



Cleveland State University 2014 Book of Trends



2014 Book of Trends

Office of Academic Planning

Phone (216) 687-4700

www.csuohio.edu/offices/planning

Teresa LaGrange *Vice Provost for Academic Planning*

Laurine Owens *Administrative Coordinator*

Office of Institutional Research and Analysis

Phone (216) 687-4700

www.csuohio.edu/iraa

Thomas Geaghan *Director*

Eric Brown *Senior Report Developer*

Deborah Geil *Data Analyst/System Developer*

Hanjay Kim *Data Analyst/System Developer*

Traci Worth *Data Analyst/System Developer*

Michael McGoun *Research Assistant*

Carolyn Slade *Administrative Assistant*

Kaitlin Kerchenski *Student Office Assistant*

Table of Contents

1



Cleveland State University
2014 Book of Trends

Table of Contents

1 INTRODUCTION

- University Administration..... 3
- Board of Trustees 2013-2014..... 4
- Student Government Association Executive Board..... 4
- President’s Medal 5
- Distinguished Alumni..... 5

2 CAMPUS ENROLLMENT CHARACTERISTICS AND TRENDS

- Table 2.1: Cleveland State University Enrollment by Level, Fall 1965 – 2013 9
- Table 2.2: Enrollment by College, Level and Load-Fall 2013 10
- Table 2.3: Full-Time Enrollment by Ethnicity and Gender-Fall 2013 11
- Table 2.4: Total Enrollment by Ethnicity and Gender-Fall 2013 11
- Table 2.5: New Undergraduate Fall Enrollment by College and Entrance Status: 5-Year Trend..... 12
- Table 2.6: New Graduate & Law Fall Enrollment by College and Entrance Status: 5-Year Trend 12
- Table 2.7: New Undergraduate Fall Enrollment by Academic Load: 5-Year Trend..... 13
- Table 2.8: New Graduate & Law Fall Enrollment by Academic Load: 5-Year Trend 13
- Table 2.9: New Fall Enrollment by College, 5-Year Trend..... 13
- Table 2.10: Fall Enrollment by Class Standing and Student Credit Hours: 5-Year Trend..... 14
- Table 2.11: Total Fall Enrollment by Academic Level: 5-Year Trend..... 15
- Table 2.12: Fall Enrollment by College, 5-Year Trend 16
- Table 2.13: Fall Student Credit Hours (SCH) by College, 5-Year Trend 16
- Table 2.14: Registered Student Credit Hours by Level - Fall 2013..... 17
- Table 2.15: Enrollment by Age Category - Fall 2013 18
- Table 2.16: Enrollment by Level and Residency Status - Fall 2013..... 19
- Table 2.17: Enrollment by State - Fall 2013..... 19
- Table 2.18: Enrollment by Ohio County - Fall 2013..... 19
- Map of 2013 Fall Enrollment by Ohio County 20
- Table 2.19: Non-Resident Alien Enrollment by Country or Region - Fall 2013..... 21
- Table 2.20: Spring Enrollment by College: 5-Year Trend..... 22
- Table 2.21: Spring Student Credit Hours (SCH) by College: 5-Year Trend 22
- Table 2.22: Summer Enrollment by College: 5-Year Trend 23
- Table 2.23: Summer Student Credit Hours (SCH) by College, 5-Year Trend 23
- Table 2.24: Annualized Student Credit Hours (SCH) by College: 5-Year Trend 24
- Table 2.25: Yearly Change in Enrollment by Campus Types for Ohio Institutions, Fall 2009-2013 25
- Table 2.26: Main Campus Enrollment for Select Ohio Four Year Institutions, Fall 2009-2013 25

3 ENROLLMENT CHARACTERISTICS OF STUDENTS IN CSU COLLEGES

Tables 3.1-11:	Fall Enrollment by Level and Major, 5-Year Trend.....	29-42
Table 3.1:	College of Business.....	29
Table 3.2:	College of Liberal Arts and Social Sciences.....	31
Table 3.3:	College of Education and Human Services.....	33
Table 3.4:	School of Nursing.....	35
Table 3.5:	College of Engineering.....	36
Table 3.6:	College of Sciences and Health Professions.....	37
Table 3.7:	College of Urban Affairs.....	39
Table 3.8:	College of Law.....	40
Table 3.9:	Undergraduate Studies.....	40
Table 3.10:	Undergraduate Non-Degree.....	41
Table 3.11:	Graduate Studies.....	41
Table 3.11a:	Other.....	41
Tables 3.12-20:	Fall Enrollment by Class Standing and Student Credit Hours by Course Level: 5-Year Trend.....	42-50
Table 3.12:	College of Business.....	42
Table 3.13:	College of Liberal Arts and Social Sciences.....	43
Table 3.14:	College of Education and Human Services.....	44
Table 3.15:	School of Nursing.....	45
Table 3.16:	College of Engineering.....	46
Table 3.17:	College of Sciences and Health Professions.....	47
Table 3.18:	College of Urban Affairs.....	48
Table 3.19:	College of Law.....	49
Table 3.20:	Undergraduate Studies.....	50
Table 3.21:	CSU Total Fall Enrollment by College and Ethnicity: 5-Year Trend.....	51
Table 3.22:	CSU Undergraduate Fall Enrollment by College and Ethnicity: 5-Year Trend.....	55
Table 3.23:	CSU Graduate and Law Fall Enrollment by College and Ethnicity: 5-Year Trend.....	59
Table 3.24:	Undergraduate Fall Enrollment by College and Load: 5-Year Trend.....	63
Table 3.25:	Graduate & Law Fall Enrollment by College and Load: 5-Year Trend.....	64
	East and West Centers and Off-Campus Locations.....	65
Table 3.26:	West Center Student Credit Hours: Fall Semester.....	65
Table 3.26a:	Annual West Center Historical Enrollment and Student Credit Hours Trend.....	65
Table 3.27:	East Center Student Credit Hours: Fall Semester.....	66
Table 3.27a:	Annual East Center Historical Enrollment and Student Credit Hours Trend.....	66
Table 3.28a:	Annual Historical Enrollment and SCH Trends at Lorain County Community College.....	67
Table 3.28b:	Annual Historical Enrollment and SCH Trends at Lakeland Community College.....	68
Table 3.28c:	Annual Historical Enrollment and SCH Trends at Other Off-Campus Locations.....	69

4 SPONSORED RESEARCH

Table 4.1:	Sponsored Program Awards and Expenditures, Fiscal Years 2008-2013.....	73
Table 4.2:	Sponsored Program Awards by Source, Fiscal Years 2008-2013.....	74
Table 4.3:	Sponsored Program Expenditures by Source, Fiscal Years 2008-2013.....	75
Table 4.4:	National Science Foundation Ranking of Research and Development Expenditures, Fiscal Years 2007-2012 (Northern Ohio Comparison).....	76
Table 4.4a:	National Science Foundation Ranking of Research Results, Fiscal Years 2010-2012.....	77

Table 4.5:	Indirect Cost (IDC) Recovery and Total Sponsored Program Expenditures by Year, Fiscal Years 2008-2013.....	77
Table 4.6:	Proposals Submitted and Awards Received by Source, Fiscal Years 2007-2013.....	78
Table 4.7:	Proposals Submitted and Awards Received by College, Fiscal Years 2007-2013	79
Table 4.7a:	Fiscal Year 2013 Proposals Submitted by College	79
Table 4.7b:	Fiscal Year 2013 Awards Received by College	80
Table 4.8:	Intellectual Property: Patents and Disclosures, Fiscal Years 2008-2013	81
Table 4.9:	Cleveland State University Graduate Student Support from Externally Funded Research, Fiscal Years 2008-2013	81
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 2009-2013.....	82
Table 4.11:	Selected Research & Grant Highlights by College.....	83
Table 4.12:	Cleveland State University Research Centers and Institutes.....	99
Table 4.13:	Past Recipients of Distinguished Faculty Awards by Award Type, 1995-2014.....	100

5 RETENTION AND GRADUATION

Table 5.1:	Fall to Fall Retention Rates for IPEDS Cohort by Ethnicity and Gender Enrolled Fall 2008-2012 / Returned Fall 2009-2013	103
Table 5.2:	Fall to Fall Retention Rates for IPEDS Cohort by College Enrolled Fall 2008-2012 / Returned Fall 2009-2013	104
Table 5.3:	Attended, Graduated and Retained Fall to Fall Student Tracking (IPEDS Cohort)	105
Table 5.4:	Attended, Graduated and Retained Fall to Fall Student Tracking (Transfer Cohort).....	106
Table 5.5a:	Undergraduate First-Year, Full-Time Degree-Seeking Cohort Graduation Rate.....	106
Table 5.5b:	Undergraduate First-Year, Full-Time Degree-Seeking Cohort Retention Rate.....	107
Table 5.6:	Annual Degrees Awarded by Academic Level and Gender - University Total.....	108
Tables 5.7-14:	Annual Degrees Awarded by Major and Gender.....	108-118
Table 5.7:	College of Business.....	108
Table 5.8:	College of Liberal Arts and Social Sciences	110
Table 5.9:	College of Education and Human Services.....	112
Table 5.10:	College of Engineering.....	114
Table 5.11:	School of Nursing.....	115
Table 5.12:	College of Sciences and Health Professions.....	115
Table 5.13:	College of Urban Affairs	117
Table 5.14:	College of Law.....	118
Table 5.15:	Annual Degrees Awarded by Ethnicity and Gender.....	119
Table 5.16:	University System of Ohio Accountability Measures Access Goal #4 - Associate and Bachelor's Degrees Awarded to First Generation College Students.....	122

6 SELECTED STRATEGIC INDICATORS: Academic and Administrative Programs

Honors Program

Table 6.1:	Characteristics of New Honors Students Fall 2009-2013	125
Table 6.2:	Scholarship Aid for Honors Students by Financial Aid Year	125

Academic Characteristics

Table 6.3:	IPEDS Cohort Characteristics	126
Table 6.3a:	Average ACT Composite Scores by College for IPEDS Cohort Students	126
Table 6.3b:	Fall IPEDS Cohort by Gender: 5 Year Trend	127
Table 6.3c:	Fall IPEDS Cohort by Ethnicity: 5 Year Trend	127
Table 6.3d:	Fall IPEDS Cohort by Age Group: 5 Year Trend	127
Table 6.3e:	Fall IPEDS Cohort by Selected Major: 5 Year Trend	127
Table 6.3f:	Fall IPEDS Cohort by Notable Student Groups: 5 Year Trend	127
Table 6.4:	Average High School GPA by College for IPEDS Cohort Students: 5 Year Trend	128
Table 6.5:	Undergraduate Cumulative GPA by College: 5-Year Trend	129
Table 6.6a:	Fall 2013 Top 15 Majors by Academic Level	130
Table 6.6b:	Top 15 Departments by Academic Level	130
Table 6.7:	Fall 2013 Top 15 Degree Seeking Programs with Highest Minority Student Enrollment by Level	131
Table 6.8:	Fall 2013 Top 15 Degree Seeking Programs with Highest Female Student Enrollment by Level	132
Table 6.9:	Summer Class Section and Average Class Size by Time of Day and College: 5-Year Trend	133
Table 6.10:	Fall Class Section and Average Class Size by Time of Day and College: 5-Year Trend	135
Table 6.11:	Spring Class Section and Average Class Size by Time of Day and College: 5-Year Trend	137
Table 6.12:	Fall Undergraduate Student FTE by College and Class Time: 5-Year Trend, Fall 2009-2013	139
Table 6.13:	Fall Graduate & Law Student FTE by College and Class Time: 5-Year Trend, Fall 2009-2013	139

Center for eLearning

Table 6.14a:	Annual Web Historical Enrollment and SCH Trends	140
Table 6.14b:	5-Year Trends in Web-Based Instructional Delivery Student Credit Hours Generated	141

Trends in Interactive Video and Telecourse Instructional Delivery

Table 6.15:	5-Year Trends in Interactive Video and Telecourse Delivery Student Credit Hours Generated	142
Table 6.16:	Cleveland State University Michael Schwartz Library Collections and Instructional Media Services, FY 2013	143
Table 6.17:	Cleveland State University Michael Schwartz Library and Instructional Media Services Use Statistics	144
Table 6.18:	Cleveland State University Law Library Collections 2010-2013	144
Table 6.19:	Cleveland State University Law Library Statistics 2009-2013	144

Learning Communities

Table 6.20:	Learning Communities - Cleveland Transfer Connection	145
-------------	--	-----

7 Faculty & Staff

Table 7.1:	Full-Time Employees by Standard Occupational Classification (SOC), Fall 2013	149
Table 7.2:	Full-Time Employees by Gender, Ethnicity, and SOC Category, Fall 2013	150
Table 7.3:	Full-Time Employees: Women and Minorities as a Percentage of Total by SOC Category, Fall 2013	152
Table 7.4:	Total Employees by SOC Category, Fall 2013	154
Table 7.5:	Full-Time Faculty by Rank and College, Fall 2013	155
Table 7.6:	Full-Time Faculty by Gender and College, Fall 2013	155
Table 7.6a:	Full-Time Faculty by College, Gender and Rank, Fall 2013	156
Table 7.7:	Full-Time Faculty by Highest Degree Attained, Fall 2013	156
Table 7.8:	Full-Time Tenured/Tenure-Track and Non-Tenure Track Faculty by College/Department: 5-Year Trend	157
Table 7.9:	Percentage of Undergraduate Student Credit Hours (SCH) Generated by Part-Time Faculty, Fall 2013	159
Table 7.10:	Women and Minorities as a Percent of Full-Time Faculty, Selected Ohio 4-Year Institutions, Fall 2009-2013	162
Table 7.11:	Full-Time Faculty as a Percentage of Total Full-Time Employees, Selected Ohio 4-Year Institutions, Fall 2009-2013	162
Table 7.12:	Rate of Annual Student FTE to Number of Full-Time Faculty Selected Ohio 4-Year Institutions Fiscal Years 2009-2013	163
Table 7.13:	Student FTE to Full-Time Staff Ratio Selected Ohio 4-Year Institutions Main Campuses Only Fall 2009-2013	163

8 SELECTED ADMINISTRATIVE CENTERS, DEPARTMENTS & OFFICES

Application, Admission, and Yield

Table 8.1:	University Totals Application Trends Unduplicated for Degree-Seeking Students, Fall 2009-2013	167
Table 8.1a:	New First Year Undergraduate Application Trends for Degree-Seeking Students, Fall 2009-2013	167
Table 8.1b:	New Transfer Undergraduate Application Trends for Degree-Seeking Students, Fall 2009-2013	167
Table 8.1c:	New Law Application Trends for Degree-Seeking Students, Fall 2009-2013	167
Table 8.1d:	New Graduate Application Trends for Degree-Seeking Students, Fall 2009-2013	167

Office of Advancement

Table 8.2:	CSU Foundation: 5 Year Endowment Growth by College/Division	168
Table 8.3:	CSU Foundation: Endowed Scholarship, Donors & Giving	169
	Philanthropic Highlights: 2013-2014	169

Athletics Department

Table 8.4:	Athletic Sports at Cleveland State University by Enrollment	170
Table 8.5	Athletic Sports at Cleveland State University 4, 5 and 6 Year Graduation Rate	170

Finance

Table 8.6:	Statement of Revenues, Expenditures and Other Changes, Fiscal Years 2009-2013.....	171
Table 8.7:	Public Service Expenditures as a Percentage of Total Expenditures, Selected Ohio 4-Year Institutions, Main Campuses Only, Fiscal Years 2009-2013.....	173
Table 8.8:	Benefit Expenditures as a Percentage of Total Funding Unit Expenditures Selected Ohio 4-Year Institutions, Main Campuses Only, Fiscal Years 2009-2013.....	173
Table 8.9:	Scholarship and Fellowship Expenditures as a Percentage of Total Expenditures Selected Ohio 4-Year Institutions, Main Campuses Only, Fiscal Years 2009-2013.....	174

Financial Aid

Table 8.10:	Financial Aid Awards to Undergraduate Students by Full-Time/Part-Time Status: Average Aid Package and Academic Year.....	174
Table 8.11:	Financial Aid Awards Fall Cohort, Full-Time, First-Time, Degree-Seeking Undergraduate Students.....	175
Table 8.12:	Financial Aid Awards to Fall Term Undergraduate Students.....	175
Table 8.13:	Graduate Student Financial Aid Awards by Full-Time/Part-Time Status & Average Aid Package	176
Table 8.14:	Graduate Student Financial Aid Awards by Types of Financial Aid, Fall 2009-2013	176
Table 8.15:	Law Student Financial Aid Awards by Full-Time/Part-Time Status and Average Aid Package.....	176
Table 8.16:	Law Students Financial Aid Awards by Types of Financial Aid, Fall 2009-2013	176
Table 8.17:	Undergraduate Cost of Attendance (COA).....	177
Table 8.18:	Annualized Full-Time Undergraduate Tuition and Fees for Selected Main Campuses of Ohio, 4 Year Institutions, 2013-2014.	177
Table 8.19:	Award of Financial Aid at Ohio's Public Title IV Postsecondary Institutions	178
	Financial Aid Notes.....	178

Center for International Services and Programs (CISP)

Table 8.20:	CSU Fulbright Scholar Awards, 1973–2014.....	179
Table 8.21:	Cleveland State University International Academic Initiatives.....	180
Table 8.22:	Study Abroad Student Enrollment by Academic Year (Summer, Fall and Spring) and Program Type	181
Table 8.23:	Study Abroad Student Enrollment by Academic Year (Summer, Fall and Spring) and College	181
Table 8.24:	Study Abroad Student Enrollment by Academic Year (Summer, Fall and Spring) and Course Level.....	181
Table 8.25:	Key International Links.....	182

Office of Space Management

Table 8.26:	Cleveland State University Fall 2013 Building Inventory	183
-------------	---	-----

Accreditation.....	184
---------------------------	------------

List of College Acronyms & Abbreviations.....	185
--	------------

Other Acronyms and Abbreviations.....	185
--	------------

Book of Trends 2014	186
----------------------------------	------------

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.

2 CAMPUS ENROLLMENT CHARACTERISTICS AND TRENDS

Table 2.3: Full-Time Enrollment by Ethnicity and Gender-Fall 2013 11
 Table 2.4: Total Enrollment by Ethnicity and Gender-Fall 2013 11

3 ENROLLMENT CHARACTERISTICS OF STUDENTS IN CSU COLLEGES

Table 3.21: CSU Total Fall Enrollment by College and Ethnicity: 5-Year Trend 51
 Table 3.22: CSU Undergraduate Fall Enrollment by College and Ethnicity: 5-Year Trend 55
 Table 3.23: CSU Graduate and Law Fall Enrollment by College and Ethnicity: 5-Year Trend 59

5 RETENTION AND GRADUATION

Table 5.1: Fall to Fall Retention Rates for IPEDS Cohort by Ethnicity and Gender Enrolled Fall 2008–2012 / Returned Fall 2009-2013 103
 Table 5.6: Annual Degrees Awarded by Academic Level and Gender - University Total..... 108
 Tables 5.7-14: Annual Degrees Awarded by Major and Gender..... 108-118
 Table 5.15: Annual Degrees Awarded by Ethnicity and Gender..... 119
 Table 5.16: University System of Ohio Accountability Measures Access Goal #4 - Associate and Bachelor's Degrees Awarded to First Generation College Students..... 122

6 SELECTED STRATEGIC INDICATORS: Academic and Administrative Programs

Table 6.3b: Fall IPEDS Cohort by Gender: 5 Year Trend 127
 Table 6.3c: Fall IPEDS Cohort by Ethnicity: 5 Year Trend 127

7 Faculty & Staff

Table 7.2: Full-Time Employees by Gender, Ethnicity, and SOC Category, Fall 2012–2013 150
 Table 7.3: Full-Time Employees: Women and Minorities as a Percentage of Total by SOC Category, Fall 2012–2013 152
 Table 7.6: Full-Time Faculty by Gender and College, Fall 2013..... 155
 Table 7.6a: Full-Time Faculty by College, Gender and Rank, Fall 2013..... 156
 Table 7.10: Women and Minorities as a Percent of Full-Time Faculty, Selected Ohio 4-Year Institutions, Fall 2009-2013..... 162

Introduction

1



Cleveland State University
2014 Book of Trends

University Administration



Ronald M. Berkman

President

Deirdre M. Mageean

Provost and Senior Vice President for Academic Affairs

Stephanie Y. McHenry

Vice President for Business Affairs and Finance

Carmen A. Brown

Vice President for Enrollment Services

Berinthia R. LeVine

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

Byron P. White

Vice President for University Engagement

Sonali B. Wilson

General Counsel and Counsel to the Board of Trustees

William J. Napier

Senior Advisor to President and Secretary to the Board of Trustees



Deirdre M. Mageean

Provost and Senior Vice President for Academic Affairs

Jerzy Sawicki

Vice President for Research

Craig M. Boise

Dean, Cleveland Marshall College of Law

Meredith Bond

Dean, College of Sciences and Health Professions

Edward W. Hill

Dean, Maxine Goodman Levin College of Urban Affairs

Anette Karlsson

Dean, Washkewicz College of Engineering

Vida B. Lock

Dean, School of Nursing

Joseph B. Mazzola

Dean, Monte Ahuja College of Business Administration

Gregory M. Sadlek

Dean, College of Liberal Arts and Social Sciences

Sajit Zachariah

Dean, College of Education and Human Services

Jianping Zhu

Dean, College of Graduate Studies and Sr. Vice Provost for Academic Affairs

Boyd Yarbrough

Vice President for Student Affairs

William R. Morgan

Vice Provost for Faculty Affairs

Teresa C. LaGrange

Vice Provost for Academic Planning

Sonja Harris-Haywood

Associate Vice Provost for Health Affairs

Peter F. Meiksins

Vice Provost for Academic Programs

Glenda Thornton

Director, Michael Schwartz Library

Board of Trustees 2014-2015

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	January 9, 2012	May 1, 2015
Allison J. Dumski <i>Student Trustee</i>	August 1, 2014	May 1, 2015
David I. Pendleton <i>Student Trustee</i>	August 1, 2014	May 1, 2016
Stephen F. Kirk <i>Community Board Member</i>	June 7, 2013	End of term as Chair of the CSU Foundation
Paul E. Dicorleto, Ph.D. <i>Community Board Member</i>	September 23, 2014	June 30, 2016
Sheldon Gelman, LL.M. <i>Faculty Representative</i>	July 1, 2014	June 30, 2015
Nigamanth Sridhar <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 2014-2015

Executive Member	Position
Allison Dumski	President
Monica Ward	Vice President
Emily Halasah	Secretary
Jake Wehner	Treasurer
Hazem Jadallah	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
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
2009	Mrs. Jean L. Elsner		

Distinguished Alumni Award

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

2011 Honorees

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

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. Gempertline	College of Sciences and Health Professions
Sam McNulty	Maxine Goodman Levin College of Urban Affairs

Campus Enrollment Characteristics & Trends

2



Cleveland State University
2014 Book of Trends

Table 2.1: Cleveland State University Enrollment by Level - Fall 1965 - 2013

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

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

Figure 2.1: Cleveland State University Enrollment Trend - Fall 1965 - 2013

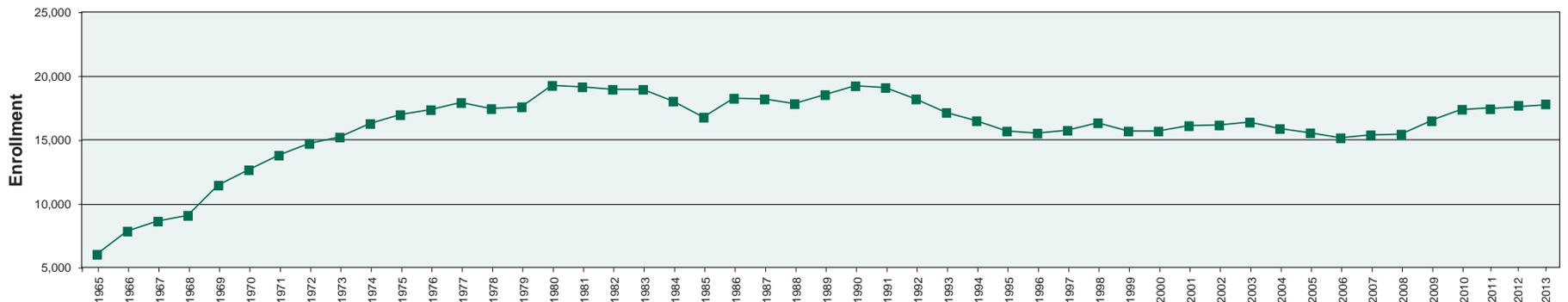


Table 2.2: Enrollment by College, Level and Load - Fall 2013

College	Undergraduate				Graduate & Law				Total			
	Full-Time	Part-Time	Undergraduate Total	Undergraduate % of Total	Full-Time	Part-Time	Graduate & Law Total	Graduate & Law % of Total	Full-Time	Part-Time	Total	% of Total
Business	1,340	601	1,941	16%	444	916	1,360	25%	1,784	1,517	3,301	19%
CLASS	2,529	613	3,142	25%	227	322	549	10%	2,756	935	3,691	21%
Education	646	258	904	7%	290	1,065	1,355	25%	936	1,323	2,259	13%
Nursing	502	71	573	5%	20	35	55	1%	522	106	628	4%
Engineering	1,045	270	1,315	11%	78	378	456	8%	1,123	648	1,771	10%
Science	2,332	662	2,994	24%	408	439	847	16%	2,740	1,101	3,841	22%
Urban Affairs	209	115	324	3%	52	200	252	5%	261	315	576	3%
Law	-	-	-	0%	308	161	469	9%	308	161	469	3%
Undergraduate Studies	383	480	863	7%	-	-	-	0%	383	480	863	5%
Undergraduate Non-Degree	14	206	220	2%	-	-	-	0%	14	206	220	1%
Graduate Studies	-	-	-	0%	-	28	28	1%	-	28	28	0%
Other ¹	-	83	83	1%	-	-	-	0%	-	83	83	0%
Total	9,000	3,359	12,359	100%	1,827	3,544	5,371	100%	10,827	6,903	17,730	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 2013

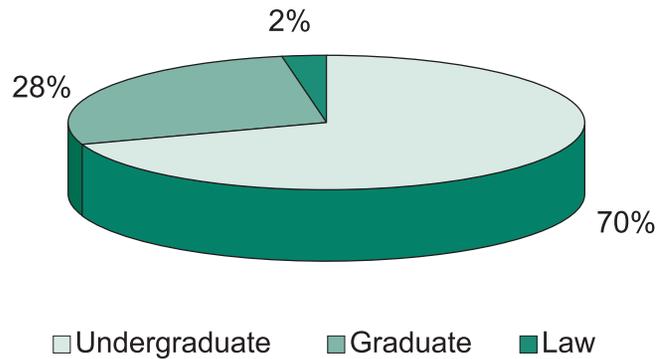


Figure 2.2b: Enrollment by Load and Level Fall 2013

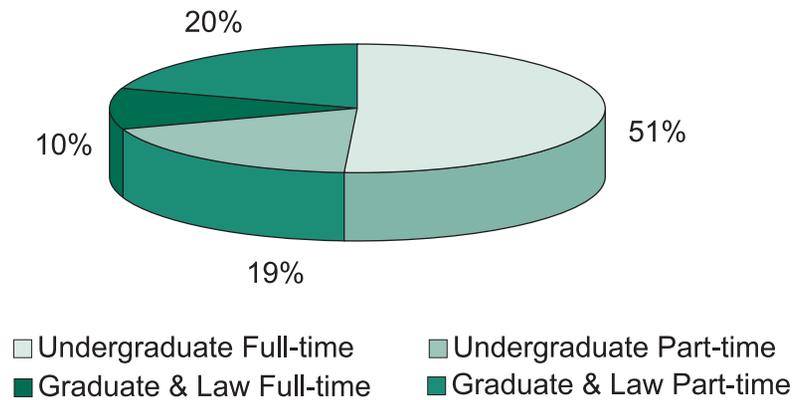


Table 2.3: Full-Time Enrollment by Ethnicity and Gender - Fall 2013

Full-Time Students	American Indian/Alaska Native		Asian		Black/African American		Hispanic/Latino		White		Hawaiian or Other Pacific Islander		Two or more races		Non Resident Alien		Unknown		Total		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Undergraduate	8	14	125	110	532	1,052	214	257	2,713	3,002	4	7	104	167	351	99	123	118	4,174	4,826	9,000
Graduate	1	1	20	21	39	131	12	34	286	527	-	1	4	11	134	153	9	26	505	905	1,410
First Professional	2	1	8	2	8	14	10	9	181	162	-	-	1	4	3	1	6	5	219	198	417
Total Full-Time	11	16	153	133	579	1,197	236	300	3,180	3,691	4	8	109	182	488	253	138	149	4,898	5,929	10,827

Table 2.4: Total Enrollment by Ethnicity and Gender - Fall 2013

Total Students	American Indian/Alaska Native		Asian		Black/African American		Hispanic/Latino		White		Hawaiian or Other Pacific Islander		Two or more races		Non Resident Alien		Unknown		Total		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Undergraduate	8	16	164	162	763	1,572	254	326	3,629	4,056	4	10	118	202	480	155	228	212	5,648	6,711	12,359
Graduate	1	3	65	65	179	550	35	84	1,154	1,620	-	1	23	33	440	363	69	106	1,966	2,825	4,791
First Professional	2	1	11	6	15	28	12	10	247	216	-	-	2	6	5	5	7	7	301	279	580
Grand Total	11	20	240	233	957	2,150	301	420	5,030	5,892	4	11	143	241	925	523	304	325	7,915	9,815	17,730

Figure 2.4a: Total Enrollment by Ethnicity Fall 2013

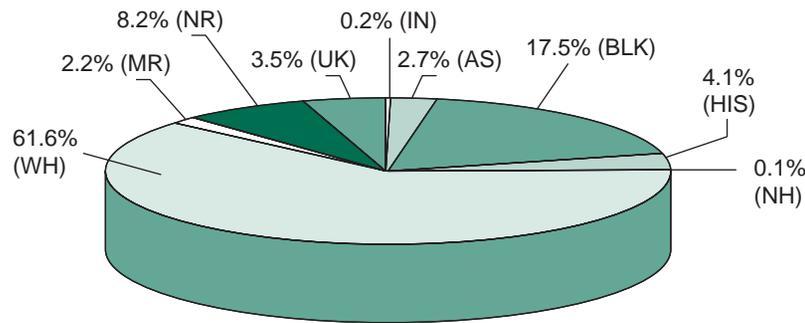
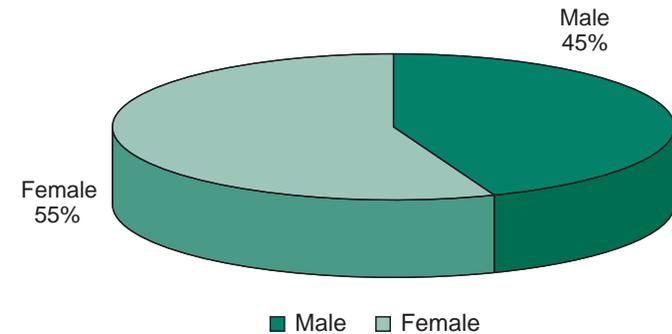


Figure 2.4b: Total Enrollment by Gender Fall 2013



- American Indian/Alaska Native (IN)
- Asian (AS)
- Black/African American (BLK)
- Hispanic (HIS) / Latino
- Native Hawaiian or Other Pacific Islander (NH)
- White (WH)
- Two or more races (MR)
- Non-Resident Alien (NR)
- Unknown (UK)

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	
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	1-Year	5-Year
Business	170	151	159	196	243	371	373	318	324	323	19	17	16	24	21	560	541	493	544	587	8%	5%
CLASS	330	379	488	464	520	389	442	417	466	449	27	27	23	37	24	746	848	928	967	993	3%	33%
Education	81	90	90	70	97	146	120	111	113	129	45	40	26	21	30	272	250	227	204	256	25%	-6%
Nursing	90	124	83	119	135	78	100	63	60	38	35	7	8	4	10	203	231	154	183	183	0%	-10%
Engineering	133	148	157	215	225	100	109	109	137	147	12	7	7	15	19	245	264	273	367	391	7%	60%
Science	254	299	327	406	421	301	376	397	407	442	54	74	81	125	97	609	749	805	938	960	2%	58%
Urban Affairs	6	9	13	9	8	61	74	68	65	58	-	-	-	2	4	67	83	81	76	70	-8%	4%
Undergraduate Studies	117	42	76	110	104	42	28	52	74	72	197	169	176	234	259	356	239	304	418	435	4%	22%
Undergraduate Non-Degree	-	-	-	-	-	-	-	-	-	-	185	174	121	129	114	185	174	121	129	114	-12%	-38%
Other	1	-	-	-	-	-	-	-	-	-	35	52	87	83	58	36	52	87	83	58	-30%	61%
UNIVERSITY	1,182	1,242	1,393	1,589	1,753	1,488	1,622	1,535	1,646	1,658	609	567	545	674	636	3,279	3,431	3,473	3,909	4,047	4%	23%

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	
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	1-Year	5-Year
Business	355	320	306	337	296	26	-	-	-	10	112	99	105	99	69	493	419	411	436	375	-14%	-24%
CLASS	151	176	145	158	122	-	-	-	-	-	47	39	51	37	52	198	215	196	195	174	-11%	-12%
Education	264	249	243	283	243	9	4	3	6	8	88	92	82	54	59	361	345	328	343	310	-10%	-14%
Nursing	10	13	20	14	19	-	-	-	-	-	-	-	2	5	3	10	13	22	19	22	16%	120%
Engineering	107	111	94	94	144	10	3	6	6	7	16	10	13	7	3	133	124	113	107	154	44%	16%
Science	159	160	190	187	176	19	14	16	17	19	41	34	40	36	35	219	208	246	240	230	-4%	5%
Urban Affairs	50	52	44	47	32	-	2	7	2	2	44	42	31	17	34	94	96	82	66	68	3%	-28%
Law	196	187	164	139	135	-	-	-	-	-	9	5	7	7	25	205	192	171	146	160	10%	-22%
Graduate Studies*	-	-	-	-	-	-	-	-	-	-	14	24	10	6	22	14	24	10	6	22	267%	57%
UNIVERSITY	1,292	1,268	1,206	1,259	1,167	64	23	32	31	46	371	345	341	268	302	1,727	1,636	1,579	1,558	1,515	-3%	-12%

* Graduate Studies includes students enrolled in Non-Degree Courses and Transfers. Part-time new Masters and Doctoral students are also under Other Graduate now.

¹ See Note below.

NOTE: In prior editions of the Book of Trends multiple methodologies were used to count new graduate students in the different years within the same table. This year, we have chosen one methodology and have applied to the entire table. Specifically, students are marked as “new” during their first year at the graduate level. New students pursuing a Master’s degree, a Law degree, or a 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	
	2009	2010	2011	2012	2013	1-Year	5-Year	2009	2010	2011	2012	2013	1-Year	5-Year
Business	431	416	390	408	482	18%	16%	129	125	103	136	105	-23%	-19%
CLASS	644	723	804	823	864	5%	20%	102	125	124	144	129	-10%	26%
Education	286	204	188	179	202	13%	-1%	60	46	39	25	54	116%	-10%
Nursing	107	197	134	166	169	2%	-14%	22	34	20	17	14	-18%	-36%
Engineering	199	223	237	311	314	1%	41%	46	41	36	56	77	38%	67%
Science	517	612	659	765	790	3%	29%	92	137	146	173	170	-2%	85%
Urban Affairs	41	59	57	57	48	-16%	-19%	26	24	24	19	22	16%	-15%
Undergraduate Studies	195	99	155	207	202	-2%	104%	161	140	149	211	233	10%	45%
Undergraduate Non-Degree ²	41	31	16	19	12	-37%	-61%	144	143	105	110	102	-7%	-29%
Other ¹	-	-	-	-	-	-	-	36	52	87	83	58	-30%	61%
Total New Undergraduate	2,461	2,564	2,640	2,935	3,083	5%	20%	818	867	833	974	964	-1%	18%

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	
	2009	2010	2011	2012	2013	1-Year	5-Year	2009	2010	2011	2012	2013	1-Year	5-Year
Business	240	180	178	209	153	-27%	-36%	253	239	233	227	222	-2%	-12%
CLASS	100	103	79	88	76	-14%	-24%	98	112	117	107	98	-8%	0%
Education	102	93	95	102	127	25%	25%	259	252	233	241	183	-24%	-29%
Nursing	5	-	2	9	13	44%	160%	5	13	20	10	9	-10%	80%
Engineering	50	39	30	29	32	10%	-36%	83	85	83	78	122	56%	47%
Science	124	140	142	137	138	1%	11%	95	68	104	103	92	-11%	-3%
Urban Affairs	36	34	30	24	16	-33%	-56%	58	62	52	42	52	24%	-10%
Law	160	148	131	109	112	3%	-30%	45	44	40	37	48	30%	7%
Graduate Studies ²	-	1	-	1	-	-1	-	14	23	10	5	22	340%	57%
Total New Graduate & Law	817	738	687	708	667	-6%	-18%	910	898	892	850	848	0%	-7%

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

College	2009	2010	2011	2012	2013	Percent Change	
						1-Year	5-Year
Business	1,053	960	904	980	962	-2%	-9%
CLASS	944	1,063	1,124	1,162	1,167	0%	24%
Education	707	595	555	547	566	3%	-20%
Nursing	139	244	176	202	205	1%	47%
Engineering	378	388	386	474	545	15%	44%
Science	828	957	1,051	1,178	1,190	1%	44%
Urban Affairs	161	179	163	142	138	-3%	-14%
Law	205	192	171	146	160	10%	-22%
Undergraduate Studies	356	239	304	418	435	4%	22%
Undergraduate Non-Degree ²	185	174	121	129	114	-12%	-38%
Graduate Studies	14	24	10	6	22	267%	57%
Other ¹	36	52	87	83	58	-30%	61%
Total New Students	5,006	5,067	5,052	5,467	5,562	2%	11%

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

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

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

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

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

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

Table 2.10a: ENROLLMENT BY CLASS STANDING

Class Standing											Percent Change	
	2009	%	2010	%	2011	%	2012	%	2013	%	1-Year	5-Year
Freshmen	2,783	17%	2,944	17%	2,988	17%	3,175	18%	3,356	19%	6%	21%
Sophomores	1,637	10%	1,636	9%	1,764	10%	1,830	10%	1,937	11%	6%	18%
Juniors	2,076	13%	2,386	14%	2,198	13%	2,300	13%	2,410	14%	5%	16%
Seniors	4,212	26%	4,530	26%	4,772	27%	4,734	27%	4,656	26%	-2%	11%
Masters	4,717	29%	4,810	28%	4,676	27%	4,501	26%	4,393	25%	-2%	-7%
Doctoral	436	3%	470	3%	486	3%	484	3%	509	3%	5%	17%
Law	645	4%	610	4%	563	3%	501	3%	469	3%	-6%	-27%
Total	16,506	100%	17,386	100%	17,447	100%	17,525	100%	17,730	100%	1%	7%

Table 2.10b: STUDENT CREDIT HOURS BY COURSE LEVEL

Course Level											Percent Change	
	2009	%	2010	%	2011	%	2012	%	2013	%	1-Year	5-Year
Developmental	4,019	2%	2,782	1%	2,986	2%	2,690	1%	2,898	1%	8%	-29%
Lower	72,735	41%	79,303	42%	79,157	42%	83,554	43%	89,337	45%	7%	23%
Upper	53,156	30%	58,133	31%	61,316	32%	62,180	32%	63,338	32%	2%	19%
Masters	33,892	19%	35,373	19%	35,500	19%	34,180	18%	33,535	17%	-2%	-1%
Doctoral	3,183	2%	3,320	2%	3,238	2%	3,306	2%	3,566	2%	8%	12%
Law	8,496	5%	8,015	4%	7,425	4%	6,776	4%	6,116	3%	-10%	-28%
Total	175,481	100%	186,926	100%	189,622	100%	192,686	100%	198,790	100%	3%	13%

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

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

Figure 2.10a: Enrollment by Class Standing

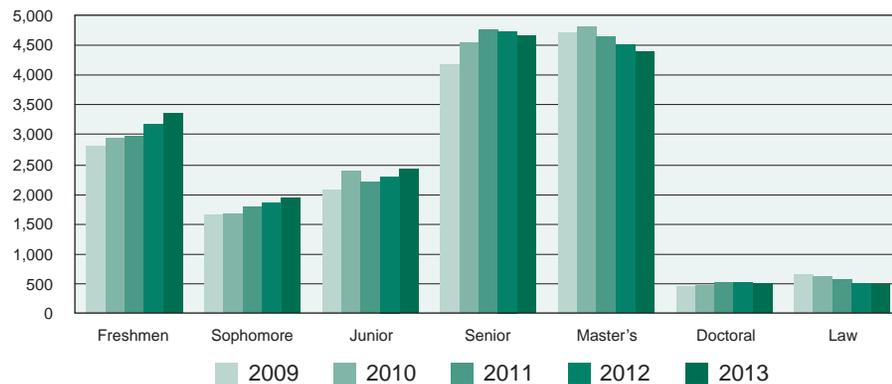


Figure 2.10b: Student Credit Hours by Course Level

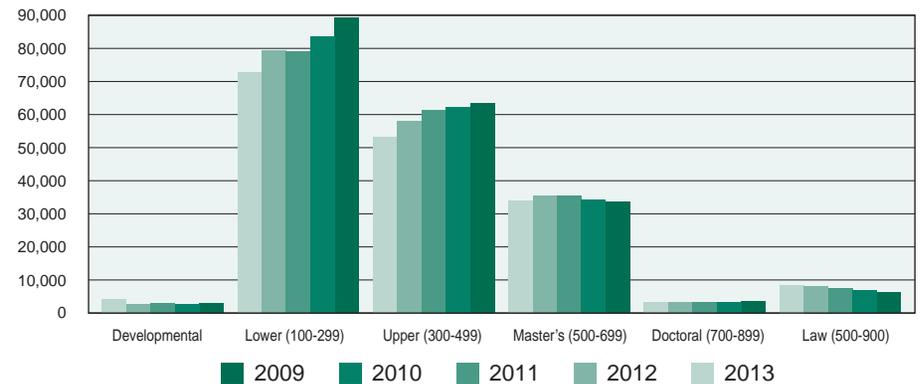


Table 2.11: Total Fall 2013 Enrollment by Academic Level: 5-Year Trend

Academic Level	2009	2010	2011	2012	2013	Percent Change	
						1 year	5 year
Undergraduates	10,708	11,496	11,722	12,039	12,359	3%	15%
Masters	4,717	4,810	4,676	4,501	4,393	-2%	-7%
Doctoral	436	470	486	484	509	5%	17%
Law	645	610	563	501	469	-6%	-27%
University Total	16,506	17,386	17,447	17,525	17,730	1%	7%

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

College	2009		2010		2011		2012		2013		Percent Change	
	Enrollment	%	1-Year	5-Year								
Business	3,423	21%	3,633	21%	3,481	20%	3,369	19%	3,301	19%	-2%	-4%
CLASS	3,425	21%	3,667	21%	3,736	21%	3,731	21%	3,691	21%	-1%	8%
Education	2,708	16%	2,623	15%	2,451	14%	2,266	13%	2,259	13%	0%	-17%
Nursing	441	3%	589	3%	559	3%	592	3%	628	4%	6%	42%
Engineering	1,272	8%	1,392	8%	1,452	8%	1,569	9%	1,771	10%	13%	39%
Science	2,677	16%	3,062	18%	3,368	19%	3,727	21%	3,841	22%	3%	43%
Urban Affairs	621	4%	694	4%	689	4%	620	4%	576	3%	-7%	-7%
Law	645	4%	610	4%	563	3%	501	3%	469	3%	-6%	-27%
Undergraduate Studies	838	5%	663	4%	739	4%	780	4%	863	5%	11%	3%
Undergraduate Non-Degree	367	2%	336	2%	274	2%	245	1%	220	1%	-10%	-40%
Graduate Studies	44	0%	45	0%	23	0%	19	0%	28	0%	47%	-36%
Other ¹	45	0%	72	0%	112	1%	106	1%	83	0%	-22%	84%
Total Enrollment	16,506	100%	17,386	100%	17,447	100%	17,525	100%	17,730	100%	1%	7%

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

College	2009		2010		2011		2012		2013		Percent Change	
	SCH	%	1-Year	5-Year								
Business	25,804	15%	27,613	15%	27,156	14%	26,889	14%	27,276	14%	1%	6%
CLASS	55,788	32%	58,906	32%	57,758	30%	58,808	31%	60,416	30%	3%	8%
Education	16,583	9%	17,296	9%	16,542	9%	16,165	8%	16,224	8%	0%	-2%
Nursing	3,650	2%	3,447	2%	4,411	2%	4,564	2%	4,569	2%	0%	25%
Engineering	8,373	5%	10,011	5%	10,290	5%	10,054	5%	11,572	6%	15%	38%
Science	45,346	26%	48,889	26%	52,560	28%	56,361	29%	59,594	30%	6%	31%
Urban Affairs	9,460	5%	10,722	6%	11,009	6%	10,245	5%	10,176	5%	-1%	8%
Law	8,496	5%	8,015	4%	7,425	4%	6,776	4%	6,116	3%	-10%	-28%
Undergraduate Studies	1,053	1%	1,060	1%	1,190	1%	1,419	1%	1,596	1%	12%	52%
Honors	121	0%	144	0%	141	0%	121	0%	120	0%	-1%	-1%
Other ¹	807	0%	823	0%	1,140	1%	1,284	1%	1,131	1%	-12%	40%
Total SCH	175,481	100%	186,926	100%	189,622	100%	192,686	100%	198,790	100%	3%	13%

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) Trend: Fall 2009-2013

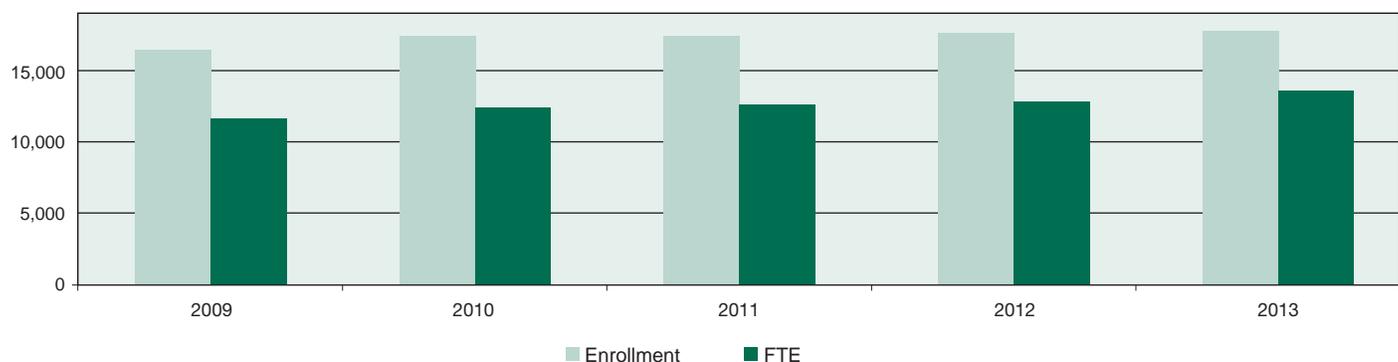


Table 2.14: Registered Student Credit Hours by Level - Fall 2013

Registered Credit Hours	Undergraduate		Graduate		Law		All		
	Enrollment	Cumulative %	Enrollment	Cumulative %	Enrollment	Cumulative %	Enrollment	Cumulative %	
0	146	1%	-	0%	-	0%	146	1%	
1	75	2%	160	3%	1	0%	236	2%	
2	44	2%	75	5%	4	1%	123	3%	
3	236	4%	417	13%	3	2%	656	7%	
4	536	8%	403	22%	3	2%	942	12%	
5	100	9%	55	23%	5	3%	160	13%	
6	289	12%	1015	43%	20	8%	1,324	20%	
7	464	15%	303	50%	2	8%	769	25%	
8	642	20%	955	69%	11	10%	1,608	34%	
GRAD FT	9	219	22%	429	78%	14	13%	662	37%
10	309	25%	218	82%	18	17%	545	40%	
11	299	27%	147	85%	49	28%	495	43%	
UGRD FT	12	1,590	40%	243	90%	31	34%	1,864	54%
LAW FT	13	1,117	49%	161	93%	18	38%	1,296	61%
14	1,146	58%	84	95%	63	52%	1,293	68%	
15	1,526	71%	104	97%	135	80%	1,765	78%	
16	1,852	86%	76	99%	59	93%	1,987	90%	
17	900	93%	30	99%	16	96%	946	95%	
18	484	97%	2	99%	12	99%	498	98%	
19	259	99%	24	100%	2	99%	285	99%	
20	80	100%	1	100%	1	100%	82	100%	
21	27	100%	-	100%	1	100%	28	100%	
22	10	100%	-	100%	1	100%	11	100%	
23	7	100%	-	100%	-	100%	7	100%	
24+	2	100%	-	100%	-	100%	2	100%	
TOTAL	12,359		4,902		469		17,730		
Average	12.6		7.5		13.2		11.2		

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 2013

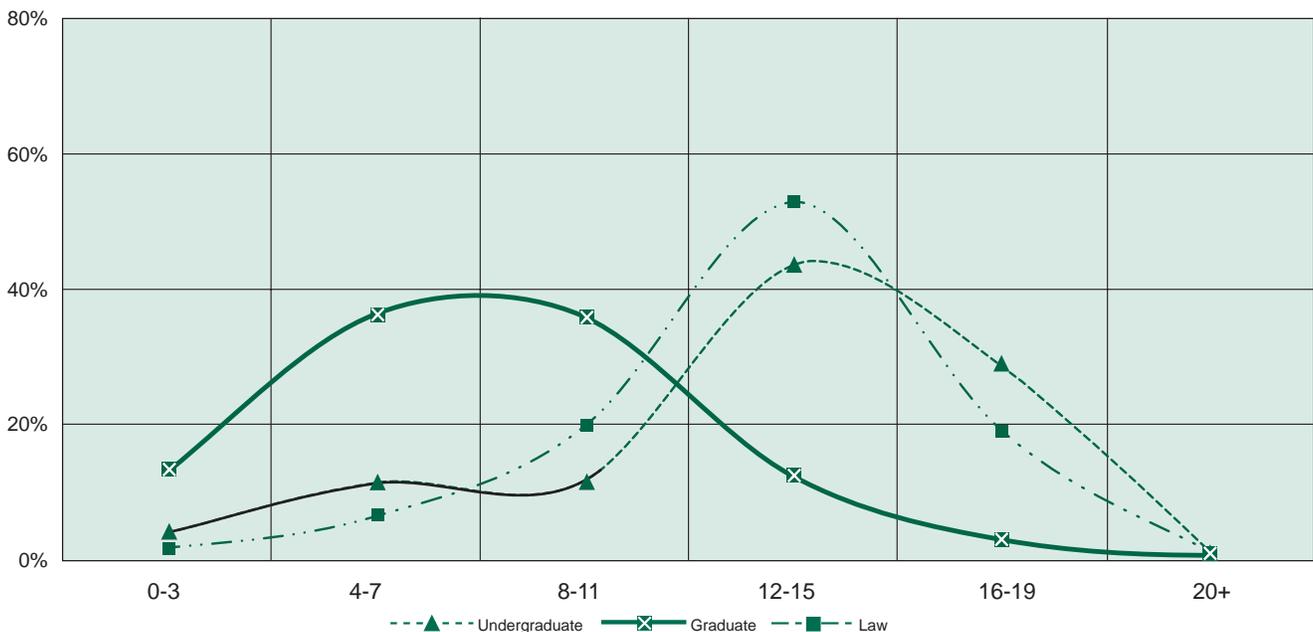


Table 2.15: Enrollment by Age Category - Fall 2013

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	132	132	304	392	181	86	103	50	3	-	28.1
	Male	11	225	241	437	481	225	150	106	35	1	-	26.9
	Total	17	357	373	741	873	406	236	209	85	4	-	27.4
CLASS	Female	24	481	403	394	319	135	95	170	140	6	-	27.0
	Male	9	325	318	329	230	117	57	71	63	5	-	25.6
	Total	33	806	721	723	549	252	152	241	203	11	-	26.4
Education	Female	4	102	148	294	358	227	149	189	151	5	-	31.3
	Male	1	50	64	100	142	79	62	82	49	3	-	31.1
	Total	5	152	212	394	500	306	211	271	200	8	-	31.3
Nursing	Female	10	188	92	80	59	39	22	32	14	-	-	24.6
	Male	-	25	13	28	14	4	3	4	1	-	-	24.2
	Total	10	213	105	108	73	43	25	36	15	-	-	24.5
Engineering	Female	3	59	59	78	46	18	9	7	5	-	-	24.0
	Male	7	295	289	397	296	110	39	46	8	-	-	24.1
	Total	10	354	348	475	342	128	48	53	13	-	-	24.1
Science	Female	23	558	509	650	429	171	90	96	46	-	-	24.5
	Male	10	227	241	291	265	112	55	47	21	-	-	25.1
	Total	33	785	750	941	694	283	145	143	67	-	-	24.7
Urban Affairs	Female	1	9	28	49	68	47	31	56	41	1	-	33.9
	Male	-	8	23	43	51	40	19	37	23	1	-	32.5
	Total	1	17	51	92	119	87	50	93	64	2	-	33.3
Law	Female	-	-	3	85	57	41	10	10	4	-	-	27.9
	Male	-	-	2	104	83	44	11	12	3	-	-	27.5
	Total	-	-	5	189	140	85	21	22	7	-	-	27.7
Undergraduate Studies	Female	186	116	43	23	20	13	6	9	32	83	1	30.3
	Male	91	49	13	24	29	12	5	7	27	74	-	35.9
	Total	277	165	56	47	49	25	11	16	59	157	1	32.5
Undergraduate Non-Degree	Female	-	4	10	28	18	7	12	14	16	2	-	33.5
	Male	1	6	11	33	17	12	8	11	8	2	-	30.2
	Total	1	10	21	61	35	19	20	25	24	4	-	31.9
Graduate Studies	Female	-	-	-	4	3	3	1	5	1	-	-	34.6
	Male	-	-	-	-	5	2	-	3	1	-	-	34.5
	Total	-	-	-	4	8	5	1	8	2	-	-	34.6
Other ¹	Female	-	1	5	14	17	2	-	-	-	-	-	24.5
	Male	-	7	9	11	12	5	-	-	-	-	-	23.7
	Total	-	8	14	25	29	7	-	-	-	-	-	24.1
University	Female	257	1,650	1,432	2,003	1,786	884	511	691	500	100	1	27.5
	Male	130	1,217	1,224	1,797	1,625	762	409	426	239	86	-	26.7
	Total	387	2,867	2,656	3,800	3,411	1,646	920	1,117	739	186	1	27.2

