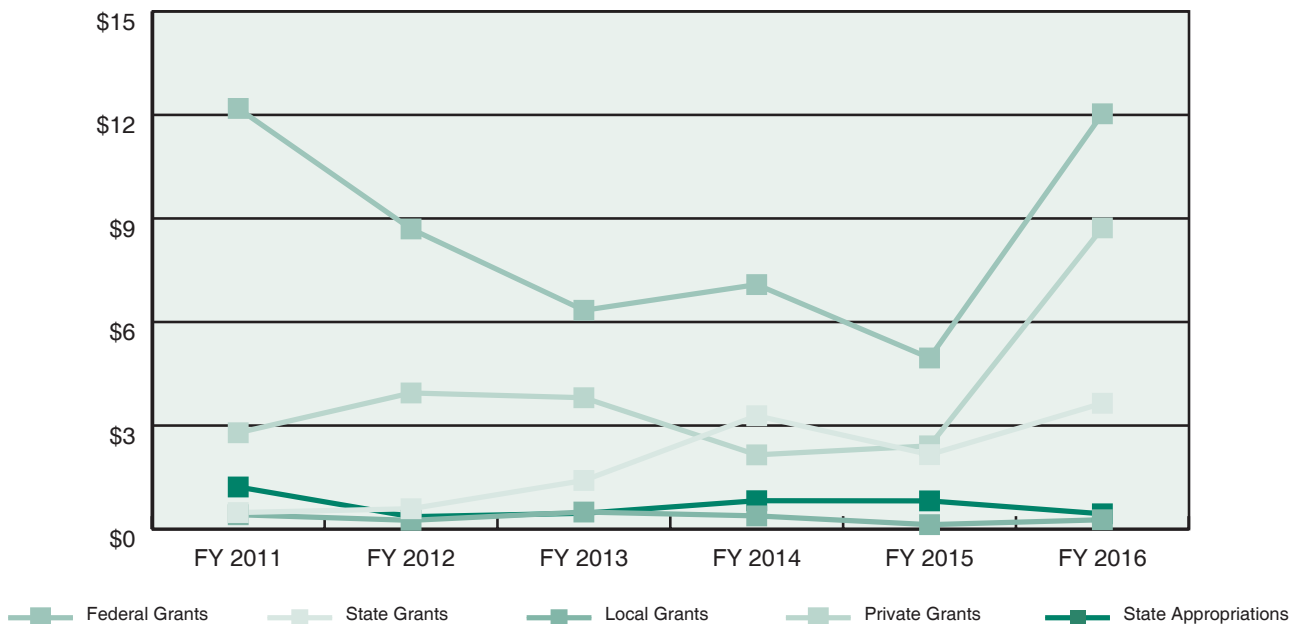
Source: CSU Office of Sponsored Programs and Research.
Appropriation: An authorization granted by the General Assembly to make budgetary expenditures and to incur obligations for specific purposes.
Grant: A financial assistance mechanism whereby money and/or direct assistance is provided to carry out approved activities.

Table 4.3: **Sponsored Program Expenditures by Source, Fiscal Years 2011-2016**

							Percent Change	
Source	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	1 Year	5 Year
Federal Grants	$8,875,304	$10,128,616	$8,956,841	$7,665,390	$6,904,644	$6,657,880	-4%	-34%
State Grants	$4,837,728	$6,807,950	$4,838,751	$10,593,078	$2,846,101	$2,731,114	-4%	-60%
Local Grants	$536,053	$514,801	$463,756	$515,601	$297,326	$265,261	-11%	-48%
Private Grants	$2,105,142	$2,648,247	$2,227,770	$3,171,219	$3,394,620	$3,132,130	-8%	18%
State Appropriations	$559,504	$518,299	$220,314	$81,750	$13,638	$0	-100%	-100%
LRI-CCF Expenditures	$43,642,969	$44,925,258	$51,124,607	$44,570,226	$43,877,270	$51,360,079	17%	14%
Total	**$60,556,700**	**$65,543,171**	**$67,832,038**	**$66,597,264**	**$66,597,264**	**$64,146,464**	**-4%**	**6%**

Notes:
The figures below only detail Cleveland State University expenditures.

Figure 4.3a: **Sponsored Program Expenditures by Source, Fiscal Year 2016**
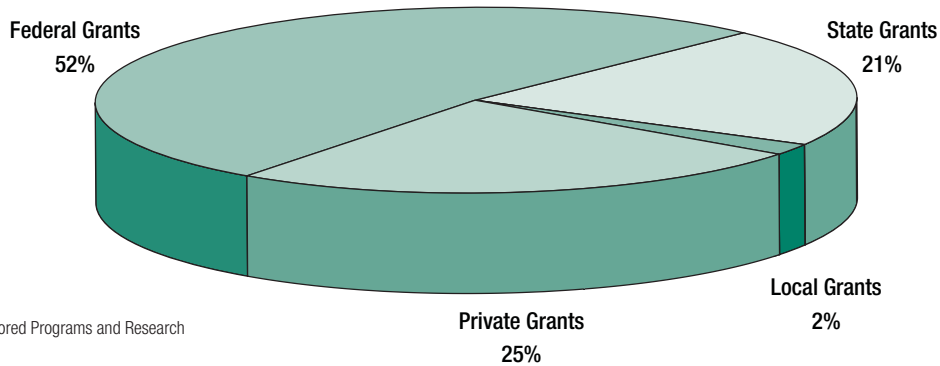
Source: CSU Office of Sponsored Programs and Research

Figure 4.3b: **Sponsored Program Expenditures by Source, Fiscal Years 2011-2016**
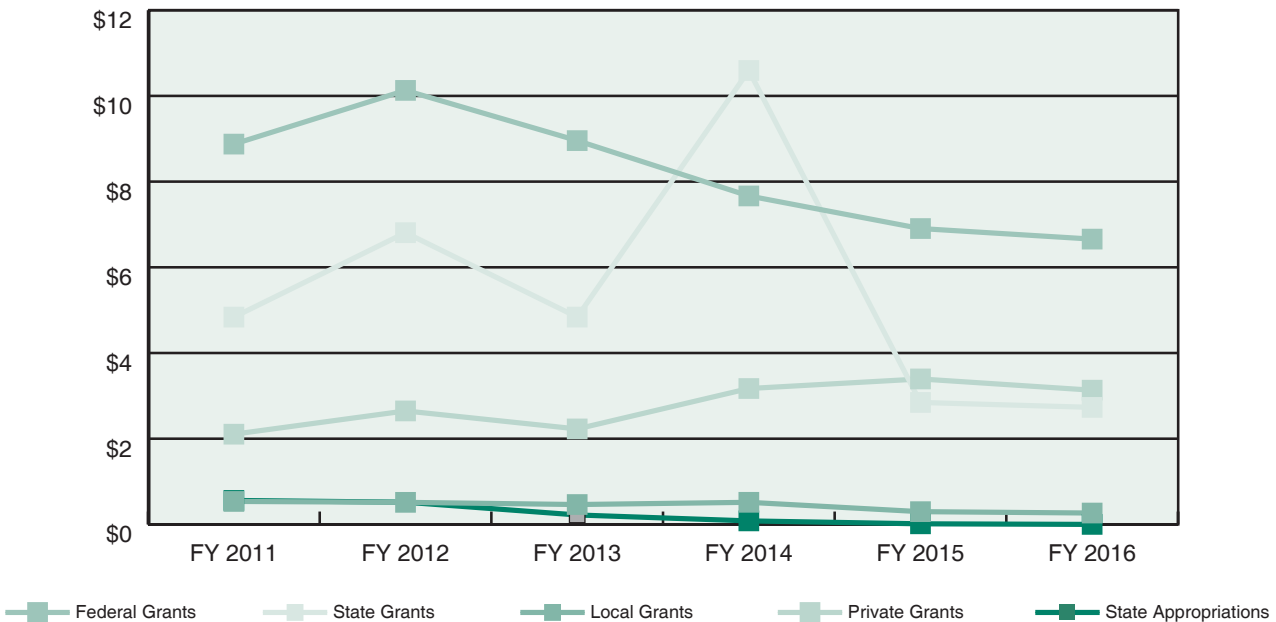
Source: CSU Office of Sponsored Programs and Research.
Appropriation: An authorization granted by the General Assembly to make budgetary expenditures and to incur obligations for specific purposes.
Grant: A financial assistance mechanism whereby money and/or direct assistance is provided to carry out 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 2010-2015**

Institution	2015 Ranking	(Dollars in Thousands)					
		2010	2011	2012	2013	2014	2015
University of Akron	177	$52,884	$65,536	$66,413	$69,640	$69,528	$58,512
University of Toledo	190	$70,399	$74,149	$68,228	$69,072	$61,900	$52,354
Cleveland State University	182	$34,235	$55,502	$61,111	$67,378	$61,783	$57,662
Kent State University	214	$26,331	$27,455	$26,507	$23,149	$25,666	$38,069
Bowling Green State University	345	$8,124	$8,999	$8,566	$13,157	$8,861	$7,995
Youngstown State University	438	$4,523	$4,732	$3,598	$3,785	$3,464	$3,348

Source: Data retrieved from the National Science Foundation website on June 30, 2016 at the following link: https://ncsesdata.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 2011-2016**

Research Activities	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	Percent Change 1 Year	Percent Change 5 Year
Direct Sponsored Program Expenditures	$15,351,047	$18,844,807	$15,197,977	$20,518,525	$11,913,435	$11,064,618	-7%	-28%
Indirect Cost Recovered	$1,562,684	$1,773,105	$1,509,455	$1,508,513	$1,542,893	$1,721,767	12%	10%
Total Sponsored Program Expenditures	$16,913,731	$20,617,912	$16,707,432	$22,027,038	$13,456,328	$12,786,385	-5%	-24%
% IDC of Direct Research Expenditures[1]	10%	9%	10%	7%	13%	16%		

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 2013-2015**

Institution	2013 Ranking	Institution	2014 Ranking	Institution	2015 Ranking
University of North Dakota	171	Georgia Regents University	173	Colorado School of Mines	179
University of Tennessee, Agric. Institute	172	American University	174	American University	180
University of California, President's Office	173	University of Toledo	175	University of Alabama, Tuscaloosa	181
Cleveland State University	174	Cleveland State University	176	Cleveland State University	182
University of Wyoming	175	University of Massachusetts, Boston	177	So. Illinois University, Carbondale	183
Georgia Regents University	176	Ohio University	178	University of Wyoming	184
South Dakota State University	177	University of Wisconsin, Milwaukee	179	Indiana University - Purdue University, Indianapolis	185

Source: Data retrieved from the National Science Foundation website on August 8, 2017 at the following link:

https://ncsesdata.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 2010-2016**

Source	Proposals Submitted	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Government Sources								
	Federal	128	141	128	107	120	145	136
	State	25	20	21	21	25	34	35
	Local	24	13	14	9	16	12	12
Total Government Sources		**177**	**174**	**163**	**137**	**161**	**191**	**183**
Non-Government Sources								
	Corporate Contracts	8	10	13	7	9	12	7
	Foundation and Non-Profit	71	58	81	62	73	79	78
Total Non-Government Sources		**79**	**68**	**94**	**69**	**82**	**91**	**85**
Sponsored Programs Total		**256**	**242**	**257**	**206**	**243**	**282**	**268**

Source	Awards Received	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Government Sources								
	Federal	57	45	48	49	29	35	53
	State	25	19	20	14	24	12	24
	Local	17	14	11	8	13	10	10
Total Government Sources		**99**	**78**	**79**	**71**	**66**	**57**	**87**
Non-Government Sources								
	Corporate Contracts	5	5	8	10	4	3	5
	Foundation and Non-Profit	55	48	62	51	37	64	58
Total Non-Government Sources		**60**	**53**	**70**	**61**	**41**	**67**	**63**
Sponsored Programs Total		**159**	**131**	**149**	**132**	**107**	**124**	**150**

Source	Success Rate*	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Government Sources								
	Federal	37%	35%	34%	38%	27%	29%	37%
	State	66%	76%	100%	67%	114%	48%	71%
	Local	113%	58%	85%	57%	144%	63%	83%
Total Government Sources		**48%**	**44%**	**45%**	**44%**	**48%**	**35%**	**46%**
Non-Government Sources								
	Corporate Contracts	45%	63%	80%	77%	57%	33%	42%
	Foundation and Non-Profit	59%	68%	107%	63%	60%	88%	73%
Total Non-Government Sources		**58%**	**67%**	**103%**	**65%**	**59%**	**82%**	**69%**
Sponsored Programs Total		**51%**	**51%**	**62%**	**51%**	**52%**	**51%**	**53%**

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 2011-2016**

Proposals and Grant Awards	Fiscal Year					
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Proposals Submitted	242	257	206	243	282	268
Awards Received	131	149	132	107	124	150
Success Rate	51%	62%	51%	52%	51%	53%

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 2016 Proposals Submitted by College**

College or Division	Direct	Indirect	Total	Count
College of Business Administration	$252,000	$0	$252,000	3
College of Education & Human Services	$4,625,363	$1,204,602	$5,829,965	29
College of Engineering	$13,970,606	$4,246,805	$18,217,411	51
College of Law	$0	$0	$0	0
College of Liberal Arts & Social Sciences	$664,726	$151,896	$816,622	21
School of Nursing	$174,816	$9,980	$184,796	3
College of Sciences & Health Professions	$23,389,357	$8,929,819	$32,319,176	82
College of Urban Affairs	$3,231,734	$504,945	$3,736,679	55
Central Administration	$7,261,545	$729,751	$7,991,296	24
Continuing Education			$0	
Undergraduate Studies			$0	
Fiscal Year 2016 Totals	$53,570,147	$15,777,798	$69,347,945	268

Table 4.7b: **Fiscal Year 2015 Awards Received by College**

College or Division	Direct	Indirect	Total	Count
College of Business Administration	$236,000	$0	$236,000	2
College of Education & Human Services	$862,531	$28,670	$891,201	15
College of Engineering	$1,144,588	$411,693	$1,556,281	19
College of Law	$0	$0	$0	0
College of Liberal Arts & Social Sciences	$80,956	$4,723	$85,679	12
School of Nursing	$379,411	$24,228	$403,639	6
College of Sciences & Health Professions	$5,266,589	$1,984,351	$7,250,940	28
College of Urban Affairs	$1,944,280	$293,133	$2,237,413	47
Central Administration	$11,131,972	$882,985	$12,014,957	21
Continuing Education			$0	
Undergraduate Studies			$0	
Fiscal Year 2016 Totals	**$21,046,327**	**$3,629,783**	**$24,676,110**	**150**

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**
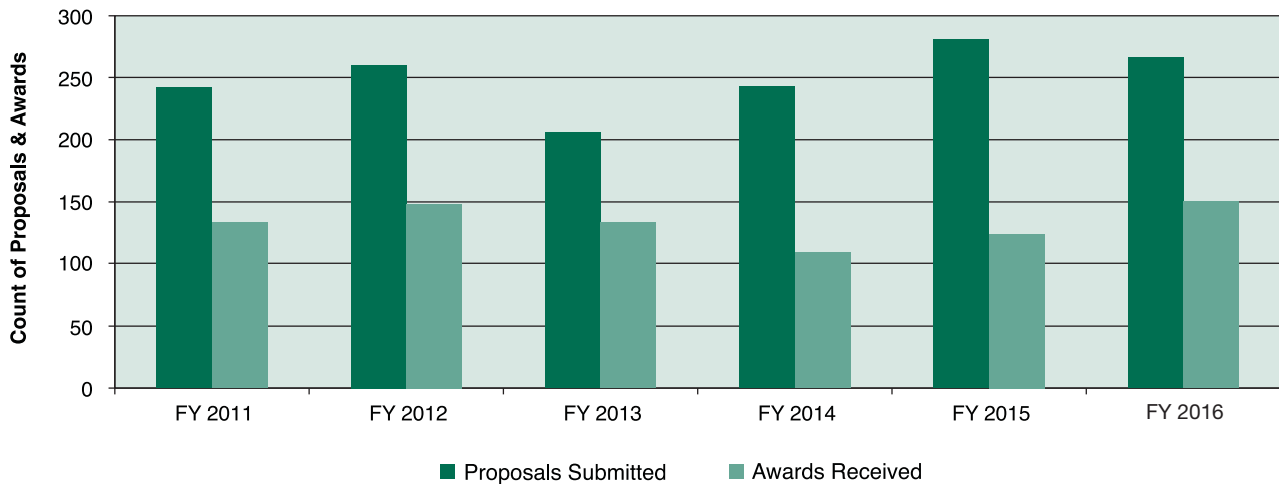
Intellectual Property

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 2011-2016**

	FISCAL YEAR						Percent Change	
Source	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**1 Year**	**5 Year**
Disclosures	7	3	5	10	3	11	267%	57%
Non-Provisional Patent Apps. Filed	3	6	4	3	2	3	50%	0%
Provisional Patent Applications Filed	3	1	2	7	3	8	167%	167%
Licenses Approved	-	1	-	1	3	4	33%	-

Source: Technology Transfer Office

5 Year Percent Change is from the period 2011 to 2016.

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 2011-2016**

							Percent Change	
Source	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**1 Year**	**5 Year**
Business	$1,375	$0	$5,768	$17,278	$16,529	$2,784	-83%	102%
Education	$137,717	$174,568	$126,740	$44,969	$88,092	$65,093	-26%	-53%
Engineering	$270,646	$175,893	$209,268	$334,208	$256,582	$296,071	15%	9%
Liberal Arts/Social Science	$0	$6,300	$1,600	$1,600	$6,026	$3,080	-49%	-
Science	$472,280	$293,496	$456,115	$365,324	$266,440	$315,059	18%	-33%
Nursing	$0	$0	$0	$0	$13,920	$20,836	50%	-
Urban Affairs	$77,475	$48,786	$115,308	$120,842	$51,830	$108,801	110%	40%
Total	**$959,493**	**$959,493**	**$914,799**	**$884,221**	**$699,419**	**$811,724**	**16%**	**-15%**

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 2012-2016**

Institution	2012	2013	2014	2015	2016	Grad SCH
University of Akron	10%	11%	11%	10%	10%	26,795
Bowling Green State University	8%	8%	8%	9%	9%	20,457
University of Cincinnati	20%	20%	20%	20%	19%	81,306
Cleveland State University	**19%**	**18%**	**18%**	**17%**	**16%**	**31,370**
Central State University	1%	1%	0%	0%	0%	53
Kent State University	13%	13%	13%	14%	13%	50,584
Miami University	7%	7%	6%	6%	6%	16,686
Ohio State University	13%	12%	13%	12%	12%	96,035
Ohio University	11%	12%	13%	12%	12%	44,448
Shawnee State University	2%	2%	3%	3%	3%	1,658
University of Toledo	11%	11%	11%	10%	10%	25,767
Wright State University	12%	13%	14%	14%	13%	24,630
Youngstown State University	5%	5%	6%	6%	6%	9,794
Total	12%	12%	12%	12%	12%	429,583

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: August 11, 2017

Table 4.11: **Selected Research & Grant Highlights by College**

College	Department	Project Description
Business	Centers for Outreach and Engagement	**Small Business Development Center (SBDC):** The College received $75,000 from the State of Ohio to run the Small Business Development Center (SBDC). 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 to promote growth, expansion, innovation, increased productivity and management improvement.
		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.
		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 to 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 assist them in their business ventures.
		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 toward expanding overseas markets. They promote business development and support future competitiveness through international market opportunities, increased small business export transactions, and export sales.
Education and Human Services	Counseling, Administration and Adult Learning	**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.
		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.
	Curriculum and Foundations	**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.
		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

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.

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.

Center for Excellence and Innovation in Education (CEIE)

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.

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.

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.

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.

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.

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.

Teacher Education

Project Reach: A major five-year grant to improve Cleveland State University's ability to prepare all teachers to provide effective instruction for Limited English Proficient students, professional development for content area teachers to improve academic achievement of Limited English Proficient students, and to become a region that provides strong support in both language acquisition and content learning for all classrooms that serve Limited English Proficient students.

Highly Qualified Teachers Program: A five-year U.S. Department of Education grant to enhance the Special Education Programs. The emphasis is on graduating candidates who meet the highly qualified teacher guidelines under the No Child Left Behind and Individuals with Disabilities Education Act legislation.

CSUTeach: With the support of the NSF Noyce Scholars Program and Cleveland State's partners (National Math and Science Initiative, UTeach Institute, Ohio STEM Learning Network, and the Cleveland Metropolitan School District) Cleveland State is bringing the UTeach model to Ohio transforming the teacher education experience for pre-service teachers to be licensed to teach grades 7-12, with an emphasis on preparing for underserved, urban classrooms. The 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.

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.

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.

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, 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.

College	Department	Project Description

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

Development of the Additive Manufacturing Instructional and Training Laboratory at Cleveland State University: This project, funded by the State of Ohio (OBOR), 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 the regional industry and 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 Exercise Machines: Researchers from Mechanical Engineering, Electrical Engineering & Computer Science, and Health and Human Performance (College of Education and Human Services) have been 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 the departments of Electrical & Computer Engineering and Mechanical Engineering, funded by NSF, combines human motion, control, optimization, estimation, robotics and mechatronics. Its objective is to develop innovative prosthetic legs, which enable natural gaits with very low power consumption.

Chemical and Biomedical Engineering

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 our NIH-funded research project is to investigate the mechanisms of neurotoxicity on human neural stem cells (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.

Microstructural Analysis of MICAST2-12: Al-7wt% Si Alloy Directionally Solidified on the International Space Station: The purpose of this project is to characterize dendritic microstructure of Al-7wt% Si samples directionally solidified on the International Space Station under 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.

College	Department	Project Description

Pore-Mushy Zone Interaction during Directional Solidification of Alloys - Three-Dimensional Simulation and Comparison with PFMI-Experiments: Formation of shrinkage porosity and bubbles during solidification disturbs the dendritic array and degrades the mechanical property of castings. The purpose of this research is to study the pore-dendrite interaction during directional solidification of Succinonitrile-0.4 percent water alloy, as observed by previous NASA experiments on the International Space Station. Video recordings available from the NASA-PFMI (Pore Formation and Mobility Investigation) project will be reviewed to extract growth speed-morphology-pore interaction observations and compare them with the results from the numerical simulations to be conducted under this project. This is a joint project among California State University, Los Angeles, the University of Akron and Cleveland State University.

Development of a Particle-Based Non-Invasive Inspection Technique for Paint: Understanding the drying process is critical to improving coatings performance. Defects could potentially be reduced by knowing how parameters such as film thickness and evaporation rate affect the transient material properties of the coating. Unfortunately, there are few methods capable of tracking material properties of a coating during cure. In this project, funded by PPG Industries, a particle-based microrheology technique is proposed as a non-invasive method for tracking the transient properties of a paint during cure. Preliminary results suggest that microrheology is an appropriate technique for measuring the viscosity of paint in both the absence and presence of drying. The proposed research work seeks to further extend these preliminary results to paints at (1) varying drying conditions, (2) with varying optical properties, and to (3) to track coating properties in 3D during cure.

Chip-Based, Miniaturized 3D Bioprinting for Chemical Toxicity Assessment: Since preclinical evaluations with animal models are often inaccurate due to differences in genetic makeup between animals and humans, there has been an emergence of *in vitro* three-dimensional (3D) cell culture techniques that attempt to recapitulate tissue structures *in vivo*. While the advantages of 3D cell cultures are clear compared to 2D cell cultures, limited effort has been directed towards the miniaturization of 3D cell/tissue models that are compatible with high-throughput compound screening. The primary goal of this project, funded by the NSF-based Ohio I-Corps program, is to commercialize various human tissues on a 384-pillar plate with sidewalls via our proprietary "3D bioprinting" technology, which could potentially revolutionize regenerative medicine, oncology, and drug discovery. With the realization of fully developed mini-tissues on the 384-pillar plate, the pharmaceutical, cosmetics, and chemical industries will be able to generate highly predictive toxicity, efficacy, and pharmacokinetic information needed to determine whether to advance therapeutic and other new product candidates from early stage development to later stage evaluation.

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.

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 on earth at Cleveland State University are being compared with those processed under similar conditions on the International Space Station in convection-free environment. This is a joint NASA-ESA research project partnering researchers from Cleveland State University and the University of Arizona.

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.

Acquisition of an Integrated Atomic Force Microscope/Inverted Optical Microscope for Interdisciplinary Research at Cleveland State University: CSU researchers were funded a Major Research Instrumentation grant from 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. It is anticipated that 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.

Civil and Environmental Engineering

Evaluation of Safety Practices for Short Duration Work Zones: This research project has been conducted in 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.

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 the US DOD, is to develop and test a methodology to periodically assess and optimize remediation systems and monitoring of the US DOD'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 considering new data from monitoring; to assess the probability of the current operations to meet cleanup objectives; and to reoptimize system operation and monitoring variables to minimize expected life cycle cost taking into consideration performance and cost uncertainty.

Evaluation of High Performance Pavement and Bridge Deck Wearing Surface Repair Materials: 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.

Electrical Engineering and Computer Science

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.

Transactive Uncertainty and Flexibility for High-Penetration of Semi-dispatchable Renewable in Electricity Market: This project, funded by the National Science Foundation, will develop theoretically sound, yet practical, model and scheduling tool to potentially address the fundamental challenge of uncertainty management in renewable energy integration. The increasing penetration of renewables, such as solar and wind generation, is challenging traditional power system operations and electricity market mechanisms. Due to their intrinsic intermittency and variability, renewables lead to increased uncertainty in the power grid. The aim of the project is to integrate renewables optimally, cost-effectively, and environment-friendly.

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. We investigate approaches for mobile authentication in this project. 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.

Computer Science for All Students in the Cleveland Metropolitan School District: The central goal of this project, which is funded by the Cleveland Foundation, is to create a robust foundation for the implementation of a CSforAll program in Cleveland Schools. The key priority outcomes that will be generated by this project are: (1) The establishment of computer science as a viable and supported subject offering for high school students in the Cleveland Metropolitan School District. (2) The creation of a corps of teachers in the district who can serve as a resource base for the district as CSforAll is implemented at full scale. (3) The development of a set of "adoption guides" for principals and administrators that clearly outline various issues that arise when implementing CS for All in schools, and document best practices, including course coding, teacher credentialing, scheduling, advising, etc. (4) The creation of a replicable model for CSforAll implementation, in diverse and high-needs school districts, with equity as a primary design consideration.

A Privacy-Aware Compliance Tracking System with Realtime Feedback: A significant fraction of workplace injuries are the result of workers not following best practices. The technology we developed is based on a novel computer-vision-based system that aims to increase the workers' compliance to best practices. The system is designed to track the activities of consented workers using the depth sensors, alert them discreetly on detection of noncompliant activities, and produce cumulative reports on their performance. Hence, the system provides a valuable set of services for both workers and administrators toward a healthier and more productive workplace. In this project, funded by the NSF-based I-Corps program, we are tasked to develop a set of value propositions for our technology, validate our hypothesis, and come up with a business plan. These will be accomplished via entrepreneurship training and via interviewing 100 potential customers.

Computing in Secondary Schools - Engaging Teachers in Computing Education for the Next-Generation Workforce: Computer Science is a subject area that all 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 what is necessary. The Computing in Secondary Schools program, funded by 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.

The Game Changer: A New Model for Password Security: The motivation for this EAGER NSF project is the fact that existing password security 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.

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 would also enable research on complex topics that require multidisciplinary approaches.

| | Mechanical Engineering | **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 (ultraconductivity) 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. |

Design and Manufacturing of Plasma Cutting Equipment and Consumables: This project, funded by Lincoln Electric, focuses on developing new materials for plasma cutting torch via the spark plasma sintering (SPS) process. SPS has many advantages over conventional powder metallurgy methods, including the ease of operation, high reproducibility, accurate control of sintering energy, as well as high sintering speed, safety, and reliability. In SPS, a local high-temperature state is generated when spark discharges in a gap or at the contact point between the particles of powder causing the evaporation and melting on the surface of the powder particles to help obtain fully dense nanocomposites. Temperature is the main governing parameter for controlling microstructural features, which are responsible for controlling the mechanical properties of metals.

Engineering and Computing in Rehabilitation and Assistive Technology: The overall objective of this project, funded by the National Science Foundation, is to create an immersive experience in rehabilitation research that will help motivate and prepare a diverse group of students to pursue careers in rehabilitation engineering and assistive technology. This overall objective can be broken down into the following, measurable objectives: (1) immerse a diverse group of undergraduate engineering and computer science students in the challenges of developing technology to restore daily function to people who have limited ability to move their arms and legs; (2) motivate students to pursue future opportunities in rehabilitation and assistive technology; and (3) empower students to succeed in careers in rehabilitation and assistive technology.

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.

Hot Extrusion of Ultraconductive Nanocomposite Copper: The project seeks to extend the ultraconductivity results achieved in patented (US Patent 8,347,944) work from the millimeter scale to longer ultraconductive wire on the meter-Kilometer scale. The project also aims to prefect the manufacturing process that will be used to mass produce the ultraconductive copper wire.

Campressor: The NSF-based Ohio I-Corp program provided mechanical engineering students with an entrepreneurial grant to develop a business around a capstone senior design project. Students have established a company to develop and commercialize an innovative air compressor unit that does not have a storage tank; the device is intended to have house-hold and industrial use. I-Corp provides training opportunities for the grantees, including introduction of the grant recipients to industrial mentors, fund-raising opportunities, and market studies.

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.

College	Department	Project Description

Liberal Arts and Social Sciences

In AY 2016-2017 CLASS faculty published or sent to press 23 books and 41 book chapters. Departments represented include Art; Communication; Criminology, Anthropology, and Sociology; Social Work; Communication; English; History; Music; Political Science; and World Languages, Literatures, and Cultures. CLASS faculty also published 83 journal articles; gave 173 presentations at conferences, meetings, and symposia; and gave 15 poster presentations. CLASS faculty from the Art Department gave 66 creative performances and produced 51 creative works. New and continuing research/creative work was funded by 36 grants, including those from the NIH, Cyrus Eaton Foundation, US Office of Personnel Management, Nord Family Foundation, Ohio Arts Council, Ohio History Connection, Case Western Reserve University, Bellefaire, Cleveland Foundation, George Gund Foundation, and Veterans Administration. CLASS faculty were awarded 11 Faculty Scholarship Initiative grants, 1 Multi-College Interdisciplinary Research Program grant, and 3 Undergraduate Summer Research Awards.

