

2015 Book of Trends



2015 Book of Trends

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Diversity Index

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

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Introduction



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University Administration



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President

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Sonali B. Wilson

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Interim Provost and Senior Vice President for Academic Affairs

Vice President for Business Affairs and Finance

Vice President for Enrollment Services

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

Vice President for University Engagement

General Counsel and Counsel to the Board of Trustees

Senior Advisor to President and Secretary to the Board of Trustees



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Donna Schultheiss

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Sonja Harris-Haywood

Peter Meiksins

Glenda Thornton

Boyd Yarbrough

William R. Morgan

Vice President for Research

Dean, Cleveland Marshall College of Law

Dean, College of Sciences and Health Professions

Interim Dean, Maxine Goodman Levin College of Urban Affairs

Dean, Washkewicz College of Engineering

Dean, School of Nursing

Interim Dean, Monte Ahuja College of Business Administration

Dean, College of Liberal Arts and Social Sciences

Dean, College of Education and Human Services

Dean, Jack, Joseph and Morton Mandel Honors College

Interim Dean, College of Graduate Studies

Vice Provost for Academic Planning

Associate Vice Provost for Health Affairs

Vice Provost for Academic Programs

Director, Michael Schwartz Library

Vice President for Student Affairs

Vice Provost for Faculty Affairs

Board of Trustees 2015-2016

Trustee	Term	
Robert H. Rawson, Jr. <i>Chairperson</i>	June 28, 2007	May 1, 2016
Bernardo “Bernie”F. Moreno <i>Vice Chairperson</i>	June 1, 2011	May 1, 2018
Morton Q. Levin <i>Treasurer</i>	August 14, 2008	May 1, 2017
Thomas W. Adler <i>Development Officer.</i>	May 2, 2013	May 1, 2022
Richard L. Bowen	June 16, 2010	May 1, 2019
David H. Gunning II, Esq.	September 13, 2012	May 1, 2021
Dan T. Moore III	May 27, 2011	May 1, 2020
June E. Taylor	May 14, 2015	May 1, 2024
Stephen F. Kirk	July 16, 2015	May 1, 2023
David I. Pendleton <i>Student Trustee</i>	August 1, 2014	May 1, 2016
Paul T. All <i>Student Trustee</i>	August 1, 2015	May 1, 2017
Nancy W. McCann <i>Community Board Member</i>	June 2, 2015	End of term as CSU Foundation Chair
Joel A. Liske, Ph.D. <i>Faculty Representative</i>	July 1, 2015	June 30, 2016
Nigamanth Sridhar, Ph.D. <i>Faculty Representative</i>	September 10, 2014	August 31, 2016

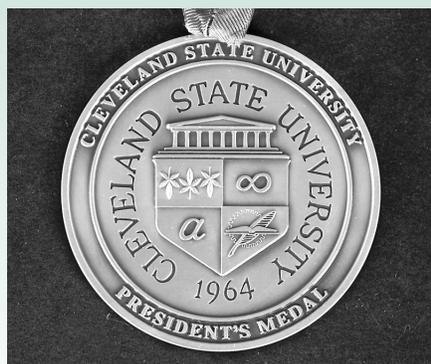
William J. Napier, Ph.D., Secretary to the Board of Trustees

Student Government Association Executive Board 2015-2016

Executive Member	Position
Allison Dumski	President
Hazem Jadallah	Vice President
Emily Halasah	Secretary
Kyle Kubovcik	Treasurer
Vince Ortenzio	Speaker of the Senate
Robert Bergmann	Advisor

President's Medal

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



President's Medal

Year	Recipients	Year	Recipients
2015	Albert B. Ratner	2009	Mrs. Jean L. Elsner
2014	Eric S. Gordon	2008	Natalie Epstein Lainie Hadden
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
2010	Anand "Bill" Julka Dr. Neeraj Julka	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.

2012 Honorees

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

2014 Honorees

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

2013 Honorees

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

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 Cover	Maxine Goodman Levin College of Urban Affairs
Bruno Biasiotta	Athletics

2

Campus Enrollment Characteristics & Trends



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Table 2.1: Cleveland State University Enrollment by Level - Fall 1965 - 2014

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

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

Figure 2.1: Cleveland State University Enrollment Trend - Fall 1965 - 2014

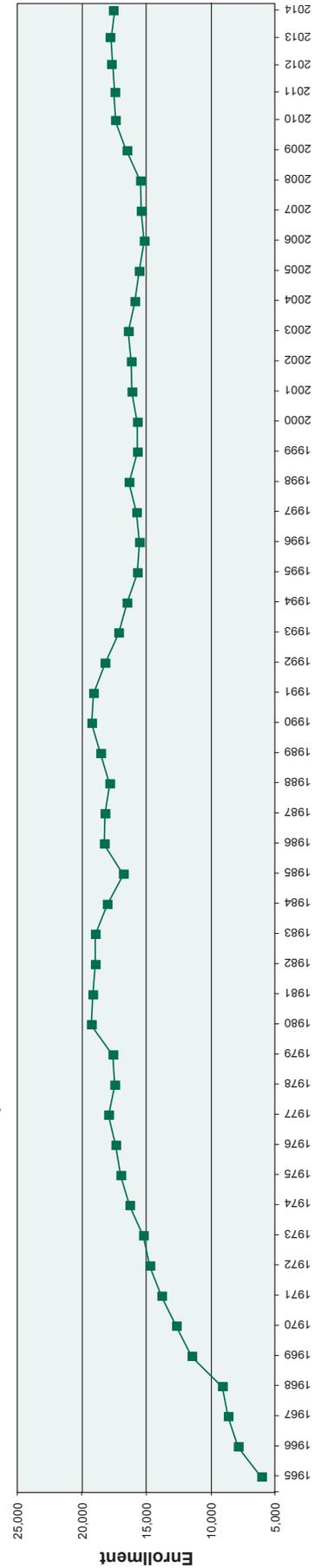


Table 2.2: Enrollment by College, Level and Load - Fall 2014

College	Undergraduate			Graduate & Law			Total				
	Full-Time	Part-Time	Undergraduate % of Total	Full-Time	Part-Time	Graduate & Law Total	Graduate & Law % of Total	Full-Time	Part-Time	Total	
Business	1,648	597	18%	400	803	1,203	23%	2,048	1,400	3,448	20%
CLASS	2,079	636	22%	267	270	537	10%	2,346	906	3,252	19%
Education	553	250	7%	241	1,008	1,249	24%	794	1,258	2,052	12%
Nursing	458	91	4%	12	39	51	1%	470	130	600	3%
Engineering	1,136	253	11%	131	428	559	11%	1,267	681	1,948	11%
Science	2,165	679	23%	442	401	843	16%	2,607	1,080	3,687	21%
Urban Affairs	206	181	3%	37	182	219	4%	243	363	606	3%
Law	-	-	0%	288	154	442	9%	288	154	442	3%
Undergraduate Studies	412	553	8%	-	-	-	0%	412	553	965	6%
Undergraduate Non-Degree	16	154	1%	-	-	-	0%	16	154	170	1%
Graduate Studies	-	-	0%	-	24	24	0%	-	24	24	0%
Other ¹	1	150	1%	-	-	-	0%	1	150	151	1%
Total	8,674	3,544	100%	1,818	3,309	5,127	100%	10,492	6,853	17,345	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 2014

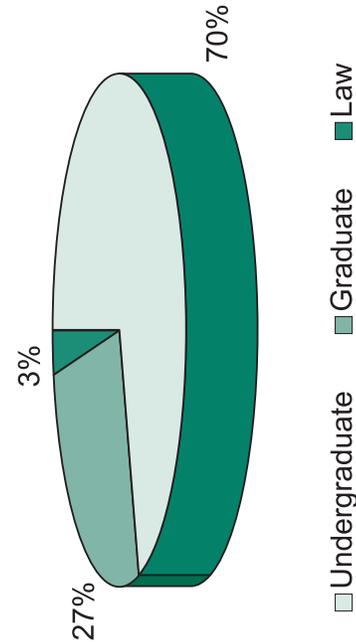


Figure 2.2b: Enrollment by Load and Level Fall 2014

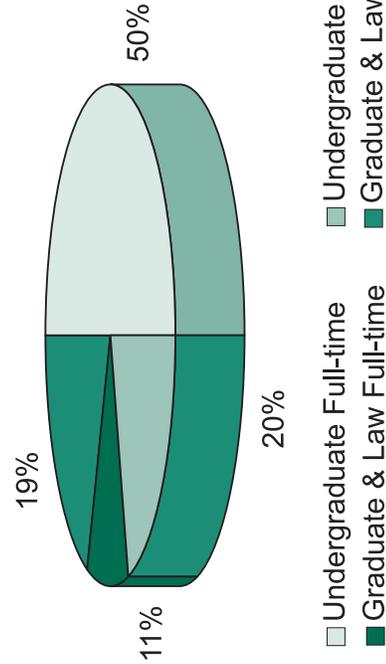


Table 2.3: Full-Time Enrollment by Ethnicity and Gender - Fall 2014

Full-Time Students	American Indian/Alaska Native		Asian		Black/African American		Hispanic/Latino		White		Native Hawaiian or Other Pacific Islander		Two or more races		Non Resident Alien		Unknown		Grand Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
Undergraduate	7	5	143	124	489	920	214	259	2,649	2,878	6	7	106	184	429	105	82	67	4,125	4,549	8,674
Graduate	-	1	10	22	58	141	13	28	254	537	-	-	9	12	183	131	4	17	531	889	1,420
First Professional	1	1	6	1	8	7	5	7	195	146	-	-	3	3	2	1	7	5	227	171	398
Total Full-Time	8	7	159	147	555	1,068	232	294	3,098	3,561	6	7	118	199	614	237	93	89	4,883	5,609	10,492

Table 2.4: Total Enrollment by Ethnicity and Gender - Fall 2014

Total Students	American Indian/Alaska Native		Asian		Black/African American		Hispanic/Latino		White		Native Hawaiian or Other Pacific Islander		Two or more races		Non Resident Alien		Unknown		Grand Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
Undergraduate	8	10	195	180	723	1,471	259	329	3,600	3,983	7	9	136	228	577	150	178	175	5,683	6,535	12,218
Graduate	3	3	57	68	187	540	35	89	1,009	1,522	-	2	23	40	511	346	57	83	1,882	2,693	4,575
First Professional	1	1	8	3	13	24	8	11	246	203	-	-	4	4	6	4	9	7	295	257	552
Grand Total	12	14	260	251	923	2,035	302	429	4,855	5,708	7	11	163	272	1,094	500	244	265	7,860	9,485	17,345

Figure 2.4a: Total Enrollment by Ethnicity Fall 2014

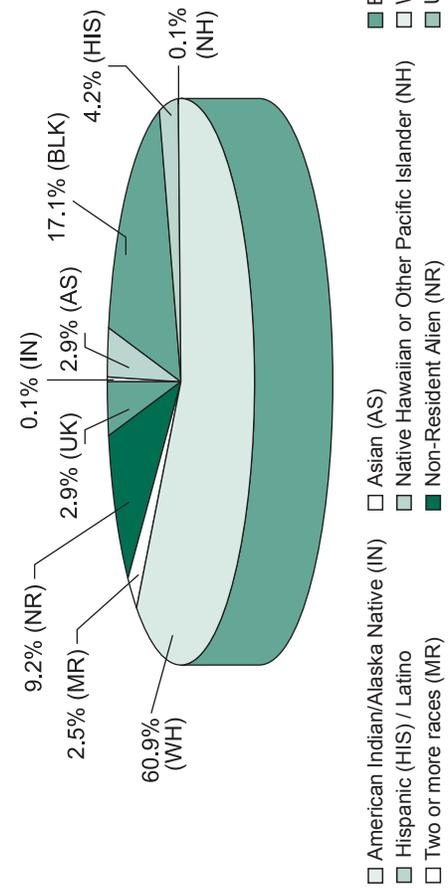
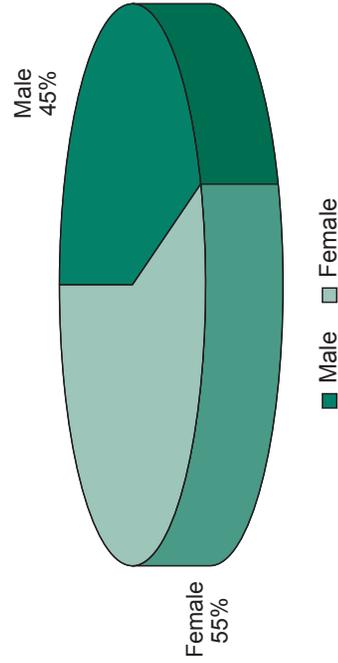


Figure 2.4b: Total Enrollment by Gender Fall 2014



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

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

College	Freshmen					Transfers					Other Undergraduate					New Undergraduate Total					Total Percent Change	
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	1-Year	5-Year
Business	151	159	196	243	234	373	318	324	323	349	17	16	24	21	11	541	493	544	587	594	1%	10%
CLASS	379	488	464	520	434	442	417	466	449	339	27	23	37	24	12	848	928	967	993	785	-21%	-7%
Education	90	90	70	97	56	120	111	113	129	103	40	26	21	30	31	250	227	204	256	190	-26%	-24%
Nursing	124	83	119	135	123	100	63	60	38	38	7	8	4	10	8	231	154	183	183	169	-8%	-27%
Engineering	148	157	215	225	226	109	109	137	147	143	7	7	15	19	8	264	273	367	391	377	-4%	43%
Science	299	327	406	421	361	376	397	407	442	354	74	81	125	97	77	749	805	938	960	792	-18%	6%
Urban Affairs	9	13	9	8	14	74	68	65	58	81	-	-	2	4	2	83	81	76	70	97	39%	17%
Undergraduate Studies	42	76	110	104	143	28	52	74	72	111	169	176	234	259	260	239	304	418	435	514	18%	115%
Undergraduate Non-Degree	-	-	-	-	-	-	-	-	-	-	174	121	129	114	88	174	121	129	114	88	-23%	-49%
Other ¹	-	-	-	-	-	-	-	-	-	-	52	87	83	58	86	52	87	83	58	86	48%	65%
TOTAL	1,242	1,393	1,589	1,753	1,591	1,622	1,535	1,646	1,658	1,518	567	545	674	636	583	3,431	3,473	3,909	4,047	3,692	-9%	8%

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	
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	1-Year	5-Year
Business	320	306	337	296	307	-	-	-	10	-	99	105	99	69	44	419	411	436	375	351	-6%	-16%
CLASS	176	145	158	122	156	-	-	-	-	-	39	51	37	52	32	215	196	195	174	188	8%	-13%
Education	249	243	279	243	262	4	3	6	8	7	92	82	58	59	51	345	328	343	310	320	3%	-7%
Nursing	13	20	16	19	23	-	-	-	-	-	-	2	3	3	3	13	22	19	22	26	18%	100%
Engineering	111	94	94	144	134	3	6	6	7	10	10	13	7	3	8	124	113	107	154	152	-1%	23%
Science	160	190	187	176	194	14	16	17	19	13	34	40	36	35	37	208	246	240	230	244	6%	17%
Urban Affairs	52	44	48	32	45	2	7	2	2	4	42	31	16	34	23	96	82	66	68	72	6%	-25%
Law	187	164	139	135	143	-	-	-	-	-	5	7	7	25	24	192	171	146	160	167	4%	-13%
Graduate Studies*	-	-	-	-	-	-	-	-	-	-	24	10	6	22	12	24	10	6	22	12	-45%	-50%
TOTAL	1,268	1,206	1,258	1,167	1,264	23	32	31	46	34	345	341	269	302	234	1,636	1,579	1,558	1,515	1,532	1%	-6%

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

NOTE: Students are marked as “new” during their first year at the graduate level. New students pursuing a Master’s degree, a Law degree, or a Licensure degree are included in the first section of the table. First-time graduate students who are pursuing a Doctoral degree are included in the second section of the table. All other new graduate students, including non-degree and graduate transfer students, are included in the “other” category. This methodology mirrors the rules used by the Ohio Board of Regents. Specifically, the Regents require that a graduate student be reported as “new” only once and only in the first semester they are considered a graduate level student.

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

College	Full-Time					% Change in Full-Time		Part-Time					% Change in Part-Time	
	2010	2011	2012	2013	2014	1-Year	5-Year	2010	2011	2012	2013	2014	1-Year	5-Year
Business	414	389	407	482	480	0%	23%	127	104	137	105	114	9%	-10%
CLASS	722	803	821	864	700	-19%	-13%	126	125	146	129	85	-34%	-33%
Education	203	188	179	202	145	-28%	-23%	47	39	25	54	45	-17%	-4%
Nursing	196	134	164	169	145	-14%	8%	35	20	19	14	24	71%	-31%
Engineering	223	236	311	314	338	8%	43%	41	37	56	77	39	-49%	-5%
Science	612	657	764	790	656	-17%	0%	137	148	174	170	136	-20%	-1%
Urban Affairs	59	57	57	48	51	6%	-11%	24	24	19	22	46	109%	92%
Undergraduate Studies	98	155	207	202	233	15%	50%	141	149	211	233	281	21%	99%
Undergraduate Non-Degree ²	31	16	19	12	9	-25%	-44%	143	105	110	102	79	-23%	-45%
Other ¹	-	-	-	-	-	-	-	52	87	83	58	86	48%	65%
Total New Undergraduate	2,558	2,635	2,929	3,083	2,757	-11%	5%	873	838	980	964	935	-3%	7%

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	
	2010	2011	2012	2013	2014	1-Year	5-Year	2010	2011	2012	2013	2014	1-Year	5-Year
Business	180	178	209	153	158	3%	-12%	239	233	227	222	193	-13%	-19%
CLASS	103	79	88	77	115	49%	12%	112	117	107	97	73	-25%	-35%
Education	93	95	102	127	108	-15%	16%	252	233	241	183	212	16%	-16%
Nursing		2	9	13	10	-23%	-	13	20	10	9	16	78%	23%
Engineering	39	30	29	32	38	19%	-3%	85	83	78	122	114	-7%	34%
Science	140	142	137	138	149	8%	6%	68	104	103	92	95	3%	40%
Urban Affairs	34	30	24	16	16	0%	-53%	62	52	42	52	56	8%	-10%
Law	148	131	109	114	117	3%	-21%	44	40	37	46	50	9%	14%
Graduate Studies ²	1	-	1	-	-	-	-100%	23	10	5	22	12	-45%	-48%
Total New Graduate & Law	738	687	708	670	711	6%	-4%	898	892	850	845	821	-3%	-9%

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

College	2010	2011	2012	2013	2014	Percent Change	
						1-Year	5-Year
Business	960	904	980	962	945	-2%	-2%
CLASS	1,063	1,124	1,162	1,167	973	-17%	-8%
Education	595	555	547	566	510	-10%	-14%
Nursing	244	176	202	205	195	-5%	-20%
Engineering	388	386	474	545	529	-3%	36%
Science	957	1,051	1,178	1,190	1,036	-13%	8%
Urban Affairs	179	163	142	138	169	22%	-6%
Law	192	171	146	160	167	4%	-13%
Undergraduate Studies	239	304	418	435	514	18%	115%
Undergraduate Non-Degree ²	174	121	129	114	88	-23%	-49%
Graduate Studies	24	10	6	22	12	-45%	-50%
Other ¹	52	87	83	58	86	48%	65%
Total New Students	5,067	5,052	5,467	5,562	5,224	-6%	3%

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 2.11: Total Fall 2014 Enrollment by Academic Level: 5-Year Trend

Academic Level	Percent Change						
	2010	2011	2012	2013	2014	1 year	5 year
Undergraduates	11,496	11,722	12,039	12,359	12,218	-1%	6%
Masters	4,810	4,676	4,501	4,393	4,204	-4%	-13%
Doctoral	470	486	484	509	481	-6%	2%
Law	610	563	501	469	442	-6%	-28%
University Total	17,386	17,447	17,525	17,730	17,345	-2%	0%

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

College	2010		2011		2012		2013		2014		Percent Change	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1-Year	5-Year
Business	3,633	21%	3,481	20%	3,369	19%	3,301	19%	3,448	20%	4%	-5%
CLASS	3,667	21%	3,736	21%	3,731	21%	3,691	21%	3,252	19%	-12%	-11%
Education	2,623	15%	2,451	14%	2,266	13%	2,259	13%	2,052	12%	-9%	-22%
Nursing	589	3%	559	3%	592	3%	628	4%	600	3%	-4%	2%
Engineering	1,392	8%	1,452	8%	1,569	9%	1,771	10%	1,948	11%	10%	40%
Science	3,062	18%	3,368	19%	3,727	21%	3,841	22%	3,687	21%	-4%	20%
Urban Affairs	694	4%	689	4%	620	4%	576	3%	606	3%	5%	-13%
Law	610	4%	563	3%	501	3%	469	3%	442	3%	-6%	-28%
Undergraduate Studies	663	4%	739	4%	780	4%	863	5%	965	6%	12%	46%
Undergraduate Non-Degree	336	2%	274	2%	245	1%	220	1%	170	1%	-23%	-49%
Graduate Studies	45	0%	23	0%	19	0%	28	0%	24	0%	-14%	-47%
Other ¹	72	0%	112	1%	106	1%	83	0%	151	1%	82%	110%
Total Enrollment	17,386	100%	17,447	100%	17,525	100%	17,730	100%	17,345	100%	-2%	0%

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

College	2010		2011		2012		2013		2014		Percent Change	
	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	1-Year	5-Year
Business	27,613	15%	27,156	14%	26,889	14%	27,276	14%	27,030	14%	-1%	-2%
CLASS	58,906	32%	57,758	30%	58,808	31%	60,416	30%	55,231	29%	-9%	-6%
Education	17,296	9%	16,542	9%	16,165	8%	16,224	8%	15,009	8%	-7%	-13%
Nursing	3,447	2%	4,411	2%	4,564	2%	4,569	2%	4,364	2%	-4%	27%
Engineering	10,011	5%	10,290	5%	10,054	5%	11,572	6%	14,192	8%	23%	42%
Science	48,889	26%	52,560	28%	56,361	29%	59,594	30%	54,556	29%	-8%	12%
Urban Affairs	10,722	6%	11,009	6%	10,245	5%	10,176	5%	8,870	5%	-13%	-17%
Law	8,015	4%	7,425	4%	6,776	4%	6,116	3%	5,720	3%	-6%	-29%
Undergraduate Studies	1,060	1%	1,190	1%	1,419	1%	1,596	1%	1,427	1%	-11%	35%
Honors	144	0%	141	0%	121	0%	120	0%	114	0%	-5%	-21%
Other ¹	823	0%	1,140	1%	1,284	1%	1,131	1%	1,181	1%	4%	43%
Total SCH	186,926	100%	189,622	100%	192,686	100%	198,790	100%	187,694	100%	-6%	0%

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

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

This table uses units progress rather than units taken.

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

Figure 2.12 & 2.13: Fall Enrollment and FTE (SCH/15)

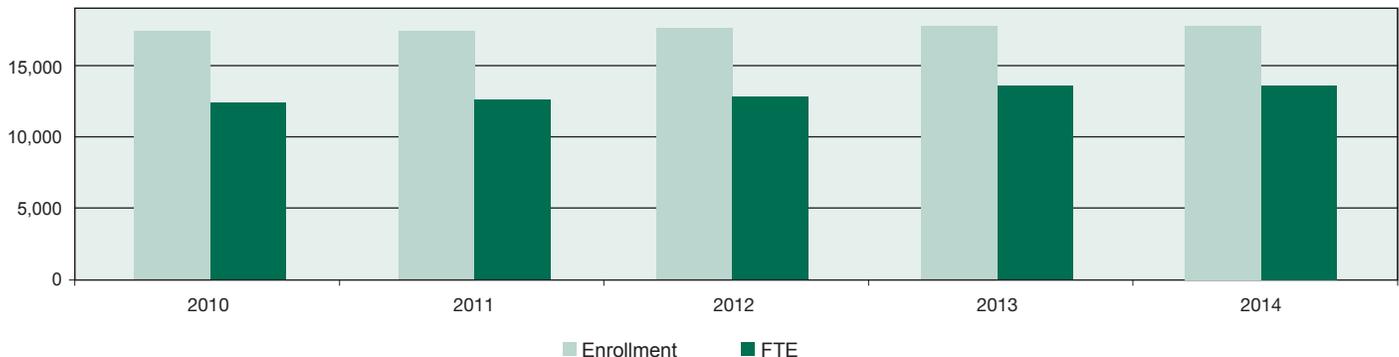


Table 2.14: Registered Student Credit Hours by Level - Fall 2014

Registered Credit Hours	Undergraduate		Graduate		Law		All	
	Enrollment	Cumulative %	Enrollment	Cumulative %	Enrollment	Cumulative %	Enrollment	Cumulative %
0	155	1%	0	0%	0	0%	155	1%
1	64	2%	186	4%	0	0%	250	2%
2	44	2%	66	5%	0	0%	110	3%
3	559	7%	458	15%	4	1%	1,021	9%
4	177	8%	324	22%	1	1%	502	12%
5	67	9%	51	23%	0	1%	118	12%
6	948	16%	964	44%	28	7%	1,940	24%
7	280	19%	240	49%	5	9%	525	27%
8	128	20%	864	67%	6	10%	998	32%
GRAD FT	9	25%	456	77%	17	14%	1,116	39%
10	302	28%	203	81%	16	17%	521	42%
11	177	29%	138	84%	48	28%	363	44%
UGRD FT	12	46%	229	89%	19	33%	2,287	57%
LAW FT	13	58%	90	91%	21	37%	1,662	67%
14	1,045	67%	120	94%	32	45%	1,197	74%
15	1,741	81%	132	96%	158	80%	2,031	85%
16	1,227	91%	97	99%	47	91%	1,371	93%
17	543	96%	32	99%	26	97%	601	97%
18	384	99%	3	99%	12	100%	399	99%
19	96	100%	29	100%	1	100%	126	100%
20	31	100%	2	100%	0	100%	33	100%
21	12	100%	1	100%	1	100%	14	100%
22	2	100%	0	100%	0	100%	2	100%
23		100%	0	100%	0	100%	-	100%
24+	3	100%	0	100%	0	100%	3	100%
TOTAL	12,218		4,685		442		17,345	
Average	12.0		7.6		13.3		10.8	

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 2014

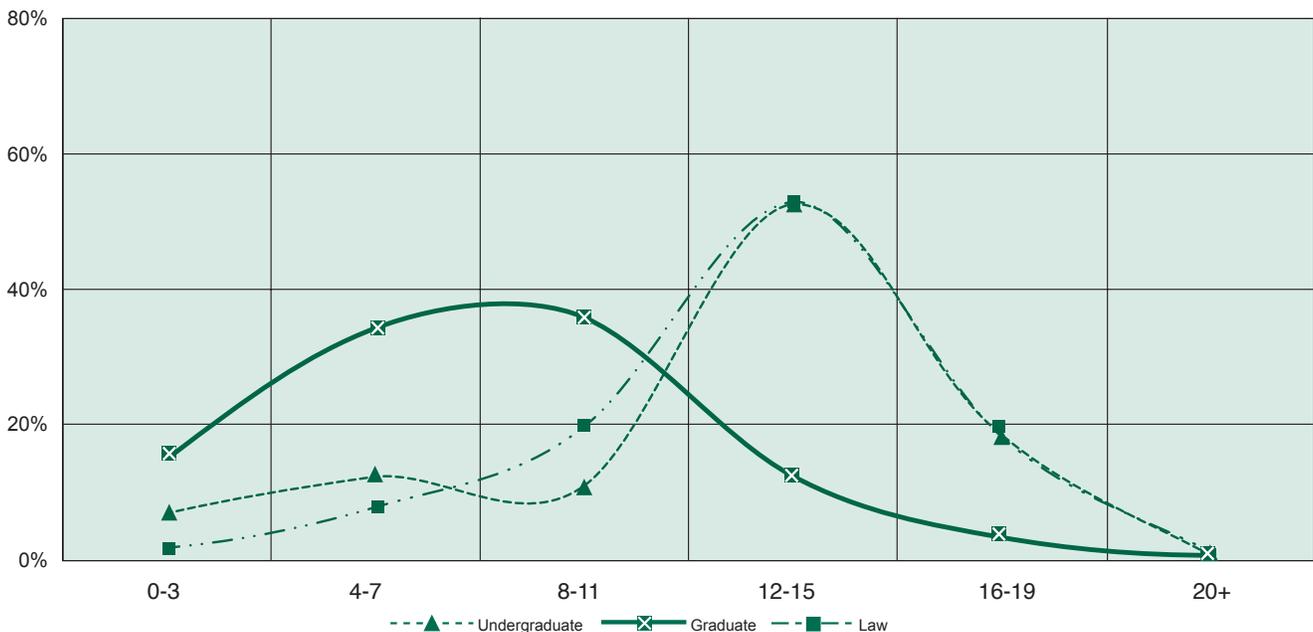


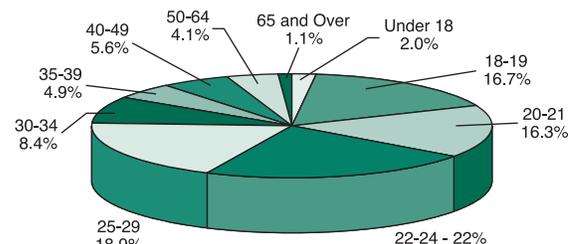
Table 2.15: Enrollment by Age Category - Fall 2014

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	6	147	210	302	347	160	96	108	42	2	-	27.6
	Male	6	295	302	457	493	218	112	106	38	1	-	26.3
	Total	12	442	512	759	840	378	208	214	80	3	-	26.8
CLASS	Female	17	425	365	382	269	121	91	155	119	7	-	27.0
	Male	4	305	244	293	189	95	45	69	52	5	-	25.7
	Total	21	730	609	675	458	216	136	224	171	12	-	26.5
Education	Female	-	83	151	283	359	197	135	163	126	8	-	31.0
	Male	-	47	45	97	121	68	58	60	47	4	-	31.1
	Total	-	130	196	380	480	265	193	223	173	12	-	31.0
Nursing	Female	7	176	109	69	71	30	18	22	11	1	-	23.8
	Male	1	24	13	17	20	2	6	3	-	-	-	24.1
	Total	8	200	122	86	91	32	24	25	11	1	-	23.9
Engineering	Female	4	60	62	104	51	18	9	5	3	-	-	23.6
	Male	11	285	323	492	328	110	36	31	15	1	-	24.0
	Total	15	345	385	596	379	128	45	36	18	1	-	23.9
Science	Female	19	508	589	615	409	152	82	84	47	-	-	24.3
	Male	5	202	223	285	256	102	47	45	16	1	-	25.1
	Total	24	710	812	900	665	254	129	129	63	1	-	24.5
Urban Affairs	Female	-	23	26	54	74	41	39	49	50	1	-	33.4
	Male	-	16	24	47	49	30	25	32	25	1	-	31.7
	Total	-	39	50	101	123	71	64	81	75	2	-	32.7
Law	Female	-	-	4	79	59	27	12	9	5	1	-	28.0
	Male	-	-	2	109	75	34	13	7	6	-	-	27.4
	Total	-	-	6	188	134	61	25	16	11	1	-	27.7
Undergraduate Studies	Female	177	160	46	27	15	14	6	5	46	80	1	29.9
	Male	92	88	40	19	24	10	1	4	34	76	-	33.9
	Total	269	248	86	46	39	24	7	9	80	156	1	31.6
Undergraduate Non-Degree	Female	-	6	8	25	20	2	13	8	15	2	-	32.7
	Male	-	7	10	20	12	7	4	6	4	-	1	28.2
	Total	-	13	18	45	32	9	17	14	19	2	1	30.9
Graduate Studies	Female	-	-	-	3	5	1	1	1	1	-	-	31.5
	Male	-	-	-	3	4	2	-	1	2	-	-	32.3
	Total	-	-	-	6	9	3	1	2	3	-	-	31.9
Other ¹	Female	1	4	5	11	9	2	1	-	-	-	-	23.7
	Male	1	33	26	24	17	13	3	-	1	-	-	23.3
	Total	2	37	31	35	26	15	4	-	1	-	-	23.4
University	Female	231	1,592	1,575	1,954	1,688	765	503	609	465	102	1	27.2
	Male	120	1,302	1,252	1,863	1,588	691	350	364	240	89	1	26.4
	Total	351	2,894	2,827	3,817	3,276	1,456	853	973	705	191	2	26.8

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

Figure 2.15: Enrollment by Age Category - Fall 2014

	Average	Median
University:	26.8	23
Undergraduate:	25.1	22
Graduate:	31.4	28
Law:	27.7	25



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

Table 2.16: Enrollment by Level and Residency Status - Fall 2014

Resident Type	Undergraduate	Undergraduate in %	Graduate	Graduate in %	Law	Law in %	Total
Ohio Resident	11,063	91	3,700	79	417	94	15,180
Non-Ohio Resident	429	4	127	3	16	4	572
Non-Resident Alien	726	6	858	18	9	2	1,593
Total	12,218	100%	4,685	100%	442	100%	17,345

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 2014

State	Number of Students
Ohio.....	15,453
Pennsylvania.....	72
New York.....	39
Michigan	27
Illinois	20
Indiana	17
Florida, Virginia (12/state).....	24
Maryland.....	11
California.....	10
Texas.....	9
Kentucky.....	7
New Jersey, Georgia (6/state).....	12
North Carolina, Wisconsin (5/state).....	10
Washington, Massachusetts (4/state).....	8
West Virginia, Kansas (3/state).....	6
Tennessee, Minnesota, Connecticut, Oklahoma, Arizona, Louisiana (2/state)	12
Alabama, Nebraska, Oregon, New Hampshire, Vermont, Puerto Rico, Delaware, South Dakota, District of Columbia, Mississippi, Missouri (1/state).....	11
Unknown State.....	3
Non-Resident Alien	1,594
Total States	17,345

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 2014

County	Number of Students
Cuyahoga	11,084
Lake.....	1,266
Lorain.....	935
Medina.....	454
Summit	414
Geauga.....	309
Ashtabula	126
Erie	99
Stark	94
Portage.....	91
Trumbull.....	88
Mahoning.....	49
Franklin.....	44
Huron.....	43
Wayne.....	35
Tuscarawas, Richland (25/county).....	50
Lucas, Ottawa (24/county)	48
Sandusky.....	20
Hamilton	18
Montgomery	16
Wood	15
Ashland.....	13
Columbiana	12
Delaware.....	11
Fairfield, Butler (10/county)	20
Seneca, Greene (7/county).....	14
Licking, Crawford, Jefferson (6/county)	18
Fulton, Holmes, Warren (4/county).....	12
Defiance, Guernsey, Pickaway, Washington, Williams, Knox, Carroll (3/county)	21
Lawrence, Putnam, Harrison, Allen, Mercer, Athens, Perry, Union, Van Wert, Logan (2/county)	20
Auglaize, Paulding, Morrow, Meigs, Clinton, Clark, Ross, Belmont, Coshocton, Pike, Preble, Marion, Madison, Hancock (1/county)	14
Total.....	15,453

* Excluding Non-Resident Aliens

Table 2.19: Enrollment by Country or Regions, Fall 2014

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	Austria, Ecuador, Ethiopia, Indonesia, Israel, Italy, Jamaica, Japan, Republic of Serbia, Romania, South Africa, Spain (2/country)	24
Kuwait.....	31	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
Nigeria	30	Unknown.....	1
Korea, Republic of	25	Total	1,594
Iran (Islamic Republic Of)	23		
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		
Bangladesh, France, Kenya, Pakistan, Zambia (5/country).....	25		

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

Source: Institutional Research

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

College	2011		2012		2013		2014		2015		Percent Change	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1-Year	5-Year
Business	3,401	20%	3,265	20%	3,201	19%	3,090	19%	3,290	20%	6%	-3%
CLASS	3,461	21%	3,499	21%	3,446	21%	3,389	20%	3,023	18%	-11%	-13%
Education	2,556	15%	2,371	14%	2,285	14%	2,106	13%	1,894	12%	-10%	-26%
Nursing	641	4%	588	4%	630	4%	641	4%	586	4%	-9%	-9%
Engineering	1,334	8%	1,354	8%	1,534	9%	1,773	11%	1,931	12%	9%	45%
Science	2,957	18%	3,185	19%	3,484	21%	3,605	22%	3,386	21%	-6%	15%
Urban Affairs	692	4%	641	4%	573	3%	562	3%	618	4%	10%	-11%
Law	568	3%	525	3%	474	3%	424	3%	417	3%	-2%	-27%
Undergraduate Studies	577	3%	631	4%	763	5%	811	5%	867	5%	7%	50%
Undergraduate Non-Degree	285	2%	284	2%	220	1%	192	1%	176	1%	-8%	-38%
Graduate Studies	54	0%	46	0%	14	0%	27	0%	41	0%	52%	-24%
Other ¹	74	0%	88	1%	86	1%	75	0%	156	1%	108%	111%
Total Enrollment	16,600	100%	16,477	100%	16,710	100%	16,695	100%	16,385	100%	-2%	-1%

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

College	2011		2012		2013		2014		2015		Percent Change	
	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	1-Year	5-Year
Business	25,896	15%	25,618	15%	26,296	14%	26,563	14%	26,382	15%	-1%	2%
CLASS	53,808	31%	52,789	30%	55,955	31%	56,247	30%	49,903	28%	-11%	-7%
Education	17,898	10%	16,980	10%	16,768	9%	16,065	9%	15,303	9%	-5%	-14%
Nursing	4,550	3%	5,063	3%	5,481	3%	5,293	3%	5,123	3%	-3%	13%
Engineering	9,952	6%	10,024	6%	10,404	6%	12,606	7%	14,622	8%	16%	47%
Science	44,637	25%	47,147	27%	50,493	28%	53,318	29%	49,300	28%	-8%	10%
Urban Affairs	10,629	6%	10,603	6%	9,993	5%	10,192	5%	9,028	5%	-11%	-15%
Law	7,451	4%	6,844	4%	6,262	3%	5,498	3%	5,169	3%	-6%	-31%
Undergraduate Studies	179	0%	186	0%	229	0%	215	0%	212	0%	-1%	18%
Honors	204	0%	101	0%	27	0%	57	0%	87	0%	53%	-57%
Other ¹	975	1%	1,019	1%	855	0%	935	1%	717	0%	-23%	-26%
Total SCH	176,179	100%	176,374	100%	182,763	100%	186,989	100%	175,846	100%	-6%	0%

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

Note: Some SCH gain in CLASS and Science is attributed to the redistribution of developmental English & Math courses to these units from Undergraduate Studies. This table uses units progress rather than units taken.

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

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

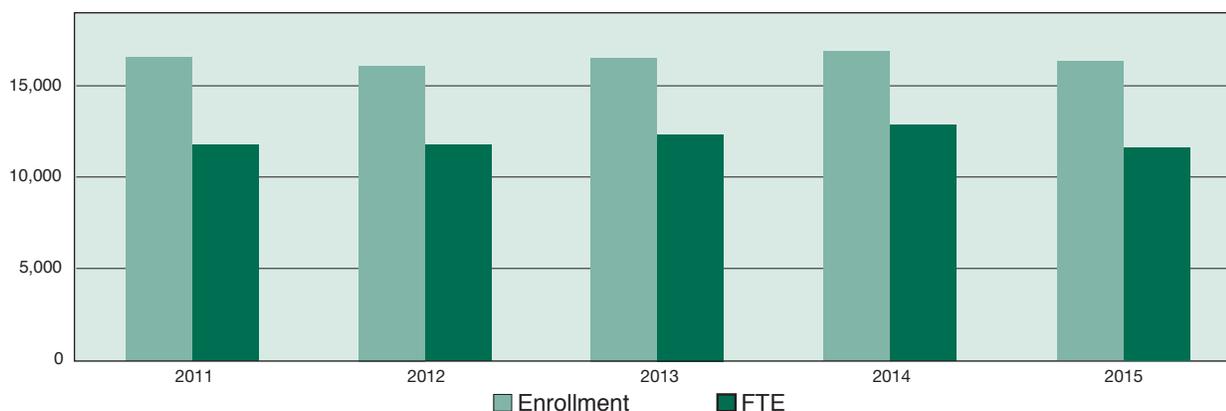


Table 2.22: Summer Enrollment by College: 5-Year Trend

College	2010		2011		2012		2013		2014		Percent Change	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1-Year	5-Year
Business	1,837	25%	1,783	24%	1,733	24%	1,607	23%	1,684	25%	5%	-8%
CLASS	1,162	16%	1,076	15%	1,066	15%	987	14%	875	13%	-11%	-25%
Education	1,582	21%	1,420	19%	1,374	19%	1,248	18%	1,082	16%	-13%	-32%
Nursing	206	3%	184	3%	172	2%	170	2%	156	2%	-8%	-24%
Engineering	354	5%	366	5%	445	6%	486	7%	495	7%	2%	40%
Science	1,068	14%	1,242	17%	1,337	18%	1,356	20%	1,304	20%	-4%	22%
Urban Affairs	225	3%	265	4%	218	3%	204	3%	206	3%	1%	-8%
Law	204	3%	207	3%	189	3%	142	2%	133	2%	-6%	-35%
Undergraduate Studies	155	2%	133	2%	155	2%	165	2%	214	3%	30%	38%
Undergraduate Non-Degree	572	8%	529	7%	493	7%	463	7%	378	6%	-18%	-34%
Graduate Studies	50	1%	36	0%	19	0%	16	0%	23	0%	44%	-54%
Other ¹	48	1%	73	1%	94	1%	85	1%	99	1%	16%	106%
Total Enrollment	7,463	100%	7,314	100%	7,295	100%	6,929	100%	6,649	100%	-4%	-11%

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

College	2010		2011		2012		2013		2014		Percent Change	
	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	1-Year	5-Year
Business	11,043	22%	10,626	22%	10,594	22%	9,902	22%	10,349	24%	5%	-6%
CLASS	10,989	22%	10,821	22%	10,490	22%	9,572	21%	9,170	21%	-4%	-17%
Education	9,354	19%	8,582	17%	8,132	17%	7,220	16%	6,486	15%	-10%	-31%
Nursing	1,750	4%	1,436	3%	1,250	3%	1,396	3%	1,312	3%	-6%	-25%
Engineering	564	1%	435	1%	938	2%	905	2%	942	2%	4%	67%
Science	11,183	23%	12,236	25%	11,951	25%	12,462	27%	11,367	26%	-9%	2%
Urban Affairs	3,176	6%	3,774	8%	3,041	6%	2,950	6%	2,783	6%	-6%	-12%
Law	890	2%	992	2%	922	2%	667	1%	737	2%	10%	-17%
Undergraduate Studies	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
Honors	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
Other ¹	649	1%	503	1%	540	1%	461	1%	439	1%	-5%	-32%
Total SCH	49,598	100%	49,405	100%	47,858	100%	45,535	100%	43,585	100%	-4%	-12%

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

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

This table uses units progress rather than units taken.

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

Figure 2.22 & 2.23: Summer Enrollment and FTE (SCH/15) Trend Summer 2010-2014

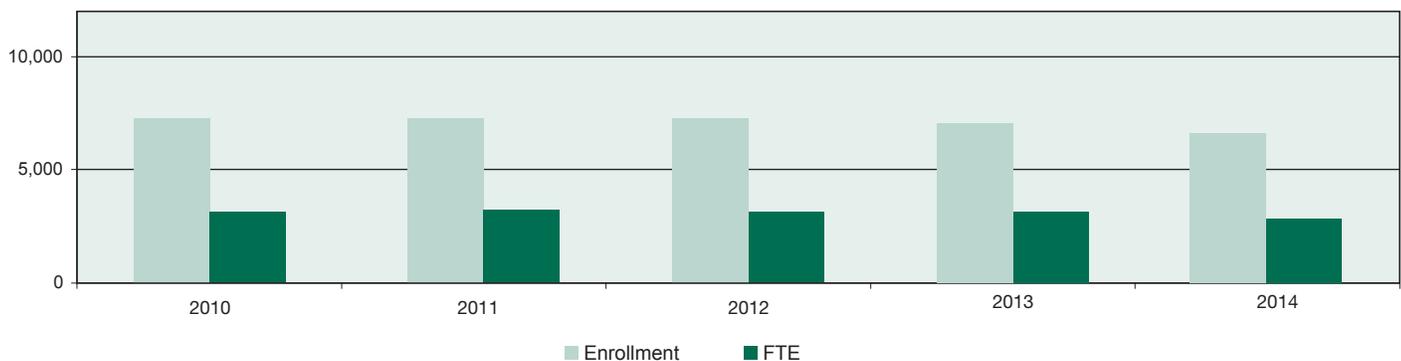


Table 2.24: Annualized Student Credit Hours (SCH) by College: 5-Year Trend

College	2010-11		2011-12		2012-13		2013-14		2014-15		Percent Change	
	SCH	%	SCH	%	SCH	%	SCH	%	SCH	%	1-Year	5-Year
Business	64,552	16%	63,400	15%	63,779	15%	63,741	15%	63,761	16%	0%	-1%
CLASS	123,703	30%	121,368	29%	125,253	30%	126,235	29%	114,304	28%	-9%	-8%
Education	44,548	11%	42,104	10%	41,065	10%	39,509	9%	36,798	9%	-7%	-17%
Nursing	9,747	2%	10,910	3%	11,295	3%	11,258	3%	10,799	3%	-4%	11%
Engineering	20,527	5%	20,749	5%	21,396	5%	25,083	6%	29,756	7%	19%	45%
Science	104,709	25%	111,943	26%	118,805	28%	125,374	29%	115,223	28%	-8%	10%
Urban Affairs	24,527	6%	25,386	6%	23,279	5%	23,318	5%	20,681	5%	-11%	-16%
Law	16,356	4%	15,261	4%	13,960	3%	12,281	3%	11,625	3%	-5%	-29%
Undergraduate Studies	1,239	0%	1,376	0%	1,648	0%	1,811	0%	1,639	0%	-9%	32%
Graduate Studies	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
Honors	348	0%	242	0%	148	0%	177	0%	201	0%	14%	-42%
Other ¹	2,447	1%	2,662	1%	2,679	1%	2,527	1%	2,337	1%	-8%	-4%
Total Annualized SCH	412,703	99%	415,401	98%	423,307	100%	431,314	100%	407,124	100%	-6%	-1%
Annualized FTE (Annualized SCH/30)	13,757		13,847		14,110		14,377		13,571		-6%	-1%
Unduplicated Enrollment	21,717		21,319		21,510		21,523		21,025		-2%	-3%

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

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

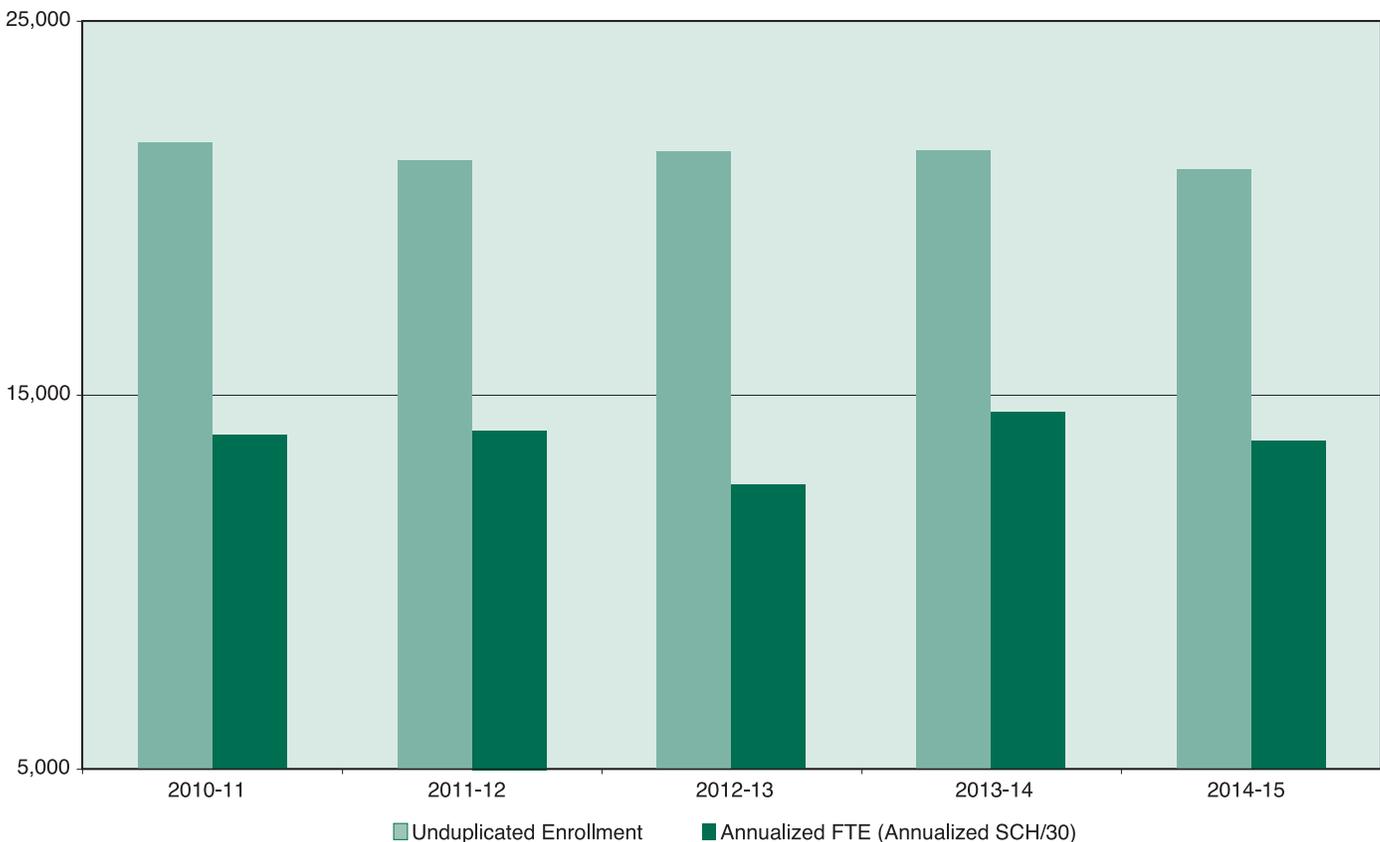


Table 2.25: Yearly Change in Enrollment by Campus Types for Ohio Institutions
Fall 2010 – 2014

Campus Type	2010	2011	2012	2013	2014	Percent Change	
						1-year	5-year
Community College	85,093	83,107	80,786	77,949	74,692	-4.2%	-12.2%
State Community College	84,663	80,459	74,669	72,805	68,994	-5.2%	-18.5%
Technical College	41,247	40,658	37,279	37,038	34,729	-6.2%	-15.8%
University Branch Campus	58,714	57,389	55,013	53,916	52,634	-2.4%	-10.4%
University Main Campus	286,753	289,882	287,306	288,452	267,923	-7.1%	-6.6%

Note: (†) Data for 2011 have now been finalized for Wright State University and Lorain County Community College, which has slightly increased some of the totals for 2011 that were reported in previous editions of the Book of Trends. Run Date: 9/17/2015.