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 2013

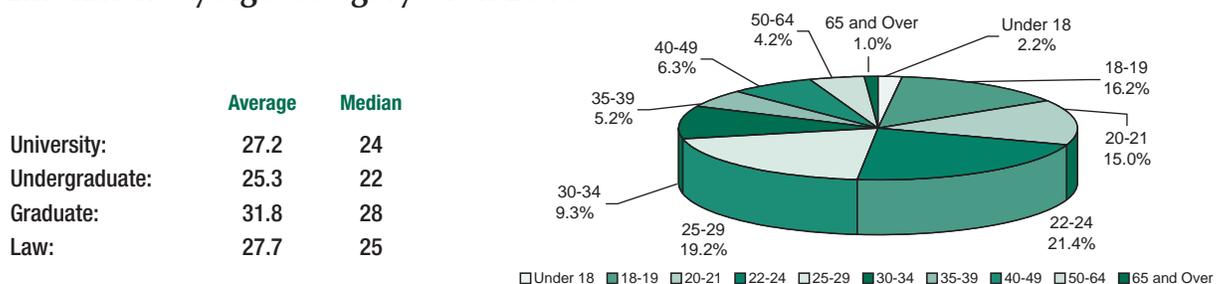


Table 2.16: Enrollment by Level and Residency Status - Fall 2013

Resident Type	Undergraduate	Undergraduate in %	Graduate	Graduate in %	Law	Law in %	Total
Ohio Resident	11,288	91	3971	84	436	92	15,695
Non-Ohio Resident	436	3	127	2	24	7	587
Non-Resident Alien	635	5	804	14	9	1	1,448
Total	12,359	100%	4,902	100%	469	100%	17,730

Table 2.17: Enrollment by State
Fall 2013

State	Number of Students
Ohio.....	15,976
Pennsylvania.....	81
New York.....	37
Michigan	29
Illinois, Indiana (15/state).....	30
California, Virginia (13/state).....	26
Florida	12
Texas	10
Maryland	8
Kentucky, New Jersey (6/state)	12
Massachusetts, North Carolina , Wisconsin (5/state).....	15
West Virginia	4
Arizona, Connecticut, Tennessee, Vermont (3/state).....	12
Georgia, Kansas, Louisiana, Missouri, Oregon, South Dakota, Washington (2/state).....	14
Alabama, Arkansas, Colorado, District of Columbia, Hawaii, Idaho, Mississippi, Nevada, New Hampshire, Oklahoma, Puerto Rico (1/state).....	11
Unknown State	5
Non-Resident Alien	1,448
Total States	17,730

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 2013

County	Number of Students
Cuyahoga	11,557
Lake.....	1,323
Lorain.....	961
Summit	467
Medina.....	450
Geauga	296
Ashtabula	126
Erie	105
Portage.....	97
Stark	93
Trumbull.....	74
Franklin.....	47
Mahoning.....	38
Wayne.....	31
Huron.....	27
Lucas, Sandusky (19/county).....	38
Hamilton	18
Richland	16
Delaware, Ottawa (15/county)	30
Tuscarawas.....	14
Montgomery, Wood (13/county).....	26
Columbiana	12
Ashland, Fairfield (11/county).....	22
Seneca	8
Butler.....	7
Jefferson, Knox, Licking (6/county).....	18
Washington.....	5
Fulton, Greene, Union, Warren (4/county).....	16
Clark, Crawford, Guernsey (3/county).....	9
Athens, Clermont, Defiance, Hancock ,Henry, Lawrence, Marion, Meigs, Mercer, Muskingum, Perry, Putnam, Williams (2/county)	26
Adams, Allen, Auglaize, Belmont, Carroll, Coshocton, Harrison, Highland, Hocking, Holmes, Logan, Madison, Monroe, Morrow, Paulding, Preble, Ross, Shelby, Van Wert (1/county)	19
Total.....	15,976

* Excluding Non-Resident Aliens

Table 2.19: Enrollment by Country or Regions, Fall 2013

Country/Region	Number of Students	Country/Region	Number of Students
Saudi Arabia	535	New Zealand, Pakistan, Senegal, Venezuela (5/country)	20
India.....	385	Albania, Australia, Ethiopia, Mexico(4/country)	16
China.....	183	Burkina Faso, Ecuador, Ghana, Hong Kong, Indonesia, Israel, Jordan, Kenya, Malaysia, Peru, South Africa, Sweden, Syrian Arab Republic, Zambia (3/country)	42
Korea, Republic of	32	Barbados, Brazil, Colombia, Georgia, Germany, Jamaica, Japan, Libyan Arab Jamahiriya, Netherlands, Romania, Zimbabwe (2/country)	22
Kuwait.....	28	Aruba, Austria, Azerbaijan, Bangladesh, Bosnia and Herzegovina, Botswana, Bulgaria, Cameroon, Costa Rica, Czech Republic, Denmark, Italy, Mongolia, Philippines, Republic of Serbia, Slovenia, Switzerland, United Republic of Tanzania, Togo, Uganda, Ukraine, United Arab Emirates, Uzbekistan, Virgin Islands (British) (1/country)	24
Nigeria	23	Unknown.....	1
Iran (Islamic Republic Of)	20	Total	1,448
Canada.....	18		
Turkey	14		
Nepal	13		
Province of China Taiwan, Viet Nam (12/country)	24		
Egypt.....	11		
Lebanon.....	7		
France, Russian Federation, Sri Lanka, Thailand, United Kingdom (6/country).....	30		

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

Source: Institutional Research

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

College	2010		2011		2012		2013		2014		Percent Change	
	Enrollment	%	1-Year	5-Year								
Business	3,408	21%	3,401	20%	3,265	20%	3,201	19%	3,090	19%	-3%	-9%
CLASS	3,298	20%	3,461	21%	3,499	21%	3,446	21%	3,389	20%	-2%	3%
Education	2,636	16%	2,556	15%	2,371	14%	2,285	14%	2,106	13%	-8%	-20%
Nursing	455	3%	641	4%	588	4%	630	4%	641	4%	2%	41%
Engineering	1,249	8%	1,334	8%	1,354	8%	1,534	9%	1,773	11%	16%	42%
Science	2,644	16%	2,957	18%	3,185	19%	3,484	21%	3,605	22%	3%	36%
Urban Affairs	623	4%	692	4%	641	4%	573	3%	562	3%	-2%	-10%
Law	606	4%	568	3%	525	3%	474	3%	424	3%	-11%	-30%
Undergraduate Studies	745	5%	577	3%	631	4%	763	5%	811	5%	6%	9%
Undergraduate Non-Degree	346	2%	285	2%	284	2%	220	1%	192	1%	-13%	-45%
Graduate Studies	50	0%	54	0%	46	0%	14	0%	27	0%	93%	-46%
Other ¹	46	0%	74	0%	88	1%	86	1%	75	0%	-13%	63%
Total Enrollment	16,106	100%	16,600	100%	16,477	100%	16,710	100%	16,695	100%	0%	4%

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

College	2010		2011		2012		2013		2014		Percent Change	
	SCH	%	1-Year	5-Year								
Business	25,932	15%	25,896	15%	25,618	15%	26,296	14%	26,563	14%	1%	2%
CLASS	53,720	32%	53,808	31%	52,789	30%	55,955	31%	56,247	30%	1%	5%
Education	17,277	10%	17,898	10%	16,980	10%	16,768	9%	16,065	9%	-4%	-7%
Nursing	4,026	2%	4,550	3%	5,063	3%	5,481	3%	5,293	3%	-3%	31%
Engineering	8,778	5%	9,952	6%	10,024	6%	10,404	6%	12,606	7%	21%	44%
Science	41,834	25%	44,637	25%	47,147	27%	50,493	28%	53,318	29%	6%	27%
Urban Affairs	9,897	6%	10,629	6%	10,603	6%	9,993	5%	10,192	5%	2%	3%
Law	7,801	5%	7,451	4%	6,844	4%	6,262	3%	5,498	3%	-12%	-30%
Undergraduate Studies	198	0%	179	0%	186	0%	229	0%	215	0%	-6%	9%
Honors	102	0%	204	0%	101	0%	27	0%	57	0%	111%	-44%
Other ¹	911	1%	975	1%	1,019	1%	855	0%	935	1%	9%	3%
Total SCH	170,476	100%	176,179	100%	176,374	100%	182,763	100%	186,989	100%	2%	10%

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) Trend Spring 2010-2014

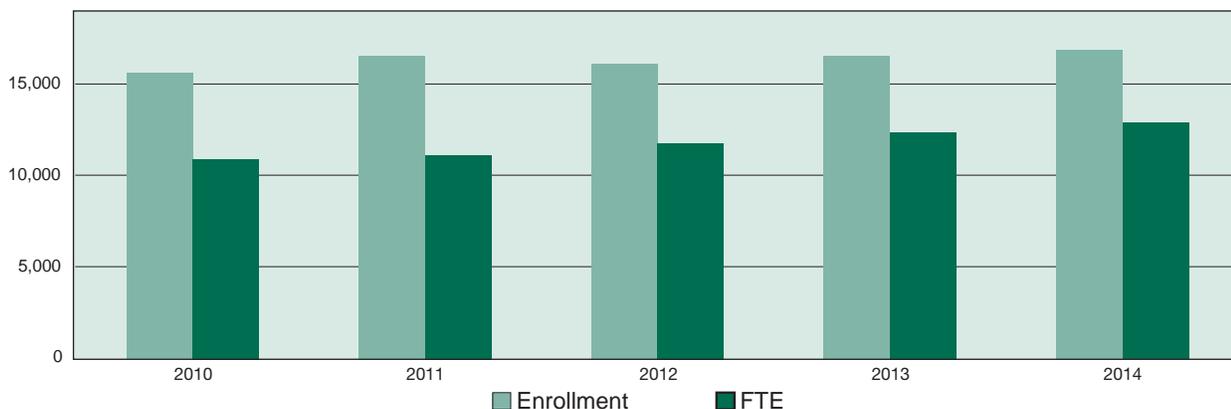


Table 2.22: Summer Enrollment by College: 5-Year Trend

College	2009		2010		2011		2012		2013		Percent Change	
	Enrollment	%	1-Year	5-Year								
Business	1,650	24%	1,837	25%	1,783	24%	1,733	24%	1,607	23%	-7%	-3%
CLASS	1,066	15%	1,162	16%	1,076	15%	1,066	15%	987	14%	-7%	-7%
Education	1,635	23%	1,582	21%	1,420	19%	1,374	19%	1,248	18%	-9%	-24%
Nursing	204	3%	206	3%	184	3%	172	2%	170	2%	-1%	-17%
Engineering	239	3%	354	5%	366	5%	445	6%	486	7%	9%	103%
Science	962	14%	1,068	14%	1,242	17%	1,337	18%	1,356	20%	1%	41%
Urban Affairs	195	3%	225	3%	265	4%	218	3%	204	3%	-6%	5%
Law	216	3%	204	3%	207	3%	189	3%	142	2%	-25%	-34%
Undergraduate Studies	150	2%	155	2%	133	2%	155	2%	165	2%	6%	10%
Undergraduate Non-Degree	618	9%	572	8%	529	7%	493	7%	463	7%	-6%	-25%
Graduate Studies	45	1%	50	1%	36	0%	19	0%	16	0%	-16%	-64%
Other ¹	36	1%	48	1%	73	1%	94	1%	85	1%	-10%	136%
Total Enrollment	7,016	100%	7,463	100%	7,314	100%	7,295	100%	6,929	100%	-5%	-1%

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

College	2009		2010		2011		2012		2013		Percent Change	
	SCH	%	1-Year	5-Year								
Business	10,775	23%	11,043	22%	10,626	22%	10,594	22%	9,902	22%	-7%	-8%
CLASS	9,276	20%	10,989	22%	10,821	22%	10,490	22%	9,572	21%	-9%	3%
Education	9,493	20%	9,354	19%	8,582	17%	8,132	17%	7,220	16%	-11%	-24%
Nursing	1,968	4%	1,750	4%	1,436	3%	1,250	3%	1,396	3%	12%	-29%
Engineering	189	0%	564	1%	435	1%	938	2%	905	2%	-4%	379%
Science	10,189	22%	11,183	23%	12,236	25%	11,951	25%	12,462	27%	4%	22%
Urban Affairs	3,454	7%	3,176	6%	3,774	8%	3,041	6%	2,950	6%	-3%	-15%
Law	944	2%	890	2%	992	2%	922	2%	667	1%	-28%	-29%
Undergraduate Studies	-	0%	-	0%	-	0%	0	0%	0	0%	-	-
Honors	-	0%	-	0%	-	0%	0	0%	0	0%	-	-
Other ¹	723	2%	649	1%	503	1%	540	1%	461	1%	-15%	-36%
Total SCH	47,011	100%	49,598	100%	49,405	100%	47,858	100%	45,535	100%	-5%	-3%

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 2009-2013

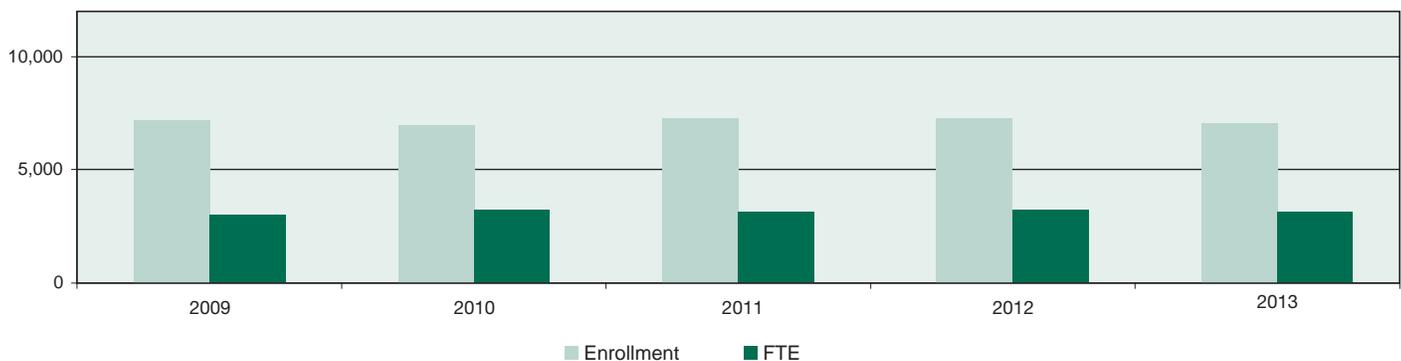


Table 2.24: Annualized Student Credit Hours (SCH) by College: 5-Year Trend

College	2009-10		2010-11		2011-12		2012-13		2013-14		Percent Change	
	SCH	%	1-Year	5-Year								
Business	62,511	16%	64,552	16%	63,400	17%	63,779	15%	63,741	15%	0%	2%
CLASS	118,784	30%	123,703	30%	121,368	33%	125,253	30%	126,235	29%	1%	6%
Education	43,353	11%	44,548	11%	42,104	11%	41,065	10%	39,509	9%	-4%	-9%
Nursing	9,644	2%	9,747	2%	10,910	3%	11,295	3%	11,258	3%	0%	17%
Engineering	17,340	4%	20,527	5%	20,749	6%	21,396	5%	25,083	6%	17%	45%
Science	97,369	25%	104,709	25%	111,943	30%	118,805	28%	125,374	29%	6%	29%
Urban Affairs	22,811	6%	24,527	6%	25,386	7%	23,279	5%	23,318	5%	0%	2%
Law	17,240	4%	16,356	4%	15,261	4%	13,960	3%	12,281	3%	-12%	-29%
Undergraduate Studies	1,251	0%	1,239	0%	1,376	0%	1,648	0%	1,811	0%	10%	45%
Graduate Studies	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
Honors	223	0%	348	0%	242	0%	148	0%	177	0%	20%	-21%
Other ¹	2,441	1%	2,447	1%	2,662	1%	2,679	1%	2,527	1%	-6%	4%
Total Annualized SCH	392,967	100%	412,703	100%	369,438	100%	423,307	100%	431,314	100%	2%	10%
Annualized FTE (Annualized SCH/30)	13,099		13,757		12,315		14,110		14,377		2%	10%
Unduplicated Enrollment	21,035		21,717		21,319		21,510		21,523		0%	2%

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

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

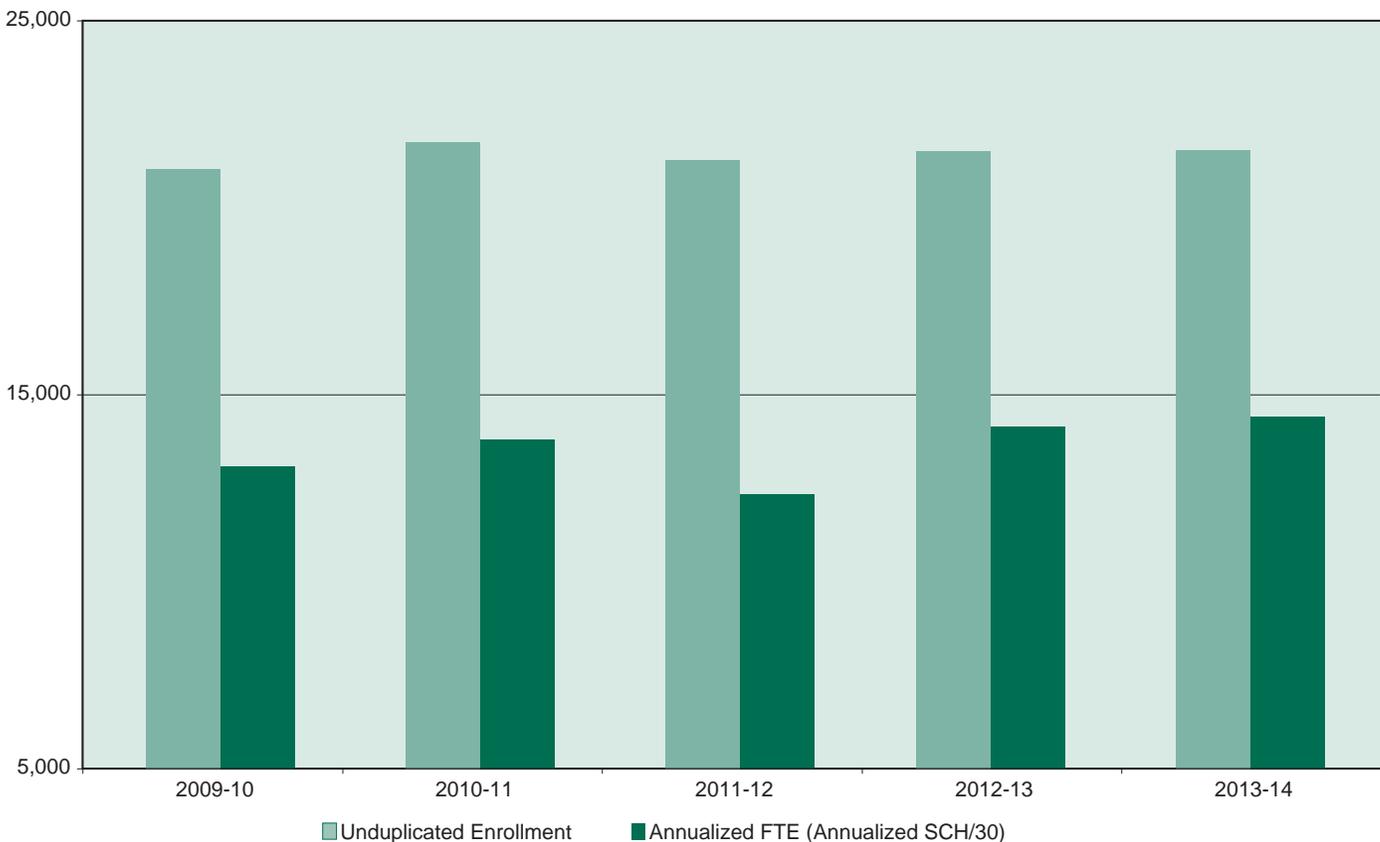


Table 2.25: Yearly Change in Enrollment by Campus Types for Ohio Institutions
Fall 2009 – 2013

Campus Type	2009	2010	2011	2012	2013	Percent Change	
						1-year	5-year
Community College	82,528	85,093	83,107	80,786	77,949	-3.5%	-5.5%
State Community College	82,491	84,662	80,459	74,665	72,806	-2.5%	-11.7%
Technical College	38,242	41,247	40,658	37,279	37,038	-0.6%	-3.1%
University Branch Campus	54,999	58,714	57,389	55,050	51,484	-6.5%	-6.4%
University Main Campus	274,449	286,754	289,880	287,344	271,593	-5.5%	-1.0%

Note: Schools periodically un-finalize their data to make adjustments to their enrollment totals. This results in very slight differences between some of the totals reported above and those in previous versions of the Book of Trends. As of the run date, totals for Bowling Green State University had not been finalized for Fall 2013. Run Date: 9/11/2014.

Figure 2.25: Yearly Change in Enrollment by Campus Types for Ohio Institutions
Fall 2009 – 2013

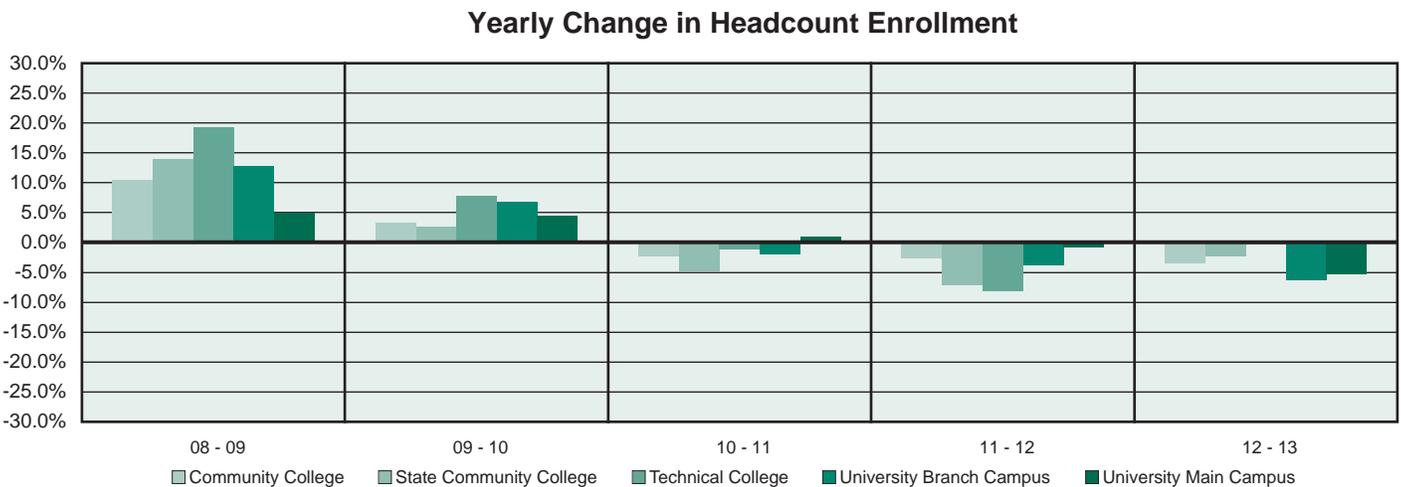


Table 2.26: Main Campus Enrollment for Select Ohio Four Year Institutions
Fall 2009 – 2013

Institution	2009	2010	2011	2012	2013	Percent Change	
						1-year	5-year
University of Akron	26,395	27,718	27,998	26,930	25,573	-5.0%	-3.1%
Bowling Green State University	17,350	17,666	17,502	17,276	NA	NA	NA
University of Cincinnati	31,296	32,617	33,812	34,283	35,799 [†]	4.4%	14.4%
Cleveland State University	16,506[†]	17,386	17,447	17,525	17,730	1.2%	7.4%
Central State University	2,423	2,272	2,476	2,125	2,051	-3.5%	-15.4%
Kent State University	25,351 [†]	26,841	28,064	28,827	29,172 [†]	1.2%	15.1%
Miami University	16,767	18,243	17,926	18,107	18,513	2.2%	10.4%
Ohio State University	55,687	57,360 [†]	57,857 [†]	57,516	58,398	1.5%	4.9%
Ohio University	22,640 [†]	25,083	26,201	27,402	28,786	5.1%	27.1%
Shawnee State University	4,326	4,554	4,684	4,620	4,320	-6.5%	-0.1%
University of Toledo	23,119	23,144	22,679	21,715	20,814 [†]	-4.1%	-10.0%
Wright State University	17,593 [†]	18,354 [†]	18,214 [†]	16,665 [†]	16,444	-1.3%	-6.5%
Youngstown State University	14,649	15,100	14,496	13,769	13,363	-2.9%	-8.8%

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 11, 2014.

Enrollment Characteristics of Students in CSU Colleges

3



Cleveland State University
2014 Book of Trends

For this year's Book of Trends we have continued an adjustment in how we group students within a given department (tables 3.1 through 3.11a). Students with multiple majors are now reported in each major. Tables 3.1 through 3.11a show the number of declared majors within a given department and school, *not the number of students*. We were only able to apply this new method beginning with Fall 2010 enrollment numbers, and later years. The old method is used to report the Fall 2009 totals.

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

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

Department/Program	Description	Fall Term					Percent Change	
		Primary	All	All	All	All	1 year	5 year
		2009	2010	2011	2012	2013		
Undergraduate								
Accounting	Accounting	390	412	366	372	393	6%	1%
Business Administration	Business Administration	404	469	487	503	517	3%	28%
	Business Administration (LK)	49	55	51	43	27	-37%	-45%
	Business Administration Online	-	-	-	-	7	-	-
Computer & Information Science	Computer and Information Science	176	183	183	213	206	-3%	17%
	Computer Science	20	21	23	26	28	8%	40%
	Information Systems	107	128	117	109	108	-1%	1%
Finance	Business Economics	58	61	56	52	42	-19%	-28%
	Finance	185	186	158	131	142	8%	-23%
Management	Management	100	137	119	95	84	-12%	-16%
Marketing	Marketing	196	238	221	214	206	-4%	5%
Operations & Supply Chain Management	Operations & Supply Chain Management	41	48	59	65	93	43%	127%
Other Business	International Business	103	125	122	102	76	-25%	-26%
	Pre-Business Administration	10	6	6	2	1	-50%	-90%
	Undecided Business	227	212	140	83	38	-54%	-83%
Certificates	Business Biotechnology	-	-	-	1	1	0%	-
Total		2,066	2,281	2,108	2,011	1,969	-2%	-5%
Graduate (excluding Doctoral)								
Accounting	Financial Accounting & Audit	161	205	224	243	243	0%	51%
	Tax Program	25	34	43	44	42	-5%	68%
AMBA	Accelerated Business Administration	15	33	47	44	33	-25%	120%
	Accelerated Mobile MBA	-	-	-	-	26	-	-
Business Administration	Business Administration	672	691	666	620	578	-7%	-14%
Computer & Information Science	Computer and Information Science	99	110	87	91	102	12%	3%
	Computer and Information Science (4+1)	-	-	1	1	-	-100%	-
EMBA	Executive Business Administration	34	40	28	31	41	32%	21%
Health Care Administration	MBA-Health Care	42	45	44	49	52	6%	24%
Labor Relations & Human Resources	Labor Relations & Human Resources	50	69	70	73	73	0%	46%
Other Business	Graduate Business	194	173	199	184	147	-20%	-24%
Certificates	Global Business	1	-	1	-	-	-	-100%
	Healthcare Informatics	-	-	1	2	2	0%	-
	Marketing Analytics	2	1	2	2	2	0%	0%
Total		1,295	1,401	1,413	1,384	1,341	-3%	4%

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	Primary	All	Fall Term			Percent Change	
				All	All	All	1 year	5 year
		2009	2010	2011	2012	2013		
Doctoral								
Business Administration	Computer and Information Science	13	12	10	8	12	50%	-8%
	Finance	17	8	8	7	5	-29%	-71%
	Labor Relations and Human Resources	2	2	2	-	6	-	200%
	Marketing	16	12	11	9	5	-44%	-69%
	Global Business	3	3	2	1	12	1100%	300%
	Operations & Supply Chain Management	11	10	5	5	13	160%	18%
Total		62	47	38	30	53	77%	-15%
Total Business		3,423	3,729	3,559	3,425	3,363	-2%	-2%

Note: Undergraduate Business certificate in Fall 2014 will include: Business Biotechnology, Health Informatics, Manufacturing Management and Global Business.

In Fall 2014 Graduate Business certificates in Business Analytics, Organizational Change and Entrepreneurship will be added.

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

Department/Program	Description	Fall Term					Percent Change	
		Primary	All	All	All	All	1 year	5 year
		2009	2010	2011	2012	2013		
Undergraduate								
Anthropology	Anthropology	62	82	89	76	88	16%	42%
	Linguistics	18	28	28	30	19	-37%	6%
Art	Art	215	227	239	78	79	1%	-63%
	Art Education	-	-	-	20	18	-10%	-
	Graphic Design	5	12	7	5	6	20%	20%
	Studio Art: Drawing	-	-	-	15	15	0%	-
	Studio Art: Graphic Design	-	-	-	70	74	6%	-
	Studio Art: Painting	-	-	-	10	8	-20%	-
	Studio Art: Photography	-	-	-	17	25	47%	-
	Studio Art: Print Making	-	-	-	2	1	-50%	-
	Studio Art: Sculpture/Ceramics	-	-	-	4	6	50%	-
	Communication	Certificate in Journalism	-	2	-	-	-	-
Communication		236	248	203	192	200	4%	-15%
Communication Management		37	42	39	37	53	43%	43%
Film and Digital Media		132	167	174	168	180	7%	36%
Journalism		172	202	185	201	188	-6%	9%
Multimedia Advertising		-	1	-	-	1	-	-
Economics	Economics	29	41	38	46	46	0%	59%
English	English	221	251	244	206	209	1%	-5%
	Professional Writing Certificate	1	1	-	1	-	-100%	-100%
History	History	143	135	122	104	90	-13%	-37%
	Social Studies	28	52	43	39	33	-15%	18%
Interdisciplinary	Black Studies	-	-	4	10	7	-30%	-
	Classical and Medieval Studies	11	7	9	9	12	33%	9%
	Liberal Studies	48	65	46	36	48	33%	0%
	Women's Studies	7	12	8	7	10	43%	43%
Modern Languages	French	8	9	12	13	14	8%	75%
	Spanish	45	61	55	52	56	8%	24%
Music	Bachelor's of Arts in Music	-	9	13	6	8	33%	-
	Music	68	62	69	14	9	-36%	-87%
	Music Composition	-	-	-	8	7	-13%	-
	Music Education	-	-	3	35	29	-17%	-
	Music Performance	-	-	6	29	19	-34%	-
	Music Therapy	-	-	4	38	31	-18%	-
Other CLASS	Pre-Music	59	83	62	32	68	113%	15%
	Other CLASS (FC)	-	2	2	1	-	-100%	-
	Exploratory	216	248	253	191	120	-37%	-44%
	Pre-Education	7	2	2	-	-	-	-100%
	Pre-Social Work	101	79	107	143	167	17%	65%
	Undecided CLASS	170	101	215	346	398	15%	134%

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

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

continued from previous page

Department/Program	Description	Fall Term					Percent Change	
		Primary	All	All	All	All	1 year	5 year
		2009	2010	2011	2012	2013		
Philosophy & Comparative Religion	Bioethics Certificate	1	3	3	1	1	0%	0%
	Philosophy	25	27	25	26	27	4%	8%
	Philosophy - Ethics Track	-	3	1	2	2	0%	-
	Religious Studies	16	30	25	21	23	10%	44%
Political Science/IR	International Relations	58	79	92	96	94	-2%	62%
	Political Science	138	161	143	148	126	-15%	-9%
Social Work	Social Work	194	241	242	219	192	-12%	-1%
Sociology	Criminal Justice Certificate	-	-	1	1	-	-100%	-
	Criminology	220	339	353	351	341	-3%	55%
	Social Science	8	12	13	8	11	38%	38%
	Sociology	95	145	178	166	161	-3%	69%
Theatre and Dance	Drama	49	52	54	63	81	29%	65%
Total		2,843	3,323	3,411	3,393	3,401	0%	20%

Department/Program	Description	Fall Term					Percent Change	
		Primary	All	All	All	All	1 year	5 year
		2009	2010	2011	2012	2013		
Graduate								
Art	Art	1	-	1	-	2	-	100%
Communication	Communication Theory and Methodology	35	36	30	23	20	-13%	-43%
Economics	Economics		27	24	31	29	27	-7%0%
English	English	68	78	74	77	70	-9%	3%
	Master of Fine Arts-Creative Writing	17	23	24	20	20	0%	18%
History	History	32	33	38	34	30	-12%	-6%
Modern Languages	Spanish	21	16	11	7	11	57%	-48%
Music	Music	43	44	28	32	25	-22%	-42%
Other CLASS	Non-Degree CLASS	80	64	73	61	73	20%	-9%
Philosophy	Advanced Study in Bioethics	1	7	3	1	4	300%	300%
	Philosophy	12	13	13	14	8	-43%	-33%
Political Science/IR	Global Interaction	4	24	46	33	30	-9%	650%
Social Work	Social Work	197	193	206	246	220	-11%	12%
Sociology	Sociology	43	38	32	26	25	-4%	-42%
Total		581	593	610	603	565	-6%	-3%
CLASS Total		3,424	3,916	4,021	3,996	3,966	-1%	16%

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

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

Department/Program	Description	Fall Term					Percent Change		
		Primary 2009	All 2010	All 2011	All 2012	All 2013	1 year	5 year	
Undergraduate									
Health And Physical Education	Exercise/Fitness Specialist	14	19	18	25	31	24%	121%	
	Physical Education	17	20	19	24	26	8%	53%	
	Sports Management	18	19	10	19	20	5%	11%	
Teacher Education	Certificate Program in TESOL	-	3	2	3	2	-33%	-	
	Early Childhood Education	171	210	204	198	220	11%	29%	
	Mid Childhood Lang Arts & Math	-	-	-	18	16	-11%	-	
	Mid Childhood Lang Arts & Sci	-	-	-	6	6	0%	-	
	Mid Childhood Lang Arts & SSt	-	-	-	18	22	22%	-	
	Mid Childhood Math & Science	-	-	-	30	28	-7%	-	
	Mid Childhood Math & Soc St	-	-	-	19	17	-11%	-	
	Mid Childhood Science & SSt	-	-	-	7	12	71%	-	
	Middle Childhood Education	78	102	116	2	3	50%	-96%	
	Mild/Moderate Educational Needs	70	96	79	85	97	14%	39%	
	Moderate/Intensive Educational Needs	20	41	39	38	32	-16%	60%	
	Special Education	2	2	3	3	1	-67%	-50%	
Other Education	Pre-Education	444	383	379	329	306	-7%	-31%	
	Teacher Certification	88	105	95	75	63	-16%	-28%	
	Undecided Education	22	19	13	6	7	17%	-68%	
Total		944	1,019	977	905	909	0%	-4%	
Graduate (excluding Doctoral)									
CASAL	Adult Learning and Development	97	111	110	105	93	-11%	-4%	
	Chemical Dependency Counseling Certificate	8	3	3	3	1	-67%	-88%	
	Community Agency Counseling	66	62	63	91	109	20%	65%	
	Counseling and Pupil Personnel Administration	-	1	1	2	3	50%	-	
	Early Childhood Mental Health	7	12	2	-	3	-	-57%	
	Education Specialist	-	-	1	-	-	-	-	
	Educational Administration	94	76	75	70	58	-17%	-38%	
	Organizational Leadership	23	17	16	10	3	-70%	-87%	
	School Counseling	82	85	68	46	55	20%	-33%	
	Supervision	6	4	2	4	3	-25%	-50%	
	Health And Physical Education	Community Health Education	13	14	18	20	27	35%	108%
		Exercise Science	34	34	43	42	59	40%	74%
Master of Public Health		33	31	28	25	-	-40%	-55%	
Sports Management		30	32	37	29	27	-7%	-10%	
	Sports Management and Exercise Science	3	4	6	8	1	-88%	-67%	

continued on next page

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

Department/Program	Description	Fall Term					Percent Change	
		Primary 2009	All 2010	All 2011	All 2012	All 2013	1 year	5 year
Teacher Education	Autism Spectrum Disorder/Fdtn	-	-	-	1	-	-100%	-
	Certificate Program in TESOL	6	5	1	3	4	33%	-33%
	C&I-Chinese Language	-	-	-	-	8	-	-
	C&I-Early Child Interv Specialist	-	-	-	-	19	-	-
	C&I-Early Childhood Education	-	-	-	-	42	-	-
	C&I-Education Research	-	-	-	-	10	-	-
	C&I-Educational Technology	-	-	-	-	38	-	-
	C&I-Elementary	-	-	-	-	4	-	-
	C&I-Gifted & Talented Learners	-	-	-	-	13	-	-
	C&I-Literacy Dev-Adult Lit	-	-	-	-	2	-	-
	C&I-Literacy Development-TESOL	-	-	-	-	20	-	-
	C&I-Literacy Dev-Reading	-	-	-	-	40	-	-
	C&I-Mild / Moderate	-	-	-	-	110	-	-
	C&I-Moderate / Intensive	-	-	-	-	41	-	-
	C&I-School Health	-	-	-	-	2	-	-
	C&I-Secondary Summary	-	-	-	-	13	-	-
	C&I-Secondary MUST Summary	-	-	-	-	9	-	-
	Curriculum and Instruction	642	598	497	445	50	-89%	-92%
Teacher Leader Endorsement	-	-	-	1	3	200%	-	
Other Education	Graduate Education	213	216	165	125	141	13%	-34%
	Graduate Education Licensure	178	217	244	245	254	4%	43%
Total		1,535	1,522	1,380	1,275	1,265	0%	-17%
Doctoral								
Doctoral	Counseling	18	19	17	16	21	31%	17%
	Counseling Psychology	16	19	22	16	13	-19%	-19%
	Leadership and Lifelong Learning	22	20	23	15	12	-20%	-45%
	Learning and Development	29	26	26	31	26	-16%	-10%
	Policy Studies	14	16	16	19	19	0%	36%
	School Administration	13	12	16	13	9	-31%	-31%
	Urban Education: Nursing	-	-	1	2	2	0%	-
Total		112	112	121	112	102	-9%	-9%
Education Total		2,591	2,653	2,478	2,292	2,276	0%	-12%

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

Department/Program	Description	Fall Term					Percent Change	
		Primary 2009	All 2010	All 2011	All 2012	All 2013	1 year	5 year
Undergraduate								
Nursing	Nursing, BSN - Accelerated	68	46	78	69	77	12%	13%
	RN to BSN Track	20	20	11	15	7	-53%	-65%
	Basic BSN Track	84	177	212	237	239	1%	185%
	Pre-Nursing ¹	343	-	-	-	-	-	-100%
	Pre-Nursing (Student does not have RN)	-	7	188	207	240	16%	-
	Pre-Nursing (Student has RN)	-	12	13	10	9	-10%	-
Total		515	262	502	538	572	6%	11%
Graduate (excluding Doctoral)								
Nursing	Graduate Nursing Nondegree	-	-	2	4	4	0%	-
	MS Nursing	41	52	53	50	45	-10%	10%
	MS Nursing & MBA Joint Degree	1	2	2	2	3	50%	200%
	Nursing Education Certificate	1	1	1	-	1	-	0%
	School Nurse Licensure Preparation	-	-	1	2	2	0%	-
Total		43	55	59	58	55	-5%	28%
Nursing Total		558	317	561	596	627	5%	12%

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

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

Department/Program	Description	Fall Term					Percent Change	
		Primary 2009	All 2010	All 2011	All 2012	All 2013	1 year	5 year
Undergraduate								
Chemical & Biomedical Engineering	Chemical Engineering	76	92	101	112	148	32%	95%
Civil & Environmental Engineering	Civil Engineering	104	113	108	109	110	1%	6%
Electrical & Computer Engineering	Computer Engineering	70	75	71	89	108	21%	54%
	Electrical Engineer Technology	-	4	-	-	-	-	-
	Electrical Engineering	145	170	157	162	158	-2%	9%
Engineering Technology	Electronic Engineering Technology	40	42	51	37	42	14%	5%
	Mechanical Engineering Technology	38	42	38	35	51	46%	34%
Industrial & Manufacturing Engineering	Industrial & Manufacturing Engineering	12	2	-	-	-	-	-100%
Mechanical Engineering	Mechanical Engineering	193	194	215	243	300	23%	55%
Other Engineering	Engineering Tech - Undecided	34	32	24	26	27	4%	-21%
	Pre-Engineering	120	164	226	343	362	6%	202%
	Undecided Engineering	24	15	15	12	13	8%	-46%
Total		856	945	1,006	1,168	1,319	13%	54%
Graduate (excluding Doctoral)								
Chemical & Biomedical Engineering	Biomedical Engineering	9	29	33	40	35	-13%	289%
	Chemical Engineering	25	33	36	27	30	11%	20%
Civil & Environmental Engineering	Civil Engineering	50	42	31	28	41	46%	-18%
	Engineering Mechanics	3	5	3	2	3	50%	0%
Electrical & Computer Engineering	Environmental Engineering	9	3	5	7	6	-14%	-33%
	Electrical Engineering	108	153	145	123	160	30%	48%
	Software Engineering	26	27	33	35	35	0%	35%
Industrial & Manufacturing Engineering	Industrial Engineering	23	24	24	12	17	42%	-26%
Mechanical Engineering	Mechanical Engineering	60	62	58	46	58	26%	-3%
Other Engineering	Graduate Engineering	26	30	26	18	11	-39%	-58%
Total		339	408	394	338	396	17%	17%
Doctoral								
Doctor of Engineering	Applied Biomedical Engineering	28	24	22	24	26	8%	-7%
	Chemical Engineering	5	3	3	1	3	200%	-40%
	Civil Engineering	6	9	9	9	5	-44%	-17%
	Electrical Engineering	27	26	25	23	22	-4%	-19%
	Industrial & Manufacturing Engineering	5	4	2	3	2	-33%	-60%
	Mechanical Engineering	6	3	8	8	11	38%	83%
Total		77	69	69	68	69	1%	-10%
Engineering Total		1,272	1,422	1,469	1,574	1,784	13%	40%

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

Department/Program	Description	Fall Term					Percent Change	
		Primary 2009	All 2010	All 2011	All 2012	All 2013	1 year	5 year
Undergraduate								
Biology, Geology & Environmental Science	Biology	291	401	446	476	534	12%	84%
	Biology-Medical Technology	44	54	61	68	87	28%	98%
	Environmental Sciences	48	80	95	99	106	7%	121%
	Geological Sciences	19	26	17	22	18	-18%	-5%
Chemistry	Chemistry	89	115	104	112	118	5%	33%
	Pharmaceutical Science	-	13	24	31	31	0%	-
	Pre-Pharmacy	95	103	94	110	87	-21%	-8%
	Pre-Pharmacy (Undecided)	-	-	-	-	1	-	-
Health Sciences	Health Science Physician Assistant	-	35	104	111	117	5%	-
	Health Sciences General	487	348	305	374	373	0%	-23%
	Pre-Occupational Therapy	-	2	147	143	167	17%	-
	Pre-Therapy	-	212	214	224	240	7%	-
Speech & Hearing	80	90	110	127	125	-2%	56%	
Mathematics	Mathematics	66	115	118	120	110	-8%	67%
Physics	Physics	33	41	46	49	52	6%	58%
Psychology	Psychology	491	625	676	724	772	7%	57%
Other Science	Certificate Programs	-	4	7	1	2	100%	-
	Pre-Professional	114	176	263	391	445	14%	290%
	Pre-Professional (Undecided)	-	-	-	-	9	-	-
Undecided Science	85	53	42	21	32	52%	-62%	
Total		1,942	2,493	2,873	3,203	3,426	7%	76%
Graduate (excluding Doctoral)								
Biology, Geology & Environmental Science	Biology	27	34	31	25	17	-32%	-37%
	Environmental Science	14	11	8	9	9	0%	-36%
Chemistry	Chemistry	37	43	38	46	43	-7%	16%
Health Sciences	Health Science	80	100	111	142	137	-4%	71%
	Master of Occupational Therapy	93	93	97	103	118	15%	27%
	Master of Public Health	-	-	-	-	39	-	-
	Speech Pathology and Audiology	52	49	53	54	53	-2%	2%
Mathematics	Applied Statistics	-	3	11	12	10	-17%	-
	Mathematics	29	26	36	35	31	-11%	7%
Physics	Physics	16	13	15	21	22	5%	38%
Psychology	Diversity Management	-	-	-	2	1	-50%	-
	Psychology	120	102	115	114	88	-23%	-27%
Other Science	Graduate Certificates	3	7	1	-	1	-	-67%
	Non-Degree Science	83	57	59	61	70	-	-
Total		554	538	575	624	639	0%	13%

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

Department/Program	Description	Fall Term					Percent Change	
		Primary 2009	All 2010	All 2011	All 2012	All 2013	1 year	5 year
Doctoral								
Biology, Geology & Environmental Science	Regulatory Biology	64	64	63	69	67	-3%	5%
Chemistry	Clinical Bioanalytical-Chemistry	52	57	71	59	70	19%	35%
Health Sciences	Doctor of Physical Therapy	63	86	91	103	111	8%	76%
Psychology	Adult Development and Aging	2	4	4	7	8	14%	300%
Total		181	211	229	238	256	8%	41%
Science Total		2,677	3,242	3,677	4,065	4,321	6%	61%

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

Department/Program	Description	Fall Term					Percent Change	
		Primary 2009	All 2010	All 2011	All 2012	All 2013	1 year	5 year
Undergraduate								
Urban Studies	Environmental Studies	14	22	26	16	22	38%	57%
	Nonprofit Administration 4+1 (ANAD)	-	-	-	-	1	-	-
	Nonprofit Administration	63	50	77	60	64	7%	2%
	Nonprofit Administration (LR)	-	8	9	7	2	-71%	-
	Organizational Leadership	25	47	45	52	21	-60%	-16%
	Organizational Leadership (LK)	-	19	22	17	9	-47%	-
	Organizational Leadership Com	-	-	-	-	4	-	-
	Organizational Leadership Com (LK)	-	-	-	-	2	-	-
	Organizational Leadership Mgmt	-	-	-	-	29	-	-
	Organizational Leadership Mgmt (LK)	-	-	-	-	13	-	-
	Public Safety Management	34	30	39	44	48	9%	41%
	Public Safety Management (LK)	-	10	10	1	3	200%	-
	Public Safety Management (LR)	-	5	4	3	3	0%	-
	Urban Studies	126	120	124	122	103	-16%	-18%
	Urban Studies (LK)	-	-	-	-	1	-	-
	Urban Studies (LR)	-	16	13	8	5	-38%	-
Other Urban Affairs	Pre-Urban Affairs	-	-	-	1	1	0%	-
	Undecided Urban Affairs	30	10	9	8	5	-38%	-83%
	Urban Geographic Information Systems ^c	-	3	-	2	1	-50%	-
Total		292	340	378	341	337	-1%	15%
Graduate (excluding Doctoral)								
Urban Studies	Environmental Studies	29	32	27	15	8	-47%	-72%
	Local and Urban Management ^c	1	1	-	1	-	-100%	-100%
	Nonprofit Admin & Leadership	25	31	33	30	22	-27%	-12%
	Nonprofit Admin & Leadership Accel 4+1	-	2	-	1	-	-100%	-
	Nonprofit Management ^c	12	11	3	3	2	-33%	-83%
	Public Administration 4+1 (AMPA)	-	1	1	2	1	-50%	-
	Public Administration (MPA)	80	102	103	99	79	-20%	-1%
	Urban Economic Development ^c	1	2	1	2	1	-50%	0%
	Urban Geographic Information Systems ^c	2	1	3	3	-	-100%	-100%
	Urban Planning & Law	-	-	-	1	1	0%	-
	Urban Planning and Design	61	58	56	46	36	-22%	-41%
	Urban Real Estate Development & Finance ^c	3	-	1	3	3	0%	0%
	Urban Studies	11	15	14	24	13	-46%	18%
Other Urban Affairs	Graduate Non-Degree Urban Affairs	68	74	53	25	53	112%	-22%
Total		293	330	295	255	219	-14%	-25%
Doctoral								
Urban Studies and Public Affairs	Urban Studies and Public Affairs	36	36	38	40	37	-8%	3%
Doctoral Total		36	36	38	40	37	-8%	3%
Urban Affairs Total		621	706	711	636	593	-7%	-5%

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	
		Primary	All	All	All	All	1 year	5 year
		2009	2010	2011	2012	2013		
Law								
	Health Law	-	-	-	-	2	-	-
	JD	591	572	532	477	428	-10%	-28%
	JD/MAES (Law and Environmental Studies)	6	5	3	1	-	-100%	-100%
	JD/MBA (Law and Business Administration)	26	16	12	10	6	-40%	-77%
	JD/MPA (Law and Public Administration)	13	12	9	10	8	-20%	-38%
	JD/MUPDD (Law & Urban Planning, Design & Develop.)	2	3	3	1	2	100%	0%
	LAWLLM (Master of Law)	5	5	5	5	10	100%	100%
	LAWVS (Visiting Students)	2	1	2	-	2	-	0%
Law Total		645	614	566	504	458	-9%	-29%
Graduate								
	Legal Studies	-	-	-	-	12	-	-
Total		-	-	-	-	12	-	-
Law Total		645	614	566	504	470	-7%	-27%

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

Department/Program	Description	Fall Term					Percent Change	
		Primary	All	All	All	All	1 year	5 year
		2009	2010	2011	2012	2013		
Undergraduate								
Undergraduate Studies	University Studies Undecided	80	55	30	43	47	9%	-41%
	Pre-Business Administration	75	41	18	25	24	-4%	-68%
	Pre-College of Engineering	15	7	3	8	5	-38%	-67%
	Pre-Educ & Human Serv (Educ)	39	22	6	5	4	-20%	-90%
	Exploratory Nursing ¹	15	291	181	190	193	2%	1187%
	Pre-Liberal Arts & Social Sci	102	64	32	42	60	43%	-41%
	Pre-Music	6	-	2	1	1	0%	-83%
	Pre-Science	78	47	20	23	22	-4%	-72%
	Pre-Social Work	2	3	3	2	3	50%	50%
	Pre-Urban Affairs	4	2	4	1	2	100%	-50%
	Project 60	254	270	262	213	215	1%	-15%
	Post-Secondary Enrollment Option	168	150	179	230	289	26%	72%
	Senior Year Acceleration Prog	-	-	-	1	-	-100%	-
Undergraduate Studies Total		838	952	740	784	865	10%	3%

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

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

Department/Program	Description	Primary	All	All	All	All	Percent Change	
		2009	2010	2011	2012	2013	1 year	5 year
Undergraduate Non-Degree								
Undergraduate Non-Degree	Cross Registration Undergraduate	28	22	17	11	14	27%	-50%
	National Student Exchange	2	2	1	2	-	-100%	-100%
	Nondegree Post-baccalaureate	1	2	-	-	1	-	0%
	Nondegree Undergraduate	274	239	184	183	169	-8%	-38%
	Undergraduate Transient	45	41	42	46	37	-20%	-18%
Other Non-Degree	Visiting	17	33	32	5	-	-100%	-100%
Undergraduate Non-Degree Total		367	339	276	247	221	-11%	-40%

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

Department/Program	Description	Primary	All	All	All	All	Percent Change	
		2009	2010	2011	2012	2013	1 year	5 year
Graduate (excluding Doctoral)								
Graduate Nondegree	Cross Registration Graduate	-	-	-	-	13	-	-
	Graduate Studies Visiting	1	2	-	-	-	-	-100%
	Graduate Transient	13	13	11	9	10	11%	-23%
	Graduate Nondegree	30	32	13	12	6	-50%	-80%
Graduate Studies Total		44	47	24	21	29	38%	-34%

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

Department/Program	Description	Primary	All	All	All	All	Percent Change	
		2009	2010	2011	2012	2013	1 year	5 year
CSU								
ESL Intensive Language Program	ESL Intensive Language Program	45	85	148	163	150	-8%	233%
Other Total		45	85	148	163	150	-8%	233%

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											Percent Change	
	2009	%	2010	%	2011	%	2012	%	2013	%	1 Year	5 Year
Freshmen	375	11%	360	10%	278	8%	320	9%	399	12%	25%	6%
Sophomore	290	8%	334	9%	315	9%	265	8%	232	7%	-12%	-20%
Junior	467	14%	514	14%	459	13%	410	12%	387	12%	-6%	-17%
Senior	934	27%	1,015	28%	1,010	29%	978	29%	923	28%	-6%	-1%
Master's	1,295	38%	1,380	38%	1,381	40%	1,366	41%	1,307	40%	-4%	1%
Doctoral	62	2%	48	1%	38	1%	30	1%	53	2%	77%	-15%
Total	3,423	100%	3,651	100%	3,481	100%	3,369	100%	3,301	100%	-2%	-4%

Table 3.12b: Student Credit Hours by Course Level

Course Level											Percent Change	
	2009	%	2010	%	2011	%	2012	%	2013	%	1 year	5 year
Lower (100-299)	5,103	20%	5,431	20%	5,525	20%	5,363	20%	5,839	21%	9%	14%
Upper (300-499)	10,889	42%	11,696	42%	11,449	42%	11,530	43%	11,420	42%	-1%	5%
Master's (500-699)	9,460	37%	10,196	37%	9,974	37%	9,864	37%	9,745	36%	-1%	3%
Doctoral (700-899)	352	1%	290	1%	208	1%	132	0%	272	1%	106%	-23%
Total	25,804	100%	27,613	100%	27,156	100%	26,889	100%	27,276	100%	1%	6%