School of Nursing — Nursing

Geriatric Work Force Enhancement Program: Funding for three years from the Health Resources & Services Administration (HRSA) has established a multi-site education initiative aimed at teaching health professions students to work on 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 teamwork and its application to the management of patient health care.

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 (CSU School of Social Work, Sisters of Charity Foundation, St. Vincent Charity Medical Center, Care Source, Care Alliance, MetroHealth 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.

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 on 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.

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 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 this project is to bring AHEC to the Cleveland area and surrounding counties.

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.

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.

Critical Thinking Cards as a Strategy to Improve Critical Thinking in Nursing Students: This project is in collaboration with Wright State University. The current trends in healthcare require nurses to be knowledgeable and prepared to care for patients at all levels of acuity. Nursing faculty must be creative to be able to bridge the gap between classroom content and clinical practice. Students must be able to connect theory to practice when thinking through problems and caring for patients. The use of critical thinking cards during clinical practice is one answer to help students transfer and apply the knowledge learned in the

College	Department	Project Description

classroom to the clinical arena.

Stress and Animal Therapy in College Students: This study examines the effect of play with canines on stress levels in college students during midterm and final examination periods using cortisol levels and a self-assessment questionnaire.

Postpartum Skin-to-Skin Contact (SSC) to Reduce Neonatal Abstinence Syndrome Severity: Each year 800,000 newborns are prenatally exposed to opioid drugs, and between 12% and 90% of opioid-exposed newborns will develop drug withdrawal symptoms, called neonatal abstinence syndrome. A new intervention to reduce neonatal abstinence syndrome severity using skin-to-skin, chest-to-chest contact between newborn and mother, is being studied to determine if skin-to-skin contact reduces withdrawal symptoms in infants experiencing opioid withdrawal.

Sciences and Health Professions — Center for Gene Regulation in Health and Disease (GRHD)

GRHD received a $1 million gift. The support, provided by an anonymous donor, will be used to fund graduate scholarships, post-doctoral fellowships, pilot and bridge research projects, and equipment needs. It will also assist in drawing additional private and public investment to further expand and strengthen the Center's research portfolio.

GRHD received a $100,000 gift from CSU alumni John and Patricia Thompson to support the creation of the John and Patricia Thompson GRHD Seminar Series.

Roman Kondratov was awarded a grant from the National Institute of Aging (NIH) in the total amount of $1,522,125 for his research on circadian clock system.

Valentin Boerner's group published a manuscript in the prestigious journal *Science* entitled "Control of Meiotic Pairing and Recombination by Chromosomally Tethered 26S Proteosome."

Anton A. Komar's and his colleagues' recent Molecular Cell paper entitled "Synonymous Codons Direct Cotranslational Folding Toward Different Protein Conformations" has been recommended by the Faculty of 1000 as being of special significance.

Bibo Li was awarded a grant by the the National Institute of Allergy and Infectious Diseases (NIH) of $2,182,500 for her research on antigenic variation/variant surface glycoprotein (VSG) switching in *Trypanosoma brucei*. She also was awarded $295,000 in funding from NSF as part of a collaboration with Carnegie Mellon University to investigate telomerase regulation in deep branching eukaryotes.

Barsanjit Mazumder was awarded a grant from the National Heart, Lung, and Blood Institute (NIH) in the amount of $1.45 million for his research on translational control of inflammation.

Aaron Severson was awarded a grant from the National Institutes of Health AREA (R15) grant in the amount of $349,200 for his research on meiosis in model organism *Caenorhabditis elegans.*

Anton A. Komar received CSU's Dr. Jennie S. Hwang Award for Faculty Excellence and a Distinguished Faculty Award for Research.

DAPCEL, Inc. donated $15,000 to support research at the Center for Gene Regulation in Health and Disease (GRHD)..

Andrew Resnick is Co-Investigator on an NIH award titled 'Salt-Sensitive Hypertension: Role of Renal superoxide' and recently published the following in peer-reviewed journals: Resnick, A. "HIF stabilization weakens primary cilia" *PLoS ONE*, and Nag, S. and Resnick, A. "Biophysics and Biofluiddynamics of Primary Cilia" (INVITED REVIEW); American *Journal of Physiology - Renal Physiology*.

Anthony Berdis continues his research toward developing better treatments and diagnostics tests against cancer. His group published manuscripts in the prestigious journals *Oncotarget* and the *Journal of Molecular Biology* exploring the roles of DNA polymerases in generating drug resistance to chemotherapy.

Aimin Zhou co-authored a paper published in the very prestigious journal *Cell*. The paper explains the origin of transmembrane and coiled-coil domains 1 (TMCO1) defect syndrome, which commonly leads to distinctive craniofacial dysmorphism, skeletal anomalies, mental retardation, ataxia, and many other symptoms.

Mathematics

John Holcomb, Debbie Jackson, Stephen Duffy, Andy Resnick, Jenna Van Sickle, Susan Carver, and Elaine Barnes continue the work of $1 million in funding from the National Science Foundation to conduct Operation STEM, an initiative to help students who begin mathematics classes at the pre-calculus and calculus levels complete their mathematics requirements to obtain a STEM degree.

Greg Lupton and John Oprea, together with Michael Farber and Mark Grant, were hosted at the

Oberwolfach Mathematics Research Institute in Germany to conduct research on "Topological Complexity of Aspherical Spaces" for two weeks, as part of the institute's *Research in Pairs* program.

Barb Margolius is PI in over $1.5 million in funding from the Ohio Department of Higher Education for scholarships for STEM students at CSU through 2019.

Daniel Munther and Shawn Ryan received a $10,000 grant from the Public Health Agency of Canada through York University to study "Mechanisms of Bacterial Contamination in Poultry Chill Tanks". This supported CSU graduate student Zach McCarthy and has resulted in two recently published articles.

Daniel Munther, Partha Srinivasan, and Shawn Ryan co-organized the 2017 *Northeast Ohio Applied Math Forum* on April 6, 2017, bringing together 30 researchers from CSU, CWRU, Kent State, U. Akron, YSU, John Carroll. and the Cleveland Clinic to discusses recent breakthroughs and outline future collaborations in applied mathematics research.

Partha Srinivasan, Daniel Munther, and Chandra Kothapalli received a $258,000 research grant from the U.S. Department of Agriculture National Institute of Food and Agriculture to mathematically model pathogen cross-contamination and chlorine dynamics in fresh produce wash cycles.

Carol Phillips-Bey is PI on an NSF grant and local foundation support for MathCorps for over $200,000 per year. This program is designed as providing a math camp experience for local students in 7th and 8th grades to receive mathematics enrichment in a fun and affirming environment.

Jenna Van Sickle continues the work of a $693,000 grant from the Ohio Department of Higher Education to develop a program (*College Credit Plus Teacher Credentialing*) to enable high school teachers to teach college-level courses.

Yuping Wu is a co-PI on a $3.1 million NIH grant with the Cleveland Clinic titled "Diet, Gut Microbiota, and Heart Failure". The goal is to test the hypothesis that gut microbes, via metabolism of specific dietary nutrients, participate in the development of heart failure. She also received the College of Sciences and Health Professions 2017 Outstanding Research Award.

Ivan Soprunov published three papers in international mathematics journals on toric codes and the Bezout inequality.

	Physics	**Kiril A. Streletzky (PI) and Jessica Bickel (Co-PI)** have been funded by the National Science Foundation (NSF) to establish a Research Experiences for Undergraduates (REU) Site at CSU. The project, titled "Synthesis, Assembly and Characterization of Soft Matter Systems," received $312,303 in funding over three years.

Kiril Streletzky co-authored a paper with CSU physics alum, Krista Freeman, her PhD advisor, and others: "Portal Stability Controls Dynamics of DNA Ejection from Phage" in *The Journal of Physical Chemistry B*.

Jacqueline Vitali co-authored a paper titled, "Structural and enzymatic studies of pyrimidine biosynthesis" and "Characterization of the Dihydroorotase from Methanococcus jannaschii" in *The Protein Journal*.

Miron Kaufman and Petru Fodor co-authored the paper "Erosion in Extruder Flow: a Numerical and Analytical Study," to appear in AIP Conference Proceedings.

Miron Kaufman and Sandra Kaufman co-authored the paper, "H. T. Diep Scenarios of social conflict dynamics on duplex networks" to appear in *The Journal for Policy and Complex Systems.*

Miron Kaufman and Sandra Kaufman co-authored the paper "Dynamics of two-group conflicts: A statistical physics model," in *Physica A.*

Jearl Walker continues to rewrite his number one best-selling textbook *Fundamentals of Physics* to make it an online, digital, interactive book.

	Chemistry (Except GRHD Faculty)	**Valentin Gogonea** and colleagues published an article about lysine oxidation to 2-aminoadipic acid (2-AAA), a posttranslational modification that is elevated in subjects at risk for diabetes. They reported that protein bound 2-AAA and lysine nitrile (LysCN) are both formed by hypochlorous acid and the MPO/H2O2/Cl- system of leukocytes.

Xue-Long Sun and his research group published seven papers in the past year, including a review paper on sialyltransferases as drug targets in *BBA Proteins and Proteomics*.

College	Department	Project Description
	Biological, Geological & Environmental Sciences (BGES) (except GRHD faculty)	**Fasong Yuang** was awarded a grant from The Ohio Sea Grant Program in the total amount of $119, 856 for his research project "Anthropogenic Phosphorus Storage, Bioavailability, and Cycling in the Maumee Bay and Western Lake Erie".
	Psychology	**Amir Poreh** and former students published an article *Archives of Assessment Psychology* on the construct validity of a memory test; and the Journal of Applied Neuropsychology on norms for the Rey Auditory Verbal Learning Embedded Performance Validity Indicator.
		Albert F. Smith and colleagues published articles in the *British Journal of Nutrition, Journal of the Academy of Nutrition and Dietetics, Journal of Hunger and Environmental Nutrition, and Appetite* on the topic of accuracy of memory of dietary intake.
		Conor McLennan was invited to present a paper on spoken word recognition at the June 2017 Workshop on Conversational Speech and Lexical Representations at Radboud University in the Netherlands, he (with recent Ph.D. graduate Sara Incera and colleagues) published papers in *Aging, Neuropsychology, and Cognition* on bilingualism, age, and cognitive functioning and *Acta Psychologica* on perceptions of foreign accents. He also published a paper with a former student and colleagues in the *International Journal of Human-Computer Studies* on a new approach to computer password security.
		Katherine Judge was a Distinguished Scholar for the Nethersole School of Nursing at the Chinese University of Hong Kong where she presented several research colloquia from her program of research from Project ANSWERS and Partners in Dementia Care; she received funding from the American Psychological Association Division 20 to develop a set of educational resource that reviewed and examined key research theories, methodology, and findings using the Lifespan Developmental Approach in the field of Adult Development and Aging, 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 million), and she was featured in Crain's Cleveland Business magazine for conducting one of five "research projects to watch".
		Boaz Kahana co-authored papers published in: *The Gerontologist* on age bias and discrimination in academia; *Gerontology* on a new measure of perceived success in aging; a book chapter on resourcefulness and problems among LGBT older adults; and the *Journal of Gerontology & Geriatric Research* on the coping strategies of elderly cancer survivors.
		Michael Horvath, with a former student and emeritus professor Brian Blake, had an article accepted for publication in *Internet Research* on how best to measure perceptions of vendors' websites.
	School of Health Sciences	**Debbie Espy, Cole Galloway (Go Baby Go Primary Investigator from University of Delaware), Ann Reinthal, Andrina Sabet (Go Baby Go Project Manager), and Madalynn Wendland** made an educational presentation on their work on *Harnessed Mobility: A New Paradigm to Expand Participation Across the Lifespan* at the American Physical Therapy Association Combined Sections Meeting in February 2017.
		Don Allensworth-Davies was a co-author on a paper on perceived discrimination, racial identity, and health behaviors among black primary-care patients who use drugs, published in the *Journal of Ethnicity in Substance Abuse.*
		Sue Bazyk presented widely during 2016-2017 on her work on occupational therapy's distinct value in mental health promotion, prevention and intervention.
		Kelle DeBoth published a systematic review of autism subtypes in *Research on Autism Spectrum Disorders* in 2017 and presented on autism-related topics at the American Occupational Therapy Association national conference in April 2017.
		Jodi DeMarco presented papers on health coaching programs in traditional professional preparation programs and career pathways for health promotion students as part of the new health care team at the Society for Public Health Education National Conference in March 2017.
		Beth Domholdt secured $50,000 in funding from the University of Delaware to continue with the Go Baby Go project being implemented by project manager Andrina Sabet. The project, under the direction of Cole Galloway of the University of Delaware, has brought a total of $332,000 to Cleveland State University since 2014.
		Beth Ekelman was the primary author of a paper on the participation and meaning in a wellness program for

men with spinal cord injury that was published in the *Occupational Therapy Journal* of Research in 2017 and presented on the experiences and meaning of participating in the co-occupation of peer mentoring at the Society for the Study of Occupation: USA and Canadian Joint Conference in September 2016.

Debbie Espy and Ann Reinthal were co-authors of a presentation on proactive and reactive adaptations during locomotor-balance control at the American Congress of Rehabilitation Medicine ACRM Annual Conference, Progress in Rehabilitation Research (PIRR) in November 2016 as well as a presentation on a taxonomy for prescribing balance intervention programs at the Combined Sections Meeting of the American Physical Therapy Association in February 2017. In addition, their paper on the relationship of intensity of balance task intensity to physical exertion has been accepted for publication by the *Journal of Novel Physiotherapies.*

Debbie Espy, Ann Reinthal, Beth Ekelman and Glenn Goodman, along with engineering colleague Wenbing Zhao and nursing colleague Joan Niederriter, published a paper on privacy-aware human motion tracking with realtime haptic feedback in the *Proceedings of the 4th IEEE International Conference on Mobile Services* in 2016. This work stems from the $250,000 project funded by the Ohio Bureau of Workers' Compensation on Safe Patient Handling among State Tested Nurse Aides in Nursing Homes.

Suzanne Giuffre published a revision of a chapter on pediatric physical therapy in the 20th edition of O'Sullivan and Siegelman's *TherapyEd's National Physical Therapy Examination Review and Study Guide.*

Monica Gordon Pershey presented on helping elementary school learners with language-based learning disabilities develop written language and on a clinician's guide to assess the negative effects of medications on swallowing at the American Speech-Language-Hearing Association Annual Convention in November 2016 and on communicative behaviors of sibling dyads with a child with autism and a typically developing child at the International Clinical Phonetics and Linguistics Association Conference in June 2016.

Jane Keehan and Karen McIntye presented on an innovative educational collaboration between the Cleveland State University DPT Program and the Cleveland Museum of Art at the American Physical Therapy Association Combined Sections Meeting in February 2017.

Karen Keptner has had a paper on long-term follow-up of an occupation-based group addressing occupational performance and satisfaction in transitioning young adults accepted for publication in *Occupational Therapy in Mental Health* in 2017.

College	Department	Project Description
Maxine Goodman Levin College of Urban Affairs	Center for Leadership Development	**The Leadership Academy** ran its 26th class this year and graduated 27 participants in May 2017. The Leadership Academy is a nine-month professional development program that brings together policy makers, elected officials, senior administrators, and community leaders to analyze, design and collaborate on contemporary urban issues.
		The Ladders to Success Federal Transit Authority Grant is in its final grant year. The Center for Leadership Development worked with The Federal Transit Authority, in partnership with the Greater Cleveland Regional Transit Authority (GCRTA), 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.
	Center for Emergency Preparedness	The Center for Emergency Preparedness annually receives grant funding from the **Public Utilities Commission of Ohio (PUCO)** to deliver hazardous materials (hazmat) classes at no charge to first responders in Ohio. The Center also provides quality hazmat, homeland security and business continuity education training, taught by professionals utilizing industry standards and best practices.
	Center for Economic Development	**Analysis of Supply Chain Opportunities for Fuel Cell Buses Using Industrial Classifications:** The Center investigated possible niche-market growth for the fuel cell market in the transit bus industry. The study created a catalog using the North American Industrial Code System (NAICS) to provide suppliers and bus manufacturers a list of NAICS categories of fuel cell developers that manufacture components, or may do so in the future, to determine the concentration of suppliers and relative costs.
		NASA Glenn Research Center: An Economic Impact Study Fiscal Year 2016. This study is an annual update of the economic impact NASA Glenn is making on the regional economy. The study used an input-output (I-O) model to estimate the effect of NASA Glenn's FY 2016 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. It shows NASA Glenn's operations create a significant input into the regional economy by bringing federal dollars into the Ohio economy and employing highly-skilled and well-paid labor in the region.

College	Department	Project Description

Midstream Challenges and Downstream Opportunities in the Tri-State Region: This study analyzed the best strategies and challenges associated with the development of a petrochemical industry within the Tri-State region – Ohio, Pennsylvania, and West Virginia. The study found that the target area will likely see growth in wet gas production over the next five years, and will realize a competitive advantage due to its existing infrastructure and a highly-skilled labor force.

JobsOhio: Economic Impact of Potential Expansions and Relocations. The Center partnered with JobsOhio, a private, nonprofit economic development organization, to assess the potential economic impact of companies looking to expand or relocate in Ohio. The 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.

Economic Development Administration (EDA): University Center. As an EDA University Center, the Center focuses on providing technical assistance to local and state public and nonprofit agencies, assisting in the entrepreneurship, innovation ecology and advanced manufacturing, economic inclusion initiatives and providing data and advisory assistance to governments and nonprofit organizations within Northeast Ohio and Ohio.

Measuring Entrepreneurial Ecosystems: The Center, in partnership with JumpStart Inc., conducted research for the Ewing Marion Kauffman Foundation to quantitatively and qualitatively explore the indicators of entrepreneurial ecosystems. This study, with support from the Ewing Marion Kauffman Foundation, focuses on two major questions: 1) what are the indicators of an entrepreneurial ecosystem, and which of these indicators best reflect the ecosystem's vibrancy and 2) what indicators of entrepreneurial ecosystems are most valuable for entrepreneurs?

2015 Economic Impact of Companies Funded and/or Assisted by the Northeast Ohio Entrepreneurial Signature Program: 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 2016. Companies included in this report have received significant technical assistance and often direct investment funding from entrepreneurial support organizations in the Entrepreneurial Signature Program.

Housing Impact of Shale Development in Eastern Ohio: The Center, in partnership with the Center for Community Planning and Development, prepared three reports monitoring the Utica shale industry and its effect on the housing market in eight counties in Ohio (Belmont, Carroll, Columbiana, Guernsey, Harrison, Jefferson, Monroe, and Noble). The study, commissioned by the Ohio Housing Finance Agency (OHFA), aims to illustrate trends of the housing market, including affordable housing, in relation to the oil and gas shale development industry and possible influx of the transient workers. The study published three reports and three data dashboards.

Staging Cleveland: A Theater Industry Study: This study analyzes the economic impact of the theater industry within Cuyahoga County as well as providing a descriptive analysis of businesses and occupations associated with the industry, and the geographic locations of theaters within the county. The study finds that the theater sector is invaluable to the county's overall economy due to its intrinsic participation within the artistic community along with other industries in the region. Challenges to this industry were qualitatively evaluated and presented.

Defining Place Image: This study evaluates defining a place's image through its brand, visual image, reputation, sense of place, and identity. The study concludes that place image is a significant factor in terms of investment, site selection, and tourism.

Cleveland Development Advisors: Analysis of the New Market Tax Credits. The Center prepared several reports for the Cleveland Development Advisors detailing the economic impact of New Markets Tax Credit (NMTC) projects and demographics of census tracts of NMTC projects.

Cleveland Foundation: Evaluation of the Greater University Circle Community Wealth Building Initiative. The evaluation of the Greater University Circle assesses 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.

Center for Population Dynamics — The Center had numerous grants and projects this year with the **City of Cleveland** on a market analysis for Mayor Frank Jackson's Neighborhood Transformation Initiative; also with Bioenterprise and Health Tech Corridor on development of a regional economic strategy focused on the growth of Cleveland's life science and health sectors; with the Cleveland Foundation on "The Pulse," which monitors Cleveland's economic restructuring; and ongoing programmatic initiatives and analysis for Cleveland's community leaders.

Center for Community Planning and Development — The Center for Community Planning and Development continues work with **The Cleveland Foundation** on 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 were in residence yearlong and in paid Fellowship

placements through September 2016 with six public sector organizations in Greater Cleveland.

Economic Inclusion Program and Initiative of Greater University Circle works closely with the Cleveland Foundation, City of Cleveland, and anchor partners Cleveland Clinic, University Hospitals, and Case Western Reserve University to connect the economic strength of the anchors to the community through projects focused on hiring, procurement, and community engagement and housing. As the qualitative data and evaluation partner, CSU's Levin College provides an annual evaluation and has tracked metrics of the key project elements above and published a summary of the work in collaboration with the Democracy Collaborative (see *Cleveland's Greater University Circle Initiative: An Anchor Based Strategy for Change*; Wright, Hexter and Downer, 2016)

The **Center**, working with Norman Krumholz, presented a **symposium** on Equity Planning that resulted in a book to be published by Cornell University Press.

The **Center** also coordinates College **Forums** during the year. This past year, Levin has collaborated with Organize Ohio for Ohio Fair Lending Forums; City Club commemorating Hough Riots; Cleveland Restoration Society for Cleveland's Suburb in the City: The Development and Growth of Lee Harvard; and Center for Ecological Culture, Inc. for Vital Neighborhoods-Local Money/Local Finance Public Forum.

The **Unger Program** serves to foster economic and community development through independent research, civic education, and engagement.

The **Community Planning Program** completed a housing study for the City of Oberlin, a retail analysis for Slavic Village; and an impact study for Westown CDC.

	Center for Nonprofit Policy & Practice	The Center has led a set of projects funded by the **Nonprofit Academic Centers Council (NACC)**, including board leadership and development and service as host institution for national member organization of Universities. Projects include program development involving accreditation processes for nonprofit academic program pedagogy, and building the field as an autonomous body of research, education and service. The Center obtained two other grants this year working with Aerozone Alliance and the Cleveland-Marshall College of Law Alumni Association. The Center also held an Author's Conference jointly with the National Center on Nonprofit Enterprise (NCNE) titled "Wise Decision-Making in Uncertain Times." The Center is in year two of a grant from the Mott Foundation to achieve open access status for the journal *Nonprofit Policy Forum*. Dr. Stuart Mendel researched and co-authored a book titled *"Partnerships the Nonprofit Way: What Works, What Doesn't."*
	Energy Policy Center	The **Center** performed an Electricity Competition Study commissioned by the **Northeast Ohio Public Energy Council**. The Center also published its first Ohio Shale Investment Dashboard which was commissioned by JobsOhio. Finally, the Center was awarded a $200,000 grant for Microgrid Planning. The study is driven by renewable power and smart grid technology and how these grids might be built and to assign a value identifiable to economic development stimulus.
	Norther Ohio Data Information Service (NODIS) Center	The **Center** provides analysis and reports on city-wide housing indicators, vacant properties, residential abatements, and American Community Survey (ACS) data for local census geographies. It also provides large format maps of Ohio General Assembly districts to the University for distribution to the legislators. The Center also teaches introductory workshops for a GIS course.
	Ohio Center for the Advancement of Women in Public Service	The **Center** continues to provide a Co-op Internship Program along with mentoring opportunities for students and has received $150,000 in the past two years from the Ohio Board of Regents (OBOR).
	Urban Studies	**Dr. Sanda Kaufman** collaborated with two physicists, M. Kaufman and H. Diep (France), on a project examining social conflict dynamics through a network model. This model provides information a group can use to devise its strategy in response to the dynamics at work. This anticipatory approach supports decisions robust to contextual challenges, needed in planning and policy-making. This project has yielded three, peer-reviewed articles and several peer-reviewed conference presentations. The end-of-year editorial of the journal Nature (2016) recognized the anticipation approach is sensible given failures to correctly predict outcomes of some recent events: *"Physicists last month published such a mean-field model, which they say describes the dynamics of two-group conflicts on the basis of the interactions between group members, opponents and how willing people are to change their minds (Diep et al. 2017). The model's output shows whether each side in a political dispute will tend towards negotiation or conflict, and the often wild swings and oscillations in their attitudes towards each outcome along the way. It is not a tool of prediction, the physicist's caution, but rather one of anticipation for strategic purposes. That seems a sensible approach given recent events, which have shaken faith in predictions of all sorts."*

College	Department	Project Description

Dr. Meghan Rubado published a paper entitled "Preventing the Use of Deadly Force: The Relationship between Police Agency Policies and Rates of Officer-Involved Gun Deaths," with co-author Jay T. Jennings, in a special issue of *Public Administration Review* dedicated to the topic of policing and race. The article examined the incidence of officer-involved fatal shootings of civilians by police departments across the United States and found that agencies that require an officer to file a report when they point their gun at someone have systematically lower rates of these fatalities.

Dr. Meghan Rubado also published "Local Response to Water Crisis: Explaining Variation in Usage Restrictions during a Texas Drought," with co-author Megan Mullin, in *Urban Affairs Review*. The article used data on drought conditions, population demographics, and institutional features of water districts in Texas to examine why some districts imposed restrictions on their users during extreme drought, while others did not.

Professors **J. Rosie Tighe, Megan Hatch, and Joe Mead** published "Source of Income Discrimination and Fair Housing Policy" in the *Journal of Planning Literature.* The article discusses the housing choice voucher program, and the challenges to achieving its two primary goals: reducing concentrations of poverty and the social problems it causes; and providing poor households with greater access to higher-opportunity neighborhoods. One of the most prominent barriers to success is that, in most cities and states, local law allows landlords to discriminate against potential tenants on the grounds of their "source of income" (SOI). This article reviews the literature on discrimination of voucher recipients and the potential for SOI antidiscrimination laws to mitigate some of these negative outcomes.

Drs. Joanna Ganning and J. Rosie Tighe received funding from the National Institute for Transportation and Communities, a consortium funded by the U.S. Department of Transportation, for the project *What Do We Know About Location Affordability in U.S. Shrinking Cities.* The project sought to evaluate the Location Affordability Index (LAI), which estimates housing and transportation costs for various household types at the neighborhood level, including its methods and assumptions, and its applicability to shrinking cities like Cleveland. Dr. Joanna Ganning authored the first article to emerge from the project. The piece titled "It's Good but is it Right? An Under-the-Hood View of the Location Affordability Index" has been published as open access in *Housing Policy Debate.* The article finds that the LAI generally overestimates housing costs, but more in urban settings and more for renters. The cost estimates for transportation could not be replicated, suggesting the need for more reliable data on transit use and better availability of other data. Beyond this publication, the funded research also included a survey of approximately 500 households in neighborhoods in Cleveland. The survey reinforces the research from the first half of the project: the LAI over-estimates housing costs. The survey also reveals that the LAI over-estimates transportation costs. Despite facing lower-than-expected costs both in housing and transportation, however, households in our survey still face severe challenges with affordability.

Dr. Stephanie Ryberg-Webster published "Heritage Amid an Urban Crisis" in the journal *Cities*, in which she explores the role of preservation in neighborhood development within the context of urban shrinkage. Using the qualitative case study of Cleveland's Slavic Village, Dr. Ryberg-Webster finds that neighborhood leaders value heritage, yet historic fabric is in peril as traditional preservation regulations and incentives are insufficient given the scale of decline. Dr. Ryberg-Webster concludes the preservation profession needs to consider new, creative, and even radical approaches that respond to the challenges of urban shrinkage.

With **Dr. Kelly Kinahan,** former doctoral student at Levin, **Dr. Stephanie Ryberg-Webster** published "Historic Preservation in Declining City Neighborhoods" in the journal *Urban Studies*. This study explores the use of federal historic tax credits across neighborhoods in declining, "legacy" cities such as Cleveland. The research demonstrates that tax credit investments take place across all neighborhoods, including very low-income and highly distressed communities, countering arguments that there is no viable real estate market in this context.

Department Chair Dr. Wendy Kellogg published two articles this past year with co-authors. The first article, "The Economic Value of Tree Preservation in a Weak Land Development Market," appeared in the *Journal of Arboriculture & Urban Forestry* with co-authors Dr. Brian Mikelbank, Dr. Robert Laverne (former Levin doctoral student), and Kathryn Hexter, Center for Planning and Community Development, Levin College. The research investigated the value of preservation of tree canopy on sale prices of homes in six counties of northeast Ohio. The work was funded by the Ohio Lake Erie Commission and the Ohio Water Resources Council. A second article, "Network Structure and Adaptive Capacity in Watershed Governance," was published in the *Journal of Environmental Planning and Management* with co-author Dr. Aritree Samanta, a former doctoral student at the Levin College. The research investigated how changes to the structure of inter-organizational networks in the Chagrin River watershed facilitated adaptation in function to achieve improved capacity for watershed management. The work was partially funded by a Faculty Scholarship Initiative grant from the CSU Research Office.