Figure 2.25: Yearly Change in Enrollment by Campus Types for Ohio Institutions
Fall 2010 – 2014

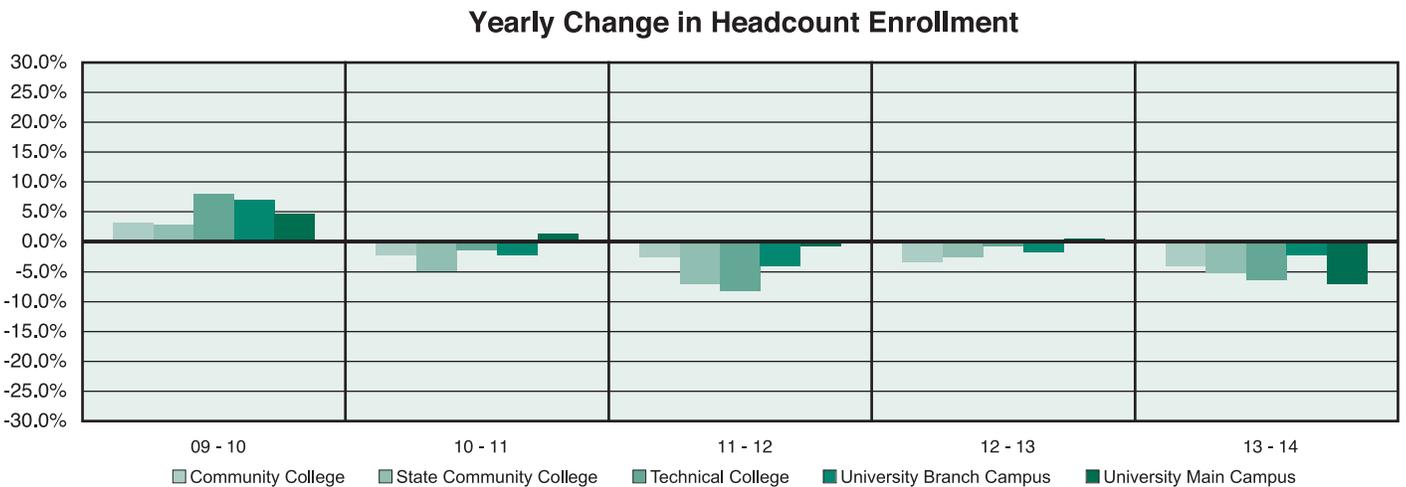


Table 2.26: Main Campus Enrollment for Select Ohio Four Year Institutions
Fall 2010 – 2014

Institution	2010	2011	2012	2013	2014	Percent Change	
						1-year	5-year
University of Akron	27,718	27,998	26,930	25,573	24,563	-12.3%	-11.4%
Bowling Green State University	17,666	17,502	17,276	16,968	16,578	-5.3%	-6.2%
University of Cincinnati	32,617	33,812	34,283	35,799†	36,976	9.4%	13.4%
Cleveland State University	17,386	17,447	17,525	17,730	17,194	-1.5%	-1.1%
Central State University	2,272	2,476	2,125	2,051	1,718	-30.6%	-24.4%
Kent State University	26,841	28,064	28,827	29,172†	29,674	5.7%	10.6%
Miami University	18,243	17,926	18,107	18,513	18,919	5.5%	3.7%
Ohio State University	57,360	57,857†	57,516	58,398	59,099	2.1%	3.0%
Ohio University	25,083	26,201	27,402	28,786	29,217	11.5%	16.5%
Shawnee State University	4,554	4,684	4,620	4,320	4,230	-9.7%	-7.1%
University of Toledo	23,144	22,679	21,715	20,814	NA	NA	NA
Wright State University	18,354†	18,214†	16,665†	16,444†	16,528	-9.3%	-9.9%
Youngstown State University	15,100	14,496	13,769	13,363	12,512	-13.7%	-17.1%

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: September 17, 2015.

3

Enrollment Characteristics of Students in CSU Colleges



2015 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	
		2010	2011	2012	2013	2014	1 year	5 year		
Undergraduate										
Accounting	Accounting	412	366	372	393	426	8%	3%		
Business Administration	General Business	469	487	503	517	477	-8%	2%		
	General Business - Mobile	-	-	-	7	32	357%	--		
Computer & Information Science	General Business (LK)	55	51	43	27	46	70%	-16%		
	Computer and Information Science	183	183	213	206	250	21%	37%		
	Computer Science	21	23	26	28	12	-57%	-43%		
Finance	Information Systems	128	117	109	108	131	21%	2%		
	Business Economics	61	56	52	42	44	5%	-28%		
	Finance	186	158	131	142	235	65%	26%		
Management	Management	137	119	95	84	110	31%	-20%		
	Marketing	238	221	214	206	258	25%	8%		
Operations & Supply Chain Management	Operations & Supply Chain Management	48	59	65	93	133	43%	177%		
	International Business	125	122	102	76	88	16%	-30%		
Other Business	Pre-General Business	6	6	2	1	3	200%	50%		
	Undecided Business	212	140	83	38	27	-29%	-87%		
Certificates	Business Biotechnology	-	-	1	1	-	-100%	--		
Total		2,281	2,108	2,011	1,969	2,272	15%	0%		
Graduate (excluding Doctoral)										
Accounting	Financial Accounting & Audit	205	224	243	243	198	-19%	-3%		
	Tax Program	34	43	44	42	41	-2%	21%		
AMBA	Accelerated Business Administration	33	46	44	33	33	0%	0%		
	Accelerated Mobile MBA	-	-	-	26	34	31%	--		
Business Administration	Business Administration	691	666	620	578	546	-6%	-21%		
	Computer and Information Science	110	87	90	102	111	9%	1%		
Computer & Information Science	Computer and Information Science	-	1	1	-	-	--	--		
	Computer and Information Science (4+1)	40	28	31	41	43	5%	8%		
EMBA	Executive Business Administration	45	44	49	52	35	-33%	-22%		
Health Care Administration	MBA-Health Care	69	70	73	73	44	-40%	-36%		
	Labor Relations & Human Resources	173	198	184	147	94	-36%	-46%		
Labor Relations & Human Resources	Graduate Business	-	1	-	-	-	--	--		
	Global Business	-	1	2	2	-	-100%	--		
Other Business	Health Care Informatics Certificate	1	2	2	2	1	-50%	0%		
	Certificates	Marketing Analytics	1,401	1,411	1,383	1,341	1,180	-12%	-16%	
Total		1,401	1,411	1,383	1,341	1,180	-12%	-16%		

continued on next page

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

continued from previous page

Department/Program	Description	Fall Term					Percent Change	
		2010	2011	2012	2013	2014	1 year	5 year
Doctoral								
Business Administration	Computer and Information Science	12	10	8	12	10	-17%	-17%
	Finance	8	8	7	5	5	0%	-38%
	Global Business	3	2	1	12	10	-17%	233%
	Labor Relations & Human Resources	2	2	-	6	3	-50%	50%
	Marketing	12	11	9	5	4	-20%	-67%
	Operations & Supply Chain Management	10	5	5	13	10	-23%	0%
Total		47	38	30	53	42	-21%	-11%
Total Business		3,729	3,557	3,424	3,363	3,494	4%	-6%

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	
		2010	2011	2012	2013	2014	1 year	5 year
Undergraduate								
Anthropology	Anthropology	82	89	76	88	81	-8%	-1%
	Linguistics	28	28	30	19	23	21%	-18%
Art	Art Education	-	-	20	18	14	-22%	--
	Art or Art History	227	239	78	79	23	-71%	-90%
	Graphic Design	12	7	5	6	2	-67%	-83%
	Multimedia Advertising Certificate	-	-	-	-	1	--	--
	Studio Art	-	-	-	-	36	--	--
	Studio Art: Drawing	-	-	15	15	9	-40%	--
	Studio Art: Graphic Design	-	-	70	74	82	11%	--
	Studio Art: Painting	-	-	10	8	-	-100%	--
	Studio Art: Photography	-	-	17	25	16	-36%	--
	Studio Art: Print Making	-	-	2	1	1	0%	--
	Studio Art: Sculpture	-	-	4	6	2	-67%	--
Communication	Certificate in Journalism	2	-	-	-	-	--	-100%
	Communication	248	203	192	200	191	-5%	-23%
	Communication Management	42	39	37	53	52	-2%	24%
	Film, TV and Interactive Media	167	174	168	180	195	8%	17%
	Journalism	202	185	201	188	176	-6%	-13%
	Multimedia Advertising	1	-	-	1	-	-100%	-100%
Economics	Economics	41	38	46	46	39	-15%	-5%
English	English	251	244	206	209	106	-49%	-58%
	English-Creative Writing Track	-	-	-	-	51	--	--
	English-Secondary Licensure Track	1	-	1	-	1	--	0%
History	Professional Writing Certificate	135	122	104	90	96	7%	-29%
	History	52	43	39	33	35	6%	-33%
Interdisciplinary	Social Studies	-	4	10	7	8	14%	--
	Black Studies	7	9	9	12	9	-25%	29%
	Classical and Medieval Studies	65	46	36	48	30	-38%	-54%
	Liberal Studies	12	8	7	10	4	-60%	-67%
Modern Languages	Women's Studies	9	12	13	14	17	21%	89%
	French	61	55	52	56	50	-11%	-18%
	Spanish	9	13	6	8	26	225%	189%
Music	Bachelor's of Arts in Music	62	69	14	9	1	-89%	-98%
	Music	-	-	8	7	9	29%	--
	Music Composition	-	3	35	29	47	62%	--
	Music Education	-	6	29	19	26	37%	--
	Music Performance	-	4	38	31	65	110%	--
	Music Therapy	83	62	32	68	16	-76%	-81%
Other CLASS	Pre-Music	248	253	191	120	15	-88%	-94%
	Exploratory	2	2	1	-	-	--	-100%
	Other CLASS (FC)	2	2	-	-	-	--	-100%
	Pre-Education	79	107	143	167	133	-20%	68%
	Pre-Social Work	101	215	346	398	238	-40%	136%
	Undecided CLASS							

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.

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

continued from previous page

Department/Program	Description	Fall Term					Percent Change	
		2010	2011	2012	2013	2014	1 year	5 year
Philosophy & Comparative Religion	Bioethics Certificate	3	3	1	1	-	-100%	-100%
	Comparative Religion	30	25	21	23	16	-30%	-47%
	Philosophy	27	25	26	27	19	-30%	-30%
	Philosophy - Ethics Track	3	1	2	2	4	100%	33%
Political Science/IR	International Relations	79	92	96	94	71	-24%	-10%
	Political Science	161	143	148	126	135	7%	-16%
	Social Work	241	242	219	192	205	7%	-15%
Sociology and Criminology	Criminal Justice Certificate	-	1	1	-	-	--	--
	Criminology	339	353	351	341	324	-5%	-4%
Theatre and Dance	Social Science	12	13	8	11	6	-45%	-50%
	Sociology	145	178	166	161	146	-9%	1%
	Theatre Arts	52	54	63	81	86	6%	65%
Total		3,323	3,411	3,393	3,401	2,968	-13%	-11%

Department/Program	Description	Fall Term					Percent Change		
		2010	2011	2012	2013	2014	1 year	5 year	
Graduate	Art	-	1	-	2	5	150%	--	
	Communication Theory and Methodology	36	30	23	20	20	0%	-44%	
	Economics	24	31	29	27	22	-19%	-8%	
	English	78	74	77	70	52	-26%	-33%	
	Master of Fine Arts-Creative Writing	23	24	20	20	19	-5%	-17%	
	History	33	38	34	30	27	-10%	-18%	
	Spanish	16	11	7	11	16	45%	0%	
	Music	44	28	32	25	24	-4%	-45%	
	Music Performance Certificate	-	-	-	-	5	--	--	
	Non-Degree CLASS	64	73	61	73	56	-23%	-13%	
	Advanced Study in Bioethics	7	3	1	4	1	-75%	-86%	
	Philosophy	13	13	14	8	7	-13%	-46%	
	Global Interaction	24	46	33	30	27	-10%	13%	
	Social Work	193	206	246	220	253	15%	31%	
	Sociology	38	32	26	25	15	-40%	-61%	
	Total		593	610	603	565	549	-3%	-7%
	CLASS Total		3,916	4,021	3,996	3,966	3,517	-11%	-10%

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		
		2010	2011	2012	2013	2014	1 year	5 year	
Undergraduate									
Health And Physical Education	Exercise/Fitness Specialist	19	18	25	31	30	-3%	58%	
	Physical Education	20	19	24	26	22	-15%	10%	
	Sports Management	19	10	19	20	24	20%	26%	
	Certificate Program in TESOL	3	2	3	2	-	-100%	-100%	
	Early Childhood Education	210	204	198	220	224	2%	7%	
	Mid Childhood Lang Arts & Math	-	-	18	16	16	0%	--	
	Mid Childhood Lang Arts & Sci	-	-	6	6	5	-17%	--	
	Mid Childhood Lang Arts & SS	-	-	18	22	23	5%	--	
	Mid Childhood Math & Science	-	-	30	28	26	-7%	--	
	Mid Childhood Math & Soc St	-	-	19	17	14	-18%	--	
	Mid Childhood Science & SST	-	-	7	12	6	-50%	--	
	Middle Childhood Education	102	116	2	3	-	-100%	-100%	
	Mild/Moderate Educational Need	96	79	85	97	85	-12%	-11%	
Teacher Education	Moderate/Intensive Educational Needs	41	39	38	32	36	13%	-12%	
	Pre-Education	383	379	329	306	-	-100%	-100%	
	Special Education	2	3	3	1	1	0%	-50%	
	Teacher Certification	105	95	75	63	-	-100%	-100%	
	Undecided Education	19	13	6	7	-	-100%	-100%	
	Pre-Education	-	-	-	-	225	--	--	
	Teacher Certification	-	-	-	-	71	--	--	
	Undecided Education	-	-	-	-	4	--	--	
	Total		1,019	977	905	909	812	-11%	-20%
	Graduate (excluding Doctoral)								
	CASAL	Adult Learning and Development	111	110	105	93	80	-14%	-28%
		Chemical Dependency Counseling Certificate	3	3	3	1	1	0%	-67%
		Community Agency Counseling	62	63	91	109	115	6%	85%
Counseling and Pupil Personnel Administration		1	1	2	3	1	-67%	0%	
Early Childhood Mental Health		12	2	2	3	2	-33%	-83%	
Educational Administration		76	75	70	58	38	-34%	-50%	
Education Specialist		-	1	-	-	-	--	--	
Educational Specialist in Administration - Curriculum, Instruction & Professional Development.		-	-	-	-	4	--	--	
Educational Specialist in Administration - Principal		-	-	-	-	1	--	--	
Educational Specialist in Administration - Pupil Services Administration		-	-	-	-	-	--	--	
Organizational Leadership		17	16	10	3	-	-100%	-100%	
School Counseling		85	68	46	55	55	0%	-35%	
Superintendent Licensure		-	-	-	-	9	--	--	
Supervision	4	2	4	3	1	-67%	-75%		

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

Department/Program	Description	Fall Term					Percent Change		
		2010	2011	2012	2013	2014	1 year	5 year	
Teacher Education	Autism Spectrum Disorder/Fdtn Certificate Program in TESOL	5	1	3	4	4	0%	-20%	
	C&I-Advanced/Applied Teaching	-	-	1	-	-	--	--	
	C&I-Chinese Language	-	-	-	8	13	63%	--	
	C&I-Early Child Interv Specialist	-	-	-	19	27	42%	--	
	C&I-Early Childhood Education	-	-	-	42	58	38%	--	
	C&I-Education Research	-	-	-	10	7	-30%	--	
	C&I-Educational Technology	-	-	-	38	39	3%	--	
	C&I-Elementary	-	-	-	4	4	0%	--	
	C&I-Gifted & Talented Learners	-	-	-	13	14	8%	--	
	C&I-Literacy Dev-Adult Lit	-	-	-	2	1	-50%	--	
	C&I-Literacy Development- TESOL	-	-	-	20	27	35%	--	
	C&I-Literacy Dev-Reading	-	-	-	40	47	18%	--	
	C&I-Mild / Moderate	-	-	-	110	107	-3%	--	
	C&I-Moderate / Intensive	-	-	-	41	28	-32%	--	
	C&I-School Health	-	-	-	2	1	-50%	--	
	C&I-Secondary MUST Summary	-	-	-	9	12	33%	--	
	C&I-Secondary Summary	-	-	-	13	16	23%	--	
	Curriculum and Instruction	598	497	445	50	9	-82%	-98%	
	Other Education	Early Childhood Intervention Specialist (PreK-3) Licensure	-	-	-	-	1	--	--
		Teacher Leader Endorsement	-	-	1	3	-	-100%	--
Graduate Education		216	165	125	141	135	-4%	-38%	
Graduate Education Licensure		217	244	245	254	197	-22%	-9%	
Total		1,522	1,380	1,275	1,265	1,168	-8%	-23%	
Doctoral									
Doctoral		-	-	-	-	6	--	--	
Adult Continuing & Higher Education		19	17	16	21	11	-48%	-42%	
Counseling		19	22	16	13	19	46%	0%	
Counseling Psychology		20	23	15	12	9	-25%	-55%	
Leadership & Life-long Learning	26	26	31	26	23	-12%	-12%		
Learning and Development	16	16	19	19	19	0%	19%		
Policy Studies	12	16	13	9	8	-11%	-33%		
School Administration	-	1	2	2	2	0%	--		
Urban Education: Nursing	-	-	-	-	-	-	-		
Total	112	121	112	102	97	-5%	-13%		
Education Total	2,653	2,478	2,292	2,276	2,077	-9%	-22%		

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

Department/Program	Description	Fall Term					Percent Change	
		2010	2011	2012	2013	2014	1 year	5 year
Undergraduate								
Nursing	Nursing, BSN - Accelerated	46	78	69	77	74	-4%	61%
	RN to BSN Track	20	11	15	7	12	71%	-40%
	Basic BSN Track	177	212	237	239	225	-6%	27%
	Pre-Nursing (Student does not have RN)	7	188	207	240	222	-8%	3071%
	Pre-Nursing (Student has RN)	12	13	10	9	18	100%	50%
Total		262	502	538	572	551	-4%	110%
Graduate (excluding Doctoral)								
Nursing	Graduate Nursing Nondegree	-	2	4	4	3	-25%	--
	MS Nursing	52	53	50	45	43	-4%	-17%
	MS Nursing & MBA Joint Degree	2	2	2	3	5	67%	150%
	Nursing Education Certificate	1	1	-	1	-	-100%	-100%
	School Nurse Licensure Preparation	-	1	2	2	-	-100%	--
Total		55	59	58	55	51	-7%	-7%
Nursing Total		317	561	596	627	602	-4%	90%

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

Department/Program	Description	Fall Term					Percent Change	
		2010	2011	2012	2013	2014	1 year	5 year
Undergraduate								
Chemical & Biomedical Engineering	Chemical Engineering	92	101	112	148	203	37%	121%
Civil & Environmental Engineering	Civil Engineering	113	108	109	110	129	17%	14%
Electrical & Computer Engineering	Computer Engineering	75	71	89	108	111	3%	48%
	Electrical Engineering Technology	4	-	-	-	-	--	-100%
	Electrical Engineering	170	157	162	158	166	5%	-2%
Engineering Technology	Electronic Engineering Technology	42	51	37	42	52	24%	24%
	Mechanical Engineering Technology	42	38	35	51	94	84%	124%
Industrial & Manufacturing Engineering	Industrial & Manufacturing Engineering	2	-	-	-	-	--	-100%
Mechanical Engineering	Mechanical Engineering	194	215	243	300	355	18%	83%
Other Engineering	Engineering Tech - Undecided	32	24	26	27	16	-41%	-50%
	Pre-Engineering	164	226	344	362	264	-27%	61%
	Undecided Engineering	15	15	12	13	4	-69%	-73%
Total		945	1,006	1,169	1,319	1,394	6%	48%
Graduate (excluding Doctoral)								
Chemical & Biomedical Engineering	Biomedical Engineering	29	33	40	35	34	-3%	17%
	Chemical Engineering	33	36	27	30	31	3%	-6%
Civil & Environmental Engineering	Civil Engineering	42	31	28	41	55	34%	31%
	Engineering Mechanics	5	3	2	3	3	0%	-40%
	Environmental Engineering	3	5	7	6	3	-50%	0%
Electrical & Computer Engineering	Electrical Engineering	153	145	123	160	227	42%	48%
	Software Engineering	27	33	35	35	28	-20%	4%
Industrial & Manufacturing Engineering	Industrial Engineering	24	24	12	17	11	-35%	-54%
Mechanical Engineering	Mechanical Engineering	62	58	46	58	85	47%	37%
Other Engineering	Graduate Engineering	30	26	18	11	16	45%	-47%
Total		408	394	338	396	493	24%	21%
Doctoral								
Doctor of Engineering	Applied Biomedical Engineering	24	22	24	26	29	12%	21%
	Chemical Engineering	3	3	1	3	5	67%	67%
	Civil Engineering	9	9	9	5	6	20%	-33%
	Electrical Engineering	26	25	23	22	22	0%	-15%
	Industrial Engineering	4	2	3	2	1	-50%	-75%
	Mechanical Engineering	3	8	8	11	11	0%	267%
Total		69	69	68	69	74	7%	7%
Engineering Total		1,422	1,469	1,575	1,784	1,961	10%	38%

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	
		2010	2011	2012	2013	2014	1 year	5 year
Undergraduate								
Biology, Geology & Environmental Science	Biology	401	446	476	534	541	1%	35%
	Biology-Medical Technology	54	61	68	87	77	-11%	43%
	Environmental Sciences	80	95	99	106	104	-2%	30%
	Geological Sciences	26	17	22	18	7	-61%	-73%
	Chemistry	115	104	112	118	127	8%	10%
	Pharmaceutical Science	13	24	31	31	31	0%	138%
	Pre-Pharmacy	103	94	110	87	46	-47%	-55%
	Pre-Pharmacy (Undecided)	-	-	-	1	11	1000%	--
	Health Science Physician Assistant	35	104	111	117	132	13%	277%
	Health Sciences - General	348	305	374	373	399	7%	15%
Chemistry	Pre-Occupational Therapy	2	147	143	167	153	-8%	7550%
	Pre-Therapy	212	214	224	240	242	1%	14%
	Speech & Hearing	90	110	127	125	112	-10%	24%
	Mathematics	115	118	120	110	119	8%	3%
	Physics	41	46	49	52	42	-19%	2%
	Psychology	625	676	724	772	731	-5%	17%
	Certificate Programs	4	7	1	2	1	-50%	-75%
	Pre-Professional	175	263	391	445	427	-4%	144%
	Pre-Professional (Undecided)	-	-	-	9	39	333%	--
	Undecided Science	53	42	21	32	8	-75%	-85%
Total		2,492	2,873	3,203	3,426	3,349	-2%	34%
Graduate (excluding Doctoral)								
Biology, Geology & Environmental Science	Biology	34	31	25	17	15	-12%	-56%
	Environmental Science	11	8	9	9	10	11%	-9%
	Chemistry	43	38	46	43	32	-26%	-26%
	Health Science	100	111	142	137	130	-5%	30%
	Master of Occupational Therapy	93	97	103	118	132	12%	42%
	Master of Public Health	-	-	-	39	22	-44%	--
	Speech Pathology and Audiology	49	53	54	53	53	0%	8%
	Applied Statistics	3	11	12	10	14	40%	367%
	Mathematics	26	36	35	31	29	-6%	12%
	Physics	13	15	21	22	18	-18%	38%
Psychology	Diversity Management	-	-	2	1	2	100%	--
	Psychology	102	115	114	88	91	3%	-11%
	Graduate Certificates	7	1	1	1	1	0%	-86%
	Non-Degree Science	57	59	61	70	63	-10%	11%
	Total	538	575	624	639	612	-4%	14%

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

Department/Program	Description	Fall Term					Percent Change	
		2010	2011	2012	2013	2014	1 year	5 year
Doctoral								
Biology, Geology & Environmental Science	Regulatory Biology	64	63	69	67	49	-27%	-23%
Chemistry	Clinical Bioanalytical-Chemistry	57	71	59	70	74	6%	30%
Health Sciences	Doctor of Physical Therapy	86	91	103	111	110	-1%	28%
Psychology	Adult Development & Aging PhD	4	4	7	8	9	13%	125%
Total		211	229	238	256	242	-5%	15%
Science Total		3,241	3,677	4,065	4,321	4,203	-3%	30%

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

Department/Program	Description	Fall Term					Percent Change	
		2010	2011	2012	2013	2014	1 year	5 year
Undergraduate								
Urban Studies	Economic Development	-	-	-	-	2	--	--
	Environmental Studies	22	26	16	22	36	64%	64%
	NonProfit Administration	50	77	60	64	82	28%	64%
	NonProfit Administration (LR)	8	9	7	2	3	50%	-63%
	NonProfit Administration 4+1 (ANAD)	-	-	-	1	-	-100%	--
	Organizational Leadership	47	45	52	21	20	-5%	-57%
	Organizational Leadership (LK)	19	22	17	9	5	-44%	-74%
	Organizational Leadership Com	-	-	-	4	5	25%	--
	Organizational Leadership Com (LK)	-	-	-	2	3	50%	--
	Organizational Leadership Mgmt	-	-	-	-	43	48%	--
	Organizational Leadership Mgmt (LK)	-	-	-	13	26	100%	--
	Public Safety Management	30	39	44	48	46	-4%	53%
	Public Safety Management (LK)	10	10	1	3	5	67%	-50%
	Public Safety Management (LR)	5	4	3	3	2	-33%	-60%
	Urban Studies	120	124	122	103	105	2%	-13%
	Urban Studies (LK)	-	-	-	1	11	1000%	--
	Urban Studies (LR)	16	13	8	5	8	60%	-50%
Other Urban Affairs	Pre-Urban Affairs	-	-	1	1	-	-100%	--
	Undecided Urban Affairs	10	9	8	6	3	-50%	-70%
	Urban Geographic Information Systems ^c	3	-	2	-	-	--	-100%
Total		340	378	341	337	405	20%	19%
Graduate (excluding Doctoral)								
Urban Studies	Environmental Studies	32	27	15	8	8	0%	-75%
	Local and Urban Management ^c	1	-	1	-	-	--	-100%
	NonProfit Administration & Leadership	31	33	30	22	20	-9%	-35%
	NonProfit Administration & Leadership Accel 4+1	2	-	1	-	1	--	-50%
	NonProfit Management	11	3	3	2	5	150%	-55%
	Public Administration	102	103	99	79	62	-22%	-39%
	Public Administration 4+1 (AMPA)	1	1	2	1	2	100%	100%
	Urban Economic Development ^c	2	1	2	1	-	-100%	-100%
	Urban Geographic Information Systems ^c	1	3	3	-	-	--	-100%
	Urban Planning & Law	-	-	1	1	-	-100%	--
	Urban Planning and Design	58	56	46	36	41	14%	-29%
	Urban Real Estate Development & Finance ^c	-	1	3	3	-	-100%	--
	Urban Studies	15	14	24	13	14	8%	-7%
	Graduate Non-Degree Urban Affairs	74	53	25	53	38	-28%	-49%
Total		330	295	255	219	191	-13%	-42%
Doctoral								
Urban Studies	Urban Studies and Public Affairs	36	38	40	37	32	-14%	-11%
Doctoral Total		36	38	40	37	32	-14%	-11%
Urban Affairs Total		706	711	636	593	628	6%	-11%

Note: ^c Certificate Program

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

Department/Program	Description	Fall Term					Percent Change	
		2010	2011	2012	2013	2014	1 year	5 year
Law								
	Health Law	-	-	-	2	1	-50%	--
	JD	572	532	477	428	398	-7%	-30%
	JD/MAES (Law and Environmental Studies)	5	3	1	-	-	--	-100%
	JD/MBA (Law and Business Administration)	16	12	10	6	4	-33%	-75%
	JD/MPA (Law and Public Administration)	12	9	10	8	3	-63%	-75%
	JD/MUPDD (Law & Urban Planning, Design & Development)	3	3	1	2	1	-50%	-67%
	LAWLLM (Master of Laws)	5	5	5	10	10	0%	100%
	LAWVS (Visiting Students)	1	2	-	2	-	-100%	-100%
Law Total		614	566	504	458	417	-9%	-32%
Graduate								
	Legal Studies	-	-	-	12	26	117%	--
Total		-	-	-	12	26	117%	--
Law Total		614	566	504	470	443	-6%	-28%

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

Department/Program	Description	Fall Term					Percent Change	
		2010	2011	2012	2013	2014	1 year	5 year
Undergraduate								
	University Studies Undecided	55	30	43	47	33	-30%	-40%
	Pre-Business Administration	41	18	25	24	18	-25%	-56%
	Pre-College of Engineering	7	3	8	5	7	40%	0%
	Pre-Educ & Human Serv (Educ)	22	6	5	4	2	-50%	-91%
	Exploratory Nursing	291	181	190	194	73	-62%	-75%
	Pre-Liberal Arts & Social Science	64	32	42	60	37	-38%	-42%
	Pre-Music	-	2	1	1	-	-100%	--
	Pre-Science	47	20	23	22	16	-27%	-66%
	Pre-Social Work	3	3	2	3	1	-67%	-67%
	Pre-Urban Affairs	2	4	1	2	1	-50%	-50%
	Project 60	267	262	212	214	231	8%	-13%
	Post-Secondary Enrollment Option	150	179	230	289	284	-2%	89%
	Senior Year Acceleration Program	-	-	1	-	-	--	--
	Transitional Business	-	-	-	-	15	--	--
	Transitional Education	-	-	-	-	11	--	--
	Transitional Engineering	-	-	-	-	23	--	--
	Transitional Exploratory	-	-	-	-	121	--	--
	Transitional Lib Arts/Soc Sci	-	-	-	-	13	--	--
	Transitional Nursing	-	-	-	-	72	--	--
	Transitional Science	-	-	-	-	6	--	--
	Transitional Urban	-	-	-	-	4	--	--
Undergraduate Studies Total		949	740	783	865	968	12%	2%

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

Department/Program	Description	Year					Percent Change	
		2010	2011	2012	2013	2014	1 year	5 year
Undergraduate Non-Degree								
Undergraduate Non-Degree	Cross Registration Undergraduation	22	17	11	14	12	-14%	-45%
	National Student Exchange	2	1	2	-	-	--	-100%
	Nondegree Post-baccalaureate	2	-	-	1	-	-100%	-100%
	Nondegree Undergraduate	239	184	183	169	119	-30%	-50%
	Undergraduate Transient	41	42	46	37	39	5%	-5%
Other Non-Degree	Visiting	33	32	5	-	-	--	-100%
Undergraduate Non-Degree Total		339	276	247	221	170	-23%	-50%

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

Department/Program	Description	Year					Percent Change	
		2010	2011	2012	2013	2014	1 year	5 year
Graduate (excluding Doctoral)								
Graduate Nondegree	Cross Registration Graduate	-	-	-	13	14	8%	--
	Grad Studies Visiting	2	-	-	-	-	--	-100%
	Graduate Transient	13	11	9	10	7	-30%	-46%
	Graduate Nondegree	32	13	12	6	3	-50%	-91%
Graduate Studies Total		47	24	21	29	24	-17%	-49%

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

Department/Program	Description	Year					Percent Change	
		2010	2011	2012	2013	2014	1 year	5 year
CSU								
ESL Intensive Language Program	ESL Intensive Language Program	85	148	163	150	152	1%	79%
Other Total		85	148	163	150	152	1%	79%

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	2010					2011					2012					2013					2014					Percent Change				
					%					%					%					%					%	1 Year	5 Year			
Freshmen	350				10%	278				8%	320				9%	399				12%	385				11%	-4%	10%			
Sophomores	334				9%	315				9%	265				8%	232				7%	378				11%	63%	13%			
Juniors	511				14%	459				13%	410				12%	387				12%	472				14%	22%	-8%			
Seniors	1,011				28%	1,010				29%	978				29%	923				28%	1,010				29%	9%	0%			
Master's	1,380				38%	1,381				40%	1,366				41%	1,307				40%	1,161				34%	-11%	-16%			
Doctoral	47				1%	38				1%	30				1%	53				2%	42				1%	-21%	-11%			
Total	3,633				100%	3,481				100%	3,369				100%	3,301				100%	3,448				100%	4%	-5%			

Table 3.12b: Student Credit Hours by Course Level

Course Level	2010					2011					2012					2013					2014					Percent Change				
					%					%					%					%					%	1 Year	5 Year			
Lower	5,431				20%	5,525				20%	5,363				20%	5,839				21%	6,544				24%	12%	20%			
Upper	11,696				42%	11,449				42%	11,530				43%	11,420				42%	11,805				44%	3%	1%			
Master's	10,196				37%	9,974				37%	9,864				37%	9,745				36%	8,493				31%	-13%	-17%			
Doctoral	290				1%	208				1%	132				0%	272				1%	188				1%	-31%	-35%			
Total	27,613				100%	27,156				100%	26,889				100%	27,276				100%	27,030				100%	-1%	-2%			

Figure 3.12a: Enrollment by Class Standing

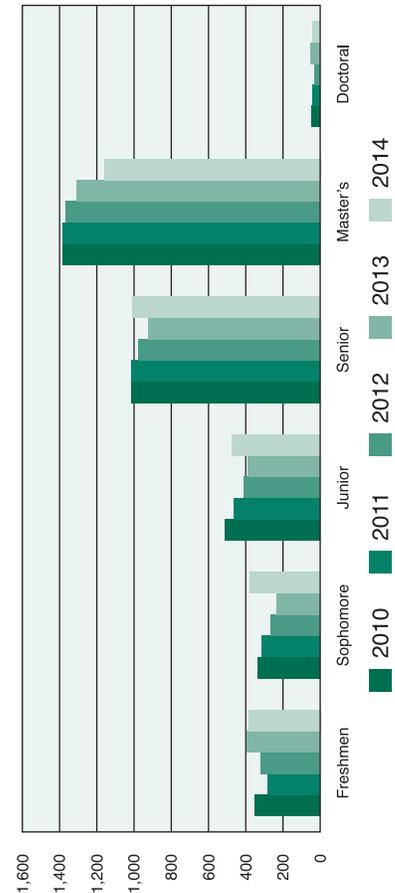
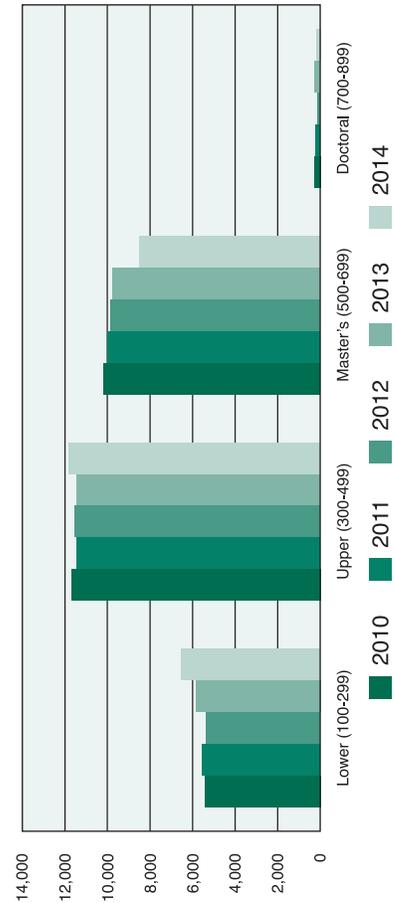


Figure 3.12b: Student Credit Hours by Course Level



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

Class Standing	Enrollment by Class Standing					Student Credit Hours by Course Level					Percent Change	
	2010	%	2011	%	2012	2013	%	2014	%	1 Year	5 Year	
Freshmen	656	18%	793	21%	759	757	21%	617	19%	-18%	-6%	
Sophomores	464	13%	500	13%	534	584	14%	477	15%	-18%	3%	
Juniors	740	20%	640	17%	673	687	18%	642	20%	-7%	-13%	
Seniors	1,219	33%	1,200	32%	1,169	1,114	31%	979	30%	-12%	-20%	
Master's	588	16%	603	16%	596	549	15%	537	17%	-2%	-9%	
Total	3,667	100%	3,736	100%	3,731	3,691	100%	3,252	100%	-12%	-11%	

Table 3.13b: Student Credit Hours by Course Level

Course Level	Enrollment by Class Standing					Student Credit Hours by Course Level					Percent Change	
	2010	%	2011	%	2012	2013	%	2014	%	1 Year	5 Year	
Developmental	342	1%	382	1%	394	386	1%	370	1%	-4%	8%	
Lower	36,076	61%	34,411	60%	35,976	37,504	61%	35,074	64%	-6%	-3%	
Upper	17,369	29%	17,586	30%	17,347	17,860	29%	14,928	27%	-16%	-14%	
Master's	5,111	9%	5,355	9%	5,083	4,662	9%	4,859	9%	4%	-5%	
Doctoral	8	0%	24	0%	8	4	0%	4	0%	-100%	-100%	
Total	58,906	100%	57,758	100%	58,808	60,416	100%	55,231	100%	-9%	-6%	

Figure 3.13a: Enrollment by Class Standing

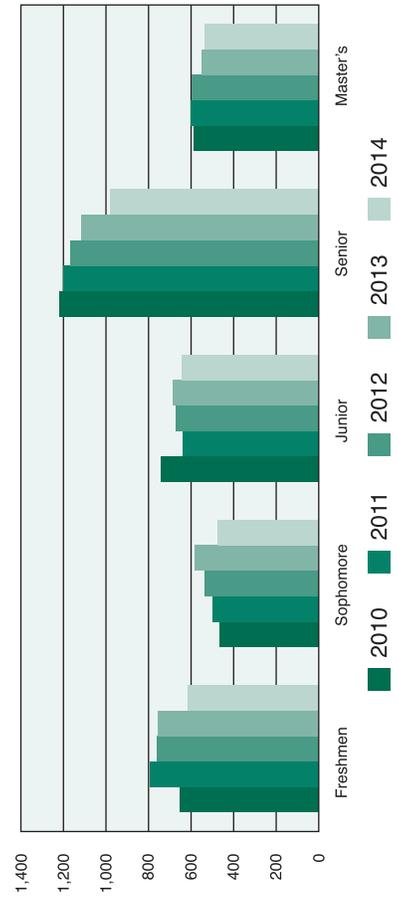
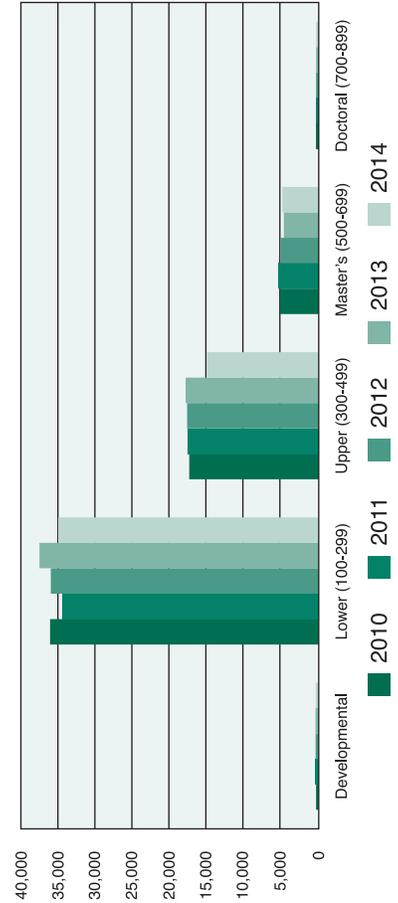


Figure 3.13b: Student Credit Hours by Course Level



**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	2010	%	2011	%	2012	%	2013	%	2014	%	Percent Change
Freshmen	179	30%	114	20%	133	22%	156	25%	141	23%	-10%
Sophomores	77	13%	71	13%	88	15%	101	16%	101	17%	0%
Juniors	100	17%	92	16%	89	15%	88	14%	82	14%	-7%
Seniors	180	31%	223	40%	224	38%	228	36%	225	38%	-1%
Master's	53	9%	59	11%	58	10%	55	9%	51	9%	-7%
Total	589	100%	559	100%	592	100%	628	100%	600	100%	-4%

Table 3.15b: Student Credit Hours by Course Level											
Course Level	2010	%	2011	%	2012	%	2013	%	2014	%	Percent Change
Lower	1,016	29%	1,097	25%	1,041	23%	1,056	23%	1,005	23%	-5%
Upper	2,119	61%	3,011	68%	3,192	70%	3,177	70%	3,092	71%	-3%
Master's	312	9%	303	7%	331	7%	328	7%	267	6%	-19%
Doctoral	--	0%	--	0%	--	0%	8	0%	--	0%	-100%
Total	3,447	100%	4,411	100%	4,564	100%	4,569	100%	4,364	100%	-4%

Figure 3.15a: Enrollment by Class Standing

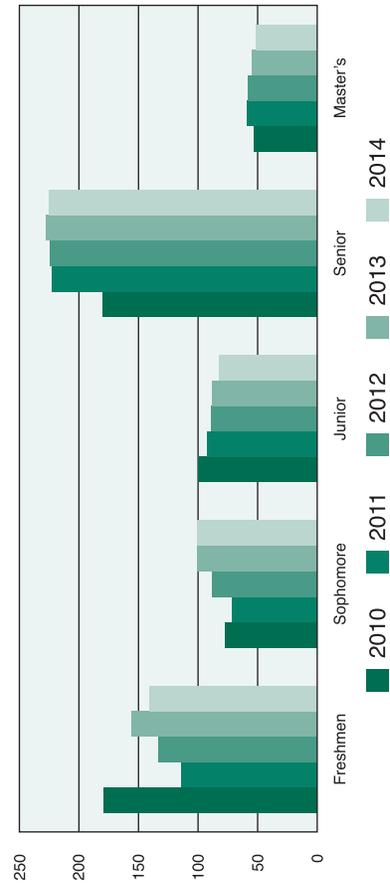


Figure 3.15b: Enrollment by Course Level

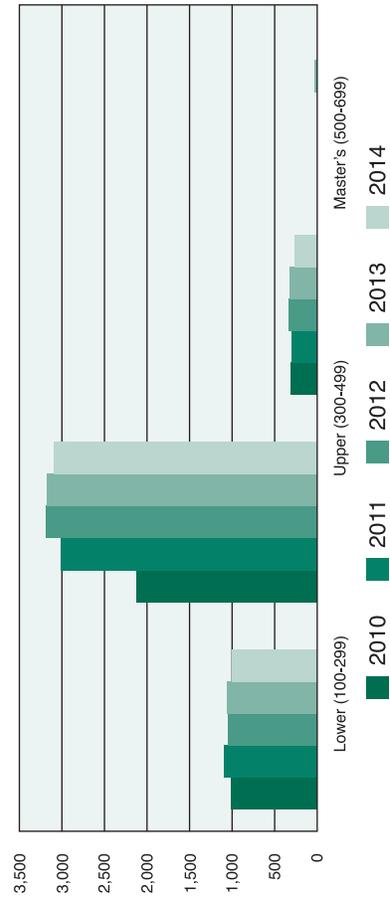


Table 3.16: College of Engineering Fall Enrollment by Class Standing & Student Credit Hours by Course Level: 5-Year Trend

Table 3.16a: Enrollment by Class Standing												
Class Standing	2010		2011		2012		2013		2014		Percent Change	
	2010	%	2011	%	2012	%	2013	%	2014	%	1 Year	5 Year
Freshmen	222	16%	255	18%	331	21%	359	20%	338	17%	-6%	52%
Sophomores	147	11%	147	10%	200	13%	244	14%	233	12%	-5%	59%
Juniors	174	13%	176	12%	213	14%	260	15%	289	15%	11%	66%
Seniors	385	28%	419	29%	422	27%	452	26%	529	27%	17%	37%
Master's	397	29%	388	27%	335	21%	391	22%	489	25%	25%	23%
Doctoral	67	5%	67	5%	68	4%	65	4%	70	4%	8%	4%
Total	1,392	100%	1,452	100%	1,569	100%	1,771	100%	1,948	100%	10%	40%

Table 3.16b: Student Credit Hours by Course Level												
Course Level	2010		2011		2012		2013		2014		Percent Change	
	2010	%	2011	%	2012	%	2013	%	2014	%	1 Year	5 Year
Lower	2,298	23%	2,164	21%	2,507	25%	3,167	27%	4,138	29%	31%	80%
Upper	4,592	46%	5,183	50%	4,876	48%	5,287	46%	5,763	41%	9%	26%
Master's	2,678	27%	2,533	25%	2,281	23%	2,831	24%	3,905	28%	38%	46%
Doctoral	443	4%	410	4%	390	4%	287	2%	386	3%	34%	-13%
Total	10,011	100%	10,290	100%	10,054	100%	11,572	100%	14,192	100%	23%	42%

Figure 3.16a: Enrollment by Class Standing

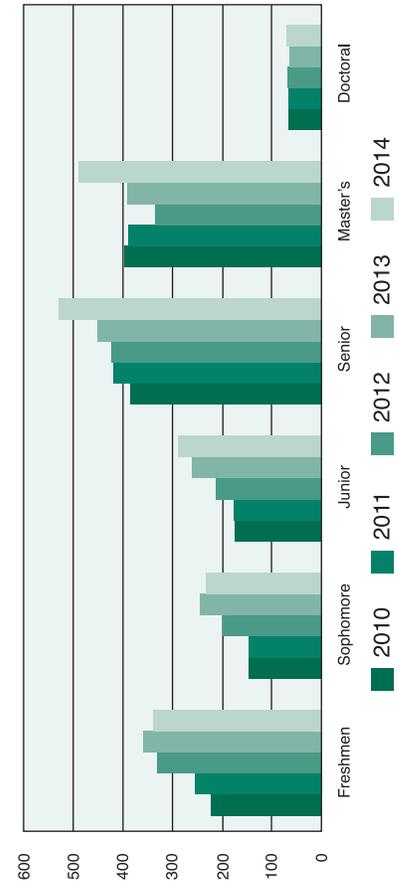
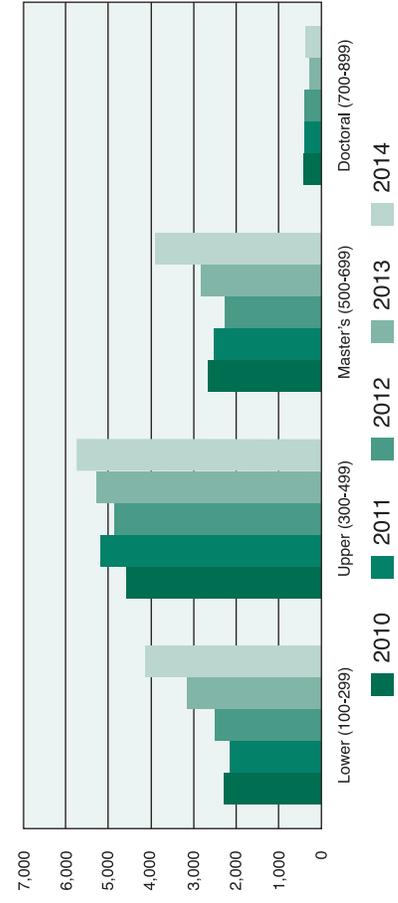


Figure 3.16b: Student Credit Hours by Course Level



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

Table 3.17a: Enrollment by Class Standing

Class Standing	2010					2011					2012					2013					2014					Percent Change				
	2010	%	2011	%	2012	%	2013	%	2014	%	2010	%	2011	%	2012	%	2013	%	2014	%	1 Year	%	5 Year							
Freshmen	465	15%	472	14%	571	15%	629	16%	513	14%	629	15%	629	16%	513	14%	629	16%	513	14%	-18%	0%	10%							
Sophomores	376	12%	464	14%	471	13%	510	13%	512	14%	471	13%	510	13%	512	14%	510	13%	512	14%	0%	2%	36%							
Juniors	546	18%	541	16%	624	17%	630	16%	644	17%	624	17%	630	16%	644	17%	630	16%	644	17%	2%	2%	18%							
Seniors	943	31%	1,101	33%	1,210	32%	1,225	32%	1,175	32%	1,210	32%	1,225	32%	1,175	32%	1,225	32%	1,175	32%	-4%	-4%	25%							
Master's	522	17%	566	17%	617	17%	594	15%	602	16%	566	17%	594	15%	602	16%	594	15%	602	16%	1%	1%	15%							
Doctoral	210	7%	224	7%	234	6%	253	7%	241	7%	224	7%	253	7%	241	7%	253	7%	241	7%	-5%	-5%	15%							
Total	3,062	100%	3,368	100%	3,727	100%	3,841	100%	3,687	100%	3,368	100%	3,841	100%	3,687	100%	3,841	100%	3,687	100%	-4%	-4%	20%							

Table 3.17b: Student Credit Hours by Course Level

Course Level	2010					2011					2012					2013					2014					Percent Change				
	2010	%	2011	%	2012	%	2013	%	2014	%	2010	%	2011	%	2012	%	2013	%	2014	%	1 Year	%	5 Year							
Developmental	2,396	5%	2,564	5%	2,232	4%	2,464	4%	1,485	3%	2,396	4%	2,464	4%	1,485	3%	2,464	4%	1,485	3%	-40%	-6%	-38%							
Lower	27,435	56%	28,700	55%	31,226	55%	33,589	56%	31,561	58%	27,435	56%	28,700	55%	31,226	58%	33,589	56%	31,561	58%	-6%	-12%	15%							
Upper	12,505	26%	14,109	27%	15,458	27%	16,147	27%	14,198	26%	12,505	26%	14,109	27%	15,458	26%	16,147	27%	14,198	26%	-12%	-1%	14%							
Master's	4,944	10%	5,611	11%	5,769	10%	5,511	9%	5,478	10%	4,944	10%	5,611	11%	5,769	10%	5,511	9%	5,478	10%	-1%	-3%	11%							
Doctoral	1,609	3%	1,576	3%	1,676	3%	1,883	3%	1,834	3%	1,609	3%	1,576	3%	1,676	3%	1,883	3%	1,834	3%	-3%	-8%	14%							
Total	48,889	100%	52,560	100%	56,361	100%	59,594	100%	54,556	100%	48,889	100%	52,560	100%	56,361	100%	59,594	100%	54,556	100%	-8%	-8%	12%							