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

Figure 3.12a: Enrollment by Class Standing

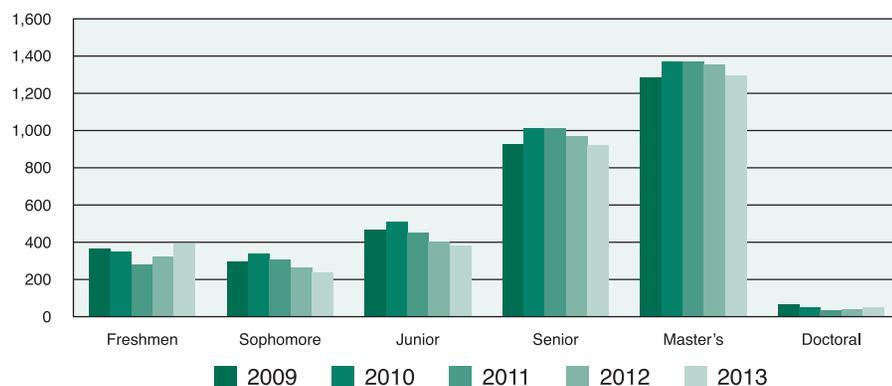
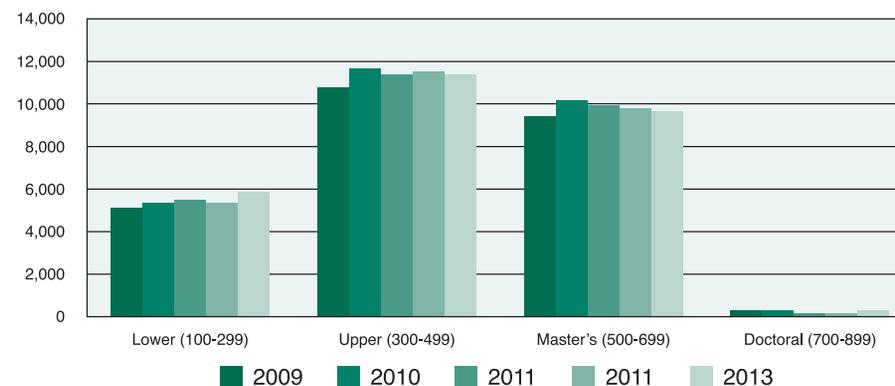


Figure 3.12b: Student Credit Hours by Course Level



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

Table 3.13a: Enrollment by Class Standing

Class Standing											Percent Change	
	2009	%	2010	%	2011	%	2012	%	2013	%	1 Year	5 Year
Freshmen	552	16%	652	18%	793	21%	759	20%	757	21%	0%	37%
Sophomore	480	14%	468	13%	500	13%	534	14%	584	16%	9%	22%
Junior	643	19%	739	20%	640	17%	673	18%	687	19%	2%	7%
Senior	1,168	34%	1,211	33%	1,200	32%	1,169	31%	1,114	30%	-5%	-5%
Master's	582	17%	588	16%	603	16%	596	16%	549	15%	-8%	-6%
Total	3,425	100%	3,658	100%	3,736	100%	3,731	100%	3,691	100%	-1%	8%

Table 3.13b: Student Credit Hours by Course Level

Course Level											Percent Change	
	2009	%	2010	%	2011	%	2012	%	2013	%	1 Year	5 Year
Developmental	1,551	3%	342	1%	382	1%	394	1%	386	1%	-2%	-75%
Lower (100-299)	32,969	59%	36,076	61%	34,411	60%	35,996	61%	37,504	62%	6%	14%
Upper (300-499)	16,344	29%	17,369	29%	17,586	30%	17,347	29%	17,860	30%	3%	9%
Master's (500-699)	5,042	9%	5,111	9%	5,355	9%	5,083	9%	4,662	8%	-8%	-8%
Doctoral (700-899)	28	0%	8	0%	24	0%	8	0%	4	0%	-50%	-86%
Total	55,934	100%	58,906	100%	57,758	100%	58,828	100%	60,416	100%	4%	8%

Figure 3.13a: Enrollment by Class Standing

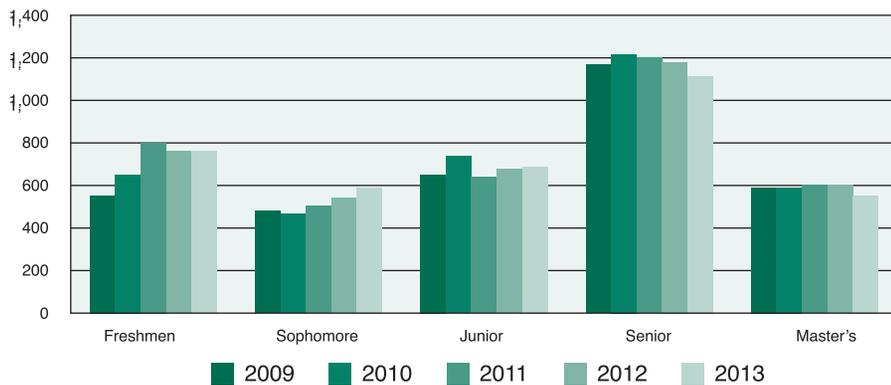
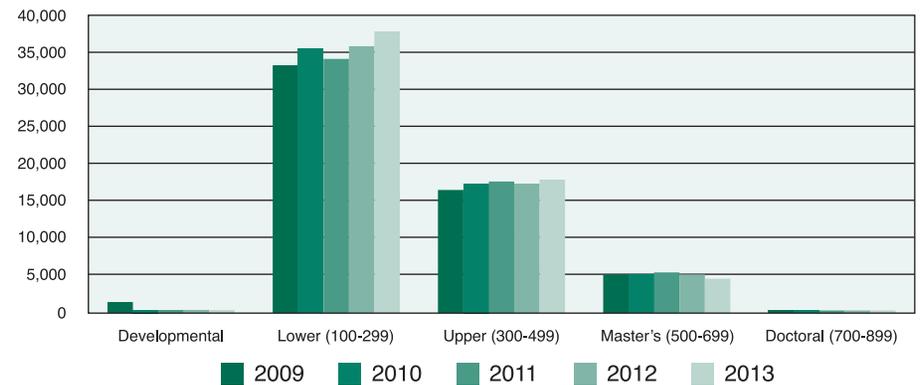


Figure 3.13b: Student Credit Hours by Course Level



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

Table 3.14a: Enrollment by Class Standing

Class Standing											Percent Change	
	2009	%	2010	%	2011	%	2012	%	2013	%	1 Year	5 Year
Freshmen	145	6%	156	6%	156	6%	120	5%	149	7%	24%	3%
Sophomore	135	5%	124	5%	111	5%	135	6%	114	5%	-16%	-16%
Junior	177	7%	197	8%	173	7%	158	7%	193	9%	22%	9%
Senior	487	19%	535	20%	527	22%	484	21%	448	20%	-7%	-8%
Master's	1,535	59%	1,499	57%	1,365	56%	1,257	55%	1,253	55%	0%	-18%
Doctoral	112	4%	110	4%	119	5%	112	5%	102	5%	-9%	-9%
Total	2,591	100%	2,621	100%	2,451	100%	2,266	100%	2,259	100%	0%	-13%

Table 3.14b: Student Credit Hours by Course Level

Course Level											Percent Change	
	2009	%	2010	%	2011	%	2012	%	2013	%	1 Year	5 Year
Lower (100-299)	1,088	7%	1,155	7%	1,035	6%	981	6%	1,501	9%	53%	38%
Upper (300-499)	5,662	34%	6,416	37%	6,250	38%	6,360	39%	5,938	37%	-7%	5%
Master's (500-699)	8,831	54%	8,943	52%	8,416	51%	7,925	49%	7,884	49%	-1%	-11%
Doctoral (700-899)	856	5%	782	5%	841	5%	899	6%	901	6%	0%	5%
Total	16,437	100%	17,296	100%	16,542	100%	16,165	100%	16,224	100%	0%	-1%

Figure 3.14a: Enrollment by Class Standing

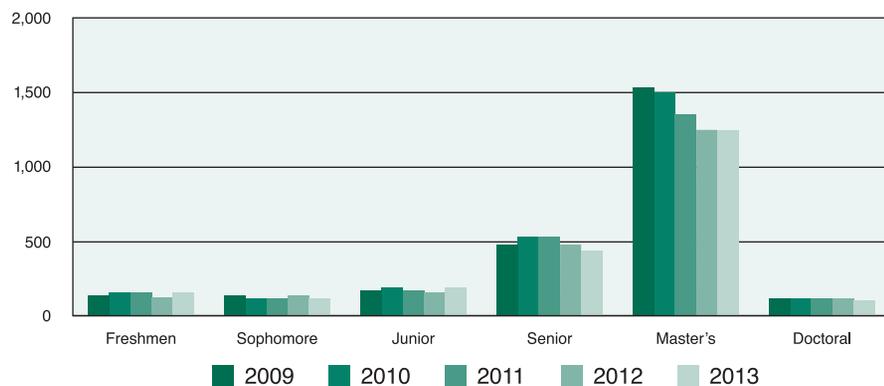
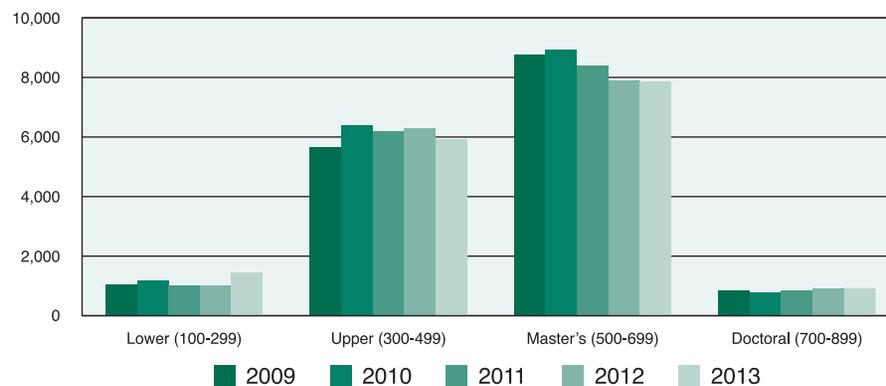


Figure 3.14b: Student Credit Hours by Course Level



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

Table 3.15a: Enrollment by Class Standing

Class Standing											Percent Change	
	2009	%	2010	%	2011	%	2012	%	2013	%	1 Year	5 Year
Freshmen	140	25%	179	30%	114	20%	133	22%	156	25%	17%	11%
Sophomore	77	14%	77	13%	71	13%	88	15%	101	16%	15%	31%
Junior	74	13%	100	17%	92	16%	89	15%	88	14%	-1%	19%
Senior	224	40%	180	31%	223	40%	224	38%	228	36%	2%	2%
Master's	43	8%	53	9%	59	11%	58	10%	55	9%	-5%	28%
Total	558	100%	589	100%	559	100%	592	100%	628	100%	6%	13%

Table 3.15b: Student Credit Hours by Course Level

Course Level											Percent Change	
	2009	%	2010	%	2011	%	2012	%	2013	%	1 Year	5 Year
Lower (100-299)	1,215	33%	1,016	29%	1,097	25%	1,041	23%	1,056	23%	1%	-13%
Upper (300-499)	2,163	59%	2,119	61%	3,011	68%	3,192	70%	3,177	70%	0%	47%
Master's (500-699)	272	7%	312	9%	303	7%	331	7%	328	7%	-1%	21%
Doctoral (700-899)	-	0%	-	0%	-	0%	-	0%	8	0%	--	--
Total	3,650	100%	3,447	100%	4,411	100%	4,564	100%	4,569	100%	0%	25%

Figure 3.15a: Enrollment by Class Standing

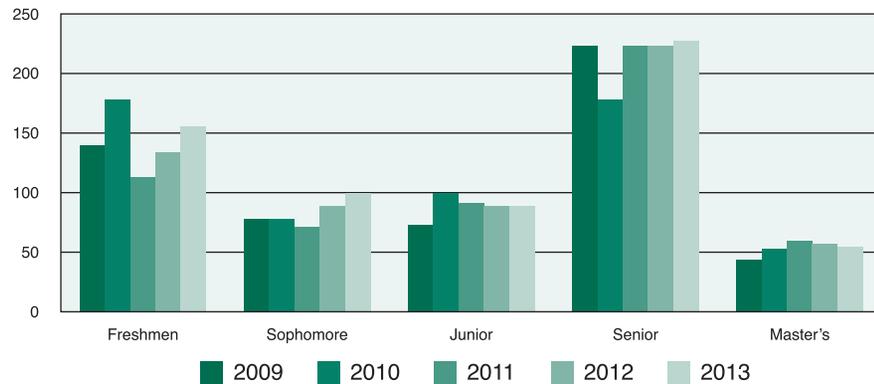
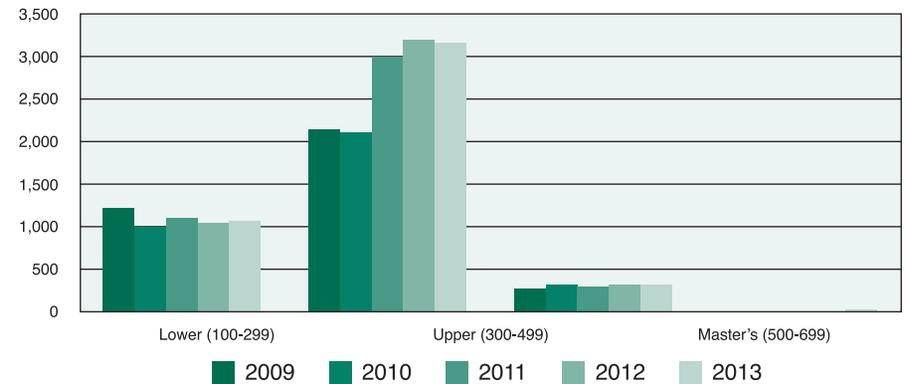


Figure 3.15b: Enrollment by Course Level



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

Table 3.16a: Enrollment by Class Standing

Class Standing											Percent Change	
	2009	%	2010	%	2011	%	2012	%	2013	%	1 Year	5 Year
Freshmen	194	15%	223	16%	255	18%	331	21%	359	20%	8%	85%
Sophomore	151	12%	147	11%	147	10%	200	13%	244	14%	22%	62%
Junior	177	14%	174	13%	176	12%	213	14%	260	15%	22%	47%
Senior	334	26%	385	28%	419	29%	422	27%	452	26%	7%	35%
Master's	339	27%	397	29%	388	27%	335	21%	391	22%	17%	15%
Doctoral	77	6%	66	5%	67	5%	68	4%	65	4%	-4%	-16%
Total	1,272	100%	1,392	100%	1,452	100%	1,569	100%	1,771	100%	13%	39%

Table 3.16b: Student Credit Hours by Course Level

Course Level											Percent Change	
	2009	%	2010	%	2011	%	2012	%	2013	%	1 Year	5 Year
Lower (100-299)	1,945	23%	2,298	23%	2,164	21%	2,507	25%	3,167	27%	26%	63%
Upper (300-499)	3,713	44%	4,592	46%	5,183	50%	4,876	48%	5,287	46%	8%	42%
Master's (500-699)	2,217	26%	2,678	27%	2,533	25%	2,281	23%	2,831	24%	24%	28%
Doctoral (700-899)	498	6%	443	4%	410	4%	390	4%	287	2%	-26%	-42%
Total	8,373	100%	10,011	100%	10,290	100%	10,054	100%	11,572	100%	15%	38%

Figure 3.16a: Enrollment by Class Standing

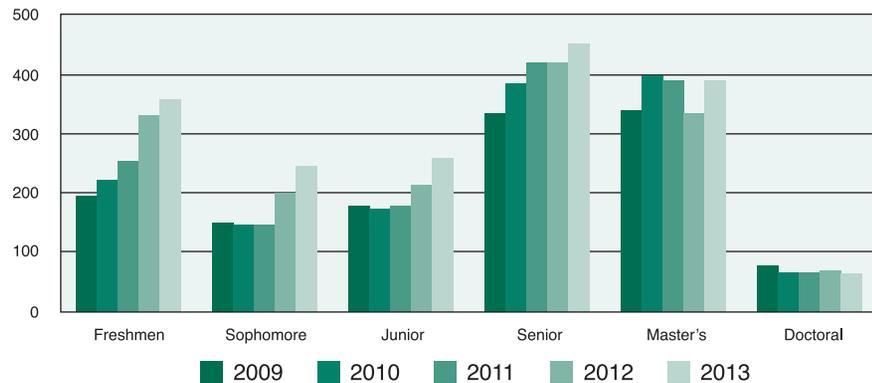
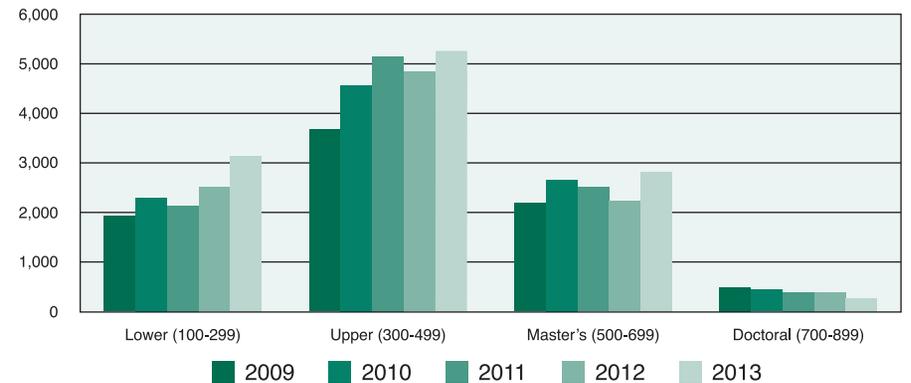


Figure 3.16b: Student Credit Hours by Course Level



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

Table 3.17a: Enrollment by Class Standing

Class Standing											Percent Change	
	2009	%	2010	%	2011	%	2012	%	2013	%	1 Year	5 Year
Freshmen	387	14%	469	15%	472	14%	571	15%	629	16%	10%	63%
Sophomore	328	12%	375	12%	464	14%	471	13%	510	13%	8%	55%
Junior	405	15%	548	18%	541	16%	624	17%	630	16%	1%	56%
Senior	822	31%	948	31%	1,101	33%	1,210	32%	1,225	32%	1%	49%
Master's	586	22%	522	17%	566	17%	617	17%	594	15%	-4%	1%
Doctoral	149	6%	210	7%	224	7%	234	6%	253	7%	8%	70%
Total	2,677	100%	3,072	100%	3,368	100%	3,727	100%	3,841	100%	3%	43%

Table 3.17b: Student Credit Hours by Course Level

Class Standing											Percent Change	
	2009	%	2010	%	2011	%	2012	%	2013	%	1 Year	5 Year
Developmental	2,424	5%	2,396	5%	2,564	5%	2,232	4%	2,464	4%	10%	2%
Lower (100-299)	25,836	57%	27,435	56%	28,700	55%	31,226	55%	33,589	56%	8%	30%
Upper (300-499)	11,001	24%	12,505	26%	14,109	27%	15,458	27%	16,147	27%	4%	47%
Master's (500-699)	4,867	11%	4,944	10%	5,311	10%	5,769	10%	5,511	9%	-4%	13%
Doctoral (700-899)	1,218	3%	1,609	3%	1,576	3%	1,676	3%	1,883	3%	12%	55%
Total	45,346	100%	48,889	100%	52,260	100%	56,361	100%	59,594	100%	6%	31%

Figure 3.17a: Enrollment by Class Standing

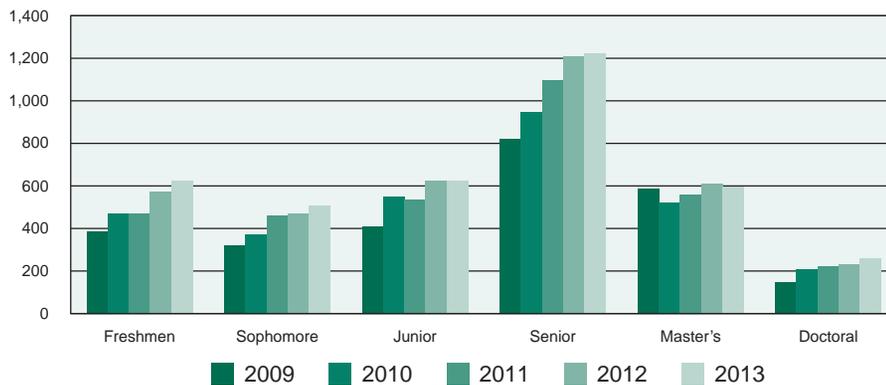
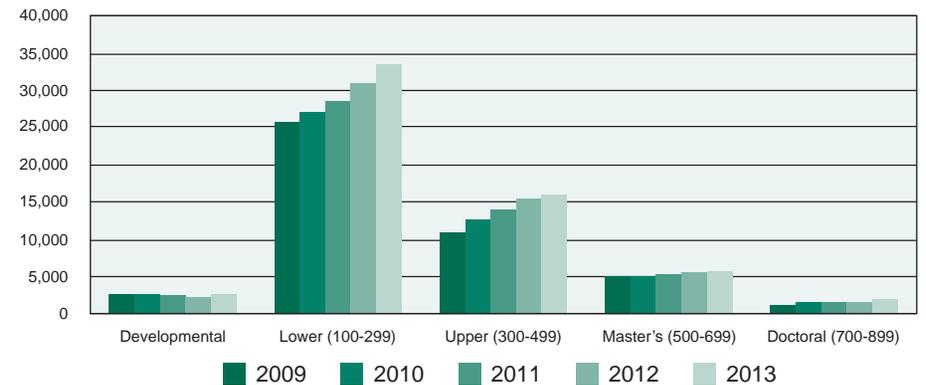


Figure 3.17b: Student Credit Hours by Course Level



**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	2009	%	2010	%	2011	%	2012	%	2013	%	Percent Change	
											1 Year	5 Year
Freshmen	16	3%	28	4%	31	4%	31	5%	20	3%	-35%	25%
Sophomore	41	7%	37	5%	44	6%	38	6%	35	6%	-8%	-15%
Junior	87	14%	85	12%	83	12%	91	15%	105	18%	15%	21%
Senior	148	24%	177	26%	202	29%	167	27%	164	28%	-2%	11%
Master's	293	47%	325	47%	291	42%	253	41%	216	38%	-15%	-26%
Doctoral	36	6%	36	5%	38	6%	40	6%	36	6%	-10%	0%
Total	621	100%	688	100%	689	100%	620	100%	576	100%	-7%	-7%

Table 3.18b: Student Credit Hours by Course Level

Course Level	2009	%	2010	%	2011	%	2012	%	2013	%	Percent Change	
											1 Year	5 Year
Lower (100-299)	3,302	35%	4,589	43%	4,809	44%	4,811	47%	4,844	48%	1%	47%
Upper (300-499)	3,154	33%	3,235	30%	3,582	33%	3,188	31%	3,303	32%	4%	5%
Master's (500-699)	2,773	29%	2,710	25%	2,439	22%	2,045	20%	1,818	18%	-11%	-34%
Doctoral (700-899)	231	2%	188	2%	179	2%	201	2%	211	2%	5%	-9%
Total	9,460	100%	10,722	100%	11,009	100%	10,245	100%	10,176	100%	-1%	8%

Figure 3.18a: Enrollment by Class Standing

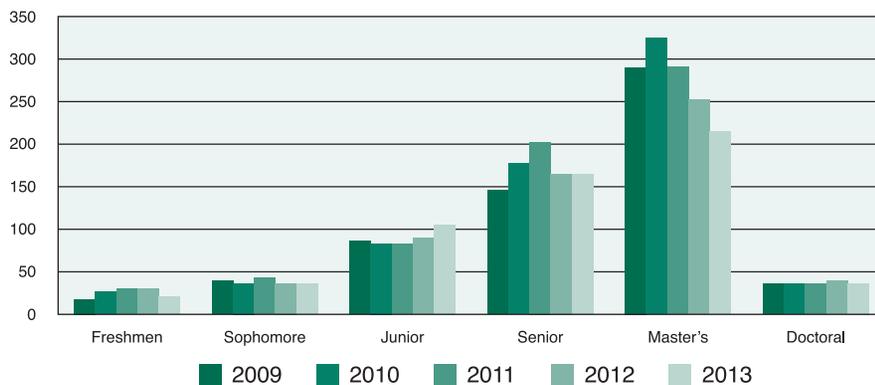
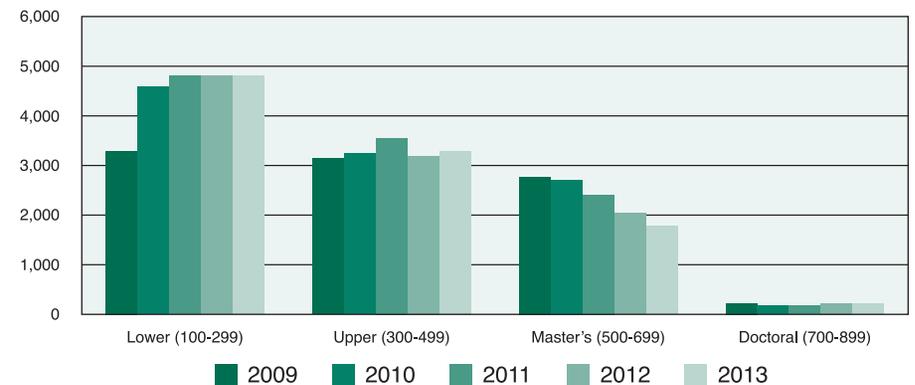


Figure 3.18b: Student Credit Hours by Course Level



**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	2009	%	2010	%	2011	%	2012	%	2013	%	Percent Change	
											1 Year	5 Year
Law	645	100%	610	100%	563	100%	501	100%	469	100%	-6%	-27%
Total	645	100%	610	100%	563	100%	501	100%	469	100%	-6%	-27%

Table 3.19b: Student Credit Hours by Course Level

Course Level	2009	%	2010	%	2011	%	2012	%	2013	%	Percent Change	
											1 Year	5 Year
Law	8,496	100%	8,015	100%	7,425	100%	6,776	100%	6,116	100%	-10%	-28%
Total	8,496	100%	8,015	100%	7,425	100%	6,776	100%	6,116	100%	-10%	-28%

Figure 3.19a: Enrollment by Class Standing

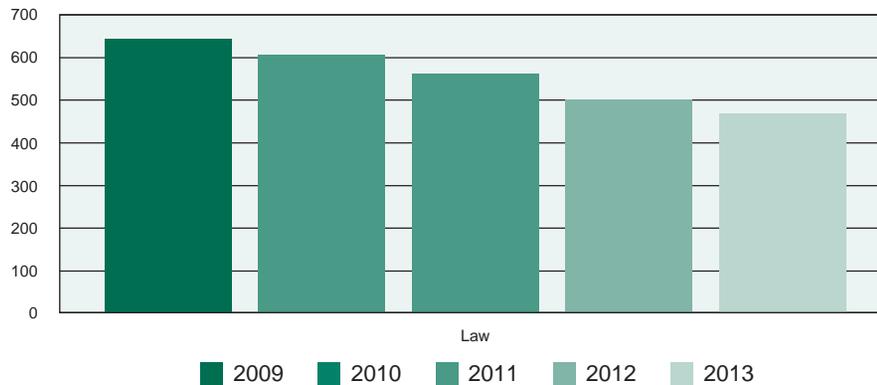
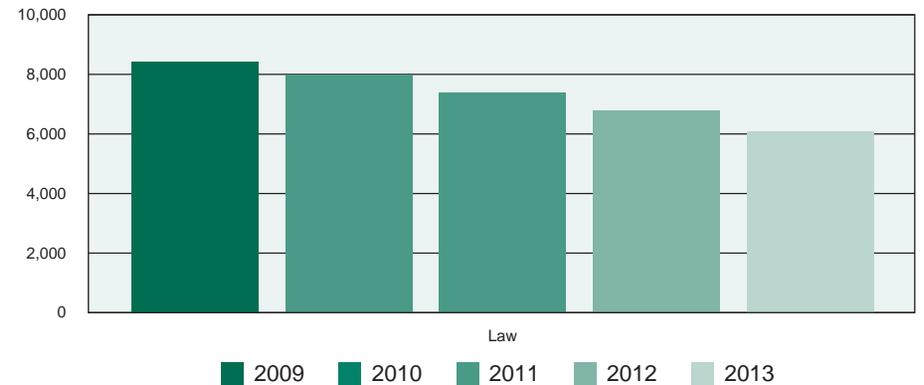


Figure 3.19b: Student Credit Hours by Course Level



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

Table 3.20a: Enrollment by Class Standing

Class Standing											Percent Change	
	2009	%	2010	%	2011	%	2012	%	2013	%	1 Year	5 Year
Freshmen	629	75%	533	80%	562	76%	605	78%	632	73%	4%	0%
Sophomore	116	14%	65	10%	97	13%	94	12%	110	13%	17%	-5%
Junior	39	5%	21	3%	29	4%	36	5%	56	6%	56%	44%
Senior	54	6%	44	7%	51	7%	45	6%	65	8%	44%	20%
Total	838	100%	663	100%	739	100%	780	100%	863	100%	11%	3%

Table 3.20b: Student Credit Hours by Course Level

Course Level											Percent Change	
	2009	%	2010	%	2011	%	2012	%	2013	%	1 Year	5 Year
Lower (100-299)	1,088	100%	1,155	100%	1,035	100%	1,035	100%	1,596	100%	54%	47%
Total	1,088	100%	1,155	100%	1,035	100%	1,035	100%	1,596	100%	54%	47%

Figure 3.20a: Enrollment by Class Standing

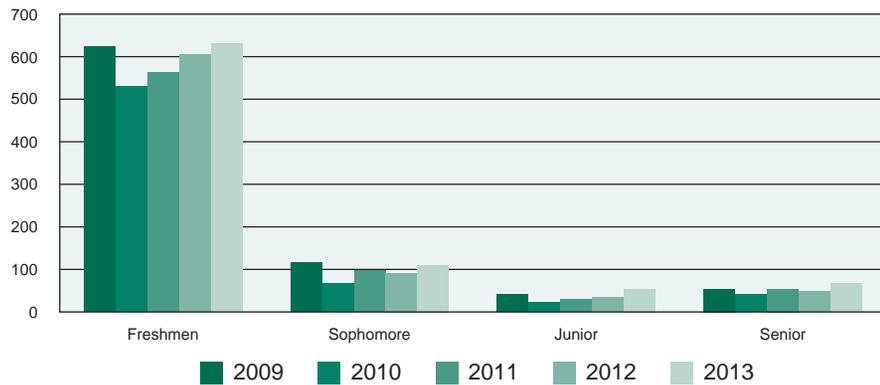


Figure 3.20b: Student Credit Hours by Course Level

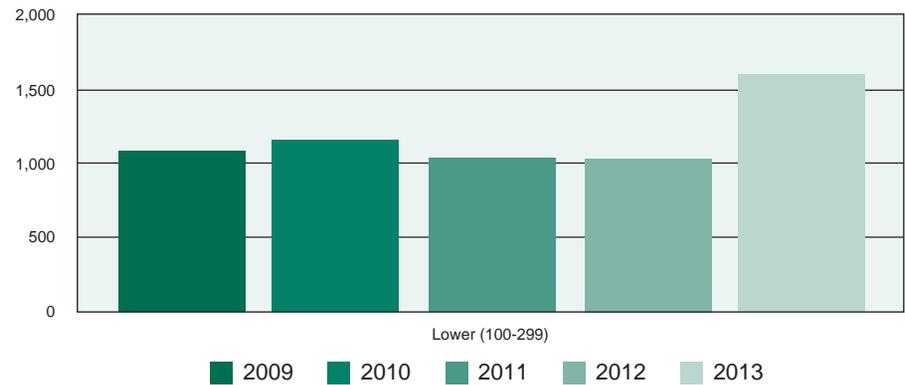


Table 3.21: CSU Total Fall Enrollment by College and Ethnicity: 5-Year Trend

College	Race	2009		2010		2011		2012		2013		Percent Change	
		Enrollment	%	1 year	5 year								
Business	American Indian/Alaska Native	5	0%	9	0%	6	0%	6	0%	4	0%	-33%	-20%
	Asian	136	4%	142	4%	144	4%	128	4%	122	4%	-5%	-10%
	Black/African American	525	15%	575	16%	547	16%	514	15%	462	14%	-10%	-12%
	Hispanic/Latino	65	2%	104	3%	96	3%	108	3%	116	4%	7%	78%
	Native Hawaiian or Other Pacific Island	-	0%	1	0%	3	0%	3	0%	5	0%	67%	-
	Non Resident Alien	341	10%	387	11%	357	10%	396	12%	459	14%	16%	35%
	Two or more races	-	0%	16	0%	30	1%	38	1%	50	2%	32%	-
	Unknown	339	10%	215	6%	173	5%	130	4%	75	2%	-42%	-78%
	White	2,012	59%	2,202	60%	2,125	61%	2,046	61%	2,008	61%	-2%	0%
Total		3,423	100%	3,651	100%	3,481	100%	3,369	100%	3,301	100%	-2%	-4%
CLASS	American Indian/Alaska Native	11	0%	12	0%	7	0%	11	0%	9	0%	-18%	-18%
	Asian	52	2%	44	1%	53	1%	50	1%	63	2%	26%	21%
	Black/African American	804	23%	918	25%	940	25%	929	25%	907	25%	-2%	13%
	Hispanic/Latino	147	4%	165	5%	171	5%	186	5%	213	6%	15%	45%
	Native Hawaiian or Other Pacific Island	-	0%	1	0%	1	0%	3	0%	3	0%	0%	-
	Non Resident Alien	46	1%	50	1%	54	1%	58	2%	52	1%	-10%	13%
	Two or more races	-	0%	22	1%	66	2%	93	2%	108	3%	16%	-
	Unknown	357	10%	290	8%	225	6%	188	5%	139	4%	-26%	-61%
	White	2,008	59%	2,156	59%	2,219	59%	2,213	59%	2,197	60%	-1%	9%
Total		3,425	100%	3,658	100%	3,736	100%	3,731	100%	3,691	100%	-1%	8%
Education	American Indian/Alaska Native	6	0%	6	0%	3	0%	1	0%	3	0%	200%	-50%
	Asian	31	1%	26	1%	25	1%	20	1%	20	1%	0%	-35%
	Black/African American	573	22%	608	23%	587	24%	533	24%	503	22%	-6%	-12%
	Hispanic/Latino	58	2%	87	3%	74	3%	75	3%	83	4%	11%	43%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	2	0%	2	0%	2	0%	0%	-
	Non Resident Alien	44	2%	61	2%	61	2%	65	3%	89	4%	37%	102%
	Two or more races	-	0%	7	0%	21	1%	26	1%	40	2%	54%	-
	Unknown	308	12%	247	9%	198	8%	141	6%	80	4%	-43%	-74%
	White	1,571	61%	1,579	60%	1,480	60%	1,403	62%	1,439	64%	3%	-8%
Total		2,591	100%	2,621	100%	2,451	100%	2,266	100%	2,259	100%	0%	-13%
Nursing	American Indian/Alaska Native	1	0%	2	0%	1	0%	-	0%	1	0%	-	0%
	Asian	15	3%	20	3%	20	4%	21	4%	18	3%	-14%	20%
	Black/African American	102	18%	122	21%	77	14%	79	13%	86	14%	9%	-16%
	Hispanic/Latino	11	2%	22	4%	21	4%	23	0%	34	5%	48%	209%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	1	0%	1	0%	0%	-
	Non Resident Alien	3	1%	9	2%	7	1%	12	2%	15	2%	25%	400%
	Two or more races	-	0%	5	1%	12	2%	14	2%	18	3%	29%	-
	Unknown	34	6%	23	4%	24	4%	18	3%	10	2%	-44%	-71%
	White	392	70%	389	66%	397	71%	424	72%	445	71%	5%	14%
Total		558	100%	592	100%	559	100%	592	100%	628	100%	6%	13%

continued on next page

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

continued from previous page

College	Race	2009		2010		2011		2012		2013		Percent Change	
		Enrollment	%	1 year	5 year								
Engineering	American Indian/Alaska Native	4	0%	3	0%	2	0%	1	0%	-	0%	-100%	-100%
	Asian	55	4%	52	4%	53	4%	54	3%	58	3%	7%	5%
	Black/African American	88	7%	118	8%	111	8%	120	8%	119	7%	-1%	35%
	Hispanic/Latino	36	3%	40	3%	38	3%	48	3%	54	3%	13%	50%
	Native Hawaiian or Other Pacific Island	-	0%	1	0%	3	0%	2	0%	1	0%	-50%	-
	Non Resident Alien	308	24%	340	24%	364	25%	369	24%	508	29%	38%	65%
	Two or more races	-	0%	6	0%	13	1%	16	1%	25	1%	56%	-
	Unknown	105	8%	92	7%	93	6%	63	4%	59	3%	-6%	-44%
	White	676	53%	739	53%	775	53%	896	57%	947	53%	6%	40%
Total		1,272	100%	1,391	100%	1,452	100%	1,569	100%	1,771	100%	13%	39%
Science	American Indian/Alaska Native	8	0%	10	0%	13	0%	13	0%	10	0%	-23%	25%
	Asian	87	3%	94	3%	102	3%	113	3%	116	3%	3%	33%
	Black/African American	411	15%	480	16%	516	15%	573	15%	556	14%	-3%	35%
	Hispanic/Latino	71	3%	107	3%	102	3%	127	3%	143	4%	13%	101%
	Native Hawaiian or Other Pacific Island	-	0%	1	0%	2	0%	6	0%	2	0%	-67%	-
	Non Resident Alien	136	5%	151	5%	182	5%	192	5%	198	5%	3%	46%
	Two or more races	-	0%	18	1%	52	2%	95	3%	100	3%	5%	-
	Unknown	286	11%	209	7%	187	6%	153	4%	112	3%	-27%	-61%
	White	1,678	63%	2,002	65%	2,212	66%	2,455	66%	2,604	68%	6%	55%
Total		2,677	100%	3,072	100%	3,368	100%	3,727	100%	3,841	100%	3%	43%
Urban Affairs	American Indian/Alaska Native	3	0%	3	0%	2	0%	1	0%	-	0%	-100%	-100%
	Asian	5	1%	4	1%	3	0%	5	1%	7	1%	40%	40%
	Black/African American	174	28%	185	27%	178	26%	161	26%	163	28%	1%	-6%
	Hispanic/Latino	17	3%	18	3%	22	3%	18	3%	16	3%	-11%	-6%
	Native Hawaiian or Other Pacific Island	-	0%	2	0%	1	0%	-	0%	-	0%	-	-
	Non Resident Alien	31	5%	35	5%	31	4%	31	5%	26	5%	-16%	-16%
	Two or more races	-	0%	3	0%	6	1%	7	1%	10	2%	43%	-
	Unknown	80	13%	63	9%	51	7%	33	5%	19	3%	-42%	-76%
	White	311	50%	375	55%	395	57%	364	59%	335	58%	-8%	8%
Total		621	100%	688	100%	689	100%	620	100%	576	100%	-7%	-7%

continued on next page

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

continued from previous page

College	Race	2009		2010		2011		2012		2013		Percent Change	
		Enrollment	%	1 year	5 year								
Law	American Indian/Alaska Native	3	0%	2	0%	1	0%	1	0%	3	1%	200%	0%
	Asian	17	3%	11	2%	14	2%	12	2%	14	3%	17%	-18%
	Black/African American	52	8%	55	9%	54	10%	40	8%	41	9%	3%	-21%
	Hispanic/Latino	16	2%	12	2%	17	3%	20	4%	21	4%	5%	31%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	9	1%	5	1%	6	1%	7	1%	9	2%	29%	0%
	Two or more races	-	0%	1	0%	2	0%	5	1%	8	2%	60%	-
	Unknown	77	12%	29	5%	15	3%	9	2%	11	2%	22%	-86%
	White	471	73%	495	81%	454	81%	407	81%	362	77%	-11%	-23%
Total		645	100%	610	100%	563	100%	501	100%	469	100%	-6%	-27%
Undergraduate Studies	American Indian/Alaska Native	1	0%	2	0%	1	0%	3	0%	1	0%	-67%	0%
	Asian	16	2%	25	4%	38	5%	34	4%	40	5%	18%	150%
	Black/African American	228	27%	166	25%	190	26%	227	29%	242	28%	7%	6%
	Hispanic/Latino	21	3%	27	4%	34	5%	24	3%	31	4%	29%	48%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	1	0%	1	0%	0%	-
	Non Resident Alien	3	0%	3	0%	9	1%	7	1%	5	1%	-29%	67%
	Two or more races	-	0%	9	1%	18	2%	21	3%	21	2%	0%	-
	Unknown	278	33%	127	19%	107	14%	84	11%	95	11%	13%	-66%
	White	291	35%	303	46%	342	46%	379	49%	427	49%	13%	47%
Total		838	100%	662	100%	739	100%	780	100%	863	100%	11%	3%
Undergraduate Non-Degree	American Indian/Alaska Native	1	0%	-	0%	-	0%	-	0%	-	0%	-	-100%
	Asian	13	4%	17	5%	15	5%	15	6%	11	5%	-27%	-15%
	Black/African American	36	10%	26	8%	15	5%	26	11%	26	12%	0%	-28%
	Hispanic/Latino	6	2%	8	2%	10	4%	7	3%	10	5%	43%	67%
	Native Hawaiian or Other Pacific Island	-	0%	2	1%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	7	2%	1	0%	3	1%	2	1%	4	2%	100%	-43%
	Two or more races	-	0%	1	0%	3	1%	2	1%	4	2%	100%	-
	Unknown	110	30%	64	19%	43	16%	22	9%	15	7%	-32%	-86%
	White	194	53%	215	64%	185	68%	171	70%	150	68%	-12%	-23%
Total		367	100%	334	100%	274	100%	245	100%	220	100%	-10%	-40%

continued on next page

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

continued from previous page

College	Race	2009		2010		2011		2012		2013		Percent Change	
		Enrollment	%	1 year	5 year								
Graduate Studies	American Indian/Alaska Native	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Asian	-	0%	1	2%	2	9%	2	11%	4	14%	100%	-
	Black/African American	8	18%	13	29%	4	17%	2	11%	2	7%	0%	-75%
	Hispanic/Latino	-	0%	1	2%	1	4%	-	0%	-	0%	-	-
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	-	0%	-	0%	-	0%	-	0%	1	4%	-	-
	Two or more races	-	0%	-	0%	-	0%	1	5%	-	0%	-100%	-
	Unknown	16	36%	10	22%	5	22%	1	5%	14	50%	1300%	-13%
	White	20	45%	20	44%	11	48%	13	68%	7	25%	-46%	-65%
Total		44	100%	45	100%	23	100%	19	100%	28	100%	47%	-36%
Other	American Indian/Alaska Native	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Asian	1	2%	1	2%	-	0%	-	0%	-	0%	-	-100%
	Black/African American	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Hispanic/Latino	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	43	96%	57	92%	111	0%	104	98%	82	99%	-21%	91%
	Two or more races	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Unknown	1	2%	4	6%	1	0%	2	2%	-	0%	-100%	-100%
	White	-	0%	-	0%	-	0%	-	0%	1	1%	-	-
Total		45	100%	62	100%	112	0%	106	100%	83	100%	-22%	84%
University	American Indian/Alaska Native	43	0%	49	0%	36	0%	37	0%	31	0%	-16%	-28%
	Asian	428	3%	437	3%	469	3%	454	3%	473	3%	4%	11%
	Black/African American	3,001	18%	3,266	19%	3,219	19%	3,204	18%	3,107	18%	-3%	4%
	Hispanic/Latino	448	3%	591	3%	586	3%	636	4%	721	4%	13%	61%
	Native Hawaiian or Other Pacific Island	-	0%	8	0%	12	0%	18	0%	15	0%	-17%	-
	Non Resident Alien	971	6%	1,099	6%	1,185	7%	1,243	7%	1,448	8%	16%	49%
	Two or more races	-	0%	-	0%	-	0%	318	2%	384	2%	21%	-
	Unknown	1,991	12%	1,373	8%	1,122	7%	844	5%	629	4%	-25%	-68%
	White	9,624	58%	10,475	61%	10,595	62%	10,771	61%	10,922	62%	1%	13%
Total		16,506	100%	17,298	100%	17,224	100%	17,525	100%	17,730	100%	1%	7%

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

College	Race	2009		2010		2011		2012		2013		Percent Change	
		Enrollment	%	1 year	5 year								
Business	American Indian/Alaska Native	4	0%	8	0%	6	0%	3	0%	1	0%	-67%	-75%
	Asian	74	4%	86	4%	77	4%	72	4%	62	3%	-14%	-16%
	Black/African American	402	19%	450	20%	423	21%	366	19%	327	17%	-11%	-19%
	Hispanic/Latino	50	2%	78	4%	68	3%	72	4%	82	4%	14%	64%
	Native Hawaiian or Other Pacific Island	-	0%	1	0%	3	0%	3	0%	5	0%	67%	-
	Non Resident Alien	88	4%	104	5%	112	5%	130	7%	156	8%	20%	77%
	Two or more races	-	0%	9	0%	18	1%	30	2%	34	2%	13%	-
	Unknown	178	9%	134	6%	99	5%	69	3%	43	2%	-38%	-76%
	White	1,270	61%	1,353	61%	1,256	61%	1,228	62%	1,231	63%	0%	-3%
Total		2,066	100%	2,223	100%	2,062	100%	1,973	100%	1,941	100%	-2%	-6%
CLASS	American Indian/Alaska Native	11	0%	12	0%	7	0%	11	0%	8	0%	-27%	-27%
	Asian	47	2%	37	1%	47	2%	45	1%	55	2%	22%	17%
	Black/African American	675	24%	794	26%	813	26%	786	25%	745	24%	-5%	10%
	Hispanic/Latino	132	5%	153	5%	157	5%	168	5%	191	6%	14%	45%
	Native Hawaiian or Other Pacific Island	-	0%	1	0%	1	0%	3	0%	3	0%	0%	-
	Non Resident Alien	32	1%	31	1%	37	1%	40	1%	36	1%	-10%	13%
	Two or more races	-	0%	18	1%	62	2%	85	3%	103	3%	21%	-
	Unknown	270	9%	233	8%	164	5%	145	5%	115	4%	-21%	-57%
	White	1,676	59%	1,791	58%	1,845	59%	1,852	59%	1,886	60%	2%	13%
Total		2,843	100%	3,070	100%	3,133	100%	3,135	100%	3,142	100%	0%	11%
Education	American Indian/Alaska Native	3	0%	3	0%	2	0%	1	0%	3	0%	200%	0%
	Asian	13	1%	10	1%	7	1%	6	1%	7	1%	17%	-46%
	Black/African American	202	21%	245	24%	228	24%	214	24%	196	22%	-8%	-3%
	Hispanic/Latino	31	3%	48	5%	34	4%	41	5%	47	5%	15%	52%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	1	0%	1	0%	1	0%	0%	-
	Non Resident Alien	5	1%	5	0%	6	1%	12	1%	13	1%	8%	160%
	Two or more races	-	0%	3	0%	11	1%	13	1%	22	2%	69%	-
	Unknown	77	8%	57	6%	45	5%	35	4%	23	3%	-34%	-70%
	White	613	65%	641	63%	633	65%	574	64%	592	65%	3%	-3%
Total		944	100%	1,012	100%	967	100%	897	100%	904	100%	1%	-4%

continued on next page

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

continued from previous page

College	Race	2009		2010		2011		2012		2013		Percent Change	
		Enrollment	%	1 year	5 year								
Nursing	American Indian/Alaska Native	1	0%	2	0%	1	0%	-	0%	1	0%	-	0%
	Asian	15	3%	19	4%	19	4%	20	4%	17	3%	-15%	13%
	Black/African American	100	19%	117	22%	70	14%	70	13%	77	13%	10%	-23%
	Hispanic/Latino	10	2%	20	4%	20	4%	21	4%	31	5%	48%	210%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	1	0%	1	0%	0%	-
	Non Resident Alien	3	1%	8	1%	6	1%	11	2%	14	2%	27%	367%
	Two or more races	-	0%	5	1%	12	2%	13	2%	17	3%	31%	-
	Unknown	30	6%	17	3%	17	3%	13	2%	7	1%	-46%	-77%
	White	356	69%	349	65%	355	71%	385	72%	408	71%	6%	15%
Total		515	100%	537	100%	500	100%	534	100%	573	100%	7%	11%
Engineering	American Indian/Alaska Native	3	0%	-	0%	-	0%	-	0%	-	0%	-	-100%
	Asian	43	5%	33	4%	34	3%	35	3%	40	3%	14%	-7%
	Black/African American	80	9%	101	11%	97	10%	109	9%	103	8%	-6%	29%
	Hispanic/Latino	32	4%	36	4%	34	3%	40	3%	49	4%	23%	53%
	Native Hawaiian or Other Pacific Island	-	0%	1	0%	2	0%	1	0%	1	0%	0%	-
	Non Resident Alien	78	9%	91	10%	117	12%	177	15%	262	20%	48%	236%
	Two or more races	-	0%	6	1%	13	1%	16	1%	22	2%	38%	-
	Unknown	79	9%	73	8%	63	6%	41	4%	40	3%	-2%	-49%
	White	541	63%	588	63%	637	64%	747	64%	798	61%	7%	48%
Total		856	100%	929	100%	997	100%	1,166	100%	1,315	100%	13%	54%
Science	American Indian/Alaska Native	6	0%	9	0%	12	0%	13	0%	10	0%	-23%	67%
	Asian	62	3%	68	3%	80	3%	85	3%	92	3%	8%	48%
	Black/African American	357	18%	432	18%	465	18%	517	18%	510	17%	-1%	43%
	Hispanic/Latino	58	3%	89	4%	89	3%	115	4%	132	4%	15%	128%
	Native Hawaiian or Other Pacific Island	-	0%	1	0%	1	0%	5	0%	2	0%	-60%	-
	Non Resident Alien	33	2%	41	2%	42	2%	53	2%	56	2%	6%	70%
	Two or more races	-	0%	15	1%	48	2%	89	3%	94	3%	6%	-
	Unknown	197	10%	157	7%	141	5%	115	4%	89	3%	-23%	-55%
	White	1,229	63%	1,528	65%	1,700	66%	1,884	66%	2,009	67%	7%	63%
Total		1,942	100%	2,340	100%	2,578	100%	2,876	100%	2,994	100%	4%	54%

continued on next page

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

continued from previous page

College	Race	2009		2010		2011		2012		2013		Percent Change	
		Enrollment	%	1 year	5 year								
Urban Affairs	American Indian/Alaska Native	1	0%	2	1%	2	1%	1	0%	-	0%	-100%	-100%
	Asian	-	0%	1	0%	1	0%	2	1%	2	1%	0%	-
	Black/African American	106	36%	106	32%	114	32%	104	32%	109	34%	5%	3%
	Hispanic/Latino	11	4%	11	3%	14	4%	11	3%	7	2%	-36%	-36%
	Native Hawaiian or Other Pacific Island	-	0%	1	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	3	1%	5	2%	5	1%	4	1%	7	2%	75%	133%
	Two or more races	-	0%	-	0%	1	0%	3	1%	3	1%	0%	-
	Unknown	35	12%	22	7%	23	6%	16	5%	13	4%	-19%	-63%
	White	136	47%	179	55%	200	56%	186	57%	183	56%	-2%	35%
Total		292	100%	327	100%	360	100%	327	100%	324	100%	-1%	11%
Undergraduate Studies	American Indian/Alaska Native	1	0%	2	0%	1	0%	3	0%	1	0%	-67%	0%
	Asian	16	2%	25	4%	38	5%	34	4%	40	5%	18%	150%
	Black/African American	228	27%	166	25%	190	26%	227	29%	242	28%	7%	6%
	Hispanic/Latino	21	3%	27	4%	34	5%	24	3%	31	4%	29%	48%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	1	0%	1	0%	0%	-
	Non Resident Alien	3	0%	3	0%	9	1%	7	1%	5	1%	-29%	67%
	Two or more races	-	0%	9	1%	18	2%	21	3%	21	2%	0%	-
	Unknown	278	33%	127	19%	107	14%	84	11%	95	11%	13%	-66%
	White	291	35%	303	46%	342	46%	379	49%	427	49%	13%	47%
Total		838	100%	662	100%	739	100%	780	100%	863	100%	11%	3%
Undergraduate Non-Degree	American Indian/Alaska Native	1	0%	-	0%	-	0%	-	0%	-	0%	-	-100%
	Asian	13	4%	17	5%	15	5%	15	6%	11	5%	-27%	-15%
	Black/African American	36	10%	26	8%	15	5%	26	11%	26	12%	0%	-28%
	Hispanic/Latino	6	2%	8	2%	10	4%	7	3%	10	5%	43%	67%
	Native Hawaiian or Other Pacific Island	-	0%	2	1%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	7	2%	1	0%	3	1%	2	1%	4	2%	100%	-43%
	Two or more races	-	0%	1	0%	3	1%	2	1%	4	2%	100%	-
	Unknown	110	30%	64	19%	43	16%	22	9%	15	7%	-32%	-86%
	White	194	53%	215	64%	185	68%	171	70%	150	68%	-12%	-23%
Total		367	100%	334	100%	274	100%	245	100%	220	100%	-10%	-40%

continued on next page

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

continued from previous page

College	Race	2009		2010		2011		2012		2013		Percent Change	
		Enrollment	%	1 year	5 year								
Other	American Indian/Alaska Native	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Asian	1	2%	1	2%	-	0%	-	0%	-	0%	-	-100%
	Black/African American	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Hispanic/Latino	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	43	96%	57	92%	111	99%	104	98%	82	99%	-21%	91%
	Two or more races	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Unknown	1	2%	4	6%	1	1%	2	2%	-	0%	-100%	-100%
	White	-	0%	-	0%	-	0%	-	0%	1	1%	-	-
Total		45	100%	62	100%	112	100%	106	100%	83	100%	-22%	84%
University	American Indian/Alaska Native	31	0%	38	0%	31	0%	32	0%	24	0%	-25%	-23%
	Asian	284	3%	297	2%	318	3%	314	3%	326	3%	4%	15%
	Black/African American	2,186	20%	2,437	21%	2,415	21%	2,419	20%	2,335	19%	-3%	7%
	Hispanic/Latino	351	3%	470	4%	460	4%	499	4%	580	5%	16%	65%
	Native Hawaiian or Other Pacific Island	-	0%	7	0%	8	0%	15	0%	14	0%	-7%	-
	Non Resident Alien	295	3%	346	3%	448	4%	540	4%	635	5%	18%	115%
	Two or more races	-	0%	66	0%	186		272	2%	320	3%	18%	-
	Unknown	1,255	12%	888	8%	703		542	5%	440	4%	-19%	-65%
	White	6,306	59%	6,947	60%	7,153	61%	7,406	62%	7,685	62%	4%	22%
Total		10,708	100%	11,496	100%	11,722	100%	12,039	100%	12,359	100%	3%	15%