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**

	Teaching		Service		Research	
Year	**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

SECTION 4

	Teaching		Service		Research	
Year	**Name**	**Department**	**Name**	**Department**	**Name**	**Department**
2012	Kathryn C. MacCluskie	CASAL	Ronald J. Abate	Teacher Education	Xue-Long Sun	Chemistry
			John J. Jeziorowski	Health Sciences	Christopher a. Maller	Social Work
2013	Peter S. Dunham	Anthropology	Ashutosh Dixit	Marketing	Siu-Tung Yau	Electrical & Computer Engineering
	Catherine H. Monaghan	CASAL	Kenneth E. Sparks	Health, Physical Education, Recreation, and Dance	Justin Clement Perry	CASAL
2014	Mekki Bayachou	Chemistry	Joanne Elizabeth Goodell	Teacher Education	Amin Zhou	Chemistry
	Jill E. Rudd	Communication	Michael J. Geither	English	Samantha Baskind	Art
2015	Holly A. Holsinger	Theater and Dance	Jorge E. Gatica	Chemical and Biomedical Engineering	Daniel Simon	Electrical and Computer Engineering
	Brian E. Harper	Curriculum and Foundations			Christopher L. Sagers	Law
2016	Michael Borden	Law	Cheryl Bracken	Communication	Anton Komar	Biology, Geology & Environmental Science
	Pong Chu	Electrical and Computer Engineering	Joan Thoman	Nursing	Katherine Judge	Psychology
2017	Petru Fodor	Physics	Debbie Jackson	Teacher Education	Bibo Li	Biology, Geology & Environmental Science
	Wenbing Zhao	Electrical Engineering & Computer Science	Frederick Karem	English	Zhiqiang Gao	Electrical Engineering & Computer Science

Source: CSU Provost's Office

Retention & Graduation

5

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 2011-2015 / Returned Fall 2012-2016**

	Fall 2011 Cohort			Fall 2012 Cohort			Fall 2013 Cohort			Fall 2014 Cohort			Fall 2015 Cohort		
	Fall 11 Newly Enrolled	Fall 12 Return	Ret. Rate	Fall 12 Newly Enrolled	Fall 13 Return	Ret. Rate	Fall 13 Newly Enrolled	Fall 14 Return	Ret. Rate	Fall 14 Newly Enrolled	Fall 15 Return	Ret. Rate	Fall 15 Newly Enrolled	Fall 16 Return	Ret. Rate
White	861	604	70%	973	697	72%	1,114	809	73%	1,018	752	74%	1,210	892	74%
F	465	315	68%	520	369	71%	613	434	71%	535	391	73%	639	478	75%
M	396	289	73%	453	328	72%	501	375	75%	483	361	75%	571	414	73%
Black/African American	266	123	46%	291	152	52%	301	174	58%	243	143	59%	265	150	57%
F	171	81	47%	199	104	52%	213	117	55%	149	87	58%	170	89	52%
M	95	42	44%	92	48	52%	88	57	65%	94	56	60%	95	61	64%
Hispanic/Latino	62	35	56%	91	55	60%	106	70	66%	95	57	60%	118	72	61%
F	34	20	59%	41	23	56%	59	40	68%	56	32	57%	72	42	58%
M	28	15	54%	50	32	64%	47	30	64%	39	25	64%	46	30	65%
Asian	28	20	71%	49	40	82%	48	42	88%	47	39	83%	59	55	93%
F	12	9	75%	22	17	77%	22	20	91%	21	18	86%	23	20	87%
M	16	11	69%	27	23	85%	26	22	85%	26	21	81%	36	35	97%
American Indian/Alaska Native	1	1	100%	5	2	40%	5	2	40%	2	2	100%	3	2	67%
F	-	-	0%	3	2	67%	3	1	33%	1	1	100%	1	1	100%
M	1	1	100%	2	-	0%	2	1	50%	1	1	100%	2	1	50%
Native Hawaiian or Other Pacific Island	-	-	-	2	2	100%	2	1	50%	2	1	50%	2	1	50%
F	-	-	-	2	2	100%	2	1	50%	1	-	0%	1	1	100%
M	-	-	-	-	-	-	-	-	0%	1	1	50%	1	-	0%
Non Resident Alien	23	22	96%	33	25	76%	62	57	92%	61	49	80%	71	54	76%
F	8	8	100%	8	7	88%	6	5	83%	15	12	80%	21	17	81%
M	15	14	93%	25	18	72%	56	52	93%	46	37	80%	50	37	74%
Two or more races	64	39	61%	65	39	60%	70	36	51%	73	46	63%	83	55	66%
F	38	21	55%	50	29	58%	43	21	49%	44	25	57%	53	37	70%
M	26	18	69%	15	10	67%	27	15	56%	29	21	72%	30	18	60%
Unknown	23	16	70%	22	17	77%	21	14	67%	21	15	71%	36	28	78%
F	14	9	64%	8	5	63%	10	6	60%	9	6	67%	16	12	75%
M	9	7	78%	14	12	86%	11	8	73%	12	9	75%	20	16	80%
Total Female & Male	1,328	860	65%	1,531	1,029	67%	1,729	1,205	70%	1,562	1,104	71%	1,847	1,309	71%
F	742	463	62%	853	558	65%	971	645	66%	831	572	69%	996	697	70%
M	586	397	68%	678	471	69%	758	560	74%	731	532	73%	851	612	72%

Table 5.2: **Fall to Fall Retention Rates for IPEDS Cohort (New Degree-Seeking, Full-Time) by College Enrolled Fall 2011-2015 / Returned Fall 2012-2016**

| | Fall 2011 Cohort | | | Fall 2012 Cohort | | | Fall 2013 Cohort | | | Fall 2014 Cohort | | | Fall 2015 Cohort | | |
| | Fall 11 | Fall 12 | | Fall 12 | Fall 13 | | Fall 13 | Fall 14 | | Fall 14 | Fall 15 | | Fall 15 | Fall 16 | |
	Enrolled	Return	Ret. Rate	Enrolled	Return	Ret. Rate	Enrolled	Return	Ret. Rate	Enrolled	Return	Ret. Rate	Enrolled	Return	Ret. Rate
Business	139	79	57%	185	118	64%	239	173	72%	227	170	75%	240	164	68%
CLASS	465	287	62%	448	289	65%	517	355	69%	431	306	71%	290	204	70%
Education	89	51	57%	69	43	62%	97	57	59%	55	38	69%	86	54	63%
Engineering	148	119	80%	203	162	80%	215	179	83%	223	170	76%	296	233	79%
Nursing	82	57	70%	116	80	69%	135	92	68%	121	79	65%	141	94	67%
Science	316	223	71%	393	283	72%	416	288	69%	357	256	72%	451	341	76%
Urban Affairs	13	9	69%	9	7	78%	8	5	63%	12	10	83%	8	7	88%
Undergraduate Studies	76	35	46%	108	47	44%	102	56	55%	136	75	55%	335	212	63%
TOTAL	**1,328**	**860**	**65%**	**1,531**	**1,029**	**67%**	**1,729**	**1,205**	**70%**	**1,562**	**1,104**	**71%**	**1,847**	**1,309**	**71%**

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

		Fall						
	Fall 2009 Cohort	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**
Attended	1,127	718	559	504	260	96	46	25
Graduated	-	-	3	22	249	401	447	463
% Graduated of Cohort	0%	0%	0%	2%	22%	36%	40%	41%
% Retained	100%	64%	50%	46%	30%	13%	7%	4%

Figure 5.3: **Fall 2009 IPEDS Cohort Attended, Graduated and Retained**
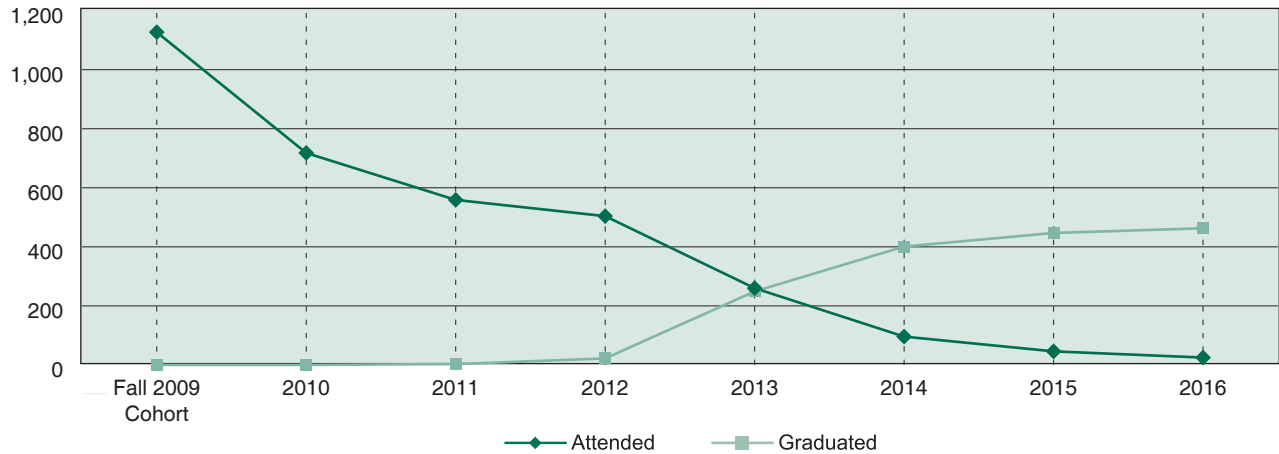
Table 5.4: **Attended, Graduated and Retained Fall to Fall Student Tracking (Transfer Cohort*)**

		Fall						
	Fall 2009 Cohort	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**
Attended	979	699	408	192	85	32	23	13
Graduated	-	52	231	410	501	549	563	570
% Graduated of Cohort	0%	5%	24%	42%	51%	56%	58%	58%
% Retained	100%	75%	55%	34%	18%	7%	6%	3%

Figure 5.4: **Fall 2009 Full-Time Transfer Cohort Attended & Graduated***
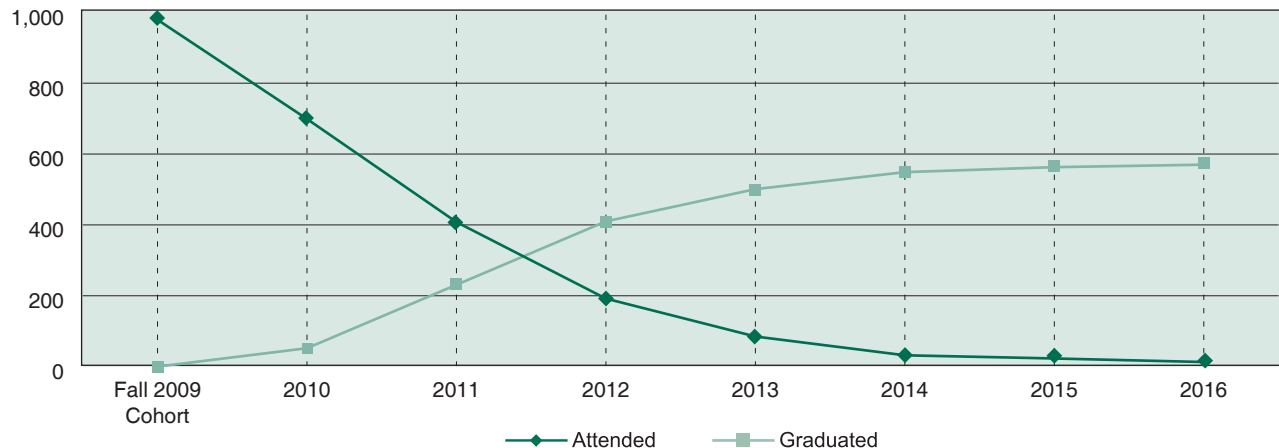
Notes: Cohorts are First-Time, Full-Time, Degree-Seeking Freshmen or Transfers students as of Fall Semester 2009 enrollment file. "Attended" or "Graduated" status is determined from the IR enrollment and graduation tables for each term listed. These charts measure the number of students who have graduated by the end of a given fall semester. Offical 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 2006	947								
Graduated		0	0	6	108	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	424
% Graduated		0%	0%	1%	15%	32%	39%	41%	42%
Fall 2009	1,127								
Graduated		0	2	10	181	361	437	459	
% Graduated		0%	0%	1%	16%	32%	39%	41%	
Fall 2010	1,148								
Graduated		0	5	25	237	416	470		
% Graduated		0%	0%	2%	21%	36%	41%		
Fall 2011	1,328								
Graduated		0	3	25	292	505			
% Graduated		0%	0%	2%	22%	38%			
Fall 2012	1,531								
Graduated		0	3	48	364				
% Graduated		0%	0%	3%	24%				
Fall 2013	1,729								
Graduated		0	4	54					
% Graduated		0%	0%	3%					
Fall 2014	1,562								
Graduated		0	9						
% Graduated		0%	1%						
Fall 2015	1,847								
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 2008 — Enrolled	**1,007**	884	665	606	529	482	453	349	240	141	89	59	36	28	21	17
% Still Enrolled		88%	66%	60%	53%	48%	45%	35%	24%	14%	9%	6%	4%	3%	2%	2%
Graduated				1	4	13	27	128	226	313	351	386	402	411	419	424
% Graduated				0%	0%	1%	3%	13%	22%	31%	35%	38%	40%	41%	42%	42%
Stopped Out		123	342	400	474	512	527	530	541	553	567	562	569	568	567	566
% Stopped Out		12%	34%	40%	47%	51%	52%	53%	54%	55%	56%	56%	57%	56%	56%	56%
Fall 2009 — Enrolled	**1,127**	969	718	630	559	524	504	355	260	147	96	62	46	31		
% Still Enrolled		86%	64%	56%	50%	46%	45%	31%	23%	13%	9%	6%	4%	3%		
Graduated				1	3	9	22	158	249	345	401	429	447	457		
% Graduated				0%	0%	1%	2%	14%	22%	31%	36%	38%	40%	41%		
Stopped Out		158	409	496	565	594	601	614	618	635	630	636	634	639		
% Stopped Out		14%	36%	44%	50%	53%	53%	54%	55%	56%	56%	56%	56%	57%		
Fall 2010 — Enrolled	**1,148**	991	757	681	619	582	525	347	224	124	91	63				
% Still Enrolled		86%	66%	59%	54%	51%	46%	30%	20%	11%	8%	5%				
Graduated				4	7	20	41	200	311	406	433	462				
% Graduated				0%	1%	2%	4%	17%	27%	35%	38%	40%				
Stopped Out		157	391	463	522	546	582	601	614	619	625	624				
% Stopped Out		14%	34%	40%	45%	48%	51%	52%	53%	54%	54%	54%				
Fall 2011 — Enrolled	**1,328**	1157	860	810	722	681	632	405	266	150						
% Still Enrolled		87%	65%	61%	54%	51%	48%	30%	20%	11%						
Graduated			1	2	6	22	49	268	377	489						
% Graduated			0%	0%	0%	2%	4%	20%	28%	37%						
Stopped Out		171	467	516	600	625	647	655	685	689						
% Stopped Out		13%	35%	39%	45%	47%	49%	49%	53%	52%						
Fall 2012 — Enrolled	**1,531**	1373	1029	927	823	759	704	432								
% Still Enrolled		90%	67%	61%	54%	50%	46%	28%								
Graduated			1	2	7	40	79	333								
% Graduated			0%	0%	0%	3%	5%	22%								
Stopped Out		158	502	602	701	732	748	766								
% Stopped Out		10%	33%	39%	46%	48%	49%	50%								
Fall 2013 — Enrolled	**1,729**	1557	1205	1062	968	888										
% Still Enrolled		90%	70%	61%	56%	51%										
Graduated			0	3	11	47										
% Graduated			0%	0%	1%	3%										
Stopped Out		172	524	664	750	794										
% Stopped Out		10%	30%	38%	43%	46%										
Fall 2014 — Enrolled	**1,562**	1380	1104	973												
% Still Enrolled		88%	71%	62%												
Graduated				9												
% Graduated				1%												
Stopped Out		182	458	580												
% Stopped Out		12%	29%	37%												
Fall 2015 — Enrolled	**1,847**	1655														
% Still Enrolled		90%														
Graduated		0														
% Graduated		0%														
Stopped Out		192														
% Stopped Out		10%														
Fall 2016 — Enrolled	**1,892**	1696														
% Still Enrolled		90%														
Graduated		0														
% Graduated		0%														
Stopped Out		196														
% Stopped Out		10%														

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 cohort 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**

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Percent Change	
Degree Level	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**1 Year**	**5 Year**
Bachelor's Degree	1,192	874	1,210	907	1,288	964	1,355	962	1,298	1,018	0%	12%
Master's Degree	830	633	798	628	806	550	838	622	814	612	-2%	-3%
Post-Master's Certificate	19	4	12	7	19	2	13	7	6	2	-60%	-65%
Doctoral-Research	13	22	24	20	22	16	34	25	31	23	-8%	54%
Doctoral-Professional	98	106	79	99	92	100	70	77	66	82	1%	-27%
Total	**2,152**	**1,639**	**2,123**	**1,661**	**2,227**	**1,632**	**2,310**	**1,693**	**2,215**	**1,737**	**-1%**	**4%**

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

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

		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Percent Change	
Degree Level	**Major**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**1 Year**	**5 Year**
Bachelor's Degree													
	Accounting	42	36	40	39	32	38	31	41	40	50	25%	15%
	Business Economics	3	8	2	8	3	10	1	5	-	4	-33%	-64%
	Computer and Information Science	2	8	3	18	2	16	5	20	1	23	-4%	140%
	Computer Science	-	1	-	7	1	3	-	2	-	5	150%	400%
	Finance	13	28	16	31	8	25	13	35	15	40	15%	34%
	General Business	47	59	57	54	54	47	60	54	36	48	-26%	-21%
	General Business - Mobile	-	-	-	-	1	1	6	7	7	9	23%	--
	Information Systems	8	27	7	18	2	21	4	19	7	22	26%	-17%
	International Business	20	20	13	13	10	5	7	9	8	10	13%	-55%
	Management & Labor Relations	23	18	24	7	16	13	16	8	18	9	13%	-34%
	Marketing	28	33	30	28	21	29	21	25	26	29	20%	-10%
	Operations & Supply Chain Management	4	13	7	25	11	26	19	23	18	25	2%	153%
Total		**190**	**251**	**199**	**248**	**161**	**234**	**183**	**248**	**176**	**274**	**4%**	**2%**

continued on next page

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

continued from previous page

Degree Level	Major	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
Master's Degree													
	Accelerated Business Administration	16	14	11	24	13	12	11	13	14	10	0%	-20%
	Accelerated Mobile MBA	-	-	2	6	8	11	8	9	9	15	41%	--
	Business Administration	95	147	99	150	111	111	96	132	79	118	-14%	-19%
	Computer and Information Science	8	18	6	18	10	12	12	9	-	-	-100%	-100%
	Executive Business Administration	6	12	8	15	4	12	9	14	7	10	-26%	-6%
	Financial Accounting and Audit	27	31	42	32	29	41	35	37	41	33	3%	28%
	Information Systems	-	-	-	-	-	-	-	-	-	2	--	--
	Labor Relations & Human Resources	12	10	21	8	26	9	26	4	9	3	-60%	-45%
	MBA-Health Care	10	9	8	2	8	2	10	7	4	6	-41%	-47%
	Tax Program	6	9	8	9	4	7	12	9	8	4	-43%	-20%
	Total	**180**	**250**	**205**	**264**	**213**	**217**	**219**	**234**	**171**	**201**	**-18%**	**-13%**
Doctoral-Research													
	Finance	1	-	-	1	-	1	1	-	1	-	0%	0%
	Information Systems	-	-	-	-	-	1	-	-	-	1	--	--
	Labor Relations and Human Resources	-	1	-	-	-	-	-	-	-	-	--	-100%
	Marketing	-	1	-	-	-	1	1	-	-	-	-100%	-100%
	Marketing-Global Business Specialization	-	-	-	-	1	-	-	2	-	-	-100%	--
	Operation Management & Business Statistics	-	1	-	-	-	1	2	2	-	-	-100%	-100%
	Total	**1**	**3**	**-**	**1**	**1**	**4**	**4**	**4**	**1**	**1**	**-75%**	**-50%**
Total Business													
	Bachelor's Degree	190	251	199	248	161	234	183	248	176	274	4%	2%
	Master's Degree	180	250	205	264	213	217	219	234	171	201	-18%	-13%
	Doctoral-Professional	1	3	-	1	1	4	4	4	1	1	-75%	-50%
	Total	**371**	**504**	**404**	**513**	**375**	**455**	**406**	**486**	**348**	**476**	**-8%**	**-6%**

Notes: Degrees/Certificates awarded summer through spring.

Includes Alternate Degrees

SECTION 5

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

Degree Level	Major	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
Bachelor's Degree													
	Anthropology	14	7	12	11	7	5	21	7	11	3	-50%	-33%
	Art	21	6	4	2	-	-	-	-	-	-	--	-100%
	Art Education	2	1	2	1	8	-	1	1	-	-	-100%	-100%
	Art History	-	-	-	-	4	1	1	2	5	2	133%	--
	Black Studies	-	1	-	-	1	-	-	-	1	2	--	200%
	Classical and Medieval Studies	-	1	-	-	-	3	1	2	1	2	0%	200%
	Communication	34	26	27	23	31	19	26	23	34	21	12%	-8%
	Communication Management	8	2	15	4	9	8	11	7	17	9	44%	160%
	Comparative Religion	3	-	4	5	6	4	-	-	3	3	--	100%
	Criminology	41	25	32	35	36	41	41	30	48	32	13%	21%
	Dramatic Arts & Theatre Arts	4	-	3	3	1	6	4	2	10	3	117%	225%
	Economics	6	4	3	6	2	11	2	12	1	14	7%	50%
	English	46	16	42	23	25	16	25	10	14	9	-34%	-63%
	English-Creative Writing Track	-	-	-	-	4	5	9	7	11	6	6%	--
	English-Secondary Lic Track	-	-	-	-	-	2	4	5	6	3	0%	--
	Film, TV and Interactive Media	12	20	7	26	10	21	13	18	14	23	19%	16%
	French	1	-	1	1	1	2	6	3	2	1	-67%	200%
	History	7	24	9	33	12	17	8	11	5	21	37%	-16%
	International Relations	5	11	7	14	21	11	10	8	6	4	-44%	-38%
	Journalism & Promotional Communication	27	25	32	15	28	25	37	18	20	8	-49%	-46%
	Liberal Studies	7	6	6	4	13	5	8	6	7	7	0%	8%
	Linguistics	5	2	7	1	2	1	3	1	2	3	25%	-29%
	Music	2	4	-	-	-	4	2	3	-	1	-80%	-83%
	Music Composition	-	-	1	-	-	3	-	-	-	3	--	--
	Music Education	2	1	5	1	4	2	-	3	4	2	100%	100%
	Music Performance	-	2	3	3	3	3	1	1	-	6	200%	200%
	Music Therapy	-	-	3	-	2	1	3	-	3	1	33%	--
	Philosophy	-	3	1	8	1	6	2	5	1	3	-43%	33%
	Philosophy - Ethics Track	-	-	-	-	-	1	-	1	-	-	-100%	--
	Political Science	23	17	17	17	11	22	12	19	16	27	39%	8%
	Social Science	2	-	2	-	1	1	1	-	-	1	0%	-50%
	Social Studies	1	7	3	9	2	11	2	4	2	4	0%	-25%
	Social Studies - Integrated SS	-	-	-	-	-	-	-	-	-	1	--	--
	Social Work	69	15	76	18	80	25	70	20	82	17	10%	18%

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

continued from previous page

Degree Level	Major	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
Bachelor's Degree continued													
	Sociology	46	24	31	27	41	27	54	15	32	15	-32%	-33%
	Spanish	8	3	7	8	16	2	14	3	9	3	-29%	9%
	Studio Art (Tracks Collapsed)	5	3	17	4	22	22	19	10	20	10	3%	275%
	Women's Studies	3	-	2	-	-	-	1	-	1	-	0%	-67%
Total		404	256	381	302	404	333	412	257	388	270	-2%	0%
Master's Degree													
	Communication Theory and Methodology	7	6	2	3	3	2	1	4	7	3	100%	-23%
	Economics	5	5	4	6	3	8	5	13	1	10	-39%	10%
	English	6	3	7	3	13	3	8	6	7	3	-29%	11%
	Global Interaction	6	9	9	7	5	6	8	6	3	3	-57%	-60%
	History	6	11	6	8	3	7	4	3	3	6	29%	-47%
	History - Museum Studies	-	-	-	-	-	-	2	1	2	1	0%	--
	Master of Arts in History - Art History	-	-	-	-	-	-	-	-	2	-	--	--
	Master of Fine Arts-Creative Writing	1	2	7	3	3	2	2	2	3	2	25%	67%
	Music	6	11	4	5	8	3	4	6	7	3	0%	-41%
	Philosophy	4	5	-	3	-	6	1	1	-	5	150%	-44%
	Social Work	52	13	62	16	74	15	87	13	75	18	-7%	43%
	Sociology	9	2	11	2	9	2	12	1	5	4	-31%	-18%
	Spanish	4	-	1	5	5	-	2	1	4	-	33%	0%
Total		106	67	113	61	126	54	136	57	119	58	-8%	2%
Total CLASS													
	Bachelor's Degree	404	256	381	302	404	333	412	257	388	270	-2%	0%
	Master's Degree	106	67	113	61	126	54	136	57	119	58	-8%	2%
Total		510	323	494	363	530	387	548	314	507	328	-3%	0%

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

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

Degree Level — Major	2011-2012 Female	2011-2012 Male	2012-2013 Female	2012-2013 Male	2013-2014 Female	2013-2014 Male	2014-2015 Female	2014-2015 Male	2015-2016 Female	2015-2016 Male	Percent Change 1 Year	Percent Change 5 Year
Bachelor's Degree												
Early Childhood Education	60	7	48	5	58	6	61	8	66	3	0%	3%
Exercise/Fitness Specialist	1	5	5	4	4	7	4	3	6	2	14%	33%
Middle Childhood Education	6	4	-	-	-	-	-	-	-	-	--	-100%
Middle Childhood Language Arts and Math	4	-	2	-	5	-	6	1	3	2	-29%	25%
Middle Childhood Language Arts and Science	1	-	3	-	2	-	1	-	2	-	100%	100%
Middle Childhood Language Arts and Soc. Studies	2	1	6	1	5	1	3	4	4	3	0%	133%
Middle Childhood Math and Science	3	3	6	4	9	5	5	7	7	3	-17%	67%
Middle Childhood Math and Social Studies	2	1	1	3	2	6	3	4	1	1	-71%	-33%
Middle Childhood Science and Social Studies	-	1	1	-	2	3	1	1	-	1	-50%	0%
Mild/Moderate Educational Need	24	4	24	5	22	7	21	4	23	8	24%	11%
Moderate/Intensive Educational Needs	13	-	16	1	12	1	7	3	8	1	-10%	-31%
Physical Education	1	6	1	4	3	1	2	2	2	4	50%	-14%
Sports Management	1	5	2	6	3	3	1	2	-	6	100%	0%
Total	**118**	**37**	**115**	**33**	**127**	**40**	**115**	**39**	**122**	**34**	**1%**	**1%**
Master's Degree												
Adult Learning and Development	45	6	38	10	30	4	38	11	18	6	-51%	-53%
Curriculum and Instruction Total	**187**	**51**	**141**	**51**	**137**	**43**	**142**	**45**	**146**	**33**	**-4%**	**-25%**
Curriculum and Instruction	187	51	141	51	-	-	-	-	-	-	--	-100%
C&I-Advanced/Applied Teaching	-	-	-	-	-	-	-	-	1	-	--	--
C&I-Chinese Language	-	-	-	-	6	1	4	1	9	1	100%	--
C&I-Early Child Interv Spec	-	-	-	-	10	1	7	4	9	3	9%	--
C&I-Early Childhood Educ	-	-	-	-	17	1	16	1	12	3	-12%	--
C&I-Education Research	-	-	-	-	1	2	1	2	1	-	-67%	--
C&I-Educational Technology	-	-	-	-	7	13	27	10	15	5	-46%	--
C&I-Elementary	-	-	-	-	-	-	1	-	1	-	--	--
C&I-Gifted&TalentedLearners	-	-	-	-	9	-	10	1	6	1	-36%	--
C&I-Literacy Development-TESOL	-	-	-	-	6	1	10	3	15	5	54%	--
C&I-Literacy Dev-Reading	-	-	-	-	19	3	14	-	29	2	121%	--
C&I-Mild / Moderate	-	-	-	-	37	8	30	14	26	6	-27%	--
C&I-Moderate / Intensive	-	-	-	-	16	4	14	2	12	1	-19%	--
C&I-School Health	-	-	-	-	-	2	-	1	-	-	-100%	--
C&I-Secondary-Art	-	-	-	-	-	1	1	-	-	-	-100%	--
C&I-Secondary-English	-	-	-	-	1	1	1	-	1	1	100%	--
C&I-Secondary-Math	-	-	-	-	-	-	1	-	3	-		--
C&I-Secondary-MUST-English	-	-	-	-	5	-	1	3	4	-	0%	--
C&I-Secondary-MUST-Math	-	-	-	-	-	-	-	1	-	1		--
C&I-Secondary-MUST-Modern Lang	-	-	-	-	1	-	2	-	-	-	-100%	--
C&I-Secondary-MUST-Science	-	-	-	-	-	1	-	2	1	2	50%	--
C&I-Secondary-MUST-Social Stud	-	-	-	-	-	4	2	-	-	1	-50%	--
C&I-Secondary-Science	-	-	-	-	2	-	-	-	-	-	--	--
C&I-Secondary-Social Studies	-	-	-	-	-	-	-	-	1	1	--	--

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

continued from previous page

Degree Level / Major	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Percent Change	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
Master's Degree continued												
Clinical Mental Health Cnsling	10	2	14	2	21	3	13	3	31	13	175%	267%
Community Health Education	6	1	2	-	5	-	9	3	5	-	-58%	-29%
Counselor Education	30	4	10	5	9	2	12	2	15	2	21%	-50%
Educational Administration	13	9	5	8	15	12	14	3	14	2	-6%	-27%
Education and Human Services	-	-	-	-	-	-	-	-	1	-	--	--
Exercise Science	9	4	11	4	13	13	18	9	13	7	-26%	54%
Master of Public Health	4	6	4	1	5	-	-	-	-	-	--	-100%
Organizational Leadership	9	3	3	4	1	1	-	-	-	-	--	-100%
Sports Management	5	10	4	4	3	8	3	10	3	5	-38%	-47%
Sports Management and Exercise Science	-	-	-	1	-	-	-	-	-	-	--	--
Supervision	2	-	-	-	-	1	1	-	-	-	-100%	-100%
Total	**320**	**96**	**232**	**99**	**238**	**87**	**250**	**86**	**246**	**68**	**-7%**	**-25%**
Post-Master's Certificate												
Ed Sp in Ad - Pupil Svcs Admin	-	-	-	-	1	-	-	1	-	-	-100%	--
Ed Sp in Ad - Superintendent	-	-	-	-	-	-	1	1	-	-	--	--
Ed Sp in Ad - Principal	-	-	-	-	2	-	2	1	-	-	-100%	--
Education Admin Specialist	9	1	4	3	1	-	1	-	-	-	-100%	-100%
Total	**9**	**1**	**4**	**3**	**4**	**-**	**4**	**3**	**-**	**-**	**-100%**	**-100%**
Doctoral-Research												
Urban Education: Administration	2	1	1	1	-	1	-	-	2	1	--	0%
Urban Education: Adult Continuing & Higher Ed	-	-	-	-	-	-	-	-	-	1	--	--
Urban Education: Counsel	-	-	-	-	1	1	1	-	-	-	-100%	--
Urban Education: Counseling Psychology	1	-	4	1	2	-	5	2	1	1	-71%	100%
Urban Education: Policy	1	-	2	-	1	-	2	-	3	1	100%	300%
Urban Education: Learning & Development	-	1	3	1	3	1	2	1	5	1	100%	500%
Urban Education: Leadership & Life-long Learning	1	1	5	-	1	1	2	1	3	-	0%	50%
Urban Education: Nursing Education	-	-	-	-	-	-	-	-	-	1	--	--
Total	**5**	**3**	**15**	**3**	**8**	**4**	**12**	**4**	**14**	**5**	**19%**	**138%**
Total College of Education and Human Services												
Bachelor's Degree	118	37	115	33	127	40	115	39	122	34	1%	1%
Master's Degree	320	96	232	99	238	87	250	86	246	68	-7%	-25%
Post-Master's Certificate	9	1	4	3	4	-	4	3	-	-	-100%	-100%
Doctoral-Research	5	3	15	3	8	4	12	4	14	5	19%	138%
Total	**452**	**137**	**366**	**138**	**377**	**131**	**381**	**132**	**382**	**107**	**-5%**	**-17%**

Notes: Degrees/Certificates awarded summer through spring.