Figure 3.17a: Enrollment by Class Standing

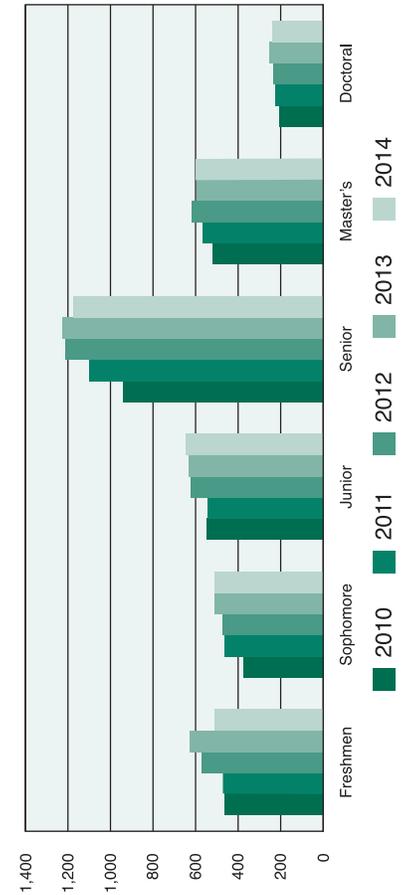
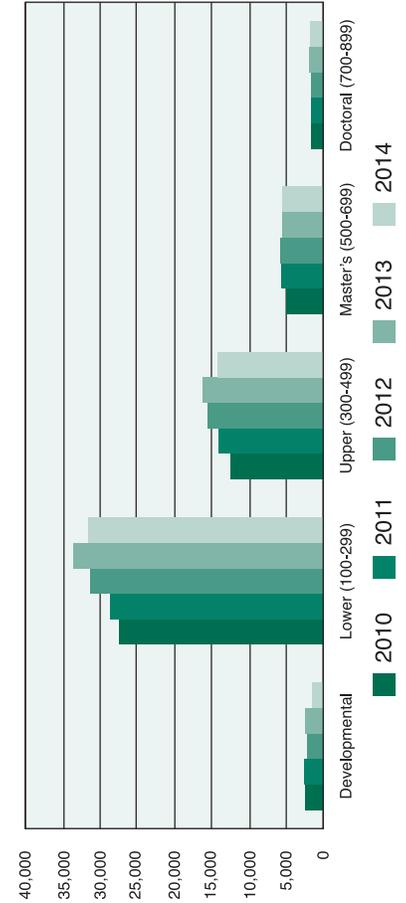


Figure 3.17b: Student Credit Hours by Course Level



**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	2010					2011					2012					2013					2014					Percent Change				
	2010	%	2011	%	2012	%	2013	%	2014	%	2010	%	2011	%	2012	%	2013	%	2014	%	1 Year	%	5 Year	%						
Freshmen	29	4%	31	4%	31	4%	20	3%	27	4%	20	3%	27	4%	27	4%	27	4%	27	4%	35%	5%	-7%							
Sophomores	39	6%	44	6%	38	6%	35	6%	54	9%	38	6%	35	6%	54	9%	54	9%	54	9%	54%	5%	38%							
Juniors	87	13%	83	12%	91	15%	105	18%	107	18%	91	15%	105	18%	107	18%	107	18%	107	18%	2%	2%	23%							
Seniors	178	26%	202	29%	167	27%	164	28%	199	33%	167	27%	164	28%	199	33%	199	33%	199	33%	21%	21%	12%							
Master's	325	47%	291	42%	253	41%	216	38%	187	31%	253	41%	216	38%	187	31%	187	31%	187	31%	-13%	-13%	-42%							
Doctoral	36	5%	38	6%	40	6%	36	6%	32	5%	40	6%	36	6%	32	5%	32	5%	32	5%	-11%	-11%	-11%							
Total	694	100%	689	100%	620	100%	576	100%	606	100%	620	100%	576	100%	606	100%	606	100%	606	100%	5%	5%	-13%							

Table 3.18b: Student Credit Hours by Course Level

Course Level	2010					2011					2012					2013					2014					Percent Change				
	2010	%	2011	%	2012	%	2013	%	2014	%	2010	%	2011	%	2012	%	2013	%	2014	%	1 Year	%	5 Year	%						
Lower	4,589	43%	4,809	44%	4,811	47%	4,844	48%	3,980	45%	4,811	47%	4,844	48%	3,980	45%	4,844	48%	3,980	45%	-18%	-18%	-13%							
Upper	3,235	30%	3,582	33%	3,188	31%	3,303	32%	3,148	35%	3,188	31%	3,303	32%	3,148	35%	3,303	32%	3,148	35%	-5%	-5%	-3%							
Master's	2,710	25%	2,439	22%	2,045	20%	1,818	18%	1,577	18%	2,045	20%	1,818	18%	1,577	18%	1,818	18%	1,577	18%	-13%	-13%	-42%							
Doctoral	188	2%	179	2%	201	2%	211	2%	165	2%	201	2%	211	2%	165	2%	211	2%	165	2%	-22%	-22%	-12%							
Total	10,722	100%	11,009	100%	10,245	100%	10,176	100%	8,870	100%	10,245	100%	10,176	100%	8,870	100%	10,176	100%	8,870	100%	-13%	-13%	-17%							

Figure 3.18a: Enrollment by Class Standing

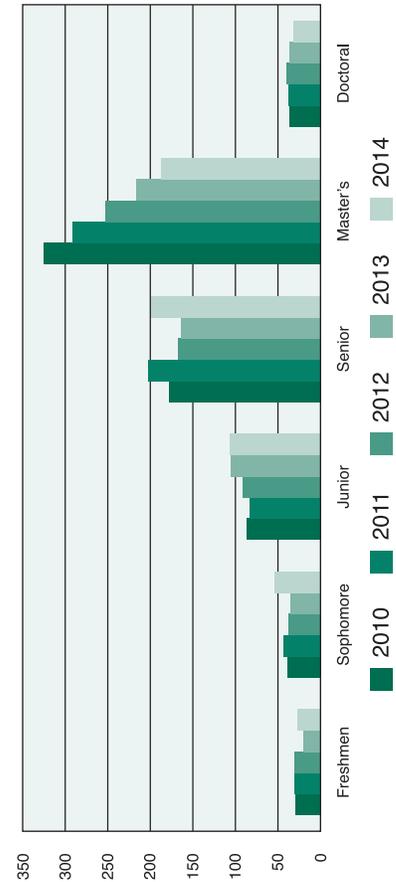
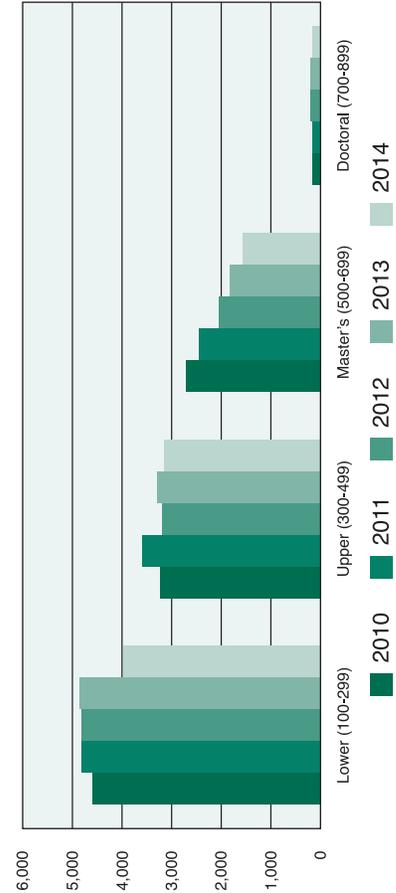


Figure 3.18b: Student Credit Hours by Course Level



**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	2010					Percent Change						
	2010	%	2011	%	2012	%	2013	%	2014	%	1 Year	5 Year
Law	610	100%	563	100%	501	100%	469	100%	442	100%	-6%	-28%
Total	610	100%	563	100%	501	100%	469	100%	442	100%	-6%	-28%

Table 3.19b: Student Credit Hours by Course Level												
Course Level	2010					Percent Change						
	2010	%	2011	%	2012	%	2013	%	2014	%	1 Year	5 Year
Law	8,015	100%	7,425	100%	6,776	100%	6,116	100%	5,720	100%	-6%	-29%
Total	8,015	100%	7,425	100%	6,776	100%	6,116	100%	5,720	100%	-6%	-29%

Figure 3.19a: Enrollment by Class Standing



Figure 3.19b: Student Credit Hours by Course Level



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

Table 3.20a: Enrollment by Class Standing

Class Standing	2010					2011					2012					2013					2014					Percent Change				
																										1 Year	5 Year			
Freshmen	533	80%	562	76%	605	78%	632	73%	728	75%	75%	73%	728	75%	15%	37%														
Sophomores	65	10%	97	13%	94	12%	110	13%	142	15%	15%	13%	142	15%	29%	118%														
Juniors	21	3%	29	4%	36	5%	56	6%	52	5%	5%	6%	52	-7%	148%															
Seniors	44	7%	51	7%	45	6%	65	8%	43	4%	4%	8%	43	-34%	-2%															
Total	663	100%	739	100%	780	100%	863	100%	965	100%	100%	100%	965	12%	46%															

Table 3.20b: Student Credit Hours by Course Level

Course Level	2010					2011					2012					2013					2014					Percent Change				
																										1 Year	5 Year			
Lower (100-299)	1,060	100%	1,190	100%	1,419	100%	1,596	100%	1,427	100%	100%	100%	1,427	100%	-11%	35%														
Total	1,060	100%	1,190	100%	1,419	100%	1,596	100%	1,427	100%	100%	100%	1,427	100%	-11%	35%														

Figure 3.20a: Enrollment by Class Standing

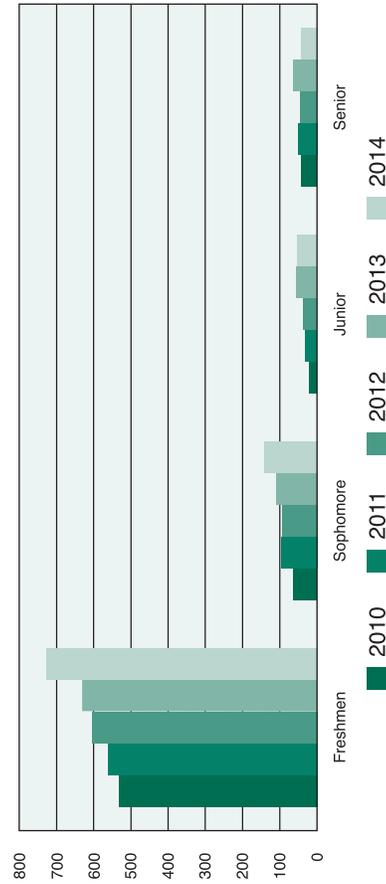


Figure 3.20b: Student Credit Hours by Course Level

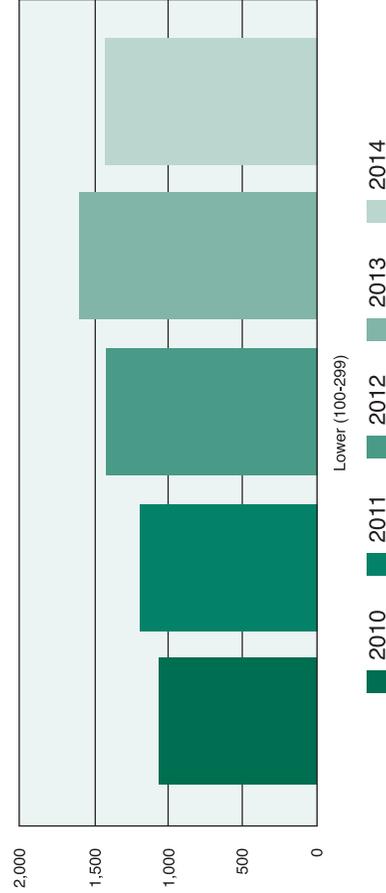


Table 3.21: CSU Total Fall Enrollment by College and Ethnicity: 5-Year Trend

College	Race	2010		2011		2012		2013		2014		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Business	American Indian/Alaska Native	9	0%	6	0%	6	0%	4	0%	3	0%	-25%	-67%
	Asian	141	4%	144	4%	128	4%	122	4%	151	4%	24%	7%
	Black/African American	573	16%	547	16%	514	15%	462	14%	466	14%	1%	-19%
	Hispanic/Latino	104	3%	96	3%	108	3%	116	4%	127	4%	9%	22%
	Native Hawaiian or Other Pacific Island	1	0%	3	0%	3	0%	5	0%	4	0%	-20%	300%
	Non Resident Alien	379	10%	357	10%	396	12%	459	14%	427	12%	-7%	13%
	Two or more races	16	0%	30	1%	38	1%	50	2%	62	2%	24%	288%
	Unknown	213	6%	173	5%	130	4%	75	2%	73	2%	-3%	-66%
	White	2,197	60%	2,125	61%	2,046	61%	2,008	61%	2,135	62%	6%	-3%
	Business Total	3,633	100%	3,481	100%	3,369	100%	3,301	100%	3,448	100%	4%	-5%
CLASS	American Indian/Alaska Native	12	0%	7	0%	11	0%	9	0%	4	0%	-56%	-67%
	Asian	45	1%	53	1%	50	1%	63	2%	44	1%	-30%	-2%
	Black/African American	922	25%	940	25%	929	25%	907	25%	829	25%	-9%	-10%
	Hispanic/Latino	164	4%	171	5%	186	5%	213	6%	190	6%	-11%	16%
	Native Hawaiian or Other Pacific Island	1	0%	1	0%	3	0%	3	0%	3	0%	0%	200%
	Non Resident Alien	51	1%	54	1%	58	2%	52	1%	51	2%	-2%	0%
	Two or more races	22	1%	66	2%	93	2%	108	3%	121	4%	12%	450%
	Unknown	291	8%	225	6%	188	5%	139	4%	80	2%	-42%	-73%
	White	2,159	59%	2,219	59%	2,213	59%	2,197	60%	1,930	59%	-12%	-11%
	CLASS Total	3,667	100%	3,736	100%	3,731	100%	3,691	100%	3,252	100%	-12%	-11%
Education	American Indian/Alaska Native	6	0%	3	0%	1	0%	3	0%	6	0%	100%	0%
	Asian	26	1%	25	1%	20	1%	20	1%	23	1%	15%	-12%
	Black/African American	607	23%	587	24%	533	24%	503	22%	477	23%	-5%	-21%
	Hispanic/Latino	88	3%	74	3%	75	3%	83	4%	85	4%	2%	-3%
	Native Hawaiian or Other Pacific Island	-	0%	2	0%	2	0%	2	0%	4	0%	100%	0%
	Non Resident Alien	61	2%	61	2%	65	3%	89	4%	98	5%	10%	61%
	Two or more races	7	0%	21	1%	26	1%	40	2%	42	2%	5%	500%
	Unknown	249	9%	198	8%	141	6%	80	4%	62	3%	-23%	-75%
	White	1,579	60%	1,480	60%	1,403	62%	1,439	64%	1,255	61%	-13%	-21%
	Education Total	2,623	100%	2,451	100%	2,266	100%	2,259	100%	2,052	100%	-9%	-22%
Engineering	American Indian/Alaska Native	3	0%	2	0%	1	0%	0	0%	1	0%	0%	-67%
	Asian	52	4%	53	4%	54	3%	58	3%	63	3%	9%	21%
	Black/African American	118	8%	111	8%	120	8%	119	7%	127	7%	7%	8%
	Hispanic/Latino	40	3%	38	3%	48	3%	54	3%	56	3%	4%	40%
	Native Hawaiian or Other Pacific Island	1	0%	3	0%	2	0%	1	0%	1	0%	0%	0%
	Non Resident Alien	339	24%	364	25%	369	24%	508	29%	639	33%	26%	88%
	Two or more races	6	0%	13	1%	16	1%	25	1%	31	2%	24%	417%
	Unknown	93	7%	93	6%	63	4%	59	3%	39	2%	-34%	-58%
	White	740	53%	775	53%	896	57%	947	53%	991	51%	5%	34%
	Engineering Total	1,392	100%	1,452	100%	1,569	100%	1,771	100%	1,948	100%	10%	40%

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

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College	Race	2010		2011		2012		2013		2014		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Graduate Studies	Asian	1	2%	2	9%	2	11%	4	14%	1	4%	-75%	0%
	Black/African American	13	29%	4	17%	2	11%	2	7%	1	4%	-50%	-92%
	Hispanic/Latino	1	2%	1	4%	-	0%	-	0%	-	0%	-	-100%
	Non Resident Alien	-	0%	-	0%	-	0%	1	4%	1	4%	0%	-
	Two or more races	-	0%	-	0%	1	5%	-	0%	-	0%	-	-
	Unknown	10	22%	5	22%	1	5%	14	50%	15	63%	7%	50%
White	20	44%	11	48%	13	68%	7	25%	6	25%	-14%	-70%	
Graduate Studies Total		45	100%	23	100%	19	100%	28	100%	24	100%	-14%	-47%
Law	American Indian/Alaska Native	2	0%	1	0%	1	0%	3	1%	2	0%	-33%	0%
	Asian	11	2%	14	2%	12	2%	14	3%	8	2%	-43%	-27%
	Black/African American	55	9%	54	10%	40	8%	41	9%	36	8%	-12%	-35%
	Hispanic/Latino	12	2%	17	3%	20	4%	21	4%	16	4%	-24%	33%
	Non Resident Alien	5	1%	6	1%	7	1%	9	2%	9	2%	0%	80%
	Two or more races	1	0%	2	0%	5	1%	8	2%	8	2%	0%	700%
	Unknown	29	5%	15	3%	9	2%	11	2%	13	3%	18%	-55%
	White	495	81%	454	81%	407	81%	362	77%	350	79%	-3%	-29%
	Law Total	610	100%	563	100%	501	100%	469	100%	442	100%	-6%	-28%
	Nursing	American Indian/Alaska Native	2	0%	1	0%	-	0%	1	0%	1	0%	0%
Asian		20	3%	20	4%	21	4%	18	3%	19	3%	6%	-5%
Black/African American		122	21%	77	14%	79	13%	86	14%	80	13%	-7%	-34%
Hispanic/Latino		21	4%	21	4%	23	4%	34	5%	27	5%	-21%	29%
Native Hawaiian or Other Pacific Island		-	0%	-	0%	1	0%	1	0%	-	0%	-100%	-
Non Resident Alien		9	2%	7	1%	12	2%	15	2%	14	2%	-7%	56%
Two or more races		5	1%	12	2%	14	2%	18	3%	15	3%	-17%	200%
Unknown		22	4%	24	4%	18	3%	10	2%	6	1%	-40%	-73%
White		388	66%	397	71%	424	72%	445	71%	438	73%	-2%	13%
Nursing Total		589	100%	559	100%	592	100%	628	100%	600	100%	-4%	2%
Other	Asian	1	1%	-	0%	-	0%	-	0%	-	0%	-	-100%
	Non Resident Alien	67	93%	111	99%	104	98%	82	99%	149	99%	82%	122%
	Unknown	4	6%	1	1%	2	2%	-	0%	1	1%	-	-75%
	White	-	0%	-	0%	-	0%	1	1%	1	1%	0%	-
Other Total	72	100%	112	100%	106	100%	83	100%	151	100%	82%	110%	

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

College	Race	2010		2011		2012		2013		2014		Percent Change		
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year	
Science	American Indian/Alaska Native	10	0%	13	0%	13	0%	10	0%	8	0%	-20%	-20%	
	Asian	94	3%	102	3%	113	3%	116	3%	136	4%	17%	45%	
	Black/African American	475	16%	516	15%	573	15%	556	14%	529	14%	-5%	11%	
	Hispanic/Latino	108	4%	102	3%	127	3%	143	4%	148	4%	3%	37%	
	Native Hawaiian or Other Pacific Island	1	0%	2	0%	6	0%	2	0%	5	0%	150%	400%	
	Non Resident Alien	149	5%	182	5%	192	5%	198	5%	173	5%	-13%	16%	
	Two or more races	18	1%	52	2%	95	3%	100	3%	118	3%	18%	556%	
	Unknown	206	7%	187	6%	153	4%	112	3%	86	2%	-23%	-58%	
	White	2,001	65%	2,212	66%	2,455	66%	2,604	68%	2,484	67%	-5%	24%	
	Science Total		3,062	100%	3,368	100%	3,727	100%	3,841	100%	3,687	100%	-4%	20%
Undergraduate Non-Degree	Asian	17	5%	15	5%	15	6%	11	5%	13	8%	18%	-24%	
	Black/African American	26	8%	15	5%	26	11%	26	12%	21	12%	-19%	-19%	
	Hispanic/Latino	8	2%	10	4%	7	3%	10	5%	8	5%	-20%	0%	
	Native Hawaiian or Other Pacific Island	2	1%	-	0%	-	0%	-	0%	-	0%	-	-100%	
	Non Resident Alien	1	0%	3	1%	2	1%	4	2%	3	2%	-25%	200%	
	Two or more races	1	0%	3	1%	2	1%	4	2%	3	2%	-25%	200%	
	Unknown	65	19%	43	16%	22	9%	15	7%	13	8%	-13%	-80%	
	White	216	64%	185	68%	171	70%	150	68%	109	64%	-27%	-50%	
	Undergraduate Non-Degree Total		336	100%	274	100%	245	100%	220	100%	170	100%	-23%	-49%
	Undergraduate Studies	American Indian/Alaska Native	2	0%	1	0%	3	0%	1	0%	1	0%	0%	-50%
Asian		25	4%	38	5%	34	4%	40	5%	46	5%	15%	84%	
Black/African American		166	25%	190	26%	227	29%	242	28%	236	24%	-2%	42%	
Hispanic/Latino		27	4%	34	5%	24	3%	31	4%	46	5%	48%	70%	
Native Hawaiian or Other Pacific Island		-	0%	-	0%	1	0%	1	0%	-	0%	-100%	-	
Non Resident Alien		3	0%	9	1%	7	1%	5	1%	6	1%	20%	100%	
Two or more races		9	1%	18	2%	21	3%	21	2%	24	2%	14%	167%	
Unknown		127	19%	107	14%	84	11%	95	11%	105	11%	11%	-17%	
White		304	46%	342	46%	379	49%	427	49%	501	52%	17%	65%	
Undergraduate Studies Total			663	100%	739	100%	780	100%	863	100%	965	100%	12%	46%

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Table 3.2.1: CSU Total Fall Enrollment by College and Ethnicity: 5-Year Trend
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College	Race	2010		2011		2012		2013		2014		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Urban Affairs	American Indian/Alaska Native	3	0%	2	0%	1	0%	-	0%	-	0%	-	-100%
	Asian	4	1%	3	0%	5	1%	7	1%	7	1%	0%	75%
	Black/African American	189	27%	178	26%	161	26%	163	28%	156	26%	-4%	-17%
	Hispanic/Latino	18	3%	22	3%	18	3%	16	3%	28	5%	75%	56%
	Native Hawaiian or Other Pacific Island	2	0%	1	0%	-	0%	-	0%	1	0%	-	-50%
	Non Resident Alien	35	5%	31	4%	31	5%	26	5%	24	4%	-8%	-31%
	Two or more races	3	0%	6	1%	7	1%	10	2%	11	2%	10%	267%
	Unknown	64	9%	51	7%	33	5%	19	3%	16	3%	-16%	-75%
	White	376	54%	395	57%	364	59%	335	58%	363	60%	8%	-3%
	Urban Affairs Total	4,694	100%	689	100%	620	100%	576	100%	606	100%	5%	-13%
Grand Total	17,386	-	17,447	-	17,525	-	17,730	-	17,345	-	-2%	0%	

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

College	Race	2010		2011		2012		2013		2014		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Business	American Indian/Alaska Native	8	0%	6	0%	3	0%	1	0%	2	0%	100%	-75%
	Asian	85	4%	77	4%	72	4%	62	3%	88	4%	42%	4%
	Black/African American	448	20%	423	21%	366	19%	327	17%	329	15%	1%	-27%
	Hispanic/Latino	78	4%	68	3%	72	4%	82	4%	95	4%	16%	22%
	Native Hawaiian or Other Pacific Island	1	0%	3	0%	3	0%	5	0%	4	0%	-20%	300%
	Non Resident Alien	96	4%	112	5%	130	7%	156	8%	163	7%	4%	70%
	Two or more races	9	0%	18	1%	30	2%	34	2%	45	2%	32%	400%
	Unknown	133	6%	99	5%	69	3%	43	2%	42	2%	-2%	-68%
	White	1,348	61%	1,256	61%	1,228	62%	1,231	63%	1,477	66%	20%	10%
	Business Total	2,206	100%	2,062	100%	1,973	100%	1,941	100%	2,245	100%	16%	2%
CLASS	American Indian/Alaska Native	12	0%	7	0%	11	0%	8	0%	3	0%	-63%	-75%
	Asian	38	1%	47	2%	45	1%	55	2%	38	1%	-31%	0%
	Black/African American	797	26%	813	26%	786	25%	745	24%	666	25%	-11%	-16%
	Hispanic/Latino	152	5%	157	5%	168	5%	191	6%	167	6%	-13%	10%
	Native Hawaiian or Other Pacific Island	1	0%	1	0%	3	0%	3	0%	3	0%	0%	200%
	Non Resident Alien	32	1%	37	1%	40	1%	36	1%	30	1%	-17%	-6%
	Two or more races	18	1%	62	2%	85	3%	103	3%	108	4%	5%	500%
	Unknown	234	8%	164	5%	145	5%	115	4%	66	2%	-43%	-72%
	White	1,795	58%	1,845	59%	1,852	59%	1,886	60%	1,634	60%	-13%	-9%
	CLASS Total	3,079	100%	3,133	100%	3,135	100%	3,142	100%	2,715	100%	-14%	-12%
Education	American Indian/Alaska Native	3	0%	2	0%	1	0%	3	0%	4	0%	33%	33%
	Asian	10	1%	7	1%	6	1%	7	1%	8	1%	14%	-20%
	Black/African American	245	24%	228	24%	214	24%	196	22%	162	20%	-17%	-34%
	Hispanic/Latino	48	5%	34	4%	41	5%	47	5%	47	6%	0%	-2%
	Native Hawaiian or Other Pacific Island	-	0%	1	0%	1	0%	1	0%	2	0%	100%	-
	Non Resident Alien	5	0%	6	1%	12	1%	13	1%	11	1%	-15%	120%
	Two or more races	3	0%	11	1%	13	1%	22	2%	24	3%	9%	700%
	Unknown	57	6%	45	5%	35	4%	23	3%	17	2%	-26%	-70%
	White	642	63%	633	65%	574	64%	592	65%	528	66%	-11%	-18%
	Education Total	1,013	100%	967	100%	897	100%	904	100%	803	100%	-11%	-21%

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

continued from previous page

College	Race	2010		2011		2012		2013		2014		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Engineering	American Indian/Alaska Native	-	0%	-	0%	-	0%	-	0%	1	0%	-	-
	Asian	33	4%	34	3%	35	3%	40	3%	50	4%	25%	52%
	Black/African American	101	11%	97	10%	109	9%	103	8%	112	8%	9%	11%
	Hispanic/Latino	36	4%	34	3%	40	3%	49	4%	49	4%	-	36%
	Native Hawaiian or Other Pacific Island	1	0%	2	0%	1	0%	1	0%	1	0%	-	0%
	Non Resident Alien	90	10%	117	12%	177	15%	262	20%	293	21%	12%	226%
	Two or more races	6	1%	13	1%	16	1%	22	2%	26	2%	18%	333%
	Unknown	73	8%	63	6%	41	4%	40	3%	24	2%	-40%	-67%
	White	588	63%	637	64%	747	64%	798	61%	833	60%	4%	42%
	Engineering Total		928	100%	997	100%	1,166	100%	1,315	100%	1,389	100%	6%
Nursing	American Indian/Alaska Native	2	0%	1	0%	-	0%	1	0%	1	0%	0%	-50%
	Asian	19	4%	19	4%	20	4%	17	3%	17	3%	0%	-11%
	Black/African American	117	22%	70	14%	70	13%	77	13%	69	13%	-10%	-41%
	Hispanic/Latino	20	4%	20	4%	21	4%	31	5%	25	5%	-19%	25%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	1	0%	1	0%	-	0%	-100%	-
	Non Resident Alien	8	1%	6	1%	11	2%	14	2%	14	3%	0%	75%
	Two or more races	5	1%	12	2%	13	2%	17	3%	14	3%	-18%	180%
	Unknown	17	3%	17	3%	13	2%	7	1%	6	1%	-14%	-65%
	White	348	65%	355	71%	385	72%	408	71%	403	73%	-1%	16%
	Nursing Total		536	100%	500	100%	534	100%	573	100%	549	100%	-4%
Other	Asian	1	1%	-	0%	-	0%	-	0%	-	0%	-	-100%
	Non Resident Alien	67	93%	111	99%	104	98%	82	99%	149	99%	82%	122%
	Unknown	4	6%	1	1%	2	2%	-	0%	1	1%	-	-75%
	White	-	0%	-	0%	-	0%	1	1%	1	1%	0%	-
Other Total		72	100%	112	100%	106	100%	83	100%	151	100%	82%	110%
Science	American Indian/Alaska Native	9	0%	12	0%	13	0%	10	0%	6	0%	-40%	-33%
	Asian	68	3%	80	3%	85	3%	92	3%	112	4%	22%	65%
	Black/African American	427	18%	465	18%	517	18%	510	17%	482	17%	-5%	13%
	Hispanic/Latino	90	4%	89	3%	115	4%	132	4%	133	5%	1%	48%
	Native Hawaiian or Other Pacific Island	1	0%	1	0%	5	0%	2	0%	5	0%	150%	400%
	Non Resident Alien	39	2%	42	2%	53	2%	56	2%	50	2%	-11%	28%
	Two or more races	15	1%	48	2%	89	3%	94	3%	112	4%	19%	647%
	Unknown	155	7%	141	5%	115	4%	89	3%	70	2%	-21%	-55%
	White	1,526	65%	1,700	66%	1,884	66%	2,009	67%	1,874	66%	-7%	23%
	Science Total		2,330	100%	2,578	100%	2,876	100%	2,994	100%	2,844	100%	-5%

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Table 3.22: CSU Undergraduate Fall Enrollment by College & Ethnicity: 5-Year Trend
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College	Race	2010		2011		2012		2013		2014		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Undergraduate Non-Degree	Asian	17	5%	15	5%	15	6%	11	5%	13	8%	18%	-24%
	Black/African American	26	8%	15	5%	26	11%	26	12%	21	12%	-19%	-19%
	Hispanic/Latino	8	2%	10	4%	7	3%	10	5%	8	5%	-20%	0%
	Native Hawaiian or Other Pacific Island	2	1%	-	0%	-	0%	-	0%	-	0%	-	-100%
	Non Resident Alien	1	0%	3	1%	2	1%	4	2%	3	2%	-25%	200%
	Two or more races	1	0%	3	1%	2	1%	4	2%	3	2%	-25%	200%
	Unknown	65	19%	43	16%	22	9%	15	7%	13	8%	-13%	-80%
	White	216	64%	185	68%	171	70%	150	68%	109	64%	-27%	-50%
	Undergraduate Non-Degree Total	336	100%	274	100%	245	100%	220	100%	170	100%	-23%	-49%
	Undergraduate Studies	American Indian/Alaska Native	2	0%	1	0%	3	0%	1	0%	1	0%	0%
Asian		25	4%	38	5%	34	4%	40	5%	46	5%	15%	84%
Black/African American		166	25%	190	26%	227	29%	242	28%	236	24%	-2%	42%
Hispanic/Latino		27	4%	34	5%	24	3%	31	4%	46	5%	48%	70%
Native Hawaiian or Other Pacific Island		-	0%	-	0%	1	0%	1	0%	-	0%	-100%	-
Non Resident Alien		3	0%	9	1%	7	1%	5	1%	6	1%	20%	100%
Two or more races		9	1%	18	2%	21	3%	21	2%	24	2%	14%	167%
Unknown		127	19%	107	14%	84	11%	95	11%	105	11%	11%	-17%
White		304	46%	342	46%	379	49%	427	49%	501	52%	17%	65%
Undergraduate Studies Total		663	100%	739	100%	780	100%	863	100%	965	100%	12%	46%
Urban Affairs	American Indian/Alaska Native	2	1%	2	1%	1	0%	-	0%	-	0%	-	-100%
	Asian	1	0%	1	0%	2	1%	2	1%	3	1%	50%	200%
	Black/African American	110	33%	114	32%	104	32%	109	34%	117	30%	7%	6%
	Hispanic/Latino	11	3%	14	4%	11	3%	7	2%	18	5%	157%	64%
	Native Hawaiian or Other Pacific Island	1	0%	-	0%	-	0%	-	0%	1	0%	-	0%
	Non Resident Alien	5	2%	5	1%	4	1%	7	2%	8	2%	14%	60%
	Two or more races	-	0%	1	0%	3	1%	3	1%	8	2%	167%	-
	Unknown	23	7%	23	6%	16	5%	13	4%	9	2%	-31%	-61%
	White	180	54%	200	56%	186	57%	183	56%	223	58%	22%	24%
	Urban Affairs Total	333	100%	360	100%	327	100%	324	100%	387	100%	19%	16%
Grand Total	11,496		11,722		12,039		12,359		12,218		-1%	6%	

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

College	Race	2010		2011		2012		2013		2014		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Business	American Indian/Alaska Native	1	0%	-	0%	3	0%	3	0%	1	0%	-67%	0%
	Asian	56	4%	67	5%	56	4%	60	4%	63	5%	5%	13%
	Black/African American	125	9%	124	9%	148	11%	135	10%	137	11%	1%	10%
	Hispanic/Latino	26	2%	28	2%	36	3%	34	3%	32	3%	-6%	23%
	Non Resident Alien	283	20%	245	17%	266	19%	303	22%	264	22%	-13%	-7%
	Two or more races	7	0%	12	1%	8	1%	16	1%	17	1%	6%	143%
	Unknown	80	6%	74	5%	61	4%	32	2%	31	3%	-3%	-61%
	White	849	59%	869	61%	818	59%	777	57%	658	55%	-15%	-22%
	Business Total	1,427	100%	1,419	100%	1,396	100%	1,360	100%	1,203	100%	-12%	-16%
	CLASS	American Indian/Alaska Native	-	0%	-	0%	-	0%	1	0%	1	0%	0%
Asian		7	1%	6	1%	5	1%	8	1%	6	1%	-25%	-14%
Black/African American		125	21%	127	21%	143	24%	162	30%	163	30%	1%	30%
Hispanic/Latino		12	2%	14	2%	18	3%	22	4%	23	4%	5%	92%
Non Resident Alien		19	3%	17	3%	18	3%	16	3%	21	4%	31%	11%
Two or more races		4	1%	4	1%	8	1%	5	1%	13	2%	160%	225%
Unknown		57	10%	61	10%	43	7%	24	4%	14	3%	-42%	-75%
White		364	62%	374	62%	361	61%	311	57%	296	55%	-5%	-19%
CLASS Total		588	100%	603	100%	596	100%	549	100%	537	100%	-2%	-9%
Education		American Indian/Alaska Native	3	0%	1	0%	-	0%	-	0%	2	0%	-
	Asian	16	1%	18	1%	14	1%	13	1%	15	1%	15%	-6%
	Black/African American	362	22%	359	24%	319	23%	307	23%	315	25%	3%	-13%
	Hispanic/Latino	40	2%	40	3%	34	2%	36	3%	38	3%	6%	-5%
	Native Hawaiian or Other Pacific Island	-	0%	1	0%	1	0%	1	0%	2	0%	100%	-
	Non Resident Alien	56	3%	55	4%	53	4%	76	6%	87	7%	14%	55%
	Two or more races	4	0%	10	1%	13	1%	18	1%	18	1%	0%	350%
	Unknown	192	12%	153	10%	106	8%	57	4%	45	4%	-21%	-77%
	White	937	58%	847	57%	829	61%	847	63%	727	58%	-14%	-22%
	Education Total	1,610	100%	1,484	100%	1,369	100%	1,355	100%	1,249	100%	-8%	-22%

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

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College	Race	2010		2011		2012		2013		2014		Percent Change		
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year	
Engineering	American Indian/Alaska Native	3	1%	2	0%	1	0%	-	0%	-	0%	-	-100%	
	Asian	19	4%	19	4%	19	5%	18	4%	13	2%	-28%	-32%	
	Black/African American	17	4%	14	3%	11	3%	16	4%	15	3%	-6%	-12%	
	Hispanic/Latino	4	1%	4	1%	8	2%	5	1%	7	1%	40%	75%	
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	-	0%	-	0%	-	-	
	Non Resident Alien	249	54%	247	54%	192	48%	246	54%	346	62%	41%	39%	
	Two or more races	-	0%	-	0%	-	0%	3	1%	5	1%	67%	-	
	Unknown	20	4%	30	7%	22	5%	19	4%	15	3%	-21%	-25%	
	White	152	33%	138	30%	149	37%	149	33%	158	28%	6%	4%	
	Engineering Total		464	100%	455	100%	403	100%	456	100%	559	100%	23%	20%
Graduate Studies	Asian	1	2%	2	9%	2	11%	4	14%	1	4%	-75%	0%	
	Black/African American	13	29%	4	17%	2	11%	2	7%	1	4%	-50%	-92%	
	Hispanic/Latino	1	2%	1	4%	-	0%	-	0%	-	0%	-	-100%	
	Non Resident Alien	-	0%	-	0%	-	0%	1	4%	1	4%	0%	-	
	Two or more races	-	0%	-	0%	1	5%	-	0%	-	0%	-	-	
	Unknown	10	22%	5	22%	1	5%	14	50%	15	63%	7%	50%	
	White	20	44%	11	48%	13	68%	7	25%	6	25%	-14%	-70%	
	Graduate Studies Total	45	100%	23	100%	19	100%	28	100%	24	100%	-14%	-47%	
	Law	American Indian/Alaska Native	2	0%	1	0%	1	0%	3	1%	2	0%	-33%	0%
		Asian	11	2%	14	2%	12	2%	14	3%	8	2%	-43%	-27%
Black/African American		55	9%	54	10%	40	8%	41	9%	36	8%	-12%	-35%	
Hispanic/Latino		12	2%	17	3%	20	4%	21	4%	16	4%	-24%	33%	
Non Resident Alien		5	1%	6	1%	7	1%	9	2%	9	2%	0%	80%	
Two or more races		1	0%	2	0%	5	1%	8	2%	8	2%	0%	700%	
Unknown		29	5%	15	3%	9	2%	11	2%	13	3%	18%	-55%	
White		495	81%	454	81%	407	81%	362	77%	350	79%	-3%	-29%	
Law Total		610	100%	563	100%	501	100%	469	100%	442	100%	-6%	-28%	

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

continued from previous page

College	Race	2010		2011		2012		2013		2014		Percent Change	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	1 year	5 year
Nursing	Asian	1	2%	1	2%	1	2%	1	2%	2	4%	100%	100%
	Black/African American	5	9%	7	12%	9	16%	9	16%	11	22%	22%	120%
	Hispanic/Latino	1	2%	1	2%	2	3%	3	5%	2	4%	-33%	100%
	Non Resident Alien	1	2%	1	2%	1	2%	1	2%	-	0%	-100%	-100%
	Two or more races	-	0%	-	0%	1	2%	1	2%	1	2%	0%	-
	Unknown	5	9%	7	12%	5	9%	3	5%	-	0%	-100%	-100%
	White	40	75%	42	71%	39	67%	37	67%	35	69%	-5%	-13%
Nursing Total		53	100%	59	100%	58	100%	55	100%	51	100%	-7%	-4%
Science	American Indian/Alaska Native	1	0%	1	0%	-	0%	-	0%	2	0%	-	100%
	Asian	26	4%	22	3%	28	3%	24	3%	24	3%	0%	-8%
	Black/African American	48	7%	51	6%	56	7%	46	5%	47	6%	2%	-2%
	Hispanic/Latino	18	2%	13	2%	12	1%	11	1%	15	2%	36%	-17%
	Native Hawaiian or Other Pacific Island	-	0%	1	0%	1	0%	-	0%	-	0%	-	-
	Non Resident Alien	110	15%	140	18%	139	16%	142	17%	123	15%	-13%	12%
	Two or more races	3	0%	4	1%	6	1%	6	1%	6	1%	0%	100%
	Unknown	51	7%	46	6%	38	4%	23	3%	16	2%	-30%	-69%
	White	475	65%	512	65%	571	67%	595	70%	610	72%	3%	28%
	Science Total		732	100%	790	100%	851	100%	847	100%	843	100%	0%
Urban Affairs	American Indian/Alaska Native	1	0%	-	0%	-	0%	-	0%	-	0%	-	-100%
	Asian	3	1%	2	1%	3	1%	5	2%	4	2%	-20%	33%
	Black/African American	79	22%	64	19%	57	19%	54	21%	39	18%	-28%	-51%
	Hispanic/Latino	7	2%	8	2%	7	2%	9	4%	10	5%	11%	43%
	Native Hawaiian or Other Pacific Island	1	0%	1	0%	-	0%	-	0%	-	0%	-	-100%
	Non Resident Alien	30	8%	26	8%	27	9%	19	8%	16	7%	-16%	-47%
	Two or more races	3	1%	5	2%	4	1%	7	3%	3	1%	-57%	0%
	Unknown	41	11%	28	9%	17	6%	6	2%	7	3%	17%	-83%
	White	196	54%	195	59%	178	61%	152	60%	140	64%	-8%	-29%
	Urban Affairs Total		361	100%	329	100%	293	100%	252	100%	219	100%	-13%
Grand Total		5,890		5,725		5,486		5,371		5,127		-5%	-13%

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

Undergraduate Full-Time

College	2010	2011	2012	2013	2014	Percent Change	
						1 Year	5 Year
Business	1,507	1,401	1,313	1,340	1,648	23%	9%
CLASS	2,439	2,507	2,454	2,529	2,079	-18%	-15%
Education	704	668	634	646	553	-14%	-21%
Engineering	736	807	930	1,045	1,136	9%	54%
Nursing	436	435	467	502	458	-9%	5%
Other	-	-	-	-	1	-	-
Science	1,790	1,985	2,218	2,332	2,165	-7%	21%
Undergraduate Non-Degree	46	31	24	14	16	14%	-65%
Undergraduate Studies	254	312	353	383	412	8%	62%
Urban Affairs	194	220	197	209	206	-1%	6%
Full-Time Total	8,106	8,366	8,590	9,000	8,674	-4%	7%

Undergraduate Part-Time

College	2010	2011	2012	2013	2014	Percent Change	
						1 Year	5 Year
Business	699	661	660	601	597	-1%	-15%
CLASS	640	626	681	613	636	4%	-1%
Education	309	299	263	258	250	-3%	-19%
Engineering	192	190	236	270	253	-6%	32%
Nursing	100	65	67	71	91	28%	-9%
Other	72	112	106	83	150	81%	108%
Science	540	593	658	662	679	3%	26%
Undergraduate Non-Degree	290	243	221	206	154	-25%	-47%
Undergraduate Studies	409	427	427	480	553	15%	35%
Urban Affairs	139	140	130	115	181	57%	30%
Part-Time Total	3,390	3,356	3,449	3,359	3,544	6%	5%

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

Graduate & Law Full-Time

College	2010	2011	2012	2013	2014	Percent Change	
						1 Year	5 Year
Business	541	438	457	444	400	-10%	-26%
CLASS	247	250	237	227	267	18%	8%
Education	274	278	241	290	241	-17%	-12%
Engineering	131	80	74	78	131	68%	0%
Graduate Studies	2	-	4	-	-	-	-
Law	419	391	350	308	288	-6%	-31%
Nursing	10	5	19	20	12	-40%	20%
Science	472	402	436	408	442	8%	-6%
Urban Affairs	105	74	58	52	37	-29%	-65%
Full-Time Total	2,201	1,918	1,876	1,827	1,818	0%	-17%

Graduate & Law Part-Time

College	2010	2011	2012	2013	2014	Percent Change	
						1 Year	5 Year
Business	886	981	939	916	803	-12%	-9%
CLASS	341	353	359	322	270	-16%	-21%
Education	1,336	1,206	1,128	1,065	1,008	-5%	-25%
Engineering	333	375	329	378	428	13%	29%
Graduate Studies	43	23	15	28	24	-14%	-44%
Law	191	172	151	161	154	-4%	-19%
Nursing	43	54	39	35	39	11%	-9%
Science	260	388	415	439	401	-9%	54%
Urban Affairs	256	255	235	200	182	-9%	-29%
Part-Time Total	3,689	3,807	3,610	3,544	3,309	-7%	-10%

East and West Centers

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

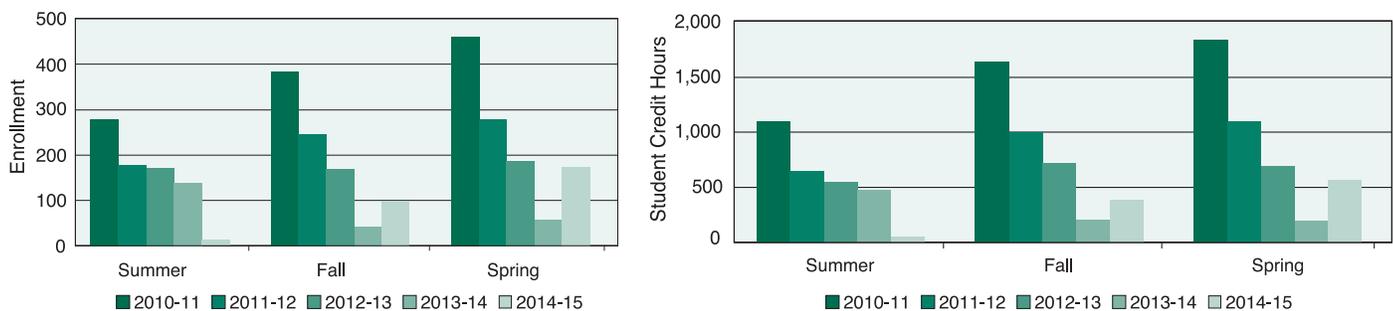
Table 3.26: West Center Student Credit Hours: Fall Semesters

College	West Center														
	Undergraduate					Graduate/Law					Total				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2009	2010	2011	2012	2014
Business	493	243	272	-	-	288	310	131	-	222	781	553	403	-	222
CLASS	306	64	-	-	-	-	-	-	-	-	306	64	-	-	-
Education	42	54	-	-	-	421	224	204	194	157	463	278	204	194	157
Science	80	93	112	-	-	-	-	-	-	-	80	93	112	-	-
Grand Total	921	454	384	-	-	709	534	335	194	379	1,630	988	719	194	379

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

College	West Center														
	Enrollment					Percent Change		SCH					Percent Change		
	2010-11	2011-12	2012-13	2013-14	2014-15	1-Year	5-Year	2010-11	2011-12	2012-13	2013-14	2014-15	1-Year	5-Year	
Summer	280	179	173	137	13	-91%	-95%	1,087	644	540	476	46	-90%	-96%	
Fall	385	246	170	42	99	136%	-74%	1,630	988	719	194	379	95%	-77%	
Spring	459	280	188	58	174	200%	-62%	1,830	1,086	694	221	563	155%	-69%	
Grand Total	1,124	705	531	237	286	21%	-75%	4,547	2,718	1,953	891	988	11%	-78%	

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



West Center Serves the Following Cleveland Suburbs

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

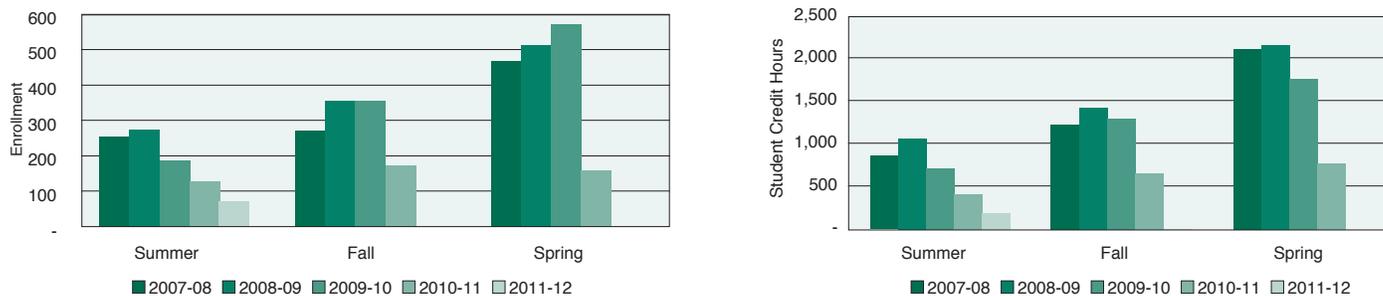
Table 3.27: East Center Student Credit Hours: Fall Semesters

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

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

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

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



East Center Serves the Following Cleveland Suburbs

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

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

Lorain County Community College														
Term	Enrollment					Percent Change		SCH					Percent Change	
	2010-11	2011-12	2012-13	2013-14	2014-15	1-Year	5-Year	2010-11	2011-12	2012-13	2013-14	2014-15	1-Year	5-Year
Summer	38	25	9	3	8	167%	-79%	160	100	36	12	32	167%	-80%
Fall	101	88	65	82	71	-13%	-30%	535	401	332	424	336	-21%	-37%
Spring	83	107	88	84	86	2%	4%	400	442	487	461	387	-16%	-3%
Grand Total	222	220	162	169	165	-2%	-26%	1,095	943	855	897	755	-16%	-31%