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

College	Race	2009		2010		2011		2012		2013		Percent Change	
		Enrollment	%	1 year	5 year								
Business	American Indian/Alaska Native	1	0%	1	0%	-	0%	3	0%	3	0%	0%	200%
	Asian	62	5%	56	4%	67	5%	56	4%	60	4%	7%	-3%
	Black/African American	123	9%	125	9%	124	9%	148	11%	135	10%	-9%	10%
	Hispanic/Latino	15	1%	26	2%	28	2%	36	3%	34	3%	-6%	127%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	253	19%	283	20%	245	17%	266	19%	303	22%	14%	20%
	Two or more races	-	0%	7	0%	12	1%	8	1%	16	1%	100%	-
	Unknown	161	12%	81	6%	74	5%	61	4%	32	2%	-48%	-80%
	White	742	55%	849	59%	869	61%	818	59%	777	57%	-5%	5%
Total		1,357	100%	1,428	100%	1,419	100%	1,396	100%	1,360	100%	-3%	0%
CLASS	American Indian/Alaska Native	-	0%	-	0%	-	0%	-	0%	1	0%	-	-
	Asian	5	1%	7	1%	6	1%	5	1%	8	1%	60%	60%
	Black/African American	129	22%	124	21%	127	21%	143	24%	162	30%	13%	26%
	Hispanic/Latino	15	3%	12	2%	14	2%	18	3%	22	4%	22%	47%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	14	2%	19	3%	17	3%	18	3%	16	3%	-11%	14%
	Two or more races	-	0%	4	1%	4	1%	8	1%	5	1%	-38%	-
	Unknown	87	15%	57	10%	61	10%	43	7%	24	4%	-44%	-72%
	White	332	57%	365	62%	374	62%	361	61%	311	57%	-14%	-6%
Total		582	100%	588	100%	603	100%	596	100%	549	100%	-8%	-6%
Education	American Indian/Alaska Native	3	0%	3	0%	1	0%	-	0%	-	0%	-	-100%
	Asian	18	1%	16	1%	18	1%	14	1%	13	1%	-7%	-28%
	Black/African American	371	23%	363	23%	359	24%	319	23%	307	23%	-4%	-17%
	Hispanic/Latino	27	2%	39	2%	40	3%	34	2%	36	3%	6%	33%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	1	0%	1	0%	1	0%	0%	-
	Non Resident Alien	39	2%	56	3%	55	4%	53	4%	76	6%	43%	95%
	Two or more races	-	0%	4	0%	10	1%	13	1%	18	1%	38%	-
	Unknown	231	14%	190	12%	153	10%	106	8%	57	4%	-46%	-75%
	White	958	58%	938	58%	847	57%	829	61%	847	63%	2%	-12%
Total		1,647	100%	1,609	100%	1,484	100%	1,369	100%	1,355	100%	-1%	-18%

continued on next page

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

continued from previous page

College	Race	2009		2010		2011		2012		2013		Percent Change	
		Enrollment	%	1 year	5 year								
Nursing	American Indian/Alaska Native	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Asian	-	0%	1	2%	1	2%	1	2%	1	2%	0%	-
	Black/African American	2	5%	5	9%	7	12%	9	16%	9	16%	0%	350%
	Hispanic/Latino	1	2%	2	4%	1	2%	2	3%	3	5%	50%	200%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	-	0%	1	2%	1	2%	1	2%	1	2%	0%	-
	Two or more races	-	0%	-	0%	-	0%	1	2%	1	2%	0%	-
	Unknown	4	9%	6	11%	7	12%	5	9%	3	5%	-40%	-25%
	White	36	84%	40	73%	42	71%	39	67%	37	67%	-5%	3%
Total		43	100%	55	100%	59	100%	58	100%	55	100%	-5%	28%
Engineering	American Indian/Alaska Native	1	0%	3	1%	2	0%	1	0%	-	0%	-100%	-100%
	Asian	12	3%	19	4%	19	4%	19	5%	18	4%	-5%	50%
	Black/African American	8	2%	17	4%	14	3%	11	3%	16	4%	45%	100%
	Hispanic/Latino	4	1%	4	1%	4	1%	8	2%	5	1%	-38%	25%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	1	0%	1	0%	-	0%	-100%	-
	Non Resident Alien	230	55%	249	54%	247	54%	192	48%	246	54%	28%	7%
	Two or more races	-	0%	-	0%	-	0%	-	0%	3	1%	-	-
	Unknown	26	6%	19	4%	30	7%	22	5%	19	4%	-14%	-27%
	White	135	32%	151	33%	138	30%	149	37%	149	33%	0%	10%
Total		416	100%	462	100%	455	100%	403	100%	456	100%	13%	10%
Science	American Indian/Alaska Native	2	0%	1	0%	1	0%	-	0%	-	0%	-	-100%
	Asian	25	3%	26	4%	22	3%	28	3%	24	3%	-14%	-4%
	Black/African American	54	7%	48	7%	51	6%	56	7%	46	5%	-18%	-15%
	Hispanic/Latino	13	2%	18	2%	13	2%	12	1%	11	1%	-8%	-15%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	1	0%	1	0%	-	0%	-100%	-
	Non Resident Alien	103	14%	110	15%	140	18%	139	16%	142	17%	2%	38%
	Two or more races	-	0%	3	0%	4	1%	6	1%	6	1%	0%	-
	Unknown	89	12%	52	7%	46	6%	38	4%	23	3%	-39%	-74%
	White	449	61%	474	65%	512	65%	571	67%	595	70%	4%	33%
Total		735	100%	732	100%	790	100%	851	100%	847	100%	0%	15%

continued on next page

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

continued from previous page

College	Race	2009		2010		2011		2012		2013		Percent Change	
		Enrollment	%	1 year	5 year								
Urban Affairs	American Indian/Alaska Native	2	1%	1	0%	-	0%	-	0%	-	0%	-	-100%
	Asian	5	2%	3	1%	2	1%	3	1%	5	2%	67%	0%
	Black/African American	68	21%	79	22%	64	19%	57	19%	54	21%	-5%	-21%
	Hispanic/Latino	6	2%	7	2%	8	2%	7	2%	9	4%	29%	50%
	Native Hawaiian or Other Pacific Island	-	0%	1	0%	1	0%	-	0%	-	0%	-	-
	Non Resident Alien	28	9%	30	8%	26	8%	27	9%	19	8%	-30%	-32%
	Two or more races	-	0%	3	1%	5	2%	4	1%	7	3%	75%	-
	Unknown	45	14%	41	11%	28	9%	17	6%	6	2%	-65%	-87%
	White	175	53%	196	54%	195	59%	178	61%	152	60%	-15%	-13%
Total		329	100%	361	100%	329	100%	293	100%	252	100%	-14%	-23%
Law	American Indian/Alaska Native	3	0%	2	0%	1	0%	1	0%	3	1%	200%	0%
	Asian	17	3%	11	2%	14	2%	12	2%	14	3%	17%	-18%
	Black/African American	52	8%	55	9%	54	10%	40	8%	41	9%	3%	-21%
	Hispanic/Latino	16	2%	12	2%	17	3%	20	4%	21	4%	5%	31%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	9	1%	5	1%	6	1%	7	1%	9	2%	29%	0%
	Two or more races	-	0%	1	0%	2	0%	5	1%	8	2%	60%	-
	Unknown	77	12%	29	5%	15	3%	9	2%	11	2%	22%	-86%
	White	471	73%	495	81%	454	81%	407	81%	362	77%	-11%	-23%
Total		645	100%	610	100%	563	100%	501	100%	469	100%	-6%	-27%
Graduate Studies	American Indian/Alaska Native	1	2%	-	0%	-	0%	-	0%	-	0%	-	-100%
	Asian	-	0%	-	0%	1	2%	2	9%	4	14%	100%	-
	Black/African American	17	32%	8	18%	13	29%	4	17%	2	7%	-50%	-88%
	Hispanic/Latino	1	2%	-	0%	1	2%	1	4%	-	0%	-100%	-100%
	Native Hawaiian or Other Pacific Island	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Non Resident Alien	-	0%	-	0%	-	0%	-	0%	1	4%	-	-
	Two or more races	-	0%	-	0%	-	0%	-	0%	-	0%	-	-
	Unknown	6	11%	16	36%	10	22%	5	22%	14	50%	180%	133%
	White	28	53%	20	45%	20	44%	11	48%	7	25%	-36%	-75%
Total		53	100%	44	100%	45	100%	23	100%	28	100%	22%	-47%

continued on next page

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

continued from previous page

College	Race	2009		2010		2011		2012		2013		Percent Change	
		Enrollment	%	1 year	5 year								
University	American Indian/Alaska Native	13	0%	11	0%	5	0%	5	0%	7	0%	40%	-46%
	Asian	144	2%	139	2%	150	3%	140	3%	147	3%	5%	2%
	Black/African American	824	14%	824	14%	813	14%	787	14%	772	14%	-2%	-6%
	Hispanic/Latino	98	2%	120	2%	126	2%	138	3%	141	3%	2%	44%
	Native Hawaiian or Other Pacific Island	-	0%	1	0%	4	0%	3	0%	1	0%	-67%	-
	Non Resident Alien	676	12%	753	13%	737	13%	703	13%	813	15%	16%	20%
	Two or more races	-	0%	22	0%	37	1%	45	1%	64	1%	42%	-
	Unknown	726	13%	491	8%	424	7%	306	6%	189	4%	-38%	-74%
	White	3,326	57%	3,528	60%	3,451	60%	3,363	61%	3,237	60%	-4%	-3%
Total		5,807	100%	5,889	100%	5,747	100%	5,490	100%	5,371	100%	-2%	-8%

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

Undergraduate Full-Time

College	2009	2010	2011	2012	2013	Percent Change	
						1 Year	5 Year
Business	1,434	1,509	1,402	1,316	1,340	2%	-7%
CLASS	2,244	2,440	2,508	2,457	2,529	3%	13%
Education	664	703	668	634	646	2%	-3%
Nursing	416	437	435	469	502	7%	21%
Engineering	665	736	808	932	1,045	12%	57%
Science	1,521	1,790	1,987	2,219	2,332	5%	53%
Urban Affairs	175	194	220	197	209	6%	19%
Undergraduate Studies	418	255	312	353	383	8%	-8%
Undergraduate Non-Degree	55	46	31	24	14	-42%	-75%
Other	1	-	-	-	-	-	-
Total	7,593	8,110	8,371	8,601	9,000	5%	19%

Undergraduate Part-Time

College	2009	2010	2011	2012	2013	Percent Change	
						1 Year	5 Year
Business	632	697	660	657	601	-9%	-5%
CLASS	599	639	625	678	613	-10%	2%
Education	280	309	299	263	258	-2%	-8%
Nursing	99	100	65	65	71	9%	-28%
Engineering	191	192	189	234	270	15%	41%
Science	421	540	591	657	662	1%	57%
Urban Affairs	117	139	140	130	115	-12%	-2%
Undergraduate Studies	420	408	427	427	480	12%	14%
Undergraduate Non-Degree	312	290	243	221	206	-7%	-34%
Other	44	72	112	106	83	-22%	89%
Total	3,115	3,386	3,351	3,438	3,359	-2%	8%

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

Graduate & Law Full-Time

College	2009	2010	2011	2012	2013	Percent Change	
						1 Year	5 Year
Business	487	541	438	457	444	-3%	-9%
CLASS	246	247	250	237	227	-4%	-8%
Education	299	276	278	241	290	20%	-3%
Nursing	8	10	5	19	20	5%	150%
Engineering	122	129	80	74	78	5%	-36%
Science	438	472	402	436	408	-6%	-7%
Urban Affairs	95	105	74	58	52	-10%	-45%
Law	449	419	391	350	308	-12%	-31%
Graduate Studies	-	2	-	4	-	-100%	-
Total	2,144	2,201	1,918	1,876	1,827	-3%	-15%

Graduate & Law Part-Time

College	2009	2010	2011	2012	2013	Percent Change	
						1 Year	5 Year
Business	870	887	981	939	916	-2%	5%
CLASS	336	341	353	359	322	-10%	-4%
Education	1,348	1,333	1,206	1,128	1,065	-6%	-21%
Nursing	35	45	54	39	35	-10%	0%
Engineering	294	333	375	329	378	15%	29%
Science	297	260	388	415	439	6%	48%
Urban Affairs	234	256	255	235	200	-15%	-15%
Law	196	191	172	151	161	7%	-18%
Graduate Studies	44	43	23	15	28	87%	-36%
Total	3,654	3,689	3,807	3,610	3,544	-2%	-3%

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.

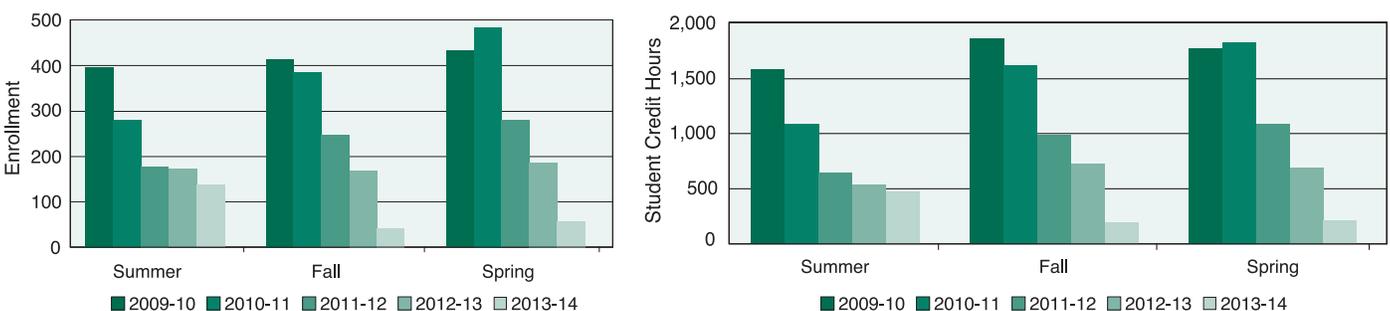
Table 3.26: West Center Student Credit Hours: Fall Semesters

College	West Center														
	Undergraduate					Graduate/Law					Total				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Business	472	493	243	272	-	540	288	310	131	-	1,012	781	553	403	-
CLASS	424	306	64	-	-	-	-	-	-	-	424	306	64	-	-
Education	39	42	54	-	-	263	421	224	204	194	302	463	278	204	194
Science	132	15	93	112	-	-	-	-	-	-	132	15	93	112	-
Nursing	-	80	-	-	-	-	-	-	-	-	-	80	-	-	-
Urban Affairs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	1,067	936	454	384	0	803	709	534	335	194	1,870	1,645	988	719	194

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

College	West Center													
	Enrollment					Percent Change		SCH					Percent Change	
	2009-10	2010-11	2011-12	2012-13	2013-14	1-Year	5-Year	2009-10	2010-11	2011-12	2012-13	2013-14	1-Year	5-Year
Summer	398	280	179	173	137	-21%	-66%	1,590	1,087	644	540	476	-12%	-70%
Fall	416	385	246	170	42	-75%	-90%	1,870	1,630	988	719	194	-73%	-90%
Spring	434	486	280	188	58	-69%	-87%	1,773	1,830	1,086	694	221	-68%	-88%
Total	1,248	1,151	705	531	237	-55%	-81%	5,233	4,547	2,718	1,953	891	-54%	-83%

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

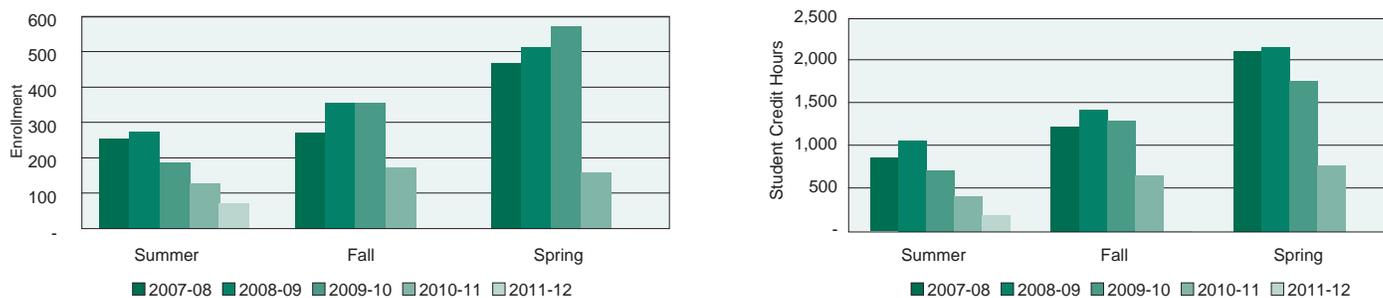
Table 3.27: East Center Student Credit Hours: Fall Semesters

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	
	2009-10	2010-11	2011-12	2012-13	2013-14	1-Year	5-Year	2009-10	2010-11	2011-12	2012-13	2013-14	1-Year	5-Year
Summer	34	38	25	9	3	-67%	-91%	161	160	100	36	12	-67%	-93%
Fall	63	101	88	65	82	26%	30%	332	535	401	332	424	28%	28%
Spring	77	83	107	88	84	-5%	9%	425	400	442	487	461	-5%	8%
Total	174	222	220	162	169	4%	-3%	918	1,095	943	855	897	5%	-2%

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

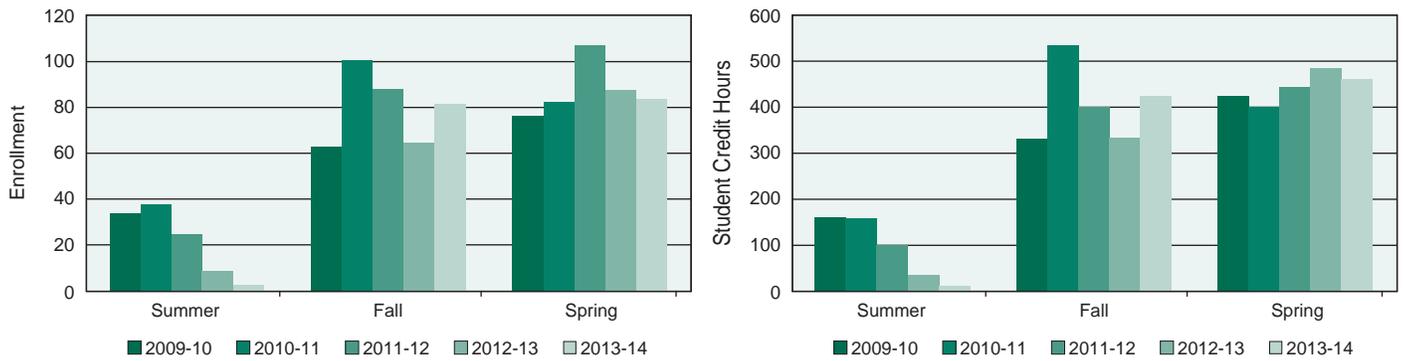


Table 3.28b: Annual Historical Enrollment and SCH Trends at Lakeland Community College

Lakeland Community College														
Term	Enrollment					Percent Change		SCH					Percent Change	
	2009-10	2010-11	2011-12	2012-13	2013-14	1-Year	5-Year	2009-10	2010-11	2011-12	2012-13	2013-14	1-Year	5-Year
Summer	56	73	36	29	61	110%	9%	243	266	115	91	228	151%	-6%
Fall	142	171	75	92	90	-2%	-37%	626	672	337	447	466	4%	-26%
Spring	177	156	96	112	118	5%	-33%	808	742	526	500	673	35%	-17%
Total	375	400	207	233	269	15%	-28%	1,677	1,680	978	1,038	1,367	32%	-18%

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

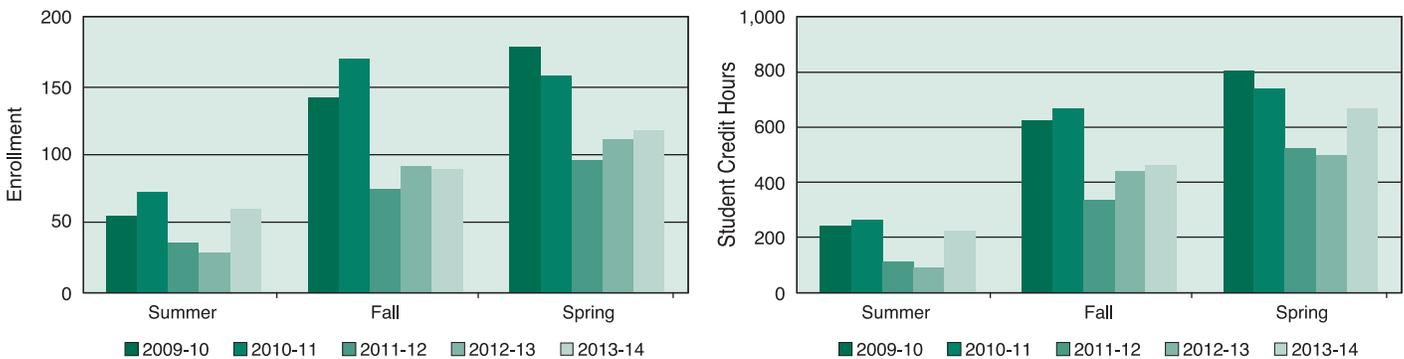
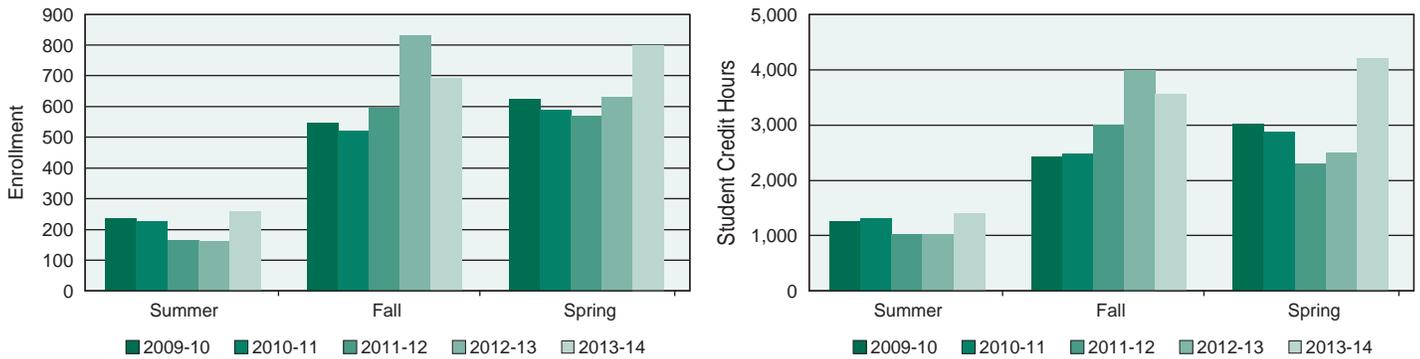


Table 3.28c: Annual Historical Enrollment and SCH Trends at Other Off-Campus Locations

Other Locations*														
Term	Enrollment					Percent Change		SCH					Percent Change	
	2009-10	2010-11	2011-12	2012-13	2013-14	1-Year	5-Year	2009-10	2010-11	2011-12	2012-13	2013-14	1-Year	5-Year
Summer	236	224	163	165	259	57%	10%	1,248	1,319	1,011	1,008	1,400	39%	12%
Fall	547	518	596	832	691	-17%	26%	2,418	2,481	2,980	4,018	3,557	-11%	47%
Spring	624	588	570	630	799	27%	28%	3,019	2,872	2,307	2,510	4,215	68%	40%
Total	1,407	1,330	1,329	1,627	1,749	7%	24%	6,685	6,672	6,298	7,536	9,172	22%	37%

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

Sponsored Research

4



SECTION 4



Cleveland State University
2014 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 2008-2013

Source	Fiscal Year						Percent Change	
	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	1 Year	5 Year
Awards	\$27,661,642	\$18,677,794	\$22,909,197	\$17,093,917	\$13,483,748	\$12,047,738	-11%	-56%
CSU Expenditures	\$23,854,742	\$20,945,565	\$18,558,947	\$16,913,731	\$20,617,912	\$16,707,432	-19%	-30%
CCF Expenditures	N/A	N/A	\$24,422,152	\$43,642,969	\$44,925,258	\$51,124,607	14%	
CSU & CCF Exp Total	\$23,854,742	\$20,945,565	\$42,981,099	\$60,556,700	\$65,543,170	\$67,832,039	3%	184%

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 2008-2013

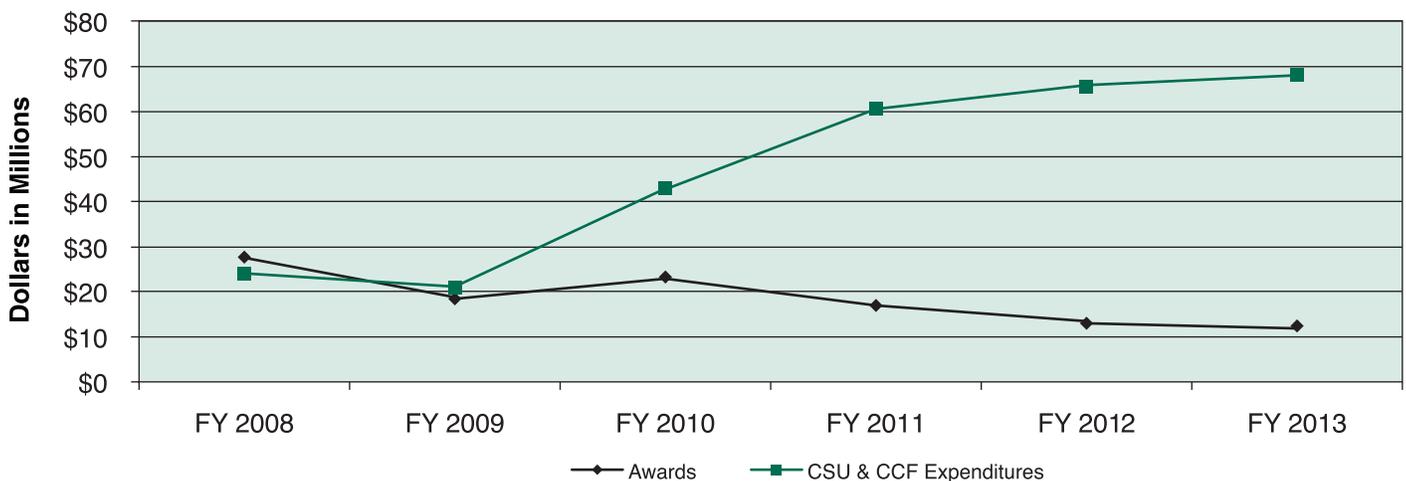


Table 4.2: Sponsored Program Awards by Source, Fiscal Years 2008-2013

Source	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Percent Change	
							1 Year	5 Year
Federal Grants	\$13,894,606	\$7,165,852	\$15,017,485	\$12,187,422	\$8,696,479	\$6,338,894	-27%	-54%
State Grants	\$7,466,819	\$3,756,471	\$1,212,245	\$479,032	\$589,860	\$1,408,899	139%	-81%
Local Grants	\$735,848	\$801,757	\$822,273	\$416,185	\$253,289	\$494,172	95%	-33%
Private Grants	\$2,311,264	\$3,950,919	\$2,245,353	\$2,791,295	\$3,944,120	\$3,805,774	-4%	65%
State Appropriations	\$3,253,105	\$3,002,795	\$3,611,841	\$1,219,983	\$360,551	\$458,182	27%	-86%
Total	\$27,661,642	\$18,677,794	\$22,909,197	\$17,093,917	\$13,844,299	\$12,505,921	-10%	-55%

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 2013

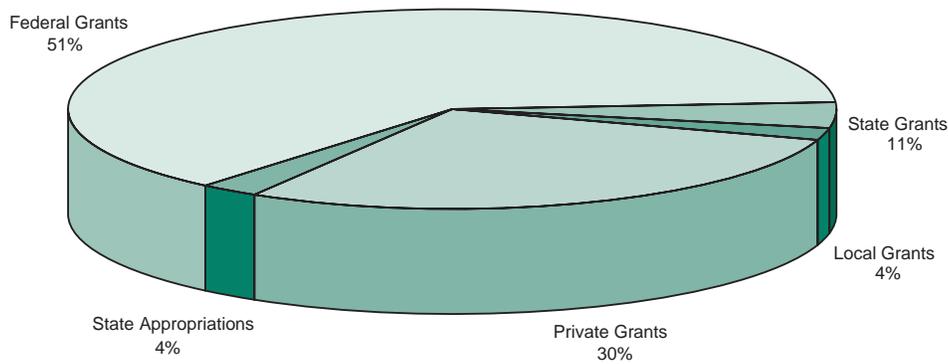
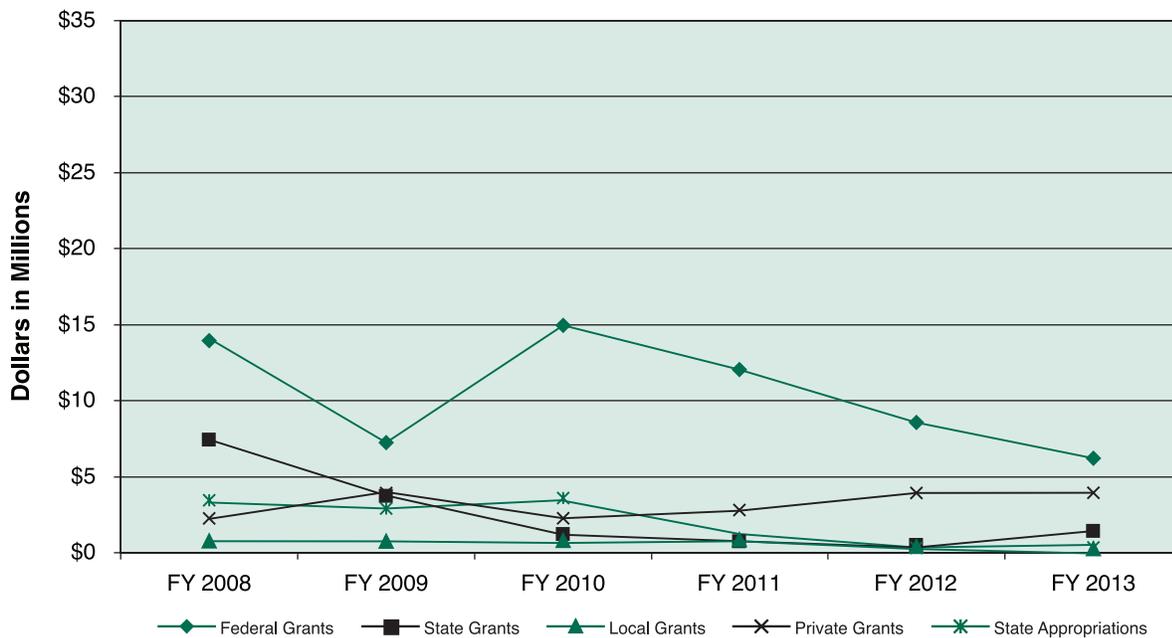


Figure 4.2b: Program Awards and Expenditures by Source, Fiscal Years 2008-2013



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 2008-2013

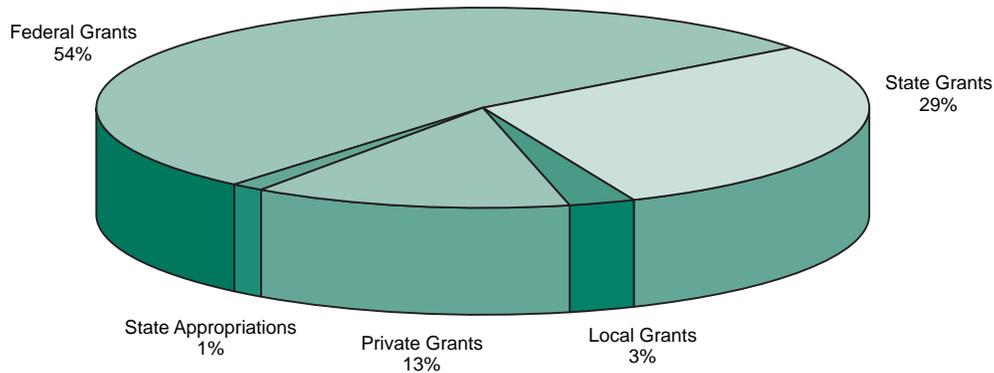
Source	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Percent Change	
							1 Year	5 Year
Federal Grants	\$13,034,157	\$10,310,031	\$11,316,469	\$8,875,304	\$10,128,616	\$8,956,841	-12%	-31%
State Grants	\$4,508,061	\$5,024,183	\$3,824,824	\$4,837,728	\$6,807,950	\$4,838,751	-29%	7%
Local Grants	\$755,966	\$669,563	\$492,569	\$536,053	\$514,801	\$463,756	-10%	-39%
Private Grants	\$2,293,476	\$2,509,684	\$1,979,982	\$2,105,142	\$2,648,247	\$2,227,770	-16%	-3%
State Appropriations	\$3,263,082	\$2,432,104	\$945,103	\$559,504	\$518,299	\$220,314	-57%	-93%
LRI - CCF Expenditures			\$24,422,152	\$43,642,969	\$44,925,258	\$51,124,607	14%	N/A
Total	\$23,854,742	\$20,945,565	\$42,981,099	\$60,556,700	\$65,543,171	\$67,832,038	3%	184%

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.

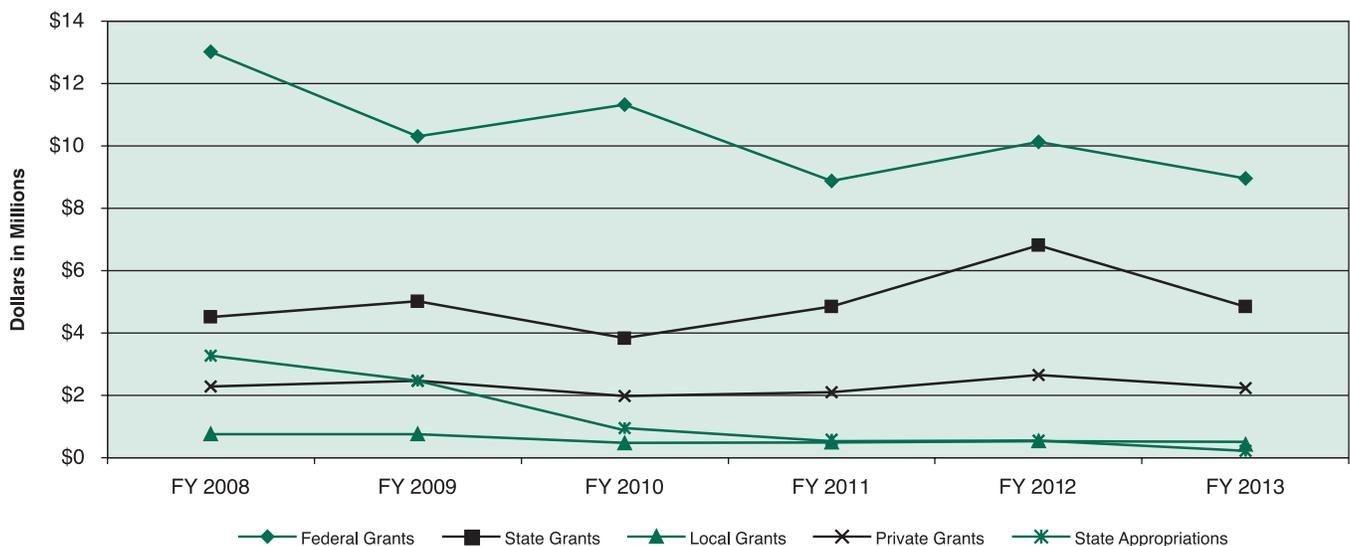
² The figures below only detail Cleveland State University expenditures.

Figure 4.3a: Sponsored Program Expenditures by Source, Fiscal Year 2013



Source: CSU Office of Sponsored Programs and Research

Figure 4.3b: Sponsored Program Expenditures by Source, Fiscal Years 2008-2013



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 2007-2012

Institution	2012	(Dollars in Thousands)					
	Ranking	2007	2008	2009	2010	2011	2012
University of Toledo	174	\$52,448	\$59,583	\$66,136	\$70,399	\$74,149	\$68,228
University of Akron	175	\$27,138	\$27,182	\$34,507	\$52,884	\$65,536	\$66,413
Cleveland State University	183	\$15,948	\$14,131	\$13,424	\$34,235	\$55,502	\$61,111
Kent State University	248	\$19,001	\$23,293	\$25,050	\$26,331	\$27,455	\$26,507
Bowling Green State University	345	\$9,120	\$10,712	\$8,396	\$8,124	\$8,999	\$8,566
Youngstown State University	435	\$611	\$1,193	\$2,081	\$4,523	\$4,732	\$3,598

Source: Data retrieved from the National Science Foundation website on June 18, 2014 at the following link:

<https://ncesdata.nsf.gov/profiles/site;jsessionid=0F9B3D49B554EA484240B96CEE5F610F?method=rankingBySource&ds=herd#a2477>

Indirect Cost Recovery

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

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

Table 4.5: Indirect Cost (IDC) Recovery and Total Sponsored Program Expenditures by Year, Fiscal Years 2008-2013

Research Activities	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Percent Change	
							1 Year	5 Year
Direct Sponsored Program Expenditures	\$22,227,857	\$19,544,345	\$17,027,376	\$15,351,047	\$18,844,807	\$15,197,977	-19%	-32%
Indirect Cost Recovered	\$1,626,885	\$1,401,220	\$1,531,571	\$1,562,684	\$1,773,105	\$1,509,455	-15%	-7%
Total Sponsored Program Expenditures	\$23,854,742	\$20,945,565	\$18,558,947	\$16,913,731	\$20,617,912	\$16,707,432	-19%	-30%
% IDC of Direct Research Expenditures*	7%	7%	9%	10%	9%	10%		

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 2010-2012

Institution	2010		2011		2012	
	Ranking	Institution	Ranking	Institution	Ranking	Institution
North Carolina Agricultural & Technical State University	217	University of Wyoming	190	University of Wisconsin - Milwaukee	180	
University of New Orleans	218	University of Massachusetts, Boston	191	Wichita State University	181	
Desert Research Institute	219	LA State U., Health Sciences Ctr., New Orleans	192	Texas Tech University Health Sciences Center, Lubbock	182	
Cleveland State University	220	Cleveland State University	193	Cleveland State University	183	
Brigham Young University	221	U. AL., Tuscaloosa	194	University of Massachusetts, Lowell	184	
SUNY Health Science Center - Brooklyn	222	Florida A&M University	195	University of Massachusetts, Boston	185	
University of the Virgin Islands	223	Saint Louis University	196	University of Southern Mississippi	186	

Source: Data retrieved from the National Science Foundation website on June 18, 2014 at the following link:

<https://ncesdata.nsf.gov/profiles/site;jsessionid=0F9B3D49B554EA484240B96CEE5F610F?method=rankingBySource&ds=herd#a2477>

Proposal Submission and Success Rates for Externally Funded Programs

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

Table 4.6: Proposals Submitted and Awards Received by Source, Fiscal Years 2007-2013

Source	Proposals Submitted	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Government Sources								
Federal		143	120	153	128	141	128	107
State		53	34	38	25	20	21	21
Local		28	23	15	24	13	14	9
Total Government Sources		224	177	206	177	174	163	137
Non-Government Sources								
Corporate Contracts		5	11	11	8	10	13	7
Foundation and Non-Profit		111	105	93	71	58	81	62
Total Non-Government Sources		116	116	104	79	68	94	69
Sponsored Programs Total		340	293	310	256	242	257	206

Source	Awards Received	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Government Sources								
Federal		92	82	86	57	45	48	49
State		31	32	27	25	19	20	14
Local		16	17	18	17	14	11	8
Total Government Sources		139	131	131	99	78	79	71
Non-Government Sources								
Corporate Contracts		9	13	8	5	5	8	10
Foundation and Non-Profit		71	66	63	55	48	62	51
Total Non-Government Sources		80	79	71	60	53	70	61
Sponsored Programs Total		219	210	202	159	131	149	132

Source	Success Rate*	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Government Sources								
Federal		63%	57%	72%	37%	35%	34%	38%
State		79%	60%	79%	66%	76%	100%	67%
Local		76%	61%	78%	113%	58%	85%	57%
Total Government Sources		67%	58%	74%	48%	44%	45%	44%
Non-Government Sources								
Corporate Contracts		69%	260%	73%	45%	63%	80%	77%
Foundation and Non-Profit		72%	59%	60%	59%	68%	107%	63%
Total Non-Government Sources		71%	68%	61%	58%	67%	103%	65%
Sponsored Programs Total		69%	62%	69%	51%	51%	62%	51%

Source: CSU Office of Sponsored Programs and Research

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

Table 4.7: Proposals Submitted and Awards Received by College or Division, Fiscal Years 2008-2013

Proposals and Grant Awards	Fiscal Year					
	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Proposals Submitted	293	310	256	242	257	206
Awards Received	210	202	159	131	149	132
Success Rate	62%	69%	51%	51%	62%	51%

Source: CSU Office of Sponsored Programs and Research

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

Table 4.7a: Fiscal Year 2013 Proposals Submitted by College

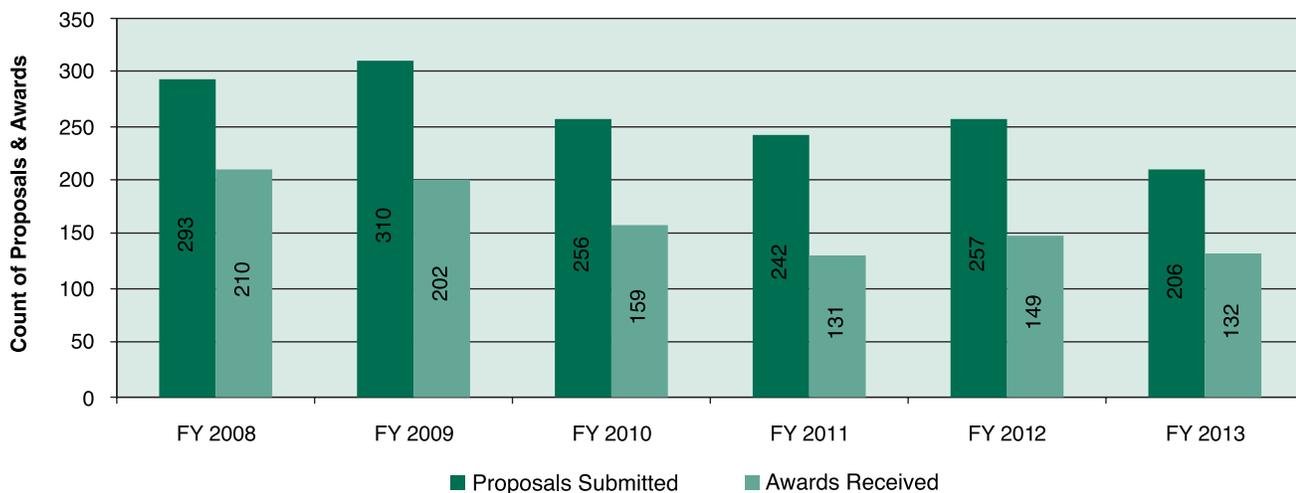
College or Division	Direct	Indirect	Total	Count
College of Business Administration	\$857,114	\$152,286	\$1,009,400	10
College of Education & Human Services	\$2,286,034	\$684,482	\$2,970,516	18
College of Engineering	\$12,228,034	\$4,099,804	\$16,327,838	44
College of Law	\$0	\$0	\$0	0
College of Liberal Arts & Social Sciences	\$880,082	\$316,974	\$1,197,056	22
School of Nursing	\$319,080	\$19,798	\$338,878	3
College of Sciences & Health Professions	\$22,432,375	\$7,111,131	\$29,543,506	50
College of Urban Affairs	\$2,162,840	\$392,196	\$2,555,036	49
Central Administration	\$1,692,266	\$13,322	\$1,705,588	10
Continuing Education	\$0	\$0	\$0	0
Undergraduate Studies	\$0	\$0	\$0	0
Fiscal Year 2013 Totals	\$42,857,825	\$12,789,993	\$55,647,818	206

Table 4.7b: Fiscal Year 2013 Awards Received by College

College or Division	Direct	Indirect	Total	Count
College of Business Administration	\$225,000	\$0	\$225,000	7
College of Education & Human Services	\$1,387,797	\$15,858	\$1,403,655	12
College of Engineering	\$1,266,269	\$231,468	\$1,497,737	26
College of Law	\$0	\$0	\$0	0
College of Liberal Arts & Social Sciences	\$224,301	\$28,111	\$252,412	16
School of Nursing	\$307,328	\$19,798	\$327,126	4
College of Sciences & Health Professions	\$4,605,757	\$918,688	\$5,524,445	24
College of Urban Affairs	\$1,393,669	\$221,563	\$1,615,232	34
Central Administration	\$1,186,387	\$15,744	\$1,202,131	9
Continuing Education	\$0	\$0	\$0	0
Undergraduate Studies	\$0	\$0	\$0	0
Fiscal Year 2013 Totals	\$10,596,508	\$1,451,230	\$12,047,738	132

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 2008-2013



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 2008-2013

Source	FISCAL YEAR						Percent Change	
	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	1 Year	5 Year
Disclosures	8	6	6	7	3	5	67%	-38%
Non-Provisional Patent Apps. Filed	6	4	4	3	6	4	-33%	-33%
Provisional Patent Applications Filed	5	3	6	3	1	2	100%	-60%
Licenses Approved	1	-	-	-	1	-	-100%	-100%

Source: Technology Transfer Office

5 Year Percent Change is from the period 2008 to 2013.

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 2008-2013

Source							Percent Change	
	2008	2009	2010	2011	2012	2013	1 Year	5 Year
Business	\$45,680	\$33,589	\$9,988	\$1,375	\$0	\$5,768	-	-87%
Education	\$180,097	\$86,525	\$57,217	\$137,717	\$174,568	\$126,740	-27%	-30%
Engineering	\$155,368	\$225,026	\$274,368	\$270,646	\$175,893	\$209,268	19%	35%
Liberal Arts/Social Science	\$21,485	\$12,480	\$7,907	\$0	\$6,300	\$1,600	-75%	-93%
Science	\$334,319	\$453,564	\$469,847	\$472,280	\$293,496	\$456,115	55%	36%
Urban Affairs	\$201,865	\$79,401	\$49,586	\$77,475	\$48,786	\$115,308	136%	-43%
Total	\$938,814	\$890,585	\$868,913	\$959,493	\$699,044	\$914,799	31%	-3%

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 2009-2013

Institution	2009	2010	2011	2012	2013	Grad SCH
University of Akron	10%	10%	10%	10%	11%	31,719
Bowling Green State University	11%	10%	8%	8%	8%	18,275
University of Cincinnati	20%	20%	21%	20%	20%	80,347
Cleveland State University	21%	20%	20%	19%	18%	35,627
Central State University	1%	1%	1%	1%	1%	151
Kent State University	14% [†]	13% [†]	13%	13%	13%	46,161
Miami University	6%	8%	7%	7%	7%	18,471
Ohio State University	14%	14%	14%	13%	12%	92,987
Ohio University	12% [†]	12%	12%	11%	12%	41,797
Shawnee State University	2%	2% [†]	2%	2%	2%	1,029
University of Toledo	10%	10%	10%	11%	11%	28,754
Wright State University	14% [†]	13%	12%	12%	13%	24,043
Youngstown State University	5%	4%	5%	5%	5%	8,491
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 22, 2014.