Includes Alternate Degrees

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

Degree Level / Major	2011-2012 Female	2011-2012 Male	2012-2013 Female	2012-2013 Male	2013-2014 Female	2013-2014 Male	2014-2015 Female	2014-2015 Male	2015-2016 Female	2015-2016 Male	Percent Change 1 Year	Percent Change 5 Year
Bachelor's Degree												
Chemical Engineering	6	13	5	18	8	17	12	15	8	32	48%	111%
Civil Engineering	7	18	6	16	3	18	6	15	4	21	19%	0%
Computer Engineering	-	14	-	5	-	7	3	17	2	15	-15%	21%
Computer Science	-	-	-	-	-	-	-	-	-	3	--	--
Electrical Engineering	5	31	6	30	3	32	4	27	2	36	23%	6%
Electronic Engineering Technology	1	21	1	13	1	12	-	13	-	13	0%	-41%
Industrial Engineering	-	-	-	1	-	1	-	-	-	-	--	--
Mechanical Engineering	5	37	3	46	5	43	13	37	10	47	14%	36%
Mechanical Engineering Technology	1	16	-	9	2	12	1	12	1	32	154%	94%
Total	25	150	21	138	22	142	39	136	27	199	29%	29%
Master's Degree												
Biomedical Engineering	5	7	3	10	5	10	5	8	7	4	-15%	-8%
Chemical Engineering	5	8	2	4	2	5	4	8	2	7	-25%	-31%
Civil Engineering	3	11	2	9	6	11	6	19	1	21	-12%	57%
Computer and Information Science	-	-	-	-	-	-	-	-	13	15	--	--
Electrical Engineering	12	55	16	35	7	50	18	102	23	110	11%	99%
Engineering Mechanics	-	-	-	-	-	1	-	-	-	-	--	--
Environmental Engineering	1	-	-	-	-	-	1	1	-	-	-100%	-100%
Industrial Engineering	3	13	-	7	-	4	3	10	-	-	-100%	-100%
Mechanical Engineering	10	12	-	14	5	11	3	12	6	31	147%	68%
Software Engineering	1	4	1	15	3	11	8	8	2	8	-38%	100%
Total	40	110	24	94	28	103	48	168	54	196	16%	67%
Doctoral-Research												
Applied Biomedical Engineering	-	1	2	4	-	-	-	5	2	4	20%	500%
Chemical Engineering	-	1	-	-	-	-	-	-	-	-	--	-100%
Civil Engineering	-	-	-	-	-	2	-	-	-	-	--	--
Electrical Engineering	1	5	-	-	-	2	2	2	1	1	-50%	-67%
Mechanical Engineering	-	1	-	1	-	1	-	-	-	1	--	0%
Total	1	8	2	5	-	5	2	7	3	6	0%	0%
Total Engineering												
Bachelor's Degree	25	150	21	138	22	142	39	136	27	199	29%	29%
Master's Degree	40	110	24	94	28	103	48	168	54	196	16%	67%
Doctoral-Research	1	8	2	5	-	5	2	7	3	6	0%	0%
Total	66	268	47	237	50	250	89	311	84	401	21%	45%

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	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Percent Change	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
Bachelor's Degree												
Nursing, BSN (NUR, NURBCCC)	11	1	7	1	9	2	6	3	9	1	11%	-17%
Nursing, BSN - Accelerated	52	11	55	12	54	10	50	12	46	14	-3%	-5%
Nursing, BSN (LK) (NURLK)	2	-	1	-	1	-	-	-	-	-	--	-100%
Nursing, BSN/RN (NUB,NUBBCCC,NUBPB)	43	9	61	8	63	12	55	15	59	9	-3%	31%
Total	**108**	**21**	**124**	**21**	**127**	**24**	**111**	**30**	**114**	**24**	**-2%**	**7%**
Master's Degree												
NNursing (GNR)	13	-	5	1	19	1	12	-	13	1	17%	8%
Total	**13**	**-**	**5**	**1**	**19**	**1**	**12**	**-**	**13**	**1**	**17%**	**8%**
Total Nursing												
Bachelor's Degree	108	21	124	21	127	24	111	30	114	24	-2%	7%
Master's Degree	13	-	13	-	19	1	12	-	13	1	17%	8%
Total	**121**	**21**	**129**	**22**	**146**	**25**	**123**	**30**	**127**	**25**	**-1%**	**7%**

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	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Percent Change	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
Bachelor's Degree												
Biology	46	30	51	44	53	34	52	34	48	33	-6%	7%
Biology - Integrated Science	-	-	-	-	-	-	1	-	1	1	--	--
Biology-Medical Technology	10	2	10	1	5	2	8	5	10	7	31%	42%
Chemistry	3	11	10	8	6	10	11	10	13	7	-5%	43%
Chemistry - Integrated Science	-	-	-	-	-	-	-	-	-	1	--	--
Environmental Sciences	2	9	6	11	9	14	10	12	14	9	5%	109%
Geological Sciences	2	3	-	2	2	1	-	3	-	-	-100%	-100%
Health Science Podiatry	1	-	-	-	-	-	-	-	-	-	--	-100%
Health Science Pre-Occupational Therapy	26	7	23	7	25	7	33	2	35	3	9%	15%
Health Science Pre-Physical Therapy	17	13	16	11	16	18	19	19	23	20	13%	43%
Health Science Pre-Physician Assistant	14	2	17	6	17	6	19	13	19	9	-13%	75%
Health Sciences BS	47	20	57	18	92	32	98	46	110	35	1%	116%
Mathematics	9	13	3	12	9	19	9	17	10	17	4%	23%
Pharmaceutical Science	-	-	1	-	1	1	2	3	-	4	-20%	--
Pharmaceutical Sciences Adm. Track	-	-	1	-	-	-	-	2	1	1	0%	--
Physics	2	9	-	6	3	3	2	5	1	6	0%	-36%
Physics - Integrated Science	-	-	-	-	-	-	-	-	-	1	--	--
Psychology	142	43	157	52	179	49	205	57	167	47	-18%	16%
Speech & Hearing	16	2	21	-	31	3	23	3	18	2	-23%	11%
Total	**337**	**164**	**373**	**178**	**448**	**199**	**492**	**231**	**470**	**203**	**-7%**	**34%**

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

Degree Level	Major	2011-2012 Female	2011-2012 Male	2012-2013 Female	2012-2013 Male	2013-2014 Female	2013-2014 Male	2014-2015 Female	2014-2015 Male	2015-2016 Female	2015-2016 Male	Percent Change 1 Year	Percent Change 5 Year
Master's Degree													
	Applied Statistics	-	3	2	5	3	2	3	4	4	5	29%	200%
	Biology	4	6	4	5	3	3	3	3	3	1	-33%	-60%
	Chemistry	3	12	11	8	9	7	8	9	9	5	-18%	-7%
	Environmental Sciences	3	-	2	1	2	-	-	-	1	1	--	-33%
	Health Science	25	12	10	5	30	10	10	5	11	2	-13%	-65%
	Health Science-Phy. A. Track	1	-	25	10	4	2	18	6	26	5	29%	3000%
	Mathematics	4	12	6	5	9	5	3	4	9	6	114%	-6%
	Medical Physics	-	-	-	-	-	-	-	1	2	2	--	--
	Occupational Therapy	23	5	28	4	25	4	38	6	35	9	0%	57%
	Physics	-	3	2	5	-	9	1	2	-	2	-33%	-33%
	Physics - Optics and Medical Imaging Specialization	-	-	-	-	1	-	1	-	-	3	200%	--
	Psychology	2	-	3	1	2	1	-	-	-	2	--	0%
	Psychology - Clinical	5	2	11	5	8	3	5	1	8	6	133%	100%
	Psychology-Cons.Indus.Research	1	1	1	-	4	2	2	-	2	1	50%	50%
	Psychology-Diversity Mgmt	7	2	9	3	7	2	8	3	5	3	-27%	-11%
	Psychology-Experimental	3	2	4	1	2	1	3	1	6	1	75%	40%
	Psychology-School	5	2	12	2	8	2	6	1	8	2	43%	43%
	Public Health (MPH-CEO)	-	-	-	-	5	-	9	2	3	2	-55%	--
	Speech Pathology and Audiology	30	1	28	-	17	2	24	-	32	1	38%	6%
Total		116	63	158	60	139	56	142	48	164	59	17%	25%
Post-Master's Certificate													
	Psychology Specialist	9	2	6	2	13	1	7	1	5	1	-25%	-45%
Total		9	2	6	2	13	1	7	1	5	1	-25%	-45%
Doctoral-Research													
	Adult Development & Aging PhD	-	-	-	-	1	-	1	-	2	-	100%	--
	Clinical-Bioanalytical Chemistry	2	3	3	6	7	1	6	5	4	6	-9%	100%
	Regulatory Biology	4	2	2	2	3	1	8	4	3	4	-42%	17%
Total		6	5	5	8	11	2	15	9	9	10	-21%	73%
Doctoral-Professional													
	Doctor of Physical Therapy	22	9	16	7	26	11	21	16	19	14	-11%	6%
Total		22	9	16	7	26	11	21	16	19	14	-11%	6%
Total Science													
	Bachelor's Degree	337	164	373	178	448	199	492	231	470	203	-7%	34%
	Master's Degree	116	63	158	60	139	56	142	48	164	59	17%	25%
	Post-Master's Certificate	9	2	6	2	13	1	7	1	5	1	-25%	-45%
	Doctoral-Research	6	5	5	8	11	2	15	9	9	10	-21%	73%
	Doctoral-Professional	22	9	16	7	26	11	21	16	19	14	-11%	6%
Total		490	243	558	255	637	269	677	305	667	287	-3%	30%

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	2011-2012 Female	2011-2012 Male	2012-2013 Female	2012-2013 Male	2013-2014 Female	2013-2014 Male	2014-2015 Female	2014-2015 Male	2015-2016 Female	2015-2016 Male	Percent Change 1 Year	Percent Change 5 Year
Bachelor's Degree												
Economic Development	-	-	-	-	-	-	-	-	1	8	--	--
Environmental Studies	5	4	1	-	5	1	4	5	3	6	0%	0%
NonProfit Administration	23	4	16	5	12	4	23	4	17	3	-26%	-26%
Organizational Leadership	16	8	14	7	6	3	6	2	4	3	-13%	-71%
Organizational Leadership Com	-	-	-	-	-	-	4	-	3	1	--	--
Organizational Leadership Mgmt	-	-	3	2	8	6	13	5	16	9	39%	--
Public Safety Management	6	8	-	11	4	10	3	19	4	8	-45%	-14%
Public Safety Management (LK)	2	4	1	1	-	-	-	3	-	-	-100%	-100%
Urban Studies - Env Pol & Mgmt	-	-	-	-	-	-	2	2	1	2	-25%	--
Urban Studies - Public Mgmt	22	21	17	18	22	24	14	7	7	11	-14%	-58%
Urban Studies - Regional Plng	-	-	-	-	-	-	5	6	4	5	-18%	--
Total	**74**	**49**	**52**	**44**	**57**	**48**	**74**	**53**	**59**	**48**	**-16%**	**-13%**
Master's Degree												
Economic Development	-	-	-	-	-	-	-	3	-	1	-67%	--
Environmental Studies	-	-	8	3	-	-	-	-	-	-	--	--
Environmental Studies and Law	-	1	-	-	-	-	-	-	-	-	--	-100%
Environmental Studies M.A.	6	10	-	-	-	4	2	1	2	-	-33%	-88%
Environmental Sustainability	-	-	-	-	-	-	1	-	-	-	-100%	--
Geographic Information Systems	-	-	-	-	-	-	-	2	-	-	-100%	--
Historic Preservation Specialist	-	-	-	-	-	-	-	-	-	1	--	--
Housing & Neighborhood Develop	-	-	-	-	1	-	1	1	-	-	-100%	--
NonProfit Admin & Leadership	13	1	10	2	8	1	5	2	8	-	14%	-43%
NonProfit Management	-	-	-	-	-	-	4	2	3	-	-25%	--
Public Admin – Public Financial Mgmt	-	-	-	-	-	-	-	-	1	-	--	--
Public Admin Accel 4+1	-	1	1	2	-	-	-	1	-	-	-100%	-100%
Public Administration	22	17	29	24	26	16	11	6	18	6	41%	-38%
Real Estate Dev & Finance	-	-	-	-	-	-	3	1	-	-	-100%	--
Urban Studies	3	4	4	4	3	1	1	7	3	4	-13%	0%
Urban Planning and Development	11	13	9	14	6	10	3	2	7	12	280%	-21%
Total	**55**	**47**	**61**	**49**	**43**	**32**	**31**	**28**	**42**	**24**	**12%**	**-35%**
Doctoral-Research												
Urban Studies & Public Affairs	-	3	2	3	2	1	1	1	4	-	100%	33%
Total	**-**	**3**	**2**	**3**	**2**	**1**	**1**	**1**	**4**	**-**	**100%**	**33%**
Total Urban Affairs												
Bachelor's Degree	74	49	52	44	57	48	74	53	59	48	-16%	-13%
Master's Degree	55	47	61	49	43	32	31	28	42	24	12%	-35%
Doctoral-Research	-	3	2	3	2	1	1	1	4	-	100%	33%
Total	**129**	**99**	**115**	**96**	**102**	**81**	**106**	**82**	**105**	**72**	**-6%**	**-22%**

Note: Degrees/Certificates awarded summer through spring.

Includes Alternate Degrees

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

Degree Level	Major	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
Post Master's Certificate													
	Master of Laws	1	1	2	2	2	1	2	3	1	1	-60%	0%
Total		**1**	**1**	**2**	**2**	**2**	**1**	**2**	**3**	**1**	**1**	**-60%**	**0%**
Master's Degree													
	Legal Studies	-	-	-	-	-	-	1	1	5	5	400%	--
Total		**-**	**-**	**-**	**-**	**-**	**-**	**1**	**1**	**5**	**5**	**400%**	**--**
Doctoral-Professional													
	Juris Doctor	76	97	63	92	66	89	49	61	47	68	5%	-34%
Total		**76**	**97**	**63**	**92**	**66**	**89**	**49**	**61**	**47**	**68**	**5%**	**-34%**
Total Law													
	Post Master's Certificate	1	1	2	2	2	1	2	3	1	1	-60%	0%
	Master's Degree	-	-	-	-	-	-	1	1	5	5	400%	--
	Doctoral-Professional	76	97	63	92	66	89	49	61	47	68	5%	-34%
Total		**77**	**98**	**65**	**94**	**68**	**90**	**52**	**65**	**53**	**74**	**9%**	**-27%**

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

Table 5.15: Annual Awards by Ethnicity and Gender

Race / Degree Level	2011-2012 Female	2011-2012 Male	2012-2013 Female	2012-2013 Male	2013-2014 Female	2013-2014 Male	2014-2015 Female	2014-2015 Male	2015-2016 Female	2015-2016 Male	% Change 1 Year	% Change 5 Year
Black/African American												
Bachelor's Degree	250	102	258	99	249	113	230	104	225	98	-3%	-8%
Master's Degree	119	34	116	46	116	36	119	53	138	51	10%	24%
Post-Master's Certificate	6	-	1	-	2	1	2	-	-	-	-100%	-100%
Doctoral-Research	2	2	3	2	2	2	4	-	3	1	0%	0%
Doctoral-Professional	10	8	5	4	8	8	6	3	4	2	-33%	-67%
Total	**387**	**146**	**383**	**151**	**377**	**160**	**361**	**160**	**370**	**152**	**0%**	**-2%**
Hispanic/Latino												
Bachelor's Degree	52	24	51	21	68	25	76	30	52	54	0%	39%
Master's Degree	21	10	18	17	18	13	27	12	32	11	10%	39%
Post-Master's Certificate	2	-	-	-	-	-	-	-	-	-	--	-100%
Doctoral-Research	-	-	-	-	-	-	1	-	1	1	100%	--
Doctoral-Professional	2	1	2	1	3	4	2	1	4	4	167%	167%
Total	**77**	**35**	**71**	**39**	**89**	**42**	**106**	**43**	**89**	**70**	**7%**	**42%**
Asian												
Bachelor's Degree	31	29	30	27	30	28	33	23	43	28	27%	18%
Master's Degree	22	20	27	20	14	16	16	21	22	16	3%	-10%
Post-Master's Certificate	-	-	-	-	-	-	-	-	1	-	--	--
Doctoral-Research	-	1	-	-	2	-	1	-	-	2	100%	100%
Doctoral-Professional	3	2	2	2	3	4	1	2	-	2	-33%	-60%
Total	**56**	**52**	**59**	**47**	**49**	**48**	**51**	**46**	**66**	**48**	**18%**	**6%**
American Indian/Alaska Native												
Bachelor's Degree	6	2	5	3	4	3	2	1	2	1	0%	-63%
Master's Degree	1	-	-	-	-	1	2	2	1	-	-75%	0%
Post-Master's Certificate	1	-	-	-	-	-	-	-	-	-	--	-100%
Doctoral-Research	-	-	-	-	-	-	-	-	-	-	--	--
Doctoral-Professional	-	-	-	-	1	1	-	-	1	1	--	--
Total	**8**	**2**	**5**	**3**	**5**	**5**	**4**	**3**	**4**	**2**	**-14%**	**-40%**
Native Hawaiian or Other Pacific Island												
Bachelor's Degree	-	-	1	-	2	1	1	1	1	3	300%	--
Master's Degree	-	-	-	-	1	1	-	-	1	-	--	--
Post-Master's Certificate	-	-	-	-	-	-	-	-	-	-	--	--
Doctoral-Research	-	-	-	-	-	-	-	-	-	-	--	--
Doctoral-Professional	-	-	-	-	-	-	-	-	-	-	--	--
Total	**-**	**-**	**1**	**-**	**3**	**2**	**1**	**1**	**2**	**3**	**400%**	**--**

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Table 5.15: Annual Awards by Ethnicity and Gender

Race / Degree Level	2011-2012 Female	2011-2012 Male	2012-2013 Female	2012-2013 Male	2013-2014 Female	2013-2014 Male	2014-2015 Female	2014-2015 Male	2015-2016 Female	2015-2016 Male	Percent Change 1 Year	Percent Change 5 Year
Two or More Races												
Bachelor's Degree	5	3	10	7	23	13	29	17	34	16	9%	525%
Master's Degree	3	5	4	1	9	5	9	8	8	6	-18%	75%
Post-Master's Certificate	-	-	-	-	-	-	-	-	1	-	--	--
Doctoral-Research	-	-	-	-	-	-	-	-	-	1	--	--
Doctoral-Professional	-	-	-	-	1	-	2	1	2	1	0%	--
Total	**8**	**8**	**14**	**8**	**33**	**18**	**40**	**26**	**45**	**23**	**3%**	**325%**
Total Minority*												
Bachelor's Degree	344	160	355	157	376	183	370	176	357	200	2%	11%
Master's Degree	166	69	165	84	158	72	173	96	202	84	6%	22%
Post-Master's Certificate	9	-	1	-	2	1	2	-	1	-	-50%	-89%
Doctoral-Research	2	3	3	2	4	2	6	-	5	4	50%	80%
Doctoral-Professional	15	11	9	5	16	17	11	7	11	10	17%	-19%
Total	**536**	**243**	**533**	**248**	**556**	**275**	**562**	**279**	**576**	**298**	**4%**	**12%**
Non-Resident Alien												
Bachelor's Degree	22	29	22	29	25	48	29	60	24	88	26%	120%
Master's Degree	96	153	86	138	106	126	135	192	135	213	6%	40%
Post-Master's Certificate	-	1	1	1	1	1	2	3	-	-	-100%	-100%
Doctoral-Research	5	10	6	12	9	5	17	12	9	8	-41%	13%
Doctoral-Professional	-	-	-	1	2	-	-	1	-	1	0%	--
Total	**123**	**193**	**115**	**181**	**143**	**180**	**183**	**268**	**168**	**310**	**6%**	**51%**
Unknown												
Bachelor's Degree	69	58	55	65	38	45	47	45	28	20	-48%	-62%
Master's Degree	77	47	61	39	56	30	35	12	21	9	-36%	-76%
Post-Master's Certificate	1	1	1	1	-	-	-	-	-	-	--	-100%
Doctoral-Research	2	1	-	-	1	-	2	-	2	1	50%	0%
Doctoral-Professional	4	7	1	1	1	1	3	1	1	2	-25%	-73%
Total	**153**	**114**	**118**	**106**	**96**	**76**	**87**	**58**	**52**	**32**	**-42%**	**-69%**
White												
Bachelor's Degree	757	627	778	656	849	688	909	681	889	710	1%	16%
Master's Degree	491	364	486	367	486	322	495	322	456	306	-7%	-11%
Post-Master's Certificate	9	2	9	5	16	-	9	4	5	2	-46%	-36%
Doctoral-Research	4	8	15	6	8	9	9	13	15	10	14%	108%
Doctoral-Professional	79	88	69	92	73	82	56	68	54	69	-1%	-26%
Total	**1,340**	**1,089**	**1,357**	**1,126**	**1,432**	**1,101**	**1,478**	**1,088**	**1,419**	**1,097**	**-2%**	**4%**

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Table 5.15: **Annual Awards by Ethnicity and Gender**

continued from previous page

Race	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Percent Change	
Degree Level	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**1 Year**	**5 Year**
University Totals												
Bachelor's Degree	1,192	874	1,210	907	1,288	964	1,355	962	1,298	1,018	0%	12%
Master's Degree	830	633	798	628	806	550	838	622	814	612	-2%	-3%
Post-Master's Certificate	19	4	12	7	19	2	13	7	6	2	-60%	-65%
Doctoral-Research	13	22	24	20	22	16	34	25	31	23	-8%	54%
Doctoral-Professional	98	106	79	99	92	100	70	77	66	82	1%	-27%
Total	**2,152**	**1,639**	**2,123**	**1,661**	**2,227**	**1,632**	**2,310**	**1,693**	**2,215**	**1,737**	**-1%**	**4%**

Note: Degrees/Certificates awarded summer through spring.

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

SECTION 5

Academic & Administrative Programs

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 2016 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 2012-2016**

College	New Enrollment by Cohort Year					Percent Change	
	2012	2013	2014	2015	2016	1-year	5-year
Business	4	8	7	4	4	0%	-43%
CLASS	14	21	16	9	16	78%	14%
Education	2	0	2	0	0	-	-100%
Nursing	5	4	1	4	0	-100%	-
Engineering	13	13	11	18	15	-17%	200%
Science	23	26	31	20	22	10%	-27%
Urban Affairs	0	5	1	3	2	-33%	0%
Undergraduate Studies	0	0	0	3	0	-100%	-100%
Total[1]	**61**	**77**	**69**	**61**	**59**	**-3%**	**-13%**
In Top 10% of High School Rank[2]	91%	77%	94%	87%	87%	0%	58%
High School GPA	4.15	4.02	4.03	4.10	4.19	2%	5%
ACT Composite	30	30	30	30	30	0%	0%
SAT Composite[3]	1,930	1,922	1,983	1,932	1,958	1%	1%

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.
Starting in 2014 some upper divison honors students were admitted without scholarship, thus more students were admitted then in previous years.
[1] Total is not the sum of the students due to "dual" majors.
[2] Please note: in any given year, roughly 15% of the Honors cohort comes from schools that do not rank their students. These results should be read with caution.
[3] All three SAT components (Math, Verbal, & Writing) are included. Not all students report SAT scores.

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

	Financial Aid Year											
	2013-14			2014-15			2015-16			2016-2017		
Type of Financial Aid	Enrollment	Total	Average	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	72	$661,497	$9,187
Merit Based Tuition	115	$1,196,001	$10,400	118	$1,151,753	$9,761	120	$1,082,920	$9,024	124	$1,127,576	$9,093
Books	93	$66,400	$800	29	$23,200	$800	0	$0	$0	0	$0	$0
On-Campus Housing	40	$83,666	$2,092	53	$107,636	$2,031	19	$36,000	$1,895	8	$21,272	$2,659
Total	**204**	**$2,173,528**	**$10,655**	**195**	**$1,940,932**	**$9,953**	**194**	**$1,746,157**	**$9,001**	**196**	**$1,810,345**	**$9,239**

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 2012	Total Students	175	435	66	188	116	386	105	8	1,479	1,531	97%
	Average	21.4	21.6	20.8	23.9	22.1	22.2	18.6	23.8	21.8		
Fall 2013	Total Students	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	Total Students	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	Total Students	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		
Fall 2016	Total Students	246	321	81	295	145	440	312	13	1,853	1,891	98%
	Average	21.9	22.1	20.2	24.1	22.1	22.5	21.0	24.1	22.2		

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).

Due to changes in the SAT test, multiple methods have been used over the past 5 years to convert SAT scores to an equivalent ACT score.