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

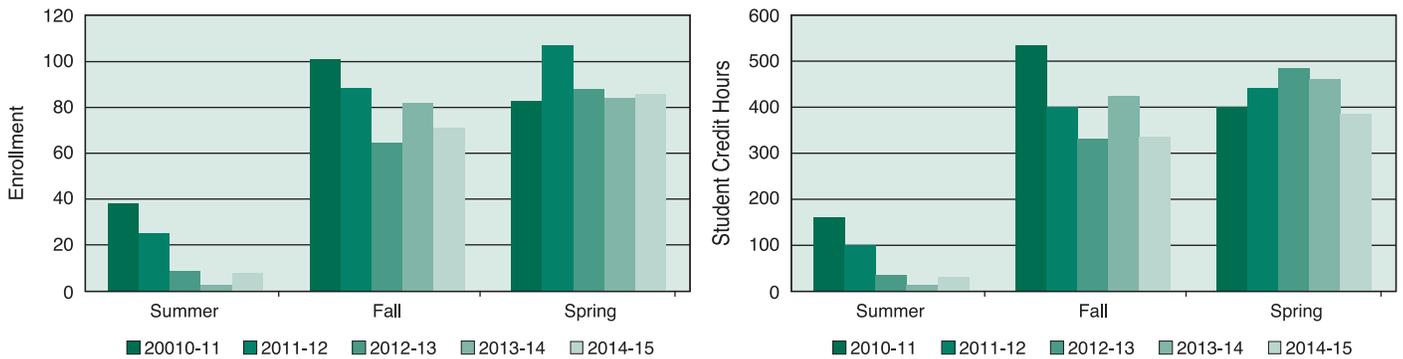


Table 3.28b: Annual Historical Enrollment and SCH Trends at Lakeland Community College

Lakeland Community College														
Term	Enrollment					Percent Change		SCH					Percent Change	
	2010-11	2011-12	2012-13	2013-14	2014-15	1-Year	5-Year	2010-11	2011-12	2012-13	2013-14	2014-15	1-Year	5-Year
Summer	71	36	29	61	68	11%	-4%	266	115	91	228	251	10%	-6%
Fall	157	75	92	90	77	-14%	-51%	672	337	447	466	391	-16%	-42%
Spring	153	88	112	118	101	-14%	-34%	742	489	500	673	457	-32%	-38%
Grand Total	381	199	233	269	246	-9%	-35%	1,680	941	1,038	1,367	1,099	-20%	-35%

Partnerships with Lakeland Community College and Lorain County Community College

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

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

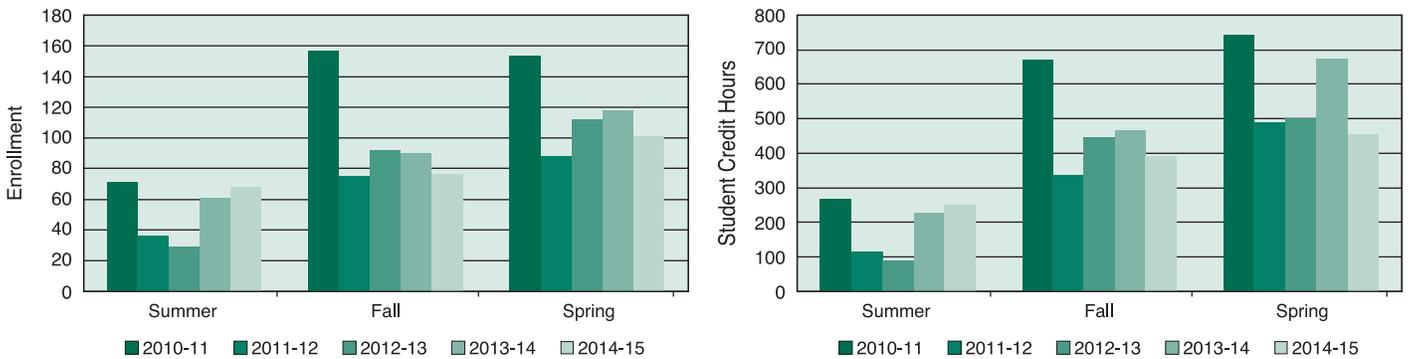
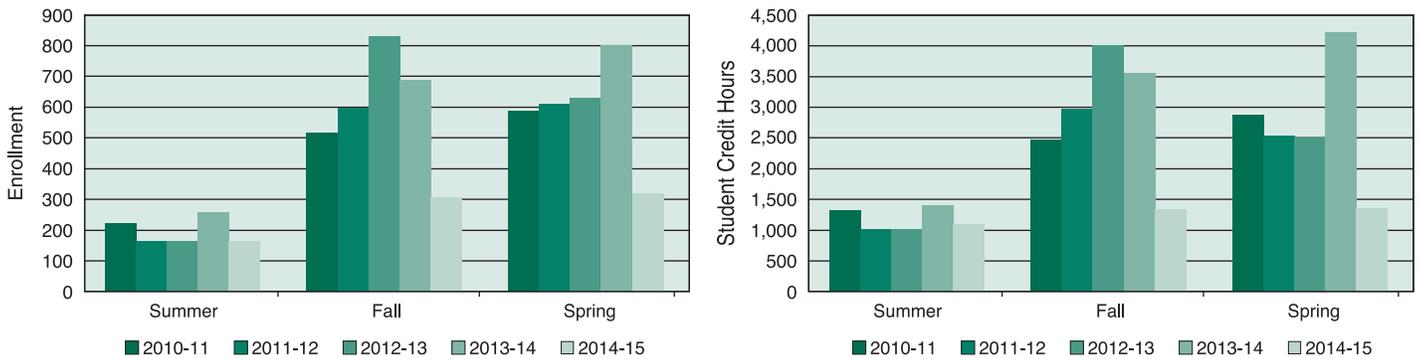


Table 3.28c: Annual Historical Enrollment and SCH Trends at Other Off-Campus Locations

Other Locations*														
Term	Enrollment					Percent Change		SCH					Percent Change	
	2010-11	2011-12	2012-13	2013-14	2014-15	1-Year	5-Year	2010-11	2011-12	2012-13	2013-14	2014-15	1-Year	5-Year
Summer	224	163	165	259	163	-37%	-27%	1,319	1,011	1,008	1,400	1,106	-21%	-16%
Fall	518	596	832	691	307	-56%	-41%	2,481	2,980	4,018	3,557	1,326	-63%	-47%
Spring	588	609	630	799	318	-60%	-46%	2,872	2,531	2,510	4,215	1,365	-68%	-52%
Grand Total	1,330	1,368	1,627	1,749	788	-55%	-41%	6,672	6,522	7,536	9,172	3,797	-59%	-43%

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

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



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

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

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

4

Sponsored Research



2015 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 2009-2014

Source	Fiscal Year						Percent Change	
	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	1 Year	5 Year
Awards	\$18,677,794	\$22,909,197	\$17,093,917	\$13,483,748	\$12,047,738	\$12,900,819	7%	-31%
CSU Expenditures	\$20,945,565	\$18,558,947	\$16,913,731	\$20,617,912	\$16,707,432	\$22,027,038	32%	5%
CCF Expenditures	N/A	\$24,422,152	\$43,642,969	\$44,925,258	\$51,124,607	\$44,570,226	-13%	-
CSU & CCF Exp Total	\$20,945,565	\$42,981,099	\$60,556,700	\$65,543,170	\$67,832,039	\$66,597,264	-2%	218%

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 2009-2014

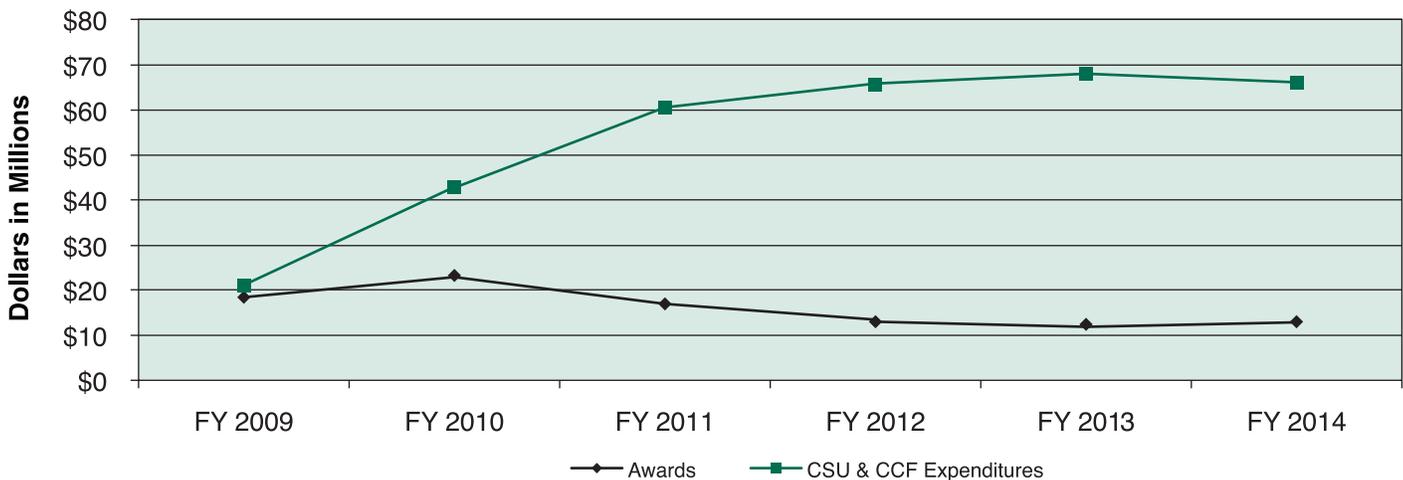


Table 4.2: Sponsored Program Awards by Source, Fiscal Years 2009-2014

Source	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	Percent Change	
							1 Year	5 Year
Federal Grants	\$7,165,852	\$15,017,485	\$12,187,422	\$8,696,479	\$6,338,894	\$7,083,836	12%	-1%
State Grants	\$3,756,471	\$1,212,245	\$479,032	\$589,860	\$1,408,899	\$3,283,590	133%	-13%
Local Grants	\$801,757	\$822,273	\$416,185	\$253,289	\$494,172	\$382,518	-23%	-52%
Private Grants	\$3,950,919	\$2,245,353	\$2,791,295	\$3,944,120	\$3,805,774	\$2,150,875	-43%	-46%
State Appropriations	\$3,002,795	\$3,611,841	\$1,219,983	\$360,551	\$458,182	\$822,317	79%	-73%
Total	\$18,677,794	\$22,909,197	\$17,093,917	\$13,844,299	\$12,505,921	\$13,723,136	10%	-27%

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 2014

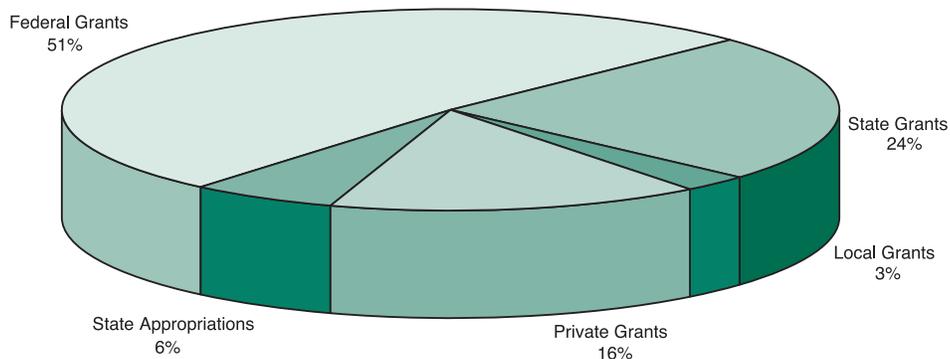
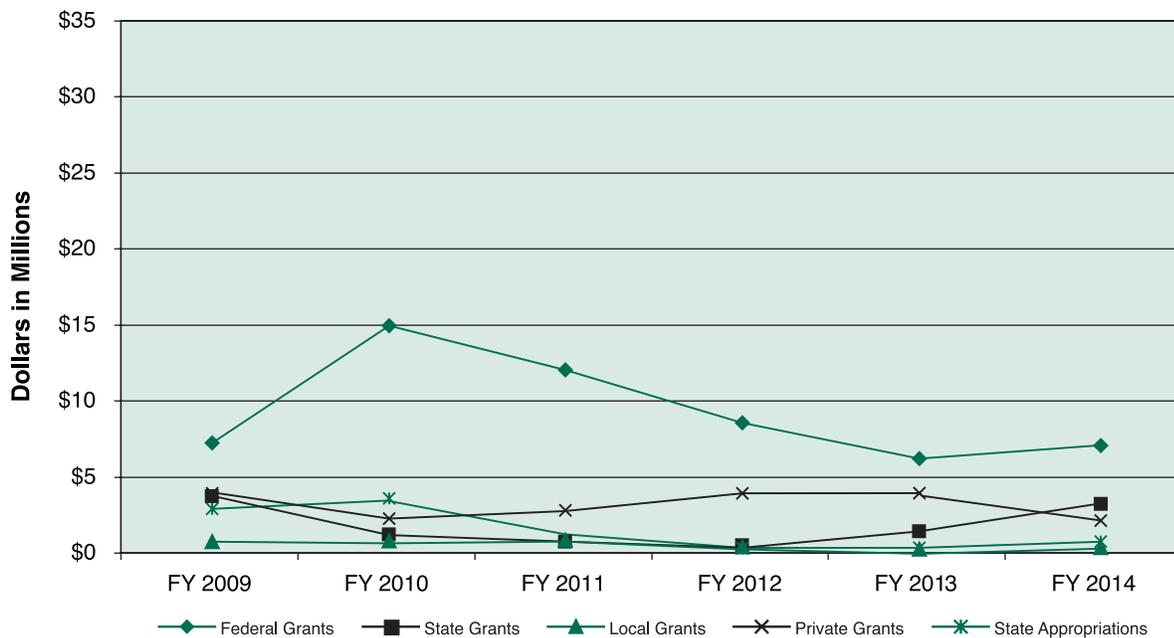


Figure 4.2b: Program Awards and Expenditures by Source, Fiscal Years 2009-2014



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 2009-2014

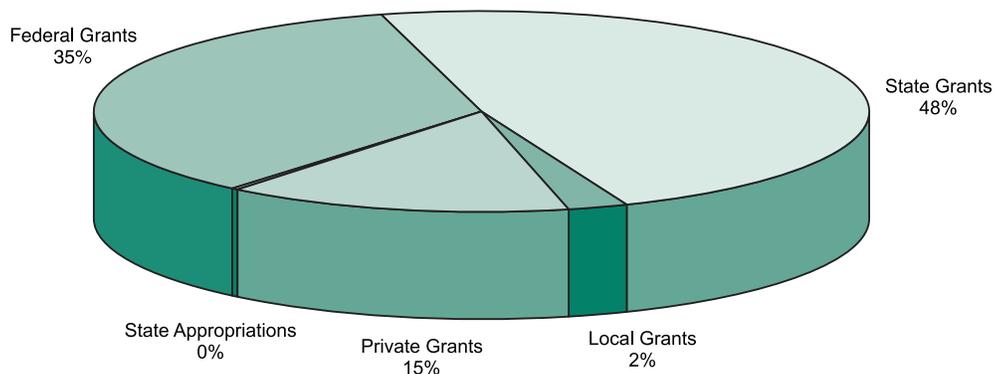
Source	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	Percent Change	
							1 Year	5 Year
Federal Grants	\$10,310,031	\$11,316,469	\$8,875,304	\$10,128,616	\$8,956,841	\$7,665,390	-14%	-32%
State Grants	\$5,024,183	\$3,824,824	\$4,837,728	\$6,807,950	\$4,838,751	\$10,593,078	119%	177%
Local Grants	\$669,563	\$492,569	\$536,053	\$514,801	\$463,756	\$515,601	11%	5%
Private Grants	\$2,509,684	\$1,979,982	\$2,105,142	\$2,648,247	\$2,227,770	\$3,171,219	42%	60%
State Appropriations	\$2,432,104	\$945,103	\$559,504	\$518,299	\$220,314	\$81,750	-63%	-91%
LRI - CCF Expenditures	-	\$24,422,152	\$43,642,969	\$44,925,258	\$51,124,607	\$44,570,226	-13%	82%
Total	\$20,945,565	\$42,981,099	\$60,556,700	\$65,543,171	\$67,832,038	\$66,597,264	-2%	218%

Notes:

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

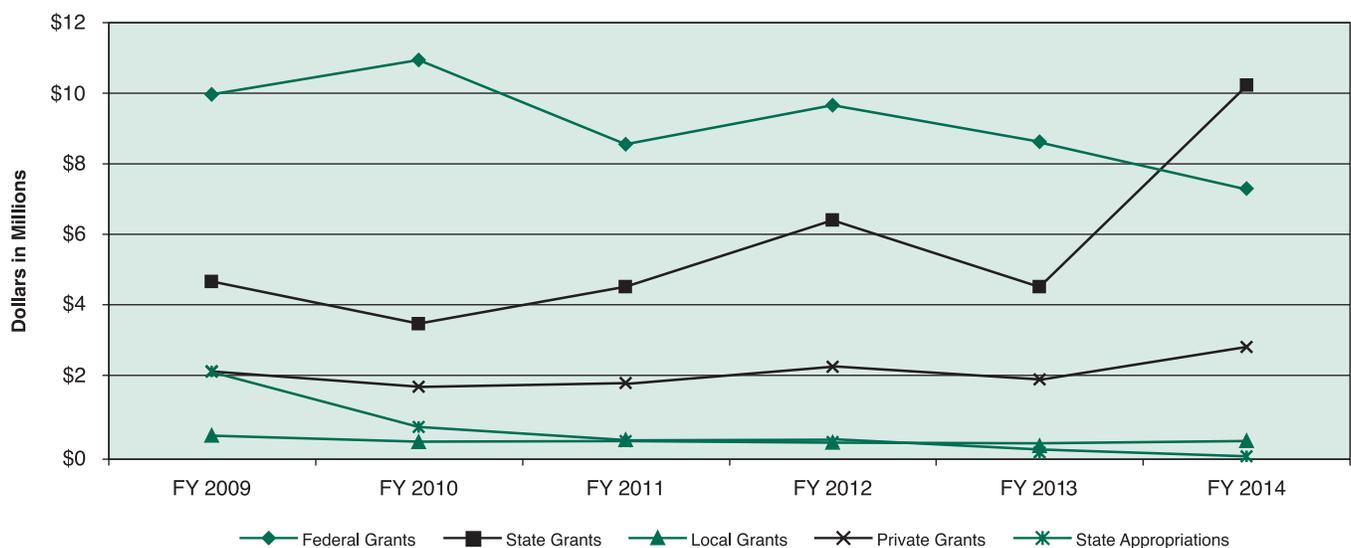
² The figures below only detail Cleveland State University expenditures.

Figure 4.3a: Sponsored Program Expenditures by Source, Fiscal Year 2014



Source: CSU Office of Sponsored Programs and Research

Figure 4.3b: Sponsored Program Expenditures by Source, Fiscal Years 2009-2014



Source: CSU Office of Sponsored Programs and Research.

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

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

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

The NSF rankings are widely recognized as a valuable benchmark in comparing the level of research taking place at institutions across the country. This survey, completed by more than 900 institutions in 2011, compiles research and development expenditures only and is therefore a portion of the sponsored programs expenditures previously reported. The first table (4.4) 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 2008-2013

Institution	2013	(Dollars in Thousands)					
	Ranking	2008	2009	2010	2011	2012	2013
University of Akron	169	\$27,182	\$34,507	\$52,884	\$65,536	\$66,413	\$69,640
University of Toledo	170	\$59,583	\$66,136	\$70,399	\$74,149	\$68,228	\$69,072
Cleveland State University	174	\$14,131	\$13,424	\$34,235	\$55,502	\$61,111	\$67,378
Kent State University	251	\$23,293	\$25,050	\$26,331	\$27,455	\$26,507	\$23,149
Bowling Green State University	299	\$10,712	\$8,396	\$8,124	\$8,999	\$8,566	\$13,157
Youngstown State University	419	\$1,193	\$2,081	\$4,523	\$4,732	\$3,598	\$3,785

Source: Data retrieved from the National Science Foundation website on June 30, 2015 at the following link: <https://http://ncesdata.nsf.gov/profiles/site?method=rankingBySource&ds=HERD&o=n&s=a>

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 2009-2014

Research Activities	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2013	Percent Change	
							1 Year	5 Year
Direct Sponsored Program Expenditures	\$19,544,345	\$17,027,376	\$15,351,047	\$18,844,807	\$15,197,977	\$20,518,525	35%	5%
Indirect Cost Recovered	\$1,401,220	\$1,531,571	\$1,562,684	\$1,773,105	\$1,509,455	\$1,508,513	0%	8%
Total Sponsored Program Expenditures	\$20,945,565	\$18,558,947	\$16,913,731	\$20,617,912	\$16,707,432	\$22,027,038	32%	5%
% IDC of Direct Research Expenditures*	7%	9%	10%	9%	10%	7%		

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 2011-2013

Institution	2011		2012		2013	
	Ranking	Institution	Ranking	Institution	Ranking	Institution
University of Wyoming	190	University of Wisconsin - Milwaukee	180	University of North Dakota	171	
University of Massachusetts, Boston	191	Wichita State University	181	University of Tennessee, The Agricultural Institute	172	
LA State U., Health Sciences Ctr., New Orleans	192	Texas Tech University Health Sciences Center, Lubbock	182	University of California, Office of the President	173	
Cleveland State University	193	Cleveland State University	183	Cleveland State University	174	
U. AL., Tuscaloosa	194	University of Massachusetts, Lowell	184	University of Wyoming	175	
Florida A&M University	195	University of Massachusetts, Boston	185	Georgia Regents University	176	
Saint Louis University	196	University of Southern Mississippi	186	South Dakota State University	177	

Source: Data retrieved from the National Science Foundation website on June 30, 2015 at the following link

<https://ncesdata.nsf.gov/profiles/site?method=rankingBySource&ds=HERD&o=n&s=a>

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 2008-2014

Source	Proposals Submitted	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY2014
Government Sources								
Federal		120	153	128	141	128	107	120
State		34	38	25	20	21	21	25
Local		23	15	24	13	14	9	16
Total Government Sources		177	206	177	174	163	137	161
Non-Government Sources								
Corporate Contracts		11	11	8	10	13	7	9
Foundation and Non-Profit		105	93	71	58	81	62	73
Total Non-Government Sources		116	104	79	68	94	69	82
Sponsored Programs Total		293	310	256	242	257	206	243

Source	Awards Received	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY2014
Government Sources								
Federal		82	86	57	45	48	49	29
State		32	27	25	19	20	14	24
Local		17	18	17	14	11	8	13
Total Government Sources		131	131	99	78	79	71	66
Non-Government Sources								
Corporate Contracts		13	8	5	5	8	10	4
Foundation and Non-Profit		66	63	55	48	62	51	37
Total Non-Government Sources		79	71	60	53	70	61	41
Sponsored Programs Total		210	202	159	131	149	132	107

Source	Success Rate*	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY2014
Government Sources								
Federal		57%	72%	37%	35%	34%	38%	27%
State		60%	79%	66%	76%	100%	67%	114%
Local		61%	78%	113%	58%	85%	57%	144%
Total Government Sources		58%	74%	48%	44%	45%	44%	48%
Non-Government Sources								
Corporate Contracts		260%	73%	45%	63%	80%	77%	57%
Foundation and Non-Profit		59%	60%	59%	68%	107%	63%	60%
Total Non-Government Sources		68%	61%	58%	67%	103%	65%	59%
Sponsored Programs Total		62%	69%	51%	51%	62%	51%	52%

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 2009-2014

Proposals and Grant Awards	Fiscal Year					
	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Proposals Submitted	310	256	242	257	206	243
Awards Received	202	159	131	149	132	107
Success Rate	69%	51%	51%	62%	51%	52%

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 2014 Proposals Submitted by College

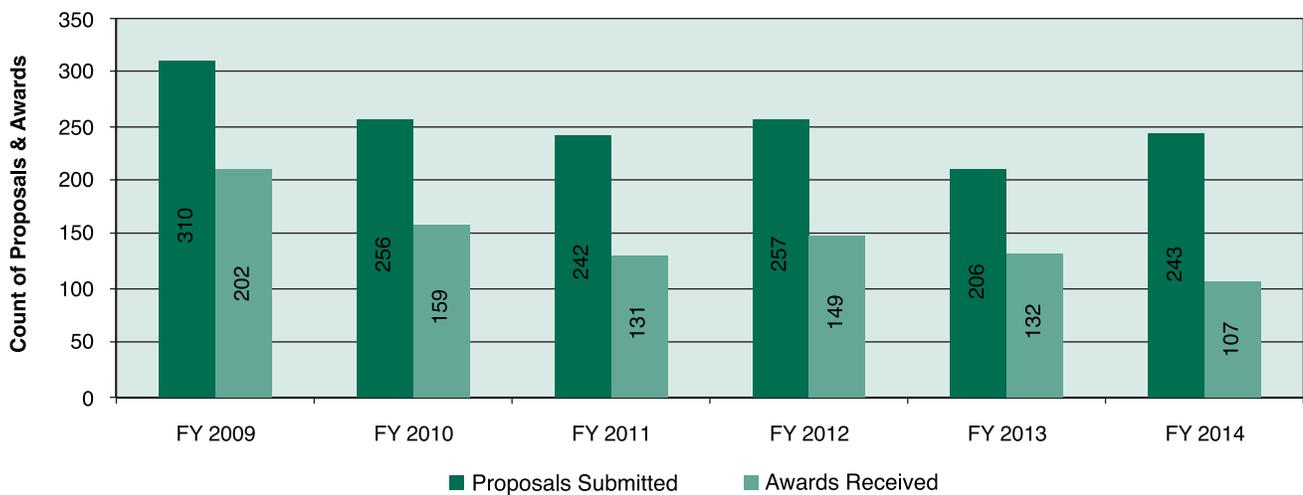
College or Division	Direct	Indirect	Total	Count
College of Business Administration	\$752,418	\$67,511	\$819,929	5
College of Education & Human Services	\$5,615,387	\$534,988	\$6,150,375	32
College of Engineering	\$9,301,149	\$2,922,630	\$12,223,779	47
College of Law	\$0	\$0	\$0	0
College of Liberal Arts & Social Sciences	\$893,558	\$231,946	\$1,125,504	28
School of Nursing	\$4,338,701	\$381,092	\$4,719,793	7
College of Sciences & Health Professions	\$22,298,883	\$7,678,810	\$29,977,693	59
College of Urban Affairs	\$2,898,402	\$259,663	\$3,158,065	54
Central Administration	\$18,906,990	\$4,482,932	\$23,389,922	11
Continuing Education	\$0	\$0	\$0	0
Undergraduate Studies	\$0	\$0	\$0	0
Fiscal Year 2014 Totals	\$65,005,488	\$16,559,572	\$81,565,060	243

Table 4.7b: Fiscal Year 2014 Awards Received by College

College or Division	Direct	Indirect	Total	Count
College of Business Administration	\$476,518	\$37,526	\$514,044	5
College of Education & Human Services	\$495,688	\$69,230	\$564,918	8
College of Engineering	\$3,137,901	\$771,858	\$3,909,759	12
College of Law	\$0	\$0	\$0	0
College of Liberal Arts & Social Sciences	\$372,417	\$36,705	\$409,122	14
School of Nursing	\$340,023	\$15,674	\$355,697	3
College of Sciences & Health Professions	\$2,699,278	\$333,844	\$3,033,122	13
College of Urban Affairs	\$2,109,683	\$190,514	\$2,300,197	38
Central Administration	\$1,703,026	\$110,934	\$1,813,960	14
Continuing Education	\$0	\$0	\$0	0
Undergraduate Studies	\$0	\$0	\$0	0
Fiscal Year 2014 Totals	\$11,334,534	\$1,566,285	\$12,900,819	107

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 2009-2014



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 2009-2014

Source	FISCAL YEAR						Percent Change	
	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	1 Year	5 Year
Disclosures	6	6	7	3	5	10	100%	67%
Non-Provisional Patent Apps. Filed	4	4	3	6	4	3	-25%	-25%
Provisional Patent Applications Filed	3	6	3	1	2	7	250%	133%
Licenses Approved	-	-	-	1	-	1	-	-

Source: Technology Transfer Office

5 Year Percent Change is from the period 2009 to 2014.

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 2009-2014

Source							Percent Change	
	2009	2010	2011	2012	2013	2014	1 Year	5 Year
Business	\$33,589	\$9,988	\$1,375	\$0	\$5,768	\$17,278	200%	-49%
Education	\$86,525	\$57,217	\$137,717	\$174,568	\$126,740	\$44,969	-65%	-48%
Engineering	\$225,026	\$274,368	\$270,646	\$175,893	\$209,268	\$334,208	60%	49%
Liberal Arts/Social Science	\$12,480	\$7,907	\$0	\$6,300	\$1,600	\$1,600	0%	-87%
Science	\$453,564	\$469,847	\$472,280	\$293,496	\$456,115	\$365,324	-20%	-19%
Urban Affairs	\$79,401	\$49,586	\$77,475	\$48,786	\$115,308	\$120,842	5%	52%
Total	\$890,585	\$868,913	\$959,493	\$699,043	\$914,799	\$884,221	-3%	-1%

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 2010-2014

Institution	2010	2011	2012	2013	2014	Grad SCH
University of Akron	10%	10%	10%	11%	11%	30,894
Bowling Green State University	10%	8%	8%	8%	8%	18,148
University of Cincinnati	20%	21%	20%	20%	20%	84,470
Cleveland State University	20%	20%	19%	18%	18%	34,365
Central State University	1%	1%	1%	1%	0%	87
Kent State University	13% [†]	13%	13%	13%	13%	48,053
Miami University	8%	7%	7%	7%	6%	15,806
Ohio State University	14%	14%	13%	12%	4%	95,402
Ohio University	12%	12%	11%	12%	13%	44,124
Shawnee State University	2% [†]	2%	2%	2%	3%	1,386
University of Toledo	10%	10%	11%	11%	NA	NA
Wright State University	13%	12%	12%	13%	NA	NA
Youngstown State University	4%	5%	5%	5%	6%	8,588
Total	13%	12%	12%	12%	12%	427,852

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: September 10, 2015.

[†] Indicates institutions that had not finalized enrollment data by query date.

Highlights

- Table 4.10 From 2010 to 2014, Cleveland State University has consistently been at or near the top in the percentage of total student credit hours taken by graduate students among Ohio's 4-year institutions.

Table 4.11: Selected Research & Grant Highlights by College

College	Department	Project Description
Business	Outreach and Business Center	<p>Small Business Development Center (SBDC): The College received \$75,000 from the State of Ohio to run the Small Business Development Center. The Cleveland State University (CSU) SBDC is funded by the Ohio Department of Development and the Small Business Administration (SBA). The CSU SBDC serves Cuyahoga County and provides high quality business and economic development assistance to small businesses and nascent entrepreneurs in order to promote growth, expansion, innovation, increased productivity and management improvement.</p>
		<p>MOCA Fellowship Collaboration: The Museum of Contemporary Art Cleveland (MOCA) and the Cleveland State University Monte Ahuja College of Business are partnering to connect the classroom to the workplace through experiential learning. CSU and MOCA work together annually to select four outstanding individuals who will spend 12 months at MOCA Cleveland serving as part-time, junior staff members in the MOCA-CSU Fellowship Program. The Program grant is for \$400,000 from July 2015 through July 2017.</p>
		<p>City of Cleveland Contract: The Professional Development Center was awarded a two-year contract for \$580,000 to provide workforce training programs to the City of Cleveland Department of Utilities.</p>
		<p>Civic Engagement Grant: The Civic Engagement Grant provides \$2,500 to support Startup Vikes, an interactive, 54-hour weekend program designed to provide students with a step-by-step process for building successful, profitable, scalable startup companies. Startup Vikes engages students across the campus and creates a vibrant entrepreneurial culture that provides a process to propose and implement solutions to problems. This effort is an experiential learning component critical to supporting the academic undergraduate and graduate programs in entrepreneurship.</p>
		<p>International Trade Assistance Center (ITAC): The College received \$130,000 from the State of Ohio to run the International Trade Assistance Center for Regions 8 and 9. International trade specialists provide export assistance and focus on new-to-export businesses and exporters in expanding overseas markets. They promote business development and support future competitiveness through international market opportunities, increased small business export transactions and export sales.</p>
Education and Human Services	Counseling, Administration and Adult Learning	<p>Center for Educational Leadership: Evolved from the nationally recognized First Ring Leadership Academy, the Center for Educational Leadership partners with urban school districts to offer professional development for principals and academic programs to develop and sustain inspired leaders for today's schools. Most notably is the Inspired Leaders Principal Licensure Program, which is launching its fifth cohort. Also offered are the Master of Education in Organizational Leadership, the Empowered Leaders Teacher Endorsement Program and the Education Policy Fellowship Program. The Center also coordinates the First Ring Leadership Academy that is funded by a grant from the Martha Holden Jennings Foundation. This is a year-long training program promoting transformational leadership in the teachers and administrators working in the Cleveland Municipal School District and the thirteen inner ring school districts bordering Cleveland.</p>
		<p>Career Passport Program currently called Making My Future Work: A three-year \$1,000,000 USDE Institute of Education Sciences grant. It continues to develop, refine, implement and evaluate a college and career readiness program for use in urban secondary schools as an intervention to prevent school dropouts. A state-of-the-art, user friendly curriculum manual consisting of 100 lessons and four modules has been created by key personnel, public high school teachers, graduate assistants and a graphics design consultant. A training and orientation video to accompany the manual is being developed in collaboration with the Center for Educational Technology.</p>
		<p>Curriculum and Foundations</p> <p>Gifted Education Enters Cyberspace: The graduate program in Gifted Education is offering all six required courses online, extending outreach to meet teachers' needs in serving gifted, talented, and advanced learners in schools across the country. This is the only program in the state to receive National Recognition from the National Association of Gifted Children.</p> <p>The Center for Urban Education: Carries out part of its mission by assisting faculty at CSU and external partners in P-20 education with the identification, development and/or submission of grant proposals including the execution and management of grants at post-award. The Center is currently involved in 18 projects.</p>
Greater Cleveland Educational Development Center		<p>The Cleveland Schools Book Fund: The program is designed to supply all Pre-K through Grade 3 classrooms in the Cleveland Municipal School District with libraries of children's literature as well as provide teacher professional development to increase young students' interest in and ability to read, comprehend and enjoy.</p>

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		<p>The Stocker Foundation, Reading Adventure: The grant targets students in two low-performing Cleveland schools, provides each student with 20 books, both non-fiction and fiction, and imparts parental instructions to develop literacy within their homes and provide enrichment of the English Language Arts common core standards.</p>
	Teacher Education	<p>Project Reach: A major five-year grant to improve Cleveland State University's ability to prepare all teachers to provide effective instruction for Limited English Proficient students, professional development for content area teachers to improve academic achievement of Limited English Proficient students, and to become a region that provides strong support in both language acquisition and content learning for all classrooms that serve Limited English Proficient students.</p>
		<p>Highly Qualified Teachers Program: A five-year U.S. Department of Education grant to enhance the Special Education Programs. The emphasis is on graduating candidates who meet the highly qualified teacher guidelines under the No Child Left Behind and Individuals with Disabilities Education Act legislation.</p> <p>CSU Teach: With the support of the NSF Noyce Scholars Program and Cleveland State's partners (National Math and Science Initiative, UTeach Institute, Ohio STEM Learning Network, and the Cleveland Metropolitan School District) Cleveland State is bringing the UTeach model to Ohio transforming the teacher education experience for pre-service teachers to be licensed to teach grades 7-12, with an emphasis on preparing for underserved, urban classrooms. The program provides project-based instruction and inquiry design in mathematics and science classrooms. Students participate in internships with local schools and non-profit organizations. Scholarship funds are available to eligible STEM students. Noyce Scholars will be eligible to become licensed STEM teachers.</p>
		<p>Choose Ohio First: This scholarship program which provides renewable scholarships of up to \$4,700 per year is designed to attract and graduate qualified STEMM Education students. Scholarship recipients are required to tutor in an academic environment to support classroom education. As part of the Ohio Innovation Partnership and funded through the Ohio Board of Regents, the scholarships are designed to significantly strengthen Ohio's competitiveness in science, technology, engineering, mathematics and medicine (STEMM) and STEM education.</p>
		<p>The Masters of Urban Secondary Teaching (MUST) STEM Fellows Program: The program awards full tuition scholarships to eligible students pursuing licensure in math or science and will also fund up to 8 hours of undergraduate credit for students who need to complete pre or co-requisites for the MUST program.</p>
		<p>Careers in Health and Medical Professions (CHAMPS): An ongoing year-round program developed to recruit minorities into high skill level health care careers by increasing awareness and knowledge. The program provides two or more years of intensive academic enrichment by engaging high school students in skill enhancement, in-depth medical career experiences and thought-provoking science activities while helping them develop into a unified, cohesive cohort. The program is funded by the Martha Holden Jennings Foundation.</p>
		<p>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.</p>
		<p>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 school year and included two levels of evaluation: a formative evaluation and an external evaluation. The resulting summary and recommendations were ways Differentiated Instruction can be sustained at the Campus International School and transferred to other CMSD schools. The teachers assessed their students' learning and the faculty members and external evaluator assessed teacher learning.</p>

College	Department	Project Description
		<p>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 will now offer 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).</p> <p>As an integral part of the teacher-education program, the CLC allows for both undergraduate and graduate students to engage in real-life experiences assessing and teaching children from diverse backgrounds. Through interactions with the children at the CLC, faculty provides supervised opportunities in their courses for university students pursuing licenses and/or degrees in education to explore the links between research, theory, and practice. Additionally, the CLC hosts a range of educational resources, including assessment and curriculum materials and assistive technology devices, for faculty to demonstrate in classes and for students to examine and use.</p>
	Health and Human Performance	<p>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.</p> <p>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.</p>
Engineering	College-Wide and Interdepartmental	<p>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 in order to develop a workforce in the field of additive manufacturing and contribute to the economic development of the region and State.</p> <p>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.</p>
	Chemical and Biomedical Engineering	<p>Effect of Convection on Dendritic Array Morphology During Directional Solidification: This NASA project has involved experiments on the International Space Station to understand the role that convection plays in determining the dendritic array morphology and homogeneity.</p> <p>Directional Solidification Experiments on The International Space Station-MICAST12: The purpose of this project is to study the role of convection on microstructure development during directional solidification of metallic alloys. Al-7% dendritic monocrystal samples grown 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. The third sample processed on the Space Station (MICAST2-12) has just been received and will be characterized under this project.</p> <p>Next Generation Oxygen Concentrators: This project funded by the Invacare Corporation aims at improving oxygen concentrators for persons who need oxygen therapy. The heart of these devices is a "molecular sieve bed" which concentrates oxygen from ambient air at 21% to about 98%. CSU's research expertise in gas separation and storage by adsorption and in modeling chemical processes will perfect the next generation portable oxygen concentrators with higher efficiency.</p>
		<p>Stem Cell Therapy Strategies for Prevention and Treatment of Pelvic Organ Prolapse: This graduate</p>

College	Department	Project Description
		<p>research fellowship grant funded by NSF is investigating the potential for Mesenchymal Stem Cell therapy in the treatment and prevention of pelvic organ prolapse and urinary incontinence.</p> <p>Effect of Varying Convection on Dendrite Morphology and Macroseggregation: 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 macroseggregation associated with DS through cross-section changes.</p>
		<p>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.</p>
	Civil and Environmental Engineering	<p>An Integrated Framework for Creation and Assessment of Sustainable Construction Processes: This NSF project aimed toward reducing the carbon footprint of construction. The research has involved developing metrics, strategies, and case studies for sustainable development.</p>
		<p>Implementation and Assessment of Failure Case Studies in the Engineering Curriculum: This NSF project has aimed at developing a series of failure case study workshops for faculty at many locations in the United States and abroad.</p>
		<p>Community Perception Survey Research: The Westshore Young Leaders Network in collaboration with Community Awareness and Prevention Association conducted a Community Perception Survey of adult residents living in the Westshore communities, including Lakewood, Rocky River, Fairview Park, Bay Village, Westlake, and North Olmsted. The data was sent to Cleveland State University for analysis which showed the current attitudes and opinions about substance abuse and prevention efforts in the communities. Significant differences were seen in the opinions of participants based on gender, age, and other relevant criteria were found. The results may also be used for targeted interventions.</p>
		<p>STAND Social Norming Survey: The Partnership for a Healthy North Royalton, a drug and alcohol prevention group, conducted a Social Norming survey among 9th-12th grade students in North Royalton High School in collaboration with STAND (Students Together Against Negative Decisions). The survey data was recently sent to Cleveland State University, was transcribed into electronic format and is currently being analyzed for finding trends and generating insights.</p>
		<p>A Practical Approach for Remediation Performance Assessment and Optimization at DNAPL Sites for Early Identification and Correction of Problems Considering Uncertainty: The goal of this project funded by USDOD is to develop and test a methodology to periodically assess and optimize remediation systems and monitoring of USDOD's dense non-aqueous phase liquid contaminated sites with remedies in place. Methods will be developed and tested to periodically estimate the value of additional characterization data in terms of life cycle cost savings; to refine model calibration taking into account new data from monitoring; to assess the probability of the current operations to meet cleanup objectives; and to reoptimize system operation and monitoring variables to minimize expected life cycle cost taking into consideration performance and cost uncertainty.</p>
		<p>Development, Field Testing and Implementation of Improved Bridge Parapet Designs: CSU researchers developed a number of methods to reduce or prevent cracking of bridge parapets under a previous research project. In this follow on USDOT project, these concepts are being tested in the field, primarily with newly constructed bridges along Interstate 90 east of Cleveland. The field observations and testing will document performance of the improved bridge parapet designs.</p>
		<p>Evaluation of High Performance Pavement and Bridge Deck Wearing Surface Repair Materials: In order to improve repairs of concrete bridge decks and concrete and asphalt pavements, different repair materials are being installed and analyzed along field test sections near Xenia, Ohio. Approximately 100 repair patches with six different repair materials were installed in March and June 2014. The performance of the patching materials will be monitored over two winters to determine which are suitable for adoption by ODOT.</p>
		<p>Evaluation of Alternative Methods of Temporary Traffic Control on Rural One-Lane, Two-Way Highways: In collaboration with the Texas A&M Transportation Institute, this USDOT project is studying the operational effectiveness and safety benefits of using automated flagger assistance devices for temporary traffic control on rural one-lane, two-way highways. The use of these devices will be evaluated through a field observation study. The findings will either validate current ODOT practices or result in recommendations for</p>

College	Department	Project Description
		<p>improvements to ensure the safe and efficient flow of traffic in work zones on two-lane rural highways.</p> <p>Evaluation of Ohio Work Zone Speed Zones Process: In April 2011, the ODOT published a new process for the use and determination of speed zones in an effort to enhance the safety of the traveling public and workers while providing efficient flow of traffic through work zones. The objectives of this research are to determine the effectiveness of the new ODOT process for establishing work zone speed zones as compared to the previous ODOT process and previous NCHRP recommendations and recommend improvements to ensure the safe and efficient flow of traffic in work zones.</p> <p>Evaluation of Traffic Flow Analysis and Road User Tools Applied to Work Zones: When a construction or maintenance project on an ODOT interstate or freeway violates the Permitted Lane Closure Schedule, a queue analysis must be completed. The objective of this ODOT project is to establish a reliable, user-friendly procedure for analyzing work zone queuing and calculating road user costs that is reflective of current traffic conditions and technologies.</p>
	Electrical and Computer Engineering	<p>US-Egypt Cooperative Research: Ultrasmall Silicon Nanoparticle Technology for Renewable Energy Applications: This NSF project aims to substantially advance renewable energy technology. The prototype devices to be built are expected to show enhanced performance in terms of energy harvest efficiency and energy storage capacities.</p> <p>Acquisition of a 4G/LTE Wireless Communications Test Set: This Major Research Instrumentation grant from NSF is to acquire an E6621A PXT 4G/LTE wireless communication test set. The aim is to enable studies on security and privacy of 4G communications, fast indoor positioning in large-scale, chaotic venues, efficient modulation and coding for 4G mobile communications, characterization of noise in wireless channels with statistical physics approaches, and security of medical communication systems. The system would also enable research on complex topics that require multidisciplinary approaches.</p> <p>Biogeography-Based Optimization: This NSF project aims at developing new nature-inspired methods for the optimization of engineering systems with applications to power distribution, robot control, and cardiac disease diagnosis.</p> <p>Automotive Engine Time-to-Torque Optimization: Automobile manufacturers are interested in finding engine controls to transition automotive engines from a given initial torque to a desired final torque. This project is using computer intelligence-based methods to solve this problem. This has resulted in an improved time-to-torque by over 75% from the best previously-obtained solution.</p> <p>Computing in Secondary Schools: Computer Science is a subject area that all of our high school graduates need at least some knowledge and familiarity with; yet, the quality of Computer Science instruction in the United States high schools is far lower than 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 <i>Computer Science Principles</i> course. The project is also exploring research questions surrounding the delivery of such professional development using online instruction.</p> <p>The Game Changer: A New Model for Password Security: The motivation for this NSF project was the fact that existing systems are either memorable or secure, but not both. The plan is to develop a new model for password security which is secure, memorable, and usable.</p>
	Mechanical Engineering	<p>Hot Extrusion of Ultraconductive Nanocomposite Copper: The project seeks to extend the ultra conductivity results achieved in our patented (US Patent 8,347,944) work from the millimeter scale to longer ultra conductive wire on the meter-kilometer scale. The project also aims to perfect the manufacturing process that will be used to mass produce the ultra conductive copper wire.</p> <p>Ultraconductive Copper Wire: The Ultraconductive Copper (UCC) research team at Cleveland State University was successful at the development of nanocomposite Copper/Mg/MWCNT lab scale wire segments exhibiting higher electrical conductivity (<i>Ultraconductivity</i>) at room temperature than pure metals including silver. The objective of this project funded by the Ohio Board of Regents is to develop a stable platform technology of UCC with a tangible program deliverable of a long length of UCC wire (several inches-foot), which can carry at least 10 Amps at a conductivity of at least 40% above that of pure copper. Once refined and fully developed, this revolutionary, cost effective technology will have the disruptive potential to dramatically improve the performance and reduce the energy consumption of virtually all-electrical machines/devices. Much as carbon transformed iron to steel, carbon nanotubes are poised to transform copper and other metals into revolutionary ultraconductive materials.</p> <p>Real-Time Simulation of Arm and Hand Movements: This project is part of a larger research program</p>

College	Department	Project Description
		<p>directed by Dr. Wendy Murray at the Rehabilitation Institute of Chicago. The ultimate goal is to control a robotic arm-hand prosthesis through simulation of a computer model of the intact musculoskeletal system. The model is driven in real time by electromyographical (EMG) recordings from the user's residual muscles, supplemented by statistical models that generate EMG of the amputated muscles. The resulting control system is expected to provide a user interface that produces faster and more natural movements of the prosthetic arm.</p>
		<p>Non-Destructive Evaluation and Structural Health Monitoring of Advanced Composite Materials and Propulsion Systems: The goal of this NASA project is the development and application of nondestructive evaluation techniques for advanced aerospace materials and components. The techniques should distinguish and quantify the types and extent of material manufacturing defects and mission exposure damage.</p>
		<p>Robust Model-Based Fault Diagnosis for Propulsion System Components with Uncertainties: This NASA project focuses on the identification of structural faults for propulsion components or entire system described by the model which can be uncertain. The model-based identification is based on derived transfer functions, generated from an analytical model or directly measured. To identify the structural damage, the robust control tools are applied to extract the missing component/system dynamics due to localized damage. Results of this research can find direct applications in structural health monitoring of aircraft engines or other propulsion systems.</p>
		<p>Nondestructive Research and Development, and Facilities Maintenance in Support of the Aerojet Additive Manufacturing Space Act Agreement: Research to develop nondestructive test procedures and techniques for materials developed under the NASA - Aerojet space act agreement related to additive manufacturing. Specifically, investigation into the use of x-ray, ultrasonic and penetrant methods will be researched and applied to components manufactured in the program. It is expected that initial work will involve cylindrical tensile samples with results to be applied at the component or sub-component level. The expected outcome of the proposed work plan is NDE procedures to be applied to aerospace components produced with additive manufacturing.</p>
		<p>Powered Lower Limb Orthosis for Pediatrics: The objective of this project, funded by the Parker Hannifin Corporation, is to develop a powered lower limb orthosis for pediatric use. Specific areas of development include novel high torque density actuation mechanism, widely adjustable mechanical brace, embedded electronics, and cooperative control for (pediatric) wearable robot. Evaluation of the developed technology will involve bench top testing of device performance for comparison against researched requirements for pediatric walking joint torque and speed requirements.</p>
		<p>Experimental and Computational Examination for a Direct Drive Cartridge Valve Used in Industrial Gas Turbine Fuel Control: In this project, funded by the Parker Hannifin Corporation, we are utilizing state-of-the-art multi-dimensional Computational Fluid Dynamics (CFD) codes such as ANYSYS Fluent and Simulink. These codes are used to determine the force needed to operate the main cartridge of the proportional valve validated by experimental data under different industrial operating conditions. Thus, we will create a working prototype of a motor driven valve that can be utilized to explore options for improved valve performance.</p>
		<p>A Study in the Effect of Violating Forging Hammer Manufacturers Recommendations: Cleveland is in the heart of a major forging center of the world. Forging companies are major contributors to the Northeast Ohio economy. Much of the forgings are made using gravity hammers, seam hammers and air hammers. This project funded by the Forging Industry Educational Research Foundation is directed at improving the productivity of hammer forging operations thereby reducing down time, thereby improving the productivity of these companies.</p>
		<p>Preliminary Study for a Rowing Ergometer With Energy Regeneration: This project, funded by NASA through Zin Technologies Inc., combines human exercise science, optimization and dynamics and control of mechatronic systems. The objective is to develop advanced concepts for exercise machines, which are suitable for space vehicles. The devices under development are characterized by being lightweight, highly customizable and self powered.</p>
		<p>Innovative Design Optimization Methodology for the Cooling System of a High Pressure Turbine Blade: Tip leakage represents 1/3 of the total losses in the high pressure gas turbine blades. The overall scope of this study funded by NASA is to investigate how the tip leakage and overall blade losses are affected by injection from the tip surface at the camber line, and the jet blowing ratio. The results identify areas where future investigation can be explored in order to achieve higher performance of the high pressure turbines.</p>
		<p>Experimental and Computational Investigation of Unsteady Endwall and Tip Gap Flows in Gas Turbine: This NASA – US Naval Academy project aims at better understanding complex flows in the endwall regions of gas turbine passages under a variety of tip gaps or endwall treatments. Computational unsteady 3D studies will be performed and validated by experimental studies.</p>