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

Highlights

- Table 4.10 From 2009 to 2013, 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 \$70,000 from the State of Ohio to run the Small Business Development Center. The Cleveland State University (CSU) SBDC is funded by the Ohio Department of Development (ODOD) and the Small Business Administration (SBA). The CSU SBDC serves Cuyahoga County. The CSU SBDC provides high quality business and economic development assistance to small businesses and nascent entrepreneurs in order to promote growth, expansion, innovation, increased productivity and management improvement. In addition, the City of Cleveland Heights and the Cleveland Heights Library provided \$15,000 to set up a new SBDC office at the Cleveland Heights Library. This unique collaboration is a model for other SBDCs nationally.</p>
		<p>Small Business Jobs Act: The college received \$30,000 from the State of Ohio for the Small Business Jobs Act. The CSU SBDC is the recipient of additional funding made available through the Small Business Jobs Act to extend the Small Business Administration's (SBA) Recovery Loans for small business owners. These funds expand the current small business assistance services offered through the CSU SBDC at Shaker LaunchHouse.</p>
		<p>International Trade Assistance Center (ITAC): The College received \$120,000 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 new-to-export businesses and exporters on expanding overseas markets. They promote business development and support future competitiveness through international market opportunities, increased small business export transactions, and export sales.</p>
		<p>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 over a two-year period.</p>
		<p>Civic Engagement Grant: In Spring 2014, the University will launch an undergraduate and graduate program in entrepreneurship. Since experiential learning is a critical part of any academic program in entrepreneurship, an interactive 54-hour weekend program called Startup Vikes was designed to provide students with a step-by-step process for building a successful, profitable, and scalable startup. Startup Vikes engages students across the campus and creates a vibrant entrepreneurial culture that spans the entire university. Students engage in learning that allows them to propose and implement solutions to the problems they see in their communities, whether by starting new companies or implementing new ideas in existing companies. The Civic Engagement Grant provided \$2,500 to support Startup Vikes.</p>
		<p>Civic Engagement Grant: The Center for Sustainable Business Practices partnered with Neundorfer Inc. to research the upcoming changes in carbon regulations. The research identified best practices, resources and strategies to support Small and Medium Enterprises (SME) in preparing for new carbon regulations. Students in OMS 652 conducted the research, documented the process, and created a toolkit that was shared with SMEs. In addition, a web portal was established to continue to share the information. The interactive, real-world research model will be used in future courses. The Civic Engagement Grant provided \$2,500 to support this initiative.</p>
		<p>City of Cleveland Contract: The Professional Development Center (ProDev) has been awarded a two-year contract for \$580,000 to provide workforce training programs to the City of Cleveland Department of Utilities.</p>
Education and Human Services	Counseling, Administration and Adult Learning	<p>Faculty Research Related Grants: In the College one of our faculty members received a \$65,000 grant to conduct research in the area of IT security.</p>
		<p>Making My Future Work: A Career Passport Program is a college and career readiness program, used as intervention in preventing school dropout, which was delivered across eight different high schools to over 800 students. After a fourth and final year of revisions and research activities the curriculum manual, accompanied by a training and orientation video, has been completed. An informational website where visitors can download the manual is under development and is planned to be operational by July 2014.</p>
	Curriculum and Foundations	<p>The Center for Urban Education, Community Partnerships In addition to serving as the Research & Development Arm of Campus International School and collaborating with partners on active grants, including NEOMED and Tri-C, the Center worked on a variety of initiatives and proposals with various partners in the community such as the Educational Service Center (ESC) of Cuyahoga County, Cleveland Heights-University Heights City Schools, Warrensville Heights City Schools, Bold Guidance, Case Western Reserve University, Big Brothers Big Sisters, Promise Neighborhood, and the Cleveland Metropolitan School District.</p>

College	Department	Project Description
	Center for Excellence & Innovation	<p>The Cleveland Schools Book Fund: The program is designed to supply all Pre-K through Grade 4 classrooms in the Cleveland Metropolitan School District with libraries of distinguished children’s literature, as well as provide teacher professional development to increase young students’ interest in and ability to read, comprehend and enjoy. Through the creation of the Book Fund’s website, children are able to read along with two dozen different books and then receive their own copy. The Book Fund also has Authors’ Visits to CMSD schools to introduce children to the people who write and illustrate the books they read.</p> <p>The Stocker Foundation, Reading Adventure!: The grant targets students in two low-performing Cleveland schools, providing each student in grades Pre-K through 5 with 20 books, both non-fiction and fiction, to help children increase their comprehension by getting the content and vocabulary needed to understand what they read. Extra books and backpacks were given to all the children in the two schools prior to the summer vacation to help reduce summer slide. Monthly newsletters impart parental instructions to develop literacy within their homes and provide enrichment of the English Language Arts Common Core Standards.</p>
	Teacher Education	<p>The STEMM Center was launched to serve as a home for science, technology, engineering, math, medical and teacher preparation activities. More than 30 activities in the College of Sciences and Health Professions, the Washkewicz College of Engineering and the College of Education and Human Services fall under the STEMM center umbrella. The new center coordinates university roles and partnerships with outside organizations, encourages faculty to participate more in STEMM activities and develops inter-college research teams.</p> <p>Verizon Innovative Technology in STEMM provides mobile tablets to be used by CSUTeach students who have been trained and certified to use, maintain and secure the use of mobile tablets in urban public schools. The tablets are then signed out to their middle through high school students who are then taught how to use them in conjunction with Math, Algebra, Science, Oceanographic, Geologic, Astronomical and Chemical teaching apps and simulators.</p> <p>Choose Ohio First: This scholarship program provides renewable scholarships 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 eight 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. Most of the students who have attended this program have or are enrolled in college in the science/medical field.</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. 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>The Curriculum Redesign Effort Advancing Teacher Education (CREATE) is a redesign of teacher licensure programs to improve early childhood, middle childhood, and special education teacher education and is based on a professional, collaborative, integrative, clinical model for teacher preparation that will result in student-focused, clinically-based teacher licensure programs. Seminal to the CREATE model is collaboration and co-teaching. CREATE aims to close the gap between pedagogical theory and practice by creating “teaching hospitals,” in which student teachers learn alongside the professionals in order to build the pool of talented educators who are well prepared for, and committed to, teaching in high need schools.</p> <p>The Community Learning Center for Children and Youth (CLC) provides an engaged-learning experience for Cleveland State University students, both undergraduate and graduate, while serving the community by</p>

College	Department	Project Description
		offering free assessment and tutoring programs for children of elementary and middle-school grade levels who have difficulties with reading, math, or learning in general. Under the supervision of the Department of Teacher Education, the CLC is continuously expanding and now offers a program for children learning English as a second language and foreign language for university students pursuing a degree or endorsement in TESOL (Teaching English to Speakers of Other Languages).
	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., one being research on 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, particularly Special Forces, in extreme military dive operations. During this research, the lab tests sensors developed by Orbital that can monitor and deliver proper breathing gas mixtures during rapid descent from altitude. Graduate students have conducted research involving devices to enhance recovery in athletes, prevent hyperthermia, and correlate power with speed and agility. The lab is expanding into new areas for subcellular research.</p>
Engineering	College-Wide and Interdepartmental	<p>Acquisition of 3D printers to the Additive Manufacturing Center at CSU: 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>Material World Network: Synthesis and Characterization of Functional Molecular Building Blocks for Responsive Materials: This NSF project has aimed at developing environmentally responsive materials that can generate larger responses with shorter response times than current materials.</p> <p>Optical Instrumentation, Non-Destructive Evaluation (NDE), High Temperature Materials and Structures and Numerical Modeling for Advanced Aerospace Application: This NASA project has been carried out via four sub-tasks: propulsion health monitoring system development and instrumentation; integration of NDE and finite element modeling and image visualization; development of acoustics, tomography, and radiography sciences and facilities in operations; and planar optical diagnostics for flow field measurements and optical build up.</p> <p>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>Stem Cell Therapy Strategies for Prevention and Treatment of Pelvic Organ Prolapse: This graduate research fellowship grant funded by NSF is investigating the potential for Mesenchymal Stem Cell therapy in the treatment and prevention of pelvic organ prolapse and urinary incontinence.</p> <p>Effect of Varying Convection on Dendrite Morphology and Macrosegregation: This NASA project aims to: (a) study directional solidification of Al-Cu alloys that are compatible with the Space Station facilities; (b) conduct experiments involving solidification through cross-section decrease and through cross-section increase; and (c) examine array morphology changes and macrosegregation associated with DS through cross-section changes.</p> <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>

College	Department	Project Description
		<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>
	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>Uncontrolled Concrete Bridge Parapet Cracking: There appears to be widespread premature cracking of bridge concrete parapets on relatively recently constructed bridge decks. Cracked parapets are a safety concern and the potential cost to remove and replace parapets could be significant. This ODOT project aims at determining the reasons for uncontrolled bridge deck parapet cracking, and to provide recommendations to ODOT to prevent such cracking in the future.</p> <p>Evaluation of Traffic Flow Analysis and Road User Tools Applied to Work Zones: When a construction or maintenance project on an ODOT interstate or freeway violates the Permitted Lane Closure Schedule, a queue analysis must be completed. The objective of this ODOT project is to establish a reliable, user-friendly procedure for analyzing work zone queuing and calculating road user costs that is reflective of current traffic conditions and technologies.</p> <p>Development, Field Testing and Implementation of Improved Bridge Parapet Designs: CSU researchers developed a number of methods to reduce or prevent cracking of bridge parapets under a previous research project. In this follow on USDOT project, these concepts are being tested in the field, primarily with newly constructed bridges along Interstate 90 east of Cleveland. The field observations and testing will document performance of the improved bridge parapet designs.</p> <p>Evaluation of High Performance Pavement and Bridge Deck Wearing Surface Repair Materials: In order to improve repairs of concrete bridge decks and concrete and asphalt pavements, different repair materials are being installed and analyzed along field test sections near Xenia, Ohio. Approximately 100 repair patches with six different repair materials were installed in March and June 2014. The performance of the patching materials will be monitored over two winters to determine which are suitable for adoption by ODOT.</p> <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 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>
	Electrical and Computer Engineering	<p>Mobility & Security Support in Disadvantaged Cyber-Physical Systems: This project has been modeling mobility of ground as well as aerial units, such as unmanned aerial vehicles, and proposing mobility support mechanisms and algorithms, and security measures implemented at the physical level of communication protocol as an effective anti-jamming method.</p> <p>Biogeography-Based Optimization: This NSF project has aimed at developing new nature-inspired methods for the optimization of engineering systems with applications to power distribution, robot control, and cardiac disease diagnosis.</p> <p>Automotive Engine Time-to-Torque Optimization: Automobile manufacturers are interested in finding engine controls to take automotive engines from a given initial torque to a desired final torque. This project funded by the Ford Motor Company is using computer intelligence-based methods to solve this problem. This has resulted in an improved time-to-torque by over 75% from the best previously-obtained solution.</p>

College	Department	Project Description
		<p>Improving the Productivity of the Sensor Network Programmer: This NSF project has investigated ways to make construction and maintenance of sensor network systems accessible to “non-programmer specialists” outside the field of computing who are the real end users of sensor networks.</p>
		<p>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>A Nationwide Consortium of Universities to Revitalize Electric Power Engineering Education by State-Of-The-Art Laboratories: This research project, funded by USD OE, aims at developing state-of-the-art test benches in the field of power for both research and teaching purposes.</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>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 Computer Science Principles course. The project is also exploring research questions surrounding the delivery of such professional development using online instruction.</p>
		<p>The Game Changer: A New Model for Password Security: The motivation for this EAGER NSF project was the fact that existing systems are either memorable or secure, but not both. The plan is to develop a new model for password security that is secure, memorable, and usable.</p>
		<p>Towards Next Generation Anonymous Communication Networks: The main objective of this EAGER NSF project is to study new architectures for anonymous communications in order to defeat both passive and active privacy attacks.</p>
	Mechanical Engineering	<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>US-Germany collaboration: Achieving breakthroughs in the mechanics of high-temperature ceramic coatings with novel thermal-gradient mechanical fatigue studies: This NSF work aims to enable breakthroughs in the understanding of degradation and failure mechanisms in high temperature ceramic coatings. Synchrotron X-ray diffraction (XRD) and piezospectroscopic (PS) techniques are used for high resolution measurements to quantify the in situ evolution of strain in these coatings under thermal gradient-mechanical fatigue conditions. These measurements are matched with numerical simulations. This is a collaborative effort between Cleveland State University, the University of Central Florida and the German Aerospace Center.</p>
		<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>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</p>

College	Department	Project Description
		<p>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> <hr/> <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> <hr/> <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 ANSYS Fluent and Simulink. These codes are used to determine the force needed to operate the main cartridge of the proportional valve validated by experimental data under different industrial operating conditions. Thus, we will create a working prototype of a motor driven valve that can be utilized to explore options for improved valve performance.</p> <hr/> <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> <hr/> <p>Preliminary Study for a Rowing Ergometer With Energy Regeneration: This project, funded by 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> <hr/> <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>
Liberal Arts and Social Sciences		<p>During 2013-2014, faculty from the College of Liberal Arts and Social Sciences (CLASS) received \$747,686 in external funding for research and development activity. This includes \$401,000 in federal grants, \$86,994 in foundation support, and \$36,214 in State funding, with the balance from local governments and other sources. The Criminology Research Center is using state and county funding for new evaluation research on two Cuyahoga County programs, one for sexual assault victim advocacy and another that provides services for children who witness violence. The faculty members involved are Wendy Regoeczi, Dana Hubbard, and Valerie Wright. In Sociology, Linda Francis has a National Cancer Institute grant to study bereavement among caregivers for late-stage cancer patients. Philip Manning has an NSF grant to develop more secure password technology for mobile devices, working with colleagues in Engineering and Psychology. The Center for Public History and Digital Humanities will use its new grant from the National Endowment for the Humanities to create a public history of the Lake Victoria region of Kenya using their Center-patented mobile device software, Curatescape. Mark Souther and Meshack Owino will be working with Kenyan historians on this project. In Political Science, Neda Zawahri is working with colleagues at the University of Iowa and Duke to study water rights policy in the Middle East, with funding from the U.S. Agency for International Development. Authors of new scholarly monographs are Samantha Baskind in Art (<i>Jewish Artists and the Bible in Twentieth Century America</i>, Pennsylvania State University Press), Adam Sonstegard in English (<i>Artistic Liberties: American Literary Realism and Graphic Illustration, 1880 – 1905</i>, University of Alabama Press), Sucharita Adluri in Philosophy and Religious Studies (<i>Textual Authority in Classical Indian Thought</i>, Routledge), and Stephen Cory in History (<i>Reviving the Caliphate in Early Modern Morocco</i>, Ashgate publications). Cory also has received a Fulbright fellowship to Jordan that will enable him to continue his Islamic historical research. In Music, Andrew Rindfleisch had ten of his new compositions performed at various venues in New York, Ohio, and Wisconsin. Overall, faculty in the humanities and social sciences reported 87 peer-reviewed journal article and 56 book chapter publications. Faculty in the Arts reported 67 creative productions and 61 creative performances. CLASS faculty also completed or published 23 book-length projects, including 13 textbooks.</p>

College	Department	Project Description
School of Nursing	Nursing	<p>Ohio Department of Job & Family Services/Ohio Medicaid Technical Assistance & Policy Program (MedTAPP) Healthcare Access Initiative: Working with project partners (the CSU School of Social Work, Sisters of Charity Foundation, St. Vincent Charity Medical Center, CareSource, Care Alliance, the MetroHealth System, University Hospitals, and the Cleveland Metropolitan School District) this project trained 50 mentors and 50 mentees from the Schools of Nursing and Social Work (both undergraduate and graduate students) through a newly designed mentor training project. The objectives include increasing the efficacy of health care practitioners working with Medicaid patients; (2) facilitating interdisciplinary collaboration; and (3) fostering readiness and knowledge of entry-level health care practitioners to meet the needs of the Medicaid population.</p>
		<p>Preventing Diabetes Using the Stanford Chronic Disease Self-Management (CDSM) Model: Funding from the Ohio Commission on Minority Health allowed the School of Nursing to address the prevention of Type 2 diabetes and obesity through the Stanford University Chronic Disease Diabetes Self-Management (CDDSM) program. The program, focused on health promotion and disease prevention, was provided to intergenerational and diverse groups in the community. For those with chronic illness, CDSM has been shown to result in improved health, better management of symptoms, and a reduction in distress and cost.</p>
		<p>Muscle Soreness in Runners: With funding from an industry partner, faculty partnered with the Department of Health and Human Performance in the College of Education and Human Services to study the <i>Effects of Intermittent Pneumatic Compression on Delayed Onset Muscle Soreness (DOMS) in Long Distance Runners</i>.</p>
		<p>Choose Ohio First Nursing Scholarship Initiative: Through funding from the Ohio Board of Regents as part of the Ohio Innovation Partnership, 17 pre-licensure nursing students were awarded State of Ohio provided scholarship support and mentoring, allowing them to complete their undergraduate nursing degree and proceed in a highly sought after career in Professional Nursing. Fifteen of these students each received the maximum \$5,000 award for the 2013-2014 academic year.</p>
		<p>Nurse Faculty Loan Program (NFLP): Funding from HRSA enables CSU to offer loans, to graduate nursing students in the MSN and Ph.D. programs. The goal of the NFLP is to help ease the nationwide shortage of qualified nursing faculty. Graduates who take faculty positions can have up to 85% of their loans forgiven.</p>
Sciences and Health Professions	Mathematics	<p>Operation STEM. \$875,000 NSF-funded initiative to help students who begin mathematics classes at the pre-calculus 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>Statistical Inferences from Topology of Complex Networks. \$279,000 U.S. Air Force initiative for research at the interplay of mathematics and statistics in complex networks.</p>
		<p>Lie Models, Mapping Theorems, C-Kahler Manifolds and Topological Complexity. \$35,000 Simons Foundation initiative for collaborative research in mathematics.</p>
		<p>Cardiovascular Risk: Dr Yuping Wu published “<i>Intestinal Microbial Metabolism of Phosphatidylcholine and Cardiovascular Risk</i>” in the prestigious New England Journal of Medicine in April, 2013; another paper, “<i>An abundant dysfunctional apolipoprotein A1 in human atheroma</i>”, will soon appear in Nature Medicine.</p>
Physics		<p>Dr John Oprea gave a series of five lectures at the XVIth Conference of Geometry, Integrability and Quantization in Varna, Bulgaria from June 6-11, 2014.</p>
		<p>Fluid flow is an environmental modifier of ADPKD. Study how the primary cilium senses the state of fluid flow to act as a complex signaling center (National Institutes of Health).</p>
		<p>Microperfusion tissue interrogator: platform technology development. Provisional patent application filed (Research Corporation).</p>
		<p>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 (Research Corporation).</p>

College	Department	Project Description
		<p>Implementation and operation of a field emission scanning electron microscope (FE SEM) facility. Funded by a Major Instrumentation Grant (National Science Foundation). This facility supports research projects from the characterization of thermally responsive polymers to the fabrication of high performance nanostructured materials and catalysts.</p> <hr/> <p>The Impact on CT Dose of the Variability in Tube Current Modulation Technology: a Theoretical Investigation. Accurate assessment of the radiation dose from a CT scan is complicated by the fact that the same dose-saving technology is implemented differently by different CT manufacturers. This work represents the first attempt to model the different implementations using a unified mathematical framework. This work has been accepted for publication by the premier medical physics journal <i>Physics in Medicine and Biology</i>.</p> <hr/> <p>Nonlinear Analysis of ECG Time Series of Patients with Epilepsy and Pseudoseizures. Collaboration with Epilepsy Center, Department of Neurology, CCF to use the mathematical theory of coupled phase oscillators [Kuramoto model] to characterize heart-rate variability of patients and physiological processes controlled by the autonomous nervous systems on times scales 10 s or longer.</p>
Chemistry		<p>Novel Biophotonic Probes to Monitor Cellular Metabolism of Nucleosides. \$82,649; National Science Foundation (via Case Western Reserve University). This project uses metal-containing nucleosides as spectroscopic probes to further define the mechanism of how nucleosides enter cells. These non-invasive probes can be used to measure the activity of membrane proteins involved in the uptake of natural nucleosides.</p> <hr/> <p>Development of LC-MS/MS Method for Determination of NGP-01 Biological Samples. \$5,526; with NEOMED. Aberrant calcium levels are thought to play a large role in the pathogenesis of neurodegenerative diseases such Parkinson's, Alzheimer's, and Huntington's diseases. A quantitative HPLC/mass spectrometry method was developed for a candidate neuroprotective drug, NGP1-01, a heterocyclic cage compound with multifunctional calcium channel blocking activity, to determine its pharmacokinetics.</p> <hr/> <p>OBOR Scholarship Programs of Innovation. \$75,000; Ohio Board of Regents. This "Choose Ohio First" type of grant from the Ohio Board of Regents is meant to provide tuition assistance to pre-medical students.</p> <hr/> <p>Drug Development of Orally Active Anti-Trypanosomiasis Agents. \$436,500; National Institutes of Health. African trypanosomiasis, also known as sleeping sickness, threatens over 60 million people in 36 countries of sub-Saharan Africa. There are no effective vaccines and satisfactory drugs for its treatment. Development of new small molecule drugs.</p> <hr/> <p>Investigating Promoter Interactions with Various RNA Polymerases. \$5,079; NSF (via Case Western Reserve University) This project employs biophysical and biochemical techniques to understand the role of specific proteins involved in the initiation of RNA transcription in bacteria. Site-directed mutagenesis is also used to probe the role of specific amino acids with DNA substrates.</p> <hr/> <p>Targeting Tyrosine Phosphatase SHP2 (PTPN11) for the Treatment of Pediatric Leukemias. \$108,610; National Institutes of Health (via CWRU). Ptpn11 (Shp2), which is a Src homology 2 (SH2) domain containing protein tyrosine phosphatase (PTP) and implicated in multiple intracellular signaling processes, has emerged as a critical regulator of embryonic development and hematopoiesis. In this proposal, our specific aims include: 1) to validate the efficacy and specificity of the Shp2 inhibitors through the use of the Ptpn11 E76K animal disease model; 2) to test the efficacy of the Shp2 inhibitors using human JMML bone marrow cells; and 3) to optimize Shp2 inhibitors to increase the potency and specificity.</p> <hr/> <p>The Chemistry Department received a new 400 MHz nuclear magnetic resonance (NMR) spectrometer, funded by a grant from the National Science Foundation, that significantly upgrades our ability to perform multinuclear NMR studies.</p> <hr/> <p>American Heart Association (AHA) Grant-in-Aid to study "Recombinant Thrombomodulin Glycoconjugate and Its Antithrombotic Activity." Dr. Sun is an expert in glyco-affinity ligand engineering and targeted drug delivery applications.</p> <hr/> <p>Three-year unrestricted grant from the Parker Foundation in the amount of \$1.2 million to support his innovative research on cancer therapy.</p> <hr/> <p>Faculty Innovation Fund (FIF) award for "Diagnostic Kits to Quantify Pro-Mutagenic Replication in Hyperproliferative Diseases."</p>

College	Department	Project Description
	BGES	<p>Structure of nascent peptides and kinetic control of co-translational folding on the ribosome. A three-year, interdisciplinary research program involving researchers from Max Planck Institute of Biophysical Chemistry (Goettingen, Germany) and Johann Wolfgang Goethe University (Frankfurt, Germany) and led by CSU that aims to understand the key mechanisms of the protein synthesis and folding in the cell (Human Frontiers Science Program).</p> <hr/> <p>Stalking the wild <i>Tetrahymena</i>. Publication in <i>Molecular Ecology</i> received commentary on the fundamental importance of population data to understanding the origin and diversification of microbial lineages.</p> <hr/> <p>Hemophilia B. A comparative study of nonsynonymous and synonymous mutations causing hemophilia B. (American Heart Association).</p> <hr/> <p>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 (National Institute on Aging).</p> <hr/> <p>Interaction between innate immunity and pathogens. Mechanism of suppression of cellular antiviral response by a respiratory virus was highlighted on the cover of <i>Cell Research</i>; a novel paradigm of suppression of the same virus by a ribosomal protein received Spotlight status in a premier virology journal.</p> <hr/> <p>Novel Treatment for Prostate Cancer. Funding from the Department of Defense (DoD) Prostate Cancer Research Program for two grant proposals for novel research involving micro RNA and prostate cancer.</p> <hr/> <p>Ecological dynamics. Studies focused on predator-prey interaction reveal a novel theory for the role of predators as determinants of ecosystem stability published in <i>Herpetologica</i>.</p> <hr/> <p>Mechanistic insights into the resolution of inflammation. National Institute of Health R01 grant to study the mechanism of translational silencing of inflammatory molecules in monocytes (\$1.75 million dollar total cost for 5 years).</p> <hr/> <p>Climate change. Late Glacial and Holocene record of climatic change in the southern Rocky Mountains from sediments in San Luis Lake, Colorado published in <i>Paleogeography, Paleoclimatology and Paleoecology</i>.</p> <hr/> <p>Escaping Immune Surveillance. National Institute of Health R01 grant to study the mechanism of antigenic variation (\$1.75 million dollar total cost for 5 years).</p>
	Psychology	<p>Strength-Based Skills Training for Brain Injury: ANSWERS-VA. Examination of dyadic intervention for stroke and traumatic brain injury survivors and their family caregivers (Veteran Administration Health Services Research and Development).</p> <hr/> <p>A Controlled Trial of “Partners in Dementia Care:” Veteran Outcomes and Six and Twelve Months, and Caregiver Outcomes of Partners in Dementia Care: Effect of a Care Coordination Program for Veterans with Dementia and their Family Members and Friends. Publications in <i>Alzheimer’s Research and Therapy</i> and <i>Journal of the American Geriatrics Society</i> describing outcomes of interventions with caregivers and patients with dementia.</p> <hr/> <p>Visuomotor Feedback and Age-Related Changes in the Structure of Motor Output and Aging, Task Difficulty, and the Structure of Motor System Output (Engaged Learning Awards).</p> <hr/> <p>The Game Changer: A New Model for Password Security. Development of a model for internet passwords based on cognitive theory, in collaboration with the College of Liberal Arts and Social Sciences and the Washkewicz College of Engineering (National Science Foundation).</p> <hr/> <p>Motor Symptom Markers of Depression Severity. Neuroscience of impairments associated with clinical depression (Engaged Learning Awards).</p> <hr/> <p>Fitts’ Index of Difficulty Predicts the 1/f Structure of Movement Amplitude Time Series. Publication in <i>Experimental Brain Research</i>.</p> <hr/> <p>Assessment of Mood and Cognitive Functioning in Older Adults. Examination of functioning in older adults with bipolar and unipolar depression who are undergoing electroconvulsive therapy (Morley Foundation).</p> <hr/> <p>Holistic Aspects of Word Perception. Examination of the process of reading printed text, with emphasis on the manner in which words are perceived and understood (Engaged Learning Awards).</p>

College	Department	Project Description
		Factors Influencing School Psychologist Engagement in Preventive Services. Demographic, professional, and workplace features associated with service provision in K-12 schools (Ohio School Psychologists Association).
School of Health Sciences		Innovations in Integrated OT Services [Every Moment Counts: Promoting Children’s Mental Health Throughout the Day]. A three-year \$723,000 grant was awarded (Ohio Department of Education) to promote inclusion of children with disabilities in all school activities and environments and to change the culture in schools throughout Ohio to promote children’s mental health.
		Education Core for NIMHD P60 grant. A five-year \$600,000 grant to engage institutions in the community to reduce health disparities in Cleveland.
		Culture in Clinical Care: Strategies for Competence, 2nd ed. This text is used to introduce students in healthcare fields to the cultural dimensions of health, beliefs about health, and health practices.
		Preventing occupational dysfunction secondary to aging. Chapter published in Occupational Therapy for Physical Dysfunction, 7th ed. Provides a health promotion perspective on keeping aging adults active, productive, and healthy.
		The relationship between occupational engagement and wellbeing from the perspective of university students with disabilities. Published in the <i>Journal of Occupational Science</i> , this study describes the experience of students with disabilities as they attempt to navigate curricular and extracurricular university life.
		Potent anti-inflammatory activity of sesquiterpene lactones from <i>Neurolaena lobata</i> (L.) R. Br. ex Cass., a Q’eqchi’ Maya traditional medicine. Published in <i>Phytochemistry</i> . The widespread use of the leaf of this plant among the Maya of the Caribbean led to the controlled study of its efficacy. The results provide a pharmacological and phytochemical basis for the traditional use of this leaf for inflammatory conditions.
		Endogenous dynorphins, glutamate and N-Methyl-D-Aspartate (NMDA) receptors may participate in a stress-mediated type-I auditory neural exacerbation of tinnitus. This study, published in <i>Brain Research</i> , sets the stage for determining the mechanisms in the nervous system in bringing about or exacerbating tinnitus.
		The ability of single screening questions for unhealthy alcohol and other drug use to identify substance dependence in primary care. <i>J Stud Alcohol Drugs</i> .
		No detectable association between frequency of marijuana use and health or healthcare utilization among primary care patients. <i>J Gen Intern Med</i> .
		Association of recent incarceration with traumatic injury, substance use related health consequences, and health care utilization. <i>J Addict Med</i> .
		Use of a single alcohol screening question to identify other drug use. <i>Drug Alcohol Depend</i> .
		Chronic care management for dependence on alcohol and other drugs: The AHEAD randomized trial. <i>JAMA</i> .
		A multi-tiered approach to addressing the mental health issues surrounding obesity in children and youth. <i>Occupational Therapy in Health Care</i>
		Systematic reviews of occupational therapy and mental health promotion, prevention, and intervention for children and youth. <i>American Journal of Occupational Therapy</i>
		Occupational therapy and the childhood obesity epidemic: Research, theory and practice. <i>Journal of Occupational Therapy in Schools and Early Intervention</i> .
		School based practice. Chapter in <i>Occupational Therapy for Children</i> (6th edition).
		A Public Health Approach to Children’s Mental Health in Occupational Therapy. Chapter in <i>Mental Health Practice for the Occupational Therapy Assistant</i> .
		Best Practices in Supporting Mental Health: Promotion, Prevention and Intensive Services. Chapter in <i>Best Practice in School Occupational Therapy</i> .

College	Department	Project Description
		Psychopathology and Function, 5th Edition. Textbook on functional implications of mental disorders.
		Functional Performance in Older Adults, 4th Edition. Textbook on daily life issues of older adults.
		Reducing Health Disparities in Cleveland, funded by NCMHD.
		Urban Health Fellows, funded by St. Luke's Foundation.
		Occupational Therapy Intervention for Adults with Rheumatoid Arthritis: An Appraisal of the Evidence. Occupational Therapy in Health Care.
		Feasibility Study of Using Microsoft Kinect for Physical Therapy Monitoring. Chapter in Encyclopedia of Information Science and Technology, Third Edition.
		A Kinect-Based Rehabilitation Exercise Monitoring and Guidance System. 5th IEEE International Conference on Software Engineering and Service Science.
		Preventing Occupational Dysfunction Secondary to Aging. Chapter in Occupational Therapy for Physical Dysfunction.
		Ergonomic Interventions for computer users with cumulative trauma disorders in the workplace. Chapter in International Handbook of Occupational Therapy Interventions.
		Communication Sampling Procedures. Introduction to Clinical Methods in Communication Disorders, 3rd Ed.
		Sexuality, Reproduction and HIV/AIDS: Decisions and Experiences of Women Living with HIV/AIDS in Nigeria. Book.
		Association of Music with Intergenerational Communication and Quality of Life for Older Adults in a Community Exercise Class. Civic Engagement Grant.
		An Evidence-Based Approach for the Management of Patellar Tendinopathy. American Physical Therapy Association Sports Physical Therapy Section
		Healing Across Cultures: The Itzamma Project in Sustaining Plants, People and Global Health. TeJAS.
		Reaching, Swinging, and Punching: Kinematic Change after Video Gaming Intervention in an Individual with Chronic Stroke. Journal of Novel Physiotherapies.
		Determination of the Location of the Mental Foramen: A Critical Review. Journal of Endodontics
		Trabecular bone anisotropy and orientation in an Early Pleistocene hominin talus from East Turkana, Kenya. Journal of Human Evolution.
		Postcranial pneumaticity and bone structure in two clades of neognath birds. The Anatomical Record.
		Organ Transplantation. Chapter in Acute Care Handbook for Physical Therapists, 4th Ed.
Maxine Goodman Levin College of Urban Affairs	Urban Research & Public Policy	<p>Center for the Next Generation Economy</p> <p>Ohio Utica Shale Gas Monitor: The Levin College of Urban Affairs released issues of the Ohio Utica Shale Gas Monitor in March and August of 2013 and in January 2014. This publication is supported by a grant to the Next Generation Economy Center and is designed to monitor the economic impact of the development of Ohio's natural gas resources. While the main focus of the report is on employment and spending, each issue reflects changes in what we know about the resource and the energy markets.</p> <p>Design-based Economic Development: Jan. 2013- June 2014. The Center for the Next Generation Economy conducted research investigating cultural institutions housing collections of industrial and product design (IPD) and exploring the role of these collections as platforms for economic development. Using data from 11 key person interviews, this analysis explored how IPD collections are connecting to both place-making and product-oriented approaches to design-based economic development. While the interview analysis revealed limited instances where IPD collections are contributing to design-based economic development approaches, the work of Design Museum Boston was the strongest and most promising example. The research argues that IPD collections represent an opportunity for cultural institutions to engage in economic development strategies while achieving greater audience engagement and improved external collaborations.</p>

College	Department	Project Description
		<p>Center for Economic Development</p> <p>Support to JobsOhio - Collaboration with the State's nonprofit economic development organization, to calculate the return on investment from potential projects and the economic impact of these projects.</p> <p>What Matters to Metros - The Fund for Our Economic Future in Cleveland sponsored research to causal factors for regional economic growth. The research team worked extensively and the Fund for Our Economic Future and the Federal Reserve Bank of Cleveland to meet the Fund's objectives while incorporating the comments of regional economists and policy advisors who are members of the Northeast Ohio Council of Economic Advisors.</p> <p>2013/2014 Manufacturing Brief - Offers an overview of the trends in employment, gross regional product, average wages, establishments, and exports for major manufacturing industries critical to the economy of Northeast Ohio.</p> <p>The Manufacturing Sector in the Greater Northeastern/Northern Region of Pennsylvania - The Center for Economic Development and The MPI Group, in association with the Northeastern Pennsylvania Industrial Resource Center (NEPIRC) conducted an in-depth research on the manufacturing industry in Northern and Northeast Pennsylvania and its contribution to the Greater Northeastern/Northern region of Pennsylvania.</p> <p>Electricity Markets in Ohio - The Center for Economic Development worked with the Ohio Manufacturers' Association to investigate the electricity markets in Ohio. The study examines industry trends, the development of electricity markets, the components of electricity costs, and special considerations for Ohio.</p> <hr/> <p>Center for Community Planning and Development</p> <p>Options paper on suburban typologies. U.S. Department of Health and Human Services (Westat). Draft report submitted to HHS June 2014. As part of broader research framing the issue of suburban poverty using customized census data, existing research and interviews, this follow-on "Options Paper" looks at how existing suburban typologies can inform programs and policies to address suburban poverty.</p> <p>Strong Cities, Strong Communities (SC2) Fellowship program. December 2011 through 2014. The College received a \$360,000 grant to be part of a national team with the German Marshall Fund and Virginia Tech to run the SC2 Fellowship Program. SC2 is a federal interagency pilot initiative that aims to strengthen neighborhoods, cities, and regions by enhancing the capacity of local governments to develop and implement economic visions and strategies. The fellowship program will place highly motivated, mid-career professionals in local government agencies in seven pilot cities for a two-year fellowship period. This project continues through 2014.</p> <p>Cuyahoga Metropolitan Housing Authority, through January 2015. The Center is conducting a pilot study looking at how Housing Choice Voucher Holders identify neighborhoods in which to live. The study includes surveys with new and existing voucher holders, interviews with communities and landlords, focus groups with voucher holders and GIS analysis of voucher holders. The information will be used by CMHA to improve their information sessions and guidance for new and moving voucher holders.</p> <p>Community Development Innovations—June 2014 through May 2015. The Center for Community Planning and Development received two grants, one from the George Gund Foundation and one from the Cleveland Foundation to work with Community Development Corporations, the City, City Council and other stakeholders on innovative service delivery systems for CDCS.</p> <p>Evaluation of the Cuyahoga County Foreclosure Prevention Program - September 2014. The Center for Community Planning and Development completed its seventh year evaluating the County's innovative and effective foreclosure prevention program. The program helps Cuyahoga County families prevent foreclosure through counseling, mediation and financial assistance. As the cause of foreclosures shifted from predatory loans to unemployment and underemployment, the evaluation helped the County adjust the program to meet constantly changing needs, \$24,000 for the 6-month period ending June 30, 2014.</p> <p>Evaluation of Living Cities Integration Initiative in Cleveland – 2014. The Centers for Community Planning and Development and Economic Development have been working with The Cleveland Foundation since 2010 as the local evaluators for The Integration Initiative (TII). Cleveland is one of five cities that have received funding through this three-year initiative. The other cities are Detroit, MI; Baltimore, MD; Twin Cities, MN; and Newark, NJ. Each city has a local evaluator and all of the local evaluators work closely with a single national evaluator. The goal of the Cleveland TII is to harness the collective power of the anchor institutions, the city, and other key players in Greater University Circle to develop jobs, income, and ownership opportunities for residents of the Greater University Circle neighborhoods.</p>

College	Department	Project Description
		<p>Community Planning Program. This ongoing program provides training and technical assistance to local communities and is home to Best Local Land Use Practices, the local government outreach component of the Ohio Balanced Growth Program, a project of the Ohio Lake Erie Commission and the Ohio Water Resources Council.</p> <p>Population Dynamics, February 2014 through January 2015. Analysis of data to better understand the demographics of the city's emergent neighborhoods. Encouraging positive trends in the city is a more efficient strategy than attempting to reverse long-standing demographic trends of outmigration. The analysis will serve as a benchmark to measure progress and track changes in key micro-trends as well as in overall metro area demographics.</p> <p>Ongoing Levin College Forum Program. Produce 7-10 forums per year on key issues facing the Northeast Ohio Region. Recent issues explored in forums include Reconnecting Cleveland to our Waterfronts, the Geography of Opportunity, and Climate Change.</p>
		<p>Center for Nonprofit Policy & Practice – 2014 The Cleveland Arts Prize Board Development and Strategic Priorities project which included: Board Development activities and plans; Designing and empowering board committee structures; Recommendations for best practices based on an assessment of current organizational processes and future goals and priorities. (\$10,000)</p> <p>The Nonprofit Academic Centers Council – host institution with five-year contract (2012-2017) for services totaling \$500,000.</p>
		<p>Center for Public Management Feasibility Study for Consolidation of 9-1-1 Dispatch Centers in Cuyahoga County - September 2012-March 2014. This project includes three separate feasibility studies for different groups of communities interested in assessing the feasibility of consolidating public safety answering points. These studies will be completed in 2013 and 2014. Funded by Cuyahoga County (\$240,618).</p> <p>Lean Sigma training program - State of Ohio (\$650,000).</p>
		<p>Ohio Center for the Advancement of Women in Public Service. Fiscal Year 2014 - Funded by a \$150,000 grant from the State of Ohio, the Center continued its mentoring program for College juniors, seniors, and graduate students. Slightly more than 50 students enrolled in the program and were placed with mentors from the greater Cleveland public, private, and nonprofit sectors. New in 2013 the Center created a partnership with the waste water sector designed to bring awareness to environmental issues. The partnership created an internship and a student chapter titled the Water Resource Professionals group.</p>
		<p>Center for Emergency Preparedness Public Utilities Commission of Ohio (PUCO). Ongoing delivery of Hazardous Material associated programs for public sector agencies who respond to hazardous material related incidents within the jurisdiction of the PUCO, \$400,000.</p>
		<p>The Voinovich Collections (www.voinovichcollections.library.ohio.edu) Ongoing - Available through an innovative digital home, the Omeka-based archival website allows users to explore exhibits comprised of material from the collections, view multimedia pieces, and learn about George Voinovich's impressive 45-year career in public service. This site is a partnership between Cleveland State University's Levin College of Urban Affairs, the Ohio University Libraries and the Western Reserve Historical Society. Through an incremental approach, The Voinovich Collections digital archive document selection is driven by student & professor demand. The Voinovich Collections was awarded \$50,000 in November 2013 from The Cleveland Foundation to support the costs of the digitization of material held at the Western Reserve Historical Society. This grant was specifically awarded to digitize material on public-private partnerships in the City of Cleveland during the Mayoral Administration of George Voinovich (1979 to 1989) and to advance the scholarly knowledge of what defines a public private partnership. As well, through the partnership with Ohio University, the Voinovich Collections Fellowship was continued for a second year and was expanded to grant \$1,000 to 2 faculty members utilizing the archives in their classroom and research. Dr. Geoff Dabelko of Ohio University and Dr. Andrew Lewis of the University of Cincinnati were awarded the fellowships in June 2014. Finally, the project was highlighted again by the United States Senate Archivist and the Secretary of the US Senate, encouraging current Senators to utilize the model of our website as it follows the best practices for digitization of archives of this type. \$50,000.</p>
		<p>Lorain County Redistricting - July 1, 2013. As a subcontractor to the Center for Community Solutions (CCS), NODIS prepared a geographic boundary plan for council districts in Lorain County, Ohio, \$10,250.</p>

College	Department	Project Description
		<p>Ohio Manufacturers' Association - June 30, 2014. NODIS provided and mapped the most recent demographic, socioeconomic, and election results data for the Ohio General Assembly and congressional districts for the Ohio Manufacturers' Association's 2014 Election Guide, \$24,900.</p>
		<p>GIS and Data Accessibility for the NEOSCC: Assessment of Alternatives for Storage, Maintenance, and Sharing of Data – November 16, 2013. NODIS addressed the question of what should be done with the data collected by the Northeast Ohio Sustainable Communities Consortium (NEOSCC), which was collected for the Vibrant NEO 2040 initiative. The study assessed alternatives concerning how these data should be stored, maintained, and shared at the conclusion of the NEOSCC grant, \$24,948.</p>
		<p>Ryan White – May 21, 2014. As a subcontractor to the Center for Community Solutions (CCS), NODIS provided GIS assistance leading to a comprehensive assessment of the needs of people with HIV / AID (PL WHA) in the five-county Cleveland Ryan White Part A Transitional Grant Area (TGA) in Northeast Ohio, \$10,000.</p>
		<p>Saint Joseph Academy – August 31, 2013. NODIS produced an enrollment analysis and alternative enrollment projections for Saint Joseph Academy, \$12,000.</p>
		<p>Summit County Data and Programming Support – March 31, 2014. NODIS provided programming, mapping, database management, and technical support to health district staff, \$48,344.21.</p>
		<p>Hunger Network of Greater Cleveland - June 30, 2014. NODIS assisted the Hunger Network with revising the service areas of its food pantries and produced a computerized lookup street database for identifying the appropriate pantry serving addresses in the county. The database will be used by the 211 (First Call for Help) system, \$5,828.</p>
		<p>Leadership Academy - XXIII - November 2013 - Offered Annually. The Levin College, Center for Leadership Development sponsors the Leadership Academy program, as a professional development opportunity designed for public sector leaders in elected and appointed office. The program is delivered in nine modules over a 7-month period. The curriculum is focused on five leadership dimensions including: Personal development, Organizational/ jurisdictional development, Human resource development, governing body leadership and community development. The target audience for this program is municipal, county and state government agencies, \$49,600.</p>
		<p>Public Management Academy - Cohort #3 (PMA) - October 2013 – September 2014. The Public Management Academy is a management development program designed to create a “toolkit” for public sector employees. The program includes 24 workshops delivered over one calendar year and includes topics like developing and leading teams, conflict and negotiation, budget, contract management, strategic planning and project management. The program is focused on the day to day operations within the public sector. Participants are required to complete a project that demonstrates learning and provides tangible benefits to the sponsoring agency. Project outcomes could include, cost reduction, revenue generation, or more efficient use of manpower. These projects are designed to disseminate innovative solutions and transform organizational culture. Fifteen participants were enrolled in Cohort #3 and represented the City of Lorain, City of Solon, and Bainbridge Township, \$45,000.</p>
		<p>Neighborhood Leadership Cleveland (Class #30) – January 2014 – May 2014 – Offered Annually - The Levin College Center for Leadership Development offers the Neighborhood Leadership Cleveland program in collaboration with the Neighborhood Leadership Institute. Its 14-week curriculum includes class sessions on leadership topics ranging from personal goal setting to neighborhood development. In addition to the weekly classes, participants also attend an opening two-day retreat, organize tours of their neighborhoods, and work with their classmates on group projects. Through their participation in Neighborhood Leadership Cleveland, grassroots leaders learn a wide variety of skills, including how to: serve as advocates for their families and communities, collaborate with others to get things done, make public presentations, work with government agencies and social service providers, and find and utilize resources. The program is funded through a city of Cleveland block grant, \$28,000.</p>
		<p>Leadership Excellence Institute – Front Line Leadership (Class #1 - #3) – October 2013 – October 2014 - The Levin College Center for Leadership Development offers the Front Line Leadership program in collaboration with the Cleveland State University Office of Training and Organizational Development. The 13 session curriculum is customized specifically to address university policy and procedures. The workshops cover a wide range of topics including management basics, supervisor communication skills, effective performance appraisals and coaching for optimal performance. In addition to the bi-weekly classes, participants are also required to deliver an individual capstone presentation that illustrates the application and benefits of course objectives, \$11,700.</p>
		<p>Strong Cities, Strong Communities (SC2) - Jan. 2012 - May 2014; Dec. 2011 - May 2014 - The Levin College, Center for Leadership Development received a grant from the U.S. Department of Housing and Urban</p>

College	Department	Project Description
		<p>Development (HUD) to design and deliver the SC2 Fellowship Management Academy. This White House initiative is a federal inter-agency initiative housed at HUD that aims to strengthen neighborhoods, cities, and regions by enhancing the capacity of local governments to develop and implement economic visions and strategies. A gift from the Rockefeller Foundation funds the fellowship program. The seventeen SC2 fellows are highly motivated mid-career professionals working in local government agencies for a two-year (24 month) fellowship period, \$360,680.</p> <hr/> <p>Great Lakes Environmental Finance Center GLEFC 2013 – 2014: U.S. EPA: April 1, 2013 to March 31, 2014, \$165,000. GLEFC 2014 – 2015: U.S. EPA: April 1, 2014 to March 31, 2015, \$120,000. Training and Technical Assistance for Small Public Water Systems in U.S. EPA Region 5, New Mexico Tech./ Environmental Finance Center Network/EPA: \$83,000. Valuation of Public Assets, Cincinnati Streetcar System, The Superlative Group \$6,000. Valuation of Public Assets, Playhouse Square Theatre District, The Superlative Group, \$9,000. Valuation of Public Assets, Dallas (Tx.) Area Rapid Transit (DART), The Superlative Group, \$9,000. Valuation of Public Assets, Ohio Department of Transportation: Four Services, The Superlative Group, \$9,000.</p> <hr/> <p>Department of Urban Studies</p> <p>“Historic rehabilitation tax credits and urban development: A comparative analysis of U.S. cities.” Faculty Scholarship Initiative. Dr. Stephanie Webster’s research examines the role that federal historic rehabilitation tax credits (RTCs) are playing in the transformation of 21st century U.S. cities. The project is the first cross-city comparison using address-level RTC data and employing a mixed-methods approach. The funds are supporting graduate student assistance, \$4,635. Research and planning for the 2014 CSU-hosted conference on historic preservation. The grant is supporting research that will contribute to the substantive content of the conference and Dr. Webster’s time to coordinate conference planning. The research project supported by these funds focuses on the use of historic preservation as a community development and neighborhood revitalization tool throughout the City of Cleveland. The research analyzes the intersection between preservation and community development in Cleveland by exploring how the city’s community development corporations (CDCs) have utilized preservation to advance their generally socially-oriented missions, \$51,370.</p> <hr/> <p>“Identifying Health Disparities Using Individual Electronic Medical Records (EMR),” Principal Investigator Dr. Benjamin Clark. 2013-2014. Faculty Research Development Grant, Cleveland State University, \$23,343.</p> <hr/> <p>“Assessing Best Practices in the Utilization of Information Technologies to Enhance and Improve Citizen Participation in Government.” Benjamin Clark Principle Investigator, Faculty Scholarship Initiative (FSI), Cleveland State University. 2014-2015. Travel funding to Kristiansand, Norway. \$3,950.</p> <hr/> <p>The Impact of Federal Financial Aid on the Enrollment and Pricing Strategies of Students Pursuing Online Education”. Dr. Tatyana Guzman (Co-PIs Dr. Maureen Pirog and Dr. Haeil Jung from Indiana University). Research grant by the AERA (American Educational Research Association) Grants Program, sponsored by the National Science Foundation. April 14, 2014-April 15, 2015. \$20,000. In this project we study the incidence of Federal Title IV aid (including Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), the Federal Work Study Program, and the Federal Stafford Loan Program) and its effect on enrollment in online courses and degrees from postsecondary institutions.</p> <hr/> <p>“Effects of 311-Enabled Coproduction on Local Government Credit Ratings” (Dr. Tatyana Guzman with Ben Clark). In this paper we study how government-citizens coproduction made possible by introduction of 311 systems (including call centers, web sites, and smartphone apps) has affected credit ratings of the 112 largest U.S. cities.</p> <hr/> <p>“Social-Ecological System of the Chagrin River Valley and Watershed Governance.” Dr. Wendy Kellogg, Faculty Scholarship Initiative Grant, \$4850. Began in May 2013 and is ongoing. This project explores the social ecological system emergent in the Chagrin River watershed, leading to networked governance. The project is using intensive interviews of key stakeholders and social network analysis to map and understand the emergence, structure and function of governance and how these patterns have shaped generation, dissemination and use of scientific, technical and tacit collaborative knowledge. Several journal papers and a book chapter are in production from work on this project. The project has also been supported by the Department of Urban Studies through allocation of graduate assistants.</p> <hr/> <p>Economic Benefits of Tree Preservation and Compact Development for the Ohio Balanced Growth Program. \$49,700. The project is funded by the Ohio Lake Erie Commission and Ohio Water Resources Council, and was completed in September 2013. Dr. Wendy Kellogg is the PI. The project investigates market and fiscal benefits of preservation of tree canopy and compact development as input to the Ohio Balanced Growth Program to protect Lake Erie and its tributary streams. Team members included faculty members Brian Mikelbank and Ben Clark, Levin planning center director Kathryn Hexter and staff member Molly Schnoke, and three graduate students.</p>

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

Table 4.12: Cleveland State University Research Centers and Institutes

Name	Established	Website
Bioethics Center	2002	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	www.csuohio.edu/sciences/grhd/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 Population Dynamics	2014	http://urban.csuohio.edu/cpd/
Center for Public History and Digital Humanities	2008	http://csudigitalhumanities.org
Center for Public Management	1982	http://www.urban.csuohio.edu/publicmanagement/
Center for Research in Electronics and Aerospace Technology (CREATE)	2003	http://www.csuohio.edu/engineering/create/
Center for Rotating Machinery Dynamics and Control (RoMaDyC)	2006	http://academic.csuohio.edu/romadyc/
Center for Urban Education (CUE)	2010	http://www.csuohio.edu/cehs/centers/cue.html
Communication Research Center	1976	http://csuw3.csuohio.edu/class/com/CRChome.html
Criminology Research Center	2008	http://www.csuohio.edu/class/criminologyresearch/
Fenn Research and Development Institute (FRDI)	2009	http://csuw3.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 1995-2014

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

continued on next page

Table 4.13: Past Recipients of Distinguished Faculty Awards by Award Type 1995-2014

Year	Type Award					
	Teaching		Service		Research	
	Name	Department	Name	Department	Name	Department
2012	Kathryn C. MacCluskie	CASAL	Ronald J. Abate	Teacher Education	Xue-Long Sun	Chemistry
			John J. Jeziorowski	Health Sciences	Christopher A. Maller	Social Work
2013	Peter S. Dunham	Anthropology	Ashutosh Dixit	Marketing	Siu-Tung Yau	Electrical & Computer Engineering
	Catherine H. Monaghan	CASAL	Kenneth E. Sparks	Health, Physical Education, Recreation, and Dance	Justin Clement Perry	CASAL
2014	Mekki Bayachou	Chemistry	Joanne Elizabeth Goodell	Teacher Education	Aimin Zhou	Chemistry
	Jill E. Rudd	Communication	Michael J. Geither,	English	Samantha Baskind	Art

Source: CSU Provost's Office

Retention & Graduation

5



SECTION 5



Cleveland State University
2014 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 2008-2012 / Returned Fall 2009-2013**

	Fall 2008 Cohort			Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort			Fall 2012 Cohort		
	Fall 08	Fall 09	Ret. Rate	Fall 09	Fall 10	Ret. Rate	Fall 10	Fall 11	Ret. Rate	Fall 11	Fall 12	Ret. Rate	Fall 12	Fall 13	Ret. Rate
	Newly Enrolled	Return		Newly Enrolled	Return		Newly Enrolled	Return		Newly Enrolled	Return		Newly Enrolled	Return	
White	617	429	70%	662	456	69%	704	500	71%	861	604	70%	973	697	72%
F	303	214	71%	323	234	72%	353	240	68%	465	315	68%	520	369	71%
M	314	215	68%	339	222	65%	351	260	74%	396	289	73%	453	328	72%
Black/African American	201	111	55%	247	118	48%	224	100	45%	266	123	46%	291	152	52%
F	137	77	56%	161	74	46%	151	66	44%	171	81	47%	199	104	52%
M	64	34	53%	86	44	51%	73	34	47%	95	42	44%	92	48	52%
Hispanic/Latino	61	34	56%	51	32	63%	75	44	59%	62	35	56%	91	55	60%
F	39	19	49%	34	19	56%	42	27	64%	34	20	59%	41	23	56%
M	22	15	68%	17	13	76%	33	17	52%	28	15	54%	50	32	64%
Asian	32	23	72%	27	22	81%	26	18	69%	28	20	71%	49	40	82%
F	16	12	75%	12	9	75%	15	10	67%	12	9	75%	22	17	77%
M	16	11	69%	15	13	87%	11	8	73%	16	11	69%	27	23	85%
American Indian/Alaska Native	5	3	60%	7	4	57%	4	3	75%	1	1	100%	5	2	40%
F	2	1	50%	5	3	60%	2	2	100%	0	0	-	3	2	67%
M	3	2	67%	2	1	50%	2	1	50%	1	1	100%	2	0	0%
Native Hawaiian or Other Pacific Island	-	-	-	-	-	-	1	0	0	0	-	0%	2	2	100%
F	-	-	-	-	-	-	0	-	-	0	-	-	2	2	100%
M	-	-	-	-	-	-	1	-	-	0	-	0	-	-	-
Non Resident Alien	17	13	76%	22	19	86%	31	27	87%	23	22	96%	33	25	76%
F	8	6	75%	9	8	89%	8	7	88%	8	8	100%	8	7	88%
M	9	7	78%	13	11	85%	23	20	87%	15	14	93%	25	18	72%
Two or more races	-	-	-	-	-	-	15	11	73%	64	39	61%	65	39	60%
F	-	-	-	-	-	-	9	6	1	38	21	1	50	29	58%
M	-	-	-	-	-	-	6	5	1	26	18	1	15	10	67%
Unknown	74	52	70%	111	68	61%	68	54	79%	23	16	70%	22	17	77%
F	44	31	70%	57	32	56%	35	28	80%	14	9	64%	8	5	63%
M	30	21	70%	54	36	67%	33	26	79%	9	7	78%	14	12	86%
Total Female & Male	1,007	665	66%	1,127	719	64%	1,148	757	66%	1,328	860	65%	1,531	1,029	67%
F	549	360	66%	601	379	63%	615	386	63%	742	463	62%	853	558	65%
M	458	305	67%	526	340	65%	533	371	70%	586	397	68%	678	471	69%

Table 5.2: Fall to Fall Retention Rates for IPEDS Cohort (New Degree-Seeking, Full-Time) by College Enrolled Fall 2008-2012 / Returned Fall 2009-2013

	Fall 2008 Cohort			Fall 2009 Cohort			Fall 2010 Cohort			Fall 2011 Cohort			Fall 2012 Cohort		
	Fall 08	Fall 09	Ret. Rate	Fall 09	Fall 10	Ret. Rate	Fall 10	Fall 11	Ret. Rate	Fall 11	Fall 12	Ret. Rate	Fall 12	Fall 13	Ret. Rate
	Enrolled	Return		Enrolled	Return		Enrolled	Return		Enrolled	Return		Enrolled	Return	
Business	148	105	71%	156	97	62%	132	87	66%	139	79	57%	185	118	64%
CLASS	272	169	62%	319	203	64%	344	221	64%	465	287	62%	448	289	65%
Education	160	104	65%	122	68	56%	85	50	59%	89	51	57%	69	43	62%
Engineering	108	86	80%	125	94	75%	137	101	74%	148	119	80%	203	162	80%
Nursing				41	21	51%	118	75	64%	82	57	70%	116	80	69%
Science	205	137	67%	246	169	69%	282	193	68%	316	223	71%	393	283	72%
Urban Affairs	4	4	100%	5	3	60%	9	8	89%	13	9	69%	9	7	78%
Undergraduate Studies	110	60	55%	113	64	57%	41	22	54%	76	35	46%	108	47	44%
TOTAL	1,007	665	66%	1,127	719	64%	1,148	757	66%	1,328	860	65%	1,531	1,029	67%

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

					4 Year	5 Year	6 Year	7 Year
	Fall							
	Fall 2006 Cohort	2007	2008	2009	2010	2011	2012	2013
Attended	947	587	448	397	294	131	74	37
Graduated	-	-	-	6	107	259	318	350
% Graduated of Cohort	0%	0%	0%	1%	11%	27%	34%	37%
% Retained	100%	62%	47%	42%	35%	19%	12%	6%

Figure 5.3: Fall 2006 IPEDS Cohort Attended, Graduated and Retained

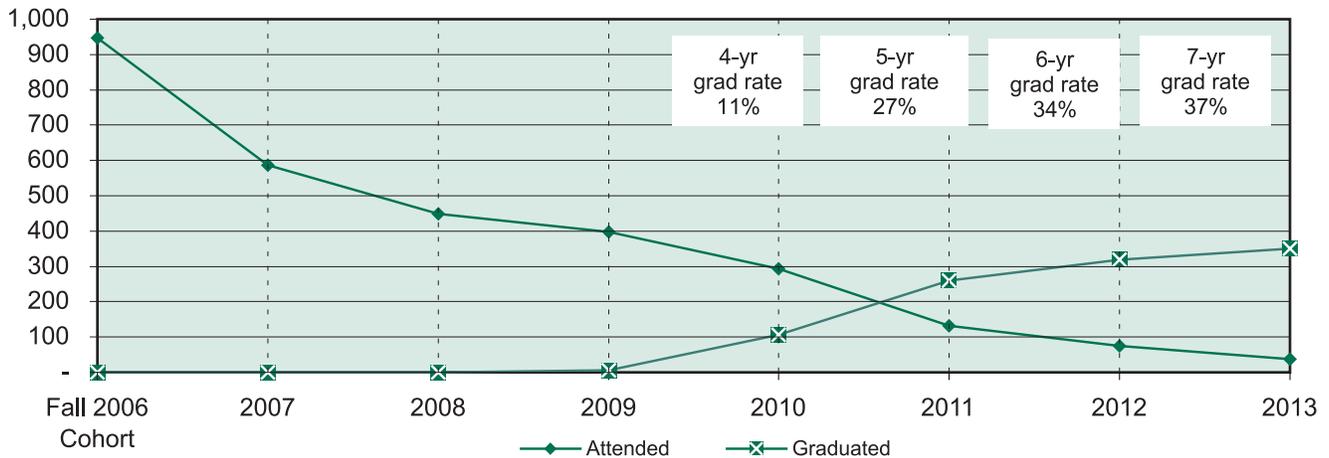
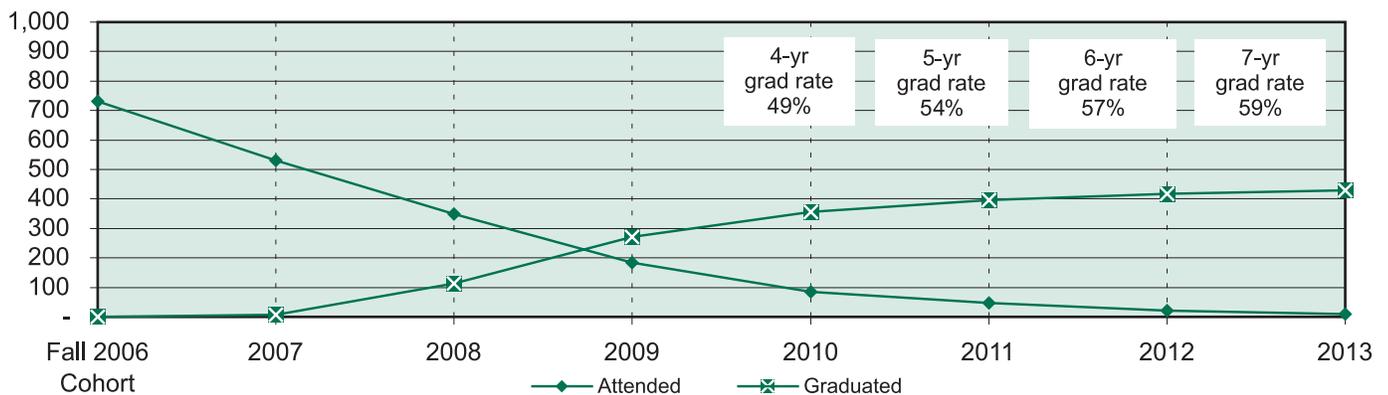


Table 5.4: Attended, Graduated and Retained Fall to Fall Student Tracking (Transfer Cohort*)

					4 Year	5 Year	6 Year	7 Year
	Fall							
	Fall 2006 Cohort	2007	2008	2009	2010	2011	2012	2013
Attended	730	530	350	185	84	48	22	10
Graduated	-	8	114	271	355	396	418	430
% Graduated of Cohort	0%	1%	16%	37%	49%	54%	57%	59%
% Retained	100%	73%	57%	40%	22%	14%	7%	3%

Figure 5.4: Fall 2006 Full-Time Transfer Cohort Attended & Graduated*



Notes: Cohorts are First-Time, Full-Time, Degree-Seeking Freshmen or Transfers students as of Fall Semester 2006 enrollment file. "Attended" or "Graduated" status is determined from the IR enrollment and graduation tables for each term listed.