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

Gender	Fall 2012 N	Fall 2012 %	Fall 2013 N	Fall 2013 %	Fall 2014 N	Fall 2014 %	Fall 2015 N	Fall 2015 %	Fall 2016 N	Fall 2016 %
Female	853	56%	971	56%	831	53%	996	54%	1029	54%
Male	678	44%	758	44%	731	47%	851	46%	862	46%
COHORT	1,531	100%	1,729	100%	1,562	100%	1,847	100%	1,891*	100%

*One student chose not to identify their gender

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

Ethnicity	Fall 2012 N	Fall 2012 %	Fall 2013 N	Fall 2013 %	Fall 2014 N	Fall 2014 %	Fall 2015 N	Fall 2015 %	Fall 2016 N	Fall 2016 %
White	973	64%	1,114	64%	1,018	65%	1,210	66%	1,249	66%
African American	291	19%	301	17%	243	16%	265	14%	289	15%
Hispanic	91	6%	106	6%	95	6%	118	6%	130	7%
Asian	49	3%	48	3%	47	3%	59	3%	60	3%
Native Hawaiian/ Other Pacific Islander	2	0%	2	0%	2	0%	2	0%	1	0%
Native American	5	0%	5	0%	2	0%	3	0%	2	0%
Two or More Races	65	4%	70	4%	73	5%	83	4%	78	4%
Minority Total	503	33%	532	31%	462	30%	530	29%	560	30%
Non-Resident Alien	33	2%	62	4%	61	4%	71	4%	47	2%
Unknown	22	1%	21	1%	21	1%	36	2%	36	2%
COHORT	1,531	100%	1,729	100%	1,562	100%	1,847	100%	1,892	100%

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

Age	Fall 2012 N	Fall 2012 %	Fall 2013 N	Fall 2013 %	Fall 2014 N	Fall 2014 %	Fall 2015 N	Fall 2015 %	Fall 2016 N	Fall 2016 %
Under 18	90	6%	103	6%	77	5%	104	6%	61	3%
18-19	1,372	90%	1,529	88%	1,414	91%	1,690	91%	1,771	94%
20-21	21	1%	42	2%	33	2%	26	1%	36	2%
22-24	16	1%	27	2%	21	1%	18	1%	14	1%
25-29	19	1%	18	1%	10	1%	6	0%	5	0%
30 and above	13	1%	10	1%	7	0%	3	0%	5	0%
COHORT	1,531	100%	1,729	100%	1,562	100%	1,847	100%	1,892	100%

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

Academic Major Type	Fall 2012 N	Fall 2012 %	Fall 2013 N	Fall 2013 %	Fall 2014 N	Fall 2014 %	Fall 2015 N	Fall 2015 %	Fall 2016 N	Fall 2016 %
Major Selected	839	55%	981	57%	971	62%	1,076	58%	1,118	59%
"Pre" Major	474	31%	507	29%	312	20%	390	21%	445	24%
Major Undeclared	218	14%	241	14%	279	18%	381	21%	329	17%
COHORT	1,531	100%	1,729	100%	1,562	100%	1,847	100%	1,892	100%

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

Student Groups	Fall 2012 N	Fall 2012 %	Fall 2013 N	Fall 2013 %	Fall 2014 N	Fall 2014 %	Fall 2015 N	Fall 2015 %	Fall 2016 N	Fall 2016 %
Living in University Housing	568	37%	586	34%	481	31%	544	29%	578	31%
Honors	41	3%	44	3%	39	2%	38	2%	39	2%
Ohio Resident	1,397	91%	1,569	91%	1,422	91%	1,670	90%	1,714	91%
Pell Grant Recipient	797	52%	852	49%	713	46%	839	45%	809	43%
Taking Developmental Crse	417	27%	463	27%	409	26%	420	23%	478	25%
COHORT	1,531		1,729		1,562		1,847		1,892	

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

SECTION 6

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 2012	Total Students	181	439	67	201	116	389	106	9	1,508	1,531	98%
	Average	3.10	3.14	3.22	3.45	3.45	3.29	2.65	3.37	3.21		
Fall 2013	Total Students	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	Total Students	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	Total Students	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		
Fall 2016	Total Students	250	321	81	316	146	445	314	14	1,887	1,892	100%
	Average	3.28	3.28	3.15	3.40	3.56	3.45	3.02	3.61	3.32		

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

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

College	Fall Cumulative Average GPA				
	2012	2013	2014	2015	2016
Business	2.78	2.82	2.86	2.88	2.92
CLASS	2.88	2.90	2.90	2.93	2.96
Education	3.13	3.10	3.13	3.13	3.08
Engineering	2.88	2.89	2.95	2.91	2.92
Nursing	3.38	3.32	3.30	3.34	3.36
Science	3.00	3.03	3.05	3.05	3.09
Urban Affairs	3.06	3.06	3.06	3.05	3.07
Undergraduate Studies	2.79	2.86	2.77	2.71	2.66
Undergraduate Non-Degree	3.35	3.34	3.34	3.36	3.47
University Average	**2.94**	**2.96**	**2.97**	**2.97**	**2.99**

Source: Institutional Research

Table 6.6a: Fall 2016 Top 15 Majors by Academic Level

Undergraduate:

Description	Total
Psychology-PSY	582
Biology-BIO	456
General Business-BADM	438
Mechanical Engineering-MCE	389
Health Sciences-HSCBS	374
Accounting-ACT	350
Criminology-CRIM	303
Marketing-MKT	291
Finance-FIN	286
Film, TV and Interactive Media-FILM/DGTAL	234
Nursing, BSN/RN-NUB	201
Journalism & Promotional Comm-JRN/PROMOT	195
Management & Labor Relations-MLR	194
Chemical Engineering-CHE	189
Communication-COM	184

Graduate (excluding Law):

Description	Total
Business Administration-MBA	440
Electrical Engineering-ELG	247
Social Work-GSW	200
Master of Occupational Therapy-MOT	136
Clinical Mental Health Cnsling-CAC	122
Financial Accounting: Audit-ACCAUDIT	111
Doctor of Physical Therapy-DPT	107
Adult Learning and Development-ALD	94
Health Science-Phy. A. Track-GHE-PA	89
Computer and Information Scien-GCS	71
Information Systems-GIFS	70
Educational Administration-EAD	67
Speech Pathology and Aud-GSP	67
Mechanical Engineering-MCG	65
Civil Engineering-CVG	63

Table 6.6b: Fall 2016 Top 15 Departments by Academic Level

Undergraduate:

Description	Total
Health Sciences	1,030
Communication	723
Psychology	712
Biology, Geology & Environmental Science	681
Business Administration	546
Criminology, Anthropology and Sociology	532
Electrical Engineering and Computer Science	525
Mechanical Engineering	472
Urban Studies	440
Accounting	391
Nursing	360
Teacher Education	343
Finance	301
Marketing	300
Chemical & Biomedical Engineering	215

Graduate (excluding Law):

Description	Total
Business Administration	466
Health Sciences	458
Teacher Education	413
Electrical Engineering and Computer Science	372
CASAL	358
Social Work	200
Urban Studies	157
Accounting	135
Health and Human Performance	102
Chemical & Biomedical Engineering	97
Psychology	95
Civil & Environmental Engineering	84
Doctoral	84
Mechanical Engineering	81
Biology, Geology & Environmental Science	73

Table 6.7: Fall 2016 Top 15 Degree Seeking Programs with Highest Minority Student Enrollment by Academic Level

Undergraduate:

Major/Program	Minority Enrollment	Total Major Enrollment	Minority as a % of Total Major Enrollment
Communication Management-COMM MGT	41	73	56%
Social Work-SWK	99	177	56%
Spanish-SPN	15	28	54%
Urban Studies - Public Mgmt-UST	16	30	53%
Urban Studies - Regional Plng-USTRPL	18	34	53%
NonProfit Administration-NAD	32	62	52%
Sociology-SOC	62	121	51%
Health Sciences-HSCBS-PB	35	72	49%
Organizational Leadership Mgmt-ORL MGMT	30	65	46%
Studio Art-ART STUDIO	32	70	46%
Health Sciences-HSCBS	159	374	43%
Criminology-CRIM	125	303	41%
Chemistry-CHMPP	20	50	40%
Organizational Leadership-ORL	12	30	40%
Communication-COM	72	184	39%

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

Graduate (excluding LAW):

Major/Program	Minority Enrollment	Total Major Enrollment	Minority as a % of Total Major Enrollment
Adult Learning and Development-ALD	51	94	54%
Health Science-GHE	19	38	50%
Social Work-GSW	100	200	50%
Labor Relations and Human-GLR	10	26	38%
Counselor Education-CNS	23	60	38%
C&I-Mild / Moderate-C&IMM	20	56	36%
Nursing-GNR	17	48	35%
Clinical Mental Health Cnsling-CAC	40	122	33%
C&I-Early Childhood Educ-C&IECE	14	45	31%
Public Administration-MPA	16	56	29%
Inspired Leaders Principal-INSPLDR-L	16	58	28%
Educational Administration-EAD	16	67	24%
Graduate Education Licensure-EDUC-LIC	10	42	24%
Health Science-Phy. A. Track-GHE-PA	19	89	21%
Financial Accounting: Audit-ACCAUDIT	23	111	21%

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

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

Major/Program	Minority Enrollment	Total Major Enrollment	Minority as a % of Total Major Enrollment
Pre-Social Work-PSWK	70	129	54%
Pre-Educ & Human Serv (Educ)-PEHSE	38	74	51%
College Credit Plus-PSEOP	94	190	49%
Pre-Medicine-PREMEDPB	36	73	49%
Pre-Medicine-PREMED	147	378	39%
Pre-Veterinary Medicine-PREVET	17	45	38%
Pre-Pharmacy-PREPHAR	22	59	37%
Pre-HealthScience/PhysThpyPrep-PRETHP	23	62	37%
Pre-College of Engineering-PENGUS	12	34	35%
Pre-College of Engineering-PENG	87	250	35%

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 2016 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	138	147	94%
Speech & Hearing-SPH	86	96	90%
Health Science Pre-Occ Thrpy-HSTHO	98	110	89%
Nursing, BSN/RN-NUB	178	201	89%
Mild/Moderate Educational Need-SEDMM	52	60	87%
NonProfit Administration-NAD	52	62	84%
Social Work-SWK	148	177	84%
Psychology-PSY	467	582	80%
Nursing, BSN-NUR	39	49	80%
Health Science Pre-Phys Asst-HSPHA	107	139	77%
Nursing, BSN-NUBAPB	54	71	76%
Anthropology-ANT	44	58	76%
Music Therapy-MUS THPY	40	54	74%
Health Sciences-HSCBS	277	374	74%
English-Creative Writing Track-ENGCW	34	46	74%

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

Graduate (excluding LAW):

Major/Program	Female Enrollment	Total Major Enrollment	Female as a % of Total Major Enrollment
C&I-Literacy Dev-Reading-C&ILITRDG	47	48	98%
Nursing-GNR	45	48	94%
Master of Occupational Therapy-MOT	127	136	93%
Speech Pathology and Aud-GSP	62	67	93%
C&I-Early Childhood Educ-C&IECE	41	45	91%
Adult Learning and Development-ALD	80	94	85%
Counselor Education-CNS	50	60	83%
Graduate Education Licensure-EDUC-LIC	35	42	83%
Social Work-GSW	166	200	83%
Labor Relations and Human-GLR	21	26	81%
Clinical Mental Health Cnsling-CAC	97	122	80%
Inspired Leaders Principal-INSPLDR-L	45	58	78%
Health Science-GHE	29	38	76%
MBA-Health Care-MBH	31	41	76%
Ph.D. in Urb Edu: Counsel Psy-UECP	20	27	74%

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	42	45	93%
Pre-HealthScience/OccThpyPrep-PRETHO	33	38	87%
Preparatory Nursing-PSNUR	200	233	86%
Pre-Social Work-PSWK	98	129	76%
Pre-Education-PEDU	116	160	73%
Pre-Medicine-PREMED	236	378	62%
Pre-HealthScience/PhysThpyPrep-PRETHP	38	62	61%
College Credit Plus-PSEOP	114	190	60%
Pre-Pharmacy-PREPHAR	32	59	54%
Pre-Educ & Human Serv (Educ)-PEHSE	38	74	51%

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

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

College	2012 Sections	2012 Avg. Size	2013 Sections	2013 Avg. Size	2014 Sections	2014 Avg. Size	2015 Sections	2015 Avg. Size	2016 Sections	2016 Avg. Size	Percent Change 1-Year Sections	1-Year Avg. Size	5-Year Sections	5-Year Avg. Size
Business														
Day	42	14	36	16	31	17	38	15	24	16	-37%	4%	-43%	10%
Evening	92	19	88	19	81	18	82	16	54	18	-34%	11%	-41%	-7%
Other	37	23	34	21	49	23	46	24	58	24	26%	2%	57%	3%
Total	**171**	**19**	**158**	**19**	**161**	**19**	**166**	**18**	**136**	**20**	**-18%**	**12%**	**-20%**	**7%**
CLASS														
Day	41	20	46	19	36	20	36	18	36	16	0%	-13%	-12%	-23%
Evening	21	20	24	16	21	16	23	15	27	13	17%	-10%	29%	-32%
Other	64	23	53	24	56	25	64	21	71	23	11%	10%	11%	-2%
Total	**126**	**22**	**123**	**21**	**113**	**21**	**123**	**19**	**134**	**19**	**9%**	**1%**	**6%**	**-12%**
Education														
Day	25	15	20	14	18	13	17	15	24	11	41%	-23%	-4%	-27%
Evening	47	14	39	15	39	11	46	13	36	12	-22%	-4%	-23%	-15%
Other	83	18	90	16	80	17	80	15	84	15	5%	3%	1%	-15%
Total	**155**	**16**	**149**	**15**	**137**	**15**	**143**	**14**	**144**	**14**	**1%**	**-2%**	**-7%**	**-17%**
Engineering														
Day	5	23	5	24	6	24	6	24	14	22	133%	-11%	180%	-7%
Evening	5	29	4	33	4	31	7	27	18	25	157%	-7%	260%	-13%
Other	-	-	-	-	1	5	1	33	4	15	300%	-55%	--	--
Total	**10**	**26**	**9**	**28**	**11**	**25**	**14**	**26**	**36**	**23**	**157%**	**-14%**	**260%**	**-13%**
Law														
Day	5	25	6	8	5	16	6	14	5	7	-17%	-49%	-17%	-72%
Evening	7	15	9	14	8	10	9	13	4	13	-56%	-2%	-43%	-19%
Other	2	24	2	15	6	11	2	13	4	14	100%	4%	100%	-44%
Total	**14**	**20**	**17**	**12**	**19**	**12**	**17**	**13**	**13**	**11**	**-24%**	**-18%**	**-7%**	**-47%**
Nursing														
Day	3	64	3	65	3	65	4	52	3	70	-25%	34%	0%	8%
Other	4	13	6	12	6	11	5	12	8	12	60%	0%	100%	-5%
Total	**7**	**35**	**9**	**30**	**9**	**29**	**9**	**30**	**11**	**28**	**22%**	**-7%**	**57%**	**-20%**
Other														
Day	25	15	42	12	41	12	36	12	0	0	-100%	-100%	-100%	-100%
Other	1	21	1	39	1	29	1	25	1	20	0%	-20%	0%	-5%
Total	**26**	**15**	**43**	**13**	**42**	**12**	**37**	**12**	**1**	**20**	**-97%**	**67%**	**-96%**	**32%**

(continued on next page)

SECTION 6

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

(continued from previous page)

| College | 2012 | | 2013 | | 2014 | | 2015 | | 2016 | | Percent Change | | | |
| | | | | | | | | | | | 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
Science														
Day	82	24	76	24	82	20	108	19	104	20	-4%	6%	27%	-17%
Evening	15	17	13	17	17	15	10	11	10	15	0%	44%	-33%	-10%
Other	42	22	58	20	56	19	55	20	48	19	-13%	-3%	14%	-13%
Total	**139**	**22**	**147**	**22**	**155**	**19**	**173**	**18**	**162**	**19**	**-6%**	**4%**	**17%**	**-14%**
Urban Affairs														
Evening	11	13	11	11	11	13	14	12	14	13	0%	7%	27%	2%
Other	23	25	22	27	21	25	20	25	22	20	10%	-20%	-4%	-20%
Total	**34**	**21**	**33**	**21**	**32**	**21**	**34**	**20**	**36**	**17**	**6%**	**-12%**	**6%**	**-18%**
Undergraduate Studies														
Day	-	-	-	-	-	-	-	-	8	14	--	--	--	--
Total	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**8**	**14**	**--**	**--**	**--**	**--**
University Total														
Day	228	20	234	19	222	18	251	17	218	18	-13%	6%	-4%	-10%
Evening	198	17	188	17	181	16	191	15	163	16	-15%	7%	-18%	-6%
Other	256	21	266	20	276	20	274	19	300	20	9%	5%	17%	-5%
Total	**682**	**20**	**688**	**19**	**679**	**18**	**716**	**17**	**681**	**18**	**-5%**	**6%**	**0%**	**-10%**

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

The time of day designated as '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	2012		2013		2014		2015		2016		Percent Change			
											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
Business														
Day	87	33	87	34	98	34	101	36	101	38	0%	5%	16%	16%
Evening	157	24	152	25	152	25	119	24	117	27	-2%	11%	-25%	9%
Other	59	25	58	28	58	29	66	28	68	30	3%	7%	15%	19%
Total	**303**	**27**	**297**	**28**	**308**	**28**	**286**	**29**	**286**	**31**	**0%**	**7%**	**-6%**	**17%**
CLASS														
Day	354	30	386	29	395	32	399	30	404	30	1%	0%	14%	3%
Evening	141	25	129	25	153	22	146	24	141	23	-3%	-4%	0%	-6%
Other	53	25	51	25	54	24	61	24	58	26	-5%	8%	9%	4%
Total	**548**	**28**	**566**	**28**	**602**	**28**	**606**	**28**	**603**	**28**	**0%**	**0%**	**10%**	**1%**
Education														
Day	44	23	41	24	50	21	87	18	71	18	-18%	-4%	61%	-24%
Evening	101	20	106	19	98	17	98	17	86	16	-12%	-3%	-15%	-18%
Other	88	20	98	20	91	21	99	20	95	19	-4%	-7%	8%	-6%
Total	**233**	**21**	**245**	**20**	**239**	**19**	**284**	**19**	**252**	**18**	**-11%**	**-5%**	**8%**	**-14%**
Engineering														
Day	43	29	45	32	70	31	85	35	83	35	-2%	2%	93%	22%
Evening	64	21	69	23	59	29	82	31	86	32	5%	3%	34%	51%
Other	5	15	1	54	2	49	3	6	1	49	-67%	765%	-80%	218%
Total	**112**	**24**	**115**	**27**	**131**	**31**	**170**	**33**	**170**	**34**	**0%**	**4%**	**52%**	**41%**
Honors														
Day	8	17	8	21	10	14	7	18	9	15	29%	-15%	13%	-9%
Other	4	13	2	18	4	15	5	13	3	16	-40%	21%	-25%	18%
Total	**12**	**15**	**10**	**20**	**14**	**15**	**12**	**16**	**12**	**15**	**0%**	**-3%**	**0%**	**-2%**
Law														
Day	42	28	40	28	39	26	36	27	33	24	-8%	-11%	-21%	-15%
Evening	41	20	41	15	38	16	32	17	35	16	9%	-9%	-15%	-20%
Other	6	16	4	12	2	12	3	23	3	23	0%	1%	-50%	44%
Total	**89**	**23**	**85**	**21**	**79**	**21**	**71**	**22**	**71**	**20**	**0%**	**-11%**	**-20%**	**-15%**
Nursing														
Day	13	73	14	69	13	70	14	68	15	67	7%	-2%	15%	-8%
Evening	0	0	0	0	0	0	1	22	1	14	0%	-36%	--	--
Other	13	17	12	17	12	16	10	22	13	22	30%	-1%	0%	28%
Total	**26**	**45**	**26**	**45**	**25**	**44**	**25**	**48**	**29**	**45**	**16%**	**-6%**	**12%**	**0%**

SECTION 6

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

(continued from previous page)

College	2012		2013		2014		2015		2016		Percent Change			
											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
Other														
Day	49	18	45	16	48	14	3	13	4	9	33%	-31%	-92%	-48%
Evening	10	16	5	16	8	15	0	0	0	0	--	--	-100%	-100%
Other	3	33	3	33	3	32	2	49	2	42	0%	-14%	-33%	25%
Total	62	18	53	17	59	15	5	27	6	20	20%	-27%	-90%	10%
Science														
Day	222	44	234	44	252	43	266	44	256	44	-4%	1%	15%	-1%
Evening	89	32	84	33	93	30	95	30	96	28	1%	-5%	8%	-10%
Other	53	29	58	29	72	25	79	26	80	26	1%	-2%	51%	-10%
Total	364	39	376	40	417	37	440	37	432	37	-2%	-1%	19%	-4%
Undergrad Studies														
Day	53	25	60	25	59	23	54	26	61	24	13%	-8%	15%	-7%
Evening	2	23	5	19	5	15	5	22	5	18	0%	-19%	150%	-21%
Other	2	20	2	13	1	10	0	0	0	0	--	--	-100%	-100%
Total	57	25	67	24	65	22	59	25	66	23	12%	-9%	16%	-7%
Urban Affairs														
Day	13	37	10	46	11	43	11	46	11	45	0%	-4%	-15%	20%
Evening	52	18	48	19	50	18	49	20	47	20	-4%	-4%	-10%	11%
Other	25	45	27	41	34	38	34	36	34	36	0%	1%	36%	-19%
Total	90	28	85	29	95	28	94	29	92	29	-2%	-1%	2%	3%
University Total														
Day	928	33	970	33	1,045	33	1,063	34	1,048	34	-1%	0%	13%	3%
Evening	657	24	639	24	656	23	627	24	614	24	-2%	0%	-7%	0%
Other	311	25	316	26	333	25	362	25	357	26	-1%	4%	15%	4%
Total	1,896	28	1,925	29	2,034	28	2,052	29	2,019	29	-2%	0%	6%	4%

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

The time of day designated as '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 Weekend courses are determined by meeting time. Some web courses may be included due to available meeting time.

Day: Monday – Friday 7 am to 4 pm.

Evening: Monday – Thursday 4 pm to 12 am.

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

| College | 2013 | | 2014 | | 2015 | | 2016 | | 2017 | | Percent Change | | | |
| | | | | | | | | | | | 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
Business														
Day	82	34	83	34	94	35	86	37	87	38	1%	3%	6%	13%
Evening	152	25	143	25	146	24	125	24	107	28	-14%	16%	-30%	12%
Other	51	25	51	29	56	30	71	28	65	36	-8%	28%	27%	44%
Total	**285**	**28**	**277**	**29**	**296**	**29**	**282**	**29**	**259**	**33**	**-8%**	**15%**	**-9%**	**21%**
CLASS														
Day	329	30	343	30	350	30	371	30	373	29	1%	-3%	13%	-3%
Evening	135	24	129	23	148	24	146	24	131	23	-10%	-4%	-3%	-3%
Other	61	25	60	24	59	26	59	26	63	28	7%	11%	3%	14%
Total	**525**	**28**	**532**	**28**	**557**	**28**	**576**	**28**	**567**	**28**	**-2%**	**-2%**	**8%**	**-1%**
Education														
Day	48	22	43	23	46	20	83	17	70	18	-16%	7%	46%	-16%
Evening	107	19	98	18	91	19	89	17	76	17	-15%	-2%	-29%	-12%
Other	85	21	94	20	103	19	105	20	111	19	6%	-7%	31%	-10%
Total	**240**	**20**	**235**	**20**	**240**	**19**	**277**	**18**	**257**	**18**	**-7%**	**-1%**	**7%**	**-11%**
Engineering														
Day	49	27	51	30	54	34	72	37	72	37	0%	-1%	47%	34%
Evening	57	22	76	22	70	27	83	29	88	30	6%	3%	54%	37%
Other	2	32	0	0	1	31	0	0	6	9	--	--	200%	-71%
Total	**108**	**25**	**127**	**25**	**125**	**30**	**155**	**33**	**166**	**32**	**7%**	**-2%**	**54%**	**31%**
Honors														
Day	8	15	6	20	4	22	6	16	5	17	-17%	6%	-38%	12%
Evening	0	0	0	0	1	23	1	16	1	23	0%	0%	--	--
Other	3	15	3	19	6	13	4	17	3	20	-25%	21%	0%	31%
Total	**11**	**15**	**9**	**19**	**11**	**17**	**11**	**16**	**9**	**19**	**-18%**	**15%**	**-18%**	**22%**
Law														
Day	41	28	41	25	36	27	34	24	29	24	-15%	1%	-29%	-14%
Evening	29	19	33	17	26	19	23	21	23	17	0%	-19%	-21%	-10%
Other	4	27	3	19	3	17	7	21	9	15	29%	-29%	125%	-43%
Total	**74**	**24**	**77**	**21**	**65**	**23**	**64**	**23**	**61**	**20**	**-5%**	**-11%**	**-18%**	**-18%**

SECTION 6

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

(continued from previous page)

College	2013		2014		2015		2016		2017		Percent Change 1-Year		Percent Change 5-Year	
	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size
Nursing														
Day	14	70	14	70	17	57	14	71	14	75	0%	5%	0%	6%
Other	13	17	11	16	10	19	15	19	15	20	0%	7%	15%	21%
Total	**27**	**44**	**25**	**46**	**27**	**43**	**29**	**44**	**29**	**47**	**0%**	**6%**	**7%**	**5%**
Other														
Day	45	17	49	14	49	15	3	14	2	10	-33%	-30%	-96%	-40%
Evening	9	20	6	18	5	16	0	0	0	0	--	--	--	--
Other	3	44	2	49	2	46	2	48	2	40	0%	-18%	-33%	-10%
Total	**57**	**19**	**57**	**15**	**56**	**16**	**5**	**28**	**4**	**25**	**-20%**	**-11%**	**-93%**	**33%**
Science														
Day	207	42	210	43	252	39	236	42	265	38	12%	-8%	28%	-9%
Evening	88	31	91	32	84	30	93	30	86	30	-8%	1%	-2%	-1%
Other	53	28	58	28	67	26	74	28	71	29	-4%	6%	34%	4%
Total	**348**	**37**	**359**	**38**	**403**	**35**	**403**	**36**	**422**	**35**	**5%**	**-4%**	**21%**	**-5%**
Undergrad Studies														
Day	8	26	8	24	8	24	8	29	8	26	0%	-10%	0%	0%
Evening	1	21	1	20	1	23	1	29	1	9	0%	-69%	0%	-57%
Total	**9**	**25**	**9**	**24**	**9**	**24**	**9**	**29**	**9**	**24**	**0%**	**-17%**	**0%**	**-5%**
Urban Affairs														
Day	11	41	13	37	10	44	11	44	12	43	9%	-2%	9%	5%
Evening	46	18	50	17	55	18	52	18	50	18	-4%	0%	9%	-3%
Other	26	44	28	41	31	41	32	38	31	36	-3%	-7%	19%	-19%
Total	**83**	**29**	**91**	**27**	**96**	**28**	**95**	**28**	**93**	**27**	**-2%**	**-3%**	**12%**	**-8%**
University Total														
Day	842	33	861	33	920	32	924	33	937	33	1%	0%	11%	0%
Evening	624	23	627	23	627	24	613	24	563	25	-8%	4%	-10%	9%
Other	301	26	310	26	338	26	369	26	376	27	2%	4%	25%	4%
Total	**1,767**	**28**	**1,798**	**28**	**1,885**	**28**	**1,906**	**29**	**1,876**	**29**	**-2%**	**0%**	**6%**	**4%**

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

The time of day designated as '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 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 2012 – 2016**

College	Day					Percent Change		Evening					Percent Change		Weekends					Percent Change		Unknown					Percent Change	
	2012	2013	2014	2015	2016	1 Year	5 Year	2012	2013	2014	2015	2016	1 Year	5 Year	2012	2013	2014	2015	2016	1 Year	5 Year	2012	2013	2014	2015	2016	1 Year	5 Year
Business	581	607	630	722	745	3%	28%	399	386	406	309	377	22%	-6%	1	1	-	-	-	-	-100%	145	157	187	220	267	21%	84%
CLASS	2548	2755	2533	2475	2515	2%	-1%	717	646	548	614	567	-8%	-21%	3	2	-	-	-	-	-	314	314	277	333	357	7%	14%
Education	164	150	162	174	159	-8%	-3%	150	147	117	118	99	-16%	-34%	4	3	9	10	8	-18%	128%	172	197	191	204	161	-21%	-7%
Nursing	258	261	246	255	265	4%	3%	2	1	3	3	3	4%	17%	-	-	-	1	-	-	-	22	20	24	28	42	49%	87%
Engineering	275	320	443	552	583	6%	112%	201	231	211	326	371	14%	84%	-	-	-	-	-	-	-	16	12	6	14	8	-44%	-50%
Science	2390	2539	2292	2445	2450	0%	3%	598	610	568	561	520	-7%	-13%	13	20	6	7	3	-54%	-75%	261	311	284	337	326	-3%	25%
Urban Affairs	129	121	99	108	103	-4%	-20%	113	132	115	126	125	-1%	10%	7	7	16	16	16	-3%	133%	284	283	245	231	239	4%	-16%
Undergraduate Studies	89	98	89	93	96	3%	7%	3	6	5	7	6	-19%	97%	-	-	-	-	-	-	-	3	2	1	-	-	-	-
Honors	7	8	6	7	7	1%	7%	-	-	-	-	-	-	-	1	-	-	2	1	-	-	1	-	1	2	1	-	-
Other	11	12	4	4	4	11%	-63%	-	-	1	1	1	29%	125%	-	-	-	-	-	-	-	15	13	16	15	17	11%	11%
Total	**6,451**	**6,872**	**6,504**	**6,833**	**6,928**	**1%**	**7%**	**2,184**	**2,159**	**1,973**	**2,065**	**2,067**	**0%**	**-5%**	**27**	**33**	**31**	**34**	**27**	**-21%**	**2%**	**1,233**	**1,308**	**1,233**	**1,384**	**1,318**	**-4%**	**7%**

1 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 2012 – 2016**

College	Day					Percent Change		Evening					Percent Change		Weekends					Percent Change		Unknown					Percent Change	
	2012	2013	2014	2015	2016	1 Year	5 Year	2012	2013	2014	2015	2016	1 Year	5 Year	2012	2013	2014	2015	2016	1 Year	5 Year	2012	2013	2014	2015	2016	1 Year	5 Year
Business	48	36	43	16	23	48%	-53%	445	445	367	281	259	-8%	-42%	43	46	47	32	23	-30%	-47%	131	141	122	122	125	3%	-4%
CLASS	61	52	64	51	54	6%	-11%	159	152	151	129	120	-7%	-25%	42	43	33	29	15	-49%	-65%	78	64	76	70	64	-9%	-18%
Education	2	8	16	11	7	-41%	191%	327	316	260	237	217	-8%	-34%	21	19	14	22	14	-38%	-35%	238	242	233	232	242	4%	2%
Engineering	18	18	35	93	78	-16%	326%	123	150	199	274	217	-21%	76%	-	-	-	-	-	--	--	37	40	52	36	51	43%	39%
Nursing	-	-	-	-	-	--	--	-	-	-	-	-	--	--	-	-	-	-	-	--	--	22	22	18	18	19	5%	-16%
Science	246	228	233	238	231	-3%	-6%	124	122	98	96	109	13%	-13%	-	-	6	8	6	-19%	--	126	144	150	149	151	1%	20%
Urban Affairs	-	-	-	-	-	--	--	132	118	100	106	89	-16%	-32%	-	-	-	-	-	--	--	18	17	16	18	14	-25%	-25%
Law	262	255	243	216	180	-16%	-31%	163	131	120	110	115	4%	-30%	8	6	6	1	3	240%	-55%	19	16	12	25	27	8%	42%
Other	1	-	1	-	-	--	--	-	-	-	-	-	--	--	-	-	-	-	-	--	--	58	50	57	56	49	-12%	-16%
Total	**639**	**597**	**635**	**625**	**574**	**-8%**	**-10%**	**1,472**	**1,434**	**1,295**	**1,233**	**1,124**	**-9%**	**-24%**	**113**	**114**	**106**	**92**	**61**	**-34%**	**-46%**	**726**	**736**	**736**	**725**	**740**	**2%**	**2%**

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.