College	Department	Project Description
Liberal Arts and Social Sciences		<p>In AY 2014-2015 CLASS faculty published or sent to the press a total of 31 books, including 6 academic press research monographs, 3 new or revised textbooks, a collection of poetry, and a guide to a museum art collection. Departments represented include Art, Comparative Religion, Social Work, Communication, English, History, Economics, Sociology and Criminology, Modern Languages, and Anthropology. CLASS faculty also published 163 journal articles, and gave 151 presentations at conferences and meetings. CLASS faculty from its Arts departments gave 125 creative performances and produced 101 creative works. New and continuing research was funded by grants received from the U.S. Department of Education, the Gund Foundation, the Ohio Arts Council, National Endowment for the Humanities, Cleveland Metroparks, Cuyahoga County, Cyrus Eaton Foundation, Hungarian Initiatives Foundation, Cleveland Foundation, Mikhail Prokhorov Foundation, and Teagle Foundation.</p>
School of Nursing	Nursing	<p>Evaluation of National Diabetes Education Program (NDEP) Diabetes HealthSense Website: Funding from Shattuck & Associates allowed the School of Nursing to conduct an evaluation study to determine 1) how NDEP partners use an NDEP-created resource in their communities; 2) how participation in the Diabetes HealthSense evaluation project impacts educators knowledge, self-efficacy, and ability to promote and implement NDEP resources with people with diabetes (PWD) and people at risk of diabetes (PAR) and other educators; and, 3) how the use of Diabetes HealthSense impacts knowledge, self-efficacy, emotional health, and behaviors of PAR/PWD.</p> <p>Ohio Medicaid Technical Assistance & Policy Program (MedTAPP) Healthcare Access (HCA) Initiative: This was year three of this continuing program sponsored by the Ohio Department of Medicaid and administered by The Ohio State University. The CSU School of Nursing, working with project partners (the CSU School of Social Work, Sisters of Charity Foundation, St. Vincent Charity Medical Center, CareSource, Care Alliance, The MetroHealth System, and University Hospitals), trained 15 mentors and 39 mentees from the Schools of Nursing and Social Work (both undergraduate and graduate students) through a mentor training project. The objectives included increasing the health care practitioners working with Medicaid patients; facilitating interdisciplinary collaboration; and fostering readiness and knowledge of entry-level health care practitioners to meet the needs of the Medicaid population.</p> <p>Educating for the Future of Nursing: Building Capacity with Nursing Educators - Nurse Faculty Loan Program (NFLP): Funding from the Health Resources & Services Administration (HRSA) enables CSU to offer forgivable loans to MSN and PhD Nursing candidates who plan to embark upon a career in Nursing education after graduation. Up to 85% of the loan is cancelled if the borrower completes four years of full-time employment as a faculty member at an accredited school of nursing.</p> <p>Healing Hands at Home (3H): Preparing Nurses for Home Care Practice: Funding from The McGregor Foundation allows the CSU School of Nursing, in partnership with University Hospitals, to 1) develop a home care curriculum for nursing students, 2) develop a workforce-ready cadre of registered nurses prepared to practice in the care of geriatric patients in their home, and 3) to expose nursing students to geriatric home care experiences so that, through this experience, they may be more likely to choose home care and geriatrics as an employment option.</p> <p>Area Health Education Center (AHEC): The AHEC at Cleveland State University (CSU) addresses health concerns and well-being of the Northeast (NE) Ohio population through recruiting and advancing of education for students and health professionals by, (1) Provision of academic quality in order to succeed in the health professions (2), Commitment to primary care and preventative care health professions, (3) Commitment to serve the medically under-served who lack access to health care and (4) Provision of a student body and health professionals that represent the diversity and value of northeast Ohio. The purpose of the AHEC proposal was to bring an AHEC to the Cleveland area and surrounding counties.</p> <p>Helping Hands at Home: McGregor Foundation Grant awarded \$40,000 to start a nurse residency course/program in home health care and hospice with a focus on the geriatric population.</p> <p>MedTAPP Healthcare Access (HCA) Initiative Community Health Worker Program: Funding from the Department of Health and Human Services, through the Ohio Department of Medicaid (ODM), allowed the CSU School of Nursing to develop sustainable curriculum and training programs to recruit, train, and retain quality future healthcare professional to care for the underserved. Called I-Hope (Improved Health Outcomes of Populations through Education), the program is an interdisciplinary initiative designed to empower low-income residents with a high prevalence of chronic disease. Funding is being used to create a sustainable community support network of Community Health Workers which has additional training in chronic disease self-management concepts designed by Stanford University.</p> <p>Choose Ohio First (COF) Nursing Scholarship Initiative: Funding from the State of Ohio provided scholarship support and mentoring for ten senior and ten junior nursing students. Criteria was based on financial need and academic merit. Each scholarship recipient is required to provide ten hours of service to the School of Nursing each semester during which a COF award is received.</p>

College	Department	Project Description
Sciences and Health Professions	GRHD	<p>Anton A. Komar has received an NIH grant award totaling \$436,500. Hemophilia B disease causing mutations in the F9 gene (encoding blood coagulation factor FIX) will be analyzed (NIH R15 grant). Hemophilia B is the second most common type of all hemophilias, 1 in 25,000 males is affected at birth. Genetic counseling and prenatal testing for individuals at risk are considered to be important Hemophilia B management approaches.</p>
		<p>Barsanjit Mazumder's and Sailen Barik's manuscript published by the <i>Journal of Virology</i> (JVI) has been selected to be previewed by the journal in its featured spotlight. JVI is the #1 cited journal in Virology.</p>
		<p>Barsanjit Mazumder: Mechanistic insights into the resolution of Inflammation. An NIH R01 grant has been funded to investigate the molecular mechanism of translational silencing of inflammatory molecules.</p>
		<p>Sailen Barik has received an NIH grant award totaling \$436,500. The Respiratory syncytial virus (RSV) NIH R15-funded project is to explore novel, previously unexplored mechanisms by which the virus suppresses our antiviral defense, which may allow a better understanding and management of the infection.</p>
		<p>Girish Shukla: Novel treatment for Prostate cancer. Funding from the Department of Defense for two grant proposals each exploring novel approaches to the treatment of prostate cancer using microRNA.</p>
		<p>Roman Kondratov: Circadian clock and dietary restriction. The role of an internal time keeping system, known as the circadian clock, in the regulation of longevity and age-associated pathology will be investigated using funds provided by an NIH R01 grant.</p>
		<p>A study devoted to chromosome break repair mechanism (reproductive health) published in <i>Molecular Cell</i> by Valentin Boerner has been highlighted in the journal <i>Development Cell</i>. <i>Developmental Cell</i> is a unique cross-disciplinary resource that brings together the fields of cell biology and developmental biology.</p>
		<p>Girish Shukla won College of Sciences and Health Professions Outstanding Research Award 2015. Four GRHD faculty received this award before, including: Barsanjit Mazumder (2006), Anton A. Komar (2008), Bibo Li (2009) and Xue-Long Sun (2010). It should be noted that Kalafatis, Weyman, Mazumder, Sun and Zhou also received CSU's Distinguished Faculty Award for Research, respectively in 2005, 2009, 2010, 2012, 2014. In addition, Crystal M. Weyman was a recipient of the COSHP Outstanding Teaching Award 2007.</p>
		<p>Bibo Li: Escaping Immune Surveillance. An NIH R01 grant to investigate the molecular mechanism of antigenic variation which allows invading organisms to escape host defenses.</p>
		<p>Technology Validation and Start-up Fund for Red5 Pharmaceuticals LLC. Anthony J. Berdis, the Founder and Chief Scientific Officer of Red5 Pharmaceuticals LLC, received funding from the Ohio Third Frontier Foundation totaling \$60,000 in the category Technology Validation and Start-up Fund. Red5 Pharmaceuticals LLC received exclusive license to two of its innovative technologies.</p>
<p>Mahesheema Na, (PhD student in Michael Kalafatis' lab) and Valentinas Gruzdys (PhD student in Xue-Long Sun's lab) have been selected by the American Association for Clinical Chemistry (AACC) for the highly competitive SYCL (Society for Young Clinical Laboratorians) travel grant award to attend the 2015 AACC Annual Meeting in Atlanta, GA (July 26–30). Remarkably, GHRD students won 2 out of 3 SYCL grants awarded by AACC in 2015.</p>		
<p>Xue-Long Sun: Article - Chemo-Enzymatic Bioorthogonal Chemistry for Site-Specific Double Modification of Recombinant Thrombomodulin, published in the journal <i>ChemBioChem</i> in 2013, was one of the 25 most accessed articles in ChemBioChem in 2014. Other publications include:</p> <ol style="list-style-type: none"> 1. D. Wang, H. Nie, E. Ozhegov, A. Zhou, Y. Li, Xue-Long Sun*. Globally Profiling Sialylation Status of Macrophages upon Statin Treatment. <i>Glycobiology</i> 2015. 2. L. Wang, D. Wang, X. Zhou, L. Wu, Xue-Long Sun*, Systemic Investigation on Quinoxaline Derivatization of Sialic Acid and Its Quantitative Application for Biosamples. <i>RSC Advances</i>, 2014. 3. L. Wang, V. Gruzdys, N. Pang, F. Meng, Xue-Long Sun*, Primary Arylamine-Based Tyrosine-Targeted Protein Modification. <i>RSC Advances</i>, 2014. 4. Book - Methods in Molecular Biology 1367: Macro-Glycoligand Methods and Protocols, Xue-Long Sun Editor (Humana Press/Springer Science), 2015, in press. 		
<p>Xue-Long Sun has been elected a Fellow of the American Heart Association (FAHA) conferred by the Council on Basic Cardiovascular Sciences (BCVS).</p>		
<p>Girish Shukla won College of Sciences and Health Professions Outstanding Research Award 2015. Four GRHD faculty received this award before, including: Barsanjit Mazumder (2006), Anton A. Komar (2008), Bibo Li (2009) and Xue-Long Sun (2010). It should be noted that Kalafatis, Weyman, Mazumder, Sun and</p>		

College	Department	Project Description
		<p>Zhou also received CSU's Distinguished Faculty Award for Research, respectively in 2005, 2009, 2010, 2012, 2014. In addition, Crystal M. Weyman was a recipient of the COSHP Outstanding Teaching Award 2007.</p>
		<p>Bibo Li: Escaping Immune Surveillance. An NIH R01 grant to investigate the molecular mechanism of antigenic variation which allows invading organisms to escape host defenses.</p>
		<p>Aaron Severson has been invited to chair a session at the 1st EMBO Workshop on structural maintenance of chromosomes held in Vienna, Austria, May 12-15, 2015. <u>He was the only junior faculty member chairing a session at this meeting.</u></p>
		<p>Andrew Resnick: Microperfusion Tissue Interrogator: platform technology development. This project aims to develop and demonstrate a versatile microdevice-based platform technology for in-vitro epithelial cell research. (Faculty Innovation Fund)</p>
		<p>Andrew Resnick: Mechanobiology: the primary cilium and fluid flow: Fluid flow is an environmental modifier of ADPKD (autosomal dominant polycystic kidney disease. Study how the primary cilium senses the state of fluid flow to act as a complex signaling center (NIH). This project addresses an issue of central importance to both kidney cystic disease and kidney injury repair, to define the mechanical 'dose-response' relationship of ciliated renal epithelial tissue. (Faculty Development Award).</p>
		<p>Technology Validation and Start-up Fund for Red5 Pharmaceuticals LLC. Anthony J. Berdis, the Founder and Chief Scientific Officer of Red5 Pharmaceuticals LLC, received funding from the Ohio Third Frontier Foundation totaling \$60,000 in the category Technology Validation and Start-up Fund. Red5 Pharmaceuticals LLC received exclusive license to two of its innovative technologies.</p>
		<p>GRHD receives (and accepts) the invitation from the WebsEdge, a global TV production company, to be featured in a pre-recorded film which would be broadcast at the annual American Society of Human Genetics (ASHG) meeting in Baltimore, 6th – 10th October, 2015. GRHD will be featured together with 16 other Genetics centers around the world, including, e.g. Penn State University Genome Sciences Institute and Johns Hopkins Institute of Computational Medicine.</p>
		<p>15 GRHD researchers published 36 papers and brought to CSU \$522,086 in indirect costs (IDCs), which constitute 50% of all IDCs brought to CSU by its nearly 500 faculty members in 2014-2015.</p>
Mathematics		<p>Operation STEM. \$875,000 NSF-funded initiative to help students who begin mathematics classes at the precalculus level complete their mathematics requirements to obtain a STEM degree.</p>
		<p>University Scholars in STEM and Choose Ohio First Success in Math. \$600,000 NSF and State of Ohio initiative for scholarships for students majoring in a STEM-related major.</p>
		<p>John Oprea: Lie Models, Mapping Theorems, C-Kahler Manifolds and Topological Complexity. \$35,000 Simons Foundation initiative for collaborative research in mathematics.</p>
		<p>Daniel Munther: A mathematical model for water pathogen cross-contamination dynamics during produce wash. (with Munther D., Luo Y., Wu J., and Magpantay F.), <i>Food Microbiology</i>, 51(2015), 101-107.</p>
		<p>Faculty Research Development award, "Prevention and control of cross-contamination of fresh produce during commercial wash cycle." \$24,907.78. (PI: Dan Munther, Co-PIs Chandra Kothapalli, Partha Srinivasan).</p>
		<p>Ivan Soprunov – 3 publications in 2015 on combinatorial and computational algebraic geometry: Lattice polytopes in coding theory, <i>J. Algebra Combinatorics Discrete Structures and Applications</i>; Tropical determinant on transportation polytope", (with S. Gajula and I. Soprunov), <i>Linear Algebra and its Applications</i>; On dual complete intersection codes (with P. Celebi Demirarslan), <i>Finite Fields and their Applications</i>.</p>
		<p>Partha Srinavarsan - Synergistic effects of 3D ECM and chemogradients on neurite outgrowth and guidance: A simple modeling and microfluidic framework (with Zervantonakis I. K. and Kothapalli C. R.), <i>PLOS One</i>, 9(6)(2014), e99640.</p>
Physics		<p>Kiril Strelitzky: Synthesis, structure & swelling properties of a potential drug delivery system: polysaccharide microgel nanoparticles. Development of non-carcinogenic, stable, reusable microgel nanoparticle that is sensitive to environmental stimuli and can serve as a reservoir for controlled drug delivery and release (CSU Research Corporation).</p>

College	Department	Project Description
		<p>Ulrich Zurcher: Nonlinear Analysis of ECG Time Series of Patients with Epilepsy and Pseudoseizures. Collaboration with Epilepsy Center, Dept of Neurology, CCF - uses mathematical theory of coupled phase oscillators to characterize heart-rate variability of patients and physiological processes controlled by the autonomous nervous systems on times scales 10 s or longer.</p> <hr/> <p>Thijs Heus: newly funded Grant (DOE, in collaboration with Univ. Oklahoma, NOAA, and NASA): “Characterizing the Turbulent Structure of the Convective Boundary Layer Using ARM/ASR Observations and LES Model Output”; detailed models and various measurement techniques to study the turbulence and cloud formation in the lower part of Earth’s atmosphere.</p> <hr/> <p>Petru Fodor: High Resolution Imaging of Beam Sensitive Nanoscale Systems. This project is aimed at developing modalities for improving the imaging quality of high resolution electron microscopy images acquired using low beam exposure doses. This research is enabled through a NSF Major Instrumentation Grant (Proc. SPIE Electronic Imaging 9401, 940105-1).</p> <hr/> <p>Performance Improvement of Membrane-less Fuel Cells. Research focused on increasing the efficiency of microfluidic fuel cells, though the geometric control of the mass transfer across their active surfaces (Fuel Cells 14, 818).</p> <hr/> <p>Xiang Li: Li X, Segars WP, Samei E. The impact on CT dose of the variability in tube current modulation technology: a theoretical investigation. <i>Physics in Medicine and Biology</i> 5 (2014). Tian X, Li X, Segars WP, Frush DP, Samei E. Prospective estimation of organ dose in CT under tube current modulation. <i>Medical Physics</i> (2015).</p> <hr/> <p>Xiang Li - Invited Lecture: A framework for formulating size-specific pediatric CT protocols for a given diagnostic task. 2nd International Conference on Radiological Science and Technology (ICRST), Sapporo, Japan, Oct 2014.</p> <hr/> <p>Miron Kaufman is co-author of the following refereed works on interdisciplinary applications of statistical physics to complex networks: “Two-Group Dynamic Conflict Scenarios: “Toy Model” with a Severity Index” published in <i>Negotiation and Conflict Management Research</i> vol. 8 and “Urban Spatial Economies on Networks” presented at NetSci2015 (Network Science), in Zaragoza, Spain on June 2015.</p> <hr/> <p>Miron Kaufman presented the refereed work “Intermediate Scaling in the Entropy of Time Series” at the ITISE 2015 (International Work-Conference on Time Series) in Granada, Spain on July 2015. He is co-PI on the NSF-MRI grant that supports this research.</p> <hr/> <p>Petru Fodor and Miron Kaufman authored “Moffatt Eddies in the Single Screw Extruder: Numerical and Analytical Study” that was published in the American Institute of Physics (AIP) Conference Proceedings, vol.1664.</p> <hr/>
BGES (Except GRHD Faculty)		<p>Robert Krebs published a series of papers on supporting conservation and better understanding of populations of state-protected mussels in Lake Erie. Ongoing collaboration with Dave Zanatta at Central Michigan University: e.g.</p> <ol style="list-style-type: none"> 1. Mitochondrial DNA variation in the Eastern Pondmussel, <i>Ligumia nasuta</i> (Bivalvia: Unionoida) in the Great Lakes region. <i>Walkerana</i>, (2014): Competitive replacement of invasive congeners may relax impact on native species: interactions among zebra, quagga, and native unionid mussels. <i>PLOS-ONE</i> (2014) 2. Krebs, R.A., E. M. Barkett, and M.T. Begley. 2015. The impact of dreissenid mussels on growth of <i>Leptodea fragilis</i>, the most abundant unionid species in Lake Erie. <i>Canadian Journal of Zoology</i> 93(2): 143-148, 10.1139/cjz-2014-0215 3. Krebs, R. A., B. D. Allen, N. M. Evans and D. T. Zanatta. 2015. Mitochondrial DNA structure of <i>Pyganodon grandis</i> (Bivalvia: Unionidae) from the Lake Erie watershed and selected locations in its northern distribution. <i>American Malacological Bulletin</i> 33: 5-13. doi: 10.4003/006.033.0105 4. Zanatta, D. T., J. Bossenbroek, L. E. Burlakova, T. Crail, F. de Szalay, T. A. Griffith, D. Kapusinski, A.Y. Karateyev, R. A. Krebs, E. S. Meyer, W. L. Paterson, T. J. Prescott, M.T. Rowe, D. W. Schloesser, M. C. Walsh. 2015. Distribution of native mussel (Unionidae) assemblages in coastal Lake Erie, Lake St. Clair, and Connecting Channels, twenty-five years after a dreissenid invasion. <i>Northeastern Naturalist</i> 22: 223-235. DOI: 10.1656/045.022.0115 <hr/>
Psychology		<p>Katherine Judge: Telephone Assessment and Skill Building Intervention for Informal Caregivers. Examination of a strength-based intervention for veterans with traumatic brain injury and stroke and their family caregivers (Veteran’s Administration, Health Services Research & Development Service).</p> <hr/> <p>Katherine Judge: ‘I Wish They Would Remember that I Forget’: The Effects of Memory Loss on the Lives of Individuals with Mild-to-Moderate Dementia (published in <i>Dementia</i>).</p> <hr/>

College	Department	Project Description
		<p>Katherine Judge received the College of Sciences and Health Professions Outstanding Research Award in 2014.</p>
		<p>Ilya Yaroslavsky: Assessing the Validity of the Research Domain Criteria Constructs. Examines ways in which tendencies to feel distress and happiness are reflected in neural activity, physiology, and behavior (National Institute of Mental Health).</p>
		<p>Ilya Yaroslavsky: Social System Processes in Borderline Personality and Asperger Disorder. Examines ways in which thoughts, behaviors, and physiology influence what people with Borderline Personality and Asperger's Disorder characteristics do to feel better.</p>
		<p>Ilya Yaroslavsky: Enhancing Depression Screening to Identify College Students At Risk for Persistent Depressive Symptoms (published in the Journal of Affective Disorders)</p>
		<p>Ilya Yaroslavsky: Mood Repair via Attention Refocusing or Recall of Positive Autobiographical Memories by Adolescents with Pediatric-Onset Major depression (published in the Journal of Child Psychiatry and Psychology)</p>
		<p>Albert F. Smith: Holistic Aspects of Word Perception. Cognitive processes in perceiving words during reading. (Undergraduate Research Award)</p>
		<p>Albert F. Smith: Test-Retest Reliability of a Short Form of the Children's Social Desirability Scale for Nutrition and Health-Related Research (published in the Journal of Nutrition Education and Behavior)</p> <p>Andrew Slifkin: Aging, Task Difficulty, and the Structure of Motor System Output Examination of motor performance differences among older adults in relation to the difficulty of tasks being performed. (Undergraduate Research Award)</p>
		<p>Michael Horvath: An integrative model of recruitment source processes and effects (published in <i>Organizational Psychology Review</i>)</p>
		<p>Amir Poreh: The Effects of Age of Language Acquisition on Verbal Memory Tests in a Sample of Older Adult Immigrants (published in <i>Psychology & Neuroscience</i>)</p>
		<p>Kenneth Vail: The Effect of Visualizing Health Eaters and Mortality Reminders on Nutritious Grocery Purchases: An Integrative Terror Management and Prototype Willingness Analysis (published in <i>Health Psychology</i>)</p>
		<p>Conor McLennan: Holistic Aspects of Word Perception. Cognitive processes in perceiving words during of reading.</p>
School of Health Sciences		<p>Tony Sahley published Basic Fundamentals in Hearing Science. An approachable and straightforward textbook written primarily for undergraduate students preparing for graduate programs in speech therapy. Hearing science and speech therapy are multidisciplinary subjects rooted in physics, engineering, anatomy, physiology, cell biology and psychology.</p>
		<p>Glenn Goodman (PI), Beth Ekelman, Ann Reinthal and Debbie Espy: Safe Patient Handling among STNA's in Nursing Homes: Compliance, Monitoring, and Continuous Quality Improvement of Best Practices. A grant from the Ohio Bureau of Worker's Compensation to develop an innovative real-time monitoring system with haptic feedback to help STNA's to recognize correct and incorrect postures and movements while performing patient handling tasks at bedside. Outcomes will be used to design and implement a pilot safe handling program at the Jennings Center for Older Adults.</p>
		<p>Project AWARE (Advancing Wellness and Resilience in Education). Ohio Department of Education (ODE) 5 year grant from SAMHSA (Substance Abuse and Mental Health Services Administration) for \$1,924,316. Sue Bazyk is one of 6 regional affiliates and certified YMHA (Youth Mental Health First Aid) instructors.</p>
		<p>Susan Bazyk - PI: Mental health promotion, prevention and intervention in schools. <i>Every Moment Counts</i> is a mental health promotion initiative funded by the Ohio Department of Education, Office of Exceptional Children (\$720,000). Building capacity of school personnel to meet mental health needs of students.</p>
		<p>Mary Milidonis and Jane Keehan - Physical Therapy for Medically Underserved Adults, Faculty Scholarship Initiative, Cleveland State University</p>
		<p>Peer Reviewed Publications: Smith PC, Cheng DM, Allensworth-Davies D, Winter MR, Saitz R. Use of a single alcohol screening question</p>

College	Department	Project Description
		to identify other drug use. <i>Drug Alcohol Depend.</i> 2014; 139:178-80.
		Don Allensworth-Davies: (5/1/2015 – 6/30/2016) Examining Midwestern Rural and Urban Healthcare Provider Stigma Towards HIV Care , CEOMPH Intra-Partner Research Program, Co-PI, for \$10,000.
		Mary Milidonis, Violet Cox, Robin Chilton, Suzanne Giuffre - Tai Chi Light and Music Impact on Self Efficacy, Balance and Pain in Older Adults. Engaged Learning Grant, Cleveland State University
		Madalynn Wendland: Advancing Locomotion in Young Children with Downs Syndrome. A clinical research program funded by an NIH R21 grant (via University of Delaware) to provide infants with Down syndrome with the training and technology to independently explore their world to the same degree as their typically developing peers.
	Chemistry	David W. Ball received two grants totaling 80,000 hours of computational time from the Ohio Supercomputer Center in Columbus, Ohio. His research involved calculations on catalyst surfaces, high-energy materials, and protein-ligand interactions.
		Peter Psarras , who graduated with his Ph.D. in chemistry in Summer 2014, accepted a post-doctoral researcher position at Stanford University, Department of Energy Resources Engineering. His doctoral advisor was David Ball.
		Valentin Gogonea: Identification of Protein-Protein Interaction by Hydrogen-Deuterium Exchange MS. Quantification of hydrogen/deuterium exchange (HDX) and study of the protein-protein interaction in lipoprotein complexes such as high density lipoprotein (HDL) with plasma enzyme PON1.
		David Anderson had the following publications since 2014: <ol style="list-style-type: none"> 1. H. Jogiraju, X. Zhou, A. L. P. Gobburu, K. K. Pedada, W. Geldenhuys, C. Van der Schyf, S. Crish, D. J. Anderson. Development and validation of a LC/MS/MS method for the determination of the L-type voltage-gated calcium channel and NMDA receptor antagonist NGP1-01 in mouse serum, <i>Journal of Chromatography B</i> 963 (2014) 963 83-89. (corresponding author) 2. V. Mullangi, S. Mamillapalli, D.J. Anderson, J. G. Bann, M. Miyagi. Long-range stabilization of anthrax protective antigen upon binding to CMG2 <i>Biochemistry</i>, 53 (2014) 6084–6091. (co-author)
		2015 Awards to Doctoral Clinical Chemistry Students: <ol style="list-style-type: none"> 1. Celalettin Topbas, 2015 Distinguished Abstract Award at the national meeting of the American Association for Clinical Chemistry, National Academy of Clinical Biochemistry (student of Valentin Gogonea) 2. Dan Wang, 2015 Young Investigator Travel Award, 2015 national meeting Mass Spectrometry: Application to the Clinical Laboratory (MSACL) (student of Xue-Long Sun)
Maxine Goodman Levin College of Urban Affairs	Urban Research & Public Policy Center for Economic Development	The Center for Economic Development was tasked with investigating the likely midstream and downstream opportunities arising in Ohio as a result of recent Utica Shale drilling and infrastructure investment.
		The Center for Economic Development partnered with CEOs for Cities to update its City Vitals 3.0, a set of variables to help cities track and benchmark their performance in six key areas — Connections, Innovation, Talent, Your Distinctness, Core Vitality, and Metropolitan Performances.
		The Center for Economic Development partnered with JobsOhio, a private, non-profit economic development organization that helps businesses relocate, expand, and prosper in Ohio to assess the potential economic impact of companies looking to expand or relocate in Ohio.
		As a federally funded Economic Development Administration University Center, the Center for Economic Development's focuses on technical assistance to local and state public and non-profit agencies, assisting in the advancement of innovation and high-tech clusters, strengthening the competitiveness of advanced manufacturers, advancing entrepreneurship and early stage investments, influencing regional collaboration and setting/revising the economic agenda, supporting workforce development, and strengthening the connection of distressed communities to economic drivers within the Northeast Ohio region.
		The Center for Economic Development produced a report commissioned by the Greater Cleveland Film Commission to measure the effect of the film industry in Northeast Ohio and the rest of the state.
		The Center for Economic Development was retained by TechSolve to produce an online survey and conduct focus groups of Ohio businesses in the machining industry.

College	Department	Project Description
		<p>The Center for Economic Development produced a report estimating the economic impact of Lake Health care system on Lake County, Ohio. Economic impact is measured in terms of employment, labor income, value added, output, and taxes.</p>
		<p>The Center for Economic Development prepared several reports for the Cleveland Development Advisors detailing four areas of study: economic impact of 8 New Markets Tax Credit projects, demographics of census tracts of NMTC projects, payroll and employment data for regions around projects, and property valuation data for regions around projects.</p>
		<p>The Center for Economic Development assisted the CSU Vice President of Engagement and Office of Career Services in establishing a career pathways model.</p>
		<p>The Center for Economic Development produced an evaluation of the Greater University Circle Community Wealth Building Initiative.</p>
		<p>The Center for Economic Development's report assessed the economic impact of Cleveland State University on the five-county Cleveland metropolitan area. The economic impact of CSU is measured in terms of employment, labor income, value added, output, and taxes.</p>
		<p>The Center for Economic Development prepared a report describing the state of small and mid-sized manufacturing in Ohio, the needs of manufacturing companies, and the strategies and management of Manufacturing Extension Partnership (MEP) Centers in the state that offer services to effectively respond to these needs.</p>
	Urban Research & Public Policy Center for Community Planning and Development Center for Leadership Development	<p>December 2011 through 2015. The Levin College received a \$360,000 grant to be part of a national team with the German Marshall Fund and Virginia Tech to run the Sustainable Cities, Sustainable Communities (SC2) Fellowship program.</p>
		<p>Rethinking the Future of Community Development - 2011-2013 The Center for Community Planning and Development received two grants, one from the George Gund Foundation and one from the Cleveland Foundation to facilitate a collaboration among three city councilmen and the four community development corporations serving the three wards on Cleveland's NE side. The resulting NE Cleveland Coalition began working together on a neighborhood revitalization agenda along the St. Clair Corridor from E. 55th east to the Cleveland city boundary.</p>
		<p>Evaluation of the Cuyahoga County Foreclosure Prevention Program - 2014 The Center for Community Planning and Development completed its eighth year evaluating the County's innovative and effective foreclosure prevention program. The program helps Cuyahoga County families prevent foreclosure through counseling, mediation and financial assistance.</p>
		<p>Economic Inclusion Program, 2015 In 2015, the staff of the Greater University Circle Economic Inclusion program (described above) moved from the Cleveland Foundation to the Levin College as part of the Centers for Community Planning and Development and Economic Development. The program, funded by the Cleveland Foundation, is focused on creating opportunities for economic inclusion in the neighborhoods surrounding university circle.</p>
		<p>The Center conducted a study for the Ohio Department of Transportation, Office of Statewide Planning and Research entitled "The Value of Balanced Growth for Transportation." The overall purpose of the research project was to assist ODOT with understanding the relationship of transportation decisions to land use policy that supports transportation benefits, namely increased transportation efficiency and effectiveness.</p>
	Urban Research & Public Policy The Center for Population Dynamics	<p>The Center for Population Dynamics aims to help partner organizations competitively position Greater Cleveland for economic and community development. Center for Population Dynamics will attempt to answer to leading trends affecting the region as opposed to the lagging trends that have taken place. Over the last year, the Center's insights have been covered by Forbes, The Los Angeles Times, The Daily Beast, The Washington Post, Governing, and other national and local outlets.</p>
	Urban Research & Public Policy Center for Nonprofit Policy & Practice	<p>Cleveland Arts Prize – 2014 Organizational Goals and Priority Setting This project required organizational assessment, redraft of organization bylaws, board of directors development and capacity building. \$10,000.</p>
		<p>Dunham Tavern and Museum – 2015 Organizational Goals and Priority Setting This project required organizational assessment, redraft of organization bylaws, board of directors development and capacity building. \$10,000.</p>

College	Department	Project Description
		<p>Society for Photographic Education – Interim Executive Director Program. This is a two phased project intended to assess organizational needs, then identify a temporary executive director to whom the Center for Nonprofit Policy & Practice will then perform oversight during the longer search process for a permanent executive director. \$5,000.</p> <p>Partnership the Nonprofit Way: What works, what doesn't. Contract for publication by Indiana University Press.</p>
	Urban Research & Public Policy	<p>GLEFC 2012 – 2013: U.S. EPA: April 1, 2012 to March 31, 2013, \$190,000. GLEFC 2014 – 2016: U.S. EPA: April 1, 2014 to September 30, 2016, \$ 155,000</p>
	Great Lakes Environmental Finance Center	<p>Leadership succession and transition of the Great Lakes Environmental Finance Center Training and Technical Assistance for Small Public Water Systems in U.S. EPA Region 5.</p> <p>2014 National Community Summit on Green Infrastructure conference held in partnership with the U.S. EPA and the Northeast Ohio Regional Sewer District. \$18,000.</p>
	Urban Research & Public Policy Center for Emergency Preparedness	<p>Public Utilities Commission of Ohio (PUCO) - July 2014</p> <p>The delivery of Hazardous Material associated programs for public sector agencies who respond to hazardous material related incidents within the jurisdiction of the PUCO, \$400,000.</p>
	Urban Research & Department of Urban Studies	<p>“Public Administration in a Disenchanted World: Reflections on Max Weber’s Value Pluralism and his Views on Politics and Bureaucracy.” <i>Administration and Society</i>. Vol. 47(1), 2015: 24-43</p> <p>While Max Weber was pessimistic regarding the effects of rationalization and bureaucracy on human life and freedom, he saw the disenchantment of the world that results from the ascent of science and rationalism and the decline of religious and mystical interpretations of human experience as expanding the capacity for human freedom and moral responsibility. Moreover, he saw agonistic politics as checking the power of bureaucracy. Consequently, despite the conflict between the politicized character of American public administration and Weber’s views on the role of public administrators, his ideas on value pluralism and politics have important implications for American public administration.</p> <p>“Justice, Conflict, and Adversary Argument: An Examination of Stuart Hampshire’s Ideas and their Implications for American Public Administration.” <i>Public Administration Quarterly</i>. Vol. 38(4), 2014: 445-465.</p> <p>This article draws on the ideas of Stuart Hampshire to examine the political practices of our culture as a basis for deriving a shared understanding of justice. It is argued here that such practices intimate a notion of procedural justice or “hearing the other side” the idea that there is virtue in settling the various disputes that arise among us concerning our different interests and conceptions of the good, including our different conceptions of substantive justice, by processes of adversarial argument rather than force.</p> <p>Faculty Scholarship Initiative grant for this academic year (but beginning in January 2015) and running through August for \$4,504 for “Enhancing public emergency preparedness with local social marketing field research.”</p> <p>Moldogaziev, Tima T., and Tatyana Guzman. “Economic Crises, Economic Structure, and State Credit Quality Through-the-Cycle.” <i>Public Budgeting and Finance</i> xx, no. x (Forthcoming): xxx-xxx.</p> <p>This manuscript examines ‘through-the-cycle’ stability of S&P and Moody’s state credit ratings to national and state level business cycles during 1977-2010 and evaluates the associations between economic concentration and credit quality. The ratings of S&P and Moody’s are not procyclical and are robust to ups and downs in national or state specific business cycles. Economic concentration is inversely associated with state credit quality and remains significant for the period of an average business cycle, controlling for national and state economic expansions and contractions.</p> <p>Clark, Benjamin, and Tatyana Guzman. “Does Local Government Coproduction Lead to Budget Adjustments? An Investigation of Boston, MA and San Francisco, CA”. <i>American Review of Public Administration</i> xx, no. x (Forthcoming): xxx-xxx.</p> <p>This article focuses on how citizen requests through 311 systems might influence departmental budget allocations in the cities of Boston and San Francisco. We find no significant resource benefits for departments using 311 versus those that do not, although departments using 311 had larger budget allocations prior to 311 implementation.</p>

College	Department	Project Description
		Research Grant for the Ohio Historic Preservation Tax Credit (OHPTC) Economic Impact Study by the Development Service Agency of Ohio. March 1, 2015 - August 31, 2015. \$67,340.
		Two-group dynamic conflict scenarios: "Toy model" with a severity index 2015 (w. Kaufman). Negotiation and Conflict Management Research.
		Governance for (climate) change in American legacy cities: a case study 2015 (invited). In Knieling, J. & Klindworth, K. (eds) Climate Adaptation Governance - Theory, Concepts and Praxis in Cities and Regions. John Wiley & Sons, Inc.
		Evaluating participatory decision processes: Which methods inform reflective practice? 2014 (W. D. Shmueli & C. Ozawa). Journal of Evaluation and Program Planning 42: 11–20.

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

Table 4.12: Cleveland State University Research Centers and Institutes

Name	Established	Website
Bioethics Center	2002	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 Leadership Development	1993	http://www.urban.csuohio.edu/leadership/
Center for Nonprofit Policy and Practice	1970	http://www.urban.csuohio.edu/nonprofit/
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
Center for Population Dynamics	2014	http://urban.csuohio.edu/cpd/
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	N/A	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 Urban Center	1979	http://www.urban.csuohio.edu/urban_center/
University Transportation Center	2004	http://www.csuohio.edu/engineering/utc/
Wright Center for Sensor System Engineering (WCSSE)	2007	http://www.csuohio.edu/research/wcsse/

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

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

Year	Teaching			Service			Research		
	Name	Department	Name	Department	Name	Department	Name	Department	
1996	Sherwood D. Silliman	Mathematics	Murali D. Nair	Social Work	Sarah Matthews	Sociology			
1997	Ravindra R. Kamath	Finance	David F. Forte Robert N. Sollod	Law Psychology	Jose J. Labrador	Modern Languages			
1998	William A. Beasley	Curriculum & Foundations	Valerie D. George Majid Rashidi	Nursing Mechanical Engineering	Richard Bingham Edward W. Hill	Urban Studies Urban Studies			
1999	Sanda Kaufman	Urban Studies	Lynn Deering John P. Wilson	HPERD Psychology	Rama S. R. Gorla Richard M. Perloff	Mechanical Engineering Communication			
2000			Edward G. Thomas	Marketing	David Atkin Michael J. Tevesz	Communication BGES			
2001	Lee A. Makala Heidi Meier	History Accounting	Jill M. Black Norman Krumholz	HPERD Urban Studies	Thomas Donaldson John Greppin	Art English			
2002	David W. Ball	Chemistry	Daniel D. Drake	CASAL	Mark Ashcraft Carolyn Lin	Psychology Communication			
2003	Glenn Goodman Ralph Mawdsley	Occupational Therapy CASAL	Patricia Falk Bhushan Wadhwa	Law Mathematics	Bahman Ghorashi Baochuan Guo	Chemical Engineering Chemistry			
2004	Rama S. R. Gorla Elizabeth Wefel	Mechanical Engineering CASAL	Susan E. Kogler Hill Mikeo 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 Ball 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			
2012	Kathryn C. MacCluskie	CASAL	Ronald J. Abate John J. Jeziorowski	Teacher Education Health Sciences	Xue-Long Sun Christopher A. Mallett	Chemistry Social Work			

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

Year	Teaching		Service		Research	
	Name	Department	Name	Department	Name	Department
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	Aimin 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

Source: CSU Provost's Office

5

Retention & Graduation



2015 Book of Trends



**Table 5.1: Fall to Fall Retention Rates for IPEDS Cohort by Ethnicity and Gender
(New Degree-Seeking, Full-Time, First-Time First Year)
Enrolled Fall 2009-2013 / Returned Fall 2010-2014**

	Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort			Fall 2012 Cohort			Fall 2013 Cohort		
	Fall 09 Newly Enrolled	Fall 10 Return	Ret. Rate	Fall 10 Newly Enrolled	Fall 11 Return	Ret. Rate	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
White	662	456	69%	704	500	71%	861	604	70%	973	697	72%	1,114	809	73%
F	323	234	72%	353	240	68%	465	315	68%	520	369	71%	613	434	71%
M	339	222	65%	351	260	74%	396	289	73%	453	328	72%	501	375	75%
Black/African American	247	118	48%	224	100	45%	266	123	46%	291	152	52%	301	174	58%
F	161	74	46%	151	66	44%	171	81	47%	199	104	52%	213	117	55%
M	86	44	51%	73	34	47%	95	42	44%	92	48	52%	88	57	65%
Hispanic/Latino	51	32	63%	75	44	59%	62	35	56%	91	55	60%	106	70	66%
F	34	19	56%	42	27	64%	34	20	59%	41	23	56%	59	40	68%
M	17	13	76%	33	17	52%	28	15	54%	50	32	64%	47	30	64%
Asian	27	22	81%	26	18	69%	28	20	71%	49	40	82%	48	42	88%
F	12	9	75%	15	10	67%	12	9	75%	22	17	77%	22	20	91%
M	15	13	87%	11	8	73%	16	11	69%	27	23	85%	26	22	85%
American Indian/Alaska Native	7	4	57%	4	3	75%	1	1	100%	5	2	40%	5	2	40%
FF	5	3	60%	2	2	100%	0	0	-	3	2	67%	3	1	33%
M	2	1	50%	2	1	50%	1	1	100%	2	0	0%	2	1	50%
Native Hawaiian or Other Pacific Island	-	-	-	1	0	0	0	-	0%	2	2	0%	2	1	0%
F	-	-	-	0	-	-	0	-	-	2	2	-	2	1	-
M	-	-	-	1	-	-	0	-	0	-	-	0%	-	-	-
Non Resident Alien	22	19	86%	31	27	87%	23	22	96%	33	25	76%	62	57	92%
F	9	8	89%	8	7	88%	8	8	100%	8	7	88%	6	5	83%
M	13	11	85%	23	20	87%	15	14	93%	25	18	72%	56	52	93%
Two or more races	-	-	-	15	11	73%	64	39	61%	65	39	60%	70	36	51%
F	-	-	-	9	6	1	38	21	1	50	29	58%	43	21	49%
M	-	-	-	6	5	1	26	18	1	15	10	67%	27	15	56%
Unknown	111	68	61%	68	54	79%	23	16	70%	22	17	77%	21	14	67%
F	57	32	56%	35	28	80%	14	9	64%	8	5	63%	10	6	60%
M	54	36	67%	33	26	79%	9	7	78%	14	12	86%	11	8	73%
Total Female & Male	1,127	719	64%	1,148	757	66%	1,328	860	65%	1,531	1,029	67%	1,729	1,205	70%
F	601	379	63%	615	386	63%	742	463	62%	853	558	65%	971	645	66%
M	526	340	65%	533	371	70%	586	397	68%	678	471	69%	758	560	74%

**Table 5.2: Fall to Fall Retention Rates for IPEDS Cohort (New Degree-Seeking, Full-Time) by College
Enrolled Fall 2009-2013 / Returned Fall 2010-2014**

	Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort			Fall 2012 Cohort			Fall 2013 Cohort		
	Fall 09	Fall 10	Ret. Rate	Fall 10	Fall 11	Ret. Rate	Fall 11	Fall 12	Ret. Rate	Fall 12	Fall 13	Ret. Rate	Fall 13	Fall 14	Ret. Rate
	Enrolled	Return		Enrolled	Return		Enrolled	Return		Enrolled	Return		Enrolled	Return	
Business	156	97	62%	132	87	66%	139	79	57%	185	118	64%	239	173	72%
CLASS	319	203	64%	344	221	64%	465	287	62%	448	289	65%	517	355	69%
Education	122	68	56%	85	50	59%	89	51	57%	69	43	62%	97	57	59%
Engineering	125	94	75%	137	101	74%	148	119	80%	203	162	80%	215	179	83%
Nursing	41	21	51%	118	75	64%	82	57	70%	116	80	69%	135	92	68%
Science	246	169	69%	282	193	68%	316	223	71%	393	283	72%	416	288	69%
Urban Affairs	5	3	60%	9	8	89%	13	9	69%	9	7	78%	8	5	63%
Undergraduate Studies	113	64	57%	41	22	54%	76	35	46%	108	47	44%	102	56	55%
TOTAL	1,127	719	64%	1,148	757	66%	1,328	860	65%	1,531	1,029	67%	1,729	1,205	70%

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

					4 Year	5 Year	6 Year	7 Year	
			Fall						
	Fall 2007 Cohort	2008	2009	2010	2011	2012	2013	2014	
Attended	1,132	647	510	435	261	107	50	31	
Graduated	-	-	2	23	182	324	372	384	
% Graduated of Cohort	0%	0%	0%	2%	16%	29%	33%	34%	
% Retained	100%	57%	45%	39%	27%	13%	7%	4%	

Figure 5.3: Fall 2007 IPEDS Cohort Attended, Graduated and Retained

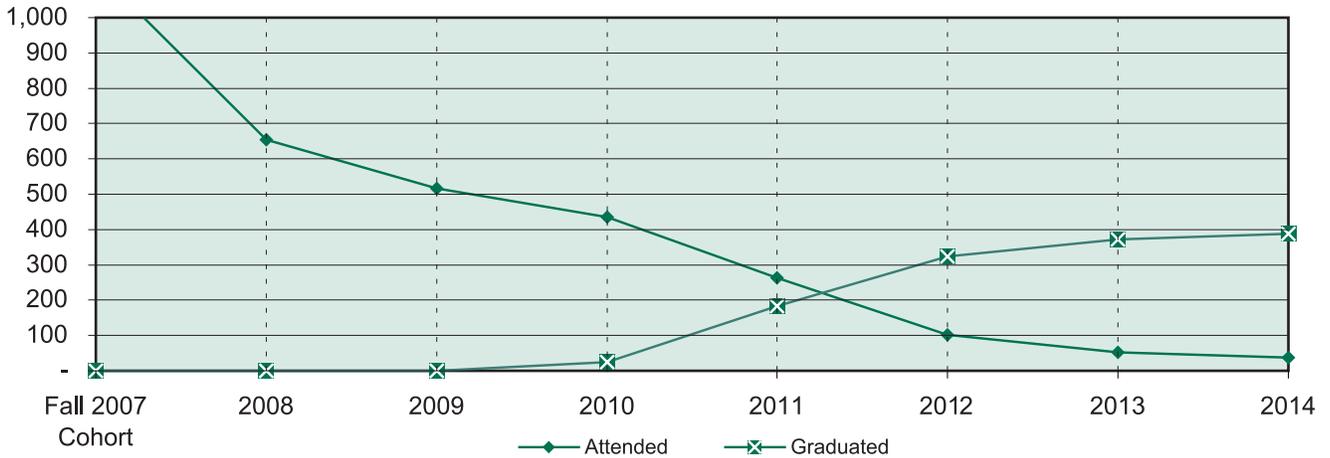
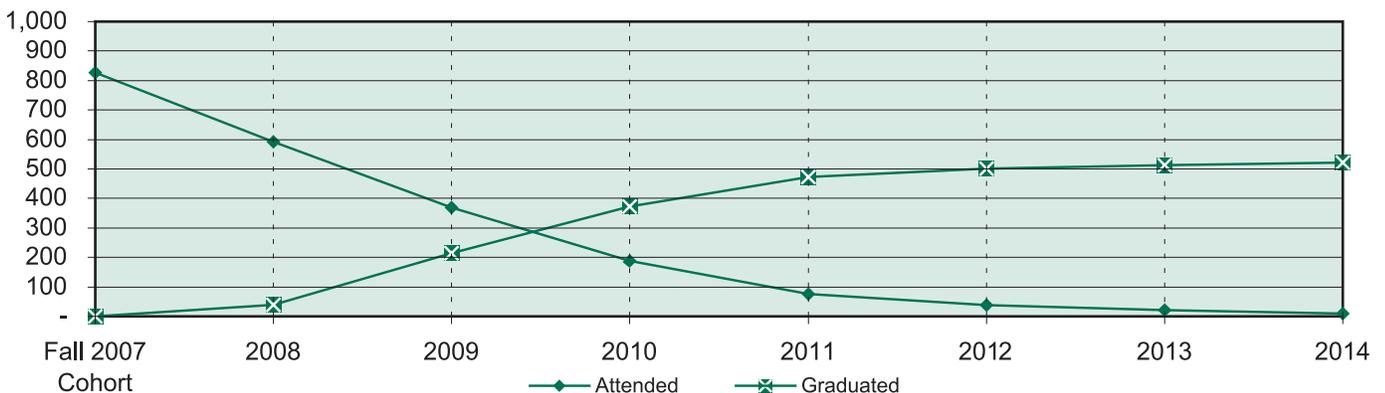


Table 5.4: Attended, Graduated and Retained Fall to Fall Student Tracking (Transfer Cohort*)

					4 Year	5 Year	6 Year	7 Year	
			Fall						
	Fall 2007 Cohort	2008	2009	2010	2011	2012	2013	2014	
Attended	829	593	367	190	74	34	24	12	
Graduated	-	37	213	373	471	504	516	524	
% Graduated of Cohort	0%	4%	26%	45%	57%	61%	62%	63%	
% Retained	100%	75%	60%	42%	21%	10%	8%	4%	

Figure 5.4: Fall 2007 Full-Time Transfer Cohort Attended & Graduated*



Notes: Cohorts are First-Time, Full-Time, Degree-Seeking Freshmen or Transfers students as of Fall Semester 2007 enrollment file. "Attended" or "Graduated" status is determined from the IR enrollment and graduation tables for each term listed. These charts measure the number of students who have graduated by the end of a given fall semester. Official IPEDS graduation rates are based on the number of students who graduate by the end of each summer semester. See table 5.5a for official 6 year grad rates.