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

Cohort	Cohort Size	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
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	
% Graduated		0%	0%	1%	11%	27%	34%	37%	
Fall 2007	1,132								
Graduated		0	1	15	121	276	361		
% Graduated		0%	0%	1%	11%	24%	32%		
Fall 2008	1,007								
Graduated		0	2	14	150	324			
% Graduated		0%	0%	1%	15%	32%			
Fall 2009	1,127								
Graduated		0	2	10	181				
% Graduated		0%	0%	1%	16%				
Fall 2010	1,148								
Graduated		0	5	25					
% Graduated		0%	0%	2%					
Fall 2011	1,328								
Graduated		0	3						
% Graduated		0%	0%						
Fall 2012	1,531								
Graduated		0							
% Graduated		0%							
Fall 2013	1,729								
Graduated									
% Graduated									

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

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

TERM		Cohort Size	Year One		Year Two		Year Three		Year Four		Year Five		Year Six		Year Seven		Year Eight	
			1st Spring	2nd Fall	2nd Spring	3rd Fall	3rd Spring	4th Fall	4th Spring	5th Fall	5th Spring	6th Fall	6th Spring	7th Fall	7th Spring	8th Fall	8th Spring	
Fall 2005	Enrolled	955	804	552	473	417	397	365	357	245	201	128	97	56	43	25	23	
	% Still Enrolled		84%	58%	50%	44%	42%	38%	37%	26%	21%	13%	10%	6%	5%	3%	2%	
	Graduated		0	0	0	0	3	18	90	148	211	242	274	293	305	310	311	
	% Graduated		0%	0%	0%	0%	0%	2%	9%	15%	22%	25%	29%	31%	32%	32%	33%	
	% Enrolled/Grad		84%	58%	50%	44%	42%	40%	47%	41%	43%	39%	39%	37%	36%	35%	35%	
	% Stopped Out		16%	42%	50%	56%	58%	60%	53%	59%	57%	61%	61%	63%	64%	65%	65%	
Fall 2006	Enrolled	947	795	587	513	448	438	397	395	294	233	131	105	74	59	37	32	
	% Still Enrolled		84%	62%	54%	47%	46%	42%	42%	31%	25%	14%	11%	8%	6%	4%	3%	
	Graduated		0	0	0	0	2	14	95	158	241	285	313	330	346			
	% Graduated		0%	0%	0%	0%	0%	1%	10%	17%	25%	30%	33%	35%	37%			
	% Enrolled/Grad		84%	62%	54%	47%	46%	43%	52%	48%	50%	44%	44%	43%	43%			
	% Stopped Out		16%	38%	46%	53%	54%	57%	48%	52%	56%	56%	57%	57%				
Fall 2007	Enrolled	1,131	962	646	596	511	491	443	423	321	254	159	103	66	50			
	% Still Enrolled		85%	57%	53%	45%	43%	39%	37%	28%	22%	14%	9%	6%	4%			
	Graduated		0	0	1	2	11	23	94	182	255	324	349					
	% Graduated		0%	0%	0%	0%	1%	2%	8%	16%	23%	29%	31%					
	% Enrolled/Grad		85%	57%	53%	45%	44%	41%	46%	44%	45%	43%	40%					
	% Stopped Out		15%	43%	47%	55%	56%	59%	54%	56%	55%	60%						
Fall 2008	Enrolled	1,007	884	665	607	531	491	465	450	315	229	115	98					
	% Still Enrolled		88%	66%	60%	53%	49%	46%	45%	31%	23%	11%	10%					
	Graduated		0	0	1	4	13	27	128	226	313							
	% Graduated		0%	0%	0%	0%	1%	3%	13%	22%	31%							
	% Enrolled/Grad		88%	66%	60%	53%	50%	49%	57%	54%	54%							
	% Stopped Out		12%	34%	40%	47%	50%	51%	43%	46%	46%							
Fall 2009	Enrolled	1,127	969	718	631	560	530	517	492	334	249							
	% Still Enrolled		86%	64%	56%	50%	47%	46%	44%	30%	22%							
	Graduated		0	0	1	3	9	22	158									
	% Graduated		0%	0%	0%	0%	1%	2%	14%									
	% Enrolled/Grad		86%	64%	56%	50%	48%	48%	58%									
	% Stopped Out		14%	36%	44%	50%	52%	52%	42%									
Fall 2010	Enrolled	1,148	991	757	685	621	595	541	505									
	% Still Enrolled		86%	66%	60%	54%	52%	47%	44%									
	Graduated		0	0	4	7	20											
	% Graduated		0%	0%	0%	1%	2%											
	% Enrolled/Grad		86%	66%	60%	55%	54%											
	% Stopped Out		14%	34%	40%	45%	46%											
Fall 2011	Enrolled	1,328	1157	860	811	725	697											
	% Still Enrolled		87%	65%	61%	55%	52%											
	Graduated		0	1	2													
	% Graduated		0%	0%	0%													
	% Enrolled/Grad		87%	65%	61%													
	% Stopped Out		13%	35%	39%													
Fall 2012	Enrolled	1,531	1373	1029	929													
	% Still Enrolled		90%	67%	61%													
	Graduated																	
	% Graduated		0%	0%														
	% Enrolled/Grad		90%	67%														
	% Stopped Out		10%	33%														
Fall 2013	Enrolled	1,729	1557															
	% Still Enrolled		90%															
	Graduated																	
	% Graduated		0%															
	% Enrolled/Grad		100%															
	% Stopped Out		0%															

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											Percent Change	
	2008-09		2009-10		2010-11		2011-12		2012-13		1 Year	5 Year
	Female	Male										
Bachelor's Degree	1,008	733	1,053	758	1,100	817	1,192	874	1,210	907	2%	22%
Master's Degree	794	546	871	523	798	580	830	633	798	628	-3%	6%
Post-Master's Certificate	20	4	16	6	16	7	19	4	12	7	-17%	-21%
Doctoral-Professional	103	103	77	97	96	125	98	106	79	99	-13%	-14%
Doctoral-Research	21	29	22	28	23	23	13	22	24	20	26%	-12%
Total	1,946	1,415	2,039	1,412	2,033	1,552	2,152	1,639	2,123	1,661	0%	13%

Notes: Degrees/Certificates awarded summer through spring

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

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

Degree Level	Major											Percent Change	
		2008-09		2009-10		2010-11		2011-12		2012-13		1 Year	5 Year
		Female	Male										
Bachelor's Degree													
	Accounting	45	40	36	29	53	41	42	36	40	39	1%	-7%
	Business Administration	9	18	35	37	38	31	36	51	57	54	28%	311%
	Business Administration (LK)	-	-	-	-	17	10	11	8	-	-	-100%	--
	Business Economics	4	8	3	5	4	11	3	8	2	8	-9%	-17%
	Computer and Information Science	2	20	1	22	3	16	2	8	3	18	110%	-5%
	Computer Science	-	-	-	1	-	4	-	1	-	7	600%	--
	Finance	32	57	25	44	22	39	13	28	16	31	15%	-47%
	Information Systems	5	15	6	15	1	23	8	27	7	18	-29%	25%
	International Business	14	6	12	12	14	18	20	20	13	13	-35%	30%
	Management & Labor Relations	23	27	26	17	36	17	23	18	24	7	-24%	-38%
	Marketing	31	37	35	30	27	42	28	33	30	28	-5%	-15%
	Operations & Supply Chain Management	4	10	7	10	3	17	4	13	7	25	88%	129%
Total		169	238	186	222	218	269	190	251	199	248	1%	10%

continued on next page

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

continued from previous page

Degree Level	Major											Percent Change	
		2008-09		2009-10		2010-11		2011-12		2012-13		1 Year	5 Year
		Female	Male										
Master's Degree													
	Accelerated Business Administration	20	20	9	23	5	12	16	14	11	24	17%	-13%
	Accelerated Mobile MBA	-	-	-	-	-	-	-	-	2	6	--	--
	Business Administration	95	107	99	134	105	161	95	147	99	150	3%	23%
	Computer and Information Science	18	34	7	21	10	22	8	18	6	18	-8%	-54%
	Executive Business Administration	6	13	4	14	5	12	6	12	8	15	28%	21%
	Labor Relations & Human Resources	17	9	13	7	21	5	12	10	21	8	32%	12%
	MBA-Health Care	5	4	3	2	8	10	10	9	8	2	-47%	11%
	Tax Program	1	5	3	7	4	7	6	9	8	9	13%	183%
	Financial Accounting and Audit	13	9	15	16	30	12	27	31	42	32	28%	236%
Total		175	201	153	224	188	241	180	250	205	264	9%	25%
Doctoral-Research													
	Business Administration-Doctoral	-	1	-	-	-	-	-	-	-	-	--	-100%
	Computer and Information Science	-	-	-	1	-	1	-	-	-	-	--	--
	Finance	-	-	1	3	1	-	1	-	-	1	0%	--
	Labor Relations and Human Resc	-	-	-	-	-	-	-	1	-	-	-100%	--
	Marketing	2	1	1	1	-	-	-	1	-	-	-100%	-100%
	Operations & Supply Chain Management	-	-	-	1	-	2	-	1	-	-	-100%	--
Total		2	2	2	6	1	3	1	3	-	1	-75%	-75%
Total Business													
	Bachelor's Degree	169	238	186	222	218	269	190	251	199	248	1%	10%
	Master's Degree	175	201	153	224	188	241	180	250	205	264	9%	25%
	Doctoral-Research	2	2	2	6	1	3	1	3	-	1	-75%	-75%
Total		346	441	341	452	407	513	371	504	404	513	5%	17%

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	
		2008-09		2009-10		2010-11		2011-12		2012-13		1 Year	5 Year
		Female	Male										
Bachelor's Degree													
	Anthropology	6	4	15	3	7	7	14	7	12	11	10%	130%
	Art	28	13	27	18	26	23	21	6	4	2	-78%	-85%
	Art Education	-	-	-	-	-	-	2	1	2	1	0%	--
	Black Studies	-	-	-	-	-	-	-	1	-	-	-100%	--
	Classical and Medieval Studies	2	2	2	2	1	1	-	1	-	-	-100%	-100%
	Communication	37	39	51	29	48	42	34	26	27	23	-17%	-34%
	Communication Management	8	5	11	1	11	8	8	2	15	4	90%	46%
	Criminology	37	20	22	20	38	32	41	25	32	35	2%	18%
	Drama	3	3	6	7	4	5	-	-	3	3	--	0%
	Economics	1	5	-	6	3	8	6	4	3	6	-10%	50%
	English	39	24	44	22	38	19	46	16	42	23	5%	3%
	Film and Digital Media	13	18	5	21	9	27	12	20	7	26	3%	6%
	French	2	3	1	-	2	-	1	-	1	1	100%	-60%
	History	15	18	15	28	7	21	7	24	9	33	35%	27%
	International Relations	8	4	8	5	6	4	5	11	7	14	31%	75%
	Journalism & Promotional Communication	42	14	26	18	34	14	27	25	32	15	-10%	-16%
	Liberal Studies	8	5	9	3	8	5	7	6	6	4	-23%	-23%
	Linguistics	3	1	2	5	6	1	5	2	7	1	14%	100%
	Music	9	9	5	9	4	6	2	4	-	-	-100%	-100%
	Music Composition	-	-	-	-	-	-	-	-	1	-	--	--
	Music Education	-	-	-	-	-	-	2	1	5	1	100%	--
	Music Performance	-	-	-	-	-	-	-	2	3	3	200%	--
	Music Therapy	-	-	-	-	-	-	-	-	3	-	--	--
	Philosophy	1	6	3	2	3	5	-	3	1	8	200%	29%
	Philosophy - Ethics Track	-	-	-	-	1	-	-	-	-	-	--	--
	Political Science	9	13	21	17	18	23	23	17	17	17	-15%	55%
	Religious Studies	4	2	6	1	2	11	3	-	4	5	200%	50%
	Social Science	1	2	-	-	-	-	2	-	2	-	0%	-33%
	Social Studies	3	8	5	15	-	9	1	7	3	9	50%	9%
	Social Work	70	12	71	15	68	12	69	15	76	18	12%	15%
	Sociology	35	18	41	13	33	16	46	24	31	27	-17%	9%
	Spanish	7	1	11	2	9	1	8	3	7	8	36%	88%
	Studio Art: Drawing	-	-	-	-	-	-	-	-	3	-	--	--
	Studio Art: Graphic Design	-	-	-	-	-	-	4	1	7	1	60%	--
	Studio Art: Painting	-	-	-	-	-	-	1	2	4	1	67%	--
	Studio Art: Photography	-	-	-	-	-	-	-	-	3	2	--	--
	Theatre Arts	-	-	-	-	-	-	4	-	-	-	-100%	--
	Women's Studies	2	-	5	-	5	-	3	-	2	-	-33%	0%
Total		393	249	412	262	391	300	404	256	381	302	3%	6%

continued on next page

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

continued from previous page

Degree Level	Major											Percent Change		
		2008-09		2009-10		2010-11		2011-12		2012-13		1 Year	5 Year	
		Female	Male											
Master's Degree														
	Communication Theory and Methodology	5	1	7	-	10	5	7	6	2	3	-62%	-17%	
	Economics	5	5	3	6	2	10	5	5	4	6	0%	0%	
	English	8	4	9	4	8	5	6	3	7	3	11%	-17%	
	Global Interaction	-	-	-	-	-	-	6	9	9	7	7%	--	
	History	10	6	4	12	7	7	6	11	6	8	-18%	-13%	
	Master of Fine Arts-Creative Writing	5	2	1	2	5	2	1	2	7	3	233%	43%	
	Music	2	8	8	10	9	9	6	11	4	5	-47%	-10%	
	Philosophy	3	2	1	4	-	1	4	5	-	3	-67%	-40%	
	Social Work	63	13	72	13	49	9	52	13	62	16	20%	3%	
	Sociology	7	2	12	3	10	4	9	2	11	2	18%	44%	
	Spanish	10	2	7	1	7	2	4	-	1	5	50%	-50%	
Total		118	45	124	55	107	54	106	67	113	61	1%	7%	
Total CLASS														
	Bachelor's Degree	393	249	412	262	391	300	404	256	381	302	3%	6%	
	Master's Degree	118	45	124	55	107	54	106	67	113	61	1%	7%	
Total		511	294	536	317	498	354	510	323	494	363	3%	6%	

Note: Degrees/Certificates awarded summer through spring.

Includes Alternate Degrees

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

Degree Level	Major	2008-09		2009-10		2010-11		2011-12		2012-13		Percent Change	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	1 Year	5 Year
Bachelor's Degree													
	Early Childhood Education	48	3	46	3	61	2	60	7	48	5	-21%	4%
	Exercise/Fitness Specialist	5	2	3	1	2	2	1	5	5	4	50%	29%
	Middle Childhood Education	17	7	19	9	17	11	6	4	-	-	-100%	-100%
	Middle Childhood Language Arts and Math	-	-	-	-	-	-	4		2	-	-50%	--
	Middle Childhood Language Arts and Science	-	-	-	-	-	-	1		3	-	200%	--
	Middle Childhood Language Arts and Social Studies	-	-	-	-	-	-	2	1	6	1	133%	--
	Middle Childhood Math and Science	-	-	-	-	-	-	3	3	6	4	67%	--
	Middle Childhood Math and Social Studies	-	-	-	-	-	-	2	2	1	3	0%	--
	Middle Childhood Science and Social Studies	-	-	-	-	-	-	-	-	1	-	--	--
	Mild/Moderate Educational Need	20	11	20	3	23	4	24	4	24	5	4%	-6%
	Moderate/Intensive Educational Needs	10	2	4	2	14	1	13		16	1	31%	42%
	Physical Education	2	2	2	6	4	5	1	6	1	4	-29%	25%
	Sports Management	1	7	3	8	2	5	1	5	2	6	33%	0%
Total		103	34	97	32	123	30	118	37	115	33	-5%	8%
Master's Degree													
	Adult Learning and Development	46	6	37	4	32	4	45	6	38	10	-6%	-8%
	Clinical Mental Health Cnslng	-	-	-	-	-	-	10	2	-	-	-100%	--
	Community Agency Counseling	19	1	22	3	17	3	-	-	14	2	--	-20%
	Community Health Education	5	1	4	-	5	1	6	1	2		-71%	-67%
	Counselor Education	-	-	-	-	24	4	30	4	-	-	-100%	--
	Curriculum and Instruction	192	52	225	58	183	51	187	51	141	51	-19%	-21%
	Educational Administration	12	17	22	10	19	13	13	9	5	8	-41%	-55%
	Exercise Science	3	1	6	8	12	3	9	4	11	13	85%	500%
	Master of Public Health	5	3	4	5	5	5	4	6	4	1	-50%	-38%
	Organizational Leadership	9	3	18	5	4	3	9	3	3	4	-42%	-42%
	School Counseling	25	5	25	3	-	-	-	-	10	5	--	-50%
	Sports Management	-	9	6	5	3	8	5	10	4	4	-47%	-11%
	Sports Management and Exercise Science	2	-	-	1	1	-	-	-	-	1	--	-50%
	Supervision	6	1	3	-	1	-	2	-	-	-	-100%	-100%
Total		324	99	372	102	306	95	320	96	232	99	-20%	-22%

continued on next page

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

continued from previous page

Degree Level	Major											Percent Change	
		2008-09		2009-10		2010-11		2011-12		2012-13		1 Year	5 Year
		Female	Male										
Post-Master's Certificate													
	Educational Administration Specialist	7	3	5	3	8	4	9	1	4	3	-30%	-30%
Total		7	3	5	3	8	4	9	1	4	3	-30%	-30%
Doctoral-Research													
	Urban Ed: Administration	1	-	-	-	3	1	2	1	1	1	-33%	100%
	Urban Education: Counseling	1	1	-	1	-	-	-	-	-	-	--	-100%
	Urban Education: Counseling Psychology	-	-	-	-	-	-	1	-	4	1	400%	--
	Urban Education: Leadership & Life-Long Learning	-	1	-	-	3	1	1	1	5	-	150%	400%
	Urban Education: Learning & Development	6	1	4	1	2	2	-	1	3	1	300%	-43%
	Urban Education: Policy	1	2	-	2	2	1	1	-	2	-	100%	-33%
Total		9	5	4	4	10	5	5	3	15	3	125%	29%
Total College of Education and Human Services													
	Bachelor's Degree	103	34	97	32	123	30	118	37	115	33	-5%	8%
	Master's Degree	324	99	372	102	306	95	320	96	232	99	-20%	-22%
	Post-Master's Certificate	7	3	5	3	8	4	9	1	4	3	-30%	-30%
	Doctoral-Research	9	5	4	4	10	5	5	3	15	3	125%	29%
Total		443	141	478	141	447	134	452	137	366	138	-14%	-14%

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											Percent Change		
		2008-09		2009-10		2010-11		2011-12		2012-13		1 Year	5 Year	
		Female	Male											
Bachelor's Degree														
	Chemical Engineering	8	6	3	13	2	5	6	13	5	18	21%	64%	
	Civil Engineering	2	16	2	6	1	13	7	18	6	16	-12%	22%	
	Computer Engineering	-	11	-	3	1	6	-	14	-	5	-64%	-55%	
	Electrical Engineering	-	21	3	26	5	26	5	31	6	30	0%	71%	
	Electronic Engineering Technology	1	4	1	13	3	11	1	21	1	13	-36%	180%	
	Industrial and Manufacturing Engineering	2	3	4	1	2	1	-	-	-	1	--	-80%	
	Mechanical Engineering	1	13	3	30	3	22	5	37	3	46	17%	250%	
	Mechanical Engineering Technology	-	9	2	9	2	8	1	16	-	9	-47%	0%	
Total		14	83	18	101	19	92	25	150	21	138	-9%	64%	
Master's Degree														
	Biomedical Engineering	-	-	-	-	3	3	5	7	3	10	8%	--	
	Chemical Engineering	2	14	1	5	1	5	5	8	2	4	-54%	-63%	
	Civil Engineering	-	10	3	8	2	20	3	11	2	9	-21%	10%	
	Electrical & Computer Engineering	-	-	9	27	-	-	-	-	16	35	--	--	
	Electrical Engineering	10	42	-	-	10	39	12	55	-	-	-100%	-100%	
	Engineering Mechanics	-	-	-	-	-	1	-	-	-	-	--	--	
	Environmental Engineering	-	2	-	4	-	2	1	-	-	-	-100%	-100%	
	Industrial and Manufacturing Engineering	5	16	1	10	-	-	-	-	-	7	--	-67%	
	Industrial Engineering	-	-	-	-	-	17	3	13	-	-	-100%	--	
	Mechanical Engineering	2	17	-	7	3	15	10	12	-	14	-36%	-26%	
	Software Engineering	-	7	2	5	2	8	1	1	1	15	700%	129%	
Total		19	108	16	66	21	110	40	107	24	94	-20%	-7%	
Doctoral-Research														
	Applied Biomedical Engineering	2	3	4	4	2	4	-	1	2	4	500%	20%	
	Chemical Engineering	1	2	-	-	-	-	-	1	-	-	-100%	-100%	
	Civil Engineering	-	1	-	1	-	1	-	-	-	-	--	-100%	
	Electrical & Computer Engineering	-	-	2	-	-	-	-	-	-	-	--	--	
	Electrical Engineering	-	1	-	-	-	1	1	5	-	-	-100%	-100%	
	Industrial and Manufacturing Engineering	-	1	-	1	-	-	-	-	-	-	--	-100%	
	Industrial Engineering	-	-	-	-	-	1	-	-	-	-	--	--	
	Mechanical Engineering	-	-	1	-	-	-	-	1	-	1	0%	--	
Total		3	8	7	6	2	7	1	8	2	5	-22%	-36%	
Total Engineering														
	Bachelor's Degree	14	83	18	101	19	92	25	150	21	138	-9%	64%	
	Master's Degree	19	108	16	66	21	110	40	107	24	94	-20%	-7%	
	Doctoral-Research	3	8	7	6	2	7	1	8	2	5	-22%	-36%	
Total		36	199	41	173	42	209	66	265	47	237	-14%	21%	

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											Percent Change	
	2008-09		2009-10		2010-11		2011-12		2012-13		1 Year	5 Year
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
Bachelor's Degree												
Nursing, BSN (NUR, NURBCCC)	12	2	8	4	16	2	11	1	7	1	-33%	-43%
Nursing, BSN Accelerated (NUBAPB,NURPB)	22	5	44	10	63	16	52	11	55	12	6%	148%
Nursing, BSN (LK) (NURLK)	12	1	10	2	1	-	2	-	1	-	-50%	-92%
Nursing, BSN/RN (NUB, NUBPB)	61	10	32	9	30	9	43	9	61	8	33%	-3%
Total	107	18	94	25	110	27	108	21	124	21	12%	16%
Master's Degree												
Nursing (GNR)	11	1	11	1	17	1	13	-	5	1	-54%	-50%
Total	11	1	11	1	17	1	13	-	5	1	-54%	-50%

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											Percent Change	
	2008-09		2009-10		2010-11		2011-12		2012-13		1 Year	5 Year
	Female	Male										
Bachelor's Degree												
Biology	24	18	27	14	32	15	46	30	51	44	25%	126%
Biology-Medical Technology	2	1	9	1	2	-	10	2	10	1	-8%	267%
Chemistry	5	8	11	11	7	8	3	11	10	8	29%	38%
Environmental Sciences	5	5	6	6	6	4	2	9	6	11	55%	70%
Geological Sciences	1	1	-	-	1	1	2	3	-	2	-60%	0%
Health Science Physician Assistant	-	-	-	-	-	-	-	-	17	6	--	--
Health Science Podiatry	-	1	-	-	-	-	1	-	-	-	-100%	-100%
Health Science Pre-Occupational Therapy	-	-	-	-	5	2	26	7	23	7	-9%	--
Health Science Pre-Physical Therapy	12	5	23	6	15	7	17	13	-	-	-100%	-100%
Health Science Pre-Physician Assistant	-	-	1	1	2	2	14	2	-	-	-100%	--
Health Science Pre-Therapy	-	-	-	-	-	-	-	-	16	11	--	--
Health Sciences BS	66	20	52	24	45	16	47	20	57	18	12%	-13%
Mathematics	2	12	6	10	5	11	9	13	3	12	-32%	7%
Pharmaceutical Science	-	-	-	-	1	1	-	-	1	-	--	--
Pharmaceutical Sciences Administration Track	-	-	-	-	-	-	-	-	1	-	--	--
Physics	1	5	1	9	-	5	2	9	-	6	-45%	0%
Psychology	95	33	106	30	105	43	121	34	157	52	35%	63%
Psychology (LR)	-	-	-	-	14	5	21	9	-	-	-100%	--
Speech & Hearing	12	-	14	-	7	1	16	2	21	-	17%	75%
Total	225	109	256	112	247	121	337	164	373	178	10%	65%

continued on next page

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

												Percent Change	
		2008-09		2009-10		2010-11		2011-12		2012-13		1 Year	5 Year
Degree Level	Major	Female	Male										
Master's Degree													
	Applied Statistics	-	-	-	-	-	1	-	3	2	5	133%	--
	Biology	3	4	1	3	5	2	4	6	4	5	-10%	29%
	Chemistry	3	1	5	1	7	5	3	12	11	8	27%	375%
	Environmental Sciences	1	1	1	1	1	-	3	-	2	1	0%	50%
	Health Science	7	1	10	2	24	8	25	12	10	5	-59%	88%
	Health Science-Phy. A. Track	-	-	10	4	1	1	1	-	25	10	3400%	--
	Master of Occupational Therapy	25	3	24	5	28	1	23	5	-	-	-100%	-100%
	Mathematics	4	6	5	4	4	8	4	12	6	5	-31%	10%
	MS in Physics Optical Medical	-	-	-	-	1	1	-	-	-	-	--	--
	Occupational Therapy	-	-	-	-	-	-	-	-	28	4	--	--
	Physical Therapy	17	11	-	1	-	-	-	-	-	-	--	-100%
	Physics	2	2	4	7	3	1	-	3	2	5	133%	75%
	Psychology	23	12	9	3	1	1	2	-	3	1	100%	-89%
	Psychology-Clinical	-	-	10	-	3	1	5	2	11	5	129%	--
	Psychology-Cons.Indus.Research	-	-	1	-	-	-	1	1	1	-	-50%	--
	Psychology-Diversity Mgmt	2	-	12	3	6	1	7	2	9	3	33%	500%
	Psychology-Experimental	-	-	-	-	3	5	3	2	4	1	0%	--
	Psychology-School	-	-	4	2	8	2	5	2	12	2	100%	--
	Speech Pathology and Audiology	12	2	43	-	13	-	30	1	28	-	-10%	100%
Total		99	43	139	36	108	38	116	63	158	60	22%	54%
Post-Master's Certificate													
	Psychology Specialist	12	-	8	3	8	3	9	2	6	2	-27%	-33%
Total		12	-	8	3	8	3	9	2	6	2	-27%	-33%
Doctoral-Research													
	Clinical-Bioanalytical Chemistry	4	10	2	2	4	4	2	3	3	6	80%	-36%
	Regulatory Biology	1	2	5	4	4	2	4	2	2	2	-33%	33%
Total		5	12	7	6	8	6	6	5	5	8	18%	-24%
Doctoral-Professional													
	Doctor of Physical Therapy	-	-	-	-	22	9	22	9	16	7	-26%	--
Total		-	-	-	-	22	9	22	9	16	7	-26%	--
Total Science													
	Bachelor's Degree	225	109	256	112	247	121	337	164	373	178	10%	65%
	Master's Degree	99	43	139	36	108	38	116	63	158	60	22%	54%
	Post Master's Certificate	12	-	8	3	8	3	9	2	6	2	-27%	-33%
	Doctoral-Research	5	12	7	6	8	6	6	5	5	8	18%	-24%
	Doctoral-Professional	-	-	-	-	22	9	22	9	16	7	-26%	--
Total		341	164	410	157	393	177	490	243	558	255	11%	61%

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											Percent Change	
		2008-09		2009-10		2010-11		2011-12		2012-13		1 Year	5 Year
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
Bachelor's Degree													
	Environmental Studies	1	2	-	-	2	1	5	4	1	-	-89%	-67%
	NonProfit Administration	6	1	22	5	15	2	23	4	16	5	-22%	200%
	Organizational Leadership	-	-	3	1	9	6	16	8	14	7	-13%	--
	Organizational Leadership Mgmt	-	-	-	-	-	-	-	-	3	2	--	--
	Public Safety Management	4	15	3	10	-	4	6	8	1	12	-7%	-32%
	Public Safety Management (LK)	-	-	-	-	1	1	2	4	-	-	-100%	--
	Urban Services Administration	11	-	-	-	-	-	-	-	-	-	--	-100%
	Urban Studies	18	18	22	21	19	18	17	20	17	18	-5%	-3%
	Urban Studies (LR)	-	-	-	-	-	-	1	1	-	-	-100%	--
Total		40	36	50	37	46	32	70	49	52	44	-19%	26%
Master's Degree													
	Environmental Studies	3	1	3	6	3	4	-	-	8	3	--	175%
	Environmental Studies and Law	1	-	-	-	1	1	-	1	-	-	-100%	-100%
	Environmental Studies M.A.	-	-	-	-	-	-	6	10	-	-	-100%	--
	Nonprofit Admin & Leadership	-	-	9	1	6	2	13	1	10	2	-14%	--
	Public Admin Accel 4+1	-	-	-	-	-	-	-	1	-	-	-100%	--
	Public Administration	24	23	27	18	28	18	22	17	30	26	44%	19%
	Urban Planning & Law	-	2	-	3	-	-	-	-	-	-	--	-100%
	Urban Planning, Design and Development	17	19	14	10	10	13	11	13	9	14	-4%	-36%
	Urban Studies	3	4	3	1	3	3	3	4	4	4	14%	14%
Total		48	49	56	39	51	41	55	47	61	49	8%	13%
Doctoral-Research													
	Urban Studies	2	2	2	6	-	-	-	-	2	3	--	25%
	Urban Studies & Public Affairs	-	-	-	-	2	2	-	3	-	-	-100%	--
Total		2	2	2	6	2	2	-	3	2	3	67%	25%
Total Urban Affairs													
	Bachelor's Degree	40	36	50	37	46	32	70	49	52	44	-19%	26%
	Master's Degree	48	49	56	39	51	41	55	47	61	49	8%	13%
	Doctoral-Research	2	2	2	6	2	2	-	3	2	3	67%	25%
Total		90	87	108	82	99	75	125	99	115	96	-6%	19%

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											Percent Change	
		2008-09		2009-10		2010-11		2011-12		2012-13		1 Year	5 Year
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
Post Master's Certificate													
	Master of Laws	1	1	3	-	-	-	1	1	2	2	100%	100%
Total		1	1	3	-	-	-	1	1	2	2	100%	100%
Doctoral-Professional													
	Juris Doctor	103	103	77	97	74	116	76	97	63	92	-10%	-25%
Total		103	103	77	97	74	116	76	97	63	92	-10%	-25%
Total Law													
	Post Master's Certificate	1	1	3	-	-	-	1	1	2	2	100%	100%
	Doctoral-Professional	103	103	77	97	74	116	76	97	63	92	-10%	-25%
Total		104	104	80	97	74	116	77	98	65	94	-9%	-24%

Note: Degrees/Certificates awarded summer through spring.

Includes Alternate Degrees

Table 5.15: Annual Awards by Ethnicity and Gender

Race	Degree Level	2008-09		2009-10		2010-11		2011-12		2012-13		Percent Change	
		Female	Male	1 Year	5 Year								
Black/African American													
	Bachelor's Degree	189	70	189	84	247	80	250	102	258	99	1%	38%
	Master's Degree	134	45	150	44	129	29	119	34	116	46	6%	-9%
	Post-Master's Certificate	5	-	5	1	5	1	6	-	1	-	-83%	-80%
	Doctoral-Research	1	2	2	-	2	-	2	2	3	2	25%	67%
	Doctoral-Professional	6	6	3	6	7	5	10	8	5	4	-50%	-25%
Total		335	123	349	135	390	115	387	146	383	151	0%	17%
Hispanic/Latino													
	Bachelor's Degree	31	16	32	14	34	26	52	24	51	21	-5%	53%
	Master's Degree	20	6	24	7	16	9	21	10	18	17	13%	35%
	Post-Master's Certificate	-	-	1	-	1	1	2	-	-	-	-100%	--
	Doctoral-Research	-	-	-	-	-	-	-	-	-	-	--	--
	Doctoral-Professional	1	3	6	2	1	3	2	1	2	1	0%	-25%
Total		52	25	63	23	52	39	77	35	71	39	-2%	43%
Asian													
	Bachelor's Degree	30	30	23	23	36	21	31	29	30	27	-5%	-5%
	Master's Degree	14	8	25	9	14	18	22	20	27	20	12%	114%
	Post-Master's Certificate	-	-	-	-	-	1	-	-	-	-	--	--
	Doctoral-Research	1	1	1	1	-	-	-	1	-	-	-100%	-100%
	Doctoral-Professional	4	2	3	2	3	4	3	2	2	-	-60%	-67%
Total		49	41	52	35	53	44	56	52	59	47	-2%	18%
American Indian/Alaska Native													
	Bachelor's Degree	6	2	1	3	-	1	6	2	5	3	0%	0%
	Master's Degree	-	2	2	1	6	1	1	-	-	-	-100%	-100%
	Post-Master's Certificate	-	-	-	-	-	-	1	-	-	-	-100%	--
	Doctoral-Research	-	-	-	-	-	-	-	-	-	-	--	--
	Doctoral-Professional	-	-	2	-	-	-	-	-	-	-	--	--
Total		6	4	5	4	6	2	8	2	5	3	-20%	-20%
Native Hawaiian or Other Pacific Island													
	Bachelor's Degree	-	-	1	1	-	-	-	-	1	-	--	--
	Master's Degree	-	-	-	-	-	-	-	-	-	-	--	--
	Post-Master's Certificate	-	-	-	-	-	-	-	-	-	-	--	--
	Doctoral-Research	-	-	-	-	-	-	-	-	-	-	--	--
	Doctoral-Professional	-	-	-	-	-	-	-	-	-	-	--	--
Total		-	-	1	1	-	-	-	-	1	-	--	--

continued on next page

Table 5.15: Annual Awards by Ethnicity and Gender

continued from previous page

Race	Degree Level											Percent Change	
		2008-09		2009-10		2010-11		2011-12		2012-13		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	113%	--
	Master's Degree	-	-	2	2	-	-	3	5	4	1	-38%	--
	Post-Master's Certificate	-	-	-	-	-	-	-	-	-	-	--	--
	Doctoral-Research	-	-	-	-	-	-	-	-	-	-	--	--
	Doctoral-Professional	-	-	-	-	-	1	-	-	-	-	--	--
Total		-	-	5	2	9	4	8	8	14	8	38%	--
Total Minority*													
	Bachelor's Degree	256	118	249	125	326	131	344	160	355	157	2%	37%
	Master's Degree	168	61	203	63	165	57	166	69	165	84	6%	9%
	Post-Master's Certificate	5	-	6	1	6	3	9	-	1	-	-89%	-80%
	Doctoral-Research	2	3	3	1	2	-	2	3	3	2	0%	0%
	Doctoral-Professional	11	11	14	10	11	13	15	11	9	5	-46%	-36%
Total		442	193	475	200	510	204	536	243	533	248	0%	23%
Non-Resident Alien													
	Bachelor's Degree	19	31	20	27	20	22	22	29	22	29	0%	2%
	Master's Degree	74	146	60	82	68	132	96	153	86	138	-10%	2%
	Post-Master's Certificate	-	1	1	-	-	-	-	1	1	1	100%	100%
	Doctoral-Research	7	13	11	15	12	9	5	10	6	12	20%	-10%
	Doctoral-Professional	1	1	1	3	2	1	-	-	-	1	--	-50%
Total		101	192	93	127	102	164	123	193	115	181	-6%	1%
Unknown													
	Bachelor's Degree	79	43	60	49	60	54	69	58	55	65	-6%	-2%
	Master's Degree	69	49	107	66	76	48	77	47	61	39	-19%	-15%
	Post-Master's Certificate	2	-	-	1	1	-	1	1	1	1	0%	0%
	Doctoral-Research	-	-	-	1	2	-	2	1	-	-	-100%	--
	Doctoral-Professional	10	14	8	10	7	11	4	7	1	1	-82%	-92%
Total		160	106	175	127	146	113	153	114	118	106	-16%	-16%
White													
	Bachelor's Degree	654	541	724	557	694	610	757	627	778	656	4%	20%
	Master's Degree	483	290	501	312	489	343	491	364	486	367	0%	10%
	Post-Master's Certificate	13	3	9	4	9	4	9	2	9	5	27%	-13%
	Doctoral-Research	12	13	8	11	7	14	4	8	15	6	75%	-16%
	Doctoral-Professional	81	77	54	74	76	100	79	88	69	92	-4%	2%
Total		1,243	924	1,296	958	1,275	1,071	1,340	1,089	1,357	1,126	2%	15%

continued on next page

Table 5.15: Annual Awards by Ethnicity and Gender

continued from previous page

Race	Degree Level											Percent Change	
		2008-09		2009-10		2010-11		2011-12		2012-13		1 Year	5 Year
		Female	Male										
University Totals													
	Bachelor's Degree	1,008	733	1,053	758	1,100	817	1,192	874	1,210	907	2%	22%
	Master's Degree	794	546	871	523	798	580	830	633	798	628	-3%	6%
	Post-Master's Certificate	20	4	16	6	16	7	19	4	12	7	-17%	-21%
	Doctoral-Research	21	29	22	28	23	23	13	22	24	20	26%	-12%
	Doctoral-Professional	103	103	77	97	96	125	98	106	79	99	-13%	-14%
Total		1,946	1,415	2,039	1,412	2,033	1,552	2,152	1,639	2,123	1,661	0%	13%

Note: Degrees/Certificates awarded summer through spring.

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

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

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

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

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

Selected Strategic Indicators – Academic & Administrative Programs

6



Cleveland State University
2014 Book of Trends

Honors Program

Cleveland State University inaugurated its new Honors Program in Fall 2004 with a class of 40 highly motivated, academically talented first-year students. As of Fall 2014, the enrollment in this program has grown to approximately 200 students.

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, and are granted special consideration in several areas including preference in registration and extended university library borrowing privileges.

During Summer 2013 and 2014, many Honors students were engaged in paid on-campus undergraduate research experiences. Honors students enroll in at least four honors core courses during their freshman and sophomore years at CSU. These courses offer greater breadth or depth

than standard university general education classes. Enrollment is limited to Honors students and class sizes are small.

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

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

Major Features of the Honors Program

- Enriched curriculum
- Leadership development
- Honors community and experiences

Table 6.1: Characteristics of New Honors Students - Fall 2009-2013

College	New Enrollment by Cohort Year					Percent Change	
	2009	2010	2011	2012	2013	1-year	5-year
Business	8	13	7	4	8	100%	0%
CLASS	19	18	14	14	21	50%	11%
Education	5	1	1	2	0	-100%	-100%
Nursing	0	0	7	5	4	-20%	-
Engineering	16	14	5	13	13	0%	-19%
Science	9	23	30	23	26	13%	189%
Urban Affairs	0	2	2	0	5	-	-
Undergraduate Studies	2	0	2	0	0	-	-100%
Total¹	59	71	68	61	77	26%	31%
In Top 10% of High School Rank ²	67%	77%	55%	91%	77%	-15%	16%
High School GPA	3.80	4.21	3.99	4.15	4.02	-3%	6%
ACT Composite	29	29	30	30	30	0%	4%
SAT Composite ³	1953	1815	1943	1930	1922	0%	-2%

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

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

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

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.

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.

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

Type of Financial Aid	Financial Aid Year								
	2011-12			2012-13			2013-14		
	Enrollment	Total	Average	Enrollment	Total	Average	Enrollment	Total	Average
Need Based Tuition	81	\$678,002	\$8,370	83	\$939,184	\$11,315	89	\$827,461	\$9,297
Merit Based Tuition	110	\$1,112,019	\$10,109	108	\$1,275,713	\$11,812	115	\$1,196,001	\$10,400
Books	191	\$143,600	\$752	130	\$98,800	\$760	93	\$66,400	\$714
On-Campus Housing	3	\$27,374	\$9,125	25	\$64,652	\$2,586	40	\$83,666	\$2,092
Total	191	\$1,960,995	\$10,267	191	\$2,378,349	\$12,452	204	\$2,173,528	\$10,655

Source: Cleveland State University Financial Aid Office

Table 6.3: IPEDS Cohort Characteristics

US Department of Education, Integrated Postsecondary Education Data System (IPEDS) Freshmen Cohort Definition:

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

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

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

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 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	N	%	N	%	N	%	N	%	N	%
Female	601	53%	615	54%	742	56%	853	56%	971	56%
Male	526	47%	533	46%	586	44%	678	44%	758	44%
COHORT	1,127	100%	1,148	100%	1,328	100%	1,531	100%	1,729	100%

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

Ethnicity	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	N	%	N	%	N	%	N	%	N	%
White	662	59%	704	61%	861	65%	973	64%	1114	64%
African American	247	22%	224	20%	266	20%	291	19%	301	17%
Hispanic	51	5%	75	7%	62	5%	91	6%	106	6%
Asian	27	2%	26	2%	28	2%	49	3%	48	3%
Native Hawaiian/ Other Pacific Islander	0	0%	1	0%	0	0%	2	0%	2	0%
Native American	7	1%	4	0%	1	0%	5	0%	5	0%
Two or More Races	0	0%	15	1%	64	5%	65	4%	70	4%
Minority Total	332	29%	345	30%	421	32%	503	33%	532	31%
Non-Resident Alien	22	2%	31	3%	23	2%	33	2%	62	4%
Unknown	111	10%	68	6%	23	2%	22	2%	21	1%
COHORT	1,127	100%	1,148	100%	1,328	100%	1,531	100%	1,729	100%

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

Age	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	N	%	N	%	N	%	N	%	N	%
Under 18	73	6%	77	7%	67	5%	90	6%	103	6%
18-19	963	85%	984	86%	1,162	88%	1,372	90%	1,529	88%
20-21	24	2%	32	3%	33	2%	21	1%	42	2%
22-24	30	3%	18	2%	27	2%	16	1%	27	2%
25-29	19	2%	24	2%	20	2%	19	1%	18	1%
30 and above	18	2%	13	1%	19	1%	13	1%	10	1%
COHORT	1,127	100%	1,148	100%	1,328	100%	1,531	100%	1,729	100%

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

Academic Major Type	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	N	%	N	%	N	%	N	%	N	%
Major Selected	950	84%	1,001	87%	1,095	82%	1,313	86%	1,488	86%
Major Undeclared	177	16%	147	13%	233	18%	218	14%	241	14%
COHORT	1,127	100%	1,148	100%	1,328	100%	1,531	100%	1,729	100%

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

Student Groups	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	N	%	N	%	N	%	N	%	N	%
Living in University Housing	353	31%	353	31%	523	39%	568	37%	586	34%
Honors	28	2%	47	4%	40	3%	41	3%	44	3%
Ohio Resident	1,041	92%	1,048	91%	1,226	92%	1,226	80%	1,569	91%
Pell Grant Recipient	630	56%	617	54%	685	52%	797	52%	852	49%
Taking Developmental Class	516	46%	369	32%	412	31%	497	32%	460	27%
COHORT	1,127		1,148		1,328		1,531		1,729	

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 2009	Total Students	148	306	118	122	41	242	113	5	1,095	1,127	97%
	Average	3.07	3.11	3.03	3.35	3.38	3.36	2.47	3.10	3.12		
Fall 2010	Total Students	129	339	84	134	117	279	41	9	1,132	1,148	99%
	Average	3.21	3.10	3.06	3.39	3.30	3.40	2.67	3.23	3.22		
Fall 2011	Total Students	134	456	89	146	82	309	75	11	1,302	1,328	98%
	Average	3.13	3.14	3.08	3.35	3.48	3.33	2.59	3.05	3.19		
Fall 2012	Total Students	181	439	67	201	116	389	106	9	1,508	1,531	98%
	Average	3.10	3.14	3.22	3.45	3.45	3.29	2.65	3.37	3.21		
Fall 2013	Total Students	237	508	95	213	135	410	100	8	1,706	1,729	99%
	Average	3.14	3.20	3.00	3.45	3.50	3.34	2.58	3.22	3.23		

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

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

College	Fall Cumulative Average GPA				
	2009	2010	2011	2012	2013
Business	2.70	2.70	2.74	2.78	2.82
CLASS	2.91	2.89	2.86	2.88	2.90
Education	3.04	3.08	3.08	3.13	3.10
Engineering	2.92	2.89	2.90	2.88	2.89
Nursing	3.27	3.06	3.34	3.38	3.32
Science	2.93	2.94	2.99	3.00	3.03
Urban Affairs	3.00	3.07	3.05	3.06	3.06
Undergraduate Studies	2.63	2.68	2.75	2.79	2.86
Undergraduate Non-Degree	3.27	3.30	3.22	3.35	3.34
University Average	2.90	2.90	2.92	2.94	2.96

Source: Institutional Research

Table 6.6a: Fall 2013 Top 15 Majors by Academic Level

Undergraduate:		Graduate (excluding Law):	
Description	Total	Description	Total
Psychology-PSY	632	Business Administration-MBA	573
Biology-BIO	510	Graduate Education Licensure-EDUC-LIC	254
Business Administration-BADM	506	Financial Accounting-Audit-ACCAUDIT	243
Accounting-ACT	360	Social Work-GSW	215
Criminology-CRIM	337	Electrical Engineering-ELG	150
Health Sciences BS-HSCBS	309	Master of Occupational Therapy-MOT	118
Mechanical Engineering-MCE	279	Doctor of Physical Therapy-DPT	111
Health Science Pre-PhysThryp-HSTHP	230	C&I-Mild / Moderate-C&IMM	110
Nursing, BSN/RN-NUB	225	Clinical Mental Health Cnslng-CAC	109
Early Childhood Education-ECE	213	Computer and Information-GCS	102
English-ENG	205	Adult Learning and Development-ALD	90
Marketing-MKT	200	Public Administration-MPA	79
Communication-COM	196	Health Science-GHE	75
Journalism & Promotional Comm-JRN/PROMOT	187	Labor Relations and Huma-GLR	73
Computer & Information Science-CIS	185	English-GEG	71

Table 6.6b: Fall 2013 Top 15 Departments by Academic Level

Undergraduate:		Graduate (excluding Law):	
Description	Total	Description	Total
Health Sciences	900	Business Administration	631
Psychology	772	Teacher Education	429
Biology, Geology & Environmental Science	745	Health Sciences	375
Communication	623	CASAL	328
Business Administration	551	Accounting	285
Sociology	514	Social Work	220
Teacher Education	484	Electrical & Computer Engineering	218
Accounting	393	Urban Studies	203
Computer & Information Science	342	Health And Physical Education	129
Urban Studies	330	Chemistry	113
Nursing	323	Computer & Information Science	104
Mechanical Engineering	300	Doctoral (Education)	102
Electrical & Computer Engineering	266	Psychology	96
Art	232	Chemical & Biomedical Engineering	94
Political Science/IR	220	Biology, Geology & Environmental Science	93

Table 6.7: Fall 2013 Top 15 Degree Seeking Programs with Highest Minority Student Enrollment by Academic Level

Undergraduate:

Major/Program	Minority Enrollment	Total Major Enrollment	Minority as a % of Total Major Enrollment
Social Work-SWKCCC	24	31	77%
Social Work-SWK	82	159	52%
Spanish-SPN	24	47	51%
Communication Management-COMM MGT	23	50	46%
NonProfit Administration-NAD	26	57	46%
Organizational Leadership Mgmt-ORL MGMT	12	28	43%
Urban Studies-UST	40	96	42%
Criminology-CRIM	137	337	41%
Art-ART	30	75	40%
Sociology-SOC	59	153	39%
Pharmaceutical Science-PHMSCI	10	26	38%
Communication-COM	73	196	37%
Studio Art: Graphic Design-ART DSGN	26	71	37%
Psychology-PSY	230	632	36%
Liberal Studies-LIB	17	48	35%

Graduate (excluding LAW):

Major/Program	Minority Enrollment	Total Major Enrollment	Minority as a % of Total Major Enrollment
Community Health Education-CMH	15	27	56%
Social Work-GSW	109	215	51%
Global Interaction-GLBINT	13	30	43%
Adult Learning and Development-ALD	36	90	40%
Urban Education: Learnin-UEL	10	26	38%
Accelerated Mobile MBA-AMBA-OL	10	26	38%
C&I-Early Childhood Educ-C&IECE	16	42	38%
Clinical Mental Health Cnslng-CAC	41	109	38%
Executive Business Admin-EBA	15	41	37%
C&I-Mild / Moderate-C&IMM	39	110	35%
Sport Management-GSM	9	27	33%
Public Administration-MPA	22	79	28%
Educational Administration-EAD	12	44	27%
Nursing-GNR	12	45	27%
Graduate Education Licensure-EDUC-LIC	66	254	26%

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

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

Major/Program	Minority Enrollment	Total Major Enrollment	Minority as a % of Total Major Enrollment
Pre-Liberal Arts & Social Sci-PLASS	38	60	63%
Pre-Social Work-PSWK	93	163	57%
Exploratory Nursing-PNURS	96	187	51%
Pre-Educ & Human Serv (Educ)-PEHSE	57	115	50%
Pre-Medicine-PREMEDPB	28	69	41%
Pre-Music-PMUS	24	62	39%
Pre-Veterinary Medicine-PREVET	12	32	38%
Pre-Medicine-PREMED	105	280	38%
Pre-Pharmacy-PREPHAR	28	81	35%
Pre-Dentistry-PREDENT	18	53	34%

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 2013 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	99	105	94%
Early Childhood Education-ECE	193	213	91%
Health Science Pre-Occ Thrpy-HSTHO	141	159	89%
Nursing, BSN - Accelerated-NUBAPB	59	70	84%
NonProfit Administration-NAD	47	57	82%
Moderate/Intensive Educ'Needs-SEDMI	26	32	81%
Nursing, BSN/RN-NUB	182	225	81%
Psychology (LR)-PSYLR	70	87	80%
Mild/Moderate Educational Need-SEDMI	78	97	80%
Social Work-SWKCCC	24	31	77%
Social Work-SWK	123	159	77%
Psychology-PSY	488	632	77%
Spanish-SPN	36	47	77%
Health Sciences BS-HSCBS	228	309	74%
Anthropology-ANT	63	86	73%

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

Graduate (excluding LAW):

Major/Program	Female Enrollment	Total Major Enrollment	Female as a % of Total Major Enrollment
C&I-Early Childhood Educ-C&IECE	41	42	98%
C&I-Literacy Dev-Reading-C&ILITRDG	39	40	98%
Nursing-GNR	43	45	96%
Speech Pathology and Aud-GSP	50	53	94%
Counselor Education-CNS	48	55	87%
Social Work-GSW	182	215	85%
Master of Occupational Therapy-MOT	98	118	83%
C&I-Moderate / Intensive-C&IMI	34	41	83%
Community Health Education-CMH	22	27	81%
Adult Learning and Development-ALD	72	90	80%
Labor Relations and Huma-GLR	58	73	79%
Health Science- Phy. A. Track-GHE-PA	48	61	79%
Curriculum and Instruction-C&I	39	50	78%
Educational Administration-EAD	34	44	77%
Clinical Mental Health Cnslng-CAC	84	109	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	29	32	91%
Preparatory Nursing-PSNUR	211	239	88%
Pre-Social Work-PSWK	136	163	83%
Exploratory Nursing-PNURS	153	187	82%
Pre-Education-PEDU	117	174	67%
Pre-Educ & Human Serv (Educ)-PEHSE	77	115	67%
Pre-Medicine-PREMEDPB	45	69	65%
Pre-Dentistry-PREDENT	34	53	64%
Pre-Medicine-PREMED	163	280	58%
Pre-Music-PMUS	36	62	58%

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	2009		2010		2011		2012		2013		Percent Change				
	Sections	Avg. Size	1-Year		5-Year										
											Sections	Avg. Size	Sections	Avg. Size	
Business															
Day	38	17	44	17	41	17	42	15	36	16	-14%	2%	-5%	-10%	
Evening	88	21	87	22	91	19	88	19	88	19	0%	3%	0%	-7%	
Other*	30	28	26	28	29	27	36	22	34	21	-6%	-6%	13%	-25%	
Total	156	21	157	21	161	20	166	19	158	19	-5%	-2%	1%	-12%	
CLASS															
Day	77	17	74	18	52	23	40	22	46	19	15%	-15%	-40%	12%	
Evening	43	14	46	16	20	19	22	20	24	16	9%	-18%	-44%	15%	
Other*	22	23	33	24	54	23	62	25	53	24	-15%	-2%	141%	6%	
Total	142	17	153	18	126	23	124	22	123	21	-1%	-7%	-13%	22%	
Education															
Day	49	21	29	17	22	19	25	13	20	14	-20%	12%	-59%	-33%	
Evening	66	17	63	15	50	16	50	13	39	15	-22%	13%	-41%	-15%	
Other*	60	19	69	21	75	20	80	17	90	16	13%	-3%	50%	-14%	
Total	175	19	161	18	147	18	155	17	149	15	-4%	-8%	-15%	-18%	
Nursing															
Day	-	-	7	40	2	68	3	64	3	65	0%	2%	-	-	
Evening	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other*	-	-	7	15	8	19	4	13	6	12	50%	-6%	-	-	
Total	-	-	14	27	10	29	7	35	9	30	29%	-15%	-	-	
Engineering															
Day	-	-	1	17	3	14	5	23	5	24	0%	5%	-	-	
Evening	1	5	4	30	2	32	5	29	4	33	-20%	14%	300%	560%	
Other*	-	-	-	-	-	-	2	-	-	-	-100%	-	-	-	
Total	1	5	5	27	5	21	12	23	9	28	-25%	23%	800%	462%	
Science															
Day	67	25	87	24	76	27	80	23	76	24	-5%	3%	13%	-6%	
Evening	25	19	19	19	15	20	15	17	13	17	-13%	3%	-48%	-10%	
Other*	28	18	17	24	34	21	37	22	58	20	57%	-10%	107%	13%	
Total	120	22	123	23	125	24	132	23	147	22	11%	-5%	23%	-2%	
Urban Affairs															
Day	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Evening	8	19	9	20	10	22	11	23	11	11	0%	-53%	38%	-42%	
Other*	18	39	17	35	20	35	23	26	22	27	-4%	2%	22%	-31%	
Total	26	33	26	30	30	31	34	21	33	21	-3%	1%	27%	-34%	

(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	2009		2010		2011		2012		2013		Percent Change				
	Sections	Avg. Size	1-Year		5-Year										
											Sections	Avg. Size	Sections	Avg. Size	
Law															
Day	1	24	2	8	3	25	3	30	6	8	100%	-73%	500%	-65%	
Evening	8	25	8	21	7	19	7	15	9	14	29%	-12%	13%	-45%	
Other*	2	19	2	28	3	25	2	24	2	15	0%	-40%	0%	-24%	
Total	11	23	12	20	13	22	12	21	17	12	42%	-43%	55%	-50%	
Undergraduate Studies															
Day	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Evening	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total	-	-	-	-	-	-									
Honors															
Day	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Evening	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total	-	-	-	-	-	-									
University Total															
Day	232	17	244	20	199	23	198	21	192	20	-3%	-5%	-17%	21%	
Evening	239	16	236	19	195	19	198	18	188	17	-5%	-3%	-21%	10%	
Other*	160	23	171	24	223	23	246	21	265	20	8%	-7%	66%	-12%	
Total	631	20	651	21	617	22	642	20	645	19	0%	-5%	2%	-5%	

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

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

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

Day: Monday – Friday 7 am to 4 pm.