SECTION 6

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									
	Enrollment					Percent Change		SCH					Percent Change	
Term	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**1-Year**	**5-Year**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**1-Year**	**5-Year**
Summer	3,203	3,085	3,195	3,186	3,465	9%	8%	16,575	16,023	17,195	15,193	17,026	12%	3%
Fall	4,622	4,785	4,960	5,351	5,528	3%	20%	21,585	22,575	21,208	23,784	24,490	3%	13%
Spring	4,592	4,502	5,000	5,527	5,684	3%	24%	21,359	21,042	21,885	24,319	25,922	7%	21%
Total	**12,417**	**12,372**	**13,155**	**14,064**	**14,677**	**4%**	**18%**	**59,519**	**59,640**	**60,288**	**63,296**	**67,438**	**7%**	**13%**

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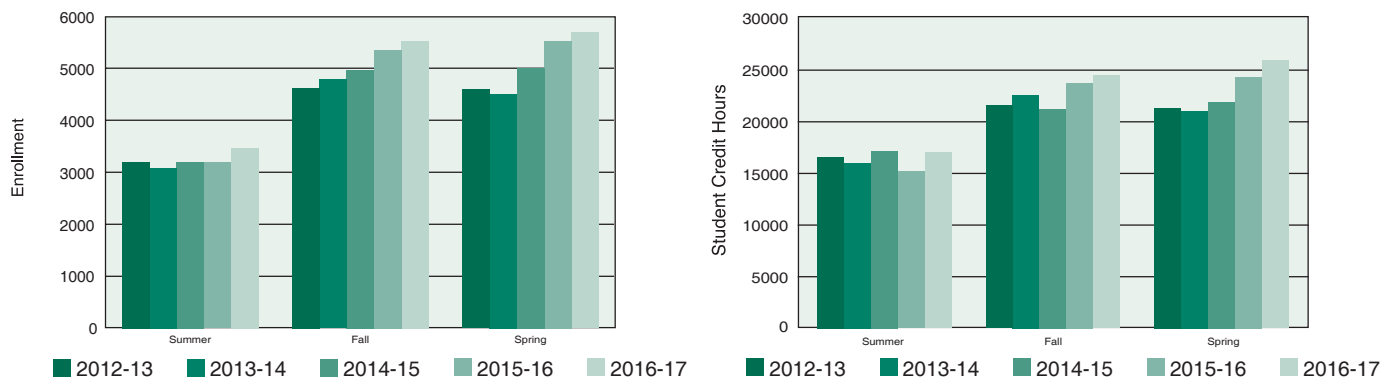
Table 6.14b: **5-Year Trends in Web-Based Instructional Delivery Student Credit Hours Generated**

Undergraduate

Web-Based**	Fall					Percent Change	
	2012	2013	2014	2015	2016	1-Year	5-Year
Business	2,001	2,294	2,634	3,225	3,927	22%	96%
CLASS	3,619	3,460	2,901	3,621	4,019	11%	11%
Education	1,504	2,023	2,027	2,174	1,496	-31%	-1%
Engineering	227	64	-	110	-	-	-
Nursing	327	298	315	417	623	49%	91%
Science	3,589	3,932	3,777	4,648	4,435	-5%	24%
Urban Affairs	4,181	4,152	3,579	3,369	3,450	2%	-17%
Other (AF-CSC-MSC)	100	90	88	97	83	-14%	-17%
Total	**15,548**	**16,313**	**15,321**	**17,661**	**18,033**	**2%**	**16%**

Graduate

Web-Based**	Fall					Percent Change	
	2012	2013	2014	2015	2016	1-Year	5-Year
Business	1,540	1,767	1,390	1,618	1,766	9%	15%
CLASS	305	144	246	243	135	-44%	-56%
Education	2,927	3,079	2,886	3,047	3,047	0%	4%
Engineering	84	152	388	-	196	-	133%
Law	-	-	-	154	193	25%	-
Nursing	331	320	267	266	279	5%	-16%
Science	674	622	606	651	741	14%	10%
Urban Affairs	168	160	104	144	100	-31%	-40%
Other (AF-CSC-MSC)	8	18	-	-	-	-	-
Total	**6,037**	**6,262**	**5,887**	**6,123**	**5,887**	**-6%**	**-2%**

Totals

Web-Based**	Fall					Percent Change	
	2012	2013	2014	2015	2016	1-Year	5-Year
Business	3,541	4,061	4,024	4,843	5,693	18%	61%
CLASS	3,924	3,604	3,147	3,864	4,154	8%	6%
Education	4,431	5,102	4,913	5,221	4,543	-13%	3%
Engineering	311	216	388	110	196	78%	-37%
Law	-	-	-	154	193	25%	-
Nursing	658	618	582	683	902	32%	-
Science	4,263	4,554	4,383	5,299	5,176	-2%	21%
Urban Affairs	4,349	4,312	3,683	3,513	3,550	1%	-18%
Other (AF-CSC-MSC)	108	108	88	97	83	-14%	-23%
Total	**21,585**	**22,575**	**21,208**	**23,784**	**24,490**	**3%**	**17%**

** 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.

SECTION 6

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

Interactive Video*	Fall					Percent Change	
	2012	2013	2014	2015	2016	1-Year	5-Year
CLASS	-	-	33	48	39	-19%	-
Engineering	108	124	-	-	-	-	-
Science	99	20	-	-	123	-	24%
Urban Affairs	436	548	393	314	459	46%	5%
Total	**643**	**692**	**426**	**362**	**621**	**72%**	**-3%**

Graduate

Interactive Video*	Fall					Percent Change	
	2012	2013	2014	2015	2016	1-Year	5-Year
CLASS	501	453	438	309	-	-	-
Education	140	225	-	-	-	-	-
Science	-	-	87	-	96	-	-
Urban Affairs	4	-	-	4	8	100%	100%
Total	**645**	**678**	**525**	**313**	**104**	**-67%**	**-84%**

Total

Interactive Video*	Fall					Percent Change	
	2012	2013	2014	2015	2016	1-Year	5-Year
CLASS	501	453	471	357	39	-89%	-92%
Education	140	225	-	-	-	-	-
Engineering	108	124	-	-	-	-	-
Science	99	20	87	-	219	-	121%
Urban Affairs	440	548	393	318	467	47%	6%
Total	**1,288**	**1,370**	**951**	**675**	**725**	**7%**	**-44%**

* 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 2016**

Resources	Library FY 2016	
	Total Titles	Total Volumes/Items
Print Resources in Scholar		
Monographs	520,897	632,443
Serials and Journals	7,821	142,230
Print Resources in Microform	10,671	22,724
Total Print Resources	**539,389**	**797,397**
Media Resources in Scholar		
Audio Resources	100,380	104,473
Video Resources	35,452	37,460
Other Media Resources	1,091	3,091
Total Media Resources	**136,923**	**145,024**
Total Print plus Media	**676,312**	**942,421**
Electronic Resources in Scholar		
Electronic Books	174,629	174,629
Electronic Serials and Journals	29,357	29,357
Other Electronic Resources	1,640	1,640
Total Electronic Resources	**205,626**	**205,626**
Locally Digitized Resources		
Digital resources in Cleveland Memory Project	66,249	66,249
Digital resources in EngagedScholarship@CSU	18,425	18,425
Total Digitized Resources	**84,674**	**84,674**
GRAND TOTAL, MICHAEL SCHWARTZ LIBRARY COLLECTIONS	**966,621**	**1,232,721**

Table 6.17: **Michael Schwartz Library Use Statistics**

DIGITAL RESOURCE USE TRENDS	FY 16
Searches on Scholar catalog	653,563
EngagedScholarship@CSU (downloads)	514,564
Electronic resource searches	2,607,363
Electronic resource downloads	248,572
Electronic books used	145,357
Electronic theses/dissertations used	218,696
Page Views on Cleveland Memory	253,669
Page Views on the Library website	982,868
OTHER TRENDS	**FY 16**
Visitors to the Library	570,663
Reference and technical questions answered	25,627
Librarian led instructional sessions	380
Items checked out	84,313
Items borrowed from other OhioLINK libraries	14,330
Items loaned to other OhioLINK libraries	7,251
Items borrowed from libraries through ILL (beyond Ohio)	5,076
Items loaned to libraries through ILL (beyond Ohio)	3,292
Percent of materials budget spent on electronic resources	97%

Table 6.18: **Cleveland State University Law Library Collections, FY 2016**

	2016	
	Total Titles	Total Vol./ Items
Print Resources in Scholar		
Monographs	65,717	156,717
Serials and Journals	4,099	105,475
Print Resources in Microform	71,082	235,647
Total Print Resources	**140,898**	**497,839**
Media Resources in Scholar		
Audio Resources	149	248
Video Resources	1,021	1,670
Other Resources	1,285	1,300
Total Media Resources	**2,455**	**3,218**
Total Physical Resources	**145,808**	**504,275**
Electronic Resources in Scholar		
Electronic Books	31,075	31,075
Electronic Serials and Journals	8,156	8,156
Total Electronic Resources	**39,231**	**39,231**
Locally Degitized Resources		
Law School digital resources in EngagedScholarship@CSU	7,128	7,128
Other digital resources	12,851	12,851
Total Digital Resources	**19,979**	**59,210**
GRAND TOTAL	**205,018**	**602,716**

Cleveland State University
1964

Faculty & Staff

7

Book of Trends

Table 7.1: **Full-Time Employees by Standard Occupational Classification (SOC) Fall 2016**

SOC Category	Count	% of Total
Management	277	17.3%
Faculty	546	34.1%
Archivists/Curators/Museum Technicians	18	1.1%
Non-Postsecondary Teaching	85	5.3%
Business/Financial Operations	86	5.4%
Computer/Engineering/Science	137	8.6%
Comm Service/Legal/Arts/Media	70	4.4%
Health Practitioners & Technical Occupations	14	0.9%
Service	111	6.9%
Sales and Related	4	0.2%
Office/Administrative Support	224	14.0%
Natural Resources/Construct/Mnt	21	1.3%
Production/Transport/Material	9	0.6%
Total Full-time Employees	**1,602**	**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 2016**

Table 7.2: Full-Time Employees by Gender, Ethnicity, and (SOC) Category Fall 2012 - Fall 2016

SOC Category/Ethnicity	2012 Male	2012 Female	2013 Male	2013 Female	2014 Male	2014 Female	2015 Male	2015 Female	2016 Male	2016 Female
Management										
Non Resident Alien	-	-	-	-	-	-	-	-	-	-
White	86	91	86	100	87	109	87	118	93	124
Black/African American	7	27	7	26	9	23	9	23	10	27
Hispanic/Latino	4	1	6	2	7	3	6	3	6	2
Asian	10	2	8	3	7	3	8	3	8	3
American Indian/Alaskan Native	-	-	1	-	1	1	1	1	1	1
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-	-	-
Two or More Races	1	-	1	1	1	1	-	2	-	2
Unknown	-	-	-	1	-	-	-	-	-	-
Total	**108**	**121**	**109**	**133**	**112**	**140**	**111**	**150**	**118**	**159**
Faculty										
Non Resident Alien	9	3	13	4	11	5	16	6	12	9
White	220	160	206	161	213	170	209	172	211	189
Black/African American	15	20	17	21	17	20	14	18	12	19
Hispanic/Latino	9	3	9	3	9	4	8	5	8	7
Asian	56	23	54	20	54	19	53	19	53	21
American Indian/Alaskan Native	-	-	-	-	-	1	-	1	-	1
Other Pacific Islander/Native Hawaiian	1	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	1	-	1	-	2	-	4
Unknown	-	1	-	2	-	1	-	1	-	-
Total	**310**	**210**	**299**	**212**	**304**	**221**	**300**	**224**	**296**	**250**
Archivists/Curators/Museum Technicians										
Non Resident Alien	-	-	-	-	-	-	-	-	-	-
White	3	13	3	13	2	13	4	11	4	12
Black/African American	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	-	-	1	-	1	-	-	-	-	-
Asian	-	1	-	1	-	1	-	2	-	2
American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-
Unknown	-	-	-	-	-	-	-	-	-	-
Total	**3**	**14**	**4**	**14**	**3**	**14**	**4**	**13**	**4**	**14**
Non-Postsecondary Teaching										
Non Resident Alien	-	1	-	-	-	-	-	-	-	-
White	16	45	15	46	18	48	16	42	17	42
Black/African American	1	9	1	10	3	11	3	11	3	11
Hispanic/Latino	-	3	-	3	1	5	2	4	2	6
Asian	-	-	-	-	-	-	-	1	-	2
American Indian/Alaskan Native	-	1	-	-	-	-	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	2	-	2	-	3	-	2	-	2
Unknown	-	-	-	-	-	-	-	-	-	-
Total	**17**	**61**	**16**	**61**	**22**	**67**	**21**	**60**	**22**	**63**

Table 7.2: **Full-Time Employees by Gender, Ethnicity, and (SOC) Category Fall 2012 - Fall 2016**

SOC Category/Ethnicity	2012 Male	2012 Female	2013 Male	2013 Female	2014 Male	2014 Female	2015 Male	2015 Female	2016 Male	2016 Female
Business/Financial Operations										
Non Resident Alien	1	-	1	-	1	-	1	-	-	1
White	23	42	23	45	16	45	18	45	20	42
Black/African American	3	13	7	14	4	18	4	18	2	19
Hispanic/Latino	-	2	1	1	-	-	-	1	-	1
Asian	-	-	-	-	-	-	-	-	-	-
American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	1	-	1	-	1
Unknown	-	-	-	-	-	-	-	-	-	-
Total	**27**	**57**	**32**	**60**	**21**	**64**	**23**	**65**	**22**	**64**
Computer/Engineering/Science										
Non Resident Alien	3	2	4	2	2	2	2	2	3	2
White	74	35	75	29	81	27	77	26	77	26
Black/African American	5	5	6	5	6	5	6	6	6	6
Hispanic/Latino	-	2	1	2	1	2	1	3	-	2
Asian	9	2	9	2	9	2	10	3	10	4
American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	1	-	1	-
Unknown	-	-	-	-	-	-	-	-	-	-
Total	**91**	**46**	**95**	**40**	**99**	**38**	**97**	**40**	**97**	**40**
Comm Service/Legal/Arts/Media										
Non Resident Alien	1	-	-	1	-	2	-	2	-	2
White	23	22	24	20	22	23	23	23	29	24
Black/African American	8	8	7	7	6	6	5	5	5	4
Hispanic/Latino	1	-	1	-	1		1	2	2	2
Asian	-	-	-	-	1	-	1	-	1	-
American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	1	-	1	1	-	1
Unknown	-	-	-	-	-	-	-	-	-	-
Total	**33**	**30**	**32**	**28**	**31**	**31**	**31**	**33**	**37**	**33**
Health Practitioners & Technical Occupations										
Non Resident Alien	-	-	-	-	-	-	-	-	-	-
White	2	8	2	8	2	8	2	9	2	9
Black/African American	-	1	-	2	1	2	1	2	1	1
Hispanic/Latino	-	-		-	-	-	-	1	-	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**	**3**	**11**

Table 7.2: Full-Time Employees by Gender, Ethnicity, and (SOC) Category Fall 2012 - Fall 2016

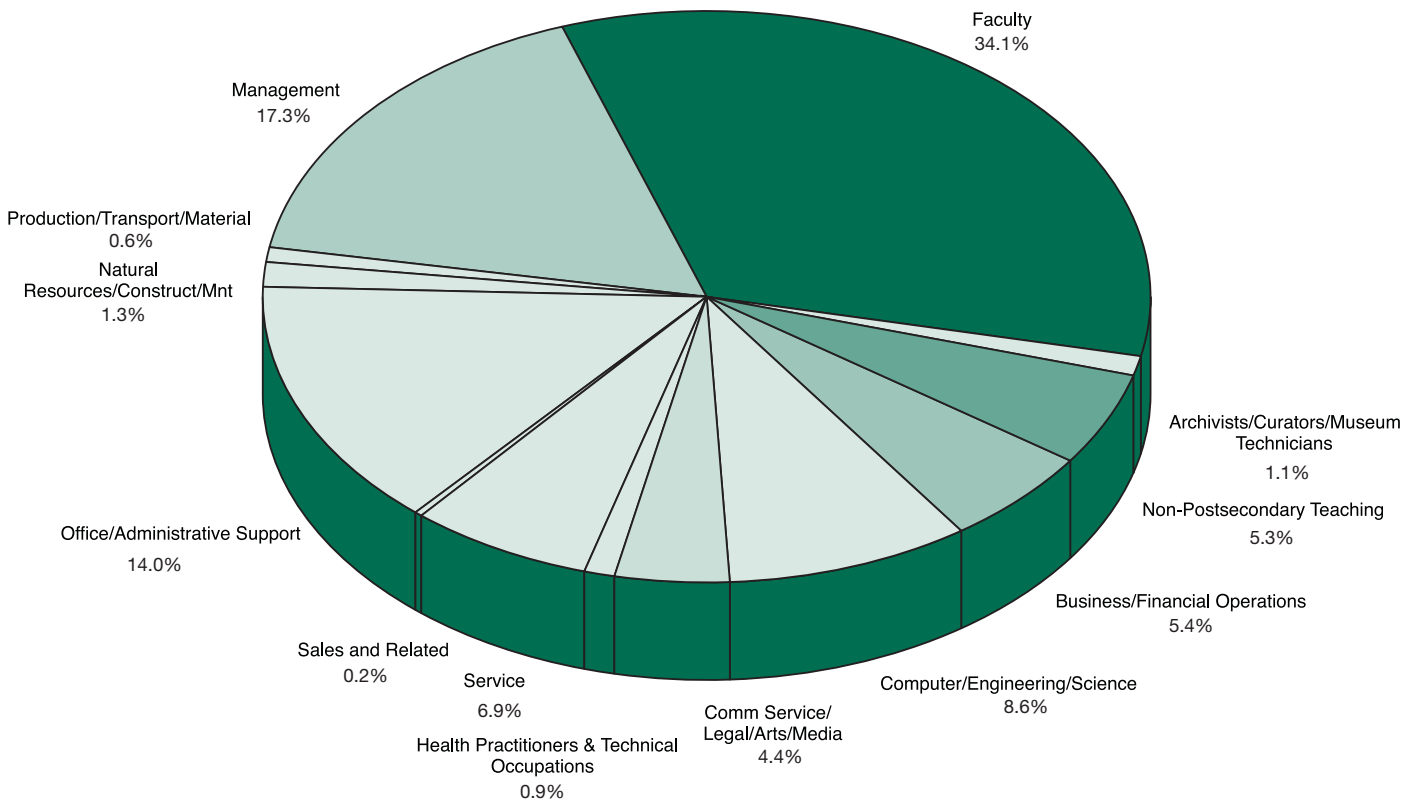| SOC Category/Ethnicity	2012 Male	2012 Female	2013 Male	2013 Female	2014 Male	2014 Female	2015 Male	2015 Female	2016 Male	2016 Female
Service										
Non Resident Alien	-	-	-	-	-	-	-	-	-	-
White	27	4	24	4	27	4	26	4	28	6
Black/African American	39	25	38	24	39	30	35	32	36	33
Hispanic/Latino	4	1	4	1	5	1	6	2	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**	**70**	**41**
Sales and Related										
Non Resident Alien	-	-	-	-	-	-	-	-	-	-
White	2	-	1	1	3	1	3	-	3	-
Black/African American	1	-	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**	**-**	**4**	**-**
Office/Administrative Support										
Non Resident Alien	-	-	-	-	-	-	1	-	1	-
White	14	135	14	136	16	125	17	116	18	113
Black/African American	8	73	9	67	7	72	4	73	5	74
Hispanic/Latino	1	2	1	4	1	5	1	4	2	3
Asian	1	3	1	2	-	2	-	2	-	2
American Indian/Alaskan Native	-	-	-	2	-	1	-	2	-	1
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	2	-	2	-	1	-	2	-	5
Unknown	-	-	-	-	-	-	-	-	-	-
Total	**24**	**215**	**25**	**213**	**24**	**206**	**23**	**199**	**26**	**198**
Natural Resources/Construct/Mnt										
Non Resident Alien	-	-	-	-	-	-	-	-	-	-
White	21	-	15	-	18	-	18	-	17	-
Black/African American	6	-	6	-	4	-	4	-	3	-
Hispanic/Latino	1	-	1	-	1	-	1	-	1	-
Asian	-	-	-	-	-	-	-	-	-	-
American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-
Unknown	-	-	-	-	-	-	-	-	-	-
Total	**28**	**-**	**22**	**-**	**23**	**-**	**23**	**-**	**21**	**-**

Table 7.2: **Full-Time Employees by Gender, Ethnicity, and (SOC) Category Fall 2012 - Fall 2016**

SOC Category/Ethnicity	2012 Male	2012 Female	2013 Male	2013 Female	2014 Male	2014 Female	2015 Male	2015 Female	2016 Male	2016 Female
Production/Transport/Material										
Non Resident Alien	-	-	-	-	-	-	-	-	-	-
White	8	-	6	1	7	1	6	1	6	-
Black/African American	1	1	-	-	-	-	1	1	1	1
Hispanic/Latino	1	-	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	8	1
Total Full-Time Employees										
Non Resident Alien	14	6	18	7	14	9	20	10	16	14
White	519	555	494	564	512	574	506	567	525	587
Black/African American	94	182	99	176	96	187	86	189	85	195
Hispanic/Latino	21	14	26	16	29	20	27	25	28	26
Asian	77	32	73	28	73	27	73	30	72	34
Native American/Alaskan Native	-	1	1	2	1	3	1	4	1	3
Other Pacific Islander/Native Hawaiian	1	-	-	-	-	-	-	-	-	-
Two or More Races	1	4	1	6	2	7	2	10	1	15
Unknown	2	1	2	3	-	1	-	1	-	-
Total	729	795	714	802	727	828	715	836	728	874

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 2016**

	2012	2013	2014	2015	2016
Management					
Women	53%	55%	56%	57%	57%
Blacks/African American	15%	14%	13%	12%	13%
Hispanic/Latino	2%	3%	4%	3%	3%
Asian	5%	5%	4%	4%	4%
Native American/Alaskan Native	0%	0%	1%	1%	1%
Othr Pacific Islander/Native Hawaiian	0%	0%	0%	0%	0%
Two or More Races	0%	1%	1%	1%	1%
Minorities	23%	23%	22%	21%	22%
Faculty					
Women	40%	41%	42%	43%	46%
Blacks/African American	7%	7%	7%	6%	6%
Hispanic/Latino	2%	2%	2%	2%	3%
Asian	15%	14%	14%	14%	14%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Othr Pacific Islander/Native Hawaiian	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	1%
Minorities	24%	24%	24%	23%	23%
Archivists/Curators/Museum Technicians					
Women	82%	78%	82%	76%	78%
Blacks/African American	0%	0%	0%	0%	0%
Hispanic/Latino	0%	6%	6%	0%	0%
Asian	6%	6%	6%	12%	11%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Othr Pacific Islander/Native Hawaiian	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	0%
Minorities	6%	11%	12%	12%	11%
Non-Postsecondary Teaching					
Women	78%	79%	75%	74%	74%
Blacks/African American	13%	14%	16%	17%	16%
Hispanic/Latino	4%	4%	7%	7%	9%
Asian	0%	0%	0%	1%	2%
Native American/Alaskan Native	1%	0%	0%	0%	0%
Othr Pacific Islander/Native Hawaiian	0%	0%	0%	0%	0%
Two or More Races	3%	3%	3%	2%	2%
Minorities	21%	21%	26%	28%	31%

	2012	2013	2014	2015	2016
Business/Financial Operations					
Women	68%	65%	75%	74%	74%
Blacks/African American	19%	23%	26%	25%	24%
Hispanic/Latino	2%	2%	0%	1%	1%
Asian	0%	0%	0%	0%	0%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Othr Pacific Islander/Native Hawaiian	0%	0%	0%	0%	0%
Two or More Races	0%	0%	1%	1%	1%
Minorities	21%	25%	27%	27%	27%
Computer/Engineering/Science					
Women	34%	30%	28%	29%	29%
Blacks/African American	7%	8%	8%	9%	9%
Hispanic/Latino	1%	2%	2%	3%	1%
Asian	8%	8%	8%	9%	10%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Othr Pacific Islander/Native Hawaiian	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	1%	1%
Minorities	17%	19%	18%	22%	21%
Comm Service/Legal/Arts/Media					
Women	48%	47%	50%	52%	47%
Blacks/African American	25%	23%	19%	16%	13%
Hispanic/Latino	2%	2%	2%	5%	6%
Asian	0%	0%	2%	2%	1%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Othr Pacific Islander/Native Hawaiian	0%	0%	0%	0%	0%
Two or More Races	0%	0%	2%	3%	1%
Minorities	27%	25%	24%	25%	21%
Health Practitioners & Technical Occupations					
Women	77%	77%	77%	80%	79%
Blacks/African American	8%	15%	23%	20%	14%
Hispanic/Latino	0%	0%	0%	7%	7%
Asian	15%	8%	0%	0%	0%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Othr Pacific Islander/Native Hawaiian	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	0%
Minorities	23%	23%	23%	27%	21%

Table 7.3: **Full-Time Employees: Women and Minorities as a Percentage of Total by SOC Category Fall 2012 - Fall 2016**

	2012	2013	2014	2015	2016
Service					
Women	29%	30%	33%	36%	37%
Blacks/African American	63%	64%	64%	64%	62%
Hispanic/Latino	5%	5%	6%	8%	7%
Asian	0%	0%	1%	0%	0%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Othr Pacific Islander/Native Hawaiian	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	0%
Minorities	68%	69%	71%	71%	69%

	2012	2013	2014	2015	2016
Sales and Related					
Women	0%	33%	20%	0%	0%
Blacks/African American	33%	33%	0%	0%	25%
Hispanic/Latino	0%	0%	20%	0%	0%
Asian	0%	0%	0%	0%	0%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Othr Pacific Islander/Native Hawaiian	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	0%
Minorities	33%	33%	20%	0%	25%

	2012	2013	2014	2015	2016
Office/Administrative Support					
Women	90%	89%	90%	90%	88%
Blacks/African American	34%	32%	34%	35%	35%
Hispanic/Latino	1%	2%	3%	2%	2%
Asian	2%	1%	1%	1%	1%
Native American/Alaskan Native	0%	1%	0%	1%	0%
Othr Pacific Islander/Native Hawaiian	0%	0%	0%	0%	0%
Two or More Races	1%	1%	0%	1%	2%
Minorities	38%	37%	39%	40%	41%

	2012	2013	2014	2015	2016
Natural Resources/Construct/Mnt					
Women	0%	0%	0%	0%	0%
Blacks/African American	21%	27%	17%	17%	14%
Hispanic/Latino	4%	5%	4%	4%	5%
Asian	0%	0%	0%	0%	0%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Othr Pacific Islander/Native Hawaiian	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	0%
Minorities	25%	32%	22%	22%	19%

	2012	2013	2014	2015	2016
Production/Transport/Material					
Women	9%	13%	10%	18%	11%
Blacks/African American	18%	0%	0%	18%	22%
Hispanic/Latino	9%	13%	10%	9%	11%
Asian	0%	0%	10%	9%	0%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Oth Pacific Islander/Native Hawaiian	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	0%
Minorities	27%	13%	20%	36%	33%

	2012	2013	2014	2015	2016
Total Full-Time Employees					
Women	52%	53%	53%	54%	55%
Blacks/African American	18%	18%	18%	18%	17%
Hispanic/Latino	2%	3%	3%	3%	3%
Asian	7%	7%	6%	7%	7%
Native American/Alaskan Native	0%	0%	0%	0%	0%
Other Pac. Islander/Native Hawaiian	0%	0%	0%	0%	0%
Two or More Races	0%	0%	1%	1%	1%
Minorities	28%	28%	29%	29%	29%

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

Note: Minorities include Black, Hispanic, 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 2016

	Employees														
	2012			**2013**			**2014**			**2015**			**2016**		
SOC Category Description	Full Time	Part Time	Total	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	277	15	292
Faculty	520	521	1,041	511	558	1,069	525	608	1,133	524	595	1,119	546	632	1,178
Archivists/Curators/Museum Technicians	17	-	17	18	-	18	17	-	17	17	-	17	18	-	18
Non-Postsecondary Teaching	78	5	83	77	5	82	89	5	94	81	7	88	85	6	91
Business/Financial Operations	84	6	90	92	7	99	85	6	91	88	6	94	86	24	110
Computer/Engineering/Science	137	6	143	135	9	144	137	9	146	137	10	147	137	6	143
Comm Service/Legal/Arts/Media	63	35	98	60	34	94	62	37	99	64	82	146	70	71	141
Health Practitioners & Technical Occupations	13	1	14	13	1	14	13	1	14	15	-	15	14	-	14
Service	102	31	133	97	36	133	107	30	137	105	25	130	111	20	131
Sales and Related	3	2	5	3	1	4	5	-	5	3	-	3	4	-	4
Office/Administrative Support	239	30	269	238	33	271	230	26	256	222	24	246	224	21	245
Natural Resources/Construct/Mnt	28	-	28	22	-	22	23	-	23	23	-	23	21	-	21
Production/Transport/Material	11	1	12	8	-	8	10	-	10	11	-	11	9	-	9
Total Full-time Employees	1,524	654	2,178	1,516	705	2,221	1,555	746	2,301	1,551	768	2,319	1,602	795	2,397

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 2016**

College	Professor		Associate Professor		Assistant Professor		Instructor		Term Faculty		Total
	N	%	N	%	N	%	N	%	N	%	N
Business	16	24%	14	21%	16	24%	8	12%	14	21%	68
CLASS	38	25%	56	37%	28	19%	-	0%	28	19%	150
Education	9	16%	28	48%	20	34%	-	0%	1	2%	58
Engineering	18	28%	21	33%	17	27%	3	5%	5	8%	64
Nursing	-	0%	11	39%	6	21%	-	0%	11	39%	28
Science	33	26%	43	34%	29	23%	1	1%	19	15%	125
Urban Affairs	6	26%	5	22%	8	35%	-	0%	4	17%	23
Law	14	48%	6	21%	-	0%	-	0%	9	31%	29
Other	1	100%	-	0%	-	0%	-	0%	-	0%	1
TOTAL	**135**	**25%**	**184**	**34%**	**124**	**23%**	**12**	**2%**	**91**	**17%**	**546**

Note: Includes only standard academic ranks.