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

Cohort	Cohort Size	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
Fall 2005	955								
Graduated		0	0	6	108	222	286	308	315
% Graduated		0%	0%	1%	11%	23%	30%	32%	33%
Fall 2006	947								
Graduated		0	0	6	107	259	318	350	362
% Graduated		0%	0%	1%	11%	27%	34%	37%	38%
Fall 2007	1,132								
Graduated		0	1	15	121	276	361	384	
% Graduated		0%	0%	1%	11%	24%	32%	34%	
Fall 2008	1,007								
Graduated		0	2	14	150	324	386		
% Graduated		0%	0%	1%	15%	32%	38%		
Fall 2009	1,127								
Graduated		0	2	10	181	345			
% Graduated		0%	0%	1%	16%	31%			
Fall 2010	1,148								
Graduated		0	5	25	200				
% Graduated		0%	0%	2%	17%				
Fall 2011	1,328								
Graduated		0	3	22					
% Graduated		0%	0%	2%					
Fall 2012	1,531								
Graduated		0	2						
% Graduated		0%	0%						
Fall 2013	1,729								
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 2006	947	795 84%	587 62%	513 54%	448 47%	437 46%	388 41%	313 33%	239 25%	147 16%	104 11%	72 8%	55 6%	38 4%	28 3%	24 3%	
		% Still Enrolled															
		Graduated					14	95	158	241	285	313	330	346	356	362	
		Stopped Out				0%	1%	10%	17%	25%	30%	33%	35%	37%	38%	38%	
		% Stopped Out				54%	58%	57%	58%	59%	59%	59%	59%	59%	59%	59%	
Fall 2007	1,132	962 85%	647 57%	595 53%	510 45%	482 43%	435 38%	352 31%	261 23%	176 16%	107 9%	74 7%	50 4%	34 3%	31 3%	19 2%	
		% Still Enrolled															
		Graduated					11	23	182	255	324	349	372	384			
		% Graduated					1%	2%	16%	23%	29%	31%	33%	34%			
		Stopped Out					620	639	674	689	701	709	710	714			
		% Stopped Out					47%	55%	60%	61%	62%	63%	63%	63%			
Fall 2008	1,007	884 88%	665 66%	606 60%	529 53%	482 48%	453 45%	349 35%	240 24%	141 14%	89 9%	59 6%	42 4%	37 4%			
		% Still Enrolled															
		Graduated					4	13	27	226	313	351	386				
		% Graduated					0%	1%	3%	13%	22%	31%	35%	38%			
		Stopped Out					400	474	512	527	530	541	553	562			
		% Stopped Out					40%	47%	51%	52%	53%	54%	55%	56%			
Fall 2009	1,127	969 86%	718 64%	630 56%	559 50%	524 46%	504 45%	355 31%	260 23%	147 13%	130 12%	89 8%					
		% Still Enrolled															
		Graduated					9	22	158	249	345						
		% Graduated					0%	1%	14%	22%	31%						
		Stopped Out					565	594	601	614	618	635					
		% Stopped Out					44%	50%	53%	54%	55%	56%					
Fall 2010	1,148	991 86%	757 66%	681 59%	619 54%	582 51%	525 46%	347 30%	295 26%	220 19%							
		% Still Enrolled															
		Graduated					7	20	41	200							
		% Graduated					1%	2%	4%	17%							
		Stopped Out					522	546	582	601							
		% Stopped Out					40%	45%	51%	52%							
Fall 2011	1,328	1,157 87%	860 65%	810 61%	722 54%	681 51%	654 49%	623 47%									
		% Still Enrolled															
		Graduated					6	22									
		% Graduated					0%	0%	2%								
		Stopped Out					600	625									
		% Stopped Out					39%	45%	47%								
Fall 2012	1,531	1,373 90%	1,029 67%	927 61%	827 54%	793 52%											
		% Still Enrolled															
		Graduated					2										
		% Graduated					0%										
		Stopped Out					602										
		% Stopped Out					33%										
Fall 2013	1,729	1,557 90%	1,205 70%	1,065 62%													
		% Still Enrolled															
		Graduated															
		% Graduated															
		Stopped Out															
		% Stopped Out															
Fall 2014	1,562	1,380 88%															
		% Still Enrolled															
		Graduated															
		% Graduated															
		Stopped Out															
		% Stopped Out															

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

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

Note: Cohort Definition

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

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

Degree Level	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		1 Year	5 Year	Percent Change
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male			
Bachelor's Degree	1053	758	1100	817	1192	874	1210	907	1288	964	6%	24%	
Master's Degree	871	523	798	580	830	633	798	628	806	550	-5%	-3%	
Post-Master's Certificate	16	6	16	7	19	4	12	7	19	2	11%	-5%	
Doctoral-Research	22	28	23	23	13	22	24	20	22	16	-14%	-24%	
Doctoral-Professional	77	97	96	125	98	106	79	99	92	100	8%	10%	
Total	2,039	1,412	2,033	1,552	2,152	1,639	2,123	1,661	2,227	1,632	2%	12%	

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

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

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

Degree Level	Major	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		1 Year	5 Year	Percent Change
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male			
Bachelor's Degree	Accounting	36	29	53	41	42	36	40	39	32	38	-11%	8%	
	Business Economics	3	5	4	11	3	8	2	8	3	10	30%	63%	
	Computer and Information Science	1	22	3	16	2	8	3	18	2	16	-14%	-22%	
	Computer Science	-	1	-	4	-	1	-	7	1	3	-43%	300%	
	Finance	25	44	22	39	13	28	16	31	8	25	-30%	-52%	
	General Business	35	37	55	41	47	59	57	54	55	48	-7%	43%	
	Information Systems	6	15	1	23	8	27	7	18	2	21	-8%	10%	
	International Business	12	12	14	18	20	20	13	13	10	5	-42%	-38%	
	Management & Labor Relations	26	17	36	17	23	18	24	7	16	13	-6%	-33%	
	Marketing	35	30	27	42	28	33	30	28	21	29	-14%	-23%	
	Operations & Supply Chain Management	7	10	3	17	4	13	7	25	11	26	16%	118%	
Total		186	222	218	269	190	251	199	248	161	234	-12%	-9%	

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

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Degree Level	Major	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		1 Year	5 Year	Percent Change
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male			
Master's Degree														
	Accelerated Business Administration	9	23	5	12	16	14	11	24	13	12	-29%	-22%	
	Accelerated Mobile MBA	-	-	-	-	-	-	2	6	8	11	138%	--	
	Business Administration	99	134	105	161	95	147	99	150	111	111	-11%	-5%	
	Computer and Information Science	7	21	10	22	8	18	6	18	10	12	-8%	-21%	
	Executive Business Administration	4	14	5	12	6	12	8	15	4	12	-30%	-11%	
	Financial Accounting and Audit	15	16	30	12	27	31	42	32	29	41	-5%	126%	
	Labor Relations & Human Resources	13	7	21	5	12	10	21	8	26	9	21%	75%	
	MBA-Health Care	3	2	8	10	10	9	8	2	8	2	0%	100%	
	Tax Program	3	7	4	7	6	9	8	9	4	7	-35%	10%	
Total		153	224	188	241	180	250	205	264	213	217	-8%	14%	
Doctoral-Research														
	Computer and Information Science	-	1	-	1	-	-	-	-	-	-	--	-100%	
	Finance	1	3	1	-	1	-	-	1	-	1	0%	-75%	
	Information Systems	-	-	-	-	-	-	-	-	-	1	--	--	
	Labor Relations and Human Resc	-	-	-	-	-	1	-	-	-	-	--	--	
	Marketing	1	1	-	-	-	1	-	-	1	1	--	0%	
	Operations & Supply Chain Management	-	1	-	2	-	1	-	-	-	1	--	0%	
Total		2	6	1	3	1	3	-	1	1	4	400%	-38%	
Total Business														
	Bachelor's Degree	186	222	218	269	190	251	199	248	161	234	-12%	-3%	
	Master's Degree	153	224	188	241	180	250	205	264	213	217	-8%	14%	
	Doctoral-Professional	2	6	1	3	1	3	-	1	1	4	400%	-38%	
Total		341	452	407	513	371	504	404	513	375	455	-9%	5%	

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

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

Degree Level	Major	Percent Change												
		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		1 Year	5 Year	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male			
Bachelor's Degree														
	Anthropology	15	3	7	7	14	7	12	11	7	7	5	-48%	-33%
	Art	27	18	26	23	21	6	4	2	6	-	-	-100%	-100%
	Art Education	-	-	-	-	2	1	2	1	1	8	-	167%	--
	Art History	-	-	-	-	-	-	-	-	-	4	1	--	--
	Black Studies	-	-	-	-	-	1	-	-	1	-	-	--	--
	Classical and Medieval Studies	2	2	1	1	-	1	-	-	1	-	3	--	-25%
	Communication	51	29	48	42	34	26	27	23	31	19	8	0%	-38%
	Communication Management	11	1	11	8	8	2	15	4	9	8	4	-11%	42%
	Comparative Religion	6	1	2	11	3	-	4	5	6	4	4	11%	43%
	Criminology	22	20	38	32	41	25	32	35	36	41	41	15%	83%
	Dramatic Arts	6	7	4	5	-	-	3	3	-	-	-	-100%	-100%
	Economics	-	6	3	8	6	4	3	6	2	11	11	44%	117%
	English	44	22	38	19	46	16	42	23	25	16	16	-37%	-38%
	English-Creative Writing Track	-	-	-	-	-	-	-	-	4	5	-	--	--
	English-Secondary Lic Track	-	-	-	-	-	-	-	-	-	2	-	--	--
	Film, TV and Interactive Media	5	21	9	27	12	20	7	26	10	21	2	-6%	19%
	French	1	-	2	-	1	-	1	1	1	1	2	50%	200%
	History	15	28	7	21	7	24	9	33	12	17	17	-31%	-33%
	International Relations	8	5	6	4	5	11	7	14	21	11	11	52%	146%
	Journalism & Promotional	26	18	34	14	27	25	32	15	28	25	25	13%	20%
	Communication	9	3	8	5	7	6	6	4	13	5	5	80%	50%
	Liberal Studies	2	5	6	1	5	2	7	1	2	2	1	-63%	-57%
	Linguistics	5	9	4	6	2	4	-	-	-	-	4	--	-71%
	Music	-	-	-	-	-	-	-	-	-	-	3	200%	--
	Music Composition	-	-	-	-	2	1	5	1	4	2	2	0%	--
	Music Education	-	-	-	-	-	2	3	3	3	3	3	0%	--
	Music Performance	-	-	-	-	-	-	3	-	2	1	1	0%	--
	Music Therapy	3	2	3	5	-	3	1	8	1	6	6	-22%	40%
	Philosophy	-	-	1	-	-	-	-	-	-	-	1	--	--
	Philosophy - Ethics Track	21	17	18	23	23	17	17	17	11	22	22	-3%	-13%
	Political Science	-	-	-	-	2	-	2	-	1	1	1	0%	--
	Social Science	5	15	-	9	1	7	3	9	2	11	11	8%	-35%
	Social Studies	71	15	68	12	69	15	76	18	80	25	25	12%	22%
	Social Work	41	13	33	16	46	24	31	27	41	27	27	17%	26%
	Sociology	11	2	9	1	8	3	7	8	16	2	2	20%	38%
	Spanish	-	-	-	-	-	-	-	-	-	-	1	--	--
	Studio Art	-	-	-	-	-	-	-	-	-	-	2	133%	--
	Studio Art: Drawing	-	-	-	-	-	-	3	-	5	2	2	175%	--
	Studio Art: Graphic Design	-	-	-	-	4	1	7	1	8	14	14	175%	--

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

Degree Level	Major	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
Bachelor's Degree													
	Early Childhood Education	46	3	61	2	60	7	48	5	58	6	21%	31%
	Exercise/Fitness Specialist	3	1	2	2	1	5	5	4	4	7	22%	175%
	Middle Childhood Education	19	9	17	11	6	4	-	-	-	-	--	-100%
	Middle Childhood Language Arts and Math	-	-	-	-	4	-	2	-	5	-	150%	--
	Middle Childhood Language Arts and Science	-	-	-	-	1	-	3	-	2	-	-33%	--
	Middle Childhood Language Arts and Social Studies	-	-	-	-	2	1	6	1	5	1	-14%	--
	Middle Childhood Math and Science	-	-	-	-	3	3	6	4	9	5	40%	--
	Middle Childhood Math and Social Studies	-	-	-	-	2	1	1	3	2	6	100%	--
	Middle Childhood Science and Social Studies	-	-	-	-	-	1	1	-	2	3	400%	--
	Mild/Moderate Educational Need	20	3	23	4	24	4	24	5	22	7	0%	26%
	Moderate/Intensive Educational Needs	4	2	14	1	13	-	16	1	12	1	-24%	117%
	Physical Education	2	6	4	5	1	6	1	4	3	1	-20%	-50%
	Sports Management	3	8	2	5	1	5	2	6	3	3	-25%	-45%
Total		97	32	123	30	118	37	115	33	127	40	13%	29%
Master's Degree													
	Adult Learning and Development	37	4	32	4	45	6	38	10	30	4	-29%	-17%
	C&I-Chinese Language	-	-	-	-	-	-	-	-	6	1	--	--
	C&I-Early Child Interv Spec	-	-	-	-	-	-	-	-	10	1	--	--
	C&I-Early Childhood Educ	-	-	-	-	-	-	-	-	17	1	--	--
	C&I-Education Research	-	-	-	-	-	-	-	-	1	2	--	--
	C&I-Educational Technology	-	-	-	-	-	-	-	-	7	13	--	--
	C&I-Gifted&TalentedLearners	-	-	-	-	-	-	-	-	9	-	--	--
	C&I-Literacy Development- TESOL	-	-	-	-	-	-	-	-	6	1	--	--
	C&I-Literacy Dev-Reading	-	-	-	-	-	-	-	-	18	3	--	--
	C&I-Mild / Moderate	-	-	-	-	-	-	-	-	37	8	--	--
	C&I-Moderate / Intensive	-	-	-	-	-	-	-	-	16	4	--	--
	C&I-School Health	-	-	-	-	-	-	-	-	-	2	--	--
	C&I-Secondary-Art	-	-	-	-	-	-	-	-	-	1	--	--
	C&I-Secondary-English	-	-	-	-	-	-	-	-	1	1	--	--
	C&I-Secondary-MUST-English	-	-	-	-	-	-	-	-	5	-	--	--
	C&I-Secondary-MUST-Modern Lang	-	-	-	-	-	-	-	-	1	-	--	--
	C&I-Secondary-MUST-Science	-	-	-	-	-	-	-	-	-	1	--	--
	C&I-Secondary-MUST-Social Stud	-	-	-	-	-	-	-	-	-	4	--	--
	C&I-Secondary-Science	-	-	-	-	-	-	-	-	2	-	--	--
	Curriculum and Instruction	225	58	183	51	187	51	141	51	-	-	-100%	-100%
C&I Total		225	58	183	51	187	51	141	51	136	43	-7%	-37%

continued on next page

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

Degree Level		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
Master's Degree continued													
	Clinical Mental Health Crnsling	-	-	-	2	10	-	-	21	3	-	-	--
	Community Agency Counseling	22	3	17	-	-	14	2	-	-	-	-100%	-100%
	Community Health Education	4	-	5	1	6	2	-	5	-	-	150%	25%
	Counselor Education	-	-	24	4	30	-	-	9	2	-	--	--
	Educational Administration	22	10	19	13	13	5	8	15	12	12	108%	-16%
	Exercise Science	6	8	12	3	9	11	13	13	13	13	8%	86%
	Master of Public Health	4	5	5	6	4	4	1	5	-	-	0%	-44%
	Organizational Leadership	18	5	4	3	9	3	4	1	1	1	-71%	-91%
	School Counseling	25	3	-	-	-	10	5	-	-	-	-100%	-100%
	Sports Management	6	5	3	10	5	4	4	3	8	8	38%	0%
	Sports Management and Exercise Science	-	1	1	-	-	-	1	-	-	-	-100%	-100%
	Supervision	3	-	1	-	2	-	-	-	1	1	--	-67%
Total		372	102	306	95	320	96	232	99	238	87	-2%	-31%
Post-Master's Certificate													
	Ed Sp in Ad-Pupil Svcs Admin	-	-	-	-	-	-	-	-	1	-	-	--
	Educ Spec in Admin-Principal	-	-	-	-	-	-	-	-	2	-	-	--
	Education Admin Specialist	-	-	-	1	9	-	-	1	-	-	-	--
	Education Administration	5	3	8	4	-	4	3	-	-	-	-100%	-100%
Total		5	3	8	4	9	1	4	3	4	-	-43%	-50%
Doctoral-Research													
	Urban Ed: Administration	-	-	3	1	2	1	1	1	-	1	-	-50%
	Urban Education: Counsel	-	-	-	-	-	-	-	1	-	1	-	--
	Urban Education: Counseling	-	1	-	-	-	-	-	-	-	-	-	-100%
	Urban Education: Counseling Psychology	-	-	-	-	1	4	1	2	-	-	-60%	--
	Urban Education: Policy	-	2	2	1	1	2	2	1	1	-	-50%	-50%
	Urban Education: Learning & Development	4	1	2	2	-	3	1	3	1	3	0%	-20%
	Urban Education: Leadership & Life-long Learning	-	-	3	1	1	1	5	1	1	1	-60%	--
Total		4	4	10	5	5	3	15	3	8	4	-33%	50%
Total College of Education and Human Services													
	Bachelor's Degree	97	32	123	30	118	37	115	33	127	40	13%	29%
	Master's Degree	372	102	306	95	320	96	232	99	238	87	-2%	-31%
	Post-Master's Certificate	5	3	8	4	9	1	4	3	4	-	-43%	-50%
	Doctoral-Research	4	4	10	5	5	3	15	3	8	4	-33%	50%
Total		478	141	447	134	452	137	366	138	377	131	1%	-18%

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

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

Degree Level	Major	2009-2010										2010-2011										2011-2012										2012-2013										2013-2014										Percent Change		
		2009-2010					2010-2011					2011-2012					2012-2013					2013-2014					2013-2014					1 Year	5 Year																					
		Female	Male	Total	% F	% M	Female	Male	Total	% F	% M	Female	Male	Total	% F	% M	Female	Male	Total	% F	% M	Female	Male	Total	% F	% M	Female	Male	Total	% F	% M																							
Bachelor's Degree																																																						
	Chemical Engineering	3	13	2	5	6	13	5	18	18	5	18	8	17	8	17	9%	56%																																				
	Civil Engineering	2	6	1	13	7	18	6	16	16	3	18	3	18	3	18	-5%	163%																																				
	Computer Engineering	-	3	1	6	-	14	-	5	5	-	7	-	7	-	7	40%	133%																																				
	Electrical Engineering	3	26	5	26	5	31	6	30	30	3	32	3	32	3	32	-3%	21%																																				
	Electronic Engineering Technology	1	13	3	11	1	21	1	13	13	1	12	1	12	1	12	-7%	-7%																																				
	Industrial Engineering	4	1	2	1	-	1	-	1	1	-	1	-	1	-	1	0%	-80%																																				
	Mechanical Engineering	3	30	3	22	5	37	3	46	46	5	43	5	43	5	43	-2%	45%																																				
	Mechanical Engineering Technology	2	9	2	8	1	16	-	9	9	-	12	2	12	2	12	56%	27%																																				
Total		18	101	19	92	25	150	21	138	138	22	142	22	142	22	142	3%	38%																																				
Master's Degree																																																						
	Biomedical Engineering	-	-	3	3	5	7	3	10	10	3	10	5	10	5	10	15%	--																																				
	Chemical Engineering	1	5	1	5	5	8	2	4	4	2	5	2	5	2	5	17%	17%																																				
	Civil Engineering	3	8	2	20	3	11	2	9	9	6	11	6	11	6	11	55%	55%																																				
	Electrical & Computer Engineering	9	27	-	-	-	-	16	35	35	-	-	-	-	-	-	-100%	-100%																																				
	Electrical Engineering	-	-	10	39	12	55	-	-	-	7	50	7	50	7	50	--	--																																				
	Engineering Mechanics	-	-	-	1	-	-	-	-	-	-	1	-	1	-	1	--	--																																				
	Environmental Engineering	-	4	-	2	1	-	-	-	-	-	-	-	-	-	-	--	-100%																																				
	Industrial Engineering	1	10	-	17	3	13	-	7	7	-	4	-	4	-	4	-43%	-64%																																				
	Mechanical Engineering	-	7	3	15	10	12	-	14	14	5	11	5	11	5	11	14%	129%																																				
	Software Engineering	2	5	2	8	1	4	1	15	15	3	11	3	11	3	11	-13%	100%																																				
Total		16	66	21	110	40	110	24	94	94	28	103	28	103	28	103	11%	60%																																				
Doctoral-Research																																																						
	Applied Biomedical Engineering	4	4	2	4	-	1	2	4	4	-	-	-	-	-	-	-100%	-100%																																				
	Chemical Engineering	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	--	--																																				
	Civil Engineering	-	1	-	1	-	-	-	-	-	-	2	-	2	-	2	--	100%																																				
	Electrical & Computer Engineering	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	--	-100%																																				
	Electrical Engineering	-	-	-	1	1	5	-	-	-	-	2	-	2	-	2	--	--																																				
	Industrial Engineering	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-	--	-100%																																				
	Mechanical Engineering	1	-	-	-	-	1	-	1	1	-	1	-	1	-	1	0%	0%																																				
Total		7	6	2	7	1	8	2	5	5	2	5	2	5	2	5	-29%	-62%																																				
Total Engineering																																																						
	Bachelor's Degree	18	101	19	92	25	150	21	138	138	22	142	22	142	22	142	3%	38%																																				
	Master's Degree	16	66	21	110	40	110	24	94	94	28	103	28	103	28	103	11%	60%																																				
	Doctoral-Research	7	6	2	7	1	8	2	5	5	2	5	2	5	2	5	-29%	-62%																																				
Total		41	173	42	209	66	268	47	237	237	50	250	50	250	50	250	6%	40%																																				

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	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
Bachelor's Degree													
	Nursing, BSN (NUR, NURBCCC)	8	4	16	2	11	1	7	1	9	2	38%	-8%
	Nursing, BSN-Accelerated	44	10	63	16	52	11	55	12	54	10	-4%	19%
	Nursing, BSN (LK) (NURLK)	10	2	1	-	2	-	1	-	1	-	0%	-92%
	Nursing, BSN/RN (NUB,NUBBCCC,NUBPB)	32	9	30	9	43	9	61	8	63	12	9%	83%
Total		94	25	110	27	108	21	124	21	127	24	4%	27%
Master's Degree													
	Nursing (GNR)	11	1	17	1	13	-	5	1	19	1	233%	67%
Total		11	1	17	1	13	-	5	1	19	1	233%	67%
Master's Degree													
	Bachelor's Degree	94	25	110	27	108	21	124	21	127	24	4%	27%
	Master's Degree	11	1	17	1	13	-	5	1	19	1	233%	67%
Total		105	26	127	28	121	21	129	22	146	25	13%	31%

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	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
Bachelor's Degree													
	Biology	27	14	32	15	46	30	51	44	53	34	-8%	112%
	Biology-Medical Technology	9	1	2	-	10	2	10	1	5	2	-36%	-30%
	Chemistry	11	11	7	8	3	11	10	8	6	10	-11%	-27%
	Environmental Sciences	6	6	6	4	2	9	6	11	9	14	35%	92%
	Geological Sciences	-	-	1	1	2	3	-	2	2	1	50%	--
	Health Science Podiatry	-	-	-	-	1	-	-	-	-	-	--	--
	Health Science Pre-Occupational Therapy	-	-	5	2	26	7	23	7	25	7	7%	--
	Health Science Pre-Physical Therapy	23	6	15	7	17	13	16	11	16	18	26%	17%
	Health Science Pre-Physician Assistant	1	1	2	2	14	2	17	6	17	6	0%	1050%
	Health Sciences BS	52	24	45	16	47	20	57	18	92	32	65%	63%
	Mathematics	6	10	5	11	9	13	3	12	9	19	87%	75%
	Pharmaceutical Science	-	-	1	1	-	-	1	-	1	1	100%	--
	Pharmaceutical Sciences Administration Track	-	-	-	-	-	-	1	-	-	-	-100%	--
	Physics	1	9	-	5	2	9	-	6	3	3	0%	-40%
	Psychology	106	30	105	43	121	34	157	52	179	49	9%	68%
	Psychology (LR)	-	-	14	5	21	9	-	-	-	-	--	--
	Speech & Hearing	14	-	7	1	16	2	21	-	31	3	62%	143%
Total		256	112	247	121	337	164	373	178	448	199	17%	76%

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

continued from previous page

Degree Level	Major	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Percent Change		
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year	
Master's Degree														
	Applied Statistics	-	-	-	1	-	3	2	5	3	3	2	-29%	--
	Biology	1	3	5	2	4	6	4	5	3	3	3	-33%	50%
	Chemistry	5	1	7	5	3	12	11	8	9	7	7	-16%	167%
	Environmental Sciences	1	1	1	-	3	-	2	1	2	-	-	-33%	0%
	Health Science	10	2	24	8	25	12	10	5	30	10	10	167%	233%
	Health Science-Phy. A. Track	10	4	1	1	1	-	25	10	4	2	2	-83%	-57%
	Mathematics	5	4	4	8	4	12	6	5	9	5	5	27%	56%
	Occupational Therapy	24	5	28	1	23	5	28	4	25	4	4	-9%	0%
	Physical Therapy	-	1	-	-	-	-	-	-	-	-	-	--	-100%
	Physics	4	7	3	1	-	3	2	5	-	9	9	29%	-18%
	Physics-Optics and Medical Imaging Specialization	-	-	1	1	-	-	-	-	1	-	-	--	--
	Psychology	9	3	1	1	2	-	3	1	2	1	1	-25%	-75%
	Psychology-Clinical	10	-	3	1	5	2	11	5	8	3	3	-31%	10%
	Psychology-Cons.Indus.Research	1	-	-	-	1	1	1	-	4	2	2	500%	500%
	Psychology-Diversity Mgmt	12	3	6	1	7	2	9	3	7	2	2	-25%	-40%
	Psychology-Experimental	-	-	3	5	3	2	4	1	2	1	1	-40%	--
	Psychology-School	4	2	8	2	5	2	12	2	8	1	1	-36%	50%
	Public Health (MPH-CEO)	-	-	-	-	-	-	-	-	5	2	2	--	--
	Speech Pathology and Audiology	43	-	13	-	30	1	28	-	17	2	2	-32%	-56%
Total		139	36	108	38	116	63	158	60	139	56	56	-11%	11%
Post-Master's Certificate														
	Psychology Specialist	8	3	8	3	9	2	6	2	13	1	1	75%	27%
Total		8	3	8	3	9	2	6	2	13	1	1	75%	27%
Doctoral-Research														
	Adult Development & Aging PhD	-	-	-	-	-	-	-	-	1	-	-	--	--
	Clinical-Bioanalytical Chemistry	2	2	4	4	2	3	3	6	7	1	1	-11%	100%
	Regulatory Biology	5	4	4	2	4	2	2	2	3	1	1	0%	-56%
Total		57	6	8	6	6	5	5	8	11	2	2	0%	0%
Doctoral-Professional														
	Doctor of Physical Therapy	-	-	22	9	22	9	16	7	26	11	11	61%	--
Total		-	-	22	9	22	9	16	7	26	11	11	61%	--
Total Science														
	Bachelor's Degree	256	112	247	121	337	164	373	178	448	199	199	17%	76%
	Master's Degree	139	36	108	38	116	63	158	60	139	56	56	-11%	11%
	Post-Master's Certificate	8	3	8	3	9	2	6	2	13	1	1	75%	27%
	Doctoral-Research	7	6	8	6	6	5	5	8	11	2	2	0%	0%
	Doctoral-Professional	-	-	22	9	22	9	16	7	26	11	11	61%	--
Total		410	157	393	177	490	243	558	255	637	269	269	11%	60%

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	2009-2010										Percent Change	
		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		1 Year	5 Year
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
Bachelor's Degree													
	Environmental Studies	-	-	2	1	5	4	1	-	5	1	500%	--
	NonProfit Administration	22	5	15	2	23	4	16	5	12	4	-24%	-41%
	Organizational Leadership	3	1	9	6	16	8	14	7	6	3	-57%	125%
	Organizational Leadership Mgmt	-	-	-	-	-	-	3	2	8	6	180%	--
	Public Safety Management	3	10	-	4	6	8	1	12	4	10	8%	8%
	Public Safety Management (LK)	-	-	1	1	2	4	-	-	-	-	--	--
	Urban Studies	22	21	19	18	17	20	17	18	22	24	31%	7%
	Urban Studies (LR)	-	-	-	-	5	1	-	-	-	-	--	--
Total		50	37	46	32	74	49	52	44	57	48	9%	21%
Master's Degree													
	Environmental Studies	3	6	3	4	-	-	8	3	-	-	-100%	-100%
	Environmental Studies and Law	-	-	1	1	-	1	-	-	-	-	--	--
	Environmental Studies M.A.	-	-	-	-	6	10	-	-	-	4	--	--
	NonProfit Admin & Leadership	9	1	6	2	13	1	10	2	8	1	-25%	-10%
	Public Admin Accel 4+1	-	-	-	-	-	1	-	-	-	-	--	--
	Public Administration	27	18	28	18	22	17	30	26	26	16	-25%	-7%
	Urban Planning & Law	-	3	-	-	-	-	-	-	-	-	--	-100%
	Urban Studies	3	1	3	3	3	4	4	4	3	1	-50%	0%
	Urban Planning and Development	14	10	10	13	11	13	9	14	6	10	-30%	-33%
Total		456	39	51	41	55	47	61	49	43	32	-32%	-21%
Doctoral-Research													
	Urban Studies	2	6	-	-	-	-	2	3	-	-	-100%	-100%
	Urban Studies & Public Affairs	-	-	2	2	-	3	-	-	2	1	--	--
Total		2	6	2	2	-	3	2	3	2	1	-40%	-63%
Total Urban Affairs													
	Bachelor's Degree	50	37	46	32	74	49	52	44	57	48	9%	21%
	Master's Degree	56	39	51	41	55	47	61	49	43	32	-32%	-21%
	Doctoral-Research	2	6	2	2	-	3	2	3	2	1	-40%	-63%
Total		108	82	99	75	129	99	115	96	102	81	-13%	-4%

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

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

Degree Level	Major	2009-2010				2010-2011				2011-2012				2012-2013				2013-2014		Percent Change	
		Female		Male		Female		Male		Female		Male		Female		Male		1 Year	5 Year		
Post Master's Certificate																					
	Master of Laws	3	-	-	-	1	1	1	1	2	2	2	2	2	2	1	1	-25%	0%		
Total		3	-	-	-	1	1	1	1	2	2	2	2	2	1	1	-25%	0%			
Doctoral-Professional																					
	Juris Doctor	77	97	74	116	76	97	76	97	63	92	66	89	66	89	89	0%	-11%			
Total		77	97	74	116	76	97	76	97	63	92	66	89	66	89	89	0%	-11%			
Total Law																					
	Post Master's Certificate	3	-	-	-	1	1	1	1	2	2	2	2	2	1	1	-25%	0%			
	Doctoral-Professional	77	97	74	116	76	97	76	97	63	92	66	89	66	89	89	0%	-11%			
Total		80	97	74	116	77	98	77	98	65	94	68	90	68	90	-1%	-11%				

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

Table 5.15: Annual Awards by Ethnicity and Gender

Race	Degree Level	2009-2010				2010-2011				2011-2012				2012-2013				2013-2014		Percent Change	
		Female		Male		Female		Male		Female		Male		Female		Male		1 Year	5 Year		
Black/African American																					
	Bachelor's Degree	189	84	247	80	250	102	258	99	249	113	1%	33%								
	Master's Degree	150	44	129	29	119	34	116	46	116	36	-6%	-22%								
	Post-Master's Certificate	5	1	5	1	6	-	1	-	2	1	200%	-50%								
	Doctoral-Research	2	-	2	-	2	2	3	2	2	2	-20%	100%								
	Doctoral-Professional	3	6	7	5	10	8	5	4	8	8	78%	78%								
Total		349	135	390	115	387	146	383	151	377	160	1%	11%								
Hispanic/Latino																					
	Bachelor's Degree	32	14	34	26	52	24	51	21	68	25	29%	102%								
	Master's Degree	24	7	16	9	21	10	18	17	18	13	-11%	0%								
	Post-Master's Certificate	1	-	1	1	2	-	-	-	-	-	--	-100%								
	Doctoral-Research	-	-	-	-	-	-	-	-	-	-	--	--								
	Doctoral-Professional	6	2	1	3	2	1	2	1	3	4	133%	-13%								
Total		63	23	52	39	77	35	71	39	89	42	19%	52%								
Asian																					
	Bachelor's Degree	23	23	36	21	31	29	30	27	30	28	2%	26%								
	Master's Degree	25	9	14	18	22	20	27	20	14	16	-36%	-12%								
	Post-Master's Certificate	-	-	-	1	-	-	-	-	-	-	--	--								
	Doctoral-Research	1	1	-	-	-	1	-	-	2	-	--	0%								
	Doctoral-Professional	3	2	3	4	3	2	2	-	3	4	250%	40%								
Total		52	35	53	44	56	52	59	47	49	48	-8%	11%								
American Indian/Alaska Native																					
	Bachelor's Degree	1	3	-	1	6	2	5	3	4	3	-13%	75%								
	Master's Degree	2	1	6	1	1	-	-	-	-	1	--	-67%								
	Post-Master's Certificate	-	-	-	-	1	-	-	-	-	-	--	--								
	Doctoral-Research	-	-	-	-	-	-	-	-	-	-	--	--								
	Doctoral-Professional	2	-	-	-	-	-	-	-	1	1	--	0%								
Total		5	4	6	2	8	2	5	3	5	5	25%	11%								
Native Hawaiian or Other Pacific Island																					
	Bachelor's Degree	1	1	-	-	-	-	1	-	2	1	200%	50%								
	Master's Degree	-	-	-	-	-	-	-	-	1	1	--	--								
	Post-Master's Certificate	-	-	-	-	-	-	-	-	-	-	--	--								
	Doctoral-Research	-	-	-	-	-	-	-	-	-	-	--	--								
	Doctoral-Professional	-	-	-	-	-	-	-	-	-	-	--	--								
Total		1	1	-	-	-	-	1	-	3	2	400%	150%								

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Table 5.15: Annual Awards by Ethnicity and Gender

		Percent Change											
		1 Year										5 Year	
Race	Degree Level	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		1 Year	5 Year
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
Two or More Races													
	Bachelor's Degree	3	-	9	3	5	3	10	7	23	13	112%	1100%
	Master's Degree	2	2	-	-	3	5	4	1	9	5	180%	250%
	Post-Master's Certificate	-	-	-	-	-	-	-	-	-	-	--	--
	Doctoral-Research	-	-	-	-	-	-	-	-	-	-	--	--
	Doctoral-Professional	-	-	-	1	-	-	-	-	1	-	--	--
Total		5	2	9	4	8	8	14	8	33	18	132%	629%
Total Minority*													
	Bachelor's Degree	249	125	326	131	344	160	355	157	376	183	9%	49%
	Master's Degree	203	63	165	57	166	69	165	84	158	72	-8%	-14%
	Post-Master's Certificate	6	1	6	3	9	-	1	-	2	1	200%	-57%
	Doctoral-Research	3	1	2	-	2	3	3	2	4	2	20%	50%
	Doctoral-Professional	14	10	11	13	15	11	9	5	16	17	136%	38%
Total		475	200	510	204	536	243	533	248	556	275	6%	23%
Non-Resident Alien													
	Bachelor's Degree	20	27	20	22	22	29	22	29	25	48	43%	55%
	Master's Degree	60	82	68	132	96	153	86	138	106	126	4%	63%
	Post-Master's Certificate	1	-	-	-	-	1	1	1	1	1	0%	100%
	Doctoral-Research	11	15	12	9	5	10	6	12	9	5	-22%	-46%
	Doctoral-Professional	1	3	2	1	-	-	-	1	2	-	100%	-50%
Total		93	127	102	164	123	193	115	181	143	180	9%	47%
Unknown													
	Bachelor's Degree	60	49	60	54	69	58	55	65	38	45	-31%	-24%
	Master's Degree	107	66	76	48	77	47	61	39	56	30	-14%	-50%
	Post-Master's Certificate	-	1	1	-	1	1	1	1	-	-	-100%	-100%
	Doctoral-Research	-	1	2	-	2	1	-	-	1	-	--	0%
	Doctoral-Professional	8	10	7	11	4	7	1	1	1	1	0%	-89%
Total		175	127	146	113	153	114	118	106	96	76	-23%	-43%
White													
	Bachelor's Degree	724	557	694	610	757	627	778	656	849	688	7%	20%
	Master's Degree	501	312	489	343	491	364	486	367	486	322	-5%	-1%
	Post-Master's Certificate	9	4	9	4	9	2	9	5	16	-	14%	23%
	Doctoral-Research	8	11	7	14	4	8	15	6	8	9	-19%	-11%
	Doctoral-Professional	54	74	76	100	79	88	69	92	73	82	-4%	21%
Total		1,296	958	1,275	1,071	1,340	1,089	1,357	1,126	1,432	1,101	2%	12%

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Table 5.15: Annual Awards by Ethnicity and Gender

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Race	Degree Level	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Percent Change			
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year		
University Totals															
	Bachelor's Degree	1,053	758	1,100	817	1,192	874	1,210	907	1,288	964	1,288	964	6%	24%
	Master's Degree	871	523	798	580	830	633	798	628	806	550	806	550	-5%	-3%
	Post-Master's Certificate	16	6	16	7	19	4	12	7	19	2	19	2	11%	-5%
	Doctoral-Research	22	28	23	23	13	22	24	20	22	16	22	16	-14%	-24%
	Doctoral-Professional	77	97	96	125	98	106	79	99	92	100	92	100	8%	10%
Total		2,039	1,412	2,033	1,552	2,152	1,639	2,123	1,661	2,227	1,632	2,227	1,632	2%	12%

Note: Degrees/Certificates awarded summer through spring.

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

6

Selected Strategic Indicators – Academic & Administrative Programs



2015 Book of Trends



Honors Program

Jack, Joseph & Morton Mandel Honors College

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

Freshmen admitted to the program receive renewable scholarships covering tuition and academic fees. Most Juniors admitted to the program receive renewable scholarships of \$5000 per academic year. Honors students accept the challenge of participating in intensive and specialized versions of general education classes, advanced curricula in their chosen majors, and are granted special consideration in several areas including preference in registration and extended university library borrowing privileges.

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

First year students admitted in Fall 2014 were chosen from among applicants who were in the top 10% of their high school class or had a composite ACT score of at least 30. The Program also has an Upper-Division admission pathway for transfer students or rising CSU juniors with a GPA in college coursework of at least 3.5.

Major Features of the Honors Program

- Enriched curriculum
- Leadership development
- Honors community and experiences

Table 6.1: Characteristics of New Honors Students - Fall 2010-2015

College	New Enrollment by Cohort Year						Percent Change	
	2010	2011	2012	2013	2014	2015	1-year	5-year
Business	13	7	4	8	7	4	-43%	-69%
CLASS	18	14	14	21	16	9	-44%	-50%
Education	1	1	2	0	2	0	-100%	-100%
Nursing	0	7	5	4	1	4	300%	-
Engineering	14	5	13	13	11	18	64%	29%
Science	23	30	23	26	31	20	-35%	-13%
Urban Affairs	2	2	0	5	1	3	200%	50%
Undergraduate Studies	0	2	0	0	0	3	-	-
Total¹	71	68	61	77	69	61	-12%	-14%
In Top 10% of High School Rank ²	77%	55%	91%	77%	94%	87%	-7%	13%
High School GPA	4.21	3.99	4.15	4.02	4.03	4.10	2%	-3%
ACT Composite	29	30	30	30	30	30	0%	3%
SAT Composite ³	1,815	1,943	1,930	1,922	1,983	1,932	-3%	6%

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

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

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

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

² For cohort year 2008, although top 10% HS ranking is indicated as 55% there were 10 students who came from schools that do not rank their students. For Cohort 2011, 17 students came from Schools that do not rank their students. For Cohort 2012, 8 students came from schools that do not rank. For cohort year 2013, although top 10% HS ranking is indicated as 77% there were 15 students who came

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

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

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

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

Type of Financial Aid	Financial Aid Year								
	2012-13			2013-14			2014-15		
	Enrollment	Total	Average	Enrollment	Total	Average	Enrollment	Total	Average
Need Based Tuition	83	\$939,184	\$11,315	89	\$827,461	\$9,297	77	\$658,343	\$8,550
Merit Based Tuition	108	\$1,275,713	\$11,812	115	\$1,196,001	\$10,400	118	\$1,151,753	\$9,761
Books	130	\$98,800	\$760	93	\$66,400	\$714	29	\$23,200	\$800
On-Campus Housing	25	\$64,652	\$2,586	40	\$83,666	\$2,092	53	\$107,636	\$2,031
Total	191	\$2,378,349	\$12,452	204	\$2,173,528	\$10,655	195	\$1,940,932	\$9,953

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	Undergraduate Studies			Urban Affairs	University	Total Cohort	% of Cohort with ACT/SAT
						Science	Math	Writing				
Fall 2010	Total Students	122	332	83	126	115	274	35	7	1,094	1,148	95%
	Average	21.7	20.8	19.9	22.8	20.5	22.3	17.1	23.7	21.4		
Fall 2011	Total Students	130	451	87	139	80	302	66	10	1,265	1,328	95%
	Average	21.2	21.5	20.4	23.5	22.2	22.3	18.3	22.5	21.7		
Fall 2012	Total Students	175	435	66	188	116	386	105	8	1,479	1,531	97%
	Average	21.4	21.6	20.8	23.9	22.1	22.2	18.6	23.8	21.8		
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		

Note: The average ACT Composite score reported is calculated using whichever is the highest of each student's ACT, IACT, or converted SAT scores (Verbal + Math scores only converted). Fall 2013 converted SAT scores are calculated with new conversion table provided by the Admissions Office.

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

Gender	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	N	%	N	%	N	%	N	%	N	%
Female	615	54%	742	56%	853	56%	971	56%	831	53%
Male	533	46%	586	44%	678	44%	758	44%	731	47%
COHORT	1,148	100%	1,328	100%	1,531	100%	1,729	100%	1,562	100%

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

Ethnicity	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	N	%	N	%	N	%	N	%	N	%
White	704	61%	861	65%	973	64%	1114	64%	1018	65%
African American	224	19%	266	20%	291	19%	301	17%	243	16%
Hispanic	75	6%	62	5%	91	6%	106	6%	95	6%
Asian	26	2%	28	2%	49	3%	48	3%	47	3%
Native Hawaiian/Other Pacific Islander	1	0%	0	0%	2	0%	2	0%	2	0%
Native American	4	0%	1	0%	5	0%	5	0%	2	0%
Two or More Races	15	1%	64	5%	65	4%	70	4%	73	5%
Minority Total	345	30%	421	32%	503	33%	532	31%	462	30%
Non-Resident Alien	31	3%	23	2%	23	1%	62	4%	61	4%
Unknown	68	6%	23	2%	23	1%	21	1%	21	1%
COHORT	1,148	100%	1,328	100%	1,531	100%	1,729	100%	1,562	100%

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

Age	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	N	%	N	%	N	%	N	%	N	%
Under 18	77	7%	67	5%	90	6%	103	6%	77	5%
18-19	984	86%	1,162	87%	1,372	90%	1,529	88%	1,414	91%
20-21	32	3%	33	2%	21	1%	42	2%	33	2%
22-24	18	1%	27	2%	16	1%	27	2%	21	1%
25-29	24	2%	20	1%	19	1%	18	1%	10	1%
30 and above	13	1%	19	1%	13	1%	10	1%	7	0%
COHORT	1,148	100%	1,328	100%	1,531	100%	1,729	100%	1,562	100%

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

Academic Major Type	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	N	%	N	%	N	%	N	%	N	%
Major Selected	617	54%	716	54%	839	55%	981	57%	971	62%
Pre-Major	384	33%	379	29%	474	31%	507	29%	312	20%
Major Undeclared	147	13%	233	18%	218	14%	241	14%	279	18%
COHORT	1,148	100%	1,328	100%	1,531	100%	1,729	100%	1,562	100%

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

Student Groups	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	N	%	N	%	N	%	N	%	N	%
Living in University Housing	353	31%	523	39%	568	33%	586	38%	481	31%
Honors	47	4%	40	3%	41	2%	44	3%	39	2%
Ohio Resident	1,048	91%	1,226	92%	1,397	91%	1,569	91%	1,422	91%
Pell Grant Recipient	617	54%	685	52%	797	46%	852	55%	713	46%
Taking Developmental Class	369	32%	424	32%	417	27%	463	27%	409	26%
COHORT	1,148		1,328		1,531		1,729		1,562	

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

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

Cohort	Business	CLASS	Education	Engineering	Nursing	Science	Undergraduate Studies	Urban Affairs	University	Total Cohort	% of Cohort with HS GPA
Fall 2010	129	339	84	134	117	279	41	9	1,132	1,148	99%
Average	3.21	3.10	3.06	3.39	3.30	3.40	2.67	3.23	3.22		
Fall 2011	134	456	89	146	82	309	75	11	1,302	1,328	98%
Average	3.13	3.14	3.08	3.35	3.48	3.33	2.59	3.05	3.19		
Fall 2012	181	439	67	201	116	389	106	9	1,508	1,531	98%
Average	3.10	3.14	3.22	3.45	3.45	3.29	2.65	3.37	3.21		
Fall 2013	237	508	95	213	135	410	100	8	1,706	1,729	99%
Average	3.14	3.20	3.00	3.45	3.50	3.34	2.58	3.22	3.23		
Fall 2014	227	427	54	222	121	354	135	12	1,552	1,562	99%
Average	3.18	3.21	2.97	3.39	3.57	3.37	2.80	2.98	3.25		

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

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

Fall Cumulative Average GPA					
College	2010	2011	2012	2013	2014
Business	2.70	2.74	2.78	2.82	2.86
CLASS	2.89	2.86	2.88	2.90	2.90
Education	3.08	3.08	3.13	3.10	3.13
Engineering	2.89	2.90	2.88	2.89	2.95
Nursing	3.06	3.34	3.38	3.32	3.30
Science	2.94	2.99	3.00	3.03	3.05
Urban Affairs	3.07	3.05	3.06	3.06	3.06
Undergraduate Studies	2.68	2.75	2.79	2.86	2.77
Undergraduate Non-Degree	3.30	3.22	3.35	3.34	3.34
University Average	2.90	2.92	2.94	2.96	2.97

Source: Institutional Research

Table 6.6a: Fall 2014 Top 15 Majors by Academic Level

Undergraduate:		Graduate (excluding Law):	
Description	Total	Description	Total
Psychology-PSY	583	Business Administration-MBA	541
Biology-BIO	530	Social Work-GSW	253
General Business-BADM	466	Electrical Engineering-ELG	216
Accounting-ACT	402	Financial Accounting_Audit-ACCAUDIT	198
Health Sciences-HSCBS	326	Graduate Education Licensure-EDUC-LIC	197
Criminology-CRIM	320	Master of Occupational Therapy-MOT	132
Mechanical Engineering-MCE	317	Clinical Mental Health Cnslng-CAC	115
Marketing-MKT	252	Computer and Information Scien-GCS	111
Computer & Information Science-CIS	230	Doctor of Physical Therapy-DPT	110
Finance-FIN	229	C&I-Mild / Moderate-C&IMM	107
Nursing, BSN/RN-NUB	218	Health Science- Phy. A. Track-GHE-PA	83
Early Childhood Education-ECE	215	Adult Learning and Development-ALD	78
Health Science Pre-Phys Thrpy-HSTHP	214	Clinical Bioanalytical Chem-CBC	74
Chemical Engineering-CHE	191	Mechanical Engineering-MCG	72
Social Work-SWK	191	Public Administration-MPA	62

Table 6.6b: Fall 2014 Top 15 Departments by Academic Level

Undergraduate:		Graduate (excluding Law):	
Description	Total	Description	Total
Health Sciences	926	Business Administration	588
Psychology	731	Teacher Education	413
Biology, Geology & Environmental Science	729	Health Sciences	393
Communication	614	CASAL	303
Business Administration	555	Electrical & Computer Engineering	277
Sociology	476	Social Work	253
Teacher Education	465	Accounting	239
Accounting	426	Urban Studies	180
Urban Studies	402	Health And Physical Education	113
Computer & Information Science	393	Computer & Information Science	111
Mechanical Engineering	355	Chemistry	106
Nursing	311	Psychology	100
Electrical & Computer Engineering	277	Chemical & Biomedical Engineering	99
Marketing	258	Doctoral (Education)	97
Finance	235	Mechanical Engineering	85

Table 6.7: Fall 2014 Top 15 Degree Seeking Programs with Highest Minority Student Enrollment by Academic Level

Undergraduate:

Major/Program	Minority		Total		Minority as a % of	
	Enrollment	Enrollment	Major Enrollment	Major Enrollment	Total Major Enrollment	Total Major Enrollment
Social Work-SWK	116	191	61%			
Sociology-SOC	72	142	51%			
Spanish-SPN	21	42	50%			
NonProfit Administration-NAD	37	76	49%			
Urban Studies-UST	45	98	46%			
Criminology-CRIM	138	320	43%			
Communication Management-COMM MGT	21	50	42%			
English-Creative Writing Track-ENG CW	19	50	38%			
Communication-COM	71	189	38%			
Health Sciences-HSCBS	119	326	37%			
Studio Art: Graphic Design-ART DSGN	28	77	36%			
Psychology-PSY	211	583	36%			
Studio Art-ART STUDIO	13	36	36%			
Organizational Leadership Mgmt-ORL MGMT	15	42	36%			
Chemistry-CHMPP	12	34	35%			

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

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

Graduate (excluding LAW):

Major/Program	Minority		Total		Minority as a % of	
	Enrollment	Enrollment	Major Enrollment	Major Enrollment	Total Major Enrollment	Total Major Enrollment
Community Health Education-CMH	16	26	62%			
Adult Learning and Development-ALD	40	78	51%			
Social Work-GSW	121	253	48%			
Executive Business Admin-EBA	19	43	44%			
Accelerated Business Adm-AMB	14	33	42%			
C&I-Early Childhood Educ-C&IECE	24	58	41%			
Global Interaction-GLBINT	11	27	41%			
Clinical Mental Health Crnsing-CAC	46	115	40%			
Public Administration-MPA	23	62	37%			
Health Science-GHE	17	46	37%			
Educational Administration-EAD	14	38	37%			
C&I-Mild / Moderate-C&IMM	39	107	36%			
Tax Program-TAXATION	14	41	34%			
Nursing-GNR	14	43	33%			
C&I-Literacy Dev-Reading-C&ILITRDG	14	47	30%			

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

Major/Program	Minority		Total		Minority as a % of	
	Enrollment	Enrollment	Major Enrollment	Major Enrollment	Total Major Enrollment	Total Major Enrollment
Pre-Social Work-PSWK	80	130	62%			
Exploratory Nursing-PNURS	39	73	53%			
Pre-Educ & Human Serv (Educ)-PEHSE	41	83	49%			
Pre-Liberal Arts & Social Sci-PLASS	16	37	43%			
Pre-Medicine-PREMEDPB	24	59	41%			
Pre-Medicine-PREMED	114	296	39%			
Pre-Dentistry-PREDENT	12	36	33%			
Pre-Education-PEDU	40	122	33%			
Pre-College of Engineering-PENG	54	166	33%			
Pre-Engineering-PE	23	71	32%			

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 2014 Top 15 Degree Seeking Programs with Highest Female Student Enrollment by Academic Level

Undergraduate:

Major/Program	Female Enrollment	Total Major Enrollment	Female as a % of Total Major Enrollment
Speech & Hearing-SPH	86	92	93%
Early Childhood Education-ECE	193	215	90%
Health Science Pre-Occ Thrpy-HSTHO	133	151	88%
NonProfit Administration-NAD	66	76	87%
Nursing, BSN/RN-NUB	188	218	86%
Psychology-PSYLK	30	36	83%
Social Work-SWK	158	191	83%
Organizational Leadership Mgmt-ORL MGMTLK	21	26	81%
Studio Art-ART STUDIO	29	36	81%
Anthropology-ANT	62	79	78%
Nursing, BSN - Accelerated-NUBAPB	51	66	77%
Psychology-PSYLR	70	91	77%
Psychology-PSY	446	583	77%
Mild/Moderate Educational Need-SEDMM	65	85	76%
Music Therapy-MUS THPY	44	58	76%

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
Speech Pathology and Aud-GSP	52	53	98%
C&I-Literacy Dev-Reading-C&ILITRDG	45	47	96%
Nursing-GNR	40	43	93%
C&I-Early Childhood Educ-C&IECE	53	58	91%
Labor Relations and Huma-GLR	39	44	89%
Community Health Education-CMH	23	26	88%
Master of Occupational Therapy-MOT	116	132	88%
Health Science-GHE	40	46	87%
Adult Learning and Development-ALD	66	78	85%
Educational Administration-EAD	32	38	84%
Counselor Education-CNS	46	55	84%
Social Work-GSW	211	253	83%
C&I-Educational Technology-C&IETE	31	39	79%
C&I-Early Child Interv Spec-C&IECIS	21	27	78%
Clinical Mental Health Crnsing-CAC	89	115	77%

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	27	28	96%
Exploratory Nursing-PNURS	65	73	89%
Preparatory Nursing-PSNUR	193	222	87%
Pre-Social Work-PSWK	98	130	75%
Pre-Dentistry-PREDET	26	36	72%
Pre-Education-PEDU	80	122	66%
Pre-Educ & Human Serv (Educ)-PEHSE	54	83	65%
Pre-Medicine-PREMED	188	296	64%
Pre-Medicine-PREMEDPB	36	59	61%
Pre-Liberal Arts & Social Sci-PLASS	17	37	46%

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

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

College	Percent Change																		
	2010			2011			2012			2013			2014			1-Year		5-Year	
	Sections	Avg. Size		Sections	Avg. Size		Sections	Avg. Size		Sections	Avg. Size		Sections	Avg. Size		Sections	Avg. Size		
Business																			
Day	44	17	41	17	42	14	36	16	31	17	17	14%	7%	-30%	0%				
Evening	87	22	93	19	92	19	88	19	81	18	18	-8%	-6%	-7%	-17%				
Other	28	26	31	25	37	23	34	21	49	23	23	44%	12%	75%	-11%				
Total	159	21	165	20	171	19	158	19	161	19	19	2%	3%	1%	-8%				
CLASS																			
Day	78	17	53	23	41	20	46	19	36	20	20	-22%	7%	-54%	15%				
Evening	47	15	19	20	21	20	24	16	21	16	16	-13%	-4%	-55%	2%				
Other	33	24	55	23	64	23	53	24	56	25	25	6%	1%	70%	4%				
Total	158	18	127	23	126	22	123	21	113	21	21	-8%	4%	-28%	19%				
Education																			
Day	29	17	22	19	25	15	20	14	18	13	13	-10%	-9%	-38%	-22%				
Evening	63	15	50	15	47	14	39	15	39	11	11	0%	-24%	-38%	-26%				
Other	72	20	80	19	83	18	90	16	80	17	17	-11%	7%	11%	-13%				
Total	164	17	152	18	155	16	149	15	137	15	15	-8%	-3%	-16%	-14%				
Engineering																			
Day	1	17	3	14	5	23	5	24	6	24	24	20%	-2%	500%	40%				
Evening	4	30	2	32	5	29	4	33	4	31	31	0%	-7%	0%	3%				
Other	-	-	-	-	-	-	-	-	1	5	5	-	-	-	-				
Total	5	27	5	21	10	26	9	28	11	25	25	22%	-12%	120%	-10%				
Law																			
Day	2	8	3	25	5	25	6	8	5	16	16	-17%	92%	150%	100%				
Evening	8	21	8	18	7	15	9	14	8	10	10	-11%	-27%	0%	-52%				
Other	2	28	3	25	2	24	2	15	6	11	11	200%	-22%	200%	-60%				
Total	12	20	14	21	14	20	17	12	19	12	12	12%	1%	58%	-40%				
Nursing																			
Day	7	40	2	68	3	64	3	65	3	65	65	0%	-1%	-57%	64%				
Other	7	15	8	19	4	13	6	12	6	11	11	0%	-10%	-14%	-27%				
Total	14	27	10	29	7	35	9	30	9	29	29	0%	-3%	-36%	6%				
Other																			
Day	18	12	22	17	25	15	42	12	41	12	12	-2%	-5%	128%	0%				
Other	4	15	2	26	1	21	1	39	1	29	29	0%	-26%	-75%	97%				
Total	22	12	24	18	26	15	43	13	42	12	12	-2%	-7%	91%	-2%				

(continued on next page)

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

(continued from previous page)

College	2010												2011		2012		2013		2014		Percent Change	
	2010		2010		2010		2010		2010		2010		2010		2010		2010		2010			
	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	1-Year Sections	1-Year Avg. Size	5-Year Sections	5-Year Avg. Size		
Science																						
Day	90	24	79	26	82	24	24	76	24	82	24	24	82	20	20	8%	-17%	-9%	-18%			
Evening	18	17	15	16	15	17	13	13	17	17	17	17	15	15	31%	-10%	-6%	-10%				
Other	22	22	38	21	42	22	58	20	20	56	20	20	19	19	-3%	-4%	155%	-14%				
Total	130	23	132	24	139	22	147	22	22	155	22	22	19	19	5%	-12%	19%	-16%				
Urban Affairs																						
Evening	12	15	11	19	11	13	11	11	11	11	11	11	13	13	0%	18%	-8%	-15%				
Other	17	35	20	35	23	25	22	27	27	21	27	27	25	25	-5%	-7%	24%	-29%				
Total	29	27	31	29	34	21	33	21	21	32	21	21	21	21	-3%	-4%	10%	-23%				
University Total																						
Day	269	20	225	23	228	20	234	19	19	222	19	19	18	18	-5%	-4%	-17%	-8%				
Evening	239	18	198	18	198	17	188	17	17	181	17	17	16	16	-4%	-10%	-24%	-14%				
Other	185	23	237	22	256	21	266	20	20	276	20	20	20	20	4%	2%	49%	-11%				
Total	693	20	660	21	682	20	688	19	19	679	19	19	18	18	-1%	-3%	-2%	-8%				

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

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

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

Day: Monday – Friday 7 am to 4 pm.