Evening: Monday – Thursday 4 pm to 12 am.

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

College	2009		2010		2011		2012		2013		Percent Change				
	Sections	Avg. Size	1-Year		5-Year										
											Sections	Avg. Size	Sections	Avg. Size	
Business															
Day	89	33	94	34	96	33	88	33	87	34	-1%	2%	-2%	3%	
Evening	143	25	156	25	156	24	152	24	152	25	0%	3%	6%	-2%	
Other*	50	28	47	30	45	31	59	25	58	28	-2%	11%	16%	-2%	
Total	282	28	297	29	297	28	299	27	297	28	-1%	3%	5%	-1%	
CLASS															
Day	360	29	365	29	336	30	352	28	386	29	10%	4%	7%	1%	
Evening	138	23	153	24	148	23	140	26	129	25	-8%	-1.7%	-7%	7%	
Other*	43	19	51	19	61	22	51	26	51	25	0%	-6%	19%	31%	
Total	541	27	569	27	545	28	543	28	566	28	4%	-1%	5%	4%	
Education															
Day	83	24	54	22	48	23	43	23	41	24	-5%	3%	-51%	0%	
Evening	118	21	114	20	100	21	105	18	104	19	-1%	4%	-12%	-9%	
Other*	72	20	71	21	74	22	82	19	98	20	20%	3%	36%	-4%	
Total	273	22	239	21	222	22	230	21	243	20	6%	-6%	-11%	-7%	
Nursing															
Day	-	-	13	57	14	73	13	72	14	69	8%	-5%	-	-	
Evening	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other*	-	-	11	19	13	15	12	17	12	17	0%	-3%	-	-	
Total	-	-	24	40	27	45	25	47	26	45	4%	-5%	-	-	
Engineering															
Day	34	27	39	29	41	30	41	32	45	32	10%	-1%	32%	18%	
Evening	59	20	72	18	64	21	64	22	69	23	8%	8%	17%	20%	
Other*	5	13	10	11	8	17	3	14	1	54	-67%	286%	-80%	322%	
Total	98	22	121	21	113	24	108	25	115	27	6%	8%	17%	24%	
Science															
Day	218	41	217	41	201	47	219	42	233	44	6%	5%	7%	9%	
Evening	90	29	88	30	81	31	89	33	84	33	-6%	0%	-7%	16%	
Other*	42	23	37	23	43	27	41	31	58	29	41%	-4%	38%	27%	
Total	350	36	342	36	325	40	349	42	375	40	7%	-6%	7%	11%	

(continued on next page)

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

(continued from previous page)

College	2009		2010		2011		2012		2013		Percent Change				
	Sections	Avg. Size	1-Year		5-Year										
											Sections	Avg. Size	Sections	Avg. Size	
Urban Affairs															
Day	10	34	8	45	11	39	13	32	10	46	-23%	40%	0%	35%	
Evening	30	26	42	23	43	23	48	21	48	19	0%	-7%	60%	-25%	
Other*	28	43	31	42	29	44	23	43	27	41	17%	-5%	-4%	-5%	
Total	68	34	81	33	83	33	84	30	85	29	1%	-2%	25%	-14%	
Law															
Day	48	35	48	34	50	29	41	28	40	28	-2%	-1%	-17%	-20%	
Evening	45	22	43	20	38	21	41	20	41	15	0%	-24%	-9%	-31%	
Other*	3	13	4	17	29	14	4	14	4	12	0%	-13%	33%	-10%	
Total	96	28	95	27	117	25	86	23	85	21	-1%	-11%	-11%	-25%	
Undergraduate Studies															
Day	43	24	47	22	45	25	53	25	60	25	13%	-2%	40%	3%	
Evening	4	8	3	13	3	18	2	23	5	19	150%	-15%	25%	140%	
Other*	-	-	-	-	0	-	2	19.5	2	13	0%	-33%	-	-	
Total	47	22	50	21	48	25	57	25	67	24	18%	-4%	43%	6%	
Honors															
Day	5	18	8	18	7	16	7	16	8	21	14%	26%	60%	17%	
Evening	1	11	0	0	-	-	-	-	-	-	-	-	-100%	-100%	
Other*	1	18	0	0	1	24	1	20	2	18	100%	-13%	100%	-3%	
Total	7	17	8	18	8	17	8	16	10	20	25%	24%	43%	20%	
University Total															
Day	890	30	893	32	849	34	870	21	924	34	6%	59%	4%	14%	
Evening	628	23	671	23	633	24	641	18	632	24	-1%	33%	1%	4%	
Other*	244	19	262	25	303	26	278	21	313	25	13%	19%	28%	37%	
Total	1,762	28	1,826	28	1,785	29	1,789	28	1,869	29	4%	2%	6%	4%	

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

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

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

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

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

College	2010		2011		2012		2013		2014		Percent Change				
	Sections	Avg. Size	1 Year		5 Year										
											Sections	Avg. Size	Sections	Avg. Size	
Business															
Day	91	34	93	31	87	32	82	34	83	34	1%	0%	-9%	0%	
Evening	135	27	160	24	159	23	153	25	143	25	-7%	1%	6%	-6%	
Other*	40	29	42	27	46	26	52	25	51	29	-2%	20%	28%	1%	
Total	266	30	295	27	292	26	287	28	277	29	-3%	4%	4%	-4%	
CLASS															
Day	326	29	335	28	308	30	329	30	343	30	4%	-1%	5%	3%	
Evening	162	21	150	21	131	23	134	24	129	23	-4%	-3%	-20%	11%	
Other*	48	19	61	23	52	26	61	24	60	24	-2%	-2%	25%	26%	
Total	536	26	546	25	491	28	524	28	532	28	2%	-1%	-1%	8%	
Education															
Day	76	25	53	22	55	21	46	22	42	23	-9%	5%	-45%	-10%	
Evening	117	20	103	21	102	19	104	20	98	18	-6%	-7%	-16%	-10%	
Other*	75	22	69	24	77	22	84	22	93	20	11%	-7%	24%	-7%	
Total	268	22	225	22	234	20	234	21	233	20	0%	-4%	-13%	-11%	
Nursing															
Day	-	-	14	59	14	72	14	70	14	70	0%	0%	-	-	
Evening	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other*	-	-	15	16	14	13	9	22	11	16	22%	-29%	-	-	
Total	-	-	29	36	28	42	23	53	25	46	9%	-13%	-	-	
Engineering															
Day	42	23	44	24	43	27	48	28	51	30	6%	7%	21%	29%	
Evening	60	19	65	21	56	22	55	23	76	22	38%	-3%	27%	13%	
Other*	3	12	3	19	6	18	2	32	-	-	-100%	-100%	-100%	-100%	
Total	105	21	112	22	105	24	105	25	127	25	21%	0%	21%	20%	
Science															
Day	187	42	181	41	189	42	204	42	209	43	2%	1%	12%	2%	
Evening	89	31	96	30	87	31	87	31	90	32	3%	5%	1%	3%	
Other*	37	25	38	27	45	27	47	29	58	28	23%	-5%	57%	13%	
Total	313	37	315	36	321	37	338	38	357	38	6%	0%	14%	2%	

(continued on next page)

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	1 Year Sections	1 Year Avg. Size	5 Year Sections	5 Year Avg. Size								
Urban Affairs														
Day	11	37	10	40	13	39	11	41	13	37	18%	-9%	18%	0%
Evening	40	21	44	22	44	19	42	20	50	17	19%	-15%	25%	-19%
Other*	28	42	29	42	28	45	25	46	28	41	12%	-10%	0%	-2%
Total	79	31	83	31	85	31	78	31	91	27	17%	-13%	15%	-11%
Law														
Day	50	33	46	34	44	31	41	28	41	25	0%	-13%	-18%	-25%
Evening	40	21	39	19	39	21	28	19	33	17	18%	-8%	-18%	-18%
Other*	3	23	4	30	2	19	4	27	3	19	-25%	-30%	0%	-19%
Total	93	27	89	27	85	26	73	25	77	21	5%	-13%	-17%	-23%
Undergraduate Studies														
Day	9	19	7	23	8	23	8	26	8	24	0%	-5%	-11%	30%
Evening	1	29	1	18	0	0	1	21	1	20	0%	-5%	0%	-31%
Other*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	10	20	8	22	8	23	9	25	9	24	0%	-5%	-10%	21%
Honors														
Day	3	18	5	19.8	4	15.5	4	17	6	20	50%	17%	100%	10%
Evening	0	0	-	-	-	-	-	-	-	-	-	-	-	-
Other*	3	15	2	16	3	13	0	0	3	19	-	-	0%	27%
Total	6	16	7	19	7	14	4	17	9	19	125%	14%	50%	19%
University Total														
Day	795	30	788	32	765	33	787	34	810	34	3%	0%	2%	14%
Evening	644	21	658	23	618	23	604	24	620	23	3%	-3%	-4%	10%
Other*	237	19	263	26	273	26	284	26	307	26	8%	-3%	30%	33%
Total	1,676	28	1,709	27	1,656	28	1,675	29	1,737	29	4%	-1%	4%	3%

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

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

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

Day: Monday – Friday 7 am to 4 pm.

Evening: Monday – Thursday 4 pm to 12 am.

**Table 6.12: Fall Undergraduate Student FTE by College and Class Time: 5-Year Trend
Fall 2009 – 2013**

College	Day					Percent Change		Evening & Weekends					Percent Change		Unknown*					Percent Change	
	2009	2010	2011	2012	2013	1-Year	5-Year	2009	2010	2011	2012	2013	1-Year	5-Year	2009	2010	2011	2012	2013	1-Year	5-Year
Business	598	631	626	581	607	4%	1%	380	414	407	400	387	-3%	2%	88	97	99	145	157	8%	79%
CLASS	2,552	2,648	2,489	2,548	2,755	8%	8%	632	703	687	720	648	-10%	3%	197	235	315	314	314	0%	59%
Education	385	213	180	164	150	-9%	-61%	171	153	140	153	149	-3%	-13%	129	139	165	172	197	14%	52%
Nursing	-	186	246	258	261	1%	-	-	-	4	2	1	-50%	-	-	23	24	22	20	-11%	-
Engineering	206	262	281	275	320	16%	55%	166	182	189	201	231	15%	39%	5	15	20	16	12	-23%	143%
Science	1,970	2,100	2,258	2,390	2,539	6%	29%	529	580	532	611	630	3%	19%	118	142	235	261	310	19%	163%
Urban Affairs	99	105	122	129	121	-6%	23%	80	122	141	120	139	16%	74%	252	295	296	284	283	0%	12%
Undergraduate Studies	68	68	76	89	98	10%	44%	2	3	4	3	6	113%	200%	-	-	-	3	2	-33%	-
Honors	6	10	8	7	8	19%	30%	1	-	-	-	-	-	-100%	1	-	2	1	-	-100%	-100%
Other ¹	10	10	7	11	12	5%	15%	1	0	2	0	0	-17%	-50%	14	13	9	15	13	-15%	-9%
Total	5,895	6,232	6,294	6,451	6,872	7%	17%	1,961	2,158	2,105	2,211	2,192	-1%	12%	805	958	1,164	1,233	1,308	6%	62%

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 2009 – 2013**

College	Day					Percent Change		Evening & Weekends					Percent Change		Unknown*					Percent Change	
	2009	2010	2011	2012	2013	1-Year	5-Year	2009	2010	2011	2012	2013	1-Year	5-Year	2009	2010	2011	2012	2013	1-Year	5-Year
Business	59	64	56	48	36	-26%	-40%	500	522	521	488	491	1%	-2%	94	113	102	131	141	8%	49%
CLASS	51	58	60	61	52	-14%	3%	229	218	233	201	195	-3%	-15%	58	64	65	78	64	-18%	11%
Education	28	18	14	2	8	265%	-70%	442	428	382	348	335	-4%	-24%	176	203	221	238	242	2%	38%
Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	18	21	20	22	22	1%	24%
Engineering	20	19	12	18	18	-2%	-11%	121	148	144	123	150	22%	24%	40	40	40	37	40	9%	-1%
Science	201	221	227	246	228	-8%	13%	98	90	121	124	122	-2%	24%	107	125	131	126	144	14%	35%
Urban Affairs	1	-	1	-	-	-	-100%	148	170	144	132	118	-10%	-20%	51	24	29	18	17	-5%	-66%
Law	346	328	299	262	255	-3%	-26%	214	194	185	171	137	-20%	-36%	7	12	11	19	16	-17%	137%
Graduate Studies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other ²	1	1	-	1	0	-43%	-70%	-	-	-	-	-	-	-	27	31	58	58	50	-14%	83%
Total	708	709	669	639	598	-6%	-16%	1,752	1,771	1,731	1,586	1,548	-2%	-12%	577	633	677	726	736	1%	27%

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	
	2009-10	2010-11	2011-12	2012-13	2013-14	1-Year	5-Year	2009-10	2010-11	2011-12	2012-13	2013-14	1-Year	5-Year
Summer	2,105	2,533	3,012	3,044	2,972	-2%	41%	9,261	11,711	14,919	15,348	15,153	-1%	64%
Fall	3,104	3,589	4,064	4,287	4,555	6%	47%	12,646	15,127	18,159	19,659	21,190	8%	68%
Spring	3,128	3,770	4,176	4,305	4,489	4%	44%	14,470	16,563	19,073	19,674	20,965	7%	45%
Total	8,337	9,892	11,252	11,636	12,016	3%	44%	36,377	43,401	52,151	54,681	57,308	5%	58%

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

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

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

Figure 6.14a: Annual Web Historical Enrollment and SCH Trends

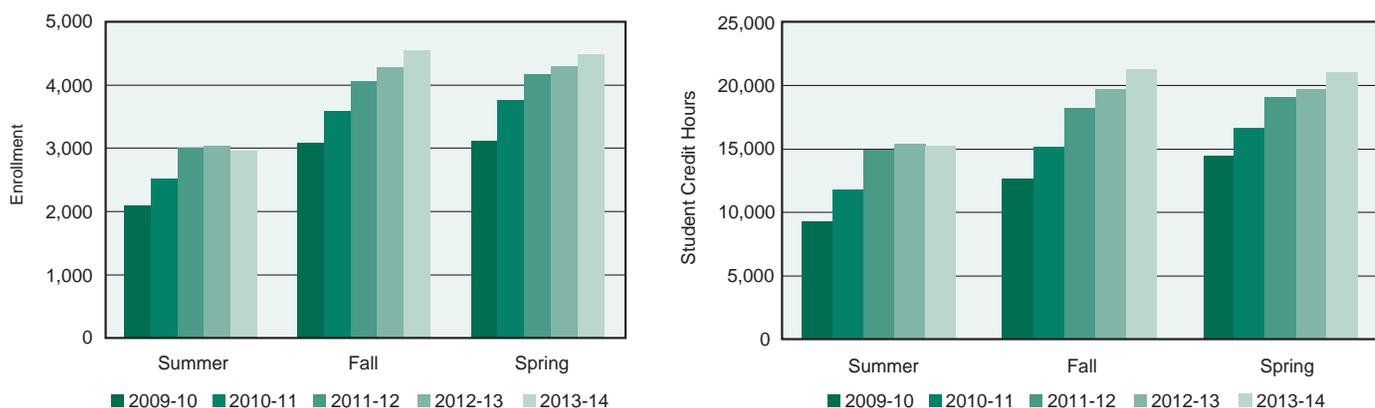


Table 6.14b: 5-Year Trends in Web-Based Instructional Delivery
Student Credit Hours Generated

Undergraduate

Web-Based**	Fall					Percent Change	
	2009	2010	2011	2012	2013	1-Year	5-Year
Business	1,146	1,137	1,301	1,819	2,185	20%	91%
CLASS	1,588	2,089	2,975	3,230	3,166	-2%	99%
Education	1,083	1,443	1,330	1,391	1,926	38%	78%
Engineering	6	140	236	203	60	-70%	900%
Nursing	-	-	316	316	292	-8%	-
Science	1,227	1,726	2,806	3,329	3,703	11%	202%
Urban Affairs	3,307	3,769	3,982	3,633	3,833	6%	16%
Other (AF-CSC-MSC)	82	72	65	86	86	0%	5%
Total	8,439	10,376	13,011	14,007	15,251	9%	81%

Graduate

Web-Based**	Fall					Percent Change	
	2009	2010	2011	2012	2013	1-Year	5-Year
Business	1,079	1,196	1,203	1,432	1,644	15%	52%
CLASS	84	166	134	283	136	-52%	62%
Education	2,054	2,718	2,683	2,738	2,946	8%	43%
Engineering	45	100	88	84	152	81%	238%
Nursing	-	-	282	303	299	-1%	-
Science	373	368	438	662	604	-9%	62%
Urban Affairs	571	196	320	144	140	-3%	-75%
Other (AF-CSC-MSC)	1	7		6	18	200%	1700%
Total	3,635	4,751	5,148	5,652	5,939	5%	63%

Totals

Web-Based**	Fall					Percent Change	
	2009	2010	2011	2012	2013	1-Year	5-Year
Business	2,225	2,333	2,504	3,251	3,829	18%	72%
CLASS	1,672	2,255	3,109	3,513	3,302	-6%	97%
Education	3,137	4,161	4,013	4,129	4,872	18%	55%
Engineering	51	240	324	287	212	-26%	316%
Nursing	-	-	-	619	591	-5%	-
Science	1,600	2,094	3,244	3,991	4,307	8%	169%
Urban Affairs	3,878	3,965	4,302	3,777	3,973	5%	2%
Other (AF-CSC-MSC)	83	79	65	92	104	13%	25%
Total	12,646	15,127	17,561	19,659	21,190	8%	68%

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

Trends in Interactive Video Delivery

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

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

Undergraduate							
Interactive Video*	2009	2010	Fall			Percent Change	
			2011	2012	2013	1-Year	5-Year
Business	-	78	-	-	-	-	-
CLASS	131	20	48	-	-	-	-
Education	-	4	-	-	-	-	-
Engineering	-	183	-	92	116	26%	-
Science	126	120	75	93	16	-83%	-87%
Urban Affairs	348	296	776	400	528	32%	52%
Total	605	701	899	585	660	13%	9%

Graduate							
Interactive Video*	2009	2010	Fall			Percent Change	
			2011	2012	2013	1-Year	5-Year
Business	-	-	-	-	-	-	-
CLASS	925	993	1,119	489	447	-9%	-52%
Education	246	364	213	136	225	65%	-9%
Engineering	-	-	-	-	-	-	-
Science	-	-	-	-	-	-	-
Urban Affairs	104	12	28	4	-	-	-
Total	1,275	1,369	1,360	629	672	7%	-47%

Total							
Interactive Video*	2009	2010	Fall			Percent Change	
			2011	2012	2013	1-Year	5-Year
Business	-	78	-	-	-	-	-
CLASS	1,056	1,013	1,167	489	447	-9%	-58%
Education	246	368	213	136	225	65%	-9%
Engineering	-	183	-	92	116	26%	-
Science	126	120	75	93	16	-83%	-87%
Urban Affairs	452	308	804	404	528	31%	17%
Total	1,880	2,070	2,259	1,214	1,332	10%	-29%

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

Table 6.16: Cleveland State University Michael Schwartz Library Collections, FY 2013

Resources	Library FY 2013	
	Total Titles	Total Volumes/Items
Print Resources in Scholar		
Monographs	471,516	555,566
Scores	13,800	22,496
Periodicals and books (to be added to Scholar)		12,572
Classed Serials	6,634	58,806
Periodicals	26,295	170,881
Theses and Dissertations	3,273	4,194
Print Resources in Microform	10,794	225,046
Total Print Resources	532,312	1,049,561
Media Resources in Scholar		
Audio Resources	16,770	21,492
Video Resource	11,792	14,745
Other Resources	870	2,737
Total Media Resources	29,432	38,974
Total Physical Resources	561,744	1,088,535
Electronic Resources in Scholar		
Electronic Books	128,923	128,952
Electronic Journals	48,843	48,843
Electronic Serials	204	204
Databases	744	744
Websites	2,193	2,193
Streaming Audio	4,772	4,772
Streaming Video	8,781	8,781
Total Electronic Resources	194,460	194,489
Total digital resources in CONTENTdm	53,115	53,115
Total digital resources in EngagedScholarship@CSU	6,883	6,883
Total Locally Digitized Resources	59,998	59,998
Total Digital Resources	254,458	254,458
GRAND TOTAL	816,202	1,342,993
Archival Resources		
Special Collections	406	7,153
University Archives	427	3,183
Total Archival Resources	833	10,336
Current Subscriptions		
Paper Periodical		36
Electronic Periodicals (paid subscriptions, including EJC)		10,807
Other Paper Continuing Resources		88
Other Electronic Continuing Resources (not journals)		433
Total Subscriptions		11,364

Table 6.17: Michael Schwartz Library Use Statistics

DIGITAL RESOURCE USE TRENDS	FY 09	FY 10	FY 11	FY 12	FY 13
Searches on Scholar catalog	2,275,195	1,394,654	1,623,618	1,224,802	1,921,510
Electronic resource searches (OhioLINK)	963,866	1,580,449	1,608,342	1,826,607	2,682,681
Electronic resource searches (CSU purchased)	189,202	519,676	307,958	402,968	369,815
Electronic resource downloads (OhioLINK)	482,965	344,685	370,527	476,861	410,995
Electronic resource downloads (CSU purchased)	74,939	71,534	76,950	127,418	113,563
Electronic books use (OhioLINK)	29,699	34,137	37,099	28,279†	21,665
Electronic books use (ebrary section requests - CSU purchased)	29,150	74,958	108,167	78,831	82,772
Electronic books use (ebrary section requests - CSU produced)	n/a	1,852	56,168	64,239	n/a*
Electronic theses/dissertations use (downloaded from ProQuest and OhioLINK ETD)	15,671	54,161	132,800	123,999	71,676
OhioLINK Digital Resource Center use (downloads)	4,845	1,791	1,179	531	4,109
OhioLINK digital video use (uses=hits on files)	946	481	596	447	n/a
Films on Demand (titles viewed)	n/a	n/a	45 (partial)	1699	3,257
OhioLINK digital audio use (Naxos music downloads)	11,535	12,562	15,410	n/a	20,274
ARTstor searches and browse	29,442	28,161	18,913	25,071	15,899
ARTstor access events (view, print, download, etc.)	34,653	20,954	21,322	28,066	33,101
EngagedScholarship@CSU (downloads)	n/a	n/a	n/a	6,520	68,937
Hits to the Library's streaming media files	21,659	18,828	4,258	13,388	80,478
Page Views on Cleveland Memory	19,763,385	27,125,236	33,157,836	450,157†	279,082
Page Views on the Library website	26,078,788	25,804,303	39,341,890	1,487,765†	1,397,600
Page Views on Library's Virtual Reference webpages	53,666	52,150	48,746	25,363†	19,241
Page Views on Library's Subject Portal webpages	133,216	135,438	128,188	53,544†	n/a**
OTHER TRENDS	FY 09	FY 10	FY 11	FY 12	FY 13
Percent of materials budget spent on electronic resources	67%	80%	83%	96%	95%
Items checked out	168,021	164,980	147,152	130,874	122,596
Visitors to the Library	500,092	509,945	490,120	527,989	542,473
Visitors (virtual) to the Library webpage	786,843	926,182	1,038,114	411,326†	440,548
Visitors (virtual) to Cleveland Memory	1,445,630	1,014,411	750,846	97,613†	130,511
Items borrowed from other OhioLINK libraries	30,332	29,893	27,300	24,485	21,810
Items loaned to other OhioLINK libraries	21,445	21,779	16,430	12,869	10,667
Items borrowed from libraries through ILL (beyond Ohio)	2,871	2,718	2,229	2,273	2,235
Items loaned to libraries through ILL (beyond Ohio)	8,781	9,639	8,475	7,096	5,376
Reference and technical questions answered	47,227	39,591	30,219	34,546	25,624
Librarian led instructional sessions	403	392	425	413	394
In-house faculty led instructional sessions	907	973	1,318	1,032	942
Other Library facility bookings for campus activities	616	644	658	650	823
IMS media equipment circulations to faculty	9,228	9,590	12,552	13,861	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 2010-2013

	2010		2011		2012		2013	
	Total Titles	Total Vol./ Units						
Titles and Volumes:								
Print titles	87,296	-	86,733	-	78,730	-	72,167	-
Non-book and Electronic Titles	14,235	-	14,978	-	20,662	-	23,429	-
Microformats	71,068	-	71,082	-	71,082	-	71,082	-
Volumes (excluding microforms)	-	303,317	-	299,131	-	290,850	-	273,783
Volumes equivalent of microforms	-	234,922	-	235,284	-	235,776	-	235,769

Source: Law Library

Table 6.19: Cleveland State University Law Library Statistics 2010-2013

	2010		2011		2012		2013	
	Requests	Filled	Requests	Filled	Requests	Filled	Requests	Filled
Number of material requests <i>sent</i> by Law library	3,478	3,462	2,652	2,612	2,329	2,286	2,386	2,374
Number of material request <i>received</i> by Law library	3,206	2,983	2,153	1,951	2,596	2,012	1,803	1,554

Source: Law Library



Faculty & Staff

7



Cleveland State University
2014 Book of Trends

Table 7.1: Full-Time Employees by Standard Occupational Classification (SOC) Fall 2013

SOC Category	Count	% of Total
Management	242	16.0%
Faculty	511	33.7%
Archivists/Curators/Museum Technicians	18	1.2%
Non-Postsecondary Teaching	77	5.1%
Business/Financial Operations	92	6.1%
Computer/Engineering/Science	135	8.9%
Comm Service/Legal/Arts/Media	60	4.0%
Health Practitioners & Technical Occupations	13	0.9%
Service	97	6.4%
Sales and Related	3	0.2%
Office/Administrative Support	238	15.7%
Natural Resources/Construct/Mnt	22	1.5%
Production/Transport/Material	8	0.5%
Total Full-time Employees	1,516	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 2013

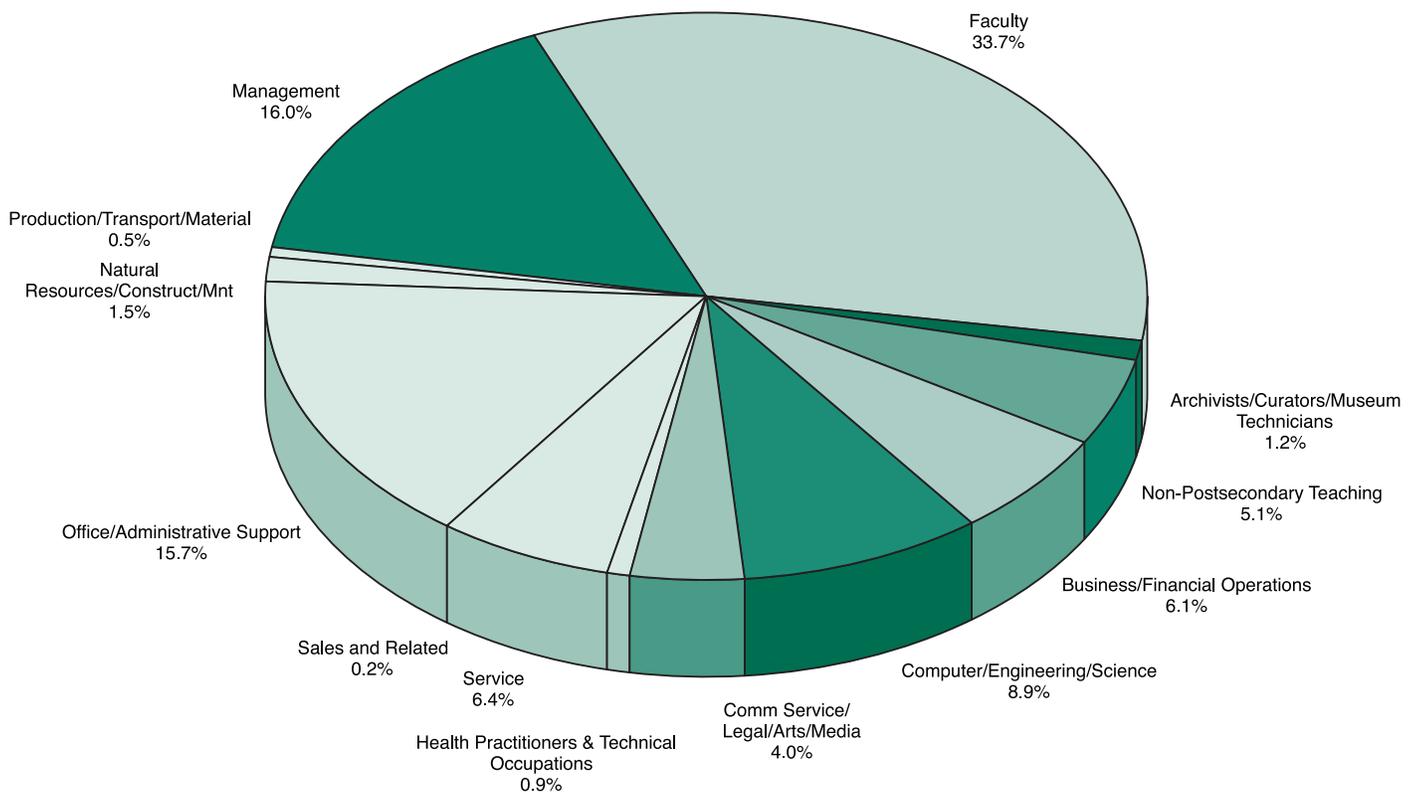


Table 7.2: Full-Time Employees by Gender, Ethnicity, and (SOC) Category
Fall 2012 - Fall 2013

SOC Category/Ethnicity	2012		2013	
	Male	Female	Male	Female
Management				
Non Resident Alien	-	-	-	-
White	86	91	86	100
Black/African American	7	27	7	26
Hispanic/Latino	4	1	6	2
Asian	10	2	8	3
American Indian/Alaskan Native	-	-	1	-
Other Pacific Islander/Native Hawaiian	-	-	-	-
Two or More Races	1	-	1	1
Unknown	-	-	-	1
Total	108	121	109	133

Faculty				
Non Resident Alien	9	3	13	4
White	220	160	206	161
Black/African American	15	20	17	21
Hispanic/Latino	9	3	9	3
Asian	56	23	54	20
American Indian/Alaskan Native	-	-	-	-
Other Pacific Islander/Native Hawaiian	1	-	-	-
Two or More Races	-	-	-	1
Unknown	-	1	-	2
Total	310	210	299	212

Archivists/Curators/Museum Technicians				
Non Resident Alien	-	-	-	-
White	3	13	3	13
Black/African American	-	-	-	-
Hispanic/Latino	-	-	1	-
Asian	-	1	-	1
American Indian/Alaskan Native	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-
Two or More Races	-	-	-	-
Unknown	-	-	-	-
Total	3	14	4	14

Non-Postsecondary Teaching				
Non Resident Alien	-	1	-	-
White	16	45	15	46
Black/African American	1	9	1	10
Hispanic/Latino	-	3	-	3
Asian	-	-	-	-
American Indian/Alaskan Native	-	1	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-
Two or More Races	-	2	-	2
Unknown	-	-	-	-
Total	17	61	16	61

SOC Category/Ethnicity	2012		2013	
	Male	Female	Male	Female
Business/Financial Operations				
Non Resident Alien	1	-	1	-
White	23	42	23	45
Black/African American	3	13	7	14
Hispanic/Latino	-	2	1	1
Asian	-	-	-	-
American Indian/Alaskan Native	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-
Two or More Races	-	-	-	-
Unknown	-	-	-	-
Total	27	57	32	60

Computer/Engineering/Science				
Non Resident Alien	3	2	4	2
White	74	35	75	29
Black/African American	5	5	6	5
Hispanic/Latino	-	2	1	2
Asian	9	2	9	2
American Indian/Alaskan Native	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-
Two or More Races	-	-	-	-
Unknown	-	-	-	-
Total	91	46	95	40

Comm Service/Legal/Arts/Media				
Non Resident Alien	1	-	-	1
White	23	22	24	20
Black/African American	8	8	7	7
Hispanic/Latino	1	-	1	-
Asian	-	-	-	-
American Indian/Alaskan Native	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-
Two or More Races	-	-	-	-
Unknown	-	-	-	-
Total	33	30	32	28

Health Practitioners & Technical Occupations				
Non Resident Alien	-	-	-	-
White	2	8	2	8
Black/African American	-	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

Table 7.2: Full-Time Employees by Gender, Ethnicity, and (SOC) Category
Fall 2012 - Fall 2013

SOC Category/Ethnicity	2012		2013	
	Male	Female	Male	Female
Service				
Non Resident Alien	-	-	-	-
White	27	4	24	4
Black/African American	39	25	38	24
Hispanic/Latino	4	1	4	1
Asian	-	-	-	-
American Indian/Alaskan Native	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-
Two or More Races	-	-	-	-
Unknown	2	-	2	-
Total	72	30	68	29

Sales and Related				
Non Resident Alien	-	-	-	-
White	2	-	1	1
Black/African American	1	-	1	-
Hispanic/Latino	-	-	-	-
Asian	-	-	-	-
American Indian/Alaskan Native	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-
Two or More Races	-	-	-	-
Unknown	-	-	-	-
Total	3	-	2	1

Office/Administrative Support				
Non Resident Alien	-	-	-	-
White	14	135	14	136
Black/African American	8	73	9	67
Hispanic/Latino	1	2	1	4
Asian	1	3	1	2
American Indian/Alaskan Native	-	-	-	2
Other Pacific Islander/Native Hawaiian	-	-	-	-
Two or More Races	-	2	-	2
Unknown	-	-	-	-
Total	24	215	25	213

Natural Resources/Construct/Mnt				
Non Resident Alien	-	-	-	-
White	21	-	15	-
Black/African American	6	-	6	-
Hispanic/Latino	1	-	1	-
Asian	-	-	-	-
American Indian/Alaskan Native	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-
Two or More Races	-	-	-	-
Unknown	-	-	-	-
Total	28	-	22	-

SOC Category/Ethnicity	2012		2013	
	Male	Female	Male	Female
Production/Transport/Material				
Non Resident Alien	-	-	-	-
White	8	-	6	1
Black/African American	1	1	-	-
Hispanic/Latino	1	-	1	-
Asian	-	-	-	-
American Indian/Alaskan Native	-	-	-	-
Other Pacific Islander/Native Hawaiian	-	-	-	-
Two or More Races	-	-	-	-
Unknown	-	-	-	-
Total	10	1	7	1

Total Full-Time Employees				
Non Resident Alien	14	6	18	7
White	519	555	480	428
Black/African American	94	182	90	109
Hispanic/Latino	21	14	25	12
Asian	77	32	72	26
Native American/Alaskan Native	-	1	1	-
Other Pacific Islander/Native Hawaiian	1	-	-	-
Two or More Races	1	4	1	4
Unknown	2	1	2	3
Total	729	795	689	589

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 2013

	2012	2013		2012	2013
Management			Business/Financial Operations		
Women	53%	55%	Women	68%	65%
Blacks/African American	15%	14%	Blacks/African American	19%	23%
Hispanic/Latino	2%	3%	Hispanic/Latino	2%	2%
Asian	5%	5%	Asian	0%	0%
Native American/Alaskan Native	0%	0%	Native American/Alaskan Native	0%	0%
Other Pacific Islander/Native Hawaiian	0%	0%	Other Pacific Islander/Native Hawaiian	0%	0%
Two or More Races	0%	1%	Two or More Races	0%	0%
Minorities	23%	23%	Minorities	21%	25%
Faculty			Computer/Engineering/Science		
Women	40%	41%	Women	34%	30%
Blacks/African American	7%	7%	Blacks/African American	7%	8%
Hispanic/Latino	2%	2%	Hispanic/Latino	1%	2%
Asian	15%	14%	Asian	8%	8%
Native American/Alaskan Native	0%	0%	Native American/Alaskan Native	0%	0%
Other Pacific Islander/Native Hawaiian	0%	0%	Other Pacific Islander/Native Hawaiian	0%	0%
Two or More Races	0%	0%	Two or More Races	0%	0%
Minorities	24%	24%	Minorities	17%	19%
Archivists/Curators/Museum Technicians			Comm Service/Legal/Arts/Media		
Women	82%	78%	Women	48%	47%
Blacks/African American	0%	0%	Blacks/African American	25%	23%
Hispanic/Latino	0%	6%	Hispanic/Latino	2%	2%
Asian	6%	6%	Asian	0%	0%
Native American/Alaskan Native	0%	0%	Native American/Alaskan Native	0%	0%
Other Pacific Islander/Native Hawaiian	0%	0%	Other Pacific Islander/Native Hawaiian	0%	0%
Two or More Races	0%	0%	Two or More Races	0%	0%
Minorities	6%	11%	Minorities	27%	25%
Non-Postsecondary Teaching			Health Practitioners & Technical Occupations		
Women	78%	79%	Women	77%	77%
Blacks/African American	13%	14%	Blacks/African American	8%	15%
Hispanic/Latino	4%	4%	Hispanic/Latino	0%	0%
Asian	0%	0%	Asian	15%	8%
Native American/Alaskan Native	1%	0%	Native American/Alaskan Native	0%	0%
Other Pacific Islander/Native Hawaiian	0%	0%	Other Pacific Islander/Native Hawaiian	0%	0%
Two or More Races	3%	3%	Two or More Races	0%	0%
Minorities	21%	21%	Minorities	23%	23%

Table 7.3: **Full-Time Employees: Women and Minorities as a Percentage of Total by SOC Category**
Fall 2012 - Fall 2013

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

	2012	2013
Production/Transport/Material		
Women	9%	13%
Blacks/African American	18%	0%
Hispanic/Latino	9%	13%
Asian	0%	0%
Native American/Alaskan Native	0%	0%
Other Pacific Islander/Native Hawaiian	0%	0%
Two or More Races	0%	0%
Minorities	27%	13%
Total Full-Time Employees		
Women	52%	46%
Blacks/African American	18%	16%
Hispanic/Latino	2%	3%
Asian	7%	8%
Native American/Alaskan Native	0%	0%
Other Pacific Islander/Native Hawaiian	0%	0%
Two or More Races	0%	0%
Minorities	28%	27%

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 2013

Employees						
SOC Category Description	2012			2013		
	Full Time	Part Time	Total	Full Time	Part Time	Total
Management	229	16	245	242	21	245
Faculty	520	521	1,041	511	558	1,041
Archivists/Curators/Museum Technicians	17	-	17	18	-	17
Non-Postsecondary Teaching	78	5	83	77	5	83
Business/Financial Operations	84	6	90	92	7	90
Computer/Engineering/Science	137	6	143	135	9	143
Comm Service/Legal/Arts/Media	63	35	98	60	34	98
Health Practitioners & Technical Occupations	13	1	14	13	1	14
Service	102	31	133	97	36	133
Sales and Related	3	2	5	3	1	5
Office/Administrative Support	239	30	269	238	33	269
Natural Resources/Construct/Mnt	28	-	28	22	-	28
Production/Transport/Material	11	1	12	8	-	12
Total Employees	1,524	654	2,178	1,516	705	2,178

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 2013

College	Professor		Associate Professor		Assistant Professor		Instructor		Term Faculty		Total
	N	%	N	%	N	%	N	%	N	%	N
Business	18	26%	19	28%	11	16%	2	3%	19	28%	69
CLASS	35	24%	58	40%	25	17%	-	0%	26	18%	144
Education	10	18%	37	65%	7	12%	-	0%	3	5%	57
Engineering	21	41%	21	41%	4	8%	-	0%	5	10%	51
Nursing	-	0%	9	38%	5	21%	-	0%	10	42%	24
Science	34	31%	40	36%	21	19%	-	0%	16	14%	111
Urban Affairs	6	29%	5	24%	6	29%	-	0%	4	19%	21
Law	11	32%	9	26%	3	9%	-	0%	11	32%	34
TOTAL	135	26%	198	39%	82	16%	2	0%	94	18%	511

Note: Includes only standard academic ranks.

Table 7.6: Full-Time Faculty by Gender and College
Fall 2013

College	Regular Faculty				Term Faculty				Total	
	Male		Female		Male		Female			
	N	%	N	%	N	%	N	%	N	%
Business	37	54%	13	19%	11	16%	8	12%	69	14%
CLASS	72	50%	46	32%	14	10%	12	8%	144	28%
Education	20	35%	34	60%	1	2%	2	4%	57	11%
Engineering	41	80%	5	10%	5	10%	-	0%	51	10%
Nursing	-	0%	14	58%	2	8%	8	33%	24	5%
Science	60	54%	35	32%	6	5%	10	9%	111	22%
Urban Affairs	9	43%	8	38%	2	10%	2	10%	21	4%
Law	15	44%	8	24%	4	12%	7	21%	34	7%
TOTAL	254	50%	163	32%	45	9%	49	10%	511	100%

Table 7.6a: Full-Time Faculty by College, Gender and Rank, Fall 2013

College	Gender	Professor		Associate Professor		Assistant Professor		Instructor		Term Faculty		Total
		N	%	N	%	N	%	N	%	N	%	N
Business	F	4	19%	4	19%	4	19%	1	5%	8	38%	21
	M	14	29%	15	31%	7	15%	1	2%	11	23%	48
CLASS	F	15	26%	21	36%	10	17%	-	0%	12	21%	58
	M	20	23%	37	43%	15	17%	-	0%	14	16%	86
Education	F	5	14%	24	67%	5	14%	-	0%	2	6%	36
	M	5	24%	13	62%	2	10%	-	0%	1	5%	21
Engineering	F	2	40%	2	40%	1	20%	-	0%	-	0%	5
	M	19	41%	19	41%	3	7%	-	0%	5	11%	46
Nursing	F	-	0%	9	41%	5	23%	-	0%	8	36%	22
	M	-	0%	-	0%	-	0%	-	0%	2	100%	2
Science	F	8	18%	17	38%	10	22%	-	0%	10	22%	45
	M	26	39%	23	35%	11	17%	-	0%	6	9%	66
Urban Affairs	F	2	20%	3	30%	3	30%	-	0%	2	20%	10
	M	4	36%	2	18%	3	27%	-	0%	2	18%	11
Law	F	5	33%	2	13%	1	7%	-	0%	7	47%	15
	M	6	32%	7	37%	2	11%	-	0%	4	21%	19
TOTAL		135	26%	198	39%	82	16%	2	0%	94	18%	511

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 2013

College	Degree				
	Bachelor's	Master's	Doctorate	Professional	Terminal Degree
Business	0%	22%	75%	3%	70%
CLASS	0%	21%	78%	0%	85%
Education	0%	7%	91%	0%	95%
Engineering	0%	10%	90%	0%	90%
Nursing	0%	79%	21%	0%	67%
Science	1%	13%	86%	1%	83%
Urban Affairs	0%	14%	86%	0%	81%
Law	0%	3%	6%	91%	97%
TOTAL	0%	18%	75%	7%	84%

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																
	2009			2010			2011			2012			2013			Percent Change	
	Tenured & Tenure Track	Non Tenure Track	Total	Tenured & Tenure Track	Non Tenure Track	Total	Tenured & Tenure Track	Non Tenure Track	Total	Tenured & Tenure Track	Non Tenure Track	Total	Tenured & Tenure Track	Non Tenure Track	Total	1 year	5 year
Business																	
Accounting	10	4	14	10	5	15	9	6	15	11	6	17	10	5	15	-12%	7%
Computer & Information Science	13	3	16	14	3	17	12	4	16	12	3	15	12	3	15	0%	-6%
Finance	7	2	9	7	2	9	4	5	9	2	5	7	3	3	6	-14%	-33%
Management & Labor Management	9	4	13	10	3	13	11	1	12	10	3	13	10	2	12	-8%	-8%
Marketing	10	3	13	11	4	15	11	4	15	8	4	12	9	5	14	17%	8%
Operation and Supply Chain Management	6	3	9	6	3	9	6	2	8	6	2	8	5	2	7	-13%	-22%
Business Total	55	19	74	58	20	78	53	22	75	49	23	72	49	20	69	-4%	-7%
Liberal Arts & Social Sciences																	
Anthropology	5	-	5	5	-	5	5	-	5	5	1	6	5	2	7	17%	40%
Art	12	-	12	11	1	12	11	-	11	11	-	11	11	-	11	0%	-8%
Economics	7	-	7	7	-	7	5	1	6	5	2	7	6	1	7	0%	0%
English	15	3	18	14	3	17	14	4	18	12	7	19	12	5	17	-11%	-6%
History	16	-	16	15	-	15	15	-	15	15	-	15	13	-	13	-13%	-19%
Modern Languages	9	2	11	9	2	11	9	2	11	10	2	12	10	2	12	0%	9%
Music	11	1	12	11	1	12	10	2	12	9	4	13	9	3	12	-8%	0%
Philosophy and Religion	10	-	10	10	-	10	10	-	10	9	-	9	7	1	8	-11%	-20%
Political Science	8	-	8	9	-	9	9	-	9	7	2	9	6	2	8	-11%	0%
School of Communication	20	2	22	19	2	21	19	2	21	17	3	20	15	5	20	0%	-9%
Social Work	13	2	15	13	2	15	10	2	12	8	3	11	8	3	11	0%	-27%
Sociology	9	3	12	8	3	11	9	3	12	10	4	14	10	4	14	0%	17%
Theatre and Dance	3	1	4	5	-	5	4	-	4	4	-	4	4	-	4	0%	0%
Liberal Arts & Social Sciences Total	138	14	152	136	14	150	130	16	146	122	28	150	116	28	144	-4%	-5%

(continued on next page)

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

(continued from previous page)

College/Department	Fall															Percent Change	
	2009			2010			2011			2012			2013			1 year	5 year
	Tenured & Tenure Track	Non Tenure Track	Total														
Education and Human Services																	
CASAL	15	-	15	15	-	15	16	-	16	14	-	14	14	-	14	0%	-7%
Curriculum & Foundations	14	-	14	13	-	13	13	-	13	11	1	12	11	2	13	8%	-7%
Health And Physical Education	8	-	8	8	-	8	8	-	8	7	1	8	7	1	8	0%	0%
Teachers Education	23	-	23	24	-	24	24	-	24	24	-	24	21	1	22	-8%	-4%
Education and Human Services Total	60	-	60	60	-	60	61	-	61	56	2	58	53	4	57	-2%	-5%
Engineering																	
Chemical Engineering	8	-	8	8	-	8	10	-	10	10	-	10	10	1	11	10%	38%
Civil & Environmental Engineering	10	-	10	10	-	10	9	-	9	9	-	9	9	1	10	11%	0%
Electrical & Computer Engineering	15	-	15	15	-	15	15	-	15	15	-	15	15	-	15	0%	0%
Engineering Technology	4	-	4	4	-	4	4	-	4	4	1	5	3	2	5	0%	25%
Mechanical Engineering	13	-	13	10	-	10	8	-	8	7	1	8	9	1	10	25%	-23%
Engineering Total	50	-	50	47	-	47	46	-	46	45	2	47	46	5	51	9%	2%
Law	30	12	42	30	12	42	28	12	40	25	10	35	23	11	34	-3%	-19%
Nursing	17	6	23	17	5	22	15	4	19	14	7	21	15	9	24	14%	4%
Science																	
Biology, Geology & Environmental Science	20	-	20	19	-	19	19	-	19	21	-	21	19	1	20	-5%	0%
Chemistry	14	-	14	14	-	14	14	-	14	14	-	14	13	-	13	-7%	-7%
Health Sciences	20	3	23	22	2	24	21	3	24	23	3	26	22	4	26	0%	13%
Mathematics	20	3	23	20	4	24	21	4	25	20	7	27	20	8	28	4%	22%
Physics	10	-	10	10	-	10	10	-	10	8	1	9	8	1	9	0%	-10%
Psychology	20	1	21	19	2	21	18	2	20	16	1	17	12	3	15	-12%	-29%
Science Total	104	7	111	104	8	112	103	9	112	102	12	114	94	17	111	-3%	0%
Urban Affairs	21	4	25	23	4	27	21	4	25	18	5	23	16	5	21	-9%	-16%
University Total	475	62	537	475	63	538	457	67	524	431	89	520	412	99	511	-2%	-5%

Table 7.9: Percentage of Undergraduate Student Credit Hours (SCH) Generated by Full-Time Faculty Fall 2013

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	2,398	483	-	2,881	83%
	Business Law	282	63	-	345	82%
Computer & Information Science	Computer and Information Science	1,278	388	112	1,778	72%
	Information Science	1,484	66	337	1,887	79%
Finance	Finance	1,126	484	-	1,610	70%
Health Care Administration	Health Care Administration	69	-	-	69	100%
Management & Labor Relations	Management & Labor Relations	1,186	726	66	1,978	60%
Marketing	General Administration	204	513	-	717	28%
	Marketing	1,415	426	160	2,001	71%
Operations & Supply Chain Management	Operations & Supply Chain Management	1,481	539	289	2,309	64%
Other Business	International Business	148	-	-	148	53%
	Other Business	813	561	162	1,536	100%
Business Total		11,884	4,249	1,126	17,259	69%
College of Liberal Arts and Social Sciences						
Anthropology	Anthropology	3,016	532	-	3,548	85%
	Linguistics	100	-	-	100	100%
Art	Art	1,956	808	80	2,844	69%
Communication	Communication	5,582	844	232	6,658	84%
Economics	Economics	1,583	993	-	2,576	61%
English	English	2,847	5,083	1,013	8,943	32%
	Developmental English	-	348	38	386	0%
History	History	3,492	1,228	716	5,436	64%
Interdisciplinary	Black Studies	-	-	292	292	0%
	Classical and Medieval Studies	1	-	-	1	100%
	Women's Studies	4	320	-	324	1%
Modern Languages	Arabic	150	245	-	395	38%
	Chinese	-	104	23	127	0%
	French	160	240	-	400	40%
	German	4	246	-	250	2%
	Greek	-	80	-	80	0%
	Italian	253	-	-	253	100%
	Japanese	-	185	-	185	0%
	Latin	-	106	-	106	0%
	Modern Languages	64	30	-	94	68%
	Slovenian	-	96	-	96	0%
	Spanish	1,020	100	570	1,690	60%
Music	Applied Music	26	378	8	412	6%
	Music	840	2,317	-	3,157	27%
Philosophy	Philosophy	828	1,857	-	2,685	31%
Political Science/IR	Political Science	1,144	596	64	1,804	63%
Religious Studies	Religious Studies	1,221	780	-	2,001	61%
Social Work	Social Work	2,033	801	335	3,169	64%
Sociology	Sociology	5,843	876	-	6,719	87%
Theatre and Dance	Dance	152	136	21	309	49%
	Theatre and Dance	404	309	66	779	52%
College of Liberal Arts and Social Sciences Total		32,723	19,638	3,458	55,819	59%

(continued on next page)

Table 7.9: Percentage of Undergraduate Student Credit Hours (SCH) Generated by Full-Time Faculty Fall 2013

(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	64	-	-	64	100%
Curriculum and Foundations	Curriculum & Instruction	581	240	130	951	61%
Health And Physical Education	Health and Physical Education	361	438	137	936	39%
	Health Education	270	378	-	648	42%
	HPER-Core Curriculum	-	267	-	267	0%
	HPERD-Special Topics	-	87	-	87	0%
	Physical Education-Service	-	51	179	230	0%
Teachers Education	Early Childhood Education	470	368	-	838	56%
	Education U Teach	123	-	63	186	66%
	Education-SIP	76	441	32	549	14%
	Middle Childhood Education	128	172	-	300	43%
	Special Education	256	441	-	697	37%
	Specialized Instructional/Teacher Education	483	363	-	846	57%
	Specialized Study & Field Experiences	16	-	824	840	2%
Education Total		2,828	3,246	1,365	7,439	38%
College of Engineering						
Chemical & Biomedical Engineering	Chemical Engineering	567	-	-	567	100%
	Engineering Science		3	-	3	0%
Civil & Environmental Engineering	Civil Engineering	600	-	-	600	100%
Electrical & Computer Engineering	Electrical & Computer Engineering	1,574	40	136	1,750	90%
	Engineering Science	2,244	760	189	3,193	70%
Engineering Technology	Electronic Engineering Technology	264	-	-	264	100%
	General Engineering Technology	219	-	-	219	100%
	Math Technology	124	-	-	124	100%
	Mechanical Engineering Technology	297	39	-	336	88%
Mechanical Engineering	Engineering Science	6	-	-	6	100%
	Mechanical Engineering	1,114	100	178	1,392	80%
Engineering Total		7,009	942	503	8,454	83%
Honors						
Honors	Honors	8	68	44	120	7%
Honors Total		8	68	44	120	7%

(continued on next page)

Table 7.9: Percentage of Undergraduate Student Credit Hours (SCH) Generated by Full-Time Faculty Fall 2013

(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	3,580	396	257	4,233	85%
Nursing Total		3,580	396	257	4,233	85%
College of Science						
Biology, Geology & Environmental Science	Biology	4,603	3,280	-	7,883	58%
	Environmental Sciences	605	284	-	889	68%
	Geological Sciences	745	-	-	745	100%
	Science	72	126	198	0%	
Chemistry	Chemistry	1,842	2,297	2,901	7,040	26%
Health Sciences	Pre-Health Science	1,398	1,780	195	3,373	41%
	Speech & Hearing	471	1,276	296	-	
Mathematics	Mathematics	6,604	7,396	960	14,960	44%
Physics	Physics	1,692	1,413	227	3,332	51%
Psychology	Psychology	4,332	4,737	204	9,273	47%
Other Science	Developmental Mathematics	1,264	1,200	-	2,464	51%
College of Science Total		23,556	23,735	4,909	52,200	45%
College of Urban Affairs						
Urban Studies	Urban Studies	3,443	4,276	428	8,147	42%
College of Urban Affairs Total		3,443	4,276	428	8,147	42%
Undergraduate Studies/ Other						
Undergraduate Studies	ASC	96	533	811	1,440	7%
	Business Freshman Orientation	79	77	-	156	51%
Undergraduate Studies Total		175	610	811	1,596	11%
Total SCH		85,206	57,160	12,901	155,267	37%

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 2009 - 2013**

Institution	2009		2010		2011		2012		2013	
	Women	Minorities								
University of Akron	42%	16%	48%	12%	43%	17%	44%	18%	44%	20%
Bowling Green State University	45%	11%	47%	10%	48%	11%	47%	12%	NA	NA
University of Cincinnati	38%	17%	39%	17%	39%	17%	39%	18%	39%	17%
Cleveland State University	40%	22%	41%	23%	40%	23%	40%	24%	41%	24%
Central State University	36%	64%	40%	66%	40%	65%	41%	60%	39%	62%
Kent State University	49%	14%	50%	16%	50%	17%	51%	21%	52%	25%
Miami University	41%	13%	41%	15%	43%	14%	44%	14%	43%	14%
Ohio State University	36%	18%	37%	18%	38%	20%	38%	19%	39%	19%
Ohio University	37%	14%	38%	15%	38%	15%	39%	16%	39%	16%
Shawnee State University	40%	8%	44%	9%	47%	5%	46%	7%	45%	6%
University of Toledo	39%	18%	39%	17%	39%	17%	40%	18%	40%	20%
Wright State University	44%	21%	44%	21%	45%	21%	46%	22%	45%	21%
Youngstown State University	40%	15%	41%	17%	41%	17%	42%	17%	43%	16%
Total	39%	17%	40%	18%	41%	18%	41%	18%	41%	19%

Source: The Ohio Board of Regents HEI All Employee (AM) query - rundate: September 16, 2014.