Table 7.6: **Full-Time Faculty by Gender and College
Fall 2016**

College	Regular Faculty				Term Faculty				Total	
	Male		Female		Male		Female			
	N	%	N	%	N	%	N	%	N	%
Business	33	49%	21	31%	9	13%	5	7%	68	12%
CLASS	64	43%	58	39%	12	8%	16	11%	150	27%
Education	23	40%	34	59%	-	0%	1	2%	58	11%
Engineering	52	81%	7	11%	3	5%	2	3%	64	12%
Nursing	1	4%	16	57%	2	7%	9	32%	28	5%
Science	63	50%	43	34%	10	8%	9	7%	125	23%
Urban Affairs	8	35%	11	48%	1	4%	3	13%	23	4%
Law	12	41%	8	28%	3	10%	6	21%	29	5%
Other	-	0%	1	100%	-	0%	-	0%	1	0%
TOTAL	**256**	**47%**	**199**	**36%**	**40**	**7%**	**51**	**9%**	**546**	**100%**

Table 7.6a: Full-Time Faculty by College, Gender and Rank, Fall 2016

College	Gender	Professor N	Professor %	Associate Professor N	Associate Professor %	Assistant Professor N	Assistant Professor %	Instructor N	Instructor %	Term Faculty N	Term Faculty %	Total N
Business	F	3	12%	5	19%	7	27%	6	23%	5	19%	26
	M	13	31%	9	21%	9	21%	2	5%	9	21%	42
CLASS	F	17	23%	21	28%	20	27%	-	0%	16	22%	74
	M	21	28%	35	46%	8	11%	-	0%	12	16%	76
Education	F	5	14%	16	46%	13	37%	-	0%	1	3%	35
	M	4	17%	12	52%	7	30%	-	0%	-	0%	23
Engineering	F	2	22%	3	33%	2	22%	-	0%	2	22%	9
	M	16	29%	18	33%	15	27%	3	5%	3	5%	55
Nursing	F	-	0%	11	44%	5	20%	-	0%	9	36%	25
	M	-	0%	-	0%	1	20%	-	0%	2	67%	3
Science	F	7	13%	18	35%	17	33%	1	2%	9	17%	52
	M	26	36%	25	34%	12	16%	-	0%	10	14%	73
Urban Affairs	F	3	21%	2	14%	6	43%	-	0%	3	21%	14
	M	3	33%	3	33%	2	22%	-	0%	1	11%	9
Law	F	7	50%	1	7%	-	0%	-	0%	6	43%	14
	M	7	47%	5	33%	-	0%	-	0%	3	20%	15
Other	F	1	100%	-	0%	-	0%	-	0%	-	0%	1
	M	-	0%	-	0%	-	0%	-	0%	-	0%	-
TOTAL		**135**	**25%**	**184**	**34%**	**124**	**23%**	**12**	**2%**	**91**	**17%**	**546**

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 2016

College	Bachelor's	Master's	Doctorate	Professional	Terminal Degree
Business	0%	26%	72%	1%	76%
CLASS	0%	25%	75%	0%	87%
Education	0%	10%	90%	0%	98%
Engineering	0%	9%	89%	0%	94%
Nursing	0%	71%	25%	0%	57%
Science	1%	12%	86%	1%	93%
Urban Affairs	0%	13%	83%	4%	91%
Law	0%	3%	3%	93%	100%
Other	0%	0%	100%	0%	100%
TOTAL	**0%**	**20%**	**74%**	**5%**	**88%**

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 2012			2013			2014			2015			2016			Percent Change	
	Tenured & Tenure Track	Non Tenure Track	Total	Tenured & Tenure Track	Non Tenure Track	Total	Tenured & Tenure Track	Non Tenure Track	Total	Tenured & Tenure Track	Non Tenure Track	Total	Tenured & Tenure Track	Non Tenure Track	Total	1 year	5 year
Business																	
Accounting	11	6	17	10	5	15	10	5	15	10	4	14	11	3	14	0%	-18%
Computer & Information Science	12	3	15	12	3	15	12	3	15	4	2	6	8	1	9	50%	-40%
Finance	2	5	7	3	3	6	2	4	6	2	4	6	4	4	8	33%	14%
Management	10	3	13	10	2	12	11	2	13	10	4	14	11	4	15	7%	15%
Marketing	8	4	12	9	5	14	8	6	14	8	7	15	8	6	14	-7%	17%
Operation and Supply Chain Management	6	2	8	5	2	7	6	2	8	6	2	8	6	2	8	0%	0%
Business Total	**49**	**23**	**72**	**49**	**20**	**69**	**49**	**22**	**71**	**40**	**23**	**63**	**48**	**20**	**68**	**8%**	**-6%**
Liberal Arts & Social Sciences																	
Art	11	-	11	11	-	11	11	-	11	10	-	10	11	1	12	20%	9%
Criminology, Anthropology, and Sociology	15	5	20	15	6	21	14	6	20	12	7	19	13	7	20	5%	0%
Economics	5	2	7	6	1	7	6	1	7	4	3	7	6	1	7	0%	0%
English	12	7	19	12	5	17	12	5	17	13	5	18	13	5	18	0%	-5%
History	15	-	15	13	-	13	12	1	13	11	2	13	13	1	14	8%	-7%
Music	9	4	13	9	3	12	9	2	11	9	3	12	9	4	13	8%	0%
Philosophy & Comparative Religion	9	-	9	7	1	8	7	1	8	5	3	8	5	2	7	-13%	-22%
Political Science	7	2	9	6	2	8	7	1	8	6	2	8	7	1	8	0%	-11%
School of Communication	17	3	20	15	5	20	16	4	20	16	4	20	17	4	21	5%	5%
Social Work	8	3	11	8	3	11	9	3	12	8	2	10	9	3	12	20%	9%
Theatre and Dance	4	-	4	4	-	4	4	-	4	4	-	4	5	1	6	50%	50%
World Languages, Literature & Culture	10	2	12	10	2	12	9	2	11	9	3	12	9	3	12	0%	0%
Liberal Arts & Social Sciences Total	**122**	**28**	**150**	**116**	**28**	**144**	**116**	**26**	**142**	**107**	**34**	**141**	**117**	**33**	**150**	**6%**	**0%**

SECTION 7

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	2012			2013			2014			2015			2016			Percent Change	
	Tenured & Tenure Track	Non Tenure Track	Total	Tenured & Tenure Track	Non Tenure Track	Total	Tenured & Tenure Track	Non Tenure Track	Total	Tenured & Tenure Track	Non Tenure Track	Total	Tenured & Tenure Track	Non Tenure Track	Total	1 year	5 year
Education and Human Services																	
CCASAL	14	-	14	14	-	14	13	1	14	12	1	13	12	2	14	8%	0%
Curriculum & Foundations	11	1	12	11	2	13	11	2	13	11	3	14	10	1	11	-21%	-8%
Health And Physical Education	7	1	8	7	1	8	7	2	9	7	2	9	7	3	10	11%	25%
Teachers Education	24	-	24	21	1	22	21	1	22	18	4	22	21	2	23	5%	-4%
Education and Human Services Total	56	2	58	53	4	57	52	6	58	48	10	58	50	8	58	0%	0%
Engineering																	
Chemical Engineering	10	-	10	10	1	11	11	1	12	10	1	11	11	1	12	9%	20%
Civil & Environmental Engineering	9	-	9	9	1	10	9	1	10	9	1	10	8	2	10	0%	11%
Electrical Engineering and Computer Science	15	-	15	15	-	15	15	-	15	21	5	26	18	6	24	-8%	60%
Engineering Technology	4	1	5	3	2	5	3	2	5	3	2	5	3	3	6	20%	20%
Mechanical Engineering	7	1	8	9	1	10	11	1	12	10	2	12	10	2	12	0%	50%
Engineering Total	45	2	47	46	5	51	49	5	54	53	11	64	50	14	64	0%	36%
Law	25	10	35	23	11	34	22	10	32	20	10	30	20	9	29	-3%	-17%
Nursing	14	7	21	15	9	24	18	7	25	16	11	27	18	10	28	4%	33%
Science																	
Biology, Geology & Environmental Science	21	-	21	19	1	20	20	1	21	19	1	20	20	1	21	5%	0%
Chemistry	14	-	14	13	-	13	15	2	17	15	2	17	15	2	17	0%	21%
Health Sciences	23	3	26	22	4	26	24	4	28	25	4	29	28	3	31	7%	19%
Mathematics	20	7	27	20	8	28	18	8	26	19	8	27	20	8	28	4%	4%
Physics	8	1	9	8	1	9	9	2	11	8	2	10	8	2	10	0%	11%
Psychology	16	1	17	12	3	15	13	3	16	14	3	17	15	3	18	6%	6%
Science Total	102	12	114	94	17	111	99	20	119	100	20	120	106	19	125	4%	10%
Urban Affairs	18	5	23	16	5	21	18	6	24	16	5	21	18	5	23	10%	0%
Other	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	--	--
University Total	431	89	520	412	99	511	423	102	525	400	124	524	428	118	546	4%	5%

Fall

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	2,739	564	0	3,303	83%
	Business Law	0	534	0	534	0%
Finance	Finance	1,650	402	0	2,052	80%
Health Care Administration	Health Care Administration	0	138	0	138	0%
Information Systems	Information Science	1,479	982	0	2,461	60%
Management	Management	2,709	294	0	3,003	90%
Marketing	General Administration	411	501	0	912	45%
	Marketing	2,079	441	0	2,520	83%
Operations & Supply Chain Management	Operations & Supply Chain Management	2,046	660	0	2,706	76%
Other Business	Business	834	2,151	0	2,985	28%
	International Business	225	0	0	225	100%
Total	**Total**	**14,172**	**6,667**	**0**	**20,839**	**68%**
College of Liberal Arts and Social Sciences						
Art	Art	1,413	648	0	2,061	69%
Communication	Communication	3,880	3,160	0	7,040	55%
Criminology, Anthropology and Sociology	Anthropology	1,476	876	0	2,352	63%
	Linguistics	120	0	0	120	100%
	Sociology	5,508	678	0	6,186	89%
Economics	Economics	1,608	636	0	2,244	72%
English	Developmental English	0	398	0	398	0%
	English	2,850	5,090	54	7,994	36%
History	History	3,798	1,083	0	4,881	78%
Interdisciplinary	Black Studies	15	438	0	453	3%
	Women's Studies	0	423	0	423	0%
Music	Applied Music	16	401	10	427	4%
	Music	872	2,205	0	3,077	28%
Philosophy and Comparative Religion	Philosophy	966	1,986	0	2,952	33%
	Religious Studies	499	921	0	1,420	35%
Political Science/IR	Political Science	1,318	390	0	1,708	77%
Social Work	Social Work	1,427	1,674	0	3,101	46%
Theatre and Dance	Dance	158	223	0	381	41%
	Theatre & Dance	898	207	0	1,105	81%
World Languages, Literature and Culture	Arabic	436	21	0	457	95%
	Chinese	0	60	0	60	0%
	French	158	152	0	310	51%
	German	0	156	0	156	0%
	Hungarian	0	16	0	16	0%
	Italian	196	0	0	196	100%
	Japanese	0	156	0	156	0%
	Latin	0	100	0	100	0%
	Slovenian	0	96	0	96	0%
	Spanish	1,000	364	0	1,364	73%
	World Languages, Literature and Culture	83	252	0	335	25%
Total	**Total**	**28,695**	**22,810**	**64**	**51,569**	**56%**

SECTION 7

(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	60	0	0	60	100%
Curriculum and Foundations	Curriculum & Foundations-Special Topics	0	33	0	33	0%
	Curriculum & Instruction	170	85	0	255	67%
Health and Human Performance	Health & Physical Education	777	215	0	992	78%
	Health Education	243	750	0	993	24%
	HPER-Core Curriculum	78	296	0	374	21%
	Physical Education-Service	0	141	0	141	0%
Teacher Education	Early Childhood Education	591	246	0	837	71%
	Education U Teach	134	0	0	134	100%
	Education-SIP	362	94	0	456	79%
	Education-Special Offerings	0	0	52	52	0%
	Middle Childhood Education	141	90	0	231	61%
	Special Education	231	231	0	462	50%
	Specialized Instructional/ Teacher Education	462	192	0	654	71%
	Specialized Study & Field Experiences	110	0	626	736	15%
Total	**Total**	**3,359**	**2,373**	**678**	**6,410**	**52%**
College of Engineering						
Chemical & Biomedical Engineering	Chemical Engineering	1,163	0	0	1,163	100%
	Engineering Science	666	396	0	1,062	63%
Civil & Environmental Engineering	Civil Engineering	958	18	0	976	98%
	Engineering Science	618	0	0	618	100%
Dean's Office	Engineering Science	358	0	0	358	100%
Electrical Engineering and Computer Science	Computer and Information Science	1,629	141	0	1,770	92%
	Electrical & Computer Engineering	1,586	340	0	1,926	82%
	Engineering Science	528	252	0	780	68%
Engineering Technology	Electronic Engineering Technology	356	0	21	377	94%
	Engineering Science	168	0	0	168	100%
	General Engineering Technology	265	39	0	304	87%
	Math Technology	96	0	0	96	100%
	Mechanical Engineering Technology	485	0	0	485	100%
Mechanical Engineering	Engineering Science	934	666	0	1,600	58%
	Mechanical Engineering	1,577	1,048	117	2,742	58%
Total	**Total**	**11,387**	**2,900**	**138**	**14,425**	**79%**
Honors						
Honors	Honors	56	56	16	128	44%
Total	**Total**	**56**	**56**	**16**	**128**	**44%**

Table 7.9: **Percentage of Undergraduate Student Credit Hours (SCH)
Generated by Full-Time Faculty
Fall 2016**

(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	3,966	673	0	4,639	85%
Total	**Total**	**3,966**	**673**	**0**	**4,639**	**85%**
College of Sciences						
Biology, Geology &	Biology	5,536	2,954	0	8,490	65%
Environmental Science	Environmental Sciences	816	333	0	1,149	71%
	Geological Sciences	196	357	0	553	35%
Chemistry	Chemistry	4,808	2,003	0	6,811	71%
Health Sciences	Pre-Health Science	2,778	1,301	0	4,079	68%
	Speech & Hearing	576	1,261	0	1,837	31%
Mathematics	Mathematics	5,697	6,295	467	12,459	46%
Other Science	Developmental Math	474	1,065	0	1,539	31%
	Science	222	24	0	246	90%
Physics	Physics	1,959	2,190	0	4,149	47%
Psychology	Psychology	4,562	3,477	126	8,165	56%
Total	**Total**	**27,624**	**21,260**	**593**	**49,477**	**56%**
College of Urban Affairs Total						
Urban Studies	Urban Studies	4,173	3,070	0	7,243	58%
Total	**Total**	**4,173**	**3,070**	**0**	**7,243**	**58%**
Undergraduate Studies						
Undergraduate Studies	ASC	509	585	283	1,377	37%
	Business Freshman Orientation	49	97	0	146	34%
Total	**Total**	**558**	**682**	**283**	**1,523**	**37%**
Other						
Other	Air Force	0	0	32	32	0%
	Career Services	27	0	83	110	25%
	Military Science	0	0	24	24	0%
	Natl Student Exchange	58	0	0	58	100%
	Reciprocal Student Exchange	30	0	0	30	100%
	Study Abroad	72	0	0	72	100%
Total	**Total**	**187**	**0**	**139**	**326**	**57%**
Total	**Total**	**94,177**	**60,491**	**1,911**	**156,579**	**60%**

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 2012 - 2016

Institution	2012		2013		2014		2015		2016	
	Women	Minorities	Women	Minorities	Women	Minorities	Women	Minorities	Women	Minorities
University of Akron	44%	18%	44%	20%	44%	21%	43%	22%	42%	22%
Bowling Green State University	47%	12%	NA	NA	49%	12%	49%	11%	49%	11%
University of Cincinnati	39%	18%	39%	17%	39%	17%	40%	17%	42%	20%
Cleveland State University	40%	24%	41%	24%	42%	24%	43%	23%	46%	23%
Central State University	41%	60%	39%	62%	42%	63%	42%	73%	40%	65%
Kent State University	51%	21%	52%	25%	52%	19%	54%	11%	54%	25%
Miami University	44%	14%	43%	14%	43%	15%	44%	16%	45%	20%
Ohio State University	38%	19%	39%	19%	40%	19%	41%	20%	41%	20%
Ohio University	39%	16%	39%	16%	40%	16%	41%	16%	42%	15%
Shawnee State University	46%	7%	45%	6%	42%	7%	42%	8%	44%	9%
University of Toledo	40%	18%	40%	20%	41%	22%	41%	22%	40%	22%
Wright State University	46%	22%	45%	21%	45%	22%	46%	22%	44%	23%
Youngstown State University	42%	17%	43%	16%	45%	14%	45%	16%	45%	16%
Total	41%	18%	41%	18%	42%	18%	43%	18%	43%	20%

Source: The Ohio Board of Regents HEI All Employee (AM) query - rundate: October 17, 2017.
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 2012 - 2016

Institution	2012	2013	2014	2015	2016
University of Akron	31%	32%	35%	43%	45%
Bowling Green State University	41%	38%	40%	37%	37%
University of Cincinnati	37%	37%	38%	39%	37%
Cleveland State University	34%	34%	34%	39%	39%
Central State University	27%	28%	28%	35%	37%
Kent State University	30%	31%	30%	34%	33%
Miami University	26%	26%	28%	32%	34%
Ohio State University	17%	17%	18%	20%	20%
Ohio University	30%	30%	30%	34%	34%
Shawnee State University	40%	39%	39%	40%	41%
University of Toledo	34%	37%	42%	41%	41%
Wright State University	40%	36%	37%	36%	41%
Youngstown State University	38%	37%	40%	43%	43%
Total	27%	26%	26%	23%	30%

Source: The Ohio Board of Regents HEI All Employee (AM) query. Run Date: October 27, 2017.
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 2012 - 2016

| Institution | 2012 | 2013 | 2014 | 2015 | 2016 | Percent Change | |
						1 Year	5 Year
University of Akron	28.3	27.9	25.4	25.9	25.7	-0.8%	-9.4%
Bowling Green State University	18.8	20.4	20.2	21.5	21.4	-0.5%	13.7%
University of Cincinnati	13.8	13.6	14.2	14.2	13.2	-7.4%	-5.0%
Cleveland State University	**26.6**	**27.5**	**27.3**	**25.8**	**25.5**	**-1.4%**	**-4.1%**
Central State University	22.1	19.9	22.0	17.8	16.0	-10.1%	-27.5%
Kent State University	27.5	26.5	26.3	26.9	27.2	0.9%	-1.0%
Miami University	20.1	20.4	19.5	18.9	18.3	-2.9%	-8.8%
Ohio State University	15.1	13.2	13.5	13.7	13.4	-1.8%	-11.3%
Ohio University	27.5	25.6	25.5	25.5	24.6	-3.5%	-10.4%
Shawnee State University	28.0	27.8	30.0	27.5	24.9	-9.5%	-11.0%
University of Toledo	18.6‡	17.0	17.3	17.6	16.6	-5.8%	-11.1%
Wright State University	16.3‡	16.4	15.8	16.2	16.7	2.6%	2.0%
Youngstown State University	28.2	27.3	25.8	25.8	26.3	1.9%	-6.7%
Total	17.8	17.1	18.4	18.7	18.0	-3.6%	1.5%

Source: The Ohio Board of Regents HEI All Employee (AM) and Course Enrollment queries: run date: November 6, 2017.
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 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 2012 - 2016

| Institution | 2012 | 2013 | 2014 | 2015 | 2016 | Percent Change | |
						1 Year	5 Year
UUniversity of Akron	12.1	11.9	12.5	13.7	13.9	2.0%	15.6%
Bowling Green State University	12.2	11.9	12.5	12.4	12.3	-1.1%	0.7%
University of Cincinnati	7.6	8.0	8.2	8.0	6.9	-13.3%	-8.4%
Cleveland State University	**12.8**	**13.1**	**12.1**	**12.7**	**12.2**	**-3.5%**	**-4.3%**
Central State University	6.6	7.1	7.3	8.1	7.7	-4.9%	17.8%
Kent State University	11.4	11.0	10.8	11.0	10.6	-3.4%	-6.7%
Miami University	7.0	7.2	7.3	7.6	8.5	11.4%	20.4%
Ohio State University	2.7	2.8	2.8	2.7	2.7	-2.4%	-2.2%
Ohio University	10.7	10.5	10.1	9.6	9.6	0.1%	-10.1%
Shawnee State University	17.7	16.8	16.8	15.7	15.6	-1.1%	-12.1%
University of Toledo	8.4	8.9	8.4	8.5	8.5	-0.1%	0.5%
Wright State University	9.2	8.6	8.4	8.2	8.3	0.3%	-10.5%
Youngstown State University	16.1	15.4	15.4	15.4	16.1	4.7%	0.1%
Total	6.4	6.4	6.3	6.3	6.1	-3.0%	-4.9%

Source: The Ohio Board of Regents HEI All Employees (AM) and Course Enrollment (CN) queries - run date: October 24, 2017.
* 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 2012 - 2016**

TABLE 8.1a: NEW FIRST YEAR UNDERGRADUATE APPLICATION TREND FOR DEGREE-SEEKING STUDENTS

	First Year					Percent Change	
	2012	2013	2014	2015	2016	1 year	5 year
Total							
Applied	5,819	6,768	6,407	10,679	12,059	13%	107%
Admitted	3,721	4,255	4,272	6,858	7,419	8%	99%
Enrolled	1,562	1,727	1,601	1,903	1,941	2%	24%
Yield	**42%**	**41%**	**38%**	**28%**	**26%**		

TABLE 8.1b: NEW TRANSFER UNDERGRADUATE APPLICATION TREND FOR DEGREE-SEEKING STUDENTS

	Transfer					Percent Change	
	2012	2013	2014	2015	2016	1 year	5 year
Total							
Applied	3,769	4,076	3,904	3,753	3,525	-6%	-6%
Admitted	2,288	2,488	2,300	2,221	2,122	-4%	-7%
Enrolled	1,539	1,466	1,406	1,366	1,260	-8%	-18%
Yield	**67%**	**59%**	**61%**	**62%**	**59%**		

TABLE 8.1c: NEW LAW APPLICATION TREND FOR DEGREE-SEEKING STUDENTS

	Law					Percent Change	
	2012	2013	2014	2015	2016	1 year	5 year
Total							
Applied	1,114	783	560	685	512	-25%	-54%
Admitted	471	384	303	289	276	-4%	-41%
Enrolled	124	124	135	95	96	1%	-23%
Yield	**26%**	**32%**	**45%**	**33%**	**35%**		

TABLE 8.1d: NEW GRADUATE APPLICATION TRENDS FOR DEGREE-SEEKING STUDENTS

	Graduate					Percent Change	
	2012	2013	2014	2015	2016	1 year	5 year
Total							
Applied	4,108	4,448	5,196	4,928	5,430	10%	32%
Admitted	2,206	2,087	2,141	2,259	2,152	-5%	-2%
Enrolled	1,079	976	1,206	1,149	976	-15%	-10%
Yield	**49%**	**47%**	**56%**	**51%**	**45%**		

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 | |
	2012	2013	2014	2015	2016	1 Year	5 Year
Business	6,941,913	8,109,456	9,653,444	9,985,151	9,751,200	-2%	40%
CLASS	2,105,108	2,442,725	2,792,437	3,370,761	3,238,449	-4%	54%
Education	5,979,224	6,354,353	7,162,761	7,011,223	6,754,110	-4%	13%
Engineering	6,861,201	8,039,244	10,073,832	11,405,876	10,681,966	-6%	56%
Nursing	205,357	251,899	286,744	284,161	260,448	-8%	27%
Science	760,011	1,030,055	1,335,640	1,346,805	1,321,929	-2%	74%
Urban Affairs	5,091,246	5,722,322	6,949,941	6,996,103	6,578,450	-6%	29%
Law	9,048,175	10,263,188	11,752,707	11,521,387	11,272,838	-2%	25%
Athletics	1,733,176	1,853,272	2,265,390	2,291,168	2,311,366	1%	33%
General University	9,567,987	10,502,010	12,424,350	13,713,387	13,327,716	-3%	39%
Library	801,651	876,692	983,914	1,001,073	953,282	-5%	19%
Office of the President	400,706	457,870	519,771	533,383	446,661	-16%	11%
Total Endowment	**$49,495,755**	**$55,903,086**	**$66,200,931**	**$69,460,478**	**$66,898,415**	**-4%**	**35%**

| College/Division | Program Giving[1] | | | | | Percent Change | |
	2012	2013	2014	2015	2016	1 Year	5 Year
Business	684,415	865,238	976,134	1,014,624	945,278	-7%	38%
CLASS	521,181	591,844	654,909	776,568	707,491	-9%	36%
Education	5,147,654	5,401,062	6,065,016	5,920,922	5,688,922	-4%	11%
Engineering	1,880,219	2,179,047	2,810,636	3,039,016	2,791,861	-8%	48%
Science	261,279	278,656	321,837	293,377	282,027	-4%	8%
Urban Affairs	3,459,679	3,887,379	4,524,652	4,534,045	4,202,757	-7%	21%
Law	2,388,876	2,721,361	3,157,240	3,044,233	2,825,574	-7%	18%
Athletics	39,064	43,295	48,180	47,236	47,236	0%	21%
General University	1,442,663	1,652,205	1,940,912	2,215,581	2,194,458	-1%	52%
Library	801,651	876,692	983,914	1,001,073	953,282	-5%	19%
Office of the President	400,706	457,870	519,771	533,383	446,661	-16%	11%
Total Program	**$17,027,387**	**$18,954,649**	**$22,003,201**	**$22,420,057**	**$21,085,547**	**-6%**	**24%**

Office of Advancement

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

(continued from previous page)

| College/Division | Scholarship | | | | | Percent Change | |
	2012	2013	2014	2015	2016	1 Year	5 Year
Business	6,257,499	7,244,218	8,677,310	8,970,527	8,805,922	-2%	41%
CLASS	1,583,927	1,850,881	2,137,529	2,594,193	2,530,958	-2%	60%
Education	831,570	953,291	1,097,744	1,090,301	1,065,188	-2%	28%
Engineering	4,980,982	5,860,197	7,263,196	8,366,860	7,890,105	-6%	58%
Nursing	205,357	251,899	286,744	284,161	260,448	-8%	27%
Science	498,732	751,399	1,013,803	1,053,428	1,039,902	-1%	109%
Urban Affairs	1,631,567	1,834,943	2,425,288	2,462,059	2,375,693	-4%	46%
Law	6,659,299	7,541,827	8,595,467	8,477,155	8,447,264	0%	27%
Athletics	1,694,112	1,809,977	2,217,210	2,243,931	2,264,130	1%	34%
General University	8,125,324	8,849,805	10,483,438	11,497,806	11,133,258	-3%	37%
Total Scholarships	$32,468,369	$36,948,437	$44,197,729	$47,040,421	$45,812,868	-3%	41%
TOTAL ENDOWMENTS	**$49,495,756**	**$55,903,086**	**$66,200,930**	**$69,460,478**	**$66,898,415**	**-4%**	**35%**

[1]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.

Note: In last year's table, totals for 2016 were incorrectly listed in the 2015 column. Correct totals for both the 2015 and 2016 years are provided in this year's updated table.

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

| | | | | | | Percent Change | |
Endowed:	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	1 Year	5 Year
CChairs	6	6	6	7	8	14%	33%
Scholarships	281	303	317	337	357	6%	27%
Alumni Donors	3,621	4,298	4,591	4,357	4,629	6%	28%
Total Donors	5,877	6,322	6,748	6,367	7,135	12%	21%
Alumni Giving	$1,513,849	$7,422,352	$6,663,921	$2,051,690	$2,355,513	15%	56%
Total Giving	$6,162,823	$14,179,161	$17,731,954	$11,801,520	$14,959,403	27%	143%

Source: CSU Office of Advancement

Philanthropic Highlights: 2016-2017

- The University concluded its first-ever campaign, ENGAGE: The Campaign for Cleveland State University two years ahead of schedule and above goal, raising more than $114 million to support student success and the many initiatives in place to help CSU students stay in school and graduate.

- Secured $17 million in attainment (gifts and pledges) and $14.9 million in cash (gifts and pledge payments).

- Secured more than $5.6 million for scholarships; the number of endowments increased from 345 to 360.

- Radiance, CSU Realizing the Promise set a record, raising $1.3 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 72 major gift commitments ($25,000 and up) and an additional 65 gifts from $10,000 to $24,999. Transformational gifts included $1.9 million from the Jack, Joseph and Morton Mandel Foundation to create the Jack, Joseph, and Morton Mandel Continuing Scholars Program, $1 million from Frank and Barbara Sullivan to establish the Pratt Center, and $1 million from The David and Inez Meyers Foundation to support The David and Inez Meyers Honors Scholars.

- Raised $126,500 from 1,260 donors in 24 hours as part of CSU's fourth-annual Giving Day, more than doubling the prior year's results.

Athletics

Table 8.4: **Athletic Sports at Cleveland State University by Enrollment**

MEN'S SPORTS	2012-2013		2013-2014		2014-2015		2015-16		2016-17	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%
Baseball	5	5%	0	0%	0	0%	0	0%	0	0%
Basketball	12	13%	13	15%	13	15%	13	14%	13	12%
Fencing	0	0%	0	0%	0	0%	0	0%	0	0%
Lacrosse									21	17%
Golf	9	10%	8	9%	8	9%	9	10%	9	8%
Soccer	20	21%	18	21%	19	22%	19	21%	20	18%
Swimming & Diving	19	20%	19	22%	18	20%	22	24%	21	19%
Tennis	8	9%	8	9%	8	9%	7	8%	7	6%
Wrestling	21	22%	19	22%	22	25%	22	24%	20	18%
Total Men	**94**	**100%**	**85**	**100%**	**88**	**100%**	**92**	**100%**	**111**	**100%**
Cumulative GPA, Males	**2.96**		**2.99**		**2.94**		**3.02**		**3.00**	

WOMEN'S SPORTS	2012-2013		2013-2014		2014-2015		2015-16		2016-17	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%
Basketball	13	11%	12	11%	14	13%	13	11%	12	10%
Cross Country / Track & Field	9	8%	12	11%	14	13%	10	8%	11	9%
Fencing	0	0%	2	2%	2	2%	2	2%	4	3%
Golf	8	7%	7	6%	6	6%	7	6%	7	6%
Soccer	22	19%	22	19%	21	19%	24	20%	27	22%
Softball	21	18%	16	14%	16	15%	20	17%	17	14%
Swimming & Diving	22	19%	22	19%	16	15%	24	20%	24	20%
Tennis	8	7%	9	8%	7	6%	8	7%	8	7%
Volleyball	12	10%	12	11%	12	11%	12	10%	12	10%
Total Women	**115**	**100%**	**114**	**100%**	**108**	**100%**	**120**	**100%**	**122**	**100%**
Cumulative GPA, Females	**3.31**		**3.35**		**3.33**		**3.32**		**3.32**	
Total All Athletes	**209**		**199**		**196**		**212**		**233**	
Cumulative GPA, All Athletes	**3.16**		**3.16**		**3.17**		**3.20**		**3.16**	

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									
	2006		2007		2008		2009		2010	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%
Total Athletes	**50**		**62**		**54**		**54**		**66**	
Athletes graduated in 4 years	19	38%	17	27%	14	26%	15	28%	41	62%
Athletes graduated in 5 years	11	22%	14	23%	18	33%	19	35%	10	15%
Athletes graduated in 6 years	0	0%	1	2%	3	6%	0	0%		0%
Total Athletes Graduated ≤ 6 Years	**30**	**60%**	**32**	**52%**	**35**	**65%**	**34**	**63%**	**51**	**77%**

2016-17 Athletic Department Highlights:

- The volleyball team won its second straight Horizon League Championship and advanced to the NCAA Championship for the fourth time in program history.
- Volleyball senior Grace Kauth was named the Horizon League Player of the Year and was one of 30 finalists for the Senior CLASS Award.
- Junior cross country runner Karen Barrientos placed fifth at the Horizon League Championship, becoming the first runner in program history to earn first team All-League honors.
- Senior men's soccer standout Sergio Manesio was named the Horizon League Defensive Player of the Year for the second straight season. He was also one of 10 finalists for the Senior CLASS Award.
- Ali Kazemaini resigned as the head coach of the men's soccer program at the end of the season and longtime assistant Kirk Harwat was named the 10th head coach in program history.
- Sonia Curvelo resigned as the head coach of the women's soccer program at the end of the season and Dallas Boyer, who was an assistant coach for 11 seasons, was named the third head coach in program history.