Evening: Monday – Thursday 4 pm to 12 am.

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

(continued from previous page)

College	2010			2011			2012			2013			2014			Percent Change			
	Sections	Avg. Size		Sections	Avg. Size		Sections	Avg. Size		Sections	Avg. Size		Sections	Avg. Size		1-Year	5-Year		
																Sections	Avg. Size	Sections	Avg. Size
Nursing																			
Day	13	54		14	67		13	73		14	69		13	70		-7%	2%	0%	29%
Other	12	17		13	15		13	17		12	17		12	16		0%	-2%	0%	-6%
Total	25	36		27	42		26	45		26	45		25	44		-4%	-1%	0%	21%
Other																			
Day	37	16		51	17		49	18		45	16		48	14		7%	-13%	30%	-12%
Evening	-	-		1	25		10	16		5	16		8	15		60%	-9%	-	-
Other	4	24		3	31		3	33		3	33		3	32		0%	-3%	-25%	32%
Total	41	17		55	18		62	18		53	17		59	15		11%	-12%	44%	-11%
Science																			
Day	222	40		203	45		222	44		234	44		252	43		8%	-4%	14%	7%
Evening	90	30		82	30		89	32		84	33		93	30		11%	-9%	3%	1%
Other	43	23		53	27		53	29		58	29		72	25		24%	-13%	67%	10%
Total	355	35		338	39		364	39		376	40		417	37		11%	-6%	17%	4%
Undergraduate Studies																			
Day	49	21		46	25		53	25		60	25		59	23		-2%	-8%	20%	9%
Evening	3	13		3	18		2	23		5	19		5	15		0%	-22%	67%	18%
Other	-	-		-	-		2	20		2	13		1	10		-50%	-23%	-	-
Total	52	20		49	24		57	25		67	24		65	22		-3%	-8%	25%	8%
Urban Affairs																			
Day	9	44		12	39		13	37		10	46		11	43		10%	-6%	22%	-2%
Evening	45	22		50	20		52	18		48	19		50	18		4%	-5%	11%	-16%
Other	30	42		28	45		25	45		27	41		34	38		26%	-8%	13%	-10%
Total	84	31		90	30		90	28		85	29		95	28		12%	-4%	13%	-10%
University Total																			
Day	943	31		910	33		928	33		970	33		1,045	33		8%	0%	11%	5%
Evening	690	23		652	23		657	24		639	24		656	23		3%	-3%	-5%	1%
Other	279	24		301	25		311	25		316	26		333	25		5%	0%	19%	7%
Total	1,912	27		1,863	28		1,896	28		1,925	29		2,034	28		6%	-1%	6%	5%

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

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

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

Day: Monday – Friday 7 am to 4 pm.

Evening: Monday – Thursday 4 pm to 12 am.

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

(continued from previous page)

College	2010			2011			2012			2013			2014			Percent Change				
	Sections	Avg. Size		Sections	Avg. Size		Sections	Avg. Size		Sections	Avg. Size		Sections	Avg. Size		1-Year	5-Year			
																Sections	Avg. Size	Sections	Avg. Size	
Nursing																				
Day	14	59	14	14	67	14	14	70	14	14	70	16	16	60	14%	-14%	14%	14%	3%	
Other	15	16	14	13	13	17	11	16	11	16	16	10	19	-9%	19%	-33%	18%			
Total	29	36	28	40	27	44	25	46	26	44	4%	-4%	-10%	21%						
Other																				
Day	45	18	42	18	17	45	49	14	49	15	0%	11%	9%	-18%						
Evening	1	25	2	20	9	20	6	18	5	16	-17%	-7%	400%	-34%						
Other	4	24	3	33	3	44	2	49	2	46	0%	-6%	-50%	94%						
Total	50	19	47	19	57	19	57	15	56	16	-2%	7%	12%	-14%						
Science																				
Day	188	39	194	40	207	42	210	43	252	39	20%	-8%	34%	1%						
Evening	101	28	94	30	88	31	91	32	84	30	-8%	-6%	-17%	7%						
Other	43	27	54	27	53	28	58	28	67	26	16%	-5%	56%	-4%						
Total	332	34	342	35	348	37	359	38	403	35	12%	-7%	21%	3%						
Undergraduate Studies																				
Day	7	23	8	23	8	26	8	24	8	24	0%	-3%	14%	3%						
Evening	1	18	-	-	1	21	1	20	1	23	0%	15%	0%	28%						
Total	8	22	8	23	9	25	9	24	9	24	0%	-1%	13%	5%						
Urban Affairs																				
Day	11	38	14	37	11	41	13	37	10	44	-23%	19%	-9%	16%						
Evening	47	21	50	17	46	18	50	17	55	18	10%	7%	17%	-11%						
Other	29	42	28	45	26	44	28	41	31	41	11%	0%	7%	-3%						
Total	87	30	92	29	83	29	91	27	96	28	5%	4%	10%	-5%						
University Total																				
Day	850	30	817	32	842	33	861	33	918	32	7%	-1%	8%	6%						
Evening	674	22	637	23	624	23	627	23	627	24	0%	2%	-7%	6%						
Other	278	26	293	26	301	26	310	26	338	26	9%	0%	22%	-1%						
Total	1,802	27	1,747	27	1,767	28	1,798	28	1,883	28	5%	0%	4%	6%						

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

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

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

Day: Monday – Friday 7 am to 4 pm.

Evening: Monday – Thursday 4 pm to 12 am.

**Table 6.12: Fall Undergraduate Student FTE by College and Class Time: 5-Year Trend
Fall 2010 – 2014**

College	Day					Evening					Weekends					Unknown																				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	
Business	631	626	581	607	630	0%	407	401	399	386	406	5%	0%	7	5	1	1	1	1	1	1	97	99	145	157	187	19%	19%	19%	19%	19%	19%	19%	19%	19%	92%
CLASS	2648	2489	2548	2755	2533	-4%	697	679	717	646	548	-15%	-21%	7	9	3	2	2	2	2	2	235	315	314	314	277	-12%	-12%	-12%	-12%	-12%	-12%	-12%	-12%	-12%	18%
Education	213	180	164	150	162	8%	146	136	149	147	117	-20%	-20%	7	4	4	3	9	9	9	139	165	172	197	190	-3%	-3%	-3%	-3%	-3%	-3%	-3%	-3%	-3%	37%	
Nursing	186	246	258	261	246	-6%	32%	2	2	2	1	3	133%	-	-	2	-	-	-	-	-	23	24	22	20	24	21%	21%	21%	21%	21%	21%	21%	21%	5%	
Engineering	262	281	275	320	443	38%	179	184	201	231	211	-9%	18%	4	5	-	-	-	-	-	15	20	16	12	6	-48%	-48%	-48%	-48%	-48%	-48%	-48%	-48%	-58%		
Science	2100	2258	2390	2539	2292	-10%	9%	564	515	598	610	567	-7%	1%	17	17	13	20	6	6	142	235	260	310	284	-8%	-8%	-8%	-8%	-8%	-8%	-8%	-8%	100%		
Urban Affairs	105	122	129	121	99	-18%	-5%	99	126	113	131	115	-12%	17%	24	16	7	7	16	122%	295	296	284	283	245	-13%	-13%	-13%	-13%	-13%	-13%	-13%	-13%	-17%		
Undergraduate Studies	68	76	89	98	89	-9%	31%	3	4	3	6	5	-22%	97%	-	-	-	-	-	-	-	-	-	3	2	1	-50%	-	-	-	-	-	-	-		
Honors	10	8	7	8	6	-22%	-35%	-	-	-	-	-	-	-	-	-	-	-	-	-	0	2	1	0	1	-	-	-	-	-	-	-	-	-	-	
Other	10	7	11	12	4	-66%	-59%	0	2	0	0	1	60%	14%	-	-	-	-	-	-	13	9	15	13	16	26%	26%	26%	26%	26%	26%	26%	26%	29%		
Total	6,232	6,294	6,451	6,872	6,504	-5%	4%	2,093	2,050	2,184	2,159	1,973	-9%	-6%	65	57	27	33	31	-6%	958	1,164	1,233	1,308	1,232	-6%	-6%	-6%	-6%	-6%	-6%	-6%	-6%	29%		

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 2010 – 2014**

College	Day					Evening					Weekends					Unknown																			
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Business	64	56	48	36	43	20%	-33%	457	441	445	445	367	-18%	-20%	65	81	43	46	47	3%	113	102	131	141	122	-14%	-14%	-14%	-14%	-14%	-14%	-14%	-14%	-14%	7%
CLASS	58	60	61	52	64	22%	9%	181	190	159	152	151	-1%	-16%	37	43	42	43	33	-23%	64	65	78	64	76	19%	19%	19%	19%	19%	19%	19%	19%	19%	18%
Education	18	14	2	8	16	91%	-9%	403	353	327	316	260	-18%	-36%	24	30	21	19	14	-29%	203	221	238	242	233	-4%	-4%	-4%	-4%	-4%	-4%	-4%	-4%	15%	
Engineering	19	12	18	18	35	94%	84%	148	144	123	150	199	33%	34%	-	-	-	-	-	-	41	40	37	40	52	29%	29%	29%	29%	29%	29%	29%	27%		
Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	21	20	22	22	18	-21%	-21%	-21%	-21%	-21%	-21%	-21%	-21%	-14%	
Science	221	227	246	228	233	2%	5%	90	121	124	122	98	-19%	9%	-	-	-	-	6	-	125	131	126	144	150	4%	4%	4%	4%	4%	4%	4%	20%		
Urban Affairs	-	1	-	-	-	-	-	163	138	131	118	100	-15%	-39%	7	6	-	-	-	-	24	29	18	17	16	-6%	-6%	-6%	-6%	-6%	-6%	-6%	-6%	-31%	
Law	328	299	262	255	243	-5%	-26%	186	178	163	131	120	-8%	-36%	8	7	8	6	6	-3%	12	11	19	16	12	-22%	-22%	-22%	-22%	-22%	-22%	-22%	6%		
Other	1	1	1	0	1	100%	-14%	-	-	-	-	-	-	-	-	-	-	-	-	-	31	58	58	50	57	14%	14%	14%	14%	14%	14%	14%	85%		
Total	709	669	639	598	635	6%	-10%	1,630	1,565	1,472	1,434	1,295	-10%	-21%	141	166	113	114	105	-7%	634	677	726	736	736	0%	0%	0%	0%	0%	0%	0%	16%		

Notes:

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

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

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

*Unknown includes sections with no class time.

Source: All figures are taken from census files.

Center for eLearning

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

The Center's major roles are to:

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

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

Table 6.14a: Annual Web Historical Enrollment and SCH Trends

WEB

Term	Enrollment					Percent Change		SCH					Percent Change	
	2010-11	2011-12	2012-13	2013-14	2014-15	1-Year	5-Year	2010-11	2011-12	2012-13	2013-14	2014-15	1-Year	5-Year
Summer	2,695	3,153	3,203	3,085	3,195	4%	19%	12,687	16,045	16,575	16,023	17,195	7%	36%
Fall	3,941	4,402	4,622	4,785	4,960	4%	26%	17,051	20,027	21,585	22,575	21,208	-6%	24%
Spring	4,146	4,469	4,592	4,502	5,000	11%	21%	18,675	20,675	21,359	21,042	21,885	4%	17%
Total	10,782	12,024	12,417	12,372	13,155	6%	22%	48,413	56,747	59,519	59,640	60,288	1%	25%

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

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

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

Figure 6.14a: Annual Web Historical Enrollment and SCH Trends

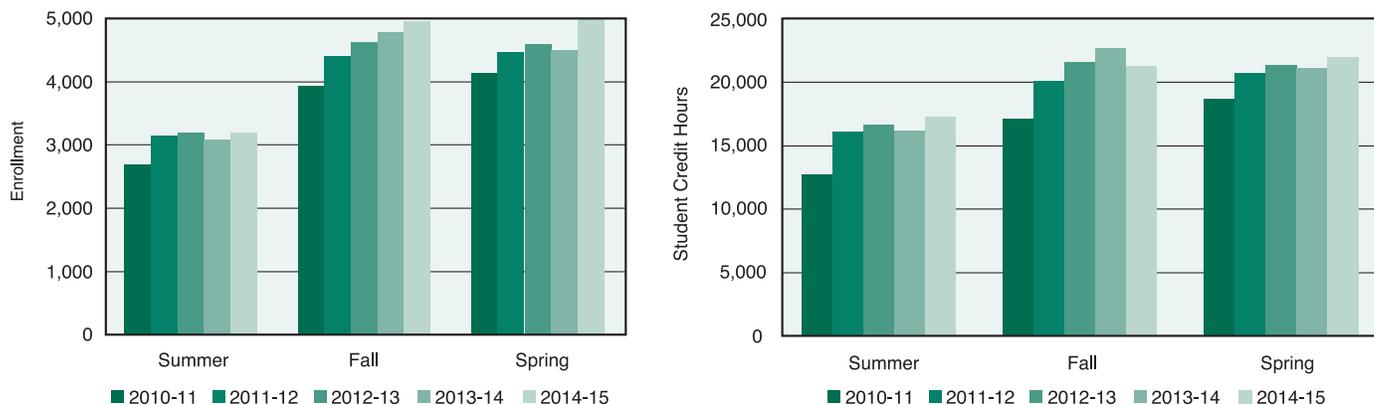


Table 6.14b: 5-Year Trends in Web-Based Instructional Delivery
Student Credit Hours Generated

Undergraduate

Web-Based**	Fall					Percent Change	
	2010	2011	2012	2013	2014	1-Year	5-Year
Business	1,254	1,412	2,001	2,294	2,634	15%	110%
CLASS	2,452	3,396	3,619	3,460	2,901	-16%	18%
Education	1,276	1,433	1,504	2,023	2,027	0%	59%
Engineering	145	253	227	64	-	-	-
Nursing	329	354	327	298	315	6%	-4%
Science	1,928	3,084	3,589	3,932	3,777	-4%	96%
Urban Affairs	4,455	4,509	4,181	4,152	3,579	-14%	-20%
Other (AF-CSC-MSC)	89	92	100	90	88	-2%	-1%
Total	11,928	14,533	15,548	16,313	15,321	-6%	28%

Graduate

Web-Based**	Fall					Percent Change	
	2010	2011	2012	2013	2014	1-Year	5-Year
Business	1,302	1,320	1,540	1,767	1,390	-21%	7%
CLASS	180	163	305	144	246	71%	37%
Education	2,598	2,821	2,927	3,079	2,886	-6%	11%
Engineering	120	92	84	152	388	155%	223%
Nursing	310	303	331	320	267	-17%	-14%
Science	407	459	674	622	606	-3%	49%
Urban Affairs	200	336	168	160	104	-35%	-48%
Other (AF-CSC-MSC)	6	-	8	18	-	-	-
Total	5,123	5,494	6,037	6,262	5,887	-6%	15%

Totals

Web-Based**	Fall					Percent Change	
	2010	2011	2012	2013	2014	1-Year	5-Year
Business	2,556	2,732	3,541	4,061	4,024	-1%	57%
CLASS	2,632	3,559	3,924	3,604	3,147	-13%	20%
Education	3,874	4,254	4,431	5,102	4,913	-4%	27%
Engineering	265	345	311	216	388	80%	46%
Nursing	-	-	-	618	582	-6%	-
Science	2,335	3,543	4,263	4,554	4,383	-4%	88%
Urban Affairs	4,655	4,845	4,349	4,312	3,683	-15%	-21%
Other (AF-CSC-MSC)	95	92	108	108	88	-19%	-7%
Total	16,412	19,370	20,927	22,575	21,208	-6%	29%

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

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

Trends in Interactive Video Delivery

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

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

Undergraduate							
	Fall					Percent Change	
Interactive Video*	2010	2011	2012	2013	2014	1-Year	5-Year
Business	84	-	-	-	-	-	-
CLASS	20	52	-	-	33	-	65%
Engineering	194	-	108	124	-	-	-
Science	120	81	99	20	-	-	-
Urban Affairs	320	828	436	548	393	-28%	23%
Total	738	961	643	692	426	-38%	-42%

Graduate							
	Fall					Percent Change	
Interactive Video*	2010	2011	2012	2013	2014	1-Year	5-Year
CLASS	1,026	1,170	501	453	438	-3%	-57%
Education	378	213	140	225	-	-	-
Science	-	-	-	-	87	-	-
Urban Affairs	20	28	4	-	-	-	-
Total	1,424	1,411	645	678	525	-23%	-63%

Total							
	Fall					Percent Change	
Interactive Video*	2010	2011	2012	2013	2014	1-Year	5-Year
Business	84	-	-	-	-	-	-
CLASS	1,046	1,222	501	453	471	4%	-55%
Education	378	213	140	225	-	-	-
Engineering	194	-	108	124	-	-	-
Science	120	81	99	20	87	335%	-28%
Urban Affairs	340	856	440	548	393	-28%	16%
Total	2,162	2,372	1,288	1,370	951	-31%	-56%

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

Table 6.16: Cleveland State University Michael Schwartz Library Collections, FY 2014

Resources	Library FY 2014	
	Total Titles	Total Volumes/Items
Print Resources in Scholar		
Monographs	464,571	541,904
Scores	13,790	22,465
Periodicals and books (to be added to Scholar)	0	0
Classed Serials	6,156	55,307
Periodicals	26,006	161,848
Theses and Dissertations	3,383	4,411
Print Resources in Microform	10,679	224,504
Total Print Resources	524,585	1,010,439
Media Resources in Scholar		
Audio Resources	16,774	21,495
Video Resource	11,920	14,892
Other Resources	880	2,748
Total Media Resources	29,574	39,135
Total Physical Resources	554,159	1,049,574
Electronic Resources in Scholar		
Electronic Books	137,274	137,302
Electronic Journals	51,812	51,812
Electronic Serials	203	203
Databases	733	729
Websites	2,193	2,176
Streaming Audio	4,772	4,772
Streaming Video	8,781	8,781
Total Electronic Resources	205,768	205,775
Total digital resources in CONTENTdm	56,615	56,615
Total digital resources in EngagedScholarship@CSU	9,368	9,368
Total Locally Digitized Resources	65,983	65,983
Total Digital Resources	271,751	271,758
GRAND TOTAL	825,910	1,321,332
Archival Resources		
	Number of Collections	Linear Feet
Special Collections	465	7,585
University Archives	450	3,246
Total Archival Resources	915	10,831
Current Subscriptions		
	Number of Titles FY14	
Paper Periodical	34	
Electronic Periodicals (paid subscriptions, including EJC)	11,083	
Other Paper Continuing Resources	87	
Other Electronic Continuing Resources (not journals)	424	
Total Subscriptions	11628	

Table 6.17: Michael Schwartz Library Use Statistics

DIGITAL RESOURCE USE TRENDS	FY 10	FY 11	FY 12	FY 13	FY 14
Searches on Scholar catalog	1,394,654	1,623,618	1,623,618	1,921,510	3,045,695
Electronic resource searches (OhioLINK)	1,580,449	1,608,342	1,608,342	2,682,681	2,497,713
Electronic resource searches (CSU purchased)	519,676	307,958	307,958	369,815	393,248
Electronic resource downloads (OhioLINK)	344,685	370,527	370,527	410,995	436,465
Electronic resource downloads (CSU purchased)	71,534	76,950	76,950	113,563	95,680
Electronic books use (OhioLINK)	34,137	37,099	37,099	21,665	21,062
Electronic books use (ebrary section requests - CSU purchased)	74,958	108,167	108,167	82,772	68,688
Electronic books use (ebrary section requests - CSU produced)	1,852	56,168	56,168	n/a*	n/a*
Electronic theses/dissertation use (ProQuest/OhioLINK ETD)	54,161	132,800	132,800	71,676	47,060
OhioLINK Digital Resource Center use (downloads)	1,791	1,179	1,179	4,109	-
OhioLINK digital video use (uses=hits on files)	481	596	596	n/a	n/a
Films on Demand (titles viewed)	n/a	45 (partial)	45 (partial)	3,257	3,726
OhioLINK digital audio use (Naxos music downloads)	12,562	15,410	15,410	20,274	6,201
ARTstor searches and browse	28,161	18,913	18,913	15,899	24,200
ARTstor access events (view, print, download, etc.)	20,954	21,322	21,322	33,101	52,743
EngagedScholarship@CSU (downloads)	n/a	n/a	n/a	68,937	198,762
Hits to the Library's streaming media files	18,828	4,258	4,258	80,478	82,567
Page Views on Cleveland Memory	27,125,236	33,157,836	33,157,836	279082†	280,149
Page Views on the Library website	25,804,303	39,341,890	39,341,890	1397600†	1,274,545
Page Views on Library's Virtual Reference webpages	52,150	48,746	48,746	19,241	17,940
Page Views on Library's Subject Portal webpages	135,438	128,188	128,188	n/a**	n/a**
OTHER TRENDS	FY 10	FY 11	FY 12	FY 13	FY 14
Percent of materials budget spent on electronic resources	80%	80%	96%	95%	95%
Items checked out	164,980	164,980	130,874	122,596	107,446
Visitors to the Library	509,945	509,945	527,989	542,473	532,126
Visitors (virtual) to the Library webpage	926,182	926,182	411,326†	440,548	350,523
Visitors (virtual) to Cleveland Memory	1,014,411	1,014,411	97,613†	130,511	116,825
Items borrowed from other OhioLINK libraries	29,893	29,893	24,485	21,810	17,697
Items loaned to other OhioLINK libraries	21,779	21,779	12,869	10,667	9,303
Items borrowed from libraries through ILL (beyond Ohio)	2,718	2,718	2,273	2,235	4,209
Items loaned to libraries through ILL (beyond Ohio)	9,639	9,639	7,096	5,376	3,434
Reference and technical questions answered	39,591	39,591	34,546	25,624	30,737
Librarian led instructional sessions	392	392	413	394	382
In-house faculty led instructional sessions	973	973	1,032	942	1,036
Other Library facility bookings for campus activities	644	644	650	823	984
IMS media equipment circulations to faculty	9,590	9,590	13,861	n/a***	n/a***

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

Table 6.18: Cleveland State University Law Library Collections 2011-2014

	2011		2012		2013		2014	
	Total Titles	Total Vol./ Units	Total Titles	Total Vol./ Units	Total Titles	Total Vol./ Units	Total Titles	Total Vol./ Units
Titles and Volumes:								
Print titles	86,733	-	78,730	-	72,167	-	72,234	-
Non-book and Electronic Titles	14,978	-	20,662	-	23,429	-	24,035	-
Microformats	71,082	-	71,082	-	71,082	-	71,082	-
Volumes (excluding microforms)	-	299,131	-	290,850	-	273,783	-	273,406
Volumes equivalent of microforms	-	235,284	-	235,776	-	235,769	-	235,768

Source: Law Library

Table 6.19: Cleveland State University Law Library Statistics 2011-2014

	2011		2012		2013		2014	
	Requests	Filled	Requests	Filled	Requests	Filled	Requests	Filled
Number of material requests <i>sent</i> by Law library	2,652	2,612	2,329	2,286	2,386	2,374	1,797	1,763
Number of material request <i>received</i> by Law library	2,153	1,951	2,596	2,012	1,803	1,554	1,680	1,481

Source: Law Library



7

Faculty & Staff



2015 Book of Trends



Table 7.1: Full-Time Employees by Standard Occupational Classification (SOC) Fall 2014

SOC Category	Count	% of Total
Management	252	16.2%
Faculty	525	33.8%
Archivists/Curators/Museum Technicians	17	1.1%
Non-Postsecondary Teaching	89	5.7%
Business/Financial Operations	85	5.5%
Computer/Engineering/Science	137	8.8%
Comm Service/Legal/Arts/Media	62	4.0%
Health Practitioners & Technical Occupations	13	0.8%
Service	107	6.9%
Sales and Related	5	0.3%
Office/Administrative Support	230	14.8%
Natural Resources/Construct/Mnt	23	1.5%
Production/Transport/Material	10	0.6%
Total Full-time Employees	1,555	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 2014

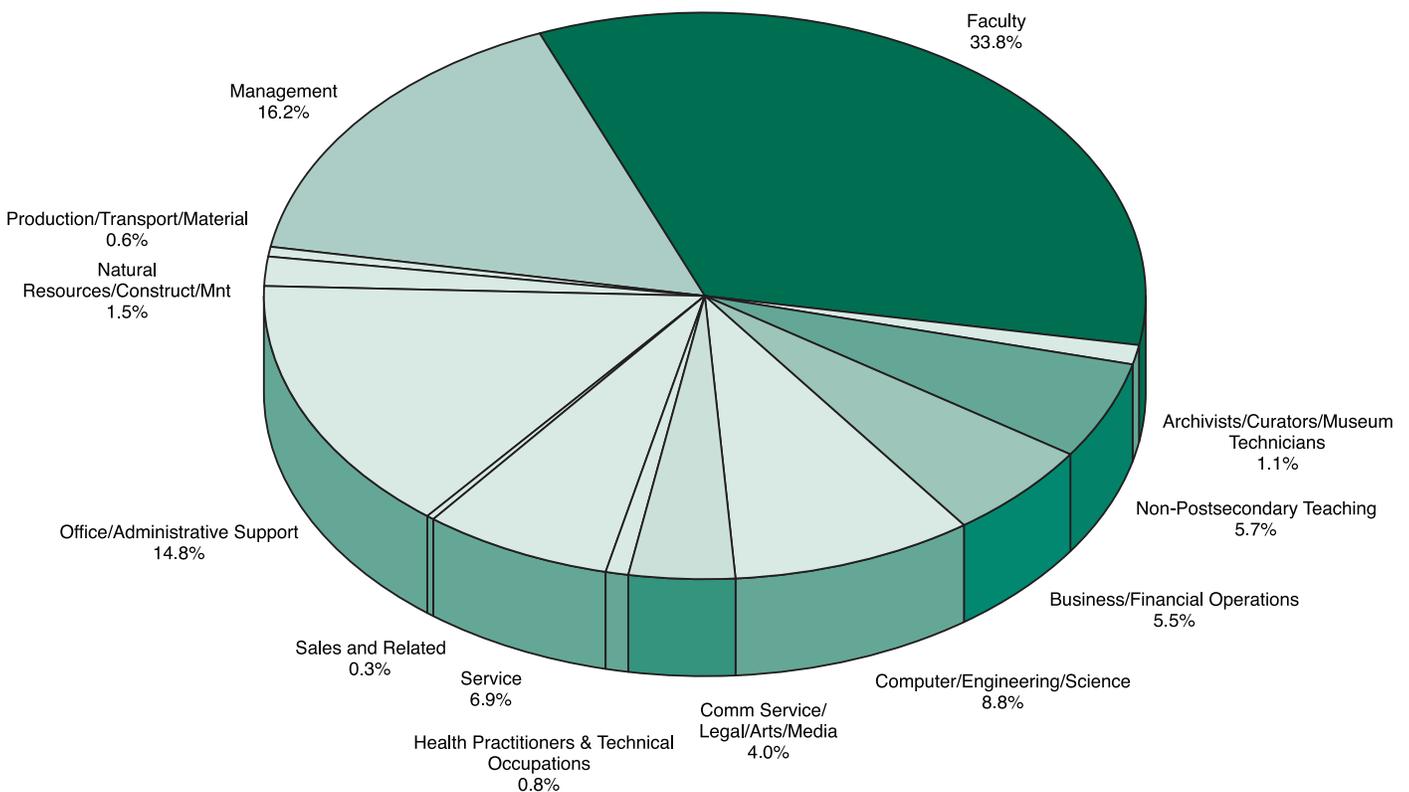


Table 7.2: Full-Time Employees by Gender, Ethnicity, and (SOC) Category
Fall 2012 - Fall 2014

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

Table 7.2: Full-Time Employees by Gender, Ethnicity, and (SOC) Category
Fall 2012 - Fall 2014

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

Table 7.2: Full-Time Employees by Gender, Ethnicity, and (SOC) Category
Fall 2012 - Fall 2014

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

Table 7.2: Full-Time Employees by Gender, Ethnicity, and (SOC) Category
Fall 2012 - Fall 2014

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

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 2014

	2012	2013	2014
Management			
Women	53%	55%	56%
Blacks/African American	15%	14%	13%
Hispanic/Latino	2%	3%	4%
Asian	5%	5%	4%
Native American/Alaskan Native	0%	0%	1%
Other Pacific Islander/Native Hawaiian	0%	0%	0%
Two or More Races	0%	1%	1%
Minorities	23%	23%	22%

Faculty			
Women	40%	41%	42%
Blacks/African American	7%	7%	7%
Hispanic/Latino	2%	2%	2%
Asian	15%	14%	14%
Native American/Alaskan Native	0%	0%	0%
Other Pacific Islander/Native Hawaiian	0%	0%	0%
Two or More Races	0%	0%	0%
Minorities	24%	24%	24%

Archivists/Curators/Museum Technicians			
Women	82%	78%	82%
Blacks/African American	0%	0%	0%
Hispanic/Latino	0%	6%	6%
Asian	6%	6%	6%
Native American/Alaskan Native	0%	0%	0%
Other Pacific Islander/Native Hawaiian	0%	0%	0%
Two or More Races	0%	0%	0%
Minorities	6%	11%	12%

Non-Postsecondary Teaching			
Women	78%	79%	75%
Blacks/African American	13%	14%	16%
Hispanic/Latino	4%	4%	7%
Asian	0%	0%	0%
Native American/Alaskan Native	1%	0%	0%
Other Pacific Islander/Native Hawaiian	0%	0%	0%
Two or More Races	3%	3%	3%
Minorities	21%	21%	26%

	2012	2013	2014
Business/Financial Operations			
Women	68%	65%	75%
Blacks/African American	19%	23%	26%
Hispanic/Latino	2%	2%	0%
Asian	0%	0%	0%
Native American/Alaskan Native	0%	0%	0%
Other Pacific Islander/Native Hawaiian	0%	0%	0%
Two or More Races	0%	0%	1%
Minorities	21%	25%	27%

Computer/Engineering/Science			
Women	34%	30%	28%
Blacks/African American	7%	8%	8%
Hispanic/Latino	1%	2%	2%
Asian	8%	8%	8%
Native American/Alaskan Native	0%	0%	0%
Other Pacific Islander/Native Hawaiian	0%	0%	0%
Two or More Races	0%	0%	0%
Minorities	17%	19%	18%

Comm Service/Legal/Arts/Media			
Women	48%	47%	50%
Blacks/African American	25%	23%	19%
Hispanic/Latino	2%	2%	2%
Asian	0%	0%	2%
Native American/Alaskan Native	0%	0%	0%
Other Pacific Islander/Native Hawaiian	0%	0%	0%
Two or More Races	0%	0%	2%
Minorities	27%	25%	24%

Health Practitioners & Technical Occupations			
Women	77%	77%	77%
Blacks/African American	8%	15%	23%
Hispanic/Latino	0%	0%	0%
Asian	15%	8%	0%
Native American/Alaskan Native	0%	0%	0%
Other Pacific Islander/Native Hawaiian	0%	0%	0%
Two or More Races	0%	0%	0%
Minorities	23%	23%	23%

Table 7.3: **Full-Time Employees: Women and Minorities as a Percentage of Total by SOC Category**
Fall 2012 - Fall 2014

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

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

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

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

Table 7.4: **Total Employees by SOC Category**
Fall 2012 - Fall 2014

SOC Category Description	Employees								
	2012			2013			2014		
	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
Faculty	520	521	1,041	511	558	1,069	525	608	1,133
Archivists/Curators/Museum Technicians	17	-	17	18	-	18	17	-	17
Non-Postsecondary Teaching	78	5	83	77	5	82	89	5	94
Business/Financial Operations	84	6	90	92	7	99	85	6	91
Computer/Engineering/Science	137	6	143	135	9	144	137	9	146
Comm Service/Legal/Arts/Media	63	35	98	60	34	94	62	37	99
Health Practitioners & Technical Occupations	13	1	14	13	1	14	13	1	14
Service	102	31	133	97	36	133	107	30	137
Sales and Related	3	2	5	3	1	4	5	-	5
Office/Administrative Support	239	30	269	238	33	271	230	26	256
Natural Resources/Construct/Mnt	28	-	28	22	-	22	23	-	23
Production/Transport/Material	11	1	12	8	-	8	10	-	10
Total Employees	1,524	654	2,178	1,516	705	2,221	1,555	746	2,301

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 2014

College	Professor		Associate Professor		Assistant Professor		Instructor		Term Faculty		Total
	N	%	N	%	N	%	N	%	N	%	N
Business	19	27%	17	24%	14	20%	4	6%	17	24%	71
CLASS	35	25%	61	43%	24	17%	2	1%	20	14%	142
Education	11	19%	33	57%	12	21%	1	2%	1	2%	58
Engineering	21	39%	19	35%	10	19%	2	4%	2	4%	54
Nursing	-	0%	10	40%	7	28%	-	0%	8	32%	25
Science	32	27%	42	35%	28	24%	-	0%	17	14%	119
Urban Affairs	6	25%	6	25%	9	38%	-	0%	3	13%	24
Law	13	41%	8	25%	1	3%	-	0%	10	31%	32
TOTAL	137	26%	196	37%	105	20%	9	2%	78	15%	525

Note: Includes only standard academic ranks.

Table 7.6: Full-Time Faculty by Gender and College
Fall 2014

College	Regular Faculty				Term Faculty				Total	
	Male		Female		Male		Female			
	N	%	N	%	N	%	N	%	N	%
Business	39	55%	15	21%	11	15%	6	8%	71	14%
CLASS	70	49%	52	37%	9	6%	11	8%	142	27%
Education	24	41%	33	57%	-	0%	1	2%	58	11%
Engineering	46	85%	6	11%	2	4%	-	0%	54	10%
Nursing	-	0%	17	68%	2	8%	6	24%	25	5%
Science	64	54%	38	32%	7	6%	10	8%	119	23%
Urban Affairs	11	46%	10	42%	2	8%	1	4%	24	5%
Law	14	44%	8	25%	3	9%	7	22%	32	6%
TOTAL	268	51%	179	34%	36	7%	42	8%	525	100%

Table 7.6a: Full-Time Faculty by College, Gender and Rank, Fall 2014

College	Gender	Professor		Associate Professor		Assistant Professor		Instructor		Term Faculty		Total
		N	%	N	%	N	%	N	%	N	%	N
Business	F	4	19%	3	14%	5	24%	3	14%	6	29%	21
	M	15	30%	14	28%	9	18%	1	2%	11	22%	50
CLASS	F	16	25%	20	32%	16	25%	-	0%	11	17%	63
	M	19	24%	41	52%	8	10%	2	3%	9	11%	79
Education	F	5	15%	20	59%	8	24%	-	0%	1	3%	34
	M	6	25%	13	54%	4	17%	1	4%	-	0%	24
Engineering	F	2	33%	2	33%	2	33%	-	0%	-	0%	6
	M	19	40%	17	35%	8	17%	2	4%	2	4%	48
Nursing	F	-	0%	10	43%	7	30%	-	0%	6	26%	23
	M	-	0%	-	0%	-	0%	-	0%	2	100%	2
Science	F	5	10%	17	35%	16	33%	-	0%	10	21%	48
	M	27	38%	25	35%	12	17%	-	0%	7	10%	71
Urban Affairs	F	1	9%	3	27%	6	55%	-	0%	1	9%	11
	M	5	38%	3	23%	3	23%	-	0%	2	15%	13
Law	F	7	47%	1	7%	-	0%	-	0%	7	47%	15
	M	6	35%	7	41%	1	6%	-	0%	3	18%	17
TOTAL		137	26%	196	37%	105	20%	9	2%	78	15%	525

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 2014

College	Degree				
	Bachelor's	Master's	Doctorate	Professional	Terminal Degree
Business	0%	17%	77%	3%	79%
CLASS	0%	20%	80%	0%	89%
Education	0%	5%	95%	0%	98%
Engineering	0%	9%	91%	0%	94%
Nursing	0%	68%	32%	0%	64%
Science	0%	8%	89%	2%	92%
Urban Affairs	0%	8%	88%	0%	88%
Law	0%	0%	3%	78%	100%
TOTAL	0%	15%	78%	6%	90%

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

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

College/Department	Fall												Percent Change				
	2010		2011		2012		2013		2014		2015		1 year	5 year			
	Tenured & Tenure Track	Non Tenure Track	Tenured & Tenure Track	Non Tenure Track	Tenured & Tenure Track	Non Tenure Track	Tenured & Tenure Track	Non Tenure Track	Tenured & Tenure Track	Non Tenure Track	Tenured & Tenure Track	Non Tenure Track	Total	Total			
Business																	
Accounting	10	5	15	9	6	15	11	6	17	10	5	15	10	5	15	0%	0%
Computer & Information Science	14	3	17	12	4	16	12	3	15	12	3	15	12	3	15	0%	-12%
Finance	7	2	9	4	5	9	2	5	7	3	3	6	2	4	6	0%	-33%
Management & Labor Management	10	3	13	11	1	12	10	3	13	10	2	12	11	2	13	8%	0%
Marketing	11	4	15	11	4	15	8	4	12	9	5	14	8	6	14	0%	-7%
Operation and Supply Chain Management	6	3	9	6	2	8	6	2	8	5	2	7	6	2	8	14%	-11%
Business Total	58	20	78	53	22	75	49	23	72	49	20	69	49	22	71	3%	-9%
Liberal Arts & Social Sciences																	
Anthropology	5	-	5	5	-	5	5	1	6	5	2	7	4	2	6	-14%	20%
Art	11	1	12	11	-	11	11	-	11	11	-	11	11	-	11	0%	-8%
Economics	7	-	7	5	1	6	5	2	7	6	1	7	6	1	7	0%	0%
English	14	3	17	14	4	18	12	7	19	12	5	17	12	5	17	0%	0%
History	15	-	15	15	-	15	15	-	15	13	-	13	12	1	13	0%	-13%
Modern Languages	9	2	11	9	2	11	10	2	12	10	2	12	9	2	11	-8%	0%
Music	11	1	12	10	2	12	9	4	13	9	3	12	9	2	11	-8%	-8%
Philosophy and Religion	10	-	10	10	-	10	9	-	9	7	1	8	7	1	8	0%	-20%
Political Science	9	-	9	9	-	9	7	2	9	6	2	8	7	1	8	0%	-11%
School of Communication	19	2	21	19	2	21	17	3	20	15	5	20	16	4	20	0%	-5%
Social Work	13	2	15	10	2	12	8	3	11	8	3	11	9	3	12	9%	-20%
Sociology	8	3	11	9	3	12	10	4	14	10	4	14	10	4	14	0%	27%
Theatre and Dance	5	-	5	4	-	4	4	-	4	4	-	4	4	-	4	0%	-20%
Liberal Arts & Social Sciences Total	136	14	150	130	16	146	122	28	150	116	28	144	116	26	142	-1%	-5%

(continued on next page)

Table 7.9: Percentage of Undergraduate Student Credit Hours (SCH) Generated by Full-Time Faculty Fall 2014

Department	Description	SCH Generated by Full-time Faculty	SCH Generated by Part-time Faculty	SCH Generated by Other Instructors	Total SCH Generated	% of SCH Generated Full-time Faculty
College of Business						
Accounting	Accounting	2,482	519	39	3,040	82%
	Business Law	324	99	0	423	77%
Computer & Information Science	Computer and Information Science	1,266	165	0	1,431	88%
	Information Science	1,623	249	186	2,058	79%
Finance	Finance	1,425	183	0	1,608	89%
Health Care Administration	Health Care Administration	93	0	0	93	100%
Management & Labor Relations		1,030	1,200	117	2,347	44%
Marketing	General Administration	327	504	0	831	39%
	Marketing	1,158	420	0	1,578	73%
Operations & Supply Chain Management	Operations & Supply Chain Management	1,811	288	0	2,099	86%
Other Business	Business	1,281	1,089	303	2,673	48%
	International Business	168	0	0	168	100%
Business Total		12,988	4,716	645	18,349	71%
College of Liberal Arts and Social Sciences						
Anthropology	Anthropology	1,926	1,077	276	3,279	59%
	Linguistics	84	0	0	84	100%
Art	Art	936	1,014	120	2,070	45%
Communication	Communication	5,004	1,219	198	6,421	78%
Economics	Economics	2,046	231	0	2,277	90%
English	Developmental English	0	370	0	370	0%
	English	2,513	4,592	1,009	8,114	31%
History	History	3,300	1,509	0	4,809	69%
Interdisciplinary	Black Studies	0	0	453	453	0%
	Classical and Medieval Studies	5	0	0	5	100%
	Natl Student Exchange	0	0	45	45	0%
	Women's Studies	3	348	0	351	1%
Modern Languages	Arabic	237	204	0	441	54%
	Chinese	0	68	66	134	0%
	French	255	92	0	347	73%
	German	0	180	0	180	0%
	Greek	0	68	0	68	0%
	Italian	192	0	0	192	100%
	Japanese	0	128	0	128	0%
	Latin	0	107	0	107	0%
	Modern Languages	130	83	0	213	61%
	Slovenian	0	116	0	116	0%
	Spanish	914	41	404	1,359	67%
Music	Applied Music	20	361	37	418	5%
	Music	725	1,906	1	2,632	28%
Philosophy	Philosophy	787	1,329	0	2,116	37%
Political Science/IR	Political Science	1,221	348	0	1,569	78%
Religious Studies	Religious Studies	869	654	0	1,523	57%
Social Work	Social Work	2,169	763	0	2,932	74%
Sociology	Sociology	5,916	507	94	6,517	91%
	Theatre and Dance	Dance	144	102	39	285
	Theatre & Dance	410	339	68	817	50%
College of Liberal Arts and Social Sciences Total		29,806	17,756	2,810	50,372	59%

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Table 7.9: Percentage of Undergraduate Student Credit Hours (SCH) Generated by Full-Time Faculty Fall 2014

(continued from previous page)

Department	Description	SCH Generated by Full-time Faculty	SCH Generated by Part-time Faculty	SCH Generated by Other Instructors	Total SCH Generated	% of SCH Generated Full-time Faculty
College of Education & Human Services						
CASAL	Education Specialist	48	0	0	48	100%
Curriculum and Foundations	Curriculum & Instruction	224	405	370	999	22%
Health And Physical Education	Health and Physical Education	561	316	3	880	64%
	Health Education	215	537	0	752	29%
	HPER-Core Curriculum	66	250	57	373	18%
	Physical Education-Service	0	60	98	158	0%
Teacher Education	Early Childhood Education	390	309	0	699	56%
	Education U Teach	123	0	86	209	59%
	Education-SIP	39	456	40	535	7%
	Middle Childhood Education	228	0	0	228	100%
	Special Education	99	459	45	603	16%
	Specialized Instructional/Teacher Education	525	327	0	852	62%
	Specialized Study & Field Experiences	16	13	807	836	2%
Education Total		2,534	3,132	1,506	7,172	35%
College of Engineering						
Chemical & Biomedical Engineering	Chemical Engineering	716	0	0	716	100%
	Engineering Science	962	75	231	1,268	76%
Civil & Environmental Engineering	Civil Engineering	727	0	59	786	92%
	Engineering Science	453	0	0	453	100%
Dean's Office	Engineering Science	0	0	259	259	0%
Electrical & Computer Engineering	Electrical & Computer Engineering	1,502	108	116	1,726	87%
	Engineering Science	132	0	0	132	100%
Engineering Technology	Electronic Engineering Technology	296	0	0	296	100%
	Engineering Science	309	0	0	309	100%
	General Engineering Technology	166	18	0	184	90%
	Math Technology	147	0	0	147	100%
	Mechanical Engineering Technology	566	0	0	566	100%
Mechanical Engineering	Engineering Science	567	953	0	1,520	37%
	Mechanical Engineering	1,276	263	0	1,539	83%
Engineering Total		7,819	1,417	665	9,901	79%
Honors						
Honors	Honors	6	48	60	114	5%
Honors Total		6	48	60	114	5%

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Table 7.9: Percentage of Undergraduate Student Credit Hours (SCH) Generated by Full-Time Faculty Fall 2014

(continued from previous page)

Department	Description	SCH Generated by Full-time Faculty	SCH Generated by Part-time Faculty	SCH Generated by Other Instructors	Total SCH Generated	% of SCH Generated Full-time Faculty
Nursing						
Nursing	Nursing RN	3,529	255	313	4,097	86%
Nursing Total		3,529	255	313	4,097	86%
College of Science						
Biology, Geology & Environmental Science	Biology	4,700	3,193	0	7,893	60%
	Environmental Sciences	257	620	0	877	29%
	Geological Sciences	366	215	90	671	55%
Chemistry	Chemistry	2,569	916	2,688	6,173	42%
Health Sciences	Pre-Health Science	1,910	1,597	205	3,712	51%
	Speech & Hearing	357	1,103	283	1,743	20%
Mathematics	Mathematics	5,391	6,452	595	12,438	43%
Other Science	Developmental Math	768	717	0	1,485	52%
	Science	0	66	128	194	0%
Physics	Physics	2,390	1,393	220	4,003	60%
Psychology	Psychology	3,080	3,989	986	8,055	38%
College of Science Total		21,788	20,261	5,195	47,244	46%
Undergraduate Studies						
Undergraduate Studies	ASC	53	521	742	1,316	4%
	Business Freshman Orientation	0	0	111	111	0%
Undergraduate Studies Total		53	521	853	1,427	4%
College of Urban Affairs						
Urban Studies	Urban Studies	3,763	2,614	751	7,128	53%
College of Urban Affairs Total		3,763	2,614	751	7,128	53%
Other						
Other	Air Force	0	0	19	19	0%
	Career Services	0	8	125	133	0%
	ESL-Program	0	0	0	0	
	Military Science	0	0	15	15	0%
	Study Abroad	0	0	144	144	0%
Other Total		0	8	303	311	0%
Total SCH		82,286	50,728	13,101	146,115	56%

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 2010 - 2014**

Institution	2010		2011		2012		2013		2014	
	Women	Minorities	Women	Minorities	Women	Minorities	Women	Minorities	Women	Minorities
University of Akron	48%	12%	43%	17%	44%	18%	44%	20%	44%	21%
Bowling Green State University	47%	10%	48%	11%	47%	12%	NA	NA	49%	12%
University of Cincinnati	39%	17%	39%	17%	39%	18%	39%	17%	39%	17%
Cleveland State University	41%	23%	40%	23%	40%	24%	41%	24%	42%	24%
Central State University	40%	66%	40%	65%	41%	60%	39%	62%	42%	63%
Kent State University	50%	16%	50%	17%	51%	21%	52%	25%	52%	19%
Miami University	41%	15%	43%	14%	44%	14%	43%	14%	43%	15%
Ohio State University	37%	18%	38%	20%	38%	19%	39%	19%	40%	19%
Ohio University	38%	15%	38%	15%	39%	16%	39%	16%	40%	16%
Shawnee State University	44%	9%	47%	5%	46%	7%	45%	6%	42%	7%
University of Toledo	39%	17%	39%	17%	40%	18%	40%	20%	NA	NA
Wright State University	44%	21%	45%	21%	46%	22%	45%	21%	45%	22%
Youngstown State University	41%	17%	41%	17%	42%	17%	43%	16%	45%	14%
Total	39%	17%	40%	18%	41%	18%	41%	18%	42%	18%

Source: The Ohio Board of Regents HEI All Employee (AM) query - rundate: August 11, 2015.