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 2009 - 2013**

Institution	2009	2010	2011	2012	2013
University of Akron	33%	34%	33%	31%	32%
Bowling Green State University	37%	39%	40%	41%	NA
University of Cincinnati	40%	38%	38%	37%	37%
Cleveland State University	33%	33%	34%	34%	34%
Central State University	28%	26%	27%	27%	28%
Kent State University	31%	31%	31%	30%	31%
Miami University	25%	26%	27%	26%	26%
Ohio State University	21%	21%	21%	17%	17%
Ohio University	31%	31%	31%	30%	30%
Shawnee State University	38%	40%	39%	40%	39%
University of Toledo	24%	25%	41%	34%	37%
Wright State University	36%	35%	36%	40%	36%
Youngstown State University	38%	39%	39%	38%	37%
Total	28%	28%	28%	27%	29%

Source: The Ohio Board of Regents HEI All Employee (AM) query. Run Date: September 16, 2014.

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 2009 - 2013

Institution	2009	2010	2011	2012	2013	Percent Change	
						1 Year	5 Year
University of Akron	24.5	26.0	27.4	28.3	27.9	-1.6%	14.0%
Bowling Green State University	20.3	19.5	19.1	18.8	NA	NA	NA
University of Cincinnati	10.2	12.3	13.1	13.8	13.6	-1.4%	34.0%
Cleveland State University	22.9	24.3	26.2	26.6	27.5	3.5%	20.1%
Central State University	18.3 [‡]	20.3	20.0	22.1	19.9	-9.9%	8.8%
Kent State University	22.8 [‡]	25.0	26.8	27.5	26.5	-3.6%	16.2%
Miami University	20.1	21.3	20.0	20.1	20.4	1.4%	1.2%
Ohio State University	12.5 [‡]	12.5	12.7	15.1	13.2	-12.9%	5.5%
Ohio University	22.2 [‡]	23.5	26.3	27.5	25.6	-7.1%	15.1%
Shawnee State University	26.7	26.4	28.2	28.0	27.8	-0.7%	4.2%
University of Toledo	15.6 [‡]	17.0 [‡]	17.4	18.6	17.0	-8.7%	9.4%
Wright State University	17.3 [‡]	18.3 [‡]	18.3	16.3	16.4	0.1%	-5.2%
Youngstown State University	25.9	26.8	28.5	28.2	27.3	-3.2%	5.4%
Total	16.5	17.6	18.1	19.4	19.7	1.6%	19.2%

Source: The Ohio Board of Regents HEI All Employee (AM) and Course Enrollment queries; run date: September 23, 2014.

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 2009 - 2013

Institution	2009	2010	2011	2012	2013	Percent Change	
						1 Year	5 Year
University of Akron	12.4	12.9	12.7	12.1	11.9	-1.1%	-3.4%
Bowling Green State University	10.7	12.0	12.0	12.2	NA [†]	NA	NA
University of Cincinnati	7.0	7.7	8.2	7.6	8.0	5.9%	15.1%
Cleveland State University	10.8	11.5	12.4	12.8	13.1	3.1%	21.5%
Central State University	7.5 [†]	6.6	7.6	6.6	7.1	7.6%	-5.6%
Kent State University	10.6 [†]	10.9 [†]	11.8 [†]	11.4	11.0	-3.8%	3.6%
Miami University	6.4	7.7	7.0	7.0	7.2	2.1%	13.1%
Ohio State University	3.2 [†]	3.2	3.2 [†]	2.7	2.8	1.4%	-13.8%
Ohio University	9.7	10.8	11.3	10.7	10.5	-1.7%	8.4%
Shawnee State University	16.8	17.8	18.0	17.7	16.8	-5.2%	-0.1%
University of Toledo	4.7 [†]	5.4	11.2	8.4	8.9	5.7%	87.7%
Wright State University	9.5 [†]	9.6 [†]	9.7 [†]	9.2	8.6	-7.3%	-9.6%
Youngstown State University	16.1	16.7	17.0	16.1	15.4	-4.6%	-4.6%
Total	6.2	6.6	7.0	6.4	6.2	-3.7%	-1.1%

Source: The Ohio Board of Regents HEI All Employees (AM) and Course Enrollment (CN) queries - run date: September 24, 2014

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.

Selected Administrative Centers, Departments & Offices

8



Cleveland State University
2014 Book of Trends

Application, Admission, and Yield

Table 8.1: University Totals Application Trends Unduplicated for Degree-Seeking Students, Fall 2009 - 2013

TABLE 8.1a: NEW FIRST YEAR UNDERGRADUATE APPLICATION TREND FOR DEGREE-SEEKING STUDENTS, FALL 2009 - 2013

	First Year					Percent Change	
	2009	2010	2011	2012	2013	1 year	5 year
Total							
Applied	4,347	4,366	4,838	5,819	6,768	16%	56%
Admitted	2,850	2,830	3,059	3,721	4,255	14%	49%
Enrolled	1,139	1,199	1,324	1,562	1,727	11%	52%
Yield	40.0%	42.4%	43.3%	42.0%	40.6%		

TABLE 8.1b: NEW TRANSFER UNDERGRADUATE APPLICATION TREND FOR DEGREE-SEEKING STUDENTS, FALL 2009 - 2013

	Transfer					Percent Change	
	2009	2010	2011	2012	2013	1 year	5 year
Total							
Applied	3,199	3,223	3,198	3,769	4,076	8%	27%
Admitted	2,128	2,228	2,059	2,288	2,488	9%	17%
Enrolled	1,394	1,517	1,358	1,539	1,466	-5%	5%
Yield	65.5%	68.1%	66.0%	67.3%	58.9%		

TABLE 8.1c: NEW LAW APPLICATION TREND FOR DEGREE-SEEKING STUDENTS, FALL 2009 - 2013

	Law					Percent Change	
	2009	2010	2011	2012	2013	1 year	5 year
Total							
Applied	1,831	1,712	1,571	1,114	783	-30%	-57%
Admitted	561	223	579	471	384	-18%	-32%
Enrolled	183	173	149	124	124	0%	-32%
Yield	32.6%	77.6%	25.7%	26.3%	32.3%		

TABLE 8.1d: NEW GRADUATE APPLICATION TRENDS FOR DEGREE-SEEKING STUDENTS, FALL 2009 - 2013

	Graduate					Percent Change	
	2009	2010	2011	2012	2013	1 year	5 year
Total							
Applied	3,702	3,814	3,973	4,108	4,448	8%	20%
Admitted	2,079	2,171	2,185	2,206	2,087	-5%	0%
Enrolled	1,180	1,165	1,018	1,079	976	-10%	-17%
Yield	56.8%	53.7%	46.6%	48.9%	46.8%		

Source: Institutional Research

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

Office of Advancement

CSU Foundation

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

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

College/Division	Endowment (Program Giving & Scholarship)					Percent Change	
	2009	2010	2011	2012	2013	1 Year	5 Year
Business	3,141,323	3,572,103	6,497,561	6,941,913	8,109,456	17%	158%
CLASS	1,718,310	1,743,532	2,048,334	2,105,108	2,442,725	16%	42%
Education	4,897,851	5,289,436	6,105,603	5,979,224	6,354,353	6%	30%
Engineering	3,369,490	4,642,145	6,360,505	6,861,201	8,039,244	17%	139%
Nursing	-	-	-	205,357	251,899	23%	-
Science	475,965	571,390	707,652	760,011	1,030,055	36%	116%
Urban Affairs	3,809,094	4,207,683	4,906,531	5,091,246	5,722,322	12%	50%
Law	5,999,966	7,466,503	8,773,829	9,048,175	10,263,188	13%	71%
Athletics	1,346,880	1,516,901	1,756,498	1,733,176	1,853,272	7%	38%
General University	6,264,903	7,242,975	9,396,696	9,567,987	10,502,010	10%	68%
Library	658,761	711,654	819,034	801,651	876,692	9%	33%
Office of the President	296,490	320,338	369,127	400,706	457,870	14%	54%
Total Endowment	\$31,979,032	\$37,284,660	\$47,741,370	\$49,495,755	\$55,903,086	13%	75%

College/Division	Program Giving ¹					Percent Change	
	2009	2010	2011	2012	2013	1 Year	5 Year
Business	530,635	573,510	659,975	684,415	865,238	26%	63%
CLASS	623,558	437,129	503,771	521,181	591,844	14%	-5%
Education	4,115,267	4,565,273	5,260,712	5,147,654	5,401,062	5%	31%
Engineering	801,862	1,460,579	1,778,371	1,880,219	2,179,047	16%	172%
Science	182,842	218,515	256,636	261,279	278,656	7%	52%
Urban Affairs	2,816,477	2,988,607	3,436,645	3,459,679	3,887,379	12%	38%
Law	1,512,999	2,021,873	2,331,886	2,388,876	2,721,361	14%	80%
Athletics	39,362	34,641	40,416	39,064	43,295	11%	10%
General University	694,302	1,012,040	1,353,675	1,442,663	1,652,205	15%	138%
Library	658,761	711,654	819,034	801,651	876,692	9%	33%
Office of the President	296,490	320,338	369,127	400,706	457,870	14%	54%
Total Program	\$12,272,555	\$14,344,159	\$16,810,248	\$17,027,387	\$18,954,649	11%	54%

(continued on next page)

Office of Advancement

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

(continued from previous page)

College/Division	Scholarship					Percent Change	
	2009	2010	2011	2012	2013	1 Year	5 Year
Business	2,610,687	2,998,593	5,837,586	6,257,499	7,244,218	16%	177%
CLASS	1,094,752	1,306,403	1,544,563	1,583,927	1,850,881	17%	69%
Education	782,584	724,163	844,891	831,570	953,291	15%	22%
Engineering	2,567,628	3,181,566	4,582,134	4,980,982	5,860,197	18%	128%
Nursing	-	-	-	205,357	251,899	23%	-
Science	293,123	352,875	451,016	498,732	751,399	51%	156%
Urban Affairs	992,617	1,219,076	1,469,886	1,631,567	1,834,943	12%	85%
Law	4,486,966	5,444,630	6,441,943	6,659,299	7,541,827	13%	68%
Athletics	1,307,518	1,482,260	1,716,082	1,694,112	1,809,977	7%	38%
General University	5,570,601	6,230,935	8,043,021	8,125,324	8,849,805	9%	59%
Total Scholarships	\$19,706,476	\$22,940,501	\$30,931,122	\$32,468,369	\$36,948,437	14%	87%
TOTAL ENDOWMENTS	\$31,979,031	\$37,284,660	\$47,741,370	\$49,495,756	\$55,903,086	13%	75%

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

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

Source: CSU Controller's Office and University Advancement.

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

Endowed:						Percent Change	
	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	1 Year	5 Year
Chairs	4	5	6	6	6	0%	50%
Scholarships	234	261	272	281	303	7%	29%
Alumni Donors	3,806	3,697	3,395	3,621	4,298	16%	13%
Total Donors	5,790	5,922	5,265	5,877	6,332	7%	9%
Alumni Giving	\$917,973	\$2,389,455	\$1,314,620	\$1,513,849	\$7,422,352	80%	709%
Total Giving	\$5,460,113	\$10,233,273	\$5,239,065	\$6,162,823	\$14,179,161	57%	160%

Source: CSU Office of Advancement

Philanthropic Highlights: 2013-2014

- Cleveland State University secured more than **\$10.4 million** for scholarships; the number of endowed scholarships increased from **281** to **303**.
- *Radiance*, CSU Realizing the Promise raised **over \$1 million** for student scholarships, surpassing last year's total of \$782,000. *Radiance* scholarships are awarded to undergraduate students in good academic standing who are at risk for dropping out of school because of finances.
- Secured **54** major gift commitments (\$25,000 and up) and an additional **71** gifts from \$10,000 - \$24,999. Major gifts included **\$10 million** from alumnus Don Washkewicz, his wife Pam, and

the Parker Hannifin Foundation for the Washkewicz College of Engineering; **\$3.6 million** from The Jack, Joseph and Morton Mandel Foundation and the Mandel Supporting Foundations to create The Jack, Joseph and Morton Mandel Honors College; and **\$1 million** from alumni Larry and Lee Glasscock and the Glasscock Family Foundation for scholarships.

- Raised **\$23,500** in 24 hours as part of CSU's first-ever Giving Day.
- Increased alumni donors by **6 percent**.

Athletics

Table 8.4: Athletic Sports at Cleveland State University by Enrollment

MEN'S SPORTS

	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	Enrollment	%								
Baseball	25	21%	23	19%	5	5%	5	5%	0	0%
Basketball	13	11%	13	11%	13	14%	12	13%	13	15%
Fencing	2	2%	0	0%	0	0%	0	0%	0	0%
Golf	8	7%	11	9%	7	7%	9	10%	8	9%
Soccer	23	20%	26	21%	22	23%	20	21%	18	21%
Swimming & Diving	19	16%	24	20%	19	20%	19	20%	19	22%
Tennis	8	7%	9	7%	8	8%	8	9%	8	9%
Wrestling	19	16%	17	14%	22	23%	21	22%	19	22%
Total Men	117	100%	123	100%	96	100%	94	100%	85	100%
Cumulative GPA, Males	2.91		2.95		2.88		2.96		2.99	

WOMEN'S SPORTS

	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	Enrollment	%								
Basketball	14	13%	12	11%	13	11%	13	11%	12	11%
Cross Country	6	6%	9	8%	12	10%	9	8%	12	11%
Fencing	1	1%	0	0%	0	0%	0	0%	2	2%
Golf	6	6%	6	5%	7	6%	8	7%	7	6%
Soccer	19	18%	20	18%	23	20%	22	19%	22	19%
Softball	21	20%	19	17%	19	16%	21	18%	16	14%
Swimming & Diving	17	16%	25	22%	23	20%	22	19%	22	19%
Tennis	7	7%	8	7%	7	6%	8	7%	9	8%
Volleyball	13	13%	13	12%	12	10%	12	10%	12	11%
Total Women	104	100%	112	100%	116	100%	115	100%	114	100%
Cumulative GPA, Females	3.26		3.29		3.26		3.31		3.35	
Total All Athletes	221		235		212		209		199	
Cumulative GPA, All Athletes	3.08		3.11		3.08		3.16		3.16	

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

Source: CSU Athletics Department

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

New Undergraduate First-time, Degree-Seeking, First Year Athletes	Fall									
	2003		2004		2005		2006		2007	
	Enrollment	%								
Total Athletes	40		55		56		50		62	
Athletes graduated in 4 years	15	44%	12	30%	10	18%	19	34%	17	34%
Athletes graduated in 5 years	7	21%	11	28%	19	35%	11	20%	14	28%
Athletes graduated in 6 years	4	12%	1	3%	2	4%	0	0%	1	2%
Total Athletes Graduated ≤ 6 Years	24	60%	31	56%	30	54%	32	64%	35	56%

Highlights

- This marks the seventh straight year that Cleveland State finished in the top four for the James J. McCafferty Trophy, presented annually by the Horizon League in recognition of the league's all-sport champion; including winning the trophy in 2007-08 and 2012-13.
- CSU won the Men's All-Sports Award for the second straight year, scoring the most points among the men's sports among the nine schools in the Horizon League.
- The Men's Golf Team won the Horizon League Championship this year, advancing to the NCAA Golf Championship.
- The Women's Tennis Team won the regular season Horizon League Championship, and a runner-up finish in the tournament.
- Senior Men's Golfer Andrew Baily was named to the 2014 Division I PING All-Midwest Region team for the second straight year; Bailey earned Horizon League Player of the Year honors for the third straight season this year.

- Freshman Women's Tennis standout Lauren Golick was named the Horizon League Freshman of the Year and Player of the Year.
- Senior Men's Swimmer Alex Lewis won the Swimmer of the Horizon League Championship Meet and Swimmer of the Year.
- Eight teams from Cleveland State University received an Academic Progress Rate (APR) recognition from the NCAA; men's basketball, women's cross country and indoor/outdoor track and field, men's and women's fencing, women's golf and women's tennis all received the honor for being in the top 10% of their respective sports.
- Coach Brian Etzkin of Women's Tennis and Wally Morton of Men's Swimming and Diving were honored as Horizon League Coaches of the Year; Morton retired at the end of this 2014 season after 39 seasons at the helm of the CSU Swimming and Diving program, earning 20 conference titles during his tenure.

Finance

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

	2009		2010		2011		2012		2013		Percent Change	
	\$ Amount	%	1 year	5 year								
OPERATING REVENUES												
Student Tuition and Fees, Net	115,263,410	74%	126,182,341	75%	140,713,140	76%	148,869,484	75%	153,869,978	74%	3%	33%
Federal Grants & Contracts	9,681,219	6%	11,992,099	7%	9,944,701	5%	10,584,556	5%	9,527,734	5%	-10%	-2%
State Grants & Contracts	5,504,478	4%	6,296,917	4%	5,726,269	3%	8,973,341	5%	8,519,937	4%	-5%	55%
Local Grants & Contracts	681,071	0%	490,186	0%	765,192	0%	263,589	0%	689,022	0%	161%	1%
Private Gifts, Grants & Contracts	2,922,127	2%	1,701,310	1%	2,772,540	1%	2,695,376	1%	2,714,471	1%	1%	-7%
Sales & Services	4,709,650	3%	4,773,836	3%	4,297,708	2%	4,524,083	2%	9,703,993	5%	114%	106%
Auxiliary Enterprises	15,433,175	10%	15,912,209	9%	20,845,190	11%	22,458,921	11%	22,240,518	11%	-1%	44%
Other Sources	569,657	0%	417,549	0%	500,246	0%	377,838	0%	258,889	0%	-31%	-55%
TOTAL OPERATING REVENUES	154,764,787	100%	167,766,447	100%	185,564,986	100%	198,747,188	100%	207,524,542	100%	4%	34%
OPERATING EXPENSES												
Instruction	95,209,808	35%	92,025,220	34%	94,507,110	32%	91,932,544	33%	96,849,118	33%	5%	2%
Research	12,880,105	5%	9,688,834	4%	12,295,867	4%	14,961,949	5%	13,159,579	4%	-12%	2%
Public Service	11,357,482	4%	11,186,289	4%	8,193,701	3%	5,997,307	2%	7,470,471	3%	25%	-34%
Academic Support	24,067,498	9%	22,934,405	9%	23,531,908	8%	23,017,435	8%	23,844,470	8%	4%	-1%
Student Services	19,781,003	7%	20,105,695	7%	20,953,129	7%	17,787,324	6%	19,921,498	7%	12%	1%
Institutional Support	29,714,486	11%	28,300,239	10%	30,856,817	11%	27,057,901	10%	32,619,875	11%	21%	10%
Operation & Maintenance of Plant	22,711,537	8%	24,816,384	9%	26,045,710	9%	27,975,181	10%	28,223,485	10%	1%	24%
Scholarships and Fellowships	10,876,936	4%	17,572,385	7%	19,842,144	7%	18,018,604	6%	15,887,129	5%	-12%	46%
Auxiliary Enterprises	25,553,858	9%	23,386,092	9%	31,200,532	11%	29,152,533	10%	31,594,198	11%	8%	24%
Depreciation and Amortization	17,742,326	7%	19,722,338	7%	24,818,443	8%	24,203,824	9%	27,155,794	9%	12%	53%
TOTAL OPERATING EXPENSES	269,895,039	100%	269,737,881	100%	292,245,361	100%	280,104,602	100%	296,725,617	100%	6%	10%

(Continued on next page)

Finance

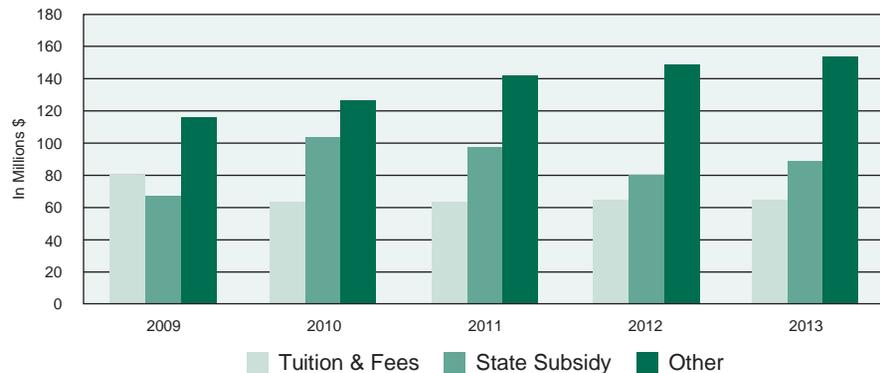
**Table 8.6: Statement of Revenues, Expenditures and Other Changes
Fiscal Years 2009 – 2013**

(Continued from previous page)

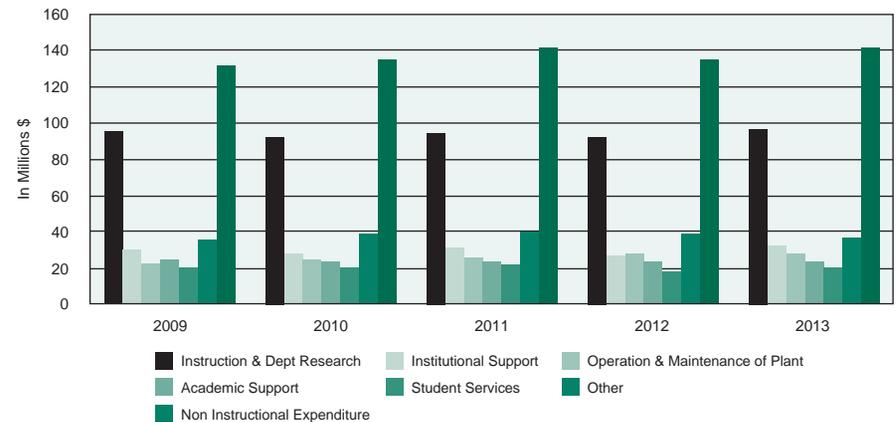
	2009		2010		2011		2012		2013		Percent Change	
	\$ Amount	%	1-year	5-year								
NON-OPERATING ITEMS												
State Appropriations	79,056,333	74%	63,692,313	51%	63,544,555	55%	64,434,747	69%	65,061,745	65%	1%	-18%
Federal Appropriations	0		10,367,388		10,567,874		0		0	0%		
Federal Grants and Contracts	13,998,357	13%	21,555,446	17%	26,129,061	22%	23,453,217	25%	22,186,001	22%	-5%	58%
State Grants and Contracts	4,015,508	4%	3,279,699	3%	3,392,498	3%	2,646,337	3%	3,533,938	4%	34%	-12%
Gifts	4,557,213	4%	4,477,080	4%	4,390,082	4%	7,196,632	8%	7,306,397	7%	2%	60%
Investment Income	-6,546,238	-6%	7,698,092	6%	13,179,158	11%	1,048,743	1%	9,395,509	9%	796%	244%
Interest on Debt	-3,360,216	-3%	-5,275,459	-4%	-9,460,196	-8%	-9,034,400	-10%	-7,861,712	-8%	13%	-134%
State Capital Appropriations	15,069,316	14%	19,978,296	16%	4,615,439	4%	3,179,823	3%	335,459	0%	-89%	-98%
Capital Gifts	12,245	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	106,802,518	100%	125,772,855	100%	116,358,471	100%	92,925,099	100%	99,957,337	100%	8%	-6%
NET ASSETS												
Increase in Net Assets	-8,327,734	-3%	23,801,421	7%	9,678,096	3%	11,567,685	3%	10,756,262	3%	-7%	229%
Net Assets at Beginning of Year	321,585,430	103%	313,257,696	93%	337,059,117	97%	346,737,213	97%	358,304,898	97%	3%	11%
NET ASSETS AT END OF YEAR	313,257,696	100%	337,059,117	100%	346,737,213	100%	358,304,898	100%	369,061,160	100%	3%	18%

Source: CSU Controller's Office

**Figure 8.6a: Total Revenues
Fiscal Years 2009 - 2013**



**Figure 8.6b: Operating Expenses
Fiscal Years 2009 - 2013**



Finance

**Table 8.7: Public Service Expenditures as a Percentage of Total Expenditures
Selected Ohio 4-Year Institutions - Main Campuses Only
Fiscal Years 2009 - 2013**

Institution	2009	2010	2011	2012	2013
University of Akron	4.7%	4.0%	3.6%	3.1%	2.8%
Bowling Green State University	2.1%	2.0%	1.7%	1.4%	1.2%
University of Cincinnati	6.0%	5.7%	5.5%	5.8%	5.9%
Cleveland State University	4.2%	4.2%	2.9%	2.2%	2.6%
Central State University	3.6%	2.7%	2.9%	4.4%	4.0%
Kent State University	3.5%	3.4%	2.8%	2.7%	2.4%
Miami University	0.6%	0.5%	0.4%	0.2%	0.4%
Ohio State University	3.0%	2.8%	2.5%	2.4%	2.3%
Ohio University	4.1%	3.8%	4.4%	4.4%	4.2%
Shawnee State University	5.6%	5.6%	4.0%	2.9%	3.1%
University of Toledo	0.8%	1.6%	0.8%	0.7%	0.8%
Wright State University	3.3%	3.3%	3.2%	3.7%	3.8%
Youngstown State University	2.2%	2.2%	2.3%	2.6%	2.3%
Totals	3.2%	3.0%	2.7%	2.7%	2.6%

Source: The Ohio Board of Regents HEI Current Fund Expenditures (CF) queries. Run Date: July 29, 2014.

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 2009 - 2013**

Institution	2009	2010	2011	2012	2013
University of Akron	15.7%	16.2%	16.1%	15.9%	27.2%
Bowling Green State University	13.2%	12.7%	13.0%	14.4%	16.9%
University of Cincinnati	13.5%	15.0%	15.4%	16.2%	17.0%
Cleveland State University	15.5%	15.7%	15.7%	15.1%	14.6%
Central State University	27.4%	27.0%	27.3%	25.6%	26.9%
Kent State University	11.8%	12.1%	12.4%	12.5%	12.5%
Miami University	17.4%	17.1%	18.9%	17.8%	18.6%
Ohio State University	23.7%	22.5%	23.6%	26.6%	29.1%
Ohio University	25.7%	27.3%	26.2%	23.5%	23.7%
Shawnee State University	25.7%	28.4%	27.1%	25.5%	26.6%
University of Toledo	15.4%	17.0%	17.3%	17.5%	17.5%
Wright State University	14.3%	15.5%	14.8%	12.0%	13.4%
Youngstown State University	19.3%	21.3%	20.9%	23.0%	20.9%
Totals	18.9%	19.1%	19.6%	20.5%	22.3%

Source: The Ohio Board of Regents HEI Funding Unit Expenditures (FX) queries. Run Date: July 28, 2014.

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 2009 - 2013

Institution	2009	2010	2011	2012	2013
University of Akron	10.0%	13.6%	15.5%	14.7%	14.6%
Bowling Green State University	19.5%	20.1%	22.1%	20.0%	18.6%
University of Cincinnati	11.7%	12.8%	13.4%	13.4%	13.3%
Cleveland State University	9.8%	12.7%	13.0%	12.6%	12.5%
Central State University	18.2%	21.1%	24.0%	22.5%	20.6%
Kent State University	12.6%	16.2%	17.8%	17.2%	16.0%
Miami University	11.4%	12.9%	14.6%	15.8%	16.6%
Ohio State University	5.0%	5.6%	5.7%	5.8%	5.9%
Ohio University	10.6%	12.7%	13.7%	12.4%	12.1%
Shawnee State University	22.7%	25.3%	26.8%	26.4%	25.3%
University of Toledo	8.9%	10.9%	12.3%	11.9%	11.3%
Wright State University	11.9%	14.3%	15.6%	14.2%	14.3%
Youngstown State University	17.7%	20.4%	20.6%	20.7%	19.7%
Totals	8.9%	10.3%	11.0%	10.8%	10.5%

Source: The Ohio Board of Regents HEI Current Fund Expenditures (CF) queries. Run Date: July 25, 2014

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 66 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	
	2009-10	2010-11	2011-12	2012-13	2013-14	1 year	5 year
Full-time Students with Financial Aid:							
Enrollment	5,666	6,580	6,647	6,434	6,892	7%	22%
Average Aid Package	\$8,565	\$8,950	\$8,755	\$8,821	\$8,707	-1%	2%
Part-time Students with Financial Aid:							
Enrollment	1,017	1,111	1,292	1,631	1,259	-23%	24%
Average Aid Package	\$6,528	\$6,955	\$6,652	\$5,896	\$6,566	11%	1%

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

	2009-10	2010-11	2011-12	2012-13	2013-14	Percent Change	
						1 year	5 year
Federal Grants:							
Enrollment	447	615	624	690	818	19%	83%
Average Aid Package	\$4,210	\$5,011	\$5,831	\$4,359	\$4,539	4%	8%
State Grants:							
Enrollment	366	487	481	506	611	21%	67%
Average Aid Package	\$2,109	\$1,155	\$959	\$823	\$935	14%	-56%
Scholarships/Institutional Grants:							
Enrollment	353	749	561	618	684	11%	94%
Average Aid Package	\$5,288	\$3,354	\$4,300	\$5,155	\$5,442	6%	3%
Federal Student Loans:							
Enrollment	601	722	799	919	1,063	16%	77%
Average Aid Package	\$6,710	\$5,604	\$5,492	\$5,772	\$5,644	-2%	-16%
Prior Year Cohort	N=1,007	N=1,127	N=1,148	N=1,328	N=1,531		

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

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

Table 8.12: Financial Aid Awards to Fall Term Undergraduate Students

	2009-10	2010-11	2011-12	2012-13	2013-14	Percent Change	
						1 year	5 year
Federal Grants	\$20,223,437	\$25,159,208	\$24,562,122	\$22,854,234	\$23,390,675	2%	16%
State Grants	\$3,445,400	\$3,707,710	\$3,033,671	\$3,940,423	\$4,372,629	11%	27%
Institutional Grants/Scholarships	\$5,087,249	\$4,905,236	\$5,698,155	\$7,334,909	\$7,334,092	0%	44%
Athletic Grants	\$2,104,185	\$2,523,061	\$2,554,462	\$2,610,354	\$2,602,035	0%	24%
Federal Student Loans and Federal Work Study (FWS)	\$56,887,973	\$66,911,925	\$65,273,792	\$66,171,387	\$65,071,270	-2%	14%
Total	\$87,748,244	\$103,207,140	\$101,122,202	\$102,911,307	\$102,770,701	0%	17%

Source: Common Data Set, H1 (based on estimated award year 2013-2014)

Financial Aid Office

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

	2008-09	2009-10	2010-11	2011-12	2012-13	Percent Change	
						1 year	5 year
Full-time students with Financial Aid:							
Enrollment	459	531	528	593	545	-8.1%	18.7%
Average Aid Package	\$17,804	\$18,993	\$18,708	\$20,106	\$21,336	6.1%	19.8%
Part-time students with Financial Aid:							
Enrollment	1615	1783	2044	2033	2004	-1.4%	24.1%
Average Aid Package	\$14,956	\$14,720	\$15,220	\$15,089	\$15,880	5.2%	6.2%

Source: CSU Financial Aid Office

Table 8.14: Graduate Student Financial Aid Awards by Types of Financial Aid Fall 2009 - 2013

Types of Financial Aid	2008-09	2009-10	2010-11	2011-12	2012-13	Percent Change	
						1 year	5 year
State Fellowship	\$42,530	\$95,734	\$134,297	\$92,439	\$55,072	-40.4%	29.5%
Scholarships/Institutional Grants	\$3,415,556	\$3,421,145	\$4,454,489	\$4,300,000	\$5,074,831	18.0%	48.6%
Non-Institutional Assistance	\$266,696	\$325,532	\$411,982	\$315,577	\$308,971	-2.1%	15.9%
Federal Student Loans and Federal Work Study (FWS)	\$28,619,640	\$32,505,934	\$35,861,289	\$37,801,004	\$37,943,017	0.4%	32.6%

Source: CSU Financial Aid Office

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

	2008-09	2009-10	2010-11	2011-12	2012-13	Percent Change	
						1 year	5 year
Full-time students with Financial Aid:							
Enrollment	425	435	420	391	345	-11.8%	-18.8%
Average Aid Package	\$26,026	\$28,369	\$29,734	\$31,387	\$31,547	0.5%	21.2%
Part-time students with Financial Aid:							
Enrollment	160	128	133	122	92	-24.6%	-42.5%
Average Aid Package	\$21,753	\$22,714	\$23,378	\$24,353	\$27,551	13.1%	26.7%

Source: CSU Financial Aid Office

See notes at the end of Financial Aid Section

Table 8.16: Law Student Financial Aid Awards by Types of Financial Aid Fall 2009 - 2013

Types of Financial Aid	2008-09	2009-10	2010-11	2011-12	2012-13	Percent Change	
						1 year	5 year
State Fellowship	\$0	\$0	\$0	\$0	\$0	-	-
Scholarships/Institutional Grants	\$1,481,970	\$1,875,318	\$1,941,719	1,959,025	2,096,603	7.0%	41.5%
Non-Institutional Assistance	\$268,645	\$251,051	\$88,912	\$66,819	\$26,340	-60.6%	-90.2%
Federal Student Loans and Federal Work Study (FWS)	\$12,790,953	\$13,121,684	\$13,567,000	\$13,217,639	\$11,295,287	-14.5%	-11.7%

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					
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Tuition/Fees	\$7,970	\$7,970	\$8,660	\$9,002	\$9,316	\$9,498
Books and Supplies	\$800	\$800	\$800	\$800	\$800	\$800
Room/Board	\$8,700	\$9,230	\$9,470	\$11,842	\$11,662	\$11,858
Personal/Miscellaneous	\$2,500	\$2,500	\$2,500	\$2,500	\$1,700	\$1,700
Transportation	\$1,800	\$1,800	\$1,800	\$1,800	\$1,460	\$1,460
Loan Fees	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$21,770	\$22,300	\$23,230	\$25,944	\$24,938	\$25,316

Source: CSU Financial Aid Office

Table 8.18: Annualized Full-Time Undergraduate Tuition & Fees for Selected Main Campuses of Ohio 4-Year Institutions 2013 - 2014*

University Main Campuses	In-State	Out-Of-State
Bowling Green State University	\$10,590	\$17,898
Cleveland State University	\$9,548	\$12,728
Kent State University	\$9,816	\$17,776
Miami University	\$13,748	\$29,538
Ohio State University	\$10,037	\$25,756
Ohio University	\$10,446	\$19,410
University of Akron	\$10,056	\$18,420
University of Cincinnati	\$10,784	\$25,816
University of Toledo	\$9,054	\$18,174
Youngstown State University	\$8,130	\$14,130

Source: Data from Ohio Board of Regents Fall 2013 Survey of Student Charges for Academic Year 2013-2014.

<https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/FY14%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 2011 - 2012

Institution	Any Grant			Federal Grants		State Grants		Institutions Grants		Federal and Other Loans	
	Any Aid %	%	Avg. Grant \$	%	Avg. Grant \$	%	Avg. Grant \$	%	Avg. Grant \$	%	Avg. Grant \$
Bowling Green State University	96%	89%	\$5,871	41%	\$4,156	26%	\$955	78%	\$4,224	75%	\$6,820
Central State University	96%	95%	\$7,667	89%	\$5,482	1%	\$443	86%	\$2,794	89%	\$6,632
Cleveland State University	91%	78%	\$6,374	52%	\$4,359	38%	\$823	47%	\$5,155	69%	\$6,174
Kent State University	91%	81%	\$6,349	38%	\$4,492	27%	\$779	70%	\$4,590	72%	\$7,074
Miami University	76%	72%	\$7,139	17%	\$4,677	8%	\$987	71%	\$5,966	45%	\$7,257
Ohio State University	85%	73%	\$7,904	21%	\$4,128	13%	\$1,117	71%	\$6,665	48%	\$7,034
Ohio University	82%	56%	\$5,554	27%	\$3,882	17%	\$700	49%	\$3,923	64%	\$7,389
Shawnee State University	98%	94%	\$4,509	65%	\$4,663	50%	\$855	34%	\$2,349	79%	\$5,398
University of Akron	91%	77%	\$5,441	50%	\$4,200	39%	\$653	39%	\$4,652	72%	\$6,611
University of Cincinnati	83%	56%	\$7,108	24%	\$4,190	16%	\$754	49%	\$5,922	58%	\$6,310
University of Toledo	82%	81%	\$7,413	39%	\$4,544	28%	\$854	71%	\$5,561	57%	\$6,223
Wright State University	89%	74%	\$5,454	48%	\$4,445	37%	\$843	45%	\$3,549	70%	\$6,642
Youngstown State University	96%	73%	\$6,311	58%	\$4,662	47%	\$820	36%	\$4,135	73%	\$6,178
University Main Campuses	89%	77%	\$6,392	44%	\$4,452	27%	\$814	57%	\$4,576	67%	\$6,596

Source: IPEDS Data Center at <http://nces.ed.gov/ipeds/datacenter/InstitutionByName.aspx?stepId=1>
Data retrieved July 16-17, 2014.

Financial Aid Office

Notes

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

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

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

Types of Financial Aid

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

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

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

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

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

Non-Institutional Aid: Assistance awarded from external agencies.

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

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

Center for International Services & Programs

International Services

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

Center for International Services & Programs

Table 8.20: CSU Fulbright Scholar Awards 1973-2014

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
TOTAL	83	

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	Reciprocal Student Exchange Agreements were signed with universities in China (2) and France. Student Mobility agreements were developed with Guangxi Teacher Education University and Jilin University (Jilin, China). A cooperative agreement was signed with the Hungarian-American Commission for Educational Exchange (Fulbright).
	Arabic and Chinese Language Programs	Discussions related to the potential expansion of academic language programs to become academic minors.
	Faculty-led Programs Abroad	Faculty-led programs were delivered in Spain and France.
The Monte Ahuja College of Business	Faculty Led Programs Abroad	Faculty-led programs were delivered in the UAE, the Netherlands, the UK, China, the Czech Republic, Israel, Spain, and Denmark.
	International Agreements and Initiatives	International agreements were developed with the University of Haifa and Tel Aviv University (Israel).
College of Education & Human Services	International Agreements and Initiatives	Re-negotiated a partnership agreement with ECHO International (China).
Cleveland-Marshall College of Law	International Agreements and Initiatives	Memoranda of Understanding were signed with the Southwest University of Political Science and Law (Chongqing, China) and the University of Novi Sad (Serbia).
College of Sciences & Health Professions	J-1 Exchange Visitor Program Utilization	The College hosted more than 20 Exchange Visitors for scientific research at both the pre and postdoctoral levels.
The School of Nursing	Student Organization Volunteer Activities	Student Nurses Association members engaged in a service-learning program in the Dominican Republic.
The Department of Athletics	Teams Competition and Volunteer Activities	Women's Basketball Team visited Italy.
The Washkewicz College of Engineering	Student Organization Volunteer Activities	Members of the student chapter of Engineers Without Borders traveled to Belize.
	International Agreements and Initiatives	Developed partnership agreements with the University of Technology, Gdansk, Poland.
The Confucius Institute	Language and Cultural Programs	Delivered programming in Chinese Language K-12 Instruction throughout the greater Cleveland area. Sent a delegation to CSU's CI partner university, the Capital University of Engineering and Business; the delegation was composed of education professionals from Cleveland-area School Districts and higher education institutions. The CI continues to develop a Chinese as a Second Language Certificate with the CSU College of Education.
The Maxine Goodman Levin College of Urban Affairs	International Agreements and Initiatives	Re-negotiated a Reciprocal Student Exchange Agreement with Chung-Ang University (South Korea) and engaged in student recruitment in China.
The Department of Student Life	Student Organization Volunteer Activities	The Global Medical Brigade travelled to Panama and Viking Expeditions traveled to Guatemala.

Center for International Services & Programs

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

Program Type	2009-10	2010-11	2011-12	2012-13	2013-14	Percent Change	
						1 year	5 year
Faculty Led	119	146	167	168	171	2%	44%
Exchange	4	4	4	3	5	67%	25%
Internship	5	7	4	4	1	-75%	-80%
Independent	23	33	28	18	21	17%	-9%
Law Institute*	-	-	-	-	-		
TOTAL	151	190	203	193	198	3%	31%

*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	2009-10	2010-11	2011-12	2012-13	2013-14	Percent Change	
						1 year	5 year
Business	83	96	131	122	133	9%	60%
CLASS	37	53	41	51	43	-16%	16%
Science	10	6	8	17	16	-6%	60%
Education	13	23	11	4	3	-25%	-77%
Engineering	2	-	5	2	4	100%	100%
Urban	1	5	4	2	-	-100%	-100%
Law	6	9	5	-	1	-	-83%
TOTAL	152	192	205	198	200	1%	32%

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	2009-10	2010-11	2011-12	2012-13	2013-14	Percent Change	
						1 year	5 year
Undergraduate	80	104	77	114	99	-13%	24%
Graduate	65	77	121	79	98	24%	51%
Law	6	9	5	-	1	-	-83%
TOTAL	151	190	203	193	198	3%	31%

Source: Center for International Services & Programs

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

Center for International Services & Programs

Table 8.25: Active International Partnerships (alphabetical by country)

Country	Institution	Description
Argentina	Universidad Nacional de Tucumen	Memorandum of Understanding
	Universidad Nacional de Rio Cuarto	Memorandum of Understanding
	Universidad Nacional de Salta	Memorandum of Understanding
	Universidad Nacional de Sur	Memorandum of Understanding
China	Capital University of Economics and Business	Memorandum of Understanding Reciprocal Student Exchange Agreement
	Guangzi Teachers Education University	Dual Degree Program - Master of Science in Chemistry Memorandum of Understanding
	Jilin University	Direct Enrollment Program Memorandum of Understanding
	South China University of Technology, Sino-U.S. College	Reciprocal Student Exchange Program Direct Enrollment Program
	Southwest University of Political Science and Law	Memorandum of Understanding Dual Degree Program
	Confucius Institute (HANBAN)	2+2 Program Memorandum of Understanding
France	Ecole Superieure de Commerce de Clermont-Ferrand	Memorandum of Understanding Reciprocal Student Exchange Agreement
	Universite de Rouen	Memorandum of Understanding Reciprocal Student Exchange Agreement
Germany	Duale Hochschule Baden Wurttemberg	Memorandum of Understanding
	Hochschule Offenberg 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
Israel	University of Haifa	Memorandum of Understanding Reciprocal Student Exchange Agreement
	Tel Aviv University	Memorandum of Understanding Reciprocal Student Exchange Agreement
Poland	Gdansk University of Technology	Memorandum of Understanding
	Univesity of Warsaw	Memorandum of Understanding
South Korea	Chung-Ang University	Memorandum of Understanding Reciprocal Student Exchange Agreement Direct Enrollment Program
Serbia	University of Belgrade	Memorandum of Understanding
	University of Novi Sad	Memorandum of Understanding
Slovenia	Republic of Slovenia	Memorandum of Understanding
South Africa	University of the Free State	Student Hosting Agreement w/Leadership for Change Program
United Kingdom	Buckingham New University	Memorandum of Understanding
	University of Sunderland	Reciprocal Student Exchange Agreement

Source: Center for International Services and Programs.

Office of the University Architect

Table 8.26 Cleveland State University Fall 2013 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
	CB	Chester Building	1970	109,728
[5]	CE	Cole Center *CMSD Campus International School	1990	56,653
[6]	CG	Central Garage	1979	269,594
[5], [6]	CM	Magnet Building (Ceramics & Sculpture)	1994	82,470
[6]	CS	Campus Safety	2004	25,056
[3]	EA	Eaton Place	2009	4,474
[3], [5], [7]	EC	Euclid Commons Complex Buildings 1-4	2010	225,811
E	G	East Garage	2006	124,300
[6]	FH	Fenn Hall (formerly Stilwell Hall)	1964	195,779
	FL	Field Locker Building	1985	2,194
	FS	Field Service Building	1985	1,305
	FT	Fenn Tower	1964	188,746
[3], [5]	HA	Heritage Suites Apartments	1912	152,390
	HS	Health Sciences	1998	23,654
[6]	JH	Julka Hall	2010	104,747
[3]	KB	Keith Building	2003	19,716
[5]	LA	Langston Court	2012	
	LB	Law Building	1977	118,438
	LL	Law Library	1997	111,870
[3], [5], [8]	MB	Middough Building	2011	303,845
	MC	Main Classroom Building	1970	386,489
	MM	Mather Mansion	1967	43,938
	MU	Music & Communication Building	1988	151,533
	PA	Plant Annex Building	1985	8,579
	PE	Physical Education	1973	201,860
[3], [7]	PG	Prospect Garage	2010	97,489
	PH	Parker Hannifin Hall	1984	27,252
[5], [6]	PR	Shaker Residence (Previous Presidents Residence)	2002	4,440
	PS	Plant Services	1970	134,590
[5]	RC	Recreation Center	2006	135,167
	RT	Rhodes Tower	1971	493,968
[1]	RW	Rhodes West * CMSD STEMM High School	---	
	SC	Student Center	2010	160,677
[3], [7]	SG	South Garage	2010	208,000
	SI	Science Building	1969	171,242
	SR	Science and Research Center	1978	142,479
[5] [7]	ST	Stephanie Tubbs Jones Transit Center	2010	NA
[3]	TC	Trinity Commons	2013	1,185
[3], [5], [9]	UN	Union Building	2011	84,688
	UR	Urban College	2000	87,792
	WA	Wallingford	2008	8,916
	WG	University West Garage	1996	199,599
[5]	WO	Wolstein Center	1989	289,000
[3]	WST	West Center Campus Extension	2003	9,607
Grand Total				5,358,847

Notes:

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

[2] Vacant-Planned Construction/Renovation.

[3] Leased spaces

[4] Vacant- Planned Demolition

[5] Includes Some Non-Institutional Uses

[6] Building Name Change

[7] Owned by Euclid Avenue Housing Development Corporation

[8] Owned by Cleveland Playhouse Corporation

[9] Owned by Liberty Development Corporation

Accreditation

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

College	Degree/Program	Accreditation
Business	Bachelor of Business Administration	AACSB International, The Association to Advance Collegiate Schools of Business
	Master of Business Administration	
	Doctor of Business Administration	
	Master of Labor Relations & Human Resources	AACSB International, The Association to Advance Collegiate Schools of Business
	Accounting (undergraduate & graduate)	
Education and Human Services	College of Education and Human Services	The National Council for the Accreditation of Teacher Education (NCATE) and approved by the Ohio Department of Education
	Community Agency Counseling and School Counseling	Council for Accreditation of Counseling and Related Educational Programs (CACREP)
	Master of Public Health	Council on Education for Public Health (CEPH)
	Doctor of Urban Education in Counseling Psychology	American Psychological Association (APA)
Engineering	Chemical, Civil, Computer, Electrical, Industrial, and Mechanical Engineering (undergraduate)	Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET)
	Electronic Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
Law	Law	American Bar Association and member of the Association of American Law Schools
Liberal Arts and Social Sciences	Music	National Association of Schools of Music
	Bachelor of Social Work	Council of Social Work Education (CSWE)
	Master of Social Work	
Nursing	Nursing (undergraduate)	Commission on Collegiate Nursing Education (CCNE) and approved by the Ohio Board of Nursing
	Nursing (graduate)	Commission on Collegiate Nursing Education (CCNE)
Sciences and Health Professions	Chemistry (undergraduate)	American Chemical Society
	Doctor of Clinical/ Bioanalytical Chemistry	Commission on Accreditation in Clinical Chemistry (ComACC)
	Master of Occupational Therapy	Accreditation Council for Occupational Therapy Education
	Doctor of Physical Therapy	Commission on Accreditation in Physical Therapy Education
	Psychology Specialist (School Psychology)	National Association of School Psychologists (NASP) and NCATE
Master of Speech Pathology and Audiology	American Speech-Language-Hearing Association (ASHA) Council on Academic Accreditation (CAA)	
Urban	Master of Public Administration	National Association of Schools of Public Affairs and Administration (NASPAA)
	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 2014

http://www.csuohio.edu/offices/iraa/bot/BOT_14.pdf

The Book of Trends (BOT) 2014 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 2014 is based on the End of Semester files used for Ohio Board of Regents (OBOR) reports unless specifically noted from a different data source.
2. Students exclusively enrolled in English as a Second Language, Study Abroad or other zero credit hour courses are included in the Book of Trends for years 2006-10.
3. The various Deans' offices provided IRA with a set of grant/highlight information used to produce Table 4.13. IRA limited these selections in order to meet space requirements. This table is not intended to be a comprehensive listing, but merely to reflect some of the interesting activities of our faculty, staff and students.
4. Each year we attempt to provide comparative data to other colleges and universities in Ohio. These comparisons are typically centered on information available from the Ohio Board of Regents' Higher Education Information System (HEI) <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 as well as our graduate assistants for their support and contributions to this publication.

Office of Institutional Research and Analysis

Affirmative Action Statement

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