- Junior Nick Corba was an at-large selection for the NCAA Wrestling Championships and posted a 2-2 record at 184 pounds.
- Senior Philipp Sikatzki was named the Horizon League Men's Swimming Athlete of the Year for the second straight season. He also qualified for the NCAA Swimming & Diving Championships for the season consecutive year.
- Men's basketball head coach Gary Waters retired at the end of the season, ending an 11-year run as head coach. Dennis Felton, a veteran with more than 30 years of experience, was named the 15th head coach in program history.
- The fencing squad qualified 10 individuals to the NCAA Regional Championship. CSU also learned that it will host the 2019 National Collegiate Fencing Championships.
- The women's golf team won its first-ever Horizon League Championship as sophomore Rayna Oosterhuis finished as the runner-up. CSU went on to compete at the NCAA Columbus Regional.
- The men's golf squad won its fourth straight Horizon League Championship and eighth in the last 12 seasons as sophomore Anton Krecic claimed medalist honors. The Vikings were selected to compete in the NCAA West Lafayette Regional.

- The women's tennis team won its second straight Horizon League regular season title.
- The men's tennis team became the first team seeded sixth to advance to the Horizon League Championship match. Senior Colton Buffington earned the Herb Foster Sportsmanship Award for his positive attitude on and off the court.
- The men's lacrosse team made its debut as a varsity sport at CSU, hosting Michigan for the first game in program history on Feb. 4. The Vikings earned their first victory over a Division I team with a 13-6 triumph over Detroit Mercy in the season finale at Krenzler Field.
- A total of 173 student-athletes, representing all 18 sports, were honored at the 27th Annual John Konstantinois Athletic Academic Luncheon for having a cumulative GPA of 3.0 or better.
- The cross country, women's soccer, wrestling and men's and women's swimming and diving teams were all honored by their respective coaches associations for having success in the classroom.
- CSU had 69 student-athletes named to the Horizon League Fall Honor Roll, while 71 earned the honor in the spring.

Finance

Table 8.6: **Statement of Revenues, Expenditures and Other Changes Fiscal Years 2012 – 2016**

	2012		2013		2014		2015		2016		Percent Change	
	$ Amount	%	$ Amount	%	$ Amount	%	$ Amount	%	$ Amount	%	1 year	5 year
OPERATING REVENUES												
Student Tuition and Fees, Net	148,869,484	75%	153,869,978	74%	159,789,368	74%	155,373,567	78%	152,650,587	73%	-2%	3%
Federal Grants & Contracts	10,584,556	5%	9,527,734	5%	8,770,261	4%	7,533,873	4%	7,138,884	3%	-5%	-33%
State Grants & Contracts	8,973,341	5%	8,519,937	4%	11,577,824	5%	2,721,558	1%	4,088,356	2%	50%	-54%
Local Grants & Contracts	263,589	0%	689,022	0%	822,171	0%	442,622	0%	458,752	0%	4%	74%
Private Gifts, Grants & Contracts	2,695,376	1%	2,714,471	1%	4,250,446	2%	3,194,953	2%	4,208,384	2%	32%	56%
Sales & Services	4,524,083	2%	9,703,993	5%	7,069,797	3%	6,267,613	3%	7,303,747	3%	17%	61%
Auxiliary Enterprises	22,458,921	11%	22,240,518	11%	23,450,596	11%	22,780,060	11%	25,804,102	12%	13%	15%
Other Sources	377,838	0%	258,889	0%	1,171,455	1%	1,006,633	1%	7,896,067	4%	684%	1990%
TOTAL OPERATING REVENUES	**198,747,188**	**100%**	**207,524,542**	**100%**	**216,901,918**	**100%**	**199,320,879**	**100%**	**209,548,879**	**100%**	**5%**	**5%**
OPERATING EXPENSES												
Instruction	91,932,544	33%	96,849,118	33%	99,014,244	33%	100,959,714	35%	105,091,851	33%	4%	14%
Research	14,961,949	5%	13,159,579	4%	16,635,509	6%	7,707,904	3%	9,000,724	3%	17%	-40%
Public Service	5,997,307	2%	7,470,471	3%	8,193,344	3%	6,110,528	2%	6,035,636	2%	-1%	1%
Academic Support	23,017,435	8%	23,844,470	8%	25,135,935	8%	26,229,750	9%	28,713,179	9%	9%	25%
Student Services	17,787,324	6%	19,921,498	7%	19,692,624	7%	19,174,987	7%	19,961,340	6%	4%	12%
Institutional Support	27,057,901	10%	32,619,875	11%	30,924,222	10%	28,889,582	10%	34,132,336	11%	18%	26%
Operation & Maintenance of Plant	27,975,181	10%	28,223,485	10%	28,700,394	10%	27,868,495	10%	33,680,370	11%	21%	20%
Scholarships and Fellowships	18,018,604	6%	15,887,129	5%	14,381,902	5%	15,941,248	5%	15,560,569	5%	-2%	-14%
Auxiliary Enterprises	29,152,533	10%	31,594,198	11%	32,448,832	11%	32,884,041	11%	36,723,496	12%	12%	26%
Depreciation and Amortization	24,203,824	9%	26,550,715	9%	26,657,857	9%	26,666,434	9%	28,832,469	9%	8%	19%
TOTAL OPERATING EXPENSES	**280,104,602**	**100%**	**296,120,538**	**100%**	**301,784,863**	**100%**	**292,432,683**	**100%**	**317,731,970**	**100%**	**9%**	**13%**
NONOPERATING ITEMS												
State Appropriations	64,434,747	69%	65,061,745	65%	68,079,520	62%	71,018,135	68%	74,516,410	75%	5%	16%
Federal Appropriations	-	-	-	-	-	-	-	-	-	-	-	-
Federal Grants and Contracts	23,453,217	25%	22,186,001	22%	22,422,637	20%	21,679,494	21%	21,675,238	22%	0%	-8%
State Grants and Contracts	2,646,337	3%	3,533,938	4%	1,413,312	1%	3,937,636	4%	5,020,411	5%	27%	90%
Gifts	7,196,632	8%	7,306,397	7%	13,841,028	13%	15,071,455	14%	9,017,211	9%	-40%	25%
Investment Income	1,048,743	1%	9,395,509	9%	11,850,709	11%	545,519	1%	(2,963,770)	-3%	-643%	-383%
Interest on Debt	-9,034,400	-10%	-7,861,712	-8%	-7,971,449	-7%	-7,909,704	-8%	(9,096,701)	-9%	15%	1%
State Capital Appropriations	3,179,823	3%	335,459	0%	237,013	0%	59,621	0%	580,544	1%	874%	-82%
Capital Gifts	-	-	-	-	-	-	-	-	-	-	-	-
Other Nonoperating Items	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NONOPERATING ITEMS	**92,925,099**	**100%**	**99,957,337**	**100%**	**109,872,770**	**100%**	**104,402,156**	**100%**	**98,749,343**	**100%**	**-5%**	**6%**

(Continued on next page)

Finance

Table 8.6: **Statement of Revenues, Expenditures and Other Changes Fiscal Years 2012 – 2016**

(Continued from previous page)

	2012		2013		2014		2015		2016		Percent Change	
	$ Amount	%	$ Amount	%	$ Amount	%	$ Amount	%	$ Amount	%	1-year	5-year
NET ASSETS AT END OF YEAR												
Increase in Net Assets	11,567,685	3%	11,361,341	3%	24,989,825	6%	11,290,352	5%	-9,433,748	-4%	-184%	-182%
Net Assets at Beginning of Year	-	-	358,304,898	-	367,677,983	-	392,667,808	-	223,435,767	-	-	-
Restatement FY13*, FY15**	-	-	-1,988,256	-	-	-	-180,522,393	-	-	-	-	-
Net Assets at Beginning of Year	346,737,213	97%	356,316,642	97%	367,677,983	94%	212,145,415	95%	223,435,767	104%	5%	-36%
NET ASSETS AT END OF YEAR	358,304,898	100%	367,677,983	100%	392,667,808	100%	223,435,767	100%	214,002,019	100%	-4%	-40%

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.
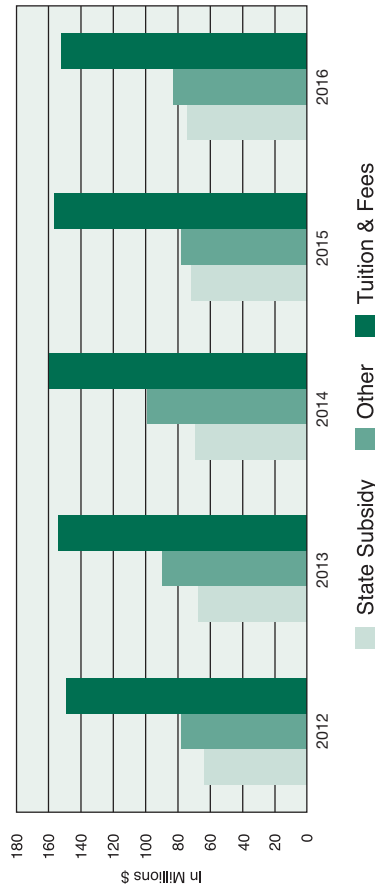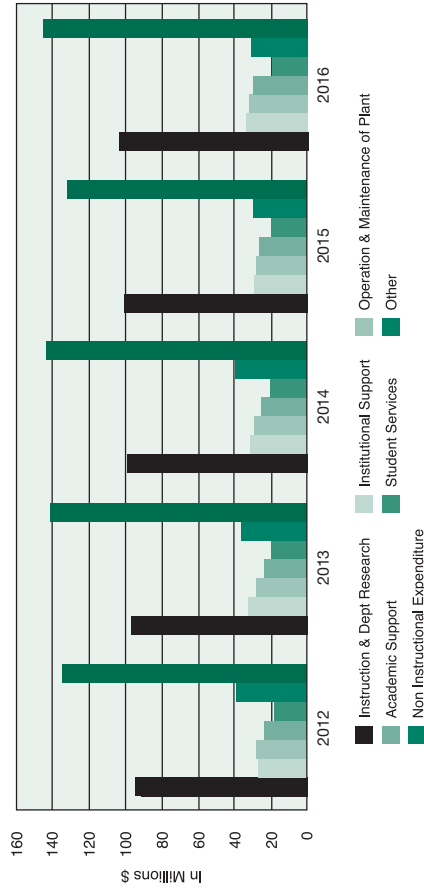
Figure 8.6a: **Total Revenues - FY 2011 - 2015**

Legend: State Subsidy | Other | Tuition & Fees

Figure 8.6b: **Operating Expenses - FY 2011 - 2015**

Legend: Instruction & Dept Research | Institutional Support | Operation & Maintenance of Plant | Academic Support | Student Services | Other | Non Instructional Expenditure

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	2012	2013	2014	2015	2016
University of Akron	3.1%	2.8%	2.0%	1.5%	1.5%
Bowling Green State University	1.4%	1.2%	1.3%	1.2%	1.1%
University of Cincinnati	5.8%	5.9%	6.3%	5.9%	6.0%
Cleveland State University	**2.2%**	**2.6%**	**2.8%**	**2.1%**	**1.9%**
Central State University	4.4%	4.0%	3.5%	3.9%	4.1%
Kent State University	2.7%	2.4%	2.4%	2.1%	2.2%
Miami University	0.2%	0.4%	0.5%	0.6%	0.7%
Ohio State University	2.4%	2.3%	2.8%	3.0%	3.6%
Ohio University	4.4%	4.2%	4.1%	3.9%	4.0%
Shawnee State University	2.9%	3.1%	3.5%	3.2%	3.3%
University of Toledo	0.7%	0.8%	0.9%	1.0%	1.1%
Wright State University	3.7%	3.8%	4.1%	4.2%	4.8%
Youngstown State University	2.6%	2.3%	2.2%	2.3%	2.7%
Totals	2.7%	2.6%	2.9%	2.9%	3.2%

Source: The Ohio Board of Regents HEI Current Fund Expenditures (CF) queries. Run Date: November 15, 2017.
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 2012 - 2016

Institution	2012	2013	2014	2015	2016
University of Akron	15.9%	27.2%	28.9%	29.7%	30.5%
Bowling Green State University	14.4%	16.9%	14.7%	14.2%	13.9%
University of Cincinnati	16.2%	17.0%	17.1%	16.6%	15.9%
Cleveland State University	**15.1%**	**14.6%**	**15.1%**	**15.0%**	**15.2%**
Central State University	25.6%	26.9%	26.5%	25.8%	26.5%
Kent State University	12.5%	12.5%	12.5%	12.6%	13.1%
Miami University	17.8%	18.6%	17.2%	19.4%	20.4%
Ohio State University	26.6%	29.1%	29.1%	29.2%	30.5%
Ohio University	23.5%	23.7%	13.0%	17.9%	18.9%
Shawnee State University	25.5%	26.6%	25.8%	26.2%	23.6%
University of Toledo	17.5%	17.5%	17.4%	17.7%	17.4%
Wright State University	12.0%	13.4%	16.0%	15.1%	14.7%
Youngstown State University	23.0%	20.9%	17.2%	18.2%	22.8%
Totals	20.5%	22.3%	21.4%	22.1%	22.6%

Source: The Ohio Board of Regents HEI Funding Unit Expenditures (FX) queries. Rundate: November 16, 2017.
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 2012 - 2016

Institution	2012	2013	2014	2015	2016
University of Akron	14.7%	14.6%	14.1%	14.4%	13.8%
Bowling Green State University	20.0%	18.6%	18.6%	18.6%	18.6%
University of Cincinnati	13.4%	13.3%	13.2%	13.5%	13.3%
Cleveland State University	12.6%	12.5%	11.9%	13.2%	13.2%
Central State University	22.5%	20.6%	20.9%	20.9%	20.1%
Kent State University	17.2%	16.0%	16.1%	16.2%	16.0%
Miami University	15.8%	16.6%	16.9%	17.3%	17.7%
Ohio State University	5.8%	5.9%	5.9%	5.8%	5.8%
Ohio University	12.4%	12.1%	11.9%	11.0%	11.6%
Shawnee State University	26.4%	25.3%	25.7%	24.8%	24.9%
University of Toledo	11.9%	11.3%	11.4%	11.2%	11.4%
Wright State University	14.2%	14.3%	14.9%	15.4%	15.9%
Youngstown State University	20.7%	19.7%	18.9%	18.8%	18.3%
Totals	10.8%	10.5%	10.4%	10.3%	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. More than two thirds 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	
	2012-13	2013-14	2014-15	2015-16	2016-17	1 year	5 year
Full-time Students with Financial Aid:							
Enrollment	6,434	6,892	6,428	6,547	6,527	0%	1%
Average Aid Package	$8,821	$8,707	$8,935	$8,839	8,777	-1%	0%
Part-time Students with Financial Aid:							
Enrollment	1,631	1,259	1,471	1,417	1,469	4%	-10%
Average Aid Package	$5,896	$6,566	$6,660	$6,544	$6,515	0%	10%

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				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	1 year	5 year
Federal Grants:							
Enrollment	690	818	861	727	852	17%	23%
Average Aid Package	$4,359	$4,539	$4,604	$4,629	$4,635	0%	6%
State Grants:							
Enrollment	506	611	645	530	638	20%	26%
Average Aid Package	$823	$935	$1,087	$1,125	$1,501	33%	82%
Scholarships/Institutional Grants:							
Enrollment	618	684	706	622	828	33%	34%
Average Aid Package	$5,155	$5,442	$5,325	$5,258	$5,987	14%	16%
Federal Student Loans:							
Enrollment	919	1,063	1,189	1,021	1,134	11%	23%
Average Aid Package	$5,772	$5,644	$5,814	$6,074	$5,570	-8%	-3%
Prior Year Cohort	**N=1,328**	**N=1,531**	**N=1,729**	**N=1,562**	**N=1,847**		

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				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	1 year	5 year
Federal Grants	$22,854,234	$23,390,675	$22,928,474	$22,387,513	$22,109,508	-1%	-3%
State Grants	$3,940,423	$4,372,629	$4,559,067	$5,543,166	$5,757,454	4%	46%
Institutional Grants/Scholarships	$7,334,909	$7,334,092	$6,941,713	$10,172,591	$11,404,315	12%	55%
Athletic Grants	$2,610,354	$2,602,035	$2,626,103	$2,724,128	$2,898,081	6%	11%
Federal Student Loans and Federal Work Study (FWS)	$66,171,387	$65,071,270	$62,856,104	$59,932,183	$60,034,634	0%	-9%
Total	**$102,911,307**	**$102,770,701**	**$99,911,461**	**$100,759,581**	**$102,203,992**	**1%**	**-1%**

Source: Common Data Set, H1 (based on estimated award year 2016-2017)

Financial Aid Office

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

	2011-12	2012-13	2013-14	2014-15	2015-16	Percent Change 1 year	5 year
Full-time students with Financial Aid:							
Enrollment	593	545	544	526	512	-2.7%	-13.7%
Average Aid Package	$20,106	$21,336	$21,549	$21,875	$21,247	-2.9%	5.7%
Part-time students with Financial Aid:							
Enrollment	2033	2004	1833	1756	1565	-10.9%	-23.0%
Average Aid Package	$15,089	$15,880	$15,757	$16,119	$15,974	-0.9%	5.9%

Source: CSU Financial Aid Office

Table 8.14: **Graduate Student Financial Aid Awards by Types of Financial Aid**
Fall 2012 - 2016

Types of Financial Aid	2011-12	2012-13	2013-14	2014-15	2015-16	Percent Change 1 year	5 year
SState Fellowship	$92,439	$55,072	$73,798	$83,618	$72,877	-12.8%	-21.2%
Scholarships/Institutional Grants	$4,300,000	$5,074,831	$4,079,315	$4,100,650	$4,229,327	3.1%	-1.6%
Non-Institutional Assistance	$315,577	$308,971	$502,041	$646,576	$253,498	-60.8%	-19.7%
Federal Student Loans and Federal Work Study (FWS)	$37,801,004	$37,943,017	$35,900,446	$34,920,044	$31,194,239	-10.7%	-17.5%

Source: CSU Financial Aid Office

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

	2011-12	2012-13	2013-14	2014-15	2015-16	Percent Change 1 year	5 year
Full-time students with Financial Aid:							
Enrollment	391	345	297	284	250	-12.0%	-36.1%
Average Aid Package	$31,387	$31,547	$32,790	$34,124	$32,997	-3.3%	5.1%
Part-time students with Financial Aid:							
Enrollment	133	122	92	101	115	13.9%	-13.5%
Average Aid Package	$23,378	$24,353	$27,551	$28,117	$30,086	7.0%	28.7%

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 2012 - 2016

Types of Financial Aid	2011-12	2012-13	2013-14	2014-15	2015-16	Percent Change 1 year	5 year
SState Fellowship	$0	$0	$0	$0	$0	-	-
Scholarships/Institutional Grants	$1,959,025	$2,096,603	$2,543,201	3,516,730	3,290,929	-6.4%	68.0%
Non-Institutional Assistance	$66,819	$26,340	$66,858	$47,281	$20,607	-56.4%	-69.2%
Federal Student Loans and Federal Work Study (FWS)	$13,217,639	$11,295,287	$9,886,606	$8,967,146	$8,397,695	-6.4%	-36.5%

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					
	2011-12	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**
Tuition/Fees	$9,002	$9,316	$9,498	$9,688	$9,848	$9,786
Books and Supplies	$800	$800	$800	$800	$800	$800
Room/Board	$11,842	$11,662	$11,858	$12,100	$12,464	$12,000
Personal/Miscellaneous	$2,500	$1,700	$1,700	$1,700	$1,700	$1,700
Transportation	$1,800	$1,460	$1,460	$1,726	$1,740	$1,770
Loan Fees	$0	$0	$0	$72	$72	$78
Total	**$25,944**	**$24,938**	**$25,316**	**$26,086**	**$26,624**	**$26,134**

Source: CSU Financial Aid Office

Table 8.18: **Annualized Full-Time Undergraduate Tuition & Fees for Selected Main Campuses of Ohio 4-Year Institutions 2016**

University Main Campuses	In-State	Out-Of-State
Bowling Green State University	$10,726	$18,262
Cleveland State University	$9,768	$13,819
Kent State University	$10,012	$18,376
Miami University	$14,233	$32,556
Ohio State University	$10,037	$28,229
Ohio University	$10,602	$21,208
University of Akron	$10,270	$18,802
University of Cincinnati	$11,000	$26,334
University of Toledo	$9,380	$18,718
Wright State University	$8,730	$17,350
Youngstown State University	$8,317	$8,558

Source: Data from Ohio Board of Regents Fall 2016 Survey of Student Charges for Academic Year 2016-2017

Financial Aid Office

Table 8.19: **Award of Financial Aid at Ohio's Public Title lV Postsecondary Institutions Percent of First-Time, Full-Time, Degree-Seeking Students Receiving Aid Average Award Amounts, Academic Year 2013 - 2014**

Institution	Any Aid %	Any Grant		Federal Grants		State Grants		Institutions Grants		Federal and Other Loans	
		%	Avg. Grant $	%	Avg. Grant $	%	Avg. Grant $	%	Avg. Grant $	%	Avg. Grant $
Bowling Green State University	96%	84%	$6,890	36%	$4,359	23%	$1,337	71%	$5,467	70%	$7,307
Central State University	96%	92%	$6,770	81%	$5,471	31%	$233	42%	$4,113	88%	$8,268
Cleveland State University	**89%**	**71%**	**$6,486**	**47%**	**$4,629**	**34%**	**$1,125**	**40%**	**$5,258**	**66%**	**$7,008**
Kent State University	93%	83%	$7,132	35%	$4,474	22%	$1,296	78%	$5,385	68%	$7,753
Miami University	76%	66%	$9,805	13%	$4,852	6%	$1,028	64%	$9,057	41%	$7,401
Ohio State University	86%	79%	$9,228	17%	$4,389	10%	$1,401	79%	$8,143	42%	$7,436
Ohio University	92%	83%	$5,483	27%	$4,329	17%	$1,176	80%	$3,975	66%	$7,760
Shawnee State University	93%	81%	$4,974	55%	$4,183	41%	$1,090	41%	$3,117	72%	$5,930
University of Akron	94%	81%	$6,388	40%	$4,327	31%	$1,037	61%	$5,210	67%	$7,249
University of Cincinnati	83%	61%	$6,876	21%	$4,458	14%	$1,321	54%	$5,596	53%	$7,200
University of Toledo	96%	96%	$8,301	39%	$4,833	23%	$1,179	89%	$6,483	62%	$6,614
Wright State University	92%	79%	$6,365	43%	$4,601	34%	$1,272	66%	$3,985	65%	$6,804
Youngstown State University	96%	75%	$7,254	48%	$4,722	38%	$1,209	59%	$4,530	64%	$5,885
University Main Campuses	**91%**	**79%**	**$7,073**	**39%**	**$4,587**	**25%**	**$1,131**	**63%**	**$5,409**	**63%**	**$7,124**

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/offices/international

Center for International Services & Programs

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
2016-2017	1	Turkey
Total	**88**	

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 and an Indian expert.
The Monte Ahuja College of Business	Faculty-led Programs Abroad	Faculty-led programs were delivered in the UK, the United Arab Emirates, and a joint-college program was delivered in Israel with the Levin College of Urban Affairs; the GAMBA and EMBA Programs travled to Brazil, Cuba, and Panama
The School of Nursing	Student Organization Volunteer Activities	Student Nurses Association members engaged in a service-learning program in the Dominican Republic.
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 and hosted numerous teaching and professional staff via the Hanban.

Center for International Services & Programs

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

Program Type	2012-13	2013-14	2014-15	2015-16	2016-17	Percent Change 1 year	Percent Change 5 year
Faculty Led	168	171	111	60	79	32%	-53%
Exchange	3	5	4	4	4	0%	33%
Internship	4	1	4	3	1	-67%	-75%
Independent	18	21	24	37	31	-16%	72%
Total	193	198	143	104	115	11%	-40%

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

College	2012-13	2013-14	2014-15	2015-16	2016-17	Percent Change 1 year	Percent Change 5 year
Business	122	133	93	54	61	13%	-50%
CLASS	51	43	36	29	34	17%	-33%
Science	17	16	11	12	8	-33%	-53%
Education	4	3	1	2	-	-100%	-100%
Engineering	2	4	3	6	6	0%	200%
Urban	2	-	2	4	10	150%	400%
Law	-	1	-	-	-	-	-
TOTAL	198	200	146	107	119	11%	-40%

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	2012-13	2013-14	2014-15	2015-16	2016-17	Percent Change 1 year	Percent Change 5 year
Undergraduate	114	99	75	68	88	29%	-23%
Graduate	79	98	67	36	27	-25%	-66%
Law	0	1	0	-	-	-	-
TOTAL	193	198	142	104	115	11%	-40%

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	MOU
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	Hunan City University	MOU
China	Hunan University of Commerce	MOU, Dual Degree Program
China	Henan University of Engineering	MOU
China	Capital University of Economics and Business	MOU, Reciprocal Student Exchange Agreement Partnership Agreement CSU Ahuja College of Business
China	China University of Petroleum	MOU, Dual Degree Program in Physics / 3+1+1
China	Guangzi Teachers Education University	MOU, Dual Degree Program - Master of Science in Chemistry, Direct Enrollment Program
China	Northeast Normal University	MOU
China	Northeastern University	MOU
China	Jilin University	MOU, Reciprocal Student Exchange Program Direct Enrollment Program
China	Nanjing Normal University	MOU, Direct Enrollment Agreement
China	Nanjing University of of Chinese Medicine	MOU w/Jiangsu Provincial, Hospital of Chinese Medicine
China	Qingdao University	MOU
China	Shanghai Dianji University	MOU, Reciprocal Student Exchange Agreement
China	South China University of Technology, Sino-U.S. College	MOU, Dual Degree Program, 2+2 Program
China	Southwest University of Political Science and Law	MOU
China	Confucius Institute (HANBAN)	MOU
France	Ecole Superieure de Commerce de Clermont-Ferrand	MOU, Reciprocal Student Exchange Agreement
France	Universite de Rouen	MOU, Reciprocal Student Exchange Agreement
Germany	Hochschule Offenburg, University of Applied Sciences	MOU
Hungary	Hungarian-American Commission for Educational Exchange (Fulbright)	MOU
India	International School of Engineering (INSOFE)	Direct Enrollment Program
India	Pondicherry University	MOU
Iraq	Higher Committee for Education Development, Government of Iraq and the State of Ohio Board of Regents	MOU Direct Enrollment Program
Ireland	University of Ulster	MOU, Reciprocal Student Exchange Agreement
Ireland	University of Limerick	MOU, Reciprocal Student Exchange Agreement
Israel	University of Haifa	MOU, Reciprocal Student Exchange Agreement
Israel	Tel Aviv University	MOU, Reciprocal Student Exchange Agreement
Kenya	Maseno University	MOU, Grant-funded Partnership Agreement
Lebanon	American University of Science and Technology	MOU
Poland	Gdansk University of Technology	MOU, Erasmus+ Mobility Exchange
Poland	Univesity of Warsaw	MOU
South Korea	Chung-Ang University	MOU,Reciprocal Student Exchange Agreement Direct Enrollment Progam
Serbia	University of Belgrade	MOU
	University of Novi Sad	MOU
Slovenia	Republic of Slovenia	MOU
	University of Ljubljana	MOU, Reciprocal Student Exchange Agreement
South Africa	University of the Free State	Student Hosting Agreement w/Leadership for ChangeProgam Reciprocal Student Exchange Agreement
United Kingdom	Buckingham New University	MOU
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.

MOU: Memorandum of Understanding

Office of the University Architect

Table 8.26   **Cleveland State University Fall 2016 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
[5]	CE	Cole Center *CMSD Campus International School	1990	56,653
	CG	Central Garage	1979	269,594
[5]	CM	Magnet Building (Magnet, Ceramics & Scuplture)	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
[2], [4], [6]	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
[2]	IM	Center for Innovations in Medical Professions	2015	103,295
	JH	Julka Hall	2010	104,747
	KF	Krensler Field Dome (up only Oct. to Mar. - inactive on capture date)		96,077
[5]	LA	Langston Court	2012	NA
[2]	LB	Law Building	1977	118,438
[2]	LL	Law Library	1997	111,870
[3], [5], [8]	MB	Middough Building	2011	303,845
	MC	Main Classroom Building	1970	386,489
[2]	MM	Mather Mansion	1967	43,938
[4]	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
	RC	Recreation Center	2006	135,167
	RT	Rhodes Tower	1971	493,968
[1], [5]	RW	Rhodes West * CMSD STEMM High School		---
[2]	SC	Student Center	2010	160,677
[3], [7]	SG	South Garage	2010	208,000
[4]	SI	Science Building	1969	171,242
[2]	SR	Science and Research Center	1978	142,479
[11]	ST	Stephanie Tubbs Jones Transit Center	2010	NA
	TD	Tennis Dome	2016	42,430
[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], [2]	WO	Wolstein Center	1989	289,000
[3], [5]	WST	West Center Campus Extension	2003	9,607
		Grand Total		**5,308,716**

Notes:

[1] RW - Rhodes West designation is used for way finding.
    This space is included in Rhodes Tower totals.
[2] Construction/Renovation/ Vacancy - FY 17
[3] Leased spaces
[4] Some Vacancy- Planned Demolition FY 18

[5] Includes Some Non-Institutional Uses
[6] Building Name Change
[7] Owned 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	
	Accounting (undergraduate & graduate)	AACSB International, The Association to Advance Collegiate Schools of Business
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 2017

The Book of Trends (BOT) 2017 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 2017 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

Notes

Notes

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.