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 2010 - 2014**

Institution	2010	2011	2012	2013	2014
University of Akron	34%	33%	31%	32%	35%
Bowling Green State University	39%	40%	41%	38%	40%
University of Cincinnati	38%	38%	37%	37%	38%
Cleveland State University	33%	34%	34%	34%	34%
Central State University	26%	27%	27%	28%	28%
Kent State University	31%	31%	30%	31%	30%
Miami University	26%	27%	26%	26%	28%
Ohio State University	21%	21%	17%	17%	18%
Ohio University	31%	31%	30%	30%	30%
Shawnee State University	40%	39%	40%	39%	38%
University of Toledo	25%	41%	34%	37%	NA
Wright State University	35%	36%	40%	36%	37%
Youngstown State University	39%	39%	38%	37%	40%
Total	28%	28%	27%	26%	26%

Source: The Ohio Board of Regents HEI All Employee (AM) query. Run Date: August 28, 2015.

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 2010 - 2014**

Institution	2010	2011	2012	2013	2014	Percent Change	
						1 Year	5 Year
University of Akron	26.0	27.4	28.3	27.9	25.4	-9.0%	-2.4%
Bowling Green State University	19.5	19.1	18.8	NA	20.2	NA	3.7%
University of Cincinnati	12.3	13.1	13.8	13.6	14.2	3.9%	15.0%
Cleveland State University	24.3	26.2	26.6	27.5	27.3	-0.8%	12.0%
Central State University	20.3	20.0	22.1	19.9	22.0	10.3%	8.2%
Kent State University	25.0	26.8	27.5	26.5	26.3	-0.6%	5.3%
Miami University	21.3	20.0	20.1	20.4	19.5	-4.2%	-8.3%
Ohio State University	12.5	12.7	15.1	13.2	13.5	2.7%	8.3%
Ohio University	23.5	26.3	27.5	25.6	25.5	-0.3%	8.3%
Shawnee State University	26.4	28.2	28.0	27.8	30.0	8.0%	13.4%
University of Toledo	17.0 [‡]	17.4	18.6	17.0	NA	NA	NA
Wright State University	18.3 [‡]	18.3	16.3	16.4	NA	NA	NA
Youngstown State University	26.8	28.5	28.2	27.3	25.8	-5.4%	-3.6%
Total	17.6	18.1	19.4	19.7	20.0	8.0%	33.0%

Source: The Ohio Board of Regents HEI All Employee (AM) and Course Enrollment queries; run date: September 16, 2015.

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

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

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

Table 7.13: **Student FTE to Full-Time Staff Ratio Selected Ohio 4-Year Institutions Main Campuses Only Fall 2010 - 2014**

Institution	2010	2011	2012	2013	2014	Percent Change	
						1 Year	5 Year
University of Akron	12.9	12.7	12.1	11.9	12.5	5.1%	-2.6%
Bowling Green State University	12.0	12.0	12.2	NA [†]	12.5	NA	4.2%
University of Cincinnati	7.7	8.2	7.6	8.0	8.2	2.4%	7.6%
Cleveland State University	11.5	12.4	12.8	13.1	12.1	-7.9%	5.8%
Central State University	6.6	7.6	6.6	7.1	7.3	3.5%	10.8%
Kent State University	10.9 [†]	11.8 [†]	11.4	11.0	10.8	-1.4%	-1.1%
Miami University	7.7	7.0	7.0	7.2	7.3	1.3%	-5.6%
Ohio State University	3.2	3.2 [†]	2.7	2.8	2.8	1.0%	-13.2%
Ohio University	10.8	11.3	10.7	10.5	10.1	-4.3%	-7.0%
Shawnee State University	17.8	18.0	17.7	16.8	16.8	0.1%	-5.8%
University of Toledo	5.4	11.2	8.4	8.9	NA	NA	NA
Wright State University	9.6 [†]	9.7 [†]	9.2	8.6	8.4	-2.2%	-12.9%
Youngstown State University	16.7	17.0	16.1	15.4	15.4	-0.1%	-7.9%
Total	6.6	7.0	6.4	6.2	6.2	0.0%	-6.0%

Source: The Ohio Board of Regents HEI All Employees (AM) and Course Enrollment (CN) queries - run date: September 17, 2015

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

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

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

8

Selected Administrative Centers, Departments & Offices



2015 Book of Trends



Application, Admission, and Yield

Table 8.1: University Totals Application Trends Unduplicated for Degree-Seeking Students, Fall 2010 - 2014

TABLE 8.1a: NEW FIRST YEAR UNDERGRADUATE APPLICATION TREND FOR DEGREE-SEEKING STUDENTS, FALL 2010 - 2014

	First Year	Percent Change					
	2010	2011	2012	2013	2014	1 year	5 year
Total							
Applied	4,366	4,838	5,819	6,768	6,407	-5%	47%
Admitted	2,830	3,059	3,721	4,255	4,272	0%	51%
Enrolled	1,199	1,324	1,562	1,727	1,601	-7%	34%
Yield	42.4%	43.3%	42.0%	40.6%	37.5%		

TABLE 8.1b: NEW TRANSFER UNDERGRADUATE APPLICATION TREND FOR DEGREE-SEEKING STUDENTS, FALL 2010 - 2014

	Transfer	Percent Change					
	2010	2011	2012	2013	2014	1 year	5 year
Total							
Applied	3,223	3,198	3,769	4,076	3,904	-4%	21%
Admitted	2,228	2,059	2,288	2,488	2,300	-8%	3%
Enrolled	1,517	1,358	1,539	1,466	1,406	-4%	-7%
Yield	68.1%	66.0%	67.3%	58.9%	61.1%		

TABLE 8.1c: NEW LAW APPLICATION TREND FOR DEGREE-SEEKING STUDENTS, FALL 2010 - 2014

	Law	Percent Change					
	2010	2011	2012	2013	2014	1 year	5 year
Total							
Applied	1,712	1,571	1,114	783	560	-28%	-67%
Admitted	223	579	471	384	303	-21%	36%
Enrolled	173	149	124	124	135	9%	-22%
Yield	77.6%	25.7%	26.3%	32.3%	44.6%		

TABLE 8.1d: NEW GRADUATE APPLICATION TRENDS FOR DEGREE-SEEKING STUDENTS, FALL 2010 - 2014

	Graduate	Percent Change					
	2010	2011	2012	2013	2014	1 year	5 year
Total							
Applied	3,814	3,973	4,108	4,448	5,196	17%	36%
Admitted	2,171	2,185	2,206	2,087	2,141	3%	-1%
Enrolled	1,165	1,018	1,079	976	1,206	24%	4%
Yield	53.7%	46.6%	48.9%	46.8%	56.3%		

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	
	2010	2011	2012	2013	2014	1 Year	5 Year
Business	3,572,103	6,497,561	6,941,913	8,109,456	9,653,444	19%	170%
CLASS	1,743,532	2,048,334	2,105,108	2,442,725	2,792,437	14%	60%
Education	5,289,436	6,105,603	5,979,224	6,354,353	7,162,761	13%	35%
Engineering	4,642,145	6,360,505	6,861,201	8,039,244	10,073,832	25%	117%
Nursing	-	-	205,357	251,899	286,744	14%	-
Science	571,390	707,652	760,011	1,030,055	1,335,640	30%	134%
Urban Affairs	4,207,683	4,906,531	5,091,246	5,722,322	6,949,941	21%	65%
Law	7,466,503	8,773,829	9,048,175	10,263,188	11,752,707	15%	57%
Athletics	1,516,901	1,756,498	1,733,176	1,853,272	2,265,390	22%	49%
General University	7,242,975	9,396,696	9,567,987	10,502,010	12,424,350	18%	72%
Library	711,654	819,034	801,651	876,692	983,914	12%	38%
Office of the President	320,338	369,127	400,706	457,870	519,771	14%	62%
Total Endowment	\$37,284,660	\$47,741,370	\$49,495,755	\$55,903,086	\$66,200,929	18%	78%

College/Division	Program Giving ¹					Percent Change	
	2010	2011	2012	2013	2014	1 Year	5 Year
Business	573,510	659,975	684,415	865,238	976,134	13%	70%
CLASS	437,129	503,771	521,181	591,844	654,909	11%	50%
Education	4,565,273	5,260,712	5,147,654	5,401,062	6,065,016	12%	33%
Engineering	1,460,579	1,778,371	1,880,219	2,179,047	2,810,636	29%	92%
Science	218,515	256,636	261,279	278,656	321,837	15%	47%
Urban Affairs	2,988,607	3,436,645	3,459,679	3,887,379	4,524,652	16%	51%
Law	2,021,873	2,331,886	2,388,876	2,721,361	3,157,240	16%	56%
Athletics	34,641	40,416	39,064	43,295	48,180	11%	39%
General University	1,012,040	1,353,675	1,442,663	1,652,205	1,940,912	17%	92%
Library	711,654	819,034	801,651	876,692	983,914	12%	38%
Office of the President	320,338	369,127	400,706	457,870	519,771	14%	62%
Total Program	\$14,344,159	\$16,810,248	\$17,027,387	\$18,954,649	\$22,003,200	16%	53%

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Office of Advancement

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

(continued from previous page)

College/Division	Scholarship					Percent Change	
	2010	2011	2012	2013	2014	1 Year	5 Year
Business	2,998,593	5,837,586	6,257,499	7,244,218	8,677,310	20%	189%
CLASS	1,306,403	1,544,563	1,583,927	1,850,881	2,137,529	15%	64%
Education	724,163	844,891	831,570	953,291	1,097,744	15%	52%
Engineering	3,181,566	4,582,134	4,980,982	5,860,197	7,263,196	24%	128%
Nursing	-	-	205,357	251,899	286,744	14%	-
Science	352,875	451,016	498,732	751,399	1,013,803	35%	187%
Urban Affairs	1,219,076	1,469,886	1,631,567	1,834,943	2,425,288	32%	99%
Law	5,444,630	6,441,943	6,659,299	7,541,827	8,595,467	14%	58%
Athletics	1,482,260	1,716,082	1,694,112	1,809,977	2,217,210	22%	50%
General University	6,230,935	8,043,021	8,125,324	8,849,805	10,483,438	18%	68%
Total Scholarships	\$22,940,501	\$30,931,122	\$32,468,369	\$36,948,437	\$44,197,729	20%	93%
TOTAL ENDOWMENTS	\$37,284,660	\$47,741,370	\$49,495,756	\$55,903,086	\$66,200,929	18%	78%

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

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

Source: CSU Controller's Office and University Advancement.

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

Endowed:	Percent Change					1 Year	5 Year
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015		
Chairs	5	6	6	6	6	0%	20%
Scholarships	261	272	281	303	317	5%	21%
Alumni Donors	3,697	3,395	3,621	4,298	4,591	7%	24%
Total Donors	5,922	5,265	5,877	6,322	6,748	7%	14%
Alumni Giving	\$2,389,455	\$1,314,620	\$1,513,849	\$7,422,352	\$6,663,921	-10%	179%
Total Giving	\$10,233,273	\$5,239,065	\$6,162,823	\$14,179,161	\$17,731,954	25%	73%

Source: CSU Office of Advancement

Philanthropic Highlights: 2014-2015

- Cleveland State University launched its first-ever comprehensive campaign, **ENGAGE: The Campaign for Cleveland State University**, a \$100 million initiative for student success and access.
- Secured more than **\$6.7 million** for scholarships; the number of endowments increased from **311 to 320**.
- Had a record breaking fundraising year for the second consecutive year; secured **\$22 million** in attainment (gifts and pledges) and **\$17.7 million** in cash (gifts and pledge payments).
- *Radiance, CSU Realizing the Promise* raised **over \$1 million** for student scholarships, for the second time in its five-year history. Radiance scholarships are awarded primarily to undergraduate students in good academic standing who are at risk for dropping out of school because of finances.
- Secured **63** major gift commitments (\$25,000 and up) and an additional **61** gifts from \$10,000 to \$24,999. Transformational gifts included **\$5 million** from alumnus Don Washkewicz and his wife Pam for the Washkewicz College of Engineering, **\$1.4 million** from Medical Mutual for the Medical Mutual Tennis Pavilion and a combined gift of **\$2.3 million** from Frank and Barbara Sullivan and Jennifer and Daryl Deckard to provide scholarships to CSU and support to high school seniors aging out of foster care.
- Raised **\$36,500** in 24 hours as part of CSU's second annual Giving Day.
- Increased alumni donors by 7 percent and overall donors by 6 percent.
- As part of the 50th Anniversary celebration, hosted a record breaking homecoming celebration with over 5,000 people attending the CSU Block Party and Homecoming Parade, instituted the inaugural Women's Leadership Symposium with guest speak Connie Schultz and 400 alumni and friends in attendance and hosted over 150 events attended by more than 25,000 alumni, students and friends.

Athletics

Table 8.4: Athletic Sports at Cleveland State University by Enrollment

MEN'S SPORTS

	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%
Baseball	23	19%	5	5%	5	5%	0	0%	0	0%
Basketball	13	11%	13	14%	12	13%	13	15%	13	15%
Fencing	0	0%	0	0%	0	0%	0	0%	0	0%
Golf	11	9%	7	7%	9	10%	8	9%	8	9%
Soccer	26	21%	22	23%	20	21%	18	21%	19	22%
Swimming & Diving	24	20%	19	20%	19	20%	19	22%	18	20%
Tennis	9	7%	8	8%	8	9%	8	9%	8	9%
Wrestling	17	14%	22	23%	21	22%	19	22%	22	25%
Total Men	123	100%	96	100%	94	100%	85	100%	88	100%
Cumulative GPA, Males	2.95		2.88		2.96		2.99		2.94	

WOMEN'S SPORTS

	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%
Basketball	12	11%	13	11%	13	11%	12	11%	14	13%
Cross Country	9	8%	12	10%	9	8%	12	11%	14	13%
Fencing	0	0%	0	0%	0	0%	2	2%	2	2%
Golf	6	5%	7	6%	8	7%	7	6%	6	6%
Soccer	20	18%	23	20%	22	19%	22	19%	21	19%
Softball	19	17%	19	16%	21	18%	16	14%	16	15%
Swimming & Diving	25	22%	23	20%	22	19%	22	19%	16	15%
Tennis	8	7%	7	6%	8	7%	9	8%	7	6%
Volleyball	13	12%	12	10%	12	10%	12	11%	12	11%
Total Women	112	100%	116	100%	115	100%	114	100%	108	100%
Cumulative GPA, Females	3.29		3.26		3.31		3.35		3.33	
Total All Athletes	235		212		209		199		196	
Cumulative GPA, All Athletes	3.11		3.08		3.16		3.16		3.17	

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									
	2004		2005		2006		2007		2008	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%
Total Athletes	55	56	50	62	54					
Athletes graduated in 4 years	10	18%	19	34%	17	34%	18	29%	14	26%
Athletes graduated in 5 years	19	35%	11	20%	14	28%	15	24%	18	33%
Athletes graduated in 6 years	2	4%	0	0%	1	2%	2	3%	3	6%
Total Athletes Graduated ≤ 6 Years	31	56%	30	54%	32	64%	35	56%	35	65%

2014-15 Athletic Department Highlights:

- The men's golf team won its second straight Horizon League Championship and its sixth league title over the last 10 seasons.
- CSU had 29 student-athletes who earned All-Horizon League honors in 2014-15.
- A total of 153 student-athletes were honored at the John Konstantinos's Academic Honors Luncheon for maintaining a cumulative grade point average of 3.0 or better.
- First-year women's soccer head coach Sonia Curvelo led the Vikings back to the Horizon League tournament for the first time since 2011.
- Volleyball senior Maggie Hannon was one of 30 finalists for the Senior CLASS Award, given to the senior Division I volleyball player who exemplifies outstanding achievement in community, classroom, character, and competition.
- Women's basketball seniors Cori Coleman, Imani Gordon and Kiersten Green all reached 1,000 career points this season, the first time in program history that three players reached the milestone in the same season.
- Cynthia Woodard set CSU softball single season records in batting average (.433), home runs (25) and runs batted in (51) en route to earning Horizon League Player of the Year honors.
- The men's basketball, women's cross country and indoor/outdoor track and field, women's fencing and women's tennis teams all received public recognition by the NCAA for their latest multiyear Academic Progress Rate (APR) scores, posting multiyear APR's in the top-10 percent of their respective sport.
- Riley Shaw won the EWL heavyweight championship, while Ben Willeford was the runner-up at 125 pounds. The duo both made their second appearance at the NCAA Championship.

Finance

Table 8.6: Statement of Revenues, Expenditures and Other Changes
Fiscal Years 2010 – 2014

	2010		2011		2012		2013		2014		Percent Change	
	\$ Amount	%	\$ Amount	%	\$ Amount	%	\$ Amount	%	\$ Amount	%	1 year	5 year
OPERATING REVENUES												
Student Tuition and Fees, Net	126,182,341	75%	140,713,140	76%	148,869,484	75%	153,869,978	74%	159,789,368	74%	4%	27%
Federal Grants & Contracts	11,992,099	7%	9,944,701	5%	10,584,556	5%	9,527,734	5%	8,770,261	4%	-8%	-27%
State Grants & Contracts	6,296,917	4%	5,726,269	3%	8,973,341	5%	8,519,937	4%	11,577,824	5%	36%	84%
Local Grants & Contracts	490,186	0%	765,192	0%	263,589	0%	689,022	0%	822,171	0%	19%	68%
Private Gifts, Grants & Contracts	1,701,310	1%	2,772,540	1%	2,695,376	1%	2,714,471	1%	4,250,446	2%	57%	150%
Sales & Services	4,773,836	3%	4,297,708	2%	4,524,083	2%	9,703,993	5%	7,069,797	3%	-27%	48%
Auxiliary Enterprises	15,912,209	9%	20,845,190	11%	22,458,921	11%	22,240,518	11%	23,450,596	11%	5%	47%
Other Sources	417,549	0%	500,246	0%	377,838	0%	258,889	0%	1,171,455	1%	352%	181%
TOTAL OPERATING REVENUES	167,766,447	100%	185,564,986	100%	198,747,188	100%	207,524,542	100%	216,901,918	100%	5%	29%
OPERATING EXPENSES												
Instruction	92,025,220	34%	94,507,110	32%	91,932,544	33%	96,849,118	33%	99,014,244	33%	2%	8%
Research	9,688,834	4%	12,295,867	4%	14,961,949	5%	13,159,579	4%	16,635,509	6%	26%	72%
Public Service	11,186,289	4%	8,193,701	3%	5,997,307	2%	7,470,471	3%	8,193,344	3%	10%	-27%
Academic Support	22,934,405	9%	23,531,908	8%	23,017,435	8%	23,844,470	8%	25,135,935	8%	5%	10%
Student Services	20,105,695	7%	20,953,129	7%	17,787,324	6%	19,921,498	7%	19,692,624	7%	-1%	-2%
Institutional Support	28,300,239	10%	30,856,817	11%	27,057,901	10%	32,619,875	11%	30,924,222	10%	-5%	9%
Operation & Maintenance of Plant	24,816,384	9%	26,045,710	9%	27,975,181	10%	28,223,485	10%	28,700,394	10%	2%	16%
Scholarships and Fellowships	17,572,385	7%	19,842,144	7%	18,018,604	6%	15,887,129	5%	14,381,902	5%	-9%	-18%
Auxiliary Enterprises	23,386,092	9%	31,200,532	11%	29,152,533	10%	31,594,198	11%	32,448,832	11%	3%	39%
Depreciation and Amortization	19,722,338	7%	24,818,443	8%	24,203,824	9%	26,550,715	9%	26,657,857	9%	0%	35%
TOTAL OPERATING EXPENSES	269,737,881	100%	292,245,361	100%	280,104,602	100%	296,120,538	100%	301,784,863	100%	2%	12%

(Continued on next page)

Table 8.6: Statement of Revenues, Expenditures and Other Changes
Fiscal Years 2009 – 2013

(Continued from previous page)

	2010		2011		2012		2013		2014		Percent Change	
	\$ Amount	%	\$ Amount	%	\$ Amount	%	\$ Amount	%	\$ Amount	%	1-year	5-year
NON-OPERATING ITEMS												
State Appropriations	63,692,313	51%	63,544,555	55%	64,434,747	69%	65,061,745	65%	68,079,520	62%	5%	7%
Federal Appropriations	10,367,388	17%	0	0%	0	0%	0	0%	0	0%		
Federal Grants and Contracts	21,555,446	17%	26,129,061	22%	23,453,217	25%	22,186,001	22%	22,422,637	20%	1%	4%
State Grants and Contracts	3,279,699	3%	3,392,498	3%	2,646,337	3%	3,533,938	4%	1,413,312	1%	-60%	-57%
Gifts	4,477,080	4%	4,390,082	4%	7,196,632	8%	7,306,397	7%	13,841,028	13%	89%	209%
Investment Income	7,698,092	6%	13,179,158	11%	1,048,743	1%	9,395,509	9%	11,850,709	11%	26%	54%
Interest on Debt	5,275,459	-4%	9,460,196	-8%	9,034,400	-10%	-7,861,712	-8%	(7,971,449)	-7%	1%	51%
State Capital Appropriations	19,978,296	16%	4,615,439	4%	3,179,823	3%	335,459	0%	237,013	0%	-29%	-99%
Capital Gifts	0	0%	0	0%	0	0%	0	0%	0	0%		
Other Nonoperating Items	0	0%	0	0%	0	0%	0	0%	0	0%		
TOTAL NONOPERATING ITEMS	125,772,855	100%	116,358,471	100%	92,925,099	100%	99,957,337	100%	109,872,770	100%	10%	-13%
NET ASSETS												
Increase in Net Assets	23,801,421	7%	9,678,096	3%	11,567,665	3%	11,361,341	3%	24,989,825	6%	120%	5%
Net Assets at Beginning of Year	358,304,898		-1,988,256									
Restatement *												
Net Assets at Beginning of Year	313,257,696	93%	337,059,117	97%	346,737,213	97%	356,316,642	97%	367,677,983	94%	3%	17%
NET ASSETS AT END OF YEAR	337,059,117	100%	346,737,213	100%	358,304,898	100%	367,677,983	100%	392,667,808	100%	7%	16%

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.

Figure 8.6a: Total Revenues - FY 2010 - 2014

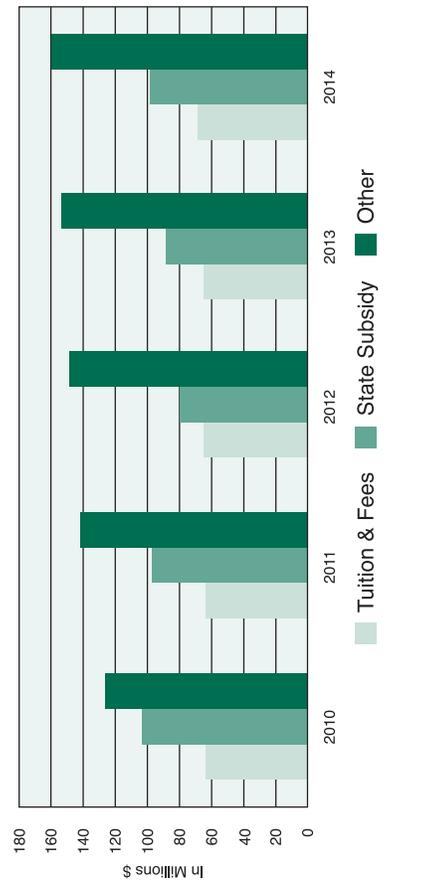
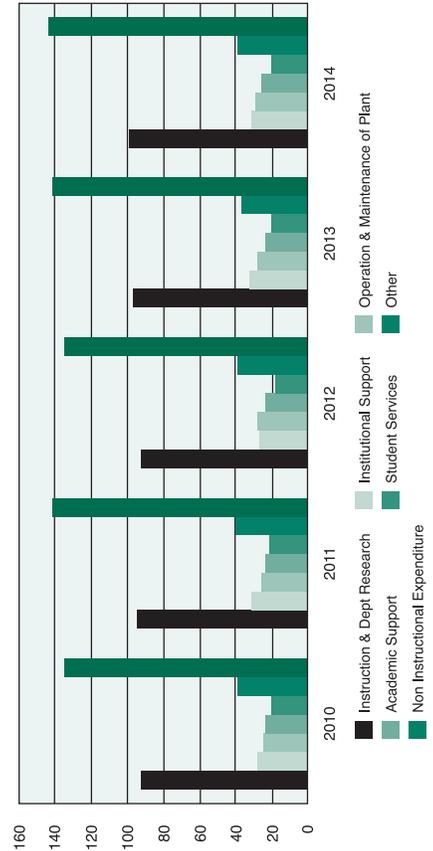


Figure 8.6b: Operating Expenses - FY 2010 - 2014



Finance

Table 8.7: Public Service Expenditures as a Percentage of Total Expenditures Selected Ohio 4-Year Institutions - Main Campuses Only Fiscal Years 2010 - 2014

Institution	2010	2011	2012	2013	2014
University of Akron	4.0%	3.6%	3.1%	2.8%	2.0%
Bowling Green State University	2.0%	1.7%	1.4%	1.2%	1.3%
University of Cincinnati	5.7%	5.5%	5.8%	5.9%	6.3%
Cleveland State University	4.2%	2.9%	2.2%	2.6%	2.8%
Central State University	2.7%	2.9%	4.4%	4.0%	3.5%
Kent State University	3.4%	2.8%	2.7%	2.4%	2.4%
Miami University	0.5%	0.4%	0.2%	0.4%	0.5%
Ohio State University	2.8%	2.5%	2.4%	2.3%	2.8%
Ohio University	3.8%	4.4%	4.4%	4.2%	4.1%
Shawnee State University	5.6%	4.0%	2.9%	3.1%	3.5%
University of Toledo	1.6%	0.8%	0.7%	0.8%	0.9%
Wright State University	3.3%	3.2%	3.7%	3.8%	4.1%
Youngstown State University	2.2%	2.3%	2.6%	2.3%	2.2%
Totals	3.0%	2.7%	2.7%	2.6%	2.9%

Source: The Ohio Board of Regents HEI Current Fund Expenditures (CF) queries. Run Date: August 19, 2015.

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 2010 - 2014

Institution	2010	2011	2012	2013	2014
University of Akron	16.2%	16.1%	15.9%	27.2%	28.9%
Bowling Green State University	12.7%	13.0%	14.4%	16.9%	14.7%
University of Cincinnati	15.0%	15.4%	16.2%	17.0%	17.1%
Cleveland State University	15.7%	15.7%	15.1%	14.6%	15.1%
Central State University	27.0%	27.3%	25.6%	26.9%	26.5%
Kent State University	12.1%	12.4%	12.5%	12.5%	12.5%
Miami University	17.1%	18.9%	17.8%	18.6%	17.2%
Ohio State University	22.5%	23.6%	26.6%	29.1%	29.1%
Ohio University	27.3%	26.2%	23.5%	23.7%	13.0%
Shawnee State University	28.4%	27.1%	25.5%	26.6%	25.8%
University of Toledo	17.0%	17.3%	17.5%	17.5%	17.4%
Wright State University	15.5%	14.8%	12.0%	13.4%	16.0%
Youngstown State University	21.3%	20.9%	23.0%	20.9%	17.2%
Totals	19.1%	19.6%	20.5%	22.3%	21.4%

Source: The Ohio Board of Regents HEI Funding Unit Expenditures (FX) queries. Rupdate: August 19, 2015.

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 2010 - 2014

Institution	2010	2011	2012	2013	2014
University of Akron	13.6%	15.5%	14.7%	14.6%	14.1%
Bowling Green State University	20.1%	22.1%	20.0%	18.6%	18.6%
University of Cincinnati	12.8%	13.4%	13.4%	13.3%	13.2%
Cleveland State University	12.7%	13.0%	12.6%	12.5%	11.9%
Central State University	21.1%	24.0%	22.5%	20.6%	20.9%
Kent State University	16.2%	17.8%	17.2%	16.0%	16.1%
Miami University	12.9%	14.6%	15.8%	16.6%	16.9%
Ohio State University	5.6%	5.7%	5.8%	5.9%	5.9%
Ohio University	12.7%	13.7%	12.4%	12.1%	11.9%
Shawnee State University	25.3%	26.8%	26.4%	25.3%	25.7%
University of Toledo	10.9%	12.3%	11.9%	11.3%	11.4%
Wright State University	14.3%	15.6%	14.2%	14.3%	14.9%
Youngstown State University	20.4%	20.6%	20.7%	19.7%	18.9%
Totals	10.3%	11.0%	10.8%	10.5%	10.4%

Source: The Ohio Board of Regents HEI Current Fund Expenditures (CF) queries. Run Date: August 19, 2015.

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

Financial Aid Office

Cleveland State University's Financial Aid Programs

Financial aid is money that is provided to help bridge the gap between students' own resources and the amount of money needed to pay the cost of attending college. Approximately 68 percent of Cleveland State's students receive some form of financial assistance. The University participates in or administers all of the major federal and state grant and loan programs. In addition, Cleveland State provides University grants and scholarships.

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

	Academic Year					Percent Change	
	2010-11	2011-12	2012-13	2013-14	2014-15	1 year	5 year
Full-time Students with Financial Aid:							
Enrollment	6,580	6,647	6,434	6,892	6,428	-7%	-2%
Average Aid Package	\$8,950	\$8,755	\$8,821	\$8,707	8,935	3%	0%
Part-time Students with Financial Aid:							
Enrollment	1,111	1,292	1,631	1,259	1,471	17%	32%
Average Aid Package	\$6,955	\$6,652	\$5,896	\$6,566	\$6,660	1%	-4%

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

	2010-11	2011-12	2012-13	2013-14	2014-15	Percent Change	
						1 year	5 year
Federal Grants:							
Enrollment	615	624	690	818	861	5%	40%
Average Aid Package	\$5,011	\$5,831	\$4,359	\$4,539	\$4,604	1%	-8%
State Grants:							
Enrollment	487	481	506	611	645	6%	32%
Average Aid Package	\$1,155	\$959	\$823	\$935	\$1,087	16%	-6%
Scholarships/Institutional Grants:							
Enrollment	749	561	618	684	706	3%	-6%
Average Aid Package	\$3,354	\$4,300	\$5,155	\$5,442	\$5,325	-2%	59%
Federal Student Loans:							
Enrollment	722	799	919	1,063	1,189	12%	65%
Average Aid Package	\$5,604	\$5,492	\$5,772	\$5,644	\$5,814	3%	4%
Prior Year Cohort	N=1,127	N=1,148	N=1,328	N=1,531	N=1,729		

Source: IPEDS Student Financial Aid Survey 2014-15, Cleveland State University.

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

	2010-11	2011-12	2012-13	2013-14	2014-15	Percent Change	
						1 year	5 year
Federal Grants	\$25,159,208	\$24,562,122	\$22,854,234	\$23,390,675	\$22,928,474	-2%	-9%
State Grants	\$3,707,710	\$3,033,671	\$3,940,423	\$4,372,629	\$4,559,067	4%	23%
Institutional Grants/Scholarships	\$4,905,236	\$5,698,155	\$7,334,909	\$7,334,092	\$6,941,713	-5%	42%
Athletic Grants	\$2,523,061	\$2,554,462	\$2,610,354	\$2,602,035	\$2,626,103	1%	4%
Federal Student Loans and (FWS)	\$66,911,925	\$65,273,792	\$66,171,387	\$65,071,270	\$62,856,104	-3%	-6%
Federal Work Study							
Total	\$103,207,140	\$101,122,202	\$102,911,307	\$102,770,701	\$99,911,461	-3%	-3%

Source: Common Data Set, H1 (based on estimated award year 2014-2015)

Financial Aid Office

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

	2009-10	2010-11	2011-12	2012-13	2013-14	Percent Change	
						1 year	5 year
Full-time students with Financial Aid:							
Enrollment	531	528	593	545	544	-0.2%	2.4%
Average Aid Package	\$18,993	\$18,708	\$20,106	\$21,336	\$21,549	1.0%	13.5%
Part-time students with Financial Aid:							
Enrollment	1783	2044	2033	2004	1833	-8.5%	2.8%
Average Aid Package	\$14,720	\$15,220	\$15,089	\$15,880	\$15,757	-0.8%	7.0%

Source: CSU Financial Aid Office

Table 8.14: Graduate Student Financial Aid Awards by Types of Financial Aid Fall 2010 - 2014

Types of Financial Aid	2009-10	2010-11	2011-12	2012-13	2013-14	Percent Change	
						1 year	5 year
State Fellowship	\$95,734	\$134,297	\$92,439	\$55,072	\$73,798	34.0%	-22.9%
Scholarships/Institutional Grants	\$3,421,145	\$4,454,489	\$4,300,000	\$5,074,831	\$4,079,315	-19.6%	19.2%
Non-Institutional Assistance	\$325,532	\$411,982	\$315,577	\$308,971	\$502,041	62.5%	54.2%
Federal Student Loans and Federal Work Study (FWS)	\$32,505,934	\$35,861,289	\$37,801,004	\$37,943,017	\$35,900,446	-5.4%	10.4%

Source: CSU Financial Aid Office

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

	2009-10	2010-11	2011-12	2012-13	2013-14	Percent Change	
						1 year	5 year
Full-time students with Financial Aid:							
Enrollment	435	420	391	345	297	-13.9%	-31.7%
Average Aid Package	\$28,369	\$29,734	\$31,387	\$31,547	\$32,790	3.9%	15.6%
Part-time students with Financial Aid:							
Enrollment	128	133	122	92	102	10.9%	-20.3%
Average Aid Package	\$22,714	\$23,378	\$24,353	\$27,551	\$27,039	-1.9%	19.0%

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 2010 - 2014

Types of Financial Aid	2009-10	2010-11	2011-12	2012-13	2013-14	Percent Change	
						1 year	5 year
State Fellowship	\$0	\$0	\$0	0	0	-	-
Scholarships/Institutional Grants	\$1,875,318	\$1,941,719	\$1,959,025	2,096,603	2,543,201	21.3%	35.6%
Non-Institutional Assistance	\$251,051	\$88,912	\$66,819	\$26,340	\$66,858	153.8%	-73.4%
Federal Student Loans and Federal Work Study (FWS)	\$13,121,684	\$13,567,000	\$13,217,639	\$11,295,287	\$9,886,606	-12.5%	-24.7%

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					
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Tuition/Fees	\$7,970	\$8,660	\$9,002	\$9,316	\$9,498	\$9,688
Books and Supplies	\$800	\$800	\$800	\$800	\$800	\$800
Room/Board	\$9,230	\$9,470	\$11,842	\$11,662	\$11,858	\$12,100
Personal/Miscellaneous	\$2,500	\$2,500	\$2,500	\$1,700	\$1,700	\$1,700
Transportation	\$1,800	\$1,800	\$1,800	\$1,460	\$1,460	\$1,726
Loan Fees	\$0	\$0	\$0	\$0	\$0	\$72
Total	\$22,300	\$23,230	\$25,944	\$24,938	\$25,316	\$26,086

Source: CSU Financial Aid Office

Table 8.18: Annualized Full-Time Undergraduate Tuition & Fees for Selected Main Campuses of Ohio 4-Year Institutions 2014 - 2015*

University Main Campuses	In-State	Out-Of-State
Bowling Green State University	\$10,590	\$17,898
Cleveland State University	\$9,686	\$12,928
Kent State University	\$10,012	\$17,972
Miami University	\$14,013	\$30,121
Ohio State University	\$10,037	\$26,537
Ohio University	\$10,602	\$19,566
University of Akron	\$10,260	\$18,791
University of Cincinnati	\$11,000	\$26,334
University of Toledo	\$9,242	\$18,580
Youngstown State University	\$8,317	\$14,317

Source: Data from Ohio Board of Regents Fall 2014 Survey of Student Charges for Academic Year 2014-2015

<https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/statistical-profiles/tuition-finaid/FY15%20Tuition%20and%20Fees%20Survey.pdf>

Financial Aid Office

Table 8.19: Award of Financial Aid at Ohio's Public Title IV Postsecondary Institutions
Percent of First-Time, Full-Time, Degree-Seeking Students Receiving Aid
Average Award Amounts, Academic Year 2012 - 2013

Institution	Any Aid %	Any Grant Other Loans		Federal Grants		State Grants		Institutions Grants		Federal and	
		%	Avg. Grant \$	%	Avg. Grant \$	%	Avg. Grant \$	%	Avg. Grant \$	%	Avg. Grant \$
Bowling Green State University	96%	87%	\$5,689	36%	\$4,174	23%	\$1,261	77%	\$4,130	75%	\$7,025
Central State University	91%	87%	\$7,684	81%	\$5,176	8%	\$1,481	52%	\$4,555	84%	\$7,800
Cleveland State University	92%	80%	\$6,552	53%	\$4,539	40%	\$935	45%	\$5,442	70%	\$6,246
Kent State University	91%	81%	\$6,267	37%	\$4,474	26%	\$984	71%	\$4,457	71%	\$7,491
Miami University	77%	72%	\$7,496	15%	\$4,467	7%	\$823	71%	\$6,522	44%	\$7,318
Ohio State University	83%	72%	\$8,648	19%	\$4,250	13%	\$1,337	72%	\$7,346	46%	\$7,129
Ohio University	79%	58%	\$5,826	26%	\$4,233	16%	\$964	52%	\$4,078	60%	\$7,930
Shawnee State University	96%	83%	\$4,733	62%	\$3,955	47%	\$780	36%	\$3,036	76%	\$5,876
University of Akron	90%	77%	\$5,848	47%	\$4,074	36%	\$818	43%	\$5,336	68%	\$6,815
University of Cincinnati	83%	58%	\$5,826	23%	\$4,414	14%	\$1,009	53%	\$5,943	56%	\$6,870
University of Toledo	96%	96%	\$7,444	46%	\$4,663	34%	\$1,068	86%	\$5,368	67%	\$6,557
Wright State University	88%	73%	\$5,811	42%	\$4,567	34%	\$1,127	58%	\$3,354	66%	\$7,233
Youngstown State University	96%	71%	\$6,576	56%	\$4,641	44%	\$971	40%	\$4,113	73%	\$6,502
University Main Campuses	89%	77%	\$6,492	42%	\$4,433	26%	\$1,043	58%	\$4,898	66%	\$6,984

Source: <http://nces.ed.gov/ipeds/datacenter/CDSPreview.aspx>

Data retrieved July 1, 2015.

Financial Aid Office

Notes

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

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

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

Types of Financial Aid

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

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

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

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

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

Non-Institutional Aid: Assistance awarded from external agencies.

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

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

Center for International Services & Programs

International Services

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

Center for International Services & Programs

Table 8.20: CSU Fulbright Scholar Awards 1973-2015

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
TOTAL	86	

Source: Center for International Services & Programs

Table 8.21: Cleveland State University International Academic Initiatives

College	Academic Initiatives	Activities
The College of Liberal Arts and Social Sciences (CLASS)	International Agreements and Initiatives	The College hosted 8 undergraduate students from Jilin University, China, for semester-long study as part of a collaborative initiative.
	Arabic and Chinese Language Programs	Discussions continued related to the potential expansion of academic language programs to become academic minors; Title VI grant awarded for Arabic language program development.
	Faculty-led Programs Abroad	Faculty-led programs were delivered in France and Costa Rica.
	Fulbright Professor	The College hosted a Fulbright Visiting Professor from Hungary and sent a CSU Professor to Jordan for the academic year.
The Monte Ahuja College of Business	Faculty Led Programs Abroad	Faculty-led and Executive MBA programs were delivered in the UK, Spain, Israel, and Denmark.
	International Agreements and Initiatives	The College re-established the linkage with the ESC-Clermont, one of CSU's oldest institutional partnerships.
The College of Education & Human Services	International Agreements and Initiatives	The Dean of the College led targeted, international student recruitment efforts in India.
The School of Communication	Kosciuszko Foundation Fellow	The School hosted a Kosciuszko Foundation Fellow from Poland.
The Cleveland-Marshall College of Law	International Agreements and Initiatives	The College hosted 5 international law students for a year of study as part of the LLM Program and College faculty continue to be the most prolific users of the short-term Fulbright Specialist Program.
The College of Sciences & Health Professions	International Agreements and Initiatives	The Department of Mathematics initiated the development of an international student placement agreement with a university in India.
The School of Nursing	Student Organization Volunteer Activities	Student Nurses Association members engaged in a service-learning program in the Dominican Republic.
The Washkewicz College of Engineering	Fulbright Awards	The College supported a short-term Fulbright visit to India.
The Confucius Institute	Language and Cultural Programs	The CI facilitated a student visit to CSU's CI partner university, the Capital University of Engineering and Business; the CI organized the placement of Chinese language teaching professionals to secondary schools in Cleveland, including the Campus International School (CIS), and the Northeast Ohio region, and delivered non-credit Chinese language instruction and culture-based programming at CSU.
The Maxine Goodman Levin College of Urban Affairs	International Agreements and Initiatives	The College re-negotiated a Reciprocal Student Exchange Agreement with Chung-Ang University (South Korea), the university's oldest international partner.

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

Program Type	2010-11	2011-12	2012-13	2013-14	2014-15	Percent Change	
						1 year	5 year
Faculty Led	146	167	168	171	111	-35%	-24%
Exchange	4	4	3	5	4	-20%	0%
Internship	7	4	4	1	4	300%	-43%
Independent	33	28	18	21	24	14%	-27%
Law Institute*	-	-	-	-	-		
TOTAL	190	203	193	198	143	-28%	-25%

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

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

College	2010-11	2011-12	2012-13	2013-14	2014-15	Percent Change	
						1 year	5 year
Business	96	131	122	133	93	-30%	-3%
CLASS	53	41	51	43	36	-16%	-32%
Science	6	8	17	16	11	-31%	83%
Education	23	11	4	3	1	-67%	-96%
Engineering	-	5	2	4	3	-25%	-
Urban	5	4	2	-	2	-	-60%
Law	9	5	-	1	-	-100%	-100%
TOTAL	192	205	198	200	146	-27%	-24%

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	2010-11	2011-12	2012-13	2013-14	2014-15	Percent Change	
						1 year	5 year
Undergraduate	104	77	114	99	75	-24%	-28%
Graduate	77	121	79	98	67	-32%	-13%
Law	9	5	-	1	-	-100%	-100%
TOTAL	190	203	193	198	142	-28%	-25%

Source: Center for International Services & Programs

Note: 1 Project 60 student not included by level

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

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

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

Office of the University Architect

Table 8.26 Cleveland State University Spring 2015 Building Inventory

Notes	Building Code	Building	Year Acquired	Total Gross Square Feet
	AA	Advance Manufacturing Annex	1993	8,213
	AC	Parker Hannifin Administration Center	2007	37,610
[3], [5], [8]	AG	Art Gallery	2012	17,519
	BU	Business College	1998	126,245
[4]	CB	Chester Building	1970	109,728
[5]	CE	Cole Center *CMSD Campus International School	1990	56,653
	CG	Central Garage	1979	269,594
[5]	CM	Magnet Building (Ceramics & Sculpture)	1994	82,470
	CS	Campus Safety	2004	25,056
[3], [5], [7]	EC	Euclid Commons Complex Buildings 1-4	2010	225,811
	EG	East Garage	2006	124,300
[2], [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
[5]	LA	Langston Court	2012	NA
	LB	Law Building	1977	118,438
	LL	Law Library	1997	111,870
[3], [5], [8]	MB	Middough Building	2011	303,845
[2]	MC	Main Classroom Building	1970	386,489
[2]	MM	Mather Mansion	1967	43,938
	MU	Music & Communication Building	1988	151,533
	PA	Plant Annex Building	1985	8,579
	PE	Physical Education	1973	201,860
[3], [7]	PG	Prospect Garage	2010	97,489
	PH	Parker Hannifin Hall	1984	27,252
[5]	PR	Shaker Residence	2002	4,440
	PS	Plant Services	1970	134,590
[5]	RC	Recreation Center	2006	135,167
	RT	Rhodes Tower	1971	493,968
[1], [5]	RW	Rhodes West * CMSD STEMM High School	---	
	SC	Student Center	2010	160,677
[3], [7]	SG	South Garage	2010	208,000
[2]	SI	Science Building	1969	171,242
	SR	Science and Research Center	1978	142,479
[11]	ST	Stephanie Tubbs Jones Transit Center	2010	NA
[3], [10]	TC	Trinity Commons	2013	1,185
[3], [5], [9]	UN	Union Building	2011	84,688
	UR	Urban College	2000	87,792
	WA	Wallingford	2008	8,916
	WG	University West Garage	1996	199,599
[5]	WO	Wolstein Center	1989	289,000
[3], [5]	WST	West Center Campus Extension	2003	9,607
Grand Total	5,285,562			

Notes:

[1] RW - Rhodes West designation is used for way finding. This space is included in Rhodes Tower totals.

[2] Construction/Renovation/Vacancy

[3] Leased spaces

[4] Some Vacancy- Planned Demolition

[5] Includes Some Non-Institutional Uses

[6] Building Name Change

[7] Owned by Euclid Avenue Housing Development Corporation

[8] Owned by Playhouse Square Development Corporation

[9] Owned by Liberty Development Corporation

[10] Owned by Trinity Diocese

[11] Owned by RTA Regional Transit Authority

Accreditation

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

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

List of College Acronyms and Abbreviations

- Monte Ahuja College of Business Administration:** *College of Business, Business, Bus*
- College of Education and Human Services:** *COEHS, College of Education, Education, Edu*
- Fenn College of Engineering:** *College of Engineering, Engineering, Egr*
- College of Graduate Studies:** *Graduate Studies*
- Cleveland-Marshall College of Law:** *Law*
- College of Liberal Arts and Social Sciences:** *CLASS*
- School of Nursing:** *Nursing*
- College of Sciences and Health Professions:** *COSHP, Science*
- Maxine Goodman Levin College of Urban Affairs:** *College of Urban Affairs, Urban Affairs, Urban*

Other Acronyms and Abbreviations

- CIP:** *Classification of Instructional Program*
- EEO6:** *Equal Employment Opportunity*
- FTE:** *Full-Time Equivalent (Student Credit Hour/15)*
- GPA:** *Grade Point Average*
- IPEDS:** *Integrated Postsecondary Education Data System*
- N/A:** *Not applicable or Not available*
- OBOR:** *Ohio Board of Regents*
- SCH:** *Student Credit Hour*

Book of Trends 2015

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

The Book of Trends (BOT) 2015 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 2015 is based on the Semester Census files used for Ohio Board of Regents (OBOR) reports unless specifically noted from a different data source.
2. The various Deans' offices provided IRA with a set of grant/highlight information used to produce Table 4.13. IRA limited these selections in order to meet space requirements. This table is not intended to be a comprehensive listing, but merely to reflect some of the interesting activities of our faculty, staff and students.
3. Each year we attempt to provide comparative data to other colleges and universities in Ohio. These comparisons are typically centered on information available from the Ohio Board of Regents' Higher Education Information System (HEI) <https://www.ohiohigheredjobs.org/hei>. At the time of publication a few of the tables normally presented here were not available due to some schools updating prior years' data, or changes to the HEI system. Please be aware that the HEI tables presented in this year's book represent various states of completion:
 - a. The data may be complete for the reporting year and can be used accordingly.
 - b. The data may be complete for most institutions, but a few may be unfinalized, in which case only finalized ones are reported or in some cases unfinalized numbers are included but footnoted as such.
 - c. In some cases many schools had unfinalized the type of data being reviewed and in those cases we have simply reproduced the prior year's data with appropriate titles and footnotes.

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

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

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

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

Office of Institutional Research and Analysis

Affirmative Action Statement

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